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Co-Presidents' Message

Welcome to this inaugural edition of the AATJ Newsletter! We are honored to serve as co-presidents of AATJ during this exciting time of transition. This new organization gives us the opportunity to work together as one field to support and expand Japanese language, linguistics, and literature instruction in the United States. In this newsletter, you will find news about familiar activities, such as the AAS Spring Conference and the Nengajo Contest results, as well as exciting new articles, such as level-specific "corners" highlighting ideas and materials for different areas, K-16.

We would like to take a moment to share our excitement about the many benefits that we now have as a K-16 organization. Like many other language organizations (AATSP, AATF, etc.), we now become a unified voice for advocacy, professional development opportunities, grant funding, and participation in national policy-making discussions. Our office operations are being streamlined with one website and one governing body. A new membership structure has the potential to generate new revenue for local affiliates and encourage more teachers to participate in your professional organizations. We can collaborate both horizontally and vertically with all of our colleagues in Japanese language, literature, and linguistics, on a range of projects, from sharing materials online at our new Facebook page to membership in AATJ Special Interest Groups. AATJ continues to offer members the Nengajo Contest, National Honor Society, and the National Japanese Exam Contest. In addition, we are thrilled to announce that both the Nengajo Contest and the National Honor Society will be open to both K-12 and university students. AATJ members are able to attend the ACTFL Conference at a discounted rate and can attend AATJ sessions at the Spring Conference with the Association of Asian Studies.

The new organization also gives us the opportunity to undertake projects to benefit the field on a larger scale. Faced with the constantly-changing global situation, Japanese language education

in the United States is at the crossroads. This is a good time to reflect on the current status of our field and plan for its future. We are planning to publish a book to overview our profession. In April, our board members will gather to decide the direction of AATJ and plan our future activities in the areas of professional development, advocacy, member services, research, collaboration, community outreach, etc. We will keep you updated about our discussions and new plans through the newsletter and other communication channels. (continue to page 2)



Jessica Haxhi



Y.-H. Tohsaku

Important Dates

New AATJ Inauguration: January 1, 2012

NJE Regular Registration Deadline: January 31, 2012

NJE Late Registration Deadline: February 10, 2012

AATJ Annual Spring Conference: March 15, 2012

We could not begin to work through this transition process without the guidance of Susan Schmidt, Executive Director, and Kathy Ajisaka, Executive Assistant, in our main office in Boulder. We are also thrilled to have an outstanding group of educators serving on this transition Board of Directors; please see their names below. We would like to send special congratulations to Motoko Tabuse for her election to the position of Vice President/Secretary. The entire Board has already been working diligently to ensure a smooth transition process.

We would also like to thank the officers of the Affiliates of NCJLT for their hard work on becoming "Official Affiliates" of this new organization. If you need any assistance with this process, please do not hesitate to

Introducing Officers and Directors of the American Association of Teachers of Japanese

2012 marks the launch of a new field-wide organization, the **American Association of Teachers of Japanese (AATJ)**.

Thanks to two years of hard work by members of the ATJ Board, the NCJLT Board, and several teams of dedicated transition planners, we are off to a good start. Twelve state and regional organizations have become official affiliates of AATJ, and more than one thousand individuals and institutions have become members for 2012.

Governance Team

For 2012 and 2013, AATJ will be governed by a team of two Co-Presidents and two Vice-Presidents (a VP-Secretary and a VP-Treasurer). The duties of these officers (who will serve for the two transitional years) can be found in the AATJ Bylaws, which were approved by a vote of ATJ members last year (see <http://www.aatj.org/2012reorganization/AATJBylaws.pdf>).

The officers have in turn appointed a team of directors for the various positions outlined in the Organization Chart that can be viewed online at http://www.aatj.org/2012reorganization/AATJOrgChart_rev.pdf. These individuals are all experienced former members of the NCJLT and ATJ Boards.

The editorial board of the journal *Japanese Language and Literature* will continue to serve in their positions.

Officers and Directors

The officers and directors who have agreed to serve the new organization for the initial two years are:

contact us. We would also like to thank all of the previous members of ATJ and NCJLT for your energy and vision in supporting this new organization. If you have not yet joined online for this year, please do so at www.aatj.org to continue receiving member benefits.

We are confident that the new AATJ will fulfill your vision for a strong, connected, collaborative Japanese teachers' organization. We look forward to working with all of you in the coming years. If you ever have any questions for us, please do not hesitate to contact us.

Jessica Haxhi jhaxhi@waterbury.k12.ct.us

Y.-H. Tohsaku ytohsaku@ucsd.edu

Co-Presidents: **Jessica Haxhi** (Maloney Magnet School, CT) and **Yasu-Hiko Tohsaku** (University of California, San Diego)

Vice-President/Treasurer: **Kurt Thompson** (Eckstein Middle School, WA)

Vice-President/Secretary: **Motoko Tabuse** (Eastern Michigan University, MI)

Spring Conference (AAS-affiliated) Director: **Masahiko Minami** (San Francisco State University, CA)

Fall Conference (ACTFL-affiliated) Directors: **Nana Suzumura** (Woodlands College Park High School, TX) and **Noriko Fujioka-Ito** (University of Cincinnati, OH)

Professional Development Director: **Yasuko Ito Watt** (Indiana University, IN)

Advocacy and Outreach Directors: **Mamiya Worland** (Fairfax County Public Schools, VA) and **Janet Ikeda** (Washington & Lee University, VA)

National Japanese Exam Director: **Nobuko Hasegawa** (LaGuardia High School of Performing Arts, NY)

Activities and Awards Director: **Lynn Sessler** (Menasha Joint School District, WI)

Publications Directors: **Emi Ochiai Ahn** (Mesa Community College, AZ) and **Joan Ericson** (Colorado College, Colorado Springs, CO)

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 these directors or write to aatj@aatj.org.

Office Staff

The AATJ office, located in Boulder, Colorado (thanks to a donation of space and infrastructure support by the University of Colorado's Center for Asian Studies) has two staff members; Executive Director **Susan Schmidt** and Executive Assistant **Kathy Ajisaka**. The office can be contacted at aatj@aatj.org.

2012 AATJ Annual Spring Conference

The 2012 American Association of Teachers of Japanese (AATJ) Annual Spring Conference will take place on **Thursday, March 15**, in Toronto, Ontario, Canada. Paper and panel presentations will take place at the [Sheraton Centre Toronto Hotel](http://www.sheratontoronto.com) [http://www.sheratontoronto.com] from 8:00 a.m. - 3:15 p.m.; a membership meeting, keynote speech, and reception will take place two blocks away, at the [89 Chestnut Conference Centre](http://www.89chestnut.com/catering/index.html) [http://www.89chestnut.com/catering/index.html], beginning at 6:30 p.m.

This conference, the first to be held under the auspices of the newly renamed AATJ, is the continuation of the ATJ Annual Conference; it will be held in conjunction with the 2012 Annual Meeting of the [Association for Asian Studies \(AAS\)](http://www.asian-studies.org) [http://www.asian-studies.org]. **The AATJ Annual Spring Conference will feature more than 100 presentations on various aspects of Japanese language and literature, as well as a keynote speech by Dr. Jim Cummins, an internationally noted researcher on bilingualism at the University of Toronto's Ontario Institute for Studies in Education (OISE).** The conference program can be found in the center of this issue of the newsletter. It is also posted on the AATJ website in two versions – one containing just the

schedule and the other containing abstracts for every presentation. Please download the program from <http://www.aatj.org/conference/index.html>.

Online registration for the conference will be open until **March 1**. Online registration fees are \$40 for regular AATJ and AJLS members, \$30 for student members, and \$60 for non-members. After March 1, only on-site registration will be available, in Toronto, at the rate of \$60 (cash or check only).

We strongly encourage everyone attending the AATJ Annual Spring Conference to also attend the [Annual Meeting of the Association for Asian Studies](http://www.asian-studies.org/Conference/index.htm) [http://www.asian-studies.org/Conference/index.htm], which also takes place in Toronto, at the same venue, the Sheraton Centre Toronto Hotel, from March 15 - 18. This major conference features hundreds of presentations on Asian culture, history, politics, literature, and language -- including many on Japan -- as well as a huge Exhibit Hall where dozens of publishers show and sell their books on Asia. **AATJ will have a booth in the Exhibit Hall; please visit us there, at Booth 425, from 10 - 6 on Friday, 10 - & on Saturday, and 9 - 12 on Sunday.**

To reserve a room at the Sheraton Centre Toronto Hotel, at the special rate for the AAS Annual Meeting, please go to <http://www.asian-studies.org/Conference/Hotel.htm>.

AATJ 2012 -ANNUAL SPRING CONFERENCE PROGRAM

PART ONE

**Second Floor, Sheraton Centre Hotel, Toronto, Ontario
Simcoe, Dufferin, Huron, Kenora, Kent, and Wentworth Rooms
Thursday, March 15, 8:00 a.m.–3:15 p.m.**

(Registration: Civic South Ballroom)

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

8:00 a.m.–9:40 a.m. — Session 1

SESSION 1-A: PEDAGOGY PANEL [SIMCOE ROOM]

Chair: Keiko Kuriyama, Indiana University

Panel title: 「高等教育機関における日本語教育の今後の課題：連携、比較、コミュニティーを取り入れた内容重視の日本語教育の試み」 (The Comparisons, Connections, and Communities standards in post-secondary Japanese language education: Examples of interdisciplinary approaches and content community-based instruction)

「3C's達成を目指すジョイント・ティーチングの報告」 (Joint teaching with language and content specialists to enhance the 3C's)

Noriko Hanabusa, University of Notre Dame, and Deborah Shamoon, National University of Singapore

“Hiroshima as city and event: A coordinated approach to historical and language studies from a disciplinary point of view”

Scott O'Bryan, Indiana University

「「ひろしま」LACコースの開発にあたって：3C'sの実現を目指して」 (“Hiroshima” as a LAC course topic: Implementing the Connections, Comparisons, and Communities standards)

Keiko Kuriyama, Indiana University

Discussant: Nobuko Chikamatsu, DePaul University

SESSION 1-B: PEDAGOGY PAPERS [DUFFERIN ROOM]

Chair: Emi Yamanaka, Harvard University

「バーチャル時代における「実体験」学習支援の勧め」 (High-touch approach in the era of high-tech)

Atsuko Neely, Utah State University

「条件接続詞バ、タラ、ナラ、トの使い分けの文法：機能言語学的視点による説明」 (Pedagogical grammar of Japanese conditionals: An alternative grammatical account from the communicative approach)

Hidemi Riggs, University of California, Irvine

“In their own language: Making the most of social media in education”

Jeremy Robinson, Grand Valley State University

「語用論的能力の習得にむけて—共同学習の試みと分析」 (Toward acquisition of pragmatic competence: Analysis of a collaborative learning project)

Emi Yamanaka, Harvard University

SESSION 1-C: LINGUISTICS PANEL [HURON ROOM]

Chair: Fumio Watanabe, Yamagata University

Panel Title: 「母語話者と学習者による日本語物語作文における話題の推移と指示表現の分析」 (Analysis of topic transition and referring expressions in native and non-native Japanese written narratives)

「日英語の自発的発話における指示表現の選択と分布について：日本語名詞句の連鎖」 (The choice and the distribution of referring expressions in English and Japanese spontaneous speech: The chain of Japanese noun phrases)

Etsuko Yoshida, Mie University

「日本語物語作文における学習者・母語話者のゼロ代名詞使用の比較」 (A comparative study of zero anaphora use between non-native and native Japanese written narratives)

Miho Fujiwara, Willamette University, and Mitsuko Yamura-Takei, Hiroshima Shudo University

「日本語物語作文における主題化と非主題化—話題の焦点の推移をめぐる—」 (Analysis of thematization and non-thematization in Japanese written narratives with reference to transition of focus)

Mitsuaki Shimojo, University of Buffalo, SUNY

「母語話者と学習者による日本語物語作文における連体詞としての指示詞の使用」 (Analysis of pre-nominal demonstratives in native and non-native Japanese written narratives)

Fumio Watanabe, Yamagata University

SESSION 1-D: LITERATURE PANEL [KENORA ROOM]

Organizer: John Timothy Wixted, Independent Scholar/Emeritus

Chair: Van C. Gessel, Brigham Young University

Panel Title: “Less Considered Areas of Japanese Literary Translation”

