



President's Message

Motoko Tabuse 田伏 素子

風薫る5月。皆様にはお元気でご活躍のことと存じます。3月末に行われたAATJの春の学会は、お陰様で、参加者が300人を超え、最多記録を更新しました。この学会の基調講演には、ニューズレターで連載しているMOOCでおなじみのMIT/東京大学兼任の宮川繁先生にMOOCを含むOpen Educationについてお話して頂き、ディスカッサントとしてワシントンD.Cから来て下さった在米日本国大使館の大鷹正人公使からは興味深いお考えを聞かせて頂きました。これからも日本の大学や日本政府との協働活動を続けていければと切に思います。

尚、この特別セッションの実施に関しは、シカゴ領事館の皆様、イリノイ教師会の皆様、そしてAATJの春の学会のCo-Directorsの森先生（ジョージタウン大学）、相川先生（MIT）に厚くお礼を申し上げます。学期も終わりに近づき待ち遠しかった夏休みです。思う存分夏休みを満喫してください！

May has arrived with its spring beauty and its annual rejuvenation of life. I hope you and your loved ones are getting outside to enjoy it! The AATJ Spring conference in Chicago was a great success with a record number of participants (over 300). As the keynote speaker, Dr. Shigeru Miyagawa of MIT and the University of Tokyo spoke about Open Education and MOOCs. Minister Masato Ohtaka from the Embassy of Japan in Washington D.C. gave interesting insights into the future of the Japanese language education from a diplomat's perspective.

Our thanks go out to the Consulate General of Japan in Chicago and Illinois ATJ. I also need to recognize AATJ Spring Conference Co-Directors Yoshiko Mori (Georgetown University) and Takako Aikawa (MIT) for their collaboration and hard work. We could not have had the conference without you!

I am sure that you are looking forward to enjoying the upcoming summer break now that this academic year is nearly over – Have a great summer!



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

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

Table of Contents

Pages

- | | |
|----|---|
| 1 | President's Message |
| 3 | Special Interview Series: Dr. Shigeru Miyagawa |
| |
AATJ Announcements |
| 5 | • AATJ 2015 Fall Conference at ACTFL |
| 10 | • AATJ 2015 Spring Conference Report |
| 11 | • Marketing Your Language from the Inside Out |
| | • Translating Haruki Murakami |
| 12 | • Cheng & Tsui Professional Development Grants for 2015 |
| | • AATJ Special Interest Groups' Reports |
| | - Study Abroad for Foreign Language Advancement SIG |
| | - Community College SIG |
| 13 | Job Opening Announcements |
| 18 | AATJ Membership Information |
| 19 | AATJ Member Application Form |
| 20 | Support Our Sponsors |

Special Interview Series: Dr. Shigeru Miyagawa

#4 - 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。インタビュー記事は今回が最後回です。

田伏：さて、話をアセスメントとMOOCに戻したいと思います。

宮川：MOOCのアセスメントは、非常に面白いです。

田伏：そうですね。データがたくさん集まると思うので、アセスメント以前にまず、参加者または学習者のプロファイリングが作れそうな気がするのですが。

宮川：そうですね。図書館が一杯になるほど大量のデータです。MITが初のMOOCとして電子回路のコースを出した時にとれたデータは大変多く、分析に行く前に何が貴重なデータで何が重要ではないデータなのかを振り分けることをしています。

田伏：学習者に関するいろいろな調査・研究が期待されますね。それから、AATJでもJOINTというオンラインコースを提供しており、数年前にアボット斉藤先生と私が教えた「ビジネスの日本語のカリキュラム」というコースでは学習者が今日の授業のどこが面白かったとかどの部分が今すぐ使えそうだとか、自分の（学習の）振り返りをしました。それがとてもよいformative assessmentの一つだったのですが、今までのMOOCコースでも自分の学習の振り返りをしたのでしょうか。

宮川： 学習の振り返りがMOOCのコンテキストで、どれだけの効果や見返りがあるかは、まだ時期尚早なので分かりません。まさにこれからしなければいけない一つの大きな仕事です。それとは違い、MOOCを提供していると、世界規模で優秀な学習者を見つける事できるんです。MOOCは無料でだれでも登録ができます。例えば、先ほどの電子回路の授業は16万人でスタートして、終了したのは2万人。そのうちの340人が満点を取りましたが、満点を取ったラーナーがどこにいるかデータで分かるんです。そのうちの一人がモンゴルのウランバートルの高校で勉強していた16歳の青年だったんです。今では彼は正式な入学過程を経て今MITで勉強しています。彼はモンゴルでもいい教育を受けたと思いますが、MOOCがなかったらMITに来なかったでしょう。そういう優秀な学生たちをMIT、ハーバードや東大に連れてくるというのはいい事だと思います。このように世界規模で本当に優秀な若者を発掘するというのもMOOCの一つの特徴だと思います。

田伏：そうですね。そういう人たちが技術とかノウハウを学んで自分の国に帰り、学んだ事を発揮し



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

てくれればいいですね。

宮川：MOOCというと新しい感じがしますが、オンライン教育は前からあります。MOOCはアメリカだけではなく、ヨーロッパでも非常に盛んです。

田伏：どんな教科を提供しているんですか。

宮川：色々な教科です。ヨーロッパの場合はEUのシステムがあるでしょう。それにうまく乗っかって行っているので、MOOC以前からOpen CoursewareやE-learningはヨーロッパでは非常に盛んです。

田伏：ヨーロッパの人たちの言語の考え方、外国語としての言語の学習の考え方は面白いと思います。「仕事」と直結しているなというのが私の感想です。例えばトルコの人ドイツに行ってそこに住む事になったとして、その人がどんな仕事につけるのかというのを言語能力を通して探るとというのが面白い。国としても大切な事だと思います。アメリカでの言語教育はどちらかというとアカデミックですよね。

