



President's Message

Yoshiko Saito-Abbott 齋藤アボット佳子

百花繚乱、美しい新緑の日々を満喫のことと思います。

先の3月にシアトルにて開催された学会は盛会のうちに閉会することができました。シアトルの学会では230人の参加者が集いました。基調講演には2015年、秋季学会で AATJで最初の Lifetime Achievement Awardを受賞された Laurel Rasplica Rodd 先生に基調講演をしていただきました。ロッド先生はAATJの会長を務められこの教師会に多大なる貢献をなされ今日の発展にご尽力されました。講演の中では先生がどのようなご縁で日本文学の道を歩むことになったか、また今

日の世界における日本語教育のありかた等を熱心に話され、心打たれました。私達もロッド先生が歩まれた道を手本に日本教育に尽くしていきたいと思ひます。

尚、この春季学会の開催に関しては、シアトル領事館の皆様、ワシントン教師会の皆様のご協力に心から感謝いたします。又、AATJの春季学会のCo-Directorを二年間勤めてくださった、森美子先生、相川孝子先生に厚くお礼を申しあげます。来年度からはウェイ諸橋麻里子先生、並びに近松チャンドラー信子先生がCo-Directorをして下さいます。最後に秋季学会のプログラムがこの新聞にも掲載されておりますが、ボストンで11月に行われます。皆様とボストンでお目にかかれることを楽しみにしております。今回のインタビューコラムにはJapan Foundation, Los Angeles の原所長へのインタビューが載っております。ご一読ください。それでは良い夏休みをお過ごしください。

I hope you are enjoying wonderful spring weather. It is the beautiful season to enjoy colorful flowers and refreshing greenery. The AATJ Spring conference was held in Seattle last March, and it was a great success. The Seattle conference hosted 230 participants and 110 presenters. Dr. Laurel Rasplica Rodd, our keynote speaker, was AATJ's first Lifetime Achievement Award recipient, in 2015. Laurel spoke about "A Lifetime in Languages." Dr. Rodd is a past president of AATJ, and one of the people who most helped the organization develop into what it is today. She talked about her journey to her passion, Japanese literature, and shared her vision for Japanese education in the world today. Thanks to Dr. Rodd for her leadership and commitment to Japanese and language education today; we will continue to pursue her vision.

Our thanks also go to the Consulate General of Japan in Seattle and WATJ. I want to express sincere appreciation to the Spring Conference co-directors Dr. Yoshiko Mori and Dr. Takako Aikawa. And, of course, to Susan Schmidt and Kathy Ajisaka, our staff at the AATJ office. From next year, Dr. Mariko Moroishi Wei and Dr. Nobuko Chikamatsu-Chandler will assume the spring conference co-chair responsibilities. Finally, the next Fall Conference is going to be held in Boston in November, as you can see in the schedule in this issue of the newsletter, and I hope many of you will be able to attend. Please also enjoy our interview with Director Hideki Hara of the Japan Foundation, Los Angeles. Have a great summer; hope to see you in Boston!

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Interview with Mr. Hideki Hara

Director of Japan Foundation, Los Angeles

by President Yoshiko Saito-Abbott

齋藤：原所長、この度はお忙しい中、お時間をさいて頂きありがとうございます。では早速ですが、Japan Foundation Los Angeles (JFLA) の活動を簡単に説明していただけますか。

原：全米における日本語教育の促進、西部13州における文化芸術分野での日米交流事業の実施、その他日本に関する各種情報の提供が主な仕事です。日本語教育の分野では教材の購入費や先生のサラリーに至るまで大小様々な助成金を出しているほか、AATJと共同で人材育成事業などを行っています。

齋藤：そうですか。ではJFLAで今、一番力を入れていることは何ですか。どうして、それに力を注いでいるのですか。

原：「日本の新しい友人をつくる」ことに力を入れています。根っからの日本好きの人だけでなく、外国文化には関心はあるけれども日本にはこれまで興味を持ってこなかったという人々をいかに日本に振り向かせるか、特に将来の日米関係を背負って立つ若い世代にもっと日本を理解してもらうことに注力しています。

齋藤：確かに将来の日米関係を背負って立つ若い世代にもっと日本を理解してもらうことは大事ですね。ではJFLAではどのような事業をしていらっしゃるでしょうか。いくつか例をあげていただけますか。

原：高校生のグループを日本への研修旅行に派遣したり、各地の大学に出かけて行って学生向けに日本映画を上映したりしています。また先日「シネマ歌舞伎（歌舞伎の舞台を映像作品にしたもの）」を実施した際には、レセプションにDJを呼んだり、UNIQLOさんにご協力いただいて歌舞伎Tシャツを配ったりしたんですよ。

齋藤：JFLAとAATJとの連携を推進するため、これからどのようなことをしていきたいと思っていますか。

原：日本語に限らず教育の原点は人材育成。優秀な生徒だけでなく、輝いている先生方もいかに増やしていくか、それに尽きると思います。

齋藤：原所長は色々な所に行かれていると思いますが、日本語教育は国によってどのように違いますか。またアメリカでの日本語教育を他の国とくらべてどのように思われますか。

原：会話を重視する国、試験を重視する国、その国の教育文化背景により日本語教育にも様々なかたちがあります。米国の日本語教育は他のどの国とも違う独特な発展を遂げているように思います。

齋藤：日本語を勉強した学生にこれからどのような分野で活躍してもらいと思われますか。そのためにはどのようなサポートが必要だと思われますか。

原：最近では理系の学生さんも大勢日本語を勉強してくださっています。そういった学生さんに将来のキャリアパスを示していけるかが重要だと考えています。そのためにもっともっと民間との協力が必要になってくると思います。

