

Message from the President



Yukio Kataoka
President, HATJ

新年、明けましておめでとうございます。
皆様すこやかに新春をお迎えのことと存じます。
昨年は色々ご協力いただき、大変ありがとうございました。本年もどうぞよろしくお願いたします。

I hope you had a blissful
New Year with your family

and loved ones and started another exciting semester.

Some of you may have seen that we were able to display all the entries for this year's Nengajo contest at Shirokiya Yataimura in The Ala Moana Center. In addition, the contest was featured in the "Community Information" section of Lighthouse on January 16. These were all possible thanks to the dedication and hard work of the board members. I am glad to see the HATJ reaching out to the community. We will make every effort to continue to be more visible.

I am so excited to announce that we are going to have a workshop and are inviting Yoshiko Saito-Abbott sensei and Yo Azama sensei of California State University at Monterey Bay. The workshop will be on April 13 and 14. The focus is on designing a thematic unit that promotes active and engaging learning experiences that support the four domains of the Global Competence Framework: *Investigate the World, Recognize Perspectives, Communicate Ideas, and Take Action*. Instructional strategies that elicit critical thinking, responsible social action, problem-solving, and innovative learning will be explored using authentic Japanese cultural texts and other resources.

UPCOMING HATJ EVENTS

2/9/19 Benkyoukai

4/13,4/14 HATJ Spring Conference

For the most current updates, please check the HATJ Website.

Please mark your calendar.

In preparation for the Spring workshop, HATJ will continue to focus on ACTFL's Core Practices in the upcoming benkyou-kai. Please watch for our announcements, come to share your ideas, and invite your colleagues, novice to veteran, as well.

Finally, it's time to renew your membership (and commitment) to HATJ. Please go to AATJ site, membership (<https://www.aatj.org/store/memberships>) and renew if you haven't done so yet. Don't forget to select HATJ for your affiliation. Your participation is critical for us to grow together in terms of articulation, advocacy, and networking. If you know anyone who might benefit by joining HATJ, by all means extend the invitation.

Have a productive and great semester! ■

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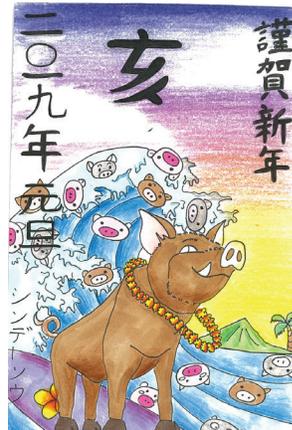
HATJ Nengajoo Contest Winners

This year, the HATJ held its annual Nengajoo Contest (Year of the Board). Over 700 students participated. While the HATJ did select winning cards, we would like to congratulate all that participated and all those who demonstrated their passion for the Japanese culture and art. All winning cards were displayed at Shirokiya. We look forward to next year's contest!

Congratulations to all of our winning cards! ■



	Elementary	Artistic	Comical	Hawaii	Original
1st	1 - Student	Zyanne Man	Kaya Smith	Kira Alipio	Adam Chun
	School	Wilson ES	Aina Haina ES	Wilson ES	Mililani Ike ES
	Sensei	Matsutaka Sensei	Agena Sensei	Matsutaka Sensei	Yamada Sensei
2nd	2 - Student	Mikayla Bloom	Brielle Stewart	Aaron Woolpert	Jaidon O Day
	School	Aina Haina ES	Aina Haina ES	Aina Haina ES	Aina Haina ES
	Sensei	Agena Sensei	Agena Sensei	Agena Sensei	Agena Sensei
3rd	3 - Student	Sara Sternberg	Joy Matsuda	Bella Bretschneider	Miya Yoshioka
	School	Mililani Ike ES	Mililani Ike ES	Aina Haina ES	Wilson ES
	Sensei	Yamada Sensei	Yamada Sensei	Agena Sensei	Matsutaka Sensei
	Middle School	Artistic	Comical	Hawaii	Original
1 - Student	1 - Student	Saya Saito	n/a	Jamie Wong	Maia Kato
	School	Washington MS		Washington MS	Washington MS
	Sensei	Takamoto Sensei		Takamoto Sensei	Takamoto Sensei
	High School	Artistic	Comical	Hawaii	Original
1 - Student	1 - Student	Chloe Machida	Noelle Shimabukuro	Cindy Tsou	Alisa Yost (Komata)
	School	Hawaii Baptist Academy	Mililani HS	Mililani HS	Mililani HS
	Sensei	Yoo Sensei	Yamamoto Sensei	Zukeran Sensei	Zukeran Sensei
2 - Student	2 - Student	Kelci M. Deuz	Katelyn Higashiya	Maya Liao	Kay L Arakawa
	School	Sacred Hearts Academy	Hawaii Baptist Academy	Hawaii Baptist Academy	Roosevelt HS
	Sensei	Grafia Sensei	Yoo Sensei	Yoo Sensei	Kitaguchi Sensei
3 - Student	3 - Student	Daniel Jurek	Jasmine Chan	Raelynn Kiyuna	Clarisa Ishii
	School	Hawaii Baptist Academy	Roosevelt HS	Kalani HS	Sacred Hearts Academy
	Sensei	Shimizu Sensei	Leung Sensei	Kishi-Char Sensei	Grafia Sensei
	College	Artistic	Comical	Hawaii	Original
1st	1 - Student	Kaitlyn Victorino	n/a	Wen Lin	Cara Haitsuka
	School	Kapiolani CC		Kapiolani CC	Kapiolani CC
	Sensei	Kobuke Sensei		Kobuke Sensei	Kobuke Sensei
2nd	2 - Student	Tadd Yamamoto	n/a	Evan Ching	n/a
	School	Kapiolani CC		Kapiolani CC	
	Sensei	Kobuke Sensei		Kobuke Sensei	
3rd	3 - Student	n/a	n/a	n/a	n/a



