



President's Message

Yoshiko Saito-Abbott 齋藤アボット佳子

この度AATJの会長に選出されました齋藤・アボット佳子と申します。ご支援のほどよろしくお願いたします。これまでは副会長としてAATJのAffiliatesのリエゾン、書記、リーダーシップトレーニング等に関わって参りました。これからもAATJの一層の発展にAATJ本部のスタッフ、役員と共に鋭意努力する所存ですのでよろしくお願致します。

任期中に押し進めたいことは、前会長の田伏素子先生が尽力された3つ分野、①AATJの中核であるaffiliatesの強化、②これからの日本語教育を担うリーダーの育成、そして③ビジネス関係、日本政府との連携に引き続き力を入れていくことです。またAATJでは新たにJ-CANのイニシアティブを推進してまいります。J-CANとはJapanese-

Core Practices, Articulation/Advocacy and Networkの略称で、articulation, advocacy、そしてnetwork活動の支援と共にACTFLが言語教育に必須の実践項目として掲げているCore Practices*を奨励していく活動です。この活動により日本語教育のさらなる普及・奨励に力をいれていきたいと思っておりますのでよろしくお願いたします。AATJの活動は年賀状コンテスト、JNHS、NJE、春秋の学会、Bridging Scholarship、JOINT等のProfessional Development、日本語能力試験の実施等があり、當作靖彦先生が引き続きリーダーとして活躍頂くことになっているGlobal Networkの活動もございます。またAATJのExecutive Director Susan Schmidtさんと田伏素子先生がこの度CULCON(日米文化教育交流会議)の中に新しく設立された分科委員会(Japanese Language Education Committee)のメンバーとなられ、AATJと政府、領事館、ビジネス関係との連携にご尽力を頂けることになりました。AATJ役員、そしてAATJ本部スタッフと共に、これから二年間、日本語教育の奨励に誠心誠意努力する所存です。さて今回のニュースレターでは役員の紹介、ACTFLのExecutive Director Marty Abbottさんとのインタビュー記事、3月にワシントン州シアトルで開催される春季学会のご案内を掲載させていただきます。この春季学会のプログラムには昨秋AATJのLife Time Achievement Awardを受賞されたLaurel Rasplica Rodd先生の基調講演、内容豊富な研究発表等プログラムに紹介されております。是非ふるって参加して頂き、活発な意見交換がされ、実のあるネットワークの場になればと願っております。ではシアトルでお会いできることを楽しみにしております。

Greetings! I am Yoshiko Saito-Abbott, the new AATJ (American Association of Teachers of Japanese) president. In the past two years, it was my great honor to serve as AATJ Vice President and work with local affiliates as liaison secretary and in leadership development to prepare future leaders of our organization.

For the next two years, I am committed to working with the AATJ office staff and board of directors to promote AATJ's mission through our many activities. Specifically, I am committed to supporting ongoing efforts to strengthen three areas identified by our past President, Motoko Tabuse sensei. Those three areas are: (1) to strengthen regional and local affiliates, (2) to support their activities, and (3) to identify and prepare future leaders of Japanese and world language education, and make ongoing connections with business and government.

Additionally, AATJ will be launching our "J-CAN initiative". J-CAN stands for Japanese-Core Practices, Articulation/Advocacy and Network. In addition to articulation, advocacy, and network activities, AATJ is going to promote ACTFL's Core Practices* – that is, high leverage teaching practice – to promote Japanese language and culture education. In addition to AATJ's many activities such as; the Nengajo contest, the Japanese National Honor Society, the National Japanese Exam, spring and fall conferences, Bridging Scholarships, professional development activities such as JOINT, administration of the Japanese language proficiency test (JLPT) in the United States, and Global Network activities led by Yasuhiko Tohsaku sensei, I am glad to announce that AATJ's Executive Director Susan Schmidt and past president Motoko Tabuse sensei are now members of a newly established subcommittee of CULCON, the Japanese Language Education Committee and they will contribute to strengthening connections between business, the Japanese Embassy, and the two nations' governments with AATJ.

Finally, in this issue, we will introduce the board of directors of AATJ who will take leadership roles in AATJ activities, my interview with ACTFL Executive Director Mary Abbott, and information about the AATJ 2016 Spring Conference, which will be held in Seattle, Washington, in March. The program includes many content-rich sessions and a keynote speech by Laurel Rasplica Rodd sensei, who received AATJ's Lifetime Achievement Award at last year's Fall conference. I hope you will enjoy active exchange and networking during the conference. I am looking forward to seeing you in Seattle.

*1. Use Target Language for Learning, 2. Design Communicative Activities, 3. Teach Grammar as Concept and use in Context, 4. Use Authentic Cultural Resources, 5. Plan with Backward Design Model and 6. Provide Appropriate Feedback

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Check out AATJ's Facebook page, and "Like" us to receive updates and the latest news. Click the link on our home page (www.aatj.org), or search for "AATJ-American Association of Teachers of Japanese" on Facebook.

Introduction of Officers and Directors for 2016

These directors will be asking members of AATJ to collaborate with them and work on activities, publications, and projects. If you are interested in working on any of the organization's activities, please contact aatj@aatj.org.

Title	Name	Affiliation
President	Yoshiko Saito-Abbott	California State University, Monterey Bay, CA
Vice President/Secretary/Spring Conference Co-Director	Yoshiko Mori	Georgetown University, Washington D.C.
Vice President/Development Director	Masumi Reade	The Woodlands High School, TX
Senior Advisor	Yasu-Hiko Tohsaku	University of California, San Diego, CA
Conference: Fall	Mieko Avello	Miami Palmetto Senior High School, FL
	Kazue Masuyama	California State University, Sacramento, CA
Conference: Spring	Takako Aikawa	Massachusetts Institute of Technology, MA
Advocacy	Janet Ikeda	Washington and Lee University, VA
	William Matsuzaki	Harford Day School, MD
National Contests & Exam	Tomoko Takami	University of Pennsylvania, PA
Nengajo	Kazumi Yamashita-Iverson	Maloney Interdistrict Magnet School, CT
Professional Development	Eiko Ushida	University of California, San Diego, CA
Newsletter	Masahiro Tanaka	United Nations International School, NY

Greetings from Officers and Directors



AATJ会長の齋藤・アボット佳子です。カリフォルニア州立大学モンテレーベイ校でビジネス日本語、サービス・ラーニング、キャップストーン等、初級から上級のコースを教えています。趣味は自然を楽しむこと、草花を愛でること、そして生花です。世界言語の中で日本語教育の促進に貢献できればと願っています。多くの会員の皆様とお会いし、ネットワークが一層広がるよう努力したいと思います。

I am Yoshiko Saito-Abbott, new President of AATJ. I teach at California State University Monterey Bay and teach lower and upper division courses including Business Japanese, Service Learning and Capstone course. I enjoy viewing flowers and nature and flower arrangement. I want to continue to promote the importance of learning and teaching Japanese within the World Language community. I am looking forward to meeting with many members to expand our network.

AATJ副会長と2016年春の大会のCo-Chairを務める森美子です。ジョージタウン大学では、日本語プログラムのコーディネーターを担当し、日本語と言語学を教えています。楽しみはテニス、編み物、読書、そして整理整頓です。物事を整理する力を活かして、AATJと地方教師会の皆様のお役に立てればと思います。どうぞよろしくお願ひします。

My name is Yoshiko Mori. I serve as the AATJ Vice-President and a Co-Chair of the 2016 AATJ Spring Conference. I coordinate the Japanese language program and teach upper level courses in Japanese language and linguistics at Georgetown University. I enjoy playing tennis, knitting, reading, and organizing things. I look forward to working with AATJ and local affiliate members, using my organizational skills and experience.





AATJ副会長をしております、リード真澄です。テキサス州ヒューストンの郊外にある公立高校、ウッドランズ高校で、日本語1からAPまで110名ほどの生徒に教えております。毎日高校生と付き合い、放課後も補習や日本語クラブ、よさこいソーラン踊りなどに明け暮れていますので、気持ちだけは若いまま年を取って行く様です。日本語教師の仕事をはじめた頃からずっと続けている姉妹都市の高校との交流が今年で二十周年を迎えます。年に二回日本の高校生を受け入れ、毎夏教え子達と日本へ旅行しますが、今でも楽しんでます。副会長の任期はあと一年ですが、少しでも皆様のお役に立てる様、頑張りたいと思います。宜しくお願い致します。

Fall Conference Co-directorのアベロ美恵子と申します。フロリダ州のマイアミパルメット高校とフロリダ国際大学で教鞭を取っております。高校では日本語1からAP、大学では初級のクラスを教えております。趣味は食べ歩きと絵画です。皆様のご期待に添えるような秋の大会をめざして努力したいと思っております。その為には皆様のご意見、アドバイスが大切ですので、どうぞ何時でもご連絡下さい。共に秋の大会を盛り上げましょう!! よろしくお願ひいたします。

My name is Mieko Avello. I am co-director of the fall conference. I'm teaching Japanese 1 to AP at Miami Palmetto Senior High School and lower division courses at Florida International University in Miami, Florida. I enjoy eating out and painting. I will work hard to live up to your expectations. In order to do so, your opinion and advice are important. So please feel free to contact us. Let's work together to make the fall conference great!!



Kazue Masuyama

1. Position in AATJ: Annual Fall Conference (ACTFL-affiliated) Co-Director
2. School(s) where you teach: California State University, Sacramento (Sacramento State) カリフォルニア州立大学サクラメント校 (サクラメント州立大学)
3. Classes/Courses in charge: All levels of Japanese language instruction, Japanese literature & Civilization 日本語の全レベルの授業、文学、歴史
4. Hobbies: hiking, racket sports, yoga, gardening
ハイキング、ラケットを使ったスポーツ、ヨガ、土いじり
5. Message/Statement to the AATJ members: Well, things don't always go as planned or expected. So this year, I chose Albert Einstein's saying "In the middle of difficulty lies opportunity." Would you like to join me for this journey?
皆さん、物事がなかなか計画した通りに進まないこともあると思います。ということで、私は今年のコトとしてアインシュタインの「困難の中に、機会がある」を選びました。よかったら、一緒にこの言葉を心にとめて、物事に取り組んでいきませんか。

Takako Aikawa

1. Position in AATJ: Co-organizer for AATJ's Spring Annual Conference
2. School(s) where you teach: Massachusetts Institute of Technology
3. Classes/Courses in charge: Beginning ~ Advanced Japanese courses
4. Hobbies: zumba; tennis; hiking; painting



ペンシル大学の高見智子です。NJE日本語テストディレクターを務めております。大学では、中級日本語(4年生レベル)とビジネス日本語を担当しています。趣味は旅行と料理です。NJEをさらに発展させていくよう頑張ります。これから多くの先生に会えるのを楽しみにしています。どうぞよろしくお願ひいたします。

My name is Tomoko Takami. I'm a National Japanese Exam (NJE) Director. I teach Japanese and Business Japanese at University of Pennsylvania. I love traveling and cooking. I will do my best to help expand and enhance NJE. I am looking forward to meeting many colleagues along the way.

My name is William Matsuzaki and I am one of the Advocacy Co-Directors. I am currently a middle school principal in Maryland and teach one section of Japanese and coach cross country. I enjoy running and playing tennis during my free time.



Janet Ikeda, Co-Director of Advocacy on the AATJ Board: I teach language, literature and a course on the tea ceremony at Washington & Lee University in Lexington, Virginia. I co-manage the AATJ Facebook and look for ways to promote Japanese through various modes of social media. We recently began an AATJ twitter account and I propose we add an Instagram for students interested in studying Japanese. I enjoy being faculty mentor to two student organizations, PAACE (Pan-Asian Association for Cultural Exchange) and the Chanoyu Tea Society. Learning a new language is a lot like learning a new skill, so I have recently started taking cello lessons. I love AATJ teachers and their excitement and passion for teaching. How to capture that spirit, distill its fine essence and bottle it as the strongest of “advocacy potions” are all the elements that make this position so much fun.



1. Position in AATJ: NENGAJO Contest Chair 年賀状コンテストディレクター
2. School(s) where you teach: Maloney Interdistrict Magnet School in Waterbury, CT
マローニー・インターディストリクト・マグネットスクール
コネチカット州ウォーターベリー市
3. Classes/Courses in charge Pre-Kindergarten to 5th Grade (About 600 students are learning Japanese) 4歳児クラスから5年生まで (全校生徒約600名が日本語を勉強しています。)
4. Hobbies: Traveling/Teaching Japanese... Not much time for having hobbies..
旅行、日本語を教えること?? 趣味の時間、あまりないです。。。
5. Message/Statement to the AATJ members : I would like to see more nominations for the NENGAJO Contest! Please join us for the “Year of Rooster” Contest!!
年賀状コンテストへの応募を増やすことが新年の目標です。「酉年」の年賀状コンテストへの参加、ぜひ今からご検討ください!