“*Kanshi* translation: Current and future practice”

John Timothy Wixted, Independent Scholar/Emeritus

“Added in translation: Comparative adaptations of Poe’s ‘The Black Cat’ into Japanese”

J. Scott Miller, Brigham Young University

“Bibliographic translation: From woodblocks to moveable type”

Michael Emmerich, University of California, Santa Barbara

Discussant: Van C. Gessel, Brigham Young University

SESSION 1-E: SECOND LANGUAGE ACQUISITION (SLA) PANEL [KENT ROOM]

Chair: Atsushi Hasegawa, New York University

Panel Title: 「縦断研究の課題と可能性：日本語教育の向上のために」 (Challenges and potentialities of longitudinal research for Japanese language education)

「EPA看護師候補生の職場適応プロセスに関する縦断的研究」 (Longitudinal study of EPA nurses’ language socialization process at work)

Chiharu Shima, University of Wisconsin, Madison

「日本語教室外における学習者コミュニティと学習促進効果」 (Learning opportunities in out-of-class communities)

Yumiko Matsunaga, University of Colorado, Boulder

「プラグマティックスの学習に関する教師の縦断的実践研究」(Teacher research on learners' pragmatic awareness and language use: A longitudinal study of advanced Japanese learners' pragmatic development)
Yumi Takamiya, Gettysburg College

Discussant: Atsushi Hasegawa, New York University

SESSION 1-F: JAPANESE FOR SPECIFIC PURPOSES (JSP) SPECIAL INTEREST GROUP PAPERS [WENTWORTH ROOM]

Chair: Shingo Satsutani, College of DuPage

「キャリアを意識した日本語カリキュラムの構築」(Developing a career-oriented Japanese curriculum)
Motoko Tabuse, Eastern Michigan University, and Yoshiko Saito-Abbott, California State University, Monterey Bay

“Curriculum for Business Japanese at college level: Intermediate-level mix of native and non-native Japanese students”

Masako Nunn, California State University, Fullerton

「高校日本語初級レベルにおけるビジネス日本語実践報告」(Business Japanese in a beginning-level high school class)

Tomoko Takami, University of Pennsylvania, and Nobuko Hasegawa, LaGuardia High School of Music and Art

「日米学生合同ビジネス授業の試み」(A Business Japanese class for American and Japanese students)

Toshiko Kishimoto, Clemson University

9:55 a.m. – 11:35 a.m. — Session 2

SESSION 2-A: PEDAGOGY PANEL [SIMCOE ROOM]

Chair: Atsushi Fukada, Purdue University

Panel Title: 「自律学習促進を意識した教材・学習活動の開発と効果的使用」(Development of teaching materials and activities for fostering learner autonomy and their effective use)

「自律学習能力促進を目指した教材使用」(Use of teaching materials aiming at fostering learner autonomy)

Noriko Fujioka-Ito, University of Cincinnati

「Speak Everywhereを利用したスピーキングの自律学習」(Autonomous speaking practice with *Speak Everywhere*)

Junko Schwartzman, Rutgers University

「韻律に焦点を当てた自律学習の促進」(Enhancing learner autonomy focusing on Japanese prosody)

Tomoko Shibata, Princeton University

「日米大学のサイバースペースプロジェクトにおける自律学習」(Learner autonomy through Cyberspace Projects between American students in the U.S and Japanese students in Japan)

Hideko Shimizu, University of Colorado, Boulder

SESSION 2-B: PEDAGOGY PANEL [DUFFERIN ROOM]

Chair: Kazue Masuyama, California State University, Sacramento

Panel Title: “*Manga Botchan*: Exploring the use of *manga* in teaching literature and language”

“How can *manga* be used to introduce Japanese literature in Japanese?”

Joan Ericson, Colorado College

“How can visual context enhance the understanding of grammar and speakers’ attitudes? An analysis of *Manga Botchan*”

Sayaka Abe, Williams College

“How can *kanji* learning be promoted through *manga*?”

Junko Ito, University of California, Davis

“How can we implement *manga* literature into daily teaching?”

Kazue Masuyama, California State University, Sacramento

SESSION 2-C: LINGUISTICS PAPERS [HURON ROOM]

Chair: Naomi McGloin, University of Wisconsin, Madison

「「普通に」の意味変化に関する一考察」(Semantic shift of the Japanese adverb *futsuuni*)

Moeko Watanabe, University of California, Davis, and Naomi McGloin, University of Wisconsin, Madison

「日本語心理動詞の時間的観念の考察」(Aspectual idea in Japanese psychological verbs)

Mio Sekiguchi, Kyorin University Graduate School

「話しことばにおける移動の補助動詞「～テイク」「～テクル」の使用傾向」(How the Japanese auxiliary verbs “-*teiku*” and “-*tekuru*” are used in conversation)

Hiroko Yamamoto, Chubu University

「褒め言葉に対する返答—アメリカ人日本語学習者と日本語母語話者の比較を通して—」(The comparison of compliment responses between American learners of Japanese and native speakers of Japanese)

Naofumi Tatsumi, Illinois Wesleyan University

SESSION 2-D: LITERATURE PANEL [KENORA ROOM]

Chair: Catherine Ryu, Michigan State University

Panel Title: “Thinking through one wrinkle at a time: The aesthetics of female aging in Japanese narrative”

“Putting wrinkled evidence to work: The figure of Komachi in *Tamatsukuri Komachishi Sôsuisho*”

Catherine Ryu, Michigan State University

“Straightening the wrinkles: Aging ambivalence in the *Jôjin Ajari no haha no shû*”

Monika Dix, Saginaw Valley State University

“A wrinkled smile: Seeking ‘beauty’ in a modern mountain witch”

Kelly Hansen, San Diego State University

“Nô wrinkles: The aesthetic construction of aging in Enchi Fumiko’s *Onnamen* 女面”

Mara Miller, Independent Scholar

Discussant: Gail Chin, University of Regina

SESSION 2-E: SECOND LANGUAGE ACQUISITION (SLA) PANEL [KENT ROOM]

Chair: Miko Foard, Arizona State University

Panel Title: 「日本語教育におけるシャドーイングの実証的研究—日本から海外へ—」(Empirical research on shadowing in Japanese language education: From within and beyond Japan)

「JSL学習者に対するシャドーイングの効果と指導—有効性の実証研究に基づいて—」(The instruction and effects of shadowing for Japanese as Second Language learners: Based on empirical research on effectiveness)

Kumiko Sakoda, Hiroshima University

「JSL学習者に対するシャドーイングの効果と指導—教材の難易度の違いに基づいて—」(The instruction and effects of shadowing for Japanese as Second Language learners: Based on differences in the difficulty of shadowing materials)

Yumi Furumoto, Dobson (AZ) High School

「高校でのJFL学習者に対するシャドーイングの効果と指導—アクセント・発音指導の結果に基づいて—」(The instruction and effects of shadowing for Japanese as Foreign Language learners in the high school: Based on the results of instruction in accent and pronunciation)

Masumi Reade, The Woodlands (TX) High School

「大学でのJFL学習者に対するシャドーイングの効果と指導—中上級クラスでの生教材を用いた実践に基づいて—」(The instruction and effects of shadowing for Japanese as Foreign Language learners in the university: Based on practices using authentic materials in intermediate and advanced college classes)

Miko Foard, Arizona State University

SESSION 2-F: LANGUAGE AND CULTURE SPECIAL INTEREST GROUP PANEL [WENTWORTH ROOM]

Chair: Yoshiko Higurashi, San Diego State University

Panel Title: “Issues of internships in Japan and the United States”

“Creation of internships/community-based learning opportunities for Japanese language majors at San Diego State University”

Yoshiko Higurashi, San Diego State University

“Creating a community-based internship program at the University of Memphis”

Yuki Matsuda, University of Memphis

“Internship course for Japanese majors at the University of Hawai‘i at Manoa: Evaluation of honorifics in the classroom and at the job site”

Haruko Cook and Miki Ogasawara, University of Hawai‘i, Manoa

“The key to success in internships in Japan”

Andrew Horvat, Stanford Japan Center, and Yoshiko Matsumoto, Stanford University

“MIT’s Japan internship: 30 years and going strong”

Shigeru Miyagawa, Massachusetts Institute of Technology

11:35 a.m.–12:35 p.m. – Lunch Break

12:35 p.m.–1:50 p.m. – Session 3

SESSION 3-A: PEDAGOGY PAPERS [SIMCOE ROOM]

Chair: Sufumi So, George Mason University

“Animated *kanji manga*: Using mnemonics and storytelling to teach *kanji* in beginning Japanese”

Nina Langton, University of British Columbia, Okanagan

「漢字インストラクション：実践とその要因」 (Kanji instructional practices and underlying factors)

Hisae Fujiwara, University of California, San Diego, and Etsuko Takahashi, Wesleyan University

「『飛躍』の実践：「書く」「読む」の壁を破る試み」 (The practice of “*Hiyaku*” (Leap): To cultivate students’ writing and reading skills)

Miharu Nittono, Shigeru Eguchi, and Keiko Okamoto, Columbia University

SESSION 3-B:

PEDAGOGY PAPERS [DUFFERIN ROOM]

Chair: Motoko Tabuse, Eastern Michigan University

「海外の日本語教育における生教材再考－地域化の視点から」 (Rethinking realia in Japanese language education in a foreign language setting: From the perspective of localization)

Masaki Seo, Hong Kong Polytechnic University

「「異言語・異文化間での仲介者」をめざした読みの授業：日米新聞読み比べ」 (Becoming an intercultural and interlanguage mediator: Critical reading of online news as a social practice)

Yuri Kumagai, Smith College, and Noriko Iwasaki, SOAS, University of London

「高校から大学へのアーティキュレーションの向上を目指した協同プロジェクトと実践結果報告」 (Report on a collaborative project of high school and college instructors for improving articulation)

Asako Hayashi-Takakura, University of California, Los Angeles, and Kyoko Shoji, Notre Dame High School

SESSION 3-C: LINGUISTICS PAPERS [HURON ROOM]

Chair: Yuki Johnson, Johns Hopkins University

“‘*Nanka*’ in Japanese conversations”

Tomoko Takeda, San Francisco State University

“From objectivity to subjectivity and intersubjectivity: A functional study of the Japanese epistemic marker *-kamo (shi-renai)*”

Yan Wang, Carthage College

“The utilization of prosody in sentence comprehension: A comparative study of Japanese native speakers and adult learners of Japanese”

Yuka Naito-Billen and Robert Fiorentino, University of Kansas

SESSION 3-D: LITERATURE PAPERS [KENORA ROOM]*Chair: Laurel Rasplca Rodd, University of Colorado, Boulder***“Evaluative strategies in *Heike Monogatari*”**

Benjamin Trevor, Ohio State University

“Politics and poetics of the last imperial collection, *Shinshoku Kokinwakashū*”

Malgorzata Citko, University of Hawaii

“Sakaguchi Ango’s Historical Essays: How are Ango’s historical views shown in his historical writings?”

