

# AATJ NEWSLETTER

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



*In this issue...*

**OFFICER  
MESSAGES**

**2024 ACTFL  
ANNUAL FALL  
CONFERENCE  
REPORT**

**AWARD  
RECEPIENT  
MESSAGES**

**ELECTION  
RESULTS**

**NATIONAL  
JAPANESE EXAM**

**JAPANESE HONOR  
SOCIETY**

**AND MORE!**



## Message from the President

**YOSHIKO MORI**

Yuko Prefume sensei, Jaime Tateyama sensei, and Nobuyuki Takahashi sensei for their meticulous and tireless efforts in ensuring the conference's success. My sincere appreciation also goes to the many other Directors, AATJ members, and sponsors whose invaluable contributions made this event possible.

During the conference, we had the honor of recognizing the recipients of the 2024 AATJ Teacher Awards: Miyuki Johnson sensei and Kazuko Suzuki Carlson sensei. We also celebrated the recipients of the Cheng & Tsui Professional Development Grant: Henry Aberle sensei and Kasumi Yamazaki sensei. Furthermore, three AATJ members were recognized with prestigious ACTFL awards this year: Kei Tsukamaki sensei was named the ACTFL Teacher of the Year, Yoshiko Saito-Abbott sensei received the Wilga Rivers Award for Leadership in World Language Education (Postsecondary), and Cyrus Segawa Konstantinakos sensei was honored with the Nelson Brooks Award for Excellence in the Teaching of Culture. It was truly inspiring to celebrate not only the exceptional achievements of these individuals but also the collective accomplishments of the AATJ community as a whole.

In addition to these milestones, we had the honor of celebrating the "graduation" of Susan Schmidt, AATJ Executive Director, after an extraordinary 25 years of dedicated service to AATJ. Through her unwavering commitment and invaluable contributions, Susan has become an indispensable pillar of the organization—so much so that AATJ and Susan Schmidt are synonymous in the minds of many. Her warmth and steadfast leadership have profoundly inspired us as Japanese language educators, and it has been my privilege, as the outgoing AATJ President,

Greetings as we embrace the long-anticipated holiday season! I hope you had a wonderful and relaxing Thanksgiving break and are feeling refreshed for the busiest time of the year. I am writing this final message as AATJ President for our newsletter with great enthusiasm, having just returned from the 2024 ACTFL Convention in Philadelphia and preparing for the Japanese Language Proficiency Test (JLPT), which will take place on the final day of the Thanksgiving holiday this year.

I trust that this year's ACTFL/AATJ Fall Conference was both an extraordinary and memorable experience, as well as a heartwarming reunion for all participants. I would like to extend my heartfelt gratitude to our dedicated Fall Conference Co-Directors



to collaborate with her during her final year. As we celebrate Susan's remarkable contributions, let us also warmly welcome Kathrina Ross as the new Executive Director, beginning in January 2025.

The year 2024 has been a memorable one for me, thanks to the support, guidance, and collaboration of the Officers, Directors, committees, AATJ-affiliated organizations, and all other AATJ members. I would like to take this opportunity to express my heartfelt gratitude to my fellow executive officers—Nobuko Chikamatsu sensei, Shingo Satsutani sensei, Mieko Avello sensei, Stephen Luft sensei, and Executive Director Susan Schmidt—as well as every Director. It has been a privilege to work alongside these outstanding leaders, and our teamwork and collaboration have been invaluable to me as AATJ President. I am also

pleased to welcome William Matsuzaki sensei as President-elect and Katharine Davis sensei as Vice President, representing K-12, to the AATJ board. Their leadership is a wonderful addition to our team.

I strongly believe that being a Japanese language teacher is a rewarding profession, one that profoundly impacts the life-changing learning experiences of young generations. While Japanese language education, along with language education in general, is at a significant turning point with many challenges ahead, I remain confident that AATJ's efforts to promote the study of the Japanese language and culture play a crucial role in cultivating young people's interest in multilingualism and multiculturalism, thereby broadening their global perspectives. I am proud to be both a language educator and researcher, and to be part of the AATJ community, where I have the opportunity to grow both professionally and personally. Thank you for providing me with this fulfilling opportunity.

As we approach the end of the year, I wish you a joyful holiday season and a wonderful New Year. May 2025 bring us happiness, well-being, smiles, and continued learning!



MIEKO AVELLO  
K-12

## Message from the Vice Presidents



STEPHEN LUFT  
POST-SECONDARY

今年も残すところわずかとなりました。この一年を振り返ると、多くの教師の皆さまとともに、日本語教育の発展に向けたさまざまな取り組みや交流の機会を持てたことを、心から嬉しく思います。

今年9月には、全米日本語教師協会（AATJ）主催の優秀教師賞の選考が行われ、例年通り、多くの優れた教師の方々をご推薦いただきました。推薦して下さった皆さまには、AATJ役員一同、深く御礼申し上げます。来年度の優秀教師賞に向けても、また新しく設けられたK-12のGrowing Program賞にも引き続き皆さまからのご推薦をお待ちしております。

また、11月22日から24日にかけてフィラデルフィアで開催されたACTFL秋の学会では、多くの先生方とお会いし、交流を深める機会をいただきました。特にローカルアフィリエイトミーティングでは、地方教師会から多数の役員や会員の方々が参加され、課題や意見を共有し、有意義な時間を過ごすことができました。さらに、地方教師会間の連携を強化する取り組みとして、今年度はZoomを活用したオンラインミーティングを3回開催いたしました。こうした取り組みを来年度も継続してまいりたいと考えておりますので、引き続きのご協力をお願い申し上げます。

さて、私ごとですが3年間務めさせていただきました副会長職の任期が終わります。皆さまからの温かいご支援とご指導を受けながら、会長を支える役割を無事務めさせていただきましたことに、心より感謝申し上げます。(アベロ美恵子)

来年度も、より多くの教師の皆さまのご意見に耳を傾け、皆さまの力になれるよう精一杯努めてまいります。今後とも変わらぬご支援を賜りますよう、心よりお願い申し上げます。(ラフトスティーブン)

It is hard to believe that 2024 is almost over. Looking back, we are very grateful for the many opportunities we have had to work and interact with so many of you in furthering Japanese language education.

In September of this year, the American Association of Teachers of Japanese (AATJ) Teachers of the Year were selected. As with previous years, we received a large number of nominations of truly exceptional teachers, and each of the AATJ officers are very grateful to those who submitted nominations in support of their colleagues. Next year, in addition to the teacher awards, we are looking forward to receiving nominations for the newly created K-12 Growing Program award.

Additionally, between November 22nd and 24th, we were able to meet many Japanese language instructors at the ACTFL Fall Conference in Philadelphia. The Local Affiliate Meeting in particular provided a valuable opportunity for many local affiliate officers and members to share ideas and concerns. During the year, we also held three other online affiliate meetings through Zoom in order to better coordinate our efforts. We plan to continue these meetings next year as well and hope for the continued support of all those involved.

Lastly, I (Mieko Avello) have served for almost three years as Vice President, and I am nearing the end of my term. I am extremely grateful for the support and encouragement I have received from each of you as I have worked to support the President.

Next year, I (Stephen Luft) will continue to give my very best as I work to support all of our members in Japanese language teaching. I look forward to further opportunities to hear from each of you, and I sincerely hope I can continue to provide effective support for everyone in the coming year.



## Election of New Officers for 2025

A new President-Elect and Vice President (K-12) have been elected to serve beginning in January 2025.

The incoming President-Elect, who will serve a 3-year term as President-Elect/President/Immediate Past President, is **William Matsuzaki**. Will is Upper School Division Head and Director of the Honors College at All Saints' Episcopal School in Fort Worth, Texas. He has served as Advocacy Co-Director and as co-director of Diversity, Equity, Inclusion and Belonging for AATJ.



The incoming Vice President (K-12) is **Katharine Davis**. Kate's 15-year teaching career has included public, private, and charter schools. She currently teaches at Renaissance High School in Detroit and at Washtenaw Community College. Kate is an active member of the [Japanese Teachers Association of Michigan \(JTAM\)](#) since 2008, and works with AATJ's National Japanese Exam team.



The two new officers will join these continuing officers to make up AATJ's five-member decision-making leadership group:

**President:** Nobuko Chikamatsu (DePaul University)

**Immediate Past President:** Yoshiko Mori (Georgetown University)

**Vice President (Post-Secondary):** Stephen Luft (University of Pittsburgh)

Please see the [following web page](#) for a complete list of Officers, Directors, and staff members.

## AATJ Nengajo Contest 2025 – Year of the Snake

MAKO NOZU, ANDREW SCOTT  
NENGAJO CONTEST DIRECTORS



We are thrilled to announce the annual AATJ Nengajo Contest! This year, as in previous years, the contest is open to students from Elementary to College levels. There are two categories (Artistic and Comical) for Lower Elementary (K-2), three categories (Artistic, Comical, and CGI) for Upper Elementary (3-5), and four categories (Artistic, Comical, CGI, and Encouragement) for Middle School, High School, and College levels. We eagerly anticipate your students' fantastic artwork!

You can find the rules, lesson plans, and schedule for this year's contest by visiting [here](#). Please read the slideshow carefully to avoid disqualification.

The application form can be found [here](#). Please note that all cards must be submitted digitally. Please submit the [form](#) and then send the cards as attachments to Mako Nozu at [aatjnengajo@gmail.com](mailto:aatjnengajo@gmail.com).

