



AATJ

NEWSLETTER



Ann Jordan

Message from the President

I'm writing this, my last newsletter message as AATJ President on a very windy, wet day on the Central Coast of California, the first significant rainfall we've had in a very long time. The rain will certainly help ease the drought and we really hope that it will chase the fire season away, but there's also a very big possibility of mudslides in some areas because so much vegetation on hillsides was destroyed by fires in the last two years in California. So...we desperately need and welcome the rain, but at the same time we're also fearful of what it could bring.

It's a bit like the start of this school year. Most teachers and students are so happy to finally be back to school for in-person classes, despite the challenges and the fact that no matter how much of a "veteran" teacher you may be, this is like being a first year teacher. The students in your classrooms are not coming to you with the same skills and experiences as they did before COVID and remote learning. Many have experienced trauma and loss, some continue to feel anxious. And like those of us worrying about the possibility of mudslides at the same time we're rejoicing for rain, teachers are a little fearful about all the still unknowns—possible outbreaks among students and staff, when will things be "normal", what actually is normal, will we have to go back to remote, who's vaccinated/not vaccinated, and on and on. Despite this, however, every teacher I have talked to is so happy to be back with students and things are far, far better than they were a year ago.

Last month I witnessed that joy in the third grade class of Emiko Furuya sensei and her assistant teacher Karin Ishibashi at South Academy of International Languages, an immersion elementary school in Charlotte, North Carolina. Except for everyone being masked, it could have been any

routine school day in the pre-pandemic days. It was my first time to be inside of a school since January 2020, and because it was raining, the students had recess inside the classroom. I didn't realize before how beautiful (and LOUD!) the sound of little children laughing, shouting, and playing games could be.

A couple of days ago, I was also in a high school class at Rancho San Juan High School in Salinas, California, not far from where I live. Minako Kamimura sensei had invited me to be an audience for her Level 1 students' first presentations in Japanese. In addition to speaking clearly and making themselves understood, the students tried to remember to make eye contact with their listeners because that is an important part of connecting with an audience. Eye contact isn't really possible on Zoom, and this made me think about how students and teachers spent more than a year unable to connect in that way. I don't want to ever take that for granted again. I was so excited to be there that I asked to take a photo with them and told them I was putting it in my message.



As usual, AATJ has been busy these past few months. In September, the Executive Board met to discuss the implementation of and timeline for the final recommendations of the Diversity and Inclusion Taskforce, led by Suwako Watanabe sensei. We will start by working on the mission and core values statements, forming a bylaws revision committee, and revising our membership renewal form so that it provides a clearer sense of the diversity of our members, their interests, and needs. We will provide our full response and update in the next newsletter.

On October 2nd, we held our first webinar of the new school year focused on the Seal of Biliteracy with panelists Pamela Delfosse, Kazumi Yamashita-Iverson, and myself. Members may recall that the first webinar took place shortly after the start of COVID in spring of 2020, and it has evolved into a key vehicle for delivery of professional development as well as a platform for regularly connecting AATJ members. It is always so nice to see old friends and make new connections. Thank you, Professional Development Director Yoshiko Saito-Abbott sensei, for all the hours and planning that you put into organizing this continuing series of webinars!

In September, the Outstanding Teacher Award recipients for this year were selected from a very outstanding group of nominees. I want to thank all of the nominators for the care and effort you put into preparing the supporting documents for your colleagues, and each nominee for your leadership

and efforts on behalf of your students and your programs. The recipients of this year's Outstanding Teacher Award are Kazumi Yamashita-Iverson sensei of Maloney Magnet School in Connecticut, and Yoko Kano sensei of University of North Carolina, Wilmington. Be sure to read all about them on [page 20](#).

On the weekend of November 6th-7th, AATJ and JFLA will kick off an Advanced Leadership Training for this year, which will differ from previous trainings. The goal is to prepare participants to deepen and extend their current work with fellow world language teachers and to foster a high level of leadership among leaders of Japanese language education in the U.S.

As many of you know, ACTFL 2021 will be virtual for the second year in a row. Although we all long for the day when we can be together in person at ACTFL again (fingers crossed for next November in Boston!), a virtual conference does mean that many who might not be able to travel due to cost or time are able to join in. So we hope to see many of you there! Be sure to read Conference Co-director Junko Tokuda's article on [page 5](#) with all the fun details.

Also in this issue on [page 27](#), we have the second installment in our S.O.S. (Strategies, Opportunities, Support) series on program advocacy, featuring three teachers from the world of higher education: Yuko Perfume, Ikuko Fukui, and Hiroko Harada. We think you will be inspired to read about how their advocacy efforts resulted in significant gains in student enrollment, elevation of the profile of the Japanese program at each of their schools, and strengthening of ties with their local communities.

It has been my privilege to serve as your AATJ President for the past year and for a few months more. It's been historic, as it's been the first completely remote presidency, spent at home on Zoom, sometimes in sweatpants (but with a nice shirt on top). I will be virtually passing the baton to President-Elect Tomoko Takami, who is going to do a great job. She is the subject of my interview in this issue on [page 10](#), so you can find out all about her and the answer to the question, 智子先生ってどんな子供でしたか? You'll be surprised.

I want to take this opportunity to thank my fellow executive officers, from whom I've learned so much about leadership. I am so grateful for all of them, the past executive officers, all of the wonderful and caring members of the AATJ community, and to Executive Director Susan Schmidt, without whom this organization could not run. I look forward to a new role as Immediate Past President this coming year and to spending many more hours on Zoom with you.

Well, everyone...the weather's getting colder, the days are getting shorter, and this November issue is full of great articles and information that you won't want to miss. So, put another log on the fire, put your feet up on the coffee table or inside the kotatsu, pour some wine or tea, and enjoy.

Message from the Vice President

2020年1月以来ほぼ2年間にわたって新型コロナウイルス感染症拡大による未曾有のパンデミックの中、各地域の教師会とのパイプ役になりながら、副会長として会長を支えてまいりました。僕の任期もちょうどパンデミックの2年間で重なる形で終わります。就任前には全米各地で活躍されているできるだけ多くの先生方とお会いして様々な課題や喜怒哀楽を共有したいと思っていましたが、パンデミックの影響で対面を果たすことができなかったのが残念です。

しかしながら役員会がプロフェッショナルディベロップメント（教員研修関係）担当の斎藤アボット佳子先生と相談しながらすすめてきたオンラインでのワークショップやウェビナーを通して、間接的ではありますが多くの先生方と交流することができ貴重な経験をさせていただきました。また、各地域の教師会の役員の皆様には、AATJからの呼びかけや情報のタイムリーな共有にご協力いただき厚く御礼申し上げます。

AATJが主催または共催するオンラインでのワークショップ、セミナー、講演会、座談会、交流会などにつきましては学校での授業などの「新ノーマルによる対面化」が実現していく今後も継続していきたいと思いますので、ご要望、ご提案などがありましたらどんどん声をあげて行っていただきたいと思います。いつでもsatsutan@cod.eduまでご連絡ください。

多くの学校ですでに対面授業が戻ってきている中、2022年春学期も遠隔授業の継続を余儀なくされているところもまだまだあるようです。また、対面授業が遠隔授業やハイブリッド、ハイフレックス授業に突然変更されることも予想しながらのカリキュラムを編成していかなければならず、教師の負担はまだまだ軽くはならないようです。そんな中で今、全米で教員不足も問題になっています。僕の住んでいるイリノイ州では2028-2029年(学校年)からの高校での2年間の外国語学習必修化を前にそれを見越して日本語クラスが開設される学校区も出てきているのはうれしいニュースなのですが、対応できるだけの有資格教員が見つかるかどうか不安が募っています。

新型コロナウイルスの蔓延化がまだ収まらない中、今年は全米日本語教育学会最優秀教師賞(AATJ Teacher Award)の受賞候補者として素晴らしい先生方に恵まれました。全米各地で活躍されている先生を推薦して下さった先生方にもAATJ役員一同厚く御礼申し上げます。引き続き、2022年のTeacher Awardへのご推薦をよろしくお願いします。



