



President's Message

Motoko Tabuse 田伏 素子

ミシガンはまだまだ寒い日が続いており、春がくるのが待ち遠しい毎日ですが、AATJ会員の皆様には、お元気でご活躍のことと存じます。さて、先日AATJのNational Japanese Examination (NJE)の受付を締め切らせて頂きましたが、御蔭様で今年もたくさん申し込んで頂きました。大学レベルの学習者の受験者数も順調に増えており、本当に嬉しく思います。今後ともNJEを学習だけではなく、皆様のプログラムのアセスメントの一部としてもご利用頂ければと思います。また、3月にはシカゴでAAS/AATJの春の学会が開かれます。今年もたくさんのプロポーザルから厳選された素晴らしいセッションで満載です。

今年の基調講演はAATJの長年のメンバーでもある東京大学/MIT兼任の宮川繁先生です。日本と米国でのMOOCについてシカゴ領事館にてお話していただきます（春の学会のスケジュールをご参照ください）。お時間を作って是非ご参加くださいませ。では、3月26日（木曜日）にシカゴでお会いしましょう！

It is still very cold here in Michigan and I hope you and your loved ones are doing well with this winter weather. We recently closed the registration period for this year's National Japanese Examination (NJE). Initially I am glad to announce that the number of test takers at the college level has been steadily increasing. I want to thank everyone for your participation. I hope you consider NJE as an effective tool for assessing your program on a national level.

Please be sure to take a look at the winning cards out of almost 700 that were submitted for our "Year of the Sheep" Nengajo contest. They are online at <http://www.aatj.org/nengajo-contest/2015>. Our deepest appreciation goes to Kazumi Yamashita, of Maloney Interdistrict Magnet School in Waterbury Connecticut, who ably coordinated the contest again this year.

On March 26 in conjunction with the AAS I hope to see you at our spring conference in Chicago. As seen in the program in this newsletter, we have many great sessions. AATJ's keynote presenter is Dr. Shigeru Miyagawa. He is a longtime member of AATJ and his credentials are impeccable. He is currently Professor of Linguistics and Kochi-Manjiro Professor of Japanese Language and Culture for MIT, and Project Professor and Director of Online Education for the University of Tokyo. He will be talking about MOOC. I am looking forward to seeing all of you in Chicago in March!



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

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

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Special Interview Series: Dr. Shigeru Miyagawa

#3 - MOOC, Evolutionary Online Course.

by President Motoko Tabuse

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

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

田伏：現在AP日本語試験のチーフリーダーとして試験問題の作成や実施の総責任者をさせているのですが、APの教科の中にはMOOCを利用してAP関係のコースを教える事を考えておられる方もおられるようです。先生は、AP日本語プログラムはMOOCを使って提供できるとお考えですか。できるとすれば、どのように提供できると思いますか。

宮川：そうですね。日本語には限らず、最近の学生はとにかくAPをたくさん取ろうとする、そしていい大学に入ろうとします。特に優秀な学生は例えばAPを全部で12取ったという学生がいるんです。でも、APのコースをそれだけ沢山高校で取る事ができない。時間もないですから。それで、よく聞いてみると、APの8つは普通に授業で取りもう4つは自分で勉強して試験だけを受けたというんです。これからの傾向としては、もうお分かりかと思いますが、学習者がインターネットのお陰で、かなりindependent learnerになっているんですね。自分で勉強したかったら、資料はそこら中にあるわけです。ビデオレクチャーもある、読み物もある、クイズもある。それをうまく利用するとMotivationの高い高校生はかなり自分で勉強する事ができてしまうんです。最近私が話した高校生は、Chemistryと、その他3つか4つのかなり難しい分野を自分で勉強し、APの試験を受けて一番いい成績であるスコア5を取っている。全部5です。8つは授業を受けて4つは自分で勉強したそうです。ですから日本語のAPのコースを高校で提供する事も、とても大切なお仕事ですが、MOOCを使って学習する学生たちも出て来て。そういう学生たちが大学に入り、例えば2年生に入ったりするといいですよね。

田伏：そうですね。まだ私の頭の中でVisualizationができてないんですけども、例えばAPの授業をMOOCを使ってするということになると、どういう感じになるんですか。だいたい大学の2年生・3年生レベルの授業を提供するという例でもいいんですが。

宮川：例えば上級の日本語のMOOCをみんなで協働で作って、中・上級の日本語をMOOCで教えとしましょう。デザインとしてはこのMOOCを90%の成績でパスできたら、AP日本語の試験を受けて合格点、例えばスコアの5が取れるというようなものにする事も一案ですよ。このようなMOOCは、APだけではなくて、今問題



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

問題になってきている問題も解決できる可能性があるかと思います。つまり、日本語の学習者が場所によつては減っているようですが、そうすると、上級の学生がいなくなってしまう授業が提供できなくなってしまう。そうするとせっかく2年間勉強して、もう1年やりたいんだけど、授業がない。そういう学生やプログラムの為にも中・上級のMOOCがあってもいいと思います。

田伏：あの外国語のMOOCというのは既にコースがあるんですか。

宮川：ちょっとそれは見た事がないのですが、もしなかったらもうすぐ出てきますよ。東京大学ではMOOCをやり始めてばかりで、Ed ExとCourseraの両方と提携しています。科目は今のところ物理学、歴史、電子工学ですね。MOOCの中では電子工学関係が一番学習者が多いので、MOOCの数もおおいです。

田伏：MOOCはオンラインだという事を考えると電子工学系の学習者が一番多いというのは納得がいくような気がします。東大としては日本人の学生さんを取り込んで行きたいという考えがあると思うんですけども、どこにどういう形で日本の若者を引っ張っていきたくんでしょうか。

宮川：東大は、今の所、CourseaとEdExを通して英語でMOOCを提供しています。東大は本当に素晴らしい大学ですが、ハーバードとかケンブリッジ大学ほど世界的に知られているわけでもないんです。これだけすばらしい学者がいて、ワールド・クラスの研究をしているので、コンテンツをどんどん発信しなければいけないと思います。ただ、それだけだと今度は国内の学習者にうまく伝わらない場合もあるので、Ed ExとCourseEraとは別にJ-MOOCという組織が立ち上がり、日本語でMOOCを提供し始めています。日本語で提供されているMOOCは日本語を勉強している上級の学生さんにとってもとてもいい学習の場になるはずですよ。生の日本語で授業が受けられるということです。

田伏：それらのコースもJ-MOOCという事で無料だということですか。

宮川：まったく無料です。

田伏：そうですか。他の大学から懸念の声が出ていませんか。東大の授業を誰でも無料で受ける事ができるなんて、すごい事ですから。

宮川：東大だけではないで、慶応大学、早稲田大学などJ-MOOCには数多くの日本国内の大学が参加しています。しかも規模の大きい大学だけではありません。とにかく持っているコンテンツを提供したいと熱意を持って発信しています。これが単位の取得に繋がって他の大学が困るということはない、今のところはないと思います。将来どのように展開するかはわかりませんが。

田伏：そうですか。これに関しては今のところは心配無用という事ですね。

J-MOOCというのも面白い進化だと思いますが、MOOCに関するこれからのコラボレーションというのは、どのように展開されると思いますか。

宮川：色々な可能性があると思いますが、例えば、edXのMOOC, Visualizing Japanは、MIT・ハーバード・東大のコラボレーションで、撮影、著作権、プロダクション・メンバーなどで協力して作成しました。このように、2-3の大学が共同でコースを作成し、提供するようなことは、今まででは中々考えられなかったと思います。もちろん、協働で遠隔で教えることは、以前からあります。しかしハーバード・MIT・東大は3大学の先生たちが連絡を取りながら、またその作成チームともお互いのミーティングに出て内容を作成する。そうすると、一つの大学だけではできない事ができるようになります。これは一つのモデルとしてこれからも他の大学でも考えて頂きたいと思っています。

MOOCに関する対話はさらに続きます。次回もお楽しみに！

****第3回連載終り****

The Luce Pathways Scholar Program for Heritage Speakers of Japanese at LaGuardia Community College

by Tomonori Nagano

The Luce World Pathways Heritage Language Scholar Program was launched in Fall 2013 at LaGuardia Community College through the generosity of The Henry Luce Foundation. This ambitious pilot program capitalizes on the College's rich ethnic diversity to fulfill the College's vision to have our students become "world citizens", capable of becoming leaders in their occupations and in their communities by developing deeper language and cultural fluency in both their heritage language/culture and their adopted American language/culture. The program seeks to demonstrate that an investment in heritage language students attending an open-access institution can result in academic and employment opportunities usually reserved for students attending elite colleges. The Luce World Pathways Heritage Language scholars program engages students in a structured academic program where they receive intensive heritage language instruction in Japanese, Spanish, Mandarin Chinese, or Arabic, professional skills development, enriched cultural awareness and, ultimately, an international internship.

The heritage language (HL) speaker is "raised in a home where a non-English language is spoken" and "is to some degree bilingual." (Valdés, 2000). According to the 2010 U.S. Census data, over 28.7 million people in America speak English as their primary language and speak another language as a HL. However, the ability of speaking HLs has not been valued in the U.S. society, as evidenced by the rapid extinction of the early immigrants' HLs such as Italian, French, and Polish. Unfortunately, as a result of the strong Anglicization process, very few, if any, Americans speak these colonial immigrants' languages as HLs. The same pattern emerges among the recent immigrants too. Alba et al, 2002, predicts, using census data, that without positive reinforcement for the maintenance of their HLs 95% of the grandchildren of Spanish and Chinese speaking immigrants will completely lose their HL.

The goal of The Luce Program is to actively develop students' heritage languages and cultural awareness and to demonstrate the effectiveness of heritage language maintenance. In our project, HL students engage in various activities in ethnically diverse settings, which have positive impacts on fostering awareness of social and global issues on our campus.

The following are the elements of the program:

- Heritage Language Courses

The College regularly offers multiple levels of HL courses and several content-based courses taught in these languages (e.g., Japanese for Heritage Speakers, Japanese Literature (taught in Japanese), etc.). Participants in the program are required to take heritage language courses in addition to their regular coursework. All the participants took the in-house placement exam in their HLs upon acceptance to the program and took a sequence of two HL courses in fall and spring.

- International Business Course

Participants in the project took an International Business course, which was exclusively offered to the project participants. The main topic of the class was business ethics in international business settings, with a special focus on the differences in moral code, value system, and cultural expectations in conducting business with business partners from the participants' heritage backgrounds. Since the course was exclusively offered for the project participants, it focused on a relatively narrow set of countries such as China, Japan, and the countries of Latin American.

- Student-student mentorship

This student-student mentorship aimed to break participants' psychological barriers between a two-year institution and an elite four-year institution. For the recruitment of student mentors, we targeted the alumni of our institution who had transferred to elite four-year institutions from our institution and were fluent in their HLs. The alumni were ideal mentors because they could discuss psychological and academic gaps between our institution and elite four-year institutions. Student mentors for 2014-2015 were selected from Columbia University, Georgetown University, and New York University.

- Student-faculty mentorship

The program incorporated the knowledge and expertise of the faculty. The faculty members involved with the project, each having a connection to the heritage language being highlighted, served as mentors to

program participants. As mentors, three faculty members provided guidance, support and advice regarding almost all aspects of the students' academic life including: academic planning, college transfer, habits of mind, academic success strategies and the development of education and career goals.

- **Weekly Career Seminars**

The participants in all HL groups met weekly for a career development seminar. The seminar covered a broad range of topics, including college transfer and transfer applications, professional development workshops (e.g., communication, networking, leadership style, resume writing, and public speaking), stress and time management, and discussions with local businesses and political leaders and the college administration staff members.

- **Cultural events**

Our participants also took part in cultural events, which helped to immerse them in the heritage culture and language. An unexpected result of these cultural events was the bond that was formed across all program participants regardless of the heritage language they spoke. As they learned about and experienced each other's culture they grew to appreciate each other more and as this appreciation grew, so did their commitment to the program and its goals.

- **Internship placement**

The program culminated with its participants engaging in a summer internship using heritage language skills beyond what was taught in the classroom. These internship experiences helped to transform the difficulties of being a heritage language speaker into the benefits of being truly bilingual, while building upon the challenges of navigating between languages and cultures.

- **Scholarship/stipend**

Participants in the project received a monthly stipend as a scholarship (about \$700 per month). This scholarship was intended to reduce students' work responsibilities outside of campus. In addition to the scholarship, when possible, the participants were recommended for on-campus part-time positions to supplement their income.

In order to assess the outcomes of the first pilot year of the project, we decided to look at the college completion rate since the significance of college completion rate has recently been highlighted as a measure of academic success at the national level. The national average of graduation rate for two-year public institution within 150% of normal program time (i.e., three years) is 21.20%, which can serve as the baseline for the outcomes. In our project, the three-year graduation rate was 55.56% and many are graduating after the third year.

