



AATJ

NEWSLETTER

... VOL. 7, NO. 3 ...

PRESIDENT'S MESSAGE



Suwako Watanabe
渡辺素和子

みなさん、夏はいかがでしたか。働き続けていた方も、ほとんど休んでいたという方も、何れにしても、充実した時間を過ごせたと希望しています。

前回のメッセージにも書きましたが、8月の初めにイタリアのベネチアで

開催された ICJLE – International Conference on Japanese Language Education に出席してきました。基調講演をされた立教大学の鳥飼玖美子先生は、言語では社会言語や語用論といった面に内在する「見えない文化」の重要性を強調していました。また、イギリスからの基調講演者であるエイドリアン・ホリデー先生は、L2とC2が全く同等のものとする考え方に疑問を唱え、間文化性の複雑なプロセスについて語っておられました。発表者や司会者がしばしば触れていた本学会のテーマ、「平和への対話」には色々考えさせられることが多く、学会中、常に、教室現場の日本語指導がどのように「平和」につながるだろうかと、自問自答していました。そういう意味で、大きな視野で日本語教育を見つめ直すいい機会となりました。

ICJLEでは、たくさんの国からの日本語教育者が代表として集まり、プロジェクトや問題を報告し合いました。日本語学習者数では、イタリアは、ドイツ、フランスに次いで、第3位だそうです。またイギリスは、EU離脱の影響で、ヨーロッパからの留学生が減少するという懸念があると聞きました。やはり、教育は、政治の影響を受けざるを得ないようです。

AATJは、今年も国際交流基金LAと協力して、リーダ

ーシップ研修そして、J-CANワークショップを10月5-7日の週末にインディアナにて行います。今回の焦点となるのは、中西部地域の日本語教育です。近くに住んでいる方は、ぜひ参加してください。アドボカシーについては、これで終わりということではなく、常にアドボカシーの気持ちを忘れずにいなくてはなりません。その活動は、例えば国会議員に手紙を書くといった政治色の濃いものもあれば、次世代の教師になるように生徒を励ますなど、様々な形が考えられます。

ACTFL学会実行委員の知念先生、田中先生、魚立先生は、準備のための最終段階に入りつつあります。11月のニューオーリンズでのACTFL学会で、多くの会員方々の参加を期待しています。

会長 渡辺素和子

How was your summer? I hope it was productive and meaningful whether you were working or vacationing.

As I mentioned in my previous message, I went to Venice, Italy to attend the ICJLE (International Conference on Japanese Language Education) in early August. Professor Emeritus Kumiko Torikai, Rikkyo University, gave a keynote speech in which she emphasized the importance of teaching the 'invisible culture' that is reflected in sociolinguistic and pragmatic aspects of language. The second keynote speaker, Professor Adrian Holliday, Canterbury Christ Church University, UK, challenged the notion of "L2 equates C2," and reminded us how complicated the development of interculturality is. The theme of the conference

continued on next page

was Dialogue for Peace, and I was constantly stimulated by presenters and moderators, who often mentioned the theme, to ask myself how my day-to-day teaching can contribute, if at all, to world peace.

At the ICJLE, representatives from various countries gathered and reported on their current projects and issues. In terms of the number of learners of Japanese, Italy ranks third in Europe, with Germany being first and France second. I also heard that the UK's decision to withdraw from the EU is expected to cause a decrease in the number of international students who are from EU countries. This is yet another example where education is at the mercy of the political climate. AATJ will collaborate again with the Japan Foundation Los Angeles to sponsor leadership training and J-CAN workshop. This year the regional focus is the Midwest, and the event will take place in Indianapolis on the weekend of October 5-7. If you live in the neighboring states, please expect to receive an announcement about this event soon. When it comes to advocacy, there is no end, and we constantly need to engage in advocacy efforts, which range from political actions such as writing a letter to a state representative to seemingly less political ones like encouraging our students to be teachers of the next generation.

Our Fall Conference committee members, Chinen-sensei, Tanaka-sensei, and Uotate-sensei, will soon be in the final stage of conference preparation. I look forward to seeing many of you at the ACTFL conference in New Orleans in November.

Suwako Watanabe



Nobuko Wingard, Fumiko Nazikian, Suwako Watanabe



After the keynote addresses at ICJLE



Yoshiko Mori, Suwako Watanabe, Takako Aikawa

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2018 ANNUAL FALL CONFERENCE AT ACTFL

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 Where Language Educators Meet. 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 (<https://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 (by 10/24/18)	Late/Onsite (after 10/24/18)
FULL CONVENTION REGISTRATION		
Member	\$255	\$350
Non-member	\$365	\$460
DAILY REGISTRATION		
One day member	\$225	\$320
One day non-member	\$320	\$415

Advanced Registration by Wednesday, October 24, 2018

Onsite Registration after Wednesday, October 24, 2018

HOUSING:

For details regarding hotel reservations, please go to <https://www.actfl.org/convention-expo/housing>.

PRESENTATION SESSIONS:

This year, AATJ sponsors two concurrent sessions including 15 research-paper presentations and 24 45-minute session presentations, including a 45-minute AATJ Forum (see schedule below). *Please note that although ACTFL has the policy of 15 minutes for research-paper presentations (10 minutes presentation + 5 minutes Q&A), AATJ decided to alter this policy and allot 20 minutes (15 minutes presentation + 5 minutes Q&A) to each research presentation.* Please direct questions regarding the presentation length to the AATJ Annual Fall Conference Co-Directors: **Masahiro Tanaka** (mtanaka@unis.org) and **Kiyomi Chinen** (k.chinen@csulb.edu) rather than to ACTFL.

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 45 min. sessions, research paper presentations, roundtables, and electronic poster sessions. All ACTFL sessions are searchable by using the ACTFL ONLINE CONVENTION PROGRAM (<https://www.aievolution.com/tfl1801/index.cfm?do=cus.pubSearchOptions>).

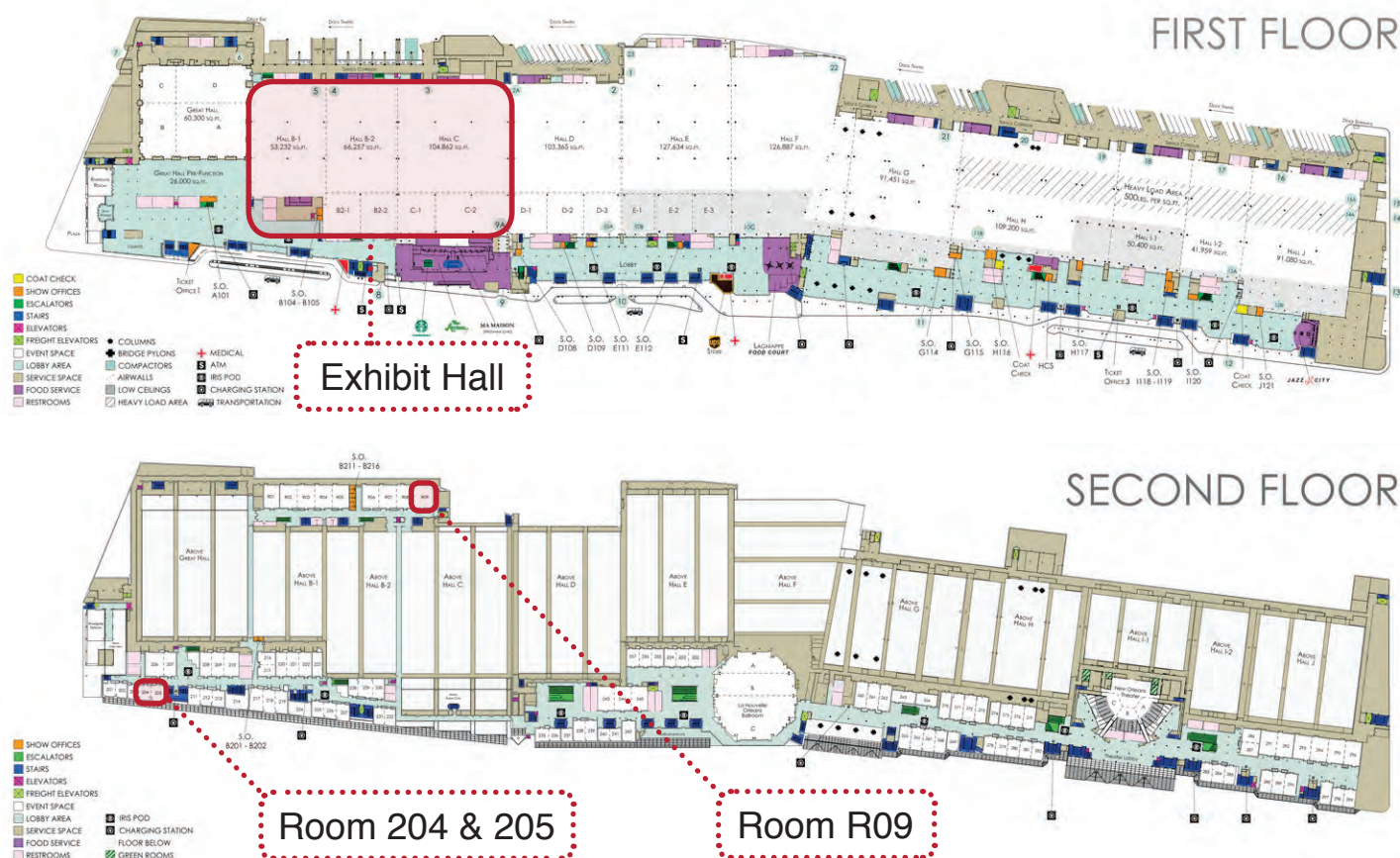
JAPAN PAVILION IN EXHIBIT HALL:

