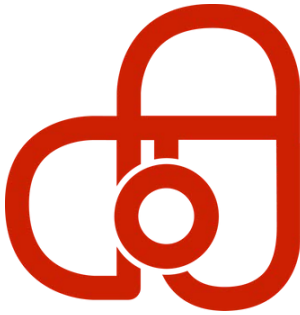


AATJ NEWSLETTER

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



全米日本語教育学会



Message from the President

SHINGO
SATSUTANI

新年、あけましておめでとうございます。2023年1月に会長に就任いたしました札幌新吾です。1963年卯年生まれの僕自身も全米日本語教育学会（AATJ）もどちらもちょうど還暦を迎えることになりました。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が、昨年2022年は次期会長として高見会長をサポートし、アベロ副会長とも連携しながらAATJの運営に携わってきました。今年2023年は会長として会員の先生方や日本語学習者をサポートすべく全力をあげて頑張りたいと思いますのでよろしくお願いします。

AATJの前身であるNCJLT(全米日本語教師会)の会長を務めさせて頂いてからおおよそ20年を経て新たな気持ちで会長職を担わせていただくことに大きな感慨を覚えます。また当時、2006年の夏にニューヨークのコロンビア大学で日本語教育国際研究大会(ICJLE)に「前会長」として運営参加いたしました。来年2024年の夏にウィスコンシン大学で開催予定

の同大会に再度「前会長」として運営参加することにも何か不思議な時の流れを感じています。

今世紀初頭の10年余り、全米日本語優等生協会(JNHS)の世話役を通して全米各地の高校の先生方と交流していたことが会長職を果たして行く上で貴重な体験となっています。会長選挙のときには、全米のすべての日本語学習者を念頭に“Although I teach at a community college, I am deeply interested in K-12 Japanese education. I want school children to grow up with open minds, and to be as enthusiastic about peace as they are about Japanese culture. Among the most important issues in Japanese education in the U.S. are the transitions in learning Japanese language from K-12 to college and from community college to senior institutions. In order to facilitate smooth transitions, I have been emphasizing communication among Japanese teachers at all levels, from kindergarten through college”と書かせていただきました。また、継承日本語学習者に関しても、以下のように言及いたしました。“Becoming a father has caused me to focus on Japanese as a heritage/second language (JHL/JSL). I have just begun communicating with local JHL/JSL teachers and will continue discussing with them what we can do for our children.”学校や地域の垣根を越えてできるだけ多くの方々とのコミュニケーションを通して励ましあっていくことを念頭に会長として責任を果たしていく所存です。

「コロナ禍」は大きな負の遺産を残しました。病欠に限らず、学生や生徒

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AND MORE!

の欠席が以前よりも増し、困っていらっしゃる先生方の多い教育機関も少なくないと思います。授業をして行く上での様々な悩みやアイデアを共有しながら共に前進しましょう。

AATJは日本語日本文化だけでなく日本現代文学、日本古典文学など日本(語)文学に関する研究者や教授が集う貴重な場でもあります。AATJの文語関係のSIG (Classical Japanese SIG)は毎年、AAS年次大会と同時期に行なう春の学会でSIG発表会を欠かさず行なっている活発なグループです。日本語だけでなく日本語の周辺の研究分野や教授領域のサポートもしっかりと進めていきたいと思っています。この春の学会ですが、オンラインやハイブリッドなど様々な形での学会開催を検討いたしましたがオンライン開催にかかる多額の費用やパンデミック期間中に実施できなかった対面開催の重要性などを鑑み、今年は米東海岸のボストンにて3月16日木曜日に対面で行うことになっています。より多くの方々の参加をお待ちしています。

春の学会に加えて秋には例年通り秋の学会(ACTFL)が僕の地元シカゴで開催されます。昨年からお手伝いいただいているプレヒューメ先生と立山先生に加えて新しくエリザベスタウン大学の高橋先生に加わっていただきます。是非参加をご検討ください。

新型コロナウイルスとの「付き合い方」が模索される中、日本の水際対策も緩和され「今か今か」と待っていた日本関係の学術研究者や日本語学習者の短期訪日も可能となりました。今年は日本への学生引率を計画されている先生方も多いと思います。僕自身、自分の出身地京都へは春と夏にそれぞれ20名ほど引率することになっていて既に定員に達しています。夏に京都訪問を計画されている先生、京都でお会いしましょう。連絡をお待ちしています。

全員参加の「全米日本語教育学会」を目指して頑張りますのでよろしくお願いします。



AATJ
AMERICAN ASSOCIATION OF TEACHERS OF JAPANESE



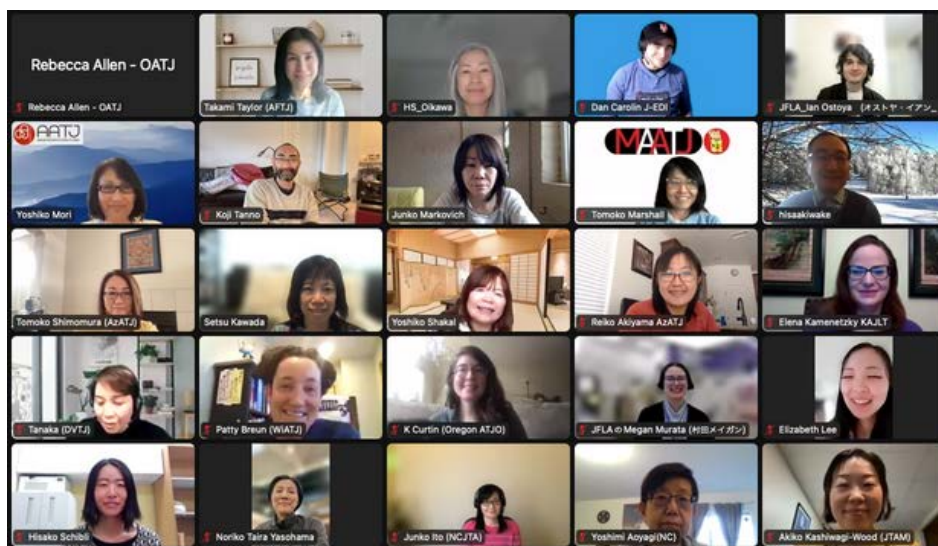
**Message
from the
Vice
President**
MIEKO AVELLO

副会長に就任して早2年目となりました。多くのご支援ご指導をいただき会長のサポートをさせていただくことができましたことに御礼申し上げます。

1月28日にアフィリエイトのズームミーティングを行いました。今回は国際交流基金ロサンゼルス(JFLA)からイアン・オストヤさんと村田メーガンさんにご参加いただき、グラントやアドボカシーグッズ等の有益な情報等をご説明いただくと共に参加者同士でお互いの現状や問題点について話し合う機会も設けました。このような形で今後も全米の各教師会との連携と教師会同士の横の繋がりの強化を推進していきたいと思います。

2023年度も昨年同様全米日本語教育学会最優秀教師賞(AATJ Teacher Awards)の選考を行います。各地で数多くの先生方が多方面において教育現場や各コミュニティでご活躍なさっています。この機会に是非推薦していただけますようお願いいたします。

3月16日にはボストンでAATJ 2023 年次春季大会が開催されます。2019年以来の対面という事で皆様にお目にかかれるのをとても楽しみにしています。



AATJ 2023 Spring Conference

SUSAN SCHMIDT
EXECUTIVE DIRECTOR

The 2023 Annual Spring Conference will be held in person on Thursday, March 16th, 2023, in Boston, in conjunction with the 2023 Association for Asian Studies Annual Conference. The venue is the Hynes Convention Center in downtown Boston and the Sheraton Boston Hotel next door to it.

We look forward to seeing many members at our first in-person Spring Conference since 2019!

