



AATJ

NEWSLETTER

... VOL. 7, NO. 4 November 2018



Suwako Watanabe
渡辺素和子

MESSAGE FROM THE PRESIDENT

先週ニューオーリンズで開催されたACTFLの学会では、とても有意義な経験ができ刺激を受けて帰ってきました。AATJのセッションはどれも質の高い素晴らしい発表が多く見られました。数日間クラスを離れるのはなかなか難しいですが、学生の作文を他の先生

たちと評価し合う協働プロジェクトやカンバセーションテーブルでの三者のやり取りを会話分析した研究、また、2020年の東京オリンピック・パラリンピックを取り入れたユニットの報告などからたくさんのことを学びました。来年のACTFLはワシントンDCですので、たくさんプロポーザルを期待しています。プロポーザルの締め切りは来年の1月11日です。
[<https://www.actfl.org/actfl2019>]

AATJ Teacher Award 昼食会では、青柳よしみ先生、そして、プレフューメ裕子先生の受賞をたくさんの先生方と祝うことができました。プレフューメ先生も触れられていましたが、生徒たちが日本語を学んでよかったと言ってくれることほど教師冥利につくことはないのではないかと思います。お二人の素晴らしいご活躍に本当に勇気づけられました。青柳先生、プレフューメ先生、おめでとうございます。また、今年のTeacher Award のノミネーションをしてくださった方々に感謝したいと思います。

ご存知のように、プロフェッショナルデベロップメントの助成金は年々減少しつつあります。ですから、学会、ワークショップなどPD参加のための補助金は早め早めに調べておくといいでしょう。Cheng & Tsui

グラント、国際交流基金グラントなどはもちろんのこと日本語に限らず他にも可能性があるはずです。また、学会やワークショップに出られなければ、自分たちの学科・学部、アフィリエイト、学区から補助を得て主催することも可能かもしれません。そして、今学校でただ一人の日本語教師だという方は、日々のレッスンに追われて、なかなか他の日本語教師とつながることができないかもしれません。ぜひ、近隣のAATJ's local affiliateに連絡してみてください。誰かと日本語教育に関するさまざまなことを話すことでいろいろなアイデアが出てくるはずです。それがひいては私たち教師の成長になるだけでなく、生徒へもプラスの影響があるはずです。ぜひつながってみてください。

もうそろそろ秋学期も終了となるでしょう。この学期が終わるとき、生徒たちの「まだできていない」ことではなく、「できるようになったこと」に思いをめぐらしてみてください。来年への活力となるのではないのでしょうか。

年末を無事に過ごし、素晴らしい新年をお迎えください。

会長 渡辺素和子

I just came back from this year's ACTFL convention having been invigorated and stimulated by our colleagues. I saw many high-quality presentations in AATJ sponsored sessions. For many of us, it is very difficult to be away from school, but I learned so much from presentations such as a presentation about the collaborative work on student work



continued on next page

sample assessment, a CA study of triad interaction during Japanese conversation table, and a report on two lesson units on the Tokyo Olympics and Paralympics in 2020. Next year's ACTFL will be in Washington, D.C.; please submit a proposal for a presentation by January 11, 2019 [<https://www.actfl.org/actfl2019>].

At the Teacher Award Luncheon during the ACTFL convention, we had the honor of congratulating Yoshimi Aoyagi sensei and Yuko Prefume sensei as the recipients of AATJ Teacher Awards for their excellence in teaching and leadership. As mentioned in Prefume sensei's remarks, nothing is more rewarding than seeing students appreciating the learning of Japanese. I was very inspired. Congratulations to Aoyagi sensei and Prefume sensei. I also want to thank those who prepared the nomination packets for all the nominees.

I understand that funding for professional development is getting cut every year, so I encourage everyone to actively seek funding support to attend a conference, a workshop, or any other PD activities. There are Cheng & Tsui PD grant, Japan Foundation grants, and others. If you cannot attend an out-of-state conference or workshop, please consider hosting one by reaching out to your school or local affiliate organization. If you are the only Japanese teacher in your region and unable to get connected with other Japanese teachers, please consider reaching out to a nearby affiliate or any one of AATJ's local affiliates. Talking to someone and exchanging ideas with someone would help us grow as a professional, a teacher, and an advocate, which will eventually be beneficial to our students.

Most of us should be wrapping up the fall semester. At the end of the semester, please think about things that students have come to be able to do rather than their mistakes. I wish you the very best for the holiday season and a happy new year.

Suwako Watanabe



President Suwako Watanabe at ACTFL



Fall Conference Co-Chairs Masahiro Tanaka and Kiyomi Chinen



Happy door prize winners at ACTFL

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2018 ANNUAL FALL CONFERENCE AT ACTFL

AATJ's Fall Conference was held in New Orleans, LA, from Friday, November 16th through Sunday, November 18th, 2018, in conjunction with the American Council on the Teaching of Foreign Languages' (ACTFL) Annual Convention and World Languages Expo. According to ACTFL, approximately 8,000 people attend the convention every year, and this year there were about 280 educators who were interested in the Japanese language. The 37 AATJ-sponsored sessions (twenty-two 45-minute sessions and fifteen 15-minute research paper sessions) were conducted in two concurrent presentation rooms over three days. Other AATJ members also presented their research, as ACTFL-sponsored sessions. The program of AATJ-sponsored and Japanese-related sessions is still available on the AATJ website (<https://www.aatj.org/conferences-fall>).

AATJ hosted its Annual Teacher Awards Luncheon on Saturday, and approximately 130 people attended. The luncheon began with welcome remarks from AATJ President Suwako Watanabe, followed by remarks by AATJ's guests of honor: Deputy Consul General Jiro Nishimura, the Consulate General of Japan in Nashville, and Director Hideki Hara, the Japan Foundation, Los Angeles.

During the luncheon, the AATJ presented this year's Teacher Awards to Ms. Yoshimi Yamagata Aoyagi (Chapel Hill High School, Chapel Hill, NC) in the K-12 category and Ms. Yuko Prefume (Baylor University, Waco, TX) in the College and University category. The 2018 Cheng & Tsui Professional Development Grants were awarded to Ms. Kristin Wingate (Cranford High School and Hillside Avenue School, Cranford, NJ) in the K-12 category, and Ms. Sayuri Collins (Colorado State University, Fort Collins, CO) and Ms. Chisato Nii-Steele (Colorado State University, Fort Collins, CO) in the College and University category.

