



AATJ

NEWSLETTER

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May 2019



Suwako Watanabe
渡辺素和子

MESSAGE FROM THE PRESIDENT

うつせみの世にも似た
るか花桜咲くとみしま
にかつちりにけり

(読み人しらず、古今集)

ここポートランドでは、
いろいろな花が咲き始
め、人々がアウトドアを
楽しむ光景があちこち
で見られるようになりま

した。AATJ春季学会からもうすでに1ヶ月経ちます。
今年も学会には、たくさんの参加者を迎え、言語学、
文学、教育、第二言語習得の各分野にわたる素晴ら
しい発表が行われました。春季学会担当のウェイ先
生、ガヤ先生、お疲れ様でした。特に、ウェイ先生には
3年にわたって学会担当として、綿密な計画とていね
いな気配りをしていただきました。心より感謝いたし
ます。来年からは、ウェイ先生に代わり、ナズキアン先
生が新しく春季学会担当者として加わってくださるこ
とになりました。ガヤ先生、ナズキアン先生よろしくお
願いします。

AATJ春季学会では、文学のパネル発表に少し出席
してみましたが、発表者や参加者に次世代の人がた
くさんいるのに感動しました(写真参照)。また、金曜
の夜には、文語SIGのミーティングに顔を出しまし
たが、古典・文語をどのように教えるか意見を活発に交
換しあっていて、その情熱に驚かされました。相手の
顔の見える環境で、意見を交換したり、節度のある形
で知的なチャレンジをお互いにしあうことの意義を
改めて認識しました。学会では、とかく形式的な質疑
応答に陥りがちですが、秋・春各学会でも、活発なデ
ィスカッションができるような方向に持っていけると
いいと思いました。

このニュースレターの別の項でも触れます
が、Diversity, inclusion, and professionalism
が、AATJ春季学会のキーノートセッションで取り上
げられました。これは、森純子先生、長谷川淳志先
生、鈴木貴美子先生、朴智淑先生発案のパネルデ
ィスカッションの議題でもありました。日本語教育者
には、いわゆる「ネーティブ」話者が、そして、性別でい
うと女性が多いと言われていますが、それはすなわち、
「ノン・ネーティブ」の教員が少ないということでも
あるわけです。また、教員のプロフィールだけではなく、
教科書などに描かれている人々や生活環境にも、
シングルペアレント、LGBTQの人々、多様な能力の
保持者といった多様性が反映されていないことが問
題視されています。AATJでは、このような問題はとて
も重要な問題だと認識しており、日本語教育界の向
上と発展のためにポジションステートメントを発案す
るなど対策を考えています。

夏休みはもうすぐで、あっというまに次はACTFLの
大会です。ACTFLは、11月にワシントンDCで開催
されます。学年末までもう一息です。頑張ってください。

会長 渡辺素和子

**Are they not like this fleeting world?
Cherry blossoms: no sooner do they flower
than they fall.**

(Unknown poet, Kokinshu)

In Portland, Oregon, various kinds of flowers are
in bloom, bringing people out to enjoy the outdoor



continued on next page

activities. It feels so long ago, but the AATJ's spring conference took place just about a month ago. Thanks to Mariko Wei and Naomi Geyer, the co-chairs of the spring conference, we had a fantastic conference with many attendees and presentations of high quality covering linguistics, literature, pedagogy, and second language acquisition. A special thank you goes to Professor Wei for her dedication and thoughtful work as a conference chair over the past three years. She will step down with this year's spring conference, and Fumiko Nazikian will be the new co-chair.

One of the strands at the spring conference was dedicated to literature panels and presentations, and I was impressed to see so many scholars of the younger generations presenting on Japanese literature (see Photo). I also visited the Classical Japanese SIG meeting on Friday evening, and I found the room assigned to the group packed with many scholars who were passionately exchanging ideas about teaching of bungo. I was reminded of the benefit of face-to-face discussion where we exchange ideas and challenge one another at an intellectual level in a thoughtful manner. Instead of a formalized question and answer session, we should encourage ourselves to engage in more active discussion at both the spring and fall conferences.

As you will read in a separate section, the issue of diversity, inclusion, and professionalism was the focus of the special keynote presentation at the AATJ Spring Conference on Thursday, March 21st and the AATJ sponsored panel during the AAS conference on Sunday, March 24th. The majority of Japanese language educators are so-called "Japanese natives" and female, which means there is a shortage of non-native speakers of Japanese in our profession. Besides the profiles of Japanese language instructors, what is depicted in textbooks may not be up to date in terms of the diverse members of our society such as single parents, LGBTQ people, and differently abled people. The executive officers think that these issues are of the utmost important, and we are planning on taking action to help modernize the professional field, such as developing a position statement on some of the issues for betterment of the field.

Soon summer break will start, and then, we will get ready for the ACTFL Convention that will be held in Washington, DC in November. Have a great rest of the academic year.

Suwako Watanabe



Literature Paper Session

From left to right:

Charo D'Etcheverry, Christopher Smith, Fang Xie (back), and Jing Wang

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2019 ANNUAL FALL CONFERENCE AT ACTFL

By Yasuo Uotae & Masahiro Tanaka

The AATJ Fall Conference will be held during the American Council on the Teaching of Foreign Languages (ACTFL) Annual Convention and World Languages Expo, Friday, November 22nd, through Sunday, November 24th, 2019 in Washington, DC. The goal of the 2019 ACTFL Annual Convention and World Languages Expo is to provide a comprehensive professional development experience that will have an impact on language educators at all levels of teaching and in turn enable their students to succeed in their language learning process. The ACTFL Annual Convention and World Languages Expo is where language educators from around the world come to meet! This global event brings together more than 8,000 language educators from all languages, levels, and assignments.

