



May, 2012
Volume 1,
No. 2

INSIDE THIS ISSUE

Co-Presidents' message	1
AATJ Annual Spring Conference Report	2
Important Dates	2
National Japanese Exam Report	3
ACFFL Information	5
Teacher Award Information	10
High School Corner	12
K-8 Corner	14
Elgin Heinz Award Announcement	15
Job Opening Announcements	16
Greetings from AATJ Officers and Directors	26

Co-Presidents' Message

What a beautiful year to commemorate the 100th anniversary of the cherry blossom gift from Japan to Washington, D.C. We hope that many of you had the chance to do "ohanami" this season and enjoy some relaxing time with your families.

It has been a productive few months for the new American Association of Teachers of Japanese. We had a wonderful Spring Conference at AAS, thanks to Chair Masahiko Minami. Thank you to everyone who renewed their membership and will now be receiving the many benefits of our combined K-16 organization. You may notice that our website, www.aatj.org continues to be updated regularly; look for more exciting changes and improvements in the coming year. The new board of AATJ was able to meet in Madison, Wisconsin, at the NCOLTCL (Less Commonly Taught Languages) Conference in order to set a course for our new organization. It was thrilling to see how excited the board members are to explore the many opportunities for communication and collaboration that our new organization offers. Meet each of the board members as they introduce themselves in this issue and the next of the newsletter.

One exciting aspect of our transition to "AATJ" is the ability for all of our members to attend the ACTFL Conference at the discounted "Member" registration rate. This year, the conference is in Philadelphia from November 16-18, and Early Bird registration is now open. We would like to take a moment to reflect on the many benefits of attending this conference, for all of our members.

ACTFL HAS: A Variety of Excellent Japanese-Related Sessions

With many high-quality ACTFL session proposals to choose from, Nana Suzumura, this year's ACTFL Chair, has put together an outstanding schedule of sessions and events for the ACTFL Conference this year. There are sessions to appeal to all grade levels and interests, with topics ranging from assessment and technologies to AP Japanese and priorities for the Japanese Major in the 21st century. AATJ is also offering special panel sessions on advocacy, articulation, collaboration and "Making the Most of Your AATJ Membership." There will be an informal lunch session for local affiliate presidents and a more formal reception for all members to network and socialize as well. A "Japan Pavilion" in the Exhibit Hall will include publishers, organizations, and displays specifically geared toward Japanese teachers.

(Continued on Page 2)



Jessica Haxhi and Y.-H. Tohsaku

Important Dates

Teacher Award Application Deadline: July 15

ACTFL: November 16-18

ACTFL HAS: The Very Best Presenters in All Languages

Your experience at the conference need not end at the AATJ-sponsored sessions or events. ACTFL is our chance to attend presentations by the most recognized names in the world language field. Both of us have learned so much over the years from attending presentations by both recognized experts, and even just a Spanish teacher whose session sounded appealing. Most sessions are conducted in English and many are entirely applicable to Japanese language education. If you are wondering which sessions might be the best, check the recommendations on www.aatj.org under ACTFL Conference.

ACTFL HAS: Presentations in Every Academic Area

The ACTFL Conference attracts teachers at every grade level and in every academic area. There are sessions related to Literature, Second Language Acquisition Theory, Pedagogy, Assessment, Technology, and Linguistics. Please do attend these sessions, even if they do not list “Japanese” in the title or examples. We have much to learn from our colleagues in other languages.

ACTFL HAS: Many Opportunities to Collaborate with other Teachers

We have both developed both professional contacts and lifelong friendships through our conference attendance over the years. You will be able to reconnect with Japanese teacher colleagues and meet teachers from all over the country who share the same daily challenges and successes as you. In our jobs, it is often easy to feel as if we are the “only ones” with our particular issues. At ACTFL, you can meet both Japanese teachers and teachers of all languages that have ideas, solutions, and a “listening ear” to share with you! Later, you can continue to connect through Facebook, Skype, or other social media. We have both made, and maintained, many professional relationships in this way.

In addition, the theme for this ACTFL Conference is “Many Languages: One United Voice.” With current budget situations, now is the time to unite with our colleagues of every language and stand together to advocate for world language learning. We have so much to learn from and share with each other.

ACTFL HAS: The Ability to “Recharge” Your Excitement about Teaching!

Something about conference attendance “recharges our batteries.” In our busy teaching lives, we rarely have the time to sit and think about our craft. Nor do we have the chance to go out to a fun dinner with colleagues in our profession, in a great city like Philadelphia. You’ll arrive back in your classroom feeling rested and recharged.

We hope you will consider joining us in Philadelphia from November 16th-18th this year. We would love to celebrate the new AATJ with you and begin many more years of collaboration, professional development, and friendships! To register, go to <http://www.actfl.org/i4a/pages/index.cfm?pageid=5289> Please be sure to check “AATJ” as your affiliation when your register, even if you are also an ACTFL member. This allows you to be counted as a Japanese-teacher attendee of the conference, and ensures that we will continue to receive many session slots at the conference.

Wishing you a wonderful spring.

Jessica Haxhi jhaxhi@waterbury.k12.ct.us

Y.-H. Tohsaku ytohsaku@ucsd.edu

AATJ Annual Spring Conference

Prepared by Masahiko Minami, Spring Conference Director

The 2012 *American Association of Teachers of Japanese* (AATJ) Annual Spring Conference took place on Thursday, March 15, 2012, at the Sheraton Centre Toronto Hotel in downtown Toronto, Ontario, Canada. The conference, which was the first to be held under the auspices of the newly renamed AATJ, was held in conjunction with the 2012 Annual Meeting of the *Association for Asian Studies* (AAS), March 15-18.

The AATJ’s paper and panel presentations, which constituted Part One of the conference, were from 8:00 a.m. to 3:15 p.m. Consisting of various areas (such as literature, linguistics,

tics, language acquisition, and pedagogy), the conference featured 24 sessions with 84 presentations (including individual papers and papers that were part of panels). With 225 people present, the conference was well attended. Here, we would like to emphasize two issues. The proposal selection was made through an anonymous evaluation process involving at least two reviewers who were experts in the subject area of the proposal. We received 97 proposals (including both individual papers and panels), which were all excellent due to the conference lasting less than one day and selection being extremely competitive.

To celebrate establishing the new organization, we invited Dr. Jim Cummins of the Ontario Institute for Studies in Education (OISE) of the those who used the conference as an opportunity to present their excellent work. University of Toronto, an eminent scholar in the areas of language learning, bilingual education, educational reform, and technological innovation for education, to deliver the keynote lecture entitled “Language Learning and Language Maintenance in a Multilingual World.” Dr. Kazuko Nakajima, who has long specialized in Japanese-English bilingual education, introduced Dr. Cummins to the audience, and they then enjoyed listening to Dr. Cummins’s linking theory, research, and practice (both oral language and literacy skills development) as a means of contributing to the improvement of educational practice. Prior to the keynote lecture, a general membership meeting (organized by Dr. Yasu-Hiko Tohsaku, AATJ Co-president) was held and attended by 110 people.

We would like to thank not only those who attended the AATJ Conference held in Canada, but also those who used the conference as an opportunity to present their excellent work.

The Conference program is still available on the AATJ website, as is the PowerPoint presentation for Dr. Cummins’s keynote speech. Please go to <http://www.aatj.org/conference/index.html> to access these items.

AATJ is grateful to the following conference sponsors:

The Sojitz Foundation
Kodansha USA
Tuttle Publishing

The 2013 AATJ Spring Conference will be held in San Diego, California, on March 21, 2013. Look for more information, and the Call for Proposals, online in August. We look forward to seeing you there.



Spring Conference Committee Chair, Masahiko Minami(San Francisco State University) and Key Note Speaker, Jim Cummins (Ontario Institute for Studies, University of Toronto)

National Japanese Exam

Nobuko Hasegawa, NJE Director

NJE 2012 was another great success!

We thank all participating teachers, test writers, all volunteers and our test developing coordinators, Fukumi Matsubara Sensei and Miyuki Johnson Sensei.

1. Increase in Participation

	2010 (Year 1)	2011 (Year 2)	2012 (Year 3)
Level 2	769	677	775
Level 3	N/A	519	682
Total Students	769	1196	1470
Teachers	45	95	120
Schools	45	94	115

2. How to Read the Results from Quia

The results from Quia provide you with raw scores along with percentile rank information. Here are some hints for understanding the information so you can explain them better to your students.

A. Why are there two numbers under each exam section?

For Grammar and Vocabulary and Reading Listening Comprehension, you see two numbers. The number in boldface is the raw score, and the other number is the **national** percentile conversion of that score. If the percentile rank is an 80, for example, the student did better than 80% of the students in the same category (High School Regular, etc.).

B. Is there national numerical ranking information?

There is **no** numerical ranking information for the national level, the way it is provided for state rankings (1st, 2nd, 3rd, etc.). The reason for this is that it doesn't make as much sense when you are looking at data for the whole country. If someone told me I ranked 238th in a competition, my first question would be "Out of how many?" If it's out of 238 competitors, I'm in trouble. If it's out of 238,000 competitors, I'm in the top 99.9th percentile. This is the information that is provided when giving a student a percentile ranking as opposed to a straight numerical rank. Because a straight numerical rank is less meaningful than a percentile rank, most national exams and competitions only provide a percentile rank.

In sum, look at the Total for the total raw score of your student, and the Placement shows their national percentile rank, followed by the level of their placement (金, 銀, etc.). State Rank shows a numerical rank according to the total score in each state and category, followed by a state percentile rank.

