



AATJ

NEWSLETTER

Message from the President



全米日本語教育学会 会員の皆様

次から次へと前代未聞の事態に見舞われ続けた2020年も残すところ後一月余りとなりました。大統領選が終わり、90%を超える予防効果が見られるというワクチンの開発に成功したというニュースが流れ、微かな希望の光が見え始めたとも思える今日の頃。とはいえ、コロナ感染者数は未だ増加傾向にあり、政局も相変わらず落ち着きを見せず、なかなか気を許すことのできない状況です。皆様が心身ともに健やかに過ごしていただくことを祈念しております。

Junko Mori

森純子

AATJでは、プロフェッショナル・デベロップメント・ディレクター、斎藤アボット先生の指揮のもと、国際交流基金口サンゼルス日本文化センター（JFLA）の支援を受け、春、夏のウェビナーシリーズに続き、9月、10月にウェビナー、そして11月には全米各地の日本語教師会の代表を招いてのリーダーシップワーク

ショップを開催してまいりました。春・夏のウェビナーの多くが、突然のリモート化、オンライン化に対応するための具体的な教室活動のデザインの仕方、様々なテクノロジーのツールの取り入れ方を紹介するものであったのに対し、秋の集まりでは、視野を広げ、日本語教育を取り巻く諸事情を鑑みながら、今後の取り組みについて模索する機会が設けられました。

9月19日のウェビナーでは、前会長の渡辺素和子先生とAATJアドボカシー・ディレクターの山下和美先生に、どのような形で日本語教育の重要性を伝えていくことができるのか、様々なアイデアを提供していただきました。「日本語教育の現状と課題」と銘打った10月24日のウェビナーでは、アメリカでの日本語教育の現状に関する最新調査結果をJFLA・石井晋平副所長にご報告いた

だき、ワシントン日本大使館・大江耕太郎参事官、元米州住友商事会社ワシントン事務局長・高井裕之氏、継承日本語教育専門家であるカリフォルニア州立大学ロングビーチ校名誉教授・ダグラス昌子先生に加え、継承日本語学習者であり、且つ現在米州住友商事会社に勤務のグレース・サユリ・エイハーン氏を交えて、パネルディスカッションを持ちました。政界・財界からのパネリストをお迎えしての話し合いでは、教育現場だけを注視していただいただけでは見失いがちな視点を提供していただくこともでき、今後さらに、このような企画を検討していくべきだと役員一同思いを新たにしております。日本語教育の現状と課題、アドボカシー活動、といったテーマは11月7日・8日のリーダーシップワークショップも引き続き論ぜられました。現在のパンデミックの財政的打撃の影響は今後数年にわたって続くであろうこと、パンデミックによって余儀なくされた教育形態の変更・テクノロジーの取り入れは、パンデミック終息後にもなんらかの形で残っていくであろうことは広く共有された認識で、それを前提としての問題解決が求められていることを確認しました。月末には、秋の年次学会が初のバーチャルACTFL学会の一部として開催されますが、そこでも、ポスト・パンデミックの外国語教育の今後を考える機会に恵まれるのではないかと期待しております。

また、10月のウェビナーでは、今年度の優秀教師賞を2人の受賞者、フレンチ京子先生（ミネソタ州サウスウェスト高校）と前田真柄先生（ウィスコンシン大学リバーフォールス校）に贈呈することができました。例年に比べ、簡略化した形となってしまいましたが、このような厳しい体制の中でも、澆刺と教育への情熱を語られたお二人の力強い受賞スピーチに励まされたウェビナー参加者の方々も多いのではないかと思います。

1年という任期で会長役をお引き受けした際、そして、富士山麓で日の出を見ながら迎えた年始には、まさかこの様な一年になるとは予想だにしておりませんでした。学会、ワークショップ等のイベントが全てオンラインになり、結局、皆さんに直接お目にかかってご挨拶をすることもなく任期終了を迎えつつあります。このような状況下で、会長として、どのようにAATJに貢献できるのか、いろいろと思い巡らせましたが、とにかく様々な緊急事態への対応に際して、経験豊富な他の役員、スタッフの方々のご意見を伺いつつ、必要な判断を下していくことが私の役目と理解し、活動してまいりました。しかし、この一年を乗り越えることができたのは、一重に常に前向き且つ協力的な姿勢で、努力を惜しむことなく献身的に動いてくださった役員、快くウェビナー・ワークショップへの参加を引き受けてくださった講演者・パネリストの方々のお陰です。2021年には、アン・ジョーダン先生が会長を務められることになりますが、引き続き前会長として、ジョーダン先生をサポートし、AATJの活動を盛り立てていきたいと思っています。前号のニュースレターでも申し上げました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）への取り組みを考えていくためのタスクフォースですが、多くの方から候補者の自薦・他薦が寄せられました。現在、タスクフォースの最終メンバーを役員内で検討・調整中です。予定通り、12月にはタスクフォースを発足し、活動を開始していただけるよう、動いておりますので、今しばらくお待ちください。この活動については、会長としての任期終了後も引き続き尽力していきたいと思っております。

（この問題を考えるにあたって、学会誌*Japanese Language and Literature*の最新号に掲載された[特集号](#)も参考にいただければと思います。）また、[2021年の春季年次学会](#)はAATJ単独でバー

チャルの学会をすることになり、その運営にウィスコンシン大学マディソン校教育学部PLACE及び東アジア研究センターの協力を得ることになりましたので、春の学会の運営についても引き続き、運営委員の皆様と力を合わせ、準備に当たって参ります。

最後に、会長職以外にも、何人かの役員の交代がございますので、この場を借りてご報告いたします。これまで2年間に渡って、アドボカシー部門のディレクターとして広報活動にもご尽力いただいた山下和美先生が任期を終了したため、後任をバージニア州フェアファックス郡フォックスミル小学校の大塚紀子先生にお願いすることになりました。一方、年賀状コンテストについては、現在公募中のコンテストをもって現任のディレクターであるキャメロン・チェン先生は任期を終えられ、次回のコンテストより、ハワイ州カメハメハマウイ高校のアンディー・スコット先生がディレクターを務めてくださいます。

また、近年AATJが密な協力体制をとらせていただいているJFLAの方でも人事交代がありました。この秋には、コロナの影響で足止めを余儀なくされた内田康子新所長をようやくお迎えすることができました。一方、様々な形で協力体制づくりに貢献していただいた石井晋平副所長は、12月をもって帰国となります。3年間にわたるアメリカでの日本語教育支援活動への貢献に対してAATJを代表して謝意を表します。

では、皆さまが無事に秋学期を終え、健康かつ安全な年末年始を迎えられること、2021年には明るい話題が増えることを祈りつつ、会長としての最後の挨拶とさせていただきます。

2020年11月15日

会長 森 純子

Dear Members of the American Association of Teachers of Japanese,

The year 2020, filled with continuous unprecedented events, will end in a little over a month. The completion of the presidential election and the news of successful development of Covid-19 vaccines brought us a faint light of hope. Nevertheless, the number of Covid-19 patients is still on the rise, the nation remains divided, and our sense of uncertainty about the future continues. Despite all these challenges, I hope this message finds you well, both physically and mentally.