Online registration and housing are now open.

Registration: Early-Bird Registration by Wednesday, July 10th, 2019
 Advance Registration by Wednesday, October 30th, 2019
 Onsite after Wednesday, October 30th, 2019

	Early bird (by 7/10/19)	Advance (by 10/30/19)	Late/Onsite (after 10/30/19)
FULL CONVENTION REGISTRATION			
Member	\$255	\$270	\$365
Non-member	\$370	\$385	\$480
DAILY REGISTRATION			
One day member	\$225	\$240	\$335
One day non-member	\$320	\$335	\$430

To register for the ACTFL Convention, please go to the website:

<https://www.xpressreg.net/register/ACTF1119/landing.asp?o=&pb=&sc=&aban=&hkey=&iq=&vip=&tm=>

BE SURE TO SCROLL DOWN AND SELECT OPTION 2: “CONVENTION PARTNER ORGANIZATION MEMBERS”; THEN SELECT “AATJ” IN ORDER TO REGISTER AT THE LOWER MEMBER RATE.

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

Official Hotels:

Marriott Marquis \$249 single \$271 double	Cambria Hotel DC Convention Center \$199 single/ double
Renaissance Washington Downtown \$242 single \$265 double	Courtyard Washington Downtown CC \$209 single/ double
Washington Marriott Metro Center \$230 single \$252 double	Residence Inn Washington Downtown \$214 single/double
Grand Hyatt Hotel \$245 single/double	Embassy Suites DC Convention Center \$225 single/double

For best availability and immediate confirmation, make your reservation online. Requests received via fax or mail may take longer to process. All hotel requests are processed on an availability basis. Please note that the Destination DC/Passkey is ACTFL's official housing company. Also, please note that no one will contact you directly via phone/email to book your hotel room(s) or offer you a “special discounted conference rate.” There are multiple scamming companies that call and/or email exhibitors claiming to represent ACTFL housing. To be clear, these companies are in no way affiliated with ACTFL. Please disregard any calls or emails you may receive.

Scholarship Opportunities:

To apply, please go to (<https://www.actfl.org/convention-expo/convention-scholarships>).

ACTFL First Time Attendee Scholarship Program

This scholarship program offers ACTFL members who have never attended an ACTFL Annual Convention and World Languages Expo the opportunity to apply for a \$250 scholarship. This scholarship is to provide some assistance with the expenses associated with attending the convention.

New Teacher Scholarship Program

Rolando Hernandez Scholarship Fund

The Rolando Hernandez/ACTFL Scholarship Fund was created in 2013 with support from four major publishing houses (Cengage, Pearson, McGraw Hill, and Wiley) to honor the legacy of Rolando Hernandez who dedicated more than three decades to the service and passion for teaching languages. A \$250 scholarship will be awarded to four (4) world language teachers to provide assistance with the expenses associated with attending the convention. Scholarship applicants must be ACTFL members, be registered as a first-time attendee of the ACTFL Annual Convention, and be within the first three years of their teaching career.

Robert J. Ludwig Scholarship Program

Robert Ludwig, former ACTFL President in 1989, left a bequest to ACTFL to create the Robert J. Ludwig Scholarship Program, which annually awards three (3) world language teachers with a \$250 scholarship that is to provide assistance with the expenses associated with attending the convention. Scholarship applicants must be ACTFL members, first-time attendees of the ACTFL Annual Convention, and within the first three years of their teaching career.

Stephen L. Levy New Teacher Scholarships

Beginning with the 2017 ACTFL Annual Convention and World Languages Expo, ACTFL will award two scholarships of \$250 each to new teachers to attend the convention. These awards are given in honor of Stephen L. Levy, leader, author, and world language advocate who served the language profession for over 50 years.

2019 ACTFL-AATJ Schedule

AATJ Meetings/Reception/Luncheon

Friday, 11/22, from 12:45 -1:30pm

AATJ Affiliate Council Meeting

Friday, 11/22, evening after the concurrent sessions

Reception at the Old Japanese Ambassador's Residence

Saturday, 11/23, from 12:00-1:15pm

AATJ Teacher Award Luncheon: The AATJ Teacher Award Luncheon will be held from 12:00-1:15PM on Sat, 11/23. This is a great opportunity to network with Japanese educators, supporters, and guests from the local community.

The tickets are \$55, and the last day to purchase tickets is November 17th. **Please purchase a luncheon ticket when you register for the conference.** AATJ will not sell tickets at our booth, and ACTFL will not have tickets for sale on-site. If you have already registered but did not request a luncheon ticket, please go back online to your account on the ACTFL website and add the luncheon to your registration, or contact ACTFL.

Saturday, 11/23, from 6:30-7:30PM

AATJ General Meeting

Presentation Sessions: This year, AATJ sponsors two concurrent sessions including 12 research-oriented paper presentations, 12 practice-oriented paper presentations, and 24 45-minute session presentations.

The complete schedule will be posted at <https://www.aatj.org/conferences-fall>.



CLASSICAL JAPANESE SPECIAL INTEREST GROUP

By Jack Stoneman, Brigham Young University

The Classical Japanese Special Interest Group meeting took place this year at the spring AATJ conference in Denver. The focus of the meeting was pedagogy and self-preservation. Bungo has been taught at institutions of higher learning in the West for a number of decades now, and teaching materials and resources are plentiful. Online resources and mobile apps have made the learning of classical Japanese more accessible than ever. Workshops for learning paleography have become prevalent in the last few years as well.