**The submission deadline is December 30, 2024.**

If you have any questions or issues with the technology, please email to [aatjnengajo@gmail.com](mailto:aatjnengajo@gmail.com).

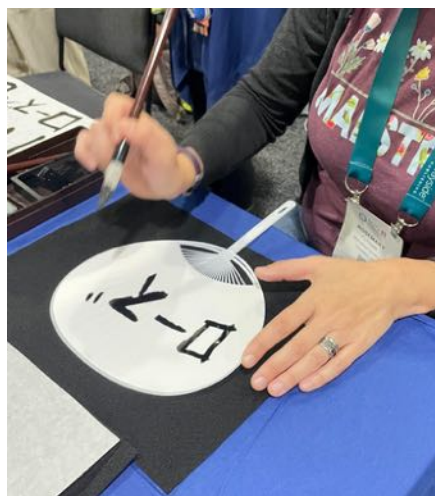


# Annual Fall Conference ACTFL 2024 in Philadelphia

YUKO PREFUME, NOBUAKI TAKAHASHI & JAIME TATEYAMA GUSMAN  
FALL CONFERENCE CO-DIRECTORS

The 2024 AATJ Fall Conference was held from November 22nd through the 24th in conjunction with the American Council on the Teaching of Foreign Languages (ACTFL) Annual Convention and World Languages Expo. The format this year was in person and there were 8 AATJ-sponsored sessions (45-minute) and four paper sessions (total of 12 papers, three 15-minute paper presentations per session). In addition, there were 4 other sessions presented by AATJ members at the conference.

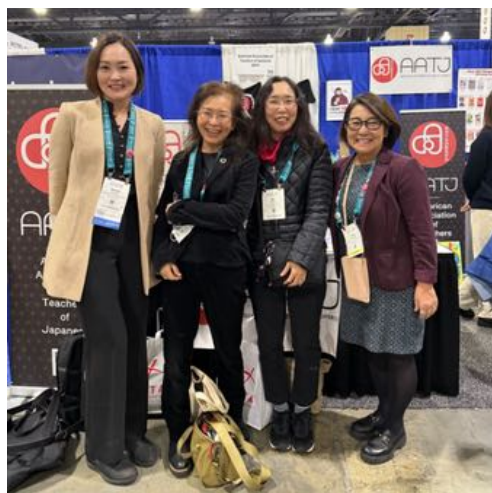
In the Exhibition Hall, Japan-related organizations and companies, including publishers and bookstores, joined us at the Japan Pavilion. This year, thanks to the support from the Mid-Atlantic Association of Teachers Japanese (MAATJ) and AATJ Advocacy co-directors, we were able to host three different hands-on activities: kendama demonstration, Japanese calligraphy uchiwa fan workshop, and badge making at the AATJ booth. Besides the wonderful activities that happened at the booth, AATJ also provided original AATJ logo t-shirts and Ninja posters for purchase with donation. Many people stopped by the booth and participated in the activities and we would like to express our gratitude to all of the task force members for helping to carry out the activities and making our booth both successful and memorable for everyone.



**MAATJ calligraphy uchiwa fan workshop**



**Kei Tsukamaki, ACTFL 2025 Teacher of the Year**



**AATJ members and directors at the booth**

In addition to the activities held in the exhibition hall, three of our fellow AATJ colleagues received awards for their dedication to Japanese Language Education on Friday. Kei Tsukamaki (Juanita HS, Washington) AATJ Teacher of the Year K-12 winner in 2022 received the ACTFL 2025 Teacher of the Year Award.

Yoshiko Saito-Abbott Sensei (California State University, Monterey Bay) received the Wilga Rivers Award for Leadership in World Language Education (Postsecondary) and Cyrus Segawa Konstantinakos (Boston University, Showa Boston Institute) received the Nelson Brooks Award for Excellence in the Teaching of Culture. They were recognized for their time and contributions to the profession.



**Yoshiko Saito-Abbott , Wilga Rivers Award  
for Leadership in World Language (Post Secondary)**



**Cyrus Segawa Konstantinakos receiving the  
Nelson Brooks Award for Excellence in the  
Teaching of Culture**

On Saturday, AATJ hosted its Annual Teacher Awards Luncheon. The luncheon began with welcome remarks from AATJ President Yoshiko Mori, followed by remarks by AATJ's guests of honor Ms. Makiko Ai, Deputy Consul General from the Consulate-General of Japan in New York and Director Yasuko Uchida from the Japan Foundation Los Angeles. We were also fortunate to have a special performance from the Japanese Association of Greater Philadelphia Chorus group under the direction of Ms. Fumiyo Batta, accompanied by Ms. Madoka Nishimura.



**AATJ President Yoshiko Mori's  
welcome remarks**



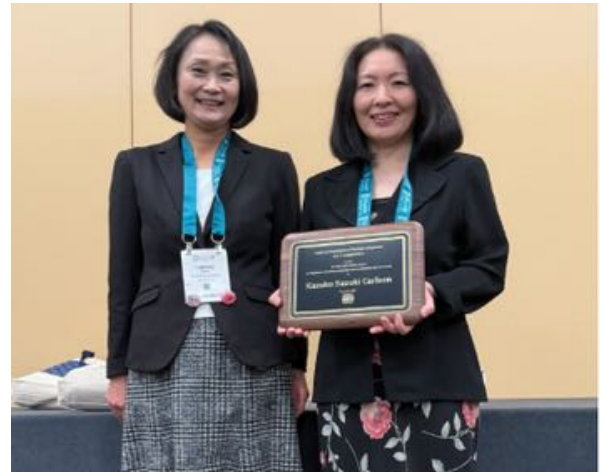
**Japanese Association of Greater Philadelphia  
Chorus Group**



During the luncheon, AATJ presented this year's Teacher Awards to Ms. Miyuki Johnson Sensei (Elkins Pointe Middle School, Georgia) in the K-12 category, and Ms. Kazuko Carlson Sensei (University of Vermont) in the Post-secondary category. Following the recognition of the teacher awards, the winners of the 2024 Cheng and Tsui Professional Development Grants were also announced. We received generous prizes for the award recipients from our sponsors. (Please see the ACTFL 2024 Sponsors' List at the end of this article.)



**Miyuki Johnson Sensei**  
**2024 AATJ Teacher of the Year Award (K-12)**



**Kazuko Carlson Sensei**  
**2024 AATJ Teacher of the Year Award (Post-secondary)**

On Saturday night, AATJ hosted a general membership meeting from 5:30pm to 7:30pm, and over 100 AATJ members attended. This event began with welcome remarks from AATJ President Yoshiko Mori, followed by remarks by Director Yasuko Uchida from the Japan Foundation Los Angeles. Announcements and reports were also shared by AATJ directors and representatives. (Presidents' reports, Membership, National Japanese Exam, Advocacy, DEI, JNHS, Nengajo Contest, Newsletter, Professional Development, AATJ Fall Conference, and AATJ Spring Conference). Following their reports, the Japan Foundation Los Angeles and Aurora Foundation spoke about their activities. We then recognized and honored the AATJ officers and directors who will complete their terms at the end of this year: Shingo Satsutani (Past President); Mieko Avello (Vice President, K-12); Junko Tokuda Simpson (Advocacy Director); William Matsuzaki (DEI director); Junko Mori (Global Network and ICJLE); Tomomi Sato (National Japanese Exam director); Andy Scott (Nengajo Director); Yuko Prefume and Jaimelynn Tateyama Gusman (Fall conference directors).



**AATJ General Membership Meeting**



**AATJ Members at the Membership Meeting**

Before transitioning to our raffle and door prizes, we had a special surprise tribute to Susan Elizabeth Schmidt who will be retiring as the Executive Director at the end 2024 after working with AATJ for 25 years. Susan was honored and video messages from many past and current AATJ officers and colleagues were shared with her. We are grateful for Susan's hard work, dedication and service to AATJ for the past 25 years.



**Special Tribute to Susan for her years of service to AATJ**

**Retiring Executive Director Susan Schmidt with plaque**

At the end of the general meeting, we had our raffle. Thanks to the generous support of our sponsors, all the attendees went home with door prizes. To close the meeting, all participants sang "Sekai ni Hitotsu Dake no Hana" by SMAP. It was wonderful to come together and reunite again with teachers, spend time together, and we thank everyone for their hard work this past year.



**Winners of the AATJ T-Shirt**



**Winners of the Tobira Textbook Digital Code**



**Group Photo with everyone at the end of the General Meeting**



## Call for Proposals ACTFL 2025

The 2025 AATJ Annual Fall Conference will be held during the annual convention of ACTFL, which will take place from Friday, November 21st through Sunday, November 23rd, 2025, in New Orleans, Louisiana. The submission **deadline for proposals is Friday, January 17, 2025 at 11:59 Eastern Time**. We look forward to seeing you again next year!

\*The AATJ Teacher Award Luncheon will be held on Saturday, November 22nd. Please be sure to purchase a ticket separately when you register for the ACTFL Convention.

