



AATJ

NEWSLETTER

... VOL. 8, NO. 3 September 2019



Suwako Watanabe
渡辺素和子

MESSAGE FROM THE PRESIDENT

会員の皆さん、この夏は、ゆっくり休みを取り充実した時間を過ごされ、新学年に向けて準備万端整っているのではないかと思います。当協会の規約改正につき、投票に参加してください。無事改正案は承認され、新たに、次期会長が設けられ、会長、副会長と

ともに、常に3名のエグゼクティブ役員がいることになり、いろいろなアイデアや意見を反映させて協議決定することができるようになります。今年もまた役員選挙を迎えます。選挙委員会も結成されました。会員の皆さんからの推薦を期待しています。投票の案内は追って連絡しますので、投票にもぜひ参加してください。

コロラドでの事務局にも変化があります。長年日本語教師協会に貢献してくださったDeputy Director のキャシー・アジサカさんが、今年末をもって引退します。彼女の献身的な働きと素晴らしい事務処理能力によって協会の運営その他の活動なども滞りなく行うことができました。心から感謝いたします。11月のACTFL大会にキャシーさんは出席しますが、土曜の夜(予定)のレセプションで、お祝いをしますので、皆さんもぜひご参加ください。

そして、長年JLPTを担当してくださっていた恭子ヘインズさんも担当を降りることになりました。新たに、Michiyo Colclasure さんが、JLPT担当となります。ヘインズさん、この6年間JLPT担当、ご苦労様でした。厚くお礼申し上げます。

今年のACTFLは、ワシントンDCで11月22日から24日までです。AATJでは、アドボカシーのセッションを2つ連続して行いますので、皆さん奮ってご参加ください。

I hope you have had a restful and fruitful summer and are ready for the new academic year. Thank you to those of you who participated in voting for the revision of the bylaws. With the new bylaws, there will always be at least three executive officers of President Elect, President, and Vice President who will be able to draw on ideas and feedback from more varied constituents. We are electing new officers, and an election committee has been formed. Members are also welcomed to nominate themselves or a colleague to the executive officers' positions. Please expect to receive a further announcement for voting.

There have been changes in the executive office in Colorado. Deputy Director Kathleen Ajisaka is retiring at the end of 2019. Kathy has served AATJ for many years, and her administrative skills and dedication have been remarkable and a key to the smooth operation of the association. I am so grateful for her service to AATJ. Kathy will be at the ACTFL convention in November; please join us in celebrating and thanking her at the reception on Saturday evening.

Recently Kyoko Hanes, who was in charge of coordinating the administration of the JLPT, announced her resignation, and Michiyo Colclasure will be the contact for JLPT. Thank you to Kyoko, who managed the administration of JLPT for the past six years.

This year's ACTFL is November 22-24 in Washington, D.C. AATJ is holding advocacy sessions, so please come and share your advocacy ideas.

-Suwako Watanabe

-会長 渡辺素和子



ELECTION OF AATJ OFFICERS

Nominations are now open for three AATJ Executive Officer positions:

1. A President: One-year term (this year only).
2. A President Elect: This is a new position. The President Elect will serve one year and then become President for one year.
3. A Vice President: Two-year term. The position alternates between K-12 and post-secondary members. This year a post-secondary member will be elected to the position.

For details about the duties and terms of office of the officers, please see the recently revised Bylaws, which are online at <https://www.aatj.org/resources/2012reorganization/AATJBylawsRevisedJuly2019.pdf>.

Nominations are requested for these three positions. To nominate a colleague (or yourself), please send the name(s) by email to nominations@aatj.org.



TABLE OF CONTENTS

2019 Annual Fall Conference at ACTFL	4
National Japanese Exam	14
AATJ NENGAJO Contest Announcement	15
AATJ AP Japanese Exam 2019 Survey Report	16
Japanese National Honor Society	16
JNHS 2018-2019 Academic Year	17
Register for the 2019 JLPT	17
Fall 2019 Bridging ScholarshipS Awarded	17
CALL FOR PROPOSALS: AATJ 2020 ANNUAL SPRING CONFERENCE	20
Call for Papers: SEATJ 2020	20
LILL 2019 Report	21
Host an ALLEX Teaching Fellow or Instructor	22
ALLEX Intensive Language	23
ALLEX Teacher Training	23
Keep Your AATJ Membership Up to Date	24
15 th Hakuho Japanese Research Fellowship	25
Job Announcements	26



2019 ANNUAL FALL CONFERENCE AT ACTFL



ACTFL 2019
WASHINGTON, DC
NOVEMBER 22-24

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.

REGISTRATION: To register for the ACTFL Convention, please go to the website (<https://www.actfl.org/convention-expo/registration>). BE SURE TO SCROLL DOWN AND SELECT OPTION 2: "CONVENTION PARTNER ORGANIZATION MEMBERS"; THEN SELECT "AATJ" IN ORDER TO REGISTER AT THE LOWER MEMBER RATE.

Registration: Advance by Wednesday, October 30th, 2019
 Late/Onsite after Wednesday, October 30th, 2019

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

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

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. (see schedule below).

Please direct questions regarding the presentation length to the AATJ Annual Fall Conference Co-Directors: Masahiro Tanaka (mtanaka@unis.org) and Yasuo Uotate (yuotate@ufl.edu) rather than to ACTFL.

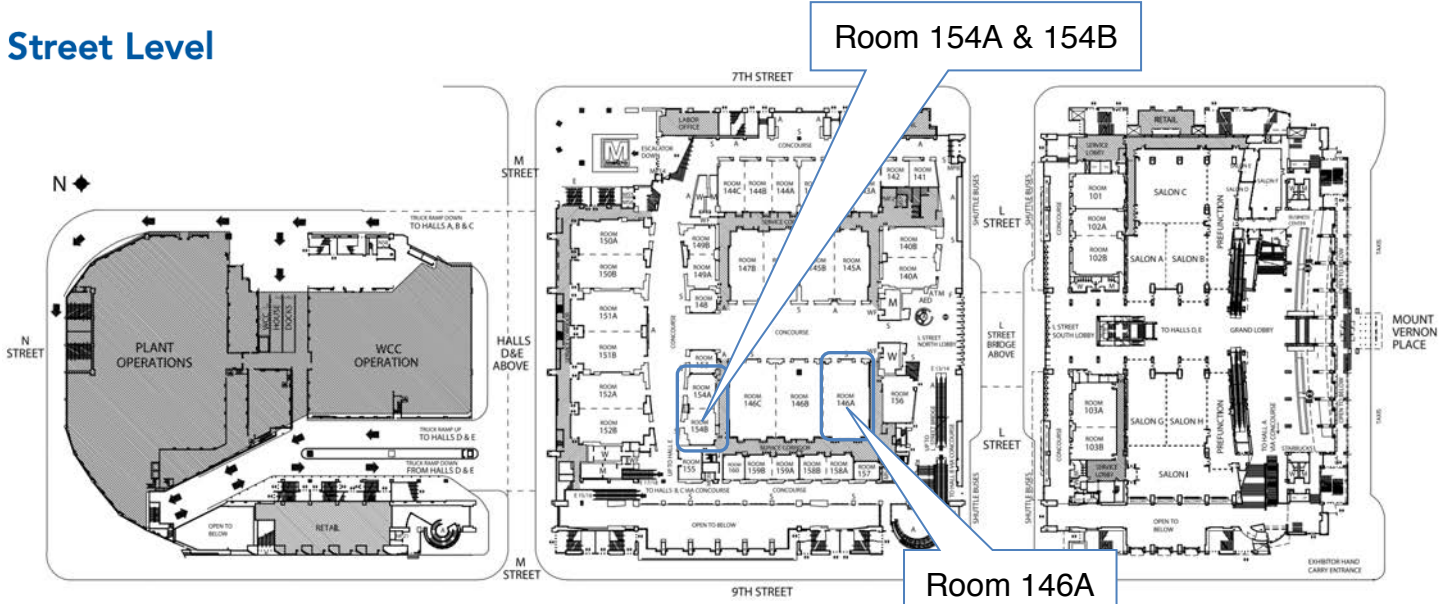
PRESENTERS: Please read "FOR PRESENTERS" on the ACTFL website (<https://www.actfl.org/convention-expo/presenters>). There are a number of presentation tips for presenters in sessions, paper presentations, roundtables, and electronic poster sessions. All ACTFL sessions are searchable by using the ACTFL ONLINE CONVENTION PROGRAM (<https://ww5.aievolution.com/tfl1901/index.cfm?do=cus.pubSearchOptions>).