宮川：そうですね。Liberal Artsですね。

田伏：その辺、我々も刺激を受けて変らなければいけないと思うんです。

宮川：おっしゃる通りですね。教育の色々なレベルで考え直すことが必要ですね。オバマ政権は今コミュニティカレッジに注目していますね。

田伏：ええ。Early Childhood Educationもその一環なのではないでしょうか、。所で、最近は格差社会が取り沙汰されていますが、MOOCの中でもThe Haves and Have notsの差がもっと大きくなるのではないかと懸念されるのですが。

宮川：格差社会の傾向に対してMOOCは平等でだれでもいい教育に触れる事ができるようになると願っています。それと同時に、やはり教育というのはそこで、その場でフェーストゥーフェースで行い、地域性を持たせたものとも思います。

田伏：それからもう一つ、日本を始め、いろいろな国がかかえている問題の中に「引きこもり」がありますが、「引きこもり」の人たちは家にずっといて、インターネットを通して他の世界を知るという事をしているのではないかなと思うんですが、そういう人たちの「ひきこもり」の度合いが増し、人と人とのインターアクションが全くできなくなってしまうのではないかなという懸念が、MOOCでなくともE-Learningでもあると思うのですが。

宮川：そういう人たちがMOOCがなかったら外に出て行って教育を受けるというそういう状況ではないと思います。場合によっては、MOOCがあるからこそ、普通だったら勉強しない人たちも、勉強する機会が与えられるかもしれない。

田伏：そうですね。ま、オンラインを通して他の人たちとのディスカッションもありますよね。

宮川：MOOCのディスカッションボードはかなり活発ですよ。

田伏：そうですね。学習意欲がある人が取るっていうのが一番大きな点ですね。ある高校の授業など、生徒が寝ている時があるようです。それで、寝ていた理由は何かと聞くと、生徒が「入りたかったマーチングバンドやオーケストラに入れなかったからガイダンスカウンセラーに日本語のクラスに入れられた」というケースもあるそうです。または中国語かスペイン語を勉強したかったけれど、人数が多すぎて日本語に回されたとか。実際にそういう事があるんですよ。

田伏：所で、MITのMOOCで16万人が登録して結果的には10%の人たちが修了書をもらったという事ですが、どうして続かなかったのかというデータはあるんですか。

宮川：さっき言ったようにだれでも登録できるからなんとなく登録して、実際に始めない学習者が半分ほどです。また、一週目でついていけないと判断して、また半分になります。

田伏：何が大変なんでしょうか。

宮川：ペースとレベルでしょうね。かなり速いペースです。MITの授業ですからレベルも高く難しい。特に電子工学はそれなりの基礎知識が必要ですが、人文関係はそれほど必要でもないもので、もしかすると分野によってdropout rateが異なるかもしれませんね。ただ、全体的に1週目から3週目に渡って学習者の数は急激に減るんです。これは仕方がないですね。入り口は非常に広いですから。

逆に入り口が狭いとDropout rateは下がるけど、それが果たしてMOOCかどうかですね。

田伏：それで、無事に修了書もらった人たちの満足度は測られたんですか。

宮川：測っています。例えば、（インタビューの後で）2014年の秋に提供したMIT-Harvard共同のedXMOOCは、最後の評価が「満足した」と「非常に満足した」を合わせて97%でした。

田伏：一度、そういう修了書もらった人は「ここをもっとこうすれば、自分にとってもっとよかった」というのは必ずあると思うんです。ま、Individual differencesになってしまうかもしれませんが。MOOCというのはお話を聞いているとDifferentiated Instructionというのはしないという事ですか。

宮川：あまりにも学習者が多いので、今のところindividual differentiationはコースデザインでは難しいですが、学習者が自発的にdifferential learningをする例はあります。例えば2年前にミシガン大学のEric Labkin先生が”Fantasy and Science Fiction”という文学のコースを教えました。毎週readingの宿題を出しました。そのコースで何が起こったかという、例えば韓国語の話者はお互いを探して、グループを作って韓国語で意識を読みディスカッションをしたそうです。これは彼がそういう事をしなさいと言った訳ではなく、自発的に目の前でそういう事が起こったので、面白かったと言っていました。

田伏：なるほど。タスクがグループ分けをさせた。学習者自身がその方法が一番てっとり早い（効率のよい）方法だと思ったわけですか。

宮川：そういう事ですね。かなり読む量があったと思うので、ついていけないと思ったんでしょうか。で、まず意識を自分の言語で捜して対応する。

田伏：ついていけないと思ったら、私もそうするだろうと思います。まだまだお話ししたい事はたくさんあるのですが、あつという間に時間が経ってしまいました。今日はお忙しい中、お時間を作って頂き、本当にありがとうございました。

****連載終り****

AATJ 2015 Fall Conference at ACTFL

by Kazue Masuyama, Mieke Avello (AATJ ACTFL Co-Directors)

The AATJ Fall Conference will be held during the American Council on the Teaching of Foreign Languages (ACTFL) Annual Convention and World Languages Expo, **Friday, November 20 through Sunday, November 22, 2015**, at the San Diego Convention Center in San Diego, California. The ACTFL Annual Convention and World Languages Expo will feature over 700 educational sessions covering a wide spectrum of the language profession addressing the theme *Inspire. Engage. Transform*. The ACTFL Convention is an international event bringing together over 6,000 language educators from all languages, levels and assignments within the profession.

Online registration and housing is now open.



