



AATJ

NEWSLETTER



Junko Mori

森純子

Message from the President

全米日本語教育学会 会員の皆様

本年度会長を務めることになりましたウィスコンシン大学マディソン校の森 純子です。どうぞよろしくお願いいたします。1年という短い任期ではありますが、日米それぞれの社会的・経済的・政治的状況が変わりゆく中で、日本語を教えるということの意義・目的はどういうことなのか、次世代のための日本語教育はどうあるべきなのか、全米各地で日々尽力していらっしゃる先生方をサポートしていくために当学会がどのように活動すべきなのか、役員をはじめ、会員の皆様と考えていくことができればと思っております。

簡単に自己紹介をいたしますと、私が日本語教育に関わるようになったのは1989年で、ウィスコンシン州教育庁が始めたJALCAPというプログラムに参加し、ミルウォーキーの郊外の町で日本語・日本文化教育推進のためのインターンとして活動したのが始まりです。その後、ウィスコンシン大学マディソン校の大学院で学び、博士号取得後アイオワ大学で3年教え、1999年からは母校に戻り、日本語、社会言語学、応用言語学を教えてきました。専門は会話分析で、多言語異文化コミュニケーションにおいて、参加者たちがどのように言語・非言語の様々なリソースを活用しているのかということを研究しています。また、昨今その重要性が取り沙汰されているダイバーシティ（多様性）・インクルージョン（包括性）の問題についても強く関心を抱いています。なおプライベートでは、ここ数年、犬のアジリティ（障害物競走）にはまっており、愛犬のチビと共に、日々練習を重ねています。気分転換として始めたものの、犬とのコミュニケーションがあつてこそ成り立つこの競技に参加することで、教育場面にも応用が効きそうなことを数多く学んでいます。

1月末には会長としての初仕事として、国際交流基金ロサンゼルス日本文化センターで開かれた会議に参加してまいりました。これまでの国際交流基金、全米日本語教育学会の取り組みを振り返る

と共に、今後の可能性について模索するよい機会となりました。ロサンゼルスでの会議では、当学会のプロフェッショナル・デベロップメント関連の活動のディレクターの仕事をこの先2年齋藤アボット佳子元会長にお願いすることを決め、その後先生にも快諾していただきました。また、より多くの会員の皆様に学会の提供する様々な活動の企画・運営に参加していただきたく、今後、メンバーシップ新規申請・更新の際に関わってみたいと思われる活動をお知らせいただけるような質問項目を設けることにいたしました。皆様の積極的な活動参加を期待しております。

では、春3月のボストンでの年次学会で、皆様にお会いできるのを楽しみにしております。

会長 森 純子

Greetings to the members of the American Association of Teachers of Japanese!

I am Junko Mori from the University of Wisconsin-Madison, serving as the president of AATJ this year. During this one-year term, I would like to explore, together with the AATJ officers and members, what it means to teach Japanese language amidst changing social, economic, and political dynamics in North America and Japan; what Japanese language education for the next generation should look like; and what this association can offer in order to support teachers working diligently in diverse regions and contexts.

To briefly introduce myself, I began to engage in Japanese language education in 1989, when I participated in a program called JALCAP, which was established by the Wisconsin Department of Public Instruction. As an intern, I was dispatched to a school district in the suburbs of Milwaukee to promote Japanese language and culture education. I then received my MA and Ph.D. from the University of Wisconsin-Madison, taught at the University of Iowa for three years, and returned to my alma mater in 1999. Since then, I have taught Japanese, sociolinguistics, and applied linguistics. As a researcher, I specialize in conversation analysis, and examine how participants in multilingual, intercultural interactions utilize verbal and non-verbal resources to accomplish the task at hand. Furthermore, I am also interested in the issue of diversity and inclusion, which has become increasingly crucial in recent years. On the personal side, I have been hooked on dog agility for the last few years and am training daily with my teammate, Chibi. Although I began this as a break from academic work, I am relearning the fundamentals of teaching and communication from this sport and have applied them to my work.

As my first major responsibility as President, I participated in a meeting held at the Japan Foundation, Los Angeles (JFLA) in late January. The meeting provided me with a lot of information regarding a number of projects that JFLA and AATJ have undertaken. It also offered an opportunity to explore various future possibilities. At the meeting, the AATJ officers decided to request Dr. Yoshiko Saito-Abbott, the 2016-2018 AATJ president, to serve as the AATJ Director of Professional Development for the next two years, and she has readily accepted our request. We also would like to invite more members to participate in the planning and implementation of a variety of association activities. To this end, we decided to create a section in the membership application/renewal form where you can indicate your desire to get involved in particular activities. So, we hope many of you will express your interest in taking an active role in the association.

I am looking forward to seeing many of you at the annual Spring conference in March!

Junko Mori, President (2020)

Message from the Vice President

[副会長就任のご挨拶]

2020年1月に副会長に就任した札谷新吾です。これからの2年間どうぞよろしくお願い申し上げます。執行役員として会長や次期会長の補佐をするとともに各地域の日本語教師会とのパイプ役となって皆さんの声を聞きながら様々な交流を推し進めていく役割を担うことになりました。

2012年に当時の「全米日本語教師会(NCJLT)」と「日本語・日本文学学会(ATJ)」が合流して今のAATJがスタートするまで「全米日本語優等生協会(JNHS)」のディレクターを務めていましたので長年、高校で教えられてる先生は僕のことをご存知かもしれません。

地方の教師会に属していらない先生方やAATJの傘下に入っていない教師会の先生方のお話も聞かせていただきたいのでsatsutan@cod.eduまでいつでもご連絡ください。

個人的には大学で教えながら、京都出身というのを生かして春の花見研修と夏の短期留学のプログラム引率でシカゴと京都を1年に2回往復しています。京都へお越しの際は是非お声掛けをよろしくお願い申し上げます。

My role as the Vice President of AATJ has just begun. I am looking forward to working with the other executive officers in order to further develop the network among local organizations.

Having worked as a Director of Japanese National Honor Society for many years under NCJLT before the formation of AATJ in 2012, some high school teachers might remember my name. I am also eager to hear those teachers and organizations that are not affiliated with AATJ for various reasons. Please feel free to contact me at satsutan@cod.edu.

As I am from Kyoto city, I take students to Kyoto from the US in Spring and Summer. If you or your group are traveling to Kyoto in summer, please contact me by all means.

SHINGO SATSUTANI, Vice President of AATJ



2020 AATJ “Year of the Rat” Nengajo Contest Results

Cameron Chien, AATJ Nengajo Contest Director

Congratulations and thank you to all participants in the 2020 AATJ Nengajo Contest! It was a joy to view all of your amazing students’ work and the creativity imbued in each card. We sincerely hope that this contest has helped you further spread the joy of Japanese culture and advocate for your program.

Number of cards submitted by local affiliates

LOCAL AFFILIATE	# submitted
AFTJ	22
AITJ	12
AKATJ	16
ATJO	12
AzATJ	6
CAJLT	140
CJLEA	14
GATJ	7
HATJ	22
IMAJLT	8
IATJ	30
JTAM	7
JTAT	26
KAJLT	32
MAATJ	93
MCTJ	18
NCATJ	35
NECTJ	94
NJATJ	26
OATJ	6
WATJ	100
WiATJ	3

We had 730 cards submitted by 108 teachers from schools nationwide this year! The winning cards were chosen by blind-anonymous judging. Former President of AATJ Dr. Yoshiko Saito-Abbott, past Nengajo Contest Director Mio Nishimura, and fellow Japanese teachers Yo Azama, Minako Kamimura, Clayton Frederick, Michelle Lupisan, Courtney Roe, Tomoki Kuwana, and Junko Hosoi helped me select the finalists. I have confidence that the winning cards represent each category very well.

