

NATIONAL BULLETIN



AMERICAN ASSOCIATION
of TEACHERS of FRENCH

VENEZ DÉCOUVRIR LE MONDE FRANCOPHONE: L'EUROPE

FIES POSTER CONTEST....8

AATF MASTERCHEF..... 16

VIRTUAL FIELD DAY..... 26

Editor: Megan Diercks

Reading Committee: Karen Campbell Kuebler, Towson University, MD; DeLynn Denton, Flower Mound High School, TX; Rebecca Monger, Elmhurst College, IL; Gisèle Lorient-Raymer, Northern Kentucky University, Highland Heights, KY; Laurel Mayo, University of Texas at Arlington (ret); Audra Merfeld-Langston, Missouri Science & Technology, Rolla, MO; Alain Ranwez, Metropolitan State University (ret), Denver, CO.

The *AATF National Bulletin* [ISSN 0883-6795] has its editorial offices at Megan Diercks, Colorado School of Mines, Stratton Hall, 1500 Illinois Street, Golden, CO 80401; email: [nbeditor@frenchteachers.org]. Correspondence should be sent to the editor at this address. The American Association of Teachers of French publishes the *National Bulletin* four times a year (September, November, January, April) as a service to members in supplement to the official journal of the association, the *French Review*. Subscription to the *National Bulletin* requires membership in the organization. Periodicals postage paid at Champaign, IL Post Office. Office of Publication: AATF, 302 North Granite Street, Marion, IL 62959-2346.

All items published in the *National Bulletin* are the property of the AATF. They may be copied for classroom or workshop use if the source and date of publication are indicated on the copies.

Postmaster: Send address changes to AATF, 302 North Granite Street, Marion, IL 62959-2346.

Deadlines for submissions to the *National Bulletin*: September issue, August 1; November issue, September 1; January issue, November 1; April issue, February 1.

Please note: Because of convention dates and other deadlines, the issues of the *National Bulletin* are mailed during the given month of publication and should reach most readers by the end of that month.



302 North Granite Street
 Marion, IL 62959-2346
frenchteachers.org

IN THIS ISSUE

Message de la Présidente	3
AATF Statement on Diversity	4
Message de la Secrétaire générale	5
AATF Exemplary Programs	6
AATF Scholarships	6
AATF Executive Council	7
2022 FIES Poster Contest	8
What's New in the <i>French Review</i> ?	10
Call for Proposals for 2022 New Orleans Convention	10
National French Week Media Contest	11
Salut les jeunes!	12
Jeunes Amis du Français	12
AATF Commissions	13
AATF Convention Travel Award	13
Search for AATF <i>National Bulletin</i> Editor	14
ASFAP Scholarship Announcement	14
Cinema Commission Update	15
AATF Administrator of the Year Announcement	15
AATF MasterChef	16
Call for Nominations: Regional Representatives	17
Classroom Activity: <i>Au voleur!</i>	24
2021 AATF Fund for the Future Contributors	24
Je ne suis pas née francophone	25
Evolution of Virtual Field Day	26
Members' Notes	28
Call for Nominations: Vice-President	28
AATF Materials Center	29
Regional Reports	30
À votre avis	31

Photo Credits: Étretat: Ansgar Scheffold (cover), Beffroi de Bruges: Dimitris Vetsikas (page 2), Dinant: David Mark (page 4), Lyon: E. Martin (page 5), Corse: Luisella Leoni (page 6), Bruxelles: Waldo Miguez (page 10), Christian Mackie (page 16), jackmac34 (page 16), Paris: edmondlafoto (page 23), Borscheid Castle au Luxembourg: Marc Marchal (page 30), Le Mont-Saint-Michel: Gauthier Salles (page 31)



MESSAGE DE LA PRÉSIDENTE

Dear friends and colleagues,

This is my last message to you as president of the AATF because my term ends on December 31, 2021, when Eileen Walvoord will become president, and I will transition to *présidente honoraire*. Having worked with Executive Director Jayne Abrate and the Executive Council for the past four years, both as president-elect and as president, has been a great honor for me. I have learned so much from everyone in this organization and hope that I will be able to continue to participate in the future work of this valuable professional association.

As I reflect on the beginning of my presidency, I have many fond memories. I first met the members of the Executive Council during our wonderful 2018 convention in Martinique. I was rather overwhelmed at the prospect of leading this association but was eager to become involved in the behind-the-scenes workings of the administrative team. I was welcomed with open arms by everyone on the Executive Council, particularly by Catherine Daniélou, who was in the last year of her presidency. One of the big issues facing us at that time was whether to approve the project with the advertising/communications firm Absolu, located in Trois-Rivières, Québec, to redo our logo, website, and social media presence. We spent many hours in Martinique listening to the representatives from Absolu give their presentation and began to think about if we should move forward. Throughout the convention I connected with many members from all parts of the U.S. and spent time with Executive Council members, listening to their concerns about our association. After returning to the U.S., the Executive Council voted to approve the proposed budget and move forward with Absolu in three phases. We had agreed with them that our website would be redone and unveiled to our members during the 2019 convention in Philadelphia.

One of the first decisions that I made as president was to increase the number of times the Executive Council met during the year. Typically, we would meet in person for two full days prior to the annual convention each July and then not meet until the following year. I suggested that, to improve communication between the president and council members, we should have virtual meetings periodically throughout the year to take care of much of the business we would have to do during the two full days of meetings. We now meet regularly, and I can attest to the fact that communication has improved significantly during that time.

I did not realize how much work is involved during the months of March–April, because it is during these months that Jayne Abrate and several past-presidents review scholarship applications, small grant applications, and convention proposals. I also did not know how much Jayne travels during the months of February, March, and April to participate in the regional conferences.

My first official AATF trip was to the JNCL–NCLIS Language Advocacy Day in Washington, DC in February 2019. This conference was interesting, because I met teachers and language professionals from all fifty states and participated in a team of eight from California who visited the offices of our senators and representatives to discuss pending legislation. Washington, DC is a fascinating city, and at the end of the conference Jayne and I were able to visit the Museum of African American History on the Capitol Mall. What an amazing experience! I participated in the California Language Teachers Association (CLTA) conference and in the Southwest Conference on Language Teaching (SWCOLT) conference. I also made a trip to Marion, IL, that June to meet the office staff and better understand how the national office functions. It was great for me to meet Lindsey

and April and realize how much work they do with Jayne Abrate on behalf of the AATF.

Following the AATF convention in July, Jayne and I decided that we needed to visit New Orleans, the planned site of our 2021 convention, and Paris, which was to be the site of our 2023 convention. The trip to New Orleans involved visits to five different hotels, but Jayne and I agreed that the historic Hotel Monteleone would be the best fit for our members.

« I have learned so much from everyone in this organization. »

In November 2019, I attended the ACTFL convention and represented the AATF at our exhibit booth. I also attended a second meeting of the Standards Collaborative and met representatives of the AATSP, AATG, AATJ, and many other language associations. I was pleased that we had made great progress on the French standards at that time.

The year 2020 started well, although we had heard rumors about the outbreak of the COVID virus in China. Jayne and I again attended the JNCL–NCLIS conference in Washington, DC in February, which turned out to be our last trip together for the AATF before the pandemic struck. We had already reviewed the proposals for Trois-Rivières and were about to send out letters of acceptance when everything shut down. My university closed its doors in March 2020, and I could not even go on campus to retrieve important papers until April when I received special permission from the dean to come on campus. We transitioned to virtual teaching and tried to make the best of a horrible situation.



As I explained in my September 2021 message, it was during the spring of 2020 that I created the AATF Task Force on Diversity. We wrote a statement on diversity that appears on the AATF website and at the end of this message, created a website available to all members, and gave workshops on the issues of diversity, equity, and inclusion. This work is ongoing, and I will continue my work as the chair of the newly-created AATF Commission on Diversity when my presidency ends. I have found my work with the Diversity Task Force members very enriching and rewarding and appreciate very much the contributions of everyone on our task force.

During the summer of 2020 our convention became a virtual one, and we provided a series of workshops for members on technology, diversity, modes of communication, interculturality, and a host of other topics. By fall we realized that most world language conferences had moved to an online format. I attended the ACTFL conference virtually and found the months of November and December 2020 very depressing as COVID cases throughout the country kept rising. California was literally locked down from November through January.

When the vaccine became available in early 2021 we began to see the light at the end of the tunnel. The Executive Council had met several times during 2021, and we realized that we needed to make a decision about the New Orleans convention, which was supposed to take place in July 2021. After our meeting in early May, we voted to again hold a virtual conference and postpone an in-person meeting in New Orleans until July 2022. This means that we will have the New Orleans convention in 2022, the Trois-Rivières, Québec convention in 2023, and Paris in 2024 if all goes well. Thanks

to you, our virtual convention was a success: we had over 1000 participants in a multitude of workshops and sessions. Thank you to everyone who presented in this fabulous array of presentations.

From January to May 2021, I participated in and presented at many virtual conferences. I attended the virtual MLA conference in January and the JNCL-NCLIS conference in February. I also gave a workshop at the CLTA conference in February and represented the AATF at the SWCOLT conference in March. Following those conferences, I participated in the American Educational Research Association (AERA) conference and the NECTFL conference in April. By the end of May I was really Zoomed out because I had also been teaching my university class virtually.

My husband and I were able to travel to France during the summer of 2021, which was a much-needed vacation. Before leaving for France, Randa Duvick and I gave a workshop on the newly-published French standards, which are now available on the ACTFL website (<https://www.actfl.org/resources/world-readiness-standards-learning-languages>). We are very pleased with the final document and encourage everyone to purchase a copy. We plan to give workshops at the Central States Conference, NECTFL, CLTA, and SWCOLT next spring. Tracy Rucker, Tiffani Jones, and I will also present a session on diversity at ACTFL and at the MLA conference in January 2022.

I am happy to report that the final phase of our work with Absolu will be finished by the end of 2021. All members will have access to their own membership page, a job board, discussion forum, and member-only resources. Absolu has done a fabulous job working with us through-

out the pandemic, and their bilingual team has been receptive to our suggestions and comments.

In closing, I would like to especially thank Jayne Abrate for her incredible support throughout my presidency. I never would have thought that I would preside over two virtual conferences and be able to create an online learning environment that brought members together. I would also like to thank the members of the Executive Council who have been a great sounding board for me and everyone in the AATF who has been so supportive throughout my presidency.

Merci mille fois à tout le monde!

► **Anne Jensen**
AATF President
annejensen@frenchteachers.org

AATF STATEMENT ON DIVERSITY

The AATF is an inclusive association, which seeks to build, value, honor, and cultivate diversity. Associations that are diverse in age, race, ethnicity, faith, gender identity, sexual orientation, physical or mental ability, and perspectives are better associations. To this end, we seek to create a community where educators, from any background, can promote Francophone cultures around the world.



MESSAGE DE LA SECRÉTAIRE GÉNÉRALE

Chers et Chères Collègues,

CONGRÈS À VENIR

Après avoir été obligés d'annuler deux congrès d'affilée, nous avons l'intention de nous retrouver du 11 au 14 juillet 2022 à la Nouvelle-Orléans avec le thème: «Laissez les bons temps rouler: Explorer la diversité du monde francophone». L'appel à contributions est actuellement ouvert à <https://www.frenchteachers.org/convention/proposal/>. Vous aurez jusqu'au 15 décembre pour soumettre votre proposition (voir page 10).

Je viens de signer un prolongement du contrat à Trois-Rivières au Québec pour le congrès 2023 qui aura lieu maintenant du 23 au 26 juillet, suivi de congrès à Paris et à San Diego.

RENOUVELER VOTRE ADHÉSION

À partir du numéro de mars 2021 la *French Review* est disponible en version numérique par Project Muse de Johns Hopkins University Press. Tous les membres de l'AATF ont accès au journal en ligne. Si vous souhaitez toujours recevoir une copie papier, il faudra payer un supplément pour couvrir les frais de poste qui augmentent régulièrement.

