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President's Message Motoko Tabuse



風薫る5月、会員の皆様はお元気で活躍の事と思います。これから休みに入り、生徒や学生を連れて日本にいらっしゃる先生方も多いのではないのでしょうか。ベテランの先生方は、日本に行く生徒・学生に日本にいる間の宿題としてスマホを利用して交通機関の車内放送を録音させたり、ホームステイの家族との会話をビデオ撮りしたり、

彼らには奇妙に見える物の写真を撮らせたりして、それを編集、整理して秋学期の教材に使っていらっしゃるそうです。生徒・学生が一生忘れられない貴重な記録が教材になるなんて素晴らしいアイデアですね。

さて、日本に旅行する準備をしていらっしゃる方、特にあまり旅慣れしていらっしゃらない方には役に立ちそうな情報が載っているサイトを見つけました。携帯電話のSIMカード最新情報やその他のアドバイスが載っています。英語部分のURLをご参照ください。

今月号には国際交流基金ロサンゼルスの高須奈緒美新所長からのご挨拶を始め、春の学会のレポートやNational Japan Bowlのレポート、そして秋の学会のAATJのスケジュールを掲載しました。では、皆様お元気で素敵な夏休みをお楽しみください。

“Spring is the time of plans and projects.” — *Leo Tolstoy, Anna Karenina*

I hope you are doing well. It is time for many of us to prepare for summer travel to Japan with students. Veteran teachers are doing innovative materials development projects taking advantage of their trips to Japan. They have their students record announcements in the trains and buses they ride, videotape their conversations with homestay family members and friends, and take pictures that seem odd to American students, and use them as authentic material for their fall classes. What a wonderful idea! I found the following two interesting sites that I thought could be useful when we travel to Japan:

<http://edition.cnn.com/2014/04/06/travel/japan-travel-tips/index.html>
<http://gigazine.net/news/20140422-so-net-prepaid-lte-sim/>

In this issue, we have a message from Naomi Takasu-shocho, the new Director of the Japan Foundation Language Center in Los Angeles, reports from our spring conference, a report from the National Japan Bowl, as well as our fall conference schedule of the AATJ sponsored sessions in San Antonio, Texas. Please have a safe and wonderful summer!



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

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

2014 Annual Fall Conference

ACTFL in San Antonio, Texas

The AATJ Fall Conference will be held during the American Council on the Teaching of Foreign Languages (ACTFL) Annual Convention and World Languages Expo, Friday, November 21, through Sunday, November 23, 2014, at the Henry B. Gonzalez Convention Center in San Antonio, Texas. The ACTFL Annual Convention and World Languages Expo will feature over 600 educational sessions covering a wide spectrum of the language profession addressing the theme *Reaching Global Competence*. The ACTFL Convention is an international event bringing together over 6,000 language educators from all languages, levels and assignments within the profession.

Online registration and housing reservations are now open.

Registration: Early-Bird Registration By Wednesday, July 9, 2014
 Advance Registration By Wednesday, October 29, 2014
 Onsite After Wednesday, October 29, 2014



	Early bird (by 7/9/14)	Advance (by 10/29/14)	Late/Onsite (after 10/29/14)
FULL CONVENTION REGISTRATION			
Member	\$200	\$215	\$310
Non-Member	\$300	\$315	\$410
ACTFL Student Member	\$110	\$115	\$135
ACTFL Retired Member	\$130	\$145	\$165
DAILY REGISTRATION			
Member – One Day	\$170	\$175	\$270
Member – One Day	\$255	\$260	\$355

To register for the ACTFL Convention, please go to the website (<https://www.xpressreg.net/register/actfl14/lookup.asp?sc=>). **WHEN YOU REGISTER FOR THE CONFERENCE, PLEASE BE SURE TO INDICATE THAT YOU ARE A MEMBER OF AATJ, SO THAT OUR ORGANIZATION AND OUR FIELD WILL GET CREDIT FOR YOUR ATTENDANCE.**

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

Official Hotels:

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

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

Scholarship Opportunities:

ACTFL/VISTA HIGHER LEARNING FIRST TIME ATTENDEE SCHOLARSHIP PROGRAM:

ACTFL and Vista Higher Learning are co-sponsoring this scholarship program which offers ACTFL members who have never attended an ACTFL Annual Convention and World Languages Expo the opportunity to apply for a \$250 scholarship. This scholarship is to provide some assistance with the expenses associated with attending the convention.

Applicant Requirements:

1. Be a member of ACTFL valid through November 30, 2014 at the time your application is submitted.
2. Be registered at the full Convention registration rate at the time your application is submitted.
3. Be a first-time attendee at an ACTFL Annual Convention.

Applicants will be notified of the decision in September 2014. Applicants must have met all of the above requirements before applying. **Late applications will not be considered.** Scholarship checks must be picked up at the convention by the individuals awarded the scholarships. The number of scholarships awarded will be based on the funds available that year. Interested individuals must submit an application to ACTFL by **Wednesday, July 9, 2014.**

RONALDO HERNANDEZ SCHOLARSHIP FUND: The Rolando Hernandez/ACTFL Scholarship Fund was created in 2013 with support from four major publishing houses (Cengage, Pearson, McGraw Hill, and Wiley) to honor the legacy of Rolando Hernandez who dedicated more than three decades to the service and passion for teaching languages. A \$250 scholarship will be awarded to four (4) world language teachers to provide assistance with the expenses associated with attending the convention. Scholarship applicants must be ACTFL members, be registered as a first-time attendee of the ACTFL Annual Convention & World Languages Expo, and be within the first three years of their teaching career.

Applicant Requirements:

1. Be a member of ACTFL valid through November 30, 2014 at the time your application is submitted.
2. Be registered at the full Convention registration rate at the time your application is submitted.
3. Be a first-time attendee at an ACTFL Annual Convention.
4. Submit proof with your application that you are within the first three years of your teaching career.

ROBERT J. LUDWIG SCHOLARSHIP PROGRAM:

Applicants will be notified of the decision in September 2014. Applicants must have met all of the above requirements before applying. **Late applications will not be considered.** Scholarship checks must be picked up at the convention by the individuals awarded the scholarships. Interested individuals must submit an application to ACTFL by **Wednesday, July 9, 2014.**

To apply, go to (<http://www.actfl.org/convention-expo/2014-actfl-convention-scholarships>).

General Membership Meeting, Special Panel on Assessment, and Reception: The AATJ General Membership Meeting, a special panel, and a reception will be held from 6:30-9:00PM on Sat, 11/22.