3. NJE Certificates Available on ncjlt.net

Certificates are now available for all placements, 金, 銀, 銅, and 参加賞, on ncjlt.net. Teachers are encouraged to print them out, sign them, and give them to their students to acknowledge their accomplishment, as well as to make your Japanese program visible. The certificates were created by Yoko Miwa Sensei of Valley Catholic High School in Oregon. Thank you very much!

4. What's New?

A. Collaboration with JET-MIP by Japan Foundation

The Japan Foundation has designated the NJE as a requirement for applying for the JET-MIP Program. Teachers can retrieve the scores almost immediately after students complete their exams. See ncjlt.net for the procedure.

B. Online Payment System

In addition to online membership registration currently available on the AATJ website, registrations will be processed online for NJE starting 2013. Payment can be made with a credit card for faster and easier processing.

C. Website Updates:

Our website will be moved to aatj.org and updated with more information to provide teachers with more useful information for NJE 2013.

D. Your Opinion Counts- Teacher Survey

Teachers will be asked to take an online survey on NJE 2012 soon. Please help us make NJE 2013 better!

5. Questions? Comments?

Please forward any questions and comments to njecnjlt@gmail.com, including inquiries about test question development for 2013.

Philadelphia, PA - November 16-18, 2012

Pre-Convention Workshops: November 15, 2012

Annual Convention and World Languages Expo: November 16-18, 2012

Pennsylvania Convention Center and Philadelphia Marriott Hotel

Philadelphia, PA

Highlights of ACTFL 2012

- This year, AATJ sponsors 3 concurrent sessions including 12 paper presentations and 27 educational sessions. Please take a look at the AATJ sponsored session schedule on pages 6 and 7.
- 4 AATJ Special Sessions include the General Membership Meeting (Sat.), Making best out of the AATJ membership (Fri.) , Special Panel 1 : Advocacy and the Future of Japanese Language Programs, and Special Panel 2: A Vision for Japanese Education in the U.S.: Articulation, Collaboration, and Innovation.
- AATJ Luncheon (Sat.) will be \$44 and \$54 after 10/24. AATJ strongly recommends you to purchase the luncheon tickets when you process the conference registration. AATJ does not sell tickets at our booth. If you have already finished the registration without a luncheon ticket, please contact ACTFL or purchase your luncheon ticket from the on-site registration desk.
- AATJ Reception is from 6:45pm to 8:45pm on Saturday.
- Local affiliate council meeting will be held from 12pm to 1pm on Friday in room 109A in Pennsylvania Convention Center.
- AATJ Participant Grant

[Click Here to Access AATJ/ACTFL Schedule-at-a-Glance](#)

DID YOU KNOW?

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



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

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

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

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

2012 Program Schedule

Fri, November 16	Room 109A	Room 110A	Room 110B
8:30am - 10:00am	Opening General Session		
10:00am - 11:00am	Exhibit Hall Opening		
11:00am - 12:00am	Improving Student Performance in Presentational Communication Skills Motoko Tabuse; Eastern Michigan University Dan Carolin; Kennedy High School	Interdisciplinary Learning using CLIL approach in Japanese class Mami Masuya; United Nations International School Masahiro Tanaka; United Nations International School	Designing a Language/Culture Day Camp for Advocacy and Collaboration Yayoi Brown; University Prep Yoshitaka Inoue; Kamiak High School
12:00pm - 1:15pm	Local Affiliate Council Meeting		
1:15pm - 2:15pm	AP Japanese: Addressing Curriculum and University Placement Concerns Keiko Kuriyama; Indiana University Molly Jeon; BHS North	Start from the Beginning: Project-based Instruction in a Thematic Curriculum Noriko Fujimoto-Vergel; Island Pacific Academy Yasu-Hiko Tohsaku; University of California, San Diego	Effective Use of the iPad in Foreign Language Education Satoru Shinagawa; University of Hawaii NFLRC Mayumi Ishida; Dartmouth College
2:30pm - 3:30pm	Executing Japanese-Language Program Articulation Projects: How to Make Them Work Sufumi So; George Mason University Mieko Kawai; University of Virginia Tomoko Marshall; University of Virginia Tomomi Sato; University of Virginia Koji Otani; Thomas Jefferson High School	AATJ Individual Paper Session I Implementation of "Shadowing" as a Communicative Approach in Everyday Classrooms Shigeko Sekine, California State University, Monterey Bay L2 learners' Japanese Pronunciation Self-monitoring Skill Erika Hirano-Cook, Pennsylvania State University, Megumu Tamura, Penn State University	Art in the Classroom: Merging Literacy, Storytelling and Cultural Content Lisa Berkson; Dobson High School Isabel Espino de Valdivia; Allderdice High School Yumi Furumoto; Dobson High School, Shuhei Hokonohara; Allderdice High School
3:45pm - 4:45pm	AATJ Special Session: Getting the Most Out of AATJ Membership	Minna no Can-Do Site: Online Database Tool for 21st Century Teachers Maki Watanabe Isoyama; The Japan Foundation Ruri Hirsch; University of Pennsylvania Yuka Kitazono; The Japan Foundation, Los Angeles	Skype and Google Your Way to Success in Language Teaching Andrew Scott; Sheridan Japanese School

5:00pm - 6:00pm	AATJ Panel 1: Advocacy and the Future of Japanese Language Programs	Integration of Current Events into Language Classrooms with ICT Ayako Takeda; United Nations International School Kazuo Tsuda; United Nations International School Atsuko Onuma; NECTJ	AATJ Individual Paper Session II Foreign Professors on American College Campuses: Cross-Culture-Based Conflict Management Styles Masako Hamada, Villanova University Why Are Locally Published Textbooks Not Used in Local Contexts? Kazuhiro Yonemoto, McGill University Masaki Seo, University of Hong Kong: SPACE Reiji Aoyama, City University of Hong Kong
6:30pm - 7:30pm	ACTFL Awards Ceremony		
7:30pm - 8:30pm	President's Reception		

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

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

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

AATJ at ACTFL!








ACTFL
ANNUAL CONVENTION
& WORLD LANGUAGES EXPO

PHILADELPHIA 2012

PENNSYLVANIA CONVENTION CENTER

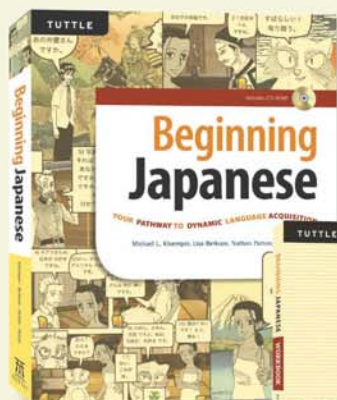
NOVEMBER 16-18

MANY LANGUAGES: One United Voice

-  AATJ Members attend ACTFL at the “Member” discounted rate!*
-  Choose from hundreds of sessions – both AATJ-sponsored and for many languages.
-  Browse hundreds of exhibitors, including Japanese-related publishers and companies.
-  Attend special AATJ events, including an evening reception.
-  Network with colleagues and make new friends!

*(Be sure to check “AATJ” as your affiliation, even if you are also an ACTFL member).

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

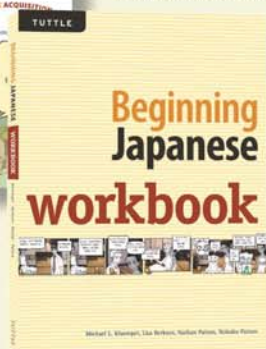


Beginning Japanese

Your Pathway to Dynamic Language Acquisition

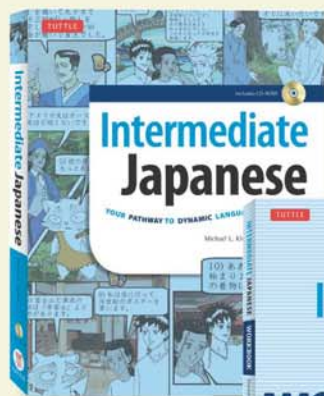
by Michael L. Kluemper, Lisa Berkson, Nathan Patton and Nobuko Patton

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



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

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

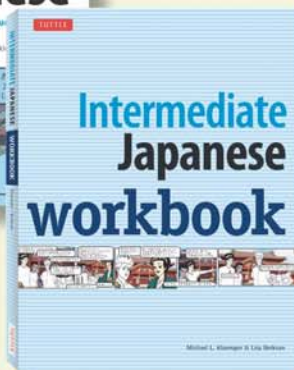


Intermediate Japanese

Your Pathway to Dynamic Language Acquisition

by Michael L. Kluemper and Lisa Berkson

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



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

SERIES INCLUDES:

- An engaging manga-style time-travel narrative incorporates Japanese cultural and history.
- Content is designed to help students attain the levels they need to reach in order to succeed on the Japanese AP exam and IB exams.
- A single, affordable workbook. Free audio disc.
- Authentic written, visual, and oral materials are embedded naturally throughout the book.
- Technology is used extensively for authentic tasks with extra guidance for teachers on how to utilize suggested technology.
- Free Teacher's Resource, classroom materials, and Facebook opportunities for students outside of the classroom.

**Ready
for Fall
Adoptions!**

TUTTLE

Publishing

364 Innovation Drive
North Clarendon, VT 05759-9436

For more information, please contact JD Wilson at
jdwilson@tuttlepublishing.com or call 800.526.2778, ext. 332

Recognize your colleague with the...

The purpose of these awards is to recognize outstanding teachers of Japanese who have demonstrated excellence in teaching, advocacy, and leadership in Japanese education locally and nationally.

AMERICAN ASSOCIATION OF TEACHERS OF JAPANESE

TEACHER AWARD 2012

Two Awards for Outstanding Teachers in Japanese Language, Literature, or Culture

● K-12 Level

● Community College/College and University Level

Nominations and applications start June 1, 2012.