Soutenez l'AATF en renvoyant bientôt votre cotisation pour 2022 pour que nous puissions continuer à vous soutenir. Parlez-en à vos collègues qui ne sont pas membres. Recommandez à vos anciens élèves qui poursuivent une carrière de professeur de français de devenir membres. Plus on a de membres, plus on pourra offrir de services.

RECRUTEMENT

Nous vous demandons de nous aider à identifier tous les enseignants de français et à les recruter pour devenir membres. Pensez à nous envoyer à [recruit@frenchteachers.org] des noms, même si l'information est partielle.

Faites du recrutement une activité de votre chapitre. Une heure de recherches faite par une dizaine de personnes aurait des résultats surprenants. Nous avons développé une liste de plus de 32.000 professeurs de français à travers les États-Unis. Avec votre aide, nous pourrions facilement doubler le nombre d'adhérents à l'AATF.

COLLABORATIONS

Nous continuons des collaborations fructueuses avec d'autres associations qui travaillent avec les mêmes objectifs pour la promotion du français.

Nous nous réunissons régulièrement avec des responsables de la Fédération des Alliances Françaises USA. Nous partageons des ressources numériques et essayons de développer des contacts au niveau local.

Notre collaboration, depuis sa création, avec le Centre de la francophonie des Amériques permet aux membres de l'AATF de avoir accès aux programmes comme la série d'interviews «Noires Amériques» qui a eu lieu pendant l'hiver 2021. Pendant la Semaine du Français,

une quinzaine de membres de l'AATF ont pu, avec leurs classes, participer à des ateliers de poésie avec des artistes francophones.

«**Soulignez l'importance du français comme langue commerciale, langue internationale et langue globale.**»

Avec le Centre nous avons co-sponsorisé un concours de bande dessinée, et plus tard en novembre nous participerons avec l'Ambassade de France et le Centre à une dictée francophone offerte à l'occasion du sommet de la Francophonie.

Finalement, plusieurs chapitres de l'AATF ont généreusement ouvert leurs conférences et activités virtuelles à tous les membres de l'AATF.





RESSOURCES POUR LES PROFS

Notre projet de communication avec Absolu aboutira avant la fin de l'année. Comme membre de l'AATF, vous aurez accès à des ressources innombrables dont beaucoup auront été créées par d'autres membres de l'association. Il y aura un répertoire des membres où vous pourrez mettre à jour vos informations, un forum de discussion, une page carrière et une banque de ressources pédagogiques. En outre, il y aura des pages individuelles pour chaque chapitre ainsi qu'une fonction calendrier pour afficher les activités organisées localement.

PROMOUVOIR LE FRANÇAIS

La fin de l'année et le printemps sont des moments propices pour la promotion du français. Il est plus important que jamais de prévoir des attaques qui surviendront peut-être cette fois-ci pour des raisons financières.

Soulignez l'importance du français comme langue commerciale, langue internationale et langue globale. Assurez-vous que les élèves savent pourquoi il est utile d'apprendre le français pour qu'ils puissent convaincre leurs parents et servir d'exemple à leurs amis. Finalement, maintenant que les cours et autres événements sont redevenus en présentiel, pensez à inviter vos administrateurs à observer ce que vous faites.

N'oubliez pas d'inscrire vos élèves au Grand Concours qui aura lieu aux mois de février-mars [www.frenchteachers.org/concours]. Surveillez votre courrier électronique et consultez régulièrement le site web pour les instructions concernant l'inscription et le déroulement du concours.

Si vous avez déjà un chapitre de la Société Honoraire de Français ou des Jeunes Amis du

Français, utilisez la cérémonie de fin d'année et les activités pour faire parler du français. Si vous n'avez pas de chapitre, formez-en un dès maintenant. Vous pouvez trouver des exemples de professeurs qui ont virtualisé leurs cérémonies sur la page Facebook de la Société [https://www.facebook.com/groups/1227098373987658/].

Recommandez des élèves pour les différents prix et concours que nous offrons [https://frenchteachers.org/promote-french/awards-and-grants] et [https://frenchteachers.org/promote-french/contests].

Nous restons à votre écoute et planifions des activités et ressources pour vous soutenir dans et en dehors de la salle de classe et dans le milieu virtuel.

► **Jayne Abrate**
Secrétaire générale
abrate@frenchteachers.org

BOURSES OFFERTES AUX MEMBRES DE L'AATF

Watch your email for announcements about scholarship opportunities for 2022. We have been unable to award any scholarships in 2020-2021 because of the pandemic and the subsequent cancellation of programs. We are in regular contact with our partners which include the *Communauté Française de Belgique*, the French government, and Francophonie Nice. The usual application deadline is February 15, 2022, but the application process and deadlines will depend entirely on which programs are able to take place and when we receive notification.

WHERE CAN THEY MAJOR IN FRENCH? AND PREPARE TO TEACH?

<https://teacherrecruitment.frenchteachers.org/french-program-directory/>

Is your college or university listed in the new AATF French Major and Education Directory, a resource for secondary-level French teachers and their students?

If not, send your request to the AATF Commission on Teacher Recruitment and Retention at tchrrecruitment@frenchteachers.org.

This directory is for French programs at the college/university level that have a French major. If your institution has an education program leading to K-12 licensure, that information will also appear in your institution's listing.

The AATF French Major and Education Directory is designed to strengthen the high school-to-college connection, support French programs in higher education, and increase the number of college students in the K-12 Teacher Education pipeline. It can be found at <https://teacherrecruitment.frenchteachers.org/french-program-directory>.

AATF EXEMPLARY FRENCH PROGRAMS

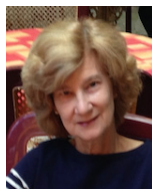
Would you like your French program to become a model for others? Would you like your department to be recognized in your school, in your city or town, and on the AATF Website? Then you may be a candidate for the new Exemplary French Program sponsored by the AATF. Read the indicators and apply on the official form by **February 15, 2022**

For complete instructions, go to the AATF Website at [www.frenchteachers.org].

2021 EXECUTIVE COUNCIL

7

Volume 47 • Number 2 • November 2021



ANNE JENSEN
President [2021]
San Jose State University
San Jose, CA
annejensen@frenchteachers.org



EILEEN WALVOORD
President-Elect [2021]
Niles Township High Schools [ret.]
Skokie, IL
eileenwalvoord@frenchteachers.org



JAYNE ABRATE
Executive Director [2022]
302 North Granite Street, Marion, IL 62959
Ph: 815-310-0490; Fax: 815-310-5754
abrate@frenchteachers.org



MARTHA BEHLOW
Vice-President [2021]
Geneva Community High School
Geneva, IL
mbehlow@geneva304.org



CATHERINE RITZ
Vice-President [2022]
Boston University
Boston, MA
catherineritz@gmail.com



TRACY RUCKER
Vice-President [2023]
Louisville Collegiate School
Louisville, KY
trucker@loucol.com



EDWARD OUSSSELIN
Editor in Chief, French Review [2022]
Western Washington University
Bellingham, WA 98225-9057
edward.ousselin@wwu.edu



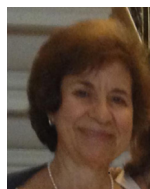
MEGAN DIERCKS
Editor, National Bulletin [2022]
Colorado School of Mines
Golden, CO
nbeditor@frenchteachers.org



LISA NARUG
Director, National French Contest [2022]
P.O. Box 3283, St. Charles, IL 61874-3283
legrandconcours@sbcglobal.net



PETER VANTINE
Region I (New England) Representative [2023]
St. Michael's College, Colchester, VT
pvantine@smcvt.edu
Chapters: CT, Eastern and Western MA, ME, NH, RI, VT



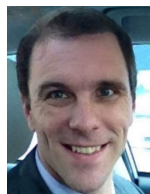
DIANE PARAVAZIAN
Region II (NY & NJ) Representative [2021]
New York University
dparavaz@aol.com
Chapters: Metropolitan, Nassau, Suffolk, Westchester NY, Central NY, Pays du Nord, Western NY, New Jersey



KATY WHEELOCK
Region III (Mid-Atlantic) Representative [2022]
Wakefield High School, Arlington, VA
katywheelock@yahoo.com
Chapters: Central PA, DE, MD, Northeastern PA, Northern VA, Philadelphia, Western PA, Susquehanna, Lehigh Valley, VA



DEANNA SCHEFFER
Region IV (Southeast) Representative [2021]
Allen D. Nease High School, Ponte Vedra, FL
deannascheffer@gmail.com
Chapters: AL, FL, GA, MS, NC, SC



STEVE OHLHAUG
Region V (East Central) Representative [2022]
West Lafayette Jr/Sr High School, IN
ohlhaut@wl.k12.in.us
Chapters: Detroit, IN, Northwest IN, KY, MI, OH, TN, WV



TOM SAPP
Region VI (West Central) Representative [2023]
Loyola Academy, Chicago, IL
tsapp@loy.org
Chapters: Chicago, KC, St. Louis, Downstate IL, IA, MN, WI



CARA HEMINGER
Region VII (South Central) Representative [2022]
Lincoln North Star High School, Lincoln, NE
caraheminger@gmail.com
Chapters: AR, KS, LA, NE, Central TX, El Paso, Houston, North TX, OK, S. TX



SUSIE HENNESSY
Region VIII (Southwest) Representative [2023]
Inderkum High School, Sacramento, CA
mmehennessy@gmail.com
Chapters: AZ, HI, NM, NV, Northern CA, San Diego, Southern CA, UT



CATHERINE OUSSSELIN
Region IX (Northwest) Representative [2021]
Mount Vernon High School, Mount Vernon, WA
catherineku72@gmail.com
Chapters: CO/WY, ID, MT, ND, OR, SD, WA/AK



AATF NATIONAL FIES COMMISSION 2022

ELEMENTARY & MIDDLE SCHOOL POSTER CONTEST

All submissions will be done electronically!

The AATF National FIES Commission is delighted to announce the 2022 Poster Contest for elementary and middle school students of French in kindergarten through grade 8. Students enrolled in public, private, and home school are eligible. We hope you will encourage your students to participate and support them with some research and learning for the contest.

AATF chapters should publicize the Contest. Individual teachers may electronically submit up to three posters in each category to the National FIES* Commission Poster Contest which is chaired by Karen Campbell Kuebler.

The theme for this year's contest is:

Autour de moi, la Francophonie / Around Me, Francophonie

REQUIREMENTS FOR THE FIES COMMISSION POSTER CONTEST

- ▶ Entries for traditional art posters **MUST** be completed on 12x18 inch paper and may be done in crayon, pen and ink, water colors, pastels, or magic marker. The captions may be in French or English.
- ▶ Digital Art submissions **MUST** be one page only. The captions may be in French or English.
- ▶ Digital Art encompasses digital collages and drawings created via a computer program. Students may do either.
- ▶ The theme must appear on all poster submissions!
- ▶ Grade categories are: K-1, 2-3, 4-6, 7-8.
- ▶ There will be traditional art and digital art sub-categories for each grade category.
- ▶ The sponsoring teachers **MUST** be current members of AATF.
- ▶ Each poster submission **MUST** be accompanied by the following information: subject line of email: Teacher Last Name_FiES Poster Contest

BODY OF EMAIL MUST INCLUDE

- ▶ Student's Name, Grade, School, School Address, City/State/Zip, School Phone
- ▶ Principal's Name
- ▶ Sponsoring Teacher, Teacher's Telephone, Teacher's Email
- ▶ **ATTACH POSTER AS A PDF FILE TO THE EMAIL**
- ▶ Entries will be limited to **THREE PER TEACHER FOR EACH GRADE CATEGORY AND EACH TYPE OF POSTER** (Digital Art or Traditional Art). Teachers are asked to select the best posters to be judged on the applicability to the theme, creativity, and effort. See Learning Targets for specifics.
- ▶ Each teacher should save the posters as PDF files and email **EACH** poster in a separate email by **March 15, 2022** to kkcdanser@verizon.net. Subject line of email: Teacher Last Name_FiES Poster Contest

Winners will be notified in early May. The first-place winners in each category will receive a cash prize from AATF national headquarters. Winners in second and third place will receive gifts from national headquarters. All place winners will receive certificates from the contest chair. Certificates of participation will be sent to all students from the contest chair, too.