Registration:

Early-Bird Registration By Wednesday, July 8, 2015
 Advance Registration By Wednesday, October 28, 2015
 Onsite After Wednesday, October 28, 2015

	Early bird (by 7/8/15)	Advance (by 10/28/15)	Late/Onsite (after 10/28/15)
FULL CONVENTION REGISTRATION			
Member	\$210	\$225	\$320
Non-Member	\$320	\$335	\$430
ACTFL Student/Retired Member	\$140	\$155	\$175
DAILY REGISTRATION			
Member – One Day	\$180	\$185	\$280
Non-Member – One Day	\$275	\$280	\$375

To register for the ACTFL Convention, please go to the website (<http://www.actfl.org/conventions/2015-actfl-convention-registration>). PLEASE REMEMBER TO INDICATE THAT YOU ARE AN AATJ MEMBER WHEN YOU REGISTER, IN ORDER TO GET THE MEMBERS RATE AND SO THAT WE WILL GET CREDIT FOR YOUR ATTENDANCE.

Housing:

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

Official Hotels: San Diego Marriott Hotel (ACTFL HQ Hotel) \$214 Single/Double
 Hilton Bayfront Hotel \$212 Single/Double
 Omni Hotel \$199 Single/Double
 Embassy Suites Hotel \$189 Single/Double

All rates are per room and are subject to 12.58% occupancy tax (subject to change).
 The cutoff date for this rate is October 28, 2015.

General Membership Meeting and Reception:

The AATJ General Membership Meeting and Reception will be held from 6:30-9:00PM on Sat, 11/21.

Scholarship Opportunities:

ACTFL offers three different scholarship opportunities to assist world language teachers in attending the 2015 ACTFL Convention. Applications must be submitted no later than **Wednesday, July 8, 2015**. To apply, go to (<http://www.actfl.org/convention-expo/2015-actfl-convention-scholarships>).

Luncheon:

The AATJ Luncheon will be held from 12:30-1:45PM on Sat, 11/21. This year, students of Tsuboi Rie-sensei (San Dieguito Academy-High School) will perform two popular dances: ようかいウォッチ 体操 & 恋するフォーチュンクッキー. Tsuboi-sensei will also teach us how to dance. It will be a lot of fun! The tickets are \$46 in advance (before October 28); after that they are \$53. Please purchase the luncheon tickets when you register for the conference. AATJ will not sell tickets at our booth. If you have already registered but did not request a luncheon ticket, please contact ACTFL or purchase your luncheon ticket from the on-site registration desk.

Presentation Sessions:

This year, AATJ sponsors three concurrent sessions including 15 research paper presentations and 23 one-hour learning sessions (see schedule below).

2015 ACTFL-AATJ Schedule

FRIDAY, November 20

	Room 1	Room 2
8:30am -10:00am	<i>Opening General Session</i>	
10:00am-11:00am	<i>Exhibit Hall Opening/Welcome Coffee</i>	
11:00am-12:00pm	<p>Sustainable Long-Distance Articulation Projects through Online Tools Mako Nozu, University of South Florida Eiko Isogai-Williams, University of Miami Yasuo Uotate, University of Florida Shinji Shimoura, Purdue University</p>	<p>AATJ Research Paper Session I A Gaming Approach to Classical Japanese Grammar Catherine Ryu, Michigan State University</p> <p>Expanding the Instructional Resources for Teaching Particles in Japanese Suyu Kuo Flynn, University of Pennsylvania Naoko Sourial, City University of New York, Baruch College Noriko Murata, San Fernando Valley Japanese Language Institute</p> <p>Effect of Flipped Classroom in a Third Semester Japanese Course Tomoko Hoogenboom, University of Maryland Baltimore County</p>
12:00pm-1:00pm	<i>AATJ Local Affiliate Council Meeting</i>	
1:15pm-2:15pm	<p>Blended Learning: Transform Daily Class into an Engaging Learning Environment Masahiro Tanaka, United Nations International School Kazuo Tsuda, United Nations International School Tomoko Graham, Noble and Greenough School</p>	<p>AATJ Research Paper Session II An Analysis of Japanese Tweets Takako Aikawa, Massachusetts Institute of Technology</p> <p>A Study of Advanced Learners' Reading Comprehension of an Academic Text Ryu Kitajima, San Diego State University</p> <p>Semantic Transfer from L1 Chinese to L2 Japanese: Analysis of Vocabulary Hironori Nishi, University of Iowa Jun Xu, University of Denver</p>
2:30pm-3:30pm	<p>Integrated Performance Assessments: Show Me What You Can Do Kei Tsukamaki, Kentlake High School Yoshitaka Inoue, Kamiak High School</p>	<p>AATJ Research Paper Session III CALL Meets JFL: A Case Study of Japanese Learning in a 3D Virtual World Kasumi Yamazaki, The University of Toledo</p> <p>Designing an Online Japanese-English Intercultural Community Mariko Kawaguchi, Michigan State University</p> <p>Design Implications for Collaborative and Autonomous Blended Learning Wha-Chu Kim, Foreign Service Institute</p>

3:45pm-4:45pm	Incorporating the iPad into the 21st Century Japanese Language Classroom Kyoko Shoji, Notre Dame High School	AATJ Research Paper Session IV Challenges and Changes in Japanese Politeness Behavior of a Level 3 Class Karen Curtin, Ohio State University Conversation-Based Authentic Materials for Active Listening Vera Hanaoka, University of Hawai'i at Manoa Generating Knowledge with Parents: The Case of Japanese Mothers in Montreal Rika Tsushima, McGill University Martin Guardado, University of Alberta
5:00pm – 6:00pm	Harvest Festival at a Saturday Heritage School: Project by K-12 Students Kiyomi Chinen, California State University, Long Beach Hiromi Kishimizu, Orange Coast Gakuen Miyoko Foutch, Orange Coast Gakuen Sachiko Iwami, Orange Coast Gakuen	AATJ Research Paper Session V Beyond Classroom Discourse: Changing Participation in classroom Interaction Saori Hoshi, University of Hawaii At Manoa Evaluative Expressions in Persuasive Essays by L2 Learners and Natives Kazumi Matsumoto, Ball State University Theme-based Genre Approaches to Japanese Academic Writing through Imitation Nobuko Koyama, University of California, Davis
6:30pm – 7:30pm	<i>ACTFL Awards Ceremony</i>	
7:30pm – 9:30pm	<i>AATJ Board Meeting</i>	