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

2014 ACTFL-AATJ Schedule

FRIDAY, November 21

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

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

SATURDAY, November 22

	Room 1	Room 2
7:00am-8:00am	<i>JNTO Breakfast</i> <i>Hosted by Japan National Tourism Organization</i>	
8:00am – 9:00am	Continuing Articulation from the Classroom to the Real World Noriko Hanabusa, Notre Dame University Toshiko Kishimoto, Clemson University Yuka Kumagai, University of Southern California	Advocacy and Support with the Japan Foundation Amanda Rollins, The Japan Foundation, Los Angeles
9:00am – 10:00am	<i>Exhibit Hall Visit Free Time</i>	
10:00am – 11:00am	A Film Course: Promoting Japanese Communication and Cultural Competences Hamako Furuhata-Turner, University of Mount Union	Osu! The Ouendan: Ultimate Motivation, Collaboration and Advocacy Mieko Avello, Miami Palmetto Senior High School Kazue Masuyama, California State University
11:15am – 12:15pm	Using Authentic Movies to Empower Cultural Competence and Critical Thinking Yuki Waugh, Texas A&M University Junko Tokuda, University of Memphis	Developing Online Teacher Resources for Maximizing Students' Performance Yoshiko Saito-Abbott, California State University Yo Azama, North Salinas High School Mio Nishimura & Tomoki Kuwana, Alisal High School
12:30pm – 1:45pm	<i>AATJ Luncheon</i>	
2:00pm – 3:00pm	Activity Ideas for Advanced Level Discourse Suwako Watanabe, Portland State University	Global Classmates: Engaging Students in Real-Life Language Learning Shanti Shoji, Kizuna Across Cultures
3:00pm – 4:00pm	<i>Exhibit Hall Visit Free Time</i>	
4:00pm – 5:00pm	Fostering Integrated Communication Skills in Japanese as a Foreign Language Keiko Koda, Yasufumi Iwasaki, Yoshihiro Yasuhara & Mamoru Hatakeyama, Carnegie Mellon University	Educating Global Competence through Critical Thinking in JHL Classrooms Masayo Ohyama, Fordham University Kazuo Tsuda, United Nations International School
5:15pm – 6:15pm	Physically Dynamic Exercises with a Motion Sensor for Learning Japanese Yumiko Tashiro, Shinji Shimomura & Kazumi Hatasa, Purdue University	Digital Realia: 5C Standards in the 21st-Century World Language Classroom William Paris, New Providence High School Noriko Gonzales, Kamehameha Schools
6:30pm – 9:00pm	<i>AATJ Membership Meeting, Special Panel on Assessment, and Reception</i>	

SUNDAY, November 23

	Room 1	Room 2
8:00am – 9:00am	Book Trailer - Reading Activity Using Technology Kaori Hakone & Machiko Naito, American School in Japan	MIT-CORNELL Project “Yomimono Collection” For Making Proficient Readers Yoshimi Nagaya, Massachusetts Institute of Technology Naomi Nakada Larson, Cornell University Yasuhiro Shirai, University of Pittsburg
9:00am – 10:00am	<i>Exhibit Hall Visit Free Time</i>	
10:00am – 11:00am	Stereotypes to Reconstruction of Cultural Knowledge in a Japanese Program Yoshihiro Yasuhara, Mamoru Hatakeyama, Yasufumi Iwasaki, Keiko Koda, Carnegie Mellon University	The Impact: Study Abroad in Disaster-Affected Northeastern Japan Yayoi Takeuchi, University of North Texas Masumi Reade, Woodlands High School Yuko Prefume, Baylor University
11:15am – 12:15pm	Engage Students Online: Best Practices and Challenges in Online JPN 101-102 Takako Shigehisa, Northern Virginia Community College	How Japanese Assistant Teachers Can Upgrade Your Program Leslie Birkland, The Laurasian Institution Isabel Espino de Valdivia & Atsuya Yoshida, Allderdice High School Karen Hendrickson & Izumi Takeda, Madison Country Day School

Nomination for Teacher Award 2014

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 2014

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, 2014.

Final deadline for applications is **July 31, 2014.**

All documents available online at <http://www.aatj.org/prodev-awards-recipients>

2014 Annual Spring Conference Report

The Annual AATJ Conference Was a Great Success!

by Vice President Yoshiko Saito-Abbott

The Annual AATJ Annual Spring Conference, which was held in Philadelphia on March 27, was a great success with 250 participants. Thanks to Dr. Joan Ericson and Dr. Noriko Fujioka, co directors of the 2014 AATJ Annual Conference. The conference featured 52 individual papers and 12 panel presentations, a total of 118 presenters, on Linguistics, Literature, Second Language Acquisition, Pedagogy, and SIG-related topics. The conference closed with the stimulating keynote talk by Dr. Dennis Washburn from Dartmouth College on “Un-translating the Classics: Philology, Language, and Japanese Literary Texts,” followed by an engaging question and answer session with the general audience.

The General Membership Meeting chaired by newly elected President, Motoko Tabuse, was also well attended. Dr. Tabuse introduced and welcomed Ms. Naomi Takasu, the new Director of the Japan Foundations Los Angeles office, who was attending the meeting. Director Takasu arrived on March 18 to take over the directorship after Director Misako Ito returned to Japan.

Dr. Tabuse also announced that our long-time member Dr. Shigeru Miyagawa, Professor at Massachusetts Institute of Technology (MIT) will also serve as Project Professor and Director of Online Education at the University of Tokyo and offering courses through edX, to deliver Massive Open Online Courses (MOOCs). She also announced that Dr. William Tsutsui has been named President of Hendrix College, Arkansas.

Dr. Yoshiko Saito-Abbott, Vice President, and Kathy Ajisaka from the AATJ office reported this year’s membership status as of March 19. Current membership includes a total of 1,112 regular, institutional, and lifetime members, of whom 787 belong to one of the 22 current affiliates. The numbers are increasing daily, and they encouraged registering early as membership is for the calendar year (Jan-Dec). AATJ affiliates receive revenue sharing (\$15 annually for each regular member, \$10 for a student member). Revenue-sharing and memberships are reported to affiliates quarterly – in February, May, September, and December). Any questions related to membership should be directed to membership@aatj.org.

Ms. Tomoko Takami, National Japanese Exam Director (NJE), reported on the program’s growth from 2010 to 2014. This was the NJE’s 5th year, and the number of participants has grown from 769 in 2010 to 2380 in 2014. NJE is good for 1) identifying students’ strengths and weaknesses, 2) motivating students to study Japanese, 4) providing an opportunity for awards and recognition, 5) providing a method to measure learning and teaching effectiveness, 6) preparing students for AP Japanese and other assessments, and 7) helping teachers to advocate for Japanese language education. It only cost \$8 per student whose teacher is an AATJ member and \$15 for students whose teachers are not AATJ members. This test has three levels according to the ACTFL guidelines. Level 1 is equivalent to ACTFL Novice Mid; Level 2 is Novice High. Level 3 is Intermediate Low and can be used for students who are studying Japanese in middle schools to college (end of 2nd year). Ms. Takami encouraged members to plan now for the 2015 exam. Registration is from early December 2014 to early February 2015, and the exam period will be from early March 2015 to early April 2015. The results will be announced in early May. More information can be obtained at www.aatj.org and inquires to should be send to nje@aatj.org.

