President's Message

I would like to start out my last President's message with my sincere thanks to our former Secretary/Treasurer, Mariko Sugawara sensei. She completed her tenure as of last year's AATJ Business Meeting on September 27, held in conjunction with the 2008 AZLA Fall Conference at Paradise Valley Community College. We all benefited from her meticulous bookkeeping and superb organizational skills. When she brought a large box of neatly filed documents and a flash drive of electronic files for our hikitsugi meeting, we were all very impressed. Sugawara sensei, thank you for your hard work, dedication, and support for AATJ.

I am grateful that Lisa Berkson sensei of Dobson High School has agreed to accept our nomination for the position of President-Elect. She soon will be the third high school teacher to serve as President of AATJ. I am also grateful to Gavin Regnaert sensei, for assuming the Secretary/Treasurer position. Both of them were elected unanimously at the 2008 AATJ Business Meeting. Please see their bio on page 10-11 of this newsletter.

When I assumed the position of AATJ President two years ago, I had a couple of goals in mind. As you might know, some years ago, we changed the organization of our officers to include only three board members, President, Secretary/Treasurer, and Newsletter Editor, each serving for three years. Not being able to find members willing to serve as officers had been AATJ's constant headache, and by reducing the number of officers, we were able to solve this problem to some extent. However, it seemed that requiring one to serve as President from the first year on the board scared away new members who were not familiar with the way we run this organization, or young members who did not have leadership experience. Therefore, in order to motivate new or young members to take leadership positions, I thought re-establishing the position of the President-Elect was necessary. The President-Elect will have a chance to observe and learn the President's roles and responsibilities for one year before taking over his/her
office. I felt this was very important when I realized that AATJ had been run by the same members for the last fifteen years. We needed new leaders from the younger generation at different levels of K-16 and from different geographical areas of Arizona. Luckily, the board members at the time felt the same way, and the reform was done immediately. There was a discussion as to whether to make the President’s term for 3 years after a year as President-Elect, or make it three years including the year as President-Elect, and the board agreed to make the President’s term be three years including the year as President-Elect. We amended our by-laws, which were approved at the 2008 AATJ Business Meeting.

My second goal was to revise the AATJ homepage and the system for delivering AATJ announcements. Our original web site, which we created using ASU’s web space thanks to ASU’s generous support, was last updated in March of 2006 and it was time to do something about it. We decided to go with Hostgator, http://secure.hostgator.com/, and hired an IT person to create our new webpage. Please check it out at http://aatjaz.org/. We are still working on our email distribution system, but I hope by the time this newsletter is published, it will be in place.

My third goal is a long term one that requires the collaborative efforts of AATJ members to be successful and cannot be accomplished overnight. It is the statewide articulation of Japanese programs between four year colleges and community colleges and also between college and secondary school levels. With the implementation of AP Japanese and the statewide common cut off scores for the AP Japanese exam, we are one step closer to beginning our dialogue on how to achieve this goal. AP Japanese is a well designed curriculum to develop students’ skills based on National Standards. It is extremely important for secondary and college level teachers to know about AP Japanese. As you know, Japanese is one of the languages that require extra amounts of time, like Chinese, Korean, and Arabic. From the point of credit equivalency, it is fundamental that we have the same credit hours. For that reason, I am very thankful that Eastern Arizona College changed its original curriculum design from 4 credit courses to 5 credit courses. Our member, Julie Tammar sensei, was the driving force behind this. I hope all the colleges will have 5 credit 101-202 for better articulation for students of Japanese in Arizona. The following is the common AP Japanese cut off scores voted by the Language Articulation Task Force. The following Japanese courses are 5 credit courses each. This means that if a student receives a score of 3, s/he will be granted 10 credits of appropriate level courses, JPN101 and 102, and so on, at the college level.

- 5 credits (JPN 101, 102, 201 and 202)
- 4 credits (JPN 101, 102, 201)
- 3 credits (JPN 101 and 102)

Scores of 2 or 1 will not be granted any credits.

The above chart has been adopted by the state of Colorado (the state of Laurel Rodd sensei, the chief AP Japanese leader) and California (the state of Tohsaku sensei, who was the first chair of the AP Japanese exam task force).

Lastly, I would like to thank everyone for supporting AATJ and AATJ events. I have been so fortunate to work with so many talented people. The last 12 years has been such an interesting period for language education in the US with the creation of the Japanese National Standards and AP Japanese. I have been so fortunate to be involved in both projects as a National Working Group member and as an AP reviewer and AP syllabus writer. I was very fortunate in my timing to get these opportunities. Also, I was always curious and eager to learn from others.

If you want to be involved in the exciting activities of our profession, first you need to be involved in your local (AATJ and AZLA), then regional (SWCOLT), and finally national (NCJLT, ATJ, Association of Asian Studies, and ACTFL) organizations. Please share your talent with others. If you want to expand your network, do not limit it to only Japanese language educators. You will learn a lot from Spanish, Chinese, and Vietnamese teachers as well.