Walter E. Washington Convention Center, Washington, DC

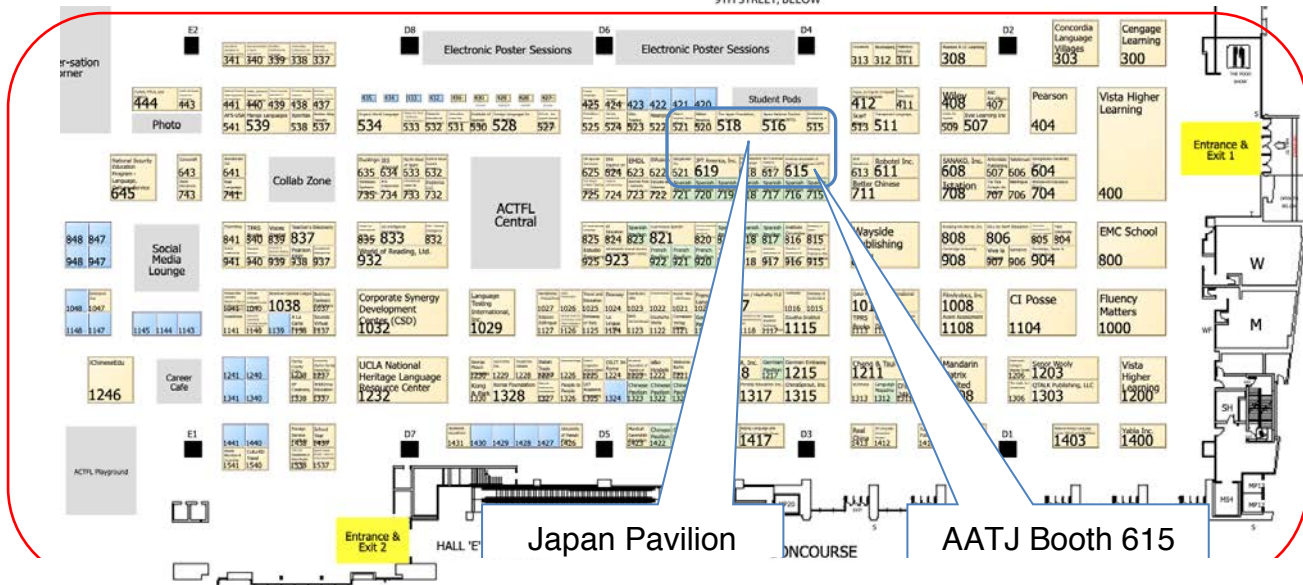
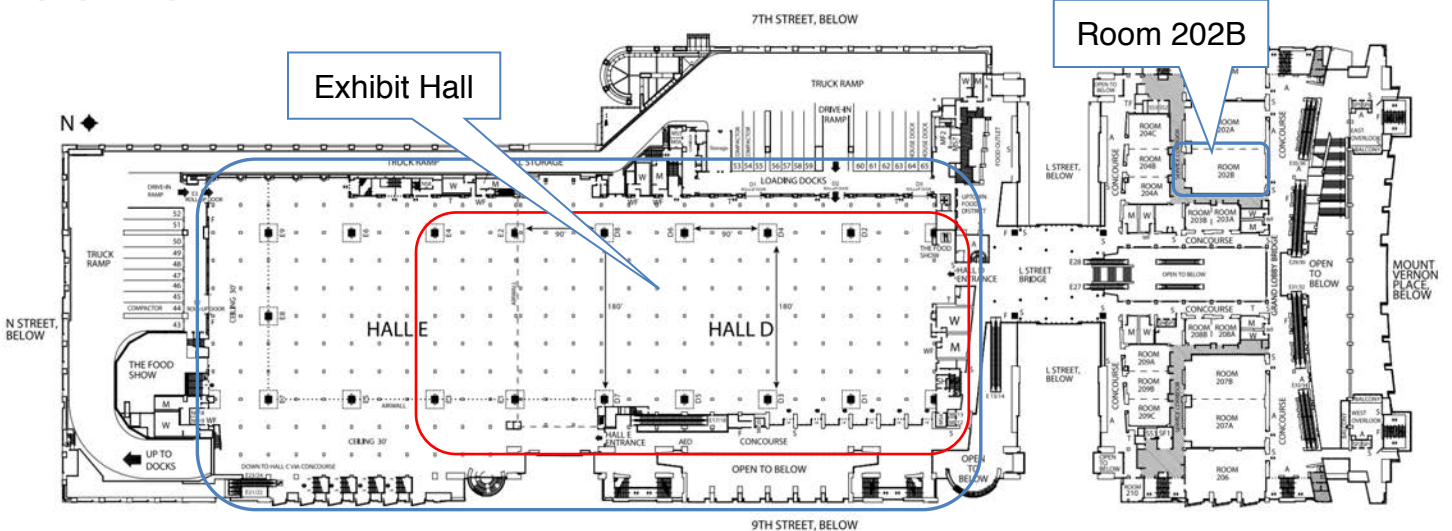
Floor Plans

<http://www.dcconvention.com/Attachments/Convention-Center/Floorplans-Apr2011.aspx>

Street Level



Level Two



JAPAN PAVILION IN EXHIBIT HALL: The Japan Pavilion in the Exhibit Hall will feature entertainment as well as exhibits by publishers, travel agents, universities, and other companies and services related to our profession. Please check the Convention Center Exhibit Hall Floor Plan. AATJ's Booth number is 615.

<https://s36.a2zinc.net/clients/ACTFL/ACTFL2019/Public/eventmap.aspx?shmode=E>

Japan Pavilion Exhibitor List (Booth Numbers 515-521, 615-621)

515: Kinokuniya Bookstores of America

516: Japan National Tourism Organization (JNTO)

518: The Japan Foundation, Los Angeles

520: Nikkei America, Inc.

521: Nippon Express Travel USA, Inc.

615: AATJ

617: Northeast Council of Teachers of Japanese (NECTJ)

618: Movement for Language and Culture (MLC)

619: JPT America, Inc.

621: Shogakukan Inc.



EXPERIENCE HANDS-ON LEARNING:

Exhibit Hall Visit Free Times are scheduled by ACTFL at 10:00-11:00AM on Friday, 11/22; 10:45-11:45AM & 3:30-4:30PM on Saturday, 11/23; and 9:00-10:00AM on Sunday, 11/24. Teachers and educators in the greater Washington DC area, the Mid-Atlantic Association of Teachers of Japanese community, are planning to demonstrate Calligraphy (Friday), Tea Ceremony (Saturday morning), Kimono Photo Booth (Saturday afternoon), and Flower Arrangement (Sunday) at the Japanese Pavilion in the Exhibit Hall.