This fall AATJ, in collaboration with the Japan Foundation, Los Angeles, continued its webinar series under the leadership of AATJ Professional Development Director Professor Yoshiko Saito-Abbott. We also held our annual leadership training workshop, inviting emerging leaders from our affiliate associations around the nation. Many of our webinars during the spring and the summer were designed to respond to the sudden shift from classroom to remote delivery of instruction and to explore how to re-envision classroom activities by adapting various technology tools. On the other hand, our fall events were designed to offer opportunities to appreciate a bird's eye view of the conditions surrounding the field of Japanese language education and to explore how to approach our fundamental mission.

At the [September 19th webinar](#), Immediate Past President Professor Suwako Watanabe and AATJ Advocacy Director Ms. Kazumi Yamashita-Iverson shared various tips for promoting the significance of Japanese language education. The [October 24th webinar](#), entitled “Current Status and Challenges of Japanese Language Education in the United States”, featured the presentation of the Japan Foundation Survey on Japanese Language Education 2018 by JFLA Deputy Director, Mr. Shimpei Ishii, which was followed by discussion among the four panelists: Mr. Kotaro Oe (Counselor, Embassy of Japan in the US), Mr. Hiroyuki Takai (Former General Manager of Sumitomo Corporation, Washington D.C.), Dr. Masako Douglas (Professor Emerita, California State University, Long Beach and AATJ Heritage Speaker SIG Director), and Ms. Grace Sayuri Ahearn (Sumitomo Corporation of Americas), a heritage speaker of Japanese. The governmental and business perspectives presented by the panelists helped us widen our own perspectives as language educators. Given the significance of such exchanges, we hope to create similar opportunities again in the future. The current status and challenges of Japanese language education and advocacy activities were also the themes for the leadership training workshop held on November 7th and 8th. It has been widely recognized that the financial impact of the current pandemic will last for the next few years. It is also believed that various technology-mediated instructional approaches adapted during the pandemic will likely continue to take a critical role, even after the end of the pandemic. The development of strategies to overcome ongoing challenges must take these premises into consideration. Opportunities to consider post-pandemic world language education, I believe, will emerge during our fall conference, which will be held as part of the very first virtual ACTFL Conference towards the end of this month.

During the October webinar, we also recognized the two recipients of the 2020 AATJ Teacher Award, Ms. Kyoko French (Southwest High School, Minneapolis, MN) and Ms. Magara Maeda (University of Wisconsin-River Falls). We had to adjust the format of the award ceremony for the virtual meeting, but their uplifting reception speeches, which surely demonstrated their passion for language teaching, must have empowered many of the webinar participants.

When I stood enjoying the sunrise at the foot of Mt. Fuji at the beginning of the year, having agreed to serve as AATJ President for this one-year term, I never imaged that 2020 would be like this. With all the conferences and workshops offered online, I am about to end my term without having a chance to greet you in person. I have continued to ponder on what I can do as President under such circumstances. Ultimately, I concluded that my role is to make necessary judgments and decisions to respond to various situations by consulting with our deeply-experienced officers, directors and staff. It is thanks to their forward-thinking, cooperative and diligent efforts, along with the presenters and panelists who generously accepted our invitations despite their busy schedules, that our achievements this year were possible. In 2021, Ms. Ann Jordan will be the President and I will



support her as Immediate Past President for the Association's activities. For instance, I will continue to put my effort into the enhancement of diversity and inclusion in the Association. Many people answered our call for nominations to the AATJ Diversity and Inclusion Taskforce, mentioned in the previous issue. We are currently finalizing the arrangement of the Taskforce, and we hope that the team can begin their work in December as we originally planned. (Please also refer to the [special section](#) of the latest issue of the Association's official journal, *Japanese Language and Literature*, which addresses relevant topics.) Further, since the 2021 AATJ Spring Conference will be held virtually with support of the University of Wisconsin-Madison School of Education PLACE and the Center for East Asian Studies, I will continue to work closely with the Spring Conference Committee to ensure the success of the Conference.

In addition to the transition of the Presidency, there are a few changes in the Director positions. Ms. Kazumi Yamashita-Iverson will complete her two-year term as Advocacy Director this month, and Ms. Noriko Otsuka VanKeuren (Fox Mill Elementary School, Fairfax County Public Schools, VA) will succeed the position. As for the Nengajo Contest, Mr. Cameron Chien will complete his term with the currently open contest, and next year's contest will be coordinated by Mr. Andy Scott (Kamehameha Maui High School, HI)

There are also some personnel changes at JFLA, with which AATJ has closely collaborated in recent years. After a few months of delay caused by the pandemic, we finally welcomed the new JFLA Director, Ms. Yasuko Uchida, this fall. Additionally, Deputy Director Mr. Shimpei Ishii, who has been instrumental to our collaboration, will return to Japan at the end of this year. On behalf of AATJ, I would like to thank him for his contributions to Japanese language education during the last three years.

I would like to conclude my final message as AATJ President by wishing you all a successful completion of the fall semester and a healthy and safe holiday season. Let us hope that 2021 will bring more cheerful news!

November 15, 2020

Junko Mori, President (2020)

Message from the Vice President

[副会長からのご挨拶]

役員会では各地域の教師会とのパイプ役になりながら、プロフェッショナルディベロップメント（教員研修関係）を担当している斎藤アボット佳子先生をサポートしながら活動している札谷新吾です。新型コロナウイルスの蔓延化で遠隔授業や準遠隔授業（ハイブリッド）を強いられて頑張っている先生方にとっては、秋学期も終盤を迎えるにあたり、来学期の準備のことが頭をよぎる中で生徒たちのアセスメントに悩んでいらっしゃると思います。

新型コロナウイルスの蔓延化は悪化し続け、先の見えない不安の中で引き続き遠隔またはハイブリッドの授業を続けていかなくに行けない状況をマイナスと考えずプラス思考に変えていく必要が出てきたように思います。リモート会議システム利用による、種々数々のオンライン会議を通して、日ごろ直接会えない先生とスクリーンを通して話せるなどの貴重な体験をしていらっしゃる先生も多いのではないのでしょうか。厳しい状況のなか、協力し合いながらプラス思考を模索していきましょう。

