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President's Message Motoko Tabuse



この度AATJの会長に選出されました田伏素子と申します。ご支援のほどよろしくお願いいたします。前会長の當作靖彦先生とジェシカ・ハクシ先生のもとで副会長／書記そして、Affiliate LiaisonとしてAATJの活動に携わり少しは分かっているつもりでございましたが、実際に会長としての仕事が始まってからは、年賀

状コンテストやJNHS、NJE、春秋の学会、Bridging Scholarship、そして2014年度から始まった日本語能力試験の実施等の全米全米での活動を始め、Global Network/J-GAP等の全世界規模での活動まで、AATJの活動の多さに改めて感服している次第です。これらの活動を滞りなく続けられるように、またAATJの中核であるaffiliatesの皆様による地域での日本語教育普及・奨励活動を支えるべく、AATJ役員、そしてAATJ本部のスタッフと共に、これから2年間、日本語教育の推奨・推進に鋭意努力する決意でございます。また、Global Network及びJ-GAPのリーダーとしてご活躍頂いた前会長の當作靖彦先生には引き続きAATJの顧問として幅広い分野でご尽力頂けるという事で大変感謝しております。

さて、今回のニュースレターで新役員のご紹介、フィラデルフィアで行われる3月の春の学会のご案内をさせていただきます。発表内容をご覧くださいと一目瞭然ですが、今年の日本文学翻訳に関する基調パネルを始め、内容豊富な発表が詰まっております。皆様お忙しいとは思いますが、是非お時間を作って参加して頂ければ幸いです。ではフィラデルフィアでお会いできるのを楽しみにしております。

Greetings! I am Motoko Tabuse, the new president of the American Association of Teachers of Japanese. I had the honor to work with two great co-presidents: Jessica Haxhi-sensei and Y.-H. Tohsaku-sensei as the Vice President/Secretary and Affiliate Liaison for the past two years.

As you know, AATJ offers many activities for K-16 teachers and learners of Japanese, ranging from the Nengajo contest, Japanese National Honor Society, National Japanese Exam, spring/fall conferences, Bridging Scholarships, and administration of the Japanese Language Proficiency Test (JLPT) in the United States.

Through my work as vice-president I came to witness the dedication and hard work of the officers of AATJ's regional and local affiliates. I would like to express my sincere gratitude to the affiliates officers.

In addition to the activities within the United States, AATJ is also deeply involved with the Global Network and J-GAP projects—activities for which Tohsaku-sensei has been in the leadership role. Tohsaku-sensei kindly agreed to continue to work on these projects as AATJ Advisor.

In this issue, we will introduce the new board of directors who will take over the leadership roles in AATJ activities. We will also list the program for the spring conference that will be held in conjunction with the Association for Asian Studies Annual Meeting in March 2014. The program indicates a collection of great academic work by the leaders and emerging leaders in our field, including a keynote panel presentation on collaboration in the translation in the Japanese Literature. I hope to see many of you in Philadelphia!

Introduction of New Officers and Directors for 2014-2015

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

Title	Name	Affiliation
President	Motoko Tabuse	Eastern Michigan University, MI
Vice President / Secretary	Yoshiko Saito-Abbott	California State University, Monterey Bay, CA
Vice President / Treasure	Susan Tanabe	North Salem High School, OR
Conference: Fall	Mieko Avello	Miami Palmetto Senior High School, FL
	Noriko Fujioka-Ito	University of Cincinnati, OH
	Yasuko Takata Rallings	Wake Forest University, NC
Conference: Spring	Joan Ericson	Colorado College, CO
	Noriko Fujioka-Ito	University of Cincinnati, OH
Advocacy	Janet Ikeda	Washington and Lee University, VA
	William Matsuzaki	St. Paul's School for Boys, MD
National Contests & Exam	Tomoko Takami	University of Pennsylvania, PA
	Yasu-Hiko Tohsaku	University of California, San Diego, CA
Nengajo	Kazumi Yamashita	Maloney Interdistrict Magnet School, CT
Professional Development	Eiko Ushida	University of California, San Diego, CA
Publications	Hitomi Oketani	Eastern Michigan University, MI
	Masahiro Tanaka	United Nations International School, NY

AATJ Membership Information

Have You Renewed Your AATJ Membership?

We thank the many AATJ members who have renewed their memberships for 2014. 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 33 of this issue of the newsletter.

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

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.



AMERICAN ASSOCIATION
OF TEACHERS OF JAPANESE

全米日本語教育学会

2014 Annual Spring Conference

AAS Annual Conference in Philadelphia, Pennsylvania

The 2014 Annual Spring Conference will be held in Philadelphia, Pennsylvania, on **Thursday, March 27, 2014**.

Paper and panel presentations will take place at the Philadelphia Marriott Downtown hotel from 9:00 a.m. to 5:00 p.m. Beginning at 6:00 p.m. a membership meeting with light refreshments will convene in the Jefferson Ballroom of the Marriott Courtyard Hotel, across the street from the Marriott Downtown; the meeting will be followed by a keynote talk by Dennis Washburn (Dartmouth College): "UnTranslating the Classics: Philology, Language Teaching, and Japanese Literary Texts." The conference will be held in conjunction with the 2014 Annual Meeting of the [Association for Asian Studies](http://www.aas.org).

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.

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 Philadelphia, at the rate of \$60 (cash or check only). Please register online at <http://www.aatj.org/conferences-spring>.

We strongly encourage everyone attending the AATJ Annual Spring Conference to also attend the [Annual Meeting of the Association for Asian Studies](http://www.aas.org), which takes place at the same venue, the Philadelphia Marriott Downtown, from March 27 - 30. 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 an AAS panel session on Friday, March 28: "**Collaboration in the Translation of Japanese Literature: Author and Translator Partnerships after the 3.11 Disasters and Beyond**" (8:30 – 10:30 a.m.).

Information on registering for and attending the AAS Annual Meeting is available at <http://www.asian-studies.org/Conference/>. Information is also available at that website on registering at one of the conference hotels at a reduced rate for those attending the AAS meeting.



2014 Annual Spring Conference Program

(Registration: Fourth Level of Marriott Downtown Hotel)

*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 [MEETING ROOM 402/403]

Chair: Suyu Kuo, University of Pennsylvania

Panel Title: 「日本語教育における言語、文化、アイデンティティの多様性」 (Linguistic, Cultural, and Identity Diversity in Japanese Language Education)

「日本語教育における第三の場所、第三文化、文化リテラシー」 **(Teaching Japanese in intercultural context: Theory of Thirdness in Japanese pedagogy)**

Yaeko Kabe, University of Maryland University College

「初級日本語ブログプロジェクトを通して「文化の中の多様性」を発見、考察する」 **(Exploring and examining “cultural diversity” through a novice-level Japanese language learners’ blog project)**

Suyu Kuo, University of Pennsylvania

「コミュニケーションの多様性: 二大学間の協働ビデオプロジェクト」 **(Diversity in communication styles among language learners: A collaborative digital video project in cross-institutional settings)**

Naoko Sourial, Baruch College, The City University of New York

「日本語文学／越境文学の中・上級教材としての可能性: 「第三の場所」発見を目指して」 **(Searching for the third space through Japanese language/transnational literature: What the new genre can offer students)**

Naemi Tanaka McPherson, University of Hawai'i at Manoa

SESSION 1-B: PEDAGOGY PAPERS [MEETING ROOM 404]

Chair: Atsushi Fukada, Purdue University

「初級レベルにおけるオンラインロールプレイの実践—流暢さと談話レベルでの言語運用能力の育成を目指して」 **(Implementation of online role-play at the beginning level: Aiming to foster fluency and discourse-level interactive competence)**

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

「CBI 授業における学習者主体の評価活動」 **(Integrating student-centered assessment activities in the CBI classroom)**

Kimiko Suzuki, Haverford College, and Atsushi Hasegawa, New York University

「学習者間の自由会話を通しての会話技術向上の試み」 **(Towards the cultivation of conversational skills: An analysis of free conversation between learners of Japanese as a foreign language)**

Kiyomi Kawakami, University of Iowa

「日本語上級クラスに於けるインタビュー調査の実施とその形成的評価」 **(Interview projects integrated in an advanced-level Japanese course with formative assessment)**

Ayako Nagai, University of California, Irvine

SESSION 1-C: SECOND LANGUAGE ACQUISITION (SLA) PAPERS [MEETING ROOM 407]

Chair: Keiko Kuriyama, Indiana University

“Does reading aloud improve foreign language learners’ speaking ability?”

Sueyon Seo, University of Wisconsin, Milwaukee

「日本語初級学習者を対象とした、オンライン口頭練習による日本語ピッチアクセントの習得効果とその練習方法」(**Effects of oral practice on Japanese pitch accentuation through an online program**)

Mayu Miyamoto, Purdue University

「日本語クラスにおける未習初級者と既習初級者の第二言語不安、成績、学習継続状況の比較調査」“**Comparing the anxiety, performance, and retention of beginner and advanced beginner Japanese language students**”

Keiko Kuriyama, Indiana University

“**Style choice by learners of Japanese**”

Etsuko Inoguchi, Kanazawa Institute of Technology

SESSION 1-D: SPECIAL INTEREST GROUP PANEL ON PROFICIENCY ASSESSMENT [MEETING ROOM 408/409]

Chair: **Ken'ichi Miura**, Franklin & Marshall College

Panel Title: 「**Proficiency Guidelinesと日本語教育**」 (**Proficiency Guidelines and Japanese Language Education**)

「日本語学習者会話データベースにおける **OPI** コーパスのレベル別語彙分析」(**Corpus analysis of vocabulary by OPI proficiency levels: Interviews from a database of Japanese learners' conversation**)

Mamoru Hatakeyama, Carnegie Mellon University

「作文評価を考える—作文評価の信頼性、実用性、影響力を高める試み—」(**Writing assessment: Ideas for improving reliability, practicality, and impact**)

Mari Stever, Yale University

「ACTFL Proficiency Guidelines 2012の能力指標に基づいたプロジェクト案とそのコミュニケーション能力評価の一実践例」(**A project for intermediate-level learners of Japanese using the ACTFL Proficiency Guidelines 2012**)

Momoyo Kubo Lowdermilk, Stanford University

「リスニング再考」(**Reconsidering listening activities based on the ACTFL Proficiency Guidelines**)

Kumi Omoto, Franklin & Marshall College

SESSION 1-E: LINGUISTICS AND PEDAGOGY PAPERS [MEETING ROOM 411]

Chair: **Naomi McGloin**, University of Wisconsin, Madison

「自然会話における終助詞「よね」の機能に関する一考察」(**An analysis of the functions of the sentence-final particle *yone* in natural conversation**)

Naomi McGloin and **Jun Xu**, University of Wisconsin, Madison

「現代話者のコト・モノ・ノの使い分け」(**The structure of formal nouns *koto/mono/no* in contemporary Japanese**)