Lighthouse Hawai'i Japanese Yon-Koma (four block) Manga Comic Olympics

Desiring to create a four block manga comic section highlighting middle and high school Japanese language students here in Hawai'i, Lighthouse Publishing Hawai'i Inc. and Moanalua High School World Language Learning Center (MOHS WLLC) created and held a Japanese Four Block Manga Comic Olympic contest in October 2018.

A total of twenty-four yon-koma manga were selected to be published in the Lighthouse Magazine. It is published in LA, San Diego, Seattle and Portland in addition to in Hawaii. One four block comic strip will be used for each Lighthouse Magazine Hawai'i issue starting from January 2019 (1st issue of the year).

The winners of the first Yon-Koma Manga Comic Olympics were the following.

1st place: 見知らぬ人の優しさ (Kindness of a Stranger) by Lin Sela, Punahou School

2nd place: だいすきなかみのけ (My Favorite Hair) Abbylyn Sanchez, Sacred Hearts Academy

3rd place: 動物学校での昼食 (Lunch at An Animal School)) Kim Lauren, Punahou School ■

SAVE THE DATE! The HATJ SPRING CONFERENCE!

Spring Workshop/Conference March 13 (Sat) & 14 (Sun), 2019

Content-Driven Teaching that Promotes Global Competency in the Japanese Language and Culture Classroom

We invited two renown educators in the field of Japanese language teaching as Facilitators: Yo Azama, Teacher of Japanese, 2012 National Teacher of the Year, 2013 Outstanding Teacher of America, 2015 Helgin Heinz Teacher Award Recipient; Dr. Yoshiko Saito-Abbott, Professor of Japanese, 2014 Hal Wingard Lifetime Achievement Award, and Director of the Monterey Bay World Language Project.

This two-day workshop explores content-driven

teaching that enhances learning and builds global competence. Participants will design a thematic unit that promotes active and engaging learning experiences that support the four domains of the Global Competence Framework: Investigate the World, Recognize Perspectives, Communicate Ideas and Take Action.



Yo Azama and Yoshiko Saito-Abbott (taken from Japan Foundation Breeze)

Instructional strategies that elicit critical thinking, responsible social action, problem-solving and innovative learning will be explored using authentic Japanese cultural texts and other resources. Effective technology tools that promote and enhance communicative and global competence will be integrated throughout the program. Hope to see many of you at the workshop! ■

Additional AATJ /HATJ Events

2/9/19 HATJ Benkyoukai

2/19/19 AATJ National Japanese Exam Registration Deadline

3/21/19 AATJ Spring Conference (Denver, CO)

4/13,4/14 HATJ Spring Conference

8/1 HATJ Summer/Fall Newsletter Deadline

こんなこと **Featured Article**
"Sakura House Impact Term Project"
 Yoshiko Tsukamoto

On January 10th, 2019, my students and I went to Sakura House for our Impact Term project. The purpose of this project was for the students to further their ability to speak Japanese while also helping out our community. At the care-home, we introduced ourselves in both Japanese and English to the staff and elders. The students performed a number of songs involving singing with piano accompaniment to entertain the elders and staff. Following the performance, we proceeded to help the elderly people fold origami crafts of fish and turtles to create a picture of ocean life through the medium. The staff and the elderly people were all very kind in accepting all of us, even those who had less Japanese experience. Students were able to practice their Japanese outside of the classroom setting and help the Sakura House community by providing a pleasant special occasion different from the typical day to day agenda. They put in a lot of time to practice not only their musical pieces but also the instructions for creating the origami crafts. This was eye-opening for the students who were not aware of the prevalence of the Japanese language in Hawaii and allowed them to improve their confidence in speaking even if not quite day to day Japanese. This experience allowed them to further challenge themselves in an unfamiliar environment. If given the opportunity, we would love to visit Sakura House again.■