CONFERENCE SCHEDULE AND PROGRAM

The Spring Conference features a full day of concurrent sessions, with more than 70 individual and panel presentations on Japanese language education. Topic strands include Literature; Linguistics; Second Language Acquisition; Curriculum and Course Design; Materials Development; Language and Technology; Language, Culture, and Identity; Assessment; and others.

Presentation sessions will begin at 9:00 AM (US Eastern time) and continue until 5:30 PM. A keynote talk will follow. The program schedule is linked below; PDF versions of the full conference program will be posted in early February.

In addition to the presentations listed in the printed program, there will be publishers' exhibits in the large lobby outside the meeting rooms, as well as several workshops sponsored by publishers during the lunch break from 12:30 – 1:30 PM.

Two of AATJ's Special Interest Groups will hold meetings in Boston on Friday evening (March 17th), from 7:30-9:30 PM. The Classical Japanese SIG meeting will take place in the Fens Room at the Sheraton Boston hotel. The Translating and Interpreting SIG will meet in the Riverway Room at the Sheraton. Please check the Spring Conference website for more details.

The conference program is available online at <https://www.aatj.org/conferences-spring/>, and is also printed in this issue of the newsletter on pages 5-10.

We encourage AATJ members to also attend the Association for Asian Studies conference, which will be held at the same venue on March 17th-19th. The AAS conference features presentations on all parts of Asia and in all disciplines, including literature, history, and culture, and a huge exhibit hall featuring the latest books and other resources in Asian studies. Entrance to the exhibit hall is open to all (registration is required for other sessions). Information on the AAS conference can be found at <https://www.asianstudies.org/conference/>.

REGISTRATION

Conference registration is open! Registration rates are: AATJ members (college level): \$55; AATJ members (K-12): \$30; AATJ members (students): \$30; Non-members: \$105. Online advance registration is available until March 9; after that date, only on-site registration will be available, at \$105.

The conference schedule and links to online registration are available at <https://www.aatj.org/conferences-spring/>. For hotel accommodations in Boston, please reserve at the Sheraton Boston at special rates through the AAS website <https://www.asianstudies.org/conference/hotel-accommodations/>.

AATJ 2023 SPRING CONFERENCE

Thursday, March 16, 2023

Hynes Convention Center (900 Boylston St., Boston, MA)

Meeting Rooms 201, 202, 203, 204, 205 (Second Floor)

Registration: Second Floor, Boylston Hallway

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

Presentations

Session 1, 9:00 – 10:40 AM

SESSION 1-A: PEDAGOGY PAPERS: MATERIALS DEVELOPMENT [ROOM 201]

Chair: Jae DiBello Takeuchi, Clemson University

「多国籍日本語クラスにおける『データで見る私の国紹介』プロジェクトの試み」(Report on the "My Country Introduction with Data" project in a multinational Japanese language class)

Akemi Yasui, Nagoya University of Foreign Studies; Hideki Hamada, Akita International University

「Z世代の時短学習志向とマルチメディアOERアクセスデータ分析：Z世代はそれをどう受け止めたか、そして今後求められるOERとは」(Post-production analysis of Generation Z viewers' reaction to multimedia OER: Generation Z's new trajectory of learning habits, media literacy and engagement)

Junko Hatanaka, University of Texas, Austin; Yuko Kato, Austin Community College

"Developing an inclusive classroom for neurodivergent learners"

Carly J. Born, Arcadia Charter School (Minnesota)

SESSION 1-B: PEDAGOGY PAPERS: CURRICULUM DEVELOPMENT AND COURSE DESIGN [ROOM 202]

Chair: Yoshihiro Mochizuki, University of Michigan

「初級での普通体の導入と練習：問題点と改善案」(How to introduce and practice casual speech more effectively at the beginning level)

Yoshiro Hanai and Shoko Emori, University of Wisconsin, Oshkosh

「中級日本語コースにおけるCOILプロジェクトとピア評価の実践報告」(COIL project and peer evaluation in an intermediate-level Japanese course)

Noriko Mori-Kolbe, Georgia Southern University

「上級日本語コースにおける問題解決型プロジェクトの難しさを考える—「デザイン思考」を用いた実践から見えたもの—」(Considering the difficulties of a problem-solving project in an advanced Japanese language course: Based on practices using "design thinking")

Ibuki Aiba, International Christian University

SESSION 1-C: PEDAGOGY PANEL: CURRICULUM DEVELOPMENT AND COURSE DESIGN [ROOM 203]

Chair: Shigeru Osuka, Seton Hall University

Panel Title: 「新しい協働学習リレー作文：課題解決に向けた実践研究」(A New Approach for Collaborative Learning: Relay Writing and Its Issues)

「オンライン授業における協働作文学習：初級リレー作文の試み」(Collaborative writing in an online course: Relay writing for beginners)

Aya Okada, University of Oklahoma

「初級クラスでのリレー作文：協働学習を有効に指導する為の指導方法」(Relay writing in a beginner's class: Effective teaching methods for collaborative study in Japanese)

Kiyoshi Noguchi, Sophia University

「リレー作文のもたらす教育的効果の分析：日本語上級学習者と日本語母語話者の協働作業の例から」 (Analysis of the educational effects of relay writing: A case of collaborative work between advanced learners and native speakers)

Kazuko Tanabe, Japan Women's University

Discussant

Shigeru Osuka, Seton Hall University

SESSION 1-D: SIG PANEL: JAPANESE FOR SPECIFIC PURPOSES [ROOM 204]

Chair: Tomoko Takami, University of Pennsylvania

Panel Title: 「世界のビジネス日本語教育の現状と展望」 (Current Status and Prospects of Business Japanese Language Education in the World)

「米国におけるビジネス日本語教育：求めるもの、与えられるもの、学習者の自己とは」 (Business Japanese education in the U.S.: What students ask for, what teachers can offer, and how learners conceptualize their self)

Yuki Yoshimura, University of Massachusetts, Amherst

「シンガポールにおけるビジネス日本語教育：21世紀型スキルを伸ばすためのプロジェクト型学習」 (Business Japanese education in Singapore: Developing 21st century skills through project-based learning)

Izumi Walker, National University of Singapore

「ルーマニアにおけるビジネス日本語教育：学習者のニーズに応えるコースデザインのチャレンジ」 (Business Japanese education in Romania: New challenges in course design based on learners' needs)

Ruxandra-Oana Raianu, University of Bucharest

Discussant

Tomoko Takami, University of Pennsylvania

SESSION 1-E: LINGUISTICS PAPERS [ROOM 205]

Chair: Yunchuan Chen, Duke University

“L2 acquisition of case markers in Japanese OSV sentences”

Yunchuan Chen, Duke University

“Sore as a response token in Japanese chat talk: Grammaticization of the demonstrative *sore*”

Ayae Uwabo, State University of New York, Binghamton

“Quotative Particles *to* and *tte* in Formal Japanese conversations”

Keisuke Harada, Japan Center for Michigan Universities

“New usages of *-sugiru* as intensifiers in Japanese social media and youth conversations and their implications for language teaching”

Yan Wang, Carthage College; Yasuko Shiomi, University of Massachusetts, Amherst

Session 2, 10:50 AM – 12:30 PM

SESSION 2-A: PEDAGOGY PAPERS: LANGUAGE, CULTURE, AND IDENTITY [ROOM 201]

Chair: Shingo Satsutani, College of DuPage

「言語学習における学習者の興味とは一状況的興味と個人的興味を生かした読解作業のために」 (Learners' interest in language learning: Utilization of situational and individual interest for reading activities)

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

「ケーススタディで見る対話と学習環境による日本語学習者の対話力と気づきの変化」 (The impact of dialogic activities and learning environment on learners' dialogic skills and awareness: A case study on L2 Japanese learners)

