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**** “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-American Association of Teachers of Japanese” on Facebook.



Co-Presidents' Message

明けましておめでとうございます。今年もよろしくお願いたします。It has been a wintry beginning to this Year of the Snake for much of the country. We hope that all of you are staying safe and warm. We wish you, your families, and your students all the best in 2013.

It has been one year since the two separate organizations of ATJ and NCJLT became the American Association of Teachers of Japanese (AATJ). We are very grateful for the support and hard work of all of our Board Members and local Affiliate Officers over the past year. We would like to thank all of the members for your patience and support as we have updated the website and our activities.

In this Presidents' message, we would like to discuss why membership in AATJ is important for each of us and essential to the field. At this membership renewal time of year, many requests compete for our wallets, from professional organizations to hobby-related groups, cell phone plans, entertainment plans, and many others. Here are the “Top 10 Reasons” for you to be a member of AATJ. If you are interested in one, just click on the link to go directly to that webpage:

1. AATJ and my local affiliate keep me in touch with other Japanese teachers and the field, especially if I'm the only Japanese teacher at my school.
2. The website, newsletter, and Facebook page all keep me informed of what is happening in the Japanese field. I can hear about contests, jobs, grant opportunities, and the latest teaching methods and materials. www.aatj.org <http://tinyurl.com/adfyxb9>
3. My students can take the National Japanese Exam and can participate in the Nengajo Contest and Japanese National Honor Society, especially now that BOTH are available at the K-12 and college levels. <http://www.aatj.org/studentactivities/index.html>
4. I can go to ACTFL for the ACTFL member price!! (That's a \$95 savings!). I can submit a proposal to the special AATJ section of ACTFL (rather than being put in the large ACTFL pool of proposals). <http://www.aatj.org/conferences/index.html> I can attend the AATJ Spring Conference (at AAS) for a discounted rate as well.

(Continued on Page 2)



Jessica Haxhi and Y.-H. Tohsaku

Important Dates

AATJ Advocacy Webinar: March 9

AATJ Spring Conference : March 21

5. I can participate in the JOINT Online Courses and Webinars at a reduced rate, learning about all kinds of topics from uses of technology to “Reading Strategies and Classroom Instruction.” <http://www.aatj.org/joint/index.html>
6. I can be nominated for or nominate friends for the AATJ Teacher Award. It is a fabulous advocacy opportunity to be highlighted at your school, and you win lots of fun prizes! <http://www.aatj.org/prodev/awards/index.html>
7. I can be a member of a Special Interest Group that discusses issues specific to my goals: AP Japanese, Classical Japanese, Community College, Culture and Language, Japanese Heritage Language, Japanese for Specific Purposes, Professional Development, Proficiency Assessment, SAFAS (Study Abroad For Advanced Skills), Supporting the Japanese Language Field. <http://www.aatj.org/SIG/index.html>
8. I have the support of AATJ behind me if I have an advocacy crisis or just need assistance with concerns in my program.
9. My membership dollars support programs that benefit students and teachers of Japanese language, culture, and literature. Even if I don't use all of the services, I can be certain that my dollars are being used for the good of the field, for the long term.
10. A strong AATJ membership means a strong representation for Japanese within the general world language field. It gives us a “seat at the table” when important decisions take place. It is our professional responsibility to be a voice in the national discussion of world language policy.

Whichever of these “top 10” appeal to you, we hope you will renew your membership and join us for another exciting year in our newly reformed organization. We continue to look for ways to improve your membership experience and give you the services you need. If you have any suggestions, please don't hesitate to contact us at aatj@aatj.org.

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

Free AATJ Advocacy Networking Webinar

Advocacy for Japanese language programs remains a concern for all of us. Even the most established programs may have issues with low enrollment, budget cuts, or changing ideas about the values of Japanese study.

AATJ is committed to answering advocacy questions and connecting teachers to work on advocacy solutions. To that end, we would like to announce a FREE networking webinar to discuss advocacy issues and concerns. AATJ Board Members Jessica Haxhi, Janet Ikeda, and Mamiya Worland will be available to facilitate, but all participants will be encouraged to express concerns and offer solutions. If you have advocacy questions or great ideas for advocacy, please participate!

Free Advocacy Networking Webinar

Saturday, March 9th

12:00 EST, especially for K-12 Teachers

1:00 EST, especially for Post-Secondary Teachers



To participate, please send an email to aatj@aatj.org and we will send you the login information. You will need a computer with Internet access and audio/microphone. Video will not be necessary.

2013 ANNUAL SPRING CONFERENCE

The 2013 Annual Spring Conference

San Diego, California, on Thursday, March 21, 2013



Paper and panel presentations will take place at the [Manchester Grand Hyatt San Diego](#) hotel from 9:00 a.m. to 5:30 p.m. An evening session, featuring a keynote speech and reception, will begin at 7:30 p.m. at the [Embassy Suites San Diego Bay](#) hotel, a 5-minute walk from the Grand Hyatt.

The conference will be held in conjunction with the 2013 Annual Meeting of the [Association for Asian Studies](#).

The AATJ Annual Spring Conference will feature more than 100 presentations on various aspects of Japanese language and literature. The conference program is posted online and can be downloaded at <http://www.aatj.org/conferences/spring>. The program is also included in this issue of the newsletter, on pages 4 - 11 .

Two special events are also included in this year's conference: a 3-hour language textbooks workshop sponsored by a group of Japanese publishers (9:30 a.m. - 12:30 p.m.); and a workshop on developing materials for teaching about the 3/11 disaster sponsored by the Inter University Center of Yokohama and the Japan Foundation (12:40 - 1:30 p.m.). Attendance at both events is free and open to all. Light refreshments will be served at the IUC-JF workshop; no RSVP is necessary. A detailed schedule for the textbooks workshop can be downloaded from the conference website <http://www.aatj.org/conferences/spring>.

The conference keynote speech will be delivered by Dr. Catherine Lewis, a professor at Mills College and an expert on the Japanese and American education systems. Her topic will be "Using Lesson Study (授業研究) to Build Student Learning and Professional Community: A Critical Role for Language Educators?" A dessert reception will follow the keynote speech.

Online registration for the conference will be open until March 8. Registration fees are \$40 for regular AATJ and AJLS members, \$30 for student members, and \$60 for non-members. After March 8, only on-site registration will be available, in San Diego, at the rate of \$60 (cash or check only). Please register online at <http://www.aatj.org/conferences/spring.html>.

We strongly encourage everyone attending the AATJ Annual Spring Conference to also attend the [Annual Meeting of the Association for Asian Studies](#), which takes place at the same venue, the Manchester Grand Hyatt San Diego, from March 21 - 24. This major conference features hundreds of presentations on Asian culture, history, politics, literature, and language -- including many on Japan -- as well as a huge Exhibit Hall where dozens of publishers show and sell their books on Asia.

AATJ is sponsoring two AAS panel sessions on Friday, March 22: "**Integrating Literature Across the Foreign Language Curriculum**" (10:45 a.m. - 12:45 p.m.), and "**Open Source, Open Book, Open Classroom: Opening Internet Resources for Teaching about Japan**" (3:15 - 5:15 p.m.; co-sponsored with the North American Coordinating Council on Japanese Library Resources and the Council on East Asian Libraries).

Information on registering for and attending the AAS Annual Meeting is available at <http://www.asian-studies.org/conference/>.

Have You Renewed Your AATJ Membership?

We thank the many AATJ members who have renewed their memberships for 2013. If you have not yet done so, please take a moment to renew, either online (go to <http://www.aatj.org/membership>) or using the paper form that can be found on page ___ of this issue of the newsletter.

The paper form can also be downloaded from the same web page: <http://www.aatj.org/membership>. Also see Page 35.

If you are not sure whether you need to renew, please contact the office at aatj@aatj.org, and we will be happy to check for you.

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

AATJ 2013 ANNUAL SPRING CONFERENCE PROGRAM

PART ONE

Manchester Grand Hyatt, San Diego, California

Madeleine A, B, C, D and Mohsen A, B (Third Level); Manchester Ballroom C (Second Level)

Thursday, March 21, 9:00 a.m.–5:30 p.m.

(Registration: Third Level)

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

9:00 a.m.–10:40 a.m. — Session 1

SESSION 1-A: PEDAGOGY PANEL [MADELEINE A]

Chair: Noriko Fujitoka-Ito, University of Cincinnati

Panel title: 「社会文化理論における相互作用がもたらす利点—学習活動とアセスメントの観点から—」 (Advantages of interaction based on sociocultural theory: From the perspectives of activities and assessment)

「社会文化理論における相互作用の利点」 (Effectiveness of interaction based on sociocultural theory)

Noriko Fujitoka-Ito, University of Cincinnati

「ブログを用いての日本文化理解促進の社会文化的側面について」 (Sociocultural aspects of enhancing understanding of Japanese culture using blogs)

Megumi Fujio, University of Arizona

「Facebook による日米学習者同士の相互交流を通しての異文化理解と日本語力の向上」 (Language proficiency and cross-cultural understanding through multilingual communication on Facebook between students in the U.S. and students in Japan)

Hideko Shimizu, University of Colorado - Boulder

「ダイナミックアセスメントと形成的評価：初級・中級レベルの会話試験の試み」 (Dynamic assessment for oral performance tests in elementary and intermediate Japanese)

Yasuko Takata Rallings, Wake Forest University

SESSION 1-B: PEDAGOGY PANEL [MADELEINE B]

Chair: Shinji Sato, Princeton University

Panel Title: 「コミュニケーションアプローチ再考：対話、協働、自己実現をめざして」 (Rethinking the communicative approach: Toward dialogue, collaboration, and self-actualization)

「コミュニケーションアプローチ：その背景理論と今後の課題」 (Communicative approach: Issues and future considerations)

Yuri Kumagai, Smith College; Shinji Sato, Princeton University; Koichiro Yoshimine, Koko Shuppan

「戦争の記憶を読む・語る—批判的コミュニケーション意識と意味の協働構築へ向けて—」 (Reading and telling the memories of war: Promoting critical meta-communicative awareness and co-construction of meaning)

Rika Shibahara, Universiti Sains Malaysia

"Casual Friday: Raising meta-communicative awareness and opportunity for using casual speech among teachers and learners of second year Japanese"

Amy Snyder Ohta, University of Washington

"What can a reconsideration of the communicative approach tell us about teaching advanced learners? The discourse of a communicative classroom in the post-method era"

Dina Rudolph Yoshimi, University of Hawai'i - Manoa

SESSION 1-C: PEDAGOGY PAPERS [MADELEINE C]

Chair: Junko Ito, University of California - Davis

"Pragmatic awareness and recognition of Japanese plain and polite forms"

Stephen Moody, University of Hawai'i - Manoa

"Collaboration in the design of an augmented reality iPhone application for Japanese language learning"

Junko Ito, University of California - Davis; Andrea Shea, Pepperdine University

"How reliable is daily grading? An investigation of the inter-rater reliability of daily grades assigned by trained teachers"

Stephen D. Luft, Ohio State University

"Are manga really easy to read? Assessing their readability and potential for study"
Giancarla Unser-Schutz, Rissho University

SESSION 1-D: PEDAGOGY PAPERS [MADELEINE D]

Chair: Mutsuko Endo Hudson, Michigan State University

"Intercultural computer-mediated communication in an intermediate Japanese class to create a 'third place'"

Tomoko Takeda, San Francisco State University

「母語話者の大学生による言語使用と日本語教育への意味合い」 (Native speaker college students' language use and its implications for teaching)

Mutsuko Endo Hudson, Michigan State University

「学習者の自律学習を促進するために教師ができること」 (What can teachers do to foster learner autonomy?)

Kyoko Sato, University of California - San Diego

"Challenging *kana* words for beginning students of the Japanese language: *Romaji* assistance or not?"