SATURDAY, November 21

8:00am – 9:00am	Myths about Community College: What ALL Japanese Teachers Should Know Eiko Ushida, University of California, San Diego Shingo Satsutani, College of DuPage Fukumi Matsubara, North Central College	Instruction That Will Engage and Transform the Japanese Classroom Leslie Birkland, The Laurasian Institution Hitomi Kameyama, North Central High School Tomoe Nakamura, North Central High School
9:00am -10:00am	<i>Exhibit Hall Visit Free Time</i>	
10:00am-11:00am	Proficiency, Authenticity and Practicality in Japanese Instruction Ken'ichi Miura, Franklin & Marshall College Tomoko Takami, University of Pennsylvania Kumi Omoto, Franklin & Marshall College Mayumi Ishida, Dartmouth College	Blending Technology into Instructional Design Ayako Anderson, Noble and Greenough School / Global Online Academy Etsuko Barber, St. Mark's School of Texas / Global Online Academy

11:15am-12:15pm	Creating an Environment to Use Japanese Outside Class with ARIS Yumiko Tashiro, Purdue University Kazumi Hatasa, Purdue University Shinji Shimoura, Purdue University	Inspire and Engage Learners Through IPA from Beginning to Advanced Yoshiko Saito-Abbott, California State University, Monterey Bay Yo Azama, North Salinas High School
12:30pm-1:45pm	<i>AATJ Luncheon</i>	
2:00pm – 3:00pm	Make Your Own JRPG: Utilizing Game Creation in Japanese Instruction Bradley Wilson, Arizona State University	Think Globally, Act Locally: the Power of Collaboration and Action Plans Yasuo Uotate, University of Florida Teppei Kiyosue, Ohio State University Masahiro Tanaka, United Nations International School Marisa Bellini, American Fork High School
3:00pm – 4:00pm	<i>Exhibit Hall Visit Free Time</i>	
4:00pm – 5:00pm	Multi-Level Classroom Assessments for Dual Focused Japanese Instruction Yoshihiro Yasuhara, Carnegie Mellon University Keiko Koda, Carnegie Mellon University Yasufumi Iwasaki, Carnegie Mellon University Mamoru Hatakeyama, Carnegie Mellon University	The Power of <i>Kawaii</i>: Transforming Students to be Life-long Learners Mieko Avello, Miami Palmetto Sr. High School Kazue Masuyama, California State University, Sacramento
5:15pm – 6:15pm	Maximizing Students' Learning of Onomatopoeia through Hands-on Activities Yuki Waugh, Texas A&M University Junko Tokuda, University of Memphis	Maintaining a Successful Japanese Dual Language Program in Culver City Alice Horiba, El Marino Language School Nori Nagumo, El Marino Language School
6:30pm – 9:00pm	<i>AATJ Membership Meeting and Reception</i>	

Additional Sessions

Electronic Poster Sessions

3:00pm – 4:00pm	Making an Assessment Form Using the Minna no Can-do Website Kaori Tanaka, The Japan Foundation, Toronto
	Are They Useful? Managing Online Learning Resources Mami Saito, Alberta Education

Roundtables

4:00pm – 5:00pm	IPA in Novice Japanese: Effective Approaches and Scaffolding Minori Inada, University of Minnesota Ayui Mita, University of Minnesota
	Linguistics and Language Education: The Journal of Japanese Linguistics Masahiko Minami, San Francisco State University Keiko Yukawa, Chabot College

SUNDAY, November 22

8:00am – 9:00am	Teaching Academic Language in High School Japanese Class Junko Hosoi, Aragon High School	Formulaic Language: 'We Use This Much Formulaic Language Every Day!' Mayumi Ajioka, University of California, Los Angeles Yumiko Kawanishi, University of California, Los Angeles
9:00am – 10:00am	<i>Exhibit Hall Visit Free Time with Coffee</i>	
10:00am-11:00am	Inspiring Japanese Learners Through a Culturally-Driven Curriculum Erica Hashiba, Everett Alvarez High School Tomoki Kuwana, Alisal High School Minako Kamimura, Salinas High School	Translation Approach with Verbal Protocol for Improving Writing Skills Masako Douglas, California State University, Long Beach Kiyomi Chinen, California State University, Long Beach Hiroko Kataoka, California State University, Long Beach
11:15am-12:15pm	Linking Films with Textbooks to Teach Japanese Language and Culture Ikuyo Yoshida, Bennington College	Enhancing Student Learning through Effective Multiple-Choice Questions Noriko Fujimoto, South Kitsap High School Yasu-Hiko Tohsaku, University of California

AATJ 2015 Spring Conference Report

The Annual Spring Conference took place Thursday, March 26, at the Sheraton Chicago Hotel and Towers, in conjunction with the annual conference of the Association for Asian Studies (AAS).

Three hundred people attended the full-day conference, with panel and individual paper presentations on topics in language pedagogy, linguistics, second language acquisition, and literature by more than 100 presenters.

The evening session, hosted by the Japan Information Center of the Chicago Consulate-General of Japan, featured a talk on open education and MOOCs by Professor Shigeru Miyagawa and comments by Minister Masato Ohtaka from the Embassy of Japan in Washington, DC, as well as a networking reception. Our thanks go to IACE Travel, Kintetsu International and the Illinois Association of Teachers of Japanese (IATJ) for sponsoring the reception.

The 2015 Spring Conference program can still be viewed and downloaded at <http://www.aatj.org/conferences-spring>.



