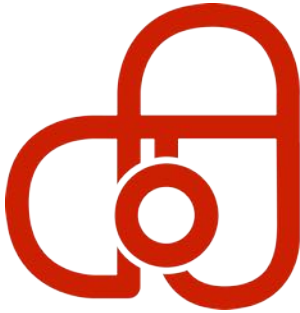


AATJ NEWSLETTER

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

YOSHIKO MORI

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AND MORE!

Greetings, everyone! As we transition from spring to summer, the beautiful cherry blossoms have faded, and the season of fresh greenery has arrived. May tends to be the busiest time for many of us, especially as we wrap up the academic year. I hope you all find moments to enjoy amidst the hustle.

We have already had and are looking forward to numerous engaging events and activities. In February, as the AATJ President, I participated in the [Virtual Language Advocacy Day 2024](#) of the Joint National Committee for Languages-National Council for Languages and International Studies ([JNCL-NCLIS](#)). Alongside representatives from national and regional organizations of language professionals, AATJ advocated for the importance of language education to legislators (a report is included in this issue).

Speaking of the recognition of the importance of language education, there have been two significant political developments for our community. One is the release of the [United States-Japan Joint Leaders's Statement, "Global Partners for the Future"](#) by President Biden and Prime Minister Kishida on April 10, 2024, which explicitly underscores the importance of supporting Japanese language education in the United States:

We acknowledge the importance of language study, particularly in person, to develop long-term ties and announce a new Memorandum of Cooperation to increase opportunities for the number of exchange visitors from Japan to share their specialized knowledge of Japanese language and culture in the United States, as well as welcome efforts to expand the Japanese Language Education Assistant Program (J-LEAP).

To address this issue, AATJ hosted a webinar titled “Confronting the Japanese Language Teacher Shortage: Government Developments Concerning Japanese Language Education in the United States 米国における日本語教育を巡る政府の動向について” on April 28, led by Professional Development Director Yoshiko Saito-Abbott sensei. We had over 180 participants engaged in lively discussions, with numerous questions and comments extending beyond the scheduled hours. AATJ would like to express gratitude to Tomoko Marshall sensei from [Mid-Atlantic Association of Teachers of Japanese](#) and Education Counsellor Taichi Kaneshiro sanjikan from the Embassy of Japan for their interesting and insightful presentations, as well as to the webinar participants for their keen interest. For more information, please refer to the articles by Kaneshiro sanjikan and Saito-Abbott sensei in this issue, and visit the [AATJ webinar page](#).

Another exciting news is that the JNCL has announced the relaunch of the [America’s Languages Caucus](#), with [Representative Jen Kiggans](#) (R-VA-2) as the new House Co-Chair to support multilingualism across the United States. Representative Kiggans is a former JET ([Japan Exchange and Teaching Program](#)) participant who taught English in Japan. Her experience gives her a profound understanding of the U.S.-Japan alliance, which is incredibly beneficial for our community. Please refer to former AATJ President Ann Jordan sensei’s article in this issue for more information.

Despite these significant developments, we still face the challenges of maintaining our Japanese language programs due to the national trend of decreasing world language programs and teacher shortage. Since January, AATJ has received many reports and requests to support programs in danger, and we have sent numerous support letters to school administrators, school district board members, and other officials. Additionally, to support and assist teachers of Japanese who are advocating for their students and programs, we have created a guide manual titled “[AATJ Japanese Program S.O.S.](#),” crafted by Ann Jordan sensei, available on [our advocacy page](#). Let us share and exchange our innovative ideas for maintaining Japanese programs, as described in a report in this issue by Yukino Tanaka sensei, President of Delaware Valley Teachers of Japanese.

In February, there was a Japanese Language Proficiency Test ([JLPT](#)) site director meeting, co-hosted by the Japan Foundation Los Angeles ([JFLA](#)) and AATJ, in Los Angeles, CA, for the first time since the pandemic. JLPT is one of the major revenue-generating events for AATJ, and currently there are 18 JLPT test sites across the United States. As the site director of Washington DC, I participated in the meeting and learned a lot about the logistics and test procedures of other JLPT sites in the United States, as well as at the headquarters in Tokyo. The next JLPT is scheduled for Sunday, December 1, 2024, during Thanksgiving week. For information about the JLPT and registration, please visit the [AATJ JLPT page](#).

AATJ offers the National Japanese Exam ([NJE](#)), an online proficiency-oriented assessment tool that is standards-based and culture-related, aligned with ACTFL Guidelines. Thanks to the dedicated efforts of NJE Director Tomomi Sato sensei and her NJE team, over 1,000 middle school, high school, and college students of Japanese as a second language from across the United States successfully completed the NJE during the exam period from March 1 through April 15 this year. AATJ has sent the test results and awards to the teachers of the NJE awardees at the end of April.

In February and April, [two AATJ Local Affiliates](#) meetings were held under AATJ Vice President Mieko Avello sensei's leadership, where leaders from various local affiliates had the opportunity to exchange information and interact with each other. I would like to particularly thank Kumi Kobayashi sensei, Vice President of the California Association of Japanese Language Teachers ([CAJLT](#)) and also serving as AATJ JNHS Co-director, for sharing the findings of the recent CAJLT survey aimed at identifying burning issues in Japanese language and culture programs in California. Given that many other schools and local affiliates are facing similar challenges in maintaining their programs, it is important to continue learning together and connecting with teachers from other regions of the United States.

Japanese Language and Literature ([JLL](#)), Vol. 58 No. 1 (2024), was published in April. I want to express my gratitude to the editors, Hiroshi Nara sensei, Anne Sokolsky sensei, Yumiko Nishi sensei, Janice Brown sensei, and Suwako Watanabe sensei, as well as to the contributors. [JLL](#), which publishes two issues annually, serves as the primary platform for intellectual exchange among AATJ members, providing a scholarly forum for discussions on Japanese literature, linguistics, teaching Japanese as a second or foreign language, and Japanese culture. I was thrilled to see that the titles of the articles for this issue feature the works of my favorite novelists, Murakami Haruki and Ogawa Yoko, even though Japanese literature is not my specialty.

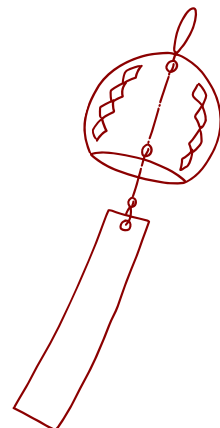
As the President of AATJ, I have had the privilege of participating in several national and regional Japan-related events. These include a [luncheon meeting with Mrs. Yuko Kishida and Japanese language educators](#) in April, a networking event at the Embassy in February, and various activities related to the [National Cherry Blossom Festival](#). I would like to thank the organizers of the 30th Central Association of Teachers of Japanese ([CATJ 30](#)) held on April 20, AATJ President-Elect Nobuko Chikamatsu sensei and Mariko Wei sensei, for providing me with the opportunity to deliver the keynote speech titled "Beyond Borders: Shaping the Future of Japanese Language Education in the Era of Diversity and Collaboration." Additionally, I find joy in being involved in the [National Japan Bowl](#) and the [Junior Japan Bowl](#) as a staff member. With the motto of "think globally, act locally," I plan to continue engaging in various Japanese language and culture-related events and activities in and outside my campus.

May is the season for AP exams for high school students. This year the [AP Japanese Language and Culture Exam](#) will be held on May 16. Immediately following the exam, the AP Japanese Reading, which involves scoring the free response questions, will take place in Tampa, Florida, from June 1 through 7. Many AATJ members, officers, and directors will participate in the AP Japanese Reading. I will also be involved as the Chief Reader. AATJ offers support and assistance to current and prospective AP Japanese teachers through the [AP Japanese Special Interest Group \(SIG\)](#). I would like to thank Mieko Avello sensei, who serves as the AP Japanese SIG Coordinator and also as the AATJ Vice President, for organizing monthly AP Japanese SIG meetings aimed at facilitating connections and exchanging information among AP teachers.

In August, the International Conference on Japanese Language Education ([ICJLE](#)) with the theme “Exploring Issues of Diversity and Expertise in Japanese Language Education” will take place at the University of Wisconsin-Madison. The conference, co-hosted by the American Association of Teachers of Japanese ([AATJ](#)) and the Canadian Association for Japanese Language Education ([CAJLE](#)), welcomes Japanese language professionals from around the world who would like to connect and engage in discussions on current issues in world language education. The [ICJLE program](#) is now available, and registration is open until July 15. Thanks to the tireless efforts of the organizing committee led by Junko Mori sensei, over 550 people have registered so far, and we are expecting more! I look forward to seeing you in Madison, Wisconsin, in August!

Finally, I want to acknowledge that AATJ events and activities are made possible by the dedicated efforts of [directors, staff members, and officers](#). In particular, the announcement of the retirement of Executive Director Susan Schmidt at the end of this year will have a significant impact on the AATJ structure. For over three decades, Susan has made immense contributions not only to AATJ but also to the Japanese language and culture community in the United States, and I cannot thank her enough for that. I wish her happiness and well-being in the future, as well as a smooth transition for AATJ.

I also wish you all a good, stress-free end of the academic year and a relaxing summer!





MIEKO AVELLO
K-12

Message from the Vice Presidents



STEPHEN LUFT
POST-SECONDARY

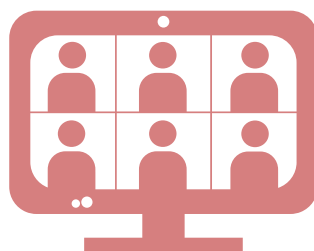
新緑が輝く五月に心がわくわくする季節がやってきました。2024年度から副会長が2人体制となって皆様のご支援と共に更なる飛躍を目指していきたくと思います。全米の地域教師会のつながりをより強固にすることを目的とし、第2弾として4月20日にズームにてアフィリエイトMEET & GREETミーティングを開催いたしました。多くの教師会役員の方々が集まり、日本語教師高齢化や不足、そして、教師会運営の強化、改善につながるアイデアや事例について有意義な意見交換が行われました。秋に開催されるAATJの学会（ACTFL）では、フィラデルフィアで多くの先生方とお会いできることを楽しみにしています。TEACHER AWARDも引き続き実施しておりますので、自薦他薦問わずぜひご応募ください。また、新人教師の皆様には、CHENG & TSUI プロフェッショナル・デベロップメント・グラントが提供されています。詳細については、[AATJのホームページ](#)をご覧くださいければ幸いです。

We hope everyone is enjoying the beautiful Spring weather. In 2024 AATJ implemented a system of having two Vice Presidents, and as co-Vice Presidents we hope to provide effective support as we work to continue to further Japanese language education. As part of our efforts to promote stronger connections between affiliate teacher organizations in North America, we held our second Affiliate Meet & Greet meeting on April 20th on Zoom. Many officers from various Japanese teacher organizations attended, and we were able to discuss a variety of issues, including the aging of the Japanese language teacher population, the shortage of Japanese language teachers, and ideas and examples of how to strengthen and improve administration of teacher organizations. This coming Fall we are looking forward to meeting many of you at the ACTFL conference in Philadelphia. Also, we continue to hold the annual AATJ Teacher Awards, and we encourage both self-nominations and nominations of other teachers. Lastly, for new teachers the Cheng & Tsui Professional Development Grant is currently accepting proposals. Details can be found on the [AATJ homepage](#).





