

AATJ NEWSLETTER

全米日本語教育学会 American Association of Teachers of Japanese



Message from the President TOMOKO TAKAMI



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AND MORE!

I am Tomoko Takami from the University of Pennsylvania, serving as the AATJ President in 2022. This year marks the 10th anniversary since the AATJ was established after the Association of Teachers of Japanese (ATJ), which began in 1963, and the National Council of Japanese Language Teachers (NCJLT), which began in 1992, were merged to form the AATJ. I am very excited to be serving as the President of the AATJ during such a milestone. Together with the AATJ Officers, Directors, and members, I would like to explore more about the field and move the AATJ forward.

Please let me introduce myself briefly: I came to the U.S. to study at the Graduate School of Education, University of Pennsylvania in 1994, specializing in TESOL. I started teaching Japanese as a graduate student, teaching one beginning class as a part-time instructor. After graduation, I stayed as a full-time instructor there, where I am now. In 2000, I started to teach Business Japanese courses and joined ATJ to find a network of business Japanese teachers. I started the JSP-SIG and later served as the National Japanese Exam Director at AATJ. I am grateful to have had the experience of working with many different teachers through these experiences. In my personal life, away from work, I play pickleball. Pickleball has become the center of my private life, and I even practice in the rain or near-freezing cold with my partner. It brings not only joy but also frustration and disappointment when I cannot get better at the game. Through this ordeal, I have discovered that such learning journeys in sports have a lot in common with learning languages.

In January, the New Year's card contest started at AATJ with Andy Scott-sensei serving as the Director, and the results of this year's contest have been announced. This is also the time for the National Japanese Exam, and thanks to the efforts of Director Tomomi Sato-sensei, and her team of teachers, we were able to hold the exam again this year.

In February, under the leadership of Yoshiko Abbott Saito-sensei, Director of Professional Development, and with the support and cooperation of the Japan Foundation Los Angeles Center for Japanese Language and Culture (JFLA), we held a leadership training for Japanese language education leaders from across the United States. In addition, the Joint-National Committee for Languages-

National Council for Languages and International Studies (JNCL-NCLIS) held a Language Advocacy Day, and Immediate Past President Ann Jordan-sensei, President-Elect Shingo Satsutani-sensei, Executive Director Susan Schmidt, and I participated in the meeting, representing AATJ. We learned about language education policy in the U.S. and lobbied our state legislators on behalf of our respective States with other foreign language teachers (see separate article for details).

The AATJ Annual Spring Conference will be held online again this year in March. Preparations for the conference are underway under the leadership of Annual Spring Conference Co-Directors, Yoshiko Mori-sensei, Mieko Kawai-sensei, and Shinsuke Tsuchiya-sensei. We have also received the support of the University of Wisconsin-Madison and the Center for East Asian Studies in organizing the conference this year, thanks to the help of Past President Junko Mori-sensei. Junko Mori-sensei has also continued to be involved in the management of the Spring Conference this year.

This year, AATJ welcomed several new board members. Shingo Satsutani-sensei and Mieko Avello-sensei were elected as President-Elect and Vice-President, respectively, in the elections held last fall and have been supporting AATJ in their respective positions since this year. Yasuo Uotate-sensei, Annual Fall Conference Co-Director, has completed his duties, and we have Yuko Prefume-sensei and Jaimelynn Tateyama-sensei to take over. Also, John Cadena-sensei, our newsletter Director, has finished his term, and Elizabeth Hojo-sensei took over. Will Matsuzaki-sensei joined us with the new Director position, Diversity, Equity, and Inclusion. Please see the interview article on him in this newsletter. In February, we held a virtual get-together “Meet and Greet” for Officers, Directors, and staff members, including these new members, to meet each other and enhance team building. I am looking forward to working closely with these wonderful teachers and members to advance the activities of AATJ.

With the unpredictable rapid expansion of the omicron variant this winter, the most pressing issue is adjusting to the new “normal life.” Please do not hesitate to reach out to AATJ; we will do what we can. I wish you all a happy and healthy life, both physically and mentally, in 2022. I am looking forward to seeing many of our members at the spring conference.



2022年度会長を務めることになりましたペンシルベニア大学 (University of Pennsylvania)の高見智子です。どうぞ宜しくお願いいたします。今年は1963年に創立のAssociation of Teachers of Japanese (ATJ)と1992年に創立のNational Council of Japanese Language Teachers (NCJLT)が統合され、AATJが設立されてから10年目の年になります。このような節目に会長を務めることになり、気が引き締まるような思いで毎日を過ごしています。私自身はATJ会員になったのがちょうど15年前でまだまだ若輩者ですが、諸先輩方が築いてきた米国の日本語教育学会の現在、そしてどのように次の時代に繋げていくか、役員を始め会員の皆様と共に考え、行動に移していくことができればと思っております。

まずは簡単に自己紹介をさせていただきます。私は日本で生まれ育ちましたが、1994年ペンシルベニア大学・大学院に入学し、英語教育を専門に学びました。日本語を教え始めたのは、大学院生の時に非常勤講師として一つの初級クラスを担当したのがきっかけです。卒業後、常勤講師としてペンシルベニア大学に残り、現在に至ります。2000年にビジネス日本語コースの担当になり、ビジネス日本語の先生のネットワークを探したいと思って、ATJに入りました。それから、JSP-SIGを始め、その後、National Japanese Examディレクターを務めました。AATJで様々な先生に出会い、一緒に活動をする経験を持てたことを感謝しています。仕事を離れたプライベートでは、ピククルボールというスポーツ中心の、体育会系女子の生活を送っています。時には雨の中でも、氷点下に近い寒さの中でもパートナーと一緒に特訓練習をしています。「好き」以上に、上手になれず悔しい、情けないと思うことも多いのですが、そういうLearning Journeyの中にスポーツでも日本語の学習でも共通する部分が多くあることを発見しています。

さて、AATJでは例年通り、新年が明けていろいろな活動が始まっています。1月には年賀状コンテストが始まりました。アンディー・スコット先生がディレクターを務め、今年もコンテストの結果が発表されています。また、この時期はNational Japanese Examの時期でもあります。ディレクターである佐藤友美先生、そしてチームの先生方にご尽力いただき、試験の開催となりました。

2月にはプロフェッショナル・ディベロップメント・ディレクターの齋藤アボット佳子先生の下、国際交流基金ロサンゼルス日本文化センター(JFLA)のご支援・ご協力で全米から日本語教育リーダーを招いて、リーダーシップ・トレーニングを開催しました。また、Joint-National Committee for Languages-National Council for Languages and International Studies (JNCL-NCLIS)より言語アドボカシー・ディの集會が開かれ、AATJからはアン・ジョーダン前会長、札谷新吾次期会長、スーザン・シュミット事務局長と私が参加しました。米国の言語教育政策について学び、それぞれの州を代表して他の外国語教育の先生と一緒に州議員に陳情しました。(詳細は別の記事をご参照ください)

3月にはいよいよAATJ年次春季大会が今年もオンラインで開かれます。大会実行委員の森美子先生、河合見恵子先生、土屋伸介先生が中心となって準備が進められています。また学会運営にはウィスコンシン大学マディソン校、及び、東アジア研究センターの協力を今年も得ましたが、それは森純子前会長のお力添えのおかげです。また、森純子先生には昨年に引き続き、春学会の運営にも携わっていただいています。

今年AATJでは数人の新役員を迎えました。昨年秋に行われた選挙で札谷新吾先生が次期会長として、そしてアベロ美恵子先生が副会長として選出され、それぞれの役職でAATJを支えてくださっています。これまでの年次秋季大会ディレクターであった魚立康夫先生が任務を終えられ、新しくプレヒューメ裕子先生と立山ジェイミー先生にお願いしました。また、ニュースレターのジョン・カデナ先生が任期を終え、エリザベス北條先生が担当くださいます。そして今年から、ダイバーシティ(多様性)・エキティ(衡平)・インクルージョン(包括性)のディレクターとしてウィリアム松崎先生をお迎えしました。松崎先生のインタビュー記事がこのニュースレターに入っているのをお読みください。2月には新メンバーも含めた役員・スタッフが集まる懇親会をバーチャルで開き、お互いが顔を合わせ、チームビルディングを行いました。これから、この素晴らしいチームと、そして会員の皆様とAATJの活動を進めていきたいと思えます。

この冬は新型コロナオミクロン株が急拡大するなど、状況は予断を許しませんが、ニューノーマル・ウィズコロナ時代をどう乗り切っていくのかがまずは当面の課題でしょうか。私たちも引き続き学会として何ができるのか考えていきますので、皆様もいつでもご連絡ください。

皆様が心身ともに健やかに幸せにお過ごしでありますように祈念して、会長の最初の挨拶とさせていただきます。AATJ 年次春季大会で多くの会員の皆様とお会いできるのを楽しみにしております。



Message from the Vice President

MIEKO AVELLO

本年度副会長に就任しましたアベロ美恵子です。2015年から3年間秋の年次学会のコ・ディレクターを務めさせていただきました。その間各開催地の教師会やご参加の先生方と知り合いになれ多くのことを学ばせていただいたことをありがたく思っています。副会長の仕事は会長と次期会長のサポートと同時に全米の各教師会とのパイプ役と言われています。それぞれの教師会から貴重なご意見、ご助言をいただき、改善点があれば少しでもより良い方向に改めていき、多様な交流を通して、円滑にコミュニケーションが取れますように努力していく所存です。

この数年間、私たちはパンデミックが私たちの生活をどのように変化させたかを目の当たりにしてきました。新しい日常の中、AATJと各教師会の皆さまがより強いコミュニティ意識を築き、新たな機会を生かすために互いに助け合えるよう微力ではありますが力を尽くしていきたいと思ひます。これからの2年間どうぞよろしくお願いいたします。

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副会長としての2年間の任期中は新型コロナウイルスによるパンデミックと重なってしまいました。昨年の学会選挙にて次期会長候補に推薦され投票の結果、次期会長に就任することになりました。昨年までの2年間は全米各地の先生方に副会長としての僕を随分支えていただきましたが、これからの2年間も今までも増して引き続きよろしくお願い申し上げます。

各教師会とのパイプ役は向こう2年間、新しく副会長に選出されたアベロ美恵子先生に引き継いでいただきます。昨年秋からはAATJ本部からのBulletinを各教師会とのパイプ役である副会長が日本語に簡約して全米の各教師会へ配信し始めました。是非ご活用ください。

「コロナ禍」は大きな負の遺産を残しながら完全に終息する兆しはいまだに見えていません。今後はこの厄介なウイルスと何らかの形で「共存」しながら「効果的な日本語教育」を模索していく日々となりそうな気配です。学校ではすでに「コロナ禍」前の状態に近い形で授業を行おうとしているところが多いようですが、自分たち自身の心身の健康状態も考慮しながらみんなで協力し合って進んでいきましょう。

まだまだ確固たる「ニューノーマル」が定まらぬ流動的な厳しい状況ですが、皆さんが頼れるAATJとして、来月3月の春学会（バーチャル）をはじめ様々なテーマでのウェビナーも計画しています。今後も教師である皆さんが自宅にし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話せる機会を少しでも多く創れるよう頑張っています。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。

皆さんが共有したいことや興味のあることを僕に連絡していただければ幸甚です。全員参加の「全米日本語教育学会」を目指したいと思ひます。AATJとしてお手伝いできることの相談も含めて、satsutan@cod.eduまで連絡よろしくお願いします。

個人的には、現在「鎖国」状態の日本が一日でも早く海外から多くの人を受け入れてくれる日本に戻って、日本語学習者にとって憧れの「日本」が再来することを願ってやみません。既に5回の日本短期研修の引率をキャンセルしました。この夏こそ、一人でも多くの学生を引率したい気持ちでいっぱいです。



Message from the President Elect

SHINGO SATSUTANI



AATJ 2022 Spring Conference

SUSAN SCHMIDT

EXECUTIVE DIRECTOR

The 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.