I had the honor of serving as a board member of the NCJLT for three years until the last ACTFL Conference in Florida in November. During my tenure, I saw only one AATJ member at ACTFL in 2006 and 2007, and none in 2008. Please try going to this year’s ACTFL. It is in San Diego, as close as it gets to Arizona. Let’s think big, and let’s get out of Arizona to meet more people and find out what is happening in our profession. AATJ members are too good to just stay in Arizona!
Workshop

2008年2月17日、ポートランド州立大学より渡辺素和 子先生をお招きして、“ACTFL Proficiency Guidelines Familiarization”と題したワークショップが行われました。参加者の中からアイブントッシュ美江子さんに感想をいただきました。

2月17日アリゾナ州立大学にてポートランド州立大学の渡辺すわ子先生をお迎えして ACTFL Proficiency Guidelines Familiarization Workshopが行われました。当日は“アリゾナ在住”を誇るような暖かく美しい日和、17名の参加者を迎えほどどかフィーニックス近辺のAATJの会員の方達でしたが、ツーソンからは編集の山田先生とアリゾナ大学教育学部大学院生のゼラー博士さんが、それを巻が参加いたしました。

渡辺先生は前日ほどの風邪にかかられ高熱を薬で抑えのワークショップもうかがいびっくりましたが、とてもそんな風には見えず、もの静かにわかりやすくACTFL Proficiency Guidelinesについて話され、質問も活発に出して和やかに会が進められました。渡辺先生は日本語教授の他に長くACTFLのOral Proficiency Interview（OPI）にも第一線で関わっておられ、ACTFL Proficiency Guidelineの歴史、要素、レベルの説明から更にOPIについて実際のインタビューの例をまじえながら話されました。

ACTFL Proficiency Guidelineのもとは1950年代にさかのぼり、国外におけるアメリカ政府役人の外国語能力を評価するためにForeign Service Instituteによって改訂を重ねて作られた0－5の評価基準で、Interagency Language Roundtable（ILR）と呼ばれています。このILRをもとにACTFLは1980年代初め、中高、大学レベルでの外国語能力を計るためSuperior、Advanced、Intermediate、Noviceと大きく4段階に分けて評価基準を作りました。IntermediateとNoviceはさらにLow、Mid、Highに細分されていますが、過去のデータでは大学を卒業してもSuperiorとAdvancedのレベルに達する者は少ないため、この二つは細分されていません。実際、大学のAdvanced Placement（AP）レベルはACTFLのProficiencyレベルではIntermediateに入り、さらにILRの基準ではレベル1に相当するそうです。

このACTFLの評価基準にもとづいて行われる口頭試験がOPIですが、渡辺先生は実際のインタビューの音を使いながら、試験官である
The 19th Annual Arizona Japanese Speech Contest took place on Sunday, April 13, 2008. Despite of the speech contest’s long history, this year’s speech contest was held outdoor for the first time, the Japanese Friendship Garden in Phoenix. 41 students from universities, high schools and community colleges in Arizona competed in 4 different categories. This year the Grand Prize went to Mr. Nikolai de Vera of ASU. Mr. Nikolai de Vera was awarded with a round trip ticket to Japan. Congratulations, Mr. Nikolai de Vera!

It is also noteworthy that one of the speech contest alumni served as a judge this year. The judge, Mr. Marty Friedman won the second place in the most advanced category of the 12th Arizona Japanese Speech Contest. He is now a successful rock guitarist and resides in Japan. Mr. Freidman has become a major force in the Japanese music scene and hosted his own TV program there. He served not only as a judge for this speech contest but also presented himself as a great role model who successfully combined his career and the second language skill.
The Nineteenth Annual Arizona Japanese Speech Contest
Winners List

Category A
1st Place Alyson Precie, Trash Problem
Gilbert HS
2nd Place Isarae Kowal, Gothic Lolita
Dobson HS
3rd Place Morgan Johnston, Me
Dobson HS

Category B
1st Place Rebecca Evans, Pop Culture
Dobson HS
2nd Place Beki Senatore, Plum Tree
ASU
3rd Place Katherine Blancha, Big Dreams
ASU
3rd Place Amanda Moline, My Memories of Japan
NAU

Category C
1st Place Nicole Desmond, New Linzer Torte
ASU
2nd Place Charles Montgomery, The Japanese Toilet
MCC
3rd Place Gabriel Molina, The Source of Happiness
U of A
3rd Place Satomi Blalock, A Sweet Story
ASU

Category D
1st Place Nikolai de Vera, Goldfish
ASU
2nd Place Jamie Kearney, The Golden Rule
ASU

Best Effort
Regina Little
Experiences in Nagasaki
U of A

Judges’ Special
Bokyoung Kim
The Hope
CGCC

Most Creative
Megan Rowan
Ghibli Museum
UAT

Penmanship Prize
Jamie Kearney
The Golden Rule
ASU

Grand Prize
Nikolai de Vera, ASU
“Goldfish”
ASU

2008年度スピーチコンテスト、大賞受賞者Nikolai de Veraさんより日本滞在レポート、写真をいただきました。レポートの中にも触れられていますが、ぜひ彼のウェブサイトに掲載されたすばらしい写真の数々をご覧ください。
Japan Trip, Winter 2008
by Nikolai de Vera

I've always been asked why I study Japanese, or even pursue it as one of my degrees in college. While it is true that what started my curiosity with Japan was their pop culture - anime, video games - when I was little, as time went on, I became more and more interested in the culture itself. The art, food, traditions and even how the Japanese society works has piqued my interest. Since then, it has always been my lifelong dream to be able to travel around Japan. I figured that the best shot would to study the language and culture. I did not expect that this dream would come true sooner than I think.