Meet & Greet participants on April 20th





Message from the Immediate Past President

SHINGO
SATSUTANI

この春はアメリカも日本も天候が目まぐるしく変わる毎日が続き健康な体調を維持するのに苦労していらっしゃる先生方も多いのではないのでしょうか。春休みに学生16人を引率して京都に行きましたが、予定では桜満開のはずがやや遅れたようで三分咲きの頃にシカゴに帰ってくることになり、少し残念でした。円安ドル高のせいでしょうか、外国人観光客の数が随分増えたように感じました。

The weather in both the U.S. and Japan has been changing rapidly this spring, and many teachers may be having a hard time maintaining their health. I led a group of 16 students to Kyoto during spring break, and although the cherry blossoms were supposed to be in full bloom, we had to return to Chicago before the blossoms were in full bloom, which was a bit disappointing. I felt that the number of foreign tourists had increased considerably, probably due to the weak yen and the strong U.S. dollar.

年賀状コンテスト、全米日本語試験(NJE)、全米日本語優等生協会(JNHS)、アドバンスドプレースメントテスト(AP EXAM)などが次々とやってくる忙しい毎日を懸命にこなしていらっしゃる先生方も多いことでしょう。春学期を終える時期に当たり仲間の教師のTEACHER AWARDへの推薦をよろしくお願いします。それに加えて、この秋の選挙では副会長(K-12教員)と次期会長の2名の選挙が予定されています。この秋の選挙への推薦もよろしくお願いします。

We are sure that many of you were busy with the Nengajo Contest, and now with the National Japanese Examination (NJE), the Japanese National Honors Society (JNHS), and the Advanced Placement Exam (AP Exam). As we wrap up the spring semester, please take a moment to nominate a fellow teacher for the Teacher Award. In addition, there will be elections this fall for the vice president (K-12 teacher) and the president-elect. Please be sure to send in your nominations for this fall's elections.

今年は春の学会はありませんでしたが、月初めにウィスコンシン大学マジソン校にて日本語教育国際研究大会(テーマ:多様性と専門性)をカナダ日本語教育振興会(CAJLE)と共催します。すでに500名以上の方々が参加登録を完了し、全世界から日本語関係者が一堂に会する大きな大会となりそうです。世界中の日本語教師仲間とつながってみませんか。出版社の展示会なども予定されていますので、ぜひご参加下さい。

Although there was no spring conference this year, we will be co-hosting the International Conference on Japanese Language Education (theme: Diversity and Expertise) with the Canadian Association for Japanese Language Education (CAJLE) at the University of Wisconsin-Madison at the beginning of March. More than 500 people have already registered, and the conference is expected to be a great gathering of Japanese language professionals from all over the world. Why not connect with fellow Japanese language teachers from around the world? There will also be exhibitions of publishing companies, so please join us.



左から、岩本先生、ナン先生、札谷

4月には第30回中部日本語教育学会(CATJ)がシカゴ市内の近松AATJ次期会長のお膝元、ディポール大学で盛大に開催されました。僕も研究仲間に入れて頂き、「学習習慣に関する初級学習者の自己認識」について発表しました。この学会は発表原稿録(PROCEEDINGS)が今秋出版されます。

この学会は発表原稿録(PROCEEDINGS)が今秋出版されます。この学会と同時開催となったのですが地元シカゴ郊外ではNATIONAL COUNCIL OF LESS COMMONLY TAUGHT LANGUAGES (NCOLCTL)年次大会にはNCOLCTL傘下としては大きな組織であるAATJを代表して出席しました。今人気急上昇中の韓国語関係のセッションが多かったのですがインディアナ大学の博士課程在籍中の岩本先生やカリフォルニアのレッドランズ大学からはナン先生が発表されました。この学会では多くの大学院生や教師歴の浅い若い先生方も多く参加されているので、日本語関係の大学院生や大学のジュニアファカルティにもお勧めです。

2025年4月24日-27日の春もシカゴ郊外での開催予定なので日本語関係の発表が増えることを期待しています。

In April, the 30th Annual Conference of the Central Association of Teachers of Japanese (CATJ) was held in Chicago at DePaul University, the home of AATJ President-elect Chikamatsu. I was invited to participate in the conference as a fellow researcher and gave a presentation on "Self-perception of beginner-level learners regarding their study habits." The proceedings of this conference will be published this fall. Concurrently with the conference, I attended the National Council Of Less Commonly Taught Languages (NCOLCTL) annual conference in the suburbs of Chicago, representing AATJ, a large organization under the NCOLCTL umbrella. Many of the sessions were related to the Korean language, which is rapidly gaining popularity, and there were also presentations by Iwamoto-sensei, a doctoral student at Indiana University, and Dr. Nunn from the University of Redlands in California. Many graduate students and young teachers also attended this conference, so I recommend it to graduate students and university junior faculty in the Japanese language field. We hope to see more Japanese language-related presentations in the spring of 2025, April 24-27, as the conference is scheduled to be held outside of Chicago again.

5月に入ってAP試験を受けた生徒から色々お聞きになった先生方も多いのではないのでしょうか。AATJのAP SIGに参加されていない高校の先生方は是非ご参加ください。AP SIGは月例オンラインワークショップを実施し、意見交換、試験対策、アイデア共有など活発に活動しています。AP SIG参加ご希望の方はSIG代表のアベロ先生

AVELLOSENSEI@GMAIL.COMまでご連絡ください。なお、月例オンラインワークショップ参加者へはPD CERTIFICATE(プロフェッショナルディベロップメント参加証明書)もAATJから発行しています。

If you are a high school teacher who has not joined AATJ's AP SIG, please do so. The AP SIG holds monthly online workshops to share ideas and prepare for exams. The AATJ also issues a PD Certificate (Professional Development Certificate) to those who participate in the monthly online workshops.

夏期講座、生徒学生訪日引率、秋学期プランなど様々な準備をなさっていると思いますが、「ワークライフバランス」をモットーに乗り切りましょう。個人的には学生引率を兼ねて6月初旬から7月末まで京都にいますので、京都にお越しの際は是非、SATSUTAN@COD.EDUまでご連絡ください。また、8月初めにはウィスコンシン大学でお会いしましょう。

I am sure you are busy preparing for summer courses, student trips to Japan, and the fall semester, but let's not forget the motto "work-life balance." Personally, I will be in Kyoto from the beginning of June to the end of July with student groups, so please contact me at satsutan@cod.edu if you are coming to Kyoto. Also, I hope to see you at the University of Wisconsin in early August.



Japanese Language and Literature Spring 2024 Issue of the Journal is Published

The April 2024 issue of AATJ's journal Japanese Language and Literature (Volume 58, Number 1), has been published. The journal is published online by University of Pittsburgh Libraries and is available freely under an Open Access agreement.

You can read this issue, as well as past issues, online at <http://jll.pitt.edu/ojs/JLL>.

The content of the new issue is as follows:

Articles:

- "Murakami Haruki's America: Talk, Taste, and the Specter of the Untranslatable" (Brian Hurley)
- "The Encoding of Emotions in Ogawa Yōko's Works: Sensory Narration and Mood Tableaux" (Elena Giannoulis)

Reviews:

- Mayumi Oka, Junko Kondo, et al. — *Tobira: Beginning Japanese* — reviewed by Junko Tokuda Simpson
- Kazumi Hatasa and Nami Fukutome — *Meshiagare: Culinary Journey through Advanced Japanese* — reviewed by Mayumi Ajioka



Japanese National Honor Society

ELENA YOO

HAWAII BAPTIST ACADEMY

Establishment and Growth

The Japanese National Honor Society at Hawaii Baptist Academy was established in the school calendar year 2017-2018 with an initial cohort of 35 students. Since then, the organization has consistently inducted 20-25 incoming junior/senior class students annually, showcasing growth and interest in Japanese culture and language within the school community.

Activities and Initiatives

As the advisor for the organization, various enriching activities have been organized to engage members and promote Japanese culture. These activities include Ikebana lessons, calligraphy sessions, and career talks, all aimed at providing students with a deeper understanding of Japanese traditions and practices. Additionally, the students initiated an annual school-wide event known as Onigiri Action in the fall of 2018. This charity event, held every October, has become a signature event, even adapting to Covid restrictions in subsequent years. Students also hosted the [Edamame Challenge](#) sponsored by the same organization for Onigiri Action in 2021 as seen in the announcement video.

Achievements and Recognition

The promotional video created for Onigiri Action was exceptionally well-received and was featured on the [YouTube channel of the event organizer, Table for Two](#). This recognition not only highlights the creativity and dedication of JNHS members but also amplifies the impact of their charitable endeavors. Furthermore, the design of a club T-shirt by a founding member serves as a tangible representation of the organization's commitment to promoting Japanese culture and identity.

Academic Recognition and Future Prospects

New inductees into the Japanese National Honor Society are honored during the annual academic award ceremony in May, where they receive certificates acknowledging their achievements and dedication. Beyond the academic realm, participation in JNHS provides students with valuable experiences that can enhance their college applications and brag sheets, showcasing their commitment to cultural understanding and community service.

Conclusion

The Hawaii Baptist Academy's Japanese National Honor Society plays a crucial role in advocating for Japanese language classes on campus, fostering a sense of cultural appreciation, and rewarding students for their hard work and dedication. Through a range of activities, initiatives, and recognitions, the organization continues to thrive and make a meaningful impact within the school community.





T-shirt designed by Hawaii Baptist Academy JNHS students




Students learn about Ikebana from a community member

Open to Public


HBA Japanese National Honor Society

SPEAK JAPAN

Bilingual Career Talk Series 1



When: Monday, May 8, 2017
 What time: 12:25pm - 1:00pm
 Where: A402
 Guest speaker: Mr. Reyn Halford



Reyn Halford first became intrigued with Japan through Ghibli anime movies, and as he studied Japanese language and culture at Mid-Pacific Institute, he began to dream of one day living in Japan. This dream came true after college when he participated in the JET program. For two years he lived in Uwajima, teaching English and working as a cultural ambassador. Upon returning to Hawaii, he continued to remain connected to Japan, working as a private Japanese tour guide, a high school Japanese teacher at Le Jardin Academy, and currently a flight attendant for Hawaiian Airlines. His hope is to always maintain the "tsuneganai" or deep connection to Japan and its people.

Anyone interested in the topic is welcome to join. Seating is limited. Door will close when the room is full.



JNHS Career Talk photo with plans for future meetings



"ONIGIRI ACTION" was a popular activity at the school

Japanese National Honor Society

BY JAPANESE NATIONAL HONOR SOCIETY MEMBERS AT PARKDALE HIGH SCHOOL, RIVERDALE PARK, MD

In 2020, Japanese Teacher Michiko Ogata, referred to as Ogata Sensei by students, shocked the Parkdale Student Body when she introduced the Japanese Language as a course option that school year. Every student taking the Japanese course learns how to write, speak, and read in Japanese. However, Ogata Sensei always makes it a priority to expose the students to Japanese customs and culture.