CONFERENCE SCHEDULE AND PROGRAM

The keynote session will be held at 7:00 PM (US Eastern time) on the evening of Thursday, March 17. Presentation sessions will be held on **Friday, March 18, and Saturday, March 19**, from 4:00 PM to 9:30 PM US Eastern time. The conference program is posted at <https://www.aatj.org/conferences-spring>. The program is also printed on pages 6 - 11 of this newsletter.

REGISTRATION

Registration for the conference is open. A link to registration can be found at <https://www.aatj.org/conferences-spring>. The registration fee is \$50 for members who are college faculty, \$30 for K-12 teachers, \$20 for student members, and \$100 for non-members.

KEYNOTE SPEAKER

The keynote speaker at the 2022 Spring Conference will be Professor Ryuko Kubota (University of British Columbia), who will speak **in Japanese** on the topic of 日本語教育と社会正義—可能性と課題— ("Japanese Language Education and Social Justice: Possibilities and Challenges"):

社会正義が外国語教育の重要な柱として積極的に取り上げられるようになってきた。社会正義を日本語教育に取り入れるためには、その概念を理解するとともに、その可能性と問題点を探り実践していくことが必要となる。この発表では、社会正義の概念の中でも多様性の諸相と人間の尊厳の擁護に注目し、日本語教育においてどのような役割を果たすのかを探る。さまざまな多様性は日本語・日本語使用者・日本語学習動機・日本語環境などに見られる。多様性を認識し指導に取り入れることは重要であるが、すべての人間の尊厳を認めて擁護していくためには、多様性に潜むさまざまな権力関係を見極める必要がある。それには、反人種差別運動、人種とその他の属性との交差性の認識、そして反植民地化の視点が重要となる。しかし、日本語教育をグローバルにとらえた場合、社会正義にまつわる概念自体を普遍的・固定的に捉えるべきなのかも議論する必要がある。具体的に日本語教育でどのようなアプローチが可能であるのか探してみる。

Social justice has increasingly been illuminated in world language education. In order to integrate social justice in Japanese language education, it is necessary to understand the concept, explore its possibilities and challenges, and put its principles into practice. Focusing on various facets of diversity and the importance of protecting human dignity, this presentation explores roles of these perspectives in Japanese language education. Diversity is observed in various components of Japanese language education, such as language forms, language users, motivation, and learning environments. While it is important to recognize diversity and integrate it into pedagogy, it is further necessary to recognize multiple relations of power that lie behind diversity. This requires an engagement with anti-racism, recognition of intersectionality between race and other identities, and decolonial perspectives. Yet, a global view of Japanese language education requires an examination whether concepts related to social justice can be discussed in a universally fixed manner. This presentation also explores what concrete pedagogical approaches are possible.

The keynote session will be held on the evening of Thursday, March 17, at 7:00 PM Eastern time; it will be followed by a social hour.

AATJ 2022 VIRTUAL SPRING CONFERENCE

Presentations

Friday, March 18 – Saturday, March 19, 2022

*Papers whose titles appear in Japanese in the program will be delivered in Japanese; those with only English titles will be delivered in English.
Listed times are in the US Eastern time zone.*

Friday, March 18, Afternoon Session – 4:30 – 6:25 PM

SESSION 1-A: JAPANESE AS A HERITAGE LANGUAGE SIG PANEL

Chair: Hitomi Oketani, Eastern Michigan University

Panel Title: 「国の認可補習授業校（補習校）にまつわる永住者の子どものグローバル人材育成に向けて」
(Towards Development of Global Citizenship for Japanese-American Children through the Japanese Government-Sponsored Supplementary Schools (Hosyuko) in the US)

「米国の認可補習校における多言語多文化の子どもへの対応—教育面・政策面の課題解決を求めて—」
(Responding to the needs of multilingual learners in the government-sponsored supplementary schools in the US)

Toshiko M. Calder, Johns Hopkins University

「コミュニティーベースプログラムにおける継承語教育の実践報告：グローバル人材の将来」 (Field report on heritage language education in a community-based program: Future of global citizens)

Akane Shirata, Washington Japanese Heritage Center

「大規模認可補習校における永住者の子どものバイリンガル・マルチリンガル育成の可能性」 (Possibilities to educate children of permanent residents in Hosyuko as bilingual/multilingual)

Hitomi Oketani, Eastern Michigan University

Discussant

Kazuko Nakajima, University of Toronto (Emeritus)

SESSION 1-B: LITERATURE PANEL

Chair: Malgorzata Citko-DuPlantis, Texas State University

Panel Title: How to Engage with Pre-Modern Japanese Works (Kotenseki): Showcasing the Richard Lane Collection at the Honolulu Museum of Art

"A time capsule to pre-modern East Asia: The Richard Lane Collection at the Honolulu Museum of Art"

Kiyoe Minami, Honolulu Museum of Art

"For research and education: Approaching the Richard Lane Collection at the Honolulu Museum of Art"

Kansaku Ken'ichi, National Institute of Japanese Literature

"Outreach and the pedagogical uses of materials in the Honolulu Museum of Art"

Robert Huey and Pier Carlo Tommasi, University of Hawaii at Manoa

"Direct contact with primary sources changes things: Finding 'E-iri Kokinwakashū, Waka itoku monogatari, Ise monogatari' in the Lane Vault"

Malgorzata Citko-DuPlantis, Texas State University

SESSION 1-C: PEDAGOGY PAPERS: LANGUAGE AND TECHNOLOGY

Chair: Mieko Kawai, University of Virginia

「遠隔コースにおけるオンライン教科書の効率的・効果的な利用事例」 (A case presentation of efficient and effective use of online textbooks in distance courses)

Samet Baydar, Purdue University

「ユーチューブ視聴に対する学生の視点：メディアを通じた多様な自律学習の可能性」 (Students' perspectives on learning with YouTube: Possibilities for a diversity of autonomous language learning through media)

Kiyomi Kawakami, University of Colorado, Boulder

「日本語学習における没入型バーチャルリアリティの導入：メタバースを利用したリモート学習の可能性」
(Applications of immersive virtual reality in foreign language education: The use of metaverse in remote teaching)

Yuki Yoshimura, University of Massachusetts, Amherst

“Significance and potentials of L2 Japanese learners’ contact with L1 speakers in a virtual ‘third’ space”

Mitsuaki Shimojo, University at Buffalo, SUNY; Miho Fujiwara, Willamette University; Mitsuko Takei, Hiroshima Shudo University

SESSION 1-D: PEDAGOGY PAPERS: MATERIALS DEVELOPMENT

Chair: Yoshiko Mori, Georgetown University

「日本語学習者のニーズ分析をもとに開発したOnline Educational Resources (OERs)とポストコロナの日本語教育の新しい形」 (Development of Online Educational Resources (OERs) for learners of Japanese and a new style of Japanese language education in a post-Covid world)

Asako Hayashi-Takakura, University of California, Los Angeles

“Creating Open Education Resources to indigenize the beginning Japanese language curriculum: Challenges and potential outcomes”

Nina Langton, University of British Columbia, Okanagan

“BJJ in Minamisanriku Digital Archive website: Utilizing open resources to develop a sense of social contribution through the Translation Project of the Survivors of the Great East Japan Earthquake and Tsunami”

Yuko Prefume, Baylor University; Hideko Shimizu, Vanderbilt University

“Teaching benefactive constructions and motion verbs via subjective construal patterns in L2 Japanese with concept-based instruction (C-BLI) and SCOBAs”

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

Friday, March 18, Evening Session – 7:00 – 9:15 PM

SESSION 2-A: PEDAGOGY PANEL: LANGUAGE, CULTURE, AND IDENTITY

Chair: Shinji Sato, Princeton University

Panel Title: 「ことばの教育が創る公正な社会：移住者、コーダ、「ハーフ」、CLD 児童生徒の事例がことばの教育に投げかけるもの」 (Social Justice in World Language Education: What Can We Learn from Case Studies of Immigrants, Children of Deaf Adults, “Hafu,” and CLD Children?)

「社会公正の実現における日本語教育の役割を考えるー移住者とコーダの対話もとにー」 (The role of Japanese language teaching in promoting social justice: What does a dialogue between immigrants and a child of deaf adults tell us?)

Yoshio Nakai, Osaka University

“Talking about social justice in a language classroom: What role can the ‘New Face of Japan’ play?”

Richa Ohri, Chiba University

「CLD児童生徒の全人的発達を支えることばの教育ー日本のある公立小中学校の多文化化への挑戦ー」 (Language education to promote the holistic development of CLD Children: The multicultural challenge in a public elementary and junior high school in Japan)

Chiho Sakurai, Osaka University

Discussant

Shinji Sato, Princeton University

SESSION 2-B: PROFESSIONAL DEVELOPMENT SIG PANEL

Chair: Yoshiko Mori, Georgetown University

Panel Title: 「産官学連携による日本語教育支援プロジェクト：教える以外にできることは？」 (Governmental, Private Sector, and Academic Collaboration in Support of Japanese Language Education: What Can Be Done Beyond Teaching?)

「日本語教育支援で大使館・日本政府機関ができること」 (What the Japanese Embassy and other governmental agencies can do to support Japanese language education)

Tomoko Nakamura, Embassy of Japan

「学習者のグローバルな考え方を育もう！：日本語教師への道」 (Teach Japanese, cultivate students’ global minds: What is required to become a teacher of Japanese?)

