



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



**2020 DSSA
RECIPIENT**

RYUKO KUBOTA
THE UNIVERSITY OF
BRITISH COLUMBIA

The Distinguished Scholarship and Service Award recognizes and honors a distinguished scholar for her/his scholarship and service to the profession in general and to the American Association for Applied Linguistics in particular.

American Association for Applied Linguistics



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> (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

Japanese Language and Literature

Journal of the American Association of Teachers of Japanese

jll.pitt.edu | Vol. 54 | Number 2 | October 2020 | <https://doi.org/10.5195/jll.2020.125>

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



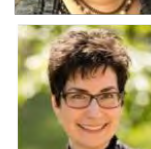
Arthur Mitchell
Macalester College



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_ep5M38c0Dvjw0jwHEM6Wpwlqz5IbKaFz9Mm_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?

Faculty of Education
Language & Literacy Education



LLED



About Us

Job Postings >

Centres >

Committees >

About Us

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).

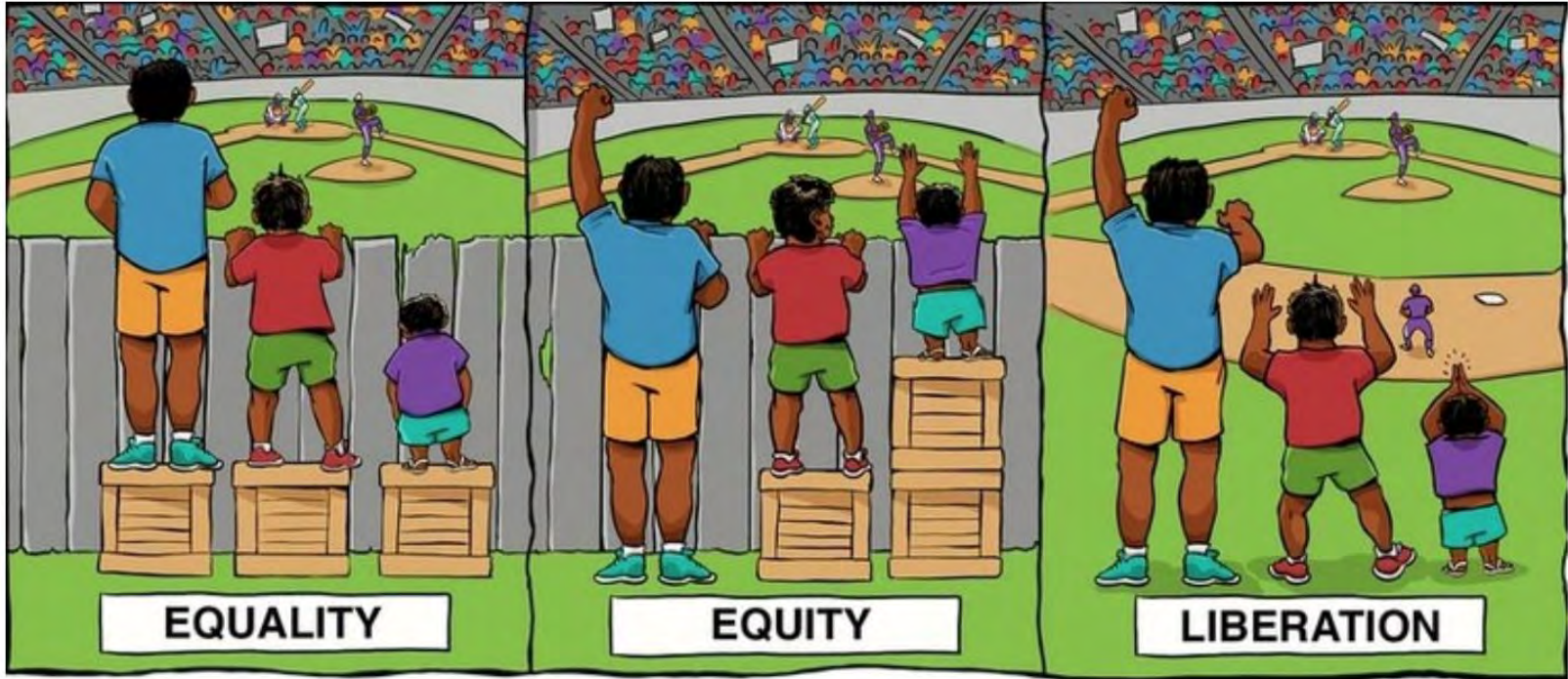
Zajda, J., Majhanovich, S., & Rust, V. (2007). Introduction: Education and social justice. *International Review of Education*, 52, 9-22.

