



A A T J

NEWSLETTER

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Suwako Watanabe
渡辺素和子

PRESIDENT'S MESSAGE

北米日本語教師協会会
員各位

会員の皆様、初めまして。会長としての任期を始めるにあたって、少し自己紹介をさせていただきます。1986年から1990年にかけて、社会言語学をジョージタウン大学で学び、そのあと、

ポートランド州立大学で1990年から日本語を教え始めて、かれこれ28年になります。私の興味のある研究分野は、主に談話分析なので、人々のコミュニケーションをいつも観察しています。また、ACTFL OPIのテスターとトレーナーをしているので、言語評価と言語プロフィシエンシーの育成にも関心を持っています。プライベートでは、日曜日に茶道を教えています。談話分析と教えることと茶道、この三つは、意外にも互いに関連性があって、仕事でもプライベートでもうまく活かすことができている。

日本語、文学、文化などを含む日本学・日本研究の分野としての現状を見ると、強みがいくつもあることに気付かされます。大学レベルでの学習者数が安定していること、実績のある言語教授法と経験のある教員、また、年に二回の学会に質の高い学会誌 Japanese Language and Literatureを有することは私たちの分野が確立されていることを示しています。

ただ、一方では、いくつかの問題にも直面しています。そのうちのひとつの問題は、K-12レベルで日本語プログラムが減っていることが挙げられます。K-12レベルの学習者数が少ないということは、大学で日本語の学習を続ける学生数が減るということで、K-12レベ

ルと大学レベルが協力して対策を立てる必要があります。もう一つの問題は、世代交代で、教員の数が不足しつつあることです。先日、すでに別の科目で教えている高校教師が、日本語の科目も加えたいということで、問い合わせしてきました。ところが、調べてみたところ、私の勤めている大学で初めの教員免許をとっていない人には別科目を加える道は閉ざされているとのことでした。日本語教師としての知識や技能があるにもかかわらず、このような制度上の障害があるのは残念なことです。また、ある先生は、退職をしたいのにもかかわらず、後任の教師が見つからないがために、まだ教え続けているという話も聞きました。

北米の教育制度の中で、日本語・日本研究の地位をより強固なものにするために、日本語教師協会は、さらなる振興を続けていく必要があります。どうぞ、会員の皆さんの声をお聞かせください。また、各アフィリエイトの代表の方々も、ぜひ会員の声を吸い上げて、現場の状況をお知らせください。みなさんと一緒に頑張っていきたいと思えます。よろしく願いいたします。

3月のワシントンDCでの学会でお会いするのを楽しみにしています。

会長 渡辺素和子

Greetings to members of American Association of Teachers of Japanese!

I am excited to start my term as the president of AATJ. I would like to introduce a little bit about myself. I did my Ph.D. in Sociolinguistics at Georgetown University from 1986 to 1990, and then I started teaching Japanese language and culture at Portland State University in 1990, so

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this is my 28th year teaching at PSU. My primary research interest is discourse analysis, so I am always observing how people interact with one another. I am also an ACTFL OPI tester and trainer for Japanese, which got me interested in language assessment and development of language proficiency. On the private side, I teach Japanese tea ceremony on Sundays. Amazingly, discourse analysis, teaching, and Japanese tea ceremony are closely related to each other and coherently integrated into my career and personal life.

Looking at the field of Japanese studies, including language, literature, and culture, I see a lot of strengths. Stable student enrollment at the college level, solid pedagogy with well-trained language instructors, and a well-established professional organization that holds two academic conferences and publishes a quality journal, Japanese Language and Literature, are evidence of our strengths.

However, we are also faced with some issues. One issue is the decrease of Japanese programs at the K-12 level. Fewer students from high school level would mean lower student enrollments at college level. Language educators at K-12 and

college levels need to talk about what can be done to prevent Japanese programs at the K-12 level from being cut. Another issue is licensure and the expected teacher shortage due to retirement. The other day, a high school teacher in Oregon e-mailed me asking how he can get a second endorsement in Japanese as he is already certified to teach in one subject. After many e-mail exchanges and checking websites, we learned that he cannot get a second endorsement in Japanese from Portland State University because he did not get his first endorsement from the same university even though he has all the qualifications, knowledge, and skills to teach Japanese. I also heard that an instructor who is ready to retire decided to continue another year because a replacement the instructor could not be found.

To establish the status of Japanese studies in the US educational setting more firmly, we still have some way to go. I would like to see AATJ doing more to advocate for its members and Japanese programs in the US. Please let us hear from you. I urge each affiliate to take an active role channeling members' voices to AATJ. I look forward to working with you.

See you at the Spring Conference!

Suwako Watanabe
President (2018-2020)



AATJ's representatives attended the annual Legislative Day and Delegate Assembly of the Joint National Committee for Languages (JNCL) in Washington, DC, on February 15-16, 2018.
From left: Janet Ikeda, Suwako Watanabe, Shingo Satsutani

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2018 ANNUAL SPRING CONFERENCE

The **2017 Annual AATJ Spring Conference** will be held on **Thursday, March 22, 2018**, in Washington, DC, Canada, in conjunction with the **Annual Meeting of the Association for Asian Studies (AAS)**. A full day of panel and individual paper presentations on Literature, Language Pedagogy, Linguistics, Second Language Acquisition, Language and Technology, and other topics will take place at the Marriott Wardman Park Hotel, the site of the AAS conference.

Online registration for the Spring Conference is open. Conference registration fees are \$60 for AATJ members (\$40 for student members) and \$100 for non-members. **Online registration ends March 12.** After that date only on-site registration will be available (US\$100; cash or checks only).

A link to registration, as well as links to download the conference program, with or without abstracts, is at <http://www.aatj.org/conferences-spring>.

The keynote speaker for this year's conference is Jeffrey Angles of Western Michigan University, a teacher, scholar, translator of contemporary Japanese poetry, and poet in Japanese in his own right. Professor Angles was awarded the Yomiuri Literature Prize in 2016 for his book of poetry *わたしの日付変更線* (*My International Date Line*).

We encourage those attending the AATJ Conference to also attend the AAS Annual Meeting, which takes place Friday, March 23, to Sunday, March 25. The AAS conference features many sessions on Japanese (as well as other Asian) history, culture, society, and language; in the conference Exhibit Hall, academic and general-interest publishers, including many from Japan, exhibit and sell Japan- and other Asia-related books and journals.

AATJ's special sponsored session at this year's AAS annual meeting - a panel on professional development for graduate students and junior faculty - will take place on Friday, March 23, from 5:15 – 7:15 p.m. The panel's title is "Earning Your Stripes as an Academic: Advice on publishing,

presenting, collaborating, and winning support, for young faculty and graduate students in Asian languages and literatures"; the panelists include book and journal editors in our field as well as senior scholars.

The **Classical Japanese Special Interest Group** will hold a meeting, with presentations, on Friday, March 23, from 7:30 - 9:30 p.m.

Poetics of the In-Between: Learning and Living Between Languages

Jeffrey Angles, Western Michigan University

Language teaching involves spending large amounts of time with students helping them learn to express themselves in their second language. Instructors try to carry them as far as possible toward fluency by sharing knowledge, providing experiences, inculcating new habits, and teaching discursive strategies, all in the hopes that the learners will reach a point where they can give full, culturally appropriate expression to their own thoughts. Certainly, this is admirable, but in reality, most language learners never make it all the way to the goal of fluency and instead end up somewhere in the large, intermediary expanses that separate their native tongue from the one that they are trying to master.

As a writer and translator, Jeffrey Angles has spent much of his career navigating and negotiating the terrain between Japanese and English. In fact, the need to reconsider the spaces between languages is a major theme of *Watashi no hizukehenkōsen* (*My International Date Line*), a collection of poetry that Angles wrote in Japanese and which won the Yomiuri Bungakushō (Yomiuri Prize for Literature) in 2017. This theme also appears in the writing of the multilingual writers Tawada Yōko and Itō Hiromi, both of whom have spent much of their careers writing from locations outside Japan. Perhaps instead of thinking of the terrain between languages as a kind of no-man's land that simply needs to be traversed as quickly as possible, we might think about it as a productive space in which ideas flow together and new dynamic, creative forms of cultural expression might arise. In this presentation, Angles will discuss his own work and will argue for the value and importance of those types of expression that arise in the vast transitional spaces between languages.

AATJ 2018 ANNUAL SPRING CONFERENCE

Marriott Wardman Park Hotel, Washington, DC
Meeting Rooms (Mezzanine Level): Jackson, Jefferson, Johnson, Madison, Truman, Tyler

Thursday, March 22, 8:30 a.m.–5:30 p.m.