"Sumimasen"
 Elena Yoo

Once I was watching NHK (Japan's national broadcasting channel) when a TV show came on that showed a foreign girl approaching Japanese people on the street to get help with directions. At first, she tried talking to the passersby only in English but she got absolutely no help. No one even bothered to stop and listen! But then she started using sumimasen ("excuse me"), and everything changed. Suddenly almost everyone she talked to stopped and tried to help her. The passersby would even pull out their smartphones to use dictionary apps and map apps, and some even walked the girl to her destination! Just using one Japanese word got her out of her predicament.



January, 2019 Sakura House Visit



こんなこと is a blog on the HATJ website in which members can post interest Japanese-related news from their school or their communities. For more information, please visit our website.

Although many Japanese people do know some English, suddenly speaking to people on the street in English can be intimidating for some, so next time you need some help in Japan, try using "sumimasen." It's a great way both to get someone's attention and to show that even if your Japanese is poor or you really can't speak it at all, you're willing to try. I think you will find that if you try this, you will be more likely to find the famous hospitality and welcoming spirit for which Japanese are so famous.■

The 25th Annual Honolulu Festival 3/8-3/10/19

Festival Organizers

The 25th Annual Honolulu Festival will be held on March 8-10, 2019

We are pleased to announce the sub-theme for the 25th Annual Honolulu Festival, “Looking Back to Create the Future: 25 Years of Aloha”. This year, we will celebrate the 25th anniversary of the Honolulu Festival with 25 minutes of fireworks —the longest fireworks show ever in the history of the Honolulu Festival.

Also in commemoration of the 25th Honolulu Festival, the Friendship Party will be showcasing the final performance of “2019 HONOLULU KABUKI” at the Hawaii Convention Center. Through Kabuki, Japan’s traditional theatrical art form, we hope to deliver the Japanese culture and tradition as well as the “heart and soul of Japan” to the people of Hawaii. There is so much more you won’t want to miss so come one, come all to the 25th Honolulu Festival! ■

Event Schedule (Tentative)

<https://www.honolulu festival.com/en/event/>

Maui Mikoshi Design Contest

<https://www.honolulu festival.com/en/whatsnew/2019/01/02/mauimikoshi-en/>

Volunteer opportunities

<https://www.honolulu festival.com/en/application/come-join-the-volunteer/>

Friendship Party “Kabuki Night” Special <https://www.honolulu festival.com/en/schedule/25th/2019-03-08/friendship-gala-2019-en/>

Film Festival

<https://www.honolulu festival.com/en/schedule/25th/2019-03-09/movies-09/>



Educational Tours



Nagaoka Fireworks



Kabuki



2018 Parade

The following section is comprised of articles and information pertaining to ACTFL and its Core Practices. The two articles included are a first-time attendee's perception of ACTFL and a summary and write-up of our HATJ Fall Conference, focused on these Core Practices.

My First ACTFL Experience **Will Smith**

After more than 10 hours of travel, I finally got to bed in my hotel right across from the convention center where the 2018 ACTFL Conference was being held. I was tired but also excited for what the next few days would have in store for me and the other 2 teachers from Waipahu High School, Rebecca Sanborn (Hawaiian) and Tanya Harris (Japanese).

We arrived a day early to take part in some of the pre-conference workshops. These are half or full day workshops that allow teachers to go a little deeper into content compared to the 1-hour sessions that most of the conference would have.

My morning session was with Grant Boulanger, <http://www.grantboulanger.com/> a middle school Spanish teacher who uses Comprehensible Input (CI) to work with his students. He shared many CI techniques that he uses in his class, but also spoke a lot about how CI helps teachers to get to know their students better, and how it also relieves a lot of the stress in class so students can be receptive to acquiring a new language!

After a quick lunch my afternoon session with Yo Azama started. If you ever get a chance to have a workshop with Azama Sensei, take it!! I don't care if it is about basket weaving! Take it! His session was about creating assessment for the 3 modes of communication, and how/when to plan a unit around them.

