

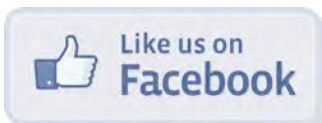


President's Message Motoko Tabuse

新学期が始まりましたが、AATJの会員の皆様には益々ご活躍の事と存じます。春夏の主な活動を簡単にご報告させていただきます。5月にはワシントンDCで日本大使館の方とお話し、日本では日本語教育学会の春季大会に出席しました。7月にはオーストラリア・シドニーでの国際大会に出席し、世界の日本語教育の現状を垣間見ることができました。国により日本語教育の現状やそれぞれが直面している課題が違うと言う事が分かり大変勉強になりました。東京では国際交流基金の本部の皆様とお会いし、これからも更なるご協力が頂けるようお願いして参りました。また、東京大学総合教育研究センター全学教育推進部門、特任教授、オンライン教育総括ディ

レクターとしてご活躍の宮川繁先生にお時間を頂き、MOOC(Massive Open Online Courses)についてお話を伺いました。将来の日本語教育にもきっと影響を与えるMOOCのインタビュー記事を今月号から連載させていただきます。そして、この11月のAATJの秋の学会では、affiliatesから将来のリーダーを選出して頂き、主にadvocacyとassessmentをテーマに国際交流基金と協働でLeadership Training Workshopを実施します。これから日本語教育をそれぞれの地域に密着した形で推進・奨励して下さる事を切に願っております。では、11月にテキサスで皆様にお会いする事を楽しみにしております!

A new academic year has started. I hope you and your loved ones are doing well. As AATJ president, I have been very busy this spring/summer. For example, I met with the Japanese Embassy minister and councilor in Washington DC and began our discussion about ways to support and promote Japanese language education in the US. In May in Japan, I participated in the spring conference of the Society for Teaching Japanese as a Foreign Language in Japan, and in July I participated in the International Conference on Japanese Language Education (ICJLE) in Sydney. In Tokyo, I met with the Japan Foundation headquarters representatives in Tokyo and had a very productive meeting. I was also able to schedule a meeting with Dr. Shigeru Miyagawa (University of Tokyo/MIT) and interview him about his MOOC (massive open online courses) project. I will publish it the interview serially starting in this issue. Regarding our future activities, in November, AATJ and the Japan Foundation, Los Angeles (JFLA) are jointly hosting a Leadership Training Workshop where 24 affiliate representatives will gather in San Antonio to learn ways to promote Japanese language education in their state/region. We are very excited about this joint event with JFLA. I hope to see many of you at the AATJ/ACTFL fall conference in San Antonio, Texas!



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

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

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2014 Annual Fall Conference

ACTFL in San Antonio, Texas

The AATJ Fall Conference will be held during the American Council on the Teaching of Foreign Languages (ACTFL) Annual Convention and World Languages Expo, Friday, November 21 through Sunday, November 23, 2014, at the Henry B. Gonzalez Convention Center in San Antonio, Texas. The ACTFL Annual Convention and World Languages Expo will feature over 600 educational sessions covering a wide spectrum of the language profession addressing the theme



Reaching Global Competence. The ACTFL Convention is an international event bringing together over 6,000 language educators from all languages, levels and assignments within the profession.

Registration: Advance Registration By Wednesday, October 29, 2014
 Onsite After Wednesday, October 29, 2014

	Advance (by 10/29/14)	Late/Onsite (after 10/29/14)
FULL CONVENTION REGISTRATION		
Member	\$215	\$310
Non-Member	\$315	\$410
ACTFL Student Member	\$115	\$135
ACTFL Retired Member	\$145	\$165
DAILY REGISTRATION		
Member – One Day	\$175	\$270
Member – One Day	\$260	\$355

To register for the ACTFL Convention, please go to the website (<https://www.xpressreg.net/register/actf114/lookup.asp?sc=>).

Housing: For details regarding hotel reservations, please look at the website (<http://www.actfl.org/convention-expo/housing>).

Official Hotels:

- Grand Hyatt Hotel (ACTFL HQ Hotel) \$205 Single; \$225 Double
- Marriott Riverwalk Hotel \$199 Single; \$215 Double
- Hilton Palacio del Rio Hotel \$199 Single; \$224 Double
- Hyatt Regency Hotel \$190 Single; \$215 Double
- Westin Riverwalk Hotel \$179 Cityside; \$189 Riverside
- Hotel Contessa \$189 Single/Double
- Menger Hotel \$139 Single/Double

All rates are per room and are subject to 16.75% occupancy tax (subject to change).
 The cutoff date for this rate is October 27, 2014.

General Membership Meeting and Reception: The AATJ General Membership Meeting, Panel on Assessment, and Reception will be held from 6:30-9:00PM on Sat, 11/22 in Grand Hyatt Hotel Lone Star Ballroom Salon E.

Local Affiliate Council Meeting: The local affiliate council meeting will be held from 12:00-1:00PM on Fri, 11/21 in Henry B. Gonzalez Convention Center Room 008A.

Luncheon: The AATJ Luncheon will be held in Henry B. Gonzalez Convention Center Grand Ballroom C2 from 12:30-1:45PM on Sat, 11/22. This year, high school and university students who are studying Japanese in San Antonio will present a Yosakoi dance for the attendees at the luncheon. Tickets are \$40 now, or \$47 after 10/29. Please purchase the luncheon tickets when you register for the conference. AATJ will not sell tickets at our booth. If you have already registered but did not request a luncheon ticket, please contact ACTFL or purchase your luncheon ticket from the on-site registration desk.

Japan Pavilion: The Japan Pavilion in the Exhibit Hall of the Henry B. Gonzalez Convention Center will feature entertainment as well as exhibits by publishers, travel agents, universities, and other companies and services related to our profession.

Ningyo Shiori (Japanese Doll Bookmark) Making Performance and Workshop: The teachers in Texas will conduct a Ningyo Shiori Making Workshop during the Exhibit Hall Visit Free Time (10:00-11:00AM on Fri, 11/21; 9:00-10:00AM, 3:00-4:00PM on Sat, 11/22) at the Exhibit Hall of the Henry B. Gonzalez Convention Center. In addition to the Ningyo Shiori Making performance and workshop, reports of the educational activities in Texas such as contests, study tour, and Kakehashi project will be exhibited in the Japan Pavilion.

Presentation Sessions: This year, AATJ sponsors two concurrent sessions including 12 research paper presentations and 24 one-hour learning sessions which will be held in the Henry B. Gonzalez Convention Center Room 008A and 008B (see schedule below).

■ ACTFL 2014 「ビジットジャパン朝食セミナー」の参加者を募集！（締め切り:9月30日）

観光庁及び日本政府観光局(JNTO)では、訪日外国人数の増加に向けた取り組みの一貫として、日本語学習者による訪日教育旅行および留学の促進に取り組んでいます。

今般、テキサス州サンアントニオにおいて11月21日(金)～11月23日(日)にAmerican Council on The Teaching of Foreign Languages(ACTFL、全米外国語教師協会)が開催する言語・語学イベント「The 2014 Annual Convention and World Language Expo」にビジットジャパン(VJ)ブースを出展し訪日教育旅行及び留学に関する情報提供を実施することに伴い、「ビジットジャパン朝食セミナー」を下記の通り開催いたします。

本セミナーでは、訪日教育旅行及び留学の受け入れに熱心な日本の地方自治体・教育機関による各種支援制度及び受け入れ事例のご紹介などを通して、皆様の今後の訪日教育旅行の手配や留学プログラムの理解にお役立ていただくことを目的としています。
どうぞ奮ってご参加ください。

■ACTFL 2014 ビジットジャパン朝食セミナー

開催日時: 11月22日(土) 07:00～08:00

開催地: 米国テキサス州サンアントニオ

開催場所: GRAND HYATT SAN ANTONIO

600 E. Market Street San Antonio, Texas, USA, 78205

内容: 地方自治体、教育機関による教育旅行受け入れ支援・留学制度、事例の紹介

対象: 全米で日本語教育に携わる先生及び教育関係者

募集人数: 30名程度 セミナー参加費: 無料

※ 座席数に限りがございますので先着順とさせていただきます。予めご了承ください。

セミナー参加に関心をお持ちの皆様は、下記までご連絡ください。お申し込みのご案内等の資料をお送りします。

〈お申し込み期限〉 9月30日(火)

〈ご連絡・お申し込み先〉 ご連絡を頂き次第、申し込み用紙をお送りいたします。

ACTFL 2014 JNTO朝食セミナー事務局

●USA事務局: Nippon Travel Agency America, Inc.内

担当: 上田 実 (Minoru Ueda) E-mail: sales@ntaamerica.com

TEL: 310-630-0898 / FAX: 310-630-0896 営業時間 (PST): 月～金 9:00am～5:30pm

2014 ACTFL-AATJ Schedule

FRIDAY, November 21

	Henry B. Gonzalez Convention Center 008A	Henry B. Gonzalez Convention Center 008B
8:30am – 10:00am	<i>Opening General Session</i>	
10:00am – 11:00am	<i>Exhibit Hall Opening/Welcome Coffee</i>	
11:00am – 12:00pm	Global Competence with Critical Thinking through Language and Literature Kazuo Tsuda, United Nations International School	Current Issues and Future Directions: Japanese Programs in Higher Education Junko Mori, University of Wisconsin at Madison Nobuko Chikamatsu, DePaul University Yoko Katagiri, University of Chicago Sayuri Kubota, Eastern Michigan University
12:00pm – 1:00pm	<i>AATJ Local Affiliate Council Meeting</i>	
1:15pm – 2:15pm	The Power of Infographics for Developing Language and Cultural Proficiency Noriko Fujimoto Gonzales, Highline Community College Yasu-Hiko Tohsaku, University of California at San Diego	AATJ Research Paper Session I Chair: Noriko Fujioka-Ito 1:15-1:35 JFL Learners' Perspective on Kanji Learning Etsuko Takahashi, Wesleyan University Hisae Fujiwara, Brandeis University 1:35-1:55 Raising Radical Awareness Through the Kanji/Hanzi Storytelling Project Suyu Kuo, University of Pennsylvania I-ling Hsu University of Rhode Island 1:55-2:15 Utilization-Focused Evaluation for a University Japanese Program Shoko Sasayama, Georgetown University
2:30pm – 3:30pm	The National Japanese Exam 2015: Promoting Proficiency-Oriented Instruction Tomoko Takami, University of Pennsylvania Miyuki Johnson, Elkins Pointe Middle School	AATJ Research Paper Session II Chair: Mieko Avello 2:30-2:50 Acquisition of Requesting Strategies by Japanese Learners Natalia Konstantinovskaia, UCLA 2:50-3:10 Fluency Development of Novice Learners in Comparison with Native Speakers Kazumi Matsumoto, Ball State University Maki Hirotoni, Rose-Hulman Institute of Technology Atsushi Fukada, Purdue University 3:10-3:30 Formulaic Expressions for Generalization Skills for OPI Advanced Level Yumiko Kawanishi & Mayumi Ajioka, UCLA
3:45pm – 4:45pm	Student-Centered Learning through Technology: Using Smartphones & Tablets Junko Tokuda, University of Memphis	AATJ Research Paper Session III Chair: Kazue Masuyama 3:45-4:05 A Sociocultural Approach to Japanese Language Education Xuexin Liu, Spelman College 4:05-4:25 Impact of Corrective Feedback Techniques Instruction on Peer Interaction Nobuaki Takahashi, Elizabethtown College 4:25-4:45 Learners' Experiences with L2 Self-Assessment: An Exploratory Case Study Nana Suzumura, University of Hawaii at Manoa

