



AATJ Webinar

ACTFL 2025 Proposal Writing Information Session December 14, 2024

Speakers: AATJ ACTFL Co-Directors

- Yuko Prefume, Ed.D., Baylor University, TX
- Nobuaki Takahashi, Ph.D., Elizabethtown College, PA
- Jaimelynn Tateyama, Moanalua High School, HI

**Facilitator: Yoshiko Saito-Abbott, Ph.D., AATJ PD Director
California State University, Monterey Bay, CA**



AATJ Membership Benefits

Membership registration: January 1 - December 31

- Quarterly newsletter, semiannual journal
- Member rate for two annual conferences (ACTFL, AAS)
- Professional development programs
- Japanese National Honor Society (high school or college level)
- National Japanese Exam
- Membership in a regional or state Japanese language educators' association
- Teacher Awards
- Special Interest Groups



AATJ NEWSLETTER

全米日本語教育学会 American Association of Teachers of Japanese

The December 2024 AATJ Newsletter is published!



In this issue...

**OFFICER
MESSAGES**

**2024 ACTFL
ANNUAL FALL
CONFERENCE
REPORT**



Message from the President

YOSHIKO MORI

Greetings as we embrace the long-anticipated holiday season! I hope you had a wonderful and relaxing Thanksgiving break and are feeling refreshed for the busiest time of the year. I am writing this final message as AATJ President for our newsletter with great enthusiasm, having just returned from the 2024 ACTFL Convention in Philadelphia and preparing for the Japanese Language Proficiency Test (JLPT), which will take place on the final day of the Thanksgiving holiday this year.

I trust that this year's ACTFL/AATJ Fall Conference was both an extraordinary and memorable experience, as well as a heartwarming reunion for all participants. I would like to extend my heartfelt gratitude to our dedicated Fall Conference Co-Directors Yuko Prefume sensei, Jaime Tateyama sensei, and Nobuyuki Takahashi sensei for their meticulous and tireless efforts in ensuring the conference's success. My sincere appreciation also goes to the many other Directors, AATJ members, and sponsors whose invaluable contributions made this event possible.



2025 AATJ Nengajo Contest



Submission Due Date: December 30, 2024

Submission Steps:

1. Fill out the Google Form
2. Send the Nengajo files as attachments to aatjnengajo@gmail.com





AATJ
AMERICAN ASSOCIATION OF TEACHERS OF JAPANESE

NATIONAL JAPANESE EXAM 2025

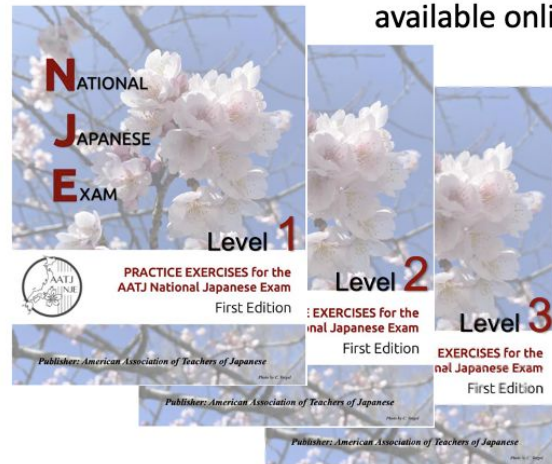


REGISTRATION
1/6/25 - 1/31/25

LATE REGISTRATION
2/1/25 - 1/14/25

EXAM PERIOD
3/3/25 - 4/15/25

Practice Exercises
for the AATJ National Japanese Exam
available online



EXAM FEE

Exam fees can be paid by the teacher or directly to AATJ by individual students.