The next day the conference started for real. There were thousands of teachers from all over the world in the main hall. It all started with a New Orleans street band marching through the hall with ACTFL officers throwing beads to everyone! Then they went into the ACTFL

teacher of the year awards, and finally the keynote speaker. Dan Buettner wrote the book *Blue Zones*, which looks at places all over the world where people are living longer and healthier lives thanks to a number of factors. Of course, a place in Japan was on the list. You can find out more about this at www.bluezones.com

Once that was done the conference started in full force. There were so many presentations that we wanted to go to, and even when we split up it was impossible to see everything! And the convention hall was always active with presentations, conversations, so many books, tours and more. It really was overwhelming!

Over the next 3 days, we went to so many good presentations. We saw many different Comprehensible Input (CI) sessions, technology from VR goggles to Google Trips, and brain breaks! We have made a folder here where you can see what sessions the 3 of us really liked. Even now, almost 2 months after the conference we are going through materials and adding to the folder! I think it will take us well into summer break before we get done. There was just that much material! I am sharing the link here. Please feel free to use anything in the folder, and don't forget to check back from time to time to see things we have added! https://drive.google.com/drive/folders/1bqd-zXSQxJ4okIRc2aul8L6HwofS_0h?usp=sharing

If you ever get the chance to go to ACTFL, please take it. You will be overwhelmed by everything it has to offer, but you will go away with so many new ideas, strategies, materials, and friends that you will be recharged and excited to get back to your classroom and try everything out! ■



*Tanya Harris, Rebecca Sanborn, and Will Smith
(Waipahu High School)*

2018 HATJ Fall Conference

Introduction

2018 HATJ Fall Conference was held on Saturday, November 10, 2018 at the Hawaii Baptist Academy High School campus. 23 enthusiastic teachers participated and learned lots of helpful resources from the keynote speaker, Andrew Scott Sensei from Kamehameha School Maui Campus. In addition to the keynote on: "Caution: Language Learners At Play: Adapting and Integrating Games into the Language Classroom," we spent a significant amount of time in breakout sessions to exchange ideas and insight about ACTFL Core Practices (image below). The subsequent sections represent summaries of our discussions.

Facilitate Target Language Comprehensibility

Yoshiko Tsukamoto

The use of target language refers to all that learners say, read, hear, write, and view - production and reception of language on the part of learners, educators, and materials. ACTFL recommends that learning take place through target language for 90 % or more of classroom time except in immersion program models where the target language is used

exclusively. How can we be purposeful in our use of the target language in the classroom? We discussed some possible ways/strategies which could help us attain 90%+Target Language setting.

1) Support comprehension and production through context/gestures/visual support We need to give classroom instructions in the target language Day 1 and continue to speak in Japanese with visual clues/supporting images even though students ask questions in English.

For lower level classes, we need to limit the number of words. If the word is a noun, then we ask their likes and dislikes. If the word is a verb, then we ask if they do or don't. We have to look for a similar story/passage after the class story is made. At the TPRS site, there are no Japanese textbooks available; however, some reading passages are available and downloadable through the NPO 多言語多読シリーズ website. If we have similar units or topics, then we can collaborate in creating texts/passages/short stories. There's another way to show short animated movies. We could show segment by segment

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CORE PRACTICES

For World Language Learning



Facilitate Target Language Comprehensibility

Students and teachers speak, listen, read, write, view, and create in the target language 90% or more during classroom time: comprehensible input, contexts, and interactions.

Guide Learners through Interpreting Authentic Resources

Present interactive reading and listening comprehension tasks using authentic cultural texts with appropriate scaffolding while promoting interpretation.



Design Oral Interpersonal Communication Tasks

Teachers design and carry out interpersonal communication tasks for pairs, small groups, and whole class instruction.

Plan with Backward Design Model

Instructors identify desired results THEN determine acceptable evidence THEN plan learning experiences and instruction.



Teach Grammar as Concept and Use in Context

Teach grammar as concept and use in context. Students focus on meaning BEFORE form.



Provide Appropriate Oral Feedback

Oral corrective feedback is a tool for mediating learning and language development.



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and have students predict what's going to happen next to keep the suspense going.

2) Conduct comprehension checks to ensure understanding.

We will show an animated short video and stop before the scene changes and have students predict what will happen next. Occasional Circling Q's will be helpful.