**Shingo****Satsutani****札谷新吾**

アメリカ合衆国は2021年1月には新大統領、新副大統領を迎えて政策にも様々な変化が出て来ることが予想され、多様性を認識尊重しながらより一層の包括的（インクルーシブ）な教育体制を整えていかなければなりません。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も学会として最近の社会情勢に呼応すべくタスクフォースを立ち上げました。また、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。

APテストは今年度は時代遅れとなってしまったCDを卒業して完全にオンラインでフルスケールで実施するとの発表があり、遠隔授業の中でAPテストの準備もせねばならない先生方にとっては大変なご苦労を強いることになっていると思います。これに関しましても様々なお声を聞かせいただければと思います。よろしくお願いいたします。

僕の大学は来年の夏学期終了までの完全遠隔授業を決定するとともに年にも2回行っている日本への学生引率も早くとも2022年の春まで延期となりました。日本への学生、生徒引率を計画、実施される先生方からはぜひともそのお話も聞かせていただきたいと思います。傘下の教師会の遠隔研修会などにも顔を出させていただきたいと思いますのでsatsutan@cod.eduまで是非ご連絡ください。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。

SHINGO SATSUTANI, Vice President of AATJ

2020 ACTFL Conference Report

The 2020 AATJ Fall Conference was 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 was virtual. All presentations were pre-recorded and were either simulive or available on demand. During simulive sessions, which occurred on a specific schedule, attendees were able to view the pre-recorded content and interact with the presenter through a chat feature. On demand sessions were available to view any time throughout the convention dates. All presentations are available for viewing after the convention until December 31, 2020 (included in the registration fee).

We were so happy and excited to see Japanese teachers as two of the five finalists for the 2021 ACTFL National Language Teacher of the Year: Ms. Elena Kamenetzky (Eastern High School in Louisville, KY) and Ms. Carla Swick (Palmer High School, Palmer, AK). Ultimately, Ms. Kamenetzky was awarded the 2021 Teacher of the Year. Huge congratulations to both of them on this amazing achievement! Please see [ACTFL's press release](#) for details.

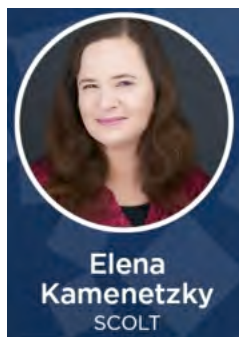
AATJ sponsored two simulive sessions and six on-demand sessions including three practice-oriented paper presentations and three research-oriented paper presentations. Because of the online format, the number of accepted papers and presentation sessions were greatly reduced from past in-person conventions. The program of AATJ-sponsored and Japanese-related sessions is still available on the AATJ website at <https://www.aatj.org/conferences-fall>.

The convention had three virtual “Meet the Exhibitors” hours, one hour each day from Friday to Sunday. AATJ participated in “Meet the Exhibitors” with a Zoom booth, featuring three topics: (1) National Japanese Exam (NJE) with its director, Ms. Tomomi Sato, (2) Japanese National Honor Society (JNHS) with its co-director, Ms. Kobayashi Kumi, and (3) Nengajo Contest, with its director, Mr. Cameron Chien.

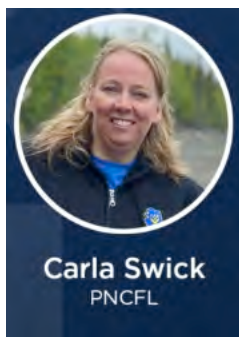
On Saturday, AATJ hosted a virtual happy hour via Zoom, and more than 55 people attended. This event began with welcome remarks from AATJ President Junko Mori, followed by remarks by AATJ's guests of honor Director Yasuko Uchida, the Japan Foundation, Los Angeles. Then we had two 25-minute breakout room sessions where guests enjoyed conversation and camaraderie. At the closing, we recognized and honored the AATJ officers and directors who would complete their term at the end of this year: Junko Mori, President; Suwako Watanabe, Immediate Past President; Kazumi Yamashita-Iverson, Advocacy Director; and Cameron Chien, Nengajo Director.

It was because of the great support of AATJ members and the Japan Foundation, Los Angeles, that the 2020 annual conference was able to conclude with much success. We would like to express our deepest appreciation to everyone who made this happen.

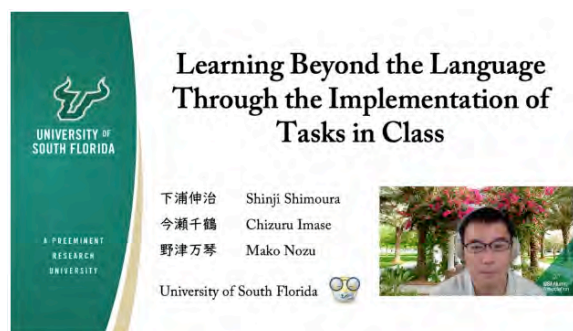
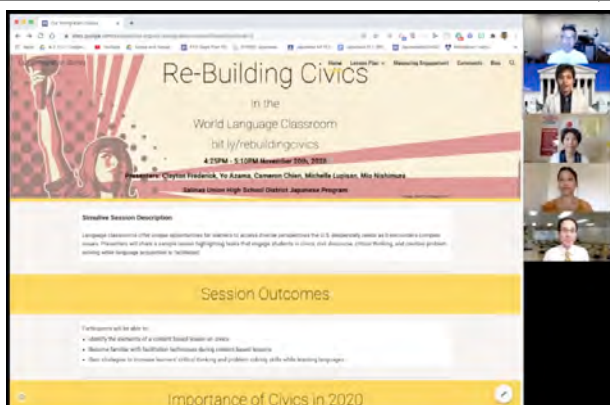
ACTFL2020 virtual NOVEMBER 20-22



2021 ACTFL Teacher of the Year Finalists



AATJ Virtual Booth (3 sessions)



AATJ Sponsored Sessions (8 sessions)



AATJ Happy Hour





The 2021 AATJ Annual Fall Conference will be held during the annual convention of ACTFL, which will take place from Friday, November 19, through Sunday, November 21, 2021, in San Diego, CA. The submission deadline for proposals is Friday, January 8, 2021 at 11:59 Eastern Time. We look forward to seeing you again next year!

Call for Proposals: 2021 Annual Convention and World Languages Expo


<https://www.actfl.org/convention-and-expo/call-proposals-2021>

If you want your session or paper presentation to be considered for a part of the AATJ program, please pay attention to the following two points in the ACTFL online proposal submission form:

1. Please choose "Japanese" under "Applicable Language."

***Applicable Language**

Select the primary language that is most applicable to the content of your presentation: (Select One)

Japanese 

2. For Question 2 under "Other," please choose "Not Applicable (N/A)." If you choose one of the ACTFL Special Interest Group (SIG), your proposal will be reviewed by the SIG first. Once your proposal has been accepted by the SIG, we cannot include your session or presentation in the AATJ program.

