



President's Message

Yoshiko Saito-Abbott 齋藤アボット佳子

カリフォルニア モントレーは例年になく肌寒く雨の多い日が続いておりますが、木々の芽吹きや梅の開花が春の兆しを感じさせてくれます。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、年賀状コンテストもお陰様でたくさんの応募があり、今年の干支、酉を描いた賀状がたくさんコンテストに寄せられました。その中から各部門で受賞された年賀状がAATJのウェブサイトに掲載されていますのでご覧ください。今年をもって長年年賀状のデレクターとしてご尽力頂いた山下一美先生が退任し、来年からは西村美緒先生が年賀状デレクターとして就任いたします。

さらにたくさんの年賀状の応募を楽しみにしております。また、National Japanese Examination (NJE) の受付は2月19日で締め切らせて頂きましたが、御蔭様で今年もたくさんの申し込みを頂きました。今後ともNJEを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。AATJはアドボカシーの一貫としてJoint National Committee for Languages - National Council for Languages and International Studies(JNCL-NCLIS)のメンバーとして言語教育の推進に力を入れておりますが、この度AATJのアドボカシーデレクターとして長年ご貢献頂いたジャネット・イケダ先生がBoard of Directorsに選出されました。3月にはトロントでAAS/AATJの春季学会が開かれます。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。基調講演にはLifetime Achievement Awardを受賞される牧野誠一先生が「省くか、繰り返すか、それが問題だ」という題でお話をしてくださいますのでふるってご参加ください。AATJの春季学会のCo-Directorウェイ諸橋 麻里子先生、並びに近松チャンドラー信子先生のご活躍に厚くお礼を申し上げます。さて今回のインタビュー コラムには春季学会でLifetime Achievement Awardを受賞される牧野誠一先生へのインタビュー が 載っております。ご一読ください。では、3月16日(木曜日)にトロントでお会いしましょう。

It has been unusually cool and rainy this winter here along the Monterey coast of California, but trees are starting to bud, plum blossoms are blooming, and we can see the signs of spring everywhere. I hope you and your loved ones are doing well. We received many nengajo entries featuring this year's zodiac sign, the rooster, for the Nengajo contest. Please enjoy viewing the contest winners on the AATJ website. I appreciate Kazumi Yamashita sensei's many years of outstanding service as our Nengajo Director. Mio Nishimura sensei will serve as the incoming Nengajo Director; I hope many students will submit nengajo next year. We recently closed the registration period for this year's National Japanese Examination (NJE), which will be administered in March and April. I want to thank everyone for their participation. I hope you consider the NJE as an effective assessment tool for your program on a national level. AATJ has been advocating the importance of learning language as a member of the Joint National Committee for Languages - National Council for Languages and International Studies (JNCL-NCLIS). Janet Ikeda sensei, who has served as Director of Advocacy for AATJ, has now been elected to the Board of Directors of JNCL-NCLIS.

In March we will hold the AATJ Spring Conference (in conjunction with AAS) in Toronto; it should be beautiful at that time. As you can see from the program included in this newsletter, we have many great sessions planned. I want to express my appreciation to our spring conference co-directors, Mariko Morohashi Wei sensei and Nobuko Chikamatsu

Chandler sensei, who coordinated this year's conference. AATJ's keynote presenter is Dr. Seiichi Makino, who will be receiving a Lifetime Achievement Award at the spring conference. He will be speaking in Japanese on "To Delete or To Repeat, That's the Question." An interview with Makino sensei is also included in this newsletter. I am looking forward to seeing many of you in Toronto.

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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.

2017 Annual Spring Conference

The 2017 AATJ Annual Spring Conference will be held on Thursday, March 16, 2017, in Toronto, Ontario, Canada, in conjunction with the Annual Meeting of the Association for Asian Studies (AAS) (www.asian-studies.org). A full day of panel and individual paper presentations on Literature, Language Pedagogy, Linguistics, Second Language Acquisition, Language and Technology, and other topics will take place at the Sheraton Centre Toronto Hotel, the site of the AAS conference.

Online registration for the Spring Conference is open. Conference registration fees are \$60 for AATJ members (\$40 for student members) and \$100 for non-members. **Online registration ends March 6.** After that date only on-site registration will be available in Toronto (US\$100; cash or checks only).

To register, go online to <http://www.aatj.org/conferences-spring>.



The conference program in PDF format, with abstracts for all presentations, can be downloaded from the same website.

The keynote speaker for this year's conference is **Professor Seiichi Makino of Princeton University**, who is a past president of AATJ and the second recipient of AATJ's Lifetime Achievement Award. He will speak (in Japanese) about aspects of repetition in language learning. The keynote speech and a reception will be held immediately following the research presentations, at the Chestnut Conference Centre, a five-minute walk from the conference hotel.

Accommodations for the conference will be at the Sheraton Centre Toronto Hotel (www.sheratontoronto.com). A special rate is available for those registering through the AAS Annual Meeting website.

We encourage those attending the AATJ Conference to also attend the AAS Annual Meeting, which takes place Friday, March 17, to Sunday, March 19. The AAS conference features many sessions on Japanese (as well as other Asian) history, culture, society, and language; in the conference Exhibit Hall, academic and general-interest publishers, including many from Japan, exhibit and sell Japan- and other Asia-related books and journals. **AATJ will have a booth in the Exhibit Hall - please visit us at Booth 211.**

AATJ's special sponsored session at this year's AAS annual meeting - a panel on teaching translation and interpreting, organized by our newest Special Interest Group - will take place on Saturday, March 18, at 5:15 p.m.

AATJ 2017 Annual Spring Conference

Part One

Sheraton Centre Toronto Hotel, Toronto, Ontario
Meeting Rooms (Mezzanine Level): Linden, Cedar, Pine West, Pine East, Chestnut West, Chestnut East

Thursday, March 16, 8:30a.m.–4:00 p.m.

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

Coffee and tea will be available all day in the **Birchwood Ballroom**, where publishers and other organizations will also be displaying their publications and services.

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

8:30 a.m.–10:10 a.m. — Session 1

Session 1-A: Pedagogy Papers [Pine East Room]

Chair: Noriko Fujioka-Ito, University of Cincinnati

「イマージョン教育の児童と卒業生の日本語能力：生涯教育としての日本語教育への示唆」 **(Language ability of Japanese English immersion children and graduates: Implications for Japanese language learning as lifelong education)**

Asako Hayashi-Takakura, University of California, Los Angeles; **Tetsuo Harada**, Waseda University

「日本語教育における「批判的多文化教育」-ソーシャルネットワーキングアプローチ (SNA) を指標とした実践報告」 **(“Critical multicultural education” in Japanese language education using a social networking approach (SNA))**

Kimiko Suzuki, Haverford College; **Jisuk Park**, Columbia University

「日本語学習者の将来を成功に導く要因の探求—卒業生たちのライフストーリー—」 **(Exploring factors enabling success in the future lives of Japanese language learners: Life stories of university graduates)**

Noriko Fujioka-Ito, University of Cincinnati

「日本語学習の未来予想図：近年の傾向と今後の動向」 **(Significance of increased numbers of self-learners for Japanese language instruction)**

Masami Ikeda, Massachusetts Institute of Technology

Session 1-B: Pedagogy Papers [Cedar Room]

Chair: Yukiko Yoshizumi, University of Lethbridge

“Application of multiliteracies in Japanese language pedagogy with the theme of gender”

Emi Okano, University of Oregon

「ジェンダーマイノリティと日本語教育：「男言葉」「女言葉」をどう扱うか」 **(Gender minority students, “women’s language,” “men’s language,” and Japanese language instruction)**

Jotaro Arimori, University of Toronto

「CoBaLTTを参考にした中級日本語カリキュラムデザインの試み-多角的視点からの分析思考力を育てるために」 **(Designing a curriculum for intermediate Japanese using CoBaLTT to foster global critical thinking)**

Kyoko Matsui Loetscher, Columbia University

“Behavior approach to students with autism spectrum disorder in Japanese language class: Supporting students and providing academic accommodation”

Takami Taylor, University of West Florida

Session 1-C: Language & Culture SIG Panel [linden Room]

Chair: Janet Ikeda, Washington & Lee University

Panel Title: “Lessons from a Tearoom Window: The Japanese Tea Ceremony and Today’s Learner”

“OF CLOUDS AND WATER: The beauty of experiential learning”

Alexandre Avdulov, St. Mary’s University, Halifax

“To talk or not to talk?: Conversation in Japanese tea ceremony”

Suwako Watanabe, Portland State University

“What can students and people in the community in the US learn from Japanese tea ceremony?”

Polly E. Szatrowski, University of Minnesota; Fumio Watanabe, Yamagata University

“Making culture come alive: Teaching the literary aspects of *chanoyu*”

Janet Ikeda, Washington & Lee University

Session 1-D: Pedagogy Panel [Pine West Room]

Chair: Shinji Sato, Princeton University

Panel Title: 「「ウェルフェア・リングイスティクス」と日本語・日本文化教育: 参加者の多様な資源を生かした言語文化教育」

(“Welfare Linguistics” and Japanese Language and Culture Education: How to Utilize Learners’ Diverse Resources in Language and Culture Education)

「「ウェルフェア・リングイスティクス」と最近の言語コミュニケーション（教育）研究の理論」 **(Welfare linguistics and recent theories in language communication (education) research)**

Shinji Sato, Princeton University; Yuri Kumagai, Smith College

「多言語おしゃべり交流会の意味づけ: 言語生態学の視座から」 **(The role of a multicultural language table: From the viewpoint of ecology language learning)**

Yumiko Furuichi, University of Tokyo

「地域への越境で得た学び: 学習者のアイデンティティの変化に着目して」 **(Observation of a Japanese language learner, her participation in a local community, and changes in her identities)**

Kaori Shimasaki, Tohoku University

「ウェルフェアリングイスティクスの枠組みから留学生の地域奉仕活動を考える」 **(The role of community service by international students: From the viewpoint of welfare linguistics)**

Makiko Matsuda, Kanazawa University; Taeko Kimura, Ehle Institute, Osaka

Session 1-E: Literature Papers [Chestnut West Room]

Chair: Joanna Sturiano, Bates College

“Translating the classics: Gender, authorship, and the canon in the *Anthology of Japanese Literature* (2014-2018)”

Hitomi Yoshio, Waseda University

“Gender and genre in the crafting of authorial personae in early Shōwa Japan”

Joanna Sturiano, Bates College

“Translating gender in Natsume Sōseki’s *Meian*”

Kelly Hansen, Okayama University

“Lady Murasaki’s fans: Writing sexual violence in post-*Genji* women’s literature”

Otilia Milutin, Knox College

Session 1-F: Linguistics Papers [Chestnut East Room]

Chair: Yoshimi Sakakibara, University of Michigan

“Japanese *n deshita* in discourse: Past form of the *n desu* structure”

Hironori Nishi, University of Memphis

「アドバイスへのアドバイス—日本語話者はどうアドバイスを与えているのか—」 **(Discourse analysis of giving advice in Japanese)**

Yoshimi Sakakibara, University of Michigan

“Style shifting to non-honorific forms in Japanese TV cooking shows”

Heeyeong Jung, Harvard University

“Rethinking ‘exaptation’ in the formation of the Japanese conjunctive particle *si*”

Frederick Bowman, The Ohio State University

10:20 a.m.–12:00 p.m. — Session 2

Session 2-A: Pedagogy Papers [Pine East Room]

Chair: Michiko Kaneyasu, University of Colorado, Boulder

“Foreign accent in L2 Japanese and pronunciation teaching”

Kaori Idemaru, University of Oregon; Nobuaki Minematsu, University of Tokyo

「学生主導キャンパス日本語ラジオ配信の試みと学習者の実践共同体の形成/未形成の状況」 **(Student-led trials with on-campus Japanese radio streaming: an observation on building of communities of practice among Japanese language learners)**