(On-site Registration and Check-in: Mezzanine Lobby)

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

8:30 a.m.–10:10 a.m. — Session 1

SESSION 1-A: PEDAGOGY PANEL [MADISON B ROOM]

Chair: Shinji Sato, Princeton University

Panel Title: 「言語景観研究と日本語教育:最近の動向と未来を創る言語教育実践」(Linguistic Landscape and Japanese Language Education: Current Trends and Language Education for Social Future)

「言語景観研究とことばの教育」 (Linguistic landscape research and language education)

Yuri Kumagai, Smith College; Shinji Sato, Princeton University

「言語景観が持つことばの教育の可能性—価値の分析と創造, 変革にむけて—」 (Possibilities of language education using linguistic landscape: Toward analysis, creating our social values, and transforming)

Ryosuke Minamiura, Tokyo Gakugei University

「言語景観データ収集とデータ分析結果を使用した日本語上級クラスでの言語活動報告」 (Linguistic landscape and Japanese language education: A new way of discussion and field work activities using LL data)

Asako Hayashi-Takakura, University of California, Los Angeles

「言語景観改善プロジェクトとその危険性: 実践と分析」 (Changing linguistic landscape as class project: Practice and analyses)

Neriko Musha Doerr, Ramapo College

SESSION 1-B: STUDY ABROAD FOR LANGUAGE ADVANCEMENT (SAFLA) SIG PANEL [JEFFERSON ROOM]

Chair: Hiroaki Kawamura, University of Findlay

Panel Title: Sink or Swim During Study Abroad: Equipping Learners with Navigating Strategies Through Coaching

“Maximizing language gains during a short study abroad program: Use of on-site coaching as a strategy”

Hiroaki Kawamura, University of Findlay

「体験型訪日プログラムにおける活動とコーチングの分析」(An analysis of field-based activities and supervision in study abroad programs)

Akiko Murata, Hosei University

“Transformative learning: A case of a short-term, faculty-led Japanese language study abroad program”

Yuko Prefume, Baylor University

“I am kind of afraid of the language partner”: Data-driven pre-study abroad training”

Hiromi Tobaru, Ohio State University

SESSION 1-C: SECOND LANGUAGE ACQUISITION PAPERS [JACKSON ROOM]

Chair: Mariko Moroishi Wei, Purdue University

“Development of abstract word knowledge in English–Japanese bilinguals with autism spectrum disorder”

Mariko Moroishi Wei, Purdue University

“Developing critical language awareness through a community-based project in an intermediate Japanese language classroom”

Holly Didi-Ogren, The College of New Jersey

““Our Language” – An autoethnographic analysis of Japanese dialect use in L1/L2 interaction”

Jae DiBello Takeuchi, Clemson University

“A preliminary study of Chinese international students studying Japanese in American universities”

Jun Xu, Colorado State University



SESSION 1-D: LANGUAGE AND TECHNOLOGY PANEL [TYLER ROOM]*Chair: Kasumi Yamazaki, University of Toledo***Panel Title: 「日本語教育とAI: 研究実践例と今後の課題」 (Japanese Language Teaching and AI: Sample Projects, Research Findings and Future Directions)**

「読解支援システムへのAI活用の可能性と留意点」 (Incorporating AI in a reading tutorial system: Possibilities and pitfalls)

Yoshiko Kawamura, Tokyo International University

「自然言語処理を用いた日本語教育ソフトの一例」 (An NLP-based Japanese language educational software package)

Noriko Nagata, University of San Francisco

「会話支援AIスマホアプリの開発に向けて：現状と今後の課題」 (Developing an intelligent mobile-assisted language learning (IMALL) application: Progress and challenges)

Kasumi Yamazaki, University of Toledo; Yukihiisa Yonemochi, Honda Research Institute, Japan

「AIチュータの開発に向け：機械学習の導入とその成果」 (Toward the development of AI Tutor: Incorporation of machine learning and its results)

Takako Aikawa, Massachusetts Institute of Technology

SESSION 1-E: LINGUISTICS PAPERS [TRUMAN ROOM]*Chair: Michiko Kaneyasu, Old Dominion University*

“Grammar at work: Register analyses of Japanese cleft construction”

Michiko Kaneyasu, Old Dominion University

“The ways to greet in Japanese: Awareness by Japanese college students of their greeting”

Noriko Noma and Megumi Iida, University of Arizona

“Modern debates on the reasons for use of phonograms and notes on their use in the *Kojiki*: Implications for the history of writing

Ann Wehmeyer, University of Florida

“Cute (*kawaii*) or overly cute (*burikko*)?: Childlike cute register as an implicit form of social and linguistic capital”

Atsuko Oyama, Stony Brook University

SESSION 1-F: LITERATURE PAPERS [JOHNSON ROOM]*Chair: J. Christopher Kern, University of Maryland*““The Fate of Qi”: Chinese history and the *Tale of Genji*”

J Christopher Kern, University of Maryland

“Four narrative styles in classical Japanese: Their implications for Japanese linguistic history”

Frederick Bowman, Ohio State University

“Narrative structure in secular and Buddhist Heian texts: *-ki* and *-keri* in the *Tale of Genji*, the Lotus Sutra, and the Golden Light Sutra”

John Bundschuh, Ohio State University

“Rewriting magic and miracles in the human world: Adaptations of medieval Buddhist tales in early modern Jōruri puppet theater”

Shiho Takai, Waseda University

10:20 a.m.-12:00 p.m. — Session 2

SESSION 2-A: PEDAGOGY PANEL [MADISON B ROOM]*Chair: Kasumi Yamamoto, Williams College***Panel Title: 「内容重視型日本語教育の意義と可能性：4つの実践形態を通して」 (Significance and potential of content-based Japanese language instruction: Findings from four CBI courses)**

「チュートリアル形式で行う内容重視の日本語教育」 (Content-based Japanese language instruction in a tutorial format)

Kasumi Yamamoto, Williams College

「「総合活動型」の内容重視の日本語教育：リーダビリティの観点からの成果と課題」 (Content-based Japanese language instruction in the *sogokatsudogata* format: From a readability perspective)

Jinhwa Chang, Williams College

「ソーシャルネットワークワーキングアプローチ(SNA)に基づいた内容重視の批判的言語教育(CCBI)の実践報告」 (Critical content-based instruction for an advanced-level Japanese course using a social networking approach)

Yuko Kageyama-Hunt, Harvard University

「内容重視日本語学習の方法としてのProject Based Language Learning (PBL) : その利点と課題」 (Project-based language learning (PBL) as a method for content-based language learning in Japanese)

Naoko Nemoto, Mount Holyoke College

SESSION 2-B: SIG PAPERS: STUDY ABROAD FOR LANGUAGE ADVANCEMENT (SAFLA) AND JAPANESE FOR SPECIFIC PURPOSES (JSP) [JEFFERSON ROOM]*Chair: Atsushi Hasegawa, University of Kentucky*

「日本の大学における留学生と日本人学生の混住寮：コミュニティの形成プロセスとその要因に注目して」(International students' socialization processes in a theme-based residence hall in Japan)

Chiharu Shima, Akita International University; Atsushi Hasegawa, University of Kentucky

“Working towards intercultural competence through negotiating and adapting: Case of internship in Japan”

Nobuko Koyama, University of California, Davis

“From talking with restaurant wait staff to explaining U.S. policy: Task-based needs analysis for U.S. Foreign Service officers in Japan”

Kyoko Kobayashi Hillman, University of Maryland, College Park/George Washington University

“Bonding through indexical reference in Japanese and American business discourse”

Lindsay Yotsukura, University of Maryland, College Park

SESSION 2-C: SECOND LANGUAGE ACQUISITION PAPERS [JACKSON ROOM]*Chair: Shigeru Osuka, Seton Hall University*

「英語を母語とする日本語学習者の流暢性の研究：レベル別検証」(A study of oral fluency of English-speaking learners of Japanese at different proficiency levels)

Maki Hirotoni, Rose-Hulman Institute of Technology; Kazumi Matsumoto, Ball State University; Atsushi Fukada, Purdue University

「アメリカの大学における日本語学習の動機づけに関する一考察」(Japanese language learning motivation in the United States)

Shinji Shimoura, University of South Florida

「21世紀型日本語作文教育の評価法についての一考察：リレー式ストーリー・ライティングを中心として」(Toward the future of Japanese writing assessment in the 21st century: A case study of relay story writing)

Shigeru Osuka, Seton Hall University; Kiyoshi Noguchi, Sophia University; Kazuko Tanabe, Japan Women's University; Aya Okada, University of Oklahoma

SESSION 2-D: LANGUAGE AND TECHNOLOGY AND PEDAGOGY PAPERS [TYLER ROOM]*Chair: Nobuko Chikamatsu, DePaul University*

「日本語初級ハイブリッドコースの修正とその方向性」(Where are we going?: Rebuilding hybrid and flipped first-year Japanese courses)

Nobuko Chikamatsu, DePaul University; Mika Obana-Changet, University of Illinois, Chicago

「オンラインによる漢字力診断テストの報告」(Report on a digitally administered diagnostic test of kanji ability)

Chieko Kano, University of Tsukuba

「私達が好きなこの町をもっと元気に-夏期集中コースでの町紹介ポッドキャスト・プロジェクトの試み」(Energizing our favorite town: An exploratory project in podcasting to introduce the town in which students live during a summer intensive course)

Kiyomi Kawakami, University of Iowa; Yasuko Shiomi, University of Massachusetts, Amherst

「オンラインと紙面を使った言語学習アドバイジングの実践」(Language learning advising through written communication)

Yuko Kojima, University of Wisconsin, Milwaukee

SESSION 2-E: LINGUISTICS PANEL [TRUMAN ROOM]*Chair: Mutsuko Endo Hudson, Michigan State University*

Panel Title: 「語用論と日本語教育：「適切さ」を探る」(Pragmatics and Japanese language education: Exploring “appropriateness”)

「会話における「分かる」と「知る」の使用：語用論的観点」(The use of “wakaru” and “shiru” in conversation: From a pragmatics perspective)

Misumi Sadler, University of Illinois, Urbana-Champaign

「学習者の誤用：語用論による説明」(Learner errors: Pragmatics account)

Mutsuko Endo Hudson, Michigan State University

「母語話者の敬語使用に関する様々な規範意識」(Norms of honorific use: Diverse awareness among native speakers)

Shigeko Okamoto, University of California, Santa Cruz

「「適切さ」とその指導：教師の視点」(Teachers' views on “appropriateness” and how to teach it)

Naomi Geyer, University of Wisconsin, Madison

SESSION 2-F: LITERATURE PAPERS [JOHNSON ROOM]

Chair: Linda Galvane, Stanford University

“Beauty and sadness of excrement: Scatological representation as a rhetorical device in Hino Ashihei’s and Yasuoka Shōtarō’s works”