On Saturday evening, AATJ's General Membership Meeting began with remarks by President Suwako Watanabe, followed by the AATJ Board of Directors' reports: AATJ members' profiles (including membership benefits and local affiliates), *Nengajo* contest, National Japanese Exam (NJE), spring conference, and fall conference. Then the President presented a certificate of appreciation to the outgoing AATJ Directors:

Shingo Satsutani (Advocacy Director) and Kiyomi Chinen (Annual Fall Conference Co-Director)

Director Hideki Hara of the Japan Foundation, Los Angeles, was invited to give a few words. After the speech, the audience enjoyed the ice-breaking activity, a Kahoot game, followed by a video presentation by the Aurora Foundation which introduced scholarship opportunities. The meeting ended with a door prize drawing. We received many raffle prizes from sixteen sponsors, and we would like to thank them for their generous and continuing support. The sponsors are listed at the end of this article.

In the Exhibit Hall during the three-day convention, Japan-related organizations and companies, including the Consulate General of Japan in Nashville, the Japan Foundation Los Angeles, local governments in Japan, publishers, bookstores, and travel agencies, joined us at the Japan Pavilion. During the Exhibition Visit Free Time, three AATJ affiliate organizations sponsored four presentations: two presentations of *Japanese Trivia Quizzes* by the South Central Association of Teachers of Japanese (SCATJ) on Friday and Saturday; *Monkiri* by the Southeastern Association of Teachers of Japanese (SEATJ) on Saturday; and *Origami & Sumie* by the Association of Florida Teachers of Japanese (AFTJ) on Sunday.

It was because of the great support of AATJ members, members of SCATJ, SEATJ, and AFTJ who volunteered to give the presentations, and Japan-related organizations and companies that the 2018 annual conference in New Orleans was able to conclude with much success. We would like to express our deepest appreciation to everyone who made this happen.

The 2019 AATJ Annual Conference will be held during the annual convention of the ACTFL, which will take place from Friday, November 22nd, through Sunday, November 24th, 2019 in Washington, DC. **The submission deadline for proposals is Friday, January 11th, 2019.** We look forward to seeing you again next year!

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For ACTFL photos, please check out AATJ's Facebook page:

<https://www.facebook.com/AATJ-American-Association-of-Teachers-of-Japanese-245689695493641/>

In addition, the following site has a number of photos (by Yasuo Uotate) from ACTFL:

<https://www.flickr.com/gp/98303533@N08/3W5876>

List of Raffle Prize Donors (Alphabetical order):

3A Network
Amnet New York
Aurora Foundation
IACE Travel
Japan Foundation Los Angeles
Japan National Tourism Organization
JPT America
JTB USA

Kinokuniya Book Stores of America
Kintetsu International Express (U.S.A.)
Kondansha USA
Kuroshio Publishers
Movement for Language & Culture
Osaka Convention & Tourism Bureau
Prince Hotels USA
Tokyo Convention & Visitors Bureau



Deputy Consul General Jiro Nishimura



JFLA Director Hildeki Hara



Japan Pavilion



Japan Pavilion

2018 TEACHER AWARD RECIPIENTS

Please join us in congratulating this year's AATJ Teacher Award recipients: Yoshimi Yamagata Aoyagi from Chapel Hill High School in Chapel Hill, North Carolina and Yuko Prefume from Baylor University in Waco, Texas. The AATJ Teacher Awards recognize outstanding teachers who have demonstrated excellence in teaching, advocacy, and leadership in Japanese education both locally and nationally. AATJ presented the awards to the winners at the AATJ Awards Luncheon during the ACTFL Annual Convention held in New Orleans on Saturday, November 17th, 2018.

Yoshimi Yamagata Aoyagi, Chapel Hill High School

Yamagata sensei has been teaching Japanese for three decades, in both Japan and the United States, at all levels of instruction. She also serves on the boards of directors for several organizations dedicated to international education. In 2009 she took over the program at Chapel Hill High School, and set about expanding it. She established exchange programs for high school students under which they attend classes and other programs at Nagoya University, and inspired many students to continue in their study of Japanese and to seek careers in international education and other Japan-related fields.



Thank you message:

I am pleased, honored, and humbled to accept the 2018 AATJ Teacher Award and to join past recipients who I have long admired and respected. First, I offer a very special thanks to the AATJ Selection Committee for recognizing me and an enormous salute to all of this year's nominees, each of whom has made incredible contributions to the community of Japanese educators. I also want to thank the administrators of the Chapel Hill-Carrboro City Schools for always supporting me in my endeavors.

Next, I want to recognize the individuals who over the years have always generously offered me their experience and expertise. Dr. Kelly Batton was

pivotal in the expansion of my school's exchange program and we now partner with six schools in the U.S. and Japan. Also, I want to acknowledge my colleagues, Natsuko Suwa, Maily Pham, and Jonathan Ross. I am enormously lucky to be sounded by these talented and selfless people. Most of all, I want to thank my many students and their parents who appreciate my work and always challenge me to work even harder.

My peers and I have all dedicated our lives to teaching Japanese and English as second languages. I am particularly motivated by my belief that global understanding fosters intellectual capability and personal growth. But foreign language education serves another noble purpose distinct from academia. It offers a wealth of discovery and employability options to young people, who are growing up in an increasingly global world. There is a worrying tendency by some to sideline Japanese or even eliminate foreign language education from our schools. However, if our capacity in Japanese disappears, so will untold opportunities. Therefore, I invite my peers, students, and supporters to assist AATJ to continue its work promoting the study of Japanese at all levels of instruction, and to broaden and deepen appreciation of Japanese culture. Thank you again for your support and recognition.

continued on next page

Yuko Prefume, Baylor University

Prefume sensei has been teaching Japanese at Baylor University for 12 years. She has also been an innovator in the field. Both at Baylor and at AATJ and at state- and national-level language education conferences, she has given presentations on her use of service learning, flipped-classroom formats, and technology. Her students have won multiple awards at speech contests at both the state and national levels. She was an organizer of the Japan-Texas Business Forum, working with Baylor's McBride Center for International Business. She designed a multi-year community service learning project in which her students collaborated with Tohoku University students to work with communities that continue to be affected by the 2011 tsunami that devastated the Tohoku region, as part of a study abroad program. She has been an active member and officer of the Japanese Teachers Association of Texas (JTAT).



