



AATJ

NEWSLETTER



Junko Mori
森純子

Message from the President

全米日本語教育学会 会員の皆様

残暑お見舞い申し上げます。秋学期が既に始まっているところ、これから始まる場所、100%オンラインで始まる場所、対面との組み合わせになる場所等、状況は様々かと思いますが、皆さんお元気にお過ごしであることをひとえに願っております。

毎年8月上旬には、蝉時雨の中で行われる広島・長崎での原爆死没者慰霊式並びに平和祈念式典の映像を目にし、歴史の重みを感じさせられるのが常ですが、今年は戦後75年ということに重ね、100年に一度の規模と言われるパンデミックの中で迎える夏となり、感慨もまた一入というところなのではないでしょうか。戦後高度成長期に生まれ育った私たちの世代にとって、今回のコロナ禍は、その及ぼす社会的、経済的、精神的な打撃、そして先の見えなさという点において、人生で最も困難な事態と言えるかもしれません。

さらに、アメリカでは、コロナ問題に加え、黒人差別問題に対する抗議デモ、秋の大統領選挙に向けての様々な政治的動き、と混乱を極めた世情が続いております。このような中でどのように教育に取り組んで行くのか、若き人々を導いて行くのか、どのように自身の心の平静を保って行くのか...

そんなことを考えている中、『いのちの深呼吸』というドキュメンタリー映画を観る機会がありました。ご存知の方もいらっしゃると思いますが、アメリカ人女性ラナ・ウィルソン監督が、自殺防止活動に取り組む一人の僧侶を3年半にわたって密着取材して作り上げた作品で、2017年に発表されたものです。大禅寺（岐阜県関市）の住職・根元一徹さんは東京のサラリーマン家庭で育った元パンク・ロッカー。そうした異色のバックグラウンドを生かしての様々な取り組みは、従来のやり方に縛られず人と繋がり、サポートしていく試みを追及せざるを得ない私たちの今の状況に繋が

るものを感じました。この映画の視聴をきっかけに、調べてみたところ、この大禅寺だけではなく、日本全国の様々なお寺が現在オンライン座禅会なるものを開催しているようです。私自身は、まだオンライン座禅会には参加しておりませんが、感化され、チベット製のお鈴を購入してしまいました。お鈴の音色と裏庭の虫の音に癒されながら、心のゆとりを持てるようにし、9月からの新学期に備えたいと思っていますところです。

さて、以下、AATJ並びに関係学会の活動状況について、簡単にまとめたいと思います。様々な天災・人災による困難の続く中、会員の皆様の教育研修・研究発表の場への参加意欲は止まることなく、夏の間も様々な活動がバーチャルで開催されました。後続の記事に詳細は報告されておりますが、北米における日本語教育界においての初の100%バーチャル学会としてThe 28th Central Association of Teachers of Japanese Conference (CATJ 28) がミネソタ州のマカレスター大学の主催によって5月30日・31日に開催されました。奇しくもその数日前に同州で白人警官によるジョージ・フロイド氏の殺害が起こり、抗議デモが暴徒化する中での開催となりましたが、入念な準備と冷静沈着な態度で臨んでくださった鈴木聡子大会委員長、および他のマカレスター大学の教官・スタッフ陣のおかげで、大成功の学会となりました。

3月、全米の教育機関が突如オンライン化せざるを得ないという前代未聞の状況に陥る中、会員の方々の緊急対応をサポートするという目的で始まったAATJウェビナー・シリーズは、夏の間も2、3週間に一度のペースで開催され、毎回多くの方々にご参加いただきました。ウェビナーの開催にあたっては、国際交流基金ロザンゼルス日本文化センターにご支援いただきましたこと、ここに謝意を表します。また、シリーズの企画・運営にご尽力いただいた斎藤アボット佳子先生（カリフォルニア州立大学モンテレーベイ校）に感謝いたします。ウェビナーは引き続き、秋にも定期的に開催していく予定です。

また、例年11月にACTFLの一部として開催されてきたAATJ年次秋季大会も、やむなく規模を大幅に縮小してのバーチャル学会という形になってしまいました。形態変更に伴う諸々の対応には、魚立康夫先生（フロリダ大学）、政井孝幸先生（ワシントン州グラハム・カパウソン高校）、徳田淳子先生（カリフォルニア大学サンディエゴ校）にご尽力いただきました。通常秋季大会で行われていた表彰式、AATJの活動報告等につきましては、ウェビナー・シリーズの中に随時取り込んでいく形で実現させる予定であります。さらに、今秋予定されていた香港・マカオでの日本語教育国際研究大会の延期に伴い、日本語教育学会・国際連携委員会が中心となり、世界の日本語教育従事者をつなぐイベントを企画したいと動いてくださっています。AATJからは、国際連携員でもある佐藤慎司先生（プリンストン大学）と、この春Facebook上に「Covid-19と日本語教育」というグループを立ち上げ世界的な情報交換の促進の場を作ってくくださった埴由起子先生（ニューヨーク大学）に代表としてこの企画の話し合いに参加していただいております。

一方、AAS（アジア研究学会）の会場を借りて毎年開催しているAATJ年次春季大会についても、2021年3月の開催に向け、ナズキアン富美子先生（コロンビア大学）、森美子先生（ジョージタウン

大学)、河合見恵子先生(ヴァージニア大学)のリーダーシップの下、企画が進んでおります。AASとしては現在ハイブリッド、オンラインの可能性も視野に入れつつ、シアトルで対面の学会を開催する方向で検討中とのことで、AATJとしても、AASの動向に合わせ柔軟な姿勢で準備を進めていくことが求められています。

最後に三つほど、新たな取り組みについてご報告がございます。まず一つは、日本語名誉学生団体(JNHS)の活動を促進するために、小林公美先生(カリフォルニア州ロスガトス高校)、ホリー・ディディオーグレン先生(ニュージャージー大学)にそれぞれ中等教育部門、高等教育部門のディレクターを務めていただくことになりました。次にAATJ生涯功労賞についてですが、ノミネーションの手続きをAATJウェブサイト公開いたしましたので、推薦したい方がいらっしゃる場合はそちらをご覧ください、11月30日の締め切りまでに、資料を揃えていただければと思います。最後にAATJとしてのダイバーシティ(多様性)・インクルージョン(包括性)への取り組みを本格化するため、タスクフォースを設立することにいたしました。秋の半ばまでにはメンバーを決めたいと思っていますので、候補として検討すべき方の提案(自薦・他薦問わず)をお待ちしております。

では、皆さまのご健勝ご活躍を祈念し、筆を擱くことにいたします。

2020年8月7日

会長 森 純子

Dear Members of the American Association of Teachers of Japanese,

I hope you had a chance to enjoy the summer despite everything that has happened in the world. For some, the fall semester might have already started, whereas for others, this might be a crunch time for last-minute preparation. What your “classroom” looks like might also vary considerably. Regardless, I sincerely hope that you all are staying healthy.

Every year, early August brings a time of reflection of the heaviness of history, prompted by the images of the Atomic Bomb Victims Memorial Ceremony and Peace Memorial Ceremony held in Hiroshima and Nagasaki, accompanied by the sound of cicadas. This year, these images seem to trigger even deeper thoughts given that it marks the 75th anniversary of the end of World War II and that we are suffering from this once-in-a-century pandemic. For our generation who were born and raised during the post-war high economic growth period, this pandemic might be the hardest circumstance that we have ever endured for its social, economic, and psychological impacts and the unpredictability of the future. In addition to the pandemic, the U.S. has been shaken by Black Lives Matter protests, as well as various political activities leading up to the November presidential election. Under such a condition, how should we approach education and guide our students? And how could we maintain our own peace of mind? ...

