



President's Message

Yoshiko Saito-Abbott 齋藤アボット佳子

新学期が始まり皆様にはお忙しい日々をお過ごしのことと思います。AATJでは2016年から日本語教育のさらなる普及・奨励に力をいれるためのJ-CAN (Japanese, Core Practices, Articulation/Advocacy, and Network) のイニシアティブを推進し、様々のワーク・ショップを行っております。その一環として9月8日から10日までの3日間JFLAと協賛で「グローバルコンピテンシーと日本語教育」というテーマでリーダーシップトレーニングワーク・ショップをテキサスのサンアントニオにて行いました。いままでリーダーシップトレーニングはJFLAと共にAATJ/ACTFLの学会中に行っていましたが、

内容を充実するため、学会と切り離し、またワーク・ショップの内容もホストして頂く教師会や地域の方々にも公開するための新しい試みで行いました。今回ホストして頂いたテキサスの教師会の皆様のお力添えに感謝いたします。詳細はホストして頂いたJTATの会長福田真樹子先生とリーダーシップトレーニングに参加されたCarlos Pimentel先生のレポートがこの号に記載されておりますのでどうぞ御覧ください。

今春5月末にオーロラ日本語奨学基金が毎年主催している全米スピーチコンテストに審査員として参加する機会がありました。オーロラ日本語奨学基金が行っている活動、日本語教育への支援、活動内容についてインタビューいたしました。その内容についてもこの号に記載されていますので、合わせてお読みください。

11月に開催されるAATJ/ACTFLの学会準備も順調に進んでおります。Co-Directorのアベロ美恵子先生、知念聖美先生のご尽力の賜物です。ふるってご参加ください。さらに現在ワシントンDCで来春開催される学会のプロポーザルを募集しております。たくさんの応募をお待ちしております。それではAATJ/ACTFL開催地のテネシー、ナッシュビルでお会いできますことを楽しみにしております。

Greetings! I hope you are doing well in this new academic year. AATJ launched our “J-CAN Japanese, Core Practices, Articulation/Advocacy, and Network) initiative” in January 2016, and we have put our efforts into disseminating it through workshops across the United States. As part of our effort, we successfully finished a leadership training in San Antonio Texas on September 8-10. The theme of the workshop was “Global Competence and Japanese Education,” co-sponsored by Japan Foundation Los Angeles and hosted by JTAT (Japanese Teachers Association of Texas). AATJ and JFLA have in the past been conducting leadership training workshops during the AATJ/ACTFL fall conference in November, but in order to have more time allocated for this training, we decided to have the workshop separate from the fall conference and opened up the content to teachers in the region. It was very well received, with many participants from Texas in addition to the 7 leadership-training participants who were invited from other states. Sincere appreciation goes to Makiko Fukuda sensei who hosted at the University of Texas at San Antonio, and to the JTAT members.

In the end of last May, I had a chance to participate in the All-USA High School Japanese Speech Contest organized by the Aurora Japanese Language Scholarship Foundation in Irvine, California, and I had an opportunity to interview board members of the Aurora Foundation. I hope you will enjoy the article.

The 2018 Annual Spring Conference will be held in Washington, DC, next March. We are now accepting proposals for paper and panel presentations, and we look forward to receiving many proposals before the October 31 deadline.

I hope to see many of you at AATJ/ACTFL in Nashville, Tennessee, in November!

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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 Fall Conference at ACTFL

The AATJ Fall Conference will be held during the American Council on the Teaching of Foreign Languages (ACTFL) Annual Convention and World Languages Expo!



The ACTFL Annual Convention and World Languages Expo will feature over 800 educational sessions covering a wide spectrum of the language profession addressing the theme *Experience It*. The ACTFL Convention is an international event bringing together over 7,000 language educators from all languages, levels, and assignments within the profession.

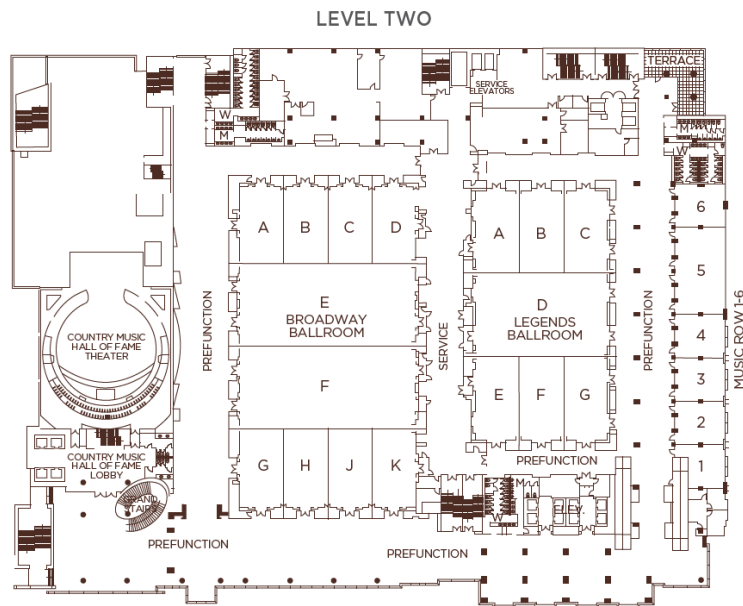
Registration: To register for the ACTFL Convention, please go to the website (<http://www.actfl.org/convention-expo/registration>). Be sure to scroll down and select option 2: “Convention Partner Organization Members”; then select “AATJ” in order to register at the lower member rate. Advance Registration: by Wednesday, October 25, 2017 Onsite: After Wednesday, October 25, 2017.

	Early bird (by 7/12/17)	Advance (by 10/25/17)	Late/Onsite (after 10/25/17)
FULL CONVENTION REGISTRATION			
Member	\$230	\$245	\$340
Non-Member	\$340	\$355	\$450
DAILY REGISTRATION			
One day member	\$200	\$215	\$310
One day non-member	\$295	\$310	\$405

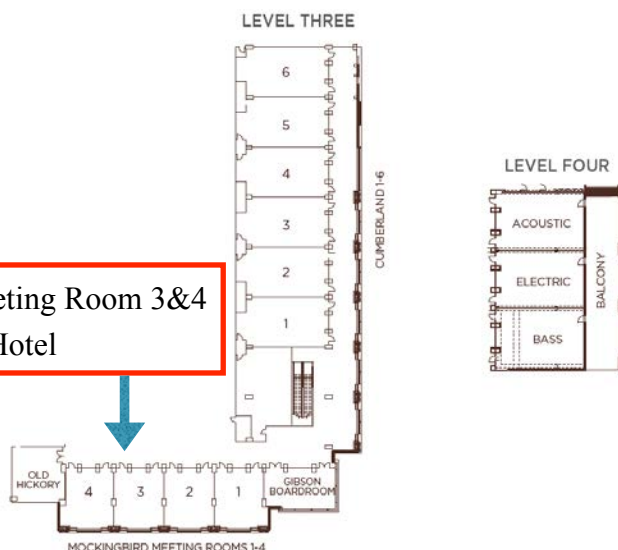
HOUSING: 11 hotels have special ACTFL rates; however, some hotels are sold out. For details regarding hotel reservations, please visit the website <https://www.actfl.org/convention-expo/housing>.

PRESENTATION SESSIONS: This year, AATJ sponsors two concurrent sessions including 18 research paper presentations and 22 one-hour learning sessions. These sessions will be held in the **Omni Nashville Hotel, Mockingbird Meeting Rooms 3 and 4** (See 2017 ACTFL-AATJ Schedule below).

MAP: Omni Nashville Hotel



Mockingbird Meeting Room 3&4
Omni Nashville Hotel



MAP: Music City



Level 1M - Davidson Ballroom

SESSION PRESENTERS: Please read “FOR PRESENTERS” on the ACTFL website (<https://www.actfl.org/convention-expo/presenters>). There are a number of presentation tips for presenters in 60 min. sessions, research papers, roundtables, and electronic poster sessions. All ACTFL sessions are searchable by using the ACTFL ONLINE CONVENTION PROGRAM (<https://www5.aievolution.com/tfl1701/index.cfm?do=cus.pubSearchOptions>).



JAPAN PAVILION IN EXHIBIT HALL: The Japan Pavilion in the Exhibit Hall of Music City Center will feature entertainment as well as exhibits by publishers, travel agents, universities, and other companies and services related to our profession. Please check the Music City Center Floor Plan. AATJ's Booth number is 233. <http://s36.a2zinc.net/clients/ACTFL/ACTFL2017/Public/eventmap.aspx?shmode=E>



EXPERIENCE HANDS-ON LEARNING: Exhibit Hall Visit Free Time is scheduled at 10:00-11:00AM on Friday, 11/17; 9:00-10:00AM & 3:00-4:00PM on Saturday, 11/18; and 9:00-10:00AM on Sunday, 11/19. Teachers and educators in the Tennessee area are planning to demonstrate Origami (Friday), Tea Ceremony (Saturday & Sunday), and Digital Illustration (Saturday).

AATJ TEACHER AWARD LUNCHEON: The AATJ Luncheon will be held at **Davidson Ballroom-Salon A2 & A3**, Music City Center, from 12:30-1:45PM on Saturday, November 18. The tickets are \$35. **Please purchase a luncheon ticket when you register for the conference.** AATJ will not sell tickets at our booth. If you have already registered but did not request a luncheon ticket, please contact ACTFL or purchase your luncheon ticket by logging in again online. Students at Middle Tennessee State University will give a J-pop dance performance.

LOCAL AFFILIATE COUNCIL MEETING: The local affiliate council meeting will be held in **Davidson Ballroom-Salon A2 & A2**, Music City Center from 6:30-7:00PM on Saturday, November 18, 2017.

AATJ GENERAL MEMBERSHIP MEETING AND RECEPTION: The AATJ General Membership Meeting and Reception will be held in **Davidson Ballroom-Salon A2 & A3**, Music City Center from 7:15-9:00PM on Saturday, November 18, 2017.



