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Co-Presidents' Message
Japanese Language Program in Crisis:
A Support Letter from AATJ



Jessica Haxhi and Y.-H. Tohsaku

arguments and concepts suggested here will hopefully help us all to avoid any discussion of program cuts in the first place.

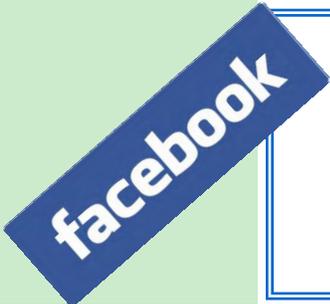
Point One: World language learning is an essential skill.

In the first section of our support letter, we make the case for world language learning in general. Often, administrators are not aware of how world language learning supports students' cognitive and social skills.

World language proficiency is an essential 21st Century skill. Students learn to "communicate in diverse learning environments" (www.p21.org) as they gain the speaking, listening, reading, and writing skills necessary to meet Common Core Standards (<http://www.corestandards.org/>).

World language study leads to better scores on standardized tests (Olsen & Brown, 1992). High school foreign language study has been correlated with higher academic performance at the college level (Wiley, 1985). Research also suggests that "language learners develop a more positive attitude toward the target language and/or the speakers of that language" (see ACTFL website). World language study also enhances students' ability to excel in a variety of "foreign" situations. When speaking another language, students are forced to look for clues in context, adapt to customs, and consider the role of culture in decision-making and negotiations. The uniqueness of the Japanese culture, in particular, gives students a window through which to reflect on their own perspectives and better understand others' views. These are essential business and life-skills with which students must be equipped.

(Continued on Page 2)



**** "Like" AATJ on Facebook! ****

Check out AATJ's Facebook page, and "Like" us to receive updates and the latest news.

Click the link on our home page (www.aatj.org), or search for "AATJ-Association of Teachers of Japanese" on Facebook.

Important Dates

AATJ Spring Conference Proposal Submission Deadline: November 2

ACTFL: November 16-18

Japanese Language Proficiency Test: December 2

AATJ Spring Conference: March 21, 2013

Before a crisis: We should remind parents, students, and administrators of these benefits regularly, through websites, brochures or newsletters for our programs.

Point Two: The U.S. needs speakers of ALL languages.

In this section, we remind administrators of the importance of learning all languages. Even if your Japanese program is slated to be replaced by another language, we should avoid arguing against that language and instead argue for the teaching of a range of languages.

World language speakers of all languages are essential to the success of the United States in the 21st Century and beyond. To assume that one language is more important than another is a myopic view, as evidenced by our lack of knowledge about Sputnik in the 1960s, our need for Japanese speakers in the 1980s, and our lack of Arabic speakers as we entered the war in Iraq. It behooves us to maintain the high quality language programs that we already have in place so that the United States is prepared for any future linguistic needs, even those we cannot foresee.

Before a crisis: We can use this wording to remind parents, students, and administrators of the need for the United States do have speakers of all languages.

Point Three: Japanese is a great language to learn!

In this section, we make the case for Japanese language programs specifically. Without criticizing other languages, we describe all of the wonderful things about learning Japanese.

Japanese offers unique advantages as one of your language offerings. Japan is the 3rd largest economy in the world and the 4th largest export market for the United States. Japanese is the ninth most spoken language in the world and Japanese represents the fourth largest language group on the Internet. Japan stands at the doorway to Asian business and military interests. Japan shares many cultural similarities with other Asian cultures, thereby functioning as a gateway to other language and culture study.

– one that distinguishes them from so many other college applicants.

Before a crisis: We should remind parents, students, and administrators of these points regularly, through classroom instruction, bulletin boards, websites, brochures or newsletters for our programs.

Point Four: This Japanese language program and teacher are too good to lose!

In this section, we describe all of the accomplishments of the current Japanese program and the contributions of the teacher(s). It is essential that we have many points to include in this section. The bulleted list below suggests the type of information we should include.

(Continued on Page 3)

Support Our Sponsors

Nippon Express Travel USA is a new corporate sponsor of AATJ. Nittsu Travel wants to help teachers take students to Japan. Find out more about their services at http://www.nittsutravel.com/e_index.php.

Tuttle Publishing is an AATJ corporate sponsor. Visit <http://www.tuttlepublishing.com> for information on Japanese language textbooks (including “Beginning Japanese”) and other books on Japan’s society, history, and culture.

Kodansha USA is a sponsor of AATJ’s annual conferences. Visit <http://www.kodanshausa.com> for information on the newly published “Guide to Japanese Adjectives and Adverbs” and other books on Japan’s culture, language, and arts.



A high quality world language program takes a long time to establish and nurture. For the past _____ years, this teacher has been updating curriculum, perfecting lessons, and developing student skills in communication and technology. In addition,

[some things we could include here are the following]

Student-based information:

- Awards your students have received*
- How many students have passed the AP exam*
- How many students participate in Japanese National Honor Society*
- Student participation in the Nengajo Contest*
- Number of students/parents you have taken to Japan*
- Projects you do to connect your students with students in Japan*
- Exchange students that have visited from Japan*
- Guest speakers from Japan or businesses who have visited your classes*
- Field trips you take every year*
- Interdisciplinary projects you do with other subject area teachers*
- Community fundraisers or events your Japanese class or club does*
- The number of students in your classes and how they stay with you up to higher levels*
- How the number of students in your classes has maintained or grown*

Teacher-based information:

- Professional development that you have participated in*
- Curriculum committees that you have worked on*
- School-wide committees that you have worked on*
- Coaching or other school responsibilities that you have*
- Awards you have won*
- Grants you have received for the school*

Before a crisis: As teachers, we need to make ourselves “indispensable” to the school by being active in the classroom, school, and community. We need to be both innovative teachers and involved team players in the school. We need to give our students many opportunities to succeed through our lessons, special events, activities, and awards. When we do have successes, they should be celebrated in newsletters, bulletin boards, newspapers, etc.

Conclusion

We conclude the letter with a summary of the contents and a thank you to administrators for their consideration. We also include a list of resources for the administrators to refer to and which we have referenced in the letter (see below).

If you do have a “crisis” situation, a letter from AATJ only serves to highlight the wonderful work that you have been doing as a teacher. From the perspective of your administrators, letters from parents, students, board members, and community members provide much more powerful persuasion. Therefore, the pressure remains on all of us, as teachers, to consistently provide the high quality instruction, exciting events, advocacy outreach, and school service that makes our programs essential to the school and community.

Resources

- American Association of Teachers of Japanese
www.aatj.org
- Why learn Japanese?
http://www.vistawide.com/japanese/why_japanese.htm
- <http://aatj.org/advocacy/WhyStudyJapanese.pdf>
- List of countries by GDP
[http://en.wikipedia.org/wiki/List_of_countries_by_GDP_\(nominal\)](http://en.wikipedia.org/wiki/List_of_countries_by_GDP_(nominal))
- Framework for 21st Century Skills
<http://www.p21.org/overview/skills-framework/261>
- Export Statistics
<http://wholesalers.about.com/od/importexportstart/qt/How-To-Import.htm>
- Internet Languages Statistics
<http://www.internetworldstats.com/stats7.htm>
- American Council on the Teaching of Foreign Languages (ACTFL)
Research on the benefits of language learning:
<http://www.actfl.org/i4a/pages/Index.cfm?pageID=4524>

Research Studies Cited:

- Olsen, S.A., Brown, L.K. (1992). The relation between high school study of foreign languages and ACT English and mathematics performance. ADFL Bulletin, 23(3), from ERIC database.
- Wiley, P. D. (1985). High school foreign language study and college academic performance. Classical Outlook, 62(2), 33-36, from ERIC database.

Jessica Haxhi jhaxhi@waterbury.k12.ct.us
Y.-H. Tohsaku ytohsaku@ucsd.edu

AATJ 2012 Fall Conference (ACTFL): Program Schedule

Fri, November 16	Room 109A	Room 110A	Room 110B
8:30am - 10:00am	Opening General Session		
10:00am - 11:00am	Exhibit Hall Opening		
11:00am - 12:00am	Improving Student Performance in Presentational Communication Skills Motoko Tabuse; Eastern Michigan University Dan Carolin; Kennedy High School	Interdisciplinary Learning using CLIL approach in Japanese class Mami Masuya; United Nations International School Masahiro Tanaka; United Nations International School	Designing a Language/Culture Day Camp for Advocacy and Collaboration Yayoi Brown; University Prep Yoshitaka Inoue; Kamiak High School
12:00pm - 1:15pm	Local Affiliate Council Meeting	Proficiency Assessment SIG Meeting	
1:15pm - 2:15pm	AP Japanese: Addressing Curriculum and University Placement Concerns Keiko Kuriyama; Indiana University Molly Jeon; BHS North	Start from the Beginning: Project-based Instruction in a Thematic Curriculum Noriko Fujimoto-Vergel; Island Pacific Academy Yasu-Hiko Tohsaku; University of California, San Diego	Effective Use of the iPad in Foreign Language Education Satoru Shinagawa; University of Hawaii NFLRC Mayumi Ishida; Dartmouth College
2:30pm - 3:30pm	Executing Japanese-Language Program Articulation Projects: How to Make Them Work Sufumi So; George Mason University Mieko Kawai; University of Virginia Tomoko Marshall; University of Virginia Tomomi Sato; University of Virginia Koji Otani; Thomas Jefferson High School	AATJ Individual Paper Session I Implementation of "Shadowing" as a Communicative Approach in Everyday Classrooms Shigeiko Sekine, California State University, Monterey Bay L2 learners' Japanese Pronunciation Self-monitoring Skill Erika Hirano-Cook, Pennsylvania State University, Megumu Tamura, Penn State University	Art in the Classroom: Merging Literacy, Storytelling and Cultural Content Lisa Berkson; Dobson High School Isabel Espino de Valdivia; Allderdice High School Yumi Furumoto; Dobson High School, Shuhei Hokonohara; Allderdice High School
3:45pm - 4:45pm	AATJ Special Session: Getting the Most Out of AATJ Membership	Minna no Can-Do Site: Online Database Tool for 21st Century Teachers Maki Watanabe Ioyama; The Japan Foundation Ruri Hirsch; University of Pennsylvania Yuka Kitazono; The Japan Foundation, Los Angeles	CANCELLED
5:00pm - 6:00pm	AATJ Panel 1: Advocacy and the Future of Japanese Language Programs Janet Ikeda; Washington & Lee University Mamiya Sahara Worland; Fairfax County Public Schools	Integration of Current Events into Language Classrooms with ICT Ayako Takeda; United Nations International School Kazuo Tsuda; United Nations International School Atsuko Onuma; NECTJ	AATJ Individual Paper Session II Foreign Professors on American College Campuses: Cross-Culture-Based Conflict Management Styles Masako Hamada, Villanova University Why Are Locally Published Textbooks Not Used in Local Contexts? Kazuhiro Yonemoto, McGill University Masaki Seo, University of Hong Kong: SPACE Reijiro Aoyama, City University of Hong Kong
6:30pm - 7:30pm	ACTFL Awards Ceremony		
7:30pm - 8:30pm	President's Reception		