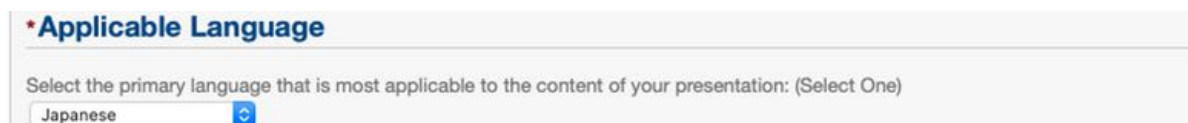
\*The AATJ Annual Membership Meeting will be held in the evening of Saturday, November 22nd. It is free and open to all the AATJ members.

### Call for Proposals: ACTFL 2025 Annual Convention and World Languages Expo

You will need to sign in to your ACTFL account or create an ACTFL account if you don't have one.

If you would like your session or paper presentation to be considered for a part of the AATJ program, please pay attention to the following two points in the ACTFL online proposal submission form:

1. Please choose "Japanese" under "Applicable Language."

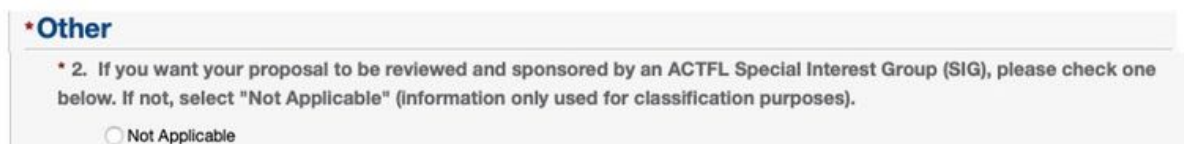


\*Applicable Language

Select the primary language that is most applicable to the content of your presentation: (Select One)

Japanese

2. For Question 2 under "Other," please choose "Not Applicable (N/A)." If you choose one of the ACTFL Special Interest Group (SIG), your proposal will be reviewed by the SIG first. Once your proposal has been accepted by the SIG, we cannot include your session or presentation in the AATJ program.



\*Other

\* 2. If you want your proposal to be reviewed and sponsored by an ACTFL Special Interest Group (SIG), please check one below. If not, select "Not Applicable" (information only used for classification purposes).

☐ Not Applicable

## ACTFL 2025 Proposal Writing Information Session

Speakers: AATJ Fall Conference Co-Directors

Yuko Prefume, Ed.D., Baylor University, TX

Nobuaki Takahashi, Ph.D., Elizabethtown College, PA

Jaimelynn Tateyama, Moanalua High School, HI

Saturday, December 14th

8:00 am-9:00 am (Hawaii Time)

10:00 am-11:00 am (Pacific Time)

12:00 pm-1:00 pm (Central Time)

1:00 pm-2:00 pm (Eastern Time)

Facilitator:

Yoshiko Saito-Abbott, Ph.D. California State University, Monterey Bay, CA

This information session is designed to assist AATJ members in crafting strong session or paper proposals for the ACTFL Convention. Participants will learn key strategies for aligning their proposals with the ACTFL evaluation rubric. The session will include the following:

- Gain Insights into the ACTFL proposal evaluation rubric and guidelines
- Identification of common mistakes that may hinder proposal acceptance and how to address them

Please [register at this link](#).

## ACTFL 2024 Sponsors' List

### Teacher Award

3A Corporation  
Bonjinsha  
Cheng & Tsui Publishers  
Japan Foundation Los Angeles  
JPT America, Inc.  
Kodansha USA Publishing, LLC  
Kuroshio Publishers  
Lighthouse  
Sanshusha Publishing Co., Ltd.  
The Japan Times Publishing Ltd.



CHENG & TSUI

Lighthouse



### Door Prize

3A Corporation  
Bonjinsha  
Cheng & Tsui Publishers  
Japan Foundation Los Angeles  
JPT America, Inc.  
Kinokuniya Book Stores of America Co., Ltd.  
Kintetsu International Express (U.S.A.), Inc.  
Kuroshio Publishers  
Lighthouse  
Maruzen International  
The Japan Times Publishing, Ltd.  
Kyoto Convention & Tourism Bureau  
Hyogo Convention & Tourism Bureau  
Nara Convention & Tourism Bureau  
Wakayama Convention & Tourism Bureau  
Osaka Convention & Tourism Bureau  
Sanshusha Publishing Co., Ltd.  
Anonymous donors



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# 2025 ACTFL National Language Teacher of the Year

ACTFL is thrilled to introduce Kei Tsukamaki as the 2025 National Language Teacher of the Year. The award presentation was held during the Opening General Session of the 2024 ACTFL Convention & World Languages Expo on Friday, November 22 at the Pennsylvania Convention Center in Philadelphia, PA. The Language Teacher of the Year is a program managed by the Language Connects Foundation (LCF), the charitable and public education affiliate of ACTFL.



Recipient  
Kei Tsukamaki

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Kei Tsukamaki is in her 14th year teaching Japanese in Washington State. She has served as President of the Washington Association of Teachers of Japanese and currently serves as Department Chair in her building and is a member of her district's Japanese Curriculum Writing Team. Tsukamaki is the 2024 Pacific Northwest Council for Languages (PNCFL) Teacher of the Year and the 2023 Washington Association for Language Teaching (WAFLT) Teacher of the Year.

The award for the ACTFL National Language Teacher of the Year elevates the status of the language teaching profession at the state, regional, and national levels by creating opportunities for recognizing the most accomplished members of the profession. The Teacher of the Year becomes a national spokesperson for the language profession to further demonstrate the critical importance of learning languages and cultures to the general public.

"We congratulate Kei on being named 2025 ACTFL National Language Teacher of the Year," said Lawrence Paska, ACTFL Executive Director. "Her professional accomplishments are a testament to hard work, passion, and dedication to the field of language education. I look forward to our continued collaboration during Kei's year of service and advocacy to the profession as ACTFL's National Language Teacher of the Year."



# WILGA RIVERS AWARD

## FOR LEADERSHIP IN WORLD LANGUAGE EDUCATION (POSTSECONDARY)

Dr. Saito-Abbott has served in leadership roles in numerous contexts including AATJ and California Language Teachers Association. She has published more than 50 works including video-series on advancing teaching practices, manuals on curricular modules, instructional strategies, and using technology, and her many scholarly articles can be found in journals such as Foreign Language Annals, The Modern Language Journal, among others. Dr. Saito-Abbott has had a significant impact on the advancement of Japanese language study through activities such as her design of a certification program for licensure in Japanese, her pioneering efforts in coordinating the first multi-campus online courses within the California State University system, delivery of seminars and workshops for professional development at state and national levels, and her critical contributions to the College Board's AP Japanese program in the US. She has provided keynote presentations, invited lectures, and workshops in the United States and Japan for many different organizations and universities and has given over 180 conference presentations, including regularly presenting at ACTFL Conventions. Dr. Saito-Abbott has demonstrated commitment to serving the field throughout her career, and her leadership has had a profound impact on world language education.



### RECIPIENT

Yoshiko Saito-Abbott  
*California State University  
Monterey Bay*

### CHAIR

Cassandra Glynn

- Dr. Cassandra Glynn, Chair

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I am honored to receive the Wilga Rivers Award for Leadership in World Language Education (Postsecondary) and extend my heartfelt thanks to the award committee for this incredible recognition. This award is a personal milestone and reflects the unwavering support of so many individuals. I am profoundly grateful to my mentors, colleagues, and students, whose insights and collaboration have inspired me to pursue excellence. To my family and friends, thank you for your steadfast support, understanding, and patience throughout my journey. This recognition motivates me to continue my work with renewed vigor, underscoring the importance of world language education in preparing responsible global citizens who will shape the future. By empowering students to connect across cultures and understand diverse perspectives, we contribute to a more inclusive and interconnected global society. I am committed to advancing this mission, knowing that together, we can help create a better future for all.

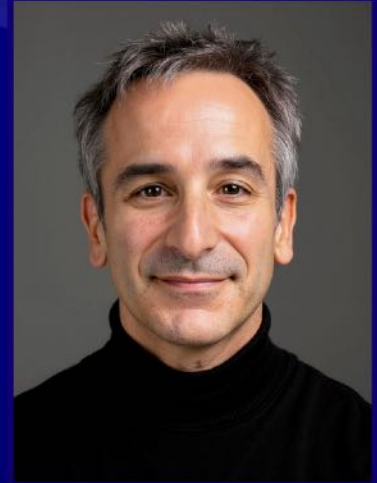
- Dr. Yoshiko Saito-Abbott



# NELSON BROOKS AWARD

## FOR EXCELLENCE IN THE TEACHING OF CULTURE

Dr. Konstantinakos continues to make a profound impact through his integration of culture in both TESOL and the Japanese language classroom. Throughout his career he has consistently woven cultural understanding into his curriculum. Moreover, Dr. Konstantinakos stood out to the committee because of his demonstrated innovation in approaches to teaching culture through the creation of workbooks, prolific research, and continuous efforts to improve our understanding of non-traditional approaches. His work enriches the learning experience for all of his TESOL and Japanese language students, going beyond widely used methods to include immersive cultural experiences.



### RECIPIENT

Cyrus Segawa  
Konstantinakos  
*Boston University, Showa  
Boston Institute (MA)*

### CHAIR

Jerry L. Parker

He exemplifies the qualities celebrated by the Nelson Brooks Award in every way. His significant impact on the teaching of culture, innovative practices, and contributions to the broader world languages community make him a deserving recipient of this honor. The committee is confident that he will continue to inspire and influence the field of World Language Education, carrying forward the legacy of Nelson Brooks.