齋藤：日本語を勉強している学生には日本語を専攻している学生もいれば他の分野の専攻で日本語を副専攻として学んでいる学生もたくさんいます。そのような学生にどのような民間のサポートが必要だと思われますか。



Hideki Hara
Director of Japan Foundation LA

原：もちろん寄付や資金的援助もしていただけると嬉しいですが、学校訪問やインターンシップの機会の提供など、企業にとっては小さなことでも学生やその親御さん、ひいては学校には大きなインパクトが生まれます。民間企業にはもっともっと日本語教育に関心を持っていただきたいですね。

齋藤：ところで、JFLAの所長として、大変だと思えることは何ですか。やりがいを感じるのはどのような時ですか。

原：どの外国にいてもと思いますが、日本国内で報道されているほど世界の人は常に日本に関心をもっているわけではありません。だからこそそういった人たちに「こんな日本もあったのか」と言ってもらえるとやりがいを感じます。

齋藤：日本の色々な面をもっと理解してもらいたいということですね。そのためにどのような教材や情報を日本語の先生方にJFLAは提供なさっていますか。

原：”Speak Japan”という専用サイトから、「日本語を勉強することにどんなメリットがあるのか」という情報を各種データを含めて提供しています。またオンラインで使える日本語教材や、教室やフィールドトリップで使える各種グッズなども取りそろえていますので、ぜひチェックしてみてください (<http://speakjapan.jflalc.org/>)

齋藤：毎日お忙しい日々を送っていらっしゃると思いますが原所長がリラックスするためにすることは何でしょうか。

原：やはり音楽です。聴く方ももちろんですが、楽器の演奏と歌うことがなよりのリラックス策です。

齋藤：そうなんですか。私も音楽を聴くと確かにリラックスします。私は琴を小さい頃から弾いていましたが琴は持ち運びに不便でよくバイオリンも習いたいと思ったものです。ぜひ今度原所長の演奏聞かせてください。ところで楽器は何を？どのような音楽がお好きなんですか？

原：ギター、ウクレレ、マンドリンなど、弦のあるものならなんでも。最近は歳のせいでしょうかアコースティックで静かな音楽が好みです。

齋藤：では最後にアメリカで日本語を教えているみなさんに何かメッセージをお願いいたします。

毎日生徒さんと向き合っておられる先生方には本当に頭が下がります。限界までお力になりますので、なんなりとご相談ください！

原所長：今日はお時間をとって頂き本当にありがとうございました。



Why speak Japanese? speakjapan.jflalc.org

AATJ 2016 Annual Spring Conference Report

AAS in Seattle, WA

The Annual Spring Conference took place Thursday, March 31, at the Seattle Sheraton Hotel in Seattle, WA, in conjunction with the annual conference of the Association for Asian Studies (AAS).

Two hundred thirty people attended the full-day conference, with panel and individual paper presentations on topics in language pedagogy, linguistics, second language acquisition, and literature by more than 100 presenters.

A new feature this year was a room with coffee service, where publishers exhibited their books and other materials for Japanese language educators.

The evening session, which took place at the nearby ACT Theatre, featured a talk on a lifetime in Japanese language education by Professor Laurel Rasplica Rodd, who received AATJ's first Lifetime Achievement Award, as well as a networking reception. The AATJ also sponsored a panel in honor of Professor Rodd at the AAS Conference: "Scholar, Translator, Teacher, Leader"; the Classical Japanese SIG also conducted a session on Approaches to Teaching Waka, at which she was one of the presenters.

The 2016 Spring Conference program can still be viewed and downloaded at <http://www.aatj.org/conferences-spring>.

The 2017 Annual Spring Conference will be held in Toronto on March 16, 2017. The Call for Proposals will be posted at the end of the summer.



AATJ 2016 Annual Fall Conference

at ACTFL in Boston, MA

The AATJ Fall Conference will be held during the American Council on the Teaching of Foreign Languages (ACTFL) Annual Convention and World Languages Expo!



The ACTFL Annual Convention and World Languages Expo will feature over 700 educational sessions covering a wide spectrum of the language profession addressing the theme *IMPACT*. The ACTFL Convention is an international event bringing together over 6,000 language educators from all languages, levels and assignments within the profession.

Online registration and housing is now open.

REGISTRATION: To register for the ACTFL Convention, please go to the website <http://www.actfl.org/convention-expo/registration>

You can register as a Convention Partner Organization Member (Option 2) if you have renewed your membership to AATJ for 2016. Please also purchase the luncheon ticket for \$40 (before October 26) to join us at the AATJ Membership Luncheon on Saturday, 11/19.

	Early bird By Wed, July 13	Advance By Wed, October 26	Late/Onsite After October 26
FULL CONVENTION REGISTRATION			
Member	\$220	\$235	\$330
Non-Member	\$330	\$345	\$440
ACTFL Student/Retired Member	\$140	\$155	\$175
DAILY REGISTRATION			
Member – One Day	\$190	\$205	\$300
Non-Member -One Day	\$285	\$300	\$395

HOUSING: For details regarding hotel reservations, please look at the website <http://www.actfl.org/convention-expo/housing>

Official Hotels:

Westin Boston Waterfront (ACTFL HQ Hotel)	\$236 Single/double
Element Boston Seaport	\$220 single/double
Renaissance Boston Waterfront	\$225 single/\$245 double
Seaport Hotel	\$234 single/double
Boston Park Plaza Hotel *	\$209 single/double
Hilton Boston Downtown/Faneuil Hall *	\$209 single/double
Hyatt Regency Boston *	\$209 single/\$234 double

Notes: *shuttle bus service. All rates are per room and are subject to 14.45% occupancy tax (subject to change). The cutoff date for this rate is October 24, 2016.

