



# AATJ

## NEWSLETTER

..... VOL. 7, NO. 2 .....

### PRESIDENT'S MESSAGE



Suwako Watanabe  
渡辺素和子

学年末で会員の皆さんの多くは忙しくしていらっしゃると思います。2018年に入ってすぐ、2月に、私は、札谷慎吾先生、スーザン・シュミットと共に、ワシントンDCで開催された Joint National Council for Languages 主催のランゲージ・アドボカシー・デーという会議に出席しました。私はオレゴン州を代表する議員たちの事務所を訪れ、世界言語教育の重要性を訴えるという体験をしてきました。存在アピール、しつこさ、そして前向きの姿勢が、アドボカシーには不可欠だということを学びました。会議の始めは、私などが政治家に言語教育の大切さを訴えたとしても、何も変わらないだろうと思っていました。けれども、事務所のアシスタントの中には、 Joint National Council for Languages から送られて来る我々のことを覚えている人もいるということで、議員の事務所を訪ねるというアドボカシーの形も忍耐強く続けることが大事なのだということを認識させられました。

アドボカシー関連で気になるのは、何と言っても最近MLAから出された言語学習者数のレポートです(2018, Looney and Lusin)。2013年から2016年までに、英語以外の言語学習者数が9.2% 減少しました。調査対象の15言語のうち、日本語と韓国語が増加を見せました。MLAのレポートによると、この2言語の増加はいいことではあるものの、「他の結果を見ると楽観的にはなれない」と指摘しています。2006年では、大学機関での総履修者数の9.1%が言語を履修していたのが、2016年には、7.5%に減っています。この減少傾向は、言語教育者がさらに

積極的なアドボカシーを行う必要があることを示唆しており、日本語も決して例外ではありません。日本語教師協会の理事は、この問題の深刻さをどのように訴えていくか、会員の皆さんのプログラムのみならず、言語教育そのものをプロモートするために何が必要かを検討し対策を練っていきたいと思っています。

3月には、ワシントンDCで春の学会が開催されました。悪天候のため、かなりの登録者が欠席せざるをえませんでした。それにも関わらず、素晴らしいパネル、研究発表、教授法関連のプレゼンテーションが見られました。学会に出席できなかった方達のために、いくつかの発表がAATJのウェブサイトに掲載されていますので、ぜひご覧ください(リンクは下記参照)。学術分野は、質の高い研究によって発展していきます。その意味で、学会や学術誌はAATJにとって、重要な役割を果たしています。悪天候に見舞われて色々大変だったにもかかわらず、素晴らしい学会にしてください。ウェイ・諸石まりこ先生と近松暢子先生に感謝の意を表したいと思います。そして、主賓講演者のジェフリー・アングルス先生の、英語と日本語の世界を行き来する体験のお話には、深く感銘しました。複数の言語と文化を知っているからこそ味わえる妙味と喜びを再認識させてもらいました。

この夏は、イタリアのベネチアで開催されるICJLEに出席します。会員の皆さん、旅行、仕事、休暇、いろいろ計画されているでしょう。よい夏をお過ごしください。また11月には、ニューオーリンズでのACTFL 学会でお会いできるのを楽しみにしています。

Many of you must be busy wrapping up the final phase of the academic year.

*continued on next page*

In February, Shingo Satsutani, Susan Schmidt, and I participated in the 2018 Language Advocacy Day meeting hosted by Joint National Council for Languages in Washington, D.C., and I visited Oregon representatives' offices to advocate for world language education. Visibility, tenacity, and positive attitude are crucial in advocacy. At the beginning of the meeting, I was in disbelief, saying that I am nobody and that my telling the lawmakers' assistants about the importance of language education would not have any impact on policy-making. But I learned that some of the assistants do remember those of us who advocate for language, so advocacy through this kind of office visit needs to happen regularly.

Related to advocacy is the recent student enrollments report by MLA (2018, Looney and Lusin). There was a 9.2% decline between 2013 and 2016 in course enrollments in languages other than English. Among the 15 languages surveyed, only Japanese and Korean showed increases in the course enrollments; however, the MLA report cautions that while the increases in these two languages are good, "other indicators provide little reason for optimism" (p.9). Whereas 9.1% of the total students enrolled in higher education courses were enrolled in language courses in 2006, the ratio decreased to 7.5% in 2016. This decreasing trend indicates an urgent need for more active advocacy among language educators, and Japanese language educators are not an exception. The AATJ executive officers and board of directors are planning ways to promote a sense of urgency among members as well as help our members to advocate for their language program and language education in general. I strongly believe that we need to fight not only for Japanese but also for language education in general.

In March, the AATJ Spring conference was held in Washington DC. While many registrants and presenters could not attend it due to an inclement weather, there were many superb panels, research studies, and presentation of effective teaching. A number of presentations have been posted on the AATJ website, so if you were not able to attend, please look there. High-quality research advances our field, so the conference and our academic journal are critical elements for AATJ. I thank the

spring conference co-chairs, Mariko Moroishi Wei and Nobuko Chikamatsu, for their fantastic job putting on a successful conference in spite of the challenges that nature brought about. I was also impressed by the keynote speaker, Professor Jeffrey Angles, who shared his experience of how he negotiates between English and Japanese; his talk made me reconfirm all sorts of wonder and joy that knowing more than one language and culture can bring.

This summer I will attend the ICJLE (International Conference on Japanese Language Education) held in Venice, Italy. Please enjoy your summer whether you are traveling, working, or resting. And I look forward to seeing you at the ACTFL Annual Convention in New Orleans in November.