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

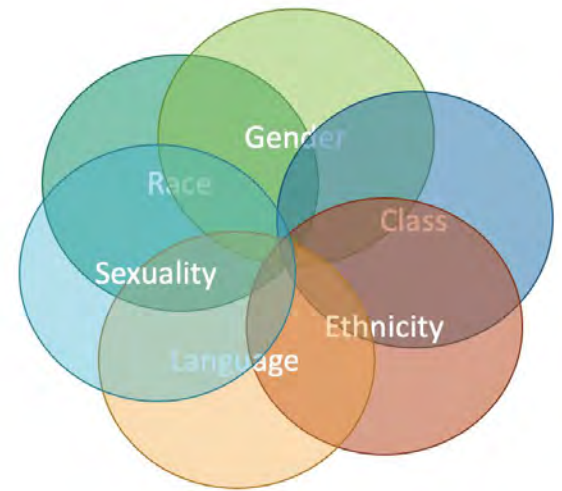


Antiracism

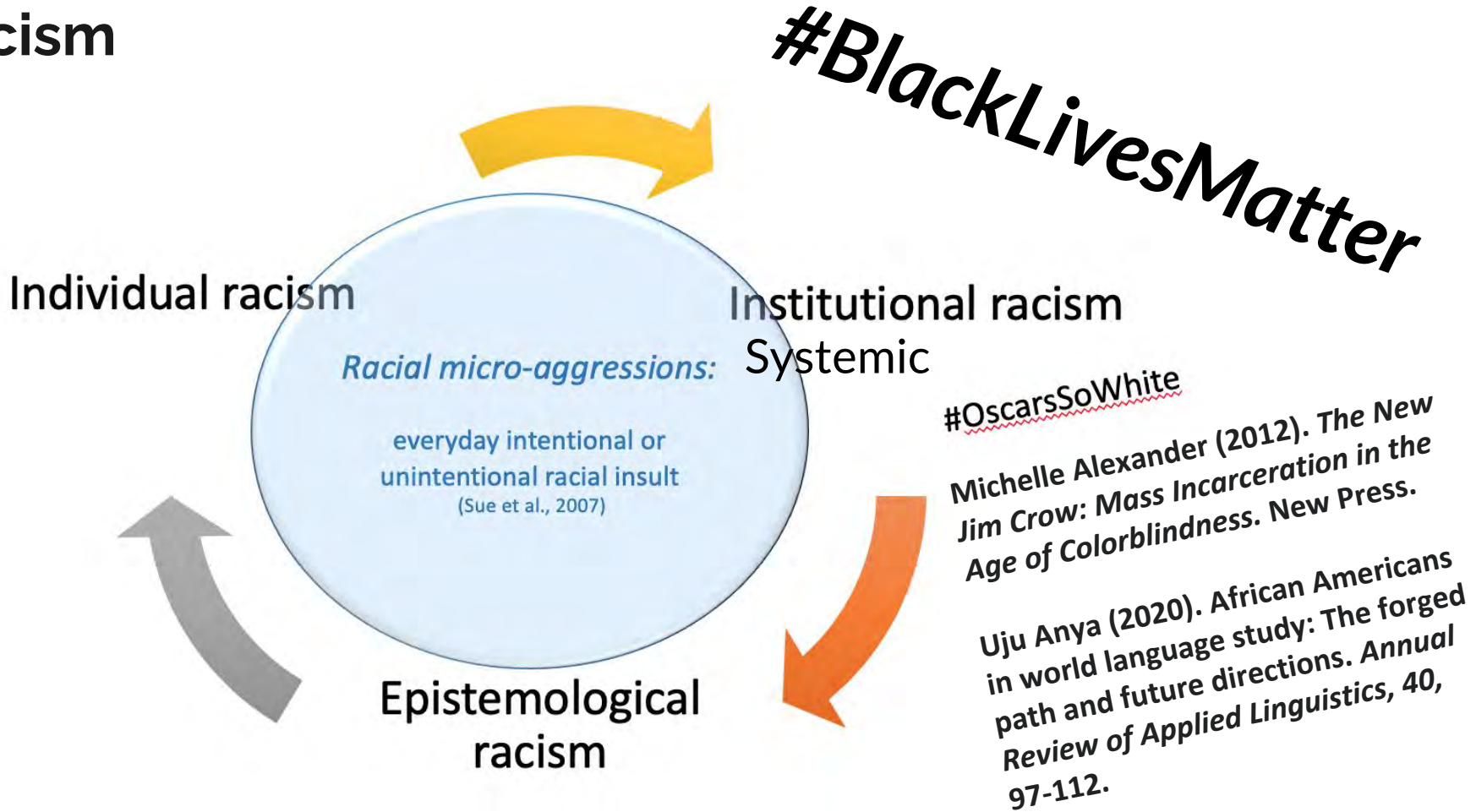
1. Race
2. Racism
3. Antiracism

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





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.