Susan Schmidt, AATJ Executive Director, informed the members about other AATJ projects:

1. Japanese Language Proficiency Test (JLPT):
3983 people registered to take the 2013 JLPT, which was administered in the United States. There are 13 sites, and new 2 sites are being added for 2014 (Columbus, OH., and Boulder, CO).
2. Japanese National Honor Society (JNHS):
2,195 inductees in 152 precollege-chapters and 270 inductees in 40 college chapters in 2012-2013.
3. Bridging Scholarships for study abroad in Japan:
92 undergraduates were awarded scholarships in 2013, and members were asked to encourage their students to apply for 2014 and 2015 scholarships.
4. *Japanese Language and Literature Journal*:
2 issues per year, back issues available online through JSTOR.
5. Website (www.aatj.org) and Facebook:
Job opening announcement and advocacy resources are available on the website.

6. JOINT Online courses for teachers for basic skills, content-based instruction, reading skills, classroom technology, and other topics.

The conference sessions were well attended, and it was a great success.

AATJ also sponsored the following panel sessions at the AAS conference:

“Translation Reconsidered in the Japanese Language Curriculum,” chaired by Yoshihiro Mochizuki, University of Michigan, and “Collaboration in the Translation of Japanese Literature: Author and Translator Partnerships after the 3.11 Disasters and Beyond,” chaired by Joan Ericson, Colorado College.

Greetings from Ms. Naomi Takasu, the New Director of Japan Foundation, Los Angeles

Greetings AATJ Members! My name is Naomi Takasu, and I took over the position of Director at the Japan Foundation, Los Angeles at the end of March 2014. This is my first time living in America, and every day I experience the tortures and joys of using English, which makes me feel close to Japanese language learners.

Very soon after my arrival, I attended the AATJ Spring Conference as well as the Association of Asian Studies (AAS) Annual Conference in Philadelphia, where I was privileged to exchange opinions with AATJ’s new director Motoko Tabuse-sensei and other board members, and meet Japanese teachers from all over the U.S. AATJ and the Japan Foundation have already collaborated with a tight-knit synergy in the field of research and teacher training, and since last year we even transferred the administration of the JLPT into AATJ’s excellent care. I hope to further the cause of expanding the future potential of Japanese language education in America, with a far-seeing and holistic viewpoint, hand in hand with you.



Ms. Naomi Takasu

What fascinates me about the current situation of Japanese language education in America is the astonishing diversity of learners, motivations, and learning environments. Over a span of 28 years I have worked for the Japan Foundation at posts in countries including France, Belgium, and Senegal. Those positions all involved Japanese language education, and when I reflect on the multi-lingual, multi-cultural Belgium and Senegal, I see a symbiosis of languages and cultures which eclipses what we think of as “language education,” especially in comparison to Japan. And promoting the cutting-edge interest in Japanese culture and Japanese studies in France is a very worthy aim from the perspective of international cultural exchange. However, since starting my work in America, I am constantly struck by the differences between the U.S. and other countries. Perhaps it is because our two countries maintain deep, multi-faceted, and an overwhelming number of ties between our economies, politics, cultures, histories, and heritage communities. Quite frankly, I feel moved by these bonds which have been tempered by time and shared experiences.

Above all, the different motivations and relationships with Japan that characterize Americans who are learning Japanese fill me with wonder. It is also refreshing to see the value that the government places on Japanese language education by aligning it to its national standards. In addition, immersion and heritage language education stand in a unique, innovative position. I find it deeply touching that people see Japanese as a means to enrich the mind, and also as a catalyst for international exchange for future generations.

As a Japanese culture center which keeps an eye on Japanese language education across the country, we want to constantly contemplate the question: What is advocacy in this America? From the bottom of my heart, I hope we continue enhancing the collaborative activities with all the teachers who shoulder the responsibility of Japanese language education at every level and everywhere in America.

こんにちは。高須奈緒美です。国際交流基金ロス日本文化センターの所長として、この3月の下旬に着任いたしました。米国に住むのは初めてなので、日々英語と格闘しつつ、日本語学習者の苦労や喜びを身にしみて追体験しているところです。着任早々、AATJ/AASの年次総会があり、フィラデルフィアに出張して田伏新会長始め、幹部のみなさまと意見交換をさせていただき、また全米からの日本語教育関係者の皆様とお目にかかれたことを、大変うれしく思っております。これまでも国際交流基金とAATJは緊密に連携・協力し、各種調査・研修会等を実施しておりますし、昨年からは新日本語能力試験の事務局をAATJにお引き受けいただいております。今後とも米国全体の日本語教育の促進と発展に、手を携えて、総合的な視点から貢献していければと思っております。



高須奈緒美所長

米国の日本語教育の面白さは、その教育環境における、また生活における日本と日本語の位置づけの驚くべき多様性にあるのではないかと思います。私はこれまで28年間にわたって国際交流基金に勤務し、フランス、ベルギー、セネガルなどでも日本語教育に関わってきましたが、ベルギーやセネガルの特殊な多言語・多文化共生環境は、言語教育というものを考える上で大変興味深いものでした。また、フランスという日本文化に対する「とんがった」関心と日本研究の長い歴史のある国で、日本語教育の促進を国際文化交流の視点から総合的に戦略づけることは、きわめてやりがいのある仕事でした。しかし、このたび初めて米国で仕事をする事になり、改めてヨーロッパやアフリカとは全く異なる、日本との圧倒的な距離の近さといえますか、長い歴史の中での交錯する、太く深い、そして重い日米の絆に、日々心打たれております。

とりわけ日本語学習者の日本との関わりと学習動機の高多様性には、驚嘆すべきものがあります。日本語教育が米国のナショナルスタンダードに位置づけられていることも新鮮な発見でした。加えて、イマージョンによる複合的思考の形成、過去の遺産としての継承ではなく、次世代につなぐ未来志向の「継承日本語」など、米国には他に類を見ない先端的な現場があります。日本語教育の促進によって、新しい世代がさまざまな形で将来の日本との架け橋になるという、未来志向の日本語教育のあり方に、深い感動を覚えています。全米の日本語教育を担当する日本文化センターとして、米国にとってのアドボカシーとは何なのか、さまざまに考え、学んでいきたいと強く思う次第です。長年にわたって各地で日本語教育を担い、現場で活躍しておられる全米各地の先生方のご指導・ご協力、そして私たちとの末永い協働作業を、心から願います。

Cheng & Tsui Professional Development Grants for 2014

The Cheng & Tsui Professional Development Grant offers financial assistance to Japanese language teachers in grades K-16, especially those new to the field, for the purpose of attending training workshops, seminars, conferences, and other local, national, or international in-service learning experiences. The grant may also be used to collaborate with a mentor teacher. Teacher training workshops and seminars attended by the applicant should be focused on pedagogy and issues of teaching and learning. Cheng & Tsui Publishers, the sponsor of the grant, has designated an annual amount of \$1,000 to be divided between at least two teachers each year. Those interested in applying for the 2014 Cheng & Tsui Professional Development Grant should submit the following:

1. An application describing how they would use the grant (download from the application form from <https://www.aatj.org/prodev-cheng-and-tsui>);
2. The amount of subsidy requested and a proposed budget (included on the application form);
3. A current Curriculum Vitae.