### **Suwako Watanabe**

*President (2018-2020)*

MLA Enrollments Survey:

<https://www.mla.org/content/download/83540/2197676/2016-Enrollments-Short-Report.pdf>

Link to AATJ Spring Conference presentations:

<https://www.aatj.org/conferences-spring>

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# 2018 ANNUAL FALL CONFERENCE AT ACTFL

By Masahiro Tanaka & Kiyomi Chinen

The AATJ Fall Conference will be held during the American Council on the Teaching of Foreign Languages (ACTFL) Annual Convention and World Languages Expo, Friday, November 16, through Sunday, November 18, 2017 in New Orleans, Louisiana. The ACTFL Annual Convention and World Languages Expo will feature over 800 educational sessions covering a wide spectrum of the language profession addressing the theme *Where Language Educators Meet*. The ACTFL Convention is an international event bringing together over 7,000 language educators from all languages, levels, and assignments within the profession.

**Online registration and housing are now open.**

**Registration:** Early-Bird Registration by Wednesday, July 11, 2018  
 Advance Registration by Wednesday, October 24, 2018  
 Onsite after Wednesday, October 24, 2018

	Early bird (by 7/11/18)	Advance (by 10/24/18)	Late/Onsite (after 10/24/18)
<b>FULL CONVENTION REGISTRATION</b>			
Member	\$240	\$255	\$350
Non-member	\$350	\$365	\$460
<b>DAILY REGISTRATION</b>			
One day member	\$210	\$225	\$320
One day non-member	\$305	\$320	\$415

**To register for the ACTFL Convention, please go to the website:**

<https://www.xpressreg.net/register/ACTF1118/landing.asp?o=&pb=&sc=&aban=&hkey=&iq=&vip=&tm=>

**BE SURE TO SCROLL DOWN AND SELECT OPTION 2: “CONVENTION PARTNER ORGANIZATION MEMBERS”; THEN SELECT “AATJ” IN ORDER TO REGISTER AT THE LOWER MEMBER RATE.**

**Housing:** For details regarding hotel reservations, please go to <https://www.actfl.org/convention-expo/housing>.

**Official Hotels:**

- Hilton New Orleans Riverside (HQ Hotel) / \$241 single/double regular; \$281 single/double premium
- Doubletree by Hilton New Orleans / \$220 single/double
- Embassy Suites Hotel New Orleans / \$218 single/double
- Hampton Inn & Suites New Orleans Convention Center / \$185 single/\$195 double
- Hyatt Place / \$235 single/double
- Springhill Suites New Orleans / \$225 single/double
- Courtyard New Orleans Downtown/Convention Center / \$215 single/double
- Marriott Convention Center / \$245 single/double
- Residence Inn New Orleans Downtown / \$225 single/double
- Hilton Garden Inn New Orleans Convention Center / \$208 single/double
- Loews New Orleans / \$224 single/double
- Omni Riverfront / \$199 single/double

To take advantage of the special ACTFL rates, you must book your reservation through the ACTFL Housing Bureau and by Monday, October 22, 2018. After that date, ACTFL room blocks will be released and hotels may charge higher rates.

## Scholarship Opportunities:

To apply, please go to <https://www.actfl.org/convention-expo/convention-scholarships>.

### ACTFL First Time Attendee Scholarship Program

ACTFL and EMC School co-sponsor this scholarship program which offers ACTFL members who have *never* attended an ACTFL Annual Convention and World Languages Expo the opportunity to apply for a \$250 scholarship. This scholarship is to provide some assistance with the expenses associated with attending the convention.

### New Teacher Scholarship Program

#### Rolando Hernandez Scholarship Fund

The Rolando Hernandez/ACTFL Scholarship Fund was created in 2013 with support from four major publishing houses (Cengage, Pearson, McGraw Hill, and Wiley) to honor the legacy of Rolando Hernandez who dedicated more than three decades to the service and passion for teaching languages. A \$250 scholarship will be awarded to four (4) world language teachers to provide assistance with the expenses associated with attending the convention. Scholarship applicants must be ACTFL members, be registered as a first-time attendee of the ACTFL Annual Convention, and be within the first three years of their teaching career.

#### Robert J. Ludwig Scholarship Program

Robert Ludwig, former ACTFL President in 1989, left a bequest to ACTFL to create the Robert J. Ludwig Scholarship Program, which annually awards three (3) world language teachers with a \$250 scholarship that is to provide assistance with the expenses associated with attending the convention. Scholarship applicants must be ACTFL members, first-time attendees of the ACTFL Annual Convention, and within the first three years of their teaching career.

#### Stephen L. Levy New Teacher Scholarships

Beginning with the 2017 ACTFL Annual Convention and World Languages Expo, ACTFL will award two scholarships of \$250 each to new teachers to attend the convention. These awards are given in honor of Stephen L. Levy, leader, author, and world language advocate who served the language profession for over 50 years.

## 2018 ACTFL-AATJ Schedule

### AATJ Meetings/Luncheon

#### Friday, 11/16, from 12:00-1:00pm

**AATJ Affiliate Council Meeting:** The AATJ Affiliate Council Meeting will be held from 12:00-1:00PM on Fri, 11/16. Any general members are welcome to attend. Lunch will not be served; please bring your own lunch.

#### Saturday, 11/17, from 12:00-1:15pm

**AATJ Teacher Award Luncheon:** The AATJ Teacher Award Luncheon will be held from 12:00-1:15PM on Sat, 11/17. This is a great opportunity to network with Japanese educators, supporters, and guests from the local community.

The tickets are \$39, and the last day to purchase tickets is November 11. **Please purchase a luncheon ticket when you register for the conference.** *AATJ will not sell tickets at our booth, and ACTFL will not have tickets for sale on-site.* If you have already registered but did not request a luncheon ticket, please go back online to your account on the ACTFL website and add the luncheon to your registration, or contact ACTFL.

