AATJ/JFLA Webinar

Promoting Social Justice and Antiracism in Japanese Language Teaching

August 8, 2020

Presenters: Ryuko Kubota, Ph.D. University of British Columbia
with
Michelle Lupisan, Salinas High School (Salinas CA)
Clayton Frederick, Everett Alvarez High School (Salinas CA)

Facilitator: Yoshiko Saito-Abbott, California State University, Monterey Bay
Dr. Ryuko Kubota
University of British Columbia
Cheng & Tsui Professional Development Grants

Cheng & Tsui Publishers will award small Grants to 2 or more Japanese language teachers in 2020.

Details on applying for the Grants are at

https://www.aatj.org/prodev-cheng-and-tsui

The deadline to apply is September 1.
AATJ Membership

Membership registration: [https://www.aatj.org/membership](https://www.aatj.org/membership) (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
Exploring Who We Are and Who We Aspire to Be:
Diversity, Inclusion, and Professionalism in Japanese Language Education

- Introduction
- Summary of the results of an online survey conducted in Fall 2018
- Commentaries by 12 educators
Jotaro Arimori  
University of Toronto

Yo Azama  
North Salinas High School

Mahua Bhattacharya  
Elizabethtown College

Brian C. Dowdle  
University of Montana

Jessica Haxhi  
New Haven Public Schools

Ryuko Kubota  
University of British Columbia

Arthur Mitchell  
Macalester College

Amy Snyder Ohta  
University of Washington

Jae Takeuchi  
Clemson University

Shinsuke Tsuchiya  
Brigham Young University

Etsuyo Yuasa  
Ohio State University

Suwako Watanabe  
Portland State University
AATJ Diversity & Inclusion Taskforce

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

Charge
The taskforce will review AATJ's mission, bylaws, activities, methods of communication, and other related matters to identify areas that should be improved and develop recommendations.
AATJ Diversity & Inclusion Taskforce

Aug-Sept 2020
AATJ solicits self- and other- nominations of potential taskforce members.
https://docs.google.com/forms/d/e/1FAIpQLScvnXM8u_s_ep5M38c0Dvjw0iwHEM6Wpwlqz5lbKaFz9Mm_Vg/viewform?usp=sf_link

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

Dec 2020-Aug 2021
The taskforce develop recommendations and present them to the AATJ Executive Officers by August 2021.
Protocols

- Please mute your mic.
- Please turn off your camera.
- Please use the Chat Room for questions only.
- Feel free to respond to the question in Chat.
- There will be time for Q&A at the end.
- Please complete the evaluation and the PD survey.
  https://forms.gle/ZDVyMhMGcjuGeUN3A
Promoting Social Justice and Antiracism in Japanese Language Teaching: Theoretical Perspectives

Ryuko Kubota
Outline

1. Social justice
2. Antiracism
What is social justice?

The Department of Language and Literacy Education is a community of educators committed to social justice in scholarship, teaching, and service. We are interested in the many ways that humans make meaning through language and other symbolic resources. In our courses and our research, we see language and literacy as activities that make
Social Justice: A definition

The principle of “an egalitarian society that is based on the principles of equality and solidarity, that understands and values human rights, and that recognises the dignity of every human being” (Zajda et al, 2007, p. 10).


Race | Ethnicity | Gender | Class | Sexuality | language | Religion | (Dis)ability | Age, etc.
Questions

- How do we come to terms with the difference between equal treatment of people and equity?
- Whose dignity and rights need greater protection under limited resources?
- How can we forge solidarity among people who are positioned differently in hierarchies of power?
Justice

Universal fairness and value, free of bias, prejudice, and partiality -- John Rawls

Multiple reasoning and judgements, based on critical and contextual comparisons -- Amartya Sen
Antiracism

1. Race
2. Racism
3. Antiracism
Race

1. Race is a social construct; biologically, human genes are almost all identical
2. However, racial difference is real, and it becomes a source of distinction and discrimination
3. Race and ethnicity are different but often used interchangeably
4. Human experiences are produced by not only race but also the intersectionality of other social identities (e.g., gender, class, language, sexuality)
Racism

Individual racism

Epidemological racism

Racial micro-aggressions:
everyday intentional or unintentional racial insult
(Sue et al., 2007)