5:00pm – 6:00pm	<p>Digital Applications for Enhancing Mastery, Entry to AP Level Japanese Machiko Romaine, Nishimachi International School Reiko Aya, American School in Japan Timothy Stout, Waterford School</p>	<p style="text-align: center;">AATJ Research Paper Session IIIV Chair: Miekko Avello</p> <p style="text-align: center;">5:00-5:20 A New Instructional Method for Literary Style Writing in Japanese Masami Ikeda, MIT</p> <p style="text-align: center;">5:20-5:40 Narrative Mixer: A Short Classroom Task for OPI Advanced Level Mayumi Ajioka & Yumiko Kawanishi, UCLA</p> <p style="text-align: center;">5:40-6:00 Organizational Problems of Japanese Academic Writing: How can we help? Sayuri Kubota, Eastern Michigan University Mari Tanaka, Nagoya University of Foreign Studies</p>
6:30pm – 7:30pm	<i>ACTFL Awards Ceremony</i>	
7:30pm – 9:30pm	<i>AATJ Board Meeting – Grand Hyatt Seguin Rooms A-B</i>	

SATURDAY, November 22

	Henry B. Gonzalez Convention Center 008A	Henry B. Gonzalez Convention Center 008B
7:00am-8:00am	<i>Breakfast Seminar - Grand Hyatt Lone Star Ballroom Salon B Hosted by Japan National Tourism Organization</i>	
8:00am – 9:00am	<p style="text-align: center;">Continuing Articulation from the Classroom to the Real World Noriko Hanabusa, University of Notre Dame Toshiko Kishimoto, Clemson University Yuka Kumagai, University of Southern California</p>	<p style="text-align: center;">Advocacy and Support with the Japan Foundation Amanda Rollins, The Japan Foundation, Los Angeles</p>
9:00am – 10:00am	<i>Exhibit Hall Visit Free Time</i>	
10:00am–11:00am	<p style="text-align: center;">A Film Course: Promoting Japanese Communication and Cultural Competences Hamako Furuhashi-Turner, University of Mount Union</p>	<p style="text-align: center;">Osu! The Ouendan: Ultimate Motivation, Collaboration and Advocacy Miekko Avello, Miami Palmetto Senior High School Kazue Masuyama, California State University</p>
11:15am–12:15pm	<p style="text-align: center;">Using Authentic Movies to Empower Cultural Competence and Critical Thinking Yuki Waugh, Texas A&M University Junko Tokuda, University of Memphis</p>	<p style="text-align: center;">Developing Online Teacher Resources for Maximizing Students’ Performance Yoshiko Saito-Abbott, California State University Yo Azama, North Salinas High School Mio Nishimura & Tomoki Kuwana, Alisal High School</p>
12:30pm –1:45pm	<i>AATJ Awards Luncheon - Henry B. Gonzalez Convention Center Grand Ballroom C2</i>	

2:00pm – 3:00pm	Activity Ideas for Advanced Level Discourse Suwako Watanabe, Portland State University	Global Classmates: Engaging Students in Real-Life Language Learning Shanti Shoji, Kizuna Across Cultures
3:00pm – 4:00pm	<i>Exhibit Hall Visit Free Time</i>	
4:00pm – 5:00pm	Fostering Integrated Communication Skills in Japanese as a Foreign Language Keiko Koda, Yasufumi Iwasaki, Yoshihiro Yasuhara, Mamoru Hatakeyama, Carnegie Mellon University	Educating Global Competence through Critical Thinking in JHL Classrooms Masayo Ohyama, Fordham University Kazuo Tsuda,, United Nations International School
5:15pm – 6:15pm	Physically Dynamic Exercises with a Motion Sensor for Learning Japanese Yumiko Tashiro, Shinji Shimomura & Kazumi Hatasa, Purdue University	Digital Realia: 5C Standards in the 21st-Century World Language Classroom William Paris, New Providence High School Noriko Gonzales, Kamehameha Schools
6:30pm – 9:00pm	<i>AATJ Membership Meeting and Reception - Grand Hyatt Lone Star Ballroom Salon E</i>	

SUNDAY, November 23

	Henry B. Gonzalez Convention Center 008A	Henry B. Gonzalez Convention Center 008B
8:00am – 9:00am	Book Trailer - Reading Activity Using Technology Kaori Hakone & Machiko Naito, American School in Japan	MIT-CORNELL Project “Yomimono Collection” For Making Proficient Readers Yoshimi Nagaya, Massachusetts Institute of Technology Naomi Nakada Larson, Cornell University Yasuhiro Shirai, University of Pittsburg
9:00am – 10:00am	<i>Exhibit Hall Visit Free Time</i>	
10:00am – 11:00am	Stereotypes to Reconstruction of Cultural Knowledge in Japanese Program Yoshihiro Yasuhara, Mamoru Hatakeyama, Yasufumi Iwasaki, Keiko Koda, Carnegie Mellon University	The Impact: Study Abroad in Disaster Affected North Eastern Japan Yayoi Takeuchi, University of North Texas Masumi Reade, Woodlands High School Yuko Prefume, Baylor University
11:15am – 12:15pm	Engage Students Online: Best Practices and Challenges in Online JPN 101-102 Takako Shigehisa, Northern Virginia Community College	How Japanese Assistant Teachers Can Upgrade Your Program Leslie Birkland, The Laurasian Institution Isabel Espino de Valdivia & Atsuya Yoshida, Allderdice High School Karen Hendrickson & Izumi Takeda, Madison Country Day School

Special Interview Series: Dr. Shigeru Miyagawa

#1 - MOOC, Evolutionally Online Course.

by President Motoko Tabuse

Dr. Shigeru Miyagawa is a longtime member of AATJ and is currently Professor of Linguistics and Kochi-Manjiro Professor of Japanese Language and Culture, MIT, and Project Professor and Director of Online Education, University of Tokyo. He is jointly appointed by MIT and the University of Tokyo. The following is the first in a series of articles featuring an interview with Dr. Miyagawa.

2014年5月に東京大学宮川研究室にて宮川繁先生にMOOCについてインタビューをしました。宮川繁先生は、MITと兼務で、東京大学総合教育研究センター全学教育推進部門、特任教授、オンライン教育総括ディレクターに就任されました。東京大学（以後東大）は米国初の大規模公開オンライン講座（MOOC: Massive Open Online Course）「EdEx」に今年から参加し、英語でのオリジナル講義を無料公開すると発表しました。以下、インタビューです。

田伏：宮川先生、今日はお忙しい中お時間を作って頂いて本当にありがとうございます。では早速ですが、まず、「MOOCとは何か」、MOOCの事があまり分からない人にも分かるように、簡単に説明をお願いいたします。

宮川：はい。MOOCは「Massive Open Online Course」と言って、大規模公開オンライン講座と日本語で訳されています。名前から分かるように、たくさんの人たちが無償で登録をして勉強ができるというコースです。一番最初にこれを始めたのがスタンフォード大学の二人の先生なんです。2012年の夏に人工知能の入門のコースを提供し、誰でも登録できるe-Learningだと発表した所、16万人が190カ国から登録しました。この反響がNYタイムズの一面記事になり、MOOCに火がついたんです。

田伏：マサチューセッツ工科大学(以後MIT)・ハーバード大学（以後ハーバード）・東大のコラボが春から始まったという事ですが、東大が出すコースとしては具体的にどんなコースなのですか。

宮川：まず、MOOCを提供している組織がいくつかあります。その一つが「edX」で、これはMITとハーバードが2012年の12月に30億円ずつ投資して作ったnon-profitの組織なんです。edXはMOOC用のプラットフォームを作りました。それを使って東大/MIT/ハーバードが共同でいくつかコースを出すのですが、東大の事を話す前に、まずMITのコースを話した方が分かり易いと思います。MITはハーバードと共同でVisualizing JapanというMOOCをこの9月に提供します。実はこの10年間ほど、私とMITの歴史学者のJohn Dower氏はVisualizing Cultures - 画像を通して歴史を理解するという企画を協働してきました。それに基づいて、MOOCはMITのJohn Dower氏とハーバード大学のAndrew Gordon氏、そして私の3人で、今作成中のVisualizing Japanという約6週間のコースを提供します。それに次いで東大でも同じVisualizing Japanのシリーズのコースを提供する予定です。我々はペリー来航から1930年までをカバーし、東大の吉見俊哉先生が中心となって戦後の日本東京についての所を担当する事になっています。

田伏：素晴らしいですね。所で、吉見俊哉先生のMOOCは日本語ですか。

宮川：いえ。edXの授業は今のところ全て英語だったと思います。

田伏：MOOCの広がりには多くの人が賛同する一方、大学教授（特にコンテンツスペシャリスト）や一部のアドミニはこれを脅威と捉えているようです。文学、言語学、政治学などを教えている人がMOOCを利用する為には、MOOCでこそ出せる内容と、同スペースを共有した対面授業でこそ活かせる内容を分け、それをどのようにブレンドしていくかにかかっているように思いますが、そのあたりについてのアドバイスはありますか。



In front of the Akamon
at the University of Tokyo in May 2014.