Number of cards submitted for each category

YEAR	ARTISTIC	COMICAL	ORIGINAL	CG	TOTAL
2020	225	205	223	77	730
2019	237	212	234	75	758
2018	284	237	276	76	873
2017	251	222	246	75	794

All of the winners received an award certificate and an Amazon gift card (\$25 for first place, \$20 for second place, and \$15 for third place) for their accomplishments. Some students received an Honorable Mention, which means their card was one of the finalists, and all participants received certificates of participation.

Once again, thank you very much for your interest and participation in the 2020 AATJ Nengajo Contest: Year of the Rat! We eagerly look forward to your students’ creative work in next year’s Contest: Year of the Ox!

If you have questions or concerns, please contact Cameron Chien at: cameron.chien@gmail.com

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



AATJ 2020 Spring Conference

The 2020 Annual AATJ Spring Conference will be held on **Thursday, March 19, 2020**, at the Sheraton Boston Hotel in Boston, Massachusetts, in conjunction with the Annual Meeting of the Association for Asian Studies (AAS). The Spring Conference will feature a full day of concurrent sessions on language pedagogy, literature, linguistics, and other topics of interest to Japanese language educators, as well as a keynote address by Professor Naomi McGloin (University of Wisconsin), who is receiving AATJ's Lifetime Achievement Award.

REGISTRATION IS OPEN FOR THE SPRING CONFERENCE. Advance online registration will close on **March 9**. Advance registration is \$60 for AATJ members (\$40 for student members) and \$100 for non-members.

For more information on the conference, including links to the complete program, please go to <https://www.aatj.org/conferences-spring>.

(continued on next page)

Number of cards submitted for each level

LEVEL	ES	MS	HS	CL
2020	119	138	440	37
2019	101	155	440	62
2018	111	158	514	89
2017	92	135	491	76

Bridging Project News

AATJ's Bridging Project offers scholarships to American undergraduate students participating in study-abroad programs in Japan. Funding from private foundations and major U.S. corporations, through donations to the nonprofit [US-Japan Bridging Foundation](http://www.us-japan-bridging-foundation.org), makes it possible to award about 100 scholarships each year to assist students with the travel and living expenses they will incur while studying abroad in Japan for a semester or an academic year. Applications are accepted twice a year for Bridging Scholarships.

FALL 2020 BRIDGING SCHOLARSHIPS

Applications for Fall 2020 Bridging Scholarships are open. The deadline for receipt of applications is **April 10, 2020**.

Detailed information and a link to the application form can be found at <https://www.aatj.org/studyabroad/japan-bridging-scholarships>

SPRING 2020 BRIDGING SCHOLARSHIPS

Twenty students have been awarded Bridging Scholarships to study abroad in Japan during Spring 2020. The list of recipients, their home schools and destinations in Japan can be found at <https://www.aatj.org/bridging-scholarships-spring-2020-recipients>

We encourage those attending the AATJ Conference to also attend the AAS Annual Meeting, which takes place **Friday, March 20, to Sunday, March 22**. The AAS conference features dozens of sessions on Japanese (as well as other Asian) history, culture, society, and language; in the conference Exhibit Hall, academic and general-interest publishers, including many from Japan, display and sell Japan- and other Asia-related publications. Information on the AAS Conference, as well as links to the conference hotels which offer special rates to conference attendees, can be found at <http://www.asian-studies.org/conference/>.

Sheraton Boston Hotel (39 Dalton Street, Boston, MA)

Meeting Rooms (Fifth Floor, South Tower):

Arnold, Jamaica Pond, Olmsted, Riverway, The Fens, Public Garden

Thursday, March 19, 2020, 8:30 a.m.–5:30 p.m.

(On-site Registration and Check-in: Fifth Floor Lobby)

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

8:30 a.m.–10:10 a.m. — Session 1

SESSION 1-A: PEDAGOGY PANEL [PUBLIC GARDEN ROOM]

Chair: **Shinji Sato**, Princeton University

Panel Title: 「移動する人々とことばの教育: 「つながる、かかわる、かえる、つくる」ことの重要性」 (Mobility and Language Education: The Importance of “Connection, Relation, Transformation, and Creation”)

「「移動する人々とことばの教育: ことばの教育に何ができるのか」 : ソトからウチに来て労働者に加わってくれる移民労働者たち」 (Mobility and language education: How can language education help immigrant workers transition from outsiders to insiders?)

Seiichi Makino, Princeton University

「移民受け入れ社会」としての日本における日本語教育を再考する」 (Reconsidering Japanese language education in Japan as a “host society”)

Uichi Kamiyoshi, Musashino University

「VUCAワールドの時代の日本語教育: 「つながる、かかわる、かえる、つくる」教育」 (Japanese language education in the era of VUCA: World education for “Connection, Relation, Transformation, and Creation”)

Yasu-Hiko Tohsaku, University of California, San Diego

Discussant

Shinji Sato, Princeton University

SESSION 1-B: SIG PANEL : JAPANESE AS A HERITAGE LANGUAGE (JHL) [THE FENS ROOM]*Chair:* **Hitomi Oketani**, Eastern Michigan University

Panel Title: 「「日本語教育推進法」の成立と今後の日本語教育における日本国内外の連携に向けて」 (Newly Enacted "Promotion of Japanese Language Education Act" and the Importance of Collaboration between Japan and Abroad)

「「日本語教育推進法」に向けた署名活動を通して見えてきたこと」 (Findings from the signature campaign to establish the "Promotion of Japanese Language Education Act")

Toshiko Calder, Princeton Community Language School

「JFL/JHL教育の研究と実践における相互の連携と協同をめざして」 (For cooperation and collaboration in research and practice between JFL and JHL education)

Masako Douglas, California State University, Long Beach

「バイリンガル・マルチリンガル育成の視点からの母語・継承語としての日本語の育成」

(Developing Japanese as a mother tongue/heritage language from the viewpoint of bilingual/multilingual development)

Hitomi Oketani, Eastern Michigan University

Discussants

Suwako Watanabe, Portland State University

Kazuko Nakajima, University of Toronto

SESSION 1-C: SIG PAPERS (JAPANESE FOR SPECIFIC PURPOSES; JHL [JAMAICA POND ROOM]*Chair:* **Yukiko Hatasa**, Hiroshima University

「研究・教育を目的としたアカデミック・スピーキングコーパスの構築とその活用方法」

(Academic speaking corpus for research and pedagogical purposes: its design and usage)

Chiemi Hanzawa, Yokohama National University; **Katsuhiko Ito**, Tokyo University of Foreign Studies

「COIL型学習を用いた日米学生による協働ビジネスプロジェクトの取り組み」“(COIL project in Business Japanese class)

Tomoko Shimomura, Arizona State University; **Chie Fujikake**, Nanzan University

「日本語の Academic Speaking の評価と Good Speaking の特徴」 (Assessment of academic speaking skill and characteristics of good speaking)

Yukiko Hatasa and **Chisato Yokoyama** Hiroshima University

「南米日系社会における子どもの日本語教育の現状：現場の声を中心に」 (Japanese language education in the Japanese community in South America : From the local teacher's perspective)

Eriko Nakajima, The Japan Foundation, San Paolo

SESSION 1-D: PEDAGOGY PANEL [RIVERWAY ROOM]*Chair:* **Masami Ikeda**, Massachusetts Institute of Technology

Panel Title: 「独学経験者の混在する日本語クラスの現状」 (What Is Happening in Japanese Classes Now with Increasing Numbers of Self-Taught Learners?)

「ゼロ初級コースにおける独学経験者の存在が未習者の情意面に及ぼす影響」 (Examining the influence of self-taught learners on complete beginners in an elementary Japanese course)

Masami Ikeda, Massachusetts Institute of Technology

「独学者混在の日本語上級コース「日本のポップカルチャー」から —コースデザイン・教師の役割と課題点を考える—」 (Learning “Japanese pop culture” with self-taught learners:

Teachers’ roles and curriculum design)

Naoko Sourial, The New School

「オンラインコースから考察する高校生の独学の実態」 (From solitude to solidarity: High school students’ experience in self-teaching and in an online class)

Ayako Anderson, Global Online Academy / Noble & Greenough School

「セルフスタディーを取り入れた日本語授業の試み —自律性を育てる教室のあり方とは—」

(A practical report on the incorporation of self-study into a Japanese language course: How can students’ autonomy be developed?)