<http://s36.a2zinc.net/clients/ACTFL/ACTFL2018/Public/eventmap.aspx?shmode=E>

The Japan Pavilion in the Exhibit Hall of Ernest N. Morial Convention 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 Convention Center Exhibit Hall Floor Plan. **AATJ's Booth number is 1731.**

CONVENTION CENTER Floor Plans

<https://www.mccno.com/meeting-planners/floor-plans/>



EXPERIENCE HANDS-ON LEARNING:

Exhibit Hall Visit Free Times are scheduled by ACTFL at 10:00-11:00AM on Friday, 11/16; 10:00-11:00AM & 3:30-4:30PM on Saturday, 11/17; and 9:00-10:00AM on Sunday, 11/18. Teachers and educators are planning to do *Quiz-taikai* (Friday & Saturday) and demonstrate *Monkiri* (Saturday) and *Origami/Sumie* (Saturday) at the Japanese Pavilion in the Exhibit Hall during these times.



Tea Ceremony 2017

Friday, November 16, 10:00-11:00AM

Quiz-taikai by South Central Association of Teachers of Japanese (SCATJ)

Saturday, November 17, 10:00-11:00AM

Quiz-taikai by South Central Association of Teachers of Japanese (SCATJ)

Saturday, November 17, 3:30-4:30PM

Monkiri by Southeastern Association of Teachers of Japanese (SEATJ)

Sunday, November 18, 9:00-10:00 AM

Origami/Sumie by Association of Florida Teachers of Japanese (AFTJ)

AATJ AFFILIATE COUNCIL MEETING (Friday, November 16, 12:00-1:00PM):

The local affiliate council meeting will be held in **Room 204**, Convention Center from 12:00-1:00PM on Friday, November 16.

AATJ TEACHER AWARD LUNCHEON (Saturday, November 17, 12:00-1:15PM):

The AATJ Luncheon will be held at Room R09, Convention Center from 12:00-1:15PM on Saturday, November 17. The tickets are \$39. **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, you can log back in to your registration on the ACFL website and add the luncheon ticket.

AATJ GENERAL MEMBERSHIP MEETING AND DOOR PRIZES (Saturday, November 17, 6:30-7:30PM):

The AATJ General Membership Meeting will be held in **Room R09**, Convention Center from 6:30-7:30PM on Saturday, November 17.



ACTFL 2018 AATJ SESSION SCHEDULE

FRIDAY, November 16

	Room 204, Convention Center	Room 205, Convention Center
8:30am-10:00am	<i>Opening General Session</i>	
10:00am-11:00am	<i>Exhibit Hall Opening/Welcome Coffee</i>	
11:00am-11:45am	Student Work Sample Analysis: Another Form of Collaboration Junko Hosoi <i>Aragon High School</i> Susan Watson <i>Long Beach Polytechnic High School</i> Ai Ikuma <i>Los Angeles Center for Enriched Studies</i>	<AATJ Research Paper Session I> Virtual Reality and Guided Language Analysis in the Japanese Classroom Naoko Ozaki <i>Rice University</i> Chi Liang Yu <i>Rice University</i> Creating Online Courses for Free without Programming Knowledge Aya Okada <i>University of Oklahoma</i>
12:00pm-1:00pm	AATJ Affiliate Council Meeting <i>Room 204, Convention Center</i>	
1:00pm-1:45pm	Japan Bowl: Inspiring Students of Japanese Through Academic Competitions Nancy Marsden <i>Japan-America Society of Washington DC</i> Koji Otani <i>Thomas Jefferson High School for Science and Technology</i> Kyoko Vaughan <i>Hayfield Secondary School</i>	<AATJ Research Paper Session II> Effects of Task Repetition: Analysis of Learners' Thought Process Takako Nakakubo <i>University of Wisconsin Madison</i> Instructions, Motivations, Strategies and Student Academic Performance Masako Nunn <i>California State University San Bernardino</i>
2:00pm-2:45pm	Using Grants to Realize Your Project in Japan: Three Teachers' Experiences Akiko Agishi <i>Japanese Language Scholarship Foundation</i> Hiroko Kataoka <i>California State University Long Beach</i>	<AATJ Research Paper Session III> Language Play and Learning in Japanese Immersion Programs Shinsuke Tsuchiya <i>Brigham Young University</i> Steve Moody <i>Brigham Young University</i> Teaching Mimetics in JFL Classroom – An Approach for Early Learning Nozomi Imai <i>Indiana University Bloomington</i>



3:00pm-3:45pm	Collaborative Learning to Foster Inquiry Skills for Future Global Citizens Masahiro Tanaka <i>United Nations International School</i> Tomoko Graham <i>Noble and Greenough School</i> Noriko Okubo <i>Knox English Network</i>	<AATJ Research Paper Session IV> Structural Ambiguity Resolution in L2 Japanese Priya Ananth <i>Middle Tennessee State University</i> Wa and Ga in Multiple Clause Sentences in Japanese Shinichi Shoji <i>Mie University</i>
4:00pm-4:45pm	Transforming to a Content-Driven Curriculum to Increase Students' Performance Yoshiko Saito-Abbott <i>California State University Monterey Bay</i> Yo Azama <i>North Salinas High School</i> Mio Nishimura <i>Alisal High School</i>	<AATJ Research Paper Session V> An Analysis of Free Conversation Between Intermediate/Advanced Learners Kiyomi Kawakami <i>University of Colorado, Boulder</i> Oral Fluency for Advanced Level of Proficiency: How Fluent Should One Be? Mamoru Hatakeyama <i>Williams College</i>
5:00pm-5:45pm	Developing a Technology-Enhanced Assessment of Intercultural Competence Aurora Tsai <i>Carnegie Mellon University</i> Keiko Koda <i>Carnegie Mellon University</i> Yoshihiro Yasuhara <i>Carnegie Mellon University</i> Yasufumi Iwasaki <i>Carnegie Mellon University</i>	<AATJ Research Paper Session VI> Japanese Children's E-hon as a Digital Tool for Language Learning Catherine Ryu <i>Michigan State University</i> Bringing Out the Best: Learning Japanese from Native & Non-Native Teachers Atsuko Takahashi <i>Smith College</i> Joannah Peterson <i>Smith College</i>

SATURDAY, November 17

	Room 204, Convention Center	Room 205, Convention Center
8:00am-8:45am	Embed 4Cs in 1st Year Class: Maximize Learning through Inquiry-Driven Work Junko Tokuda Simpson <i>University of California San Diego</i>	<AATJ Research Paper Session VII> An Attempt to Unpack the Complexity of Language Learning Motivation Shinji Shimoura <i>University of South Florida</i> Motivation of Japanese Learners from the Perspective of Self-determination Kiyomi Chinen <i>California State University Long Beach</i> Shingo Satsutani <i>College of DuPage</i>