**Shingo
Satsutani**
札谷新吾

ワクチン接種が進む中、次から次へと新型コロナウイルスの変異種も現れ、日本政府による入国規制の継続により生徒や学生を引率しての日本への教育旅行が自由にできないのも気がかりです。僕のコミュニティカレッジではパンデミック以前に毎年実施していた春季休暇（10日間）、夏季休暇中（5週間）の短期留学研修を来年から再開すべく学生も集まり始めています。日本でのコロナ禍が終息し日本政府による渡航制限が緩和されることを願ってやみません。

今しばらく、先の見えない状況が続きますが、いっそう教師間の絆を深め、助け合いながら希望を絶やさず前進していきましょう。

2021 Annual Fall Conference at ACTFL 2021 Virtual

ACTFL 2021 (November 19-21) is just around the corner, but you can still register for the convention! The 2021 AATJ Fall Conference will be held on November 19-21, in conjunction with the American Council on the Teaching of Foreign Languages (ACTFL) Annual Convention and World Languages Expo. The format this year will be virtual again. All presentations are pre-recorded and will be either Simulive or On Demand. During Simulive sessions, which occur on a specific schedule, attendees will be able to view the pre-recorded content and interact with the presenter through live Q&A, along with a chat feature. On Demand sessions will be available to view any time throughout the convention dates, and there is a function for participants to contact the presenter for follow up.

After the virtual convention, all Simulive and On Demand presentations will be accessible on demand to attendees until February 28, 2022 at 11:59 p.m.ET. During the virtual convention, attendees will be able to go into the Exhibitor module to visit with participating exhibitors. There will be dedicated time slots in the schedule for visiting virtual exhibits.

Registration

To register for the ACTFL Convention, please go to [this Registration page](#) and click the “Register Online” button. **If you are a current AATJ member, be sure to scroll down the ACTFL 2021 Virtual Registration page and use “Convention Partner Organization Registration” under Option 2 in order to register at the lower member rate.**

Registration Category	Regular (9/16/21 ~ 12/31/21)
Member	\$215
Non-Member	\$315
Student	\$100

AATJ-Sponsored Sessions for the ACTFL 2021 Virtual Convention

AATJ will sponsor two Simulive sessions (video with live presenters available for Q&A in a chat feature during the session) and eight On Demand sessions including three practice-oriented paper presentations and three research-oriented paper presentations. Because of the online format, the number of accepted papers and presentation sessions has been greatly reduced from past in-person conventions. Please check the AATJ-Sponsored Sessions on the [AATJ website](#).

AATJ Virtual Zoom Booth

Thank for your participation in the survey regarding the AATJ Virtual Zoom Booth. Based on your preferences, the topics for the "Meet the Exhibitors" hour will be Advocacy, Japanese National Honor Society (JNHS), Nengajo Contest, AP Exam, National Japanese Exam (NJE), and Diversity and Inclusion. Although these are the main topics, you can still come to the virtual booth, meet the officers and directors, and discuss any topics you'd like. We are looking forward to seeing you there!

Date/Time (EST)	Focused Topics/ Programs	Booth Staff
Friday, November 19, 2021 2:30 PM – 3:00PM	Nengajo Contest AP Japanese Language and Culture Exam	Andy Scott Shingo Satsutani
Saturday, November 20, 2021 2:40PM – 3:40PM	Advocacy Japanese National Honor Society (JNHS)	Noriko Otsuka Kumi Kobayashi, Holly Ogren
Sunday, November 21, 2021 10:50AM – 11:35AM	National Japanese Exam (NJE) Diversity and Inclusion	Tomomi Sato Suwako Watanabe

Virtual Booth Zoom Link — Nov. 19-21 (Friday - Sunday): <https://bethelsd.zoom.us/j/85608342496>

AATJ Happy Hour

AATJ Happy Hour will be held on Saturday, November 20 from 5pm (PST)/ 6pm (MST)/ 7PM (CST)/ 8PM (EST). All AATJ members will be welcomed to this event, even if you do not register for ACTFL2021. Please register [here](#) and join us to meet Japanese language educators from different places! During the Happy Hour, this year's AATJ Teacher Award Recipients for K-12 and post-secondary categories will be announced. Let's celebrate the great accomplishments of our colleagues together.

This event is planned to last 75 minutes, tentatively including an opening greeting, AATJ Teacher Award Ceremony, JNHS promotion video, social networking, door prize, and closing words.

Call For Proposals: 2022 AATJ Annual Spring Conference

AATJ's 2022 Annual Spring Conference will be held VIRTUALLY between Thursday, March 17, and Saturday, March 19, 2022. The event will take place with live online sessions via Zoom. The sessions will be recorded and made available for later viewing by conference registrants.

Proposals are invited for individual papers and organized panel sessions on topics related to language pedagogy, linguistics, literature, language and technology, K-16 articulation, and other themes. We especially encourage K-12 teachers to submit proposals.

Guidelines for submitting proposals, and more information on the conference, can be found online at <https://www.aatj.org/conferences-spring>. The deadline for submitting proposals is **November 30, 2021**.

The keynote speaker for the conference is Professor Ryuko Kubota (University of British Columbia); her talk, on "Japanese Language Education and Social Justice: Possibilities and Challenges," will be delivered (in Japanese) at the conference opening session on March 17.

Invitation to the 2022 Junior Japan Bowl

[J-LEARN](#) (Japanese Language Education Advocacy and Resource Network) is cordially inviting your elementary and middle school students to participate in the [Sixth Annual Junior Japan Bowl](#) (J2B) competition of 2022, which will be held virtually on Friday, April 29th from 5:30pm to 8:30pm EDT.

Junior Japan Bowl is an academic competition, modeled after the National Japan Bowl, where students, who are grouped into teams of two or three, answer questions about the Japanese language, culture, history and social studies in a quiz-bowl format. Junior Japan Bowl consists of three levels: Level 1 (Grades 1-3); Level 2 (Grades 4-6); and Level 3 (Grades 7- 8). In the 2021 competition, 150 students from Georgia, Maryland, North Carolina, Oregon, and Virginia participated. We hope your students will join the fun this school year!

All elementary and middle school students, including Japanese heritage students, who are studying Japanese are eligible to compete as long as they have not attended a school in Japan where Japanese is the primary language of instruction for more than two academic school years after the age of six. Please register your students by March 31, 2022 by filling out this [form](#).

* The [Study Guide](#) and the website work best with a personal Google account on Chrome. Should there be any questions or issues with the Registration or the Study Guide, please reach out to Yuka Ohta, Co-Founder of J-LEARN at admin@jcc-gfes.org.

AATJ Officers Election for 2022

AATJ members will be electing a new Vice President (for a 2-year term) and a President-Elect (to serve a 3-year term) in the near future. Please watch your email for a message about the election and a link to the ballot when it is available.

Call For Proposals: Central Assoc. of Teachers of Japanese

The Department of East Asian Languages and Cultures and Center for East Asian and Pacific Studies at the University of Illinois at Urbana-Champaign are pleased to announce the 29th Conference of the Central Association of Teachers of Japanese ([CATJ 29](#)) on May 21-22, 2022. We [invite proposals](#) on topics related to Japanese language education (e.g., linguistics, second language acquisition, and pedagogical innovations, among others). We particularly encourage submissions relevant to the main theme: “Preparing for Post-Covid (?) Japanese Language Education: Leveraging What We Learned.”

Presenters will have 20 minutes for their presentation followed by a 5-minute question and answer period. Presented papers will be published in the CATJ proceedings. Abstracts for presentations should be submitted by January 17, 2022 using the [CATJ 29 Abstract Submission Form](#). If you have any questions, please send an e-mail to Misumi Sadler (sadlerm@illinois.edu). We look forward to virtually seeing you next spring!

Please note the following submission guidelines: [1] Submit your abstract in Word (.doc or .docx) or PDF (.pdf) format. [2] You may write your abstract in English (max. 300 words) or Japanese (max. 700 characters). [3] The file name should be “(Your first name) (Your last name)_abstract.docx (or .doc or .pdf).” Ex: If your name is John Reinartz, the file name should be “JohnReinartz_abstract.docx” or “JohnReinartz_abstract.pdf”. [4] Your name should not appear in the abstract itself. [5] The abstract and the paper to be published in the Proceedings should be written in the same language as the one used in the presentation. [6] You may submit only one abstract as either a single or joint author.