Masako Nunn, University of Redlands

SESSION 1-E: SECOND LANGUAGE ACQUISITION (SLA) PAPERS [MOHSEN A]

Chair: Momoyo Shimazu, Korea University

「初対面会話における共感構築の連鎖—学習者の同意要求とその応答発話に着目して—」 (An analysis of the "sympathy-constructing" sequences in Japanese learners' spoken communication)

Hong Yang, Kagoshima Prefectural College

「日本語学習者の日本語アクセントの産出能力の実態: 訓練の手法とその効果」 (Training methods and their effects on learners' Japanese pitch accent production ability)

Erika Hirano-Cook, Pennsylvania State University

「存在するアイデンティティを超えて—韓国の大学の日本語学習者によるアイデンティティに関するディスカッション」 (Beyond existing identities: A discussion on identities by Korean learners of Japanese as a foreign language)

Momoyo Shimazu and Ji Young An, Korea University

「日本語学習者と日本語母語話者のスピーキングとライティングの使い分け: CMC (computer mediated communication) を使用した場合」 (Language use in speaking and writing between learners of Japanese and native speakers of Japanese: Computer mediated communication [CMC])

Kazumi Matsumoto, Ball State University

SESSION 1-F: LANGUAGE AND CULTURE SPECIAL INTEREST GROUP PANEL [MOHSEN B]

Chair: Yoshiko Higurashi, San Diego State University

Panel Title: Issues of internships in the U.S. and Japan: One year later

"Cultural deviation issues at the sites of internships in the U.S."

Yoshiko Higurashi, San Diego State University

"Intercultural communication in the workplace and the pedagogical implications for Japanese language classrooms"

Yuki Matsuda, University of Memphis

"Following a moving target: Evaluating overseas internships from the perspective of students and host organizations in changing times"

Yoshiko Matsumoto, Stanford University; Andrew Horvat, Stanford Japan Center (Kyoto)

"Summer internships in Japan: The Harvard experience"

Wesley M. Jacobsen, Harvard University

9:30 a.m.-12:30 p.m. — Manchester Ballroom C

Japanese textbooks workshop sponsored by Japan Times, Yumani Shobo, Kuroshio Shuppan, and Kokusho Kankokai

10:50 a.m.-12:30 p.m. — Session 2

SESSION 2-A: PEDAGOGY PANEL [MADELEINE A]

Chair: Fumio Watanabe, Yamagata University

Panel Title: 「『リーディング・チュウ文』のレベル判定ツールを用いた日本語学習者の作文の熟達度評価」 (Measuring writing proficiency of L2 Japanese learners using the level checker tools of "Reading Tutor")

「難易度判定ツールを用いた日本語学習者の作文評価」 (How to measure the writing proficiency of L2 Japanese learners using the level checker tools of "Reading Tutor")

Yoshiko Kawamura, Tokyo International University

「日本語学習者による物語作文の機能語使用をもとに熟達度を探る-英語母語話者の場合-」 (Measuring proficiency in L2 Japanese learners' written narratives: The case of native English speakers' use of function words)

Mitsuaki Shimojo, University at Buffalo, SUNY

「日本語学習者による物語作文の使用動詞句をもとに熟達度を探る-英語母語話者の場合-」 (Measuring proficiency in L2 Japanese learners' written narratives: The case of native English speakers' use of verbs)

Miho Fujiwara, Willamette University

「日本語学習者による物語作文の使用語彙をもとに熟達度を探る-韓国語母語話者の場合-」 (Measuring proficiency in terms of vocabulary use: The case of written narratives by Korean learners of Japanese)

Fumio Watanabe, Yamagata University

SESSION 2-B: PEDAGOGY PANEL [MADELEINE B]

Chair: Noriko Hanabusa, University of Notre Dame

Panel Title: 「生涯アーティキュレーションを目指した自主学習プロジェクト」 (Self-directed projects for fostering life-long learning)

「日本語初級クラスにおける個人学習プロジェクト」 (Japanese independent study projects, right from the beginning)

Noriko Hanabusa, University of Notre Dame

「書き作業に取り入れた自主学習プロジェクト」 (Self-directed learning project incorporated into writing activities)

Kayo Nonaka, New York University

「持続可能な自主学習のための支援の方策：多読クラブの効用」 (An extensive reading club as a support system toward sustainable self-directed learning)

Yuka Kumagai, University of Southern California

「教室活動を組み合わせたハイブリッド型自主学習プロジェクト」 (A hybrid style self-directed learning project including classroom activities)

Toshiko Kishimoto, Clemson University

SESSION 2-C: LITERATURE PANEL [MADELEINE C]

Chair: Joan Ericson, Colorado College

Panel Title: Female authors and characters in modern Japanese literature: Reflecting a changing society

"Competing models of womanhood: the Biographical fiction of Shimoda Utako and domestic science at Jissen Women's Academy"

Mamiko Suzuki, University of Utah

"The suicide of Kiyu in Ariyoshi Sawako's 'Furu Amerika ni sode wa nurasaji' (My sleeves will never be wet with the rain of America)"

Masako Ikenushi, Palomar College

"Female first-person narration: Expressing her sexuality through 'female drag' writing"

Rika Saito, Western Michigan University

"The desire to see and to be seen: Performative masochism in Kōno Taeko's 'Gekijō'"

Joanne Quimby, Wittenberg University

SESSION 2-D: JAPANESE FOR SPECIFIC PURPOSES (JSP) SPECIAL INTEREST GROUP PAPERS [MADELEINE D]

Chair: Tomoko Takami, University of Pennsylvania

「日本語弁論大会の開催：地域社会に根差した日本語科を目指して」 (A Japanese speech contest held for building a Japanese program rooted in the local Japanese community)

Ayako Nagai, University of California - Irvine

- 「キャリアに繋がる日本語専攻プログラムを目指して」 (Connecting a Japanese major program to students' careers)
Yoshiko Saito-Abbott, California State University – Monterey Bay; Motoko Tabuse, Eastern Michigan University
- 「企業向け異文化トレーニングの研究とビジネス日本語教育への提言」 (Intercultural training for business sectors and its lessons for Business Japanese instruction)
Tomoko Takami, University of Pennsylvania
- 「ビジネス日本語コースにおけるプロジェクト型学習の効果と教師の役割」 (Investigating the effects of project-based learning and the teacher's role)
Junko Kondo, University of Michigan

SESSION 2-E: SECOND LANGUAGE ACQUISITION (SLA) PAPERS [MOHSEN A]

Chair: Mamoru Hatakeyama, Carnegie Mellon University

- 「第二言語としての日本語読解における未知語の意味推測における第二言語能力と読解能力の働き」 (Lexical inferencing in L2 Japanese reading: L2 proficiency and L1 reading as predictors of semantic gap filling (SGF) at word level)
Mamoru Hatakeyama, Carnegie Mellon University
- “Dynamicality of motivational change in learning Japanese as a foreign language”
Ayaka Komori, University of Arizona
- “Error analysis of the use of auxiliary verbs *-te iku* and *-te kuru* by advanced JFL learners”
Saori Nozaki, Ohio State University
- “Lexical processing made easy: Cognitive facilitation effects by Korean-Japanese bilinguals”
Sanako Mitsugi, University of Kansas

SESSION 2-F: LINGUISTICS PAPERS [MOHSEN B]

Chair: Yoshimi Sakakibara, University of Michigan

- 「確認と同意の場面における「よね」の非現場性—「ね」の現場性との比較から」 ('Yone' as a marker of previously held recognition in confirmation and agreement utterances: In comparison with the on-going recognition marker 'ne')
Jun Xu, University of Wisconsin - Madison
- 「生理的限界点・閾値と局面変化完了基「タ」の関係」 (The relationship between new phase in physiological status and the cognitive radical 'ta')
Mio Sekiguchi, Kyorin University
- 「現代日本語複合動詞の使用—大規模コーパスのデータ分析を通して—」 (A study of contemporary Japanese compound verbs through an analysis of major language corpus)
Chi Ming Ho, Chinese University of Hong Kong
- 「副詞としての「普通に」の機能—「普通にかわいい」が表す情意—」 (What does the Japanese adverb *futsuuni* mean?)
Yoshimi Sakakibara, University of Michigan

12:30 a.m.-2:00 p.m. — Lunch Break

12:40 p.m. - 1:30 p.m. Manchester Ballroom C
Sponsored by Inter University Center and Japan Foundation
(Light refreshments will be served; no RSVP necessary)

“Teaching about the 3/11 Tohoku Disaster”

Presentation by Soichi Aoki, IUC: “English Language Teaching Materials to Provide a Comprehensive Approach to the Teaching of 311-Related Events (311に関する包括的日本語教材の作成), followed by discussion.

2:00 p.m.-3:15 p.m. — Session 3

SESSION 3-A: PEDAGOGY PAPERS [MADELEINE A]*Chair: Yoshiro Hanai, University of Wisconsin – Oshkosh*

「バイリンガル教育理論を応用した高等教育における中級日本語授業」 (Bilingual approaches to intermediate Japanese language courses at the tertiary level)

Yoshiro Hanai and Shoko Emori, University of Wisconsin – Oshkosh

「日本語教育スタンダードにおける漢字力の評価について」 (Assessment of kanji ability in Japanese language educational standards)

Chieko Kano, University of Tsukuba

「「～できる」視点からのコース設計：中級コースにおける試み」 (Course design from the “can-do” perspective for intermediate-level courses)

Ayumi Nagatomi, Brown University

SESSION 3-B: PEDAGOGY PAPERS [MADELEINE B]*Chair: Suwako Watanabe, Portland State University*

「即時応答型テストの回答時間が示すもの – SPOT テストの真正性を考える –」 (Response time and the authenticity of the SPOT test)

Takako Sakai and Noriko Kobayashi, University of Tsukuba

「上級レベルにおける発話能力の向上 – OPI の活用 –」 (Developing advanced level speaking: Application of OPI)

Suwako Watanabe, Portland State University

「上級学習者向けの Speak Everywhere を利用したスピーキングのタスク開発」 (The development of speaking tasks with Speak Everywhere for advanced learners of Japanese)

Naofumi Tatsumi, Columbia University

SESSION 3-C: LANGUAGE AND CULTURE SPECIAL INTEREST GROUP PANEL [MADELEINE C]*Chair: Masahiko Minami, San Francisco State University*

Panel Title: 「変異形と言語学習：第一言語・第二言語における地域方言の変異形とその学習」 (Language variation and learning: How dialects differ in L1 and L2 and how to learn regional dialects)

「地域方言における変異形の併存状況：同化とネオ方言」 (Regional language variation: How dialects differ and how they change)

Masahiko Minami, San Francisco State University

「日本の方言と言語資本：第二言語話者の意識」 (Japanese dialect and linguistic capital: Beliefs and perceptions of L2 speakers)

Jae Takeuchi, University of Wisconsin - Madison

「ウェブサイトを利用した地域方言教育：関西弁自主学习オンライン教材」 (Teaching regional dialects on the Web: Learning from a Kansai dialect self-study site)

Keiko Yukawa, San Francisco State University

SESSION 3-D: SPECIAL INTEREST GROUP PAPERS ON STUDY ABROAD FOR ADVANCED SKILLS, LANGUAGE AND CULTURE, AND JAPANESE AS A HERITAGE LANGUAGE (JHL) [MADELEINE D]*Chair: Masako Douglas, California State University – Long Beach*

“From active to informal learning after study abroad: A case study”

Kiyomi Fujii, Kanazawa Institute of Technology

“Teaching culture through the Japanese environment: Understanding the past, hope for the future”

Yumiko Nishi, University of Iowa; Cheryl Crowley, Emory University

「継承日本語学校で学ぶ児童の会話力の発達」 (Development of speaking ability among children in a JHL school)

Masako Douglas, Hiroko Kataoka, and Kiyomi Chinen, California State University – Long Beach

SESSION 3-E: PEDAGOGY PAPERS [MOHSEN A]*Chair: Miharū Nittono, Columbia University*

「声で読み」、「声で伝える」効果 (Impacts of read-alouds)