9:00am-9:45am	Is a Community of Inquiry in Japanese Language Education Effective? Kazuo Tsuda <i>United Nations International School</i> Masayo Ohyama <i>Fordham University</i> Tatsuki Sakamoto <i>Waseda University</i>	<AATJ Research Paper Session VIII> IPA Projects in Japanese and Korean: Cases at Cornell University Naomi Larson <i>Cornell University</i> Meejeong Song <i>Cornell University</i> Miki Takashi <i>Cornell University</i>
10:00am-11:00am	Exhibit Hall Visit Free Time Electronic Poster Session	
11:00am-11:45am	AATJ Forum: Advocacy and Articulation for Japanese Language Education in the U.S. Suwako Watanabe <i>Portland State University</i>	Implementing Can-Do Based Instruction with a Grammar-Based Textbook Yoko Sakurai <i>The Japan Foundation New York</i> Yoshimi Hirata <i>Fundacion Japon en Mexico</i> Mako Nozu <i>University of South Florida</i>
12:00pm-1:15pm	AATJ Teacher Award Luncheon Room R09, Convention Center	
1:30pm-2:15pm	Transforming into the 90% Target Language Classroom Kristin Wingate <i>Cranford High School</i> Yui Kimura <i>Cranford High School</i>	Initiating and Maintaining Internship Programs for Learners of Japanese Sanae Eda <i>Middlebury College</i> Misako Chapman <i>Cornell University</i>
2:30pm-3:15pm	College Students Take on the AP Japanese Exam: Curricular Implications Carlos Pimentel <i>Western Michigan University</i>	Preparing Students to Cope with Japanese Culture: Working with the 3 P's Hiroko Kataoka <i>California State University Long Beach</i> Masako Douglas <i>California State University Long Beach</i>
3:30pm-4:30pm	Exhibit Hall Visit Free Time Electronic Poster Session	
4:30pm-5:15pm	Explore, Share, and Navigate Japanese Authentic Sources Iya Nemastil <i>Marysville High School</i>	Energizing Japanese Language Instruction with Design Thinking Izumi Takeda <i>University of California San Diego</i> Yasu-Hiko Tohsaku <i>University of California San Diego</i> Junko Tokuda Simpson <i>University of California San Diego</i>

5:30pm-6:15pm	Utilizing Online Tools and Resources to Maximize Learners' Communication Mako Nozu <i>University of South Florida</i> Shinji Shimoura <i>University of South Florida</i> Yoko Sakurai <i>The Japan Foundation New York</i>	Teaching Language as Culture in Novice and Intermediate Japanese Courses Noriko Takeda <i>Emory University</i> Tomoko Takami <i>University of Pennsylvania</i> Yasuko Akiyama <i>Indiana University</i>
6:30pm-7:30pm	AATJ General Meeting and Door Prizes <i>Room R09, Convention Center</i>	

SUNDAY, November 18

	Room 1	Room 2
8:30am-8:45am	2020 Tokyo Olympics: Cultivate a Futuristic Mindset Through Gamification Mieko Avello <i>Miami Palmetto Senior High School</i> Kazue Masuyama <i>California State University Sacramento</i>	Using Technology to Achieve Effective Linkage of Three Communication Modes Noriko Fujioka-Ito <i>University of Cincinnati</i> Kasumi Yamazaki <i>University of Toledo</i>
9:00am-10:00am	<i>Exhibit Hall Visit Free Time</i> <i>Electronic Poster Session</i>	
10:00am-10:45am	End Goal in Mind: Designing Thematic Units Kei Tsukamaki <i>Kentlake High School</i>	Intensive Kanji Course – Blood, Sweat, and Tears Etsuko Snyder <i>Boston University</i>
11:00am-11:45am	Comprehensible Input on a Cart, Japanese, Spanish, Chinese, French, German Christine Ladner <i>Plymouth-Canton Community Schools</i>	Boosting Communicative Competence Through Teaching Language Variation Vance Schaefer <i>University of Mississippi</i>

Also on the ACTFL Conference Program, Featuring AATJ Members:

FRIDAY, November 16

	Convention Center, Room 219
1:00pm-1:45pm	Sparkling Your Students' Interests with Lessons Integrating Technologies Kaori Hakone Manami Mata

CALL FOR PROPOSALS: 2019 SPRING CONFERENCE

The **2019 Annual Spring Conference** will be held on **Thursday, March 21, 2019**, in **Denver, CO**, 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, Wednesday, October 31, 2018**.

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 each individual 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>.





AATJ & Japan Foundation Los Angeles Collaborative Program



GLOBAL COMPETENCY: LEADING FUTURE GENERATIONS FOR JAPANESE LANGUAGE EDUCATION

SATURDAY, OCTOBER 6, 2018 (9AM-5PM)

AATJ and JFLA are pleased to sponsor this workshop to promote Japanese Language and Culture Education by providing information about current advocacy initiatives and core practices to advance our field and ensure sustainable Japanese language programs.

WHEN: Saturday, October 6, 2018
WHERE: University Tower President's Room
at Indiana University-Purdue University Indiana (IUPUI)

WHAT:

A.M. Session (Check-in 8:30; 9:00-12:30)

Theme: Advocacy and Articulation for Japanese Language Education

Presenters: Erin Whelchel, Special Projects Coordinator of ACFTL
Hideki Hara, Director of Japan Foundation Los Angeles
TBA, Business Community
Suwako Watanabe, President of AATJ

P.M. Session (1:30-5:00)

Theme: 21st Century skills and Core Practices for Japanese Language Learning

Presenter: Yoshiko Saito-Abbott (Immediate Past President of AATJ)

Fee: Free (Lunch will be provided)

Registration: Please complete the registration form from the link below by **Monday, September 24**

Form: [REGISTRATION LINK](#)

<https://events.r20.constantcontact.com/register/eventReg?oeidk=a07efoe3a4ga0d380fb&oseq=&c=&ch=>

Venue: University Tower President's Room at IUPUI, 875 W. North St., Indianapolis
<http://www.iupui.edu/~iahi/locations/university-tower-presidents-room-2nd-floor/>

Parking: IUPUI's Parking site: <https://parking.iupui.edu/pages/park/visitors/visitors.asp>

Hosted by American Association of Teachers of Japanese (AATJ)
Japan Foundation Los Angeles (JFLA)



CHENG & TSUI PROFESSIONAL DEVELOPMENT GRANT

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

Teacher training workshops and seminars attended by the applicant should be focused on pedagogy and issues of teaching and learning.

Cheng & Tsui Publishers, the sponsor of the grant, has designated an annual amount of \$1,000 to be divided between at least two teachers each year; each recipient will receive a maximum of \$500.

Applicants for the Cheng & Tsui Professional Development grants should submit the following to AATJ:

1. An [application](#) describing how they would use the grant;
2. The amount of subsidy requested and a proposed budget (included on the application form);
3. A current Curriculum Vitae.

Please click on the following links to download a [sample application from a K-12 teacher](#) or a [sample application from a college-level teacher](#).

Applicants must be current members of AATJ. Recipients are also asked to write a brief report after attending the event for which they were awarded money, summarizing their experience and what they learned.

Applications will be evaluated by a panel of reviewers selected by the American Association of Teachers of Japanese and who have no professional or personal connections with applicants.

The application form and CV should be sent via e-mail attachment to aatj@aatj.org by **September 10**.

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

JAPANESE FOR SPECIAL PURPOSES SIG NEWS

AATJ's Japanese for Specific Purposes (JSP) Special Interest Group publishes a semi-annual newsletter with announcements and feature articles. The most recent issue has been posted on the website. Go to <https://www.aatj.org/sig-japanese-for-specific-purposes> to download the latest issue as well as past issues.

The SIG is also conducting a survey on Business Japanese Education – the first survey to be conducted in 10 years. If you teach a class in Business Japanese, please participate! Information on the survey can be found online at <https://www.aatj.org/announcements>. A link to the survey is at <https://www.surveymonkey.com/r/BSKS9L9>.

BRIDGING PROJECT NEWS

Eighty-one undergraduate students from colleges and universities across the United States were named recipients of Fall 2018 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 2018-2019 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, 1,865 scholarships have been awarded.