VISIT JAPAN BREAKFAST SEMINAR: Japan National Tourism Organization, JNTO's "Visit Japan Breakfast Seminar" will be held at **Legends Ballroom G**, Omni Nashville Hotel at 7:00-8:00AM on Saturday, November 18. Please see the details below.

■ ACTFL 2017 「ビジットジャパン朝食セミナー」の参加者を募集！(締切：10月13日)

日本政府観光局(JNTO)では、訪日外国人数の増加に向けた取り組みの一貫として、日本語学習者による訪日教育旅行および留学の促進に取り組んでいます。

今般、テネシー州ナッシュビルにおいて11月17日(金)～11月19日(日)にAmerican Council on The Teaching of Foreign Languages(ACTFL、全米外国語教師協会)が開催する言語・語学イベント「The 2017 Annual Convention and World Language Expo」にビジットジャパン(VJ)ブースを出展し訪日教育旅行及び留学に関する情報提供を実施することに伴い、「ビジットジャパン朝食セミナー」を下記の通り開催いたします。

本セミナーでは、訪日教育旅行及び留学の受け入れに熱心な日本の地方自治体・教育機関による各種支援制度及び受け入れ事例のご紹介などを通して、皆様の今後の訪日教育旅行の手配や留学プログラムの理解にお役立ていただくことを目的としています。どうぞ奮ってご参加ください。ACTFL 2017 ビジットジャパン朝食セミナー

開催日時：11月18日(土) 07:00～08:00AM

開催地：米国、テネシー州ナッシュビル

開催場所：Omni Nashville Hotel (Legends Ballroom G)
250 5th Ave S, Nashville, TN 37203 U.S.A

内容：地方自治体、教育機関による教育旅行受け入れ支援・留学制度、事例の紹介

対象：全米で日本語教育に携わる先生及び教育関係者

募集人数：40名程度

セミナー参加費：無料

※ 座席数に限りがございますので先着順とさせていただきます。予めご了承ください。

セミナー参加に関心をお持ちの皆様は、下記までご連絡ください。よろしくお願い申し上げます。

＜お申し込み期限＞ 10月13日(金)

＜ご連絡・お申し込み先＞ ご連絡を頂き次第、申し込み用紙をお送りいたします。

ACTFL 2017 ビジットジャパン朝食セミナーUS事務局

NTA America Inc.

E-mail : support@ntaamerica.com

TEL : 310-768-1870

＜申込み必要事項＞

『氏名（日本語/英語）、所属先（学校名と所在州）、役職、メールアドレス』
お申込みの方は、これらをお知らせ頂きますようお願い申し上げます。受付後、ご連絡させていただきます。

2017 ACTFL-AATJ Schedule

FRIDAY, November 17

	Mockingbird 3 at Omni Hotel	Mockingbird 4 at Omni Hotel
8:30am - 10:00am	<i>Opening General Session</i>	
10:00am - 11:00am	<i>Exhibit Hall Opening/Welcome Coffee</i>	
11:00am - 12:00pm	Creating a Path to Autonomous Learning through the Use of Can-Do Statements Michi Shimura The Japan Foundation, Los Angeles Hiroko Katsuta The Japan Foundation	AATJ Research Paper Session I Making Sense and Making Use of Diversity in the Japanese Classroom Yasuko Akiyama Indiana University Effective Accounts in Conflicted Situations in Japanese Enterprise Kanako Yao Washington University in St Louis Instructing communication processes for Co-constructing Conversation Takae Tsujioka The George Washington University Tomoko Hoogenboom University of Maryland Baltimore County
1:15pm - 2:15pm	Five Courses & Two Buildings: Schoology as a Tool for Effective Teaching Rebecca Allen Dublin Jerome High School	AATJ Research Paper Session II Evaluation of Learning of Less Engaged Students in Language Classrooms Takuya Kojima The University of New South Wales The Dynamic Nature of the Motivation of College Students Learning Japanese Kiyomi Chinen California State University Long Beach Shingo Satsutani College of DuPage 'Let's Eat Out at a Restaurant!': Creating Authentic Situational Learning Denise Ebisuzaki Clarendon Elementary School Junko Tanaka Clarendon Elementary School
2:30pm - 3:30pm	Implementing the 6 Core Practices in Japanese Class Kazumi Yamashita-Iverson Maloney Interdistrict Magnet School	AATJ Research Paper Session III A Modular Model of Intensive Elementary Japanese Pedagogy Jason Herlands Grand Valley State University Cultivating Global Competence in Beginning-Level Japanese Courses Ayako Nagai University of California - Irvine

2:30pm - 3:30pm		Etsuko Barber St. Mark's School of Texas/ Global Online Academy Online Lecture Videos & Quizzes as Preparation for Beginner Japanese Class Mariko Kawaguchi Michigan State University
3:45pm - 4:45pm	Developing a Digital Curriculum for Japanese Programs in Secondary Schools Molly Jeon BHS North Keiko Kuriyama Indiana University Purdue University Indianapolis	AATJ Research Paper Session IV Effects of Performance-based Achievement Testing on Oral Proficiency Mariko Wei Purdue University Atsushi Fukada Purdue University Saori Houston Purdue University Mayu Miyamoto Purdue University An Automatic Evaluation System of L2 Oral Simultaneous Reproduction Tasks Yutaka Yamauchi Tokyo International University Kayoko Ito Kyoto University Nobuaki Minematsu The University of Tokyo Creating Japanese Reading Proficiency Test Items Using ACTFL Guidelines Shinsuke Tsuchiya Brigham Young University Yoshihiko Ariizumi Deseret Two Institute for Learning Improvement Robert Russell Brigham Young University
5:00pm – 6:00pm	Engaging Your Students with Social Justice Driven Lessons Mio Nishimura Alisal High School Michelle Lupisan North Salinas High School	AATJ Research Paper Session V Developing Literacy Skills in Japanese with Reading While Listening Makiko Fukuda University of Texas San Antonio Erina Romanowich University of Texas San Antonio Encoding English Words into Katakana: Harder for Learners than We Think? Yumiko Tashiro Washington and Lee University Functional and Orthographic Written Errors by L2 Japanese Learners Katherine Martin Southern Illinois University Noriyasu Li University of Pittsburgh
6:30pm – 7:30pm	<i>ACTFL Awards Ceremony</i>	

SATURDAY, November 18

7:00am - 8:00am	<i>JNTO Breakfast</i> <i>(Omni Nashville Hotel, Legends Ballroom G)</i>	
	Mockingbird 3 at Omni Hotel	Mockingbird 4 at Omni Hotel
8:00am - 9:00am	What's Truly Possible in High School Japanese 1? Witness & Experience It! Junko Hosoi Aragon High School	AATJ Research Paper Session VI Developing and Validating a Japanese Vocabulary Size Test Aurora Tsai Carnegie Mellon University Vedran Dronjic Northern Arizona University Phonological Advantages of Heritage Learners of Japanese Tomonori Nagano LaGuardia Community College, CUNY Ai Mizoguchi CUNY Graduate Center Mieko Sperbeck John Jay College, CUNY Jun Choi LaGuardia Community College, CUNY Machine Translation as a Pedagogical Tool for Flash Fiction in Japanese Catherine Ryu Michigan State University
9:00am - 10:00am	<i>Exhibit Hall Visit Free Time / Kinokuniya Workshop</i>	
10:00am - 11:00am	Experience High-Leverage Teaching Practice that Promotes Social Actions Yoshiko Saito-Abbott California State University Monterey Bay Yo Azama North Salinas High School	The Community of Inquiry to Connect Learners Online in Real World Tasks Masahiro Tanaka United Nations International School Tomoko Graham Noble and Greenough School Noriko Okubo Knox English Network
11:15am - 12:15pm	Just In Time Teaching: Teaching and Learning Japanese for a Digital Age Noriko Gonzales South Kitsap School District Yasu-Hiko Tohsaku University of California - San Diego	5C's into Project Design: Learning Culture through Business Case Projects Noriko Takeda Emory University Tomoko Takami University of Pennsylvania
12:30pm-1:45pm	<i>AATJ Luncheon (Music City Center, Davidson Ballroom A2-A3)</i>	
2:00pm – 3:00pm	Infographics and TED Talks for Alternative Presentational Communication Masako Douglas California State University Long Beach	Immersive Learning with Virtual Reality Yasutomo Horikoshi Foreign Service Institute Rika Brent Foreign Service Institute

	Hiroko Kataoka California State University Long Beach	Ikuno Imaizumi Foreign Service Institute
3:00pm – 4:00pm	<i>Exhibit Hall Visit Free Time / Kinokuniya Workshop</i>	
4:00pm – 5:00pm	Let's Experience Powerful 4 "R" Strategies to Get You Out of a Rut Mieko Avello Miami Palmetto Senior High School Kazue Masuyama California State University Sacramento	Fostering Global Perspectives in the Novice Level Classroom Kumi Kobayashi Lynbrook High School Tomoki Kuwana Wilcox High School/Peterson Middle School Yukari Salazar Cupertino High School Ruiko Nagai Cupertino High School
5:15pm – 6:15pm	Lesson Design in Preparation for IB and AP Japanese Courses and Exams Kyoko Shoji Notre Dame High School William Collazo Deerfield Beach High School	Intermediate to Proficiency: Engaging Language Learning Experience Gabriel Culbertson Cornell University Erik Andersen Cornell University Naomi Larson Cornell University
6:30pm – 9:00pm	<i>Affiliate Council Meeting 6:30-7:00 AATJ Membership Meeting and Reception 7:15-9:00 (Music City Center, Davidson Ballroom A2-A3)</i>	

