



## President's Message

**Yoshiko Saito-Abbott 齋藤アボット佳子**

AATJ会員の皆様におかれましてはお元気でご活躍のことと存じます。2017年も駆け足で過ぎ去り、年末が近づいてまいりました。まず始めに、10月に行われたAATJでの選挙で、次期会長にはポートランド州立大学渡辺素和子先生、副会長にはカリフォルニア州ロスガトス高校ジョーダン・アン先生が選出されましたので、ご報告いたします。選挙は大変な接戦でした。ご投票頂き有り難うございました。

毎年11月中旬に開催されるAATJ/ACTFLの秋季学会は本年度も盛会のうち無事終わりました。ACTFL Co-Directorのアベロ美恵子先生、知念聖美先生、incoming Director田中雅裕先生のご尽力に感謝致します。また、地元

教師会の皆様、プリヤ・アナタ先生、中島敬子先生には大変お世話になりました。お陰様でJapan Pavilionに多くの方々を訪れてくださいました。

この二年間、AATJの目指したものは通常の活動に加えて、(1) これからの日本語教育を担うリーダー養成、(2) AATJの中核であるaffiliatesの強化、(3) ビジネス関係、日本政府との連携、そして、(4) J-CANイニシャティブ（J-CANとはJapanese/Core Practices, Articulation/Advocacy and Networkの略称）推進の活動でした。J-CANイニシャティブの枠組みで国際交流基金ロサンゼルス(JFLA)からのご協力とご支援を受け、ビジネス関係の方々をお招きし、グローバルコンペテンシーと日本語教育、Core Practices等のトピックを通してArticulation、次世代リーダーの養成のための研修会を行うことができました。研修の参加者には研修で得た経験とネットワークを通し、それぞれ教師会、AATJの活動、そしてこれからの日本語教育に大いに貢献して下さる事を期待しています。

最後に、会長としての任務を終えるにあたってこの二年間皆様からの暖かいご支援や様々なアドバイスを頂きましたことを心かから感謝いたします。これからも日本語教育に貢献できるよう努力いたします。今後ともご支援、ご教鞭をよろしく願います。

Greetings! I hope you are doing well as time flies and we approach the end of 2017. I am pleased to announce the results of our recent election: Suwako Watanabe from Portland State University is your President-elect, and (Tei) Ann Jordan from Los Gatos High School in California is your Vice President-elect. The election was close for both positions. Thank you for your participation and interest. I wish them both success as our new executive officers.

Our Annual Fall Conference (AATJ/ACTFL) was held in Nashville, Tennessee, November 16-19. Thanks to the fall conference co-directors, Mieko Avello and Kiyomi Chinen, and incoming Director Masahiro Tanaka for their tireless work. I also want to express our thanks for the warm welcome and support of teachers from Tennessee, especially Priya Ananth from Middle Tennessee State University and Keiko Nakajima from Vanderbilt University. Many people visited the Japan Pavilion and enjoyed the tea ceremony and origami workshops.

As you may know, in addition to our usual activities I had 4 goals during my tenure as your President: (1) to identify and provide professional development programs for next generation leaders; (2) to support and strengthen AATJ's affiliates; (3) to connect AATJ with Japanese business and government; and (4) to promote the J-CAN initiative which was launched two years ago. J-CAN stands for Japanese-Core Practices, Articulation/Advocacy and Network. In addition to articulation, advocacy, and networking activities, AATJ has been promoting ACTFL's Core Practices – that is, high-leverage teaching practices – to promote Japanese language and cultural education. With the J-CAN framework, AATJ has delivered information sessions, workshops, and leadership training workshops across America in collaboration with the Japan Foundation Los Angeles office. Thank you very much for your active participation; I hope the participants will continue to actively contribute to their affiliates, to AATJ, and to Japanese language and culture education.

Finally, I have to thank all of you for your warm support and encouragement over the last two years. It is because of you that I enjoyed every minute of my tenure as President. I will continue to put my efforts toward supporting the AATJ's activities and promoting Japanese and world language education.

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# Special Interview with Mr. Keith Cothrun

by Yoshiko Saito-Abbott, AATJ President

## Interview with Mr. Keith Cothrun, Executive Director of AATG and President of the Joint National Committee for Languages / National Council for Languages and International Studies

It was my pleasure to interview Mr. Keith Cothrun for my final interview column as the AATJ President. I have known him since 2004 when he as, the ACTFL President, visited California as a keynote speaker for the California Language Teachers Association (CLTA) and California World Language Project (CWLP) Summer Seminar. I got to know him better when he was serving as Director of World Languages and Cultures for the College Board and I was working with him as the AP Japanese Language and Culture Advisor for the College Board and again later as a member of the AP World Language and Culture Curriculum Development and Assessment Committee (CDAC).

His passion for world languages and cultures and his leadership were impressive, and I learned a lot from him. Since I started to serve as Vice President and then President of AATJ, he shared what he has done in AATG, which inspired me and gave me good direction on how to best represent the AATJ. I hope you enjoy learning about him and what he does professionally and enjoys doing personally.

Mr. Cothrun is the Executive Director of the American Association of Teachers of German. Prior to this position at AATG, he served as Director of World Languages and Cultures with responsibilities for AP German Language and Culture, as well as Chinese, Japanese, and Italian Languages and Culture at the College Board. A past president of AATG and ACTFL, Keith taught German for 24 years, building a thriving high school program and school exchange in New Mexico. He currently serves as president of the Joint National Committee for Languages / National Council for Languages and International Studies (JNCL-NCLIS) and is a member of the board of directors of the National Federation of Modern Language Teachers Associations.

### The interview

Saito-Abbott: Keith, you were a German teacher. How did you come to study and teach German, and how did you end up in your current position in AATG?

Cothrun: German was not on my radar until I started college. I was planning on studying chemistry, and at orientation, my advisor asked me what language I had studied in high school. My response? “None.” He said a lot of chemistry majors learn German. I said, “OK.” After the first semester I knew chemistry wasn’t for me. But I enjoyed my German classes, and seemed to be doing well — and all of a sudden, I was a German major.

But what do you do with a German degree? (*In my case*) I studied in Germany, finished my degree, and started teaching German in a small town in southern New Mexico. One of my methodology professors insisted on me joining AATG — that connected me with the profession and colleagues in sparsely populated New Mexico. I took on some local leadership positions, got elected to the AATG



board, and got appointed to the original task force to write the national student standards. Doors just kept opening. The real key to getting my current job was being a good teacher.

Saito-Abbott: Would you share with us some general information about AATG? For example, when was it established, how is it organized, and describe the membership?

Cothrun: The AATG was founded in 1926 by college and high school teachers in the New York City area. Currently we have about 4,000 members. We're now on a countdown to our 2026 centennial. The AATG is governed by an Executive Council consisting of 10 members including a president, vice-president, treasurer, a presiding officer of the chapter presidents' assembly, and six regional representatives. The teaching level of Executive Council members is balanced and alternates between post-secondary and pre-collegiate at each election. The Executive Council meets in November during the ACTFL Convention and World Languages Expo. The AATG employs six staff members in offices located in Cherry Hill, New Jersey, outside Philadelphia.

With members in all 50 states and nearly 20 countries, our organization is the only individual membership organization in the US dedicated to the teaching of the language, literature and culture of the German-speaking countries. The AATG is organized into 60 local chapters. Members represent elementary, middle-junior high school, high school, college/university, community colleges, and heritage language school teachers. 44% percent of AATG's members teach at the pre-collegiate level, 34% at post-secondary, and 22% are currently not teaching.

Saito-Abbott: What kinds of activities does AATG offer for members?

Cothrun: Most of our activities are organized at the local chapter level. These chapters support a variety of projects with activities focused on public relations, professional development, and teacher and student immersion. Additionally, we organize professional development opportunities both in the US and in German-speaking countries. One of our current projects is a 3-week seminar focused on teaching that incorporates STEM subjects in German. This is a 5-year project funded through a grant from the European Recovery Program and allows 25 K-16 members each year to travel to Germany and participate in the program at minimal cost.

We also have a range of student programs, including the National German Exam, our summer study program for high school students, our honor societies for middle school, high school, and community colleges, and our college intern program.

Saito-Abbott: Please describe AATG success stories regarding promoting German in the USA.

Cothrun: We recently held our first annual National TEACH GERMAN Day. National TEACH GERMAN Day was held on Wednesday, October 4, during National German Week. German teachers and students — and all advocates of German language education — engaged in a variety of activities to celebrate and promote German. These activities included school celebrations, special lessons, community events, language advocacy actions, and more. Resources were made available on our website (<http://www.aatg.org/page/TeachGermanDay>), including suggested school and community activities and games for all levels, also downloadable promotional items and PR materials, a student video contest, and tips for social media engagement.

We also distributed 550 TEACH GERMAN Day kits which included: posters, t-shirts, stickers, buttons, gummy bears, and an incredibly adorable teddy bear mascot — named ‘Hannah’ with a German flag bow in her hair and wearing a red TEACH GERMAN Day t-shirt. One of the great highlights was our Tag a Future German Teacher endeavor. We asked members to identify students they thought would make great German teachers and featured them on our website, as well as our Twitter and Facebook posts under the hashtag #TeachGerman. Your members should take a look at our website: [www.aatg.org/page/TeachGermanDay](http://www.aatg.org/page/TeachGermanDay).

Saito-Abbott: What are the challenges AATG is facing at present?

Cothrun : Like most fields, our greatest concern is the current teacher shortage. How do we assure that German programs remain a part of the future if there aren’t enough trained teachers to fill vacancies? Three years ago we launched our Teacher Recruitment project that focuses on the early identification of prospective teachers of German. Planting the seed that teaching German is a viable and highly rewarding career choice is at the core of the project.

Recruiting and retaining members is also a challenge for our organization. How do we continue to offer our current services, provide new services, and stay relevant in today’s quickly changing world?

Saito-Abbott: What kind of leadership training does AATG offer for future leaders?

Cothrun We don’t have any ongoing national efforts. We have, in the past, had grant funding to support leadership training. Our Next Gen Leaders program focused on helping participants gain critical leadership skills, networking within the field of German and foreign languages, and developing strategies for advocating for German. We do encourage new leadership in our local chapters and strive to support their work.

Saito-Abbott: What kind of collaboration do you think AATG and AATJ can plan in the future?

Cothrun: I’d love to explore the possibilities. Advocating for language learning is something that is of immediate interest — and benefit to both organizations. Too many students continue to finish school without the benefit of language learning. We need to increase the percentage of students learning languages by crafting the right message.

Another concern at AATG is supporting graduate students. Perhaps we can share ideas on funding their participation at conferences and instilling in them a sense of professionalism and belonging to professional organizations.

Saito-Abbott: As President of JNCL-NCLIS, how do you think all world languages can work together most effectively?

Cothrun: The American Academy of Arts and Sciences’ recent report, *America’s Languages: Investing in Language Education for the 21st Century*, provides a good roadmap for the work that needs to be done. Working together as a language teaching profession to implement the recommendations of the report will benefit us all. The current political environment has brought challenges that can only be addressed effectively if we address them jointly.

Saito-Abbott: What do you do with your free time (if you have any)?

Cothrun: Like most language teachers I enjoy traveling—exploring historical, cultural, and culinary delights. And every weekday evening gets 30 minutes dedicated exclusively to watching Jeopardy.

Saito-Abbott: Finally, do you have any message you want to share with AATJ members?

Cothrun: Being a language teacher is one of the most incredible careers imaginable. Famed British author, and AATG Honorary Fellow, John le Carré said in a recent interview with *The Guardian*, “Those who teach language, those who cherish its accuracy and meaning and beauty, are the custodians of truth in a dangerous age.” I encourage your members to continue to be custodians of truth — the rewards are countless.

Saito-Abbott: Thank you very much for your time.

## 2017 AATJ Teacher Award Recipients

by Eiko Ushida, AATJ Professional Development Director

Please join us congratulating this year’s AATJ Teacher Award recipients, Ms. Tomoko Graham of Noble and Greenough School in Dedham, MA and Ms. Julie Cain of Washington High School, Cedar Rapids, IA. The AATJ Teacher Awards recognize outstanding teachers who have demonstrated excellence in teaching, advocacy, and leadership in Japanese education both locally and nationally. AATJ presented the awards to the winners at the AATJ Awards Luncheon during the ACTFL Annual Convention held in Nashville on Saturday, November 18.

### **Tomoko Graham, Noble and Greenough School, Dedham, MA**

Ms. Graham has been teaching all levels of Japanese language for over 30 years, both at universities and high schools. She loves her job, saying, “Day-to-Day classroom teaching is the heart of my profession”.

She has contributed to Japanese language education beyond her school in the New England region, by organizing Northeast Council of Teachers of Japanese (NECTJ) annual conferences, study groups, and also the Annual Japan Day at Museum of Fine Arts, Boston. She has also contributed to our field as a College Board AP Japanese workshop instructor, consultant, and committee member. Ms. Graham impresses everyone with her tireless efforts and her dedication as a great mentor and inspiration for many professionals.



### **Thank you message**

It is my great honor to receive the 2017 AATJ Teacher Award. I would like to express my gratitude first and foremost to the AATJ, NECTJ, and JLTANE, the national and regional teachers’ associations that I belong to. I have been teaching Japanese for nearly 35 years, the first 15 years at several colleges in New England, and this is my 20<sup>th</sup> year at Noble and Greenough School, a 7<sup>th</sup>-12<sup>th</sup> grade independent school in Dedham, MA.