***Other**

* 2. If you want your proposal to be reviewed and sponsored by an ACTFL Special Interest Group (SIG), please check one below. If not, select "Not Applicable" (information only used for classification purposes).

☐ Not Applicable

2020 AATJ/JFLA Leadership Training

Yoshiko Saito-Abbott, AATJ Professional Development Director

The 2020 AATJ/JFLA Leadership Training was held on November 7th and 8th with the enthusiastic participation of emerging leaders in Japanese education.

Due to the pandemic, this year's training was done virtually. Thirty-five teachers participated in the training, representing twenty AATJ affiliates. The focus of the training was to gain knowledge of the current status of Japanese language education in the US and develop strategies to address affiliate members' needs during the pandemic and beyond.

The training workshop started with opening remarks by newly arrived JFLA Director, Yasuko Uchida, and AATJ President Dr. Junko Mori, followed by their overviews of each organization's role and advocacy activities. Deputy Director Shimpei Ishii from JFLA reported on the results of the Japan Foundation's most recent enrollments survey and the current US status of Japanese education, as well as the data AATJ and JFLA collected in October on the effects of the pandemic.

Dr. Saito-Abbott, AATJ's Professional Development Director, shared the J-CAN (Core Practices, Articulation, and Advocacy) framework and brainstormed creative strategies for teaching practices during this unique online teaching environment. Participants discussed their affiliates' short-term and long-term action plans after a presentation from ACTFL's Advocacy Director, Erin Whelchel, on national-level advocacy.

The participants will meet again in February and July 2021 to share the status of the action plans of their affiliates.

Japanese National Honor Society Survey

Holly HK Didi-Ogren & Kumi Kobayashi, JNHS Co-Directors

Colleagues, we are gathering information about the current state of Japanese National Honor Society chapters at the pre-college and college levels. Whether your place of work has a chapter or not, please use [this link](#) to complete a brief survey.



2019 Leadership Training Cohort Wrap-Up

Suwako Watanabe, Immediate Past President

On July 31, 2020 approximately nine months after the initial leadership training in October 2019, eleven Japanese teachers made the final reports on their action plans. They were from the Mid-Atlantic region and southern states. Many participants reached out to their fellow teachers in their local area and held a study group or a social function such as Shinnen-kai. Steve Balsomico sensei started to work with a local comic book shop while strengthening social media presence, and Naomi Larson sensei got connected with Japanese teachers in the Upstate New York area planning events to promote collaboration among students. Yukino Tanaka sensei and Aya McDaniel sensei started to explore ways to make their organization AATJ affiliates. Hisae Gozu sensei started to share lesson plans among teachers in Florida. Some of them revisited the speech contest event by getting input from other teachers. Some of the action plans were interrupted by the pandemic, but they all reaffirmed the power of the network and collaboration enabling us to overcome distance and isolation.

AATJ members, if you are the only Japanese teacher at your school, reach out to the 2019 leadership training participants as well as your local affiliate:

Tennessee: Kyoko Hammond, Asami Nakano, Dylan Lira, Hironori Nishi

Virginia: Nichole Tsuruta; Georgia: Aya McDaniel; New York: Naomi Larson

Pennsylvania: Steve Balsomico, Yukino Tanaka; Florida: Hisae Gozu, William Collazo



Virtual Seminar: Japanese for Professions



SPEAKERS

Dr. Yoshiko Saito-Abbott
California State University,
Monterey Bay

Dr. Yuki Matsuda
University of Memphis

Dr. Motoko Tabuse
Eastern Michigan University,
Japanese Language School,
Middlebury College

Professor Tomoko Takami
University of Pennsylvania

**More detailed information
will be provided soon**

WHEN

Feb 13, 2021
2:00-4:30pm (EST),
11:00am-1:30pm(PCT)

WHERE

Online

REGISTRATION

Information
forthcoming

PARTICIPATION FEE

Free

The organizer:

Department of Languages and Culture Studies, UNC Charlotte
Fumie Kato (fkato@uncc.edu)

Japanese National Honor Society Chapter Spotlight

Kumi Kobayashi, Los Gatos High School, California

すっかり秋めいて来ましたね。お元気でお過ごしでしょうか。オンラインでの授業が続いている地域も多いと思います。また徐々に通常授業に移行されている学校もあると思います。皆さんがそれぞれの現場で安全を確保しながら、学びを継続していく難しさを感じられていると思います。そんな中、ロスガトス高校のJapanese National Honor Societyはがんばっています。オフィサー達とCo-advisorの原裕輝子先生と8月から準備を始め、毎週木曜日の昼休みにZoomで楽しくミーティングをしています。新しいメンバーも20名入りました。それぞれが離れて過ごす中、JNHSは生徒がみんなと繋がれる場所として喜ばれていると感じています。

今日は、そんなロスガトス高校のJNHSの活動を紹介します。まずオフィサー達は最初のミーティングでメンバーのみんなにJNHSはメンバーのためにあり、みんなの参加で成り立っていることを伝えました。オフィサーミーティングでは、いつもみんなが参加したいと思う活動、メンバーが活動を楽しみながらお互いを知り、このクラブを一緒に作り上げていることを実感できるようにいつも企画を考えています。オフィサーは毎週のミーティングを円滑に行えるように、Google Slideを用意しています。いつもミーティングは日本のミュージックビデオで始まります。ヨルシカ、HIGE DANDISM、藤井風、YOASOBIなどです。そして、活動のお知らせの後、毎回オンラインでできる日本文化及び言葉のゲームをしています。[Skribbl](#)、Scattergories、Quizzesなど様々なサイトを利用したゲームです。活動の情報は前回も紹介した[Los Gatos High School JNHS website](#)に載せています。ここにVirtual Meetingのリンクがあり、メンバーは活動の内容やアナウンスメントもここで見る事が出来ます。



**2020 LGHS JNHS T-shirt
design contest winner**

例えば、今学期行ったのは、JNHS T-Shirt Design Contestです。これは毎年行っていますが、今年は早めに始めて、2学期学校が再開した暁にはみんなで来ていけるようにしました。メンバーが投稿したデザインにみんなで投稿し、今年はこのデザイン（写真参照）に決まりました。ゲームの最多勝者がJNHSのTシャツをもらえることになっています。それから、今はみんな四コマ漫画プロジェクトに取り組んでいます。テーマはいろいろですが、一人またはペアで参加できるようにし、最後にみんなで一番いい漫画を選びます。そして、ロスガトス高校の日本語プログラムは2022年に20周年を迎えます。これを記念して、日本語プログラムのロゴをデザインするコンテストを開催しています。このコンテストには、日本語プログラムの生徒にも参加してもらいますが、先陣を切ってJNHSのメンバーがデザイン