Final deadline for applications is July 15, 2012.

All documents available online at www.aatj.org

Conference Announcement: CAJLE

The CAJLE 2012 (Canadian Association of Japanese Language Education) Conference will be held August 2-3 at Banff National Park, Alberta. The conference theme: "Bridging Between Theory and Practice."

Registration is now open. Early registration deadline (10% discount): May 31. Conference rate for hotel accommodations is available at the Banff Park Lodge, Resort Hotel and Conference Centre. For more information on registration and reservations, please visit the conference website: <http://www.cajle.info>

Keynote Speaker: Professor Yukiko Hatasa (Hiroshima University): "The Gap between Theory and Practice: Problems and Possibilities." Workshop Speakers: Ms. Yoshimi Hirata (Japan Foundation, Ministry of Education, Alberta), Ms. Haruyo Takahashi Taucar (Japan Foundation Toronto).

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

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

Call for Papers: CATJ Conference

The 23rd Annual Conference of the Central Association of Teachers of Japanese will be held at Ball State University, Muncie, IN, on Saturday, September 29, 2012.

Japanese language education in the US has entered a new phase with the pressure of budget cuts and competition from interests in Chinese. The impact of such changes can be seen in the unprecedented cancellation of the 2011 CATJ meeting and the elimination of Japanese programs, particularly in high schools. Meanwhile technology has created new opportunities for foreign language education.

The 2012 CATJ conference is organized to resume the annual CATJ meeting after its cancellation in 2011 and to provide a platform for teachers of Japanese to exchange views on these and other issues. The theme of the conference is "Embracing the New Phase in Japanese Education in the United States."

We welcome proposal of papers that address topics including but not limited to the following: the nature of the changes in Japanese education in the US, Japanese pedagogy, second language acquisition, heritage language education, technology in language learning and teaching, Japanese culture, and Japanese literature.

Individual presentations will be 20 minutes long followed by 10-minute Q&A sessions. The conference is open to both K-12 and college-level teachers of Japanese. For high school teachers from Indiana, registration fees and transportation (mileages) will be reimbursed after the conference by a grant from Indiana Humanities. The submission deadline is June 15, 2012. Notifications of acceptance will be sent in July 2012. Papers presented, with revisions made after the conference, will be published in a Conference Proceedings volume as well as online.

Please submit an anonymous proposal electronically to kmatsumoto@bsu.edu by June 15, 2012, with a separate sheet containing the following information: 1. Your name, affiliation, position, e-mail and summer contact information 2. The title of your paper, in both English and Japanese 3. The abstract of your paper (300 words in English or 700 characters in Japanese) 4. Equipment needed, other than a computer and a projector.

If you have any questions, please contact Kazumi Matsumoto at kmatsumoto@bsu.edu.

The 23rd CATJ conference is organized by the Japanese Program in the Department of Modern Languages and Classics at Ball State University, funded by two generous grants from the National Endowment for the Humanities through Indiana Humanities and the Northeast Asia Council (NEAC) of the Association of Asian Studies.

Contributions to AATJ Endowment

AATJ has joined the ranks of other non-profit organizations in establishing an endowment fund. Contributions of any amount to this fund, which are tax-deductible, will help to ensure that the Association can continue to provide services to members in the future.

Contributions to the endowment have recently been made by **Yuki Johnson, Akira Kuwamura, Yukiyo Moorman, and Judith Rabinovitch**. Thank you very much!

Please consider donating when you next renew your membership, or by mail at any time. For more information, contact the AATJ office.

Donation of Books on Japan to School and Community Libraries

The Nippon Foundation has announced its 2012 Book Donation Project, "100 Books for Understanding Contemporary Japan," which is now calling for applications. PLEASE LET THE LIBRARY AT YOUR SCHOOL KNOW ABOUT THIS PROGRAM.

The aim of this project is to facilitate understanding of contemporary Japan and its culture overseas, and to this end we donate up to one hundred books, which provide information on Japan in the English language, to libraries outside of Japan.

All libraries frequented by scholars and students as well as libraries serving a wider community are eligible to apply. For further information, please visit:

<http://www.nippon-foundation.or.jp/eng/worldwide/readjapan/bookdonations.html>

The required application materials should be sent to The Nippon Foundation by September 14, 2012. If you have any questions, please send them by email to: bookproject@ps.nippon-foundation.or.jp

Japan Bowl

AATJ Members Motoko Tabuse (Vice President/Secretary), Sufumi So, and Janet Ikeda (Co-Director for Advocacy) were invited as external reviewers of the 20th Japan Bowl, which was held in Washington, DC, April 12-13, 2012. The competition featured 32 high schools from around the country and 186 students. Ambassador John Mallot, President of the Japan-America Society of Washington, DC, and Ms. Risa Kamio, Director of the Japan Bowl, opened the competition. Special guests included Maki Kaji, the “Godfather of Sudoku,” a taiko group from Fukushima Prefecture, and others. Ambassador Fujisaki explained the significance of the centennial celebration of the gift of cherry trees to the US from Japan in 1902. The teams, who were all proud to be competing at the national level, were bursting with excitement about learning Japanese language and culture. We hope that these college-bound Japanese language students will be continuing their Japanese language study in the years ahead.



New Summer On-line Methods Course for Elementary School World Languages

Iowa State University will offer “Methods in Elementary School World Language Instruction,” as an online course in Summer 2012 for practicing teachers and pre-service teachers who have studied a world language extensively. Lori Langer de Ramírez, Ed.D., who is Chair of the ESL and World Language Department at Herricks Public Schools, New Hyde Park, New York, will serve as the instructor for the course, which will begin June 11 and end August 3, 2012, pending enrollment of 18 pre-service and/or in-service teachers. Marcia H. Rosenbusch, Ph.D., Adjunct Associate Professor, Iowa State University, who conceptualized this unique online course, invited a team of 14 leading national experts in elementary school world language education, including Dr. Ramírez, to teach course components in their areas of expertise. The collaborators, who include practicing teachers and teacher trainers, represent both the commonly and the less commonly taught languages. The course is available for three credits of undergraduate or graduate credit and meets requirements for the Iowa Endorsement in K-8 World Language Education. Check with your State Department of Education to see if this course meets requirements for endorsement or certification in your state. For more information visit <http://courses.elo.iastate.edu/wlc/486/XW/overview> or contact Marcia H. Rosenbusch: Email: mrosenbu@iastate.edu; Office: 515-294-6454. This course will be taught Fall 2012 and Spring 2013.

High School Corner

Ready to take students to Japan?

Lisa Berkson

lfberkson@mpsaz.org

This summer, our school is lucky enough to participate in the Kizuna Program, through which 23 students and two adults will travel around Japan for two weeks, visiting areas in Tohoku affected by last year's earthquake and tsunami, as well as other major cities. Nearly all expenses are covered by the Program, which, of course, makes participation an especially great privilege. Regardless of HOW your students get to Japan, though, the process will be basically the same.

Our first step was a signup sheet for interested students. In order to choose among the willing candidates, we considered many factors (grades, personality, leadership, etc.) and chose our participants, with five alternates. Since these are high school (not college) students, consistency and reliability can be a bit tricky. That is one reason why we asked all participants to sign an "Intent to Participate" form and to commit to meeting all deadlines and participating in all activities. So far most students have done so. One student, who missed an important meeting, was surprised the next day when informed he could not participate. "You are kidding!" was his response. I was not.

We then convened a Parent Information meeting, started an email list and a Facebook page, commissioned Tshirts, and scheduled three student-only meetings. In addition, weekly PowerPoint sessions offered information on daily life at home, at school, and other issues of cross-cultural communication. Along with viewing the presentations, students fill out short worksheets based on that week's topic. The worksheets serve to reinforce new knowledge and review old, and also allow students a forum to comment or question.

We haven't left the ground yet, but we are well on our way. If you are also planning a trip, here are a few more tips:

--find out the skills and talents of your students' parents, and involve them right away. Our group includes a counter-terrorism specialist (he asked about registering with the US Embassy in Tokyo), a manager at Hooters (he offered food for our group potluck!), a bank manager (she offered information on exchanging money), and a roofer (who knows when you will need a new roof!).

--continuously stress the need to be in good physical shape, good enough to walk at least a mile lugging a suitcase. To simulate walking from one end of Tokyo Station to the other, students ran relay races up and down the school hallway carrying suitcases filled with books. There was a lot of panting going on!

---a personal-choice student project. The project must be something that can be carried out only in Japan. So far, topics have included tea, and birds and other wildlife.

--minimize electronic devices. This was a request from our sponsoring program, but it makes sense. The point of student travel is to meet and engage with other people. To avoid dealing with students requests to check email or send texts, we are asking student to refrain from bringing such devices. Pencils and journals, though, are strongly encouraged. いってらっしゃい!



Japanese National Honor Society

AATJ offered both Pre-College level and College level chapters of the Japanese National Honor Society this year. There were **132 schools** that became chapters of the **Pre-College JNHS with a total of 1,662 inductees**; and **38 colleges** became chapters of **JNHS-College Chapter with 209 inductees for the 2011-2012** 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, at <http://www.aatj.org/studentactivities/jnhs>.

Congratulations to all of the teachers for their dedication and the high academic achievement of their students.

K-8 Corner

Focus on: Presentational Tasks and Peers!

Jessica Haxhi jhaxhi@waterbury.k12.ct.us



Presentational Communication, one of the three “modes of communication” in the national Standards for Foreign Language Learning, asks students to create oral and written products for an audience. It is fairly easy to think of oral presentational tasks for students in grades K-8 to do, but the challenge lies in how to organize them for assessment. Students (and teachers) often find it difficult to sit through 25 presentations of similar content - unless we find ways to make the presentations more engaging. In this K-8 corner, I’d like to investigate some of the ways to make assessment of oral presentational tasks more exciting (and less painful) for everyone involved.