From the very beginning of my career, I have met many wonderful teachers who “taught” me, inspired and influenced me through their great work in Japanese language education. Next, in my home region, I am grateful to the members of the NECTJ-Boston group. Our collaboration has been a powerful means to collaborate and promote Japanese language education in our schools, and we are celebrating our regional 12<sup>th</sup> annual Japan Day for high school Japanese language learners this fall. The success of this event year after year would not be possible without the hard work of my fellow teachers, not to mention generous support from the Consulate General of Japan in Boston, the Museum of Fine Arts, Boston, and the Japan Foundation, Los Angeles. Last, but not least, are my students, past and present. Their curiosity, enthusiasm, and determination to learn the language are the driving force that makes me want to teach as well as I can. It is my belief that if we want our students to learn well, we must also love to learn. We need to continue our efforts to learn best practices, innovate teaching models, and create exciting ways to engage students.

I am pleased to humbly accept the Teacher Award this year while saluting all Japanese teachers before, now, and after me.

### **Julie Cain, Washington High School, Cedar Rapids, IA**

Ms. Cain has been teaching all levels of Japanese language, including AP Japanese, at Washington High School in Cedar Rapids, Iowa. She excels in teaching through specialized instruction and exchange programs with a sister school in Okinawa, but also by building trust and relationships with her students. She sees herself as “more a teacher of kids than a teacher of Japanese”. Ms. Cain has also contributed to her entire school and school district as a Department Chair of World Languages and Instructional Design Strategist to coach other teachers. Moreover, she has contributed to our field as a College Board AP Japanese committee member and as an editorial board member for ACTFL’s *Foreign Language Annals* journal.



### **Thank you message**

I am sincerely grateful for the work of AATJ and I am humbled to receive the 2017 Teacher Award. Twenty years ago I walked into a four-year Japanese program that had nothing more than three years of the *Kimono* series and an OHP. I was the only Japanese teacher within a 100-mile radius and I was on my own. It was that year when I had the opportunity to attend my first ACTFL conference — organized then by NCJLT. At that time I learned how necessary it would be to connect with other Japanese teachers. ATJ officers and staff, and the NCJLT board, helped me to find the amazing community of passionate Japanese teachers peppered across the United States. Their tireless efforts to improve Japanese pedagogy provided financial assistance, encouragement, courses, and conferences that helped me to grow in immeasurable ways. These professional opportunities are lifelines to teachers who desperately need a network.

Now I am being recognized for my work in the field. It is important for me to note that I would certainly not be here today without the encouragement and support of the amazing educators who have led our field. You have inspired me and pushed me to be better. There is no way to name all of the amazing instructors who have encouraged me over the years. To all teachers I have talked shop with, please know that I have probably stolen an idea or two from you – thank you! Rodd Sensei,

Saito-Abbott Sensei, Tabuse Sensei, Soh Sensei, and my own high school teacher Sachiko Murphy Sensei — these giants in our profession have done much to cultivate opportunities to network and to develop the next generation of leadership, and we all owe them a deep debt of gratitude. Finally, one of my proudest achievements is the growth of the Japanese program in Cedar Rapids, Iowa. We are now four teachers strong, and I would be remiss if I didn't thank my partners in crime. Dan, Rachel, and Miho — thank you for joining me in bringing the wonders of Japanese language and culture to our little corner of the Midwest.

## 2017 Cheng & Tsui Professional Development Grant Recipients

### **Miho Squires**, Washington High School, Cedar Rapids, IA

Thanks to the generous support of Cheng & Tsui, and the Professional Development Committee of the American Association of Teachers of Japanese (AATJ), I was able to attend the 2017 Conference of the American Council on the Teaching of Foreign Language (ACTFL). I would not have been able to go to this inspiring event without your support, and now my dream of attending the ACTFL convention has finally come true. As a novice teacher, this experience was what I greatly needed. In every session, I learned something new, and I can't wait to apply these ideas in my own teaching. It is very hard to gain a new different perspective on one's own classroom. That is why it is so beneficial to learn from fellow teachers from all over the country. It is very exciting to see all the possibilities and challenges that could apply to my lessons.



I taught a for a few years in the past, and after long break, I came back to teaching again. When I started teaching many years ago, there was no AP Japanese and I was not familiar with the program until I came to the workshop lead by Tabuse-sensei at this conference. With her energy towards this program and her approachable method, I gained so much from her one-day workshop. I was so sad when it was over and wished this workshop lasted longer! Tabuse-sensei gave me very helpful information to start tackling AP curriculum, and gave me a better understanding of how to prepare my students for AP exams.

It is hard to describe everything I gained from each session I attended in such a limited space. At every session I attended, I heard professional strategies such as 3-modes of communication, project-based learning, 5Cs, backward design, core practices, authentic materials, and also, what makes lessons truly interpersonal. This was very informative, and I obtained better ways to develop my lessons and program using those strategies.

I was so lucky to get this grant and was able to attend this conference, and I know not many people had this opportunity. I am going to share what I learned from this conference with my colleagues in my district, and hopefully, we can help each other to make our program better.

Although I was little overwhelmed by all the great information I gained from this conference, I am so thrilled to apply the many ideas I learned to my lessons so my students can benefit.

Again, thank you so much to Cheng & Tsui and the AATJ for this tremendous opportunity!



## Christopher Conner, Bluegrass Community & Technical College, KY

Thanks to the generous support of Cheng & Tsui and the Professional Development Committee of the American Association of Teachers of Japanese (AATJ) I was able to participate in the 2017 Conference of the American Council on the Teaching of Foreign Languages (ACTFL) in Nashville, TN. Without their support I would not have been able to attend this wonderful event, which provided me with a lot of valuable information to assist me in my career as a Japanese teacher. I am in my fourth year teaching Japanese at Scott County High School in Georgetown, KY. However, being what I consider a relatively new teacher to the field, I think it is very important that I am able to learn best practices and strategies from experienced teachers. This is exactly what the ACTFL experience provided. I began the conference by participating in a day-long workshop on the College Board's AP Japanese Language and Culture Exam. Motoko Tabuse Sensei's clear instruction and straightforward approach, along with her wonderful sense of humor, gave me an increased understanding of the steps needed to improve my AP curriculum. I left the workshop with a better idea of how to prepare my students for the AP exam, and with a clear plan for further professional development in this area.



During the following few days I was able to network with colleagues who I had not seen in a long time, as well as visit with representatives of the Japan Foundation who provided very important guidance for my Japanese program, such as introducing the possibility of joining the J-LEAP Program and working with a native Japanese assistant teacher to improve my teaching strategies. I was also able to meet with representatives of Cheng & Tsui, who publish the *Adventures in Japanese* series, which I am interested in adopting someday. While walking through the exhibit hall, I became very intrigued by a few travel agencies that emphasize service projects and global citizenship rather than taking the traditional tourist track approach for student travel. That is something I would love to do with my students someday, even if it is to another country besides Japan. I think secondary school is an ideal time in students' lives to travel abroad because the impact to potentially influence their outlook on the world is so much greater than when they are older. I also attended a session presented by Yoshiko Saito-Abbot, AATJ President, and ACTFL Teacher of the Year Yo Azama on teaching practices that promote social actions. It was a very interesting session that caused me to reflect how I could expand beyond the bounds of teaching traditional topics in Japanese and gave me a clearer understanding of the curricular considerations I need to make to implement an effective theme-based teaching strategy. I next attended a Teacher of the Year (TOY Talks) session where Azama Sensei and two other past Teacher of the Year recipients spoke on issues they felt passionate about. Azama Sensei is an incredibly dynamic speaker who has you hanging on his every word. He is the type of teacher I wish I could imitate effectively. While I was amazed by the variety and quality of the information and teaching strategies presented at the conference, I also finished the conference inspired to do the best I can to improve Scott County High School's Japanese program. Thanks again to Cheng & Tsui and the AATJ for making this possible!



Biographical Information: Christopher Conner is originally from Honolulu, HI. and began studying Japanese while assigned to Niigata, Japan as a member of the first class of 850 JET Program

participants in 1987. After living and working in Japan for four years, he lived in Taiwan for five years and then returned to the US. After graduate school and a few years of teaching English and Social Studies at a middle school in Indianapolis, he worked for 11 years at Japanese automotive companies such as Toyota Tsusho. Several years ago he decided to re-enter the teaching profession and teaches Japanese at Scott County High School and Bluegrass Community and Technical College in Kentucky.

## 2017 Annual Fall Conference Report

by Kiyomi Chinen, AATJ Fall Conference Co-Director

AATJ's Fall Conference was held in Nashville, TN from Friday, November 17, through Sunday, November 19, 2017, in conjunction with the American Council on the Teaching of Foreign Languages' (ACTFL) Annual Convention and World Languages Expo. According to ACTFL, approximately 6,400 people attended the convention this year, among whom were 300 Japanese language educators. The 40 AATJ-sponsored sessions (22 one-hour sessions and 18 fifteen-minute research paper sessions) 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 hosted its Annual Teacher Awards Luncheon on Saturday, and approximately 140 people attended. The lunch began with welcome remarks from AATJ President Yoshiko Saito-Abbott, followed by remarks by AATJ's guests of honor: Consul General Masami Kinefuchi, the Consulate General of Japan in Nashville and Director Hideki Hara, the Japan Foundation, Los Angeles. After the remarks, students from Middle Tennessee State University performed a J-pop dance, led by Japanese teachers Priya Ananth-sensei, Chiaki Shima-sensei, and Ryoko Fujise-sensei.



During the luncheon, the AATJ presented this year's Teacher Award to two K-12 teachers: Ms. Julie Cain (Washington High School, Cedar Rapids, IA) and Ms. Tomoko Graham (Noble and Greenough High School, Dedham, MA). The 2017 Cheng & Tsui Professional Development Grants (\$500) were awarded to Ms. Miho Squires (Washington High School, Cedar Rapids, IA) in the K-12 category, and Mr. Christopher Conner (Bluegrass Community & Technical College, KY) in the college and university category.



On Saturday evening, AATJ's General Membership Meeting began with remarks by President Yoshiko Saito-Abbott, followed by the AATJ Board of Directors' reports: AATJ members' profiles, the budget, fall conference, spring conference, advocacy, newsletter, National Japanese Exam (NJE), professional development, and *nengajo* contest. Then the President presented a certificate of appreciation to Yoshiko Mori (Vice President) and Mieko Avello (Annual Fall Conference Co-Director) to recognize the completion of their excellent service to the AATJ.

Also, this year was Saito-sensei's final year of her service as President; now she will serve as Immediate Past President. Newly elected President Suwako Watanabe gave a speech, and the new Vice President, Ann Jordan, was also introduced.

Director Hideki Hara of the Japan Foundation, Los Angeles, was invited to give a few words. After the speech, he sang for us while playing his ukulele. It was a nice surprise for everyone, and the entire crowd enjoyed his performance. The meeting ended with a door prize drawing. We received many raffle prizes from more than fifteen sponsors, and 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 Consulate General of Japan in Nashville, 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, Japanese language and culture educators and advocates in the Tennessee region held demonstrations: a workshop on *origami* by Ms. Airi Yamamoto on Friday; tea ceremony by Ms. Sachi Uemoto on Saturday and Ms. Tomomi Hogaku on Sunday; and digital-illustration by Ms. Shiho Enta on Sunday.



We would like to recognize Priya Ananth-sensei and Keiko Nakajima-sensei, who volunteered to coordinate these events, for their hard work. It was because of the great support of AATJ members, local Japanese language and cultural educators and advocates, the students from Middle Tennessee State University, and Japan-related organizations and companies that the 2017 annual conference in Nashville was able to conclude with much success. We would like to express our deepest appreciation to everyone who made this happen.



The 2018 AATJ Annual Conference will be held during the annual convention of the ACTFL, which will take place from Friday, November 16 through Sunday, November 18, 2018 in New Orleans, LA. **The submission deadline for proposals is Friday, January 12, 2018.** We look forward to seeing you again next year!



Photos by Masahiro Tanaka (AATJ)

## Message from AATJ Advocacy

by Shingo Satsutani, AATJ Advocacy Director

AATJのアドボカシー(啓発)担当の理事を務めております札谷新吾です。先般のAATJ年次大会でもお話ししましたが、フェースブックやツイッターなどのSNS発信にも力を入れ行きたいと思っておりますが、つきましては、世界に同時に配信できるシェアすべき情報がありましたら、[satsutan@cod.edu](mailto:satsutan@cod.edu)までメールをお願いします。2018年2月中旬に全米からDCに外国語教育関係者が一堂に集い、各州別にその州の上院、下院の関係議員に直接議員会館で懇談し、外国語教育に関する様々な陳情を一斉に行うLanguage Advocacy DAY 2018に参加し、様々な情報交換を始め全米における外国語教育の発展の一翼を担うべく一斉行動に参加してまいります。この「ワシントン行動」で訴えるべき懸案事項がありましたら、上記のメールアドレスまでよろしくお願いします。

授業科目としての日本語のみならず外国語全般が削減、縮小されている地域が全米各地で広がっているとの情報もあります。日本語カリキュラムの継続には学校、PTA、管轄日本国総領事館、当該地域の日系企業など様々な団体、機関が連携しながら粘り強く努力していかねばなりません。全米日本語教育学会としても全力を挙げてサポートしてまいりたいと思っておりますのでよろしくお願いします。

ローカルの小さな活動でもSNSなどを通じて幅広く共有することによって学習者や教師が孤立することなく「一つの大きな声」として前進できるものと信じております。



Check out AATJ's Facebook page, and "Like" us to receive updates and the latest news. Click the link on our home page ([www.aatj.org](http://www.aatj.org)), or search for "AATJ-American Association of Teachers of Japanese" on Facebook.

# 2018 Year of the Dog NENGAJO Contest Announcement

by Mio Nishimura, AATJ Nengajo Director

Happy “Premium Friday!” “Premium Friday” is a new project supported by the Japanese government and Japanese Business Federation and starting this February. The idea is people in Japan to finish working at 3 p.m. and enjoy the rest of weekend.

