



AATJ

NEWSLETTER



Ann Jordan

Message from the President

Greetings! I'm Ann Jordan, President of AATJ. For the past three years, it has been my honor to serve as Vice President and President-Elect of AATJ. I'd like to take this opportunity to introduce myself to those of you who don't know me. I retired from full-time teaching in California after a career that began in 1981 in a tiny elementary school surrounded by lettuce fields just south of Salinas and concluded at Los Gatos High School in the heart of the Silicon Valley, where I started a Japanese program twenty years ago. I currently work with teachers in the J-LEAP program, which has given me the opportunity to witness firsthand some of the wonderful things that are happening in Japanese classrooms (and for now, on Zoom) around the U.S. I am also the daughter of a lifelong teacher, Tei Yajima Dacus, who came to the U.S. to attend university as many of you did, and I'm grateful that she encouraged me to pursue teaching.

The challenges and uncertainty of the past year continue in education, but I am constantly inspired by the resilience and strength of Japanese language teachers, and especially by the spirit of cooperation and caring. From the teacher in North Carolina, who reached out to ask for suggestions for how to help support a teacher in a neighboring city whose program was in jeopardy, to the teacher in San Francisco, who is mentoring a fellow middle school teacher on the other side of the U.S. whom she has never met, to the high school teacher in New Jersey, who made time to Zoom with two teachers in California to share advice about how to get a Japanese program started in a feeder district. These are just a few examples of many, I'm sure. In some ways, even though we have had to remain physically apart, the community has become closer. When one teacher or program is struggling, we all feel a sense of responsibility to help. And when one teacher or program is successful, we all celebrate.

The past few months have given the Japanese teaching community several reasons for joy and pride. Jessica Haxhi, who served as AATJ's very first President, is the new President of ACTFL, leading all of the language teachers in the nation. Two of the five finalists for ACTFL's Teacher of the Year 2021 were Japanese teachers: Carla Swick (AKATJ) and Elena Kamenetzky (KAJLT), who went on to win! I recently had the pleasure of talking with Kamenetzky sensei, and you can read my interview with her later in this issue (*p. 5*). AATJ was also very pleased to announce that Yasu-Hiko Tohsaku, who served as Co-President with Jessica Haxhi, will receive the Lifetime Achievement Award (*p. 11*) at the Spring Conference. Congratulations to you all, and thank you for your professional leadership, teaching excellence, and dedicated service. You make us proud! Right now, whether they are teaching in-person or in front of a screen, there are exemplary teacher-leaders throughout the United States, and the AATJ Outstanding Teacher Award is one way that we can recognize their efforts. Criteria and nomination forms can be found on the website under Professional Development, so please think about nominating a colleague.

Although it's only been a few months, AATJ has been busy in 2021. I'd like to share a few recent and upcoming activities, starting with the Annual Nengajo Contest (*p. 23*). So much talent and creativity were reflected in the almost 500 submissions from elementary through college students! Be sure to take a look at the winning designs on the AATJ website. Many thanks to the teachers across the U.S. for giving your students the opportunity to participate, and to Nengajo Contest Director Cameron Chien and his successor, Andy Scott, for organizing the very complicated logistics of the first 100% online contest.

On January 16th, the first webinar of the year focused on the National Japanese Exam, not only on the content of the exam, but the important role that NJE plays in advocacy and student motivation (*p. 21*). If you missed it, I encourage you to view the webinar video on the Professional Development page of the website. On Feb. 16, the first ever webinar co-sponsored by ACTFL and AATJ featured Teacher of the Year Elena Kamenetzky and ACTFL President Jessica Haxhi, who shared with teachers of all languages on "Engaging Our Learners: Lessons Learned While Teaching Japanese". On March 6, the CUNY teachers presented a webinar on "New York Tough: Working Together For Creating Teaching Materials".

The Spring Conference will be March 25-27 (*p. 24*), and though we wish we could meet in person in Seattle as originally planned, the virtual format will make it possible for many more to join. The keynote speaker is Hirata Oriza, who will be presenting on "Japanese Language Education in the Era of Dialogue", and there are many exciting conference sessions to choose from. Much appreciation to the dedicated and hard-working Co-Directors of this year's very different Spring Conference: Yoshiko Mori, Fumiko Nazikian, and Mieko Kawai.

From February 3-5, President-Elect Tomoko Takami, Executive Director Susan Schmidt, Advocacy Director Noriko Otsuka, and I participated in Language Advocacy Day, organized by the Joint National Committee for Languages and National Council for Languages and International Studies. It was a very powerful feeling to join more than 270 others from every state to meet with legislators to advocate on behalf of language education, and it was encouraging to receive such a positive response.

AATJ is committed to serving the needs of its members across the profession. The Japan Foundation Los Angeles is a key ally of AATJ in this effort, and we are so grateful for that partnership. Your responses to the recent JFLA/AATJ COVID-19 survey are critical to helping JFLA understand how the pandemic continues to affect Japanese language teaching in the US and to determine the best way to provide support. We look forward to sharing the initial results of that survey with you at the Spring Conference. Additionally, the newly formed Diversity and Inclusion Task Force, headed by Past President Suwako Watanabe, held their first meeting late last year (*p. 20*), and we will continue to share updates on their important work.

Finally, I wish to express my deep appreciation to Immediate Past President Junko Mori, who led with grace and calm during such a difficult and unprecedented time. The guidance and historical context provided by Past Presidents Suwako Watanabe and Yoshiko Saito-Abbott (current Director of Professional Development), and Executive Director Susan Schmidt, was especially critical, and I am so grateful for that. Vice President Shingo Satsutani, President-Elect Tomoko Takami, and I will continue to rely on them as we go forward. Shortly after my mom passed away last September, I found a very simple message she had written during the lonely months of isolation due to COVID-restrictions at her facility. The message was 希望, and I want to pass that on to you. Let us go forward together with hope and optimism.



Message from the Vice President

[副会長からのご挨拶]

2020年1月ちょうど新型コロナウイルスがまさに猛威を奮わんとしている時に副会長に就任し2年目を迎えました。私の任期が終了するまでには今回のパンデミックにも収束してほしいと切に願っている毎日が続いています。急な遠隔授業開始で途方に暮れる毎日でしたが様々なウェビナーに参加したりオンライン上の種々のプログラムに慣れていきながら、少しずつ「ニューノーマル」（新しい日常）に向かって奮闘されている先生方も多いことと思います。

このような厳しい状況の中、今まで学会やワークショップそしてセミナーなど費用や時間の面で参加したくてもできなかった先生方もこの期間中、自宅にいながら参加することができ、今まで会ったことのない世界中の先生とパソコンのモニタースクリーンを通してリアルタイムで会って話せたり、一人で悩んでいたことをオンライン会議システムを通して共有できたり、ややプラスの体験をされている先生方もいらっしゃると思います。また、社交面で不安のある生徒たちにスクリーンを通して日本語の学習の機会を創出された先生方もいらっしゃるようです。

できるだけ多くの正確な情報をもとにパンデミック収束後の「ニューノーマル」の中での日本語教育について考えていくためにAATJと国際交流基金(LA)が協力し合って数度に渡ってアンケートを実施しています。AATJや国際交流基金からお願いメールが届くと思いますのでご協力のほどを何卒よろしくお願い申し上げます。

いつもは大学の先生方が中心のAATJ春の学会も今年はK-12の先生方にもできるだけ多く参加していただけるよう、工夫を凝らして三日間にわたってオンラインで開催しますので是非ご参加ください。これまでAATJが中心となって実施してきたウェビナーはいつでも閲覧視聴できるようAATJのホームページからアクセスできますのでご利用ください。

JAPANESE NATIONAL HONOR SOCIETY やTEACHER AWARDなどは例年通り継続中です。AATJから先生方へ配信されるメールにてその詳細をお知らせいたします。

最後になりましたが、今年2021年はACTFLのJessica Haxhi会長もTeacher of the YEARのElena Kamenetzky先生も日本語教師であるという最高の年になりました。パンデミック後の日本語プログラムの存続や創設に関してのアドボカシーの観点から見て絶好の機会ではないでしょうか。AATJとしてお手伝いできることがあるかもしれませんのでsatsutan@cod.eduまでいつでもご連絡ください。



**Shingo
Satsutani**

札谷新吾

Meet Elena Kamenetzky, 2021 ACTFL Teacher of the Year

Interview by Ann Jordan, AATJ President

Elena Kamenetzky sensei, of Eastern High School in Louisville, KY is the first ACTFL Teacher of the Year from Kentucky, so the entire Bluegrass State language teaching community joins Japanese teachers around the country in our excitement! She's a Macalester College (MN) Asian Studies grad, a JET alum (Achimura in Nagano-ken), an officer in her local affiliate (KAJLT), and is now the face of language teaching in the United States, representing more than 13,000 language educators. But while I enjoyed reading about her in newspaper articles, her ACTFL bio, and her video in the great JFLA interviews of non-native speaker Japanese teachers, "[Sensei! Why Japanese?](#)", I wanted to get to know the REAL Kamenetzky sensei! So I recently sat down with her for a great conversation about everything from the challenges of a non-native speaker Japanese teacher, to how language learning helps students overcome social anxiety, to why winning ACTFL TOY freaked her out, and even the Kentucky/Japan bourbon connection. Here's our conversation.