Even though the study of bungo has become more accessible, and available materials more rich and diverse, it seems that there are more than ever pressures driving bungo to the fringes of curriculum, or completely eliminating it. Sometimes this is due to limited resources at an institution, and the reluctance to carry courses with ten or less students. Sometimes it is due to the reallocation of resources to more popular (and populous) fields such as STEM.

We felt that an evaluation of bungo pedagogy and teaching resources, along with a re-evaluation of bungo's importance in the curriculum, would be valuable. The Classical Japanese SIG is well-suited for such a discussion, since it is a forum for sharing ideas across generations of bungo learners and teachers from a wide variety of institutions. We felt it would be particularly useful to hear from young scholars who have recently gone through the process of learning bungo and/or may be in the process of starting out teaching bungo. Seven young scholars responded to our invitation to share their experiences learning and/or teaching classical Japanese. They were:



Gosia Citko; Florida State University
Kirk Kanesaka; University of California, Los Angeles
Clarence Lee; University of Colorado, Boulder
Otilia Milutin; Middlebury College
Sachi Schmidt-Hori; Dartmouth College
Riley Soles; University of Colorado, Boulder
Kendra Strand; University of Iowa

Each roundtable participant briefly introduced their experiences in learning bungo and in some cases, teaching it to undergraduate or graduate students. This was followed by questions and discussion among the roundtable participants, followed by general questions and discussion among all attendees. Several key points emerged from the meeting.

1. The teaching and learning of bungo is alive and well across many types of institutions and programs, though it is often a challenge getting started and retaining students who are committed to learning bungo.
2. There are many diverse ways to learn classical Japanese, with no one approach dominating the field.
3. With so many different institutions and programs and a variety of student demographics, bungo pedagogy must be constantly adapting, shifting, and innovating in order to meet the needs, strengths, deficiencies, and varying attitudes of students.
4. There is a need for some sort of forum to share pedagogy tips and tools among teachers of bungo.

In order to address this last point, which will in turn assist teachers in addressing the previous three points, we have proposed that AATJ host a page on their website devoted to classical Japanese pedagogy resources. This year, we will begin gathering information for this teaching resources site.

One final result of our meeting was the recognition that teachers of bungo also have to advocate for the study of bungo, showing both administrators and Japanese institutions (especially those that fund research and teaching) what amazing things our students are doing with classical Japanese, and the splendid research scholars of pre-modern Japan in the West are accomplishing.

2019 SPRING CONFERENCE UPDATES

AATJ's 2019 Spring Conference, held in conjunction with the Association for Asian Studies (AAS) Annual Meeting, took place in Denver Colorado, on Thursday, March 21st.

The full day of paper and panel presentations took place with the participation of 100 presenters, more than 200 attendees, and book exhibits from several Japanese publishers. The day ended with a keynote session, which reported on a survey of diversity and inclusion in the Japanese language teaching profession.

To view the complete program, with or without abstracts, please see the links at <https://www.aatj.org/conferences-spring>.

The PowerPoint presentation from the keynote session is available at:

<https://www.aatj.org/resources/conferences/2019/spring/AATJ2019KeynoteSession.pdf>

NOMINATIONS FOR 2019 TEACHER AWARDS

Nominations are open for the **2019 AATJ Teacher Awards**.

Each year AATJ recognizes two outstanding teachers of Japanese, at the K-12 and college levels, by presenting them with the AATJ Teacher Awards. Nominations are now open for the 2019 awards.

We are all privileged to work with and know many outstanding Japanese teachers who inspire and motivate students, regularly engage in professional development, and contribute their leadership efforts to our field. Please consider nominating one of the many deserving Japanese teachers out there across the US.

The deadline for submitting nominations is **June 30th**.

For complete details, and to download a nomination form, go to:

<https://www.aatj.org/prodev-awards>

Read about the 2018 Teacher Award recipients at:

<https://www.aatj.org/prodev-awards-2018-recipients>

DONATING TO AATJ VIA FACEBOOK

Thank you, Paul Krieger!

Have you participated in a friend's birthday fundraising campaign on Facebook – donating to a cause that your friend selects?

Longtime AATJ member **Paul Krieger** celebrated his birthday this year by starting a birthday fundraiser to benefit AATJ!

Paul's friends and colleagues donated \$200. We're very grateful to Paul (and his network) for this generous contribution. We hope others will consider this as another way of donating to AATJ in the future.



DIVERSITY, INCLUSION, AND PROFESSIONALISM

Special Keynote Presentation and AATJ-Sponsored Session at AAS

In the early summer of 2018, AATJ received a proposal for a panel discussion for an AATJ-sponsored session during the Association for Asian Studies (AAS) conference, on the topic of diversity and inclusion, from a group of Japanese language educators; **Junko Mori**, **Atsushi Hasegawa**, **Kimiko Suzuki**, and **Jisuk Park**.

As the issue of diversity and inclusion is getting a lot of attention nowadays in Japan, not to mention in North America, AATJ decided to sponsor the proposed panel discussion. In the proposal, Mori and her colleagues raised the following question:

As educators, we are responsible for creating environments where a diverse population of students can communicate beyond differences and learn from each other. While this educational mission is widely recognized, we have not sufficiently examined the extent to which a culture of diversity and inclusion has been fostered and actually practiced within our professional community, whose demographic composition can be seen as showing disproportional representations of 'native speakers'.

In the fall of 2018, the group conducted a survey examining beliefs and attitudes regarding these issues, inviting AATJ members and others, and they presented a preliminary report on the survey results at the AATJ 2019 Spring Conference Keynote Session on March 21st. The audience at the keynote session numbered around one hundred, and they generally agreed with the conclusion that there is a somewhat biased notion that the 'native speaker' is the representation of 'correct and standardized Japanese', and that the world depicted in instructional materials needs to be updated.