Marketing Your Language from the Inside Out

新しいマーケティング・セオリー：遠方の者より身近な者を狙え!!

by William Matsuzaki (AATJ Advocacy Co-Director)

In April, I had a wonderful opportunity to be one of the guest speakers at the Central Association of Teachers of Japanese Conference held at the University of Findlay in Ohio. As budgets get tighter and foreign language choices become more abundant for students, it is important for Japanese teachers to advocate for their program so that they benefit from what we believe will give students a great experience. Ensuring high quality teaching, creating various events to showcase students' achievements, communicating with the community, creating an exchange program, and serving the community in various ways not only help give the students a great experience, but also be part of a vital member of the school and community.

I tend to think of advocacy as an inside out process because what is happening on an everyday basis is the most important part of this cycle. Word of mouth promotion gives students who are in the process of signing up a great way of learning more about the program. One of the activities that I do in my classroom that I shared at the conference was the Photoshop speaking activity. I Photoshop my students' faces in various pictures I find on the Internet and use that as a starter for conversations. No matter how many times I do this activity, I always have more than 90% of my students raising their hand. Getting the students excited about learning is not only fun for me to see, but also helps spread that excitement throughout the community. Great teaching also should include relevancy to their everyday life, individual connections with the students, and using the target language as much as possible in an appropriate way.

At my school, we create Japan Times, which includes articles from students, alumni, teachers, administrators, parents, and exchange students. The parents are able to learn more about the program and find out what graduates do with their Japanese education. We also hold a Japan Fair which not only gives students opportunities to experience some authentic Japanese activities like kingyo sukui and rice ball making, but also an opportunity for different groups to talk about their experience in the Japanese program. Keeping the Japanese program alive in their head is an important concept in advocacy.

Exchange programs help students use the language outside of the classroom, whether they travel to Japan later in their studies or they talk to one of the students from Japan at their school. I talk to the students about the exchange program from an early age. By the time they are ready to apply, they are quite eager to go and have already established some relationship with some of the Japanese students who have studied at our campus.

Lastly, serving your school in different ways not only make you a more vital part of the community, but also more opportunities to establish relationships with other students and teachers. This not only brings more exposure to your program, but also will become harder for your program to be cut.

I would like to thank Professor Kawamura of University of Findlay for this wonderful opportunity and the high quality of the conference.

Translating Murakami Haruki

Special Feature in AATJ Journal

The April 2015 issue of *Japanese Language and Literature* contains, in addition to articles and book reviews, a special section with articles by seven translators of Murakami Haruki's work into languages other than English. Titled 'Beyond English: Translators Talk about Murakami Haruki,' this special section will be of interest to literature specialists, translators, and students who are interested in the profession of translation.

If you have included a subscription to the journal as part of your AATJ membership, you will be receiving your copy of this issue before the end of May. If you have not subscribed to the journal, and would like to add it to your membership, you can pay the additional \$10 online: go to <http://www.aatj.org/store/journal>.

The complete contents of the April issue of the journal can be found at <http://www.aatj.org/japanese-language-and-literature-vol-49-no-1-april-2015>.

Cheng & Tsui Professional Development Grants for 2015

by Eiko Ushida (AATJ Professional Development Director)

The Cheng & Tsui Professional Development Grant offers financial assistance to Japanese language teachers in grades K-16, especially those new to the field, for the purpose of attending training workshops, seminars, conferences, and other local, national, or international in-service learning experiences. Teacher training workshops and seminars attended by the applicant should be focused on pedagogy and issues of teaching and learning. The grant may also be used to collaborate with a mentor teacher. The grant may NOT be used to purchase textbooks.

Cheng & Tsui Publishers, the sponsor of the grant, has designated an annual amount of \$1,000 to be divided between at least two teachers each year; each recipient will receive a maximum of \$500. Those interested in applying for the 2015 Cheng & Tsui Professional Development Grant should submit the following:

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

Applicants must be current members of AATJ. Recipients are also asked to write a brief report after attending the event for which they were awarded money, summarizing their experience and what they learned. Applications will be evaluated by a panel of reviewers selected by the American Association of Teachers of Japanese and who have no professional or personal connections with applicants. The application form and CV should be sent via e-mail attachment to aatj@aatj.org by September 10, 2015.

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



CHENG & TSUI
Bringing Asia to the World™

AATJ Special Interest Groups' Reports

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

Study Abroad for Foreign Language Advancement SIG

by Mari Noda (<http://www.aatj.org/sig-study-abroad>)

There were two SAFLA SIG-sponsored panels at the AATJ Spring Conference in Chicago. For those who missed them and for those who want to revisit them, the presentations are available at the following SIG site: <http://www.aatj.org/sig-study-abroad>.

The SIG also had its meeting during the AATJ Spring Conference with 11 people attending. We noted there was a growing interest in what students do outside of classrooms. Some concerns were expressed about the shortening of study abroad programs that US students seem to show interest in.

We hope to support study abroad through research and reporting. Please consider proposing a presentation for the upcoming AATJ conference. Whether you present or not at AATJ conferences, please consider posting your paper related to Study Abroad at this site! Contact Noda.1@osu.edu for more information.

Community College SIG

by Shingo Satsutani (<http://www.aatj.org/sig-community-college>)

There will be the following session during the ACTFL Convention in San Diego this fall. Please come and join.

Myths about Community College: What ALL Japanese Teachers Should Know

Panelists: Shingo Satsutani, Eiko Ushida, Fukumi Matsubara, and Tomonori Nagano

Job Opening Announcements

The Japan Foundation, New York

The Japan Foundation, New York (JFNY) invites applicants for a **part-time lecturer position in Japanese language**. The position will be effective July/August 2015, with teaching duties beginning in September 2015. With our many years of experience and achievements in Japanese-Language Education, we, in cooperation with The Nippon Club, offer an original Japanese language and culture course, JF Japanese Language Course. Our course is based on the “JF Standard” which the Japan Foundation Headquarters in Japan has developed. We seek applicants who are committed to Japanese-language education and are open to teaching using the “JF Standard.”