受験料

\$10

per student

LATE REGISTRATION

\$10

per student





AATJ Webinar

ACTFL 2025 Proposal Writing Information Session December 14, 2024

Speakers: AATJ ACTFL Co-Directors

- Yuko Prefume, Ed.D., Baylor University, TX
- Nobuaki Takahashi, Ph.D., Elizabethtown College, PA
- Jaimelynn Tateyama, Moanalua High School, HI

Facilitator: Yoshiko Saito-Abbott, Ph.D., AATJ PD Director
California State University, Monterey Bay, CA

Today's Outline



AATJ
AMERICAN ASSOCIATION OF TEACHERS OF JAPANESE

- Announcement from AATJ
- Background and Goals
- 2025 Proposal Guidelines
- Sample Proposal Assessment -> Breakout
- Q & A



<https://drive.google.com/file/d/11bNEnRiv7qiks6Mm0o9dx8rbDI2dN-1i/view?usp=sharing>

Background



Concerns Observed:

- Many proposals, though interesting, failed to follow rubrics.
- These proposals did not receive high scores and were declined.

Our Goal:

- Remind the importance of following the ACTFL Guidelines.
- Increase the likelihood of acceptance by adhering to rubrics.

2025 Proposal Timeline



11:59 pm, Friday, Jan. 17 (Eastern)

End of April 2025

Friday, Nov 21-Sun, Nov 23

Deadlines:

All proposals must be submitted online at www.actfl.org in the correct format.

Confirmation of receipt will be emailed within 24 hours of submission.

ACTFL will not consider any proposals submitted via email to staff or ACTFL Board members.

Notification:

Presenters will be notified by email of the program committee's decision.

ACTFL Convention
at the Ernest N.
Morial Convention
Center, New Orleans,
LA

Overview of the ACTFL Proposal Guideline (2025)

<https://www.actfl.org/actfl-2025>

- Educational learning experience
- Must remain noncommercial

“Presentations during the Convention are an educational learning experience and **must remain noncommercial**. Presenters are not allowed to endorse or promote any commercial product, service, or company in which they have an affiliation or self-interest. If free materials or resources are shared, they must be housed in an independent space that is not linked to commercial products, services, stores, or companies. If during the convention a presenter markets a commercial product, service, or interest (other than through an Exhibitor workshop), potential proposals from that individual will not be considered for future ACTFL conventions.”

Who can Apply and Types of Proposals



1. All language professionals, including pre-service, graduate, and undergraduate students in world languages programs.
2. Submit only one (1) proposal as a lead presenter and be listed as a co-presenter on one (1) other proposal on a different topic.
3. May be listed as a co-presenter on two proposals if you are not listed as a lead presenter on any other proposal.
4. Submissions that include the same group of presenters and have similar titles and content will be removed from consideration.

Acceptance Rate in 2024



AATJ
AMERICAN ASSOCIATION OF TEACHERS OF JAPANESE

	ACTFL		AATJ Sponsored
Posters	87%		No proposals
Research papers	80%		75%
Roundtables	77%		No proposals
Practice-oriented papers	73%		71%
Sessions	51%		50%
Overall	61%		60% (75% in 2024)

**ACTFL acceptance (overall including AATJ sponsored sessions)

Title:



Character Limit: Must be within **75 characters** (including spaces and punctuation).

Language: Must be in English and **clearly align with the proposal content.**

Capitalization: Avoid using all capitals or all lowercase letters.

Acronyms: Spell out words first, then place the acronym in parentheses (e.g., Artificial Intelligence (AI)).

Non-English Phrases: Permitted **if translating would sound unnatural.**

Symbols and Fonts: Avoid symbols, special marks, and non-standard fonts; they won't convert correctly.

Database Entry: Titles are entered into a database; symbols and non-English characters can be added later for publishing.

Presentation Types



(45 session, Practice/Research-oriented paper, Roundtable, Electronic Poster)

Session Presentation

Duration: 45 minutes total, with 10-15 minutes for discussion and questions.

Presenters: Single presenter or lead presenter with up to three co-presenters.

Content: Address a topic of interest to attendees.

Format: Engaging and interactive, allowing for audience participation.

