



# AATJ

## NEWS LETTER

... VOL. 8, NO. 1 ..... February-March 2019 .....



Suwako Watanabe  
渡辺素和子

### MESSAGE FROM THE PRESIDENT

ACTFL学会に出席された方々に、盛大な拍手を送ります！内容の濃いセッションでたくさん勉強させてもらい、AATJ総会、ティーチャアワード昼食会などでの皆さんの交流する姿を見て、とても嬉しく思いました。ACTFL学会担当のディレクターの先生

方、Exhibit Hallでお手伝いくださったローカルアフィリエイトの方々、またExhibit Hallにブースを出展してくださったベンダーの皆さんに感謝いたします。

2月14日と15日には、アドボカシーディレクターの山下一美先生とともに、National Joint Committee on Languages & National Council for Languages and International Studies 主催による Language Advocacy Day 2019 のミーティングに出席しました。まず、参加者は、言語教育、留学プログラム、ネイティブアメリカン諸言語保存、シール・オブ・バイリテラシーを支援する法案や提案について深く学びます。そのあと、州ごとのグループに分かれて、割り当てられた議員の事務所に行って、教育や外交問題担当のスタッフさんと会います。私たちの役目は、そのスタッフさんたちに、言語教育に関わる法案などを説明し、サポートをお願いすることです。この国会議員の事務所訪問を含めて、このミーティングはとても勉強になり、また勇気づけられました。これらの法案についてスタッフに語ったり、他の参加者やスピーカーたちの話を聞くことで、私もアドボケートとして少し進歩したような気持ちでいます。

日本語を教えることであれ、地域イベントの開催であ

れ、あるいは、地元のニュースレターに投稿する、学術研究、委員会に参加する、近所の人に日本語のことを話すなど、どんなことでもアドボカシーの力が潜在していて、私たちの行動が周りの人に何らかの影響を与えているわけです。そんなことを学んで帰途につきました。

AATJ 春の学会は、3月21日にコロラド州デンバーで開催されます。皆さんの発表から多くのことを学びたいと期待しています。デンバーで会いましょう。

渡辺素和子

Congratulations to those of you who attended the ACTFL convention. I attended a number of sessions with a good quality, and I was happy to see many participants networking during the AATJ general meeting, the Teacher Award Luncheon, and the break time. Thank you goes to the fall conference directors, some local affiliates' members who helped at the exhibit hall, and the vendors who put out tables in the exhibit hall.

On February 14 and 15, Kazumi Yamashita, Advocacy Director, and I participated in the Language Advocacy Day 2019 in Washington, DC, organized by the National Joint Committee on Languages and the National Council for Languages and International Studies. I learned about various bills that have been proposed to support language studies, study abroad, conservation of American native languages, and the Seal of Bilingualism. Then, the participants divided into groups by



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state visited the offices of assigned senators and representatives. Usually we met with the staffers who are assigned to issues related to education and foreign affairs, and they showed an interest in the issues that we raised. Our task was to inform the staffers of the importance and values of the bills and proposals that support language education. The whole experience of participating in the Language Advocacy Day was very educating and inspiring, and I feel like I grew as an advocate for language education by talking about the bills to the staffers and listening to others' talk on the issues at the national level.

Whether it is teaching, holding a community event, writing an article for a local publication, conducting research, serving on a committee, or talking to your neighbor about Japanese, it does have an advocacy power affecting others. That is my take away from the meeting.

The AATJ Spring Conference will be on March 21 in Denver, CO. I look forward to learning many things from the presentations. See you in Denver.

Suwako Watanabe



# TABLE OF CONTENTS

2019 AATJ Annual Spring Conference .....	4
<i>Conference Program</i> .....	5
Language Advocacy Day 2019 .....	13
2019 AATJ “Year of the BOAR” NENGAJO Contest Results .....	14
Affiliate News: SEATJ Conference Report .....	15
J.LIVE Talk 2018 開催のご報告 .....	16
‘Japan Day’ at Old Dominion University .....	17
ALLEX Program .....	18
2019 MSU Workshop for Teachers of Japanese .....	19
2019 Summer M.A. Program in Japanese Pedagogy .....	20
M.A. in Global Communication & Applied Translation .....	21
Call for Submissions: Conference of Japanese Language Education in Africa .....	21
Survey Announcement .....	22
Flooant .....	23
Centre for Language Studies National University of Singapore .....	24
Job Announcements .....	25
AATJ Membership Application/Renewal .....	31



# 2019 AATJ ANNUAL SPRING CONFERENCE

The 2019 Annual Spring Conference will be held on Thursday, March 21<sup>st</sup>, 2019, in Denver, Colorado, in conjunction with the [Annual Meeting of the Association for Asian Studies \(AAS\)](#).

Advance registration has closed, but onsite registration will be available in Denver; the fee will be \$100 (cash or checks only). The venue is the Downtown Denver Sheraton Hotel; our meeting rooms are in the Plaza Court section of the hotel.

The Spring Conference program follows this article. A full day of paper and panel presentations is scheduled. The keynote session will be a special presentation on teachers' in Japanese language education profession.

The conference program is also posted on the AATJ website (links are at [www.aatj.org/conferences-spring](http://www.aatj.org/conferences-spring)), in two versions: the one included in this newsletter, and a second one that contains abstracts of all the presentations.

AATJ's Classical Japanese SIG will meet on Friday evening (March 22<sup>nd</sup>), at 7:30 pm in Plaza Court 7. The SIG has developed a description of the roundtable discussion; you can find a link at [www.aatj.org/conference-spring](http://www.aatj.org/conference-spring).

We encourage those attending the AATJ Conference to also attend the AAS Annual Meeting, which takes place March 22<sup>nd</sup>-24<sup>th</sup>. The AAS conference features dozens of sessions on Japanese (as well as other Asian) history, culture, society, and language

AATJ will have a booth in the AAS conference Exhibit Hall in Denver; please visit us there at **Booth 310**! Exhibit Hall admission is open and free to everyone.

Read more about the AAS Annual Meeting at [www.asian-studies.org/Conferences/AAS-Annual-Conference/](http://www.asian-studies.org/Conferences/AAS-Annual-Conference/).

AATJ's designated panel at the AAS Annual Meeting, "Diversity, Inclusion, and Professionalism in Japanese Language Education," will take place on Sunday, March 24<sup>th</sup>, from 9:00-10:45 am in Tower Court D (Tower Court Building).



**Sheraton Denver Downtown Hotel, Denver, Colorado**  
**Meeting Rooms (Plaza Concourse Level): Plaza Court 1, Plaza Court 2, Plaza Court 3,**  
**Plaza Court 4, Plaza Court 5, Plaza Court 6, Governor's Square 14**

**Thursday, March 21, 8:30 a.m.–5:30 p.m.**

**(On-site Registration and Check-in: Plaza Concourse Lobby)**

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

**8:30 a.m.–10:10 a.m. — Session 1**

**SESSION 1-A: PEDAGOGY PANEL [ PLAZA COURT 1 ]**

*Chair: Shigeru Osuka, Seton Hall University*

**Panel Title: 「ソーシャル・ネットワーキング・アプローチによる日本語作文評価法を考える:リレー式ライティングを中心として」**  
**(Toward the Future of Japanese Writing Assessment in the Context of a Social Networking Approach: Case Studies on Creative Relay Writing)**

「日本語初級コースにおけるリレー式ライティングの評価方法について: 教師と学習者との協働作業を意識して」  
**(Cooperative evaluation for Japanese beginners' creative relay writing)**

*Aya Okada, University of Oklahoma*

「協働学習における日本語作文教育の評価法についての一考察: 中級リレー式ライティングを中心として」  
**(Collaborative writing assessment: A case study on Japanese intermediate creative relay writing)**

*Shigeru Osuka, Seton Hall University*

「リレー式ライティングをCritical Thinkingによって学生が評価する試みの成果と課題」**(Students' evaluation of effectiveness and issues in creative relay writing through critical thinking)**

*Kiyoshi Noguchi, Sophia University; Kazuko Tanabe, Japan Women's University*

**Discussant**

*Yuki Matsuda, University of Memphis*

**SESSION 1-B: LANGUAGE AND CULTURE SIG PANEL [ PLAZA COURT 2 ]**

*Chair: Fumi Yamakawa, Toyo University*

**Panel Title: 「日本語を通じた文化・社会へのつながり:日本語教育多様化への提言」(Diversify into Culture and Community through Japanese Language Study)**

「多様化する留学生の経験的学び」**(Experiential learning by diverse exchange students during study abroad in Japan)**

*Fumi Yamakawa, Toyo University*

「透明性を用いた言語と文化の授業: 多様性に富んだ学生を成功に導き、その先の学びにつなげるための一考察」  
**(Teaching language and culture with TILT: Support diverse students to succeed in college and their future learning)**

*Akiko Takamatsu, Cascadia College*

「多様化する日本文化: 隠れた伝統芸能、大衆演劇を日本語教育で用いる意義」**(Japanese culture to diversify: Hidden performing arts, the purpose of using Taishu-Engeki (Theatre of/for the Masses) in Japanese language education)**

*Yumiko Naito, Washington and Lee University*

「企業研究で提案! ビジネス日本語の多様化、キャリアと社会へつながる可能性」**(Diversify business Japanese with business case studies, promote career exploration and community)**

*Yoshiko Fujii Gaines, Baylor University*

**SESSION 1-C: SECOND LANGUAGE ACQUISITION PAPERS [ PLAZA COURT 3 ]**

*Chair: Jae DiBello Takeuchi, Clemson University*





「アメリカと日本における待遇コミュニケーションのための日本語学習者の「気づき」の違い」 (Differences in 'noticing' of learners of the Japanese language in learning taigu communication in the United States and Japan)  
Akiyo Sasaki, International Christian University

“L2 Speakers and keigo: Problematising what it means to be a speaker of Japanese”  
Jae DiBello Takeuchi, Clemson University

“Changing topics and non-native fluency in Japanese”  
Natasha Rivera, New Westminster Secondary School (British Columbia)

