VENEZ DÉCOUVRIR LE MONDE FRANCOPHONE: L'AMÉRIQUE
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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.
MESSAGE DE LA PRÉSIDENTE

Bonjour mes collègues,

Quels plaisir et privilège de vous accueillir à cette nouvelle année d’adhésion à l’AATF, d’autant que nous avons la belle chance de l’aborder ensemble. C’est cela, n’est-ce pas, l’AATF, une communauté de professeurs qui partagent la même passion pour l’enseignement du français et le même désir de s’enrichir les uns les autres ? Que ce soit à partir de publications, de webinaires, de médias sociaux ou de contacts personnels, cela nous parait tout à fait normal de tourner vers nos collègues pour leur offrir les fruits de nos expériences, découvertes et ressources.

C’est aussi un grand plaisir de m’adresser à vous, ici et pour la première fois, dans le rôle de présidente, un grand honneur que vous m’avez si généreusement décerné. Mais je mentirais si je ne devais pas que l’idée d’assumer une telle responsabilité est, à la fois, envirante et effrayante. Ce qui me donne toutefois le courage de me lancer dans cette aventure, c’est de savoir que je peux compter sur vous, la communauté de l’AATF, pour me soutenir comme vous l’avez fait si souvent dans le passé. Je le sais surtout car, au moment où je suis retournée à l’enseignement après une longue absence, j’ai dû me réinventer comme enseignante, et vous étiez là pour moi. Ayant donc profité du soutien précieux de l’AATF, ce qui m’anime c’est l’occasion d’œuvrer pour que les autres puissent faire pareil.

Ces deux dernières années de pandémie nous ont offert des situations extrêmement stressantes, et nous n’en sommes toujours pas sortis. Mais la réponse tellement positive de nos membres aux nombreux webinaires, formations et ateliers organisés par l’AATF nous a fait voir et sentir le besoin urgent de ressources pédagogiques afin de nous adapter aux nouvelles circonstances et, fait peut-être même encore plus essentiel, à la nécessité du soutien moral et affectif qui ont témoigné aussi notre association professionnelle. C’était donc sur tous les moyens et compétences de l’AATF que nous avons pu compter. Et à voir et entendre les appréciations qui ont afflué vers notre association, cela a fait énormément de bien à l’énormément de nos membres. Cela a souligné la valeur inestimable du partage, mais aussi la satisfaction qui accompagne l’appartenance à une collectivité où se lient des individus ayant la même motivation et les mêmes intérêts. Les ateliers qui ont suivi et qui continuent, ont offert successivement une bouée de sauvetage, des séances thérapeutiques, et des compagnons de route, ainsi que des ressources pédagogiques.

Ces événements, et surtout la technologie qui facilite leur diffusion, ont réussi à nous unir, nous lier, et nous nourrir professionnellement et personnellement à un moment exceptionnel pour notre profession. La question donc qui se pose est la suivante : Pourra-t-elle continuer à faire pareil ? Je l’espère bien. Malgré la fatigue et l’ennui que nous avons souvent subis devant nos écrans, cette technologie a su accompagner notre travail. Et comment cela, se fera-t-il?

Une très bonne nouvelle qui s’annonce bientôt, c’est que nous aurons sous peu le plaisir de nous approprier de nouveaux outils virtuels sur trois nouvelles plateformes. Tout d’abord Absolu, une agence trifluвиene de communication, est en train de préparer une plateforme «Forum» qui nous permettra de proposer ou choisir un sujet et ainsi susciter la collaboration de nos collègues. Une deuxième plateforme, «Ressources Partagées» visera à la conservation et l’accès numérique des ressources pédagogiques telles que documents, vidéos, articles, infographies, et les guides pédagogiques qui auront été affichés par nous-mêmes et seront destinés à nos collègues et à nous. Un «Centre Car-
MESSAGE DE LA PRÉSIDENTE [SUITE]

peuvent pas malgré tout profiter pleinement des avantages qui doivent être les leurs. Ne vivons-nous pas peut-être un moment charnière où ces membres pourront enfin, grâce à Zoom ou à de tels outils, participer aux événements enrichissants de leurs chapitres? Je le crois bien et invite donc les leaders des chapitres à rechercher justement ces membres et les accueillir à bras ouverts de manière virtuelle.

On imagine aussi de jeunes professeurs naviguant extrêmement bien le monde numérique mais ne faisant pas partie de notre communauté. Ayant toujours trouvé ce qu’ils cherchaient à partir de leurs clavières et ne sachant ni en quoi consiste, ni à quoi sert l’AATF, ces collègues ne profitent pas de ce que, vous et moi, nous apprécions tellement. Une communauté peut, bien sûr, se faire uniquement à partir d’une présence virtuelle, et nous félicitons ceux et celles qui la organisent. L’AATF ne cherche pas à opposer ces communautés. Certes, elle les complète, mais les dépasse aussi par son étendue nationale, son engagement à défendre notre profession, et sa mission de promouvoir l’étude du français et notre profession. Mais comment leur faire comprendre ces initiatives expérimentées à explorer la présence électronique de plus en plus grande de l’AATF ? Vous les admirez, les connaissez, les croyez en ligne, n’est-ce pas? Et si vous leur témoignez donc cet esprit de partage de l’AATF en leur proposant une ressource, une activité, ou un événement en ligne qui provient justement de notre association?

Et pour les professeurs qui n’affichent pas d’intérêt à faire partie d’une association professionnelle, nous sommes là pour elles et eux aussi. Vous les connaissez bien. Ce sont vos collègues qui ignorent la valeur de ce que l’AATF offre, faute de n’en avoir jamais fait l’expérience. Est-ce le moment de leur offrir une ressource que vous avez trouvée sur les plateformes YouTube, Wakelet ou le Pinterest de l’AATF ? Il se peut, grâce à un soutien qu’ils ne recherchent même pas, qu’ils découvriront le plaisir de partager qui caractérise notre association.

Merci mille fois de la confiance que vous, les membres de l’AATF, avez fait en moi. Je ferai tout mon possible pour bien servir notre association et ses intérêts et pour vous soutenir toutes et tous.

C’est aussi le moment de remercier Anne Jensen, présidente sortante de l’AATF, qui a guidé et servi notre association ces quatre dernières années avec grâce, intelligence et sensibilité. Ses efforts exemplaires dans les rôles de la diversité, de la francophonie et des étendards sont très bien connus et servent comme modèles pour nous toutes et nous tous. Je vous remercie, Anne, des conseils précieux que vous avez déjà offerts et de l’exemple que vous avez légué à notre association.

Bienvenue donc, vous les membres fidèles, à encore une année d’appartenance à une communauté qui n’existe que pour soutenir vos efforts, enrichir votre vie professionnelle et promouvoir l’apprentissage du français.

Bonne année et bonne continuation !

Eileen M. Walvoord
Présidente de l’AATF
eilenwalvoord@gmail.com

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.

AATF–FÉDÉRATION DES ALLIANCES FRANÇAISES PARTNERSHIP

The Fédération des Alliances Françaises is continuing its partner ship with the AATF and invites AATF members to participate in their programming. Some programs are free for AATF members! Please view the list of offerings here:

https://afusa.org/sponsored-events/

WALTER JENSEN SCHOLARSHIP FOR STUDY ABROAD

Thanks to the generosity of the late Walter Jensen, the AATF is able to offer a scholarship for study abroad to a future teacher of French. One $2000 scholarship per year is given to help a student pay for a semester or year’s study abroad. This award is intended to allow a deserving student to participate in a long-term study abroad experience he or she might not otherwise be able to afford. This award will be made for the academic year 2022-2023.

Eligibility Requirements

The student applicant must be at least 18 years of age at the time of application and enrolled in an established teacher education program in French. Applications for independent study abroad trips or summer programs will not be considered. The applicant must be a U.S. citizen or permanent resident and non-native speaker of French. He or she must be recommended by an AATF member teacher.

Scholarship

The scholarship will be paid directly to the study abroad program of the winner’s choice for a semester-long or one-year program. The recipient may attend an established program in any Francophone country that is accredited by his or her American university. Students may also attend established programs sponsored by universities other than their own providing credit is transferable. Cash payments will not be made directly to recipients.

Application Form

Applications must be submitted online. For instructions, go to [https://www.frenchteachers.org/hq/summerscholarships.htm]. Letters of recommendation should be e-mailed to [scholarships@frenchteachers.org] with applicant’s name, Jensen Scholarship 2022 in the subject line. The deadline for receipt of applications is March 15, 2022.
MESSAGE DE LA SECRÉTAIRE GÉNÉRALE

Chers Collègues,

Je vous souhaite une heureuse et prospère nouvelle année 2022. Si vous n’avez pas encore renouvelé votre adhésion à l’AATF, je vous encourage à le faire dès maintenant. Si vous voulez participer au Grand Concours, à la Société Honoraire de Français, à la société des Jeunes Amis du Français ou enfin au congrès de la Nouvelle-Orléans, il est important de vous occuper de votre cotisation à l’avance.

FORMATIONS

Nous continuerons au printemps la série de webinaires que nous avons commencés au début de la pandémie. En plus, nos partenaires, le Centre de la Francophonie des Amériques et la Fédération des Alliances Françaises aux USA, continuent à partager leurs formations avec les membres de l’AATF. Vous pouvez trouver des documents et enregistrements de tous les webinaires AATF à https://www.frenchteachers.org/resources/web-based-activities/. Garez attentifs aux mèlés que vous recevez dans les semaines à venir contenant des renseignements concernant la programmation du printemps que vous pourrez trouver éventuellement en suivant ce lien.

FRENCH REVIEW

À partir de mars 2021 la French Review sera publiée électroniquement dans la collection de Project Muse de Johns Hopkins University. Tous les membres auront accès à la version numérique. Si vous voulez continuer à recevoir une copie papier du journal, il y aura des frais supplémentaires pour couvrir l’envoi.