Applicants must be current members of AATJ. Recipients are also asked to write a brief report after attending the event for which they were awarded money, summarizing their experience and what they learned. Applications will be evaluated by a panel of reviewers selected by the American Association of Teachers of Japanese and who have no professional or personal connections with applicants. The application form and CV should be sent via e-mail attachment to aatj@aatj.org by September 10, 2014.

AATJ is grateful to Cheng & Tsui Publishers for their support of teacher professional development.



2014 National Japan Bowl

by Koji Otani (Thomas Jefferson High School for Science and Technology, Alexandria, VA)

The National Japan Bowl is an annual competition for high school students who study Japanese language and culture in the U.S. This year the 22nd annual competition was held in the Washington, DC, area and was hosted by the Japan America Society of Washington DC. (JASW) and supported by the Japanese government and various corporations in the area. Her Imperial Highness Princess Takamado sent her special message to the students as the honorary patron for the event.

The student teams came from around the nation and from as far as Guam. The number of participants is growing every year; this year there were nearly 250 students from 39 schools and 16 states and territories.

The competition has three levels (levels 2-4), with three students on each team. All competitors have at least one year of learning Japanese in a classroom setting. The topics they cover range from politics and history to current events and pop culture. Because of its wide range of topics to cover, many students also study outside the classrooms. Students often divide up their work and share the study guide with the entire school teams. As the sponsor of one of the school teams, I generally provide help on the conversation, validate the study guide they made, and providing current topics.

Generally, only the top team at level 4 is awarded the top prize of a 10-day special trip to Japan. But this year, thanks to a special effort by the Japanese Ministry of Foreign Affairs, as many as 45 students were selected for this trip (the students who placed 5th or higher at each level). This trip is a part of the Kakehashi program, which has been held for a couple of years now. I hope the participating students will come back to the US and share their learning and discoveries on this exciting trip.

During the Japan Bowl competition, several cultural workshops and demonstrations were given for the participating students. This year, we had taiko, shamisen, rakugo, shogi, Sudoku, and other presentations. Students also had a reception to get to know each other by exchanging their *meishi*, or business cards.

While the students were in the conversation round with the Japan Bowl interviewers, the teachers attended the Benkyo-kai that was started about 5 years ago. One of the main topics this year was the programs for international students at Japanese universities. The speakers were representatives from 5 colleges and universities. They hope to attract many students from around the world with unique and attractive programs.

The day after the Japan Bowl was the Cherry Blossom Festival Parade day in Washington, DC. Many participants stayed to watch the parade and walked around the street festival with lots of food, crafts, and cultural presentations.

The Japan Bowl is growing every year with many passionate students about Japan. I hope to see more students and states represented in the future.



JNCOLCTL Calls for Spring 2015 Papers

The **Journal of the National Council of Less Commonly Taught Languages** (JNCOLCTL) is soliciting articles for publication. The Journal, published annually by NCOLCTL, is dedicated to the issues and concerns related to the teaching and learning of Less Commonly Taught Languages. The Journal primarily seeks to address the interests of language teachers, administrators, and researchers. Articles that describe innovative and successful teaching methods that are relevant to the concerns or problems of the profession, or that report educational research or experimentation in Less Commonly Taught Languages are welcome. Papers presented at NCOLCTL's annual conference will be considered for publication, but additional manuscripts from members of the profession are also welcome. Our general editorial focus is on policy, education, programs, advocacy, and research in the field of Less commonly Taught Languages (LCTLs). The envisioned coverage of the journal is as follows:

Methodology and Technology, Academia, Beyond Academia, Social Embeddedness

The Journal of the National Council of Less Commonly Taught Languages invites papers focusing on broader theoretical and technological issues in all fields of LCTLs along with reports about research and teaching in academia, at both the K-12 and collegiate levels. Also included are papers addressing research and teaching in government and industry and issues of a broader social environment, ranging from heritage communities to advancing LCTLs in federal initiatives and legislation in the USA.

Manuscript Preparation and Submission

In preparing the manuscript, please use the latest edition of the Publication Manual of the American Psychological Association (APA), see <http://www.apastyle.org/manual/index.aspx>

Manuscripts should be:

- A maximum of 20 pages (excluding references, charts, notes, etc.) and submitted electronically via word (1997-2003)-document e-mail attachment.
- Double-line spaced throughout, including notes, references, and tables, using 12-point Times New Roman font with a 1.5 inch left margin. (Please ensure that this specified formatting is followed).
- Accompanied by a 150-word (or less) abstract and a cover sheet containing the manuscript title, name, address, office and home telephone numbers, fax number, email address, and full names and institutions of each author. (Because the manuscript will be blind reviewed, identifying information should be on the cover sheet only, and not appear in the manuscript).

All manuscripts should be electronically submitted to the Editor at: Danko.Sipka@asu.edu and copied to the Secretariat at: secretariat@ncolctl.org

Deadline: While submissions are welcome at any point, only manuscripts received by **June 1, 2014**, will be considered for the Spring 2015 issue of the journal.



Education First Foundation Seeks Coordinators for High School Exchange

EF High School Exchange Year is hiring local coordinators to place and supervise international exchange students with caring host families in cities around the United States. Many of the students are from Japan. This opportunity is part-time and flexible. Coordinators set their own hours and decide how much or how little they want to work. Many coordinators have full-time jobs.

The coordinator position interweaves with everyday life while also providing supplemental income and fantastic travel incentives. Qualified IECs will travel with EF to Germany and Austria in 2014.

For more information contact Angie Redford at 208-890-3502 or angie.redford@effoundation.org or visit www.effoundation.org



The World Leader in International Education

The Kyoko Selden Memorial Translation Prize

in Japanese Literature, Thought, and Society

The Department of Asian Studies, at Cornell University, is pleased to announce a prize honoring the life and work of our colleague, Kyoko Selden. The prize will pay homage to the finest achievements in Japanese literature, thought, and society through the medium of translation. Kyoko Selden's translations and writings ranged widely across such realms as Japanese women writers, the atomic bomb experience, Ainu life and culture, historical and contemporary literature, poetry and prose, Japanese art, and early education (the Suzuki method). In the same spirit, the prize will recognize the breadth of Japanese writings, classical and contemporary. Collaborative translations are welcomed. In order to encourage classroom use and wide dissemination of the winning entries, prize-winning translations, together with the original Japanese text, will be made freely available on the web. The winning translations will be published online at The Asia-Pacific Journal: [Japan Focus](#).

Submit three copies of a translation and the original text of an unpublished work or a new translation of a previously published work to the Kyoko Selden Memorial Translation Prize, Department of Asian Studies, 350 Rockefeller Hall, Cornell University, Ithaca NY 14853. E-mail submissions should be sent to seldenprize@cornell.edu. Please provide both paper and electronic versions of the translation and the original text. The maximum length of a submission is 20,000 words. The translation should be accompanied by an introduction of up to 1,000 words. In case of translation of longer works, a 20,000-word excerpt should be submitted.