1. Peer Assessment: A Reason for Listening

One method of keeping students on-task while others are presenting is to give students the responsibility of scoring their peers. I always use a rubric to score oral presentations. With peer scoring, I give students one criterion of the rubric to score, such as “impact” or “comprehensibility.” I give each student a copy of that part of the rubric to keep in front of them, then pass out many pieces of small scrap paper on which for them to record their numeric scores for each student. After each student presents, I have two students go through the rows with shoeboxes to collect all of the small peer score papers for that student. I dump the peer scores into an envelope, seal it, and attach it to my teacher-scored rubric. Students love opening their peer score envelopes when they get their rubric back from me. It keeps everyone busy during the presentations and helps students to internalize the rubric. It gives students a lot of feedback on their presentation; yet, I maintain control over the actual grading. If you have smaller classes, you give students the larger, actual rubric papers to write on and allow them to write comments as well. These could be stapled to the rubric you score as the teacher. For examples of presentational rubrics I use for tasks in grades 3-5, go to <http://ctworldlanguagesk8.wikispaces.com/Rubrics>.

2. Teacher-Only Assessment: Recording for Later

Technology has given us many wonderful options for oral presentational assessment. We can use technology to record student presentational tasks. Teachers can then score the tasks outside of class time. Google Voice is one of my favorite technologies for this. With a Google Voice account, you can set up an online, web-based voice mail that has its own telephone number, different from your school or home phone number. You can record your own message (or directions for a task), and listen to student responses whenever you have time, from any online computer. Students only need a telephone to leave a message. When you check your messages, you can notate them with student names, download them as audio files to your computer, email them to a parent, or even embed them on a website. This also allows you to save presentational examples to your computer to share with next year’s classes. For examples of my fourth grade students reading the “Haiku of the Month” and talking about their favorite foods, go to <http://maloneyjapanese.wikispaces.com/4th+Grade> and scroll to the bottom.

Other excellent recording devices include the “Sound Recorder” on PC computers, free software from Audacity (<http://audacity.sourceforge.net/>), note recorder on iPods, recording functions on the iPad (with Evernote app in particular), and even the recording ability of many cell phones. Flipcams and video recorders also offer similar “record now-score later” possibilities. These options solve the problem of having to score with only one-listening while also trying to control a class of 25 students.

3. Interesting Content: Make Peers Want to Watch

Technology has also made it easy to make oral presentational tasks more fun. When the product that students create with their presentation is creative and unique, the class is more likely to be engaged during peer presentations. For self-introductions, I enjoy having students use www.voki.com. They create talking avatars with such a variety of faces and backgrounds that other students are excited to see what comes next. A variety of digital storytelling Web 2.0 tools similarly allow creativity to make presentations more compelling. Find a great list of digital storytelling tools at <http://cogdogroo.wikispaces.com/StoryTools>. Recently, I’ve been discovering iPad apps that I can’t wait to try with students such as “Puppet Pals” and “Sonic Photo.” When we allow students to create with technology as they create with language, we develop their Japanese skills, their technology skills, and their interest in sharing and design. Now those are 21st Century Skills.

I hope this has given you a few ideas about ways to make the “presentations” portion of oral presentational tasks more engaging and manageable for everyone. If you have any links to share, please post them to the AATJ facebook page at <http://www.facebook.com/pages/American-Association-of-Teachers-of-Japanese/245689695493641?sk=info> or email them to me and I will post them for you.

William Matsuzaki Receives 2012 Elgin Heinz Award

William Matsuzaki, Japanese Language Teacher at Saint Paul's School for Boys in Brooklandville, Maryland, and a longtime member of NCJLT, AATJ, and MAATJ, is the 2012 recipient of the United States-Japan Foundation's Elgin Heinz Outstanding Teacher Award in Japanese Language.

The Elgin Heinz Outstanding Teacher Award recognizes exceptional teachers who further mutual understanding between Americans and Japanese. The award is presented annually to two pre-college teachers in two categories, Humanities and Japanese Language, and consists of a certificate of recognition, a \$2,500 monetary award, and \$5,000 in project funds.

The Award is named in honor of Mr. Elgin Heinz, a pioneer in educating American pre-collegiate students about Asia and in stressing the importance of global education. Born in China in 1913, he spent forty years teaching in San Francisco's public schools. Mr. Heinz served as Education Director for the Japan Society in 1960, and is nationally known for his many curriculum guides on Asia. An independent national selection committee, consisting of leaders in the fields of Japanese language and cultural education in the United States, selected Mr. Matsuzaki based on his outstanding long-term commitment to teaching about Japan and his national leadership in this area.

William Matsuzaki was raised speaking Japanese at home, but attended local schools in the Los Angeles area. Frequently visiting families in Japan at a young age, he always had an interest in Japanese language and culture. Not having a good command of the language growing up, he decided to start studying Japanese at Carleton College, and majored in Japanese because of the excitement that the professors exuded and the love of the language and culture he developed.

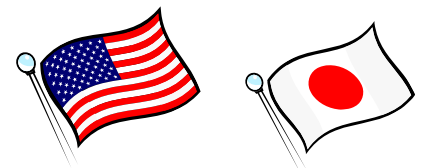
During college, he taught at a summer program called Summerbridge in Manchester, NH for three summers that changed his life. His love for teaching began. Since 1999, Mr. Matsuzaki has been a Japanese teacher at St. Paul's School for Boys in Brooklandville, Maryland where he has taught fifth through eighth grade Japanese, as well as Japanese I and VII in the high school. Additionally, he serves as the modern language chair for the elementary and middle schools.

Mr. Matsuzaki firmly believes in planning rigorous and exciting classes to spark the interests of the students. Students participate in various activities that target the four essential skills, immerse themselves in the culture, and engage in proficiency-based activities. Additionally, differentiated instruction is used to meet the needs of various learners. As a former technology coordinator, he also incorporates technology in his classes to enhance student learning. He also creates exciting opportunities for the students by inviting various visitors from Japan into his classroom, and most recently helped to coordinate the visit from the Japanese Ambassador to his school. His high school students participated in the Japan Bowl this year as well.

Mr. Matsuzaki has been a Japanese teacher at St. Paul's School since 1999; he has taught fifth through eighth grade Japanese, as well as Japanese I and VII in the high school. Additionally, he serves as the modern language chair for the elementary and middle schools.

For the past seven years, he has led a three-week exchange trip to Japan with Gakushuin Senior High School, and hosted two Japanese students from Gakushuin who spend a year at St. Paul's. He also created a four-month study abroad program to Gakushuin to give students a deeper experience with the language and culture.

From 2002 through 2005, he served on the board of NCJLT as the treasurer. In 2002, he earned a MEd in Technology Education and in 2004, he earned a graduate certificate in Administration and Supervision from The Johns Hopkins University. In 2012, he will be graduating with a Doctor of Education in Teacher Development and Leadership from Hopkins.



The Elgin Heinz Award will enable him to purchase iPod Touches, as well as an iPad to create opportunities for his students to practice their reading, writing, listening, and speaking skills.

Job Opening Announcements

Albion College

The Albion College Department of Modern Languages and Cultures is seeking a university student (graduate or advanced undergraduate) who is a native speaker of Japanese to serve as a **Foreign Language Teaching Assistant/ Native Speaker (FLTA/NS)** for the 2012-13 academic year. The FLTA/NS is a position of responsibility and prestige at Albion College. The student who accepts this position will live in the college's living and learning language hall, known as the International Space or I-Space, and help Japanese language students improve their fluency through speaking Japanese. Duties include attending language classes and assisting with group activities, planning and teaching small group tutorials, attending language tables in the cafeteria, and organizing meaningful cultural activities and events for the students in their language house. The weekly time commitment is about 15-20 hours.

Native speakers usually spend one academic year as a special non-degree student at Albion from mid- August until the first week of May. Native Speaker status waives the following costs: non-degree (auditor) tuition for two units of required course work per semester; room in the I-Space; board (meals) during the regular academic year when the college cafeteria is open; activity fees; student health fee (for health services at Albion); and health insurance coverage from August 1, 2012, through departure from the US, no later than May 31, 2013. In addition, the FLTA/NS receives a monthly stipend of \$500 per month for ten months.

A TOEFL score of 550 or proof of equivalent proficiency in English is required. Candidates with experience, expertise, and/or training in Second Language pedagogy or relevant fields are especially encouraged to apply.

Interested candidates should send a cover letter, CV, two letters of recommendation (at least one from a university instructor), and a copy of official transcripts to Emmanuel Yewah, Chair of Modern Languages and Cultures Department, Albion College, 611 East Porter Street, Albion, MI 49224, USA. Electronic submissions are also welcome (eyewah@albion.edu). Review of applications is ongoing until the position is filled.

Albion College is a private liberal arts college of approximately 1635 students. It is situated in a culturally diverse community in south-central Michigan within an hour's drive of the University of Michigan, Michigan State University, and Western Michigan University. Albion is dedicated to the highest quality in undergraduate education and committed to diversity as a core institutional value. The College is an Equal Opportunity Employer and is especially interested in candidates who will contribute to a campus climate that supports equality and diversity. For additional information, please visit our website at www.albion.edu.

University of Arkansas

The Department of World Languages, Literatures and Cultures at the University of Arkansas is accepting applications for the position of **Full-Time Lecturer in Japanese**. Appointment to begin August 16, 2012.