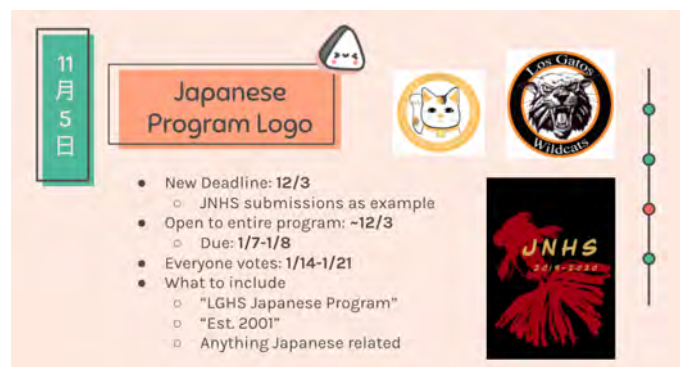
を投稿します。最後の活動はオフィサーの提案で、生徒会に承認をもらい Cultural Award for Exceptional Participation という賞を新たに設けることにしました。リモートでの活動が続きますが、やる気のあるメンバーの貢献を称えることが出来ると思います。

学期当初は例年のようなイベントも出来ない中、どう活動を継続していくのか心配でした。でも、オフィサーと力を合わせて前向きに準備していくことで、例年よりも団結力があり、メンバーもつながりが感じられる活動が出来ています。先生方の学校の JNHS はどんな活動をされていますか。ぜひ教えてください！ 次回のニュースレターで活動紹介をしてくださる先生を募集しています。小林(kkobayashi@lgsuhds.org)までお気軽にご連絡ください。

Fall has arrived. I hope everyone is enjoying the change of seasons. I think many of you are still teaching remotely. Some schools might be transitioning to in-person teaching gradually. All of us are facing challenges in staying safe while maintaining students' engagement in their learning. Meanwhile, the Japanese National Honor Society at Los Gatos High School is going strong. We started planning for this year in August with the officers and Co-Advisor Yukiko Hara Sensei. Our weekly virtual meetings take place on Thursday during lunch time. This year about twenty new members joined JNHS. The JNHS Zoom meeting has become a place to gather and connect with each other.

Today I would like to share virtual activities. In the first meeting the officers reminded the members that JNHS exists for the members and we are counting on their active participation. During the planning meetings with the officers, we always think about what kind of activities will encourage the members to participate and get to know each other. The officers create Google slides for the meeting with a music video, announcements, and a game. Some of the music videos we showed are Yorushika, HIGE DANDISM, Fujii Kaze, and YOASOBI.

After the announcements, we play a game together which involves Japanese culture and vocabulary. The officers create games using [Skribbl](#), Scattergories, Quizzes, etc. Our [new JNHS website](#) which Hara Sensei built is the place we post the meeting links and the information about activities.



Example slide from meeting

In this semester, we had the annual JNHS T-shirt Design Contest. We started early this year to be able to distribute the shirts before the second semester in the hope to wear the shirt when we meet face to face. We honor the champion of the weekly game by presenting a free JNHS t-shirt. Currently the members are creating the "Yon koma manga". They can choose a theme they like and work individually or in pairs. We will select the best manga at the end and showcase the entries on

our website. Some members are also working on designing a logo for the LGHS Japanese Program. In 2022, our program will celebrate its twentieth anniversary. We are going to open this contest to everyone in the Japanese Program. The logos the JNHS members create will be shown as examples to give other students ideas to create their own. Lastly, our officers are working on creating a new award called “Cultural Award for Exceptional Participation” which will be sponsored by ASB. This award will be given to a special member who contributes actively.

In the beginning of the year we were worried how JNHS would continue to attract the members online. But we are able to have strong turnout and positive and fun experiences as a club. Our officers’s teamwork and the members’ participation made it happen. **What is your JNHS doing this year? Please share your story in the next newsletter!** Please contact Kumi Kobayashi (kkobayashi@lgsuhdsd.org) for more information. We’re looking forward to hearing from many sensei!



AATJ 2021 Spring Conference

The 2021 Annual Spring Conference will be held VIRTUALLY between Thursday, March 25, and Saturday, March 27, 2021. The precise schedule will be announced in January 2021. The event will take place over 2 or possibly 3 days, with live online sessions via Zoom. The 2021 conference keynote speaker will be Oriza Hirata (平田オリザ), one of the key figures in the contemporary theater scene in Japan; he will deliver his talk, entitled 「対話の時代の日本語教育」 [Japanese Language Education in the Era of “Dialogue”], online from Japan.

Proposals were submitted in November, and the review of proposals will take place during the month of December. Proposal submitters will be notified in January of the results of the review. We will start working with presenters in February to prepare for their online presentations.

AATJ is committed to gender, ethnic, institutional, and professional diversity among presenters. Submissions reflecting diversity and inclusiveness in addition to quality will take precedence in the review process.

Presentations at the conference will be in the areas of (1) Pedagogy (subtopics include curriculum/course design and implementation; materials development; assessment; language, culture, and identity; and language and technology); (2) Literature, (3) Second Language Acquisition; (4) Linguistics; and (5) Special Interest Group topics.

Please look for information on registering and participating in the conference on the AATJ website in January: <https://www.aatj.org/conferences-spring>.

AATJ's Professional Development Program Continues

The webinar series that began in the spring has continued during the fall months, with webinars taking place at least once a month. In September and October, webinars focused on advocacy, with presenters from both inside and outside the field.

All the webinars, beginning with those taking place in March, were recorded and are archived on AATJ's website: recordings, PPT slides, and chat transcripts for all of the webinars are posted at <https://www.aatj.org/teaching-resources>, along with other resources for online and in-person teaching, advocacy, and racial and social justice issues in the language classroom.

In November, AATJ presenters were well represented at the ACTFL Virtual Convention. All the ACTFL sessions (including Japanese-related and those related to other languages and world languages in general) are available online **until December 31** to those who registered for the conference.



Summer 2021: There's Still Time!

You can still get to Japan with your students this summer. That said, the January 30 application deadline is quickly approaching. Apply today at laurasian.org/npj or give us a call at 800.721.7474 to begin the conversation.

And remember, with eight students, you—the teacher—join for free!



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.

Homestays & School Visits | Hassle-Free Cancellations

2021 NENGAJO Contest: Year of the Ox

Welcome back to a new school year! We hope you had a wonderful and rejuvenating summer break and are ready for the exciting year. As the new school year begins, we would like to inform **all AATJ members** about the Nengajo Contest 2021, Year of the Ox. 734 cards were submitted by 146 members in 2020's contest.

For College/University teachers: your students can send a card individually. All you need to do is promote the NENGAJO contest! We understand that your term works differently from K-12 levels, so we hope this helps your situation.