- *Dr. Jerry L. Parker, Chair*

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Nelson Brooks was a visionary who laid the foundation for our understanding of intercultural competence, and it is truly humbling to be recognized in his name. This year marks my first return to ACTFL in over a decade, after several years focused on administration and research. After completing a dissertation on intercultural development during study abroad, I was eager to return to teaching—though I never imagined receiving this esteemed award in the process.

World language education is no longer a niche pursuit; it is essential for preparing students to thrive in globally interconnected, multicultural societies. In this evolving context, educators need to go beyond teaching cultural content and actively create opportunities for the meaningful interactions that drive intercultural development.

I am deeply grateful for this recognition and eager to collaborate with fellow ACTFL members on strengthening support for intercultural development within our field.

- *Dr. Cyrus Segawa Konstantinakos*



# 2024 Professional Development Roundup

YOSHIKO SAITO-ABBOTT

CALIFORNIA STATE UNIVERSITY, MONTEREY BAY

AATJ PROFESSIONAL DEVELOPMENT DIRECTOR

プロフェッショナル・ディベロップメントに関する報告では、ウェビナーおよびリーダーシップ・サミットについてお伝えいたします。

## 1. AATJ ウェビナー開催報告

2024年には、4つのウェビナーを行いました。

1. Current Trends in Japanese Language Education within the United States, April 28
2. Advocacy in Action, September 28
3. Design for Belonging, October 19
4. ACTFL 2025 Proposal Writing Information Session, December 14, 2024

多くの皆様にご参加いただき感謝申し上げます。なお、録画されたセッションは[AATJのウェブサイト](#)に掲載されております。

## 2. カリフォルニア州リーダーシップサミット開催報告



2023年10月から2024年10月にかけて、Japan Foundation Los Angelesと全米日本語教育学会（AATJ）の共催で、リーダーシップサミットがカリフォルニア州ロサンゼルスで開催されました。本サミットには、カリフォルニア州にある3つの日本語教師会、すなわちCalifornia Association of Japanese Language Teachers (CAJLT)、Northern California Japanese Teachers Association (NCJTA)、そしてTeachers of Japanese in Southern California (TJSC)の役員および会員が参加しました。

本サミットの目的は、各教師会の特徴と役割を深く理解し、お互いの連携を強化することで、カリフォルニア州の日本語教育のさらなる豊穡化を目指すことにありました。これに基づき、それぞれの教師会、そしてカリフォルニア州全体の短期および長期の計画が策定されました。参加者の多くが各教師会の役員であったため、リーダーシップトレーニングではなく、「サミット」として2023年10月に実施いたしました。2024年3月には中間報告が行われ、2024年10月の最終会合では成果の共有と今後の方向性が議論されました。本サミットを通じて、3つの教師会がより強い連携を築き、日本語教育の豊穡化に向けた具体的な一歩を踏み出しました。

本サミットには合計25名が参加し、活発な意見交換が行われました。各教師会の活動内容や強みを視覚的にわかりやすく伝えるため、フライヤー（いわゆるワンページャー）が作成されました。それぞれの教師会のワンページャーはリンクでご覧ください。[CAJLT](#), [NCJTA](#), [TJSC](#)





また、3つの教師会の特徴を反映したカリフォルニア州全体のワンページャー(ダウンロード用)も新たに作成されました。これらの成果により、日本語教育振興活動に向けた具体的な取り組みや教師会間の連携が強化され、カリフォルニア州全体での日本語教育がさらに効果的に推進されることが期待されます。

## JAPANESE LANGUAGE EDUCATION in California



### Why Japan Matters to California and the US

#### To California

- California's [largest foreign investor](#) and [fourth largest export market](#)
- Longtime stable [California-Japan](#) relationship
- [Alliance](#) with California to strengthen economic ties, expand collaboration, address climate change.
- One of the top ten [languages](#) spoken in California, the most linguistically diverse state.
- Collaboration with California [semiconductor industry](#) focusing on research, development, and training of future workforce of both countries.
- Significant contribution to California's [video game industry](#), which generates more than 200,000 jobs and \$50 billion for the state's economy.

#### California's Japanese Language Programs

California has three organizations dedicated to strengthening and expanding Japanese language education.

To learn more, contact:



#### To the US

- U.S.'s 4th largest [trading partner](#)
- Ranked [4th largest](#) economy in the world (2023)
- Identified by U.S. employers as one of three most [in-demand](#) foreign language skills
- Exponential continuing growth of the [U.S. anime market](#)
- Critical, longtime economic and [defense partner](#) of the US.
- Leader in [robotics](#) technology, producing almost half of the world's robots.
- Transforming and energizing [major league baseball](#) in the U.S. through player development, innovative technology.

#### How Japanese Can Open Doors and Shape Futures



"My command of the language has brought me success in Japan beyond my wildest dreams. Japanese language programs are critical and an extremely valuable tool in further solidifying the bond between Japan and the United States." - **Marty Friedman**, iconic guitarist, recipient of multiple Grammy Award nominations, first non-Japanese designated as Ambassador of Japan Heritage, has resided since 2003 in Japan, where he is a prominent figure in the Japanese entertainment/music industry.



"Speaking Japanese has given me direction for my life - first when I made a bilingual documentary film about my musician father in Japan, and continuing today as a Japanese interpreter for people like Yakusho Koji, Joe Hisaishi, Brad Pitt and Lady Gaga. Their messages can make a difference, and we can all learn from each other." - **David Neptune**, Award-winning documentary filmmaker and Japanese interpreter based in Los Angeles.

次に、ご参加いただいた徳田淳子先生によるレポートをご紹介します。

## カリフォルニア大学サンディエゴ校 徳田淳子

カリフォルニアにはCalifornia Association of Japanese Language Teachers (CAJLT)、Northern California Japanese Teachers Association (NCJTA)、そしてTeachers of Japanese in Southern California (TJSC)という3つの日本語教師会が存在し、私は全ての教師会に所属するメンバーです。しかしながら、これまでは、それぞれの教師会の活動内容の違いや存在意義について、明確に述べることはできませんでした。今回、2023年10月から3回に渡って行われたカリフォルニア州におけるリーダーシップサミットに参加させていただく機会をいただき、それぞれの教師会が持つ役割について、認識を深めることができました。

昨今、州や学校区での外国語学習の履修に関するルールの変更、予算の削減、教師不足など様々なことが原因で、日本語プログラムが閉鎖に追い込まれるというニュースを耳にすることが多くなりました。このような状況を乗り越えていくためには、地域の教員達が協力しながら、地元での日本語教育を盛り立てていくことが重要であると考えます。ですので、このサミットを通してカリフォルニアの各教師会の先生方と様々な意見交換を行うことができたことは、大変貴重な学びの機会となりました。また、齋藤先生、ジョーダン先生のお話をうかがいながら、3つの教師会が似たような活動を各地で行っていくのではなく、それぞれの強みを活かしながら協力して活動を発展させていくことが、カリフォルニアでの日本語教育の発展につながると痛感いたしました。

2023年の10月に行われた第1回目のサミットでは、それぞれの教師会の存在意義や価値を確認するとともに、各教師会が抱える問題点、改善点などについて話し合い、改善目標に向けたゴール設定を行いました。2024年3月にはズームで進捗状況について報告し合い、2024年10月25日から27日にロサンゼルスにて行われたサミットでは、各教師会の活動内容、強みなどを1枚の用紙にまとめるワンページャー(One-pager)作りに取り組みしました。ワンページャーとは、1枚の紙に重要な情報を簡潔にまとめた資料で、企業や団体がアイディアの提案や概要説明に使用するものです。教師会の主な活動内容や存在意義をワンページャーとして1枚にまとめることは、3つの団体の強みや違いを理解することに大変効果的でした。また、ワンページャーのような資料を用意し、常に情報をアップデートしておくことは、教員、保護者、教育団体、企業へのサポート要請が必要な際に、大変役に立つものであると感じました。サミットへの参加者は、ここで学んだことを自分の学校・学校区や地域の日本語教育振興活動のために役立てることが可能ですので、今後の活動に活かしていきたいと思います。

最後になりましたが、この場をお借りして、このサミットを企画・運営してしてくださいました齋藤-アボット佳子先生、アン・ジョーダン先生、国際交流基金ロサンゼルス日本文化センターの内田康子所長をはじめとする職員の皆様に、心より御礼申し上げます。



内田 康子JFLA所長  
開催の挨拶



齋藤-アボット佳子AATJ PD Director  
サミットの流れと目標説明



# NATIONAL JAPANESE EXAM 2025



**REGISTRATION**  
1/6/25 – 1/31/25

**LATE REGISTRATION**  
2/1/25 – 2/14/25

**EXAM PERIOD**  
3/3/25–4/15/25

**EXAM FEE**  
受験料

**\$10** per student

Exam fees can be paid by the teacher  
or directly to AATJ by individual students.

## WHAT IS NJE?

The National Japanese Exam (NJE) is an online, proficiency- oriented, standards-based and culture-related assessment tool for students who are studying Japanese as a second language.