Duties: To teach four classes per semester of Japanese language courses at all levels (elementary to advanced), with the possibility of additional teaching appointments in summer. The Lecturer is also expected to assist in curriculum development in the basic language component of the Japanese Program and in conducting the Japanese Language Proficiency Test.

Qualifications: A Master's degree in Linguistics, Applied Linguistics, Curriculum & Instruction, or a related field; native or near-native proficiency in both Japanese and English; experience in teaching to English-speaking students; and a vibrant and outgoing teaching style. A good team player is strongly desired. Candidates with computer skills will be considered favorably.

Required Materials for Application: A cover letter, CV, transcript, teaching dossier, and three current (dated within one year) letters of recommendation. Applicants are strongly encouraged — although not required — to submit an unedited video recording (VHS or DVD) of their regular class instruction and the lesson plan of the recorded class meeting.

Send all materials to: Dr. Tatsuya Fukushima, Chair of Japanese Lecturer Search Committee, Department of World Languages, Literatures and Cultures, University of Arkansas, 425 Kimpel Hall, Fayetteville, Arkansas 72701. Materials may be submitted electronically to tatsuya@uark.edu or postal mail. Screening of applications begins immediately and continues until a suitable candidate is hired. Interviews will be conducted on Skype.

The University of Arkansas is an equal opportunity, affirmative action institution and members of underrepresented groups are encouraged to apply. All applicants are subject to public disclosure under the Arkansas Freedom of Information Act and persons hired must have proof of legal authority to work in the United States.

Japanese Program Web site: <http://www.uark.edu/misc/japanlg/>

Austin College

Austin College invites applications for a **one-year East Asian Languages adjunct assistant professor position** in the department of Classical and Modern Languages beginning August 2012. Course load is three in the fall semester, two in the spring semester. The successful candidate will teach Chinese and Japanese language courses at the intermediate level. The position is possibly renewable as a regular two-courses-per-semester adjunct, contingent on quality teaching. Additional teaching opportunities in Chinese and Japanese at nearby institutions might also be available.

Native or near-native proficiency in English, and a minimum of master's degree from a North American University are required. ABD applicants are encouraged to apply. Applicant's primary language of specialty should be Chinese or Japanese, with an area of specialization in Language Pedagogy, Applied Linguistics, Second Language Acquisition, or related field. Candidates should also have substantial prior training in language teaching and/or teaching experience at the college level, and must be eligible for employment in the United States.

Please send letter of application, CV, graduate transcripts, evidence of teaching effectiveness, and names of three references to lslaughter@austincollege.edu (preferred) or to Michael Imhoff, Vice President for Academic Affairs, Austin College, 900 N. Grand Avenue, Sherman, TX 75090-4400. Review of complete applications will begin immediately. AA/EOE.

Blendedschools.net

The online provider blendedschools.net is seeking a **Japanese instructor to teach live online High School Japanese** 1-4, part time. Masters degree, current Pennsylvania K-12 certification in Japanese and experience teaching online courses preferred. We are also interested in candidates with any current state certification who is interested in obtaining PA certification. Training in online technology and instruction is provided with classes starting in August 2012.

Submit resume and three references to Evon Zundel at languageinstitute@blendedschools.net.

California State University, Monterey Bay

California State University Monterey Bay (CSUMB) invites applications for the position of Japanese Lecturer from Fall 2012. The School of World Languages and Cultures is searching for a lecturer to teach Japanese culture courses taught in English such as: literature, pop culture, cinema, history, manga/anime, and social issues. CSUMB is a growing, dynamic campus located on the central coast of California. Click here for our Vision Statement: <http://csumb.edu/site/x11547.xml>.

Minimum qualifications include a master's degree in a related field, or equivalent, in accordance with University guidelines. A terminal degree and evidence of effective teaching with a variety of methodologies is preferred. Salary is commensurate with credentials and experience. All appointments are subject to a criminal background check.

Lecturer appointments are temporary and do not confer tenure. Initial appointments may be for one semester or an academic year. Continuing appointments are contingent upon such factors as performance, enrollment, funding and programmatic need.

For complete information or to apply: <http://hr.csumb.edu/jobs/db/pt/>

For further information, please contact:

Yoshiko Saito-Abbott, Ph.D.

California State University Monterey Bay

e-mail: ysa@csumb.edu

Case Western Reserve University

The Department of Modern Languages and Literatures at Case Western Reserve University invites applications for a **full-time lecturer position in Japanese** starting Fall 2012. The position is a non-tenured annual appointment, renewable in one-year increments for up to a total of three years. Primary teaching duties are three courses each semester at all levels of Japanese. Credentials: M.A., evidence of excellence in undergraduate language teaching, and native/near-native language ability both in Japanese and English.

Please send all application materials (letter of interest, current CV, a teaching-demo video (CD or VHS), and three letters of reference sent directly from the referees or a University placement service) electronically to: txh13@case.edu or to: Japanese Lecturer Search, c/o Takao Hagiwara, Department of Modern Languages and Literatures, Case Western Reserve University, 10900 Euclid Avenue, Cleveland, OH 44106-7118.

Review of the applications will begin **March 15, 2012**, and continue until the position is filled. In employment, as in education, Case Western Reserve University is committed to Equal Opportunity and Diversity. Women, veterans, members of underrepresented minority groups, and individuals with disabilities are encouraged to apply. Case Western Reserve University provides reasonable accommodations to applicants with disabilities. Applicants requiring a reasonable accommodation for any part of the application and hiring process should contact the Office of Inclusion, Diversity and Equal Opportunity at 216-368-8877 to request a reasonable accommodation. Determinations as to granting reasonable accommodations for any applicant will be made on a case-by-case basis.

University of Cincinnati

The Asian Studies Program at the University of Cincinnati is seeking applicants for a **full-time, tenure-track position at the assistant professor level in the field of Japanese Literature**. Minimum qualifications include a PhD in Japanese literature in hand by August 15, 2012. The successful candidate is expected to teach four courses per year, display a commitment to excellence in teaching, research and publish at an internationally recognized level, and perform customary service to the Department, College or University. Employment begins August 15, 2012. Review of applications begins **March 1, 2012**, and will continue until the position is filled.

All applicants must submit a letter of application addressing specific qualifications for this position, curriculum vitae and a writing sample online at <http://www.jobsatuc.com> (position number: 212UC0150). Under separate cover send university transcripts of all graduate work and three letters of recommendation via email to dennis.oneill@uc.edu (or to Dr. Dennis O'Neill, Director, Asian Studies Program, ML 0381, University of Cincinnati, Cincinnati, OH 45221).

The University of Cincinnati is an Equal Employment opportunity, Affirmative Action Employer. Women, people of color, people with disabilities and veterans are encouraged to apply. This position is contingent upon funding from the Japan Foundation.

Dickinson College

The Department of East Asian Studies, Dickinson College, invites applications for a **one-year replacement position in Japanese language**. Native or near-native fluency in both Japanese and English, and teaching experience at college/university level in Japanese language are required. The position is open to candidates with at least an MA in Japanese language acquisition, Japanese linguistics, or Japanese language pedagogy, we will also consider those in other fields with significant language teaching experience. The teaching load is six courses per year (three per semester). The Dickinson East Asian Studies Department offers both Japanese and Chinese language instruction as well as a range of other courses in several disciplines. Most majors participate in Dickinson study-abroad programs in China or Japan. Please submit applications on-line at <http://jobs.dickinson.edu/applicants/Central?quickFind=51406>. Send a letter of application, curriculum vitae, three letters of recommendation, and evidence of teaching success (including a teaching video if available). For technical questions, please contact Etsuko Nichols, East Asian Studies Department Coordinator by e-mail to: nichoets@dickinson.edu.

Applications will be considered until the position is filled.

Dickinson College is an Equal Opportunity/Affirmative Action employer. Application and nominations of women and minorities are strongly encouraged.

Earlham College

The Department of Languages and Literatures at Earlham College invites applications for a **one-year position in Japanese language** beginning August 2012. A strong commitment to teaching Japanese to undergraduates is essential. Qualifications include: at least an M.A. in language pedagogy, linguistics, second language acquisition or related fields; native or near native competency in Japanese and English; and highly successful skills of teaching Japanese at all levels. Responsibilities include: three courses per semester; supervision of students' teaching Japanese in drill sessions; and active involvement in Japanese language and culture activities. Earlham College is a selective national Quaker liberal arts college 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. For more information about Earlham, refer to our Web site: <http://www.earlham.edu>.

Review of applications has begun and will continue until the position is filled. Please send a letter of application, vita, and three letters of recommendation to: Professor Akiko Kakutani, Department of Languages and Literatures, Drawer #17, Earlham College, 801 National Road West, Richmond, IN 47374-4095. You can also send the documents electronically to Akiko Kakutani <akikok@earlham.edu>. If you have any questions, please contact by email or phone (765) 983-1336.

Earlham College is an AA/EE employer and welcomes applications from individuals of diverse racial, ethnic, religious, and cultural backgrounds.

East Carolina University

The Department of Foreign Languages and Literatures, East Carolina University, is accepting applications for a full-time, fixed-term (9-months) position in **Classical Studies (Latin and Greek) and a modern language, preferably Japanese**, beginning August 13, 2012. One-year contract, with possibility of subsequent appointment. Teaching load of four courses per semester, primarily in the beginning language levels. M.A. or Ph.D. in Classics required; ability to teach a modern language via communicative methodology also required; alternate qualifications acceptable in the modern language. M.A. required for appointment at the rank of Teaching Instructor. Ph.D. required for appointment at the rank of Teaching Assistant Professor. Preference given to individuals with teaching experience in both Classics and a modern language. Applicants should demonstrate commitment to teaching and service to the university, community and profession.

Screening begins **May 19, 2012**; position will remain open until filled. Official transcript required upon employment.