There are 4 categories for the contest: Artistic, Comical, Computer Generated, and Encouragement. Encouragement category is available for all levels **except for elementary (upper & lower)**. Please consider each category carefully. We choose the winners who meet each category's description.

CATEGORY	DESCRIPTION
ARTISTIC	The card shows the skills of the artist on the design, coloring, and writings.
COMICAL	The design is amusing and funny and the card is done neatly and nicely.
COMPUTER GENERATED	The card meets all the requirements and neatly done by a computer.
ENCOURAGEMENT	The design is a message of hope and encouragement for everyone.

Each school can nominate 2 cards per category, for a total of 8 students (6 students for elementary teachers). If you teach at 2 or more schools or different levels such as elementary, middle, and high school, you can nominate 8 cards from each school and/or each level (Each level means elementary, middle, high school, and college/university). If you are teaching different grades in elementary school, you can only nominate up to 8 students from the school.

The winners will be awarded a certificate and an Amazon gift card. Images of the winners' nengajo will be displayed on the AATJ website. All participants will receive a certificate of participation.

Due to on-going school closures, this year's contest will only accept digital submissions. You can sign up for the contest and upload your entries via the [Contest Google Form](#). **You need to be a current 2020 member of AATJ** to submit your nominations. Please check your membership status before submitting your cards. **Submissions must be uploaded by Saturday, December 26, 2020.**

For more detailed information regarding this contest, please visit <https://www.aatj.org/student-activities>. Please contact Cameron Chien at cameron.chien@gmail.com for any questions. Thank you - we look forward to your submissions!

OFFICIAL 2021 AATJ NENGAJO CONTEST RULES YEAR OF THE OX



[HTTPS://BIT.LY/36WBT5X](https://bit.ly/36wBT5X)

Eligibility:

The teacher must be an AATJ member for the January 2020 - December 2020 membership year.

Elementary Lower, Elementary Higher, Middle, High School Level:

Only 2 cards per category are allowed for **each level at each school** (if you teach at more than 1 school and/or level, you may enter 2 per category for each school/level– with a limit of 8 per school/level. If there are more than one AATJ member at your school, each teacher can submit up to 8 cards). **Due to on-going school closures, this year's contest will only accept digital submissions.** Hand-drawn student work can be scanned via a scanner or scanning software on smartphones, etc.

College/University Level:

Only 1 card by each entrant is allowed. Students of Japanese are responsible for entering their own cards for the contest. *A college/university student entrant must have a teacher who is an AATJ member in order to enter the contest.

COMPETITION LEVELS:	COMPETITION CATEGORIES
Elementary Lower (K-2)	Artistic
Elementary Higher (3-5)	Comical
Middle (6-8)	Computer Generated
High (9-12)	Encouragement (Middle, High School, College only)
College/University Level	

Application and Submissions can be accessed here: <https://forms.gle/btfU1ArZ1BaZLXhD9>

Nengajo Requirements: (Nengajo submissions that do not follow these instructions will be disqualified.)

- Nengajo submissions must maintain a **4 X 6 inch ratio in size**.
 - Similar to past contests, the usage of 4 x 6 inch blank index cards is recommended.
 - Digitally scanned cards must be clear and legible.
- The design theme must focus on the upcoming **2021 Year of the Ox**.
- Designs for the Artistic, Comical, and Encouragement must be **ORIGINAL** and **hand-drawn**.
- Designs for Computer Generated Category may include personal photos and **original art** created on a computer.
- All kanji and hiragana/katakana must be written in **pen (any color)**.
- Designs must be in good taste or praiseworthy across international cultures and societies.
- When uploading submissions, please be wary of your **file names**. File names must include student name, school, category name, and teacher's last name.

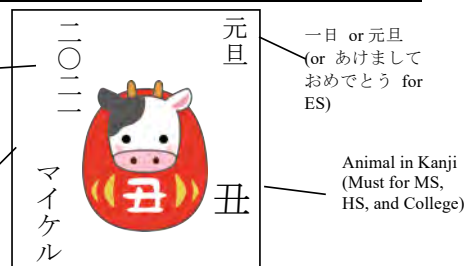
Elementary School Rules	Middle, High School, and College Rules
<ul style="list-style-type: none"> ▪ Student's name must be written vertically or horizontally on the left-hand side of card in katakana (unless name is of Japanese origin – teacher-assigned Japanese names are not allowed) ▪ The design must include “2021” or “二〇二一” ▪ The design must include one of the following: 元旦, 一日, あけましておめでとう、牛、丑、うし 	<ul style="list-style-type: none"> ▪ Student's name must be written vertically or horizontally on the left-hand side of card in katakana (unless name is of Japanese origin – teacher-assigned Japanese names are not allowed) ▪ The year “2021” or “二〇二一” ▪ Either GANTAN (元旦) or TSUITACHI (一日) written in kanji ▪ Kanji for ox 牛 or 丑

Sample Nengajo formatting:

Image: <https://illust-dayori.com/wp-content/uploads/2020/07/eto-usi01.png>

Please [email](#) Cameron Chien if you have any questions.

Student's Name
Written vertically
in Katakana





2020 Visit Japan Online Educational Travel Seminar

～ JNTO 「訪日教育旅行オンラインセミナー」のご案内 ～

日本政府観光局（JNTO）では、全米で日本語教育に携わる先生方及び教育関係者に向けた情報提供、ネットワーキングを通して、訪日教育旅行の促進に取り組んでいます。

例年におきましては「ACTFL（全米外国語教師協会）」が主催する言語・語学イベント開催時にブース出展し、朝食セミナーを開催していましたが、今年度はJNTO主催で「**訪日教育旅行オンラインセミナー**」を新たな取り組みとして実施致します。

セミナーでは、日本の現状やコロナ後の「ニューノーマル」における取り組みにも触れ、また、日本の地方自治体・旅行会社による各種支援制度および受け入れ事例の紹介をさせて頂く予定です。参加費は無料で先着100名様となっております。どうぞ奮ってご参加ください。

【概要】

主 催： 日本政府観光局（JNTO）ロサンゼルス事務所
開 催 日 時： **12月3日(木) PST16時～17時30分 EST19時～20時30分** *米国現地時間
テ ー マ： 教育旅行支援制度および受け入れ事例、ニューノーマルに於ける旅行計画

パネリスト： ① JNTOロサンゼルス事務所
② (公財) 東京観光財団
③ (一社) 長野県観光機構
④ 関西5府県（大阪府、京都府、兵庫県、奈良県、和歌山県）
⑤ IACEトラベル

対 象 者： 北米で日本語教育に携わる先生方及び教育関係者
参 加 費： 無 料
募 集 人 数： 100名様 *先着順のため、あらかじめご了承ください。
参 加 特 典： 抽選で「5名様」へ賞品を送付させていただきます。
(賞品例：東京オリジナルグッズ、地方の伝統工芸品など)