Contributors to the 2018-2019 academic year scholarships include American Chamber of Commerce in Japan (ACCJ), Aflac Japan, AIG Japan Holdings KK, Amway Japan G.K., Bloomberg News Japan, ExxonMobil G.K., The Freeman Foundation (lead sponsor), Yoshiaki Fujiki, Ichigo Asset Management, Ltd., Ira Wolf Memorial Scholarship Fund, Japan Foundation, Japan-U.S. Friendship Commission, J-Prep/J Institute, Inc., Lockheed Martin Global, Inc., Mission Value Partners, Morgan Stanley MUFG, Nike, Oak Lawn Marketing, ORIX Americas Miyauchi Charity, T.J. Pempel, Robert Grondine Memorial Scholarship Fund, Roche Family Foundation, Temple University-Japan Campus, Toyota Motor North America, the U.S.-Japan Council TOMODACHI Initiative, Toyota North America, Adam Wolf.

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, 2018**. 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 2018

Francesca ADAMSKI / Baruch College, CUNY / Waseda University
Benjamin AIROLA / Michigan State University / Waseda University
Jonnalyn ALVES / Honolulu Community College / Niigata Prefecture Exchange
Brittany AMANO / Duke University / International Christian University
David ANDERSON / Middlebury College / International Christian University
Kendell ARI / SUNY Binghamton / Kokugakuin University
Brittany BARDSLEY-MARCIAL / Hawaii Pacific University / Nagoya University of Foreign Studies
Emma-Leigh BLUNDELL / Montana State University / Rikkyo University
Rhiannon BOWEN / University of Washington / Nanzan University
Caralee CASTO / Marshall University / Kansai Gaidai
Kaleo CHAN / University of Washington / Kyushu University
Thomas CHARNEY / Michigan State University / Japan Center for Michigan Universities
Taylor CHECKETTS / University of Utah / Waseda University
EMILY CLEMENTS / Marshall University / Chukyo University
Abigale CONNOR / University of Massachusetts, Dartmouth / Kyoto University of Foreign Studies
Matthew COOPER / Wichita State University / Kansai Gaidai
Johnna CRAWFORD / Northern Kentucky University / Musashi University
Alexis CRUMP / University of Mount Union / Kansai Gaidai
Starlyn CROUSSETT / Temple University / Temple University Japan Campus
Arthur DAI / Knox College / Waseda University
Marquis DALY / Georgia State University / Soka University
Madison DELRUSSO / UNC, Greensboro / Ritsumeikan University
Janessa DODSON / Earlham College / Waseda University
DeQuan DOUGLAS / Hofstra University / Sophia University

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Fall 2018 Bridging Scholarships Recipients Continued

Melissa DUCHAN / Brooklyn College, CUNY / Seinan Gakuin
Andrew EDWARDS / Michigan State University / University of the Ryukyus
Gillian ELDER / Oakland University / Nanzan University
Carlos CARCIA / Carleton College / Doshisha University (AKP)
Florence GO / Denison University / Nagasaki UFS (USAC)
Hannah GREEN / University of Memphis / JF Oberlin University
Bethany HARRIS / University of San Diego / Temple University Japan Campus
Omar HERNANDEZ RODRIGUEZ / Brandeis University / Osaka Gakuin (CET)
Kaitlin HUNT / Central Washington University / Nagasaki University of Foreign Studies (USAC)
Kanako ICHIKAWA / University of Massachusetts, Amherst / International Christian University
Bonnie JIN / Johns Hopkins University / Waseda University
Scott JOHNSTON / Nebraska Wesleyan University / Kwansei Gakuin
Joshua KERY / Carnegie Mellon University / Temple University Japan Campus
Mallory KOEPKE / University of Toledo / Aichi University
Abigail KRUSKA / Portland State University / Aoyama Gakuin
Xiao Peng LI / Union College / Kansai Gaidai
Leif LINCOLN / Canyon Crest Academy / Keio University
Rachel MANCHE / University of Florida / Kansai Gaidai
Danika MANGUIAT / University of Nevada, Las Vegas / Kwansei Gakuin (USAC)
Andrew McINTYRE / University of Nevada, Reno / Hosei University
Robert MELENDEZ / Portland State University / Waseda University
Christopher MEIER / Illinois State University / Kansai Gaidai
Valerie MILLER / Virginia Wesleyan College / Rikkyo University
Anissa MITCHELL / University of California, Riverside / Keio University
Catalina MONTELONGO / Embry-Riddle Aeronautical University/ Osaka Electro-Communication University
Lynnee MORROW-LAMPTON / University of California, Santa Barbara / International Christian University
Thomas NAPIERALSKI / Sacramento State University / Shinshu University
Aimee NATHAN / Hawaii Tokai International University / Tokai University
Linda NGUYEN / Ohio State University / International Christian University
Andrew ORITA / Seattle University / Sophia University
Megan PRIMAVERA / Florida State University / Hiroshima University
Jewel QUILATON / University of California, Berkeley / Meiji Gakuin
Matthew REINHOLD / University of Kansas / Nanzan University
Elizabeth RIEGLER / Western Michigan University / Doshisha University
Nikki SANDOVAL / University of Oregon / Waseda University
Kaitlin SCHOLAND / University of New Mexico / Ritsumeikan University
Martin SHAFFER / Bennington College / Kansai Gaidai University
Jacob SHIOHIRA / University of Nebraska, Lincoln / Senshu University
Rebecca SIPPER / University of Massachusetts, Amherst / International Christian University
Elana SKIER / University of Wisconsin, Milwaukee/ Chiba University
Crystal SLAYTON / Eastern Michigan University / Japan Center for Michigan Universities
Sabrina SPERL / Ohio State University / Rikkyo University
Alex STEPANEK / Elmhurst College / Kansai Gaidai
Joseph SYNOSKI / Temple University / Temple University Japan Campus
Joseph TAN / University of Illinois / Konan University
Gabriel TENAGLIA / Ursinus College / Akita International University
Nancy TRAN / Brandeis University / Kyoto Consortium for Japanese Studies
Zena VUE / Augsburg University / Akita International University
Joseph WALTERS / University of Illinois / Konan University
Danika WEAVER / University of Alaska, Fairbanks / Akita International University
Kira WENCEK / University of Rhode Island / Kochi University
Elijah WILLIAMS / Cal Poly San Luis Obispo / Cal Poly Architecture Program
Lucas WILLIAMS / University of California, Santa Barbara / International Christian University
Sequoia WRIGHT / University of North Carolina / International Christian University
Matthew YOU / Vanderbilt University / Sophia University (CIEE)
Joyce YU / Baruch College, CUNY / Waseda University
Sylvia YU / Washington University in St. Louis / Kyoto Consortium for Japanese Studies

AATJ NENGAJO CONTEST ANNOUNCEMENT

2019 Year of the Boar

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 Naomi Osaka (Women's Tennis) won US Open Tennis Championship!

As the new school year begins, we would like to inform **all AATJ members** about the Nengajo Contest 2019, Year of the Boar. For 2018's Year of the Dog context, 852 cards were submitted by 158 members. The number of cards nominated increased by 58 this year! K-12 level submissions have increased by a combined 66 entries! We hope to see continued growth of numbers received.

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.

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.

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.

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 2018 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 26, 2018.**

For more detail information, please go to <https://www.aatj.org/student-activities>.

Please contact Mio Nishimura at: sensei93905@gmail.com for any question.

Thank you and we look forward to your submission!