#### Saturday, 11/17, from 6:30-7:30PM

**AATJ General Meeting:** The AATJ General Meeting will be held from 6:30-7:30PM on Saturday, 11/17. This meeting is for reporting on AATJ's annual activities, connecting members and sponsors, and networking with old friends and meeting new ones. Door prizes donated by our sponsors will be distributed at the close of the meeting. There will be coffee and tea as well as a cash bar, but no food will be served; please plan to eat beforehand or afterwards. Networking (with beverages) will continue after the end of the formal meeting.



## AATJ Sponsored Sessions

**Presentation Sessions:** This year, AATJ sponsors two concurrent sessions including 15 research-paper presentations and 24 45-minute session presentations (see schedule below). *Please note that although ACTFL has the policy of 15 minutes for research-paper presentation (10 minutes presentation + 5 minutes Q&A), AATJ decided to alter this policy and allot 20 minutes (15 minutes presentation + 5 minutes Q&A) to each research presentation.* Please direct questions regarding the presentation length to the AATJ Annual Fall Conference **Co-Directors:** Masahiro Tanaka ([mtanaka@unis.org](mailto:mtanaka@unis.org)) and Kiyomi Chinen ([k.chinen@csulb.edu](mailto:k.chinen@csulb.edu)) rather than to ACTFL.

### FRIDAY, November 16

	Room 1	Room 2
8:30am-10:00am	<i>Opening General Session</i>	
10:00am-11:00am	<i>Exhibit Hall Opening/Welcome Coffee</i>	
11:00am-11:45am	<p><b>Student Work Sample Analysis: Another Form of Collaboration</b>                      Junko Hosoi                      Aragon High School                      Susan Watson                      Long Beach Polytechnic High School                      Ai Ikuma                      Los Angeles Center for Enriched Studies</p>	<p style="text-align: center;"><b>&lt;AATJ Research Paper Session I&gt;</b></p> <p><b>Virtual Reality and Guided Language Analysis in the Japanese Classroom</b>                      Naoko Ozaki                      Rice University                      Chi Liang Yu                      Rice University</p> <p><b>Creating Online Courses for Free without Programming Knowledge</b>                      Aya Okada                      University of Oklahoma</p>
12:00pm-1:00pm	<b><i>AATJ Affiliate Council Meeting</i></b>	
1:00pm-1:45pm	<p><b>Japan Bowl: Inspiring Students of Japanese Through Academic Competitions</b>                      Nancy Marsden                      Japan-America Society of Washington DC                      Koji Otani                      Thomas Jefferson High School for Science and Technology                      Kyoko Vaughan                      Hayfield Secondary School</p>	<p style="text-align: center;"><b>&lt;AATJ Research Paper Session II&gt;</b></p> <p><b>Effects of Task Repetition: Analysis of Learners' Thought Process</b>                      Takako Nakakubo                      University of Wisconsin Madison</p> <p><b>Instructions, Motivations, Strategies and Student Academic Performance</b>                      Masako Nunn                      California State University San Bernardino</p>

<p>2:00pm- 2:45pm</p>	<p><b>Using Grants to Realize Your Project in Japan: Three Teachers' Experiences</b> Akiko Agishi Japanese Language Scholarship Foundation Hiroko Kataoka California State University Long Beach</p>	<p><b>&lt;AATJ Research Paper Session III&gt;</b></p> <p><b>Language Play and Learning in Japanese Immersion Programs</b> Shinsuke Tsuchiya Brigham Young University Steve Moody Brigham Young University</p> <p><b>Teaching Mimetics in JFL Classroom – An Approach for Early Learning</b> Nozomi Imai Indiana University Bloomington</p>
<p>3:00pm- 3:45pm</p>	<p><b>Collaborative Learning to Foster Inquiry Skills for Future Global Citizens</b> Masahiro Tanaka United Nations International School Tomoko Graham Noble and Greenough School Noriko Okubo Knox English Network</p>	<p><b>&lt;AATJ Research Paper Session IV&gt;</b></p> <p><b>Structural Ambiguity Resolution in L2 Japanese</b> Priya Ananth Middle Tennessee State University</p> <p><b>Wa and Ga in Multiple Clause Sentences in Japanese</b> Shinichi Shoji Mie University</p>
<p>4:00pm- 4:45pm</p>	<p><b>Transforming to a Content-Driven Curriculum to Increase Students' Performance</b> Yoshiko Saito-Abbott California State University Monterey Bay Yo Azama North Salinas High School Mio Nishimura Alisal High School</p>	<p><b>&lt;AATJ Research Paper Session V&gt;</b></p> <p><b>An Analysis of Free Conversation Between Intermediate/Advanced Learners</b> Kiyomi Kawakami University of Iowa</p> <p><b>Oral Fluency for Advanced Level of Proficiency: How Fluent Should One Be?</b> Mamoru Hatakeyama Williams College</p>
<p>5:00pm- 5:45pm</p>	<p><b>Developing a Technology-Enhanced Assessment of Intercultural Competence</b> Aurora Tsai Carnegie Mellon University Keiko Koda Carnegie Mellon University Yoshihiro Yasuhara Carnegie Mellon University Yasufumi Iwasaki Carnegie Mellon University</p>	<p><b>&lt;AATJ Research Paper Session VI&gt;</b></p> <p><b>Japanese Children's E-hon as a Digital Tool for Language Learning</b> Catherine Ryu Michigan State University</p> <p><b>Bringing Out the Best: Learning Japanese from Native &amp; Non-Native Teachers</b> Atsuko Takahashi Smith College Joannah Peterson Smith College</p>