Thank you message:

I am honored and humbled to receive the 2018 AATJ Teacher Award. I sincerely appreciate the AATJ officers, staff, and the selection committee for this important and meaningful award. I could not have reached where I am without the support from various people I am blessed to have in my life: they are my family, my colleagues from Baylor University as well as the JTAT (Japanese Teachers Association of Texas) and beyond. Most importantly, I must thank my current and former students, who have inspired me and challenged me to be a better teacher.

Since 2012, a year after the Great East Japan Earthquake and Tsunami of 2011, I have been taking students to the towns devastated by the tsunami every summer to engage in community outreach, where I have seen transformative learning in action. Throughout my career involving such experiences, I have learned that being a Japanese teacher is not only about teaching the language but also helping students to be global citizens, who respect and understand the value of diversity and cultural empathy.

When I was a child, I wanted to be an ambassador of Japan, so I could travel around the world to foster mutual understanding among people of different cultures. I am grateful that through my teaching, I am fulfilling my childhood dream of connecting people and advocating for mutual respect through Japanese language education at the grassroots level.

Again, I truly appreciate this honor and privilege of being able to serve my students, my school, and my community as a Japanese teacher.

***The 2018 Teacher Award winners
were recognized at ACTFL***



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)

2019 AATJ Nengajo Contest Application Form and Checklist

(Please fill out this form as well: <https://goo.gl/forms/Ts3hIVTe9708X17B2>)

Teacher's Name: _____					
School Name: _____			Principal's Name: _____		
Address: _____					
E-mail: _____			Phone: _____		
AATJ Affiliate (please check one):					
<div style="display: flex; flex-wrap: wrap;"> <div style="width: 50%;"> <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) </div> <div style="width: 50%;"> <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 </div> </div>					
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

Silver Level:
80-89%

Bronze Level:
70-79%

Honorable Mention:
60-69%

All:
Certificate of Participation

金賞:
90%以上の正答率

銀賞:
80-89%の正答率

銅賞:
70-79%の正答率

努力賞:
60-69%の正答率

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**

2018 LEADERSHIP TRAINING & WORKSHOP

Global Competence-Leading to Future Generations

On October 5th, 6th, and 7th, AATJ and Japan Foundation Los Angeles (JFLA) held this year's leadership training at Indiana University Perdue University in Indianapolis, Indiana. The main purpose of the leadership training is to enhance and invigorate Japanese language education in target regions by providing leadership skills for a group of individual teachers who have been recommended by local affiliates and AATJ. This year, eight teachers of Japanese from six states participated in the leadership training. On October 5th and 7th, they discussed weak areas and needs in their own program, local affiliate, and region and made action plans to strengthen the weak areas and promote Japanese language education. The following is the eight participants and snippets from their action plans.

Participants & Snippets from their Action Plans:

Elizabeth Brown (K-12), Arkansas School for Mathematics, Sciences, and the Arts (Arkansas)
"Grow the Japanese language program at ASMSA. Work with University of Arkansas."

Yasumasa Shigenaga (College), Earlham College (Indiana)
"Contact local businesses to share information about Japan-related events with them and to explore possibilities of student visits."

Amanda Ramirez (K-12), Avon High School (Indiana)
"Create a program brochure to share with stakeholders..."

Takako Nakakubo (College), University of Wisconsin (Wisconsin)
"Update the list of Japanese programs in Wisconsin. Provide a networking opportunity during WiATJ's annual business meeting."

Rika Ito (College), St. Olaf College (Minnesota)
"Advocate values of learning world languages in general education reform."

Sanae Tomita (K-12), Edina High School (Minnesota)
"Writ(e) a report of our program in the district newsletter and Japan America Society Minnesota newsletter."

Miho Squires (K-12), Washington High School (Iowa)
"Share what I learned in this training with local Japanese teachers. Explore ways to strengthen the relations with University of Iowa."

Danielle Krug (K-12), Bunsold Middle School (Ohio)
"Increase visibility (of Japanese program) at middle/intermediate school to boost enrollment."

continued on next page



2018 Leadership Training Participants

From left in back row:

Derek Chin (JFLA), Danielle Krug, Elizabeth Brown, Takako Nakakubo, Sanae Tomita.

From left in middle row:

Amanda Ramirez, Miho Squires, Yasumasa Shigenaga, Rika Ito.

From left in front row:

Hideki Hara (JFLA), Yoshiko Saito-Abbott (AATJ), Suwako Watanabe (AATJ), Shimpei Ishii (JFLA)



Industry-rep Panel

From left: Takashi Yoshida, Stu Kaplan, Masato Shirowa

Kaplan, Makuta Technics, and Mr. Masato Shirowa [3], Sikich LLP, shared their views about what kind of skills and traits they look for in new recruits and their suggestions as to how Japanese language educators can get connected with businesses. The takeaway from this panel was that all we need to do is to take an action—call them up or send e-mail and ask them. We often hear teachers saying, “I want to know if I can take my students to visit a company or a factory, but I don’t know how to do that.” The panelists expressed that they also want to support but do not know how to get communication started, and they are open to the ideas of company visits and observation in a factory and expressed their support for collaboration to promote Japan and Japanese language study through local events and other venues. AATJ wants to thank Director Hara of JFLA for organizing such an impactful industry-rep panel. The panel seems to have inspired many of the participants at the workshop.