[Alma Oktapodi](#)

Guide Learners Through Interpreting Authentic Resources

Hiroe Iwamoto

セッションのテーマは「言語学習にどのように有効にオーセンティックな教材を活用していくか。」まず、セッションの始めに、参加者全員でオーセンティックな教材を使うことのメリットについて話し合いました。「興味を持たせて学習者のモチベーションをあげる」「教科書で習ったことが実際に使えたという自信を学習者が持てる」「文化への理解が深まる」「推測する力が伸びる」などの利点があげられました。実際に使ったことのある物としてはメニューや広告、ディズニールランドのウェブ、道路標識、日本の学校の時間割、ニュース、天気予報、クッキングショー、旅行者向けのフリーペーパー、昔話などたくさんの教材があげられました。

また、参加された先生方の経験から、オーセンティックな教材を使う際、大変だなと思うこともシェアしていただきました。「今はテクノロジーの発達で教材のチョイスが格段に増えたが、学習者のレベルやニーズにあった教材を見つけるのに苦労することもある」「4技能のうち、読む聞くに比べて、書く話すで使える教材が少ない」「年齢（学習者の成長過程）に応じて、素材に対するアプローチの仕方を考えなければいけない」などの意見が出ました。

Design Oral Interpersonal Communication Tasks

Lisa Kobuke

In the “Design Oral Interpersonal Communicative Tasks” session, we began with looking at Paul Sandrock’s [ACTFL Implementing Core Practices](#).

What does “interpersonal communication” mean and require? It means there needs to be a negotiation in meaning during the interaction and a sharing of information, opinions and feelings. The interaction should be as natural and real world as possible, unscripted, and require students to listen to each other to negotiate meaning as in an information gap type activity. Methods and tools for developing skills or conversational tools to communicate effectively were discussed. Comprehensible Input (CI) or Teaching Proficiency through Reading and Storytelling (TPRS) require students to listen and focus on what is being communicated. Apps such as Charades! can be a useful and fun tool to elicit spontaneous descriptions of items, people, or stories. The app is customizable and an instructor can control what types of queues to include. Padlet is another tool that can be used to post students’ videos or written responses to a queue. Cost can be impediment to using Padlet if the instructor’s school does not have an institutional account.

Plan With Backward Design Model

Kazuyo Kitaguchi

Backward design requires a lot of planning by setting: objective(s), theme, assessment tools, etc. Therefore, it is a reality that many teachers hesitate to incorporate the method.

We discussed how each school “tries” to create lesson plans by following this method.

Most teachers understand the importance of backward design unit; however, they also expressed the difficulty of setting a goal.

What is the goal of Japanese learners in Hawaii (high school/college)? What is the goal of individual learners?

The participants said that they would like to learn about it so they can use it. They asked HATJ to have workshop for creating the unit using the backward design.

Teach Grammar as a Concept and Use in Context

Masa Yamaguchi

ACTFL states on its website, “grammar should be

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addressed within meaningful communicative contexts as one element of language proficiency. Instead of focusing on grammar rules and diagramming sentences, teachers should guide students towards an understanding of how grammar functions. Students learn how to use the form rather than memorized conjugations that may not be applicable across contexts.” They continue, “Instruction should be in the target language using lessons that have functional goals and objectives.” At the same time, however, ACTFL is saying, “During these task-based lessons, when there is a need to address a gap in knowledge in order for communication to occur, learners should explicitly explore grammatical forms guided by their teacher. By searching for the correct form in an effort to speak, listen, read, or write effectively, a learner has a spontaneous need for a grammatical structure and is highly motivated to use the grammar in context immediately.”

In our breakout session, we discussed how to approach this topic. Some teachers shared the same thoughts and said it is difficult to teach grammar in context because many textbooks devote much space for explanation of grammar and teachers tend to teach grammar stuff. There is another problem. ACTFL is encouraging us to use target language for instruction, but some teachers showed their concerns; “Teaching grammar using Japanese language is not easy,” or “Is 90% TL possible to teach or explain grammar?” At Japanese language schools in Japan, the language is being taught through Japanese language, so there is a way to teach grammar in the target language. At schools, however, teachers need to build good relationship with clear communication with their students and create safe learning environment. Teaching grammar using the target language might become an obstacle to do this part.

When we see the bright side of this topic, this idea can help teachers design their courses backward and scaffold students’ learning. There are some textbooks suitable for this method, so referring to those books may be helpful for the teachers to create their courses and lesson plans.

Provide Appropriate Oral Feedback

Nami Grafia

Providing Appropriate Oral/Written Feedback has a very important role in students’ language

developments. Feedbacks promote language acquisitions, the development of advance skills, positive work habits, and they can mediate the teachers’ expectations and learners’ language in most effective way. It is one of the necessary practices in the classroom for teachers.

In our fall conference session, our group discussed timings, tools, and useful wordings for the feedbacks. The most effective feedback timing was “right away to as soon as possible.” The feedback can be most influential when a student’s memory or mind is fresh with his or her performance; however, it is not always easy to provide timely feedbacks with our busy everyday tasks.