As the new school year begins, we would like to invite **all AATJ members** about the Nengajo Contest 2018, Year of the Dog. 794 cards were submitted by 125 members in 2017’s contest. The number of cards nominated was increased by 71 this year! High school and college submissions have increased by a combined 85 entries! We hope to see continued growth of numbers received, especially in the College/University level.

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, color, and writing.
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, 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. Winners’ NENGAJO images will be displayed on the AATJ website and during the ACTFL Annual Convention. All participants will receive a certificate of participation.

Please remember to include a **self-addressed and stamped 9x12 inch envelope with a stamp** in the application. Extra amount of postage in case your students win the contest is appreciated. Your student(s) will receive certificates with this enclosed envelope. Thank you for helping us to expedite this process!



**You need to be a 2017 member** of AATJ to submit your nominations. Please check your membership status before the submitting the cards. **The submission must be postmarked before or on Wednesday, December 27, 2017.** For more detail information, please go to <https://www.aatj.org/student-activities> Please contact Mio Nishimura at: [sensei93905@gmail.com](mailto:sensei93905@gmail.com) for any question. Thank you and we look forward to your submission!

## OFFICIAL 2018 AATJ NENGAJO CONTEST RULES YEAR OF THE DOG



**Eligibility:**

The teacher must be an AATJ member for the January 2017 - December 2017 membership year.

**Elementary, Middle, High School Level:**

Only 2 cards per category are allowed for each level at each school (if you teach at more than 1 school and/or level, you may enter 2 per category for each school/level– with a limit of 8 per school/level. If there are more than one AATJ member at your school, each teacher can submit up to 8 cards.)

**College/University Level:**

Only 1 card by each entrant is allowed. Students of Japanese are responsible for entering their own cards for the contest. \*A college/university student entrant must have a teacher who is an AATJ member in order to enter the contest.

COMPETITION LEVELS:	COMPETITION CATEGORIES
Elementary (K-5)	Artistic
Middle (6-8)	Comical
High (9-12)	Original
College/University Level	Computer Generated

**Requirements for ALL submissions:** (Cards that do not follow these instructions will be disqualified.)

- Each card must have a **label** on the back (Typewritten preferable. Write information legibly. See page 3).
- Cards must be **4 X 6 white unlined index cards**.
- The design theme must focus on the upcoming **2018 Year of the Dog**.
- Designs for the Artistic, Comical, and Original must be **ORIGINAL** and **hand-drawn**
- Designs for Computer Generated Category may include personal photos and **original art** created on a computer.
- Designs must be in good taste or praiseworthy across international cultures and societies.
- A Nengajo **application form** must be completed (see page 2).
- All kanji and hiragana/katakana must be written in **pen**.
- The teacher or college/university student must enclose **one SELF-ADDRESSED STAMPED 9X12 envelope** with the submission.



**Mandatory Elements based on level:**

Elementary School Rules	College, High School and Middle School Rules
<ul style="list-style-type: none"> <li>▪ Student’s name must be written <b>vertically on left-hand side</b> of card in <b>katakana</b> (unless name is of Japanese origin – teacher-assigned Japanese names are not allowed)</li> <li>▪ The design must include “<b>2018</b>” or “<b>二〇一八</b>”</li> <li>▪ The design must include <b>one</b> of the following: 元旦, 一日, あけましておめでとう、犬、戌、いぬ</li> </ul>	<ul style="list-style-type: none"> <li>▪ Student’s name must be written <b>vertically on left-hand side</b> of card in <b>katakana</b> (unless name is of Japanese origin – teacher-assigned Japanese names are not allowed)</li> <li>▪ The year “<b>2018</b>” or “<b>二〇一八</b>”</li> <li>▪ Either GANTAN (元旦) or TSUITACHI (一日) written in kanji</li> <li>▪ Kanji for dog 犬 or 戌</li> </ul>

**Send submissions:**

postmarked on or before **Dec. 27, 2017** to  
Mio Nishimura  
39 Portola Ave.  
Monterey, CA 93940

If you have any questions, please e-mail Mio Nishimura at: [sensei93905@gmail.com](mailto:sensei93905@gmail.com)

## 2018 AATJ Nengajo Contest Application Form and Checklist

Teacher's Name : \_\_\_\_\_

School Name: \_\_\_\_\_ Principal's Name \_\_\_\_\_

Address: \_\_\_\_\_

E-mail: \_\_\_\_\_ Phone: \_\_\_\_\_

**AATJ Affiliate (please check one):**

- |  |  |
|--|--|
| <input type="checkbox"/> AzATJ (Arizona Assn. of Teachers of Japanese)<br><input type="checkbox"/> AFTJ (Assn. of Florida Teachers of Japanese)<br><input type="checkbox"/> AITJ (Assn. of Indiana Teachers of Japanese)<br><input type="checkbox"/> AKATJ (Alaska Assn. of Teachers of Japanese)<br><input type="checkbox"/> ATJO (Assn. of Teachers of Japanese in Oregon)<br><input type="checkbox"/> CAJLT (California Assn. of Japanese Language Teachers)<br><input type="checkbox"/> CJLEA (Colorado Japanese Language Educators Assn.)<br><input type="checkbox"/> GATJ (Georgia Assn. of Teachers of Japanese)<br><input type="checkbox"/> HATJ (Hawaii Assn. of Teachers of Japanese)<br><input type="checkbox"/> IMAJLT (Intermountain Assn. of Japanese Lang. Teachers)<br><input type="checkbox"/> IATJ (IL Assn. of Teachers of Japanese)<br><input type="checkbox"/> JLTA Guam<br><input type="checkbox"/> JTAM (Japanese Teachers Assn. of Michigan)<br><input type="checkbox"/> JTAT (Japanese Teachers Assn. of Texas) | <input type="checkbox"/> KAJLT (Kentucky Association of Japanese Language Teachers)<br><input type="checkbox"/> LATJ (Louisiana Assn. of Teachers of Japanese)<br><input type="checkbox"/> MATJ (Missouri Assn. of Teachers of Japanese)<br><input type="checkbox"/> MAATJ (Mid-Atlantic Assn. of Teachers of Japanese)<br><input type="checkbox"/> MCTJ (Minnesota Council of Teachers of Japanese)<br><input type="checkbox"/> NCATJ (North Carolina Assn. of Teachers of Japanese)<br><input type="checkbox"/> NCJTA (Northern California Japanese Teachers Association)<br><input type="checkbox"/> NECTJ (Northeast Council of Teachers of Japanese)<br><input type="checkbox"/> NJATJ (New Jersey Association of Teachers of Japanese)<br><input type="checkbox"/> OATJ (Ohio Assn. of Teachers of Japanese)<br><input type="checkbox"/> SCATJ (South Central Assn. of Teachers of Japanese)<br><input type="checkbox"/> SNJTA (Southern Nevada Japanese Teachers Association)<br><input type="checkbox"/> WATJ (Washington Assn. of Teachers of Japanese)<br><input type="checkbox"/> WiATJ (Wisconsin Assn. of Teachers of Japanese)<br><input type="checkbox"/> INDIVIDUAL MEMBERSHIP |
|--|--|

<i>LEVEL</i> (Circle One)	Elementary (K-5)	MS (6-8)	HS (9-12)	College
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Place a check mark in the correct column for each card (Only 2 entries per category)

Student Name	Grade	Artistic	Comical	Original	Computer Graphic

Final Checklist: Your cards will be DISQUALIFIED without the following requirements.

- \_\_\_\_\_ Teacher is a **member of AATJ for 2017**.
- \_\_\_\_\_ All cards adhere to the rules for the corresponding level (see page 1).
- \_\_\_\_\_ Cards are created on a white **unlined 4 X 6 inch index card**.
- \_\_\_\_\_ Cards are of an original design, not taken from a *manga*, an *anime*, a website, or other image which is copyright-protected.
- \_\_\_\_\_ Cards are in good taste or praiseworthy across international cultures and societies without potentially making any specific viewer of the card uncomfortable or causing question as to the tastefulness.
- \_\_\_\_\_ A **label** with the required information is affixed to the back of your cards (see the following page).
- \_\_\_\_\_ A **stamped self-addressed 9x12 envelope** for returning Nengajo and certificates is included.
- \_\_\_\_\_ This **Application Form** is included.

ENTRIES MUST BE POSTMARKED ON OR BEFORE WEDNESDAY, DECEMBER 27, 2017!

Elementary/Middle School/High School Level Label

**Teacher Name** \_\_\_\_\_  
**School Name** \_\_\_\_\_  
**School Address** \_\_\_\_\_

**Student grade** \_\_\_\_\_  
**Student Name** \_\_\_\_\_  
**Category (check)**  
Comical Artistic Original CG

**Teacher Name** \_\_\_\_\_  
**School Name** \_\_\_\_\_  
**School Address** \_\_\_\_\_

**Student grade** \_\_\_\_\_  
**Student Name** \_\_\_\_\_  
**Category (check)**  
Comical Artistic Original CG

**Teacher Name** \_\_\_\_\_  
**School Name** \_\_\_\_\_  
**School Address** \_\_\_\_\_

**Student grade** \_\_\_\_\_  
**Student Name** \_\_\_\_\_  
**Category (check)**  
Comical Artistic Original CG

**Teacher Name** \_\_\_\_\_  
**School Name** \_\_\_\_\_  
**School Address** \_\_\_\_\_

**Student grade** \_\_\_\_\_  
**Student Name** \_\_\_\_\_  
**Category (check)**  
Comical Artistic Original CG

**Teacher Name** \_\_\_\_\_  
**School Name** \_\_\_\_\_  
**School Address** \_\_\_\_\_

**Student grade** \_\_\_\_\_  
**Student Name** \_\_\_\_\_  
**Category (check)**  
Comical Artistic Original CG

**Teacher Name** \_\_\_\_\_  
**School Name** \_\_\_\_\_  
**School Address** \_\_\_\_\_

**Student grade** \_\_\_\_\_  
**Student Name** \_\_\_\_\_  
**Category (check)**  
Comical Artistic Original CG

**Teacher Name** \_\_\_\_\_  
**School Name** \_\_\_\_\_  
**School Address** \_\_\_\_\_

**Student grade** \_\_\_\_\_  
**Student Name** \_\_\_\_\_  
**Category (check)**  
Comical Artistic Original CG

**Teacher Name** \_\_\_\_\_  
**School Name** \_\_\_\_\_  
**School Address** \_\_\_\_\_

**Student grade** \_\_\_\_\_  
**Student Name** \_\_\_\_\_  
**Category (check)**  
Comical Artistic Original CG

University/College Level Label

**Professor/Teacher Name** \_\_\_\_\_  
**School Name** \_\_\_\_\_  
**School Address** \_\_\_\_\_  
**Student Name** \_\_\_\_\_  
**Category (check)**  
Comical Artistic Original CG



# National Japanese Exam

by Tomomi Sato, National Japanese Exam Director

The National Japanese Exam (NJE) is an online, **proficiency-oriented, standards-based and culture-related assessment tool** for middle school (junior high), high school, and college students who are studying Japanese as a second language. It was developed by AATJ (American Association of Teachers of Japanese) as a way for such students to test their Japanese skills and participate in a nation-wide exam with awards for high achievement.

The NJE helps teachers see students' strengths and weaknesses in various areas including reading, listening, grammar and *kanji*. Teachers can use the results to identify strong and weak areas in their teaching, give various school-level awards to students (Gold Level, Silver Level, Bronze Level, Honorable Mention, and Participation certificates), and highlight the success of their Japanese programs and celebrate their students' accomplishments.

The NJE is an entirely online test that teachers administer in their classrooms. It features Listening and Reading sections at three levels.

**Registration Period: December 13, 2017 - February 16, 2018**

**Exam Period: March 1 - April 11, 2018**

**\* Teachers cannot register a student after the registration period!**

**Fee: \$9 (AATJ Members), \$17 (Non AATJ Members)**

More information at <https://www.aatj.org/nje>

Inquiries: [nje@aatj.org](mailto:nje@aatj.org)



The graphic features the text "AMERICAN NATIONAL JAPANESE EXAM" and "NATIONAL JAPANESE EXAM" in English, and "アメリカ合衆国全国日本語テスト" and "全国日本語テスト" in Japanese. It includes the AATJ logo, which is a circular emblem with a map of Japan and a cherry blossom, containing the text "AATJ" and "NJE". Below the main text, it repeats the exam period "EXAM PERIOD: 3/1-4/11, 2018" and the registration period "REGISTRATION PERIOD: 12/13/17- 2/16/18" in both English and Japanese. At the bottom, there is a QR code and the website "WWW.AATJ.ORG".

Students with NJE awards おめでとうございます！



**PURPOSE**

The purpose of the National Japanese Exam is to...

- Serve as a diagnostic assessment of Japanese language skills
- Motivate students to further their study of and interest in Japanese language and culture
- Advocate for the standards-based, proficiency-oriented and content-based teaching and learning of Japanese language and culture

**EXAM LENGTH**

**Level 1:**

Listening 10 mins  
Reading 20 mins

**Level 2 and 3:**

Listening 20 mins  
Reading 35 mins

**AWARDS**

In each category, we award the following certificates:

<General Guidelines>

**Gold Level:** 90 percentile and above

**Silver Level:** 80-89 percentile

**Bronze Level:** 70-79 percentile

**Honorable Mention:** 60-69 percentile

**All:** Certificate of Participation

All certificates can be downloaded from the NJE website.