Following the report at the AATJ conference on March 21st, AATJ's sponsored session, "Diversity, Inclusion, and Professionalism in Japanese Language Education," took place during the AAS conference on Sunday, March 24th; the session was chaired by Junko Mori. **Mahua Bhattacharya**, **Kimberly Jones**, **Ryuko Kubota**, and **Suwako Watanabe** participated in the session as discussants. Details of the survey results and the discussants' comments will be reported more comprehensively in another channel/venue, but in this newsletter ideas for action plans generated from the session participants in the brainstorming session are presented.

<Action Plans for Increasing Diversity>

Curricular and Instructional Activities

Implement	<ul style="list-style-type: none"> • Culture & languages across the curriculum using Japanese. • Internships in Japan allowing students to apply language in authentic settings outside of the classroom. • Conversation tables.
Reflect	<ul style="list-style-type: none"> • On how language ideologies (class, race, anxiety, gender) are embodied by the content—the specific lessons and grammatical points—that we teach. Find way to make that embodiment explicit to students.
Teach	<ul style="list-style-type: none"> • A holistic curriculum rather than only focusing on teaching Japanese. • Content from the beginning of language learning to the end and beyond. • Both language and content at all levels.
Hold	<ul style="list-style-type: none"> • Events with various types of Japanese speakers on campus.
Survey	<ul style="list-style-type: none"> • Students to clarify their goals.

continued on next page

Teacher Professional Development

Hold	<ul style="list-style-type: none"> • Workshops (PD) for teachers to raise the awareness among teachers. • Workshops or discussion group to discuss challenges and ideas. • Regional workshops (accessible to adjunct instructors who cannot attend AATJ conferences) so that participants can share experiences instead of being taught.
Train	• Native Japanese speakers about the American educational system (e.g., what JNHS means).
Increase	• Visibility of non-native speakers and learners.
Encourage	• More diverse methodology – not everyone learns the same way. Speaking and writing are separate skills – you can speak Japanese without reading all kanji.
Share	• Content of discussions and post them around your department.

Ideological Changes

Read	• “Performing Gender in the Prisonhouse of a (Foreign) Language: Blending Japanese Language Learning and Cultural Studies” by Dorsey (2016).
Dispel	• The native-speaker myth. Being a native speaker does not mean being able to teach it.

Structural and Institutional Changes

We need	<ul style="list-style-type: none"> • Clearer hiring criteria. • More flexibility in administration of a program. • More clarified, detailed, and public mission statements. • Ask departments to rate themselves on diversity. • Retrain current staff.
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Recruitment and Training of Future Teachers

Recruit	• Welcome JET alumni and K-12 learners into graduate programs and teacher programs designed for certification preparation.
Integrate	• Incorporate language teaching and good teacher preparation into all graduate programs in Japanese.
Ensure	• Ensure that native and non-native-speaking graduate students are treated equally in receiving TA-ships.

Inclusive Community-Building

Young Japanese-native-speaking scholars who plan to work in the United States should be encouraged to present in English, even at conferences like AATJ's where presenting in Japanese is also possible). And all of us should become proficient at “bilingual presenting” : if we are speaking in Japanese, we should prepare an English PPT, and vice versa. (Maybe we should think about a webinar talking about ways to do this . . .) That way everyone will get something out of the presentation, even if it is not being given in their best language.	
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We hope that readers will implement some of the action plans to increase diversity and improve inclusion in their classrooms and work settings.

Summarized by Suwako Watanabe

Thank you to all the participants in the session and Atsushi Hasegawa for typing and organizing the comments.

CALL FOR PROPOSALS, CATJ 2020

The Department of Asian Languages and Cultures at Macalester College (Saint Paul, MN) is pleased to announce the 28th Conference of the Central Association of Teachers of Japanese (CATJ) on May 30th-31st, 2020. We are excited to carry on the tradition of bringing together Japanese language professionals from across the US and Canada to network and share their research and ideas on best practices in teaching and advising. In addition, we seek to provide a space in which K-12 Japanese language educators can interact with college instructors and exchange ideas regarding the current issues of our shared profession.

Click here for the CATJ 28 Conference Homepage:

<https://www.macalester.edu/asian/catj-28/>

The theme of CATJ 28 is “Japanese Language Education in Diversifying Communities” (多様化 社会における日本語教育).

Aware of the increasing diversity in the environment surrounding Japanese language education, both in terms of the modes of language education and the importance of identities amongst our students (race, ethnicity, class, nationality, and gender/sexuality to name a few), we hope this conference will provide opportunities to discuss and exchange ideas about how Japanese language educators are addressing the complexities of this diversity in and outside their classrooms.

We have invited three keynote speakers:

Dr. Junko Mori; University of Wisconsin, Madison

Mr. Yo Azama; North Salinas High School and California State University

Dr. Yuri Kumagai; Smith College

We are also planning a roundtable discussion to address various issues related to diversity.

We invite proposals related to the main theme or any topic related to Japanese language education (linguistics, second language acquisition, and pedagogical innovations, among others). Presenters will have 20 minutes for their presentation followed by a 5-minute question and answer period. Presented papers will be published in the CATJ proceedings.

Please see the Call for Proposals site (<https://www.macalester.edu/asian/catj-28/call-for-proposals/>) to submit your proposal. Please go the Conference Homepage for registration, travel accommodations, and conference schedule.