Kiyomi Kawakami, University of Iowa

「初級教科書「げんき」にTask-based approachを取り入れたカリキュラム構築に向けて」 **(Implementing a task-based approach to “Genki” elementary Japanese courses)**

Yoko Sakurai, Japan Foundation, New York; Mako Nozu, University of South Florida; Eiko Williams, University of Miami

“Differentiated instruction in university: A case study of an advanced foreign language course”

Michiko Kaneyasu, University of Colorado, Boulder

Session 2-B: Second Language Acquisition Papers [Cedar Room]

Chair: Mariko Wei, Purdue University

“Beyond decoding: Reading interventions for English-Japanese bilingual adolescents with autism spectrum disorder”

Mariko Wei, Purdue University

“Perceptual differences with regard to kanji instruction between teachers of Japanese with different cultural and educational backgrounds”

Yoshiko Mori, Georgetown University

“Acquisition of Japanese lexicalization patterns of motion events by advanced-level English-speaking learners of Japanese”

Saori Nozaki, The Ohio State University

“A quantitative approach to Japanese passives in learner production”

Sanako Mitsugi, University of Kansas

Session 2-C: SIG-Focused Papers (Classical Japanese, Translation, Language & Culture)[Linden Room]

Chair: Kazue Masuyama, California State University, Sacramento

“Japanese particle *i*: A study in early middle Japanese” [Classical Japanese SIG]

John Bundschuh, The Ohio State University

“Life history of an *issei* woman: Translation of daily diaries from World War II (1941-1946)” [Translating/ Interpreting SIG]

Kazue Masuyama, California State University, Sacramento

“Star Wars’ mirrored dichotomies: Teaching gendered language constructs through film translation” [Language & Culture SIG]

Caleb Boteilho, South Kitsap High School, WA

“Shin Godzilla for teaching Japan” [Language & Culture SIG]

Hisaaki Wake, Amherst College

Session 2-D: Language and Technology Papers [Pine West Room]

Chair: Nobuko Chikamatsu, DePaul University

「日本語初中級コースにおけるハイブリッド化とフリップクラスの導入」 (Hybrid and flipped Japanese courses: An attempt in 1st and 2nd year language curriculum)

Nobuko Chikamatsu and Mika Obana, DePaul University

「反転授業のための『げんきI・II』講義ビデオの開発と運用」 (Development and operation of lecture videos for *Genki* textbooks)

Yoshie Kadowaki and Sayumi Suzuki, University of Nevada, Reno

「デジタルテクノロジーを用いた実践的教材の活用と多様な評価者：遠隔地の教師とテクノロジーでつながる小規模校の試み」 (Use of practical teaching materials, digital technologies, and diverse evaluators: A trial to connect with an instructor remotely via technology at a small college)

Noriko Sugimori, Kalamazoo College; Soichiro Motohashi, Western Carolina University

「Augmented realityを使った効果的な速読の指導」 (Incorporating augmented reality for more effective rapid reading instruction)

Satoru Ishikawa, Boston University; Kazuhiro Yonemoto, Tokyo Medical and Dental University

Session 2-E: Literature Papers [Chestnut West Room]

Chair: **Kristin Sivak**, University of Toronto

“Vernacular practices of folk heroes in Meiji Japan: The rhetoric of the Legend of Kintarō”

Wakako Suzuki, University of California, Los Angeles

「安部公房初期作品研究—「弱者の物語」と「経験」をめぐって」 **(The “Narrative of the Oppressed” and “Experience”: A study of Kōbō Abe’s early works)**

Xie Fang, Tokyo University of Foreign Studies “Abe Kazushige’s Fiction and the Ethics of Hyperrealism: Surveillance, conspiracy, and Local Dialect”

Jason Herlands, Grand Valley State University

“Passing notes: The matter of Minè in Mishima Yukio’s Spring Snow”

Kristin Sivak, University of Toronto

Session 2-F: Linguistics Panel [Chestnut East Room]

Chair: **Mutsuko Endo Hudson**, Michigan State University

Panel Title: 「日本語文法の諸相：言語教育との関連において」 **(Aspects of Japanese Grammar: With Reference to Language Instruction)**

「日本語の複数マーカー「たち」に関する一考察」 **(Japanese plural marker ‘-tachi’)**

Kiri Lee, Lehigh University

「「進行中」か「結果の継続」か：エネルギー導入理論に基づくテイルの機能の明確化」 **(“On-going” or “Resultative”?: An attempt to clarify the functions of -te iru)**

Yuki Johnson, Johns Hopkins University

「「つもり」の使用実態とその教育」 **(Tsumori: The gap between its actual usage and instruction)**

Mutsuko Endo Hudson, Michigan State University

「日本語教育のための品詞論」 **(Parts of speech for JFL education)**

Michio Tsutsui, University of Washington

12:00 p.m.–12:30 p.m. — Lunch Break

Sandwiches can be purchased in the hotel lobby’s Link Cafe. Coffee and tea will be available in the Birchwood Ballroom.

12:30 p.m.–2:10 p.m. — Session 3

Session 3-A: Pedagogy Papers [Pine East Room]

Chair: **Yoshiro Hanai**, University of Wisconsin, Oshkosh

「文章構造を変えないで言い換えることはどこまで可能か — 上級日本語学習者が書いた要約文における言い換え表現の使用状況を通して」 **(Is it possible to paraphrase a text without changing the original structure? — A look at the use of paraphrasing expressions in summaries written by advanced students of Japanese)**

Mitsuko Kido, University of Tsukuba

「初級での読解量を増やす必要性と方法」 **(Increasing the amount of reading at the beginning level: Needs and methods)**

Yoshiro Hanai, University of Wisconsin, Oshkosh

「ハイブリッド型多読授業：個人からオンライン空間へ」 **(Hybridizing extensive reading in a Japanese course: Moving from individual to online spaces)**

Yuki Yoshimura and **Sharon Domier**, University of Massachusetts, Amherst; **Hisako Kobayashi**, Mount Holyoke College

「読解授業での多読」 **(Tadoku - Extensive Reading - in Japanese reading class)**

Keiko Ueda, University of Missouri, St. Louis

Session 3-B: Second Language Acquisition Panel [Cedar Room]

Chair: **Hiroyo Nishimura**, Yale University

Panel Title: 「ことばと音楽、記憶との関係：言語習得における音楽の役割」 **(Language, Music and Memory: The Role of Music in Language Acquisition)**

「記憶の常識を覆すメロディの潜在記憶と教育ビッグデータ」 **(The implicit memory of melodies and education: Big data that override common sense about memory)**

Takafumi Terasawa, Okayama University Graduate School of Education

「音楽（歌）が語彙学習に及ぼす影響（理論を踏まえての実践）」 **(Effect of song on vocabulary acquisition)**

Noriko Mori-Kolbe, Georgia Southern University

「オンラインミュージックビデオ教材 “**Japanese Through Music**” の開発とその実践活用例」 **(The online music video teaching resource “Japanese Through Music”: Its development and application in the classroom)**

Hiroyo Nishimura, Yale University

「ことばは音楽と関わっているか」 **(Is language connected with music?)**

Seiichi Makino, Princeton University

Session 3-C: SIG-Focused Papers (Study Abroad for Language Advancement SIG)[Linden Room]

Chair: **Atsushi Hasegawa**, University of Kentucky

「留学生は日本の大学寮で何を学んでいるのか」 **(What do students learn in residence halls during study abroad in Japan?)**

Fumi Yamakawa, Toyo University

「日米2キャンパスにおける双方向共修活動の教育デザイン分析ー日本語教育への応用ー」 **(An analysis of educational design for US-Japan two-way collaborative learning: Application to Japanese language education)**

Akiko Murata, Hosei University; **Yuko Prefume**, Baylor University

“An initial analysis on why U.S. university students elect not to study abroad in Japan”

Thomas Mason, ALLEX

「短期留学中の社会ネットワークの形成と言語使用の変化」 **(Study abroad, social network, and language choice: A preliminary report)**

Atsushi Hasegawa, University of Kentucky

Session 3-D: Language and Technology Papers [Pine West Room]

Chair: **Kazumi Hatasa**, Purdue University

「バーチャルワールドを用いた体験型コミュニケーション学習：会話分析から見えるもの」 **(3D virtual world for experiential communicative learning: A discourse analysis of learner interactions)**

Kasumi Yamazaki, University of Toledo

「ARISコンテンツの実践と評価ー初級、中級、上級から一例ずつ」 **(Execution and evaluation of three ARIS contents)**

Kazumi Hatasa, Purdue University

「ビジュアルノベルー「ゲーム感覚で読める」初級読解教材の開発」 **(Development of an online novel for Japanese language learners at the novice level)**

Yuta Mori, University of Michigan

“Conversation success and failure: A telecollaboration case study”

Kiyomi Fujii, Kanazawa Institute of Technology; **Yasuo Uotate**, University of Florida; **Yuka Matsuhashi**, Temple University, Japan Campus

Session 3-E: Pedagogy Papers [Chestnut West Room]

Chair: **Satoko Ogura Bourdaghs**, Columbia College, Chicago

「日本語クラス内における「谷川俊太郎」作品への多角的なアプローチ」 **(Various approaches to the works of Shuntaro Tanikawa in Japanese class)**

Teruka Nishikawa, University of Winnipeg

「語彙ネットワーク構築のための支援の可能性ー語彙マップ作成とその運用の実践から」 **(Support for learners in building semantic and syntactic networks: “Vocabulary maps” and their classroom use)**

Satoko Ogura Bourdaghs, Columbia College, Chicago

“A study of the pragmatic uses of *chotto* “a little” by non-native Japanese speakers: From the perspective of intersubjectivity”

Yan Wang, Carthage College

Session 3-F: Linguistics Papers [Chestnut East Room]

Chair: **Kotoko Nakata**, University of Kansas

“Explicit learning of Japanese mimetics using voicing, gemination, and reduplication rules”

Kotoko Nakata, University of Kansas

“A study on the use of *zenzen* with affirmative vocabulary”

Hyunji Kim, University of Oregon

“A comparative variationist approach to borrowing: The status of lone English-origin nouns in Japanese”

Yukiko Yoshizumi, University of Lethbridge

Session 4-A: Pedagogy Panel [Pine East Room]

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

Panel Title: 「評価が変える日本語教育：ソーシャル・ネットワーキング・アプローチ（SNA）の事例から」 **(The Role of Assessment in Teaching and Learning Japanese as a Foreign Language: Cases from the Social Networking Approach (SNA))**

「形成的評価が生む新しい日本語学習」 **(Creating new Japanese language learning by formative assessment)**

Yasu-Hiko Tohsaku, University of California, San Diego

「販売実務のビジネス・スキルと日本語力の学生による評価と教師による評価の考察」 **(Assessment of a basic business competence and language skills project by students and instructors)**

Hideko Shimizu and Naruhiko Shiratori, Kaetsu University

「ジャンルに基づいた漢字習得のための学習者主体の評価活動」 **(Learner-centered assessment for genre-based kanji learning)**

Yuki Matsuda, University of Memphis

「評価が育てる学生、教師、日本語教育 — デザイン力育成を目指した留学生と日本人学生の協働学習を通して —」 **(Fostering students, teachers and Japanese language teaching through assessment: Development of designing ability in collaborative learning for international and Japanese students)**

Noriko Okamoto, Tokyo International University

Session 4-B: Second Language Acquisition Papers [Cedar Room]

Chair: Hitoshi Horiuchi, Akita International University

「日本語作文内の結束性に焦点を当てた修正フィードバックの効果」 **(The effect of written corrective feedback on cohesion in Japanese as a foreign language learners' writing)**

Shota Kawamoto, Purdue University

「独学成功者から何を学べるか—ライフストーリーから見る日本語独習者の学習動機と学習法—」 **(What can successful self-taught Japanese learners teach us?: Studying the learning motivations and methods of self-taught Japanese learners through life story interviews)**