SERVICES ET RÉCOMPENSES

Nous essayons d’offrir aux membres de nombreuses ressources pour pousser leur programme, pour récompenser les élèves et pour inspirer leur travail en classe. Pensez à proposer votre programme pour obtenir la désignation “Exemplary Program” (page 23). C’est un moyen d’attirer une attention positive et de renforcer la valeur du programme auprès des administrateurs.

En plus du Grand Concours et de la Société Honoraire de Français, mentionnés ci-dessus, vous pouvez nommer un/e élève pour un Outstanding Senior in French Award ou pour l’Excellence in French Award. Nous offrons le Walter Jensen Scholarship for Study Abroad qui est destinée à un/e étudiant/e qui se prépare à une carrière d’enseignant. Les membres de l’AATF ont aussi accès à des bourses et des Small Grants.

CONGRÈS DE LA NOUVELLE-ORLÉANS


LEadership

Nous invitons les professeurs à nommer un/e candidate/e pour participer au Leadership Academy, destiné à former de futurs respon-

Les défis auxquels les professeurs de français doivent faire face pour défendre leurs programmes ont peut-être changé mais sont toujours réels.

ADVOCACY


CONGRÈS À VENIR

Le congrès de 2023 aura lieu finalement à Trois-Rivières au Québec, suivi de congrès à Paris et à San Diego. Voir la section À votre avis à la page 31 pour voir ce qui attire les membres de l’AATF à nos congrès.
SEARCH FOR EXECUTIVE DIRECTOR OF THE AATF

The American Association of Teachers of French (AATF) is seeking a new Executive Director. This position is a full-time job. The initial appointment will begin on July 1, 2022, and continue for a term of three years to June 30, 2025 with the option of renewal. Salary commensurate with background and experience. Interested persons should submit the following by the deadline date:

- Complete curriculum vitae.
- Personal statement of interest in the position.
- Five letters of recommendation.

All of these documents must be received by March 15, 2022, and emailed to Eileen Walvoord at eileenwalvoord@gmail.com.

The Executive Council search committee will make a decision by April 2022, and the president will communicate the committee’s recommendation to the Executive Council for final approval in May 2022.

Overview of the Executive Director position

The Executive Director should possess or be able to acquire quickly the necessary linguistic, personal, interpersonal, managerial, and leadership qualities and skills to be an effective, persuasive, creative, and proactive presence in leading the AATF. This position requires a person who

- understands the association, its present goals, and its vision for the future;
- has the skills to manage a professional association of over 8,000 members;
- can manage the association in a fiscally responsible manner;
- can search for funding sources beyond income from annual dues;
- can devise and implement strategies to recruit new members;
- can support and enhance the study of French and Francophone studies at all levels of instruction;
- can expand opportunities for members to grow professionally;
- will be an advocate and spokesperson for the AATF to French teachers and other groups, as well as to the general public;
- has a commitment to diversity, equity, and inclusion in our association.

Qualifications for the position of Executive Director

1. Professional background

- An M.A. or Ph.D. in French or French/Francophone studies;
- Knowledge of current world language pedagogy and research;
- Active participation in the AATF and other world language associations;
- Recognized professional status as exemplified by research, publications, consulting, workshop and conference presentations, committee leadership, advocacy work;
- Experience teaching French at the K-12 or university level;
- Experience serving on world language association boards at the local, state, or national level;
- Experience organizing conferences, conventions, workshops, or student travel programs.

2. Strong interpersonal and public communication skills

- Native or near-native fluency in French and in English; both in speaking and in writing;
- Public speaking skills;
- Ability to network with other associations and agencies, including but not limited to other world language associations, lobbyists, American and Francophone government representatives, and funding agencies;
- Ability to work cooperatively and positively with the AATF president, Executive Council members, commission chairs, editors of AATF publications, the director of the Grand Concours, and all AATF members/volunteers and staff.

3. Business skills and experience

- Computer literacy, budgeting, accounting, and, if possible, legal knowledge and marketing skills;
- Managerial skills for the effective operation of National Headquarters and for selection, training, evaluation, and supervision of staff;
- Ability to work with vendors, suppliers, and other business contacts who would like to work with the AATF;
- Ability to keep AATF budget solvent and work with the Endowment Fund Manager to ensure the financial health of the association;
- Ability to negotiate contracts with hotels and suppliers, as needed.

The candidate selected may continue operation of the national headquarters at its current location or can establish, with the approval of the Executive Council, the AATF Headquarters at a new location. Questions may be addressed to Eileen Walvoord at eileenwalvoord@gmail.com.
2022 EXECUTIVE COUNCIL

EILEEN WALVOORD
President [2024]
Niles Township High Schools [ret]
Skokie, IL
eileenwalvoord@frenchteachers.org

ANNE JENSEN
PAST-President [2022]
San Jose State University
San Jose, CA
annejensen@frenchteachers.org

JAYNE ABRATE
Executive Director [2022]
302 North Granite Street, Marion, IL 62959
Ph: 815-310-0480; Fax: 815-310-5754
abrate@frenchteachers.org

MARTHA BEHLOW
Vice-President [2024]
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 OUSSELIN
Editor in Chief, French Review [2022]
Western Washington University [ret]
Bellingham, WA 98225-9057
edward.ousselin@wwu.edu

LISA NARUG
Director, National French Contest [2022]
P.O. Box 3283, St. Charles, IL 60174-3283
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

DAWN FIORILLI
Region II (NY & NJ) Representative [2024]
Bernards Township Public Schools, NJ
dakilpat@yahoo.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
kathywheellock@yahoo.com
 Chapters: Central PA, DE, MD, Northeastern PA, Northern VA, Philadelphia, Western PA, Susquehanna, Lehigh Valley, VA

HEATHER TEDDER
Region IV (Southeast) Representative [2024]
Watauga High School, NC
tedder1@watauga.schuuls.org
 Chapters: AL, FL, GA, MS, NC, SC

STEVE OHLHAUT
Region V (East Central) Representative [2022]
West Lafayette Jr/Sr High School, IN
ohlhaut@wilk12.in.us
 Chapters: Detroit, IN, Northwest IN, KY, MI, OH, TN, WV

TOM SAPP
Region VI (West Central) Representative [2023]
Loyola Academy, IL
tsapp@loy.org
 Chapters: Chicago, IL, 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]
Indeckum High School, Sacramento, CA
mhhehenssyy@gmail.com
 Chapters: AZ, HI, NM, NV, Northern CA, San Diego, Southern CA, UT

MEGAN DIERCKS
Region IX (Northwest) Representative [2024]
Colorado School of Mines, Golden, CO
mndditor@frenchteachers.org
 Chapters: CO,WY, ID, MT, ND, OR, SD, WA, AK
Many AATF members are undoubtedly familiar with Ste. Genevieve, Missouri and its fascinating French heritage. In both 1999 and 2017, when AATF conventions were held in St. Louis, attendees had the opportunity to participate in the post-convention excursions to Ste. Genevieve. This small town has long been a destination for those seeking what remains in the U.S. of a vast French territory, la Nouvelle France, which rivalled the British and Spanish empires in the Americas during the 17th and 18th centuries. This territory included the Pays des Illinois which encompassed what is now southern Illinois and southeastern Missouri (along with some other peripheral French posts in the American Midwest) where, well into the 20th century, local residents of French descent proudly preserved the language and customs of their ancestors.

On November 2, 2020, a ceremony in the historic district formally inaugurated Ste. Genevieve National Historical Park, the culmination of many years of research, discussion, negotiations, and approvals. The ceremony took place on the galerie (as the French in the region called their porches) of the Jean-Baptiste Vallé home, which now serves as the park’s headquarters. The newest member of the National Park Service (NPS) system became a reality with the passing of a federal bill on March 23, 2018 that included the establishment of national park status for the historic district in Ste. Genevieve “…to preserve, protect, and interpret for the benefit of present and future generations the themes of French settlement, vernacular architecture, and community form and farming on the frontier associated with Ste. Genevieve” [https://parkplanning.nps.gov/projectHome.cfm?projectId=31496).

Ste. Genevieve is the oldest permanent European settlement in the state of Missouri, tracing its origins at least as far back as 1750. Founded by a small group of settlers who came across the Mississippi from the town of Kaskaskia and surrounding communities in what is now Illinois, Ste. Genevieve became an important colony trading, farming, and mining center on the Mississippi River under French, Spanish, and finally American administrations. Although it would eventually be eclipsed in size and importance by St. Louis, located approximately 60 miles upstream, Ste. Genevieve preserved its French heritage in a way its younger and faster-growing neighbors did not. For members of the AATF, the greatest attraction of Ste. Genevieve’s history is undoubtedly the fact that its founders were French speakers who traced their ancestry to both Québec and France (although many were also the product of relationships between Frenchmen and Native American women). The French heritage in the town is clearly reflected in the family names associated with many of the historic homes: Vallé (next page bottom), Amoureux, Bauvais (right), Guldourd, Janis, Bequette, etc.

The main attraction of the national park will certainly be the many historic structures in the town, some dating back to the late stages of the 18th century. Ste. Genevieve has the largest number of vertical-log buildings in the U.S. Unlike the English-speaking colonists with their preference for horizontal-log construction, the French Creoles preferred to build their homes with logs set vertically either on a sill (poteaux-sur-sol) or directly in the ground (poteaux-en-terre) and add galleries in the front and back, if not all four sides. That these structures have survived into the 21st century is a testament to the dedication of those individuals and groups who, since the mid-20th century, have sought to preserve these structures that make Ste. Genevieve such a treasure. It is worth noting one unique feature of the park: in fact, very few of those buildings in the town that have been recognized with historic status will actually belong to the NPS; most are privately owned or are the property of other organizations, including the Missouri state park system.

Although the old homes are certainly the primary attraction, the park was also established with the aim of commemorating the broader French presence in the region. Ste.
Genevieve is located just a short drive from several other sites associated with the French colonial period, Fort de Chartres, Kaskaskia, and the Pierre Menard home in Illinois being the most prominent examples. Numerous annual festivals and celebrations complement the architectural record and provide visitors with the opportunity to learn more about the French heritage of the region in a more interactive manner.