Yongfei Yi, Ohio State University

SESSION 3-E: SECOND LANGUAGE ACQUISITION (SLA) AND PEDAGOGY PAPERS [KENT ROOM]*Chair: Yukiko Hatasa, Hiroshima University***「日本語学習者の話し合いタスクにおける談話の特徴」 (Negotiation sequence during discussion tasks in second language discourse in Japanese)**

Aki Itoh and Yukiko Hatasa, Hiroshima University

“Current trends in approaches to writing in the Japanese-as-a-foreign-language context at U.S. universities”

Akiko Mitsui, York University

「JFL学習者とJSL学習者が持つ学習ストラテジーの比較：SILLの調査結果から」 (Contrasting the learning strategies of JFL learners and JSL learners: Results of a SILL survey)

Kanae Miura and Makiko Matsuda, Kanazawa University

SESSION 3-F: JAPANESE AS A HERITAGE LANGUAGE SPECIAL INTEREST GROUP PAPERS [WENTWORTH ROOM]*Chair: Masahiko Minami, San Francisco State University***“The many aspects of bilingualism: Linguistic and educational implications of English-Japanese bilingual children’s adaptations in narrative discourse”**

Masahiko Minami, San Francisco State University

“A study of biliteracy development of children studying at a Saturday school in Canada: How Japanese and English writing support one another”

Aiko Sano, Hokkaido University, Kazuko Nakajima, University of Toronto, Yuko Ikuta, Chubu University, Tomoko Nakano, Brooklyn Nihongo Gakuen, and Misa Fukukawa, Japanese School of Toronto

2:00 p.m. – 3:15 p.m. — Session 4**SESSION 4-A: PEDAGOGY PAPERS [SIMCOE ROOM]***Chair: Yasu-Hiko Tohsaku, University of California, San Diego***「歌のオンライン教材：その紹介と実践報告」 (New online song-based courseware for advanced Japanese and a user survey)**

Rumiko Shinzato, Georgia Institute of Technology, and Noriko Nagata, University of San Francisco

「授業時間外での効果的なメディア教材の使い方について」 (Effective utilization of Japanese language media materials outside of class)

Karen Curtin, Ohio State University

“Singing as a tool in Japanese lexicon learning of university foreign language students”

Noriko Mori, Middle Tennessee State University

SESSION 4-B: PEDAGOGY PAPERS [DUFFERIN ROOM]*Chair: Yuri Kumagai, Smith College***「Content-Based Instructionを使った初級・中級授業の実践報告：メソッド、教材、調査結果の報告」 (Content-based instruction in elementary- and intermediate-level Japanese courses: Methods, materials, and survey results)**

Yoshiro Hanai and Shoko Emori, University of Wisconsin, Oshkosh

「体験学習・実習の視点と日本語教育：初級日本語ユーストリームプロジェクト」 (Experiential learning and Japanese language education: Beginning-Japanese UStream project)

Shinji Sato, Princeton University

「上級初期におけるディベート指導の実践及び学生の意識調査」(Debate activity in an early advanced course in Japanese and the students' questionnaire)
Kiyomi Kawakami, University of Iowa

SESSION 4-C: LINGUISTICS PAPERS [HURON ROOM]

Chair: Michio Tsutsui, University of Washington

「「が早いか」と「や否や」の使用制約再考」(Revisiting the usage restrictions for "*ga hayai ka*" and "*ya ina ya*")
Michio Tsutsui, University of Washington

“(Inter)subjectification in the development of Japanese discourse marker NANKA”

Xiaoman Miao, Stanford University

“Sound alternation in Japanese numerals in 4, 7, 9, and 10”

Rika Ito and Natalie Dmytrenko, St. Olaf College

SESSION 4-D: SECOND LANGUAGE ACQUISITION (SLA) PAPERS [KENORA ROOM]

Chair: Chiemi Hanzawa, University of Iowa

“A new effective way of teaching the resultative use of *~teiru*”

Masumi Hamada, University of Hawaii, Manoa

“Acquisition of Japanese motion event expression *~te kimasu* by JFL learners of English”

Saori Nozaki, Ohio State University

“Beyond frequency: analyzing function of verbal and nonverbal *aizuchi* by native speakers and learners of Japanese”

Chiemi Hanzawa, University of Iowa

SESSION 4-E: SECOND LANGUAGE ACQUISITION (SLA) PAPERS [KENT ROOM]

Chair: Mamoru Hatakeyama, Carnegie Mellon University

“How to enhance vividness in first-person storytelling: representation of mental states and characters' speech”

Koji Tanno, Eastern Michigan University

“An analysis of sentence-internal and sentence-final *aizuchi* usage in JFL contexts”

Shinsuke Tsuchiya, Ohio State University

「接続助詞「から」「ので」の使い分けの習得」(L2 pragmatic competence in Japanese *kara/node* alternation)

Mamoru Hatakeyama, Carnegie Mellon University

SESSION 4-F: STUDY ABROAD FOR ADVANCED SKILLS (SAFAS) AND JAPANESE FOR SPECIFIC PURPOSES (JSP) SPECIAL INTEREST GROUP PAPERS; PEDAGOGY PAPER [WENTWORTH ROOM]

Chair: Mari Noda, Ohio State University

「話し言葉コーパスを用いた理工学系留学生のための日本語教材—理工学系学習語彙用例集作成の試み—」(The development of independent-learning materials based on a science and engineering spoken Japanese corpus)

Natsumi Ito, Yumiko Furuichi, and Naoko Endo, University of Tokyo, School of Engineering/Japanese for Specific Purposes SIG

「オーセンティックな言語習得を目指した初級日本語のスケジュール作りとその成果」(Creating a first-year Japanese schedule for authentic language acquisition)

Junko Tokuda, -University of Memphis

「留学生のソーシャル・ネットワーク形成と友人関係構築」(Study abroad social networks and friendships)

Fumi Yamakawa, Waseda University/Study Abroad for Advanced Skills SIG

PART TWO

89 Chestnut Conference Centre, Toronto, Ontario

Terrace Room (Third Floor)

Thursday, March 5, 6:30–10:00 p.m.

6:30 –7:15 p.m.

General Membership Meeting

7:30 –10:15 p.m.

KEYNOTE SPEAKER

Jim Cummins, Professor and Canada Research Chair in Language Learning and Literacy Development in Multilingual Contexts at the Ontario Institute for Studies in Education of the University of Toronto:

“Language Learning and Language Maintenance in a Multilingual World: Core Principles and Emerging Possibilities”

Dessert Reception (Open Bar)

ALSO TAKING PLACE IN TORONTO AT THE AAS ANNUAL MEETING

Session Sponsored by AATJ at Association for Asian Studies (AAS) Annual Meeting

Roundtable: “Coherent connections in Japanese language education: The J-GAP Multi-Country Articulation Project”

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

Panelists: **Sufumi So**, George Mason University, **Mieko Kawai**, University of Virginia, **Jotaro Arimori**, University of Toronto, and **Hideki Nishimatsu**, Japan Foundation, Tokyo

VISIT AATJ AT BOOTH 425

IN THE AAS ANNUAL MEETING EXHIBIT HALL, MARCH 16-18

FRIDAY 10:00 – 6:00 / SATURDAY 10:00 – 7:00 / SUNDAY 9:00 – 12:00

Affiliate News

One of the purposes of the formation of the new organization American Association of Teachers of Japanese (AATJ) was to form a new type of synergy between the national Japanese language educators professional organization and the network of state and regional organizations that has been developed over the past years and decades.

As of press time, twelve state and regional organizations had applied to be official affiliates of AATJ. (Eleven of them were previously affiliated with NCJLT; one is a newly formed organization.)

They are listed on the AATJ website at <http://www.aatj.org/affiliates/index.html>, along with information on becoming an affiliate.

Forthcoming issues of the AATJ Newsletters will contain contributions from affiliates on their activities and information for their members.

Bridging Scholarship News

The Bridging Project for Study Abroad in Japan, a project of AATJ, administers the Bridging Scholarship program, which since 1999 has awarded more than 1,000 scholarships to undergraduate students studying abroad in Japan for a semester or an academic year. Funding for the scholarships comes from the US-Japan Bridging Foundation, based in Washington, DC, and the program administration is funded by a grant from the the Japan-US Friendship Commission, an independent agency of the US federal government.

Information on the Bridging Scholarship program is online at <http://www.aatj.org/studyabroad/scholarships.html>. Applications are now being accepted for Fall 2012 scholarships; the deadline for receipt of applications is April 6, 2012. At least 50 scholarships will be awarded to students who will study in Japan during the Fall 2012 semester or the 2011-2012 academic year.

Bridging Scholarships were recently awarded to the follow-

ing 20 students for study in Japan during the Spring 2012 semester:

Sarah BITHER, Hamilton College (NY)/ Sophia University

Colt CHAFFIN, Wichita State University (KS)/ Kansai Gaidai

Caroline DAVIDSON, Tulane University (LA)/ Kansai Gaidai

Abbie DOLL, Bowling Green State University (OH)/ Nanzan

Hiroshi FUKADA, Purdue University (IN)/ Japan Center for Michigan Universities

Yuan HUANG, Temple University (PA)/ Temple University Japan Campus

Molly KARINEN, Portland State University (OR)/ Kansai Gaidai

Jonathan KILBY, University of South Carolina / Kansai University

Michael KLOSIEWSKI, St. Norbert College (MN)/ Tsuru University

Victoria LING, University of Illinois / Meikai University

(IES Tokyo)

Christina LORINO, St. Norbert College (MN) / Tsuru University

Robert MARKS, California State University, San Marcos / Rikkyo University

Cherise OSAKI, University of Southern California / Sophia University

Keith PRATT, University of Washington / Gakushuin University (spring) & Kyoto University (fall)

Shannon SPEARS, Southwestern University (TX) / Chukyo University (ISEP)

Gregory STANKEVICH, Hunter College, CUNY / Kansai Gaidai

Rose TABAJ, University of Mount Union (OH)/ Kansai Gaidai

Michelle TU, UCLA (CA)/ Doshisha University

Alex WACHI, Washington & Lee University (VA)/ Kansai Gaidai

James YANG, Eastern Michigan University / Kansai Gaidai

Masahiko Minami Assumes Editorship of *JJL*

Masahiko Minami of San Francisco State University will assume the *Journal of Japanese Linguistics* (JJL) editorship in 2012 (effective with Volume 29, 2013). He is the author of *Telling Stories in Two Languages: Multiple Approaches to Understanding English-Japanese Bilingual Children's Narratives* (2011, IAP-information Age Publishing), *Gengo to Bunka* (2009, Kurosio Publishers), and *Culture-specific Language*

Styles: The Development of Oral Narrative and Literacy (2002, Multilingual Matters) as well as the author of various articles and an editor of a number of books. He has also worked as a JJL Editorial Board member. Officially, he will start his editorship as of 2013, but he is currently serving as a guest editor for Volume 28 (Special issue: Selected papers from the 7th International Conference on Practical Linguistics of Japanese, which was held in March 2011 at San Francisco State University).

Contributions to AATJ Endowment

AATJ has joined the ranks of other non-profit organizations in establishing an endowment fund. Contributions of any amount to this fund, which are tax-deductible, will help to ensure that the Association can continue to provide services to members in the future. Contributions have recently been made to the Endowment by **Daniel Carolin**, **Rebecca Chau**, and **Yasuko Ito Watt**. Please consider donating when you next renew your membership, or by mail at any time. For more information, contact the AATJ office.

Yo Azama Named 2012 National Language Teacher of the Year

Yoshiko Saito-Abbott, California State University Monterey Bay



Yo Azama, a Japanese teacher from Salinas, California, was named the 2012 National Language Teacher of the Year during the 2011 annual ACTFL (American Council on Teaching of Foreign Languages) convention held in Denver in November. This award is sponsored by ACTFL and publisher Holt McDougal, to recognize a foreign language teacher who exhibits excellence in language education. Yo is the first Japanese teacher to win this most prestigious annual award for foreign language teachers.

Yo was chosen as California's 2011 Outstanding Teacher at the 2010 CLTA (California Language Teachers Association) Conference in San Diego. For his efforts he won a ticket to compete at the regional (Southwest) level. It was a rigorous process since candidates had to prepare a portfolio (which contained their teaching philosophy, a teaching video with a lesson plan, and students' samples) followed by committee site interviews and a short speech / presentation on an issue of significance to the world language profession. Yo was named the 2011 Southwest Teacher of the Year at the SWCOLT regional conference in Forth Worth, and advanced to the National level.

Yo Azama graduated from California State University Monterey Bay with a single-subject credential and teaches at North Salinas High School in Salinas. I have been privileged to observe his professional growth as my colleague and co-presenter in numerous workshops and presentations at regional, state, and national conferences, where I have witnessed his commitment to

the world language teaching profession. He is one of very few talented teachers who can truly demonstrate Standards-based instruction.

Yo Azama is not only an active presenter at professional organizations such as CLTA and ACTFL; his professionalism has also included informal tutorials at his school, organizing student trips to Japan, initiating district-level speech contests, participating in important school district committees, serving as an AP Japanese consultant for the College Board, and devoting many hours to help establish the AP Japanese course in his school district.

Yo joined MBFLP (the Monterey Bay Foreign Language Project), which provides professional development workshops for world language teachers in the site's three county service area (Monterey, Santa Cruz, and San Benito counties), all the while teaching full-time in Salinas public schools. As one of MBFLP's team leaders, he has shared his own growth and inspired teachers of all languages, always in creative ways and with his hallmark humor that dispels any anxiety while never forgetting the primary objective: to maximize students' language proficiency. His workshops and presentations are always well received by participants since he models the best practices for target-language communication, uses research-based instructional strategies, and gives examples of students' work.