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/>



オンラインセミナーのイメージ



学校交流のイメージ

<お問合せ・事前ご質問連絡先>

JNTO 訪日教育旅行オンラインセミナーUS事務局
NTA America, Inc. E-mail:support@ntaamerica.com
受信後、Eメールにて連絡させていただきます。



2020 AATJ Teacher Awards

It is our great pleasure to introduce this year's AATJ Outstanding Teacher Award recipients: **Kyoko French** from Southwest High School in Minneapolis, MN, and **Magara Maeda** from the University of Wisconsin, River Falls, WI. The AATJ Teacher Award recognizes outstanding teachers who have demonstrated excellence in teaching, advocacy, and leadership, both locally and nationally. The awards would have been presented in-person at the AATJ Awards luncheon at ACTFL in San Antonio. However, due to COVID-19, we recognized Maeda sensei and French sensei virtually, during the October 24th webinar.

Kyoko French, Southwest High School

Since starting the Japanese program at Southwest High School in 1991, French sensei has been a tireless advocate for Japanese language learners and teachers. Her efforts over the past three decades in facilitating cultural exchange, ongoing professional development, and student opportunities have strengthened and elevated Japanese language programs not just at her school, but across Minnesota. Fellow MCTJ colleague Laura Moy says, "With over 40 years of teaching experience in Japan and the United States, Kyoko-sensei's experience and accomplishments are second to none. She is one of those teachers who does it all." Congratulations, French sensei!



Message from French sensei:

Thank you so much to the American Association of Teachers of Japanese for supporting me while teaching Japanese in the US. I am very honored and humbled to be recognized as an AATJ Teacher of the year and to join past recipients whom I have long admired.

I would like to take this opportunity to thank everyone who made it possible for me to be here, especially the President of Minnesota Council Teachers of Japanese, Laura Moy, who nominated me. Additionally, I would like to thank Fumiko Matsumoto, a colleague and instructor of Japanese at University of Minnesota. Her collaboration has been invaluable.

I thank my family for their love and support throughout 30 years of teaching in the US. In Japan, I taught Math and Physical Education. When I moved to the US in 1991, I started the Japanese Program at Southwest High School. I had to undergo what seemed at the time to be an impossible transition and needed much support. Because of my English ability, it was a struggle for me to survive each day to teach Math, Physical Education and Japanese my first couple of years at Southwest. I struggled just to keep my Japanese program alive. I could not have survived without the generous support of so many.

In being recognized with this award, I find myself reflecting on my journey in education and the path that led me to where I stand today. I was embraced and welcomed by so many amazing teachers nationwide and supportive organizations like AATJ. I have been fortunate to stay at one school and offer stability for students who were interested in studying Japanese in the long term. Thirty years at the same school fostered strong ties in the community and to families, far beyond a fleeting elective class. The relationships I have enjoyed with students, colleagues and administrators are enduring and cherished. I am not able to say thank you enough to these people, but going forward I will do my best to serve my school, my region and other phenomenal AATJ educators as I continue on this journey. This award is my lifetime treasure. Thank you!

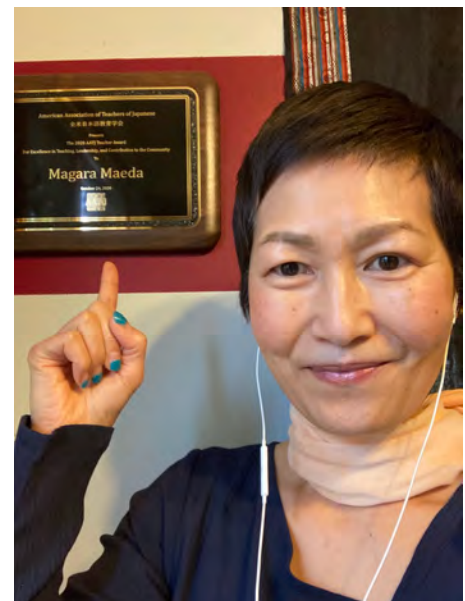
Magara Maeda, University of Wisconsin-River Falls

Maeda sensei has been an advocate, leader, and mentor for Japanese language education for many, many years as well as an early adopter of blended learning. Her extensive expertise in teaching online and building hybrid courses for Japanese was truly a lifesaver for Japanese teachers across the United States when we were all thrust into a brand new and intimidating teaching environment this past spring. In March, she presented “Flying by the Seat of your Pants-Crisis Teaching Without Sacrificing Proficiency” for the first in a series of webinars AATJ presented this year. It was attended by 400 teachers and has impacted even more as the video of the presentation has been viewed and shared over and over since then. Maeda sensei, described by co-presenter Lauren Rosen, Director of University of Wisconsin’s System Collaborative Language Program, as a “stellar educator”, suddenly gained hundreds of new students-an entire community of Japanese teachers, whom she continues to guide and support through the ongoing challenges. Congratulations and thank you, Maeda sensei!

Message from Maeda sensei:

I am honored and humbled to receive the 2020 AATJ Teacher Award. I could not have done this without my friends, family, colleagues, and dedicated students. If it weren't for Covid-19 pandemic, I wouldn't be receiving this award. However, the fact that a teacher like me who is an “online teaching and learning advocate” has received this award reflects the current state of Japanese language education in the US.

Online teaching is no substitute for a living teacher. I think that online teaching is a great way to critically rethink everyday teaching, decluttering, and supports the transition to new Japanese language education and curriculum redesign with an eye on the current situation and learner diversities.



I would like to accept this award on behalf of all of you. This award is for all the Japanese language

educators across the US who have been working hard since the emergency pivot to remote teaching in March, and for the Japan Foundation and AATJ who have been supporting us tremendously. Let's celebrate our accomplishment! Let's continue our curriculum redesign endeavor together! And let's not forget importance of self-care and to be kind to ourselves!

Thank you again for your support and recognition.

New Master's Degree Program at Middlebury

The School of Japanese at Middlebury Language Schools announces a new collaborative master's degree program in Japanese language and culture that is set to launch in the Summer of 2021. The program consists of twelve 3-credit hour courses and can be completed in as little as 14 months. Six courses will be offered during two summers at Middlebury College in Vermont, and six courses will be offered in 2 academic semesters online. The two summer sessions are 6 weeks each: classes will be taught over 2 weeks, 4 hours per day. The summer courses are offered in conjunction with Middlebury's 8-week immersion program. Both 8-week immersion students and 6-week graduate students must sign a Language Pledge to speak, read, and write only Japanese during the program.