Linda Galvane, Stanford University

“Narcissism as genius in the short fiction of Okamoto Kanoko (1889-1939)”

Pau Pitarch Fernandez, Waseda University

“A comparative analysis of Japanese adverb *jitsuwa* and English adverb *actually*” [Translation Focus]

Kiyono Fujinaga, SUNY Buffalo

“The transnational in translation: *Nihongo bungaku* and the inexorability of the nation-state in English translations of Japanese literature”

Gregory Khezrnejat, Aoyama Gakuin University

12:00 p.m.-12:50 p.m. — Lunch Break

12:50 p.m.-2:30 p.m. — Session 3

SESSION 3-A: PEDAGOGY PAPERS [MADISON B ROOM]

Chair: Yoshihiro Mochizuki, University of Michigan

「日本語翻訳実習コースにおける社会貢献の試み」 (Practicum in Japanese translation: Connecting classroom learning to communities and beyond)

Yoshihiro Mochizuki, University of Michigan

「プロジェクトベース・ランゲージ・ラーニングによる異文化コミュニケーションとグローバル能力の伸長」 (Enhancement of intercultural communication and global skills based on project-based language learning)

Noriko Fujioka-Ito, University of Cincinnati

「学習者主役のコンテンツベース授業の試み：日本の自然と文化」 (Case study: Learner-centered content-based instruction - on nature and culture)

Atsuko Neely, Utah State University

「第1回日本語教育インターンシップ制度の活動報告及び相互の言語・文化理解を目指した日米の学生間交流のあり方の検討」 (Establishing a Japanese education internship program and exploring effective mutual understanding of language and culture among undergraduate students in Japan and the U.S.: Demonstrating activities and results of a student survey and participant observations)

Yuki Waugh, Texas A & M University; Yoko Arashi, Kyorin University

SESSION 3-B: JAPANESE AS HERITAGE LANGUAGE SIG PANEL [JEFFERSON ROOM]

Chair: Hitomi Oketani, Eastern Michigan University

Panel Title: 「北米における補習授業校の挑戦：高度グローバル人材育成に向けて何が出来るか」 (Challenges for *Hoshuko* in North America: Issues towards Advanced Global Human Resource Development)

「問題提起：乳幼児・園児・小学低学年を中心とした補習校と大学の母語支援の取り組みをもとに」 (From the perspective of *hoshuko*-university collaboration on early childhood mother-tongue support)

Hitomi Oketani, Eastern Michigan University

「日本語指導が必要な児童生徒教育充実のための施策と海外での日本語支援」 (Enhancing Japanese language education and its policies for students in Japan and overseas)

Yukiko Konda, Ministry of Education, Culture, Sports, Science and Technology, Japan

「米国北東部における新しい日本語教育施設の課題-ニューヨークを事例に政策支援の方法を探る」 (New Japanese programs in the New York area: Searching for effective policy interventions)

Toshiko Calder, Princeton Community Japanese Language School

「グローバル時代の補習校 - カナダの現地校と共にバイ/マルチリテラシー育成を目指して」 (*Hoshuko* in the global era: Working with local Canadian schools in promoting bi/multi-literacies)

Kazuko Nakajima, University of Toronto

SESSION 3-C: LANGUAGE AND CULTURE SIG PANEL [JACKSON ROOM]*Chair: Hideki Hara, Japan Foundation Los Angeles***Panel Title: Thematic Approach in the Language Classroom Using Manga****"'Edutainmentification' in Japanese manga"**
Frederik L. Schodt, Author and translator**"Using manga in the Japanese language classroom"**
Shige (CJ) Suzuki, Baruch College, CUNY**"Manga edutainment"**
Hideki Hara, Japan Foundation Los Angeles**SESSION 3-D: PEDAGOGY PAPERS [TYLER ROOM]***Chair: Tomoko Shibata, Princeton University***「自律型発音学習における自己モニター力の育成」 (Improving self-monitoring ability in autonomous learning of Japanese pronunciation)**
Tomoko Shibata, Princeton University**"Integrating the full scope of Japanese pitch accent into the Japanese as a Foreign Language classroom"**
Vance Schaefer, University of Mississippi**「初級レベルにおけるスキット創作と朗読発表を融合したハイブリッド型音声・表現指導の試み」 (Voice for expression: Exploring the synergy of combining "skit writing" and "recitation performance" for pronunciation training in elementary Japanese)**
Mihoko Yagi, Boston University**「初級・上級コースにおける音声教育の実践報告：学習者の意識向上を目指して」 (An attempt to further improve the quality of Japanese accents and intonations for learners at elementary and advanced levels)**
Hiroyo Nishimura, Yale University**SESSION 3-E: LINGUISTICS PANEL [TRUMAN ROOM]***Chair: Mitsuko Takei, Hiroshima Shudo University***Panel Title: 「効果的な国際共修カリキュラム構築のための「共通語としての日本語」話者の言語行動の分析」 (Analyses of Conversations Using Japanese as a *lingua franca* for Effective Multicultural Co-learning Curricula in Japanese Universities)****「国際共修カリキュラムのための母語場面・接触場面における会話データの収集と分析」 (Collecting and analyzing Japanese conversation data in native and contact situations for multicultural co-learning course design)**
Mitsuko Takei, Hiroshima Shudo University; Etsuko Yoshida, Mie University**「日本語母語話者によるスピーチスタイルシフト—母語場面と接触場面の比較—」 (L1 Japanese speakers' style-shifting: A comparison of native and contact situations)**
Mitsuaki Shimojo, University at Buffalo, SUNY**「母語場面と接触場面における疑問表現の比較」 (A comparison of interrogative expressions in native and contact situations)**
Miho Fujiwara, Willamette University**「話段の展開的構造からとらえる母語場面と接触場面の比較」 (A developmental structure analysis of *wadan*, 'functional paragraph': A comparison of native and contact situations)**
Fumio Watanabe, Yamagata University**SESSION 3-F: LITERATURE PAPERS [JOHNSON ROOM]***Chair: Joan Ericson, Colorado College***"Women writing literature for children"**
Joan Ericson, Colorado College**"Reevaluating war-time feminism: Waka Yamada and her personal advice column"**
Rika Saito, Western Michigan University**"A young woman's search for her female sexual identity in Ogawa Yoko's "Pregnancy Diary" (1990)"**
Yuko Ogawa, Purdue University**"What's Love Got To Do With It - The case of Setouchi Jakuchō's Kashin "**
Luciana Sanga, Stanford University

SESSION 4-A: PEDAGOGY PAPERS [MADISON B ROOM]

Chair: Yuki Matsuda, University of Memphis

「多書のすすめ」：参加型文化の時代における「多書」活動の効果 ("Let's write!": Effects of extensive writing in the age of participatory culture)

Yuki Matsuda, University of Memphis; Noriko Okamoto, Tokyo International University

「多読は、たくさん本を読むだけでいいのか？より効果的な読書法の考察」 (Is solely reading many books an effective method in extensive reading curriculum?: Analysis of more effective reading methods)

Ikuno Imaizumi, Foreign Service Institute

「多読における自作本作成と伝統的和装本製本ワークショップの実践報告：インプットからアウトプットへ、現代と江戸のコラボ」 (Implementing a students' book writing project and a traditional stitch-bound book binding workshop in extensive reading: From input to output, what is old is new again)

Yuki Yoshimura and Sharon Domier, University of Massachusetts, Amherst; Hisako Kobayashi, UWC ISAK Japan

"An impossible mission? *Tadoku* pedagogy and library collaboration with limited institutional resources"

Michiru Lowe and Yuh-Fen Benda, Vanderbilt University

SESSION 4-B: SIG PAPERS: JAPANESE AS HERITAGE LANGUAGE (JHL) AND LANGUAGE & CULTURE [JEFFERSON ROOM]

Chair: Yoshiko Mori, Georgetown University

"The role of parental support and family variables in L1 and L2 vocabulary development of Japanese heritage language students in the United States"

Yoshiko Mori, Georgetown University

"Crafting Japaneseness: An ethnographic study of parents' attitudes toward language maintenance in a Japanese community in the United States"

Lorvelis Madueno, University of New Orleans

"Amazing!: A study of the construction of foreigner stereotypes in Japanese anime"

Rika Ito and Megan Bisila, St. Olaf College

「日本語の音節構造とリズムを俳句を導入して学ぶ活動報告」 (Creating *haiku*: Appreciating seasons and sounds while implementing *haiku* in Japanese language class)

Chieko Yamazaki, Eckerd College

SESSION 4-C: AP JAPANESE FOR SPECIFIC PURPOSES SIG PANEL [JACKSON ROOM]

Chair: Tomoko Takami, University of Pennsylvania

Panel Title: 「新しい時代の日本語教育への提言」 (Recommendations for Japanese Education in a New Era)

「日系企業が日本語教育に期待すること」 (Business expectations for Japanese language education)

Motoko Tabuse, Eastern Michigan University

「日本語教育を通してのグローバル・コンピテンシー育成への提言」 (Global competency in Japanese language education)

Yoshiko Saito-Abbott, California State University, Monterey Bay

「グローバル・コンピテンシーの育成をめざしたビジネス日本語教育：「ワークライフバランス」プロジェクト」 ("Work-life balance" project: An attempt to cultivate global competency in Business Japanese instruction)

Tomoko Takami, University of Pennsylvania

SESSION 4-D: PEDAGOGY PAPERS [TYLER ROOM]*Chair: Tomoko Ikeda, McGill University*

「日本語独習者は教室内の他の学習者にどのような影響を与えるか」 (How do self-taught Japanese learners affect the other students in the classroom?)