In addition to the completion rate, it is also important to consider the college transfer as a measure of success for community college students since the majority of community college students intend to obtain a baccalaureate's degree or higher upon the graduation from community colleges. All graduating students in Spring 2014 were accepted to at least one four-year institution, including several nationally recognized top universities such as New York University, University of South California, and University of North Carolina. One participant received a full scholarship to USC and several students were awarded partial scholarships as well.

The Luce Project is in its second pilot year and continues to develop untapped talents and potentials for heritage speakers of Japanese and other immigrant languages.

Reference

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 Valdés, G. (2001). Heritage Language Students: Profiles and Possibilities. In J. K. Peyton, D. A. Ranard, & S. McGinnis (Eds.), *Heritage Languages in America: Preserving a National Resource*. (pp. 37-77). Washington, D.C.: Center for Applied Linguistics.

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2014 Annual Fall Conference Report

ACTFL in San Antonio, Texas

AATJ's Fall Conference was held in San Antonio, Texas, Friday, November 21 through Sunday, November 23, 2014, in conjunction with the American Council on the Teaching of Foreign Languages (ACTFL) Annual Convention and World Languages Expo. Approximately 6,500 people attended the convention this year. According to ACTFL, 332 Japanese language educators, including educators in general who spoke the Japanese language, attended this fall conference.

36 Japanese language sessions (24 one-hour sessions and 12 fifteen-minute research paper sessions) were conducted in two concurrent presentation rooms for three days. AATJ had a special panel presentation "Japanese assessment tools that power up your teaching" on Saturday, November 22.

AATJ hosted its annual teacher award luncheon on Saturday for 150 attendees. At the beginning of the luncheon, high school and university students who are studying Japanese in San Antonio presented a Yosakoi dance led by Yuko Kawabe-sensei (San Antonio College) and Makiko Fukuda-sensei (University of Texas, San Antonio). Mr. Nozomu Takaoka, Consul General of Japan in Houston, and Ms. Naomi Takasu, Director, Japan Foundation and Language Center, Los Angeles, gave speeches. During the luncheon Chiaki Takagi (University of North Carolina, Greensboro) was presented with the 2014 AATJ Teacher Award. She received prizes from 3A Network, IACE Travel, JPT America, Kinokuniya Bookstores, Kodansha America, Nippon Express Travel USA, Shougakukan, and TV Japan.

The 2014 Cheng & Tsui Professional Development Grants were awarded to Iya Nemastil (Marysville High School, OH) in the K-12 category and Suyu Kuo (University of Pennsylvania, PA) in the College and University category.

AATJ's General Membership Meeting and Reception were held on Saturday evening. After Prof. Tabuse's opening remarks, the newly elected Vice President/Development Director for 2015-2016, Masumi Reade, was introduced. AATJ members' profile by Prof. Saito-Abbott and activity reports by the Board of Directors followed.

After a presentation by the advocacy directors, a door prize drawing was conducted. Raffle prizes were donated from Asia for Kids Culture for Kids, Cheng & Tsui, Chiba Institute of Science, Hokkaido University, Japan Foundation Los Angeles, Japan National Tourist Organization, JPT America, JTB USA, Kinokuniya Bookstores, Kintetsu International, Kisetsu, Kodansha USA, National Foreign Language Resource Center, New York Times, and Nippon Express Travel USA. We truly appreciate these generous sponsors.

AATJ hosted the Japan Pavilion in the Exhibit Hall. Sixteen Japan-related companies and organizations—Hokkaido University, IACE Travel, Japan National Tourist Organization, JPT America, Inc., JTB USA, Kinokuniya Bookstores of America, Kintetsu International, Kisetsu.org/Movement for Language and Culture, Kodansha USA, Miyagi Prefecture, Nippon Express Travel, Nippon Travel Agency America Inc., Osaka University, Japan Foundation Los Angeles, University of Tsukuba, and American Association of Teachers of Japanese—exhibited in 14 booths at the Japan Pavilion. This year, the ACTFL Welcome Committee in San Antonio conducted a Ningyo Shiori (Japanese Doll Bookmark) Making Workshop at the AATJ booth. In addition to the bookmark-making workshop, reports on educational activities were exhibited by the Japanese Teachers Association of Texas in the Japan Pavilion.

The annual fall conference in 2014 could have not been such a great success without support from the AATJ members and Japan-related companies and organizations.

The 2015 AATJ Annual Fall Conference will be held during the annual convention of the ACTFL Friday, November 20 through Sunday, November 22, 2015, at the San Diego Convention Center, California. We look forward to seeing you again in November 2015.



2015 Annual Spring Conference

AAS in Chicago, Illinois

The 2015 Annual Spring Conference will take place on **Thursday, March 26, 2015**, in Chicago, IL, at the Chicago Sheraton Hotel and Towers, in conjunction with the Annual Meeting of the Association for Asian Studies (AAS).

Online **registration for the Spring Conference is open until March 13**. Conference registration fees are **\$50 for AATJ members** and \$70 for non-members. Student member registration is \$30. After March 13 only on-site registration (\$90) will be available.

The conference program is printed below; a longer program with abstracts can be downloaded from the AATJ website, at <http://www.aatj.org/conferences-spring>.

In addition to dozens of panels and individual paper presentations, there will be several SIG meetings during the lunch hour, as well as a lunchtime "Marugoto Workshop" to introduce a new language and culture textbook, sponsored by Sanshusha, Kinokuniya, and JPT America. Refreshments will be served at the workshop. Please RSVP in advance to info@jptamerica.com.

The keynote speaker for this year's conference is Professor Shigeru Miyagawa, of MIT and the University of Tokyo, who will speak on the topic "Open Education: Transforming the Educational Mission of the University." The keynote speech and a reception will be held at the Consul General of Japan's Japan Information Center, located on Michigan Avenue a few blocks from the conference hotel.

Other events in Chicago sponsored by AATJ include a special Friday evening panel on Japanese language in higher education in the US, a Friday evening meeting of AATJ's Classical Japanese SIG, and an AATJ-sponsored panel on border-crossing literature during the AAS conference, on Saturday morning.

The conference sessions will be at the Chicago Sheraton Hotel and Towers (www.sheratonchicago.com). A special rate for those staying at the conference hotels is available for those registering through the AAS Annual Meeting website (<http://www.asian-studies.org/Conference/index.htm>).

We strongly encourage those attending the AATJ Conference to also attend the AAS Annual Meeting, which takes place Friday, March 27, to Sunday, March 29. The AAS conference features many sessions on Japanese (as well as other Asian) history, culture, society, and language; in the conference Exhibit Hall, academic and general-interest publishers, including many from Japan, exhibit and sell Japan- and other Asia-related books and journals. For more information about the AAS conference, please check the conference website at <http://www.asian-studies.org/Conference/index.htm>.



AATJ 2015 Annual Spring Conference

Part One

Sheraton Chicago Hotel and Towers, Chicago, Illinois
Meeting Rooms (Level 2): Michigan, Huron, Ohio, Mississippi, Colorado, Arkansas
Thursday, March 26, 9:00 a.m.–5:00 p.m.

(On-site Registration and Check-in: Level 2 Lobby)

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

9:40 a.m. - 10:40 a.m. - Session 1

Session 1-A: Pedagogy Panel [Huron Room]

Chairs: Shinji Sato, Princeton University; Akiko Murata, Hosei University

Panel Title: 「人類学的視点からみた日本語教育」(Japanese Language Education: Anthropological Perspectives)

「人類学的アプローチと日本語教育：理論と方法論」 **(Anthropological approaches and Japanese language education: Theories and research methods)**

Shinji Sato, Princeton University

「多文化間フィールドワーク・プロジェクトと日本語教育」 **(Multicultural fieldwork and Japanese language education)**

Akiko Murata, Hosei University

「ミニエスノグラフィー：人類学的フィールドワーク手法の言語文化学習への応用」 **(Mini-ethnography: Application of anthropological methods to Japanese language and culture training)**

Hiroaki Kawamura, University of Findlay

「東北の被災地ボランティアと日本語教育：民族誌法が生んだ岩手での津波復興支援活動と日本語学習実地体験」 **(Volunteer activities in Tohoku and Japanese language education)**

Christopher Thompson, Ohio University

Session 1-B: Pedagogy Papers [Michigan Room]

Chair: Atsushi Fukada, Purdue University

「初級(上)日本語コースの書く練習課題をフェイスブック非公開グループでコミュニケーションにつなげる実践プロジェクト」 **(Incorporating writing assignments into Facebook communication in high beginning Japanese language courses)**

Ikuko Patricia Yuasa, Illinois Wesleyan University

「初級学習者の作文指導：ブログを使ったコミュニケーションのための作文プロジェクト」 **(Writing task for elementary learners as a communication activity using blogs)**

Naemi McPherson and Hiromi Uchida, University of Hawai'i, Manoa

「バーチャルワールドを用いたコミュニケーション学習：日本語学習者のケース」 **(Learning to communicate in a virtual world: The case of a JFL classroom)**

Kasumi Yamazaki, University of Toledo

「オンライン日本語コース受講者と対面式コース受講者の口頭能力の比較：客観的指標による実証研究」 **(Comparison between the oral proficiency of online Japanese course participants and that of face-to-face course participants)**

Atsushi Fukada, Purdue University

Session 1-C: Pedagogy Papers [Ohio Room]

Chair: Nobuaki Takahashi, Elizabethtown College

「コース目標達成のプロセスの中での文法指導：中級クラスにおける試み」 **(Grammar instruction as part of the process for achieving course goals: An Intermediate Japanese course as a practical example)**

Yoko Sakurai, The Japan Foundation, New York

複合動詞の指導：偶発学習においてできること **(Teaching compound verbs in the accidental learning)**

「筆記試験からパフォーマンステストへ? 日本語初級レベルにおける比較調査と学習への波及効果」 (From traditional to performance-based assessment: Comparison at the beginning level and washback effects on learning)

Namiko Uchida, Purdue University

「日本語学習者同士による訂正フィードバックの推進とその効果」 (The effect of explicit instruction of error correction techniques among learners of Japanese as a foreign language)

Nobuaki Takahashi, Elizabethtown College

Session 1-D: Language and Culture / Professional Development SIG Paper [Mississippi Room]

Chair: Yasuo Uotate, University of Florida

「第三言語としての日本語：学習者は日本語音声をどのように捉えているのか」 (How the L3 learner of Japanese recognizes special sounds: Long vowel, small *tsu*, *n*-sound, and voiced sounds)

Harumi Miyake, Emory University

“The use of Japanese sound symbolism in contemporary Japanese comics”

Shigeru Suzuki, Baruch College, City University of New York

「初級レベルにおける文化ポートフォリオの試み」 (Cultural portfolios at the beginning level)

Tomoko Hoogenboom, University of Maryland, Baltimore County

「フロリダ日本語教師会とメンバーの成長：アーティキュレーション・プロジェクトを通して」 (State-level articulation projects: Professional development for the Association of Florida Teachers of Japanese)

Yasuo Uotate, University of Florida; Mako Nozu, University of South Florida; Eiko Williams, University of Miami;

Soichiro Motohashi, University of South Florida

Session 1-E: AP Japanese SIG Panel [Colorado Room]

Chair: Yoshiko Mori, Georgetown University

Panel Title: 「AP Japanese Language and Cultureの課題と将来性」 (AP Japanese Language and Culture: Issues and Perspectives)

“Assessing AP Japanese learners: Construction, administration, and scoring of the AP Japanese Language and Culture examination”

Kimberly Jones, University of Arizona

“2014 AP Japanese Language and Culture Exam Report”

Motoko Tabuse, Eastern Michigan University

「AP Japanese を取った学生は大学の日本語教育に何を期待するか」 (What AP Japanese students expect from Japanese language instruction at the college level)

Yoshiko Mori, Georgetown University

“AP-level Japanese MOOC: Shall we dance?”