Ann: First of all, on behalf of AATJ, congratulations on being chosen ACTFL's Teacher of the Year! We're all so proud. How was the selection process different this year because of COVID?

Elena: Thank you so much. One thing that was totally different is that normally in the final step of the process, you're required to videotape yourself teaching a whole class period, and submit a written reflection, but that wasn't possible this year. All of the other stuff was pretty much the same: samples of student work with your reflection and how you graded it, what that shows, how it relates to what you're teaching. Letters of recommendation (from a fellow teacher, a current or former student or parent, and an administrator) had to be submitted in May or June. But as for the video of myself teaching, there was no way to make one. From March to the end of the year, my school was completely asynchronous. We did one live class meeting per week, but the district made it optional. In one of my sections of Japanese 2, I had one student! She came to every single class, though. This school year, classes are synchronous, but we started too late to submit anything to ACTFL.

I found out by stalking, I mean, researching you online, that you actually were studying Spanish in high school, and that you signed up for Japanese kind of on a whim with your friend, Megan, in your junior year, without any specific interest in Japan. What was it about the experiment in Japanese that got you hooked?

I really loved English, and I dreamed for a long time that I was going to be an English teacher. I thought that was my destiny. But taking Japanese made me realize that what I was really interested in was linguistics and languages, and I didn't realize this until I started studying a language that was so different from my English. The differences were really, really fascinating, and just learning how this other language worked and all the cool stuff you do in Japanese that you don't do in English, and vice versa, really hooked me. And of course, the culture. I was always a nerd. I read Marvel comics growing up, and then it was a lateral move from there to anime.

Your very first Japanese teacher, Adrienne Sheybani, is still teaching Japanese at Pleasant Valley High School. This is your 11th year at Eastern High School. Lots of things in education change over the years, and what we know about how to engage learners evolves, but some things remain pretty fundamental. Are there aspects of your teaching that were effective and engaging for you as a high school student in Sheybani sensei's class?

Yes. It was always engaging when we were able to use something authentic, even if we didn't understand it completely. Being able to understand even a part of it felt like a personal triumph. Short videos, anime, manga, whenever we got to use those things, was suuuuuuuper engaging!

Sheybani sensei must know that you are the ACTFL TOY. Are you in touch with her?



She sent me a nice message, and I sent her a message back. Actually, we both take students to Japan over the summer with Laurasian's New Perspectives Japan program, which I realized a few years ago when I saw her video testimonial on their website. So I emailed her and said, "I don't know if you remember me, but I wanted you to know that we're doing the same program."

You take students to Japan every other year?

We were supposed to go in 2020, but it was canceled, and something that I feel bad about is that I was so confident, for no reason whatsoever, that the pandemic would be over by now, that I told the kids, “We’re going to go in 2021!” And then when we were doing online school in the fall, and things were just not getting better, and there were constant parent questions about whether the trip would be canceled, about the down payment, and other concerns. I made the decision not to do a 2021 trip. I felt bad because I had promised the kids, but I learned a lesson. I should not promise to do things that are out of my control. In 2020 we were supposed to visit a high school in Osaka that was scheduled to go to Koshien, which was so cool. They were going to have their school sports day at Koshien! It was such a fantastic opportunity for my students. We’ll just have to wait for 2022. Can we PLEASE have the pandemic over by 2022?

Well, you are keeping their motivation and interest up, so those students will have another opportunity to go after high school. And you didn’t go to Japan until college. Tell me about that experience — what was wonderful, what was challenging?

I was a junior in college. It was a five month program at Nanzan University in Aichi. What I recall as being wonderful was my host family. They were so welcoming, so excellent, and they helped me so much. I’m really glad I chose to live with a host family instead of in the dorms. What was challenging was that we had limited opportunities to interact with the Japanese student body at Nanzan. We were in a program specifically for international students because it had to align with the American semester. We had intensive Japanese classes, but the content classes were taught in English, and the international students were kind of separated. I went to a club fair in February, planning to join the tennis club and determined to make Japanese friends. But they practiced for three hours a day, and I couldn’t do that because the international students were taking really hard classes, and I had to spend that amount of time doing homework.

There are specific challenges for non-native (Elena) and native-adjacent speaker (Ann) teachers of Japanese, including self-confidence and others’ perceptions of our legitimacy. Are there some challenges that you face?

The challenge is that I’m always very aware that I’m a non-native speaker, and since I haven’t lived in Japan for almost eleven years, I know that my proficiency has declined. The Japanese that I use everyday is classroom Japanese, high school Japanese, so I have to push myself to try to read the Mainichi Shinbun every day, listen to something Japanese every day. Winning this award freaked me out because I thought, “Oh my god! What if I have to speak using keigo in front of someone?!”

I feel your pain!

Like at the AATJ reception at ACTFL, when you invited me to speak, and I replied to the email with the script of what I was going to say, and said, “I’m thinking of saying something like this.” Really the reason I wrote it out was because I wanted someone to tell me if my keigo was wrong. You told me it was fine, and I was relieved. I went back and forth. Kansha....shiteimasu. Itashimasu....shiteorimasu....Which is better?

Those struggles are real. The flip side of that, though, is that there can also be some benefits to being a teacher of Japanese who didn’t grow up speaking the language, especially at the high school level. What do you think?

I think one of the plusses, in terms of being a teacher, is that I can anticipate where the problem areas are. I can tell students, “You’re struggling with this. I struggled with this, too.” I can tell what’s going to be hard for students, and when I tell them they really have to super, super, super memorize te-form and know it like the back of your hand. It gives a little bit of weight when I say to students, you NEED to do this even though it’s hard because it’s really necessary as a non-native speaker like me to put your nose to the grindstone and make kanji flashcards or do a practice diary. I had a journal that I kept in college, where I wrote down everything that I was struggling with. At one point I had pages and pages of jidoushi, tadoushi pairs because I just could not keep them straight. Hajimemasu... hajimarimasu...

You’ve been in their shoes. I’d really like to know more about something that I read in one of the articles. You credited learning Japanese and Spanish with helping you to improve your social skills and cope with anxiety issues. Even before the pandemic, our students were struggling with social anxiety. Now, after more than a year of being isolated from their peers, those issues are much worse. What is it about learning languages that helped you to deal with your own struggles?

First of all, I had a teacher who required me to participate, but was very encouraging about it. She didn’t let me run away. Also, in Japanese, learning from the very beginning about things like “watch your body language” or doing “aizuchi” as being part of conversation skills made talking to people much easier than I thought it was. Participating in a conversation with my peers on a daily basis with kids in my Japanese class who were completely outside of my social clique also helped. For example, in math class, you don’t always get that experience where you’re made to talk with someone. You might have to do peer work to solve a problem, but you’re not talking about something personal, you’re talking about the math problem, and not for very long. So it was an experience different from what I had in my other classes, which forced me to become more aware and learn more about how to interact with other human beings, and about my skills and deficiencies in other areas and how to

address those. And it forced me to have interactions with students who were outside of my little “friend bubble” and to take social risks.

Do you have any thoughts about how teachers in this current remote environment might replicate what worked for you as a student in terms of reducing social anxiety?