「日本語学習におけるプロンプトの効果について」 (The effects of prompts on learning Japanese as a foreign language)  
Megumi Fujio, California Institute of Technology

#### SESSION 1-D: LANGUAGE AND TECHNOLOGY PAPERS [ PLAZA COURT 4 ]

Chair: Takako Aikawa, Massachusetts Institute of Technology

“Twenty years of Japanese CALL: A review of major findings and suggestions for future directions  
Abigail McMeekin, University of Lethbridge; Erica Zimmerman, United States Naval Academy

“Changing teachers' role(s) in language education: Myths associated with machine translation  
Takako Aikawa, Massachusetts Institute of Technology

「日米間のEメール交換、ズームミーティングによる授業の活性化」 (Enhancing motivation to learn and teach through e-mails and Zoom meetings between the US and Japan)  
Yoshiko Shakal, University of Wisconsin, Superior; Yoko Ikeda, Ibaraki University

#### SESSION 1-E: LINGUISTICS PANEL [ PLAZA COURT 5 ]

Chair: Mutsuko Endo Hudson, Michigan State University

Panel Title: 「日本語における文法と語用論との接点」 (Grammar-Pragmatics Interface in Japanese)

「日本語動詞の自他における形態論上の有標生と語用論的要素」 (Pragmatic factors and morphological markedness in Japanese transitive/intransitive pairs)  
Wesley M. Jacobsen, Harvard University

“Grammar and gender in context: The case of Japanese daroo and deshoo in informal conversation”  
Michiko Kaneyasu, Old Dominion University

“The reason markers kara and node in Japanese  
Mutsuko Endo Hudson, Michigan State University

“Japanese negative suffix nai: Its structural fixedness and involvement in conversation”  
Misumi Sadler, University of Illinois, Champaign-Urbana

#### SESSION 1-F: PEDAGOGY PAPERS [ PLAZA COURT 6 ]

Chair: Jun Xu Colorado State University

「中上級学習者への発音指導：指導内容の検証と学習者の視点から見た課題」 (Pronunciation instruction to intermediate and advanced learners of Japanese: examination of instruction content and challenges of pronunciation instruction from learners' perspectives)  
Jun Xu, Colorado State University

「ディベートを用いたアクティブラーニング型授業の実践報告：言語力、論理的思考力向上を目指したディベート活動」 (Implementing active learning classes through debates: enhancing students' language and logical thinking skills)  
Junko Tokuda Simpson, University of California, San Diego

「級日本語コースにおける「自律学習プロジェクト」と学習者の内省」 (Learners' reflections on “autonomous learning projects” in an advanced Japanese course)  
Ibuki Aiba, Dickinson College

「日本語中級・上級のコースにおけるライティングの指導の実践例」 (Writing instructions for intermediate and advanced level learners of Japanese: Scaffolding for improving writing skills)  
Sachiko Hiramatsui, Brown University

10:20 a.m.-12:00 p.m. — Session 2



## SESSION 2-A: PEDAGOGY PANEL [ PLAZA COURT 1 ]

Chair: Ken-ichi Miura, Franklin & Marshall College

**Panel Title:** 「学習者の多様性を考える：学習者一人一人を導く日本語教育」 (Considering Learners' Diversity: Japanese Language Instruction Focusing on Individuality)

**"Acquisition of the Japanese genderlect among intermediate learners"**

Natalia Konstantinovskaia, Stanford University

**「学生の個性を重んじた授業環境」 (Providing learning environments based on students' personal traits)**

Chikako Hirayama Cooke, University of Texas, Austin

**"Student as teacher: Finding oneself through teaching Japanese"**

Hiroo Aridome, Bowdoin College

**Discussant**

Ken-ichi Miura, Franklin & Marshall College

## SESSION 2-B: LANGUAGE AND CULTURE SIG PANEL [ PLAZA COURT 2 ]

Chair: Noriko Sugimori, Kalamazoo College

**Panel Title:** 「多様化する日本社会の理解に向けて一日本語教育で社会的公正・正義のテーマはなぜ必要？どう扱う？」 (Towards an Understanding of the Increasingly Diverse Japanese Society: Why Cover Social Justice Topics in Japanese Language Education? How Should They Be Incorporated?)

**「何故「社会的公正・正義」は日本語の教室で教えられるべきなのか」 (Why teaching social justice in Japanese language classrooms is necessary)**

Hiromi Miyagi-Lusthaus, Boston University

**「より深い日本文化・社会の理解を目指して一日本語初・中級コースでの社会的公正・正義に関するトピック導入の試み」 (Integrating social justice and language education: Toward a deeper understanding of contemporary Japanese culture and society)**

Naemi McPherson, Brown University

**「日本の多様性を発見する中で社会的公正・正義を学ぶ初・中級プロジェクト」 (Learning about social justice through studying diversity in Japan: Projects for elementary and intermediate levels)**

Noriko Sugimori, Kalamazoo College

**Discussant**

Yoshiko Saito-Abbott, California State University, Monterey Bay

## SESSION 2-C: SECOND LANGUAGE ACQUISITION AND SIG PAPERS [ PLAZA COURT 3 ]

Chair: Mariko Wei, Purdue University

**"Bilingualism and heritage language maintenance: Perspectives of minority-language parents of children with autism spectrum disorder"**

Mariko Wei, Purdue University

**"The acquisition of giving and receiving verbs by Japanese heritage children: Language socialization approach"**

Kiyono Fujinaga, State University of New York at Buffalo

**"Community-based course development: Professional Japanese interpretation"**

Etsuyo Yuasa, Ohio State University

**「涙が出そうになったのは誰か：上級日本語翻訳コース学習者が読む川端康成『伊豆の踊子』」 (Who felt like crying?: Reading Kawabata Yasunari's Izu no Odoriko in a translation course for advanced learners of Japanese)**

Nobuko Chikamatsu, DePaul University; Miho Matsugu, Independent Scholar

## SESSION 2-D: PEDAGOGY PAPERS [ PLAZA COURT 4 ]

Chair: Yoshihiro Hanai, University of Wisconsin, Oshkosh

**"A comparison of oral proficiency engendered through online and face-to-face courses among novice-level Japanese as a Foreign Language Learners"**

Jeff Peterson, Purdue University

**「カリキュラム構築の視点から反転授業を再考する」 (Reevaluating flipped classroom instruction from the perspective of curricular design)**

Kasumi Yamamoto, Williams College

**「八週間の夏期集中講座の学習評価 -学習者は一年分のカリキュラム内容を習得しているか」 (Assessment of students' learning at an 8-week summer intensive program: Its equivalency to a year-long curriculum)**

Nobuaki Takahashi, Elizabethtown College; Erika Hirano, Pennsylvania State University; Mayumi Hirano, University of Nevada, Las Vegas; Wakana Maekawa, Massachusetts Institute of Technology; Kazumi Hatasa, Purdue University

「忘れてしまうことをどう防ぐか：新しい初級教材の開発とカリキュラムの実践」(Can we retain students by helping them retain information? Our experience developing and implementing a new text with a new approach)  
Yoshiro Hanai, Shoko Emori, and Christopher Schad, University of Wisconsin, Oshkosh

## SESSION 2-E: LINGUISTICS PAPERS [ PLAZA COURT 5 ]

*Chair:* Koji Tanno, University of Kentucky

**“Interrelation between competence of speech acts and identity of Japanese-English bilinguals”**

Chikako Takehara, University of Arizona

**“Ambivalent identities: Strategies of linguistic (re-)framing among contemporary Japanese university students”**

Judit Kroo, Vassar College

**“A study of the discourse-pragmatic usages of ichioo in Japanese conversations”**

Yan Wang, Carthage College

**“Japanese discourse marker tteiuuka/toiuuka and its functional developments”**

Koji Tanno, University of Kentucky

## SESSION 2-F: LITERATURE PANEL [ PLAZA COURT 6 ]

*Chair:* Roberta Strippoli, Stanford University

**Panel Title: Power, Prestige, and Practice: Rhetorics of Resistance in Premodern Japanese Texts**

**“Til death do us part: Taiheiki and the rhetoric of war”**

Jeremy A. Sather, Illinois Wesleyan University

**“In the shadow of the Kokinshū: Poetic prestige and the Second Imperial Anthology”**

J. Christopher Kern, Hamilton College

**“To mourn or not to mourn: Ritual, practice, and lament after the death of Yūgao”**

Beth M. Carter, High Point University

**Discussant**

Naomi Fukumori, Ohio State University

12:00 p.m.–1:00 p.m. — Lunch Break

1:00 p.m.–2:40 p.m. — Session 3

## SESSION 3-A: PEDAGOGY PAPERS [ PLAZA COURT 1 ]

*Chair:* Tomoko Hoogenboom, University of Maryland, Baltimore County

**「日本語学習の意識づけがもたらすもの—学習継続ができる生涯学習者の育成—」(Enhancing Japanese learners' awareness of their own learning: Cultivating lifelong learning skills beyond the classroom)**

Masami Ikeda, Massachusetts Institute of Technology

**「心に響く外国語教育：マインドフルネスとContemplative Practicesを取り入れた日本語クラスの試み」(Mindfulness and contemplative practices in the Japanese classroom)**

Mieko Kawai, University of Virginia

**「学習者のニーズに応える日本語教育とは？：言語と文化の融合の試み」(What can fulfill the needs of learners in Japanese education?: Japanese language and culture lab)**