Systemic

Institutional racism

#BlackLivesMatter


**Pedagogical Principles**

1. Notice racial, gender, class, etc. (non/mis)representations in teaching materials
2. Critically reflect on own biases
3. Integrate various types of diversity in instruction
4. Know that there is no single right answer; critical reflection is always needed.
Antiracism

1. Recognize that racism exists
2. Recognize intersectionality
3. Recognize different forms of racism
4. Recognize that we are privileged settlers of color or White settlers
5. Recognize that adding more colors does not necessarily lead to antiracism.
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“本当の私 This is Me!”
Beginning Level (Japanese 1)

Michelle Lupisan, Salinas High School (Salinas CA)
Salinas Union High School District

- 5 High Schools
- Majority Hispanic students
- Low-income families
- Agricultural workers (parents and students)

This Is Me!

- 1st unit of Japanese Level 1
- Content-Driven
- Memorable Introduction (Variety)
- Self-Awareness & Identity
- Addressing stereotypes surrounding race and gender
This Is Me!

Essential Questions:

- What defines our identity?
- What do we aspire to be in the future?
- What are the possible dangers of treating assumptions about others as truths/reality?
Content Goal

Students will be able to break stereotypes and assumptions others may have about themselves.

Language Goal

Students will be able to introduce themselves regarding their nationalities, languages, and future aspirations.
# Summative IPA

<table>
<thead>
<tr>
<th>Interpretive</th>
<th>Interpersonal</th>
<th>Presentational</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will view infographics to investigate Japanese and American people’s popular sports, food etc.</td>
<td>In small groups, students will get to know each other on a deeper level and find common ground by sharing key information that accurately portrays them.</td>
<td>Students will create a self introduction video to express their true identity, along with a “mind map” visual to be viewed by Japanese guests, classmates, and teachers.</td>
</tr>
</tbody>
</table>
Presentational Mind Map
# Summative Task Sheet

<table>
<thead>
<tr>
<th>Your Role &amp; Purpose</th>
<th>Yourself. To introduce yourself.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your Audience</td>
<td>Your classmates, teacher, Japanese people such as sister school students</td>
</tr>
<tr>
<td><strong>Language</strong></td>
<td><img src="#" alt="List of points" /></td>
</tr>
<tr>
<td>Name</td>
<td></td>
</tr>
<tr>
<td>Age</td>
<td></td>
</tr>
<tr>
<td>Home location</td>
<td></td>
</tr>
<tr>
<td>Nationality</td>
<td></td>
</tr>
<tr>
<td>Likes and Dislikes</td>
<td></td>
</tr>
<tr>
<td>Languages spoken</td>
<td></td>
</tr>
<tr>
<td>Things others may find surprising about you/breaking stereotypes</td>
<td></td>
</tr>
<tr>
<td>My future interests/aspirations</td>
<td></td>
</tr>
<tr>
<td><strong>Product</strong></td>
<td>Product Type</td>
</tr>
<tr>
<td>Video message</td>
<td></td>
</tr>
<tr>
<td>Mind-map (visual)</td>
<td></td>
</tr>
<tr>
<td>Day #</td>
<td>Objective</td>
</tr>
<tr>
<td>-------</td>
<td>---------------------------------------------------------------------------</td>
</tr>
<tr>
<td>11</td>
<td>Identify country names</td>
</tr>
<tr>
<td>12</td>
<td>Describe famous people in terms of their nationality and language they speak</td>
</tr>
<tr>
<td>13</td>
<td>Listen to some stereotypical statements and determine how they apply to generalization</td>
</tr>
<tr>
<td>14</td>
<td>Describe yourself with affirming and/or breaking stereotypical assumptions about themselves</td>
</tr>
<tr>
<td>15</td>
<td>Interview classmates what they like/dislike</td>
</tr>
<tr>
<td>Day #</td>
<td>Objective</td>
</tr>
<tr>
<td>-------</td>
<td>-----------</td>
</tr>
</tbody>
</table>
| Day 16 | Express their future aspiration | Oral report  
Student share their future aspiration orally. (presentational) |
| Day 17 | Interview classmates in order to get to know them on a deeper level and take notes | Interview  
Ss share about their nationality, likes/dislikes, and aspirations in small groups, and find what they share in common. (interpersonal) |
| Day 18 | Create a mind-map for self-introduction and share in group | Group Share  
Students share their self-introduction in group, take notes with a checklist. (interpretive, interpersonal, presentational) |
| Day 19 | Create a self-introduction video | Video  
Students create a self introductory video with mind map to express their true selves/identity. (presentational) |
| Day 20 | Share mind map in class | Gallery Walk  
Place “mind map” on the wall in class and have daily conversation with classmates. (interpretive, interpersonal, presentational) |
Setting the Stage
What is a stereotype?
アメリカ人はハンバーガーが一番好きです。
Amerikajin wa hanbaagaa Ga ichiban suki desu.
American favorite food ranking
Japanese favorite food ranking