At the start of this year, our school was adamant that we needed to send a message that this is “real school” and attendance is not optional, so I was really hard core about not letting in kids if they tried to show up late. But as the year went on, I realized that I don’t know the reason why students might not be paying attention or why they’re not here, and I should stop assuming. Who knows whether the issue is that they overslept or they’re playing video games. It might be because they have a younger sibling whom they’re trying to help with online school, or their wifi went out. So I decided it wasn’t my role to police that because I don’t know what’s going on, and I can’t see or control the learning environment. I started to focus instead on encouraging them as much as possible, and even when a student is totally wrong when I call on them, I just say, “It’s okay...Why don’t you just repeat after me.” I think I’ve been spoon-feeding kids a lot more than I would normally, but to a certain extent, that’s just what this year has been. It’s important for them to feel some success.

What is the origin of the Japanese program at Eastern HS?

I don’t know when the program at my school started. At the time I was hired at Eastern, the school had a JROTC program taught by Col. Schneider, whose wife was the Japanese teacher. They had been stationed in Japan. I was hired when Mrs. Schneider retired. I was literally walking down the street to drop my application off at the Perkins (a local family restaurant), to put my masters degree to good use waiting tables, when I got the phone call from Jefferson County offering me the Japanese teaching position at Eastern. I had been applying for jobs all over, but kept hearing, “Oh, we’d love to have a Japanese program, but we can’t hire a new teacher.” I was panicking because the school year was about to start and I didn’t have a job. The first week of school, I still lived an hour away in Cincinnati and had to wake up at 3AM to get to school on time. There are currently three teachers of Japanese in my district, which is one of the largest districts in the country.

What is the connection between Louisville and Japanese language? Is it the auto industry?

The auto and bourbon industries. In the 70s and 80s, the bourbon industry was failing in Kentucky, but at the same time, there was a generation growing up in Japan that didn’t know the war, but was really hungry for American products. I don’t remember what the first distillery was, but one of the Louisville distilleries made a distribution deal with Suntory. People here were skeptical of being able to market Kentucky Bourbon to young people in Japan, but Suntory said yes, absolutely. Since then,

a lot of Kentucky distilleries have gotten into that market, so you can get great Kentucky bourbon in Japan pretty easily and cheaply. There's also bourbon made in Japan, but it doesn't taste the same, even to someone with a non-sophisticated palate like me. The natural environment that the ingredients are grown in, just like wine, really matters. We also have a huge Toyota plant in Scott County and a Mitsubishi plant.

So there was a compelling reason for Japanese to start, and Colonel Schneider, who was already teaching at Eastern, had lived in Japan. I can imagine that it may have started with, "Well...my wife could teach a Japanese class..." and here we are. A lot of programs start in a non-linear way like that. My last question is about your involvement in KAJLT, where you have been an officer since 2012. How has involvement in KAJLT been good for you and your program?

For the teacher of the year application, you have to prepare a portfolio about your professional achievements and leadership, so I talked about my involvement with KAJLT. The one time that I was able to attend ACTFL was when I received a grant from AATJ to attend the leadership training, which covered my travel expenses. That was really, really amazing. Being part of KAJLT has made me aware of lots of cool opportunities that I wouldn't have been aware of otherwise, like the Nengajo Contest, Japan Bowl, and the Kentucky World Language Association Showcase. It helps me give back to the Japanese learning community in a really meaningful way. And it's not really for you, it's for your students. Getting your students involved in things like the Speech Contest, Japan Bowl, Language Showcase grows your program. But also, it's job security. It's what the students tell their parents about, what they tell other students about, and what you get publicity for in the local paper. It makes your program look really appealing.

Thank you, Kamenetzky sensei, and best wishes for an amazing year as you embark on your 2021 Teacher of the Year adventure. よろしくお願ひします！



Dr. Yasu-Hiko Tohsaku Receives Lifetime Achievement Award

Junko Mori, Immediate Past President

Starting this year, AATJ implemented a [mechanism to solicit nominations](#) for this award from its members. The selection committee, consisting of three past presidents, Dr. Laurel Rodd (2015 Lifetime Achievement Award recipient), Dr. Yoshiko Saito-Abbott, and Dr. Motoko Tabuse, identified **Dr. Yasu-Hiko Tohsaku**, [Professor at the School of Global Policy and Strategy](#), University of California, San Diego as the recipient of the 2021 Lifetime Achievement Award. We, the current AATJ officers, also found him to be an epitome of what this award is about, and we are certain that many AATJ members share this sentiment.

Tohsaku sensei's achievements in his career are too many to list in this short article. He has been the backbone of numerous projects that have shaped our field today, including the National Standards for Foreign Language Education Collaborative Project in the 1990s, the AP Japanese Language and Culture Task Force in the 2000s, and the Global Articulation Project of Japanese (J-GAP) in the 2010s. His involvement was also critical in making possible the consolidation of two national organizations, the Association of Teachers of Japanese (ATJ) and the National Council of Japanese Language Teachers (NCJLT), and he subsequently served as one of two initial Co-Presidents of the newly-formed American Association of Teachers of Japanese (AATJ). He is currently serving as the Japanese representative to the Executive Board of the National Standards (World-Readiness Standards) Collaborative Project, President of the International Association of Computer-Based Japanese Instruction (CASTEL/J), and a board member of the Japanese Council on the Teaching of Foreign Languages (JACTFL).



Tohsaku sensei has been a prolific writer as well. His publications include *Yookoso!: Invitation to Contemporary Japanese* and *Yookoso!: Continuing with Contemporary Japanese* (McGraw-Hill)—the first Japanese textbook series in the U.S. that targeted functional and communication skills among JFL learners. *Doraemon no Dokodemo Nihongo* (co-authored, Shogakukan) was perhaps the first to incorporate Japanese pop culture into Japanese language textbooks. He has also written and edited numerous books for Japanese language educators, including *Gakushu no Meyasu* [Curriculum Guidelines of Chinese and Korean Instruction in Japanese High Schools] (co-author, The Japan Forum), *Japanese Language Instruction: 77 Tips Series* (co-general editor, Kuroshio Shuppan) and *Japanese Language Education x ICT* (supervising editor, Hitsuji Shobo). In his 2013 book, *NIPPON3.0 no Shohoosen* [Prescription for Japan 3.0] (Kodansha), he argues for the active agency of Japanese learners who use language as a tool for identifying themselves. This idea has been further developed and explored in his forthcoming co-edited volume, *Social Networking Approach to Japanese Language Teaching: Intersection of Language and Culture in the Digital Age* (Routledge).

The nomination letter writer identified one of Tohsaku sensei's strengths to be his ability to inspire teachers by making theories accessible. Indeed, he has given countless lectures worldwide to promote new ideas, provide concrete examples, and encourage teachers to collaborate with each other to explore these ideas further. We believe that many of the readers of this newsletter have had a chance to be inspired and energized by his engaging presentations.

We sincerely thank Tohsaku sensei for all that he has done to support and inspire Japanese language educators. Our association and our field would not be where we are now without Tohsaku-sensei's tireless and inspiring work and mentorship.

The award will be presented to Tohsaku sensei, during the 2021 AATJ Spring Conference. **Please join us at 4:00-4:30 pm (EST) on Friday, March 26, 2021 to celebrate Dr. Tohsaku's achievements.** In addition, Tohsaku sensei will give us a special presentation at a webinar scheduled on April 17th. The title of his presentation is “ニューノーマル、ネクストノーマル時代の日本語教育—日本語を教えない日本語教育” [Japanese Language Education in the Next Normal—We won't teach Japanese]. Stay tuned for more details regarding this webinar.

KCJS Virtual Summer 2021 Programs

The **Kyoto Consortium for Japanese Studies** is offering two intensive virtual language programs that cover one year of Japanese in one summer.

Modern Japanese

- Courses offered: second year, third year, and fourth year+
- Small class sizes and tailored curriculum
- Online engagement with Japanese experts and peers

Classical Japanese

- Introduction to Classical Japanese grammar
- Read classical Japanese texts with the aid of a dictionary
- Small class size and select virtual visits

For more information and to apply, please go to uge.columbia.edu.

Engaging Students Virtually through Online Japanese Club

Kristin Wingate, Japanese Teacher at Cranford High School, New Jersey

Cranford High School's Japanese Program, established in 2001, is fortunate to have 106 students enrolled in the high school program and a total of 99 students in both its feeder middle school programs during the 2020-2021 academic year. The Japanese Club offered at Cranford High has been a staple extracurricular for many students, featuring not only cultural activities, further exploration of Japanese history, and an end-of-year luncheon/Senior Send-off, but also annual community-wide events such as bunkasai, sushi workshops, taiko drum demonstrations, and more.