SUNDAY, November 19

	Mockingbird 3 at Omni Hotel	Mockingbird 4 at Omni Hotel
8:00am – 9:00am	Introduction to OJAD for Practical Prosody Training of Japanese Nobuaki Minematsu The University of Tokyo	Digital Portfolios: Motivating Student Learning Rie Tsuboi San Dieguito High School Academy Yasuharu Higure J-LEAP
9:00am – 10:00am	<i>Exhibit Hall Visit Free Time with Coffee</i>	
10:00am – 11:00am	Differentiated Instructions of Pronunciation for K-16 Japanese Learners Asako Takakura University of California Los Angeles Kyoko Shoji Notre Dame High School Tetsuo Harada Waseda University	The Art of Coaching: Designing Effective Internships in Study Abroad Sanae Eda Middlebury College Misako Chapman Cornell University
11:15am – 12:15pm	Developing the Hearts & Minds of Japanese Learners through Interculturality Minako Kamimura Salinas High School Erica Hashiba Everett Alvarez High School Cameron Chien North Salinas High School	Tell Me about Your Favorite anime or Movie and Why You Like It Naoko Takei Simon Fraser University

Also on the ACTFL Conference Program, featuring AATJ Members:

Friday (11/17), 5:00-6:00 p.m., Music City Center, Room 202B

Developing Interculturality by Experiencing Project-based Language Learning

Noriko Fujioka-Ito (University of Cincinnati)

Junko Tokuda Simpson (University of California San Diego)

Saturday (11/18), 5:15-6:15 p.m., Music City Center, Room 206B

Flipping the Class: Dispelling Myths and Sharing How It Works

Junko Tokuda Simpson (University of California San Diego)

Izumi Takeda (University of California San Diego)

Yasu-Hiko Tohsaku (University of California San Diego)

Sunday (11/19), 10:00-11:00 a.m., Music City Center, Room 104D

Online Performance-based Assessments as Routine Achievement Tests

Atsushi Fukada (Purdue University)

Wei Hong (Purdue University)

Colleen Neary-Sundquist (Purdue University)

Jessica Sturm (Purdue University)

Workshops Sponsored by Our Exhibitors:

Saturday (11/18), 9:30 – 10:20 a.m., Exhibit Hall, Workshop Room #2

Nihongo Daijobu! Enabling Beginners to Communicate Successfully

Sponsor: Kinokuniya Bookstores of America

Presenter: Akiko Kajikawa, Sun Academy Nihongo Center

Saturday (11/18), 3:30 – 4:20 p.m., Exhibit Hall, Workshop Room #2

How to Use POP CULTURE NEW AND OLD

Sponsor: Kinokuniya Bookstores of America

Presenter: Yoshiro Hanai (University of Wisconsin, Oshkosh)

2018 Annual Spring Conference

The 2018 Annual Spring Conference will be held on **Thursday, March 22, 2018**, in Washington, DC, in conjunction with the **Annual Meeting of the Association for Asian Studies (AAS)**.

Proposals are invited for individual papers and panels. A proposal should be in one of the following areas/categories: (1) pedagogy, (2) literature, (3) linguistics, (4) second language acquisition, (5) language and technology, or (6) special interest group topics*. Individual papers are 20 minutes long with an additional 5 minutes for discussion. Organized panels are 100 minutes long and are limited to four active participants (four paper presenters, or three presenters with one discussant).

* If your proposal is on a topic related to one of AATJ's Special Interest Groups (Professional Development, Translating/Interpreting, Japanese for Specific Purposes, Japanese as a Heritage Language, Study Abroad for Advanced Skills, Language and Culture, Classical Japanese, Community College Training, Proficiency Assessment, or AP Japanese), and if you would like to have it considered for sponsorship by the SIG, please indicate which SIG topic is addressed in the appropriate section of the submission form. If your proposal is on a topic that is outside the main topic areas, please consider whether it might fit into one of the SIG topics.

The submission deadline for all proposals is **9 p.m. Eastern time, Tuesday, October 31, 2017**.

An abstract for an individual paper should be no more than 300 words in English or 700 characters in Japanese. For organized panels, a maximum 300-word or 700-character abstract is required from each participant, in addition to a maximum 300-word or 700-character abstract for the panel itself.

Proposals will be evaluated based on the following characteristics: contribution to the field, originality, practicality, methodological or conceptual soundness, and clarity of writing.

Please note that Individuals may submit only one proposal, as presenter, co-presenter, or panel member. This includes participation in SIG panels and presentations.

Proposals must be submitted online. For details, and to submit proposals, please go to <http://aatj.org/conferences-spring>.



Special Interview with Dr. Akiko Agishi, President of Aurora Foundation

by Yoshiko Saito-Abbott

For this issue of the Newsletter I interviewed Dr. Akiko Agishi, President of the **Japanese Language Scholarship Foundation known as Aurora Foundation**, Dr. Hiroshi Sumiyama, chairman of the All-USA High School Japanese Speech Contest (sponsored by the Aurora Foundation), and Yoko Pusavat, chief judge of the speech contest. I hope many teachers will learn more about the Aurora Foundation and their works to support Japanese education in the U.S.

(Yoshiko Saito-Abbott (shown as Saito below), President of AATJ)

Saito: Thank you very much for your time for this interview. Many of our members have heard of your foundation, but would you briefly tell us the mission of the foundation?

Agishi: The Japanese Language Scholarship Foundation was established in 1998 with an eye toward the future of the global peace, and a deep passion for contributing to a better world for young educators: we are a 501(c)(3) non-profit organization. We have two award programs. The first one is JLSF Scholarships. We assist United States citizens, who are Japanese language teachers or graduate students of Japanese language education, to experience living in Japan and further their understanding of the Japanese language and culture, improve their teaching abilities, and enrich their appreciation of Japanese culture. The second one is the AURORA CHALLENGE GRANT. This grant is created to support learners and researchers who go to Japan to develop their work further.

Saito: Those are wonderful supports for the teachers of Japanese. Any other activities?

Agishi: Yes, we hold an annual All-USA High School Japanese Language Speech Contest, encouraging Japanese learners to develop an understanding of Japanese language and culture. We select and send a USA representative to enter the International Japanese Speech Contest held in Japan.

Saito: Agishi-san, why did you establish the foundation? What was your vision?

Agishi: I was fortunate to be able to come to the USA with a Fulbright Scholarship when I was 27 years old. I wanted to return my appreciation by working for the young generations not only in the USA and Japan but all the world. So far we have 65 awardees of scholarships and grants. We hope these activities will positively affect the mainstream USA and will enhance goodwill in strengthening the important bridge between the USA and Japan and promote better understanding between Japan and the USA.

Saito: I had a chance to participate as a judge this May at the All-USA High School Japanese Speech Contest which you organized, and I was impressed by the students' performance as well as the community support for the event. It is going to be the 15th year next year. Would you describe why you started this US-wide Japanese Speech contest? What makes your speech contest unique and different from other speech contests in USA?

Sumiyama: The International Japanese Speech Contest Committee in Educational Guardianship Group in Tokyo, Japan, approached our foundation, requesting that we select and send a USA contestant to their International contest. Accepting their request, we started our "All-USA High School Japanese Language Speech Contest" in 2003. We solicit applications from speech contestants at various national/regional/state/multi-school Japanese language speech contests in this country. Such contests must be held between April 1 and mid-April of the following year. The top three winners at each contest are qualified to enter our contest with recommendations from their school administrator and Japanese teacher. We intend to be inclusive of all Japanese language learners in high schools in USA.

Saito: How do you select the participants for the contest?

Pusavat: The participants will be selected based on evaluations of audio recordings and handwritten manuscripts of their speeches in Japanese. The contestants and their speeches are evaluated by several judges at the contest event. We use five judging criteria - content, structure, language management, interview



responses, and overall impression. The three top scoring contestants are winners and acknowledged by a plaque with special monetary award, and followed by VIP award, audience award, and judges' recognition awards.

Saito: I see, and the winner of the speech contest will participate in the worldwide speech contest which is held in Japan?

Pusavat: Yes, the USA representing contestant will be chosen from the top three winners at the All USA High School Japanese Speech Contest and sent to the International Japanese Speech Contest in Japan. His/her Japanese teacher or school administrator responsible for Japanese language studies at their school could accompany the contestant to Japan. We provide some monetary assistance, when possible.

Saito: This year contestants from seven states entered the speech contest, right? Do you always hold your speech contest in California?

Sumiyama: Yes, the contest is held at the University of California, Irvine. The 3-day event consists of a welcome party, speech presentations, and closing reception. Contestants stay with Japanese-speaking host families during the event, having opportunities to interact with Japanese speaking local high school students.

Saito: Who organizes the contest?

Sumiyama: The Aurora Foundation board of directors and the speech contest committee are in charge of the contest planning and management.

Saito: How did you get the strong community support?

Sumiyama: Japanese and/or Japanese American members of the Japanese Friendship Network in Orange County and local high school students in the area are dedicated volunteers and eager supporters of this event. The event provides contestants and supporting volunteers with an opportunity to develop friendships and intercultural understanding mutually.

Saito: And how does the community contribute to the speech contest? What are the unique aspects different from any other speech contests in America?

Pusavat: The contestants spend three days with host families during the contest event. They can experience a taste of Japan and some feel of Japanese lifestyle. In addition, Orange County is blessed with Japanese supermarkets, bookstores, karaoke stores, restaurants, and merchandise stores. Without going to Japan, they can have some Japan experience during the event. This segment of the event has been highly appreciated and very popular. Such a language and culture program to accompany the speech contest is not found in any other speech contest in the USA.

Saito: I just learned that the winner of the All USA High School Japanese Speech contest of 2017, Yu Xuan Chen, received the Imabari Mayor award at the International speech contest in Imabari, Japan. It is quite an accomplishment for her and her Japanese teachers in USA. How many contestants participated in this international speech contest, and how were they selected?

Agishi: The Education Guardianship Group (EGG), JSA Planning Committee held "The 22nd Annual Japanese Speech Award" at Imabari, Japan on July 29, 2017. Sixteen contestants participated from 14 countries this year. The Education Guardianship Group invites the first or second contest winner from their own countries for the International Speech Contest.