The proposal submission deadline is **January 20th, 2020**. If you have any questions, please send an email to Satoko Suzuki (suzuki@macalester.edu).

We look forward to seeing you in Saint Paul next spring!

J.LIVE TALK 2019

The Japanese Program at the George Washington University will seek applications for **J.LIVE Talk 2019** starting September 1st. The top awards include a chance to study abroad in Japan (a package of an airfare, five to eight week intensive summer course tuition and a stipend), as well as cash prizes. Please encourage your students to participate now so that they can get ready this summer!

The contest consists of three rounds. In the preliminary round (**September 1st - September 23rd**), entrants send in a two to three-minute video describing what a college education means to them. Eighteen semifinalists will be selected by the preliminary round panel of judges. Their preliminary round videos will then be judged by a second panel of judges, and nine will advance to the final round. In the final round held at the George Washington University on **November 10th, 2019**, each finalist gives a longer live presentation on a topic of his or her choice. We will provide a travel subsidy up to \$500 for a selected contestant to participate in the final round in Washington, DC depending on the location of his/her home institution.

J.LIVE Talk (short for **J**apanese **L**earning **I**nspired **V**ision and **E**ngagement Talk) emphasizes the comprehensive range of presentation skills necessary for achieving communication in today's increasingly interactive and multimedia world. Unlike traditional speech contests, J.LIVE Talk evaluates not only oratory competence, but also the dynamism, vision and level of engagement of each participant's presentation, which can include audio-visual materials, audience interaction, and other enhancement. Please see the website (JLIVETalk.com) for more details, including the video from last year.

Applicants must satisfy all of the following basic qualifications:

- Studying Japanese as a foreign language, as of November 10th, 2019 (J.LIVE Talk 2019 final round date), at the undergraduate or graduate level in a 2-year college or 4-year university.
- Has earned a minimum of six credits of college level Japanese as a foreign language or the equivalent (as determined by the student's university and subject to review by the selection committee) by the time of application.
- Has not attended a full-time, secondary-level (grades 7-12) Japanese educational institution accredited by the Ministry of Education, Culture, Sports, Science and Technology of Japan, for 4 or more years.

Heritage speakers who satisfy the basic qualifications are encouraged to apply. Eligible applicants enter one of the three competition categories as determined by teacher recommendation (and subject to review by the selection committee), based on ACTFL oral proficiency guidelines 2012.

Competition Categories:

Category I: Intermediate Low - Intermediate Mid

Category II: Intermediate High - Advanced Low

Category III: Advanced Mid - Advanced High

Please direct any inquiry to: info@jlivetalk.com



27TH NATIONAL JAPAN BOWL

On April 11th and 12th, 2019, the Japan-America Society of Washington DC held the 27th National Japan Bowl® in Chevy Chase, Maryland. This year, 203 students from 64 teams came from all over the United States to compete: California, Connecticut, Guam, Illinois, Kentucky, Maryland, Minnesota, Nevada, New York, Ohio, Oregon, Texas, Utah, Virginia, and Wisconsin. The National Japan Bowl also welcomed back teams from Liceo Mexicano Japonés, A.C, in Mexico.

Students competed at three levels in a total of three rounds (two written Preliminary Rounds and one oral Conversation Round). In the Preliminary Rounds, the students were challenged by a total of 90 questions at each level, covering not just the Japanese language but also a wide range of questions on Japanese history, culture, daily life, and popular culture, to name only a few. After the results of the preliminary rounds and conversation round were tallied, the top three teams at each level advanced to the National Championship Round for a live, on-stage competition to decide the top teams in the nation.

On the first night, all participants were welcomed at the Opening Ceremony, which included a performance by Kiwi & the Papaya Mangoes, a traditional and experimental music group based in Tokyo, and performances by the Washington Toho Koto Society. Students participated in a variety of culture classes, which included an incense demonstration by Kihachiro Nishiura, hands-on calligraphy, yukata dressing, tea ceremony, and a karate demonstration by Katate Uechi Ryu at Fairfax County Parks. Selected students also participated in a wagashi workshop by Matsukawaya Sweets, where they experienced making traditional Japanese sweets. At the closing ceremony, All Japan Kimono Consultant Association gave a presentation on kimono dying and painting followed by a kimono dressing demonstration, and Okinawan Taiko of Wisconsin, Chin Daiko, and Rockville Ryukyu Taiko gave an exciting Okinawan taiko performance featuring a lion dance.

The Deputy Chief of Mission, Embassy of Japan, Kazutoshi Aikawa presented awards and medals to the national championship teams. Level 4 winners were awarded a trip to Japan by the Japan-America Society of Washington DC. Several students in Level 4 were also awarded a trip to Japan thanks to the Kakehashi Project by the Ministry of Foreign Affairs of Japan.



Level II

- 1st Place:* Stuyvesant High School (NY)
- 2nd Place:* Cupertino High School (CA)
- 3rd Place:* Lynbrook High School (CA)
- 4th Place:* Thomas Jefferson High School for Science and Technology (VA)
- 5th Place:* Shakopee High School (MN)



Level III

- 1st Place:* Cupertino High School (CA)
- 2nd Place:* Stuyvesant High School (NY)
- 3rd Place:* Townsend Harris High School (NY)
- 4th Place:* Thomas Jefferson High School for Science and Technology (VA)
- 5th Place:* Lake Braddock Secondary School (VA)



Level IV

- 1st Place:* Stuyvesant High School (NY)
- 2nd Place:* Townsend Harris High School (NY)
- 3rd Place:* Cupertino High School (CA)
- 4th Place:* Lynbrook High School (CA)
- 5th Place:* Gretchen Whitney High School (CA)



JAPANESE TEACHERS ASSOCIATION OF TEXAS (JTAT): RECENT NEWS

By Makiko Fukuda, Vice President of Japanese Teachers Association of Texas



Hello from Texas! Currently, we have about 50 members from the states of Texas and Oklahoma and throughout the year, our members are involved with different professional activities, including a workshop series, our annual meeting at the TFLA Fall Conference, and various special projects.