Tomoko Ikeda, McGill University

SESSION 1-E: LINGUISTICS PAPERS [ARNOLD ROOM]

Chair: Sooyun Park, Kobe University

「日本語教育における「たくさん勉強してください」の使用をめぐる」 (On the usage of *takusan benkyo shitekudasai* in Japanese language teaching)

Sooyun Park, Kobe University

“Applying data science to Japanese linguistics: How do Japanese politicians talk?”

Koji Tanno, University of Kentucky

“Gender representations in Japanese-as-a-foreign-language textbook dialogues”

Ayana Hatsuda, University of Arizona

「日本語学習と自発的にコミュニケーションを行う意思との関連」 (Japanese language learning and willingness to communicate)

Ikuko Okugawa, Keio University

SESSION 1-F: LITERATURE PAPERS [OLMSTED ROOM]

Chair: TBA

“What am I seeing?: Modernist descriptions in Kajii Motojirō”

Miyabi Goto, University of Virginia

“The anti-espionage novel and the fostering of wartime subjectivity in Imperial Japan, 1941-45”

Quillon Arkenstone, Washington University in St. Louis

“Capitalist expansion and interstices of solidarity in Kuroshima Denji’s *Militarized Streets*”

Edwin Michielsen, University of Toronto

“High culture revisited: Studying “high” culture as resistance in the Age of Pop”

Gian-Piero Persiani, University of Illinois, Urbana-Champaign



10:20 a.m.–12:00 p.m. — Session 2

SESSION 2-A: PEDAGOGY PANEL [PUBLIC GARDEN ROOM]*Chair:* Satoru Ishikawa, Boston University

Panel Title: 「これからの初級レベルにおける教育実践の可能性～近年の言語教育指導の視点から～」 (New Possibilities for Teaching Beginning Level Japanese - Based on Recent Developments in Foreign Language Teaching)

「初級レベルの学習者への意識調査 - 学習者が日本語クラスに期待する内容、指導、言語以外の目標とは」 (A survey of beginning learners: What learners expect from the Japanese language classroom in content, instruction, and goals)

Satoru Ishikawa and Myeongok Lee, Boston University

「初級読解教材における「文化」再考」 (Revisiting “culture” in reading texts for beginners)

Kazuhiro Yonemoto, Tokyo Medical & Dental University

「初級からの発表実践 ～スキルと歴史・文化コンテツを結ぶ～」 (Presentations at the Novice level: Connecting presentation skills and content)

Emi Yamanaka, Mariko Itoh Henstock, and Etsuko Okita Snyder, Boston University

「初級レベルでのARとVRの利用に関する提案」 (Applications of AR and VR in beginning Japanese)

Kazumi Hatasa and Samet Badar, Purdue University

SESSION 2-B: SIG PANEL: JAPANESE FOR SPECIFIC PURPOSES (JSP) [THE FENS ROOM]*Chair:* Tomoko Takami, University of Pennsylvania

Panel Title: 「21世紀のビジネス日本語教育：現在と将来」 (Business Japanese Education in the 21st Century: Present and Future)

「グローバル社会に対応できる B.S. B.A. (理科系、文化系)専攻学生の言語教育のカリキュラムの構築: コラボレーションと課題」 (Collaborations and challenges: Designing curricular space for language education among B.S. and B.A. majors to meet the needs of a global society)

Yoshiko Saito-Abbott, California State University, Monterey Bay

「21世紀型スキルを取り入れた中級ビジネス日本語教育実践」 (Intermediate Business Japanese incorporating 21st century skills)

Tomoko Takami, University of Pennsylvania

「デジタル時代のビジネスの日本語教育」 (Business Japanese language education in a digital world)

Motoko Tabuse, Eastern Michigan University

Discussant

Hideki Hara, Japan Foundation, Los Angeles

SESSION 2-C: SIG PAPERS (STUDY ABROAD; ASSESSMENT; AP JAPANESE) [JAMAICA POND ROOM]*Chair: Fumi Yamakawa, Toyo University*

「受け入れ校と送り出し校の連携に向けて：送り出し校の日本語教員の視点から」 (How can the ‘host’ and ‘home’ universities collaborate? : From the home-universities' perspectives)

Tomomi Sakuragi, International Christian University; **Hiroko Sugawara**, University of California, Santa Barbara

「日本語教員の評価のずれ：内容面の評価に関する予備的研究」 (The deviation of Japanese teachers: A preliminary study on content assessment scoring)

Marie Adachi, Kwansei Gakuin University

「短期留学生の経験的学びを支えるために」 (Supporting and enhancing the experiential learning of exchange students during study abroad in Japan)

Fumi Yamakawa, Toyo University

“Using the Japanese Language and Culture AP Exam as a Diagnostic for University-level Proficiency)

Carlos Pimentel, Western Michigan University; **Fang Ji**, The College Board

SESSION 2-D: PEDAGOGY PANEL [RIVERWAY ROOM]*Chair: Shigeru Osuka, Seton Hall University*

Panel Title: 「Critical Content Based Instruction (CCBI) の視点から平和というテーマで日本語教育を「考える」」 (Looking Ahead to the Future of Japanese Language Education for PEACE Through Critical Content Based Instruction (CCBI)

「日本語教育の平和貢献への考察」 (How can Japanese language education contribute to peace education?)

Yoshitomo Yamashita, Arizona State University

「国語教科書と日本語教科書の内容比較から見た平和教育への一考察」 (A study of peace curriculum: Content comparison between *kokugo* and Japanese language textbooks)

Shigeru Osuka, Seton Hall University

「平和社会構築への高校日本語教育の実践研究」 (A study of high school Japanese language curriculum for a peaceful global society)

Kayoko Tazawa, Phillips Exeter Academy

「平和の理解を深めるための中級日本語の実践研究：戦争の記憶のメタデータ作りを通して」

(Deepen the understanding of peace through intermediate Japanese courses: Creating meta-data of war memories)

Noriko Sugimori and **Masanori Shiomi**, Kalamazoo College

SESSION 2-E: LINGUISTICS AND PEDAGOGY PAPERS [ARNOLD ROOM]*Chair: Yan Wang, Carthage College*

“Is it merely a hedge? The discourse-pragmatic stance-taking functions of *to omou* in Japanese conversations”

Yan Wang, Carthage College

“Stance building and the use of particle *shi* in interaction”

Noriko Noma, University of Arizona

“Stance-taking: JFL learners and benefactive verbs”**Kumiko Takizawa**, Ohio State University**“Vowel length perception by English learners of Japanese”****Machi Niiya**, International Christian University / Colorado College**SESSION 2-F: LITERATURE PANEL [OLMSTED ROOM]****Chair: Linda Chance**, University of Pennsylvania**Panel Title: Moving Beyond: Medieval Exiles and Exilic Imaginaries****“Omissions, deletions, and partings: Burning secret poetic laments of exile to leave the world of *The Tale Of Genji*”****Beth Carter**, Case Western Reserve University**“How the West was won: The role of royal authority in the subjugation of western Japan”****Jeremy Sather**, Illinois Wesleyan University**“Ichijō Kaneyoshi’s nights abroad and awake in the country of women”****Linda Chance**, University of Pennsylvania**“Clipped wings and stolen skins: *Amewakahiko no sōshi* as a swan-bride tale****Laura Nuffer**, Colby College