Sat., November 17	Room 109A	Room 110A	Room 110B
8:00am - 9:00am	Formative Assessment: Effective Process for Improving Student Learning Yoshiko Saito-Abbott; California State University Yo Azama; North Salinas High School	Keys to Designing a Successful Japanese Immersion Camp Experience Andrew Scott; Sheridan Japanese School	High School and College Collaboration: Building Interactions Using Thematic Units Yuki Waugh; Texas A&M University Harue Sakuma; Torrance High School
9:00am-10:00am	Exhibit Hall Visit Free Time		
10:00am - 11:00am	Oral Examination Without Questions: Guiding Students to Intermediate Proficiency Kenichi Miura; Franklin & Marshall College Mayumi Ikeda; Franklin & Marshall College Miki Murakami	Thematic Units and Performance Assessments in High School Japanese Curriculum Dan Carolin; Kennedy High School Julie Cain; Washington High School Rachel Henkelmann; Jefferson High School	Web Tools and the Classroom: Teaching Methods for Tomorrow Masahiro Tanaka; United Nations International School

11:15am – 12:15pm	<p>AATJ Individual Paper Session III</p> <p>Portfolios Implemented in an Advanced-Level Japanese Class with Formative Assessments Ayako Nagai, University of California – Irvine</p> <p>Project-based Learning: An Interview Research Project in Advanced Japanese Courses Takako Egi; University of Kentucky Yasuo Uotate; University of Florida Yukari Nakamura; University of Florida</p>	<p>AATJ Individual Paper Session IV</p> <p>A Business Japanese Course for Intermediate Levels Priya Ananth, Middle Tennessee State University</p> <p>Developing Reading Strategies for Non-native Japanese-language Teachers: Participants' Reflections Etsuko Takahashi; Wesleyan University Hisae Fujiwara; University of California</p>	<p>Make Your Classroom a Window to the World: The Japan Foundation's Tools to Help Teachers Maki Watanabe Isoyama, The Japan Foundation</p>
12:30pm – 1:45pm	<p>AATJ Luncheon Pennsylvania Convention Center Terrace Ballroom 2</p>		
2:00pm – 3:00pm	<p>Organize a Japan Bowl: Motivating Students to Learn about Japan Risa Kamio; Japan-America Society John Malott; Japan-America Society</p>	<p>Why Not Use PowerPoint? Kazumi Yamashita-Iverson; Maloney Interdistrict Magnet School</p>	<p>How Proficiency-Based Learning and Assessment Works Michael Kluemper; Ballard High School Lisa Berkson; Dobson High School Mai Fujii; Virginia Beach City Public Schools</p>
3:00pm–4:30pm	<p>109A – Heritage Language SIG / 110A – Community College SIG / 110B – AP Japanese SIG</p>		
4:30pm – 5:30pm	<p>AATJ General Membership Meeting 165008</p>		
5:45pm – 6:45pm	<p>AATJ Panel 2: A Vision for Japanese Education in the U.S.: Articulation, Collaboration, and Innovation</p>	<p>Glitter & Gold: Teaching the 3P's with Japanese Craft Projects Thomas Sones; Richmond Public Schools</p>	<p>Articulating Online Resources for Thematic Units in the Japanese Classroom Yasuko Makita-Discekici; Glenbrook South High School Yukiko Schrock; Whitney Young Magnet High School Jeung-hee Park; Northside College Preparatory High School</p>
6:45pm-8:45pm	<p>AATJ Reception</p>		

Sun., November 18	Room 109A	Room 110A	Room 110B
8:00am – 9:00am	<p>AATJ Individual Paper Session V</p> <p>Impact of Different Types of Dyadic Interaction in JFL Classrooms Nobuaki Takahashi; Elizabethtown College</p> <p>Value and Issues of Cooperative Language Learning across Proficiency Levels Kazuhiro Yonemoto; McGill University Yasuko Senoo; McGill University</p>	<p>AATJ Individual Paper Session VI</p> <p>Instruction in Improving the Expression of Affective Stance in Narrative Koji Tanno, Eastern Michigan University</p> <p>Enhancing Japanese Oral Communication in Practicum via a Thematic Approach Hamako Furuhashi-Turner; University of Mount Union</p>	
9:00am–10:00am	<p>Exhibit Hall Visit Free Time</p>		
10:00am – 11:00pm	<p>Teaching Japanese in a Changing World: Priorities for the Major Yoshiko Saito-Abbott; California State University Motoko Tabuse; Eastern Michigan University</p>	<p>Implementing Standards-Based Instruction and Assessment: One School's Process Yayoi Brown; University Prep Adria Katka; University Prep</p>	
11:15am – 12:15pm	<p>National Japanese Exam: 2012 Results and Future Plans Fukumi Matsubara; North Central College Miyuki Johnson; Elkins Pointe Middle School Nobuko Hasegawa; Fiorello H. LaGuardia High School of Music & Art and Performing Arts</p>	<p>Incorporating Fitness Science for Today's Digital Natives in Japanese Classroom Kazue Masuyama; California State University Mieko Avello; Miami Palmetto Senior High School</p>	

BE SURE TO VISIT THE JAPAN PAVILION IN THE EXHIBIT HALL: BOOTHS 1338, 1339, 1340, 1341

2012 AATJ Teacher Award Recipients

Ms. Noriko Coyle (K-12 category)

Professor Masako Douglas (Post-secondary category)

Please join us congratulating this year's AATJ Teacher Award recipients, Ms. Noriko Coyle of North Penn High School in Pennsylvania and Professor Masako Douglas of California State University, Long Beach. The AATJ Teacher Awards recognize outstanding teachers who have demonstrated excellence in teaching, advocacy, and leadership in Japanese education both locally and nationally. AATJ will present the awards to the winners at the AATJ Awards Luncheon during the ACTFL Annual Convention held in Philadelphia in November. If you plan to come to ACTFL, please join us and congratulate both winners at the AATJ Luncheon on Saturday, November 17 (12:30-1:45 pm).

Ms. Noriko Coyle, North Penn High School

Ms. Coyle, as the only teacher in her school's Japanese language program, is an "ideal World Language teacher," who has been dedicated to student learning in and outside of classroom by providing students with a well-balanced curriculum, motivating materials on Japanese language and culture, and continuous support. Having started teaching Japanese in 1999 as a single Japanese course, she has expanded the program to a three-tiered sequence of Japanese 1, 2, and 3 (Honors). She established a Japanese National Honor Society chapter in her school district, and inducted seventeen seniors in 2012. She has also been encouraging her students to take the National Japanese Exam. She has expanded the impact of Japanese into her local community through promoting an international exchange program.



Noriko Coyle

"It is with heartfelt thanks and gratitude that I am sending this letter to the AATJ organization for giving me such an incredible opportunity and presenting me with this prestigious award. I am extremely humbled and feel very privileged to be recognized for what I consider to be 'doing my job.'"

"The last few weeks have been an extraordinarily exciting time for me; many parents and former students have been stopping by and congratulating me on the award. I have also been asked to participate in interviews with a local newspaper, the school television program, and many ambitious student writers. It is surreal to think back to the end of last school year when I was fighting hard for my job due to the statewide budget cuts. Fortunately my job was saved in part due to the encouragement and huge support from the AATJ. With this award, I am eager to continue my advocacy effort to keep the Japanese program alive at North Penn. I am very grateful from the bottom of my heart, and meeting all of you in November will truly be a special and memorable moment of my life."

Professor Masako Douglas, California State University, Long Beach

Professor Douglas, who is recognized as a "valuable resource" in Southern California, is an "excellent teacher, researcher, and contributor to the development of Japanese language education in the U.S." Receiving excellent reviews from her students, she constantly tries to offer what is best for her students. In 2007, her advanced course was selected as an example of World Languages Best Practices by the College Board. She has contributed to our profession through her research projects and presentations, AATJ's JOINT program, and workshops on various topics including CBI, differentiation, and teaching kanji. She has played a central role in the field of JHL, founding the JHL-SIG in AATJ, offering teacher training workshops, publishing a JHL textbook, and advising JHL Saturday schools in Southern California.

(Continued on Page 8)

"I am grateful to the AATJ Teacher Award Review Committee members for selecting me as a recipient of AATJ's 2012 Teacher Award. I am greatly honored to have been selected for this award. I am indebted to Dr. Hiroko Kataoka, who has been my superb role model as an educator, for nominating me for this award. I also would like to extend my gratitude to my colleagues and friends in the following various circles of profession for including me in their circles and providing me with opportunities to grow as a teacher: the Japanese program of my home institution, JOINT and JHL SIG of AATJ, AP Japanese Language and Culture, Japanese immersion education, and Japanese heritage language education. Their inexhaustible passion and commitment to provide their students with the best Japanese language and culture education has been a driving force for me to progress to become a better teacher. Last, but not least, I would like to thank all my students, both the children at Japanese heritage schools and the students in college Japanese classes, who taught me that the following Confucian saying is essential for any teaching:

*Tell me, and I will forget.
Show me, and I may remember.
Involve me, and I will understand.
- Confucius, 450 B.C."*



Masako Douglas

Call for Papers: AATJ Japanese Heritage Language SIG On-line Journal

The Japanese Heritage Language (JHL) SIG invites submissions to its on-line journal of teaching and learning Japanese as a heritage language. This Web-based journal provides a forum for educators and researchers in the field of JHL to publish their research as well as their practical ideas such as curriculum design, classroom activities, assessment, and experiences related to teaching and learning JHL. Research articles or reports can be submitted at any time to the journal, and the reviewed articles are added to the website on an ongoing basis. The language of manuscripts is English or Japanese. Articles should not exceed 20 pages, double-spaced on US letter-size format. For details, please refer to the AATJ-JHL Journal webpage: <http://www.aatj.org/SIG/heritage/ejournal/index.html>. Authors should submit articles via electronic mail to the Chair of the Editorial Board at hoketani@emich.edu.