Megumu Tamura and Nana Takeda Kolb, University of Pennsylvania

「World Readiness Standardsの観点から探る日本語教育とゴミ拾いボランティアNP0グリーンバードの教室外コミュニティ形成の可能性」 (Beyond the classroom: Exploring the possibility for real-world application of the World Readiness Standards on community building through volunteer activities)

Mihoko Yagi and Maiko Nakatani, Harvard University

SESSION 2-B: PEDAGOGY PAPERS: CURRICULUM DEVELOPMENT AND COURSE DESIGN / K-16 ARTICULATION [ROOM 202]

Chair: Paul Warnick, Brigham Young University

「初級日本語コースにおけるBlended-Learningの試みー学習者エージェンシーを育てるために」 (Report on a blended-learning model in elementary Japanese courses: Toward fostering learner agency)

Kyoko Matsui Loetscher, Naoko Sourial, and Chikako Takahashi, Columbia University

「Learning Ownershipの強化と学習者コミュニティ意識の向上を目指してー協働 ‘コラボ ‘プロジェクト」 (Reinforcement of learning ownership and raising awareness of learners' community-collaboration projects in synchronous and asynchronous Japanese language classes)

Yukari Nakamura-Deacon, University of Central Florida

"The AP Japanese Language and Culture exam and college curricula "

Paul Warnick, Brigham Young University

SESSION 2-C: PEDAGOGY PANEL: CURRICULUM DEVELOPMENT AND COURSE DESIGN [ROOM 203]

Chair: Kimiko Suzuki, Haverford College

Panel Title: 「「脱標準化・脱ユニット思考」を取り入れた言語教育のための理論化・実践例・新たな実践に向けての考察」 (Theoretical Foundations, Classroom Activity Examples, and Further Exploration for Integrating "Beyond Standardization" and "Beyond Unit Thinking" Approaches into Language Education)

「脱標準化、脱ユニット思考の教育法：理論的背景」 (Pedagogy beyond Standardization and beyond Unit Thinking: Theoretical Foundations)

Neriko Musha Doerr, Ramapo College

「漢字の「正しさ」について考える教室活動例ー「脱標準化・脱ユニット思考」の試み1ー」 (Classroom Activity to Discuss the Boundary of Kanji's 'Correctness': Integrating "Beyond Standardization" and "Beyond Unit Thinking" into Curriculum)

Kimiko Suzuki, Haverford College

「役割語を題材にことばが生み出す偏見・差別を考えるー「脱標準化・脱ユニット思考」の試み2ー」 (Challenging Language Prejudice and Discrimination through Critically Examining Yakuwarigo: Exploring Ways to Apply "Beyond Standardization" and "Beyond Unit Thinking" Approaches in Japanese Language Education)

Jisuk Park, University of Toronto

SESSION 2-D: SIG PAPERS: JAPANESE AS A HERITAGE LANGUAGE / STUDY ABROAD [ROOM 204]

Chair: Shinsuke Tsuchiya, Brigham Young University

「継承言語として日本語学習をする多様な年少者の動機向上を図った実践報告」 (Motivating diverse young heritage language learners)

Michiru Lowe, Rutgers University/Princeton Community Language School

「継承語としての日本語学習者を取り巻くイデオロギーについての考察」 (A study of Japanese Americans' heritage language learning experience in the US and the surrounding ideological issues)

Michiko Uryu, San Jose State University

「短期留学生と日本人学生のソーシャルネットワークを形成する国際寮における実践報告」 (Practical report on developing social networks between short-term international students and Japanese students in an international residence)

Junko Fujimoto, Nanzan University

SESSION 2-E: LINGUISTICS PANEL [ROOM 205]

Chair: Mitsuko Takei, Hiroshima Shudo University

Panel Title: 「第一・第二言語話者による「共通語としての日本語」における言語調整の場面別考察」 (Situation-based Analyses of L1 and L2 Speakers' Linguistic Adjustment in "Japanese as a Lingua Franca")

「会話における発話タイプからみる「共通語としての日本語」話者の言語調整」 ("Japanese as a lingua franca" speakers' linguistic adjustment in utterance types)

Mitsuko Takei, Hiroshima Shudo University

「第一言語話者場面と接触場面における疑問表現の比較ー言語調整の観点からー」 (A comparison of interrogative expressions in L1 and L1-L2 contact situations: Linguistic adjustment perspectives)

Miho Fujiwara, Willamette University

「L1・L2話者の場面別比較—相手発話の繰り返し—」 (A situation-based comparison of L1 and L2 speakers of Japanese: The case of cross-speaker repetition)
Mitsuaki Shimojo, University at Buffalo (SUNY)

Discussant

Fumio Watanabe, Yamagata University

Session 3, 1:30 – 3:10 PM

SESSION 3-A: PEDAGOGY AND SIG PAPERS: LANGUAGE AND CULTURE [ROOM 201]

Chair: Susan Schmidt, AATJ

“Interactive virtual campus tours to cultivate intercultural learning

Chie Fujikake, Nanzan University; Tomoe Nishio, University of North Georgia; Miho Hamamoto, University of Denver

“City Pop’: Revival of 80’s Japanese music and its impact on JFL learners in the U.S. ‘

Natsuki Fukunaga, Marshall University

“Living with the dead: Teaching language through 3.11 literature “

Kiyoko Exley, Columbia University

SESSION 3-B: PEDAGOGY PAPERS: MATERIALS DEVELOPMENT / LANGUAGE AND TECHNOLOGY [ROOM 202]

Chair: Kazumi Hatasa, Purdue University

「日本語教育におけるCollaborative Reading プラットフォームの活用」 (A case study on collaborative reading in the JFL classroom)

Chisato Kojima, Illinois Wesleyan University

「学習者発想の多読本：様々な学習者と日本語の多様性を生かす」 (Learner-inspired extensive reading materials utilizing the diversity of Japanese learners and their language use)

Atsuko Takahashi, Smith College

“Use of machine translation in language education and its practical example”

Takako Aikawa, Massachusetts Institute of Technology

「没入型VRを利用した留学先紹介活動と留学予定者の出発前活動」 (Using immersive VR in pre-departure training for study abroad students)

Kazumi Hatasa, Purdue University

SESSION 3-C: PEDAGOGY PANEL: CURRICULUM DEVELOPMENT AND COURSE DESIGN [ROOM 203]

Chair: Nobuko Chikamatsu, DePaul University

Panel Title: A Transdisciplinary Approach to Japanese Language Teaching: Collaborative Pedagogy Across Disciplines, Communities, Borders, and Languages

“Translanguaging with food and ethics: Reconfiguring identities and enhancing agencies in FLAC Japanese”

Nobuko Chikamatsu, DePaul University

“Internships at Japanese orphanages: Immersion and work experience in unique communities in Japan”

Nobuko Koyama, University of California, Davis

“The U.S.-Japan Online Magazine Project: International telecollaboration as translanguaging spaces”

Yuri Kumagai, Smith College; Momoyo Shimazu, Kansai University

“Cross-language and cross-disciplinary collaboration: Integrating Xu Bing’s text-based arts into Chinese and Japanese classrooms”

Noriko Sugimori and Leihua Weng, Kalamazoo College

SESSION 3-D: PEDAGOGY PANEL: ASSESSMENT [ROOM 204]

Chair: Kayoko Tazawa, Philips Exeter Academy

Panel Title: 「SDGs社会に向けて学習者中心の新しい日本語評価法」 (New Learner-Centered Japanese Language Evaluation Methods for the SDGs Society)

「協働学習における日本語作文の評価法について：中級レベルを中心として」 (Collaborative writing Assessment: A case study on Japanese intermediate level)

Shigeru Osuka, Seton Hall University

「Grading for Equityの公平性に関する実践と課題の考察」 (Fairness assessment and issues of Grading for Equity)