12:00 p.m.–1:00 p.m. — Lunch Break

1:00 p.m.–2:40 p.m. — Session 3

SESSION 3-A: PEDAGOGY PANEL [PUBLIC GARDEN ROOM]**Chair: Yuri Kumagai**, Smith College**Panel Title: 「「批判性」再考：「批判的」な教育に携わる教師に求められること」 (Rethinking****“Criticality”: What Is Expected of Teachers Engaging in “Critical” Education)****「批判的教授法の社会改革の必然性という前提：教師と学生の認識の違いからの考察」 (The****necessity of social transformation as the assumption of critical pedagogy: A case of the teacher-student gap in perception)****Neriko Musha Doerr**, Ramapo College**「「批判的」実践としての教師のレスポンス」 (Teacher's unscripted response as a "critical" pedagogy practice)****Yuko Takahashi**, University of Massachusetts, Amherst**「「批判的であること」の考察：日本語教育実習生が抵抗や葛藤を乗り越えた先に見えてきたもの」 (On being critical: Student teachers' overcoming resistance against criticism)****Momoyo Shimazu**, Kansai University**「「批判性」再考：批判的なことば・文化の教育とは？」 (Rethinking “criticality”: What is critical language education?)****Yuri Kumagai**, Smith College

SESSION 3-B: PEDAGOGY PAPERS [THE FENS ROOM]*Chair:* **Junko Tokuda Simpson**, California State University, San Diego**"JFL learners' interpretation of the language of manga: Investigating role language and visual vocabulary"****Noriko Yabuki-Soh**, York University**「原稿なしでも発表できる！知的書評合戦「ビブリオバトル」を通して育む、対話型プレゼンテーション力」 (I can present without a script! Enhancing presentation skills through bibliobattle by communicating with the audience)****Junko Tokuda Simpson**, University of California, San Diego**「多読の音読スキルへの影響：黙読中心の多読から音読の流暢性は促進されるのか」 (The effects of extensive reading on oral reading fluency: Does silent reading enhance fluency when reading aloud?)****Yuki Yoshimura**, University of Massachusetts, Amherst**「上級ライティングでのPeer Reviewの実践例」 (How would peer review support advanced-level writing?: Examination of peer review process and learners' perceptions)****Sachiko Hiramatsu**, Brown University**SESSION 3-C: LITERATURE AND CLASSICAL JAPANESE SIG PAPERS [JAMAICA POND ROOM]***Chair:* **Paul Warnick**, Brigham Young University**"Confusion over Cathay: Attitudes to Chinese material in mediaeval Japanese poetic criticism"****Thomas McAuley**, University of Sheffield**"Fujitani's *Kazashishoo*"****Paul Warnick**, Brigham Young University**"Patterns and puzzles: Allusive strategy in the *Genji hinagata*"****Michelle Kuhn**, Yasuda Women's University**"Teaching classical poetry beyond the "original": The case for manga *Chihayafuru*"****Lindsey Stirek**, Ohio State University**SESSION 3-D: LANGUAGE AND TECHNOLOGY PAPERS [RIVERWAY ROOM]***Chair:* **Satoru Shinagawa**, University of Hawaii**「ICTを活用した日本語学習者における音声習得—米国人学習者を対象とした縦断調査の結果から—」 (Utilizing information and communication technology in learning Japanese pronunciation:****Results of a longitudinal study of an American learner of Japanese)****Takako Toda**, Waseda University; **Masako Okubo**, University of Tokyo**"Pedagogical implications of language production exercises based on ASR technology"****Masato Kikuchi**, Georgia Institute of Technology**"Quantifying the pedagogical importance of Japanese accent rules: Preliminary analyses of a new accent-annotated corpus of elementary Japanese"****Aaron Albin**, Kobe University; **Wang Ruilai**, Nanjing Normal University; **Rie Oyama**, Kobe University**"Evaluation of Japanese Handwriting Apps"****Satoru Shinagawa**, University of Hawaii; **Mayumi Ishida**, Dartmouth College

SESSION 3-E: PEDAGOGY PAPERS [ARNOLD ROOM]*Chair:* **Saori Hoshi**, University of British Columbia**“Integrating language and content in the undergraduate capstone experience”****Aragorn Quinn**, University of Wisconsin, Milwaukee**「インターネットミームとは？デジタルネイティブに合った新しい活動の実践報告」 (What is an internet meme? Trendy activities geared towards digital natives)****Yuta Mori**, Leiden University; **Ryosuke Sano**, University of Florida**“Examining the usefulness of the AP Japanese speaking tasks from a perspective of structural complexity”****Nana Suzumura**, University of Hawaii**“The role of L2 instruction in the development of interactional competence: Japanese interactional particle *ne*”****Saori Hoshi**, University of British Columbia**SESSION 3-F: LITERATURE PANEL [OLMSTED ROOM]***Chair:* **Kendra Strand**, University of Iowa***Panel Title:* Statemaking and Storytelling at the Margins: Travel, Contact, and Border Construction in Medieval Japanese Narrative****“Fabricating space: Clothing, spectacle, and ritual space in Nijō Yoshimoto’s ‘Solace of Words at Ojima’”****Kendra Strand**, University of Iowa**“Recognizing Ryūkyū: To the ends of the medieval Japanese earth”****Kazuya Sugiyama**, Aoyama Gakuin University**“A rapidly expanding universe: Travel and geography in Medieval Japanese Christian saints’ lives”****Patrick Schwemmer**, Musashi University**Discussant****Christina Laffin**, University of British Columbia**2:50 p.m.–4:30 p.m. — Session 4****SESSION 4-A: PEDAGOGY PANEL [PUBLIC GARDEN ROOM]***Chair:* **Noriko Fujioka-Ito**, University of Cincinnati***Panel Title:* 「日本語初級から中級コースへの移行の問題点とその対策のためのカリキュラムの改善」 (Curriculum Development to Solve Problems of Transition from Beginning to Intermediate Level Japanese Courses)****「教授法理論の変遷に伴う初級から中級コースカリキュラムへの移行の対策“(Strategies of bridging from beginning to intermediate course curricula based on pedagogical theories)****Noriko Fujioka-Ito**, University of Cincinnati**「「教科書を超えよう！」：実践力のある学習者育成を目指して」 (‘Go beyond the textbook!’: Establishing an effective learners’ community)****Mieko Kawai and Tomoko Marshall**, University of Virginia**「中級レベルへの移行をスムーズにするための試み」 (Attempts for smoother transition to the third-year level)****Fukumi Matsubara**, North Central College

「中級レベルへの無理のない移行を実現する新しい初級カリキュラムと教材」 (How to improve elementary level retention: A new approach and a new text)
Yoshiro Hanai and Shoko Emori, University of Wisconsin, Oshkosh

SESSION 4-B: SIG PANEL: PROFESSIONAL DEVELOPMENT [THE FENS ROOM]

Chair: Junko Mori, University of Wisconsin, Madison (with Atsushi Hasegawa, University of Hawaii; Shinsuke Tsuchiya, Brigham Young University)

Panel Title: Diversity, Inclusion, and Professionalism: Rethinking Goals of Japanese Language Education

“Goals of Japanese as Foreign Language education: The Fall 2018 survey results and reflections”
Atsushi Hasegawa, University of Hawaii; Jisuk Park; Kimiko Suzuki, Haverford College; Junko Mori, University of Wisconsin, Madison

“Finding a balance between diversity and language standards: A case of a Japanese language program in a private university”
Shinsuke Tsuchiya, Brigham Young University

“The case for paradigm change in Japanese language pedagogy: Accommodating calls for diversity and inclusivity”
Mahua Bhattacharya, Elizabethtown College

“The generalist dilemma: How accidental language teachers could help Japanese pedagogy”
Brian Dowdle, University of Montana

SESSION 4-C: SECOND LANGUAGE ACQUISITION PAPERS [JAMAICA POND ROOM]

Chair: Masumi Reade, Brigham Young University

「米国のJFL学習者による日本語の会話の含意 (CI: Conversational Implicature) の理解について」 (Understanding intended meaning of Japanese conversational implicature (implications in Japanese) by JFL learners in U.S. colleges)
Masumi Reade, Sophia University