Hidemi Riggs, University of California, Irvine

「「結果」の文法化—名詞から接続詞へ—」(**Grammaticalization of “*kekka*”: From noun to conjunction**)

Kazuko Tojo, J.F. Oberlin University

「デス・ダはどう教えるべきか」(**How should we teach *da/desu?***)

Michio Tsutsui, University of Washington

SESSION 1-F: PEDAGOGY PANEL [GRAND BALLROOM C]

Chair: **Shinji Sato**, Princeton University

Panel Title: 「日本語教育における言語イデオロギー：理論と実践」(**Language Ideologies in Japanese Language Education: Theories and Practice**)

“**Language ideology and its manifestations: Exploring implications for Japanese language teaching**”

Mahua Bhattacharya, Elizabethtown College

“**What is *tadashii keigo?*: Native speaker sociopragmatic norms**”

Shigeko Okamoto, University of California, Santa Cruz

「ドラマアプローチで学ぶ言語イデオロギー：『げんき』の会話についてのディスカッションと言語政策者を演じての会話作りの実践」(**Learning language ideologies through a drama approach: Discussions about conversations in *Genki* and role-playing of language play**)

Noriko Sugimori, Kalamazoo College

「日本＝日本語＝日本人」というイデオロギー脱構築への上級日本語コースでの試み」(**Dismantling the conflation of language, ethnicity, and nation in the ideology of Japaneseness: A case from an advanced Japanese course**)

Yuri Kumagai, Smith College

SESSION 2-A: PEDAGOGY PANEL [MEETING ROOM 402/403]

Chair: Noriko Fujioka-Ito, University of Cincinnati

Panel Title: 「第二言語学習におけるフィードバックの役割と実践での重要性」 (**Roles and Pedagogical Importance of Feedback in L2 Learning**)

「第二言語学習におけるフィードバックの意義と役割」 (**Significance and roles of feedback in L2 learning**)

Noriko Fujioka-Ito, University of Cincinnati

「自律学習促進のための韻律練習とフィードバック」 (**Exercise and feedback for the facilitation of autonomous Japanese prosody learning**)

Tomoko Shibata, Princeton University

「“Lang-8”を使った書き指導におけるフィードバック」 (**Feedback on writing tasks using “Lang-8”**)

Rie Tameyori, Princeton University

「オンラインコースでのフィードバックのツールとモチベーション」 (**Tools of feedback and students' motivation in online courses**)

Emi Ochiai Ahn, Mesa Community College

SESSION 2-B: PEDAGOGY PAPERS [MEETING ROOM 404]

Chair: Etsuko Takahashi, Wesleyan University

「漢字の教え方とその背景」 (**Teaching kanji and its underlying factors**)

Etsuko Takahashi, Wesleyan University, and Hisae Fujiwara, Brandeis University

「日本語学習者の個人差への対応」 (**Responses to individual differences among learners of Japanese**)

Wako Tawa and Kozue Miyama, Amherst College

「学習者の自己モニターで口頭発表はどう変わるか？」 (**How can Japanese learners' self-monitoring improve oral presentation?**)

Mika Yamaguchi, Emory University

「初級学習者が日本語でのプロジェクトワークで抱える問題とその原因－学校紹介ビデオ作成プロジェクトの事例から－」 (**Challenges that beginner-level learners of Japanese encounter during project work and their causes: A case study of a video creation project**)

Kazuhiro Yonemoto, University of British Columbia, Noriko Kimura, Hiroshima University, Nana Suzumura, University of Hawai'i, Manoa, and Ayaka Sogabe, University of Michigan

SESSION 2-C: SIG PAPERS ON LANGUAGE AND CULTURE & PROFESSIONAL DEVELOPMENT [MEETING ROOM 407]

Chair: Maki Hirotani, Rose-Hulman Institute of Technology

“Collaborative learning: Building verbal and non-verbal competence through social media projects”

Maki Hirotani, Rose-Hulman Institute of Technology, and Kiyomi Fujii, Kanazawa Institute of Technology

「選択科目としての「日本文化クラス」の可能性」 (**How can we make the best of a “Japanese Culture” class?**)

Yoko Hanson, Coastal Carolina University

「日本語の同期型 e ラーニングコースでの動機付けに関する一考察－チャットでメンターが果たす役割－」

(**A study on motivation in synchronous e-learning courses in Japanese: The role that mentors play in chat**)

Michiyo Takasaki, Japan Foundation, Mexico

「ボトムアップで始まる、アーティキュレーション活動と教師成長の事例報告－「みんなの Can-do サイト」をツールとして」 (**A bottom-up approach to articulation and the development of teachers: A case study using “Minna no Can-do Site”**)

Aiko Kitamura, College of William & Mary, and Tomomi Sato, University of Virginia

SESSION 2-D: SIG PANEL ON LANGUAGE AND CULTURE [MEETING ROOM 408/409]

Chair: Yoshiko Higurashi, San Diego State University

Panel Title: Issues of Internships in the U.S. and Japan: Evaluation

“Evaluation issues at the sites of internships in the U.S.”

Yoshiko Higurashi, San Diego State University

“Developing linguistic and cultural competencies through situated learning”

Yuki Matsuda, University of Memphis

“One size fits all one: Managing internship host organizations in Japan”

Theodore Gilman, Harvard University

“Balancing quantitative with qualitative evaluations of student performance in internships at an overseas studies program in Japan”

Yoshiko Matsumoto, Stanford University, and Andrew Horvat, Josai International University

SESSION 2-E: LITERATURE AND PEDAGOGY PAPERS [MEETING ROOM 411]

Chair: Joanne Quimby, North Central College

"Who is "I"? *Boku* or *Atashi*?: Shifting personality and gender in Haruki Murakami's translations"
Rika Saito, Western Michigan University "Discursive destructions: The obscene body in the fiction
of Kanehara Hitomi" David Holloway, Washington University in St. Louis

"Fake names and hidden selves: Self-referential pronouns and narrative voice in Kirino Natsuo's *Real World*"
Joanne Quimby, North Central College

「俳句学習の可能性—上級クラスによる俳句ワークショップ」 (The poetics of learning: A student-led *haiku*
workshop in advanced Japanese)
Aya McDaniel, Emory University

SESSION 2-F: PEDAGOGY PANEL [GRAND BALLROOM C]

Chair: Yong-Taek Kim, Indiana University of Pennsylvania

Panel Title: **Applying Cognitive Linguistics to Japanese Pedagogy: State of the Art and New Directions**

"Applying cognitive linguistics to Japanese transitivity: Towards a semantic map model"
Yong-Taek Kim, Indiana University of Pennsylvania

"A prototype approach to verb semantics: Teaching Japanese resultative '-teiru'"
Yumiko Nishi, University of Iowa

"A cognitive linguistics approach to Japanese particles: Analysis and applications"
Kyoko Masuda, Georgia Institute of Technology

"Understanding prototypical Japanese patterns through typological generalizations"
Sayaka Abe, Williams College

12::30 p.m.-1:30 p.m. — Lunch Break

12:30 p.m. - 1:30 p.m.
SIG Business Meetings in Rooms 402/403, 404, and 407

Japanese for Specific Purposes (JSP): Room 402/402

Language and Culture: Room 404

Professional Development: Room 407

1:30 p.m. - 3:10 p.m. — Session 3

SESSION 3-A: PEDAGOGY PANEL [MEETING ROOM 402/403]

Chairs: Stephen Moody and Maiko Ikeda, University of Hawai'i, Manoa

Panel Title: **Empirically-Grounded Materials for Japanese Pragmatics Instruction**

"Doing "being a good listener": Developing multiple levels of pragmatic awareness of *aizuchi* among
beginning JFL learners"
Sean Forte, University of Hawai'i, Manoa

"Pragmatics instruction through awareness---raising and conversational practice: *Soo desu ne* and *soo desu*
ka as reactive tokens"
Stephen Moody, University of Hawai'i, Manoa

"Materials for the development of learners' electronic literacy through requesting in
Japanese emails" Maiko Ikeda, University of Hawai'i, Manoa

Discussant: Yumiko Tateyama, University of Hawai'i, Manoa

SESSION 3-B: PEDAGOGY PANEL [MEETING ROOM 404]

Chair: Shigeru Osuka, Seton Hall University

Panel Title: 「マルチメディア社会での新しい作文指導法と評価に関する総合的研究」 (New Teaching Methodology and Assessment for Japanese Writing in a Multimedia Society)

「書く力」指導の体系化を目指したカリキュラムのデザインと評価」 (Development and assessment of a new writing instruction system incorporated in a curriculum)

Masami Ikeda, Massachusetts Institute of Technology

「ピア・レスポンスで使用する評価表が学生に及ぼす影響の考察：上級日本語学習者の作文作成過程からの実践報告」 (The influence of some evaluation sheets used for peer response on advanced learners of Japanese writing process)

Kiyoshi Noguchi, Sophia University

「デジタル・ストーリーテリングを使用した作文指導法と評価についての考察」 (Japanese teaching methodology and assessment for digital storytelling in Japanese writing)

Shigeru Osuka, Seton Hall University

「e-Portfolioの一環としての作文指導—その評価方法と今後の課題」 (Teaching “sakubun” as a part of e-Portfolios: assessment methods and beyond)

Naoko Ikegami, Lafayette College

SESSION 3-C: PEDAGOGY PAPERS [MEETING ROOM 407]

Chair: Keiko Okamoto, Columbia University

「ドラマを通した日本語の教育：「～てもらう」について再考」 (Teaching through Japanese TV drama: A reexamination of the highly contextual related structure *te-morau*)

Yunchuan Chen, University of Hawai'i, Manoa, and East-West Center

「音読活動を通して円滑なコミュニケーションを目指す」 (Facilitating smooth communication through vocal reading)

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

「映画を『作って』学ぶ：アフレコプロジェクトの実践報告」 (Into the screen: Report on a voice-over project)

Miki Yagi, Harvard University, and Emi Mukai, Stanford University

“Japanese learners’ awareness of pitch accent and intonation and its influence on their oral performance and study habits”

Yui Iimori, Ohio State University

SESSION 3-D: SECOND LANGUAGE ACQUISITION (SLA) PAPERS [MEETING ROOM 408/409]

Chair: Noriko Fujioka-Ito, University of Cincinnati

「日本語母語話者と韓国人・中国人日本語学習者のパーソナル・テリトリーに関する認識と発話に関する対照研究」 (Contrast study on recognition and utterances about personal territory of Japanese native speakers and Korean and Chinese learners of Japanese)

Myeongja Heo, University of Tsukuba

“Cultural encounters in conversation: How culture is explored in conversations for learning”

Erica Lea Zimmerman, United States Naval Academy

“Japanese dialect and discursive positioning: The opinions of L2 speakers and their L1 counterparts”

Jae Takeuchi, University of Wisconsin, Madison

“The perception of Japanese sentence-final particles by L2 learners of Japanese”

Rie Maruyama, University of Arizona

SESSION 3-E: LITERATURE PANEL [MEETING ROOM 411]