1st:カレーライス (Curry Rice)

2nd: 寿司 (Sushi)

3rd: 鶏のから揚げ (Chicken Karaage)

34.0%
たとえば。。。 For example...

Listen to some common examples of stereotypes about certain people. Do you think it applies to everyone? State whether or not you agree or disagree.

Agree = はい
Disagree = いいえ
アメリカ人は、アメフトがいちばんすきです。

Amerika jin wa, amefuto ga ichiban suki desu.

“Americans love football”
日本人は、すしがいちばんすきです。

Nihon jin wa, **sushi** ga ichiban suki desu.

“Japanese people love sushi”
メキシコ人は、サッカーがいちばん好きです。
Mekishiko jin wa, sakka ga ichiban suki desu.

“Mexican people love soccer”
フィリピン人は、ルンピアがいちばんすきです。

“Filipino people love lumpia.”
Gender Stereotypes

danshi

joshi
Boys like motorcycles.

Do you agree? はい or いいえ？
じょしは、りょうりがすきです。
Jyoshi wa ryouri ga suki desu.
Girls like cooking.

Do you agree? はい or いいえ？
アメリカ人です。でもハンバーガーがすきじゃないです。

Amerika-jin desu. Demo hanba-ga- ga suki jyanai desu.

I’m American. But I don’t like hamburgers.
だんしです。でもバイクが好きじゃないです。

Danshi desu. Demo baiku ga suki jyanai desu.

I’m a boy. But I don’t like motorcycles.
Formative Assessment

What are some stereotypes that people have about you? Share two or more statements that break the stereotypes. Record your statement using Seesaw.
Summative Task Student Work Sample
Reflection

- Faced challenges doing this unit for the first time
  - Teaching the concept of a stereotype
- Importance of students becoming aware of these ideas
- Students are able to reflect on their own identity
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“アメリカン・ドリーム
Our Immigration Stories”
Level 4 (AP Japanese)

Clayton Frederick, Everett Alvarez High School (Salinas, CA)
Our Immigration Stories
Project Overview

● Unit Design & Pedagogical Basis

● Unit Specifics
  ○ Essential Questions & Objectives
  ○ Student Work Samples
  ○ Integrated Performance Assessments (IPA)
  ○ Learning Beyond the Classroom
  ○ Summative Task
  ○ Reflection
The "Why"

U.S. Supreme Court Allows 'Remain In Mexico' Program To Continue

March 11, 2020 · 3:38 PM ET

This American Life
"The Out Crowd"
The "How"

CA H/SS Framework

"[Students may] conduct oral histories with their family or community members in order to deepen their understanding of national historical trends through the lens of local population."

- CA H/SS Framework, 11th Grade US History
"California's students bring a rich variety of linguistic and cultural assets to the classroom. Students may have learned a heritage language at home, arrived recently as immigrants, or acquired the ability to understand or produce one or more languages through contact in their communities or abroad."
- 2019 CA World Languages Standards
UNDP Sustainable Development Goals (SDGs)
## Level 1
**New Identity**  
-Japan and Me-

| Unit 1: True Me  
(Breaking Stereotypes)  
本当の私 |
| --- |
| Unit 2: Classroom  
(Compare Japanese Classroom and Your Classroom)  
クラスルーム |
| Unit 3: School  
(Academic Expectations)  
学校 |
| Unit 4: Daily Routine  
(Quantity of Life)  
日常生活 |
| Unit 5: Family  
(Family Expectation しつけ)  
家族 |
| Unit 6: Home  
(Living Conditions)  
家 |