When I was pondering on these questions, I happened to encounter a documentary film entitled, *The Departure*. Some of you might know, but this film released in 2017 was created by American director Lana Wilson, who spent three and a half years closely following a monk who dedicates

himself to suicide prevention. Mr. Ittetsu Nemoto, head priest of Daizenji (City of Seki, Gifu Prefecture), is a former punk-rocker who was raised in a salaryman family in Tokyo. Watching the film, I found his various initiatives informed by his unique background inspiring, especially given that we now face the situation where we have to come up with new strategies to connect with, and support, peers and students without relying on our conventional methods. Intrigued by the film, I surfed the internet and realized that not only Daizenji but also many other temples throughout Japan now host online *zazen* sessions. I haven't tried one yet, but it prompted me to purchase a Tibetan singing bowl for my home use. With the help of serene sound of the bowl and crickets chirping in the backyard, I am trying to calm my mind in preparation for the new semester to begin in September.



Now, I would like to provide a brief highlight of activities that AATJ and related associations have engaged in this summer, or are planning for the fall. Despite the series of natural and human caused disasters, AATJ members have remained highly motivated to participate in workshops and present their research, as evidenced by a number of virtual events held over the summer. For instance, the 28th Central Association of Teachers of Japanese Conference (CATJ 28) was held on May 30th and 31st as the first 100% virtual conference on Japanese-language education in North America. The conference took place during the time when the protests triggered by the police killing of George Floyd turned violent in the vicinity of the host institution, Macalester College in Minnesota. Despite the challenges, the conference organizer, Professor Satoko Suzuki, and the team of Macalester faculty and staff led this conference to a great success with thorough preparation and calm demeanor.

The AATJ webinar series that started in late March for the purpose of supporting AATJ members to respond to the abrupt shift to remote delivery continued during the summer. The sessions, offered every two to three weeks, have attracted a large number of participants. On behalf of the association, I would like to express our sincere gratitude towards the Japan Foundation, Los Angeles, who sponsored this series. We also thank Professor Yoshiko Saito-Abbott for her tireless work in planning and coordinating these sessions. We plan to offer webinars in the fall as well.

As you may know by now, our annual fall conference, held in conjunction with ACTFL in November, will be scaled down and offered virtually. The conference organizing team, consisting of Yasuo Uotate (University of Florida), Takayuki Masai (Graham-Kapowsin High School, WA) and Junko Tokuda Simpson (UC San Diego), worked hard to manage various adjustments that we had to make to the original plan. The contents of our general meeting typically held during ACTFL, such as the award ceremony and announcements regarding AATJ activities, will be distributed among different sessions of our fall webinar series. Further, following the decision to postpone the International

Conference on Japanese Language Education, scheduled to be held in Hong Kong and Macau this fall, the Society for Teaching Japanese as a Foreign Language (日本語教育学会, NKG) in Japan is now leading a discussion to organize some virtual events to connect a global network of Japanese-language educators. We have appointed Shinji Sato (Princeton University), who has already been a member of the NKG's committee, and Yukiko Hanawa (New York University), who established and is managing the Facebook group entitled "Covid-19と日本語教育", as AATJ representatives for this discussion.

In the meantime, the planning of the annual spring conference to be held in March 2021 in conjunction with the Association of Asian Studies (AAS) conference has also been underway, thanks to the leadership of Fumiko Nazikian (Columbia University), Yoshiko Mori (Georgetown University) and Mieko Kawai (University of Virginia). AAS is currently planning to hold an in-person meeting in Seattle, while exploring means to make the conference hybrid or entirely online depending on the state of the pandemic. AATJ also needs to remain flexible in adjusting our plans by closely monitoring AAS's decisions.

Finally, there are three new initiatives to report. First, in order to promote activities associated with the Japanese National Honor Society, we have appointed Kumi Kobayashi (Los Gatos High School, CA) and Holly HK Didi-Ogren (The College of New Jersey) as co-directors. Second, we have established the procedures for nomination of AATJ Lifetime Achievement awardees. Please review the AATJ website for details and submit your nomination materials by the November 30th deadline. Finally, in order to explore ways to improve AATJ's capacity to address issues concerning diversity and inclusion, we have decided to form a diversity and inclusion task force. Our plan is to identify task force members by mid-fall, and so we welcome both self- and referral nominations of candidates for this undertaking.

This is all for now. I will end here while wishing your health and prosperity for the coming semester.

August 7, 2020

Junko Mori, President

NFMLTA Grant Opportunities

The **NFMLTA Travel Support Grant** applications for the fall cycle are now being accepted at www.nfmlta.org and will close **September 1, 2020**.

The **NFMLTA/MLJ Learning and Teaching Priorities Grant** applications for the fall cycle are now being accepted at www.nfmlta.org and will close **September 15, 2020**.



Message from the Vice President

[副会長からのご挨拶]

会長、次期会長をサポートすべく活動している札谷新吾です。新学年を目前に授業の形態が対面なのか遠隔なのかまだお決まりでない先生方もいらっしゃるのではないのでしょうか。いずれにせよ私たち現場の教師にとっては想像を大きく超えるような新たな挑戦が待ち受けているに違いありません。このような状況の中、教師一人一人が孤立することなく仲間の教師と悩みや情報を共有しながら克服していくために、AATJも学会として夏休み期間中から続けているウェビナーシリーズを継続してまいります。引き続きAATJからのEメールにご注目ください。また、過去に行われたウェビナーもAATJのホームページにて公開しておりますのでよろしくお願い申し上げます。

5月にはオンラインでの日本語日本文化APテストは厳しい状況の中、例年通りの受験者数で実施され、そのリーディング（採点）作業もオンラインで無事に終了することが出来ました。APテストの実施や採点に関わっていらっしゃる先生方、本当にありがとうございました。

森会長も触れていますが、かつて僕がディレクターを務めていたJAPANESE NATIONAL HONOR SOCIETY にとってはニュージャージー州のオグレン先生（大学担当）とカリフォルニア州の小林先生（中学高校担当）がその活性化を目指して立ち上がってくださいました。

TEACHER AWARDの受賞者も秋の学会までには会員の皆様にご報告できる見込みです。

さて、今般の新型コロナウイルス感染の世界流行と相俟って様々な社会運動が活発になってきています。森会長が述べられているようにAATJもこの社会情勢に呼応すべく学会としての「多様性(Diversity)」と「包括性(Inclusivity)」への取り組みに関するタスクフォースを立ち上げることになりました。AATJ傘下の教師会の先生方のご協力をよろしくお願い申し上げます。

新型コロナウイルス感染制御措置による厳しい状況がしばらく続きますが、これを機会にさらにいっそう教師間の絆を深め、発展しながら乗り越えて前進しましょう。

地方の教師会に属していらっしゃらない先生方やAATJの傘下に入っていない教師会の先生方のお話も聞かせていただきたいのでsatsutan@cod.eduまでいつでもご連絡ください。



Shingo
Satsutani
札谷新吾

SHINGO SATSUTANI, Vice President of AATJ

2020 Annual Conference at ACTFL 2020 Virtual

The 2020 AATJ Fall Conference will be held on November 20-22, in conjunction with the American Council on the Teaching of Foreign Languages (ACTFL) Annual Convention and World Languages Expo. The format this year will be virtual. All presentations are pre-recorded and will either be simulive or available on demand. During simulive sessions, which occur on a specific schedule, attendees will be able to view the pre-recorded content and interact with the presenter through a chat feature. On demand sessions will be available to view any time throughout the convention dates. All presentations will be available for viewing after the convention until December 31, 2020 (included in the registration fee). During the virtual convention, attendees will be able to go into the Exhibitor module to visit with any exhibitor. There will be dedicated break times in the schedule for visiting virtual exhibits.