SCHOLARSHIP OPPORTUNITIES: ACTFL is pleased to offer three different scholarship opportunities to assist world language teachers in attending the 2016 ACTFL Convention. Applications must be submitted no later than Wednesday, July 13, 2016. To apply, go to <http://www.actfl.org/convention-expo/2016-actfl-convention-scholarships>

GENERAL MEMBERSHIP MEETING AND RECEPTION: The AATJ General Membership Meeting and Reception will be held from 6:30-9:00PM on Sat, November 19, 2016.

LUNCHEON: The AATJ Luncheon will be held from 12:30-1:45PM on Sat, November 19. The tickets are \$40 in advance (before October 26); after that the cost will be higher (price TBA). **Please purchase the luncheon tickets when you register for the conference.** AATJ will NOT sell tickets at our booth. If you have already registered but did not request a luncheon ticket, please contact ACTFL or purchase your luncheon ticket from on-site registration.

PRESENTATION SESSIONS: AATJ will sponsor two concurrent sessions including 15 research paper presentations and 23 one-hour learning sessions (see schedule below).

2016 ACTFL-AATJ Schedule

FRIDAY, November 18

Meeting Room	Adams Westin Waterfront Hotel	Douglass Westin Waterfront Hotel
8:30am -10:00am	<i>Opening General Session</i>	
10:00am-11:00am	<i>Exhibit Hall Opening/Welcome Coffee</i>	
11:00am-12:00pm	Interactive Presentation Tech: Improving Student Engagement & Performance William Paris, New Providence HS Noriko Gonzales, South Kitsap HS	AATJ Research Paper Session I Narrative Analysis on Cross-cultural Identity of Japanese Heritage Learners Cnæpg"Uj kcv."I gqti g'O cuqp"Wpł>uk{ Exploring Perceptions and Idealized Definitions of a Native Speaker Shinsuke Tsuchiya, Ohio State Univ. Cultivating Japanese Writing Proficiency with Enhanced Vertical Continuity Masami Ikeda, MIT

12:00pm-1:00pm		<i>AATJ Local Affiliate Council Meeting</i>
1:15pm-2:15pm	Building AP Japanese Learner Community: Impact Hub for Lifting Motivation Junko Hosoi, Aragon HS Kyoko Shoji, Notre Dame HS Susan Watson, Long Beach Polytechnic HS	AATJ Research Paper Session II Integrating Multiliteracies into Japanese Honorifics (Keigo) Instruction Mai Takeuchi, Purdue University Is It Rude to Be Straightforward? Problems in Japanese Learners' Requesting Natalia Konstantinovskaia, UCLA What Is the Effect of Digital Learning Apps on Students' Writing Skills? Machiko Romaine, Nishimachi Int'l School Reiko Aya, The American School in Japan
2:30pm-3:30pm	Impact of J-GAP USA: Expansion and Collaboration Beyond Local Regions Yasuo Uotate, Univ. of Florida Minori Marken, Old Dominion Univ. Yasuko Rallings, Wake Forest Univ. Teppei Kiyosue, Ohio State Univ. Mako Nozu, Univ. of South Florida	AATJ Research Paper Session III Artificial Intelligence (AI) Tutor: A Preliminary Assessment Report Takako Aikawa, Massachusetts Institute of Technology Immersive Gaming: Creating Story-Based Games to Promote Language Learning Aya Okada, Washington and Lee Univ. CALL Meets JFL: The Use of Interactive Novels in a JFL Classroom Kasumi Yamazaki, Univ. of Toledo
3:45pm-4:45pm	Are You a Single(ton)? Student Learning Benefits of Teacher Collaboration Kumi Kobayashi, Lynbrook HS Yukari Salazar, Cupertino HS	AATJ Research Paper Session IV Impact and Effectiveness of Short Term Abroad Experience through Projects Noriko Fujioka-Ito, Univ. of Cincinnati Connecting Language, Culture and Emotion through Audio-visual Materials Sayaka Abe, Middlebury College Enhancing Student Literacy through the Use of Manga in Extensive Reading Junko Ueno, Union College

5:00pm – 6:00pm	Blended Learning Using Schoology as LMS in Heritage Language Classrooms Masayo Ohyama, Fordham Univ. Kazuo Tsuda, United Nations Int'l School	AATJ Research Paper Session V Narrative as a Pedagogical Tool: Report from a L2 Japanese Classroom Chie Muramatsu, Stanford Univ. An Analysis of Free Conversation between Intermediate/advanced Learners Kiyomi Kawakami, Univ. of Iowa Do you Have a Question? Giving Weight to Q&A for in-class Presentations Takae Tsujioka, The George Washington Univ.
6:30pm – 7:30pm	<i>ACTFL Awards Ceremony</i>	
7:30pm – 9:30pm	<i>AATJ Board Meeting</i>	