Miharū Nittono, Keiko Okamoto, and Yoshiko Watanabe, Columbia University

「‘プロブレム・ベースド・ラーニング’：学習者中心のアプローチ実践報告」 (Problem based learning: Promoting student-centered learning in the Japanese classroom)

Harue Sakuma, Torrance High School

「日本語教師のインタビュー調査による書くプロセスの評価」 (Evaluation of the writing process from interviews with Japanese language teachers)

Jinhwa Chang, Waseda University

SESSION 3-F: LINGUISTICS PAPERS [MOHSEN B]*Chair: Miho Fujiwara, Willamette University*

「ストーリー・テリングにおける対話運用能力と談話構成能力：日本語学習者／日本語母語話者データを比較して」
(Storytelling and discourse fluency: Insights from a comparison of NS/NNS spoken and written data)

Etsuko Yoshida, Mie University; Mitsuko Yamura-Takei, Hiroshima Shudo University

"A comparative study between Japanese sentence-final expressions *kana* and *kamo*"

Yan Wang, Carthage College

"Touching as a resource for initiating social action: Findings from multi-modal analysis of Japanese conversation"

Yumiko Endo, University of Colorado - Boulder

SESSION 3-G: PEDAGOGY PAPERS [MANCHESTER BALLROOM C]*Chair: Atsushi Fukada, Purdue University*

「コンピュータを用いたプレースメントテストの開発と成果：大学日本語プログラムの拡充を目指して」 (Expanding university Japanese language education through computer-based placement tests: Development and practical utility)

Yoshihiro Mochizuki, Ayaka Sogabe, and Kenji Endo, University of Michigan

「日本語文学/「越境文学」：クリティカル・ペダゴジーの視点に立った新しい教材-上級日本語コースでの試み-」
(Critical pedagogy and the use of *Nihongo bungaku*: Transnational literature in Japanese language education - An experiment in an advanced Japanese course)

Naemi Tanaka McPherson, Boston College

「継続的オーラルアセスメントの実践と課題—Speak Everywhereを利用して—」 (Implementation of and issues in continuous oral assessment: Using "Speak Everywhere")

Chie Muramatsu, Shinji Shimoura, and Atsushi Fukada, Purdue University

3:25 p.m.-4:15 p.m. — Session 4

SESSION 4-A: PEDAGOGY PAPERS [MADELEINE A]*Chair: Michio Tsutsui, University of Washington*

「名詞句「AのB」はどう教えるべきか」 (How should the noun phrase "A no B" be taught?)

Michio Tsutsui, University of Washington

「グローバル化を目指した外国語教育：ポスターセッションプロジェクト実践報告」 (The role of foreign language teaching in the context of globalization: Report on a poster session project)

Fumiko Nazikian, Columbia University

SESSION 4-B: SECOND LANGUAGE ACQUISITION (SLA) AND PEDAGOGY PAPERS [MADELEINE B]*Chair: Hiromi Onishi, University of Arizona*

"Pragmatic competence and expression of femininity in Japanese as a non-native language"

Hiromi Onishi, University of Arizona

「自然会話を素材とするWEB教材の開発とリソースバンクとしてのデータベースの構築」 (The development of WEB materials for teaching Japanese communication strategies using natural conversations and the construction of a Natural Conversation Resource Bank: NCRB)

Mayumi Usami, Tokyo University of Foreign Studies

SESSION 4-C: PEDAGOGY PAPERS [MADELEINE C]*Chair: Kazumi Hatasa, Purdue University*

「震災ドキュメンタリー「きょうを守る」の教材利用」 (Using the documentary film "Resilience: Protecting Today" as a teaching resource)

Kazumi Hatasa, Purdue University

「日本文学と日本語教育の融合は可能か：日本語学習者のための和歌と俳句指導報告」 (Fusion of Japanese literature and Japanese language education: A report of teaching *waka* and *haiku* for Japanese language learners)

Toshiko Yokota, California State University - Los Angeles

SESSION 4-D: CLASSICAL JAPANESE SPECIAL INTEREST GROUP PAPER [MADELEINE D]*Chair: Stephen D. Miller, University of Massachusetts - Amherst*

"Fujitani's *Ayulshoo*"

Paul Warnick, Brigham Young University

SESSION 4-E: PROFESSIONAL DEVELOPMENT SPECIAL INTEREST GROUP PAPERS [MOHSEN A]Chair: **Sufumi So**, George Mason University

「ソーシャルラーニングを通じた教師の学び-あるオンライン教師コミュニティを事例として」 (Teachers' development through social learning: A case study of an online teachers' community)

Kazuhiro Yonemoto, University of British Columbia; **Masaki Seo**, Hong Kong Polytechnic University; **Yukiko Yamaguchi**, Hong Kong University School of Professional and Continuing Education; **Reijiro Aoyama**, Community College of City University, Hong Kong

"Researching the Japanese language program articulation project from a complex systems perspective"

Sufumi So, George Mason University; **Mieko Kawai**, **Tomoko Marshall**, and **Tomomi Sato**, University of Virginia**SESSION 4-F: LINGUISTICS PAPERS [MOHSEN B]**Chair: **Koji Tanno**, Eastern Michigan University"Functional role of the discourse marker *de* in spontaneous conversational narrative"**Koji Tanno**, Eastern Michigan University

"New Verb Classifications for the Iwakuni Dialect of Japanese"

Shiho Yamamoto, University of Arizona**SESSION 4-G: PEDAGOGY PAPERS [MANCHESTER BALLROOM C]**Chair: **Asako Hayashi-Takakura**, University of California - Los Angeles

「高校から大学へのアーティキュレーションの向上を目指した協同プロジェクトにおける短歌作品の比較調査の結果報告と考察」 (Report on a collaborative "tanka" project of high school and college instructors and survey results for improving articulation)

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

「21世紀に求められる思考力の育成：文字使用への意識を高める初級プロジェクトの試み」 (Innovative ways of raising awareness for Japanese orthographic usage in beginning language class)

Kyoko Matsui Loetscher, **Shigeru Eguchi**, and **Jisuk Park**, Columbia University

4:30 – 5:30 p.m.

General Membership Meeting**Manchester Ballroom C**Chair: **Yasu-Hiko Tohsaku**, AATJ Co-President**PART TWO****Embassy Suites, San Diego Bay Downtown****Monterey Ballroom (Main Level)****Thursday, March 21, 7:30 -10:00 p.m.****KEYNOTE SPEAKER: CATHERINE LEWIS, MILLS COLLEGE:**

"Using lesson study (授業研究) to build student learning and professional community: A critical role for language educators?"

Director of lesson study research projects and a senior research scientist at Mills College, Catherine Lewis comes from four generations of public school teachers. Fluent in Japanese, she has conducted research in Japanese and U.S. schools for 25 years. Her writings and films have introduced many U.S. educators to lesson study. She is the author of more than 40 publications on elementary education and child development, including the award-winning [Educating Hearts and Minds: Reflections on Japanese Preschool and Elementary Education](#) (Cambridge University Press, 1995).

DESSERT RECEPTION (CASH BAR)

ALSO TAKING PLACE IN SAN DIEGO AT THE AAS ANNUAL MEETING

Friday, March 22

10:45 A.M. – 12:45 P.M.: SESSION SPONSORED BY AATJ

Roundtable: "Integrating Literature Across the Foreign Language Curriculum"

Chair: Janet Ikeda, Washington and Lee University

Panelists: Janet Swaffar, University of Texas – Austin, Joan Ericson, Colorado College, Kazue Masuyama, California State University – Sacramento, Stephen D. Miller, University of Massachusetts - Amherst, and Laurel Rasplia Rodd, University of Colorado – Boulder

This roundtable will examine the issues that confront the teacher and learner in the literature and language classroom. Janet Swaffar, co-author of "Remapping the foreign language curriculum: An approach through multiple literacies" and a well-known scholar of foreign language acquisition, will offer valuable insights from the perspective of a non-Asian foreign language. While the majority of the panel members have experience teaching modern Japanese literary texts in the language classroom, we will expand the discussion to include the teaching of classical Japanese texts. The participants will speak on topics ranging from the use of *manga* adaptations of literature in the language classroom to ways in which literature (including poetry, fiction, and other genres) can be integrated into various levels of language instruction. The session will then be opened up for a discussion and exchange of ideas about the selection of texts, effective strategies for teaching literature within a language-learning context, and the real challenges faced in the classroom.

3:15 – 5:15 P.M.: SESSION CO-SPONSORED BY AATJ (WITH NCC AND CEAL)

Workshop: "Open Source, Open Book, Open Classroom: Opening Internet Resources for Teaching about Japan"

Chair: Victoria Bestor, North American Coordinating Council on Japanese Library Resources

Panelists: Susanna Fessler, University at Albany, Ken Ito, University of Hawaii, Kuniko McVey, Harvard-Yenching Library, Hiro Horiuchi, National Diet Library, and Nick Kapur, Japan Digital Archive, Harvard University

This workshop provides direct teaching applications for existing and newly created Open Source materials. Speakers will address a diverse range of instructional materials, covering digital media for use across the curriculum, and ideal for students at various levels of linguistic fluency. Materials to be discussed include *Aozora Bunko* and the Japan Digital Archive of the 2011 Disasters at Harvard University.

AMERICAN ASSOCIATION OF TEACHERS OF JAPANESE

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Contributions to AATJ Endowment

AATJ has joined the ranks of other non-profit organizations in establishing an endowment fund. Contributions of any amount to this fund, which are tax-deductible, will help to ensure that the Association can continue to provide services to members in the future. Contributions have recently been made to the Endowment by **Yo Azama, Lori Brau, Ikuyo Coscarart, Masako Douglas, Nobuko Hasegawa, Kuni-hiko Homma, Mutsuko Endo Hudson, Janet Ikeda, Toshiko Kishimoto, Minako Kobayashi, Kimi Kondo-Brown, Ryuko Kubota, Adam Lisbon, Casey McGarraugh, Robert Miller, Yoko Miwa, Noriko Noguchi Schimpf, Hiromi Peterson, Judith Rabinovitch, Misumi Sadler, Kazuo Schmitz, Hisaaki Shimizu, Ayaka Sogabe, Ritsuko Sullivan, Kurt Thompson, Kazuo Tsuda, and Yasuko Ito Watt**. Please consider donating when you next renew your membership, or by mail at any time. For more information, contact the AATJ office.

Bridging Scholarship News



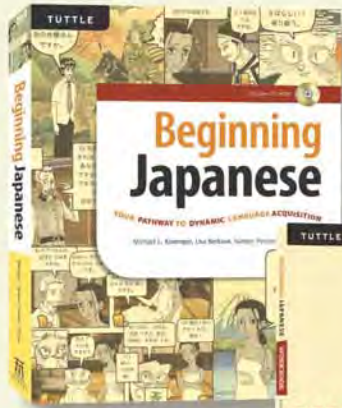
The Bridging Project for Study Abroad in Japan, a project of AATJ, administers the Bridging Scholarship program, which since 1999 has awarded more than 1,200 scholarships to undergraduate students studying abroad in Japan for a semester or an academic year. Funding for the scholarships comes from the US-Japan Bridging Foundation, based in Washington, DC, and the program administration is funded by a grant from the Japan-US Friendship Commission, an independent agency of the US federal government.

Information on the Bridging Scholarship program is online at <http://www.aatj.org/studyabroad/scholarships.html>. Applications are now being accepted for Fall 2013 scholarships; the deadline for receipt of applications is April 8, 2013. At least 30 scholarships will be awarded to students who will study in Japan during the Fall 2013 semester or the 2013-2014 academic year.