My trip started in Hokkaido. Being in the middle of winter I was bundled up in layers of clothes as I explored the city and enjoying the light exhibit along Odori park. I did a day trip to Jozankei Onsen. Nothing beats the feeling of having most of your body in hot water while snow is falling on your head! I then rode the Shinkansen to Hiroshima to meet with my host family from my summer study abroad the previous year through ASU. While I was there, I revisited Miyajima with some friends and got to see Hiroshima Shudo University, the place where we studied. It was definitely nostalgic, especially not having my friends who I studied with the previous year. It was also around this time when New Year hit. Being the biggest holiday in Japan, my host family prepared delicious Osechi and we met with their friends for a feast. After Hiroshima, I visited my friend in Yamaguchi where I got to see the school she taught at in Hagi. I also met members of the JET program from the school and we traveled down to Kumamoto, staying at Yufuin and Kurokawa Onsen. I enjoyed hopping on different hot springs while enjoying a full ryokan service. There were a lot of other places I went to as I also stayed at my friend's place in Yasu and trips around the Tokyo area. The highlight for me was probably being able to visit the three of Japan's most scenic views (日本三景) which includes Miyajima (Hiroshima), Amanohashidate (Miyazu Bay) and Matsushima (Miyagi prefecture). That was my initial goal for this trip and to accomplish it was something I'm really proud of. They were given that title for a reason, and I remember my breath being taken away especially as I rode the ferry through Matsushima during sunset. For the last stretch of my trip, I decided to visit probably the most well known landmark of Japan, Mt. Fuji. I stayed at Kawaguchi-ko for three days and was able to stay at a resort for a cheap price! The outdoor hot spring they had was overlooking the lake and you can see the glory of Mt. Fuji. There wasn't a better way to conclude my journey.

This trip to Japan was significant to me in a lot of ways. I felt it was the culmination of my Japanese education (so far!) and a proof that dreams do come true. Of course, I worked hard to accomplish it, but the most important thing is having a dream and just going for it. That's probably the biggest thing I have learned. I also found answers I was looking for, which is a surprise since I was surrounded with a language I am only barely familiar with... or at least enough to get by. I would be lying if I said that this experience did not change me.

At this point, I would like to thank everybody who was part of the 19th Annual Arizona Japanese Speech Contest back in April of 2008, and made it possible for people's dreams to come true. Not just mine, but of my fellow contestants who braved the judges and audience with their wonderful speeches. To all my professors who have helped me with my Japanese education at Arizona State University; and to other teachers of Japan across Arizona, thank you for inspiring all of us with your patience and hard work. My only wish is that you may continue inspiring others through the wonders of the Japanese culture.

I invite you to view the pictures I took while I was there at http://www.nikolaidevera.com/kingyo/ The password is "kingyo". This photo collection is an epilogue to the speech I delivered last year. Enjoy.

Nikolai De Vera
AZLA 2008 Fall Conference

2008 年 9 月 27 日 Paradiso Valley Community College にて AZLA Fall Conference が開かれました。 AATJ は Emi Ochiai 先生を invited session にお招きして、Mesa コミュニティカレッジにおけるオンラインコースについてお話ししていただきました。そのほか日本語関係では以下 9 のセッションが開かれました。

Bullying at School in Japan
Masakazu Mitsumura, PhD. Student
ASU, Tempe, AZ

Foreign Language Education in Two Countries: A Comparison of Japanese Teaching in the United States and China
Ms. Sanae Nagai, Faculty Associate,
ASU, Tempe, AZ

Japanese Temari
Dr. Helen Ossipov, Associate Professor,
ASU, Tempe, AZ
Ms. Miko Foard, Senior Lecturer in Japanese,
ASU, Tempe, AZ

Some Fun and Effective Writing Activities in the JFL Classroom
Dr. Mieko Iventosch, Adjunct Faculty,
Pima Community College, Tucson, AZ

Reflections on an Intensive Cultural Program
Ms. Sanae Nagai, Faculty Associate,
ASU, Tempe, AZ

Why Can’t My Students Ever Use “hazu” Correctly?
Ms. Tomoko Shimomura, Lecturer of Japanese,
ASU, Tempe, AZ

The Quality of Teacher’s Talk
Ms. Sanae Nagai, Faculty Associate,
ASU, Tempe, AZ

Simple Performance Oriented Test (SPOT) as a Placement Test-A Report from ASU
Ms. Miko Foard, Senior Lecturer in Japanese,
ASU, Tempe, AZ