SATURDAY, November 19

Meeting Room	Adams (Westin Waterfront Hotel)	Douglass (Westin Waterfront Hotel)
8:00am – 9:00am	Beyond GPA: Valuable Learning Experiences with the Japanese Honor Society Yuko Prefume, Baylor Univ. Yayoi Takeuchi, Univ. of North Texas Yoshiko Gaines, Baylor Univ.	Using Films and TV Dramas for Authentic Learning of Culture and Language Fukumi Matsubara, North Central College Yukiko Schrock, Whitney Young Magnet HS Joanne Quimby, St. Olaf College
9:00am -10:00am	<i>Exhibit Hall Visit Free Time</i>	
10:00am-11:00am	Evaluation of Mobile-based Apps and Web-resources for Learning Japanese Yumiko Tashiro, Washington and Lee Univ. Shinji Shimoura, Purdue Univ.	The Six Core Practices of Effective Japanese Teachers Iya Nemastil, Marysville HS Yasuo Uotate, Univ. of Florida
11:15am-12:15pm	Expanding a Japanese Extensive Reading Course to an Online Environment Yuki Yoshimura, UMass. Amherst Sharon Domier, Mass. Amherst Atsuko Takahashi, Smith College	Impact on the Global Citizen: Language Learning Through Social Justice Yo Azama, North Salinas HS Yoshiko Saito-Abbott, California State Univ. Monterey Bay
12:30pm-1:45pm	<i>AATJ Luncheon</i> Convention Center Room 253	
2:00pm – 3:00pm	Advocacy and Data from the Survey on Japanese Language Education 2015 Amanda Rollins, Japan Foundation, Los Angeles	A Quick Daily Activity to Help Students Observe, Think, Listen and Discuss Michiko Homann, Boston Latin Academy Yukiyo Iida, Independent Consultant Tomoko Graham, Noble and Greenough School

3:00pm – 4:00pm	<i>Exhibit Hall Visit Free Time</i>	
4:00pm – 5:00pm	Development of Blended Language Instruction for Japanese Language Learners Asako Takakura, UCLA	Omotenashi: Impact of Japanese Hospitality Spirit on Learners Perspectives Mieko Avello, Miami Palmetto Senior HS Kazue Masuyama, Cal. State Univ. Sacramento
5:15pm – 6:15pm	It is Personal: Individualized Learning through Student-centered Activities Junko Tokuda, Univ. of California, San Diego	70: 20: 10 - Shifting to Blended Learning in Japanese language classroom Noriko Gonzales, South Kitsap HS Yasu-Hiko Tohsaku, U. of California, San Diego
6:30pm – 9:00pm (Tentative)	AATJ Membership Meeting and Reception Place: TBA	

* JNTO Breakfast (7am – 8am) is being planned.

SUNDAY, November 20

Meeting Room	Adams (Westin Waterfront Hotel)	Douglass (Westin Waterfront Hotel)
8:00am – 9:00am	The Can-Do Statements Articulation Project and its Impact on JPN Courses Shinji Shimoura, Purdue University Yoko Sakurai, The Japan Foundation New York Mako Nozu, Univ. of South Florida Eiko Isogai-Williams, Univ. of Miami	Pronunciation Assessment of Japanese Special Mora Using Smartphone Apps Jouji Miwa, Iwate University Satoru Shinagawa, Univ. of Hawaii
9:00am – 10:00am	<i>Exhibit Hall Visit Free Time with Coffee</i>	
10:00am-11:00am	Teach the Japanese American Internment in a Novice-level Japanese Class Timothy Nagaoka, Boston Public Schools	A New, Content-Based, Proficiency-Oriented Japanese Textbook Noriko Nagata, Univ. of San Francisco Kyoko Suda, Univ. of San Francisco Nobuko Takamatsu, Univ. of San Francisco
11:15am-12:15pm	Metacognitive Awareness as a Tool for Assessing Culture Learning Yoshihiro Yasuhara, Carnegie Mellon Univ. Keiko Koda, Carnegie Mellon Univ. Yasufumi Iwasaki, Carnegie Mellon Univ. Mamoru Hatakeyama, Williams College	Achieving ACTFL Goals: Utilizing the Popularity of Pop Culture Ken'ichi Miura, Franklin & Marshall College Mayumi Ishida, Dartmouth College

Notes: These session proposals were submitted as AATJ sessions. For other sessions, please check ACTFL online schedule.

2016 Teacher Awards

by Eiko Ushida, UC San Diego

AATJ Teacher Awards recognize outstanding teachers who demonstrate excellence in teaching, advocacy, and leadership in Japanese education both locally and nationally. AATJ presents the awards to the recipients at the AATJ Awards Luncheon during the ACTFL Annual Convention. In addition to the award from AATJ and other prizes, the recipients will be interviewed and featured on TV JAPAN's Club program and receive a free subscription to TV JAPAN.

Awards are given in two categories:

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

Candidates must have a minimum of three years' teaching experience at the level for which they are nominated and also must hold a current membership in AATJ. If the nominator teaches Japanese (language, literature, culture, etc.) s/he must be a current member of AATJ as well. A non-member of AATJ (such as a principal, department chair, student or others) can also nominate a candidate.

For information on the nomination procedure, please go online to:
<http://www.aatj.org/prodev-awards-recipients>

Recognize your colleague with the...

The purpose of these awards is to recognize outstanding teachers of Japanese who have demonstrated excellence in teaching, advocacy, and leadership in Japanese education locally and nationally.

AMERICAN ASSOCIATION OF TEACHERS OF JAPANESE

TEACHER AWARD
2016

Two Awards for Outstanding Teachers in Japanese Language, Literature, or Culture

- K-12 Level
- Community College/College and University Level

Nominations are due May 31, 2016.