Bridging Scholarships were recently awarded to the following 20 students for study in Japan during the Spring 2013 semester:

Lindsay ANDERSON, University of Illinois / IES Tokyo (Meikai University)
Rebecca BROCK, University of Kentucky / Akita International University
Alexander CHEN, Rutgers University (NJ) / Ritsumeikan University
Christina CHUN, University of Puget Sound (WA) / IES Tokyo (Kanda University of Foreign Studies)
Lisa DU, University of California, Berkeley / Osaka University
Jared EDMONDS, University of Idaho / Nagasaki University of Foreign Studies
Alexander EVANS, Villanova University (PA) / Sophia University (CIEE)
Jia Min HUANG, Skidmore College (NY) / Sophia University (CIEE) **Darryl HUTCHINSON**, University of Arizona / Waseda University
Lindsay IREDALE, Maryland Institute College of Art / Osaka University of Arts
Kimberly JULIEN, Villanova University (PA) / Sophia University (CIEE)
John LUCKETT, Oklahoma State University / Kansai Gaidai
Anna MARKOSYAN, University of North Carolina, Charlotte / Sophia University
Chamarra McCROREY, Temple University (PA) / Temple University, Japan Campus
Lily OLIVER, University of Oklahoma / Yamaguchi University
Rosalio ROMAN, Indiana University – Purdue University, Indianapolis / Hakuoh University
Jill ROMERO, Macalester College (MN) / Waseda University
Yvonne ROSAS, Our Lady of the Lake University (TX) / Temple University, Japan Campus
Carolyn WHITTINGHAM, Emory University (GA) / Kansai Gaidai
Mingjin ZHANG, George Mason University (VA) / Sophia University

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

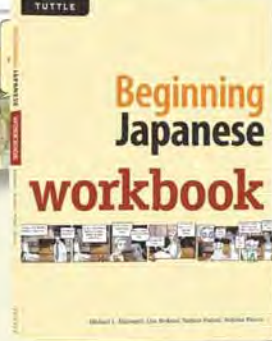


Beginning Japanese

Your Pathway to Dynamic Language Acquisition

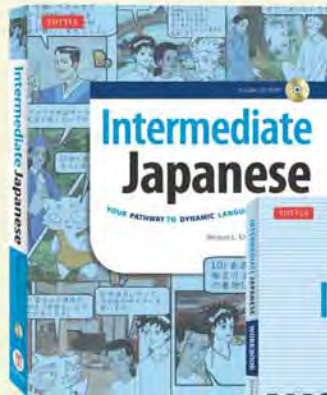
by Michael L. Kluemper, Lisa Berkson, Nathan Patton and Nobuko Patton

The first book in this three-volume series that covers four years of instruction, *Beginning Japanese* begins the only textbook series that takes students from introductory Japanese through AP- and IB-level competency.



In *Beginning Japanese*, ten extensively field-tested lessons follow an engaging manga-style narrative about an exchange student to Tokyo named Kiara. With a friend's time machine, Kiara and her friends make first-hand visits to various historical and famous events, places, and people in Japan. Through these visits, students not only learn hiragana, katakana, and 148 kanji, they acquire a rich knowledge of Japanese language and culture through dialogues, images, audio files.

Textbook, hardcover	978-0-8048-4132-0	\$59.95
Workbook	978-0-8048-4057-6	\$27.95
CD-ROM		Free with textbook
Teacher's Guide		Free to instructors
Add'l web-based content		Free

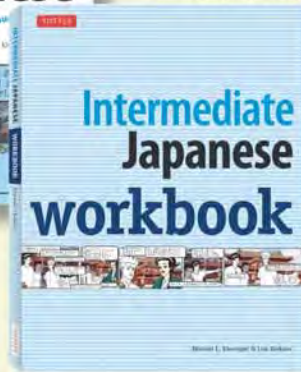


Intermediate Japanese

Your Pathway to Dynamic Language Acquisition

by Michael L. Kluemper and Lisa Berkson

In the intermediate level of this acclaimed new series, students continue to study Japanese through an engaging storyline with an emphasis on real-life situations drawn from contemporary Japanese culture and authentic written, visual and oral materials embedded in the lessons. By the end of this book, learners will have mastered 149 additional kanji, for a cumulative total of 300 kanji.



Textbook, hardcover	978-0-8048-4175-7	\$59.95
Workbook	978-0-8048-4061-3	\$27.95
CD-ROM		Free with textbook
Teacher's Guide		Free to instructors
Add'l web-based content		Free

SERIES INCLUDES:

- An engaging manga-style time-travel narrative incorporates Japanese cultural and history.
- Content is designed to help students attain the levels they need to reach in order to succeed on the Japanese AP exam and IB exams.
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- Authentic written, visual, and oral materials are embedded naturally throughout the book.
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ANNUAL FALL CONFERENCE 2012, Philadelphia

AATJ's 1st Fall Conference was held in Philadelphia, Pennsylvania, Friday, November 16 through Sunday, November 18, 2012, in conjunction with the American Council on the Teaching of Foreign Languages (ACTFL) Annual Convention and World Languages Expo. 6,926 people attended the convention this year. According to the ACTFL, 341 Japanese language educators attended this fall conference.

39 AATJ-sponsored sessions (27 one-hour educational sessions and 12 twenty-minute individual paper sessions) were conducted in three concurrent presentation rooms. As a celebration of the inauguration of AATJ, several special sessions were held, such as "Advocacy and the Future of Japanese Language Programs" and "A Vision for Japanese Education in the U.S.: Articulation, Collaboration, and Innovation."



Masako Douglas Sensei

AATJ hosted an award luncheon on Saturday for 150 attendees. At the beginning of the luncheon, the students from Villanova University presented a song and dance they composed and choreographed. Mr. Fumio Iwai, Director of the Japan Information Center, Consulate General of Japan in New York, and Ms. Misako Ito, Director, Japan Foundation and Language Center, Los Angeles, gave speeches.

During the luncheon, the 2012 AATJ Teacher Awards were presented to Noriko Coyle (North Penn High School, Lansdale, PA) and Masako Douglas (California State University, Long Beach). They received prizes from IACE Travel, JTP America, Kinokuniya Bookstores, Kodansha America, Nippon Express Travel USA, Shougakukan, The Laurasian Institution, Tuttle Publishing, and the University of Tsukuba.

A representative of Cheng & Tsui Publishers presented the 2012 Cheng & Tsui Professional Development Grants to Benjamin Brown in the K-12 category and Yoko Hanson in the College and University category.

AATJ's General Membership Meeting and Networking Reception were held on Saturday. After AATJ President Yasu-Hiko Tohsaku's speech regarding visions for the future and how AATJ should move toward those visions, the corporate members and the council of affiliates were introduced. Reports of the Board of Directors followed. Numerous raffle prizes were donated from 3A Network, Cengage Learning, Cheng & Tsui, Consulate General of Japan in New York, Japan America Society of Greater Philadelphia, Japan Foundation Los Angeles, Japan National Tourism Organization, Japan Times, JPT America, JTB USA, Kao USA, Kazuyoshi Konishi, Kisetsu, Kodansha America, Kuroshio Shuppan, Nagoya University, New People Entertainment, Nippon Express Travel USA, Shogakukan, Tuttle Publishing, University of Tokyo: PEAK (Program in English at Komaba), University of Tsukuba, and Yumani Shobo. We truly appreciate these generous sponsors.

AATJ hosted the Japan Pavilion in the conference Exhibit Hall. Ten



Noriko Coyle Sensei



booths featured 16 Japan-related companies and organizations—ALC Press Inc., IACE Travel, Japan Foundation Los Angeles, Japan National Tourism Organization, JPT America, JTB USA, Kintetsu International, Kinokuniya Bookstores, Kisetsu, Kodansha USA, Maruzen International Co. Ltd, Nippon Express Travel USA, Technology Partnership of Nagoya University, Temple University Japan,

University of Tsukuba, and AATJ—exhibited at the Japan Pavilion.

This year, AATJ invited Mr. Kazuyoshi Konishi, a Kirie artist, from Japan to demonstrate his art at the AATJ booth. Many Japanese language educators participated in workshops to experience Japanese paper-cutting art.

The annual fall conference in 2012 could not have been such a great success without support from AATJ members and Japan-related companies and organizations. AATJ 2nd Annual Fall Conference will be held during the annual ACTFL convention on Friday, November 22 through Sunday, November 24, 2013, at the Orange County Convention Center in Orlando, Florida. We look forward to seeing you again in November 2013.

Japanese National Honor Society

The Japanese National Honor Society recognizes and encourages achievement and excellence in the study of the Japanese language. The American Association of Teachers of Japanese (AATJ) is pleased to assist teachers with a way to recognize their outstanding students, to encourage them to continue in the study of Japanese, and to promote activities that give students ways to use their language skills.

More than 1,800 students at all levels, throughout the United States, were honored in Spring 2012 with induction into the Japanese National Honor Society.

Requirements for membership and procedures for forming JNHS chapters and nominating students can be found online at <http://www.aatj.org/studentactivities/jnhs/index.html>

In Memoriam: Kato Shun'ichi

Professor Shun'ichi Kato, who was a long time mentor to many, passed away on February 3, 2013. He was 76 years old. Mrs. Yoko Kato and their two children Yumiko and Kentaro were with him at his side.

Kato Sensei, as he was affectionately called, taught at Waseda University (1963-68), Earlham College (1968-70), the University of Michigan (1970-85), and Nanzan University (1985-2004), and for many years at the Middlebury Summer Language School. In 1976-79 he served the Association of Teachers of Japanese (ATJ) as Secretary, alongside President S. Nagara and Treasurer N. McGloin—all from the University of Michigan. He was on the Board of Directors of ATJ in 1983-86 and of Nihongo Kyoiku Gakkai in 1993-97. At Nanzan University he occupied various positions such as the Head of the Center for Japanese Studies (1988-91), Vice President of International Affairs (1991-93), and Japanese Language Department Chair (1997-2000). After retirement from Nanzan, he taught part-time at Nagoya University of Foreign Studies (2004-January 2013).

A pioneer in the field of Japanese language education, Kato Sensei made countless contributions in the U.S. and Japan, especially in audio-visual language teaching and teacher training. His publications include "Amerika ni okeru Nihongo kyooiku no paradaimu [The paradigm of Japanese language education in the U.S.]," *Nihongo Kyoiku* (1983), and *Shichookaku Kyoozai to Sono Tsukaikata [Audio-visual Teaching Materials and Their Uses]* (1988), published by ALC Press. He was a man of broad knowledge who genuinely loved to teach, whatever the topic, which was appreciated by his students, teaching assistants, and colleagues alike. He was also skillful at many things—calligraphy, sports, and carpentry, just to name a few.

Kato Sensei remained a teacher all his life, both in position and in spirit. Many of us owe him a huge debt for his passion, encouragement, and faith in us. May he rest in peace.

Mutsuko Endo Hudson
February 2013

High School Corner

Report on Japanese Exchange Student Visit to Arizona January 2013

Lisa Berkson lberkson@mpsaz.org

As part of a joint U.S.-Japanese government initiative known as KIZUNA, two schools from the area affected by the March 2011 earthquake and tsunami in Tohoku visited the Phoenix, AZ, area from January 12 – 15, 2013.

Nearly 50 American hosts, all families of high school students studying Japanese in Scottsdale, Mesa, and Gilbert, participated in this event.

Student comments were positive. For example, “At first, I was very nervous to meet my student. However, once

I met her, I was very excited and happy. The whole experience was great and I would love to host again or be an exchange student myself.” “You learn so much from the foreign students, and you create a bond with that country as well.” “My hosting experience was amazing.” “The day I hosted was like no other. We went to amazing places that I have never been. The experience was very good and I would do it again.” Parent comments included: “We enjoyed Riho so much, and will miss her;” “[My son] really enjoyed it and felt he learned a lot;” “[My daughter] is having just a blast!”

The visit culminated in a community event, at which the Arizona Department of Education Superintendent, Scottsdale Unified School District Superintendent, and Honorary Consul General of Japan in Arizona all welcomed the audience of nearly 200. The opening act was the song “あいほ勝つ” delivered enthusiastically by the Children’s Choir of Arizona Gakuen. This was fol-



Desert Mountain HS Japanese 1 students with guests

lowed by presentations by the Japanese students about their experiences during and after the tsunami. The students came from two schools: Ushiku High School in Ibaraki, and Wakamatsu Daiichi High School from Fukushima. The audience also learned about opportunities to donate to Japan relief efforts from Mrs. Beverly Washichek and Ms. Yuri Kondo. At this event, nearly \$1,800 was donated to these causes.