## PURPOSE

- To recognize achievement in the study of Japanese language and culture
- To motivate students to further study and explore Japanese language and culture
- To advocate for standards-based, proficiency-oriented, and content-based teaching and learning of Japanese
- To serve as a diagnostic assessment of Japanese language skills

## CATEGORIES

<b>LEVEL 1</b> ROUGHLY NOVICE MID	Middle/Junior High School: Regular High School: Regular College: Regular
<b>LEVEL 2</b> ROUGHLY NOVICE HIGH	Middle/Junior High School: Regular High School: Regular College: Regular
<b>LEVEL 3</b> ROUGHLY INTERMEDIATE LOW	High School: Regular High School: Additional High School: Others College: Regular College: Additional

## RESULTS FOR THE RESPECTIVE AREAS

- Skimming
- Scanning
- Contextual reading and listening
- Grammar
- Vocabulary
- Cultural knowledge

## AWARDS

<b>GOLD LEVEL</b>	90% of the exam total score and above
<b>SILVER LEVEL</b>	80-89 % of the exam total score and above
<b>BRONZE LEVEL</b>	70-79 % of the exam total score and above
<b>HONORABLE MENTION</b>	60-69 % of the exam total score and above
<b>ALL</b>	Certificate of Participation

FOR MORE  
INFORMATION:

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

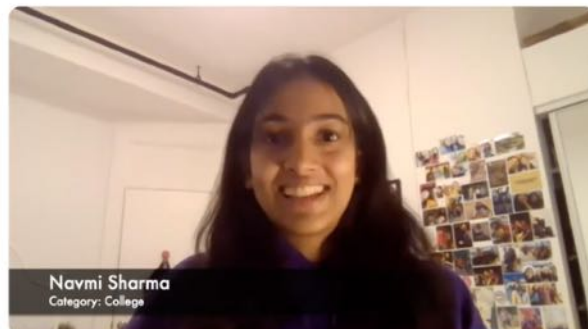




## Voices from Teachers and Students



Click [here](#) to watch



Click [here](#) to watch

## 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、普段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)

### Listening

Listening

To play audio, click  or scan QR code.

### Section 1

 Track 1



Reading

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.



### Section 1

You are reading the results of research on the "Daily Lives of Japanese Children."

あなたは学校から帰ったあと、どのくらいの時間メディアを見たり聞いたりしていますか。

#### <メディアに使う時間>

	テレビを見る	テレビゲームをする	スマートフォンを使う	パソコン・タブレットを使う	音楽を聞く	本を読む	新聞を読む
小1-3年生	1時間20分	26分	25分	20分	4分	14分	1分
小4-6年生	1時間40分	44分	36分	38分	12分	22分	2分
中学生	1時間25分	53分	48分	46分	32分	20分	2分
高校生	1時間5分	38分	1時間36分	40分	58分	13分	3分

このリサーチから次の3つのことがわかりました。

- 小4～6年生がテレビを一番長く見る（1時間40分）
- 高校生はスマートフォンを使ったり（1時間36分）、音楽を聞いたりする時間が長い（58分）。
- 小学生も中学生も高校生も本や新聞をあまり読まない。

Contents adapted from ベネッセ ([https://berf.benesse.jp/up\\_images/research/kodomoseikatsu\\_digest\\_03.pdf](https://berf.benesse.jp/up_images/research/kodomoseikatsu_digest_03.pdf) p.6)

1. What does this research try to find out about Japanese children?

- What media they use for schoolwork
- What media are popular among them
- How quickly they learn about media
- How much time they spend on media

2. Which group of children play video games the most?

- Lower elementary school students
- Upper elementary school students

Click [here](#) to download the booklet free.

Any questions? [Email us!](#)



## Japanese National Honor Society

JAPANESE NATIONAL HONORS SOCIETY, RENAISSANCE HIGH SCHOOL, DETROIT

BY KATE DAVIS AND CHRISTINE LADNER

### From Four Members to a Thriving Chapter of 23!

In January 2020, Kate Davis was hired at [Renaissance High School](#), part of [Detroit Public Schools Community District](#), to start a Japanese language and culture program with two classes. In four years, that program has grown to five classes and 159 students. When interest first expanded and more students enrolled, Davis Sensei saw the possibility of starting the first Japanese National Honors Society chapter at RHS. The first group of members was only four, but it grew to 23 by 2024.

As the JNHS membership increased, members scheduled regular meetings, elected officers, designed a logo, and printed t-shirts! They organized a Ramen Cafe, a Konbini event, attended a Japanese cultural field trip to the Detroit Institute of Arts, and participated in several outreach events for world language students at a neighboring dual-immersion elementary school. One of the outreach events is the JNHS table at the annual Phoenix Halloween, where members help visiting elementary students fold origami, do crafts, play with the kendama, and make color Japan-related posters. The kids love it!

Today, the Japanese program at RHS continues to flourish, with students promoting Japanese language and culture to the school and the greater community. Although Davis Sensei has passed on the reins to a new teacher, Christine Ladner, her legacy of starting a Japanese program and a Japanese National Honors Society chapter carries on in her JNHS students.





# Japanese National Honor Society Survey Results

BUILDING CONNECTIONS AND OPPORTUNITIES: INSIGHTS FROM THE JNHS SURVEY AND FUTURE DIRECTIONS

KUMI KOBAYASHI AND YAYOI TAKEUCHI

JNHS CO-DIRECTORS

We conducted a JNHS Chapter Survey last spring and received a total of 88 responses. Thank you to everyone who participated in the survey! The survey highlights the dedication of advisors, the accomplishments of students, and opportunities for strengthening JNHS chapters. We would like to share key findings with you.

From the Pre-college chapter section, we discovered the following. \*Please note that respondents were allowed to select multiple options that applied to their chapters.

## Q1: As a JNHS advisor, I ...

1. Invite students who qualify based on the academic criteria. 62 votes (89.9 %)
2. Host an induction ceremony/event to present the JNHS certificates to the qualified students. 53 votes (76.8%)
3. Plan and host events to promote Japanese language and cultures in the community. 38 votes (55.1%)
4. Invite the parents to an induction ceremony. 33 votes (47.8%)
5. Elect JNHS officers who run the organization as leaders. 28 votes (40.6%)
6. Others: 12 votes (16.8%)
  - Plan and host events to promote Japanese language and cultures at school.
  - Participate in a regional induction ceremony with other local chapter schools.
  - Organize pep assemblies, & volunteer at beach cleans ups & local JPN garden.
  - Invite seniors to a World Language Recognition Night in April to be acknowledged and receive their cords. They also help induct the applicants.
  - Organize bake Sales to raise money for Noto earthquake victims.

## Q2: As JNHS members, my students ...

1. Plan/participate in social bonding activities during school /after school hours. 45 votes (73.8 %)
2. Plan/participate in events to promote Japanese language and cultures in the community. 39 votes (63.9%)
3. Volunteer in events in the community hosted by organizations related to Japanese culture or language. 36 votes (59%)
4. Serve as peer tutor during tutorials. 36 votes (59%)
5. Others: 12 votes (19.2%)
  - Promote and implement many hands-on Japanese cultural experiences like ikebana and recently shodo, and they have different members present different Japanese cultural slide presentations they create.
  - Elect JNHS officers who run the organization as leaders.
  - Hold weekly meetings and take attendance and keep track of the community service hours each volunteer does. Volunteer at a Japanese Buddhist temple, participate at the city's holiday parade, beach cleanups, zoom calls with students in Japan, host Japanese movie nights, Karaoke, etc.

## Q3: How can AATJ JNHS Directors support your chapter?

While some advisors expressed satisfaction with the current certificate and cords, others showed interest in additional resources. Specifically, they requested financial support for purchasing materials for the JNHS cultural events, opportunities to participate in online events to exchange ideas with other advisors, and activities to connect JNHS students nationwide.



The College Chapters' key findings are as follows:

**Q1: As a JNHS advisor, I ...**

1. Invite students who qualify based on the academic criteria. 28 votes (80.0 %)
2. Host an induction ceremony event to present the JNHS certificates to the qualified students. 22 votes (62.9%)
3. Plan and host events to promote Japanese language and cultures in the community. 13 votes (37.1%)
4. Invite students who qualify based on the academic criteria to join a type of student-organization which serves closely with JNHS from the first year level in Japanese or whenever possible. 5 votes (14.3%)

The majority of advisors invite eligible students to join JNHS during their graduation semester and host induction ceremonies to present certificates. Many also organize events promoting Japanese language and culture, with some advisors using creative approaches, such as involving inductees in Japanese presentations or establishing honor societies that recognize students earlier in their academic journeys.

**Q2: As a JNHS advisor, I...**

1. Keep connections with the JNHS students after graduation as much as possible. 18 votes (69.2 %)
2. Encourage the potential JNHS students to engage in campus activities, community service, or outreach activities. 16 votes (61.5 %)
3. Others: 36 votes (59%)

Actively encourage Japanese instructors to recommend students for JNHS-related organizations, aiming to foster a sense of community, academic success, and leadership development; invite chapter inductees and members to participate in induction ceremonies or other events, often as guest speakers to share their career experiences with current students; connect students with networks like local Japanese associations, U.S.-Japan societies, and career organizations to expand their perspectives and prepare them as future leaders; make on-going efforts to support students in developing leadership skills tailored to their individual strengths and encourage lifelong engagement with JNHS.

Most advisors prioritize maintaining connections with JNHS members after graduation. Several encourage students to engage in campus activities, community outreach, and leadership opportunities. A few also network with local Japanese associations to broaden career perspectives for students and involve alumni as guest speakers or participants in chapter events.