**EXAM LEVELS & CATEGORIES**

<b>LEVEL 1</b> Roughly ACTFL : Novice Mid	<b>Middle/Junior High School: Regular:</b> For middle/junior high school students who have taken the high school equivalent of a half year of Japanese (teachers should check Level 1 content section to determine appropriateness)
	<b>High School: Regular:</b> For high school students in the 2nd semester of their first year of Japanese
	<b>College: Regular:</b> College students in the 1st semester of their first year Japanese
<b>LEVEL 2</b> Roughly ACTFL : Novice High	<b>Middle/Junior High School: Regular:</b> For middle/junior high school students who have taken the high school equivalent of 1 1/2 years of Japanese (teachers should check Level 2 content section to determine appropriateness)
	<b>High School: Regular:</b> For high school students in the 2nd semester of their second year of Japanese
	<b>College: Regular:</b> College students in the 2nd semester of their first year of Japanese
<b>LEVEL 3</b> Roughly ACTFL : Intermediate Low	<b>High School: Regular:</b> High school students in the 2nd semester of their 3rd year of Japanese
	<b>High School: Additional :</b> Students with additional language learning experience may only take the Level 3 exam (please see more detailed information on the website)
	<b>High School: Other</b> High school students in level 4 or AP classes may take the NJE, but their results will not be counted when determining national awards.
	<b>College: Regular:</b> College students in the 2nd semester of their second year of Japanese
	<b>College: Additional:</b> Students with additional language learning experience may only take the Level 3 exam (please see more detailed information on the website)
	<b>College: Other</b> College students who took level 4 or AP classes during high school may take the NJE, but their results will not be counted when determining national awards.

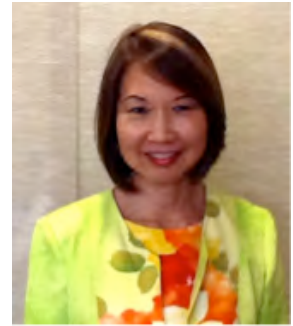
**RESULTS**

- Results include the test scores, national and state ranking and analysis to indicate students' strengths and weaknesses in certain areas
- Results will be sent to teachers by Quia around the end of April, 2018.
- Scores can be accessed ONLY by teachers as soon as testing is completed

# J-LEAP: Japanese Language Education Assistant Program

by Leslie Kirkland Roberts, Japanese Language Specialist, TLI, Seattle, WA

The J-LEAP program, which launched in 2011, was created out of a November 2010 dialogue between former Prime Minister Naoto Kan and President Barack Obama. They shared the view that further enhancement of mutual understanding among a wide range of people between Japan and the U.S. is necessary for deepening the Japan-U.S. Alliance. J-LEAP serves that goal by creating opportunities through teaching assistantships to nurture a new generation of qualified teachers of Japanese language. So far the program has sponsored 74 Assistant Teachers from Japan and paired them with 74 Lead Teachers in the US (including repeat participants).



If you are a Japanese language teacher in a K-12 school and seek to improve your team-teaching skills and your program's impact, J-LEAP could be a perfect match. The program provides your students with the opportunity to hear and learn authentic Japanese language from a different and young, native speaker. Your community will gain a cultural promoter who engages in local cultural events and activities. And throughout the entire J-LEAP cycle, you and your assistant will receive professional development and support from program specialists. The trainers will help coach the assistant and the lead teacher in team-teaching and implementation of the Core Practices of teaching. The second year of training will focus on Assessment. There are plenty of opportunities to exchange ideas and lessons with your J-LEAP colleagues.

Assistant Teachers accepted to J-LEAP are native Japanese language speakers who hold a minimum of a bachelor's degree in Japanese language education, as well as either a Japanese language teaching competency certification or 420 hours of professional development for teachers of the Japanese language. They have been interviewed regarding their pedagogy and experience and demonstrate proven expertise in Japanese language education

J-LEAP enhances your school's Japanese language program at no cost to your district. The Assistant Teacher's compensation (relocation, housing, local transportation, health insurance, and salary) is fully covered by the program sponsor. In addition, host sites can take advantage of a \$1,000 grant to purchase teaching materials that support Japan-related activities, making this a very cost-effective program boost.

This is a very competitive program and we are hoping to expand our assistants to all areas of the US, particularly those states that teach Japanese who do not have a J-LEAP assistant. Don't wait or hesitate! Apply now!

Applications for the 2018-2019 school year and more information were ready to access online in early September. Submission deadline is January 10, 2018. Go to: <http://www.laurasian.org/jleap/>



*The following articles were written by two J-LEAP participants.*

## Stay Strong, Live Long: Try J-LEAP!

by Charlotte Stewart, Lake Oswego HS & Lakeridge HS, Lake Oswego, OR

About five years ago I had one of those moments where time stood still. I was teaching *hiragana* and wondered: Would I be doing this same routine in 15 years? Would it still be fun? Would I still have energy? I was already experiencing some teacher burnout --and it was only the first month of school! Later that semester I found out about J-LEAP, a program which pairs a young native speaker of Japanese with a US teacher of Japanese. I was intrigued, and I applied. The next year I had a J-LEAP assistant. This past school year, 2016-2017, I welcomed my second J-LEAP assistant, and we have one more year together. Participating in J-LEAP has been the most rewarding experience of my teaching career. Let me tell you why.

I'm convinced that the biggest challenge in this profession isn't classroom management or curriculum design, but the challenge to maintain our teaching passion. Specifically, as teachers of Japanese, this includes finding ways to stay connected with current Japanese culture. J-LEAP helps immensely. My assistants can connect with students about current pop culture and shared interests. Outside of class, my assistant and I often talk deeper about cultural aspects of Japan. It is exciting and energizing to hear about Japan from the fresh perspective that a J-LEAP assistant brings.

J-LEAP assistants have helped me feel connected and supported. I am the only teacher of Japanese in my district, and I teach in two different schools. It is easy to feel isolated. However, I now have another person who really understands what I do, and with whom I can work and share ideas. In my classroom my lessons are richer and more relevant because I get to plan them with another Japanese expert. If a lesson goes bad I have someone to commiserate with; if a lesson is a success I have someone to celebrate with. On the most practical level, when I have a few precious minutes before class and I need to do something like make copies *and* talk to a student, my assistant helps make sure that I get as much done as possible. J-LEAP has given me the opportunity to have a true colleague, and the benefits are shared by everyone from my district, to my students, to myself.

Although the program is only two years, I have reaped the benefits of J-LEAP beyond those two years. I had a year in between my J-LEAP assistants, and during that time I found that I was using the skills, the knowledge and the different perspectives that I had gained through J-LEAP. The program includes extensive and intentional professional development training at the start of both years by nationally recognized teachers. Throughout the year site visits, video evaluations, and reflections also provide feedback on what is and is not working. You don't get this kind of targeted feedback and understanding support from your annual principal's observation notes. J-LEAP helps me consciously consider best practices as they relate to my specific classroom, and it has made me a more effective teacher.

Now, if all of these benefits sounds magical in any way, let me assure you it is only possible because of all the hard work and careful consideration done by the J-LEAP administrators, the lead teacher and the assistant teacher. J-LEAP is not for everyone. It is hard to work so closely with another teacher when you're used to going solo. It is hard to be open to new suggestions, especially when they come from someone with less teaching experience. It is hard to maintain the healthy relationship necessary to be an effective team. And, I do not forget to add: it is even hard to complete the detailed application, which is the first step. But the inspiration, energy and support you will gain is worth it all! J-LEAP is competitive for one reason: it's a top-notch program. So, what are you waiting for? Start getting that application ready!



## J-LEAP: The Best-Kept Secret Waiting to Be Discovered

by Steven Balsomico - Shaler Area High School, Pittsburgh, PA

My name is Steven Balsomico, and I have been a Japanese teacher in Pittsburgh for seven years. For four of those years, I was lucky enough to be a part of J-LEAP. One thing that I have learned is that, undoubtedly, J-LEAP is the best program out there for Japanese language teachers. Through J-LEAP, not only does a classroom teacher receive an additional pair of hands in the classroom for two years, they receive useful and insightful professional development, support from PLCs of other Japanese teachers, and even a stipend for classroom resources.



I have been a part of J-LEAP twice, and with both assistants, my classroom became more dynamic and student learning increased. There is significantly more time for one on one conversation with students and more time to help individuals. Students are more exposed to native language and authentic information. This in turn has motivated students to stay with the language and focus more in class. Each year, the number of students in my program has increased, and that can be directly attributed to the changes made by having been a part of J-LEAP.

Without my assistants, I feel like my classroom never came anywhere near the ACTFL recommended 90% instruction in target language. Since they came, I have not only met that goal, but my students have exceeded it. Furthermore, I have found ways to continue such instruction even after the assistants have returned to Japan because of the excellent professional development and support that J-LEAP offers. In addition to benefiting my classroom, the greater community has also been impacted. My assistants have done community work such as teach Japanese classes at local libraries, and increase awareness of Japan and the Japanese language.

This program has meant everything to my career as a Japanese language teacher. Both my program and I have grown in ways I never could have imagined. J-LEAP has given me access to resources, knowledgeable mentors, nationally recognized trainers, and the opportunity to work with other like-minded educators. All the above, as well as the day-to-day advantage of having an assistant teacher in the classroom, have improved my teaching skills and helped me grow. When applying for the program, I was concerned about the additional work the application required, but I can now say that the additional requirements of the application process were far outweighed by the advantages the program has offered me.

I recommend J-LEAP to any elementary or secondary school Japanese language program, no matter how large or small, no matter what levels are offered. Your program will be impacted positively by applying to be a part of J-LEAP. Classroom instruction, advocacy, teaching techniques, everything will improve.

## J-LEAP Program Seeking Host School Applications

The Laurasian Institution is pleased to announce that applications to be a host school for the Japanese Language Education Assistant Program (J-LEAP) is available online. This program seeks K-12 Japanese language teachers to apply to team-teach with young, native Japanese assistant teachers who have studied Japanese language pedagogy. Applying teachers will be referred to as the "Lead Teachers" of the pair.

### BENEFITS FOR THE HOST SITE

1. The host site receives an assistant teacher for two years in order for the lead teacher to experience team teaching
2. The host site receives an assistant teacher who represents the culture of young Japanese (age is under 35 years of age)
3. The host site would receive a \$1,000 stipend/year to purchase teaching materials for the Japanese language program
4. The Lead Teacher will receive professional development in the area of Japanese language pedagogy and team teaching skills -  
training, travel, lodging, meals during training covered by J-LEAP; clockhours or graduate credit available
5. Monthly stipend, housing costs, and car related stipends for the assistant is covered by J-LEAP
6. There are no financial responsibilities on the part of the host site
7. The Lead Teacher receives personal coaching from a master Japanese language teacher

*Assistant teachers cannot serve as independent teachers in the classroom. They are not certified and need to be supervised by a certified teacher.*

### QUALIFICATIONS - J-LEAP is looking for teachers who:

1. Teach or wish to teach more in the target language
2. Seek to improve or develop their teaching skills as Japanese language teachers
3. Are open to new ideas
4. Are eager to team teach and prepare lessons accordingly

### APPLICATION DEADLINE

The deadline for all [application](#) materials (includes a short video of the teacher teaching) is **January 10, 2018**.

For more information, please visit the [J-LEAP website](https://www.laurasian.org/j-leap) (<https://www.laurasian.org/j-leap>).



## Success Story of the Students Who Studied Japanese

by Noriko Taira, Northwestern University

This year, I managed to juggle a busy daily teaching schedule and attended the ACTFL Convention in Nashville. Although I had a stack of student assignments to grade between and after sessions and I was exhausted by the end of the trip, it was definitely worth going. I was able to update myself with current practices and various initiatives in the field of teaching Japanese and foreign languages, reconnect with old colleagues and meet new colleagues. This year, however, I had a further very special experience at the Convention. I run into a former student at the exhibit hall!

In a professional suit, she was standing at the booth of PacSet Tours, across from the AATJ booth. When I passed by her booth, I heard “Taira-sensei” in a soft voice. I immediately recognized her and bombarded her with questions because I wanted to know what she had been doing since her graduation. She responded in smooth Japanese and explained what she is doing with PacSet Tours, which specializes in planning custom trips and field trips to Japan.

Her name is Valerie Hwang. She graduated from Northwestern University in 2009 with the Major in Human Development and Psychological Services and the Minor in Japanese Language and Culture. During her undergraduate career, she took Japanese language every year, even during the quarter that she studied in Australia, and completed the minor. Our Minor is unique in a sense that fourth-year language courses are required while our major requires only three years. This is because the specific goal of the minor is attainment of higher language proficiency. Valerie was also active in extracurricular activities, and made appearances in a dance show several times a year. Immediately after graduation, Valerie went to Japan on the JET program and served as an ALT for three years. Upon return to the U.S., she completed the Master’s degree in International Education, and is now working as Academic Director at PacSet Tours. Valerie puts together a travel plan catered to each client and chaperones the trip. Whenever needed, she works as an interpreter during the trip. I can tell, from the way she explains various trips that she has organized, that she works with care, pride and confidence. She enjoys her work very much. Apparently, Mr. Evan Miller, the CEO of the company, is also a former student of Japanese language and literature. He earned the master’s degree in Japanese literature at University of Wisconsin at Madison. At the booth, I had a nice chat with him in Japanese. I was so surprised and excited to see the two students of Japanese from different institutions working together professionally to connect people in the U.S. and Japan! In this section of the AATJ newsletter, I would like to praise the great success of the two dedicated students of Japanese language and culture. ホワンさん、リウさん、これからも素晴らしいツアーを計画して、アメリカと日本の橋渡しに貢献してください!

Thank you, Valerie, for remembering me and sharing your story. Hope to see you at one of the conferences soon!



Please visit the website of PacSet Tours, Inc. <<https://pacsettours.com/about/> - [.WhXN-Etrw\\_U](https://pacsettours.com/about/)> to find out more about the company and the success story of the students of Japanese.