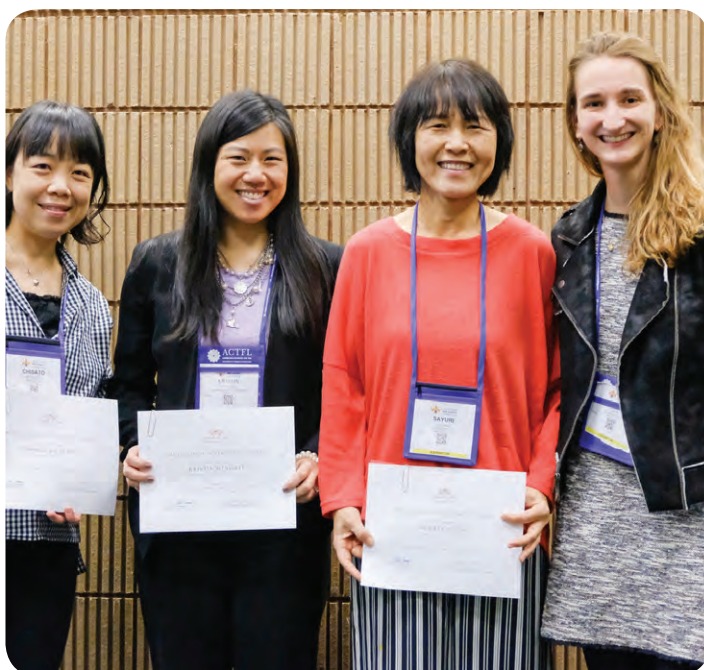
[1] Check the Advocacy page at the ACTFL website: <https://www.actfl.org/advocacy>

[2] Check the Advocacy page at the AATJ website: <https://www.aatj.org/advocacy>

[3] Mr. Shirowa is featured on the Lead with Languages site: <http://www.leadwithlanguages.org/2018/11/14/masato-audit-manager-leading-japanese/>

On October 6th, we held a full-day workshop, “Global Competency: Leading to Future Generations” which was open to members of AATJ and members of nearby local affiliates. The workshop consisted of four presenters’ presentations and an industry-rep panel. ACTFL’s Outreach Manager, Erin Whelchel [1], talked about the importance of advocacy and examples of success stories. Hideki Hara, Director of JFLA, talked about Global Competency citing George Anders’ You Can do Anything. Suwako Watanabe shared some examples of advocacy strategies [2], and Yoshiko Saito-Abbott gave a presentation on Core Practices, i.e., six key teaching practices for proficiency.

The highlight of the workshop was a panel of three reps from the business sector in Indiana. Mr. Takashi Yoshida, Toyota Industries North American, Mr. Stu



Cheng & Tsui grant awardees at ACTFL



AATJ Booth at ACTFL

CHAPLIN MEMORIAL AWARD

CHAPLIN MEMORIAL AWARD for Excellence in Japanese Language Teaching

The Hamako Ito Chaplin Memorial Award will again be conferred in 2019, 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 or instructor (nomination) — should download an application form at the following link:

Hamako Ito Chaplin Award Application 2019

<http://mtmedia.mtsu.edu:8888/pananth1/chaplinapplicationform2019.docx>

You may also request the application form via email by contacting Dr. Priya Ananth (Priya.Ananth@mtsu.edu).

Completed applications must be received by **February 1st, 2019** at the following address:

Dr. Priya Ananth
Department of World Languages, Literatures, and Cultures, 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, MI 48108, USA



PRINCETON JAPANESE PEDAGOGY FORUM

CALL FOR PAPERS

The 25th Princeton Japanese Pedagogy Forum will be held **May 11th-12th, 2019**, on the campus of Princeton University.

The theme of the 2019 Forum is “Toward Inclusive Language Education: Rethinking the Diversity of Modern Day Society.”

Inclusive education is said to be the realization of the co-existence of diverse people in society. Based on this notion, a larger question exists:

- How such diverse people can reach the point of mutual understanding and acceptance of each other?

In this Forum we would like to provide a platform to discuss the relationship between language education and diversity, which includes issues of disability as well as different learning styles. Additionally, the overall make up of today's society brings into discussion varying topics such as diverse as gender, race, socioeconomic class, sexual orientation, generational gaps, technology literacy and the line between native and non-native linguistic fluency.

We would also like to think about a more fundamental question:

- What kind of social-cultural situation is considered to be diverse?
- How can we draw a distinction between disability and ability; minority and majority?
- What is the distinction between multiple languages and cultures when today's society inherently mixes them on a daily basis?

In order to have a constructive discussion on the theme, we are inviting the following scholars to serve as keynote speakers at the annual Forum in May:

Dr. Emi Otsuji
University of Technology, Sydney

Professor Marcella Mariotti
Ca'Foscari University of Venice

Professor Seiichi Makino
Princeton University

The Forum calls for presentations on this theme as well as any topic related to language education such as linguistics, heritage language education, or language acquisition.

The proposal deadline is **January 10, 2019**.

For more detailed information, and to submit a proposal, go to <https://pjpf.princeton.edu>.

ALEX PROGRAM

ALEX Intensive Language

Scholarships available to study intensive Chinese or Japanese at Washington University in St. Louis this summer with the ALEX Foundation.

Study Chinese or Japanese: <http://www.alex.org/summer>

The WUSTL-ALEX Intensive Chinese and Japanese Institute will offer intensive beginning level classes in Japanese and Mandarin Chinese at Washington University in St. Louis for seven weeks this summer. Each class meets for 2 hours per day, 5 days a week for 7 weeks. The course is intensive and requires 3-5 hours of mandatory self-managed study per day.

This program is designed to train students to speak and listen to Chinese or Japanese, and to introduce students to reading and writing the language. At the end of the course students will be expected to perform in all four skills—speaking, listening, reading and writing—at a basic level of proficiency. Students will not only learn to speak the language; they will also develop an understanding of Chinese or Japanese interpersonal behavior. The ultimate goal is to teach students not just to speak Chinese or Japanese, but to function successfully in Chinese or Japanese culture—to present yourself as an intelligent person in the culture using the language. Students will learn to speak and perform correctly in a variety of social situations.

For more information please visit <http://www.alex.org/summer> or call 978-401-0085.

ALEX Teacher Training

*Scholarship Support Available for Chinese/Japanese Teacher Training Program
Sponsored by Washington University in St. Louis and the ALEX Foundation*

www.alex.org

Washington University in St. Louis and the ALEX Foundation will again offer an intensive teacher training program for Chinese and Japanese instructors this summer from mid-June to early-August. The WUSTL-ALEX 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, and effective methodology in teaching Chinese and Japanese to North Americans is emphasized over a theoretical analysis of the language.