Professional Development Directorをしております牛田英子です。カリフォルニア大学サンディエゴ校にある環太平洋国際関係研究大学院でプロフェッショナルのための中・上級日本語コース (大学院生対象) を教えています。趣味はジムで運動することと日本のドラマを見ることです。AATJメンバーの皆様によりよい Professional Development の機会を提供できるよう努力したいと思います。どうぞよろしく願いいたします。

Hello. My name is Eiko Ushida. I am a Professional Development Director. I have been teaching graduate level intermediate and advanced Japanese courses for professional proficiency at School of International Relations and Pacific Studies, University of California, San Diego. I love working out at a gym and watching Japanese dramas. I will do my best to provide AATJ members with useful professional development opportunities.



AATJニュースレターのレイアウト担当の田中雅裕と申します。ニューヨークにある United Nations International School で教鞭を取っております。普段は中・高校生の第三言語クラスとIBクラス、そして小学生のアフタースクール継承語クラスを教えております。北東部教師会では、ブレンド型学習のワークショップ開催しております。趣味は、スポーツ、音楽鑑賞、コーヒー淹れ、食べ歩きです。どうぞよろしく願い致します。ニュースレターの記事、お待ちしております。

My name is Masahiro Tanaka and I am a Director of newsletter layout. I teach 3rd language and IB classes for middle and high school students on regular basis. I also teach after school heritage class for junior school students. I organize Blended Learning workshops at NECTJ. I enjoy playing sports, listening to music, brewing coffee and eating out. Please send me articles for newsletters.

Interview with Marty Abbott

Executive Director of ACTFL

by President Yoshiko Saito-Abbott

Marty Abbott is currently the Executive Director for the American Council on the Teaching of Foreign Languages (ACTFL). Her career began in Fairfax County Public Schools (VA) where she was a language teacher, foreign language coordinator, and Director of High School Instruction. She has served on national committees to develop student standards, beginning teacher standards, and performance assessments in languages. She has held leadership positions at the national, regional, and state levels and was President of the American Council on the Teaching of Foreign Languages in 2003. Marty has been active as an advocate for language programs, serving as co-chair of the national public awareness campaign **2005: The Year of Languages** and now heading up ACTFL's national public awareness campaign **Lead with Languages**, which will launch in 2016. She has received numerous awards recognizing her contributions to the language profession, including the Florence Steiner Award for Leadership and a *Merita* Award for service from the American Classical League.

Marty sat down recently with AATJ President Yoshiko Saito-Abbott for an interview. Here is part of their conversation.

YSA: Thank you very much for taking time for this interview. We appreciate it. My first question is: Which language(s) have you studied?

MA: I studied both Spanish and Latin as a student. I spent my junior year in Madrid when I was in college, and ended up majoring in Spanish and minoring in Latin, and I taught both of those languages at the high school level.

YSA: Have you been to Japan?

MA: I have been to Japan. When I was working with the Japanese immersion program in Fairfax County Public Schools, we had a sister school in Fukuoka, and so I traveled to Tokyo and then to Fukuoka to see the school and visit with them and signed an agreement. It was a wonderful trip; I enjoyed it so much. We took some of our teachers on the English side of the program, and for them it was really exciting to see Japan. We went to some big-city cultural sites, which were very interesting, but then we also had a chance to visit the schools and talk to the teachers there. It was a great trip.

YSA: Would you like to go back to Japan again?

MA: I would, very much, and – I don't know if I told you this – we were so honored in 1993 when the Emperor and Empress visited the United States, and the only school they went to was Great Falls Elementary [in Fairfax County], and so we were able to meet them. It was one of the highlights of my life; they were both so kind and personable and so interested in the students, and they interacted with them, and it was just a great, great moment.

YSA: As the Executive Director of ACTFL, can you tell us what issues ACTFL is currently working on?

MA: We are working on a number of issues. Primarily, in terms of our teacher members, we try to support them with as many resources as we can; and to the larger language field, we try to make as many of those resources as possible available on our website, whether you are an ACTFL member or not, because we are trying to make sure that we give back to the profession; so that has been very important to us. In addition, we are focusing much more than in the past on research issues. We have a research priorities initiative, and we look at where we have research gaps, and we try to fill those gaps with projects that we support.



Marty Abbott
Executive Director of ACTFL

In addition, we've been spending a lot of time developing a position statement on global competence, because we find that many other organizations have put out statements about global competence and often it doesn't include language at all or language has a very minor role, and so we tried to develop a position statement that highlights what it really means to be globally competent and how language is at the core of that. And we are also developing a position statement on what constitutes fulfilling a foreign language requirement, because we are battling computer coding substituting for foreign language requirements in the state of Florida right now, and also in the state of Virginia, and it's popping up in other areas as well.

What we are going to start working on this year in earnest, under our current President, Pete Swanson, is teacher recruitment and retention. The last time we looked at the data, fully 29 states had declared a language teacher shortage. So we know that is an issue; we are hearing from more and more schools that they are having trouble finding qualified language teachers, so that is going to be an area of emphasis in the coming years.

YSA: Global competence is really an interesting issue, because for example we have global studies majors; we have a foreign language requirement, but the students believe that global competency can be achieved by taking global studies courses, and not foreign language.

According to the most recent Modern Language Association (MLA) survey, aggregate enrollment in all foreign languages decreased by 6.7% between 2009 and 2013 in the United States? What do you think are major factors contributing to this trend, and what do you think we should do to promote world language learning?

MA: I think one of the major factors in students not choosing foreign languages is competing interests that higher education departments put forward to them. We often hear that students who want to continue taking a language, when they get into a certain major, are told, 'There's no room for that.' They have certain required courses. I also think the onus is also on the language departments, because students speak with their feet in this country – that's the name of the game – and so if you don't have an engaging program for students, and if they don't see a clear path that may or may not include a literary track, then you need to rethink that. We've been working with MLA – they did a White Paper in 2007 on foreign languages in higher education, called 'New Structures for a Changed World'; and I think departments need to listen to the students and see what the students need. What we found out in preparing for the public awareness campaign *Lead with Languages* is that students are very practical. They want to take courses that are going to work for them in their futures and their careers, and in the career pathways they are seeking for themselves, so I think that helping them understand that no matter what field they go, into languages are important. When I first started teaching we had posters that said, "Learn a language so you can go into the diplomatic corps, or flight attendant, pilot – it had these specific and very limited types of jobs – and now, it doesn't matter what job you're going into; languages are going to be an asset. I think that's really important for students to understand.

YSA: It takes time to become proficient, so students sometimes get discouraged, and with science or computers they can see the progress faster. It's important to help them to connect to the discipline somehow.

MA: Exactly; and I think helping them chart their own progress. You know, for students, it's almost like gaming – they keep getting better, and keep trying until they get better, and we need to do the same thing with language development; we need to help them and encourage them, and help them see the use – the fifth "C," Communities.

How can the university faculty help students see the use of the language beyond the classroom? To say 101, 102, and have a grammar syllabus – that doesn't speak to students; it doesn't tell them what they've learned and what they can do to get better.

YSA: We have lots of work to do.

MA: We all do; it's not just Japanese.

YSA: How does ACTFL advocate for foreign language education? Where do you reach out for advocacy?

MA: We advocate at a lot of different levels. You know the expression, "All politics is local"? We certainly have a vital role with JNCL [Joint National Committee for Languages] at the federal level, and we also have an educational lobbying group that we use for education purposes, and so we reach out on the federal level; but we also know that a lot of the action, as with this computer coding issue, takes place at the state level. We have volunteer state advocacy teams; they grew out of our Assembly of Delegates that we hold every year at our convention, plus our state language associations. They are all of course volunteers, and they do this in their spare time, but we hold conference calls with them every quarter to talk about the established goals, and they get to pick the goals that they want to focus on. On the calls, we have states report about their progress, and we also then post the calls online so that anyone can listen later; and we keep providing resources that the teams need to go out and do the work that needs to be done at the state level.

Occasionally we get involved at the local level, but that is harder for us to do. I would say, for myself, being close to Fairfax County Public Schools, if there is some kind of alert about that program . . . I get on the listserv to make sure that if there is testimony that I can provide locally, I do that. I went up to Maryland last year to provide testimony for their Seal of Biliteracy; it didn't pass, but they are going to try again. So we reach out locally when we can.

YSA: What kind of support does ACTFL provide schools which are in danger of shutting down or losing programs?

MA: We provide resources on our website about advocacy, so hopefully schools are paying attention; but often we find that they alert us at the last minute, when it's already too late, so what we try to get schools to do is to advocate from the beginning. The *Language Educator* [ACTFL's quarterly publication for members] often has stories about what schools did to promote language and give people ideas about what they can do, because we need to pay attention to . . . Often we hear that school boards are making decisions and the teachers themselves were unaware that these decisions were being made. So you really need to keep your feelers out there and stay in touch and advocate. What's better than pulling in some elected official or school board chair to come and visit your program and take a photo? It's very hard for that person to turn around and vote to cut your program after they've been featured in a local newspaper saying, "This is a great program." Fortunately most members of our profession feel that advocating for their program is part of their job – maybe not in some of the commonly taught languages as much as in what we call the less commonly taught, but this is something that is an uphill battle for all of us.

YSA: The Salinas School District, where Yo Azama [former ACTFL National Teacher of the Year] works, organizes speech contests and other activities for the students, and every time they do, they make sure to call the newspapers and do publicity and try to get everybody involved. In your opinion, what are the unique features of AATJ, its activities or members, compared with other language associations?

MA: I think one area that's very positive is the collaboration between higher education and K-12. I think it's a very supportive relationship, and that's an area that can be a model for other language-specific associations, because seeing the mutual interdependence of the two levels is critically important for success; so I think that is great. I also think AATJ has done a great job, as have other language organization, of connecting with other supporting organizations like the Japan Foundation, the Japan-America Societies, and other associations. There has been a long history, as you know, of relationships between our two countries, so I think a lot of the support that was built up after World War II, I think you all are taking advantage of that and really using it to your advantage. There are a lot of opportunities for students to study abroad and so on.

YSA: What do you think AATJ should do to promote Japanese language education in the United States?

MA: I think it's a matter of having very solid, high-quality programs. I believe that the classroom teacher is the key. Where you have strong teachers, you still have strong programs – programs that are turning out students who can really communicate in the language. I know AATJ does a lot with professional development and providing resources for teachers, and I think that is an area where you can really continue to support the teachers in the classroom.

YSA: What suggestions do you have for strengthening the connections, between ACTFL, AATJ, and other language associations?

MA: I think it comes from building on the partnership that we already have through the Convention, attending our Assembly of Delegates, making sure that AATJ is involved in all the national initiatives, which you have done, being involved in JNCL, and so on – I think those are the critical areas, because as much as we all love our individual languages, we need to see ourselves as part of a larger endeavor. That's what we're really hoping that *Lead with Languages* will help, and that people will join in and get involved and work together on this so that we can change the attitude in this country about the importance of language learning.

YSA: As you mentioned earlier, there is a movement in some states to allow high school students to study computer coding language in place of a foreign language. What is your opinion about this movement?

MA: It's a very unfortunate movement; I think people see the word 'language' and they think that you can replace one with the other or substitute one for the other. Any time that any other subject area is allowed to substitute in place of a foreign language requirement, the students lose out, because foreign language is no longer a nice-to-have ability in the 21st century; this is a 'need-to-have' ability. All of our school administrators and school boards are not there yet, but this is what the *Lead with Languages* campaign is designed to try to change. And I think with the White House announcing the "Computer Science for All" initiative and the President announcing the importance of computer coding in the State of the Union address, that this is the latest "subject du jour" that everybody is jumping on – "We're falling behind; we're not competitive" . . . Well, believe me, we are falling behind and we are not competitive in terms of our ability to do business around the world. Computer coding isn't necessarily going to help us do business around the world; it's about building relationships and speaking the language of the people we want to do business with and we want to have diplomatic relations with; and the way you do that is starting early and having a long sequence of language study.

YSA: Today we announced the J-CAN [Japanese – Core practices; Articulation; Advocacy; Networking] initiative. How can we involve ACTFL in our efforts?

MA: We are very anxious to partner with AATJ in any parts of the initiative; it's a multi-pronged initiative, and I think that we definitely will be working together on Core practices and building professional development around that. Articulation is such a challenge, in every language, and it's something that I hope we can try to figure out a way to solve that challenge. I know there were a lot of good ideas talked about today, and I think if AATJ can implement some of those ideas we can try to move forward. Advocacy – we are hoping that you will get involved with *Lead with Languages* – that we will have a very robust Japanese section of the website so that people can find out what is going on; and then it is all about networking; that's what our organization does, representing all languages. So I look forward to collaborating with you; I think it's an incredibly strategic initiative that is going to benefit your field.

YSA: We also look forward to being part of *Lead with Languages*. That will be very exciting.

MA: We are not asking our field to contribute financially; we are going out there and trying to get contributions, and it's coming along. We've had some really encouraging news lately. But it's also hard. We all want to advocate for our own languages, and that's good and you're going to find supporters like the Japan Foundation; but it's hard when we're going out and trying to interest someone in all languages. It's an anomaly in the US; it hasn't been part of our normal reality to grow up bilingually, so it's kind of a shift to a new normal, and that's always tough. So we're fighting the good fight; it's like Sisyphus pushing the rock up the hill.