J-LEAP Host Schools Wanted

Applications to be a host school for the Japanese Language Education Assistant Program (J-LEAP) can now be submitted online. This program seeks K-12 Japanese language teachers to become supervisors to young, native-speaking Japanese teaching assistants who have studied Japanese language pedagogy.

In addition to receiving a teaching assistant for two years, selected schools will be provided with a \$1,000 stipend to purchase teaching materials for the Japanese language classroom.

Please note that our teaching assistants cannot serve as independent teachers in the classroom. They are not certified and need to be supervised by a certified teacher.

Please go to <http://www.laurasian.org/Programs.htm> and scroll down to the J-LEAP section. You will find links to a downloadable program prospectus and application on the right.

Deadline: all application materials must be received at the J-LEAP Seattle office by January 31, 2013.

Should you have questions, please feel free to contact Mari Maruyama via email (mmaruyama@laurasian.org) or telephone (206-367-2152).

Yo Azama, ACTFL Teacher of the Year, Visits Ambassador Fujisaki

Japanese language educators have been very proud this year to see Yo Azama serving as the ACTFL National Foreign Language Teacher of the Year. Azama sensei was named to this position in November 2011, and he has spent much of the past year traveling around the country representing all foreign language teachers, as well as teaching his own classes at North Salinas High School in California.

Recently he paid a courtesy call, together with ACTFL Executive Director Marty Abbott, on Ambassador Ichiro Fujisaki at the Japanese Embassy in Washington, DC. Ambassador Fujisaki told a press conference at the event that he is very proud of Azama sensei and also impressed with his students and admires their enthusiasm for learning Japanese language and culture.

Ambassador Fujisaki's remarks, as well as a video of Azama sensei's students, can be viewed on YouTube at <http://www.youtube.com/watch?v=UyK3wOJ09Ow&feature=g-upl>



Teacher of the Year Yo Azama with Ambassador Fujisaki and ACTFL Executive Director Marty Abbott

Motoko
award winning japanese storytelling

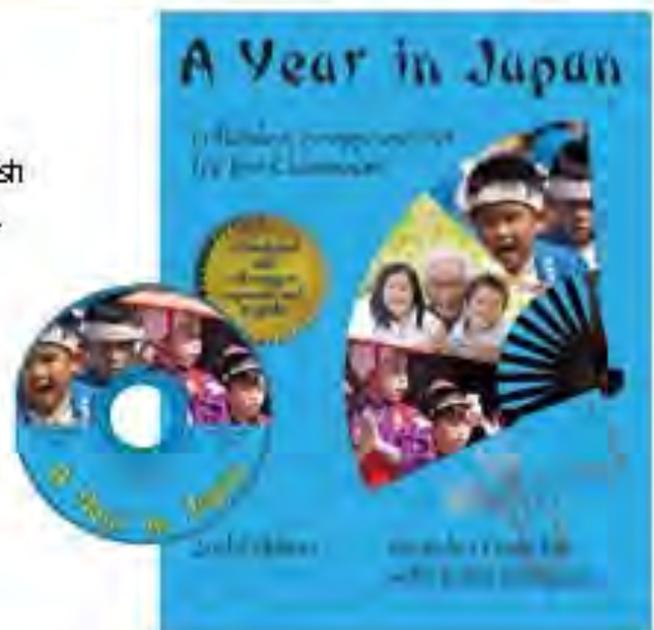
A Year in Japan: Folktales, Songs, and Art for the Classroom

A book of resources for elementary school teachers who wish to teach about Japan in an authentic, fun and engaging way. It teaches about festivals, national holidays, and seasonal activities in Japan through out the year, using folktales, traditional children's songs and art.

What more could I need to make the Japan that I had so quickly come to love easily accessible to my students?

Sara Ingram, Enrichment Teacher,
Old Saybrook public Schools, CT

Now Available at www.folktales.net



National Japanese Exam (NJE)

The National Japanese Exam (NJE) was originally developed by NCJLT (National Council of Japanese Language Teachers) as a way for middle- and high-school students to test their Japanese skills and enjoy participating in a nation-wide exam with awards for high achievement. The NJE also helps teachers to see students' strengths and weaknesses in certain areas. Teachers can use the results to give various school-level awards to students (from participation to gold level) and highlight the success of their Japanese programs. Taking the NJE can also serve as a preparation for students who will take the Japanese AP, IB or SAT tests in the future. The NJE is an entirely online test that teachers administer to students via a "Quia" platform provided by AATJ.

New This Year!

In the spring of 2013, the National Japanese Exam will once again be offered for Level 2 (students having had 1 1/2 years of Japanese) and Level 3 (students having had 2 1/2 years of Japanese). Some changes have been made in the format of the test in order to make it more proficiency-based, standards-based and culture-related. We will be giving some new awards (gold medals!) and offering a raffle for teachers and high-achieving students who participate. Registration will begin on December 3, 2012, and continue until February 8, 2013; the test itself can be taken by students between March 1 and April 10, 2013.

For complete information, answers to Frequently Asked Questions, and more, go online to <http://www.aatj.org/studentactivities/nationaljapaneseexam/index.html>.

Purpose

The purposes of the National Japanese Exam are to serve as a diagnostic assessment of Japanese language skills; motivate students to further their study of and interest in the Japanese language and culture; and advocate for the standards-based, proficiency-oriented and content-based teaching and learning of Japanese language and culture.

Awards

Students who are ranked #1 nationwide in the following categories will receive a Gold Medal and certificate from AATJ: [Level 1 for beginning students of Japanese is under development.]

Level 2 Regular Middle/Jr. High School

Level 2 Regular High School

Level 3 Regular High School

Level 3 Additional Japanese Language Experience

Awards will be sent to teachers during the first week in May 2013. Teachers may purchase additional medals of recognition online. Teachers may download certificates for various levels online or request official signed certificates for a shipping and handling fee.

Students who rank in the top 30th percentile of nationwide scores will be automatically entered in a raffle to win a scholarship for college. Teachers whose students participate in the National Japanese Exam will be automatically entered in a raffle to win ACTFL 2013 registration and travel assistance.

For more information, sample questions, and technology requirements, go online to <http://www.aatj.org/studentactivities/nationaljapaneseexam/index.html>

M.A. in Applied SLA at Carnegie Mellon

The Masters in Applied Second Language Acquisition at Carnegie Mellon University is a one-year, intensive program preparing U.S. and international students for careers in second language teaching in Chinese, French, German, Italian, Japanese, Spanish, and English as a Second Language (ESL).

The program, now inviting applicants for its third year, draws on strengths of the Department of Modern Languages at Carnegie Mellon in the areas of second-language acquisition, cultural studies, pedagogy, and technology-enhanced learning. MA graduates will be eligible for employment in institutions of higher learning, as well as in private schools or public (alternative-certification) secondary schools, and (especially in ESL) in a multitude of settings abroad. The MA in Applied SLA may also lead to further graduate work in second language studies.

Prospective students include holders of undergraduate degrees with three profiles: native speakers of English with a major in foreign language studies, native speakers of English with humanities degrees and second-language experience, and international students with degrees in humanities and language-related fields. We admit students intending to teach in one of the program languages: Chinese, French, German, Japanese, Spanish, and English as a Second Language (ESL).

The application deadline for the fall 2013 class is February 1, 2013. For additional information see the program website at

<http://ml.hss.cmu.edu/ml/MA/ma-about.html>.

High School Corner

Videos? In my language classroom?

Lisa Berkson lfberkson@mpsaz.org

We language teachers all use movies and videos in the classroom, to give our students a small taste, a little sampler, an hors d'oeuvre perhaps, of the practices, products, and perspectives of Japanese culture. What videos do you show in your classroom? How do you use them (for instance, do they always fit neatly into the curriculum? Or do you play them on Fridays, for a cultural treat? Do you always provide students with a workshop or vocabulary list)? We would love to hear your ideas and begin a long-term dialogue on the use of visuals in the language classroom. Please share your suggestions with us on the AATJ Facebook page.

(<http://www.facebook.com/pages/AATJ-American-Association-of-Teachers-of-Japanese/245689695493641?fref=ts>)

Here are a few annotated suggestions, from videos I have collected over the years. All these are currently available on YouTube.

- 1) だんご三兄弟くきょうだい: I use this for JPN 1, when I introduce family. I ask students to listen for family terms. This year, we also ate 白玉だんご as we watched and sang.
 - 2) 書道ガールズ: you can find news reports, competitions, and other video clips on this topic. The idea that calligraphy can be a competitive sport is eye-opening to American teenagers.
 - 3) こげぱん: an adorable, if slightly depressing, series about the experiences of a piece of burnt toast. This works well with adjective lessons.
 - 4) いっぽんでもにんじん: great for teaching counters.
 - 5) On a more serious note, the many music videos that grew out of sympathy and support for the victims of 東日本大震災、 the 3.11 disaster. To note just a few, Suntory put out a multi-artist version of うえをむいてあるこう; and there are many versions of “I love you & I need you ふくしま／挿入曲「猪苗代湖ズ」”.
- Happy viewing. Remember to share your favorite videos with us on Facebook.



Affiliate News: Kentucky Association of Teachers of Japanese

Picadome小学校に教育省のMillerさんが視察に来て、日本語のクラスを見学し、小学校から教えるのは意味のあることだと桃園先生働きを称えた。

The “Education Drives America” bus tour stopped at Picadome Elementary School, in Lexington, KY, and Deputy Education Secretary Tony Miller observed fourth-graders actively engaged in a Japanese lesson. “What was very encouraging here today was the global, international perspective,” he said, and he added, to Japanese teacher Mitsuko Momozono, “What you are doing here is remarkable.” Deputy Secretary Miller praised Lexington as a model of where language initiatives are working well and producing results as the school district sets high expectations.