Example:



Official 2019 AATJ Nengajo Contest Rules

Eligibility:

The teacher must be an **AATJ member for the January 2018 - December 2018** 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 18)
- Cards must be **4 X 6 white unlined index cards**
- The design theme must focus on the upcoming **2019 Year of the Boar**
- 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 17)
- All kanji and hiragana/katakana must be written in pen
- The teacher or college/university student must enclose **one SELF-ADDRESSED 9x12 Inch envelope with POSTAGE STAMPS (actual postage stamps: about \$2 or more!)**

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) 	
<ul style="list-style-type: none"> The design must include “2019” or “二〇一九” The design must include one of the following: 元旦, 一日, あけましておめでとう, 猪, 亥, いのしし 	<ul style="list-style-type: none"> The year “2019” or “二〇一九” Either GANTAN (元旦) or TSUITACHI (一日) written in kanji Kanji for boar 猪 or 亥

Send submissions:

Postmarked on or before Dec. 26, 2018 to

Mio Nishimura
39 Portola Ave.
Monterey, CA 93940

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

Year in Kanji
or number

Student's Name
Written vertically
in Katakana



一日 or 元旦
(or あけましてお
めでとう for ES)

Animal in Kanji
(Must for MS,
HS, and College)

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 Lang. 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 (Circle One)	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 2018**
- _____ All cards adhere to the rules for the corresponding level (see page 16)
- _____ 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 **self-addressed 9x12 inch envelope with \$2 or more postage stamps** for returning Nengajo and certificates
- _____ This **Application Form** is included

ENTRIES MUST BE **POSTMARKED ON OR BEFORE WEDNESDAY, DECEMBER 26, 2018!**

Elementary/Middle School/High School Level Label

Teacher Name: _____
 School Name: _____
 School Address: _____

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

Teacher Name: _____
 School Name: _____
 School Address: _____

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

Teacher Name: _____
 School Name: _____
 School Address: _____

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

Teacher Name: _____
 School Name: _____
 School Address: _____

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

Teacher Name: _____
 School Name: _____
 School Address: _____

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

Teacher Name: _____
 School Name: _____
 School Address: _____

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

Teacher Name: _____
 School Name: _____
 School Address: _____

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

Teacher Name: _____
 School Name: _____
 School Address: _____

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

University/College Level Label

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

NATIONAL JAPANESE EXAM

NEW!

NJE Award system has changed from percentile basis to percentage basis.

NJEが新しくなりました!

General Guidelines (ガイドライン)

Gold Level: 90% and above	金賞: 90%以上の正答率
Silver Level: 80-89%	銀賞: 80-89%の正答率
Bronze Level: 70-79%	銅賞: 70-79%の正答率
Honorable Mention: 60-69%	努力賞: 60-69%の正答率
All: Certificate of Participation	参加賞: 参加者全員

Categories (カテゴリー)

Level 1: Middle/Junior High School, Regular High School, Regular College, Regular
Level 2: Middle/Junior High School, Regular High School, Regular College, Regular
Level 3: High School, Regular High School, Additional High School, Others College, Regular College, Additional

What is the NJE?

The National Japanese Exam (NJE) is an online, **proficiency-oriented, standards-based, and culture-related assessment tool** for students who are studying Japanese as a second language. The purpose of the NJE is to **recognize achievement** in the study of Japanese language and culture, to **motivate students** to further study and explore Japanese language and culture, to advocate for **standards-based, proficiency-oriented, and content-based** teaching and learning of Japanese, and to serve as a **diagnostic assessment** of Japanese language skills.

Teachers who conduct the NJE may award certificates to students (Gold Level, Silver Level, Bronze Level, Honorable Mention, and Participation certificates), and the exam results can be used to highlight the success of their Japanese programs and celebrate their students' accomplishments. The NJE also helps teachers identify strong and weak areas in their teaching as well as to see students' strengths and weaknesses in various areas including skimming, scanning, contextual reading & listening, grammar and vocabulary.

National Japanese Exam (NJE)は、第2言語として日本語を学習している生徒・学生のために開発された、プロフェシエンシー重視、スタンダードベースのテストで、また文化能力を評価するテストです。NJEは日本語学習の成果を讃え、また日本語学習に対するさらなる学習意欲を高めることを目的としています。

NJEでは、受験者全員に賞(金賞、銀賞、銅賞、努力賞、参加賞)が授与されます。先生方には学内、学区などで日本語プログラムの業績を可視化したり、学習者の努力や達成度を称したりするために利用可能です。また、教師の教え方の振り返りのためのツールの一つとしての利用、そしてスキミング、スキニング、読解力、聴解力、基礎知識などスキル別に学習者の得手不得手を見分けるのにも役立ちます。

Exam Fee (受験料)

Members of AATJ: \$9 per student
(AATJ会員: 一人9ドル)
Non-members: \$17 per student
(AATJ非会員: 一人17ドル)

More Information: <http://aatj.org/nje>

Registration Period (申し込み期間): **12/14/2018 - 2/5/2019**

Exam Period (試験期間): **3/3/2019 - 4/12/2019**





Proud students holding their NJE certificates and metals of recognition

Participate in the NJE as a Test Developer

The National Japanese Exam (NJE) Test Development Committee invites applications for a **new member pool for the test development committee**.

Applicants should be AATJ members affiliated with a local or regional teachers' organization. Both native and non-native teachers of Japanese are welcome to apply to be in the pool.

Those who are selected will receive training and learn to create good test questions at all levels, and then work with the NJE test development team. We are also inviting applicants to serve as members of the recording team.

Potential participants should submit a current CV, which includes identifying your local AATJ affiliate. Please send the CV by email to nje@aatj.org. Applications will be accepted all year around, and reviewed depending on the need for new developers. Those who are selected will be contacted by the NJE team about further steps.

ALEX PROGRAM

Host an ALEX Teaching Fellow or Instructor at Your Institution

www.alex.org

ALEX (Alliance for Language Learning and Educational Exchange) will provide your institution with a professionally trained native speaking teaching fellow or instructor who will teach for two years in exchange for financial support to pursue a Master's or second Bachelor's degree.

Alternatively, for institutions which already have established Asian language programs, the ALEX Foundation also offers a one-year option designed as a cost-effective way to expand course offerings, add drill instructors, staff adjunct positions, or replace faculty on leave. Teaching Fellows in the one-year plan teach in exchange for room, board and tuition to take one or two classes, either for credit or as auditors. They are not degree seeking.

This program has run successfully since 1988 at more than 200 universities all over the U.S. Schools currently using ALEX instructors include Boston University, Colby College, Florida Institute of Technology, Indiana University at Bloomington, Texas Tech University, University of Montana, Vanderbilt University, Wesleyan University, Wellesley College, and Wichita State University.

The distinctive feature of the ALEX program is the 7 weeks of Chinese, Japanese, or Korean language teacher training that our teaching fellows and instructors undergo at Washington University in St. Louis during the summer before they begin teaching. It is taught by some of the nation's foremost experts in Asian language pedagogy, with faculty drawn from Cornell, M.I.T., Ohio State, Washington University and Williams College.

The ALEX admission process is rigorous and selective: we personally interview all of the candidates in Taiwan, China, Japan, and Korea, and only about 15-20% of applicants are admitted to the program. ALEX instructors are bright, dynamic native speakers of their language with very good English skills. Once we make the assignment, you have the final say in accepting or rejecting the candidate we recommend to you.

Please contact us for more information: www.alex.org or david@alex.org or 978-401-0085

STUDY IN JAPAN

Full-tuition scholarship to study at International Christian University, Tokyo

About the Scholarship

The United States Scholars Initiative (USSI) provides full-tuition support for four years of undergraduate study at International Christian University, Japan's leading liberal arts institution located in Tokyo. Japan ICU Foundation awards two USSI scholarships annually.

Eligibility & Selection Criteria

The scholarship is open to United States citizens who graduate from high school in the United States. JICUF is especially interested in applicants who demonstrate a strong interest in Japan, the Japanese language, ICU and the liberal arts.

About ICU

ICU, a private university located in Tokyo, has been a pioneer in liberal arts education in Asia since its founding in 1953. Through its commitment to the principles elucidated in the Universal Declaration of Human Rights, ICU aims to cultivate internationally minded citizens with a passion for lifelong learning, who contribute to peace and coexistence among all humans. Visit www.icu.ac.jp/en to learn more about ICU.

United States Scholars Initiative Timeline

September 1	Online application opens
December 1	Online application closes
December 8	Recommendation letters due
December 15	1st round results announced; 2nd round applicants notified to schedule interviews
Early January	ICU online application opens; Interviews held
Late January	ICU online application closes
February	ICU admission and USSI decisions announced

Application Documents

- ☐ Online Application Form
- ☐ Personal Statement (500 words)
- ☐ Short Essay (500 words)
- ☐ SAT score with essay
- ☐ ACT score with writing
- ☐ High School Transcript
- ☐ Two Recommendation Letters

Questions?

Contact JICUF at information@jicuf.org or sign up for one of our upcoming online information sessions at <https://jicuf.clickmeeting.com/>.

- [September 11 \(Tuesday\) 4:00 PM ET](#)
- [September 27 \(Thursday\) 4:00 PM ET](#)
- [October 17 \(Wednesday\) 8:00 PM ET](#)
- [November 7 \(Wednesday\) 8:00 PM ET](#)
- [November 16 \(Friday\) 4:00 PM ET](#)

Application Deadline: December 1
jicuf.org/ussi



JICUF
JAPAN ICU FOUNDATION

JEENIE™ | Language at Your Command™

英会話はお得意ですか？

英会話力を活かして副収入を得てみませんか！

Jeenie™ is a mobile app that connects independent travelers to live, human linguists for immediate language help and cultural advice.