The poster contest judges will be using these learning targets to further clarify the applicability of theme, creativity, and effort.

I can show my effort and attention to neatness on my poster.

I can show my effort and attention to neatness on my poster.

I can show my effort and attention to neatness on my poster.

PS Form 3526, July 2014

CALL FOR PROPOSALS 2022 CONVENTION IN NEW ORLEANS

The online call for proposals for the 2022 AATF convention, to be held July 11-14 at the Hotel Monteleone has been posted on the AATF website at <https://www.frenchteachers.org/convention/proposal/>. Proposals will be accepted until **December 15, 2021**. The theme for this year's convention is "Laissez les bons temps rouler: Explorer la diversité du monde francophone" Submissions are invited in all areas of French language, literature, linguistics, culture, and pedagogy.

Those who had proposals accepted previously in 2020 or 2021 will be given priority but will need to resubmit.

AMAZON SMILE

The AATF has an Amazon Smile link. Every time you make a purchase on Amazon, Amazon will make a donation to the AATF at no additional cost to you.

If you always start from our link at <https://smile.amazon.com/ch/38-1718689> when you log into your account, the funds will be automatically donated.

The AATF Executive Council made the decision to use any funds received through Amazon Smile to support the attendance of students planning to be French teachers at the annual convention. Thank you for your support in this endeavor!

SPECIAL OFFER FOR AATF MEMBERS

Throughout the year, the Maryland Chapter has nurtured a relationship with Bonjour Books DC, a French bookstore who sponsored several events uniquely for AATF members. They are offering an ongoing 5% discount to all AATF members with the code AATF-MERCIPROF..

WHAT'S NEW IN THE FRENCH REVIEW? [95.2 DECEMBER 2021]

FOCUS ON THE CLASSROOM

- ▶ Television Subtitles for Stylistic Awareness: Developing and Implementing Media-Based Classroom Activities [Erin Stigers]
- ▶ Pratique du débat par visioconférence en contexte pandémique entre apprenants de français et intervenants externes [Arnaud Duval et Guillaume Jeanmaire]
- ▶ Un pas en arrière, deux pas en avant [Fabienne Dubois]
- ▶ Navigating Pronouns of Address as Speakers and Teachers of French: Pedagogical Implications of a *Tu/Vous* Survey [Tama Lea Engelking]

FILM

- ▶ Des spectacles qui en disent long dans *L'esquive* et *The Chi* [Véronique Maisier]
- ▶ All About Yves: Saint Laurent and Yves Saint Laurent [Marcelline Block]

SOCIETY AND CULTURE

- ▶ Littérateurs et terreur: de l'importance des "secondes mains" [Christophe Corbin]

LITERATURE

- ▶ A Fugue for the Middle Passage? Suicidal Resistance Takes Flight in Fabienne Kanor's *Humus* [2006] [Doyle Calhoun]
- ▶ Le monde des Ž: de quelques intertextualités houellebecquiennes [Frank Lasmézas]
- ▶ Ouvrir les mots, ouvrir les morts: dialectiques celaniennes dans *Sous votre nom* d'Esther Tellermand [Aaron Prevots]
- ▶ On the Road: Isabelle Eberhardt's Travels and Spiritual Quest in the Maghreb Marlène Barsoum]
- ▶ The Mind-Body Dualism in *Cyrano de Bergerac*: Anticipating Artaud [Sudarsan Rangarajan]

INTERVIEW

- ▶ Un artiste aux mille et un visages: entretien avec Steve Gadet [Fola] [Richard Gray]

DOSSIER PÉDAGOGIQUE

- ▶ La Marseillaise et les valeurs culturelles de la France, pour les débutants [Sara Ahnell]



2021 NATIONAL FRENCH WEEK MEDIA CONTEST GUIDELINES

THEME: VENEZ DÉCOUVRIR LE MONDE FRANCOPHONE / COME DISCOVER THE FRANCOPHONE WORLD

Submission deadline: **December 15, 2021**

Contact Catherine Ousselin, AATF Social Media and Curated Resources Chair, with questions about technology tool suggestions or troubleshooting. [catherineku72@gmail.com]

Contest guidelines

- ▶ There are two competition divisions: Intermediate [grades 6-8] and Secondary [grades 9-12]
- ▶ Teachers should submit ONE form for each video or project. Limit of 5 submissions per teacher/school.
- ▶ Three minute time limit per video.
- ▶ Videos must conform to all school rules and codes of conduct. Videos with references to alcohol, drugs, or violence will not be accepted.
- ▶ Background music: Please do not use copyrighted music in the video or as background music. While it does add to the appeal of the video, it is not acceptable use.
- ▶ No copyrighted figures [i.e. Snoopy, Astérix, etc] accepted.
- ▶ Each entry must be the original work of current student[s] in French whose teacher is an AATF member for 2021.
- ▶ All submissions become the property of the AATF and may be used in AATF publications and on social media sites.
- ▶ All participants in the video completion will receive certificates, and the top-ranking submissions will receive cash prizes.

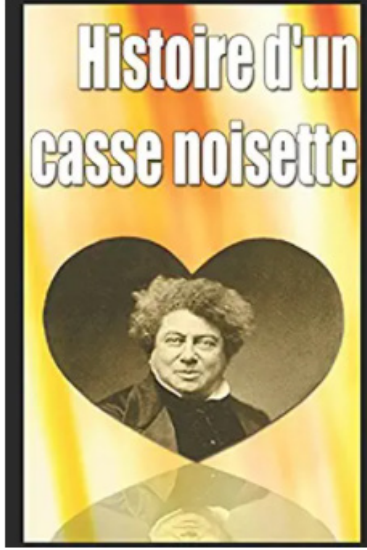
Submission / Sharing guidelines

- ▶ YouTube videos should be **UNLISTED**, NOT private. Anyone with the link should be able to view. YouTube is the preferred sharing option. NB: With Google's new "Content for kids" Regulations, we will not be able to feature any video posted under a student's account. The videos will be judged, but we cannot save them to the YouTube Contest playlist or share them on the contest blog. If possible, please use a teacher/adult account.
- ▶ All submissions via Google folders / docs **MUST BE** accessible to any viewer. Check settings and ask if you are not sure. If using a school account, click the "ADVANCED" button under SHARE and choose "Open to anyone/public on the Web" If a submission requires permission, it may NOT be considered for competition. Please check the permissions with your students before submitting.
- ▶ Submissions via iCloud: Please check the link permissions. iCloud links sometimes expire before the videos are rated.
- ▶ Submissions via Powtoon or other video creation tools: Please check permissions and link expiration.

Judging Criteria

- ▶ Submissions that are obvious projects for a class project that does not relate to the theme will not be considered.
- ▶ Visual impact, relevance to the theme, and originality are the key points to a successful project.
- ▶ Relevance to theme: This criteria allows for variety in interpretation, but a cooking video for the "The Future is French" video does not relate.
- ▶ Visual impact: Does the video go beyond a seated figure reading from a cue card?
- ▶ Originality: Did the video producers integrate new ideas for the theme or presentation style?
- ▶ Presentation: Was the presentation effective in conveying the theme and students' message?
- ▶ Content: Was the video engaging, purposeful?
- ▶ Organization: Is there a logical progression to the project?
- ▶ French language use will receive extra credit. Obvious Google Translate scripts will not receive extra credit. Our judges are generous in awarding points for French, but if the language is not mostly comprehensible, fewer points will be awarded.

Suggestions: In recent years, judges have noted that many videos rely heavily on France and stereotypes of the French (mustaches, berets, striped shirts, croissants, escargots, baguettes...). We invite you to challenge your students to look beyond the French Revolution, Impressionist artists, and Coco Chanel. Depending on the theme, integrate the Francophone world and current Francophone artists, music, clothing trends, and food.



SALUT LES JEUNES!

NUTCRACKER REIMAGINED

As we venture into the holiday season, why not take your students on a Nutcracker Adventure? Students may have heard of Marie, tutus, Tchaikovsky's music, and the Sugar Plum Fairy, but are they aware the story began with E.T.A. Hoffman in Germany? Then, the black French author Alexandre Dumas (<https://www.alexandredumasworks.com/alexandre-dumas-biography/>) wrote a more child-friendly version of Hoffman's tale.

« Invite your students into a cultural exploration of any francophone region and discover the excitement of the story. »

Dumas' version is what inspired the ballet. French choreographer Marius Petipa created the ballet for the Mariinsky Theatre in Russia in 1892. As time passed, Russian George Balanchine created an American *Nutcracker* with the New York City Ballet in 1954. Since Balanchine's version, *The Nutcracker* has become a tradition for many families to learn about classical ballet.

Beyond the ballet, many authors connect the story to a variety of cultures and traditions including *The Nutcracker in Harlem* by T.E. McMorrow and *The Cajun Nutcracker* by Chara Dillon Mock. Using a mix of traditional French and Cajun French, Mock's version celebrates Christmas with an outdoor party, includes a washboard and banjos for music and features jambalaya and étouffée for dinner.

A voodoo doll is added to the traditional scene with the harlequin and ballerina dolls. Instead of mice, nutria and *cocodrils* are the "bad guys." Main character Merrae throws her *chausson* at the Gator King to force a retreat and the path to the château is illustrated in a *misty cyprière* surrounded by *les mouches à feu* since there's no snow in the bayou!

The Land of the Sweets features a Sugar Cane Fairy who escorts Merrae and the Prince to a dancing court filled with cayenne peppers, maraca-playing cockroaches, tip-toeing pralines, swirly purple, green, and gold King Cake dancers, leaping Bananas Foster, and twirling powdered sugar beignets. After these dances, Madame Le Roux appears with *écrevisse*, followed by waltzing magno-

lias. Was it all just a dream? No, you too can invite your students into a cultural exploration of any Francophone region and discover the excitement in the story, the novelty of the experience, and the learning for all.

As we approach our summer 2022 convention in New Orleans, LA, consider exploring not only *The Cajun Nutcracker* with your students, but some other historical and cultural stories that define the unique Francophone region of Louisiana (<https://www.crt.state.la.us/cultural-development/codofil/about/french-in-louisiana/timeline/index>). See you in the Bayou!

► **Karen Campbell Kuebler**
FIES* Commission Chair
kkcdanser@verizon.net



**JEUNES AMIS
DU FRANÇAIS**

MIDDLE SCHOOL HONOR SOCIETY

The AATF and the *Société Honoraire de Français (SHF)* are pleased to announce the formation of a new honor society for middle and elementary school students. Full details can be found on the Honor Society Web page at <https://www.frenchteachers.org/jaf>.

The new society, called *Jeunes Amis du Français (JAF)*, was approved by vote of the SHF sponsors. The *Jeunes Amis du Français* functions similarly to the SHF. Any middle or elementary school teacher can request a JAF Charter for a one-time fee. Because of the diversity of middle school programs, a school must select the Cultural or Academic option. Each chapter must induct students at least once per year in order to remain active.

The sponsoring teacher must be a current AATF member.

There is a per student induction fee. Each student will receive a certificate attesting to his or her membership. Additional materials will be available for purchase.

Membership in the JAF does not imply membership in the SHF nor give the student the right to SHF materials.