Noriko Taira Yasohama, Professor of Instruction  
Department of Asian Languages and Cultures, Northwestern University

## The Story Behind The Kanji Learner's Course

by Andrew Scott Conning, Harvard Graduate School of Education

I am sincerely grateful to AATJ for the invitation to share the story behind *The Kanji Learner's Course* (Kodansha USA, 2013).

I created the Kanji Learner's Course (KLC) for two reasons. First, **I wanted to repay Japan for all the support I received when I lived there.** Some years ago, I was fortunate enough to receive a MEXT scholarship to conduct research at Tokyo University. A very kind retired history teacher named Hiroko Takahashi took an interest in my project on Japanese education, and generously volunteered to help me carry it out. Thanks to her wise mentorship and the support of the many cultural and educational leaders I met throughout Japan, I enjoyed a truly enlightening experience, which formed the foundation of my later doctoral research. In addition to all those who supported my project, I feel strongly indebted to the ordinary people around Japan whose hard work made my experience possible, both by supporting the MEXT scholarship program with their tax contributions, and by inviting me to experience their culture and heritage.



My other reason for creating the KLC was that **it was the kind of tool I wished had existed when I was studying kanji myself!** Like all non-native learners, I longed for a simple and reliable way to learn kanji. Over the years, a number of exceptionally insightful students of the kanji had pointed the way toward this goal. These scholars understood from their own experience that it is more efficient for adults to learn kanji through an interpretive mnemonic approach than through the mechanical repetition used by schoolchildren. Their pioneering efforts have helped generations of learners overcome the kanji barrier, and I absolutely would not have been able to create the KLC without the work they had done before.

**I created the KLC to extend their work by developing a comprehensive and pedagogically sound method for remembering the meanings of all the characters required for genuine literacy in Japanese.** I pursued that objective in a variety of ways, such as by introducing kanji in a streamlined and pedagogically effective sequence, by explaining the meanings of graphical components step by step, by summarizing character meanings in concise keywords that are easy to memorize, by applying mnemonic techniques pragmatically, by highlighting the contrastive features of graphically similar characters, and by using concrete imagery to make the meanings of many difficult kanji immediately apparent. In these and other ways, I hope that the KLC has helped lower the kanji barrier once more.

**In addition to supporting learners, I designed the KLC to support teachers.** Of all the things a nihongo learner must master, kanji are the best suited to independent study – *provided one has an organized curriculum to follow*. This is precisely the purpose the KLC is intended to serve. By teaching every joyo kanji and how to remember it, the KLC allows teachers to turn kanji learning over to students, and simply monitor their progress through testing or by using a customized course on Quizlet or similar. In this way, the KLC allows teachers to reallocate the classroom time spent teaching kanji toward higher-order communicative activities. Also, **because the KLC allows learners to master kanji and vocabulary so efficiently, teachers can begin incorporating authentic materials more quickly, even while spending little or no classroom time to teach kanji.**



Teachers can also assign reading practice using the **KLC Graded Reading Sets** (KLC 漢字レベル別 読解練習例文集 (和英対訳文)). The 例文集 series provides example sentences *using only such kanji as students have already learned*, with parallel English text as well as a built-in J-E dictionary for looking up unfamiliar words. I created the 例文集 series in response to many users' requests for a way to practice reading new kanji and compounds as they learn them, using authentic examples containing kanji they already know. Since releasing the 例文集 series, the response from users has been truly overwhelming. Hearing how these tools are helping people is of course the greatest reward for the efforts that went into creating this curriculum.

I sincerely hope that the KLC curriculum will help learners on their way toward a more direct and profound understanding of Japan and its people, whose generosity, support, and everyday kindness provided this work's foundation as well as its inspiration. For more information about the KLC curriculum, please visit **keystojapanese.com**, and please do not hesitate to contact me personally if I can support you or your students in any way. どうぞ宜しくお願い致します。



Andrew Scott Conning, Harvard Graduate School of Education  
asc349@mail.harvard.edu • [linkedin.com/in/andrewscottconning](https://www.linkedin.com/in/andrewscottconning)

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Pye, M. (1971). *The Study of Kanji: A Handbook of Japanese Characters*. Tokyo: Hokuseido; Heisig, J. (1977). *Remembering the Kanji I: A Complete Course on How Not to Forget the Meaning and Writing of Japanese Characters*. Tokyo: Japan Publications Trading Co.; Halpern, J. (1987). 漢字の再発見 *Kanji no Saihakken [Rediscovering Kanji]*. Tokyo: Shodensha; Henshall, K. (1988). *A Guide to Remembering Japanese Characters*. Rutland, VT: Charles E. Tuttle Co.

## Call for Proposals - CATJ

The 27th CATJ conference will be held at the University of Wisconsin-Madison on **April 28 (Saturday)-29 (Sunday), 2018**. The conference homepage can be found at: <https://alc.wisc.edu/wisconsin-idea/catj>

The theme of the conference is “Imagining the Future of Japanese Language Education (これからの日本語教育に向けて).” Two plenary speakers, Professor Haruko Minegishi Cook (University of Hawaii) and Professor Shigeko Okamoto (California State University, Santa Cruz) have been invited, as well as two invited speakers, Professor Yoshiko Matsumoto (Stanford University) and Professor Satoko Suzuki (Macalester College). We are also planning a panel considering knowledge-base, experience, and dispositions necessary for future Japanese language educators.

We invite papers related to the main theme or any topic related to Japanese language education (linguistics, second language acquisition, and pedagogical innovations, among others). Individual papers should be 20 minutes long with an additional 10 minutes for discussion.

A proposal for an individual paper should be no more than 300 words in English or 700 characters in Japanese. The submission deadline is [Sunday, December 31, 2017](#). Notification of accepted papers will be sent in January 2018. To submit your proposal, visit <https://alc.wisc.edu/wisconsin-idea/catj/proposals>

If you have any questions, please send e-mail to Naomi Geyer ([nfgeyer@wisc.edu](mailto:nfgeyer@wisc.edu)). We hope to see many of you in Madison next spring!

Naomi Geyer  
Department of Asian Languages and Cultures  
University of Wisconsin-Madison

## Call for Proposals - Princeton Pedagogy Forum

The 24th Princeton Japanese Pedagogy Forum will be held Saturday, May 12 - Sunday, May 13, 2018, at PRINCETON UNIVERSITY

生きていることば、変容する学習者・教師・コミュニティ：  
ことばの教育への生態学的アプローチ

ことばや文化は狭義のシステムとしてそれだけで自己完結するものではありません。ことば・文化、学習者・教師、コミュニティは生きて変容しすべてお互いに影響し合っていて、それらはより大きな社会、環境、さらには生態系の一部となっています。このフォーラムでは、そのような生態学的視点が日本語教育を含めたことばの教育にどんな貢献ができるのか、みなさんと議論したいと考えています。基調講演は、Dave Malinowski先生（イェール大学）、李在鎬先生（早稲田大学）、牧野成一先生（プリンストン大学）を予定しています。フォーラムではこのテーマに関する発表以外に、言語学、継承語教育研究、言語習得などことばの教育に関するさまざまな発表を募集いたします。発表の応募締め切りは2018年1月10日で、左のリンクからご応募いただけます。

### Living Language, Transforming Learners, Teachers, and Community: Ecological Approaches toward Language Education

Language, culture as well as learners, teachers, and communities are not only transforming themselves but are also influenced from each other. They are also part of a larger society, context, and ecological system. In this Forum, we will provide a platform to discuss what ecological approaches can contribute to language and culture education. Keynote speakers are Dr. Dave Malinowski (Yale University), Professor Jaeho Lee (Waseda University), and Professor Seiichi Makino (Princeton University). The Forum invites presentations on the theme as well as any topics related to language education such as linguistics, heritage language education, or language acquisition.

The deadline for submitting proposals is **January 10, 2018**.

For complete information, and to submit a proposal, go to <https://pjpf.princeton.edu/>.

## Chaplin Memorial Award for Excellence in Japanese Language Teachers

The Hamako Ito Chaplin Memorial Award will again be conferred in 2018, administered through the Association for Asian Studies. In accordance with the wishes of the Chaplin family, each year a prize of \$1000 will be awarded to either a current graduate student or a full-time instructor of Japanese for excellence in Japanese language teaching at the college-level. A full-time instructor who has completed graduate study within the last 3 years in an area that directly involves Japanese language teaching is eligible to apply. Possible academic fields of specialization are Japanese language pedagogy, linguistics, anthropology, or literature. Current graduate students must demonstrate their intention to enter the teaching field in a North American university. Professor Priya Ananth (Middle Tennessee State University) serves as Chair of the Selection Committee, Professor Sarah Thal (University of Wisconsin) serves as representative of the Northeast Asia Council of AAS for the committee, and Professor George Chaplin serves ex-officio.

Individuals interested in applying (self-nomination) and faculty members interested in nominating an eligible graduate student (nomination) — should download an application form at the following site: [Hamako Ito Chaplin Award Application 2018](#)



You may also request the application form to be sent via email by contacting Dr. Priya Ananth ([Priya.Ananth@mtsu.edu](mailto:Priya.Ananth@mtsu.edu)). Completed applications must be received by **February 2, 2018** at the following address: Dr. Priya Ananth, Department of Foreign Languages and Literatures, MTSU, P.O. Box 79, 1301 East Main Street, Murfreesboro, TN 37132, USA. The award will be announced in the AAS [#AsiaNow Blog](#).

Persons interested in contributing to the award fund should send their contributions to: The Hamako Ito Chaplin Memorial Award, c/o Association for Asian Studies, 825 Victors Way, Suite 310, Ann Arbor, Michigan 48108.

## Job Opening Announcements

### AUBURN UNIVERSITY

The Department of Foreign Languages and Literatures at Auburn University invites applications for the position of **Visiting Assistant Professor in Japanese** for a one-year appointment, starting fall semester 2018.

This is a full time nine-month, non-tenure-eligible position, with possibility of renewal (up to three years in total). Teaching load is 3/3 per academic year of mostly elementary- and intermediate-level Japanese. If need exists, candidate may also be asked to teach in area of specialization. Minimum qualifications include: Ph.D. in Japanese Studies or Japanese Linguistics, native or near-native fluency in Japanese and English, college-level teaching experience in the U.S., positive teaching evaluations, and familiarity with current language pedagogy and the ACTFL Guidelines. Demonstrated ability to develop content courses in area of expertise is preferred. Candidates must be willing to participate in extra-curricular activities to help promote enrollment and participation in

the Department's Asian Studies Minor program.

The candidate selected for this position must meet eligibility requirements to work in the United States at the time the appointment is scheduled to begin, and to continue working legally for the proposed term of employment. The candidate must be able to communicate fluently in Japanese and English. For further information about Auburn University and our department visit: <http://www.auburn.edu/forlang>

Auburn residents enjoy a thriving community, recognized as one of the "best small towns in America," with moderate climate and easy access to major cities or to beach and mountain recreational facilities. Situated along the rapidly developing I-85 corridor between Atlanta, Georgia, and Montgomery, Alabama, the combined Auburn-Opelika-Columbus statistical area has a population of over 500,000, with excellent public school systems and regional medical centers.

To apply for this position: <https://aufacultypositions.peopleadmin.com/>. Applicants will be required to attach cover letter, curriculum vitae, statement of teaching philosophy, recent teaching evaluations, and names and email addresses of three references.

Review of applications will begin **February 1, 2018** and continue until the position is filled.

Auburn University is an EEO/Vet/Disability employer.

## **CALIFORNIA STATE UNIVERSITY, MONTEREY BAY**

The College of Arts, Humanities and Social Sciences at California State University, Monterey Bay, is accepting applications for the **tenure-track position of Assistant Professor of Japanese Culture and Language**.

### **RESPONSIBILITIES:**

- Teaching lower and upper division Japan-related culture courses in English (e.g. Japanese popular culture, cinema, and history) and Japanese language courses;
- Advising Japanese majors and minors;
- Strong commitment to developing a modern curriculum;
- Typical teaching load is 12 credits per semester.

### **QUALIFICATIONS (MINIMUM):**

- Ph.D. in Anthropology, Japanese Language and Literature, Japanese Studies, East Asian, East Asian Languages and Cultures, or related field by the time of appointment from an APA-accredited doctoral program;
- Ability to teach effectively in a wide range of courses;
- Experience working effectively in an ethnically and culturally diverse campus community.

### **QUALIFICATIONS (DESIRABLE):**

- Experience teaching computer-assisted courses;
- Demonstrated leadership skills in professional and/or academic areas are desirable;
- Experience teaching Japanese language courses.

#### SPECIAL CONDITIONS OF EMPLOYMENT:

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 as a condition of employment.

#### BACKGROUND CHECK:

A background check (including a criminal records check) 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.

PRIORITY SCREENING DATE: **January 15, 2018.**

APPOINTMENT DATE: Fall 2018.

#### TO APPLY:

A completed online application and all required materials must be received by University Personnel by 5:00 p.m. on **January 15, 2018**, to be guaranteed a review. Application submissions received after the application screening date will be reviewed at the discretion of the University. Materials submitted become the property of CSUMB and will not be returned. CSUMB will not fax application materials.

For assistance, or if you require an accommodation, please call (831) 582-3389.

CSU Monterey Bay is an Affirmative Action/Equal Opportunity Employer. We consider qualified applicants for employment without regard to: Age, Disability, Race or Ethnicity, Gender, Gender Identity or Expression, Nationality, Religion, Sexual Orientation, Genetic Information, Veteran or Military Status.

All employees must be eligible for employment in the U.S.

Apply at: <http://www.Click2Apply.net/nmz6qr8f7y68fpyv>.

