



AATJ

NEWSLETTER

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December 2019



Suwako Watanabe
渡辺素和子

MESSAGE FROM THE PRESIDENT

Our 2019 Fall Conference in conjunction with ACTFL in Washington, D.C. was a great success. Approximately 120 colleagues attended the Award Luncheon to congratulate Koji Otani sensei and Tomoko Takami sensei along with three Cheng & Tsui grant recipients. The sessions covered a wide variety of

topics including AP, advocacy, the National Japanese Exam, technology, and research-oriented papers. The Embassy of Japan generously hosted a reception on Friday, November 22 at the Ambassador's former residence, and I heard that over 160 individuals participated in the reception. The venue facilitated a relaxing atmosphere for the attendees to meet new people and deepen our ties among ourselves.

Throughout the conference, the co-presidents of MAATJ, Noriko Otsuka sensei and Tomoko Hoogenboom sensei and many MAATJ members were instrumental in ensuring smooth operation of activities in the Exhibit Hall and lending their hands wherever needed. A deep bow of thanks to the 2019 Fall Conference Co-Directors, Masahiro Tanaka, Yasuo Uotate, and Takayuki Masai. Thanks also to the directors who are retiring this year after several years of service: Iya Nemastil (Newsletter), Mio Nishimura (Nengajo Contest), and Masahiro Tanaka (Fall Conference).

The day before the ACTFL Convention is usually the Assembly of Delegates where representatives from professional organizations gather to discuss issues in the field. This year Kazumi Yamashita sensei and I participated in the event, and the name of the event was changed to the Assembly of Advocates because we visited the offices of Senators and Representatives on Capitol Hill to advocate for language education. It was our second time to visit the offices this year, so it was nice to be able to say, "Nice to meet you again!" to the assistants, and they remembered me. Consistency and tenacity keeps us on their radar.

We just announced the results of the AATJ election that was held this year. Congratulations to Junko Mori sensei, Ann Jordan sensei, and Shingo Satsutani sensei. I have strong confidence in the newly elected officers who will be leading AATJ and addressing various issues in the field. And I thank those of you who cast your votes in the election. Your participation in the voting process shows a strong support for the organization.

Lastly, I want to thank all of the members and other organizations who have supported AATJ during my term. Although my term as the President will expire at the end of this year, I have many ideas to enhance the organization in its duty to fulfill its mission. The connection between the local affiliates and AATJ can be made more perceptible with creative ways of communication; a speakers board can be compiled for officers of local affiliates who want to hold a lecture or workshop event, they can refer to the speaker board; we should ensure opportunities for members to give feedback on concurrent sessions at our fall and spring conferences to improve the quality of conference experience as well as research; AATJ should facilitate venues to reinvigorate the SIGs with more stability; and AATJ should continue to improve articulation between levels. In addition, AATJ has been asked to host an upcoming International Conference on Japanese Language Education.

Early in the new year AATJ will be sending you a survey asking you to give feedback on AATJ's student-oriented activities, so please look for it and respond.

Have a wonderful end of the term and end of the year.

- Suwako Watanabe, President

会長 渡辺素和子





Noriko Otsuka VanKeuren



Kayoko Tazawa



Takae Tsujioka



2019 ACTFL Advocacy Panel



Shingo Satsutani



Hideki Hara
Director, JFLA



Lena Kelly
Advocacy Director, JFLA

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2019 ANNUAL FALL CONFERENCE

AATJ's Fall Conference was held in Washington, DC, from Friday, November 22nd, through Sunday, November 24th, 2019, in conjunction with the American Council on the Teaching of Foreign Languages' (ACTFL) Annual Convention and World Languages Expo. According to ACTFL, over 7,600 people attended the convention this year, including 340 educators who were interested in the Japanese language. The 32 AATJ-sponsored sessions (24 45-minute sessions and eight paper sessions with three 10-minute paper presentations each) were conducted in two concurrent presentation rooms over three days. Other AATJ members also presented their research, as ACTFL-sponsored sessions. The program of AATJ-sponsored and Japanese-related sessions is still available on the AATJ website: <https://www.aatj.org/conferences-fall>



*AATJ Award Luncheon
President Suwako Watanabe*

On Friday evening, the Embassy of Japan hosted a reception at the Old Japanese Ambassador's Residence to provide an opportunity for networking and information exchange among educators and supporters of Japanese language education in the U.S. Following a cocktail hour, the reception started with remarks by Mr. Takehiro Shimada, Minister of Communications and Cultural Affairs, Embassy of Japan in the United States. Then after a speech by AATJ President Suwako Watanabe, Ambassador John Malott, the former president of the Japan-American Society of Washington DC, gave welcome remarks. More than 160 Japanese teachers attended this reception, and we are so very thankful for the support of the Embassy of Japan.

On Saturday, AATJ hosted its Annual Teacher Awards Luncheon, and approximately 125 people attended. The luncheon began with welcome remarks from AATJ President Suwako Watanabe, followed by remarks by AATJ's guests of honor: Mr. Takehiro Shimada, Embassy of Japan in the United States, and Director Hideki Hara, the Japan Foundation, Los Angeles.

During the luncheon, the AATJ presented this year's Teacher Awards to Mr. Koji Otani (Thomas Jefferson High School for Science and Technology, Alexandria, VA) in the K-12 category and Ms. Tomoko Takami (University of Pennsylvania, Philadelphia, PA) in the College and University category. We received generous prizes for the award recipients from six sponsors who participated in the Japan Pavilion in the Exhibit Hall. (Please see Japan Pavilion Exhibitor List at the end of this article.) The 2019 Cheng & Tsui Professional Development Grants were awarded to Mr. Daniel Hill (Miami High School, Miami, AZ), Mr. Nathan Bynum (Obama Academy of International Studies, Pittsburgh, PA), and Ms. Sanae Tomita (Shakopee High School, Shakopee, MN) in the K-12 category.



*Engaging Learners in Social
Change Through Authentic
Resources*

*Michelle Lupisan & Yo Azama
North Salinas High School*

On Saturday evening, AATJ's General Membership Meeting began with remarks by President Suwako Watanabe, followed by the AATJ Board of Directors' reports: AATJ members' profiles (including membership benefits and local affiliates), Nengajo contest, National Japanese Exam (NJE), fall conference, and spring conference. After a short presentation about the Aurora Foundation scholarship opportunities by Dr. Hiroko Kataoka, President Watanabe presented a certificate of appreciation to the outgoing AATJ Officers and Directors: Yoshiko Saito-Abbott (Immediate Past President), Masahiro Tanaka (Annual Fall Conference Co-Director), and Mio Nishimura (Student Activities Nengajo Contest Director). Then President Watanabe and Executive Director Susan Schmidt presented flowers to Deputy Director Kathleen Ajisaka, who is retiring at the end of 2019 after serving AATJ for many years. Following these recognitions, Director Hideki Hara of the Japan Foundation, Los Angeles, was invited to give a few words, and we had a



*AATJ Award Luncheon
ACTFL President-Elect
Jessica Haxhi*

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AATJ Award Luncheon
Mr. Takehiro Shimada

*Minister of Communications
and Cultural Affairs, Embassy of
Japan in the United States*

janken ice-breaker with ten kanji posters donated by Mr. Kazuo Tsuda of Movement for Language and Culture. The meeting ended with the always popular door prize drawing. We received many raffle prizes from thirteen sponsors who participated in the Japan Pavilion. We would like to thank them for their generous and continuing support.

In the Exhibit Hall during the three-day convention, Japan-related organizations and companies, including the Japan Foundation Los Angeles, local governments in Japan, publishers, bookstores, and travel agencies, joined us at the Japan Pavilion. During the Exhibition Visit Free Time, the Mid-Atlantic Association of Teachers of Japanese (MAATJ), sponsored four presentations: Calligraphy on Friday, Tea Ceremony on Saturday morning, Kimono Photo Booth on Saturday afternoon, and Flower Arrangement on Sunday.

It was because of the great support of AATJ members, members of MAATJ who organized the presentations, and Japan-related organizations and companies that the 2019 annual conference in Washington DC was able to conclude with much success. We would like to express our deepest appreciation to everyone who made this happen.

The 2020 AATJ Annual Fall Conference will be held during the annual convention of ACTFL, which will take place from Friday, November 20th, through Sunday, November 22nd, 2020, in San Antonio, TX. The submission deadline for proposals is Friday, January 10th, 2020. We look forward to seeing you again next year!