Lexington was one of 23 stops on the U.S. Department of Education’s third annual [“Education Drives America” Back-to-School Bus Tour](#), which started in California and crossed the country, ending in Washington, D.C. Along the way, Education Secretary Arne Duncan and senior staff highlighted school reform and success stories, college affordability, and the link between education and jobs.



K-8 Corner

Using Videos in the K-8 Classroom

Jessica Haxhi

Advantages

A great video can make a boring topic fun, engaging, and real-world. Videos can expose students to authentic language and culture that is made comprehensible by the visuals on the screen. Even if students do not understand all of the words, they are building interpretive skills by exposure to this culturally authentic language. In our elementary school FLES and 6-10th grade after-school classes at Maloney Interdistrict Magnet School in Connecticut, we usually have at least one seasonal song or picture video that we are showing during our opening routine each day and perhaps one other that relates to the unit we are working on. The videos we use daily are usually 1-2 minutes long. Now and then, we find one on which a whole lesson and comprehension sheet can be based upon.



Disadvantages

Just when you have found the “perfect” video, it often disappears from YouTube. We have been lucky in this regard because YouTube has always been blocked at our school. While that is inconvenient, it means that we have always downloaded YouTube videos at home and then shown them at school in Windows Media Player, PowerPoint, or Smart Notebook. When I was writing this article, I found that most of our favorite videos are no longer online. So, if you find one you love, consider downloading it and saving it using the directions below.

Downloading Videos from YouTube

It is often necessary to download videos you want to show onto your computer or a flashdrive at home and then show them at school. Lately, the best place we have found to download videos is www.keepvid.com, but please let us know if you have any other ideas. Downloading videos also allows you to embed it into a PowerPoint or Smart Notebook file, so that students never see any of those potentially inappropriate “related videos” that show up at the end of a YouTube video.

Here are just a few our favorites and how we use them:

Hiragana Song/Katakana Song ひらかな・カタカナ

<http://www.genkienglish.net/genkijapan/menu.htm>

Students in all grades will love this rap-like version of the hiragana song. There is also a katakana version that is a bit slower. This hiragana song has a little bit of a mistake near the beginning, but I just sing loudly over it. Our students have their own hiragana/katakana charts to point to as they sing and I project the same chart on my screen. I usually use these songs as an introduction to lessons in which we will be focusing on hiragana/katakana skills.

Where are you from? Song どこからきましたか。

<http://www.genkienglish.net/genkijapan/menu.htm>

Also from genkijapan.net, this song is great as part of unit on self-introductions or countries of the world. I show first the “Erin ga chosen” video from the Japan Foundation in which she introduces herself to the class. She uses the expression “igirisu kara kimashita” and the video reviews various countries with the expression “__ kara kimashita.” (Find the Erin ga chosen video at <https://www.erin.ne.jp/en/>). I review various flags of the world (especially those in the song) and then I show the “Doko kara kimashita ka” song from www.genkijapan.net before I move into practice with the expression. I play the song daily during the unit whenever I am passing out papers, etc. Students love it!

MOTTAINAI Song

<http://www.youtube.com/watch?v=QobCmooCNL8&feature=related>

(this is the best version still online)

I use this song and video during a unit on natural resources, recycling, and objects used in the home. We talk a lot about the “Mottanai” concept and even though they don’t understand all of the words to this song, they LOVE dancing to it. Once they hear it once, I can use it as a reward to play near the end of class during this unit, if they have done a good job all class.

Kazama Randoseru Commercial カザマランドセル

<http://www.youtube.com/watch?v=dWUuhL-MbRA>

Students LOVE this commercial and it is a great, very quick addition to any unit on school and ランドセル。Younger students will act it out.

Shingomama Video 慎吾ママのおはロック

<http://www.youtube.com/watch?v=waAsEQ6PQOo>

I know it is an old song, but my students really enjoy this video and it is great practice for saying the family member names.

Sazae-san サザエさん

There is a “playlist” of Sazae-san videos here: <http://www.youtube.com/playlist?list=PL6A98670D4242266F>

This is a great series to use for language learning. It takes time to watch the cartoons to find exactly what you are looking for, but once you find a good one, you can use it forever!

Yokoso! Japan

<http://vimeo.com/40855182>

We love these videos from the Yokoso! Japan campaign. The kids enjoy them no matter how many times we show them and they are beautifully filmed. Because each clip is short, you can show these as part of your opening routine for a week straight, or each time you pretend to “arrive” in Japan for your lesson. Because they are available on vimeo, they may not be blocked at your school.

Big Bird in Japan

This video is in English, but if you must be absent and need to leave something for students to watch, this is really an excellent movie. Portions of it are available on YouTube or you can purchase the full video. It relates to the story of Kaguyahime, but in a mysterious and interesting way. If you teach that story in Japanese ahead of time, this is a really nice supplement to that unit because students can figure out on their own that the main character in the Big Bird movie is the Bamboo Princess. Students in grades 1-5 enjoy this movie very much.

Favorite Versions of Holiday Songs

Sometimes, it is difficult to find online versions of various seasonal and holiday songs. Often, the singing is too high pitched or too slow for students to really enjoy. Here are some versions that we really like:

Hinamatsuri Song ひな祭りの歌 <http://www.youtube.com/watch?v=cQV1JraT2jw>

Ookinakurinokinoshita de大きな栗の木下で http://www.youtube.com/watch?v=o6_8hkD_yo4&feature=related

More ideas?

This is a short list of the thousands of videos available for instruction. If you would like to share more ideas, please join the AATJ facebook page and post your ideas at (<http://www.facebook.com/pages/AATJ-American-Association-of-Teachers-of-Japanese/245689695493641?fref=ts>)

Online Guide to English-Language Publishing for Japanese Scholars

The North American Coordinating Council on Japanese Library Resources <http://www.nccjapan.org/> (NCC), a clearinghouse for Japanese information resources, is developing an online guide to English-language publishing for Japanese scholars trained in and currently teaching and conducting research in Japan. The guide, which will be available in Japanese on the NCC website, will explain the differences in the publishing climates of Japan and Anglophone countries; outline the expectations of editors and publishers; and detail the publishing process, from researching potential publishers and making contact to final publication, for four key venues—professional journals, edited volumes, monographs, and online journals. Practical resources will include downloadable templates for inquiry letters to publishers as well as advice on how to write an abstract. The first edition will cover humanities and social science disciplines; future editions may be developed for other subject areas. Professors Keiko Ikeda of Doshisha University and Jordan Sand of Georgetown University are the project’s executive editors.

The first stage in the guide’s development will entail surveys of both English-language publishers and journal editors and Japanese scholars in the humanities and social sciences. Currently we are contacting publishers and journal editors to learn about past experiences with and current practices in publishing the work of Japanese scholars. The survey of Japanese scholars will also be conducted during fall 2012. The final guide will be launched on the NCC’s website in summer 2013.

If you know English-language publishers or journal editors or Japanese scholarly groups or associations whom we should contact to participate in our surveys, or if you would like to contribute suggestions toward the development of this guide, please notify Akiko Yamagata, Project Editor, at akikoyamagata@nccjapan.net.**

Please also visit the NCC website to view other resources: www.nccjapan.org.

OFFICIAL 2013 AATJ NENGAJO CONTEST RULES
YEAR OF THE SNAKE

Eligibility:

- The teacher must be a AATJ member in good standing for January 2012-December 2012 membership year. Only 2 cards per category are allowed for each level (Elementary, Middle, and High School) at each school at which you teach (if you teach at more than 1 school, you may enter 2 per category for each school – with a limit of 6 per school).
- **NEW FOR 2013:** College/University Level Participants - Only 1 card may be sent in by each entrant. Students of Japanese at the college/university level will be responsible to submit their own cards for the contest. **NOTE:** The college/university student entrant must have a teacher who is an AATJ member to enter the contest.
- Only 1 entry per student will be judged.

<u>COMPETITION LEVELS:</u>	<u>COMPETITION CATEGORIES</u>
Elementary (K-5)	Artistic
Middle (6-8)	Comical
High (9-12)	Original
**NEW: College/University Level	

Requirements for ALL submissions: (Cards that do not follow these instructions will be disqualified.)

- Each card must have a **typewritten label** on the back (see page three).
- Cards must be **4 X 6 unlined index cards**.
- The design theme must focus on the upcoming **2013 Year of the Snake**.
- Designs must be **ORIGINAL and drawn by hand (not computer-generated)**.
- Designs must be in good taste or praiseworthy across international cultures and societies.
- A Nengajo application form must be completed (see page two).
- All kanji and hiragana/katakana must be written in **black pen**.
- The teacher or college/university student must enclose one self-addressed **stamped 9x12 or 5x7-inch envelope** with the submission or it will not be returned.

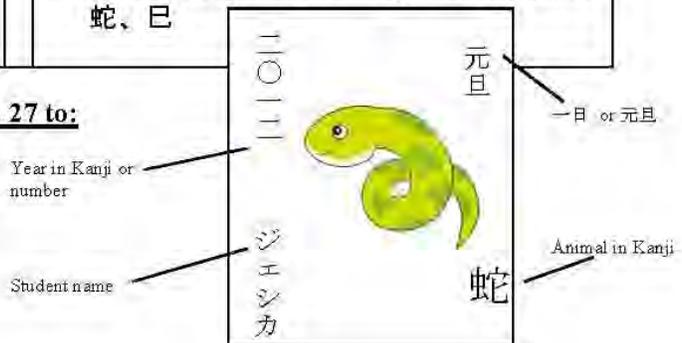
If you have any questions, please e-mail Lynn Sessler Neitzel at neitzell@mjsd.k12.wi.us.