Chair: Catherine Ryu, Michigan State University

Panel Title: Toward a Theory of Cultural Translation: Rewriting Love, Loss, and Imaginary Space in *Genji Monogatari*

“The architecture of polygamous cohabitation: Genji’s Rokujōin as a transformation of the Irogonomi no ie”

Edith Sarra, Indiana University

“Gaming *Genji Monogatari*: Rethinking Ukifune as a supreme game strategist”

Catherine Ryu, Michigan State University

“Images of everlasting sorrow: Re-translation of the Yang Kwei-Fei legend in *Yoru no Nezame*”

Joannah Peterson, Indiana University

“Hashihime: Beyond Text and Image in the “Illustrated Tale of Genji”

Kendra Strand, University of Michigan

Discussant: Esperanza Ramirez---Christensen, University of Michigan

SESSION 3-F: SIG PANEL ON AP JAPANESE [GRAND BALLROOM C]

Chair: Yoshiko Mori, Georgetown University

Panel Title: 「高等教育機関から見た AP Japanese の意義と課題」 (Issues in AP Japanese: A Higher Education Perspective)

“Getting bigger, getting better: Strategies for language and culture programs” Kimberly Jones, University of Arizona

「米国の大学におけるAP日本語の単位認定に関する調査と今後の課題」 (AP Japanese credit acceptance study and future considerations)

Motoko Tabuse, Eastern Michigan University

「AP の学生はどのような力を身につけて大学に入ってくるのか」 (The academic skills and college outcomes of AP students)

Yoshiko Mori, Georgetown University

「社会人が期待する日本語能力に向けての新しいカリキュラムの構築」 (Designing new curriculum to achieve advanced level proficiency that professionals expect of our majors)

Yoshiko Saito-Abbott, California State University, Monterey Bay

3:20 p.m. - 5:00 p.m. — Session 4

SESSION 4-A: PEDAGOGY PANEL [MEETING ROOM 402/403]

Chair: Fumio Watanabe, Yamagata University

Panel Title: 「日本語習熟度を測る指標の分析および表現文型抽出ツールの開発」 (Toward Development of a Functional-expression Extraction Tool: Exploring Indices for Measuring Learners' Proficiency in Japanese)

「日本語学習者の物語作文における接続詞・接続助詞使用をもとに習熟度を探る」 (Measuring proficiency in terms of conjunction and complementizer use: The case of written narratives by learners of Japanese)

Fumio Watanabe, Yamagata University

「日本語作文における名詞修飾節—英語母語の学習者と日本語母語話者の比較から—」 (Noun modifying clauses in Japanese written narratives: A comparative analysis of L1 English learners of Japanese and L1 Japanese)

Mitsuaki Shimojo, University at Buffalo, The State University of New York

「日本語学習者物語作文における日本語習熟度の複合動詞使用への影響」 (Influence of Japanese language proficiency on the use of compound verbs in learners' written narratives)

Miho Fujiwara, Willamette University

「機能表現および文型に着目した表現文型抽出ツールの開発」 (Preliminary development of a functional--expression extraction tool for the assessment of proficiency levels in Japanese)

Yoshiko Kawamura, Tokyo International University, and Tomoko Takeda, San Francisco State University

SESSION 4-B: PEDAGOGY PAPERS [MEETING ROOM 404]

Chair: Masako Douglas, California State University, Long Beach

「映画で学ぶ命の重さ —上級日本語授業の取り組み—」 (What Can Japanese Learners Learn About Life Through a Movie?)

Yoshimi Sakakibara, University of Michigan

「体系的な peer/self review の指導が書く力の向上に及ぼす効果の検証：上級日本語 コースでの批判的に読み・書くことの指導にむけて」 (Effects of trained peer- and self-review on improving writing skills: Teaching how to write and read critically in an advanced Japanese class)

Masako Douglas, California State University, Long Beach

「図書館と日本語プログラムの協働による正規多読コースの実現と実践」 (Development and implementation of extensive reading courses: Collaboration between the library and the Japanese language program)

Yuka Kumagai and Tomoko Bialock, University of Southern California

“Setting up a Japanese extensive reading club based on learner motivation”

Aurora Tsai, University of Hawai'i, Manoa

SESSION 4-C: PEDAGOGY PAPERS [MEETING ROOM 407]

Chair: **Noriko Hanabusa**, University of Notre Dame

「3領域 X 3能力 + 3連繫を指標にしたプロジェクト型学習の実践報告と今後の課題」(Designing a project based on the guideline, "Gakushuu no Meyasu : 3x3+3")

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

「日米合同参加型短期サマープログラムでアメリカ人日本語学習者は何を学んだのか」(Short summer program for Japanese and US students: What did the US students learn?)

Noriko Hanabusa, University of Notre Dame

「サービラーニングを取り入れたプロジェクトの実践報告：日本語学習者を日本文化の発信者へ」(Service learning: Transforming learners of Japanese into promoters of Japanese culture)

Yoshiro Hanai and **Shoko Emori**, University of Wisconsin, Oshkosh

「日本語での繋がりを築く—日米二大学間での Skype プロジェクト」(Building a connection in Japanese: Skype project between two universities in Japan and the U.S.)

Kayo Nonaka, New York University; **Sachiho Mori** and **David Reedy**, Aoyama Gakuin University

SESSION 4-D: SIG PAPERS ON JAPANESE FOR SPECIFIC PURPOSES, JAPANESE AS A HERITAGE LANGUAGE, AND STUDY ABROAD FOR FOREIGN LANGUAGE ADVANCEMENT [MEETING ROOM 408/409]

Chair: **Tomoko Takami**, University of Pennsylvania

「ビジネス日本語における仕事目標と日本語学習をつなげる試み」(An attempt to connect professional goals and Japanese language studies in Business Japanese)

Tomoko Takami, University of Pennsylvania

「21世紀を生き抜くためのビジネス日本語教育：「高度の思考能力」「情報活用能力」「協働作業能力」の獲得をめざして」(Business Japanese curriculum for a new era)

Toshiko Kishimoto, Clemson University

「多文化・多言語社会における成人初級継承語学習者—「継承語学習者」とは誰か？」(Adult beginner-level Japanese heritage language learners: Who are 'heritage language learners?')

Yasuko Senoo, McGill University

“Engaging learners abroad in local communities of practice”

Lindsay Yotsukura, Kyoto Consortium for Japanese Studies

SESSION 4-E: LITERATURE PAPERS [MEETING ROOM 411]

Chair: **Joan Ericson**, Colorado College

“Experiencing Japanese Noh theatre through Akira Kurosawa's films”

Minae Yamamoto Savas, Bridgewater State University

“The Ballad of the Shared Café? The Tale of Sagoromo in medieval song”

Charo D'Etcheverry, University of Wisconsin, Madison

“Living in the earthquake nation: Representations of earthquakes in modern Japanese literature and film”

Chiaki Takagi, University of North Carolina, Greensboro

“The changing dynamics of the Zainichi in transnational Japan”

Yoshihiro Yasuhara, Carnegie Mellon University

SESSION 4-F: SIG PANEL ON STUDY ABROAD FOR FOREIGN LANGUAGE ADVANCEMENT [GRAND BALLROOM C]

Chair: **Mari Noda**, Ohio State University

Panel Title: 「文化重視の留学プログラム：重要言語奨学金 2013 日本インスティテュートから学ぶこと」(Culture-Heavy Study Abroad: Lessons from the 2013 Critical Language Scholarship Japan Institute Experience)

「留学プログラムの豊かな地域環境と教室の連携：明確化された授業と探求型授業の融合」(Connecting the rich cultural environment and the classroom in study abroad: Mixture of explicit and implicit instructions)

Yuya Takeda, Becker College

「社会生活と言語習得：初級レベルの留学生の場合」(Socialization and language acquisition: Cases of novice-level study abroad participants)

Hiroshi Tobaru, University of Findlay

「聞き上手訓練：留学プログラム中級クラスにおける試み」(Listening strategy training: An attempt in an intermediate-level class in study abroad program)

Natsumi Suzuki, Purdue University

「教室外の言語と文化習得の促進：留学生による委員会活動の実施」(Promoting language and culture learning outside of the classroom: Implementing student-led committees in study abroad)

Stephen Luft, University of Pittsburgh

PART TWO

Juniper Ballroom, Marriott Courtyard Hotel

Thursday, March 27, 6:00 -9:00 p.m.

**General Membership Meeting (followed by light refreshments)
6:00 - 7:15 p.m.**

Chair: Motoko Tabuse, AATJ President

Keynote Presentation

7:30 - 8:30 p.m.

Dennis Washburn (Dartmouth College)

“Un---translating the Classics: Philology, Language Teaching, and Japanese Literary Texts”

Genji monogatari has been rewritten through medieval fan fiction, fake chapters, Buddhist religious rituals, visual narratives of all sorts, product placement, erotic parodies, nationalist philological treatises, treasured picture books for trousseaus et cetera. These ‘translations’ have so shaped understandings of Murasaki Shikibu’s masterwork that uncovering the original has become an exercise in literary excavation. This situation is hardly limited to the classics; even with modern works language teachers are constantly confronted with the task of how to recover or maintain the sense of linguistic particularity and cultural strangeness that makes text worthy of our attention in the first place. This task requires in part that we ‘un---translate’, focusing not merely on teaching the fundamental structures of language, but peeling away the layers of interpretation produced by a text’s composition, circulation, and reception.

2013 Annual Fall Conference Report

ACTFL in Orlando, Florida

AATJ's 2nd Annual Fall Conference was held in Orlando, Florida, Friday, November 22, through Sunday, November 24, 2013, in conjunction with the American Council on the Teaching of Foreign Languages (ACTFL) Annual Convention and World Languages Expo. 5,723 people attended the convention this year. According to the ACTFL, 283 Japanese language educators attended the fall conference.

Forty-five AATJ-sponsored sessions (33 one-hour educational sessions and 12 twenty-minute research paper sessions) were conducted in three concurrent presentation rooms over three days. AATJ sponsored several special sessions, including a celebration of the 50th anniversary of the founding of our professional organization, "Expanding the Japanese Teacher Community through AATJ Special Interest Groups," and "Teaching Literature in the Language Classroom."

AATJ hosted an award luncheon on Saturday for 130 attendees. At the beginning of the luncheon, students from University of Florida and University of South Florida presented dances with traditional and pop music. Mr. Shinji Nagashima, Consul General of Japan in Miami, and Mrs. Misako Ito, Director, Japan Foundation and Language Center, Los Angeles, gave speeches. During the luncheon, two teacher award ceremonies were conducted. **Kaoru Kimura** (Saint Paul's School for Boys in Maryland) and **Akiko Jones** (Bowling Green State University in Ohio) were recipients of the AATJ Teacher Award. They received prizes from IACE Travel, JTP America, Kintetsu International, Kodansha America, Nagoya University, Shogakukan, and The Laurasian Institute. Following, **Vanessa Sheperd** in the K-12 category and **Yurika Izumi** in the College and University category accepted the 2013 Cheng & Tsui Professional Development Grants.