Saito: The Aurora Foundation speech contest participation provides a great opportunity for learners of Japanese in this country. What message does the foundation want to send to students, teachers, and language administrators/educators in USA?

Pusavat: We want them to pursue studying the language and culture of Japan. Along the way, they will develop deeper appreciation and understanding of Japanese culture as well as their own culture. Ultimately they will grow into better cross-cultural communicators who could promote global interaction leading into world peace. We encourage them to think globally and act locally by participating in the speech contest.

Saito: I hope many students submit applications for next year for the challenging competition and the great cultural experience. I also hope many teachers take advantage of this wonderful learning opportunity for professional development. Agishi-san, when you are at home, what do you do to relax and enjoy?

Agishi: I love cruising and enjoying ballroom dancing on board. I also enjoy staying peacefully at home in LA. I love to spend time with my four-year-old *shiba* dog named “Aurora” and cooking!



Saito: Agishi-san, Sumiyama-san, Pusavat-san, thank you very much for your time today. I hope many teachers will apply for the Aurora Foundation Scholarships and Grants, and that many more students will participate in next year’s speech contest.

For more information about the Aurora Foundation : <http://www.jlsf-aurora.org/eng>
Scholarships/Grant information: <http://www.jlsf-aurora.org/eng/page/contents>
Speech contest information: <http://www.jlsf-aurora.org/eng/page/speech-contest>

From Left: Yasuyo Makino (Executive Director), Dr. Hiroshi Sumiyama, Yoko Pusavat

Leadership Training Workshop in Texas

The 2017 AATJ/JFLA Leadership Training Workshop was held in San Antonio, TX, from September 8-10, 2017. This year, the training workshop was hosted by the Japanese Teachers Association of Texas (JTAT), unlike previous years when it was held during the ACTFL Convention, and JTAT members had the opportunity to participate in a significant portion of the workshop. The Leadership Training Workshop participants were: Lauren K. Gassman (Cass Technical High School, MI), Carlos L. Pimentel (Western Michigan University), John Caden (James Madison High School, TX), Naoko Ozaki (Rice University), Shinji Shimomura (University of South Florida), Soichiro Motohashi (Western Carolina University), and Takayuki Masai (South Kitsap High School, WA). Below are Carlos Pimentel’s report on the Leadership Training Workshop and Makiko Fukuda’s report on the Saturday Workshop for teachers from Texas hosted by JTAT.

Report on the Leadership Training Workshop by Carlos L. Pimentel, Western Michigan University

From September 8th to the 10th, I had the privilege of attending the Leadership Training Workshop in Global Competency and Japanese Language Education, held by AATJ and JFLA in beautiful San Antonio, Texas. This year’s cohort consisted of bright and eager Japanese instructors from high schools and universities in Florida, Michigan, North Carolina, Texas, and Washington. The workshop was designed to educate leadership participants in AATJ’s J-CAN initiatives and advocacy and network activities. By the end of the workshop, we developed short-term (1-2 year) and long-term (3-5 year) goals designed to put these activities into practice.



On the first day of the workshop we presented the current status, activities conducted, and challenges facing our respective local organizations. Afterward, we listened to an interesting talk by Yoshihira

Nagatani, the president of Toyota Motor Manufacturing, Texas Incorporated. Mr. Nagatani spoke on the role of Japanese language education in business, and stressed the need for students to focus on the development of professional skills, while also studying Japanese language and culture. After the talk, Dr. Yoshiko Saito-Abbott discussed ACTFL's Global Competence Position Statement, and participants discussed how Japanese language education coincides with the position statement's objectives.

The second day of the conference was held at the University of Texas at San Antonio, where we were joined by several JTAT instructors. Erin Whelchel, ACTFL's Special Projects Coordinator, gave a presentation about the Lead with Languages project designed to promote language advocacy. The subsequent presentations dealt with resources available by the Japan Foundation and AATJ's advocacy efforts, 21st century skills and core practices. In the evening, Director Hideki Hara of JFLA discussed survey reports on Japanese language education and initiatives. Following this, the leadership participants brainstormed short-term and long-term action plans for our respective organizations.

On the final day, the leadership participants presented their short and long-term action plans. Being able to learn about the activities currently taking place as well as the action plans of our fellow organizations under the AATJ umbrella was both insightful and educational. For me personally, the workshop allowed me to gain a better understanding of how AATJ as an organization functions in cooperation with the Japan Foundation and ACTFL.

In conclusion, I would like to thank Dr. Yoshiko Saito-Abbott, Dr. Yoshiko Mori, Dr. Motoko Tabuse, and Director Hideki Hara for the time and care that they placed into organizing this wonderful workshop. I would also like to thank my fellow leadership participants, from whom I gained a wealth of knowledge and a camaraderie that I look forward to enjoying for many years to come.



Report on the Saturday JTAT Workshop “Global Competency and Japanese Language Education” conjoined with the AATJ/JFLA Leadership Training Workshop by 福田真樹子, the University of San Antonio, JTAT President

2017年9月9日、全米日本語教師会と国際交流基金ロサンゼルスが共催の”Global Competency and Japanese Language Education”をテーマにした公開ワークショップをテキサス教師会がテキサス州立大学サンアントニオ校でホストいたしました。午前の部ではACTFLのスペシャルプロジェクトコーディネーターErin Whelchelさんが、”Lead with Languages”というウェブサイトを用いAdvocacyについて、そして国際交流基金ロサンゼルスの原所長がビジネスリソース、漫画について話されました。午後の部は、全米日本語教師会会長の齋藤先生と田伏先生が、J-CAN, Advocacy, Articulation, 21st century skill, そして Core Practiceと盛り沢山の内容で講義をされ、参加者全員がディスカッションを通じて様々な情報を共有する事が出来ました。



テキサス教師会では、この時期通常の勉強会をテキサスの教師会会員のみで開催しておりましたが、今年はリーダーシップ研修の一部をホストする機会に恵まれた為、日系ビジネス関係者、テキサス州以外の日本語教師、更に補習校教員とのネットワークを強める事が出来、大変有意義な勉強会となりました。この様な素晴らしい機会を下さった全米教師会と国際交流基金ロサンゼルスの皆様に心より感謝を申し上げます。

Report: Language Advocacy DAY 2017

by Shingo Satsutani

AATJのアドボカシー全体を担当している理事のメンバーの一人、札谷新吾です。今後ともよろしくお願いいたします。さて、今回はすでに半年も前のことになってしまいましたが、2月中旬に全米からDCに外国語教育関係者が一堂に集い、各州別にその州の上院、下院の関係議員に直接議員会館で懇談し、外国語教育に関する様々な陳情を一斉に行うLanguage Advocacy DAY 2017に森副会長と共に参加してきた報告です。僕はAATJ代表とイリノイ州からの訪問団の一員としての二足の草鞋を履いて州選出のタミーダックワース民主党上院議員をはじめ、居住地域の下院議員の事務所で担当職員と懇談してきました。イリノイ州には他の言語でもアドボカシーに熱心な先生方がいらっしゃるので初めて参加した僕も何とかみんなに付いていって、できる子とはしてきたつもりです。このイベントは数年かけてワシントンDCの議員会館に足を運んで議員や議員事務所担当職員との綿密な関係を構築することによって中央に影響をもたらす成果を導き出す場です。来年も参加して、顔を覚えてもらって話を聞いていただけるよう努力していきたいと思いますのでよろしくお願いいたします。以下はダックワース上院議員への礼状です。

Dear Eric (ダックワース議員の秘書)

Thank you for meeting with representatives of the Illinois language education community on Thursday, February 16, 2017 during our Language Advocacy Days. We sincerely appreciate your time and attentive ear to our concerns regarding language education.

Senator Duckworth has been a strong voice for language education when she was a Representative and we sincerely hope that she will continue that role in the Senate especially since Senator Kirk had been an ally of learning languages. As we discussed, we would love to have the Senator be one of the voices represented on the Lead with Languages campaign because she has previously been a part of the Honorary Council.

As a reminder, we would like the Senator to support full funding for ESSA and have included our position of other appropriations. We are also seeking support of the Preserving Native American Languages Act and are including links as well.

[S.254 Text: Esther Martinez Native American Languages Preservation Act](#)

We invite you and other staffers to attend the AAAS report briefing on “America’s Languages” on February 28th. We are attaching the invitation as well.

When Senator Duckworth is back in Illinois, we cordially invite her to visit any of us in our educational settings and see first hand the importance of language learning to our students in Illinois.

Should you need any additional information, please feel free to reach out to us or our voice in Washington, the Joint National Committee on Languages-National Council for Languages and International Studies (JNCL-NCLIS).

Todd Bowen

Professional Learning Chair, Illinois Council on the Teaching of Foreign Languages
Director of World Languages, Niles Township High Schools

Linda Egnatz

Advocacy Chair, Illinois Council on the Teaching of Foreign Languages
Spanish teacher, Lincoln-Way West High School
2014 ACTFL National Teacher of the Year

Ryan Rockaitis

Vice-President, Illinois Council on the Teaching of Foreign Languages

Illinois Foreign Language Teacher of the Year

Shingo Satsutani

President, Illinois Association of Teachers of Japanese

Board, American Association of Teachers of Japanese

Professor of Asian Languages and Cultures, College of DuPage

Lyn Scolaro

Co-President, Midwest Chapter of the American Association of Teachers of Italian

Italian teacher, Prospect High School

Bridging Project News

Eighty-eight undergraduate students from colleges and universities across the United States were named recipients of Fall 2017 Bridging Scholarships for Study Abroad in Japan. The winners will receive awards of \$2,500 - \$4,000 to assist with their expenses while they study in Japan during the 2017-2018 academic year.

AATJ administers the Bridging Scholarship program with the support of the Japan-US Friendship Commission, an independent federal agency promoting mutual understanding between the United States and Japan. The Commission initiated the Bridging Project scholarship program and established a 501(c)(3) private foundation, the US-Japan Bridging Foundation (www.bridgingfoundation.org), to accept contributions. The goal of the Bridging Project is to promote study abroad in Japan by larger numbers of American undergraduate students. The program is administered by AATJ. Since 1999, 1,650 scholarships have been awarded.