Registration

Registration Category	Early bird (by 9/16/20)	Regular (by 12/18/20)
Member	\$185	\$245
Non-Member	\$285	\$345

To register for the ACTFL Convention, please go to [this Registration page](#) and click the “Register Online” button.

If you are a current AATJ member, be sure to scroll down the ACTFL 2020 Virtual Registration page and use “Convention Partner Organization Registration” under Option 2 in order to register at the lower member rate.

ACTFL Stipend Award Program

ACTFL will award a number of **\$100 stipends** to registrants who fall into several categories, including **first-time attendees**. Information is available at [the ACTFL Stipend Award Program page](#). Applications for the stipend must be submitted **by Wednesday, September 16, 2020**. ***Please note: In order to apply for a stipend, you must be a member of ACTFL (not just a member of AATJ), and you must have already registered for the conference.***

Applicants will be notified of the decision by Friday, October 9, 2020. Applicants must have met all the requirements before applying. Once your participation in the ACTFL 2020 Virtual Convention is verified, you will receive a \$100 credit back to your original form of payment.

Stipend Categories:

- First time attendees who have **never** attended an ACTFL Annual Convention & World Languages Expo
- Individuals who identify as Black, Indigenous, or People of Color (BIPOC)
- New Teachers who are within the first three years of their teaching career
- Full-time students in a college or university program (undergraduate or graduate level)

AATJ-Sponsored Sessions for the ACTFL 2020 Virtual Convention

AATJ plans to sponsor two simulative sessions (video with live presenters available for Q&A in a chat feature during the session) and six on-demand sessions including three practice-oriented paper presentations and three research-oriented paper presentations. Because of the online format, the number of accepted papers and presentations sessions has been greatly reduced from past in-person conventions. The list of AATJ-sponsored presentations follows. There will also be a full line-up of ACTFL convention keynote speakers and general-interest sessions.

This year's AATJ Teacher Award Ceremony and General Meeting will be held outside of the ACTFL 2020 Virtual Convention. We will notify members at a later date regarding these online events in the fall.

Two Simulative Sessions	
Re-Building Civics through the Lens of a World Language Classroom Clayton Frederick Salinas Union High School District Yo Azama North Salinas High School Mio Nishimura Alisal High School Michelle Lupisan Cameron Chien North Salinas High School <i>(Language of presentation: English)</i>	Entrepreneurship in the Japanese Classroom: Creating Thinkers and Doers Junko Tokuda Simpson, Yasu-Hiko Tohsaku, and Izumi Takeda University of California, San Diego <i>(Language of presentation: Japanese)</i>
Six On-Demand Sessions	
Status of Implementation of Core Practices by HS-AP and College Teachers Yoshiko Saito-Abbott California State University Monterey Bay Kiyomi Chinen California State University, Long Beach Shingo Satsutani College of DuPage <i>(Language of presentation: Japanese)</i>	Feedback That Actually Promotes Growth Kumi Kobayashi Los Gatos High School Jeremy Kitchen Lynbrook High School <i>(Language of presentation: Japanese)</i>

Six On-Demand Sessions	
<p>Learning beyond the Language through the Implementation of Tasks in Class Shinji Shimoura, Mako Nozu, and Chizuru Imase University of South Florida <i>(Language of presentation: Japanese)</i></p>	<p>Read, Read, Read!! Authentic Materials for Different Purposes Junko Hosoi Aragon High School <i>(Language of presentation: Japanese)</i></p>
<p>AATJ Practice-Oriented Paper Session Session Chair: Yasuo Uotate, University of Florida Efforts to Develop Social Justice Themes into Japanese Language Education Naemi McPherson Brown University <i>(Language of presentation: English)</i> Semester-Long Cultural Portfolio Project: Development of Interculturality Hiromi Takayama Rice University <i>(Language of presentation: English)</i> Cue Words: Promoting Self-Correction and Culture in Japanese Class Karen Curtin Portland State University <i>(Language of presentation: English)</i></p>	<p>AATJ Research-Oriented Paper Session Session Chair: Junko Tokuda Simpson, University of California, San Diego Strategies, Constraints and Prioritization in Teaching Japanese Honorifics Sanae Eda Middlebury College Misako Chapman Cornell University <i>(Language of presentation: Japanese)</i> A Discourse Analytic Perspective on the AP Japanese Conversation Task Nana Suzumura California State University, Long Beach <i>(Language of presentation: English)</i> An Analysis of Teacher-Student Interview Conversations on a Course Project Kiyomi Kawakami University of Colorado Boulder <i>(Language of presentation: Japanese)</i></p>

Scholarships for US Students to Study at International Christian University in Tokyo



The United States Scholars Initiative (USSI) provides full-tuition support for four years of undergraduate study at International Christian University, Japan's leading liberal arts institution located in Tokyo.

Japan ICU Foundation awards two scholarships annually. The online application opens on September 1 and runs until December 1, 2020, for scholarships beginning in 2021.

More information is available at <https://www.jicuf.org/ussj>.

Meet the New Japanese National Honor Society Co-Directors

AATJ is very excited to introduce the new Co-Directors for JNHS, Kumi Kobayashi (pre-college) and Holly Didi-Ogren (college). The mission of the Co-Directors is to provide leadership and guidance to JNHS chapters, and to help foster a sense of community among JNHS members and teacher sponsors across the US. Results from an AATJ survey earlier this year showed that 80% of teachers who sponsor a JNHS chapter at their schools say that it has some or significant impact on program advocacy, but in the schools that don't have JNHS, one third say it's challenging to find the time or they're not sure how to get started. As JNHS co-directors, Kobayashi sensei and Didi-Ogren sensei will be able to help with that. They are both active and enthusiastic believers in the power and value of Japanese National Honor Society, and are working on some great ideas to support and bring together the JNHS community.

Kumi Kobayashi, JNHS Co-Director (Pre-College)

この度、Japanese National Honor Society (JNHS) Co-DirectorとしてAATJのお手伝いをさせていただくことになりました、小林公美と申します。私はカリフォルニア州のロスガトス高校で教えておりますので、JNHSのPre-College Chapterを担当いたします。ロスガトス高校では、パートナーの原裕輝子先生と力を合わせて、生徒が中心となって動くように、JNHSの活動を盛り上げています。私がロスガトス高校に赴任したのは、2年前です。その前はサンホゼのリンブルック高校で教えておりました。ご存知の方も多いと思いますが、ロスガトス高校の日本語プログラムは President-Electのアン・ジョルダン先生が立ち上げられて、今年で20周年を迎えるプログラムです。ジョルダン先生には退職されてからも、様々な面で頼りになるメンター・サポーターとして助けていただいております。