Minimum Qualifications: M.A. or Ph.D. from an appropriately accredited institution in Classics required. M.A. required for appointment at the rank of Teaching Instructor. Ph.D. required for appointment at the rank of Teaching Assistant Professor.

Special Instructions to Applicants: To apply, complete a candidate profile, and submit an application letter and curriculum vitae online at ecu.peopleadmin.com/applicants/Central?quickFind=68399. Also, arrange for three current letters of recommendation to be sent to: Chair, Fixed-Term Classics Search Committee, Department of Foreign Languages and Literatures, Mailstop #556, East Carolina University, Greenville NC 27858-4353.

East Carolina University is an Equal Opportunity/Affirmative Action University that accommodates individuals with disabilities. Individuals requesting accommodation under the Americans with Disabilities Act (ADA) should contact the Department for Disability Support Services at (252) 737-1016 (Voice/TTY). Proper documentation of identity and employability is required at the time of employment.

For more information on the Foreign Languages Department at ECU, visit www.ecu.edu/foreign/.

University of Hawai'i, Manoa

University of Hawai'i at Mānoa's Department of East Asian Languages and Literatures invites applications for a **tenure-track, full-time, 9-month Assistant, Associate or Full Professor of Japanese**, position number 85313. Appointment to begin August 1, 2013.

Duties: Teach undergraduate courses in Okinawan language and culture, Japanese language, and Japanese linguistics; teach graduate courses in area(s) of specialization, which may include Japanese phonology/morphology, Japanese historical linguistics, or language documentation. Advise undergraduate and graduate students; conduct and publish research in area(s) of specialization; participate in departmental and university service; other duties as assigned.

Minimum Qualifications:

Assistant Professor: Doctorate or PhD in Japanese linguistics or in related field; research publications in Japanese linguistics or, for recent graduates, indication of publication potential; high level of proficiency in Japanese and English; Demonstrated ability to carry out research in the applicant's major areas of specialization, as evidenced by publication.

Associate Professor: Doctorate or Ph.D. in Japanese linguistics or closely related field, with demonstrated expertise in the area of specialization; previous appointment at the rank of associate professor or equivalent; high level of proficiency in Japanese and English; at least four years of full-time college or university service; experience in teaching Japanese linguistics at a college level; scholarly achievement judged competent and adequate for the rank in comparison with peers active at major research universities, as shown by publications and presentations; evidence of participation in the scholarly and academic affairs of a university.

Professor: Doctorate or Ph.D. in Japanese linguistics or closely related field, with demonstrated expertise in the area of specialization; previous appointment at the rank of full professor or equivalent; high level of proficiency in Japanese and English; at least eight years of full-time college or university service, scholarly achievement and research productivity that has resulted in significant recognition by the national or international community of scholars; demonstrated continuing participation in the scholarly and academic affairs of a university.

Salary: Commensurate with experience and qualifications.

To apply: Submit a hard copy of a CV and a cover letter, and three letters of reference (institutional letterhead required).

Application address: Department Chair, Japanese Language and Linguistics Search Committee, Department of East Asian Languages and Literatures, University of Hawai'i at Manoa, 1890 East-West Road, Moore Hall 382, Honolulu, HI 96822.

Inquiries: Prof. Ming-Bao Yue, Department Chair mingbao@hawaii.edu.

Closing date: **October 1, 2012**.

The University of Hawai'i is an equal opportunity/affirmative action institution. UH does not discriminate on the basis of race, color, religion, sex, sexual orientation, national or ethnic origin, age, disability or veteran status.

Illinois Wesleyan University

The Department of Modern and Classical Languages and Literatures at Illinois Wesleyan University invites applications for the position of **Visiting Assistant Professor of Japanese/Lecturer in Japanese**. This is a two-year, full-time position (2012-2014) to begin in August 2012. Candidates should be able to demonstrate expertise in teaching Japanese language, literature, and culture at the undergraduate level. Will teach 3 courses per semester. For more information about the department, visit <http://www2.iwu.edu/mcll>.

Please send a letter of application, curriculum vitae, teaching philosophy statement, transcript, and three letters of recommendation to: Sonja Fritzsche, Co-Chair, Modern and Classical Languages and Literatures, Illinois Wesleyan University, 201 E. University, Bloomington, IL 61701. Review of applications will begin on **June 1, 2012**. Illinois Wesleyan University is an Equal Opportunity Employer Committed to a Diverse Work Force. See <http://www2.iwu.edu/iwujobs/> for more information.

Illinois Wesleyan University is a highly selective, small, liberal arts institution with 2,100 undergraduates. It is located in central Illinois in twin cities of 125,000 inhabitants.

Indiana University of Pennsylvania

Indiana University of Pennsylvania (IUP) invites applications for a **full-time tenure-track position at the Assistant Professor level** for fall, 2012. Appointee will primarily be teaching elementary, intermediate, and advanced Japanese language classes. As time allows, the person will also teach such courses as "Introduction to Asian Studies" and "Japanese Literature in Translation" as part of the Asian Studies major.

Successful candidates will possess native or near-native proficiency in both Japanese and English; hold a Ph.D. degree in Japanese literature, Japanese Foreign Language (JFL) pedagogy, or a related field; and have experience teaching Japanese at the college level. Preference will be given to candidates who demonstrate familiarity with theories in second language acquisition and current practices in JFL pedagogy in North American higher education settings. Candidates must communicate effectively and perform well during the interview(s), which may include a teaching demonstration. Applicants must be work eligible.

Send letter of application, current curriculum vitae, transcripts (official versions required for interview), three letters of reference, a one-page teaching philosophy statement, and examples of teaching effectiveness to: Dr. Marjorie Zambrano-Paff, Search Chair, Indiana University of Pennsylvania, 481 Sutton Hall, 1011 South Drive, Indiana, PA 15705-1087. Review of applications will begin February 1, 2012 and will continue until the position is filled.

Women and minority candidates are strongly encouraged to apply. IUP is an equal opportunity employer M/F/H/V. Indiana University of Pennsylvania is a member of the Pennsylvania State System of Higher Education.

Kansai Gaidai University

Kansai Gaidai University is seeking a few **part-time instructors to teach all levels of Japanese Language** to English-speaking college students. The instructors will work for three to five days a week, involving 9 to 15 periods (one period being 50 minutes) of teaching and teaching-related duties. Since part-time instructors teach more classes than ordinary "hijokin" instructors, our part-time instructors generally choose to teach only at our institution.

Qualifications: 1) M.A. or higher in a field related to teaching Japanese or linguistics (all requirements met by date of hire), 2) College-level Japanese language teaching experience, teaching English speaking students from basic to advanced levels, 3) Native fluency in Japanese, 4) Excellent command of English (for explaining grammar and advising international students). Salary will be commensurate with qualifications and experience.

Application Materials required: 1) Curriculum Vitae (in any format, with a photo) (If your dossier is in English, please submit a one page vita in Japanese also.), 2) List of all publications and papers (in any format), 3) Names and e-mail addresses of two references, 4) If possible, send a recent teaching video (DVD) which records a whole class period without edits or cuts. A basic spoken Japanese lesson is preferable. Please submit either a DVD playable on a regular DVD player or a movie file playable on Windows Media Player.

Appointment begins on September 1, 2012, but instructors are required to attend preliminary meetings. The deadline for receipt of applications is **May 21, 2012**; however, review of applications of strong candidates will begin immediately, and the position may be filled by the deadline. Finalists may be asked either to visit Kansai Gaidai University for an interview and to teach a model lesson, or to do a Skype interview and model lesson. Please send application materials to:

Professor Yoshitaka Tanimoto
Dean of the Asian Studies Program
Kansai Gaidai University
16-1 Nakamiyahigashino-cho
Hirakata City, Osaka 573-1001, Japan
Fax: +81(country code) 72-805-2830
E-mail: search@kansaidagai.ac.jp

Middlebury College

The Middlebury College Department of Japanese Studies seeks to fill a **one-year position in Japanese language** beginning September 2012. The rank of the position is open. Candidates must have native or near-native fluency in all modalities of Japanese (reading, writing, listening, and speaking), a Masters degree or higher and experience teaching Japanese at the college level.

Submit letter of application addressed to search committee chair Kyoko Hayasaka Davis (kdavis@middlebury.edu), curriculum vitae, and three current letters of recommendation, at least two of which must speak to teaching ability. Middlebury College is an equal opportunity employer, committed to hiring a diverse faculty to complement the increasing diversity of the student body.

University of North Carolina, Charlotte

The Department of Languages and Culture Studies at the University of North Carolina at Charlotte invites applications for a visiting lecturer of Japanese for academic year 2012-13. This is a one-year, full-time, temporary position to begin August 15, 2012. Following the completion of this appointment, and based upon program need and individual performance, continued employment as an adjunct (part-time) instructor may be possible.

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

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

The University of North Carolina at Charlotte is committed to equality of educational opportunity and does not discriminate against applicants, students, or employees based on race, color, national origin, religion, sex, sexual orientation, age, or disability. In keeping with this commitment, UNC Charlotte actively seeks to promote diversity in its educational environment through its recruitment, enrollment, and hiring practices. AA/EOE employer and an ADVANCE institution: subject to criminal background check.

The candidate selected for this position must be able to meet eligibility requirements to work in the United States.

All applicants must apply online at <https://jobs.uncc.edu>. Please attach the following documents with your electronic submission: a current and complete CV; a letter of application addressed to Dr. Robert C. Reimer, Chair, Languages and Culture Studies; a copy of the graduate transcript; and a statement of teaching philosophy. A sample teaching video and three original letters of recommendation addressed to Dr. Robert Reimer, should be mailed to **Department of Languages and Culture Studies, UNC Charlotte, 9201 University City Blvd., Charlotte, NC 28223**. The letters must be specific to this job application.