MOOCはかなりお金も時間もかかるし、教員や教育機関のコミットメントに基づいて作るものなので、「何故」の所がはっきりしないとうまく行かないでしょう。例えばMITの場合は、大学のMissionそのものが、以前からやってきているOpen CourseWareやMOOCに見られるように—新しい知識を生み出して、それを共有する—<http://web.mit.edu/facts/mission.html>ということなんです。大学のミッションに基づいてすれば成功できると思いますが、軽い気持ちでするようなものではない。やるとすれば真剣に考えて、その大学のミッションをうまく表現できるような形ですればその大学にとっては大きなプラスになるでしょう。でも、その大学のミッションなり教育なりに、直接関係のある形でやらないと成功しないと思います。

田伏：ここで大学関係者が持っている一つの懸念をお話したいと思います。MIT・ハーバード・東大という世界トップレベルの大学の先生方がMOOCを出されるという事で、そのコースを受講した人が、例えば、他の大学に行って、「私はMIT・ハーバード・東大のあるコースを最後まで受講した。このコースはあなたの大学のXというコースとYというコースに相当すると思うので、その分の単位を下さい」と言われたらどうすればいいのかという事を心配している関係者もおられるようです。先生はどのようにお考えですか。

宮川：そうですね。まだそこまでは行ってないと思います。今の状況でいうと、一番例えて分かり易いのはMOOCは「教科書」または「学習教材」のような物ではないかと思えます。ある有能な先生が教科書を書くと、その教科書はいろいろな大学で使われますね。例えば、経済学だったらPaul Samuelsonが書いたものは世界中で使われましたし、今でも使われています。日本語でもそういう教科書があります。それで、MOOCの一つの使い方としては、教科書代わりに、例えば物理学を教える時にMITのWalter LewinのMOOCを授業に持ってきてアクティビティーとしてビデオを見せたり、学生にいろいろな評価をさせたりする。

田伏：強力なリソースになりますね。次にMOOCと学習者とのインタラクションについて先生のお考えをお聞かせください。こと言語学習についても、情報の共有にはMOOCの威力は絶大ですが、学習者とのインタラクションにMOOCをどのように活かせるか、どのレベルの学習者どのスキルでも大々的に使えるのか、それともここでも使い分けが肝要でしょうか。特にMOOCでこの学生のアセスメントは今後どのように展開されると思いますか。

宮川：これは今MOOC関係者の間で面白い課題になっているんです。MOOCは大量の受講者がいるので、テストやペーパーは手で採点はできないので、機械で採点をする。MOOCの一つの面白い性質としては、その場で答えが分かる仕組みになっている点です。MOOCで開発した評価のシステムを教室に持ち込んで、普段教えている授業で実験をしている先生もいます。例えば、MITのSolid State ChemistryはまずMOOCでコースを教え、その後のコースでMOOCで使った評価システムを通常の教室で行う授業に持って来たんです。ここで何ができるかという、以前は学生に宿題を出してそれを採点していた。採点するのに時間がかかり—2~4日、あるいは1週間かかる場合もあります。それがMOOCの評価法だと宿題の採点が即時にそこで出せる訳です。学生たちにMOOC用に作った試験を受けさせて、通らなかった学生にはもう一度受けさせる事ができます。テストも同じ質問では支障が出るので、1つのテーマに対していくつかの質問を作り、それをランダムに出すわけです。学生がある質問に答えられなかった場合、一日待たなければいけない。その間にその学生はその部分を中心に勉強する。結果としてMOOCの評価法を使う前と後では使った後の方が学生の成績が最低30%上がったというデータがでていっているんです。テストによってはもっと成績が上がったものもあります。

田伏：なるほど。MOOCで使うテスト問題というのはどういう形式を使っているんですか。Multiple Choice, True or False, Free Responseなどが想像できるのですが。

宮川：Free Responseだと採点が大変なので、Multiple Choiceですね。今Visualizing Japanのために質問を作っていますが、Multiple Choiceも工夫すればかなり深い所まで知識や内容に関する質問ができます。学生にかなり考えさせるような質問が作れます。

田伏：アセスメントは全てMultiple Choiceですということなのでしょうか。

宮川：MOOCによって違います。機械で採点する方法だけで結果を出すMOOCもあれば、全てのコースはこの方法を使うのですが、それに加えて、相互評価、つまり学生に作文を書かせてお互いを評価させるという方法を取り入れているMOOCもあります。相互評価というのは実は非常に面白いもので、これを専門的に研究している人たちもいます。

あとがき：今回はMOOCは学習者とのインタラクション、そして学習能力の弱い学生にも有用なのかについてお話を伺います。乞うご期待！

The Way of Extensive Reading

「多読という読み方」

by Yuka Kumagai

—従来の読解は、同じ方向を向いた学生たちに教師が読み方を『指導する』もの。多読による読解力の育成は、学習者個々の内からじわじわと効いてくる漢方薬のようなもの。各々に備わっているストーリーを読む喜びを『引き出す』もの。—



USCで日本語多読I、II (Extensive Reading in Japanese I, II) という2つのコースを開講して今学期で三学期目を迎えました。その前の課外活動としての日本語多読クラブも合わせると「日本語多読」というものを始めてから3年目に入りました。本を手にする学生たちのキラキラ輝く表情に触れるのは、いつもしみじみと嬉しいものです。

多読とは何か、というと「目標言語で書かれた理解可能なテキストを大量に楽しみながら読むこと」とまとめられます。具体的には、レベル別に分けられた読み物をやさしいものから読み始め、だんだん難しいものに移っていき、やがては母語話者が普通に読んでいるものを読めるようになることを目指した読書力強化法とでもいうものです。つまり、母語の読み方を習得するように、辞書や翻訳なしで数語の絵本からだんだん字数の多いもの、絵よりも字の多い読み物へと移行し、いずれは小説や新聞が読めるようになっていくという流れを目指しています。

「多読による第二言語習得」については、KrashenやDay、Bellなどにより多数の研究や指導方法などが発表されており、多読を続けることで読解以外の以下の様なスキルも伸びていくということが言われています。

- =言語のコンピテンスを全般的にあげる
- =語彙の知識が増える
- =推測する力が養われる
- =段落単位で書いたり話したりする能力が向上する

多読のクラブやクラスではみんなで同じものを解釈しながら読むということはありません。各自が好きなものを選んでそれぞれのペースで読んでいくところが最大のミソです。また、テストやクイズは行いません。多読の成功の鍵は「たくさん読むこと」です。たくさん読むためには読むことが楽しみでなくてはなりません。テストがあれば、テストのために読むことになり、読む楽しみがストレスに変わってしまいます。何冊以上読まなければならないというノルマもありません。「読みたいから読む」という姿勢を尊重します。

「ちょっと待って。じゃ、教師は何するの?」という声が聞こえてきそうですね。多読の現場での教師の役割は、読書のサポートです。個々の学生の読書の様子に注意を払い、本のレベルや内容がその学生に合っているのかということや態度や対話でチェックし、読んだ本についての感想を聞く話し相手になったり、その学生の好きそうなジャンルの本を紹介したりします。その他には、聞き読み、シャドウイング、読み聞かせ、ブックトークなど、読書を楽しむために役に立ちそうなクラスでの活動を促します。

多読のサポートをする上で大事なガイドラインになるのが「多読のルール」です。NPO多言語多読のウェブサイトには多読の4つのルールが明記されています。

- ①やさしいレベルから読む
- ②辞書を引かないで読む
- ③わからないところは飛ばして読む
- ④進まなくなったら他の本を読む

多読のクラスでは最初にこの4つのルールをしっかり説明し、納得してもらいます。

学生達に本を手に取りらせてみると今まで見たことがなかったような反応に触れることができます。日本語の本を楽しむことができる、ということに気づくことは日本語を使う上での自信につながり、更に学びたいという意欲につながります。学期末に取っているアンケートではこのような意見が出てきています。(原文ママ)

“Not using a dictionary helped me to derive the meaning of words through inference.” (初級)

“I learned how Japanese writing is formatted + how it differs from English.” (初級)

“The rules encouraged me to work my way up slowly at my own pace.” (中級)

“Without translation, books can be more enjoyable.” (上級)

“Being in an environment where everything I read was in Japanese definitely made reading in Japanese more comfortable.” (上級)

また、クラスの活動を通して読む速度や会話力などの日本語能力が伸びたことを実感している学生が多く、特に語彙や漢字については「文脈の中で見ることで記憶に残ったり理解したりしやすい」という意見が多く見られ「クラス終了後も自分のペースで日本語の本を読み続けたい」という回答が大多数を占めています。

ここ1～2年の間にアメリカでも日本語多読を何らかの形で始める学校が増えてきています。正規のコースを開講することは難しくても、通常の日本語クラスの中に少し多読の時間を取り入れたり、また課外活動としての多読クラブを開くなど様々な方法があります。書籍の購入については、図書館の予算を捻出してもらったりJapan Foundationの教材グラントを利用したりしている学校もあります。

下記に多読のサポートサイト、多読用図書のリスト、参考文献を挙げておきます。これらを利用して多読がますます広まり、様々な情報交換の機会が増えればと思います。

多読のサポート／情報交換サイト

NPO多言語多読 (旧NPO日本語多読研究会)

<http://tadoku.org/>

TADOKU FORUMS・多読フォーラム

<http://forum.tadoku.org/>

Facebook日本語多読グループ

<https://www.facebook.com/groups/1433037726955237/>

多読に適した本のリスト

NPO多言語多読-多読向けの本 (日本語)

http://tadoku.org/learners/book_ja

USC Japanese Language Extensive Reading Collection 日本語多読文庫

<http://libguides.usc.edu/content.php?pid=38436&sid=1779074>

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School Introduction

United Nations International School in New York, NY

by Masahiro Tanaka



The United Nations International School (UNIS) provides an international education that emphasizes academic excellence within a caring community for kindergarten through twelfth grade students from families of the United Nations, as well as from other families seeking a similar education for their children. The School promotes the appreciation of the diversity of persons and cultures, provides an optimal environment for learning and teaching, and offers a global curriculum that fosters understanding, independence, and cooperation and inspires in its students the spirit and ideals of the United Nations Charter. The school mission is “a better world.”