**Q4: How can AATJ JNHS Directors support your chapter?**

Advisors suggest several improvements, including sharing best practices from other chapters, creating promotional materials (e.g., posters, badges), and providing receipts for chapter fees. Many value recognition materials for students that extend beyond graduation, such as JNHS-branded items. Suggestions also include developing an SNS network for JNHS members and hosting advisor meetups to foster collaboration. Some advisors feel unsupported or unaware of available resources.

**Conclusion**

The 2024 JNHS Advisor Survey highlights the dedication of advisors in recognizing student achievements, fostering cultural engagement, and maintaining post-graduation connections.

Advisors consistently promote Japanese language and culture through induction ceremonies and community-building events, while students play active roles in leadership and outreach activities. However, challenges remain in creating sustainable JNHS communities, particularly for college chapters where engagement often concludes with graduation. Looking ahead, advisors express a strong desire for expanded resources, such as promotional materials, alumni networks, and opportunities for inter-chapter collaboration. By addressing these needs, AATJ can enhance the visibility and impact of JNHS, ensuring it continues to inspire and support future generations of Japanese language learners and cultural ambassadors.

Future information on JNHS and chapter survey:

- Survey JNHS chapters every two-years (2026, 2028, 2030)
- Current Pre-college Co-Director position will end in December 2025
- Current College Chapter Co-Director position will end in December 2026

## Invitation

Thank you to all who participated in the survey and to those who support JNHS as a vital resource for Japanese learners and future leaders. In response to your feedback, we are drafting a proposal for a JNHS Mini Grant and planning an online 交流会 for current advisors, future advisors, and anyone interested in JNHS as an advocacy opportunity. This event, scheduled for April 2025, will provide a space to exchange ideas and strengthen chapter connections. If you're interested in participating, please take a moment to complete [this survey](#).

## AATJ Membership Renewal

Thank you to the members who have already renewed their AATJ membership for 2025!

If you have not renewed yet, please take a moment to make sure you are included in the benefits that membership brings: professional development opportunities like conferences and webinars; activities for your students like the Japanese National Honor Society; publications and other resources.

Renew online by going to <https://www.aatj.org/membership>. We'll look forward to seeing next year, online or in person!

## Get Involved with AATJ!



AATJ's activities and events thrive thanks to the dedication of our Directors, Co-directors, and many enthusiastic volunteers. Becoming involved in AATJ is not only rewarding, but it also provides outstanding opportunities for professional growth. There are countless ways for members to participate in AATJ's programs and events. Please let us know your areas of interest by selecting completing [this survey](#), selecting one or more areas of interest. We're excited to collaborate with you and look forward to your contributions!

# Japanese Language and Literature

## Fall 2024 Issue of the Journal is Published

The October 2024 issue (Volume 58, Number 2) of AATJ's journal Japanese Language and Literature is published and available online as a free, Open-Access publication. To read this and past issues of the journal, go to <https://jll.pitt.edu>.

The contents of the October 2024 issue are as follows:

### Articles

- Visions of the Eastland: Reading the *Azuma uta* of *Man'yōshū*  
Marjorie Burge
- Playing with the Classics, Playing the Classics—The Cyborg Ninja Genji in the Video Game Overwatch  
Małgorzata Karolina Citko-DuPlantis

### Special Section: Narrating Bodies

- Narrating Bodies: Pregnancy, Childbirth, and Breastfeeding in Contemporary Japanese Literature  
Juliana Buriticá Alzate and Letizia Guarini
- Financing Fertility: Pregnancy and Precarity in Contemporary Japanese Literature  
Amanda Seaman
- A/Void Pregnancy? Yagi Emi's *Kūshin techō* and Fake Pregnancy as a Means of Exploring Women's Struggles  
Anna Specchio
- Breastfeeding, Folklore, and Nature: Reading Oyamada Hiroko's "Spider Lillies" and Matsuda Aoko's "Enoki"  
Juliana Buriticá Alzate
- "Breast-Is-Best" and Care in Fukazawa Ushio's *Chibusa no kuni de*  
Letizia Guarini

### Book Reviews

- Nobuko Chikamatsu and Li Jin, eds.—*A Transdisciplinary Approach to Chinese and Japanese Language Teaching: Collaborative Pedagogy Across Languages, Disciplines, Communities, and Borders*  
Shigeru Osuka
- William Grabe and Junko Yamashita—*Reading in a Second Language: Moving from Theory to Practice (Second Edition)*  
Sachiko Matsunaga
- Angela Yiu, ed.—*Literature in Heisei Japan, 1989–2019*  
Francesca Pizarro



## Spring 2025 Bridging Scholarships Awarded

Seventeen undergraduate students from colleges and universities across the United States have been named recipients of Bridging Scholarships for Study Abroad in Japan in the Spring 2025 semester. The winners received awards of \$2,500 to assist with their expenses.

The goal of the [US-Japan Bridging Foundation](#), which funds the scholarships, is to promote study abroad in Japan by larger numbers of American undergraduate students. AATJ has administered the Bridging Scholars scholarship program since 1999 as an activity of its Bridging Project Clearinghouse. More than 2,500 scholarships have been awarded over the 25 years of the program.

The Bridging Scholars hail from a variety of schools—public and private, large universities and small colleges. 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 scholarships, visit the [Bridging Project online](#). For information on the Bridging Foundation, visit the [US-Japan Bridging Foundation](#).

## Recipients of Bridging Scholarships for Study Abroad in Japan, Spring 2025

**Leo ABUFADIL** / Trinity University / Temple University Japan Campus / Political Science, Int'l. Studies  
**Madison BELLVILLE** / Clemson University / Meiji Gakuin University / Modern Languages: Japanese Studies  
**Lauren BOYD** / University of Colorado - Colorado Springs / Ritsumeikan University / Interdisciplinary International Studies  
**Aracely BURNETT** / University of Massachusetts Amherst / Temple University Japan Campus / Psychology  
**Nicholas CARTER** / Howard University / J.F. Oberlin University / Computer Science  
**Abert CHHAY** / Siena College / Kansai Gaidai University / Biology  
**Trisha CLENNAN** / University of Texas at Austin / Waseda University / Pre-Med Psychology  
**Sean HARRIS** / Pacific University / Rikkyo University / International Business  
**Alex HUDDLESTON** / Oakland University / Nanzan University / Interdisciplinary Studies (Japanese, International Relations, Comm. and Deaf Studies)  
**Cassandra LITTLE** / Illinois College / Ritsumeikan University / Global Studies - East Asian Studies  
**Keira MCDEVITT** / Gettysburg College / Kansai Gaidai University / Anthropology & East Asian Studies  
**Anna MILLER** / Case Western Reserve University / Temple University Japan Campus / Marketing Major with Japanese Minor  
**Kameron PAGE-THOMPSON** / University of North Texas / Nagasaki University of Foreign Studies / Japanese  
**Kimiko REED** / Columbia University / Kyoto Consortium for Japanese Studies (KCJS) / History  
**Jaedyn TANG-GORDY** / Loyola Marymount University / Sophia University / Entrepreneurship  
**Skyler TRAN** / University of Nevada Reno / Meiji University / Journalism  
**Meagan WRIGHT** / Grand Valley State University / Japan Center for Michigan Universities (JCMU) / Biomedical Science

## AATJ Spring 2025 Conference Update

JAE DIBELLO TAKEUCHI, YOSHIHIRO MOCHIZUKI  
AATJ SPRING CONFERENCE CO-DIRECTORS



We sincerely thank everyone who submitted abstracts for the 2025 AATJ Spring Conference. The review process is now underway, and reviewers have started their assessment of submissions.

- Abstract review results: Expected by late December
- Conference registration: Opens in January
- Keynote speaker announcement: Forthcoming

We look forward to seeing you in Columbus in March!

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## JNCL-NCLIS Virtual Town Hall for Language Advocacy October, 2025

NOBUKO CHIKAMATSU, AATJ PRESIDENT ELECT

On October 17, 2024, I attended the virtual town hall hosted by JNCL-NCLIS, the Joint National Committee for Languages and the National Council for Languages and International Studies. JNCL-NCLIS is a nationwide lobbying agency based on Capitol Hill that advocates for equitable language learning opportunities in the United States.

This past September, JNCL-NCLIS released its new report, [\*Higher Education Survey Findings & Recommendations for Language Education\*](#)<sup>1</sup>, which discusses challenges faced by language programs in higher education as well as recommendations for their sustainability and effectiveness. Below are some highlights of the findings.

### **Challenges**

The reported challenges include declining enrollments, lack of institutional support, negative perceptions of language study, curricular changes, recruitment and retention difficulties, interdisciplinary collaboration hurdles, budget constraints, and the ongoing struggle to emphasize the relevance and value of language proficiency. These findings are consistent with the state of Japanese language programs, where staffing shortages may be particularly acute due to the challenge of upcoming faculty retirements.



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<sup>1</sup> The report synthesizes findings from a survey conducted among 70 language departments at North American universities, including 29 private institutions, 30 public institutions, and 11 unidentified institutions, representing over 25 states.





**53%**  
Low Student  
Enrollment



**26%**  
Lack of  
Support from  
the Institution



**13%**  
Changes to  
language  
requirements/  
curriculum



**13%**  
Limited  
Staffing and  
Resources



**11%**  
Financial  
Constraints

JNCL-NCLIS (2024)

### **Strategies**

To address these challenges, three major strategies have been identified: (i) interdisciplinary courses, (ii) collaboration with other departments, and (iii) new developments and innovations.