With generous support from the Japan Foundation, JTAT has offered a workshop series consisting of one face-to-face workshop in the spring and two online SIGs. For the 2018 spring workshop, we invited Dr. Shinji Sato from Princeton University to share his workshop entitled “What are we teaching Japanese towards, in our present?”

For the first SIG, Mr. Cadena from Madison HS and Dr. Ozaki from Rice University presented “Mapping the state of Japanese: Improving articulation between secondary and university programs.” By sharing curriculum and course assessments, participants discussed how to improve their language program with the hope of making the transition from HS to College level Japanese learning easier. For the second SIG, Ms. Hojo from the Woodlands College Park HS introduced a variety of games in her workshop entitled “Games to enhance student learning in the Japanese classroom”. Participants learned many types of effective games that increase students’ linguistic knowledge as well as strengthen the group’s cohesiveness and brighten the classroom atmosphere.

The end of last year saw JTAT accomplish a major project called *Tokyo Gorin Ondo 2020*. This project was funded by the Japan Foundation, and the objectives were to strengthen the bonds between Japanese language learners in Texas and to raise awareness ahead of the 2020 Olympics. In total, 195 students from 16 schools worked together to create one YouTube video:

<https://www.youtube.com/watch?v=D-hEj2u0aCU>

Furthermore, JTAT has always encouraged teachers to present at the TFLA Fall Conference, where we also host our annual meeting and a casual get-together so teachers have opportunities to learn more about JTAT and our members. Last year, the conference was held in San Antonio and we had 9 presentations. Thanks to the Japan Foundation, we were also able to provide a stipend for participating in the conference as a part of professional development assistance. Furthermore, we have encouraged students to participate in J.LIVE, and this year Miss Claire Wong from Baylor University won the silver prize in Category I. We issue Spring and Fall newsletters yearly, so please visit our website to learn more about our activities!

<https://www.jtat.org/>



2019 年バイリンガル・マルチリンガル (BM)子どもネット研究会

では、8月3日(土)に国際基督教大学(ICU)にて、研究会を開催いたします。多くの皆さまのご参加をお待ちしております。また、＜転送可能＞ですので、ご興味がありそうな方がいらしたらぜひご案内ください。なお、ポスター発表の申込みも受け付けております。詳細は以下をご覧ください

広報担当: 桶谷(海外)・嶽肩(国内)

日時: 2019 年 8月 3日(土曜日)9時30分~17時30分

会場: 国際基督教大学 (ICU) 東ヶ崎潔記念ダイアログハウス 2階国際会議室 及び食堂 Aエリア

➔ ICUへのアクセス <https://www.icu.ac.jp/about/access/index.html>

➔ キャンパスマップ(17番の建物です) <https://www.icu.ac.jp/about/campus/>

参加費: 1500 円

定員: 100名

参加申し込み: こちらのフォームからお申込みください。 <https://forms.gle/Un6ZcQwrNN74kwhQA>

ポスター発表・相談デスク申し込み: こちらからお申込みください。 <https://sites.google.com/view/bmcn/BMCN-M>

プログラム: こちらからダウンロードできます。 <https://docs.google.com/>

<viewer?a=v&pid=sites&srcid=ZGVmYXVsdGRvbWFpbXibWNUZGF0YXxneDoxNGFhMDAyNjA3NGl0MDcw>

◆ 午前の部 会場: ICU 東ヶ崎潔記念ダイアログハウス2階国際会議室

9:30 開会

9:40 -9:50 趣旨説明 中島和子(トロント大学)

9:50 -11:20 相談デスク 高橋悦子(日本ペルー共生協会)

セッション(1)「日本で発達障害を疑われたブラジル系児童の複言語での能力評価」

話題提供者(発表) 松田真希子(金沢大学)

指定討論者(質問) 櫻井千穂(広島大学)

セッション(2)「グレイゾーンの子どもの見方と支援のあり方」

ファシリテータ 高橋悦子(日本ペルー共生協会)

◆ 昼の部 会場: ICU 東ヶ崎潔記念ダイアログハウス 1階食堂Aエリア

11:30 -12:30 ポスター発表、進行 宮崎幸江(上智大学短期大学部)

12:30 -13:30 語り合いランチ(名刺交換)、進行 拝野寿美子(神奈川大学)・島田かおる(啓明学園)

◆ 午後の部 会場: ICU 東ヶ崎潔記念ダイアログハウス2階国際会議室

13:30 -15:00 講演 と Q&A、講師紹介と司会 奥村安寿子 *

「幼児期の子どもの読み書き基礎能力のアセスメントと力を伸ばすための働きかけ」

講師 北 洋輔(*国立精神・神経医療研究センター 精神保健研究所 知的・発達障害研究部)

15:15 -16:45 パネルディスカッション 司会・進行 中島和子(トロント大学)

「大阪発『母語をなくさない日本語教育』—日本で可能か」

パネル1「中国語と日本語の二言語能力—横断と縦断調査の結果から」 真嶋潤子(大阪大学)

パネル2「公立小学校における中国語ネイティブ教員の役割と可能性」 干濤(八尾市立小学校教員)

パネル3「プロジェクト型学習(PBL)と BKD(ブック大作戦)の実践」 櫻井千穂(広島大学)