A slide show of this event is available for viewing at

https://www.youtube.com/watch?v=CQbKaCPSRVI&feature=player_embedded

The visit was organized by Lisa Berkson, Japanese language instructor in the Scottsdale Unified School District, with the assistance of Yumi Furumoto, J-LEAP Teaching Assistant at Arcadia High School.



Request for Participants in Survey on Kanji Teaching and Learning

Mr. Simon Paxton, a PhD candidate at Macquarie University in Australia, is seeking participants for a survey on kanji teaching and learning beliefs. He would like to hear from university-level instructors who would be willing to participate.

If you are interested, please contact him at simon.paxton@students.mq.edu.au.

Reports from Recipients of 2012 Cheng & Tsui Professional Development Grants

1. Benjamin Brown, Spanaway Lake High School, WA

I would like to express my sincere appreciation to the members of the AATJ Board, and to the Cheng and Tsui selection committee, for the Professional Development Grant they awarded me with at the 2012 ACTFL Convention. The luncheon at which the presentation took place exemplifies the value of the convention—nowhere else can you find a gathering of such a distinguished group of Japanese educators, all ready to share their years of experience with novice teachers like myself.

This Award allowed me to attend the Convention this year, and to contribute to the development of my craft. Presentations on content-based instruction – and an eye-opening presentation from teachers at the UN International School about Content and Language Integrated Learning, or CLIL – gave me a wealth of ideas to take back and put to work in my classroom. There are the things I am implementing immediately (such as a relaxation of my focus on stroke-order when teaching new characters, per Azama-sensei's comments), and things that I hope to integrate into my curriculum on an ongoing basis (such as the AP thematic unit integration that the delegation from Cedar Rapids, and many other teachers as well, presented on).

Thank you, once again, for supporting this invaluable experience!

2. Yoko Hanson, Coastal Carolina University, SC

I am writing to sincerely thank the AATJ Professional Development Committee and Cheng & Tsui Company for presenting me with the 2012 Professional Development Grant. Being the only Japanese language faculty member at Coastal Carolina University, I had for years wanted to meet with other Japanese language teachers. But, due to my adjunct status, I was financially unable to attend costly conferences. Without this generous support, I would not have been able to attend the 2012 ACTFL convention in Philadelphia.

The convention was extremely helpful and provided an abundance of valuable information that I will use in my future classes. Sessions covered many important areas, from simple classroom activities to complex administrative issues. Each was very informative and inspiring. I was also introduced to the latest teaching technologies. The amount of information was absolutely enormous.

In addition, I was able to meet other teachers. Face-to-face meetings are indeed special and I enjoyed networking in person.

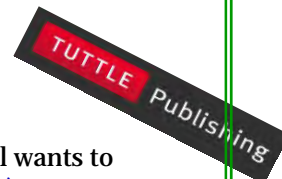
Since the convention, I am much more motivated to further study language teaching and explore new possibilities. Again, I wish to thank you for letting me have a chance to get out of my small office and see more of the world of language teaching.

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.





CALL FOR PAPERS

CALL FOR PROPOSALS: CAJLE (Canadian Association for Japanese Language Education) 2013 Annual Conference

Theme: **Assessing “Proficiency”:** Teachers’ roles in supporting students’ learning

Conference Date: **August 22 (Thursday) – August 24 (Saturday), 2013**

Conference Venue: University of Toronto

Keynote Speaker: Professor Osamu Kamada (Nanzan University)

Workshop Speakers: Professor Osamu Kamada (Nanzan University), Professor Kimi Kondo-Brown (University of Hawaii at Manoa)

Special Lecture: Dr. Michael Salvatori, CASLT (The Canadian Association of Second Language Teachers)

Abstract Submission Deadline: **Monday, April 15, 2013**

Notification of Acceptance: **Monday, May 13, 2013**

We invite submission of abstracts for **paper presentations and poster presentations** on topics including, but not limited to, Japanese linguistics, Japanese language pedagogy, Japanese as a heritage language, as well as innovative teaching techniques. Submissions related to the conference theme and topics of Japanese as a heritage language are especially welcome. The allocated time for each paper is 30 minutes (20 minutes for presentation and 10 minutes for questions and discussion). Presentations may be given in either Japanese or English. **We will publish the conference proceedings on our website.** For details, please see <http://www.cajle.info>.

Please e-mail submissions as attachments in .doc/.docx (Microsoft Word) file format, with the following information to: tshibata@princeton.edu. Please put “CAJLE2013 Proposal” in the subject line.

In the attachment:

Paper title (in both Japanese and English)

Abstract: 700 letters (Mincho, font size 12, single-space) in Japanese or 350 words (Times New Roman, font size 12, single-space) in English

Please name the word file “CAJLE2013_title” (for the “title” part, use up to the first 10 letters of your English title. Ex. “CAJLE2013_What_is_Lost” for the title of “What is Lost in Translation?”). If you plan to present in English, please submit your proposal in English. If you plan to present in Japanese, please submit your proposal in Japanese.

In the email:

Paper title (in both Japanese and English)

Name(s) of the presenter(s) (in both Japanese and English; list all co-presenters)

Affiliation and title (in Japanese and English; list each co-presenter’s information)

Type of presentation (choose “paper presentation only”, “poster presentation only”, or “either paper or poster presentation is fine”)

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

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

Selected presenters at the conference will be invited after the conference to submit their papers for article-length publication in Volume 15 of the Journal CAJLE. Those submissions will undergo a separate reviewing process set by the standards of the journal.

English. If you plan to present in Japanese, please submit your proposal in Japanese.

In the email:

Paper title (in both Japanese and English)

Name(s) of the presenter(s) (in both Japanese and English; list all co-presenters)

Affiliation and title (in Japanese and English; list each co-presenter's information)

Type of presentation (choose "paper presentation only", "poster presentation only", or "either paper or poster presentation is fine")

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The Fifth N.E.A.R. Language Education Conference May 25, 2013 第5回北東アジア言語教育学会

The 5th N.E.A.R. Language Education Conference will be held on Saturday, May 25, 2013, on the campus of the University of Niigata Prefecture in Niigata, Japan.

The theme of the conference will be **All is New Again: New Experiences, New Challenges, New Voices**, and presenters are invited to explore original ideas, novel approaches and fresh perspectives.

This unique, growing conference is seeking to build a community by bringing together language teachers and researchers working in the languages of the North East Asia Region (Chinese, English, Korean, Japanese and Russian).

For more details, see: <http://www.iuj.ac.jp/near/CallForPapers.htm>

第5回北東アジア言語教育学会は、2013年5月25日土曜日に新潟県立大学にて開催予定です。今年の学会テーマ「全てを新たに: 新たな経験、挑戦、そして提言」のもと、独創的な考えや新しいアプローチ、フレッシュな観点からの発表を募集いたします。

当学会では、北東アジア地域の言語(中国語、英語、韓国語、日本語、韓国語、ロシア語)に関する教師や研究者が共に集まる場を作っていきたいと考えています。詳細は、次のサイトを御覧ください。

<http://www.iuj.ac.jp/near/CallForPapers.htm>



Call for Proposals: Between 'Cool' and 3-11: Implications for Teaching Japan Today The Second Teaching Japan Conference

Conference Location: Elizabethtown College, Pennsylvania
 Conference Date: 27-28 April 2013
 Abstract Submission Deadline: February 28, 2013

Elizabethtown College's Asian Studies Program invites paper and panel proposals for a conference entitled **"Between 'Cool' and 3-11: Implications for Teaching Japan Today – The Second Teaching Japan Conference"** to be held at Elizabethtown College campus in Pennsylvania on 27-28 April 2013.

The triple disaster of 3.11 (earthquake, tsunami, and nuclear crisis) remains to this day a traumatic experience for the people of Japan, and it has had repercussions for the field of Japanese Studies as well. To the degree that 3.11 and the ongoing reactions to it are at the center of Japanese identity today, the various academic disciplines have been prompted to reflect on their own pertinence and position as they consider Japan. While the country prior to 3.11 basked in the glow of the "cool" of its globally appreciated popular culture (manga, anime, J-pop, etc.), today it seems to require a more nuanced engagement. How has Japanese culture, contemporary and traditional, "high brow" and popular, been recalibrated by 3.11? How has 3.11 influenced the audience for Japanese Studies? How should researchers and educators incorporate 3.11 into their work?

This conference will provide a forum to discuss how these new concerns have influenced our pedagogies, both in terms of re-evaluating our traditional curricula and possibilities of future dimensions that can be explored. Once again, like our predecessor in Chicago, this conference would also like to continue the conversation begun between practitioners of academic disciplines in the humanities and social sciences that include but are not limited to anthropology, art and art history, ethics, religious studies, film, history, language, literature, media, peace studies, political science, sociology and theatre.

Prof. Susan Napier of Tufts University in Boston will be the keynote speaker. |

Like the first conference at Chicago, this second round will also provide an opportunity to scholars engaged in the teaching of disciplines connected with Japan to share what they are experiencing in the classroom as they disseminate their knowledge. Besides the issues connected with 3.11, we will continue to explore the issues that were taken up in the last conference, such as –

The relationship between teaching and research;

Experiences in or visions for incorporating experiential learning into the curricula;

The need for bridging the language and studies divide;

Successful experiments with non-traditional topics, course structures, classroom practices, uses of technology, etc.

We would also like to explore challenges to our programs that include:

The rural- urban divide in structuring curricula;

Articulation and assessment in the programs;

Sustaining motivation and preventing attrition;

Please limit your proposal to 250 words. Conference organizers will assemble panels based on the interests outlined in the proposals we receive.

Participants may also submit panel proposals for inclusion in the conference. These should consist of a panel abstract, three or more individual paper proposals, and the name of a respondent or a discussant.

Please email submissions as an attachment in Microsoft Word format with the following information to: bhattacharm@etown.edu. Please write "Elizabethtown 2013" in the subject line and include the following:

paper title;

abstract;

presenter's name;

current affiliation;

contact information (email address, phone number; and postal address);

The conference organizers plan to publish a select group of essays emerging from the conference presentations.

The conference has been made possible, in part, through the generosity of the Department of Education's Undergraduate International Studies and Foreign Language Program grant and Elizabethtown College.

Please direct any questions to the conference chair, Dr. Mahua Bhattacharya at bhattacharm@etown.edu

Thank you.

The Organizing Committee (Mahua Bhattacharya and Nobuaki Takahashi of Elizabethtown College)



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

Tokyo Sightseeing

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- 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



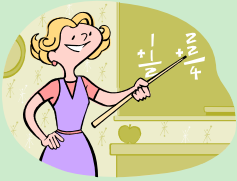
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For more information, please contact Yoko Kawamura Tel: 310-527-5050 E-mail: lax@tabi22.com

Job Opening Announcements



University of Arizona

The Department of East Asian Studies at the University of Arizona seeks a highly qualified individual for the position of **Visiting Assistant Professor in Japanese language and linguistics for the 2013-2014 academic year**. Required Qualifications include: a PhD in hand by August 1, 2013 in Japanese Linguistics or a related field; native or near-native fluency in Japanese and English; and evidence of excellence in college-level teaching.

The successful candidate will be expected to teach three courses each semester that include beginning and advanced Japanese language classes, Japanese linguistics classes, and a General Education class on East Asian Languages and Cultures. The teaching assignment may include large enrollment classes. The candidate will also supervise teaching assistants.

Members of the Department of East Asian Studies are committed to excellence in teaching and research and the College of Humanities is proud of the accomplishments of our faculty, students, and graduates. The College of Humanities fosters an open and diverse environment where faculty and students engage in both broad and in-depth research, artistic creativity, humanistic inquiry, transcultural learning, and community involvement. For more information about the department, please visit our website: <http://eas.arizona.edu>

This is a full-time and benefits-eligible position that will begin in fall 2013. Review of applications will begin on **February 25, 2013**, and will continue until the position is filled.