Wherever they are in the world, travelers connect to linguists from their smartphones – via video or audio calls – to get help:



Holding local conversations



Getting directions

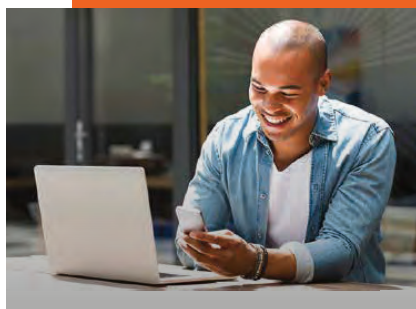


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次回の訪日教育旅行は JTBにお任せ下さい！

「先生のご要望」や「学生様の学習」を考えながら、1つ1つカスタマイズで、ご旅行を提案致します！

お得なご旅行代金



団体航空券や、その他の**お得な航空券**もご用意！

ご予算に合わせ、最適な宿泊施設をご提案！
料金を抑えらるユースホステルも！



新幹線やJRバス、貸切バス等、
最適・最安の行程でご案内！

手に入りにくいチケット手配



通常では取れにくいチケット
(三鷹の森ジブリ美術館等)
もJTBなら手配可能！



**JTBなら
できます！**

農村・漁村生活体験



JTBと地方自治体のタイアップによる、オリジナルプログラム！

- ・暮らすよに滞在し、地元の一員として地域交流できます！
- ・国籍・年齢を超えたホストファミリーとの絆

⇒日本の良さ・自国の良さの発見につながることができます！

学校交流



学校交流を希望される、アメリカと日本の**両校をJTBがマッチング！**

- ・両校を交えた交流プログラムを通して、先生方同士、学生様同士の親睦を深められます
- ・ご帰国後も、継続した交友関係を！

⇒日本語でのコミュニケーション能力の
向上にお役立ていただけます！

企業訪問・工場見学



個人旅行ではなかなか体験できない**社会学習を、JTBがトータルアレンジ！**

- ・学生様が興味のあるジャンルに応じ、特定の産業に関する講義+関連企業視察も可能です
- ・工場訪問を通して、「日本の技術」を見学

⇒今後のキャリアを考えるきっかけを
ご提供できます！

毎月1回、JTB EDUCATIONAL NEWSLETTERを発信！

ニューズレター購読、次回ご旅行のご相談のお問い合わせを、お待ちしております。

JTB USA INC. 教育旅行デスク 担当：田中、落合

Tel: 310-406-3211 E-mail: education@jtbusa.com

営業時間 太平洋時間 月曜日-金曜日 9:00-17:30

JTB USAは、ハワイ含め 全米17拠点。お近くの支店から折り返しご連絡いたします。



Perfect moments, always

JOB OPENING ANNOUNCEMENTS

Associated Kyoto Program (Doshisha University).....

The Associated Kyoto Program (AKP) invites applications for a position as **full-time Instructor in Japanese Language**, beginning Fall 2019. The initial appointment will be for two years, renewable for an additional three years (and thereafter at three-year intervals) depending on the candidate's successful teaching and the Program's curricular needs.

AKP is a study abroad program housed at Doshisha University in Kyoto and operated by a consortium of 13 U.S. liberal arts institutions, including Amherst, Bates, Carleton, Colby, Connecticut, Mount Holyoke, Oberlin, Pomona, Smith, Whitman, and Williams Colleges, and Bucknell and Wesleyan Universities. AKP follows a U.S. academic calendar with fall and spring semesters. Instructors are required to be on campus for the eight months that AKP is in session, generally from the beginning of September until the end of April, and should also be available for occasional meetings prior to and following the AKP academic year.

The main responsibility of the position is to teach one intensive Japanese language course each semester, which will meet for ten 50-minute sessions per week. Other responsibilities include weekly office hours, curricular planning and development, regular meetings with the language faculty and resident director, supervision of extracurricular activities such as field trips, service as coordinator of the language program on a rotating basis, and additional service as necessary to support the pedagogical mission of the language program.

Candidates are expected to hold a Master's degree or Ph.D. in Japanese language pedagogy or a related field. Candidates must have native or near-native proficiency in

Japanese, as well as competency in English sufficient to carry out administrative duties. Candidates should be prepared to teach all levels of Japanese language. Preference will be given to candidates who have experience teaching Japanese as a foreign/second language to students from U.S. colleges, whether in the U.S. or at a study abroad program in Japan. Candidates must be eligible to work in Japan.

Application materials should be submitted by email in PDF form. Candidates should submit (1) a letter of interest, (2) a CV, (3) a one-page statement of teaching philosophy, (4) syllabi and samples of teaching materials for two courses the candidate has taught, and (5) a link to a video recording of a class or teaching demonstration (please include the link in the body of an email message). If available, candidates are encouraged to submit recent teaching evaluations. Candidates should arrange for three confidential letters of recommendation to be submitted directly to the email address given below.

Review of applications will begin on **October 15, 2018**, and will continue until the position is filled. Depending on the candidate's location, interviews of finalists will be conducted either in Kyoto or at an AKP member institution in the U.S. Application materials and inquiries should be directed to Professor Peter Flueckiger, Chair of the Associated Kyoto Program (flueckiger@associatedkyotoprogram.org).

Boston University.....

Boston University's Department of World Languages & Literatures invites applications for a **full-time lecturer in Japanese** beginning July 1, 2019, renewable based on satisfactory performance. Responsibilities will include teaching all levels of Japanese language and collaborating with faculty in related fields across campus.

Requirements include an M.A. (at minimum) in Japanese linguistics, language pedagogy, second-language acquisition, or a relevant field; native or near-native command of Japanese and English; commitment to a proficiency-based communicative curriculum; demonstrated excellence in college-level Japanese language teaching; leadership and administrative ability; familiarity with the North American higher education system; and experience using technology in the language classroom. The successful candidate will join a growing and vibrant community of scholars of Japan and of the world's languages, literatures, and cultures. The

position is in a professional career track with possibility of growth.

Please submit a letter of application, CV, one-page statement of teaching philosophy, two sample syllabi, and a link to a teaching video to <https://academicjobsonline.org/ajol/jobs/11752>. Three confidential letters of recommendation should be submitted as well. Applications submitted through a website other than AcademicJobsOnline will not be considered. If electronic submission is not possible, send materials by postal mail to Japanese Lecturer Search, Department of World Languages & Literatures, 745 Commonwealth Avenue, Boston, MA 02215.

Review of applications will begin on **October 15, 2018** and will continue until the position is filled. Inquiries to Emi Yamanaka at yamanaka@bu.edu.

Brigham Young University

The Department of Asian & Near Eastern Languages at Brigham Young University invites applications for a CFS-track (continuing faculty status, or tenure-track) position as **Assistant Professor of Japanese**, to begin Fall Semester 2019. Applicants must have a Ph.D. in hand by time of appointment in a relevant field: Japanese language teaching, Japanese linguistics, or second language acquisition.

Desired start date: Fall Semester 2019.

Required Degree: Ph.D. in hand by time of appointment in a relevant field: Japanese language teaching, Japanese linguistics, or second language acquisition.

Experience: Applicants must have significant formal training in foreign language teaching and learning, a minimum of near-native fluency in Japanese and English, and at least three years of experience in teaching various levels of Japanese at the postsecondary level using a proficiency-based, communicative methodology. Desired qualifications include previous experience in intensive language program coordination, including study abroad and/or internships, teacher training, and materials development.

Duties/Expectations: The successful candidate must demonstrate outstanding aptitude and interest in

undergraduate teaching of Japanese language from beginning through advanced levels, curriculum development, and an active research and publishing agenda.

Instructions to applicants: A Curriculum Vitae, cover letter, and two writing samples are required. Applications must be completed at: yjobs.byu.edu ([Direct link](#)). Job ID: 74780.

Applicants will provide the email addresses of three recommenders as part of the application process, and BYU will solicit the letters directly from the recommenders.

Applications must be received by **Monday, October 1, 2018**.