AATJ Award Luncheon
Director Hideki Hara
The Japan Foundation, LA

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

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



AATJ Teacher Award
K-12 Category

Koji Otani
*Thomas Jefferson High School
for Science and Technology,
Alexandria, VA*



AATJ Teacher Award
College & University Category

Tomoko Takami
*University of Pennsylvania,
Philadelphia, PA*



**2019 Cheng & Tsui Professional
Development Grant Recipients**

*From Left to Right: **Sanae Tomita**, Shakopee
High School, Shakopee, MN; **Nathan
Bynum**, Obama Academy of International
Studies, Pittsburgh, PA; **Daniel Hill**, Miami
High School, Miami, AZ; **Olivia Murphy**,
Cheng & Tsui Representative*

In addition, the following online albums have a number of photos from ACTFL:

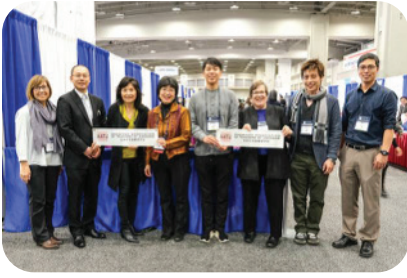
Photos by Masahiro Tanaka

<https://photos.app.goo.gl/X6McSfj7a5Q1UwTr8>

Photos by Yasuo Uodate

<https://www.dropbox.com/sh/s0eehn3mr2hwrrb/AAC7MUQVuulqGHcOXKWtoxyEa?dl=0>

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ACTFL Convention Partners Leadership Dinner

Japan Pavilion Exhibitor List (alphabetical):

- 3A Corporation
- The Hyogo Business & Cultural Center
- IACE Travel
- Japan Foundation-Los Angeles
- Japan National Tourism Organization (JNTO)
- The Japan Times Publishing
- JPT America
- JTB USA
- Kinokuniya Book Stores of America
- Kintetsu International Express
- Kuroshio Publishers
- Movement for Language and Culture
- Northeast Council of Teachers of Japanese (NECTJ)
- Nippon Academy
- Nippon Express Travel USA
- Nikkei America
- Osaka Convention & Tourism Bureau
- Sanshusha Publishing
- Shogakukan
- Tokyo Convention & Visitors Bureau



Noriko Otsuka & Suwako Watanabe at the Convention Partner Dinner



With Michael Bacon, Portland Public School District

One of the important events at the ACTFL is the ACTFL Convention Partners Leadership Dinner held on Wednesday, two days before the convention starts. Among the attendees were officers from associations of Chinese, French, German, Italian, and state-level associations. This year, I attended the dinner with Noriko Otsuka sensei, a co-president of MAATJ. At the end of the dinner, Michael Bacon sensei, who served as the ACTFL treasurer, was recognized as a going-off officer.

The Assembly of Advocates was a huge success making a remarkable presence of language educators asking politicians to support bills to fund language education in the US. As an Oregonian, I got to visit the offices of Jeff Merkley, Ron Wyden, and Peter DeFazio.



ACTFL Convention Partners Leadership Dinner



Suwako in front of Senator Jeff Merkley's office

AATJ-JFLA CO-SPONSORED LEADERSHIP TRAINING WORKSHOP

Thanks to the Japan Foundation Los Angeles office, AATJ was able to co-host a leadership training workshop on the weekend of October 18th-20th, 2019, at Ursinus College in Pennsylvania. The following eleven individuals were invited as the cohort participants of the 2019 Leadership Training:

Kyoko Hammond, The University of Tennessee at Martin, TN

Dylan Lira, White Station High School, TN

Hironori Nishi, The University of Memphis, TN

Asami Nakano, Vanderbilt University, TN

Aya McDaniel, Georgia Institute of Technology, GA

Nicole Mayfield Tsuruta, South County High School, VA

Steven Balsomico, Shaler Area High School, PA

Hisae Gozu, Freedom High School, FL

William Collazo, Deerfield Beach High School, FL

Naomi Larson, Cornell University, NY

Yukino Tanaka Goda, Ursinus College, PA

On Friday evening, the participants from the 2018 leadership training joined the 2019 cohort by Zoom meeting, and they reported the progress on the action plans they had set after the workshop last year. It was good to learn that they all implemented some of the action plans such as talking with officers of their local affiliates and organizing networking sessions.

The session on Saturday was open to Japanese teachers from different areas around the workshop site in PA and covered the topic of advocacy from a wide range of perspectives. Hideki Hara, Director of the Japan Foundation in Los Angeles, talked about the need for collaboration between language and area studies. Erin Welchel, from ACTFL, shared the resources for advocacy offered through the Lead with Languages program run by ACTFL. Suwako Watanabe, AATJ President, presented various examples of advocacy strategies and activities. Lena Kelly, from JFLA, presented the Japan Foundation's advocacy materials. Tomoko Takami, University of Pennsylvania, shared her experience of teaching business Japanese where content areas are integrated, and Linda Chance, University of Pennsylvania, talked about how her students got excited about and motivated to learn classical Japanese. Yoshiko Saito-Abbott, AATJ, gave a presentation on the Core Practices proposed by ACTFL.

After the long day of listening to the presentations, the 2019 participants brainstormed on their action plans. During the Sunday session led by Ann Jordan, AATJ, they presented finalized action plans. The following lists some of the plans that were mentioned by several participants:

- Connect with other units and departments within a school
- Recruitment efforts-reaching out to local high schools/ middle schools
- Reconsider the current format of a speech contest
- Become an official AATJ affiliate
- K-12 teachers reaching out to colleges and universities in the local area
- Conduct a statewide webinar as a study session
- Network with local communities, businesses, Hoshukoo
- Update membership roster/ mailing list

Many of the Japanese teachers are running a Japanese program all by themselves without any colleagues, so the leadership training workshop was a great venue for those to get connected in person. Discussing advocacy in person revealed that many of the concerns, such as decreasing enrollments and budget cuts, are common, and we reaffirmed the importance of ongoing advocacy and networking.

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*2019 Leadership Training Workshop
Saturday Participants*



*Suwako Watanabe opening the
leadership training*



*Nicole Tsuruta sharing her
experience*



*Erin Welchel presenting the Lead
with Languages program*



*Hideki Hara talking about the need
for content-language collaboration*



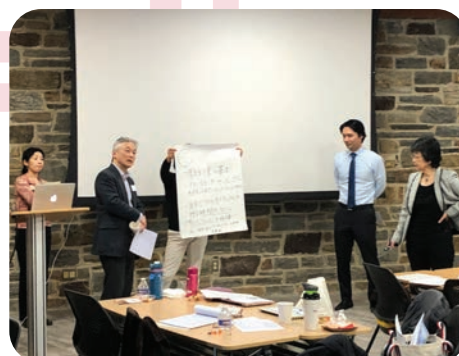
*Steven Balsomico and Koji Otani
brainstorming*



*Saturday workshop participants
sharing their ideas with
Linda Chance*



*Tomoko Takami, William Collazo,
Aya McDaniel, Dylan Lira working
with other participants*



*Koji Otani, Asami Nakano, and
Hironori Nishi reporting in a session
led by Yoshiko Saito Abbott*

2019 TEACHER AWARD

We are very pleased to introduce this year's AATJ Outstanding Teacher Award recipients: Koji Otani from Thomas Jefferson High School for Science and Technology in Alexandria, Virginia and Tomoko Takami from University of Pennsylvania. The AATJ Teacher Award recognizes outstanding teachers who have demonstrated excellence in teaching, advocacy, and leadership, both locally and nationally. The awards were presented at the AATJ Awards Luncheon on November 23rd, 2019 during the ACTFL Convention held in Washington, DC. Both Takami sensei and Otani sensei happen to be members of MAATJ, which was the local affiliate for the ACTFL convention this year.

Koji Otani, Thomas Jefferson High School for Science and Technology

Over the past 21 years of teaching at both the elementary and high school levels, Otani sensei has dedicated himself not just to the teaching Japanese to his own students, but also to creating rich opportunities outside of the classroom for all students of Japanese through exchange programs and cultural experiences. He has also been instrumental in leading efforts to provide opportunities for learners to showcase their skills through the Japan Bowl, J-Live Talk speech contest, and J-Learn (Japanese Language Advocacy and Resource Network). Otani sensei has also served as co-chair of the AP Japanese Language and Culture Development Committee since 2014, and served for nine years as an officer of MAATJ, first as secretary, then as co-president.

At a time when many K-12 Japanese programs are under threat of budget cuts, it is not enough just to be a great teacher. You also need to be someone who is respected and recognized by your colleagues as a true professional. And you need to be someone who works to build parental and community support for your program, and as Otani sensei does, to help other teachers' Japanese programs in the most selfless ways, as well. Otani sensei does all of that! To me, he is the role model for what a great Japanese teacher should be, now and in the future.