UNIS was established in 1947 by a group of United Nations Parents to provide an international education for their children, while preserving their diverse cultural heritages. Today, UNIS has over 1550 students from 122 countries in two locations, serving the United Nations, International and New York communities. UNIS was one of the founding schools of the International Baccalaureate (IB) and was among those awarding the first diplomas. The comprehensive K-12 curriculum prepares UNIS students for the IB, and the school’s internationally recognized academic standards enable their students and to go on to study in colleges and universities in the United States and worldwide.



UNIS students have a lot of opportunities to participate in events at the UN.

The main language of instruction is English and all students study French or Spanish in regular language class and other languages including Japanese as an after school program at the beginning in the elementary school. Students in the seventh grade start taking other languages such as Arabic, Chinese, German, Italian, Japanese and Russian in addition to French or Spanish. UNIS offers these language classes both as mother tongue and foreign language. Each class size has a small number of students and this gives teachers time to pay attention to students individually and implement group projects in class. UNIS has about 90 students who are enrolled in Japanese class for 7th through 12th grades and Japanese after school program for 1st through 6th grades. 35 students of the 90 are mother tongue students.

The Japanese program has been recognized as an active program since the beginning of the program in 1973 by its community. Mr. Kazuo Tsuda, a co-author of Kisetsu textbooks and a president of Northeastern Council of Teachers of Japanese (NECTJ), established the program and has made it strong and outstanding. In class, students learn Japanese through project-based learning with technology integration. UNIS started a 1:1 program in 2012, which provides a laptop for students from 4th grades to 12th grades and implements blended learning. One of the distinguished projects is a Content and Language Integrated Learning (CLIL) program. This approach is interdisciplinary and lets students use their knowledge across subjects. It also helps students tackle compound content for the IB such as global issues and develop their critical thinking and problem solving skills. Besides the language class, the Japanese program offers students a trip to Japan, a Japanese play night, a haiku contest, and language exchange with Japanese schools.



39th Japanese Play Night in 2014

Website: www.unis.org
Facebook: www.facebook.com/UNISNY

Laurel Rasplca Rodd Receives Japan Foreign Ministry Award

Former ATJ President Laurel Rasplca Rodd has been named a recipient of the 2014 Foreign Minister's Commendation for outstanding contributions to the promotion of mutual understanding and goodwill between the people of Japan and the United States.

Dr. Rodd has been Professor of Japanese and Comparative Literature at the University of Colorado since 1994. In addition to serving as President of AATJ's predecessor organization, the Association of Teachers of Japanese (ATJ), she was instrumental in founding the Colorado Japanese Language Education Association (CJLEA). As a scholar and researcher she is known for the first original translation of "Kokinshu: A Collection of Poems Ancient and Modern," an anthology of classical Japanese poetry, as well as for numerous articles on classical and modern Japanese literature.

Within our field, she has been a tireless advocate for Japanese language education and for collaboration between K-12 and post-secondary educators. She was involved in developing the AP Japanese Language and Culture Test, and served as the first Chief Reader for the AP program.

Tomokazu "Tetsu" Morikawa Receives 2014 Elgin Heinz Teacher Award from the United States-Japan Foundation by Vice President Yoshiko Saito-Abbott

Morikawa sensei of George Washington High School in San Francisco, California received the 2014 Elgin Heinz Teacher Award. The award was created in 2001 in honor of Elgin Heinz for his commitment to educating students about Asia and for his inspiration in the field of pre-college education. This award recognizes exceptional teachers who further mutual understanding between Americans and Japanese. The award is open to current K-12 classroom teachers of any relevant subject in the United States. There are two award categories, one in the humanities and one in Japanese language and Mr. Morikawa was chosen for the Japanese Language Category award.

Mr. Morikawa has taught for about twenty years with the San Francisco Unified School District. He has actively involved in learned society and has served as vice president for the California Association of Japanese Language Teachers (CAJLT), is currently a board member of the Northern California Japanese Teacher's Association (NCJTA) and the Japanese American Association of Northern California (JAANC). He has also given numerous workshops and presentations locally and regionally. He is currently a moderator for the AP teacher online community for Japanese language and culture.

He received a certificate of recognition, a \$2,500 monetary award, and \$5,000 in project funds. With the project funds from the award, Morikawa sensei is planning on developing an app to be used in his classroom in collaboration with a tech-company in San Francisco. The app will be used to facilitate the video projects currently underway with sister schools and with a volunteer organization in Ishinomaki. He is also remodeling the classroom to create a fun learning environment rich with Japanese culture. Congratulations Morikawa sensei!

Written by Yoshiko Saito-Abbott Vice President of AATJ

Resource: <http://us-jf.org/programs/elgin-heinz-teacher-awards/2014-award-recipients/>



Morikawa Sensei

US-Japan Bridging Foundation Growing Global Leaders

Fall 2014 Bridging Scholarships Awarded

Paige Cottingham-Streater, Executive Director

Jean M. Falvey, Deputy Director

JULY 1, 2014 – Seventy-four undergraduate students from colleges and universities across the United States have been named recipients of Bridging Scholarships for Study Abroad in Japan. The winners will receive awards of up to \$4,000 to assist with their living expenses while they study in Japan during the Fall 2013 semester and the 2013-2014 academic year. Since 1999, 1,435 scholarships have been awarded by the US-Japan Bridging Foundation to students studying abroad in Japan.

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

Contributors to the Fall 2014 scholarships include The Freeman Foundation (lead donor); Aflac Japan, Laurence Bates, Kenji Govaers, Estee Lauder K.K., Exxon Mobil G.K., Eric Feigenbaum, Robert Feldman, Richard Folsom, Anthony Gilmore, the Robert Grondine Memorial Scholarship Fund, Gudni and Eiko Gudnason, Ellen Hammond and Yasuo Ohdera, Harry Hill, Barry Hirschfeld, Debbie Howard, Ichigo Asset Management, the Japan Foundation, Japan-US Friendship Commission, JP Morgan Securities Japan, Lockheed Martin Global, Inc., Jon Malamud, Roger McDonald, Arthur Mitchell, Mitsubishi Corporation (Americas), Morgan Stanley Japan, Maneesh Kalra, Robert and Janette Noddin, Oak Lawn Marketing, ORIX USA, Jay Ponazrecki, Tom Pederson, Thierry and Yasko Porte, Hayashi Sasaki, John Sasaki, Taisuke and Catherine Sasanuma, Elliott Segal, Dennis Sheehan, Allan Smith, David Sneider, George and Brad Takei, Temple University-Japan Campus, Gary Thomas, Toyota Motor North America, and U.S. Japan Council-TOMODACHI Initiative.

Bridging Scholars hail from a variety of schools—public and private, large universities and small colleges—in 30 states. Their majors range from computer science to fine art, but they share a common interest in Japan, its society, and its language and culture. Their destinations also vary, from giant campuses in Tokyo to tiny consortium programs in rural Japan. A list of the recipients, their schools, their destination programs, their majors, and their scholarship sponsors can be found overleaf.

Applications will be accepted until October 2014 for the next group of Bridging Scholarships, for study in Japan beginning in Spring 2015. For information on the scholarships and to access an application form, visit the Bridging Project online at www.aatj.org/studyabroad/scholarships.html. For information on the Bridging Foundation, visit www.bridgingfoundation.org.

Recipients of Bridging Scholarships for Study Abroad in Japan, Fall 2014

Feruzha AZIMOVA / University of Hawai'i / Hokkaido University / political science

Daniel BATEYKO / Middlebury College / International Christian University / international studies

Crystal BECKMAN / Illinois College / Ritsumeikan University / Japanese studies & English

Matthew BENTZ / University of Nevada, Reno / Kwansei Gakuin / biochemistry

John CARLSON / University of Southern California / Waseda University / biochemistry & Japanese studies

Lorenzo CHAVEZ / University of California, Berkeley / Waseda University / sociology

Rebekah CHENG / University of Washington / Waseda University / international studies

Alivia DANDURAND / Florida State University / Hiroshima University / business & Japanese

Jordan DANIELS / Spelman College (GA) / Temple University Japan / international studies