Tomoko Ikeda, McGill University

「英語母語話者の日本語丁寧体動詞の使用実態：コーパスに基づく分析」 **(On the use of polite forms of verbs in Japanese by English-speaking learners: A corpus-based analysis)**

Hitoshi Horiuchi, Akita International University

「日本語母語話者と英語を母語とする日本語学習者の意見陳述の比較」 **(Comparison of Japanese native and non-native speakers' academic argumentative interviews)**

Chisato Yokoyama and Yukiko Hatasa, Hiroshima University

Session 4-C: SIG-Focused Papers (AP, Proficiency Assessment, Professional Development) [Linden Room]

Chair: Etsuyo Yuasa, The Ohio State University

“Translation as a Pedagogical Tool in the AP Japanese Language and Culture Classroom” **[AP Japanese SIG]**

Nicholas Sturtevant, Silver Creek High School (CA)

「留学による異文化適応能力評価の一手法としてのデジタルストーリーテリング：実践報告」 **(Using digital storytelling as an assessment tool for intercultural competence after study abroad) [Proficiency Assessment SIG]**

Nobuaki Takahashi, Elizabethtown College

「実践的文法指導トレーニングのニーズとポイント」 **(Teacher training for grammar instruction) [Professional Development SIG]**

Etsuyo Yuasa, The Ohio State University

「日本語教育実習のあり方による実習生の学び」 **(Practicum students' learning as related to the form of Japanese teaching practicum)**

Akiko Mitsui, York University; Hiroko Yamamoto, Chubu University

Session 4-D: Language and Technology papers [Pine West Room]*Chair: Junko Tokuda, University of California, San Diego*

「母語話者と学習者の話ことばデータを使ったコーパスシステムCo-Chuの研究事例」 **(A case study with the corpus system Co-Chu using NS and NNS spoken data)**

Saeko Komori, Chubu University; **Matthew Lanigan**

「仮名学習アプリ『美文字』を使った実践報告」 **(Exploring the use of a kana writing app in the classroom)**

Ryosuke Sano, Purdue University; **Shinji Shimoura**, University of South Florida

「日本語口頭能力テストJOPTの開発と報告ービジネス領域を中心にー」 **(On the development of Japanese Oral Proficiency Test (JOPT): Focusing on the construction of the business domain)**

Masahiko Mutsukawa, **Osamu Kamada**, and **Tadashi Sakamoto**, Nanzan University

「学習意欲を高める形成的評価とは：テクノロジーを利用した大規模な教室での評価活動の実践例」 **(Motivating students with formative assessments: Technology implementation in large classroom settings)**

Junko Tokuda, University of California, San Diego

Part Two**Terrace Room, Chestnut Conference Centre**

89 Chestnut St., Toronto, Ontario

Thursday, March 16, 4:30 p.m.

4:30 p.m. – 6:30 p.m.: Refreshments and cash bar available

5:00 p.m.: Conference Keynote Speech (in Japanese)
Seiichi Makino (Princeton University)

“To Delete or To Repeat, That’s the Question”

Seiichi Makino, Princeton University

[Abstract]

A functional-linguistic analysis of *deletion* was systematically presented by Kuno in his 1978 book 『談話の文法』. There he stated the following: “The main objective of deletion is to lower redundancy of a sentence by deleting information known obviously to the listener, even if the speaker hasn’t said anything about it.” (p.8) I started to wonder if an act of repetition simply heightens the level of redundancy, and wrote my book 『くりかえしの文法』 in 1980. My encounter and talk with Oriza Hirata, a playwright, led me to start to reconsider issues of repetitions during the past five or six years.

In my talk I will discuss the following nine aspects of *repetition*: (1) Is an optional deletion rule called the Gapping Rule (穴あけ規則) always optional? (2) Does repetition always express *pathos* (emotion), not *logos* (logic)? (3) Is poetic emotion created by rhythmic repetitions? (4) What functions does repetition have in *conversation* and in *dialogue*? (5) How is *literary style* related to repetition? (6) What are the roles of fixed repetitive constructions? (7) When does a Japanese infant start to use repetitions interactively? (8) Are repetitions in elementary Japanese language textbooks enough? (9) What does Benoit Mandelbrot’s *Fractal Geometry* mean for the theory of repetition?

「省くか、繰り返すか、それが問題だ」

牧野成一

[要旨]

機能言語学的な省略の分析は久野の『談話の文法』(1978)で体系的に議論されている。その著書で久野は「省略の主目的は、話し手が何も言わなくても聞き手にとって自明のインフォメーションを省くことによって、文の冗長度を下げることである」(p.8)と述べている。それでは、反復は単に文の冗長度を上げることだろうか、と考え、私は反復の分析を『くりかえしの文法』(1980)で書いた。その後、劇作家の平田オリザと出会って話し合ったことがきっかけとなり、繰り返しの問題を過去5、6年再考してきた。

私の講演では反復をめぐる次の9点の問題点に関して話す。(1)「穴あけ規則」という随意的の省略規則は常に随意的か。(2)反復は*logos* (論理)ではなく*pathos* (感情)を表現するか。(3)詩的感情はリズムの反復で創られるか。(4)「会話」と「対話」における反復はどんな機能を持っているか。(5)文体は反復とどう関係するか。(6)慣用的な反復表現の役割は何か。(7)いつ日本の幼児は相互作用のために反復を使い始めるか。(8)日本語初級教科書のダイアログの反復は十分か。(9)数学者ブノワ・マンデルブロの「フラクタル幾何学」の発見は反復理論に何を示唆するか？

Panels of Interest to AATJ Members at the Association for Asian Studies (AAS) Annual Meeting

The Saga of Japanese Honorifics (*keigo*): Persistent Myth, Persistent Reality

Panel Sponsored by AATJ

Thursday, March 16, 7:30 – 9:30 p.m.

Patricia Wetzel's (2004) *Keigo in Modern Japan* is a backdrop for this interdisciplinary discussion of the current status of *keigo* studies. It is said that Japanese honorifics embody cultural identity for Japanese speakers and serve as a tool for agency; through *keigo*, speakers negotiate their identities in what Geertz calls "common sense" fashion. This panel examines the dynamic status of *keigo* from the viewpoints of anthropology, linguistics, history, literature and pedagogy.

Panelists:

Hiroaki Kawamura (University of Findlay) (chair)

Mari Noda (The Ohio State University)

Steve Nussbaum (Gustolab International – Institute for Food Studies)

Barbara Pizziconi (University of London)

Charles Quinn (The Ohio State University)

Pat Wetzel (Portland State University) (discussant)

Who's Studying Japanese? Preparing the Next Generation

Panel Sponsored by Japan-US Friendship Commission

Thursday, March 16, 7:30-9:30 p.m.

Who is studying Japanese? And why is Japanese language study important? The study of Japanese language is one of the most critical ways that students get interested and engaged in the study of Japan. This panel will focus on ways to secure interest in and support for Japanese language study amongst the next generation of students, and will discuss ways in which to engage a diverse student body.

Panelists:

Theodore Bestor (Harvard University) (chair)

Any Catalinac (NYU)

Ian Condry (MIT)

Indra Levy (Stanford University)

Motoko Tabuse (Eastern Michigan University; AATJ)

Teaching Translation and Interpreting in a Global Age

Round Table Sponsored by AATJ

Saturday, March 18, 5:15-7:15 p.m.

To mark the inauguration of AATJ's newest Special Interest Group (SIG), Translating/Interpreting, educators and practitioners discuss the latest developments in teaching the much-needed skills of interpreting and translating. Their topics will include: how translation courses simultaneously develop students' translation skills and their overall Japanese proficiency; teaching business, technical, and literary translation; helping students who are interested in careers in translating and interpreting; and making cross-language skills one of the cornerstones of cross- cultural education.

Panelists:

James Davis (University of Wisconsin, Madison)

Janet Ikeda (Washington & Lee University) (chair)

Yoshihiro Mochizuki (University of Michigan)

Stephen Snyder (Middlebury College)

Anna Zielinska-Elliott (Boston University)

**VISIT AATJ AT BOOTH 211
IN THE AAS CONFERENCE EXHIBIT HALL
ON FRIDAY (3/17), SATURDAY (3/18), AND SUNDAY (3/19)!**
(AAS Conference Registration Is Not Required to Visit the Exhibit Hall)

Special Interview with Dr. Seichi Makino

by Yoshiko Saito-Abbott, AATJ President

この度はAATJ（全米日本語教育学会）のLife Time Achievement Awardを受賞なされた牧野誠一先生とのインタビューが実現しました。牧野先生にはトロントで開催される春季学会での基調講演をして頂けることになりました。インタビューでは牧野先生のご専門分野と日本語教育に関する思いを語って頂きました。

齋藤 牧野先生、この度はAATJ Life Time Achievement Awardの受賞おめでとうございます。

牧野 なにも賞に値することはしておりませんが、ありがたくお受けいたします。

齋藤 先生のご専門は理論言語学だと理解していますが、日本語教育と深い関わりを持つきっかけになったのは何でしょうか。

牧野 私は最初は早稲田で英文学を専攻していましたが、文体批評ができれば文学の評価が客観的にできるのではないかと、文体論を読み漁りました。ちょうどそのころソシュールの翻訳者で、かつ文体美学論者としてよく知られていた小林英夫先生に偶然お会いし、文体論をするのなら言語学の基礎知識が必須だと言われ、東大で言語学をほとんどゼロから学び始めました。そのあと博士課程のコースワークを終了する予定でしたが、1964年の夏から1年の予定でフルブライトの留学生として文体論学者のマイケル・リファテールという学者のいるインディアナ大学に留学しました。ところがこの学者はほかの大学に移っていて初期の目的は果たせず、折から台頭してきていたノーム・チョムスキーの言語学を学ぶことになりました。フルブライト留学は滞在期間は1年と夏の2か月だったのもう1年ぐらひはアメリカにしようと思い中西部の大学を探していたら、1965年に創設されたばかりのイリノイ大学言語学科で日本語教育の助手をしながら博士課程をイリノイ大ですることになったのです。これが言語学と日本語教育の深い関わりの出発点です。日本語教育方法について無知だった私は言語学の知識を利用しながら初級と中級の日本語のコースを最初は1人で教えていました。そのうち、学習者の文法上のまちがいに強い興味を持ちその分析をしては学生に説明しはじめました。ずっとあとになりますが、1986年に筒井道雄さんと一緒に書いた文法辞典は日本語教育をはじめたときからの関心事だったのです。

齋藤 先生はいろいろな地域での日本語教育に関わっていらっしゃいますが、米国の日本語教育をどのように捉えられていらっしゃいますか。

牧野 アメリカの日本語教育の中心であるAATJは日本語教育上の「知の集結地」になっていると思います。すべての日本語教育のレベル向上のために日本語教育だけではなく言語教育を理論的に支えるさまざまな（応用）言語学を中心に据えています。さらに、文学専攻の会員にも日本語教育とつながる読み教育や翻訳の問題などを議論するパネルもあるし、日本語教育の中の文化のリテラシーの議論もなされています。学会と学会誌で日本語教育と関わりのあるさまざまな考えが発表されていて、それを通して人と人、コミュニティーとコミュニティーのつながり、ウチの国（日本）とソトの国のつながりに焦点をおく社会・政治学的なアプローチの研究発表・実践報告が発表されています。AATJはソト向きに日本語教育とつながるものを模索することをしていると思います。高校生が大学で取る基本的なコースを先取りできる Advanced Placementを日本語のコースにも適用し、積極的に支えてきています。教育を支えてお互いがスムーズなつながりを持つ接続の問題を扱うことは非常に大事な点です。

齋藤 先生はATJの会長もご経験されましたが、先生からご覧になって、米国の日本語教育での強い点はなんですか。

牧野 2つ目のご質問への回答でAATJが先導するアメリカでの日本語教育の強い点はすでに触れましたので、そこで触れなかった点だけ取り上げます。アメリカはカナダやEU諸国と同じように、子供が英語だけのモノリンガルになってしまうため、継承言語教育をする切実な