## Level 2
**Community**  
-Let’s explore together!-

| Unit 7: Friendship  
(Bullying)  
友情 |
| --- |
| Unit 8: Let’s Eat  
(Food Consumption)  
いただきます |
| Unit 9: Celebrations  
(Cultural & societal values)  
お祝い |
| Unit 10: Fashion  
(Consumerism)  
ファッション |
| Unit 11: Seasons  
(Relationships to seasons)  
季節感 |
| Unit 12: The Heart of Japanese People  
(Ethics and Values)  
日本人の心-思いやり |

## Level 3
**Balanced Lifestyle**  
-Healthy Mind and Body-

| Unit 13: Family Bonding  
(Comfort food/closeness to family)  
家族団らん |
| --- |
| Unit 14: How Are You?  
(Healthy Lifestyle Balance)  
お元気ですか？ |
| Unit 15: Environmental Issues  
(Environmental Issues-garbage issue)  
環境問題 |
| Unit 16: Travel  
(Depopulation)  
田舎旅行 |
| Unit 17: My Town & Home  
(Child Poverty Homelessness)  
コミュニティーづくり |
| Unit 18: Job Hunting  
(Ikigai and Job)  
就職 |

## Level 4
**Agent of Change**  
-Finding a place in the world-

| Unit 19: Smartphone Addiction  
(Modern Addiction)  
スマホ中毒 |
| --- |
| Unit 20: Design & Technology  
(Human Behavior)  
毎日の生活のデザイン |
| Unit 21: Art  
(Expression through Art)  
美術 |
| Unit 22: Journey to America  
(Immigration Issues-Prejudice)  
アメリカンドリーム |
| Unit 23: Inspirational Figures (Leadership)  
私のヒーロー |
| Unit 24: My Future Plan  
(Optimism - Rite of Passage)  
将来の計画 |

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**Semester 1 Assessment**  
Unit 4: Daily Routine  
(Quantity of Life)  
日常生活  
**Semester 1 Assessment**  
Unit 22: Journey to America  
(Immigration Issues-Prejudice)  
アメリカンドリーム  
**Semester 2 Assessment**  
Unit 24: My Future Plan  
(Optimism - Rite of Passage)  
将来の計画
| Lesson 1: Life of Immigrants Past and Present  
サリナスの日本移民の生活 -今と昔 - | Lesson 2: Our Journey: The Road to Salinas  
-サリナスへの道 - |
|---------------------------------------------|---------------------------------------------|
| ● Describe the common lifestyle of Japanese immigrants in Salinas from the past  
● Identify the struggles the early Japanese Americans faced in Salinas  
● Compare and contrast the lives of Japanese Immigrants in Salinas now and then | ● Narrate their family history and how they settled in Salinas or the U.S.  
● Find commonalities among various immigrant groups’ experiences  
● Compare and contrast the lives of Japanese Immigrants or Americans to their own family’s experiences |
### Integrated Performance Assessments

<table>
<thead>
<tr>
<th>Domain</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Investigate the World</td>
<td>Students identify Japanese immigrant experiences in Salinas for the past 100 years through reading and viewing various articles, infographics and videos.</td>
</tr>
<tr>
<td>Recognize Perspectives</td>
<td>Students present original poetry (haiku/cinquain) that shows their understanding of the historical events that affected Japanese-Americans</td>
</tr>
<tr>
<td>Communicate Ideas</td>
<td>Students share their family stories in small groups.</td>
</tr>
<tr>
<td>Take Action</td>
<td>Students publish “Our Family Stories”-a collection of family stories in Japanese to share their family’s immigration stories.</td>
</tr>
</tbody>
</table>
Summative Assessment

Speech, "母の代わりに" 3:33

Storyjumper storybook "サリナスへの道"
Formative Assessment: 詩集

Student work sample

Immigration Poems for the 2020 Day of Remembrance

by the students of the Salinas Union High School District
Lesson 1: Learning H/SS Content in L2
JANM Field Trip

JANM Day of Remembrance Event
February 15, 2020
JANM Field Trip
Student Reflection

"I would like to dig deeper into my parents' story."