Kayoko Tazawa, Philips Exeter Academy

「上級日本語クラスでのセルフアセスメント導入の試み」 (Research on self-assessment in an advanced Japanese course)

Masaki Minobe, Purdue University

Discussant

Kazuko Tanabe, Japan Women's University

SESSION 3-E: LINGUISTICS AND SECOND LANGUAGE ACQUISITION PAPERS [ROOM 205]

Chair: Fumiko Nazikian, Columbia University

"First-year post-secondary Japanese students' language use and participation in videoconferencing language exchanges"

Akiko Imamura, Michigan State University

「学習者の「普通に」と「普通」の話し言葉における使い分け：の形容詞「普通」の副詞的用法のコーパス分析」

(Analysis of adverbial use of "no" adjective "futsuu-ni" vs "futsuu" in learner spoken corpus)

Mamoru Hatakeyama, University of Victoria

「L1とL2話者の会話に見られるストラテジーとしてのポライトネス：日本語自然会話コーパスの分析結果から」

(Politeness, a conversational strategy for creating rapport and empathy: From an analysis of Japanese natural conversations between L1 and L2 speakers)

Fumiko Nazikian, Columbia University

Session 4, 3:20 - 5:00 PM

SESSION 4-A: LITERATURE PAPERS [ROOM 201]

Chair: Joan E. Ericson, Colorado College

"Critical reading of Convenience Store Woman from a 'third space' perspective"

Sachie Banks, North Central College

"Staging madness in the Japanese Noh theatre"

Minae Savas, Bridgewater State University

"Censored children's literature by Tsuboi Sake and Enchi Fumiko"

Joan E. Ericson, Colorado College

SESSION 4-B: PEDAGOGY PAPERS: MATERIALS DEVELOPMENT [ROOM 202]

Chair: Yoshimi Sakakibara, University of Michigan

「初級学習者の語種・品詞別アクセント力の育成」 (Enhancement of beginners' Japanese pitch accent according to word types and parts of speech)

Hiroyo Nishimura, Yale University

「非母語話者向け日辞典の概要と定義記述語彙を定めた語義説明」 (Monolingual Japanese dictionary for non-native speakers and its definitions using the defining vocabulary)

Minori Moriguchi, Kyoto University of Foreign Studies

「社会の変化から見る上級クラスの教材 -メディアリテラシーと批判的思考力の観点から-」 (Materials development through media and social change: Acquisition of media literacy and critical thinking skills)

Yoshimi Sakakibara, University of Michigan

SESSION 4-C: PEDAGOGY PAPERS: CURRICULUM DEVELOPMENT AND COURSE DESIGN [ROOM 203]

Chair: Junko Tokuda Simpson, University of California, San Diego

「円滑なメールコミュニケーションを目指して」 (Towards effective email communication)

Masami Ikeda, Massachusetts Institute of Technology

「対話型コミュニケーション能力の育成：日本語学習者のプレゼンテーションスキルの向上を目指した教室活動の提案」 (Suggestions to enhance students' presentation skills through various class activities)

Junko Tokuda Simpson, University of California, San Diego

「学術的文章における「話し言葉的な書き言葉」とその出現傾向」 (The use of colloquial expressions in the academic papers of advanced Japanese learners)

Miharu Nittono, Columbia University

SESSION 4-D: SIG PANEL: STUDY ABROAD FOR ADVANCED SKILLS [ROOM 204]

Chair: **Hiromi Tobaru**, California State University, Fullerton

Panel Title: "Gaining Access to Local Communities: Language Choice and Interpersonal Relationships"

"Mental health and language pledge: Success and failure of English use in a domestic Japanese language immersion program"

Shinsuke Tsuchiya, Brigham Young University

"Reconsidering the Study Abroad Utopianism: Three cases of language use experience in a short-term program in Japan"

Atsushi Hasegawa, University of Hawaii, Manoa

"'It was kind of a failure...because there was so much English': An American student's struggles to construct a multilingual and transcultural persona during study abroad in Japan"

Hiromi Tobaru, California State University, Fullerton

"Negotiating DEI during study abroad"

Hiroaki Kawamura, University of Findlay

SESSION 4-E: LINGUISTICS AND SECOND LANGUAGE ACQUISITION PAPERS [ROOM 205]

Chair: **Hae Ree Jun**, University of Rhode Island

"Repertoires and power relations: the case of transnational workers in a Japanese restaurant in Canada"

Hae Ree Jun, University of Rhode Island

"Japanese assessments of whipped cream: Negotiating inclusion, exclusion and compromise with language and the body"

Polly Szatrowski, University of Minnesota

"UDI-based Japanese curriculum for Deaf and Hard-of-hearing students: Importance of understanding the cognitive processes in their language learning"

Hiroko Yamashita, Rochester Institute of Technology

Keynote Session and Networking
Room 203, 5:10 – 6:40 PM

KEYNOTE SPEECH

Where Language Resides: Reconsidering "Border-Crossing" Authorship/ 言語の住み処—「越境的」創作の再考

Gregory Khezhnejat, Hosei University

2023 Year of the Rabbit Nengajo Contest Results

ANDREW SCOTT
NENGAJO CONTEST DIRECTOR

Total Teacher Participants By Local Affiliates

AFFILIATE	TOTAL TEACHER PARTICIPANTS	TOTAL WINNING CARDS
AFTJ	8	5
AITJ	1	0
AKATJ	2	0
ATJO	4	1
CAJLT	19	8
CJLEA	2	0
GATJ	2	4
HATJ	11	1
IATJ	3	1
No Affiliate	6	1
JTAT	23	6
KAJLT	6	2
MAATJ	36	15
MCTJ	3	0
NCATJ	4	2
NECTJ	22	3
NJATJ	3	0
OATJ	3	0
UATJ	2	0
WATJ	20	0
WiATJ	4	1

Congratulations and thank you to all the student and teacher participants in the 2023 AATJ Nengajo Contest. The judges and I were excited to see the creativity and talent the students demonstrated in addition to their passion for the Japanese language and culture!!! As the Nengajo Director, I would like to congratulate you on your participation and thank you for all of the patience you showed us!

With this in mind, we had 646 judged cards, with 87, 119, 407, and 33 from elementary, middle, high school, and college, respectively. This does not count those cards (41) that were disqualified for the following reasons: submitted late, naming conventions not followed, member submitted too many cards, etc. The eligible cards were judged by 6 professionals, who were not given any information about student/school/teacher names.

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 (end of February). Congratulations! Below, you will find the winners listed with their teachers and school (italicized). Thank you sincerely for your patience and participation!!!! I hope you have a wonderful Year of the Rabbit and look forward to seeing your cards next year!!!

Total Cards Submitted Per Level

	ES	MS	HS	CL	TOTAL
2023	87 (+22)	119 (+17)	407	33 (+2)	646 (+41)
2022	94	157	465	40	756
2021	119	100	288	14	472
2020	101	138	440	37	730
2019	111	155	440	62	758

Note: For 2023, there were 41 cards that were disqualified prior to judging.