Dr. Seichi Makino

問題が出てきて、アメリカにある日本語学校の先生方を中心にこの10年アメリカでは飛躍的にこの分野の研究と実践が進んでいると思います。私自身がこの問題に気づいたのは息子がアメリカで生まれ、小中高と進むにつれ日本語が弱くなって行ったのを目の当たりにしてからです。イリノイ大学へ客員教授として1年間見えた鈴木孝夫先生は日本人の親たちはどうして母語を捨てるのか、という痛烈な批判をしていらっしゃいましたが、その発言も継承言語教育と結びつく発言でした。元トロント大学の中島和子先生は90年代後半から継承日本語教育を手がけていらっしゃいましたが、それがアメリカの日本語教育でも盛んになってきていることはすばらしい点だと思います。さらに、2000年以降カリフォルニア州を中心に行われている日本語教育者によるアドボカシー（外国語教育推進運動）があります。目的は日本語教育の支援者を増やすために「声をあげる」活動で、特に公立の初等・中高の日本語教育推進のために州議会へ働きかけることを2000年からやっており、AATJで當作靖彦先生がかなり早くからアドボカシーを進めていらっしゃいます。

齋藤 ではこれからの日本語教育の課題は何だと思われますか。

牧野 そうですね。ひとつ前のご質問へのお答えの続きになりますが、一般性のある、包括的で、ユニークな日本語教育理論を展開することでしょう。その為にはまず借り物でない言語・文化理論で、しかも日本語教育と車の両輪の一つになるようなものを考え、新しい日本語教育法を地道に編み出すことです。日本語教育の中からもアメリカの英語教育から出てくる外国語教育のような普遍的な枠組を提案しなければならないと思います。私はコンピュータ音痴の典型ですが、1つ注文があります。阪大の石黒浩先生のロボット人間（最近の夏目漱石のロボット）や平田オリザ先生のロボット演劇を参考にして人工知能の応用をAATJのメンバーのブレインたちが集まり大きなプロジェクト・チームを作り、学生が楽しんで話せるロボット日本語人の作製にそろそろ取りかかるべきではないでしょうか。愉快的な日本語人ロボットを造ったら、日本語学習者はおおいに楽しんで日本語を学ぶでしょう。もし人間ロボットが無理なら日本語犬でも日本語猫でもいいでしょう。ロボットを造るには言語と文化の分析が前提になるので言語学や人類学（特にkinesics（身振り学））もおおいに関わってきて非常に魅力的です。日本が世界に誇るロボット工学を使わない手はないと思います。

先に触れた日本語の継承言語教育のことですが、継承言語教育だけではなく、継承文化教育の視点が日本語教育のときと同じように欠けていると思います。言語のようにきびしいきまりではないにしても、文化にもきまりがあります。この線で、私は「言語は音楽だ」という隠喩をテーマに何度か講演したことがあります。みなさんも直感的にその通りだと思われるでしょう。言語と音楽という文化はお互いに多くの接点を共有しているのです。この引喩を発展させると教科書の会話は楽譜化できて、単音だけでなくイントネーションの習得に役に立つだろうと思います。さらに、日本語は日本人だけのものではないという認識で日本語教育をすべきだと思います。アメリカの中には英語がアメリカ人だけのものという認識はほとんどないと思いますが、日本人は、日本語は日本人のものだというウチ向きの認識が強過ぎます。日本語学習者に非日本語人が「日本語作家」として日本語で書いた文芸作品や様々な分野の論文などを読むような教育は、皆無ではないにしても、日本語教育にはまだまだ欠けていると思います。最後にもう一点。AATJはICJLE（国際日本語教育学会）をアメリカで開催することもあり、世界の日本語教育者と意見の交換をしています。世界の日本語教育者と交流することで目が開かれますが、もっとソト向きになって、日本語以外の言語教育者の同僚達と意見を交換するということも必要ではないかと思います。私は1978年から88年までミドルベリーの日本語学校の校長をしていましたが、折にふれて中国語、フランス語、ロシア語、スペイン語、イタリア語の教師たちと外国語教育法などについて色々話し合いました。

齋藤 最近のMLA調査によると、米国の外国語学習者が2009年から2013年の間に6.7%減少したそうです。小中高校でも、日本語だけでなく、外国語プログラムが縮小、廃止されることが多々あるようです。国際化が進む中、米国で外国語学習者数が伸びない要因は何だと思われますか。そのような中で、AATJとして、日本語教育をどう推進していったらいいとお考えですか。

牧野 このご質問にお答えするのは非常に難しいです。おっしゃるように、MLAの調査によると、2002年から2009年までに、外国語履修者の数は6.7%減少しています。同期に日本語は7.8%減少しています。日本語学習者の減少率はロシア語（-17.9%）、イタリア語（-11.3%）、ドイツ語（-9.3%）、スペイン語（-8.2%）、フランス語（-8.1%）の次になっています。逆に、増加率が高いのは韓国語（+44.7%）、ポルトガル語（+10.1%）、中国語（+2.0%）です。全体として言語履修者が減ってきている理由を、有利な仕事がある非人文系を専攻する学生が増加しているからだと思っています。もしそれが正しいのなら、日本語を使って日米で仕事を

しているアメリカ人の状況を把握して、人文系と非人文系の先輩がどのような経路で日本語使用の仕事についているか、後輩が日本語に関わるためにはどんなことをすべきだと思うのか、など詳しい状況を調べて、現在日本語を取っている学生たちに教えることが必要ではないでしょうか。履修者の数は日本語の文化力だけの問題ではなく、基本的には経済上の問題だと考えます。学部生が夏期日本語・日本文化研修をするときに学習者が将来日本で就職することを先輩に来てもらって話を聞くとか、日本語がらみの就職をうながすような教材を開発する必要もあるでしょう。もう一点大事な点があります。AATJの事務局長のSusan Schmidtさんが1999年から担当している日本留学を支援するBridging Scholarshipは非営利団体の米日ブリッジング基金から日本語を学んでいるアメリカの学部生が1年間希望の日本の大学に留学をするための奨学金を支給しています。家庭がどんなに貧しくても日本語をよく勉強し、日本に強い興味を持っている学生が日本に行ける仕組みは素晴らしいです。「日本語をやれば日本に行ける」ということが広く伝われば、これも日本語の登録者数と結びつくでしょう。現場の先生がこぞってBridging Scholarshipという奨学金がある、ということ进行宣传してくださるとありがたいです！

齋藤 先生は日本語教育だけでなく、教員指導にも深く関わってきていらっしゃいましたが、米国では、これからの日本語教育を担う若い教員達が育つためにどのようなことが必要だと思われますか。

牧野 日本語教育を担う若い先生が成長するためには、先輩格の先生の偏りのない指導が大切だと思います。私が現役のときはプリンストン大学では一人ひとりの先生が何か日本語教育上の研究をしてそれを年に一回は発表することにしていました。プリンストンでは私がイリノイから移った1991年から春にかならず学会を開き、外部から日本語教育の経験豊かな先生方の発表をいながらにして聞けるようにしました。そのうちにプリンストンの先生もこの学会で発表するようになり、成長して行きました。プリンストンのソトからの日本語教育の著名な学者を呼び、親しく交流する機会ができ、視野がおおいに開かれたと思います。この学会はPrinceton Japanese Pedagogy Forum Proceedingsを出しています。私は今までACTFLの4日間のOPI Workshopを日本を中心に韓国やフランスでやってきましたが、プリンストン大学でも3、4回行い、日本語の口頭能力を測る一つのテスト法を学ぶだけでなく、そこでも日本語教育一般の問題を参加者同士が話し合う場になっています。ACTFLには口頭能力だけではなく、聞く能力、読む能力、書く能力の基準があります。そのテスト法は未開発ですが、早い時点で目を通しておくべきです。私自身はミドルベリー時代にいろいろと教材開発に手を出していましたが、若い教員は将来自分で教材開発ができるように指導することも肝心です。教科書を批判することはたやすいですが、それを作成することはどんな小さいスケールのものでも有益な作業になります。

齋藤 先生が現在、興味を持って研究されているテーマは何ですか。

牧野 かなり前から継続している研究テーマは日本の文芸を英語に翻訳するときに日本語の表記、書記方向、数の単複、時制の転換、受動・自発・可能構文に現れる「自然の声」、繰り返し現象、共感、比喩（とりわけ深層の比喩）などを総合的にまとめるというものです。此の中で比喩に関しては日英語でいかに共通点があるかを過去15年以上も岡まゆみ先生と意見を交わしながら書いているところです。ウチとソトという空間概念のメトノミーとして色々と考えてきましたが、今でも言語と文化に関してウチとソトで説明できるものを絶えず考えています。

「繰り返し現象」は1980年に『くりかえしの文法』（大修館）として出版していますが、目下繰り返しを最初から見直しています。繰り返しは認知言語学・心理学での焦点の1つである「感情」（パトス）の問題と繋がっているということと、それとは対蹠的なブノワ・マンデルブローという数学者（1924~2010）が「フラクタル幾何学」として言語以外の自然の中の複雑形の現象を数学の研究対象にした「フラクタル」（自己相似形）の観点に強い興味を持っています。例えば、ブロッコリーの一見複雑な構造も最初の形を成長過程で繰り返し模倣をしているということです。それから、このインタビューの最初に触れた文体論の一部として、漱石の未完の小説『明暗』を書き上げた水村美苗の日本語の文体が漱石の文体とどの程度一致しているのか、同じく漱石の文体の問題ですが、漱石の文体が修善寺の大患以前と以後で変化したという論を文体論者の小林英夫が発表していますが、それが正しいかどうかの検証研究をしたいと思っています。さらに明治から大正、昭和にかけて出てきていた著名な作家の代作者たち代作する著者の文体をどのように再現しているのか、という問題を研究しはじめた所です。日本語上級の読みの教育にしても文体も含めるべきです。トロントでのAATJの学会の基調講演では「繰り返し」についてお話しますが、この研究も初級から上級までの日本語教育にそのままはねかえりがあります。

齋藤 先生が仕事でやりがいを感じる時はどんなときですか。また、もし言語学者、日本語教師になっていなかったら、どのような職業を選択されていたとお考えですか。

牧野 私は自由の身ですから、講演をしたり集中講義をしたりしていますが、話し合うのが好きですから、聞いてくださる方々といろいろな形で偶然つながっていき、それがまた思わぬ進展につながるとき、やり甲斐を感じます。日本語の文法などの新しい見方に出会ったり、思いついたりする時は一番やり甲斐を感じます。もし言語と日本語教育をしていなかったら、ということは考えたことはありません。今やっていることで十分楽しいからでしょう。

齋藤 ご研究でも、ご趣味でも、先生がこれから新しく始めたいと思っていられることはありますか。

牧野 そうですね、3つあります。1つ目は日本の大学で7年間も古典ギリシャ語を勉強したのでギリシャに一度は行って見たいです。2つ目は、共通ギリシャ語で書かれている新約聖書の自然の比喻の分析を通して聖書の「非神話化」を試みたい。多分若い時読んでいたルドルフ・カール・ブルトマン (1884-1996) の影響かもしれません。3つ目も2つ目と関係がありますが、スペインのバルセロナに行って、アントニオ・ガウディのアニミティックな建造物「聖家族教会」がどうしても見たいです。

齋藤 これから日本語教員を目指す若い会員の方々へメッセージをお願いします。

まず日本語教員をめざす若い会員でまだ修士号を取っていない方は日本語の修士コースのある最寄りの大学で修士号を取ることを強くお勧めします。宣伝めいて申し訳ありませんが、修士コースを選ぶ前にどんなことを学ぶのかを掴むために、私が深く関わってきたコロンビア大学の東洋言語・文化学科にある夏期日本語教育修士のプログラムについて説明します。このプログラムは1996年に始まったもので、ずっと続いています。夏続けて3回来て日本語教育の修士号をとるプログラムです。学ぶ内容は、日本語教授法と模擬授業、第2言語習得理論、教材の電子化、日本語の音声学と音韻論、文法論、意味論、日本語史、言語社会学、プラグマティクス、認知言語学、日本語と文学などのコースを取り、3回目の夏には修論を出すというものです。先生はアメリカ、日本、オーストラリアからそれぞれの分野の専門家が教えています。近い将来ミドルベリーにも日本語教育の修士プログラムができるはずです。

なお、外国語教育の諸問題を総括的にとらえて書かれたAlice Omaggio Hadley (1993) の教科書 *Teaching Language in Context* を読むことをお勧めします。

牧野 齋藤先生、インタビューをどうもありがとうございました。どうぞ新任のAATJ会長として会の発展にご貢献ください。

齋藤 牧野先生、この度はお忙しいなかお時間を頂きありがとうございました。トロントでの先生の基調講演を心待ちにしております。

J-Can Project Report

by Yasuo Uotate, AFTJ President

It has been seven months since the summer J-CAN Workshop on July 8-10, 2016. The J-CAN Project has been moving forward and clearly making a positive impact in the four regions represented by the Association of Florida Teachers of Japanese (AFTJ), the Mid-Atlantic Association of Teachers of Japanese (MAATJ), the Ohio Association of Teachers of Japanese (OATJ), and the Southeastern Association of Teachers of Japanese (SEATJ).