Seal of Biliteracy Webinar Is Posted Online

If you missed the October 2 AATJ-JFLA Webinar on the Seal of Biliteracy Program, you can watch the recording online, as well as access the PowerPoint slides from the panel discussion. Go to <https://www.aatj.org/teaching-resources> and look for the links at the top of the page. Links to past AATJ webinars from 2020 and 2021 can also be found on the same web page.

CHAPLIN MEMORIAL AWARD for Excellence in Japanese Language Teaching

The Hamako Ito Chaplin Memorial Award will again be conferred in 2022, administered through the Association for Asian Studies. In accordance with the wishes of the Chaplin family, each year a prize of \$1000 will be awarded to either a current graduate student or a full-time instructor of Japanese for excellence in Japanese language teaching at the college-level. A full-time instructor who has completed graduate study within the last 3 years in an area that directly involves Japanese language teaching is eligible to apply. Possible academic fields of specialization are Japanese language pedagogy, linguistics, anthropology, or literature. Current graduate students must demonstrate their intention to enter the teaching field in a North American university. Professor Michiko Kaneyasu (Old Dominion University) serves as Chair of the Selection Committee, Professor Joan Ericson (Colorado College) serves as representative of the Northeast Asia Council of AAS for the committee, and Professor George Chaplin serves ex-officio.

Individuals interested in applying (self-nomination) and faculty members interested in nominating an eligible graduate student or instructor (nomination) — should download an application form at the following link:

[Hamako Ito Chaplin Award Application 2022](#)

You may also request the application form via email by contacting Dr. Michiko Kaneyasu (mkaneyas@odu.edu).

Completed applications must be submitted to the following email address by **January 28, 2022**: mkaneyas@odu.edu. The award will be announced in the AAS [#AsiaNow Blog](#).

Persons interested in contributing to the award fund should send their contributions to:
The Hamako Ito Chaplin Memorial Award, c/o Association for Asian Studies, 825 Victors Way, Suite 310, Ann Arbor, Michigan 48108.

Meet Takami Tomoko, AATJ President-Elect

Interview by Ann Jordan, AATJ President

For the November issue, I sat down to talk with my fellow AATJ executive officer, Tomoko Takami sensei, whose term as AATJ president will begin this coming January. I've known Takami-sensei for quite a while, but there were many new things I learned about her in this interview. Because this is a written version of a very lively and informal chat, you'll just have to add your own soundtrack of Takami sensei's exuberant laughter, which flowed throughout our fun conversation. Please enjoy!

(Note: Parts of the interview have been edited for clarity.)



From Hiroshima beginnings to life in America

Ann: 智子先生は広島出身ですよね。どんな子供でしたか？

Tomoko: 子供の時はすごい元気な子で、目立つ子だったんですね。声も大きいし。家族は conservative で私よく「何で智子は普通の子になれないの？」って言われてたんです。当時、「女の子だから短大に行って、良い会社に勤めてそこで誰かと会って結婚して子供産むことが「普通」でしょ」というような価値感を親は持っていました。



子供の時から「普通」になれない私はコンプレックスみたいなのができていて。それで大学の時、一ヶ月の語学留学でカリフォルニアへ来たんです。その時のアメリカの方のオープンな感じがすごく新鮮で。門限とかなくて別に女の子だからってできないこととか全くないし。

大学四年生の時に恩師に出会って、恩師が「何で自分はだめで、人と違うってコンプレックスを感じるんだ？君は素晴らしいじゃ

か？」と言ってくれました。その時、恩師とかアメリカのホストファミリーとか、初めて自分のありのままをアクセプトしてくれる方に出会ったんですよね。で、私は英語を使ってその人たちと話すことで、視野も広がるだけじゃなくて、ある意味コンプレックスからの解放みたいな感じもしたんです。

で、英語を使って仕事をしたいな～と思って。それで、大学を卒業してちょっと英会話の学校の先生になったんですけど。その前の大学4年生の時に恩師が「英語を使って仕事をしたいなら、君の英語はド下手だからちゃんとアメリカに行って大学院で修士号を取るべきだ」と言われたんです。その一言で、大学院に行こうと思って、仕事しながら勉強していました。その時も、親に「そんなの絶対無理、何言ってるんだ！」反対されて。恩師が広島からアメリカに留学をした人を紹介してくれたり、その頃、グーグルも何もないから、私が勉強できる大学院を教えてくれたりして。



当時、親も反対してたし、うちもそんなに裕福じゃないんで、大変でした。勉強して、ロータリー奨学金をもらって、やっと大学院に行けることになって。でもそれこそ、無理だと思っていたペンシルベニア大学に受かって。うちの親は私がどこにも受かると思ってなかったんだけど、ペンシルベニア大学って言うところに行くからって言ったら、父が「え？何それ？聞いてないし」みたいなこと言って。でも、私は賛成してもらえなくても行くことにしていましたから。母はそれだけしたいんだったら、自分の道を進むのは良いんじゃないって、応援してくれるようになったんですけど。父は最後まで反対でしたね。

恩師の方は日本の方ですか？



Ron Kleinというアメリカ人の先生で、私が自分のアイデンティティーを確立する時に会いました。私、自分の父とは長い間仲良くなかったの。私の父は私のこと、親の期待に応えない不良娘だという扱いでしたから。その恩師が父親みたいな存在でした。大学院入学についてだけではなく、目標に向かって努力する大切さとか、自分の信じたことを突き進む強さとか教えてもらった気がします。恩師とは今もずっと繋がってます。もう

70歳ぐらいでリタイヤしてまだ広島に住んでいます。先生はフィラデルフィア出身なのでお互いに。。。。

一人の先生の影響ってすごいですよね。その方と出会ってなかったら、智子先生はきっと違う人生を送ってたでしょう。お父さんには不良娘はアメリカに何しに留学するんだと反対されましたが、今はどうですか。

父はもう亡くなったんですが、私はもともとペン大を卒業したら日本に帰る予定だったんですけど、もうちょっとアメリカに残って勉強したくなってその時家族に話したらまた大反対。その時ペン大でフルタイムの仕事をもって自分で生活できるようになったので、また反対を押し切って残ったんですけど。それから何年後かに、私、アメリカの人と結婚したんです。その時に初めて両親がアメリカへ来て、初めて彼の家族や私のアメリカの友達に会って、ペン大のキャンパスに来たり、同僚の先生方に会ったりして。その時に父が「ずっと認めなくて悪かった」と泣いて言ってくれました。それからは関係は良くなったんですけど。

去年、先生がペン大で働き始めて25年になったってF Bのポストを見たんですが、もうそろそろ人生の半分はアメリカって言うことですね。母がアメリカに来たのが30歳の時で、ハーフウェイポイントの60歳を越した年、「ああ、私はアメリカに住んでいるのが日本より長い、これからどんどん長くなるわ〜」って信じられないようによく言ってました。智子先生はそう言うリフレクションとかありますか？

私本当にあんまり立ち止まって考えない、前ばかり見て、せっかちなんですよ。あんまりリフレクションしないんですよ。もちろん日本は自分の国で好きなんですけど。そのアメリカ人の恩師との出会い以降、例えばペン大に来て大学院の先生にも、ものすごいお世話になったんですよ。皆さん女性の先生で自分のプロフェッションに誇りを持って捧げてやっているような方ばかりだったので、そう言う生き方って素敵だと思って。だから私、アメリカで出会った人たちに育ててもらったような気持ちなんですよ。