“Ii desu ka?” Uh, I mean...”Hao bu hao?”
-Reflections on Teaching Both Japanese and Mandarin Chinese
Mr. Gavin Regnaert, Associate Professor,
UAT Tempe, AZ

AZLA Report

By Hisayo Suzuki
PCC West Campus

Saturday, September 27, 2008, was a day that gave me a chance to get to know fellow teachers of Japanese in Arizona and their ongoing challenges and activities. I had the pleasure of attending the second day of the Arizona Language Association (AZLA) Fall Conference at Paradise Valley Community College, in Phoenix, Arizona. While I could not attend the first day, I was happy to have at least one day to attend presentations and also join the Arizona Association of Teacher of Japanese (AATJ). Although I had started teaching Japanese 101 part-time at Pima Community College’s West Campus in the fall of 2007, I did not take the opportunity to attend an AZLA Conference and join AATJ until this year. This step marked my internal decision to take advantage of the wealth of knowledge and experience being shared by the community of Japanese language teachers. I will describe my impressions of Emi Ochiai’s talk on online Japanese classes (Mesa Community College), Mieko Iventosch’s talk on fun and effective Japanese writing activities (Pima Community College), and Sanae Nagai’s talk on an intensive cultural program in Okazaki, Japan (Arizona State University).

Emi Ochiai described the online Japanese classes (ranging from Japanese 101 to 202) that she has been structuring and teaching since 2002. Impressively, she authored the courses on her own, based on advice from system programmers. This meant using software programs, books and audiovisual equipment to create a guided self-instructed learning system with a variety of practice and assessment methods (online, recorded, and in-person; handwritten and typed). I felt that Prof. Ochiai’s use of engaging activities such as the DiaLog project where students recorded conversations, a student chatroom through Wimba Voice Direct, and an extra credit assignment where students spoke through cyberspace avatars through the Second Life website, would attract and motivate the many students who are already used to communicating via the internet. Although I personally do not have plans to start an online course, I was glad to learn about a successful online Japanese course started and maintained through the efforts of a single dedicated teacher.

Next, I attended Mieko Iventosch’s presentation on Japanese writing activities, including katakana, kanji and journaling. I was especially interested in this talk because I have been benefitting from Dr. Iventosch’s experience and insights, instituting several of her ideas while...
teaching Japanese at PCC. She first described her teaching philosophy of encouraging students to use the target language communicatively and develop shutaisei, which I translate here as independence or individuality. Rather than treating the students as passive receptacles for knowledge, she guides them to make conscious choices about what and how they would like to learn. Dr. Iventosch structures her introductory Japanese course to begin with katakana rather than hiragana, based upon her observation that students tended to have poor katakana retention when hiragana was taught first. She asks her students to choose U.S. states and other words that they would like to learn and to practice writing them repeatedly—one of the many chances they are given to make individual choices. When teaching kanji, Dr. Iventosch uses an innovative kanji no ki (kanji tree) method where students link words sharing a kanji character together (e.g., nihon (日本)→honya (本屋)→nikuya (脇屋)). The students have fun creating a web of interconnected words—a game that turns the drudgery of learning lists of compounds upon its head. Finally, in what she terms dialogue journal writing, her students write journal entries in Japanese, which she in turn comments upon in Japanese. When Dr. Iventosch chooses to correct a student’s entry directly, she uses Japanese so that her suggestions become part of the on-going conversation. I was impressed by how the many writing activities she introduced not only were enjoyable and effective, but also were opportunities for students to use natural Japanese for actual communication.

The final talk I attended was Sanae Nagai’s talk, “Reflections on an Intensive Cultural Program.” Prof. Nagai taught Japanese language at an approximately three-week intensive cultural program in Okazaki, Japan. There were a wide range of academic and cultural courses and activities, including computer-assisted language seminars, lectures by local experts, and cultural excursions. This program was funded by a foundation supported by Okazaki companies, and costs were very reasonable for the extensive activities planned, including day trips to temples, factories, sumo matches, and cormorant fisheries, and a two-day trip to Kyoto. Prof. Nagai frankly expressed what she felt to be the strengths and weaknesses of the program, and invited the audience to reflect upon how they would organize a cultural program. It was a good opportunity to think about what would constitute an ideal intensive cultural program and how to run it.

As I think back upon my day at the AZLA conference, I am glad to have had the chance to participate in talks demonstrating and reflecting upon a creative engagement with Japanese language teaching. Far from teaching or researching in isolation, these teachers seemed to be working closely with their students and fellow faculty, in community. I feel that my decision to join AATJ brought me in contact with a larger network of dedicated and talented teachers who can serve as inspirations and guides. It was a delight to get to know my fellow Japanese language teachers better, both professionally and personally.

My First Teacher’s Conference

By Rebecca Evans

Attending the Arizona Language Association’s Fall Conference was, for me, both a terrifying and wonderful experience. As the youngest—a high school student—to attend the Arizona Association of Teachers of Japanese meeting, I was the only person present who was not fluent (or nearly fluent). For that reason it was often difficult for me to follow what was happening. And yet, experiencing my first “full immersion” gave me a taste of what it might be like to live in Japan. Though confusing, being in the midst of so much Japanese was also fun and exciting. The overall experience helped me become more determined to work hard at studying Japanese.