Practice-Oriented Paper:



- **Duration:** 15 minutes total
 - 10 minutes for content on a single idea with practical tips
 - 5 minutes for discussion and questions
- **Focus:** Specific classroom applications, activities, and techniques
- **Format:** Condense information and insight on a pedagogical topic
- **Grouping:** Papers will be grouped with other papers within a 45-minute time slot
- **Time Limits:** Essential to respect the time limits

Research-oriented Paper:



Duration: 15 minutes total

- 10 minutes to present
- 5 minutes for Q&A

Content: Address a **current and relevant research topic** for language educators

Presentation: Include a brief introduction (focus, subjects, design, analysis)

Focus: Spend most time on **results and implications** for language learning and teaching

Style: **Avoid reading papers**; present research in an engaging form

Grouping: Papers will be grouped with others within a 45-minute time slot

Time Limits: Essential to respect the time limits

Roundtable:



Duration: 45 minutes total

- 30 minutes for presentation
- 15 minutes for discussion and feedback

Participants: Up to 10 people seated around a common table

Presenters: Maximum of 2 presenters per roundtable

Format: Ideal for networking and in-depth discussion on a specific topic

Presentation Style: Engage and interact with the audience; present latest research or project

Equipment: Use battery-powered laptops; no electrical outlets or additional audiovisual equipment provided

Location: Presented in a designated space inside the exhibit hall

Proposal submission procedure



AATU
AMERICAN ASSOCIATION OF TEACHERS OF JAPANESE

Title *

Presenter(s) *

Content and Purpose *

Outcomes *

Strategies for Engagement *

Program Guide Description *

Keyword *

Audience Level *

Other *

Preview

Submit

1. Title and Language Selection
2. Presenter(s)
3. Content and Purpose
4. Outcomes
5. Strategies for Engagement (Only for 45-min Session)
6. Program Guide Description
7. Keyword and Audience Level
8. Others (Additional Information & DEI inclusion)

Submission tutorial video in English
[https://files.aievolution.com/prd/tfl2401/docs/TF_L_Submission_Tutorial - FINAL.mp4](https://files.aievolution.com/prd/tfl2401/docs/TF_L_Submission_Tutorial_-_FINAL.mp4)

Title & Language Selection:



AAATJ
AMERICAN ASSOCIATION OF TEACHERS OF JAPANESE

Title *

Presenter(s) *

Content and Purpose *

Outcomes *

Strategies for Engagement *

Program Guide Description *

Keyword *

Audience Level *

Other *

Preview

Submit

Applicable Language:

- Select the primary language.
- If applicable to all language learners, select Non-Language Specific.

Language of Presentation:

- Select the primary language for presentation.
- Presentation may be non-English,
- But proposal contents must be in English.

*Applicable Language

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

-- SELECT --

-- SELECT --

Non-language specific

ASL

Arabic

Chinese

ESL/ELL/ESOL/EFL/ML

present your session: (Select One)

*Language of Presentation

Select the primary language in which you will present your session: (Select One)

-- SELECT --

Chinese

English

French

German

Italian

Japanese

Content and Purpose



Character Limit:

Roughly 116 words

- **1,000 characters** (w/ spaces & punctuation)

Focus:

- Address **needs of today's learners and educators**
- Innovative
- emerging trends
- research-informed practices

Research Proposals:

- Explain **framework, sources, methods**

Alignment:

- Align with the selected **keyword & audience level**

Title *

Presenter(s) *

Content and Purpose *

Outcomes *

Strategies for Engagement *

Program Guide Description *

Keyword *

Audience Level *

Other *

Preview

Submit

*Content and Purpose

(Please note there is a limit of 1,000 characters - character count includes spaces and punctuation marks). A compelling proposal will address the needs of today's learners and educators by focusing on innovative programs, emerging trends that are relevant to the language profession, or research-informed practices. It should describe specific knowledge and skills that advance teaching and learning. For research-oriented paper proposals, the content and purpose should clearly identify and explain the framework, sources, and methods of the research. The content and purpose must be in English and should give the reader insight as to the relevance of your proposal in today's language teaching and learning landscape. It should be clear, specific, and detailed. It should show originality and provide new insight into the topic based on current practices. The content and purpose must clearly align with the keyword and audience level selected. What you write in this section is for review purposes only and will not be printed in the final program.

What will your presentation focus on and what new insights will it provide?

Symbols: -- SELECT -- Special Characters: -- SELECT --

test

Remaining: 996

Save And Proceed

Save

Outcomes (Must have three):



Title *

Presenter(s) *

Content and Purpose *

Outcomes *

Strategies for Engagement *

Program Guide Description *

Keyword *

Audience Level *

Other *

Preview

Submit

Character Limit:

- **350 characters** (including spaces & punctuation)

Description and format:

- **Three statements reflecting on the Can-do-statements**
- **Three things participants will be able to do after attending**
 - “Participants will be able to...”