Progress is being made. But it's hard. I don't know what it's going to take; I don't know how many more national and international issues we're going to have to face before someone says, "You know, there is a way that we can develop ourselves as a country that will put us in a good place globally." When you look at the international test scores on the PISA [Program for International Student Assessment] test, it's so simple to me: every country that out-performs us starts language learning early. And when we look at the cognitive benefits for young second language learners . . . that's probably why they are doing better on these international tests! It's not rocket science; it's having the will. Are we finally going to have the political will – the collective will – to make change?

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AATJ 2016 Annual Spring Conference

AAS in Seattle, WA

The **2016 Annual Spring Conference** will be held on **Thursday, March 31, 2016**, at the Seattle Sheraton Hotel in Seattle, WA, in conjunction with the 2016 Annual Meeting of the Association for Asian Studies (AAS). The full-day conference will feature more than 100 presentations on language pedagogy, linguistics, second language acquisition, literature, and topics specific to AATJ's Special Interest Groups (assessment, study abroad, language and culture, classical Japanese, and more). Publishers from Japan will be displaying their new publications and offering resources.

The conference program is included in this issue of the newsletter, on pages 11 - 18. The conference website (<http://www.aatj.org/conferences-spring>) has more information and a program that contains abstracts of all the presentations.

Online registration for the Spring Conference is open. Conference registration fees are **\$60 for AATJ members** (\$40 for student members) and \$100 for non-members. **Online registration ends March 18**; after that only on-site registration will be available.

To register for the conference, please go to <http://www.aatj.org/conferences-spring>.

The keynote speaker for this year's conference is Professor Laurel Rasplica Rodd, University of Colorado at Boulder, who is a past president of AATJ and the first recipient of AATJ's Lifetime Achievement Award. She will speak about the past, present, and future of Japanese language and literature education in the United States. The keynote speech and a reception will be held at the ACT Theatre, around the corner from the Seattle Sheraton Hotel.

Accommodations for the conference will be at the Seattle Sheraton Hotel (www.sheratonseattle.com). A special rate is available for those registering through the AAS Annual Meeting website.

We encourage those attending the AATJ Conference to also attend the AAS Annual Meeting, which takes place Friday, March 27, to Sunday, March 29. The AAS conference features many sessions on Japanese (as well as other Asian) history, culture, society, and language; in the conference Exhibit Hall, academic and general-interest publishers, including many from Japan, exhibit and sell Japan- and other Asia-related books and journals. AATJ's special sponsored session at this year's annual meeting, a panel in honor of Laurel Rasplica Rodd, will take place on Friday, April 1, at 12:45 p.m.



AATJ 2016 Annual Spring Conference

Part One

Sheraton Seattle Hotel, Seattle, Washington

Meeting Rooms (4th Floor, Union Street Tower): Jefferson, Columbia, Boren, Seneca, University, Virginia

Thursday, March 31, 9:00 a.m.–5:00 p.m.

(On-site Registration and Check-in: 4th Floor Lobby)

Papers whose titles appear in Japanese in the program will be delivered in Japanese; those with only English titles will be delivered in English

9:40 a.m. - 10:40 a.m. - Session 1

Session 1-A: Pedagogy Panel [Seneca Room]

Chair: **Noriko Fujioka-Ito**, University of Cincinnati

Panel Title: 「日本語教育におけるテクノロジーを活用した学習方法の変化と今後の展望」(Change of Learning Methods Utilizing Technology and Future Directions in Teaching Japanese as a Second Language)

「テクノロジー支援日本語学習の変遷と調査研究への展望」 (History of technology assisted Japanese language learning and future direction of research)

Noriko Fujioka-Ito, University of Cincinnati

「発音自律学習の促進とテクノロジー」 (Enhancing learner autonomy for Japanese pronunciation learning)

Tomoko Shibata, Princeton University

「日本語クラスにおけるブレンデッドラーニング-オンライン活動とクラス内活動で紡ぐグループでの協働-」 (Application of blended learning strategy in a Japanese classroom: Weaving online and in-class activities for group collaboration)

Hisae Matsui, Princeton University

「オンライン日本語コースに関する学生の動向の変化」 (Exploring students' attitude change towards university beginning online Japanese courses)

Satomi Suzuki, Georgia Institute of Technology

Session 1-B: Pedagogy Papers [Columbia Room]

Chair: **Satoru Ishikawa**, Boston University

「第二言語読解理論を応用した初中級CBIコースの実践:ポップカルチャーを題材に」 (Second language reading theory and Content-Based Instruction: A report of a CBI course on pop-culture)

Yoshiro Hanai, University of Wisconsin, Oshkosh

「グローバルスカラー育成のための内容重視授業(CBI)「生物学」 (Biology in Japanese: Content-based instruction (CBI) to foster "Global Scholars" at the University of Oregon)

Yukari Furikado-Koranda, University of Oregon

「学生個々の興味と必要性を重視した上級日本語クラスにおける日本研究教授との協働授業の可能性」

(Exploring possibilities of collaboration with content specialists in an advanced-level Japanese course emphasizing students' individual interests and needs)

Shino Hayashi, Washington University in St. Louis

「演劇的手法を取り入れた読解、作文、会話、音声表現の指導の試み ~小説の読解を脚本につなげて朗読する~」 (Trial in applying a theatrical approaches to reading, writing, dialogue and phonetic practices: Connecting novel reading, writing, and discussion)

Satoru Ishikawa, Boston University; **Mika Oidaira**, Hiroshima University

Session 1-C: Pedagogy Papers [Boren Room]

Chair: **Mieko Kawai**, University of Virginia

「学習者同士のフィードバックを活かした個人プロジェクト」 (Collaborating with classmates in an independent project)

Junko Hatanaka, University of Texas, Austin

「実践と応用の場を作る-日本文化と生活を探るプロジェクト」 (Creating hands-on experiences for language learners: A project that explores Japanese culture and life)

Kayo Nonaka, New York University

「上級日本語コースにおける「研究プロジェクト」:学習者が用いたストラテジーの考察」 (A study on learning strategies used in a research project for advanced Japanese learners)

Ibuki Aiba, Dickinson College

「「発表」をゴールとしないファイナルプロジェクト:学びの共有を目指すカリキュラムの試み」 (Process-focused final project in a collaborative learning curriculum)

Mieko Kawai, **Tomoko Marshall**, and **Tomomi Sato**, University of Virginia

Session 1-D: Proficiency Assessment SIG Panel [Jefferson Room]

Chair: **Ken-Ichi Miura**, Franklin & Marshall College

Panel Title: 「新しい時代の学生のための日本語教育:Proficiency Guidelines 2012を基にして」 (Japanese Language Education in the New Era: Proficiency Guidelines 2012 and Their Usage)

「デジタル・ネイティブ世代の学習者を対象にした学習者オートノミー獲得への一実践例」 **(Exploring ways to support digital native generation learners' acquisition of learner autonomy)**

Momoyo Kubo Lowdermilk, Stanford University

「アニメ、漫画から社会問題へ：中上級におけるポップカルチャー」 **(Anime, manga and societal issues: Pop culture in intermediate and advanced Japanese classes)**

Ken-Ichi Miura, Franklin & Marshall College

“Japanese language (Nihongo) education for immigrant students in public schools in Japan and the issue of language proficiency”

Naomi Asakura, Franklin & Marshall College

Session 1-E: Linguistics Papers [University Room]

Chair: Hidemi Riggs, University of California, Irvine

“Showing subjectivity in the construction of intersubjectivity: Use of ‘shi’ in conversations among Japanese native speakers”

Noriko Noma, Kapiolani Community College

“Multiple levels of style-shifting in Japanese discourse”

Shiho Yamamoto, University of Arizona

“A corpus analysis of the modal marker ‘daroo’ in Japanese

Tamika Jimbo, University of Oregon

「現代母語者の「帰る」「戻る」の使い分け：補助動詞も含めて」 **(Rule, pattern, and meaning in the word selection of ‘kaeru’ and ‘modoru’ in modern Japanese)**

Hidemi Riggs, University of California, Irvine

Session 1-F: Literature Papers [Virginia Room]

Chair: Joanne Quimby, North Central College

“Reviving Good Wife/Wise Mother ideology: Kataoka Teppei's “Two Professional Working Women” as nationalist propaganda”

Yumi Soeshima, West Virginia University

“Transpacific feminism: Yamada Waka and Japanese immigrant women in the Pacific Coast region”

Rika Saito, Western Michigan University

“Alternate (re)productive bodies in Shirai Yumiko's “Wombs””

Kazue Harada, Miami University

“Visualizing female sexuality in Matsuura Rieko's “The Apprenticeship of Big Toe P””

Joanne Quimby, North Central College

10:50 a.m. - 12:30 a.m. - Session 2

Session 2-A: Pedagogy Panel [Seneca Room]

Chair: Yuka Kumagai, University of Southern California

Panel Title: 「読む！読む！読む！：日本語力全般を引き上げる自発的読書の支援」 **(Read! Read! Read! - Supporting students' free voluntary reading to enhance Japanese language proficiency)**

「多読授業における教師の役割・評価・学生の伸び方」 **(Teacher's role, assessment, and students' progress patterns in Extensive Reading class)**

Yuka Kumagai, University of Southern California

「「読む」から「創る」へ：日本語多読プロジェクトの試み」 **(From input to output: Creative projects in Japanese extensive reading)**

Noriko Hanabusa, University of Notre Dame

「多読向けの読みもの：レベル別読みもの作成方法と市販本の選び方」 **(Books for extensive reading: How to write Japanese graded readers and how to choose from authentic books)**

Kazuko Kawamoto, NPO TADOKU Supporters

「読んで世界を広げよう--中上級向け読みプロジェクト」 **(Expand your world by reading: Reading project for mid-advanced learners)**

Yoshimi Nagaya, Massachusetts Institute of Technology

Session 2-B: Pedagogy Papers [Colombia Room]*Chair: Michiru Ishihara Lowe, Vanderbilt University*「日本語教育でのテクノロジーの位置づけ」 **(The place of technology in Japanese classrooms)****Kozue Miyama**, Amherst College「キャンパス内の『日本』を見つける-日本語学習を促進するためのGPSゲームの利用」 **(Find "Japan" on campus: Promoting Japanese language learning through a GPS-based game)****Yumiko Tashiro**, Washington and Lee University; **Shinji Shimoura** and **Kazumi Hatasa**, Purdue University「身近なテクノロジーを利用した自己モニター音声教育の実践報告」 **(Self-monitoring pronunciation activities using commonly-available technology)****Emi Yamanaka**, Boston University「動画インタビューサイトとマンガを活用した中上級授業-学習者主体のピアラーニングの試み」 **(An upper-intermediate class utilizing online video interviews and manga: A student-centered peer learning approach)****Michiru Ichihara Lowe**, Vanderbilt University**Session 2-C: Pedagogy Papers [Boren Room]***Chair: Jun Xu, University of Denver***"Exploring a flipped classroom approach in a Japanese language classroom"****Yuko Prefume**, Baylor University「反転授業を用いた次世代型学習への取り組み」 **(Flipped classroom: Transforming the course for a new generation of teaching and learning)****Yoshie Kadowaki** and **Sayumi Suzuki**, University of Nevada, Reno「日本語発音指導の必要性に関する調査-学習者調査と教師調査の比較から見えてくるもの-」 **(Survey on the views and practices on Japanese pronunciation: Comparing students' and teachers' beliefs)****Mayu Miyamoto** and **Natsumi Suzuki**, Purdue University「初級日本語における終助詞「よ」の指導について - 『げんき1』を例に - 」 **(Teaching the sentence-final particle 'yo' in elementary Japanese: Using "Genki I" examples)****Jun Xu** and **Yuki Arita**, University of Denver; **Hironori Nishi**, University of Iowa**Session 2-D: Second Language Acquisition (SLA) Papers [Jefferson Room]***Chair: Mariko Wei, Purdue University*「第二言語学習者におけるアクセント習得-認知的要因とアクセントタイプの検討-」 **(Acquisition of L2 lexical accent: Examination of cognitive factors and accentual patterns)****Yukiko Hatasa**, Hiroshima University; **Eriko Takahashi**, Meiji University**"Perceptions of the Japanese imperfective aspect marker 'teiru' among native speakers and L2 learners of Japanese"****Yoshiyuki Hara**, University of Oregon**"Pedagogical mediation for game-mediated Japanese learning"****Kayo Shintaku**, University of Arizona**"Teaching reading to English-Japanese bilingual children with autism spectrum disorder"****Mariko Wei**, Purdue University**Session 2-E: Linguistics Panel [University Room]***Chair: Fumiko Nazikian, Columbia University***Panel Title: 「文末表現の言語学的考察」 (Study on Sentence-Final Expressions in Japanese)**「トイウコトデについての一考察」 **(A Study on 'to iu koto de')****Michio Tsutsui**, University of Washington「「の」真偽疑問文に関する一考察」 **(Some observations on Japanese yes-no questions marked by 'no')****Naomi McGloin** and **Yan Wang**, University of Wisconsin「終助詞ネのオプション用法: ポライトネスの観点から」 **(An analysis of "optional ne" from a politeness perspective)****Mutsuko Endo Hudson**, Michigan State University「よね」と「でしょう」の確認機能の比較: 談話機能と相互関係機能について」 **(A comparative analysis of 'yone' and 'deshoo': From the point of view of discourse and interactional functions)****Fumiko Nazikian**, Columbia University