Responsibilities:

- Teach up to three classes per week (assignment may include evening and/or weekend hours);
- Be actively engaged in the Japanese-language program, curriculum and instructional material development;
- Work in close collaboration with the staff at JFNY on additional relevant events and activities.

Qualifications:

- M.A or a higher degree in Japanese language, linguistics, pedagogy, literature, second-language acquisition, education or related fields;
- At least three years of experience in teaching Japanese at various levels, including secondary and post-secondary educational institutions/programs, preferred;
- Native or near-native proficiency in Japanese and English;
- Flexibility and breadth to teach both language and culture preferred;
- Appropriate visa status to be legally able to work in the United States. (*The Japan Foundation does not provide assistance in obtaining visas.*)

Salary:

Commensurate with qualifications and experience based on The Japan Foundation's rules and regulations.

To Apply:

Please submit (1) a cover letter written in English and Japanese; (2) curriculum vitae; (3) a sample syllabus with lesson **plans and teaching materials**; and (4) **contact** information for three professional references; by email to jpcourse@jfnny.org or by postal mail to

Japanese-Language Program
The Japan Foundation, New York
152 West 57th Street, 17th Floor
New York, NY 10019.

Review of applications will begin immediately. Applications must be received by **Monday, June 15, 2015**.

Interviews will be held in New York. The Japan Foundation will not return any of the application materials to applicants.

Established by the Japanese government in 1972, the mission of The Japan Foundation is to promote international cultural exchange and mutual understanding between Japan and other nations. The Japan Foundation's activities consist of three major programs: 1) Arts and Cultural Exchange; 2) Japanese-Language Education Overseas; and 3) Japanese Studies and Intellectual Exchange, including The Center for Global Partnership (CGP). For more information, visit The Japan Foundation, New York and CGP websites at www.jfnny.org and www.cgp.org.

Maloney Interdistrict Magnet School, Waterbury, CT

The Japanese language teacher at Maloney Interdistrict Magnet School will teach Japanese language and culture to multiple grade levels PreK-5 using the target language 95-100% of instructional time. This person is responsible for collaborating with Japanese teacher colleagues, creating lesson plans and materials, and using technologies to enhance instruction. Duties include but are not limited to writing student progress reports, holding various special events, encouraging parent involvement and promoting the Japanese language program both within and beyond the school.

SPECIFIC EXAMPLES OF DUTIES:

1. Teach 7-10 classes of Japanese language per day in multiple grades Prek-5. Classes range from 20-40 minutes in length.

2. Create lessons that are engaging, culturally-relevant and related to regular classroom content, following the established Japanese Language and Culture Curriculum and keeping with the national Standards for Foreign Language Learning and the CT World Languages Framework.
3. Assess and report on progress for 250+ students per year. Administer yearly extended oral/written assessments for second/fifth graders.
4. Organize various parent-involvement events and other international events such as pen pal projects, native speaker visits, International Education Conference, etc.
5. Use a set of iPod Nanos, student laptops, interactive whiteboard, iPads, and any other newly available technology to enhance language instruction.
6. Correspond with parents and students via the Japanese program website, brochures, email, letters, and other teacher-created materials.
7. Participate in school-wide events, faculty meetings, committees, etc.
8. Perform all required duties of an elementary school teacher as described in the WTA Contract.

MINIMUM QUALIFICATIONS:

1. Bachelor's Degree in Japanese Language or closely related field.
2. Connecticut Certification to teach Japanese language in the elementary school (024/101) or CT elementary school certification, or ability to qualify for a Durational Shortage Area Permit for Japanese language.
3. Experience teaching Japanese language and/or working with elementary school-level children preferred.
4. Knowledge of PowerPoint, iTunes, Web 2.0 resources, and website maintenance preferred. Familiarity with interactive white board use also preferred.

SALARY/BENEFITS/WORK YEAR: According to WTA Contract, salary commensurate with experience.
TO APPLY:

<http://www.applitrack.com/waterbury/onlineapp/default.aspx>

If you have a question, please contact Kazumi Yamashita-Iverson at: kyamashita@waterbury.k12.ct.us.

University of California, San Diego

The Program in Japanese Studies (<http://japan.ucsd.edu/>) within the Department of History (<http://historyweb.ucsd.edu/>) at the University of California, San Diego, is committed to academic excellence and diversity within the faculty, staff, and student body and invites applications for a **full-time lecturer position in Japanese language** starting July 1, 2015. The initial appointment is one year with the possibility of renewal on a yearly basis based on performance and funding availability.

Qualified candidates must have native or near-native proficiency in Japanese and English and have extensive experience in teaching all levels of Japanese language courses and in supervising and training teaching assistants. The successful candidate is expected to work with existing faculty members to design and develop content-based courses, thematic-based courses and/or Japanese language for special purposes. Successful candidates will demonstrate strong or potential accomplishments in areas contributing to diversity, equity and inclusion, and a desire to play a leadership role in advancing UC San Diego's commitment to achieving excellence and diversity.

The Program in Japanese Studies coordinates a variety of campus offerings related to the culture, history, political economy, and language of Japan and offers students the opportunity to major or minor in Japanese Studies. It offers six levels of Japanese language courses, including advanced Japanese and Written Japanese. A Ph.D. is desirable, but not required.

Salary is commensurate with teaching experience and is based on University of California salary scales. Review of applications will begin on **April 1, 2015** and continue until the position is filled.