Contributors to the 2017-2018 academic year scholarships include Aflac Japan, AIG Holdings KK, Ronald and Maria Anderson, the *Bridging Scholars Alumni Scholarship Fund*, Paul Clawson, Estee Lauder K.K., Exxon Mobil G.K., the Freeman Foundation, Yoshiaki Fujiki, the *Robert Grondine Memorial Scholarship Fund*, Ellen Hammond and Yasuo Ohdera, Chris Herbert, Harry and Yumiko Hill, Ichigo Asset Management, the Japan Foundation, Stephanie Klapper, Lockheed Martin Global, Inc., Patricia Maclachlan and Zoltan Barany, Deanna Marcum, E'Narda McCalister, Mission Value Partners, Mitsubishi Corporation (Americas), Morgan Stanley Japan, Anne Nishimura Morse, Robert and Janette Noddin, Oak Lawn Marketing, ORIX USA Corporation, T.J. Pempel, Susan Pharr and Robert Mitchell, Thierry Porté and Yasko Tashiro Porté, Bradley Ramos, the Roche Family Foundation, Leonard Schoppa, Megan Schufreider, David Sneider, Kevin Sollomich, Lance Sweatt, George and Brad Takei, Temple University-Japan Campus, Toyota Motor North America, the U.S.-Japan Council TOMODACHI Initiative, and the *Ira Wolf Memorial Scholarship Fund*.

Applications are being accepted for the next group of Bridging Scholarships, for study in Japan beginning in Spring 2018. The application deadline is **October 11, 2017**. For information on the scholarships and to access the application form, visit the Bridging Project online at <https://www.aatj.org/studyabroad/japan-bridging-scholarships>

Recipients of Bridging Scholarships for Study Abroad in Japan, Fall 2017

Nicole ABBONDANZA / University of North Carolina, Charlotte / Nagoya University of Foreign Studies
Farzana AHMED / Knox College (IL) / Nanzan University (IES) / economics; international studies
Alex ALDERMAN / University of Illinois Chicago / Temple University Japan Campus
Megan ASHER / Illinois State University / Kansai Gaidai
Dana BENELLI / University of Oregon / Waseda University
Kevin BERNING / Miami University / Kwansei Gakuin
Grace BOLOGNA / University of Chicago / Kyoto Consortium for Japanese Studies
Indiana BROWN / University at Albany, SUNY / Kansai Gaidai
Molly BRUEGER / Kalamazoo College (MI) / Doshisha University
Zoe BUNTON / University of Kansas / Kansai Gaidai
Tyler BURTON / George Washington University / Waseda University
Jessica CAMARILLO / Humboldt State University (CA) / Waseda University
Tobin CARLSON / Lawrence University (WI) / Waseda University
Caroline CARROLL / Ohio State University / Hokkaido University
David CENTENO / Hunter College, CUNY / Meiji Gakuin
Kristina CHAMBERS / SUNY Stony Brook / Tokyo University of Foreign Studies
Brittany CLARKE / University of North Texas / Kansai Gaidai
Chandler COLLINS / University of Virginia / Hitotsubashi University s
Emily DELMONICO / Northern Arizona University / Kyushu University
Emma DUNCAN / Wellesley College / International Christian University
Carly DUNN / University of Memphis / Nagoya Gakuin
Aaron EASTWOOD / Calvin College (MI) / Japan Center for Michigan Universities
Marissa ELLIS / Northern Kentucky University / Gifu University
Julia EMORY / Coastal Carolina University (SC) / Osaka Gakuin
Ihechiluru EZURUONYE / Kalamazoo College (MI) / Doshisha University
Alistair FAGHANI / Foothills College (CA) / Temple University Japan Campus
Chloe FINLEY / Clemson University / Sophia University / international trade; Japanese
Sarah FLANAGAN / Ohio State University / International Christian University
George FOURMAUX / Loyola University New Orleans / Sophia University
Colin GALLAWAY / Boston College / Waseda University
Augustino GIAMBRONE / Northern Kentucky University / Gifu University
Megan GILL / Western Carolina University / Osaka Kyoiku University
Jordan GOODWIN / University of Alaska, Anchorage / Hokkaido University of Education
Alexandra GRIFFIN / Nazareth College (NY) / Kansai Gaidai
Katrina HAMMON / Juniata College (PA) / Hokusei Gakuen
Ezekiel HELING / University of Minnesota / Hitotsubashi University
Kylie HILL / University of Nevada, Reno / Kanazawa University
Anna HIRSCHLER / Lake Forest College (IL) / Tokyo International University (ISEP)
Kendall HOUCK / St. Cloud State University (MN) / Akita International University
Erica HOWIE / University of Alabama / Meiji University
Meghan HURLEY / University of Massachusetts, Amherst / Kansai Gaidai
Alex HUTCHINS / Cornell University / Kyoto Consortium for Japanese Studies
Charlie JAMES / University of California Berkeley / Tsuru University
Kelly KAMRATH / Nebraska Wesleyan University / Kwansei Gakuin

Grace KIM / Rutgers University / International Christian University
Benjamin KLEHR / Honolulu Community College / JF Oberlin University
Victor LANE / Earlham College (IN) / Waseda University
Celia LANGFORD / Whitman College (WA) / Doshisha University (AKP)
Madison LAWRIE / Portland State University / Kansai Gaidai
Sharada LE / Wichita State University / Kansai Gaidai
Gerlin LEU / Bowdoin College (ME) / Kyoto Consortium for Japanese Studies
Jeremy LUNA / SUNY New Paltz / Kanazawa University
Keelyn McCABE / University of Virginia / Hitotsubashi University
Gwenafaye McCORMICK / University of Mississippi / Waseda University
Anthony MILLER / Nebraska Wesleyan University / Kwansei Gakuin
Natasha MILLIGAN / Willamette University (OR) / Tokyo International University
Francis MIYATA / Knox College (IL) / Waseda University
Abby NAUMANN / University of Missouri, St. Louis / Waseda University
Eric OSBORNE / University of Idaho / KCP International Language School
Rachel PELLEGRINO / University of Illinois Urbana-Champaign / Konan University
Miranda PELONOIO / San Francisco State University / JF Oberlin University
Mai PHAM / Rice University (TX) / Kanda University of International Studies (IES)
Matthew PRIEDE / Northern Kentucky University / Musashi University
Lisa QI / Northwestern University (IL) / Kyoto Consortium for Japanese Studies
Blake RADCLIFFE / Bellevue College (WA) / KCP International Language School
Natasha RIEGLE / Saginaw Valley State University (MI) / Kansai Gaidai
Hannah ROZEI / Georgia State University / Soka University
Heather RUCKER / Wittenberg University (OH) / Nanzan University (ISEP)
Nicholas SARANDOS / Ursinus College (PA) / Akita International University
Jared SELETSKY / Temple University / Temple University Japan Campus
Jenny SHAO / University of Miami / Sophia University
Marshall SHERRELL / University of Washington / Keio University
Kristen SHIPLEY / North Carolina A & T State University / Musashi University
Julianna SMITH / Michigan State University / Waseda University
Sarah SPEIKER / University of Toledo / Aichi University
Jennifer TA / University of Colorado, Denver / Kwansei Gakuin (USAC)
Sean TAYLOR / Mira Costa College (CA) / Temple University Japan Campus
Cao-Minh TRAN / University of Hawaii Hilo / Doshisha University
Graciela TRIMBLE-QUIZ / University of Texas, Austin / Sophia University
Ellie TSUCHIYA / Georgia Institute of Technology / Waseda University
Robert VAN AARTSEN / Western Michigan University / Ritsumeikan University
Pengxue VANG / University of Wisconsin Milwaukee / Seijo University
Sean WALSH / Georgia State University / Soka University
Cheyenne WING-LAWRENCE / Western Washington University / Toyo University
Veronica WINTERS / Washington University in St. Louis / Kyoto Consortium for Japanese Studies
Emily YEH / University of California San Diego / Keio University

2018 Year of the Dog NENGAJO Contest Announcement

Welcome back to a new school year! We hope you had a wonderful and rejuvenating summer break and are ready for the exciting year. Speaking of excitement, the exciting news is Samurai Japan (Men's soccer team) is going to World Cup 2018 in Russia!



As the new school year begins, we would like to inform **all AATJ members** about the Nengajo Contest 2018, Year of the Dog. 794 cards were submitted by 125 members in 2017's contest. The number of cards nominated was increased by 71 this year! High school and college submissions have increased by a combined 85 entries! We hope to see continued growth of numbers received, especially at the College/University level.

For College/University teachers: your students can send a card individually. All you need to do is promote the NENGAJO contest! We understand that your term works differently from K-12 levels, so we hope this helps your situation.

There are 4 categories for the contest: Artistic, Comical, Original, and Computer Graphic. Please consider each category carefully. We choose the winners who meet each category's description. Each school can nominate 2 cards per category, total of 8 students. If you teach at 2 or more schools or different levels such as elementary, middle, and high school, you can nominate 8 cards from each school and/or each level (Each level means elementary, middle, high school, and college/university). If you are teaching different grades in elementary school, you can only nominate up to 8 students from the school.

CATEGORY	DESCRIPTION
ARTISTIC	The card shows the skills of the artist on the design, coloring, and writings.
COMICAL	The design is amusing and funny and the card is done neatly and nicely.
ORIGINAL	The design is creative and inventive, and the card is done neatly and nicely.
COMPUTER GENERATED	The card meets all the requirements and neatly done by a computer.

The winners will be awarded a certificate and an Amazon gift card. Winner's NENGAJO images will be displayed on the AATJ website and during the ACTFL Annual Convention. All participants will receive a certificate of participation.