To continue making her mark, Ogata Sensei started the Japanese National Honor Society (JNHS) at Parkdale to spread Japanese culture and influence students to take up the language course. The many events that the JNHS have held at the school goes as follows :

Japan Day

An event that promotes their academic course with a variety of fun Japanese games and activities that students can participate in, The event also sold a variety of Japanese snacks and stickers for students and staff to enjoy!



Onigiri Event

An annual event where each student taking the Japanese Course has the opportunity to learn how to make onigiri and eat it during their class time. After the students finish making their onigiri, they take photos of their onigiri to submit to the Onigiri Action Campaign with the hashtag “#OnigiriAction”. The Onigiri Action Campaign is held every autumn, every photo uploaded provides 5 meals to children in need worldwide.



UMBC Field Trip

As a result of selling Japanese snacks to fundraise money, the yearly University of Maryland Baltimore County (UMBC) Field Trip is now available to the Juniors and Seniors that take the Japanese course, including Honor Society members to take a tour around UMBC's beautiful campus and join a college level Japanese class where they can work with the students. Students have the opportunity to eat with the college students and gain information about college courses and programs that they could take according to what they want to study.



Japanese Pen Pal Program

Students receive the opportunity to join the Pen Pal letter exchange program in which they write and receive letters from students in Japan monthly! They even get the opportunity to meet their pen pals online in a global chat learning more about Japanese culture and people and practicing their Japanese language.

Induction ceremony

As the old JNHS leaves we find honorable people that show hard work, effort, good understanding, and responsibility. We do this induction ceremony to celebrate the new JNHS.

The 2024 Officers of the JNHS at Parkdale will have an emotional departure this year as they have been students of Ogata Sensei since her first year at Parkdale - their freshman year. "I have been a member for three years," said JNHS President Loona Armelin, "It influenced me as a student to work harder than what I already was doing, and it made me appreciate the connections that I have with my peers." One of the important customs in Japanese culture is to respect, Ogata sensei has always made it a point to reiterate that to her JNHS members by displaying that as one of their qualities on their custom made JNHS tee-shirts. "Some of the skills that I've learned from my Japanese class are mainly just all about respect," said Armelin. She then continues to explain how this has helped her in the real world and how she now is able to sympathize with people in the real world.

The Japanese Honor Society at Parkdale has taken the school up by storm by creating new events and programs for students. In addition they've opened new opportunities for the student body to make connections outside of Parkdale. Although they are still a newer organization at the school they're already making a name for themselves, and continue to have many more plans in store for students in the near future.

NATIONAL JAPANESE EXAM



2024 NJE took place
between March 1 through
April 15, 2024.

Over 1000 students from across the USA,
who learn Japanese at middle schools,
high schools, and colleges participated in
the exam!

Every spring, all of the students enrolled in my Japanese classes participate. The NJE provides a low-pressure environment where students can test their skills without fear of penalty. Moreover, strong performances are recognized with certificates, which I proudly display to showcase my students' hard work and dedication to learning Japanese. The scores also allow me as a teacher to gauge their strengths and weaknesses, and it is interesting to see how students analyze their own performance within the two interpretive skills being assessed: reading and listening.

More about Iya Sensei's Japanese program, visit [here](#):

Iya Nemastil sensei
(Dublin Jerome HS, OH)



How was NJE? Comments from Students



I wanted to see what I knew, my progress, and my level. Stepping out of my comfort zone and doing something new was the best thing I did for this exam. It showed me what more I needed to learn, and how far I've progressed since I started learning Japanese. I was glad I did it and was proud of myself even though I knew I may have gotten some questions wrong.
Valentina R (Middle school Level 1)

NJE supported me in solidifying my knowledge and confidence in my reading and listening skills. The testing experience was both enlightening and engaging, offering valuable insight into new cultural customs. The test preparation provided was excellent, instilling a strong sense of readiness and confidence. I plan to continue testing myself with NJE as I improve my Japanese skills.
Liz'e S (College, Level 1)



In class quizzes and tests are thoughtfully constructed to only include grammar and vocab we've previously studied. But on the NJE, it feels like almost the test purposely included a few vocabulary words that a beginner learner probably wouldn't have studied to encourage students to try and understand dialogue without 100% comprehension. In this way, I enjoyed how it mimicked real life interaction with a language where you won't know every word but can still figure out the gist of what is happening.
Griffin C (College Level 2)

This test is a good gauge on your level of knowledge because of the reading and listening sections. —In my experience, during the test there were some sections in both reading and listening that would challenge me, but there were some that were easy. The challenges made me realize I must study more for my future goals!

Gavin G (High school, Level 3)



Taking the NJE exam, despite being difficult, was a fun experience. I got to test my current skills in listening and reading in Japanese. As I discovered how far I have come in learning another language, I was even more so motivated to continue my studies

Ketevan P (College, Level 3)

Practice Exercises for the AATJ National Japanese Exam are available online!

NJE 練習問題集は NJE 本試験の受験準備、普通の授業活動にも活用いただけるほか、ティーチングや試験作成の際のアイデアとしても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.

Sample questions (Level 2) [Click here](#) to download the booklet

ng

To play audio, click or scan QR code.

Listening

Section 1 Track 1

You and your friend are visiting the town of Hirano for the first time. You are at the Hirano Town Center, where you have joined other visitors to hear some information about the town. You are looking at the map of the town while you are listening to the attendant.

平野町タウンマップ

1. Which spot is popular among young couples?
 - a. The sushi shop
 - b. The harbor
 - c. The coffee shop
 - d. The park
2. Where is the drugstore on the map?
 - a. 1
 - b. 2
 - c. 3
 - d. 4
3. Which statement is true about the sushi restaurant?
 - a. It requires reservations.
 - b. It opens at 10 a.m.
 - c. It is reasonably priced.
 - d. It is the oldest in town.
4. What does the attendant ask the visitors?
 - a. If they want to go somewhere else in town
 - b. If they want to check the transportation schedule
 - c. If they want to buy local souvenirs

Confronting the Japanese Language Teacher Shortage: Government Developments Concerning Japanese Language Education in the United States

YOSHIKO SAITO-ABBOTT

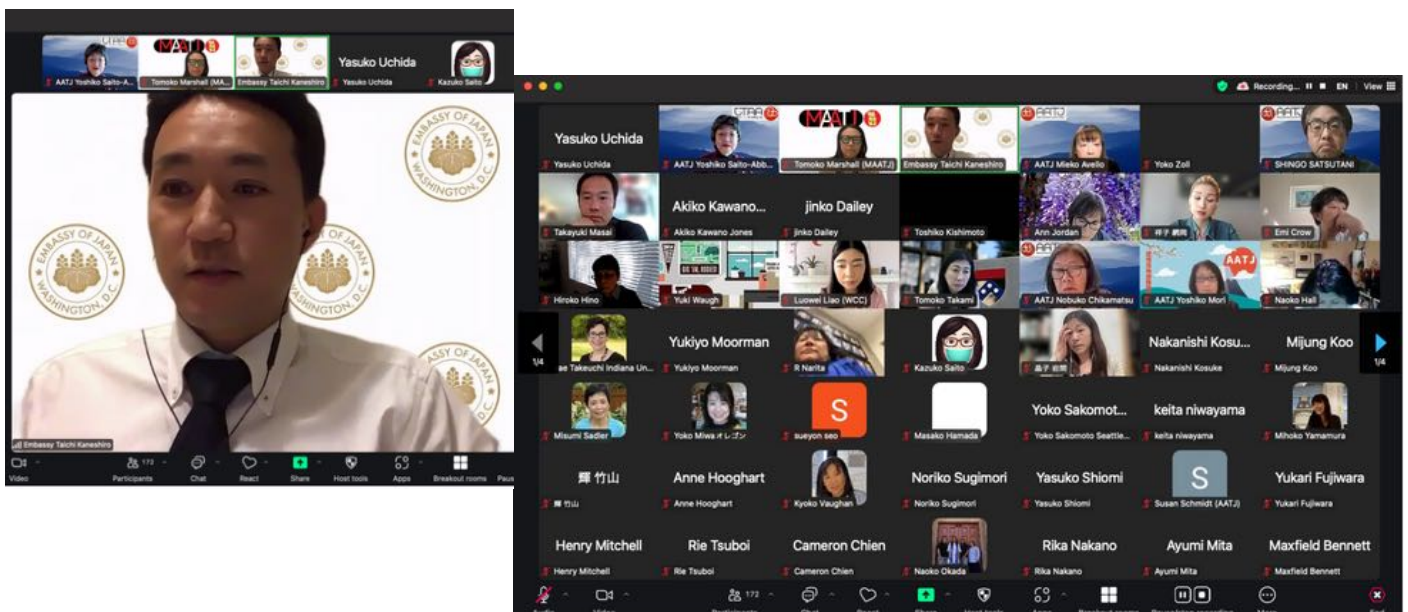
PROFESSIONAL DEVELOPMENT DIRECTOR

2024年4月28日、「米国における日本語教育を巡る政府の動向について」在アメリカ合衆国日本国大使館、金城太一参事官、中部大西洋岸日本語教師会 (MAATJ) 2022 - 2023年度会長を務められたバージニア大学のマーシャルともこ先生をスピーカーとしてお招きし、およそ一時間半のウェビナーが行われました。日本語教育関係者、全米の総領事館の日本語教育担当の方々、そしてメディアの方々も含めて、約180名が参加しました。

マーシャル先生の米国における日本語教師高齢化と教師不足に関するアンケート調査結果の報告後、金城参事官が2023年5月に行われたG7広島サミットに合わせ、永岡文部科学大臣（当時）とアントニー・ブリンケン国務長官の両者が署名した日米間の教育における協力覚書について説明してくださいました。文部科学省と国務省の間出始めて交わされたこの覚書には、両国の中等教育、高等教育及び研究分野における協力活動を強化するとともに、両省の政策対話が定期的で開催されることが明記されています。

5月に署名された教育における上述の協力覚書を踏まえ、昨年10月に第1回日米教育ハイレベル政策対話が開催され、(1) 高校から大学までの学生交流 (2)、教職員交流 (3)、大学院生交流、(4) 大学間・産学間連携、について日米の近年の政策・取組の紹介・意見交換が実施されました。さらに本年4月、米国・ワシントンDCを公式訪問中の岸田文雄内閣総理大臣が、ジョセフ・バイデン米国大統領と日米首脳会談を行い、その成果として、共同声明を発出しその覚書の概要が説明されました。このウェビナーではこれに関して金城参事官がさらに詳細な説明を加えて下さいました。

発表後活発な質疑応答、意見の交換がなされ、ウェビナー終了後も90人以上の参加者が残り、更なる質疑応答が続いたことは今回の話題についての関心の高さを示しています。ウェビナーの録画とスライドはAATJのホームページからご視聴可能ですのでご利用ください。



Updates for ICJLE 2024

JUNKO MORI

GLOBAL NETWORK DIRECTOR

ICJLE 2024 ORGANIZING COMMITTEE CHAIR

ICJLE 2024 (August 1-3, 2024, Madison, WI) is less than three months away! We are happy to report that approximately 500 people registered to attend the conference in person by the early bird registration deadline of April 30. We have also released the conference program, where you can browse through the list of presentations and search for information regarding specific presenters or topics.