Soichiro Motohashi, Western Carolina University

**「中・上級レベルにおける協同学習の効果」(Effect of collaborative learning in a sixth-semester Japanese course)**

Tomoko Hoogenboom, University of Maryland, Baltimore County



**SESSION 3-B: JAPANESE FOR SPECIFIC PURPOSES SIG PANEL [ PLAZA COURT 2 ]***Chair: Motoko Tabuse, Eastern Michigan University***Panel Title: 「2018年のJSP調査より：21世紀型スキルと最新ペダゴジーを組み込んだJSP」 (2018 JSP Survey: Incorporating 21<sup>st</sup> Century Skills and New Pedagogy)****「米国におけるビジネス日本語プログラム：2018年調査結果から」 (Business Japanese programs in the United States: 2018 survey report)****Tomoko Takami, University of Pennsylvania****「21世紀型スキルと新しい産官学連携-GEN-Jプログラムの試み」 (21st century skills and new GEN-J program to promote networking among industry, government, and education)****Hideki Hara, Japan Foundation, Los Angeles****「21世紀スキル・J-CAN initiativesを取り入れたJSPシラバス構築の一考察」 (Creating JSP syllabi with 21st century skills and J-CAN initiatives)****Motoko Tabuse, Eastern Michigan University****SESSION 3-C: JSP, PROFESSIONAL DEVELOPMENT, AND STUDY ABROAD SIG PAPERS [ PLAZA COURT 3 ]***Chair: Akiko Murata, Hosei University***“Work as Japanese?: Language use and identity formation of transnational staff at a Japanese restaurant in Toronto”****Hae Ree Jun, University of Wisconsin, Madison****「やさしい日本語」を用いたPBL型日本語教員養成授業の可能性 (Using PBL style "Yassashi Nihongo" translation within a teacher training course)****Yusuke Yoda, Masatoshi Takeuchi, Toyo Gakuen University****「夏期短期留学プログラムが学生の異文化理解能力向上に及ぼす効果とは」 (The impact of study abroad experiences in Japan on the development of students' intercultural effectiveness)****Makiko Fukuda, University of Texas, San Antonio****「英語学位コース (EMI) の学生にとっての「日本語学習」の意義」 (The significance of Japanese language learning in English as medium of instruction courses (EMI))****Akiko Murata, Hosei University****SESSION 3-D: PEDAGOGY PAPERS [ PLAZA COURT 4 ]***Chair: Yoshiko Mori, Georgetown University***「発表活動におけるピア・フィードバックの意義とあり方を考える：学習者はどのようなフィードバックを求め、どのようなフィードバックをするか」 (The role of peer feedback in oral communication activities: What types of feedback do students want and provide?)****Yoshiko Mori, Georgetown University****「ソーシャル・ネットワーキング・アプローチの枠組みから見たコミュニティ参加型プロジェクト」 (Community involvement project viewing from the framework of a social networking approach)****Tomoko Shibata, Princeton University****「日米間学生協働プロジェクトの成果と課題：「Humans of Minamisanriku」実践報告」 (Results and issues of the joint project by students of Japanese and American universities: Report on the "Humans of Minamisanriku" project)****Yuko Prefume, Baylor University; Kaori Shimasaki, Tohoku University****「日本語母語話者へのインタビュープロジェクトに関する学習者の意識とインストラクターの役割」 (The Interview Project: Learners' perceptions and the roles of the instructor as a facilitator)****Junko Hatanaka, University of Texas, Austin****SESSION 3-E: LINGUISTICS PAPERS [ PLAZA COURT 5 ]***Chair: Miho Fujiwara, Willamette University***“Use of negative questions in Dairy Taster Brunch conversations”****Polly Szatrowski, University of Minnesota****“From connective particle to stance marker: Indexical field of particle shi in Japanese”****Noriko Noma, University of Arizona****“Gendered meta-commentary on sentence-final expression usage: A historical perspective”****Hannah Dahlberg-Dodd, Ohio State University****「日本語学習者と日本語母語話者の文末表現「かな」の使用の分析」 (Analysis of the use of kana by learners of Japanese and native speakers of Japanese)****Miho Fujiwara, Willamette University**

### SESSION 3-F: LITERATURE PAPERS [ PLAZA COURT 6 ]

Chair: Charo D'Etcheverry, University of Wisconsin, Madison

**"Somehow, dialogic: The dialogic self and the rejection of the modern in Nantonaku, kurisutaru"**

Christopher Smith, University of Florida

「引揚げ文学における植民地・満洲の表象-「抑圧者」と「被抑圧者」の関係をめぐって-」 (On the relationship between the oppressor and the oppressed in the representations of the colony in Japanese post-World War II "repatriate literature")

Fang Xie, Tokyo University of Foreign Studies

**"Can we talk? Untying Sagoromo's undersash"**

Charo D'Etcheverry, University of Wisconsin, Madison

**"The wa/kan/yō triangulation and the formation of modern Japanese identity "**

Jing Wang, University of Toronto

2:50 p.m.-4:30 p.m. — Session 4

### SESSION 4-A: PEDAGOGY PANEL [ PLAZA COURT 1 ]

Chair: Shinji Sato, Princeton University

**Panel Title: 「『社会参加をめざす日本語教育』のその後」 ("Community Involvement in Japanese Language Education" and Hereafter)**

「『社会参加をめざす日本語教育』再考：ことばの教育による「シビックエンゲージメント」の可能性

(Revisiting "community involvement in Japanese language education": Possibilities of "civic engagement" through language education)

Yuri Kumagai, Smith College; Neriko Doerr, College of Ramapo

「テレコラボレーションにおけるコミュニケーション：参加の先にある学びの潜在力と共創力」 (Communication in telecollaboration: Potentiality and co-creativity in learning through participation and beyond)

Momoyo Shimazu, Kansai University; Shinji Sato, Princeton University

「新しい言語を勉強するというのは、旅をすること」：ゼロベースからの社会参加 ("Learning a new language is like taking a journey": Community involvement from the very first day of learning)

Saeri Yamamoto, Yamaguchi University

「官学民が共に学びあい社会をつくる：親子の国際交流イベント実践研究」 (Learning together and creating society by collaboration with local government, academia, private sector : Action research on an intercultural event for parents and children"

Jumpei Miyo and Makiko Fukumura, Musashino Art University

### SESSION 4-B: SIG PANEL: JAPANESE AS A HERITAGE LANGUAGE (JHL) [ PLAZA COURT 2 ]

Chair: Asako Hayashi-Takakura, University of California, Los Angeles

**Panel Title: 「北米における継承日本語学習者の再評価—双方向イマージョン、大学継承語クラス、補習授業校の調査結果を踏まえて」 (Reevaluation of Heritage Japanese Learners in North America: Data from Two-way Immersion, University HL Class, and Hoshuko)**

「双方向イマージョンプログラムにおける継承語話者と日本語学習者の音声習得」 (Acquisition of pronunciation by Japanese heritage and foreign language learners in a two-way immersion program)

Tetsuo Harada, Waseda University

**"Japanese-American heritage language learner reflections: Key themes for informing bicultural student educational experience "**

Mary Ann Triest, University of California, Los Angeles

「「補習校」から「補習校バイリテラシー育成モデル」へー北米実態調査による補習校教育の再評価」 (From "hoshuko" to "the hoshuko biliteracy model": Reevaluation of hoshuko education based on the data from North America)

Kazuko Nakajima, University of Toronto

**Discussant**

Asako Hayashi-Takakura, University of California, Los Angeles



#### SESSION 4-C: PEDAGOGY PAPERS [ PLAZA COURT 3 ]

Chair: Shinsuke Tsuchiya, Brigham Young University

「日本語教科書における不平・不満を述べる行為の状況及び話者の関係性に関する一考察」 (How complaints are taught in Japanese elementary and intermediate textbooks: Analyses of contexts and relationships among speakers)

Akiko Imamura, Swarthmore College; Yumiko Shibata, University of California, Davis; Yuki Arita, University of Denver

「新カリキュラムにおける語用論的指導：学習者と教師の視点」 (Pragmatics-focused instruction under the new curriculum: Students' and teachers' views)

Yumiko Tateyama, University of Hawai'i, Manoa

"The role of explicit instruction in immersion programs"

Shinsuke Tsuchiya, Brigham Young University

"Japanese loanword acquisition – A transcription and interpretation analysis for future instruction"

Nozomi Imai, Indiana University

#### SESSION 4-D: LANGUAGE AND TECHNOLOGY PAPERS [ PLAZA COURT 4 ]

Chair: Yoshihiro Mochizuki, University of Michigan

「コンテンツベースで学ぶ日本語発音・音韻：「多聴」の試み」 (Learning Japanese prosody in context: Finding and creating one's voice)

Asami Tsuda and Fumiko Nazikian, Columbia University

「オンライン会話練習プログラム"TalkAbroad"を使用した上級日本語クラスの異文化学習プロジェクトの一考察」 (Examination of an intercultural project for advanced-level Japanese learners using the online video chat program "TalkAbroad")

Yumiko Matsunaga and Mariko Hacke, University of Colorado, Boulder

"Engaging students in collaborative writing assignments using Google Docs"

Izumi Matsuda-Kiami, University of Washington

「多読におけるビブリオバトル風マイクロ書評ゲームとKahootゲームの融合」 Integrating Bibliobattle-like book review micro presentations and Kahoot gaming in extensive reading)

Yuki Yoshimura, University of Massachusetts, Amherst

#### SESSION 4-E: LINGUISTICS AND PEDAGOGY PAPERS [ PLAZA COURT 5 ]

Chair: Sayaka Abe, Middlebury College

「相手言語接触場面のインターアクションにおける母語話者の意図と学習者の戸惑い」 (JLF interaction in contact situations: L1 Japanese speakers' intention and Japanese learners' confusion)

Mitsuko Takei, Hiroshima Shudo University

「発話連鎖とターンからとらえる合意形成プロセスの分析：「接触場面」と「母語場面」を比較して」 (Analyzing the process of mutual agreement based on utterance chains and turns: Comparing contact situation with Japanese native language situation)

Etsuko Yoshida, Mie University

"A pedagogical approach to the instruction of the Japanese particles wa and ga"

Miyuki Takeuchi, Middlebury Institute of International Studies at Monterey

"Learning linguistics through Japanese and Japanese through linguistics: Developing "threshold concepts" for an inclusive course setting"

Sayaka Abe, Middlebury College

#### SESSION 4-F: LITERATURE AND PEDAGOGY PAPERS [ PLAZA COURT 6 ]

Chair: Monika Dix, Saginaw Valley State University

"Performing salvation: Music and Buddhism in Japanese Buddhist tales"