Friday, November 22nd, 12:45-1:30PM

AATJ AFFILIATE COUNCIL MEETING: The AATJ Affiliate Council Meeting will be in Room 154A, Convention Center. Any AATJ member is welcome to attend. Lunch will not be served; please bring your own lunch.

Friday, November 22nd, 2019, 7:00PM (TENTATIVE)

Place: Old Japanese Ambassador's Residence (2516 Massachusetts Avenue, N.W., Washington, D.C.)

RECEPTION TO SUPPORT JAPANESE LANGUAGE EDUCATION: This event is being hosted by the Embassy of Japan to provide an opportunity for networking and information exchange among educators and supporters of Japanese language education in the U.S. A buffet-style meal will be served at the reception.

The reception is open to AATJ members and other Japanese language educators only. **If you wish to attend, please RSVP using [this form](#) by Friday, September 27th.** You may RSVP on behalf of up to two additional individuals on one form.

*Please note that the Embassy of Japan cannot guarantee that all registration requests will be honored. If registration demand exceeds the capacity of the venue, the embassy will consider aspects such as numbers of guests from different US regions and the order of RSVPs received.

Saturday, November 23rd, 7:00-8:00AM

VISIT JAPAN BREAKFAST SEMINAR: Japan National Tourism Organization, JNTO's "Visit Japan Breakfast Seminar" will be held in Ballroom, Salon 8, Marriott Marquis Washington, DC. Please see details on the next page.

■ ACTFL 2019「ビジットジャパン朝食セミナー」の参加者を募集! (締切: 10月11日)

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

今般、ワシントンDCにおいて11月22日(金)~11月24日(日)にAmerican Council on The Teaching of Foreign Languages(ACTFL、全米外国語教師協会)が開催する言語・語学イベント「The 2019 Annual Convention and World Language Expo」にビジットジャパン(VJ)ブースを出展し訪日教育旅行及び留学に関する情報提供を実施することに伴い、「ビジットジャパン朝食セミナー」を下記の通り開催いたします。

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

ACTFL 2019 ビジットジャパン朝食セミナー

開催日時: 11月23日(土) 07:00~08:00AM
開催地: 米国、ワシントンDC
開催場所: Marriott Marquis Washington, DC (Ballroom, Salon 8)
901 Massachusetts Ave NW, Washington, DC 20001
内容: 地方自治体、教育機関による教育旅行受け入れ支援・留学制度、事例の紹介
対象: 全米で日本語教育に携わる先生及び教育関係者
募集人数: 45名程度
セミナー参加費: 無料

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

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

<お申し込み期限> 10月11日(金)

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

ACTFL 2019 ビジットジャパン朝食セミナーUS事務局

NTA America Inc.

E-mail: support@ntaamerica.com

TEL: 310-768-1870

<申込み方法>

上記Eメールアドレスに、「ACTFL 2019 ビジットジャパン朝食セミナー宛」として頂き、必要事項『氏名(日本語/英語)、所属先(学校名と所在州)、役職、メールアドレス』をご連絡下さい。受信後、Eメールにてご連絡させていただきます。

Saturday, November 23rd, 12:00-1:15PM

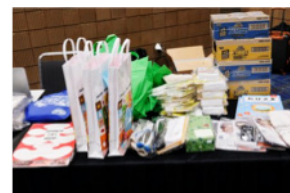
AATJ TEACHER AWARD LUNCHEON: The AATJ Luncheon will be held in **Room 202B**, Convention Center from 12:00-1:15PM on Saturday, November 23rd. This is a great opportunity to network with Japanese educators, supporters, and guests from the local community.



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, November 23rd, 6:30-7:30PM

AATJ GENERAL MEMBERSHIP MEETING AND DOOR PRIZES: The AATJ General Membership Meeting will be held in **Room 146A**, Convention Center from 6:30-7:30PM on Saturday, November 23rd.



FRIDAY, November 22, 2019

	Room A - Room 154A	Room B – Room 154B
7:15am-8:15am	<i>Orientation and Welcome</i>	
8:30am-10:00am	<i>Opening General Session (blackout w/no meetings/sessions)</i>	
10:00am-11:00am	<i>Welcome Coffee/Exhibit Hall Opening</i>	
11:00am-11:45am	Transforming Learning Through Formative Assessment Mio Nishimura Alisal High School Yoshiko Saito-Abbott California State University Monterey Bay <i>(Language of presentation: Japanese)</i>	<AATJ Research-Oriented Paper Session I> Motivation or Personal Traits? The Characteristics of Successful Learners Shinji Shimoura University of South Florida Yumiko Tashiro Kenyon College <i>(Language of presentation: Japanese)</i> Learning Strategies, Motivational Beliefs and Academic Performance Masako Nunn University of Redlands <i>(Language of presentation: English)</i> Observational Analysis of “Divergent” Language Teachers of Japanese Shinsuke Tsuchiya Brigham Young University <i>(Language of presentation: English)</i>
12:00pm-12:45pm	'Flipgrid Friday'-- Increasing Fluency Through a Video Discussion Platform Tammy Cunningham Yu Hiraoka Lincoln Southwest High School <i>(Language of presentation: English)</i>	<AATJ Research-Oriented Paper Session II> The Instruction of Japanese Refusals on American Learner's Pragmatic Choice Bo Zhan <i>(Language of presentation: English)</i> Effective Account for Conflict Management in a Japanese Enterprise Setting Kanao Yao Washington University in St Louis <i>(Language of presentation: English)</i> Closing the Gap Between Theory and Practice: Japanese Honorific Expressions Sanae Eda Middlebury College Misako Chapman Cornell University <i>(Language of presentation: Japanese)</i>
12:45pm-1:30pm	AATJ Affiliate Council Meeting (Room 154A)	

1:30pm-2:15pm	Does the Study of Literature Need to Wait? Ayako Anderson Noble and Greenough School / Global Online Academy <i>(Language of presentation: Japanese)</i>	<AATJ Practice-Oriented Paper Session I> Business Japanese: A Curriculum for Foreigners Working with the Japanese Michele Plattenberger Akiko Kashiwagi-Wood Oakland University <i>(Language of presentation: English)</i> Developing Global Competence in an Advanced-Level Japanese Course Ayako Nagai University of California - Irvine <i>(Language of presentation: Japanese)</i> Can Culture Be Taught? Heritage Language Learners and Cultural Knowledge Akane Shirata <i>(Language of presentation: Japanese)</i>
2:30pm-3:15pm	Teaching Social Justice Through the Japanese Refugee Experience Ann Jordan J-LEAP Program; Los Gatos High School <i>(Language of presentation: Japanese)</i>	Mini Oral Tests as Effective Formative Assessment Tools Junko Sato Noriko Taira Yasohama Northwestern University <i>(Language of presentation: Japanese)</i>
3:30pm-4:15pm	<AATJ Advocacy Session I> Let's Keep Japanese Programs Standing! Kazumi Yamashita-Iverson Maloney Interdistrict Magnet School Suwako Watanabe Portland State University <i>(Language of presentation: Japanese)</i>	Proficiency-Oriented Instruction with the National Japanese Exam Tomomi Sato University of Virginia Nana Suzumura University of Hawaii at Manoa Yasu-Hiko Tohsaku University of California San Diego <i>(Language of presentation: Japanese)</i>
4:30pm-5:15pm	<AATJ Advocacy Session II> Collaboration Toward the Future of Japanese Programs Suwako Watanabe Portland State University <i>(Language of presentation: Japanese)</i>	Empowering Students' Autonomous and Lifelong Learning Through ePortfolios Junko Tokuda Simpson Minori Inada Kayoko Ross Yuko Tipton University of California, San Diego <i>(Language of presentation: Japanese)</i>
5:30pm-6:15pm	Augmented Reality: Increasing Student Engagement, Enhancing Language Skills William Paris New Providence High School Yoko Fukuda Northern Valley Regional High School <i>(Language of presentation: English)</i>	Enhancement of Learning Environments and Skills through Virtual Tandems Noriko Fujioka-Ito University of Cincinnati Akiko Meguro Dickinson College <i>(Language of presentation: Japanese)</i>
7:00pm Tentative	Reception to Support Japanese Language Education at the Old Japanese Ambassador's Residence	