Mari Noda (Ohio State University) is Academic Director; Ginger Marcus (Washington University in St. Louis) serves as On-Site Academic Director. Faculty have included Masayuki Itomitsu (Linfield College), Cornelius Kubler (Williams College), Yu Li (Williams College), Rachel Wayne (Ohio State University), Liao Hao-hsiang (MIT), Kanako Yao (Washington University), Yongfang Zhang (Wofford College), and many others.

For more details on the course and registration information please visit the ALEX Website:

<http://www.alex.org/teacher-training/overview/>

Successful graduates will receive credits from Washington University and a certificate of completion.

Significant substantial scholarship support is available.

Host an ALLEX Teaching Fellow or Instructor at Your Institution

We provide professionally trained Chinese, Japanese and Korean teaching fellows and instructors to universities who teach in exchange for financial support to take courses.

www.allex.org

ALLEX (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 ALLEX 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 ALLEX 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 ALLEX 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 ALLEX 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. ALLEX 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.allex.org or david@allex.org or 978-401-0085



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.

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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): <div style="display: flex; justify-content: space-between;"> <div> <input type="checkbox"/> Regular Member \$ 45 <input type="checkbox"/> Student Member \$ 30 <input type="checkbox"/> Institution \$100 <i>(includes all publications)</i> <input type="checkbox"/> Shipping & handling \$ 20 <i>(outside of U.S.)</i> </div> <div> Total Payment (U.S. Dollars) _____ </div> </div>	
Special Interest Groups (SIG): <input type="checkbox"/> AP <input type="checkbox"/> Classical Japanese <input type="checkbox"/> Community College <input type="checkbox"/> Heritage Language <input type="checkbox"/> Language & Culture <input type="checkbox"/> Professional Development <input type="checkbox"/> Proficiency Assessment <input type="checkbox"/> Specific Purposes <input type="checkbox"/> Study Abroad <input type="checkbox"/> Translating & Interpreting		Affiliate (Choose one): <div style="display: flex; justify-content: space-between;"> <div> <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) </div> <div> <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) </div> </div>	
<input type="checkbox"/> Check Enclosed <input type="checkbox"/> MasterCard/VISA # _____ Exp. ____/____ _____ Signature			

JOB OPENING ANNOUNCEMENTS

Colby College.....

The Department of East Asian Studies at Colby College invites applications for a **tenure-track Assistant Professor of Japanese Language and Literature** starting Fall 2019. Applicants should have a Ph.D. in Japanese with a specialty in literature, cultural studies, film studies, or related fields. We are looking for native or near-native proficiency both in spoken and written Japanese and English; and evidence of excellence in teaching language to a diverse student population. Teaching responsibilities include Japanese language (beginning through advanced level) and the candidate's area of specialty. The teaching load is 4.5 a year.

Interested applicants should send:

(1) a cover letter; (2) a curriculum vitae; (3) a statement of teaching philosophy; (4) sample syllabi (one language course and one literature course); (5) teaching evaluation (both language and literature courses if available); (6) a statement of current and future research interest; and (7) three letters of recommendations via interfolio at the following link:

<http://apply.interfolio.com/55580>

Review of applications will begin **October 25, 2018** and will continue until the position is filled.

Colby is a private coeducational liberal arts college in Maine. Colby makes employment decisions on the basis of the individual's qualifications to contribute to Colby's educational objectives and institutional needs. Colby College does not discriminate on the basis of race, color, gender, sexual orientation, gender identity or expression, disability, religion, ancestry or national origin, age, marital status, genetic information or veteran's status in employment or in our educational programs. Colby is an Equal Opportunity employer, committed to excellence through diversity, and encourages applications from qualified persons of color, women, persons with disabilities, military veterans and members of other under-represented groups.

Connecticut College.....

The Department of East Asian Languages and Cultures at Connecticut College invites applications for a **full-time, open-rank tenured or tenure-track faculty position in transnational and transcultural Japan studies** within the broader contexts of East Asian and global studies, beginning July 1, 2019.

Candidates must hold a Ph.D. in East Asian Studies or a related field at the time of application and demonstrate excellence and experiences in both research and teaching. Areas of specialization are flexible, although we are particularly interested in hiring a Japan specialist who is also well-versed cross-disciplinarily in fields such as Korean studies, gender and ethnic studies, religious studies, environmental studies, or film and media studies. Preferences will be given to teacher-scholars showing native or near-native proficiency in both Japanese and English, and those who are flexible and accommodating in their course offerings.

Teaching load is five courses per year, including the gateway course East Asian Studies 101 and other required courses for our majors and minors, as well as electives to be determined by the new hire in consultation with the department. The new member is expected to be an enthusiastic and creative collaborator with colleagues within and beyond the department.

Connecticut College is a private, highly selective institution with a demonstrated commitment to outstanding faculty teaching and research. Recognizing that intellectual vitality and diversity are inseparable, the College has embarked on a significantly successful initiative to diversify its faculty, student body, and curriculum. The College seeks creative scholars excited about working in a liberal arts setting, with its strong focus on engaged teaching, participation in shared governance, and active involvement in an institution-wide advancement of diversity and inclusion. We encourage applications from candidates who share this understanding and will contribute to the diversity of our college community, including members of historically underrepresented groups (AA/EEO).

To apply, please submit a letter of interest; an updated curriculum vitae; sample publication or thesis chapter; two sample syllabi, including a course for EAS majors; and student evaluations; and three confidential letters of recommendation to Interfolio:

<http://apply.interfolio.com/56064>

Review of applications begins **November 27, 2018**.

[illegible]

The Department of Asian & Middle Eastern Studies at Duke University invites applications for an **open-rank Professor of the Practice position** that begins August 1, 2019. This is a regular rank renewable faculty position with a four- or five year term, depending on rank. The successful candidate will have completed a Ph.D. prior to appointment with a strong record of teaching, and evidence of ongoing scholarly and professional development. Experience in administrative service will be desirable. The selected candidate will be responsible for coordinating and developing the four-level Japanese language curriculum, and expected to contribute to the newly established Critical Asian Humanities M.A. program by offering courses in the candidate's field for graduate as well as undergraduate students. In addition to administrative duties related to the position, the teaching load for this faculty position is 2/2. We strongly prefer applicants with a principal expertise in the following fields: applied linguistics, sociolinguistics, second-language acquisition, linguistic anthropology and related fields. Their command of Japanese should be the equivalent or near that of native speakers.