Tomoko Hoogenboom, University of Maryland, Baltimore County

「日本語を学習した後に何があるのか：日本語学習者と企業の視点から」(What comes next after learning Japanese? From the perspectives of Japanese language learners and employers)
Yoshiko Mori, Georgetown University

Discussant

Ikuo Nishimura, Tokyo Electric Power Company Holdings

SESSION 2-C: SECOND LANGUAGE ACQUISITION PAPERS

Chair: Shinsuke Tsuchiya, Brigham Young University

“Is ‘ganbarimashita’ a compliment or consolation?: An analysis of speech acts in a university-level Japanese language program”

Megan Scarlet, Kaitlynn Elzings, Steve Moody, and Jeff Peterson, Brigham Young University

“Requesting in a Japanese immersion setting: Politeness and a shortage of complexity”

Blake Thompson, Hannah Snarr, and Shinsuke Tsuchiya, Brigham Young University

“Invitation in Japanese: A comparison between JFL learners and Japanese native speakers”

Suwako Watanabe and Natsuko Llewellyn, Portland State University

“Learner variety of modality in the emergent interlanguage of Japanese”

Razaul Faquire, University of Dhaka

SESSION 2-D: PEDAGOGY PAPERS: CURRICULUM/COURSE DESIGN AND IMPLEMENTATION

Chair: Mieko Kawai, University of Virginia

「学習者が学習者を支援するーピアチュータープログラムの実践報告」(A report on a Japanese peer tutoring program: Learners support learners)

Nahoko Collis and Michiko Nakada, University of Rhode Island

「初級レベルでの個人のレベル差に対応する必要性とその方法」(How to address learners’ different proficiency levels in elementary courses)

Yoshiro Hanai and Shoko Emori, University of Wisconsin, Oshkosh

「対立とジレンマを超えてー難問解決への学際的アプローチ」(Creating new solutions to global issues using an interdisciplinary approach)

Kyoko Matsui Loetscher, Columbia University

「「Show (ショー) と Short (ショート)」を書く」(Analysis of Show-TO-Short stories created by high-advanced learners)

Miharu Nittono, Columbia University

Saturday, March 19, Afternoon Session – 4:30 – 6:25

SESSION 3-A: PEDAGOGY PANEL: CURRICULUM/COURSE DESIGN AND IMPLEMENTATION

Chair: Magara Maeda, University of Wisconsin, River Falls

Panel Title: 「夢のコラボ TABLE FOR TWO USA (TFT) × 大学の日本語クラス：地球市民の育成を目指して」(Dream Collaboration Between TABLE FOR TWO USA (TFT) and a University Japanese Classroom: A Pathway to Global Citizenship)

「日本語クラスとの和食育コラボで世界を変える！」(Change the world through wa-shokuiku collaboration with Japanese language programs!)

Mayumi Uejima-Carr, TABLE FOR TWO USA

「おにぎりアクション、それで？：おにぎりアクションを通じたゼロ初級日本語クラスの豊穠化」(Onigiri Action, so what!?: Zero beginner Japanese learning community enrichment through Onigiri Action)

Sanae Jennings, East Los Angeles College; Magara Maeda, University of Wisconsin, River Falls

「オーセンティックな活動をカリキュラムに取り入れる効果とは」(Empowering classroom activities through collaboration with TABLE FOR TWO: The effect of bringing authenticity to the curriculum)

Junko Tokuda Simpson, University of California, San Diego

「破壊的創造の時代の日本語教育の「なぜ」、「何」、「どう」ー地球市民を育成をめざす日本語教育」(The why, what, and how? of Japanese language education in the age of destructive innovation: Japanese language education for developing global citizens)

Yasu-Hiko Tohsaku, University of California, San Diego

SESSION 3-B: LITERATURE/CLASSICAL JAPANESE SIG/PEDAGOGY: CURRICULUM/COURSE DESIGN AND IMPLEMENTATION PAPERS

Chair: Susan Schmidt, AATJ

"The school of Okamoto Bun'ya today"

Rosa Furnari, University of Trier

"Mirroring Sexuality: Order and emotion in *Clear Mirror of Male-Male Love* (1687)"

Michael Toole, University of Denver

"Classical Japanese structures in an early Shōwa Sanskrit to Japanese sutra translation: Established discourse and the restriction of the standard over the literal"

John Bundschuh, Swarthmore College

"Teaching language and media in a critical content-based Japanese classroom: Subtitling as pedagogy"

Saori Hoshi and Ayaka Yoshimizu, University of British Columbia

SESSION 3-C: PEDAGOGY PAPERS: LANGUAGE, CULTURE, AND IDENTITY / JAPANESE AS A HERITAGE LANGUAGE SIG PAPER

Chair: Shinsuke Tsuchiya, Brigham Young University

「日本語教育の場におけるマイクロアグレッション」(Microaggressions in the Japanese language classroom)

Yoshihiro Mochizuki, University of Michigan

「日本語中級クラスに於いて相互文化的市民性の育成を目指す試み」(Nurturing intercultural citizenship in intermediate-level Japanese courses)

Ayako Nagai, University of California, Irvine

"Project-based ecopedagogy: Pragmatics and ecological literacy in the language learning classroom"

Maiko Ikeda, Ryukoku University

"What is the best way to teach learners of Japanese as a heritage language? The case for content and language integrated learning (CLIL)"

Barry Kavanagh, Tohoku University

SESSION 3-D: PEDAGOGY PAPERS: MATERIALS DEVELOPMENT

Chair: Yoshiko Mori, Columbia University

「初級読解の再考－学習者が本当に読みたい／読めるものとは何か－」(Revisiting beginner-level reading: What do the learners really want to/can read?)

Satoru Ishikawa, Boston University; Kazuhiro Yonemoto, Tokyo Medical and Dental University; Yuta Mori, Leiden University

「誰に何をどうやって書くのか－主体的な文体選択に繋がるライティング指導－」(To whom, about what, and how do you write?: Writing instruction for learners' proactive style choice)

Kunihiko Homma and Masaru Mito, University of Hawaii, Manoa

「日本語教育のカリキュラムにおける High Variability Phonetic Training (HPVT) の実践報告」(Reporting the results of implementing High Variability Phonetic Training (HVPT) in Japanese classroom and curricula)

Chisato Kojima, Illinois Wesleyan University; Ryan Lidster, Marshall University; Danielle Daidone, University of North Carolina, Wilmington; Alisha Reaves, Towson University; Silvina Bongiovanni, Michigan State University; Jamie Root, New York University

"Using haiku to teach mora timing and special moras in Japanese as a second language"

Vance Schaefer and Kaoru Ochiai, University of Mississippi

Saturday, March 19, AATJ Special Session - 6:30 - 6:55 PM

新型コロナウイルス(Covid-19)パンデミックによるアメリカ日本語教育現場の変化：2022 年春季 AATJ/JFLA 調査集計結果速報

Impact of the Covid-19 Pandemic upon Japanese Language Education in the US: The Initial Results of the Spring 2022 AATJ/JFLA Survey

Saturday, March 19, Evening Session – 7:00 – 9:15 PM

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

Chair: Yuri Kumagai, Smith College

Panel Title: 「「母語話者」という罠」 (The Snare of the "Mother Tongue" Speaker)

「日本語「母語話者」ボランティアの参加による対話型作文教育の可能性と課題」 (Possibilities and challenges of interactive composition writing with Japanese native-speaking volunteers)

Jinhwa Chang, Mount Holyoke College

「「他者」との関係から浮き彫りになる「母語話者」意識：国際共修の場での学習者の学びの分析から」 ('Native-speaker' consciousness generated through interactions with 'others': Students' discoveries in telecollaboration)

Yuri Kumagai, Smith College

「言葉から自由になるための日本語教育」 (Notes towards a liberatory Japanese language education)

Yukiko Hanawa, New York University

「日本語「母語話者」教師のメタ・オートエスノグラフィー」 (A meta-autoethnography of a "native" Japanese language teacher)

Momoyo Shimazu, Kansai University

SESSION 4-B: LINGUISTICS / STUDY ABROAD SIG PAPERS

Chair: Susan Schmidt, AATJ

"Advice giving in conversations between friends"

Ayana Hatsuda, University of Arizona

"Let me apologize again": Analyzing DaiGo's public apologies on YouTube in pragmatic perspective"

Jinyue Xu, University of Washington

「新しい留学の形—オンライン化によって生まれたもの—」 (What is online study abroad? A new destination)

Yoshimi Sakakibara, University of Michigan; Makiko Osaka, Hokkaido International Foundation

「オンライン留学におけるCan-do Statementsを用いた自己評価の実践」 (Self-assessment using Can-do Statements: A case from an online study abroad program)

Fumi Yamakawa, Otaru University of Commerce

SESSION 4-C: PEDAGOGY PAPERS: LANGUAGE AND TECHNOLOGY; CURRICULUM/COURSE DESIGN

Chair: Yoshiko Mori, Georgetown University

「オンライン遠隔留学におけるICTを活用した学びと交流を支援するための実践報告」 (Report on remote study abroad using online communication technology to support students' language and culture learning and exchange)

Junko Fujimoto, Miyuki Doi, and Takamasa Yamada, Nanzan University

「頻度分析によるアニメの語彙的特徴の抽出」 (Analysis of lexical characteristics of animation through word frequency)

Hiroko Yamamoto, Marina Ogawa, and Tae Homma, Aichi Shukutoku University

「日本・中国・台湾・香港間での字体の違いが文字コードに反映されない常用漢字の問題点と指導への提言」 (Problems overviewed with joyokanji which cannot be displayed properly: An impact on Japanese language learners exposed to Japanese text online)

Ikuko Komuro-Lee, University of Toronto

「文字の固定概念を崩し自己表現の幅を広げる『Mojiプロジェクト』」 (Fostering students' creative expression through breaking the norms of kanji and kana: The Moji Project)

Miyuki Yamamoto, University of Massachusetts, Boston

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

Chair: Mieko Kawai, University of Virginia

「パンデミックとコミュニティ参加型プロジェクトの変遷と重要性」 (A community involvement project and the COVID pandemic: Changes and significance)

Tomoko Shibata, Princeton University

「教室でコミュニティを作る—スキット発表を通して育む協働とつながり—」 (Building community in the classroom: Togetherness and relationships formed through skit presentations)

Naoko Sourial, Columbia University

「環境問題の解決に向けて：COIL プロジェクトの実践報告」(A small step towards raising awareness about environmental issues: COIL project in an intermediate level Japanese classroom)

Yukari Nakamura-Deacon, Arizona State University

“Toward cosmopolitanism: Assessment and refinement of Japanese language and cultural course curriculum”

Michiko Uryu, San Jose State University



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2022 Year of the Tiger Nengajo Contest Results

ANDREW SCOTT

NENGAJO CONTEST DIRECTOR

Congratulations and thank you to all the student and teacher participants in the 2022 AATJ Nengajo Contest. The judges and I truly enjoyed seeing the creativity and passion for the Japanese language and culture in each card! I truly appreciate your willingness to continue to submit the nengajo cards online, especially during these tough times! While submitting online may involve extra steps, it is much more efficient than when I last served as Nengajo Director, over a decade ago, in the NCJLT. We had binders and binders of nengajo that had to be mailed to the judges!