**SATURDAY, November 17**

	Room 1	Room 2
8:00am-8:45am	<p><b>Embed 4Cs in 1st Year Class: Maximize Learning through Inquiry-Driven Work</b>                      Junko Tokuda Simpson                      University of California San Diego</p>	<p><b>&lt;AATJ Research Paper Session VII&gt;</b></p> <p><b>An Attempt to Unpack the Complexity of Language Learning Motivation</b>                      Shinji Shimoura                      University of South Florida</p> <p><b>Motivation of Japanese Learners from the Perspective of Self-determination</b>                      Kiyomi Chinen                      California State University Long Beach                      Shingo Satsutani</p>
9:00am-9:45am	<p><b>Is a Community of Inquiry in Japanese Language Education Effective?</b>                      Kazuo Tsuda                      United Nations International School                      Masayo Ohyama                      Fordham University                      Tatsuki Sakamoto                      Waseda University</p>	<p><b>&lt;AATJ Research Paper Session VIII&gt;</b></p> <p><b>IPA Projects in Japanese and Korean: Cases at Cornell University</b>                      Naomi Larson                      Cornell University                      Meejeong Song                      Cornell University                      Miki Takashi                      Cornell University</p>
10:00am-11:00am	<p><i>Exhibit Hall Visit Free Time</i>  <i>Electronic Poster Session</i></p>	
11:00am-11:45am	<p><b>Motivating Reluctant to High Achievers: Fun Activities &amp; Games for All</b>                      Asako Sakamoto                      Robert Service High School                      Zoe Durner-Feiler                      Robert Service High School</p>	<p><b>Implementing Can-Do Based Instruction with a Grammar-Based Textbook</b>                      Yoko Sakurai                      The Japan Foundation New York                      Yoshimi Hirata                      Fundacion Japon en Mexico                      Shiho Arakawa                      Centre for Language Learning,                      University of the West Indies</p>
12:00pm-1:15pm	<p><b>AATJ Teacher Award Luncheon</b></p>	
1:30pm-2:15pm	<p><b>Transforming into the 90% Target Language Classroom</b>                      Kristin Wingate                      Cranford High School                      Yui Kimura                      Cranford High School</p>	<p><b>Initiating and Maintaining Internship Programs for Learners of Japanese</b>                      Sanae Eda                      Middlebury College                      Misako Chapman                      Cornell University</p>
2:30pm-3:15pm	<p><b>College Students Take on the AP Japanese Exam: Curricular Implications</b>                      Carlos Pimentel                      Western Michigan University</p>	<p><b>Preparing Students to Cope with Japanese Culture: Working with the 3 P's</b>                      Hiroko Kataoka                      California State University Long Beach                      Masako Douglas                      California State University Long Beach</p>

3:30pm-4:30pm	<i>Exhibit Hall Visit Free Time Electronic Poster Session</i>	
4:30pm-5:15pm	<b>Explore, Share, and Navigate Japanese Authentic Sources</b> Iya Nemastil Marysville High School	<b>Energizing Japanese Language Instruction with Design Thinking</b> Izumi Takeda University of California San Diego Yasu-Hiko Tohsaku University of California San Diego Junko Tokuda Simpson University of California San Diego
5:30pm-6:15pm	<b>Utilizing Online Tools and Resources to Maximize Learners' Communication</b> Mako Nozu University of South Florida Shinji Shimoura University of South Florida	<b>Teaching Language as Culture in Novice and Intermediate Japanese Courses</b> Noriko Takeda Emory University Tomoko Takami University of Pennsylvania Yasuko Akiyama Indiana University
6:30pm-7:30pm	<b><i>AATJ General Meeting and Door Prizes</i></b>	

**SUNDAY, November 18**

	Room 1	Room 2
8:30am-8:45am	<b>2020 Tokyo Olympics: Cultivate a Futuristic Mindset Through Gamification</b> Mieko Avello Miami Palmetto Senior High School Kazue Masuyama California State University Sacramento	<b>Using Technology to Achieve Effective Linkage of Three Communication Modes</b> Noriko Fujioka-Ito University of Cincinnati Kasumi Yamazaki University of Toledo
9:00am-10:00am	<i>Exhibit Hall Visit Free Time Electronic Poster Session</i>	
10:00am-10:45am	End Goal in Mind: Designing Thematic Units Kei Tsukamaki Kentlake High School	Intensive Kanji Course – Blood, Sweat, and Tears Etsuko Snyder Boston University
11:00am-11:45am	<b>Comprehensible Input on a Cart, Japanese, Spanish, Chinese, French, German</b> Christine Ladner Plymouth-Canton Community Schools	<b>Boosting Communicative Competence Through Teaching Language Variation</b> Vance Schaefer University of Mississippi

\*Special thanks to Yasuo Uotate-sensei, 2019-2020 Fall Conference Co-director, who has been helping us prepare for the 2018 ACTFL conference, including this article.

## 2018 SPRING CONFERENCE UPDATES

AATJ's 2018 Spring Conference, held in conjunction with the Association for Asian Studies (AAS) Annual Meeting, took place in Washington, DC, on Thursday, March 22.

The full day of concurrent sessions featured paper and panel presentations, ending with a keynote talk by Professor Jeffrey Angles, "Poetics of the In-Between: Learning and Living Between Languages."

A very unfortunate snowstorm in the DC area the previous day made it impossible for many people to present or to attend the conference. As a way of partially compensating for this, we have posted presentations online from those presenters who wished to share them.

To access the presentations, please download a specially annotated program using the link below. The program lists only those sessions with presentations that were shared with us, and contains links to the presentations in either PDF or PowerPoint format.

<https://www.aatj.org/resources/conferences/2018/spring/presentations/AATJ2018SpringConferencePresentations.pdf>

To view the complete program, with or without abstracts, please see the links at <https://www.aatj.org/conferences-spring>.