Throughout Saturday I observed several sessions. The first was Emi Ochiai Ahn’s presentation about teaching Japanese online. With the help of context clues, good guessing skills, and the slide-show (which was in English) I was able to figure out mostly what was going on. It was fascinating to learn about the creative ways Ochiai-sensei found to compensate for a lack of classroom interaction between students. For instance, the students are expected to record sound clips of themselves translating phrases from English to Japanese. Then, Ochiai-sensei sends them back her own sound clips with critique. I thought that this was one of many very good...
strategies for teaching Japanese online.

Next I learned some tried-and-true teaching strategies from Dr. Mieko Shimizu Iventosch. Because a French teacher was also observing, the session was delivered in English; the French teacher did not know any Japanese so we were able to gain from her perspective. Shimizu-sensei first explained to us an activity that she presents to her 101 classes as an icebreaker. She gives her students a scanned article from a Japanese magazine and asks them to observe as much as they can from the article. For this activity it was useful to have the point of view of the French teacher, who actually could not read Japanese. I had never really thought before of how many noticeable differences (and similarities!) there are between English and Japanese writing. Shimizu-sensei also talked about strategies for expanding students’ knowledge of Kanji and for giving students practice with casual writing. Lisa Berkson teased me when I asked her to make me copies of the handouts—“are you collecting teaching materials already?”—but I think that the ideas that Shimizu-sensei shared are strategies that I can really use one day.

The last panel I attended was Gavin Regnaert’s “Reflections” on teaching Japanese and Chinese. As a former student of his, I found it interesting (if a bit unsettling) to hear about his experience of teaching me and my peers. Since both Chinese and Japanese teachers were in attendance, Regnaert-sensei gave the presentation in English. Since I already knew most of his teaching strategies, the main idea I got from the presentation is that passion and flexibility are the keys to being an effective teacher. If you relax and have fun and be inquisitive and energetic, your students will take cues from you and also become curious about the target language. Regnaert-sensei closed with a discussion of how to teach Japanese majors more Kanji.

The last part of the day was the AATJ business meeting, which was a bit embarrassing for me. I somehow found myself at the end of the line for introductions, and by the time it was my turn to speak I was so nervous that I stammered badly. But otherwise it was exciting to be in my second “full immersion” experience of the day. I also learned about visits from authors and about the annual speech contest, which were important bits of information for me.

Overall my experience at the conference was probably more wonderful than terrifying. I took away many good ideas for teaching, and also made some new friends. But most important, even though I felt exhausted when leaving, I also felt incredibly motivated. Now that I know what an amazing community of Japanese teachers there is in Arizona, I am even more determined to be a part of it. Please welcome me then! Until then I am looking forward to the next conference, where I hope to learn even more.

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AZLA 2008 Session Report

Lisa Berkson (リサ・バークソン)
Dobson High School, Mesa AZ

Japanese Temari

ASU の Helene Ossipov 先生とフォード先生は手毬くてまり>についてプレゼンテーションをしました。金曜日の昼ご飯の後にあったもので、面白かったオンランのセッションでした。フォード先生は でまりの歴史的な事を説明してから、落合先生は子供のでまりの歌を歌ってくれました。それから、参加者は自分のでまりを作ろうとしていました。伝統的な例を見ながら、Ossipov 先生は根気よく 気安く 作り方を教えました。 材料 (1) は 少なくて、簡単に手に入られる物です—— styrofoam ball（伝統じゃないんですが、簡単です）、色々な糸、のり、はりとリボンくらいです。そして、やり方も むずかしくはないですから、年齢にもかかわらず、どんな生徒でも、小学生から高校生、大学生まで、自分のでまり（2）を作ることを楽しむでしょう。

Professors Helen Ossipov and Miko Foard, both of ASU, offered a presentation on Japanese temari. Coming as it did Friday after lunch, it was a very interesting hands-on session. After Foard-sensei’s explanation of the historical background of the temari, Ochiai-sensei sang a beautiful children’s song about temari. Then, the participants attempted to make their own temari. As we worked, using a traditional example for a model, Professor Ossipov patiently and graciously assisted our efforts. The materials are few and easily obtained—styrofoam balls (simple, though untraditional), colored thread, glue, needles, and ribbon. The directions for making these are not complex, either, making this activity accessible to any level of student, regardless of age, from elementary to high school and college. I’m sure
students of all ages will look forward to creating their own temari!