With this in mind, we had 756 cards, with 94, 157, 465, and 40 from elementary, middle, high school, and college respectively. After an initial screening of cards, to ensure they complied with our expectations, the eligible cards were judged by six judges from around the country. Cards were judged blind to ensure fairness, so information, such as school, location, student and teacher name, was not provided to the judges. The cards selected represent the best of the best eligible cards and reflect a great deal of talent, creativity, and effort.

All of the student-participants will receive participation certificates, and students with winning cards will receive certificates, in addition to online Amazon gift-cards as prizes. Congratulations! Below, you will find the winners (bold) listed with their teachers and school (italicized).

Thank you sincerely for your patience and participation!!!! I hope you have a wonderful Year of the Tiger and look forward to seeing your cards next year!!!

Total Cards Submitted Per Level

	ES	MS	HS	CL	TOTAL
2022	94	157	465	40	756
2021	119	100	288	14	472
2020	101	138	440	37	730
2019	111	155	440	62	758

Total Cards Submitted

By Local Affiliates

AFFILIATE	TOTAL
WATJ	137
WIATJ	6
OATJ	14
NJATJ	23
NECTJ	98
NCJTA	2
NCATJ	19
MCTJ	8
MAATJ	100
KAJLT	33
JTAT	45
INDIVIDUAL	53
IATJ	16
HATJ	32
GATJ	10
CJLEA	31
CAJLT	83
ATJO	11
AKATJ	8
AITJ	6
AFTJ	21

Nengajo Contest Results

Grade-Level/ Place	ARTISTIC	COMICAL	CG	ENCOURAGEMENT
Lower Elementary 1st	Stouffer, Jenny <i>Endo, Keiko</i> <i>Fox Mill Elem.</i>	Del Manzo, Noah <i>Monheim, Ayaka</i> <i>Great Falls Elem.</i>		
2nd	Yoshioka, Isamu <i>Tanaka, Masahiro</i> <i>UN Int'l School</i>	Knight, Narumi <i>Iwai, Kaori</i> <i>Keisho Center</i>		
3rd	Niamien, Alexandra <i>Monheim, Ayaka</i> <i>Great Falls Elem.</i>	Toida, Keishi <i>Furuya, Emiko</i> <i>South Acad. of Int'l Languages</i>		
Upper Elementary 1st	Zawacki, Ryan <i>Reckinger, Takako</i> <i>John Stanford Int'l</i>	Frierson, Nanami <i>Koshiya, Keiko</i> <i>Keisho Center</i>	Kodani, Kacie <i>Agena, Junko</i> <i>Aina Haina Elem.</i>	
2nd	Bair, Janaki <i>Reckinger, Takako</i> <i>John Stanford Int'l</i>	B-Zakharenko, Darya <i>Kasai, Kayoko</i> <i>John Stanford Int'l</i>	Terry, Lillian <i>Agena, Junko</i> <i>Aina Haina Elem.</i>	
3rd	Santos, Saturn <i>Reckinger, Takako</i> <i>Great Falls Elem.</i>	Saeedi, Hana <i>Koshiya, Keiko</i> <i>Keisho Center</i>	Ralph, Elliana <i>Hunter, Hiroko</i> <i>Stonewall Elem.</i>	
Middle School 1st	Tran, Lan <i>Tanaka, Masahiro</i> <i>UN Int'l School</i>	Jacobson, Chloe <i>Okamoto, Maki</i> <i>St. Paul's School</i>	Naab, Sonoa <i>Tanaka, Masahiro</i> <i>UN Int'l School</i>	Poholsky, Noah <i>Laidlaw, Kristin</i> <i>Felix Festa MS</i>
2nd	Mosher, Cordelia <i>Okamoto, Maki</i> <i>St. Paul's School</i>	Dominguez, Yamilet <i>Johnson, Miyuki</i> <i>Elkins Pointe MS</i>	Carroll, Charlotte <i>Okamoto, Maki</i> <i>St. Paul's School</i>	Maurath, Riley <i>Okamoto, Maki</i> <i>St. Paul's School</i>
3rd	Louzini, Maeva <i>Furuya, Emiko</i> <i>South Acad. of Int'l Languages</i>	Christopher, Louis <i>Okamoto, Maki</i> <i>St. Paul's School</i>	Beckford, Kira <i>Shirata, Akane</i> <i>Keisho Center</i>	Gonzalez, Julia <i>Karyme</i> <i>Dolbear, Yoshiko</i> <i>Denver Ctr. Int'l Studies</i>
High School 1st	Okuno, Sarah <i>Watson, Susan</i> <i>University of Houston</i>	Belisario, Nicole <i>Rochkind, Chiaki</i> <i>H. LaGuardia HS</i>	Ahn, Stephanie <i>Barber, Etsuko</i> <i>RL Turner HS</i>	Arhens, Jessica <i>Masai, Takayuki</i> <i>G. Kapowsin HS</i>
2nd	Lim, Heechan <i>Danshita, Hiroki</i> <i>Issaquah HS</i>	Derisi, Marina <i>Okada, Naomi</i> <i>Lowell High School</i>	Moore, Emma <i>Imamura, Tracy</i> <i>Fort Hayes HS</i>	Enomoto, Emma <i>Rochkind, Chiaki</i> <i>H. LaGuardia HS</i>
3rd	Lou, Louisa <i>Glenn, Stephanie</i> <i>Charles Wright Acad.</i>	Vanderhoof, Lianna <i>Iwami, Sachiko</i> <i>Palos Verde Peninsula</i>	Gacasan, Cherilynne <i>Glenn, Stephanie</i> <i>Charles Wright Acad.</i>	Espedido, Kairi <i>Iwami, Sachiko</i> <i>Palos Verde Peninsula</i>
College 1st	Boyd, Elspeth <i>Chang, Jinhwa</i> <i>Mt. Holyoke College</i>	Korali, Kouadio <i>Collis, Nahoko</i> <i>Univ. of Rhode Island</i>	Gresham, Darcy <i>Katayama, Akemi</i> <i>Univ. of TX at Austin.</i>	
2nd	Tjinakwie, Audrey <i>Liu, Jing</i> <i>University of Houston</i>	Donald, Meagan <i>Liu, Jing</i> <i>University of Houston</i>	Velasquez, Alejandra <i>Liu, Jing</i> <i>University of Houston</i>	
3rd	Monsterrat, Mireles <i>Liu, Jing</i> <i>Lonestar Kingwood</i>	Garcia-Sanchez, Natalia <i>Liu, Jing</i> <i>University of Houston</i>	Nichols, Jennie <i>Teel, Wenhong</i> <i>Monmouth College</i>	

Nengajo Showcase - First Place Winners

See Chart on Page 13 for teacher and school information



Jenny Stouffer
Lower Elementary
Artistic



Noah Del Manzo
Lower Elementary
Comical



Ryan Zawacki
Upper Elementary
Artistic



Nanami Frierson
Upper Elementary
Comical



Kacie Kodani
Upper Elementary
CGI



Lan Tran
Middle School
Artistic



Chloe Jacobson
Middle School
Comical



Noah Poholsky
Middle School
Encouragement



Sonoa Naab
Middle School
CGI



Sarah Okuno
High School
Artistic



Nicole Belisario
High School
Comical



Jessica Ahrens
High School
Encouragement



Stephanie Ahn
High School
CGI



Elspeth Boyd
College
Artistic










Kouadio Korali
College
Comical



Darcy Gresham
College
CGI



Nengajo Showcase - Second Place Winners

See Chart on Page 13 for teacher and school information

 <p>Isamu Yoshioka Lower Elementary Artistic</p>	 <p>Narumi Knight Lower Elementary Comical</p>	 <p>Janaki Bair Upper Elementary Artistic</p>	 <p>Darya B-Zakharenko Upper Elementary Comical</p>
 <p>Lillian Terry Upper Elementary CGI</p>	 <p>Cordelia Mosher Middle School Artistic</p>	 <p>Yamilet Dominguez Middle School Comical</p>	 <p>Riley Maurath Middle School Encouragement</p>
 <p>Charlotte Carroll Middle School CGI</p>	 <p>Heechan Lim High School Artistic</p>	 <p>Marina Derisi High School Comical</p>	 <p>Emma Enomoto High School Encouragement</p>
 <p>Emma Moore High School CGI</p>	 <p>Audrey Tjinakwie College Artistic</p>	 <p>Meagan Donald College Comical</p>	 <p>Alejandra Velasquez College CGI</p>

Nengajo Showcase - Third Place Winners

See Chart on Page 13 for teacher and school information

 <p>Alexandra Niamien Lower Elementary Artistic</p>	 <p>Keishi Toida Lower Elementary Comical</p>	 <p>Saturn Santos Upper Elementary Artistic</p>	 <p>Hana Saeedi Upper Elementary Comical</p>
 <p>Elliana Ralph Upper Elementary CGI</p>	 <p>Maeva Louzini Middle School Artistic</p>	 <p>Louis Christopher Middle School Comical</p>	 <p>Julia Karyme Gonzalez Middle School Encouragement</p>
 <p>Kira Beckford Middle School CGI</p>	 <p>Louisa Lou High School Artistic</p>	 <p>Lianna Vanderhoof High School Comical</p>	 <p>Kairi Espedido High School Encouragement</p>
 <p>Cherilynne Gacasan High School CGI</p>	 <p>Mireles Monsterrat College Artistic</p>	 <p>Natalia Garcia-Sanchez College Comical</p>	 <p>Jennie Nichols College CGI</p>

Meet Will Matsuzaki

California Transplant in the Lone Star State

ANN JORDAN

IMMEDIATE PAST PRESIDENT

Meet William Matsuzaki sensei, who wears two hats as administrator and Japanese teacher, at All Saints Episcopal School in Fort Worth, Texas. His many leadership contributions at AATJ include serving as Advocacy Director from 2017-2018. His focus on diversity, equity, and inclusion issues has been an important part of his work the past few years, and we are pleased that he will be serving as AATJ's Director of DEI.

East L.A. Sodachi

Jordan:

Will sensei, I'd like to start by digging into your roots. You're in Texas now, but you were born and raised in East Los Angeles, in [Boyle Heights](#), a neighborhood with a very rich cultural history. It was once the largest neighborhood of Japanese immigrants and Japanese Americans in Southern California, just outside of Little Tokyo. What was it like growing up and coming of age in East L.A. in the 80's and 90's?

Matsuzaki:

My mom was born in Japan, my dad in Hawaii, and they met somewhere in California. I grew up in East L.A. pretty much near where the [Evergreen Cemetery](#) is, and from kindergarten to third grade went to a Catholic Japanese school right near Little Tokyo called Maryknoll School. After that, my parents put us into First Street School, a public school near First St. and Boyle. I was introverted growing up, so moving to such a big school was an adjustment for me. Until a teacher called on me, I wouldn't even speak. Garfield, which was the school in the movie, "Stand and Deliver", is where I went to high school.