As an equal opportunity and affirmative action employer, the University of Arizona encourages applications from individuals with varied experiences, perspectives, and backgrounds. More information about the benefits of working at the University of Arizona can be found at www.whyUA.com.

The University of Arizona is an EEO/AA – M/W/D/V Employer. To apply, please visit the following site: www.uacareertrack.com/applicants/Central?quickFind=206882

Bates College

The Asian Studies Program of Bates College, a highly selective private liberal arts college located in south-central Maine, invites applications and nominations for a **three-year position as visiting assistant professor in Japanese**. The position will begin August 1, 2013 with a course load of five courses per year.

A Ph.D. is preferred but ABD candidates will be considered. Candidates must exhibit native/near native proficiency in Japanese and English, maintain a commitment to teaching language courses in a liberal arts setting, and demonstrate training and experience in Japanese language pedagogy. The successful candidate will be able to teach all levels of Japanese language as well as courses in Japanese literature and culture. We particularly welcome applicants with expertise in modern literature, film studies, and/or cultural studies.

The college and the Asian Studies Program are committed to enhancing the diversity of the campus community and the curriculum. Candidates who can contribute to this goal are encouraged to apply and identify their strengths and experiences in this area.

Review of applications will begin **February 1, 2013** and remain open until the position is filled. For more information about Asian Studies at Bates, see our webpage (<http://www.bates.edu/asian/>).

Applicants should submit electronically, in PDF format, to Nancy LePage, Project Specialist, 207-786-6480, at academicsservices@bates.edu a letter of application, curriculum vitae, and names and contact information for at least three references, one of whom can speak to the candidate's teaching experience/expertise. Send only the documents listed; we

may request additional materials (e.g., letters of recommendation, graduate school transcripts, writing sample, course evaluations, syllabi, statement of teaching philosophy, etc.) after initial review. Please include your last name and R2135 in the subject line of all submissions.

Bates is an Equal Opportunity/Affirmative Action employer. For more information about the college, please visit the Bates website: www.bates.edu.

Chapman University

The Department of Languages at Chapman University, which is part of the Wilkinson College of Humanities and Social Sciences, is seeking candidates for the tenure-track position of **Assistant Professor of Japanese**, effective August 2013.

Chapman University, located in the heart of Orange County, California, offers traditional undergraduate programs in the arts and sciences and select pre-professional and graduate programs. Ranked in the top tier of western universities by U.S. News and World Report, Chapman has gained national recognition with its commitment to excellence through research and innovative teaching. More information about the university is available at www.chapman.edu.

More information about the Department of Languages is available at <http://www.chapman.edu/wilkinson/languages>.

Qualifications: A Ph.D. in Japanese; native or near native fluency in Japanese and English; generalist (area of specialization open); evidence of successful college level teaching and research potential are requirements of the position.

Responsibilities: We are seeking applicants who are capable of teaching a full range of courses in Japanese literature, culture, and language. Candidate must also have a commitment to excellence in teaching and research; a strong interest in curriculum and program development; and show a willingness to participate in departmental activities and service initiatives.

Contact Information: Application review began **November 1, 2012**. The position will remain open until filled.

Applications must include a letter of application detailing qualifications related to the position description, curriculum vita, teaching evaluations, and three letters of reference to. Information should be submitted to:

Dr. Walter Tschacher
Department of Languages
Chapman University
One University Dr.
Orange, CA 92866

Electronic submissions may be directed to tschacher@chapman.edu.

Salary is competitive and commensurate with experience. The University offers a relocation expense reimbursement package as well as a homebuyer assistance program.

Chapman University requires background checks for all new employees.

Chapman University is an Equal Opportunity Employer, committed to providing career opportunities to all people, without regard to race, color, religion, sex, age, national origin, sexual orientation, disability, or veteran status.

Colby College

Colby College seeks applicants for a one-year position as a **faculty fellow in Japanese Language**, beginning September 1, 2013. The teaching responsibilities will be four language courses in various levels of Japanese with two courses in the fall and the other two in the spring. Desired qualifications include Ph.D. (MA required) in Japanese language pedagogy or Japanese linguistics/literature/culture, native or near native fluency in Japanese and English, and prior teaching experience at the college level.

Please send a cover letter, curriculum vita, statement of teaching philosophy and research interests, and teaching evaluations and syllabi **in a single PDF file named with your last name, first name** via email to japanesefacellow@colby.edu. You need to submit three letters of recommendation and ask your recommenders to submit your reference **in a PDF file named with your last name, first name** to japanesefacellow@colby.edu with your last name, first name **in the Subject field**. Interviews will be held at the AAS conference in San Diego March 22-23, 2013. Review of applications will begin on **March 1, 2013** and continue until the position is filled.

Colby College is committed to equality and diversity and is an equal opportunity employer. We encourage inquir-

ies from candidates who will contribute to the cultural and ethnic diversity of our college. Colby College does not discriminate on the basis of race, gender, sexual orientation, disability, religion, ancestry or national origin, or age in employment or in our educational programs. For more information about the College, please visit our website: www.colby.edu

The College Board

The College Board, a national educational organization, is conducting a search for a **Director of Curriculum & Content Development for World Languages**, who has a background in German or an Asian language. This position can be in one of the following College Board offices: New York, NY; Duluth, Georgia; or Reston, Virginia.

The Director of Curriculum and Content Development for World Languages is responsible for providing leadership for and managing 3-5 specific Advanced Placement (AP) courses:

- Providing content and curricular expertise in one or more of the AP courses managed.
- Preserving and improving the quality and validity of the AP Program's curricular materials: the course curriculum, exam, and professional development content.
- Leading multiple committees of subject-matter experts, typically college professors and secondary school teachers, training them on curriculum and assessment development protocols, and facilitating communication between academics and technical experts (test developers and psychometricians) and other College Board staff.

Moderating dialogue with and making presentations to large academic audiences to ensure that ongoing change and improvement within AP courses and exams is understood, accepted, and supported.

To achieve these deliverables, the Director will manage the following program projects for the assigned AP courses:

- Recruit, plan, train, and direct the work of AP committees responsible for curriculum and/or assessment development.
- Plan and lead committee meetings; reviewing committee work, and maintaining all necessary committee communications as well as communications with CB (Note: this position requires multiple weekend and evening meetings each year).
- Co-lead regular discussions with ETS test development staff on matters of AP assessment development as related to AP Exam revisions; ensure that exam development aligns with committee-approved curricula and test specifications; and manage AP committee inputs to exam development.
- Manage development teams for teacher/classroom content for assigned AP subjects (e.g., AP Course Descriptions, AP Released Exams, supplemental publications, and AP and Pre-AP professional development content.)
- Represent and increase support for the AP Program's mission to internal and external audiences and particular AP subjects through a variety of strategies including: building relationships with and or sponsorships of disciplinary associations to conduct outreach and address concerns;; attending and participating at national and regional meetings of professional associations; developing partnerships with and professional organizations; managing committee outreach efforts; making presentations at professional conferences and AP Open Forums; publishing AP-related articles in professional journals; reviewing all communications to AP teachers in the assigned subjects; and ensuring high quality subject-specific sessions at the AP Annual Conference.
- Work collaboratively with the AP College and University Services team to develop and implement plans to raise college and university awareness of assigned AP courses and exams; leverage appropriate credit/placement policies; and involve respected college faculty in AP curriculum and professional development projects. Assist efforts to recruit college faculty and experienced AP teachers to serve as AP Readers; co-lead the planning and execution of discipline-specific AP Faculty Colloquia events.
- Support the AP Course Audit effort by directing annual updates to the recommended textbook lists and working with designated CDAC members and AP Course Audit Senior Reviewers to revise AP Curricular Requirements, scoring guidelines, AP Course Audit Reviewer training materials, and teacher support materials for courses undergoing curricular revisions.
- Maintain a familiarity with current research and best practices related to curriculum development, instructional pedagogies, and assessment; participate in regular discussions with other staff members on the current professional literature to build a set of common, shared beliefs about AP's direction within the larger educational community.

Lead the submission and execution of grant-related work such as identified for assigned AP courses

Qualifications:

- Master's degree in a world language or world language education, although a doctorate in a related discipline is desirable (preference will be given to candidates who have a background in German or an Asian language)
- Extensive classroom teaching experience required
AP or comparable college/university teaching experience preferred

Requirements:

- General understanding of The College Board and its programs and services, especially Advanced Placement
- Experience in curriculum design and development, specifically the Understanding by Design Curriculum Development Framework
- Experience in assessment development
- Experience with design and implementation of professional development is desirable as is experience with instructional design and content development.
- Ability to conduct research on instructional topics, methods and media.
- Proficiency with Microsoft Office, Adobe Professional and using Internet applications
- Excellent organizational and planning skills, including attention to detail and the ability to effectively handle multiple tasks simultaneously
- Excellent oral and written communication skills;;Strong customer service orientation
- ability to proofread, edit, and revise curriculum, assessment, and professional development resources
24-30% travel required

Benefits:

We offer our employees an outstanding benefits package which includes 4 weeks of paid time off, a generous retirement plan, tuition reimbursement and ongoing professional development and training.

Mission:

The College Board's mission is to connect students to college success and opportunity. We are a not-for-profit membership organization committed to excellence and equity in education. Among our best-known products are the SAT®, PSAT/NMSQT®, and Advanced Placement Program®. The College Board is committed to diversity in the workplace and is an Equal Opportunity Employer. The College Board participates in E-Verify, a service of DHS and SSA, where required.

Apply:

If you are interested in this position and you meet our qualifications, please apply by visiting our Careers page at www.collegeboard.org/careers and submitting your resume and cover letter.

Desired Travel 25% - 50%

Areas of Expertise Curriculum Design/Development, Instructional Design

Highest Level of Education Master's Degree

Job Type Full Time

Location Reston, VA, Duluth, GA, New York, NY

Years of Relevant Experience 4-5

Apply Here: <http://www.Click2apply.net/3w48dm9>

Earlham College

Earlham College, a residential liberal arts college, invites applications for a **Language Fellow position** in the Japanese language program for the 2013-2014 academic year (renewable). The Language Fellow will assist in the beginning and intermediate Japanese courses in various capacities, and teach five (5) hours in Richmond Japanese School on Saturdays. The Language Fellow receives a stipend of \$15,000-15,500 and free room and board on Earlham College campus for the academic year. The Language Fellow may also attend for free in up to two courses per semester at the college. An M.A. in Japanese linguistics, pedagogy or other related fields is preferred, but candidates without an M.A. will be considered. It is a great opportunity for the Language Fellow to develop language pedagogy and enhance the knowledge of various aspects of the Japanese language program.

To apply, please electronically send a letter of application, CV, and three letters of reference to: Akiko Kakutani, akikok@earlham.edu, Professor of Japanese, Department of Languages and Literatures: Review of applications will begin immediately and continue until the position is filled. Earlham College is an affirmative action, equal opportunity employer and is committed to diversity in all areas of the campus community.

Harvard University

The Department of East Asian Languages and Civilizations at Harvard University anticipates an opening for a **full-time Preceptor in Japanese**, expected to begin July 1, 2013. The 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), and for training and supervising instructors in the Japanese program.

This will be a term appointment, with the duration of the term to be determined.

The appointment is renewable, based on performance and curricular need, for up to a total of eight years. The successful applicant should have native or near-native command of modern standard Japanese, both written and spoken; an M.A. degree or higher 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; and experience teaching in an American university setting or its equivalent.

The successful candidate will be able to teach modern Japanese at any level, elementary through advanced, to learners whose native language is English. Preference will be given to candidates who have experience in supervising other teachers. Experience in using technology in foreign language teaching is also desirable.