The closing date for the first prize competition is May 30, 2014. Awards will be announced on August 31, 2014. A prize of \$2,500 will be given to the author(s) of the award-winning translation.

AATJ Special Interest Groups' Reports

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

Japanese as a Heritage Language SIG

by Masako Douglas (www.aatj.org/sig-japanese-heritage-language)

As we announced in the previous AATJ newsletter, JHL SIG has created its new web site and it is available to our members now. The content of the web site will be continually added to distribute JHL related information efficiently and effectively.

We have been asking the JHL schools in the United States to send their information to share with other schools. We uploaded five school profiles and hope more schools will contribute their information. We would like to ask the AATJ members who are related to JHL schools to ask them to send us their school profiles. A template can be downloaded from the JHL web site (log into <http://jhlsig.wix.com/jhlsig#!school-list/c1o5g>, and click on "Information-Members only", and go to "School List").

We also ask the AATJ members to share the information of our online JHL journal with their colleagues. We hope to increase the readership of the journal and to publish more articles on our web site (<http://www.aatj.org/sig-japanese-heritage-language-ejournal>).

All AATJ members who are interested in JHL education and research are welcome.

Please send your query to Masako Douglas (masako.douglas@csulb.edu)

Language and Culture SIG

by Shinji Sato

Thank you very much for those who came to the Language and Culture SIG meeting at the AATJ in Philadelphia! Currently the Language and Culture SIG only has a Facebook page, but some people do not have a Facebook account so we decided to create a SIG mailing list to help with promoting more dialogue among the members. If you are interested in joining the Language and Culture SIG, please send an email to Shinji Sato at ssato@princeton.edu.

We are also thinking about forming a Language and Culture SIG-sponsored panel for the next AATJ meeting in Chicago. The panel theme will tentatively be "Japanese Popular Culture in Japanese Language Course." We would like to form a panel with a language and content specialists as well as students of Japanese who are interested in Japanese popular culture. If you have creative ideas about the panel, please send an email to Shinji Sato at ssato@princeton.edu.

Study Abroad for Foreign Language Advancement SIG

by Mari Noda

The Study Abroad for Language Advancement (SAFLA) SIG met during the 2014 AAS. Here are the highlights of our meeting.

- (1) We will make our website more useful by
 - (a) encouraging presenters of SA-related papers at AATJ conferences (and others) to submit a pdf copy of their paper as a resource for others interested in SA in Japan.
 - (b) developing a bibliography of published research related to study abroad, especially research related to study abroad in Japan.
 - (c) posting our mission statement on our website.

- (2) We will encourage participation in AATJ conferences through panel organization.

For the spring 2015 AATJ, Sanae Eda will be organizing a panel focused on internship programs in Japan. Anyone interested in this topic, please contact Sanae Eda <seda@middlebury.edu>.

Please contact Mari Noda <noda.1@osu.edu> if you would like to be on the SAFLA email list.

AP SIG

by Yoshiko Mori

The AP Japanese SIG held a panel discussion titled "Issues in AP Japanese: A Higher Education Perspective" at the Annual Spring Conference of the American Association of Teachers of Japanese in Philadelphia, PA on March 27, 2014. The panel, organized by Yoshiko Mori, Georgetown University, consisted of four presentations: Kimberly Jones, University of Arizona, described concrete strategies used at one U.S. university to recruit students to departments that focus on the study of languages and cultures. Motoko Tabuse, Eastern Michigan University, reported the findings of an AP Japanese credit acceptance study and discussed issues and future considerations in universities' credit acceptance policies. Yoshiko Mori reviewed the academic skills and college outcomes of students who took AP courses in world languages and discussed the potential benefits of accepting AP students for Japanese programs at college level. Yoshiko Saito-Abbott, California State University, Monterey Bay, discussed issues in designing a new curriculum to achieve advanced level proficiency that professionals expect of Japanese majors. The panel was well attended and invited active audience participation. The titles and the abstracts of the four presentations can be found at <http://www.aatj.org/resources/conferences/2014/spring/AATJ2014SpringConferenceProgram.pdf> (Session 3 - F: SIG Panel on AP Japanese). The presentation materials are also available in the Resource Library of the AP Japanese Teacher Community at <https://apcommunity.collegeboard.org/web/apjapanese/home> (Resource name: AP Japanese Panel at 2014 Spring AATJ).

AP SIG NEWS

A message from the AP SIG chair.



Welcome to the inaugural edition of the AP SIG newsletter. I'll start with a brief self-introduction before spelling out some of the goals I have for this SIG. I have been teaching Japanese in Cedar Rapids, Iowa since 2004. My initial involvement with the AP Exam in Japanese Language and Culture was as a reader in 2008. In 2010 I was fortunate enough to join the development committee for the exam, and the following year became the high school co-chair of the same committee. In my work in these positions I have met numerous professionals in our field, and am truly impressed by the level of dedication and professionalism displayed by Japanese teachers. We are truly an amazing group of people engaged in a precession we love and care about deeply. If you want evidence of what an remarkable group of professionals we are and can be, I would point to that the fact that in two of the past three years there has been a Japanese teacher nominated as ACTFL teacher of the year, with one winning the honor. Given the small percentage of Japanese teachers amongst world language teachers across the country, I think that is a pretty extraordinary feat.

The Advanced Placement Exam in Japanese Language and Culture SIG will support the advancement of Japanese education through the AP exam and enable teachers to more effectively raise their students' level of proficiency to a degree that will enable them to succeed on the exam. The AP exam in Japanese Language and Culture was first given in 2007. Results of the exam over the years have indicated that a greater percentage of standard students are succeeding in the exam (scoring a 3 or higher). However, the number of test takers suggests that there are many teachers unfamiliar with the exam and/or reluctant to teach an AP course due to the high level of difficulty.

The SIGs overarching goals will include, but not be limited to:

- a. providing support and guidance to those teachers hesitant to teach an AP course;
- b. providing a forum for productive articulation between high school and college instructors;
- c. providing heritage school teachers within information and resources to facilitate finding test taking locations as well as test taking strategies that will enable heritage learners to display the full extent of their linguistic abilities.

The SIG will engage in idea sharing activities amongst AP teachers as well as college-level and heritage-school teachers. Idea sharing can include curriculum building, thematic units, incorporation of sufficient levels of cultural knowledge, and the ability to discuss culture in Japanese, incorporation of authentic materials into classroom instruction, designing AP classes that will enable students to make a smooth transition from high school to college level instruction, the use of formative and summative assessments, technology in the classroom, and other topics of interest and concern to the members.

The SIG will be comprised of high school, college level, and heritage schools teachers who will work together via e-mail, video conferencing, online collaboration, and will have an annual meeting in conjunction with the AATJ conference. We will also actively participate in the AATJ conference by presenting papers on curriculum development, thematic-based instruction, incorporation of technology in the classroom, and vertical articulation.

I look forward to working with everyone and encourage you to contact me if you have any questions. I can easily be reached at dancarolin@gmail.com.