Lenetta DAZZELL / SUNY Geneseo / Kansai Gaidai / psychology

Zane DEBILT / University of Alaska, Fairbanks / Nagoya Gakuin / history

Joshua EKSTEDT / Georgia Institute of Technology / Tohoku University / civil engineering
Ediliana ESTRELLA / SUNY New Paltz / Nagasaki University of Foreign Studies / international relations & Asian studies
Rhonda FARRINGTON / Oklahoma State University / Shinshu University / Asian studies
Danica FOREMAN / University of Oklahoma / Ritsumeikan APU / anthropology
Elliot FOWLKES / University of Illinois, Chicago / Chiba University / TESOL
Kenyon GENTRY / Westminster College (PA) / Nanzan University (ISEP) / biology
Tyler GILBERT / University of Texas, Austin / Iwate University / Japanese
Thomas GILMER / George Mason University (VA) / Akita International University / global affairs
Nicholas GLAZEWSKI / Washington College (MD) / Meiji Gakuin / international studies
Maxon GRIFFIN / Arizona State University / Waseda University / Japanese
Kamila GRZESKOWIAK / North Central College (IL) / Kyoto Gakuin / Japanese studies
Rosalie GUNAWAN / University of Alaska, Anchorage / Hokkaido University of Education / Japanese & international studies
Dunya HABASH / Birmingham Southern College (AL) / Kansai Gaidai / history & music
Christian HARTMAN / Western Michigan University / Keio University / chemistry & physics
Ashley HAUGLAND / University of Alabama / Meiji University / international studies
Michael HAVERTY / Marshall University (WV) / Kansai Gaidai / Japanese
Meghan HIRSH / University of Pittsburgh (PA) / Ritsumeikan University / Japanese
Christina HOLLENBECK / University of North Carolina, Chapel Hill / Nanzan University / history
Sabrina IM / University of California, Santa Cruz / Tsuru University / world literature
Chris JOHNSON / Rice University (TX) / Kanda University of Foreign Studies (IES) / linguistics
Jared JOSEPH / Valparaiso University (IN) / Kansai Gaidai / psychology
Christian KOGUCHI / University of California, San Diego / Tohoku University / electrical engineering
Hsin-Yen LIU / University of Texas, Austin / Sophia University / commerce & international relations
Paige LONG-WHEELER / University of Oklahoma / Yamaguchi University / Asian studies
Rosalyn LUCAS / University of Kansas / Tsuda College / Japanese
Lizet MARTINEZ / California State University, Monterey Bay / J.F. Oberlin University / Japanese
Cory MCKENZIE / University of New Hampshire / Saitama University / history
Ivan MENDEZ / William Paterson University (NJ) / KCP International / Japanese
Brenda MONTES / College of St. Benedict (MN) / Bunkyo Gakuin / communications
Tiara MONTGOMERY / Montclair State University (NJ) / Temple University Japan / filmmaking
Allison MOSES / University of Memphis (TN) / J.F. Oberlin University / anthropology
Zachary MUNYON / Linfield College (OR) / Aoyama Gakuin / Japanese
Chad NAKAOKA / University of Hawai'i, Manoa / Tohoku University / mechanical engineering
Aneta NISHIMOTO / University of Hawai'i, Hilo / Tokyo Gakugei University / communication
Matthew NOYES / Exeter, NH / Temple University Japan / international relations & Japanese
Leah O'LEARY / Eastern Michigan University / Kansai Gaidai / secondary education
Carrie OTT / Calvin College (MI) / Japan Center for Michigan Universities / linguistics
Chieu PHAM / University of California, Los Angeles / Keio University / economics
Mariel PRATZ-ALBERT / Linfield College (OR) / Doshisha University / anthropology
Varanon PUKASAMSOMBUL / University of California, San Diego / Tohoku University / electrical engineering
Chieko QUIGLEY / George Washington University (DC) / Sophia University / international affairs
Logan RAY / University of North Carolina, Charlotte / Oita University / Japanese studies
Alexandra RICHARDSON / Denison University (OH) / Kwansai Gakuin (USAC) / English literature & East Asian studies
Andy RODRIGUEZ / Columbia University (NY) / Waseda University (SILS) / Latin American studies
Sarah SANTANA / Georgetown University (DC) / Waseda University / Japanese & linguistics
Abigail SEASE / Hollins University (VA) / Kansai Gaidai / art history
Mariah STOVER / Oregon State University / Waseda University / natural resources

Kaitlynn STUART / University of California, Santa Barbara / International Christian University / Asian studies

Sakura SUJKA / University of Florida / Aoyama Gakuin / Japanese

Pamela SURIYACHAI / University of Florida / Kansai Gaidai / linguistics

Alicia TAYLOR / George Washington University (DC) / Waseda University (SILS) / Japanese

Katelynn TAYLOR / Bowling Green State University (OH) / Kobe College / international business

Felicia TCHEN / Towson University (MD) / J.F. Oberlin University / computer science

Ashley TOMORI / University of Hawai'i, Hilo / Seinan Gakuin / Japanese studies

Lucy WARD / Marshall University (WV) / Kansai Gaidai / international business

Jeffrey WELLS / University of North Carolina, Greensboro / Seinan Gakuin / information systems

Alexander WHITE / Bard College (NY) / Antioch Buddhist Studies / film production & Asian studies

Roland WILLIAMS / University of North Carolina, Charlotte / Doshisha University / biology

Kaitlin WISE / University of Pittsburgh (PA) / Kitakyushu University / Japanese & French

Ashlee WLASIUK / Parsons The New School (NY) / Chiba University / industrial design

Grace XU / University of Pennsylvania / Kyoto Consortium for Japanese Studies / digital media design

Keri YATOGO / Macalester College (MN) / Nanzan University (IES) / political science

Weon YUAN / Marist College (NY) / Temple University Japan / computer science

AATJ Japanese National Honor Society 2013-2014

AATJ offered both pre-college level and college level chapters of the Japanese National Honor Society. There were 158 schools that formed chapters of Pre-College JNHS with a total of 2294 inductees; and 50 college chapters of JNHS-CC with 234 inductees for the 2013-2014 academic year. Each chapter received Certificates of Excellence and optional red/white cords for their students. The list of the schools and the number of inductees will be posted on the AATJ website. Congratulations to all of the teachers for their dedication and high academic achievements of their students.

2015 Year of the Sheep NENGAJO Contest Announcement

Welcome back to a new school year! We hope the AATJ members are fully recharged and ready for another exciting school year.

As a new school year begins, we would like to remind our members about the Nengajo Contest 2015, Year of the Sheep. Last year, 510 cards were submitted by 122 teachers at schools nationwide. We hope more teachers from more schools will participate in the contest this year, especially from College/University level. The level was included in the contest two years ago and the number of participation is still low. We really hope to see more nomination from the level!

We are happy to announce that the Computer Graphic category is added to the contest this year. Now we have 4 categories: Artistic, Comical, Original, and Computer Graphic. Each school can nominate 2 cards per category, total of 8 students. Since use of the technology is one of the important 21st century skills as you know, we hope to see this addition increase the number of the participants. The winners will be awarded a certificate and an Amazon gift card accordingly. Their card image will be on AATJ website and Newsletter, also. All participants will receive a certificate of participation.

There are small changes in the rules, but overall it is same as previous years. You need to be a 2014 good-standing member of AATJ in order to nominate your students. Please check your membership status before the submitting the cards. **The submission must be postmarked before or on Saturday, December 27.**

If you would like to download application, please go to: <http://www.aatj.org/nengano-contest/2015-invite>
If you have a question, please contact Kazumi Yamashita-Iverson at: kyamashita@waterbury.k12.ct.us
Thank you and we look forward to your submission!

OFFICIAL 2015 AATJ NENGAJO CONTEST RULES YEAR OF THE SHEEP



Eligibility:

- The teacher must be an AATJ member in good standing for the January 2014-December 2014 membership year.

Elementary, Middle, High School Level:

Only 2 cards per category are allowed for each level at each school at which you teach (if you teach at more than 1 school, you may enter 2 per category for each school – with a limit of 8 per school).

College/University Level:

Only 1 card by each entrant is allowed. Students of Japanese at the college/university level will be responsible for entering their own cards for the contest.

*A college/university student entrant must have a teacher who is an AATJ member in order to enter the contest.

COMPETITION LEVELS:	COMPETITION CATEGORIES
Elementary (K-5)	Artistic
Middle (6-8)	Comical
High (9-12)	Original
College/University Level	Computer Graphic

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

- Each card must have a **label** on the back (typewritten preferable. See page 3).
- Cards must be **4 X 6 unlined index cards**.
- The design theme must focus on the upcoming **2015 Year of the Sheep**.
- Designs must be **ORIGINAL**.
- Designs must be in good taste or praiseworthy across international cultures and societies.
- A Nengajo application form must be completed (see following page).
- All kanji and hiragana/katakana must be written in **pen**.
- The teacher or college/university student must enclose **one self-addressed stamped 9X12 envelope** with the submission

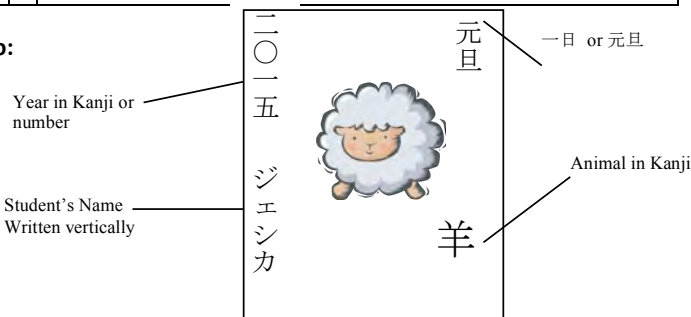
If you have any questions, please e-mail Kazumi Yamashita-Iverson at: kyamashita@waterbury.k12.ct.us

Mandatory Elements based on level:

Elementary School Rules	College, High School and Middle School Rules
<ul style="list-style-type: none"> Student's name must be written vertically on left-hand side of card in <u>katakana</u> (unless name is of Japanese origin – teacher-assigned Japanese names are not allowed) The design must include "2015" or "二〇一五" The design must include one of the following: 元旦, 一日, あけましておめでとう、羊、 or ひつじ 	<ul style="list-style-type: none"> Student's name must be written vertically on left-hand side of card in <u>katakana</u> (unless name is of Japanese origin – teacher-assigned Japanese names are not allowed) The year "2015" or "二〇一五" Either GANTAN (元旦) or TSUITACHI (一日) written in kanji Kanji for Sheep 羊

Send submissions postmarked on or before Dec. 27 to:

Kazumi Yamashita-Iverson
110 Parkwood Ave.
Waterbury, CT 06708



2015 AATJ Nengajo Contest Application Form and Checklist

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

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

- _____ Teacher is a member in good standing of AATJ for 2014.
- _____ All cards adhere to the rules for the corresponding level (see previous page).
- _____ Cards are created on an unlined 4 X 6 inch index card.
- _____ Cards are of an original design, not taken from a *manga*, an *anime*, a website, or other image which is copyright-protected
- _____ Cards are in good taste or praiseworthy across international cultures and societies without potentially making any specific viewer of the card uncomfortable or causing question as to the tastefulness.
- _____ A label with the required information is affixed to the back of your card (see the following page).
- _____ A stamped self-addressed 9x12 envelope for returning Nengajo and certificates is included.
- _____ This Application Form is included.

ENTRIES MUST BE POSTMARKED ON OR BEFORE SATURDAY, DECEMBER 27, 2014.

Teacher Name _____
School Name _____
School Address _____

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

Teacher Name _____
School Name _____
School Address _____

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

Teacher Name _____
School Name _____
School Address _____

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

Teacher Name _____
School Name _____
School Address _____

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

Teacher Name _____
School Name _____
School Address _____

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

Teacher Name _____
School Name _____
School Address _____

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

****University/College Level Label**

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

AATJ Video Project

We need YOU to help make an AATJ Video Promoting Japanese

Lights, Camera, Action! The AATJ Advocacy Co-Chairs are excited to be working on a short video to promote the study of Japanese. We need YOUR help with the content materials, as you and your students will be the “stars” of this short promotional video. Our aim is to make the short video available on the AATJ website so that it can be used in classrooms, recruitment sessions, parents’ meetings, and cultural events. You will be able to link this video to your webpage or Facebook page. Combining images, audio and music, we want to be heard!