To be assured of consideration, submit an application by **December 1, 2018**, consisting of: 1) a current cv; 2) a letter of application detailing professional activities, scholarly

interests, and administrative experience; 3) a portfolio including, but not limited to, the following: sample syllabi for courses in years 1 and 2 of a Japanese language course sequence; video of teaching demonstration; official teaching evaluations for at least the past three years; evidence of pedagogical innovation and/or curriculum development; 4) the names of three referees (the search committee will request these letters at a later stage of the search). Applications and letters of recommendation should be uploaded to Academic Jobs Online (<https://academicjobsonline.org/ajob/jobs/12205>).

Additional information may be obtained from the Japanese Search Committee at amesdept@duke.edu.

Duke University is an Affirmative Action/Equal Opportunity Employer committed to providing employment opportunity without regard to an individual's age, color, disability, gender, gender expression, gender identity, genetic information, national origin, race, religion, sex, sexual orientation, or veteran status. Duke also makes good faith efforts to recruit, hire, and promote qualified women, minorities, individuals with disabilities, and veterans. Duke University is located in Durham, North Carolina in the U.S.A.

Florida State University

The Department of Modern Languages and Linguistics at Florida State University invites applications for a **tenure-track position at the rank of Assistant Professor in Japanese Literature and Cultural Studies**, to begin August 8, 2019. We welcome applicants with a broad range of research interests whose area of concentration primarily focuses on Edo period or later. We welcome scholarship that transcends traditional disciplinary boundaries and/or engages multiple historical periods, cultures, or languages. Candidates should have a record of distinguished scholarly research and be committed both to excellence in teaching and to enhancing the department's programs at both the undergraduate and graduate levels. Near or near-native proficiency in Japanese and English is required. Doctoral degree from an accredited institution or the highest degree appropriate in the field of specialization with a demonstrated record of achievement in teaching, academic research, and service. Must meet university criteria for appointment to the rank of Assistant Professor.

The Florida State University takes online applications at <https://jobs.fsu.edu> (Job ID#44300). To apply, submit a

cover letter, a curriculum vitae, research statement, writing sample, teaching statement, sample syllabi, and three letters of recommendation to Dr. Laura Lee, Chair of the Japanese Search Committee using the link above. All documents, except recommendation letters, should be uploaded as a single PDF. The three required recommendation letters should be requested through our system at <http://jobs.fsu.edu>.

Please direct any questions to: Dr. Laura Lee, Chair of the Search Committee, at lle2@fsu.edu

Review of applications will begin **November 30, 2018** and remain open until the position is filled.

FSU is an Equal Opportunity/Access/Affirmative Action/Pro Disabled & Veteran Employer. FSU's Equal Opportunity Statement can be viewed at:

http://www.hr.fsu.edu/PDF/Publications/diversity/EEO_Statement.pdf

[illegible]

The School of Modern Languages at Georgia Institute of Technology in Atlanta seeks a **recent PhD with training in Japanese for its signature Global Languages, Cultures, and Technologies (GLACT) Post-doctoral Program** with

the following preferred specializations: Applied Linguistics; Digital Humanities; and interest in teaching content courses in Japanese in the areas of literature, history, culture, social science, and linguistics. Native or semi-native Japanese

Kennesaw State University •••••

Kennesaw State University is now accepting applications for a **nine-month, non-tenure track Lecturer of Japanese faculty position in the Department of Foreign Languages**, which begins August 2019. Responsibilities will include teaching and service in the area of Japanese. An earned master's degree in Japanese or a related field (such as Japanese Linguistics, Pedagogy, Literature, and Japanese as a Second Language) or the foreign equivalent is required.

For more than 50 years, Kennesaw State University has been known for its entrepreneurial spirit and sense of community. Offering campuses in Marietta and Kennesaw, the university is located just north of Atlanta and combines a suburban setting with access to one of the country's most dynamic cities. As Georgia's third-largest university, Kennesaw State offers more than 100 undergraduate and graduate degrees, including a growing number of doctoral programs.

Oakland University (MI) •••••

The Department of Modern Languages and Literatures at Oakland University is seeking applicants for a **full-time, tenure-track position in Japanese with a specialty in literature, cultural studies, film studies, or equivalent**. The qualifications for such a position include: Ph.D. in Japanese (language & literature) or equivalent, by August 15, 2019; native or near-native proficiency in both Japanese and English; a strong commitment to undergraduate teaching; demonstrated ability to teach language (beginner through advanced levels); ability to teach specialized courses such as translation, business Japanese, a literature capstone course for majors, or an English-language introduction to Japan; and demonstrated willingness to perform departmental, college and university service. Candidates must demonstrate experience with or a commitment to diversity and inclusion. We will conduct interviews at the 2019 meeting of the MLA in Chicago.

University of Hawai'i, Mānoa •••••

The University of Hawai'i at Mānoa, Department of East Asian Languages and Literatures, invites applications for a **tenure-track Assistant Professor of Japanese Language and Pedagogy**, position number 84536. Appointment to begin August 1, 2019, pending position clearance and availability of funds.

This is a permanent, tenure-track appointment.

Duties and Responsibilities:

Teach introductory and upper division undergraduate courses in Japanese language and linguistics; teach graduate courses in Japanese language, linguistics, Japanese language acquisition and/or pedagogy; advise undergraduate and graduate students; conduct and publish research in area(s) of specialization; participate in departmental and university service; other duties as assigned.

Designated by the Board of Regents of the University System of Georgia as a comprehensive university, Kennesaw State is committed to becoming a world-class academic institution positioned to broaden its academic and research missions and expand its scope on a local, regional and national level.

For a full description of this position, application deadlines, and application procedures, visit <https://facultyjobs.kennesaw.edu>.

Kennesaw State University, a member of the University System of Georgia, is an Equal Opportunity/Affirmative Action employer and does not discriminate on the basis of age, color, disability, national origin, race, religion, sex, sexual orientation, and/or veteran status. Georgia is an Open Records state.

For first consideration, application packets should be uploaded to the online system by **November 15, 2018**, and include: 1) CV, 2) cover letter, 3) teaching philosophy, 4) unofficial transcripts; 5) Diversity Statement. References (3 required) will be contacted to upload the letter of reference directly.