Tomoko Ikeda, McGill University

「独学成功者の学習法を上級日本語の授業に取り入れる試み」 (Implementing learning methods of self-learners into an advanced Japanese class)

Masami Ikeda, Massachusetts Institute of Technology

「日本語教師のビリーフ：日本語教師は文化をどのように捉え、教えているのか」 (The beliefs of Japanese teachers about culture and culture learning)

Chihiro Inoue, Osaka Gakuin University

「もし私が日本語の先生だったら・・・」学生と共に言語教育について考える授業の試み」 ("If I were a teacher of Japanese ...": Reinventing learning and teaching with students)

Mieko Kawai, University of Virginia

SESSION 4-E: PEDAGOGY PAPERS [TRUMAN ROOM]*Chair: Shoko Hamano, George Washington University*

“Context-based teaching of Japanese mimetic verbs”

Shoko Hamano, George Washington University

“The role of pragmatics-focused instruction in L2 interactional competence of Japanese interactional particles *ne*, *yo*, and *yone*”

Saori Hoshi, Brown University

「日本語学習者の「書き」に見るヘッジの使用」 (An analysis of hedging in the written work of intermediate/advanced Japanese learners)

Miharu Nittono, Columbia University

「夫の言い分、妻の言い分」：文章の結束性を高めるための指導における感情の果たす役割」 ("He said, She said": The role of emotions in the instruction for cohesive writing)

Takae Tsujioka, George Washington University

SESSION 4-F: PEDAGOGY PAPERS [JOHNSON ROOM]*Chair: Satoru Ishikawa, Boston University*

「初級で学ぶコンテンツと学習者の関心の分析 ～言語学習を継続していくには～」 (Aligning student interests and introductory course content: A proposal for student retention in language programs)

Satoru Ishikawa, Mariko Itoh Henstock, and Emi Yamanaka, Boston University

“Corrective feedback in a beginning Japanese language classroom”

Karen Curtin and Suwako Watanabe, Portland State University

「相互行為能力育成を目指した新カリキュラム：プラグマティクス重視のアプローチ」 (A new curriculum for fostering interactional competence: A pragmatics-focused approach)

Tomoko Iwai and Emi Murayama, University of Hawai'i, Manoa

「異なったレベルの学習者同士の学びを促す活動としての「ポスター発表」 (Poster presentation as an activity to promote peer learning by learners at different proficiency levels)

Erika Hirano-Cook, Pennsylvania State University; Yuta Mori, University of Michigan; Sachiko Kondo, Oberlin College; Miki Murakami, University of Arizona; Keiko Ueda, University of Missouri, St. Louis; Yumiko Tashiro, Kenyon College; Wakana Maekawa, Massachusetts Institute of Technology; Ayaka Sogabe, University of Michigan

4:30 p.m.-5:30 p.m. — Keynote Session

Madison Room

Keynote Speaker: JEFFREY ANGLES, Western Michigan University

POETICS OF THE IN-BETWEEN: LEARNING AND LIVING BETWEEN LANGUAGES [MADISON ROOM]*Keynote Speaker: Jeffrey Angles, Western Michigan University*

Language teaching involves spending large amounts of time with students helping them learn to express themselves in their second language. Instructors try to carry them as far as possible toward fluency by sharing knowledge, providing experiences, inculcating new habits, and teaching discursive strategies, all in the hopes that the learners will reach a point where they can give full, culturally appropriate expression to their own thoughts. Certainly, this is admirable, but in reality, most language learners never make it all the way to the goal of fluency and instead end up somewhere in the large, intermediary expanses that separate their native tongue from the one that they are trying to master.

As a writer and translator, Jeffrey Angles has spent much of his career navigating and negotiating the terrain between Japanese and English. In fact, the need to reconsider the spaces between languages is a major theme of *Watashi no hizukehenkōsen* (My International Date Line), a collection of poetry that Angles wrote in Japanese and which won the Yomiuri Bungakushō (Yomiuri Prize for Literature) in 2017. This theme also appears in the writing of the multilingual writers Tawada Yōko and Itō Hiromi, both of whom have spent much of their careers writing from locations outside Japan. Perhaps instead of thinking of the terrain between languages as a kind of no-man's land that simply needs to be traversed as quickly as possible, we might think about it as a productive space in which ideas flow together and new dynamic, creative forms of cultural expression might arise. In this presentation, Angles will discuss his own work and will argue for the value and importance of those types of expression that arise in the vast transitional spaces between languages.

Other AATJ-sponsored Events in Washington, DC

Friday, March 23, 5:15 – 7:15 p.m.

Earning Your Stripes as an Academic: Advice on publishing, presenting, collaborating, and winning support, for young faculty and graduate students in Asian languages and literatures

This panel is part of the Association for Asian Studies program and requires registration for the AAS conference.

Chair:

Janet Ikeda (Washington & Lee University)

Panelists:

Linda Chance (University of Pennsylvania)

Jennifer Crewe (Director and Publisher, Columbia University Press)

Hiroshi Nara (University of Pittsburgh; *Japanese Language and Literature*)Yoshiko Saito-Abbott (California State University, Monterey Bay; *Foreign Language Annals*)

Keith Cothrun (Executive Director, American Association of Teachers of German)

Friday, March 23, 7:30 – 9:30 p.m.

Classical Japanese SIG presentation and meeting



2018 AATJ “YEAR OF THE DOG” NENGAJO CONTEST RESULTS

Congratulations to all participants, especially the award winners! AATJ’s NENGAJO contest helps you teach culture and advocate for your program.

Thank you to everyone who participated in the 2018 NENGAJO Contest. We had 873 cards submitted by 130 teachers from schools nationwide this year. I am very pleased that the number of participants are increasing every year!

The tables show the number of members from each local affiliate who submitted NENGAJO entries and the number of cards submitted for each category and each school level.

Mio Nishimura
AATJ NENGAJO Contest Director

NUMBER OF CARDS SUBMITTED FOR EACH CATEGORY:

YEAR	ARTISTIC	COMICAL	ORIGINAL	CG	TOTAL
2018	284	237	276	76	873
2017	251	222	246	75	794
2016	215	212	232	51	723
2015	218	198	217	50	683

NUMBER OF CARDS SUBMITTED FOR EACH LEVEL:

LEVEL	ES	MS	HS	CL
2018	111	159	514	89
2017	92	135	491	76
2016	112	131	438	44
2015	109	112	439	14

NUMBER OF CARDS SUBMITTED BY LOCAL AFFILIATES:

LOCAL AFFILIATE	# submitted
AFTJ	6
AITJ	3
AKATJ	2
ATJO	5
AzATJ	2
CAJLT	17
CJLEA	4
GATJ	1
HATJ	3
IMAJLT	1
IATJ	2
JTAM	2
JTAT	8
KAJLT	4
MAATJ	19
NCATJ	2
NECTJ	11
NJATJ	5
OATJ	4
SNJTA	1
WATJ	15
WiATJ	4

The winning cards were chosen by blind-anonymous judging. The Past President of AATJ, Dr. Yoshiko Saito-Abbott, my Japanese colleagues in the district (Yo Azama, Cameron Chien, Erica Hashiba, Minako Kamimura, Michelle Lupisan, Hiroko Zeller), and my students (150) helped me select the finalists. I have confidence that the winning cards represent each category very well.

All of the winners received an award certificate and an Amazon gift card (\$25 for first place, \$20 for second place, and \$15 for third place) for their accomplishment. Some students received an Honorable Mention, which means their card was one of the finalists, and all participants received certificates of participation. It was very difficult to select the winners since all the nominations were excellent and clearly show the hard work of your students and of your work as AATJ members.

If you have questions or concerns, please contact Mio Nishimura at:











sensei93905@gmail.com

The winning cards' images are on display in slide show format on the AATJ website:



www.aatj.org

The following are images of the winning cards:









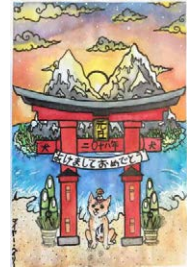


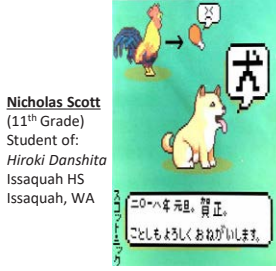
ELEMENTARY

	ARTISTIC	COMICAL	ORIGINAL	CG
1	 <p>Sora Walker (5th Grade) Student of: Akane Shirata Washington Japanese Heritage Center: Cabin John, MD</p>	 <p>Karsyn Kenui -Nakayama (4th Grade) Student of: Fumiko Yamada Millilani "Ike Elementary: Millilani, HI</p>	 <p>Maya Bugay (5th Grade) Student of: Kimie Matsumoto Southeast Japanese School: Norwalk, CA</p>	 <p>Matias Velarde (5th Grade) Student of: Chiho Cotton Gulliver Academy: Coral Gables, FL</p>
2	 <p>Hina Lew (2nd Grade) Student of: Kimie Matsumoto Southeast Japanese School: Norwalk, CA</p>	 <p>Kimi Saad (2nd Grade) Student of: Akane Shirata Washington Japanese Heritage Center: Cabin John, MD</p>	 <p>Lindsey Brull (5th Grade) Student of: Maki Okamoto St. Paul's School for Girls: Brooklandville, MD</p>	
3	 <p>Samantha Murray (5th Grade) Student of: Maki Okamoto St. Paul's School for Girls: Brooklandville, MD</p>	 <p>Ethan Chun (4th Grade) Student of: Fumiko Yamada Millilani "Ike Elementary: Millilani, HI</p>	 <p>Kai Matsumoto (4th Grade) Student of: Kimie Matsumoto Southeast Japanese School: Norwalk, CA</p>	