”Language learning as translanguaging practice in a Japanese restaurant in Toronto”
Hae Ree Jun, University of Wisconsin, Madison

「ディスカッションの授業において学習者はどのような仲介行動が難しいのか」 (What do language learners find difficult as a mediator in discussion class?)
Noriko Hamada, Akita University; Aki Kubo, Tokyo International University

「インタビュープロジェクトを通してよい聞き手になることを考える」 (Learning to be a good interviewee through an interview project)
Naoko Takei, Simon Fraser University

SESSION 4-D: LANGUAGE AND TECHNOLOGY AND PEDAGOGY PAPERS [RIVERWAY ROOM]

Chair: Nobuko Chikamatsu, DePaul University

「COIL(国際連携学習)におけるトランスランゲージング言語教育の意義：日米学生協働翻訳コース」 (Translanguaging in a COIL (Collaborative Online International Learning) translation course between Japanese and U.S. college students)
Nobuko Chikamatsu, DePaul University; Akiyoshi Suzuki, Nagasaki University

「Z世代向けマルチメディアOER：開発報告」 (Developing multimedia OER for Generation Z with a new approach and twist: World premiere and project report)

Yuko Kato, Austin Community College; **Junko Hatanaka**, University of Texas, Austin; **Nobuko Koyama**, University of California, Davis

「オンラインツールFlipgridを使ったクラス活動の試み：効果的かつ活発な交流とコミュニケーションを目指して」 (Using Flipgrid to promote active and effective interaction and communication in the Japanese classroom) ”

Yasuko Shiomi, University of Massachusetts, Amherst; **Ayako Tanemura**, Boston University

“Three formats of delivery for a beginning Japanese language class: Reflections on hybrid, flipped and face-to-face instruction”

Nina Langton, University of British Columbia, Okanagan

SESSION 4-E: PEDAGOGY PAPERS [ARNOLD ROOM]

Chair: **Kyoko Matsui Loetscher**, Columbia University

「ソーシャルネットワーキングアプローチに基づいた高校・大学協働ライティングプロジェクトの実践報告」 (Collaborative writing project among college and high school using Social Networking Approach)

Aya McDaniel, Georgia Institute of Technology

「日本語クラスで性の多様性を扱うークィア・ペダゴジーの観点からー」 (Implementing gender diversity topics in Japanese class: From the perspective of Queer Pedagogy)

Aya Yamakawa, Earlham College

“Moving honorifics beyond the classroom: The Linguistic Landscape and the instruction of Japanese ”

Kunihiko Homma, University of Hawaii

「グローバル・コンピテンシーの育成：学際的アプローチによるプロジェクト型学習の試み」 (Fostering global competence: Report on project-based learning using interdisciplinary approach)

Kyoko Matsui Loetscher, Columbia University

SESSION 4-F: LITERATURE PANEL [OLMSTED ROOM]

Chair: **John Holt**, Portland State University

Panel Title: Our Bodies Are Not the Same: Body, Sexuality, and Gender in Manga

“Representation of the female body in Maki Miyako’s women’s manga”

Hiromi Dollase, Vassar College

“The illusion of sameness: Umezu Kazuo’s Snake Girl ”

Jon Holt, Portland State University

“Boys who crossed borders: Representations of male genderqueer identities in *shōjo* manga”

Keiko Miyajima, Adelphi University

“I’m proud I was born me”: Blue Flag’s queer and feminist dialogue in *Shōnen Jump Plus*)

Mia Lewis, Stanford University

4:40 p.m.–5:30 p.m. — Keynote Session (The Fens Room)

Keynote Presentation: Epistemic Asymmetry and Involvement:

Another Look at the Sentence-final Particle yone

Naomi McGloin, University of Wisconsin, Madison

Sentence-final particles have been the subject of many studies. *Ne* and *yo*, in particular, have been intensively investigated from various perspectives. Ogi (2017) roughly divides these studies into five groups: syntactic, cognitive (e.g., Kamio 1990; Takubo & Kinsui 1996), illocutionary force (Uyeno 1971), Interactional (e.g., Morita 2005; Hayano 2013) and social (e.g., Cook 1992). The particle *yone*, on the other hand, has been less studied, although substantial works do exist, represented by Hasunuma 1992, Nazikian 1996 & 2018, Izuhara 2003, Ohso 2005, Asano-Cavanagh 2011, Saigo 2011, Hayano 2013, and Xu 2016. Since both *yone* and *ne* are said to have the function of seeking confirmation or agreement, or showing rapport, the difference between *yone* and *ne* has been somewhat elusive. In the present presentation, I will attempt to delineate their usages, in conjunction with the notion of ‘involvement’ as developed in Lee (2007) and Ogi (2017). I will also briefly touch upon how these items are dealt with in Japanese textbooks and will reflect on how we can make such findings relevant for Japanese language teaching.

Other AATJ-Sponsored Events in Boston

Friday, March 20, 9:00 – 10:45 a.m.
Hynes Convention Center, Room 200, Level 2

**Beyond Content-Based Instruction:
Japanese Language Collaborations with
Japanese Studies to Optimize Learning**

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

Chair:

Anna Zielinska-Elliott (Boston University)

Panelists:

Nobuko Chikamatsu (DePaul University)

Hideki Hara (Japan Foundation – Los Angeles)

Danielle Rocheleau-Salaz (University of Colorado)

Emi Yamanaka (Boston University)

Friday, March 20, 7:30 – 9:30 p.m.
Boston Common Room

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

Please join us for what will be a stimulating and helpful discussion of ideas that we could all implement in the future to improve the teaching and learning of Classical Japanese and secure its place within the Japanese and humanities fields. The session this year will feature an inter-generational discussion of best practices, between Joshua Mostow (UBC) and Ariel Stilerman (Stanford). Their dialogue will be followed by a discussion of materials, methodology, “branding,” and the future trajectory of bungo teaching and learning in the West.



海外における継承日本語教育

国際フォーラム in Boston

日本語教育推進法の基本方針制定に向けて

2020 年

3 月 18 日 (水)

7:30 p.m. - 9:30 p.m.

場所

**Public Garden room
(5th floor) Sheraton
Boston Hotel**

39 Dalton Street Boston, MA
02199

プログラム

- ・ 年少者継承日本語教育と日本語教育推進法
中島和子/トロント大学名誉教授
- ・ 米国各地の現状と提言
桶谷仁美/ BM 子どもネット理事、イースタンミシガン大学教授
カルダー淑子/MHB 海外継承日本語部会代表、プリンストン日本語学校理事
ダグラス昌子/全米日本語教育学会継承日本語 SIG 会長、
カリフォルニア州立大学ロングビーチ校名誉教授)
(五十音順)
- ・ 日本語教師会との接点を求めて
渡辺素和子/全米日本語教育学会会長、ポートランド州立大学教授
青木恵子/カナダ日本語教育振興会会長、クイーンズ大学准教授
- ・ 自由討議

参加無料

定員 (45 名) になり次第
締め切り

申し込みはこちらから

<http://bit.ly/AATJ-HL2020>



EngageAsia

米日財団

United States-Japan Foundation

Elgin Heinz Outstanding Teacher Awards

honoring exceptional teachers who further mutual understanding between Americans and Japanese Apply Now - Deadline May 15, 2020

The Elgin Heinz Outstanding Teacher Award

recognizes exceptional teachers who further mutual understanding between Americans and Japanese. The award is administered by EngageAsia and funded by the United States - Japan Foundation. The 2020 award focuses on Japanese language teachers and consists of a \$1,000 monetary award. It is named in honor of **Elgin Heinz** for his commitment to educating students about Asia as well as for the inspiration he has provided to the field of pre-college education.



www.engageasia.org info@engageasia.org

CATJ 28 in Saint Paul, MN: May 30 - 31, 2020

The Department of Asian Languages and Cultures at Macalester College (Saint Paul, MN) is pleased to announce the **28th Conference of the Central Association of Teachers of Japanese** (CATJ) on **May 30-31, 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](#), 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 to submit your proposal. Please go to the Conference Homepage for [registration](#), travel accommodations, and conference schedule.