The AATJ General Membership Meeting and Reception were held on Saturday. After recognizing the outgoing directors and co-presidents' outstanding contributions, the Board of Directors and the representatives of local affiliates reported on their activities. Numerous prizes awarded by raffle during the Reception were donated by Aichi Prefecture, Asia for Kids, Cengage Learning, Cheng & Tsui, City of Kobe, Hokkaido University, Japan Foundation Los Angeles, JPT America, Kinokuniya Bookstores of America, Kisetsu, Kodansha America, Made in Oregon, Nagoya University, NHK Cosmomedia America, Inc., Nippon Express Travel USA, Office Depot, Osaka Government Tourism Bureau, Shogakukan, Tokyo International University of America, Tuttle Publishing, University of Tsukuba, Wakayama Prefecture, Yamasa, and Yumani Shobo. We truly appreciate these generous donors.

AATJ hosted the Japan Pavilion in the ACTFL Conference exhibit hall. 13 booths and 22 Japan-related companies and organizations—Hokkaido University, IACE Travel, Japan Florida Group, Inc., Japan Foundation Los Angeles, Japan National Tourism Organization, JETRO, JPT America, JTB USA, Kinokuniya Bookstores, Kintetsu International, Kisetsu, Kobe Trade Information Office, Kodansha USA, Nagoya University, NHK Cosmomedia America, Inc., Nippon Express Travel USA, Osaka Government Tourism Bureau, Plando Japan Inc., The Laurasian Institution, University of Tsukuba, Wakayama Prefecture, and AATJ—exhibited at the Japan Pavilion. This year, the Association of Florida Teachers of Japanese conducted a Sumie workshop at the AATJ booth. In addition to the Sumie workshop, examples of Shodo (Japanese calligraphy) by students studying Japanese in the state of Florida were exhibited.



Sumie Workshop
conducted by the Association of Florida Teachers of Japanese. A lot of ACTFL participants enjoyed taking this mini workshop.

Cheng & Tsui Professional Development Award

Comments from the Winners

It brings me so much joy to teach Japanese to over 600 elementary school students in Kentucky, each week. They are bright, motivated, and so eager to learn. They fuel my desire to be the best world languages teacher I can be, daily. Therefore, it is with sincere gratitude to the Cheng & Tsui Publishers board of directors, that I write this note of thanks, for selecting me as the National K-12 recipient of a \$500 Cheng and Tsui Professional Development Grant to attend the American Council on Teaching a Foreign Language (ACTFL) conference in 2013 in Orlando, FL. You have helped me to achieve the goals I set for myself before attending the conference-- to be inspired by the ideas and innovative methods of teaching, as demonstrated in various conference sessions I attended. I continuously strive to improve my teaching and make each day more meaningful and valuable to my students than the day before, to maximize their learning. This year, I will co-facilitate a workshop for new teachers, at our Kentucky World Languages Association annual conference in September 2014, and plan to incorporate many of the ideas about using technology in the world languages classroom, incorporating arts/culture into lessons, as well as general strategies for proficiency-based, targeted learning, into my presentation. I appreciate this rare opportunity to have gotten to interact with other Japanese teachers and early language learners teachers, to grow as a professional, and to improve my teaching.

by **Vanessa Shepherd**

Wellington Elementary, Fayette County Public Schools, Lexington, KY

I would like to express my sincere gratitude to the AATJ for selecting me as a recipient of the Cheng & Tsui Professional Development Award. Due to their generous support, I was able to attend the annual world language expo of American Council on The Teaching of Foreign Languages at the Orange County Convention Center in Orlando, Florida from November 22, through 24. The theme of the conference was “New Spaces, New Realities: Learning Any Time, Any Place”. Attending the presentations allowed me to gain invaluable knowledge and gave me inspiration for future contribution to Japanese language education.

For example, one thing I found useful was that there are various types of online resources that I can incorporate into the thematic unit textbook I am developing, which can enhance student’s critical thinking skill, information literacy, etc. Also, seeing many Japanese teachers playing an active role to increase the visibility of the Japanese language education made me realize that it is crucial to advocate the importance of learning languages. Not only had I learned a great deal from this convention, it helped me clarify how I envision myself in this field.

by **Yurika Izumi**

University of California, San Diego, CA



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.

Almost 2,500 students at all levels, throughout the United States, were honored in Spring 2013 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/jnhs>.

Bridging Scholarships for Study Abroad

Results for Spring 2014

The students listed below were selected as recipients of the Spring 2014 Bridging Scholarships for Study Abroad in Japan. The Bridging Scholarship program is administered by AATJ with the support of the Japan-US Friendship Commission (www.jusfc.gov); the scholarships are funded by donations from companies, organizations, and individuals to the US-Japan Bridging Foundation (www.usjbf.org).

Applications are now being accepted for the Fall 2014 Bridging Scholarships, which will be awarded to at least 60 students from US colleges and universities. For complete information on applying for these scholarships, please go online to <http://www.aatj.org/studyabroad/scholarships>.

Clifford ALONZO, University of San Francisco (CA) / Sophia University / international business

Cameron BOTHNER, University of Michigan / Kyoto Consortium for Japanese Studies / linguistics

Isabel BUSH, College of William & Mary (VA) / Keio University / Asian studies

Deanna CROWE, University of Iowa / Nanzan University / marketing & Japanese

Michael DeANGELIS, University of Massachusetts, Boston / Soka University / art history

Diana DINH, Austin College (TX) / IES Tokyo / psychology

Sandra HERNANDEZ, University of Cincinnati (OH) / Nagoya University / biomedical engineering

Jessica KELLEY, Sonoma State University (CA) / Tokyo International University / psychology

Christopher KELLY, University of Mount Union (OH) / Temple University Japan Campus / Japanese (TEMPLE UNIVERSITY – JAPAN CAMPUS BRIDGING SCHOLAR)

Kathryn LOVETT, University of Oregon / Meiji University / computer science

Fatuma MOHAMED, University of California, Irvine / Doshisha University / Japanese

Christopher NGUYEN, Oberlin College (OH) / Waseda University / economics

Tracy PA, Grinnell College (IA) / Waseda University / sociology

Efrat PELEG, Bard College (NY) / Kyoto Seika University / studio art & Asian studies

Jocelyn RUSSELL, St. Norbert College (MN) / Tsuru University / international studies

Taiyo SCANLON-KIMURA, Oberlin College (OH) / Kansai Gaidai / politics & Asian studies

Devon SHANNAHAN, Georgetown University (DC) / Nanzan University / Japanese

Anastasia SKOVIK, St. Norbert College (MN) / Tsuru University / psychology

Kristin WHITAKER, University of Mount Union (OH) / Kyoto University of Foreign Studies / international studies & Japanese

Sarah WINTERBOTTOM, Carthage College (WI) / Kwansai Gakuin (USAC) / public relations & Japanese

Ayshe YEAGER, University of Alaska, Fairbanks / Osaka Gakuin / geography & Japanese studies



Japanese Language Scholarship

The Japanese Language Scholarship Foundation (JLSF) is accepting applications for its year 2014 scholarships. JLSF was established in 1998, and its guidelines were revised in 2013 to encourage teachers of the Japanese language and students in Japanese language studies in their educational and/or professional development as well as to promote cultural exchanges. These awards will enable the awardees to carry out a project of their choice in Japan. Each awardee will receive a \$3,000 scholarship and a round-trip air ticket for up to \$1,500 between the USA and Japan (coach class).

Deadline: All applications must be mailed on or before February 28, 2014.

For more information, go to <http://www.jlsf-aurora.org/JLSFScholarship.html>.

JET Memorial Invitation Program

The 2014 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:

1. Encourage American high school students to study Japanese
2. Encourage youth exchanges such as the JET program as an option for students
3. 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 16, 2014.

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



2014 AATJ “Year of the Horse” Nengajo Contest Results

Thanks to everyone who participated in the 2014 Nengajo contest. We had 510 cards submitted by 122 teachers at schools nationwide. There were so many great entries that it was very difficult to choose the winners.

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

The winning cards' images are on display in slide show format on the AATJ website: <http://www.aatj.org/studentactivities/nengajo-contest/2014>

The following pages show the winners of the 2014 Nengajo Contest:





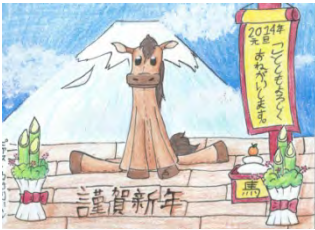




ELEMENTARY

	Artistic	Comical	Original
1st	 <p>Hanako Walder (grade 4) Student of: <i>Mari Hamada</i> Washington Japanese Heritage Center Cabin John, MD</p>	 <p>Shane Roehrig (grade 5) Student of: <i>Melinda Krajniak</i> Emerson School Ann Arbor, MI</p>	 <p>Phillip Crumm (grade 4) Student of: <i>Melinda Krajniak</i> Emerson School Ann Arbor, MI</p>
2nd	 <p>Fiona Barber (grade 5) Student of: <i>Akiko Bentz</i> Great Falls Elementary Great Falls, VA</p>	 <p>Will Collin (grade 5) Student of: <i>Melinda Krajniak</i> Emerson School Ann Arbor, MI</p>	 <p>Sydney Sakanoi (grade 5) Student of: <i>Fumiko Yamada/ (Ms. Naka)</i> Mililani 'Ike ES Mililani, HI</p>
3rd	 <p>Abigail Vandergrift (grade 3) Student of: <i>Lili Kennington</i> Great Falls ES Great Falls, VA</p>	 <p>Gonzalo Garcia Donoso (grade 1) Student of: <i>Mamiya Worland</i> Great Falls ES Great Falls, VA</p>	 <p>Charlotte Lane (grade 4) Student of: <i>Mari Hamada</i> Washington Japanese Heritage Center Cabin John, MD</p>









MIDDLE SCHOOL

	Artistic	Comical	Original
1st	 <p>Cole Hildebrandt (grade 8) Student of: <i>Yukiko Kobayashi</i> Emerson School Ann Arbor, MI</p>	 <p>Formosa Huang (grade 8) Student of: <i>Wakae MacLean</i> Hamilton International MS Seattle, WA</p>	 <p>Rachelle Lariba (grade 8) Student of: <i>Steve Markham</i> Kapolei MS Kapolei, HI</p>
2nd	 <p>Johnson Campos (grade 8) Student of: <i>Steve Markham</i> Kapolei MS Kapolei, HI</p>	 <p>Stevie Geppi (grade 6) Student of: <i>William Matsuzaki</i> St. Paul's School Brooklandville, MD</p>	 <p>Nhu Nguyen (grade 8) Student of: <i>Kyoko Vaughan</i> Hayfield Secondary School Alexandria, VA</p>
3rd	 <p>Lily Wall (grade 8) Student of: <i>Joseph Rybarczyk</i> Highland HS Highland, IN</p>	 <p>Soyuz Maharjan (grade 7) Student of: <i>Yumi Lawless</i> Hayfield Secondary School Alexandria, VA</p>	 <p>Aeka Lauderdale (grade 8) Student of: <i>Steve Markham</i> Kapolei MS Kapolei, HI</p>