If you are planning your trip to Madison, please refer to the [Lodging & Transportation](#) page. Rooms blocked for the ICJLE attendees at [Madison Concourse Hotel](#) are filling up, so we urge you to make a reservation sooner rather than later if you are considering this option. Madison Concourse Hotel has a shuttle service between the hotel and Madison's Dane County Airport.



If you are looking for a more budget-friendly, unique accommodation experience, we recommend considering Sellery Hall. This newly renovated UW-Madison dorm is conveniently located near the conference venue, offering you a taste of campus life. [Plus, the Coach USA \(Van Galder\)](#) bus from Chicago O'Hare Airport stops just a block away from Sellery Hall.

If you are flying into Chicago, you may also want to check out the direct bus service offered by Kintetsu International. The details are available on the [Lodging & Transportation](#) page as well.

If you haven't registered for the conference yet, it is still not too late! We will accept [registration](#) until July 15.



The conference also offers a Remote Access Registration option, which allows you a) access to recordings of the three keynote speeches, b) access to recordings of two symposiums, c) access to presentation materials provided by the presenters, d) participation in post-conference online events held on August 17 (19:00-22:15 Central Daylight Time). The post-conference online events have been organized by the [Canadian Association for Japanese Language Education \(CAJLE\)](#), AATJ's counterpart in Canada, with which AATJ co-host this conference.

AATJ members of the ICJLE Organizing Committee are deeply in debt to the CAJLE members who have done an enormous amount of work behind the scenes. Without their contributions, the preparation for this conference would not have been possible.

Looking forward to seeing many of you in Madison in August!

Annual Fall Conference ACTFL 2024 in Philadelphia

YUKO PREFUME, NOBUAKI TAKAHASHI & JAIMELYNN TATEYAMA

FALL CONFERENCE CO-DIRECTORS

The AATJ Fall Conference will be held during the American Council on the Teaching of Foreign Languages (ACTFL) Annual Convention and World Languages Expo from Friday, November 22nd through Sunday, November 24th, 2024 in Philadelphia. On the [ACTFL website, you will find the schedule at a glance](#) for the ACTFL convention and expo.

The goal of the ACTFL Annual Convention and World Languages Expo is to provide a comprehensive professional development experience that will have an impact on language educators at all levels of teaching and in turn enable their students to succeed in their language learning process. The ACTFL Annual Convention and World Languages Expo is where language educators from around the world come to meet! This global event can bring language educators from distinct languages, levels, and assignments together, and learn from each other!



AATJ 2023 Fall Conference Affiliate Meeting



AATJ Members at the AATJ Booth (2023)

During the 2024 ACTFL Annual Convention, AATJ will be having their Affiliate Meeting, Award Luncheon (which must be paid at the time of registration), AATJ General Meeting (free for all for AATJ members and guests) where you can connect with other teachers and have a chance to receive door prizes. Also, AATJ Co-director meeting will be held so we encourage all of the AATJ directors to attend.



AATJ 2023 Fall Conference Luncheon in Chicago



AATJ 2023 Fall Conference General Meeting

In the exhibition area, AATJ will also be in the Japan Pavilion with other vendor booths where you can participate in cultural activities provided by various AATJ teachers and AATJ Affiliate groups. Vendors such as Kinokuniya, JPT America and The Japan Foundation Los Angeles are a few that will be in the Japan Pavilion. Please come to the conference to learn, bond and experience all that the ACTFL Convention and AATJ has to offer.



DEI Discussion at AATJ Booth (2023)



Edamame Champ Activity at AATJ Booth (2023)

Registration

Registration is already open! Please check [the ACTFL site](#) for further details. AATJ is a Convention Partner Organization and you can register at a member rate.

Registration Rates

FULL CONVENTION:	EARLY BIRD (7/17/24)	ADVANCE (10/30/24)	LATE (after 10/30/24)
Member	\$320	\$350	\$450
Non-member	\$470	\$500	\$600
Presenter (<i>Members Only w/Special Code</i>)	\$270	\$300	\$400
Student	\$170	\$185	\$235

ONE DAY ONSITE ONLY	EARLY BIRD (7/17/24)	ADVANCE (10/30/24)	LATE (AFTER 10/30/24)
One Day Member	\$305	\$335	\$435
One Day Non-member	\$440	\$470	\$570

To register for the ACTFL Convention, please go to the [ACTFL website](#) and click on the “Register Now” button. **If you are a current AATJ member, be sure to scroll down the ACTFL 2024 Registration page and use “Convention Partner Organization Registration” under Option 2 in order to register at the lower member rate.**

Stipend Award Program

To apply, please go visit the [ACTFL Stipend Award Program](#). ACTFL sponsors this Stipend Award Program to provide financial assistance in the amount of \$500 to registrants for the Full Convention in the following categories to help offset ACTFL 2024 Convention expenses.

Housing

For details regarding hotel reservations, please go to the [ACTFL housing information page](#).

Philadelphia Marriott Downtown (Headquarter Hotel) \$259 single/\$289 double	The Notary Hotel \$249 single/\$279 double
Residence Inn Philadelphia Center City \$229 single/double	Sheraton Philadelphia Downtown \$259single/double
Hampton Inn Philadelphia Center City \$189 single/double	Aloft Philadelphia Downtown \$219 single/double
Home2Suites \$219 single/double	Hilton Garden Inn Philadelphia Center City \$189 single/double

For best availability and immediate confirmation, make your reservation online. Requests received via fax or mail may take longer to process. All hotel requests are processed on an availability basis. Please note that the Maritz is ACTFL’s official housing company. Also, please note that no one will contact you directly via phone/email to book your hotel room(s) or offer you a “special discounted conference rate.” There are multiple scamming companies that call and/or email exhibitors claiming to represent ACTFL housing. To be clear, these companies are in no way affiliated with ACTFL. Please disregard any calls or emails you may receive.

AATJ Presentation Sessions for the 2024 AATJ Fall Conference will be announced in the next AATJ newsletter. Please stay tuned and come and join us in Philadelphia for a wonderful experience of connecting and learning!



Japanese Leveled Readers Project: Bridging the Gap in Early Literacy Education

MASAKO DOUGLAS, CALIFORNIA STATE UNIVERSITY LONG BEACH

AATJ's Special Interest Group on Japanese as a Heritage Language (JHL SIG) is thrilled to announce the successful completion of the Japanese Leveled Readers project! This initiative aims to provide free Japanese leveled readers for young children at an early literacy developmental stage, from Kindergarten through Grade 1. As educators, we recognize the importance of fostering reading skills in our students, and this project addresses a critical need in Japanese language education.

Purpose of the Project

The Japanese Leveled Readers project was born out of a pressing issue: the scarcity of resources for systematic reading instruction in Japanese. While English has an abundance of leveled readers with clear level assignments and criteria, the situation is quite different for Japanese. Our young learners, whether in heritage language programs, second language classes, or foreign language contexts, deserve access to quality reading materials that align with their developmental needs.

The Current Problem

When searching for Japanese reading resources, we encounter limitations. Existing online platforms often align their book levels with the Japanese Language Proficiency Test (JLPT), resulting in only five or six levels overall. Furthermore, the criteria used to determine text difficulty primarily focus on grammar and vocabulary. While this approach may suffice for proficient readers transitioning from their first language, in which they have already acquired reading skills, it falls short for emergent readers who learn how to read for the first time.

Addressing the Gap

To address this gap, the Japanese Leveled Readers project takes a comprehensive approach. We searched for English books with Creative Commons licenses and translated them into Japanese. Our team has meticulously curated a diverse collection of leveled readers, ensuring that each text aligns with the developmental stages of young learners. We consider not only grammar and vocabulary but also other critical factors such as text structure, topic complexity, and cultural context.

Online Distribution

AATJ is grateful to have received a generous grant from the Japan Foundation–Los Angeles, which supported the SIG's work on this project. We are excited to announce that, thanks to this funding, the Japanese Leveled Readers are now available for online distribution.

Teachers and parents can access these resources free of charge, making them accessible to a wide audience. Whether you're teaching in a classroom, supporting heritage language learners, or fostering biliteracy in two-way immersion programs, we hope these leveled readers will be invaluable tools.

For the [Japanese Leveled Readers website](#), please visit [this website](#).

AATJ Seeks Candidates for Executive Director Position

AATJ's current Executive Director, Susan Schmidt, plans to step down from the position and retire at the end of this year. AATJ will hire a new Executive Director to begin work at the beginning of 2025. Susan has served as Executive Director since 1999, when the position was created. Under the leadership of Professor Laurel Rasplia Rodd, and with the support of AATJ's elected Board of Directors and the help of grant funding, an administrative office was established as part of the Center for Asian Studies.

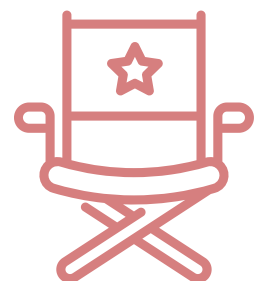
AATJ serves and represents Japanese language educators in the United States: together with a small group of dedicated staff members, and working with AATJ's officers, the Executive Director manages activities that include conferences, publications, and membership services. The AATJ office administers the Japanese Language Proficiency Test in the United States, at 18 locations; an online National Japanese Exam for language learners at all levels; and a scholarship program that awards scholarships to undergraduate students studying abroad in Japan.

Applications will open this summer for the Executive Director position. We seek a leader who is highly skilled in both English and Japanese languages, is familiar with both US and Japanese organizational cultures, has administrative and financial skills, and has experience managing a nonprofit or educational organization. The position will be based at the University of Colorado, in the Center for Asian Studies.

Please look for an official announcement and opening of applications in August, and circulate the information widely.



AATJ
AMERICAN ASSOCIATION OF TEACHERS OF JAPANESE



AATJ Teacher Awards – Nominations Are Open

The AATJ Teacher Awards recognize **outstanding teachers who demonstrate excellence in teaching, advocacy, and leadership in Japanese education both locally and regionally**. AATJ customarily presents the awards to the recipients during the ACTFL Annual Convention each November.

Awards are given annually in two categories:

- **K-12 Level Teacher Award**
- **Community College/College and University Level Teacher Award.**

The deadline for nominations is **June 30**. For information on past awards, and about the procedure for nominating a colleague for a 2024 award, please see this page on the AATJ website:

<https://www.aatj.org/professional-development/aatj-teacher-awards/>

Please consider nominating a colleague; we look forward to receiving your nominations.

Cheng & Tsui Professional Development Grants

The Cheng & Tsui Professional Development Grant offers financial assistance to Japanese language teachers in grades K-16, especially those new to the field, for the purpose of attending training workshops, seminars, conferences, and other local, national, or international in-service learning experiences. The grant may also be used to collaborate with a mentor teacher. The grant may NOT be used to purchase textbooks.

Teacher training workshops and seminars attended by the applicant should be focused on pedagogy and issues of teaching and learning.

Cheng & Tsui Publishers, the sponsor of the grant, will award \$500 to the grant recipient(s).

To apply for a grant, please see the instructions at <https://www.aatj.org/prodev-cheng-and-tsui/>.

The deadline to apply for a 2024 grant is **September 1, 2024**.