Nengajo Contest Results

GRADE LEVEL / PLACE	ARTISTIC	COMICAL	CGI	ENCOURAGEMENT
Lower Elementary 1st	Phoenix Mulligan <i>Keiko Endo</i> <i>Fox Mill ES</i>	Alexis Powell <i>Ayaka Monheim</i> <i>Great Falls ES</i>		
2nd	Ellie Zhao <i>Ayaka Monheim</i> <i>Great Falls ES</i>	Victoria Rodriquez <i>Ayaka Monheim</i> <i>Great Falls ES</i>		
3rd	Tadashi Teramoto <i>Kimie Matsumoto</i> <i>SE Japn. School</i>	Mirai The <i>Keiko Endo</i> <i>Fox Mill ES</i>		
Upper Elementary 1st	Moe Ho <i>Kimie Matsumoto</i> <i>SE Japn. School</i>	Nathan Saito <i>Kimie Matsumoto</i> <i>SE Japn. School</i>	Maddie Yappel <i>Noriko Otsuka</i> <i>Fox Mill ES</i>	
2nd	Felix Waer <i>Reina Miyamoto</i> <i>John Standord Int'l</i>	Yuria Ito <i>Hiroko Hunter</i> <i>Stonewall ES</i>	David Mohrbacher <i>Noriko Otsuka</i> <i>Fox Mill ES</i>	
3rd	Graceson Chan <i>Noriko Otsuka</i> <i>Fox Mill ES</i>	Jackson Nelson <i>Noriko Otsuka</i> <i>Fox Mill ES</i>		
Middle School 1st	Maffe Tupaz <i>Kumiko Gale</i> <i>Brandon MS</i>	Tynan Nealis <i>Miyuki Johnson</i> <i>Elkins Point MS</i>	Swapna Thomas <i>Kristin Laidlaw</i> <i>Felix V Festa MS</i>	Sohi Toida <i>Emiko Furuya</i> <i>South Acad. Int'l Lang</i>
2nd	Kendyl Orndorff <i>Miyuki Johnson</i> <i>Elkins Point MS</i>	Hina Lew <i>Kimie Matsumoto</i> <i>SE Japn. School</i>	Norah Lawrence <i>Susumi Yasutake</i> <i>St. Paul's School for Girls</i>	Christopher Arana <i>Aya Tachiki</i> <i>Gulliver Prep.</i>
3rd	Elliot Commisso <i>Keiko Hall</i> <i>Spectrum Progressive</i>	Valentina Ramirez <i>Miyuki Johnson</i> <i>Elkins Point MS</i>	Ami Stanford <i>Takako Reckinger</i> <i>Hamilton Int'l MS</i>	Tamyla Chenault <i>Mari Peterson</i> <i>Jessie Clark MS</i>
High School 1st	Nancy Zheng <i>Mieko Avello</i> <i>Miami Palmetto HS</i>	Kennedy Wardlaw <i>Fumi Masuda</i> <i>Sacred Hearts Acad.</i>	Isabella Kee <i>Kyoko Vaughan</i> <i>Hayfield Secondary</i>	Emiliano Rivera <i>Mieko Avello</i> <i>Miami Palmetto</i>
2nd	Isabella Masarweh <i>Mieko Avello</i> <i>Miami Palmetto HS</i>	Vivian Hong <i>Susan Watson</i> <i>Long Beach Polytech</i>	Danial Syed <i>Kyoko Vaughan</i> <i>Hayfield Secondary</i>	Jeffrey Beller <i>Dale Gerrard</i> <i>Centennial HS</i>
3rd	Maya Stricher <i>Tomomi Takeuchi Sasa</i> <i>Los Alamitos HS</i>	Peyton Polito <i>Emily Kariya</i> <i>Santa Monica HS</i>	Isabella Pearson <i>Akiko Yoshioka</i> <i>Issaquah HS</i>	Khanh Duong <i>Mieko Avello</i> <i>Miami Palmetto HS</i>
College 1st	Meryl Jiang <i>Midori Tanaka</i> <i>Univ. of TX at Austin</i>	Morgan Lemons <i>Yuki Waugh</i> <i>Texas A&M</i>	Tiffany-Linh Tran <i>Jing Liu</i> <i>University of Houston</i>	Veranda Colbert <i>Jing Liu</i> <i>University of Houston</i>
2nd	You Wu <i>Jinhwa Chang</i> <i>Mt. Holyoke</i>	Prachi Brahmabhatt <i>Jing Liu</i> <i>University of Houston</i>	Amanda Simmons <i>Makiko Fukuda</i> <i>Univ. of TX at San Antonio</i>	Arlen Beyer <i>Aiko Kitamura</i> <i>College of William and Mary</i>
3rd	Emily Basurto <i>Kazuko Saito</i> <i>Lehman College, CUNY</i>	Chloe Kim <i>Aiko Kitamura</i> <i>College of William and Mary</i>	Meredith Almonte <i>Kazuko Saito</i> <i>Hunter College, CUNY</i>	

Nengajo Showcase - Elementary Winners

See Chart on Page 12 for teacher and school information



Phoenix Mulligan
Lower Elementary
Artistic - 1st



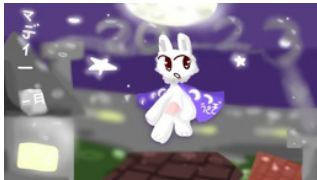
Alexis Powell
Lower Elementary
Comical - 1st



Moe Ho
Upper Elementary
Artistic - 1st



Nathan Saito
Upper Elementary
Comical - 1st



Maddie Yappel
Upper Elementary
CGI - 1st



Ellie Zhao
Lower Elementary
Artistic - 2nd



Victoria Rodriguez
Lower Elementary
Comical - 2nd



Felix Waer
Upper Elementary
Artistic - 2nd



Yuria Ito
Upper Elementary
Comical - 2nd



David Mohrbacher
Upper Elementary
CGI - 2nd



Tadashi Teramoto
Lower Elementary
Artistic - 3rd



Mirai The
Lower Elementary
Comical - 3rd



Graceson Chan
Upper Elementary
Artistic - 3rd



Jackson Nelson
Upper Elementary
Comical - 3rd

Nengajo Showcase - Middle School Winners

See Chart on Page 12 for teacher and school information



Maffe Tupaz
Artistic - 1st



Tynan Nealis
Comical - 1st



Swapna Thomas
CGI - 1st



Sohi Toida
Encouragement - 1st



Kendyl Orndorff
Artistic - 2nd



Hina Lew
Comical - 2nd



Norah Lawrence
CGI - 2nd



Christopher Arana
Encouragement - 2nd



Elliot Commisso
Artistic - 3rd



Valentina Ramirez
Comical - 3rd



Ami Stanford
CGI - 3rd



Tamyla Chenault
Encouragement - 3rd

Nengajo Showcase - High School Winners

See Chart on Page 12 for teacher and school information



Nancy Zheng
Artistic - 1st



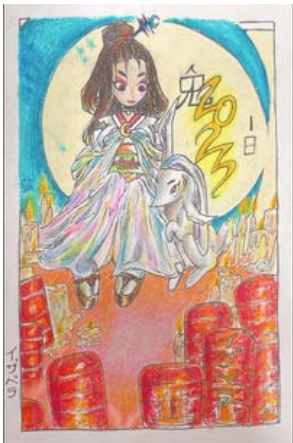
Kennedy Wardlaw
Comical - 1st



Isabella Kee
CGI - 1st



Emiliano Rivera
Encouragement - 1st



Isabella Masarweh
Artistic - 2nd



Vivian Hong
Comical - 2nd



Danial Syed
CGI - 2nd



Jeffrey Beller
Encouragement - 2nd



Maya Stricher
Artistic - 3rd



Peyton Polito
Comical - 3rd



Isabella Pearson
CGI - 3rd



Khanh Duong
Encouragement - 3rd

Nengajo Showcase - College Winners

See Chart on Page [#] for teacher and school information



Meryl Jiang
Artistic - 1st



Morgan Lemons
Comical - 1st



Tiffany-Linh Tran
CGI - 1st



Veranda Colbert
Encouragement - 1st



You Wu
Artistic - 2nd



Prachi Brahmhatt
Comical - 2nd



Amanda Simmons
CGI - 2nd



Arlen Beyer
Encouragement - 2nd



Emily Basurto
Artistic - 3rd



Chloe Kim
Comical - 3rd



Meredith Almonte
CGI - 3rd

Eau Claire's Close Call

Defending the Japanese Program by Mobilizing Community Members

HIROKO NAGAI

EAU CLAIRE DISTRICT JAPANESE LANGUAGE TEACHER

At 2pm on Wednesday, November 16th, when I was about to take my 50 Japanese students to a local Japanese restaurant, the Eau Claire Area School District (ECASD) Teaching and Learning Department Executive Director and my school principal suddenly showed up to my room. Out of the blue, they told me, “We plan to completely terminate the Japanese program by the 2025-2026 school year. As the first step we will not offer the Japanese level 1 program next year (2024-25).” Currently I have 120 students at both Memorial and North High Schools (9th - 12th grade). ECASD offers Japanese Language Levels I-IV in person. The Japanese programs are NOT declining in number of students! I was shocked to receive this termination notice.