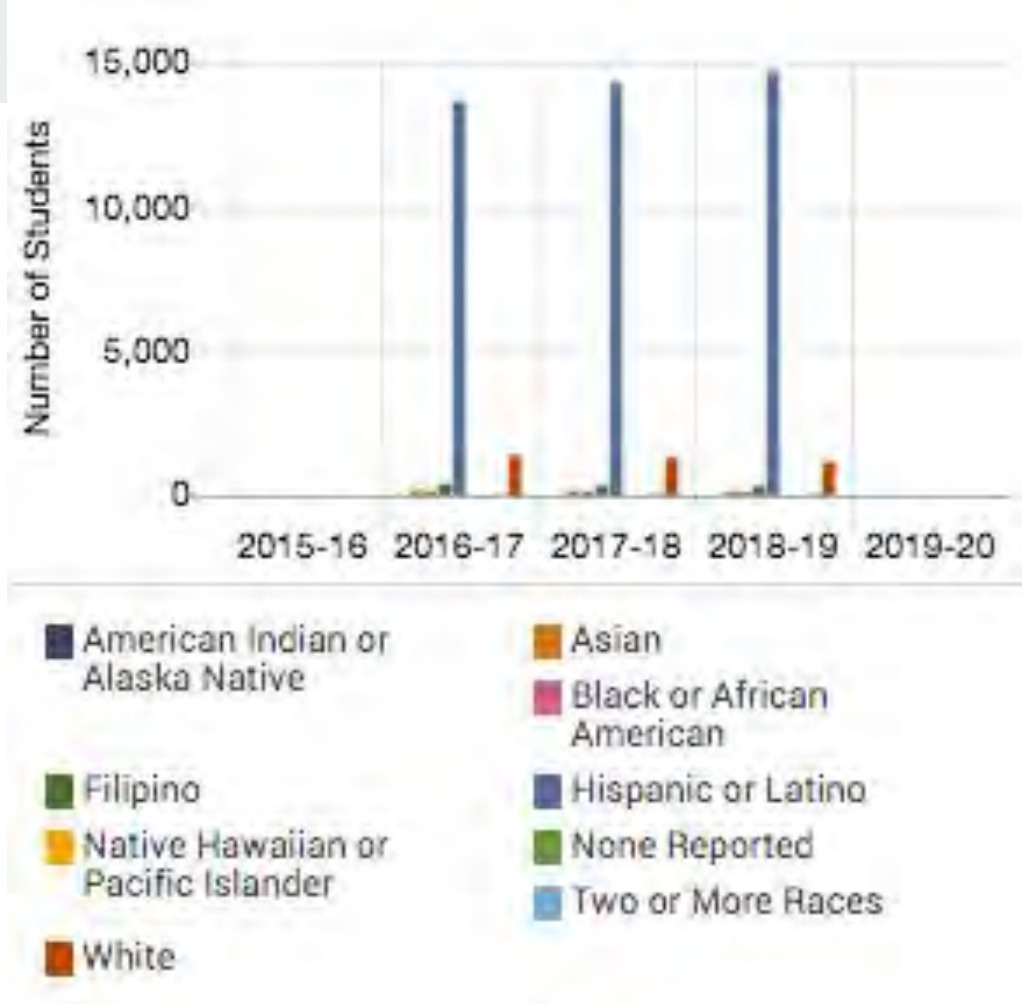
AATJ/JFLA Webinar

“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)

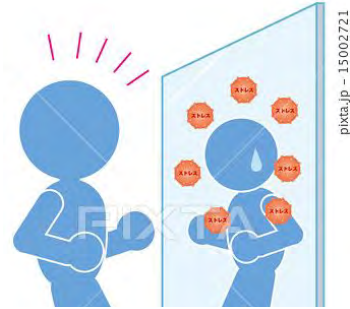


Source: <http://www.ed-data.org/district/Monterey/Salinas-Union-High>

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



Interpretive	Interpersonal	Presentational
<p>Students will view infographics to investigate Japanese and American people's popular sports, food etc.</p>	<p>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.</p>	<p>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.</p>

Presentational Mind Map



Summative Task Sheet



はじめまして



Your Role & Purpose	Yourself. To introduce yourself.
Your Audience	Your classmates, teacher, Japanese people such as sister school students
Language	<ul style="list-style-type: none"><input type="checkbox"/> Name<input type="checkbox"/> Age<input type="checkbox"/> Home location<input type="checkbox"/> Nationality<input type="checkbox"/> Likes and Dislikes<input type="checkbox"/> Languages spoken<input type="checkbox"/> Things others may find surprising about you/breaking stereotypes<input type="checkbox"/> My future interests/aspirations
Product	<p>Product Type</p> <ul style="list-style-type: none"><input type="checkbox"/> Video message<input type="checkbox"/> Mind-map (visual)