To ease providing feedbacks, there are some tools or methods which help us with the time-lag. Writing memos or telling the feedbacks on the spot or while working on the projects, work closely with students and give feedbacks right away. These seem to work very well in classes. This allows teachers to give individual attention which also creates motivations for the learners.

Using a computer applications are another one. Rubrics can be uploaded onto the Google Doc, highlight students’ grades on the rubric and share. The other handy tool we talked about was “Screencast O Matic.” It is a free web application. “Screencast O Matic,” <https://screencast-o-matic.com/home>, is a screen recording application which can give oral feedback to any of the students’ assignments, such as essays, projects or speaking assignments and assessments. You can record your screen with your voice. (Example youtube link: <https://www.youtube.com/watch?v=Djr-fR2ID8U>)

Feedback wordings were other important aspects of the discussion. We discussed that wordings should be as positive as possible. Teacher can utilize the feedback languages from previously-made rubrics, such as the AP rubric, for the wordings. Pick what most important and address it first. Teachers tend to overwhelm a learner by feedbacks, so step by step feedbacks will create the positive learner’s outcomes. Offering the students to submit as much as possible is another important thing to consider. We also need to give feedback on how to face the task, self-regulation, and students’ anxiety reliever-feedbacks. ■

HATJ TECH CORNER**Andrew Scott**

This is a new section in the HATJ Newsletter which will attempt to address any tech-related questions you may have and/or present tools that may work to improve instruction in your courses. Please email hatjnewsletter@gmail.com with your questions, issues, comments, and especially great tech-tools that you may be using.

If you have been to conferences or have searched on the web, there is a myriad of technology tools, which if used properly can significantly enhance the students' learning experience, motivation, and success. The following are easy, free, and probably familiar tools, that while it may take you some time to build and design activities, in class, you will be able to use it with nearly no lapse in target-language-use.

1. Quizlet Live and Kahoot!

Both of these are online quiz-type games and practice tools that are good for simple, word-level vocabulary practice and/or simple quizzes. Both handle Japanese quite well!

Kahoot!

<https://kahoot.com/>

In Kahoot!, you create a (100% TL) multiple-choice quiz online, and the students access it from their tech (without an app), and they compete to earn the most points. When designing the questions, you can adjust the length of the timer, the music, etc. It will randomize the questions, and once all of the students answer, it will show how many got it correct. Students who get multiple questions correct, will be placed on the leader-board. As it is a multiple-choice quiz, it can go well beyond simple vocab drills. For



example, you can have a sentence, and the students choose the correct particle. Or, you can ask a question like this:

しゅうまつはどうでしたか。

A)いいでした B)よかったです C)よかったです D)いいです。

Students would choose the proper form/tense. All of this and other features can be accessed without installing software/apps and without paying for an upgrade.

Quizlet and Quizlet-Live

Quizlet and Quizlet-Live is another quiz-game I use in the classroom. Quizlet, unlike Kahoot! is a word-level, vocabulary/kana/kanji practice tool, but it has multiple modes of practice and learning, both individually and in groups. To maximize TL, you can use images instead of English. There are several individual activities, from matching, to flashcard-practice, to online quizzes, to a game called Gravity, in which they have to type answers quickly to avoid being destroyed by meteors.



In terms of collaborative activities, you have Quizlet-Live, in which the students, in groups, will work together to answer questions and earn points. The fun thing is that only one group member has the correct answer, so they have to collaborate. There is a progress meter (projected) with music that really adds to the friendly competition. If the students get the wrong answer, it shows the correction/explanation on all of their tech. With all of these options, you only need to create one vocab list.

If you upgrade to "teacher" (small annual fee), you unlock more detailed performance stats, ability to organize your Quizlets and students into classes. While I tend to avoid "upgrades," this one has been very helpful!

Here are a few ways I use these beyond simple review:

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1) When the students have little energy and need a good warm-up (especially 1st and last period), or need a "reward" for success in other areas of the class. My students love this!

2) Before I introduce a lesson or its vocabulary (or Kanji) I have them do the Quizlet to practice and build/activate knowledge. The individual practice is very stress-free, and it does dramatically increase their ability to handle the vocab.

3) We do bracket-style tournaments (in Quizlet Match), just to instill some friendly competition.

2. Speakpipe (sound-recording)

<https://www.speakpipe.com/voice-recorder>

Speakpipe simply (and freely) records voice, stores it on their server (for 3 months) and provides the student/teacher with a link to access their file. While it has ads that ask you to pay, you can do the major functions completely free. Your students just click a couple times, and they will record, save their file, and retrieve the link. They are limited and unable to edit their file, even though they can re-record (without stopping) as many times as they like.