BYU is an equal opportunity employer. All faculty are required to abide by the University's honor code and dress and grooming standards. Preference is given to qualified candidates who are members in good standing of the affiliated church, The Church of Jesus Christ of Latter-day Saints.

Document(s) required at the time of application: Please attach your updated Curriculum Vitae to the faculty application.

Equal Opportunity Employer: m/f/Vets/Disability.

Brown University

The Department of East Asian Studies at Brown University seeks to fill one **full-time Senior Lecturer** position in Japanese language, on a renewable basis every three to six years, effective July 1, 2019.

Qualifications: M.A. degree in Japanese literature, culture, linguistics, or pedagogy is required and a Ph.D. in the above fields is preferred. Candidates should be able to teach at all levels of the program with native or near-native fluency in Japanese and a strong command of English. Priority will be given to those candidates who have independently taught Japanese to English-speaking students at the college level.

In addition to an excellent record of teaching, candidates need to demonstrate experiences and accomplishments in coordinating a college-level Japanese language program. Experience in organizing academic events, publishing research papers, and/or leading regional, national or

international language organizations will be taken into consideration as well.

Application Instructions: Please submit a letter of application, curriculum vitae, a teaching portfolio (including a list of courses taught, syllabi, sample teaching materials, and teaching evaluations), and three names of professional references and their contact information through Interfolio at: <http://apply.interfolio.com/53243>.

Please also provide, via hyperlink, a web-accessible video of 30-minute classroom teaching. Please direct any inquiries to eas-search@brown.edu. Review of applications will begin on **October 15, 2018**, and will continue until the position is filled.

California State University, Monterey Bay

California State University, Monterey Bay (CSUMB) invites applications for the position of **Japanese Lecturer** for Spring 2019. The School of World Languages and Cultures is searching for a part-time lecturer to teach beginning Japanese language courses. Candidates are expected to demonstrate a commitment to teaching excellence and student success at the university level. The successful

candidate must have the ability to work effectively with students, faculty, and staff from diverse ethnic, cultural, and socioeconomic backgrounds. Lecturers are required to maintain additional hours outside the classroom to provide assistance to students. Specific assignments are dependent upon department needs.

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Minimum Qualifications: Minimum qualifications include a master's degree in a related field, or equivalent, in accordance with University guidelines.

Desirable Qualifications: A terminal degree and evidence of effective teaching with a variety of methodologies is preferred. Salary is commensurate with credentials and experience. All appointments are subject to a criminal background check. Demonstrated understanding of and commitment to CSUMB's Vision (<https://csumb.edu/about/founding-vision-statement>).

Lecturer appointments are temporary and do not confer

tenure. Initial appointments may be for one semester or an academic year. Continuing appointments are contingent upon such factors as performance, enrollment, funding and programmatic need.

California State University, Monterey Bay (CSUMB) is a growing, dynamic campus located on the central coast of California. CSUMB is an Affirmative Action/Equal Opportunity Employer.

For complete information or to apply, please visit:
<https://csumb.peopleadmin.com/postings/4514>

Case Western Reserve University

The Department of Modern Languages and Literatures at Case Western Reserve University invites applications for a **tenure-track Assistant Professor of Japanese** starting Fall 2019. Specialization is open but successful candidates must show a strong potential for research. The course load is 2:2; in addition to teaching in one's own specialty, the candidate will also be expected to teach Japanese language, literature, and culture at all levels. The successful candidate will be expected to take a leadership role by helping to further develop our thriving Japanese Studies Program in addition to participating in the common work of the Department of Modern Languages and Literatures faculty.

Credentials: Ph.D., evidence of excellence in undergraduate language teaching, and native/near-native language ability

both in Japanese and English.

Please send all application materials (letter of interest, current CV, a writing sample of one's research, a current or recent teaching-demo video of elementary and/or intermediate Japanese language [CD, YouTube, etc.]), student teaching evaluations, and three letters of reference (sent directly from the referees or a university placement service) electronically to dml-japn-search2018@case.edu. Review of the applications will begin **October 22, 2018**. Support for this position is provided in part by a Japan Foundation Institutional Project Support (IPS) grant.

Emory University

The Department of Russian and East Asian Languages and Cultures (REALC) at Emory University in Atlanta, GA seeks a full-time lecturer in Japanese language and culture to begin Fall 2019. This is a three-year renewable position pending positive reviews. It is a professional career track position with possibility of promotion.

Applicants should hold a Ph.D. in Japanese pedagogy, linguistics, or a closely related area (ABD and in rare cases MA will be considered) and possess native or near-native proficiency in Japanese and English in addition to successful college teaching experience. Familiarity with new technologies in teaching and with methods of assessment is desirable. Teaching load is 5 courses per academic year. The candidate will be expected to teach courses in Japanese language and culture based on his or her qualifications and to take a leadership role in program development. Scholarly

exchange is promoted among faculty in our department, which includes the programs in Chinese, Japanese, Korean, and Russian. We also collaborate with the East Asian Studies Program and a range of other programs.

Emory is committed to building an inclusive and culturally diverse educational environment. Please send letter of application, CV, statement of teaching and mentoring students of diverse backgrounds, and three letters of recommendation to <https://apply.interfolio.com/53869>. Questions can be addressed to Dr. Julia Bullock, Chair of REALC, at jbullo2@emory.edu.

Review of applications will begin on **October 15, 2018**. Applications received up to 30 days after review begins will be given full consideration.

International Christian University, Tokyo

International Christian University, an internationally recognized liberal arts university in Mitaka, Tokyo, seeks applicants for a full-time faculty position teaching Japanese linguistics and language, beginning in October 2019.

Details on the position and on submitting an application can be found at the website:

<https://www.icu.ac.jp/news/position.html>

Mount Holyoke College.....

The Mount Holyoke College Asian Studies Program invites applications for a **Lecturer position in Japanese**. The position requires teaching the Japanese language at the beginning to advanced levels, participating in college and departmental meetings and events, and mentoring students. The successful candidate will teach five (5) courses per academic year. The initial appointment is for three (3) years from AY 2019-20, with a renewable contract following a successful third-year review. After the second three-year appointment, the candidate will become a senior lecturer (with renewable five-year contracts), and will be eligible for sabbatical leaves.

Applicants are expected to have a Master's degree, Ed.D, or Ph.D. 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: 1) letter of interest, 2) curriculum vitae, 3) sample syllabi and course materials that the candidate has taught with (as one pdf), 4) teaching evaluations of two courses (as one PDF), 5) one-page statement of teaching philosophy/practice and 6) one-page statement on mentoring a diverse student community. Applicants should also arrange to have three letters of reference submitted on their behalf. 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 October 15, 2018 and will continue until the position is filled. Please direct inquiries to Search Committee Chair Professor Naoko Nemoto, nnemoto@mtholyoke.edu.

San José State University.....

San José State University (San José, California) announces a position, subject to budgetary approval, in Japanese Language, Literature and Culture at the rank of Assistant Professor. Job Opening ID (JOID): 24714.

Qualifications:

Required: Ph.D. in Japanese literature, Japanese linguistics, Japan studies, Japanese as a foreign language, or a related field); native or near-native fluency in Japanese and English; evidence of superior teaching and scholarly achievement or promise. Applicants should demonstrate awareness of and sensitivity to educational goals of a multicultural population as might have been gained in cross-cultural study, training, teaching and other comparable experience.

Strongly desired: Ability to teach one or all of the following: Japanese linguistics, translation/interpretation, and/or culture courses such as cinema/animation studies and Japanese business; ability to teach calligraphy and Sumie. Knowledge and experience in teaching online courses. Knowledge of another Asian language a plus.

Responsibilities:

Teach upper-division literature and culture courses in Japanese and English, as well as all levels of Japanese language (a typical teaching load is 12 units per semester). Collaborate in the ongoing development of technology-mediated instruction in the Japanese program. Academic assignment will include advising and recruitment of students, grant application/fundraising, and appropriate committee work. A strong record of scholarly publications in the candidate's discipline is necessary for tenure and promotion. Candidate must address the needs of a student population of great diversity – in age, cultural background, ethnicity,

primary language and academic preparation – through course materials, teaching strategies and advisement.

Salary Range: Commensurate with qualifications and experience.

Starting Date: August, 2019

Eligibility: Employment is contingent upon proof of eligibility to work in the United States.