We are asking for the following materials to be submitted to advocacy@aatj.org by February 1, 2015. Put “Advocacy Video” in the subject line.

We want interesting photos or videos of your Japanese language class – in the classroom, on a study-abroad trip, engaging in a cultural activity outside the classroom – whatever best depicts the excitement of learning Japanese.

Photo requirements:

- Resolution: 1024 by 768 pixels (minimum)
- Up to 10 photographs

Video requirements:

- Each clip should be no longer than 30 seconds
- We are especially interested in students talking (in English) about why they like learning Japanese.

Permission requirements:

We need to guarantee that you and your students, and any others such as parents and school administrators, agree to appear in the video. Many of you are already familiar with this process at your own school. For an “AATJ Advocacy Video Permission” form that must be completed and submitted with your materials, go to <http://www.aatj.org/advocacy/videocall> and look for the link.

AATJ’s Got Talent! We want this video to show our vibrant teaching community – the enthusiasm of the students, the dedication of the teachers, the support of parents, and all the fun and joy of learning that our students experience throughout the year.

We reserve the right to select, edit, and decide the placement of submitted materials. As you can imagine, we need to keep the length of the video suitable for viewing on YouTube and or Vimeo with a fast-paced, upbeat message.

Thanks for your help! We will send a small thank-you gift to each teacher who submits materials. Questions? Contact advocacy@aatj.org.

Janet Ikeda and Willie Matsuzaki
AATJ Board Co-Advocacy Chairs

Susan Schmidt
AATJ Executive Director



Bridging Scholarships for Study Abroad in Japan

Applications for Bridging Scholarships for undergraduates who will study abroad in Japan in Spring 2015 should be submitted to AATJ by the deadline of October 8, 2014. Information is at <http://www.aatj.org/studyabroad/scholarships>

Congratulations to the 74 students who received Bridging Scholarships for Fall 2014. Their names are listed online at <http://www.aatj.org/scholarships-2014-fall>

2015 Annual Spring Conference

in Chicago, Illinois

The **2015 AATJ Spring Conference will be held in Chicago, IL, March 26, 2015**, in conjunction with the Annual Meeting of the Association for Asian Studies (AAS).

Proposals are invited for individual papers and panels. A proposal must be in one of the following areas/categories: **(1) pedagogy, (2) literature, (3) linguistics, (4) second language acquisition, or (5) special interest groups***. Individual papers are 20 minutes long with an additional 5 minutes for discussion. Organized panels are 100 minutes long and are limited to four active participants (four paper presenters, or three presenters with one discussant).

* Note: If your proposal is on a topic related to one of AATJ's Special Interest Groups (Professional Development, Japanese for Specific Purposes, Japanese as a Heritage Language, Study Abroad for Advanced Skills, Language and Culture, Classical Japanese, Community College Training, Proficiency Assessment, or AP Japanese), and if you would like to have it considered for sponsorship by the SIG, please indicate which SIG topic is addressed in the appropriate section of the submission form.

An abstract for an individual paper should be no more than 300 words in English or 700 characters in Japanese. For organized panels, a maximum 300-word or 700-character abstract is required from each participant, in addition to a maximum 300-word or 700-character abstract for the panel itself.

Proposals will be evaluated based on the following characteristics: contribution to the field, originality, practicality, methodological or conceptual soundness, and clarity of writing.

The submission deadline for all proposals is 9 p.m. Eastern time, Monday, November 1, 2014. Individuals may submit only one proposal, as presenter, co-presenter, or panel member. This includes participation in SIG panels and presentations.

Only AATJ members may submit proposals; if your membership is not up to date, you will be contacted and asked to renew. For complete details, and to submit a proposal online, click the link on AATJ's AATJ home page (www.aatj.org), or go directly to <http://www.aatj.org/conferences-spring>.

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

全美日本語教育学会

Language and Cultural Exchange

with high school students from Osaka

by Laura Moy, MCTJ President

A group of eight Japanese high school students from Osaka visited Minnesota from July 29 to August 5 and stayed with American families while training a Japanese martial art called Aikido. Most of their host brothers and sisters are studying Japanese at school; Apple Valley High School, Edina High School, and Shakopee High School. By taking part in this exchange as a host family, they had the opportunity to use the language for authentic communication as well as to try Aikido at the Twin Cities Aikido Center in St. Paul. Since they started communicating via email either in English or Japanese before the Japanese students' arrival, they hit it off so well as soon as they met. When they weren't training Aikido, the students spent the whole day together seeing the sights in Minneapolis and shopping in the Mall of America. At home, one American student learned to cook some Japanese foods such as "nikujaga" from the guest student. He commented on the entire experience as a "wonderful experience that I will never forget".



News from the UATJ

by Timothy G. Stout

This past March 1 eleven schools from around Utah gathered at Brigham Young University for the first annual Utah Japan Bowl. Patterned after the National Japan Bowl in Washington DC, this event brought together over 100 students for a morning of Japanese Taiko entertainment, language and culture competitions, awards and recognition, and delicious Japanese curry box lunches. Many students expressed their appreciation for an opportunity to share their common enthusiasm for learning Japanese with other students from around the state.

UATJ hope to make the Utah Japan Bowl an annual tradition.

The Utah Japan Bowl was featured in several local newspapers, including the Daily Harold and the Daily Universe. (see below, pictures included)

<http://universe.byu.edu/2014/03/05/byu-says-konnichiwa-to-utahs-first-high-school-japan-bowl/>

Japan Bowl® is a registered trademark of The Japan-America Society of Washington, Inc. The Japan Bowl® name and logo are used with the permission of The Japan-America Society of Washington, Inc.

UATJ

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Timothy G. Stout, Ed.D.
Chinese & Japanese Languages
Class XI Dean
Waterford School



International Association of Performing Language

Building Partnerships between Learners and Instructors for Performing Language Education

Invitation to the 6th Conference, International Association of Performing Language

Date: December 13-14, 2014

Place: Bunkyo University, Shonan Campus, Chigasaki, Kanagawa, JAPAN

www.bunkyo.ac.jp/access/shonan.htm

IAPL has brought together instructors of various subjects, policy makers, and creative arts practitioners, people who hitherto had not often had much to do with one another, to explore what is, after all, a common project of ours: the investigation of ways in which we as human beings interact and communicate with one another. There is one but very important group who missed their opportunity to get involved and engaged in the IAPL mission. The Learners! IAPL will focus on the role of learners for the coming conference. The Conference Organizing Committee, in collaboration with the Oral Communication Study Group, which is a special interest group of JACET (The Japan Association of College English Teachers) will showcase the students' performance in oral English. The Oral Communication Study Group has been organizing students' performance festivals since 1996. Students taught by the SIG members and perform a variety of oral activities—story telling, drama, public speaking and so on. You will get to see the students in action! We are pleased to announce that IAPL will organize the sixth conference at Bunkyo University, Kanagawa, Japan in this December. The University is located atop of a green hill, in the famous Shonan area. The conference will be filled with exciting activities, including the aforementioned performances by students, panel discussions, presentations, and workshops.

"Come join the cast!"

Call for Papers

Papers and panel sessions are invited for the upcoming 5th conference, International Association of Performing Language.

Abstracts for proposed papers should be 1 page in length in either Japanese(800 letters)or English(300 words), and should also indicate any special audio-visual needs (Power Point, VCR, etc.). Suggestions for panel sessions will also be considered, and should list the participants and their proposed discussion topics, together with abstracts of 1 page in length.

Please attach a brief biographical note of 3 sentences the abstract, giving your current affiliation, your professional background, your current research interests of area of professional responsibility, and your contact address, phone, fax numbers and e-mail address.

Deadline for submissions is Oct. 1, 2014. Submissions should be sent by e-mail, fax, or surface mail to Hiroko Noro, Executive Director at the following address.

Hiroko Noro

Department of Pacific and Asian Studies, University of Victoria

P.O. Box 3045, STN CSC, Victoria, British Columbia, CANADA, V8W 3P4.

E-MAIL: hnoro@uvic.ca TEL: (250)-721-7481 FAX: (250)-721-7209

Please note that those who are accepted to present their papers are expected to become members of IAPL before the conference. For the conference update, please visit <http://web.uvic.ca/~hnserc/IAPL/index.htm>

2014 CJLEA Seminar & Workshop

Rocky Mountain Japanese Language Education Seminar/Workshop 2014

Special Guest Lecturer: Dr. Yoshikazu Kawaguchi

The Colorado Japanese Language Education Association (CJLEA) is delighted to invite you to participate in the 2014 CJLEA Seminar/Workshop on Saturday, September 20th, at University of Denver in Denver.

This year's seminar will host a workshop by Dr. Yoshikazu Kawaguchi, the author of "Innovative Approach in Teaching Kanjis and Keigo" and "Significance of "Acting" in Japanese Language Classroom: Learning Language through "Contextualization" and more. (See attached file for details.)

The seminar/workshop is open to anyone who is interested in the Japanese language education and culture. Please encourage your colleagues, teaching assistants, graduate students, etc. to take advantage of this opportunity for learning and networking.

Basic Information;

Date: Saturday, September 20th (9:00a.m. - 4p.m.)

Venue: University of Denver, Sturm Hall

Guest speaker: Dr. Yoshikazu Kawaguchi

The CJLEA will issue a certification for this seminar/workshop (6 hours of Professional Development Lecture). Detailed information is coming soon! For more details, please contact CJLEAofficer14@googlegroups.com.

28th Colorado/Wyoming Japanese Speech Contest

The Colorado Japanese Language Education Association (CJLEA) will have 28th Colorado/Wyoming Japanese Speech Contest on Saturday, November 8th at the Colorado Convention Center in Denver.

We will soon start accepting applications. More details will come soon!

Basic Information:

Date: Saturday, November 8th, 2014

Venue: Colorado Convention Center in Denver

Job Opening Announcements

Bennington College

Bennington College invites applications for a **one-term visiting faculty position in Japanese** for spring 2015.