Takako Aikawa, Massachusetts Institute of Technology

Session 1-F: Linguistics Papers / Classical Japanese SIG Paper [Arkansas Room]

Chair: Pana Barova-Ozcan, Independent scholar

“Terms of reference in online community: Words for ‘husband’ used by young Japanese wives on Facebook”

Hiromi Onishi, Grinnell College

“Image-schemas in Cognitive Linguistics and Verticality of Space in Japanese and English”

Tae Kunisawa, University of New Mexico

10:50 a.m. - 12:30 a.m. - Session 2

“The Origins and Grammaticalization of the Classical Japanese *izen-kei*”

Alexander Ratte, Ohio State University

“Function of the auxiliary verbal suffixes *-ki* and *-keri* in Heian women’s diaries, with a special focus on the Sarashina diary”

Pana Barova-Ozcan, Independent scholar

- 「ポップカルチャーを教材として活用した初中級日本語コースの実践報告」 **(Enhancing content learning in late-beginning level Japanese language courses through popular culture)**
Yoshiro Hanai, University of Wisconsin, Oshkosh
- 「留学中の課外行動パターンと言語能力上達の関連性の分析に基づく留学の意義考察と留学指導方法への提言」
(Study abroad: Understanding the significance of language activities outside of the classroom)
Miyuki Yamamoto, University of Massachusetts, Boston; **Masahiro Hara**, Truman State University
- 「3C's達成・協働学習・自律学習促進を目指したプロジェクト例」 **(Three projects to enhance the 3C's, collaborative learning, and learner autonomy: Debate, OLIVE, and WEIV for Business Japanese)**
Yuko Kageyama-Hunt, **Ikue Shingu**, and **Takuma Miura**, Harvard University

Session 2-B: Pedagogy Panel [Michigan Room]

Chair: **Kazumi Hatasa**, Purdue University

Panel Title: 「自作GPSゲームの日本語教育での利用と実践報告」 **(Applications of Self-made GPS Games by ARIS in Japanese Language Instruction)**

「ARISの概要」 **(Overview of ARIS)**

Shinji Shimoura, Purdue University

「ARISを使った初級日本語デジタルスカベンジャー・ハント」 **(Creating and using a digital scavenger hunt for beginning Japanese with ARIS)**

Shino Hayashi, Washington University in St. Louis; **Wakana Maekawa**, Harvard University; **Sachiko Kondo**, Oberlin College; **Junko Yamashita**, Hiroshima University

「中級日本語でのARISを使った作文活動」 **(Applications of ARIS for writing in intermediate Japanese)**

Mayumi Hirano, University of Nevada, Las Vegas; **Yuta Mori**, University of Michigan; **Ai Sukegawa**, Oberlin College; **Megumu Tamura**, Purdue University

「ARISを使った上級日本語の読解指導」 **(Using ARIS for reading in advanced Japanese)**

Satoru Ishikawa, Boston University; **Mika Oidaira**, Hiroshima University

Session 2-C: Second Language Acquisition (SLA) Papers [Ohio Room]

Chair: **Yasumasa Shigenaga**, University of Oregon

"L2 comprehension of Japanese OSV sentences"

Yasumasa Shigenaga, University of Oregon

"Comprehension of scrambled sentences by L2 learners of Japanese"

Akiko Kashiwagi-Wood, Oakland University

"Becoming a conversationalist at the dinner table: A longitudinal study of a JFL learner living in foreign language housing"

Yumiko Matsunaga, University of Colorado, Boulder; **Junko Mori**, University of Wisconsin, Madison

「英語を母語とする日本語学習者の物語発話におけるトピック管理の発達」**(The development of topic management in Japanese by English-speaking learners of Japanese)**

Kazunori Suzuki, Bunkyo University; **Kaori Yamasaki**, Ochanomizu University

Session 2-D: Professional Development SIG Panel [Mississippi Room]

Chair: **Sufumi So**, George Mason University

Panel Title: 「J-GAP 4か年事業報告：透明性、実現・持続可能性を求めたカリキュラムアーティキュレーションの新しい在り方」 **(The 4-year Work of J-GAP USA: A New Model of Curriculum Articulation in Search of Transparency, Practicality and Sustainability)**

「カリキュラムアーティキュレーションの推進活動とティーチャー ラーニング コミュニティ (TLC) の形成」
(Teacher engagement in the curriculum articulation effort and the formation of a teacher learning community (TLC))

Sufumi So, George Mason University

「カリキュラムアーティキュレーション事業を実施する上でのノウハウと注意事項：実体験に基づいて」
(Technical know-how and tips for making curriculum articulation happen: An experiential account)

Mieko Kawai, University of Virginia

「日本語教育のアーティキュレーション支援モデルの開発を教師発信型プロジェクト実践者の経験から考える」
(Implications of teacher-initiated project participants' experiences for building a new model of curriculum articulation)

Tomoko Marshall and **Tomomi Sato**, University of Virginia

Session 2-E: Linguistics Papers [Colorado Room]*Chair: Ikuko Okugawa, University of Tsukuba***"Learners' use, perception, and recognition of and motivation to learn the Japanese gender forms"****Junko Ikeda Schwartzman, SUNY New Paltz****「音読における読み誤りの傾向と問題点—発音・アクセントを中心に」 (Phonetic error analysis of intermediate Japanese students' reading from text)****Keiko Okamoto and Miharū Nittono, Columbia University****「日英語ナラティブにおける事態把握と日本語初級教科書での事態把握の傾向」 (Construal in Japanese and English narrative discourse and in beginner Japanese textbooks)****Ikuko Okugawa, University of Tsukuba****Session 2-F: Literature Papers [Arkansas Room]***Chair: Cheryl Crowley, Emory University***"Kaguyahime as marginal: How classical and modern figures mingle to create new ideals"****Miyabi Yamamoto, Centre College****"Emotional registers of the Kagerō Diary"****Maggie Childs, University of Kansas****"Poetry for non-poets: Uta as utility in the late medieval period"****Janet Ikeda, Washington and Lee University****"The nun and the courtesan: Haikai poets Kaga no Chiyo (1702-1775) and Toyodaya Kasen (1716-1776)"****Cheryl Crowley, Emory University****12:30 p.m. – 1:30 p.m. - Lunch Break****12:30 p.m. – 1:30 p.m.****"Marugoto" Workshop****Michigan Room**

Sponsored by Sanshusha, Kinokuniya, and JPT America. At this workshop, the publishers of *Marugoto: Japanese Language and Culture* will introduce the new textbook series, the ideals and standards behind its innovative design, and the reception it has received worldwide. Refreshments will be served. **RSVP required in advance**; please email info@jptamerica.com.

12:30 p.m. – 1:30 p.m.**Special Interest Group Meetings****Community College SIG: Arkansas Room****Professional Development SIG: Colorado Room****Proficiency Assessment SIG: Huron Room****Study Abroad for Foreign Language Advancement SIG: Ohio Room**

Session 3-A: Pedagogy Papers [Huron Room]

Chair: **Rizu Inoue**, University of Tsukuba

「日本語の履修をより長く継続させるには」 (**Investigation into the factors in discontinuance of Japanese language learning**)

Keiko Ueda, University of Missouri, St. Louis

「日本語プログラムの評価に関する一考査：e-Portfolioを使ったアセスメント」 (**Effective use of e-portfolios for Japanese program assessment**)

Yoshiko Saito-Abbott, California State University, Monterey Bay; **Motoko Tabuse**, Eastern Michigan University

“**Collaboration and co-teaching of Japanese ethics and language: A Japanese FLAC course on industrialization and environment**”

Nobuko Chikamatsu and **Yuki Miyamoto**, DePaul University

「サービス・ラーニングの実践とプログラム開発」 (**Practice and program development of service-learning**)

Rizu Inoue, University of Tsukuba

Session 3-B: Pedagogy Papers [Michigan Room]

Chair: **Asami Tsuda**, University of British Columbia

「初級教科書『オンラインで学ぶ日本語』の設計理念と内容紹介」 (**A new Japanese online textbook "Online de manabu Nihongo": Content and design philosophy**)

Mariko M. Wei, Purdue University; **Kazumi Matsumoto**, Ball State University

「スピーキングを重視したオンライン日本語コースの設計・開発・運用」 (**Design, development, and operation of a speaking-focused online Japanese course**)

Mayu Miyamoto, **Hiroko Mishima**, and **Shohko Yanagisawa**, Purdue University

“**Effects of online repetition practice on promoting mora awareness**”

Natsumi Suzuki, Purdue University

「オンライン発音学習教材の効果と意義：音声研究の成果の応用可能性」 (**Meanings and effects of online pronunciation learning material: Possibilities of applying the outcomes of speech research**)

Asami Tsuda, University of British Columbia; **Kazuhiro Yonemoto**, Tokyo Medical and Dental University; **Hisako Hayashi**, Simon Fraser University

Session 3-C: Second Language Acquisition (SLA) and Pedagogy Papers [Ohio Room]

Chair: **Miki Yagi**, Harvard University

「日本語初級学習者を対象としたオンラインカタカナ語練習教材の効果」 (**Effects of online katakana word recognition practice for Japanese beginning learners**)

Yumiko Tashiro, Purdue University

“**Internal and external contributors to Japanese learners’ perception of lexical pitch accent**”

Seth Goss and **Mineharu Nakayama**, Ohio State University

「録画課題と学生によるその自己分析：メタ認知的観点からの教育効果」 (**Video-recording assignments and students’ self-analyses of recorded speech: Educational effects from the meta-cognitive viewpoint**)

Yumiko Kawanishi and **Mayumi Ajioka**, University of California, Los Angeles

「音韻の意識向上を目指したオーディオブック制作の実践報告：小説を「読み」「書き」「語り」「聞く」」 (**Heightening awareness of phonetic roles through creating an original audiobook**)

Miki Yagi and **Yumi Masui**, Harvard University

Session 3-D: Study Abroad SIG Panel [Mississippi Room]

Chair: **Yoshimi Sakakibara**, University of Michigan

Panel Title: 「日本語夏期集中講座におけるコミュニティーの形成：四つの実践報告」 (**Building Communities in Intensive Summer Japanese Courses**)

「イマージョン環境の日本語夏季集中講座における学習コミュニティ」(“No English Spoken Here®”: Learning communities in an intensive immersion language program)

Ayaka Sogabe, University of Michigan

「コミュニティ：内と外へ」(Community: Inward and outward)

Minoru Aizawa, Japan Center for Michigan Universities

「地域社会との連携への取り組み」(Collaborative approaches to increasing involvement with the local community)

Yukari Tokumasu and Tomoko Shibata, Princeton University

「留学の成功をめざして：コミュニティの視点から」(How can students succeed in study abroad through communities?)

Yoshimi Sakakibara, University of Michigan

Session 3-E: Japanese for Specific Purposes SIG Panel [Colorado Room]

Chair: Yasu-Hiko Tohsaku, University of California, San Diego

Panel Title: 「学習者の専門分野を合わせた日本語教育：多様化する学習者のニーズに対応するために」(Japanese for Specific Purposes: To Meet the Needs of Diversified Learners)

「学習者の専門分野を合わせた日本語教育：実践共同体で学ぶメディア・リテラシー」(Japanese for specific purposes: Teaching media literacy through communities of practice)

Yuki Matsuda, University of Memphis

「学習者の専門分野を合わせた日本語教育：科学技術コンテンツを取り入れることの意味」(Japanese for specific purposes: The significance of integrating technical content into Japanese courses)

Michio Tsutsui, University of Washington

「学習者の専門分野を合わせた日本語教育：国際協同教育による将来のキャリアへの影響」(Japanese for specific purposes: The impact of international cooperative education on future careers)

Noriko Fujioka-Ito, University of Cincinnati

「学習者の専門分野を合わせた日本語教育：社会科学専攻の学生のための日本語教育」(Japanese for specific purposes: Japanese language education for social science students)

Yasu-Hiko Tohsaku, University of California, San Diego

Session 3-F: Literature Panel [Arkansas Room]

Chair: Robert Khan, University of London, SOAS

Panel Title: Showcasing the Elites: Multipolar Elite Participation in Later Twelfth-Century Japanese Court Poetry

“Don't mention the wars: The military subtext to imperial poetry anthologies in Japan 1155-1185, the *Shoku Shikashū* and *Senzaishū*”

Robert Khan, University of London, SOAS

“Harmonizing Japan's religio-literary synthesis in Jakuzen's *Hōmon Hyakushu*”

Stephen Miller, University of Massachusetts, Amherst

“Patrons and professionals: Social constraints on criticism in *uta'awase*”

Thomas McAuley, University of Sheffield

“Women poets and their contributions to the *Shinkokinshū*”

Laurel Rasplia Rodd, University of Colorado, Boulder

3:20 a.m. - 5:00 a.m. - Session 4

Session 4-A: Pedagogy Panel [Huron Room]

Chair: Eiko Ushida, University of California, San Diego

Panel Title: 「東日本大震災と日本語教育：「太平洋の架け橋」構築に向けた試み」(Building a Bridge to the Pacific Through Japanese Language Education)

「東日本大震災関連教材の傾向と利用法の考察」(Materials to teach the Great East Japan Earthquake: Tendency and effective implementation)

Eiko Ushida, University of California, San Diego

「震災短歌：被災者の「聲」を聴き被災地を想う」(Shinsai tanka: Listening to victims' voices and reflecting on their lives)

Kazue Masuyama, California State University, Sacramento

「セマティックユニットを通しての職人文化に関する学習者の知識・理解の向上」 **(Enhancing students' understanding of "shokunin" through thematic units)**

Junko Tokuda, University of Memphis

「歴史から学ぶ：ブログを通じた被災地との対話と自主学习」 **(Using a blog for building dialogues with people in Tohoku and enhancing autonomous learning)**