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**AZLA Spring Workshop**  
*By Lisa Berkson  
Dobson High School*

On Saturday, February 28, 2009, the AZLA Spring Workshop met at Rio Salado Community College for a day-long session with Ellen Shragar. Ellen is a middle-school teacher in Pennsylvania and shared with the group her years of experience in dealing with students and parents. She has a realistic view of the issues and problems facing students today and offered tips for dealing with students compassionately, yet effectively. The workshop, “Essential Dialogues for Arizona World Language Teachers,” encompassed a wide range of applications. The afternoon sessions focused on strategies to help establish a safe classroom learning environment and several other techniques to motivate students. Small laminated “habit cards” for students were one example. Another example is a conversation starter card like might look like this for Japanese: Each student would get a card; half of the cards would be different. The student could be told, then, to find their partner who also has Tokyo, using the sample sentences on the back of the card. We actually practiced this technique, using Portuguese; it was clearly an effective conversation starter that had the students talking immediately in realistic situations. In sum, Ellen’s workshop was enjoyable, practical, and useful for teachers at all levels, not just middle school.

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**AATJ Business Meeting**  
2008 AZLA Fall Conferenceに伴い、AATJの総会がParadise Valley Community Collegeにて9月27日に行われました。出席者は3人の新会員を含めた118名、過去の最高の出席者となりました。総会ではBy Lawsの修正が承認されたのち、次期会長、会計／書記の投票が行われ、投票の結果、次期会長にはLisa Berkson先生（Dobson High School）、会計／書記にはGavin Regnaert先生（UAT）が選出されました。また、3年の任期満了に伴う菅原真理子先生の退任も報告されました。今回選出されたRegnaert先生とBarkson先生につきましては以下
part-time for the Mesa Public Schools District when it was discovered that he had several hours under his belt in Chinese, and the district was trying to build a new program then in Chinese. At first he was hesitant to teach Chinese since it was not exactly his field of expertise, but he had the support of several great teachers and friends, and quickly gained confidence the more he taught it. A year and half later he left the University of Advancing Technology to teach both Japanese and Mandarin Chinese full-time for Mesa Public Schools at Dobson High School. After 2 years at the high school level he returned to the University of Advancing Technology where he is currently teaching both Japanese and Mandarin Chinese as a full-time instructor.

Lisa Berkson (President Elect)

Lisa Berkson, who presently teaches Japanese and Chinese language at Dobson High School in Mesa, recently moved to Arizona from Bloomington, Indiana. In Indiana, she taught Japanese language classes for six years at Warren Central High School, in Indianapolis. There, she was an active member of the Association of Indiana Teachers of Japanese (AITJ), hosting the annual Japanese Olympiad of Indiana (a quiz bowl event for high school students) and nominated for the AITJ 2007-2008 Language Teacher of the Year. Prior to teaching high school, Lisa was a free-lance technical translator (Japanese - English) while raising her two sons with her spouse Steve Bokenkamp, currently a professor of Chinese language and religion at ASU. She has been involved in Japanese language and culture since her year-long stay in Aizu Wakamatsu, Fukushima-ken, as a high school Rotary Club exchange student.

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<td>Gifts, Grants and</td>
</tr>
<tr>
<td>Interest from</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
</tr>
<tr>
<td><strong>EXPENSES:</strong></td>
</tr>
<tr>
<td>Expenses, 2007</td>
</tr>
<tr>
<td>AZLA/NCJLT</td>
</tr>
<tr>
<td>Meetings, printing, mailing,</td>
</tr>
<tr>
<td>Non-profit filing</td>
</tr>
<tr>
<td>Bank service</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
</tr>
<tr>
<td><strong>Ending Balance:</strong></td>
</tr>
</tbody>
</table>

From left: Ms Sugawara, Ms Berkson, Yamada, Ms Foard, and Mr Regnaert

AZLA 2009 Fall Conference

The 2009 AZLA Fall Conference will be held at Glendale Community College on October, 2nd and 3rd. The proposal deadline will be extended to August 15. Please consider presenting your research, project, teaching techniques, summer study abroad tips, or technology as teaching tools, etc. and share your experience and knowledge with other teachers of not just Japanese, but also other world language teachers.
The 20th Annual Arizona Japanese Language Speech Contest was held at the University of Advancing Technology on Saturday, April 18, 2009, 12:30 p.m., which was co-hosted by the Consulate General of Japan in Los Angeles. 43 students participated from 6 colleges and universities and 3 high schools. It was a great pleasure that Professor Yumiko Guajardo, from the Air Force Academy in Colorado, and a founding member of this contest, returned as judge. There were activities included tea ceremony (Chado Urasenke Tankokai), martial arts (Shinkendo), exhibits, calligraphy, and tasty treats from Fujiya. A 20th anniversary cake was served to celebrate 20 year history of the Arizona Japanese Speech Contest. The 21st Annual Contest will be held on April 18, 2010, at Dobson High School in Mesa. This is the first time the contest will be held at a high school.