Please remember to include a **self-addressed and stamped 9x12 inch envelope with stamp** in the application. Extra amount of postage in case your students win the contest is appreciated. Your student(s) will receive certificates with this enclosed envelope. Thank you for helping us to expedite this process!

You need to be a 2017 member of AATJ to submit your nominations. Please check your membership status before the submitting the cards.

The submission must be postmarked before or on Wednesday, December 27, 2017. For more detail information, please go to <https://www.aatj.org/nengajo-contest/2018-invite> Please contact Mio Nishimura at: sensei93905@gmail.com for any question. Thank you and we look forward to your submission!



OFFICIAL 2018 AATJ NENGAJO CONTEST RULES

YEAR OF THE DOG



Eligibility:

The teacher must be an AATJ member for the January 2017 - December 2017 membership year.

Elementary, Middle, High School Level:

Only 2 cards per category are allowed for **each level at each school** (if you teach at more than 1 school and/or level, you may enter 2 per category for each school/level— with a limit of 8 per school/level. If there are more than one AATJ member at your school, each teacher can submit up to 8 cards.).

College/University Level:

Only 1 card by each entrant is allowed. Students of Japanese are responsible for entering their own cards for the contest. *A college/university student entrant must have a teacher who is an AATJ member in order to enter the contest.

COMPETITION LEVELS:	COMPETITION CATEGORIES
Elementary (K-5)	Artistic
Middle (6-8)	Comical
High (9-12)	Original
College/University Level	Computer Generated

Requirements for ALL submissions: (Cards that do not follow these instructions will be disqualified.)

- Each card must have a **label** on the back (Typewritten preferable. Write information legibly. See page 3).
- Cards must be **4 X 6 white unlined index cards**.
- The design theme must focus on the upcoming **2018 Year of the Dog**.
- Designs for the Artistic, Comical, and Original must be **ORIGINAL** and **hand-drawn**
- Designs for Computer Generated Category may include personal photos and **original art** created on a computer.
- Designs must be in good taste or praiseworthy across international cultures and societies.
- A Nengajo **application form** must be completed (see page 2).
- All kanji and hiragana/katakana must be written in **pen**.
- The teacher or college/university student must enclose **one SELF-ADDRESSED STAMPED 9X12 envelope** with the submission.



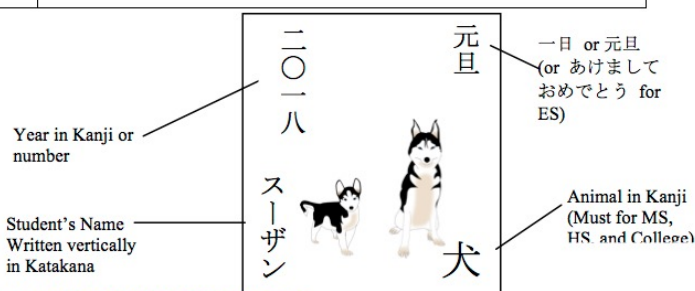
Mandatory Elements based on level:

Elementary School Rules	College, High School and Middle School Rules
<ul style="list-style-type: none"> Student's name must be written vertically on left-hand side of card in katakana (unless name is of Japanese origin – teacher-assigned Japanese names are not allowed) The design must include “2018” or “二〇一八” The design must include one of the following: 元旦, 一日, あけましておめでとう、犬、戌、いぬ 	<ul style="list-style-type: none"> Student's name must be written vertically on left-hand side of card in katakana (unless name is of Japanese origin – teacher-assigned Japanese names are not allowed) The year “2018” or “二〇一八” Either GANTAN (元旦) or TSUITACHI (一日) written in kanji Kanji for dog 犬 or 戌

Send submissions:

postmarked on or before Dec. 27, 2017 to

Mio Nishimura
39 Portola Ave.
Monterey, CA 93940



If you have any questions, please e-mail Mio Nishimura at: sensei93905@gmail.com

2018 AATJ Nengajo Contest Application Form and Checklist

Teacher's Name : _____					
School Name: _____		Principal's Name _____			
Address: _____					
E-mail: _____		Phone: _____			
AATJ Affiliate (please check one): <input type="checkbox"/> AzATJ (Arizona Assn. of Teachers of Japanese) <input type="checkbox"/> AFTJ (Assn. of Florida Teachers of Japanese) <input type="checkbox"/> AITJ (Assn. of Indiana Teachers of Japanese) <input type="checkbox"/> AKATJ (Alaska Assn. of Teachers of Japanese) <input type="checkbox"/> ATJO (Assn. of Teachers of Japanese in Oregon) <input type="checkbox"/> CAJLT (California Assn. of Japanese Language Teachers) <input type="checkbox"/> CJLEA (Colorado Japanese Language Educators Assn.) <input type="checkbox"/> GATJ (Georgia Assn. of Teachers of Japanese) <input type="checkbox"/> HATJ (Hawaii Assn. of Teachers of Japanese) <input type="checkbox"/> IMAJLT (Intermountain Assn. of Japanese Lang. Teachers) <input type="checkbox"/> IATJ (IL Assn. of Teachers of Japanese) <input type="checkbox"/> JLTA Guam <input type="checkbox"/> JTAM (Japanese Teachers Assn. of Michigan) <input type="checkbox"/> JTAT (Japanese Teachers Assn. of Texas)			<input type="checkbox"/> KAJLT (Kentucky Association of Japanese Language Teachers) <input type="checkbox"/> LATJ (Louisiana Assn. of Teachers of Japanese) <input type="checkbox"/> MATJ (Missouri Assn. of Teachers of Japanese) <input type="checkbox"/> MAATJ (Mid-Atlantic Assn. of Teachers of Japanese) <input type="checkbox"/> MCTJ (Minnesota Council of Teachers of Japanese) <input type="checkbox"/> NCATJ (North Carolina Assn. of Teachers of Japanese) <input type="checkbox"/> NCJTA (Northern California Japanese Teachers Association) <input type="checkbox"/> NECTJ (Northeast Council of Teachers of Japanese) <input type="checkbox"/> NJATJ (New Jersey Association of Teachers of Japanese) <input type="checkbox"/> OATJ (Ohio Assn. of Teachers of Japanese) <input type="checkbox"/> SCATJ (South Central Assn. of Teachers of Japanese) <input type="checkbox"/> SNJTA (Southern Nevada Japanese Teachers Association) <input type="checkbox"/> WATJ (Washington Assn. of Teachers of Japanese) <input type="checkbox"/> WiATJ (Wisconsin Assn. of Teachers of Japanese) <input type="checkbox"/> INDIVIDUAL MEMBERSHIP		
LEVEL <i>(Circle One)</i>	Elementary (K-5)	MS (6-8)	HS (9-12)	College	
Place a check mark in the correct column for each card (Only 2 entries per category)					
Student Name	Grade	Artistic	Comical	Original	Computer Graphic

Final Checklist: Your cards will be **DISQUALIFIED** without the following requirements.

- _____ Teacher is a **member of AATJ for 2017**.
- _____ All cards adhere to the rules for the corresponding level (see page 1).
- _____ Cards are created on a white **unlined 4 X 6 inch index card**.
- _____ Cards are of an original design, not taken from a *manga*, an *anime*, a website, or other image which is copyright-protected.
- _____ Cards are in good taste or praiseworthy across international cultures and societies without potentially making any specific viewer of the card uncomfortable or causing question as to the tastefulness.
- _____ A **label** with the required information is affixed to the back of your cards (see the following page).
- _____ A **stamped self-addressed 9x12 envelope** for returning Nengajo and certificates is included.
- _____ This **Application Form** is included.

ENTRIES MUST BE **POSTMARKED ON OR BEFORE WEDNESDAY, DECEMBER 27, 2017!**

Elementary/Middle School/High School Level Label

Teacher Name _____
 School Name _____
 School Address _____

Student grade _____
 Student Name _____
 Category (check)
☐ Comical ☐ Artistic ☐ Original ☐ CG

Teacher Name _____
 School Name _____
 School Address _____

Student grade _____
 Student Name _____
 Category (check)
☐ Comical ☐ Artistic ☐ Original ☐ CG

Teacher Name _____
 School Name _____
 School Address _____

Student grade _____
 Student Name _____
 Category (check)
☐ Comical ☐ Artistic ☐ Original ☐ CG

Teacher Name _____
 School Name _____
 School Address _____

Student grade _____
 Student Name _____
 Category (check)
☐ Comical ☐ Artistic ☐ Original ☐ CG

Teacher Name _____
 School Name _____
 School Address _____

Student grade _____
 Student Name _____
 Category (check)
☐ Comical ☐ Artistic ☐ Original ☐ CG

Teacher Name _____
 School Name _____
 School Address _____

Student grade _____
 Student Name _____
 Category (check)
☐ Comical ☐ Artistic ☐ Original ☐ CG

Teacher Name _____
 School Name _____
 School Address _____

Student grade _____
 Student Name _____
 Category (check)
☐ Comical ☐ Artistic ☐ Original ☐ CG

Teacher Name _____
 School Name _____
 School Address _____

Student grade _____
 Student Name _____
 Category (check)
☐ Comical ☐ Artistic ☐ Original ☐ CG

University/College Level Label

Professor/Teacher Name _____
 School Name _____
 School Address _____
 Student Name _____
 Category (check)
☐ Comical ☐ Artistic ☐ Original ☐ CG

Registration for the 2017 JLPT

The 2017 Japanese Language Proficiency Test (JLPT; Nihongo Nouryoku Shiken) will be offered at 17 test sites in the United States on Sunday, December 3 (including one new test site this year, in Portland, Oregon). Registration is open until September 27.

For American learners of Japanese, the JLPT offers a way to test language skills and evidence of achievement that is comparable with other Japanese learners around the country and the world. If you live near one of the test sites, please encourage your students to take the JLPT. In particular, if they are interested in attending school or working in Japan in the future, having taken the JLPT will be a credential they can offer to potential employers.

More information, including a list of test sites, a description of the JLPT's five levels, and a link to online.