During the pandemic, all extracurricular activities at Cranford have been virtual. Although at first this may be disappointing, I think in turn it's working out surprisingly well to give students better access to attend. Club meetings take place after office hours, so students no longer have to divide their time between seeing a faculty member for extra help or attending a club meeting for socialization and enjoyment. From September until December, I found that students were actively asking me when the next club meetings were, sending apologetic emails for missing club, and were virtually lining up at the door for me to open up the Google Meet the minute our meeting was to start.



Ryan [redacted] (Student)
Jan 26

I vote we have a meeting every week. All in favor say Aye :P

Throughout my time at Cranford High School advising Japanese Club, I can easily tell that students find a special home here with their friends and peers. It's a place where they can truly be themselves, express their thoughts, and bond with their friends over common interests. Our virtual club environment is no different.

I think one of the biggest selling points this year was an idea from our current club president, Ethan Parish, senior at CHS. Back in the fall, he had the idea to have "flash presentations", which are short presentations given by members who volunteer to talk about their interests related to Japanese culture. We always reiterate that club should be purely fun, not stressful, so students who *want* to present are welcome to, but anyone who wants to just listen is free to, as well. Through our series of flash presentations, club members can connect with each other through their common interests and passions. Those have been the majority of our meeting agendas, but other meetings have featured Japanese holiday/cultural discussions led by both myself and students. We've had themed meetings such as Japanese Christmas and for Halloween we had students present on youkai, which many students are deeply interested in.

Our Japanese Club meets twice a month, averaging about 26 students per meeting consistently. 30 students recently completed an anonymous survey, first asking if they were currently a student of Japanese, a student taking a different foreign language, or not currently taking a language class.

Students currently enrolled in Japanese:

What made you initially join Japanese Club?
I take Japanese, and my friends all decided to join
It was offered and it seemed interesting especially since I am taking Japanese as my language this year. :D
tbh I just kind of wanted to see what it was about
I wanted to get myself involved with everything Japanese related I could as I grew older, plus it just seemed like a lot of fun!
I was in it in middle school and I wanted to continue attending because it met my interests
What is appealing to you about Japanese Club?
It's enjoyable
Everything :P
the topics mostly, the people come second
The amount of fun and positivity we bring every meeting and everybody being allowed to come together.

Students enrolled in another foreign language:

What made you initially join Japanese Club?	Any other comments or feedback?
Interest in the culture.	Its a lot of fun!
My sister told me that the club is interesting and I should join it	I want to take Japanese.
My friends told me it was a lot of fun.	I love this club lol
[My friend who takes Japanese] forced me	
What is appealing to you about Japanese Club?	
The shared interests of all the participants	
Everyone is really nice and I have made some new friends. It also introduced me into new topics.	
I love how friendly everyone is and the chat is just a mood	
I like the nice people and the stuff we learn	

You can view more student feedback from current students of Japanese [here](#).

If you think it's too late to start up your virtual Japanese Club, it's not! It's a great way to have your students connect with one another, get to know you outside of your classes, and further advocate for your Japanese Program in your school community. I thought for Japanese Club at Cranford High School, going virtual would be a bust, but it turned out to be even more far-reaching and effective than our average in-person club.



Are your students the next Cheng & Tsui Karaoke Superstars?

Chinese and Japanese language students are invited to film and submit a karaoke music video. Our panel of judges will select five finalists. The winners are determined by an online vote, so family, friends, and classmates can take part, too.

This year, students have the opportunity to use their language skills for a cause: the top three karaoke superstars will earn prizes to benefit their classes and local communities.

More details at:
cheng-tsui.com/karaoke

IMPORTANT DATES

2/23: Video submission opens
4/15: Video submission deadline
4/22: Finalists announced
4/22-4/28: Public voting
4/30: Winners announced

PRIZES

1st Place: \$500 gift certificate
2nd Place: \$300 gift certificate
3rd Place: \$200 gift certificate

Prizes go to the winners' language classes. If preferred, Cheng & Tsui will make an equivalent cash donation to a local food pantry.



www.cheng-tsui.com
 1.800.554.1963 | inquiries@cheng-tsui.com
 25 West Street, Boston, MA 02111 USA

The JNHS Induction Ceremony: Celebrating Community and Sharing Our Dreams

Carla Swick, Japanese Teacher at Palmer High School, Alaska

The purpose of The Japanese National Honor Society (JNHS) is to *“recognize and encourage scholastic achievement and excellence in Japanese study, to unite teachers and administrators in developing and maintaining high standards of Japanese language education, and to promote altruistic conduct through various activities.”* Students must be in the first term of their second year of Japanese with a 3.0 overall G.P.A. and a 3.5 G.P.A. in Japanese to be eligible for recognition.



In pre-Covid times, our JNHS Induction Ceremony has always been a formal in-person event. It is an opportunity to honor our Japanese language students with families, administrators, and community members present. The evening begins with words of welcome from our principal and a candle ceremony that includes a representative from each world language at our school and national honor society. I invite the consul from the Consular Office of Japan in Anchorage to give an address and help present the certificates. If we have any Japanese exchange students at our school that year, I invite them to give a reflective speech on their year as a Palmer Moose. My goal is to give everyone a voice and a chance to share their story. After a few speeches and introductions, we say “Itadakimasu”, then share a potluck dinner together.

My favorite part of the ceremony is the inductees’ Daruma speeches. The Daruma doll is a symbol of the Japanese proverb: *Nana-korobi ya-oki* or *Fall down seven times, get up eight*, which means: never give up trying! The Daruma dolls are made so that they will right themselves whenever they are tipped over, which symbolizes patience and perseverance, even when times are tough. I want to encourage lifelong learning and goal setting in my classes, so the Daruma speech is a way for students to formally state their dream. My students create and design their own Daruma out of paper mâché in class and then write a speech in Japanese. The speech includes a self-introduction, the value of studying Japanese, and their personal Daruma goal. Each student comes up with either a short-term or long-term goal. It does not have to be Japanese-related, but it needs to be



important to the student. At the ceremony, JNHS inductees give their speech in Japanese and English, and then paint in one eye of their Daruma to symbolize their goal. When they realize their dream or goal, they will paint in the other eye. I have had students contact me years later to let me know they reached their goal. One student, Josh, wanted to graduate from business school and become a pastor. Another student, Jeremy, wanted to become the fastest sprinter on our high school track team before he graduated. And Sophia wanted to become an exchange student and study a year in Japan. All of them met their goals.

Throughout the year, I try to create opportunities for our JNHS members to take on the role of ambassador or leader and get involved outside the classroom. When our sister city delegation visits from Saroma, Japan our members

support their activities and help with hosting. Members have been guest speakers for local elementary schools' Internet Safety Night and officials for the district kids' track meet. As guest sensei, members help run the charter's school annual Japan Day and are often cultural/language presenters in Palmer's elementary and middle schools. I love seeing my students step outside their comfort zones and become more confident as they share their own love of language and culture with others.

In March of 2020, like many schools around the nation, we were forced to teach remote for the remainder of the school year. We were unable to hold our traditional face-to-face ceremony, so instead we honored our JNHS students with a home delivery of their certificate, cords, and a special



handmade kanji painting of their name. This spring we will return to our JNHS Induction Ceremony either Covid-mitigated or virtual. Like the Daruma, we will #ganbariMASUKU and adapt to new times.



Japanese National Honor Society Chapter Spotlight

Holly Didi-Ogren, The College of New Jersey

The College of New Jersey (TCNJ) is a public, state institution located in central New Jersey with an undergraduate student population of approximately 6500. The College is comprised of seven schools, and has a strong liberal arts core in addition to a handful of professional programs. The college also enrolls about 600 graduate students.

The Japanese Program at TCNJ is housed in the Department of World Languages and Cultures, and we enroll an average of 50 students per semester in our Japanese language courses. Since I joined TCNJ as the Japanese Program Director in 2006, I have worked alongside an adjunct as the only full-time faculty member in the program.