Mandatory Elements based on level:

Elementary School Rules	High School and Middle School Rules:
<ul style="list-style-type: none"> ▪ Student's name must be written vertically on left-hand side of card in <u>katakana</u> (unless name is of Japanese origin – teacher assigned Japanese names are not allowed) ▪ The design must include <u>“2013” or “二〇一三”</u> ▪ The design must include <u>one</u> of the following: 元旦、一日、あけましておめでとう、蛇、巳、<u>or</u> へび、み 	<ul style="list-style-type: none"> ▪ Student's name must be written vertically on left-hand side of card in <u>katakana</u> (unless name is of Japanese origin – teacher assigned Japanese names are not allowed) ▪ The year <u>“2013” or “二〇一三”</u> ▪ Either GANTAN (元旦) or TSUITACHI (一日) written in kanji ▪ Kanji or traditional zodiac symbol for dragon 蛇、巳

Send submissions postmarked on or before Dec. 27 to:

Lynn Sessler Neitzel
 Clovis Grove Elementary
 974 Ninth Street
 Menasha, WI 54952



2013 AATJ Nengajo Contest Application Form and Checklist

Teacher's Name : _____											
School Name: _____											
Address: _____											
E-mail: _____					Phone: _____						
AATJ Affiliate (please check one): <input type="checkbox"/> AATJ (Arizona Assn. of Teachers of Japanese) <input type="checkbox"/> AFTJ (Assn. of Florida Teachers of Japanese) <input type="checkbox"/> AITJ (Assn. of Indiana Teachers of Japanese) <input type="checkbox"/> AKATJ (Alaska Assn. of Teachers of Japanese) <input type="checkbox"/> ATJO (Assn. of Teachers of Japanese in Oregon) <input type="checkbox"/> CAJLT (California Assn. of Japanese Language Teachers) <input type="checkbox"/> CJLEA (Colorado Japanese Language Educators Assn.) <input type="checkbox"/> GATJ (Georgia Assn. of Teachers of Japanese) <input type="checkbox"/> HATJ (Hawaii Assn. of Teachers of Japanese) <input type="checkbox"/> IMAJLT (Intermountain Assn. of Japanese Lang. Teachers) <input type="checkbox"/> IATJ (IL Assn. of Teachers of Japanese) <input type="checkbox"/> JLTA Guam <input type="checkbox"/> JTAM (Japanese Teachers Assn. of Michigan)					<input type="checkbox"/> JTAT (Japanese Teachers Assn. of Texas) <input type="checkbox"/> KAJLT (Kentucky Association of Japanese Language Teachers) <input type="checkbox"/> LATJ (Louisiana Assn. of Teachers of Japanese) <input type="checkbox"/> MATJ (Missouri Assn. of Teachers of Japanese) <input type="checkbox"/> MAATJ (Mid-Atlantic Assn. of Teachers of Japanese) <input type="checkbox"/> MCTJ (Minnesota Council of Teachers of Japanese) <input type="checkbox"/> NCATJ (North Carolina Assn. of Teachers of Japanese) <input type="checkbox"/> NECTJ (Northeast Council of Teachers of Japanese) <input type="checkbox"/> NJATJ (New Jersey Association of Teachers of Japanese) <input type="checkbox"/> OATJ (Ohio Assn. of Teachers of Japanese) <input type="checkbox"/> SNJTA (Southern Nevada Association of Teachers of Japanese) <input type="checkbox"/> WATJ (Washington Assn. of Teachers of Japanese) <input type="checkbox"/> WIATJ (Wisconsin Assn. of Teachers of Japanese) <input type="checkbox"/> INDIVIDUAL MEMBERSHIP						
<i>Place a check mark in the correct column for each card: A=Artistic, C=Comical, O=Original</i>			K-5 Only 2 entries per category			6-8 Only 2 entries per category			9-12 Only 2 entries per category		
Student Name	Grade	A	C	O	A	C	O	A	C	O	

_____ Check HERE if you are entering as a College/University Level Student

Final Checklist: IF THESE THINGS ARE NOT INCLUDED, YOUR CARDS MAY BE DISQUALIFIED.

- ___ Teacher is a member in good standing of AATJ for 2012.
- ___ All cards adhere to the rules for the corresponding level (see previous page).
- ___ Cards are created on unlined 4 X 6 inch index cards.
- ___ Cards are of an original design by hand, not taken directly from a *manga*, an *anime*, a website, or other image which is copyright protected.
- ___ Cards are in good taste or praiseworthy across international cultures and societies without potentially making any specific viewer of the card uncomfortable or causing question as to the tastefulness.
- ___ A *typewritten* label with the required information is affixed to the back of your card (see the following page).
- ___ A stamped 9x12 or 5x7 envelope for returning postcards and certificates is included.
- ___ This Application sheet is included.

ENTRIES MUST BE POSTMARKED ON OR BEFORE THURSDAY, DECEMBER 27, 2012.

Teacher Name _____
School Name _____
School Address _____

Student grade _____
Student Name _____
Category (check one)
 Comical Artistic Original

Teacher Name _____
School Name _____
School Address _____

Student grade _____
Student Name _____
Category (check one)
 Comical Artistic Original

Teacher Name _____
School Name _____
School Address _____

Student grade _____
Student Name _____
Category (check one)
 Comical Artistic Original

Teacher Name _____
School Name _____
School Address _____

Student grade _____
Student Name _____
Category (check one)
 Comical Artistic Original

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Student Name _____
Category (check)
 Comical Artistic Original

Teacher Name _____
School Name _____
School Address _____

Student grade _____
Student Name _____
Category (check)
 Comical Artistic Original

Teacher Name _____
School Name _____
School Address _____

Student Grade _____
Student Name _____
Category (check one)
 Comical Artistic Original

****University/College Level Label**

Professor/Teacher Name _____
School Name _____
School Address _____
Student Name _____
Category (check one) Comical Artistic Original

Job Opening Announcements

Arizona State University

The School of International Letters and Cultures (SILC) at Arizona State University (Tempe campus), invites applications for a **tenure-track Assistant or early Associate Professor in Japanese Linguistics**, with an emphasis on applied linguistics and language acquisition. The appointment begins August 16, 2013. By the time of appointment the candidate must have completed a PhD in Japanese linguistics with a significant emphasis in second-language pedagogy.

The successful candidate's responsibilities will include teaching courses on modern Japanese, directing the Japanese language program, developing a formal academic program in Japanese pedagogy, and teaching, as needed, an introductory course on linguistics. The normal teaching load will be two courses per semester.

Required qualifications include: 1) native or near-native proficiency in Japanese and English; 2) ability to teach modern Japanese at all levels; 3) evidence of capability to coordinate and direct the modern Japanese language program; and 4) ability to design a graduate program in Teaching Japanese as a Second Language.

Desired qualifications include: 1) experience mentoring and supervising teaching assistants and 2) working knowledge of a second Asian language.

To apply, submit electronically to <https://academicjobsonline.org/ajo/ASU/SILC> the following materials: 1) a current curriculum vitae; 2) a letter addressed to Professor Anthony Chambers, Search Committee Chair, describing current and future research program, teaching philosophy, teaching and administrative experience, and how the applicant's experience fits the area of expertise described above; 3) a representative writing sample; and 4) the names, positions, and contact information of three references, who will be contacted directly by *academicjobsonline*.

Application deadline is **November 14, 2012**. Review of applications will begin immediately and continue weekly until the search is closed.

Background check is required for employment. Arizona State University is an equal opportunity/affirmative action employer committed to excellence through diversity. Women and minorities are encouraged to apply: <https://www.asu.edu/titleIX/>.

Binghamton University

The Department of Asian and Asian American Studies at Binghamton University (State University of New York at Binghamton) invites applications for a **full-time Lecturer in Japanese**. This is a three-year renewable appointment beginning September 2013. We seek candidates who are committed to Japanese language education, open to new methodologies and technologies, and wish to join a growing program that offers a major, minor, and an MA in Japanese Studies. Duties include teaching elementary to advanced level Japanese language courses. Teaching load: 3 courses/sections per semester. Competitive salary is commensurate with qualifications and experience.

Requirements: M.A. in Japanese language pedagogy, linguistics, or related field; teaching experience at college level in the U.S; native or near-native fluency in Japanese and English.

Please submit electronic application, including cover letter, CV, statement of teaching philosophy and three letters of reference to

<http://binghamton.interviewexchange.com>. Submit video of classroom teaching to: Dr. Rumiko Sode, Japanese Lecturer Search Committee, Department of Asian and Asian American Studies, Binghamton University SUNY, PO Box 6000, Binghamton, NY 13902-6000. Review of applications begins immediately and will continue until the position is filled.

The State University of New York is an Equal Opportunity/ Affirmative Action employer.

Bowdoin College

The Asian Studies Program at Bowdoin College invites applicants for a **senior lecturer position in Japanese language** that begins in fall 2013. The initial appointment will be four years, with the possibility of renewal upon successful review. Applicants should have native or near-native fluency in Japanese; an M.A. in Linguistics, Foreign Language Pedagogy, Second Language Acquisition, or related field; and teaching experience at the college level in the United States. Ph.D. candidates are also welcome to apply. Applicants should have a proven record of excellence in teaching, and ideally some administrative experience. The successful candidate will teach a 3-2 annual course load of upper and lower level language courses, advise and mentor students and play a leadership role in curriculum development and program building through participation in Japanese language table, study abroad advising, and planning of cultural activities. Bowdoin is a highly supportive environment; the successful candidate will be eligible for conference travel support and to apply for research and other professional development funds.

Bowdoin College accepts only electronic submissions. Please visit <https://careers.bowdoin.edu> to submit letter of application explaining your qualifications and teaching philosophy, c.v., a sample of self-designed materials for an upper level class (strongly recommended), and the names of three references who have agreed to provide letters of recommendation.

A short teaching demo/DVD should be mailed separately to:

Japanese Language Lecturer Search
Asian Studies Program
Bowdoin College
7500 College Station
Brunswick, ME 04011-8475

Review of applications will begin on **November 15, 2012**, and continue until the position is filled. Initial interviews will be conducted by Skype.

A highly selective liberal arts college on the Maine coast with a diverse student body made up of 30% students of color, 4% International students and approximately 15% first generation college students, Bowdoin College is committed to equality and is an equal opportunity employer. We encourage inquiries from candidates who will enrich and contribute to the cultural and ethnic diversity of our college. Bowdoin College does not discriminate on the basis of age, race, creed, color, religion, marital status, gender identity and/or expression, sexual orientation, veteran status, national origin, or disability status in employment, or in our education programs. For further information about the college please visit our website: <http://www.bowdoin.edu>.

Earlham College

Earlham College invites applications for a **full-time, tenure-track Assistant/Associate Professor position in Japanese Studies**, specialization in any academic discipline, beginning August 2013. Teaching responsibilities consist of six courses each year, three per semester, including the Japanese Studies introductory and senior capstone courses.