Clarity:

- Outcomes should be clear, specific, and measurable

*Outcomes

(Please note there is a limit of 350 characters - character count includes spaces and punctuation marks). The outcomes section describes what participants will learn and/or be able to do after attending your presentation. All outcomes should be clear, specific, and measurable. They should completely align with the content of the proposal. The outcomes section describes what participants will learn and/or be able to do after attending your presentation. In the spirit of the Can-do statements, write your outcomes in three statements that answer the following question.

What three things will participants be able to do after attending your presentation?

* Objective

Symbols: -- SELECT -- Special Characters: -- SELECT --

Remaining: 350

* Objective

Symbols: -- SELECT -- Special Characters: -- SELECT --

Remaining: 350

* Objective

Symbols: -- SELECT -- Special Characters: -- SELECT --

Remaining: 350

Strategies for Engagement

Only for session submissions



AATJ
AMERICAN ASSOCIATION OF TEACHERS OF JAPANESE

Title *

Presenter(s) *

Content and Purpose *

Outcomes *

Strategies for Engagement *

Program Guide

Description *

Keyword *

Audience Level *

Other *

Preview

Submit

Character Limit:

- **1,000 characters** (including spaces & punctuation)

Focus:

- Share information **interactively and engagingly**
- Actively engage participants during presentation

Audience Participation:

- Ensure sessions are **not just “sit and get”**

*Strategies for Engagement

(please note there is a limit of 1,000 characters - character count includes spaces and punctuation marks) The strategies for engagement section only applies to session proposals. This section will highlight the presentational modes for your session and should focus on how your information will be shared with the audience that will be interactive and will require their participation, ensuring that sessions at the convention are not just “sit and get”.

How will you actively engage participants as part of your presentation?

Symbols: -- SELECT -- Special Characters: -- SELECT --

Text input area for describing engagement strategies.

Remaining: 1000

Save And Proceed

Save

Program Guide Description



AATJ
AMERICAN ASSOCIATION OF TEACHERS OF JAPANESE

Title *

Presenter(s) *

Content and Purpose *

Outcomes *

Strategies for Engagement *

Program Guide Description *

Keyword *

Audience Level *

Other *

Preview

Submit

Character Limit:

- **350 characters** (including spaces & punctuation)

Given it will be published, check:

- Accuracy
- Clear & concise description
- Align with the keyword and audience level
- **Third person format (Avoid "I", "you", and "we")**
- No Personal Identifiable Info (PII)
 - (e.g., names, institutions, titles).

*Program Guide Description

(Please note there is a limit of 350 characters - character count includes spaces and punctuation marks). The description should align clearly with the content and purpose of the proposal. The description must be in English and should be in final, publishable format and free from spelling and grammar errors. It should give an accurate, clear, and concise description of what will be presented. If you use acronyms, please spell out the words first and place the acronym in parentheses following the words.

Since you are entering your submission into a database, avoid using symbols, special marks, and non-standard fonts; they will not convert correctly when your proposal is submitted. If necessary, symbols and non-English characters can be added later when the Convention Program Guide is prepared for publishing. The description must be written in third person format avoiding the use of "I", "you" and "we." Personally Identifiable Information (PII) should not be included anywhere in the title or body of the proposal. PII includes, but is not limited to, name of presenter(s), institution, titles (e.g., former Teacher of the Year, regional board member, organizational position), etc. If the PII compromises the anonymous review process, the proposal will not be considered.

Symbols: -- SELECT -- Special Characters: -- SELECT --

Keyword Selection & Audience Level



- **Select Main Keyword:** Choose **one the best keyword** for your proposal.
- **Multiple Keywords:** Include **additional keywords in the proposal** to increase visibility.