Students interested in taking Japanese at TCNJ may do so to fulfill Liberal Learning (general education) requirements, to complete a minor, or to complete a Japanese language specialization in the World Languages and Linguistics major that went into effect in 2018. Connecting Japanese to a major has been a crucial way of recruiting and retaining students in Japanese language courses, and we look forward to continuing to recognize eligible students in our program – including majors – through induction into the Japanese National Honor Society.

We have had a JNHS chapter at TCNJ every year since 2015. Per requirements for JNHS induction at a 4-year institution of higher education such as ours, students are inducted into the JNHS the semester they graduate, and induction is a way of recognizing the academic achievements of our students. While students who have completed a Japanese minor and – more recently – the World Languages and Linguistics major with a specialization in Japanese typically comprise the pool of inductees, JNHS also offers an opportunity for recognition to students who are unable to complete a minor (or major) in Japanese. We usually hold an induction ceremony in late April or early May. Family and friends are invited, and we usually have 15-20 people in attendance in addition to the inductees who typically number 4-6. We ask each inductee to prepare brief (1-2 minute) remarks in Japanese on what they've gained from studying Japanese and their future plans, we pass out the certificates and the honor cords, everyone in attendance sings a short song in celebration of the inductees' achievements, and we then have a reception. Those coming to support the inductees are given a program with the names of the inductees, English translations of the inductees' remarks, and words to the song we do together to celebrate. Students in Japanese language classes are encouraged to attend the ceremony by way of a few extra credit points for their current language course, and we extend invitations to on-campus student clubs connected to Japan.

The ceremony is an important occasion not only for recognizing the academic achievements of the inductees, but also for helping newer students to see Japan-connected pathways both during their time in college and beyond. It is also an opportunity to reconnect with students who may not have taken a language class for a year or more, as some of the inductees complete the required five semesters of language study by fall of their junior year. The ceremony is also an important chance to advocate for Japanese language study on our campus, as audience members include students with an interest in Japan who are not currently enrolled in Japanese language courses.

Recognize Your Students' Achievements with JNHS

The Japanese National Honor Society recognizes and encourages achievement and excellence in the study of the Japanese language. The American Association of Teachers of Japanese (AATJ) is pleased to assist teachers with a way to recognize their outstanding students, to encourage them to continue in the study of Japanese, and to promote activities that give students ways to use their language skills. Students inducted into JNHS receive certificates and also are able to order red-and-white cords to be worn at graduation ceremonies.

Nominate your students for induction into the Japanese National Honor Society.

Requirements for membership and procedures for forming JNHS chapters and nominating students can be found on the following pages, as well as lists of the students most recently inducted into the JNHS:

Information for high school teachers: <https://www.aatj.org/jnhs-pcc>

Information for post-secondary teachers: <https://www.aatj.org/jnhs-cc>

During the pandemic, which has presented difficulties for teachers in making payments for JNHS chapters, it is possible for students to pay their own induction fees via the AATJ website. Please inquire about this, and any other matters, by writing to Maiko Bacha at jnhs@aatj.org.



Task Force on Diversity and Inclusion Interim Report

Suwako Watanabe, AATJ Task Force on Diversity and Inclusion Chair

As reported in the AATJ Newsletter Volume 9, No. 3, a call for nominations of individuals to serve on the Task Force on Diversity and Inclusion Issues was sent out in the summer of 2020. In order to ensure diverse and inclusive representation, The AATJ Executive Officers took many factors into consideration in naming members to the task force, including educational setting, language background, ethnicity, and region, and we are deeply appreciative of their thoughtfulness. The following AATJ members were appointed as members of the task force:

Clayton Frederick (Everett Alvarez High School, CA)

Janet Ikeda (Washington and Lee University, VA)

Hiroaki Kawamura (University of Findlay, OH)

Laura Moy (Eastview High School, MN)

Kimiko Suzuki (Haverford College, PA)

Jae Takeuchi (Clemson University, SC)

Suwako Watanabe (Portland State University, OR), Chair

Marcus Williams (New Heights Academy Charter School, NY)

In early December 2020, the Executive Officers met with the task force members virtually to explain the group's charge: "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." After this initial meeting, the task force members decided to read key articles in the special edition of the AATJ's journal *Japanese Language and Literature*, Vol. 54 No.2. by its first meeting on December 22, 2020.

At the meeting, we first got ourselves familiar with AATJ's organizational structure, governance, activities, and programs. During two subsequent meetings, we reviewed the mission statement and the purposes of the association in the Bylaws to identify elements that are not aligned with the current needs of our profession and field to address diversity and inclusion. We also brainstormed on current activities that are not effectively enhancing diversity and inclusion and how or why they are not effective.

After our three meetings, we started to see our direction for recommendations as follows:

1. Core Values: We strongly feel that as a professional organization AATJ should be committed to holding diversity, inclusion, and equity as its core values. This should lead to offering training and workshops addressing diversity and inclusion as regular professional development.

2. Membership Database: AATJ needs to have a more comprehensive grasp of the profiles of its membership in terms of various aspects beyond basic demographic information such as language background, discipline or subject, and institutional setting.

3. The Bylaws: The current purposes in the bylaws should be updated to align with the current status of the field, where the profiles of both teachers and learners have changed drastically since the 1960s as well as the 1990s, and they should be revised after close examination of the association's goals to include a vision for societal impact and sustainability of our profession. Redefining the goals of an association should have a major impact on its membership, and we hope that AATJ ensures a mechanism in the revision process to reflect views of as many members as possible.

4. Intersectional Exchange and Collaboration: While we recognize that collaborative work between K-12 and college and between disciplines has been taking place, we feel that AATJ could do more to foster such collaboration and exchange of ideas among members with diverse backgrounds.

Of course, we are not limited to these four points, and there are many other ideas and issues such as diversified learner profiles, diversity in teaching materials, research on diversity and inclusion, and the decline of teacher capacity. We hope that our work will eventually lead to enhancement of services that AATJ provides to its members and help advance the field of Japanese language education, including pedagogy, linguistics, literature, and culture.

AATJ Webinar News

Yoshiko Saito-Abbott, AATJ Professional Development Director

The series of webinars organized by AATJ and supported by the Japan Foundation-Los Angeles (JFLA) continues in the New Year. The first AATJ/JFLA webinar in the 2021 series took place on January 16: "Advocating for proficiency-oriented Japanese language learning through the National Japanese Exam" with Tomomi Sato, Miyuki Johnson, Junko Tokuda Simpson, and Yasu-Hiko Tohsaku. The presenters discussed how teachers can use the National Japanese Exam to celebrate their students' listening and reading performance, to reflect on their own teaching, and to advocate for their Japanese programs and motivate their students' language learning.

On February 16 AATJ co-hosted a webinar with ACTFL, featuring Jessica Haxhi, ACTFL 2021 President, and Elena Kamenetsky, ACTFL 2021 National Language Teacher of the Year. Their topic was "Engaging Our Learners: Lessons Learned While Teaching Japanese." Almost 1,000 teachers from all world languages registered in advance for this webinar!

A second AATJ/JFLA webinar was offered on March 6: "New York Tough: Working Together for Creating Online Teaching Materials"; the presenters were teachers at City University of New York (CUNY) campuses: Asako Tochika, Kazuko Saito, Maayan Barkan, Shige (CJ) Suzuki, and Tomonori Nagano.

On April 17, Yasu-Hiko Tohsaku, the recipient of the 2021 AATJ Lifetime Achievement Award, will speak on “Japanese Language Education in the Next Normal - We Won't Teach Japanese”.

Webinar information (including recordings of past sessions and links to register for upcoming webinars) can be found online at <https://www.aatj.org/teaching-resources>

AATJ plans to continue to deliver webinars that meet members’ needs, so please feel free to contact us and suggest topics in which you would like to participate.

Bridging Scholarships Available for Fall 2021 Study

The United States-Japan Bridging Foundation funds scholarships through AATJ to help students study abroad in Japan.

The Bridging Project is accepting applications from American students who will participate in study-abroad programs in Japan beginning Fall 2021. The deadline for receipt of applications is April 16, 2021.

Funding from private foundations, corporations, and individuals has made it possible to award scholarships for travel and living expenses while studying abroad in Japan beginning in August-October of 2021. Undergraduate students majoring in any field of study are eligible to apply for these scholarships. Prior Japanese language study is not required. Applicants must be U.S. citizens and must be enrolled as undergraduates in a college or university in the U.S. Their terms of study in Japan should be at least three months long. Bridging Scholarship recipients will receive a stipend of \$2,500 (for students on single-semester programs), or either \$4,000 or \$4,500 (for students on full-year programs).