That was around the time of the Rodney King riots. What was it like to be so close to the violence, especially at your impressionable age?

My parents were very conservative, so during all of that, I would hear their side of it at home, but then a very different view at school, where most of the students were on the liberal side of the issue. There was so much racial tension and so many different opinions about the verdict and the reasons for the riot. That was a real formative time for me as I was starting to develop my own way of thinking. Being on the quieter side, I didn't articulate any of it, but seeing and hearing so much, I started to question a lot. I began to realize that people have different struggles beyond their control that might have nothing to do with whether they worked hard or not.

I also started becoming politically aware. I remember being in junior high school when Dianne Feinstein was running for governor. One of my teachers was a big supporter, and our classroom became like the headquarters for her campaign at one point.

Can you imagine that today? That teacher would be in so much trouble!

Now that I think about it, that would definitely not be okay today! We were making posters and doing all kinds of things for the campaign! Later, [Proposition 187](#) was on the ballot, and listening to my friends who were passionate about the immigration issue started me thinking about what the whole process of immigrating to another country means. What are the background stories of immigrants and all the layers behind it?

Developmentally, that's a time when we begin to develop separate identities from our parents anyways. But being in the middle of all of that, along with the push and pull of grappling with your own racial and cultural identities must have made that time even more difficult.

Yes. I think the other formative time was during my senior year of high school in 1994-95 during the college application process. There was so much back and forth about affirmative action and conflicts between what I was hearing from school versus messaging I was receiving from home. From my parents it was, "because you're Asian, it's gonna be harder". From school it was more centered around how important it is to have [affirmative action](#) for equity and representation in college and all that. So I think I was really struggling with not just grappling with college admissions, already a hard thing, but having those two different messages being communicated to me and not knowing which was right.



How did your parents feel about you heading off to Minnesota to go to school?

Going to school in such a crowded place is probably the reason I chose a liberal arts school in a completely different environment for college. My mom was more vocal than my dad, and she was one of those parents who pushed for the Ivy leagues and pre-med. So I think it took her a while to be okay with a college that did not fit those expectations.

So your mother wanted you to become a doctor, but what did you want be when you grew up? Not a Japanese teacher, probably.

No, not a Japanese teacher. I thought I wanted to become a physician because that was what I kept hearing at home.

The reason I even took any language classes was because it was required at my high school. There was no Japanese, so I took Spanish, but everybody else in the class already spoke Spanish at home. I remember the first day of class, the assignment was to write about your summer in Spanish. So I looked in my Spanish English dictionary, put the words in the same order as English, and turned it in. I completed the courses and once I had fulfilled the language requirement, I was sure I was never again going to take a foreign language.

A Life-changing Encounter at Carleton College

But then, I enrolled at Carleton College, which had a two-year foreign language requirement that you can test out of by taking a placement test. I took the Spanish test and must have gotten like 5%. So of course, I had to take a foreign language. And I was like, Ugh. It wasn't a surprise because everything was way hard on the exam. And I was writing in anything that sounded Spanish.

So I was walking around the Great Hall, thinking I would just restart Spanish, when this super energetic Japanese professor approached me, marketing her class. I could already function a little bit in Japanese, and she was very excited and told me that I should sign up for Japanese because it would be a lot of fun.

And, and I thought, "okay, why not?" And signed up for Japanese. The professor, Kaga sensei, was the whole reason that I even considered starting Japanese, and the reason that I continued. She was always kind, and she told me, "You're doing well. Have you considered doing a special major in Japanese?"

At the time I was taking bio and physics and math, not enjoying it. I was still at that point kind of heading in the pre-med direction, but beginning to think, "Geez...if I have to do this for the rest of my life forever, I don't think I can do this." So when the Japanese professor suggested a special major in Japanese, I thought, "huh, that might be fun."

Something about that conversation pulled you in and created a connection that ultimately determined the direction of your professional life. Are you still in touch with her?

She retired about a year ago, but I keep in touch with her. Her name is Mariko Kaga sensei. She was the master of connecting with people. And even when I wasn't taking her course, she always made sure to check in. I remember in my senior year she said, "You played tennis. Why don't you come and give me a couple of lessons? I'll see you at 9:00 AM at the tennis courts." And I couldn't disappoint her. I would do anything for her.

Sounds like she not only knew how to connect with students, but also how to make them feel valued and important.

Yes. She started me on the path, and then I did a program in Manchester, New Hampshire called Summerbridge, now called Breakthrough, for middle and high school students. I had never thought about teaching before, but somebody from the career center had suggested that I apply for the program.

I was assigned to teach first year physics and Japanese. Wow, did I have fun! I still didn't think of it as a career yet, just a great summer job. So the second summer I came back and taught Japanese again and also math. And I loved it. I went back for the third summer and taught two Japanese classes.

In my senior year of college I was applying for jobs in the corporate world and grad school. I couldn't apply to public schools because I didn't have a teaching certificate, but the people in the Summerbridge program suggested that I apply to private schools because it looked like I really enjoyed teaching. So I applied, but I was like maybe kind of stuff. I applied to firms like Deloitte, all those places you're supposed to apply to as a college senior, even the CIA. I laugh when I think about it now. What the heck was I thinking?

I was just throwing things at the wall and got into a couple of grad schools for Japanese masters and then I got an interview in the spring for a private school in Maryland teaching middle school. I went with what I thought I would enjoy the most, and my salary as a beginning teacher at a private school was in the twenty thousands. So, at that time, right out of college, I thought, "20-Something! Wow!"

But your mom had hopes and expectations that you would become a doctor. How did she react to your changing course?

You had to declare your major in sophomore year, and I remember it was such a big screaming fight over the phone, so loud you could hear it all down the hall. That was hard. I could hear how disappointed she was. My friends all came to my room.

Good thing that it was over the phone. She was probably afraid that you were choosing a harder path financially.

I think it was also because teaching was not prestigious. I remember when I first became a teacher, almost anytime we talked, there was an attitude of “Anybody can do that job. Why are you working so late? It’s easy”.

I’m sure she changed her mind as she watched how hard you have worked as a teacher and the impact you’ve made on your students and school. Your first time to go to Japan without your mom was the study abroad year that you spent in Nagoya. Did you return to Japan for extended periods after that?

When I was working as a middle school teacher at St. Paul’s in Maryland, I also ran the three week and a four-month exchange program with our sister school, Gakushuin. So, I would go to Japan maybe two to three times a year. A lot of times I wound up staying for about two to three months in Japan, which was also just so wonderful.

When the program expanded, I took the high school students that I had when they were in middle school. I worked there for 16 years and took students for about eleven or twelve years. I was a middle school principal at a smaller school in Maryland before coming here to Texas. If you’re familiar with Maryland, my first school was in Baltimore.

I also lived in Baltimore twice. The second time was in the Catonsville area, and we had just come from Japan. I remember having to go all the way into DC to buy Japanese rice because there were no Asian markets in Baltimore. I also remember being the only Asian kids of any kind, hyphenated or not, in the whole elementary school. One day my mom was substituting in the classroom down the hall, and kids were slowing down to look inside the classroom to look at her. They’d never seen a person with an Asian face sitting in the teacher’s desk. It was just so baffling to them. I was so embarrassed.

Catonsville actually has a couple of H Marts and is a huge Asian area now.

What? Wow. That’s certainly different from when we lived there. So back to your school. Did you initiate the connection with Gakushuin School?

It started before I arrived. St Paul’s used to be number one in lacrosse in the late eighties, and they had tagged along with the Johns Hopkins team to do a lacrosse tour of Japan. And the head of the school at that time decided that they needed to offer more than just Spanish and French at our St. Paul’s. That’s how Japanese got started, and then it continued. I arrived in 1999, and the person who had been running the exchange program became ill in 2003, so I took it over.



Identity

Let's talk about identity. How do you answer the question that we get in both Japan and the United States, "What are you?" Has your response changed over the years?

When I studied abroad in Japan in college, I would answer, "Nikkei-jin". And a lot of people would be very confused. I remember so many times the reaction was surprise. "Oh, wow! the Japanese blood is so strong then." I think they assumed Nikkei-jin meant that one of my parents was non-Asian. So I had to explain all that and then they would say, "Ohhh. So that's your story?"

And here in the U.S., when I was asked that question in college, I used to answer either "Japanese American" or "Asian American". I think most Asian Americans learn that we can't just answer with, "I'm from the US" or "I'm American" because that's not really what they're asking.

So, you just have to cut to the chase and say Japanese American or Asian American.

In your presentation for the [Globally Connected Online Japanese Language Education event last August](#), you talked about how your two identities had been in conflict as you grappled with the question, "How American am I? How Japanese am I?" And that being a non-native speaker of Japanese, who "looked" Japanese, you felt, especially in the beginning of your career, a strong sense of imposter syndrome. Could you share some of that struggle?

Well, one part is that people have a certain sense of what is Japanese or American, and I don't think I fit into either of the images people associate with the two.

And I think even if you grew up going to the same English speaking school as anybody else, for some reason especially when you grow up speaking an Asian language, there's a sort of tone or some sort of voice where you can often tell that person is Asian American. It's not an accent or anything like that, but just the cadence or something that you could tell, even without video, that person must be Asian American. So that even audio wise, you don't quite fit into that "American" mode.

Also, because my Japanese is nowhere near native level, either written or oral, it just makes it hard to make everything neatly fit into what some people assume Japanese and American to be. Saying "Japanese American" sort of presents a question to people of what that actually is as an identity. About 10 years ago, one of my good friends did her dissertation on hyphens. It made me think about what it actually means in terms of identity, and how expressing Japanese American with the hyphen or without the hyphen, reflects whether the two are separate entities or mixed together.

How has your identity influenced you as a Japanese teacher?

One part of it is that I'm very proud of my Japanese American heritage. I think what really influences me is how much and what Kaga sensei did for me, and I always try to emulate the personal touches that she showed me. And also, what drew me into the language and how important, more than the initial flashy stuff, is keeping students and making them feel that they want to stay in it. I think that's the part that carries me through beyond even Japanese teaching, in the school that I work at and the different programs that I've been involved in. The most important part for anybody, which is to feel that you matter.



Changing Minds and Fostering Inclusion

Feeling that you matter is the “I” of DEI, Inclusion. Sometimes I run into a perception that Japanese isn’t useful, or is “too foreign” or difficult for certain students, or that Japanese language study is more suitable for some, and not others. What can we Japanese teachers do to change help change those perceptions and how do we do a better job of facilitating inclusion and equity?

If you can get the students excited and help them find ways to use the language, then it's not useless. The more excited they are about it, the more useful it will be for them than some of the perceived usefulness of, for example, Spanish. The first department chair that I worked with was a German teacher who talked a lot about the importance of planting the seed as early as possible.