Monika Dix, Saginaw Valley State University

"Female desire and visual subjectivity in Edo period erotica"

Michael Toole, University of Wisconsin, Madison

「「危険」な中島敦」 (Dangerous Nakajima Atsushi)

Nobuko Yamasaki, Lehigh University

"Reading critically, reading between the lines—How to facilitate Japanese learners' literature reading"

Nobuko Koyama, University of California, Davis

4:40 p.m.–5:30 p.m. — Keynote Session (Governor's Square 14)

**Keynote Panel: Exploring Who We Are and Who We Aspire to Be: The Results of the Fall 2018 Survey on Teachers' Attitudes Toward and Beliefs About Japanese Language Education**

**Panelists:** Junko Mori, University of Wisconsin, Madison; Atsushi Hasegawa, University of Kentucky; Jisuk Park, Columbia University; Kimiko Suzuki, Haverford College

This keynote presentation provides an initial look at the results of the online survey on teachers' attitudes and beliefs toward Japanese language education that we conducted in the fall of 2018. The purpose of the survey was to gather Japanese language educators' perspectives on the issue of diversity and inclusion in our profession, which will serve as a basis for candid and constructive dialogues. While the diversity of students in the Japanese language classroom has been discussed in recent publications and conference presentations, in our opinion, the diversity of Japanese language educators, or the lack thereof, has not yet received sufficient attention. The decline in the number of Japanese language educators in North America, noted in recent years (Japan Foundation 2015), further adds urgency to the examination of the current state of affairs in this respect and possible future courses of action.

More than 350 Japanese language educators from North America (approximately 79% of them are female; 73 % first language speakers of Japanese; 63% MA holders; 50% with teaching experience of more than 16 years; 60% working in higher education) participated in the survey to share their viewpoints on Japanese language and culture, beliefs about teacher qualifications, and perspectives/experiences with teacher diversity. The results indicate both convergent and divergent views on various aspects of our professional practices. This presentation will highlight some notable trends and patterns that emerged out of our preliminary analysis of the data. The implications of these results and potential actions to be taken in the future will be discussed further during the AATJ- sponsored roundtable session at AAS, scheduled at 9:00-10:45 AM on Sunday, March 24, and joined by the panelists, **Mahua Bhattacharya** (Elizabethtown College), **Kimberly Jones** (University of Arizona), **Ryuko Kubota** (University of British Columbia), and **Suwako Watanabe** (Portland State University).

## **Other AATJ-sponsored Events in Denver**

Sunday, March 24, 9:00 – 10:45 a.m., Tower Court D

### **Diversity, Inclusion, and Professionalism in Japanese Language Education**

This panel is part of the Association for Asian Studies program and requires registration for the AAS conference.

*Chair:* Junko Mori (University of Wisconsin, Madison)

*Panelists:*

Mahua Bhattacharya (Elizabethtown College)

Kimberly Jones (University of Arizona)

Ryuko Kubota (University of British Columbia)

Suwako Watanabe (Portland State University)

Friday, March 22, 7:30 – 9:30 p.m., Plaza Court 7

### **Classical Japanese SIG Roundtable and Meeting (Registration Not Required)**

Please join us for what will be a stimulating and helpful discussion of what works, what doesn't work so well, and what ideas we could all implement in the future to improve the teaching and learning of Classical Japanese and secure its place within the Japanese and humanities fields. The first hour will consist of a roundtable discussion, followed by thirty minutes of moderated general discussion.

# LANGUAGE ADVOCACY DAY 2019

AATJ President, Suwako Watanabe and Advocacy Director, Kazumi Yamashita-Iverson participated in the JNCL-NCLIS Language Advocacy Day 2019 on February 14<sup>th</sup> and 15<sup>th</sup> in Washington, D.C.

More than 160 attendees representing 42 states visited 120+ House Representatives and 80+ Senators on February 14<sup>th</sup>. Some attendees also had external meetings such as a meeting with the U.S. Secretary of Education Betsy DeVos (by the ACTFL Teacher of the Year, Ms. Rebecca Aubrey), the Education and Labor Committee, and more.

During the meeting the attendees advocated for language education and in support of legislation that is critical for the field. The following are some of the legislative measures being advocated for:

- The World Language Advancement and Readiness Act (WLARA) - HR1094
- The Biliteracy Education Seal and Teaching Act (BEST Act)
- The Esther Martinez Native American Languages Preservation Act
- The Senator Paul Simon Study Abroad Program Act

**Please write to your Senators and House Representatives and ask them to support the above legislation.**

For more information, please go to JNCL-NCLIS Website at: <https://languagepolicy.org>

You can also sign-up for the latest language news from them.

The keynote address was by Ms. Ann Friedman, the Founder and CEO of Planet Word. Planet Word is a new Museum “where language comes alive”. It is planned to open in the Spring 2020 in Washington, D.C. The preview that we saw was very exciting for our students and for us as teachers! You can visit the website for more information: <https://www.planetwordmuseum.org>

We would like to thank JNCL-NCLIS staff and its Board of Directors – which our own Dr. Janet Ikeda is a part of – for organizing such an impactful day!

**Remember:** “ADVOCACY” is a part of our job to keep us flying!



@AATJ



@AATJ14

***Suwako with Allison Smith  
in front of Congresswoman  
Suzanne Bonamici's office***







**Mio Nishimura**  
AATJ NENGAJO  
Contest Director

Congratulations to all participants, especially the award winners! AATJ's NENGAJO contest helps you teach culture and advocate for your program.

Thank you to everyone who participated in the 2019 NENGAJO Contest. We had 758 cards submitted by 126 teachers from schools nationwide this year!

The tables show the number of members from each local affiliate who submitted NENGAJO entries and the number of cards submitted for each category and each school level.

#### NUMBER OF CARDS SUBMITTED FOR EACH CATEGORY:

YEAR	ARTISTIC	COMICAL	ORIGINAL	CG	TOTAL
2019	237	212	234	75	758
2018	284	237	276	76	873
2017	251	222	246	75	794
2016	215	212	232	51	723

#### NUMBER OF CARDS SUBMITTED FOR EACH LEVEL:

LEVEL	ES	MS	HS	CL
2019	101	155	440	62
2018	111	158	514	89
2017	92	135	491	76
2016	112	131	438	44

## 2019 AATJ "YEAR OF THE BOAR" NENGAJO CONTEST RESULTS

#### NUMBER OF CARDS SUBMITTED BY LOCAL AFFILIATES:

LOCAL AFFILIATE	# submitted
AFTJ	4
AITJ	3
AKATJ	1
ATJO	5
AzATJ	1
CAJLT	12
CJLEA	1
GATJ	5
HATJ	4
IMAJLT	2
IATJ	1
JTAM	2
JTAT	6
KAJLT	6
MAATJ	17
MCTJ	3
NCATJ	4
NECTJ	20
NJATJ	3
OATJ	4
WATJ	16
WiATJ	4

# AATJ NENGAJO CONTEST WINNERS

The winning cards were chosen by blind-anonymous judging. The Past President of AATJ, Dr. Yoshiko Saito-Abbott and my Japanese colleagues (Yo Azama, Cameron Chien, Erica Hashiba, Minako Kamimura, Michelle Lupisan, Clayton Frederick, Hiroko Zeller) helped me select the finalists. I have confidence that the winning cards represent each category very well.

All of the winners received an award certificate and an Amazon gift card (\$25 for first place, \$20 for second place, and \$15 for third place) for their accomplishment. Some students received an Honorable Mention, which means their card was one of the finalists, and all participants received certificates of participation. It was very difficult to select the winners, since all the nominations were excellent and clearly show the hard work of your students and your work as AATJ members.

I would also like to thank you for providing me with this opportunity as AATJ NENGAJO Contest Director. Cameron Chien-Sensei of North Salinas High School will take over the position next year.

If you have questions or concerns, please contact Mio Nishimura at:

[sensei93905@gmail.com](mailto:sensei93905@gmail.com)

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

<https://www.aatj.org/nengajo-contest/2019>

## AFFILIATE NEWS: SEATJ CONFERENCE REPORT

The Southeastern Association of Teachers of Japanese (SEATJ) is pleased to announce that the 2019 SEATJ Teacher of the Year was awarded to Dr. Priya Ananth, Associate Professor of Japanese at Middle Tennessee State University, at the 34<sup>th</sup> SEATJ Conference on March 2<sup>nd</sup> at Wake Forest University.

SEATJ also recognized outgoing officers Yasuo Uotate (University of Florida) and Mako Nozu (University of South Florida), and the conference keynote speaker Yo Azama.