16:45 -17:25 特別課題「日本語教育の推進に関する法律(案)」と今後の課題

司会 嶽肩志江(横浜国立大学・東洋大学)

登壇者 小貫大輔(東海大学)・石井恵理子(東京女大学)

17:30 閉会 桶谷仁美(東ミシガン大学)

主催: バイリンガル・マルチリンガル(BM)子どもネット

後援: 国際基督教大学教育研究所・グローバル言語教育研究センター

＜お問い合わせ＞

BM 子どもネット 事務局(鈴木・高橋) Eメール: bmkodomonet@gmail.com

ホームページ <https://sites.google.com/view/bmcn/home>



29TH ANNUAL JAPAN-AMERICA GRASSROOTS SUMMIT

The Japan-America Grassroots Summit is an annual large-scale meeting of Japanese and American citizens, held alternately in Japan and America. It celebrates the historic friendship between Nakahama Manjiro and Captain William Whitfield.

Each year, Japanese prefectures and American states alternate as hosts for about a week, sharing their homes and the unique features of their communities. More than 100 people usually participate as guests, enjoying sight-seeing, cultural activities, welcome and closing ceremonies, and staying with a host family.

The 29th Grassroots Summit will be held this June in Himeji, Hyogo Prefecture. The sponsor on the US side is the Center for International Exchange in Washington, DC.

If you have any students or families in your community who might be interested, please let them know. Complete information can be found at the following link:

<http://manjiro.or.jp/e/summit/hyogo/index.html>

NOMINATE YOUR STUDENTS FOR INDUCTION INTO THE JNHS

The Japanese National Honor Society (JNHS) recognizes and encourages achievement and excellence in the study of the Japanese language. AATJ is pleased to assist teachers with a way to recognize their outstanding students, at both the college and pre-college levels to encourage them to continue in the study of Japanese, and to promote activities that give students ways to use their language skills.

Requirements for membership and procedures for forming JNHS chapters and nominating students can be found on our website. At <https://www.aatj.org/jnhs> you will find guidelines for nominating your students, ordering certificates and graduation cords, holding ceremonies, and publicizing your Japanese program to families and in your school and community.

KEEP YOUR AATJ MEMBERSHIP UP TO DATE

Thanks to the many members who have renewed their membership for 2019. If you have not renewed, please take a moment to do so; keeping your membership current means you can take advantage of AATJ programs of professional development for teachers and activities and projects for students (Nengajo Contest, National Japanese Exam, Japanese National Honor Society).

Renewing online is easy, at <https://www.aatj.org/membership>. Or you can mail in the form on page 17 of this newsletter.

New this year: There is no longer an add-on fee for the journal *Japanese Language and Literature*; starting this year the journal is being published online under Open Access, available free to everyone.





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第15回 博報財団 博報日本研究フェローシップ

15TH HAKUHO JAPANESE RESEARCH FELLOWSHIP



Focus on your research during a residential fellowship in Japan

With the goals of further strengthening the fundamentals of international research into and deepening understanding of Japan, the Hakuho Foundation Japanese Research Fellowship invites leading international researchers of the Japanese language, Japanese language education, Japanese literature and Japanese culture to Japan to conduct residential research.



- Fellowship period September 2020 – August 2021
- Application period Applications must be submitted online between June 3 and October 31, 2019.
- Support The Fellowship provides support of up to 500,000 JPY/month for a maximum period of one year.

<https://www.hakuhofoundation.or.jp/en/program/>



博報財団
HAKUHO FOUNDATION

Hakuho Japanese Research Fellowship Secretariat
Tel: +81 3 6435 8140 E-mail: ip-office@hakuhofoundation-ip.jp

JOB OPENING ANNOUNCEMENTS

Emory University

The Department of Russian and East Asian Languages and Cultures (REALC) at Emory University invites applications for a temporary position in Japanese language for the academic year 2019-20. Applicants should have a minimum of an MA in Japanese linguistics, cultural studies, pedagogy, or a closely related area and possess native or near-native proficiency in Japanese and in English. A record of successful teaching at the college level and familiarity with technology in teaching is required. The candidate should be prepared to teach all levels of courses in Japanese language.

Please send a letter of application, CV, statement of teaching interest and three letters of recommendation through Interfolio. Please apply at apply.interfolio.com/62371. Inquiries about the position can be sent to Cheryl Crowley at ccrowle@emory.edu. Review of materials will begin May 5th and continue until the position is filled.

Only applicants who are authorized or can obtain the necessary visa to work in the USA should apply. Emory University is an AA/EOE employer.

University of Pennsylvania

The Department of East Asian Languages and Civilizations at the University of Pennsylvania announces the availability of a position as **full-time Lecturer in the Japanese Language Program** for the academic year 2019-20. The appointment will be for an initial year with the possibility of annual renewal for up to an additional two years, contingent upon a satisfactory performance review and approval of the Dean. Employee benefits are provided.

Applicants for the position should demonstrate a primary focus on language education, and have received at least a Master's degree in Education, Japanese Language, Literature, Linguistics, or a related field. Native or near-native competency in Japanese language and fluency in English are required. Preference will be given to applicants with significant teaching experience at all levels of Japanese language at post-secondary institutions in the United States. Knowledge of and experience in current trends in second/foreign language teaching methodologies (especially content-based instruction) and meaningful application of technologies in language instruction are highly desirable.

Duties include teaching Japanese language classes (five classes per academic year) at any assigned levels, holding regular office hours, attending weekly meetings of the Japanese Language Program, and working with the Director of the Language Program and East Asia faculty on curriculum development and program articulation.