HIGH SCHOOL

	Artistic	Comical	Original
1st	 <p>Christina Sellountos (grade 9) Student of: <i>Jeung-hee Park</i> Northside College Preparatory HS Chicago, IL</p>	 <p>Alice Wu (grade 11) Student of: <i>Nobuko Hasegawa</i> LaGuardia Arts HS New York, NY</p>	 <p>Colin Mullen (grade 12) Student of: <i>Susan Watson</i> Long Beach Polytechnic HS Long Beach, CA</p>
2nd	 <p>Chris Lah (grade 10) Student of: <i>Chiaki Rochkind</i> LaGuardia Hs of Music & Art New York, NY</p>	 <p>Katherine Pierce (grade 12) Student of: <i>Jessica C. Lee</i> Auburn Mountainview HS Auburn, WA</p>	 <p>Alex Huang (grade 12) Student of: <i>Hiroki Danshita</i> Issaquah HS Issaquah, WA</p>
3rd	 <p>Caroline Brown (grade 11) Student of: <i>Pamela Boyer-Johnson</i> Castle HS Newburgh, IN</p>	 <p>Nicole Buecker (grade 12) Student of: <i>Motoko Hayashi</i> The Overlake School Redmond, WA</p>	 <p>Jamie Cho (grade 12) Student of: <i>Shinobu Nagashima</i> Stevenson School Pebble Beach, CA</p>

COLLEGE

	Artistic	Comical	Original
1st	 <p><u>Yilian Li</u> Student of: <i>Masami Limpert</i> College of St. Benedict/St. John's Univ. St. Joseph, MN</p>	 <p><u>Hli Vang</u> Student of: <i>Masami Limpert</i> College of St. Benedict/St. John's Univ. St. Joseph, MN</p>	 <p><u>Yee Kei Zheng</u> Student of: <i>Masami Limpert</i> College of St. Benedict/St. John's Univ. St. Joseph, MN</p>
2nd	 <p><u>Lorin Davis</u> Student of: <i>Monica Dix</i> Saginaw Valley State Univ. University Center, MI</p>	 <p><u>Michael Cola</u> Student of: <i>Masami Limpert</i> College of St. Benedict/St. John's Univ. St. Joseph, MN</p>	 <p><u>Tyler Tupps</u> Student of: <i>Erika Banerjee</i> University of Michigan Flint, MI</p>
3rd	 <p><u>Beth Vang</u> Student of: <i>Masami Limpert</i> College of St. Benedict/St. John's Univ. St. Joseph, MN</p>	 <p><u>Briana Butler</u> Student of: <i>Monika Dix</i> Saginaw Valley State University University Center, MI</p>	

AATJ's Special Interest Groups

Explore your topics of interest in greater depth

AATJ has established several Special Interest Groups (SIGs) through which members can discuss and explore specific topics in greater depth than is possible in the Newsletter. The following messages are from representatives of each SIG. Please visit <http://www.aatj.org/sig> to find out and join your favorite SIGs.

Japanese as a Heritage Language SIG by Masako Douglas

The JHL SIG was established to provide a home base for collecting and disseminating research findings in the field, and promoting JHL education nationally and internationally. It also aims to provide a forum for discussing JHL issues. We publish research papers and reports on curriculum and instructional materials through our refereed on-line journal (<https://www.aatj.org/sig-japanese-heritage-language-ejournal>) and post JHL related information on the SIG web site. We usually have business meetings at the AATJ Annual Spring Conference/AAS Annual Meeting and at the AATJ Fall Conference ACTFL Annual Convention.

Members of the JHL SIG can obtain updated information of JHL education (pedagogy and research) in the U.S.A and share information among members who engage in JHL education in K-16th grade, and formal education and community schools.

Our 11 year old mailing list, JHL Listserv, will be discontinued in May 2014 due to Yahoo's termination of their service. Currently we are finalizing our new web site and we plan to make it available to our members this spring not only to replace the mailing list but also to better serve our members by effectively distributing JHL information.

There are two in-progress projects. We are collecting JHL school profiles. JHL schools are individually different and unique in their student's composition, school history, curriculum goals, and needs. We would like to collect information from the schools and globally share it among our members. The profiles will be uploaded to our web site. The form of the school information will be available from our web site. The other project is survey of high schools and colleges that have special classes for JHL students. The purpose of this project is to collect information from the Japanese courses or programs at high schools or colleges, which have special courses for the students from the JHL background. The results will be posted to our web site so that JHL students and Japanese teachers will be able to utilize the information when they look for a course for continuing study of JHL.

All AATJ members who are interested in JHL education and research are welcome. Please send your query to Masako Douglas (masako.douglas@csulb.edu)

Language and Culture SIG by Shinji Sato

The Language and Culture SIG covers both theoretical and practical issues surrounding culture at both pre-college and college level Japanese language education. This SIG is currently in transition and we welcome your creative ideas. Check our Facebook page: <https://www.facebook.com/pages/AATJ-Culture-Special-Interest-Group/125252684340285?ref=hl>

Please join us at the AATJ. Our meeting will be held in room 404, Philadelphia Downtown Marriott between 12:30-1:20 on Thursday, March 27. Both members and non-members who are interested in culture are welcome! If you have any questions, please contact Shinji Sato (ssato@princeton.edu).



Language and Culture SIG [Facebook Page](#)

Exchange information and opinions.

Please  Like

Proficiency Assessment SIG by Kenichi Miura

The main purpose of the Proficiency Assessment SIG is to promote and disseminate proficiency-based assessment in the Japanese language education field through various fora. Since the notion of proficiency was introduced in 1980s, the Proficiency Guidelines along with the Oral Proficiency Interview (OPI) and the Written Proficiency Test (WPT) have been widely utilized in the assessment of students, curriculum development, and language instruction. Many schools set a certain proficiency level as a goal and assign students to take OPI to assess their achievement and evaluate their program. Also, the OPI guidelines have been often referred to in order to create more effective oral practices to guide students to higher levels.

More specifically the activities of Proficiency Assessment SIG include the following: To provide Japanese teachers the opportunity to discuss their curriculum development with their colleagues from various institutions and levels in light of proficiency guidelines. It will be in no doubt beneficial for teachers to learn what goal each school has and to review the instruction to achieve that goal. Also, for a closer articulation between K-12 and college (and among different levels in K-12), the proficiency guidelines will play an important role.

Another activity of the SIG is to exchange ideas and lesson plans to achieve certain levels of proficiency. Language textbooks tend to emphasize grammar, and teachers often easily overlook the importance of the “contexts” and “text types” of the learners in order to achieve a higher level of proficiency. In order to create effective practices for students, the exchange of ideas will be highly beneficial.

In addition, Proficiency Assessment SIG intends to promote proficiency-related research and provide venues to disseminate such research.. Such topics are numerous; among these topics are the analysis of learners’ discourse at a certain level and the differences between the major borders and elements that prevent learners from attaining the higher level. Sharing the results of such research will contribute greatly to the field of Japanese language instruction.

The members of the SIG will have close contact via e-mail and/or website and will have an annual meeting in conjunction with the AATJ seminars. We also intend to actively participate in the AATJ seminar by presenting papers regarding proficiency-related research, lesson plans, and reports of new instructions.

Specific Purpose SIG by Tomoko Takami

The Japanese for Specific Purposes (JSP) SIG was established in 2007 to provide support to teachers of JSP by fostering a network among them and offering academic activities to share and learn about various issues relating to teaching JSP (JSP can be broadly interpreted as a Japanese language course that integrates any specialized areas, such as business, science, politics, international relations, and so on). Highlights of JSP related activities include, but are not limited to, JOINT Online courses (“Designing a Business Japanese Curriculum”), paper publications (“Meeting Student Needs: Perspectives on Teaching Japanese for Professional Purposes” (2010), ATJ Occasional Paper), and numerous paper presentations at AATJ conferences. We publish newsletters twice a year to share JSP related information and promote networking among the members. We plan to have a

meeting in the upcoming AATJ conference in Philadelphia in March; anyone interested is welcome!

Study Abroad for Foreign Language Advancement SIG by Mari Noda

The Study Abroad SIG has changed its name! The SIG known as SAFAS (Study Abroad for Advanced Skills) will now be called SAFLA (Study Abroad for Foreign Language Advancement). The new name reflects our aim to be more inclusive of the various levels of proficiency of study abroad participants, and it signifies our intention to focus on study abroad for the purpose of advancing language skills rather than gaining cultural experience. Some examples of questions we will examine: What tools can we provide for learners to develop language/cultural skills on very short study tours (less than three weeks)? How should instructional strategies differ for middle or high school and university students on a study tour? How does the homestay experience differ depending on the ages of the learners? Through the exchange of information via informal discussions and presentations, we will continue to observe the landscape of study abroad in Japan for the advancement of Japanese. More specifically, we encourage interested AATJ members to participate in the SAFLA SIG by:

- (1) proposing panels at the AATJ spring/fall conferences to report on programmatic features and outcomes in specific study abroad programs in Japan;
- (2) presenting papers based on empirical research on study abroad at annual AATJ spring/fall conferences. (We are particularly interested in collaborative research to examine students’ contact with homestay members, friends, and other study abroad participants, as well as their process of socialization.)
- (3) participating in SIG meetings at annual AATJ spring/fall conferences to discuss study abroad issues and good practices. As a result of these discussions we hope to create and expand an inventory of in-culture activities for students to engage in while on study abroad.
- (4) sharing information about study abroad research among K-16 colleagues so that we will collectively accumulate knowledge about learners’ study abroad experiences.

We intend to report these activities on the AATJ SIG site.

Greetings from AATJ Officers and Directors



Motoko Tabuse

田伏素子です。大学ではビジネスの日本語コース(undergrad & grad)を教えています。趣味はアクアエアロビクスとズンバです。

I am Motoko Tabuse and teaching Business Japanese courses at EMU (both undergrad & grad levels). I love aqua-aerobics and zumba.

AATJ副会長。カリフォルニア州立大学モンレーベイ校でビジネスの日本語やサービス・ラーニングのコース等、初級から上級のコースを教えています。趣味は生花です。各州の日本語教師会の方々との連絡を蜜にし、さらなる言語教育、言語学、歴史、文学等の分野の活動の促進に貢献できればと願っております。

Yoshiko Saito-Abbott teaches at California State University Monterey Bay. Vice president of AATJ. She teaches lower and upper division courses including Business Japanese and Service Learning course. I enjoy flower arrangement when I have free time. She wants to continue to promote and facilitate the importance of learning Japanese language and culture including linguistics, history, literature and other areas of scholarly. exchange, and to advocate the role of Japanese within the World Language community.