The regional associations have several ongoing articulation projects based on the Core Practices as a common language, and we have further strengthened our networks within and among organizations through follow-up online meetings and conference participations.

More than ten J-CAN Project members participated in the SEATJ 2017 conference and gave four presentations to share their articulation efforts. Their presentations with practical project ideas with concrete examples were inspiring and well received.

J-CAN Project Presentations at the SEATJ 2017 Conference

February 4-5, 2017, Middle Tennessee State University in Murfreesboro, TN

- Developing tasks using authentic materials through teacher collaboration (SEATJ)
- Implementation of Can-Do Statements in the Genki I Japanese courses (AFTJ)
- J-CAN Project: Teaching grammar as a concept and using it in context (MAATJ & OATJ)
- The development and expansion of the community through articulation projects in the Association of Florida Teachers of Japanese (AFTJ)



Photo: J-CAN Project members at SEATJ 2017

AFTJ (5) Hagihara, Motohashi, Nozu, Tylor, Uotate, (Isogai & Sakurai), MAATJ (2) Tsujioka, Vaughan, OATJ (1) Markovic, SEATJ (3) Hamrick, Matsuda, Takata

At the ACTFL 2016 conference, the J-CAN Project leadership group and several participating members gave two presentations. Their J-CAN Project presentation engaged the audience in discussing the significance of expanding and sustaining articulation projects that started with the Japanese Global Articulation Project (J-GAP) in 2011. Furthermore, a large number of native- and **non-native-speaking** Japanese teachers enjoyed the presentation about Six Core Practices.

J-CAN Project Presentations at the ACTFL 2016 Conference

November 18-20, 2016, Boston Convention & Exhibition Center in Boston, MA

- Impact of the J-CAN Project: Expansion and collaboration beyond local regions
- The Six Core Practices of effective Japanese teachers



Photo: J-CAN Project members at ACTFL 2016 with AATJ President Saito-Abbott sensei, AATJ Former President Tohsaku sensei, and JFLA Director Hara.

The J-CAN Project is co-sponsored by the AATJ and the Japan Foundation, Los Angeles (JFLA) as part of AATJ's J-CAN initiative. We greatly appreciate the AATJ and the JFLA's support for the regional associations' efforts.

More detailed information about our activities, about the J-CAN Project, and about the Core Practices can be seen at the following website:

J-CAN Project Website 地域の教師会J-CANプロジェクト

<http://jcanproject.weebly.com/>

Report from Illinois Association of Teachers of Japanese

by Karla Button, IATJ President

Spring is right around the corner and filled with exciting events for our students in Illinois. This coming March, students will be able to participate in annual events to encourage their Japanese studies. The Japan America Society will be conducting the Illinois Japan Bowl at North Central College. Later in the month of March, students will be able to showcase their speaking skills at the Japanese Language Speech Contest. Heritage learners were able to compete in Illinois' first Heritage Japanese Speech Contest this past January. Both speech contests are held at the Japan Information Center in Chicago.

Japanese language teachers will be able to develop their teaching skills at IATJ's annual workshop being offered on April 30th. In addition to our workshop, IATJ members were able to apply for a scholarship funded by the Japan Foundation and IATJ to help offset the cost of attending the 2017 ACTFL Convention in Nashville, Tennessee. Congratulations to the following award recipients: Yasuko Makita-Discekici of Glenbrook High School, Jeung-Hee Park of Northside College Prep High School, Yukiko Schrock of Whitney Young Magnet High School, and Ryoko Uechi of Intercultural Montessori Language School.

Report from Washington Association of Teachers of Japanese

by Kei Tsukamaki, WATJ President

WATJ is looking forward to another busy year supporting our members. Already we have hosted our Oshogatsu Workshop and Potluck. By the time of publication, we will have also held our 24th annual conference on Saturday, February 11. This year we are honored to have Kiyomi Chinen-sensei from CSU Long Beach as our keynote speaker, with several afternoon breakout workshop sessions. We hope our World Languages colleagues will join us, as we have opened our conference to all language teachers for the past several years.

WATJ co-sponsors the annual Washington State Speech and Skit Contest for high school students. This year, the festival is on Friday, April 21. Every year, students compete at various levels to present individual speeches or group skits, performing in front of audiences gathering at the Seattle Center for the annual Cherry Blossom Festival.

Our June through August events include our last of three workshops for the 2017-18 calendar year in early June and the annual Summer Institute, held in conjunction with the Hyogo Business and Cultural Center, August 21-23.

2017 Year of the Rooster NENGAJO Contest Results

by Kazumi Yamashita-Iverson, AATJ Nengajo Contest Director

Thanks to everyone who participated in the 2017 NENGAJO Contest. We had 794 cards submitted by 125 teachers from schools nationwide this year. I am very pleased that the number of participants are increasing every year!

Following list is the number of members of each local affiliate submitted the NENGAJOs and the number of cards submitted for each category.

NUMBER OF MEMBER SUBMITTED	LOCAL AFFILIATE (Number of 2016)
18	CAJLT (15) MAATJ(13)
17	NECTJ (11)
15	WATJ (15)
6	JTAT (6) HATJ (3)
5	WiATJ (2)
4	CJLEA (2) KAJLT (4) NCATJ (3) NATIONAL (3)
3	ATJO (6) IATJ (3) NJATJ (6)
2	AFTJ (4) AITJ (3) AzATJ (1) GATJ (1) JTAM (2) OATJ (3)
1	AKATJ (1) UATJ (1) SNJTA (0)

Number of cards submitted for each category

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

Number of cards submitted for each level

LEVEL	2017	2016	2015
ES	92	112	109
MS	135	131	112
HS	491	438	439
College	76	44	14

The winning cards were chosen by blind-anonymous judging. My colleagues, Ami Kaneko, and Naoko Iwasaki have helped me selecting finalists. Then, about 20 staff member of Maloney Interdistrict Magnet School voted for the best cards for each category. I have confidence that the winning cards represent each category very well. The most artistic cards for the Artistic category, the funniest ones for the Comical category, the most creative ones for the Original category, and the most technical ones for the CG category.

All of the winners received an award certificate and an Amazon gift card (\$25 for the first place, \$20 for the second place, and \$15 for the third place) for their accomplishment. Some students received an Honorable Mention, which means their card was one of the finalists and all participants received certificates of participation. It was a very difficult to decide winners since all the nominations were excellent and clearly show the hard work of your students and AATJ members. There are some disqualified ones due to not following requirements. Please make sure to follow all the requirements next time.

Congratulations to all participants, especially award winners! I hope AATJ NENGJO contest helps you teaching a culture and advocating your program. I would also like to thank you for the opportunity to work as AATJ NENGJO Contest Director. This is my last time serving as a director. Mio Nishimura-Sensei of Alisal High School will take over the position next year.

If you have questions or concerns, please contact Kazumi Yamashita-Iverson at:

kyamashita@waterbury.k12.ct.us

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

www.aatj.org

The following is the list of honorable mention and the images of the winning cards:

Honorable Mention

ELEMENTARY

CJ Alejo-Dickey, Alyssa Fernandes, Paige Goodman, Nico Sainfort, Gabriela Smit, Amiliya Smith, Kayla Hoo Stewart

MIDDLE SCHOOL

Jacqui Cesiro, Tahsis Fairley, Jackson Greene, Madison Kohnen, Sofie Levine, Juliana Loyd, Julia Peirce-Wallace, Julia Samson, Anne Santos, Brooke Sexton, Kanon Shinohara, Violet Updike, Abby Vandergrift, Hanako Walker, Kayleigh Wyatt




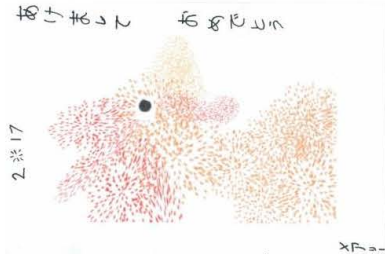







HIGH SCHOOL

Kyungsun Ahn, Alexandra Antunes, Kanoa Arai, Ngan Bui, Emily Chu, Nicole Cushman, Juliet Daidone, Brittney Do, Asher Ewing, Joseph Francisco, Jolene Fernandez, Gwyneth Gravador, Elizabeth Gaver, Zeya Hamilton, Keiko Higa, Hikaru Higaki Janelle Hizon, Adriene Im, Mina Kim, Timothy Kim, Helen Lu, Anita Mei, Kitty Mui, Ashraf Murad, Denise Nguyen, Joseph Ni, Isabella Nielsen, Emily Pai, Crystal Pires, Vanessa Roser, Sebrina Dement Semer, Tengku Hana Shafikha, Naman Shah, Ueijin Shin, Elianna Stackpole, Sandra Suarez, Lauren Suzukawa, Lam To, Micah Tuazon, Hanna Wetzel, Kathryn Yamabe, Jia Yang, Alex York







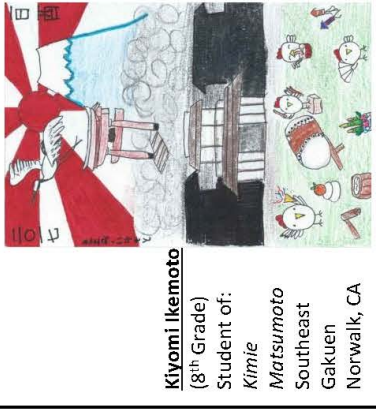
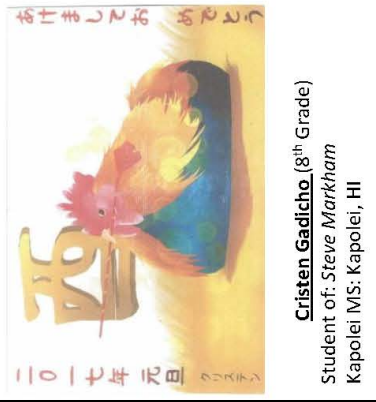




COLLEGE/UNIVERSITY

Aryn Benavides, Eryn Benner, Jiuying Cheng, Sabrina Estrada, Ashley Kohler, So Jung (Kelly) Min, Phillip Paik, Katherine Revels, Yesenia Itzel Saldaña, Rollin Woodford, Ashley Wu