Upon receiving these words, I first shared this news with members of professional groups such as Wisconsin Association of Teachers of Japanese (WiATJ), Minnesota Council of Teachers of Japanese (MCTJ), and Department of Public Instruction (DPI). Kazuko Stone, who teaches Japanese at Denmark High School (Denmark, WI), wrote a letter right away to the ECASD Superintendent. In her letter, the history of Wisconsin Japanese education was described well. Here is the text of her letter:

In the early 1990s, Ms. Peggy Hagmann from the Eau Claire Area School District was one of the earliest Japanese teachers in Wisconsin along with Steve Webb at Denmark High School. Those teachers were highly recognized trailblazers in the pre-college field of Japanese language education. The Wisconsin DPI and many school districts saw the necessity of exposing our young students to a world language and cultures besides European languages and cultures.

Dr. Lloyd Joyal at the University of Wisconsin - Eau Claire developed the original Japanese language culture curriculum for K-12 which was used at the Eau Claire Area School District and throughout the state of Wisconsin and was highly respected throughout the United States. Because these pioneer teachers spent many hours of language training and lesson planning to provide the best Japanese language education possible, your school district has built one of the best Japanese language programs in the entire United States.

The letter inspired me to fight to defend the Japanese program. To come up with strategies, I started to revisit the reasons to terminate the program in the “World Language Program Review Executive Summary” document prepared by the district's academic services.

To provide some background, ECASD currently offers six different languages: Spanish, French, German, American Sign Language (ASL), Hmong and Japanese. Given the size of the district (just two high schools and about 3500 students 9-12 grade), the district administrators found it challenging to sustain all six languages. The executive summary described the procedures and criteria that the district used to arrive at the conclusion to discontinue Hmong and Japanese in favor of keeping all European languages and ASL. The reasons given in the document, however, did not make sense to me at all.

It stated,

"For the past few years, Japanese has been taught as hybrid due to only having one teacher and very low enrollment in the upper Japanese courses. It is challenging to find teachers that are licensed to teach Japanese, and it is predicted this will continue to be challenge as teacher shortages were considered. Although employers are seeking candidates that can speak Japanese, sustaining high quality instruction in these courses has been difficult."

In fact, the same document also indicates that the German program was predicted to have fewer students than Japanese next year. In addition, ECASD hasn't found an in-person German teacher yet this school year, and as a result, German students are still learning the language only via virtual instruction two times a week. This means that

the issue of teacher shortage and the necessity to incorporate remote or hybrid learning arrangements applies not only to Japanese but to German as well.

With the reconfirmation of the lack of clarity and transparency in the district's justification, I informed my current students of the termination notice and explained the situation to them in class. I also sent messages to their parents, asking them to write letters of support or come to the next school board meeting to speak. However, I was worried about getting support from the students' families. Usually, the Japanese students' families are not participating much in school-related activities. In fact, a lot of parents are not native English speakers.

The demographic profiles of students in the district consist of 75.4% White, followed by 9.9% Asian or Asian Pacific Islander, 6.2% Hispanic/Latino. But, the composition of students in the Japanese classroom looks significantly different. The majority of Japanese program students are [Hmong](#) students. Sometimes the Hmong parents don't even know what classes their children are taking. In the Hmong community, it's the kids who decide which classes to take. Also, half of the students' parents are divorced, so many parents are working in the evening. I wondered how these parents would be able to come to the board meeting at 7:00 pm.

In addition to the students and their parents, I also spread this message to all my old students and local friends and families through email, Facebook and Instagram. During the 27 years of teaching in ECASD, I have created a large network of community members. My former students even created a group chat to discuss how to support the Japanese program.

Finally, at 7pm on Monday, November 28th, at the ECASD board meeting, during the public hearing, many people came to speak about the values of the Japanese and Hmong program programs. Speakers started with powerful remarks by Andrew Seaborg, Honorary Consul of Japan in Wisconsin, who drove 3 hours from Madison for only a 3-minute speech. There were tearful speeches by my former students. There were so many students, parents and community members who came to the meeting or joined virtually. This memorable public forum, which lasted more than one hour, attracted media attention, and the local newspaper and TV station further spread the words about the potential termination of the two Asian languages. By that time, countless support letters reached the ECASD school board and superintendent (see the list of organizations below). Several days later, the [Leader-Telegram](#) reported that ECASD decided to keep both Japanese and Hmong programs.

The ECASD Japanese program was saved by so many people. It was an incredible amount of support that I received. I was very humbled and appreciated it.

I would like to give two pieces of advice through my experiences. One is to investigate the reasons for the termination. Please ask yourself, "Do you find the reasons (that the school district presents) for termination convincing?" If not, then please disseminate the termination story and ask for support from your professional groups, students, and their parents, as well as community members. I highly recommend encouraging your supporters to speak their thoughts at a board meeting, not only writing letters.

As mentioned earlier, Wisconsin was leading the nation for the establishment of K-12 Japanese language education in the 1990s. Sadly, however, the number of programs and full-time Japanese teaching positions have declined over the years, particularly during the last 10 years.

Currently, ours is the only K-12 public school program that has a full-time position dedicated to Japanese language education. I will do my best to keep this last-standing full-fledged Japanese program for a long time.

Support Letters From:

American Association of Teachers of Japanese (AATJ)	University of Wisconsin-Eau Claire, Japanese Program
Wisconsin Association of Teachers of Japanese (WiATJ)	Consulate-General of Japan in Chicago
Minnesota Council of Teachers of Japanese (MCTJ)	Japan America Society of Minnesota
Japan Foundation, Los Angeles	ECASD: Currently Enrolled Japanese Students' Parents
Wisconsin Association For Language Teachers (WAFLT)	ECASD: Japanese Student Graduates
University of Wisconsin-Madison Asian Language and Culture	Japanese Teacher Colleagues
University of Wisconsin-Madison Center for East Asian Studies	Community Members



J.LIVE Talk 2022 Report

TAKAE TSUJIOKA
THE GEORGE WASHINGTON UNIVERSITY

去る2022年11月13日、ジョージ・ワシントン大学主催の第8回J.LIVE Talk (Japanese-Learning Inspired Vision and Engagement) が、初のハイブリッド形式で開催されました。

1次審査には、全米11州及びワシントン特別区から74名の応募者があり、厳正な1次・2次審査を経て選ばれた



12人のファイナリストのうち高校部門の3名がオンライン上で、大学部門の9人がジョージワシントン大学エリオットスクールで対面式の発表を行いました。最終選考審査員には、全米日本語教育学会会長、高見智子先生をはじめ、在アメリカ合衆国日本国大使館相航一総務公使、ワシントン日本商工会財団日本語教育支援理事酒向由紀様の三名をお迎えしました。



高校部門では、今回初の試みとして「私たちとそれを取りまく環境」というテーマのビデオ部門を設け、事前審査で選ばれた上位3校への視聴者投票が行われました。最終選考の様子は、[こちらのリンク](#)よりご覧頂けます。また、コンテスト出場者紹介などを含むプログラムは、[こちら](#)をご覧ください。結果は以下の通りです。