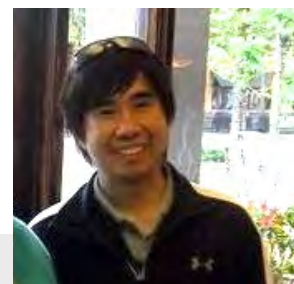
**Yoshiko
Saito-Abbott**



Eiko Ushida

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

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



William Matsuzaki

My name is William Matsuzaki and I am the new Advocacy Co-Director. I teach middle school Japanese at St. Paul's School in Maryland. I enjoy running and playing tennis during my free time. Thank you!



Yasuko Takata

Fall Conference Co-director の高田靖子と申します。ノースカロライナ州にあるウェイクフォレスト大学で教鞭を取っており、日本語全クラスを担当しております。趣味は読書と草取りです。草取りはメディテーションのようなものなので、皆様にお勧めします。AATJの皆様、教師として成長していくためには、色々な大会やワークショップに参加して、常に知識を高めていく必要があります。AATJの秋の大会はACTFLとの提携ですので、日本語関係はもちろんのこと、他の外国語教育ではどのようなことが行われているのか学ぶのに絶好のチャンスです。是非今年のサンアントニオの大会にご参加下さい。

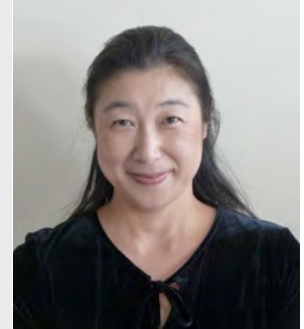
My name is Yasuko Takata Rallings, and I'm the fall conference co-director. I'm teaching all the Japanese courses at Wake Forest University in Winston-Salem, North Carolina. In my spare time, I enjoy reading and weeding. I'd like to encourage everyone to try weeding (which is very meditative!) and also to attend the ACTFL convention in San Antonio in November. We need to keep growing as teachers by participating in various professional development opportunities. Since AATJ is affiliated with ACTFL, ACTFL conventions are a great place not only to strengthen our knowledge and practice in Japanese language education but also to exchange ideas with other world language teachers. Hope to see many of you in San Antonio!

AATJ年次大会担当の藤岡(伊藤)典子です。ケンタッキーに居住していますが、オハイオ州の最南部に所在するシンシナティ大学に勤務しております。大学では、日本語日本文化プログラムと国際企業研修プログラムでコーディネーターをしながら「日本語」や「日本文化・社会」などのコースを教えています。趣味は、ピアノと旅行です。

今までご尽力くださってきた先生方のように、私も皆様のために働こうと決意し、お仕事をお引き受けいたしました。その後、様々な貴重な経験をさせて頂け、大変感謝しております。何かご提案、ご要望などございましたらお知らせください。

I am Noriko Fujioka-Ito, a co-director of the AATJ annual conference. Although I live in Kentucky, I am employed by the University of Cincinnati, which is located in south Ohio. For the university, I coordinate and teach courses in Japanese language, culture, and society offered by the Japanese Language and Culture Program and the International Co-op Program. My hobbies are playing the piano and traveling.

I decided to accept the offer for the position on the AATJ board because I would like to work for the AATJ members and the association, just as many board members have previously served with hard work. Since then, I have looked forward to numerous invaluable experiences through working for the annual conference. Please give me any suggestions or requests you may have.



Noriko Ito



Tomoko Takami

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

My name is Tomoko Takami. I'm a National Japanese Exam (NJE) Director. I teach Intermediate (4th year) Japanese and Business Japanese at University of Pennsylvania. I love traveling and cooking. I will do my best to help expand and enhance NJE. I am looking forward to meeting many colleagues along the way.



Hitomi Oketani

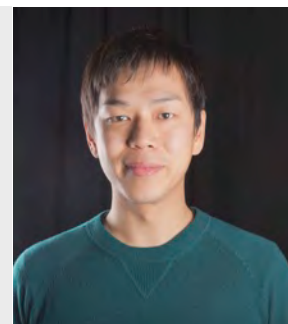
始めまして！ニュースレター担当のイースタン・ミシガン大学の桶谷仁美です。趣味はスキー、水泳、旅行、食べ歩きなどなどです。

これから田中先生と二人三脚でやって参ります。皆様からのたくさんの情報を記事にして参りたいです。お気軽にご連絡ください。よろしくお願いします！

I am Hitomi Oketani. I will serve as a Co-Director of Publication (Newsletter and Occasional Paper). Currently I am teaching at Eastern Michigan University (undergraduate and graduate level). My hobbies are skiing, swimming, traveling, eating out, and more. Together with Tanaka-sensei, we are very much looking forward to crafting a newsletter full of precious information from all of you!

この度、AATJニュースレターのレイアウトを担当させていただくことになりました田中雅裕と申します。ニューヨークのマンハッタンにあるUnited Nations International Schoolで教鞭を取っております。普段は中学生と高校生の第三言語クラスとIBクラス、そして小学生のアフタースクール継承語クラスを教しております。北東部教師会では、テクノロジー導入のワークショップを隔月開催しております。趣味は、サッカー、ランニング、アメフト観戦、音楽鑑賞、食べ歩きです。桶谷先生とニュースレターをより多くの方に読んで頂けるよう努めますので、2年間どうぞよろしくお願い致します。

My name is Masahiro Tanaka and I am a Director of Newsletter Layout. I teach 3rd language and IB classes for middle and high school students on regular basis. I also teach after school heritage class for junior school students. I organize technology integration workshops at NECTJ every other month. I enjoy playing soccer, running, watching football, listening to music, and eating out. I will do my best to get the newsletter read by a lot of people with Oketani Sensei. I am looking forward to working for AATJ for 2 years.



Masahiro Tanaka

Do you have information to share with us?

AATJ needs your help to enrich our newsletter. If you have any information to share with AATJ members on newsletter, please contact aatj@aatj.org. We publish 4 newsletters a year. The newsletters will be posted on our website www.aatj.org and read by Japanese teachers all over the world.



AMERICAN ASSOCIATION
OF TEACHERS OF JAPANESE

全米日本語教育学会

Canadian Association of Japanese Language Education 2014 Annual Conference Call for Proposals

Theme: Language education and identities: Japanese language education in multicultural societies

Conference Date: August 20 (Wednesday) - August 21 (Thursday), 2014. Conference Venue: Montreal, Canada, Best Western Ville-Marie Hotel & Suites (<http://www.hotelvillemarie.com/>). Keynote & workshop Speaker: Professor Yasuko Kanno (College of Education, Temple University)(<http://sites.temple.edu/ykanno/>).

Abstract Submission Deadline: Monday, April 14, 2014

Notification of Acceptance: Monday, May 12, 2014

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 are especially welcome. The allocated time for each paper presentation is 30 minutes (20 minutes for presentation and 10 minutes for questions and discussion), and posters will be presented in a 90-minute poster session. Presentations may be given in either Japanese, English or French. We will publish the conference proceedings on our website. For details, please see the guideline below.

Please e-mail submissions as attachments in .doc/.docx (Microsoft Word) file format, with the following information to: tshibata@princeton.edu. Please specify the subject line as "CAJLE2014 Proposal."

- 1) In the attachment
 - a. Paper title (in both Japanese and English)
 - b. Abstract: 700 letters (Mincho, font size 12, single-space) in Japanese or 350 words (Times New Roman, font size 12, single-space) in English/French. Please name the word file as "CAJLE2014_title" (for the "title" part, use up to the first 10 letters of your English title. Ex. "CAJLE2014_What_is_Lost" for the title of "What is Lost in Translation?"). The abstract should be written in the same language as the one you use in your presentation.
- 2) In the email
 - a. Paper title (in both Japanese and English, or in both Japanese and French)
 - b. Name(s) of the presenter(s) (in both Japanese and English, or in both Japanese and French; list all co-presenters),
 - c. Affiliation and title (in both Japanese and English, or in both Japanese and French; list each co-presenter's information),
 - d. Type of presentation: choose either "paper presentation" or "poster presentation". *We cannot guarantee that you will be able to present in the manner of your choice.
 - e. E-mail address, phone number, and mailing address (contact person only).

Individuals may submit only one proposal as presenters or co-presenters. Presenters must be members of CAJLE and non-members will be required to submit a membership application by the time of the proposal submission. Membership information is at <http://www.jp.cajle.info/about-us/membership/>.

Selected presenters at the conference will be invited after the conference to submit their papers for article length publication in Volume 16 of the Journal CAJLE. Those submissions will undergo a separate reviewing process set by the standards of the journal.



CAJLE - カナダ日本語教育振興会
Canadian Association for Japanese Language Education

Job Opening Announcements

Akita International University

Akita International University invites applications for a position in Japanese Language Program at the Lecturer, Assistant or Associate Professor level, beginning April 1, 2014 or as soon thereafter as possible. AIU opened in 2004 as the first public 'university corporation' in Japan and, in recent years, it has been receiving growing attention from leading companies, other higher educational institutions and the mass media, for its unique education policy. The University is committed to the provision of a full international liberal arts curriculum and all the undergraduate teaching is conducted entirely in English (with the exception of the Japanese language program).

All students are also required to spend a minimum of one year studying abroad at one of our 150+ overseas exchange partners. Currently there are about 800 Japan-based undergraduate students and 200 short-term international exchange students from all over the world enrolled in the university. There are also 60 Japanese and international students enrolled in the professional graduate school. For more information please refer to <http://web.aiu.ac.jp>.

The University operates a two 15-week semester system, and there is an additional 7.5-week winter program in January-February. Faculty members are expected to teach 7-9 courses per year.

The successful candidate will join our Japanese Language program, where s/he will offer Japanese language courses from elementary to advanced levels for exchange students.

The appointment will be made on an initial three-year, fixed-term contract basis, and is renewable upon mutual agreement. A renewed contract will lead to indefinite-term (i.e. *de facto* tenured) employment. Salary is competitive, commensurate with qualifications and experience. Generous benefits are also included as part of the remuneration, including partial housing allowance, health insurance, and a research fund allowance.

Responsibilities:

- Teach Japanese language courses from Elementary to Advanced levels for short term exchange students.
- Teach courses required for Minor in Japanese Language Teaching offered for degree-seeking students at undergraduate level.
- Provide academic advising to individual students in the exchange program.
- Engage in scholarly activity at an international level.
- Participate in service to the University, program and community.
- Collaborate with colleagues on program development.
- Work effectively and collegiately in a multicultural learning environment.

Requirements for the position:

- An earned doctorate or equivalent qualification in Japanese pedagogy, linguistics, foreign language teaching, or related field;
- Extended record of excellent Japanese language teaching at various levels including higher education level;
- Native speaker of Japanese or equivalent language competence;
- English ability commensurate with the need to communicate in official meetings and for advising exchange students;

Desirable qualities:

- Experience of program coordination of Japanese classes;
- Experience in teaching various levels of Japanese at overseas institutions and a strong background in technology;
- Experience of training Japanese language teachers.