今まだ仕事しながら色んなこと学んでいるので、アメリカにいるのがすごい自然。仕事辞めたら、日本に帰りたくなる気持ちになることもあるかなって最近思い始めたところですけど。私、ペン大で教え始めたのが25,6歳で、ずっと同じ学部にいるので、その当時からの先生にずっと見守っていただいているような感じで。職場もファミリーって感じです。そして、ペン大以外のアメリカの日本語の先生方にもファミリーって感じてるんですよ。て言うのは私、ずっとペン大で仕事してて、ほとんど他の大学の先生と一緒にお仕事する機会ってほとんどなかったじゃないですか。なので、色々な学会で出会った先生とか、AATJ, NJE, APでご一緒させていただいた方と仲間になって、一緒に仕事して。今は日本語の先生のファミリーもいるって言う感じです。

Pickleball Passion

先生は仕事だけでなく、ピッケルボールにも熱を上げてますが、いつ頃から始めたんですか、そして何が魅力ですか？

私、すごい恥ずかしいんですけど、大学院に行くと思った時に他のことは全部諦めて、勉強に集中しようと思って、運動もやめて、他のことも全然しなくなったんです。

日本語を教えるのがすごく楽しくて、それが生きがいみたいになって、子供も小さかったりしたので、仕事と子供、家族だけの毎日でした。ピッケルボールが初めて、それ以外の情熱をかけられるものになって。プレイ中はそのことだけに集中して他に何も考えない、頭が空っぽになります。なぜ好きかと言うと女性でも男性プレーヤーに勝てるんですよ。他のスポーツはなかなか女性と男性、互角にはできないじゃないですか。でも、ピッケルボールは老若男女ができるスポーツで、勝負はパワーだけじゃない。私、今、一緒にプ

レイしているのは9割、男性プレーヤーで、勝負は五分五分なんです。先週の金曜日に私、目標だった選抜チームにトライアウトして入ることができたので、これからは毎週金曜日の夜7:30から11:30まで選抜チームのゲームに入れてもらえることになったところです。



Challenges and gratitude

素晴らしい！頑張ってください！先生が去年ニュージーランドの先生にインタビューされたビデオをちょっと拝見（ストーキング？）しましたけれど、先生の人生の一つの転機はアメリカに来て大学院に入ったことと言ってましたね。その頃のアメリカの生活、大学院の勉強で一番大変だったことは何ですか？

私、雑草人生なので、自分が賢いと一回も思ったことないですけど、大学院に入った時に、私、世界で一番バカなんじゃないかってすごい思って。アメリカに来る前は英語にちょっと自信はあったんですよ。TOEFLはほぼ満点だったし、英会話学校で英語も教えてたし、英語教授法は大学4年の時ゼミでTESOLを勉強して、TESOLの本も読んだりしてたので

「I'm so prepared!」と思ってペン大に来たんです。でも、来た瞬間に、えっ！ディスカッションが半分くらい分からなくて、いつも一番前、教授の隣に座って、みんなの言うこと一生懸命聞いてるんですけど、全然分からなくて。

当時、私、社会的弱者になった気がしたんです。社会で何が起ってるか分からなくて、英語もヘタッピだし、クラスでも落ちこぼれだし。日本では変わった子だったけど、弱者だとは思ったことなかったんです。初めて自分がやろうと思っても出来ないとか、やり方が分からないとか、そう言う風に社会で弱者になった時に、クラスメートや近所の人、先生とか、いつも誰かが手を差し伸べてくれたんです。だから、私はアメリカが育ててくれたんだと思っています。

同じようなチャレンジと直面している生徒もいますので、智子先生は彼らの悩みをよく理解できると思います。その頃、日本に帰ろうと思ったことがありますか。

全然なかったです。それでも楽しんでましたので。ダメでも必ず手を差し伸べてくれる人がいたんですよ。私が大学院2年目に入る直前に、日本語プログラムのパートの先生が急に必要になったから、1コースだけ日本語教えないかと声かけてもらって。私の知らないところで先輩方が推薦してくれたらしいんです。履歴書も出してないのに呼び出されてやらないかって言われて。その時にアメリカで社会的弱者、みんなに助けてもらっている私が学生に教えてあげることができるというのが、すごい経験だったんですよ。で、日本語を教えるって楽しいと思って。

Business Japanese-shift toward proficiency

先生はUPennでビジネス日本語を教え始めたのは2000年でインタビュービデオでは最初苦手と言ってましたけれど、今は世界を回ってビジネス日本語のセミナー、講演会を行ったり、マテリアルも教科書も出したり、ビジネス日本語と言えば、高見智子って言うぐらいその名人になったのですが、それはいったいHow???

奇跡ですよ。ビジネス日本語を教える人がいなくなっちゃって高見さん教えない？って言われて、じゃやってみるかな？と思ってやったんですけど、最初全然ダメで、あ～もうこれやめたいと思って、

どうして「ダメ」だったんですか？

まず、自分自身、会社経験がゼロで、社会人の経験がほとんどなくて、その点自信がなかったです。それに、自分の思い描いていたビジネス日本語と現実のギャップがあったんです。ペン大でビジネス日本語は1980年代からあったんですけど、私が教え始めた2000年頃は誰も日本で仕事したいって言う人がいなかったんですよ。例えば、日系企業がある州だったら違うと思うんですよ。でもペン大だと日本に行って仕事したいって言う人がクラスに一人、二人いるかいなかったかでした。しかもそれは外資系、東京オフィスで働きたい人。すると、日本語でちょっと同僚と話す必要があるかもしれないけど、基本的に英語でやる仕事だし。クラスの大半は日本で仕事する気はない人なんですよ。

そう言う日本で仕事をする気がない学生はなぜビジネス日本語を選ぶんですか？

そうなんです！だから、最初の2、3年ぐらいそのギャップが分からなくて、会社の上司と話す、上司にお願いする、とかの課題をやって、学生はやるんですけど、一ヶ月くらいでもう飽きちゃうんですね。現実的な場面じゃないし、実践的じゃないし。で、私の教え方が悪いのかなと思って悩みました。またそう言う場面会話のような教え方、上司に謝る時はこう、あるいはお願いする時はこう、という練習だけしてると、日本語のproficiencyは伸びないんですよ、表現だけ覚えて。「ご迷惑をおかけすると思いますが、よろしくお願いします」だけ覚えて、ちょっとロールプレイで使えても、一ヶ月後は忘れてる。しかも、そう言う決まった会話表現だけ練習すると、日本語を実際に使える能力は全然伸びない感じがしたんです。

そうね。そこから離れた場面に入ったら、話せないですね。

で、その練習する場面だって将来使う可能性は低い。それで、ちょっとギャップあるなと思った時に、ちょうどビジネス外国語のワークショップに行って、そこでビジネスケースを使ってスペイン語とか中国語で教えてらっしゃる先生がいて、日本語でもできないかな？と思ったんです。それで、とてもラッキーだったんですけど、そう言う教材のユニットを2,3作ってみるためにグラントをもらったんです。

ちょうど、長男を妊娠してた時にグラントをもらって。上司が、私が尊敬する、とてもいい上司で。実は私は仕事が好きで子供、全然欲しくなかったんですよ。子供を産んで仕事をスローダウンするのが嫌でしたし。で、昔の主人は私よりも年下で「Tomoko, your biological clock is ticking」と言われて、うーん困りました。私には全然ticking聞こえてこないのに。その上司は女性で、お子さん一人いて。相談したら、自分の子供を産んだことは仕事とは比べ物にならない、一番のことだったと、ご自身の経験をお話くださったんです。別に子供が欲しくないのなら産まなくてもいいけど、もし仕事に影響するから欲しくないと思うんだったら、その考えはやめてね。大学も私たちも絶対にサポートするから、と言われたんです。そう言われて考えが変わって、学部の職員に「When is the best timing for me to have a baby?」って聞いたら、レビューはいついつだから、子供産むんだって2013年。夏休みが入るから、5月が良いって言ってくれました。それで計画立てて、私、本当