J.LIVE Talk 2022 at GWU Final Round: List of Contestants

Category	Order	Name	School	Talk title	Mentor
High School	Gold	Kyler Coyne カイラー・コイン	Lake Braddock Secondary school	思いやりの大切さ Importance of thoughtfulness	Ms. Yuki Melvin
	Silver	Miya Weintraub ミヤ・ワイントラブ	Washington Japanese Heritage Center	美しさとは... Beauty is...	Ms. Mina Seat
	Bronze	Teddie Frank テディ・フランク	Walt Whitman High School	言語決定論と先住民族の 言語を復興すること Linguistic determinism and indigenous language revitalization	Ms. Yukiyo Moorman
College Category I	Gold	Salma Battisha サルマ・バティシャー	Baylor University	美しさのひみつ The secret of beauty	Professor Yuko Prefume
	Silver	Evan Abella エヴァン・アベラ	Baylor University	質問することを学ぶ How I learned to ask questions	Professor Yoshiko Gaines
	Bronze	Gabriel Elsawi ゲイブ・エルサウィ	Baylor University	鋼のような心 Steel-like heart	Professor Yuko Prefume
College Category II	Gold	Andrew Kowalewski アンドリュウ・カパレス キー	University of Maryland Baltimore County	機械工学と日本語の関係？ What is the relationship between mechanical engineering and Japanese?	Professor Tomoko Hoogenboom
	Silver	Ashley Pizzolato アシュリー・ピツオラト	Murray State University	かぎ針編みのステレオタイプ Crochet stereotypes	Professor Akane Shirata
	Bronze	Robert Bierman ロバート・ビアマン	University of Maryland Baltimore County	開発者の責任？ The responsibility of developers?	Professor Tomoko Hoogenboom
College Category III	Gold	Rhyn Cai ライン・カイ	The University of Texas at San Antonio	共存する日本社会へ Towards a coexisting Japanese society	Professor Makiko Fukuda
	Silver	Yixuan Sun イーシュエン・ソン	Duke University	みにくいアヒルの子の飛び方 Can the ugly duckling fly?	Professor Yunchuan Chen
	Bronze	Gavin Withers ギャビン・ウィザーズ	University of North Carolina at Charlotte	原子力 Nuclear power	Professor Yukiko Yokono



高校グループビデオ部門

金賞: [Lake Braddock Secondary School](#)

銀賞: [Centennial High School](#)

銅賞: [Hayfield Secondary School](#)

副賞として、金賞受賞者には\$300、銀賞受賞者には\$200、銅賞受賞者には\$100の副賞が贈られました。さらに、大学部門I-IIIの金賞受賞者には、それぞれ南山大学、長沼スクール、国際基督教大学で2023年夏期講習を受けるための航空券と生活費も贈られます。

ポストコロナ期において、GW日本語プログラムは、前代未聞の経済的・人間的困難に直面しておりますが、今回イベントを開催できたのは、様々な団体のご協賛と先生方のご協力のおかげです。

J.LIVE Talkの第一の目的は、広く日本語教育及び継承語教育の可視化を図ることですが、今回、審査員としてご参加頂いた商工会の酒向様から、以下のような温かいお言葉を頂きましたので、ぜひご共有したいと思います。酒向様のご許可を得て、以下、掲載させていただきます。

「この度のJ Live Talkについて、商工会・商工会財団にてサポートさせていただく機会をいただき、また、審査員としてお招きくださりまして、誠にありがとうございました。この数年、オンライン授業を強いられたり等、私には想像もできないほどのご苦勞が現場ではあったのではないかと思います、この間の先生方や生徒さんのご尽力・頑張りがどれだけすごいものであったのかということが、にじみ出ていました。心から尊敬します。一部の先生方より、この数年、生徒さんが、このような機会がなく（あるいは全てオンラインとなり）自信がなかったということを教えていただきましたが、このような大会が対面で開催されることの意義について、外部者である私にもよくわかりました。プレゼンの内容もよく練られていて、ハッとさせるようなアイデアや見方もあり、私自身、大変刺激も受けました。商工会関係者にも伝えたいと思います。」

また、今年新設された高校ビデオ部門で銀賞を受賞したアイダホ州センテニアル高校のGarrad先生からは、以下のメッセージが寄せられました。

“Thank you again for letting us enter this contest. I thought you might be interested to know the impact of your contest does not stop in the United States; I used the assignment to send to a school in Japan so that they could watch it and react. Now they will be making a video introducing their school for us (in English).”



どうか今後益々、皆様の日本語プログラムのアドボカシーにJ.LIVE Talkをご活用頂けますよう、心から願っております。J.LIVE Talk運営の大部分は日々の授業を抱えた教員や学生の無償ボランティアで成り立っております。今後とも至らない点が多々あるかとは思いますが、どうか引き続き温かいご支援・ご協力を賜りますよう、お願い申し上げます。

文責：ジョージ・ワシントン大学

J.LIVE Talk 2022 執行委員長 浜野祥子

J.LIVE Talk 2023 執行委員長 辻岡孝枝

Language Advocacy Day 2023

JUNKO TOKUDA SIMPSON

ANNUAL FALL CONFERENCE CO-DIRECTOR

Language Advocacy Days 2023 took place virtually from February 8th through 10th, 2023, organized by the Joint National Committee for Languages and the National Council for Languages and International Studies ([JNCL-NCLIS](#)). This year, 220 language advocates representing all 50 states and DC participated in the event. The theme of this year's event was "Building Opportunity through Multilingualism," and attendees were given opportunities to emphasize the importance of multilingualism by listening to speeches from various featured speakers and having conversation with other language educators. The following were the three objectives this year:

- Hearing from featured speakers from a variety of language backgrounds and experiences
- Participating in activities that highlight how multilingualism increases our capacity to grow as a nation
- Engaging in self-reflection of your own personal language experiences to develop your language advocate story and strengthen your advocacy

Attendees were also given opportunities to attend the meetings with their state's Senators and House representatives respectively to promote language and international education. In this special event, AATJ was represented by Ann Jordan (AATJ Past President) and Junko Tokuda Simpson (AATJ Advocacy Co-Director).

[The legislative requests focused on in 2023](#) were as follows:

- World Language Education Assistance Program (World LEAP)
- Biliteracy Educational Seal and Teaching Act (BEST)
- Senator Paul Simon Study Abroad Act
- At least an additional \$15 million for the World Language Advancement and Readiness Grants (WLARA) Program in FY24
- \$3 million for the recently established Native American Language Resource Center at the US Department of Education
- The America's Language Caucus

You can find more detailed information on JNCL-NCLIS's website. Please visit their [Resources](#), [Newsbrief](#), and [Advocacy Alerts](#) pages. As a member organization of JNCL-NCLIS, AATJ will continue to advocate world language education aligning with JNCL-NCLIS. Also, AATJ provides resources for advocating Japanese language education on the [Advocacy Page](#) on AATJ's website. Let's promote Japanese language education together!



Spring 2023 Bridging Scholarships Awarded

SUSAN SCHMIDT
EXECUTIVE DIRECTOR

Seventeen undergraduate students from colleges and universities across the United States have been named recipients of Bridging Scholarships for Study Abroad in Japan. These seventeen scholars combine with the fall recipients to total ninety-six Bridging scholars for the academic year 2022-2023. The winners will receive awards ranging from \$2,250 to \$2,500 to assist with their expenses while they study in Japan for a semester in Spring 2023. Since 1999, more than two thousand scholarships have been awarded, with funding from the US-Japan Bridging Foundation.