AP Reading in Salt Lake City

The Scoring for the 2013 AP Japanese exam took place in June in Salt Lake City, Utah. Approximately 40 secondary and post-secondary educators from across the US and Japan participated in the scoring. Participants in the reading work with a team of professionals to accurately score the free response questions of the exam. The process includes a considerable amount of collaboration and discussion among the participants. Those involved in the process often consider the reading to be a highly effective means of professional development, as it allows hands on works as well as meaningful interaction with a variety of professionals. During the weeklong scoring session Yo Azama of North Salinas High School in California conducted a professional development session of brain-based learning. In addition to the work and the professional development, the reading allows participants an unique and valuable opportunity to network and interact with a wide variety of professionals. For more information on becoming a reader please refer to [AP Central](#).



Salt Lake City



Text chat scoring team

2013 AP exam results and information

More than 2,200 students took the AP Exam in Japanese Language and Culture in 2013. Of those approximately half were members of the standard group, those who have spent less than a month in Japan or those who do not use Japanese in the home. Close to 61% of the standard group scored a 3 or higher, a figure consistent with previous years. More Detailed information is available at the [AP Japanese](#) page of AP Central. Teachers of AP Japanese can find past free response questions, examples of student answers, and commentaries regarding the scores the samples received. This is a highly valuable resource to AP teachers as it provides an insight into the requirements for success on the exam.

**AP® Japanese Language and Culture
Scoring Statistics
2013 Free-Response Questions**

Question	Mean	Standard Deviation	Number of Points Possible
<i>Total Group</i>			
Writing			
Interpersonal (Text Chat)	22.09	7.37	36
Presentational (Compare/Contrast)	4.25	1.31	6
Speaking			
Interpersonal (Conversation)	15.66	4.97	24
Presentational (Cultural Perspective)	3.77	1.57	6
<i>Standard Group*</i>			
Writing			
Interpersonal (Text Chat)	19.08	6.68	36
Presentational (Compare/Contrast)	3.78	1.14	6
Speaking			
Interpersonal (Conversation)	12.93	4.22	24
Presentational (Cultural Perspective)	3.18	1.39	6

* The Standard Group does not include students who hear or speak Japanese at home or who have lived for more than one month in a country where Japanese is the native language.

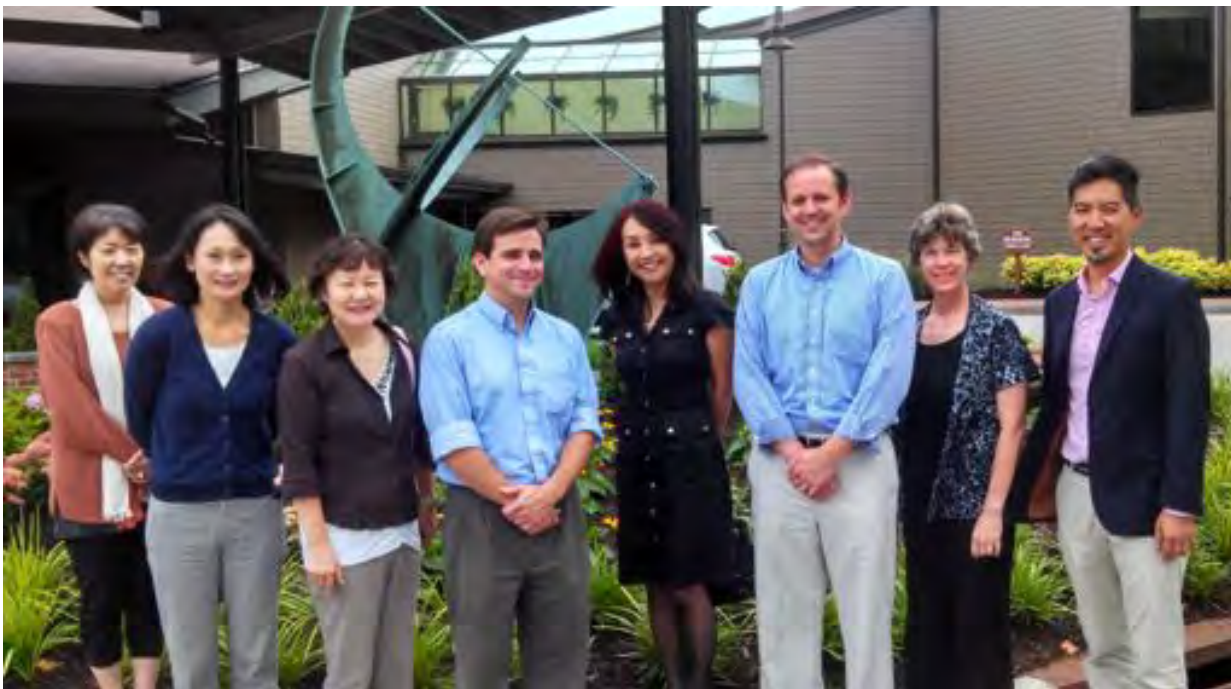
AP Japanese Language Student Score Distributions – Global AP Exams – May 2013

Total Group

Exam Score	Subject	
	N	% At
5	995	44.5
4	237	10.6
3	477	21.4
2	165	7.4
1	360	16.1
Number of Students	2,234	–
3 or Higher / %	1,709	76.5
Mean Score	3.60	–
Standard Deviation	1.50	–

Standard Group**

Exam Score	Subject	
	N	% At
5	214	18.3
4	136	11.6
3	360	30.8
2	140	12.0
1	319	27.3
Number of Students	1,169	–
3 or Higher / %	710	60.7
Mean Score	2.82	–
Standard Deviation	1.42	–



2013 - 2014 Development Committee Members

These dedicated educators play a critical role in the preparation of the Course Description and exam for AP Japanese Language and Culture. They represent a diversity of knowledge and points of view in their fields and, as a group, are the authority when it comes to making subject-matter decisions in the exam-construction process. The AP Development Committees represent a unique collaboration between high school and college educators. As of July 2014 Motoko Tabuse will be replacing Sufumi So as chief reader.

Committee Co-Chairs

Daniel J. Carolin, Kennedy High School, Cedar Rapids, Iowa
Motoko Tabuse, Eastern Michigan University, Ypsilanti, Michigan

Committee Members

Yoko Fukuda, Northern Valley Old Tappan High School, Old Tappan, New Jersey
Kimberly A. Jones, University of Arizona, Tucson, Arizona
Yoshiko Mori, Georgetown University, Washington, D.C.
Timothy G. Stout, Waterford School, Sandy, Utah

College Board Advisor

Yoshiharu Azama, North Salinas High School, Salinas, California

Chief Reader

Sufumi So, George Mason University, Fairfax, Virginia

UI AP Japanese Camp and Teacher Training Institute

Since July students of Japanese from across the state of Iowa have taken part in an innovative new AP study program held at the University of Iowa in cooperation with the Belin-Blank Center. The program was initiated by Russ Ganim, Director of the Division of World Languages, Literatures and Cultures at University of Iowa. The program, taught by Hiroko Czuprynski, Japanese lecturer at UI, began with a two day intensive Japanese study camp which provided students an opportunity to increase their skills in order to prepare them for success on the Japanese AP exam. The students learned about the test format (question format, length of time, etc), and studied several cultural points such as 贈り物、and 日本のおもちゃ. At the end of the summer program the students did a "mock test" in the classroom and in the computer lab.