ELEMENTARY

	ARTISTIC	COMICAL	ORIGINAL	CG
1	 <p>Galen Lee (4th Grade) Student of: Satoko Fisher Broward Virtual School Davie, FL</p>	 <p>Devin Pradhan (5th Grade) Student of: Akane Shirata Washington Japanese Heritage Center Cabin John, MD</p>	 <p>Jordan Mash (5th Grade) Student of: Satoko Fisher Broward Virtual School Davie, FL</p>	 <p>Mary Richardson (4th Grade) Student of: Hiroko Hunter Stonewall ES Lexington, KY</p>
2	 <p>Kienara King (5th Grade) Student of: Emiko Furuya E.E. Waddell Language Academy Charlotte, NC</p>	 <p>Josie Wildman (5th Grade) Student of: Akiko Bentz Great Falls ES: Great Falls, VA</p>	 <p>Clair Kim (5th Grade) Student of: Akiko Bentz Great Falls ES Great Falls, VA</p>	 <p>Mana Fisher (5th Grade) Student of: Satko Foshier Broward Virtual School: Davie, FL</p>
3	 <p>Lauren Goetz (5th Grade) Student of: Akiko Bentz Great Falls ES: Great Falls, VA</p>	 <p>Katherine Giudice (5th Grade) Student of: Maki Okamoto St. Paul's School for Girls: Brooklandville, MD</p>	 <p>Kyoka Mallow (5th Grade) Student of: Ayaka Monheim Great Falls ES Great Falls, VA</p>	









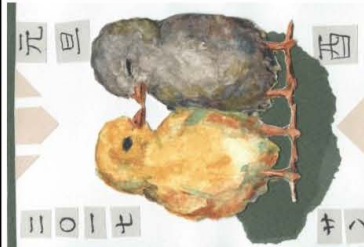
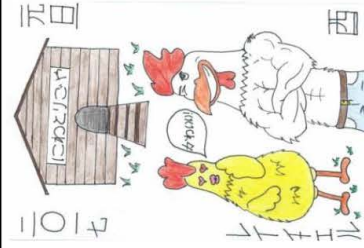
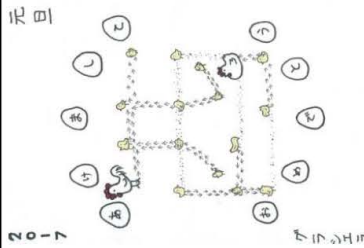

MIDDLE SCHOOL

	ARTISTIC	COMICAL	ORIGINAL	CG
1	 <p>Chassity Daquip (6th Grade) Student of: Steve Markham Kapolei MS: Kapolei, HI</p>	 <p>Suzy Okimoto (8th Grade) Student of: Steve Markham Kapolei MS: Kapolei, HI</p>	 <p>Maria Mitchell (7th Grade) Student of: Miyuki Johnson Elkins Pointe MS: Rosewell, CA</p>	 <p>Ceder Olsen (7th Grade) Student of: Alia Greenbaum Charles Wright Academy: Tacoma, WA</p>
2	 <p>Malisa Lo (8th Grade) Student of: Steve Markham Kapolei MS: Kapolei, HI</p>	 <p>Charlotte Lane (7th Grade) Student of: Mari Hamada -Prendergast Washington Japanese Heritage Center Cabin John, MD</p>	 <p>Kiyomi Ikemoto (8th Grade) Student of: Kimie Matsumoto Southeast Gakuen Norwalk, CA</p>	 <p>Cristen Gadicho (8th Grade) Student of: Steve Markham Kapolei MS: Kapolei, HI</p>
3	 <p>Ashleigh Cole (6th Grade) Student of: Maki Okamoto St. Paul's School for Girls Brooklandville, MD</p>	 <p>Arnica Pan (7th Grade) Student of: Miwako Winters Laredo MS: Aurora, CO</p>	 <p>Masato Rivera (7th Grade) Student of: Mari Hamada -Prendergast Washington Japanese Heritage Center Cabin John, MD</p>	 <p>Nicole Martin (8th Grade) Student of: Lisa Berkson Ingleside MS: Phoenix, AZ</p>

HIGH SCHOOL

	ARTISTIC	COMICAL	ORIGINAL	CG
1	 <p>Nicole Hampton (10th Grade) Student of: Miiko Suzuki Churchill HS Eugene, OR</p>	 <p>Amiel Cruz (12th Grade) Student of: Akane Miyazawa Eleanor Roosevelt HS Greenbelt, MD</p>	 <p>Andreana Lin (11th Grade) Student of: <i>Kyoko Vaughan</i> Hayfield Secondary School: Alexandria, VA</p>	 <p>Victoria Tang (11th Grade) Student of: Nobuko Weiler LaGuardia Arts HS New York, NY</p>
2	 <p>Beixi Hao (12th Grade) Student of: Stephanie Glenn Charles Wright Academy Tacoma, WA</p>	 <p>Anqi Chang (12th grade) Student of: Sachie Horita Artesia HS Lakewood, CA</p>	 <p>Nikki Yu (11th Grade) Student of: Chiaki Rockkind LaGuardia Arts HS New York, NY</p>	 <p>Nicole Blanco (12th Grade) Student of: Chizu Kennedy Bayside HS Bayside, NY</p>
3	 <p>Zoey Li (11th Grade) Student of: <i>Chie Helinski</i> Stuyvesant HS: New York, NY</p>	 <p>Maya Alderman (11th Grade) Student of: Sandra Mizuno Eastlake HS Sammamish, WA</p>	 <p>Kevin Liu (11th Grade) Student of: Chie Helinski Stuyvesant HS New York, NY</p>	 <p>Clara Kim (11th Grade) Student of: Chiaki Rockkind LaGuardia Arts HS New York, NY</p>

COLLEGE/UNIVERSITY

	ARTISTIC	COMICAL	ORIGINAL	CG
1	 <p>Emma Genet Student of: Dr. Tomoko Sakuma Univ. of Texas at Austin Austin, TX</p>	 <p>Joanna Tan Student of: Aiko Kitamura College of William and Mary Williamsburg, VA</p>	 <p>Jackson Burkholder Student of: Masako Beecken Colorado State University Fort Collins, CO</p>	 <p>Aine Peterson White Student of: Atsuko Suga Borgmann University of Wisconsin- Milwaukee, WI</p>
2	 <p>Mackenna Basore Student of: Masako Beecken Colorado State University Fort Collins, CO</p>	 <p>Zoe DePrang Student of: Chikako Cooke University of Texas: Austin, TX</p>	 <p>Charlotte Li Student of: Masako Beecken Colorado State University Fort Collins, CO</p>	 <p>Amy Li Student of: Yoshiko Fujii Gaines Baylor Univ. Waco, TX</p>
3	 <p>Sun Qinyuan Student of: Michiru Ichihara Lowe Vanderbilt Univ. Nashville, TN</p>	 <p>Rachel Horton Student of: Yuko Prefume Baylor Univ. Waco, TX</p>	 <p>Graciela Trimble-Quiz Student of: Naoko Suito University of Texas at Austin Austin, TX</p>	 <p>Julian Kadoloph Student of: Naoko Suito University of Texas at Austin Austin, TX</p>

Result of J.LIVE Talk 2016

by Takae Tsuioka, Executive Director of J.LIVE Talk 2016

The second annual J.LIVETalk 2016 was held on Sunday, November 13, 2016 at the George Washington University. With an emphasis on 21st century communication skills, J.LIVE (Japanese Learning Inspired Vision and Engagement) Talk 2016 invited college level Japanese learners to showcase their presentation skills. The contest encouraged contestants to make use of audio-visual materials, audience interactions, and other innovations to enhance the messages they delivered in Japanese. Q&A sessions with the judges and audience members also allowed the contestants to display their interpersonal skills.

This was the first year that J.LIVE Talk opened its door to colleges and universities beyond the East Coast. A panel of five judges evaluated each finalist's presentation by taking into consideration not only his or her linguistic proficiency, but also the vision and dynamism he or she displayed, and the level of audience engagement that he or she was able to achieve. Each finalist's presentation, which was accompanied by PowerPoint slides and audio-visual clips, was followed by 2 to 3 questions from the judges and the audience. (Only the judges' Q&A session had an impact on the contestants' score; the Q&A with the audience was not scored.) Mr. Tamaki Tsukada, the Minister for Public Affairs of the Embassy of Japan, served as a judge. He said that selecting awardees from amongst the finalists' excellent presentations was a "very tough call." After careful consideration, the following decisions were announced in the Award Ceremony.

Category I: Intermediate Low-Mid

Gold Award Winner

Brigette Faula A. Labastida, Old Dominion University: フィリピン系アメリカ人学生会 "Filipino-American Student group."

Silver Award Winner

Tyler Burton, George Washington University: 効果的の勉強法：生きた経験の大切さ "The effective way to study: Importance of life experiences."

Bronze Award Winner

Kenneth Mercado, California State University at Sacramento: ディズニーイマジニアになる "I will become a Disney Imagineer."

Category II: Intermediate High- Advanced Low

Gold Award Winner

Kexin Ma, the College of William and Mary: 黒い茶碗の中の世界 "The world inside a black tea cup."

Silver Award Winner

Sumrester Beauchamp, The University of Findlay: 子供の目を持ちましょう！ "Let's live through children's eyes!"

Bronze Award Winner

Hyung Jin Cho, the University of Maryland, College Park: マイクになってください "Please become the microphone."

Category III: Advanced Mid- Advanced High

Gold Award Winner

Robert Duanmu, Cornell University: 中国語を勉強しろ！ "Study Chinese!"

Silver Award Winner

Jong In (Joe) Chey, the University of Virginia: "Vision."

Bronze Award Winner

Tak Chi Wan, Emory University: より充実した日々を送る方法 "How to live your days with more fulfillment."

Cash awards of \$300, \$200, and \$100 were presented, respectively, to the Gold, Silver, Bronze award winners in each category. Gold award winners also received additional exciting prizes. The Category I Gold award winner, Ms. Brigitte Faula A. Labastida, received a scholarship to study at a six-week summer intensive Japanese language course at Nanzan University in Nagoya, Japan, along with an ANA round-trip ticket from the U.S. to Japan and a living stipend of \$2,700. The Category II Gold award winner, Ms. Kexin Ma, received a scholarship to study at a six-week summer intensive Japanese language course at the Naganuma School, along with an ANA round-trip ticket from the U.S. to Japan and a living stipend of \$2700. The Category III Gold award winner, Mr. Robert Duanmu was offered a choice between an all-expenses paid tour of Japan from January 9-16, 2017 (as part of the Kakehashi Project organized and sponsored by the Japanese Ministry of Foreign Affairs), and an ANA round trip ticket from the U.S. to Japan. The J.LIVE Talk 2016 was made possible with generous support (in alphabetical order) from: All Nippon Airways, Department of East Asian Languages and Literatures, GW, The Embassy of Japan in the United States of America, George Washington University, Dr. Shoko Hamano, Japan Commerce Association of Washington, DC, Inc, Japan Commerce Association of Washington, DC, Foundation, Inc, Japan Foundation Los Angeles, Language Center, GW, Naganuma School, Nanzan University, Sasakawa Peace Foundation USA, Sigur Center for Asian Studies, GW, Sojitz Foundation, TOP NY, Washington Japanese Heritage Center. For more detailed report, please see: <https://eall.columbian.gwu.edu/jlive-talk-2016-report> You can see the full event video here: <https://www.youtube.com/watch?v=Y4p43VP0F50>



Call for Proposals: 2017 JCMU Symposium

The Japan Center for Michigan University Symposium will provide a forum for scholars and teachers of Japanese culture, Japanese language, and English language to gather and exchange knowledge in their area of expertise on Saturday, June 3 and Sunday, June 4, 2017. The conference features individual paper presentations as well as panels and roundtables at which faculty and graduate students present and discuss new research and pedagogical tools.

INVITED PRESENTERS

- E. Taylor Atkins, Northern Illinois University (Cultural History of Modern Japan and Korea)
- M. Endo Hudson, Michigan State University (Linguistics and Language pedagogy) and more.