- **Interdisciplinary Courses:** Seventy-one percent of language departments reported offering interdisciplinary courses, which not only enhance students' language proficiency but also provide valuable insights into other fields, increasing the appeal and applicability of language studies. The top three fields for interdisciplinary courses with language are history (25%), business (20%), and science (15%).
- **Collaboration with Other Departments:** Collaboration has been a key strategy to enhance the visibility and appeal of language programs. Reported types of collaboration include organizing joint events and festivals (34%), cross-listing courses (29%), creating interdepartmental committees (23%), and sharing resources (17%).
- **Innovative Practices:** Innovative approaches include offering online and hybrid courses for greater accessibility and flexibility (51%) and using advanced technologies like virtual reality (VR) and artificial intelligence (AI) to enhance the learning experience (40%). Other developments include partnerships with local communities (34%), faculty development programs (29%), and new study-abroad programs (23%).

In the second half of the town hall, faculty members in German and French shared several case studies, including an example from West Virginia University. These discussions highlighted the importance of presenting a unified, collaborative, and public voice when addressing issues such as program cancellations or faculty eliminations. Even when outcomes are unfavorable, this approach allows us to evaluate the situation and refine strategies for addressing similar challenges in the future. For upcoming town halls, it would be valuable to include a representative from Japanese, as we can contribute different perspectives by sharing our unique challenges and strategies for improvement.

Looking ahead, three AATJ officers are scheduled to attend the [National Advocacy Day at Capitol Hill](#) in Washington D.C. on March 3-4, 2025. We hope to share updates and insights from Japanese programs at that event.

The full report is available at [this link](#).

## 2024 J.LIVE Report

TAKAE TSUJIOKA, GEORGE WASHINGTON UNIVERSITY

On November 3, the annual J.LIVE Talk (Japanese-Learning Inspired Vision and Engagement) was held in the Amphitheater of George Washington University. Fifteen exceptional finalists from three college and two high school divisions traveled to Washington D.C. to deliver their presentations before a live audience and a distinguished panel of judges: Mr. Fumito Miyake, Minister of Public Relations of the Embassy of Japan; Mr. Yoichi Mihara, Principal of Washington Japanese Language School; Mr. Kiyoshi Tanigawa, Executive Director of Keidanren USA and Japan Commerce Association of Washington DC, Japanese Language Education Support; Ms. Arimi Yamada, Michael Best & Friedrich LLP, Partner and Japan Commerce Association of Washington DC, Japanese Language Education Support; and Mr. Yo Azama, Lead Instructional Coach and World Language Curriculum Specialist in Salinas Union High School District, California.



The theme for the High School Group Division was “What can we do to serve our community?”; the winning high schools are: Gold Award: [Stevenson School](#), CA; Silver Award: [Bellaire High School](#), TX; and Bronze Award: [Ocean Lakes High School](#), VA.

Gold, Silver, and Bronze award winners in the college categories will receive supplementary cash prizes of \$300, \$200, and \$100 respectively. The Gold Award winner of College Category III, Santiago Ravello, will also receive a scholarship for an intensive six-week language program, along with a stipend and housing subsidy of \$2,500. The Gold Award Winner in College Category II, Jungtaek Hong, will receive a scholarship to the Naganuma School in Tokyo for an intensive eight-week language program at Nanzan University in Nagoya, along with a stipend and housing subsidy of \$3,000. The Gold Award Winner in College Category I, Jessica Tang, will receive a scholarship for an intensive summer language course at International Christian University in Tokyo, along with a stipend and housing subsidy of \$2,500.

Among the guest speakers were two of the previous J.LIVE Talk awardees: 2023 College Category I Gold Award winner, Ms. Carlee Foster, and 2023 College Category III Silver Award winner, Mr. Andrew Brooks. They shared their own experiences and encouraged the finalists to embrace their journey with confidence and authenticity. Their empowering speeches were very well-received. The event photos and videos can be viewed on our homepage: [www.jlivetalk.com](http://www.jlivetalk.com).



The results are as follows:

### High School Individual Division Results

Category		Name	School	Talk title	Mentor
HS Category I	Gold	クリフトン ケイリー Kaylee Clifton	Hayfield Secondary School	フカヒレスープの問題 Concerns Regarding Shark Fin Soup	Vaughan Kyoko
	Silver	リー アンチー Anqi Li	Stevenson School	なぜみんなお菓子作りを すべきなのか Why Should Everyone Make Sweets?	Nagashima Shinobu
	Bronze	チェーフィン アビゲイル Abigail Chaffin	Hayfield Secondary School	コーヒーの衝撃 The Impact of Coffee	Vaughan Kyoko
HS Category II	Gold	リード ナゴネ Nagone Reid	Hayfield Secondary School	海の声 The Voice of the Sea	Vaughan Kyoko
	Silver	ファウスト クロエ Chloe Faust	Tamiscal High School	言語を学ぶことの大事さ The Importance of Studying Languages	Hanabusa Asari
	Bronze	チュー クインシー Quincy Qu	Stevenson School	ラジオサービスプロジェクト： ソンダー Radio Service Project: Sonder	Nagashima Shinobu

### College Division Results

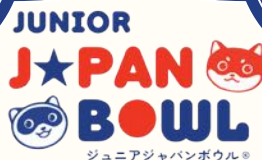
Category		Name	School	Talk title	Mentor
College Category I	Gold	ジェシカ・タン Jessica Tang	Georgetown University	嫌な気持ちに立ち向かうことの 大切さ Stand In Your Discomfort	Omori Motoko
	Silver	ダスティ・ロジャース Dusty Rogers	George Washington University	心を動かす音楽 Music that Stirs the Heart	Tsujioka Takae
	Bronze	アダム・デラット Adam Deslatte	Baylor University	AIの進化と学習者の未来 The Evolution of AI and the Future of Learners	Prefume Yuko
College Category II	Gold	ホン ジョンタク Jungtaek Hong	University of Virginia	窓か、壁か Window, or Wall	Yasuda Anri
	Silver	ジョシュア・ブラウダー Joshua Browder	Baylor University	考え方を広げる To Broaden One's Worldview	Prefume Yuko
	Bronze	ヤン ルイ Rui Yan	University of North Carolina at Charlotte	適齢期とは？ What Do We Mean By "A Suitable Age?"	Yokono Yukiko
College Category III	Gold	サンティアゴ・ラベロ Santiago Ravello	George Washington University	第二言語話者の正統性 (レジティマシー) とは？ What Is "Legitimacy" for Speakers of a Second Language?	Iwai Kaori
	Silver	ノザキ トモヒロ Tomohiro Nozaki	Georgetown University	未来を切り開く鍵 The Keys to Unlocking Your Future	Mori Yoshiko
	Bronze	リンダ・リ Linda Li	Yale University	水不足 Too Little Water	Yamaguchi Mika

“Events like this remind us of the true value of learning diverse languages and cultures in today’s world of advanced AI and technology.” said Prof. Yoshiko Mori of Georgetown University, President of American Association of Teachers of Japanese, in her closing remark. “Learning another language and culture goes beyond mere translation; it’s about creating new knowledge, deepening our insights, and expressing our thoughts in ways that others can truly understand. It involves shaping our messages, clarifying them, and finding the most effective ways to communicate across different cultures.”

Mr. Josh Browder of Baylor University, who won Category II Silver Award said, “J.LIVE was a fantastic experience. I think not only just being there and giving the presentation, but also the experience preparing my application, my final semifinalist speech, and my finalist speech was a good process of self-discovery and really thinking about my life and how I wanted to, what I wanted to express, and how I wanted to express it in Japanese. Hearing messages from people from around the country, with different backgrounds and different language experiences in Japanese, was really impactful.”

J.LIVE Talk 2024 was the 10th event, but in 2025, J.LIVE Talk will be celebrating the 10 year anniversary. We will look forward to your participation in this milestone event next year!

# 小中学生の日本語・日本文化全米大会



## 第9回ジュニア ジャパンボウル

For Students in grades 1-8

2025

### WHEN

**FRIDAY, APRIL 25**

Level 1 (Gr. 1-3): 5:30 pm EDT

Level 2 (Gr. 4-6): 6:45 pm EDT

Level 3 (Gr. 7-8): 8:00 pm EDT

### ABOUT

The Jr. Japan Bowl is a fun and exciting national team-based academic competition.

Gather your team, dive deeper into the Japanese Language and culture, and compete with other students in North America!

Build teamwork, test your skills, and win amazing prizes!

Teachers, encourage your students to take part in this unique learning opportunity!

### REGISTRATION

**Free Registration  
January 1 - March 31, 2025**

\*Any student who has not attended a school in Japan where Japanese is the primary language of instruction for more than 2 consecutive years after the age of 6 can compete.

### STUDY MATERIALS

**The Official Study Guide with  
Kahoot! & Quizlet is available  
on the J-LEARN Website.**

Teachers, please contact J-LEARN to receive a list of Kahoot & Quizlet to use in the classroom!



見 ざる



言 わざる



聞 かざる

Contact: Yuka Ohta admin@jcc-gfes.org

The Junior Japan Bowl is organized by J-LEARN. J-LEARN is part of the Great Falls E5 Japanese Cultural Committee.