Review of applications will begin **April 2, 2012**, and continue until the position is filled.

Apply at: <http://www.Click2Apply.net/5hkkmqv>

University of South Carolina, Columbia

The Department of Languages, Literatures, and Cultures at the University of South Carolina, Columbia, invites application for an **Instructor of Japanese to teach all levels of Japanese language beginning August 2012**. This one-year appointment is on a nine-month basis, and is renewable. Candidates must have an MA in Japanese or the equivalent, experience teaching Japanese to speakers of English, as well as near-native command of Japanese and English. ABDs or PhDs preferred.

Please apply for the "Japanese Instructor" position on-line at the USC Job site <http://hr.sc.edu/employ.html> by completing the online application and attaching a CV, a teaching statement, and three letters of recommendation. Teaching evaluations and a demonstration video may be requested later. The candidate selected for this position must be able to meet eligibility requirements to work in the United States.

The University of South Carolina is an affirmative action, equal opportunity employer. Minorities and women are encouraged to apply. The University of South Carolina does not discriminate in educational or employment opportunities or decisions for qualified persons on the basis of race, color, religion, sex, national origin, age, disability, sexual orientation, or veteran status.

University of Notre Dame

The Department of East Asian Languages and Cultures invites applications for a **visiting full-time lecturer position in Japanese language** beginning August 2012. Responsibilities include teaching three courses per semester (first and second year Japanese), active programmatic involvement, and close collaboration with language coordinator, the Center for the Study of Languages and Cultures, and our faculty to advance Japanese language study and build a rigorous and cohesive Japanese language and culture program.

We are seeking a highly skilled language instructor with native or near-native proficiency in Japanese and English and demonstrated success teaching Japanese at the college/university level in the U.S. M.A. degree in teaching Japanese as a foreign language, linguistics, second language acquisition, or related field is preferred. Excellent benefits and competitive salary commensurate with qualifications and experience.

Applications should include a cover letter, current curriculum vitae, video clip of classroom teaching, statement of teaching philosophy, and two letters of recommendation. Applications should be sent electronically to eastasian@nd.edu; video clips should be mailed to Dayle Seidenspinner-Nunez, Chair, Department of East Asian Languages and Cultures, 205 O'Shaughnessy Hall, University of Notre Dame, Notre Dame, IN 46556. Review of applications will begin as soon as possible and continue until the position is filled.

An international Catholic research university, Notre Dame is an affirmative action employer with a strong commitment to cultural, racial, and gender diversity. Persons of color, women, members of under-represented groups, and those attracted to a university with a Catholic identity are encouraged to apply. Information about Notre Dame is available at www.nd.edu; information about the Program of Japanese Language and Culture and the Department can be found at <http://eastasian.nd.edu>.

Temple University

The Department of Critical Languages at Temple University, Philadelphia, PA, invites applications for a **full-time, non-tenure-track Japanese instructor position** to start on August 27, 2012. Instruction at all levels. Required qualifications: M.A. or higher degree in Japanese or appropriate related field; evidence of excellence in teaching at the college level.

Please send letter of application, CV, official transcripts, student evaluations of teaching, and three letters of recommendation to: Japanese Language Search, Department of Critical Languages, Anderson Hall 022-38, Temple University, Philadelphia, PA 19122.

Review of applications will begin at the end of March, but applications will be accepted until the position is filled. Temple University is an Affirmative Action/Equal Opportunity Employer.

Vassar College

Vassar College invites applications for the position of **Japanese Language Fellow (Intern)** for the 2012-13 academic year (late August 2012 through May 2013). Vassar College is an equal opportunity/affirmative action employer and is strongly and actively committed to diversity within its community. The Language Fellow, who must be a native speaker of Japanese, assists the Japanese faculty members in preparing teaching materials and conducting drill sessions for 12 hours a week. Language Fellows receive free room and board for the academic year in Vassar's campus student housing, a monthly stipend of \$500 for 10 months, and health insurance coverage. They may also take up to two courses per semester free at Vassar. Language Fellows should have a B.A. and be fluent in English.

To apply, please send a cover letter, vita, an audio recording introducing yourself in English and Japanese, and at least one recommendation letter. Review of applications is on going until the position is filled. Please send applications to Hiromi Dollase, Chair, Department of Chinese and Japanese, Vassar College, 124 Raymond Avenue, Box 285, Poughkeepsie, NY 12604-0285 or (preferably) email to chineseandjapanese@vassar.edu.



AATJ Meeting in Sheraton Hotel at Madison, WI.

April 30, 2012



CONCORDIA
LANGUAGE VILLAGES

Mori No Ike 森の池 Japanese Language Village



Active Language Learning and Cultural Immersion

**Celebrating 25 years of living
Japanese language and culture!**

Still enrolling for summer 2012.

www.ConcordiaLanguageVillages.org • (800) 222-4750 • clv@cord.edu

Inspired by a Japan Visit

**Submitted by: Janet Ikeda, AATJ Director and Associate Professor
Washington and Lee University**

In March 2012 I traveled to Japan with US-Japan Council President Irene Hirano Inouye, Counsel Toshio Odagiri, and nine other members of the Japanese American Leadership Delegation. It was a privilege to have been selected to join this important delegation.

The landscape first revealed itself at the start of our journey as we set down in Tokyo. The ride from Narita Airport to the hotel gave us a glimpse of the newly constructed Tokyo Sky Tree, as it dominated the skyline and symbolized so much of Japan's upward gaze toward the future. Reflecting upon the past, at the same time, there were signs everywhere down below encouraging Japan to persevere ("gambare!") in the struggle to recover after the 3/11 "triple disaster" of 2011.

From Tokyo we boarded the Bullet Train and traveled to Sendai, where we descended to the coastal region of Ishinomaki to see up close the tremendous power of earth and water. The wisdom of the past taught people to seek higher ground. Looking about, we could see the devastation of everything built at sea level. Perched high atop a hill, an ancient shrine remained intact; it was here, we were told, that those escaping the great wave found refuge. Piles of rubble, buoys, cars, and shells showed that the ebb and flow of the tsunami swept everything away in its wake and then deposited it back on shore in disarray. Neatly arranged piles, some as high as small mountains, waited for disposal. As we stood atop Hiyoriyama, where Basho once stood on his journey to the deep north, we heard stories of how hospital patients were brought to the foot of the mountain and carried piggy-back up the steep stairs to the top.

It was an honor meeting high government officials such as Prime Minister Yoshihiko Noda and Foreign Minister Koichiro Gamba. We met business leaders, NGO change-makers, prominent members of the Japanese-American community in Japan, and a member of the imperial family. It was the young people we met in Japan who embodied a sense of exuberance and hope. Entrepreneurs, volunteers, NGO organization leaders, and survivors alike had the same look of determination.

Some of the young business leaders we spoke with in Sendai had left conventional jobs against the wishes of their parents, armed only with hopes of reviving the Tohoku area and a renewed vision of Japan's future. In a world that grows alarmingly more digital and virtual each day, I felt that this very real and tangible wave had awakened everyone. I began to wipe away those images of today's youth sitting listlessly while staring at cellphone screens. At a Beyond Tomorrow banquet, child survivors sang "makenaide, nakanaide" in a moving song that expressed that this was neither a time to give in nor a time for tears.

After our meeting with MEXT officials we were guided to a 3/11 exhibition where one striking photograph – titled "genki dama" and translated as "Energy Balls" – showed hands forming "musubi," the ultimate Japanese comfort food.

This trip helped reshape my image of Japan and renewed my teaching. Before departing, I had taught beginning Japanese language students the stroke order for the character "kizuna." Advanced students read poetry of Wago Ryouichi, Kaneko Misuzu, Mado Michio, and, of course, Miyazawa Kenji. In the busy moments leading up to the trip, I began to understand that disaster refreshes our vocabulary and gives voice to experiences that at first seem a world away. Miyazawa's well-worn words "ame ni mo makezu, kaze ni mo makezu" seemed to take on new meaning.

Our meeting with Ambassador John Roos and the U.S. Embassy staff affirmed our belief that the U.S.-Japan relationship is a long and close one. American and Japanese youth feel an affinity for each other and share a new set of cultural icons. When I asked embassy staff to reflect on their own career trajectories, one member said it was essential to focus on kanji and be able to read the *Nikkei shinbun* on a daily basis without the filter of reading English translations.

Another staff member compared the Japanese language boom years of the 1990s to that of the current interest in Chinese. Students who studied a language because of a trend seemed to lack the passion necessary to sustain that study. In the face of competing interests, today's Japanese language learners have a true passion for the language and culture. This will sustain them in their journey ahead.

Volunteering in Tohoku This Summer

This information was compiled by Professor David H. Slater of Sophia University in Tokyo

While the rhetoric in this post 3.11 era is "*mae muki*" (looking ahead), there are still hundred of thousands displaced people in Tohoku, many of whom are living in "temporary housing" units. This is not a self-sufficient way of life, and volunteers are still needed in many different ways, from playing with school kids and having tea parties (*o-cha-ko*) with the elderly, to recovery activities, such as helping build a *shotengai* or fixing fisherman's nets. But there is still rubble to be cleared, and beaches and parks to be cleaned. Of course, the more interaction with locals, the more Japanese language ability is useful.

Most "volunteer centers" and NPOs have closed or are no longer able to accommodate random volunteers, esp. those with little or no "skills" (carpentry, husbandry, etc.). Most also expect you to stay for a longer period of time (a week or more) or are only interested in pre-formed groups.