Application Procedure:

Qualified applicants should submit the following documents to the address below. E-mail submissions are acceptable. The initial deadline for complete applications is February 7, 2014 but applications will be accepted until the position has been filled. After screening, some candidates may be contacted via Skype. Short-listed candidates will then be invited to AIU for interview and demo-teaching. Documents to be submitted:

1. A letter of application (both in Japanese and in English);
2. Curriculum Vitae;
3. Statements of: teaching philosophy and teaching experience;
4. A sample of two works including at least one extensive research article;

5. Japanese Language Program Faculty Search Committee

c/o Division of Academic Affairs, Akita International University, Yuwa, Akita-city 010-1292 JAPAN
TEL: +81-18-886-5930 FAX: +81-18-886-5910 E-MAIL: f-search@aiu.ac.jp

Bates College

The Program in Asian Studies, Bates College, invites applications for a **two-year postdoctoral fellow for pedagogical innovation and curricular renewal** in the humanities funded by the Andrew W. Mellon Foundation. The postdoctoral fellowship begins August 1, 2014, and concludes July 31, 2016. Candidates must complete the Ph.D. by September 1, 2014, and should be no more than three years beyond receipt of their doctorate. This is a fulltime lecturer position with salary and benefits competitive at the assistant professor level. The postdoctoral fellow will teach three courses in 2014-2015 (one course each semester and one course in Bates's five-week short term [April-May]), and two courses (one each semester) in 2015-2016. The postdoctoral fellowship provides a reduced teaching load in order to support innovation in teaching and research.

The area of specialization (China or Japan) is open, but we particularly welcome applicants whose research examines culture broadly defined (including, for example, media, film, and cultural studies, anthropological approaches, etc.), and that crosses national boundaries. Candidates are expected to have some familiarity with either Chinese or Japanese. The teaching of one or two classes in either one of these languages (as part of the total of five courses) is a possibility, depending on the candidate's expertise and experience. The program seeks candidates committed to effective teaching and interested in exploring innovative approaches to East Asian Studies in the liberal arts college setting. This interest may take any of a number of forms, including, but not limited to the following: creative uses of digital technologies and on-line resources in the humanities and social sciences; new strategies for fostering student engagement and interaction; creative ways of structuring assignments and the use of classroom time; possibilities for connecting student learning to wider local and global communities; exploration of the interdisciplinary nature of the study of East Asian cultures; and new ways of combining language and culture learning in the classroom. 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; the search committee expects candidates to identify their strengths and experiences in this area.

The Asian Studies Program and the college appreciate the importance of ongoing professional research; the successful candidate will possess a demonstrated record of excellence in both teaching and scholarship. The Mellon half-time teaching load provides release time to help balance research and teaching. Limited travel funds for conference attendance and presentation are available. Fellows are also eligible to compete for faculty development grants, which can be used for a variety of research expenses such as the purchase of books or materials or travel to conferences, meetings, and archives. Bates is a highly selective liberal arts college and will provide an excellent climate for professional development and scholarship.

Consideration of candidates will begin **January 20, 2014**, and continue until the position is filled. Applicants should initially submit the following documents electronically, in PDF format, to Nancy LePage, Project Specialist, 207-786-6480, at academicservices@bates.edu: (1) a cover letter highlighting pedagogical vision and practice along with likely course offerings and research interests; (2) a c.v., (including the names of two or more potential references); (3) a sample syllabus of a class they have taught or would like to teach. Candidates selected for further consideration will then be asked to submit further documentation, such as a graduate school transcript, two letters of recommendation, a writing sample, etc. They should be prepared to do so promptly. Please include your last name and R2137 in the subject line of all submissions.

Bates is an Equal Opportunity/Affirmative Action employer. Because the college recognizes that employment decisions often involve two careers, Bates welcomes applications for shared positions. Employment is contingent on successful completion of a background check. For more information about the college, please visit the Bates website: www.bates.edu.

Bellevue College

Bellevue College, in Bellevue, WA, is seeking **Japanese full-time tenure-track faculty** for the World Languages department in the Arts & Humanities division, starting Fall 2014. The instructor works under the general direction of the Vice President of Instruction and is responsible primarily to the Arts & Humanities division Dean. Duties include, but are not limited to:

- Teaching 15 credits (3 courses) per quarter at the first- and second-year levels on a variety of days and/or times
- Designing and facilitating student learning experiences that enable student success and achieve learning outcomes for assigned courses
- On-going curriculum development, revision, and implementation through inter- and intra-departmental cooperation and collaboration
- Participating in the life, culture, and development of the department, division, and college (such as serving as faculty advisor, mentoring of department colleagues, etc.)
- Maintaining current knowledge and skills in the discipline and area of assignment
- Fostering a positive, supportive, equitable learning environment where differences and pluralism are valued and all students have opportunities to be successful learners

MINIMUM QUALIFICATIONS:

- Master's degree from an accredited institution in Japanese or related field, such as linguistics, language teaching pedagogy, TESL, literature or education
- Native or near-native proficiency in the Japanese language, both spoken and written
- Two years teaching experience in Japanese as a foreign language at the community college and/or university level
- Experience working with diverse student populations, including those with physical and learning disabilities and those from differing socio-economic and cultural backgrounds
- Experience in practicing the values of pluralism and multiculturalism through pedagogy and interpersonal/collegial relations

PREFERRED QUALIFICATIONS:

- Experience and willingness to instruct in various teaching modalities (face- to- face, hybrid, online)
- Experience in assessing student proficiency for placement in the appropriate level language class
- Experience with adapting a variety of teaching and learning strategies in a multi-cultural, multi-ability classroom
- Experience living in Japan
- Demonstrate understanding of concepts related to teaching and learning theory, curriculum development, and assessment of learning outcomes
- Proven leadership ability and evidence of effective intercultural communication skills, collegiality, and working collaboratively with colleagues in an intercultural department

Applications received by **March 2, 2014** will receive first consideration. Applications received after that date may be considered until the position is filled.

To apply, go to <http://www.bellevuecollege.edu/jobs> and review the full job announcement, required documents to be attached, and full application instructions.

Earlham College

Earlham College, a residential liberal arts college, invites applications for a Language Fellow position in the Japanese language program for the 2014-2015 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 one or more openings for a **full-time Drill Instructor/Teaching Assistant in Japanese** expected to begin August 1, 2014, and to extend through June 30, 2015. Drill instructors teach small-group drill sections in Japanese language classes under the supervision of a course head and assist the course head in preparing class materials, grading, and providing individual assistance to students. Candidates must have native or near-native fluency in all

modalities of Japanese (reading, writing, listening, and speaking); a bachelor's degree or higher; experience teaching Japanese, preferably at the college level to students whose native language is English; and computer literacy. This will be a term appointment renewable annually, based on performance and curricular need, for up to a total of six years. Candidates interested in applying for the position should submit (1) a letter of application, (2) a curriculum vitae, and (3) the names and email contact information of three references to <http://academicpositions.harvard.edu/postings/5241>.

The references will be contacted separately and invited to upload letters of recommendation. In addition, (4) a 20-minute DVD of the applicant teaching should be submitted by surface mail to the following address:

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

All the above should be submitted by **March 1, 2014**.

Selected candidates will be contacted directly in mid-March for an interview to be conducted either by Skype, for candidates outside the Boston area, or on the Harvard campus, for candidates within the Boston area. Please note that references will only be invited to upload letters of recommendation after a complete application has been submitted online.

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

University of Hawai'i

University of Hawai'i at Manoa, Department of East Asian Languages and Literatures, invites applications for a **tenure-track, full-time, 9-month Assistant Professor of Japanese language and pedagogy** position to begin August 1, 2014. Duties include: teaching undergraduate courses in Japanese language and linguistics, graduate courses in pedagogy including teaching practica; advising undergraduate and graduate students; training and evaluating graduate teaching assistants in Japanese; conducting and publishing research in area(s) of specialization; participating in departmental and university service; other duties as assigned. Areas of specialization in pedagogy are open, but candidates with a research emphasis on JSL/JFL literacy development, or kanji learning, or heritage language learning are encouraged to apply. Review of applications will begin on January 20, 2014, and continue until the position is filled. To apply see the full ad located at <http://workatuh.hawaii.edu/Jobs/NAadvert/18772/2431799/1/postdate/desc>.

Long Beach Community College District

Long Beach Community College District is currently seeking one (1) full-time tenure track Japanese Instructor commencing with the 2014 fall semester. The primary teaching assignment involves teaching Japanese classes at all levels offered. This assignment also includes curriculum and program development, participation in department, division, college committees, and participatory governance activities assuming leadership roles both within the department and in the institution as a whole; collaboration across disciplines and the leveraging of student support resources; and participation in ongoing professional development.

The teaching assignment may be at the Liberal Arts campus, the Pacific Coast campus or other college teaching locations. The assignment may be day, evening, weekend, online or off campus and is subject to change as needed. The ideal candidate for this position embraces the overall mission of Long Beach Community College District, with a clear, focused commitment to supporting teaching and academic excellence, and student learning and success through the work of Japanese.

Minimum Qualifications:

Master's in Japanese OR Bachelor's in Japanese AND Master's in another language or linguistics OR meet equivalent qualifications established by the District, AND

Demonstrated cultural competency, sensitivity to and understand of the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community college students.

Desirable Qualifications:

Native or near-native fluency in Japanese.

Educational and/or instructional preparation in Japanese.

Extensive knowledge of the Japanese culture.

At least two years of recent experience teaching Japanese to college students, especially at a community college.

Evidence of participation in student success initiatives in post-secondary setting.

Evidence of an ability to address and to effectively engage the instructional needs of a diverse and frequently underprepared student population taking a wide range of Japanese courses.

Evidence of the ability to use a variety of teaching techniques and methodologies to increase student success.

Evidence and/or understanding of Student Learning Outcomes and their assessment, and the ability to adapt teaching techniques based on assessment.

Evidence of the ability to work effectively with technology to provide high quality instruction.

Evidence of innovation, scholarship, and/or leadership in the teaching of Japanese.

Desire and demonstrated ability to participate actively in department, division, and college committees and in the shared governance of Long Beach City College.

Desire and evidence of an ability to take on leadership roles both within the department and in the institution as a whole.

Commitment to the Mission and Strategic Objectives of Long Beach Community College District.

Evidence of the ability to teach a balanced course load at various levels within the Department's offerings.

Evidence of an ability to communicate effectively both orally and in writing.

CONDITIONS OF EMPLOYMENT

Salary range of \$50,555 - \$78,574 is commensurate with academic preparation and experience. The District provides medical, dental, and vision insurance for the employee and eligible dependents and life insurance for the employee.

The deadline to apply is **4:00 p.m., February 13, 2014**. Application materials must be electronically submitted on-line at <http://apptrkr.com/427742>. Incomplete applications and applications submitted by mail will not be considered.