#### FLORIDA STATE UNIVERSITY

The Department of Modern Languages and Linguistics at the Florida State University invites applications for a **tenure-track Assistant Professor position in East Asian Languages and Linguistics** beginning August 2018. The successful candidate will contribute to both undergraduate and graduate programs in the department's East Asian Division. Primary responsibilities of this position include English-taught courses in East Asian linguistics and language pedagogy, in addition to Chinese and/or Japanese language courses depending upon the candidate's expertise. Candidates should have by date of appointment a Ph.D. degree in linguistics or language pedagogy with a concentration in either Chinese or Japanese. Applicants with interest or specialization in historical linguistics are especially welcome. Preference will be given to candidates with native or near-native proficiency in both Chinese and Japanese, as well as fluency in English.

The Florida State University takes online applications at <https://jobs.fsu.edu> (Job ID: 42363). To apply, submit an application package that should include: a cover letter addressed to the Department Chair Dr. Mark Pietralunga, a curriculum vitae, a statement of teaching philosophy, and a writing sample. All documents should be uploaded as a single PDF. The three required recommendation letters should be requested through our system at <http://jobs.fsu.edu>.

Questions may be sent to the Search Committee Chair Aaron Lan at [flan@fsu.edu](mailto:flan@fsu.edu) (please cc to: Japanese Coordinator Laura Lee at [llee2@fsu.edu](mailto:llee2@fsu.edu) and Department HR Representative Jennifer Morton at [jmorton@fsu.edu](mailto:jmorton@fsu.edu)).

This position is being advertised as open until filled. Review of applications will begin **November 12, 2017**.

FSU is an Equal Opportunity/Access/Affirmative Action/Pro Disabled & Veteran Employer. FSU's Equal Opportunity Statement can be viewed at: [http://www.hr.fsu.edu/PDF/Publications/diversity/EEO\\_Statement.PDF](http://www.hr.fsu.edu/PDF/Publications/diversity/EEO_Statement.PDF)

### **GETTYSBURG COLLEGE (PA)**

The Department of East Asian Studies at Gettysburg College invites applications for a tenure-track position at the Assistant Professor level to begin August 2018. The successful candidate would be able to teach all levels of Japanese language and culture. The department encourages applications from candidates whose teaching, scholarship, or governance would contribute to the diversity of the campus curriculum and community.

Responsibilities include teaching five courses per year, maintaining an active research agenda, advising undergraduate students, and participating in governance at the departmental and College levels: <https://www.gettysburg.edu/academics/as/>

*Qualifications:* The successful candidate should have a commitment to teaching in the liberal arts tradition and show clear potential for scholarly engagement and student advising. The teaching load includes all levels of Japanese language and non-language courses, which add diversity to our curriculum. Specialization is open, but preference given to those with a research specialty in cinema/media studies/visual culture, gender and sexuality studies, theatre, and literature.

*Required:* Native or near-native fluency in Japanese and English; a record of successful teaching at the college or university level in both Japanese language and non-language courses; familiarity with technology based learning environments, and willingness to contribute to our departmental programs. Ph.D. preferred; ABD considered.

*Application Details:* Visit our website to submit your electronic application: <https://gettysburg.peopleadmin.com/postings/2314>. Please include a curriculum vitae; a cover letter, addressed to Professor Jing Li, Chair, East Asian Studies Department; a statement of teaching philosophy; and contact information for three professional references. Additional materials (including language teaching demo) may be requested later in the process. References will be contacted by Gettysburg College via email to submit letters of recommendation electronically. At least one of the letters of recommendation must address the applicant's teaching effectiveness.

Applications and letters of recommendation received by November 15 will receive fullest consideration. Inquiries can be addressed to Professor Li: [jli@gettysburg.edu](mailto:jli@gettysburg.edu)

Gettysburg College, an equal opportunity employer, complies with all applicable federal, state, local laws and regulations regarding nondiscrimination. All qualified applicants will receive consideration for employment and admission. The College prohibits discrimination and harassment, and provides equal opportunity without regard to race, ethnicity, color, religion, national origin, disability, veteran status, marital/familial status, possession of a General Education Development Certificate (GED) as compared to a high school diploma, sexual orientation, gender identity, gender expression, sex, age, or genetic information in all aspects of employment, educational programs, activities, and admissions. Pursuant to Title IX of the Education Amendment of 1972, Gettysburg College prohibits discrimination on the basis of sex (i.e., which includes but is not limited to the prohibition of sexual misconduct and relationship violence, including sexual assault and harassment) in all of its educational programs and activities.

### **HARVARD UNIVERSITY: Drill Instructor/Teaching Assistant**

The Department of East Asian Languages and Civilizations at Harvard University anticipates one or more openings for a **full-time Drill Instructor/Teaching Assistant** in Japanese expected to begin August 1, 2018 and to extend through June 30, 2019. Drill instructors teach small-group drill sections in Japanese language classes under the supervision of a course head and assist the course head in preparing class materials, grading, and providing individual assistance to students. Candidates must have native or near-native fluency in all modalities of Japanese (reading, writing, listening, and speaking); a bachelor's degree or higher; experience teaching Japanese, preferably at the college level to students whose native language is English; and computer literacy.

This is a term appointment for one year, with the possibility of renewal dependent on performance and curricular need.

Interested candidates should submit a letter of application, curriculum vitae, and the names and contact information of three references (who will be invited to upload letters of recommendation) to <https://academicpositions.harvard.edu/postings/7959>. The references will be contacted separately and invited to upload letters of recommendation. Candidates should also submit a 20-minute teaching demo by URL through the ARIeS portal.

All the above should be submitted by **February 12, 2018**. Please note that references will only be invited to upload letters of recommendation after a complete application has been submitted online.

Selected candidates will be contacted directly in late February for an interview to be conducted either by Skype, for candidates outside the Boston area, or on the Harvard campus, for candidates within the Boston area.

Harvard is an equal opportunity employer and all qualified applicants will receive consideration for employment without regard to race, color, religion, sex, sexual orientation, gender identity, national origin, disability status, protected veteran status, or any other characteristic protected by law.

## HARVARD UNIVERSITY: Preceptor

The Department of East Asian Languages and Civilizations at Harvard University invites applications for the full-time position of **Preceptor in Japanese** expected to begin July 1, 2018. The preceptor will be responsible for acting as instructor in charge of one of the levels of Japanese taught at Harvard, between elementary and advanced (fifth year level), and for training and supervising instructors in the Japanese program. The successful applicant should have native or near-native command of modern standard Japanese, both written and spoken, be able to teach modern Japanese at any level, elementary through advanced, to learners whose native language is English, and be well trained in the issues of teaching Japanese as a foreign language.

An M.A. degree or higher in Japanese Linguistics, Japanese Pedagogy, Foreign Language Education, Second Language Acquisition, or a closely related field, and several years of experience teaching modern Japanese at the college level in the United States are preferred. Experience in computer-assisted language teaching is also desirable. This will be a term appointment, with the duration of the term to be determined. The appointment is renewable, based on performance and curricular need, for up to a total of eight years.

Interested candidates should submit a letter of application, curriculum vitae, and the names and contact information of three references (who will be invited to upload letters of recommendation) to <http://academicpositions.harvard.edu/postings/7958>. Candidates should also submit a 20-minute teaching demo by URL through the ARIeS portal. If online submission through the URL is not possible, a DVD containing the teaching demo may be submitted by mail to:

Chair, Preceptor Search Committee  
 Japanese Language Program  
 East Asian Languages and Civilizations Department  
 Harvard University  
 5 Bryant Street  
 Cambridge, MA 02138

All application materials should be submitted no later than **January 8, 2018**. Please note that your references will not be invited to upload their references until you have submitted your complete application on-line.

Harvard University is an equal opportunity employer and all qualified applicants will receive consideration for employment without regard to race, color, religion, sex, sexual orientation, gender identity, national origin, disability status, protected veteran status, or any other characteristic protected by law.

## HOKKAIDO INTERNATIONAL FOUNDATION (HIF)

HIF invites applicants for **instructors of the 2018 Japanese Language and Japanese Culture Program** (<http://www.hif.or.jp/en/summer/>). HIF requires highly qualified, proactive instructors who can thrive in intensive teaching and learning environments.

The duration of the 2018 program:



June 12- August 12, 2018 including the preparatory and final meetings.

The minimum requirements:

- MA in Japanese pedagogy or related field
- Japanese proficiency at native speaker or near native level
- Ability to teach all levels of Japanese language from elementary to advanced
- 2 or more years of experience teaching at a university or tertiary institution
- Ability to work collaboratively with others, by understanding the mission of HIF (“multicultural mutualism”) and the summer program slogan (“smile and a sense of achievement”, see our website for more information)

Working conditions:

- Salary is based on the HIF summer program salary scale.
- Accommodation is provided near HIF headquarters except where applicants are presently located in Hakodate city or its environs.
- Round travel expenses (airfare/JR) between Hakodate and instructor's residence will be reimbursed to the amount of 160,000 yen for overseas residents and actual transportation costs for domestic residents.

Application materials:

Applicants should send the following materials to [jj@hif.or.jp](mailto:jj@hif.or.jp) via email.

- One cover letter, handwritten, in Japanese including a brief summary of your philosophy as a Japanese language instructor and how it contributes to students in a study abroad setting
- One copy of CV, which includes your name (in kanji & furigana), date of birth, a 3x4cm photo, and a list of textbooks you have used to teach
- Two letters of recommendation (in Japanese or English. Please ask your references to directly send a letter to [jj@hif.or.jp](mailto:jj@hif.or.jp).)
- Teaching demonstration video (one class from beginning to end, unedited)
- Two samples of self-made teaching materials (exams, lesson tests, and/or handouts, except course syllabi, two different levels if possible)

Application deadline:

Applications received by **January 4, 2018** (Japan Standard Time), will receive full consideration; the position will remain open until filled.

For other inquiries, please contact Makiko Osaka, an administrative coordinator of the Japanese Language and Japanese Culture Program, at [jj@hif.or.jp](mailto:jj@hif.or.jp).

## MICHIGAN STATE UNIVERSITY

Michigan State University invites applications for a **tenure-system position at the assistant professor level in contemporary Japanese language and culture** within the new School of Language Sciences & Literary and Cultural Studies (SLS&LCS), which will be the successful candidate's tenure home. In addition, the position has specified commitments to teaching, research, and service in the Global Studies in the Arts and Humanities degree program, which studies how changing global dynamics across history and in the present unfold through humanistic, artistic,

and critical knowledge practices.

This academic-year position begins August 16, 2018. Required are a Ph.D. by the time of appointment, college-level teaching experience, and native or near-native fluency in English and Japanese. The new hire's research and teaching will foreground the relation between the literary, cultural, linguistic, and the digital specific to Japanese culture in the context of investigating the formation and circulation of a global culture mediated by new technologies. Familiarity with proficiency approaches to language teaching is highly recommended. Salary commensurate with qualifications.

Duties will include active research, teaching, and service and outreach. The successful candidate will teach courses in contemporary Japanese culture/literature and language, as well as courses in his/her specific research area (e.g., film, media). In addition, the candidate will teach courses in the Global Studies Program ([globalstudies.msu.edu](http://globalstudies.msu.edu)) and cross-disciplinary courses in the general education program Center for Integrative Studies in the Arts and Humanities ([cisah.msu.edu](http://cisah.msu.edu)). The normal teaching load is two courses per semester.

The Japanese Program is one of the largest language and culture degree programs in the School. The successful candidate will enrich the experience of the students, while benefiting from a supportive community that includes the Center for Language Teaching Advancement ([celta.msu.edu](http://celta.msu.edu)), the Center for Language Education and Research (a national Language Resource Center) ([clear.msu.edu](http://clear.msu.edu)), and the Asian Studies Center ([asia.isp.msu.edu](http://asia.isp.msu.edu)). We seek a person with interpersonal skills and leadership ability.

The School of Language Sciences & Literary and Cultural Studies is in the process of being formed from the merger of the Department of Linguistics, Germanic, Slavic, Asian and African Languages (LGSAAAL), the Department of Romance and Classical Studies (RCS), and the Center for Language Teaching Advancement (CeLTA). Its collaborative environment promotes a world-class research agenda, innovative teaching, opportunities for outreach and community service, and enhanced learning experiences for students. The School will be housed in the College of Arts & Letters and will join a vibrant arts and humanities community that has benefitted from university support evidenced by an established language support center (CeLTA), expanding Less Commonly Taught Language programs, and world-renowned study abroad initiatives.

Applicants should submit: a) a cover letter, b) a CV, c) a statement of research interests, d) a statement of teaching philosophy, e) a summary of your experience with diversity in the classroom and/or in your past or planned research endeavors, any experience mentoring diverse students or community outreach initiatives, and an explanation of how you will advance our goals of inclusive excellence, f) three letters of recommendation, and g) selected sample(s) of research work. Review of applications will begin **December 1, 2017**, and continue until the position is filled. Applications must be submitted electronically at the Michigan State Human Resources web site: <http://careers.msu.edu/cw/en-us/job/498025/assistant-professortenure-system>. Posting: 472629.

For more information, contact Professor M. Endo Hudson ([endo@msu.edu](mailto:endo@msu.edu)), Chair of the Japanese Search Committee, Department of Linguistics and Germanic, Slavic, Asian and African Languages, Michigan State University, 619 Red Cedar Road, B-358 Wells Hall, East Lansing, MI 48824-1027. Persons with disabilities have the right to request and receive reasonable accommodation.

The College of Arts & Letters recognizes that only an academic and organizational 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 and 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 and 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. Job applicants are considered for employment opportunities and employees are treated without regard to their race, color, religion, sex, sexual orientation, gender identity, national origin, disability, or veteran status.

## **NEW YORK UNIVERSITY**

The Department of East Asian Studies at New York University invites applications for a **full-time, non tenure-track Japanese Language Lecturer** position with an appointment beginning on September 1, 2018, pending budgetary and administrative approval.