Earlham has one of the oldest and best-known undergraduate programs in the country for the study of Japan. About 9% of Earlham students enroll in Japanese language study, and each year 15 - 20 students study in Japan through one of Earlham's two programs. In addition, about 20 Japanese exchange and degree-seeking students add to the Japanese presence on this campus of 1,200 students.

We are especially interested in adding courses in literature, social sciences, film/media studies, and popular/visual culture. Courses may be comparative in nature, but each course should include at least 50% Japan content in the form of lectures, readings, and assignments. Courses that include other East Asian content are especially welcome.

Doctorate or ABD required. Although the academic discipline is not specified, significant graduate coursework and research experience must be in Japanese Studies.

A complete application will include the following:

Letter of application

Curriculum vitae

Name and contact information for three references

Statement of teaching philosophy

Selection or summary of student or course evaluations from previous teaching appointments, if available

Description of teaching interests (Candidates selected for an interview will be asked to bring a brief course syllabus for 2 courses.)

Send the application materials by email in a single PDF file to: japanstu@earlham.edu

Applications will be reviewed beginning **December 1, 2012**, and the search will continue until the position has been filled.

For more information, see <http://www.earlham.edu/jobs>. Earlham is an Equal Opportunity Employer.

Franklin & Marshall College

Franklin & Marshall College invites applications for a **teaching assistant (drill instructor) in its Japanese Language Program**, beginning Fall 2013. M.A. (or equivalent) and teaching experience are preferred, but not required. The successful candidate will assist Franklin & Marshall students in learning the Japanese language and gaining an understanding of Japanese culture through a variety of co-curricular activities, while he/she receives extensive training in Japanese pedagogy. The TA receives health insurance coverage, a stipend, a travel allowance, and free campus housing.

Send a letter of application, curriculum vitae, transcripts, and three letters of recommendation to Ken'ichi Miura, Director of the Japanese Language Program, Modern Languages, Franklin & Marshall College, P.O. Box 3003, Lancaster, PA 17604-3003. We will not accept application materials electronically. We will conduct interviews at the AAS conference in San Diego in March. Deadline for applications is **February 28, 2013**.

Franklin & Marshall College is a highly selective liberal arts college with a demonstrated commitment to cultural pluralism. EOE.

Grand Valley State University

The Department of Modern Languages and Literatures at Grand Valley State University invites applications for a **full time tenure-track faculty position in Japanese at the assistant professor level** to begin in the fall of 2013. Requirements include native or near-native fluency in Japanese and experience teaching Japanese language at the college level. Ph.D. in Japanese literature, linguistics, or a related field in hand at time of appointment strongly preferred; ABD candidates will be considered for hire at the instructor level with completion of PhD required by August 5, 2014.

Strong preference will be given to candidates with an active research agenda and experience coordinating extracurricular events, student groups, overseas study, or other section activities such as curriculum development. Responsibilities include teaching language courses at all levels, as well as developing and teaching additional courses as needed by the section.

Apply online at <http://www.gvsujobs.org>. Include letter of application, current CV, statement of teaching philosophy, and a summary of recent student evaluations. Three letters of recommendation and graduate transcripts should be sent separately to: Japanese Search Committee, Department of Modern Languages and Literatures, MAK B-2-243, 1 Campus Drive, Allendale, MI 49401.

Preliminary interviews will be conducted in November at the ACTFL/AATJ conference in Philadelphia, so please indicate in your letter whether you plan to attend.

Grand Valley State University is an affirmative action, equal opportunity institution and applicants with diverse backgrounds are encouraged to apply.

Harvard University

The Department of East Asian Languages and Civilizations at Harvard University seeks applications for the position of **Senior Preceptor in Japanese Language** beginning July 1, 2013. The senior preceptor will be responsible for acting as instructor in charge of one of the levels of Japanese taught at Harvard, between elementary and advanced (fifth-year level), for training and supervising instructors in the Japanese program, and for assisting the director in administration of the Japanese language program.

The position is for five years and renewable, contingent upon performance, enrollments, and curricular need.

The successful applicant should have a native or near-native command of modern standard Japanese, both written and spoken, and fluency in spoken English. Completion of an advanced degree at the master's level or above is required in a field relevant to teaching Japanese as a second language, such as Japanese pedagogy, the acquisition of Japanese as a second language, or Japanese linguistics.

A record of demonstrated excellence in teaching Japanese at all levels, elementary through advanced, in an American university setting or its equivalent, and experience in training and supervising other instructors in such a setting is essential. Preference will be given to candidates who have published creative or scholarly work in a field relevant to Japanese language education and who have experience using language teaching technology.

Candidates interested in applying for the position should submit the following documents through the ARIeS portal <http://academicpositions.harvard.edu/postings/4367> no later than **November 30, 2012**:

- (1) a letter of application,
- (2) a curriculum vitae,
- (3) a teaching statement,
- (4) a chart listing Japanese courses taught at the university level,
- (5) representative syllabi of courses taught,
- (6) representative summary teaching evaluations of courses taught, and
- (7) the names and email contact information of three references to <http://academicpositions.harvard.edu>. The references will be contacted separately and invited to upload letters of recommendation.

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

Contact Email: ChairEAL@fas.harvard.edu

Japan Center for Michigan Universities

The Japan Center for Michigan Universities (JCMU) invites applications for a **full-time Japanese language instructor**. This is a full-time, annually renewable position with an anticipated start date of August 16, 2013. The position is located physically and administratively within the Japan Center for Michigan Universities in Shiga, Japan.

Period of appointment: August 16, 2013 – August 15, 2014.

Qualification: 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 as well as an excellent command of English is required. Preference will be given to candidates with sufficient experience in teaching Japanese at various levels at an American

college or university.

Responsibilities: Teach Japanese-language courses (Elementary, Elementary/Intermediate, Intermediate, and Advanced) in the academic year program and the summer intensive program. Other responsibilities include student advising, curriculum development, participation in student activities and ceremonies, 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 will be paid by the tenant.

Salary: Salary is commensurate with qualifications. Compensation includes standard Japanese benefits, housing (as mentioned above), and a relocation travel/personal effects allowance.

Send letter of application, statement of teaching philosophy, evidence of teaching effectiveness if available, current CV, and the names and contact information for three referees to:

Japanese Search Committee
 Japanese Language Program
 The Japan Center for Michigan Universities
 1435-86, Ajiroguchi, Matsubara, Hikone
 Shiga, Japan 522-0002

Application Deadline: **December 14, 2012.**

Lehigh University

The Department of Modern Languages and Literatures at Lehigh University invites applications for a one-year position (possibly two, pending approval) as **Visiting Assistant Professor of Japanese** to begin in Spring 2013 or Fall 2014. Applicants with a Ph.D. in the field of modern/contemporary Japanese culture, literature, film studies, and/or visual culture are encouraged to apply. ABDs will also be considered. The successful candidate is expected to teach courses in Japanese language at all levels, in addition to courses in her/his specialty. Native or near-native proficiency in both English and Japanese is required. Lehigh University is a private, research-intensive institution in southeast Pennsylvania.

The College of Arts and Sciences at Lehigh University is committed to increasing the diversity of the college community and curriculum. Candidates who can contribute to that goal are encouraged to apply and identify their strengths or experiences in this area. Lehigh University is an Equal Opportunity Affirmative Action Employer.

Send CV, cover letter, and three letters of reference to Chair of Japanese Search Committee, MLL Department, Lehigh University, 9 W. Packer Ave., Bethlehem, PA 18015. Review of applications will begin immediately, until the position is filled.

Middle Tennessee State University

The Department of Foreign Languages and Literatures in the College of Liberal Arts at Middle Tennessee State University invites applicants for a **full-time, tenure-track position at the rank of Assistant/Associate in the field of Japanese Literature and/or Popular Culture**. Appointment to begin August 1, 2013. Minimum qualifications include a Ph.D. in the area of specialization by the appointment date, native or near native fluency in Japanese and English, and a strong commitment to teaching both undergraduate and graduate level courses. Responsibilities include teaching courses in the successful candidate's specialization (e.g., literature, cinema/media, manga/anime, popular culture) as well as language courses, conduct and publish research in area(s) of specialization, participate in departmental and university service, and other duties as assigned. The successful candidate will join a thriving multi-language department and will demonstrate excellence in and commitment to scholarly research, teaching, and service.

To apply for this position, go to <http://mtsujobs.mtsu.edu> and follow the instructions on how to complete an application, attach documents, and submit online.

Review of applications begins October 29, 2012 and continues until position is filled. Salary is commensurate with education and experience. Proof of U.S. citizenship or eligibility for U.S. employment will be required prior to employment (Immigration Control Act of 1986). Clerly Act crime statistics for MTSU available at http://police.mtsu.edu/crime_statistics.htm. EO/AA employer.

North Central College

The Department of Modern and Classical Languages at North Central College (Naperville, IL) seeks applications for the post of **Visiting Assistant Professor of Japanese for the 2013-2014 academic year**. The position is non-tenure-track, but renewable up to three years. Candidates must have a Ph.D. in Japanese or Japanese Studies by September 1, 2013. Successful candidates will demonstrate 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 with 3000 students, located 28 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>.

All application materials should be submitted electronically at <https://secure.interfolio.com/apply/17681>. For further information please email Dr. Norval Bard, Chair, Department of Modern & Classical Languages, at nlbard@noctrl.edu.

Review of applications will begin **November 10, 2012** and continue until the position is filled. Applicants who would enrich the diversity of the campus community are strongly encouraged to apply. EOE.

Stanford University

The Language Center at Stanford University invites applications for a **full-time three-year teaching appointment of Lecturer in Japanese** beginning September 1, 2013. The position is renewable. Minimum qualifications are an MA in linguistics, applied linguistics, and/or foreign language education, Ph.D. preferable.

Applicants should have experience teaching Japanese as an instructor at the college level. Candidates should be able to teach Japanese language courses at all levels and should possess native or near-native fluency in Japanese with an excellent command of English. Familiarity with standards-based instruction and ACTFL OPI/WPT principles preferred, with a commitment to pursuing tester/rater certifications. The salary is competitive.