我が校のJNHSの活動を少し紹介致します。ここ3年毎年12月にHaiku Holiday Film Faireと題しまして、日本関係の映画祭を開催しています。学校の生徒や保護者をはじめとして、コミュニティの方にも、日本に興味を持ってもらったり、普段見ることのない日本の映画を楽しんでいただくイベントです。売り上げは、日本の里親支援NGOや近郊の山火事の被災者などに寄付しています。企画、運営もJNHSのオフィサーとメンバーを中心に進めています。もちろん教員が道筋を示したり、喝を入れる場合もあります。試行錯誤しながら生徒たちも団結し、イベントが無事に終了した後は、JNHS自体がグループとして成長します。そのほかには、Feeder中学校に出向いて日本語プログラムを宣伝したり、日本の姉妹校が交換留学で訪れた際に交流活動をホストしたりしています。

今年は、100%リモートで新学年が始まります。通常のようなミーティングやイベントができない中、どのようにJNHSを盛り上げていけるのか、生徒と共にアイデアを出し合い、面白い企画を実行するつもりです。今後はJNHS Co-Directorとして様々な地域で活躍しているJNHSを紹介していきたいと思っています。どうぞご協力お願いします。こんな時期だからこそ、コロナもびっくりして退散するぐらいの前向きさががんばっていきましょう！

My name is Kumi Kobayashi, and I am excited to serve as AATJ's newly appointed Co-director for JNHS. I teach at Los Gatos High School (LGHS) in California and will be representing the Pre-College JNHS chapters. Keeping students as the focus, my fellow Japanese teacher, Yukiko Hara sensei, and I work closely together at Los Gatos High to create and maintain enthusiasm for JNHS. Before coming to Los Gatos High two years ago, I taught at Lynbrook High School in San Jose. Some of you may know this already, but the Japanese program at Los Gatos High was started by AATJ's President-elect, Ann Jordan, and is looking forward to its 20th anniversary next year. Although retired, Jordan sensei continues to be involved as a mentor and supporter.

I'd like to introduce a few of [our JNHS chapter's activities](#). For the past three years, we have been putting on the "Haiku Holiday Film Faire", where we have screened films related to Japan. It is an event that promotes interest in Japan among not only students and parents, but also community



members, and to introduce them to Japanese films that they might not otherwise have the opportunity to see. The proceeds from the film festival have gone to support organizations such as the NGO Nihon no sato oya shien, and closer to home, a fund to help victims of the Northern California fires. The planning, organization, and promotion for this event is done by the members and officers of JNHS,

with the two Japanese teachers providing guidance and encouragement, of course. The challenging experience of putting on such an event through trial and error from start to finish, helps the students to bond and grow together as an organization. In addition to the film festival, JNHS does outreach to the feeder middle schools to market and promote the high school Japanese program and plans cultural exchange events with visiting students from our sister school.

This year, with school starting 100% remote, we won't be able to meet or put on events in the usual way, so together with the students, we plan to brainstorm engaging activities and ways to make them happen in this unique environment. As JNHS Co-director, I look forward to your support in sharing news and ideas from JNHS chapters all around the US. Let our positive, can-do attitude chase away the Corona virus!

Holly Didi-Ogren, JNHS Co-Director (College)

As many of you are already aware, schools may establish their own Japanese National Honor Society chapter annually, and students may be inducted into the society in recognition of their academic achievements in Japanese. As JNHS co-directors, Kobayashi-sensei and I hope to learn more about what schools with JNHS chapters are already doing, to create a space for sharing ideas related to JNHS, and to encourage schools to form their own chapters so that their students can be recognized at the national level.

Before saying a bit about how the JNHS chapter at my own institution has been working for the past several years, let me first give a bit of background about my professional self. I hold a joint position in the Department of World Languages and Cultures, and in the Sociology/Anthropology Department at The College of New Jersey. I am the Japanese Program Director in the Department of World Languages and Cultures, and teach courses on contemporary Japan and Linguistics in the Sociology/Anthropology Department. I hold a PhD in Linguistic Anthropology from the University of Texas (Austin), and have been teaching Japanese language full time since 2001. The Japanese Program at my institution has been small but vibrant for many years, and we have been fortunate to have academically strong students who could be inducted in the Japanese National Honor Society every year since college chapters became an option. JNHS inductees have gone on to work in a variety of positions related to Japan and Japanese: the JET Program, as bilingual editors in the world of publishing, as ESL teachers in the greater New York City area, and as Japanese language teachers.

As of academic year 2019-2020, Japanese is now also part of a new major in World Languages and Linguistics. Japanese was not connected to any academic major prior to this, so this is watershed moment for our Japanese Program. This has prompted colleagues in the major and myself to reconsider the function of JNHS, which heretofore has been a recognition of student achievement in Japanese shortly before they graduate, rather than (or in addition to) an honor society that encourages inducted students to take a leading role in advocating for academic activities related to Japanese language and culture.

I look forward to hearing about what other institutions are doing with their JNHS chapters, to exchanging ideas, and to promoting the study of Japanese through recognition of students who have excelled academically in developing their language proficiency.

Itching to get (back) to Japan with your students but dreading the planning and contingencies?

With 30 years of experience, we can take care of all that! Join us for an October 2nd virtual info session focused on the summer 2021 New Perspectives: Japan program and your needs. No time for an info session? Follow the link and share your thoughts anyway. We want to hear from teachers like you!

Learn more and sign up today at laurasian.org/info.



NEW PER
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JAPAN

A 2-week group study tour with homestays and school visits, New Perspectives: Japan is a program of Laurasian Institution and open to all U.S. middle/high school students and teachers.

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AATJ Lifetime Achievement Awards

The AATJ Lifetime Achievement Awards honor living members of AATJ who have demonstrated a lifetime of achievement in Japanese education at the national and international level. The award is presented annually at the AATJ Annual Spring Conference, **but it is intended to be awarded only when there is a deserving candidate who meets strict criteria.** The Lifetime Achievement Award may be given posthumously.

ELIGIBILITY:

Nominees for the AATJ Lifetime Achievement Awards should meet the following criteria:

Years of distinguished service: The award is for lifetime achievement rather than for a one-time contribution, no matter how substantial. Nominees should have a minimum of 25 years of distinguished service to Japanese education.

Areas of Distinction: The Lifetime Achievement Award is presented for achievement in leadership, service, teaching, and research (in the case of a nominee who holds a position in higher education). Distinction can be demonstrated through:

- service to AATJ such as: offices held, committee memberships, special projects, meetings, publications;
- service beyond the requirements of the nominee's job at the state, and national/international level;
- creation of scholarly publications, textbooks, and other relevant materials and programs that have made significant impact on Japanese education at the national/international level.

Nominators may be anyone familiar with the nominee's career. Nominators must be current members of AATJ. Current members of the AATJ board are not eligible to be nominated for this award. **Nominations should be kept confidential.**

NUMBER OF AWARDS:

Normally, not more than two awards per year will be given.

NEXT NOMINATION DEADLINE: November 30, 2020.

NOMINATION LETTER AND SUPPORTING MATERIALS:

Each nomination submission should be supported by a letter of nomination and up to three letters of recommendation that speak to the nominee's distinction. The nomination (as one PDF document) is to be submitted electronically to aatj@aatj.org by the deadline. Nominations will be kept on file and reconsidered each year for five years. Nomination materials may be updated annually (optional). *Nominations may be withdrawn (by the nominators) at any time.*

❑ **Letter of Nomination.** The letter of nomination should describe attributes and contributions of the nominee in the three areas of distinction listed above. It should also include the name, address, and email address of the nominee; the name, address, email address and signature of the nominator; and the names of the authors of the letters of recommendation.

❑ **Letters of Recommendation.** Up to three letters of recommendation may be included. Letters of recommendation should focus on the quality rather than the quantity of the performance of the nominee, emphasizing the distinction of the nominee's performance.