I think if you plant that seed and are intentional about how you're going to really break down that wall to show how this path could really be a great road for your child, I think parents can buy into it. But if you don't do that work intentionally and put in the time and effort, I don't think it happens. One of the big things that I reiterate to the teachers here is all these things are mindsets and the intentional work you make for years. And you may see just an inch of progress, but that inch is so important.

One of the diversity practitioners said there are 10 levels of the mindset. He related it to a thermometer. Zero level is totally against it, and in order to move to the next part of the 10, you have to have at least seven significant bumps in your life that sort of shake up your life. And I think it's the same for changing your mindset about another language.

We also want to make sure we examine our own teaching practices and consider things such as learning differences, developmental differences, and the kinds of accommodations we can give to students. Just making sure we have that mindset is important.

You currently wear two hats. You're an administrator, and you are also teaching Japanese.

I'm teaching Japanese electives, which is the first year of Japanese broken up into two semesters where students can just finish with Japanese one, which is one semester, or they can do Japanese two, which is the second half of a regular Japanese one.

It's a class that just pitched as an elective that doesn't fulfill any language requirement, but is for students interested in Japanese. So the students who are in that class have to take an additional language class to fulfill the requirement. But if there was a Japanese class that would fulfill it, that's probably what they'd choose. Currently, we only offer Spanish and Latin, but the head of the school is in favor of offering an additional language. So, I'm planting a seed and hoping that we can start a Japanese program.



If that does happen, and the program grows, eventually you'll need to find somebody else. So, you're not only planting the seed, but you're also nurturing that seed for the future. In terms of nurturing DEI, what are some things that you feel you are able to do or facilitate as an administrator that you can't do as a classroom teacher?

One of the big reasons I became an administrator was because of an awesome middle school principal at my first school, who said that if you the only way to make schoolwide, systemic change is as an administrator. It's very, very hard, nearly impossible to do that as a classroom teacher.

Teacher vs Administrator

What do you love about being a Japanese teacher, but also what's the hardest part?

I think the thing that I love the most about being a Japanese teacher is that there's so much leeway to make it so active and for the students to really be drawn into the mixture of language, culture, and just life at the same time. There are so many things that you have to integrate to make it interesting, and I love to see the students' excitement as it unfolds. The other part that I love is instantly seeing that they're learning and can apply it very quickly. I love how the students are so eager to use it outside of the classroom.

And like Pinterest is for adults, students sort of go down the rabbit hole through everything you mentioned in class, then grab onto something and spend hours on their own, learning more about it. So I love just all those different parts about it.

I think the challenge is always the initial hesitancy of teaching a language that might not be perceived as useful. I think we're both immune to it by now of hearing that we're like, oh, okay, like we've heard that a million times already, but I think that's always the challenge of seeing the students wanting to take it and being discouraged from doing so.

I think the other challenge, which might be a good thing and a bad thing, is there are so many more resources for Spanish and French. Spanish has moved the ball quite a bit in comprehensible input, and teachers are benefiting so much from the numerous resources available. It's hard for Japanese teachers to do that because everything is self-created. Japanese teachers are constantly in the creation phase of making, making, making, and because it's such a small community, it's harder to have it all in one place where we can share it and just grab it.

So true. I don't think I've ever heard an administrator say, "I love being an administrator", but what do you like the most about it and what's the hardest part?

So I'm actually someone who loves being an administrator. As a full-time teacher, you just don't have the time to make as many connections with people outside of your classroom. But as an administrator, there's a little bit of flexibility on how you use your time to go into classrooms and make those connections, and I love that. I think the greatest part is seeing those individual teachers who are uplift, help, and mentor the teachers who need support. Even the people who need that support have their own gifts that they can use to support others in certain areas. Administrators get to see that, and they are connected with students, faculty, other administrators, parents, donors, really anybody who's part of the school.

I love that when you set some sort of an academic vision, you are helping every single teacher move in the same direction. You know that because of that overall alignment, the bumps that the students feel from grade to grade will decrease. I also love that as an administrator, you could set the tone of the school to whatever you want it to be. Watching that happen at my current and previous schools is an amazing feeling, knowing that whatever you think the culture should be, you will see it in a few months.

That really speaks to the power and potential that an administrator has to do really good work. On the other side of it, though, they also have the power to mess things up. It can make a school really shine and thrive, or it can ensure that a school just stays the same or goes back. Here's my last question for you. You have not lived or worked in California since leaving for college. But you're still a SoCal kid at heart, I'm guessing. What do you miss most about California?

Number one thing I miss is being in a big city where there's so many people from all walks of life. I also miss the access to so many things that you have in Los Angeles. It's such a mixture that you can't really say, "This is the culture of Los Angeles."



Yes, LA is such a patchwork quilt of different neighborhoods, including the Boyle Heights neighborhood that you grew up in. You've lived in Texas now for three and a half years. What do you love about Texas? I love the barbecue, especially brisket. There's no brisket in California that even comes close.

I do love barbecue, and my cholesterol has definitely gone up. I also think it is so awesome to have space and no traffic a lot of times. And since Toyota moved its huge plant from Torrance to Dallas, there's a large Japanese population here. And about four or five Japanese markets. I can get there in under an hour. I think there's a new Japanese store popping up every month.

I'm also getting into the Texas lifestyle. I'm going to a rodeo on Monday with a couple of friends. I can see how people here love that culture. I love that if I drive a little bit further, there's the Japanese area in Dallas. Austin is only a couple of hours away, too. And there are nonstop flights to Japan as well because of the American airlines hub. So life is good.

Well, you are going to the rodeo next week because of Kaga sensei. If she had not tapped you on the shoulder that day, you would have been leading a very different life. It might have been really cool, but it wouldn't have been the same life.

Thank you so much, Will sensei, for a fun conversation. And best wishes on your work as DEI Director for AATJ!



Language Advocacy Day 2022

TOMOKO TAKAMI
AATJ PRESIDENT

Language Advocacy Day 2022 took place virtually on February 2-4, 2022, organized by the Joint National Committee for Languages and the National Council for Languages and International Studies (JNCL-NCLIS). The event had its largest number of participants, more than 280 advocates representing all 50 states and District of Colombia, and 289 congressional meetings.

In this special event, AATJ was represented by Tomoko Takami (AATJ President), Ann Jordan (AATJ Past President), and Shingo Satsutani (AATJ President-Elect), and Susan Schmidt (AATJ Executive Director). All participants attended meetings with their state's Senators and House representatives to promote language and international education.

The legislative requests focused on in 2022 were as follows:

1. Support providing at least \$15 million for the World Language Advancement and Readiness Program (WLARA) in FY 2022. The support is to establish, improve, or expand innovative programs in world language learning for Department of Defense schools and local education agencies with Junior ROTC programs.
2. Support forthcoming World Language Education Assistance Program (World LEAP) legislation which would establish a new world language program in the Department of Education.
3. Support passage of the Senate version of the Advancing International and Foreign Language Education Act to reauthorize International Education Programs under Title VI of the Higher Education Act, which is included in the United States Innovation and Competition Act- USICA. ‘
4. Support the authorization of the Biliteracy Educational Seal and Teaching (BEST) Act that will provide federal funding for equitable implementation of programs to allow every student in America to achieve the opportunity to achieve a Seal of Biliteracy
5. Support authorization and funding for the Native American Language Resource Center Act Bill when it is introduced
6. Join the Congressional America's Languages Caucus

For more detailed information, please visit these websites:

JNCL-NCLIS website: <https://www.languagepolicy.org/>

JNCL-NCLIS Advocacy resources: <https://www.languagepolicy.org/resources>

JNCL-NCLIS Newsbrief: <https://www.languagepolicy.org/post/newsbrief-april-23-2021>

Advocacy Alerts: <https://www.languagepolicy.org/newsroom/categories/advocacy-alerts>

Biliteracy Education Seal and Teaching Act Reintroduced to Establish Federal Grant Program:

<https://www.languagepolicy.org/post/biliteracy-education-seal-and-teaching-act-reintroduced-to-establish-federal-grant-p>

As a member organization of JNCL-NCLIS, AATJ will continue to advocate world language education aligning with JNCL-NCLIS.

Also, resources for advocacy of Japanese language education can be found at the AATJ website:

<https://www.aatj.org/advocacy>.

JNHS Spotlight - Thomas Jefferson HS

ANN JORDAN

IMMEDIATE PAST PRESIDENT

Leadership is a key component of JNHS. Find out what a group of committed and organized Alexandria, Virginia JNHS officer leaders did when their beloved Japanese program was in jeopardy. Their inspiring story will “encourage student leaders to believe in the power they have to shape the lives of those around them.” Please share it with your students.

And...exciting news!

JNHS officers of Los Gatos High School in California met on Zoom recently with the Thomas Jefferson High School for Science and Technology officers to brainstorm ideas for an online meetup and summit sometime this May bringing together JNHS student leaders from all over. We will let you know via email bulletin and AATJ social media once details are finalized. So stay tuned to find out how your students can participate in this great event!

初めまして。We are the officers of the Japanese National Honor Society of Thomas Jefferson High School for Science and Technology (TJHSST), and we are so honored to be able to share our story with everyone through AATJ's newsletter.

Our program has been around for a couple of decades now and currently consists of three organizations: our chapter of JNHS, our school's Japanese Culture Club (JCC), and our Japan Bowl team. Our JNHS is a group of especially devoted students that organizes events and fundraisers, offers tutoring services, runs publicity for the program on social media, and oversees and assists JCC and our Japan Bowl team. Through JCC, we also run student-led taiko and yosakoi groups. Our Japan Bowl team has continuously placed in the top ten teams nationally since 2012, and our school was also the first high school to host the Tomodachi Project. We also have a 27-year long partnership with our sister school, Chiben Gakuen Wakayama, which we hope to continue for many more years into the future. However, despite our successes, our program has also faced its fair share of obstacles.

The pandemic changed a lot for everyone. For our program, it meant we couldn't do as much “recruiting” as normal, and it showed. Though 28 students had signed up for Japanese 1 the year prior, sign-ups during the summer of 2020 didn't have enough students to fill one class. The following summer of 2021, one of our worst fears came to be: our sensei was leaving our school. The position of Japanese teacher had been changed to a part-time job instead of a full-time one, and Japanese 1 was taken off of the course list. Suddenly, it seemed we would inherit a dying program.

All of us are seniors who have been dedicated to the program for our whole high school careers. As underclassmen we sat with then-seniors during lunch and after school in the Japanese room, listening to their advice, laughing together, and building relationships that have lasted beyond their high school careers. From our taiko group to our Japan Bowl team, the activities and events the program offers have touched the lives of generations of Japanese learners, ourselves included. We were determined to do all that we could to ensure that future students will have the same opportunities and support system that we had thanks to the Japanese program. So, we reached out to our community for help.