"I would like to know more about my parents' immigration story. I would like to know how they handled the language barrier and how they obtained the resources to come to America."

"An exhibit that talked about education among Nisei Japanese Americans said that their parent highly encouraged them to go to college because they wanted for them to get better jobs and live a better life. I connect to that personally because my parents constantly stress the importance of getting a college education to me. They don't want me to face the same struggles they do so they push me to earn a diploma."

"I learned about the Munson Report, which was a report that concluded that Japanese Americans were loyal to the American government and would not pose a threat to it."

"You literally applied for a grant so that we can go down south to Little Tokyo... who does that?"
Lesson 2: Leveraging Student Experience and Community Knowledge
Prep for Summative Task

- Brainstorm interview questions
- Engage in academic conversation
- Connect school and family
- Find and curate family artifacts (visual aid)

Brainstorm Interview Questions

1. What reasons did you have for immigrating? (Dire circumstances? Hopes/dreams?)
2. Tell me about what the experience was like. Is there a particular episode that stands out vividly in your memory?
3. What challenges did you face? How did you overcome them? What do you consider your biggest success?
4. Explain briefly to your family member what you’ve learned about the history of Japanese immigrants and Japanese Americans: the Asiatic Exclusion movement, discriminatory immigration laws, incarceration during WWII under Executive Order 9066 and its validation by the Supreme Court in the Korematsu v. US ruling, and the struggles and time it took afterwards to eventually win redress. Did you know about this history? Based on this and your own experience, what does this make you feel about what it means to immigrate to America?
Summative Task

Key Elements

- Purposeful
- Authentic audience
- Timely
- Personal
- Connections
- Community-building

In this unit, you have learned about the lives and hardships of Japanese immigrants and Japanese Americans in the U.S. Now, it’s your turn to share your family’s story! You will collect this oral history by interviewing at least one family member. Your piece will be published in a story collection for Japanese high school students to learn about recent immigration to the U.S. and donated to the Salinas Valley IACL chapter, and shown in a student-produced documentary that will premiere in Salinas and will also be viewed by Japanese audiences.

<table>
<thead>
<tr>
<th>Your Role &amp; Purposes</th>
<th>Contributing author for book publication + documentary producer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your Audience</td>
<td>Japanese readers and documentary viewers</td>
</tr>
<tr>
<td>Language</td>
<td>Describe family member(s) interviewed</td>
</tr>
<tr>
<td></td>
<td>An annotated timeline of key events in your family's</td>
</tr>
<tr>
<td></td>
<td>immigration history that led to where your family is today</td>
</tr>
<tr>
<td></td>
<td>Details about each event, including dates, locations, feelings,</td>
</tr>
<tr>
<td></td>
<td>hardships and how they were overcome, etc. including at</td>
</tr>
<tr>
<td></td>
<td>least one memorable quote from a family member you</td>
</tr>
<tr>
<td></td>
<td>interviewed</td>
</tr>
<tr>
<td></td>
<td>Comparison/contrast between your family's experiences and</td>
</tr>
<tr>
<td></td>
<td>those of the Japanese immigrants we studied</td>
</tr>
<tr>
<td></td>
<td>Your opinion about the experience of immigrating to America</td>
</tr>
<tr>
<td>Product</td>
<td>1-2 page story PDF with timeline + captioned visuals</td>
</tr>
<tr>
<td></td>
<td>2-3 minute video with narration and subtitles in Japanese</td>
</tr>
<tr>
<td></td>
<td>explaining your perspectives on immigration</td>
</tr>
</tbody>
</table>
Student Work: Taking Action Under COVID-19

District IMPACT Showcase Website

Student Samples: Speech, "母の代わりに" Storyjumper storybook "サリナスへの道"
In 2018, American classrooms are more diverse than ever. This fact provides us with valuable opportunities to learn from and connect with each other. Twenty American high school students in a Japanese language class at North Salinas High School share their family immigration stories in their newly learned language, Japanese. (Yes, we are still learning, therefore, there are some language mistakes in the book!) The purpose of this book is to connect with Japanese speaking communities through common human struggles, resiliency, and optimism for the future. It is also our hope that this book will be a reminder as Japan is experiencing a recent wave of immigration. Instructors of Japanese language and culture might consider this book as a supplemental reading material or as a springboard for a similar project. We dedicate this book to the Japanese American communities as their stories.
Measuring Engagement

Student reflections:

"I liked how [Gregory] shared the story of his mother's and grandfather's immigration story. I'm curious now to study the demographics of Japanese and Hispanic immigration rates throughout the years."