Application Procedure:

For full consideration, send a letter of application, curriculum vitae, statement of teaching interests/ philosophy, research plans, and at least three original letters of reference with contact information by **November 2, 2018** to <https://apply.interfolio.com/53815>. For more information please contact Damian Bacich, Chair, Department of World Languages and Literatures, damian.bacich@sjsu.edu.

Please include "Job Opening ID (JOID) 24714" on all correspondence.

This position is an excellent opportunity for scholars interested in a career at an institution that is a national leader in graduating URM students. SJSU has achieved both HSI (Hispanic Serving Institution) and AANAPISI (Asian American and Native American Pacific Islander Serving Institution); 40% of our student population are first-generation and 38% are Pell-qualified. As a result, we rank #4 nationally in increasing student upward mobility.

San José State University is California's oldest institution

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of public higher learning. The campus is located on the southern end of San Francisco Bay in downtown San José (Pop. 1,000,000), hub of the world-famous Silicon Valley high-technology research and development center. Many of California's most popular national, recreational, and cultural attractions are conveniently close. A member of the 23-campus CSU system, San José State University enrolls approximately 30,000 students, a significant percentage of whom are members of minority groups. The University is committed to increasing the diversity of its faculty so our disciplines, students and the community can benefit from multiple ethnic and gender perspectives.

San José State University is an Affirmative Action/Equal Opportunity Employer. We consider qualified applicants for employment without regard to race, color, religion, national origin, age, gender, gender identity/expression, sexual orientation, genetic information, medical condition, marital status, veteran status, or disability. This policy applies to all San José State University students, faculty, and staff as well as University programs and activities. Reasonable

accommodations are made for applicants with disabilities who self-disclose. Note that all San José State University employees are considered mandated reporters under the California Child Abuse and Neglect Reporting Act and are required to comply with the requirements set forth in CSU Executive Order 1083 as a condition of employment.

A background check (including a criminal records check) must be completed satisfactorily before any candidate can be offered a position with the CSU. Failure to satisfactorily complete the background check may affect the application status of applicants or continued employment of current CSU employees who apply for the position.

The latest San José State University Safety 101 Uniform Campus Crime and Security Report is available. You may request a copy of San José State University's annual safety report by contacting the University Police Department at (408) 924-2222 or by visiting the University Police Department website at <http://www.sjsu.edu/police>.

University of California, San Diego.....

The School of Global Policy and Strategy (GPS) at the University of California, San Diego (UCSD) invites applications for a **part-time lecturer position in Japanese language** starting July 1, 2019. The appointment is one year, with the possibility of renewal on a yearly basis based on performance and funding availability.

Qualified candidates must have native or near-native proficiency in Japanese and English and an M.A. in linguistics, Japanese language, education, foreign language pedagogy, and/or other language education-related areas. Qualified candidates also must have at least five years of experience in teaching all levels of Japanese language courses. A Ph.D. is preferred, but not required.

The GPS Language Program offers intermediate and advanced levels of Japanese language courses for professional purposes. The successful candidate is expected to work with existing faculty members to design

and develop professional-oriented, thematic-based courses. We welcome applications from those who demonstrate strong or potential accomplishments in areas contributing to diversity, equity and inclusion, and a desire to play a leadership role in advancing UC San Diego's commitment to achieving excellence and diversity. Salary is commensurate with teaching experience, and is based on University of California salary scales.

Review of applications will begin **October 15, 2018** and will continue until a qualified candidate is selected. Apply online via: <https://apol-recruit.ucsd.edu/apply/JPF01788>.

Candidates should submit: a curriculum vitae; three letters of recommendation, recent course evaluations, a personal statement that includes a description of teaching and a summary of past or potential contributions to diversity (see <http://facultyequity.ucsd.edu/Faculty-Applicant-C2D-Info.asp>).

University of Virginia.....

The Department of East Asian Languages, Literatures and Cultures at the University of Virginia invites applications for a **full-time, tenure-track position as an assistant or associate professor of modern Japanese literature** concentrating on any period between the nineteenth and twenty-first centuries. We especially encourage those whose research or teaching interests also involve film, popular culture and media studies. Responsibilities include advising and two undergraduate courses per semester. Applicants must have a Ph.D. at the time of appointment. The anticipated start date is August 25, 2019.

Visit jobs.virginia.edu/applicants/Central?quickFind=85434

(Posting# 0623991) to apply. Complete a Candidate Profile online and submit the following: an application letter outlining current and planned research; CV; a chapter-length writing sample; a teaching statement; course evaluations (if available); and two syllabi addressing the candidate's area(s) of expertise in one content survey and one fourth-year language seminar (as other 1 and 2). Please also arrange for three confidential letters of recommendation to be sent to Ms. Jean Blackwell, Administrative Supervisor, Department of East Asian Languages, Literatures and Cultures, University of Virginia, Charlottesville, VA 22904-4781 or via email to jb8yf@virginia.edu.

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Review of applications will begin on **December 1, 2018** and continue until the position is filled. For questions about the position, please contact Prof. Gustav Heldt, Modern Japanese Literature Search Committee Chair, at gch8r@virginia.edu. For questions regarding the application

process, please contact Ms. Savanna Galambos, Faculty Search Advisor, at skh7b@virginia.edu.

Wake Forest University •••••

The Department of East Asian Languages and Cultures at Wake Forest University is seeking to fill a **tenure-track position in Japanese** to begin Fall 2019. The responsibilities include teaching all levels of Japanese language, Japanese literature, culture and film, as well as classes in the candidate's specific research areas. Applicants must have a PhD in Japanese literature, culture, or a related field, and native or near-native fluency in English and Japanese, and are expected to have a strong commitment to both teaching and research.

Link to complete information and online application: <http://bit.ly/WFUJapaneseStudies>.

Interested applicants should submit a cover letter, curriculum vitae, a statement of research plans, a statement of teaching philosophy, sample syllabi, and three letters of recommendation. A digital recording that demonstrates the applicant's teaching ability in a classroom setting,

not to exceed 20 minutes, is suggested. Applicants may upload their recordings to their preferred streaming service (YouTube, Vimeo, etc) and submit the hyperlink to these recordings (including a password, if the recordings are secure) with application materials. Technical questions regarding the online application system should be directed to: wakejobs@wfu.edu. For questions about the position, contact Alessandra Von Burg, beaslea@wfu.edu.

Review of applications will begin **October 31, 2018** and continue until the position is filled.

Yale University •••••

Yale University, Department of East Asian Languages and Literatures, seeks a **Lector in Japanese language**, start date July 1, 2019 – June 30, 2022. This is a 3-year full-time appointment with multi-year renewal contingent on excellent performance and sufficient enrollments.

Primary duties include teaching six courses or the equivalent per year, which can be realized through teaching five term courses in the language sequence with a sixth equivalent of effort in, for example, supervising graduate students in their language teaching assignments. Collaboration on curriculum development is expected.

Applicants must have: 1) native or near-native fluency in Japanese; 2) at least three years of experience teaching Japanese in a U.S. university or equivalent experience using current teaching methodologies; 3) M.A. or PHD in Japanese language, literature or related field. Experience in curriculum development and incorporating technology in the classroom is desirable. Research profile in foreign language pedagogy is a plus.

Please submit a letter of application, a CV, a statement of teaching philosophy (not to exceed one page), three confidential letters of recommendation, and any additional relevant material online at Interfolio: <http://apply.interfolio.com/53338>. Review of applications will begin December 15, 2018. Interviews will be held via Skype or Zoom. If you do not have a free dossier account with Interfolio, you will be prompted to create one during the application process. Assistance is available from Interfolio's Customer Support – help@interfolio.com or call (877) 997-8807.



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:		E-mail:	
		School/Organization where you work:	
		Institutional Setting: <input type="checkbox"/> K-12 <input type="checkbox"/> Post-secondary <input type="checkbox"/> Company <input type="checkbox"/> Other	Area of Specialization: <input type="checkbox"/> Language Teaching <input type="checkbox"/> Linguistics <input type="checkbox"/> Literature <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) _____	
<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"/> 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"/> North Carolina (NCATJ) <input type="checkbox"/> Northeast (NECTJ) <input type="checkbox"/> Ohio (OATJ) <input type="checkbox"/> Oregon (ATJO) <input type="checkbox"/> South Central (SCATJ) <input type="checkbox"/> 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