SATURDAY, November 23

	Room A - Room 154A	Room B – Room 154B
7:00am-8:00am	Breakfast Seminar - Marriott Marquis Washington, DC (Ballroom, Salon 8) Hosted by Japan National Tourism Organization (JNTO)	
8:00am-8:45am	Engaging Learners in Social Change Through Authentic Resources Michelle Lupisan Yo Azama North Salinas High School <i>(Language of presentation: Japanese)</i>	<AATJ Research-Oriented Paper Session III> Tense and Modality Relationships in Japanese Counterfactuals Priya Ananth Middle Tennessee State University <i>(Language of presentation: English)</i> Utilizing the Knowledge of English as a Vocabulary Pool in L2 Japanese Hironori Nishi University of Memphis <i>(Language of presentation: English)</i> Japanese Learners' Thinking Processes When Revising Their Written Sentences Fukumi Matsubara North Central College <i>(Language of presentation: English)</i>
9:00am-9:45am	Transformative Teaching: 7 Inspiring Activities to Empower Learners and Teachers Mieko Avello Miami Palmetto Senior High School Kazue Masuyama California State University, Sacramento <i>(Language of presentation: Japanese)</i>	<AATJ Research-Oriented Paper Session IV> Constructing a Social Network During Study Abroad in Japan Hiromi Tobaru Ohio State University <i>(Language of presentation: English)</i> Enhancing Intercultural Competence Through a Six-Week Study Abroad Program Hiromi Takayama Rice University <i>(Language of presentation: English)</i> New Approach to Improve Intercultural Competency During Study Abroad Makiko Fukuda University of Texas San Antonio <i>(Language of presentation: Japanese)</i>
10:00am-10:45am	Nature Immersion and Play: Organic Language Learning for Young Students Meridith Kiyosue Red Oak Community School <i>(Language of presentation: English)</i>	<AATJ Practice-Oriented Paper Session II> Building Up Student 21st Century Literacies Through Digital Storytelling Projects Junko Ueno Union College <i>(Language of presentation: English)</i>

		<p>Assessing “Presentational Communication” in a Japanese Film Course Hamako Furuhashi-Turner University of Mount Union <i>(Language of presentation: English)</i></p> <p>Holistic Approach to Information Literacy Education in the Japanese Classroom Tomoko Hoogenboom University of Maryland Baltimore County Takae Tsujioka George Washington University <i>(Language of presentation: Japanese)</i></p>
10:45am-11:45am	<p><i>Exhibit Hall Visit Free Time</i> <i>Electronic Poster Session II</i></p>	
12:00pm-1:15pm	<p><i>AATJ Teacher Award Luncheon (Room 202B)</i></p>	
1:30pm-2:15pm	<p>Tips and Tools to Promote Learner Agency in the Japanese Language Classroom Yasu-Hiko Tohsaku Junko Tokuda Simpson Izumi Takeda University of California, San Diego <i>(Language of presentation: Japanese)</i></p>	<p><AATJ Practice-Oriented Paper Session III></p> <p>Exploring ePortfolio as a Tool to Enhance Students’ Motivation Megumu Tamura University of Pennsylvania <i>(Language of presentation: Japanese)</i></p> <p>Incorporation of Audio-Visual Materials in Intermediate Japanese Courses Hisaaki Wake US Air Force Academy <i>(Language of presentation: Japanese)</i></p> <p>Improved Character Learning Through Anki and Anki Accountability Stephen Luft University of Pittsburgh <i>(Language of presentation: English)</i></p>
2:30pm-3:15pm	<p>21st Century Skills: Impact of AP on HS and College Instruction Yoshiko Saito-Abbott California State University Monterey Bay Shingo Satsutani College of DuPage Kiyomi Chinen California State Univ. Long Beach <i>(Language of presentation: Japanese)</i></p> <p><i>The short documentary film, Gambatte Kimashita, will be screened immediately following this session from 3:15-3:45pm.</i></p>	<p>Can-Do Crash Course: Make Your Classroom More Communicative! Yoko Sakurai CUNY, Hunter College Eiko Williams University of Miami Kwimi Taylor University of West Florida Mako Nozu University of South Florida Naoko Komura Florida International University <i>(Language of presentation: Japanese)</i></p>



3:30pm-4:30pm	<p><i>Exhibit Hall Visit Free Time</i> <i>Electronic Poster Session III</i></p>	
4:30pm-5:15pm	<p>Adding Depth: Making Students Think on a Daily Basis for Critical Thinking Junko Hosoi Aragon High School Susan Watson Long Beach Polytechnic High School (<i>Language of presentation: Japanese</i>)</p>	<p>Creating an Interactive Asynchronous Learning Environment in Hybrid Courses Kumiko Tsuji Northeastern University (<i>Language of presentation: English</i>)</p>
5:30pm-6:15pm	<p>Transform the Classroom with the Essence of Task-Based Language Teaching Mako Nozu Shinji Shimoura Sakurako Hiroike Chizuru Imase University of South Florida (<i>Language of presentation: Japanese</i>)</p>	<p>Instructional Strategies for Teaching Mixed-Ability Classes Masako Douglas Hiroko Kataoka California State University Long Beach (<i>Language of presentation: Japanese</i>)</p>
6:30pm-7:30pm	<p>AATJ General Meeting and Door Prizes (Room 146A)</p>	

SUNDAY, November 24, 2019

	Room A - Room 154A	Room B – Room 154B
8:00am-8:45am	<p>AP Japanese and Culture Exam: Tips and Strategies Koji Otani Thomas Jefferson High School (<i>Language of presentation: Japanese</i>)</p>	<p><AATJ Practice-Oriented Paper Session IV></p> <p>Summer Study Abroad Curricula Enhancing Students' Global Perspectives Yuki Waugh Texas A&M University Yayoi Takeuchi University of North Texas (<i>Language of presentation: Japanese</i>)</p> <p>The Reality of How Effectively We Stay in the Target Language in Classrooms Shigeko Sekine California State University Monterey Bay Rie Tsuboi San Dieguito Academy (<i>Language of presentation: Japanese</i>)</p> <p>Handwriting in the Digital Age Satoru Shinagawa University of Hawaii Mayumi Ishida Dartmouth College (<i>Language of presentation: English</i>)</p>

9:00am-10:00am	Exhibit Hall Free Time	
10:00am-10:45am	Concept-Based Learning Using Inquiry into UN Sustainable Development Goals Masayo Ohyama Kazuo Tsuda United Nations International School <i>(Language of presentation: Japanese)</i>	Language Education Advocacy Beyond Classrooms: Tokyo Olympic Dance Project Yuko Prefume Baylor University Erina Romanowich University of Texas at San Antonio Chiaki Johnson University of Houston <i>(Language of presentation: Japanese)</i>
11:00am-12:00pm	Closing Session Speaker	

Featuring AATJ Members on the ACTFL Conference Program

Friday (11/22), 11:30-11:45am, Room 159B

Scaffolding in Writing: A Case of Intermediate & Advanced Japanese Classes

Sachiko Hiramatsu

Brown University

(Language of presentation: English)

Saturday (11/23), 4:30-5:15pm, Room 150B

Think Outside the Classroom: Intercultural Events to Engage All Students

Hanna Brandt

Ryo Nakayama

Harding High School

(Language of presentation: English)



NATIONAL JAPANESE EXAM

What is the NJE?