Final deadline for applications is **July 31, 2016.**

All documents available online at <http://www.aatj.org/prodev-awards-recipients>

JNCL-NCLIS's 2016 Language Advocacy Day & Delegate Assembly

by Janet Ikeda, Washington and Lee University

JNCL-NCLIS's 2016 Language Advocacy Day & Delegate Assembly

On February 25-26, 2016 AATJ President Yoshiko Saito-Abbott and AATJ Advocacy Co-Director Janet Ikeda participated in JNCL-NCLIS's 2016 Language Advocacy Day & Delegate Assembly on Capitol Hill. AATJ is a member of the Joint National Committee for Languages, which is a nonprofit education policy association whose mission is "to ensure all Americans have the opportunity to learn and use English and at least one other language." Highlights included the keynote address by two speakers: Mohamed Abdel-Kader, Deputy Assistant Secretary of the U.S. Department of Education, Office of International and Foreign Language Education, and Sonia Zamborsky, Director, Digital Globalization, Marriott International. Mr. Abdel-Kader explained how the DOE is actively using Instagram and YouTube to reach young people. When asked what they are looking for in exceptional job applicants, Ms. Zamborsky replied that students should show they have been out in the world, have engaged in meaningful study abroad and gone beyond the classroom, can demonstrate linguistic and cultural fluency and have had some project-based learning or internship. Simply put, it is not just about grades or degrees. There were updates from Marty Abbott, Director of ACTFL, and Dan Davidson, American Councils for International Education. ACTFL will be rolling out their "Lead with Languages" campaign. Saito-Abbott and Ikeda met Edward Zarrow, an inspirational Latin high school teacher who is ACTFL's 2016 Language Teacher of the Year.





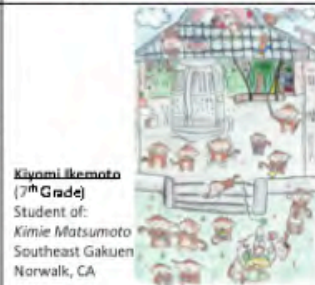
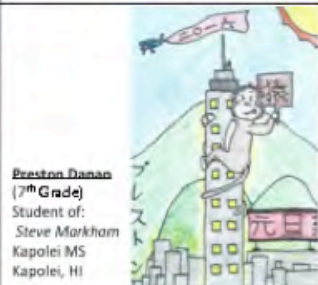



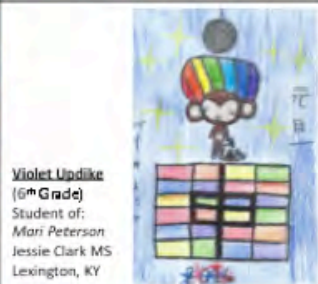

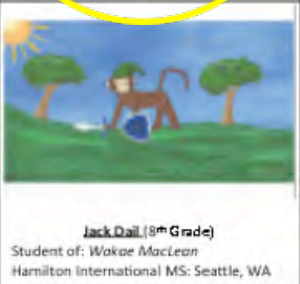
The focus of Language Advocacy Day is preparation about how to advocate for languages on Capitol Hill. The Advocacy 101 Session was particularly important in preparing delegates with talking points, practical tips about talking with legislative aides and reviewing the process of how bills are moved through Congress. Joining delegates of California and Virginia, Abbott-Saito and Ikeda, walked the halls of the Senate and



Nengajo Project: Laredo's Way

by Miwako Winters, Laredo Middle School

“Sensei, we won the Nengajo Contest!!” One of my students sent me an email with the hyperlink to the results of the 2016 AATJ National Nengajo Contest. When I clicked the link, I was surprised to learn that three of my students won first place in the categories of Artistic, Comical and Computer Graphics and a fourth student took second place in Computer Graphics. In the past I’ve had one or two students place in the top three, but never have had four. This is a great achievement for our school.

MIDDLE SCHOOL				
	ARTISTIC	COMICAL	ORIGINAL	COMPUTER GRAPHICS
1 s t	 <p>Alliyah Chambers (7th Grade) Student of: Miwako Winters Laredo MS: Aurora, CO</p>	 <p>Miller Vu (8th Grade) Student of: Miwako Winters Laredo MS: Aurora, CO</p>	 <p>Riley Gaspar (8th Grade) Student of: Steve Markham Kapolei MS: Kapolei, HI</p>	 <p>Eric Sobczak (8th Grade) Student of: Miwako Winters Laredo MS: Aurora, CO</p>
2 n d	 <p>Kiyomi Ikemoto (7th Grade) Student of: Kimie Matsumoto Southeast Gakuen Norwalk, CA</p>	 <p>Preston Daman (7th Grade) Student of: Steve Markham Kapolei MS Kapolei, HI</p>	 <p>Jaron Kam (8th Grade) Student of: Steve Markham Kapolei MS Kapolei, HI</p>	 <p>Luis Vargas (8th Grade) Student of: Miwako Winters Laredo MS: Aurora, CO</p>
3 r d	 <p>Ashraf Murad (8th Grade) Student of: Kyoko Vaughan Hayfield SS Alexandria, VA</p>	 <p>Violet Updike (6th Grade) Student of: Mari Peterson Jessie Clark MS Lexington, KY</p>	 <p>Nicole Moran (7th Grade) Student of: Yumi Lawless Cooper MS: McLean, VA</p>	 <p>Jack Dail (8th Grade) Student of: Wakae MacLean Hamilton International MS: Seattle, WA</p>

I teach at Laredo Middle School in Colorado. Our school is authorized by the International Baccalaureate to participate in its Middle Years Programme and all students are required to take a foreign language. Laredo offers Spanish, French and Japanese with Japanese being the second largest program following Spanish. Every year, there is a waiting list for Japanese classes with at least 30 students on it. More than 200 students from the 6th to 8th grade are currently taking Japanese.