Hiroko Harada, University of Alaska, Anchorage

Session 4-B: Pedagogy Papers [Michigan Room]

Chair: **Kiyomi Kawakami**, University of Iowa

「VoiceOver Narrationを使ったゼロ初級日本語クラスにおける自己紹介プロジェクト」 **("Self-introduction" project through voiceover narration in the lowest novice-level Japanese language course)**

Suyu Kuo, Sachie Koizumi, and Kenji Endo, University of Pennsylvania

「中級から上級への「描写力」の育成」 **(Developing the ability to describe: From intermediate to advanced)**

Yoshiko Tomiyama and Emi Mukai, Stanford University

「上級日本語授業における映画使用の新たな可能性：「文化比較」を越えた「価値観」の理解、尊重を目指して」 **(Understanding individuals' personal values through a movie)**

Naho Maruta, Wesleyan University

「学習者間の自由会話における共感の表明：会話を通じての社会的関係の構築を目指して」 **(Emphatic moments in free conversation between learners of Japanese: Toward the cultivation of social relations)**

Kiyomi Kawakami, University of Iowa

Session 4-C: Proficiency Assessment SIG Panel [Ohio Room]

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

Panel Title: 「Proficiency Guidelinesの応用と実践」 **(Practical Application of Proficiency Guidelines)**

「OPIコーパスに現れる漢字熟語：話技能向上に欠かせない漢語とは何か」 **(Two-character kanji compounds in an OPI corpus: Which kanji compounds are essential for advancing speaking skills?)**

Mamoru Hatakeyama, Carnegie Mellon University

「ACTFL運用能力ガイドラインにおける上級レベルのナレーション」 **(Narration at the advanced level as expected in the ACTFL Proficiency Guidelines)**

Suwako Watanabe, Portland State University

「口頭説明叙述能力向上を目指して：実践例」 **(An idea for improving oral narrative skills in the intermediate JFL course)**

Noriko Taira Yasohama, Northwestern University

「読解のプロフィシエンシー：多読のクラスからの報告」 **(Reading proficiency: Report from an extensive reading class)**

Yuka Kumagai, University of Southern California; **Noriko Hanabusa**, University of Notre Dame

Session 4-D: Study Abroad SIG Papers [Mississippi Room]

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

「日本語での自立を促す学生主体の活動」 **(Empowering students in Japanese through student-led activities)**

Mari Noda, Karen Curtin, and Ai Terada, Ohio State University

「留学生の大学寮における経験と学び」 **(Experiences and learning in dormitories during study abroad in Japan)**

Fumi Yamakawa, International Christian University

"Study Abroad in Japan: A Case Study of Three American Undergraduates' Challenges and Cultural Learning"

Hiromi Tobaru, Ohio State University

Session 4-E: Japanese for Specific Purposes SIG Papers [Colorado Room] [3:20 – 4:10 p.m.]

Chair: **Kiyomii Fujii**, Kanazawa Institute of Technology

「学習者の依頼・お礼のメールに見られる問題点の考察」 **(Analysis of learners' request/thank you emails)**

Junko Kondo, University of Michigan

「Problem Based Learning (PBL)を通してコミュニティと繋がる日本語学習」 **(PBL through community involvement to enrich Japanese language learning)**

Kiyomi Fujii and Brent Wright, Kanazawa Institute of Technology

Session 4-F: Literature Papers [Arkansas Room]

Chair: **Kazue Harada**, Washington University in St. Louis

"EnJoe Toh: Butterflies and experimentation in literary language"

Michael Tangeman, Denison University

"Canon formation in the Western reception of Dazai Osamu: Reading *Regretful Parting*"

Guohe Zheng, Ball State University

"Why does he kill so many cats?: Murakami Haruki's cat novels"

Chiaki Takagi, University of North Carolina, Greensboro

"Posthuman worlds: Subjectivity entanglements and queer families in Ueda Sayuri's *The Ocean Chronicles*"

Kazue Harada, Washington University in St. Louis

Session 5: Special Invited Presentation on Advocacy [Colorado Room, 4:14 – 5:00 p.m.]

"Advocacy and Support with the Japan Foundation"

Amanda Rollins, Japan Foundation, Los Angeles

Part Two

Japan Information Center

737 North Michigan Avenue, Suite 1000, Chicago, IL

Thursday, March 26, 6:00 – 9:00 p.m.

6:00 p.m.: Membership Meeting and Open Forum

Motoko Tabuse, AATJ President

7:00: Keynote Speech

Shigeru Miyagawa (MIT/University of Tokyo)

Open Education

Transforming the Educational Mission of the University

In 2001, MIT embarked on OpenCourseWare, which offers on the web for free teaching materials from virtually all the courses that MIT teaches. This started the open education movement. Ten years later, in 2011, two Stanford professors offered their Introduction to AI class as an e-learning course, and over 160,000 learners registered from some 190 countries. This was the start of Massive Open Online Courses (MOOC). Between the two major providers of MOOCs, edX and Coursera, there are over 10 million registered users. Dr. Miyagawa will trace the history of open education and the aspirations and strategies we see in today's world of OpenCourseWare and MOOCs.

Dr. Shigeru Miyagawa is Professor of Linguistics and Kochi-Manjiro Professor of Japanese Language and Culture, MIT, and Project Professor and Director of Online Education, University of Tokyo. He is jointly appointed by MIT and the University of Tokyo. Dr. Miyagawa has been a pioneer of open courseware and online and web-based projects; they include "Star Festival: A Return to Japan" and "Visualizing Cultures." In Fall 2014 he co-facilitated the Massive Online Open Course (MOOC) "Visualizing Japan (1850s-1930s)."

8:00 p.m.: Reception

Other AATJ-sponsored Events in Chicago

Friday, March 27, 7:30 – 9:30 p.m.
Chicago Ballroom IX (Level 4)

Discussion Forum: Japanese Programs in Higher Education

Moderators:

Nobuko Chikamatsu (DePaul University)
Yoko Katagiri (University of Chicago)
Sayuri Kubota (Eastern Michigan University)
Junko Mori (University of Wisconsin-Madison)

Friday, March 27, 7:30 – 9:30 p.m.
Arkansas Room (Level 2)

Classical Japanese SIG presentation and networking meeting

Presenter:

Charles Quinn, Jr. (Ohio State University)

Saturday, March 28, 10:45 a.m. – 12:45 p.m.
Sheraton Ballroom I (Level 4)

“Contributions of ‘Border-Crossing Literature’: Perspectives from Linguistics, Literature, Language Education, and Writers”

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

Chair: Shinji Sato (Princeton University)

Panelists:

Seiichi Makino (Princeton University)
Nanyan Guo (International research Center for Japanese Studies)
Yuri Kumagai (Smith College)
Shirin Nezamafi (Microsoft Gulf)

AATJ Membership Information

Have You Renewed Your AATJ Membership?

Please take a moment to renew your AATJ membership for **2015**.

Renewing online is easy; go to <http://www.aatj.org/membership>.

Or use the membership form that is printed on page 39 of this newsletter.

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.



2015 AATJ NENGAJO Contest Results

Year of the Sheep

2015 AATJ "Year of the Sheep" NENGAJO Contest Results

Thanks to everyone who participated in the 2015 NENGAJO Contest. We had 683 cards submitted by 114 teachers nationwide this year. The number of submitted card increased by 173 since last year. We are very pleased to see the increased number of submissions. 50 cards were submitted for the new category of the Computer Generated (CG) art. Since we didn't have enough cards in the CG category to give 3 awards for elementary, middle, and college level, only first place was awarded for those levels.

The following list is the number of members of each local affiliate who submitted NENGAJO this year.

NUMBER OF MEMBER SUBMITTED	LOCAL AFFILIATE
14	CAJLT MAATJ
12	WATJ
11	NECTJ
6	JTAM WiATJ
5	ATJO
4	AITJ
3	GATJ NCATJ
2	AKATJ CJLEA HATJ IATJ JTAT NJATJ OATJ
1	AATJ AFTJ SCATJ

* Addition to this, 12 members who don't belong to a local affiliate also submitted NENGAJO.







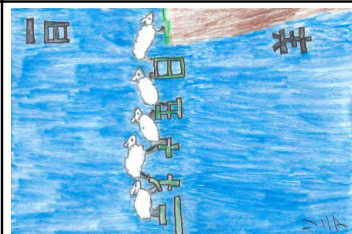


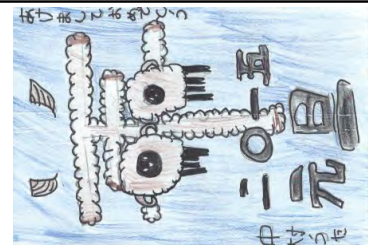
All of the winners received an award certificate and an Amazon gift card (\$25 for first place, \$20 for second place, and \$15 for third place) for their accomplishment. Some students received an Honorable Mention, which means their card was one of the finalists. All participants received certificates of participation. Congratulations to all 1st, 2nd, and 3rd place winners! We would also like to congratulate the AATJ members who participated in the contest. Your students' cards clearly show your excellent work! We hope you can use this opportunity as a way to advocate for your program.

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


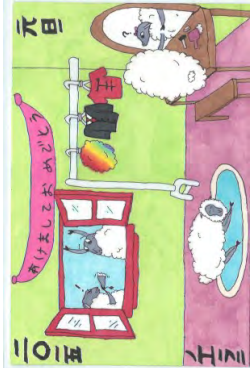





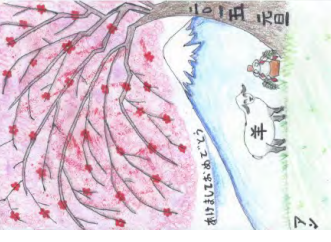


www.aati.org

The following are the images of the winning cards:










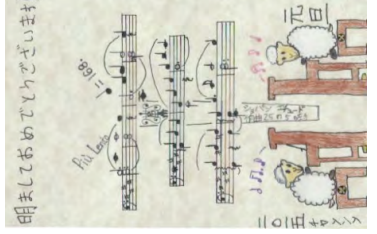

ELEMENTARY

	ARTISTIC	COMICAL	ORIGINAL	CG
1 st	 <p>Catherine Mash (3rd Grade) Student of: Satoko Fisher Broward Virtual School C/O Fox Trail ES Davie, FL</p>	 <p>Richard King (3rd Grade) Student of: Emiko Furuya E.E. Waddell Language Academy Charlotte, NC</p>	 <p>Izumi Nomoto (4th Grade) Student of: Kimi Matsumoto Southeast Japanese School Norwalk, CA</p>	 <p>Alina Broughman (5th Grade) Student of: Vanessa Grossl Wellington ES Lexington, KY</p>
2 nd	 <p>Ayala Albert (4th Grade) Student of: Lili Kennington Great Falls ES Great Falls, VA</p>	 <p>Olivia Tang (5th grade) Student of: Satoko Fisher Broward Virtual School C/O Fox Trail ES Davie, FL</p>	 <p>Sonya Outhered (4th Grade) Student of: Kayoko Kasai JSIS Seattle, WA</p>	
3 rd	 <p>Simona Letizia (4th Grade) Student of: Yumiko Yoshida Washington Japanese Heritage Center Cabin John, MD</p>	 <p>Savannah Butcher (5th Grade) Student of: Takako Reckinger JSIS Seattle, WA</p>	 <p>Uta Nakamura (4th Grade) Student of: Masahiro Tanaka United Nations International School New York, NY</p>	











MIDDLE SCHOOL

	ARTISTIC	COMICAL	ORIGINAL	CG
1 st	 <p>Teah Laupapa (8th Grade) Student of: Steve Markham Kapolei MS Kapolei, HI</p>	 <p>Noelani Ogawa (8th Grade) Student of: Steve Markham Kapolei MS Kapolei, HI</p>	 <p>Brianna Spitz (8th Grade) Student of: Miwako Winters Laredo MS Aurora, CO</p>	 <p>Eric Sobczak (7th Grade) Student of: Miwako Winters Laredo MS Aurora, CO</p>
2 nd	 <p>Krisan Waltham (8th Grade) Student of: Masahiro Tanaka United Nations International School New York, NY</p>	 <p>Emily Wurzel (8th Grade) Student of: Karen Hendrickson Madison Country Day School Waunakee, WI</p>	 <p>Tracy Nguyen (8th Grade) Student of: Keiko Abrams Lake Braddock Secondary School Burke, VA</p>	
3 rd	 <p>Avn Kurzenhauser (8th Grade) Student of: Yumi Lawless Cooper MS McLean, VA</p>	 <p>Ashraf Murad (7th Grade) Student of: Yumi Lawless Hayfield Secondary School Alexandria, VA</p>	 <p>Anton Allen (6th Grade) Student of: Akiko Bentz Great Falls ES Great Falls, VA</p>	