## Invitation to Elementary & Middle School Teachers



### JR. JAPAN BOWL: A GATEWAY TO JAPANESE LANGUAGE AND CULTURE

Jr. Japan Bowl (J2B) is an annual academic competition that inspires **elementary and middle school students** to explore **Japanese language and culture** in greater depth. Hosted by **J-LEARN**, a nonprofit organization under the Japanese Cultural Committee of Great Falls Elementary School and the recipient of this year's **Ambassador's Commendation from the Embassy of Japan**, J2B is recognized as a premium event celebrating Japanese education and culture in the United States. With support from organizations such as the Japan Commerce Association of Washington D.C., Japan-America Society of Washington D.C., Japan Foundation Los Angeles, and other esteemed partners, J2B has grown into a vibrant, team-based competition that engages young learners nationwide since 2017.

### WHY J2B WORTH IT?

- **Advocacy and Visibility:** Highlights the value of Japanese programs in elementary and middle schools, ensuring their continued growth.
- **Engagement:** Motivates students to immerse themselves in learning through games and team-based activities.
- **Equity:** Offers free access to high-quality, culturally enriching education in a student-friendly format.
- **Excitement:** The competition format adds an element of fun, inspiring students to excel.
- **Networking:** Creates connections among schools, educators, and families passionate about Japanese education.
- **Support for Teachers:** J-LEARN provides a comprehensive study guide and a curated list of Quizlet & Kahoot! games, and other resources to make preparation seamless.
- **Teamwork:** Encourages collaboration and peer learning.

### IMPACT OF J2B

J2B has fostered a **love for Japanese language and culture** among **young learners** while **strengthening the presence and importance of Japanese programs** in elementary and middle schools in the U.S. Students feel **rewarded** for their hard work and effort in learning Japanese at a young age, leaving the competition with greater **confidence, excitement** for learning, and a **stronger connection to Japanese culture**. The event also provides **parents** with the opportunity to celebrate their child's **accomplishments**, fostering **pride and support** for their educational journey. Additionally, J2B highlights the contributions of U.S.-Japan friendship organizations and Japanese businesses in the U.S., promoting **deeper connections between both nations through education and cultural enrichment**.

### SUPPORT JR. JAPAN BOWL

J2B is a free competition supported by donations, which go directly toward empowering students through this event. Hosted by J-LEARN under the Japanese Cultural Committee of Great Falls Elementary School, a **501(c)(3) nonprofit organization**, all contributions are tax-deductible. Donations can be made via PayPal or credit card from this [LINK](#). Additionally, J-LEARN will host a **T-shirt fundraiser** from February to March 2025 to help sustain this program. Your support ensures the continued success of this inspiring event for young learners of Japanese language and culture.



Questions? Parents: Yuka Ohta: [admin@jcc-gfes.org](mailto:admin@jcc-gfes.org)  
Contact Us Teachers: Noriko Otsuka: [nlvankeuren@fcps.edu](mailto:nlvankeuren@fcps.edu)





## CHAPLIN MEMORIAL AWARD for Excellence in Japanese Language Teaching

The Hamako Ito Chaplin Memorial Award will again be conferred in 2025, administered through the Association for Asian Studies. In accordance with the wishes of the Chaplin family, each year a prize of \$1,000 will be awarded to either a current graduate student or a full-time instructor of Japanese for excellence in Japanese language teaching at the college-level. A full-time instructor who has completed graduate study within the last 3 years in an area that directly involves Japanese language teaching is eligible to apply. Possible academic fields of specialization include Japanese language pedagogy, linguistics, anthropology, and literature. Current graduate students must demonstrate their intention to enter the teaching field in a North American university. Professor Junko Tokuda Simpson (University of California, San Diego) serves as Chair of the Selection Committee, Professor Colleen Laird (University of British Columbia) serves as representative of the Northeast Asia Council of AAS for the committee, and Professor George Chaplin serves ex-officio.

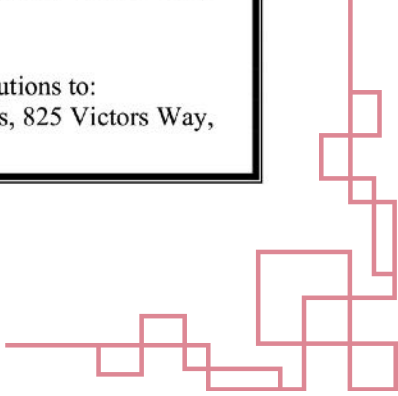
Individuals interested in applying (self-nomination) and faculty members interested in nominating an eligible graduate student or instructor (nomination) should download an application form at the following link:

[Hamako Ito Chaplin Award Application 2025](#)

You may also request the application form via email by contacting Dr. Junko Tokuda Simpson ([jtsimpson@ucsd.edu](mailto:jtsimpson@ucsd.edu)).

Completed applications must be submitted to the following email address by **January 24, 2025**: [jtsimpson@ucsd.edu](mailto:jtsimpson@ucsd.edu). The award will be announced in the AAS [#AsiaNow Blog](#).

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



## 2025 Summer M.A. Program in Japanese Pedagogy at Columbia University

The Graduate School of Arts and Sciences (Department of East Asian Languages and Cultures) at Columbia University invites applications for the summer M. A. program in Japanese Pedagogy. The 2025 program will begin on Monday, June 2nd and last until Friday, August 1st, during which the following courses will be taught:

### I. Three-week Pedagogy Course (6/02-6/20):

- Intermediate/Advanced Japanese Pedagogy

### II. 3 MA Courses (6/23-8/01):

- Teaching Japanese Through Literature
- Sociolinguistics
- Pragmatics

Degree candidates may fulfill the requirements for the M.A. degree in three consecutive summers or in any three summers within a period of six years by taking eleven courses and writing an M.A. thesis. The thesis is required to have a focus on a particular area of Japanese pedagogy. Students take courses for six weeks in one summer and nine weeks during the other two summers. The 2025 new M.A. students will take ONLY three M.A. courses this summer (6 weeks, 6/23-8/1).

We also welcome non-degree students for the three-week Intermediate/Advanced Japanese Pedagogy course by non-degree candidates with years of experience teaching Japanese at the college level.

Special Admission Requirements: B.A. or equivalent from an accredited institution in the U.S., Japan or elsewhere, proficiency in English (for native Japanese speakers: TOEFL iBT 88 or above) or Japanese (for non-native Japanese speakers/ACTFL: Advanced-High or above).

More information is available at the [program website](#).

The application deadline is February 17th, 2025. Access the [online application here](#). Successful applicants will be notified of their admission by the middle of March.

For more information, contact Shigeru Eguchi, Administrative Director of the 2025 Summer M.A. Program in Japanese Pedagogy, Department of East Asian Languages and Cultures (EALAC), 407 Kent Hall, Columbia University, New York, NY 10027

Email: [se53@columbia.edu](mailto:se53@columbia.edu)



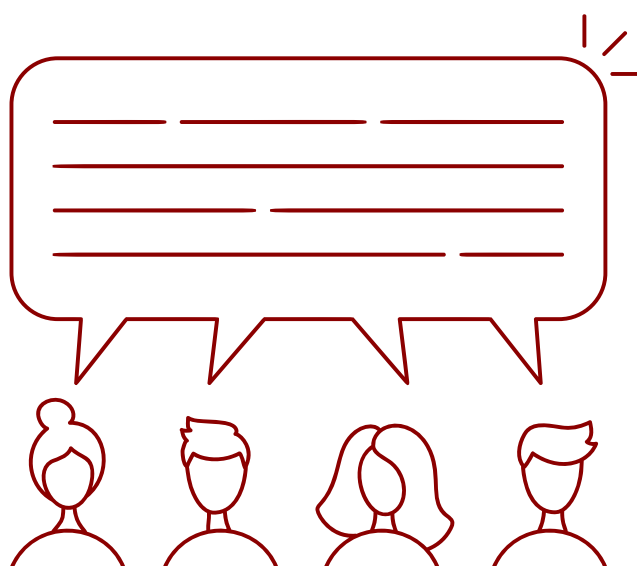
## CALL FOR PROPOSALS: Princeton Japanese Pedagogy Forum

The 31st Princeton Japanese Pedagogy Forum (PJPF) will be held in person May 3rd-4th, 2025. The theme of the Forum is "Language Education and Well-Being: Designing Language Education with AI." Professor Kentaro Inui from Tohoku University/Mohamed bin Zayed University of Artificial Intelligence has been invited to give a keynote speech on this theme.

The Forum invites papers related to the main theme for both pre-college and college level as well as heritage Japanese language and culture education. In addition, we welcome any paper related to Japanese language education in general, including second language acquisition, linguistics, and technology in language learning and teaching, among others.

The submission deadline is **January 10th, 2025**. Notification of accepted papers will be sent in February 2025. Please note that the abstract and paper in the Proceedings should be written in the same language as the one used in the presentation. Accepted papers will be published on the website. If you have any questions, please send e-mail to [ssato@princeton.edu](mailto:ssato@princeton.edu).

We are looking forward to seeing you at the Forum.





## ..... AATJ Officers, Directors and Staff .....

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American Association of  
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<https://www.aatj.org/>

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Boulder, CO 80309-0366



Share your Japanese Program news via social media!  
Contact our social media director, Junko Tokuda Simpson [HERE!](#)