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

Host an ALLEX Teaching Fellow or Instructor at Your Institution

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

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.

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/>

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

The WUSTL-ALLEX Intensive Chinese and Japanese Institute will offer intensive beginning and pre-intermediate 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 pre-intermediate 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. Please contact us for more information: www.allex.org/summer or 978-401-0085.

Job Opening Announcements

Carleton College

The Department of Asian Languages and Literatures at Carleton College invites applications for a **full-time visiting assistant professor** in its dynamic and growing Japanese program, to begin September 1, 2020. This is a one year appointment, with the possibility of renewal. We seek candidates who can teach Japanese courses at all levels, and are passionate about teaching in a liberal arts setting. Native or near-native fluency in both Japanese and English is required.

The candidate will have Ph.D. completed or substantially completed in Japanese literature and will have experience in teaching Japanese language at the college level. Specialty is open, but the successful candidate will also bring expertise in a second field that will expand interdisciplinary offerings at the college and attract students from outside Japanese Studies (e.g. premodern studies, translation studies, linguistics). The successful candidate will also demonstrate a willingness to participate actively in the life of the department and to contribute to extra-curricular and service activities. Teaching load is six courses per year. The Carleton calendar includes three 10-week terms.

Applicants should have a strong commitment to teaching Japanese language to undergraduates. The position will involve teaching in both the Japanese language sequence as well as literature courses in the specialty.

Carleton is a highly selective liberal arts college with a student body of approximately 2,000. Located in the thriving two-college town of Northfield, Minnesota, it is forty-five miles from the Twin Cities of Minneapolis and St. Paul, in easy reach of a vibrant metropolitan area that is home to three million people and rich cultural resources. We are particularly interested in candidates committed to teaching a diverse student body.

For more information about our Japanese program and offerings, and about Carleton's interdisciplinary Asian Studies program, please visit the Japanese program website at <https://apps.carleton.edu/curricular/asln/japanese> and the Asian Studies website at <https://apps.carleton.edu/curricular/asst/>.

To apply, please visit the Carleton College Web site at <https://jobs.carleton.edu> to complete the online application, including a letter of application, CV, teaching statement, and three letters of recommendation. The applicant's teaching statement has to be framed around teaching in an undergraduate liberal arts environment and how you would contribute to a college community that embraces a diversity of people and perspectives as one of its core values. Candidates may also upload a teaching portfolio or other relevant teaching materials. Review of complete applications will begin in mid-December 2019, and will continue until the position is filled.

Carleton College does not discriminate on the basis of race, color, creed, ethnicity, religion, sex, national origin, marital status, veteran status, actual or perceived sexual orientation, gender identity or expression, status with regard to public assistance, disability, or age in providing employment or access to its educational facilities and activities. We are committed to developing our faculty to better reflect the diversity of our student body and American society. Women and members of minority groups are strongly encouraged to apply.

For further inquiries please contact Prof. Noboru Tomonari at: ntomonar@carleton.edu.

Concordia Language Villages

森の池、the [Concordia Japanese Language Village](#), is now accepting applications for **short-term (5 weeks) employment this summer** for two types of positions:

*Summer Language Teacher - Ideal for those with less experience or early in their teaching career, Summer Language Teachers expand their repertoire of teaching strategies and skills to help students learn language and culture in an immersion environment. Small class sizes, a residential setting and a team atmosphere make 森の池 the ideal short-term, summer job. Learn more and apply at: <https://hr.cord.edu/postings/6388>

*Summer Language Teaching Coach - Teachers with extensive experience observe, model, co-teach and support Summer Language Teachers in their work, as part of the larger leadership team. Knowledge of national standards for language education, a successful teaching record are required; familiarity with adult learning theory, teacher induction or peer mentoring strongly preferred. Learn more and apply at <https://hr.cord.edu/postings/6420>.

All positions include salary, paid orientation period, room & board and the opportunity to apply for the \$25,000 Dietrich Fellowship. Concordia Language Villages, the nation's premiere language and cultural immersion program for young people, is a program of Concordia College, Moorhead, Minnesota.

Ready to learn more? Watch our [video](#). For questions, please contact Mark Chen, mchen@cord.edu.

Cornell University

The Department of Asian Studies at Cornell University invites applications for a **full-time Lecturer/Senior Lecturer** (rank commensurate with experience) position in Japanese language beginning July 1, 2020. Initial one-year probationary contract with possible renewal, contingent upon merit, the continued needs of the department, and availability of program funding.

Minimum qualifications: Master's degree and native speaker level competency in Japanese are required, as is prior college-level teaching experience (3 years of full-time teaching experience preferred) and ability to teach all levels of Japanese. Also required are an explicit understanding of the linguistic properties of Japanese; knowledge of the cultural background necessary to teach the language; familiarity with language-teaching methodologies, including technology-related pedagogy and flexibility in using different teaching methodologies; excellent English skills; and the ability to work both in a team and autonomously at all levels of the language. Supervisory experience preferred.

Deadline for applications is **February 15, 2020**. Electronic submission of applications is required. Submit a letter of application, CV, a statement of teaching philosophy (max 2 pages), and three letters of recommendation to: <https://academicjobsonline.org/ajo/jobs/15724>.

Please send an unedited classroom teaching demo (USB or CD) to:
Japanese Language Search Committee
Department of Asian Studies
Cornell University
350 Rockefeller Hall
Ithaca, NY 14853-2502

We will also accept online videos. The shortlist candidates will be asked to provide sample course syllabi. Other inquiries can be made via e-mail to: asianstudiesjobs@cornell.edu.

Georgia State University

The Department of World Languages & Cultures at Georgia State University anticipates hiring a **full-time Lecturer in Japanese** beginning in the 2020-2021 academic year, effective August 2020 (Fall semester), pending budgetary approval. Applicants must possess an M.A. as essential qualification or a Ph.D. as a preferred qualification in Japanese or equivalent, must have native or near-native fluency in Japanese, and must be able to teach a variety of Japanese elementary, intermediate, and advanced courses. The teaching load is 4 classes (12 credit hours) in the fall and 4 classes (12 credit hours) in the spring, with the opportunity to also teach in the summer.

The search committee will give particular consideration to candidates with interest and experience in world-language acquisition. Additionally, the successful candidate will be expected to participate in academic advisement, evaluation of transfer credits, and other matters related to the Japanese program.

Send an application letter, CV, evidence of teaching effectiveness, and 3 current letters of recommendation via email to Deb Loden (dloden1@gsu.edu).

Review begins **December 3, 2019**, and will continue until position is filled. Georgia State University is an Equal Opportunity Employer and does not discriminate against applicants due to race, ethnicity, gender, veteran status, or on the basis of disability or any other federal, state or local protected class.

Illinois Wesleyan University

The Department of World Languages, Literatures and Cultures at Illinois Wesleyan University invites applications for a tenure-track position as **Assistant Professor of Japanese** to begin August 1, 2020.

Illinois Wesleyan is a highly-selective, undergraduate, liberal arts university of approximately 1600 students. Our primary focus is on the students, and the primary responsibilities of the position revolve around teaching six courses per year (typically 3 per semester) and mentoring/advising undergraduates (including research projects, honors theses, internships, and academic advising). We seek a dynamic teacher-scholar with a firm commitment to teaching a full range of Japanese language and culture courses as well as Japanese cultural studies courses in English while promoting the goals and values of our liberal arts mission. The position will also involve participation in the International Studies-Asian Studies program and opportunities to participate in university-wide writing programs (first-year Gateway seminar and Writing Intensive courses). Applicants should offer evidence of their ability to engage students, experience with a variety of teaching methods, and a demonstrated research agenda. A commitment to IWU's institutional values regarding diversity and inclusion is also important. Native or near-native fluency in Japanese and English is required. Applicants are expected to have Ph.D in hand in a relevant field by August 2020.