The passing of the congressional bill and the formal assignment of NPS status are not the end of the process. Although we can already enjoy seeing and in some cases touring the historic buildings in Ste. Genevieve, the park’s management continues to work on determining areas of focus for the future, envisaging what stories from the town’s past are to be told and what kind of learning experience visitors will have when they come to Ste. Genevieve. Undoubtedly many of us who teach French will find an additional source of inspiration in this long overdue national park status that honors the French contribution to the colonial history of the U.S.

- Will Thompson
  The University of Memphis [TN]
  wjthmspn@memphis.edu

For further information:
Ste. Genevieve National Historical Park website: www.nps.gov/stge/index.htm
Video of official ceremony: https://tinyurl.com/Ste-Genevieve-park-ceremony
NPS special resource study: https://parkplanning.nps.gov/projectHome.cfm?projectId-31496
Ste. Genevieve tourism website: www.visitsTEGER.com

IMAGES
Below: Jean-Baptiste Vallé home [now national park headquarters] [Photo: W. Thompson]
Bottom previous page: Beausais-Amoureaux home [NPS-owned vertical-log home] [Photo: NPS]
Above: nps opening Ceremony unveiling NPS sign outside welcome center [Photo: NPS]

The AATF and the Société Honoraire du 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 mortality.
CALL FOR NOMINATIONS

NOMINATIONS FOR AATF VICE-PRESIDENT

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, 2022. 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 [vpmnominations@frenchteachers.org] no later than March 1, 2022.

NOMINATIONS FOR AATF REGIONAL REPRESENTATIVES

The AATF is seeking nominations for Regional Representatives for Region III (Mid-Atlantic: Central PA, DE, MD, Northeastern 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. Nominations 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 [rnominations@frenchteachers.org] by March 1, 2022.

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

DÉCOUVERZ LA NOUVELLE-ORLÉANS

- Congrès annuel de l’AATF du 11-14 juillet 2022
WINNERS OF THE 2021 AATF FRANCOPHONE TRIVIA CONTEST

Félicitations aux gagnants et à leurs professeurs. Merci à tous les élèves qui ont participé!

**LEVEL A (BEGINNER)**

<table>
<thead>
<tr>
<th>Student name</th>
<th>School</th>
<th>State</th>
<th>Teacher Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sonal M</td>
<td>American High School</td>
<td>California</td>
<td>Anne Elise Barbu</td>
</tr>
<tr>
<td>David L.</td>
<td>Prairie Ridge High School</td>
<td>Illinois</td>
<td>Valerie Keaty</td>
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<tr>
<td>Riddhi S.</td>
<td>Livingston High School</td>
<td>New Jersey</td>
<td>Soukeyna Diop-Tall</td>
</tr>
<tr>
<td>Derma A.</td>
<td>Utica Academy for International Studies</td>
<td>Michigan</td>
<td>Mary Blain</td>
</tr>
<tr>
<td>Lissangela P.</td>
<td>International Studies Preparatory Academy</td>
<td>Florida</td>
<td>Corinne Lhermitte</td>
</tr>
<tr>
<td>Lysa J.</td>
<td>Seattle High School</td>
<td>Arkansas</td>
<td>Rachel McCordy</td>
</tr>
<tr>
<td>Pranav V.</td>
<td>BASIS Scottsdale</td>
<td>Arizona</td>
<td>Brooke Hamlett</td>
</tr>
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</table>

**LEVEL B (INTERMEDIATE/ADVANCED)**

<table>
<thead>
<tr>
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<th>Teacher Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mrigayu G.</td>
<td>Uplift North Hills Preparatory</td>
<td>Texas</td>
<td>Alison Sola</td>
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<tr>
<td>Arissa Z.</td>
<td>Half Hollow Hills High School</td>
<td>New York</td>
<td>Jennifer Houston</td>
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<tr>
<td>Colin L.</td>
<td>Glenbard South High School</td>
<td>Illinois</td>
<td>Thomas Kallac</td>
</tr>
<tr>
<td>Charlie K</td>
<td>Montgomery Bell Academy</td>
<td>Tennessee</td>
<td>Ben Trotter</td>
</tr>
<tr>
<td>Gayatri V</td>
<td>Bayard Rustin High School ey</td>
<td>New York</td>
<td>Pamela Bastings</td>
</tr>
<tr>
<td>Inman H.</td>
<td>Prattville High School</td>
<td>Alabama</td>
<td>Bonnie Montgomery</td>
</tr>
</tbody>
</table>

Place your SHF/JAF orders early. There is no deadline for placing orders, but during peak season it can take up to 7-10 business days to process orders. Be aware that U.S. mail can take up to two weeks to arrive, even Priority Mail. The fastest and most efficient way to place orders is via our online store at https://store.frenchteachers.org
SALUT LES JEUNES
BIOGRAPHIE ET FRANÇAIS OUI, OUI, OUI!

Consider how sharing biographies from the past can impact French language learning as well as enhance our students’ overall understanding of Francophone history and culture. Here are two examples to generate some additional learning opportunities for your students. Amusez-vous!

 Invite students to draw four images illustrating moments of Bessie Coleman’s biography.

**Pilote Bessie Coleman**

- Elle est née au Texas en 1892.
- Elle va à l’université quand elle a 18 ans.
- Elle aime les avions.
- Elle veut être pilote.
- Elle lit beaucoup de livres au sujet des avions.
- Les États-Unis dit «Non, Non» à Bessie Coleman.
- Mais la France dit «Oui, oui, oui, Bessie!»
- Donc, elle va en France en 1920.
- Elle devient pilote en 1921.
- Tout le monde aime regarder Bessie Coleman dans son avion.
- Elle a un accident avec son avion en 1926.
- Le monde dit «Au revoir, Bessie Coleman.»
- Bravo, Bessie Coleman...Elle a poursuivi ses rêves!

**Musicien Louis Armstrong et l’histoire de la Louisiane**

Invite students to circle the year that represents the lowest number.

- La Salle offre la Louisiane au Roi Louis XIV.
  1682 1718
- Les États-Unis peignent à la France 15 millions de dollars pour les territoires de la Louisiane.
  1682 1718
- La Louisiane devient le 18e état des États-Unis.
  1803 1815
- Louis Armstrong est né.
  1901 1901
- L’ouragan Katrîn dévaste le sud de la Louisiane.
  2005 2012
- La vie de Louis Armstrong 1901-1971...un homme célèbre de la Louisiane...
- Il joue de la trompette et il chante aussi.

If you would like Wulu files of the Bessie Coleman and/or Louis Armstrong stories, please email Karen Kuebler.

Karen Kuebler
FLES Commission Chair
kk@doner@verizon.net

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**NATIONAL FRENCH CONTEST DATES**

**Grades 1-6 (FLES)**
February 14-March 5, 2022

**Grades 7-12 (levels 01-5)**
February 16-March 30, 2022

Check the website: frenchteachers.org/concours for information & updates.
WHAT’S NEW IN THE FRENCH REVIEW?
(95.3 MARCH 2022)

FILM
• Bilan cinématographique 2020-2021: en plein cœur (Nathalie Degroult, Michèle Bissière et Marie-Line Brunet)
• Dossier pédagogique: Petit Pays (Éric Barbier, 2020) (Nathalie Degroult, Michèle Bissière et Marie-Line Brunet)

SOCIETY AND CULTURE
• Lexical Cleansing: Anglicisms and Francophone Québécois Identity (Edward Dawley)
• Belgium’s Pop-Music-#MeToo Moment: Angèle and Barou Confront Gender Politics, Sexism, and Misogyny (Joanne Burnett)
• Paths to Empathy in Jacques Tardi’s C’était la guerre des tranchées (Scott Truesdale)

LITERATURE
• Echo with a Difference: Louise Labé and Female Subjectivity (Julia Karczewski)
• Framing African Nation-States in Transnational Francophone African Literature (Knifi Anyinah)
• Michel Houellebecq, la possibilité d’une lecture en Chine (Hua Hu)

FOCUS ON THE CLASSROOM
• Je la veux... cuite? Francohegemony, Steak, and FLE in French Cultural Contexts (Alexander Mendes)
• Reexamining Our Approach to Conjunctions and Adverbs in the Beginning French Classroom (Theresa A. Antes)
• The Salience of Phonetics in Language Mixing (Tracey G. Adams)

ADDENDUM
• Some Thoughts on Submitting Articles to the French Review (Edward Ousselin)

NEWS FROM THE AATF EXECUTIVE COUNCIL
There have been several changes to the AATF Executive Council.
• Martha Behlow (IL) has been re-elected a Vice-President of the AATF. She will serve a second three-year term 2022-2024.
• Dawn Fiorelli (NJ) was elected the new Region II Representative (New York/New Jersey) for a three-year term starting January 1. Heather Tedder (NC) was elected the new Region IV Representative (Southeast), and Megan Diercks (CO) was elected the new Region IX Representative (Northwest) for a three-year term 2022-2024.

We would also like to thank the outgoing members of the Executive Council for their dedication and service to the AATF. Anne Jensen has finished her term as President and will serve one more year as Past-President. Diane Paravazian (NY) served one term as Region I Representative (New York/New Jersey). Deanna Scheffer (FL) served two terms as Region IV Representative, and Catherine Ousselin (WA) served two terms as Region IX representative.

Editor in Chief of the French Review Edward Ousselin will complete his fourth term and step down as of June 30, 2022. National Bulletin Editor Megan Diercks has stepped down as editor to become Region IX Representative. Executive Director Jayne Abrate will retire after 25 years of service on June 30, 2022. See announcements for these positions on pages 6 and 19.

We wish all the outgoing and incoming Executive Council members all the best as they continue to support the AATF.

REBECCA & JEAN-PAUL VALETTE AATF LEGACY AWARD

Thanks to a generous donation from AATF Past-President Rebecca Valette and her husband Jean-Paul, we are pleased to announce the fourth annual Valette Legacy Award which will be made to an AATF member teacher whose program has shown significant growth over the last 3-5 years. The candidate selected will receive a cash prize of $3000 and a complimentary one-year AATF membership. He or she will also receive a plaque to be presented publicly at the AATF annual convention or at a local event of the candidate’s choosing. The funds are intended to be used for professional development as well as improvement of the program.