# J.LIVE TALK 2018 開催のご報告

11月11日、第4回J.LIVE Talk (Japanese-Learning Inspired Vision and Engagement) がジョージワシントン大学で開催されました。全米から選ばれた9人の大学生が延140人を超える観客を前にライブ・プレゼンテーションを行い、日本語総合コミュニケーション力を競いました。



コンテストは、言語能力別に3つに分けられ、それぞれのレベルの金賞の副賞は、賞金(300ドル)、南山大学、長沼スクール東京校、国際キリスト教大学の協賛による 日本語夏期集中講座受講資格、日本への ANA 往復航空券、および奨学金(2700~3300ドル)が与えられました。また、有資格者(アメリカ市民権または永住権保持者)の中から1名に日本国大使館、外務省主催のカケハシプロジェクト訪日ツアーに参加する権利が贈られました。さらに、ワシントン日本商工会30周年を記念して、金賞受賞者の指導教官に、特別賞とギフトカードが贈られました。



審査員には、在米日本大使館広報文化班島田丈祐公使、JCAW日本語教育支援理事高井裕之様、南山大学山岸敬和教授、ジョージタウン大学医学部スティーブン智子教授、ジョージワシントン大学の卒業生で、ワンプラネット・コーポレーションプロジェクトディレクターの、ムンソン・クラーク様にお越し頂きました。結果は表の通りです。

Category I	金	ムガル・リダ	University of South Florida	日本のおもてなし
	銀	クレア・ウォン	Baylor University	夢に向かって
	銅	サム・キム	University of Georgia	キムぼくしのむすこ
Category II	金	バーバラ・チェン	University of Pennsylvania	手紙
	銀	サンドラ・シルバ	Georgetown University	食べ物による絆：日本とメキシコ
	銅	リシャブ・バトナガー	Hofstra University	着てもいいですか？
Category III	金	オウ・ズシュウ	University of Pennsylvania	郷に入れば郷に従え？
	銀	ジャン・シウエ	Ohio State University	他人の成功と幸福から解放しましょう
	銅	ジョンソン直美	University of Virginia	人間の言語からコンピュータ言語への翻訳
カケハシ賞		サンドラ・シルバ	Georgetown University	食べ物による絆：日本とメキシコ

金賞受賞者二人の指導教官として参加されたペンシルバニア大学の伊藤欣司講師は、「セミ・ファイナルラウンドに出された頃から本格的に発表の準備を始め、意見交換の出来る場を週に数回設けた。自信を持って、自分の経験や意見を話す学生を見て、とても誇らしく思った。また、『努力は必ず報われる』ということを実感している瞬間を目の当たりにし、これから彼女らが歩む人生の大きな糧になるはずだと確信することが出来た。また来年も日本語学習者を連れて来たい」と語って下さいました。

会場では、日本出版株式会社による日本語書籍の販売、松河屋老舗による和菓子のデモンストレーション販売及び講義、南山大学、JET、日米学生会議によるインフォメーションブースに加え、地元教師会やアドボカシーグループ J-LEARNによって日本の小物などがカラフルに展示され、訪れた皆様の目を引いていました。

*continued on next page*





コンテスト終了後は、同会場で、J.LIVE Talk のアウトリーチプロジェクトとして国際交流基金のご支援により映画「武士の献立」の無料上映会を行いました。こちらは、J.LIVE Talk 参加者に限らず、一般公開されましたが、皆様の告知へのご協力により、本大会同様、全ての席が「完売」で、多くの方に日本語・日本文化教育の重要性についてアピールする機会となったのではないかと思います。

本年度は、日本メディアからのご参加もいただき、J.LIVE Talk は、産経新聞ウェブ版及び13日付の紙面で「規模が年々拡大している」意欲的な大会として紹介されました。今後とも皆様のご支援・ご理解のもと、日本語・日本文化教育の意義を広く周知できる大会として成長して行きたいと思っております。

全国より応募者をご推薦くださった先生方には心から御礼を申し上げるとともに、引き続き、ご支援とご協力を賜りますよう、謹んでお願い申し上げます。

なお、イベントの写真及びビデオは、こちらのリンクよりご覧いただけます。

<https://eall.columbian.gwu.edu/jlive-talk-2018-report>



文責：ジョージワシントン大学 浜野祥子・辻岡孝枝

## 'JAPAN DAY' AT OLD DOMINION UNIVERSITY

by Minori Marken

'Japan Day' was held at old Dominion University, Norfolk, VA on Sunday March 3. It was a grassroots project supported by the Embassy of Japan. It was a great success. The objectives were as follows:

1. To promote Japanese culture and start a grassroots relationship between community members in this area and Japanese people in and outside of Japan.
2. To have local Japanese businesses recognized by the local community

There were approximately 600 attendees, from elementary schoolers to college students, from the community and those affiliated with the college, and people who lived in Japan during their military service.

Workshops on Kendama, Furoshiki, and flower arrangement were held, allowing the attendees to experience hands-on activities, which made the event worthwhile. A long line was made in order to put on Yukata at a corner of the room; at another corner there were many people waiting for their turn to have their favorite words written in kanji by a calligraphy instructor. Splendid performances by a local Taiko group and a professional Kendama-player fascinated the audience.

Moreover, three local Japanese businesses (Mitsubishi Chemical Composites America, Inc., Yupo Corporation, and NGK-Locke polymer Insulators, Inc.) made a presentation and had opportunities to communicate what they do to the attendees. Additionally, the quiz competition, whose theme was local Japanese businesses and Japanese language education, made for a good opportunity for the people who participated to learn more about Japan.

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There were many volunteers and the tasks were allotted in advance, so the event was handled well. It would not have been possible without the help of the volunteers. We are so grateful for their help.

The event was broadcast on the local television news:

<https://drive.google.com/file/d/1t101OQ4fAB5caOSIB4nv0AQz821zaoaR/view?usp=sharing>



*'Japan Day'*



*Furoshiki Workshop*



*Business Booth*

## ALEX PROGRAM

### Host an ALEX 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](http://www.allex.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.allex.org](http://www.allex.org) or [david@allex.org](mailto:david@allex.org) or 978-401-0085



# ALLEX Intensive Language

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

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

The WUSTL-ALLEX 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.

Scholarships are available.

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

## 2019 MSU WORKSHOP FOR TEACHERS OF JAPANESE

Date: **Saturday, May 18<sup>th</sup>, 2019**  
Time: 8:30 am – 4:40 pm (6 SCECHs pending for Michigan certified teachers)  
Location: B-125 Wells Hall, Michigan State University, East Lansing  
  
Theme: **“Building Reading Proficiency through Whole-Class Writing”**  
Presenter: **Tina Hargaden** Sensei, Portland Oregon Public Schools

### Content:

The presenter will demonstrate how to write a whole-class text based on a class discussion. Then, she will demonstrate some Reading Options that allow teachers to use these class-created texts to build student literacy in Japanese from the beginning levels. The overall goal of this workshop is to introduce teachers of Japanese to whole-language literacy strategies that allow writing to be taught right away, in context. Upon completion of this workshop, teachers will have practiced a literacy strategy called Write and Discuss and Reading Options. They will be able to use these strategies daily to provide closure for their lessons and contextualized, meaningful literacy each day of class.

“The strategies that Tina teaches are engaging and easy to put into practice. She will have us out of our seats and trying out her methods. She genuinely cares about teaching language in a way that most benefits the student.”

There is NO registration fee, but please register by **May 4<sup>th</sup>, 2019**, as seats are limited (A light breakfast and lunch will be provided).

<https://goo.gl/forms/N78kWRnVqC3PnzRo1> -OR- <http://linglang.msu.edu/degree-programs/japanese/>

If you have questions, please contact: **M. Endo Hudson** ([endo@msu.edu](mailto:endo@msu.edu))  
*Professor of Japanese and Linguistics, and Director of the Japanese Program, MSU*



# 2019 SUMMER M.A. PROGRAM IN JAPANESE PEDAGOGY AT COLUMBIA UNIVERSITY

The Graduate School of Arts and Sciences (Department of East Asian Languages and Cultures) invites applications for the summer M.A. program in Japanese Pedagogy. The 2019 program will begin on Monday, June 3<sup>rd</sup> and last until Friday, August 2<sup>nd</sup>, during which the following courses will be taught:

## I. Three-week Pedagogy Course (6/03-6/21):

- Intermediate/Advanced Japanese Pedagogy, Prof. Mariko Moroishi Wei of Purdue University and Dr. Fumiko Nazikian of Columbia University

## II. 3 MA Courses (6/24-8/02):

- Cognitive Linguistics, Prof. Seiichi Makino of Princeton University
- Teaching Japanese Through Literature, Prof. Janet Ikeda of Washington and Lee University
- Sociolinguistics, Prof. Kenjiro Matsuda of Kobe Shoin Women's University

Degree candidates may fulfill the requirements for the M.A. degree in three consecutive summers or in any three summers within a period of six years by taking eleven courses and writing an M.A. thesis. The thesis is required to have a focus on a particular area of Japanese pedagogy. Students take courses for six weeks in one summer and nine weeks during the other two summers. The 2019 new M.A. students will take only three M.A. courses this summer (6 weeks, 6/24-8/02).

We also welcome non-degree students for the three-week Intermediate/Advanced Japanese Pedagogy course by non-degree candidates with years of experience teaching Japanese at the college level.

**Special Admission Requirements:** B.A. or equivalent from an accredited institution in the U.S., Japan or elsewhere, proficiency in English (for native Japanese speakers: 570/IBT88/CBT230 TOEFL or above) or Japanese (for non-native Japanese speakers/ACTFL: Advanced-High or above).

*More information is available at the following websites:*

<http://ealac.columbia.edu/program/language-programs/japanese/jlp-summerprograms/>  
<https://gsas.columbia.edu/degree-programs/ma-programs/japanese-pedagogy>

**Application Deadline:** February 15<sup>th</sup>, 2019.

**Online Application:** <https://gsas.columbia.edu/degree-programs/admissions>

Successful applicants will be notified of their admission by the middle of March. On-campus housing is available during the summer.

**Contact:** Shigeru Eguchi  
Administrative Director of the 2019 Summer M.A. Program in Japanese Pedagogy  
Department of East Asian Languages and Cultures (EALAC)  
407 Kent Hall, Columbia University  
New York, NY 10027  
Email: [se53@columbia.edu](mailto:se53@columbia.edu)  
Tel: (212) 854-8345  
FAX: (212) 678-8629

## M.A. IN GLOBAL COMMUNICATION & APPLIED TRANSLATION AT CARNEGIE MELLON UNIVERSITY

Carnegie Mellon will launch a new MA program in Global Communication and Applied Translation this fall. The application deadline is April 1<sup>st</sup>.

The Master of Arts in Global Communication and Applied Translation is a one and one-half year program that provides students with training in the principles and practices of professional translation, localization, and global communication. Students will build expertise through:

- a) coursework in theories and approaches to translation, cross-linguistic and cross-cultural analysis, computer-assisted technologies, and field-specific domains (e.g., localization, editing and proofreading, project management, comparative stylistics)
- b) project-based collaborations
- c) internships

Our program, an interdisciplinary effort coordinated by the Departments of English and Modern Languages, is uniquely situated in Pittsburgh and at CMU to offer a professional degree that can train students who will facilitate the sharing of ideas across different national contexts and traditions. In recent years Pittsburgh has become a truly global city, home to more than 400 high profile international organizations and companies representing 37 countries. Carnegie Mellon University, a vibrant global university with a community of individuals from numerous different countries, is known for its innovation and impact on the real world.