The candidate must have native/near native proficiency in Japanese and English. Training and experience in Japanese language and culture pedagogy are expected. Responsibilities include teaching three Japanese language and culture courses and organizing extra-curricular activities. PhD preferred, though ABDs and strong candidates with MAs will be considered.

Bennington College is a small liberal arts institution with a deep tradition of creativity and student-centered learning. To apply, please e-mail a curriculum vitae, three letters of recommendation, teaching statement, and cover letter to: <https://bennington.recruiterbox.com/jobs/32466>. The letters of recommendation may also be e-mailed separately to vjorgensen@bennington.edu, if preferred. Review of applications will begin immediately and continue until the position is filled.

Bennington College is an equal opportunity employer committed to diversity.

Binghamton University

The Department of Asian and Asian American Studies at Binghamton University (State University of New York at Binghamton) invites applications for a **full-time Lecturer in Japanese**. This is a three-year renewable appointment beginning September 2015. We seek candidates who are committed to Japanese language education, open to new methodologies and technologies, and wish to join a growing program that offers a major, minor, and an MA in Japanese Studies. Duties include teaching elementary to advanced level Japanese language courses. Teaching load: 3 courses/sections per semester. Competitive salary commensurate with qualifications and experience.

Requirements: M.A. in Japanese language pedagogy, linguistics, or related field; teaching experience at college level in the U.S; ability to independently teach first through fourth year Japanese sequence courses and specialized Japanese reading and writing courses; native or near-native fluency in Japanese and English.

Please submit electronic application, including cover letter, CV, statement of teaching philosophy and the names and email addresses of at least three references to <http://binghamton.interviewexchange.com>. Review of applications begins immediately and will continue until position is filled. The State University of New York is an EO/AA employer.

Columbia University

The Department of East Asian Languages and Cultures at Columbia University invites applications for a lecturer or senior lecturer position in Japanese language, beginning in the fall of 2015. This is a full-time professional position with multi-year renewals contingent on successful reviews. The senior lecturer would be expected to take on the directorship of the Japanese language program at Columbia. For the rank of lecturer, we are seeking a highly skilled language instructor with native or near-native proficiency in Japanese and an excellent command of English; at least an M.A. degree in teaching Japanese as a foreign language, linguistics, second-language acquisition, or related field; demonstrated success teaching Japanese at the college/university level; strong organizational skills; and the potential to administer a Japanese language program.

For the rank of senior lecturer, in addition to the above qualifications, we are seeking candidates, preferably with a doctorate, in one of the above fields, who also have excellent teaching skills, extensive experience in the teaching of Japanese at the university level, exceptional organizational skills, and experience in the administration of a Japanese language program. The appointment offers excellent benefits and competitive salary commensurate with qualifications and experience.

Responsibilities include teaching two courses per semester, active programmatic involvement, and close collaboration with the professorial faculty to advance Japanese language study and build a rigorous and cohesive Japanese language and culture program. All applications must be made through Columbia University's Recruitment of Academic Personnel System (RAPS) and must include a cover letter, current curriculum vitae, teaching portfolio (such as course descriptions and sample syllabi), teaching evaluations, statement of teaching philosophy, and three letters of recommendation. For more information and to apply, please go to academicjobs.columbia.edu/applicants/Central?quickFind=59805.

Additionally, a sample teaching video should be sent to the Japanese Language Director/Instructor Search Committee, Department of East Asian Languages and Cultures, 407 Kent Hall, MC 3907, Columbia University, New York, NY 10027.

Review of applications will begin October 11, 2014, and will continue until the position is filled. For questions about the application process, please contact Joshua Gottesman: jdg2167@columbia.edu. Columbia University is an Equal Opportunity/Affirmative Action employer.

Cascadia Community College

Cascadia Community College has earned a national reputation for excellence, with an integrated learning model and more than 70% of its students moving on to four-year programs. Co-located on a campus with the University of Washington Bothell, approximately 18 miles northeast of Seattle, Cascadia is currently seeking an innovative, collaborative, and dynamic individual for the position of **Associate Faculty – Japanese Language for the 2014-2015 Academic Year**. Cascadia is a dynamic community college that is committed to transforming lives through integrated education in a learning-centered community.

We are seeking applicants with expertise and/or interest in an outcomes-based curriculum, alternative pedagogies, learning technologies, and collaborative work. The Instructor will facilitate learning for students in first-year Japanese language courses.

Minimum qualifications:

- Masters in Japanese or related field (i.e. East Asian/Japanese Studies, Linguistics, or Literature);
- Near-native fluency and some teaching, training, or translation experience preferred;
- Ability to communicate in English, orally and in writing. Preferred qualification: Teaching experience in higher education using learning-outcomes based instruction.

Applicants must submit the following for a complete application: a Cascadia Community College application form (http://www.cascadia.edu/discover/about/jobs/documents/CCCAppEEO_3.pdf); Federal & State Reporting Form (Optional) Cover Letter (not to exceed 2 pages) that specifically explains your ability to meet the qualifications; Resume or Curriculum Vitae;

- List of 3 professional references (name, title, email, phone number);

- Copies of transcripts (unofficial copies are acceptable; official transcripts will be required upon employment).

Applications submissions should be sent to applicant@cascadia.edu. Please write in the subject line of the email “AF-Japanese”. Faxed applications to Human Resources will not be accepted. Application materials become the property of Cascadia Community College. For questions related to this position, please email applicant@cascadia.edu. Corrected or extended notices for this recruitment will be posted on the College’s web site www.cascadia.edu/employment.

Cascadia Community College is committed to creating and supporting a diverse faculty, staff and student population. Individual differences are celebrated in a pluralistic community of learners. Cascadia does not discriminate on the basis of race, color, religion, sex/gender, sexual orientation, national origin, citizenship status, age, marital or veteran status, or the presence of any sensory, mental or physical disability, or genetic information, and is prohibited from discrimination in such a manner by college policy and state and federal law. Persons with disabilities needing assistance in the application process may make request to the Human Resources Director by calling (425) 352-8880.

Earlham College

Earlham College invites applications **for a tenure-track position** in the Department of Languages and Literatures at the rank of **Assistant Professor in Japanese Language and Linguistics**, beginning August 2015.

The successful candidate will typically teach three courses per semester: two Japanese language courses and one linguistics course or a course in the area of his/her specialization or interest. The candidate should also expect to collaborate with the programs of Japanese Studies and Comparative Language and Linguistics. The candidate must hold a Ph.D. by the time of appointment, demonstrate highly successful skills in teaching Japanese at all levels, and specialize in language teaching, linguistics, culture, or related fields with native or near native competency in Japanese and English. It is possible that a candidate who is ABD will be considered although completion of the Ph.D. by the end of the first year at Earlham would be required for reappointment. A strong commitment to teaching Japanese to undergraduates is essential. In addition to language courses, the candidate must be able to teach general and Japanese-specific linguistics and sociolinguistics courses in English.

The candidate should send his/her application as a *single* PDF including: cover letter that addresses the candidate's interests, qualifications and experience; curriculum vitae; statement of teaching philosophy and research interests; graduate transcripts; names and contact information for three references who may later be asked by the search committee to submit a recommendation letter. Materials should be sent by email to: Jane Niccum, niccuja@earlham.edu, Drawer #15, 801 National Road West, Richmond, IN 47374-4095.

Review of applications will begin on **November 15, 2014**, and will continue until the position is filled. Send questions to Yasumi Kuriya kuriyya@earlham.edu.

Earlham College is a selective national Quaker liberal arts college. Excellence in teaching is central to our Mission at Earlham. The college is dedicated to providing its students with an outstanding education that includes a commitment to global and multicultural perspectives and experiences, both on-campus and off-campus, and actively encourages and supports faculty research and professional development, as well as student-faculty collaborative research, and does so in the context of an undergraduate institution that emphasizes teaching excellence. For more information about Earlham, refer to our Web site: <http://www.earlham.edu>. Earlham College continues to build a community that reflects the gender and racial diversity of the society at large and therefore we are particularly interested in inviting and encouraging applications from African- Americans, other ethnic minorities, and women. Earlham also is eager to solicit applications from members of the Religious Society of Friends (Quakers).

Earlham College is an Equal Opportunity Employer. Earlham utilizes **E-Verify** to confirm employment eligibility for all newly hired employees within the United States.

Emory University

The Department of Russian and East Asian Languages and Cultures (REALC) at Emory University invites applications for a **tenure-track position at the rank of Assistant Professor in Japanese Language and Linguistics** beginning fall 2015. Applicants should hold a Ph.D. in Japanese linguistics by time of appointment and possess native or near-native proficiency in both Japanese and English. Specialists in sociolinguistics, discourse analysis, second language acquisition, language pedagogy or related fields are especially welcome to apply. Experience teaching at the college level is required; candidates with expertise in program leadership, curriculum development, assessment and/or mentoring novice teachers will receive special consideration. Familiarity with technology in teaching is desirable. The successful candidate will teach two courses per semester in Japanese language and linguistics, and also work collaboratively with colleagues in Emory's Programs in Linguistics and East Asian Studies. Interest in interdisciplinary research and teaching is encouraged.

Please send a letter of application, CV, three letters of recommendation and a research sample to Dr. Julia C. Bullock, Chair, Department of Russian and East Asian Languages and Cultures, Emory University, 532 Kilgo Circle, Atlanta GA, 30322. Emory University is an Equal Opportunity/Affirmative Action/Disability/Veteran employer. Women, minorities, persons with disabilities and veterans are encouraged to apply. Review of applications will begin **November 1, 2014**. Applications received up to 30 days after review begins will be given full consideration.