-Ambassador John Malott



I am honored and humbled to receive such a special award. My sincere gratitude goes to all the people around me who have been supportive both professionally and privately. I am also thankful to the dedicated group of people who have been working hard to promote the Japanese education in the mid-Atlantic area. I would like to consider this award as a result of group effort. I'm receiving this award on be-half of these remarkable people.

Thank you to Otsuka sensei and Hoogenboom sensei to take active leaderships as the Co-President of the MAATJ (Mid-Atlantic Association of Teachers of Japanese). Thank you, Ambassador Malott who is always there for us to be a great mentor and a leader of the J-Learn group (Japanese Language Education and Area Network). The Minister Shimada at the Japanese Embassy has also been providing generous support to hold sustainable network meetings with the people from education and businesses.

The word "ONE TEAM" became well-known when the Japanese rugby national team who made historical achievement at this year's Rugby World Cup. In recent years, I see the people around the Japanese education are coming together in a good mood. We are also becoming ONE TEAM. And I have to remember to add my students and their parents in our team, too.

The Japanese program at my school has not been necessarily a smooth ride. However, I am fortunate to have the students and the parents who are excited and eager to support the Japanese program. I feel blessed when my graduates talk about their fond memories of exchange trip to Japan, carrying an Omikoshi at the National Cherry Blossom Festival parade, staying late after school to practice dance, taiko, and calligraphy for the school events, and so forth.

As I hear the world and domestic news these days, I feel strongly that I need to put more stress on the cultural aspect of the language learning more than before. I hope that I can guide as many young people as possible to help them become global citizens.

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Tomoko Takami, University of Pennsylvania

Takami sensei has been with the Department of East Asian Languages and Civilizations at the University of Pennsylvania since 1996, where she has served as the Director of the Japanese Language Program for the past six years. She served as National Japanese Exam Director and Board member, founding chair of the Japanese for Specific Purposes SIG, and is the current Co-chair of the Japanese Language and Culture Development Committee. Takami sensei has also distinguished herself as a leader in the field of business Japanese instruction and has authored numerous publications on the topic. She is also in demand around the world as a presenter and trainer.

Leadership is her calling card, whether it's the Kyoto Consortium, AP Language, CIBER, Japanese for Specific Purposes Special Interest Group, or National Japanese Exam, she is there, listening first, motivating people, and moving things forward. She translates her national impact to the local context, as well, and has spread optimism among East Asian and other specialists.

-Professor Linda Chance, University of Pennsylvania



I am very honored and humbled to receive the 2019 AATJ Teacher Award. I would like to express my gratitude to the AATJ officers, the selection committee, as well as my colleagues who nominated me for this award.

I am grateful to my colleagues at the University of Pennsylvania, where I have been teaching Japanese for over 20 years. Penn is my home, and my colleagues are my family; I am very fortunate to have the most inspiring and supportive colleagues.

I am very fortunate to have had numerous opportunities to meet and work with teachers beyond Penn, as they were crucial to my teaching career. I founded JSP-SIG at AATJ in 2007 to build a network among business Japanese teachers to share pedagogical ideas and enhance the field. Through JSP-SIG activities, I was able to meet leading teachers who welcomed me to the field and have taught and encouraged me. I would not be standing here today if I had not met these teachers. I am also thankful to the National Japanese Exam team and the AP Japanese language and culture test development and scoring teams. I get to work with amazing teachers who have devoted themselves to the Japanese language education field.

I have had the privilege of publishing a Japanese textbook with the Japan Times and am very grateful for that. I am now connected with Japanese language teachers and learners not only across the US but also in different parts of the world. These are connections that I would have never imagined I would have.

Most of all, I sincerely thank my students, past and present, for their passion and commitment to learning Japanese and having faith in learning with me. They are my source of energy in teaching and learning to become a better teacher.

I also consider this award as an encouragement to me to continue learning more and becoming a better educator. I will continue to do my best in my endeavor and hope to contribute further to the field of Japanese and world language education.

2019 CHENG & TSUI PROFESSIONAL DEVELOPMENT GRANT RECIPIENTS

Each year, Cheng & Tsui, a leading publisher of Asian language-learning textbooks and materials, provides financial support for professional development to AATJ member teachers, K-16. Ms. Olivia Murphy, of Cheng & Tsui, presented this year's grants at the AATJ Awards Luncheon at ACTFL in Washington, DC on November 23rd, 2019 to the following recipients:

Nathan Bynum, Obama International Academy, Pittsburgh, PA

Sanae Tomita, Shakopee High School, Shakopee, MN

Daniel Hill, Miami High School, Miami, AZ

CALL FOR PROPOSALS ACTFL 2020



ACTFL2020
SAN ANTONIO
NOVEMBER 20-22

The 2020 AATJ Annual Fall Conference will be held during the annual convention of ACTFL, which will take place from Friday, November 20th, through Sunday, November 22nd, 2020, in San Antonio, TX. The submission deadline for proposals is Friday, January 10th, 2020 at 11:59 PM Eastern Time. We look forward to seeing you again next year!

Call for Proposals: 2020 Annual Convention and World Languages Expo

<https://www.actfl.org/actfl2020/call-proposals-2020>

If you want your session or paper presentation to be considered for a part of the AATJ program, please pay attention to the following two points in the ACTFL online proposal submission form:

1. Please choose “Japanese” under “Applicable Language.”

• **Applicable Language**

Select the primary language that is most applicable to the content of your presentation: (Select One)

Japanese

2. For Question 3 under “Other,” please choose “Not Applicable (N/A).” If you choose one of the ACTFL Special Interest Group (SIG), your proposal will be reviewed by the SIG first. Once your proposal has been accepted by the SIG, we cannot include your session or presentation in the AATJ program.

• 3. If you want your proposal to be reviewed and sponsored by an ACTFL Special Interest Group (SIG), please check one below. If not, select “Not Applicable (N/A)” (information only used for classification purposes).

☐ Not Applicable (N/A)

2020 ANNUAL AATJ SPRING CONFERENCE

The 2020 Annual AATJ Spring Conference will be held on Thursday, March 19th, 2020 in Boston MA in conjunction with the Annual Meeting of the Association for Asian Studies (AAS). A full day of panel and individual paper presentations on Language Pedagogy, Linguistics, Second Language Acquisition, Language and Technology, Literature, and other topics will take place at Sheraton Boston Hotel, the site of the AAS conference. The keynote speaker for this year’s conference is Professor Emeritus Naomi McGloin of the University of Wisconsin-Madison. The program will be announced and registration will open in January, 2020. Updates will be posted at www.aatj.org/conferences-spring.

CATJ 28 CONFERENCE

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

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 (<https://www.macalester.edu/asian/catj-28/keynote-speakers/>), Dr. Junko Mori (University of Wisconsin – Madison), Mr. Yo Azama (North Salinas High School and California State University), and 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 CATJ 28 Registration is now ready (<https://www.macalester.edu/asian/registration/>) .

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

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

Best regards,

Asian Languages and Cultures Department
Macalester College



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 invite all AATJ members about the Nengajo Contest 2020, Year of the Rat. 758 cards were submitted by 126 members in 2019's contest.

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.

You can sign up for the contest and upload your entries on this Google Form:

<https://forms.gle/GuVpoYyzZpC9EwCf8>

Non-digital hard-copies are still accepted for this year's contest. Please refer to the [PDF](#) (link below) for more details if you would like to go this route.

<https://www.aatj.org/resources/studentactivities/nengajocontest/NengajoContest2020.pdf>

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

Please contact Cameron Chien at cameron.chien@gmail.com for any questions. Thank you and we look forward to your submissions!