REQUIREMENTS

The candidate chosen
• must have been teaching at the middle school or high school level in a public or private school for at least 5 years;
• must have been an AATF member for at least three consecutive years;
• must demonstrate significant and steady growth in enrollment in his or her French program over the last 3-5 years;
• must submit a [1] current CV, [2] statement describing his or her personal philosophy on teaching French (500-800 words); and [3] description with documentation of recruitment and retention strategies used;
• [4] must submit enrollment figures over the past 3-5 years, including comparative figures for other languages and/or schools in the district or comparable schools.
• [5] must include 2 letters of support: a recommendation from an administrator and a letter highlighting the candidate’s achievements.

Preference will be given to a teacher who is the sole full-time teacher at his/her school.

The application should be submitted in pdf format as one document. Email this document to abrate@frenchteachers.org no later than March 1, 2022. Letters of support may be emailed directly to abrate@frenchteachers.org with the applicant’s name and AATF Legacy Award in the subject line.

UPCOMING AATF CONVENTIONS (TENTATIVE)
• 2022 - New Orleans (July 11–14)
• 2023 - Troyes-Rivieres (July 23-26)
• 2024 - Paris
• 2025 - San Diego
En 2008, le Sénat de l’Utah a passé la loi 41, promouvant les initiatives internationales et permettant d’avoir les ressources financières nécessaires pour lancer dans un premier temps les programmes d’immersion en chinois, français et espagnol. Jon Huntsman, Jr., Gouverneur de l’Utah à l’époque, a fait appel à une personne visionnaire, Gregg Roberts, professeur de français au collège Churchill en ce temps-là, pour monter ces programmes. Plusieurs politiciens, dont le Sénateur Howard Stevenson, ont activement soutenu cette initiative au fur et à mesure que le programme grandissait. Le modèle de l’Utah est donc financé en continu grâce à différentes lois du Sénat et est basé sur le modèle 50/50, à savoir la moitié du temps l’instruction est présentée en anglais par un(e) professeur.e des écoles, puis l’autre partie de la journée par un.e autre professeur.e en langue cible (DLI). Il y a exclusivement des programmes «one way» en français, c’est-à-dire que la grande majorité des apprenants parlent anglais comme langue maternelle. Cependant, on trouve des petits «ambassadeurs» du français dans chaque école, la plupart étant des heritage speakers. Le nombre d’apprenants tourne autour de 25-32 par classe, d’où deux classes par niveau, 50-64 élèves en 1ère année par école.

C’est donc en 2009, sous la direction de Gregg, avec à ses côtés Kaye Murdock jusqu’en 2017, que 5 écoles élémentaires d’un programme K-9, certains collèges vont jusqu’à la 8ème année, et cinq lycées offrent la 9ème année. Comme l’indique le schéma ci-dessous, le programme de DLI couvre les niveaux de K-9, avec pour but de préparer les élèves à l’examen Advanced Placement (AP) à la fin de la 9ème ou de la 10ème année. En 2021, le taux de réussite à l’examen AP (3 ou plus) était de 65,9% (moyenne nationale 71,4%).

Le programme Bridge, de quoi s’agit-il?

Ce programme, unique dans la nation, a débuté en août 2018 pour le français. Il permet à n’importe quel élève sortant du DLI ou d’un programme de français langue étrangère [FLE] et qui a reçu au moins un 3 à l’examen AP de s’inscrire dans un cours Bridge. Il s’agit de cours universitaires de 3 crédits au niveau 300 enseignés au lycée par un.e universitaire et un.e professeur.e des lycées. Une chose encore unique pour l’Utah est le prix de chaque crédit: 55$. soit 155$ par cours, une somme modique pour un cours universitaire.

À l’heure actuelle, 9 lycées offrent des cours Bridge en français. Le/la chargé.e de cours universitaire se rend une fois par semaine à l’école et travaille de concert avec le/la professeur.e des lycées. Ce système relève donc d’un partenariat entre (1) l’Utah System of Higher Education (USHE) sous lequel se trouvent les départements de langues des universités chargés d’embaucher les enseignants universitaires Bridge, des curricula et des crédits universitaires. Et (2) les districts [local education agen-
cy=LEAs], responsables des professeur.es des lycées. *Le Second Language Teaching and Research Center (L2TReC)* à l’*University of Utah* est responsable du programme d’un point de vue financier et administratif et de la formation de tous les professeurs.

Trois cours *Bridge* ont donc été ainsi développés par un groupe de professeurs de différentes universités afin d’en établir la rigueur. Les élèves de 10e, 11e et 12e années se retrouvent tous ensemble dans un même cours, sans distinction. Les cours sont offerts sur une rotation de trois ans et durent toute l’année scolaire (36-38 semaines). Ils sont tous axés sur la culture avec pour but d’améliorer les compétences linguistiques (le grammaire étant nécessaire pour consolider l’écrit et en particulier) et développer l’inter-culturalité. Les LOAs progressent de l’intermédiaire moyen au niveau Avancé moyen, où la différenciation de l’enseignement à l’apprentissage est beaucoup plus importante. Les apprenants reçoivent 1 crédit au lycée et une note à la fin de chaque terme, alors que la note finale universitaire comprend la moyenne de tous les termes au lycée et donne 3 crédits. C’est la note minimale requise pour obtenir les 3 crédits universitaires, note qui sera inscrite sur le transcript universitaire.

**Où en est la première cohorte d’apprenants?**

Environ 50% des élèves qui avaient commencé le programme en 2009 ont ensuite suivi le programme *Bridge*. Ce chiffre est à hausse. Les «pionniers» de 2009 sont maintenant en première année universitaire et suivent pour la première fois un cours de grammaire. À *l’University of Utah* neuf d’entre eux poursuivent une licence en français, alors qu’ils font pour la plupart des études scientifiques. Plusieurs sont inscrits dans d’autres universités publiques (Utah Valley University, Weber State University, Utah State University) et Brigham Young University, et quelques-uns poursuivent leurs études ailleurs, en Californie et notamment en Ohio.

**Conclusion**

Il est évident que le niveau des apprenants augmente au fil des cohortes mais aussi au fur et à mesure des années *Bridge*. Cependant, la moyenne de l’examen AP reflète qu’il faut encore travailler les compétences linguistiques, où la grammaire en contexte enseignée en cours *Bridge*, puis le cours de grammaire obligatoire à l’université.

Nous devons également retenir que ces élèves qui passent 11 ou 12 ans ou plus à avoir étudié du français ont la chance de pouvoir communiquer dans deux langues. Lorsqu’ils interviennent sur ce que parler une autre langue à un niveau avancé et naviguer dans une autre culture leur apparaissent, ils affirment tous vouloir utiliser leurs acquis dans leur futur carrière. Ceci se traduit au niveau universitaire par un stage dans une entreprise française ou francophone pour concrétiser leurs connaissances.

- Anne V. Lair
French Bridge Curriculum Director and State Coordinator-L2TReC (UT)
anna.lair@utah.edu

**AATF DOROTHY S. LUDWIG EXCELLENCE IN TEACHING AWARD**

The AATF invites nominations for four annual awards for outstanding teachers, one at each level: elementary school, middle school, junior high school, high school, and postsecondary (university, college, or community college). The purpose of the award is to recognize teachers who have demonstrated excellence and commitment in the teaching of the French language and French and Francophone cultures and literature.

Each winner will receive a certificate from the AATF recognizing his or her outstanding contribution to the teaching of French, a cash award, and a one-year subscription to *Le Français dans le monde*. An official presentation will be made at the AATF Awards Banquet in New Orleans in July 2022.

Nominations may be made by any AATF member in good standing or by an AATF chapter. The nominee must be an active member of the AATF. All documents must be submitted by **February 1, 2022**. Please see [https://frenchteachers.org/promote-french/awards-and-grants](https://frenchteachers.org/promote-french/awards-and-grants) for additional information and the application form.

Nomination packages, which should not exceed 5 pages, will be evaluated for evidence of (1) outstanding teaching experience, (2) professional growth and development, and (3) contribution to the profession. Submit the nomination packet electronically in .pdf format (one file with the candidate’s name in the file name) to [awards@frenchteachers.org](mailto:awards@frenchteachers.org).

**VOTRE DON, NOTRE DON**

Au-delà des cotisations annuelles à l’AATF et de notre engagement professionnel, pourquoi donner? Qu’apporte un don?

La force d’un don se retrouve dans la force de notre collectivité. Un seul don à l’AATF représente notre don collectif à nos enfants, à nos élèves, à notre pays. Un don montre à lui seul la confiance en un avenir où le français et les valeurs de la francophonie continueront à avoir leur place de l’école à l’université et dans notre vie quotidienne. Il représente la certitude que notre mission éducative rend notre monde meilleur. Il signifie que nous nous soutenons en offrant des ateliers, des conférences, des ressources gratuites mais aussi en partageant nos lumières, nos recherches, notre passion, notre cœur.

L’AATF est une association à but non lucratif. Si les cotisations nous permettent de vous soutenir et de servir notre profession, seule votre générosité assurera une force et rendra notre assise durable. Vos dons sont notre avenir à long terme, permettant de soutenir plus d’enseignants, d’offrir plus de bourses d’étude ou même d’accélerer nos projets pédagogiques.

Aujourd’hui, j’aimerais vous encourager à faire un don si vous le pouvez. Contribuez à notre Fond pour le Futur. Financez un projet de votre choix. Payez la cotisation d’un collègue ou étudiant. Faites un legs ou une donation.

À tous ceux qui nous ont honorés par leur générosité, nous vous disons merci du fond du cœur. Vous nous touchez et vous contribuez au succès de l’enseignement du français dans le monde.


- Catherine Daniélou
Présidente honoraire de l’AATF
danielou@uob.edu
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, former National Bulletin Editor Meagan 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 (featured in the November issue), art (this issue), and clothing (April issue). Find even more activities on the AATF member-only resource bank.