Session 2-F: Literature Papers [Virginia Room]

Chair: **Miyabi Yamamoto**, Independent scholar

“Railways and the formation of the nation-state in modern Japanese literature”

Jing Wang, University of Toronto

“Spiritual Recovery in Yoshimoto Banana: From Kitchen to Honeymoon”

Yuko Ogawa, Purdue University

“Challenging ideals of romance in Japanese girls’ comics”

Miyabi Yamamoto, Independent scholar

“Abstinence makes the heart grow fonder”

Luciana Sanga, Stanford University

Chair:

「構想（プランニング）の作文への影響」 **(Effects of planning on second language writing)**

Tomoko Okuno and Ayaka Sogabe, University of Michigan

「中級学習者の作文におけるピア・ラーニング」 **(Peer learning in intermediate learners’ writing tasks)**

Hiromi Uchida, University of Hawaii, Manoa

「インタラクションから見る日本語ペア作文の効果」 **(Collaborative writing activities in the JFL classroom: Product, process, and students’ reflections)**

Yuta Mori, University of Michigan, Ann Arbor; **Mayumi Hirano**, University of Nevada, Las Vegas; **Megumu Tamura**

「書く活動」を通して生み出される学習者のやる気・創造力と日本語レベルの向上：初級、中級、上級レベルでの実践報告」 **(Implementing writing activities for enhancing students’ motivation, creativity, and proficiency levels)**

Junko Tokuda, University of California, San Diego

12:30 p.m. – 1:30 p.m. - Lunch Break

1:30 a.m. - 3:10 a.m. - Session 3

Session 3-A: Pedagogy Panel [Seneca Room]

Chair: **Yasu-Hiko Tohsaku**, University of California, San Diego

Panel Title: 「ソーシャルネットワーキングアプローチ (SNA) : グローバル社会とつながるための言語教育」

(Social Networking Approach: Language Education to Connect to Global Society)

「ソーシャルネットワーキングアプローチ：人、モノ、情報、社会、文化をつなぐ言語教育」 **(Social networking approach: Language education to connect people, things, information, societies, and cultures)**

Hideko Shimizu, Kaetsu University

「SNAの視点からみた留学生の「つながる」社会力の育成プロセス」 **(The process of learning social skills for connecting to the real world from the perspective of social networking approach)**

Naruhiko Shiratori, Kaetsu University

「ソーシャルメディアによる言語の社会化と日本語談話表現の習得」 **(Language socialization through social media and the acquisition of discourse expressions)**

Yuki Matsuda, University of Memphis

「社会を組み替え、構築するデザイン力の育成」 **(The ability to design and construct society)**

Noriko Okamoto, Tokyo International University

Session 3-B: Pedagogy Papers [Colombia Room]

Chair: **Junko Tokuda**, University of California, San Diego

「構想（プランニング）の作文への影響」 **(Effects of planning on second language writing)**

Tomoko Okuno and Ayaka Sogabe, University of Michigan

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Junko Tokuda, University of California, San Diego

Session 3-C: Pedagogy Papers [Boren Room]

Chair: Yasuko Akiyama, Indiana University

「おもしろさ」を「伝える」話術へのアプローチ」 **(How can we make a story funnier? Cultivating self-monitoring skills through applying storytelling techniques)**

Miki Yagi and Wakana Maekawa, Harvard University

「オノマトペの副詞用法とアクション主体の総合教授法」 **(Integrated method of teaching adverbial Japanese onomatopoeia through action)**

Junko Baba, University of South Carolina

「言語景観と日本語教育：日本語学習者が収集した言語景観データの分析と活用法」 **(Linguistic landscape and Japanese language education: An analysis of linguistic landscape data collected by JFL learners)**

Asako Hayashi-Takakura, University of California, Los Angeles

「人生は紙飛行機」 比喩的表現を意識させる中級授業での試み」 **(“Life is a paper plane”: Report on incorporating metaphor instruction in intermediate Japanese class)**

Yasuko Akiyama and Natsuko Tsujimura, Indiana University

Session 3-D: Second Language Acquisition (SLA) and Language and Culture SIG Papers [Jefferson Room]

Chair: Soichiro Motohashi, Kalamazoo College

“On the learning of viewpoint consistency in Japanese narratives”

Akiko Kashiwagi-Wood, Oakland University

“L2 Japanese learner's development in conversational style: An analysis of overlap in talk-in-interaction”

Rie Maruyama, University of Arizona

“Japanese politeness behavior in a Level 2 classroom: Cultural politeness norms and perceptions”

Karen Curtin, Ohio State University

「ビジネス・プロジェクトを使用した中級日本語学習者のための言語・文化学習：在米日系企業の日本人雇用者によるオンライン・レクチャーの有効性」 **(The effectiveness of a Japanese employee's online lecture to enhance high-intermediate learners' linguistic and contextual competence)**

Soichiro Motohashi, Kalamazoo College

Session 3-E: Linguistics Panel [University Room]

Chair: Polly Sztatowski, University of Minnesota

Panel Title: 「日本語母語話者・非母語話者・英語母語話による話し言葉と書き言葉の談話分析—言及表現を中心に—」 **(Reference in native Japanese, nonnative Japanese, and English written and spoken discourse)**

「どのように日本人大学生は文章ジャンルによって1人称「私」と「私たち」を使い分けるのか」 **(How do Japanese university students use first person pronouns 'watasi' 'I' versus 'watasi-tati' 'we' across different text genres?)**

Mitsuko Kido, University of Tsukuba

「物語談話において言語化しにくい指示対象にどう言及するか？」 **(How do Japanese and English speakers refer to referents difficult to verbalize in narrative discourse?)**

Fumio Watanabe, Yamagata University

「ストーリーの語りにおける発話末の「んです+φ/よ/ね/けど」の形式選択について」 **(On the selection of sentence final n desu+φ/yo/ne/kedo 'It's that ...φ./you know/isn't it/but' forms in Japanese native and nonnative speech)**

Mariko Masuda, University of Tokyo

“Negotiation of references for unfamiliar food in Japanese, English, and nonnative Japanese Taster Lunch conversations”

Polly Sztatowski, University of Minnesota

Session 3-F: Literature Papers [Virginia Room]

Chair: Lawrence Marceau, University of Auckland

“Employing the films of Ozu Yasujiro to teach Japanese culture”

Scott Langton, Austin College

“Cultural memory and constructions of gender in modern Japan: Reexamining the legacy of Hara Setsuko”

Kelly Hansen, San Diego State University

“Premodern poetics for a modern lyric voice”

Rachel Epstein, Philadelphia University

“Esopo, Isopo, Aesop: Early modern Japan's fables and the Isopo monogatari emaki”

Lawrence Marceau, University of Auckland

3:20 a.m. - 5:00 a.m. - Session 4

Session 4-A: Pedagogy Papers [Seneca Room]

Chair: Mitsue Tabata-Sandom

「年少者用SPOTの開発 — 日本の公立小学校、米国日本語補習校、インターナショナルスクールでの実施結果から—」 **(Development of SPOT for children: Results in a Japanese supplementary school, a public elementary school of Japan, and an international school)**

Takako Sakai, Chieko Kano, and Noriko Kobayashi, University of Tsukuba

「流暢性指標の縦断的研究」 **(A longitudinal study of fluency development in Japanese learners using objective measures)**

Saori Masumoto Houston, Purdue University

「日本語初級コースにおけるタイムドディクテーションの効果—カタカナ書字における正確さと流暢さを中心に—」 **(Effects of a timed-dictation activity in an introductory course in Japanese: Focusing on the accuracy and fluency of writing katakana)**

Aya Okada, Purdue University

“Speed reading training for advanced learners of Japanese”

Mitsue Tabata-Sandom, University of Hawaii, Manoa

Session 4-B: Pedagogy and Professional Development SIG Papers [Columbia Room]

Chair: Kazuaki Nakazawa, Yuan Ze University (Taiwan)

“Classroom interactional competence and teacher development”

Yumiko Tateyama, University of Hawaii, Manoa

「「ダイバージェント」日本語教師に対する学生の視点と観察データ分析」 **(Observational analysis and students' perceptions of "divergent" Japanese language teachers)**

Shinsuke Tsuchiya, Ohio State University

「現役日本語教師と教師を目指す大学院生のITリテラシー認識調査」 **(Investigation of pre- and in-service Japanese teachers' self-efficacy of IT literacy)**

Kazuaki Nakazawa, Yuan Ze University (Taiwan)

Session 4-C: AP Japanese SIG and Study Abroad SIG Papers [Boren Room]

Chair: Akiko Murata, Hosei University

“Engagement and Rigor in the AP Japanese Language and Culture Curriculum”

Ann Jordan, CAJLT

「日本で日本語を学ぶ留学生の友人関係構築」 **(Friendship development during study abroad in Japan)**

Fumi Yamakawa, Toyo University

“How short-term study abroad leads to great language gains: An exploratory study”

Magara Maeda, University of Wisconsin, River Falls; Megumi Tsuchida, Kansai Gaidai University

「双方向国際インターンシップを通じた言語文化的な学び」 **(An analysis of language and culture learning through two-way international internships)**

Akiko Murata, Hosei University

Session 4-D: Japanese as a Heritage Language (JHL) and Japanese for Specific Purposes (JSP) SIG Papers [Jefferson Room]

Chair: Lindsay Yotsukura, University of Maryland

「継承日本語学校で学ぶ児童・生徒の4年間における話す力の発達」 **(Japanese Saturday school heritage language learners' oral proficiency development over four years)**

Kiyomi Chinen, Masako O. Douglas, and Hiroko C. Kataoka, California State University, Long Beach

「学習者との交渉によるシラバス：日本語継承語学習者の読み書き学習に対するモチベーション向上を目指した試み」 **(A negotiated syllabus for Japanese heritage language learners: An attempt to motivate JHL learners to develop reading and writing skills)**

Naemi McPherson, University of Hawaii, Manoa

「理工学系ゼミ内話し言葉の特徴語 –理工学系話し言葉コーパスとBCCWJとの比較において–」 **(Keywords in Science and Engineering seminar talks: SESJ (Science and Engineering Spoken Japanese Corpus) in comparison with BCCWJ)**

Yumiko Furuichi, Natsumi Ito, and Yuko Sugaya, School of Engineering, University of Tokyo; **Naoko Endo**, Hiroshima Institute of Technology

“Developing sociocultural competence in Japanese politeness strategies through the study of business e-mail discourse”

Lindsay Yotsukura, University of Maryland

Session 4-E: Japanese Language and Culture SIG Panel [University Room]

Chair: **Hideki Hara**, Japan Foundation, Los Angeles

Panel Title: “Japanese Language Studies in the United States: Paradigms and Prospects”

“Japanese studies is alive and well in the US”

Patricia Steinhoff, University of Hawaii, Manoa

“A bird’s-eye view of Japanese language education in the US”

Susan Schmidt, AATJ

“Content-based Japanese language instruction: A critical approach”

Ryuko Kubota, University of British Columbia

Discussant

Hideki Hara, Japan Foundation, Los Angeles

Session 4-F: Classical Japanese Language SIG and Pedagogy Papers [Virginia Room]

Chair: **Yuri Kumagai**, Smith College

“WakaPoetry.net: A new development for *waka* in the Digital Humanities”

Thomas McAuley, Sheffield University

“Women poets in a Shinto anthology in the famine years: the ‘Tsukimōdeshū’ (1182) of Kamo no Shigeyasu”

Robert Khan, University of London, SOAS

“An exploration of genre hybridity and its thematic implications in Shōtetsu’s travel diary

‘Nagusamegusa’ (1418)”

Penelope Shino, Massey University

“Collaborative curricular initiatives: Translating between the disciplines of language and literature”

Yuri Kumagai and Kimberly Kono, Smith College

Part Two

ACT Theatre

700 Union St., Seattle, Washington

Thursday, March 31, 6:00 p.m.

6:00 p.m.: Refreshments, Membership Meeting and Open Forum

7:00 p.m.: Conference Keynote Speech, Laurel Rasplica Rodd (University of Colorado, Boulder)

8:00 p.m.: Networking

Other AATJ-sponsored Events in Chicago

Friday, April 1, 12:45 – 2:45 p.m.

Scholar, Translator, Teacher, Leader; In Honor of Laurel Rasplica Rodd

This panel is part of the Association for Asian Studies program and requires registration for the AAS conference.

Chair: Amy Vladeck Heinrich (Columbia University)

Panelists: Sonja Arntzen (University of Toronto) Kyoko Saegusa (University of Colorado)

Stephen Snyder (Middlebury College) Motoko Tabuse (Eastern Michigan University)

Friday, April 1, 7:30 – 9:30 p.m.