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、プロフェシエンシー重視、スタンダードベースのテストで、また文化能力を評価するテストです。NJEは日本語学習の成果を讃え、また日本語学習に対するさらなる学習意欲を高めることを目的としています。

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

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

Silver Level:

80-89%

Bronze Level:

70-79%

Honorable Mention:

60-69%

All:

Certificate of Participation

*ゴールドレベル:

90%以上の正答率

*シルバーレベル:

80-89%の正答率

*ブロンズレベル:

70-79%の正答率

努力賞:

60-69%の正答率

参加賞:

参加者全員

Categories (カテゴリー)

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

College, Regular

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

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

*日本語における賞の名前が一部変更になりました。

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

J.LIVE TALK 2019

11月10日、第5回J.LIVE Talk (Japanese-Learning Inspired Vision and Engagement) がジョージワシントン大学で開催されました。1次審査には、全米の11州から50余名の応募者がありましたが、その中から1次2次審査を経て選ばれた9人のファイナリストが観客を前にライブ・プレゼンテーションを行い、日本語総合コミュニケーション力を競いました。

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



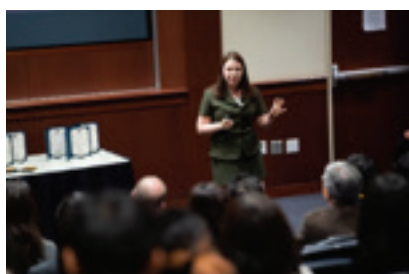
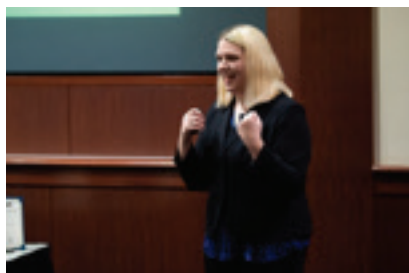
審査員には、在米日本大使館広報文化班島田丈祐公使、JCAW日本語教育支援担当の高井裕之理事、南山大学のロバート・クロッカー教授、TOP USの田畑のり子社長、ジョージワシントン大学の卒業生で、プルデンシャル・ファイナンシャルのキリ・サンクイスト様にお越し頂きました。結果は表の通りです。

Category I	金	Wrangle Walther	Texas A&M University (Prof. Yuki Waugh)	「日本の冗談」
	銀	Alexzander C. S. Ciminillo	University of Findley (Prof. Hiroaki Kawamura)	「星を目指して」
	銅	Dia Lynn Thomas	Franklin and Marshall College (Prof. Kaori Shimizu)	「ヒジャブとおしゃれ」
Category II	金	Bilal Pazir	University of Texas, San Antonio (Prof. Makiko Fukuda)	「僕の航海」
	銀	Yiman Wang	Georgetown University (Prof. Yoshiko Mori)	「バーチャルアイドル 瀬名くん」
	銅	Spencer Rauner	George Washington University (Prof. Takae Tsujioka)	「人の心を種として」
Category III	金	Natasha Milligan	Willamette University (Prof. Miho Fujiwara)	「思いやり？」
	銀	Deidra Buenger	University of Toledo (Prof. Kasumi Yamazaki)	「空気に読まれる自分から読む自分へ」
	銅	Jaewon Park	Bucknell University (Prof. Yukiko Asano)	「夢のパーソナル・トレーナー」
Kakehashi Award		Alexzander C. S. Ciminillo	University of Findley (Prof. Hiroaki Kawamura)	「星を目指して」

銀賞受賞者の指導教官として参加されたUniversity of Toledoの山崎華純(かすみ)先生は、「色々な背景の学生の色々な『声』があることがすばらしかった」とコメントしてくださいました。

continued on next page





会場では、紀伊国屋書店による日本語書籍の販売、Tokiya Japanによる陶器などの販売、南山大学、IACEトラベル、JET、日米学生会議によるインフォメーションブースに加え、MAATJによって日本の小物などがカラフルに展示され、学生たちが折り紙をしたり、日系コミュニティの代表と談笑したりして楽しんでいました。



コンテスト終了後は、同会場で、J.LIVE Talk のアウトリーチプロジェクトとして狂言「附子」の無料上演とワークショップを行いました。こちらは、ニューヨークのNoh Society及びGWのEast Asia National Resource Centerとの協賛により可能になり、J.LIVE Talk参加者に限らず、一般公開されましたが、大変好評で、このような機会がもっとほしいという声が多数出ました。



今後とも皆様のご支援・ご理解のもと、日本語・日本文化教育の意義を広く周知できる大会として成長して行きたいと思っております。全国より応募者をご推薦くださった先生方には心から御礼を申し上げるとともに、引き続き、ご支援とご協力を賜りますよう、謹んでお願い申し上げます。また来年度は、ワシントン近郊の高校に在籍する高校生の部を設けたいと考えております。これに関しましても、色々な方々のお知恵を拝借することになると思いますが、その際は、よろしくお願い申し上げます。なお、イベントの写真・ビデオは、こちらのリンクよりご覧いただけます。<https://eall.columbian.gwu.edu/jlive-talk-2019-report>

文責：ジョージワシントン大学 浜野祥子・辻岡孝枝

MEMBERSHIP RENEWAL

Renew Your AATJ Membership

Thank you to the members who have already renewed their AATJ membership for 2020!

If you have not renewed yet, please take a moment to make sure you are included in all the benefits that membership brings: professional development opportunities like conferences and webinars; activities for your students like the Japanese National Honor Society; publications and other resources.

Renew online by going to <http://www.aatj.org/membership> or use the membership form on **page 24** of this newsletter.



HOST AN ALLEX 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/>

2020 CARLA SUMMER INSTITUTE PROGRAM

2020 CARLA Summer Institute Program for Language Teachers

The Center for Advanced Research on Language Acquisition (CARLA) at the University of Minnesota has provided high-quality professional development for language teachers for over two decades. Launched in 1996, this internationally known program reflects CARLA's commitment to link research and theory with practical applications for the classroom. Each institute is highly interactive and includes discussion, hands-on activities, and networking.

CARLA summer institute participants—more than 6,300 to date—have come from every state and from countries all over the world. They have included foreign/world language, ESL/EFL, heritage language, and immersion educators at all levels of instruction, as well as program administrators, curriculum specialists, and language teacher educators.

Online Institutes

Transitioning to Teaching Language Online—*Online course*

June 22nd–July 20th, 2020

This intensive four-week online course provides language teachers with the experience of being an online learner while exploring the basics of creating a successful online language class.

Presenters: Claudine Boucaud, Ritu Jayakar, Marlene Johnshoy, and Frances Matos

Using the Web for Communicative Language Learning—*Online course*

June 29th–August 2nd, 2020

In this five-week online course, participants will discover ways to use online tools to promote student language comprehension and production by motivating their participation and collaboration in the target language.

Presenters: Florencia Henshaw and Marlene Johnshoy

Using Technology in Second Language Teaching—*Online option*

July 20th–24th, 2020

Participants will learn how to use technology to facilitate student use of the target language and get hands-on practice in using computers to promote students' interpretive, interpersonal, and presentational communication skills.

Presenters: Adolfo Carrillo Cabello, Marlene Johnshoy, and Dan Soneson

Institutes Offered at the University of Minnesota

Secondary Dual Language and Immersion: Achieving the Promise of Continuation Programs—*New!*

June 22nd–24th, 2020

During this three-day institute specifically designed for the secondary dual language and immersion context, participants will explore the what, how, and why of secondary continuation programs.

Presenter: Cory Mathieu

Assessing Language Learners' Communication Skills via Authentic Communicative Performance Tasks

July 13th–17th, 2020

After learning how to design communicative tasks, develop rubrics, and evaluate student performance on a variety of tasks, participants will develop their own standards-based Integrated Performance Assessment (IPA).

Presenter: Donna Clementi

continued on next page



Creativity in the Language Classroom:**Fostering Student Learning Through Creative Language Experiences****July 13th–17th, 2020**

This fun institute is designed for second language teachers who want to promote creativity in their classroom while simultaneously improving learners' target language proficiency.

Presenters: Anne Cummings Hlas and Amy Young

Foreign Language Literacies: Using Target Language Texts to Improve Communication**July 13th–17th, 2020**

Participants will learn how to use target language texts (such as movies, infographics, poetry, music videos, magazine articles, and podcasts) to develop students' communicative abilities, critical thinking, intercultural competence, and language awareness.

Presenters: Mandy Menke and Kate Paesani

Using Technology in Second Language Teaching—*Online option***July 20th–24th, 2020**

Participants will learn how to use technology to facilitate student use of the target language and get hands-on practice in using computers to promote students' interpretive, interpersonal, and presentational communication skills.

Presenters: Adolfo Carrillo Cabello, Marlene Johnshoy, and Dan Soneson

Critical Approaches to Heritage Language Education**July 20th–24th, 2020**

Participants will learn how to create powerful learning environments to support the unique needs of heritage language learners in the classroom.

Presenters: Jenna Cushing-Leubner and J. Eik

Meaningful Portfolio Implementation—*New!***July 20th–24th, 2020**

After examining reflective practices and portfolio use in the world language classroom, participants will design their own learning scenarios that promote higher-order cognitive and social engagement for learners.

Presenters: Stephanie Knight and Julie Sykes

Culture as the Core in the Second Language Classroom**July 27th–31st, 2020**

After gaining a deeper understanding of how language-culture-identity informs their teaching, participants will learn how to integrate culture and language learning in their classrooms.

Presenters: Martha Bigelow and Kaishan Kong

Teaching Language Through the Lens of Social Justice—*Back by popular demand!***July 27th–31st, 2020**

Participants in this institute will learn how to teach for and about social justice in the foreign language classroom.