に5月に産んだんです！息子が二人いるんですが、二人共、出産予定日が5月10日、同じ日でした。産婦人科の先生もびっくりしていましたよ！

その時ラッキーだったのは、結婚してて主人のお給料もあったので、私が仕事してもしなくてもどっちでも良い状況だったんですよ。それなら、1年休職をしてビジネス日本語の教材を作りたいと思ったんです。ビジネス日本語のクラス、私自身が面白くなって、新しい教材が欲しかったので。全身全霊をかけて2ユニット作ってみて、これでダメだったらビジネス日本語のコースはやめたいです、と言おうと思ったんです。作ってみてクラスで試したら、学生が初めて喜んでくれたような感触があって、これだ！と思って、ユニットを増やしていったんです。今はビジネス日本語のクラスが自分のライフワークだと思っていますが、この時がターニングポイントだったと思います。

先生が作ったのはProject Based Learningのような教材ですか？

そうですね。クラスでしているのは、学生がやっぱり敬語やビジネスの言葉遣いも習いたいって言うので、今はビジネスの会話の練習のユニットも作って、それは1/3。そして私が出版した教材は、ビジネスケースを使って企業のローカライゼーションとかグローバルゼーションを通してどう言う風にビジネスが他の国の市場に入った時にその国の文化とか、市場の動向とか消費スタイルとかを考えてビジネス戦略を変えて行くかみたいな話を勉強することでその国の文化を考えようと言う教材なんですけど、それが1/3。残りの1/3は学生が好きなプロジェクトをする、その部分がProject Based Learningになっています。

Ikigai

智子先生、さっき教えることが生きがいだと言いましたけど、教師としての楽しみや生きがいはどこにあるんですか？何が楽しいんですか？

私、学生がすごく愛おしいんですよ。月曜日に学校に行くのが幸せ。あ、今日は学生に会えると思うとすごい幸せを感じて、金曜日になると、週末だ、ピククルボールだ、と思って嬉しいんですけど。毎年学生といい出会いがあってラッキーだと思います。いつも学期の最初の日には学生にクラスは学びのコミュニティーだからねって。私が教えられることは限られているけど、みんなで教え合う、みんなで学び合うクラスだからね、みたいなことを言うんですけど。私のクラスではかなりディスカッションとか、みんなの経験を話してもらうような活動を多くしていて、学生は本当に自由にたくさん話してくれるんです。例えば、使う教材は同じかもしれないですけど、みんなの経験とか意見交換があるから、毎年学びが違うんですよ。私いつもワクワクして、一時間経つと、「えっ！もうクラス終わりなの？」って言っています。

私が智子先生の生徒だったら、張り切ってクラスに行くと思います。じゃ、パンデミックの一番暗い時、急に学校に行けなくなった、いつまでこれが続くのかの時期、何が支えだったんですか？

ズームで会える学生が支えでした。ズームでも学生とじっくり話ができ、楽しかったです。私は夏休みも教えてたので、夏休みもズームでのクラスの時間・学生が支えてくれましたね。学生も頑張っているから私も頑張れる、といつもパワーをもらっていました。

**夏休みと言えば、夏休み前に産んだお二人の息子さんのお父様とco-parentingがしているんですね。今おいくつですか？
何年か続いているんですね。**

今18歳と15歳です。離婚した時に子供がパパと一緒に住むっていうことになって、当時はまだ子供たちが小学生だったんです。私、毎朝4時半に起きて、5時過ぎに家を出て、6時前にパパが仕事に行って私が子供起こして連れて行くって言うのが6〜7年続きましたね。中学生になった時に自分たちでできたし、学校も歩いて15分ぐらいの距離だったので、少し楽になりました。

Home and Community

2022年に先生がAATJのバトンをお引き受けになりますが、アメリカの日本語教師のコミュニティの強い点は何だと思いますか。そして、教師会のチャレンジは何だと思いますか？

私自身、AATJの先生方に育てていただいたと思っているんですね。例えば、私AATJのJapanese For Specific PurposesのSIGを立ち上げたんですよ。その時も私が立ち上げていいんだろうか、と思ったんです。実は。当時私ビジネス日本語教えるのが苦手な時だったんで、ビジネス日本語の先生のネットワークないかな、と思って、AATJに聞いたら、ないけどSIG作っていいですよって言われて。最初は私はリーダーに相応しくなんじゃないかと悩んだんですけど、お世話役ならできるかなと思って作りました。そうしたら、田伏先生から「応援してるから何でも言ってね！」とご連絡いただいて。私は当時、お会いしたことがなかったけど、田伏先生のビジネス日本語の論文を読んだので、ものすごく感激しました。まるで神様から声をかけてもらった感じでした。そして、SIGを立ち上げた次の年に田伏先生を始め、先輩の先生方に声をかけてビジネス日本語のパネルで発表していただいたんです。皆さんがいつも手を差し伸べてくださるような温かさ・繋がりを感じるのが、私にとってのAATJコミュニティです。

特に今COVIDになってすごく感じたのはAATJでウェビナーをたくさんしてくださったり、おチャットとしてくださったり、すごく良いですね。私にとってAATJは「Home」なんです。それと同時にチャレンジなのは私がそう感じていても、そう思っていない人もいるから、それこそ私たちが今やってるDEIの話に繋がっていくんですが、AATJにちょっと足を踏む先生がいたりとか、あるいは自分一人で孤立してやってる先生とかがいって、ちょっとAATJって敷居高いよねって思われたりすることがあれば、やっぱり私が皆さんに助けていただいたように、皆さんがそうやって色々なサポートを受けたりとか、学び合ったりとか、繋がりが合えるHomeとを感じるような場であって欲しいなと思います。

では、最後の質問です。もし今1～2週間のどこへでも行ける、コロナの心配もない、お金のハードルもない、制限なしのバケーションが取れるとしたら、高見智子先生はどこへ行きたいですか？

やっぱり日本に帰って家族や友達に会いたいですね。もう3、4年会ってないんで。後、温泉に行きたいです。美味しいもの食べて、温泉に入って、ゴロゴロしたいですね。

I think we all wish to go to Japan to enjoy friends, family, and a nice hot onsen someday soon. Thank you, Takami-sensei, and best wishes on your next chapter as AATJ President!



2021年度訪日教育旅行オンラインセミナー・相談会のご案内

日本政府観光局（JNTO）では、全米で日本語教育に携わる先生方及び教育関係者に向けた情報提供、ネットワーキングを通して、訪日教育旅行の促進に取り組んでいます。

ご好評を頂きました昨年度に引き続き、今年度は皆様の個別の質問にもお答えできるよう「**訪日教育旅行オンラインセミナー・相談会**」を実施させていただきます。

今回は、過去に学生を日本へ教育旅行として実施された先生からの実体験を講演いただくと共に、参加団体の方々からは、各種支援制度、日本の現状やコロナ後の「ニューノーマル」における取り組みにも触れさせて頂く予定です。

参加費は無料で先着50名様となっております。どうぞ奮ってご参加ください。

【概 要】

- 主 催： 日本政府観光局（JNTO）ロサンゼルス事務所
 開催日時： **12月9日(木) PST16時～18時00分 EST19時～21時00分** *米国現地時間
 テーマ： 訪日教育旅行の支援および受入れ事例、ニューノーマルにおける旅行計画
 ご講演： 札谷 新吾 先生（College of Du Paige）
 参加団体： ① (公財)福島県観光物産交流協会
 ② (公財)東京観光財団
 ③ (一社)長野県観光機構
 ④ 大阪湾チーム（大阪観光局・兵庫県国際交流協会・和歌山県観光交流課）
 ⑤ 古都チーム（京都府商工労働観光部観光室・奈良県観光局）
 ⑥ (一社)広島県観光連盟
 ⑦ 大阪大学
 ⑧ IACEトラベル
 ⑨ 日本旅行アメリカ

対 象 者： 北米で日本語教育に携わる先生方及び教育関係者

参 加 費： 無 料

募集人数： 50名様 *先着順のため、あらかじめご了承ください。

セミナー方法；日本語

Zoom Breakout Room機能を利用し、インタラクティブな環境で実施します。

参 加 特 典： 当日、抽選で「10名様」へ賞品を送付させていただきます。

（賞品例：東京オリジナルグッズ、地方の伝統工芸品など）

セミナー参加ご希望の方は、下記へご登録ください。

<https://sites.google.com/view/visit-japan-online-seminar/>



学校交流のイメージ

<お問合せ・事前ご質問連絡先>

JNTO 訪日教育旅行オンラインセミナーUS事務局

NTA America, Inc. E-mail:support@ntaamerica.com

受信後、Eメールにて連絡させていただきます。

2021 AATJ Teacher Awards

It is our great pleasure to introduce this year's AATJ Outstanding Teacher Award recipients: **Kazumi Yamashita-Iverson** from Maloney Interdistrict Magnet School in Waterbury, CT, and **Yoko Kano** from the University of North Carolina, Wilmington, NC. The AATJ Teacher Award recognizes outstanding teachers who have demonstrated excellence in teaching, advocacy, and leadership, both locally and nationally. The awards would have been presented in-person at the AATJ Awards luncheon at the ACTFL Convention in San Diego. However, due to COVID-19, the conference is once again being held virtually; we are recognizing Yamashita sensei and Kano sensei during an online networking reception on November 20.