**ELEMENTARY ACTIVITY**

**Title:** Museum Tour  
**Level:** upper elementary—middle school  
Summative Lesson for a museum visit [virtual or in person]  

**Materials:** Link to a model museum visit from the Baltimore Museum of Art 2010: [https://tinyurl.com/holyqyhm5](https://tinyurl.com/holyqyhm5)

**Description:** Using the model of Baltimore Museum of Art visit in the link above, students select 5–6 artworks from one museum or several. You may wish to provide a list of Francophone Museum links for middle school students to explore and create their own museum visit story or model the search for elementary students and generate the museum visit story together.

- **Karen Campbell Kuebler**  
  Towson University (MD)  
  kkcdansar@verizon.net

**HIGH SCHOOL ACTIVITY 1**

**Title:** « Une œuvre à la maison »  
Please read this article « Ces artistes prêtent leurs œuvres d’art au grand public »: [https://tinyurl.com/2p86bbcw](https://tinyurl.com/2p86bbcw)

Here is a pdf of some of the works offered through the program: [https://tinyurl.com/3xteimmB](https://tinyurl.com/3xteimmB)

Students write an email that is based on the program described in the article about artists lending out their work.

Pour tenter d’obtenir le prêt d’un de ces tableaux ou sculptures, rendez-vous sur le compte Instagram de l’opération “@uneoeuvrealamaison.” Les participants ont 15 jours pour envoyer, par email ou courrier postal, une lettre de motivation exprimant la raison pour laquelle ils aiment une œuvre chez eux.

Choisissez une œuvre d’art dans les images du compte Instagram. Écrivez une lettre de motivation exprimant les raisons pourquoi vous aimeriez avoir l’œuvre chez vous. Décrivez l’œuvre et son style, donnez votre opinion [positive, bien sûr!] de cette œuvre, expliquez où vous allez la mettre et pourquoi.

N’oubliez pas d’utiliser le registre formel.

- **Jennie Chao**  
  Round Rock High School (TX)  
  jennie.chnn@roundrockisd.org

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MINI PROJECT BASED LEARNING: AP AESTHÉTIQUE

Description: This activity is intended as a mini project-based-learning (PBL) project to be used with the Aesthétique theme. It allows students to investigate an aspect of art that interests them. In PBL, students are pulled through the curriculum (as opposed to being pushed) by a meaningful question to explore, an engaging real-world problem to solve, or a challenge to design or create something. They ask questions about the topic and develop their own answers. To demonstrate what they learn, students create products and make their work public to people beyond the classroom.* (Buck Institute for Education: “PBL Starter Kit”) I created this mini-unit based on a full unit I created with Laura Friesma, an instructional coach in my school, for the Global Challenges unit. [You can visit my website, www.msmadame.com, for that entire unit]

Note: Throughout the unit, I devoted 1 day a week of class time for student research and 1 day a week for collaboration and feedback. The other 3 days were used to cover the regular AP curriculum and tasks.

Directions for students:

Throughout this unit, you will investigate a topic that contributes to the AP theme of Beauty & Aesthetics. I want to see that you are:

- Pondering questions
- Researching answers to these questions
- Thinking critically about the specific issue of your choosing and how it contributes to the theme of beauty & aesthetics
- Creating a list of important vocabulary for writing about these issues
- Presenting your ideas and what you have learned in a creative way

In order to reach these learning goals, you will be asked to:

- Consider the role/importance of art in French-speaking communities
- Compare and contrast the role of art in your own community (Add to your journal)

Some Requirements:

- Monitor your progress/learning
- Present your progress/learning to peers
- Present your progress/learning to the teacher
- Give quality feedback to peers
- Listen and learn the content that other peers find
- Extrapolate on peers’ ideas by pushing alternate points of view or extending the level of thought

Essential Questions/Questions essentielles:

You will choose one of the following essential questions to be your Driving Question for Research.

- How do ideals of beauty and aesthetics influence daily life? En quels les idéaux de beauté et d’esthétique influencent-ils la vie quotidienne?
- How does art both challenge and reflect cultural perspectives? En quels les arts à la fois défient-ils et reflètent-ils les perspectives culturelles?
- How do communities value beauty and art? Pourquoi les communautés accordent-elles de l’importance à la beauté et aux arts?

- How is art used to record history? En quoi les arts sont-ils utilisés pour témoigner de l’histoire?

Recommended Contexts/Points de départ:

You will choose to research and answer your Driving Questions within one of the following contexts.

- les arts littéraires [poèmes, romans, essais, œuvres dramatiques]
- les arts visuels [les arts plastiques: peinture, sculpture, dessin, les images fixes: la photographie, les images animées: le cinéma ou la vidéo]
- la musique [les sons vocaux ou instrumentaux]
- les arts du spectacle [activité créative exprimée devant un public: la danse, le théâtre, théâtre de marionnettes, cirque]
- l’architecture [l’art de concevoir et de construire des bâtiments]
- le beau [le concept de la beauté]

Notez bien: This is NOT a report. You will be REQUIRED to complete work outside of class on this project

Kelly Karstrand
Alan B. Shepard High School (IL)
kelly.karstrand@chs218.org

Note: Grading criteria and rubric can be found on the following pages.
## AATF MASTERCHEF (CON'T.)

Where is your grade coming from?

<table>
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<th>Learning Log</th>
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<td>(3 Discussions)*</td>
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<td>Quiz grade</td>
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<td>2 Quiz grades</td>
<td>3 Quiz grades</td>
<td>You will develop something unique and interactive to engage your peers in your learning.</td>
<td>Peer Presentation Note Sheet*</td>
</tr>
<tr>
<td>1 CUA grade*</td>
<td></td>
<td>*Students must submit a presentation summary to Madame in French prior to your presentation.</td>
<td>Quiz grade</td>
</tr>
</tbody>
</table>

*This will contain important questions to investigate, notes from reading, what you learned from your research (what conclusions you drew), new questions generated, important vocabulary, etc.*

<table>
<thead>
<tr>
<th>Journal d’apprentissage (Learning Log)</th>
</tr>
</thead>
<tbody>
<tr>
<td>You may choose to keep your learning log in a spreadsheet of your choosing or on paper. You must have the following column headings:</td>
</tr>
<tr>
<td>• Mon but [My goal for the week]</td>
</tr>
<tr>
<td>• La Recherche—Quelles sources? (Sources)</td>
</tr>
<tr>
<td>• Ce que j’ai appris (What I learned)</td>
</tr>
<tr>
<td>• Les liens de ma question essentielle (Links to my driving question)</td>
</tr>
<tr>
<td>• Prochaines étapes (next steps)</td>
</tr>
<tr>
<td>• Idées pour ma présentation (Ideas for my presentation)</td>
</tr>
<tr>
<td>• Vocabulaire</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Class Discussion (Peer Feedback)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resources linked here: <a href="https://drive.google.com/drive/folders/1wRN7S04uonnGUb9DzjZ5ElorbRoUvFb?usp=sharing">https://drive.google.com/drive/folders/1wRN7S04uonnGUb9DzjZ5ElorbRoUvFb?usp=sharing</a></td>
</tr>
<tr>
<td>• Peer Feedback on Journal d’apprentissage—Fishbowl Discussion Protocol</td>
</tr>
<tr>
<td>• Final Word Discussion Protocol</td>
</tr>
<tr>
<td>• Brainstorm Project Discussion</td>
</tr>
<tr>
<td>• Peer Presentation Note sheet</td>
</tr>
<tr>
<td>Please see grading rubric on next page.</td>
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</tbody>
</table>

<table>
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<tr>
<th>Grade conversion (based on rubric on next page)</th>
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</thead>
<tbody>
<tr>
<td>(points=%)</td>
</tr>
<tr>
<td>16: 100%</td>
</tr>
<tr>
<td>15: 95%</td>
</tr>
<tr>
<td>14: 90%</td>
</tr>
<tr>
<td>13-12: 85%</td>
</tr>
<tr>
<td>11: 80%</td>
</tr>
<tr>
<td>10: 75%</td>
</tr>
<tr>
<td>9-8: 70%</td>
</tr>
<tr>
<td>7-6: 59%</td>
</tr>
<tr>
<td>5-4: 50%</td>
</tr>
<tr>
<td>Creativity</td>
</tr>
<tr>
<td>-------------------------------</td>
</tr>
<tr>
<td>Inter-activity</td>
</tr>
<tr>
<td>Content Knowledge</td>
</tr>
<tr>
<td>French summary</td>
</tr>
</tbody>
</table>

SEARCH FOR EDITOR OF THE NATIONAL BULLETIN

The AATF is seeking a new Editor for the National Bulletin to succeed Megan Clerckx. 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 collocates 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;
8. High level of technological skills;
9. 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.
“Can one weekend really make a difference?” That is the question we hear most often when discussing our Weekend Immersion in Language Development program (WILD). Our answer is, “It can and it does.” Our experience has proven that one weekend can be beneficial to language learners in terms of their increased confidence in using the target language (TL) as well as their willingness to use the TL once the program is over. WILD provides an immersion experience for Alabama high school world language students, over the course of one weekend (thus the name), at a low cost.

**How was WILD started?**

In 2005, two Alabama high school Spanish teachers, Linda Paragone and Mirella Hodges, wrote a grant proposal and received funding from the Alabama Humanities Foundation to help develop a weekend immersion program for high school students of Spanish, French, and German. They also received support from the Alabama Association of Foreign Language Teachers (now known as the Alabama World Languages Association) and recruited volunteer language teachers to help them. In November 2005, the first WILD weekend was held with over 70 high school students (all with at least one year of language study) in attendance from all over Alabama. WILD has been held every year since with support from grants and various charitable donations. The cost has remained manageable for most students. In 2019, it cost $100 for the whole weekend. However, students who are unable to pay may apply for a financial waiver as the original objective of the program was to provide an affordable immersion experience for all students.

**How is WILD planned?**

Throughout the year, the co-directors are responsible for reserving facilities, writing grants, advertising, creating online registration, and recruiting volunteer teachers to help in each language house (typically, up to four teachers help in each language house with one serving as house director in each language to divide duties amongst the other teachers). Additionally, in the last three years, two to three students (per language) from local colleges have also participated as “camp counselors.”