Above all, Yo Azama is an outstanding teacher. Dedicated to teaching in the target language, his class is always a dynamic and engaging experience for students. Not only does he motivate his students; his teaching is a model for other teachers. In fact, his teaching has been showcased in a WGBH/Annenberg Foundation video that demonstrates best classroom practices. The video (available online at <http://www.learner.org/libraries/tfl/japanese/azama/index.html>) has been widely viewed and has inspired many teachers across the nation, and there is no doubt that he inspires his Japanese students, teachers of Japanese, and world language teachers and professionals. Yo is consistently generous with his time. That is why he seems to be universally admired by school administrators, fellow teachers, and students.

Yo will have a busy year ahead. As a spokesperson for language education over the coming year, he will deliver presentations at foreign language conferences, meet with policy-makers, and appear at events to promote language education through ACTFL's *Discover Languages . . . Discover the World!*® public awareness campaign.

Congratulations,
Yo!

High School Corner

The first installment of the AATJ Newsletter's corner for high school teachers is by Lisa Berkson, World Languages Department Chair and Japanese and Chinese language instructor at Dobson High School, Mesa, AZ. She can be reached at lfberkson@mpsaz.org.

On Stage: Dramatization in the Foreign Language Classroom

Using drama—what I will call any sort of role-playing, skit, play-acting, simulation, etc.—in our classrooms enhances interpersonal communication skills, personalizes and motivates students, and neatly fits with our goal of communicative competence. However, teachers are sometimes wary of adding drama to the curriculum, often because there seems to be no room for extra activities in an already-packed schedule. Also, drama represents a shift, from teacher-centered to learner-centered, that makes some teachers uncomfortable. Still, advantages to including some dramatic activities in your teaching are numerous: drama lets students practice real-life scenarios in a safe situation; dramatic techniques emphasize listening skills;

and these activities can be used at any proficiency level. Here are a few suggestions to get you started. Start small, with guided activities that align with your language goals. Offer feedback. As your students get more comfortable, move into less structured activities. And enjoy!

Mime: Student 1 mimes taking an object out of a paper shopping bag. The class guesses what the object is, in the target language. The correct guesser is the next “mime.” Student 1 whispers the name of the next object to Student 2, who proceeds to “mime” removing that object from the bag. Continue playing.

10 Words: write ten common words or phrases on the board (for example, こんにちは、さようなら、ありがとう、これ、それ、一、二、どうぞ、はい、いいえ ちがいます。 Students have ten minutes to create skits using ONLY these words. They may use each word as many times as they like. The class must guess where, who, and what is happening in each skit.

Create a Creature: in pairs, students use their bodies to create creatures according to your descriptions (for example, two heads, three arms,



etc). This activity encourages physical movement, cooperation, and listening skills.

Improvise: assign a scenario. In small groups, students act out short skits, with or without preparation time. Possible scenarios include: “Lost in Tokyo;” “At the hospital;” “After an argument with your best friend;” “Department Store Help Desk.” Characters can be teacher-assigned or student choice.

Dramatize: students write scripts that center around a self-selected haiku. By creating scenes that either precede the composition of the haiku or follow it, students can personalize well-known haiku and haiku poets and use critical thinking skills to make predictions.

Interview: Students stage “live” interviews with pop culture icons. Again, this can occur with or without preparation.

K-8 Corner

Welcome to the column designed especially for K-8 teachers of



Japanese! I hope to use this column to share some of the ideas I've learned (from many of you) over the years and to spark discussion about methods and materials for K-8 programs. If you would like to contribute an activity, material, or advocacy idea to this column or have any questions, please write to me at jhaxhi@waterbury.k12.ct.us.

Singing the Praises of KARUTA カルタだいすき！！

In terms of Japanese teaching methods for ANY level, I cannot say enough about the game of KARUTA. It gets students out of their seats, moving, and learning together. I have used KARUTA with all levels from 1st grade to adult (in my methods classes!) and I've found few people who don't enjoy it. I'm sure many of you are already using KARUTA in your classes as well.

PREPARATION

I like to use PowerPoint to make the flashcards. It makes it so easy! You can print as many sets of cards as you need. If you'd like to see an example, go to <http://ctworldlanguagesk8.wikispaces.com/Top+Five> and scroll down to **Interpretive Communication**. Click on the document called "Karuta Sports Demo.pptx." I print the slides as "Handouts" with six per page and cut them up into sets for students. You can use a projector to show the slides in large view for vocabulary practice or to show the answers during the KARUTA game (just put blank slides in between each so that the screen is blank when you are yelling the next word). Older students can also make vocabulary flashcards themselves and then use them for KARUTA.

KARUTA can be used for the single word vocabulary practice or a complex interpretive listening activity. Here are some variations on the types of KARUTA you can make:

Play WORD KARUTA by making a separate card for each vocabulary word. For elementary, I often make picture cards, such as all different fruits. For older students, I put only the words written in hiragana/katakana/kanji for reading practice.

Play **COUNTERS KARUTA** by making cards with different amounts of items on them, like "four books" or "three bottles." You can be complicated by

only yelling the number, such as "yon-satsu" or "san-bon."

Play SENTENCE KARUTA by making separate cards with pictures that represent a sentence, such as "The mother is making osechi." For reading practice, you can make cards with only the sentence (no picture) in kana.

Play PARAGRAPH KARUTA by making cards with complicated pictures or artwork. Describe each picture until students slap it. For example, "There is a woman wearing a red kimono. Next to her, there is a cherry blossom tree, etc."

Play TRADITIONAL KARUTA with a set of real cards from Japan!

PLAYING

Here are some "tips" I use as students play KARUTA.

Play in pairs or threes at the most. Pairs are really the best to maximize the amount of learning that each student can have during the game.

Explain the directions in Japanese. You can easily do this by modeling with two students playing in front of the class (or with fly-swatters on the board) first. I *overact* the directions while modeling: (a) they start each time with their hands behind their backs, (b) they keep one hand behind their back at all times, (c) if they both slap the card at the exact same time, they do "JAN, KEN, PON" to decide who gets it, and (d) if both students have their hands on the wrong cards when I show the answer, the first student to slap the correct card gets it

(even though I have shown the answer).

Encourage them to stand when they play. I have them push in their chairs. Then, they can put the cards they win on their chairs.

During the game, I often have to remind students put both hands behind their backs before I yell the next word. This also helps to focus them if they are starting to get too wild.

Pace is very important in keeping students on task. Watch a few pairs and as soon as they are ready for the next card, call it. If you give them too much time between cards, they will get noisy.

When there are only two cards left to slap, call "time out." Explain to students that you will now become "tricky." You will say many different words. If they slap the cards for the wrong word, they are **out**. I try to say many words that sound like the cards they are listening for (example: if the card is "momo" I will say "moichido" or "monosashi" to confuse them.) This helps them to really focus on the final two words. I often have these words be the ones that are the most difficult for them. Also, it prevents them from hurting each other as they try for the last cards because they are hesitant to slap by mistake.

I hope this gives you some ideas to add to your "bag of tricks."

Jessica Haxhi

2012 NCJLT "Year of the Dragon" Nengajo Contest Results

Thanks to everyone who participated in the 2012 Nengajo contest. 570 cards were submitted by 107 schools nationwide. There were so many great entries that it was very difficult to choose the winners.

Each of the winners received an award certificate and an Amazon gift card for their accomplishment. All the other participants received certificates of participation. Congratulations to all 1st, 2nd, and 3rd place winners! We would also like to congratulate all the teachers who participated in the contest. Your students' cards clearly show your excellent work in the Japanese classroom!

Images of the cards will be displayed at the AATJ Exhibit booth during the ACTFL Annual Conference in Philadelphia from November 16 - 18. Items such as posters, cards,

and stickers with images of the winning cards will also be available for purchase.

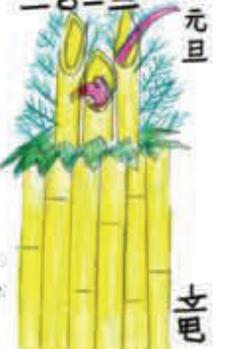
The 2012 contest was the last Nengajo Contest sponsored by NCJLT. The 2013 Nengajo Contest will be organized by AATJ.

We are thrilled to announce that next year's Nengajou Contest will include a university level as well!

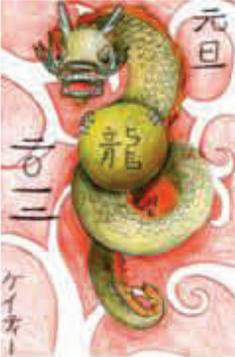
Thank you for your continued support of the Nengajo Contest. Please see the winning cards on the following pages. For larger images of the winning cards, please go to <http://www.aatj.org/studentactivities/nengajocontest/index.html>

Kazumi Yamashita Iverson
Jessica Haxhi
2012 Nengajo Contest Co-Directors

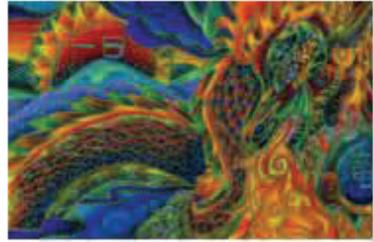
ELEMENTARY

	Artistic	Comical	Original
1st	 <p>Ayako Dame (grade 4)</p> <p>Teacher: Ayako Anderson NECTJ Japanese Language School of Greater Boston Arlington, MA</p>	 <p>Otto Panzenhagen (grade 5)</p> <p>Teacher: Lynn Sessler Neitzel WIATJ Clovis Grove Elem entary Menasha, WI</p>	 <p>Maddie Kurilla (grade 5)</p> <p>Teacher: Lynn Sessler Neitzel WIATJ Clovis Grove Elem entary Menasha, WI</p>
2nd	 <p>Carolyn Amano Dolan (grade 3)</p> <p>Teacher: Mamiya Worland MAATJ Great Falls Elem entary Great Falls, VA</p>	 <p>Marianna Vera (grade 4)</p> <p>Teacher: Kimie Matsumoto CAJLT Southeast Gakuen Norwalk, CA</p>	 <p>Serena Landers (grade 4)</p> <p>Teacher: Mari Hamada Washington Japanese Heritage Center Cabin John, MD</p>
3rd	 <p>Amity Ermarth (grade 5)</p> <p>Teacher: Mari Hamada Washington Japanese Heritage Center Cabin John, MD</p>	 <p>Mina Sanruk (grade 4)</p> <p>Teacher: Kimie Matsumoto CAJLT Southeast Gakuen Norwalk, CA</p>	 <p>Max McDonald (grade 5)</p> <p>Teacher: Lynn Sessler Neitzel WIATJ Clovis Grove Elem entary Menasha, WI</p>

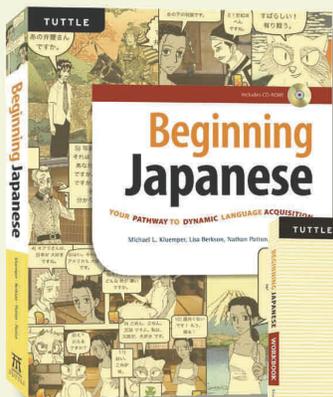
MIDDLE SCHOOL

	Artistic	Comical	Original
1st	 <p>Katie Shen (grade 8)</p> <p>Teacher: Tomoko Geiser MAATJ RachelCarsonMS Herndon, VA</p>	 <p>Julia A. Ninteman (grade 8)</p> <p>Teacher: Wakae MacLean WATJ HamiltonInternationalMS Seattle, WA</p>	 <p>Amulya Kotha (grade 8)</p> <p>Teacher: Tomoko Geiser MAATJ RachelCarsonMS Herndon, VA</p>
2nd	 <p>Jinny Lee (grade 8)</p> <p>Teacher: Keiko Abrams MAATJ Lake Braddock Secondary School Burke, VA</p>	 <p>Jay Park (grade 8)</p> <p>Teacher: Tomoko Geiser MAATJ RachelCarsonMS Herndon, VA</p>	 <p>Mia Lorentsen (grade 7)</p> <p>Teacher: Kayomi McDonald WATJ HamiltonInt'lMS Seattle, WA</p>
3rd	 <p>Naveen Al-Khatib (grade 7)</p> <p>Teacher: Mikako West International School of Beaverton Aloha, OR</p>	 <p>Amy Oh (grade 8)</p> <p>Teacher: Rie Tanaka Herbert Hoover MS San Francisco, CA</p>	 <p>Megumi Rees (grade 7)</p> <p>Teacher: Mikako West International School of Beaverton Aloha, OR</p>