**Classical Japanese SIG presentation and networking meeting
Colombia Room, Seattle Sheraton Hotel**

2016 AATJ NENGAJO Contest Results

Year of the Monkey

by Kazumi Yamashita-Iverson

2016 AATJ “Year of the Monkey” NENGAJO Contest Results

Thanks to everyone who participated in the 2016 NENGAJO Contest. We had 723 cards submitted by 114 teachers from nationwide this year. The number of submitted card increased by 40 since last year.

Following list is the number of members of each local affiliate submitted NENGAJOs this year.

NUMBER OF MEMBER SUBMITTED	LOCAL AFFILIATE (Number of 2015)
16	NECTJ (11)
15	CAJLT (14) WATJ(12)
13	MAATJ (14)
6	ATJO (5) JTAM (6) NJATJ (2)
4	AFTJ (1) KAJLT (0)
3	AATJ (National) (3) AITJ (4) HATJ (2) IATJ (2) NCATJ (3) OATJ (2)
2	CJLEA (2) JTAM (6) WiATJ (6)
1	AATJ (Arizona) (1) AKATJ (2) GATJ (3) MATJ (0) UATJ (0)

YEAR	ARTISTIC	COMICAL	ORIGINAL	CG	TOTAL
2016	215	212	232	51	723
2015	218	198	217	50	683

LEVEL	NUMBER 2016	NUMBER 2015
Elementary	112	109
Middle	131	112
High School	438	439
College/Univ.	44	14

All of the winners received an award certificate and an Amazon gift card (\$25 for the first place, \$20 for the second place, and \$15 for the third place) for their accomplishment. Some students received an Honorable Mention which means their card was one of the finalists. All participants received certificates of participation. Congratulations to all 1st, 2nd, and 3rd place winners! We would also like to congratulate the AATJ members who participated in the contest. Your students’ cards clearly show your excellent work! We hope you could use this opportunity as one of the ways to advocate your program.

The winning cards’ images are on display in slide show format on the AATJ website:

www.aati.org

The following is the images of the winning cards:

Grade Level	Artistic	Comical	Original	CG
Elementary 1 st	Lilyrose Golden	Brayden Garong	Kai Dizon	Teij Shah
2 nd	Emiko Brown	Simona Letizia	Tessa Folwer	Harry Sharma
3 rd	Owen Pollard	Andrew Kimura	Faith Wrisht	
Middle School 1 st	Alliyah Chambers	Miller Vu	Riley Gaspar	Eric Sobczak
2 nd	Kiyomi Ikemoto	Preston Danao	Jaron Kam	Luis Vargas
3 rd	Ashraf Murad	Violet Updike	Nicole Moran	Jack Dail
High School 1 st	Cindy Wong	David Yang	Nikki Yu	Lisa Chen
2 nd	Adriene Im	Melia Maura Ewing	Catherine Zeng	Xiao Tong Kong
3 rd	Camryn McMurtry	Alex York	Jia Kim	Erika Rohrberg
College 1 st	Eunice Smith	Lauren Fancher	Ching-Shan Wei	Amanda Riojas
2 nd	Brianna Galgano	Brenna Castellano	Jocelyn R. Amesbury	So Jung Min
3 rd	Meghan Blake	Naixin Kang	Danny McKee	Tiara Danielle Henderson

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>.





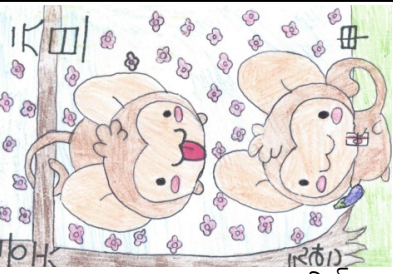






Or use the membership form that is printed on page 39 of this newsletter.

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.


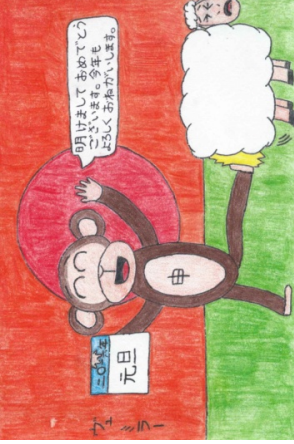



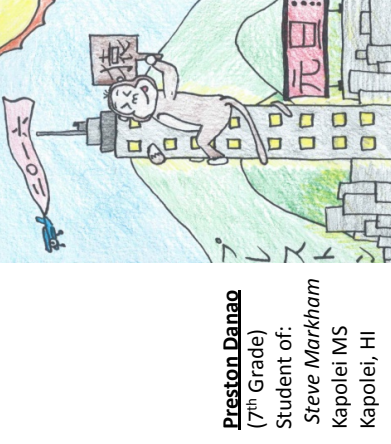



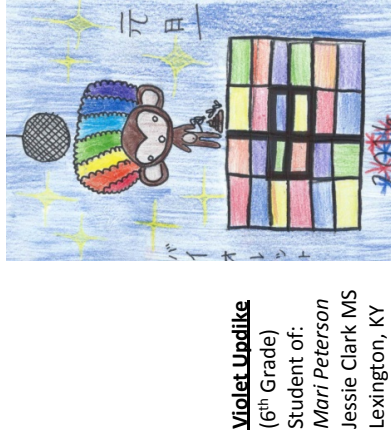

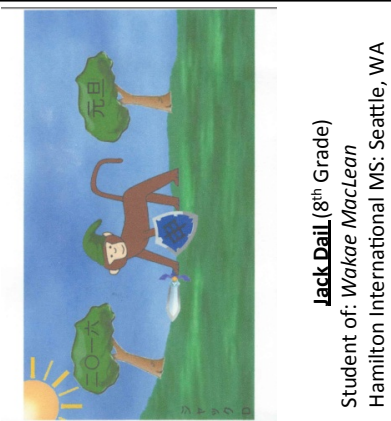
Don't miss the many benefits of membership: student participation in the National Japanese Exam, the Nengajo Contest, and the Japanese National Honor Society; conference attendance at member rates; publications and professional development activities.












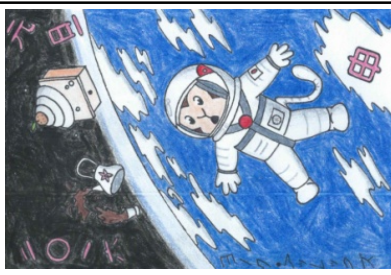


ELEMENTARY

	ARTISTIC	COMICAL	ORIGINAL	CG
1 s t	 <p>Lilyrose Golden (3rd Grade) Student of: <i>Lili Kennington</i> Great Falls ES Great Falls, VA</p>	 <p>Brayden Garong (5th Grade) Student of: <i>Takako Reckinger</i> JNIS: Seattle, WA</p>	 <p>Kai Dizon (5th Grade) Student of: <i>Ryoko Uechi</i> Intercultural Montessori Language School Chicago, IL</p>	 <p>Teji Shah (5th Grade) Student of: <i>Chiho Cotton</i> Gulliver Academy: Coral Gables, FL</p>
2 n d	 <p>Emiko Brown (4th Grade) Student of: <i>Kimie Matsumoto</i> Southeast Gakuen Norwalk, CA</p>	 <p>Simona Letizia (5th Grade) Student of: <i>Akane Shirata</i> Washington Japanese Heritage Center Cabin John, MD</p>	 <p>Iessa Folwel (4th Grade) Student of: <i>Hiroko Hunter</i> Stonewall ES: Lexington, KY</p>	 <p>Harry Sharma (5th Grade) Student of: <i>Chiho Cotton</i> Gulliver Academy: Coral Gables, FL</p>
3 r d	 <p>Owen Pollard (5th Grade) Student of: <i>Hiroko Hunter</i> Stonewall ES Lixington, KY</p>	 <p>Andrew Kimura (5th Grade) Student of: <i>Kimie Matsumoto</i> Southeast Gakuen Norwalk, CA</p>	 <p>Faith Wrisht (3rd Grade) Student of: <i>Satoko Fisher</i> Broward Virtual School, C/O Indian Ridge MS Davie, FL</p>	


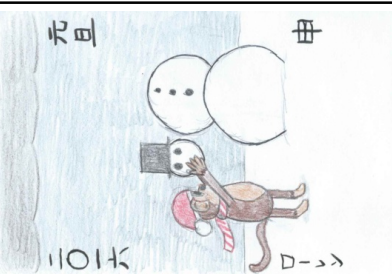








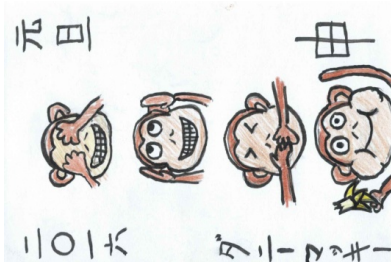
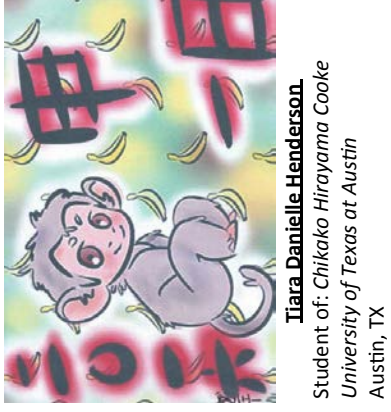
MIDDLE SCHOOL

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

HIGH SCHOOL

	ARTISTIC	COMICAL	ORIGINAL	CG
1 s t	 <p>Cindy Wong (11th Grade) Student of: Akemi Dobkin High Tech HS North Bergen</p>	 <p>David Yang (9th Grade) Student of: Boyoung Han The Bronx HS of Science Bronx, NY</p>	 <p>Nikki Yu (10th Grade) Student of: Chiaki Rochkind LaGuardia Arts New York, NY</p>	 <p>Lisa Chen (10th Grade) Student of: Chiaki Rochkind LaGuardia Arts New York, NY</p>
2 n d	 <p>Adriene Ito (9th Grade) Student of: Joy Shiozaki-Kawamoto Cerritos HS: Cerritos, CA</p>	 <p>Melia Maura Ewing (10th grade) Student of: Sachiko Iwami Palos Verdes Peninsula HS Estates, CA</p>	 <p>Catherine Zeng (12th Grade) Student of: Yoko Miwa Beaverton HS Beaverton, OR</p>	 <p>Xiao Tong Kong (10th Grade) Student of: Nobuko Weiler LaGuardia Arts New York, NY</p>
3 r d	 <p>Camryn McMurtry (10th Grade) Student of: Pamela Boyer-Johnson Castle HS Newburgh, IN</p>	 <p>Alex York (12th Grade) Student of: Pamela Boyer-Johnson Castle HS Newburgh, IN</p>	 <p>Jia Kim (12th Grade) Student of: Koji Otani Thomas Jefferson HSST Alexandria, VA</p>	 <p>Erika Rohberg (11th Grade) Student of: Sachiko Iwami Palos Verdes Peninsula HS Estates, CA</p>

COLLEGE

	ARTISTIC	COMICAL	ORIGINAL	CG
1st	 <p>Eunice Smith Student of: Yukia Aida Univ. of Texas at Austin Austin, TX</p>	 <p>Lauren Fancher Student of: Yoshiko Fuji Gaines Baylor Univ. Waco, TX</p>	 <p>Ching-Shan Wei Student of: Chikako Hirayama Cooke The Univ. of Texas at Austin Austin, TX</p>	 <p>Amanda Riojas Student of: Yuki Waugh Texas A&M College Station, TX</p>
2nd	 <p>Brianna Galgano Student of: Takuya Ito, Michiru Lowe Vanderbilt Univ. Nashville, TN</p>	 <p>Brenna Castellano Student of: Naoko Suito Univ. of Texas at Austin Austin, TX</p>	 <p>Jocelyn R. Amesbury Student of: Aiko Kitamura College of William & Mary Williamsburg, VA</p>	 <p>So Jung Min Student of: Naoko Nemoto Mount Holyoke College South Hadley, MA</p>
3rd	 <p>Meghan Blake Student of: Yoshiko Fuji Gaines Baylor Univ. Waco, TX</p>	 <p>Naixin Kang Student of: Aiko Kitamura College of William & Mary Williamsburg, VA</p>	 <p>Danny McKee Student of: Yoshiko Fuji Gaines Baylor Univ. Waco, TX</p>	 <p>Tiara Danielle Henderson Student of: Chikako Hirayama Cooke University of Texas at Austin Austin, TX</p>

Nengajo Lesson: Making It My “Perfect” Lesson

by Steve Markham, Kapolei Middle School, HI

As teachers of Japanese Language and Culture, we are constantly in search for that “perfect” lesson which incorporates the three components of language acquisition: culture, writing/reading, and conversation. Teaching students about the tradition of sending nengajo during New Years has given me the opportunity to address all three components.

I teach middle school students in Kapolei, Hawaii. Many students here have cursory knowledge of the Japanese culture because of the high volume of Japanese tourist and due to the large number of local Japanese whose ancestors have come to Hawaii from Japan many years ago. Yet, this grasp that students have on Japanese culture is limited to anime, manga and various types of foods such as mochi and sushi. Students do not know the language or how people live in Japan.