## CALL FOR SUBMISSIONS: CONFERENCE OF JAPANESE LANGUAGE EDUCATION IN AFRICA

The Japanese Language Teachers' Association in Ethiopia (JLTAE) is organizing the **1<sup>st</sup> Conference of Japanese Language Education in Africa**, to be held on September 27<sup>th</sup>-29<sup>th</sup>, 2019 at Addis Ababa University, Ethiopia. This conference succeeds the "Conference of Japanese Language Education in East Africa," which was held six times (organized by the Japanese Teachers' Association of Kenya/Madagascar).

**Conference Theme:** *Japanese Language Education for the Development of Africa*

The conference will be attended by people involved in Japanese language education and outstanding students from sub-Saharan African countries, but the organizers would also like to encourage the participation of people who so far have not worked with sub-Saharan African countries.

Abstracts for research and practice reports are being accepted online.

**Submission Deadline:** April 30<sup>th</sup>

Please refer to the website of JLTAE for more details. Links are below to the English and Japanese websites:

**English:** <http://www.jltae.ml/conference.php?lang=en>

**Japanese:** <http://www.jltae.ml/conference.php?lang=ja>

# SURVEY ANNOUNCEMENT

Dear Japanese language teachers,

I'm writing to invite your participation in a survey of teachers of Japanese as a foreign language (JFL) on beliefs and opinions about *keigo* (Japanese honorifics). As you know, *keigo* is a frequent topic of research both in Japanese linguistics and in the field of JFL pedagogy. Numerous studies have examined JFL learners' beliefs about *keigo*. However, less attention has been given to the beliefs and opinions of JFL teachers, despite the fact that research has shown that teachers' beliefs have a significant impact on classroom practice. With this study, I hope to contribute to a better understanding of these issues.

I would be grateful if you would participate in this study by completing the questionnaire (available at: [https://clemson.ca1.qualtrics.com/jfe/form/SV\\_1WXubhW6G0Flcst](https://clemson.ca1.qualtrics.com/jfe/form/SV_1WXubhW6G0Flcst)). All responses will remain confidential. Results of the study will be shared in academic publications and presentations. The questionnaire will take approximately 10-15 minutes. I hope completing the questionnaire will be interesting and provide an opportunity to reflect on your views and teaching practice. The survey will be available until March 17<sup>th</sup>, 2019.

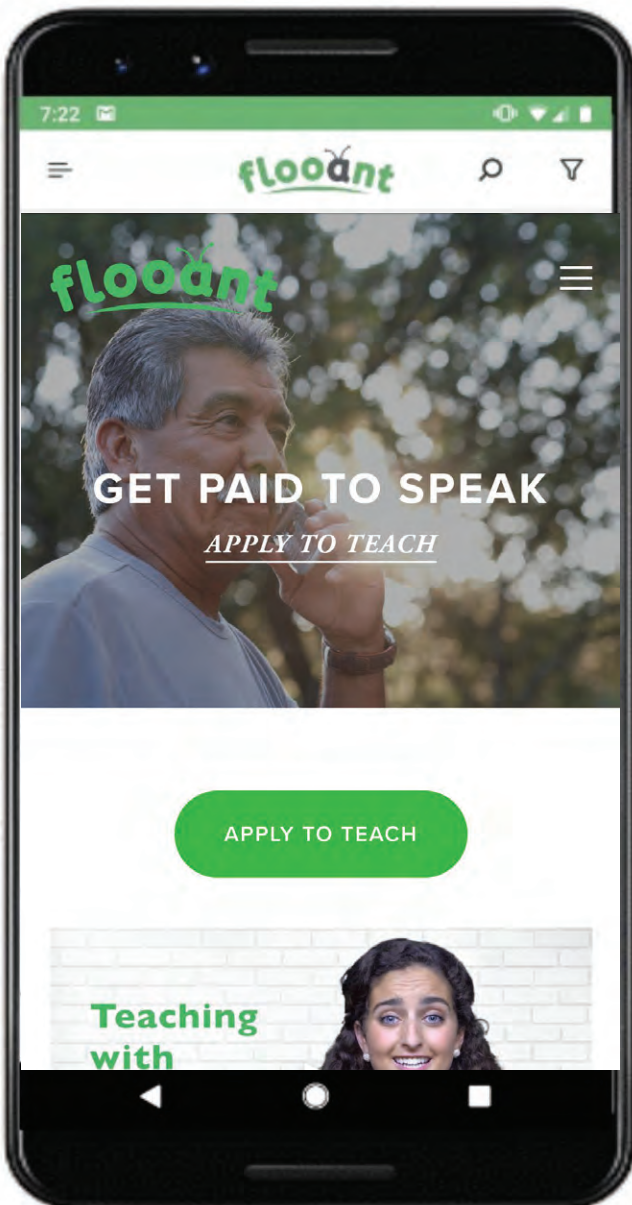
If you have any questions or concerns about this research study, you can contact me, Jae Takeuchi, at [jtakeuc@clemson.edu](mailto:jtakeuc@clemson.edu). You can also contact the Clemson University Office of Research Compliance (ORC) at (864) 656-0636 or [irb@clemson.edu](mailto:irb@clemson.edu). If you are outside of the Upstate South Carolina area, please use the ORC's toll-free number, (866) 297-3071.

Jae DiBello Takeuchi  
Dept. of Languages, Clemson University  
313 Strode Tower  
Clemson, SC 29634  
[jtakeuc@clemson.edu](mailto:jtakeuc@clemson.edu)  
(864) 656-3393





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*Contact: **info@flooant.com***

*[www.flooant.com/teacher-application](http://www.flooant.com/teacher-application)*



Faculty of Arts & Social Sciences  
Centre for Language Studies



**Centre for Language Studies  
National University of Singapore  
Starting July 2019**

The National University of Singapore (NUS) invites applications for the following full-time faculty position in the Centre for Language Studies:

**Lecturer for Japanese Language**

The Centre, a centre under the Faculty of Arts and Social Sciences, currently teaches thirteen languages, mainly to undergraduates at elementary, intermediate and advanced levels.

Applicants for the position should have at least a Master's degree in Teaching Japanese as a Foreign Language, or Applied Linguistics, or any Japanese language related field. At least a few years of experience in teaching Japanese as a foreign language and in curriculum development at the tertiary level is required. The appointee's duties will include teaching, curriculum development, module coordination as well as administrative duties. Appointment will be made on a three-year contract, renewable subject to mutual agreement.

Remuneration will be commensurate with qualifications and experience. Relocation, leave, medical and housing benefits are provided in accordance with the applicable NUS regulations. Applicants may contact the Centre if they have any queries.

Applications are to be made in English. Those interested in the position should submit a cover letter, a CV, a brief teaching philosophy statement (in both English and Japanese), copies of educational certificates, samples of self-developed materials, and the names and contact information (postal and e-mail addresses) of three academic referees. Applicants should preferably provide a link to video recording of their classroom teaching. Skills/knowledge/experience in the application of IT to language teaching and/or research in Japanese as a foreign language would be an advantage. Application and all supporting documents are to be sent to:

Chair, Japanese Language Lecturer Search Committee,  
Centre for Language Studies  
Faculty of Arts & Social Sciences  
National University of Singapore  
#02-05, AS4, 9 Arts Link  
Singapore 117570  
Tel: 6516-6346  
Email: [clssec@nus.edu.sg](mailto:clssec@nus.edu.sg)

The closing date for application is 31 March, 2019.

Only shortlisted candidates will be notified.

Visit our websites at <http://www.fas.nus.edu.sg/cls/> for information on the Centre and <http://www.nus.edu.sg> for information on the University.

# JOB OPENING ANNOUNCEMENTS

## Binghamton University, SUNY .....

The Department of Asian and Asian American Studies at Binghamton University of the State University of New York invites applications for a **full-time Lecturer of Japanese language**. This three-year renewable appointment commences in Fall 2019 (classes begin August 21<sup>st</sup>). We seek candidates who are committed to Japanese language education, open to new methodologies and technologies, and wish to join a growing program that offers a major, minor, and an M.A. in Japanese Studies.

Duties include teaching elementary to advanced level Japanese language courses. Teaching load: 3 courses/sections per semester. Salary commensurate with qualifications and experience. At the time of appointment, the candidate needs to have an M.A. in Japanese language pedagogy, linguistics, or related field; teaching experience

at college level in the U.S; ability to independently teach first through fourth year Japanese sequence courses and Japanese reading and writing courses; and native or near-native fluency in Japanese and English.

To apply, submit an electronic application, including cover letter, CV, statement of teaching philosophy, and three confidential letters of recommendation from individuals who can speak authoritatively about the applicant's candidacy. All documents should be submitted to: <http://binghamton.interviewexchange.com>

Review of applications begins immediately and will continue until position is filled. The State University of New York is an Equal Opportunity/Affirmative Action Employer.

## Chicago Public Schools .....

### Chicago Pioneers Hiring of International Teachers

Faced with a critical shortage of world language teachers, Chicago Public Schools has begun a program of recruiting teachers from several partner countries. Current partner countries are Spain, China, Japan, and Ecuador. If candidates have credentials to teach in their own country, sufficient English ability, and experience teaching their

language to K-12-age students, the city will waive the licensure requirement and hire them for a 3-year period under J-1 visas. In 2018, four out of nine applicants from Japan were accepted, and two of them are teaching in Chicago Public Schools.

Information on this program can be found at <http://www.cps.edu/internationalteachers>.

## Concordia Language Villages .....

Deep in the North Woods of Minnesota, Concordia Language Villages creates a place that is both culturally authentic and uniquely our own. At Mori no Ike, everything from the music played to the dishes used in the dining hall reflect Japanese culture, both traditional and modern. Students come from all over the U.S. to learn Japanese language and culture together in an immersion environment. The staff is a community of learners and educators from all corners of the globe, passionate about learning every minute of the day. Everyone—from PhD-level instructors with years of language-teaching experience, to former villagers returning as counselors for the first time—brings a unique expertise in language and culture. Come join us to grow in your Japanese language teaching career.