Day #	Objective	Formative Assessments
Day 11	Identify country names	Numbering Students identify names of country that is narrated by the teacher and put the number on a world map. (interpretive)
Day 12	Describe famous people in terms of their nationality and language they speak	Shout out Students shout the famous person's nationality and language s/he speaks, looking at the person's photo. (presentational)
Day 13	Listen to some stereotypical statements and determine how they apply to generalization	True or False Students read statements about stereotype and determine whether they are true or false. (interpretive)
Day 14	Describe yourself with affirming and/or breaking stereotypical assumptions about themselves	Seesaw Students share two or more statements that break stereotypical assumptions. Record a self-introduction that includes these statements using Seesaw. (presentational)
Day 15	Interview classmates what they like/dislike	Interview Students interview each other and find common ground among themselves and report back to the class. (interpersonal)

Day #	Objective	Formative Assessments
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





ステレオタイプはなんですか？

Sutereotaipu wa nan desuka?

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

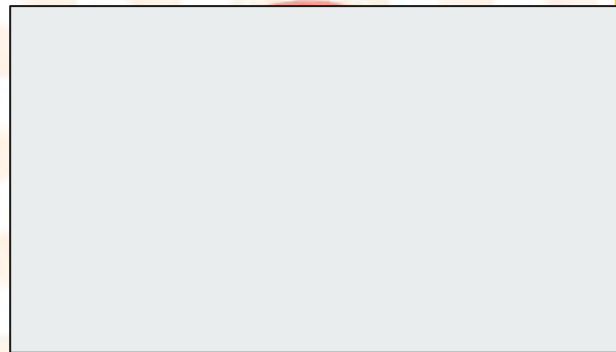


Japanese favorite food ranking



1位

カレーライス



54.0%

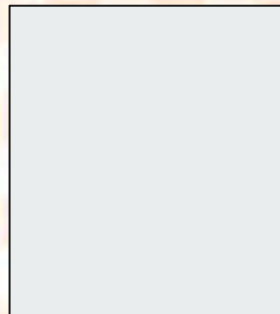


2

寿司

3

鶏のから揚げ





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好きです。

Amerika jin wa, amefuto ga ichiban suki desu.

“Americans love football”



日本人は、すしがいちばん好きです。

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好きです。

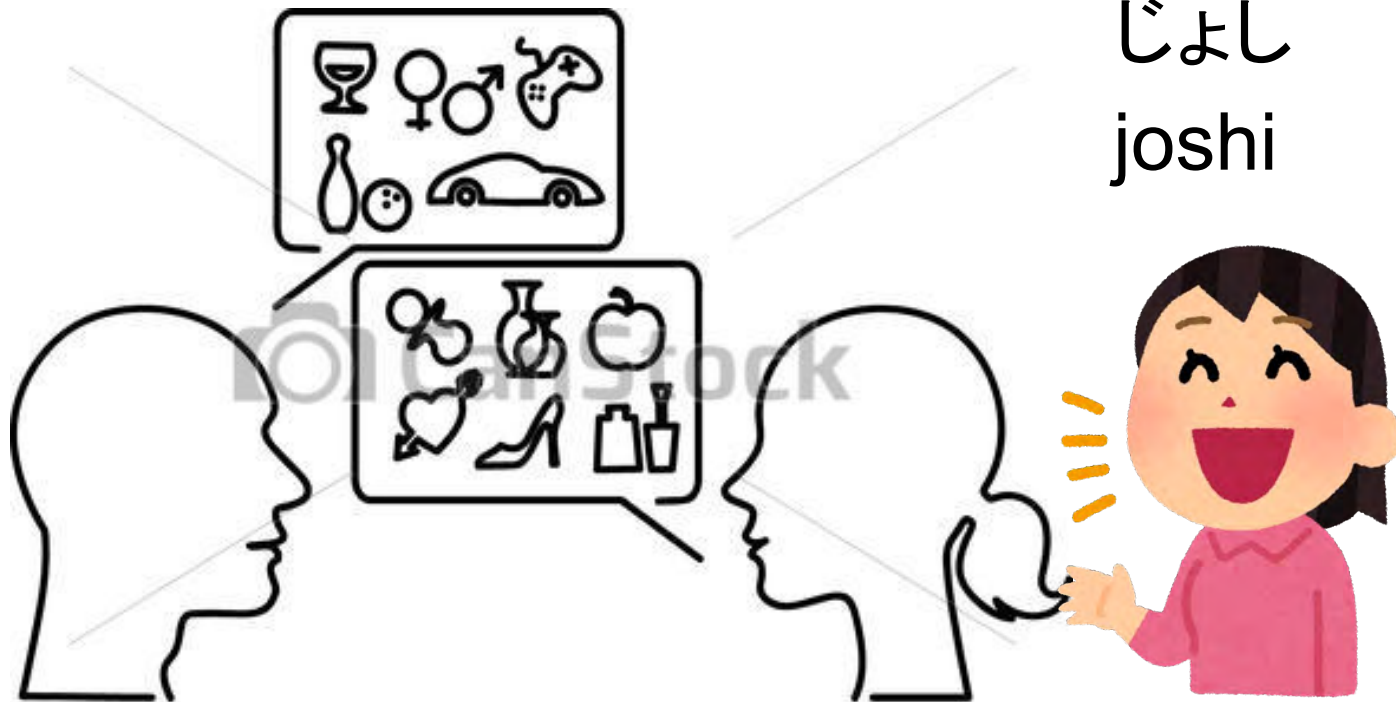
Firipin-jin wa, runpia ga ichiban suki desu.