The cultural component of the nengajo lesson, in my opinion, is the most important. Because students learn better when they are able to draw from personal experiences, I have my students bring in a Christmas card that their family received from a friend or the one that their family created to send to others. As many of you know, Americans often send Christmas cards that usually has a photograph of the family as the main attraction along with a simple holiday message like, “HAPPY HOLIDAYS!” or “WISHING YOU AND YOUR FAMILY A MERRY CHRISTMAS AND A HAPPY NEW YEAR”. On the back of these Christmas cards, we may write a message about significant events that took place within the year. If students are unable to bring in a Christmas card, one is provided from the many that I have collected over the years by doing this lesson.

Students then partner with another student and brainstorm the differences and similarities between our Christmas cards and nengajo cards. A short lesson on nengajo cards is given prior to this activity. I usually use a power point presentation. Allowing students to compare and contrast an aspect of Japanese culture to our own cultural traditions affords them the opportunity to think on a more critical level.

In order to address the writing component, I have my students make two cards: one follows the contest rules and the other is an actual nengajo that is eventually mailed home to a family member, usually to their parents. The second nengajo card gives students the opportunity to write an actual message in Japanese, such as “あけましておめでとうございます” or “今年もよろしくおねがいします” in addition to the writing that the contest requires. It also provides students the opportunity to go through what many Japanese experience during the New Year season, sending and receiving a nengajo through the mail.

Mailing the second nengajo card also accomplishes another important aspect of any type of learning: dialogue between parent and child about what is occurring in the classroom. When parents receive the nengajo card in the mail, their first reaction typically is, “Why am I receiving a postcard from my child with Japanese writing on it and why is there a drawing of a monkey?” These questions are answered by their child, which will require him/her to explain the concepts in their own words. If a child can do this, I feel comfortable that they have mastered what I wanted them to learn. Feedback from students and parents has been positive. Students are excited when discussing what they are learning with their parents and parents are pleased to be made aware of their child’s education.

To address the conversation component of language learning, I branch off the nengajo lesson and teach students various conversational activities. Because Nengajo cards typically have the year written on them, I teach students how to write dates in Japanese. This involves instructing them on the numbers and the three kanji characters for “month”, “day”, and “year”. In addition, I like to do a conversational lesson on dates. An example of this would include a lesson on asking and answering the following questions: “What is the date today?” (今日は何日ですか) and “When is your birthday?” (たんじょうびはいつですか).

I also do a lesson on Japanese greetings. While teaching the nengajo unit, we go over the New Year’s greeting, “akemashite omedetou gozaimasu” (あけましておめでとうございます), but I also use this time to introduce other greetings such as “ohayougozaimasu” (おはようございます), “konnichiwa” (こんにちは), “konbanwa” (こんばんは), “oyasumi” (おやすみ), and “yoroshiku onegaishimasu” (よろしく、おねがいします).

I have completed my fourth year teaching the nengajo lesson. I admit that the first year I taught this lesson, I could have done a better job. While the cards came out nice and students satisfied the contest rules by writing their names in Japanese, writing the kanji characters for “snake”, “2013”, and “gantant” and learned a lot about the custom of sending nengajo cards, I failed to expand on this opportunity to teach my students even more about the Japanese language and culture. Now we compare and contrast our Christmas cards to

nengajo cards and students are able to relate what Japanese people do as opposed to what their own families do during the holiday season. By expanding on this lesson and incorporating various conversational activities, it allows students to learn more about the language. Lastly, by mailing home a second nengajo card, students talk about this Japanese tradition with their families and perhaps, teach their parents something new about a culture that is so important to the state of Hawaii.

I know that my students learn so much from the nengajo lesson, but what I gained as a teacher over the years is the realization that I have to continually build and incorporate different aspects of Japanese language and culture in the classroom. The AATJ nengajo Contest has given me a good opportunity to teach a cultural component of Japan, but it is up to me to use this contest as a vehicle to build upon this opportunity to make next year's nengajo lesson better than this year's. I know that I'll continue to refine this lesson by adding something here and taking away something there. As teachers, we know that this is an ongoing process, but it's a necessary step that we must take in order to achieve that "perfect" lesson.

Winter Activities

by Kazue Masuyama, California State University Sacramento

We visited Matsuyama and Ehime University to carry out the second "Soseki and Shiki Study Tour" with 12 Sac State students for two weeks in January, 2016. We participated in university lectures, interacted with Ehime students and high school students, and visited Hiroshima and Miyajima. In addition, we joined a Coming of Age Ceremony held at Wake community center and "Chikyuuin Matsuri" at Matsuyama City Hall. We danced "Cha Cha Slide" on the stage! This experience is truly valuable to participating students. Please look at our Facebook.

今年の1月に2回目の「夏目漱石、正岡子規の学習ツアー」で愛媛県の松山市、愛媛大学に12名の学生と2週間ほど行きました。大学の授業、大学生、高校生との交流、広島・宮島ツアーに加え、松山市和気町の成人式や「地球人祭り」という松山市のお祭りに参加し、学生にとって貴重な体験ができたと思います。ステージで"Cha Cha Slide"を踊りました！是非facebookをご覧ください。

<https://www.facebook.com/groups/1521248208160198/>



Spring 2016 Bridging Scholarships Awarded

Twenty-five undergraduate students from colleges and universities across the United States have been named recipients of Bridging Scholarships for Study Abroad in Japan. The winners received awards of \$2,500 to assist with their expenses while they study in Japan in Spring 2016. Since 1999, 1,643 scholarships have been awarded by the US-Japan Bridging Foundation.

The Japan-US Friendship Commission, an independent federal agency promoting mutual understanding between the United States and Japan, initiated the Bridging Project scholarship program and established a 501(c)(3) private foundation, the U.S.-Japan Bridging Foundation (www.bridgingfoundation.org), to accept contributions. The goal of the Bridging Project is to promote study abroad in Japan by larger numbers of American undergraduate students. The scholarship program is administered by the American Association of Teachers of Japanese, which promotes education in Japanese language, literature, and culture.

Contributors to date for the 2015-2016 academic year scholarships include The Freeman Foundation; Aflac Japan, AIG Holdings KK, Amway Japan G.K., Ronald and Maria Anderson, Bloomberg, L.P., Paul Clawson, Webster Coates, Neal and Heather Cox, Estee Lauder K.K., Exxon Mobil G.K., Robert Feldman, Yoshiaki Fujiki, the Robert Grondine Memorial Scholarship Fund, Ellen Hammond and Yasuo Ohdera, Harry and Yumiko Hill, Deborah Ann Howard, Ichigo Asset Management, the Japan Foundation, Alice Karsevar, Stephanie Klapper, Lockheed Martin Global, Inc., Mission Value Partners, Mitsubishi Corporation (Americas), Morgan Stanley Japan, Jason Mortimer, Richard Mosher, Daniel Nelson, Anne Nishimura Morse, Robert and Janette Noddin, Oak Lawn Marketing, ORIX USA Corporation, T.J. Pempel, Susan Pharr and Robert Mitchell, Jay Ponazecki, Thierry and Yasko Porte, Chris Quackenbush, Bradley Ramos, the Roche Family Foundation, Len Schoppa, Megan Schufreider, David Sneider, George and Brad Takei, Temple University-Japan Campus, Toyota Motor North America, the U.S.-Japan Council-TOMODACHI Initiative, and Meryl Waldo.

Bridging Scholars hail from a variety of schools—public and private, large universities and small colleges—in 14 states. Their majors range from neurobiology to English literature, but they share a common interest in Japan, its society, and its language and culture. Their destinations also vary, from giant campuses in Tokyo to small colleges in rural Japan. A list of the recipients, their schools, their destination programs, and their majors can be found below.

Applications will be accepted in April 2016 for the next group of Bridging Scholarships, for study in Japan beginning in Fall 2016. For information on the scholarships and to access application form, visit the Bridging Project online at www.aatj.org/studyabroad/japan-bridging-scholarships. For information on the Bridging Foundation, visit www.bridgingfoundation.org.

Recipients of Bridging Scholarships for Study Abroad in Japan, Spring 2016

Laura ABBOTT, Washington State University / Nanzan University (IES Abroad) / English & Japanese
Alesha ALEXIS, Juniata College (NY) / Kansai Gaidai University / psychology
Nathan BALL, University of Cincinnati (OH) / Coop Program in Kurashiki / mechanical engineering
Elias BRINKMAN, University of Tulsa (OK) / Waseda University / digital media
Christopher CROWE, University of Virginia / Waseda University / biology & Japanese
Marisa DRANGE, University of Minnesota / Sophia University / global studies
Juliet FIGUEROA, Seton Hall University (NJ) / Sophia University / Asian studies
Jessica HERB, Chapman University (GA) / Temple University Japan / digital arts
Ariqa HERRERA, American University (DC) / Ritsumeikan University / international relations
Tiffany KELLY, Oklahoma State University / Kansai Gaidai University / political science
Lois KIM, Hollins University (VA) / Kansai Gaidai University / international business & dance
Sophia MYERS-KELLEY, Hamline University (MN) / Akita International University / sociology
Nathan NAVARRO GRIFFIN, University of Nevada, Reno / Kwansei Gakuin (USAC) / computer science & engineering
Sally NGO, Pennsylvania State University / Kanda University of Foreign Studies (IES Abroad) / bio-behavioral health
Jason NOMBURG, University of California, Santa Barbara / Osaka University / biology
Briar Rose PELLETTIER, University of Maine / Hirosaki University / art history
Errol PHALO, Macalester College (MN) / Sophia University (CIEE) / international studies & Japanese
Grant POTTER, University of Nebraska / Sophia University (CIEE) / art
Kevin PREDUM, University of California, Berkeley / Meiji Gakuin / anthropology
Brendan SUMEERSARNAUTH, Eastern Connecticut State University / Musashi University / environmental earth science
Yuta TERASAKI, University of Southern California / Sophia University (CIEE) / global business
Jennifer TRELOGGEN, Oklahoma City University / Ritsumeikan Asia Pacific University / economics
Sophia WARREN / California State University, Long Beach / KCP International Language Institute / film
Elena WOO, University of California, Davis / Osaka University / environmental toxicology
Emily YOCOM, Pennsylvania State University / Kanda University of International Studies (IES Abroad) / global & international studies and business

NJE Test Development Workshop

The **National Japanese Exam (NJE) Test Development Committee** invites applications from potential new members. Applicants should be AATJ members affiliated with a local or regional teachers' organization. The application should include the following three documents:

- (1) A current CV, which includes identifying your local AATJ affiliate.
- (2) A statement up to one page in length. Explain, in the statement, your views on how evaluation plays a role in your teaching, and your reason for wanting to participate in the NJE test development.
- (3) A sample of a listening question at Level 2. The question must follow the NJE format, and consist of a few prompts. Explain what the question and the prompts assess. For explanations of the NJE levels, categories, and other related information, please refer to <http://www.aatj.org/nje>. Sample questions can be found at <https://www.quia.com/pages/njesamples/all>.

Please send application materials by email to aatj@aatj.org. Review of applications will begin on **April 1**. The teachers selected will participate in a four-day test development workshop to be held **the week of July 18-22, 2016**, in Colorado. They will work with the NJE test development team to create questions at all levels during the workshop, and continue revising the test draft over the following months.

Report by SNJTA

Each year, the Southern Nevada Japanese Teachers Association sponsors a Japanese language speech contest to promote the study of Japanese in the Las Vegas area. The contest will be held in the auditorium of the Las Vegas Academy of Performing Arts on the second Saturday in March. The contest is sponsored by Consulate General in San Francisco as well as local Japanese businesses.

Las Vegas Free Lecture Series No. 2 : 12/19 (Sat.)

- 1) **9:40 ~ 10:20: Differentiated Instruction: principles and application**
by **Dr. Kiyomi Chinen**, Associate Professor of Japanese at California State University, Long Beach
- 2) **10:30 ~ 10:55: A~Gaijin~President in a Japanese~Kaisha: Bridging the culture gap**
by **Dr. Thomas Jordan** who served as the President of a DuPont & Mitsui joint venture in Japan in the late 1980's.
- 3) **11:05 ~ 12:00: Newspaper Honorifics Usage from the Meiji Period to the Present**
by **Dr. Noriko Sugimori**, Assistant Professor of Japanese at Kalamazoo College, MI

Sponsored by:

The Japan Foundation, Los Angeles

Organized by:

Clark High School, World Language Department
Clark High School, Japanese National Honor Society

Supported by:

Japan America Society of Nevada
Honorary Consul General of Japan in Las Vegas
Southern Nevada Japanese Teachers Association

Northwest Conference on Japanese Pedagogy

The 2nd Northwest Conference on Japanese Pedagogy will be held at the University of Washington on May 21-22, 2016. Conference Theme: "How Can We Motivate Students? : The Present and Future of Japanese Language Education in North America" (学生のモチベーションを維持するには～北米日本語教育の現状と今後) Keynote speakers: Professor Junko Mori (University of Wisconsin-Madison), and Professor Michio Tsutsui (University of Washington).