## AATJ NENGAJO CONTEST

### **Kazumi Yamashita-Iverson**

*Maloney Interdistrict Magnet School  
Waterbury, CT*

As I see the winners of the 2018 Year of Dog NENGAJO Contest results, I am again very impressed by the quality of the NENGAJOs. I praise the effort and talent of students and teachers. I also would like to thank Nishimura-Sensei, the AATJ NENGAJO Contest Director, for coordinating the contest. As a former NENGAJO Contest Director, I truly appreciate her efforts and her colleagues' dedication.

I believe the NENGAJO Contest is a great event that can be used to advocate for a Japanese program. I have used it to advocate for our program with students, families, staff, and administrators. To advocate Japanese to students, we always try to make the lessons fun and motivating ones. Making NENGAJO for the contest is a part of the "Chinese Zodiac" unit plan for second graders at our school. The communicative objectives of this unit are: to identify the 12 animals of Chinese Zodiac; to identify characteristics of animals such as big, small, cute, fast, cool, strong, weak, and so on; to express likes/dislikes of animals; and to tell the reason for their choice of animal. After the students

learn, participate in activities, and are assessed with the unit, they make NENGAJO as a fun cultural activity.

First, we announce the NENGAJO Contest by highlighting last year's results. Then, the students are shown real NENGAJOs and study them. Teachers ask the students to tell us what is in common (we intentionally choose NENGAJOs which have animal zodiac pictures) between them. After they notice that animals are shown on the cards, the teachers show a Chinese Zodiac chart from a Chinese buffet restaurant. Then we ask them to figure out what would be the animal of the year for the upcoming year. After that, a teacher introduces the rules of the contest, and the students start brainstorming the design. The activity is not a part of the communicative objectives of this unit, but rather is used as a cultural objective. Students are exposed to authentic cultural materials and experience an authentic Japanese activity. With the new NCSSFL-ACTFL Can-Do Statements, which include "Intercultural Communication", participating in the NENGAJO Contest is an opportunity to apply intercultural communication activities. After all 88 second graders make one or two NENGAJO(s), the teachers will choose total of 6 cards (two for each category - Artistic, Comical, and Original)

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and submit them to the AATJ NENGAJO Contest. The rest will be mailed to the students' homes at the end of the year like "real" NENGAJO. The families will receive the cards at the beginning of the New Year, and this is a great way to advocate for the program to the families.

Our fifth graders also participate in the contest since one AATJ member teaches the second grade and another teaches fifth grade. Though fifth graders do not have enough time to focus just on NENGAJOs in class due to other requirements, creating a NENGAJO was one of the activities for Centers/Station Activities this year. Other stations are typing up questions for Japanese students, writing activities, small group interview assessments, and creating Tellagami on iPads. If the students couldn't finish their NENGAJO during the class(es), they could take them home and finish them there. Again, the cards that weren't submitted for the contest were sent home like "real" NENGAJOs.

We announce the 6 nominated students' names in our school's newsletter and on our Facebook page, so that school staff and community members know about our activities, in addition to making the nominated students and their families feel proud. The great thing about this contest is that the students who are not always

the best in the class can be the ones to be nominated, which has happened many times for us in the past. This experience makes them love Japanese class more and motivate their learning.

When we receive the results, the students are presented with certificates along with their cards in front of the class. Students also receive a letter to their families from us that explains what the AATJ NENGAJO Contest is, and now they get to see the results of the contest.

All these activities take extra time; however, I have learned from my mentors that advocacy is a big part of our job - to keep our programs going and succeeding. Advocacy is so important, especially when Japanese is a rare language to be taught at elementary and secondary levels. The budget is a big issue at local and state levels, and education funding is being cut; a FLES (Foreign Language for Elementary School) program is always one of the first to be cut. When this is the case, you need to use every opportunity to advocate for a program. The AATJ NENGAJO Contest is one of the best opportunities to advocate for a program, and I really hope that more and more AATJ members will participate in the contest.

## ONE SCHOOL'S NENGAJO CONTEST STORY

### **Kimie Matsumoto**

*Southeast Japanese School  
Norwalk, CA*

For many years, for as long as I could remember, we submitted entries to the annual nengajo contest. Occasionally one would get awarded either first, second or third. For the past few of years, our students have received at least one award each year. To my surprise, this year three of our students received an award. It is not that we did anything different from previous years.

Our school is a weekly, half day Saturday school that has been in existence since 1925. When the school began in 1925, the school taught Japanese to Nisei students whose parents were mostly farmers in the area. Currently, our students are from different backgrounds and are learning Japanese as a foreign language. Many of our parents do not speak the language themselves.

Each month we present an annual cultural event to the students, many times incorporating hands-on projects

and food tasting. December is our year end cultural event that incorporates making mochi, eating toshikoshi soda, and making nengajo. The students learn about the eto, how it came to be, and the tradition of sending nengajo. Students learn about the Japanese New Year celebration, including the decorations for the home, the food, cleaning the home, and welcoming the New Year with the ringing of the bell. Students learn the greetings for the New Year as well.

When they are ready for the nengajo project, students are shown some examples of nengajo. All students are assigned the project and we hold a school-wide contest for the students to vote on the best in each grade level. The students work on the project in class. The students are awarded based on the most votes received and are not in any special category. The students get very excited and do their best. Their work is displayed in the hallway for all visitors to see. The students learn that the Japanese celebrate the holidays differently than Americans but understand that all cultures celebrate with special food, decorations and traditions.

# ALOHA FROM MILILANI 'IKE ELEMENTARY

## Fumiko Yamada

World Language Program teacher  
Mililani 'Ike Elementary School

Aloha from Mililani 'Ike Elementary School!