The goal of AATJ's Bridging Project is to promote study abroad in Japan by larger numbers of American undergraduate students. The American Association of Teachers of Japanese (AATJ), which promotes education in Japanese language, literature, and culture, administers the Bridging Scholars scholarship program for the US-Japan Bridging Foundation. *Contributors to the fund for the 2022-2023 Scholarships include dozens of foundations, businesses, and individuals in Japan and the United States.*

These Bridging Scholars hail from a variety of schools—public and private, large universities and small colleges—in 12 states and Puerto Rico. Their majors range from biochemistry to fine arts, but they share a common interest in Japan, its society, and its language and culture. Their destinations also vary, from giant campuses in Tokyo to small colleges in rural Japan. *A list of the recipients, their schools, their destination programs, and their majors follows.*

For information on the US-Japan Bridging Foundation, visit www.bridgingfoundation.org.

Recipients of Bridging Scholarships for Study Abroad in Japan, Spring 2023

Teala AVERY / Spelman College / Tsuda University / photography; women's studies
Abigail CAMPBELL / University of Findlay / University of Fukui / TESOL; Japanese
Mario DEPAVIA / Stanford University / Doshisha University / East Asian studies
Jasmine DOCTOR / University of North Carolina, Greensboro / Nagoya University of Foreign Studies / animation
Miguel GONZALEZ VAZQUEZ / University of Puerto Rico / Toyo University / industrial biotechnology
Teyonda HAMLER / University of Wisconsin, Whitewater / Kansai Gaidai University / Japanese
Jacob JACKSON / University of Denver / Waseda University / biological sciences
Junlong KWAN / Case Western Reserve / Temple University Japan / Japanese studies
Michelle LEE / Baruch College, CUNY / Waseda University / operations management
Annalaye MERCADEL / University of Texas, Austin / Tokyo University of Foreign Studies / international business; Japanese
Susana OLIVO SANDOVAL / University of North Georgia / Nanzan University / East Asian studies; Spanish
Josiel PEREZ / University of California, Riverside / Toyo University / political science
Jace RETTIG / Furman University / Nanzan University / computer science; Asian studies
Arianna RODRIGUEZ / San Francisco State University / Meiji Gakuin University / sociology
Katherine SONGER / University at Albany, SUNY / Tokyo University of Foreign Studies / psychology; East Asian studies
Danielle TAKAHASHI / University of Southern California / Sophia University / media arts & practice
Mina WALKER / University of Denver / Doshisha University / Japanese; ecology & biodiversity

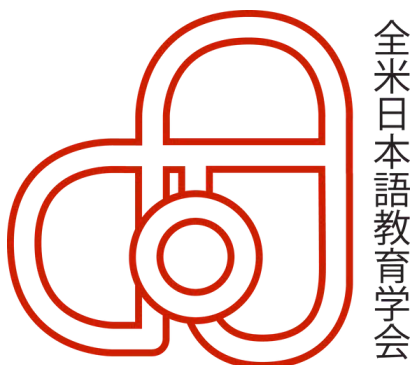
2023-24 Bridging Scholarships Applications Open

Applications are open for scholarships to study in Japan beginning in Fall 2023. The term of study can be the **Fall 2023 semester**, the **2023-2024 academic year**, or the **Spring 2024 semester**. *There will be no later, separate application deadline for Spring 2024 scholarships.*

Bridging Scholarship recipients receive stipends of \$2,500 for a semester's study program of \$4,500 for an academic-year program. Awardees join the Bridging Scholar community and gain access to our extensive alumni, donor, and supporter network. Foundation programming includes in-person and virtual mentorship opportunities as well as career and networking events.

The Bridging Foundation seeks to recruit a diverse cohort of students and has allocated a number of scholarships for students from underrepresented communities.

The deadline to apply for 2023-2024 scholarships is **March 15th, 2023**. Application information is online at <https://www.aatj.org/japan-bridging-scholarships/>.



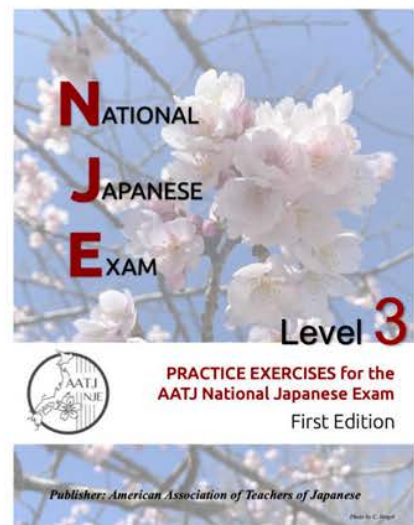
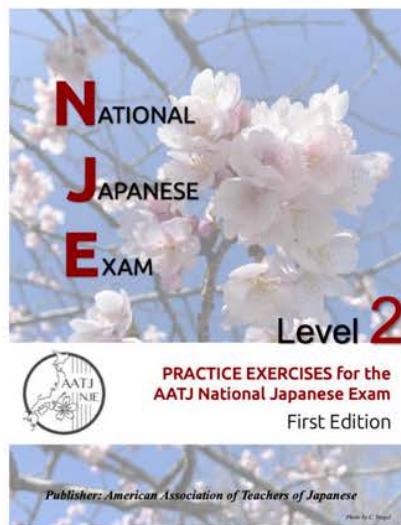
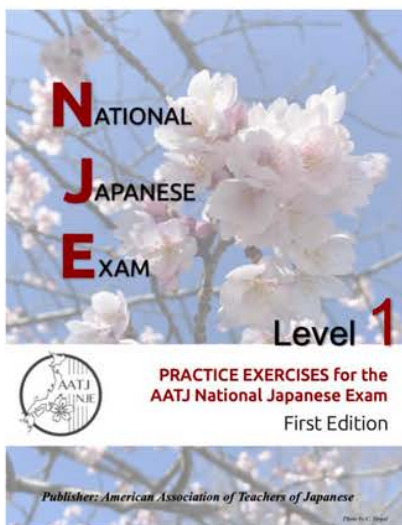
NATIONAL JAPANESE EXAM



Practice Exercises for the AATJ National Japanese Exam

NJE 練習問題集は NJE 本試験の受験準備以外にも、普段の授業活動、ティーチングや試験作成の際のアイデアとしてご参考いただけます。

These exercises are useful for the preparation of NJE, as well as for class activity. They are also an excellent resource for teaching and test making.



For more information: <https://www.aatj.org/nje-practice-exercises/>

What is NJE?

The National Japanese Exam (NJE) is an online, proficiency-oriented, standards-based and culture-related assessment tool, aligned with ACTFL Guidelines. It is for middle school, high school, and college students of Japanese as a second language.

The purpose of the NJE is to

- Recognize achievement in the study of Japanese language and culture
- Motivate students to further study and explore Japanese language and culture
- Advocate for standards-based, proficiency-oriented, and content-based teaching and learning of Japanese
- Serve as a diagnostic assessment of Japanese language skills
- Increase visibility of Japanese language programs in schools

For more information, visit our [website](https://www.aatj.org/nje-practice-exercises/). Any questions? [Email us!](#)



テスト問題作成に関わって下さった先生方に深くお礼申し上げます。
We are very grateful to the teachers who developed the exam questions.

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NATIONAL
JAPANESE
EXAM

**PRACTICE
EXERCISES
PROJECT TEAM**



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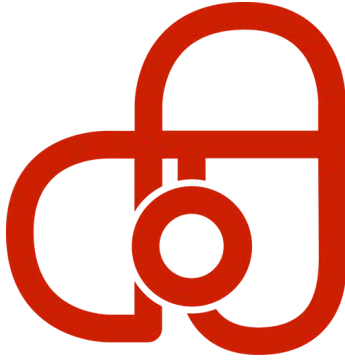
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Contact our social media director, Noriko Otsuka [HERE!](#)



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