Illinois Wesleyan University prides itself on sustaining a strong commitment to excellence in teaching as well as providing support and encouragement for faculty scholarship. IWU is an equal opportunity

employer committed to a diverse workforce, and the department is committed to supporting a culturally and academically diverse professoriate; we encourage applications from members of underrepresented groups.

For best consideration, submit the following materials via email to Suzie Smeeton, administrative assistant (ssmeeton@iwu.edu), World Languages, Literatures and Cultures by Feb 23rd. Review of applications will begin immediately.

- Cover letter that includes research interests and plans;
- Curriculum vitae;
- Unofficial graduate transcript(s);
- Statement on teaching philosophy and practice;
- Three confidential letters of reference, at least one of which addresses teaching.

Please address and highlight interests, background, or experience relevant to any of the following:

- Teaching at a student-centered undergraduate liberal arts institution;
- Fostering an inclusive classroom and supporting a diverse community within the department and the university as a whole;
- Involving undergraduates in your research.

Inter University Center, Yokohama

The Inter-University Center, in Yokohama, Japan, invites applications for the position of **full-time instructor in Japanese Language**, on a renewable two-year contract (September 1, 2020 - August 31, 2022).

Duties:

Teaching of intermediate and advanced Japanese, mostly to graduate students from North American universities who intend to become researchers or pursue other Japan-related work.

- Teaching Japanese language classes using designated materials.
- Developing new teaching materials.
- Other work related to the IUC's Japanese language classes.

Qualifications:

- Master's degree required; PhD desirable.
- In addition to an undergraduate or graduate degree in Japanese or Japanese language teaching, a degree (or minor) in some other field is also desirable.
- Must have four (4) or more years' teaching experience in intermediate or advanced Japanese at a university or other institution of higher learning.
- Must be a native Japanese speaker or have equivalent Japanese language skills.

Terms of Employment:

- Working hours are 9:30–4:30 weekdays. Wednesday afternoons may be used for study or training outside the workplace.
- Days off: Saturday, Sunday, national holidays, and school holidays (New Year's vacation, summer vacation, etc.).

- Teaching hours: Maximum of 13 classes a week (one class = 50 minutes).
- Pay: In accordance with IUC pay regulations.
- Benefits: Pension, health insurance, long-term care insurance (kaigo hoken; only those aged 40 or more are eligible), unemployment insurance, worker's accident insurance (rōsai hoken).
- Commuting expenses: paid up to fixed maximum.

Period of Employment:

- September 1, 2020–August 31, 2022 (with possibility of renewal).

Application Documents:

- Curriculum vitae (with attached photograph).
- List of research achievements (including teaching materials).
- Chronology of Japanese language teaching experience (including type of students, dates, texts used, and school[s]).
- Two major publications (photocopies permissible).
- Short essay (approximately 800 characters) on “my aspirations as a Japanese teacher.”
- Two letters of recommendation.

Notes:

- * All documents must be written in Japanese.
- * When sending physical documents, write “application for full-time instructor” on the envelope in red.
- * You may also submit your application by e-mail to jobs@iucjapan.org.
- * Application documents submitted will not be returned.
- * Shortlisted candidates invited to the IUC for a test and interview (see below) will be asked to bring along a video (approximately 15 minutes) of a class they have taught.
- * Please refrain from inquiring as to the status of your application.

Application Deadline:

- All documents must arrive by **March 31, 2020**, Japan time.

Selection Process:

- Initial screening will be on the basis of documents submitted. Applicants shortlisted following the initial screening will be asked to come to the IUC for a written test and interview.
- * Applicants may also be asked to give a demonstration class on the day of the test/interview.
- * Applicants are responsible for their own transportation to the IUC for the test/interview.
- * Other arrangements (e.g., Skype interview) may be made for those applying from abroad.

Address for Submission of Documents/Location of Work:

- Search Committee
Inter-University Center for Japanese Language Studies
Pacifico Yokohama, 5F
1-1-1 Minato Mirai
Nishi-ku, Yokohama
Japan 220-0012
- E-mail: jobs@iucjapan.org.
- The IUC is located 5 minutes by foot from Minato Mirai Station on the Minato Mirai Line and 15 minutes by foot from Sakuragi-chō Station on the JR Negishi Line/Yokohama Municipal Subway Blue Line.

Michigan State University

The Department of Linguistics and Germanic, Slavic, Asian and African Languages at Michigan State University is seeking one to two **full-time Japanese Language Instructors or Assistant Professors of Japanese Language** (second position pending budget). This is a fixed-term, nine-month, academic year position beginning August 16, 2020, and is renewable contingent upon funding and performance. A Master's degree is required for the Instructor position; a PhD for the Assistant Professor position (all degrees must be conferred by the time of hire).

Duties and Responsibilities:

The successful candidate will contribute to diversity and inclusive excellence through teaching six Japanese Language courses each academic year in the Japanese Studies Program (teaching assignments will be determined by Program needs). The successful candidate will also share extracurricular responsibilities with other Japanese faculty and participate in curriculum and program development, including outreach activities.

Minimum Requirements:

- M.A. or higher degree in Japanese Language pedagogy, linguistics, foreign language teaching, or related field;

- Two to three years experience teaching college students 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;

- Evidence of teaching effectiveness (quantitative and sample of qualitative data from teaching evaluations);

- Basic instructional technology skills, including navigating through course management systems such as D2L or Blackboard.

Desired Qualifications:

- Experience teaching Japanese at all levels from elementary through advanced;

- Experience with ACTFL proficiency standards and proficiency-based approaches to teaching Japanese;

- OPI certification;

- Demonstrated proficiency in online teaching and/or appropriate technologies in language instruction;

- Event planning experience.

Required Application Materials:

- 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;

- 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 recommenders;

- 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.

Special Instructions:

Review of applications will begin **February 3, 2020**, and will continue until the position is filled. Applications must be submitted electronically to the Michigan State University Human Resources website: <http://careers.msu.edu>.

For more information, contact Catherine Ryu, Chair of the Search Committee, Department of Linguistics and Germanic, Slavic, Asian and African Languages, at ryuc@msu.edu.

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

For information about the Japanese Program, please visit <http://linglang.msu.edu/degree-programs/japanese>.

Oberlin College

The East Asian Studies Program at Oberlin College invites applications for a **one-year, full-time non-continuing faculty position in Japanese Language and Culture**. Appointment to this position will begin in the fall semester of the academic year 2020-2021 and will carry the rank of **Visiting Assistant Professor or Instructor**.

Founded in 1833, Oberlin is a private four-year, selective liberal arts college near Cleveland, Ohio and is also home to an outstanding Conservatory of Music. Together, the two divisions enroll approximately 2,900 students. Oberlin College was the first college in the US to make interracial education and co-education central to its mission. The College continues to view a diverse, equitable and inclusive educational environment as essential to the excellence of its academic program.

The incumbent will teach a total of 5 courses (in Japanese language at all levels and Japanese Studies). The Japan studies courses will be taught in English. The incumbent will participate in co-curricular activities in the Japanese Language Program and in East Asian Studies.

Among the qualifications required for appointment is the Ph.D. degree (in hand or expected by the first semester of the academic year 2020-2021). Preferred fields include linguistics, second language acquisition, and literary studies. Candidates must demonstrate interest and potential excellence in undergraduate teaching. Successful teaching experience at the college level is required. Native or near-native proficiency in Japanese and in English is also required.