Special Instructions: Interested candidates should submit the following documents through the ARIeS portal (<http://academicpositions.harvard.edu/postings/4490>) no later than **February 1, 2013**:

- (1) a letter of application,
- (2) a curriculum vitae, and
- (3) the names and email contact information of three references. References will be contacted separately and invited to upload letters of recommendation.
- (4) a 20-minute DVD of the applicant teaching. This should be submitted by surface mail to the following address by January 21, 2013:

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

Harvard University is an Equal Opportunity/Affirmative Action employer.

Women and minorities are strongly encouraged to apply.

Contact Email: eal@fas.harvard.edu

Kyoto Consortium for Japanese Studies

The Kyoto Consortium for Japanese Studies (KCJS) is a consortium of fourteen American universities that sponsors a rigorous, two-semester academic program for undergraduates who wish to do advanced work in Japanese language and cultural studies. For more details about the KCJS, please visit <http://www.kcjs.jp> and <http://www.kcjs.columbia.edu>.

KCJS invites applications for the position of **Full-time Lecturer in Japanese Language** to be appointed as of July 1, 2013, with teaching duties commencing at the end of August 2013. The initial term of the appointment will be for one year, with renewal contingent upon performance and curricular needs. Responsibilities will include teaching or co-teaching Japanese language at the intermediate to advanced levels. Requirements include an M.A. or higher degree in Japanese language pedagogy, linguistics, second-language acquisition or related fields. Candidates must possess a native or near-native command of Japanese, and provide evidence of experience and commitment to language teaching. Experience teaching U.S. undergraduates and familiarity with the use of technology in language teaching are highly desirable.

The following application materials should be submitted in electronic (MSWord) format via a single email to Fusako Shore, Assistant Director, at fs2244@columbia.edu :

- (1) letter of application (1 each in Japanese and English)
- (2) curriculum vitae (1 each in Japanese and English)
- (3) brief statement of teaching philosophy (1 each in Japanese and English; length should be no longer than one A4/letter size page)
- (4) sample teaching materials such as syllabi, lesson plans, and/or teaching portfolio
- (5) two letters of recommendation (these should be submitted directly to KCJS by the referees).

Applicants based in the United States should also send a DVD of their teaching (using one of the following file formats: mp4, m4v, mov) via airmail to the following address:

Fusako Shore, Assistant Director
 Kyoto Consortium for Japanese Studies
 Doshisha University, Fusokan 2F
 Imadegawa Karasuma Higashi-iru
 Kamigyo-ku, Kyoto, Japan 602-8580
 Tel: 81 (75) 251-4993; Fax: (75) 229-6300
 E-mail: fs2244@columbia.edu

Inquiries about the position may be directed to Takayuki Nishimata, Language Program Director,
tn2230@columbia.edu

Deadline for receipt of applications is **February 15, 2013**. Please note that submissions are final once received and materials will not be returned.

Princeton University

The Department of East Asian Studies at Princeton University invites applications for the position of **Japanese language lecturers** (multiple positions).

Successful candidates will teach beginning- to advanced-level Japanese courses, assist the senior language lecturer in the design of Japanese language curriculum, and develop teaching materials for Japanese language courses. Japanese Language Lecturers will also help coordinate with other Japanese language lecturers to plan Japanese language events: weekly Japanese language table, the Japanese speech contest, and our annual Princeton Japanese Pedagogy Forum.

Requirements: Applicants must have a Master's Degree or foreign equivalent in Education, Applied Linguistics or Japanese pedagogy. Candidates must have taught Japanese as a full-time instructor in a US university or college, have taught advanced-level Japanese and intensive (summer) Japanese courses, and have taught as a head teacher. The candidate's evaluations must indicate excellence in teaching. Requires native or near-native fluency in Japanese and excellent written and oral command of the English language.

Princeton University is an equal opportunity employer and complies with applicable EEO and affirmative action regulations. You may apply online at <http://jobs.princeton.edu>, Req. # 1200861.

Smith College

The Department of East Asian Languages and Literatures at Smith College invites applications for a **one-year lecturer position**, to begin July 2013. The position is a three-quarters time appointment but comes with full benefits. The lecturer will teach four courses: two in Japanese language and two in modern Japanese literature in translation. Applicants must have a native or near-native fluency in Japanese and English, a PhD or ABD status in Japanese, with a specialization in modern literature preferred, and a commitment to excellence in teaching.

Submit application at <https://secure.interfolio.com/apply/21176> with letter of application, curriculum vitae, list of three references, and statement of teaching philosophy. Questions regarding the search should be directed to Professor Kimberly Kono, Chair of Search Committee, Department of East Asian Languages and Literatures (kkono@smith.edu). Review of applications will begin **March 1, 2013**.

Smith College is an equal opportunity employer encouraging excellence through diversity.

Texas Christian University

The Department of Modern Language Studies at Texas Christian University welcomes applications for a **one-year, non-continuing full-time Japanese lecturer** for the 2013-2014 academic year, beginning in August 2013. M.A. degree in Japanese language, culture, or linguistics required, Ph.D. preferred. Applicants should have teaching

experience at the university level and must demonstrate excellence in teaching. Duties include teaching undergraduate level Japanese language and culture. Candidates should be willing to advise students in Japanese minor program and to work with colleagues in our interdisciplinary Asian Studies minor. Native or near-native fluency in Japanese required.

All application materials and supporting documents (letter of application and current CV) must be submitted online at https://tcu.igreentree.com/CSS_Faculty. Contact Jacquelyn Curry, TCU Employment Manager, for any questions or problems with your application at 817-257-5255 or j.curry@tcu.edu. Application deadline: **March 1, 2013**. TCU is an AA/EEO employer.

Vassar College

Vassar College invites applications for **Japanese Language Fellow** (Intern) for the 2013-2014 academic year (late August 2013 through May 2014). Vassar College is an equal opportunity/affirmative action employer and is strongly and actively committed to diversity within its community. The Language Fellow, who must be a native speaker of Japanese, assists the Japanese faculty members in preparing teaching materials and conducting drill sessions for 12 hours a week. Language Fellows receive free room and board on Vassar's campus in student housing for the academic year, a monthly stipend of \$500 for 10 months, and health insurance coverage. They may also take up to two courses per semester free at Vassar. Language Fellows should have a B.A. and be fluent in English.

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

University of West Florida

The University of West Florida (UWF) seeks a **Director, Japan Center and Florida-Japan Linkage Institute**. The Director reports to the Associate Vice President for Diversity and International Education and Programs (ODIEP). UWF is seeking applicants that possess the integrity and ability to build upon a thriving Japanese language and culture program and also includes oversight of the Jikei-American Center and the Florida-Japan Linkage Institute. The Director will be the primary coordinator for all Japanese activities at the University as well as serve as the primary liaison for Japanese activities with the City of Pensacola and its sister city-Gero/Hagiwara and Florida's sister state, Wakayama. The Director also will work with the Japan-America Society of Northwest Florida, the Jikei Group of Colleges, and State of Florida-related Japanese activities.

The University, with campuses in Pensacola and along the Emerald Coast of Northwest Florida, is one of the region's prized resources. UWF is a member of the State University System of Florida. The Florida Legislature established the University in 1963, and classes began in the fall of 1967. UWF has three colleges, Arts and Sciences, Business, and Professional Studies, and is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC).

QUALIFICATIONS: This position is 60% administrative, 20% teaching/advising, 20% service to the Department and University.

- An earned doctorate from an accredited institution in a relevant field with 2-4 years of appropriate experience (exceptional candidates with MA's or MS's and extensive experience will be considered).
- A distinguished record of academic accomplishments, including extensive Japanese language teaching experience, extensive Japanese/Asian Studies cultural knowledge, and familiarity with US-managed study abroad programs.
- Successful administrative and managerial experience in higher education with demonstrated achievement in the management of curriculum, academic personnel, budget administration, strategic planning, and comprehensive academic and cultural planning.
- Ability to communicate bilingually (Japanese and English required) and experience working effectively in a diverse campus community.
- Ability to provide visionary leadership in support of diversity initiatives and manage staff as well as volunteers.

COMPENSATION: Commensurate with qualifications and experience.

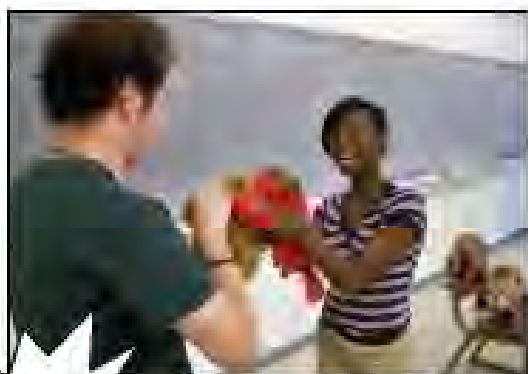
For the complete announcement and position description, including qualifications and experience, please see our website: <https://jobs.uwf.edu>. This position has a preferred response date of **February 28, 2013**, but is open until filled.

This position requires a criminal background screening. UWF is an Equal Opportunity/Access/ Affirmative Action Employer. Pursuant to provisions of the Americans with Disabilities Act, any person requiring special accommodations to respond is requested to advise UWF by contacting ADA Compliance in the Office of Human Resources at 1-850-474-2694 (Voice) or 1-850-857-6114 (TTY).

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Residential Camp Cost: \$695 Includes meals, five nights in a college dorm, course materials and instruction.
Commuter Cost: \$395 Includes course materials and instruction.

Application Deadline: May 30

For more information and an application, visit
www.linguistics.osu.edu/SLIYS

**Scholarships
Available**





Opportunities

ALLEX Japanese Teacher Training Institute at Portland State University; Scholarships Available

An intensive training program in teaching Chinese and Japanese will be held this summer at Portland State University in Oregon. The Chinese & Japanese Teacher Training Institute is an intensive course for current language teachers or those who plan to enter the field. The program provides the foundation for future instructors to teach their language and gives substantial tools to current teachers to reinforce and strengthen their programs. It is a hands-on course, and effective methodology in teaching Chinese and Japanese to North Americans is emphasized over a theoretical analysis of the language.

Ginger Marcus, Washington University in St. Louis, serves as the program's Academic Director. Patricia Wetzel (Portland State University) is On-Site Executive Director. There is a 7 Week Program and a 4 Week Program. Dates: June 20 - August 9, 2013. 12 credits are offered from the 7-week program.

Tuition: Estimated \$5,000 for in-state students; \$8,500 for out-of-state students. Substantial scholarship support is available.

For more details on the course and registration information please visit the ALLEX Website: <http://www.allex.org/>

Administered by the ALLEX Foundation (Thomas Mason Jr., Executive Director) with the Consortium for Chinese and Japanese Teacher Training (Cornell University, Ohio State University, Portland State University, and Washington University in St. Louis)

Lucien Stryk Asian Translation Prize

The American Literary Translators Association (ALTA) invites you to nominate translations for ALTA's 2013 Lucien Stryk Asian Translation Prize. The winner will receive \$5,000, and the award-winning book and translator will be featured at ALTA's 36th conference, to be held October 16-19, 2013, in Bloomington, IN.

To be eligible, a submission must have been published in 2012 in the U.S. or Canada and be a book-length translation into English of Asian poetry OR of source texts from (but not commentaries on) Zen Buddhism. Languages eligible are Chinese, Hindi, Japanese, Korean, Sanskrit, Tamil, Thai, Tibetan, and Vietnamese. The deadline for receiving submissions is **May 15**. Please send a letter of nomination and three copies of each nominated book to:

ALTA/Lucien Stryk Asian Translation Prize
The University of Texas at Dallas
800 West Campbell Road, JO 51
Richardson, TX 75080-3021

Submissions will be judged according to the literary significance of the original and the success of the translation in recreating the literary artistry of the original. While the Lucien Stryk Asian Translation Prize is primarily intended to recognize the translation of contemporary works, retranslations or first-time translations of important older works will also be seriously considered. Please note that publishers will be asked to provide a copy of the original-language text for those translations chosen by judges to move on to the second round.