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

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

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

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

National Japanese Exam 2020

Registration Period

1/6/20 (M) - 2/14/20 (F)

Exam Period

3/2/20 (M) - 4/3/20 (F)

Exam Fee

\$10 per student

申し込み期間

2020年1月6日～2月24日

試験期間

2020年3月2日～4月3日

受験料

一人10ドル



General Guidelines (ガイドライン)

Gold Level:

90% and above

*ゴールドレベル:

90%以上の正答率

Silver Level:

80-89%

*シルバーレベル:

80-89%の正答率

Bronze Level:

70-79%

*ブロンズレベル:

70-79%の正答率

Honorable Mention:

60-69%

努力賞:

60-69%の正答率

All:

Certificate of Participation

参加賞:

参加者全員

*日本語における賞の名前が一部変更になりました。

Categories (カテゴリー)

Level 1: Middle/Junior High School, Regular
High School, Regular
College, Regular

Level 2: Middle/Junior High School, Regular
High School, Regular
College, Regular

Level 3: High School, Regular
High School, Additional
High School, Others
College, Regular
College, Additional

2019 NJE Report

2,094 students Participated in 2019 National Japanese exam during the exam period between 3/4-4/12/19.

More information: <http://aatj.org/nje> | Questions? nje@aatj.org

AATJ NENGAJO CONTEST ANNOUNCEMENT

2020 Year of the Rat

Welcome back to a new school year! We hope you had a wonderful and rejuvenating summer break and are ready for the exciting year. As the new school year begins, we would like to inform **all AATJ members** about the Nengajo Contest 2020, Year of the Rat. In 2019, Year of the Boar, 758 cards were submitted by 126 members.

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

There are 4 categories for the contest: Artistic, Comical, Original, and Computer Graphic. Please consider each category carefully. We choose the winners who meet each category's description.

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

Each school can nominate 2 cards per category, for a total of 8 students. If you teach at 2 or more schools or different levels such as elementary, middle, and high school, you can nominate 8 cards from each school and/or each level (Each level means elementary, middle, high school, and college/university). If you are teaching different grades in elementary school, you can only nominate up to 8 students from the school.

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

This year, we will begin accepting digital submissions of your students' nengajo for the contest. You can sign up for the contest and upload your entries on this Google Form:

- <https://forms.gle/GuVpoYyzZpC9EwCf8>

Hard-copies are still accepted for this year's contest. For hard-copies, please read the following directions:

- Please remember to include a **self-addressed and stamped 9x12 inch envelope** in the application.
- This will help us send your students' work back to you at the conclusion of the contest.
- Thank you for helping us expedite this process!

You need to be a current 2019 member of AATJ to submit your nominations. Please check your membership status before submitting your cards. **The submission must be postmarked before or on Thursday, December 26th, 2019.**

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

Please contact Cameron Chien at cameron.chien@gmail.com with any question. Thank you and we look forward to your submission!

Example:



AATJ AP JAPANESE EXAM 2019 SURVEY REPORT

By Ann Jordan

One of the important jobs of AATJ is to advocate not only for the study of Japanese language, but on behalf of Japanese language teachers of all levels. When K-12 teachers have concerns or need guidance beyond the scope of their school or district leadership, they often turn to their AATJ leadership for help. Shortly after the AP Japanese Exam was administered in high schools throughout the U.S. this past May, I began to hear from teachers about unusual issues that came up during the set-up phase or actual testing. To try to determine how widespread these concerns were, I sent out a survey on behalf of AATJ in the hopes that we could reach as many AP Japanese teachers as possible. In order to share the data with AP Japanese Development Committee members while they were meeting in June to score exams, teachers didn't have much time to respond to the survey.

However, despite the short turnaround time, the response was good, and the comments were heartfelt and often detailed. Many thanks are due to the AP Japanese teachers who took precious time at a very busy time of year to respond and provide the very important voices of those who are "in the trenches". Those voices are now shaping the discussion that is beginning to take place around how to improve the annual administration of not just the AP Japanese Language & Culture Exams, but also the AP Chinese Language & Culture Exams.

The AP Japanese Development Committee, headed by Chief Reader Kazue Masuyama, presented the data and concerns reflected in your responses to the College Board's test administration leadership. A focus group has been formed and will be meeting to determine ways to best address as many of those concerns as possible. I will provide an update via an AATJ email bulletin.

Here are the [AATJ AP Japanese Exam 2019 results](#), excluding individual comments and respondents' info.

JAPANESE NATIONAL HONOR SOCIETY

By Ann Jordan

Over 2,000 students from 151 middle and high schools across the United States were inducted into the Japanese National Honor Society last year. If your school had a Japanese National Honor Society chapter during the 2018-2019 school year, check the following list of [JNHS Pre-college Chapters](#) to be sure that your school is included and identified correctly.

Any school organization that operated as or claimed affiliation with Japanese National Honor Society in the 2018-19 school year, but did not actually register for membership through AATJ, is not included in the list. Please know that this oversight does a disservice to students, who may accidentally misrepresent themselves when proudly listing membership in JNHS among their extracurricular activities and academic affiliations as they apply for scholarships and to colleges.

Starting a chapter of Japanese National Honor Society at your middle or high school has many benefits for your students and your program, and AATJ is proud to be able to offer this to its members. Students in JNHS gain national recognition for their achievement and excellence in the study of Japanese, encouragement and motivation to continue, and a sense of connectedness to the national community of Japanese language learners. They develop empathy and understanding, as well as skills in leadership and organization, as they work together to fulfill the JNHS promise to "serve as a bridge of international understanding" and to "promote friendship between Japan, the United States, and other countries".

continued on next page

To start or renew a chapter, sponsoring teachers must be members for the current year of AATJ and submit an application form along with a list of students and the required fee (annual \$20.00 chapter fee; \$8 per student). For details, please go to the [Japanese National Honor Society Pre-college Chapter link](#).

If you have questions or concerns, please email me at teiann@gmail.com.

JNHS 2018-2019 ACADEMIC YEAR

AATJ offered both pre-college level and college level chapters of the Japanese National Honor Society. There were 151 schools that formed chapters of Pre-College JNHS with a total of 2153 inductees; and 53 college chapters of JNHS-CC with 350 inductees in the 2018-2019 academic year. Each chapter received Certificates of Excellence and optional red/white cords for their students. The list of the schools and the number of inductees are posted on the AATJ website.

Congratulations to all of the teachers for their dedication and the high academic achievements of their students.

REGISTER FOR THE 2019 JLPT

Registration for the 2019 JLPT Is Open

The 2019 Japanese Language Proficiency Test will be held on Sunday, December 1st, at 18 test sites across the US.