HIGH SCHOOL

	ARTISTIC	COMICAL	ORIGINAL	CG
1 st	 <p>Caroline Brown (11th Grade) Student of: <i>Pamela Boyer-Johnson</i> Castle HS Newburgh, IN</p>	 <p>Emily Aoki-Yamashita (11th Grade) Student of: <i>Sarah Antonovich</i> Garfield HS Seattle, WA</p>	 <p>Christine Jones (12th Grade) Student of: <i>Freda Yoshioka</i> Campbell Hall HS North Hollywood, CA</p>	 <p>Eva Houseman (12th Grade) Student of: <i>Pamela Boyer-Johnson</i> Castle HS Newburgh, IN</p>
2 nd	 <p>Cindy Wong (10th Grade) Student of: <i>Akemi Dobkin</i> High Tech HS North Bergen, NJ</p>	 <p>Luoying Li (12th Grade) Student of: <i>Chiaki Rockkind</i> LaGuardia Arts HS New York, NY</p>	 <p>Azize Harvey (11th Grade) Student of: <i>Jeung-Hee Park</i> Northside College Prep Chicago, IL</p>	
3 rd	 <p>Flora Arthur (9th Grade) Student of: <i>Molly Jeon</i> Bloomington HS North Bloomington IN</p>	 <p>Phylla Alderette (11th Grade) Student of: <i>Elena Kamenetzky</i> Eastern HS Louisville, KY</p>	 <p>Chanson Kuo (11th Grade) Student of: <i>Sam Kuyper</i> Redmond HS Redmond, WA</p>	 <p>Jenny Pham (9th Grade) Student of: <i>Mitchie Higuchi-Jones</i> North HS Torrance, CA</p>

COLLEGE

	ARTISTIC	COMICAL	ORIGINAL	CG
1 st	 <p>Christina Lee Student of: Yayoi Takeuchi University of North Texas Denton, TX</p>	 <p>Danielle Minard Student of: Amy Kathryn Michael University of Missouri-St. Louis St. Louis, MO</p>	 <p>Savannah Ryanna Ware Student of: Akihiro Yasuda Michiru Lowe Vanderbilt University Nashville, TN</p>	 <p>Jennifer Swan Student of: Mihoko Noda Albany State University Albany, GA</p>
2 nd	 <p>Natasha Riegle Student of: Monika Dix Saginaw Valley State University University Center, MI</p>	 <p>Anna Wilkins Student of: Akihiro Yasuda Michiru Lowe Vanderbilt University Nashville, TN</p>	 <p>Alexis Benett Student of: Yayoi Takeuchi University of North Texas Denton, TX</p>	
3 rd	 <p>Qinyuan Sun Student of: Akihiro Yasuda Michiru Lowe Vanderbilt University Nashville, TN</p>	 <p>Ryan J. Gimm Student of: Akihiro Yasuda Michiru Lowe Vanderbilt University Nashville, TN</p>	 <p>Andrea Minard Student of: Amy Kathryn Michael University of Missouri-St. Louis St. Louis, MN</p>	

Bridging Project News

Twenty-six undergraduate students from colleges and universities across the United States have been named recipients of Bridging Scholarships for Study Abroad in Japan. The winners will receive awards of \$2,500 to assist with their expenses while they study in Japan in Spring 2015. Since 1999, 1,465 scholarships have been awarded by the US-Japan Bridging Foundation. The scholarship program is administered by AATJ.

Contributors to the Spring 2015 scholarships include The Freeman Foundation (lead donor); Aflac Japan, Laurence Bates, Kenji Govaers, Estee Lauder K.K., Exxon Mobil G.K., Eric Feigenbaum, Robert Feldman, Richard Folsom, Anthony Gilmore, the Robert Grondine Memorial Scholarship Fund, Gudni and Eiko Gudnason, Ellen Hammond and Yasuo Ohdera, Harry Hill, Barry Hirschfeld, Debbie Howard, Ichigo Asset Management, the Japan Foundation, Japan-US Friendship Commission, JP Morgan Securities Japan, Lockheed Martin Global, Inc., Jon Malamud, Roger McDonald, Arthur Mitchell, Mitsubishi Corporation (Americas), Morgan Stanley Japan, Maneesh Kalra, Robert and Janette Noddin, Oak Lawn Marketing, ORIX USA, Jay Ponazecki, Tom Pederson, Thierry and Yasko Porte, Hayashi Sasaki, John Sasaki, Taisuke and Catherine Sasanuma, Elliott Segal, Dennis Sheehan, Allan Smith, David Sneider, George and Brad Takei, Temple University-Japan Campus, Gary Thomas, Toyota Motor North America, and U.S. Japan Council-TOMODACHI Initiative.

Bridging Scholars hail from a variety of schools—public and private, large universities and small colleges—in 19 states. Their majors range from neurobiology to English literature, but they share a common interest in Japan, its society, and its language and culture. Their destinations also vary, from giant campuses in Tokyo to small colleges in rural Japan. A list of the recipients, their schools, their destination programs, and their majors follows.

Applications are being accepted for the next group of Bridging Scholarships, for study in Japan beginning in Fall 2015. **The deadline for applications is April 8, 2015.** For information on the scholarships and to access application form, visit the Bridging Project online at www.aatj.org/studyabroad/scholarships. For information on the Bridging Foundation, visit www.bridgingfoundation.org.

Recipients of Bridging Scholarships for Study Abroad in Japan, Spring 2015

Deandrea ALS, SUNY New Paltz (NY) / Meiji University / psychology
Milo BARISOF, Pomona College (CA) / International Christian University / Asian studies
Amanda BARNSTIEN, Colorado College (CO) / Waseda University / international political economy
Trevor BARTON, University of Montana / Sophia University / Japanese
Audrey BEARDEN, University of Hawaii / Sophia University / molecular cell biology
Frances CHANG, Brandeis University (MA) / Kyoto Consortium for Japanese Studies / psychology
Jane CLARK, Oberlin College (OH) / Associated Kyoto Program / environmental studies
Andrea DEAN, Appalachian State University (NC) / Kansai Gaidai / public relations & Japanese
Benjamin GHIGLIONE, Skidmore College (NY) / Sophia University / education
Kimberly GLATZ, University of South Carolina / Kwansei Gakuin (USAC) / international business
Laura HEYMAN, Agnes Scott College (GA) / Ritsumeikan University / economics & management
Courtney KIESECKER, SUNY New Paltz (NY) / Meiji University / English & Asian studies
Pin-Pin LIAO, Villanova University (PA) / Sophia University (CIEE) / international business & marketing
Erin MAST, University of California, Davis / Kyoto Seika University / neurobiology
Christopher McNAMARA, DePaul University (IL) / Sophia University (CIEE) / journalism
Matthew MOFFITT, Eastern Michigan University / Japan Center for Michigan Universities / Japanese
Emmeline MYSLIWIEC, Central Connecticut State University / Kansai Gaidai / communication
Angelica NGUYEN, Santa Clara University (CA) / Sophia University / biology & public health
Nikki NGUYEN, Bentley University (MA) / Sophia University (CIEE) / computer information systems
Kristy POISSON, Delaware Valley College (PA) / Sophia University / English literature
Sethia SUMBHAV, Arizona State University / Tokyo International University / computer science
Andrew VILLARREAL, Texas State University, San Marcos / Meiji Gakuin / international studies
Alyssa WALL, Carthage College (WI) / NRCSA Center, Fukuoka / chemistry
Nicholas WARREN, University of Utah / University of Tsukuba / psychology
Nicholas WATANABE, Lehigh University (PA) / Temple University, Japan Campus / chemistry
Noe YOSHIIOKA, University of Puget Sound (WA) / IES Tokyo (Meikai University) / economics, business & Japanese

AATJ Special Interest Groups

by Eiko Ushida, AATJ Professional Development Director

One of the responsibilities as a Professional Development Director is to promote AATJ's Special Interest Groups (SIG) to the members. The February 2014 AATJ Newsletter included messages from representatives of Japanese as a Heritage Language SIG, Language and Culture SIG, Proficiency Assessment SIG, Japanese for Specific Purpose SIG, and Study Abroad for Foreign Language Advancement SIG. We also have AP Japanese SIG, Classical Japanese SIG, Community College SIG, and Professional Development SIG. Members can join as many SIGs as they like! Let's share our information, experience, and wisdom to further improve your teaching and research practices with colleagues all over the U.S. and expand our horizon through AATJ SIGs!

Reorganization of Community College SIG

The Community College (CC) SIG is revived! In 2015, the CC SIG is going to be reorganized to respond to the recent movement in higher education.

The CC SIG was one of the first SIGs established in 2000. It aimed to encourage Japanese teachers in community colleges to actively participate in Japanese language education in the U.S. and to create awareness of Japanese education issues for community colleges, such as articulation to four-year colleges and student diversity.

The CC SIG meetings were held twice at the AAS (American Association of Asian Studies) conferences in the past to share critical issues and challenges that members were facing.

Also, CC members collaborated in taking their students to Japan on a reasonably-priced study abroad trip (<http://cod.edu/academics/field/studyabroad/japan/index.aspx>).

One of the biggest challenges that this SIG has had was to reach out to the Japanese teachers at all community colleges in the U.S., disseminate information about what is happening in Japanese language education, and encourage them to join the AATJ and CC SIG for maximizing their benefits. The CC SIG can be beneficial for the current AATJ members because the NCJLT brought more K-12 teachers to AATJ, who may be also teaching at community colleges. Furthermore, the role of the CC SIG for AATJ members should include responding to the recent movement in higher education.

"America's College Promise" in 2015: Strengthening Community Colleges

President Obama's plan on higher education was to increase the number of college graduates in the U.S. for economic competitiveness targeting eight million graduates by 2020. This January, the president proposed a plan which attempts to make community colleges stronger in student college completion. With these trends, the number of enrolment in community colleges and transfer students to four-year institutions are expected to increase.

It is time to reflect and strengthen Japanese language education in community colleges. The CC SIG will be committed to prepare for this movement.

The new CC SIG would like to diversify members and welcome teachers from a greater educational institutions both on a full-time and a part-time basis, such as:

- Teachers at community colleges
- High school teachers who need to give guidance to students:
 - ★ who cannot decide which four-year institution to go to
 - ★ who plan to go to a community college
 - ★ who wish to take Japanese classes at community colleges during high school
- Teachers at four-year institutions which accept transfer students from community colleges
- Part-time teachers who teach at multiple institutions
- Teacher trainers who work on K-16 professional development

The purposes of the new CC SIG would be, but not limited to:

- to survey current situations of community colleges
- to share information, critical issues, concerns, and challenges
- to discuss and explore solutions

- to enhance articulation between high school, community colleges, and four-year institutions
- to further improve Japanese language education in community colleges
- to create a network where members can collaborate

The kick-off meeting of the new CC SIG will be held the AATJ Annual Spring Conference in Chicago. It will be in Arkansas Room between 12:30pm and 1:30pm at Sheraton Chicago Hotel and Towers on Thursday, March 26. Anyone who is interested in this SIG is welcome!

All AATJ members who are interested in the new CC SIG are welcome to join. If you know of teachers who teach at community colleges but do not know about the AATJ and this SIG, please share this information and invite them to be a part of our community. Please send inquiry to Shingo Satsutani, a representative of the CC SIG (satsutan@cod.edu).

News from the SNJTA

by Manami H. Mata

Greetings from Las Vegas! On January 28th and 29th with the Consulate General of Japan in San Francisco and others, the Southern Nevada Japanese Teachers Association co-organized the lecture “5 Things to Know about Japan's SHINKANSEN & MAGLEV.” The lecturers were Mr. Masao Kanno, Consul for Transportation and Infrastructure, the Consulate General of Japan in San Francisco, and Mr. Yasutake Kojima, Director of Administration and Treasurer, New York Office, East Japan Railway Company (JR-EAST)

The lecture was well received and there were over 350 attendees. There were local community members, such as The Regional Transportation Commission, university students and a professor of High Speed Railway, and high school students and teachers.

They were very impressed with the fact that there has been no fatal accident in 50 years of Shinkansen operation and the average delay is one minute or less.

Since we received requests asking another lecture, we are going to plan another one. Please see the websites below for more information.

About the Shinkansen <http://english.jr-central.co.jp/about/movie.html>

Japan's levitating maglev train reaches 500km/h (311mph) <http://www.bbc.com/news/world-asia-30067889>

New Japanese Textbook Honors JET Disaster Victim

A new Japanese language textbook, “Monty’s Bridge to Tomorrow,” has been published and is being **distributed free online** by the University of Alaska’s Scholarworks open-course courseware.

The textbook honors Monty Dickson, a Japanese major and graduate of the University of Alaska Anchorage, one of two JET teachers who died during the 2011 earthquake and tsunami disaster in Tohoku. Monty was teaching English at elementary and middle schools in Rikuzentakata, Miyagi Prefecture, as well as to adult learners.