AATJ Lifetime Achievement Awards

The AATJ Lifetime Achievement Awards were created in 2015 to honor members of AATJ who have demonstrated a lifetime of achievement in Japanese education at the national and international level. The award is presented at the AATJ Annual Spring Conference, but it is intended to be awarded only when there is a deserving candidate who meets the following criteria:

Years of distinguished service: The award is for lifetime achievement rather than for a one-time contribution, no matter how substantial. Nominees should have a minimum of 25 years of distinguished service to Japanese education.

Areas of Distinction: The Lifetime Achievement Award is presented for achievement in leadership, service, teaching, and research (in the case of a nominee who holds a position in higher education). Distinction can be demonstrated through:

- service to AATJ such as: offices held, committee memberships, special projects, meetings, publications;
- service beyond the requirements of the nominee's job at the state, and national/international level;
- creation of scholarly publications, textbooks, and other relevant materials and programs that have made significant impact on Japanese education at the national/international level.

Nominators may be anyone familiar with the nominee's career. Nominators must be current members of AATJ. Current members of the AATJ board are not eligible to be nominated for this award. Nominations should be kept confidential.

You can see the previous five recipients of the [Lifetime Achievement Award](#), and read about the most recent recipient, Kazuo Tsuda, who was awarded in 2022.

The same page describes the process of nominating a candidate for this award. The next nomination deadline is **November 30, 2024**.

Fall 2024 AATJ Officer Election

ANN JORDAN

This October, AATJ will hold the election for the following two positions:

President-elect: Higher Ed or K12 teacher

Vice-president: K12 teacher

Nomination committee members are AATJ Past-presidents Motoko Tabuse, Suwako Watanabe, and Ann Jordan. If you would like to suggest an AATJ member for their consideration, please email your suggestions to chair of the committee, Ann Jordan, teiann@gmail.com by August 1, 2024 with the following information:

- Name, institution, email address of the person you are suggesting
- Office for which you are suggesting this person (President-elect or Vice-president)
- Brief statement explaining why this person would be a good candidate (very brief is fine)

For description of duties, please refer to Article IV of the [AATJ Bylaws](#).



2025 AATJ Annual Spring Conference Call for Proposals to Open in September!

JAE DIBELLO TAKEUCHI

YOSHIHIRO MOCHIZUKI

AATJ SPRING CONFERENCE CO-DIRECTORS

The 2025 AATJ Annual Spring Conference will be held in person on **Thursday, March 13th, 2025**, in conjunction with the Association for Asian Studies, which will take place in **Columbus, OH**. The call for proposals will open on September 1 and the deadline for submission will be October 31, 2024.

Proposals will be invited for individual papers and panels. Stay tuned for more details, and we look forward to seeing you in Columbus, OH next year!



CULTR Workshops Summer 2024

CULTR is thrilled to welcome teachers in person for the Summer 2024 Teacher Professional Development Workshops at Georgia State's Downtown campus! Come connect for face-to-face learning and sharing with your peers to exchange insights, gain new skills, and recharge your outlook and career. We have three engaging and impactful workshops this year, starting June 20. Lunch will be included in your registration.

The Workshops will be held on June 20, July 16, and July 18. All the workshops will be from 10 a.m. to 3 p.m. Each workshop will have its own topic and focus. Lunch will be provided for the registrants.

The workshops will cover the following:

- Project Based Learning (PBL)
- Chinese Total Physical Response and Storytelling (TPRS)
- Drama-Based Pedagogy in Lesson Planning and Language Instruction

For more information on the workshops and to register, please visit [the CULTR website](#). If you have any questions, contact us at cultr@gsu.edu. We look forward to seeing you there!



Japanese Government Developments Concerning Japanese Language Education in the United States

米国における日本語教育を巡る政府の動向について

在米日本大使館参事官 金城 太一

KANESHIRO TAICHI, EDUCATION COUNSELLOR, EMBASSY OF JAPAN, WASHINGTON D.C.

日本語教師の皆様におかれては日ごろより全米各地で日本語教育を推進いただいていることに心より感謝をいたします。

昨年来、日本語教育を巡り日米両政府レベルでも大きなイシューとして取り上げられてきたことから今回、AATJのニュースレターにご寄稿させていただく機会をいただきました。

まず、2023年5月、G7広島サミットの開催中に文部科学省と国務省の間で初となる覚書（教育における協力覚書）が署名されました（※1）。本覚書の中で中等教育・高等教育や研究分野における協力を強化するとともに、両省の政策対話を定期的で開催することが明記されました。

そして、この覚書に基づく初めての「日米教育ハイレベル政策対話」（※2）が昨年10月、ワシントンDCにて開催されることとなりました。在米日本大使館では日ごろから中部大西洋岸日本語教師会（MAATJ）の先生方と密に連携させていただいており、日本語教師不足を含む諸課題につき常々伺っておりました。そこで、千載一遇ともいえるこの機会を捉え、当館から「米国における日本語教育の課題」をアジェンダに加えるよう文部科学省及び国務省に働きかけ、受け入れていただくことができました。次に重要なのは我々の主張に説得力を持たせるためのエビデンスを示すことです。そこでMAATJと調整し、日本語教師が高齢化していること等の調査結果を示し日本語教師不足を巡る課題と考えられる解決策を提起いたしました。その結果、国務省の幹部にも危機感を共有することができ、その後、とりまとめられた共同声明（※2）では米国における日本語教育の支援策について取り組みを強化することが明記されました。

さらに、同共同声明の段階で言及できなかったビザの問題について、その後国務省と協議を重ね、去る4月の岸田総理の米国公式訪問に合わせ成案を得ることができました。4月10日に在米日本大使館と国務省の間で「日本専門家のための教育文化交流機会創出のための協力覚書」（※3）が署名され、また同日発表された「日米首脳共同声明」（※4）にも盛り込まれることとなりました。

この覚書により、①J-1スペシャリストビザを取得し、日本語の授業で日本語教師を補佐する日本語指導助手として米国の教育現場に参画する人の門戸を広げ、②研修プログラムを提供する団体の拡大を可能とし、③参加者の滞在期間を最長3年に延長する、ことが明記されました。この覚書を契機として、米国の学校で日本語指導助手として活動する若者が増加し、また、その中から米国において教員免許を取得し、日本語教師としてのキャリアを選択する者が増えることが期待されます。

もっとも上記のみで日本語教育の課題が解決できるとは思っておりません。先生方もご案内のとおり、日本語教育を巡る課題は複雑であり、地域によって、また、日本語教師を目指す方の状況によっても区々だからです。我々としては教師会の皆様と課題を共有し解決策を議論しつつ、米国内の日本語教育がさらに発展するために政府レベルで対応できることに引き続き邁進してまいりたい所存です。

(※1) 教育における協力覚書

[Memorandum of Cooperation in Education Between the Ministry of Education, Culture, Sports, Science and Technology of Japan and the Department of State of the United States of America](#), Links to both Japanese and English.

(※2) 日米教育ハイレベル政策対話・共同声明

[1st U.S.-Japan High Level Policy Dialogue on Education and Joint Statement](#)

(※3) 日本専門家のための教育文化交流機会創出のための協力覚書

[Memorandum of Cooperation Upon Creation of an Educational and Cultural Exchange Opportunity For Japanese Specialists](#)

(※4) 日米首脳共同声明（「未来のためのグローバル・パートナー」）

[日米首脳共同声明（「未来のためのグローバル・パートナー」）（日本語）](#)

[Japan-U.S. Joint Leaders' Statement: \("Global Partners for the Future"\).\(English\)](#)



AATJ
AMERICAN ASSOCIATION OF TEACHERS OF JAPANESE

Mrs. Kishida's Visit to the United States: Luncheon with Japanese Language Educators

YOSHIKO MORI

Mrs. Yuko Kishida, the First Lady of Japan, hosted a luncheon meeting on April 9th at the residence of the Japanese Ambassador in the DC Metropolitan area. The gathering brought together Japanese language educators from various sectors, including representatives from hoshuko, secondary schools, immersion programs, higher education institutions, teacher associations, community schools, and Japan culture organizations. Many attendees were members of AATJ.

During the meeting, participants engaged in candid discussions on topics such as current trends in Japanese language learning in the U.S., student motivation, and challenges in sustaining Japanese language studies. Mrs. Kishida expressed her enthusiastic support for Japanese language education in the U.S., stating, "I express my sincere respect for your daily efforts in Japanese language education, and I hope that as many people as possible will gain a deeper understanding of Japan through language learning and education."

Press release, in [English](#) / in [Japanese](#)



Luncheon with Mrs. Kishida at Residence of Japanese Ambassador



Mori sensei with Mrs. Kishida



Kimura sensei with Mrs. Kishida

岸田文雄内閣総理大臣歓迎式典に参加して The White House Welcome Ceremony for Prime Minister Fumio Kishida

ワシントン日本語学校、校長 三原 洋一

PRINCIPAL, WASHINGTON JAPANESE LANGUAGE SCHOOL, YOICHI MIHARA

本校は、日本の文部科学省より認定されたワシントンD.C.地域の園児・児童・生徒が通う補習授業校です。1958年9月に開校された66年の歴史をもつ世界で一番古い補習授業校としてもよく知られています。「国際感覚を身に付けた人間性豊かな児童・生徒の育成」を教育目標に、幼稚部1学級、小学部21学級 中学部6学級、高等部2学級の524名（4月20日現在）が、日本の学習指導要領に準じた学びを行っています。

さて、令和6年4月10日、本校生徒が岸田文雄内閣総理大臣歓迎式典に招待され、希望する生徒が式典に参加してきました。当初、100人程度の招待ということでしたが、米国政府と日本国大使館の特別なご配慮により、希望する250人以上の生徒全員の参加を許可していただきました。

当日は、早朝から、保護者の皆様に連れられて正装した生徒達がホワイトハウスの近くに集合し、引率の教員や管理運営委員とともに、厳しい警備体制のもと、全員が無事に式典会場に入ることができました。多くの日本人がDCに集合することで、不審者対策など生徒の安全管理に不安がありましたが、事前に日本国大使館や文部科学省と安全対策について協議するとともに、当日は、DCの警察や日本国大使館のご協力を得ることで、事故なく式典参加を終えることができました。

日本の総理大臣の国賓待遇での公式訪米は2015年の安倍晋三元首相以来9年ぶりという中、目の前で体験した式典は大変荘厳なものでした。岸田総理大臣夫妻が、ジョー・バイデン米国大統領夫妻の出迎えを受け、19発の礼砲の下、両国の国歌が演奏されました。その後、岸田総理大臣はバイデン大統領と共に儀仗兵の閲兵を行われ、バイデン米国大統領と岸田総理大臣がそれぞれスピーチをされました。

初めてホワイトハウス内に入った生徒も多く、初めて体験する式典の厳粛な雰囲気を目を光らせていました。日本の総理大臣がこのように米国の国賓として歓迎された姿を目の当たりにして、岸田首相の「日米の友好は、両国の人々の友情と尊敬、信頼を糧に、更に発展し、世界に咲き誇っていくだろう。」という言葉は、米国で学び、将来、世界で活躍を期待されている本校の生徒たちの心に響いたのではないかと感じています。