Duties include teaching first-year through advanced Japanese, active program involvement in language and culture activities, and close collaboration with faculty to build a rigorous and cohesive program.

Qualifications: Master's degree in teaching Japanese as a foreign language, linguistics, language pedagogy, second language acquisition, or related field; native/near-native proficiency in Japanese and English. The successful candidate must be able to teach at all levels from first-year to advanced-level language courses.

Application must include a cover letter, curriculum vitae, statement on teaching philosophy (as it applies to courses from the introductory to advanced level), a link to an unedited video clip of your recent classroom teaching with a corresponding lesson plan, and three letters of recommendation. Materials received by December 1, 2017, will receive full consideration, and will continue to be accepted until the position is filled.

Please see the NYU Department of East Asian Studies web site at <http://eas.as.nyu.edu>. To apply, please go to <https://apply.interfolio.com/45881>. Please note that we do not accept electronic applications sent by email.

The Faculty of Arts and Science at NYU is at the heart of a leading research university that spans the globe. We seek scholars of the highest caliber that embody the diversity of the United States as well as the global society in which we live. We strongly encourage applications from women, racial and ethnic minorities, and other individuals who are under-represented in the profession, across

color, creed, race, ethnic and national origin, physical ability, gender and sexual identity, or any other legally protected basis. NYU affirms the value of differing perspectives on the world as we strive to build the strongest possible university with the widest reach. To learn more about the FAS commitment to diversity, equality and inclusion, please read here.

(<http://as.nyu.edu/content/nyu-as/as/administrative-resources/office/dean/diversity-initiative.html>)

EOE/Affirmative Action/Minorities/Females/Vet/Disabled/Sexual Orientation/Gender Identity.

## **RANDOLPH-MACON COLLEGE (VA)**

The Asian Studies Program at [Randolph-Macon College](#) invites applications for a **tenure-track Assistant Professor of Japanese Studies**, to begin in the Fall semester of 2018. Teaching duties include a 3-1-3 teaching load in the areas of first-year or second-year Japanese, conversational Japanese, Japanese reading and composition, and/or other areas of the candidate's expertise and interest.

Japanese is a vibrant area of study at Randolph-Macon. Japanese Studies was approved as a new minor program in 2017, precipitating the creation of a new tenure line to enhance course offerings beyond the intermediate level. Since 2012 the College has received substantial grant support from U.S.-Japan Council TOMODACHI Initiative, the Japan Foundation, the Association of Asian Studies, and Andrew W. Mellon Foundation, enabling robust travel and development opportunities for students and faculty alike. Randolph-Macon is also proud to host the Virginia Governor's Japanese Language Academy, a residential summer program for high-school students competitively chosen from across the state.

Randolph-Macon College is a selective, co-educational, residential liberal arts and sciences institution of 1,500 students, located in the beautiful Virginia Piedmont region, fifteen miles north of Richmond. We value diversity, and are committed to building a community which welcomes all persons regardless of race, gender, disability, age, national origin, religion, sexual orientation, or gender expression.

The successful applicant will have 1) a Ph.D. in hand or very near completion; 2) native or near-native proficiency in English and Japanese; 3) a demonstrated passion for undergraduate education; 4) the promise of a strong scholarly agenda; and 5) a commitment to fostering diversity and cross-cultural understanding.

To apply, please send only the following materials to [mimicarter@rmc.edu](mailto:mimicarter@rmc.edu) : 1) a two- to three-page cover letter, incorporating statements on teaching, scholarship, and service; (2) CV; and 3) three letters of reference, at least one of which must discuss candidate's teaching. Review of candidates will begin on 11/1 and continue until position is filled; questions may be directed to search committee chair Todd Munson, at [tmunson@rmc.edu](mailto:tmunson@rmc.edu).

## STANFORD UNIVERSITY

The Language Center at Stanford University invites applications for the **one-year full-time position of Lecturer in Japanese**, beginning September 1, 2018. Contingent on staffing needs, the position may be renewable. Minimum qualifications are an MA in linguistics, applied linguistics, and/or Japanese language and literature, Ph.D. preferable. Candidates should have experience teaching beginning through advanced Japanese language at the college level and possess native or near-native fluency in Japanese with an excellent command of English. Preference is given to those with knowledge of proficiency principles; ACTFL OPI/WPT tester/rater certifications a plus. The salary is competitive.

Letter of application, current vita, names and contact information of three recommenders, and a brief description of teaching philosophy should be submitted online at <https://apply.interfolio.com/46885>. The deadline for receipt of applications is **December 1, 2017**. Stanford University is an equal opportunity, affirmative action employer. Applications from minority and women candidates are especially encouraged. No phone inquiries please.

## UNIVERSITY OF BRITISH COLUMBIA

The [Department of Asian Studies](#), at The University of British Columbia, Vancouver campus seeks to make a **full-time appointment in the field of Japanese Applied Linguistics at the rank of Instructor, tenure-track**, with responsibility for teaching undergraduate courses at all levels as well as coordinating portions of the Japanese-language program, one of the largest of its kind in North America.

Requirements include: native or near-native fluency in both Japanese and English; a PhD in Japanese Linguistics, Japanese Language Education, Applied Linguistics, Foreign Language Education, or a closely related field; exceptional organizational skills; evidence of excellent teaching ability in Japanese at the post-secondary level in North America and experience preparing teaching materials independently or collaboratively; and a strong track record of full participation in team work and program affairs. Individuals with experience in program coordination, and teaching innovative Content-Based Instruction (CBI) curriculum for advanced learners in fields such as Japanese performing arts, cinema, or popular culture are particularly encouraged to apply. We seek an exceptional teacher with a track record of employing innovative pedagogies, such as online teaching and distance learning, community-based learning, and curriculum/program design. Teaching expertise in Japanese translation studies will also be

an asset for the position. The successful candidate will be expected to maintain an excellent record of teaching, service, and educational leadership.

The normal teaching load of an Instructor is six 3-credit courses over the academic year. Courses will range from first- to fourth-year undergraduate courses, including CBI courses taught in Japanese. The successful candidate will be expected to work closely with the Japanese Language Program Director, and will also be assigned program coordination duties. Where a significant level of service is assigned, teaching reduction will be granted.

As this is a tenure-track position, the successful candidate will be reviewed for reappointment, tenure, and promotion in subsequent years, in accordance with the Collective Agreement. For a description of the Instructor rank in UBC's Educational Leadership stream and criteria for reappointment and promotion, visit: <http://www.hr.ubc.ca/faculty-relations/collective-agreements/appointment-faculty/>.

The application dossier should include: application letter, curriculum vitae, statement of teaching philosophy, complete transcripts of post-secondary education, and evidence of teaching effectiveness. Applicants should also prepare sample teaching videos (preferably two levels, such as basic and advanced-level classes), uploaded to YouTube and classified "Unlisted," with links sent as part of their application submission.

In addition, applicants should arrange to have three confidential letters of recommendation (preferably by language teaching professionals) sent by the same deadline to the email address below.

The starting salary for the position will be commensurate with qualifications and experience. This position is subject to final budgetary approval.

The deadline for receipt of applications is **November 14, 2017**. The anticipated start date of employment is July 1, 2018. All application materials should be submitted electronically to [asia.jobsearch@ubc.ca](mailto:asia.jobsearch@ubc.ca).

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

## UNIVERSITY OF FLORIDA

The Department of Languages, Literatures and Cultures at the University of Florida invites applications for the position of **Lecturer in Japanese language and culture** to begin August 16, 2018. This is a full-time, renewable, nine-month non-tenure accruing position.

*Duties:* a) teach three undergraduate language classes per semester; b) contribute to a robust undergraduate major in Japanese language and literature by collaborating with colleagues to ensure smooth articulation across the levels of language instruction and by participating in course design and creation; c) provide extracurricular support of the program through service that includes placement testing, weekly language tables, and other activities relating to extracurricular Japanese language use.

*Requirements:* M.A. degree or higher in Japanese language or relevant area, including second-language acquisition, linguistics and Japanese language pedagogy. Native or near-native proficiency

in Japanese and English and US college/university-level teaching experience are required. Candidates with demonstrated expertise in language-learning technology are particularly welcome.

The Department is committed to creating an environment that affirms diversity across a variety of dimensions, including ability, class, ethnicity/race, gender identity and expression. We particularly welcome applicants who can contribute to such an environment through their scholarship, teaching, mentoring, and professional service. The university and greater Gainesville community enjoy a diversity of culture, music, restaurants, year-round outdoor recreational activity, and social opportunities, including organizations that support the interests of people from varied backgrounds.

*Compensation:* Salary is competitive, commensurate with qualifications and experience, and includes a full benefits package.

Applications must be submitted on-line at <http://explore.jobs.ufl.edu/cw/en-us/job/504844/lecturer-in-japanese-language-and-culture> and must include: 1) cover letter, 2) curriculum vitae, 3) statement of teaching philosophy, 4) sample sets of student evaluations, 5) a link to a video recording of your recent classroom teaching (YouTube or other streaming sites), and 6) the names and e-mail addresses for three references. After initial review, letters of recommendation will be requested for selected applicants. To ensure full consideration, applications should be received **by November 17, 2017**, but the search will remain open until the position is filled.

Questions may be directed to Dr. Ann Wehmeyer, Chair, Japanese Search Committee, at [awehme@ufl.edu](mailto:awehme@ufl.edu).

The final candidate will be required to provide an official transcript to the hiring department upon hire. A transcript will not be considered “official” if a designation of “Issued to Student” is visible. Degrees earned from an educational institution outside of the United States must be evaluated by a professional credentialing service provider approved by the National Association of Credential Evaluation Services (NACES), which can be found at <http://www.naces.org/>.

The University of Florida is an Equal Opportunity Institution dedicated to building a broadly diverse and inclusive faculty and staff. The selection process will be conducted in accordance Florida's Sunshine and Public Records Laws. If an accommodation due to disability is needed to apply for this position, please call (352) 392-2477 or the Florida Relay System at (800) 955-8771 (TDD).

### **UNIVERSITY OF HAWAII AT MANOA: Assistant Professor**

The University of Hawaii at Manoa, Department of East Asian Languages and Literatures, invites applications for a **tenure-track Assistant Professor of Japanese Language and Pedagogy**, position number 84536. Appointment to begin August 1, 2018, subject to position clearance and availability of funds. This is a permanent, tenure track appointment.

#### *Duties and Responsibilities:*

Teach introductory and upper division undergraduate courses in Japanese language and linguistics; teach graduate courses in Japanese language, linguistics and/or pedagogy, including teaching practica; advise undergraduate and graduate students; conduct and publish research in area(s) of

specialization; participate in departmental and university service; other duties as assigned.

*Minimum Qualifications:*

Ph.D. in Japanese language or Japanese linguistics or closely related field from a college or university of recognized standing with demonstrated expertise in Japanese pedagogy and clear evidence of research potential (all requirements for the doctorate must be completed by 08/01/2018); high level of proficiency in Japanese and English; experience in teaching Japanese at a college level; demonstrate ability to work effectively and collegially.

*Desirable Qualifications:*

Research emphasis on phonological development including prosody/intonation, or JSL/JFL literacy development, or heritage language learning; demonstrate capacity to instruct and/or advise graduate students in the relevant field.

Review of applications will begin **November 22, 2017**, and continue until position is filled. To apply, see the full ad located at: <https://tinyurl.com/yd9r287d> (Work at UH ad).

The University of Hawai'i is an equal opportunity/affirmative action institution. UH does not discriminate on the basis of race, color, religion, sex, sexual orientation, national or ethnic origin, age, disability or veteran status.

## **UNIVERSITY OF HAWAII AT MANOA: Instructor**

The University of Hawai'i at Mānoa, Department of East Asian Languages and Literatures, invites applications for the position of **Japanese Language Instructor**, position number 82952, to begin August 1, 2018. The initial term of appointment for this full-time position will be Academic Year 2018-19, annually renewable depending on performance, need and availability of funds. This is a non-tenure track appointment, pending position availability and funding.

*Duties and Responsibilities:*

Teach 24-credits per academic year in Japanese language courses at all levels; advise undergraduate students; participate in departmental and university service; other duties as assigned.

*Minimum Qualifications:*

M.A. in Japanese, foreign language pedagogy, or in a related field; high-level proficiency in Japanese and English; teaching experience at the college level.

*Desirable Qualifications:*

Familiarity with on-line courses, ACTFL proficiency standards and pedagogical practices that align with current trends in language teaching.

Review of applications will begin **November 22, 2017**, until position is filled. To apply, see the full ad located at: <https://tinyurl.com/ycvh5nup> (Work at UH ad).

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## UNIVERSITY OF IOWA

The Department of Asian and Slavic Languages and Literatures in the Division of World Languages, Literatures, and Cultures at the University of Iowa is searching for a **full-time lecturer in Japanese language**, beginning in August 2018. The initial appointment will be for one year, with a possible re-appointment thereafter in three-year increments, pending college approval and demonstrated excellence in teaching. Salary and benefits will be commensurate with qualification and experience. Responsibilities include: teaching three language courses per semester and assisting the Japanese Program Coordinator with program development, including developing new courses and organizing extracurricular activities.

*Required Qualifications:* Master's degree or higher in Japanese Pedagogy or relevant field. Native or near-native fluency in English and Japanese, and experience in teaching Japanese at the college/university level. The successful candidate must be able to teach at all levels from first-year to advanced-level language courses.

*Desirable Qualifications:* Experience in curriculum development, coordinating a multi-section course, and organizing cultural events.

Candidates should send letter of interest, curriculum vitae, teaching philosophy, one sample of a lesson plan, and three letters of recommendations to the Search Committee online at <http://jobs.uiowa.edu>. Refer to requisition number **71665**. Screening begins **October 18, 2017** and preliminary interviews may be conducted by telephone or teleconference.