At the end of the weekend, all faculty and volunteers meet to evaluate the weekend and make suggestions for the next year. Student evaluation/survey forms collected using a Google form are also used in this evaluation. Three questions are addressed during the debriefing: 

1. What went well? 
2. What did not go well? 
3. What do we need to change for next year?

The responses inform changes made to the program each year. The date for the weekend as well as the theme are also chosen. The co-directors begin the grant writing and fundraising process in January. Each house director contacts their team of teachers over the summer to begin preparing plans and activities. House directors emphasize that the WILD weekend is not “school,” and there are no lecture-style lessons. Because the weekend is organized as a community, each teacher picks the specific activities that they will lead and develops all the materials for it. During the registration period, the co-directors remain in contact with students (and parents), informing them of rules for the weekend, sharing the schedule, necessary information about activities, etc. The Friday of the program, teachers arrive early to prepare student folders which include a copy of the schedule, a useful phrases sheet, blank paper for students to take notes, and songs to sing at the campfire. Upon arrival students receive the folder, a WILD t-shirt, a backpack, and water bottle (along with other goodies when we can obtain them from sponsors).

**How do students register for WILD?**

Registration for the weekend typically starts in September and is open to all interested high school students who have completed at least one full year of language instruction. The co-directors contact former participants, Alabama language teachers who have sent students to the program, and Alabama language teachers who are members of the Alabama World Language Association to share the registration information. Additionally, the link for online registration is shared via social media on the WILD accounts.

Those who are accepted receive a link to fill out additional information (medical history, liability waiver, etc.), a document on how to make their payment, and rules for the weekend (which were already shared upon registration). A new deadline is set for these documents to be completed. During this process, students’ language teachers are kept in the loop. Once all the paperwork is completed, house directors receive their house roster and in turn share their weekend schedule with the co-directors for them to forward to the students and their parents.

**How is the Weekend Structured?**

The weekend begins on Friday evening with check-in at 5 pm. All participants (students, teachers, and counselors) eat supper together, review the rules for the weekend, and take the language pledge both orally and in writing. Until the language pledge, everyone is allowed to chat in English as they get to know their new language friends, but as soon as the pledge is spoken, only the target languages can be used.

Taking the pledge also marks the moment to divide into the houses in which various
activities will take place. Each house has its own traditions and decides when to do an activity. Generally, all houses have ice breaker activities/games so that everyone can get to know each other and begin to feel comfortable in the language. Often, there is also an art activity, such as a museum walk through or perhaps a movie related to the theme. Most of the activities occurring during the weekend can be used by teachers in their everyday classroom, such as breakouts, murder mysteries, and museum gallery walks.

Saturday morning begins with exercise in the target language (a walk, yoga, dancing) or just coffee until breakfast. Throughout the day students are engaged in various activities from breakouts to face painting to science experiments. Time is also spent preparing the parent showcase which takes place on Sunday when parents arrive to pick up their children.

One tradition that students and teachers look forward to is the WILD Olympic Games. Each year, after lunch, all three houses come together to battle and claim the title. Each house teams cheer to help their team as the games are played. This is probably the wildest and loudest moment of the weekend as cheers ring out loudly and proudly in all target languages, as students battle in a 3-legged race, the human knot, shoe shuffle, relay races, etc. The Olympic Games is always a highlight of the weekend and a source of pride for the winning house. An indirect consequence of the Olympic Games is that as the students cheer for their teammates they also increase their positive attitude toward speakers of the target language. Research has shown that “A learner’s attitudes about the people speaking the target language often affect the level of maturity achieved in that second language independent of general intelligence and/or language aptitude” (Mochnick and Wolf, 1982).

Another tradition happens after supper on Saturday evening when all three houses gather as a group once again. All houses enjoy a campfire, make smores, drink hot chocolate, and sing songs in target language. Over the years this moment has become more and more special as houses will attempt to learn other houses’ songs, clap along, and make it a very interactive and supportive gathering.

Students have shared how much they enjoy interacting with the other languages, even if they have no knowledge of the language, on couraging the co-directors to plan additional activities across groups. Often students are seen teaching a dance or comparing vocabulary words and joking around without a word of English being spoken.

Sunday morning is a busy time as we not only prepare for departure after lunch but take a moment to write thank you letters to sponsors of the program, fill out the program evaluations, and use every available minute to run through last minute rehearsals of the parents showcase, whose objective is to demonstrate what students have done over the course of the weekend. The showcase is created by the students, with the teachers lending a guiding hand. Some students dance, others sing, and yet others will act out a play.

The objectives of the weekend have shifted slightly over the years. One change is the introduction of a theme to connect the activities for the weekend. The idea is to create four themes which can be rotated so that no student has the same experience twice. Our themes are [1] Pop culture aesthetics (In which we explore the question of beauty); [2] Time Hop (which allows teachers to visit any time period of their choosing); [3] Identity (which allows us to explore the past influences who we are today); and [4] Technology (which not only includes cell phones and computers but how new technology has changed lives for centuries).

In recent years, the houses have taken part in activities such as breakout and a murder mystery. The breakouts are escape room activities which attempt to mimic what can be done in a commercial setting. Of course, since for WILD the breakout is running in the location it is a simpler version. One year both the French and Spanish houses ran the same breakout (In each language) about a missing black dress to fit the pop culture aesthetics theme. Another year the Spanish house’s breakout challenged the students to find a missing painting by following the clues. This past year the French house ran a murder mystery in which the students took assigned identities (shared with them before the weekend) and between clues and discussions determined who the guilty party was. Such activities enable not only the practice of the language but also cognitive and deductive skills.

Does WILD make a difference for its participants?

In answering this question, note that the goal of the weekend immersion experience is not necessarily to produce an immediate measurable gain in a student’s oral proficiency level; rather the goal is to introduce students to the idea that they can do so and to develop their enjoyment of the language—to significantly increase each student’s confidence level in using the TL. In fact, it is doubtful that it is even possible to measure the relatively small proficiency gains from such a short period of time; so, we have made any effort to do so. However, we have gathered a rather large amount of anecdotal evidence of the effectiveness of the WILD Program. This evidence comes from teacher and volunteer obser-

Can one weekend really make a difference?

I noticed a remarkable change in my student…who attended WILD last weekend. I wondered how much she would be able to get out of the weekend. I was so pleasantly surprised to have noticed a remarkable change in her confidence and participation level in speaking the TL this week. She even taught others students new phrases she picked up over the weekend: with her improved confidence, she is using the language more both in and outside of the classroom.”

Students immerse themselves in the community of the target language speakers and share the belief that one weekend can and does make a difference. When time comes to leave with their parents, oftentimes students comment on how difficult it is to revert back to English and will choose to keep speaking in target language with the teachers and other students. Seniors who participate also lament not being able to come back the following year as the program only caters to high school students. Students’ anonymous written evaluations also reflect a positive view of the program and its benefits. This last WILD, one student said “I felt like W.I.L.D. was a great way for me to experience Spanish and only Spanish, I was pretty confident that I wanted to at least minor in Spanish and now I know that I want to have it as a minor and to study.
abroad in a Spanish-speaking country while in college.” Another stated “The experience that I had this weekend was definitely worth coming back and doing it again.” And another commented “I have really enjoyed participating in the program and it has given me a lot of confidence.”

It is clear from our anecdotal evidence that one weekend really can make a difference. While one weekend might not greatly increase language proficiency, it does boost student confidence in the language, increases their interest in improving their language skills, and improves their attitude toward language learning. Research has shown that the development of sound attitudes in the first step toward achieving bilingualism (Chambless 2003, Merisuo-Storm 2007). In fact, Titone stated that “a strong desire to become a part of the target language community can compensate for a lack of natural language learning aptitude” (1990). Cochran, McCullum and Bell also found that the best predictor for successful language learning is attitude (2010). WILDL endeavors to provide a positive language learning experience for all students. The result is students who strive to use the TL more in class, seek out opportunities to use the TL outside of an academic setting, and have a positive attitude toward the target language and culture. The weekend heightens student interest in the target culture which motivates them to continue their language study.

- Krista Chambless
  University of Alabama Birmingham (AL)
  kristachambless@uab.edu

- Sandrine Hope
  sandrine2koma.com

Works Cited


The establishment of a chapter of the Société Honoraire de Français offers several benefits to a secondary French program. It provides an opportunity to recognize outstanding scholarship in the study of French language through selection for membership, the placement of a special seal on the graduate’s diploma, the wearing of a blue/white/red cord [or white cord] at graduation, and the right to wear the official emblem/pin of the honor society. The chapter provides a vehicle for focusing activities around French language and literature and also for encouraging member participation in the annual writing contest as well as application for the annual travel grants. There is the opportunity for students to serve as officers, directing the induction ceremony, or leading other chapter events. For general information, eligibility, and other questions, you can contact Regina Symonds, SHF President at symondssshf@gmail.com; or Teacher Representative Kimberly Harter at sfteacherrepnmexico23@gmail.com; or Henriette Simch at simchu4@yahoo.fr. Information on applying for a charter and ordering materials is available from April Anthony, Secretary SHF, AATF, 302 North Granite Street, Marion, IL 62959-2346; phone: 815-310-5763; fax: [815] 310-5754; email: shf@frenchteachers.org or from the AATF Web site at https://frenchteachers.org/promote-french/societe-honoraire-de-francais/

NATIONAL FRENCH CONTEST DATES

FLES

Grades 1-6 (FLES)
February 14-March 5, 2022

Grades 7-12 (levels 01-5)
February 16-March 30, 2022

Check the website frencheachers.org/concours for information & updates.
FULBRIGHT DISTINGUISHED AWARDS IN TEACHING RESEARCH PROGRAM:

Spend three to six months overseas completing educational research and collaborating with host country colleagues. Application now open!

Inquiry Project

Educators identify a topic relevant to their own educational practice that can be enhanced by learning from and collaborating with colleagues in another country.

Orientation Workshop

Educators gather for a professional learning orientation to work with other participants and further develop strategies for the inquiry project design and implementation.