Upon the release of the news that our teacher was leaving, we immediately began receiving messages from alumni, even those who predated our sensei, asking how they could help maintain the program. The same people who trained us to take over leadership of the program years before were once again alongside us to help out, though this time over video call. The support we received from the greater Japanese learning community, especially Study Japanese in Arlington and the AATJ, was swift and strong, and we are so grateful for the fellowship that we share. We are especially grateful to AATJ President Jordan for meeting with us and drafting a letter outlining the importance of our program. Her continued guidance has meant the world to us.



We began collecting student and alumni testimony about the importance of the program and thinking of possible paths forward. We met with our school principal to discuss the future of the program and were relieved to hear that she also wished to help preserve our program. Meanwhile, we also reached out to our school administrators to begin searching for new sponsors for our clubs.

Luckily, before the summer ended, our current Japanese teacher was officially hired. Though we didn't get to host our usual summer events due to our lack of a teacher, we were relieved that our students would have a qualified teacher for the upcoming year. Despite the demanding nature of her job, Kuriki-sensei has done a wonderful job of helping us maintain our traditions alongside being a fantastic teacher. However, as a first-year teacher, she can't do it all. To help, one of our school's Spanish teachers offered to be the official sponsor for JCC. Thanks to his assistance, the Japanese program was able to get most of our usual activities up and running by the time the school year was in full swing.

Though many things have had to change, TJHSST's JNHS has pushed through. Usually, we run taiko, yosakoi, wotagei, and shodo groups. However, all of our taiko and bachi belonged to our previous sensei, meaning we needed to build our own from scratch. In the meantime, our previous sensei kindly allowed us to borrow some of his taiko as we got back on our feet. He also wrote the music for our previous performances, so we asked our veteran taiko players to compose this year's performance on their own. With our new sponsor, we had to figure out the process for reserving rehearsal locations and hosting our own events. Through many mishaps and lessons learned as we went, we also managed to successfully hold our annual Oshogatsu event, where we sold food, ran Oshogatsu-themed stations, and had a taiko performance. However, not everything could be saved. With a new teacher and a different sponsor for JCC, our shodo group, which normally performs at Sakura Matsuri in D.C., had to go on hiatus. Still, we plan to leave everything we know to our successors in the hope that they can bring the group back.

Though this year's number of new Japanese students is low, JCC's membership has increased. Sign-ups for nearly every meeting fill up quickly, and we also run a tutoring program for students who couldn't take Japanese 1 but still want to study Japanese. As painful as this process has been, it has also taught us a lot about leadership and perseverance. It has highlighted the strength we have as students to make a difference in our community and the profound effect the program has had on people. We hope to set our successors up to not only uphold the program as it is now but to grow and refine it further.

It's clear that preserving TJHSST's Japanese program isn't just about preserving a course, it's about preserving a precious community: a community of learners, friends, mentors, and students. It's about preserving a legacy of curiosity, empathy, and dedication. However, our program is just one of many that also need help. Now more than ever, students everywhere need the community and empathy that small language programs and diverse language departments provide. What makes JNHS a special organization is not just the companionship we have within each chapter but also the community we all share as members of a niche group of language learners. We hope that our story will encourage student leaders to believe in the power they have to shape the lives of those around them. We want JNHS chapters across the country to know that should anything similar happen to them, TJHSST's JNHS will be here to help.



Thomas Jefferson JNHS Officers:
 Aneri Shah and Alana Nii, *Presidents*
 John Kim and Catherine Pak, *Secretaries*
 Marissa Hirakawa and Yoo-bin Kwon, *Treasurers*
 Rachel Kwon, *Publicist/Historian*



2022 Summer M.A. Program in Japanese Pedagogy at Columbia University

The Graduate School of Arts and Sciences (Department of East Asian Languages and Cultures) at Columbia University invites applications for the summer M. A. program in Japanese Pedagogy. The 2020 and 2021 programs offered only online courses, but we plan to run the 2022 program in-person again next summer. The 2022 program will begin on Monday, June 6th and last until Friday, August 5th, during which the following courses will be taught:

I. Three-week Pedagogy Course (6/6-6/24):

- Elementary Japanese Pedagogy

II. 3 MA Courses (6/27-8/5):

- Teaching Japanese Through Literature
- Sociolinguistics
- Pragmatics

Degree candidates may fulfill the requirements for the M.A. degree in three consecutive summers or in any three summers within a period of six years by taking eleven courses and writing an M.A. thesis. The thesis is required to have a focus on a particular area of Japanese pedagogy. Students take courses for six weeks in one summer and nine weeks during the other two summers.

We also welcome non-degree students for the three-week Elementary Japanese Pedagogy course.

Special Admission Requirements: B.A. or equivalent from an accredited institution in the U.S., Japan or elsewhere,
proficiency in English (for native Japanese speakers: 570/IBT88/CBT230 TOEFL or above) or Japanese (for non-native Japanese speakers/ACTFL: Advanced-High or above).

More information is available at the following websites.

<http://ealac.columbia.edu/program/language-programs/japanese/jlp-summerprograms/>
<https://gsas.columbia.edu/degree-programs/ma-programs/japanese-pedagogy>

Application deadline: February 15th, 2022.

Online Application: <https://gsas.columbia.edu/degree-programs/admissions>

Successful applicants will be notified of their admission by the middle of March. On-campus housing is available during the summer.

Contact: Shigeru Eguchi,
Administrative Director of the 2022 Summer M.A. Program in Japanese Pedagogy
Department of East Asian Languages and Cultures (EALAC)
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New York, NY 10027

Email: se53@columbia.edu

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Japanese Program S.O.S. #3

Strategies, Opportunities, and Support

ANN JORDAN

IMMEDIATE PAST PRESIDENT

Welcome back to SOS, our series on Strategies, Opportunities, and Support for Japanese programs. In the [first article in the SOS series](#), we focused on the nuts and bolts of the SOS that Japanese teachers can activate to advocate for and strengthen their programs. The [second article](#) highlighted the advocacy success stories of three college teachers. This time, I'll be sharing some advocacy related insights from my conversation with former AATJ Advocacy Director and current DEI Director William Matsuzaki on current advocacy challenges and strategies.

Changes and Challenges

What are some of the ways that advocacy needs and strategies have changed since you served as AATJ Advocacy Director in 2017-2018?

Advocacy is more challenging now because there are a lot of barriers that didn't exist then. Students often take classes because of the teacher, not just the subject, but we went through a year and a half where teachers didn't even see their students, so the loss of that connection was very hard. They didn't have the relationship to bring them the firsthand experiences. We had to reimagine how to set up those relationships and those experiences that students have that are unique to the Japanese classroom that they might not be able to have another class. We didn't have the opportunity during that time for students to have those touch points that are necessary for them to see the greatness or the potential greatness of your class.

The other challenge that I see both as an administrator and as a teacher is the skills that the students are lacking because of the last year and a half. So teachers are trying to make their classes as interesting as possible, but have to do the basic teaching and remediation even more than in the past. And that goes with having to redo and rethink all the planning that we've had before.

One of the challenges of a Japanese teacher, especially high school, has always been usually teaching four or five preps a day. And doing that with the students that we have right now, trying to make class interesting and lively, is really hard. We often forget that students are not the only ones suffering from the loss of not being together during that time. And when teachers don't have support from the administrators to take care of some of the social, emotional needs, I don't think they're able to go above and beyond to do some of the advocacy work might be important. A big challenge that I would give the administrators is to really think about what the teachers need at this time. I think we're all, we're all fatigued, but that advocacy work is so important, more so right now than ever.

I'm also noticing is a huge attrition rate for teachers and that has an impact. In education in general, there has been a huge drop in the number of candidates for each position. We used to get thick packets of candidates and now it's very, very, very slim. There are just not enough teachers for all classes, and classroom teachers are being asked to even cover even more than before. Planning periods are almost out for most people right now.

Keeping Students Motivated and Hopeful

Recently, Prime Minister Kishida announced that Japan will start to allow limited entry for students and business travelers. Opportunities to study and work in Japan are key motivators for students of Japanese language and culture. What are your thoughts on how we can keep motivation and hope alive for learners and teachers of Japanese?

Those of us who run exchange programs know that experience is on one of the number one reasons why students continue to study Japanese. We see how much their language improves during that time, and how excited they are. But getting the students to Japan is out of our control, so we have to think of ways to motivate the students differently by coming up with maybe two tangible things that reframe why students should continue to study Japanese.

Most of our students don't have the resources to travel to Japan for that firsthand have experience. This might be a good opportunity for us to rethink that experience and come up with ways to deliver it to our campuses for all students. So that it's not just the few that are able to do that exchange trip. Going to Japan and using the language in a very real-life situation with people other outside than the Japanese teacher is exciting for students, so coming up with ways to one way is to try to bring that experience into the classroom for the students is one way to make it accessible for all, rather than just a small, select group.

Listening to Student Voice

An important tool for advocacy is listening to student voice. The pause in exchange programs is a huge loss, but one thing we can do to increase student agency and involvement is identifying why our students signed up for Japanese and then, incorporating those interests. I think as teachers we plan, plan, plan, but often from the single lens of what we think they're interested in. A great book that somebody recommended called *Street Data*, focuses on the importance of student voice and ways to incorporate that into your teaching so that you have the buy-in. Language teachers can then integrate all different things that we know excite our students, and our classes can be fun, yet still very rigorous.

Your Program's Identity

I'll be sure to check that book out. In your panel presentation, you talked about the importance of being strategic in taking your Japanese programs to the next iteration. Could you explain what you mean by the "next iteration" and share some different things that you implemented that led your program to the next level or the next iteration?

We're all so busy that we tend to repeat a pattern of coming up with an idea, then implementing, and then another idea that we implement and so on. The stakeholders can begin to lose sight of what our goal is and not know what the Japanese program stands for.

We have to really think about how we communicate all those different things and the goals of the program. One of the most important parts is to come up with some sort of a strategic plan, so that when parents want to know why their son or daughter should take Japanese, there's a clear answer. Communicating with parents about the things their children are doing in Japanese class and involving them is also helpful. That involvement could be part of some homework that they are engaging either people at home or their friends which can create interest in the program beyond the students.

Defining Your Program

It's also really important to define what your Japanese program is. At my previous school, I was one of four Japanese teachers, so it was really important for all of us to be on the same page. Something we used to do was publish a "Japan times" newsletter highlighting each of the divisions. Students wrote the articles, which made it really engaging and helped to provide singular communication.

Whether you are the only teacher, or one of several at your school, it's important that the reasons you tell parents and students for taking Japanese align with what they will actually get out of your program. It makes me think about all the lists that often part of some advocacy articles or kits, with titles like, "10 reasons to take Japanese". Those are good, but the problem is that if you just say, "take my class, because Japan is number one in such and such, or the biggest importer of something, something, or you can get a job in...", it might be too far away and not directly connected to what students will get out of your class in the immediate future.