The Department of Asian and Slavic Languages and Literatures, the Division of World Languages, Literatures and Cultures, and the College of Liberal Arts and Sciences are strongly committed to gender and ethnic diversity; the strategic plans of the University, College, Division and Department reflect this commitment. All qualified applicants are encouraged to apply and will receive consideration for employment free from discrimination on the basis of race, creed, color, national origin, age, sex, pregnancy, sexual orientation, gender identity, genetic information, religion, associational preference, status as a qualified individual with a disability, or status as a protected veteran. The University of Iowa is an equal opportunity/affirmative action employer.

## UNIVERSITY OF KENTUCKY

Applications are invited for a tenure-track position as **Assistant Professor of Japanese** to begin August 2018. The successful applicant's tenure home will be in the Department of Modern and Classical Languages, Literatures & Cultures (MCLLC) (<http://www.as.uky.edu/MCLLC/>), a dynamic academic unit committed to interdisciplinary collaboration and dialogue among faculty with diverse geographical interests, theoretical concerns, and methodological approaches. Applicants must have Ph.D. in hand by August 2018.

We seek candidates with the experience and expertise to reinforce our robust language program, where a team of teaching staff offers four years of Japanese and serves a variety of majors throughout the university. Research area of the candidate is open and we encourage candidates with specialization in Second Language Acquisition, Applied Linguistics with a focus on Japanese,

or Japanese Language Pedagogy in order to complement our commitment to the growing undergraduate program in MCLLC. A rating of Superior level or above on the ACTFL proficiency scale is required. In addition to teaching a total of eighteen credit hours (typically five or six courses) of mostly Japanese language courses per year, responsibilities of the position include maintaining currency in the discipline, supporting the administration of the Japanese language program, and coordinating Japan-related extracurricular/outreach activities that we conduct with a range of student, educational, governmental, business, non-profit, and other organizations. Active participation in academic life of the Department is also expected.

Interested applicants should apply online at: <https://ukjobs.uky.edu/postings/162915> by submitting the following materials:

1) letter of application, 2) curriculum vitae, 3) research statement, 4) writing sample, and 5) teaching portfolio that must include: a teaching statement that discusses pedagogical philosophy, successes, and experiments; sample course syllabi; and representative teaching/course evaluations. Also provide the names and contact information of three references when prompted in the academic profile. This information will be utilized to solicit recommendation letters from the references for the short-listed.

Questions about the position should be directed to Masamichi (Marro) Inoue, [msinoue@uky.edu](mailto:msinoue@uky.edu). Applications will be acknowledged. Deadline for the receipt of applications is **December 17, 2017**.

The University of Kentucky is committed to a diverse and inclusive workforce by ensuring all our students, faculty, and staff work in an environment of openness and acceptance. We strive to foster a community where people of all backgrounds, identities, and perspectives can feel secure and welcome. We also value the well-being of each of our employees and are dedicated to creating a healthy place to work, learn and live. In the interest of maintaining a safe and healthy environment for our students, employees, patients and visitors the University of Kentucky is a Tobacco & Drug Free campus.

As an Equal Opportunity Employer, we strongly encourage veterans, individuals with disabilities, women, and all minorities to consider our employment opportunities.

### **UNIVERSITY OF NORTH CAROLINA AT CHARLOTTE: Assistant Professor**

The Department of Languages and Culture Studies of the University of North Carolina at Charlotte invites applicants for a **tenure-track assistant professor of Japanese with background to teach and develop curriculum in translation** beginning August 2018.

Required qualifications include: a PhD in Japanese, Japanese Studies or related field at time of appointment; native or near native proficiency in Japanese and English; experience in teaching at the university level; evidence of scholarly productivity as demonstrated by a focused research agenda that clearly articulates research and publication plans; and a stated commitment to promoting diversity and working with underrepresented groups. Finalists will be asked during their screening interview to discuss how the topics of diversity and inclusion are incorporated into their teaching and research.

The ideal candidate will demonstrate a willingness to teach both graduate and undergraduate classes, to participate in program building and/or teaching in a translation program, and to contribute to the department's programming in community outreach and study abroad; a potential to secure appropriate external funding; and the potential to make dynamic, innovative contributions to the intellectual mission of Japanese Studies. Job duties include teaching two courses in Japanese language and translation per semester during the probationary period (translating is done in both directions: Japanese and English); advising undergraduate and graduate students; helping the Department grow its program in Japanese translation; and maintaining a successful research and publication record.

The Department of Languages and Culture Studies is a dynamic, research-intensive department with a commitment to balancing curricular tradition and innovation. In order to further the university's goal of increased internationalization in the Charlotte region, we offer an MA in Spanish with a track in English-Spanish translation studies; undergraduate majors and minors in French, German, Japanese and Spanish; additional minors in Chinese, Classical Studies, Francophone Studies, Italian, Russian and Film Studies; beginning and intermediate level classes in Arabic, Farsi, and Portuguese; a graduate and undergraduate Certificate in Translating (Spanish, French, German, Japanese, and Russian); a Certificate in Business Language; online courses via the University of North Carolina Language Exchange; and a variety of study abroad experiences. We are also home to the College's new Confucius Institute. The Department boasts a modern Language Resource Center, which provides cutting-edge technology for language pedagogy, and a diverse faculty from around the world who offer more than 200 courses to more than 4,000 students annually.

UNC Charlotte is a rapidly growing doctoral-granting urban university located in the largest metropolitan area between Washington DC, and Atlanta. The University is a Carnegie Foundation Community Engagement campus. Close to 29,000 culturally diverse students currently are enrolled at the University. As the largest college at UNC Charlotte, the College of Liberal Arts & Sciences houses 20 departments in the humanities, social and behavioral sciences, and natural sciences, as well as 25 applied research centers and interdisciplinary programs. It offers eight doctoral degrees, 36 master's degrees and graduate certificates, and 32 undergraduate degrees. As an EOE/AA employer and an ADVANCE Institution that strives to create an academic climate in which the dignity of all individuals is respected and maintained, UNC Charlotte encourages applications from all underrepresented groups. The candidate selected for this position is subject to a criminal background check and must be able to meet eligibility requirements to work in the United States.

Screening of applications will begin **November 3, 2017**, and will continue until the position is filled. Applications must be made electronically at <https://jobs.uncc.edu> and should include a cover letter, current and complete CV, research statement, teaching statement, and a copy of the graduate transcript, with English translation. Three original letters of recommendation must be mailed or emailed directly to Dr. Ann Gonzalez, Chair, Department of Languages and Culture Studies, UNC Charlotte, 9201 University City Blvd., Charlotte, NC 28223. Email: [abgonzal@uncc.edu](mailto:abgonzal@uncc.edu) .

### **UNIVERSITY OF NORTH CAROLINA AT CHARLOTTE: Lecturer**

The Department of Language and Culture Studies at the University of North Carolina, Charlotte, invites applications for the position of Lecturer of Japanese. This is a full-time, non-tenure-track

position to begin August 2018.

Required qualifications include: Master's degree in Japanese, Japanese Studies, or Second Language Acquisition and Teaching or area of specialty in linguistics or applied linguistics with a focus on the Japanese language; two years of experience teaching Japanese as a foreign language at the college or university level; and native or near-native proficiency in Japanese and English.

The ideal candidate will have doctoral work in Japanese or a related area; demonstrated ability to develop content courses in area of expertise, for example, Japanese civilization and culture, Japanese business culture, Japanese art, calligraphy, or Japanese theater; and a stated commitment to diversity and working with underrepresented groups. Finalists will be asked during their screening interview to discuss how the topics of diversity and inclusion are incorporated into their teaching.

Job duties include teaching language skills and content courses at all undergraduate levels, fully participating in the Japanese program, and working with colleagues to enhance the use of technologies and social media resources in language instruction, delivery, and learning.

The Department of Languages and Culture Studies is a dynamic, research-intensive department with a commitment to balancing curricular tradition and innovation. In order to further the university's goal of increased internationalization in the Charlotte region, we offer an MA in Spanish with a track in English-Spanish translation studies; undergraduate majors and minors in French, German, Japanese and Spanish; additional minors in Chinese, Classical Studies, Francophone Studies, Italian, Russian and Film Studies; beginning and intermediate level classes in Arabic, Farsi, and Portuguese; a graduate and undergraduate Certificate in Translating; a Certificate in Business Language; online courses via the University of North Carolina Language Exchange; and a variety of study abroad experiences. We are also home to the College's new Confucius Institute. The Department boasts a modern Language Resource Center, which provides cutting-edge technology for language pedagogy, and a diverse faculty from around the world who offer more than 200 courses to more than 4,000 students annually.

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## UNIVERSITY OF NORTH TEXAS

The Department of World Languages, Literatures, and Cultures at the University of North Texas is seeking a **full-time Lecturer in Japanese** to begin September 1, 2018 (classes begin 08/27/2018). The position of Lecturer comes with full benefits. Duties: Teach four undergraduate courses in Japanese language, literature and/or culture per semester. Active participation in Department activities and committees is expected. MA in Japanese language, literature, or culture, or related field required; native or near-native proficiency in Japanese and English; US college/university level teaching experience in Japanese language. Experience teaching advanced level Japanese language, literature and/or culture courses, and language for the professions; experience with program coordination/supervision; evidence of commitment to departmental service and commitment to study abroad preferred.

The University of North Texas System is firmly committed to equal opportunity and does not permit - and takes actions to prevent - discrimination, harassment (including sexual violence), and retaliation on the basis of race, color, religion, national origin, sex, sexual orientation, gender identity or expression, age, disability, family status, genetic information, citizenship or veteran status in its application and admission processes, educational programs and activities, facilities, and employment practices. The University of North Texas System immediately investigates and takes remedial action when appropriate.

The University of North Texas System also takes actions to prevent retaliation against individuals who oppose a discriminatory practice, file a charge, or testify, assist or participate in an investigative proceeding or hearing.

Review of Applications Begins: **November 1, 2017**. Interested applicants must apply online via this link: [https://facultyjobs.unt.edu/applicants/jsp/shared/position/JobDetails\\_css.jsp](https://facultyjobs.unt.edu/applicants/jsp/shared/position/JobDetails_css.jsp).

## UNIVERSITY OF SHIGA PREFECTURE: CLS Program

The University of Shiga Prefecture Critical Language Scholarship Organizing Committee is accepting applications for a **Japanese language instructor to teach American undergraduate and graduate students in the CLS Program** to be hosted on the university campus in Hikone from June 1 to July 28, 2018.

CLS is an eight-week intensive immersion program in Japanese language and culture funded by the United States Department of State's Bureau of Educational and Cultural Affairs. The program is administered in the U.S. by the American Councils for International Education. The CLS program involves 20 hours of classroom instruction each week, as well as conversation practice with peer language partners, participation in an extended homestay, and excursions and other cultural and social activities. An overview of the program can be accessed at <http://clscholarship.org/>

Japanese instructors in the 2018 CLS Program will teach Japanese language and culture to groups of 5-7 students at one of four proficiency levels (ranging from intermediate to advanced), following an established curriculum and characteristically teaching four-five hours per day from Monday to Friday. Instructors also participate in several cultural activities and outings, a series of preparatory

meetings scheduled over several days in early June, regular staff meetings convened during the program, and a reflection session held at the conclusion of the program in late July.

The successful applicant for the teaching position in the CLS Program at USP will hold a master's degree in teaching Japanese as a foreign language (or closely related field) as well as prior experience in teaching Japanese to native speakers of English at the university level.

Compensation for instructors includes salary (420,000 yen/month), domestic transportation to and from Hikone (note that this does not include international flights), and furnished accommodation in Hikone for the duration of the program (as necessary).

Applicants should send a cover letter, CVs in both English and Japanese, proof of highest academic degree attained, and two scholarly articles or examples of self-generated teaching materials, along with two letters of recommendation (all documents in hard copy) to the street address listed below. Digital applications are not accepted. (Letters of recommendation can be included with the other application documents, or they may be sent directly under separate cover by the recommenders.) Successful applicants will be contacted by e-mail, and an interview by Skype or telephone may subsequently be requested. Review of applications will begin on December 15, 2017 and continue until the position is filled. On principle, application documents and materials cannot be returned.

Questions and requests for further information about the CLS Program or regarding applications for the teaching position can be made to John Rippey, CLS Japan Institute Director, by telephone at (+81) 749-28-8254 or by e-mail at [rippy.j@shc.usp.ac.jp](mailto:rippy.j@shc.usp.ac.jp)

Applications should be sent to the following street address: John Rippey, CLS Institute Director, The University of Shiga Prefecture, 2500 Hassakacho, Hikone, Shiga 522-8533, Japan.

## VILLANOVA UNIVERSITY

The Department of Global Interdisciplinary Studies, Villanova University, invites applications for the position of **Assistant Professor of Japanese** (continuing, full time, non-tenure track) to teach undergraduate courses beginning in Fall 2018.

Preference will be given to candidates with specialization in Japanese literature or a Japanese cultural specialty such as Japanese film/media studies, anime, pop culture, etc.

Villanova is a Catholic university sponsored by the Augustinian order. Diversity and inclusion have been and will continue to be an integral component of Villanova University's mission. The University is an Equal Opportunity/Affirmative Action employer and seeks candidates who understand, respect and can contribute to the University's mission and values.

To apply, please go to <https://jobs.villanova.edu/>. Candidates should submit the following: 1) cover letter, 2) CV, 3) statement of teaching philosophy, 4) three current letters of recommendation, and 5) sample syllabus. The deadline for applications is **November 30, 2017**. In case of questions, contact Dr. Chiji Akoma, Interim Chair of GIS Department, at [chiji.akoma@villanova.edu](mailto:chiji.akoma@villanova.edu).

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