Cover letter, current vita, three letters of recommendation, and a brief description of teaching methods that you have found to be successful, should be submitted online using the following Interfolio link - <https://secure.interfolio.com/apply/16415>. The deadline for receipt of applications is no later than **November 28, 2012**.

Stanford University is an equal opportunity, affirmative action employer. Applications from minority and women candidates are especially encouraged.

University of British Columbia

The Department of Asian Studies, University of British Columbia, invites applications for a **tenure-track appointment at the rank of Assistant Professor in the field of Modern/Contemporary Japanese Culture (Literature/Film/Visual Culture)**. Applicants are expected to have native or near native proficiency in both Japanese and English.

Candidates must have a Ph.D. (or expect to have successfully defended prior to July 1, 2013). The successful candidate will be expected to demonstrate the potential for excellence in research and undergraduate and graduate teaching and be expected to maintain an active program of research, publication, teaching, graduate supervision, and service, and to be engaged in work that is methodologically innovative and can be conceptualized in ways that complement and broaden the Department's interdisciplinary research interests and that contribute to broader disciplinary and interdisciplinary fields of knowledge. Information about the Department and faculty research can be found on its website, www.asia.ubc.ca.

The starting salary for the position will be commensurate with qualifications and experience. This position is subject to final budgetary approval. The University of British Columbia hires on the basis of merit and is committed to employment equity and diversity within its community. We especially welcome applications from members of visible minority groups, women, Aboriginal persons, persons with disabilities, persons of minority sexual orientations and gender identities, and others with the skills and knowledge to engage productively with diverse communities. We encourage all qualified persons to apply; Canadian citizens and permanent residents of Canada will, however, be given priority.

The application dossier should include: a letter of application, curriculum vitae, a sample chapter or scholarly paper (maximum 30 pages) and three confidential letters of recommendation to be sent separately. The deadline for the receipt of applications is **November 15, 2012**. The anticipated start date of employment is July 1, 2013.

Send application package to: Chair, Japanese Culture Search Committee, Department of Asian Studies, 1871 West Mall, University of British Columbia, Vancouver, Canada, V6T 1Z2. Applications may also be submitted electronically to lchase@mail.ubc.ca.

University of Denver

The Department of Languages and Literatures at the University of Denver will appoint an **Assistant Professor of Japanese** to begin September 1, 2013. This is a tenure-track position with full benefits. The teaching load is six classes per

year on a quarter calendar.

Our new colleague will teach all levels of undergraduate language, literature, and culture in the Japanese curriculum, and must also have an active research agenda. Area of specialization in Japanese literature and culture is open, although modern to contemporary period is preferred. The candidate is expected to have native or near-native fluency in both Japanese and English. PhD, equivalent, or ABD status in Japanese or related field is required at the time of application. PhD or equivalent is required by January 2014. This assistant professor will join a Japanese program now staffed by two lecturers and will be co-responsible for continuing its development and growth. Salary is competitive.

All must apply online at <http://www.du.edu/hr/employment/jobs.html> no later than **November 2, 2012**, and upload a cover letter, CV, and a one-page statement of teaching philosophy. Additionally, please have three letters of recommendation, an official transcript, and evidence of excellent teaching at the college level sent either by post to the following address: Japanese Assistant Professor Search, c/o Victor Castellani, Chair, Department of Languages & Literatures, University of Denver, Denver, CO 80208-0931 or electronically (to Arianna.Nowakowski@du.edu). We will review applications as they arrive, and determine our semi-finalist list by mid-November. Applicants should be available for semi-finalist interview at the MLA Convention in Boston early next January.

The University of Denver is committed to enhancing the diversity of its faculty and staff and encourages applications from women, minorities, members of the LGBT community, people with disabilities, and veterans. The University is an equal opportunity/affirmative action employer.

University of Iowa

The Department of Asian and Slavic Languages and Literatures in the Division of World Languages, Literatures, and Cultures at the University of Iowa is searching for **two full time lecturers in Japanese language, with one position beginning in January 2013 and the other in August of 2013**. Both positions require the teaching of three courses per semester. (The January position will be for a period of 1.5 years with the possibility of renewal. The August position will be for a period of 1 year with the possibility of renewal).

Education requirement: Master's degree or higher in relevant field.

Required qualifications: Native or near-native fluency in English and Japanese, and college level experience teaching Japanese to non-native speakers. The successful candidate must be able to teach at all levels from first-year to advanced languages courses and collaborate with our faculty in programmatic service.

Candidates should send letter of interest, curriculum vitae, and teaching philosophy to the Search Committee online at <http://jobs.uiowa.edu> and must submit three e-mail addresses of recommenders online to the same link. Candidates should specify in their cover letter if they are applying for the January position, the August position, or both. Refer to requisition number **61683**. Salary and benefits will be commensurate with qualifications and experience. Screening begins **November 1, 2012**, and preliminary interviews may be conducted by telephone or teleconference.

The Department of Asian and Slavic Languages and Literatures, the Division of World Languages, Literatures and Cultures, and the College of Liberal Arts and Sciences are strongly committed to gender and ethnic diversity; the strategic plans of the University, College, Division and Department reflect this commitment. Women and minorities are encouraged to apply. The University is an Equal Opportunity Employer/Affirmative Action Employer.

University of Maryland, Baltimore County (UMBC)

The Department of Modern Languages, Linguistics and Intercultural Communication at the University of Maryland, Baltimore, County, is accepting applications for a **Full-time Lecturer position in Japanese Language and Culture**, beginning in the 2013-2014 academic year. Masters or Ph.D. degree, native or near-native fluency in Japanese and English required. The successful candidate will have extensive and successful experience in teaching university lower-level language courses using a communicative methodology, as well as upper-level content courses; a strong background in curricular development; ability to teach a diverse student population at all levels of Japanese; an active interest in developing cultural programs, and familiarity with integrating technology in classroom instruction. Courses taught will serve the general university student population, MLLI majors seeking a concentration in Japanese, and Asian Studies Program majors. For more information about the MLLI Department, please visit: <http://www.umbc.edu/mlli/>.

This is a three-year, non-tenure-track renewable appointment. Competitive salary and comprehensive benefit package.

Please send a letter of application explaining your specific qualifications for this position and your teaching philosophy, a *curriculum vitae*, unofficial graduate transcripts, and three letters of recommendation before **November 15, 2012**, to:

Dr. Zakaria Fatih, Chair
Japanese Search Committee
Department of Modern Languages, Linguistics and Intercultural Communication

UMBC
1000 Hilltop Circle
Baltimore, MD 21250

Members of minority groups, women, and individuals with disabilities are strongly encouraged to apply. UMBC is especially proud of the diversity of its student body and we seek to attract an equally diverse applicant pool for this position. We have a strong commitment to increasing faculty diversity. The Carnegie Foundation ranks UMBC in the category of Research Universities with high research activity. UMBC is an Affirmative Action/Equal Opportunity Employer.

University of North Carolina Charlotte

The Department of Languages and Culture Studies at the University of North Carolina Charlotte invites applications for the position of **Lecturer of Japanese**. This is a full-time, non-tenure-track position to begin August 15, 2013.

Requirements include the following: (1) Master's degree or higher in Japanese or in Japanese Studies with a focus on the Japanese language; (2) Area of specialty in linguistics or applied linguistics; (3) Two years experience teaching Japanese as a foreign language at the college or university level; and (4) Native or near-native fluency in Japanese and good command of English.

Essential duties will include teaching 12 hours each semester, including language skills and content courses at all undergraduate levels, fully participating in the Japanese program, and working with colleagues to enhance the use of technologies and social media resources in language instruction, delivery, and learning.

UNC Charlotte strives to create an academic climate in which the dignity of all individuals is respected and maintained. Therefore, we celebrate diversity that includes, but is not limited to, ability/disability, age, culture, ethnicity, gender, language, race, religion, sexual orientation, and socio-economic status. 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>. Please attach the following documents with your electronic submission: a current and complete CV; a letter of application addressed to Dr. Robert C. Reimer, Chair, Languages and Culture Studies; a copy of the graduate transcript; and a statement of teaching philosophy. Three original letters of recommendation addressed to Dr. Robert Reimer, should be mailed to Department of Languages and Culture Studies, UNC Charlotte, 9201 University City Blvd., Charlotte, NC 28223. The letters must be specific to this job application. Review of applications will begin **December 3, 2012**, and continue until the position is filled.

University of Southern California

The Department of East Asian Languages and Cultures in the Dana and David Dornsife College of Letters, Arts and Sciences at the University of Southern California in Los Angeles, California, invites applications for a **full-time, non-tenure-track faculty position in the Japanese Language** with an anticipated start date of August 16, 2013.

The Department of East Asian Languages and Cultures provides students with a well-rounded education on East Asia by focusing on the study of the languages, literatures, and cultures of China, Japan and Korea at both the graduate (Ph.D.) and undergraduate (B.A.) level.

Applicants should have an M.A. or Ph.D. in second language acquisition, Japanese language pedagogy, or related fields, possess native or near-native fluency in both Japanese and English, and have experience in teaching Japanese at various levels at an American college or university. Salary and benefits are competitive.

Please submit application letter, curriculum vitae, statement of teaching interests, teaching evaluations, sample teaching video of entire lesson, and three letters of recommendation. Electronic files sent to ealc@college.usc.edu (subject line: Japanese Language position) are preferred, but hard copies may be sent

Japanese Language Search
East Asian Languages and Cultures
Taper Hall 356
University of Southern California
Los Angeles, CA 90089-0357

In order to be considered, applicants must also submit an electronic USC application; follow this job link or paste in a browser: <https://jobs.usc.edu/applicants/Central?quickFind=66581>. Review of complete applications will begin **October 15, 2012** and continue until position is filled.

USC strongly values diversity and is committed to equal opportunity in employment. Women and men, and members of all racial and ethnic groups, are encouraged to apply.

Elgin Heinz Outstanding Teacher Award – 2013

Recognizing Teachers Who Further Mutual Understanding Between Americans and Japanese

The Elgin Heinz Outstanding Teacher Award was approved by the US-Foundation's Board of Trustees in September 2001 and recognizes exceptional teachers who further mutual understanding between Americans and Japanese. The award is presented annually to two pre-college teachers in two categories, humanities and Japanese language, and consists of a certificate of recognition, a \$2,500 monetary award, and \$5,000 in project funds. It is named in honor of Elgin Heinz for his commitment to educating students about Asia as well as for the inspiration he has provided to the field of pre-college education.