Online registration is open until September 30th at 9:00 p.m. Eastern time.

To register, direct your browser to <https://jlpt.us>.

For information on the location of test sites and tentative time schedules, visit <https://www.aatj.org/jlpt-us>.

FALL 2019 BRIDGING SCHOLARSHIPS AWARDED

Eighty undergraduate students from colleges and universities across the United States have been named recipients of Bridging Scholarships for Study Abroad in Japan. The winners will receive awards of \$2,500 to assist with their expenses while they study in Japan beginning in Fall 2019.

AATJ administers the Bridging Scholarship program on behalf of the US-Japan Bridging Foundation (www.bridgingfoundation.org), which accepts donations from private individuals and organizations. Since 1999, more than two thousand scholarships have been awarded.

Applications are being accepted for the next group of Bridging Scholarships, for study in Japan beginning in Spring 2020. For information on the scholarships and to access application form, visit the Bridging Project online at www.aatj.org/studyabroad/japan-bridging-scholarships. For information on the Bridging Foundation, visit www.bridgingfoundation.org.

continued on next page



Recipients of Bridging Scholarships for Study Abroad in Japan, Fall 2019

Shalena ADAMS / Johns Hopkins University/ Waseda University / East Asian studies
David AGUILAR / University of Texas, Austin/ Kyoto University / international relations
Chloe ALLAN / University of Alaska, Fairbanks / Hokkaido University / mechanical engineering
Natalie ANTONIK / Ohio State University / Waseda University / international studies
Kofi BAZZELL-SMITH / Eastern Illinois University / Kansai Gaidai / studio art
Lindsay BENNETT / University of Kentucky / Akita International University / international economics
Kendall BOZICK / University of Mount Union / Kansai Gaidai /Japanese
Hayli BROWN / University of Oregon / Senshu University / linguistics
Nicholas BUTTRAM / University of Tennessee / Kansai Gaidai / modern foreign languages
Aleksei CARPENTER / Middle Tennessee State University / Kansai Gaidai / international relations
Perla CERVANTES / Earlham College / Waseda University /history
Patricia CLOSE / College of St. Benedict / Bunkyo Gakuin / Asian studies
Ian COMBS / Northern Kentucky University / Gifu University / biological sciences
Haley CREEF / Northern Kentucky University/ Gifu University / economics; computer science
Taylor CROSWELL / Willamette University / Tokyo International University / economics
Nailah DAVIS / New College of Florida / Nagasaki University of Foreign Studies (USAC) / East Asian studies
Jacqueline DELARA / North Central College / Kanda University of Foreign Studies (IES) / business administration
Dominique DiGIACOMO / Rowan University / JF Oberlin / English education
Hien DO / University of Oregon / Senshu University / operation & business analytics
Lyssa DOUGLAS / University of Memphis / Nagoya Gakuin / Japanese
Jacob ECKMANN / University of Wisconsin, Madison / University of Hokkaido / biochemistry
Rachel FISCHER / Ohio State University / Nanzan University / Japanese
Rachel FLATT / Middlebury College / International Christian University / global studies
Nora FUJITA-YUHAS / Occidental College / Kanda University of Foreign Studies (IES) / politics
Alexis GREB / Grand Valley State University / International Christian University / geography
Harriet HALL / Eastern Michigan University / Japan Center for Michigan Universities / Japanese
Jeremy HICKS / Oklahoma State University / Shinshu University / agriculture education
Hai Nhu HO / University of Houston/ JF Oberlin / kinesiology
Elma HOFFMAN / University of Chicago / Kyoto Consortium for Japanese Studies / comparative literature
Hannah HUDNALL / Miami University of Ohio / Kansai Gaidai / international studies
Tiarha HUERTA / UCLA / International Christian University / psychology
Marco KAISTH / University of Chicago/ Waseda University / computer science
Robert KAUFFMAN / Drexel University / Akita International University / animation
Victoria KHROBOSTOVA / Rhode Island School of Design / Kyoto Seika University / illustration
Margaret KRIEBEL / Ohio Wesleyan University / Waseda University / comparative literature
Jayachandra KURA / University of Florida/ Kansai Gaidai / physiology
Phung LE / Stanford University / Doshisha University / biology
Derrick LEE / Dixie State University (UT) / Meijo University / computer science
Jacalyn LI / University of California, San Diego / International Christian University / computer engineering

continued on next page

De'Jia LONG-HILLIE / University of Maryland, Baltimore County / Nanzan University / global studies

Hannah LYONS / St. Olaf College / Nagoya University/ Asian studies

Michael MANTOOTH / Dartmouth College / Temple University Japan Campus / Native American studies; economics

William MARTIN / Colorado State University / Kansai Gaidai / international studies

Raine MCLELLAN / Cal Polytechnic San Luis Obispo / University of Tsukuba/ psychology

David McMILLIAN / California State University, Chico / Hiroshima University / illustration; Asian studies

Michael MERRITT / University of Houston / Hiroshima University (USAC) / chemistry

Jamie MI / University of California, Riverside / Waseda University / English; Japanese

Arjun MOORE / Knox College / Waseda University / Asian studies

Susan MOORE / Texas Tech University / KCP International / electrical engineering

Molly MOTES / University of Missouri, St. Louis / Toyo University / Japanese; English

Sumayyah MUMFORD / Earlham College / Waseda University / Japanese studies

Chloe NEUNSINGER / University of North Carolina, Greensboro / Nagoya University of Foreign Studies / business

Christine NGUYEN / San Jose State University / Kyushu University / linguistics

Zoe NIVER / Hobart & William Smith Colleges / Japan Center for Michigan Universities / studio art

Hikmah OKOYA / Bowdoin College / Nanzan University (IES) / neuroscience

Gwynette PAEZ / University of California, Irvine / Nagasaki University of Foreign Studies / education

Melissa PURNELL / Johnson & Wales University / Sophia University (CIEE) /pastry arts; food service management

Serah REYES / Oklahoma State University / Kansai Gaidai / global studies

Lindsey ROOSA / University of Montana / Sophia University / political science

Cara ROSNER / Montclair State University / Temple University Japan Campus / linguistics

Jennifer RUPRECHT / San Diego State University / Sophia University / international business

Erica SASAKI / California State University, Long Beach / Ritsumeikan University / child development

Isabel SEICOL / Earlham College / Waseda University / comparative languages & linguistics

Carly SHIEVER / Hobart & William Smith Colleges / Japan Center for Michigan Universities / international relations; Asian studies

Alexis SHOUSHOUNOVA / University of Wisconsin, Madison / Nanzan University / Japanese; East Asian studies

Shechinah SMITH / University of Memphis / Nanzan University (ISEP) / international business; film

Camrick SOLORIO / University of Chicago / Kyoto Consortium for Japanese Studies / East Asian studies

Jayden THOMAS / Western Kentucky University / Kansai Gaidai / international affairs

Ryoma THOMAS / University of Mississippi / Nanzan University / mechanical engineering

Darlene TINSLEY / Syracuse University / Kansai Gaidai / radio & film; English

Sheila TODOROVAC / University of North Texas / Nagasaki University of Foreign Studies (USAC) / Japanese

Taika TOLBERT / University of Georgia/ Waseda University / electrical engineering

Jason VALDES / University of Rhode Island / Niigata University / mechanical engineering

Eunice VALENZUELA / Carleton College / Waseda University / Japanese

Lorenz VARGAS / George Washington University / Waseda University / international affairs; Japanese

Kylan VOORHEES / Utah State University / Waseda University / human movement

Sarah WILHELM / Willamette University / Tokyo International University / Japanese studies

Isaac WITTENBERG / Western Michigan University / Ritsumeikan University / Japanese

Myqyel ZIMMERMAN / University of Oregon / Waseda University / social sciences

Rebeckah ZORA / University of Massachusetts, Dartmouth / Kyoto University of Foreign Studies / English



CALL FOR PROPOSALS: AATJ 2020 ANNUAL SPRING CONFERENCE

The 2020 Annual Spring Conference will be held on **Thursday, March 19, 2020**, in Boston, MA, in conjunction with the [Annual Meeting of the Association for Asian Studies](#) (AAS).