### SUMMER LANGUAGE TEACHER ("CREDIT TEACHER"):

- Teach small classes of 6-8 students, including lesson planning and assessment.
- Ensure each "villager" has completed a minimum of 180 hours of instruction and has complied with AdvancEd accreditation guidelines.
- Write final evaluations of each villager, along with a course summary.

- Work under the direction of the dean and credit facilitator.
- Assume responsibility for counseling duties, as designated by the dean, and participate in the total Village program.

Employment period is five (5) weeks.

### Summer Dates:

First session June 9<sup>th</sup> - July 14<sup>th</sup>

Second session July 8<sup>th</sup> - August 18<sup>th</sup>

### Compensation:

Paid orientation period; professional development in immersion methodology; ongoing observation, feedback and teacher coaching; starting salary of \$420/week, plus room & board.

Link to complete information and to apply:

<https://hr.cord.edu/postings/5190>

For questions, please contact:

Mark Chen ([mchen@cord.edu](mailto:mchen@cord.edu))

## Earlham College • • • • •

Earlham College, a residential liberal arts college, invites applications for a **Language Fellow position in the Japanese language program** for the 2019-2020 academic year (renewable). The Language Fellow will assist in the beginning and intermediate Japanese courses in a variety of ways. The Language Fellow receives a stipend of \$7,500 and free room and board on Earlham College campus for the academic year. The Language Fellow may also attend in up to two courses per semester at the college for free. An M.A. in Japanese linguistics, pedagogy or other related fields is preferred, but candidates without an M.A. will be considered. It is a great opportunity for the Language Fellow to develop language pedagogy and enhance the knowledge of various aspects of the Japanese language program.

To apply, please electronically send a letter of application, CV, and three letters of reference to: Yasumi Kuriya ([kuriyya@earlham.edu](mailto:kuriyya@earlham.edu)), Associate Professor of Japanese, Department of Languages and Cultures.

Review of applications will begin immediately and continue until the position is filled. Earlham College is an affirmative action, equal opportunity employer and is committed to diversity in all areas of the campus community.

## Georgia Institute of Technology • • • • •

The [School of Modern Languages](#) at the Georgia Institute of Technology in Atlanta invites applications for a **tenure-track assistant professor in Japanese**. This position is full-time with a 2/2 teaching load, with an anticipated start date of August 1<sup>st</sup>, 2019.

The successful candidate will have (1) a PhD conferred no later than the anticipated appointment start date of August 1<sup>st</sup>, 2019; (2) native or near native fluency in Japanese; (3) an active research and publication agenda; and (4) documented evidence of successful instruction and teaching of Japanese language, culture, and media, particularly at advanced or graduate levels, including applied language and content-based courses. Preferred areas of expertise include Japanese literature, film studies, media studies, intercultural studies, and science and technology studies. Interest and/or experience in service learning, sustainability, digital humanities, experiential learning, undergraduate and graduate advising, and study abroad is preferred. Candidates are expected to demonstrate an exceptional commitment to the teaching and mentoring of students. The candidate will be expected to teach courses at the undergraduate and graduate level in Japanese culture as well as specialized courses. The candidate will be eligible for consideration for a leadership opportunity to develop graduate programming, including but not limited to, recruitment and career-oriented programs.

The School of Modern Languages emphasizes interactive learning and interdisciplinary study of languages and cultures. We offer an innovative BS degree in Applied Languages and Intercultural Studies (ALIS) as well as degrees in Global Economics and Modern Language (GEML) and International Affairs and Modern Languages (IAML). We have recently launched two Master's programs, an MS in Applied Languages and Intercultural studies and an MS in Global Media Cultures. The school is home to approximately 60 full- and part-time faculty members. The Ivan Allen College of Liberal Arts is recognized nationally and internationally for teaching and

research examining the human context of engineering, science, and technology. Georgia Tech is a top-ranked public research university situated in the heart of Atlanta, a diverse and vibrant city with great economic and cultural strengths. The Institute is a member of the University System of Georgia, the Georgia Research Alliance, and the Association of American Universities. Georgia Tech prides itself on its technology resources, collaborations, high-quality student body, and its commitment to diversity, equity, and inclusion.

Applicants should submit a letter of application, curriculum vitae, a statement of research interests, a teaching portfolio that includes their advising and mentoring philosophy, a recently published writing sample, and the names and contact information for at least three references. Application materials should be submitted as one PDF file to [japanesehire@modlangs.gatech.edu](mailto:japanesehire@modlangs.gatech.edu). Finalists will be asked to submit original transcripts from their PhD-granting institution. Please ask three recommenders to send their letters of recommendation separately to [japanesehire@modlangs.gatech.edu](mailto:japanesehire@modlangs.gatech.edu). Requests for information may be directed to the chair of the search committee, Dr. Masato Kikuchi at [masato.kikuchi@modlangs.gatech.edu](mailto:masato.kikuchi@modlangs.gatech.edu).

Applications will be considered beginning **March 6<sup>th</sup>, 2019**, and the search will continue until the position is filled. An earned doctorate is required by the start of the appointment, and a background check must be completed prior to employment.

Georgia Tech is an equal education/employment opportunity institution dedicated to building a diverse community. We strongly encourage applications from women, underrepresented minorities, individuals with disabilities, and veterans. Georgia Tech has policies to promote a healthy work-life balance.

## Kalamazoo College.....

Kalamazoo College invites applications for a one-year full-time non-tenure-track Japanese language teaching position to be filled at the **Visiting Assistant Professor or Visiting Instructor level**, beginning August 26<sup>th</sup>, 2019. At least an MA or higher degree in language pedagogy or related field, fluency in Japanese and English, demonstrated strong teaching skills at the college or university level, and familiarity with current language pedagogy are required. Candidates are expected to have high aptitude and interest in undergraduate teaching, a commitment to the liberal arts, and a desire to involve undergraduate students in scholarship both inside and outside of the classroom. Kalamazoo College has made a commitment to inclusive excellence. We especially encourage applications from candidates whose intellectual and pedagogical approaches to the discipline will be effective in attracting and retaining historically underrepresented students.

The successful applicant will demonstrate a strong commitment to working with students, faculty and staff from diverse social, cultural, and economic backgrounds. Teaching responsibilities will include six courses (2-2-2, in three terms). Courses will range from beginning to third-year levels of Japanese language. There will also be an opportunity to teach content course(s) in the field of expertise depending on the needs of the program.

Kalamazoo College is a nationally known liberal arts college of approximately 1,450 motivated students, offering an integrated undergraduate experience that weaves a traditional liberal arts curriculum into domestic and international educational experiences ([www.kzoo.edu](http://www.kzoo.edu)). It

is a member of the Posse Program and home of the Arcus Center for Social Justice Leadership. The campus is located in a diverse and vibrant city in southwestern Michigan, midway between Chicago and Detroit, and is the home of the Kalamazoo Promise. The Kalamazoo area encompasses a community of 335,000, which supports several college and university campuses along with numerous civic arts and cultural associations. Thirty-five miles from Lake Michigan, the area offers many opportunities for outdoor activities.

Review of completed applications will begin **March 15<sup>th</sup>, 2019**, and will continue until the position is filled. Applicants should submit a cover letter, curriculum vitae, a statement of teaching experience and philosophy, a statement addressing commitments, content, and pedagogical approaches designed to foster the success of underrepresented students, and undergraduate and graduate transcripts (unofficial is acceptable), in PDF format at <https://www.kzoo.edu/search/japanese/>. Please have three confidential letters of recommendation sent to [JapaneseSearch@kzoo.edu](mailto:JapaneseSearch@kzoo.edu), using the applicant's name as the subject line: lastname\_firstname. A teaching demonstration video will be requested of semi-finalists, but is not necessary for initial applications. For more information about the Japanese program or the East Asian Studies major, please visit <http://kzoo.edu/Japanese> or <http://www.kzoo.edu/asia>.

Kalamazoo College encourages candidates who will contribute to the cultural diversity of the College to apply and to identify themselves if they wish. We are an Equal Opportunity Employer. Questions can be addressed to [JapaneseSearch@kzoo.edu](mailto:JapaneseSearch@kzoo.edu).

## New Paltz, SUNY.....

The Department of Languages, Literatures & Cultures at SUNY New Paltz is accepting applications for a **part-time instructor for 2-3 lower-division undergraduate courses in Japanese language**. These 4-credit courses meet three days a week. Duties to include course preparation, teaching using department approved objectives following ACFTL guidelines, grading and assessment of student achievement of learning outcomes, meeting with students during office hours and communicating with students outside of class through blackboard, e-mail or telephone. There is no work visa available for this position.

### Qualifications:

Master's degree, near-native fluency in English and the target language, and teaching experience required. Use of technology in and out of the classroom and student-centered, communicative based teaching philosophy are preferred. Evidence of successful teaching is also desirable.

### Contact Information:

Electronic submissions required. Please submit a cover letter, curriculum vitae and contact information for three professional references to [fitzpatp@newpaltz.edu](mailto:fitzpatp@newpaltz.edu).

Individuals with disabilities who need assistance with the application process should call (845) 257-3675.

### Deadline:

Applications will be accepted until the position is filled.

### Other important information about this vacancy:

The State University of New York at New Paltz is a highly selective, public college that is recognized regionally for the strength of its academic programs. It is located in the beautiful Hudson River Valley with easy access to New York City and other nearby recreational and cultural amenities.

All qualified applicants will receive consideration for employment without regard to age, race, color, religion, sex, national origin, disability, or protected veteran status. Candidates who bring diverse cultural experience and who are especially qualified to mentor and advise all members of our diverse student population are especially encouraged to apply.

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The State University of New York at New Paltz is an AA/EEO/ADA employer.