このような大変貴重な体験をさせていただいたことに、米国政府、在アメリカ合衆国日本国大使館はじめ関係の皆様にご心から感謝を申し上げます。



Prime Minister Kishida's Visit to the White House

Report on Lower Merion, PA Japanese Program

YUKINO TANAKA, URSINUS COLLEGE

4月28日に行われたAATJウェビナーで話し合われたように、近年の米国における日本語教師の不足は深刻化しており、その影響はK-16の教育レベルでの日本語プログラムの縮小や廃止という形で顕著になっています。その一例として、ペンシルベニア州フィラデルフィア郊外に位置するローアン・メリオン学区 (LMSD)における日本語プログラムの存続運動についてご報告します。

LMSDにはHARRITON HIGH SCHOOLとLOWER MERION HIGH SCHOOLの2つの高校があり、20年以上前から3年生と4年生のHONORSの生徒を対象に2年間の日本語クラスがオファーされています。現在、PA州の緊急認定 (EMERGENCY PERMITS = EP) を持つ教師が両校で授業を担当し、約90名の生徒が日本語を学んでいます。しかし、今年1月に学区から「正式なPA州教員免許を持つ教師が不在である」という理由で、突然日本語プログラムの廃止が決定され、生徒や保護者、LMSDの住民、日本人コミュニティに大きな動揺を引き起こしました。まず、生徒たちが先頭に立ち、この一方的な決定に対して抗議の意を表し、日本語プログラムの継続を求めるオンライン嘆願運動が始まりました。この運動はさまざまなネットワーキングを通じて全米や世界中に広がり、2300以上の署名が集まりました。これを受けて、AATJやJFLA、DVTJなどの日本語教育関連団体や、フィラデルフィアの日本人会、日米協会、日本語補習校、ニューヨークの日本領事館、LMSDの住民や保護者からもサポートが寄せられました。また、生徒や地元住民のグループは学区の理事会 (BOARD MEETING) にも参加し、日本語プログラム継続の重要性を訴え続けました。多大な時間と協力を経て、4月には学区が再検討を行い、「適任の教師が見つければ、日本語プログラムを継続する」との結論を出し、現在は教師の公募を行っています。

今回の一連の出来事から、現在の問題点と今後の課題を挙げてみました。

1. 今回の日本語プログラム廃止の発端となったのは、学区側と現職の教師間で、PA緊急認定免許(EP)の更新が2年間という規約が明確でなかったことです。学区は、教師のEPの再更新が不可能となることを理由に、公募を行わずに一方的にプログラムの廃止を決定しました。今後、日本語教師は自身の職とプログラムを守るために、各州の教員免許取得法や更新、EPに関する正確な知識が必要です。また、現職の教師が退職や辞職を考える場合は、次の後任者をネットワーキングを通じて早期に見つけ、スムーズな引継ぎを行うことが重要です。

2. K-12の日本語プログラムの継続には、学生だけでなく、保護者やコミュニティー、地域および国レベルでの広範な支援とネットワーキングが不可欠です。PA州での日本語教員の探索には、AATJと地元教師会の連携が欠かせません。教師間の協力を強化するためにも、日頃からイベントや勉強会、ネットワーキングの場に積極的に参加することが重要です。さらに、PA州および周辺州 (NY、NJ、DE) で、日本語の免許を持った教員のデータベースを作成し、地域の日本語教師不足に対応できるようなネットワークの構築も必要です。

Conference Report: The 30th Central Association of Teachers of Japanese Conference

MARIKO M. WEI, PURDUE UNIVERSITY

The 30th Central Association of Teachers of Japanese (CATJ 30), co-hosted by DePaul University and Purdue University, was held at DePaul's Lincoln Park Campus on April 20th, 2024. Dr. Nobuko Chikamatsu from DePaul University and I had the pleasure of organizing this exciting event, which served as another milestone in uniting language professionals from the Midwest and beyond to advance Japanese language education.

This year's conference theme, "Collaboration Across Interdisciplinary Communities, Borders, and Languages," highlighted the transformative shifts in language instruction since the onset of the pandemic. It facilitated exchanges of insights and discussions aimed at promoting inclusive and collaborative pedagogy. The conference attracted 71 attendees, including Japanese instructors from K-16 education levels and researchers in Japanese linguistics, literature, and pedagogy, and featured twenty-seven thought-provoking presentations that provided inspiration and fresh ideas to participants.

Our keynote speaker, Dr. Yoshiko Mori, Professor of Japanese at Georgetown University and the 2024 President of AATJ, delivered an inspiring plenary talk titled "Beyond Borders: Shaping the Future of Japanese Language Education in the Era of Diversity and Collaboration." She examined the major theoretical frameworks of second language acquisition developed over the past three decades and discussed the future trajectory of Japanese language education. She also highlighted the essential qualities required of Japanese language teachers in response to the changing educational landscape.

As CATJ 30 concludes, Dr. Chikamatsu and I are filled with profound gratitude for everyone who contributed to making this conference a tremendous success. Firstly, we extend heartfelt thanks to all our presenters and attendees. The discussions and exchanges have not only enriched our collective knowledge but have also sparked innovative ideas that will undoubtedly influence Japanese language education for years to come. Secondly, we are grateful for the support from the Consulate-General of Japan in Chicago, the Japan Information Center, and the Illinois Association of Teachers of Japanese (ISTJ), which strengthened and enriched resources and networking opportunities for the participants. Lastly, we extend our immense gratitude to our sponsors—DePaul University Research Council, Purdue University School of Languages and Cultures, and the Japan Foundation Los Angeles—which enabled us to provide financial aids to eleven presenters, including graduate students, K-12 educators, and college junior faculty.



We look forward to seeing many of you again at ICJLE 2024!

Virtual Language Advocacy Days 2024

YOSHIKO MORI

Virtual Language Advocacy Days 2024, Empowering Multilingualism & Global Engagement, a two-day world language education advocacy and networking event organized by the Joint National Committee for Languages and the National Council for Languages and International Studies (JNCL-NCLIS), took place online on February 27-28, 2024.

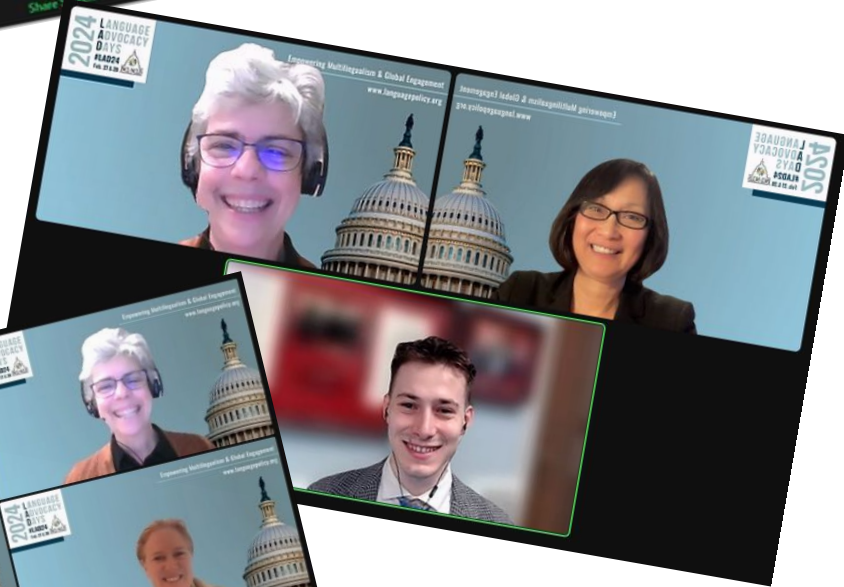
This was an opportunity for language educators and advocates to meet with federal legislators on Capitol Hill to request sponsorships for important language-related bills and support for full funding for crucial language education programs. The focal advocacy points for this year are outlined as follows:

1. Co-sponsor the World Language Education Assistance Program (World LEAP) ACT (H.R. 5603). World LEAP creates a multi-year, competitive grant program open to all K-12 school districts to establish, improve, and carry out world language dual language programs.
2. Co-sponsor the Biliteracy Education Seal and Teaching (BEST) ACT (H.R. 700/S.3595). This is the revised Biliteracy Educational Seal and Teaching (BEST) ACT, which would provide funding to states to establish, improve, and implement Seal of Biliteracy programs.
3. Co-sponsor the Senator Paul Simon Study Abroad ACT (H.R. 4588/S. 2261). This helps higher education institutions sustainably expand study abroad opportunities for undergraduate students in the United States.
4. Support retaining the language attainment research provision in the Advancing Research in Education ACT (AREA) (S. 3392). This mandates that the Department's Statistics Center "collect, report, analyze and disseminate statistical data..." related to K-12 and higher education on "the availability of, and access to, foreign language coursework."
5. Support full funding for key language education programs, including the World Language Advancement and Readiness Act (WLARA) programs, Title III grants, Title VI grants including Fulbright-Hays and STARTALK, a federal grant initiative funded by the National Security Agency, and the Native American Language Resource Center (NALRC) programs.

As a resident of Virginia, I, along with representatives from regional organizations of language professionals, met with the representatives of Senator Tim Kaine, Senator Mark Warner, and Representative Gerry Connolly, to garner support for and advance language education legislation. You can find more information about the event and legislation at the following link: [JNCL-NCLIS Virtual Language Advocacy Days 2024: Empowering Multilingualism & Global Engagement.](#)

As a member organization of JNCL-NCLIS, AATJ continues to advocate for world language education in alignment with JNCL-NCLIS. Additionally, resources for advocacy of Japanese language education can be found on the AATJ website, [AATJ Advocacy.](#)





America's Languages Caucus 2024

ANN JORDAN

Language education is facing many challenges currently. Japanese language teachers are fortunate to have organizations such as AATJ, local affiliates, government entities such as the Embassy of Japan, various regional consulate offices, and the Japan Foundation, as well as various other critically important supporters. But did you know that there are also U.S. government lawmakers who support and share our mission?

The America's Languages Caucus is a bipartisan caucus founded in 2019 by Representatives David Price (D-NC) and Don Young (R-AK) in the US Congress. In 2021, the Senate version of the caucus was established by Senators Brian Schatz (D-HI) and Shelley Moore Capito (R-WV). The caucus recognizes the cultural, economic, and national security benefits of language proficiency and supports policies that advance language learning opportunities at all levels, K12 through Higher Ed as well as funding that supports language education.

The congressional co-chair of the America's Languages Caucus is Congressman Jimmy Panetta (D-19), who recently received the California Language Teachers Association President's Award, given to individuals outside of the teaching profession who have demonstrated extraordinary support for language education. Rep. Panetta is also the sponsor of the World Language Education Assistance Program (World LEAP) Act, to establish a first-of-its-kind world language and dual language education grants program for K-12 schools.

JNCL-NCLIS (Joint National Committee for Languages and the National Committee for Languages and International Studies) recently announced some exciting news, particularly for Japanese language teachers. Joining Democratic Congressman Panetta as co-chair of the America's Languages Caucus is Republican Congresswoman Jen Kiggans of Virginia. Not only is leadership of the caucus now bipartisan, it includes someone with a direct connection to Japan. Rep. Kiggans is a naval aviator who first went to Japan as a high school student with Youth for Understanding, taught English as a JET, and later lived for three years at Atsugi Naval Air Station in Kanagawa-ken.