HIGH SCHOOL

	Artistic	Comical	Original
1st	 <p>Eunice Baik (grade 12) <i>Teacher: Joy Shiozaki-Kawamoto</i> CAJLT Cerritos HS Cerritos, CA</p>	 <p>Leah Klaas (grade 12) <i>Teacher: Yoko Miwa</i> ATJO Valley Catholic HS Beaverton, OR</p>	 <p>Melody Howe (grade 11) <i>Teacher: Sachiko Itoh</i> ATJO Churchill HS Eugene, OR</p>
2nd	 <p>Ashley Castaneda (grade 12) <i>Teacher: Michelle Martin</i> CAJLT Pleasant Valley HS Chico, CA</p>	 <p>Ken Holden (grade 12) <i>Teacher: Carla M. Swick</i> AKATJ Wasilla HS Wasilla, AK</p>	 <p>Emily Chin (grade 12) <i>Teacher: Nobuko Hasegawa</i> NECTJ LaGuardia HS of Music & Art and Performing Arts New York, NY</p>
3rd	 <p>Kathy Huynh (grade 12) <i>Teacher: Alex Blackwelder</i> CAJLT Scripps Ranch HS San Diego, CA</p>	 <p>Clara Jeong (grade 11) <i>Teacher: Nobuko Hasegawa</i> NECTJ LaGuardia HS of Music & Art and Performing Arts New York, NY</p>	 <p>Alyssa Holbert (grade 9) <i>Teacher: Nathan Patton</i> CAJLT Scott County HS Georgetown, KY</p>

With engaging manga-style content aligned with the Japanese AP exam, Tuttle's *Beginning Japanese* and *Intermediate Japanese* set the new standard for middle- and high-school Japanese textbooks!



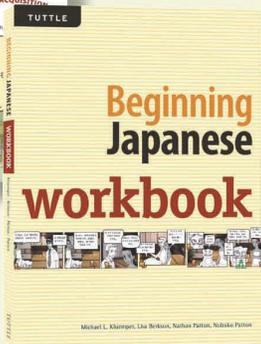
Beginning Japanese

Your Pathway to Dynamic Language Acquisition

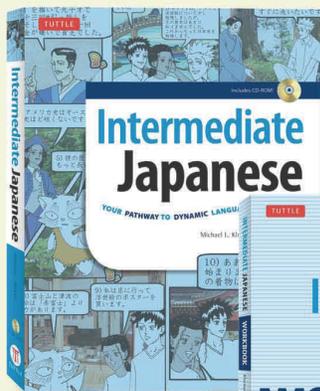
by Michael L. Kluemper, Lisa Berkson, Nathan Patton and Nobuko Patton

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Add'l web-based content	Free	

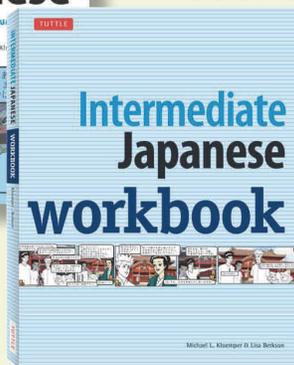


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Teacher's Guide	Free to instructors	
Add'l web-based content	Free	

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Job Opening Announcements

University of British Columbia

The University of British Columbia is accepting applications for **one or more renewable 12-month lecturer position(s) (1-year contract) in Japanese language**, commencing **September 1, 2012**. Reappointment will be subject to performance. The successful applicant will teach 24 credits of Japanese Language courses, possibly from first to fourth-year, over the calendar year, as well as assist the Coordinator of the Japanese Language Program in program administration and development.

Applicants are required to have native or near-native fluency in Japanese and English, a Master's degree in Applied Linguistics, Japanese Linguistics, Language Education, or related fields and extensive teaching experience at the college/university level in North America. Strong interest in **technology-based** and/or **content-based** instruction and in curriculum development is a plus. Salary will be commensurate with qualifications and experience.

Please send applications, including a letter of interest, Curriculum Vitae, names of three references, a videotape or a DVD of a class taught, as well as a lesson plan for the class taped, **no later than March 1, 2012**, to: Japanese 12-month Lecturer Search Committee
Department of Asian Studies
University of British Columbia
1871 West Mall
Vancouver, BC Canada V6T-1Z2

This position is subject to final budgetary approval. UBC hires on the basis of merit and is committed to employment equity. We encourage all qualified persons to apply. However, Canadians and permanent residents of Canada will be given priority. Applicants in this group are encouraged to self-identify. For information about the Department, please visit <http://www.asia.ubc.ca>.

University of California San Diego

The Program in Japanese Studies (<http://japan.ucsd.edu/>) within the Department of History (<http://history.ucsd.edu/>) at the University of California, San Diego is committed to academic excellence and diversity within the faculty, staff, and student body and invites applications for a **full-time lecturer position in Japanese language** starting July 1, 2012. The initial appointment is one year with the possibility of renewal on a yearly basis based on performance and funding availability. Qualified candidates must have native or near-native proficiency in Japanese and English and have extensive experience in teaching all levels of Japanese language courses and in supervising and training teaching assistants.

The successful candidate is expected to work with exist-

ing faculty members to design and develop content-based courses, thematic-based courses and/or Japanese language for special purposes. Successful candidates will demonstrate strong or potential accomplishments in areas contributing to diversity, equity and inclusion, and a desire to play a leadership role in advancing UC San Diego's commitment to achieving excellence and diversity.

The Program in Japanese Studies coordinates a variety of campus offerings related to the culture, history, political economy, and language of Japan and offers students the opportunity to major or minor in Japanese Studies. It offers six levels of Japanese language courses, including advanced Japanese and Written Japanese. A Ph.D. is desirable, but not required. Salary is commensurate with teaching experience and is based on University of California salary scales. Review of applications will begin on **February 1, 2012**, and continue until the position is filled.

Please send an application letter, curriculum vitae, three letters of recommendation, course evaluations and personal statement summarizing past or potential contributions to diversity (see <http://facultyequity.ucsd.edu/Faculty-Applicant-C2D-Info.asp> for further information) to:

Y.-H. Tohsaku
Program in Japanese Studies, 0104
University of California San Diego
9500 Gilman Drive
La Jolla, CA 92093-0104

East Tennessee State University

East Tennessee State University invites applications for the position of **lecturer in Japanese** beginning August 15, 2012. Lectureships are 3-year appointments with salary and benefits and a 4/4 teaching load with service expectations. Requirements: Minimum M.A. in Japanese or closely related field at time of appointment and experience teaching Japanese at college level; fluency in English and Japanese. Submit letter of application, ETSU faculty profile, teaching statement, CV, and 3 references through <https://jobs.etsu.edu/applicants/Central?quickFind=52129> by **March 12, 2012**. For questions, contact Dr. Judith Slagle, Department of Literature and Language, Box 70683, Johnson City, TN 37614. AA/EOE. Position contingent upon funding.

Grinnell College

The Department of Chinese and Japanese (Japanese Language and Culture) at Grinnell College announces a **one-year term position in Japanese Language and Culture**, starting Fall 2012. Assistant Professor (Ph.D.) preferred; Instructor (ABD) possible. Grinnell College is a highly selective undergraduate liberal arts college. The College's curriculum is founded on a

strong advising system and close student-faculty interaction, with few college-wide requirements beyond the completion of a major. The teaching schedule of five courses over two semesters will include at least three language courses.

In letters of application, candidates should discuss their interest in developing as a teacher and scholar in an undergraduate, liberal-arts college that emphasizes close student-faculty interaction. They also should discuss what they can contribute to efforts to cultivate a wide diversity of people and perspectives, a core value of Grinnell College. To be assured of full consideration, all application materials should be received by **February 15, 2012**.

Please submit applications online by visiting our application website at <https://jobs.grinnell.edu>. Candidates will need to upload a letter of application, curriculum vitae, transcripts (copies are acceptable), and provide email addresses for three references. Questions about this search should be directed to the search chair, Professor Mariko Schimmel, at [JapaneseSearch@grinnell.edu] or 641-269-3141.

Grinnell College is an equal opportunity/affirmative action employer committed to attracting and retaining highly qualified individuals who collectively reflect the diversity of the nation. No applicant shall be discriminated against on the basis of race, national or ethnic origin, age, gender, sexual orientation, gender identity and expression, marital status, religion, creed, disability or veteran status. For further information about Grinnell College, see our website at <http://www.grinnell.edu>.

Hamilton College: Culture and Language

The Japanese Program in the East Asian Languages and Literatures Department at Hamilton College invites applications for a **one-year visiting position in Japanese Culture/Language at the rank of Visiting Assistant Professor**, effective July 2012. Responsibilities include teaching cultural aspects of Japan in the successful candidate's specialization (e.g., literature, cinema/media), as well as language courses. We seek applicants with Ph.D. in hand or near completion, fluency or near fluency in Japanese and English, strong commitment to teaching undergraduates within an interdisciplinary context. Training and actual experience in Japanese language teaching at college level is strongly preferred. Consideration of applications will begin in February and continue until the position is filled. Send letter of application, curriculum vitae, writing sample, and two sample syllabi in the applicant's field to: Professor Kyoko Omori, Japanese Culture Search Committee Chair, Hamilton College, 198 College Hill Road, Clinton, NY 13323 (or to jculture@hamilton.edu). Applicants should also have transcripts and three letters of recommendation sent to the Committee Chair. For full consideration, submit all materials by **February 1, 2012**.

Hamilton (www.hamilton.edu) is a residential liberal arts college located in upstate New York. Applicants with dual-career considerations can find other Hamilton and nearby academic job listings at www.upstatenyherc.org. Hamilton College is an affirmative action, equal opportunity employer and is committed to diversity in all areas of the campus community. Hamilton provides domestic partner benefits. Candidates from underrepresented groups in higher education are especially encouraged to apply.

Hamilton College: Language

The Japanese Program in the East Asian Languages and Literatures Department at Hamilton College invites applications for a **full-time visiting position in Japanese Language**, effective July 2012. The initial appointment is for one year with the possibility of renewal based on performance and funding availability. Responsibilities include teaching language courses at various levels. Applicants should: have either a Ph.D or an M.A. in linguistics, pedagogy, foreign language education or relevant fields; be fluent in Japanese and English; and have training and experience in Japanese language teaching at the college level. Consideration of applications will begin in February and continue until the position is filled.

Please send letter of application, curriculum vitae, a brief statement of teaching philosophy, and sample of recent teaching evaluations to: Professor Kyoko Omori, Japanese Language Committee Chair, Hamilton College, 198 College Hill Road, Clinton, NY 13323 (or to jlang@hamilton.edu). Applicants should also have three letters of recommendation sent to Professor Omori. For full consideration, submit all materials by **February 1, 2012**.

Hamilton (www.hamilton.edu) is a residential liberal arts college located in upstate New York. Applicants with dual-career considerations can find other Hamilton and nearby academic job listings at www.upstatenyherc.org. Hamilton College is an affirmative action, equal opportunity employer and is committed to diversity in all areas of the campus community. Hamilton provides domestic partner benefits. Candidates from underrepresented groups in higher education are especially encouraged to apply.

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** beginning August 1, 2012 through July 31, 2013. Drill instructors assist course heads in Japanese language classes, assist in prepara-

tion of teaching materials, and teach individual drill sections. 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.

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/3877>. 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 **February 27, 2012**.

It is anticipated that interviews for this position will be conducted at the Annual Meeting of the Association for Asian Studies, March 15-17, 2012, in Toronto, Ontario. Selected candidates will be contacted directly in early March regarding their availability for an interview at AAS.

Harvard University is an Affirmative Action/Equal Opportunity Employer. Applications from women and minorities are strongly encouraged.