Kazumi Yamashita-Iverson

I would like to thank AATJ Teacher Award Committee for accepting me for the 2021 AATJ Teacher Award. I am very honored and humbled by this award.

My sincere thanks to Ms. Donna Cullen, my former principal, for nominating me for the award. She has been the Japanese Language and Culture Program's biggest supporter. Whenever we needed something, she was always there for us. Maloney students, families, staff, and my colleague, Emiko Nomoto, have become a part of my family the last 20 years. I am so thankful that I am at Maloney, where everyone supports the Japanese program. Our program has survived for 26 years even though there are only a few Japanese programs in our state of Connecticut.

I also thank my family for their unconditional love and support. There were many days when I ran out of patience and energy in school and they had to deal with a not-so-nice person at home.

I cannot thank enough Jessica Haxhi, my mentor, colleague, and best friend. My journey as a Japanese teacher started when I was sent to Maloney as Jessica sensei's assistant for the JALEX Program. She taught me everything I know and do now and keeps inspiring me as a Japanese teacher and beyond. I still think I am the luckiest JALEX assistant of all.

JALEX, the forerunner to the J-LEAP Program, funded and operated by the Japan Foundation and the Laurasian Institution, changed my life. It gave me an opportunity to live in the U.S. and to learn from the best teachers how to become one. During my career, I was fortunate enough to attend

many workshops and professional development opportunities offered by the Japan Foundation, NECTJ, AATJ, ACTFL, NNELL, and more. Over the course, I have met, connected, and learned from not only Japanese teachers, but also other language teachers. The more I teach, the more I am desperate for new knowledge and help. Learning from colleagues is the only way I could have kept teaching. Especially now, when language education is facing the crisis of being cut, even though it is vital for social justice/multicultural/intercultural education, our connections with colleagues are more important than ever. There are days I feel hopeless because what we do is not valued, but then I talk and listen to my colleagues who believe in teaching Japanese -- and any world language. The connection makes it possible to keep going, so I would like to thank all the Japanese teachers, language educators, and people who believe in language education I have met during my career for their guidance and support. Without them, I am not where I am today. We are stronger together!



Yoko Kano

Kano sensei has been a pioneer teaching at a high school via distance education starting in 1992 and then has been the sole Japanese language instructor at the University of North Carolina at Wilmington (UNCW) since 1996, starting with one beginner's course, and now the program has been established to instate the Japanese Studies Minor and a tenure track position at UNCW. She has been providing unique experiences to students via virtual Japanese courses as well as Applied Learning and international exchanges for the students to be productive members of this global world in the 21st century.

このような栄誉ある教師賞を頂き心から感謝しております。日本語教師学会を通して一生懸命

がんばっていらっしゃる良き先輩方と同僚の皆様から刺激を受けて頑張って参りました。皆様と共にこれからも尽力し続けます。



2022 NJE Registration Opens on January 3rd

Registration Period: 1/3/22 – 2/4/21

Late Registration Period: 2/7/22 – 2/18/22

Exam Period: 2/20/22 – 4/9/21

Exam Fee: \$10 per student (registration period), \$20 per student (late registration period)

Categories:

Level 1: Middle/Junior High School, High School, College: Regular

Level 2: Middle/Junior High School, High School, College: Regular

Level 3: High school: Regular, Additional, Others; **College:** Regular, Additional

General Guidelines:

Gold Level: 90 % of the exam total score and above

Silver Level: 80-89 %

Bronze Level: 70-79 %

Honorable Mention: 60-69 %

All: Certificate of Participation

The National Japanese Exam (NJE) is an online, **proficiency-oriented, standards-based and culture-related assessment tool** for students who are studying Japanese as a second language. The purpose of the NJE is to **recognize achievement** in the study of Japanese language and culture, to **motivate students** to further study and explore Japanese language and culture, to advocate for **standards-based, proficiency-oriented, and content-based** teaching and learning of Japanese, and to serve as a **diagnostic assessment** of Japanese language skills.

Teachers who conduct the NJE may award certificates to students (Gold Level, Silver Level, Bronze Level, Honorable Mention, and Participation certificates), and the exam results can be used to highlight the success of their Japanese programs and celebrate their students' accomplishments. The NJE also helps teachers identify strong and weak areas in their teaching as well as to see students' strengths and weaknesses in various areas including skimming, scanning, contextual reading & listening, grammar and vocabulary.

National Japanese Exam (NJE)は、第2言語として日本語を学習している生徒・学生のために開発された、プロフィシエンシー重視、スタンダードベースのテストで、また文化能力を評価するテストです。NJEは日本語学習の成果を讃え、また日本語学習に対するさらなる学習意欲を高めることを目的としています。

NJEでは、受験者全員に賞（*ゴールドレベル、シルバーレベル、ブロンズレベル、努力賞、参加賞）が授与されます。先生方には学内、学区などで日本語プログラムの業績を可視化したり、学習者の努力や達成度を称したりするために利用可能です。また、教師の教え方の振り返りのためのツールの一つとしての利用、そしてスキミング、スキニング、読解力、聴解力、基礎知識などスキル別に学習者の得手不得手を見分けるのにも役立ちます。

Click [here](#) to download a pamphlet

2022年度パンフレットは[こちら](#)

Click [here](#) to download a poster

2022年度ポスターは[こちら](#)

The NJE Test Development Committee invites applications for a new member pool for the test development committee. K-12 teachers and non-native teachers are welcome to apply. Click [here](#) for more information.

NJEでは試験開発者の募集をしています。K-16の先生方、日本語ノンネイティブの先生方、ご応募お待ちしております。詳しくは[こちら](#)をご覧ください。

More information: <https://www.aatj.org/national-japanese-exam>

Questions? nje@aatj.org

2022 Critical Language Scholarships

The application for 2022 Critical Language Scholarships is now live and available online at <https://www.clscholarship.org/apply>. Applications are due Tuesday, November 16, 2021, by 8:00pm EST.

The CLS Program is an intensive overseas language and cultural immersion program for American students enrolled at U.S. colleges and universities. Students spend eight to ten weeks abroad studying one of 15 critical languages. The program includes intensive language instruction and structured cultural enrichment experiences designed to promote rapid language gains. Japanese is one of 15 languages for which the program is offered.

Resources for advisors are available on our web site at: <https://clscholarship.org/advisors>. The CLS Program will host frequent webinars, Q&A sessions, and alumni panels for students and advisors throughout the fall. A full calendar of these events and corresponding registration links is available on our web site at: <https://clscholarship.org/events>.

JBusiness Forum

Registration is available between
Oct. 25 and Nov. 9 at:

languages.charlotte.edu/JBusiness

When you register at the link above, you
will receive a Zoom link to participate.