The four organizations listed below were selected based on the following criteria:

1. They are still active, with good connections to the local community.
2. They are well organized, safe, and get you working.
3. They provide all equipment (free), and can also provide transportation, food, and housing (for a fee).
4. They are open to short-term stays by those with various language abilities.
5. They are outside radiation-affected areas (all in Ishinomaki).
6. I can vouch for them personally

Peace Boat. <http://peaceboat.jp/relief/>

A Japanese NPO also with NGO status who does work around the world, since 3.11 BP has brought the largest number of volunteers up to Tohoku of any group. They are organized in what some call a "Japanese Way" (*bucho*, *fuku-bucho*, *hanseikai*, etc.) and get stuff done. Their volunteer policies and needs change with time, but in general, they prefer groups to individual volunteers, and you must have at least one member who is a near-native Japanese speaker. Check out their Facebook page: <https://www.facebook.com/PBsaigai>.

Application information here:

<http://peaceboat.jp/relief/volunteer/how-to-apply/>

JEN: <http://www.jen-npo.org/en/>

An international NPO with a long history, JEN has been doing great work in Tohoku since the start of the crisis. They are more involved in community service, from soup kitchens to mud removal in individuals' homes, also in Ishinomaki. They are open to those who cannot speak Japanese, and make an effort to place you in the most appropriate situation. You must apply and be accepted, but they are pretty flexible; you can work on a day-to-day basis. Application information here:

http://jenhp.cocolog-nifty.com/jen_blog/2012/03/recruit-volunte.html

Nadia <http://team-nadia.org/>

This is an international group that just started with 3.11, and is still going strong, more focused on rebuilding and reconstruction. They are now in their "green phase," planting trees and beautifying public spaces. They are open to all nationalities and languages, and well organized, with lots of repeat volunteers (always a good sign). They also try to use what skill their volunteers have to the best ends, when possible. Based in Ishinomaki but will bus people to work-sites also. Information on application for different trips (usually about 3 days at a time):

<http://team-nadia.org/category/trip-form/>

Its Not Just Mud: <http://itsnotjustmud.com/>

This is a smaller group run by Jamie El-Banna (itsnotjustmud@gmail.com), who left his job in Kansai to do relief work, stayed, and is now a magnet for all sorts of volunteers. He also has great connections to the local community, and brings together whoever comes up to do whatever locals ask of them. People from all over the world come for days, weeks or months, sharing sleeping and eating spaces. Casual, friendly, and open to all, their vibe is a cross between a commune and volunteer firefighters. They also do a full range of types of work, different each day, often with easier and harder options. Before you go, be sure there is room for you to sleep there.

Check out Facebook: <http://www.facebook.com/ItsNotJustMud>

Volunteer info here: <http://volunteer.itsnotjustmud.com/>.

Please note: Different time periods fill up, so in order to secure a place, contact these organizations early now. And remember, when you say you will come to work, they expect you to be there. But you must be flexible. There is down time in all groups (a relief to some, a source of frustration to others), and you have to do the work that is needed. There is usually a range of work, and I have taken 80-year-olds on digging trips, who have made great contributions. You also must be over 20 or with a parent/guardian.

You can now get full information on insurance and equipment (both of which are necessary wherever you go) on each of these groups' websites.

Greetings from AATJ Officers and Directors

Some of AATJ's Officers and Directors introduce themselves. Other introductions will be published in upcoming issues.



I am Motoko Tabuse. I was elected as Vice President of AATJ in December 2011. In addition to assisting Co-Presidents in all matters, I will be keeping the organizational records and coordinating with the AATJ affiliates as an affiliate liaison and communicating with affiliates frequently. It is crucial that we have an accurate list of contact addresses so please stay updated whenever there is a change of officers.

I am a professor at Eastern Michigan University and currently teaching upper level and business Japanese courses at both undergraduate and graduate levels. I am also serving as a professional development consultant for the College Board and conduct pre-conference and summer intensive workshops for teachers of Japanese. I look forward to getting to know you in person.

こんにちは。田伏素子です。2012年1月よりAATJの副会長に就任いたしました。会長のアシストの他、AATJの記録係とaffiliatesの渉外係を担当いたします。皆様とのコミュニケーションには正確な情報が欠かせないので、Affiliateの中で担当者の異動や変更がありましたら、至急ご連絡を頂きますようお願いいたします。EMUではビジネスの日本語や大学院レベルを含め上級のクラスを教えています。またカレッジボードのPDコンサルタントとしてP日本語のワークショップや集中講座も担当しています。メンバーの皆様とお会いしお話しするのを楽しみにしております。どうぞよろしくお願い致します。

Yasuko Ito Wattです。プロフェッショナル・ディベロップメント (PD) のディレクターとして、しばらく会長のお手伝いをする事になりました。PD はAATJのもとに新しく設けられたもので、日本語、また文学・文化など日本語に関係のある科目を教えるK-16+の先生方のプロフェッショナル・ディベロップメントに関する全ての活動に携わります。いろいろな機能がありますが、ATJの組織のもとでのプロフェッショナル・ディベロップメントのグループも含めた数々のSIG (Special Interest Groups) も、新しいAATJのPDの一部となります。それぞれのグループには、今までと同じように独立した活動をしていただき、ディレクターは代表として会長との間の連絡係の役目を果たします。その他にもいろいろな役割がありますが、さしあたってTeacher Awardsにとりかかります。長期計画としては各種のWebinar PDワークショップの促進・援助に力を注ぎたいと思っています。

私はインディアナ大学を一応りタイアーしましたが、昨年は中国語のMA学生のためのペダゴジーコースを教えたり、来年度は日本語4年生のコースを教えることになっており、なかなか教室から離れられません。ATJのPDの最初のミーティングからいろいろな形でPDに関係して来ており、又地域のK-12の先生方のPDにも関わって来た者として、次の世代の日本語教育を担う方々との間のブリッジとして貢献できればと思っています。最大の役目は、テクノロジーに強いビジョンを持った若い世代の方々にコミティーに入っていただき、できるだけ早くバトンタッチをすることです。PD 一般、またワークショップなどに関するアイデア・ご意見など、どうぞお気軽におよせください。今後ともどうぞよろしくお願い致します。



Hello. My name is Lynn Sessler Neitzel and I am currently stepping in as the Student Activities director for AATJ. I will be handling the annual Nengajo contest as well as Japanese National Honor Society (JNHS). We are very excited to extend for the 2013 Nengajo competition an invitation to our University/College level students of Japanese to participate. We are also looking to provide our membership with some concrete ways in which these types of activities can be woven into your daily units and overall curriculums, as well as using them as a advocacy tool. I currently teach Japanese to K-5 students at Clovis Grove Elementary School as part of a K-12 Japanese language program in the Menasha Joint School District, Menasha, WI.



My name is Nana Suzumura. I am the Fall Conference Director for 2012. I teach Japanese at the Woodlands College Park High School in Texas. This is my second year organizing ACTFL annual conference. My goal this year is to increase the number of ACTFL conference attendees from AATJ. I would like to have your input on how to make this conference better. If you have any suggestions or comments, please let us know. We have a lot of great sessions again this year, I am looking forward to seeing you in Philadelphia.

My name is Noriko Fujioka-Ito. This year, I am working for the fall annual conference with Nana Suzumura-sensei. I am looking forward to meeting with many of the AATJ members during the ACTFL Annual Conference & World Languages Expo from November 16-18 in Philadelphia. Although I live in Kentucky, I work at the University of Cincinnati (UC), Ohio. I earned Ph.D. and MA degrees majoring in Foreign and Second Language Education with Educational Research and Japanese Linguistics minors from the Ohio State University. I have been teaching and coordinating Japanese courses of the McMicken College of Arts & Sciences and the International Co-op Program at UC. I am also a director of the Japanese Language and Culture Program at UC.



I'm Susan Schmidt, the Executive Director of AATJ. I am responsible for managing the national office and also for a number of projects, including the Bridging Scholarships for study abroad in Japan and the JOINT online course program for teachers. I first became involved with Japan after making an exploratory move to Tokyo in 1972. I ended up living there for more than 20 years, spending most of those years working as an editor of academic publications at the University of Tokyo Press. I studied Japanese formally for a couple of years, but acquired most of my language skills "on the job." I don't myself have experience as a teacher, but as an adult foreign language learner and a longtime colleague of many teachers of Japanese, I am in awe of their energy, hard work, and dedication to their profession.

American Association of Teachers of Japanese, Inc.
1424 Broadway, Campus Box 366
University of Colorado
Boulder, CO 80309-0366

NONPROFIT ORG
U.S. POSTAGE
PAID
BOULDER, CO
PERMIT NO. 94

AATJ Board of Directors

Co-Presidents:

Jessica Haxhi (Maloney Magnet School, CT)
Yasu-Hiko Tohsaku
(University of California, San Diego, CA)

Vice-President/Treasurer:

Kurt Thompson (Eckstein Middle School,
WA)

Vice-President/Secretary:

Motoko Tabuse
(Eastern Michigan University, MI)

Spring Conference (AAS-affiliated) Co-

Directors: **Joan Ericson**
(Colorado College, Colorado Springs, CO)
Masahiko Minami
(San Francisco State University, CA)

Professional Development Director:

Yasuko Ito Watt (Indiana University, IN)

Advocacy and Outreach Directors:

Janet Ikeda (Washington & Lee University,
VA)

Mamiya Worland
(Fairfax County Public Schools, VA)

National Exam Director:

Nobuko Hasegawa
(LaGuardia High School of Performing Arts,
NY)

Activities and Awards Co-Directors:

Lynn Sessler Neitzel
(Menasha Joint School District, WI)
Shingo Satsutani
(College of DuPage, IL)