Indiana University of Pennsylvania

Indiana University of Pennsylvania (IUP) invites applications for a **full-time tenure-track position in Japanese at the Assistant Professor level** for fall 2012. Appointee will primarily be teaching elementary, intermediate, and advanced Japanese language classes. As time allows, the person will also teach such courses as "Introduction to Asian Studies" and "Japanese Literature in Translation" as part of the Asian Studies major.

Qualifications: Successful candidates will possess native or near-native proficiency in both Japanese and English; hold a Ph.D. degree in Japanese literature, Japanese Foreign Language (JFL) pedagogy, or a related field; and have experience teaching Japanese at the college level. Preference will be given to candidates who demonstrate familiarity with theories in second language acquisition and current practices in JFL pedagogy in North American higher education settings. Candidates must communicate effectively and perform well during the interview(s) which may

include a teaching demonstration. Applicants must be work eligible.

How to apply: Send letter of application, current curriculum vitae, transcripts (official versions required for interview), three letters of reference, a one-page teaching philosophy statement, and examples of teaching effectiveness to: Dr. Marjorie Zambrano-Paff, Search Chair, Indiana University of Pennsylvania, 481 Sutton Hall, 1011 South Drive, Indiana, PA 15705-1087. Review of applications will begin February 1, 2012 and will continue until the position is filled.

Women and minority candidates are strongly encouraged to apply. IUP is an equal opportunity employer M/F/H/V. Indiana University of Pennsylvania is a member of the Pennsylvania State System of Higher Education.

Japan Center for Michigan Universities (Shiga, Japan)

The Japan Center for Michigan Universities (JCMU) invites applications for positions of the **summer instructors**. Period of appointment: June 1 – August 4, 2012.

Qualifications: A master's degree or higher, preferably in Japanese language pedagogy, applied linguistics, or a related field in education or Japanese studies. Native or near-native fluency in Japanese and English. Preference will be given to candidates with experience in teaching all levels of Japanese at college-level in America.

Responsibilities: Teach maximum of 18 hours per week of Japanese-language courses (Elementary, Intermediate, Advanced). Other responsibilities include student advising and service to the Center.

Housing: JCMU will provide rent-free housing at the Center, which will include basic furniture, appliance, and utensils. Utility expenses should be paid by the tenant.

Salary: \$6000. Participants must pay the cost of social insurance and taxes on their own.

Transportation: JCMU will pay airfare up to \$1200 for the shortest distance from the instructor's closest airport to either Osaka or Nagoya.

To Apply: Send letter of application, statement of teaching philosophy, evidence of teaching effectiveness if available, curriculum vitae, and the names and contact information for three referees to:

Minoru Aizawa
Japanese Language Coordinator
The Japan Center for Michigan Universities
1435-86, Ajiroguchi, Matsubara, Hikone
Japan 522-0002

Deadline for applications: **February 17, 2012**.

University of Minnesota

The Department of Asian Languages and Literatures in the College of Liberal Arts at the University of Minnesota seeks a **pool of applicants to teach language courses in Japanese**. Positions will be full-time for the fall semester 2012 (08/27/12 - 01/09/13) and/or spring semester 2013 (01/10/13 - 05/26/13). If filled, these positions are for day, evening, or a combination of day/evening courses, taught on a semester basis. Full-time appointments are eligible for benefits. Salary range is competitive based upon qualifications. Positions may be annually renewable depending on departmental need, funding, and performance.

Full description and application procedures can be found at: <http://employment.umn.edu>. Search for requisition number 175211 and follow the instructions. Please attach a letter of application, a current curriculum vitae, and the names and contact information of three references. Incomplete applications will not be considered. The University of Minnesota is an equal opportunity educator and employer.

Nanyang Technological University, Singapore

The School of Humanities and Social Sciences, Nanyang Technological University (NTU,) is seeking to appoint a **lecturer in Japanese** in the newly established Centre for Modern Languages. Applicants who have experience in coordinating courses as well as developing and using multimedia course materials will have an advantage. We are seeking an experienced lecturer with a serious commitment to teaching Japanese to tertiary students, developing pedagogical materials and incorporating technological innovations into the curriculum.

Selection Criteria: Postgraduate qualification in a relevant area; native or near native proficiency in written and spoken Japanese; experience and demonstrated excellence in teaching Japanese, preferably at tertiary level; experience in developing Japanese materials, including web-based materials; experience with multimedia and computer-based instructional technologies; good command of English.

The School currently offers electives in ten modern languages (Arabic, Chinese, French, German, Japanese, Korean, Malay, Spanish, Thai, and Vietnamese) and there are plans to increase the number of languages offered in the Centre. The Centre places great importance on enhancing the intercultural knowledge and skills of the learners as well as their linguistic competence.

For further information about the current Modern Language Electives, please refer to: <http://cml.hss.ntu.edu.sg/AboutCML/Pages/Introduction.aspx>. To apply, please refer to the Guidelines for Submitting an Application for Faculty Appointment (<http://www.ntu.edu.sg/ohr/Career/SubmitApplications/Pages/Faculty.aspx>), and send your application letter, curriculum vitae (including records of innovative curriculum development and teaching experi-

ence), teaching statement, and the names and contact details of at least three referees to:

Office of Human Resources
Nanyang Technological University
50 Nanyang Avenue, Singapore 639798
Fax: (65) 6791 9340
Email: Acad-talent@ntu.edu.sg

Enquiries about the position can be addressed to:
Chair
Search Committee for Lectureship in Japanese/Malay
Centre for Modern Languages
School of Humanities and Social Sciences
Nanyang Technological University, Singapore
Email: tswagner@ntu.edu.sg

Closing date for receipt of applications: **May 31, 2012.**

University of North Carolina Charlotte

The Department of Languages and Culture Studies at the University of North Carolina Charlotte seeks applicants for the position of **Assistant Professor of Japanese**. This is a full-time, tenure-track position to begin August 15, 2012. Specialty is open, but preference will be given to candidates with experience in digital humanities and teaching Japanese film, including anime, and/or Japanese business or translation. Candidate must have native proficiency in English; native or near-native proficiency in Japanese; a strong commitment to teaching undergraduates; enthusiasm for making dynamic, innovative contributions to the intellectual mission of Japanese Studies; clear potential for scholarly excellence as demonstrated by a focused research agenda; and PhD at time of initial appointment.

Essential duties will include teaching language skills and content courses at all undergraduate levels, fully participating in the Japanese program, and working with colleagues to enhance use of technologies and social media resources in language instruction, delivery, and learning. AA/EOE employer and an ADVANCE institution: subject to criminal background check. The candidate selected for this position must be able to meet eligibility requirements to work in the United States. All applicants must apply on-line at <https://jobs.uncc.edu>.

Screening will begin on **January 10, 2012** and will continue until the position is filled.

North Central College, Naperville, IL

The Department of Modern and Classical Languages at North Central College seeks applications for the post of **Visiting Assistant Professor of Japanese** for the 2012-2013 academic year. The position is non-tenure-track, but renewable for up to three years. Candidates must have a Ph.D. in Japanese or Japanese Studies by September 1, 2012. Successful candidates will demon-

strate potential for excellence in college-level teaching, and will be expected to teach at all levels of our undergraduate Japanese program. Preference will be given to those candidates with a specialization in Japanese literary, film or cultural studies.

North Central College, founded in 1861, is a selective, comprehensive liberal arts institution of 2900 students, located 30 miles west of Chicago in Naperville, with convenient Metra train access to Chicago. For information about the college, please visit the college website at <https://www.noctrl.edu>.

Interested candidates should send a letter of application, a curriculum vitae, a statement of teaching philosophy, and three letters of recommendation in an electronic format to Cheryl Horton at chorton@noctrl.edu. For further information please email Dr. Norval Bard, Chair, Department of Modern & Classical Languages, at nlbard@noctrl.edu. Review of applications will begin **February 17, 2012**, and continue until the position is filled. Applicants who would enrich the diversity of the campus community are strongly encouraged to apply. EOE.

Oberlin College

The East Asian Studies Program at Oberlin College invites applications for a one-year, non-continuing faculty position as **Visiting Assistant Professor of Japanese Language and Literature/Cinema/Linguistics** in the College of Arts and Sciences during the academic year 2012-13.

Research and teaching expertise in the areas of Japanese literature, film, or linguistics is essential, and teaching experience in Japanese language is highly desirable. The incumbent will teach an introductory course or seminar in literature, popular culture, cinema, or linguistics, and Japanese language courses as required. Total course load is five courses per academic year.

While the preferred candidate will have a Ph.D. degree in-hand or expected by first semester of academic year 2012-2013, ABD candidates are also encouraged to apply. Candidates must demonstrate interest and potential excellence in undergraduate teaching. Successful teaching experience at the college level is highly desirable.

Native or near-native proficiency in Japanese and in English is also required. Oberlin's Japanese language and literature/cinema curriculum is lodged within the East Asian Studies Program, which also covers Chinese language and literature, Korean Studies, and extends into the disciplines of Anthropology, Politics, History, Religion, and Art History. Related courses in Ethnomusicology are also offered. Further information is available at: <http://www.oberlin.edu/eastasianstudies>.

To be assured of consideration, a letter of application, including a *curriculum vitae*, graduate academic transcripts, and at least three letters of reference should be sent to: Professor Sheila Miyoshi Jager, Director, East Asian Studies Program, Oberlin College, 50 North Professor Street, 316 Peters Hall, Oberlin, OH 44074 by **January 23, 2012**. Application materials received after that date may be considered until the position is filled. Salary will depend on qualifications and experience.

Oberlin College is an Equal Opportunity/Affirmative Action Employer committed to creating an institutional environment free from discrimination and harassment based on race, color, sex, marital status, religion, creed, national origin, disability, age, military or veteran status, sexual orientation, family relationship to an employee of Oberlin College, and gender identity and expression. Oberlin was the first coeducational institution to grant bachelor's degrees to women and historically has been a leader in the education of African-Americans; the college was also among the first to prohibit discrimination based on sexual orientation. In that spirit, we are particularly interested in receiving applications from individuals who would contribute to the diversity of our faculty in all respects.

Princeton University

The Department of East Asian Studies at Princeton University invites applications for a possible **full-time position as lecturer in Japanese**, which may become available beginning September 1, 2012. Essential qualifications include: a M.A. in Linguistics, Japanese pedagogy, TESOL or equivalent; native or near-native fluency in Japanese; experience teaching at the college level teaching Japanese to English-speaking students; and excellent command of English. Salary is competitive. Princeton University is an equal opportunity employer and complies with applicable EEO and affirmative action regulations.

To apply online, please visit <https://jobs.princeton.edu>, providing a letter of application and curriculum vitae, by **March 10, 2012**. Letters of recommendation will be requested at a later date; please do not submit them with your application.

University of Tennessee

The University of Tennessee, Knoxville, seeks applicants for **Head of its Department of Modern Foreign Languages and Literatures**. Applicants should have scholarly and research credentials appropriate for appointment at the rank of Professor. We seek an individual with a distinguished record of research, excellent teach-

ing, and relevant administrative experience. Strong leadership skills and the ability to work collaboratively with colleagues, staff, and students are especially important.

The successful candidate will provide leadership and effective advocacy for a department with undergraduate and graduate programs. The department, which teaches nine languages, has approximately 31 tenured and tenure-track faculty members, plus 35 lecturers and 42 graduate teaching assistants; a description is at <http://web.utk.edu/~mfl/>. Review of applications will begin **January 10, 2012**, and will continue until the position is filled. Provide a letter of application that expresses your professional vision, a curriculum vitae, and a list of four references, addressed to Prof. Charles Maland, Search Committee Chair, Department of Modern Foreign Languages and Literatures, 701 McClung Tower, University of Tennessee, Knoxville, TN 37996, and sent electronically to pcarter@utk.edu.

The University of Tennessee is an EEO/AA/Title VI/Title IX/Section 504/ADA/ADEA institution in the provision of its education and employment programs and services.

Washington State University

The Department of Foreign Languages and Cultures at Washington State University Pullman invites applications for a **tenure-track position at the Assistant Professor level in Japanese Language, Literature, and Culture**. The position begins August 16, 2012. The successful applicant will teach undergraduate classes in Japanese language, culture, literature, as well as Asian literature/culture; contribute to the Japanese major (currently being developed); maintain a productive research and scholarship agenda; mentor students; and do appropriate university service. Teaching load is currently five courses per year. Required qualifications: Ph.D. (in hand by August 16, 2012) in modern Japanese literature, culture, or a closely related field; native or near-native Japanese and English proficiency; commitment to excellence in teaching, especially language; a dynamic research agenda. Preferred qualifications: Specialization in modern Japanese literature/culture; demonstrated ability teaching Japanese language and/or literature and culture courses; ability to teach Japanese film and popular culture; proficiency in other languages; interest in language-learning technology.