This new graduate program is intended to increase the number of American teachers who can teach Japanese language and culture at US schools and community colleges. The program is ideal for JET Program returnees who possess a Japanese language proficiency level of Intermediate-High or above using ACTFL proficiency scales. Graduates of this program should be able to teach at community colleges and private K-12 schools. However, it does not replace the state-specific credential requirements to teach at public K-12 schools and additional education courses needed to meet those requirements.

All but one course is taught in Japanese. The faculty members of this program are actively engaged in AATJ leadership and teacher training programs both locally and nationally. They come from a wide range of US institutions of higher education. The program curriculum is designed so that it not only offers core teaching program courses such as pedagogy, linguistics, literature, SLA theories, SLA research, and technology in Japanese language education, but also unique courses such as anthropology, global cultural competence, translation, and Japanese for Professionals. The second summer includes a teaching practicum in the 8-week immersion program and exposure to Middlebury's unique immersion language programs and alumni network.

The program is supported by grants from the Japan Foundation. Middlebury Language Schools also offers need-based financial aid and scholarships to cover up to 100% of tuition, room, and board. The application will open on November 2. For more information, please visit:

www.middlebury.edu/language-schools/languages/japanese/graduate-program-japanese

主催



助成

JAPAN FOUNDATION
BEIJING

使用言語: 日本語

香港
日本語教育
セミナー

日本語教学における eラーニングの組み入れ

2020年
12月12日(土)

講演会時間
午後2時～6時



オンラインによる参加

講師: 加藤 由香里先生 (東京都立大学 国際センター・教授)

【講演会】eラーニングを活用した日本語教育:
Instructional Design に基づく学習デザイン

講師: 保坂 敏子先生 (日本大学大学院 総合社会情報研究科・教授)

【講演会】遠隔教育による日本語教育
- 効果的なオンライン授業を探る -

2020年
12月13日(日)

ワークショップ時間
午後1時～5時30分



オンラインによる参加

講師: 加藤 由香里先生 (東京都立大学 国際センター・教授)

【ワークショップⅠ・Ⅱ】eラーニング活用のメリット・デメリット

講師: 保坂 敏子先生 (日本大学大学院 総合社会情報研究科・教授)

【ワークショップⅠ・Ⅱ】アクティブラーニングのための
反転授業デザイン

※ワークショップⅠ: 1時～3時
ワークショップⅡ: 3時30分～5時30分

ワークショップⅠとⅡは
同じ内容となっております。

参加費
無料

参加資格: 日本語教育に興味のある方、日本語教師

参加方法: 申込書をダウンロードし、ご記入の上、

2020年11月27日(金)までにEメール info@japanese-edu.org.hk または
ファックス (852)2866-1331 にて当研究会事務局までご送付ください。

2021 NJE Registration Opens on January 4

Registration Period: 1/4/21 – 2/5/21

Late Registration Period: 2/8/21 – 2/18/21 **(New!)**

Exam Period: 2/21/21 – 4/10/21

Exam Fee: \$10 per student (standard registration), \$25 per student (late registration - **New!**)

Categories:

Level 1: Middle/Junior High School, High School, College: Regular

Level 2: Middle/Junior High School, High School, College: Regular

Level 3: High school: Regular, Additional, Others; **College:** Regular, Additional

General Guidelines:

Gold Level: 90 % of the exam total score and above

Silver Level: 80-89 %

Bronze Level: 70-79 %

Honorable Mention: 60-69 %

All: Certificate of Participation

The National Japanese Exam (NJE) is an online, **proficiency-oriented, standards-based and culture-related assessment tool** for students who are studying Japanese as a second language. The purpose of the NJE is to **recognize achievement** in the study of Japanese language and culture, to **motivate students** to further study and explore Japanese language and culture, to advocate for **standards-based, proficiency-oriented, and content-based** teaching and learning of Japanese, and to serve as a **diagnostic assessment** of Japanese language skills

Teachers who conduct the NJE may award certificates to students (Gold Level, Silver Level, Bronze Level, Honorable Mention, and Participation certificates), and the exam results can be used to highlight the success of their Japanese programs and celebrate their students' accomplishments. The NJE also helps teachers identify strong and weak areas in their teaching as well as to see students' strengths and weaknesses in various areas including skimming, scanning, contextual reading & listening, grammar and *vocabulary*.

National Japanese Exam (NJE)は、第2言語として日本語を学習している生徒・学生のために開発された、プロフィシエンシー重視、スタンダードベースのテストで、また文化能力を評価するテストです。NJEは日本語学習の成果を讃え、また日本語学習に対するさらなる学習意欲を高めることを目的としています。

NJEでは、受験者全員に賞（*ゴールドレベル、シルバーレベル、ブロンズレベル、努力賞、参加賞）が授与されます。先生方には学内、学区などで日本語プログラムの業績を可

視化したり、学習者の努力や達成度を称したりするために利用可能です。また、教師の教え方の振り返りのためのツールの一つとしての利用、そしてスキミング、スキニング、読解力、聴解力、基礎知識などスキル別に学習者の得手不得手を見分けるのにも役立ちます。

Click [here](#) to download a pamphlet

2021年度パンフレットは[こちら](#)

Click [here](#) to download a poster

2021年度ポスターは[こちら](#)

More information: <https://www.aatj.org/national-japanese-exam>

Questions? nje@aatj.org

Call for Papers: Princeton Japanese Pedagogy Forum

The 27th Princeton Japanese Pedagogy Forum (PJPF) will be held remotely (online) on Saturday, May 8, 2021. The theme of the 27th Princeton Japanese Language Education Forum is "Rethinking Assessment for Learning." The keynote speakers will be Professor Kimi Kondo Brown of the University of Hawai'i at Mānoa and Professor Seiichi Makino of Princeton University.

The Forum invites papers related to the main theme for both pre-college and college level as well as heritage Japanese language and culture education. In addition, we welcome any paper related to Japanese language education in general, including second language acquisition, linguistics, and technology in language learning and teaching, among others.

In 2021, we are planning two types of presentations: (1) a live presentation (20 minutes and 10 minutes of discussion), and (2) a non-live, pre-recorded video presentation (20 minutes of presentation) that will be open to the registrants for a certain period of time. Please let us know which presentation format you prefer when you submit your abstract. We would appreciate it if you could submit the abstracts at <https://pjpf.princeton.edu/2021call-for-paper> by January 15, 2021. We will send you the results by January 31, 2021.

If you are selected, you will be asked to submit your proceedings in either of the presentation formats. The deadline for the proceedings is Friday, May 7, 2021. Please note that the proceedings will be posted on the Forum's website after the conference. Please use the same language for your abstract and proceedings as you will use for the presentation. If you have any questions about the forum, please email us at PJPF@princeton.edu.

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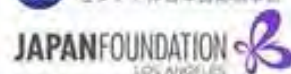


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