MIDDLE SCHOOL

	ARTISTIC	COMICAL	ORIGINAL	CG
1	 <p>Ashleigh Cole (7th Grade) Student of: <i>Maki Okamoto</i> St. Paul's School for Girls: Brooklandville, MD</p>	 <p>Charis Philo (8th Grade) Student of: <i>Miyuki Johnson</i> Elkins Pointe MS: Roswell, GA</p>	 <p>Camille Quindica (7th Grade) Student of: <i>Steve Markham</i> Kapolei MS: Kapolei, HI</p>	 <p>Julia Peirce-Wallace (8th Grade) Student of: <i>Nicholas Winters</i> Laredo MS: Aurora, CO</p>
2	 <p>Jaeihn Park (7th Grade) Student of: <i>Mami Masuya</i> UNIS: New York, NY</p>	 <p>Stacy Nguyen (8th Grade) Student of: <i>Yuki Merlvin</i> Hayfield Secondary School Alexandria, VA</p>	 <p>Rohan Wassink (8th Grade) Student of: <i>Toby Dederick</i> Shoreline, WA</p>	 <p>Grace Muma (8th Grade) Student of: <i>Nicholas Sturtevant</i> JLS MS: Palo Alto, CA</p>
3	 <p>Ariel Burns (7th Grade) Student of: <i>Wakae MacLean</i> Eckstein MS Seattle, WA</p>	 <p>Casey Takenori Claxton (8th Grade) Student of: <i>Yumiko Yoshida</i> Washington Japanese Heritage Center: Cabin John, MD</p>	 <p>Lauren Goetz (6th Grade) Student of: <i>Akiko Bentz</i> Great Falls EL Great Falls, VA</p>	 <p>Eliza Young (8th Grade) Student of: <i>Yumi Lawless</i> Cooper MS: McLean, VA</p>

HIGH SCHOOL

	ARTISTIC	COMICAL	ORIGINAL	CG
1	 <p>Taylor Dinh (11th Grade) Student of: <i>Mayumi Hino</i> Ocean Lake HS: Virginia Beach, VA</p>	 <p>Genevieve Speros (12th Grade) Student of: <i>Lisa Berkson</i> Arcadia HS: Phoenix, AZ</p>	 <p>Kira Ostrander (12th Grade) Student of: <i>Alex Blackwelder</i> Scripps Ranch HS: San Diego, CA</p>	 <p>Erin Stone (10th Grade) Student of: <i>Naomi Okada</i> Lowell HS: California, CA</p>
2	 <p>Adriene Im (11th Grade) Student of: <i>Joy Shinozaki-Kawamoto</i> Cerritos HS: Cerritos, CA</p>	 <p>Danielle Sharkey (10th grade) Student of: <i>Lisa Berkson</i> Chaparral HS: Scottsdale, AZ</p>	 <p>Eleanor Reiff (10th Grade) Student of: <i>Naomi Okada</i> Lowell HS: San Francisco, CA</p>	 <p>Phoebe Jenkins (9th Grade) Student of: <i>Sam Kuyper</i> Redmond HS Redmond, WA</p>
3	 <p>Hailey Meyer (11th Grade) Student of: <i>Jessica C. Lee</i> Auburn Mountainview HS: Auburn, WA</p>	 <p>Sara Mejia (11th Grade) Student of: <i>Carly Mendoza</i> Paradise Honor HS: Surprise, AZ</p>	 <p>Andreana Lin (12th Grade) Student of: <i>Kyoko Vaughan</i> Hayfield Secondary School: Alexandria, VA</p>	 <p>Nicholas Scott (11th Grade) Student of: <i>Hiroki Danshita</i> Issaquah HS Issaquah, WA</p>

COLLEGE/UNIVERSITY

	ARTISTIC	COMICAL	ORIGINAL	CG
1	 <p>Kristen Boyer Student of: Yuko Prefume Baylor University: Waco, TX</p>	 <p>Linh Pham Student of: Junko Hatanaka University of Texas at Austin: Austin, TX</p>	 <p>Rollin Woodford Student of: Aiko Kitamura College of William and Mary: Williamsburg, VA</p>	 <p>Amy Li Student of: Yoshiko Fujii Gaines Baylor University: Waco, TX</p>
2	 <p>Eliza Duke Student of: Miwako Ichikawa Texas Christian University: Fort Worth, TX</p>	 <p>Allie Kimura Student of: Mako Beecken Colorado State University: Fort Collins, CO</p>	 <p>Sabrina Estrada Student of: Naoko Suito University of Texas at Austin Austin, TX</p>	 <p>Jackson Burkholder Student of: Mako Beecken Colorado State University: Fort Collins, CO</p>
3	 <p>Azize Altav Harvey Student of: Stephen Luft University of Pittsburgh: Pittsburgh, PA</p>	 <p>Koko Olivares Student of: Makiko Fukuda University of Texas at San Antonio San Antonio, TX</p>	 <p>Lina Chang Student of: Makiko Fukuda University of Texas at San Antonio San Antonio, TX</p>	 <p>Julian Kadolph Student of: Junko Hatanaka University of Texas at Austin: Austin, TX</p>

AFFILIATE NEWS

イリノイ州日本語教師会 (IATJ)

2017年のナッシュビルでのACTFLには国際交流基金の支援を得て今年度から新しくフルタイムでシカゴ公立学校で教え始めているリサ・ターナー先生が初めて参加することができました。AATJの年賀状コンテストもさることながらイリノイ州年賀状フェスティバルも実施され、シカゴ美術館付属美術大学 (SAIC) の国際関係研究員の先生にお願いすることになっています。

昨年度から始まった「日英バイリンガルのための継承日本語弁論大会」は申込者が倍増し、在シカゴ日本国総領事館広報センター会場にて実施されました。イリノイ州日本語教師会もスポンサー団体の一つとして参加しながらそのメンバーも審査に加わりました。満席となった今回の弁論大会での優勝は、「生まれは日米国ウィスコンシン州山田町」を堂々と発表した高校生で、受賞した日米往復航空券を大切に使う

とのことです。現地校に通いながら、継承語としての日本語も頑張って学習している子供が増えています。アメリカ人であり、日本人でもあるダブルの子供たちの事も引き続き応援していきたいです。

5月初旬には例年の通り補習校の先生方にも参加していただきながら、日本国総領事館で春の日本語教師ワークショップを開催する予定です。

SPRING 2018

BRIDGING SCHOLARSHIPS AWARDED

Twenty-six undergraduate students from colleges and universities across the United States have been named recipients of Bridging Scholarships for Study Abroad in Japan in Spring 2018. The scholarship program is administered by the AATJ with the support of the US-Japan Bridging Foundation, which receives contributions to the scholarship fund from organizations and individual donors.

These Bridging Scholars hail from a variety of schools—public and private, large universities and small colleges—in 17 states. Their majors range from biochemistry to fine arts, 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 small colleges in rural Japan. A list of the recipients, their schools, their destination programs, and their majors can be found below.

Applications will be accepted until April 10, 2018, for the next group of Bridging Scholarships, for study in Japan beginning in Fall 2018. For information on the scholarships and to access the application form, visit the Bridging Project online at www.aatj.org/studyabroad/japan-bridging-scholarships. For information on the Bridging Foundation, visit www.bridgingfoundation.org.

Recipients of Bridging Scholarships for Study Abroad in Japan, Spring 2018

Andrew BERNESHAWI, Emory University (GA) / Kansai Gaidai / psychology; computer science
Angel BISTA, Grand Valley State University (MI) / Ritsumeikan APU / international relations
Austin BORN, University of Illinois / Nagoya University / computer engineering
Dylan DONLON-MOYER, George Mason University (VA) / Hosei University / communications
Chynna ESTRELLA, SUNY New Paltz / Kansai Gaidai / intercultural relations; Asian studies
Lacey GERDES, Northern Kentucky University / Nanzan University / international studies; Japanese
Kaitlyn GOUDY, University of California, Davis / Kyoto Seika University / Japanese
Mary Kate GREENING, University of Maryland / Keio University / government & politics; Japanese
Kim HA, San Jose State University (CA) / Kyushu University / business
Meighan HANNON, University of Scranton (PA) / Sophia University / counseling & human services
Emily ISAKARI, UCLA / International Christian University / Asian American studies; global health
Nnamdi JOGWE, Brown University (MA) / Keio University / ethnic studies
Emily MERRICK, George Mason University (VA) / Hosei University / English
David MOORE, University of Cincinnati (OH) / Co-op program internship, Beltecno / architectural engineering
Tanya OLIVAS, New Mexico State University / Nagoya University of Foreign Studies / computer science
Elizabeth PANG, University of California, San Diego / International Christian University / international writing
Kevin PEREZ, Georgetown University / Waseda University / regional & comparative studies
Kim PHAN, Augustana College (IL) / Kobe City University of Foreign Studies / biochemistry; pre-medicine
Caroline PHELAN, Baylor University (TX) / Seinan Gakuin / international studies
Shanice SHUMAN, Arkansas Tech University / Komazawa University / fine arts
Hayley SNOWDEN, College of William and Mary (VA) / Keio University / marketing
Jacqueline SU, University of California, Davis / Kyoto Seika University / design
Sarah TRINH, Suffolk University (MA) / Sophia University / Asian studies
J'ayla VICKS, University of Texas, San Antonio / Kyoto University of Foreign Studies / psychology; Japanese
Maria VALADEZ, Creighton University (NE) / Sophia University / anthropology; sociology
Emily WU, University of California, San Diego / Tohoku University / computer science

LEADERSHIP TRAINING WORKSHOP IN TEXAS

The 2017 AATJ/JFLA Leadership Training Workshop was held in San Antonio, TX, from September 8-10, 2017. This year, the training workshop was hosted by the Japanese Teachers Association of Texas (JTAT), unlike previous years when it was held during the ACTFL Convention, and JTAT members had the opportunity to participate in a significant portion of the workshop.