“Filipino people love lumpia.”



Gender Stereotypes

~~だんし~~
danshi



じょし
joshi

Do you agree? はい or いいえ？

だんしは、バイクがすきです。

Danshi wa baiku ga suki desu.

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.



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。でもバイクがすきじゃないです。

Dānshī desu. Demo baiku ga suki jyanai desu.

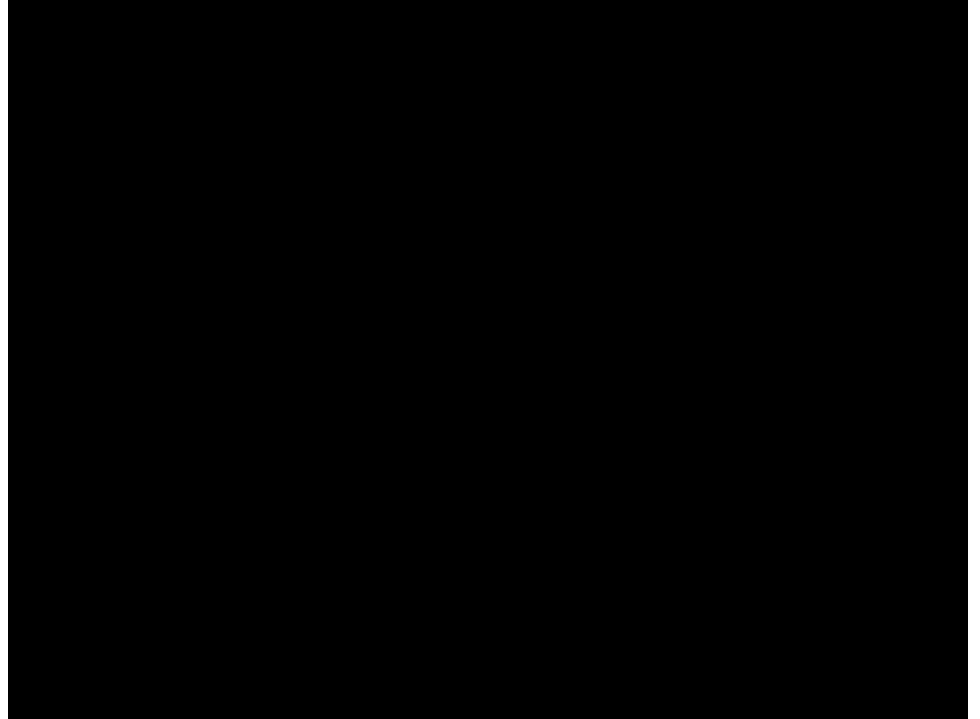
I'm a boy. But I don't like motorcycles.



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





AATJ/JFLA Webinar

**“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

Unit 22: 「アメリカン・ドリーム」 Journey to America
Unit Essential Question: What does it mean to be an immigrant in a new country?

Lesson 1: 日本移民 (いみん) と日系 (につけい) アメリカ人の歴史
History of Japanese Immigrants and Japanese Americans



Lesson 1 Essential Questions:

- How does history inform us about our current society?
- What motivates people to consider moving to a new country?

Lesson 1 Objectives:

- Describe major events in the history of Japanese immigration to the U.S.
- Identify the struggles Japanese immigrants and Japanese Americans faced
- Describe the lives of early Japanese immigrants

The "Why"

NATIONAL

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

March 11, 2020 · 3:38 PM ET



[This American Life](#)