The nengajo contest is an annual project for 7th and 8th grade students and is part of the cultural curriculum to learn about the Japanese New Year. It usually takes place at the beginning of December. When I assign a project to my students, my endeavor as a teacher of young learners is to foster student autonomy. Many of my students have not acquired the skills to independently complete their projects: hence, it is pivotal for me to provide student-centered instruction without dependence on the teacher’s directions and lecture. For this nengajo contest, the students are expected to take charge of their own learning process, to use critical thinking skills such as analysis, reflection and creativity, and to be responsible for the quality of their work. In order for them to understand my expectations, keep engaged, and fulfill student autonomy, I use the following

steps for the project. Each of the steps is depicted in detail below.

- 1) Pre-project activity
- 2) Providing a checklist and rubric
- 3) Scaffolding
- 4) Student-led contest

1) Pre-project activity

At the beginning of the project, working in pairs, students study authentic nengajo cards and examine what is written on them and how messages are displayed. Then they will discuss what the important elements are to create a nengajo in class. In addition, they read articles about nengajo in order to compare and contrast them to holiday cards in the USA. In lieu of teacher-centered lecturing, I provide cooperative learning to help students understand basic knowledge about nengajo and the Japanese New Year and to recognize the differences and similarities on seasonal card exchanges between Japan and the USA.

2) Providing a checklist and rubric

After assessing students' basic understanding about nengajo, I introduce the nengajo contest to my students. First, I will inform them that this project is actually a contest within Laredo's Japanese program. Those who win at Laredo will enter the AATJ National Nengajo Contest. Therefore, the requirements for this project are closely linked to those of the National Nengajo Contest submission. The following is an example of the contest (project) requirements for my 8th grade students. A check list is provided and students will check off each item as it is complete to avoid any discrepancies.

Requirements;

- ☐ 1. Circle the category you choose.(comical original artistic computer graphic)
- ☐ 2. Use a 4 X 6 inch white, unlined, index card provided by the teacher.
- ☐ 3. You must write your name in katakana vertically on the left-hand side of the card, relative to the direction of the design.
- ☐ 4. Include the year 2016 in kanji 二〇十六
- ☐ 5. Include either 元旦 (gantan: New Year) or 一日 (1st) in kanji.
- ☐ 6. Write the word monkey in kanji using the traditional zodiac symbol; either 猿 or 申.
- ☐ 7. Write 明けまして おめでとう ございます。今年も よろしく おねがいします。 on your card.
- ☐ 8. The card design should be related to the Year of the Monkey represented in a socially acceptable manner.

As well as the checklist, it is important to provide a rubric to clarify the standards for the quality of the project and articulate the expectations for how the project is to be completed. The criterion for my rubric are: a) meet all requirements, b) quality and effort, and c) creativity.

3) Scaffolding

To help facilitate students' deeper understanding in the outcome of this project, my students examine exemplars or models before they start working on it. They visit the AATJ website to read detailed descriptions of Artistic, Comical, Original, and Computer Graphic and recognize what should be focused on to enter each category. They also check each year's winning cards very carefully to find common traits seen on them. Through observation and discussion, the students analyze and formulate opinions on what the judges' expectations and preferences are. Then, they develop meaningful ideas on their own in terms of what it takes to create a contest winning card. Throughout the project, students are encouraged to take control of their own learning and to use the strategies they previously identified to successfully complete their nengajo.

4) Student-Led Contest

After all of the projects are submitted, the in-school contest will begin. Students post all of the nengajo on a wall in the classroom based on category. Each nengajo is numbered in kanji and the number is used for the voting process. Students can only vote for one nengajo from each category and are required to write their name in katakana and the kanji numbers of the cards they chose on their ballot. If a student doesn't follow the rules, his or her ballot is invalid. In addition to the above rules, students are not allowed to tell which card is theirs, nor can they vote for their own card. Two students who receive the most votes in each category will enter the AATJ National Nengajo Contest.



The voting day is the highlight for this project. Many students will gather in front of the nengajo wall to look at and discuss the cards each time they attend my class and look forward to voting for their favorites. By far, this is one of my students' most favorite projects and they put forth a lot of effort and creativity every year. Using student-centered projects really allows students to get more involved in their learning, make reasonable assumptions and decisions, and take responsibility for their own work. This may be the reason that Laredo has four wins this year.

First Homestay Program in Tokyo

by Rumiko Muneishi, Monte Vista Christian School

Happy almost summer! My name is Yumiko Muneishi. I teach Japanese at Monte Vista Christian School in Santa Cruz, California. I'm thrilled to announce on AATJ Newsletter that this June, my 19 students are participating in a language and culture immersion homestay program at Ikubunkan Global High School in Tokyo.

<http://www.ikubunkan.ed.jp/ghs/index.html> <http://www.ikubunkan.ed.jp/data/english.pdf>

Each student is very excited about living with a Japanese family and exploring Japanese high school life. After 8 days of homestay, students will regroup with MV teachers to visit Kyoto, Himeji and Hiroshima.



I have taught Japanese classes for 5 years at Monte Vista, where teachers are encouraged to lead a tour abroad. I'm always looking for motivational opportunities for my students. I took 16 students to Japan in 2014

through an American educational tour company. While the students had a fun time, I realized it was a mere sightseeing tour that charged students a lot of money than it was worth. More importantly, I found that the costs of the tour prevented students from participating every year.

While I was looking for another sustainable opportunity, I saw a message from Global Student Exchange, based in Yokohama, on CAJLT newsletter. Shortly after some email exchanges, Mrs. Katsuta and Mr. Mori arrived at MVCS and started to customize an ideal program for my students. The first school Mrs. Katsuta and Mr. Mori did not work out, but they kept visiting potential schools for us and finally found a school that fits our needs. When we announced the trip in September 2015, I had 19 students signed up within a week. This school year, the students have kept talking about "hanging out" with Japanese kids their age and were motivated to learn more about their culture and language.