To apply, complete an online application and upload application materials at <http://www.wsujobs.com>. Required materials include: Letter of application, C.V., contact information for three references, and recent teaching evaluations. All application materials must be received by **January 20, 2012**.

WSU employs only US citizens and lawfully authorized non-US citizens and is an EEO/AA employer and edu-

cator. Protected group members are encouraged to apply. WSU is committed to excellence through diversity, has faculty family friendly policies including a partner accommodation program, and a NSF ADVANCE funded Excellence in Science and Engineering (EXCELinSE) Center <http://www.ADVANCE.wsu.edu/>.

Western Michigan University

The Department of Foreign Languages at Western Michigan University seeks applications for a **visiting scholar of premodern Japanese culture, one-year, non-tenure track, non-benefits-eligible, for the 2012-2013 academic year**. The candidate should be a scholar of premodern Japanese culture (PhD or ABD status). The candidate should be specialist in literature, language, cultural history, or gender studies and have native or near-native Japanese-language ability. The visiting scholar will teach a variety of courses to undergraduates in cultural history, literature, and potentially other fields related to his or her specialty.

The visiting scholar will pursue research in his/her field and participate in activities of the WMU Soga Center for Japan Studies, including presentations and workshops. Scholars who can contribute to the growing WMU Summer Translation Program or WMU's internationally known Medieval Institute are especially desirable. The position will begin in August 2012. It is funded in part by a Japan Foundation Institution Building grant and will support a new undergraduate Japanese major beginning at Western Michigan University in Fall 2012. Pending budget approval from the Japan Foundation, the position may be extended to a second year.

The Carnegie Foundation for the Advancement of Teaching has placed WMU among the 76 public institutions in the nation designated as research universities with high research activity. WMU is an Affirmative Action/Equal Opportunity Employer consistent with applicable federal and state law. All qualified applicants are encouraged to apply. **January 16, 2012**. Review of applications will continue until the position is filled.

Applicants should send a letter of application and vita to Dr. Cynthia Running-Johnson, Chair, Department of Foreign Languages, 1903 W. Michigan Ave., Western Michigan University, Kalamazoo, MI 49008-5338. Fax: (269) 387-6333; e-mail: c.running-johnson@wmich.edu. Applicants should have transcripts and three letters of reference sent to Dr. Running-Johnson as well. The website of the Department of Foreign Languages (including information about the Summer Translation Program) can be found at www.wmich.edu/languages, the Soga Japan Center at www.wmich.edu/japancenter, and the Medieval Institute at www.wmich.edu/medieval.

Online Course: Basic Concepts of Japanese Language Teaching

The JOINT online professional development program of the American Association of Teachers of Japanese (AATJ) will offer **Basic Concepts of Japanese Language Teaching in Spring 2012**.

This 6-week online course provides new and/or prospective Japanese language teachers with training and resources to gain basic knowledge about foreign language teaching in the U.S. This course is designed primarily for prospective or new teachers with up to three years of teaching experience, but it may also be beneficial for teachers who have more than three years of experience but have not received much professional development in foreign language teaching.

The course aims to help participants understand the basic principles of Japanese language teaching, and to seek out their ideal “kyoshizo” (image of what sort of Japanese language teacher they want to be). The course, which features the use of interactive technologies and collaborative work by participants, will be conducted between **March 12 and April 29, 2012** (six weeks of class and one week of orientation and technology familiarization).

Description: The course introduces important aspects of Japanese language teaching, including (1) issues in Japanese language education in the U.S., (2) the ACTFL proficiency guidelines, and (3) Standards for Japanese Language Learning. The course utilizes background readings and some existing materials as examples, but hands-on experience is emphasized, and course participants will develop their own teaching philosophy and learning scenarios. Participants will work on assigned readings and lectures independently, hold online video conference discussions in small groups, keep a reflection journal, and work on projects individually and collaboratively in pairs. Assignments and evaluations are designed to accommodate the differing needs of those who are enrolled in the course. Teachers at both the K-12 and post-secondary levels, as well as both native and non-native speakers of Japanese, are invited to enroll.

Faculty: Kazue Masuyama (California State University, Sacramento); Eiko Ushida (University of California, San Diego).

Schedule: This course will be delivered entirely online. Participants will be expected to spend about five hours a week on average on coursework: for reading, one hour listening to an online lecture, one hour in real-time group discussion, and two hours working on assignments and projects.

Materials: Selected reading materials will be made available online.

Credit and Grading: Graduate credit (2 units from the University of Colorado) is made available for those who wish it, at a reasonable cost (usually \$60 per credit). Participants who elect to receive credit will receive grades for the course; grades will be based on participation, materials development projects, completion of assigned readings, and self/peer evaluation. All participants who complete the course will receive certificates of completion from AATJ/JOINT.

Fees: The fee for the course is \$95, payable after enrollment is confirmed. (This fee is separate from the cost of registering to earn credit, which is optional.) There is a limit on the number of participants who can be accommodated, and you will be notified after sending your enrollment request.

Required Technical Background for Participants: Participants should be familiar with basic Internet features such as looking for information, reading online materials, downloading materials, sending and receiving emails, and online chatting. Experience with using Skype (voice and/or webcam) and a collaborative writing tool such as Google Docs or wiki would be a plus. A fast Internet connection (Ethernet or wireless) will be needed to work on various online activities; dial-up modem connection is not recommended. Participants who do not have a webcam and microphone built into their computers will need to purchase one for course participation (the cost for this equipment is usually about \$25).

How to Enroll: To enroll in this course, please complete the online application form available at <http://www.aatj.org/joint/BasicCourse.html> and email it as directed.

Program Announcements

Freeman-ASIA Summer 2012 Awards

Student Application Deadline - February 15, 2012
 Adviser Endorsement Deadline - February 22, 2012

Freeman-ASIA provides scholarships

Northwest Conference on Japanese Pedagogy

The First Northwest Conference on Japanese Pedagogy will be held at the University of Washington in Seattle April 21-22, 2012. The conference is open to college-level and secondary school teachers. The conference is organized by the Japanese Program in the Department of Asian Languages and Literature with financial support

Program Announcements: Washington University in St. Louis

Mellon Fellowship in Japanese Literature

Students entering the Ph.D. program in Japanese Literature or the Joint Program in Japanese and Comparative Literature in Fall 2012 or Fall 2013 will be considered for a **Mellon Fellowship**. This fellowship, offered by the Andrew Mellon Foundation, in conjunction with the Graduate School of Arts and Sciences at Washington University, will provide exceptional students an additional stipend of \$25,000 distributed over a five-year period. This stipend will be awarded *in addition* to the standard financial aid package awarded to all admitted Ph.D. students. For more information on this financial aid package, please see below.

Ph.D. Programs in Japanese

for U.S. undergraduate students with demonstrated financial need to study abroad in East or Southeast Asia. Applicants should have a minimum 2.8 GPA. The program's goal is to increase the number of Americans with first-hand exposure to and understanding of Asia and its peoples and cultures. Awards of up to \$3,000 are available for summer

provided by the East Asia Center and the UW Japan Studies Program.

The conference theme is "Current Approaches to Japanese Language Assessment", with presentations by the following keynote speakers:

Dr. Yuri Kumagai (Smith College) and Dr. Shinji Sato (Princeton University)

『社会参加をめざす日本語教育と評

programs. Award recipients are required to share their experiences with their home campuses or communities to encourage study abroad by others.

For more information, eligibility requirements, and the online application, please visit: <http://www.iae.org/freeman-asia>

価』

Dr. Fumiko Nazikian (Columbia University)

『日本語教育におけるプロジェクト：その目的とアセスメント』

For more information, go to <http://depts.washington.edu/nwjapan/index.html>

Literature

The Japanese Program at Washington University in St. Louis inaugurated a new Ph.D. program in Japanese literature, commencing Fall 2011. This program provides a solid foundation in Japanese literature together with the requisite expertise in a research concentration, producing scholars who are well versed in Japanese literary and cultural traditions, prepared to enter the academic arena as researchers and teachers. Doctoral students will select a complementary minor field in a second East-Asian literary tradition or another area of Japanese Studies, as appropriate. This Ph.D. program is offered in addition to our program in Japanese and Comparative Literature—a combined program that offers a geographically and chronologically broader perspective on literary and cultural achievements and includes careful grounding in theoretical discourse. Ph.D. students may also select from among

several certificate options, including Translation Studies, Film and Media Studies, and Women, Gender, and Sexualities Studies.

Japanese section faculty possesses wide-ranging expertise in literature and its various historical, social, and cultural contexts. Research strengths encompass poetry and poetics, the history of reading, literary modernization, personal narrative, literary journalism, women's writing, gender issues, and the theory and practice of translation.

Our Financial Commitment: All students admitted to the Ph.D. program can expect five years of financial aid, provided they maintain a successful coursework record. Entering students typically receive a University fellowship, which carries full tuition remission and a competitive level of financial aid. Doctoral candidates in their final year of dissertation writing

(usually the fifth or sixth year of doctoral study) will be eligible for a Graduate School Dissertation Fellowship. In the intervening years, qualified graduate students will be eligible for a combination of Teaching and Research Assistantships and University fellowships, all of which carry full tuition remission. Doctoral students can also apply for additional summer support for research and examination preparation.

For more information about the Ph.D. programs, please consult the webpage:

<http://japanese.artsci.wustl.edu/graduate> or contact Rebecca Copeland, copeland@wustl.edu.

Mellon-Sawyer Seminar

Funding for the Mellon Scholarship has been made possible through the

recently established Mellon-Sawyer Seminar—'Japan Embodied: New Approaches to Japanese Studies.' Now in its second year, the Mellon-Sawyer Seminar examines the way the body has been discussed, experienced, and imagined in Japanese culture. For more information on the seminar, please see: <http://eastasian.artsci.wustl.edu/mellon>

Scholarships at Concordia Language Villages

Scholarships for Concordia Language Villages Summer Japanese Program

Concordia Language Villages offers scholarships for the 2012 summer youth (ages 7 - 18) immersion programs. Some scholarships may include travel stipends. The Language Villages has conducted immersion



language and culture education for over 50 years and offers 1, 2, and 4-week residential immersion summer camps in Japanese and 14 other languages. More information is available at www.ConcordiaLanguageVillages.org/scholarships <<http://www.ConcordiaLanguageVillages.org/scholarships>>

Summer Program: TUJ Professional Development Seminar in Tokyo

Temple University Japan Campus (TUJ), in cooperation with International Baccalaureate Asia Pacific, will host a Category 3 Topical Seminar (Japanese Literature) for Japanese teachers at International Baccalaureate schools. The seminar will examine various texts from Murakami Haruki, Yoshimoto Banana, and Hayashi Fumiko.

Participants will participate in in-

depth discussions on the texts with an experienced IB examiner and professors who specialize in Japanese literature or linguistics. The seminar will also offer an opportunity to meet teachers from other IB schools and discuss approaches and methods to be used in classes on Japanese literature.

Dates: July 27-29 (2.5 days); 9:15 a.m. to 4:30 p.m. (to 2:30 p.m. on the last day). Location: Japan - Tokyo (Temple University Japan Campus).

Intended participants: "Japanese A" teachers in IB schools or those with

equivalent experience who are native speakers of Japanese or have near-native level Japanese ability. Language used: Japanese.

Cost: 48,000 yen (Early Bird registration) or 53,500 yen (regular registration). Registration closes June 26, 2012; Early Bird registration closes May 24.

Details and application forms: <http://www.tuj.ac.jp/ib-workshops>. For more information, contact Ms. Mai Mitsui (mitsui@tuj.ac.jp).