The community of Long Beach is a wonderful blend of big city and seaside town. California's 5th largest city conveniently borders Los Angeles and Orange County and is known for its rich heritage celebrating the cultural arts, athletics, tourism, community and civic opportunities. Long Beach is a culturally diverse community of nearly 500,000 that was recently named one of the 100 Best Communities for Young People by America's Promise.

University of Oregon

The Department of East Asian Languages and Literatures at the University of Oregon is conducting a search for a **career instructor of Japanese**. This is to fill a one-year full-time position with contract renewal contingent upon the quality of performance, available funding, and need. We seek highly qualified candidates able to teach

Japanese language courses at all levels and to participate in the full range of language program activities. The position begins September 16, 2014.

Required are at least an M.A. degree in Japanese language pedagogy, linguistics, or a related field, experience teaching Japanese at the university level, and native or near-native fluency in both Japanese and English. Preferred skills include knowledge of foreign language teaching methodologies, knowledge of teaching materials development, strong background in classroom technology, experience in content-based teaching, and experience in a multi-section teaching environment.

Duties will include teaching Japanese language courses, collaborating with other faculty members in team-teaching situations, supervising graduate assistants, sharing extracurricular responsibilities with other faculty, and participating in curriculum and program development. Candidates who promote and enhance diversity are strongly desired. Salary is commensurate with qualifications.

Candidates must apply online at academicjobsonline.org/ by submitting a cover letter, CV, three letters of recommendation, statement of teaching philosophy and experience (including levels taught, teaching approaches, and textbooks used), a sample of course materials, and evidence of teaching effectiveness (e.g., copies of course evaluation summaries). To ensure consideration, please submit applications by **March 11, 2014**. The position is open until filled. For more information please visit the UO jobs page:

<http://hr.uoregon.edu/jobs/> EO/AA/ADA institution committed to cultural diversity.

Sophia University

The Center for Language Education and Research (CLER), Sophia University, Tokyo, seeks an instructor to teach Japanese for the Summer Session in Asian Studies that will take place from July 25 to August 15. The successful candidate will teach two basic Japanese courses from 9:30 to 11:40, and 12:40 to 14:50 everyday. English will be used in class, when necessary.

Applicants should have a MA in Language Pedagogy, Linguistics, or related area. Teaching experience at a college level in an English-speaking organization for, at least, two years is mandatory. Applications should include a cover letter, a detailed curriculum vitae, videotaped lesson sample (DVD) with the lesson plan (preferably at a beginning level), and two letters of recommendation.

The salary will be based on the summer session's salary scale at Sophia University. Travel expenses from abroad are not provided. Accommodations are available if there is no place to stay in Tokyo area.

Application materials must be sent by **February 28, 2014**, to the Director, Yoshida Kensaku, Center for Language and Education, Sophia University, 7-1 Kioi-cho, Chiyoda-ku, Tokyo, 102-8554, Japan. Inquiries about this position may be addressed to Kaoru Koyanagi, Coordinator for the Japanese Language Program via email (kaoru-k@sophia.ac.jp).

Swarthmore College

The Department of Modern Languages and Literatures at Swarthmore College invites applications for a **one-year, full-time leave replacement position of Lecturer in Japanese**, to begin Fall 2014. Previous teaching experience at the college/university level, native or near-native fluency in Japanese, and proficiency in English are required; an M.A. in Japanese language pedagogy or related field is required. Responsibilities include teaching or co-teaching all levels of Japanese, developing and grading teaching materials and exams, and collaborating with the Japanese section in team-teaching, events, and cultural activities.

Submit cover letter, CV, transcript, statement of teaching philosophy, and three recent letters of recommendation to: <https://academicjobsonline.org/ajo/jobs/3796>. If unable to submit online, send materials to: Prof. Will Gardner; Chair, Japanese Lecturer Search; Swarthmore College; 500 College Ave.; Swarthmore, PA 19081-1390. Candidates are also requested to submit a video demonstrating teaching: a link to an online video can be specified in the cover letter, or a DVD can be sent to the address above. Review of applications will begin on **February 15, 2014**, and continue until the position is filled; selected candidates will be interviewed at the AAS/AATJ Annual Conference in Philadelphia in March.

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

Vassar College

Vassar College invites applications for the position of **Japanese Language Fellow (Intern)** for the 2014-15 academic year (late August, 2014 through May, 2015). Vassar College is an affirmative action, equal opportunity employer, and applications from members of historically underrepresented groups are especially encouraged. Vassar is strongly committed to fostering a community that reflects the values of a liberal arts education and to promoting an environment of equality, inclusion, and respect for difference.

The Language Fellow, who must be a native speaker of Japanese, assists 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.

Wesleyan University

Wesleyan University's College of East Asian Studies invites applications for a **Full-time Visiting Lecturer in Japanese Language**, for a one-year term (1 July 2014 - 30 June 2015). Candidates will need to demonstrate evidence of native or near-native ability in both Japanese and English. Teaching responsibilities include five courses (3-2): Second-, Third-, and Fourth-Year Japanese in the Fall semester, and Second- and Fourth-Year Japanese in the Spring semester.

The College of East Asian Studies is an extended, interdisciplinary major program that offers its students and faculty extensive opportunities for interaction in East Asian languages. It is expected that the appointee will be a participant in the College's activities. Minimum qualifications are an MA in linguistics, applied linguistics, and/or Japanese language and literature, as well as experience teaching Japanese language as an instructor at the college level. Innovative teaching methods using technology and content-based pedagogy, and a Ph.D in a relevant field, are desirable.

Submit letter of application, c.v., email addresses of three referees from whom we may obtain confidential letters of recommendation, and evidence of teaching success, at <http://careers.wesleyan.edu/postings/4244>. Applications received by **24 March 2014** are guaranteed full consideration. Wesleyan University is an equal opportunity employer and welcomes applications from women and historically underrepresented minority groups. Title IX and ADA/504 Coordinator: Antonio Farias, Chief Diversity Officer, 860-685-4771.

York University

The Department of Languages, Literatures and Linguistics, Faculty of Liberal Arts & Professional Studies at York University invites applications from qualified candidates for a **one-year Sessional Assistant Professor position in Japanese**. Applicants must have a PhD in Second Language Acquisition/Education or Linguistics/Applied Linguistics, with a focus on teaching the Japanese language. Familiarity with web-based courses and teaching strategies is also required. The primary responsibility of this position is for teaching the modern Japanese language at various undergraduate levels. Applicants must show evidence of excellence or the promise of excellence in teaching at the university level. The successful candidate is expected to coordinate, further develop, and enhance the language component of the Japanese Studies Program by utilizing the available instructional technology and facilities. A current record of relevant publications and conference presentations must be available. Native or near-native fluency in both Japanese and English is required. The appointment carries a teaching load of three full courses or the equivalent.

All York University positions are subject to budgetary approval.

York University is an Affirmative Action Employer. The Affirmative Action Program can be found on York's website at www.yorku.ca/acadjobs or a copy can be obtained by calling the affirmative action office at 416-736-5713. All qualified candidates are encouraged to apply; however, Canadian citizens and Permanent Residents will be given priority. Temporary entry for citizens of the U.S.A. and Mexico may apply per the provisions of the North American Free Trade Agreement (NAFTA).

Applicants should submit, in hard copy, a letter of application, an up-to-date curriculum vitae, and a teaching dossier, and arrange for three confidential letters of recommendation to be sent directly. Please include a statement of teaching and research interests and teaching evaluations in your application package. Apply to: Professor Pietro Giordan, Chair, Department of Languages, Literatures and Linguistics, South 561 Ross Building, York University, 4700 Keele St., Toronto, Ontario, Canada, M3J 1P3. The deadline for applications is **February 14, 2014**.

AMERICAN ASSOCIATION OF TEACHERS OF JAPANESE

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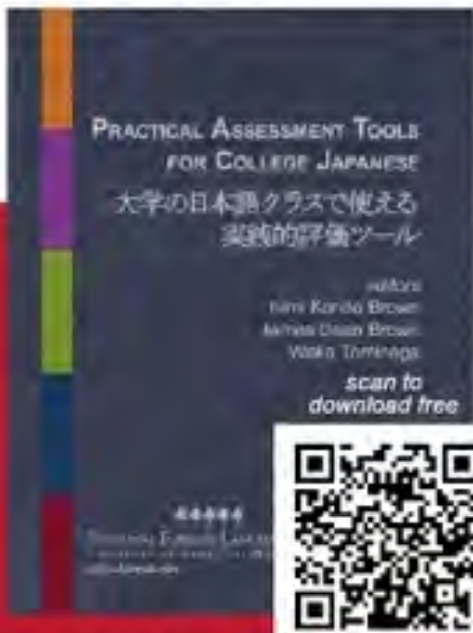
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- receive four issues annually of the *AATJ Newsletter* and other publications
- present research at and attend the annual AATJ Conferences in conjunction with AAS and ACTFL
- nominate students for induction into the Japanese National Honor Society
- 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.

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This volume is a collection of 21 peer-reviewed assessment modules developed by teachers of Japanese who participated in the Assessments for Japanese Language Instruction Summer Institute at University of Hawai'i at Mānoa in summer 2012. Each module presents a practical assessment idea that can be adopted or adapted for the reader's own formative or summative assessment of their Japanese language learners. Each module includes background information, aims, levels, assessment times, resources, procedures, caveats and options, references, and other appended information.

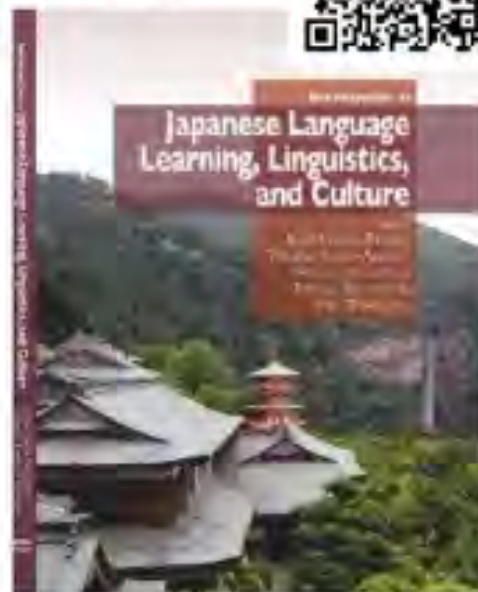
Kimi Kondo-Brown
James Dean Brown,
Waka Tominaga (Eds.)
(2013) 162pp

New from Hawai'i

This volume is a collection of selected refereed papers presented at the Association of Teachers of Japanese Annual Spring Conference held at the University of Hawai'i at Mānoa in spring of 2011. It not only covers several important topics on teaching and learning spoken and written Japanese and culture in and beyond classroom settings, but also includes research investigating certain linguistic items from new perspectives.

Kimi Kondo-Brown
Yoshiko Saito-Abbott
Shingo Satsutani
Michio Tsutsui
Ann Wehmeyer (Eds.)
(2013) 208pp.

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