Note: It is the nominator's responsibility to ensure that nomination submissions are complete with the letter of nomination and the letters of recommendation. Incomplete packets greatly decrease a nominee's chance of receiving the award. It is also the nominator's responsibility to maintain the confidentiality of the nomination until the award review process completes.

SELECTION PROCESS:

A selection committee of three members, which may include AATJ Board members, will be appointed by the AATJ officers, and examines the dossiers submitted and chooses the recipient(s). The past recipients of the AATJ Lifetime Achievement Awards may be invited to serve on the selection committee.

ANNOUNCEMENT OF THE RECIPIENTS:

Recipients are notified by early January. An official letter from AATJ will be sent to the recipient, as well as to the head of the recipient's affiliated school or unit (e.g. Principal, Superintendent, Department Chair, Dean). The announcement will be made in the AATJ Newsletter and on the AATJ Website. The 2020 awardee(s) will be recognized at the AATJ Spring Conference, to be held in March 2021.

PAST AWARDEES:

2015 Laurel Rasplica Rodd

2017 Seiichi Makino

2019 Naomi Hanaoka McGloin

Gambarimasuku? Yes, Gambarimashita!

#みんなでがんばりマスク, an AAT/Japan Foundation LA collaboration was a great success!

Throughout the month of May, we received over 170 submissions from all over the US, including multiple submissions from several students. Kyoko French sensei's students from Southwest High School in Minnesota were very enthusiastic participants, with over 60 responses! All of the submissions were posted on JFLA's Instagram page and included photos, original artwork, animation videos, and even a [rap from a CSU Monterey Bay student](#).

AATJ wishes to say a special thank you to JFLA's Lena Kelly, whose management of the project and timing of the posts kept interest and motivation high. To view all of the clever, creative, and often inspiring posts, just go to jflalc on Instagram and search back to May. Here are just a few. And remember, we all still need to #みんなでがんばりマスク !



Hana Jacinto from CSU Monterey Bay says:
 外出禁止の指令が出てからお母さんの家事がいつも以上に増えたので少しでも手助けになるようにルンバを買いました。
 これから出来ることから手伝います。
 お母さん、毎日美味しい料理を作ってくれてありがとう！

#みんなでがんばりマスク

#japan #japaneselanguage #drawing #illustration #photo #foreignlanguage

#イラスト #写真

#うち時間 #stayathomewithJF

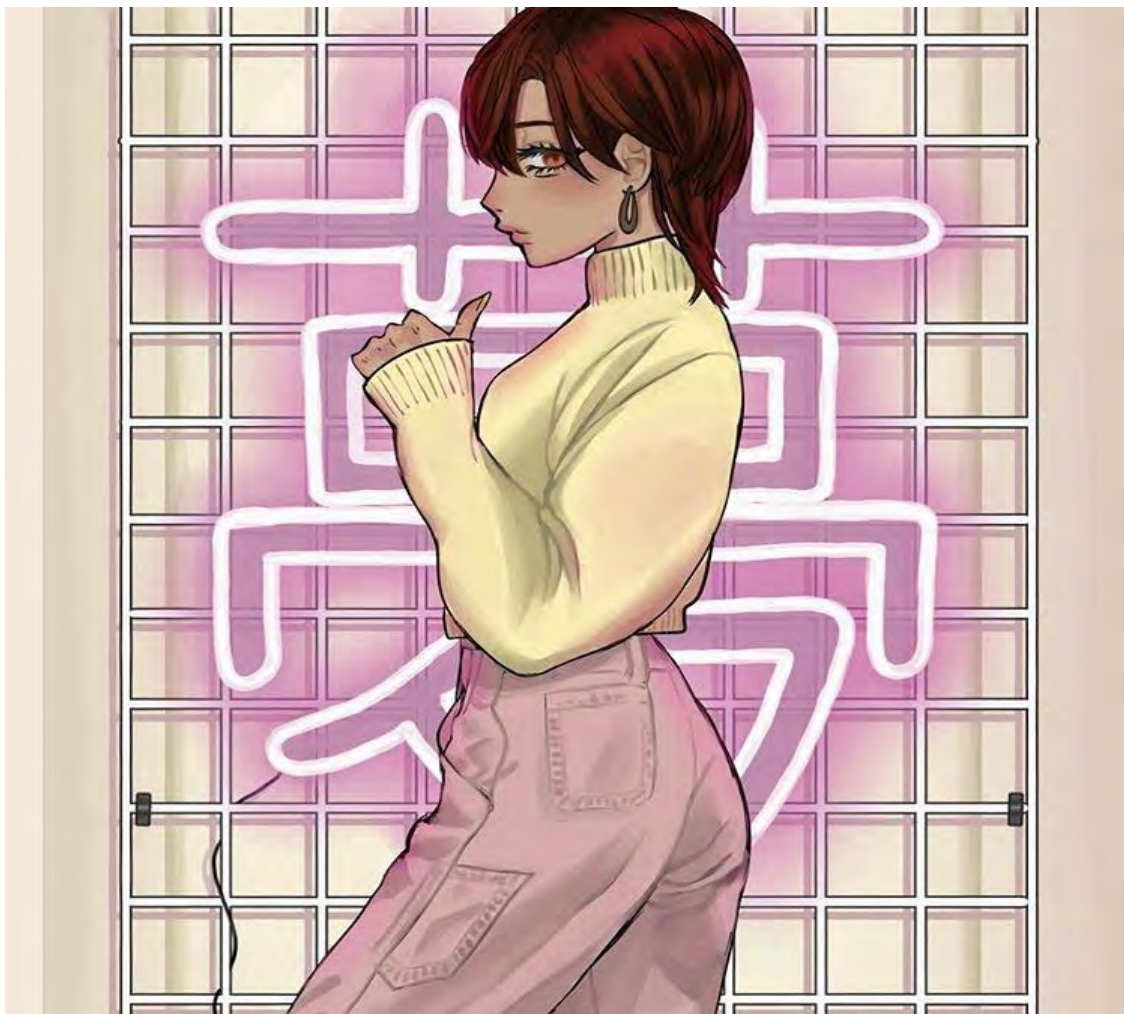


Maddie Tatum from Southwest High School sent us a message: 今、学校に行ってはいけません。でも毎日先生たちと生徒たちも一緒にはたらいしています。今言語を勉強しにくいですよ。そして、テクノロジーを使って、宿題をして、生徒のみんながんばりマスク!まで大丈夫になりますね。

#みんなでがんばりマスク

#japan #japaneselanguage
 #foreignlanguage #study #勉強

#うち時間 #stayathomewithJF



Skye from Matthew C. Perry High School sent us a message: 私は、夢を見ることがとても大事だと思います。理由は、人生の中で夢を叶える事がきっと出来ると信じているからです。どんなに現実が甘くないと感じても、夢を思い出すときっと少しでもほんのりと甘い味の人生を経験できるかもしれません。#みんなでがんばりマスク

#japan #japaneselanguage #foreignlanguage #illustration #drawing #イラスト #絵 #おうち時間 #stayathomewithJF



■ JNTO「ビジットジャパン バーチャルセミナー」のご案内

日本政府観光局(JNTO)では、訪日外国人数の増加に向けた取り組みの一貫として、日本語学習者による訪日教育旅行および留学の促進に取り組んでいます。

例年、American Council on The Teaching of Foreign Languages(ACTFL、全米外国語教師協会)が開催する言語・語学イベント開催時に、ビジットジャパン(VJ)ブースを出展、「朝食セミナー」を開催していましたが、今回は、独自に「バーチャルによる日本紹介セミナー」のみ開催させていただきます。