She said, "As someone who taught English in Japan as a part of the Japan Exchange and Teaching Program and later lived there as a Navy spouse, I have a deep understanding and great appreciation for the critical role language education plays in the lives of countless Americans and our friends across the globe. I am excited to work alongside my colleague Congressman Panetta to advocate for legislation that will help American students learn additional languages and allow them to thrive in our increasingly connected world!"

And we are excited to have an advocate on the America's Languages Caucus with a Japan connection!

For more details on the caucus's work, please take a look [at their website](#). And while you're on that page, check to see which congresspersons and senators for your affiliate state(s) are members of the caucus. If so, the local affiliate officers can send an email or letter thanking the legislator for being a member of the America's Languages Caucus. And if not, encourage them to join. It's a good way to share our voices with the people who make decisions that affect language programs.

Working Local, Thinking Global: Networking Night with Japanese Companies in the United States

YOSHIKO MORI

On February 27th, the Embassy of Japan hosted a networking event in the DC area, which brought together businesspersons, undergraduate and graduate students, and JET alumni. The event commenced with a panel discussion titled “Working Local, Thinking Global: Networking Night with Japanese Companies in the United States,” featuring insights from four prominent businesspersons from across the United States. During the discussion, panelists and attendees shared their perspectives on career development.

Following the panel discussion, I, in my capacity as the AATJ President, delivered a speech aimed at inspiring young attendees to consider teaching as a viable career path. I emphasized three compelling aspects of the teaching profession: abundant opportunities for personal and professional growth, a high degree of autonomy and trust, and a favorable work-life balance. My intention was to underscore the fulfilling nature of teaching and convey the AATJ’s belief in the profession’s rewarding potential.



Networking event at the Japanese Embassy



2 Semester Internship at Innovative Nonprofit

Kizuna Across Cultures

Mid-August 2024 – Early March 2025



Passionate about international youth exchange and US-Japan relations? Are you hoping to utilize your bilingual (English and Japanese) and bicultural skills? Interested in learning about virtual exchange, a cutting-edge field in education? Would you like to work with people who have an entrepreneurial spirit and love their work? If so, then Kizuna Across Cultures (KAC) has a great internship opportunity for you to combine your talents and interests!

What does KAC do? Co Founded in 2011 by several Japanese and their JET alum friends, KAC, an educational 501c3 nonprofit, has connected over 16,000 high school students in Japan and the U.S. through their 6-month (Sept – Feb) virtual cultural and language exchange program, *Global Classmates*. As a leading practitioner of virtual exchange, KAC pairs up a Japanese-language class from a U.S. high school and an English class from a Japanese high school and creates an e-classroom for each pair on a secure and monitored platform. Using both languages to communicate, students exchange messages, photos, and videos on a weekly basis. The program not only allows students to strengthen their interest in and understanding of one another's culture while also improving their foreign language skills and global mindsets, but it also fosters friendship between them.

What do KAC interns do? Interns monitor the exchange and interact directly with students who are participating in the Global Classmates program via the online platform. They guide and support students to get the most out of the exchange by:

- Promoting deeper, more substantial dialogue by posting conversation-advancing questions and comments
- Encouraging students to become confident about communicating in a foreign language with their new classmates
- Inspiring interest in exploring cultures, study abroad, and internationally-focused careers
- Sharing their own bicultural experience



Who is an ideal KAC intern? Someone who is:

- Passionate about promoting international youth exchange and US-Japan relations
- Bilingual/bicultural in Japanese & English
- Globally minded with strong communication skills
- Flexible and adaptive to a fast-paced start-up environment
- A self-starter that can work well alone and in a team



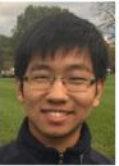
What are the details of the internship? The internship is a 12-hour per week, two-semester internship (mid-August through early March). Interns work 10 hours per week remotely and 2 hours per week in virtual meetings. This is an unpaid internship. As KAC is a small startup, interns will get to experience firsthand all that goes into running and growing a nonprofit.

What have past interns loved about working at KAC?



Samu Boyne, Georgetown University

Interning at KAC was not like any ordinary internship. The team-centered structure, enthusiastic atmosphere, and satisfying experience of making an impact on students' lives made my experience at KAC one-of-a-kind.



Kevin Yuan, Georgetown University

Interning at KAC was a great opportunity to engage with students in both the U.S. and Japan. Supporting a meaningful cultural exchange as part of a close-knit team provided for an enriching internship experience.



Emily Howard, George Washington University

My time working with KAC was truly incredible. Working remotely meant that I was easily able to fit the internship in with my schedule at university. I loved working so closely with the students and watching how they grew as the program progressed. These students are an inspiration!

How do I apply?

Applications are accepted on a rolling basis until all intern positions are filled. Please send your letter of interest and resume *as one PDF file* to Yoko Eshita (yeshita@kacultures.org).

In your letter of interest please confirm: (1) your availability to work for two continuous semesters from mid-August to early March, (2) the geographic location you'll be working from for the duration of the internship (Washington, DC; Chicago; etc.), and (3) your level of proficiency in Japanese and English. Those candidates who are selected for an interview will be contacted via email.

To find out more about KAC and the *Global Classmates* program visit our website at KACultures.org. You can also "like" us on Instagram at [Kizuna Across Cultures](https://www.instagram.com/kizuna_across_cultures) to see what exciting things we have been up to!





GLOBAL CLASSMATES

BY KIZUNA ACROSS CULTURES (KAC)

**Fostering Global Perspective
through Connected Classrooms**

About Global Classmates



A digital Cultural & Language Exchange for students learning Japanese in the United States and students learning English in Japan.

Through students' interactions on an educational exchange website, the program promotes 1) cultural understanding, 2) collaborative language learning, and 3) fostering international friendship.

Since its launch in 2012: **18,500** participants

Program Impact

97%
know more about cultures of their partner country

94%
are more motivated to communicate in English/Japanese

95%
have a stronger desire to visit their partner country

95%
learned how to better get their point across

Program Activities



Online Interactions



Gift Exchange



Live Video Call

Program Flow and Brief Timeline

**Feb.-Apr. (Japan)
March-Apr. (US)**

Application accepted, schools contacted for phone interviews

May

Participating schools selected and announced

June

Schools matched

July/August

Training, Orientation, Planning

September

Global Classmates begins

February

Global Classmates finishes

- Pre-screening and pair matching of participating schools are handled by KAC.
- We ask participating schools to provide students with internet connected devices and secure at least 1 hour every week in a classroom to engage in online interactions.

Teacher & Student Testimonials



I could interact with people my age online and it was so much fun learning the cultural differences. I wasn't very interested in English class before, but now I look forward to it. (Student, Japan)



Their feelings of fear and nervousness towards international exchange and using English have disappeared and they started to have strong desires to express themselves in English. (Teacher, Japan)



Interacting with Japanese students made me want to learn more Japanese and communicate with people of different backgrounds. Talking daily with classmates from another country has allowed me to see how similar my peers are, despite differences in language and nationality. (Student, USA)



The program appeals to students' genuine curiosity and their interactions online with partner school students even builds a sense of community. Students are becoming truly international through the Global Classmates program. (Teacher, United States)

GC Summit: Summer Leadership Program

The Global Classmates Summit is a summer leadership program that brings together a group of 14 to 16 Japanese and American students competitively selected from over 2,000 Global Classmates Program participants. Through discussions with international leaders and professionals, as well as workshops led by experts, students broaden their perspectives and deepen their thoughts on topics such as "The Role of Citizen Diplomacy," "Media Literacy," "AI and Journalism," "Diversity and International Society," and "U.S.-Japan Relations."



WILLIAM GARRETT - ILLINOIS

We had such interesting discussions and learned to listen openly to each other, and the guest speakers' talks were always really interesting. I think the connections and eye-opening experiences were what really made the Summit so great. I always wanted to study abroad in Japan, and attending this Summit only heightened those feelings for me.



KOKO INOUE - KYOTO

I absorbed a lot of ideas through engaging deeply with people from across the U.S. Everyone had such a wide variety of backgrounds, beliefs, and culture, yet I was happy that we connected through our differences more than our commonalities. I have gained confidence that I will be able to get along with many different people in the future, and I developed a desire to work internationally through in-depth conversations with speakers.



About Kizuna Across Cultures (KAC)

KAC is a non-profit organization established in Washington, D.C. by a group of Americans and Japanese inspired by the 2011 Great East Japan Earthquake.

KAC is drawing attention as a pioneer in developing a program model for foreign language classrooms in which students can communicate with native speakers in a real-life way via a digital exchange.

KAC supports teachers by proposing customized curricula, providing know-how on effective facilitation of digital exchanges, and continually working closely with teachers throughout the duration of the program.

You can find more about our program at:



info@KACultures.org



japan@KACultures.org



usa@KACultures.org



GLOBAL CLASSMATES



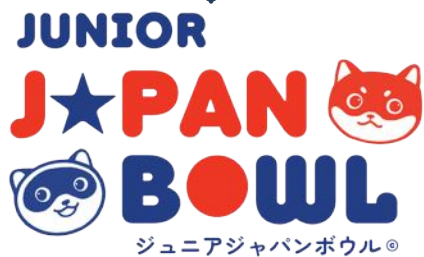
<http://KACultures.org>



[kizuna.across.cultures](https://www.facebook.com/kizuna.across.cultures)



[@KACultures](https://www.instagram.com/KACultures)



J-LEARN

日本語教育
アドボカシーネットワーク

JAPANESE LANGUAGE EDUCATION ADVOCACY & RESOURCE NETWORK



2024 JUNIOR JAPAN BOWL REPORT

SCHOOLS

文責：フォックスミル小学校 大塚紀子

全米の小中学生による日本語と日本文化の知識・理解を競うナショナル・ジュニアジャパンボウル(J2B)が4月26日(金)にオンラインで開催されました。第8回目の開催となる今年は、昨年の大会から3割以上参加者が増え、全米十州より26校、517名の生徒が参加しました。大会では二人~三人のチームを組みKahootというゲームで競います。今年のトピックは、日本語(挨拶・教室で使う表現・擬音語・擬態語・ことわざ・漢字)、地理、歴史(室町、安土桃山、江戸)、伝統文化(歌舞伎・能・和菓子)でした。

ジュニアジャパンボウルは、MAATJ地域のK-16の日本語教師と保護者が構成する日本語教育アドボカシーネットワーク(J-LEARN)のボランティアが1年がかりで企画運営するプロジェクトです。大会開催の主旨は、全米で日本語を学ぶ小中学生が安心して楽しく参加できる日本語・日本文化のイベントを提供することにより、1)日本語学習者の裾野を広げること、2)学校のカリキュラムでは学べないであろう日本語・日本文化学習の機会を提供し熱烈的な日本ファン・理解者を育成すること、3)各地の日本語プログラムのアドボカシー活動の一翼となること、などが挙げられます。また、大会を通じて、アメリカの保護者の皆さんに日本大使館や商工会をはじめとする米国における日本関係の産官学の支援や存在に親しんでいただくことも意識しております。これらの目標実現のため、J-LEARNはDEIへの配慮も含め、参加費無料・学校ごとの参加チーム数の制限も設定しない方針の開かれた大会を目指しております。また、Google SlideのスタディーガイドやトピックごとのQuizletやKahoot等の全教材を公開提供することで、先生方の負担を最小限にしつつ生徒が楽しく自主学習できるようにし、大会前には無料の勉強会やソフトウェア練習会を通じて参加者のサポートを行っております。