The Bridging Scholarship application form is available online or as a Word form document that can be filled out, printed, and mailed with other application materials. Go to <http://www.aatj.org/studyabroad/japan-bridging-scholarships> for a link to the online application and to the paper form. The results of the selection will be announced in mid July. Selection is made by a committee and is based on academic potential and financial need. Scholarship recipients will be expected to participate in an orientation program via Zoom prior to departure and send a brief report about their study in Japan to the AATJ office within 90 days of returning from abroad.

Bridging Scholarships will only be awarded if/when study abroad in Japan resumes. The program is subject to change depending on local and international conditions due to COVID. Students awarded grants for Fall 2021 departures who are unable to study abroad due to COVID-related cancellations may be able to defer to the Spring 2022 semester, pending approval from the Bridging Foundation Board. In such cases, academic-year grants will convert to one-semester grants.

For more information about the Bridging Foundation, please visit www.bridgingfoundation.org.

2021 AATJ "Year of the Ox" Nengajo Contest Results

Cameron Chien, AATJ Nengajo Contest Director

Congratulations and thank you to all participants in the 2021 AATJ Nengajo Contest! It was a joy to view all of your amazing students' work and the creativity imbued in each card. We sincerely hope that this contest has had a positive impact in helping you further spread the joy of Japanese culture and advocate for your program.

Number of Cards Submitted by Local Affiliates

Local Affiliate	Cards Submitted
AFTJ	5
AITJ	0
AKATJ	1
ATJO	13
AzATJ	0
CAJLT	67
CJLEA	10
GATJ	6
HATJ	36
IMAJLT	25
IATJ	0
JTAM	1
JTAT	6
KAJLT	8
MAATJ	26
MCTJ	24
NCATJ	19
NECTJ	66
NJATJ	30
OATJ	5
WATJ	64
WiATJ	7

We had 472 cards submitted by 66 teachers from schools nationwide this challenging year. The winning cards were chosen by blind-anonymous judging, with ACTFL 2021 Teacher of the Year Elena

Kamenetzky sensei, AATJ President Ann Jordan sensei, and incoming AATJ Nengajo Contest Director Andy Scott sensei serving as judges. I have confidence that the winning cards represent each category very well.

All of the winners received an award certificate and an Amazon gift card (\$25 for first place, \$20 for second place, and \$15 for third place) for their accomplishments. Some students received an Honorable Mention, which means their card was one of the finalists, and all participants received certificates of participation.

Number of Cards Submitted for Each Category

YEAR	ARTISTIC	COMICAL	CG	ENCOURAGEMENT	TOTAL
2021	157	131	108	76	472
2020	235	205	77	NA	730
2019	237	212	75	NA	758
2018	284	237	76	NA	873

Number of Cards Submitted for Each Level

LEVEL	ES	MS	HS	CL
2021	70	100	288	14
2020	119	138	440	37
2019	101	155	440	62
2018	111	158	514	89

Once again, thank you very much for your interest and participation in the 2021 AATJ Nengajo Contest: Year of the Ox! We eagerly look forward to your students' creative work in next year's Contest: Year of the Tiger! If you have questions or concerns, please contact Cameron Chien at cameron.chien@gmail.com. The winning cards' images are on display in slide show format on the AATJ website: www.aatj.org.

2021 AATJ Annual Spring Conference

The 2021 Annual Spring Conference will be held VIRTUALLY between Thursday, March 25, and Saturday, March 27, 2021. The event will take place with **live online sessions via Zoom**, in the afternoons and evenings of the conference days. In addition to a special keynote presentation, the conference will feature panel sessions and individual paper presentation sessions on topics including assessment, materials development, language and technology, curriculum and course design, linguistics, second language acquisition, and literature.

RESEARCH PRESENTATIONS, LIVE AND RECORDED FOR LATER VIEWING

Live research presentation sessions (8 panels and 31 individual papers) will take place between 4:30 and 9:00 PM Eastern US time on Thursday, March 26, and Friday, March 27, at the times listed in the schedule. The presentations will also be recorded and available for later viewing by those who have registered for the conference. Registrants will be sent passwords for logging in during the live conference and for viewing recordings afterwards.

The conference program and schedule can be accessed in interactive and downloadable PDF format on AATJ's website at <https://www.aatj.org/conferences-spring>, and a list of presentations is printed here beginning on p. 26.

REGISTRATION IS OPEN UNTIL MARCH 20

Conference registration opened on February 15, 2021. Registration rates are as follows:

AATJ Members - College Level: \$50

AATJ Members - K-12 Level: \$30

AATJ Members - Students: \$20

We hope that many K-12 teachers – who often have difficulty attending the in-person Spring Conference – will be interested in attending and/or viewing the conference this year in its online format.

KEYNOTE SPEAKER FOR THE 2021 SPRING CONFERENCE

The 2021 conference keynote speaker will be Oriza Hirata (平田オリザ), one of the key figures in the contemporary theater scene in Japan; he will deliver his talk, entitled 「対話の時代の日本語教育」 [Japanese Language Education in the Era of “Dialogue”], online from Japan.

Playwright, director, leader of Seinendan, artistic director of Komaba Agora Theater and artistic director of Kinosaki International Arts Center, Oriza Hirata is one of the key figures in the contemporary theater scene in Japan. He has received many awards, including the 39th Kishida Kunio Drama Award with "Tokyo Note (Tokyo Notes)" in 1995. In 1998, he received the 5th Yomiuri Theater Award for Outstanding Director, for his production of "Tsuki no Misaki (The Cape of the Moon)," a play written by Masataka Matsuda. Hirata wrote and directed "Ueno Dobutsuen Sai-sai-sai Shugeki (Attacking Ueno Zoo for the Fourth Time)" in 2002 and won the 9th Yomiuri Theater Award for Outstanding Production.

Currently, in addition to holding positions as Research Professor at Osaka University; Tokyo University of the Arts; and Professional and Vocational University of International Tourism and Art Management, Mr. Hirata is directing his efforts into delivering workshops around Japan on the use of drama as an approach for supporting communicative education.

36th Annual SEATJ Conference Held Virtually

Due to the COVID-19 pandemic, the 36th Southeastern Association of Teachers of Japanese Conference was [held virtually](#) at North Carolina State University on Saturday, February 27, 2021. We welcomed 84 participants, including 40 presenters and co-presenters from not only the Southeast but from other parts of the U.S. (22 states), Japan, and even the Netherlands.

The theme of the conference was "Preparing students for self-directed learning beyond the Japanese program". We had 30 excellent presentations related to the theme. Dr. Yuri Kumagai, Senior Lecturer at Smith College, as this year's keynote speaker gave her speech "What Language Education Can Do "Now": Nurturing students' autonomy and criticality" 「『今』の時代に求められることばの教育：学習者の自律性と批判性を培うために」.

SEATJ is pleased to announce that the 2021 SEATJ Teacher of the Year was awarded to Dr. Kathy Negrelli, Associate Professor of Japanese at Kennesaw State University.

SEATJ also recognized outgoing officer Dr. Hironori Nishi (University of Memphis).