The Twentieth Annual Arizona Japanese Speech Contest
Winners List (2009)

<table>
<thead>
<tr>
<th>Category A</th>
<th>Name</th>
<th>School</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Place</td>
<td>Lina Khaleel</td>
<td>ASU</td>
</tr>
<tr>
<td>2nd Place</td>
<td>Connor Sungino</td>
<td>Dobson HS</td>
</tr>
<tr>
<td>3rd Place</td>
<td>Nicole Gates</td>
<td>ASU</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Category B</th>
<th>Name</th>
<th>School</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Place</td>
<td>Leanne Osborne</td>
<td>ASU</td>
</tr>
<tr>
<td>1st Place</td>
<td>Randall Talley</td>
<td>MCC</td>
</tr>
<tr>
<td>3rd Place</td>
<td>Melina Robovic</td>
<td>ASU</td>
</tr>
<tr>
<td>3rd Place</td>
<td>Diego Hernandez</td>
<td>ASU</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Category C</th>
<th>Name</th>
<th>School</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Place</td>
<td>Rebecca Evans</td>
<td>MCC</td>
</tr>
<tr>
<td>2nd Place</td>
<td>Johnathan Tang</td>
<td>GCC</td>
</tr>
<tr>
<td>3rd Place</td>
<td>Jessica Gilbert</td>
<td>MCC</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Category D</th>
<th>Name</th>
<th>School</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Place</td>
<td>Jonathan Underwood</td>
<td>ASU</td>
</tr>
<tr>
<td>2nd Place</td>
<td>Seth Wolfe</td>
<td>UAT</td>
</tr>
<tr>
<td>3rd Place</td>
<td>Luke Dillingham</td>
<td>NAU</td>
</tr>
<tr>
<td><strong>Best Effort</strong></td>
<td>Nicole Desmond</td>
<td>ASU</td>
</tr>
<tr>
<td><strong>Judges’ Special</strong></td>
<td>Amanda Moline</td>
<td>NAU</td>
</tr>
<tr>
<td><strong>Most Creative</strong></td>
<td>Patrick Bostwick</td>
<td>MCC</td>
</tr>
<tr>
<td><strong>Penmanship Prize</strong></td>
<td>Stephen Tsang</td>
<td>MCC</td>
</tr>
<tr>
<td><strong>Grand Prize</strong></td>
<td>Rebecca Evans</td>
<td>MCC</td>
</tr>
</tbody>
</table>

From left: Ms. Hirano, Ms. Guajardo
Ms. Foard and Mr. Regneart
The Eleventh Annual Prof. Tohsaku Workshop

4月5日 ASU メモリアルユニオンにて第11回当
作先生のワークショップが行われました。今回のワーク
ショップでは先生が最近執筆された「ドラえもんのどこ
でも日本語」をもとにAPレベル、JPN201、202
レベルの日本語教材、activity、教材作成、学習者への
scaffolding の必要性、考え方を中心にワークショップ
が行われました。

近年の日本のアニメ、漫画に対する関心は日本語学
習の大きな動機付けとなっている。ワークショップで
紹介された「ドラえもんのどこでも日本語」は漫画を全
面的に使った、初めての日本語教科書だとおおよそいます。
数ある漫画の中でもなぜドラえもんだったかという点
で、当作先生は、倫理観が高い、コンテクストがはっきり
している、起承転結が明確、擬態語、擬声語が少ない
などの点をあげられました。

教科書の中に掲載されている漫画はアメリカ人留
学生が登場人物の一人として教科書に書き下ろされ
たものが主ですが、長年私たちが親しんできたドラえも
んの漫画を媒体として日本語の語彙、文法、表現はもち
ろんのこと、日本の文化情報においても効果的に提示さ
れております。教科書中のアクティビティーは学習者が自
分で考えたり、調べたりして行う自主性を促すものが多
いのが特徴的です。学習者が自分で発見していく過程を
重視し、自分で発見したことは忘れないという當作先生

AATJ meets Mr. Doug Nick,
Associate Superintendent for Federal Relations,
Arizona Department of Education

8月3日 AATJ 役員（Miko Foard, Lisa Berkson,
Gavin Regnaert, Chieko Yamada）4名は Arizona
Department of Education(ADE)のDoug Nick氏とア
リゾナ州における日本語教育について意見を交わす機
会を得ました。Doug Nick 氏は AATJ の推薦を受け、
国際交流基金の招きにより6月28日から7月9日ま
で10日間の日本視察を行い、その報告もかねて
の意見交換となりました。AATJ 側から Doug Nick 氏
に伝えられた現状、要望は以下の通りです。

Meeting with Mr. Doug Nick, Associate
Superintendent for Federal Relations, Arizona

Department of Education.
Our Agenda: Our hope for the future of Japanese
language education in AZ.

General Issues:

a. In the future, we would very much like to see
Japanese taught at every level of K-12. As far
as we know, there is no Japanese program at
kindergarten, elementary school, or junior high
school in AZ even though AZ is one of the few
states that mandates FLES.

b. For right now, we would like more Japanese
programs for the high school level throughout
Arizona. We have high school Japanese
programs concentrated in Gilbert, Glendale, and
Mesa School districts, all in the Metropolitan
Phoenix area. With the newly opened Campo
Verde High School in Gilbert, we have nine high
schools in the Phoenix area and one high school in Northern AZ. There is no high school in Tucson that has a Japanese program.