THE ONLY OFFICIAL

Japanese-Language Proficiency Test

にほんごのうりょくしけん
日本語能力試験

Internationally accredited language examination

Open to all non-native Japanese speakers

試験日: 2017 年 12 月 3 日 (日曜日)
Date: December 3, 2017 (Sunday)

Administered once a year in the US

JLPT Japanese-Language Proficiency Test

www.aatj.org/jlpt-us

Registration Period: August 28 - September 29, 2017

US Test Sites

Ann Arbor, MI	Columbus, OH	New York, NY
Atlanta, GA	Fayetteville, AR	Philadelphia, PA
Boston, MA	Honolulu, HI	Portland, OR (NEW!)
Boulder, CO	Houston, TX	San Francisco, CA
Chicago, IL	Los Angeles, CA	Seattle, WA
	Miami, FL	Washington, DC

Registration Fee: \$60
(non-refundable)
N1 | N2 | N3 | N4 | N5

For more information, please visit:



SEATJ Call for Papers/Abstract Submission

We are pleased to announce the Call for Papers for the 32nd Annual Southeastern Association of Teachers of Japanese (SEATJ) Conference to be held at the University of South Florida (USF) on **Saturday, February 10, 2018**.

Proposals are invited for 20-minute presentations on topics related to Japanese language and teaching (language pedagogy, instructional technology, integrating culture into the classroom, classroom activities, second language acquisition, Japanese linguistics, Japanese literature and film, heritage language learners, K-12 issues in teaching Japanese and other related topics). Presentations can be in either English or Japanese. We welcome abstract submissions from all levels of Japanese teachers. Please submit your abstract proposal using the online form below.

http://scholarcommons.usf.edu/cgi/ir_submit.cgi?context=seatj

If you access the above link for the first time, you will see the following Sign In page.

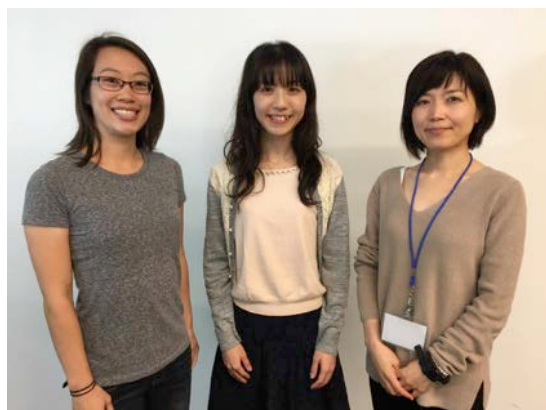
If you do not have an account with Digital Commons, please click the Sign up link at the bottom of the page and create a new account. If you already have an account with Digital Commons, please login to proceed.

The deadline for abstract submission is **Tuesday, October 31, 2017**.

Conference Website: <http://scholarcommons.usf.edu/seatj/>

Report from WATJ

by Kei Tsukamaki



Washington State is excited to welcome two exchange teachers from our sister prefecture, Hyogo Prefecture. Ms. Yoko Hirohata and Ms. Yuki Yamane arrived on August 1st, 2017, and will work with two local teachers, Mr. Sam Kuyper and Mrs. Kei Tsukamaki, for the 2017-2018 school year. Both Ms. Hirohata and Ms. Yamane are English teachers and combined bring over a decade of teaching expertise to our classrooms.

As President of WATJ, I am grateful to Hyogo Prefecture and the in-state organization, Hyogo

Business and Culture Center, for making this exchange possible. As a host teacher for this school year, I am so excited for the opportunity to work with Ms. Yamane in my classroom! (Photo: from left to right -- host teacher Kei Tsukamaki, exchange teacher Yuki Yamane, exchange teacher Yoko Hirohata)

J. LIVE Talk Announcement

The Japanese Program at the George Washington University will seek applications for J.LIVE Talk 2017 (**Deadline: October 4**). J.LIVE Talk (short for **J**apanese **L**earning **I**nspired **V**ision and **E**ngagement Talk) is a new brand of Japanese language competition for the 21st century, which emphasizes the comprehensive range of presentation skills necessary for achieving communication in today's increasingly interactive and multimedia world. Unlike a traditional speech contest, J.LIVE Talk evaluates not only oratory competence, but also the dynamism, vision and level of engagement of each participant's presentation, which can include audio-visual materials, audience interaction, and other enhancement. Please see the website (JLIVETalk.com) for more details, including the video from the last year.

The contest consists of two rounds. In the preliminary round (**Deadline: October 4**), entrants send in a 2-3 minute video describing an event of personal impact. This is followed by the final round, held at the George Washington University on **November 5, 2017**, in which each finalist gives a longer live presentation on a topic of his or her choice. The top awards include a chance to study abroad in Japan (a package of an airfare, six-eight week intensive summer course tuition and a stipend), as well as cash prizes. We will also provide a travel subsidy up to \$500 for a selected contestant to participate in the final round depending on the location of his/her home institution.

Applicants must satisfy all of the following basic qualifications:

- Studying Japanese as a foreign language, as of November 5, 2017 (J.LIVE Talk 2017 final round date), at the undergraduate or graduate level in a 2-year college or 4-year university
- Has earned a minimum of six credits of college level Japanese as a foreign language or the equivalent (as determined by the student's university and subject to review by the selection committee) by the time of application
- Has not attended a full-time, secondary-level (grades 7-12) Japanese educational institution accredited by the Ministry of Education, Culture, Sports, Science and Technology of Japan, for 4 or more years.

Heritage speakers who satisfy the basic qualifications are also encouraged to apply. Eligible applicants enter one of the three competition categories as determined by teacher recommendation (and subject to review by the selection committee), based on “[ACTFL oral proficiency guidelines 2012](#).”: Category I (Intermediate Low-Intermediate Mid), Category II (Intermediate High- Advanced Low) and Category III (Advanced Mid-Advanced High)

J.LIVE Talk 2017 is supported by the following organizations (by alphabetical order):

- λ All Nippon Airways
- λ Department of East Asian Languages and Literatures, GW
- λ Embassy of Japan in the United States of America, Washington, DC
- λ George Washington University
- λ Japan Commerce Association of Washington, DC
- λ Japan Commerce Association of Washington, DC Foundation
- λ Japan Foundation, Los Angeles
- λ Japan-US Friendship Commission
- λ Naganuma School
- λ Nanzan University
- λ Sigur Center for Asian Studies, Elliot School of International Affairs, GW
- λ TOP NY
- λ Washington Japanese Heritage Center

THE GEORGE WASHINGTON UNIVERSITY

WASHINGTON, DC

JLIVE
Talk 2017

The Japanese Program at
the George Washington University Presents:

**A Japanese language competition
for the 21st Century**

**JAPANESE
LEARNING
INSPIRED
VISION &
ENGAGEMENT**

日本語で伝えよう、
あなたのメッセージ。



J.LIVE Talk 2017 is made possible by the generous support of:

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Sigur Center
for Asian Studies

THE GEORGE WASHINGTON UNIVERSITY

THE GEORGE
WASHINGTON
UNIVERSITY
WASHINGTON, DC

JCAW
Japan Commerce Association of Washington, D.C., Inc.



Language Ambassador Program in High School

The PAX Laurasian “Language Ambassador” program places high school exchange students in American high schools that offer foreign language classes in the student’s native language. Japanese students are placed in American schools that offer Japanese language classes for American students. In addition to attending a full slate of American classes at the host school, these students are young language and cultural "ambassadors" who volunteer in the Japanese language classroom for one class period per day.

Japanese language teachers at our host schools utilize their volunteer “language ambassador” in many different ways - some students give a brief presentations to the class on an aspect of Japanese culture each month, others participate actively in class as a language partner for dialogues or help students who are practicing their Japanese speaking skills, others help students who are learning Kanji or act as a volunteer teacher’s aide in the classroom. Many of our “language ambassador” students also join the Japanese language club at their host school or give presentations about Japanese culture to school groups to try to get American students excited about studying Japanese language and culture. Many teachers find that bringing a teenage Japanese peer into the language classroom helps American students to better understand Japanese culture and get excited about practicing and using their Japanese language skills.

The PAX program is looking for high schools where there are teachers of Japanese and where there is a host family.

To learn more about PAX please go online to <https://www.pax.org>. If you are interested in finding out about hosting a student from Japan, please contact Peggy Jackson at peggyj@pax.org or 914-341-7208.

Scholarship Support for Teachers by ALLEX Foundation

Scholarship Support Available for WUSTL-ALLEX Chinese/Japanese Teacher Training Program: <http://www.allex.org>

Washington University in St. Louis and the ALLEX Foundation will again offer an intensive teacher training program for Chinese and Japanese instructors this summer from mid-June to early-August. The WUSTL-ALLEX Chinese & Japanese Teacher Training Institute is an intensive course for current language teachers or those who plan to enter the field. The program provides the foundation for future instructors to teach Chinese or Japanese and gives substantial tools to current teachers to reinforce and strengthen their programs. It is a hands-on course; effective methodology in teaching Chinese and Japanese to North Americans is emphasized over a theoretical analysis of the language.

Successful graduates will receive credits from Washington University and a certificate of completion. Significant substantial scholarship support is available.

For more details on the course and registration information please visit the ALLEX Website: <http://www.allex.org/teacher-training/overview/>

ALLEX FOUNDATION
ALLIANCE FOR LANGUAGE LEARNING & EDUCATIONAL EXCHANGE

Chaplin Memorial Award for Excellence in Japanese Language Teaching

The Hamako Ito Chaplin Memorial Award will again be conferred in 2018, administered through the Association for Asian Studies. In accordance with the wishes of the Chaplin family, each year a prize of \$1000 will be awarded to either a current graduate student or a full-time instructor of Japanese for excellence in Japanese language teaching at the college-level. A full-time instructor who has completed graduate study within the last 3 years in an area that directly involves Japanese language teaching is eligible to apply. Possible academic fields of specialization are Japanese language pedagogy, linguistics, anthropology, or literature. Current graduate students must demonstrate their intention to enter the teaching field in a North American university. Professor Priya Ananth (Middle Tennessee State University) serves as Chair of the Selection Committee, Professor Sarah Thal (University of Wisconsin) serves as representative of the Northeast Asia Council of AAS for the committee, and Professor George Chaplin serves ex-officio.