Here are some ways I use it in my class:

1) I sometimes organize my class into 6 work rotations/stations, which includes: T->S instruction, T<>SSS "free conversation", Interpretive activity, writing activity, and one recording activity (speakpipe). They are given a task (presentational or interpersonal) and are asked to record without stopping.

2) I record a listening activity that the students will need to listen to and answer questions for homework or rotation work.



SpeakPipe

After using this site for about three months, I created a Google Doc for each student, where they will create a portfolio of all of their recordings and my feedback (sound-recording or rubric).

I hope that these ideas can be useful and spark many new activities and ideas!

If you have any questions on these tools, or want to contribute to this section, please email hatjnewsletter@gmail.com. ■

5 Easy Card Games to Practice Counters

These are just a few games to practice counters (or anything in numbers) in Japanese. All you need is a deck of cards and a whiteboard. The first step for all is to assign a counter (つ、はい, etc.) to each suit. (If you need help with the basic games, please Google them.)

1) Counter-War: This uses the card game "War" as its base. On the Whiteboard, label each suit with counters. (Eg. diamonds are "tsu-counters). Play just like "War."

2) Counter-Story: Using the same whiteboard label, shuffle all cards. Each turn, have a student take two cards and make a sentence with the two counters. (Eg. バナナを一本とCDを10枚買いました / お願いしま

す) Have the students write these sentences down so you can check their progress.

3) Go-Fish: Play just like Go-Fish. At the basic level, choose one counter to practice. Students will think of an object and ask 「バナナが一本ありますか」。" If the other student has an ace, he/she will say 「はいあります」。if not, 「いいえありません。」 For a challenge, I take a die and label each side with a counter. Every couple of minutes, I roll, and the kids will use that counter.

4) Counting: Choose a counter to practice. Have the students take turns drawing three cards. They will add them together and say the resulting counter. (if they draw a 5,2,1, they may say はっぽん. Use

the dice to change the counter or have them make sentences.

5) UNO: Play UNO just like the original, but assign counters to the suits. Every time the students draw, they say the counter/number. Teach them the language for "draw-four". ■



GAME CORNER

Global Classmates: A High School Exchange Program

Kizuna Across Cultures is looking for Japanese language classes from U.S. high schools that are interested in participating in the Global Classmates Language and Cultural Exchange program for next school year (2019-2020). A few Hawaii high school Japanese language classes are currently participating in this program and have had wonderful learning experiences. Languages come alive when the students actually get to communicate with the similar age group students from their native countries. Please take advantage of this wonderful exchange program! Application for U.S. school will become available in early March, 2019. Please mark your calendar and check back with the website at <https://kacultures.org/english/apply-program> (*Please see the attached flier.*)

日本語の授業中に日本の高校生と言語、文化の交流をしませんか。グローバル・クラスメイツ・プログラムは来年度の参加校を募集しています。今年すでにハワイの高校の日本語クラスで本プログラムに参加しているクラスもいくつかあります。詳しい情報、申し込みは下記ウェブサイト、パンフレットをご参照ください。米国高校の申し込みは3月初旬から始まります。

English <https://kacultures.org/>

日本語 <https://kacultures.org/japanese> ■

HATJ (and AATJ) Membership Benefits

Being a member of the HATJ (Hawaii Association of Teachers of Japanese) automatically entitles you to not only local HATJ benefits but the national benefits of being a member of the AATJ. Here is a list of just some of our local benefits:

Local Benefits:

Professional Development:

Monthly Benkyoukai (月例 勉強会)
Semi-Annual Symposium & Workshops (年二回のシンポジウム&ワークショップ)
Announcements on other PD opportunities (日本語教育、教育一般に関する題材やテクノロジー-勉強の情報収集)



2018 HATJ Spring Conference

Mentoring

Opportunities to mentor or be mentored by your fellow teachers

Bi-annual (Aug/Jan) HATJ Newsletter

This provides additional opportunities to discover opportunities for professional development and support and gives you a powerful forum to network and share ideas.

Networking

Networking is so important in our profession. One of HATJ's goals is to be the central hub for networking among teachers and students.

Scholarship Information

Scholarship and internship information related to Japanese language and culture will be posted on the website and in the newsletter.

Advocacy

We, as Japanese language teachers, are obligated to advocate for the education of our language and culture to the students, the community and beyond. Help us by joining the association and being a member of the team! If you need support and advocacy, please contact us. All of us are stronger together!