Leadership Training Workshop participants:

Lauren K. Gassman (Cass Technical High School, MI)
Carlos L. Pimentel (Western Michigan University)
John Caden (James Madison High School, TX)
Naoko Ozaki (Rice University)
Shinji Shimomura (University of South Florida)
Soichiro Motohashi (Western Carolina University)
Takayuki Masai (South Kitsap High School, WA)

Below are Carlos Pimentel's report on the Leadership Training Workshop and Makiko Fukuda's report on the Saturday Workshop for teachers from Texas hosted by JTAT.

Report on the Leadership Training Workshop by Carlos L. Pimentel, Western Michigan University

From September 8th to the 10th, I had the privilege of attending the Leadership Training Workshop in Global Competency and Japanese Language Education, held by AATJ and JFLA in beautiful San Antonio, Texas. This year's cohort consisted of bright and eager Japanese instructors from high schools and universities in Florida, Michigan, North Carolina, Texas, and Washington. The workshop was designed to educate leadership participants in AATJ's J-CAN initiatives and advocacy and network activities. By the end of the workshop, we developed short-term (1-2 year) and long-term (3-5 year) goals designed to put these activities into practice.

On the first day of the workshop we presented the current status, activities conducted, and challenges facing our respective local organizations. Afterward, we listened to an interesting talk by Yoshihira Nagatani, the president of Toyota Motor Manufacturing, Texas Incorporated. Mr. Nagatani spoke on the role of Japanese language education in business, and stressed the need for students to focus on the development of professional skills, while also studying Japanese language and culture. After the talk, Dr. Yoshiko Saito-Abbott

discussed ACTFL's Global Competence Position Statement, and participants discussed how Japanese language education coincides with the position statement's objectives.

The second day of the conference was held at the University of Texas at San Antonio, where we were joined by several JTAT instructors. Erin Whelchel, ACTFL's Special Projects Coordinator, gave a presentation about the Lead with Languages project designed to promote language advocacy. The subsequent presentations dealt with resources available by the Japan Foundation and AATJ's advocacy efforts, 21st century skills and core practices. In the evening, Director Hideki Hara of JFLA discussed survey reports on Japanese language education and initiatives. Following this, the leadership participants brainstormed short-term and long-term action plans for our respective organizations.

On the final day, the leadership participants presented their short and long-term action plans. Being able to learn about the activities currently taking place as well as the action plans of our fellow organizations under the AATJ umbrella was

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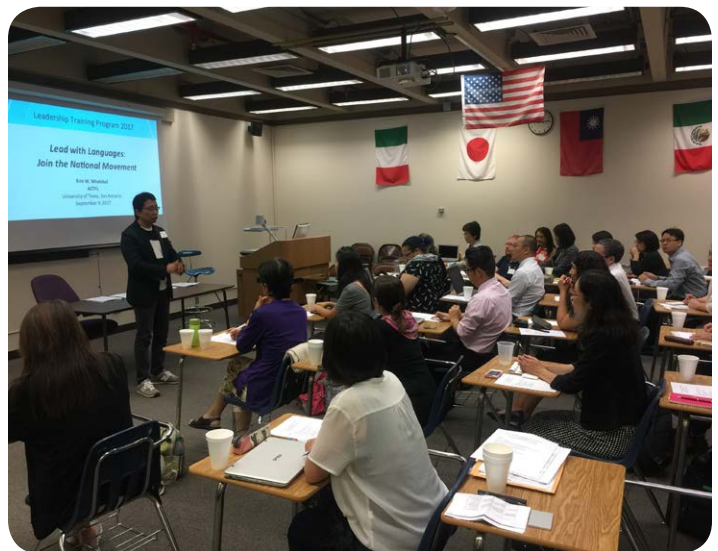
both insightful and educational. For me personally, the workshop allowed me to gain a better understanding of how AATJ as an organization functions in cooperation with the Japan Foundation and ACTFL.

In conclusion, I would like to thank Dr. Yoshiko Saito-Abbott, Dr. Yoshiko Mori, Dr. Motoko Tabuse, and Director Hideki Hara for the time and care that they placed into organizing this wonderful workshop. I would also like to thank my fellow leadership participants, from whom I gained a wealth of knowledge and a camaraderie that I look forward to enjoying for many years to come.

Report on the Saturday JTAT Workshop “Global Competency and Japanese Language Education” conjoined with the AATJ/JFLA Leadership Training Workshop, by 福田真樹子, the University of San Antonio, JTAT President

2017年9月9日、全米日本語教師会と国際交流基金ロサンゼルスが共催の”Global Competency and Japanese Language Education”をテーマにした公開ワークショップをテキサス教師会がテキサス州立大学サンアントニオ校でホストいたしました。午前の部では ACTFL のスペシャルプロジェクトコーディネーターErin Whelchel さんが、”Lead with Languages” というウェブサイトを用い Advocacy について、そして国際交流基金ロサンゼルスの原所長がビジネスリソース、漫画について話されました。午後の部は、全米日本語教師会会長の齋藤先生と田伏先生が、J-CAN, Advocacy, Articulation, 21st century skill, そして Core Practice と盛り沢山の内容で講義をされ、参加者全員がディスカッションを通じて様々な情報を共有する事が出来ました。

テキサス教師会では、この時期通常の勉強会をテキサスの教師会会員のみで開催しておりましたが、今年はリーダーシップ研修の一部をホストする機会に恵まれた為、日系ビジネス関係者、テキサス州以外の日本語教師、更に補習校教員とのネットワークを強める事が出来、大変有意義な勉強会となりました。この様な素晴らしい機会を下さった全米教師会と国際交流基金ロサンゼルスの皆様に心より感謝を申し上げます。



CCBI CALL FOR PROPOSALS

Call for Proposals: Critical Content-Based Instruction (CCBI) International Symposium

The Critical Content-Based Instruction (CCBI) International Symposium will be held on June 30 (Saturday) - July 1 (Sunday), 2018, at Musashino University, Tokyo, Japan.

批判的言語教育国際シンポジウム:未来を創ることばの教育をめざして
-内容重視の批判的言語教育 (Critical Content-Based Instruction: CCBI)のその後-

The deadline for submitting proposals: March 2, 2018 (17pm Japan Time)

Language for proposals and presentations: Japanese

For complete information and to submit a proposal, go to:

http://www.cocopb.com/ccbi-conference/presentation_entry.html

未来を創ることばの教育とは、いったいどんな言語教育なのでしょうか。私たちは、『**未来を創ることばの教育をめざして:内容重視の批判的言語教育の理論と実践**』(2015、ココ出版)にて、言語教育・日本語教育の目標を「言語の知識やスキルの効率的な習得」から、「コミュニティメンバーとして社会に参加しその将来を担う人間を育成する教育」へと変換する必要性を唱えました。そして、その目標を達成するための一つのアプローチとして「内容重視の批判的言語教育 (Critical Content-Based Instruction: CCIB)」を提案しました。「内容重視の批判的言語教育」の根幹にある「批判的・クリティカルな視点」というのは、「今ある社会をよりよくしていくという前向きな視点」です。

昨今の言語教育の現場において、何をもって「内容」とするのか、「言語学習」と「内容学習」のどちらにどの程度重点が置かれているのかなど多くの議論はあるものの、「内容重視の言語教育」というアプローチ自体は、広く受け入れられ、様々なかたちで実践されてきているのではないのでしょうか。では、それにクリティカルな視点を取り入れた「内容重視の批判的言語教育」は、果たしてどのように受け入れられているのでしょうか。

本大会は、『未来を創ることばの教育をめざして:内容重視の批判的言語教育の理論と実践』の出版から3年経った今、そのアプローチがどのように進化・発展してきているのか、どのような問題点・課題が明らかになったのか、など、みなさんとの建設的な意見交換の場にしたいと思っています。

発表募集

応募締切 2018.3.2(金)17時(日本時間)

結果通知 2018.4月上旬

応募資格 特になし

応募内容:言語教育に関するもので、CCBIに共感しその発展に貢献するものだけでなく、新たな視点や野心的な取り組みを歓迎します

カテゴリー: 口頭発表(30分 質疑応答含む)ポスター発表(60分)

問い合わせ ccbiconference@gmail.com

PROGRAM IN JAPANESE PEDAGOGY

2018 Summer M.A. Program in Japanese Pedagogy at Columbia University

The Graduate School of Arts and Sciences (Department of East Asian Languages and Cultures) invites applications for the 2018 Summer M.A. program in Japanese Pedagogy. The program runs from June 11 (Monday) to August 10 (Friday), 2018.

I. Three-week Pedagogy Course (6/11-6/29):

- Elementary Japanese Pedagogy, Prof. Naomi Fujita Geyer of the University of Wisconsin at Madison and Dr. Fumiko Nazikian of Columbia University

II. Three MA Courses (7/2-8/10):

- Second Language Acquisition Theory, Prof. Keiko Koda of Carnegie Mellon University
- History of Japanese Language, Prof. Peter Hendriks of Australian National University
- Special Topics - Instructional & Learning Technology, Prof. Atsushi Fukada of of Purdue University

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

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

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

More information is available at the following websites:

<http://ealac.columbia.edu/program/language-programs/japanese/jlp-summerprograms/>

<https://gsas.columbia.edu/degree-programs/ma-programs/japanese-pedagogy>

Application deadline: February 16, 2018

<https://gsas.columbia.edu/degree-programs/admissions>

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

Contact: Shigeru Eguchi

Administrative Director of the 2018 Summer M.A. Program in Japanese Pedagogy, Department of East Asian Languages and Cultures (EALAC)
407 Kent Hall, Columbia University
New York, NY 10027

Email: se53@columbia.edu

Tel: 212/854-8345

FAX: 212/678-8629

JAPAN STUDIES INSTITUTE IN SAN DIEGO

Japan Studies Institute in San Diego for Faculty Without Experience in Teaching Japanese Studies

The American Association of State Colleges and Universities (AASCU) offers an annual JAPAN STUDIES INSTITUTE for faculty without prior experience in Japanese Studies, to encourage them to include Japan in their courses. The next institute will take place June 4-17, 2018, on the campus of San Diego State University; most of

the cost of attending is covered by grant funding. Information is online at <http://www.aascu.org/programs/JSI/>.