For further information, contact Stephen Filler, Chair, Department of Modern Languages and Literatures, 372 O'Dowd Hall, Oakland University, Rochester, MI 48309. Oakland University is an Affirmative Action/Equal Opportunity Employer and encourages applications from women and minorities.

<https://jobs.oakland.edu/postings/14833>

Minimum Qualifications:

Ph.D. in Japanese language or Japanese linguistics or closely related field from a college or university of recognized standing (all requirements for the doctorate must be completed by 08/01/2019); demonstrated expertise in Japanese language acquisition and/or pedagogy; evidence of scholarly achievement in the field; high level of proficiency in Japanese and English; experience in teaching Japanese at a college level; demonstrated ability to work effectively and collegially.

Desirable Qualifications:

Research capability in an additional area of Japanese linguistics beyond pedagogy/language acquisition.

continued on next page

Review of applications will begin **January 2, 2019**, until position is filled. To apply, see the full ad located at:

<https://tinyurl.com/y7hwlm13>

The University of Hawai'i is an equal opportunity/affirmative action institution. UH does not discriminate on the basis of race, color, religion, sex, sexual orientation, national or ethnic origin, age, disability or veteran status.

University of Iowa

The Department of Asian and Slavic Languages and Literatures in the Division of World Languages, Literatures, and Cultures at the University of Iowa is searching for a **full-time lecturer in Japanese language**, beginning in August 2019. The initial appointment will be for one year, with a possible re-appointment thereafter in three-year increments, pending college approval and demonstrated excellence in teaching. Salary and benefits will be commensurate with qualification and experience. Responsibilities include: teaching three language courses per semester (at least a minimum of 24 s.h. per year) and assisting the Japanese Program Coordinator with program development, including developing new courses and organizing extracurricular activities.

Required qualifications:

Master's degree in Japanese Pedagogy or relevant field. Native or near-native fluency in English and Japanese, and experience in teaching Japanese at the college/university level in the U.S. The successful candidate must be able to teach at all levels from first-year to advanced-level language courses.

Desirable Qualifications:

Experience in curriculum development, coordinating a multi-

section course, and organizing cultural events.

Candidates should send letter of interest, curriculum vitae, teaching philosophy, one sample of a lesson plan, and three letters of recommendations to the Search Committee online at <http://jobs.uiowa.edu>. Refer to requisition number **73509**. Screening begins **November 12, 2018** and preliminary interviews may be conducted by telephone or videoconference.

The Department of Asian and Slavic Languages and Literatures, the Division of World Languages, Literatures and Cultures, and the College of Liberal Arts and Sciences are strongly committed to gender and ethnic diversity; the strategic plans of the University, College, Division and Department reflect this commitment. All qualified applicants are encouraged to apply and will receive consideration for employment free from discrimination on the basis of race, creed, color, national origin, age, sex, pregnancy, sexual orientation, gender identity, genetic information, religion, associational preference, status as a qualified individual with a disability, or status as a protected veteran. The University of Iowa is an equal opportunity/affirmative action employer.

University of Notre Dame

The Department of East Asian Languages and Cultures at the University of Notre Dame invites applications for a **full-time regular lecturer position in Japanese language** beginning August 2019. This initial one-year appointment, with the possibility of renewal and eventual promotion, furthers the development of a prospering program in Japanese. Responsibilities include teaching beginning through advanced Japanese, active involvement in language and culture activities, as well as close collaboration with faculty to build a rigorous and cohesive program. The position offers excellent benefits and a competitive salary commensurate with qualifications and experience.

We are seeking highly skilled language instructors with native or near-native proficiency in Japanese and English. Candidates are expected to have an M.A. or higher degree in teaching Japanese as a foreign language, linguistics, second language acquisition, or related field; and demonstrated success teaching Japanese at the college/university level in the United States. ABDs and Ph.Ds are encouraged to apply.

As an international Catholic, research university, the University of Notre Dame has made a significant commitment

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

Candidates will submit a letter of application, current curriculum vitae, statement of teaching philosophy, and an unedited video clip of classroom teaching accompanied by the corresponding lesson plan. In addition, they are to provide teaching evaluations, and three letters of recommendation. Review of applications will begin **January 7, 2019** and continue until the position is filled.

Apply at apply.interfolio.com/55546

Inquiries can be made to **Rebecca McDaniel**, Administrative Coordinator of the department, at rbrill@nd.edu.

Appointment is contingent upon the successful completion of a background check. Applicants will be asked to identify

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all felony convictions and/or pending felony charges. Felony convictions do not automatically bar an individual from employment. Each case will be examined separately to determine the appropriateness of employment in the particular position. Failure to be forthcoming or dishonesty with respect to felony disclosures can result in the disqualification of a candidate.

The full procedure can be viewed at <http://facultyhandbook.nd.edu/university-policies/background-check-procedure-for-prospective-faculty/>.

University of Rhode Island.....

The Department of Modern and Classical Languages and Literatures in the College of Arts and Sciences at the University of Rhode Island invites applications for a **tenure-track position of Assistant Professor of Japanese with specialization in Japanese language teaching** to begin Fall 2019.

The successful candidate will provide critical support in teaching, research and service to the university's growing Japanese language program as well as program development for the Japanese language track of the various URI dual degree programs, including the International Engineering Program, International Business Program, International Computer Science Program and the International Studies and Diplomacy Program.

Teach Japanese courses across the entire spectrum of the undergraduate curriculum with special emphasis on Japanese language and culture. Establish and maintain a solid research program. Contribute through service and collaboration to the missions of the Japanese program, the Japanese International Engineering and other dual degree programs, the College of Arts and Sciences and the University. Contribute to the development and expansion of the curriculum for interdisciplinary models of Japanese language teaching.

University of Victoria.....

The Department of Pacific and Asian Studies in the Faculty of Humanities at the University of Victoria is seeking applications for a **continuing faculty position at the Assistant Teaching Professor level**, with an expected starting date of July 1, 2019. The initial appointment is for four years, with eligibility for a continuing appointment in accordance with the Collective Agreement between the University of Victoria and the University of Victoria Faculty Association.