To apply, candidates should visit the online application site found at <https://jobs.oberlin.edu>. A complete application will be comprised of: 1) a Cover Letter that includes an articulation of the applicant's teaching philosophy and scholarly interests; 2) a Curriculum Vitae; 3) Unofficial transcript; and 4) Letters of Reference from three (3) recommenders.* All application materials must be submitted electronically through Oberlin College and Conservatory's online application process at: <https://jobs.oberlin.edu/>

*By providing three (3) Professional References (names and email addresses), you agree that we may contact them through our applicant web portal. Reference writers will be asked to submit an electronic Letter of Recommendation on behalf of the applicant. Review of applications will begin on February 7, 2020 and will continue until the position is filled.

Quick link to posting; <http://jobs.oberlin.edu/postings/8738>

University of Minnesota

The Department of Asian and Middle Eastern Studies at the University of Minnesota invites applications for the position of **Lecturer and Director of Language Instruction: Japanese Program**. The Director of Language Instruction (DLI) reports directly to the Chair of the department on all matters. In addition to the duties described for Lecturer (see below), the DLI's responsibilities include:

- Leadership of program;
- Coordination of curriculum and teaching assignments, including summer session instruction;
- Development of materials as needed;
- Directing TA and new teacher training;
- Annual evaluation of teaching staff;
- Collaboration with other language programs and faculty members within the department, and with other units (CLA Language Center, CARLA);
- Professional development;
- Program website oversight;
- Outreach to the community.

Required qualifications for appointment to the rank of Lecturer:

1. Ph.D. or foreign equivalent in the relevant field, or a related field.
2. In the case of language instruction, skill in the language of instruction as appropriate for the position; in the case of modern languages, native or near-native fluency.
3. Positive evaluations from students, peers, and/or supervisors.
4. Demonstration of commitment to quality teaching and program development.
5. Excellent verbal and written communication skills.

Responsibilities:

1. Teach undergraduate language courses.
2. Provide administrative support relating to teaching duties and course responsibilities, when appropriate to the appointment.
3. Assist with test development and/or administration.
4. Coordinate and mentor Teaching Assistants, P&A instructional staff, and CIS instructors when appropriate to the appointment.
5. Serve as member of appropriate departmental and university committees if called upon to do so.
6. Engage in professional development activities.

Performance standards:

1. Positive evaluations from students, Teaching Assistants (if appropriate), peers, and supervisors.
2. Demonstration of commitment to quality teaching, program development, and professional development.
3. Effective handling of student inquiries.

Position begins fall semester 2020. Applicants should submit the following materials on the UMN employment website: (1) cover letter, (2) CV with the names of 3 references, (3) statement of teaching and leadership philosophy, and (4) three sample syllabi. Application deadline: **January 31, 2020**.

UMN employment website: <https://humanresources.umn.edu/content/find-job>; search for job ID number 334785. For more information about the Department of Asian & Middle Eastern Studies, please visit <https://cla.umn.edu/asian-middle-eastern-studies>.

University of Northern Colorado

The Department of World Languages and Cultures at the University of Northern Colorado invites applications for a **tenure-track Assistant Professor** to teach undergraduate Japanese language and culture courses beginning Fall 2020.

We seek a generalist who can teach a broad range of language and content-based courses, and whose teaching and research will creatively contribute to our Japanese program and to our interdisciplinary Asian Studies major. Native or near native fluency in Japanese and English is required. Standard teaching load averages 9 credit hours per semester.

The successful candidate should have a strong commitment to teaching, research, and departmental and university service, and to the continued development of a dynamic undergraduate program, including creation of new courses.

To apply, complete the online application at <http://careers.unco.edu>, submitting (1) a cover letter that addresses teaching and professional experience in Japanese; (2) a current CV; (3) three letters of reference; and (4) a research agenda. Review of materials will begin January 3, 2020, and continue until the position is filled.

University of Pittsburgh

The Department of East Asian Languages and Literatures of the University of Pittsburgh invites applications for the position of **visiting lecturer for its Japanese literature and culture program**, pending budgetary approval. The appointment will begin on September 1, 2020 and end on April 30, 2021. The successful candidate must hold a PhD by the time of appointment and possess broad competence in teaching Japanese studies courses in literature, popular culture, performance, theater, translation studies, or media and film. The successful candidate will teach six undergraduate courses per year, five courses from the aforementioned areas and one course in her/his area of expertise. The candidate should have experience teaching Japan studies courses at a North American institution. Other duties may include mentoring students, normal service duties in the Department, and working with other Asia specialists in the Department and on campus.

Our department offers a range of courses in Chinese, Japanese, and Korean, prioritizes student mentoring and undergraduate research, and hosts an annual conference. In cooperation with the Asian Studies Center, we regularly coordinate visiting lectures and screening series, an Asian film festival, and other events year-round.

The University of Pittsburgh is an Affirmative Action, Equal Opportunity Employer. Women, members of minority groups under-represented in academia, veterans, and disabled are especially encouraged to apply.

To apply, send a letter of interest, CV, sample course materials and syllabi, evidence of teaching effectiveness (e.g., student evaluations), and three letters of recommendation via the following link: https://cfopitt.taleo.net/careersection/pitt_faculty_external/jobdetail.ftl?job=19009685. Questions may be directed to Victoria Donahoe, Administrative Assistant, at vjd8@pitt.edu. We will request additional materials after the initial screening. The position will be filled as soon as a suitable candidate is found.

University of Rhode Island

The Department of Modern and Classical Languages and Literatures in the College of Arts and Sciences at the University of Rhode Island invites applications for the **full-time position of Lecturer in Japanese** with specialization in Japanese language teaching to begin Fall 2020. This position is limited to 06-19-2021 with anticipated renewal.

The lecturer will teach a total of 12 credits per semester, typically in the form of 4 three-credit courses, and will assist the Japanese section with program development, program promotion, course coordination and extra-curricular activities. Lecturer should have the ability to teach courses at all levels, from beginning language courses to upper-level content courses taught in the Japanese language, and potentially English-language content courses on cultural topics depending on qualifications.

Visit the URI jobs website at <https://jobs.uri.edu> to apply and view complete details for posting (F00189).

APPLICATION DEADLINE: The search will remain open until the position is filled. First consideration will be given to applications received by **February 15, 2020**. Second consideration may be given to applications received by February 28, 2020. Applications received subsequent to second consideration date (February 28, 2020) may not be given full consideration. **APPLICATIONS MUST BE SUBMITTED ONLINE ONLY.**

University of Texas, Austin

The Department of Asian Studies at the University of Texas at Austin invites applications for a **one-year lecturer position in Japanese language**, beginning September 1, 2020. The successful candidate will be expected to teach two sections of lower-division Japanese (JPN 611D) in Fall and 3 sections of another lower-division course (JPN 601D) in Spring.

Qualifications: A Master's degree or higher in Japanese language or a closely related field and native or near native proficiency in both Japanese and English. Preference will be given to candidates with teaching experience.

Application Instructions: Please upload a letter of interest; current CV; *10-15-minute video clip(s) of a recent example of teaching (if possible, please include one clip that demonstrates your ability to introduce new grammatical concepts and another that focuses on guiding students' practice exercises); three letters of recommendation; and relevant syllabi including a list of courses taught and textbooks used. [*please include video links in letter of interest or CV]

Security sensitive position; background check will be conducted on applicant selected.

Application Process: This institution is using Interfolio's Faculty Search to conduct this search. Applicants to this position receive a free Dossier account and can send all application materials, including confidential letters of recommendation, free of charge.

Apply Here: <http://apply.interfolio.com/72659>.

Review of applications will begin **March 12, 2020**, and the search will remain open until filled.

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 25, 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) 1 unedited video of classroom language teaching; and

(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 20, 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/>.



**American Association of
Teachers of Japanese, Inc.**

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



<https://m.facebook.com/AATJ2012/>



[@AATJ14](https://twitter.com/AATJ14)

If you have any news to share on our Social Media,
please email Kazumi Yamashita-Iverson at:

kyamashita@waterbury.k12.ct.us