Title *	<input type="checkbox"/> <u>Advocacy and Leadership</u>
Presenter(s) *	<input type="checkbox"/> <u>Articulation and PK-16 Alignment</u>
Content and Purpose *	<input type="checkbox"/> <u>Assessment, Testing, Grading, and Feedback</u>
Outcomes *	<input type="checkbox"/> <u>Career, Community, or Global Connections</u>
Strategies for Engagement *	<input type="checkbox"/> <u>Curriculum and Instruction</u>
Program Guide Description *	<input type="checkbox"/> <u>Diverse Learners</u>
	<input type="checkbox"/> <u>Dual Language/Immersion</u>
	<input type="checkbox"/> <u>Equitable and Inclusive Practices</u>
	<input type="checkbox"/> <u>Heritage Learners</u>
	<input type="checkbox"/> <u>Interculturality</u>
	<input type="checkbox"/> <u>Interdisciplinary</u>
	<input type="checkbox"/> <u>Research Methodologies</u>
	<input type="checkbox"/> <u>Teacher Preparation and Recruitment</u>
Other *	<input type="checkbox"/> <u>Teacher Retention and Support</u>
Preview	<input type="checkbox"/> <u>Technology and Digital Learning</u>
Submit	

Keyword Categories:

- Program creation, enrollment, stakeholder engagement.
- Program development, learner retention, alignment.
- Formative/summative assessment, rubrics, grading.
- Real-world applications, career benefits, service learning.
- Curriculum design, instructional strategies, literacy.
- Needs of gifted, neurodiverse, and multilingual learners.
- Dual language immersion program design, community engagement.
- DEI, social justice, inclusive classroom, trauma-informed practices.
- HL program design, heritage language maintenance.
- Integrating intercultural resources, effective interaction.
- Integrating other content areas into language learning.
- Research methods, pedagogy, connecting research and practice.
- Pre-service teacher development, increasing teacher pipeline.
- Classroom management, community building, support for teachers.
- AI, online learning, digital tools, technology integration.

Audience Level: PK-Elementary, Secondary, Post-Secondary, Administration, All Audiences

*Other

0 of 2 required items completed

* <u>Additional Information</u>	Incomplete
* <u>Diversity, Equity, and Inclusion (DEI)</u>	Incomplete

Save And Proceed Save

Title *

Presenter(s) *

Content and Purpose *

Outcomes *

Strategies for Engagement *

Program Guide Description *

Keyword *

Audience Level *

Other *

Preview

Submit

Additional Information:

- Want to be reviewed & sponsored by and ACTFL SIG (check one)
- If submitted for a 45-min session...
 - Would you agree to convert it to other types or not?
- School type (e.g., magnet, private, public, boarding, etc.) (check one)
- Current teaching level (HS, undergraduate, graduate, etc.) (check one)
- Your ethnicity
- Confirmation that you are not for profit commercial entity
- Confirmation of not promoting any commercial entity
- Agreement of possible disqualification for PII provision.

DEI (350 characters):

- How DEI is considered or incorporated in the proposal
- In the content focus or presenter selection

*Diversity, Equity, and Inclusion (DEI)

* - indicates a required item.

* Diversity, Equity, and Inclusion (DEI): Please describe how you have considered inclusivity and/or incorporated diversity in your proposal content focus or presenter selection. (limit of 350 characters including spaces and punctuation)

Remaining: 350

Review Process



Committee: ACTFL Convention Committee, volunteer educators, SIGs, Convention Partners, language experts.

Masked Review: Presenter's name and affiliation are not seen.

Reviewers: Minimum of five reviewers per proposal.

Scoring: Proposals rated using a scoring rubric; average score calculated.

SIG-Specific Submissions: Reviewed by SIG members; two sessions selected for the final program.

General Pool: Remaining proposals considered by the ACTFL Convention Committee.

Final Selection:




Committee: ACTFL Convention Committee makes final selections.

Review:

- Top ranked proposals on the list (average scores)
- Balance (language, audience level, focus areas, keywords, experts).
- Selections may go beyond top scores to achieve balance.

Acceptance: Based on meeting space allocation in the convention center.

Decisions: Committee's decisions are final.