Proposals are invited for individual papers and panels. A proposal should be in one of the following areas/categories:

- (1) pedagogy, (2) literature, (3) linguistics, (4) second language acquisition, (5) language and technology, or (6) special interest group topics*

Individual papers are 20 minutes long with an additional 5 minutes for discussion. Organized panels are 100 minutes long and are limited to four active participants (four paper presenters, or three presenters with one discussant).

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

The submission deadline for all proposals is **9 p.m. Eastern time, Thursday, October 31st, 2019**.

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

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

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

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

CALL FOR PAPERS: SEATJ 2020

We are pleased to announce the Call for Papers for the 35th Annual Southeastern Association of Teachers of Japanese (SEATJ) Conference to be held at the University of Memphis in Memphis, Tennessee on **Saturday, February 22nd, 2020**. This year's keynote speaker is Dr. Jae Takeuchi, Assistant Professor of Japanese at Clemson University and 2018 recipient of the Hamako Ito Chaplin Memorial Award for Japanese language teaching

The theme of the conference is "**Beyond the Textbook: Challenges and Opportunities in Teaching Japanese as a Foreign Language**." The conference aims to facilitate discussion of Japanese language education which incorporates Japanese in all of its variations and explores ideas for curricular innovations that encourage students to see themselves as speakers of Japanese in and beyond the classroom. We particularly welcome proposals

continued on next page

addressing (1) teaching the various speech styles of Japanese, including, but not limited to, casual speech and honorifics; (2) Japanese for specific purposes, such as business Japanese or technical Japanese; (3) written Japanese and issues related to translation; and (4) approaches to teaching Japanese as an international language. Other topics related to Japanese and Japanese language education broadly construed are also welcome.

SEATJ is an organization serving all levels of Japanese teachers, and we welcome proposals from K-12 educators as well as instructors and graduate students at institutes of higher education, including both native and non-native speakers of Japanese. Proposals are for 30-minute sessions (20-minute presentation plus 10-minute Q & A), and presentations can be in either English or Japanese. Please submit your proposals using Google Form (<https://forms.gle/LbLJKu1VLrHxWcFC6>) by **November 15th, 2019**. Proposals should not exceed 250 words in English or 500 characters in Japanese. Notification of acceptance will be sent via email by December 1st. Papers will be published in the conference proceedings on the SEATJ website (<https://seatj.weebly.com/proceedings.html>) in August, 2020. For more information, please go to the 2020 conference homepage (<https://seatj2020.weebly.com/>).

LILL 2019 REPORT

By Teppei Kiyosue

I was appointed as a representative from AATJ to attend the ACTFL Leadership Initiative for Language Learning (LILL) Summer Institute June 24th-26th 2019 in Franklin, Tennessee. LILL is based on the premise that every educator is a leader who strives to be highly effective. For language educators, effectiveness is demonstrated by evidence of learners' growth in proficiency, including their growth in interculturality. This initiative aims to encourage language educators, teacher leaders, and national experts to explore this and other important issues. LILL's goal is to establish a sustainable model of K-16 collaboration that not only focuses on honing research-based teaching and learning practices, but also deepens our understanding of research-based leadership strategies and skills through experiences, networking, and mentoring. LILL also influences educators with potential through implementation of a structured action plan, bringing them into the professional circle and thus serve as an agent for professional growth.

Back in 2014 and 2015, I was appointed as a representative from Ohio Association of Teachers of Japanese (OATJ) to attend the Japan Foundation, Los Angeles (JFLA) - AATJ Leadership Training program during the AATJ Annual Fall Conferences held in conjunction with the annual national conventions of ACTFL. I increased knowledge of assessment strategies and resources, to strengthen our national community by reinforcing the ties among AATJ's regional and state affiliate organizations. For this year, I attended LILL in the hope of encouraging collaboration not only among Japanese language teachers but with teachers of other foreign languages, especially with the ones who teach Less Commonly-Taught Languages (LCTL) so that we can unite the LCTLs to garner more strength to maintain these languages as a coalition.

I would like to briefly share the two most significant takeaways regarding advocacy and leadership from LILL.

1. Vision and Mission

LILL defines Vision as the future you are ultimately working towards and Mission as leadership goals. All LILL participants reflected upon their own journey, considered their spheres of influence and how they have worked to impact and expand them in tandem with personal strengths and values. Important questions we needed to keep asking ourselves were: What are you contributing to those around you and how are you bringing others' contributions back to influence your students? Where else could your voice make a difference? The answers pointed us to department-level professional development, district initiatives, state or regional conferences, or national committees.

continued on next page



2. Empowerment Through Leadership Opportunities

We know teacher retention is a serious issue, but we also know the positive impacts of teacher leadership on teacher retention and student achievement. How have leadership opportunities have come to you in the past? Just like I was given this opportunity by AATJ president Suwako Watanabe, opening up leadership opportunities for teachers and giving them opportunities where they feel their voices are heard and that their efforts are recognized at any spheres of influence where you lead is crucial. During LILL, I learned two concepts to organize communities that are proven highly effective for this purpose: Edcamp and Unconference. Due to limitations of space, I cannot go into details about these concepts, but you can discover them here.

There are many more takeaways I could share from LILL. Yasuo Uotate at University of Florida participated in LILL representing AATJ in the past. Tomonori Nagano at LaGuardia Community College also participated in LILL this year, representing MLA. We are planning to collaborate on a proposal, hoping to be able to spread more benefits of LILL at ACTFL 2020.



HOST AN ALEX TEACHING FELLOW OR INSTRUCTOR

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

www.allex.org

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

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

This program has run successfully since 1988 at more than 230 universities all over the U.S. Schools currently using ALLEX instructors include Boston University, Colby College, Florida Institute of Technology, Indiana University Bloomington, Portland State University, Texas Tech University, University of Kentucky, University of Utah, Vanderbilt University and Wellesley College.

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

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

Please contact us for more information: www.allex.org or thomas.mason@allex.org or 978-401-0085

ALLEX INTENSIVE LANGUAGE

Scholarships Available to Study Intensive Chinese or Japanese at Washington University in St. Louis in Summer 2020 with the ALLEX Foundation

www.allex.org

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 in Summer 2020. 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

ALLEX TEACHER TRAINING

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

www.allex.org

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

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

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

Significant substantial scholarship support is available.

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



AMERICAN ASSOCIATION OF TEACHERS OF JAPANESE

1424 Broadway • UCB 366 • Boulder, CO 80309-0366
303-492-5487/Fax 303-492-5856 aatj@aatj.org • www.aatj.org

Membership Application/Renewal

Membership in AATJ is on a **calendar-year basis** and entitles you to:

- ☐ present research at and attend the annual AATJ Conferences in conjunction with AAS and ACTFL
- ☐ nominate students for induction into the Japanese National Honor Society
- ☐ participate in activities of regional/state affiliates and Special Interest Groups
- ☐ benefit from the Association's work on behalf of education in Japanese language, literature, linguistics, and culture.