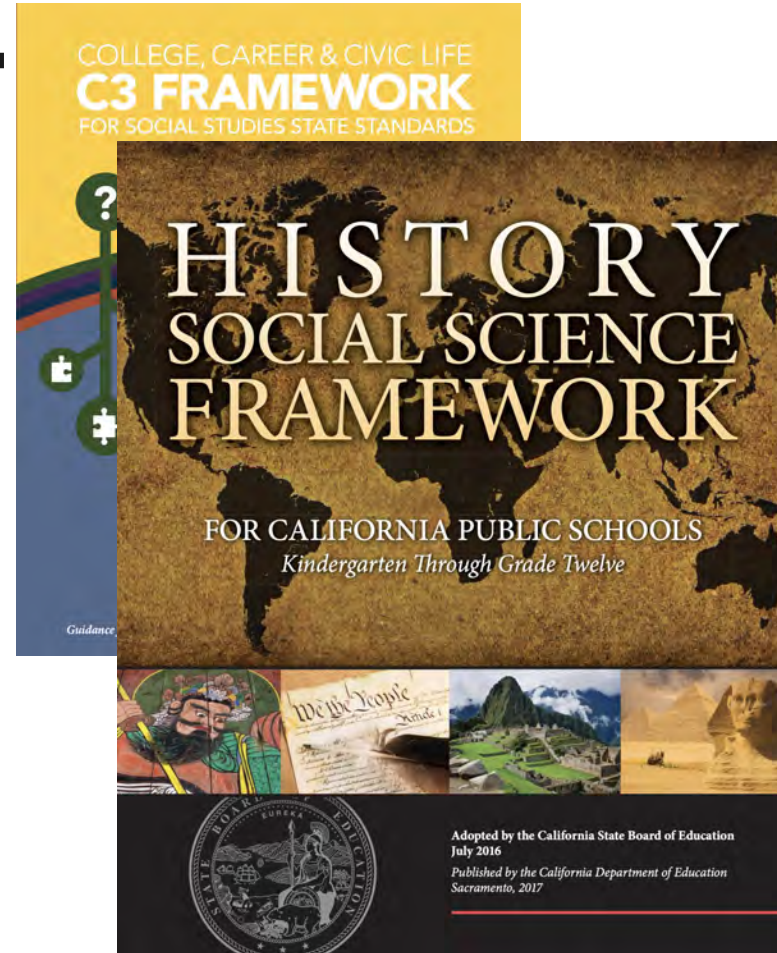
["The Out Crowd"](#)

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





World Languages
Standards for California
Public Schools

Kindergarten Through Grade Twelve

CA WL Standards

"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-	Level 2 Community -Let's explore together!-	Level 3 Balanced Lifestyle -Healthy Mind and Body-	Level 4 Agent of Change -Finding a place in the world-
Unit 1: True Me (Breaking Stereotypes) 本当の私	Unit 7: Friendship (Bullying) 友情	Unit 13: Family Bonding (Comfort food/closeness to family) 家族団らん	Unit 19: Smartphone Addiction (Modern Addiction) スマホ中毒
Unit 2: Classroom (Compare Japanese Classroom and Your Classroom) クラスルーム	Unit 8: Let's Eat (Food Consumption) いただきます	Unit 14: How Are You? (Healthy Lifestyle Balance) お元気ですか？	Unit 20: Design & Technology (Human Behavior) 毎日の生活のデザイン
Unit 3: School (Academic Expectations) 学校	Unit 9: Celebrations (Cultural & societal values) お祝い	Unit 15: Environmental Issues (Environmental Issues- garbage issue) 環境問題	Unit 21: Art (Expression through Art) 美術
Semester 1 Assessment	Semester 1 Assessment	Semester 1 Assessment	Semester 1 Assessment
Unit 4: Daily Routine (Quality of Life) 日常生活	Unit 10: Fashion (Consumerism) ファッション	Unit 16: Travel (Depopulation) 田舎旅行	Unit 22: Journey to America (Immigration Issues-Prejudice) アメリカンドリーム
Unit 5: Family (Family Expectation しつけ) 家族	Unit 11: Seasons (Relationships to seasons) 季節感	Unit 17: My Town & Home (Child Poverty Homelessness) コミュニティーづくり	Unit 23: Inspirational Figures (Leadership) 私のヒーロー
Unit 6: Home (Living Conditions) 家	Unit 12: The Heart of Japanese People (Ethics and Values) 日本人の心-思いやり	Unit 18: Job Hunting (Ikigai and Job) 就職	Unit 24: My Future Plan (Optimism - Rite of Passage) 将来の計画
Semester 2 Assessment	Semester 2 Assessment	Semester 2 Assessment	Semester 2 Assessment