Presenters: Cassandra Glynn, Beth Wassell, and Pamela Wesely

Teaching World Languages and Cultures in Elementary Settings**July 27th–31st, 2020**

In this institute, participants will gain proficiency-based lesson design and assessment skills necessary to teach world languages and cultures at the elementary level.

Presenter: Leah Shepard-Carey

Information and Registration

- Find detailed information about each institute on the CARLA Summer Institute website:
<https://carla.umn.edu/institutes/2020/schedule.html>
- Registration will open on January 6th, 2020: <https://carla.umn.edu/institutes/registration.html>

MASTERS IN JAPANESE PEDAGOGY

2020 Summer MA Program in Japanese Pedagogy at Columbia University

The Graduate School of Arts and Sciences (Department of East Asian Languages and Cultures) invites applications for the summer MA program in Japanese Pedagogy. The 2020 program will begin on Monday, June 1st and last until Friday, July 31st, during which the following courses will be taught:

I. Three-week Pedagogy Course (6/1-6/19):

- Elementary Japanese Pedagogy, Prof. Naomi Fujita Geyer of the University of Wisconsin at Madison and Dr. Fumiko Nazikian of Columbia University

II. Three MA Courses (6/22-7/31):

- Pedagogical Linguistics I (Syntax), Prof. Weskey Jacobsen of Harvard University
- Pedagogical Linguistics II (Semantics), Prof. Michio Tsutsui of University of Washington
- Pedagogical Linguistics III (Phonetics, Phonology, and Morphology), Prof. Manami Hirayama of Seikei University

Degree candidates may fulfill the requirements for the MA degree in three consecutive summers or in any three summers within a period of six years by taking eleven courses and writing an MA thesis. The thesis is required to have a focus on a particular area of Japanese pedagogy. Students take courses for six weeks in one summer and nine weeks during the other two summers.

We also welcome non-degree students for the three-week Elementary Japanese Pedagogy course.

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

More information is available at the following websites.

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

Application Deadline: February 20th, 2020.

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

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

Contact: Shigeru Eguchi

Administrative Director of the 2020 Summer MA Program in Japanese Pedagogy
Department of East Asian Languages and Cultures (EALAC)
407 Kent Hall, Columbia University
New York, NY 10027

Email: se53@columbia.edu

Tel: (212) 854-5500

FAX: (212) 678-8629



MASTERS IN APPLIED SECOND LANGUAGE ACQUISITION

The Masters in Applied Second Language Acquisition at Carnegie Mellon

Candidates are invited to apply starting November 29th!

The Masters in Applied Second Language Acquisition at Carnegie Mellon University is a one-year intensive program preparing U.S. and international students for careers in second language teaching in Arabic, Chinese, French, German, Italian, Japanese, Russian, Spanish, and English as a Second Language (ESL). The program, now inviting applicants for Fall 2020, draws on strengths of the Department of Modern Languages at Carnegie Mellon in the areas of second language acquisition, cultural studies, pedagogy, and technology-enhanced learning. MA graduates will be eligible for employment in institutions of higher learning, as well as in private schools or public (alternative-certification) secondary schools, and (especially in ESL) in a multitude of settings abroad. The MA in Applied Second Language Acquisition may also lead to further graduate work in second language studies.

Prospective students include holders of undergraduate degrees with three profiles:

1. native speakers of English with a major in foreign language studies;
2. native speakers of English with humanities degrees and second-language experience;
3. international students with degrees in humanities and language-related fields.

The application portal (<https://applygrad-dietrich.cs.cmu.edu/apply/offline.php>) will open on November 29th, 2019 with a deadline of February 3rd, 2020 for the Fall 2020 class.

For additional information see the program website (<https://www.cmu.edu/dietrich/modlang/graduate/ma/>) or contact the Directors or Administrator (see below). Inquiries are welcome!

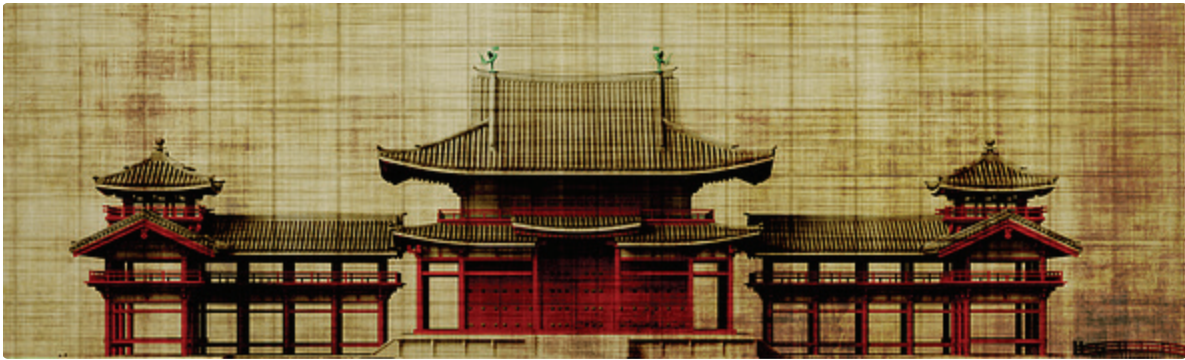
All email inquiries use the email contact address:

ModernLangGradmail@andrew.cmu.edu



Princeton Japanese Pedagogy Forum

プリンストン日本語教育フォーラム



The 26th Princeton Japanese Pedagogy Forum

Saturday, May 9, 2020 - Sunday, May 10, 2020

PRINCETON UNIVERSITY

ことばの教育の力：教育におけることば（母語・第2言語・外国語）の役割とは？

人々は言葉を使ってコミュニケーションをしています。何のためにことばを用いてコミュニケーションをするのか、その目的は状況や場によってそれぞれですが、ただ単に情報交換をしたり、気持ちを共有したりするためだけなのでしょうか。ことばによるコミュニケーションは、人を傷つけたり、弱者を排除したり、強者の利益が優先されたりもしています。したがって、ことばの教育に携わるものは毎日の何気ないコミュニケーションによって現実が作られていること、そして、その現実を変えてもいけるということを常に考える必要があります。

教育におけることばの役割とは何なのでしょう。そもそも私たちは何のためにことばを教えているので



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:	Area of Specialization:
		<input type="checkbox"/> K-12 <input type="checkbox"/> Post-secondary <input type="checkbox"/> Company <input type="checkbox"/> Other	<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 <input type="checkbox"/> Student Member <input type="checkbox"/> Institution <i>(includes all publications)</i> <input type="checkbox"/> Shipping & handling <i>(outside of U.S.)</i> </div> <div> \$ 45 \$ 30 \$100 \$ 20 </div> </div> Total Payment (U.S. Dollars) _____		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	
<input type="checkbox"/> Check Enclosed <input type="checkbox"/> MasterCard/VISA # _____ Exp. ____/____ _____ Signature		Affiliate (Choose one): <div style="display: flex;"> <div style="flex: 1;"> <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 style="flex: 1;"> <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"/> I live outside of the U.S.	

JOB OPENING ANNOUNCEMENTS

American Councils for International Education •••••

American Councils for International Education is currently hiring **2020 summer Resident Directors for Japanese immersion programs of the Critical Language Scholarship Program** (CLS Program, see <http://www.clscholarship.org> for more information about the program).

Resident Directors are the first-level of support for CLS students for the duration of the program. The Resident Director supports student success by ensuring the health and safety of the participants, helping them to maintain a Japanese-only language policy, and helping to acclimate them to life in Japan.

The Resident Director position is a non-teaching position but requires a high level of Japanese language. The approximate dates of the program are June to August; Resident Directors also attend a three-day training in Washington, D.C. during May.

We seek individuals who have demonstrated student support experience for undergraduate and/or graduate students, or experience leading or supporting a study abroad or language immersion program. Applications review will begin in **January 2020** and will be reviewed on a rolling basis until all positions are filled.

For more details on the position, and to apply, please visit:

<https://www.paycomonline.net/v4/ats/web.php/jobs/ViewJobDetails?job=21338&clientkey=58AA089E0E2C786B7FE4217373F3BCBD>

Arizona State University •••••

The School of International Letters & Cultures (SILC) at Arizona State University (Tempe Campus) invites applications for a **full-time, tenure-track appointment as Assistant Professor of Modern Japanese Literature and Culture**. Anticipated start date is **August 2020**. Arizona State University is the nation's leading major public university, committed to inclusion and excellence in research and education. The Japanese section features robust undergraduate enrollment in language and cultural training, as well as a stand-alone MA Program. It also contributes to SILC's Ph.D. curriculum in East Asian Languages and Civilizations. We seek a candidate who can help to further advance the section and the School's programs to national prominence.