Our school is located near the center of the island of Oahu, serving 687 students from K to 5. All the area elementary schools previously offered Japanese, but due to budget cuts, most of the other schools eliminated their programs. Our program has had the unwavering support from the school administrators and the community. Currently we are one of the few elementary schools that has offered Japanese (World Language Program) from K to 5 ever since the school opened in 2004. It is a weekly enrichment program that focuses on the importance of learning about other cultures and languages.

Every year, all the 4th graders (120 this year) participate in making Nengajoo, following the criteria provided by American Association of Teachers of Japanese (AATJ) and the Hawaii Association of Teachers of Japanese (HATJ). Students make the Nengajoo in order to convey special New Year greetings to their favorite person on campus. Our students are very thoughtful, choosing former teachers, resource teachers, counselors, cafeteria staff, and custodial staff. Their handmade Nengajoo help to reconnect former students and teachers, and make support staff feel appreciated. Thus, although this is a graded project, they are instructed to approach it as gift making rather than as a school project for a grade.

This project teaches a number of varied lessons. Firstly, it teaches the students the Japanese custom of sending New Year cards instead of Christmas cards. They come to understand that thinking about

others on special seasonal occasions takes different forms and expressions depending on culture. Students also learn about the Chinese zodiac and how Japanese mark this Chinese tradition while celebrating the New Year according to the Western calendar, while Chinese follow the traditional lunar calendar. They learn how customs can be borrowed between cultures and how they can be thereby modified. Drawing the animal of the year is actually challenging!



Dear AATJ,

Thank you for making the Nengajo  
Contest for students like me.

Doing this contest taught me to always  
persevere and never give up. I

drew so many drafts to draw the perfect dog.

Sincerely,

Karsyn - 1st place Comical (second from the right)  
Ethan - 3rd place Comical (farthest right)

From the left: F. Yamada, Mrs. Ajifu (Principal), Mr. Wong (Vice Principal)

イーサンチャン  
カーシン

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Nonetheless, the students always discover that by researching, practicing, and revising, they are able to make tremendous improvements. Writing their names in Katakana is the most difficult task for our students. Prior to the Nengajoo project, they learn how to input their names in Katakana using a Japanese keyboard, but they are not required to actually hand write them. It can be frustrating at times, but they are reminded that it is not perfection but the effort that counts. The hardest job for the teacher is to choose only a few to enter the contests. For those students whose work is selected, they need to decide if they are willing to make even further revisions! The opportunity is offered to those who are willing to take up the challenge, and they never disappoint us.

This year, Mililani 'Ike was very happy to see many successful students in both AATJ and HATJ contests. While they are being honored, we nonetheless desire that our students be thankful and humble. They express

their appreciation for this great learning opportunity in their short thank-you letters to the contest organizers. As you can see, for the Mililani 'Ike World Language Program, Nengajoo making is much more than simply learning a Japanese custom. It relates to the character education embraced by our school. It teaches our students to produce quality work by making their best efforts; to be responsible by following the set of criteria and observing due dates; to be effective communicators by asking the teacher for advice and feedback; and to be respectful, caring and appreciative by sending special wishes to others. Participating and winning in the contests is not for everyone, but the accomplishment and joy are shared and celebrated by everyone at the school, as is evident from our photo taken at the school assembly.

We thank AATJ (and HATJ) very much for recognizing our students' hard work and for providing this wonderful opportunity.

## J-LEAP: THE BEST ADVOCACY FOR YOUR JAPANESE PROGRAM

### Kristin Wingate

*Cranford Public Schools, NJ*

This is technically the half-second/first official time I've participated in the J-LEAP Program, and both times have been extremely life-changing for me.



I began teaching Japanese in 2012 at Ridge High School. It was a part-time position leading a Japanese Program that was decided by the Bernards Township BOE to be phased out. Despite this, I was determined to teach the children at Ridge High to the best of my ability. Luckily at that time, I was met by my former J-LEAP teaching assistant, who taught me so many valuable lessons about teaching methods, Japanese language, culture, and even the new school environment I was thrown into. Even though I only spent one teaching year with her (it was her second year in J-LEAP), I swore up and down that J-LEAP was the best thing that a Japanese teacher could participate in. The

teacher prior to me applied to J-LEAP with the intent of having the Ridge High Japanese Program be revived and reinstated. Unfortunately, the BOE's decision couldn't be reversed. Even though I was still teaching in a sunset program, I promised myself that I would find a thriving Japanese Program one day and apply for J-LEAP again to enrich and strengthen it.

Fast forward five years, and I am happily employed at Cranford Public Schools. Right as I secured full-time here, I applied for J-LEAP as quickly as I could. My hope was that having a native assistant teacher in my classrooms would increase my enrollment numbers at Hillside Avenue School, which is home to my middle-school Japanese feeder program that leads up to Cranford High School. Each year, we have more students sign up for Japanese at the 6th grade Japanese 1 level. And thanks to J-LEAP, my students have two teachers to help them practice, understand, and use as much Japanese as they can everyday.

J-LEAP has helped my program in so many ways, but I will detail the most major ones here. The first one is the importance of showing to our administrators that this is a highly competitive fellowship/program that not all teachers who apply get into. Having Leslie

*continued on next page*



Roberts-sensei come and present certificates to both my principals at Cranford High School and Hillside Avenue School, as well as my immediate supervisor, illustrated the significance of being accepted into J-LEAP. Our administrators do not see what goes on in our classrooms on a day-to-day basis, but having this certificate proudly displayed in a prominent area from now on reminds them that we Japanese teachers are going above and beyond to do whatever we can for our Japanese Program and our students. I think that ever since it was stated that Cranford Public Schools was *chosen* as a host school/district, others have looked at our Japanese Program differently - in a very positive, outreaching way.