The textbook, which was funded by a grant from the Center for Global Partnership, is aimed at **intermediate and advanced level learners**; it was written by a team of collaborating authors under the direction of general editors Eiko Ushida (University of California, San Diego) and Hiroko Kataoka (California State University, Long Beach). The co-authors, in alphabetical order, are:

Kiyomi Chinen, California State University, Long Beach

Masako Douglas, California State University, Long Beach

Hiroko Harada, University of Alaska, Anchorage

Yurika Izumi, University of California, San Diego

Hiroko Kataoka, California State University, Long Beach

Kazue Masuyama, California State University, Sacramento

Chisato Murakami, University of Alaska, Fairbanks

Junko Tokuda, Memphis University

Eiko Ushida, University of California, San Diego

Thematic units included in the textbook deal with topics that center on the Tohoku disaster, and provide ways for teachers to teach about it.

The URL for the textbook project is <https://scholarworks.alaska.edu/handle/11122/4144>.

2014 Cheng & Tsui Professional Development Grants

Iya Nemastil (Marysville High School)

I would like to express my sincere gratitude to the American Association of Teachers of Japanese for selecting me as a recipient of the Cheng & Tsui Professional Development Grant. If it wasn't for their support, I would not have had the wonderful opportunity to attend the American Council on the Teaching of Foreign Languages Annual Conference in San Antonio, Texas in November, 2014. I am a brand new teacher in Marysville, Ohio and I am developing a new Japanese high school program and building all of the materials and curriculum from scratch. I am so thankful to be able to be in a community which is so excited to be learning Japanese, due to the large amount of families being employed by our local Honda Manufacturing. As a new teacher and as a program developer, it is essential that I seek all of the professional development opportunities available to me, as well as network with the small group of Japanese teachers that are out there in the United States. With the help of the Cheng & Tsui Grant I was able to attend so many intellectually challenging and inspiring sessions on Japanese language pedagogy as well as technology incorporation and curriculum development. I took away many fresh activities and new ideas that I could incorporate into my classroom teaching right away. Thank you so much for giving me the chance to not only improve as a teacher in order to better serve my students, but to also connect with other Japanese professionals all over America.

Suyu Kuo (University of Pennsylvania)

I would like to take this opportunity to express my indebted gratitude to Cheng & Tsui and AATJ board members. I am sincerely honored to have been selected as a recipient of the 2014 Cheng & Tsui Professional Development Award.

The grant has allowed me to attend and present my research paper at the fall conference of the American Association of Teachers of Japanese in conjunction with the American Council on the Teaching of Foreign Languages Annual Convention and World Languages Expo which was held on November 21-23, 2014 in San Antonio, Texas.

I co-presented my research paper titled: "Raising Radical Awareness Through the *Kanji/Hanzi* Storytelling Project" with a Chinese language lecturer, Ms. I-ling Hsu at the University of Rhode Island and received many favorable responses from the audience. I firmly believe that this presentation has advanced my professional development as a Japanese language lecturer because it gave me an opportunity to work collaboratively with the other East Asian language lecturer towards the common goal of strengthening the students' proficiency in acquiring Chinese characters.

Thank you again from the bottom of my heart for your thoughtful and generous grant. I will strive to continue working hard for Japanese language education to honor your grant commitment.

"Japanese Literature: From Murasaki to Murakami" New Publication from the Association for Asian Studies

"Japanese Literature: From Murasaki to Murakami" provides a concise introduction to the literature of Japan that traces its origins in the seventh century and explores a literary legacy—and its cultural contexts—marked by the intersection of aristocratic elegance and warrior austerity. Coverage extends to the present day with a focus on the complex twists and turns that mark Japan's literature in the modern period.

In under one hundred pages of narrative, Marcus's account of Japanese literature ranges from the 712 CE publication of Japan's first literary work, the *Kojiki*, to internationally famous 21st century authors. Readers get a sense of past and contemporary literary themes and well-written vignettes of the men and women who produced works that are an integral part of Japan's literary traditions.

Marvin Marcus, a longtime AATJ member, is Professor of Japanese Language and Literature at Washington University in St. Louis.

Priced at just \$10.00 for AAS members and \$12.00 for nonmembers, the volume can be ordered from AAS online; go to www.asian-studies.org/publications/KIAS.htm

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- **SPEAKJAPAN** posters you can print out and post in your office or classroom!

SPEAKJAPANは、学習者、保護者やPTA、校長先生や教育長などの日本語教育に関わる人達に向けて、「日本語を学習するといいいことがある」ことを分かりやすく示すことを目的とした、アドボカシーWEBサイトです。

また、**SPEAKJAPAN** Brochure Guide (www.jflalc.org/brochure.html)では、サイトの情報を使って、加工できるプロシユアーが作れるようにしてあります。先生方は、WEBに載っている項目から、それぞれの学校区や学校のニーズに合致したものを選んで編集し、個別の学校や教師の情報を追加して、ご自分でbrochureを印刷・配布できるようになっております。こちらも併せてご活用いただければ幸いです。

Amanda Rollins

Japan Foundation, Los Angeles

Program Coordinator

jflaeducation@jflalc.org



2015 Kyoko Selden Memorial Translation Prize

The Department of Asian Studies at Cornell University is pleased to announce the 2015 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, Japanese art and aesthetics, the atomic bomb experience, Ainu and Okinawan life and culture, historical and contemporary literature, poetry and prose, 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 will be made freely available on the web. The winning translations will be published online at The Asia-Pacific Journal: Japan Focus <<http://www.japanfocus.org/>>.

Submit three copies of a translation and one copy of the original printed 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. Please also send the submissions as e-mail attachments to seldenprize@cornell.edu. Repeat submissions are welcomed. 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, submit an excerpt of up to 20,000 words. The closing date for the prize competition is May 30, 2015. Awards will be announced on August 31, 2015. For the 2015 competition, one prize of \$1,250 will be awarded in two different categories: 1) to an already published translator; 2) to an unpublished translator.

Call for Papers: International Research

International Research Conference: Intersection of Modern Japanese Literature
<http://amjls.web.fc2.com/oshirase20140901.html>

This conference aims to encourage links and connections between the research emerging around the world on modern Japanese literature and research activities within Japan.

- The conference will be held on November 22, 2015, at Waseda University, Tokyo.
- Individual or panel presentations will be accepted.
- Both members and non-members of Nihon Kindai Bungakukai may apply.
- Both individual and panel presentations are to be given in Japanese (for panel presentations only, if presenters can provide their own Japanese interpreters, then any language will be accepted).
- Individual presentations are to be 30 minutes (plus 15 minutes for Q&A); panel presentations are to be a total of 2-2.5 hours for the entire panel.

We will be accepting applications for both individual and panel presentations between April 1 and 30, 2015 (applications must be received by this date). Please send your completed entry sheet (found on the Nihon Kindai Bungakukai website) and your abstract to the address given below either by e-mail or by post (to be received by the deadline). For individual papers, abstracts should be about 400 Japanese characters; for panels, please provide an abstract in Japanese for the panel as a whole in addition to the abstracts for each individual presenter, for a total of about 1500 characters. Applicants will be contacted as soon as selections have been made.

Please send applications to:

Email: kindaiin2014@gmail.com

Post: Wada Atsuhiko, Nihon Kindai Bungakukai Jimukyoku
 Waseda University, Education and Integrated Arts and Sciences
 1-6-1 Nishiwaseda, Shinjuku, Tokyo, 169-8050 JAPAN

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Job Opening Announcements

Carleton College

The Department of Asian Languages and Literatures at Carleton College (Northfield, MN) invites applications for a one-year part-time replacement position at the assistant professor or instructor level in Japanese language and literature to begin on September 1, 2015. (The Carleton calendar is three ten-week terms. The position will require teaching either 3 courses or up to 5 courses depending on enrollments.) The appointee will teach in the basic Japanese language sequence and, depending on training, and scheduling, possibly an advanced course in Japanese and/or a course in literature in translation. Qualifications include: native or near-native fluency in Japanese and English; MA, ABD, or recent PhD in Japanese language or literature; commitment to undergraduate education. Preference will be given to those with elementary language teaching experience at the college level and serious interest in basic language instruction. We particularly seek experienced teachers who are interested in teaching a diverse student body in a liberal arts environment.

To apply, complete the online application by March 10, 2015 at <https://jobs.carleton.edu/>. The online application should include a cover letter, contact information for three references, curriculum vitae, and a statement of teaching experience and how it has influenced your teaching philosophy.

We plan to interview at the AAS Meetings in Chicago March 26-29, 2015. We are committed to developing our faculty to better reflect the diversity of our student body and American society. Women and members of minority groups are strongly encouraged to apply. Carleton College does not discriminate on the basis of race, color, creed, ethnicity, religion, sex, national origin, marital status, veteran status, actual or perceived sexual orientation, gender identity and expression, status with regard to public assistance, disability, or **age in providing employment or access to its educational facilities and activities.**

Colorado College

The Department of German, Russian, and East Asian Languages at Colorado College invites applications for a **full-time Lecturer in Japanese for the academic year 2015-16**, beginning on August 20, 2015. One year, with a possibility of renewal. Duties include teaching six elementary to advanced level Japanese language courses per year, as well as advising students and participating in activities organized by the Japanese Language Program, which offers a Minor and also supports the Asian Studies Program. Competitive salary commensurate with qualifications and experience.

Applicants must be committed to high-quality innovative undergraduate teaching. The Block System of education at Colorado College, in which professors teach and students take only one course at a time for 3-1/2 weeks, lends itself to innovative pedagogy. The visitor will teach 6 out of 8.5 blocks in the academic calendar. The advanced level courses are offered on a twice-a-week basis throughout the fall and the spring semesters.

Minimum qualifications include an M.A. degree or higher in Japanese Pedagogy, Foreign Language Pedagogy, Second Language Acquisition or a related field. Applicants should have teaching experience at the college or university level to English-speaking students. Native or near-native fluency in Japanese and excellent command of English.

Applicants should send a statement of teaching, curriculum vitae, and names and addresses of three references to Joan Ericson, Dept. of German, Russian, and East Asian Languages, Colorado College, 14 E. Cache la Poudre, Colorado Springs, CO 80903. Email: jericson@ColoradoCollege.edu.

The search will remain open until the visitor position is filled.

The Colorado College welcomes members of all groups, and reaffirms its commitment not to discriminate on the basis of race, color, age, religion, sex, national origin, sexual orientation, or disability in its educational programs, activities, and employment practices. **EQUAL OPPORTUNITY.**

Earlham College

Earlham College, a residential liberal arts college, invites applications for a **Language Fellow position in the Japanese language program for the 2015-2016 academic year** (renewable). The language fellow will assist in the beginning and intermediate Japanese courses and teach five (5) hours in Richmond Japanese School (Saturday School). The Language Fellow receives a stipend of \$15,000-15,500 and free room and board on Earlham College campus for the academic year. The language fellow may also attend for free in up to two courses per semester at the college. An M.A. in Japanese linguistics, pedagogy or other related fields is preferred, but candidates without an M.A. will be considered, too.

To apply, please send electronically a letter of application, CV, and three letters of reference to Akiko Kakutani, <akikok@earlham.edu>, Professor of Japanese, Department of Languages and Literatures. Review of applications will begin immediately and continue until the position is filled. Earlham College is an affirmative action, equal opportunity employer and is committed to diversity in all areas of the campus community.

Grinnell College

Grinnell College announces a **1-year term full-time position in Japanese** in the Department of Chinese and Japanese (area of specialization open). Assistant Professor (Ph.D.) preferred; Instructor (ABD) possible. Grinnell College is a highly selective undergraduate liberal arts college. The College's curriculum is founded on a strong advising system and close student-faculty interaction, with few college-wide requirements beyond the completion of a major. The teaching schedule of five courses over two semesters will include either four language courses and one culture-in-translation course or three language courses and two culture-in-translation courses. The area of specialization is open, but candidates who are interested in teaching a course related broadly to the topic of democracy or peace studies are particularly encouraged to apply.

In letters of application, candidates should discuss their interest in developing as a teacher and scholar in an undergraduate, liberal-arts college that emphasizes close student-faculty interaction. They should also discuss how they might contribute to a college community that has diversity—of people, personal and educational experiences, and disciplinary perspectives—as one of its core values. To be assured of full consideration, all application materials should be received by **February 13, 2015**. Please submit applications online by visiting our application website at <https://jobs.grinnell.edu>. Candidates will need to upload a letter of application, curriculum vitae, transcripts (copies are acceptable), and provide email addresses for three references. Questions about this search should be directed to the search chair, Professor Mariko Schimmel, at JapaneseSearch@grinnell.edu or 641-269-3141.