Disciplinary specialization may include modern Japanese literature, cinema, visual media, cultural studies, or related Japan-focused fields such as linguistics and/or second language pedagogy. We are particularly interested in candidates whose research and teaching speaks to issues of language, literature, and culture across national boundaries, or whose research and teaching addresses the field of Environmental Humanities.

Essential Functions of the Position - The successful candidate will be expected to:

- Design and teach two courses per semester in modern Japanese language, literature, and culture at both undergraduate and graduate level
- Contribute to curriculum development in the Japanese section and SILC more broadly
- Supervise honors, masters, and doctoral students
- Conduct research and publish in top-tier journals and presses

- Participate in professional and university service as appropriate for rank

Required Qualifications:

- Ph.D. in a Japan-related humanities field required by time of appointment. ABD candidates may be considered, but must have Ph.D. conferred by time of appointment.
- Native or near-native proficiency in both modern Japanese and English
- Ability to use basic instructional technology (Canvas, Box, etc.)
- Evidence of clear research agenda and scholarly publication trajectory

Desired Qualifications:

- Research and teaching expertise in Environmental Humanities
- Research and teaching expertise in a second Asian language and culture
- Ability to teach content courses in Japanese
- Evidence of effective teaching at the university level
- Demonstrated success meeting the needs of diverse student populations and/or collaborating with diverse communities beyond the university

To apply, please submit the following electronically to:

<http://apply.interfolio.com/71458>

1. A letter of application, addressed to Search Committee Chair, Xiaoqiao Ling, outlining the candidate's experience and qualifications for the position
2. Current curriculum vitae (CV)
3. One scholarly writing sample (in English, and no more than 45 pages)

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The CSULB Department of Asian and Asian American Studies is dedicated to student learning and creating opportunities for hands-on, real life research experiences that advance career and graduate school opportunities. We seek to foster an environment within which faculty can conduct meaningful research, collaborate on shared goals and build partnerships across the university.

Information on excellent benefits package available to CSULB faculty is located here:

<https://www2.calstate.edu/csu-system/careers/benefits/Documents/cfa-unit-3-benefits-summary.pdf>

How to Apply - Required Documentation:

- An Equity and Diversity Statement about your teaching or other experiences, successes, and challenges in working with a diverse student population (maximum two pages, single-spaced). For further information and guidelines, please visit: <http://www.csulb.edu/EquityDiversityStatement>
- Letter of application or cover letter addressing the required and preferred qualifications
- CV (including current email address)
- Names and contact information for three references
- Copy of transcript from institution awarding highest degree
- Two sample syllabi
- Copies of recent student evaluations from various course levels

Finalists will also be required to submit the following: A signed SC-1 form, three current letters of recommendation independently provided by references, and an official transcript (e-transcript preferred, if available)

Applicants should apply and submit all required documentation electronically through:

<https://academicjobsonline.org/ajo/jobs/13754>

CET Academic Programs

CET Academic Programs (www.cetacademicprograms.com) seeks **Full-Time or Part-Time Japanese language instructors** for its program in Osaka, Japan, at Osaka Gakuin University. Apointments are one year, renewable, beginning in either January, June, or August (full-time instructors), and to teach in Spring 2020 and/or summer 2020 (part-time/short term instructors).

About CET - CET Academic Programs is a study abroad organization based in Washington, DC, that has been developing and delivering innovative educational programs abroad since 1982. Originally "China Educational Tours," CET began operations in Beijing, later expanding to other cities in China and then to other countries around the world. Today, CET is staffed by over 60 full-time employees and offers semester and summer study abroad programs in Argentina, Brazil, China, the Czech Republic, India, Italy, Japan, Jordan, Taiwan, and Vietnam, as well as short-term,

Required documentation and/or requests for information should be addressed to:

California State University, Long Beach
Department of Asian and Asian American Studies
Attn: Michelle Okawa
1250 Bellflower Boulevard
Long Beach, CA 90840-1002
(562) 985-4645 or michelle.okawa@csulb.edu

Application Deadline:

Review of applications to begin **December 1st, 2019**
Position opened until filled (or recruitment canceled)

Employment Requirements:

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

The person holding this position is considered a "mandated reporter" under the California Child Abuse and Neglect Reporting Act and is required to comply with the requirements set forth in CSU Executive Order 1083 Revised July 21st, 2017 as a condition of employment.

CSULB is committed to creating a community in which a diverse population can learn, live, and work in an atmosphere of tolerance, civility and respect for the rights and sensibilities of each individual, without regard to race, color, national origin, ancestry, religious creed, sex, gender identity, sexual orientation, marital status, disability, medical condition, age, Vietnam era veteran status, or any other veteran's status. CSULB is an Equal Opportunity Employer.

customized programs worldwide.

CET is known for high program standards, strong academics, a nimble and collaborative approach to partnerships, and supportive student services. As the only US provider to house students with local roommates in each of its locations, CET integrates students into their overseas communities and facilitates development of lasting relationships with local hosts. As an environmentally conscientious organization, CET seeks to adopt sustainable measures across its operations. And through its commitment to inclusion, CET seeks and encourages the participation of students from diverse backgrounds, ensuring a welcoming, hospitable program environment that promotes student learning.

About CET Japan - CET Japan offers various Japanese language classes from elementary through advanced levels

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during spring, summer and fall semesters at Osaka Gakuin University. The CET teaching method aims to enhance students' Japanese language communication skills in a short period, while learning Japanese culture and society in class and through field-based language activities. CET Japan students receive an official transcript jointly issued by CET and Osaka Gakuin University at the end of the term. Students also have the option to request a School of Record transcript from the University of Minnesota.

CET Japan students are very highly motivated learners interested in a term packed with language progress. With an intensive curriculum, commitment to a language pledge, and housing with a local Japanese roommate, language isn't just in the classroom in Osaka—it's in everything they do.

Description of the Position - Course faculty are expected to take full ownership of their course, with direction from the program's Academic Director as needed. Faculty are expected to deliver the course according to the highest academic standards, to provide a stimulating and inclusive intellectual environment, and to adhere to CET's academic policies.

In addition – and importantly, given that this is a study abroad program – faculty are asked to make concrete connections between the academic content of the course and Osaka as context. This is a primary academic goal for CET as an organization, and a central metric around which course feedback is designed.

About the Course - Course faculty teach Beginning, Intermediate, Intermediate High, Pre-Advanced, Advanced, and/or Advanced High Japanese Courses. Each course integrates the study of both formal and informal, written and spoken language, through listening, speaking, and reading exercises. The focus is on communicative competence and the completion of tasks, both in the classroom and the surrounding environment, involving interactions with native speakers of Japanese.

Responsibilities - In particular, CET faculty are expected to:

- Teach approximately ten 60-minute Japanese language classes per week including field-based language activities and the project class.
- Use the communicative approach in teaching.
- Prepare lesson plans and assignments and grade submitted assignments, such that the faculty is well prepared for all class meetings and provides written feedback for all submitted assignments within 10 days of the submission deadline.
- Include within the course field-based activities that take academic learning outside the classroom. Attach assignments to those activities, accompany students on each of them, and incorporate them into classroom lectures and discussions.
- Grade fairly and consistently, return graded material to students in a timely manner, and offer students written and/or verbal feedback on their assignments and

performance through the duration of the course.

- Be available for consultation outside of classroom hours, whether by regular office hours, email, or phone, as designated with the Academic Director prior to the start of the term.
- Adhere to class start times as well as allow for regular breaks. Commit to examination times and prepare and mid-term or final exams, projects, or presentations in close consultation with the Academic Director.
- Reliably attend all class meetings through the duration of the semester. If the faculty member cannot attend a course, they must notify the Academic Director at least one full day in advance, and must consult both Academic Director and students to determine an appropriate make-up date and time for the class session.
- Participate in a one-time faculty orientation seminar at the beginning of the semester, led by the Academic Director.
- Be eager to contribute to the improvement of the program, including working closely with the Academic Director to improve the course for the coming term.
- Commit to the vision of the CET program and, if necessary, seek input from the Academic Director to improve the connections between course learning outcomes and programmatic goals.
- Uphold CET's code of academic integrity, best practices in research ethics, and other academic policies.
- Commit to flexibility, open mindedness, and a willingness to both receive and provide constructive criticism to colleagues in order to improve the CET program.
- Support the academic and intellectual growth of all students, regardless of race, ethnicity, physical status, religion, sexual orientation, gender identity or expression, economic status, or other identifying characteristics.
- Treat all students, staff, and faculty peers with respect and understanding.