Journey To America アメリカンドリーム

Lesson Objectives

Lesson 1: Life of Immigrants Past and Present サリナスの日本移民の生活 -今と昔 -

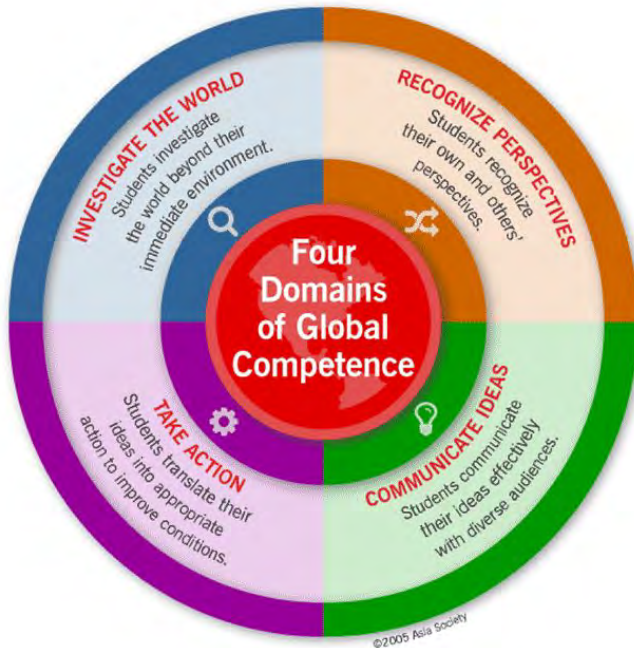
- Describe the common lifestyle of Japanese immigrants in Salinas from the past
- Identify the struggles the early Japanese Americans faced in Salinas
- Compare and contrast the lives of Japanese Immigrants in Salinas now and then

Lesson 2: Our Journey: The Road to Salinas -サリナスへの道 -

- 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

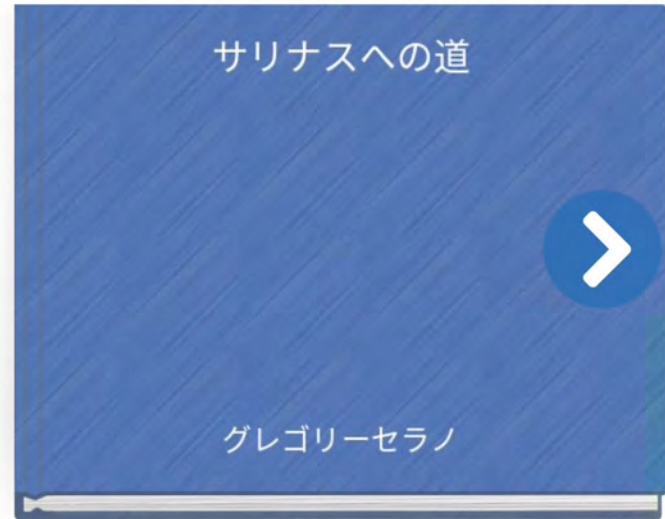


Investigate the World (Interpretive)	<ul style="list-style-type: none"> Students identify Japanese immigrant experiences in Salinas for the past 100 years through reading and viewing various articles, infographics and videos.
Recognize Perspectives (Presentational)	<ul style="list-style-type: none"> Students present original poetry (haiku/cinquain) that shows their understanding of the historical events that affected Japanese-Americans
Communicate Ideas (Interpersonal)	<ul style="list-style-type: none"> Students share their family stories in small groups.
Take Action (Presentational)	<ul style="list-style-type: none"> Students publish "Our Family Stories"-a collection of family stories in Japanese to share their family's immigration stories.

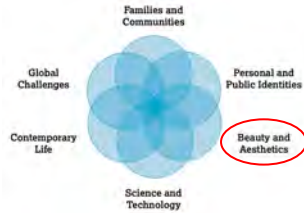
Summative Assessment



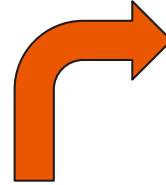
Speech, "母の代わりに" 3:33



Storyjumper storybook "サリナスへの道"



Formative Assessment: 詩集



Immigration Poems for the 2020 Day of Remembrance

by the students of the Salinas Union High School District

偏見
さみしい 悲しい
隔てる 除外する 学ぶ
のけ者になりました
反日運動

Student work
sample

Racial Prejudice
Lonely Sad
Separation Exclusion Learn
We've become the outcast
Anti-Japanese Movement



Lesson 1: Learning H/SS Content in L2

Activity 1: Major Events

1905年



反日 (はんいち)
運動 (うんどう)

Activity 1: Major Events (き)

1942-46年



強制収容所

Activity 1: Major Events

ましがえました 😊

2018年



Trump v. Hawaii (2018)

Korematsu v. US (1944)

最高裁判所 (さいこうさいばんしょ)



JANM Field Trip

JANM Day of Remembrance Event
February 15, 2020



JANM Field Trip





Student Reflection

"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?**"

"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."

Lesson 2: Leveraging Student Experience and Community Knowledge

サカヤガワ家
サカセガワ家

1941年



SALINAS ASSEMBLY CENTER RODEO GROUNDS



POSTON CAMP II BLOCK 21

Activity 1: ヘルナンデス家とヌエン家



Prep for Summative Task

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

1) インタビューの質問を考えよう Brainstorm Interview Questions

Prepare interview questions to ask your family member to learn more details about their immigration story. In addition to the following questions, think of some other questions that you would like to know more about, based on what you may already know.