SUBMITTING PROPOSALS

Proposals are solicited for panels, roundtables, individual papers, and workshops for all fields in areas related to Japanese culture, Japanese language, and English language.

We will accept abstracts on a rolling basis up to **April 1, 2017**.

Please click on the link in the symposium website (<https://jcmuofficialblog.com/2017-jcmu-symposium-june-3rd-and-4th/>) to submit a 200-word proposal in English or Japanese.

The Japan Center for Michigan Universities (JCMU) study abroad program is a product of the strong sister-state relationship between the State of Michigan and Shiga Prefecture. It is located on the shore of Lake Biwa in the City of Hikone, Shiga Prefecture, Japan. Our programs are dedicated to building relationships between Japanese, Americans, and other nationalities through active learning and participation in language, culture, family life and society. Since 1989, JCMU has been welcoming students of all majors and from any university, not only a member school.

Job Opening Announcements

Bates College

Bates College, a residential liberal arts college in Maine, invites applications for a **Japanese Language Learning Associate (LA)** starting late August 2017 and ending mid-April 2018. We are looking for a dynamic individual who can work closely with our undergraduate students both inside and outside the classroom, and who will support our small and energetic community of Japanese learners and speakers on campus. The candidate must have native fluency in Japanese and experience of teaching Japanese in the classroom. A B.A. degree is required, and an M.A. degree and training in language pedagogy are highly desirable.

The Learning Associate is expected to work 35 hours per week (inclusive of preparation time).

Responsibilities include aiding professors in teaching language courses, running drill sessions, tutoring, and planning and organizing extracurricular activities. In addition to a monthly stipend, the Learning Associate is provided with full room and board, visa fees, a per diem allowance when the college is on break, and compensation for travel from the home country where appropriate.

Applicants should submit the following documents electronically, in PDF format, to Professor Keiko Konoeda at kkonoeda@bates.edu: a letter of application, curriculum vitae, and undergraduate and graduate (if any) transcripts. Two letters of recommendation should be sent directly to the same address by the recommenders. Please include your last name and the words "LA application" in the subject line of all submissions. Review of applications will begin **February 27, 2017**, and continue until the position is filled. Employment is contingent upon the successful completion of a background check. Bates is an Equal Opportunity/Affirmative Action employer. Bates College and the Asian Studies Program are committed to enhancing the diversity of the campus and the curriculum. We welcome applications from all individuals with the ability to contribute to the college's continuing commitment to social and cultural diversity, inclusiveness, and the transformative power of our differences.

Ball State University

The Department of Modern Languages and Classics at Ball State University invites applications for a **full-time, one-year contract faculty position to teach Japanese courses** starting August, 2017.

Major responsibilities: Teaching load is 12 credit hours in three or four language classes in Japanese each semester. The teaching assignment will generally include introductory as well as intermediate level courses. The primary emphasis for contract faculty is excellence in language teaching. Candidate must also demonstrate a willingness to participate in departmental activities and perform other duties as assigned by the department chairperson.

Minimum qualifications: Master's degree or higher in Japanese or appropriate related field, from an accredited college or university; strong commitment to teaching Japanese to undergraduates; native or near-native fluency in Japanese and English.

Preferred qualifications: Ph.D. in Japanese or appropriate related field; evidence of successful Japanese language teaching at the college level.

Candidates for searches must have current authorization to be employed in the U.S. without employer sponsorship.

Send letter of application, curriculum vitae, official transcripts, and three recent letters of recommendation to:

Dr. Chris Luke, Interim Chairperson

Department of Modern Languages and Classics
Ball State University
Muncie IN 47306

Review of applications will begin immediately; applications will be accepted through **February 28, 2017**. Ball State University is located in Muncie, Indiana, on an attractive campus 45 miles northeast of Indianapolis. Approximately 22,000 graduate and undergraduate students enroll in one of eight academic colleges that offer 190 undergraduate programs. We offer more than 140 master's, doctoral, certificate, and specialist degrees, with many of them ranking among the best in the nation.

Ball State aspires to be the model of the most student-centered and community-engaged of the 21st century public research universities, transforming entrepreneurial learners into impactful leaders – committed to improving the quality of life for all. The university offers an excellent benefits package, including health care and retirement plans, tuition assistance for employees and dependents, and generous time off with pay. EEO/AA Employer/Veterans/Disabled.

Bowdoin College

The Asian Studies Program at Bowdoin College invites applications for a **one-year leave replacement position in Japanese Language and Culture at the rank of Assistant Professor or Instructor** beginning July 1, 2017. The successful candidate will teach one Japanese language class, and another class in English in their area of specialization. Areas of teaching may include Japanese literature, culture, film, or theatre. Preference will be given to candidates with a Ph.D., but ABDs are also encouraged to apply. Native or near-native fluency in Japanese, and experience teaching Japanese to English-speaking students at the college level are required.

Bowdoin College accepts only electronic submissions. Please visit <https://careers.bowdoin.edu> to submit a cover letter, CV, and the names and contact information for two people who have agreed to provide letters of reference. A language-teaching demonstration video/DVD may be requested after initial review of application materials. Review of applications will begin on **February 20, 2017**, and continue until the position is filled.

A highly selective liberal arts college on the Maine coast with a diverse student body made up of 31% students of color, 5% international students and approximately 15% first-generation college students, Bowdoin College is committed to equality and diversity and is an equal opportunity employer. We encourage inquiries from candidates who will enrich and contribute to the cultural, socio-economic, and ethnic diversity of our college. Bowdoin College does not discriminate on the basis of age, race, color, sex, sexual orientation, gender identity and/or expression, marital status, religion, creed, ancestry, national and ethnic origin, physical or mental disability, or veteran status in employment, or in our education programs. For further information about the College please visit our website: <http://www.bowdoin.edu>.

Georgia Institute of Technology

The School of Modern Languages at Georgia Institute of Technology in Atlanta seeks six **recent PhDs with training in modern languages** (French, German, **Japanese**, Mandarin Chinese, Russian, and Spanish) for the newly instituted **Global Languages, Cultures, and Technologies (GLACT) Post-doctoral Program**. The GLACT Program seeks to foster collaboration across languages, technologies, and global cultures. GLACT positions are full-time and renewable for up to three years. They include a 3/3 teaching assignment (with opportunities for a course offset in support of academic program development), health and retirement benefits, a salary of \$45,000 per academic year, and a professional-development allocation. Candidates with expertise in innovative teaching

methodologies and interest in shaping cross-disciplinary language program development for the 21st Century are especially encouraged to apply.

Teaching and Curricular Development: The GLACT Program involves teaching a range of undergraduate courses with one to two courses possible in the candidate's area of research specialization. The GLACT Program includes opportunities for curricular and program development in topics related to languages, cultures, and technologies, as well as potential instruction in connection with our signature summer study abroad programs Languages for Business and Technology (LBAT). Interest in collaboration with faculty and researchers in the School of Modern Languages and across the Institute – including in technology-oriented disciplines – is vital, as the GLACT position involves teaching a range of students while contributing to new and innovative academic programming that aligns with Georgia Tech strategic priorities.

Within each language concentration, preferred specializations include:

- **French:** Applied Linguistics; Second Language Acquisition; Online Instruction and E-learning.
- **German:** Language for business and Technology; online instruction; contribution to the LBAT program.
- **Japanese:** Linguistics; Language and Technology (NLP expertise is a plus); content-based courses in Japanese, including advanced levels; contribution to the LBAT program.
- **Mandarin Chinese:** Chinese Linguistics; Second Language Acquisition; Heritage Learning; and Online Instruction
- **Russian:** Culture and Media Studies; Language for Business and STEM; contribution to the LBAT program; Linguistics.
- **Spanish:** Technical and Business Spanish; Spanish for the Healthcare Profession, Linguistics, Online Instruction.

Research: Candidates are expected to continue their scholarly agendas and are encouraged to extend them to include research in areas such as pedagogy, service learning, international education, digital humanities, cross-disciplinary language and technology instructional innovation, and assessment. The GLACT Program encourages active collaboration on shared research interests as part of a vibrant scholarly community, with regular and formalized opportunities for feedback, mentorship, and intellectual development.

Professional Development: Candidates are supported in their professional development toward academic and non-academic career paths through projects such as programmatic assessment, grant writing, administration, publishing, and public relations.

Service: Candidates may serve on committees to help shape programmatic initiatives in areas such as innovative instructional technologies, curriculum development, recruitment and outreach, and professional opportunities for Georgia Tech students in the global arena.

To Apply: Position requirements include a PhD awarded no more than five years prior to appointment plus demonstrated research and teaching strengths. Dossiers should include a letter of application, curriculum vitae, teaching portfolio (minimally, a teaching statement, sample syllabi, and summary of course evaluations/comments; additional elements are acceptable), and three letters of recommendation, to be submitted in one single PDF document to glact-hiring@modlangs.gatech.edu. Only digital applications will be reviewed. Review of applications begins on **March 1, 2017**, and continues until the positions are filled. Expected start date is August 15, 2017.

The Georgia Institute of Technology is an equal opportunity/affirmative action employer. The School of Modern Languages is especially interested in considering applications from minority candidates.

Harvard University

The Department of East Asian Languages and Civilizations at Harvard University anticipates an opening for a **full-time Drill Instructor/Teaching Assistant in Japanese** expected to begin August 1, 2017, and to extend through June 30, 2018. Drill instructors teach small-group drill sections in Japanese language classes under the supervision of a course head and assist the course head in preparing class materials, grading, and providing individual assistance to students. Candidates must have native or near-native fluency in all modalities of Japanese (reading, writing, listening, and speaking); a bachelor's degree or higher; experience teaching Japanese, preferably at the college level to students whose native language is English; and computer literacy.

This is a term appointment for one year, with the possibility of renewal dependent on performance and curricular need.

Interested candidates should submit a letter of application, curriculum vitae, and the names and contact information of three references (who will be invited to upload letters of recommendation) to <http://academicpositions.harvard.edu/postings/7427>. The references will be contacted separately and invited to upload letters of recommendation. Candidates should also submit a 20-minute teaching demo by URL through the ARIeS portal. All the above should be submitted by **February 28, 2017**. Selected candidates will be contacted directly in mid-March for an interview to be conducted either by Skype, for candidates outside the Boston area, or on the Harvard campus, for candidates within the Boston area.

Please note that references will only be invited to upload letters of recommendation after a complete application has been submitted online. *Please plan ahead so that the three letters can be submitted no later than March 7.* Harvard is an equal opportunity employer, and all qualified applicants will receive consideration for employment without regard to race, color, religion, sex, sexual orientation, gender identity, national origin, disability status, protected veteran status, or any other characteristic protected by law.

Haverford College

Haverford College invites applications for a **full-time Visiting Instructor position in the Japanese Language Program** in the Bi-College Department of East Asian Languages and Cultures, to begin in the Fall semester of 2017. This is a one-year position with the possibility of renewal, depending on staffing needs, funding, and positive evaluations.

The Bi-College Japanese Language Program offers four levels of language instruction for Haverford College and Bryn Mawr College students. The successful candidate will team-teach courses, develop online learning/testing resources, and engage in program-related activities/tasks, which vary depending on immediate needs. Preference will be given to candidates who have taught Japanese in a liberal arts college setting, especially those familiar with the textbooks “*Genki*” (The Japan Times) and “*Tobira*” (Kurosio Publishers). Also desirable are: full professional proficiency in both English and Japanese; competence in developing teaching materials; advanced computer skills; and the ability to teach an Advanced Japanese course. The topics of such a course might include literature, classical Japanese, translation, science/technology-related topics, and/or social justice and civic engagement.