セミナーでは、訪日教育旅行及び留学の受け入れに熱心な日本の地方自治体や旅行会社による各種支援制度及び受け入れ事例のご紹介、また、日本の現状やコロナ後の「ニューノーマル」においての計画についても触れさせて頂く予定です。また、どうぞ奮ってご参加ください。

JNTO ビジットジャパン バーチャルセミナー

開催日時：12月03日(木) 西海岸時間16時～17時30分 東部時間19時～20時30分)

内容： 地方自治体等による教育旅行受け入れ支援や事例の紹介、
「ニューノーマルにおいての旅行計画」

対象： 全米で日本語教育に携わる先生及び教育関係者

募集人数： 100名様

セミナー参加費： 無料

セミナー参加ご希望の方は、下記へご登録ください。

<https://sites.google.com/view/visit-japan-virtual-seminar/>



<お問合せ・事前ご質問連絡先>

JNTO ビジットジャパン バーチャルセミナーUS事務局

NTA America, Inc. E-mail : support@ntaamerica.com

受信後、Eメールにてご連絡させていただきます。

2020 AP Japanese Exam Update

Ann Jordan, President-Elect

Otsukaresama to all of the AP teachers on making it through very unique and challenging circumstances this past year. The AATJ is very grateful to Otani sensei and Dan Carolin sensei for clarifying the process, providing tips and strategies, and helping relieve some of the teacher anxiety. The coming year is also uncertain, but looking ahead to preparing for the 2021 exam, we have some news to share from the College Board. They are in the process of producing short video presentations by high school teachers that address the AP themes/skills and strategies for teaching. Dan Carolin sensei is coordinating those efforts for Japanese and those videos will be made available to teachers on AP Central. In addition, several college teachers will serve as guest lecturers to provide AP students a taste of how these topics are addressed in a college classroom.

AATJ is committed to helping to advocate for AP Japanese teachers and to support them as best we can. Data collected from last year's AATJ survey of the concerns of AP Japanese teachers was shared directly with the AP Japanese Development Committee and resulted in the formation of a focus group that made several improvements to what was going to be this year's exam experience. Of course, the pandemic put all of that on pause as everyone was scrambling to figure out what the 2020 exam would be and how to deliver it with everyone sheltering at home.

If you aren't already doing so, be sure to check the AP Japanese Online Community regularly for news, resources, and to participate in the [discussion board](#):

AP Japanese Survey

We have prepared [a very short survey](#) to try to get a picture of this year's exam experience for students as well as how we can best support AP teachers this coming year. Please respond to the survey by Sept. 22.

Advancing Our Teaching Practice: A Series of Coaching Videos

AATJ's professional development team, with generous support from the Japan Foundation-Los Angeles, has produced a [series of short videos](#) demonstrating best practices in the language classroom. This series of short videos (approximately 15 minutes each), with **Yoshiko Saito-Abbott, PH.D., & Salinas, CA, Lead District Instructional Coach Yo Azama**, offers a unique professional development opportunity for Japanese language teachers. In the videos, experienced mentor teachers demonstrate and explain research-based teaching practices, with lessons and tips for conducting interpersonal tasks in the classroom. The topics of the videos are: (1) Designing and Conducting Oral Interpersonal Tasks; (2) Designing and Conducting Oral Interpersonal Group Tasks; (3) Focusing on Form in a Dialogue Context Through PACE; (4) Focusing on Comprehensible Input; and (5) Designing and Conducting Interpersonal Communication Tasks. Learn why Japanese language teachers are admired in the world language education community, and adopt some of their teaching practices in your own classroom!

AATJ Resources: Webinar Series on Remote Teaching

In March 2020, under the impact of the worldwide coronavirus pandemic, teachers around the world made an emergency pivot to teaching their students online. Japanese language teachers were no exception: at every level of instruction, from elementary school to college, they were informed, often with only a few days' notice, that they would be teaching remotely for the foreseeable future.

Japanese language educators rose to the occasion magnificently. Those with experience teaching online reached out to colleagues who lacked that experience with advice and mentoring. A webinar organized in mid-March by a group of New England teachers attracted 500 participants with 24 hours' notice.

AATJ's officers and directors sprung into action as well. Under the leadership of President **Junko Mori** and Professional Development Director **Yoshiko Saito-Abbott**, a spring/summer series of webinars began on March 28 and continued until August 8:

1. "Flying by the Seat of Your Pants: Crisis Teaching Without Sacrificing Proficiency," on March 28, featured presenters **Lauren Rosen** (Director of the University of Wisconsin System Collaborative Language Program) and **Magara Maeda** (Senior Lecturer of Japanese at University of Wisconsin-River Falls).
2. "Pivoting to Remote Assessment," on April 11, featured presenters **Cameron Chien**, (North Salinas High School, Salinas, CA); **Asako Hayashi-Takakura** (UCLA), and **Suwako Watanabe** (Portland State University, AATJ Past President).
3. "Remote Teaching for Younger Students," on April 18, featured presenters **Noriko Otsuka VanKeuren** (Fox Mill Elementary School, Fairfax County, VA) and **Kazumi Yamashita-Iverson** (Maloney Interdistrict Magnet School, Waterbury, CT).
4. "Social Emotional Learning in the Classroom," on April 25, featured presenters **Noah Schechtman** (Program Director of the Center for Wellness and Achievement in Education) and **Margaret Peterson** (Executive Director of the California World Language Project and a former Japanese language teacher).
5. "Preparing for the 2020 AP Japanese Exam: Key Info and Strategies," on May 2, featured presenters **Koji Otani** (Thomas Jefferson High School, Alexandria, VA); **Dan Carolin** (Kennedy High School, Cedar Rapids, IA); **Ann Jordan** (J-LEAP, AATJ President-Elect).
6. "Teaching Writing Online: Hiragana, Katakana, Kanji," on June 22, featured presenter **Ellen Bearn** (formerly of Lehigh University, she has been teaching Japanese online to high school students in Pennsylvania for over 10 years).
7. "Facing the New Normal in Fall 2020: Practical Tools," on July 7, featured presenter **Magara Maeda** (Senior Lecturer of Japanese at University of Wisconsin-River Falls).
8. "Deeper Engagement in Learning," on July 21, featured presenter **Yo Azama** (Lead Instructional Coach, Salinas (CA) Union High School District; 2012 ACTFL Teacher of the Year).
9. "Promoting Social Justice and Antiracism in Japanese Language Teaching," on August 8, featured presenters **Ryuko Kubota** (University of British Columbia); **Michelle Lupisan** (Salinas High School (CA)); and **Clayton Frederick** (Everett Alvarez High School (CA)).

From early June onward, each hour-long webinar was followed by a 30-minute “coffee hour” in breakout rooms where attendees could continue discussing the issues and compare notes. The webinars were attended in person by large numbers of AATJ members and others; attendance ranged from 150 to 300+ attendees. All of the webinars were recorded; video recordings, as well as PPT files and transcripts of the chat discussions, are posted on AATJ’s website and can be viewed freely. The archive of all webinars, plus resources from other organizations and conferences, can be found at <https://www.aatj.org/teaching-resources>.

AATJ is grateful to the Japan Foundation-Los Angeles, which sponsored the July and August webinar sessions.

More webinars are being planned for fall and winter 2020-21. Announcements and updates will be posted at the link above. Please send suggestions for future webinars by email to aatj@aatj.org.