Grinnell College is committed to establishing and maintaining a safe and nondiscriminatory educational environment for all College community members. It is committed to a policy of nondiscrimination in matters of admission, employment, and housing, and in access to and participation in its education programs, services, and activities. The College does not discriminate on the basis of race, color, ethnicity, national origin, age, sex, gender, sexual orientation, gender identity or expression, marital status, veteran status, religion, disability, creed, or any other protected class.

Indiana University Bloomington

The Department of East Asian Languages & Cultures in the School of Global and International Studies at Indiana University Bloomington invites applications for a **tenure-track position as assistant professor in Japanese Language Studies**. The field of specialization includes, but is not limited to, language education, second language studies, or linguistics broadly defined. The appointment begins August 1, 2015.

Candidates must have the Ph.D. at time of appointment. The successful candidate will have a productive research record with clear potential for scholarly excellence, as well as a strong commitment to language teaching. She or he will also demonstrate a commitment to research, teaching, and program development within the Department of East Asian Languages & Cultures, as well as the School of Global and International Studies. Required qualifications include native or near-native proficiency in Japanese and English, and

the ability to oversee the department's Japanese language program and represent its interests within and beyond the institution. Teaching responsibilities will include one level of the Japanese-language sequence and undergraduate and graduate courses in support of the department's language and culture curriculum.

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

Application materials, including a cover letter, curriculum vitae, statement of research interests, philosophy, teaching evaluations, a writing sample, and three academic letters of reference should be submitted online at <http://indiana.peopleadmin.com/postings/1327>. Inquiries and any hard copy submissions can be directed to Japanese Search Committee, Department of East Asian Languages and Cultures, Goodbody Hall 250, 1011 E. Third St., Bloomington, IN 47405-7005 or electronically at ealc@indiana.edu. Applications received by **January 30, 2015**, are assured full consideration, but applications will be accepted until the position is filled.

Kalamazoo College

Kalamazoo College invites applications for a **Japanese language teaching position, to be filled at visiting assistant professor or visiting instructor level**. At least an MA or higher in language pedagogy or related field, native or near-native competence in Japanese and English, demonstrated strong teaching skills at the college or university level, and familiarity with current language pedagogy are required. Knowledge of the use of technology in classroom teaching is highly desired. Teaching responsibilities are typically two classes each of three 10-week terms. Courses will range from beginning to third-year levels of language. College rental housing may be available.

Kalamazoo College is a highly selective, nationally known liberal arts college of approximately 1450 motivated students offering an integrated undergraduate experience that weaves a traditional liberal arts curriculum into domestic and international educational experiences. The campus is located midway between Chicago and Detroit in Kalamazoo, Michigan which is in a metropolitan area of 225,000.

Review of applications will commence **March 1, 2015**. Preliminary interviews will be conducted at the AAS/AATJ conference hotel in Chicago, March 27 and 28, 2015. Submit a cover letter, curriculum vitae, statement of teaching philosophy, and undergraduate and graduate transcripts (unofficial is acceptable) in PDF format to JapaneseSearch@kzoo.edu. Indicate in the cover letter whether attending the AAS meeting or not and how to contact you in the week or so prior to and at the conference. Also have three confidential letters of recommendation sent in PDF format to JapaneseSearch@kzoo.edu using the applicant's name as the subject line *lastname_firstname*.

For more information, see the Kalamazoo College home page at www.kzoo.edu and the Japanese Program website at <http://reason.kzoo.edu/japanese/> and East Asian Studies major at <http://www.kzoo.edu/asia>. Please direct any questions regarding the position to Dr. Rose Bundy, Director, Japanese Program (bundy@kzoo.edu). Kalamazoo College desires applicants who are committed to promoting access and success for all students, and strongly encourages candidates who will contribute to the cultural diversity of the College to identify themselves if they wish. We are an equal opportunity employer.

Kyoto Consortium for Japanese Studies

The Kyoto Consortium for Japanese Studies (KCJS) seeks candidates for the position of **Resident Director of its study-abroad center** based on the campus of Doshisha University in Kyoto. KCJS is a consortium of fourteen universities administered by Columbia University that offers academic year and summer programs. For additional background information, potential applicants should visit the websites www.kcjs.jp and www.kcjs.columbia.edu.

Working closely with the KCJS Governing Board, Columbia University, and Doshisha University, the Resident Director is responsible for the continued development and oversight of the academic programs, student affairs, and administrative and financial management. The Resident Director supervises a full-time

administrative staff that assists in all areas of program management, and teaches one course a semester during the academic year program.

This is a position that begins on July 1, 2015, or a mutually agreeable date. The position may be filled at an assistant or associate professor level. The successful candidate will hold a one-year non-tenured academic appointment in the Department of East Asian Languages and Cultures at Columbia University through June 30, 2016.

Candidates should have a Ph.D. in a Japan-related field and undergraduate teaching experience; language fluency in English and Japanese; Japanese cultural fluency; experience with American undergraduates at institutions similar to those in the KCJS consortium; administrative experience; and ability to undertake international travel. Experience with overseas study programs is preferred, but not required.

All applicants must apply at Columbia's secure online site: academicjobs.columbia.edu/applicants/Central?quickFind=60253

Applications will be reviewed beginning: **January 23, 2015**. The search will remain open until it is filled.

Columbia University is an Equal Opportunity/Affirmative Action employer.

Lawrence University

Lawrence University announces a **one-year full-time position in Japanese** in the Department of Chinese and Japanese (area of specialization open with a preference of literature or linguistics). Assistant Professor (Ph.D.) preferred; Instructor (ABD) possible. The teaching schedule of six courses over three terms will include at least three language courses at the beginning level plus other content courses, one of which is culture, depending on the candidate's expertise and curricular need of the department. Candidates who are interested in participating in Lawrence's campus-wide Freshman Studies program as partial fulfillment of the teaching responsibility are especially encouraged to apply.

In letters of application, candidates should discuss their interest in developing as a teacher and scholar in an undergraduate, liberal arts college that emphasizes close student-faculty interaction. They should also discuss how they might contribute to a college community that has diversity—of people, personal and educational experiences, and disciplinary perspectives—as one of its core values. The search committee will start reviewing all application materials on **March 1, 2015** and continue until the position is filled.

Please submit applications online by visiting our application website at <https://lawrencecareers.silkroad.com>. Candidates will need to upload a letter of application, curriculum vitae, transcripts (copies are acceptable), and provide email addresses for three references. Questions about this search should be directed to the search chair, Professor Kuo-ming Sung, at search_japanese@lawrence.edu.

Lawrence is committed to enhancing the diversity of its faculty and the diversity of viewpoints and approaches that the faculty represents. Candidates are encouraged to read more about Lawrence at https://lawrencecareers.silkroad.com/lawrenceuniversity/About_Us.html and to address in their letters of application the ways in which they could contribute to Lawrence's institutional mission and goals. This website also includes informational resources about the University and the surrounding community.

Murray State University

The Department of Modern Languages at Murray State University is accepting applications for a tenure-track position as **Assistant Professor of Japanese** beginning in August 2015. The successful candidate will teach all levels of language, literature, and culture and engage in related service responsibilities in our thriving program. Candidates must have native or near-native fluency in Japanese and English and demonstrate success in teaching at the college/university level in the USA.

Applicants must hold a Ph.D. completed by June 1, 2015, in Japanese literature, Japanese Studies, or teaching Japanese as a foreign language. Candidates must have a strong commitment to teaching.

Applicants should submit materials electronically, including a letter of application addressed to Department of Modern Languages, Murray State University; vita; three recent letters of recommendation; transcripts; and recent teaching evaluations. For inquiries, call Dept. of Modern Languages at 270-809-2501.

For detailed information and to apply, go to <http://www.murraystatejobs.com/postings/3837>. The deadline for applications is **February 15, 2015**.

St. Olaf College

The Department of Asian Studies at St. Olaf College seeks an energetic and committed teacher/scholar in Japanese Language and Area Studies for a one-year teaching position beginning fall 2015. This is a sabbatical replacement position, expected at the assistant professor rank. Salary is competitive.

Applicants are expected to have completed or be near completion of their Ph.D. in a relevant field by September 1, 2015. Native or near-native competence in Japanese and English, demonstrated strong teaching skills and scholarly promise are required. Use of technology in classroom teaching and familiarity with current language pedagogy are highly desired. Specialization in Japanese language and Japan Studies or Asian Studies (including linguistics, theater, or interdisciplinary approaches such as film studies or cultural studies) is required. Teaching responsibilities include all levels of Japanese language courses and at least one in English that contributes to our Asian Studies major and Japan Studies concentration. The normal teaching load is six courses a year, and the College prefers candidates who can serve full time, but will consider candidates who request a reduced appointment.

The [Asian Studies Department](#) has three full-time faculty in Chinese language, two full-time and one part-time faculty in Japanese language, and six faculty with partial teaching appointments in Asian Studies from History, Religion, Economics, the Libraries, Art History, and Political Science. Faculty in other departments also have teaching and research interests in Asia.

All applications must be submitted online at <http://wp.stolaf.edu/hr/jobs/>. Application review will begin on February 28, 2015 and will continue until the position is filled. The initial application should include: a cover letter outlining your qualifications; a current curriculum vitae; a short statement (1 page) describing your teaching philosophy and research interests; unofficial graduate transcripts; and the names and email addresses for three professional references who can speak to your abilities in classroom teaching and scholarship (at this time, only the names and email addresses need to be submitted; St. Olaf College will directly contact references at a later date).

Questions about the position, department, or college may be directed to Professor Karil Kucera, Chair of the Department of Asian Studies, at japanese2015@stolaf.edu.

Founded in 1874, [St. Olaf College](#) is a residential, coeducational liberal arts college with approximately 3,000 students and 800 faculty and staff employees. It is located in Northfield, Minnesota, about 45 minutes from Minneapolis and St. Paul with their rich and diverse cultural resources. The college offers an academically rigorous, nationally ranked liberal arts education that fosters the development of the whole person in mind, body, and spirit and emphasizes a global perspective.

A liberal arts college of the Lutheran Church (ELCA), St. Olaf College is an affirmative action/equal opportunity employer and actively seeks diversity in students, faculty, and staff. The college is especially interested in qualified candidates who can contribute to the diversity of our community through their teaching, research, and/or service.

To provide a safe and secure educational environment, St. Olaf College verifies the accuracy of all credentials presented by applicants and conducts a criminal background check on every new hire.

University of Denver

The Department of Languages and Literatures at the University of Denver will hire a **Lecturer of Japanese for appointment**. This is a full-time, renewable lectureship with full benefits beginning September 1, 2015.

Teaching load is eight classes over three academic quarters, which are typically one-hour block courses taught four days per week. The lecturer will teach all levels of Japanese, though mainly beginning and intermediate level classes. Some advising of declared or prospective minors and of students planning to study in Japan is expected; some program-promotion activities such as student club advising are also expected. Research/scholarship is not a job requirement for this position, although active scholarship is desirable and supported. Contribution to student advising and extracurricular activities is expected. Participation in department meetings and collaboration with the team in Japanese is expected, as is limited committee or other departmental service.

Required Qualifications: ABD in Japanese or closely related field (e.g., comparative literature or linguistics with a clear Japanese emphasis) at the time of appointment in September 2015; experience teaching Japanese language to Anglophone students in the US at college or university level, with proven, professionally attested excellence and effectiveness; excellent command of Japanese and English language in all their aspects: lexicon and idiom, grammar, phonology, and writing system.

Preferred Qualifications: PhD in Japanese language and literature, Japanese linguistics, or a closely related field at time of application; formal study of second language acquisition and experience in assessment of language learning; experience teaching 2nd and 3rd year Japanese; extended residence and extensive travel in Japan.

Candidates must apply online through www.dujobs.org to be considered. Only applications submitted online will be accepted. Once within the job description online, please click New Resume/CV at the bottom of the page to begin application. In addition to the application, please upload a cover letter, official transcripts of graduate studies, and a document which conveys evidence of outstanding teaching. Please combine documents to avoid the 5-document upload limit.

Three letters of recommendation are also required. Please email, or send via Interfolio the letters of recommendation to the following contact: Colleen Lucero, Assistant to the Chair - colleen.lucero@du.edu or if they must be mailed: Japanese Search Committee, Department of Languages and Literatures, University of Denver, Denver, CO 80208.

If you have questions regarding this position please contact: Colleen Lucero at colleen.lucero@du.edu
Deadline for submissions is February 20, 2015. We will be conducting semi-finalist interviews at the AAS Annual Conference in Chicago, March 26-29, 2015 (other arrangements can be made if necessary).

The University of Denver is committed to enhancing the diversity of its faculty and staff and encourages applications from women, minorities, members of the LBGT community, people with disabilities and veterans. The University is an equal opportunity/affirmative action employer.

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 2015-2016. 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/503> . 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 more 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.

University of South Florida

The Department of World Languages at the University of South Florida invites applications for a position of **full-time instructor in Japanese**, beginning August 7, 2015. Responsibilities include teaching elementary to advanced level Japanese language and culture courses.