The ten participating students are now engaged in follow-up lessons that will continue throughout the school year. They meet with Czuprynski for 45 minute Skype sessions that focus on enhancing the skills necessary for success on the exam.

In addition to the lessons, the program covers fees for taking the AP exam. In 2014 the program will expand to a week long course. Information about registration for the 2014 program will be announced after the new year.

AATJ Membership Information

Have You Renewed Your AATJ Membership?

We thank the many AATJ members who have renewed their memberships for 2014. If you have not yet done so, please take a moment to renew, either online (go to <http://www.aatj.org/membership>).

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

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

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



AMERICAN ASSOCIATION
OF TEACHERS OF JAPANESE
全米日本語教育学会

Job Opening Announcements

Bates College

Bates College invites applications for a **Japanese Language Learning Associate** starting September 2014 and ending April 2015. The candidate must have native fluency in Japanese, experience teaching Japanese, and hold a B.A. degree. An M.A. in language pedagogy is highly desirable. Responsibilities include drill instruction, tutoring and supporting extracurricular activities. The Learning Associate is expected to work 35 hours per week. In addition to a stipend, the Learning Associate is provided with room and board.

Applicants should submit the following documents electronically, in PDF format, to Nancy LePage, Project Specialist, 207-786-6480, at academicservices@bates.edu: a letter of application, curriculum vitae, transcripts and a minimum of one letter of recommendation. Please include your last name and the words "LA application" in the subject line of all submissions. Review of applications will begin **March 31** and continue until the position is filled. Employment is contingent upon the successful completion of a background check.

Bates is an Equal Opportunity/Affirmative Action employer. Bates College and the Asian Studies Program are committed to enhancing the diversity of the campus and the curriculum. We welcome applications from all individuals with the ability to contribute to the college's continuing commitment to social and cultural diversity, inclusiveness, and the transformative power of our differences.

Bennington College

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

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

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

Denison University

Denison University's Department of Modern Languages invites applications for the position of **full-time Instructor in Japanese Language** for a two-year (academic years 2014-15 and 2015-16) term.

Candidates will need to demonstrate evidence of native or near-native ability in both Japanese and English. Teaching responsibilities include six language courses (3-3) per year. The appointee will be expected to teach all levels of Japanese language courses (first-year through fourth-year). The appointee will be responsible for teaching all aspects of each course with mentoring by senior colleagues. The appointee will be expected to participate in departmental meetings and events as appropriate. The appointee will not be responsible for academic advising of students. An MA in linguistics, Japanese literature or Japanese language pedagogy, as well as experience teaching Japanese language as an instructor at the college level are required. The application of innovative, adaptive teaching methods using technology and student-centered pedagogy is expected.

Submit letter of application, CV, and three references. To be assured full consideration, please apply at Denison's web site <https://employment.denison.edu> by **March 21, 2014**.

Denison University is an Affirmative Action, Equal Opportunity Employer. To achieve our mission as a liberal arts college, we continually strive to foster a diverse campus community, which recognizes the value of all persons regardless of religion, race, ethnicity, gender, sexual orientation, disability, or socio-economic background.

International Christian University

International Christian University, in Mitaka, Tokyo, seeks applicants for a **full-time tenure or tenure-track position in Applied Linguistics in Japanese as a Second or Foreign Language**. The position begins April 1, 2015; the deadline for submitting applications is **August 31, 2014**.

Complete information on the position and on applying can be found at <http://subsite.icu.ac.jp/gjg/KOBO/ouyougengo140414e.html>.

Middlebury College

The Middlebury College Department of Japanese Studies seeks to fill a **two-year term position at the assistant professor level in Japanese language and modern Japanese literature** beginning September 2014. The successful candidate will be asked to offer courses on modern and contemporary Japanese literature (taught in English) as well as contribute to the Japanese language curriculum at all levels. Candidates must have native or near-native fluency in Japanese, a Ph.D. in hand or near completion, and some experience teaching Japanese at the college level. Experience teaching Japanese literature is also desirable.

Middlebury College is a top-tier liberal arts college with a demonstrated commitment to excellence in faculty teaching and research. An Equal Opportunity Employer, the College is committed to hiring a diverse faculty as we work to foster innovation in our curriculum and to provide a rich and varied education experience to our increasingly diverse student body.

Applications will be reviewed on a rolling basis until the position is filled, but applicants are urged to submit materials as soon as possible. Please indicate in your letter of application whether you will be attending the Association for Asian Studies meetings in Philadelphia, March 27-30. Middlebury College uses Interfolio to collect all faculty job applications. Email and paper applications will not be accepted. Through Interfolio, submit letter of application addressed to the committee chair, Professor Stephen Snyder, curriculum vitae, and three current letters of recommendation, at least two of which should speak to teaching ability. More information at <http://apptrkr.com/446290>

University of Nevada, Reno

The College of Liberal Arts, University of Nevada, Reno, is seeking candidates for the position of **full-time Lecturer in Japanese in Foreign Languages and Literatures** for the 2014-2015 academic year. This is a non-tenure-track position that is contingent upon funding and renewable for up to two additional years. Duties per semester include: teaching 12 credits of elementary, intermediate, and advanced language classes and a culture class. Minimum requirements: M.A. degree in Japanese or equivalent; native or near-native fluency in Japanese and English; college classroom experience in teaching both Japanese language and culture classes required; knowledgeable in computer-assisted instruction preferred.

For further information and to apply, please visit: <http://apptrkr.com/457200>. Application deadline is **May 9, 2014**. AA/EEO. Women and under-represented are encouraged to apply.

University of North Carolina at Greensboro

The Department of Languages, Literatures, and Cultures at the University of North Carolina Greensboro is seeking a **dynamic lecturer in Japanese (Ph.D. preferred) for a one-year position with the possibility of renewal**. The area of specialization is open, although a strong background in language pedagogy, web-based instructional technologies, and/or second language acquisition is highly desirable. Established credentials and expertise in teaching at all levels of a student-centered language, literature and culture program required.

Willingness to promote Japanese Studies at UNCG through active participation in the major-level concentration in Asian Studies within the major in International and Global Studies Program is a must. Evidence of mentoring capabilities desired. Native or near-native proficiency in Japanese and English required.

Please submit the following materials via JobSearch: 1) a letter of application; 2) a CV; 3) a statement of teaching philosophy or teaching portfolio; and 4) three letters of reference, at least one of which specifically addresses the candidate's qualifications as a teacher. If you have any questions, please contact Prof. Roberto Campo, Japanese Search Committee, Department of Languages, Literatures, and Cultures, UNCG, P.O. Box 26170, Greensboro, NC 27402-6170.