Furman University

The Departments of Asian Studies and Modern Languages and Literatures at Furman University invite applications for the position of **Assistant Professor of Japanese Language**. This is a tenure-track position with a start date of August 1, 2015. Specialization open; ability to teach courses in literature highly desirable. Position emphasizes language teaching at the beginning, intermediate, and advanced intermediate levels. Teaching load five courses per year; other responsibilities may include directing or recruiting for study away programs; supervising Japanese Language House; teaching first-year seminars. Candidates must be committed to undergraduate instruction as well as scholarship. Full dossiers will be requested from selected candidates. Interviews scheduled at MLA or by Skype. Furman University is a private, highly selective liberal arts college of 2,700 residential students located in Greenville, South Carolina. Greenville has a thriving downtown and international community and is within a reasonable driving distance of Charlotte, Atlanta, and Asheville. Furman University is an Equal Opportunity Employer committed to increasing the diversity of its faculty. Minimum qualifications: PhD or PhD expected by 8/1/2015. Native/near native fluency in Japanese and English required. Preferred Qualifications: Ability to teach courses in literature highly desirable. Work environment: Typical classroom setting. Application closing date: **11/17/2014**. To be considered for this position, please visit our web site and apply online at the following link: <http://apptrkr.com/520451> Furman University is an equal opportunity employer strongly committed to diversity within its community.

Indiana University Bloomington

The Department of East Asian Languages and Cultures at Indiana University, Bloomington, seeks to fill a **full-time Japanese language program coordinator position at the senior lecturer rank** to begin in fall 2015. Duties will include coordination of all aspects of the Japanese language program and directing graduate students in Japanese language pedagogy program. Normal teaching load is two courses per semester. The applicants must be qualified to teach Japanese language at all levels and graduate courses in language pedagogy.

Minimum qualifications: doctoral degree in second language studies, foreign language education, applied linguistics, language pedagogy, or related field; native/near-native proficiency; prior experience and demonstrated success in teaching Japanese and the ability to coordinate a Japanese language program at the college level in the U.S.

Review of applications will begin immediately and continue until the position is filled; materials received by **October 15, 2014** will be given full consideration. Required application materials: cover letter, vita, teaching portfolio (course descriptions, syllabi, teaching evaluation, video clip of classroom teaching), graduate study transcripts, and three letters of reference. Interested candidates should submit their application at: <http://indiana.peopleadmin.com/postings/1030>

Questions regarding the position or application process can be directed to Japanese Coordinator Search Committee, Department of East Asian Languages and Cultures, Goodbody Hall 250, 1011 E. Third St., Bloomington, IN 47405-7005 or electronically at ealc@indiana.edu.

Indiana University is an equal employment and affirmative action employer and a provider of ADA services. All qualified applicants will receive consideration for employment without regard to age, ethnicity, color, race, religion, sex, sexual orientation or identity, national origin, disability status or protected veteran status.

Lehigh University

The Department of Modern Languages and Literatures invites applications for a tenure-track Assistant Professor of Japanese. Applicants with a Ph.D. in the field of modern Japanese literature and culture such as popular culture, literature, and film are encouraged to apply. Of particular interest are candidates who examine Japanese literature and culture in the context of women, gender, and sexuality studies, since Lehigh University is committed to diversifying its curriculum in these areas. Commitment to Japanese language instruction at all levels is required. An interdisciplinary approach to the teaching of language and culture is essential, as the successful candidate will be expected to contribute to a growing Asian Studies program and a Women, Gender, Sexuality Studies program. Native or near-native proficiency in both English and Japanese is required. We seek applicants of broad scholarly promise who have a demonstrated commitment to research and publication and can contribute to intellectual life on campus.

Lehigh University is a private, research-extensive institution in southeast Pennsylvania. The College of Arts and Sciences at Lehigh University is committed to increasing the diversity of the college community and curriculum. Candidates who can contribute to that goal are encouraged to apply and identify their strengths or experiences in this area. Lehigh University is an Equal Opportunity Affirmative Action Employer. Lehigh offers excellent benefits including domestic partner benefits. See also http://www.lehigh.edu/~inprv/work_life_balance.html. LINC is a newly created regional network of diverse organizations designed to assist new hires with dual career, community and cultural transition needs. Please contact infdcap@lehigh.edu for more information.

To apply, please upload letter of application detailing research interests and accomplishments and teaching philosophy, CV, and three letters of reference to Academic Jobs Online <https://academicjobsonline.org/ajo/jobs/4462>. All materials should be received by **November 25, 2014**.

Miami University of Ohio

The Department of German, Russian, Asian and Middle Eastern Languages and Cultures at Miami University of Ohio is accepting applications for the position of **Tenure-track Assistant Professor to teach a full load of Japanese language, literature, and culture courses at all levels** in both Japanese and English in an undergraduate program.

While the field of specialization is open, we seek to make an appointment that reflects the program's emphasis on inter-disciplinary approaches to Japanese literature, culture, film, and linguistics. Required: PhD by time of appointment; demonstrated teaching excellence; native or near-native fluency in both Japanese and English. In addition to teaching, the successful candidate is expected to maintain an active research program with scholarly publications and provide service to the university.

Submit a cover letter, your curriculum vitae, and three letters of recommendation to apply.interfolio.com/26364. If you are unable to attach letters of reference via the link, they may be submitted via email to schrodjl@miamiOH.edu. Screening of applications begins **October 24, 2014** and will continue until the position is filled.

Miami University, an equal opportunity/affirmative action employer with smoke- and tobacco-free campuses, is committed to a multicultural environment and strongly encourages applications from minorities, females, veterans and individuals with disabilities. Miami's Annual Security and Fire Safety Report with information on campus crime, fires, and safety may be found at: <http://www.MiamiOH.edu/campus-safety/annual-report/index.html>. Hard copy available upon request. Employment will require a criminal background check according to University guidelines.

University of California, Davis

The Department of East Asian Languages and Cultures (EALC) at UC Davis invites applications for a **faculty position, at the Associate Professor or Professor level, in modern and contemporary Japanese literature and culture**, effective July 1, 2015. The successful candidate will play a leadership role in teaching, research, and service in EALC with a distinguished faculty and a culturally and ethnically diverse student body. Candidates must demonstrate national and international distinction in research, excellence in teaching and mentoring, native or near-native proficiency in Japanese and English, and a strong commitment to service at the university and in the profession. Teaching responsibilities will likely include Japanese literature courses, introductory culture courses, and courses in the candidate's primary area of research.

A PhD in Japanese literature, popular culture, cultural studies, film studies, cultural or intellectual history, cultural anthropology, fashion studies, design, media studies, gender and sexuality studies, comparative literature or East Asian Studies with a Japan focus, or any other related field is required.

Review of applications will begin on **November 15, 2014**; the position will stay open until filled.

To receive full consideration, please submit applications online at <https://recruit.ucdavis.edu/apply/JPF00341> including: 1) a letter of interest, 2) curriculum vitae, 3) one or more published papers or chapters, 4) teaching evaluations from the past three years, and 5) the contact information for three references.

The University of California at Davis is an affirmative action/equal opportunity employer with a strong institutional commitment to the achievement of diversity among its faculty and staff. It is also a smoke-free campus.

University of Missouri - St. Louis

The Department of Anthropology, Sociology, & Languages at the University of Missouri-St Louis is seeking a **non-tenure-track, full-time Lecturer or Assistant Teaching Professor of Japanese**, effective August 15, 2014. We seek candidates with demonstrated excellence in language teaching who will help us strengthen and grow our Japanese-language program, which offers a BA in Modern Languages (Japanese) as well as a minor.

Minimum requirements are: Master's degree or higher in Japanese-language pedagogy, Japanese linguistics, or Japanese Studies-related discipline; native or near-native fluency in Japanese and English; a demonstrated excellence in language teaching, including familiarity with ACTFL proficiency guidelines and effective use of technology;

ability to independently teach first- through fourth-year Japanese courses and specialized Japanese reading and writing courses; and

ability to coordinate and teach upper level Japanese language courses.

Duties include teaching 11-15 credit hours of undergraduate courses of Japanese language and/or culture per semester, academic advising, and campus service. Candidates at the rank of Assistant Teaching Professor must have a minimum of 4 years of successful university-level, full-time teaching experience with a documented record of excellence in service, advising, and other professional activities. The anticipated salary is \$35,000 to \$37,000 with full benefits. Review of applications will begin **July 1, 2014**, and will continue until the position has been filled.

Please submit an application by visiting umsl.jobs and attach one PDF file containing curriculum vitae, statement of teaching philosophy, and three letters of professional reference with the application you submit online. Apply at: <http://www.Click2Apply.net/3qsjbmm>

Adventures in Japanese 4th Edition

アドベンチャー日本語 By Hiromi Peterson, Naomi Hirano-Omizo
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Easy to carry, easy to use, and easy to customize, access all of the *Adventures in Japanese* teacher materials on a convenient USB flash drive. In the *Teacher's Guide to Go*, teachers will find useful pacing guides and lesson plans, textbook and workbook audio and scripts, workbook answer keys, and PowerPoint presentations for vocabulary, sentence pattern drill, and lesson kanji. For added flexibility, teachers can use the *Teacher's Guide to Go* to customize tests and quizzes, PowerPoint presentations, image banks of vocabulary art and dialogue manga, and sample forms and rubrics.

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Learn more about the exciting new *Adventures in Japanese 4th Edition* at http://www.cheng-tsui.com/store/products/adventures_japanese_1, or email inquiries@cheng-tsui.com to speak with a representative.

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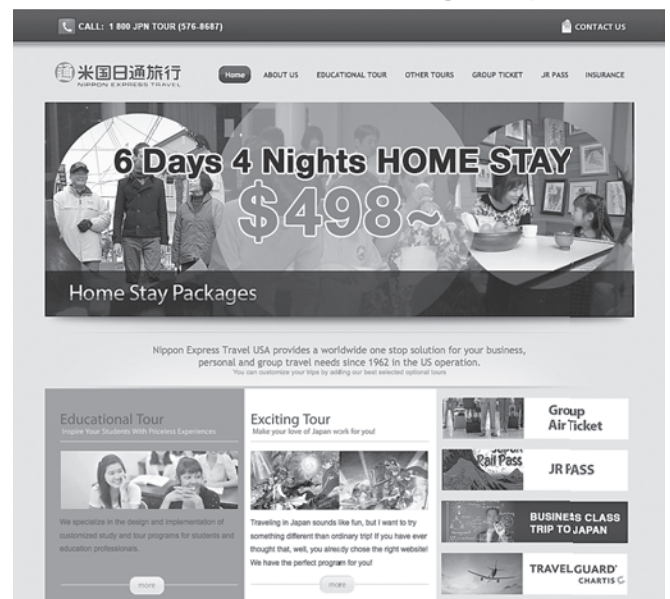
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