Candidates for the position should have an M.A. in Japanese pedagogy or a related field and an excellent teaching record. Please submit the following files (PDF format) to: <http://apply.interfolio.com/40545>. 1) a cover letter stating an interest in the position; 2) *curriculum vitae*; 3) sample course syllabi in elementary and/or Advanced Japanese; 4) sample of recently developed learning/testing materials/websites (2-3 pages); 5) sample course evaluations (1-2 pages); and,

6) a statement of teaching philosophy and professional goals (1-2 pages). Please prepare a teaching demo video clip (50-60 minutes) to be shared online and indicate the link on the cover letter. Also, please arrange to have two confidential letters of recommendation sent to the Interfolio site above. Review of applications will begin starting **March 1, 2017**, and continue until the position is filled. Questions about the application process should be directed to Karla Alfaro-Urias (kalfarou@haverford.edu). For technical questions, please contact Interfolio directly at 877-997-8807 or help@interfolio.com.

Haverford College is an Equal Opportunity/Affirmative Action employer that does not discriminate on the basis of race, ethnicity, religion, gender identity, sexual orientation, national origin, age, marital status, disability or veteran status. Haverford has a longstanding commitment to diversity rooted in values of inclusion and social justice, a commitment reflected in the curriculum, classrooms, and communal composition of the College. Haverford welcomes applications from candidates who share these values and who will foster their contribution to the College's educational mission.

University of Hawai'i, Manoa

The University of Hawai'i at Mānoa, Department of East Asian Languages and Literatures, invites applications for a **Japanese Language Instructor**, position number 82979T. The initial term of appointment for this full-time position will be Academic Year 2017-18 with the possibility of renewal. Appointment to begin August 1, 2017.

Temporary, non-tenure track appointment, pending position availability and funding, annually renewable.

Duties: Teach 24-credits per academic year in Japanese language courses at all levels; advise undergraduate students; participate in departmental and university service; other duties as assigned. Continuous recruitment with application review beginning **February 24, 2017**, until position is filled. To apply see the full ad located at: <http://workatuh.hawaii.edu/Jobs/NAadvert/24339/4181117/1/postdate/desc>

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Mount Holyoke College

The Asian Studies Program at Mount Holyoke College invites applications for a **one-year visiting lecturer position in Japanese**. The appointment is for AY 2017-18; it is renewable for one additional year based on performance.

The position requires teaching the Japanese language in beginning and intermediate levels and participating in departmental meetings and events. The successful candidate will teach five (5) courses per academic year.

Applicants are expected to have a Master's degree or equivalent in Japanese language, education, linguistics, or a related field with native or near-native proficiency in Japanese and English.

Preference will go to a person with experience teaching Japanese as a foreign language at the college level. The successful candidate will demonstrate competence in working with students who are broadly diverse with regard to race, ethnicity, socioeconomic status, gender, nationality, sexual orientation, and religion.

Applications must be made on-line at <https://jobs.mtholyoke.edu> by submitting the following: letter of interest, curriculum vitae, sample syllabi and course materials that the candidate has taught with (as one pdf), teaching evaluations of one course (as one pdf), and three statements concerning (1) teaching philosophy, (2) research interests, and (3) a statement about mentoring a diverse student

body. Applicants should also arrange to have three letters of reference submitted on their behalf. We recommend early submission because electronic prompts to referees will be generated automatically (and letters of reference accepted) only after the completed application has been submitted.

Review of applications will begin on March 6, 2017 and will continue until the position is filled.

Please direct inquiries to Search Committee Chair Naoko Nemoto, nnemoto@mtholyoke.edu.

Mount Holyoke is an undergraduate liberal arts college for women with 2,200 students and 220 faculty. Over half the faculty are women; one-fourth are persons of color. Mount Holyoke College is located about 90 miles west of Boston in the Connecticut River valley, and is a member of the Five College Consortium consisting of Amherst, Hampshire, Mount Holyoke, and Smith Colleges and the University of Massachusetts.

Mount Holyoke College is committed to enriching the educational experience it offers through the diversity of its faculty, administration, and staff members. Mount Holyoke seeks to recruit and support a broadly diverse faculty who will contribute to the college's academic excellence, diversity of viewpoints and experiences, and relevance in a global society. In furtherance of academic excellence, the College encourages applications from individuals from underrepresented groups in the professoriate, including faculty of color, faculty with diverse gender identities, first generation college students, individuals who have followed non-traditional pathways to college due to exceptional talent and motivation in the face of adversity, such as societal, economic or academic disadvantages, and individuals with a demonstrated commitment to applying and including diverse backgrounds and perspectives to learning, scholarship, service, and leadership in the academy.

University of Notre Dame

The Department of East Asian Languages and Cultures at the University of Notre Dame invites applications for two full-time visiting lecturer positions in Japanese language beginning August 2017. One is a replacement position, the other is a new lecturer position added for next year as the Japanese program at Notre Dame continues to grow. Both positions have one-year initial appointments with the possibility of renewal. Responsibilities include teaching first-year through advanced Japanese (11-13 hours per week), active program involvement in language and culture activities, and close collaboration with faculty to build a rigorous and cohesive program. Appointments offer excellent benefits and competitive salary commensurate with qualifications and experience.

QUALIFICATIONS: M.A. or higher degree in teaching Japanese as a foreign language, linguistics, second language acquisition, or related field; and demonstrated success teaching Japanese at the college/university level in the United States. ABDs and Ph.Ds are encouraged to apply.

We are seeking highly skilled language instructors with native or near-native proficiency in Japanese and English.

As an international Catholic, research university, the University of Notre Dame has made a significant commitment to furthering Asian studies, as evidenced in the founding of the Liu Institute for Asia and Asian Studies and the opening of a new graduate School of Global Affairs, both of which collaborate regularly with our growing Department of East Asian Languages and Cultures. Information about Notre Dame is available at <http://www.nd.edu>; information about the Japanese Program and the Department can be found at <http://eastasian.nd.edu>.

APPLICATION INSTRUCTIONS: Submit cover letter, current curriculum vitae, statement of teaching philosophy, an unedited video clip of classroom teaching and corresponding lesson plan, teaching evaluations, and three letters of recommendation. Review of applications will begin **February 24, 2017**, and continue until the positions are filled. Inquiries can be made to Professo

Vassar College

Vassar College invites applications for the position of **Japanese Language Fellow (Intern)** for the 2017-18 academic year (late August 2017 through May 2018).

Vassar College is an affirmative action and equal opportunity employer with a strong commitment to increasing the diversity of the campus community and the curriculum and promoting an environment of equality, inclusion and respect for difference. Candidates who can contribute to that goal are encouraged to identify their strengths and experiences in this area. Applicants who have demonstrated commitment to diversity and inclusion are particularly encouraged to apply.

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 \$650 for 10 months, and health insurance coverage. They may also take up to two courses per semester free at Vassar. Language Fellows must have a B.A. and be fluent in English.

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

University of Virginia

The Department of East Asian Languages, Literatures and Cultures at the University of Virginia invites applications for a **part-time, non-tenure-track one-year position as Assistant Professor**, General Faculty of modern Japanese literature and culture beginning in fall 2017. Responsibilities include teaching two undergraduate courses per semester, one of which will be a 4th-year Japanese language class in the fall involving the candidate's area(s) of expertise, and one of which will be a survey of modern Japanese literature in the spring.

Applicants must have a Ph.D. at the time of appointment. The anticipated appointment start date is July 25, 2017.

To apply, please submit a Candidate Profile through Jobs@UVA (<https://jobs.virginia.edu>), search on posting number 0620326 and electronically attach the following: curriculum vitae, a statement of teaching philosophy, and sample syllabi. Please arrange for three confidential letters of recommendation to be emailed to Charles A. Laughlin at cala5m@virginia.edu.

Review of applications will begin on **March 3, 2017** and will continue until the position is filled.

Questions regarding this position should be directed to:

Gustav Heldt

Chair, Search Committee

434-924-3740

gch8r@virginia.edu

The University will perform background checks on all new faculty hires prior to making a final offer of employment.

The University of Virginia is an equal opportunity / affirmative action employer. Women, minorities, veterans, and persons with disabilities are encouraged to apply.

Michael Brownstein, Acting Chair, at mbrownst@nd.edu.

This institution is using Interfolio's ByCommittee to conduct this search. Applicants to this position receive a free account and can send all application materials, including confidential letters of recommendation, free of charge. For help signing up, accessing your account, or submitting your application, please check out the help and support section or get in touch via email at:

help@interfolio.com or phone at (877) 997-8807. Please apply at: <http://apptrkr.com/956793>.

These appointments are also contingent upon the successful completion of a background check.

Applicants will be asked to identify all felony convictions and/or pending felony charges. Felony convictions do not automatically bar an individual from employment. Each case will be examined separately to determine the appropriateness of employment in the particular position. Failure to be forthcoming or dishonesty with respect to felony disclosures can result in the disqualification of a candidate. The full procedure can be viewed at <http://facultyhandbook.nd.edu/university-policies/background-check-procedure-for-prospective-faculty/>.

EQUAL OPPORTUNITY EMPLOYMENT STATEMENT: The University of Notre Dame seeks to attract, develop, and retain the highest quality faculty, staff and administration. The University is an Equal Opportunity Employer, and is committed to building a culturally diverse workplace. We strongly encourage applications from female and minority candidates and those candidates attracted to a university with a Catholic identity. Moreover, Notre Dame prohibits discrimination against veterans or disabled qualified individuals, and requires affirmative action by covered contractors to employ and advance veterans and qualified individuals with disabilities in compliance with 41 CFR 60-741.5(a) and 41 CFR 60-300.5(a).

Purdue University

The School of Languages and Cultures at Purdue University (<http://www.cla.purdue.edu/slc/main/>) invites applications for the position of **Visiting Assistant Professor of Japanese** for the 2017-2018 academic year beginning August 2017. This is a one-year appointment.

Duties: Teach undergraduate language courses, a content course in Japanese linguistics, and a graduate course in language pedagogy, SLA, or linguistics. The teaching load is 4/3. The candidate is expected to be actively engaged in all activities of the program (Japanese tea hour, film series, etc.)

Required Qualifications: Ph.D. in hand or ABD in Japanese or related field. Second language acquisition, language pedagogy, linguistics are preferred fields. Possess native or near-native fluency in Japanese and English. Demonstrated evidence of excellence in research and teaching.

Application Deadline: The deadline for receipt of applications is **March 3, 2017**, or until the position is filled. Review of applications will begin immediately and continue until the position is filled. Please send letter of application that addresses the candidate's teaching experience and teaching philosophy, *curriculum vitae*, and three letters of recommendation (addressing candidate's research and teaching strengths) to Cheryl Spencer, spencerc@purdue.edu. Letters of recommendation must be on **letterhead** with **handwritten or electronic signature**. Address all inquiries to Professor Kazumi Hatasa khatasa@purdue.edu

The appointment is from August 14, 2017 through May 13, 2018.

A background check is required for employment in this position.

Purdue University is an EOE/AA employer. All individuals, including minorities, women, individuals with disabilities, and veterans, 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:

- present research at and attend the annual AATJ Conferences in conjunction with AAS and ACTFL
- nominate students for induction into the Japanese National Honor Society
- participate in activities of regional/state affiliates and Special Interest Groups
- benefit from the Association's work on behalf of education in Japanese language, literature, linguistics, and culture.

The categories of membership and the corresponding dues are indicated below.

Please return the form with your check (US dollars) or VISA/MasterCard number to the address above.

Online registration is also available at **www.aatj.org/membership**.

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

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

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The ALLEX Foundation is proud to be a sponsor of AATJ. ALLEX provides professionally trained Chinese, Korean and Japanese instructors, sabbatical replacements, and teaching assistants to language programs at over 200 universities. Learn more at www.allex.org

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.

NHK Cosmomedia America, Inc., broadcaster of the TV JAPAN Channel in the USA and Canada, is a corporate sponsor of AATJ. Visit www.tvjapan.net to find out how to subscribe to TV JAPAN at home or contact scott@nhkcma.com to find out how to add TV JAPAN to a Campus CableTV system.

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