Summer Intensive Language Program

Monterey Institute of International Studies

We offer programs offer intensive language instruction for participants with a variety of academic or non-academic goals. Whether you are planning to study or work abroad, or just wish to strengthen your skills so you can enroll in higher-level courses at your home institute, our intensive and custom language programs might be just what you are looking for. We offer summer language programs in 6 languages (www.miis.edu/academics/language/summer), as well as customized one-on-one and small group language training programs in common and less-commonly taught languages (www.miis.edu/academics/language/custom). These programs are open to

anyone interested in language study and development of cross-cultural understanding.

Program Dates: June 12-August 8, 2012.

Program Highlights:

- Japanese, Chinese, Arabic, Spanish, French, Russian
- 8-week intensive program (180 hours of instruction)
- Small class size (8-10 student average)

- Graduate and undergraduate credit earned

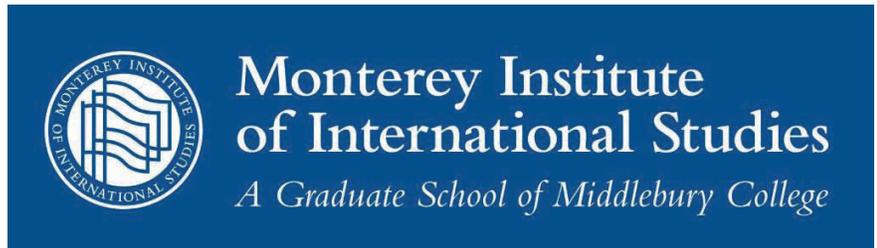
Elementary, intermediate, and advanced courses offered in most languages

For more information please feel free to contact:

Monterey Institute of International Studies

Intensive and Custom Language Programs

831-647-4115 silp@miis.edu



ASSESSMENTS FOR JAPANESE LANGUAGE INSTRUCTION



July 10-13, 2012 University of Hawaii at Manoa, Honolulu, Hawaii
Website: <http://nflrc.hawaii.edu/prodev/si12j/>

This four-day summer institute (July 10-13, 2012), sponsored by the National Foreign Language Resource Center (NFLRC) at the University of Hawaii is intended for **faculty members and Ph.D. students who are engaged in Japanese language education at postsecondary institutions**, especially those who feel they have had limited training and experience in assessment (including testing), but want to improve Japanese language assessment practices in their home institutions.

To help defray travel expenses to attend the summer institute, partial financial support will be offered to successful applicants as

funding permits: **Up to \$1,000 per faculty participant affiliated with a U.S. mainland institution.** Faculty members in foreign countries are **ineligible** for this funding. Students are also **ineligible**, unless they are instructional employees of their institution (e.g., teaching assistants, lecturers, etc.). **About 20 participants** will be accepted for this workshop.

Selected classroom assessment modules developed by participants as part of the workshop **will be published by the NFLRC as a Network** (available online for teachers of Japanese around the world).

For more information, please visit the summer institute website. If you have additional questions, please email: nflrc@hawaii.edu <nflrc@hawaii.edu>

2012 Summer MA Program in Japanese Pedagogy at Columbia University

The Graduate School of Arts and Sciences (Department of East Asian Languages and Cultures) invites applications for the 2012 Summer M.A. program in Japanese Pedagogy. The program runs from June 4 (Monday) to August 3 (Friday).

- *⁽¹⁾ Elementary Japanese Pedagogy (6/4-6/22), Professor Naomi Fujita Geyer (University of Wisconsin at Madison) and Dr. Fumiko Nazikian (Columbia University)
- ⁽²⁾ History of Japanese Language (6/25-7/6) Professor Peter Hendriks (Australian National University)
- ⁽³⁾ Second Language Acquisition Theory (7/9-7/20) Professor Keiko Koda (Carnegie Mellon University)
- ⁽⁴⁾ Pragmatics (7/23-8/3) Professor Professor Mutsuko Endo Hudson

(Michigan State University)

Degree candidates may fulfill the requirements for the M.A. degree in three consecutive summers or in any three summers within a period of six years by taking eleven courses and writing an M.A. thesis. The thesis is required to have a focus on a particular area of Japanese pedagogy. Students take courses for six weeks in one summer and nine weeks during the other two summers.

We also welcome non-degree students for the three-week Elementary Japanese Pedagogy course.

Special Admission Requirements: B.A. or equivalent from an accredited institution in the U.S., Japan or elsewhere, proficiency in English (for native Japanese speakers: 570/IBT88/CBT230 TOEFL or above) or Japanese (for non-native Japanese speakers/ACTFL: Advanced-High or above).

More information is available at the following websites.

<http://www.columbia.edu/cu/gsas/departments/japanese-pedagogy/>

[department.html](#)

<http://www.columbia.edu/cu/ealac/japanese/pedagogy.html>

Application deadline: February 15, 2012.

Online Application: <https://app.applyyourself.com/?id=COL-GAS>

Successful applicants will be notified of their admission by the middle of March. On-campus housing is available during the summer.

Contact: Shigeru Eguchi, Administrative Director of the 2012 Summer M.A. Program in Japanese Pedagogy, Department of East Asian Languages and Cultures (EALAC), 407 Kent Hall, Columbia University, New York, NY 10027

Email: se53@columbia.edu

Tel: 212/854-3523; FAX: 212/678-8629

New Online Methods Course Announced

Iowa State University will offer “Methods in Elementary School World Language Instruction” as an online course in Fall 2012 and Spring 2013. This course is designed for practicing teachers and pre-service teachers who have studied a world language extensively. Marcia H. Rosenbusch, Ph.D., who is the Iowa State University instructor for the course, has invited a team of 14 leading national experts in elementary school world language education to teach course components in their areas of expertise. The collaborators, including practicing teachers and teacher trainers, represent both the commonly and the less commonly taught languages. The course is available for three credits of undergraduate or graduate credit. The course also meets partial requirements for the Iowa Endorsement in K-8 World Language Education. Please check with your State Department of Education to see if this course meets requirements for endorsement or certification in your state. For more information contact Marcia H. Rosenbusch: Email: mrosenbu@iastate.edu; Office: 515-294-6454.

Calls for Papers

Call for Papers: The Annual Conference of the Association for Japanese Literary Studies

The 2012 conference of the Association for Japanese Literary Studies (AJLS) will be held at Ohio State University October 12-14, 2012.

The theme of the 2012 AJLS Conference is "Rhetoric and Region: The Local Determinants of Literary Expression." The theme of the conference will also be inclusive of a broad spectrum of papers and panels. It will provide a forum for those with an interest in individual writers and will also be inclusive of papers on a broad spectrum of

Call for Papers: CAJLE (Canadian Association for Japanese Language Education) 2012 Annual Conference

Conference Theme: Bridging between Theory and Practice

Conference Dates: **August 2 - 3, 2012**

Venue: Banff Park Lodge, Resort Hotel and Conference Centre, Banff National Park, Alberta

Keynote Speaker: Professor Yukiko Hatasa (Hiroshima University)

Workshop Speakers: Ms. Yoshimi Hirata (Japan Foundation · Ministry of Education, Alberta) ; Ms. Haruyo Takahashi Taucar (Japan Foundation Toronto)

Abstract Submission Deadline:
Monday, February 20, 2012

Notification of Acceptance: **Mon-**

genres—travel writing, poetry, diaries, memoirs, essays. In terms of the relation between linguistics, literature, and place, we anticipate panels both in classical and modern Japanese literature that concern non-standard usage, the representation of dialects, and such theoretical issues as the unique nature of the utterance in time and space, or the idea of chronotopes in relation to Japanese literature. Film, too, is a fruitful subject for exploration at this conference.

We encourage papers from those in a variety of disciplines and hope that the conference will be as inclusive as possible. Proposals may come either from individuals or from panels. Graduate students are especially

day, March 12, 2012

CAJLE invites submission of abstracts for paper presentations on topics including, but not limited to, Japanese linguistics, Japanese language pedagogy, Japanese as a heritage language, as well as innovative teaching techniques. Submissions related to the conference theme are especially welcome.

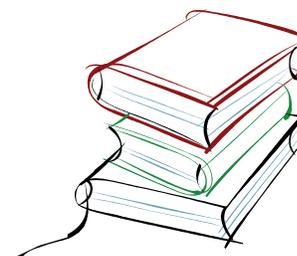
The allocated time for each paper is 30 minutes (20 minutes for presentation and 10 minutes for questions and discussion). Presentations may be given in either Japanese or English.

Please e-mail submissions as attachments in .doc/.docx (Microsoft Word) file format, with the following information, to: rebbecca.chau@ubc.ca (please use the subject line "CAJLE 2012").

paper title (in both Japanese and English),

one-page abstract (in either Japanese or English),

name(s) of the presenter(s)



welcome. Presentations may be delivered in either English or Japanese.

The deadline for panel, roundtable, and individual paper proposals is June 1, 2012.

Please address your proposal (including an abstract of 250 words) or queries to the program committee in care of stucky.7@osu.edu. A link to the conference website is found at <http://japan.osu.edu>.

(in both Japanese and English; list all co-presenters), current affiliation and title (in Japanese and English; list each co-presenter's information),

e-mail address, phone number, and mailing address (contact person only).

Individuals may submit only one proposal as a presenter or co-presenter. Presenters must be members of CAJLE; non-members will be required to submit a membership application upon notification of acceptance. Membership information is available at: <http://www.cajle.info>

Selected presenters at the conference will be invited after the conference to submit their papers for article-length publication in Volume 14 of the Journal CAJLE. Those submissions will undergo a separate reviewing process set by the standards of the journal.

Call for Papers: International Conference on Japanese Language Education (ICJLE)



Conference dates: August 17 - 20, 2012.
Venues: Nagoya University and Winc Aichi, Nagoya, Japan.

Host: Society for Teaching Japanese as a Foreign Language (Nihongo Kyokai)

The annual or biennial ICJLE Conference is the biggest international academic meeting in the field of Japanese language teaching. This summer's conference in Nagoya is expected to welcome 1,500 to 2,000 delegates from all over the world.

The Organizing Committee of ICJLE Nagoya 2012 invites paper proposal submissions in the areas of Japanese language teaching and related fields. Interested parties are asked to submit proposals in Japanese online at the conference homepage:
<http://www.nkg.or.jp/icjle2012/>

Important Dates

Online submission start date: December 2011

Submission deadline: Midnight, Febru-

ary 29, 2012 (JST)
Notification of acceptance: mid-April 2012

Types of presentations

1. Individual paper presentations
2. Poster sessions
3. Panel sessions

For details on the submission guidelines, please refer to:
<http://www.nkg.or.jp/icjle2012/presentations.html>

Inquiries should be sent to:
icjle2012@nkg.or.jp

日本語教育国際研究大会(2012年8月17~20日)実行委員会よりお知らせです。

研究発表応募受付中です。

どなたでもご応募いただけます。日本語教育学会の会員である必要はありませんので、奮ってご応募ください。

受付期間は、2012年2月29日(水)23時59分まで(日本時間)(締切厳守)です。

発表形態は、<口頭発表><ポスター発表><パネルセッション>の3カテゴリで、筆頭発表者として1件ずつ、計3件まで応募すること

ができます。加えて、共同発表者であれば、いくつでも応募できます。

いずれに応募する場合も、ウェブ上で発表者が、必要な情報を登録して行います。締切間際は混み合うことが予想されます。応募要旨や所属情報等は、期間内であれば、何度でも書きなおすことができますので、どうぞお早めに登録をお願いいたします。

採否結果通知は、2012年4月中旬までに、応募者にe-mailで通知します。

詳細は以下の、「発表・参加申込み」「研究発表」等をご覧ください。
<http://www.nkg.or.jp/icjle2012/>

みなさまのご応募をお待ちしております!

問い合わせ先

社団法人 日本語教育学会事務局
2012年国際研究大会実行委員会
電話: 03-3262-4291 (日本国外から 81-3-3262-4291)

FAX: 03-5216-7552 (日本国外から 81-3-5216-7552)

E-mail: icjle2012@nkg.or.jp

Call for Papers: Japanese/Korean Linguistics Conference

The 22nd Japanese/Korean Linguistics Conference (J/K22) will be held at the National Institute for Japanese Language and Linguistics (NINJAL) in Tokyo on October 12-14, 2012. The deadline for abstracts is May 15, 2012. For details, please see the conference website (<http://www.ninjal.ac.jp/jk2012/>).

Two pre-conference workshops will be held on the afternoon of October 11, one on endangered dialects of Korean and Japanese, and the other on Japanese and Korean corpus linguistics.

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