Problems We Face:

a. We need a job security environment for in service teachers in order to recruit and keep good teachers in the field. We recently saw that two Japanese language teachers almost lost a full time position because of stricter regulations of the class size necessary to open a class. 25 students are required to establish a class, but we would like for your consideration to lower this number because of the difficulty of the language. Japanese is considered as one of the most difficult languages, including Chinese, Arabic, and Korean -- group IV languages according to the Foreign Service Institute (FSI).

b. We need support for students pursuing teacher certification and for obtaining a work visa for non-citizens. We would like for your consideration of having another standard for assessing native speakers of Japanese who have at least a high school diploma from a Japanese high school for the state requirement of 26 credits of JPN courses to satisfy Japanese language ability. At the same time, we recommend to raise the standard for non-native speakers of Japanese to obtain teacher certification with 26 JPN credits including JPN101 and 102. The assessment for one’s language ability should be done by proficiency level of the candidate, and not by the number of credits. (Note: Spanish teacher certification at one state set the criteria as the Advanced level of ACTFL Guideline. Getting high quality teachers is the key to the success of the program and their students.) There are so few high school Japanese programs in AZ, it is hard for students to find a place for their field experience and internships. This problem is related to the need to create more Japanese programs at the high school level. ASU is the only institution in the state that offers an Initial Teacher Certification Program. I have advised quite a few students who are native speakers of Japanese for about 15 years. To this day, there are no students who were able to get a job in AZ or in any other place in the US because of the visa problem. Many high schools avoid hiring non-citizens for visa issue. Is there any solution to this vicious cycle?

Our Wish List as teachers of Japanese:

a. More scholarships for in service teachers to attend professional development opportunities outside of the school district mandatory workshops to get to know teachers from other part of the state, thus furthering articulation between schools.

b. Summer Institutes for Japanese teachers to learn content area, teaching methodology, or teaching Advanced Japanese, or AP Japanese courses.

c. Summer Japanese language school for K-12 students, possibly using ITC students of Japanese at ASU.

d. Scholarships for ITC students as well as in service teachers to attend state, regional and national conferences such as AZLA, SWCOLT, and ACTFL.

e. Articulation between high school and colleges. Establishing the statewide common outcome goals for each level.

Our Wish List as teachers of world languages:

AATJ has written a letter to the legislators in Arizona along with other language organizations, requesting the state level language coordinator to promote language education, which is a must to equip our students for our globalizing future. It would be most helpful if the state of Arizona could designate language education as a core of the curriculum. The United State lags far behind most of the developed countries in the world in language education and that hurts our students’ future and the future of Arizona and The United States.

Nick 氏は teacher certificationの問題については、州の certification担当者と大学側の話し合いの機会を設けることは可能との申し出がありました。又アリゾナ州内の高校での日本語教師資格を持つ人の数の把握にも協力を申し出ていただきました。全体としては州レベルでの World Language Coordinatorの不在の問題が大きい点で双方同意し、このポジションの設置に関する要求書を Arizona Department of Education, Superintendent of Public Instructionの Tom Horn氏にNick氏から手渡していただきることになりました。現在の経済状況からして、語学教育、日本語教育の拡張は難しい現状ですが、AATJなりの展望を伝えられたこと、Nick氏という「友人」を得られたことは今回のミーティングの成果であったと言えると思います。
ARIZONA ASSOCIATION OF TEACHERS OF JAPANESE
MEMBERSHIP APPLICATION FORM (September 2009-August 2010)

Your AATJ membership fee includes membership in AZLA (Arizona Language Association). The AATJ membership year starts September 1 and ends August 31. Please submit your application and payment by August 31.

If you wish, you can take advantage of AATJ’s affiliation with the National Council of Japanese Language Teachers (NCJLT) and join that organization for an additional $15. For information about NCJLT, visit <http://www.ncjlt.org>.

On the lines below, please provide your information.

Name: English________________________Katakana/kanji (for Japanese names)____________________

E-mail address________________________________________
Home address

street ___________________________________________ city __________ state ______ zip

Home phone number ____________________________ Cellular phone number ______________________

Home fax number ________________________________

School/Business name________________________________________
School/Business address

street ___________________________________________ city __________ state ______ zip

School phone number ____________________________ School fax number ________________________

Your position (such as Instructor, Faculty Associate)____________________________________________

Please check your preferred mailing address: Home address ______ School/Business address ______

Please list any contact information you would NOT like published in the AATJ and AZLA directories:

__________________________________________________________________________________________

Below, please check the appropriate box on the left plus any applicable boxes on the right, and then write in the total amount you are sending with this application form. (Note: Active and Patron Membership come with voting and holding office privileges, but Associate and Student Membership does not come with voting or holding office privileges.)

Active Membership Fee ($25) NCJLT Membership Fee (Optional) ($15)
Associate Membership Fee ($20) Overseas Member Fee (Additional) ($10)
Student Membership Fee (for full-time students only) ($15) Donation ($_______)
Patron Fee ($25 or more)

Total $ ______________

Make your check payable to AATJ and send with this registration form to: AATJ
c/o Gavin Regnaert
5023 E. Fox Cr.
Mesa, AZ 85205