Minimum Qualifications: M.A. degree or higher in Japanese Pedagogy, Foreign Language Pedagogy, Second Language Acquisition or a related field. Preferred Qualifications: Applicants should have teaching experience at the university level and must demonstrate excellence in teaching a proficiency-based curriculum.

Posting End Date: Open Until Filled; review of applications will begin on **March 20, 2015**.

Applicants should submit 1) a letter of application; 2) curriculum vitae; 3) a statement of teaching philosophy or teaching portfolio; 4) three letters of reference, at least one of which specifically addresses the candidate's qualifications as a teacher (to be sent to the address below); 5) a demo lesson video.

To start, go online to <http://www.usf.edu/about-usf/work-at-usf.aspx> and click on the button labeled "Access Careers@USF." From the list of jobs that appears, locate the "Japanese Instructor" item and click it. When applying for an opening you will have the opportunity to upload a cover letter and other requested materials. Only online applications are accepted for this position.

Letters of recommendation should be sent to: Ms. Claudine Boniec (cboniec@usf.edu), Department of World Languages, 4202 E. Fowler Ave, CPR107, Tampa, FL 33620.

University of Texas Austin

The Department of Asian Studies at the University of Texas at Austin invites applications for a **one-year lecturer position in Japanese Language** beginning September 1, 2015. Lecturers will teach three sections of two courses per semester. Candidates should have a minimum of a Master's degree in Japanese or a related field and have native or near native proficiency in both Japanese and English. Candidates with experience teaching fourth-year Japanese are preferred.

The successful candidate will be required to complete the Federal Employment Eligibility Verification form, I-9, and will be required to present acceptable and original documents to prove identity and authorization to work in the United States. Documents must be presented no later than the third day of employment. Failure to do so will result in loss of employment at the University. Security sensitive position; background check conducted on applicant selected.

Please send a letter of interest, current CV, recent example of teaching (in the form of a video clip on a flash drive with a teaching plan of that lesson or a link to an uploaded video), names and contact information of three references, and relevant syllabi including a list of courses taught and textbooks used to: Japanese Language Search Committee, Department of Asian Studies, 120 Inner Campus Drive Stop, G9300, the University of Texas at Austin, Austin, Texas 78712-1251. Applications must be received by **February 28, 2015** to receive full consideration. The University of Texas at Austin is an Affirmative Action/Equal Opportunity Employer.

Utah State University

The Department of Languages, Philosophy & Communication Studies at Utah State University invites applications for a **lecturer position in Japanese**. Candidates must have an M.A. in Japanese, Japanese Linguistics or a related field completed by August 14, 2015. Candidates will need to pass a background check, per university policy. Successful candidates should be willing to mentor undergraduate students and have the ability and desire to teach beginning and intermediate level courses, as well as occasionally more advanced courses. Ability to support our Asian Studies major is also an important plus.

Applications are to be submitted online at <http://jobs.usu.edu/applicants/Central?quickFind=61292>. Review of applications will begin on **February 28, 2015**, and continue until the position is filled.

Utah State University is a Carnegie Research University located in a mountain valley 80 miles north of Salt Lake City. Visit www.usu.edu/greats, or our departmental web page at <http://lpcs.usu.edu/> for more information about USU.

Vassar College

Vassar College invites applications for a **Japanese Language Fellow (Intern) for the 2015-16 academic year** (late August, 2015 through May, 2016). Vassar College is an equal opportunity/affirmative action employer and is strongly and actively committed to diversity within its community. Applications from members of historically underrepresented groups are especially encouraged.

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 on Vassar's campus in student housing for the academic year, a monthly stipend of \$500 for 10 months, and health insurance coverage. They may also take up to two courses per semester free at Vassar. Language Fellows should have a B.A. and be fluent in English.

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

Washington and Lee University

The Department of East Asian Languages and Literatures at Washington and Lee University invites applications for a **three-year position as visiting instructor in Japanese** to begin July 2015. The ideal applicant will have a PhD, native or near native fluency in Japanese and English, a demonstrated commitment to foreign language instruction and a familiarity with language-learning technology. Primary responsibilities include the teaching of Japanese at all levels. Applicants with a Ph.D. in the field of modern Japanese literature, culture or film, linguistics, or a related field are preferred.

Review of applications will begin **January 12, 2015** and continue until the position is filled. Preliminary interviews will be conducted via Skype, and candidates may be invited to campus in March 2015. Candidates should submit a cover letter, current c.v., graduate transcript, statement on teaching philosophy, sample syllabi, and most recent teaching evaluations and 3 letters of recommendation (including at least one letter which can speak to the candidate's teaching experience) to the Japanese Search Committee by applying online at <http://jobs.wlu.edu/postings/2205>.

Founded in 1749, Washington and Lee University is located in the historic city of Lexington in the Great Valley of Virginia, about three hours southwest of Washington, DC. For more information about the university, visit <http://www.wlu.edu>. For any questions about the search, contact Janet Ikeda (ikedaj@wlu.edu). Washington and Lee University is an Equal Opportunity Employer.

Apply at: <http://www.Click2Apply.net/nm9g6gk>.

West Virginia University

The Department of World Languages, Literatures, and Linguistics at West Virginia University invites applications for the position of **Teaching Assistant Professor or Teaching Instructor**. We are seeking applicants with a Ph.D. or Master's degree in Japanese or Japanese Studies, or equivalent. For appointment at the Teaching Assistant Professor rank completion of the doctorate by position start date, August 16, 2015, is expected. Applicants with a Master's degree will be considered for appointment at the Instructor rank. Native or near-native proficiency in Japanese and English and potential for teaching excellence required. The candidate is expected to teach Japanese language courses and Japanese literature and culture courses (taught in Japanese or English). The teaching load is four courses per semester and will include course development and working cooperatively with other language instructors. We are looking for an energetic individual eager to help us continue to develop our Japanese Studies program.

Teaching appointments at WVU are full-time, renewable term appointments. Teaching Assistant Professors are eligible for promotion, e.g., to Teaching Associate Professor; however, promotion to senior ranks is not a requirement for institutional commitment and career stability. There is no traditional research assignment. Teaching faculty are expected to present evidence of ongoing engagement in assessment-based advancement of instructional processes. Appointments are renewable term appointments, with provision for up to three-year renewable terms for successful teaching faculty. There is no maximum number of terms. This position is a full-time nine-month appointment and includes full benefits. Part-time summer advising is expected, with additional compensation.

WVU is a Research– High Activity University and an Equal Employment Opportunity/Affirmative Action Employer and the recipient of an NSF ADVANCE award for gender equity. The university is committed to diversity and welcomes applications from all qualified individuals, including minorities, females, individuals with disabilities, and veterans. The university is located in the community of Morgantown, which offers plentiful opportunities as well as recreational outlets that draw on the natural beauty and rich culture of Appalachia. Morgantown is located within 1½ hours of Pittsburgh and 3½ hours of the Washington / Baltimore area. It has been recognized as one of the most livable small cities in the U.S.

The position begins August 16, 2015. Screening will begin **February 2, 2015**, continuing until the position is filled. Initial interviews will be conducted by videoconference.

Applicants should submit a letter of application, CV, evidence of teaching ability (e.g., portfolio, student evaluations), and at least three letters of recommendation by e-mail to WLLSearch@mail.wvu.edu or online through Interfolio; after establishing an account at www.interfolio.com.

Direct further inquiries to WLLSearch@mail.wvu.edu or to Mison Beondy at (304) 293-8301.

Winona State University

Winona State University (Winona, MN) invites applications for the position of **Instructor/Assistant Professor of Japanese Studies** in the Department of Global Studies & World Languages. This position is a fixed-term/9-month appointment starting August 17, 2015. Salary and rank will be dependent upon degree and experience. As a faculty member, you will be responsible for teaching undergraduate Japanese language courses at all levels, including undergraduate Japanese Studies minor courses in English. Additionally, you will be responsible for advising students as well as WSU's Japanese Club. Providing service to the department, university, and/or a professional organization related to this position is also expected.

Minimum qualifications for this position are: (1) an M.A. in any one of the following: Japanese language, literature, culture, linguistics, pedagogy, or a closely related field; (2) demonstrated experience in teaching Japanese at the university level; (3) demonstrated record of scholarship and/or a credible research agenda; (4) native or near-native fluency in Japanese; and (5) fluency in English.

For a complete position description and information on applying for this position, please go to <http://agency.governmentjobs.com/winona>. Application deadline is **March 6, 2015**. Position available pending budgetary approval.

A member of the Minnesota State Colleges and Universities System. An equal opportunity educator and employer. Women, minorities, veterans and individuals with disabilities are encouraged to apply.

AMERICAN ASSOCIATION OF TEACHERS OF JAPANESE

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

Membership Application/Renewal

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

- receive four issues annually of the *AATJ Newsletter* and other publications
- present research at and attend the annual AATJ Conferences in conjunction with AAS and ACTFL
- nominate students for induction into the Japanese National Honor Society
- read and post job opening announcements and other information on AATJ website
- participate in activities of regional/state affiliates and Special Interest Groups
- benefit from the Association's ongoing efforts to promote Japanese studies and enhance the quality of education in Japanese language, literature, linguistics, and culture.

The categories of membership and the corresponding dues are indicated below. Please return the form with your check (US dollars) or VISA/MasterCard number to the address above. Online registration is also available at www.aatj.org/membership.html.

Name (print):		Date:	
Address:	Tel:		
	E-mail (personal, to avoid institutional blocking of messages):		
	School/Organization where you work:		
	Area of specialization: <input type="checkbox"/> Language Teaching <input type="checkbox"/> Linguistics <input type="checkbox"/> Literature		
Membership Category (check): Regular Member: <input type="checkbox"/> \$40 Student Member: <input type="checkbox"/> \$20 Optional: <i>Japanese Language & Literature</i> (2 issues): <input type="checkbox"/> \$10 Institution: (includes all publications) <input type="checkbox"/> \$60 Shipping & handling (outside of U.S.) <input type="checkbox"/> \$20 Total Payment (U.S. Dollars) _____		Special Interest Groups: <input type="checkbox"/> AP Japanese <input type="checkbox"/> Classical Japanese <input type="checkbox"/> Heritage Language <input type="checkbox"/> Japanese for Specific Purposes <input type="checkbox"/> Language & Culture <input type="checkbox"/> Professional Development <input type="checkbox"/> Proficiency Assessment <input type="checkbox"/> Study Abroad	
<input type="checkbox"/> Check Enclosed <input type="checkbox"/> MasterCard/VISA # _____ Exp. ____/____ _____ Signature		Affiliate (Choose one) <input type="checkbox"/> Alaska (AKATJ) <input type="checkbox"/> Arizona (AATJ) <input type="checkbox"/> California (CAJLT) <input type="checkbox"/> California-north (NCJTA) <input type="checkbox"/> Colorado (CJLEA) <input type="checkbox"/> Florida (AFTJ) <input type="checkbox"/> Georgia (GATJ) <input type="checkbox"/> Guam (JALTA) <input type="checkbox"/> Hawaii (HATJ) <input type="checkbox"/> Illinois (IATJ) <input type="checkbox"/> Indiana (AITJ) <input type="checkbox"/> Inter-mtn (IMATJ) <input type="checkbox"/> Iowa (JLCTIA) <input type="checkbox"/> Kentucky (KAJLT) <input type="checkbox"/> Louisiana (LATJ)	<input type="checkbox"/> Michigan (JTAM) <input type="checkbox"/> Mid-Atlantic (MAATJ) <input type="checkbox"/> Missouri (MATJ) <input type="checkbox"/> Minnesota (MCTJ) <input type="checkbox"/> Nevada-south (SNJTA) <input type="checkbox"/> New Jersey (NJATJ) <input type="checkbox"/> N. Carolina (NCATJ) <input type="checkbox"/> Northeast (NECTJ) <input type="checkbox"/> Ohio (OATJ) <input type="checkbox"/> Oregon (ATJO) <input type="checkbox"/> South Central (SCATJ) <input type="checkbox"/> Texas (JTAT) <input type="checkbox"/> Washington (WATJ) <input type="checkbox"/> Wisconsin (WiATJ) <input type="checkbox"/> I live outside of the U.S.

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For more information... <http://www.kif-org.com/naj/>

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Boulder, CO 80309-0366

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JTB USA is a sponsor of AATJ's annual conferences. Visit <http://www.jtsusa.com> to find out about the company's travel services focusing on travel to and within Japan.

Nagoya University is a corporate sponsor of AATJ. Visit <http://admissions.g30.nagoya-u.ac.jp> to find out about Nagoya University's Global International Programs taught in English.

Yamate Gakuin is a sponsor of AATJ's professional development activities. Visit <http://www.yamate-gakuin.ac.jp> to find out about Yamate's exchange programs for high school students.