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?
- 5.
- 6.
- 7.

2) 百聞 (ひやくぶん) は一見 (いっけん) に如 (し) かず A Picture is Worth a Thousand Words

Find one or more family photos or other visual aids (drawings, objects, etc.) that would help an audience visualize part of the immigration story you are going to tell. Paste a copy here with a caption explaining its significance:

Summative Task

Key Elements

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



私の家族の移民の話

~Our Journey: The Road to Salinas~



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 JACL chapter, and **shown in a student-produced documentary** that will premiere in Salinas and will also be viewed by Japanese audiences.

Your Role & Purpose	Contributing author for book publication + documentary producer
Your Audience	Japanese readers and documentary viewers
Language	<ul style="list-style-type: none"><input type="checkbox"/> Describe family member(s) interviewed<input type="checkbox"/> An annotated timeline of key events in your family's immigration history that led to where your family is today<input type="checkbox"/> Details about each event, including dates, locations, feelings, hardships and how they were overcome, etc. including at least one memorable quote from a family member you interviewed<input type="checkbox"/> Comparison/contrast between your family's experiences and those of the Japanese immigrants we studied<input type="checkbox"/> Your opinion about the experience of immigrating to America
Product	<p>Product Type</p> <ul style="list-style-type: none"><input type="checkbox"/> 1-2 page story PDF with timeline + captioned visuals<input type="checkbox"/> 2-3 minute video with narration and subtitles in Japanese explaining your perspectives on immigration

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"](#)



This website showcases the work of Japanese language students of the Salinas Union High School District and Monterey High School. Through their "IMPACT Project," students took learning into their own hands and explored their individual passions for the Japanese language and culture. These projects are a shining reflection of the impact that Japanese has had on their lives, as well as the impact that they are capable of making through their hard work and perseverance. The work you see on this website is proof that nothing can stop their learning, even during these unprecedented times.

We will be holding a premiere event, "IMPACT Showcase: A Celebration of Learning" via our SUHSD Japanese Youtube channel on May 26th at 5:00pm. Click below to subscribe to the channel and tune in to join us for a celebration of our students' resilience and dedication to their education!

[Subscribe to the SUHSD Japanese YouTube Channel](#)

生徒の声 STUDENT VOICES



Look inside ↓



Our American Stories (Volume 1) (Japanese Edition) (Japanese) Paperback – May 4, 2018

by Yo Azama (Author)

★★★★★ [1 customer review](#)

[See all formats and editions](#)

Paperback
\$11.00 ✓prime

1 New from \$11.00

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. [Read more](#)



[See all 2 images](#)



Measuring Engagement

Impact of Personal Project



238 Projects



6 schools participated



100s of unique topics



*Limitless creativity
and expressions*

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

Name: _____ Date: _____ Period: _____

My Japanese Impact Project Rubric

"Grow" (things I can still improve)	Criteria	"Glow" (things I did well on)
I can always improve on my Japanese to communicate with others more effectively.	Social Impact: My project was shared with an audience other than myself and my teacher. I was able to observe its impact through audience reactions, comments, and feedback. 1 2 3 4 5	I think that I am able to empathize with many who are immigrants and capture a rough image of our circumstances.
I could have incorporated a section on how the previous events I described influenced my life.	Personal Impact: My project allowed me to learn about myself and stretched my comfort zone. 1 2 3 4 5	This project had allowed me to learn a large chunk of my family's history and gives me a newfound purpose.
I could have improved in further engraving the new words into my mind.	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. 1 2 3 4 5	I learned a variety of new terms and actions that I was unfamiliar with in writing.
There had not been an explanation of how the story relates to the American dream in the text.	Cultural Understanding: I have gained new cultural perspectives that are similar and/or different from my own culture. Now I can see things from different viewpoints. 1 2 3 4 5	The story captures the vision of the American dream and the struggles that one could face to get there.

Reflection: What am I most proud of? What would I do differently?



(End of Clayton's Slides - placeholder slide)



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."

Lupisan-sensei started her interest in Japanese through anime and learned Japanese in High School. She continued her Japanese language education and eventually started working with her High School Japanese teacher, Yo Azama-sensei.

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-LDRbtOPs07VJMBquRphHakCDYXpD>

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
- Facilitators: Please write discussion summary on the [google doc](https://bit.ly/2XAS6BW). <https://bit.ly/2XAS6BW>
- Please return to the mainroom after your discussion at 4:28 p.m. (Pacific time)
- Evaluation and PD short survey: <https://bit.ly/2XJJKIh>