Candidates are to apply at:

<http://facultysearches.provost.upenn.edu/postings/1367>

Please submit:

A cover letter, CV, teaching statement; and contact information for a minimum of two individuals who have agreed to provide a recommendation letter.

The University will contact the recommenders with instructions on how to submit their letters. We also encourage the applicants to upload additional documents if available:

1. Recent teaching evaluations including written comments
2. A link to a video recording of a class
3. A description of the video and relevant materials

The review of applications will begin immediately and will continue until the position is filled. The Department of East Asian Languages and Civilizations is strongly committed to Penn's Action Plan for Diversity and Excellence and to creating a more diverse faculty (for more information see <http://www.upenn.edu/almanac/volumes/v58/n02/diversityplan.htm>). The University of Pennsylvania is an Equal Opportunity Employer. Minorities/Women/Individuals with disabilities/Protected Veterans are encouraged to apply.

University of Tokyo

The University of Tokyo is seeking applicants for the position of **full-time lecturer in the Center for Global Communication Strategies** located at Komaba campus. For more detailed information and instructions, please see the link below:

<http://www.c.u-tokyo.ac.jp/info/news/employment/20190329094638.html>

Appointment will begin on September 1st, 2019, or as early as possible after September 1st, 2019.

Application Deadline: **Monday, May 20th, 2019 (JST)**

Job status: Open



University of Utah

The Department of World Languages and Cultures at the University of Utah invites applications for **two renewable Instructor (Lecturer) positions in Japanese** beginning July 1st, 2019. The successful candidates will be able to teach courses in Japanese language and/or culture, depending on program needs. Candidates with expertise in literature, visual culture, gender studies, pedagogy, or religious studies are encouraged to apply. Demonstrated teaching excellence and native or near-native fluency in Japanese and English are required. The teaching load is three courses per

semester. Ph.D. in Japanese or equivalent terminal degree is preferred.

Complete applications include a letter of application, CV, three letters of recommendation, and evidence of teaching effectiveness. Questions may be addressed to Margaret Toscano at margaret.toscano@utah.edu. Review of application materials will begin by **April 5th, 2019**.

Apply online: <https://utah.peopleadmin.com/postings/90292>

University of Virginia

The Department of East Asian Languages, Literatures and Cultures at the University of Virginia invites applications for a **full-time one-year Japanese Lecturer position** with an anticipated start date of August 25th, 2019.

We seek a strong language instructor to teach three courses in the fall 2019 and three courses in the spring 2020. Candidates must have native or near-native fluency in Japanese and English, teaching experience, and have a Master's 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 an advanced degree and those with significant teaching experience at the university level in the United States.

APPLICATION PROCESS

Please apply at <https://uva.wd1.myworkdayjobs.com/UVAJobs> (or through Workday for internal applicants). Complete an application online and attach the following. Please note that multiple documents can be uploaded to the application.

- CV
- Cover letter
- Statement of teaching philosophy
- Contact information for three references

Review of applications will begin **May 6th, 2019**. The position will remain open until filled.

For questions about the position, please contact Tomoko Marshall, Search Chair, at tm5x@virginia.edu. For questions regarding the application process, please contact Savanna Galambos, Senior Faculty Search Advisor, at skh7b@virginia.edu.

UVA assists faculty spouses and partners seeking employment in the Charlottesville area. To learn more please visit <https://dualcareer.virginia.edu/>. For more information about UVA and the Charlottesville community please see <http://www.virginia.edu/life/charlottesville> and <https://embarkcva.com/>.

The University of Virginia, including the UVA Health System and the University Physician's Group are fundamentally committed to the diversity of our faculty and staff. We believe diversity is excellence expressing itself through every person's perspectives and lived experiences. We are equal opportunity and affirmative action employers. All qualified applicants will receive consideration for employment without regard to age, color, disability, gender identity, marital status, national or ethnic origin, political affiliation, race, religion, sex (including pregnancy), sexual orientation, veteran status, and family medical or genetic information.

University of Virginia

The Japanese Section of the Department of Modern and Classical Languages at Western Washington University seeks applicants for a **full-time, non-tenure-track Visiting Assistant Professor for the 2019-20 academic year**. The load will be seven courses distributed across three quarters (3-2-2), specifically six Japanese language courses at the first-, second-, and third-year levels and one 300-level course in English for the East Asian Studies program (Japanese Literature in Translation). In addition, the position carries a possible stipend for advising, depending on qualifications and experience.

Qualified candidates must have a Ph.D. or ABD status in

Japanese or a related field and must have native or near-native proficiency in Japanese and English with Japanese language teaching experience using the communicative approach and expertise in Japanese literature. The successful candidate is expected to design their own teaching materials, develop classroom activities, and hold regular office hours.

This is a full-time, three-term position with the possibility of renewal for the 2020-21 academic year depending on sectional need. Salary is commensurate with level of education and experience.

continued on next page



Interested applicants should apply to the Department of Modern and Classical Languages vacancy pool:

<http://employment.wvu.edu/cw/en-us/job/496103/modern-classical-languages-nontenure-track-faculty-vacancy-pool>

In addition to the documents required by the PageUp application system, applicants must also upload a statement

of teaching. Both the cover letter and statement of teaching must address the qualifications above.

Review of applications will begin immediately and will continue until a qualified candidate is selected.



American Association of Teachers of Japanese, Inc.

1424 Broadway, Campus Box 366
University of Colorado
Boulder, CO 80309-0366

If you have any news to share on our Social Media, please email Kazumi Yamashita-Iverson at:
kyamashita@waterbury.k12.ct.us