If you are interested in a customized homestay program, I highly encourage you to contact Ms. Katsuta and Mr. Mori at Global Student Exchange. They will diligently and patiently work with you. (email to cathy@gse.or.jp mori@gse.or.jp) <http://gse.or.jp>

Ms. Muneishi

(photo from left to right : Ms.Muneishi, Mr.Sharp, Mrs.Katsuta)

Materials for Advanced High School Students

The Inter University Center in Yokohama has just made available new materials for high school advanced Japanese language courses, themed around the Japanese response to the disasters of March 11, 2011. Here is the URL: http://iucjapan.org/html/311_material_j.html

Some AATJ members may remember a presentation at our spring conference in 2013 by the IUC faculty members who were working on the project.

In addition to covering the 3/11 disasters, these materials offer insights into common features of manga that will be of interest to many students and teachers of Japanese.

311とまんが



吉本浩二『さんてつ 日本旅行鉄道地図帳 三陸鉄道 大震災の記録』新潮社より

この教材では、東日本大震災に関わるまんがを取り上げ、まんがという表現メディアについて考えます。

① 平井寿信『3・11東日本大震災 君と見た風景』(一部抜粋)

② 吉本浩二『さんてつ』(一部抜粋)

HIGH SCHOOL 3-11 PROJECT



平井寿信『3・11東日本大震災 君と見た風景』ぶんか社より

これは、平井寿信『3・11東日本大震災 君と見た風景』というまんがの一部を題材に、そこで使われるオノマトペの学習等ができるように開発された高校生向け日本語学習教材です。

まんが、単語表、オノマトペの表等のほかに、授業の仕方、オノマトペ全般について説明するパワーポイントファイルや、授業後のCan-Do-Statementsなども準備されています。

URL: iucjapan.org/html/311_material_j.html

AATJ Membership Information

Have You Renewed Your AATJ Membership?

Please take a moment to renew your AATJ membership for **2016**.

Renewing online is easy; go to <http://www.aatj.org/membership>.

Or use the membership form that is printed on page 22 of this newsletter.

If you are not sure whether you need to renew, please contact the office at membership@aatj.org, and we will be happy to check for you.

Don't miss the many benefits of membership: student participation in the National Japanese Exam, the Nengajo Contest, and the Japanese National Honor Society; conference attendance at member rates; publications and professional development activities.



J. LIVE Talk 2016

by Professor Takae Tsujioka, The George Washington University

The Japanese Program at the George Washington University will seek applications for J.LIVE Talk 2016 starting September 1. J.LIVE Talk (short for **J**apanese **L**earning **I**nspired **V**ision and **E**ngagement Talk) is a new brand of Japanese language competition for the 21st century, which emphasizes the comprehensive range of presentation skills necessary for achieving communication in today's increasingly interactive and multimedia world. Therefore, unlike a traditional speech contest, J.LIVE Talk evaluates not only oratory competence, but also the dynamism, vision and level of engagement of each participant's presentation, which can include audio-visual materials, audience interaction, and other enhancement. Please see the website (JLIVETalk.com) for more details, including the promotional video that shows clips from the last year.

The contest consists of two rounds. In the preliminary round (**September 1-October 13**), entrants send in a 2-3 minute video answering the question "How did learning Japanese inspire you?". This is followed by the final round, held at the George Washington University on **November 13, 2016**, in which each finalist gives a longer live presentation on a topic of his or her choice. The top awards include a chance to study abroad in Japan, as well as cash prizes.

Applicants must satisfy all of the following basic qualifications:

- Studying Japanese as a foreign language, as of November 13, 2016 (J.LIVE Talk 2016 final round date), at the undergraduate or graduate level in a 2-year college or 4-year university
- Has earned a minimum of six credits of college level Japanese as a foreign language or the equivalent (as determined by the student's university and subject to review by the selection committee) by the time of application
- Has not attended a full-time, secondary-level (grades 7-12) Japanese educational institution accredited by the Ministry of Education, Culture, Sports, Science and Technology of Japan, for 4 or more years.

Heritage speakers who satisfy the basic qualifications are also encouraged to apply. Eligible applicants enter one of the three competition categories as determined by teacher recommendation (and subject to review by the selection committee), based on "[ACTFL oral proficiency guidelines 2012](#)."

- Category I (Intermediate Low-Intermediate Mid)
- Category II (Intermediate High- Advanced Low)
- Category III (Advanced Mid-Advanced High)

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Preliminary Round: 9/1-10/13
Final Round: 11/13

JLIVE
Talk 2016



THE GEORGE
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Job Opening Announcements

University of Arkansas

The Department of World Languages, Literatures and Cultures at the University of Arkansas seeks applicants for the position of **Full-time Instructor in Japanese**. Japanese Program Web site: <http://www.uark.edu/misc/japanlg/>.

Duties: This non-tenure track position will teach four classes per semester of Japanese language courses at all levels (true beginners to advanced learners), with the possibility of additional teaching appointments in summer. Instructors are also expected to assist in curriculum development in the basic language component of the Japanese Program and in administering the official Japanese Language Proficiency Test (JLPT; an international certification examination of Japanese language proficiency) on campus. Duties also involve teaching in close collaboration with other instructors teaching the same class. Openness to different teaching methods is essential. Regular, reliable, and non-disruptive attendance is an essential job duty, as is the ability to create and maintain collegial, harmonious working relationships with others.

Qualifications: M.A. degree in Japanese Linguistics, Curriculum & Instruction, or a related field; native or near-native proficiency in both Japanese and English; experience in teaching to English-speaking students; and a vibrant and outgoing teaching style. Demonstrated experience in preparing students to reach JLPT N4 proficiency or higher will be considered favorably.