AATJ Diversity and Inclusion Task Force

Purpose: To explore ways to improve AATJ’s current practices with the goal of enhancing its capacity to address issues concerning diversity and inclusion within the association/profession, in the classroom, and in the society in general.

Procedures and timeline

Aug. - Sept. 2020: AATJ solicits self- and referral- nominations of potential task force members.

Oct. - Nov. 2020: AATJ Executive Officers review the list of nominees and appoint 6-10 individuals to form a task force that achieves a balanced representation of different constituents.

Dec. 2020 - Aug. 2021: The task force will review AATJ’s mission, bylaws, activities, methods of communication, and others, and develop recommendations to be presented to the AATJ Executive Officers and Board of Directors.

Sept. - Oct. 2021: AATJ Executive Officers and Board of Directors review the task force’s recommendations and develop an implementation plan.

Nov. 2021: Implementation of recommendations to begin.

If you are interested in being considered as a member of the task force, or would like to recommend a colleague whom you think should be considered, please submit your self- or referral nominations via the [Online Nomination Form](#).

J.LIVE Talk 2020 Online with High School Division

The J.LIVE Talk 2020 Preliminary Round application will be open from Tuesday, September 1, 2020 to Thursday, October 8, 2020. This year, we are adding a High School Division for the first time. Due to the COVID-19 pandemic, instead of an in-person event, **we will have an online competition through Zoom, which will be livestreamed on YouTube.**

For complete information, please carefully read [Eligibility](#) and [2020 Preliminary Round Application](#) on the [J.LIVE Talk 2020 website](#). You can view our [promotional video](#) with highlights from our past 4 years of events. For your reference, we compiled a '[Tips for Online Presentation](#)' to be a successful presenter.

Please note that for the High School Division Application, there is a page that requires a signature by an applicant's parent or legal guardian, in addition to one by his/her instructor. Frequently-Asked-Questions are answered on our [FAQs for Applicants](#) page. If you have any other questions, please contact us. We look forward to receiving your students' applications!

Hello! You are invited to apply for the J.LIVE Talk 2020! Our preliminary application period will start soon.

J.LIVE (**J**apanese **L**earning **I**nspired **V**ision and **E**ngagement) Talk was founded in 2015 as a college-level Japanese language presentation competition. It's similar to a TED Talk where a presenter shares his/her vision using audio-visual materials and interacts with the audience. This is a perfect chance to showcase your Japanese proficiency and dynamic presentational skills to the world!

This year, there are two new changes. First, we are adding a High School Division for the first time. Second, instead of our usual in-person DC event, J.LIVE Talk will be livestreamed on YouTube using Zoom. Please visit our website <https://jlivetalk.com/> to learn everything you need to know about eligibility, preliminary application, tips for online presentation and more. You can also watch [past J.LIVE Talk events](#) to see our finalists and their award-winning presentations.

In order to apply, you will need a Japanese teacher who can be your mentor and coach if you are chosen as a finalist. For those who are interested in applying to the J.LIVE Talk 2020, please contact your Japanese teacher and discuss all the application and eligibility details. If you have any questions that our website doesn't answer, please contact us: info@jlivetalk.com.

We can't wait to receive your application!

Sincerely,

J.LIVE Talk 2020
Japanese Program
East Asian Languages and Literatures
The George Washington University
801 22nd Street, NW, Washington, DC 20052
Phone: [202-994-7106](tel:202-994-7106), Fax: [202-994-1512](tel:202-994-1512)
Email: info@jlivetalk.com
Website: <http://www.JLIVETalk.com>



STUDY IN JAPAN

Full-tuition scholarship to study at International Christian University, Tokyo

About the Scholarship

The United States Scholars Initiative (USSI) provides full-tuition support for four years of undergraduate study at International Christian University, Japan's leading liberal arts institution located in Tokyo. Japan ICU Foundation awards two USSI scholarships annually.

Eligibility & Selection Criteria

The scholarship is open to United States citizens who graduate from high school in the United States. JICUF is especially interested in applicants who demonstrate a strong interest in Japan, the Japanese language, ICU and the liberal arts.

About ICU

ICU, a private university located in Tokyo, has been a pioneer in liberal arts education in Asia since its founding in 1953. Through its commitment to the principles elucidated in the Universal Declaration of Human Rights, ICU aims to cultivate internationally minded citizens with a passion for lifelong learning, who contribute to peace and coexistence among all humans. Visit www.icu.ac.jp/en to learn more about ICU.

United States Scholars Initiative Timeline

September 1	Online application opens
December 1	Online application closes
December 8	Recommendation letters due
Mid-December	1st round results announced; 2nd round applicants notified to schedule interviews
Early January	ICU online application opens; Interviews held
Late January	ICU online application closes
February	ICU admission and USSI decisions announced

Application Documents

- ☐ Online Application Form
- ☐ Personal Statement (500 words)
- ☐ Short Essay (500 words)
- ☐ SAT score with essay
- ☐ ACT score with writing
- ☐ High School Transcript
- ☐ Two Recommendation Letters



Application Deadline: December 1
More information at: <https://www.jicuf.org/uss>



国際基督教大学
INTERNATIONAL CHRISTIAN UNIVERSITY



JICUF
JAPAN ICU FOUNDATION

Questions?
 Contact us at
information@jicuf.org.

News from the Japan Foundation, Los Angeles

Greetings from The Japan Foundation, Los Angeles! During this difficult time with the pandemic and other unforeseeable events, we have continuously worked with AATJ for online projects, webinars, and sharing various Japanese language related resources. We always appreciate the support from Japanese language teachers all over the United States. Today, we would like to reintroduce our menu of support through our organization.

For Japanese language education, we have recently launched a new type of grant called COVID-19 Relief Grant. This special grant is available through July 1st and until September 30th, 2020 or until funding is exhausted. The grant covers part of Japanese instructor's salary and fringe benefits up to \$10,000 on a cost sharing basis. For more information, please visit [COVID-19 Relief Grant](#). As we have been receiving considerable amount of inquiries for this grant, please check with our grant specialist, Mamiko Nakai in terms of availability. If you have [any Japanese Language Events that need support](#) and need [help purchasing teaching materials](#), our program coordinator, Mike Penny, can further assist you. Please email language@jflalc.org if you have any questions/inquiries.

In addition to financial support, we have been working on a new video project called, "[Sensei! Why Japanese?](#)". We wanted to showcase various Japanese teachers who learned Japanese as a second language and decided to embark on their career as a Japanese language teacher. Everyone had amazing stories and personal experiences so we hope these videos encourage not only language learners but also other teachers as well. As an advocacy coordinator, I hope that these videos can be useful to promote connection between Japanese language teachers and that it's a community. I also write support letters for schools to promote Japanese language programs and offer free advocacy goods for your classroom. If you have any questions or concerns, please feel free to contact Lena Kelly (lena_kelly@jflalc.org) at any time! I look forward to hearing from you.

At our organization, we not only handle grants and provide advocacy for Japanese language education. We have Music Mondays, contemporary dance performances from Japan, and other cultural events. The videos are all archived and available to be viewed through [our YouTube channel](#) so please feel free to share with your students and colleagues.