Requirements - Full-time faculty must hold an MA or PhD in Japanese language, foreign language pedagogy, or related field, have at least five years teaching experience preferably with U.S. undergraduates, and native or near-native Japanese language proficiency.

Part-time/short-term faculty must hold an MA in Japanese language, foreign language pedagogy, or related field, have at least one year teaching experience preferably with U.S. undergraduates, and native or near-native Japanese language proficiency.

The candidate must have demonstrated excellence in communicative approach to teaching for beginner to advanced classes, including skill-based language classes at the university or college level.

The candidate must be authorized to work in Japan without the need for sponsorship, now or in the future.

Beyond what we require of our faculty, however, we hope that those who teach for us bring a sincere commitment to the enterprise of international education, to developing in

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Committee. Applications received by **March 1st, 2020** will receive primary consideration. Interviews will be conducted by telephone or Skype.

Macalester College is a selective, private liberal arts college in the Minneapolis-Saint Paul metropolitan area.

The College enrolls over 2000 students from all 50 states plus the District of Columbia and almost 98 countries. As an Equal Opportunity employer supportive of affirmative efforts to achieve a diverse workforce, the College strongly encourages applications from women and members of underrepresented minority groups.

Michigan State University • • • • •

The Department of Linguistics and Germanic, Slavic, Asian, and African Languages at Michigan State University is seeking a **Japanese language program coordinator (fixed-term system faculty) at the level of Assistant Professor**. This is a full-time, nine-month, academic year position beginning August 16th, 2020, and is renewable contingent upon funding and performance.

The successful candidate will contribute to the College of Arts & Letters' diversity and inclusive excellence through their teaching and service. The Coordinator oversees the daily operation of the Japanese language program in consultation with the Director of the Japanese Studies Program. The Coordinator is expected to hold the PhD degree in Japanese language pedagogy, applied linguistics, foreign language teaching, or related field, in addition to the minimum qualifications indicated below:

Minimum Qualifications:

- Three to five years experience teaching college students from elementary through advanced level in a classroom setting in North America
- Experience using Japanese-language textbooks, such as Genki I & II and Tobira, as well as authentic materials for all levels
- Training in proficiency-oriented language instruction
- Native or near-native proficiency in both Japanese and English
- Demonstrated leadership skills and experiences
- Evidence of teaching effectiveness (quantitative and sample of qualitative data from teaching evaluations)
- Basic instructional technology skills, including navigating through course management system such as D2L, Blackboard.

Required Degree - Doctorate

Desired Qualifications:

- Two to three years experience coordinating a Japanese language program in a university setting in North America
- Experience with ACTFL proficiency standards and proficiency-based approaches to teaching Japanese
- OPI certified
- Demonstrated proficiency in online teaching and/or appropriate technologies in language instruction
- Extensive outreach experience for recruiting students as well as for developing networks with Japanese instructors regionally, nationally, and internationally
- Basic Grant writing training and experience
- Event planning experience

Duties and Responsibilities:

The Coordinator teaching loads are reduced by one course per academic year (i.e., five courses per year instead of six). The Coordinator is initially expected to be in charge of first-year Japanese, assuming a major portion of the teaching responsibility for this novice level, while facilitating the overall coordination of the first-year language teaching team and initiating the articulation of the first-year Japanese curriculum in relation to the rest of the language program. The coordinator will have an opportunity to offer one course per academic year in their own expertise based on program needs.

Additional Duties and Responsibilities:

- Communicating with individual Japanese instructors about their teaching preferences for academic years
- Assigning language courses to teaching staff members according to their expertise and programmatic need
- Preparing and administering placement tests
- Convening a meeting on a regular basis to discuss the curriculum, develop the language portion of the Japanese Studies Program, and document all course-related materials
- Providing guidance to students regarding internships, study abroad, and other extracurricular activities
- Promoting the Japanese Program with the Director of the Japanese Program via social media, website, and others

Application materials for submission:

- Cover letter with a brief statement of teaching philosophy and a summary of Japanese language teaching experience as it relates to this position's requirements
- A diversity statement, including any experience mentoring diverse students or faculty, or community outreach initiatives, and an explanation of how you will advance our goals of inclusive excellence
- Curriculum vitae
- Names and email addresses of three potential referees
- Representative samples of course syllabi, tests, and/or other materials, including evidence of teaching effectiveness (i.e., student evaluation summaries), if available

*** Shortlisted candidates will be asked to submit a video link (or a DVD) of their classroom teaching to the search committee chair.

Instructions for application:

Applications must be submitted electronically at the Michigan

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State Human Resources web site <http://careers.msu.edu/cw/en-us/job/502505/assistant-professorfixedterm> (Posting number: 612719).

Review of applications will begin on **December 2nd, 2019** and continue until the position is filled.

Persons with disabilities have the right to request and receive reasonable accommodation.

For more information, please contact Catherine Ryu (ryuc@msu.edu), Search Committee Chair, Department of Linguistics and Languages, Michigan State University, 619 Red Cedar Road, B-331 Wells Hall, East Lansing, MI 48824.

The College of Arts & Letters recognizes that only an academic and organization culture which actively seeks out and strengthens diverse voices and perspectives among its members results in true excellence. We are an

equal opportunity/Affirmative Action employer. The College of Arts & Letters is particularly interested in candidates of all backgrounds who are committed to the principle that intellectual leadership is achieved through open access and pro-active inclusion.

The Department has a strong institutional commitment to diversity in all areas and encourages candidates from underrepresented groups. We favor candidates who can contribute to the College of Arts & Letters' distinctive educational objectives, which promote interdisciplinary perspectives, intercultural understanding, and values diversity and inclusion as essential to achieving excellence.

Michigan State University is an affirmative action, equal opportunity employer. MSU is committed to achieving excellence through cultural diversity. The university actively encourages applications and/or nominations of women, persons of color, veterans and persons with disabilities.

Middlebury College

Middlebury College's Summer School of Japanese (SoJ) is pleased to announce a vacancy for a temporary Instructor of Japanese. The position is available for SoJ's summer 2020 session and is located on Middlebury College campus in Vermont.

Our unique 8-week program combines a cultural immersion environment with rigorous classroom instruction. This is an opportunity to join a community of learners and entails actively engaging in teaching, dining, residing and even recreation with students while reading, writing and speaking exclusively in Japanese.

In addition to a salary, lodging and a complete meal plan are included. Travel costs to and from Middlebury are not included.

Qualifications:

We are looking for a faculty member with the following characteristics: demonstrated teaching excellence in

Japanese as a foreign language, being a native or near-native speaker of Japanese and ability to lead co-curricular activities are an integral part of the language curriculum. The successful candidate should possess a Master's degree or higher, strong interpersonal skills, and demonstrated success as a member of an instructional team. A candidate with a creative, dynamic, and easy-going approach will be an excellent fit for the program.

Application Instructions:

Candidates should submit: letter of interest, CV, recent statistical information from student evaluations, and two letters of recommendation. A teaching demo and sample of materials development are recommended. Only complete applications will be considered. <http://apply.interfolio.com/69954>

The application deadline is **December 1st, 2019**, but the position will be open until filled.

University of Arizona

The Department of East Asian Studies in the School of International Languages, Literatures and Cultures (SILLC) at the University of Arizona is seeking a **tenure-track Assistant Professor with an area of pre-modern Japanese literature**.

The top candidate will have the ability to work effectively with faculty, staff, and students from a variety of diverse backgrounds. Candidates should be highly collaborative, exploratory, and hardworking with strong potential for research and publication, demonstrated excellence in teaching, and a commitment to mentoring undergraduate and graduate students. Near-native proficiency in English and Japanese is required. A PhD in Japanese Studies, East

Asian Studies or a related field must be in hand by the time of the appointment. This is a benefits-eligible position, and the appointment starts in August 2020.

Review of applications will begin on **October 31st, 2019**.

Candidates are asked to submit (all in English unless otherwise noted):

1. Cover Letter, which must address philosophy of teaching, as well as current and future research, and include contributions to diversity and inclusiveness.
2. CV.
3. Writing Sample. (Save as ONE PDF FILE – Two writing

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samples, in either Japanese or English. Samples may be published papers or dissertation chapters).

4. Teaching Evaluations (from the past three years, if available.)

Please note - Upon submitting your application, your reference letters will be collected by UACareers (see link below). For your convenience, UACareers will send an automated email

University of Kentucky

The Department of Modern and Classical Languages, Literatures & Cultures at the University of Kentucky in Lexington, Kentucky invites applications for a **tenure-track position as assistant professor of Japanese** to begin August 2020. The successful applicant's tenure home will be in the Department of Modern and Classical Languages, Literatures & Cultures, a dynamic academic unit committed to interdisciplinary collaboration and dialogue among faculty with diverse geographical interests, theoretical concerns, and methodological approaches. Applicants are expected to have PhD in hand by July 2020. We seek candidates in any area of formal or applied linguistics or cultural/literary studies; we desire experience teaching Japanese and another East Asian language (particularly Korean).