さいごに、大会の開催に際し、在米日本大使館、ワシントン商工会、ワシントン日米協会、国際交流基金ロサンゼルス日本文化センター、ジョージワシントン大学東アジア国立リソースセンター、及びブルボンUSAをはじめとする多数の日系団体・企業の皆様のご支援に主催者一同心より感謝申し上げます。また、生徒が参加できるようご協力くださった先生方にもお礼申し上げます。今後とも皆様のお声を聞きながらよりよい大会になるよう工夫を重ねて参りますので、ボランティアによる手作りの大会、そして日本が大好きな小中学生を応援してまいりますよう、お願いいたします。

- Asahi Gakuen, CA (NEW 2024!)
- Brown-Barge Middle School, FL (NEW 2024!)
- Bunsold Middle School, OH (NEW 2024!)
- Dunsmore Elementary School, CA (NEW 2024!)
- Elkins Pointe Middle School, GA
- Fox Mill Elementary School, VA
- Great Falls Elementary School, VA
- Hayfield Secondary School, VA
- Intercultural Montessori Language School, IL
- International Charter Academy of Georgia, GA
- James Cooper Middle School, VA
- Jane Addams Junior High School, IL
- Kelly Middle School, OR
- Langston Hughes Middle School, VA (NEW 2024!)
- Liberty Middle School, VA (Team with LHMS, NEW 2024!)
- Larkspur Middle School, VA (NEW 2024!)
- Milwaukee Doyukai Japanese Saturday School, WI
- Omni International School, GA
- Presidio Middle School, CA
- Rachel Carson Middle School, VA
- Richmond Elementary School, OR
- Rosemont Middle School, CA (NEW 2024!)
- South Academy of International Languages, NC
- Thomas Dooley Elementary School, IL
- Verdugo Woodlands Elementary School, CA (NEW 2024!)
- Washington Japanese Heritage Center, MD



J-LEARN Website

2024 JUNIOR JAPAN BOWL REPORT



by Noriko Otsuka, Fox Mill ES, VA

The 8th National Junior Japan Bowl, a quiz bowl-style Japanese language and culture competition, was held online on Friday, April 26, 2024. This year's event witnessed spirited participation from elementary and middle school students across the United States.

This year's event welcomed 517 students representing 26 schools spanning 10 states. The competition delves into diverse topics encompassing Japanese language, geography and transportation, history from the 14th - 19th centuries, performing arts, and traditional sweets. Students compete in teams of two to three players. The game is facilitated via Kahoot digital games, and the questions are designed to test the participants' knowledge and understanding of these subjects.

The Junior Japan Bowl (J2B) is a project planned and operated over the course of one year by volunteers from J-LEARN (Japanese Language Education Advocacy & Resource Network), comprised of K-16 Japanese language teachers and parents in the MAATJ region. The main purpose of holding the J2B is to provide a reassuring and enjoyable event on Japanese language and culture for elementary and middle school students learning Japanese nationwide, with objectives including 1) broadening the base of Japanese language learners, 2) fostering enthusiastic Japan fans by providing opportunities for learning Japanese language and culture not covered in school curricula, 3) contributing to advocacy efforts for Japanese language programs in various regions. Additionally, through the tournament, we aim to familiarize American parents with the support and presence of Japan-related industry, government, and academia in the United States, including the Japanese Embassy and chambers of commerce. In pursuit of these goals, J-LEARN aims to hold an open tournament with consideration for DEI (Diversity, Equity, and Inclusion), offering free participation and no limit on the number of teams per school. Furthermore, we provide all teaching materials, including Google Slides study guides and topic-specific Quizlet and Kahoot, to minimize the burden on teachers while allowing students to enjoy self-directed learning. Prior to the tournament, we also offer free study sessions and software practice sessions to support participants.

Finally, J-Learn would like to sincerely thank all the teachers and parents who invested their time and efforts for the Junior Japan Bowl participants. J-Learn will continue to strive to incorporate feedback to improve the Junior Japan Bowl. The 8th National Junior Japan Bowl stands as a testament to the collaborative efforts of educators, parents, and students in fostering cultural understanding and linguistic proficiency—the achievements of the students who invested in learning about the Jr. Japan Bowl topics fill us with immense pride. Reflecting on this enriching experience, we anticipate continued engagement and growth of the Japan Bowl in the Japanese Language education community in the U.S.

WINNING TEAMS



LEVEL 1 (GR.1-3)

LEVEL 2 (GR.4-6)

LEVEL3 (GR.7-8)

1	SACHI POTLURI, ELLIE ZHAO, ZAC SUNG GREAT FALLS ES, VA	CHRISTOPHER KIM, VIVIENNE SUNG, RINA POTLURI, GREAT FALLS ES, VA	JAMIE SCHEID & SANA RODRIGUEZ COOPER MS, VA
2	HIBIKI MIRABLE, RIHO HARADA INTERNATIONAL CHARTER ACADEMY OF GA	WILLIAM DALTON, VIR NAKRA, SIMON PYLE FOX MILL ES, VA	EMMA JANIN & MAGNOLIA THOMPSON MILLY TRAN, RACHEL CARSON MS, VA
3	AVE BALLA & EDEN BALLA OMNI INTERNATIONAL SCHOOL, GA	NOAH DELMANZO & ROCCO SMITH GREAT FALLS ES, VA	WINTER CHUANG & MARLEY MAGSAYSAY PRESIDIO MS, CA
4	DANIEL SANTOS, MONA ZADA, VERONIKA SANTOS, FOX MILL ES, VA	EMMA TRAN, MIKA TOSCANO, YUKI MEEHAN FOX MILL ES, VA	LYNKA BACHER, OLIVIA LAI, MIKA BUSH ROSEMONT MS, CA
5	CAROLYN MCVAY, KALIZE MUNAKATA, MAI HAGIWARA, VERDUGO WOODLANDS ES, CA	KYOTO HAMPSON & HARUKI IKEDA THOMAS DOOLEY ES, IL	LUKE MALLET & CHRISTPHER MALLET KEISHO CENTER, MD

VOICES FROM STUDENTS

Japan's geography and everything about it just makes me want to go there more, and when I do, it will probably be the best thing in my life. I will be able to help my family around, and I will get to witness Japan with my own eyes, which will be an amazing sight. (Kara A., Level 2 student)

I learned that the Jr. Japan Bowl was a journey. You must work hard, practice, and do your best. It's not easy, but that's the leap you got to take. I prepared by working with my peers, doing many presentations, and quizzing myself afterward. The most rewarding thing about the Junior Japan Bowl is the self-pride you get after all the work and effort you put into it. (Ambry H., Level 2 student)

It prepared by doing the Kahoots on the website and studying on the study guide packet. I also prepared by studying the study guide every day with my little brother. The best part of the experience was book buddies! At first, my book buddy was really shy, but now whenever I see her she gives me a hug. I also had fun creating and presenting the presentations to my first-grade book buddy. (Sutton H., Level 2)



VOICES FROM AUDIENCE AND STUDENTS

It was a great opportunity for my students to learn about topics not covered in our immersion school. The students enjoyed working and studying with their teammates. (Teacher, Verdugo Woodlands Elementary)

My daughter loved her team and enjoyed studying and preparing with her team! She loved getting to compete and getting to work with her teammates to answer questions! Seeing the girls' faces when they answered a question right was priceless! (Level 1 parent)

問題を見ると、ほとんど分からないものばかりでした。特に歴史の問題が難しく、私が理解できる問題はほとんどなかったです。外国の小学校でこんなにも難しいことを学んでいるなんて思ってもいなかったの、おどろきました。外国の小学生が、日本のことを学んでいるなんて思いもしませんでした。日本に興味を持ちたり、日本について調べたりしてくれてうれしかったし、感動しました。私も、もっと日本のことを勉強して、みんなにたくさんのことを教えることができる身になりたいと思いました。これからも日本に興味を持ち続けてもらいたいと思いました。反対に、私も英語やアメリカについての勉強を頑張りしたいと思います。(New student from Japan)

I prepared for the Japan Bowl by making presentations, doing the Kahoots assigned as homework, and reviewing the study guide as much as possible. I also had a couple of study sessions with my teammate. I also "studied" castella up close and tasted it. Honestly, this whole competition was a great experience while I was teaching my peers and younger kids about this great country. My favorite part might be making the presentations. I like that because I can be creative, work on something interactive, learn, and teach others at the same time. I also liked competing against my peers from other parts of America. I loved this competition so much, and I will definitely do this again. (Claire G., Level 2)

INDIVIDUAL WINNERS



LEVEL 1 (GR.1-3)

LEVEL 2 (GR.4-6)

LEVEL 3 (GR.7-8)

1	ELLIE ZHAO GREAT FALLS ES, VA	VIVIANNE SUNG GREAT FALLS ES, VA	LUCIA ISHII HAYFIELD SS, VA
2	EDEN BALLA OMNI INTERNATIONAL SCHOOL, GA	CHRISTOPHER KIM GREAT FALLS ES, VA	SANA RODRIGUEZ COOPER MS, VA
3	KOICHI WARABE, INTERNATIONAL CHARTER ACADEMY OF GA	RINA POTLURI GREAT FALLS ES, VA	JAMIE SCHEID COOPER MS, VA
4	HIBIKI, MARABLE INTERNATIONAL CHARTER ACADEMY OF GA	SAKURA KANEKO ASAHI GAKUEN, CA	EMMA JANIN RACHEAL CARSON MS, VA
5	KANAHE MARABLE INTERNATIONAL CHARTER ACADEMY OF GA	WILLIAM DALTON FOX MILL ES, VA	MAGNOLIA THOMPSON RACHEAL CARSON MS, VA

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SPECIAL THANKS TO OUR PARTNERS!

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和食育



For information about participating with your students in this free online on-demand course for university classes, go to:

<https://www.wa-shokuiku.org/ondemand-university>



Harvard Summer School Japanese Courses

Three Japanese courses will be offered in Harvard Summer School, including online courses that cover the same content as the entire first-year and second-year Japanese courses offered during the regular term at Harvard University.

Japanese Bab: Elementary Japanese

Term: 6/24-8/9, 2024

Class time: M-F 8:30am-12:30pm (ET)

Class format: Online synchronous web-conference

Contact: Naomi Asakura (nasakura@fas.harvard.edu)

Japanese 120ab: Intermediate Japanese

Term: 6/24-8/9, 2024

Class time: M-F 8:30am-12:30pm (ET)

Class format: Online synchronous web-conference

Contact: Yuki Sakomura (ysakomura@fas.harvard.edu)

Basic Japanese

Term: 6/25-8/8, 2024

Class time: T&Th 6:30pm-9:30pm (ET)

Class format: In-person

Contact: Asako Higurashi (asakohigurashi@fas.harvard.edu)

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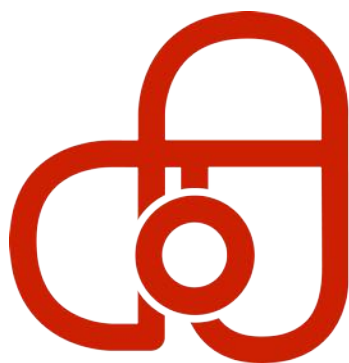
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