Contact: Enika Banerjee at ebanerje@uncc.edu



The JBusiness Forum is an event for students to share their Japanese business-related projects and achievements with the business community and those interested in Japanese business culture. The four student projects selected for the event will each receive a gift card (details TBA). The theme for this event is *Diversity and Inclusion in Japanese Business*. Although student projects will be the heart of this event, there will also be a handful of presentations given by Japanese business insiders. This event will feature the following Guest Speakers:

- Detlef Dohmen, General Manager International IT of Asahi Kasei
- Hiroki Horiuchi of Tokyo Gas America
- Kate Norwine: UNC Charlotte graduate of MUFG in Charlotte

WHEN:

NOV

12

3:30-5:00 pm

Organizer:

Co-organizers:

Sponsor:

Japanese Studies Program at Charlotte

The Consulate-General of Japan in Atlanta

Japan-America Society of North Carolina (JASNC)

The Japan Foundation

UNIVERSITY OF NORTH CAROLINA
CHARLOTTE

COLLEGE OF
LIBERAL ARTS & SCIENCES
LANGUAGES AND CULTURE STUDIES

OFFICIAL 2022 AATJ NENGAJO CONTEST RULES

YEAR OF THE TIGER

Eligibility:

The teacher must be an AATJ member for the January 2021 - December 2021 membership year.



Elementary Lower, Elementary Higher, Middle, High School Level:

Only 2 cards per category are allowed for **each level at each school** (if you teach at more than 1 school and/or level, you may enter 2 per category for each school/level– with a limit of 8 per school/level. If there are more than one AATJ member at your school, each teacher can submit up to 8 cards). **Due to on-going school closures, this year's contest will only accept digital submissions.** Hand-drawn student work can be scanned via a scanner or scanning software on smartphones, etc.

College/University Level:

Only 1 card by each entrant is allowed. Students of Japanese are responsible for entering their own cards for the contest. *A college/university student entrant must have a teacher who is an AATJ member in order to enter the contest.

COMPETITION LEVELS:	COMPETITION CATEGORIES
Elementary Lower (K-2)	Artistic
Elementary Higher (3-5)	Comical
Middle (6-8)	Computer Generated
High (9-12)	Encouragement (Middle, High School, College only)
College/University Level	

Application and Submissions can be accessed here: <https://bit.ly/2022AATJNengajo>

Nengajo Requirements: (Nengajo submissions that do not follow these instructions will be disqualified.)

- Nengajo submissions must maintain a **4 X 6 inch ratio in size**.
 - Similar to past contests, the usage of 4 x 6 inch blank index cards is recommended.
 - Digitally scanned cards must be clear and legible.
- The design theme must focus on the upcoming **2022 Year of the Tiger**.
- Designs for the Artistic, Comical, and Encouragement must be **ORIGINAL** and **hand-drawn**.
- Designs for Computer Generated Category may include personal photos and **original art** created on a computer.
- All kanji and hiragana/katakana must be written in **pen (any color)**.
- Designs must be in good taste or praiseworthy across international cultures and societies.
- When uploading submissions, please be wary of your **file names**. File names must include student name, school, category name, and teacher's last name.

Elementary School Rules	Middle, High School, and College Rules
<ul style="list-style-type: none"> ▪ Student's name must be written vertically or horizontally on the left-hand side of card in katakana (unless name is of Japanese origin – teacher-assigned Japanese names are not allowed) ▪ The design must include “2022” or “二〇二二” ▪ The design must include one of the following: 元旦, 一日, あけましておめでとう、寅、虎、とら 	<ul style="list-style-type: none"> ▪ Student's name must be written vertically or horizontally on the left-hand side of card in katakana (unless name is of Japanese origin – teacher-assigned Japanese names are not allowed) ▪ The year “2022” or “二〇二二” ▪ Either GANTAN (元旦) or TSUITACHI (一日) written in kanji ▪ Kanji for tiger 寅 or 虎

Sample Nengajo formatting:

Image: <https://frame-illust.com/?p=9563>

Year in Kanji or number

二〇二二

元旦

一日 or 元旦 (or あけましておめでとう for ES)

Student's Name
Written vertically
in Katakana

マイケル



虎

Animal in Kanji
(Must for MS, HS, and College)

Please [email](mailto:andrew.scott@aatj.org) Andrew Scott if you have any questions.

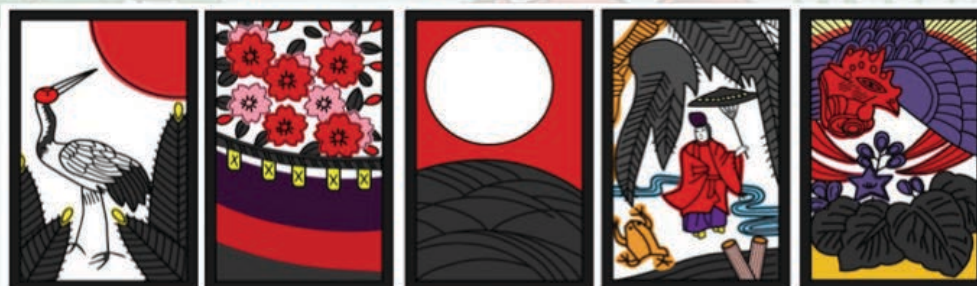
Terasaki Nibei Foundation Video/Script/Essay Contest

The Terasaki Nibei Foundation is sponsoring its [second annual video contest](#), adding an essay component for the 2021-22 contest.

In the first year of this contest, Japanese language learners created videos and scripts to show their passion for the Japanese language during Covid19. Nineteen groups, with 43 participants, entered the contest from around the nation.

This year, the new essay category has been added. The contest is open to heritage learners as well as JSL learners, and the [online entry form](#) is now available.

2021-2022 The Second Japanese Language Contest by The Terasaki Nibei Foundation



What is “日本 (Japan)” for you?

Video/ Script/ Essay Contest(10 min.-12 min. video/10-15 script/ 800-1100 ji essay)

Show us your creativity!

Information and Application form is available at:

<https://ccle.ucla.edu/mod/page/view.php?id=4182151>

Categories:

- 1) Video 10 min.-15 min. Short Movie (drama/talk)
- 2) Script for 15-30 min. short drama

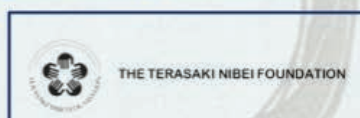
New Category from This Year !

3) Essay

Video/ Script contest 2021 results: [Partnerships \(terasaki.org\)](https://partnerships.terasaki.org)

Question? Email: nokada@terasaki.org

Sponsored by



在ロサンゼルス日本国総領事館
CONSULATE GENERAL OF JAPAN
LOS ANGELES



Japanese Program “S.O.S.”: Strategies, Opportunities, and Support

Ann Jordan, AATJ President and Tomoko Takami, AATJ President-Elect

In the previous SOS article in our series, we focused primarily on K-12 programs. This time we turn the spotlight on the successful advocacy efforts and outcomes in higher education of three Japanese teachers in very different settings in the U.S.: Yuko Prefume from Baylor University in Waco, TX; Ikuko Fukui from San Jose City College, San Jose, CA; and Hiroko Harada from the University of Alaska in Anchorage. Each has developed and nurtured robust programs with large and stable enrollments and programs that continue to expand.

What is the key to their success? To find the answer to that question, President-Elect Tomoko Takami spoke to each one about their advocacy experiences. We hope you will be as inspired and encouraged by their stories as we were.



Yuko Prefume, Baylor University:

Prefume sensei teaches at Baylor, a private university located in Waco, Texas, the smallest and most rural area of the three. Many of you may have heard about the "Baylor in Japan" program, which started in 2012, one year after the 2011 Tohoku Earthquake and Tsunami. In addition to language and cultural immersion in Japan, the program has a very distinctive component of community service. Since the first year of the program, students have

[visited Minamisanriku and volunteered in the community](#), working with local people and building special bonds with them. The Baylor students also collaborated with Tohoku University students and launched the [Minamisanriku Project](#) in 2017, which showcases the town and people of Minamisanriku, and their stories. Prefume sensei also established an exchange program with Tohoku University, the third Japanese exchange program at Baylor.

Prefume sensei's advocacy efforts include [establishing a Baylor University chapter](#) of AATJ's Japanese National Honor society, which celebrates students' achievement in learning the Japanese language and their contributions to the community. Not only does it serve to publicly recognize students, but it also draws attention to the Japanese language program in the university and helps it to maintain a high profile. As inductees of an officially approved Honor Society, graduating seniors proudly wear the red and white JNHS cord at commencement and have their names recognized in the program.