Individuals interested in applying (self-nomination) and faculty members interested in nominating an eligible graduate student (nomination) — should download an application form at the following site:

[Hamako Ito Chaplin Award Application 2018](#)



You may also request the application form to be sent via email by contacting Dr. Priya Ananth (Priya.Ananth@mtsu.edu). Completed applications must be received by **February 2, 2018** at the following address: Dr. Priya Ananth, Department of Foreign Languages and Literatures, MTSU, P.O. Box 79, 1301 East Main Street, Murfreesboro, TN 37132, USA. The award will be announced in the AAS [#AsiaNow Blog](#).

Persons interested in contributing to the award fund should send their contributions to:

The Hamako Ito Chaplin Memorial Award, c/o Association for Asian Studies, 825 Victors Way, Suite 310, Ann Arbor, Michigan 48108.

Job Opening Announcements

Bates College

The Asian Studies Program at Bates College, a private liberal arts college located in southern Maine with a rich history of diverse coeducation, invites applications for a tenure-track Assistant Professor position in Japanese language, literature, and culture to begin in Fall 2018.

QUALIFICATIONS:

Ph.D. is preferred but ABD candidates will be considered. Superior proficiency in Japanese and English is required. The Program hopes to appoint a candidate with interests in one or more of the following, considered in terms of their positions within the larger context of East Asia: modern Japanese literature, film, and popular culture. A commitment to teaching language courses, as well as experience in Japanese language pedagogy, are expected. The course load is a 5-course combination of culture and language courses annually. For more information about Asian Studies at Bates, see our webpage (<https://www.bates.edu/asian/>). The new faculty member has the opportunity to make a key contribution to an innovative and forward-looking Program with majors in Chinese, Japanese, and Asian Studies. We welcome applications from individuals capable of contributing to Bates College's ongoing commitment to social and cultural diversity and inclusiveness. Bates College and the Asian Studies Program are committed to enhancing equity, inclusion and diversity, including our capacity for teaching students from all backgrounds. Faculty members are expected to contribute to these goals, and we expect candidates to identify their strengths and experiences in this area in their cover letter and in two-page teaching and scholarship statements.

APPLICATION INSTRUCTIONS:

Applicants should submit the following materials: a letter of application (cover letter), two-page teaching and research statements, curriculum vitae, three letters of recommendation (at least one of which speaks to teaching), academic transcripts, and, if available, sample syllabi of relevant courses and recent teaching evaluations. Review of applications begins November 15, 2017, and will continue until the position has been filled.

This institution is using Interfolio's ByCommittee to conduct this search. Applicants to this position receive a free Dossier account and can send all application materials, including confidential letters of recommendation, free of charge. Please apply at: <http://apply.interfolio.com/44715>

Georgia Institute of Technology

The School of Modern Languages at Georgia Institute of Technology in Atlanta seeks two **recent PhDs with training in German or Japanese** for its signature Global Languages, Cultures, and Technologies (GLACT) Post-doctoral Program, with the following preferred specializations:

German: Applied Linguistics; Language for Business and Engineering; online instruction; and interest in contributing to the summer study abroad LBAT.

Japanese: Applied Linguistics; Digital Humanities; and interest in teaching content courses in Japanese in the areas of literature, history, culture, social studies, and linguistics.

The GLACT Program fosters 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 and career education initiatives that align with Georgia Tech strategic priorities.

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), to be submitted in one single PDF document to glact-hiring@modlangs.gatech.edu. Please make arrangements to have three letters of recommendation sent under separate cover to glact-hiring@modlangs.gatech.edu. Only digital applications will be reviewed.

Review of applications begins on October 6, 2017. Virtual short-list interviews are expected to be conducted in mid-October. Expected start date is January 1, 2018.

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.

Middlebury College - Directorship

Middlebury College's internationally renowned School of Japanese seeks a visionary leader with tenure credentials, extensive language teaching experience, experience with communicative competency-based language instruction and assessment, and demonstrated administrative ability, to serve as **Director of the School of Japanese** (summer intensive language program).

During the summer, the Director is responsible for overseeing the instructional and cocurricular program on-site; during the academic year s/he evaluates and hires faculty, publicizes the program, recruits students, oversees the admissions process, and attends one on-campus winter meeting and one directors' retreat. As part of the terms of a negotiated contract, the successful candidate will spend all or part of the upcoming summer of 2018 at our Vermont campus observing the operation of the School, meeting with the outgoing director as well as the School faculty, staff and other directors, and planning for the following year. As director-designate, the candidate will in most cases also teach in the School. The three-year term director appointment will begin September 1, 2018.

Qualifications: Applicants for this position should be faculty members with tenure or tenurable credentials in an established program. Candidates with extensive language teaching, administrative experience, and leadership ability will receive strongest consideration.

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

Application Instructions: Review of applications will begin on **September 22, 2017**, and will continue until the position is filled. All applicants should submit a cover letter, curriculum vitae and three letters of recommendation. Preliminary interviewing will take place at ACTFL (Nashville, November 2017). Middlebury College uses Interfolio to collect applications. Email and paper applications will not be accepted. Please apply at: <http://apply.interfolio.com/44135>.

Middlebury College - Teaching

The Middlebury College Department of Japanese Studies invites applications for a **tenure-track position at the assistant professor level in Japanese language and literature/culture** beginning September 2018. The successful candidate will be asked to teach Japanese language at all levels and offer courses on Japanese literature or other Japanese Studies topics (taught in English), teaching a balance of language and content courses. Candidates must have native or near-native fluency in Japanese, a Ph.D. in hand or near completion in humanities or other Japanese Studies field, and some experience teaching Japanese at the college level. Experience teaching Japanese literature or other Japan-centered field in English is also desirable, but not required.

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

Application deadline is **November 1, 2017**. Please indicate in your letter of application whether you will be attending the MLA meetings January 4-7, 2018, in New York City. Middlebury College uses Interfolio to collect all faculty job applications. Email and paper applications will not be accepted.

At Middlebury, we strive to make our campus a respectful, engaged community that embraces difference, with all the complexity and individuality each person brings. In your application materials, we encourage you to address how your teaching, scholarship, mentorship and/or community service might support our commitment to diversity and inclusion. Through Interfolio, submit letter of application addressed to the committee chair, Professor Linda White, curriculum vitae, writing sample, such as a published article or a chapter of the dissertation and three current letters of recommendation, at least two of which should speak to teaching ability. More information and application materials are online at <http://apptrkr.com/1065128>.

Offers of employment are contingent on completion of a background check. Information on our background check policy can be found here: <http://go.middlebury.edu/backgroundchecks>.

Stanford University

The Department of East Asian Languages and Cultures at Stanford University is seeking applicants for a **tenure-track Assistant Professor position in the area of premodern Japanese literature**. Areas of secondary interest include but are not limited to Japanese History, Performance, Religious Studies, Visual Culture, Gender Studies, and Chinese Language and Literature. Candidates are expected to have completed the Ph.D. degree by the time of appointment. Appointees will be expected to teach courses at both the graduate and undergraduate levels in Japanese literature and premodern forms of language.

Applicants should submit a curriculum vitae, a list of publications, and three letters of reference online via www.AcademicJobsOnline.org. For full consideration, materials must be received by **October 15, 2017**. The appointment will begin on September 1, 2018.

Stanford University is an equal opportunity employer and is committed to increasing the diversity of its faculty. It welcomes nominations of, and applications from, women, members of minority groups, and protected veterans and individuals with disabilities, as well as others who would bring additional dimensions to the university's research, teaching, and clinical missions.

University of Texas - Austin

The Department of Asian Studies at the University of Texas at Austin invites applications for a **one-semester lecturer position in Japanese language**, beginning January 15, 2018. The successful candidate will be expected to teach three sections of two courses per semester. Upon review of their first semester, the candidate will be offered a one-year contract subject to renewal based on job performance and budget.

QUALIFICATIONS:

A Master's degree or higher in Japanese language or a closely related field and native or near-native proficiency in both Japanese and English are required. Preference will be given to candidates with teaching experience in the advanced levels and those who can start teaching in the Spring 2018 semester.

APPLICATION INSTRUCTIONS:

Please upload a letter of interest (include your earliest possible start date), current CV, video clip of recent example of teaching, three letters of recommendation, and relevant syllabi including a list of courses taught and textbooks used.

Candidates must apply online through <https://apply.interfolio.com/43723> to be considered. Deadline for applying: **September 25, 2017** at 11:59 pm Eastern Time.

Japan ICU Foundation Global Scholarship U.S. SCHOLARS INITIATIVE

Application opens on September 1, 2017

STUDY IN JAPAN

The *U.S. Scholars Initiative* will provide **full-tuition support** for 4 years of undergraduate study at **International Christian University** in Tokyo, Japan. Starting in 2018, two incoming first-year students will receive the scholarship annually.

Applicants must:

- be United States citizens,
- graduate or have graduated from high school in the U.S.,
- and demonstrate a strong interest in Japan, in the Japanese language and the liberal arts.

About ICU

ICU is a private liberal arts university in Tokyo. Founded on the principles of the Universal Declaration of Human Rights, ICU aims to cultivate responsible global citizens. ICU has been a pioneer in liberal arts education in Japan since its founding in 1953.

Please visit www.icu.ac.jp/en to learn more.

Application Timeline

September 1–December 1: USSI Application Period

December 15:
Finalists notified for interviews

January 2018:
ICU Application Period Deadline; USSI interviews

March 2018:
ICU Admission & USSI Notification

For more information, visit jicuf.org/uss
Contact JICUF at information@jicuf.org



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

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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