AATJ 2021 VIRTUAL SPRING CONFERENCE

Research Presentations
Friday, March 26 – Saturday, March 27, 2021

Papers whose titles appear in Japanese in the program will be delivered in Japanese; those with only English titles will be delivered in English

ALL TIMES ARE EASTERN US

Friday, March 26, Afternoon Session – 4:30-6:25

SESSION 1-A: PEDAGOGY PANEL: CURRICULUM/COURSE DESIGN AND IMPLEMENTATION

Chair: Yasu-Hiko Tohsaku, University of California, San Diego

Panel Title: 「地球市民育成のための日本語教育: SDGs 達成を通してグローバル社会とつながる」(Japanese Language Education for Creating Global Citizens: Connecting with Glocal Society through the Achievement of SDGs)

「日本語で世界に目を向ける一持続可能な開発目標を骨子として」(Expanding students' horizons: Sustainable Development Goals as a backbone theme in the Japanese classroom)

Minori Inada, University of California, San Diego

「平和な社会の実現を目指した学習者主体の共同学習 – ウェブサイトを通して発信する平和へのメッセージ」(Student-centered collaborative learning for realizing a peaceful world: Messages for peace through creating a website)

Junko Tokuda Simpson, University of California, San Diego

「SDGsを達成するための高校生の地域活動 – 自発的な活動から生まれる地域との絆」(Community service by high school students to achieve the SDGs: Connection with the community through volunteering)

Rie Tsuboi, San Dieguito High School Academy

「Hyperdocを使ったオンライン探求型学習-SDGs達成への貢献」(Hyperdocs for online inquiry-based learning: For achieving SDGs)

Yasu-Hiko Tohsaku, University of California, San Diego

SESSION 1-B: PEDAGOGY PANEL: CURRICULUM/COURSE DESIGN AND IMPLEMENTATION

Chair: Asako Hayashi-Takakura, University of California, Los Angeles

Panel Title: 「学習者からクリエイター(作家)への道: ニューノーマル下のプロジェクト型学習(PBL) (Journey From Learners To “Authors” Through Original Creative Writing)

「教室から世界に飛び出した『旅する日本語』プロジェクト型学習(PBL)の実践報告」(From the classroom to the world: Report on Project Based Learning (PBL) activities)

Asako Hayashi-Takakura, University of California, Los Angeles

“Group story creation opens a gateway to Japanese studies”

Lisa Steward, University of California, Los Angeles; Lisa Guiotoko, Heinz College, Carnegie Mellon University

“From buyer to builder: Leveraging language instruction and library expertise to bridge resource gaps through the creation of Japanese works”

Tomoko Bialock, University of California, Los Angeles

Discussant

Asako Hayashi-Takakura, University of California, Los Angeles

SESSION 1-C: LINGUISTICS PAPERS

Chair: Yoshiko Mori, Georgetown University

「バカにしないで大丈夫です: Linguistic microaggressions and L2-Japanese speaker legitimacy”

Jae DiBello Takeuchi, Clemson University

“Utterance-final *tteyuu* as a discourse-pragmatic connective in conversation and storytelling”

Michiko Kaneyasu, Old Dominion University

「現代日本語における引用符号コードシステム」(Code system of quotation marks in present-day Japanese)

Hidemi Riggs, University of California, Irvine

"Recipients' behaviors in storytelling by native speakers and learners of Japanese"

Megumi Iida, University of Arizona

SESSION 1-D: PEDAGOGY AND SIG PAPERS

Chair: Mieko Kawai, University of Virginia

Japanese for Specific Purposes SIG:

「学習者のニーズに応えるプロフェッショナル日本語コースの構築を目指して」(How to better prepare students for their future careers: Toward the development of "Japanese for professional communication")

Wakana Maekawa, Masami Ikeda, and Takako Aikawa, Massachusetts Institute of Technology

Study Abroad SIG:

"More than study abroad: Evolution of internships abroad from goodwill volunteering to sustainable internships in Japan"

Nobuko Koyama, University of California, Davis

Pedagogy: Curriculum/Course Design and Implementation:

「大学間合同バーチャル体験留学」(Virtual inter-university experiential study abroad program)

Yuki Waugh, Texas A&M University; Naoko Ozaki, Rice University; Hajime Kumahata, Baylor University

Pedagogy: Materials Development:

「コロナ禍によるリモート授業移行に伴う学習障害 (LD) を持つ日本語学習者への支援に関する問題の一考察」
(An examination of issues concerning support for Japanese learners with learning disabilities (LD) after the transition to remote instruction under Covid-19)

Yumiko Matsunaga, University of Colorado, Boulder

Friday, March 26, Evening Session – 7:20 – 9:15

SESSION 2-A: PEDAGOGY PANEL: CURRICULUM/COURSE DESIGN AND IMPLEMENTATION

Chair: Noriko Hanabusa, University of Notre Dame

Panel Title: 「多読の力：多角的に見る自律性育成の可能性」(The Power of Tadoku: Possibilities for Nurturing Autonomy from Diversified Perspectives)

「自律性につながる多読の基本理念及び実践方法」(Basic principles and practices of tadoku leading to autonomous learning)

Makiko Awano, NPO Tagengo Tadoku

「自律的な読み手を育てるために：学習者の多様な読みを認める多読授業」(Fostering readers' autonomy through tadoku: Allowing learners to read freely)

Tomoko Katayama, Tokyo University; Nanae Sakuta, Tsuda University

「学習者の自律的な多読：授業外多読経験者への追跡調査から」(Autonomous tadoku? Findings from learner interviews)

Wataru Takahashi, Kanda University of International Studies

「多読から学習者発案の新コースへ：学習者エージェンシーの育成」(Cultivating learner agency: From tadoku to student-proposed course)

Noriko Hanabusa, University of Notre Dame

SESSION 2-B: PEDAGOGY PANEL: LANGUAGE AND TECHNOLOGY

Chair: Midori Ishida, San Jose State University

Panel Title: 「日本語教育における日米間での協働学習：COIL（オンライン国際連携協働学習）の実践と可能性」
(COIL (Collaborative Online International Learning) Between Japan and the US in Japanese Language Education: Implementation and Prospects)

「COIL（オンライン国際連携協働学習）を活用した新たな日本語教育実践」(Implementing COIL in Japanese language teaching and learning)

Keiko Ikeda, Kansai University

「異文化間コミュニケーション能力向上のためのCOILデザイン」(Designing a COIL program for developing intercultural competence)

Midori Ishida, San Jose State University

「COILにおける謙虚かつ配慮ある共同リーダーシップ：相互交渉の社会言語学から見たタスクベース多人数会話の成功例」(Modest and careful co-leadership in COIL: Exploring a successful task-based multi-party conversation from Interactional Sociolinguistics)

Yasue Kodama Yanai, San Jose State University

「COIL(国際連携学習)におけるリンガフランカの役割と変容：日米二つの事例を通して」(Lingua franca in transforming COIL (Collaborative Online International Learning): Two cases of Japan-US collaborations)

Nobuko Chikamatsu, DePaul University

SESSION 2-C: SECOND LANGUAGE ACQUISITION / PEDAGOGY: ASSESSMENT PAPERS

Chair: Yoshiko Mori, Georgetown University

"Adult Japanese-language learners' choice of point-of-view and their storytelling styles"

Masahiko Minami, San Francisco State University; Hiroko Sugawara, University of California, Santa Barbara

"Unlearning the redundant particle *no* in Japanese relative clauses"

Yunchuan Chen, Duke University

「レベル別多読用教材による語彙習得：多読シリーズを読破すると理論上何語習得できるか」(Incidental vocabulary acquisition through graded readers: How many words can one incidentally learn through available Japanese graded readers?)

Mamoru Hatakeyama, University of Victoria

「初級日本語学習者はどのように作文への訂正フィードバックを利用しているか」(Engagement with written corrective feedback: A case study of learners of Japanese as a foreign language)

Jun Takahashi, University of Nevada, Reno

SESSION 2-D: JAPANESE AS A HERITAGE LANGUAGE SIG / PEDAGOGY: LANGUAGE AND CULTURE PAPERS

Chair: Fumiko Nazikian, Columbia University

「遠隔学習：ロッキーズ日本語アカデミーでの試みと課題」(Remote learning: Attempts and challenges at the Japanese Academy of the Rockies)

Hisako Schibli, University of Colorado, Boulder

「補習授業校 (K-12) で育った加算型バイリンガル継承日本語生徒～社会心理学的事例研究～」(Additive bilingual Japanese heritage language students at hoshuko (K-12) : A case study from socio-psychological perspectives)

Hitomi Oketani and Kyoko Kawase, Eastern Michigan University

「文化のとらえ方を学ぶ継承日本語の授業：異文化プロジェクトCulturaを使って」(JHL instruction to learn how to perceive culture: With an intercultural project Cultura)

Masako Douglas, California State University, Long Beach

「異文化能力を向上させるプロセスモデルを用いたオンラインコースでの学習課題」(Tasks using the process model of intercultural competence in an online course)

Noriko Fujioka-Ito, University of Cincinnati

Saturday, March 27, Afternoon Session - 4:30 - 6:25

SESSION 3-A: PROFESSIONAL DEVELOPMENT SIG PANEL

Chair: Hiromi Miyagi-Lusthaus, Boston University

Panel Title: 「社会正義を日本語教育に取り入れる：理論と実践」(How to Approach Social Justice Topics in Japanese Language Education)