28th Central Assoc. of Teachers of Japanese Conference Report

Arthur Mitchell and Satoko Suzuki, Macalester College

Overview: The CATJ28 Organizing Committee is happy to announce that we had an extremely successful online conference made possible by superb presentations as well as the active attendance of many educators and researchers from around the globe. This was the first online conference on Japanese language education hosted in the US. We had 280 registrants (the maximum we could host). They were mostly from North America, but some were from Japan, Singapore, Vietnam, Australia, France, and Ukraine. The theme of the conference was diversity and

conference was diversity and inclusion in Japanese language pedagogy. Many of its presentations addressed the issues of systemic exclusion that impacts our Japanese language classrooms, departments, and institutions. Numerous participants mentioned how grateful they were that Macalester held the conference online and spoke of being inspired to alter their teaching and their curriculums going forward.

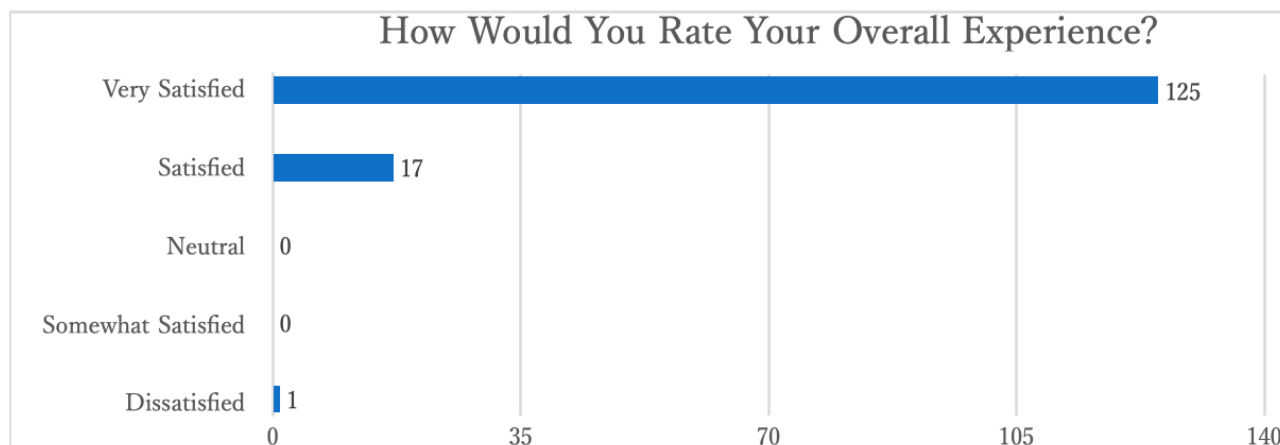
Keynote Addresses: The first keynote speaker, Yuri Kumagai, addressed the definition of terms like “inclusivity,” emphasized the necessity of critical perspectives in investigating diversities, and showed us student work that reflects such stances. The second keynote speaker, Yo Azama, discussed the primary importance of creating deep connections within the high school classroom, between student and teacher, and students and the language, and argued for the need to incorporate social issues in the language classroom. The final keynote speaker, Junko Mori, contextualized the importance of challenging native speaker privilege within a 40-year history of Japanese language teaching in US colleges.

Individual Sessions and Roundtable Discussion: Though several papers were devoted to issues of Japanese linguistics and language pedagogies, most of the papers directly addressed the multiple facets of diversity, equity, and inclusion within the Japanese language classroom, from the perspective of colleges as well as high schools. The breakout sessions of the Roundtable Discussion provided an opportunity for each attendee to discuss issues of diversity from their own experiences in a small group context. A question that was distributed beforehand focused these conversations on individual encounters with the issues of diversity in the classroom.

Theme of Diversity: While the theme of diversity addressed a growing development in Japanese language classrooms, the theme had special resonance first because of the Covid-19 pandemic and the inequities that it has exposed, but also because of the mass demonstrations against police brutality and systemic racism that filled the streets of Minneapolis, St. Paul, and other US cities the week before the conference. Many participants came away from this conference convinced of the urgency of rethinking their pedagogy and integrating a critical attitude toward ideologies of nativism and other types of systemic discrimination and exclusion.

Virtual Format: There was widespread praise and gratitude for how well and how smoothly the virtual conference was run. Many attendees reported that the online aspect was what allowed them to participate. Finally, a great number of survey respondents requested that future conferences be online or at least have an online component. As a response, we prepared a document entitled [CATJ28 Virtual Conference Blueprint](#). We wrote it so that other people who are thinking about organizing a virtual conference can use it as a reference. We elaborated on the ways CATJ28 was set up, the thinking that went into each aspect of the planning and execution, as well as post-conference reflection.

Post-Conference Survey Results
(Click [here](#) for the complete survey results)



How will your teaching be affected going forward? この学会で得た情報は、今後の教授法にどのように影響をもたらすとお考えですか。(Representative answers)

I feel empowered now to teach more confidently in all areas. Before this conference, I felt crippled by my NNS status. I am so grateful for this conference and this theme in particular at this moment.

日本語教育の中にある様々な多様性、特に、ジェンダーダイバーシティや多様性を重視した批判的な言葉の教育の要素を取り入れていきたい。

I was reminded that diversifying the lesson content, delivery, assessments, are important for language teachers to stay relevant in the field.

多様性や包摂性などあまりいままで深く考えていなかったことについてセンシティブになれると思います。また漢字教育のイデオロギーなど、漢字教育の方法を変えたいと思います。

I will do my best to incorporate real issues into our "normal" units. Also, as a non-native teacher, in the past, I have felt ignored and looked over, but it was the opposite at this conference. This was the first time I have ever had such discussions about native and non-native teacher situations.

ことばの教育を通して人間教育に携わっている先生方がたくさんいることに共感しました。これからも堂々とそのような授業を展開していこうと思いました。

What suggestions do you have for future conferences (e.g. themes, schedule, speakers)? 今後の学会のために、何かアドバイスがお待ちしておりますか（テーマ、スケジュール、講演者など）。 (Representative answers)

All three keynote presentations were fantastic! It'll be great if the future meetings can meet this year's level, but it may be difficult to do so. If the online format can be run as smoothly as this one, it's not a bad idea to offer future meetings this way because we can reach out to a wider audience and the participants won't have to worry about traveling, hotel, unforeseen incidents, etc., though of course the face-to-face format has many different merits.

プログラム間に時間的な余裕があり、いろいろな発表を聞きたい参加者にとって、とてもよかったと思います。今回の講演者は3名とも素晴らしかったですし、ラウンドテーブルも、異なった視点からの指摘があり、興味深いと思いました。研究発表も、刺激を受ける内容のものが多かったです。オンラインでの開催というのも、悪くないと思いました。もちろんネットワーキングという意味では、直接会えることにこしたことはありませんが、宿泊や移動の心配をする必要もなく、プログラムとプログラムの間に、会場を急いで移動する必要も、トイレに並ぶ必要もありません。また、会場が寒かったり暑かったりして発表に集中できない、会場の設定でスライドが見にくいということもなく、とても快適でした。難点は、Zoom fatigueでしょうか。最後に、基調講演の3名のスライドについては、発表時にPDFなどを共有していただけるとありがたいと思いました。

I loved this theme of diversity and inclusion, and I think that this theme can be explored again next year. There is just so much to it, and nowadays, it's more important than ever to continue discussing this topic.

セッションとは別にいつも開いているZoomの部屋があれば、普段の学会でしか会えないような方と少し立ち話のようなことができるのかなと思いました。

Every single speaker was just amazing! The only regret I have is that I was not able to attend all of them because I had to choose one lecture from the choice of two at each time slot. If all the lectures were made available somehow (if they were recorded), that would be great!

今回のように高校、大学で教えている先生と一緒に話し合える場が大切だと感じました。



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