"It has been so hard to find the motivation to do schoolwork but I finally have completed the project after so much work. It helped me feel better and relieved and I hope it can help others too."
Student Reflection
Japanese Impact Project Rubric

- Self-assessment and reflection
- Four criteria with clear description of success
- "Glows" and "Grows"

Teacher Reflection

- More explicit basis in anti-racism
- Deeper political analysis
- More rigorous oral history & sourcing

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My Japanese Impact Project Rubric

<table>
<thead>
<tr>
<th>&quot;Grow&quot; (things I can still improve)</th>
<th>Criteria</th>
<th>&quot;Glow&quot; (idea I can improve)</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can always improve on my Japanese to communicate with others more effectively.</td>
<td>Social Impact: My project was shared in an audience other than me and my teacher. I was able to observe its impact through audience reactions, comments, and feedback.</td>
<td>I think that I am able to empathize with many who are immigrants and capture a rough image of our circumstances.</td>
</tr>
<tr>
<td>I could have incorporated a section on how the previous events I described influenced my life.</td>
<td>Personal Impact: My project allowed me for learning about myself and stretched my comfort zone.</td>
<td>This project had allowed me to learn a large chunk of my family’s history and gives me a newfound purpose.</td>
</tr>
<tr>
<td>I could have improved in further engraving the new words into my mind.</td>
<td>Language Achievement: I have learned new words and sentences. I have also become proficient in using new words and phrases in reading, listening, speaking, and writing.</td>
<td>I realized a variety of new terms and actions that I was unfamiliar with in writing.</td>
</tr>
<tr>
<td>There had not been an explanation of how the story relates to the American dream in the text.</td>
<td>Cultural Understanding: I have gained new cultural perspectives that are either similar and/or different from my own culture. Now I can see things from different viewpoints.</td>
<td>The story captures the vision of the American dream and the struggles that one could face to get there.</td>
</tr>
</tbody>
</table>

Reflection: What am I most proud of? What would I do differently?
The Japan Foundation, Los Angeles Resources!

Lena Kelly (Advocacy Coordinator at The Japan Foundation, Los Angeles)
Sensei! Why Japanese?

We have interviewed 9 Japanese language teachers from all over the United States in why they decided to learn Japanese and what made them choose their path as a Japanese language teacher.

They also had some great messages for Japanese language learners now and I hope everyone enjoys the videos!
Sensei! Why Japanese: Michelle Lupisan-sensei

"Everyone in our Salinas group is so supportive and much like family."

List of Teachers who Participated

1. **Elizabeth Brown-sensei:** Arkansas School for Mathematics, Sciences, & The Arts (Arkansas)
2. **Michelle Lupisan-sensei:** Salinas High School (California)
3. **William Collazo-sensei:** Deerfield Beach High School (Florida)
4. **Nicole Mayfield-Tsuruta-sensei:** South County High School (Virginia)
5. **Hanna Brandt-sensei:** Harding High School, Mori no Ike/Concordia Language Villages (Minnesota)
6. **Laura Moy-sensei:** Eastview High School (Minnesota)
7. **Steven Balsomico-sensei:** Shaler Area High School (Pennsylvania)
8. **Jae Takeuchi-sensei:** Clemson University (South Carolina)
9. **Iya Nemastil-sensei:** Marysville High School (Ohio)
For more videos...

Please check out our website link: 
https://www.jflalc.org/jle-whyjapanese

For YouTube playlist of all the videos: 
https://www.youtube.com/playlist?list=PLHWT-LDRbtOPs07VJMBquRphHa kCDYXpD

Thank you to all the senseis who participated in this video project!!
Breakout room (25 minutes)

- Please introduce each other
- Topics can be:
  - What resonated with you?
  - What questions might you have?
  - Others
- Please return to the mainroom after your discussion at 4:28 p.m. (Pacific time)