The categories of membership and the corresponding dues are indicated below.

Please return the form with your check (US dollars) or VISA/MasterCard number to the address above.

Online registration is also available at **www.aatj.org/membership**.

Name (print):		Date:	
Address:		E-mail:	
		School/Organization where you work:	
		Institutional Setting: <input type="checkbox"/> K-12 <input type="checkbox"/> Post-secondary <input type="checkbox"/> Company <input type="checkbox"/> Other	Area of Specialization: <input type="checkbox"/> Language Teaching <input type="checkbox"/> Linguistics <input type="checkbox"/> Literature <input type="checkbox"/> Other
		Membership Category (check): <div style="display: flex; justify-content: space-between;"> <div> <input type="checkbox"/> Regular Member \$ 45 <input type="checkbox"/> Student Member \$ 30 <input type="checkbox"/> Institution \$100 <i>(includes all publications)</i> <input type="checkbox"/> Shipping & handling \$ 20 <i>(outside of U.S.)</i> </div> <div> Total Payment (U.S. Dollars) _____ </div> </div>	
Special Interest Groups (SIG): <input type="checkbox"/> AP <input type="checkbox"/> Classical Japanese <input type="checkbox"/> Community College <input type="checkbox"/> Heritage Language <input type="checkbox"/> Language & Culture <input type="checkbox"/> Professional Development <input type="checkbox"/> Proficiency Assessment <input type="checkbox"/> Specific Purposes <input type="checkbox"/> Study Abroad <input type="checkbox"/> Translating & Interpreting		Affiliate (Choose one): <div style="display: flex; justify-content: space-between;"> <div> <input type="checkbox"/> Alaska (AKATJ) <input type="checkbox"/> Arizona (AzATJ) <input type="checkbox"/> California (CAJLT) <input type="checkbox"/> California-north (NCJTA) <input type="checkbox"/> Colorado (CJLEA) <input type="checkbox"/> Florida (AFTJ) <input type="checkbox"/> Hawaii (HATJ) <input type="checkbox"/> Illinois (IATJ) <input type="checkbox"/> Indiana (AITJ) <input type="checkbox"/> Iowa (JLCTIA) <input type="checkbox"/> Kentucky (KAJLT) <input type="checkbox"/> Michigan (JTAM) <input type="checkbox"/> Mid-Atlantic (MAATJ) </div> <div> <input type="checkbox"/> Minnesota (MCTJ) <input type="checkbox"/> Nevada-south (SNJTA) <input type="checkbox"/> New Jersey (NJATJ) <input type="checkbox"/> North Carolina (NCATJ) <input type="checkbox"/> Northeast (NECTJ) <input type="checkbox"/> Ohio (OATJ) <input type="checkbox"/> Oregon (ATJO) <input type="checkbox"/> South Central (SCATJ) <input type="checkbox"/> Southeastern (SEATJ) <input type="checkbox"/> Southern Nevada (SNJTA) <input type="checkbox"/> Texas (JTAT) <input type="checkbox"/> Washington (WATJ) <input type="checkbox"/> Wisconsin (WiATJ) </div> </div>	
<input type="checkbox"/> Check Enclosed <input type="checkbox"/> MasterCard/VISA # _____ Exp. ____/____ _____ Signature			



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

Brown University

Brown University seeks a **scholar of Japanese Literature of any period at the rank of assistant professor (tenure track) for a joint appointment in the Departments of Comparative Literature and East Asian Studies.** Ph.D. must be completed by the time of employment or firmly expected. Proficiency in Japanese, and English, is required. The field and period of specialization is open, but the successful candidate will be expected to teach a comprehensive range of genres and historical periods. Candidates in their application should outline their current and future research in Comparative Literature and East

Asian Studies. Candidates should also suggest courses at introductory and advanced levels illustrating range in historical and critical approaches. Demonstrated excellence in scholarship and teaching, and a commitment to diversity and inclusion in education, are essential. Please submit complete dossier, including cover letter, curriculum vitae, dissertation abstract, sample of scholarly writing, and three letters of recommendation, online at <http://apply.interfolio.com/66122> by **October 15th, 2019**. Review of applications will begin then; however, applications received after that date may be considered until the position is filled.

San Diego State University

The Department of Linguistics and Asian/Middle Eastern Languages at San Diego State University (SDSU) seeks to hire a **tenure-track Professor of Japanese at the rank of Assistant Professor**, to begin in fall 2020. The candidate is expected to have native or near-native proficiency in Japanese in addition to strong proficiency in English.

The ideal candidate will pursue research in Japanese language and/or linguistics and demonstrate potential for substantial contribution to the field. Possible specialization areas include teaching Japanese as a second (or heritage) language, the acquisition of Japanese as a second (or heritage) language, and Japanese linguistics. The successful candidate should have a proven track record of teaching undergraduate courses in Japanese that is grounded in communicative language teaching, and possess knowledge of current trends in second language teaching methodologies and new technologies in language learning. The candidate needs to be able to teach all levels of Japanese language courses. In addition, the ideal candidate will have the expertise to teach two or more upper-division courses that are part of the Japanese major, such as Business Japanese, Newspaper Reading and Advanced Composition, and Japanese Literature through Text and Film. We are especially interested in candidates who demonstrate strong potential to direct a Japanese Language Program, which includes a Japanese major and minor, and successfully lead its growth, while collaborating with relevant units across the university. Applicants should present evidence of teaching excellence and scholarly potential.

Review of applications will begin **October 31st, 2019**, and continue until the position is filled. A Ph.D. in Japanese Language, Linguistics, or a related field must be in-hand at the start of the appointment. Applicants should apply via Interfolio at: <https://apply.interfolio.com/67200> and should submit a letter of application, CV, documentation of teaching excellence, including sample syllabi and student evaluations, and sample publications (two maximum), and should arrange for three letters of recommendation to be sent.

Requests for additional information should be directed to Dr. Yoshiko Higurashi, Search Committee Chair, Department of Linguistics and Asian/Middle Eastern Languages, San Diego State University, 5500 Campanile Drive, San Diego, CA 92182-7727. Email: yhigurashi@sdsu.edu; Phone: (619) 594-1005; Fax: (619) 594-4877.

SDSU is a large, diverse urban university and Hispanic-Serving Institution with a commitment to diversity, equity, and inclusive excellence. Our campus community is diverse in many ways, including race, religion, color, sex, age, disability, marital status, sexual orientation, gender identity and expression, national origin, pregnancy, medical condition, and covered veteran status.

We strive to build and sustain a welcoming environment for all. SDSU is seeking applicants with demonstrated experience in and/or commitment to teaching and working effectively with individuals from diverse backgrounds and members of underrepresented groups. SDSU is an Equal Opportunity/Title IX Employer.

University of Michigan

The University of Michigan Department of Asian Languages and Cultures invites applications for the position of **Japanese Language Program Director** (LEO Lecturer III) starting September 1st, 2020, pending position approval. This is a

non-tenure-track position with a university-year appointment. This position will provide supervision and leadership for the faculty teaching Japanese language. Responsibilities include 6-9 instructional hours per week, active leadership

ACTFL or equivalent measurement; and (5) native or near-native fluency in English. For a complete job description and information on applying for this position, please go to <https://winona.peopleadmin.com>. Application deadline is **September 26th, 2019**.

WSU is a member of the Minnesota State Colleges and Universities and is an equal opportunity educator and employer.



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