「社会正義を日本語教育に取り入れる意義：性の多様性を例に」(Social justice in the Japanese language classroom: Why it matters)

Yoshihiro Mochizuki, University of Michigan

「日本の中の多様性を探す活動：非日本語母語話者と継承語話者のTAからL1教師が学んだこと」(Activities to explore diversity in Japan: What an L1 teacher learned from L2 and heritage speaker TAs)

Noriko Sugimori, Kalamazoo College

「在日韓国人の夢を描いた絵本「クリーニング屋さんの夢」を通して日本語中級クラスで学べること」(Using zainichi children's literature for an intermediate Japanese language course)

Naemi McPherson, Brown University

「社会正義を漫画を通して教える」(Teaching social justice through manga)

Hiromi Miyagi-Lusthaus, Boston University

SESSION 3-B: PEDAGOGY PAPERS: LANGUAGE AND TECHNOLOGY; MATERIALS DEVELOPMENT*Chair: Mieko Kawai, University of Virginia*

「日本語教育での没入型VRの利用に関する提案」 (Applications of immersive virtual reality in Japanese)

Kazumi Hatasa, Duke University

「多機能アプリ VoiceThread によるアウトプットの促進：非同期型授業をインタラクティブに行うために必要なものは？」 (Enhancing learners' output using the multifunctional app "VoiceThread": What is necessary to make asynchronous classes interactive?)

Yuki Yoshimura, University of Massachusetts, Amherst

「加速した1人1台端末環境をどう活かすか：初級レベルでの新しい試み」 (How to make the most of rapid development of one-to-one technology environment: New implementation model at elementary levels)

Yoshiro Hanai and Shoko Emori, University of Wisconsin, Oshkosh

SESSION 3-C: PEDAGOGY PAPERS: CURRICULUM/COURSE DESIGN AND IMPLEMENTATION*Chair: Fumiko Nazikian, Columbia University*

「被爆者証言のオンライン協働ビデオ翻訳プロジェクト」 (Online collaborative video translation project for A-bomb testimony)

Kazumi Matsumoto, Ball State University

「4技能習熟度のデータ分析から見る対面授業とリモート授業の比較：夏期集中講座からの実践報告」 (Comparing face to face instruction and remote learning through data analysis of the 4 language skills: A report from a summer intensive program)

Yumiko Tashiro, Kenyon College; Erika Hirano, Pennsylvania State University; Mayumi Hirano, University of Nevada, Las Vegas; Brian Hagihara (Thompson), University of South Florida

「リモート授業での自律型発音学習とその効果」 (Efficacy of autonomous learning of Japanese pronunciation during remote learning)

Tomoko Shibata, Princeton University

「バーチャル環境における音読指導の意義」 (Enhancing "student voice" in virtual learning)

Naofumi Tatsumi, Shigeru Eguchi, and Miharu Nittono, Columbia University

SESSION 3-D: CLASSICAL JAPANESE SIG / PEDAGOGY: MATERIALS DEVELOPMENT PAPERS*Chair: Yoshiko Mori, Georgetown University*

“Waka as a standard of language use”

Paul Warnick, Brigham Young University

“Kyogoku School poetics and the meaning of poetic ‘enlightenment’”

Caroline Wake, University of Northern Colorado

“Steps towards the indigenization of the curriculum: Introducing Ainu culture and history into the Japanese language classroom”

Nina Langton, University of British Columbia, Okanagan

“Using negative exemplars in kanji homework and assessments to deepen orthographic awareness: Effects and reflections”

Ryan Lidster, Marshall University; Chisato Kojima, Illinois Wesleyan University

Saturday, March 27, Evening Session - 7:20 - 9:15

SESSION 4-A: PEDAGOGY PANEL: CURRICULUM/COURSE DESIGN AND IMPLEMENTATION*Chair: Shinsuke Tsuchiya, Brigham Young University**Panel Title: The Performed Culture Approach: Rehearsing for Improv (体演文化アプローチ：リハーサルから即興パフォーマンスへ)*

“Active analysis in immersive classrooms: A student perspective on acting and ‘performing Japanese culture’”

Christopher J Staley, University of Pittsburgh

“Culture talks: Preparing learners for open-ended tasks and improvisation in remote instruction”

Karen Curtin, Portland State University

“Tryout: Narrative improvisations for intermediate-level Japanese learners”

Kumiko Takizawa and Shunichi Maruyama, The Ohio State University

“Connect NOW! Creating social purposes for interpersonal and presentational modes of written communication”

Shinsuke Tsuchiya and Steven Leach, Brigham Young University

SESSION 4-B: LITERATURE PANEL

Chair: Malgorzata Citko, University of Texas, Austin

Panel Title: When Warriors Ruled Japan: Dynamics of Power and Symbolic Authority in the Medieval Era

“Women and salvation in medieval Japan: Gender approaches to the Tale of Heike

Saeko Kimura, Tsuda University

“Disorder in the court! Taiheiki and the violent world of Japanese war chronicles”

Jeremy Sather, Virginia Polytechnic Institute and State University

“Imperial collections of Japanese poetry are not compiled for shoguns: ‘New continued collection of ancient and modern times’

Malgorzata Karolina Citko, University of Texas, Austin

SESSION 4-C: PEDAGOGY PANEL: LANGUAGE, CULTURE, AND IDENTITY

Chair: Momoyo Shimazu, Kansai University

Panel Title: 「コロナ禍でことばの教育における「つながり」を再考する」 (Rethinking the Notion of “Connection” in Language Education in the Age of COVID-19)

「「多文化」とつながる自分を日本語教室で表現する」 (Activating “symbolic self” in the Japanese classroom)

Yuko Takahashi, University of Massachusetts, Amherst

「学習者はいかにオンライン国際共修の場において「つながり」の調整を試みたか」 (Students’ negotiation for building “connections” in telecollaborative spaces)

Yuri Kumagai, Smith College; Momoyo Shimazu, Kansai University

「トランジショナルな時代のことばの教育の可能性：ことばとアイデンティティのエンタングルメント」 (The promise of language education in transitional times: Entangling and untangling language and identity)

Emi Otsuji, University of Technology Sydney; Makiko Matsuda, Kanazawa University

Discussant

Neriko Musha Doerr, Ramapo College

SESSION 4-D: PEDAGOGY PAPERS: CURRICULUM/COURSE DESIGN AND MATERIALS DEVELOPMENT

Chair: Fumiko Nazikian, Columbia University

「マルチリテラシー教育の実践：中級日本語コースカリキュラムデザイン」 (Implementing multiliteracies pedagogy: Curriculum design for intermediate Japanese)

Kyoko Matsui Loetscher, Columbia University

「視点の異なる読み教材を使った複読指導：多角的な視点を養うために」 (Multiple reading instructions to facilitate thinking from multiple perspectives)

Yoshiko Mori, Georgetown University

“Teaching the benefactive with concept-based language instruction (C-BLI) and SCOBAs: Moving from concepts toward proficiency”

Amy Ohta, University of Washington; Kyoko Masuda, Georgia Institute of Technology

“Teaching of storytelling in the Japanese-as-a-foreign-language classroom”

Chikako Takehara, Harvard University

Thursday, March 25

Keynote Session: 7:00 – 8:45 PM

AATJ-Sponsored Sessions at the Association for Asian Studies Virtual Conference

Tuesday, March 23, 12:00 – 1:30 PM

Beyond Content-Based Instruction: Japanese Language Collaborations with Japanese Studies to Optimize Learning

This panel is part of the Association for Asian Studies program and requires registration for the AAS conference.

Chair: Anna Zielinska-Elliott (Boston University)

Panelists:

Nobuko Chikamatsu (DePaul University)

Hideki Hara (Japan Foundation)

Danielle Rocheleau Salaz (University of Colorado)

Emi Yamanaka (Boston University)

Thursday, March 25, 6:00 PM

Classical Japanese SIG Roundtable and Meeting

Speakers: Professor Hashimoto Yuta, National Museum of Japanese History

Dr. Laura Moretti, University of Cambridge

Zoom link:

<https://byu.zoom.us/j/95533110897?pwd=R0pqQzlhYVc3Tk5VTUxaVnBWNGpFZz09>

Meeting ID: 955 3311 0897

Passcode: 187103



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