A rating of Superior on the ACTFL proficiency scale is required in at least one East Asian language. Research area is open, but candidates will be expected to work integrally within the robust language and culture program, which offers four years of Japanese and works with a range of teaching staff, and serves a variety of majors throughout the university. We seek candidates with research specialization in fields such as formal or applied linguistics, or cultural or literary studies of pre-modern Japan, trans-Asian studies, religious studies, or others areas of East Asia, that will best complement our faculty strengths and classroom offerings. Responsibilities of the position include pursuing an active research program, teaching a total of four courses per year in language and/or the candidate's research area, and working with faculty

to maintain the Japan Studies program. Active participation in the academic life of the Department and in units across campus is also expected.

Interested applicants should apply online at: <http://ukjobs.uky.edu/postings/248948>. Applicants must include the following: (1) letter of application, (2) CV, (3) research statement (upload as Specific Request 1), (4) writing samples, (5) teaching portfolio (upload as Specific Request 2) (which should include, at minimum, a teaching statement that discusses philosophy, successes, experiments, etc.; sample course syllabi; and sample teaching/course evaluations), and (6) a diversity statement (upload as Specific Request 3) (as a department and university, we are strongly committed to creating an inclusive and effective teaching, learning, research, and working environment for all. In one to two pages, applicants should reflect on their commitments, approaches, and insights related to inclusion, diversity, and equity). Also provide the names and contact information for three references when prompted in the academic profile. This information will be utilized to solicit recommendation letters from your references within the employment system.

The University of Kentucky is an Equal Opportunity Employer and encourages applications from veterans, individuals with disabilities, women, African Americans, and all minorities.

University of Mount Union

The Department of World Languages and Cultures at the University of Mount Union seeks a **full-time tenure-track Assistant professor of Japanese** position, beginning August 2020.

Responsibilities:

The successful candidate should have a strong commitment to teaching, professional activities, and program growth. Teaching responsibilities include courses from elementary to advanced Japanese as well as various content courses. Other responsibilities include advising students, recruitment of Japanese majors and minors, and mentoring teacher licensure candidates. The successful candidate will also teach courses in Mount Union's general education program, the Integrative Core. Additional expectations include professional development and scholarly activity, service to the Department, the University, and the greater community. Native or near-native competence in Japanese and English is required.

Qualifications:

Ph.D. in Japanese, Japanese literature and culture, Japanese language pedagogy, or in a related field. Undergraduate teaching experience is required.

Candidates should provide a letter of interest, curriculum vitae, teaching philosophy, statement of research plan, contact information, and email addresses for three professional references. Electronic applications are required and can be submitted online at www.mountunion.edu/employment. Please contact the search committee chair, Dr. Hamako Furuhashi-Turner, furuhash@mountunion.edu with any questions. Review of applications will begin immediately and will continue until the position is filled.

This position is required to complete assigned University compliance training as communicated by the University.

The specific statements shown in each section of this

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description are not intended to be all-inclusive. They represent typical elements and criteria necessary to successfully perform the job. When requested, reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions of the job.

The University of Mount Union is an equal opportunity employer. The University prohibits discrimination on the basis of race, gender, gender identity or expressions, sex, sexual orientation, religion, age, color, creed, national or ethnic origin, veteran status, marital or parental status, pregnancy, disability, or genetic information in student admissions, financial aid, educational or athletic programs, or employment as now or may hereafter be required by university policy and federal or state law.

Benefits:

For benefits-eligible positions, the University of Mount Union provides a comprehensive benefits package including, but

not limited to: generous retirement contribution, medical/RX insurance through AultCare, dental and vision insurance, and group life and disability insurance. The University of Mount Union prides itself on its dedication to the health and well-being of its community and offers a campus wellness program, along with tobacco cessation resources, as all campus buildings and property are tobacco free.

***Participation in most benefit programs is optional and participation is effective after the completion of the formal enrollment process and after the appropriate waiting periods. A detailed explanation of benefits offered for this position is provided by Human Resources during on-campus interviews.

University of Virginia

The Department of East Asian Languages, Literatures and Cultures at the University of Virginia invites applications for a **full-time, Lecturer position in Japanese language** with an anticipated start date of August 25th, 2020.

We seek a strong language instructor with native or near-native fluency in Japanese and English, Japanese language teaching experience, and a Master's degree or higher in one of the following: Japanese linguistics, applied linguistics, second/foreign language acquisition, or a related field. Preference will be given to applicants who have significant experience teaching various levels of the Japanese language at the university level in the United States; developing curricula using innovative pedagogical methods and/or community engagement; and working with ACTFL guidelines. Responsibilities include teaching three courses per semester, contributing to the development of the Japanese language program, and active involvement in departmental service.

This is a three-year, tenure-ineligible appointment with the possibility of renewal, contingent upon available funding and satisfactory performance.

To Apply:

Apply online at <https://uva.wd1.myworkdayjobs.com/UVAJobs> search for posting #R0012153 (or through Workday for internal applicants), complete the application, and attach the following:

1. cover letter that includes:
 - a brief statement of your credentials
 - relevant past experience
 - reason for applying
 - demonstrated past experience working on issues of diversity, equity, and inclusion, and/or working with diverse populations
2. current CV

3. statement of teaching philosophy
4. sample syllabi for at least two different levels of language instruction
5. dossier of previous teaching evaluations
6. one (1) unedited video of classroom language teaching
7. contact information for three professional references

***Please note that all required documents must be uploaded in the "resume" box. Applications that do not contain all the required documents will not receive full consideration.

Review of applications will begin December 20th, 2019 and, the search will remain open until filled. Questions about this position should be directed to Tomoko Marshall at tm5x@virginia.edu. Questions regarding the application process should be directed to: Nicole Robinson, Faculty Search Advisor at nr7f@virginia.edu.

The University will perform background checks on all new faculty hires prior to making a final offer of employment. 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 Department of World Languages and Cultures at the University of Utah invites applications (<http://utah.peopleadmin.com/postings/98563>) for a **tenure-track position in Japanese literature and culture (with a preference for pre-modern or early modern expertise) at the Assistant Professor level** beginning July 1st, 2020. Areas of specialty could include visual culture, performance, and/or religion, epic to lyric, the romanesque to romance, painting to porcelain, and dramas of revolution, nationhood, otherness, and identity.

The candidate is expected to contribute to all areas of undergraduate and graduate programs including curricular development. Clear evidence of research potential and demonstrated teaching excellence is required. Native or near-native fluency in Japanese and English is a prerequisite. The teaching load is four courses (two per semester), including Japanese language teaching depending on program needs. Service commensurate with the position of assistant professor is expected. Applicants must have a PhD in Japanese or equivalent terminal degree in hand by August 15th, 2020. Complete applications include a letter of application, CV, a representative writing sample, and a teaching statement.

Located in metropolitan Salt Lake City in the foothills of the Wasatch Mountains, the University of Utah is the state's flagship research institution and emphasizes exceptional scholarship, quality teaching, and professional service. The university serves over 32,000 students from across the U.S. and the world with over 72 major subjects at the undergraduate level and more than 90 major fields of study at the graduate level, including law and medicine. Known for its proximity to seven world-class ski resorts within 40 minutes of campus, the University of Utah encourages an active, holistic lifestyle, innovation, and collaborative thinking to engage students, faculty and business leaders. Salt Lake City is a vibrant, major metropolitan area with a diverse, multicultural population and numerous cultural and outdoor activities.

The University of Utah values candidates who have experience working in settings with students from diverse backgrounds, and possess a strong commitment to improving access to higher education for historically underrepresented students.

This position may require the successful completion of a criminal background check and/or drug screen and immunizations.

Questions may be addressed to Margaret Toscano at margaret.toscano@utah.edu. Application materials must be submitted electronically by **November 17th, 2019**. If, and only when, an interview is offered, a request will be sent to each of the three references listed in the application to submit a letter of recommendation. Letters of recommendation must be submitted via Peopleadmin for confidentiality.

The University of Utah Department of World Languages and Cultures is committed to creating a diverse environment and is proud to be an equal opportunity employer. All qualified applicants will receive consideration for employment without regard to race, color, religion, gender, gender identity or expression, sexual orientation, national origin, genetics, disability, age, or veteran status.





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