International Field Experience

Educators travel to their host location for three to six months, where they pursue their inquiry projects with expert guidance from advisors in the U.S. and host country. Participants also take courses pertaining to their professional goals.

Online Professional Learning Community

Educators will participate in a virtual global community with other fellows to collaborate and share educational practices.

Download the Fulbright Distinguished Award in Teaching Research Program Announcement today for more information about the program. Feel free to share this program announcement with colleagues in your professional networks!

Interested in asking program alumni questions about their experiences? Join the Fulbright Teacher Exchange Applicants Facebook group!

Apply here: https://www.fulbrightteacherexchanges.org/programs/ds/?utm_source=DA1+Admin+DAGutm_medium=DA1+Admin+DAGutm_campaign=DA1+Admin+DA&Gutm_id=DA1+Admin+DA

Please email FulbrightDA@irex.org with any questions!

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].

CHANGES TO THE FRENCH REVIEW

Starting with the current issue, the French Review will be published digitally through Project Muse at Johns Hopkins University Press. All AATF members will have access to this 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.

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.

ANNOUNCING NEW VOLUME IN FRENCH REVIEW BOOK SERIES

Vol. 3: *How to Do Things with Style: Essays in Honor of Joan DaJeur*

Edited by Amy S. Wyngaard and Roland Racevskis

ISBN 978-1-7339360-5-7

https://frenchteachers.org/store/publications/

Also available: Vol. 1: *Heurs et malheurs du système éducatif en France* Vol. 2: *La France contemporaine: unité et diversités, polarisations et solidarités*

Vol. 1 ($60); Vol. 2 ($70), Vol. 3 ($50), all three volumes ($150)
COMMISSIONS

AATF SMALL GRANTS

The AATF Small Grants program is intended to support local projects by members who need an extra infusion of cash in order to get their project off the ground or to bring their project to completion. The total amount of funds available is $4000, with the maximum award being $500. Matching funds from the chapter to which the applicant belongs or from another source must be committed. In this way, it is hoped that the applicant can attract sufficient overall funding.

Application must be submitted online by March 1, 2022. For instructions, go to https://www.frenchteachers.org/hr/awards/sand_grants.htm. A brief summary of the project, including purpose, individuals involved, dates; (3) total anticipated budget; (4) funds requested; (5) other sources of funds, including amount to be matched from chapter treasury, if applicable, are required. Chapter support must be attested to by the chapter secretary-treasurer via email to smallgrants@frenchteachers.org. Every year some interesting requests remain unfunded because of lack of financial support at the chapter level; it is important to begin the application process as soon as you read this by alerting your Chapter officers to your upcoming request.

Applicants should remember that the basic purpose of this modest program is to aid those members who need supplementary funds to carry out a worthy project that would otherwise be unfunded or underfunded. Projects must bear a relationship to the purposes of the Association, namely nurturing the study of French in the U.S., and be of potential benefit to other AATF members or to the applicant’s students. Under no circumstances will awards be made to carry out strictly personal research or to travel abroad for the sake of general enlightenment.

Members at all levels of instruction may apply. A committee will evaluate the applications and determine the recipients. Preference will be given to new projects having a wide impact. Projects for National French Week 2022 are encouraged.

COMMISSION ON ADVOCACY
Kathy Stein-Smith [2023]
Chair:
kathysteinsmith@gmail.com

COMMISSION ON CINEMA
Joyce Beekwitz [2022]
Co-Chair:
mmejoyb@aol.com

Dolliann Hurtig [2022]
Co-Chair:
dhurtig@latech.edu

COMMISSION ON CULTURAL COMPETENCE
Martha Behlow [2023]
Co-Chair:
mbehlow@genova504.org
Andrea Behn [2023]
Co-Chair:
abehn@janesville.k12.wi.us

COMMISSION ON FIES*
Karen Campbell Kuebler [2023]
Chair:
kkcdanser@verizon.net

COMMISSION ON DIVERSITY, EQUITY & INCLUSION
Anne Jensen [2024]
Chair:
annejensen@att.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]
Chair:
tochietrude@gmail.com

COMMISSION ON UNIVERSITIES
Isabelle Drewelow [2022]
Co-Chair:
idrewelow@ua.edu
Jessica Sturm [2022]
Co-Chair:
jesturm@purdue.edu

CONTRIBUTE TO SCHOLARSHIP FUND

We invite AATF members and colleagues to contribute to a scholarship fund in honor of the late Jane Black Goeppe, long-time editor of the AATF National Bulletin, who passed away in 2018. At the behest of her family, we are collecting money to be used for a scholarship in her memory. Jane was a true global citizen, world traveler, and teacher/mentor. Hopefully, the funds collected will allow others to start their global adventure. We currently have $2225 received or pledged. To contribute, go to https://frenchteachers.org/hr/donate.htm or send a check to AATF Goeppe Scholarship Fund, 302 North Cronkite Street, Marion, IL 62959. Thank you for your support.
1. **LA FRANCE CONTEMPORAINE**

*La France contemporaine: unité et diversités, 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 PAs at Novice, Intermediate, and Advanced Levels, produced by the AATF Commission on High Schools.

**Member Price** • $25

3. **EDUCATION IN FRANCE**

Titled “Heures 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**


**Member Price** • $25

8. **CINEMA VOL. 2**

Seventeen French and Francophone films are presented in Volume 1. 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
REGION IV: EAST CENTRAL
IN-PERSON ACTIVITIES
The Detroit Chapter got together for its annual Weekend d’Immersion in October. The Michigan Chapter participated as well. This is an annual event that started in 1991. Seventeen French teachers met for the weekend to relax, talk shop, and enjoy great food and wine at the River Hawk Lodge in Proud Lake Recreation Area. The marquee event this year was a workshop on Cultural Perspectives and a session on Québécois folk dances.

Next year’s weekend is already booked for October 7-9, 2022.

The two Michigan chapters had an excellent joint AATF session at the recent Michigan World Language Association Conference in Lansing.

The Tennessee Chapter met for lunch as part of the Tennessee State Foreign Language Conference. This was the first in-person gathering of the chapter since 2020.

AATF members from the Indiana Chapter met at the Saint Joan of Arc French Market in September (pictured above, right) and enjoyed reconnecting at the Indiana Foreign Language Teachers (FLTA) Conference.

• Respectfully submitted
  Steve Ohlhaut
  Region V Representative
  ohlhaut@w4kje.in.us

REGION VI: WEST CENTRAL
In spite of the challenges of the Covid-19 pandemic, the seven West Central chapters were able to offer many programs for students and members, several of which addressed the unique challenges faced in 2020-2021 or were reimaged for a virtual format.

PROFESSIONAL DEVELOPMENT
Sheila Conrad Piasecki, past regional representative, organized two webinars for Region VI members in 2021, led by officers from various chapters in the region. The first webinar was called “Connecting Virtually,” and the second focused on “French Beyond France.” The Chicago/Northern Illinois Chapter offered its three annual workshops virtually to members and invited other AATF members from across the country and university students to attend at no cost. The Réunion d’automne 2020 focused on instructional games in the French classroom; the Réunion d’hiver 2021 featured programs on Pilates in French, mindfulness in the French classroom, educational video games, and technological tools to use in the French classroom. The Réunion de printemps 2021, with more than 100 attendees from across the country, included Dr. Kiki Kosnick, Augustana College (IL), presenting “Teaching French for All Genders” and chapter member Giselle Orpich’s presentation entitled “J’écris épique.” The Réunion d’automne 2021 focused on theatrical techniques in the French classroom and teaching impressionism in the beginning language classroom. The Greater Saint Louis Chapter offered the workshop “Diversité et inclusion en classe de français” with Dr. Siham Bouamer from Sam Houston State University (TX). The Minnesota Chapter offered the virtual workshop “Chansons pour la classe de français” with Annie Muske, an executive board member.

CULTURAL AND SOCIAL ACTIVITIES
The Minnesota Chapter hosted an in-person garden party to honor Minnesota French Teacher of the Year Laura Handley. The Minnesota Chapter hosted four book club sessions this year with Le Cercle de Lecture. The Greater Saint Louis Chapter hosted a virtual Fête des Rois in January. The Chicago/Northern Illinois Chapter hosted its second annual Soirée en blanc in-person and outside in August (pictured, bottom left). During National French Week 2020, the Chicago/Northern Illinois Chapter hosted a cooking lesson over Zoom on how to prepare tarte au chocolat.

ACTIVITIES FOR STUDENTS
The seven Region VI chapters encouraged participation in all national AATF events, including National French Week and the National French Contest. The Chicago/Northern Illinois Chapter offered both the High School Immersion Day and the College Immersion Day in virtual formats this year with a focus on French cinema. The Francophone Youth Theatre hosted a virtual table ronde. The Iowa Chapter hosted a virtual meeting on the state’s Seal of Biliteracy. Wisconsin successfully organized another Concours Oral, with more than 300 students participating virtually. Wisconsin also offered a Tik Tok competition during National French Week.

HONORS AND RECOGNITION
The Downstate Illinois and Chicago/Northern Illinois AATF Chapters designated Heather Meindl [Saint Joseph School, Chicago] and Polly Mangerson [DePaul University] as the AATF Illinois French Teachers of the Year for 2021. Loni Rezek was elected as the new Vice President for Illinois, beginning in January 2022. Andrea Isabell was re-elected for a second term as Vice-President for Programs in the Chicago/Northern Illinois Chapter. With a heavy heart, we report that John Garvey, Vice-President of the Downstate Illinois Chapter, passed away last year.

• Respectfully submitted
  Tom Sapp
  Region VI Representative
tsapp@iay.or
MEMBERS’ NOTES

The Greater Saint Louis AATF Chapter President, Audra Merfeld Langston, was named a chevalier dans l’Ordre des Palmes académiques.

The Indiana Foreign Language Teachers Association (IFLTA) French Teacher of the Year—Secondary, Chapter Secretary is Dahnya Chop.

The Wyoming Foreign Language Teacher of the Year is Bénédicte Sohier from the University of Wyoming.