The Lucien Stryk Asian Translation Prize, which has been established by an anonymous donor, celebrates the importance of Asian translation for international literature and promotes the translation of Asian works into English. Stryk was an internationally acclaimed translator of Japanese and Chinese Zen poetry, renowned Zen poet himself, and former professor of English at Northern Illinois University. The 2011 Stryk Prize winner was Charles Egan for *Clouds Thick, Whereabouts Unknown: Poems by Zen Monks of China* (Columbia UP, 2010), and the 2012 Stryk Prize winner was Don Mee Choi for *All the Garbage of the World, Unite!* by Kim Hyesoon (Action Books, 2011).

For more information, please visit www.literarytranslators.org, or contact María Rosa Suárez (maria.suarez@utdallas.edu). We look forward to receiving and evaluating your submissions as we work together to promote the translation of Asian literature into English.

Middlebury College Program in Japan

The C.V. Starr-Middlebury School in Japan is a fall trimester or academic year study abroad program for students from American colleges and universities. Based at International Christian University in Tokyo (ICU), the program is designed for students with intermediate-high to advanced Japanese proficiency. ICU offers coursework in Japanese language; students also enroll in ICU's regular courses in history, art history, economics, psychology, linguistics, literature, and international studies, among others, during their second and third trimesters.

Program participants also take Cultural Portfolio courses offered by Middlebury College throughout the year. These writing-intensive courses include discussions and weekly field-trips, and provide a framework within which to turn casual observations of daily activities and incidents into opportunities to gain in-depth knowledge of Japanese language, culture, and society.

On-campus housing for students studying for the year (off-campus housing for students staying for one trimester) with Japanese roommates provides a personal view of Japanese culture, and all students are encouraged to participate in ICU student clubs and extra-curricular activities.

The C.V. Starr-Middlebury School in Japan upholds the spirit of the Language Pledge®, and provides both academic and personal support to enable participants to perform all activities in the Japanese language. More information on the program, including the application process, fees, course descriptions, and student life can be found on the website at www.middlebury.edu/sa/japan.

Summer Exchange Program in Japan for K-12 Students

The Japan Association for the Promotion of English for Children (JAPEC) sponsors an annual summer exchange program in Osaka for elementary, middle, and high-school students. Working with IACE Travel, the program provides a 10-day experience that includes a homestay and an international summer camp.

Dates for 2013 are July 19-28. The cost is \$998 per student, and teacher-led groups of 5 or more receive special discounts.

For more information, go online to

https://www.iace-usa.com/index.php?option=com_content&view=article&id=2453.

2013 JET Memorial Invitation Program

The 2013 JET-MIP program will provide 32 American high school students with the opportunity to visit Japan for two weeks, with a focus on the Tohoku region, to participate in exchanges with Japanese students, see the current condition of recovery in the region, and to act as symbolic bridges to enhance the goodwill between Japan and the United States. The program was created in memory of two Americans participating in the JET Programme as assistant English language teachers who lost their lives during the Great East Japan Earthquake and tsunami on March 11, 2011: Taylor Anderson (Ishinomaki, Miyagi) and Montgomery Dickson (Rikuzen-Takata, Iwate). Its purpose is to:

Encourage American high school students to study Japanese

Encourage youth exchanges such as the JET program as an option for students

Create a network of students for the future

The program is open to 11th and 12th graders who are currently learning Japanese and are nominated by their schools to participate (one student can be nominated per school).

The tentative dates for the 2013 trip are July 6 – 24. This program is administered by the Japan Foundation's Los Angeles office. Applications must arrive at the Japan Foundation office by April 17, 2013.

For details on the program and on nominating students, please go online to <http://www.jflalc.org/jle-jet-mip.html>.

Topical IB Seminar on Japanese Literature in Tokyo

Temple University Japan Campus (TUJ), in cooperation with International Baccalaureate Asia Pacific, is pleased to announce a Category 3 Topical Seminar (Japanese Literature) for Japanese teachers at International Baccalaureate schools.

The seminar will examine various works from Kawabata Yasunari, Yoshimoto Banana and selected Japanese poets. Participants can enjoy in-depth discussion on various texts with an experienced IB examiner and professors who specialize in Japanese literature or linguistics.

This will be an opportunity to meet teachers at other IB schools and discuss approaches and methods to be used in classes on Japanese literature.

Dates: August 2-4, 2013 (2.5 days): 9:15 a.m. to 4:30 p.m. (till 2:30 p.m. on the last day).

Location: Temple University Japan Campus, Tokyo.

Registration Close: July 1, 2013 (May 30 for Early Bird registration)

Intended participants: "Japanese A" teachers in IB schools or those with equivalent experience who are native speakers of Japanese or have near-native level Japanese ability.

Language used: Japanese.

Cost: 58,500 yen (Early Bird registration by May 30) or 63,000 yen (Regular registration by July 1).

Details and how to apply: <https://www.tuj.ac.jp/events/2013/0802.html>

Contact: Ms. Mai Mitsui mitsui@tuj.temple.edu Tel: +81-5441-9800

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High School Summer Program at Temple University, Japan Campus (TUJ)

Japanese in Japan

The Language, the Culture, the Experience.

TUJ invites high school students from around the world to come experience the best of modern and traditional Japan with our summer program. Participants will improve their language skills and cultural awareness through a combination of in-class instruction, excursions and events with local Japanese students. Structured activities are balanced with free time for exploring in small groups. The classes and overnight excursions also give participants a sneak peek at what attending TUJ as a university student will be like.

Dates: July 31 – August 10, 2013

Program Details:

- 4 days of Japanese language and culture classes at TUJ's campus in Tokyo
- Overnight cultural excursion to Nikko
- 1-day excursion to Tokyo DisneySea
- Combined events with Japanese high school students
- Free time to explore Tokyo
- A combination of professional staff and current TUJ student support on all activities

Both beginner and intermediate Japanese language instruction will be offered. No Japanese ability is required to attend the program.

Total cost: 185,000 yen

10,000 yen registration fee + 175,000 yen program fee includes 10 nights accommodation, all meals, program-related transportation and entrance fees to all program-related events. Does not include airfare to and from Japan.

Priority application deadline: March 1, 2013

Non-refundable 10,000 yen registration fee due within one month of acceptance to the program
175,000 yen program fee due June 1, 2013

For more information and to request an application, visit www.tuj.ac.jp/hs-summer-program or contact ac@tuj.temple.edu

Registration is on a first-come, first-served basis. Applications will be accepted after the deadline on a space-available basis. To apply, all participants must submit a letter of recommendation from a teacher and provide health information. The program fee is non-refundable after June 1, 2013.

100% English speaking campus
100% American degree
100% Tokyo

Temple University, Japan Campus
Admissions Counseling

2-8-12 Minami-Azabu, Minato-ku
Tokyo 106-0047 Japan

E-mail: ac@tuj.temple.edu Tel: +81-3-5441-9800



TEMPLE UNIVERSITY
Japan Campus

www.tuj.ac.jp/undergrad

Summer Intensive Language Program Monterey Institute of International Studies

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

Program Dates: June 17-August 9, 2013

Application Deadline: April 29, 2013

Program Highlights:

•Arabic, Chinese, Spanish, French, Russian, **Japanese**

•8-week intensive program (180 hours of instruction)

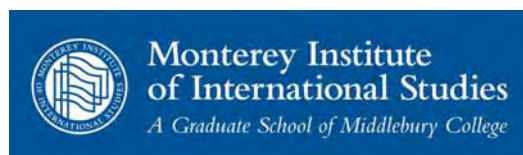
•Small class size (8-10 student average)

•Graduate and undergraduate credit earned

Elementary, intermediate, and advanced courses offered in most languages

For more information please contact:

*Monterey Institute of International Studies
Intensive and Custom Language Programs
831-647-4115
silp@miis.edu*



DID YOU KNOW?

AATJ Members can access the entire back run of
Japanese Language and Literature on JSTOR



Through a special arrangement with JSTOR, the American Association of Teachers of Japanese is pleased to offer online access to the full back run of *Japanese Language and Literature* as an added benefit of AATJ membership.

Members will be able to search, browse, download, and print the full-text PDF versions from all back issues of *Japanese Language and Literature*, from the first issue of published in 1963 up until the most recent three years of content.

To learn more about this service,
contact aatj@aatj.org.

Information regarding JSTOR available at <www.jstor.org>

AMERICAN ASSOCIATION OF TEACHERS OF JAPANESE

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

Membership Application/Renewal

Membership in AATJ is on a **calendar-year basis** and entitles you to:

- receive four issues annually of the *AATJ Newsletter* and other publications
- present research at and attend the annual AATJ Conferences in conjunction with AAS and ACTFL
- nominate students for induction into the Japanese National Honor Society
- read and post job opening announcements and other information on AATJ website
- participate in activities of regional/state affiliates and Special Interest Groups
- benefit from the Association's ongoing efforts to promote Japanese studies and enhance the quality of education in Japanese language, literature, linguistics, and culture.

The categories of membership and the corresponding dues are indicated below. Please return the form with your check (US dollars) or VISA/MasterCard number to the address above. Online registration is also available at www.aatj.org/membership.html.

Name (print): _____		Date: _____	
Address: _____ _____		Tel: _____	
		E-mail (personal, to avoid institutional blocking of messages): _____	
		School/Organization where you work: _____	
		Area of specialization: <input type="checkbox"/> Language Teaching <input type="checkbox"/> Linguistics <input type="checkbox"/> Literature	
Membership Category (check): Regular Member: <input type="checkbox"/> \$40 Student Member: <input type="checkbox"/> \$20 Optional: <i>Japanese Language & Literature</i> (2 issues): <input type="checkbox"/> \$ 5 Institution: (includes all publications) <input type="checkbox"/> \$60 Shipping & handling (outside of U.S.): <input type="checkbox"/> \$20 Total Payment (U.S. Dollars) _____		Special Interest Groups: <input type="checkbox"/> Classical Japanese <input type="checkbox"/> Community College <input type="checkbox"/> Heritage Language <input type="checkbox"/> Japanese for Specific Purposes <input type="checkbox"/> Language & Culture <input type="checkbox"/> Professional Development <input type="checkbox"/> Study Abroad	
<input type="checkbox"/> Check Enclosed <input type="checkbox"/> MasterCard/VISA # _____ Exp. ____/____ Signature _____		Affiliate (Choose one) <input type="checkbox"/> Alaska (AKATJ) <input type="checkbox"/> Arizona (AATJ) <input type="checkbox"/> California (CAJLT) <input type="checkbox"/> California-north (NCJTA) <input type="checkbox"/> Colorado (CJLEA) <input type="checkbox"/> Florida (AFTJ) <input type="checkbox"/> Georgia (GATJ) <input type="checkbox"/> Guam (JALTA) <input type="checkbox"/> Hawaii (HATJ) <input type="checkbox"/> Illinois (IATJ) <input type="checkbox"/> Indiana (AITJ) <input type="checkbox"/> Inter-mtn (IMATJ) <input type="checkbox"/> Iowa (JLCTIA) <input type="checkbox"/> Kentucky (KAJLT) <input type="checkbox"/> Louisiana (LATJ) <input type="checkbox"/> Michigan (JTAM) <input type="checkbox"/> Mid-Atlantic (MAATJ) <input type="checkbox"/> Missouri (MATJ) <input type="checkbox"/> Minnesota (MCTJ) <input type="checkbox"/> Nevada-south (SNJTA) <input type="checkbox"/> New Jersey (NJATJ) <input type="checkbox"/> N. Carolina (NCATJ) <input type="checkbox"/> Northeast (NECTJ) <input type="checkbox"/> Ohio (OATJ) <input type="checkbox"/> Oregon (ATJO) <input type="checkbox"/> Texas (JTAT) <input type="checkbox"/> Washington (WATJ) <input type="checkbox"/> Wisconsin (WiATJ) <input type="checkbox"/> I live outside of the U.S.	

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