For more details about the department and position, and to apply, please go to [job search.uncg.edu](http://jobsearch.uncg.edu) (Position #14129).

Review of applications will begin on **April 25, 2014**, and continue until the position is filled. UNCG is an equal opportunity/ affirmative action employer. Women, minorities, disabled persons, and veterans are encouraged to apply.

Northern Illinois University

The Department of Foreign Languages & Literatures at Northern Illinois University anticipates hiring a **part-time (50%) instructor of Japanese language** beginning August 15, 2014. The successful candidate will teach two lower-level Japanese language courses each semester. Applicants must have: native or near-native fluency in Japanese; an M.A. degree or equivalent in an appropriate field; and evidence of teaching experience. The ability to teach a proficiency-based curriculum is a must.

The Immigration Reform and Control Act of 1986 requires the University to inform you that we can only employ U.S. Citizens and aliens lawfully authorized to work in the U.S. Each new employee is required to present documentation verifying identity and right to accept employment. Members of protected class groups are strongly encouraged to apply.

Review of applications will begin **May 30, 2014**, and continue until the position is filled. Please send letter of interest, curriculum vitae, copies of undergraduate and graduate transcripts, and two letters of recommendation to Katharina Barbe, Chair, Department of Foreign Languages and Literatures, Northern Illinois University, DeKalb, IL 60115. Northern Illinois University is an AA/EEO Institution.

University of Pennsylvania

The Department of East Asian Languages and Civilizations at the University of Pennsylvania announces the availability of a position as **full-time Lecturer in the Japanese Language Program for the academic year 2014-2015**. The appointment will be for one year with the possibility of annual renewal for up to an additional two years based on satisfactory performance and approval of the Dean. Applicants for the position should possess at least a Master's degree in Education or Humanities with a primary focus on language and pedagogy. They should have native or near-native competency in Japanese and fluency in English. Preference will be given to candidates who have experience in teaching all levels of Japanese language at the university or college level. Duties include teaching language classes (5 courses per academic year), attending meetings of the Japanese language program, and working with the Director of the language program and Japan faculty on materials development. Knowledge of computer technology application in classroom instruction is highly desirable.

Candidates are to apply at <http://facultysearches.provost.upenn.edu/postings/196>. Submit a cover letter, CV, and statement of teaching philosophy. Also submit the names and contact information of two individuals who have agreed to provide a letter of recommendation. The University will contact the referees with instructions on how to submit their letters. The review of applications will begin immediately and the process will continue until the position is filled. The Department of East Asian Languages and Civilizations is strongly committed to Penn's Action Plan for Faculty Diversity and Excellence and to establishing a diverse faculty (for more information see: <http://www.upenn.edu/almanac/volumes/v58/n02/diversityplan.html>.)

The University of Pennsylvania is an Affirmative Action/Equal Opportunity Employer.

Purdue University

The School of Languages and Cultures at Purdue University invites applications for a **continuing lecturer position in Japanese** beginning August 2014. Continuing Lectureships are non-tenure-track teaching positions, with medical and retirement benefits.

We seek qualified applicants with the following qualifications:

- An MA or higher degree in Japanese language, literature, or a closely related field;
- A native/near native proficiency in Japanese and English;
- Minimum of three years of teaching experience at the college level;
- Ability to teach Japanese language courses;
- Ability to teach survey courses on Japanese culture.

Desired qualifications include: 1) ability to teach and coordinate upper level Japanese language courses; 2) ability to teach courses on Japanese culture (including literature, film, and/or pop culture).

To apply, submit **electronically** to spencerc@purdue.edu a letter of application addressed to Dr. Madeleine Henry, Head of SLC, curriculum vitae, transcripts, copies of syllabi of courses taught, summary of student evaluations, and three confidential letters of recommendation.

Review of applications will begin on **April 7, 2014** and continue until the position is filled. A background check is required for employment in this position. Purdue University is an equal opportunity/equal access/affirmative action employer fully committed to achieving a diverse workforce

University of Virginia

The Department of East Asian Languages, Literatures and Cultures at the University of Virginia seeks applications for a **one-year non-renewable replacement lecturer position in Japanese language** during the 2014-15 academic year. The successful applicant will teach up to 15 class contact hours of Japanese Language courses per semester. Compensation will take the form of full-time salary with full-time benefits.

We are seeking a highly skilled language instructor with native or near-native proficiency in both Japanese and English, and demonstrated success teaching Japanese at the college/university level in the U.S. An M.A. degree or higher in teaching Japanese as a foreign language, linguistics, second language acquisition, literature, or related field is preferred.

Candidates must have a strong commitment to teaching. After the initial screening, short-listed candidates may be asked to submit a DVD or digital video of class teaching demonstration.

To apply, please complete a Candidate Profile online through Jobs@UVA, and electronically attach the following: a current CV, cover letter, complete contact information for three professional references, and statement of teaching philosophy. In addition, please attach a sample syllabus where "other" document is indicated. Search for posting 0613825.

Questions regarding this position should be directed to Michiko Wilson at (434) 924-4642 or mnw5m@virginia.edu. Questions regarding the online application process should be directed to Maggie vanEkeren at (434) 982-2665 or mvb3q@virginia.edu.

The University will perform background checks on all new faculty hires prior to making a final offer of employment. The University of Virginia is an equal opportunity/affirmative action employer. Women, minorities, veterans and persons with disabilities are encouraged to apply.

Williams College

The Department of Asian Studies at Williams College invites applications for an **open-rank full-time visiting position in Japanese and linguistics** beginning September 2014. The successful candidate will teach five courses over two semesters, including at least three language courses. We welcome candidates who can teach all levels of Japanese language and also contribute courses on Japanese linguistics or related topics (taught in English) to the broader curriculum. Minimum requirements include native or near-native proficiency in Japanese; Ph.D. or ABD; strong teaching experience at the college level; and ability to teach all levels of language courses in close coordination with departmental colleagues. This is a one-year appointment with the possibility of renewal for a second year. All offers of employment are contingent upon completion of a background check. Further information is available here: <http://dean-faculty.williams.edu/prospective-faculty/background-check-policy/>.

To apply, please submit letter of application, curriculum vitae and 3 recommendations. Candidates are recommended to submit a link to a sample video clip of language teaching in Japanese. Review of applications will begin **April 1, 2014** and will continue until the position is filled. More information at apply.interfolio.com/24527.

Williams College is a coeducational liberal arts institution located in the Berkshire Hills of western Massachusetts with easy access to the culturally rich cities of Albany, Boston, and New York City. The College is committed to building and supporting a diverse population of approximately 2,000 students, and to fostering an inclusive faculty, staff and curriculum. Williams has built its reputation on outstanding teaching and scholarship and on the academic excellence of its students. Please visit the Williams College website (<http://www.williams.edu>). Beyond meeting fully its legal obligations for non-discrimination, Williams College is committed to building a diverse and inclusive community where members from all backgrounds can live, learn, and thrive.

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