Secondly, J-LEAP has helped me stick to the 90% Japanese/target language mark. It is amazing to have someone work with you every day to make sure you are both accountable for using as much Japanese as you can with your students, and also to encourage and reinforce them to do the same.

In just a year, I have seen such a difference in them. Even though my students in all levels could use more Japanese, they are using more than they did last year when I was teaching by myself. To see this progress is so incredible and I can only imagine what my students will be able to achieve next year in the second year of our J-LEAP program.

Third, the amount of cultural infusion that has been instilled into my program is limitless. Thanks to my former assistant teacher's cultural presentations, I had been leading Japanese programs where culture days were the norm - students didn't have to separate language and culture when they learned with me. Now, I feel so elated to say that my current teaching assistant has gone even beyond the most common or prominent Japanese cultural days to even the ones that students ought to know to become culturally proficient in their knowledge and study.

Ultimately, J-LEAP has been helping me to prepare and lay the groundwork for when I finally welcome my first class of 6th graders into their senior year of AP Japanese Language and Culture at Cranford High School (2021-2022). From then on, I hope that I will teach many students who have enjoyed seven years of Japanese for years to come.

For more information on J-LEAP see: <https://www.laurasian.org/jleap/>



## NOMINATIONS FOR 2018 TEACHER AWARDS

Nominations are open for 2018 Teacher Awards.

Each year AATJ recognizes two outstanding teachers of Japanese, at the K-12 and college levels, by presenting them with the AATJ Teacher Awards. Nominations are now open for the 2018 awards.

The nomination process has been streamlined this year, and the deadline has been extended to June 30.

We are all privileged to work with and know many outstanding Japanese teachers who inspire and motivate students, regularly engage in professional

development, and contribute their leadership efforts to our field. Please consider nominating one of the many deserving Japanese teachers out there across the US.

**For complete details, and to download a nomination form, go to:**

<https://www.aatj.org/prodev-awards-recipient>

# CALL FOR PAPERS

**Collected Volume:** *Tests that Second Language Teachers Make and Use*

**Editor:** Greta Gorsuch, Ed.D., Professor of Applied Linguistics and ESL  
Texas Tech University ([greta.gorsuch@ttu.edu](mailto:greta.gorsuch@ttu.edu))

This new collected volume highlights classroom tests that high school and college-level working second and foreign language teachers have written and used to assess student learning, to provide feedback, and to award grades. Working teachers and administrators are invited to submit their original, previously unpublished tests, used to estimate students' learning achievement in classrooms. These can include traditional paper-and-ink tests, criterion-referenced tests, mid-term or final exams, performance tests, and long quizzes or a connected series of quizzes. Computer-administered tests are welcome, if all test items are provided for publication in the volume. Most language skills, and content areas used to teach language, are welcome including listening, reading, speaking, writing, vocabulary, literature, global studies, culture studies, science, etc. As many classroom tests test multiple skill and content areas in accordance with course objectives, mixed skill and content tests are welcome. And, although multiple choice is a common test item format, tests that are wholly comprised of multiple-choice items will not be accepted. Thus, admission tests or placement tests (norm-referenced tests) are not suitable for this volume. Tests with alternate test item formats (matching, short answer, task, etc.) according to what learner knowledge and skills the teacher/author wishes to capture are strongly encouraged.

Contributors will also be asked to provide answers to questions on a moderate-length questionnaire, that probe their thought processes as they designed the test, and how they use the tests and test scores in their day-to-day teaching and decision making. Tests of any second or foreign language are invited, including Chinese, English, French, German, Italian, Japanese, Russian, or Spanish tests, and also less commonly taught languages such as Arabic, Cantonese, Hindi, Korean, Portuguese, Swahili, Tamil, Telugu, or Thai. Tests not in English will need to be offered with a basic English translation. Answers to the survey questions need to be answered in English. Responses may be edited for continuity. The finished test and commentary will comprise a short chapter of approximately 7500 words. If accepted, the test author will be listed as a contributor, along with their affiliation. Contributions are welcome from working language teachers at every level of professional development, including teachers-in-training currently enrolled in graduate programs (and who are being supported as teaching assistants), mid-career teachers, and late-career teachers.

The editor takes the position that rather than viewing teachers' tests as idiosyncratic and poor shadows of what professional test writers can accomplish, it is more constructive to identify the deeper patterns and order of tradition, innovation, and reasoning behind teachers' tests and testing practices. This book will be a resource for readers as actual classroom tests in multiple languages will be presented, along with author- and individual teachers'/test-writers' commentary. The commentary will deeply and transparently probe the processes of the test construction, use, and validation.

## Timeline:

- September 1, 2018: 500-word self-introduction (in English) and test + basic English translation
- November 1, 2018: Notification of acceptance and request for written responses to questionnaire; Full proposal made to reputable, international-level publisher
- January 30, 2019: Final version of test and written responses to questionnaire due
- February 25 - June 25, 2019: Editing of chapters, negotiation of final chapter prose
- June 30, 2019: Notification of final acceptance
- June 30 - August 30, 2019: Final preparation of manuscript
- September 15, 2019: Manuscript to publisher

**Contact:** [greta.gorsuch@ttu.edu](mailto:greta.gorsuch@ttu.edu) with questions.

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School visits

## 3 Follow-on Activities

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Group exercises

**Deadline:** Dec. 1, 2018 **Travel:** Summer 2019



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–Adrienne Sheybani  
Pleasant Valley H.S. (Bettendorf, IA)

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# J.LIVE TALK 2018

The Japanese Program at the George Washington University will seek applications for **J.LIVE Talk 2018** starting September 1<sup>st</sup>. The top awards include a chance to study abroad in Japan (a package of an airfare, five to eight-week intensive summer course tuition and a stipend), as well as cash prizes. Please encourage your students to participate now so that they can get ready this summer!