That is so far away for many of them. I think something that might be good to include in an advocacy kit might be a couple of reflection questions for teachers about reasons why students should take Japanese in their programs.

Filling the Bucket

Do you have any thoughts on how Japanese teachers can work more effectively with their administrators?

Many Japanese teachers try to work hard and stay under the radar with the administrators, but I personally think that doesn't work well to foster healthy programs. You have to figure out a way to build that relationship because it's such an important part. One thing that Japanese teachers can do is to work up the courage to really highlight some of the things that you are doing. As an administrator, if you were to have a negative and a positive bucket, something that might be in the negative bucket would be having parents or students complain about you or students complain about you. Maybe there's a disconnect between you and the students, or they don't feel like they're learning.

So that's a negative bucket that will impact your program. A positive bucket would be keeping your principal informed so that the principal is able to talk about your program when he or she is sharing some of the highlights of the school. By keeping that person informed, there's a greater chance that your program will be highlighted in the newsletter, or that it will be talked about it during a meeting. When you have a request for something, the administrator is more likely to support that request. Establishing that relationship is one of the keys to having a thriving program.



Invitation to the 6th Annual Junior Japan Bowl Competition

Dear Educators, Parents, and Supporters of Japanese Language Programs,
全米の小中学校の日本語の先生方へ

小中学生の日本語・日本文化大会のジュニアジャパンボウル第6回が下記の通り、4月29日にオンライン開催されます。Kahootで行う無料のイベントです。準備用の教材はすべて揃っていますので先生方のご負担を最小限に、チームで楽しく学習できる大会です。勉強会やソフトウェアチェックの日程も併せて、ぜひ生徒さんにお知らせください。


J-LEARN (Japanese Language Education and Resource Network) cordially invites students in grades one through eight (Gr. 1-8) who are studying Japanese to compete in the sixth annual Junior Japan Bowl (J2B) competition 2022, which will be held virtually on Friday, April 29, 2022, from 5:30 pm to 8:30 pm Eastern Daylight Time.

Junior Japan Bowl is a team-based academic competition modeled after the National Japan Bowl hosted by the Japan-America Society of Washington DC, where elementary and middle school students answer questions about the Japanese language, history, and culture in a quiz-bowl format. In 2021, 150 students from Georgia, Maryland, North Carolina, Oregon, and Virginia competed in J2B2021. Click [HERE](#) to see how much fun we had! Detailed information on J2B2022, including important links, are below:

- Who** 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 years after the age of six.
- What** A free academic competition on the Japanese language, history, and culture.
- When** Friday, April 29, 2022, on Zoom
- Why** It's fun and easy to prepare for J2B. All questions for J2B come from the official J2B Study Guide, which J-LEARN developed. The [J2B2022 Study Guide](#) and other study resources (self-paced and classroom enrichment) can be accessed at our [WEBSITE](#). Teachers can also contact J-LEARN (admin@jcc-gfes.org) to access Kahoot games designed for classroom teachers.
- How** Create a team of 2-3 students, choose a team name that includes your school initials, and register [HERE](#) by March 31, 2022.
- More** We will have a **Study Session** on March 27. Please register [HERE](#).
- More 2** Students should attend one of the mandatory online software practices on April 16 or April 24.
- More 3** Email us for a list of Kahoot games teachers can use in the classroom.

If you are new to J2B and want to learn more, please contact Yuka Ohta at admin@jcc-gfes.org.


Noriko Otsuka
AATJ Advocacy Director



Important Dates

Register Now!!

To participate in Junior Japan Bowl 2022, make a team and [REGISTER HERE](#) by **March 31, 2022**.



SCAN ME


March 2022

SU	MO	TU	WE	TH	FRI	SA
		1	2	3	4	5
6	7	8	9	10	11	12
		15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Benkyokai: March 15, 16, 17, 18, 19
Registration Deadline: March 31

Attend the Study Session/Benkyokai

[REGISTER HERE](#) to attend the **March 27, 2022** online Study Session and prepare for Junior Japan Bowl 2022.



SCAN ME


April 2022

SU	MO	TU	WE	TH	FRI	SA
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	20
1	18	19	20	21	22	23
24	25	26	27	28	29	30

Software Practice: April 10, 11, 12, 13, 14, 15, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30
J2B2022 Day: April 20

Reminder

Attend one of the MANDATORY online software practice on **April 16 or April 24, 2022**. Details to follow.



Japanese Language Education Advocacy and Resource Network 日本語教育アドボカシーネットワーク

Diplomatic Language Services Is Recruiting Japanese Teachers

Diplomatic Language Services, based in Arlington, VA, has been a leading provider of foreign language instruction and cultural training for various US government agencies and branches of the military since 1985. We are currently hiring experienced Japanese instructors for a variety of potential classes: part-time, full-time, short-term, and/or long-term. We have in-person, online, and hybrid classes currently running.

To apply, please send full resume, availability, and location preference(s) to kmarden@dlsdc.com.

Modern Japan Program (MJP)

In the new Modern Japan Program (MJP) at Nanzan University's Center for Japanese Studies (CJS), students develop a deep understanding of Japan in an English-medium program, while fostering their elementary Japanese language skills.

Students participating in the MJP:

- take courses in six fields – Japanese society and history, politics and international relations, business and economics, language and linguistics, literature, and arts and culture.
- experience traditional Japan in elective practical art courses: calligraphy, manga drawing, tea ceremony, traditional dance, flower arrangement, traditional martial arts.
- improve their Japanese language skills in daily language classes.
- participate in regular events and field trips with Japanese students.
- stay at our brand-new Janssen International Residence, or homestay with a local family.

The MJP provides an alternative to our renowned Intensive Japanese Program (IJP).

Conveniently located in Nagoya in central Japan, our reasonably priced CJS programs run to the American academic calendar (Fall: September to December; Spring: January to May); we also offer a four-week and eight-week Summer Program in June and July.

For further information:

MJP: <https://www.nanzan-u.ac.jp/English/academics/cjs/mjp/>

CJS: <https://www.nanzan-u.ac.jp/English/academics/cjs/>



Center for Japanese Studies (CJS)



**ENGAGE
ASIA**

ELGIN HEINZ OUTSTANDING TEACHER AWARD

ABOUT THE AWARD

The Elgin Heinz Award is named in honor of Elgin Heinz for his commitment to educating students about Asia as well as for the inspiration he has provided to the field of pre-college education. It recognizes exceptional teachers who further mutual understanding between Americans and Japanese.

APPLICATION

The award is open to current full-time K-12 classroom teachers of any relevant subject in the United States. For details, please go to our website: <https://www.elginheinzaward.org>.

**APPLY BY
APRIL 15, 2022**

ONLINE SUMMER PROGRAM

JUNE 13-JULY 15, 2022

HIF will offer "project-based learning" course for 5 weeks. You will build various types of communities, while meeting new people online and learning from each other through the class projects.

**Application
Deadline:**

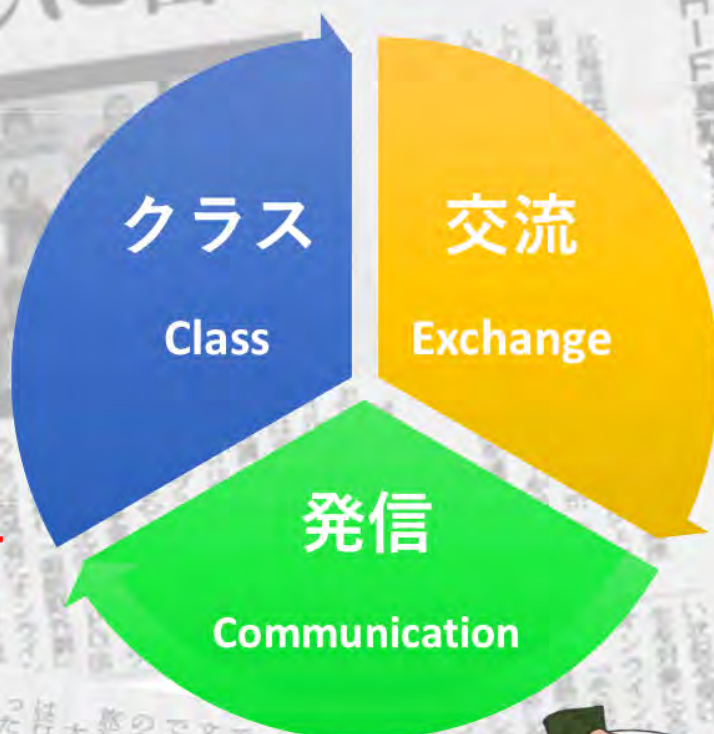
**March 21, 2022
(EDT)**

Tuition:

US\$1,000

Two classes will be offered.

- 1) Novice-High level and higher**
- 2) Intermediate and advanced levels**



<Student Voices>

"I really enjoyed being able to connect with a real Japanese organization and brainstorm a solution to a problem they have. The interview with the company, although intimidating, was a good learning experience and was fun."

"I really liked sharing and learning about recipes, and I thought it was smart to put this project at the beginning of the program, because it was a good introduction to the course--not too intensive, but still really collaborative. I actually made some of the recipes after, and they were great! I felt very connected to everyone even on Zoom, and even after only a week."



"しおくん (Shio-kun)"

The winner of the HIF 2021 Yuru-chara Championship. It was created by one of the participants and the local people in Hakodate as a part of the class projects.

The 36th Japanese Language and Japanese Culture Program
Hokkaido International Foundation (Hakodate, Hokkaido)

<http://www.hif.or.jp/en/summer/>

ji@hif.or.jp



Need a Chinese, Korean or Japanese instructor?

The ALLEX Foundation helps universities start or maintain high quality language programs by providing them with professionally trained, native speaking instructors.



For over 30 years ALLEX has worked with more than 230 universities and trained more than 1,000 teachers from China, Taiwan, Korea and Japan.

ESTABLISHING NEW PROGRAMS

ALLEX provides universities with a professionally trained native Chinese, Korean or Japanese instructor who will teach for two years in exchange for financial support to pursue a Master's or second Bachelor's degree. The institution does not pay a salary, but rather provides tuition, room and board.

ENHANCING CURRENT PROGRAMS

For institutions that already have established Asian language programs the ALLEX Foundation offers a one-year option designed as a cost-effective way to replace faculty on leave, expand course offerings, add drill instructors, or staff language-house positions. Teaching Fellows in the one-year plan teach in exchange for room, board and tuition to take two classes, either for credit or as auditors. They are not degree seeking.

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Teachers of Japanese, Inc.

Campus Box 366

University of Colorado

Boulder, CO 80309-0366



Share your Japanese Program news via social media!
Contact our social media director, Noriko Otsuka [HERE!](#)