We are seeking candidates with a record of excellence in teaching Japanese language at all levels – from beginner to advanced – in a college or university setting, and a commitment to supporting and developing our Japanese language program into the future. Applicants should have a

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

Visit the URI jobs website at <https://jobs.uri.edu> to apply and view complete details for posting (F00099). Please attach the following 4 (PDF) documents to your online Faculty Profile Application: (#1) Letter of Application, (#2) Curriculum Vitae, which should include the names and contact information of at least three professional references (as one complete document), (#3) A Statement of Research Interests, and (#4) A Statement of Teaching Philosophy.

Application Deadline: The search will remain open until the position has been filled. First consideration will be given to applications received by November 15, 2018. Second consideration will be given to applications received by November 30, 2018. Applications received subsequent to the second consideration date (November 30, 2018) may not be given full consideration.

APPLICATIONS MUST BE SUBMITTED ONLINE ONLY.

The University of Rhode Island is an AA/EEOD employer. Women, persons of color, protected veterans, individuals with disabilities, and members of other protected groups are encouraged to apply.

demonstrated interest in pedagogical enquiry and teaching innovation, as well as in other teaching-related activities (e.g., pedagogical research, publication, conference participation, outreach). In addition to innovative teaching in Japanese, we are looking for someone who can speak to broader themes and issues in language and pedagogy pertinent across the Asia Pacific region and beyond. The position requires administrative, organizational, mentoring and leadership skills. Candidates must be able to work both independently and collaboratively with other instructors; they will also be expected to participate actively in departmental activities.

Successful candidates must have native-level fluency in Japanese and English, and should hold at least an MA in

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a discipline related to Japanese Studies, including but not limited to Japanese Linguistics, Language Pedagogy, Modern or Premodern Japanese Literature and Culture; a PhD is preferred. Familiarity with new technologies in teaching and methods of assessment is desirable; the ability to teach courses in Japanese culture would also be an asset.

Applications should include a cover letter, full CV, 2 sample course syllabi (1 introductory, 1 advanced), and evidence of teaching excellence (course evaluations, awards). Though not required, a link to a teaching demo video may optionally be included. Applicants should also arrange for three confidential letters of reference. All application materials, including letters of reference, should be submitted via email to paasapp@uvic.ca.

The deadline for applications is **January 11, 2019**.

The Department of Pacific & Asian Studies (PAAS) is a dynamic, interdisciplinary Department within the Faculty of Humanities. It has particular strengths in Chinese and Japanese Studies, and a growing program in Southeast Asian Studies. PAAS offers a range of programmes at the undergraduate and graduate levels, and it is involved with a number of campus-wide initiatives, such as the Centre for Asia Pacific Initiatives.

Faculty and Librarians at the University of Victoria are governed by the provisions of the Collective Agreement.

University of Virginia.....

The Department of East Asian Languages, Literatures and Cultures at the University of Virginia invites applications for a **part-time Lecturer in Japanese Language** for spring 2019 with an anticipated start date of January 14, 2019. Compensation will take the form of wages.

We seek a strong language instructor to teach two courses during the spring semester. Candidate must have native or near-native fluency in Japanese and English, teaching experience, and have a Master's or higher academic degree in one of the following: Japanese linguistics, literature, history, applied linguistics, second/foreign language acquisition or a related field. Preference will be given to applicants with significant teaching experience at the university level in the United States.

To apply, please submit a Candidate profile online through Jobs@UVA (<https://jobs.virginia.edu>), search for Posting **0624384**. Applicants should electronically attach the following:

- Cover letter
- CV
- Statement of teaching philosophy
- Name and contact information for three references

Review of applications will begin **November 9, 2018**, and continue until the position is filled.

Members are represented by the University of Victoria Faculty Association (<http://www.uvicfa.ca>).

Persons with disabilities, who anticipate needing accommodations for any part of the application and hiring process, may contact Francesca Pintucci, in the Office of the VP Academic and Provost, at 250.472.5491 or via email at frconsultant@uvic.ca. Any personal information provided will be maintained in confidence.

This position requires the candidate to produce a verification of degree(s), credential(s) or equivalencies from accredited institutions and/or international equivalents at the time of a site interview.

The University of Victoria is an equity employer and encourages applications from women, persons with disabilities, visible minorities, Aboriginal Peoples, people of all sexual orientations and genders, and others who may contribute to the further diversification of the University. All qualified candidates are encouraged to apply; however, in accordance with Canadian immigration requirements, Canadians citizens and permanent residents will be given priority.

For questions about the position, please contact **Tomoko Marshall** at tm5x@virginia.edu.

For questions regarding the application process, please contact **Brandi Shifflett** at brc2s@virginia.edu.

For more information about UVA and the surrounding area, please visit <http://uvacharge.virginia.edu/guide.html>.

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



University of Washington • • • • •

The Department of Asian Languages and Literature at the University of Washington seeks to appoint a **full-time Lecturer in Japanese**. The initial appointment, starting Autumn Quarter 2019, is for three years, with the possibility of renewal. Applicants must have at least an M.A. degree, or foreign equivalent, in Japanese, foreign language teaching, or another relevant area, must have native or near-native proficiency in Japanese, English fluency, and at least one year of experience teaching at the college or university level are required. The successful applicant will be expected to teach Japanese language at all levels, to develop curricula and teaching materials, to team-teach, and to train and supervise teaching assistants. The University of Washington has a large and vibrant Japanese language program, including a Japanese major and minor. Faculty members engage in teaching, research, and service; lecturers are voting members of the faculty and have a career path that includes the ranks of lecturer, senior lecturer and principal lecturer. This position is non-tenure-track and has a 9-month (September 16th – June 15th) service period.

Priority will be given to complete applications received before **December 15, 2018**. Applications, including a cover letter, curriculum vitae, sample of teaching materials, one-page statement of teaching philosophy, recent student evaluations, and three letters of recommendation, should be submitted electronically to apply.interfolio.com/54822. Finalists will be asked to submit a video-recording of themselves teaching a Japanese language class. For further questions about the position, the status of the opening, or disability accommodations, please contact Professor **Amy Ohta** at aohta@uw.edu.

The University of Washington is an affirmative action and equal opportunity employer. All qualified applicants will receive consideration for employment without regard to race, color, religion, sex, sexual orientation, gender identity, national origin, age, protected veteran or disabled status, or genetic information.



American Association of Teachers of Japanese, Inc.

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