If you have colleagues who might benefit from this institute, please let them know about this opportunity.



MEMBERSHIP RENEWAL

Have You Renewed Your AATJ Membership This Year?

Thank you to the many members who have renewed their membership for 2018!

If you have not renewed yet, please take a moment to make sure you are included in all the benefits that membership brings: professional development opportunities like conferences and

webinars; activities for your students like the Japanese National Honor Society; publications and other resources.

Renew online by going to <http://www.aatj.org/> membership or use the membership form on page 24 of this newsletter.

AMERICAN ASSOCIATION OF TEACHERS OF JAPANESE

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

Membership Application/Renewal

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

- 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
- participate in activities of regional/state affiliates and Special Interest Groups
- benefit from the Association's work on behalf 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.

Name (print):		Date:	
Address:		E-mail:	
		School/Organization where you work:	
		Institutional Setting:	Area of Specialization:
		<input type="checkbox"/> K-12 <input type="checkbox"/> Post-secondary <input type="checkbox"/> Company <input type="checkbox"/> Other	<input type="checkbox"/> Language Teaching <input type="checkbox"/> Linguistics <input type="checkbox"/> Literature <input type="checkbox"/> Other
Membership Category (check):		Special Interest Groups (SIG):	
<input type="checkbox"/> Regular Member \$ 45 <input type="checkbox"/> Student Member \$ 30 <input type="checkbox"/> Journal (optional) \$ 15 <i>Japanese Language & Literature Journal (2 issues/yr.)</i> <input type="checkbox"/> Institution \$100 <i>(includes all publications)</i> <input type="checkbox"/> Shipping & handling \$ 20 <i>(outside of U.S.)</i>		<input type="checkbox"/> AP <input type="checkbox"/> Classical Japanese <input type="checkbox"/> Community College <input type="checkbox"/> Heritage Language <input type="checkbox"/> Language & Culture <input type="checkbox"/> Professional Development <input type="checkbox"/> Proficiency Assessment <input type="checkbox"/> Specific Purposes <input type="checkbox"/> Study Abroad <input type="checkbox"/> Translating & Interpreting	
Total Payment (U.S. Dollars) _____		Affiliate (Choose one):	
<input type="checkbox"/> Check Enclosed <input type="checkbox"/> MasterCard/VISA # _____ Exp. ____/____ _____ Signature		<input type="checkbox"/> Alaska (AKATJ) <input type="checkbox"/> Arizona (AzATJ) <input type="checkbox"/> California (CAJLT) <input type="checkbox"/> California-north (NCJTA) <input type="checkbox"/> Colorado (CJLEA) <input type="checkbox"/> Florida (AFTJ) <input type="checkbox"/> Hawaii (HATJ) <input type="checkbox"/> Illinois (IATJ) <input type="checkbox"/> Indiana (AITJ) <input type="checkbox"/> Iowa (JLCTIA) <input type="checkbox"/> Kentucky (KAJLT) <input type="checkbox"/> Michigan (JTAM) <input type="checkbox"/> Mid-Atlantic (MAATJ) <input type="checkbox"/> Minnesota (MCTJ) <input type="checkbox"/> Nevada-south (SNJTA) <input type="checkbox"/> New Jersey (NJATJ) <input type="checkbox"/> North Carolina (NCATJ) <input type="checkbox"/> Northeast (NECTJ) <input type="checkbox"/> Ohio (OATJ) <input type="checkbox"/> Oregon (ATJO) <input type="checkbox"/> South Central (SCATJ) <input type="checkbox"/> Southeastern (SEATJ) <input type="checkbox"/> Southern Nevada (SNJTA) <input type="checkbox"/> Texas (JTAT) <input type="checkbox"/> Washington (WATJ) <input type="checkbox"/> Wisconsin (WiATJ) <input type="checkbox"/> I live outside of the U.S.	

JOB OPENING ANNOUNCEMENTS

Bard College

Bard College invites applications for a **full-time, tenure-track position at the rank of Assistant Professor in Japanese language, literature, and culture**, to begin in Fall 2018.

The position requires a lively interest in undergraduate teaching at a small liberal arts college and a vigorous and active commitment to scholarship, as well as contributions to the general education curriculum and engagement with the life of the college.

Candidates should have Ph.D. in hand by time of appointment and primary training in the field of Japanese literary or cultural studies in the modern or Edo periods. The successful candidate will be expected to teach courses in the area of speciality in addition to contributing to Literature and Asian Studies program offerings. Ability to teach Japanese language at all levels is expected. Native or near-native fluency in English and Japanese is required.

To apply, please send a cover letter, curriculum vitae, teaching and research statements, a brief writing sample, a video of yourself teaching a language class, and three letters of reference via Interfolio at: <http://apply.interfolio.com/48324>. The application deadline is February 26, 2018.

For more information about the search or the Asian Studies Program at Bard College, please visit <http://asian.bard.edu> or email Li-hua Ying at ying@bard.edu.

Bard College is an equal opportunity employer and is especially interested in candidates who intend to contribute to the diversity goals of the institution.

Boston University

Boston University's Department of World Languages & Literatures invites applications for a **full-time lecturer in Japanese** beginning July 1, 2018, renewable based on satisfactory performance. Responsibilities will include teaching all levels of Japanese language and collaborating with faculty in related fields across campus. Requirements include an M.A. (at minimum) in Japanese linguistics, language pedagogy, second-language acquisition, or a relevant field; native or near-native command of Japanese and English; commitment to a proficiency-based communicative curriculum; demonstrated excellence in college-level Japanese language teaching; leadership and administrative ability; familiarity with the North American higher education system; and experience using technology in the language classroom. The successful candidate will join a growing and vibrant community of scholars of Japan and of the world's languages, literatures, and cultures. The position is in a professional career track with possibility of growth.

Please submit a letter of application, CV, one-page statement of teaching philosophy, two sample syllabi, and, if possible, a link to a teaching video to <https://academicjobsonline.org/ajo/jobs/10619>. Three confidential letters of recommendation should be submitted as well. Applications submitted through a

website other than AcademicJobsOnline will not be considered. If electronic submission is not possible, send materials by postal mail to Japanese Lecturer Search, Department of World Languages & Literatures, 745 Commonwealth Avenue, Boston, MA 02215. Review of applications will begin on January 10, 2018, and will continue until the position is filled. Inquiries to Emi Yamanaka at yamanaka@bu.edu.

We are an equal opportunity employer and all qualified applicants will receive consideration for employment without regard to race, color, religion, sex, sexual orientation, gender identity, national origin, disability status, protected veteran status, or any other characteristic protected by law. We are a VEVRAA Federal Contractor.

Bucknell University

The Bucknell University Department of East Asian Studies invites applications for a **one-year, entry-level replacement position as a Visiting Assistant Professor in Japanese language** for the 2018-19 academic year. Teaching responsibilities include three language courses each term for a total of six in the academic year. Specific courses offered will depend upon departmental needs. MA, ABD, or Ph.D. required. Teaching experience highly favored. Candidates must be able to speak English effectively and have native or near-native command of Japanese, with standard pronunciation.

To apply, please submit a cover letter, C.V., three confidential letters of recommendation (at least one of which must speak specifically about language teaching), and teaching evaluations (if available). Applications will only be accepted online through Bucknell's career center (careers.bucknell.edu). E-mail submissions will not be considered; however, specific questions about the search may be directed to Erik R. Lofgren, Chair, East Asian Studies Department at elofgren@bucknell.edu. Review of applications will begin 16 February 2018 and continue until the position has been filled.

Bucknell University, an Equal Opportunity Employer, believes that students learn best in a diverse, inclusive community and is therefore committed to academic

excellence through diversity in its faculty, staff, and students. We seek candidates who are committed to Bucknell's efforts to create a climate that fosters the growth and development of a diverse student body, and we encourage applications from members of groups that have been historically underrepresented in higher education.

Bucknell University is a private, highly ranked, national liberal arts institution that also offers strong professional programs in engineering, business, education, and music. Located in Central Pennsylvania along the Susquehanna River, Bucknell is nestled in the Borough of Lewisburg, an architectural gem that has been ranked as one of America's best small towns. The Lewisburg area offers a unique combination of outdoor recreation opportunities, and appealing amenities such as art galleries, an art deco theater, historic museums, and charming independent boutiques and restaurants. In addition to the many cultural and athletic events offered by the University and the Borough, the surrounding region offers outstanding schools, medical facilities, and an affordable cost of living. For those who crave the city, Bucknell is within an easy three-hour drive to Philadelphia, New York, Baltimore, and Washington, D.C.

Colorado State University

The Department of Languages, Literatures & Cultures at Colorado State University seeks applications for a **non-tenure track position in Japanese language, literature and culture**, to begin on August 13, 2018.

Required Qualifications: Ph.D. for Special Assistant Professor rank or M.A. for Special Instructors; Experience teaching Japanese language and culture at all levels; Proven record of teaching effectiveness; Demonstrated advanced proficiency level in Japanese and English.

Preferred qualifications: Ability to teach a range of undergraduate courses up to the advanced level; Willingness to work together with LLC instructors as a team on curriculum building, assessment, student outreach and recruitment; Expertise in curriculum development; Expertise in assessment; Commitment to diversity through teaching and outreach; Experience or interest in organizing extracurricular activities; Interest in advising for, and leading programs in, education

abroad.