Jobs

From time to time, job openings will be posted on the web or sent out via emails. Be sure to join us if you are interested in becoming a 21st century educator in Japanese language and culture!

Student Activities

Every year, we offer our HATJ Nengajoo Contest and support/disseminate other student activities.



National AATJ Benefits: Being a member of AATJ also entitles you to:

- Opportunities for awards and grants such as the AATJ National Teacher Awards, The Cheng and Tsui Professional Development Award and access to several more.
- Opportunities for recognizing student achievement, such as the Japanese National Honor Society, National Nengajo Contest.
- Opportunity to participate in the National Japanese Exam, and Japanese Language Proficiency Test
- Two amazing national conferences ACTFL (Fall) and AATJ (Spring) Conference and significant discounts.
- National newsletter and journal
- And many more!

To become a member, you will need to sign up on the AATJ website (<http://aatj.org>) and select the HATJ as your 'local affiliate.' Think of what your annual fee of \$45 can get you. If there is something that you need that is not listed above, please contact us, and we will work tirelessly to support you. ■

Aloha to Our Neighboring Islands Members and Ohana **Andy Scott**

The position of Neighboring Islands Representative was created to ensure that those HATJ members who cannot travel to O'ahu are given a voice to drive professional development opportunities (from HATJ) on their islands. We hope to work with you to create and host events on your islands and also ensure that you are provided with as much information and teaching ideas as possible. Being on Maui, I understand the difficulty in participating actively in the HATJ especially due to travel costs and time constraints. While this may be true, I have attended quite a few of the O'ahu events over the last year. Being new to the islands, and being the

only Japanese teacher at my school, this has been invaluable in providing me the PD and networking I need. When I can't attend in person, the HATJ has always been willing to Skype me in. For a non-native teacher, any opportunity to speak Japanese with adults is a bonus.

We are trying to remove any barriers for you to participate, not in order to drive up membership numbers or fees, but to ensure that each and every one of our Japanese teachers in Hawaii are supported and that we, as a local affiliate are examples for others on the mainland to follow.

To get involved or if you have any opinions, feelings, and ideas will help us better serve you, please email hatjnewsletter@gmail.com. ■

Contribute to the HATJ Newsletter

Andy Scott

The HATJ Newsletter is seeking contributions for the August Issue! (Deadline 8/1/19). Email hatjnewsletter@gmail.com to contribute!

When does it come out?

Currently, for this year, there will be two issues: one in August (this one) and one in January.

Who can contribute?

Any HATJ member, at **any**-level, **any** location.

What things can we contribute?

You can contribute anything that is relevant to the Japanese language teaching profession. Here is what we accept anything from teaching/project ideas, formal articles, questions about tech/teaching, events and programs, to photos and artwork, in either Japanese or English.

What should we avoid?

- Copyrighted images or texts
- Advertisements for businesses or school fundraisers.
- Photos of students with identifying information
- Anything with extremely complicated formatting.
- Anything not relevant or appropriate for our diverse audience.

Thanks so much for your support. We look forward to your contributions! ■



GLOBAL CLASSMATES

BY KIZUNA ACROSS CULTURES (KAC)

**Building Global Friendship and Understanding
through Connected Classrooms**

About Global Classmates



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

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

Since its launch in 2012:

8,300 participants

Program Impact

91%

know more about cultures of their partner country

89%

are more motivated to communicate in English/Japanese

89%

have a stronger desire to visit their partner country

85%

are more interested to learn about other cultures through study abroad

Program Activities



Online Interactions



Gift Exchange



Video Competition

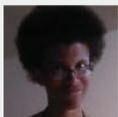
Teacher & Student Testimonials



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



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



This program has been one of the best things for me in my learning Japanese. Practicing Japanese outside of my class is tough, but the program allowed me to practice my Japanese and see how people actually speak. (Student, United States)



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

About Kizuna Across Cultures (KAC)



Inspired by the Great East Japan Earthquake, KAC was established in Washington, DC in 2011 by a few Japanese individuals and former Japan Exchange Teaching (JET) program participants. We aim to inspire youth to broaden their views and deepen their global awareness.



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

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

Program Flow and Brief Timeline



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

Supporters of Global Classmates



Recognized as a leading practitioner by the Virtual Exchange Coalition



Video Message for Program Participants from former U.S. Ambassador, Caroline Kennedy



With former NY Mayor Bloomberg at Global Digital Education Symposium



With former Minister of Education Shimomura at an Education Forum

You can find more about our program at:



<http://KACultures.org>



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



[@KACultures](https://twitter.com/KACultures)



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<https://goo.gl/forms/FV5mBAIq1Ophm0OU2>

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