Applications will be accepted electronically at <https://apol-recruit.ucsd.edu/apply/JPF00768>. Submit cover letter, CV, three letters of recommendation, course evaluations, and personal statement summarizing past or potential contributions to diversity (see <http://facultyequity.ucsd.edu/Faculty-Applicant-C2D-Info.asp> for further information).

The University of California is an Equal Opportunity/Affirmative Action Employer. All qualified applicants will receive consideration for employment without regard to race, color, religion, sex, national origin, disability, age or protected veteran status.

University of Macau

The University of Macau is a leading higher education institution in Macao, with English as its working language. In recent years, the University has made great progress in various areas, with increasing international recognition of its excellence in teaching, research and community service. The Times Higher Education World University Rankings 2014/2015 ranks the University among the world's top 300 universities. With the beautiful new campus (20 times larger than the old one) becoming fully operational, the launch of Asia's largest residential college system, the establishment of new faculties, and the increasing numbers of students and faculty members recruited from around the world, UM possesses great potential and provides exciting new possibilities for growth and development.

The Centre for Japanese Studies of the Faculty of Arts and Humanities invites applications for the position of **Professor of Japanese Language and Pedagogy**.

The Centre for Japanese Studies is an established and lively scholarly community with a strong international tradition for the teaching of Japanese language. In addition to its undergraduate BA programme in Japanese Studies, the Centre offers an undergraduate Minor in Japanese Studies, as well as possible PhD supervision across the range of the department's expertise. The Centre has particular strengths in Japanese linguistics and anthropological approaches to Asian studies. In addition to undergraduate language teaching, graduate-level teaching and supervision may be expected to develop within Japanese Studies or related areas.

Qualifications: Applicants must hold a PhD in Japanese Studies or in a related area. Applicants should have an excellent record of tertiary teaching and supervision experience and a distinguished record of research and publication at an international level. Academic specialization is open but applicants with research specialization **in curriculum design, language assessment or language instructional strategies** are especially welcome. Applicants should have native or near-native fluency in Japanese along with extensive experience teaching Japanese as a second/foreign language. A good command of English is also preferred. Applicants with administrative experience are especially welcome.

The selected candidate may assume duty as early as August 2015.

Remuneration and appointment rank offered will be competitive and commensurate with the successful applicants' academic qualification, current position and professional experience. The current local maximum income tax rate is 12% but is effectively around 5% - 7% after various discretionary exemptions.

Application Procedure: Applicants should visit <http://www.umac.mo/vacancy> for more details (click on "Faculty of Arts and Humanities), and apply ONLINE at <https://isw.umac.mo/recruitment> (Ref. No.: FAH/PJS/09/2015). Review of applications will commence on **15 April 2015** and continue until the position is filled. Applicants may consider their applications not successful if they were not invited for an interview within 3 months of application.

The effective position and salary index are subject to the Personnel Statute of the University of Macau in force. The University of Macau reserves the right not to appoint a candidate. Applicants with less qualification and experience can be offered lower positions under special circumstances.

** Personal data provided by applicants will be kept confidential and used for recruitment purpose only.*

*** Under the condition of equal qualifications and experience, priority will be given to Macao permanent residents.*

University of Nevada, Reno

The Department of World Languages and Literatures at the University of Nevada, Reno (<http://www.unr.edu/cla/fll/>) invites applications for **two full-time, non-tenure-track, continuing lecturer positions in Japanese**. The department offers a minor in Japanese Studies, in addition to an array of programs in other languages and opportunities for studying abroad.

Duties include: teaching 24 credits per academic year in first- through third-year language courses, as well as a culture class. In addition, successful applicants will advise and evaluate students, participate in curriculum development, and engage in service-related activities of the department.

UNR is the State of Nevada's historic land-grant institution; it serves approximately 20,000 students. The university is ranked as a Tier 1 institution by "U.S. News and World Report" and offers an array of degree programs at all levels. Reno is located at the foothills of the Sierra Nevada, a 30-minute drive from Lake Tahoe. Reno/Tahoe is recognized as a world-class outdoor recreation area. Additional areas of interest in the proximity include: the Black Rock Desert, Sacramento, Yosemite National Park, Napa/Sonoma, the Bay Area, and San Francisco. University homepage: <http://www.unr.edu/>.

Required Qualifications: M.A. degree in Japanese or equivalent; native or near native fluency in Japanese and English; college classroom experience in teaching the Japanese language and culture; knowledge and experience in instructional technology is highly preferred.

Contact Information for this position:

Search Chair, Elizabeth Raymond, raymond@unr.edu

Search Coordinator, Esmeralda Aguilar, esmeraldaa@unr.edu

Search Coordinator, Joshua Martinmaas, jmartinmaas@unr.edu

All applications must be submitted electronically. Upload a letter of interest outlining your qualifications, curriculum vitae, and evidence of teaching effectiveness (such as recent teaching evaluations), along with the names, addresses, and contact information for three professional references. Finalists must supply unofficial transcripts. All applications must be received by **May 8, 2015**.

For more information and to apply visit: <http://apptrkr.com/602427>.

A background check will be conducted on the candidate(s) selected for hire. HR will attempt to verify academic credentials upon receipt of hiring documents. If the academic credentials cannot be verified, HR will notify the faculty member that an official transcript of their highest degree must be submitted within thirty days of the faculty member's first day of employment.

The University of Nevada, Reno is committed to Equal Employment Opportunity/Affirmative Action in recruitment of its students and employees and does not discriminate on the basis of race, color, religion, sex, age, creed, national origin, veteran status, physical or mental disability, and sexual orientation, or genetic information, gender identity, or gender expression. The University of Nevada, Reno employs only United States citizens and aliens lawfully authorized to work in the United States. Women, under-represented groups, individuals with disabilities, and veterans are encouraged to apply.

University of North Texas

The University of North Texas is seeking to fill a **one-year full-time position in Japanese** to begin September 1, 2015 (classes begin 8/24/15). The position of Lecturer comes with full benefits.