2025 Call for Proposals Rubric Session Presentations, Practice-oriented Papers, Electronic Poster Presentations, and Roundtable Presentations

https://docs.google.com/document/d/1vtnDTn3JxfCYjHeuccO8V-Qp_xX097Sd/edit?usp=sharing&oid=106699407399240162412&rtpof=true&sd=true

<https://www.actfl.org/actfl-2025>

Category	Exceeds Expectations (4)	Meets Expectations (3)	Approaching Expectations (2)	Does Not Meet Expectations (1)
Proposal Title and Description	The proposal, including the title and the description for the program guide, is very well written. It aligns clearly with the content and purpose of the proposal.	The proposal, including the title and the description for the program guide, is clearly written.	The proposal, including the title and the description for the program guide, is adequately written.	The proposal, including the title and the description for the program guide, is not adequately written.
Relevance of Proposal	The proposal is fully relevant to ACTFL World Readiness Standards; supports proficiency-oriented instruction; or addresses issues that are fully relevant and important to the field of language education.	The proposal is mostly relevant to ACTFL World Readiness Standards; supports proficiency-oriented instruction; or addresses issues that are mostly relevant and important to the field of language education.	The proposal is somewhat relevant to ACTFL World Readiness Standards; supports proficiency-oriented instruction; or addresses issues that are somewhat relevant and important to the field of language education.	The proposal is not relevant to ACTFL World Readiness Standards; does not support proficiency-oriented instruction; and/or does not address issues that are relevant and important to the field of language education.
Content and Purpose	The content and purpose are innovative; reflect important language education trends; and/or reflect research-informed practices. Content and purpose describe specific knowledge and skills that advance teaching and learning.	The content and purpose are current and important. Content and purpose describe knowledge and skills that support teaching and learning.	The content and purpose are somewhat current and/or important. Content and purpose partially describe knowledge and skills and/or improvement in teaching and learning.	The content and purpose are not current. Content does not describe specific knowledge and skills and/or improvement in teaching and learning.
Outcomes	All outcomes for the presentation are clear, specific, and measurable. They completely align with the content of the proposal.	Most outcomes for the presentation are clear, specific, and measurable. The outcomes generally align with the content of the proposal.	Few outcomes for the presentation are clear, specific, and measurable. The outcomes align slightly with the content of the proposal.	The outcomes for the presentation are general and/or non-specific. They do not match the content of the proposal or may be unclear.
Strategies for Engagement <i>(Not applicable for practice or research papers, electronic posters, or roundtables)</i>	Strategies for engagement are clear and specific and strongly support the outcomes of the proposal. Strategies for engagement ensure high involvement from the session participants.	Strategies for engagement are somewhat clear and support the outcomes of the proposal. Strategies for engagement ensure some involvement from the session participants.	Strategies for engagement are uneven and only somewhat support the outcomes of the proposal. Strategies for engagement require limited involvement from session participants.	Strategies for engagement are not clear and do not support the outcomes of the proposal. Strategies for engagement do not support participant involvement.



2025 Call for Proposals Rubric for Research-oriented Papers

Category	Exceeds Expectations (4)	Meets Expectations (3)	Approaching Expectations (2)	Does Not Meet Expectations (1)
Proposal Title and Description	The research-oriented paper proposal, including the title and the description for the program guide, is very well-written. The description clearly and accurately conveys the main focus of the research.	The research-oriented paper proposal, including the title and the description for the program guide, is well written. The description clearly conveys the main focus of the research.	The research-oriented paper proposal, including the title and the description for the program guide, is adequately written. There may be a need for additional clarification as to the main focus of the research.	The research-oriented paper proposal, including the title and the description for the program guide, is not adequately written. There is no clear focus of the research.
Relevance of Proposal	The research-oriented paper proposal addresses issues that are fully relevant and important to the field of language education.	The research-oriented paper proposal addresses issues that are mostly relevant and important to the field of language education.	The research-oriented paper proposal addresses issues that are somewhat relevant and important to the field of language education.	The research-oriented paper proposal does not address issues that are relevant and important to the field of language education.
Content and Purpose	The content and purpose of the research-oriented paper proposal clearly identify and explain in detail the framework, sources, and methods of the research.	The content and purpose of the research-oriented paper proposal identify and explain the framework, sources, and methods of the research.	The content and purpose of the research-oriented paper proposal partially identify and explain the framework, sources, and methods of the research.	The content and purpose of the research-oriented paper proposal does not provide the framework, sources, and methods of the research.