COMMISSIONS

COMMISSION ON ADVOCACY

Kathy Stein-Smith [2023]

Chair

kathysteinsmith@gmail.com

COMMISSION ON CINEMA

Joyce Beckwith [2022]

Co-Chair

mmejoyb@aol.com

Dolliann Hurtig [2022]

Co-Chair

dhurtig@latech.edu

COMMISSION ON CULTURAL COMPETENCE

Martha Behlow [2023]

Co-Chair

mbehlow@geneva304.org

Andrea Behn [2023]

Co-Chair

abehn@janesville.k12.wi.us

COMMISSION ON FIES*

Karen Campbell Kuebler [2023]

Chair

kkcdanser@verizon.net

COMMISSION ON FRENCH FOR SPECIFIC PURPOSES

E. Nicole Meyer [2021]

Chair

nimeyer@augusta.edu

COMMISSION ON HIGH SCHOOLS

Jean Copeland [2021]

Chair

jean.m.copeland@gmail.com

COMMISSION ON MIDDLE SCHOOLS

Janel Lafond-Paquin [2021]

Chair

madamep51@hotmail.com

COMMISSION FOR THE PROMOTION OF FRENCH

Justin Frieman Charles [2022]

Chair

justinfrieman@yahoo.com

COMMISSION ON TEACHER RECRUITMENT AND RETENTION

Rebecca Monger [2021]

Co-Chair

rebecca.monger@elmhurst.edu

Eileen Walvoord [2021]

Co-Chair

eileenwalvoord@gmail.com

COMMISSION ON TECHNOLOGY

Heide Trude [2023]

Co-Chair

techietrude@gmail.com

Teresa Floch [2023]

Co-Chair

teresa@teresafloch.com

COMMISSION ON UNIVERSITIES

Isabelle Drewelow [2022]

Co-Chair

idrewelow@ua.edu

Jessica Sturm [2022]

Co-Chair

jsturm@purdue.edu

2021 AATF CONVENTION TRAVEL AWARD

This award is intended to provide assistance for AATF members traveling to the 95th annual AATF Convention, July 11-14 at the Monteleone Hotel in New Orleans.

The Executive Council has voted to allot funds to provide Travel Awards to AATF members to help defray the cost of attending the July 2022 convention in New Orleans. Applicants may receive the travel grant only once every five years. Funds are available to cover a limited number of awards; priority will be given to applicants from AATF Regions 1 (New England), II (New York & New Jersey), VIII (Southwest), and IX (Northwest). Priority will also be given to members who have never attended an AATF convention.

Award amount: \$1000 + full convention registration (not including excursions). The full amount will be paid upon presentation to National Headquarters of a receipt for travel attached to a signed letter agreeing to reimburse the money in the event of nonattendance at the convention.

Eligibility: Candidates must have been AATF members since January 1, 2021. Chapter officers, commission chairs, presenters, and leadership fellows are ineligible for this award.

Requirements: Recipients agree to make a presentation at an AATF function (chapter meeting or subsequent national convention) on a topic inspired by the convention in New Orleans.

Applicants should submit a one-page description of the project and its expected impact on their students. Applicants should also explain their need for travel assistance. Recipients of the award will be expected to attend all days of the convention. Speakers, leadership participants, and chapter officers are ineligible for this award.

The application form can be found at www.frenchteachers.org/convention/grant. Deadline: **January 15, 2022.**

NATIONAL FRENCH CONTEST DATES



Grades 1-6

[FLES]

February 14-March 5,
2022



LE GRAND
CONCOURS

Grades 7-12

[levels 01-5]

February 16-
March 30, 2022

Check the website frenchteachers.org/concours for information & updates.

SEARCH FOR EDITOR OF THE NATIONAL BULLETIN

The AATF is seeking a new Editor for the *National Bulletin* to succeed Megan Diercks. The official term will be for a three-year period (July 1, 2022 to June 30, 2025) and will include Volumes 48-49-50 of the *National Bulletin* (September, November, January, April of each year).

The duties of the *AATF National Bulletin* Editor include but are not limited to: solicits and plans content and gathers or selects photos/images for each issue; reviews and approves submissions with the help of a reading committee; communicates promptly with authors on the status of their submission and works closely with them on any revisions; confirms membership status of contributors, determines print layout for each issue; verifies facts and references as well as copyright status of any reproduced material; coordinates with AATF Headquarters on general association content; oversees the publication production in conjunction with AATF Headquarters; proofreads for errors in spelling, punctuation, syntax, and grammar in both English and French. As a member of the Executive Council, the Editor is expected to attend the AATF annual convention at association expense and participate in activities of the Executive Council. This is a volunteer position which receives an honorarium offered to show appreciation for the editor's significant contributions to the publication. The candidate selected will have an eye for detail, a solid understanding of the profession, as well as the following qualifications:

Required qualifications:

- (1) Bachelor's Degree in French;
- (2) Experience as an editor or reviewer;
- (3) Strong interpersonal skills and the ability to work with reviewers and authors;
- (4) Strong record of professional involvement;
- (5) Membership and previous activity in the American Association of Teachers of French;
- (6) Professional to native fluency in French and English;
- (7) Excellent grammar skills in both French and English;
- (7) High level of technological skills;
- (8) Demonstrates a commitment to including content featuring diverse voices.

Preferred qualifications:

- (1) Record of French-related publications and/or presentations;
- (2) Experience with desktop publishing software, Microsoft Office and Adobe products;
- (3) Master's degree in French or a related field.

Interested candidates should send a letter of interest describing why they seek the position and how they are uniquely qualified along with a CV and three letters of recommendation in which the recommenders speak to the qualifications of the applicant to Jayne Abrate, Executive Director, at abrate@frenchteachers.org. All applications and supporting documents should be received by **February 15, 2022**.

SUMMER SCHOLARSHIP FROM ASFAP

We are happy to announce the availability of three scholarships for students from the American Society of French Academic Palms (ASFAP). Each scholarship is \$4000 and has been designated for study in a Francophone country, generally during the summer. In most cases one scholarship is awarded to a high school student and the other to a university student. In the case of the high school student, there must be evidence of advanced study of French, and the university student must be pursuing either a French major (preferred) or minor. The third scholarship is restricted to someone who is preparing to teach French on the secondary level.

It should be noted that despite the pandemic, all scholarships have been awarded for the past three years, although most recipients have put off their study until restrictions are lifted (in most cases summer 2022).

We invite all teachers to consider recommending a student (the limit is one per teacher), whether members of ASFAP or not. The requisite forms and applications are online at:

<https://www.frenchacademicpalms.org/>.

CHANGES TO THE FRENCH REVIEW

Starting with the March 2021 issue, the *French Review* is published digitally through Project Muse at Johns Hopkins University Press. All AATF members have access to the digital archives of the *French Review*. If you would like to continue to receive a hard copy of the journal, there is a \$20 charge to help defray postage costs. Contact aatf@frenchteachers.org for more information on receiving a hard copy.

COMMISSIONS UPDATE: CINEMA

Family and community provide the current focus of the AATF Commission on Film which hosted a well-attended session on this topic at the recent AATF Virtual Conference. Comprised of eleven flash presentations, university and high school teachers discussed a variety of films and approaches sure to appeal to many teachers seeking to engage their students at all levels. Presenters and films included Fawzia Ahmad (*Le Passé*, 2013), Marcelline Block (*La Ch'tite famille*, 2018), Joyce Beckwith (*La Graine et le mulet*, 2007), Marie-Magdaleine Chirol (*Wallay*, 2017), Catherine Daniélou (*Le Fils de l'épicier*, 2007), Michael Foster (*L'Ascension*, 2017), Dolly Hurtig (*Marius*, 2013), Adela Lechintan-Siefer (*Qu'est-ce qu'on fait au bon Dieu*, 2014), E. Nicole Meyer (*La Famille Bélier*, 2014), Susan Myers (*C'est quoi cette famille?* 2016), and Alexandra Reuber (*Les Banlieusards*, 2019). These brief presentations developed the central concept in relation to films ranging chronologically from *Le Fils de l'épicier* to *Les Banlieusards*. Luckily for all, their chapters, filled with helpful information and teaching strategies, will appear next summer in the fourth volume of the series edited by Hurtig and Beckwith, *La Famille et la communauté dans les films francophones*, vol. 4 of the *Allons au Cinéma: Promoting French through Films* series [AATF, 2022]. Instructors will love the breadth of French-speaking areas and cultures included as well as varied approaches to family, community and what that may mean to those depicted and to those who view the films. In addition, the notion of family and community seems all the more important to our students as they adjust to an educational

experience made unique by the current pandemic context. All will appreciate the plethora of inclusive and diverse approaches to family and community. Family roles (father, mother, daughter, son, other) vary in any family, and our students will find themselves both intrigued and engaged. Some examples of topics include blended families; the maturing of adolescents who come to consider family conflict through a new lens; the introduction of the notion of (dis)ability and role reversal, for instance, in a family in which only one member is hearing, and thus speaks for her family. More than one film has been labeled a "feel good" film by critics, and while each film addresses issues that incite deep reflection, many take a comic, light-hearted approach much appreciated by teachers and students alike. Cross-cultural approaches to our classroom are highlighted as well throughout the volume. Additional authors and films accepted for the volume include: Brian Arganbright (*Sarah préfère la course*), Jody Ballah (*L'Avenir*), Tamara Caudill (*La Promesse de l'Aube*), Sandrine Collomb (*Michel d'Auber*), Nathalie DeGroult (*Il a déjà tes yeux*), Jessica Miller (*Les Rivières*), and Marco Romain (*White Material*). Personally, I cannot wait to read the volume!

► **E. Nicole Meyer**
Augusta University (GA)
nimeyer@augusta.edu

ADMINISTRATOR OF THE YEAR AWARD

The AATF and Concordia Language Villages Administrator of the Year Award, to be given annually, is intended to recognize a school principal or superintendent who actively supports the study of French. Any AATF member in good standing can nominate an administrator for this award.

The winner of this award will have demonstrated a strong commitment to international education and intercultural understanding through support for the study of languages, including French, in his or her school or school district, support for innovative curricular and extra-curricular programs which enhance the study of French, support for professional development specifically for language teachers, and support for a cross-disciplinary school-wide or campus-wide presence for languages. The nomination file should contain the following items: [1] an abbreviated CV (2 pages maximum) outlining the candidate's education and work experience, [2] a brief description of the language program(s) in the school or district (2 pages maximum), and [3] a letter from the nominating French teacher highlighting the administrator's commitment to supporting the study of French and his or her impact on the language program(s) described. All elements of the file should focus on addressing the traits listed at the beginning of this paragraph.

Applications should be received at AATF National Headquarters no later than **December 1, 2021**. The winning administrator will receive a framed certificate for display as well as a two-week stay at one of the Concordia Language French Villages (summer 2022) to be awarded to a student in the school or district. The award includes round-trip travel for the student to Concordia. Send all application materials electronically in .pdf format to abrate@frenchteachers.org.

DÉCOUVREZ LA NOUVELLE-ORLÉANS

► Congrès annuel de l'AATF
du 11-14 juillet 2022





AATF MASTERCHEF

LOISIRS ACTIVITIES

What do you get when you gather a group of creative and dedicated French teachers from all levels (elementary through community education), give them a topic, and ask them to share their favorite lesson or activity? AATF MasterChef! The idea originated with AATF Vice-President Martha Behlow who wondered if and how teachers adapt the activities that are shared on the French Teachers in the U.S. Facebook page. Inspired by her musings, *National Bulletin* Editor Megan Diercks took the concept, refined it, bounced it off a few people, and then put the plan into action. The result? A variety of activities for the following topics: leisure activities (November issue), art (January issue), and clothing (April issue). Find even more activities on the AATF member-only resource bank.

LOISIRS ACTIVITIES

Title: Tour de Francophonie

Level: upper elementary–middle school

Introductory Lesson for *à + ville* phrases

Materials: access to digital maps, paper and writing utensil or electronic device to type phrases

Description: Expanding on the Tour de France bicycle race, take the idea to any Francophone country and explore 5–10 different *villes* in that country.

Divide the class into groups of 4–6 students. Assign a different Francophone country to each group and then the students can choose the cities they would like to “ride through” in that country. This is an opportunity to explore digital maps.

Model the use of *à + ville* with a variety of examples.

After the choices of towns are made, have each group write sentences for their selected towns

using the sentence starter: “Nous allons à _____.”

Set up the classroom with town markers. Students can create their own town markers and decorate them with unique characteristics of the town.

If students can do this activity outside and bring their bikes to take the Tour—great! In the classroom, students can pretend they are riding a bike around the classroom. When students stop at the different town markers, they should say “Nous allons à _____.”