For full job description, please visit <http://jobs.colostate.edu> and search for Japanese.

Applicants should upload their dossier at <https://jobs.colostate.edu/postings/53013>.

The dossier should include:

- A letter of interest addressing the minimum and preferred qualifications
- A current *curriculum vitae*
- Three recent confidential letters of reference
- Course evaluations from at least 2 courses
- Statement of Teaching Philosophy

Referees will be contacted for a reference letter upon submission of completed application. A video of teaching demonstration will be requested from semifinalists. All materials should be submitted online; no emailed applications will be accepted.

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Hamilton (www.hamilton.edu) is a residential liberal arts college located in upstate New York. Applicants with dual-career considerations can find other Hamilton and nearby academic job listings at www.higheredcareers.com, as well as additional information at <https://www.hamilton.edu/offices/dof/faculty-support-resources/resources-for-prospective-or-new-faculty/opportunities-for-spouses-or-partners> (Opportunities for Spouses or Partners).

Hamilton College is an affirmative action, equal opportunity employer and is committed to diversity in all areas of the campus community. Hamilton provides domestic partner benefits. Candidates from underrepresented groups in higher education are especially encouraged to apply.

Harvard University

The Department of East Asian Languages and Civilizations at Harvard University anticipates a possible opening for a **full-time Drill Instructor/Teaching Assistant in Japanese** for the Spring 2018 semester. The appointment is expected to begin in mid-January 2018 and extend through June 30, 2018. 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.

Interested candidates should submit a letter of application, curriculum vitae, and the names and contact information of three references (who will be invited to upload letters of recommendation) to <https://academicpositions.harvard.edu/postings/8043>. The references will be contacted separately and invited to upload letters of recommendation. Candidates should also submit a 20-minute teaching demo by URL through the ARleS portal.

Should this opening become available, the position will be a semester appointment for six months, with the possibility of renewal contingent on performance and curricular need.

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 equal opportunity employer and all qualified applicants will receive consideration for employment without regard to race, color, religion, sex, national origin, disability status, protected veteran status, or any other characteristic protected by law.

Kalamazoo College

Kalamazoo College invites applications for a **three-year Visiting Assistant Professor of Japanese**, beginning September 2018. Ph.D. or evidence of imminent completion required. We seek candidates with native or near-native fluency in English and Japanese, a record of successful teaching at the college or university level in both Japanese language and non-language courses. Salary competitive and consistent with level of experience. The successful candidate must be able to teach introductory to advanced Japanese as well as content courses in the areas of the candidate's expertise. Specialization is open. A full-time load is six courses per year, two per 10-week term. Candidates are expected to have high aptitude and interest in undergraduate teaching of language, willingness to contribute to our East Asian Studies Program and the College's Shared Passage Program, and a desire to

involve undergraduates in scholarship both inside and outside the classroom.

Kalamazoo College is a highly selective, nationally known liberal arts college offering an integrated undergraduate experience that weaves a traditional liberal arts curriculum into educational experiences in both domestic and international settings. The campus is located midway between Chicago and Detroit in Kalamazoo, Michigan, a metropolitan community of 225,000, which supports several college and university campuses along with numerous civic arts and cultural associations. Thirty-five miles from Lake Michigan, the area offers many opportunities for outdoor activities.

Completed applications received by March 1, 2018, will receive full consideration. Upload cover letter

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describing your interest in the position and possible courses you can offer, CV, graduate transcript (unofficial acceptable), three confidential letters of recommendation, selected course evaluations, a detailed statement of teaching philosophy and goals, a statement on scholarship, and a statement on experience working with underrepresented students and engaging issues of diversity and inclusion in the curriculum and pedagogical approaches. Semi-finalists will be asked to provide a 10-15 minute teaching

demonstration video. If not using a dossier service, have three confidential letters of recommendation sent to JapaneseSearch@kzoo.edu. Questions may be directed to the same email.

Kalamazoo College encourages candidates who will contribute to the cultural diversity of the College to apply and to identify themselves if they wish. Equal Opportunity Employer.

University of California, Berkeley

The Department of East Asian Languages and Cultures at the University of California, Berkeley seeks applications for a pool of qualified lecturers to teach Japanese language should an opening arise. Screening of applicants is ongoing and will continue as needed. The number of positions varies each teaching term, depending upon the needs of the Department, and in some semesters may be zero. The percentage of lecturer appointments will vary, depending on the number of sections taught, and duration of the course. The positions may be full-time or part-time ranging from 8 % -100%.

Responsibilities include (but are not limited to): team-teaching several sections or independent teaching of elementary, intermediate and advanced Japanese in fall or spring semesters, or intensive summer courses; supervising graders, tutors, graduate student instructors; holding office hours, assigning grades, preparing course materials, maintaining a course website and compiling teaching materials and interacting with students via email and/or bCourses. Appointments may be renewable based on need, funding, and performance.

Minimum Basic Qualifications (by the time of application):

- M.A. or equivalent degree is required by the time of application in Teaching Japanese Language as a Foreign Language, Linguistics, Second Language Acquisition, or equivalent degree.

Additional Qualifications (by start date):

- Native or near-native fluency in Japanese.
- Experience in teaching Japanese language.
- Must be eligible to work in the United States.
- Good command of English.

Preferred Qualifications (by start date):

- Experience and ability to teach different levels of the language at the college level.

- Experience with computer-assisted instruction, online courseware, and language instructional software is highly desirable.

Salary: Salary is commensurate with teaching experience. The starting minimum full-time equivalent salary is \$53,402 - \$162,227 in accordance with the current Unit 18 Lecturer salary scale and its provisions.

The Department is interested in candidates who will contribute to diversity and equal opportunity in higher education through their teaching. The University is committed to addressing the family needs of employees and has a number of policies and programs in place to support employees as they balance work and family.

To Apply: Visit <http://apptrkr.com/1150042>.

Applicants should submit a current C.V., a letter of application, summary of teaching experience, three letters of recommendation, and an internet link to a Teaching Demonstration. The posting will remain open until December 2018 to accommodate department needs. Appointment for summer and fall semester are usually reviewed in March and for spring semester in November. The pool will close on December 14, 2018; if you would like to remain in the pool after that time you will need to submit a new application.

All letters will be treated as confidential per University of California policy and California state law. Please refer potential referees, including when letters are provided via a third party (i.e. dossier service or career center), to the UC Berkeley statement of confidentiality <http://apo.berkeley.edu/evalltr.html> prior to submitting their letters.

Please direct questions to: easearch@berkeley.edu.

The University of California is an Equal Opportunity/ Affirmative Action Employer. All qualified applicants

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University of Missouri-St. Louis

The Department of Language and Cultural Studies at the University of Missouri-St. Louis is seeking a non-tenure-track, **full-time Assistant Teaching Professor of Japanese**, effective August 15, 2018. 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:

- Masters degree or higher in Japanese-language pedagogy, Japanese linguistics, Japanese Studies, Second Language Acquisition, or related discipline;
- native or near-native fluency in Japanese and English;
- a demonstrated excellence in language teaching, including familiarity with ACTFL proficiency guidelines;
- evidence of effective use of technology and familiarity with blended and online formats;
- 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. The ideal candidate will help the Japanese

program develop community partnerships and enhance the use of technology and social media in language instruction and program building.

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 \$39,000 to \$41,000 with full benefits.

Review of applications will begin January 15, 2018, and will continue until the position has been filled. Applicants must provide a letter of application, curriculum vitae, statement of teaching philosophy, and three letters of professional reference. To apply go to www.umsl.jobs.

The University of Missouri-St. Louis is an affirmative action/equal opportunity employer committed to excellence through diversity.

University of Vermont

The Department of Asian Languages and Literature at the University of Vermont (UVM) seeks a **full-time Senior Lecturer in Japanese Language** to begin in Fall 2018. Candidates must have a M.A. or higher degree in Japanese language pedagogy, Japanese Linguistics or relevant areas, native or near native fluency in both Japanese and English, and extensive experience in teaching Japanese to English-speaking students at the college level. Responsibilities include teaching Japanese language at all levels (eight courses per academic year) and assisting in Japanese language and cultural activities.

The University is interested in candidates who can contribute to the diversity and excellence of the academic community through their teaching. Applicants are requested to include in their application information about how they would further this goal. The University of Vermont is an Affirmative Action/Equal Opportunity employer. The Department is committed to

increasing faculty diversity and welcomes applications from women and underrepresented ethnic, racial and cultural groups and from people with disabilities.

Applicants must submit 1) a letter of application, in which an Internet link to a video clip of 20-minute classroom teaching by the applicant must be included, 2) a current CV, and 3) contact information for three references at www.uvmjobs.com/postings/28591.



American Association of Teachers of Japanese, Inc.

1424 Broadway, Campus Box 366
University of Colorado
Boulder, CO 80309-0366

Vassar College

Vassar College invites applications for **Japanese Language Fellow** (Intern) for the 2018-19 academic year (late August, 2018 through May, 2019). Vassar College is an affirmative action and equal opportunity employer with a strong commitment to increasing the diversity of the campus community and the curriculum and promoting an environment of equality, inclusion and respect for difference. Candidates who can contribute to that goal are encouraged to identify their strengths and experiences in this area. Applicants who have demonstrated commitment to diversity and inclusion are particularly encouraged to apply.

receive free room and board on Vassar's campus in student housing for the academic year, a monthly stipend of \$650 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 Peipei Qiu, Chair, Department of Chinese and Japanese, Box 285, Vassar College, 124 Raymond Avenue, Poughkeepsie, NY 12604 or (preferably) via email to chineseandjapanese@vassar.edu.

The Language Fellow, who must be a native speaker of Japanese, assists the Japanese faculty members in preparing teaching materials and conducting drill sessions for 12 hours a week. Language Fellows