Applicants must submit a cover letter, CV, a statement on philosophy of foreign/second language teaching (two pages maximum), a sample course syllabus and unofficial/official transcripts and a link to a video recording of a regular class meeting together with the lesson plan used for the recorded class. A list of three to five professional references (name, title, email address and contact number) willing to provide letters of reference will be requested during the application process. Please apply at <http://jobs.uark.edu/postings/13343>. Completed applications received by May 9, 2016 will receive full consideration. Late materials will be reviewed as necessary to fill the position.

The University of Arkansas is an equal opportunity, affirmative action institution. The University welcomes applications without regard to age, race, gender (including pregnancy), national origin, disability, religion, marital or parental status, protected veteran status, military service, genetic information, sexual orientation or gender identity. Persons must have proof of legal authority to work in the United States on the first day of employment. All applicant information is subject to public disclosure under the Arkansas Freedom of Information Act.

Colgate University

The Department of East Asian Languages and Literatures invites applications for a **one-year position in Japanese at the level of visiting assistant professor**, beginning August, 2016. A Ph.D. in hand or near completion and native or near native command of both Japanese and English are required. The area of specialization is open. The successful candidate will be prepared to teach language at any level, as well as courses in Japanese literature and film and courses in Colgate's Liberal Arts Core Curriculum. The teaching load is five courses for the year.

Please submit a letter of application, CV, and three letters of reference through <https://academicjobsonline.org/ajo/jobs/7226>. Review of applications will begin May 2, 2016, and continue until the position is filled.

Developing and sustaining a diverse faculty, student body, and staff further the University's educational mission. Colgate strives to be a community supportive of diverse perspectives and identities. Candidates should describe in their cover letter their approach to teaching and/or scholarship in a diverse and inclusive educational environment. Salary and benefits are competitive. Applicants with dual-career considerations can find postings of other employment opportunities at Colgate and at other institutions of higher education in upstate New York at www.upstatenyhrc.org. Colgate is an Equal Opportunity/ Affirmative Action employer; women and candidates from historically underrepresented groups are especially encouraged to apply.

Franklin & Marshall College

Franklin & Marshall College invites applications for an **adjunct leave-replacement instructor in its Japanese Language Program for the spring semester, 2017**. M.A. in Japanese pedagogy or a related field, and Japanese teaching experience are required. The successful candidate will instruct two sections of Japanese 102.

Candidates should submit the following materials electronically via Interfolio (<http://apply.interfolio.com/34300>): letter of application, curriculum vitae, graduate transcript, two letters of recommendation, and a sampling of teaching evaluations. We will begin reviewing application materials immediately and will continue the search until the position is filled.

Pursuant to cultivating an inclusive college community, the search committee will holistically assess the qualifications of each applicant. We will consider an individual's record working with students and colleagues with diverse perspectives, experiences, and backgrounds. We will also consider experience overcoming or helping others overcome barriers to academic success.

Franklin & Marshall College is committed to having an inclusive campus community where all members are treated with dignity and respect. As an Equal Opportunity Employer, the College does not discriminate in its hiring or employment practices on the basis of gender, sex, race, ethnicity, color, national origin, religion, age, disability, family or marital status, sexual orientation, or any protected characteristic.

University of Minnesota

The Department of Asian Languages and Literatures in the College of Liberal Arts at the University of Minnesota seeks to fill **full time appointments to teach Japanese starting fall semester 2016**. The positions will be full-time for fall semester 2016 (08/29/16 - 01/11/17) and spring semester 2017 (01/12/17 - 05/28/17). There is an option for teaching summer courses. The positions are for day, evening, or a combination of day/evening courses, taught on a semester basis. Full-time appointments are eligible for benefits. Salary range is competitive based upon qualifications. The positions may be annually renewable depending on departmental need, funding and performance.

Review of applications will continue until the positions are filled. Full description and application procedures are found at: www.umn.edu/ohr/employment. Search for Job Opening ID 308295 and follow the instructions.

Applicants are required to submit the following materials (a) - (e) electronically to the above site.

- a) letter of application
- b) current curriculum vitae
- c) names and contact information of three references
- d) description of your teaching philosophy
- e) samples of teaching materials (e.g. syllabus, teaching plan, exams, handouts, handouts of ppt slides, etc.)

In addition, please mail (f) to the following address or send a link of it to buch0119@umn.edu:

- f) DVD of you teaching a class in Japanese

Japanese Teaching Specialist/Lecturer Search Committee
Department of Asian Languages and Literatures, U of MN
220 Folwell Hall
9 Pleasant St. S.E.
Minneapolis, MN 55455

(a) - (f) are all required. Incomplete applications will not be considered. The University of Minnesota is an equal opportunity educator and employer. Questions regarding this position should be directed to: Michiko Todokoro Buchanan at buch0119@umn.edu.

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Membership Application/Renewal

Membership in AATJ is on a **calendar-year basis** and entitles you to:

- receive four issues annually of the *AATJ Newsletter* and other publications
- present research at and attend the annual AATJ Conferences in conjunction with AAS and ACTFL
- nominate students for induction into the Japanese National Honor Society
- read and post job opening announcements and other information on AATJ website
- participate in activities of regional/state affiliates and Special Interest Groups
- benefit from the Association's ongoing efforts to promote Japanese studies and enhance the quality of education in Japanese language, literature, linguistics, and culture.

The categories of membership and the corresponding dues are indicated below. Please return the form with your check (US dollars) or VISA/MasterCard number to the address above. Online registration is also available at www.aatj.org/membership.html.

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