As an additional ode to the actual Tour de France, students can also make *maillots* decorated with their name, number, and preferred style—climber, youngest, stage winner. Large paper bags can be used for this activity, or maybe you have a wonderful parent volunteer who would provide a bolt of material. The material should be folded in half and then cut into 16”–20” strips depending on the age/size of your students. Fold the material in half after the first cut and do a diagonal cut for the head hole. *Voilà un maillot.* <https://community.terrybicycles.com/sidesaddle-blog/tour-de-france-jersey-colors-explained>

Don’t forget about all the French-named cities in the U.S. as choices for this activity.

Here is a website with an entire list of French-named cities in the U.S.: <http://franceusa.blogspot.com/2008/01/french-place-names-in-united-states.html>

This is also a wonderful opportunity to get the community involved and do a fundraiser. Maybe one of the Francophone countries you select is Haiti, and the money

collected will be donated to relief efforts. Consider inviting an owner of a local bike shop to discuss bike safety for the students. Maybe the business would donate a free bike for a raffle. Connect with the school nurse about healthy habits and exercise.

Enjoy the Tour de Francophonie!

► **Karen Campbell Kuebler**
Towson University (MD)
kkcdanser@verizon.net





AATF MASTERCHEFF

MIDDLE SCHOOL ACTIVITY

Title: C'est mon anniversaire! [activities and -er verbs in context]

Level of learners: These activities are for Level 1 students. This story can be used after introducing the vocabulary for activities and students are getting them ready to start producing their own sentences. Students will be able to practice -er verbs in context and their conjugations. At this point, students should have already used expressions like *J'aime/Je n'aime pas/ Je veux/ Je ne veux pas* + infinitives.

Description of the activities: After students have been introduced to common sports and activities, they can read the *C'est mon anniversaire!* story. Students can act out the story or do as a read aloud and stop for comprehension after every few sentences. Students reread the story with a partner and respond in English to the comprehension questions together. The sentence activity is done together after modeling how to create sentences using the parts of speech—subject, verb and "rest of sentence"—and copy sentences from the story using the chart. In addition, students should illustrate the sentences they choose, to demonstrate understanding. Using this story will take a couple of class periods.

Story (excerpt right—full story can be found on the AATF member-only resources page)

Comprehension questions (selected questions)

Répondre en anglais.

1. What is the name of this story?
2. How old is Antoine? How is he described?
3. What is his sister's name? How old is she? How is she described?

4. What is the name of Antoine's best friend?
5. What sport do they play every day of the week?

Find an additional sentence builder activity on the AATF member-only resource page.

► Dawn Fiorilli

William Annin Middle School (NJ)
frenchcontestnj@gmail.com

C'est mon anniversaire!

Bonjour! Je m'appelle Antoine Dupont. J'ai douze ans aujourd'hui! C'est mon anniversaire! Je suis grand, brun et américain.

J'ai une sœur; elle s'appelle Magali. Elle a trois ans. Elle est petite et embêtante.

J'adore jouer avec mes amis, mon meilleur ami s'appelle Jacques! Je joue au foot avec Jacques lundi, mardi, mercredi, jeudi, vendredi, samedi et dimanche! Je joue avec Jacques tous les jours de la semaine! En été, je nage avec Jacques à la plage avec ma famille. En automne, je joue à la crosse avec Jacques. Est-ce que tu joues à la crosse avec les amis? Après, Jacques et moi, nous mangeons au restaurant. Tu manges avec nous aussi?

Aujourd'hui, c'est le quatorze janvier—c'est mon anniversaire! Il y a beaucoup de cadeaux pour moi. Ma mère, elle me donne un cadeau. Le cadeau est une console de jeux—XBOX! J'adore jouer aux jeux vidéo!

NOMINATIONS FOR REGIONAL REPRESENTATIVES

The AATF is seeking nominations for Regional Representatives for Region III (Mid-Atlantic: Central PA, DE, MD, North-eastern PA, Northern VA, Philadelphia, Western PA, Susquehanna Valley, Lehigh Valley), Region V (East Central: Detroit, IN, Northwest IN, KY, MI, OH, TN, WV), and Region VII (South Central: AR, KS, LA, NE, Central TX, El Paso, Houston, North TX, OK, South TX) for a three-year term, 2023-2025. Nominees must be members in good standing of the AATF and reside in the region.

Nominations may come from members or chapters, including those outside the nominee's own chapter. The AATF Constitution states that a Regional Representative cannot be succeeded by someone from the same chapter. There are incumbents in two regions.

The Nominating Committee encourages the AATF membership to consider candidates with a proven record of participation in local, state, and national AATF activities. Nominations should be submitted to the chair of the Nominating Committee at [\[rrnominations@frenchteachers.org\]](mailto:rrnominations@frenchteachers.org) by **March 1, 2022**.

The committee will contact nominees to submit their curriculum vitae and a personal statement.



AATF MASTERCHEF

HIGH SCHOOL ACTIVITY

Activity Name: C'est qui?

Target Audience: French 1 [activity can be modified to be used across levels]

Prep: Print one grid [facing] for each student. Print the grid below, and cut the slips horizontally [instructions & images], and fold so you only see the unit info on the left side.

When To Use: To practice structure, vocabulary, and pronunciation. Can be used right after introducing vocabulary, as reinforcement, or as a review.

Activity Time Frame: Can take between 5 to 10 minutes.

How to use: Select five students to stand in

the front of the room. When they come up, have them select 1 of the horizontal slips [below]. These are the two activities that they will answer yes to. Hand out the grid sheet to each student [following page]. One by one, they ask a student standing up front if s/he does one of the activities. If the student up front responds with "Yes" then the students write yes in the grid. If the student up front responds with "No", then the students write no in the grid. Remind the students that each student up front will do 2 activities and once an activity has been claimed by a student, then no other students will be doing that activity. The students repeat asking questions until the entire grid is filled out completely.

Directions: There are 5 students standing up front. Your job is to identify who likes what activity.










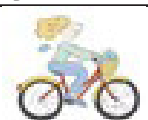
ASK: Est-ce que tu aimes [activity].

If the students answers "OUI" then write "OUI"

If the students answers "NON" then put a large "X"

Variations on this activity and a leisure time activity vocab game can be found on the AATF member only resource page.

► **Brian Wopat**
Onalaska High School [WI]
wopbr@onalaskaschools.com

FR 1 1.5 #2	On the following side are the two things you like to do in your freetime. Your classmates will ask you what you like to do. You will respond with. Oui, j'aime [l'activité]. Non, je n'aime pas [l'activité].		
		parler anglais	surfer sur le net
FR 1 1.5 #2	On the following side are the two things you like to do in your freetime. Your classmates will ask you what you like to do. You will respond with. Oui, j'aime [l'activité]. Non, je n'aime pas [l'activité].		
		fêter	écouter la radio
FR 1 1.5 #2	On the following side are the two things you like to do in your freetime. Your classmates will ask you what you like to do. You will respond with. Oui, j'aime [l'activité]. Non, je n'aime pas [l'activité].		
		regarder la télé	faire une promenade
FR 1 1.5 #2	On the following side are the two things you like to do in your freetime. Your classmates will ask you what you like to do. You will respond with. Oui, j'aime [l'activité]. Non, je n'aime pas [l'activité].		
		parler au téléphone	ranger ma chambre
FR 1 1.5 #2	On the following side are the two things you like to do in your freetime. Your classmates will ask you what you like to do. You will respond with. Oui, j'aime [l'activité]. Non, je n'aime pas [l'activité].		
		travailler	faire du vélo

Activité 1

Prénom: _____

Directions: There are five students standing up front. Your job is to identify who likes what activity.

ASK: Est-ce que tu aimes [activité]?

If the students answers **"OUI"** then write "OUI." If the students answers **"NON"** then put a large "X."

	parler au téléphone					
	écouter la radio					
	faire une promenade					
	travailler					
	ranger ta chambre					
	fêter					
	surfer sur le net					
	regarder la télé					
	faire du vélo					
	parler anglais					
	STUDENT'S NAME 1.					
2.						
3.						
4.						
5.						



AATF MASTERCHEF

HIGH SCHOOL ACTIVITY #2

Tite: Un été en Normandie: les loisirs

Level of learners: Intermediate Low

Description: The following activity is for students who are in the early intermediate low-mid stages. These students can already talk about common hobbies and pastimes such as swimming and biking. This activity introduces them to a wider variety of popular summer activities while being exposed to a region of France.

The authentic ressource is very accessible because of the titles of the sports and the images, but each one has a more in-depth description of the activity itself, its requirements, prices, and contact information. This offers a good review of novice materials with numbers and locations, but also develops the students ability to read higher level material with the descriptions of each activity.

Salut! Je m'appelle Sophie et je suis mère de deux ados de douze et seize ans. Je cherche une activité aventure en plein-air pour moi et mes enfants. J'adore passer du temps à la plage, mais j'ai peur de l'eau parce que je ne sais pas nager. Est-ce que vous avez une idée d'une activité qu'on peut faire ensemble?

Bonjour je m'appelle Aurélie. Je suis une athlète. Je suis nageuse. Je passe beaucoup de temps dans l'eau que ce soit la piscine, le lac, ou même la mer. Je vais visiter la plage cet été et je cherche une nouvelle expérience sur l'eau. Je suis aussi étudiante à l'université alors, bien sûr je n'ai pas beaucoup d'argent. Vous pouvez m'aider?

Bonjour, moi je suis Malick. Je suis un mec assez athlétique, En général, j'aime faire du sport mais surtout dans la nature. J'habite en ville, alors je cherche une activité tranquille dans laquelle je peux admirer le paysage et découvrir la campagne en Normandie. Vous avez des idées pour moi?

Part 1: Interpretative and Interpersonal

Discuss the authentic ressource in French:

1. What is this document?
2. What kind of activities are offered?

3. Where are these activities offered?
4. Which activities do you want to do and why?

Part 2: Interpretative and Interpersonal

Read about three people who are visiting Normandie next summer. They are looking for an activity to do during their stay. Read about each person and make a suggestion. This works well as a partner activity if students have the proficiency to role play.

Part 3: Presentational writing

Now it's your turn. Which activity do you want to try and why?

Original images and information can be found at: <https://cote-albatre-tourisme.fr/activites-loisirs/>

► **Jennifer Hoban**
Louisville Collegiate School (KY)
jhoban@louisvillecollegiate.org



AATF MASTERCHEF

UNIVERSITY ACTIVITY

Title: Learn FRENCH with my favorite French YOUTUBERS

Par: French mornings with Elisa
<https://www.youtube.com/watch?v=H8lVuONXplg>

Regardez la vidéo.

1. Regardez la vidéo une première fois sans les sous-titres. Essayez de comprendre le sujet général qu'Elisa présente. Il n'est pas nécessaire de tout comprendre. Concentrez-vous sur des mots/expressions que vous connaissez déjà et utilisez les images pour vous aider à comprendre.
2. Regardez une deuxième fois avec les sous-titres en français et si vous voulez, une troisième fois avec les sous-titres en anglais.
3. Quelques autres suggestions pour améliorer votre français:
 - a. Ralentissez la vitesse de la vidéo. Ainsi, vous pourriez mieux comprendre les mots individuels.
 - b. Pratiquez avec la prononciation—écoutez une phrase ou expression, appuyez «pause», et puis répétez ce que vous avez entendu.

Vocabulaire utile

Cherchez les mots/expressions que vous ne comprenez pas dans un dictionnaire (par exemple <https://www.wordreference.com> ou <https://www.linguee.com>).

Questions de compréhension

1. Pourquoi Elisa a-t-elle cherché un tutoriel sur YouTube?
2. Qu'a-t-elle appris en regardant la vidéo? [0:25]
3. Quels conseils Elisa offre-t-elle pour progresser en français? [1:05]
4. Pourquoi dit-elle qu'il est bien de se perdre sur YouTube? [2:05]
5. Quel est l'avantage de suivre ces chaînes? [3:40]
6. Que veut dire « pétillant », selon Elisa? [5:10]
7. Que veut dire « se taper des barres »? [5:39]

8. Que veut dire « un sujet pointu »? [6:10]
9. Qu'est-ce qu'Elisa nous invite à faire? [10:20]

Conseils

Remplissez le tableau ci-après avec les informations indiquées.