BARTON ACADEMY CELEBRATES NATIONAL FRENCH WEEK

While we are a new school, our building dates from 1838 and was the first public school in Alabama. It went through a major renovation and re-opened this past fall as Barton Academy for Advanced World Studies. I am honored to be the first French teacher at this new school. Each day, our French students presented a different display at the Café Français in the main lobby where students in all classes passed by daily. We celebrated French scientists, French food, Le Tour de France, la Révolution Française, and of course, le Monde francophone. We also celebrated our inaugural chapter of les Jeunes Amis du Français. It was an exciting week!

- William Edmonds
  Barton Academy

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/36-1718689 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!

AATF OUTSTANDING STUDENT AWARDS

The AATF has established an Outstanding Senior In French Award and an Excellence in French Award. To qualify for the senior award, a student must:

1. have maintained an “A” average in French;
2. have maintained a “B” average overall;
3. be in his or her senior year at a public or private secondary school or at a public or private college or university; and
4. have demonstrated exceptional commitment to the study of French by participating in extracurricular activities related to French;
5. at the time of graduation, have completed at least three years of formal French study; and
6. be a non-native speaker of French.

AATF Excellence in French Awards can be made to any number of students at any level. There are no specific requirements beyond the teacher’s recommendation.

Recipients of both awards will receive a certificate acknowledging their award and a press release to distribute to local media; a congratulatory letter will be sent to the principal or dean. Outstanding Seniors will also be placed on the website Honor Roll. The registration fee for both awards is $25. For an additional $10, students can also receive a medal.

There is no deadline for either of these awards. The nomination form is posted on the website or can be made through the Online Store (https://store.frenchteachers.org).
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 kkbdanser@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.
We again look forward to receiving creative posters from students throughout the country for the 2022 National FiES* Poster Contest. The poster contest judges will be using these learning targets to further clarify the applicability of theme, creativity, and effort.

K-1 & 2-3 categories

I can identify three different details about la Francophonie and me on my poster.
I can identify the contest theme on my poster.
I can show my effort and attention to neatness on my poster.

4-6 category

I can identify four different details about la Francophonie and me on my poster.
I can identify the contest theme on my poster.
I can show my effort and attention to neatness on my poster.

7-8 category

I can identify five different details about la Francophonie and me on my poster.
I can identify the contest theme on my poster.
I can show my effort and attention to neatness on my poster.

By submitting a poster in this AATF FiES Contest, the student, parent/guardian, and teacher all understand the posters become the sole property of the National FiES Commission of the AATF and may be duplicated in publications and/or displayed at meetings.

ORDER AN AATF MEMBERSHIP ID CARD

What is lightweight, easy to obtain, and a must for the budget traveler? An AATF membership card! It is all of the above, and easily available to all our AATF members. Cards can be obtained for $1 along with your annual membership renewal or application. They can also be obtained by sending a self-addressed stamped envelope to National Headquarters.

Each year I request an AATF membership card for use on any future trip abroad. I have proudly used it throughout my career and appreciated each time. I had the opportunity to save a bit of money. Although it is more difficult to obtain the teacher discount in Europe today, it is still a valuable tool in the economy traveler’s arsenal.

The advantage of the AATF membership card is the fact that it is written in French and thus is understandable to all. Several years ago teachers received free entrance to major French museums such as the Louvre. This is no longer the case. However, some city and departmental museums as well as private museums will grant teacher discounts upon seeing the AATF membership card. I always ask whenever I visit any museum in France and hope for the best. Sometimes the policy is to grant full admission; oftentimes I am granted admission at a reduced price. Some hotels in France also grant a 10% reduction to teachers upon seeing a card.

My French friends have been amazed at the savings I’ve accrued in various museums in France. Even my teacher friends are surprised when I show my card, as they often are not aware of the possibility of receiving teacher discounts. My advice is to plan ahead and enjoy this benefit of AATF membership.

— Ann Sunderland
AATF Past-President

AATF members can obtain an official AATF membership card by sending a SASE to: AATF Membership Card, 302 N. Granite St., Marion, IL 62959.

Chapters can order cards in bulk for distribution to their members.

AMERICAN ASSOCIATION of TEACHERS of FRENCH

M., Mme/Mlle
est membre de l’Association Américaine de Professeurs de Français avec tous les privilèges et tous les droits qui s’y attachent

Fait à Marion, Illinois, États-Unis d’Amérique le ____________ pour servir et valoir ce que de droit.
<table>
<thead>
<tr>
<th>Product</th>
<th>Description</th>
<th>Member Price</th>
<th>Additional Info</th>
</tr>
</thead>
<tbody>
<tr>
<td>FLEUR-DE-LYS MEDALLION</td>
<td>1-inch in diameter, with a laurel wreath border; back side can be engraved. Silver color. Can be used as a pendant or charm.</td>
<td>$7.50</td>
<td></td>
</tr>
<tr>
<td>LES ARMES DES PARIS MEDAL</td>
<td>Bronze-colored Armes de Paris Medal which may be awarded to outstanding students. The back side of the medall can be engraved.</td>
<td>$18</td>
<td></td>
</tr>
<tr>
<td>TROUSSE SCOLAIRE</td>
<td>Pencil case, pen, pencil eraser, sharpener, ruler with imprints in French.</td>
<td>$4</td>
<td></td>
</tr>
<tr>
<td>AATF NOTEPAD/POST-ITS</td>
<td>Le Français en Amérique du Nord [1/2 shoot, 50 shoots per pad]</td>
<td>$2</td>
<td></td>
</tr>
<tr>
<td>ON EST LES MEILLEURS BUTTONS</td>
<td>Two-inch round buttons with National French Contect logo.</td>
<td>$0.75</td>
<td></td>
</tr>
<tr>
<td>AATF LANYARD</td>
<td>Gray lanyard with AATF imprinted.</td>
<td>$4</td>
<td></td>
</tr>
<tr>
<td>FORWARDED WITH FRENCH PENS</td>
<td>Red pens imprinted with «Forward with French.»</td>
<td>$4</td>
<td></td>
</tr>
<tr>
<td>WORLD SPEAKS FRENCH</td>
<td>AATF Bumper Stickers.</td>
<td>$1 each or 10 for $7.50</td>
<td></td>
</tr>
<tr>
<td>AATF TEE-SHIRTS</td>
<td>New AATF T-shirts (available in the fall): Sizes: M, L, XL, XXL</td>
<td>$15</td>
<td></td>
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</table>
À VOTRE AVIS...

A PLACE TO SHARE IDEAS, THOUGHTS AND PRACTICES

Which AATF convention has been your favorite and why?

Ferna Fetterman (PA): From the moment I joined in 2000, AATF has added immeasurably to my life. Belgium, in 2008, was a highlight for me, because it inspired me then right afterwards to take the train to Giverny (C’EST MAGNIFIQUE); then on to Boycours for 3 days (I savored as many crêpes and cafes Liégeois as possible; Mont St. Michel (I had the huge om- elette Mère Poulard); then I went on to visit my French pen pal in Bretagne, and we rented a house in Normandie for a whole week. I visited all these places for the first time.

David Long (TX): 1989 the French bicentennial convention at the Palais des Congres and Chirac’s speech to us.

Janel Lafond-Paquin (NH): I absolutely loved Martinique! I had never been there and enjoyed everything about it. The people welcomed us with open arms and I was totally immersed in French island culture. I left a piece of my heart there and there’s no way to collect it without going back.

Megan Diercks (CD): My all-time favorite was 2015 in Saguenay, Québec. I was part of the Future Leaders program and met amazing people who have become wonderful friends and a strong support system.

Margaret Schmidt (WI): Paris in 2000 with the FIPF.

Michelle Emery (VT): Martinique was hands down my favorite!


Heide Trudel (VA): Austin, Texas in 2016 because I was part of the Future Leaders Program and met the most amazing teachercollaborators and leaders as a result of the program! I also was able to meet up with my college French professor which was beyond amazing as he could see how my career had blossomed and I could thank him for all he did for me.

Jeanne Engelemeier (IL): Martinique — Absolutely beautiful and exciting, with great comraderie and friendship amongst all!

Justin Charles (IL): While I loved Martinique as a place, I felt like I wanted to be anywhere on the island but in the sessions. I really enjoyed everything I learned and all the connections I made in Montréal in 2011.

Andi Isabelli (IL): Martinique! The frogs singing all night, sunset swims, new friends from many countries, décollage (I still can’t believe they served rum for breakfast!), long walks along the beach, insightful sessions, fun, engaging side trips...I learned more about the culture there than any other convention I attended. The poetry, clay people, perilous island hopping just to get there... the memories I have from there far outweigh any other trip I have ever taken, and I have been to over 32 countries. Everyone on the island was so nice and welcoming... and I got so many compliments on the shirt I bought there (matching several others who bought them as well). I saw many of my chapter members there but for some reason tended to gravitate towards people from many different chapters. I have so many good memories from that trip that still warm my heart to this day.

Kristina Arqueta (CA): I haven’t been yet, but I hope to go next summer.

Our question for the April issue is: Who or what inspired you to become a French teacher? Email answers to: nbeditor@frenchteachers.org, add to our Twitter feed (@AATFN8), or comment on our Facebook post. Merci!
REMINDER: IMPORTANT DEADLINES AND DATES

FEBRUARY 1
Deadline for nominations for the Ludwig Excellence in Teaching Award (see page 15)

FEBRUARY 15
Deadline for Exemplary Program applications (see page 23)
Deadline for applications for Editor of the AATF National Bulletin (see page 19)

MARCH 1
Deadline for nominations for AATF Regional Representative and Vice-President (see page 16)
Deadline for applications for the Valette Legacy Award (see page 13)
Deadline for applications for AATF Small Grants (see page 24)

MARCH 15
Deadline for applications for Lassen Scholarship (see page 4)
Deadline for applications for FIES Poster Contest (see page 28)
Deadline for applications for AATF Executive Director (see page 6)

NEW ORLEANS
July 11-14, 2022

Watch for updates:
www.frenchteachers.org

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

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 consularo, 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