Federal law and regulations require notice to all prospective employees regarding crimes that have occurred on campus

in the current three-year period. Please refer to the University Police Web site for the complete Annual Security Report ("Clery Report") at [www.newpaltz.edu/police/securityact.html](http://www.newpaltz.edu/police/securityact.html).

## University of British Columbia

The Department of Asian Studies at the University of British Columbia (Vancouver Campus) is accepting applications for one **Lecturer position in teaching Japanese as a second/foreign language**, commencing September 1<sup>st</sup>, 2019.

This is a full-time position for a term of up to three years, which entails a probationary first year. Lecturer positions are appointments without review (i.e. non-tenure track), renewable for successive terms, subject to availability of funds and demonstration of excellence in teaching and service, in accordance with the Collective Agreement between UBC and the UBC Faculty Association. The workload for these positions includes teaching plus service. The successful candidates will be expected to teach undergraduate Japanese Language courses.

A full-time Lecturer in the Faculty of Arts is responsible for 24 teaching credits (i.e., eight 3-credit courses) and service assignments, based on a 3-3 load in the Winter sessions and 2 courses in the Summer sessions.

Successful applicants must have native or near-native fluency in Japanese and English; a Master's degree in Teaching Japanese as a Second/Foreign Language, Japanese Language Education, Japanese Linguistics or related fields is preferred; extensive experience in teaching both lower and higher level Japanese language courses at the college/university level in North America; evidence of excellent teaching ability; a strong track record of full participation in team work and program affairs. Training and experience in computer-assisted teaching, community-based learning, student-centered learning, task-based instruction, and curriculum development; experience with teaching higher level topic-specific language courses, including business Japanese, Japanese media, readings in modern Japanese Literature, topics on Japanese language, culture and society is an asset. The successful candidates

will be expected to maintain an excellent record of teaching, active engagement in professional development and team-based curriculum design/development of teaching materials, perform instructional responsibilities in coordination with other instructors in parallel sections and other levels, as well as fully participate in program affairs and service.

Salary will be commensurate with qualifications and experience. This position is subject to final budgetary approval.

The application dossier should include an application letter, curriculum vitae, statement of teaching philosophy, sample teaching videos for two different levels of Japanese language courses and two lesson plans for the classes in the video, and other evidence of teaching effectiveness. Applicants should also provide the names and contact information for three referees who could provide confidential letters of recommendation. Applicants are required to upload their teaching demos to YouTube and to send the links as part of their application submission. All application materials should be submitted online at <http://asia.ubc.ca/careers>. The deadline for receipt of application materials is **March 31<sup>st</sup>, 2019**.

Equity and diversity are essential to academic excellence. An open and diverse community fosters the inclusion of voices that have been underrepresented or discouraged. We encourage applications from members of groups that have been marginalized on any grounds enumerated under the B.C. Human Rights Code, including sex, sexual orientation, gender identity or expression, racialization, disability, political belief, religion, marital or family status, age, and/or status as a First Nation, Métis, Inuit, or Indigenous person. All qualified candidates are encouraged to apply; however, Canadians and permanent residents will be given priority.

## University of Denver

The [Department of Languages and Literatures at the University of Denver](#) invites applications for a **Teaching Assistant Professor of Japanese**. This is a non-tenure track position with full benefits and initial three-year contract; contract is renewable and promotion is possible. Appointment begins in Fall 2019. The successful candidate will contribute to diversity and Inclusive Excellence through their teaching and service.

### Essential Functions:

- Teaching load is eight classes distributed over three

academic quarters, focusing on the first-year Japanese curriculum.

- Coordination of first-year Japanese language program
- Mentoring first-year teaching team, including adjuncts
- Assessment of first-year program
- Active collaboration with Japanese program faculty
- Participation in departmental programming and service
- Participation in extracurricular program promotional activities

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**Minimum Qualifications:**

- MA at time of application with a specialization in Japanese Literature, Japanese Language Education, or related field (e.g., second-language acquisition), or an MA in Education with specialization in Japanese.
- Record of excellence and effectiveness in teaching Japanese language to a diversity of students at the college or university level.
- Experience as a program coordinator or team leader in an educational context.
- Native or near-native proficiency in Japanese and English.
- Demonstrated experience or evidence of a commitment to incorporating Inclusive Excellence teaching methods and/or pedagogies to effectively engage broadly diverse student populations.

Please see full job description at [www.du.edu/jobs](http://www.du.edu/jobs) for details. Candidates must apply online through [www.du.edu/jobs](http://www.du.edu/jobs) to be considered. Only applications submitted online will be accepted. Once within the job description online, please click New Resume/CV at the bottom of the page to begin application.

Review of applications will begin immediately and continue until the position is filled. For best consideration, please submit your application materials by 4:00 pm (MST) Monday, February 18<sup>th</sup>. Inquiries regarding this position may be addressed to [ingrid.veyher@du.edu](mailto:ingrid.veyher@du.edu).

The University of Denver is committed to enhancing the diversity of its faculty and staff. We are an Equal Opportunity/Affirmative Action Employer. All qualified applicants will receive consideration for employment regardless of age, race, color, national origin, religion, sex, sexual orientation, gender identity, disability, military/ veteran status or any other status protected by law.

## University of Oregon • • • • •

The University of Oregon's East Asian Languages and Literatures Department invites applicants for a **Lecturer position in Japanese Literature** to begin in fall of 2019. The area of specialization is open; however, preference will be given to candidates with the ability to teach premodern and modern undergraduate literature survey classes. The workload includes 6 courses per year, student advising, and some service. Required is a PhD in Japanese literature or related field in hand by time of appointment, and native or near-native fluency in English as well as Japanese.

Candidates must apply online, with application review to begin on **March 3<sup>rd</sup>, 2019**. Please see <http://hr.uoregon.edu/jobs> for the complete position announcement and application instructions. UO is an EO/AA/Veterans/Disability institution committed to cultural diversity.

## Vanderbilt University (Full-Time Lecturer in Japanese) • • • • •

The Asian Studies Program at Vanderbilt University invites applications for a **full-time lecturer position in Japanese language** starting Fall of 2019. The appointment is one year, with the possibility of renewal on a yearly basis based on performance and availability in funding. The anticipated start is August 15<sup>th</sup>, 2019.

**Qualifications:**

Candidates for the position should have at least an M.A. (Ph.D. strongly preferred) in Japanese Pedagogy, Applied Linguistics, Second Language Acquisition, Education, Humanities, and/or other related fields. Native or near-native fluency in spoken and written Japanese and a strong command of English are required. Candidates should have experience teaching Japanese at an American college or university. The ability to teach a proficiency-based curriculum and familiarity with team-teaching are preferred qualities.

**Application Instructions:**

Please submit via Interfolio (<http://apply.interfolio.com/60578>) an application letter, curriculum vitae, statement of teaching philosophy and interests, teaching evaluations, a link to a teaching demo video, and three recommendation letters, at least one of which speaks to teaching abilities.

Review of applications will begin **March 15<sup>th</sup>, 2019**, and continue until the position is filled.

Vanderbilt University has a strong institutional commitment to recruiting and retaining an academically and culturally diverse community of faculty. Minorities, women, individuals with disabilities, and members of other underrepresented groups, in particular, are encouraged to apply. Vanderbilt is an Equal Opportunity/Affirmative Action employer.

Vanderbilt University (Senior Lecturer in Japanese) ●●●●●●●●●●

The Asian Studies Program at Vanderbilt University invites applications for a **full-time, non-tenure-track Senior Lecturer in Japanese language for a one-year term**, with the possibility of renewal. The anticipated start is August 15<sup>th</sup>, 2019.

The successful candidate will serve as the Japanese Language Program Coordinator. Experience in program coordination, curriculum development, and teaching Japanese at all levels at an American college or university is highly desirable.

**Qualifications:**

Applicants should have by time of appointment a Ph.D. degree in Japanese language pedagogy, second language acquisition, linguistics, literature, or related fields, and possess native or near-native fluency in both Japanese and English. Opportunities to teach non-language culture courses possible based on language staffing and demand.

### Application Instructions:

Please submit via Interfolio (<http://apply.interfolio.com/60559>) an application letter, curriculum vitae, statement of teaching philosophy and interests, teaching evaluations, a link to a teaching demo video, and three recommendation letters, at least one of which speaks to teaching abilities.

Review of applications will begin **March 15<sup>th</sup>, 2019**, and continue until the position is filled.

Vanderbilt University has a strong institutional commitment to recruiting and retaining an academically and culturally diverse community of faculty. Minorities, women, individuals with disabilities, and members of other underrepresented groups, in particular, are encouraged to apply. Vanderbilt is an Equal Opportunity/Affirmative Action employer.

# 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**.

<b>Name (print):</b>		<b>Date:</b>	
<b>Address:</b>		<b>E-mail:</b>	
		<b>School/Organization where you work:</b>	
		<b>Institutional Setting:</b> <input type="checkbox"/> K-12 <input type="checkbox"/> Post-secondary <input type="checkbox"/> Company <input type="checkbox"/> Other	<b>Area of Specialization:</b> <input type="checkbox"/> Language Teaching <input type="checkbox"/> Linguistics <input type="checkbox"/> Literature <input type="checkbox"/> Other
		<b>Membership Category (check):</b> <div style="display: flex; justify-content: space-between;"> <div> <input type="checkbox"/> Regular Member  <input type="checkbox"/> Student Member  <input type="checkbox"/> Institution  <i>(includes all publications)</i>  <input type="checkbox"/> Shipping &amp; handling  <i>(outside of U.S.)</i> </div> <div> <div style="text-align: right;">\$ 45</div> <div style="text-align: right;">\$ 30</div> <div style="text-align: right;">\$100</div> <div style="text-align: right;">\$ 20</div> </div> </div> <div style="margin-top: 10px;"> <b>Total Payment (U.S. Dollars)</b>      _____       </div>	
<b>Special Interest Groups (SIG):</b> <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		<b>Affiliate (Choose one):</b> <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> <div style="margin-top: 10px;"> <input type="checkbox"/> I live outside of the U.S.       </div>	



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