À vous

1. Abonnez-vous à des chaînes YouTube? Pourquoi? Si oui, quel genre de chaîne préférez-vous?
2. Parmi les catégories de chaînes qu'elle a mentionnées, lesquelles vous intéressent le plus [citez-en au moins 2]? Pourquoi?
3. Si vous alliez créer votre propre chaîne YouTube, comment serait-elle? Décrivez-la.

► Audra Merfeld-Langston

Missouri University of Science and Technology (MST)
audram@mst.edu

Vocabulaire utile

du riz	un débat
bienvenue	s'entraîner
améliorer votre français	un mec
des youtubeurs	carrément
se recréer	drôle
Qu'est-ce que ça veut dire?	se balader
s'abonner à quelque chose	une vidéo d'animation
une chaîne	rigoler
C'est fou, non?	avoir mal au ventre
le hasard	s'en sortir
les sous-titres	chouette
C'est parti!	des blagues
se perdre	un tuto
plaire à	des produits pour la peau
ensuite	la pâtisserie

	Catégorie de chaîne	Exemples de Youtubeu.r.se.s	Pourquoi est-ce qu'elle recommande cette per- sonne?	Cette chaîne vous intéresse [oui ou non]?
1.		a.		
		b.		
2.		a.		
		b.		
		c.		
3.		a.		
		b.		
		c.		
4.		a.		
		b.		
5.		a.		
		b.		
		c.		
6.		a.		
		b.		
7.		a.		
		b.		
8.		a.		
		b.		
9.		a.		



MASTERCHEF

COMMUNITY EDUCATION ACTIVITY

Title: Loisirs: Chercher une belle vue de Paris

Introduction

Travel to Francophone areas is a top reason for French learners in community education courses. But if you're interested in French at any level, you're probably planning or dreaming about a visit to Paris. These activities are centered around places that provide a splendid view of Paris that are not the Eiffel Tower. Information comes from websites for the attractions, so internet access is desirable, or the instructor could copy and paste sections into a document. Recommended as partner or small group activity that can be shared with the larger group. These activities could be used as stand-alone for reading comprehension or oral production, a mini culture capsule, or in the case of the dialog to incorporate target grammar structures or vocabulary such as mots de remplissage (*bien, alors, bon, euh*).

Description

Préparation: Examiner les sites web pour ramasser les infos ou en revanche donner aux apprenants l'une des situations suivantes, puis les sites web comme outils de recherche.

Lire et discuter: Discussion entre deux compagnons de voyage. Vous voudriez bien voir une belle vue de Paris, mais la Tour Eiffel est fermée aujourd'hui (situation de grève, sans doute). Personne 1 propose l'une des alternatives en expliquant les avantages. Personne 2 exprime ses sentiments contre et propose une autre activité et ses atouts. Les deux négocient une conclusion acceptable.

Lire en français et traduire en anglais: Utiliser vos connaissances en français pour décrire ces lieux à vos compagnons de voyage anglophones.

Écrire: Écrire un article en anglais ou en

français basé sur vos recherches pour une publication touristique destinée à un public cible, comme jeunes célibataires ou familles. Inclure les renseignements suivants: une raison pour visiter cet endroit, un fait historique, le prix du billet, l'adresse, l'arrondissement, l'arrêt de métro.

Écrire ou parler: Convaincre votre famille d'accueil (qui habite en province) d'aller à votre lieu choisi pendant la prochaine excursion à Paris ensemble.

Ressources

Tour Montparnasse / L'Observatoire Panoramique de la Tour Montparnasse (tour-montparnasse56.com)

Tour St Jacques / Office de tourisme Paris (parisinfo.com)

Visitez la Tour Saint-Jacques et sa vue imprenable sur Paris! (desmotsetdesarts.com)

Ballon de Paris ballondeparis.com

Questions en anglais

1. What's the big draw?
2. What's the cost of a ticket for the people in your group? When is the cheapest time to go?
3. What's the best way to buy a ticket? [*privilégié* = first choice; *obligatoire* = required]
4. What's the level of observation? How do you get up there?
5. What's included in the price of the ticket? Duration of the visit?

6. What is the minimum age of a participant? Are there other limitations on participants?
7. What else could you see while you're there? Any other info of interest?

Questions en français

1. Qu'est-ce qui attire le public?
2. Quel est le prix d'entrée pour les gens de votre groupe? Y a-t-il la possibilité de tarif réduit?
3. Comment est-ce que l'on achète un billet?
4. Quel est le niveau de vue en haut? Comment est-ce que l'on arrive en haut?
5. Qu'est-ce qui est inclus dans le prix du billet? Durée de la visite?
6. Est-ce que l'accès est déconseillé ou interdit à certains?
7. Est-ce qu'il y a d'autres lieux attirants près d'ici? Citez des infos intéressantes.

► Laurel Mayo

University of Texas at Arlington
laurelm@uta.edu





CLASSROOM ACTIVITY

AU VOLEUR! PRACTICING POSSESSION: THE SURPRISING AND FUN ACTIVITY THAT YOU CAN DO ONE TIME WITH YOUR CLASSES

I use this activity to review school supplies and possession. You will collect items from your students. If you have a large trash can to put items into, the shock factor increases. If you don't, you can pile things up behind your desk.

Begin by picking up an item off a student's desk. Announce what it is and who it belongs to ("C'est le livre de Jessica"), and then thank them for it and put it into the trash can, behind your desk, or in a location where your students can't see it. Continue going around the classroom and choosing items that are out on their desks or asking for items that might be in their backpacks. I stick with items that my students already know the words for in French. Continue to announce what each

item is, to whom it belongs, and then hide the items away. When I did this most recently, I "stole" about 12 items total, including pencils, pens, notebooks, one huge backpack, several different textbooks, a laptop computer, a calculator, and the chair of one of my students. My classroom doesn't have a large trash can, so I hid everything behind my desk. Students enjoy watching what is being taken, and I usually have a few who will offer up their own belongings or the belongings of someone sitting next to them. The engagement factor is high because no one really knows what I'm doing or why.

Once you have decided that you've collected enough items, hand out slips of paper (or have students take out a piece of paper) and ask

them to write from memory a list of what you took and who each item belongs to (*le livre de Jessica; la calculatrice d'Abby*, etc).

After students have completed their lists, start returning items to their rightful owners. As you are doing this, review what the item is, who it belongs to, and have students check off on their lists the items that they get correct. The student with the greatest number of correct answers wins a small prize.

I have done this activity with middle school and high school students. It's always a hit with them no matter their age.

► **Susan Bondy**
The Hockaday School (TX)
sbandy@hockaday.org

2021 AATF FUND FOR THE FUTURE CONTRIBUTORS

We would like to take this opportunity to thank all those dedicated AATF members who contributed between \$50 and \$500 or more to the AATF Fund for the Future during the membership year 2021.

BRONZE LEVEL BENEFACTOR: Ruth Doyle (MO)

SPONSOR: Alice Strange (MO)

PATRON

Jayne Abrate (IL), Denise Arnold (NE), Diane Bowen (NC), Paul Bridgeford (MN), Carrol Coates (NY), Raymond Cormier (FL), Paul Creamer (PA), Helen Cummings (MA), Laurel Cummins (NJ), Patricia Cummins (VA), Catherine Daniélou (AL), Beryl Druker (CA), Randa Duvick (IN), Ada Giusti (MT), Stirling Haig (NC), Hannelore Jarausch (NC), Elizabeth Joiner (SC), Catherine Kendrigan (IL), Valerie Koivunen (AK), Rob Roy McGregor Jr (NC), Geraldine O'Neill (NY), Rochelle Ostroff-Weinberg (PA), Diane Paravazian (NY), Katrine Pflanze (PA), Davara Potel (TN), Jane Robert (MO), George Santoni (NY), Margot Steinhart (IL), Philip Stewart (NC), Margaret Stiassni (ME), Charles Stivale (MI), Albert Valdman (IN), Rosalie Vermette (IN), Marie-Christine Weidmann Koop (TX)

SUSTAINING MEMBER

Bernard Aresu (DE), Anne Armour (CT), Martha Behlow (IL), Mary Bell (WA), Denise Benskin (DC), Michele Bissiere (NC), Janine Bobin (AZ), Frederick Carlo (MA), Donna Clementi (WI), M Paulette Courtade (WI), Susan Cox (IN), Brenda Crosby (IL), Mary Dalton (NC), Kenneth Fleurant (WI), Deborah Gaensbauer (CO), Marie Rose Gerdisch (IL), David Greenberg (FL), Kathryn Grossman (PA), Rachel Hartig (DC), Marie Hayes (CT), Dolliann Hurtig (LA), Carolyn Johnson (MN), Nancy Katsaros (CT), Stephen Kiley (MA), Steven Langlois (ON), Reid Lewis (IL), Gladys Lipton (MD), Liane Mattson (MN), Laurel Mayo (TX), Micheline Rice-Maximin (Pa), Cynthia Running-Johnson (Mi), Joyce Scott (CO), Jane Simon (MN), Ann Sunderland (MO), William Thompson (TN), Clarice Traylor (WA), Rebecca Valette (MA), Eileen Walvoord (IL)



ORDRE DES FRANCOPHONES D'AMERIQUE

Jayne Abrate, Secrétaire générale de l'AATF, a reçu l'Ordre des francophones d'Amérique pour l'année 2020. La cérémonie officielle a été plusieurs fois repoussée à cause de la pandémie, et les récipiendaires pour 2020 et 2021 ont été décorés ensemble à Québec le 27 octobre 2021.

"L'Ordre des francophones d'Amérique est une décoration décernée annuellement depuis 1978 par le Conseil supérieur de la langue française. Cette distinction reconnaît les mérites de personnes qui se sont consacrées ou qui se consacrent au maintien et à l'épanouissement de la langue française en Amérique, ou qui ont accordé leur soutien à l'essor de la vie française sur le continent américain." (<http://www.cslf.gouv.qc.ca/prix-et-distinctions/>)

Les sept récipiendaires chaque année proviennent du Québec [2] et un représentant chacun d'Ontario, d'Acadie, de l'Ouest canadien, des Amériques et d'autres continents. La présidente de l'AATF, Anne Jensen, et la présidente-élue, Eileen Walvoord ont pu assister à la cérémonie. Voilà les remarques prononcées par Mme Abrate en acceptant cet honneur.

Je ne suis pas née francophone. Pourtant le français m'a longtemps poursuivie sans que je le sache, et le destin voulait faire de moi une Francophone.

Comme beaucoup d'Américains j'ai grandi sans vraiment connaître les origines françaises de mon pays. J'ai passé ma vie dans le Midwest où j'ai deviné, certes, l'origine de certains noms de lieu. Mes professeurs de français organisaient des voyages à Paris et des repas français mais ne parlaient guère du français qui nous entourait. Cet héritage était moins visible que celui des Premières Nations. Nous passions régulièrement devant la statue de Black Hawk qui surplombe la Rock River. On faisait des visites scolaires

au parc de Starved Rock avec sa légende amérindienne d'assiégés morts de faim. Cette histoire-là, je la connaissais. Mais les traces laissées par les premiers explorateurs m'ont révélé une toute autre histoire.

Je suis née dans l'Illinois dans la ville de Rochelle et j'ai grandi à Rock Falls, à 200 m de la Rock River. La Rock River prend sa source dans le Wisconsin et traverse le lac Koshkonong où j'ai passé mes étés d'enfance. Elle entre dans l'Illinois à Rockford et sépare Rock Falls de sa ville jumelle avant de se jeter dans le Mississippi à Rock Island. Bien après, en étudiant les cartes dressées par les premiers explorateurs, qu'est-ce que je lis? La Rock River, voie de navigation connue par les voyageurs, s'appelait alors Rivière à la Roche.