The contest consists of two rounds. In the preliminary round (**September 1<sup>st</sup> - September 24<sup>th</sup>**), entrants send in a two to three-minute video describing an event of personal impact. This is followed by the final round, held at the George Washington University on **November 11, 2018**, in which each finalist gives a longer live presentation on a topic of his or her choice. We will provide a travel subsidy up to \$500 for a selected contestant to participate in the final round in Washington, DC depending on the location of his/her home institution.

J.LIVE Talk (short for **J**apanese **L**earning **I**nspired **V**ision and **E**ngagement Talk) is a new brand of Japanese language competition for the 21<sup>st</sup> century, which emphasizes the comprehensive range of presentation skills necessary for achieving communication in today's increasingly interactive and multimedia world. Unlike a traditional speech contest, J.LIVE Talk evaluates not only oratory competence, but also the dynamism, vision and level of engagement of each participant's presentation, which can include audio-visual materials, audience interaction, and other enhancement. Please see the website ([JLIVETalk.com](http://JLIVETalk.com)) for more details, including the video from the last year.

## Applicants must satisfy all of the following basic qualifications:

- Studying Japanese as a foreign language, as of November 11, 2018 (J.LIVE Talk 2018 final round date), at the undergraduate or graduate level in a 2-year college or 4-year university.
- Has earned a minimum of six credits of college level Japanese as a foreign language or the equivalent (as determined by the student's university and subject to review by the selection committee) by the time of application.
- Has not attended a full-time, secondary-level (grades 7-12) Japanese educational institution accredited by the Ministry of Education, Culture, Sports, Science and Technology of Japan, for 4 or more years.

Heritage speakers who satisfy the basic qualifications are encouraged to apply. Eligible applicants enter one of the three competition categories as determined by teacher recommendation (and subject to review by the selection committee), based on [ACTFL oral proficiency guidelines 2012](#).

## Competition Categories:

**Category I:** Intermediate Low - Intermediate Mid

**Category II:** Intermediate High - Advanced Low

**Category III:** Advanced Mid - Advanced High

## Please direct any inquiry to:

Takae Tsujioka - [tsujioka@gwu.edu](mailto:tsujioka@gwu.edu)

THE GEORGE WASHINGTON UNIVERSITY

WASHINGTON, DC



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Gus Holdrich, Baylor University

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Japanese at a native level. The position is a full time classroom teacher position beginning August 2018. The Immersion teacher is responsible for teaching Math, Science, and Health in Japanese. Japanese language and culture objectives are integrated into the content areas.

**Requirements:**

- K-6 Elementary Education license
- Good communication skills in Japanese and English

## Harper College

The World Languages Department at Harper College is seeking applications for the **Adjunct Faculty Credit - Japanese position**. The instructor will design and teach a dual-credit, college-level, intermediate Japanese course beginning in fall 2018. This position requires experience in curriculum development, as well as high school or college-level teaching experience using multiple formats (online, blended, distance, and/or face-to-face courses). The successful candidate will teach the course on the college campus while students from multiple high school classrooms participate remotely.

## Knox College

The Asian Studies Program at Knox College invites applications for a **full-time, non-tenure track visiting position in Japanese language and area studies** beginning September 2018. The position would have an initial 2-year contract with a possibility of renewal. Knox is an independent, highly selective liberal arts institution with a diverse student body and a strong commitment to undergraduate teaching. The successful candidate will join a thriving Japanese language program and be expected to teach Japanese language courses as well as non-language content courses in the candidate's area of specialization. The successful candidate also may contribute to the College's periodic off-campus study/travel Japan Term program. Preference will be given to candidates with expertise in classical, pre-modern and modern Japanese literature or film

## Murray State University

Murray State University's Department of Global Languages and Theatre Arts seeks applications for the position of **Assistant Professor of Japanese**. Teach 12 hours per semester, active research agenda, and service responsibilities.

**Application Deadline:** Immediate

**Instructions to Applicant:** Please apply via the FCPS website - <https://careers.fcps.edu/vl/vacancy.htm>

**Requirements:**

- Master's Degree in Japanese (or a Master's in a related field with a minimum of 18 graduate credit hours in Japanese)
- Experience in curriculum development and teaching in multiple formats is required.
- College teaching experience and travel / study in areas where Japanese is spoken is preferred...

To learn more about this opportunity and apply, visit us at <http://jobs.harpercollege.edu/cw/en-us/job/493196?lApplicationSubSourceID=>.

studies, but specialists in all Japan-related disciplines are eligible and encouraged to apply.

Ph.D. preferred; ABD considered, native or near native fluency in Japanese and English, and demonstrated excellence in teaching are required.

Application materials should include a letter of application including description of teaching interests, a curriculum vitae, three letters of reference, and evidence of teaching ability (sample syllabi, teaching demonstration video, teaching evaluations, etc.). All applications and inquiries should be sent to [japansearch@knox.edu](mailto:japansearch@knox.edu). Digital format for teaching demos is preferred. Review of applications begins immediately and will continue until the position is filled.

**Qualifications:** Ph.D. in Japanese, Japanese Literature or Japanese studies by June 1st. The Department will consider ABDs with a documented plan of completion by June 1st. Native or near-native fluency in Japanese and English with demonstrated interest in literary analysis.

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**American Association of Teachers of Japanese, Inc.**  
1424 Broadway, Campus Box 366  
University of Colorado  
Boulder, CO 80309-0366