Duties: Teach four undergraduate courses in Japanese language per semester. Active participation in Department activities and committees is expected.

M.A. in Japanese language, literature, or culture, or related field; native or near-native proficiency in Japanese and English. College/university level teaching experience in Japanese language is required.

As the nation's 25th largest public university and the largest, most comprehensive in the Dallas-Fort Worth area, UNT is dedicated to providing an excellent educational experience to its 36,000 students while powering the North Texas region, state and nation through innovative education and research. A student-focused public research university, UNT graduates 8,500 students each year from its 12 colleges and schools and offers 97 bachelor's, 81 master's and 35 doctoral degree programs, many nationally and internationally recognized. UNT's ultimate mission is to give a green light to greatness by helping its students, region, state and nation excel.

The Department of World Languages, Literatures and Cultures is a fast growing, dynamic, and vibrant unit. With 36 full-time faculty, it enrolls over 60 graduate students and 300 undergraduate majors, and serves over 11,000 students annually. It offers courses in eight languages including minors in Arabic, Chinese, Italian, Japanese, and Russian; bachelor's degrees in French, German, and Spanish; and master's degrees in French and Spanish.

For complete qualifications and application information, please visit facultyjobs.unt.edu, and search for World Languages or facultyjobs.unt.edu/applicants/Central?quickFind=52151. Screening of applications will begin **June 8, 2015** and continue until the position is closed.

With a population over six million, the Dallas-Fort Worth-Denton metroplex is home to a diverse population and offers a broad range of cultural activities. Further information regarding the Department may be obtained by visiting our website (www.worldlanguages.unt.edu) or by contacting Dr. Carol Anne Costabile-Heming, Chair, Department of World Languages, Literatures, and Cultures; email: carolanne.costabileheming@unt.edu, phone: 940-565-2404.

The University of North Texas is an EOE/ADA/AA institution committed to diversity in its employment and educational programs, thereby creating a welcoming environment for everyone.

University of Oklahoma

The Department of Modern Languages, Literatures, and Linguistics at the University of Oklahoma invites applications for a **full-time, one-year position in Japanese** for the 2015-16 academic year, with a possibility of renewal. Start date is August 16, 2015 (arrival in Norman, Oklahoma by August 2) through May 15, 2016. Duties include teaching three Japanese language courses per semester, as well as participating in and organizing activities for the Japanese Language Program.

Requirements: M.A. degree in Japanese Pedagogy, Foreign Language Pedagogy, Second Language Acquisition or a related field; experience teaching Japanese language to English-speaking students at the college level; native or near-native fluency in Japanese; and excellent command of English.

To apply: Please send/have sent electronically a cover letter; curriculum vitae; transcripts; full sets of recent teaching evaluations; and three letters of recommendation under separate cover from former supervisors and/or professionals in the field to Shizuka Tatsuzawa (statsuzawa@ou.edu), Japanese Language Coordinator. Review of complete applications will begin immediately and will continue until the position is filled. Women, minorities, protected veterans, and individuals with disabilities are encouraged to apply. The University of Oklahoma is an equal opportunity institution (www.ou.edu/eoo).

Wadell Language Academy, North Carolina

The language immersion programs at Waddell Academy offer students in grades Kindergarten–5 and 6–8 the opportunity to become fluent in a second language while mastering all the elements of the North Carolina Standard Course of Study (NC SCOS). The teacher must prepare student to learn and communicate in a foreign language environment, and ensure that learners acquire the fluency needed to deal with all subject/content areas without difficulty. Only the target language (L2) is used in the language immersion classroom. Most students at Waddell Academy are native English speakers with no second language background at home. Waddell Academy is seeking a **language immersion teacher** to teach Japanese at 2nd grade elementary or 4/5th grade elementary immersion level.

Job Requirements:

- Native or near-native fluency in Japanese with a high level of proficiency in listening, speaking, reading and writing in both Japanese and English;
- Professional preparation or experience as a teacher; if J visa is needed, two years of experience teaching is required;
- Ability to design and deliver content-based Japanese instruction for North Carolina Standard Course of Study for 2nd grade or 4/5th grade;
- Knowledge of a variety of strategies for delivery of the curriculum in Japanese; background in second language acquisition theory (ESL) or language immersion pedagogy is desirable;
- Excellent interpersonal skills and the ability to work as part of a team.

Duties:

- Teach all academic subjects covered by the NC SCOS; all instruction is provided in the second language, although the NC/CMS curriculum standards and pacing guides are in English;

- Provide an engaging, learner-centered classroom environment that captures the culture and language both orally and in print; help students increase their sensitivity to and understanding of the language, values, customs and traditions of others;
- Conduct assessments of student progress; design interventions to ensure continuous academic growth toward meeting grade-level expectations. Student achievement is assessed in English by the standardized NC End-Of-Grade tests (grades 3-8), although instruction is provided in Japanese;
- Develop specialized instructional materials in Japanese to support the NC SCOS; make extensive use of visual aids, real objects, and manipulative materials to assist students in associating Japanese with the curriculum;
- Actively involve parents in supporting their children's progress in the language immersion program;
- Attend and actively participate in various meetings such as staff meetings, PTSA (parent-teacher-student association) meetings, grade level committees, etc.

For more information please contact Ms. Ynez Olshausen (Principal, E.E Waddell Language Academy) and Mr. Bob McCarthy (Director, Educational Partners International).

Email: ynez.olshausen@cms.k12.nc.us

bmccarthy@teachwiththepi.com

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 19 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.



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.

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

Support Our Sponsors

Nippon Express Travel USA is a corporate sponsor of AATJ. Nittsu Travel wants to help teachers take students to Japan. Find out more about their services at http://www.nittsutravel.com/e_index.php.

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.