Along with her colleagues, Fujii sensei and Kumahata sensei, Prefume sensei invests tireless efforts to provide [fun and meaningful activities](#) for the students. Twice a semester, they organize shinbokukai, cooking Japanese meals such as okonomiyaki and curry rice for their students, an event that regularly draws a big group of participants! In addition, Baylor has “Ochano Jikan” (tea time) every week, where students come to meet and speak in Japanese. During COVID, they conducted Ochano Jikan via Zoom, allowing Japanese students in Japan to join and meet Baylor students. She also started an Inter-College Language Table with other universities in Texas.



In addition, Prefume sensei promotes Japanese culture in Waco, Texas through a variety of events that engage members of the surrounding community. In 2008, she organized [the first Japanese Spring Festival](#) with Baylor’s Japanese Students Association, which has since become [an annual event](#) that everyone looks forward to. She also reached out to Japanese groups in Dallas, becoming a member of the Japan-America Society of Dallas/Fort Worth, engaging in meishi kokan and making connections with members of the Japanese business community, and serving on the speech contest committee. These efforts have established and raised the high profile of the Baylor Japanese language program in the broader community.

The Japanese language program at Baylor has stayed very strong, even during COVID, experiencing a dramatic increase in enrollment at the beginning level. Although their normal enrollment cap is 19, the Japanese teachers requested and received approval to raise the cap on registration to allow 30 students in two of the sections!



Ikuko Fukui, San Jose City College:

Fukui sensei is at San Jose City College, a public community college located in a blue collar area of San Jose, the third most populous city in California, where almost all students are working students. The Japanese language program at SJCC was initially situated at a satellite campus, but in 2014 transitioned to the main campus, where Fukui

sensei now teaches. The program began by offering just two introductory classes; then soon expanded to provide intermediate courses. Offering four semester courses with multiple sections, the Japanese language program has grown to be the second largest program after Spanish at the college.

Fukui sensei also made many efforts to bring Japanese culture to the campus. In 2016, she started the Japan Club and has been actively engaged in promoting it with the students through a variety of activities and events such as Movie Night, Spring Festival, and Summer Festival. In 2019, she started the Directed Study of Japan Culture Education and took 15 students to Japan, the first language study abroad program for the college in several years. This was a life-changing experience for many students who had never before traveled outside of the area.



Keeping a sizable enrollment is crucial at San Jose City College because classes with fewer than ten students are canceled. To guard against that, Fukui sensei is proactive about reaching out to the community to seek future potential students. She designs and puts up flyers in places such as libraries and community centers. Interest in Japanese culture and language is high among high school students, and although many local schools offer it, many do not. Fukui sensei saw this as an opportunity and contacted each of the high schools in the local area that do not offer Japanese language classes. Support from the Dean of Language Arts and the school district made it possible to establish a partnership with local high schools.

The option that has been in place for many years is called “Dual Enrollment,” where the San Jose City College Japanese teacher goes to a particular high school to teach Japanese during school hours. Dual Enrollment is an arrangement between SJCC and a specific high school that allows only students enrolled in that school to take the class during their regular school day.

Recently, Fukui sensei recognized a way to expand that program further to provide increased and more equitable access with another option for high school students called “Concurrent Program”. It is conducted after school hours, making it attractive and accessible to high school students anywhere from any school. Course credit can be used for high school graduation as well as for transfer to college, and regular college students may also enroll. Because the Concurrent Course is offered online in the evenings with synchronous and asynchronous options, it greatly expands the reach of the course.

During the COVID pandemic, while other language programs had lost enrollment, the Japanese language program at San Jose City College boosted its enrollment significantly. Students who had not been able to commute to learn Japanese on campus took the course online. With the success of its Japanese language program, San Jose City College is preparing to expand by offering a cultural content course and is hoping to also offer a conversation course. In the future, Fukui would also like to create a Japanese minor and eventually, a major at the college.



**Hiroko Harada,
University of Alaska, Anchorage:**

Harada sensei teaches at the University of Alaska, Anchorage, where Japanese is the second largest of the language programs after Spanish. When Harada sensei joined UAA in 1998 as coordinator of the Japanese program, it was the smallest in the department with 86 students. However, within five years, she succeeded in increasing the enrollment to 180. Some of the key highlights of Harada sensei's advocacy are the community outreach and connections and the impact and contribution she has made to cementing the strong bond between Alaska and Japan.

A key factor driving Harada sensei's dedication is the loss of one of her former students, Montgomery ("Monty") Dickson, who perished in the 2011 Tohoku Earthquake and Tsunami. Monty was participating in the JET program and was teaching English in Rikuzentakata, Iwate Prefecture. Monty's dream had been to become a bridge between Alaska and Japan, and after his passing, Harada sensei was determined to carry on that mission. The [Montgomery Dickson Center for Japanese Language and Culture](#) was established at UAA to fulfill Monty's dream and [further enrich and deepen mutual understanding and appreciation](#) between Japan and Alaska.

Among the many things that Harada sensei initiated, one was establishing an exchange program between UAA and Iwate University, which brought students, faculty, and administrators of UAA, local school district faculty and administrators, and Anchorage Assembly members to Rikuzentakata. She conducted many cultural and outreach events in the community to promote mutual understanding between Alaska and Japan. These numerous efforts included: kimono demonstration featuring representatives of a kimono company in Los Angeles; ramen lecture and tasting, featuring a lecturer from Cambridge, England; cyberethics workshops, inviting from Japan the creator of a pet robot called "Paro", who was introduced not only to high school students and the general Anchorage community, but to residents of a local nursing home. In 2016, UAA built a tea house, drawing over 200 people who came to see the structure and enjoy the tea ceremony.

Harada sensei's endeavors to deepen mutual understanding between Japan and Alaska go even further. She held a screening of *When the Fog Clears*, a documentary film, as part of a three-day conference *The 75th Commemoration of the Battle of Attu*. The Battle of Attu was a fierce conflict of the Aleutian Islands campaign during World War II, and the film featured the stories of the Aleuts, Americans, and Japanese whose lives were tragically affected by the island's battle and occupation. The screening was followed by a discussion with the movie director. Harada sensei invited surviving veterans who fought on Attu, the descendants of Japanese soldiers who died in the battle, and the Unangan (Aleut) people who once lived on Attu and were forcefully taken to Otaru, Hokkaido during the war. The story of Attu had not previously been well known to many Alaskans and Japanese.



In 2019, she collaborated with the Alaska chapter of the Japanese American Citizens League to screen the documentary movie about Chiune Sugihara, and invited the film's director and descendants of the Jewish people saved by Sugihara's efforts during World War II. That same year, she also organized an event focused on the issue of nuclear weapons called *Hiroshima-Amchitka legacies: What future can we choose?* Underground nuclear weapons tests were conducted by the United States on Amchitka Island on the Aleutian Peninsula between 1965 and 1971. Speakers at the event included survivors of Amchitka and Hiroshima, local Alaskan representatives, two 2017 Nobel Peace laureates from the International Campaign to Abolish Nuclear Weapons (ICAN), and the Mayor of Anchorage. During the event, the mayor signed the ICAN city appeal, officially declaring Anchorage as a city committed to abolishing nuclear weapons.

Harada sensei believes that the teaching of Japanese language should not be confined to the classroom, but should extend to the broader community. Doing so provides valuable learning opportunities for both students and community and connects directly with advocacy for the Japanese program.

The Key to Success

Prefume sensei, Fukui sensei, and Harada sensei have each built healthy programs in ways that address the unique aspects of their local areas as well as the needs and interests of the students they serve. The ongoing advocacy efforts of each teacher have resulted in raising enrollment, engagement, and the high profiles of the programs at their respective schools by finding ways to bring the community in and take their programs out beyond the classroom walls. They each recognized opportunities (the "O" in SOS) to develop strong relationships between the students in their programs and the wider community, invested time and effort into building those connections, and have succeeded in establishing their Japanese programs as an essential part of the brand of their individual institutions. Otsukaresama and keep up the good work!



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