Le site de Starved Rock sur la rivière Illinois était, un siècle avant le présumé siège des Amérindiens, le site de Fort Saint-Louis-en-Illinois, construit par Tonty, lieutenant de La Salle.

En 1980, j'ai eu la chance de voir en tour-nage un spectacle qui célébrait les racines françaises aux États-Unis. Je me souviens en particulier d'un violoniste, originaire de Vieille Mine dans le Missouri. Cette communauté au sud de Saint-Louis avait été fondée par des Français venus travailler dans les mines de plomb. L'isolement du lieu jusqu'à la Deuxième Guerre Mondiale a permis à la langue française de survivre. Aujourd'hui il ne reste que deux ou trois personnes très âgées qui savent encore quelques brins de français.

Imaginez mon étonnement quand en 2012 pour le congrès de l'AATF, nous avons invité Dennis Stroughmatt à donner la conférence d'ouverture. Musicien et historien, Dennis a raconté comment il avait découvert Vieille Mine et avait appris leur langue mais aussi leur musique—les airs traditionnels du 18^e

siècle transmis d'une génération à l'autre—qu'il avait apprise de Charlie Pasha, celui que j'avais entendu en 1980.

Toute ma vie j'ai habité à quelques kilomètres de la Rivière à la Roche, de la Rivière des Illinois et du Mississippi. Ma grande ville de référence, Chicago, m'a ouvert les yeux sur les Grands Lacs. Comme les premiers explorateurs, j'ai suivi les eaux—Sault Ste. Marie, Détroit, Niagara—avant de m'arrêter devant les chutes de Lachine, comme l'avait fait Jacques Cartier. Lors de mon premier voyage au Québec nous avons fait un détour pour voir ce fameux obstacle à la navigation.

Mes études de français m'ont amené plutôt vers la France à laquelle je suis liée aussi par le mariage, mais mes racines m'ont toujours poussée vers le nord. D'abord dans les cours que je donnais comme professeur, ensuite dans mon travail avec l'AATF j'ai dédié ma vie à la promotion de l'histoire, de la littérature, de la culture du français qui nous entoure.

Les voyageurs sont sûrement passés tout près des terrains de mon enfance. Par l'eau, par l'histoire, par la langue la vie m'a entraînée vers le français. Je suis américaine, je suis nord-américaine, je suis francophone.

► **Jayne Abrate**

UPCOMING AATF CONVENTIONS (TENTATIVE)

- 2022 - New Orleans (July 11-14)
- 2023 - Trois-Rivières (July 23-26)
- 2024 - Paris
- 2025 - San Diego



THE EVOLUTION OF A VIRTUAL FIELD DAY

THE CONNECTICUT CHAPTER TAKES ON THE CHALLENGE OF DIGITAL COMMUNITY BUILDING

The pandemic certainly challenged educators in a multitude of ways over the past 18 months, and as members of the *Comité exécutif* for the Connecticut AATF Chapter, we were not immune to its obstacles. Many of our annual events had to be postponed or “reworked” into other formats in a chapter especially renowned for its robust community spirit. Many of us were juggling the exhaustion of hybrid or distance learning and the stressors of family life under the new normal. We felt, just as keenly as our constituents, the need for connection and community, even if it had to be virtual. How could we bring our members together and celebrate our successes in the midst of all the isolation? Our teachers needed it. Our students needed it.

Chapter member, Kate Peterson of Nonnewaug High School, reached out with an idea—why not organize a virtual field day? As a board “newbie” looking for an event to chair, I enthusiastically reached out to Kate to brainstorm—via Zoom, of course—and so began the long journey towards the *Valise d’activités de culture et compétences*. From the outset – the *Valise* was not a field day, neither literally nor figuratively. There were no synchronous elements. There was no Zoom, no video, no face-to-face interaction across school as we had originally hoped. The limitations and complications of pandemic scheduling and student privacy regulations amongst districts proved too much to overcome. There were many aspirations for this event that I simply had to put aside “for now,” as we all did with so many things throughout this past year and a half. That being said, the evolution of the *Valise* and its ensuing success as a Connecticut Chapter event has led us to reflect upon, reconsider, and ultimately redefine what constitutes community for our members

and revealed another avenue to support our Connecticut teachers moving forward.

Anyone present in that initial brainstorming meeting between Kate and me and the subsequent Zoom sessions between myself and Chapter President Jon Shee would have been immediately swept away (or perhaps bowled over) by our enthusiasm. Together we dreamt up synchronous activities of all kinds, such as an improv music game and the requisite *chasse au trésor*. I crafted an AATF-themed Kahoot to play during opening ceremonies and enlisted other members of the *Comité exécutif* to facilitate activities in breakout rooms. I reached out to the University of Connecticut and solicited cooking show videos from their French graduate students and Neag School of Education French teacher candidates. We created a schedule of events and then revised it and revised it again. Parallel to the event’s coming together in shape and scope, the world around us was unravelling at a similar pace. Educators and students were burning out, and while SEL strategies were at the forefront of all our minds and practice, more and more students were suffering and disappearing from our screens. Teachers despaired at teaching to rows of muted black boxes or an ever-changing constellation of students in their classrooms. Slowly, as we reached out for involvement and feedback on our initial field day scheme, the reality of our situation set in and new, unforeseen obstacles began to present themselves.

Much like a teacher attempting to craft an effective lesson and failing to see the forest for the trees, I had overlooked one key element

when designing this virtual event—inclusivity. My enthusiasm for community-building activities through synchronous video streaming had blinded me to the fact that more students would be left out than would be included, regardless of which schedule of events I chose. School schedules and learning models simply did not align across the state. Some districts

«the *Valise* ... event has led us to reflect upon, reconsider, and ultimately redefine what constitutes community for our members, »

would not allow students to have video on while Zooming with other schools. And what of the districts using Google Meet instead of Zoom? I confess that, when I finally grasped the extent to which my initial event design had missed the mark, I almost gave up. I could not envision cultivating community sentiment without video, but I was not interested in creating a situation where the majority of my intended community was on the sidelines.

Before I could go back to the proverbial drawing board for this event, I had to ask myself some difficult questions about where my priorities lay as an educator, event organizer, and a leader firmly committed to serving the French teachers in her state. I realized relatively quickly that my top priorities were accessibility and inclusivity, and because of that, I needed to let go of the synchronous nature of the

Valise d'activités de culture & compétences

Une célébration
de la langue française!

le 26 avril au 26 mai, 2021

event. Teachers needed a breath of fresh air and something different to re-energize their students. Why not reformat the field day activities as an asynchronous “pedagogy package?” After the *valise* moniker was suggested by a friend of Jon Shee’s in France, the new format crystallized. We adjusted materials accordingly, and in late March, after months and months of planning and pivoting, the first *Valise* marketing email was sent to chapter members.

So what was “in” the *Valise*? Essentially, the *Valise* consisted of three types of activities: three competitive games to play in class, a selection of pre-filmed mini-lessons for different cultures et compétences, and a menu of curated videos to explore different areas of the Francophone world. Each of the competitive activities was leveled, with versions for *collégiens*, *lycéens aux niveaux 1 et 2*, and *lycéens aux niveaux 3 et plus*. Practice materials were available for all levels beforehand, and each activity and mini-lesson included a facilitator guide and sample responses when necessary. The *Valise* was opened to registrants via a password-protected website for one month, from April 26 to May 26, as well as a Padlet to post student work in any medium to compete for prizes. Standout activities were: a chasse au trésor with an unconventional twist; Jon Shee’s lesson and matching game about *les Impressionnistes*; Evan Downey’s lesson and game to create *Vire-langues*; French graduate students’ cooking tutorial videos *en français*; and an interview of Paul Kueffner about his many years working for Air France – students laughed aloud at his anecdotes! In total, 61 teachers from elementary to university registered to use the materials in the *Valise*, and the posts on the Padlet showed high student engagement (and

some really excellent artists)! While we did not see each other on video, it was enough to know that, all over Connecticut, teachers and students were all taking a collective break and doing something new to celebrate French and francophone culture.

I am already tweaking materials and creating new ones for next year’s *Valise*, which I hope will incorporate synchronous and asynchronous elements. The enthusiastic support and collaboration with the *Comité Exécutif*, UConn faculty, and participating teachers have shown me that community can be built and sustained from afar without being physically “together,” and I hope that other AATF chapters will consider this type of event as a means of support for their members. The packaged activities and defined window of opportunity to participate proved to be the magic combination for teachers, and while there was no contact between schools, I will tell you this: I was observed by an assistant principal during one of my classes when we were doing activities from the *Valise*. At one point he turned to me and, with a very serendipitous choice of words, exclaimed “Your students seem to be having an absolute field day with this!” Indeed, they were.

► **Melissa Tubbs**
E.O. Smith High School (CT)
mtubbs@easmith.org

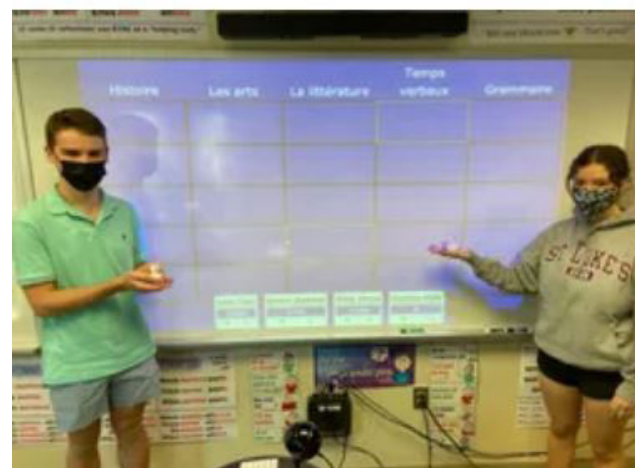
LEAVE NO FRENCH OPENING BEHIND!

<https://teacherrecruitment.frenchteachers.org/jobs/>

Do you have a French job opening in your school? Know of one nearby? Are you moving and looking for a new French teaching job? Do you want to encourage French majors becoming teachers? If you answered “yes” to any of those questions, you’ll want to visit the AATF Commission on Recruitment and Retention’s Job Board to submit a job opening or to browse the job listings nationwide. <https://teacherrecruitment.frenchteachers.org/jobs/> Questions? Contact the commission at tchrrcruitment@frenchteachers.org.

Jonathan Shee 2mo

Jon Shee - Jeu Télé - Gagnants pour le niveau avancé!



MEMBERS' NOTES



AATF Vice-President **Tracy Rucker** was named the 2021 Kentucky World Language Association's Outstanding Teacher of the Year.



Félicitations à **Sheila Piasecki** for being named the Iowa World Language Association (IWLA) Educator of the Year.



AATF Colorado-Wyoming chapter secretary **Laurette Nassif** was named the Colorado Congress of Foreign Language Teachers' Teacher of the Year.

CALL FOR NOMINATIONS

The Nominating Committee is asking AATF members to submit nominations for the position of Vice-President for the term 2023-2025. According to the constitution, the duties of Vice-Presidents are as follows: "The Vice-Presidents shall oversee particular Association functions or undertake special projects as determined by the Executive Council." Further explanations have been developed as follow:

- ▶ To serve and assist at the discretion of the President: by attending executive council meetings; by attending the full annual conference of the AATF; through excellent communication skills; through designated areas of focus germane to the concerns of the AATF;
- ▶ To support and promote the mission of the AATF; see mission statement at [<https://frenchteachers.org/about/mission/>];
- ▶ To facilitate program development by supporting permanent concerns of the

AATF: promotion and advocacy; recruitment; leadership development;

- ▶ The President has defined three areas of focus that will be assigned to vice-president: diversity, commissions, and committees.

Nominees for the position of Vice-President should have made significant contributions to the AATF on the chapter level as well as in their region or even on the national level and should possess leadership qualities.

The Vice-President is "limited to two consecutive terms of three years or one term if over a year has been served just previously in filling a vacancy."

Keeping these terms and qualifications in mind, we ask that you consider possible candidates. The term of office will begin on January 1, 2023.

The committee will present a slate of two candidates for this position to the Executive Council for its consideration at the Annual

Meeting in New Orleans in July.