Sample Titles and Description

Title: Integrating Assistive Use of AI Technology in Language Learning: A Modern Approach

Description: This session explores innovative methods for integrating assistive AI technology into language learning. Participants will gain practical insights and strategies for effective AI integration, such as ChatGPT, Copilot, and Gliglish, to enhance communication skills, interactive activities for engagement, and assessments that measure progress.

Title: Enhancing Language Skills with Technology

Description: This session discusses the benefits of the use of technology in language learning. It includes strategies for incorporating cultural elements into lessons, activities that promote cultural understanding, and assessments to measure cultural competence. Attendees will learn how to create a more engaging and effective language learning environment.



AAATJ
AMERICAN ASSOCIATION OF TEACHERS OF JAPANESE

Title: Teaching Language with Assistive AI and Modern Techniques

Description: This session will talk about different technologies for learning languages. It will cover modern technologies that can be used in the classroom. Participants will get some ideas on how to teach languages better.



* Participants will be able to evaluate class activities and topics using the three modes of communication: interpersonal, interpretive, and presentational. They will link these activities to the ACTFL Five Cs to facilitate critical thinking and deepen their understanding of Japanese food and culture in real-world contexts.

* Participants will be able to develop a course outline for Japanese language and culture using a content-based approach. This method integrates language learning with cultural content, enabling participants to create engaging lessons that foster a deeper understanding of both the language and its cultural context.

* Participants will be able to design inclusive class activities and topics that reflect diverse perspectives and promote equity. They will integrate DEI principles into their course outline, fostering an inclusive learning environment that respects and values cultural differences, and enhances understanding of Japanese food and culture.

- Participants will be able to understand and apply methods for assessing learner autonomy in their own class projects.
- Participants will be able to design a Japanese language and culture course using the CCBI approach.

Sample Strategies for Engagement

The presenters will prepare a comprehensive PowerPoint to design a Business Japanese course, including sample readings, activities, worksheets, group project samples, and student presentation videos. The session will start with a Kahoot trivia on Japanese business etiquette as an icebreaker, imparting basic knowledge of Japanese business practices. Throughout the presentation, audience engagement will be high, with opportunities to respond to questions via hand-raising or Polleverywhere. Following this, discussions on the CCBI approach and its implementation in a Japanese business course will take place. Participants will ask questions, provide feedback, and pair up or form small groups to design a sample curriculum, then share it with other participants, ensuring an interactive and collaborative session.

The presenters will use PowerPoint to explain a Business Japanese course, featuring sample activities and student presentation videos. The audience will be introduced to basic business practices and etiquette. The audience will have opportunities to respond to questions by raising hands. Following this, discussions on the CCBI approach and its implementation in a Japanese business course will take place. Participants will be able to ask questions, provide brief feedback, and pair up or form small groups to design a sample curriculum, with some participants sharing their ideas with others.



AATJ
AMERICAN ASSOCIATION OF TEACHERS OF JAPANESE

The presenters will prepare a PowerPoint to design a Business Japanese course, including sample readings, activities, and student presentation videos. The session will start with a Kahoot trivia on Japanese business etiquette to introduce basic business practices. Participants will have opportunities to have discussions on how to implement CCBI approach in a Japanese business course, to ask questions, and to design a sample curriculum and sharing ideas.

Final Thought and Q & A:



Alignment with Rubric Criteria: Ensure that your proposal clearly meets all the criteria outlined in the rubric. This includes addressing specific requirements such as relevance to the conference theme, clarity of objectives, and the potential impact of your presentation. Make sure each section of your proposal aligns with the evaluation points.

Clarity and Specificity: Write your proposal in a clear, concise, and specific manner. Avoid vague statements and ensure that your objectives, methods, and expected outcomes are well-defined and measurable. Use precise language to convey your ideas effectively and make it easy for reviewers to understand the value of your proposal.

Innovative and Engaging Content: Highlight the innovative aspects of your proposal and how it will engage the audience. Proposals that offer new insights, creative approaches, or practical applications tend to stand out. Emphasize how your presentation will be interactive and beneficial for attendees, and provide examples of how you will engage participants.