Elgin Heinz

A pioneer in educating American students about Asia, Elgin Heinz served throughout his life as a consultant on the development of materials and methods for teaching about this region of the world. Born in China in 1913, Heinz attended the University of California at Berkeley, graduating with degrees in philosophy and public speaking and eventually earning a graduate degree in history from San Francisco State University. He spent forty years teaching in San Francisco's Public Schools, at first teaching literature, and later geography and history. During his tenure as a teacher, Heinz became nationally known for his efforts in assisting students and teachers to learn more about Japan and Asia broadly.

In addition to classroom teaching, Heinz was active in a number of organizations, including the Association for Asian Studies, the Asia Society, the International Society for the Comparative Study of Civilizations, and the National Committee on U.S.-China Relations. He served as the Japan Society's Education Director in 1960. Heinz has authored and edited numerous publications on teaching about Asia, including two widely used curriculum guides, *Opening Doors* and *Stepping Stones*.

(*Biographical information regarding Elgin Heinz and photograph were taken from the Fall 2000 issue of *Education About Asia* and were reprinted with permission from the Association for Asian Studies.)

Eligibility Requirements

The award is open to current full-time K-12 classroom teachers of any relevant subject in the United States. There are two award categories, one in the humanities and one in Japanese language. Previous award recipients often have over 10 years of teaching experience and have been engaged in teaching their students about Japan for a substantial period of time. Candidates must demonstrate sustained commitment to improving mutual understanding between Americans and Japanese, and must have made a significant contribution to enhancing students' knowledge of Japan. Applicants for the Japanese language category must have excellent command of the Japanese language and may be contacted by members of the selection committee to verify this.

Nomination Procedures

Applicants for the Elgin Heinz Outstanding Teacher Award need not be nominated to apply. However, the Foundation is always seeking to encourage the nation's top educators to consider applying for the award. Therefore, we welcome nominations of individuals qualified to apply for the Award.

Letters of Nomination should briefly highlight the qualifications of the candidate and must include his/her name, contact information, and indicate the school at which the candidate currently teaches.

The Foundation will accept Letters of Nomination at any time and will inform candidates that they have been nominated for the Award. Those nominated must submit a full application as indicated below.

Nominators should keep in mind the deadline for applications is in early February. Therefore, it is recommended that nominations be submitted by early December in order to provide potential candidates the time needed to compile their applications.

Letters of Nomination should be sent to:

Mr. David Janes, Director of Foundation Grants and Assistant to the President
The United States-Japan Foundation
145 E. 32nd Street
New York, NY 10016
or via e-mail at djanes@us-jf.org

Detailed application procedures can be found on the Foundation's website: <http://www.us-jf.org/elginHeinz.html>

Deadline for 2013

Complete applications must be received by the Foundation on or prior to February 1, 2013 to be considered for the 2013 award.

Review and Selection

A national selection committee will review complete applications received by or on February 1, 2013. The selection committee consists of leaders in the field of education about Japan. The award winners will be announced in May.

Greetings from AATJ Directors



My name is Janet Ikeda and I am Advocacy Co-Director with Mamiya Worland. We are working to promote the teaching of Japanese and to support teachers in their advocacy and outreach efforts. Worland sensei and I alternate attendance at the Joint National Committee for Languages (JNCL) annual meeting in Washington, D.C. This past summer Susan Schmidt and I worked on documents that teachers can download and modify for their own use: press releases for JNHS and Bridging scholarship recipients and a “Why Study Japanese” top-ten list. We have recruited help with increasing our presence on Facebook and other social media. We all need to advertise our programs and share our success stories. Please let us know what other resources you need to help promote your program. I teach Japanese language, literature, culture and a course on *chanoyu* at Washington and Lee University in Lexington, Virginia.

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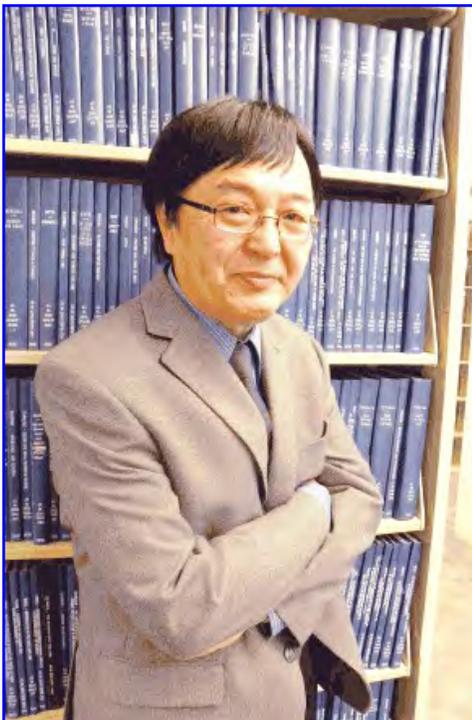
Hello. My name is Eiko Ushida. I have joined the AATJ board as a Co-Director of Professional Development and have been working with Yasuko Ito Watt-sensei since this summer. I have been working on AATJ's Professional Development since 2008 through JOINT, AATJ's online professional development program for Japanese language teachers as a course developer, instructor, and faculty advisor. I have met more than a hundred of teachers throughout the U.S., and truly enjoyed expanding our network. We are planning to start JOINT webinar series in 2012 and increase professional development opportunities to a larger number of audiences. I currently teach graduate-level Japanese courses at University of California, San Diego, and enjoy helping my students to be global leaders.

牛田英子です。JOINTで私をご存知の方もいらっしゃると思いますが、この夏よりAATJのProfessional Development（教師の専門能力開発）を正式にお手伝いすることになりました。いろいろな形で多くの先生方の専門能力開発を支援したいと思っています。どうぞよろしく願いいたします。



My name is Emi Ochiai Ahn. I am Publications Director of AATJ and publishing this newsletter. I started serving NCJLT in 2010 and continued serving the same position now at AATJ. I would like to make this newsletter well-read, for that I would like to take advantage of power of state-of-the-art technology in the near future. I am also a Residential faculty of Japanese at Mesa Community College, Arizona. I teach Elementary and Intermediate Japanese in different delivery methods: online, hybrid, and face-to-face.

My name is Shingo Satsutani, a native of Kyoto, Japan. I am a Professor of Asian Languages at College of DuPage. I hold a B.A. in Western Philosophy and a B. Eng. in Civil Engineering from Ritsumeikan University in Kyoto; M.A. in Asian Studies from Seton Hall University, New Jersey. My further academic training was extended to the Doctoral Studies in Language, Literacy and Learning at Fordham University, New York. I have led academic travels and international field studies in various places in Japan more than thirty times, including the College of DuPage Summer Study Abroad Program in Kyoto, Japan. I have been an active leader in IATJ (Illinois Association of Teachers of Japanese, President) and work with Japan Chamber of Commerce and Industry of Chicago (JCCC) and Consulate General of Japan in Chicago as an advisor for Japanese language related matters. I served as the president of NCJLT from 2004-2005. I have been assisting the business matters of the Japanese National Honor Society (JNHS) since 2003 for high school Japanese programs. In 2008, I won the National Award for teacher of the year in the United States. My latest keen interest is the Japanese education for the heritage speakers as well as bridging every level of K-16 Japanese education. In addition to my academic interests, I enjoy ice skating with my kids and playing with my dog.



My name is Masahiko Minami, the Spring 2013 AATJ Conference Co-Director. I am Professor of Japanese at San Francisco State University. I am the Coordinator of the Japanese Language Proficiency Test (JLPT) for Northern California as well. I would like to devote my efforts to fostering collaboration between the board and the general membership in order to create opportunities for AATJ to engage actively in intellectual exchange and discussion, and to promote studies aimed at increasing the scope of knowledge among persons interested in Japanese language and culture. One way to gauge the quality of a professional organization is by the papers presented at its annual conference, and I am also ready to collaborate with the board members in order to make our annual Spring Conference successful. I look forward to seeing you on March 21, in San Diego.



My name is Nobuko Hasegawa, and I am the Director of the National Japanese Exam. I teach Japanese at Fiorello H. LaGuardia High School of Music & Art and Performing Arts in New York City. This is my third year as the Director of the National Japanese Exam, and I am glad to have witnessed it grow and continue to improve. We are also happy to have a collaborative relationship with Japan Foundation as it designated the NJE as a requirement for the application for the JET Memorial Invitation Program.

NJE aims to serve as a diagnostic assessment tool to determine students' strengths and weaknesses in reading, listening, grammar, vocabulary and cultural knowledge. In its fourth year, the National Japanese Exam will go through some changes. The format of the exams will be revised to reflect the proficiency-oriented, standards-based and culture-rich instruction that AATJ endorses and promotes in every Japanese class-

room.

You can find more information about this year's timeline, registration procedure as well as sample questions at <http://www.aatj.org/studentactivities/nationaljapaneseexam/index.html>. Also, join us at ACTFL as we present the new format of the NJE 2013 on Sunday, November 18 starting at 11:15 at Room 109 A. We look forward to another successful year with you.

Please forward any questions to nje@aatj.org.

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We will arrange for your students to visit Japanese schools to interact with local students or teachers, both within and outside of the classroom setting. The students will also have a chance to participate in athletic or cultural activities. Home stay lodging allows the participants an opportunity to experience the culture of the Japanese host families in their private homes. (Packages include home stay, breakfast and dinner in the home environment, plus



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We can introduce your students to a variety of cultural experiences within a local community. They will discover local cultural traditions hidden within today's modern communities of today. *Specifically: Calligraphy, Cooking, Sado (tea ceremony), Kado (flower arranging), Dance, Taiko Drumming, Karate, Zen Meditation, and more.*



Tour Highlights: A wide selection of sights and your student may visit

Tokyo Sightseeing

Tsukiji Fish Market
Sky Tree (a newly communication tower, 2723feet)
Asakusa (Sensoji Temple & Nakamise Street)
Imperial Palace
Odaiba
Akihabara
Harajuku
Ghibli Museum

Kyoto Sightseeing

Uzumasa Studio Park
Kinkaku-ji Temple
Kiyomizu Temple

Nara Sightseeing

Todai-ji Temple
Horyu-ji Temple
Nara Park



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