We invite submissions for presentations on any area of Japanese pedagogy, and those related to the conference theme are especially welcome. Presentations should be a maximum of 30-minutes long with an additional 10 minutes allotted for discussion, in English or Japanese. Please e-mail abstracts in MS Word format with the following information to inishi@uw.edu by March 15, 2016. Please also specify the subject line as "NWCJP Abstract."

1. Name, affiliation, position, and contact information of the presenter
 2. Title of the presentation both in English and Japanese
 3. Abstract in the language that will be used for presentation (approximately 300 words in English or 700 characters in Japanese)
 4. Necessary equipment other than a data projector
- Notification of acceptance will be sent by April 1, 2016.



CJLEA Workshop JF Standard

Date: Saturday, March 19, 2016

Venue: CU Boulder HLMS 141

Time: 9:00am to 3:30pm

Registration: 8:30am

Presented by Mr. Jun Arisue (Japan Foundation, Mexico)

Registration Fee:

CJLEA Members - **\$20**

Non-CJLEA Members - **\$30**

CJLEA Student Members - **\$15**

Non-CJLEA Student Members - **\$20**

Certificate for CDE - **\$5**

Register at:

<http://www.123contactform.com/form-1750252/>

Registration Deadline:

March 9, 2016

The JF Standard was developed on the concepts supporting the CEFR, which serve as the basis of language education in Europe. By using the JF standard, it is possible to see the level of proficiency by how well learner uses Japanese. ("Can – Do" approach.)

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Job Opening Announcements

Amherst College

The Japanese Language Program in the Department of Asian Languages and Civilizations at Amherst College announces a **one-year visiting position in Japanese language at the rank of lecturer**. The appointment will begin July 1, 2016. The teaching load is the equivalent of three courses in intermediate and advanced Japanese each semester. Within the last decade, Amherst College has profoundly transformed its student body in terms of socioeconomic status, ethnicity, and nationality, among other areas. Today, nearly one-quarter of Amherst's students are Pell Grant recipients; 43 percent of our students are domestic students of color. Our expectation is that the successful candidate will excel at teaching and mentoring students who are broadly diverse with regard to race, ethnicity, socioeconomic status, gender, nationality, sexual orientation and religion. Minimum requirements include an M.A. in Japanese language, linguistics, or related field; native or near native proficiency in Japanese and English; and US college/university level teaching experience in Japanese language.

Candidates should submit electronically to <http://apply.interfolio.com/33375> a cover letter, curriculum vitae, statement of teaching philosophy, and three confidential letters of recommendation. Review of applications will begin **February 15, 2016**, and will continue until the position is filled.

Amherst College is a private co-educational liberal arts college of 1,800 students and more than two hundred faculty located in the Connecticut River Valley of western Massachusetts and participates with Hampshire, Mount Holyoke, and Smith Colleges and with the University of Massachusetts in the Five-College consortium.

Amherst College is an equal opportunity, affirmative action employer, and encourages women, minorities and persons with disabilities to apply. The college is committed to enriching its education experience and its culture through the diversity of its faculty, administration, and staff.

Bates College

Bates College invites applications for a **Japanese Language Learning Associate (LA)** starting late August 2016 and ending mid-April 2017. The candidate must have native fluency in Japanese, experience teaching Japanese, and hold a B.A. degree. An M.A. or other training in language pedagogy is highly desirable. Responsibilities include aiding professors in teaching language courses, running drill sessions, tutoring, and supporting extracurricular activities. The Learning Associate is expected to work 35 hours per week (inclusive of preparation time). In addition to a monthly stipend, the Learning Associate is provided with full room (near campus) and board (on campus), visa fees, a per diem allowance when the college is on break, and compensation for travel from the home country.

Applicants should submit the following documents electronically, in PDF format, to Professor Keiko Konoeda at kkonoeda@bates.edu: a letter of application, curriculum vitae, undergraduate and graduate (if any) transcripts, and two letters of recommendation. Please include your last name and the words "LA application" in the subject line of all submissions. Review of applications will begin February 29, 2016, and continue until the position is filled. Employment is contingent upon the successful completion of a background check.

Bates is an Equal Opportunity/Affirmative Action employer. Bates College and the Asian Studies Program are committed to enhancing the diversity of the campus and the curriculum. We welcome applications from all individuals with the ability to contribute to the college's continuing commitment to social and cultural diversity, inclusiveness, and the transformative power of our differences.

Concordia Language Villages

Concordia Language Villages seeks highlyqualified speakers of Japanese language and culture to work as counselors and credit teachers for its 5-week summer Japanese language immersion program, Mori no Ike. Our program is located in North Central Minnesota.

Primary responsibilities for counselors include:

- Live with young people and work as a counseling team in cabin groups.
- Participate in language instruction in both large-and small-group formats.
- Lead and assist with cultural activities.
- Create a physically and emotionally safe environment in which "villagers" (participants) feel accepted by staff and peers in a language immersion setting.
- Motivate villagers to participate actively in the target language and culture.
- Assist with the development of evening programs and cultural presentations.

Primary responsibilities for credit teachers include:

- Teach intensive high school credit classes, plan content, and implement and evaluate the plan.
- Ensure each villager in the assigned credit class has achieved a minimum of 180 hours of instruction and has complied with the North Central Association for Colleges and Schools guidelines.
- Write final evaluations of each credit villager, along with a course summary.
- Work under the direction of the dean or credit facilitator.
- Live with young people and work as a counseling team in cabin groups.
- Assume responsibility for counseling duties as designated by the dean and participate in the total Village program.

Program dates (including orientation):

- First session June 13, 2016 to July 17, 2016
- Second session July 10 to August 13, 2016

Counselor Minimum qualifications:

- Completion of freshman year in college (as a fully enrolled student)/post-secondary school or international equivalent or equivalent experience.
- Completion of intermediate level of language study (second or third year college).
- Previous Concordia Language Village or camp (residential or day camp) experience, preferred.
- Experience with young people ages 7-18.
- Enjoyment of living and working in a rustic, outdoor setting.
- Skills in related cultural/recreational areas.

Credit Teacher Minimum qualifications:

- Bachelor's degree or international equivalent.
- Experience as a teacher in the target language.
- Skills in teaching the target language.
- Conversational and written proficiency in the target language.
- Work experience with the age group concerned.

More information and a link to the on-line application is available at <http://hr.cord.edu/postings/> . (Search for "Japanese" to find details on these positions.)

Information on Concordia Language Villages is available at <http://www.concordialanguagevillages.org/> .

Earlham College

Applications sought for a **Director of Japan Programs** at Earlham College. Responsibilities include administering Earlham's study abroad programs in Japan (Japan Study and Japan SICE) and other duties related to academic program development and outreach at Earlham College. Full-time position, 3 year renewable. Salary commensurate with qualifications.

To apply submit cover letter, CV, visioning statement, and names of three references as a single PDF to owensma@earlham.edu with the subject **JS Director Application**. View full description at <http://www.earlham.edu/jobs/?job=40899>

Harvard University

The Department of East Asian Languages and Civilizations at Harvard University anticipates one or more openings for a **full-time Drill Instructor/Teaching Assistant** in Japanese expected to begin August 1, 2016 to extend through June 30, 2017. Drill instructors teach small-group drill sections in Japanese language classes under the supervision of a course head and assist the course head in preparing class materials, grading, and providing individual assistance to students. Candidates must have native or near-native fluency in all modalities of Japanese (reading, writing, listening, and speaking); a bachelor's degree or higher; experience teaching Japanese, preferably at the college level to students whose native language is English; and computer literacy.

This is a term appointment for one year, with the possibility of renewal dependent on performance and curricular need.

Candidates interested in applying for the position should submit (1) a letter of application, (2) a curriculum vitae, and (3) the names and email contact information of three references to <http://academicpositions.harvard.edu/postings/6677>. The references will be contacted separately and invited to upload letters of recommendation. In addition, (4) a 20-minute DVD of the applicant teaching should be submitted by surface mail to the following address:

Chair, Drill Instructor Search
Japanese Language Program
Department of East Asian Languages and Civilizations
Harvard University
5 Bryant Street
Cambridge, MA 02138

All the above should be submitted by March 1, 2016.

Selected candidates will be contacted directly in mid-March for an interview to be conducted either by Skype, for candidates outside the Boston area, or on the Harvard campus, for candidates within the Boston area.

Please note that references will only be invited to upload letters of recommendation after a complete application has been submitted online.

Harvard University is an equal opportunity employer and all qualified applicants will receive consideration for employment without regard to race, color, religion, sex, national origin, disability status, protected veteran status, or any other characteristic protected by law.

Illinois Wesleyan University

The Department of German, Russian, and Asian Languages at Illinois Wesleyan University invites applications for a **tenure-track position in Japanese**, effective August 1, 2016. The area of specialization is open, but primary responsibilities will focus on language teaching at the beginning and intermediate levels, in addition to developing courses in Japanese literature and/or culture in English translation. The faculty member will support the departmental minor program in Japanese Studies as well as contribute to the Asian Area Studies Concentration within the rigorous International Studies major/minor program. Successful candidates will be expected to maintain an active research agenda and engage in service at the departmental, university, and professional level. The teaching load is 3-3. Native/near native fluency in Japanese and English required. Applicants are expected to have completed a Ph.D. in a relevant field by August 2016.

Please send a letter of application, curriculum vitae, teaching philosophy statement, transcript, and three letters of recommendation to: Dr. Marina Balina, Chair, Department of German, Russian, and Asian Languages, Illinois Wesleyan University, 201 E. University, Bloomington, IL 61701. Review of applications will begin immediately. Candidates who submit their complete dossiers by March 10, 2016, will receive full consideration. The search will remain open until the position is filled.

Illinois Wesleyan University is an Equal Opportunity Employer Committed to a Diverse Work Force. See <http://www2.iwu.edu/iwujobs/> for more information. Illinois Wesleyan University is a highly selective, small, liberal arts institution with approximately 1,800 undergraduates. It is located in central Illinois in the Bloomington-Normal twin cities of 130,000 inhabitants.

Knox College

The Asian Studies Program at Knox College invites applications for a **full-time, non-tenure track visiting position in Japanese language and area studies** beginning September 2016. The position will have an initial 2-year contract with a possibility of renewal. The successful candidate will join a thriving Japanese language program and be expected to teach Japanese language courses as well as non-language content courses in the candidate's area of specialization. The successful candidate also may contribute to the College's periodic off-campus study/travel Japan Term program. Preference will be given to candidates with expertise in classical, pre-modern and modern Japanese literature or film studies, but specialists in all Japan-related disciplines are eligible and encouraged to apply. Ph.D. preferred, ABD considered; native or near native fluency in Japanese and English, and demonstrated excellence in teaching are required.

Application materials should include a letter of application, curriculum vitae, description of current teaching interests, three letters of reference, and evidence of teaching ability (teaching evaluations, sample syllabi, teaching demonstration video, etc.). All applications and inquiries should be sent to japansearch@knox.edu. Digital format for teaching demos is preferred. Review of applications begins on **February 15, 2016**, and will continue until the position is filled.

Knox College is an independent, top-100 national liberal arts college. The College is a vibrant and creative community with a campus population of remarkable diversity that includes students from across the U.S. and more than 51 countries, significant representation of first-generation college students, and substantial cultural and racial-ethnic diversity. Students have a strong commitment to intellectual and experiential education. In keeping with our 178-year commitment to equity and access, we particularly welcome applications from women and members of underrepresented groups. Knox College is an affirmative action, equal opportunity employer. The College does not discriminate on the basis of race, color, ethnicity, national origin, age, sex, gender, sexual orientation, gender identity or expression, marital status, veteran status, religion, disability, creed, or any other protected class.

North Central College

The Department of Modern and Classical Languages at North Central College seeks applications for the position of Visiting Assistant Professor of Japanese for the 2016-2017 academic year. This position is a non-tenure track full-time appointment that is renewable annually for up to three years. Candidates must have a Ph.D. in Japanese or Japanese Studies in hand by September 1, 2016, and demonstrate potential for excellence in college-level teaching. The successful candidate will be expected to teach at all levels of our undergraduate Japanese language program, with the opportunity to teach courses in English on topics of interest. Preference will be given to those candidates with a specialization in Japanese literary, film or cultural studies and a willingness to contribute to the College's East Asian Studies program.

North Central College, founded in 1861, is a selective, comprehensive liberal arts institution of 3,000 students, located 28 miles west of Chicago in Naperville, with convenient Metra train access to Chicago. For information about the College, please visit the website at <https://www.noctrl.edu>.

Interested candidates should submit a cover letter, which includes a statement of teaching philosophy, a curriculum vitae, and three letters of recommendation, at <https://secure.interfolio.com/apply/34096>. There is no application cost for the Interfolio service. Contact Cheryl Horton, Academic Affairs Secretary, at clhorton@noctrl.edu with questions about the application process. For other inquiries, please contact Dr. Norval Bard, Chair, Department of Modern & Classical Languages, at nlbard@noctrl.edu. Review of applications will begin immediately and continue until the position is filled. Preliminary interviews will be conducted via Skype or equivalent. Applicants who would enrich the diversity of the campus community are strongly encouraged to apply. EOE.