Please check with the person whom you nominate to be certain that they are willing to run for office and that they understand the term and duties of Vice-President. You may send a CV at the time of nomination or it may be sent later, but it should arrive by the closing date for nominations, March 1, 2021. The CV should stress the work of the person with AATF as well as other language related organizations. It shall be limited to no more than five (5) pages in length.

If additional information is required, the committee will request it. While publications and career paths are important, they should not be the primary focus of the CV.

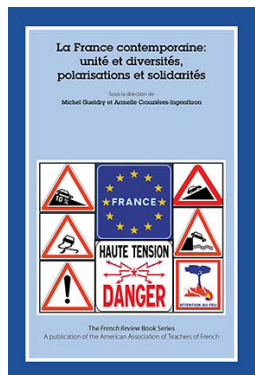
Send your nominations and address any questions to the Committee Chair at [vpnominations@frenchteachers.org] no later than **March 1, 2022.**

AATF MATERIALS CENTER

<https://store.frenchteachers.org>

29

Volume 47 • Number 2 • November 2021



1 ▶ LA FRANCE CONTEMPORAINE

La France contemporaine: unité et diversité, polarisations et solidarités, the 2nd volume in the French Review Book Series is a double volume with 540 pages.

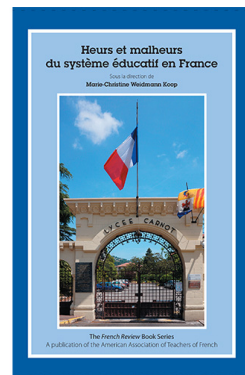
Member Price ▶ \$70



2 ▶ ASSESSMENT STRATEGIES

This volume contains 43 IPAs at Novice, Intermediate, and Advanced Levels, produced by the AATF Commission on High Schools.

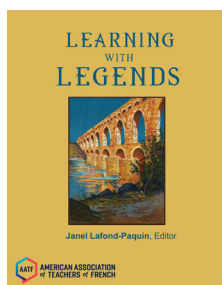
Member Price ▶ \$25



3 ▶ EDUCATION IN FRANCE

Titled "Heurs et malheurs du système éducatif en France," this volume is a collection of articles on the state of the French educational system.

Member Price ▶ \$60



4 ▶ LEARNING WITH LEGENDS

This contains eight lessons based on contes et légendes produced by the AATF Commission on Middle Schools.

Member Price ▶ \$20



5 ▶ CUISINER ET APPRENDRE

contains 34 illustrated recipes in French with classroom activities, reading texts, exercises. The cookbook is completed by a glossary and English versions of the recipes.

Member Price ▶ \$25



6 ▶ MARTINIQUE

Contains 14 *dossiers pédagogiques* which cover topics such as history, cuisine, environment based primarily on videos including panoramas, interviews, and documentaries.

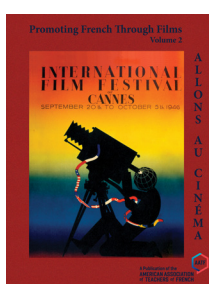
Member Price ▶ \$25



7 ▶ CINEMA VOL. 3 - IMMIGRATION

"Immigration et identité," Volume III contains twenty-one French and Francophone films appropriate for secondary and university levels.

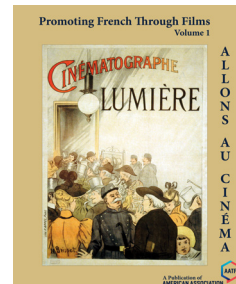
Member Price ▶ \$25



8 ▶ CINEMA VOL. 2

Seventeen French and Francophone films are presented in Volume II. All are appropriate for secondary or university levels; 3 animated films appropriate for middle school.

Member Price ▶ \$25



9 ▶ CINEMA VOL. 1

Fourteen French and Francophone films are presented with vocabulary and activities for the classroom at both secondary and post-secondary levels.

Member Price ▶ \$25

REGIONAL REPORTS

REGION III: MID-ATLANTIC

The pandemic caused events and meetings for the Mid-Atlantic Region III to transition to virtual ones over the last year. Despite the challenges, all chapters remain active at this time. Chapters with larger memberships and already-established traditions continued activities on-line and sent regular newsletters to their membership. Even smaller AATF Region III chapters responded to the unprecedented teaching challenges of the 2020-2021 school year by sharing ideas, best practices, and offering support for teaching virtually, hybrid, and in-person with COVID restrictions in place. Virtual project swaps to share ideas for teaching as well as an *atelier apéro*, and on-line Zooms with guest speakers allowed members to connect virtually with each other. In some places, members were able to celebrate National French Week at the elementary, secondary and university levels; the region anticipates many more teachers will lead engaging NFW activities this November. Collaboration with local French bakeries and bookstores has enriched local chapter activities and offerings.

In the 2021-22 school year, Region III will focus largely on 1) events for members and students, 2) communication, outreach and membership goals and 3) leadership roles. The AATF Mid-Atlantic Region is working to increase participation in the Grand Concours this year and to establish new chapters of the Société Honoraire de Français.

Respectfully submitted,

- **Katy Wheelock**
Region III Representative
katywheelock@yahoo.com

REGION IV: SOUTHEAST

During the 2020-2021 pandemic school year, Region IV faced many challenges, but most chapters report being healthy as they found unique ways to support their members. Chapter members in our Southeastern region participated in and organized exciting events to foster student engagement with the French language beyond the classroom.

FACE TO FACE CHAPTER MEETINGS

The Georgia Chapter partnered with the French Consulate, the GA Department of Education, and the French American Chamber of Commerce to begin the year with a Back to School gathering and was able to host both a fall and spring meeting that offered various workshops in Atlanta. Alabama members met in January with guest speaker Heidi Trude who shared strategies for increasing student engagement using several technology tools. Mississippi held a planning meeting in May.

VIRTUAL MEETINGS

The Florida Chapter hosted monthly Virtual *Apéro* meetings via ZOOM and a virtual Swap shop in April. Many teachers participated in the Journée internationale des professeurs in partnership with the Miami Consulate. North Carolina held a Café Virtuel in March. South Carolina sponsored numerous French specific workshops at their virtual state conference. In Mississippi, North Carolina, Alabama, and Florida chapter members also communicated via Facebook.

STUDENT COMPETITIONS

With the help of their very dedicated sponsors, the annual French Convention in Alabama, the

Festival Francophonie Atlanta, and *le Congrès de la culture française en Floride* all transitioned to the virtual world and held successful virtual student competitions. Despite the hurdles, the South Carolina Chapter organized and hosted their first ever student competition (virtually)! *Félicitations* to North Carolina for hosting two types of student competitions and an immersion day virtually. Without the need for travel expenses, many students were able to participate for the first time.

Students participated in spelling bees, poetry recitation, reading competitions, skits, songs, monologues, short plays, extemporaneous speaking, and written contests. Students were excited to earn many book awards.

LE GRAND CONCOURS

636 Medal Winners! *En somme*—a truly fascinating year full of enterprise and ingenuity.

Respectfully submitted,

- **Deanna Scheffer**
Region IV Representative
deannascheffer@gmail.com



À VOTRE AVIS...

A PLACE TO SHARE IDEAS, THOUGHTS AND PRACTICES

Why are you an AATF member? What's the biggest benefit you receive from your membership?

- ▶ **Denise Mahns (NY):** Community and programming: on the chapter level, the activities and support are unmatched. On the national level, programs from National French Week to the *Grand Concours* make my classes part of a larger whole.
- ▶ **Deb Blaz (IN):** Strength in numbers....and wonderful conferences. As a singleton teacher, the ability to network & share resources.
- ▶ **Janel Lafond-Paquin (MA):** Having a personal connection with chapter, regional and national people!
- ▶ **Etienne Steven Langlois:** #1 French teacher organization in the world. Just let that sink in. In the world.
- ▶ **Rob Napier (TX):** *L'union fait la force!* This is a great group of wonderfully knowledgeable, helpful, and

friendly French teachers who are passionate about their students and the positive impact learning French can make!

- ▶ **Heather Dravk (PA):** When you're the only one teaching French in a department of 4 Spanish and 1 German, it has been a huge part of my success. The AATF is all the colleagues I wish I had down the hall!
- ▶ **Karen Kuebler (MD):** Connecting the field! Opportunities for professional development and travel to francophone countries.
- ▶ **Jeanne Engelkemeir (IL):** Friendship with fellow colleagues! Amazing programming!
- ▶ **Lynn Robinson (IL):** Connections! Throughout my career, I shared and found so many resources, met eager collaborators, and encountered such generosity that I never felt alone; even during those

times when I was the whole French program. I've attended two national conventions—both excellent—and love our chapter's annual suite of teacher workshops...AND I believe that our local student immersion days and forensic competitions are second to none!

- ▶ **Anne Jensen (CA):** I have met many extraordinary French teachers and professors as a member of the AATF. I have loved our conventions, our webinars, and all of the resources published by the AATF. Some of my best friends are AATF members.
- ▶ **Eileen Walvoord (IL):** Being an AATF member means being part of a community of others who share my passion for teaching French and understand why I feel that way. There's a bond between us that makes all the wonderful resources we share with each other like "icing on the cake."
- ▶ **Anne Dumontier (CA):** Thanks to my membership, my students can participate in the Grand Concours at a national level and to our poetry contest in our chapter. It also helps me connect with French teachers in my community. We share ideas and activities, and we support each other. It is very valuable!
- ▶ **Susan Schmidt (MA):** This is the most useful of my professional memberships. The support, resources, online conferences are top!
- ▶ **Dawn Fiorilli (NJ):** Being a member has allowed me to meet other French teachers from across the country! Also the resources, such as the Wakelet, have helped me find and use valuable resources with my classes.

Our question for the January issue is: Which AATF convention has been your favorite and why? Email answers to: nbeditor@frenchteachers.org, add to our Twitter feed (@AATFNB), or comment on our Facebook post. Merci!



AATF National Bulletin (ISSN 0883-6795)
American Association of Teachers of French
302 N. Granite St.
Marion, IL 62959-2346

Periodicals
Postage Paid
Marion, IL
62959

REMINDER: IMPORTANT DEADLINES AND DATES

DECEMBER 1	Deadline for nominations for Outstanding Administrator [see page 15]
DECEMBER 15	Deadline for proposals for the AATF Convention in New Orleans [see page 10] Deadline for submissions for National French Week Media Contest [see page 11]
JANUARY 15	Deadline for applications for Convention Travel Award [see page 13]
FEBRUARY 1	Deadline for nominations for the Ludwig Excellence in Teaching Award [see website]
FEBRUARY 15	Deadline for Exemplary Program applications [see page 6]
MARCH 1	Deadline for applications for Editor of the AATF <i>National Bulletin</i> [see page 14] Deadline for nominations for AATF Regional Representative and Vice-President [see pages 17, 28] Deadline for applications for the Valette Legacy Award [see website]
MARCH 15	Deadline for applications for AATF Small Grants [see website] Deadline for applications for Jensen Scholarship [see website] Deadline for applications for FIES Poster Contest [see page 8]

CONTACT REPRESENTATIVES OF QUÉBEC: If you are looking for support or information from the Government of Québec regarding any of their programs, you can go to their Website to find the most current information for each of the délégations, including Atlanta, Boston, Chicago, Los Angeles, New York, and Washington. Go to www.gouv.qc.ca/portail/quebec/international/usa/delegations/

CONTACT FRENCH GOVERNMENT REPRESENTATIVES: If you are looking for support or information from the French Embassy Cultural Service, you can go to their Website to find the most current information for each of the consulates, Atlanta, Boston, Chicago, Houston, Los Angeles, Miami, New Orleans, New York, San Francisco, as well as for the Embassy in Washington. Go to www.frenchculture.org

NEW ORLEANS

July 11-14, 2022

Watch for updates:

www.frenchteachers.org

«Laissez les bons temps rouler:
Explorer la diversité du monde
francophone.»



**AMERICAN ASSOCIATION
of TEACHERS of FRENCH**