University of Notre Dame

The Department of East Asian Languages and Cultures at the University of Notre Dame (Notre Dame, IN) invites applications for a **full-time lecturer position in Japanese language** beginning August 2016.

Responsibilities include teaching three classes per semester, first year through advanced Japanese (11-13 hours per week), active programmatic involvement and close collaboration with the Japanese language program coordinator and faculty, to build a rigorous and cohesive program. We are seeking a highly skilled language instructor with native or near-native proficiency in Japanese and English; at least an M.A. degree in teaching Japanese as a foreign language, linguistics, second language acquisition, or related field; and demonstrated success teaching Japanese at the college/university level in the United States. Appointment offers excellent benefits and competitive salary commensurate with qualifications and experience. Information about Notre Dame is available at <http://www.nd.edu>; information about the Department and the Japanese Language program and can be found at <http://eastasian.nd.edu>.

QUALIFICATIONS: Successful candidate must have at least an M.A. degree in teaching Japanese as a foreign language, linguistics, second language acquisition, or related field; and demonstrated success teaching Japanese at the college/university level in the United States.

APPLICATION INSTRUCTIONS: Submit cover letter, current curriculum vitae, statement of teaching philosophy, teaching evaluations, a video clip of classroom teaching (For media files, we recommend you submit a document with a direct link to the file.), and three letters of recommendation. Review of applications will begin **January 15, 2016**, and continue until the position is filled.

This institution is using Interfolio's ByCommittee to conduct this search. Applicants to this position receive a free Dossier account and can send all application materials, including confidential letters of recommendation, free of charge, via the following URL:
<http://apptrkr.com/712166>.

For help signing up, accessing your account, or submitting your application please check out our help and support section or get in touch via email at help@interfolio.com or phone at (877) 997-8807.

This appointment is contingent upon the successful completion of a background check. Applicants will be asked to identify all felony convictions and/or pending felony charges. Felony convictions do not automatically bar an individual from employment. Each case will be examined separately to determine the appropriateness of employment in the particular position. Failure to be forthcoming or dishonesty with respect to felony disclosures can result in the disqualification of a candidate. The full procedure can be viewed at <http://facultyhandbook.nd.edu/university-policies/background-check-procedure-for-prospective-faculty/>.

University of Oklahoma

The Department of Modern Languages, Literatures, and Linguistics at the University of Oklahoma invites applications for a **full-time, one-year position in Japanese** for the 2016-17 academic year, with a possibility of reappointment. Start date is August 16, 2016 (arrival in Norman, Oklahoma by August 2) through May 15, 2017. Duties include teaching three Japanese language courses per semester, as well as light service and attending Japanese student events for the Japanese Language Program.

Requirements: M.A. degree in Japanese Pedagogy, Foreign Language Pedagogy, Second Language Acquisition or a related field; experience teaching Japanese language to English-speaking students at the college level; native or near-native fluency in Japanese; and excellent command of English.

To apply: Please send/have sent electronically a cover letter; curriculum vitae; transcripts; full sets of recent teaching evaluations; and three letters of recommendation under separate cover from former supervisors and/or professionals in the field to Shizuka Tatsuzawa (statsuzawa@ou.edu), Japanese Language Coordinator. Review of complete applications will begin immediately and will continue until the position is filled. Women, minorities, protected veterans, and individuals with disabilities are encouraged to apply. The University of Oklahoma is an equal opportunity institution www.ou.edu/eo.

University of Pennsylvania

The Department of East Asian Languages and Civilizations at the University of Pennsylvania announces the availability of a position as **full-time Lecturer in the Japanese Language Program** for the academic year 2016-17. The appointment will be for an initial one year. Based on satisfactory teaching performance and evidence of professional development with approval of the Dean, the appointment is renewable annually for up to an additional two years. Employee benefits are provided. Applicants for the position should demonstrate a primary focus on language education, and have received at least a Master's degree in Education, Japanese Language, Literature, Linguistics, or a related field. Native or near-native competency in Japanese language and fluency in English are required. Preference will be given to applicants with significant teaching experience at all levels of Japanese language at post-secondary institutions in the United States. Knowledge of and experience in current trends in second/foreign language teaching methodologies (especially content-based instruction) and meaningful application of technologies in language instruction are highly desirable. Duties include teaching Japanese language classes (five classes per academic year) at any assigned levels, holding regular office hours, attending weekly meetings of the Japanese Language Program, and working with the Director of the Language Program and East Asia faculty on curriculum development and program articulation.

Candidates are to apply at: <http://facultysearches.provost.upenn.edu/postings/809>. Include a cover letter, CV and statement of teaching philosophy. Also submit the names and contact information of two individuals who will be contacted by the University with instructions on how to submit a letter of recommendation. The review of applications will begin immediately and the process will continue until the position is filled.

The Department of East Asian Languages and Civilizations is strongly committed to Penn's Action Plan for Diversity and Excellence and to establishing a more diverse faculty (for more information see <http://www.upenn.edu/almanac/volumes/v58/n02/diversityplan.html>). The University of Pennsylvania is an Affirmative Action/ Equal Opportunity Employer.

Rice University

Due to rapid growth of enrollments in Japanese, Rice University's Center for Languages and Intercultural Communication (CLIC) invites applications for a second **full-time appointment as Lecturer in Japanese** (clic.rice.edu/people.aspx). This is a two-year, renewable appointment to begin 1 July 2016.

Requirements: M.A., native or near-native ability in the Japanese language, training in second language pedagogy, experience teaching at the U.S. university level, and demonstrated ability to develop innovative second language curricula. Experience with Study Abroad program development/implementation, competence to teach another language, and Ph. D. degree would be beneficial.

Responsibilities include, but are not limited to, the implementation of an innovative, research-based curriculum; the development of a coherently articulated program of instruction across levels of competency; the design, preparation, implementation, and evaluation of the syllabus and daily lessons; assisting with the development and administration of assessment instruments; and participation in professional development programs.

Salary will be commensurate with credentials and experience and demonstrated ability to develop research-based, innovative second language curricula. Rice offers good institutional support for professional development and state-of-the-art technological facilities are available. Rice University is an equal opportunity/affirmative action employer, women and minorities are encouraged to apply.

Application Instructions: Apply via interfolio: <http://apply.interfolio.com/33783>. Please submit (1) a letter of application, clearly addressing the above position requirements, (2) a detailed, annotated lesson plan showcasing your ability to develop innovative pedagogical practices, (3) a 2-3 page CV, (4) transcript, (5) three letters of recommendation, (6) two of the latest teaching evaluations from students and (7) a sample syllabus of a relevant course. Applications without all seven items above will not be considered for review.

Application Deadline: **February 22, 2016.**

Smith College

The Department of East Asian Languages and Literatures at Smith College invites applications for a two-year lecturer position in Japanese Literature and Language, to begin July 2016. The lecturer will teach five courses in Japanese language and Japanese literature in translation. Applicants must have a native or near-native fluency in Japanese and English, a Ph.D. or ABD status with a specialization in Japanese literature, preferably pre-modern, and experience in language teaching at all levels, with a commitment to excellence in teaching.

For more information and to apply, visit <http://apply.interfolio.com/33541>. Review of applications will begin February 15, 2016. EO/AA/Vet/Disability Employer.

Swarthmore College

The Department of Modern Languages and Literatures at Swarthmore College invites applications for a **one-year, full-time leave replacement position of Lecturer in Japanese**, to begin Fall 2016. An M.A. in Japanese language pedagogy or related field, previous teaching experience at the college/university level, native or near-native fluency in Japanese, and proficiency in English are required. Responsibilities include teaching or co-teaching all levels of Japanese, developing and grading teaching materials and exams, and collaborating with the Japanese section in team-teaching, events, and cultural activities.

Send cover letter, CV, transcript, three letters of recommendation, and statement of teaching philosophy, to: <http://academicjobsonline.org/ajo/jobs/6927>. Candidates should also submit a video demonstrating language teaching -- preferably a full, unedited lesson; a link to an online video can be specified in the cover letter. If unable to submit online, send materials to: Prof. Will Gardner; Chair, Japanese Lecturer Search; Department of Modern Languages and Literatures; Swarthmore College; 500 College Ave.; Swarthmore, PA 19081-1390. Review of applications will begin on **February 15, 2016**.

Swarthmore College is a highly selective liberal arts college near Philadelphia, PA. The College is committed to excellence through diversity in its educational program and employment practices and actively seeks and welcomes applications from candidates with exceptional qualifications, particularly those with demonstrable commitment to a more inclusive society and world.

Union College

Union College (Schenectady, New York) invites applicants for the **ASIANetwork-Luce Postdoctoral Teaching Fellow Program in Japanese literature and film**, beginning September 2016. This one-year teaching fellowship position is funded through a grant from ASIANetwork and the Luce Foundation. Union has an academic trimester system with three ten-week terms. The successful applicant will teach a 1-1-1 load, fall of 2016, winter of 2017, and spring of 2017. In addition to teaching duties, the successful applicant will create a community-based culture learning module and assist the Japanese Language section with various co-curricular activities.

The position is housed in the Modern Languages and Literatures Department but will also require participation in our Asian Studies Program. Specialization is open, but preference will be given to the candidates who can contribute to any of our other interdisciplinary programs (Religious Studies, Gender, Sexuality, and Women's Studies, Film Studies, Environmental Science etc.) besides Asian Studies. Qualified applicants must have obtained a Ph.D. within the last three years (no earlier than Spring 2013). ABD will be considered, provided that the degree will be completed by August 2016 verified by their thesis advisor. Union provides a blend of intellectual, social and cultural opportunities to facilitate the integrated academic, social and personal development of a diverse community. We value and are committed to a host of diverse populations and cultures including, but not limited to, those based on race, religion, disability, ethnicity, sexual orientation, gender, gender identity and national origin.

Please submit a letter of interest, curriculum vita, graduate transcript, and three letters of recommendation to Japanese Postdoctoral Teaching Fellow Search, Department of Modern Languages and Literatures, electronically at the address "MLL@union.edu" or via mail at Department of Modern Languages and Literatures, Union College, Schenectady, NY 12308. Review of applications will begin on April 1, 2016, and continue until the position is filled.

Vassar College

Vassar College invites applications for **Japanese Language Fellow (Intern)** for the 2016-17 academic year (late August 2016 through May 2017). Vassar College is an equal opportunity/affirmative action employer and is strongly and actively committed to diversity within its community. The Language Fellow, who must be a native speaker of Japanese, assists the Japanese faculty members in preparing teaching materials and conducting drill sessions for 12 hours a week. Language Fellows receive free room and board on Vassar's campus in student housing for the academic year, a monthly stipend of \$500 for 10 months, and health insurance coverage. They may also take up to two courses per semester free at Vassar. Language Fellows should have a B.A. and be fluent in English.

To apply, please send a cover letter, vita, an audio recording introducing yourself in both Japanese and English, and at least one recommendation letter. Review of applications is ongoing until the position is filled. Please send applications to Hiromi Dollase, Chair, Department of Chinese and Japanese, Box 285, Vassar College, 124 Raymond Avenue, Poughkeepsie, NY 12604 or (preferably) via email to chineseandjapanese@vassar.edu.

Western Carolina University

Western Carolina University invites applications for a **non-tenure-track, full-time Instructor of Japanese** position, beginning August 2016.

Applicants should have a Master's degree in Japanese or closely related field with a minimum of three years' experience teaching Japanese at the college level and near-native proficiency in both English and Japanese. Preference will be given to those with a proven record of student advising and mentoring, collaborative program management, study abroad leadership and innovative, student-centered, technology-oriented teaching.

Candidates should apply online at <http://jobs.wcu.edu:80/postings/3278>. Attach the following: a letter of application, a current CV, and a statement of teaching philosophy. Three letters of recommendation should be emailed by referees directly to committee chair Yumiko Ono at yono@wcu.edu. Applicants must also email a link to a 50-minute teaching demonstration video. For questions and additional information, please call 828-227-3859 or email yono@wcu.edu.

The campus is located in the picturesque Cullowhee valley between the Great Smoky and Blue Ridge mountains, 50 miles west of Asheville, North Carolina, and 150 miles northwest of Atlanta. Four-season outdoor activities abound nearby.

Western Carolina University is an Equal Opportunity/Affirmative Action Employer.

AMERICAN ASSOCIATION OF TEACHERS OF JAPANESE

1424 Broadway • UCB 366 • Boulder, CO 80309-0366
303-492-5487/Fax 303-492-5856 aatj@aatj.org • www.aatj.org

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.

Name (print): _____		Date: _____	
Address: _____	Tel: _____		
	E-mail (personal, to avoid institutional blocking of messages): _____		
	School/Organization where you work: _____		
	Area of specialization: <input type="checkbox"/> Language Teaching <input type="checkbox"/> Linguistics <input type="checkbox"/> Literature		
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