

ATJ NEWSLETTER

President: Seiichi Makino (Princeton University)
President-elect: Naomi McGloin (University of Wisconsin—Madison)
Past President: Patricia Wetzel (Portland State University)

Association of Teachers of Japanese
Vol. 27 No. 3
September 2004

Association of Teachers of Japanese • University of Colorado at Boulder • Eaton Humanities 240 • Boulder, CO 80309-0279
303/492-5487 • Fax: 303/492-5856 • atj@colorado.edu • www.colorado.edu/ealc/atj

President's Message

会員のみなさん、夏の成果はいかがでしたか。2004-2005の新学期も始まり、多少落ち着かれたところかと思えます。シカゴでのATJ/AASの大会は来年の3月31日～4月3日です。お忘れなく。

Let me first report on the International Conference on Japanese Teaching (日本語教育国際研究大会) organized by NKG (Nihongo Kyooiku Gakkai) on August 6 and 7, 2004, where I was representing the ATJ. The conference was postponed one year due to SARS. On August 6 (which I missed due to my other engagements) the presenters included Prof. J.V. Neustupny of Obirin University, who dealt with classroom activities in the post-modern paradigm, while reminding us of the fundamental question of why we should teach Japanese, and Dr. Yuko Miyazoe-Wong of Hong Kong Polytechnic University, who focused on the connection between in-class and outside-class activities. On August 7, there was a panel discussion among eight participants on some remarkable Japanese educational issues in their homelands. The panelists were Qiyi Fu (Taiwan), Judit Hidasi (Europe/

Hungary), Simpei Ko (China), Maggie On'yuk Leung (Hong Kong), Seiichi Makino (U.S.A.), Suzuko Nishihara (Japan), Chihiro Kinoshita Thomson (Australia), and Dok-Bong Yi (South Korea).

Together with This Issue . . .

Together with this issue of the newsletter, ATJ members are receiving the following materials:

- the text of a wise and witty talk which Prof. Steven Carter delivered to a delighted audience at last March's meeting of ATJ's Classical Japanese SIG in San Diego;
- a copy of the application form for the Spring 2005 Bridging Scholarships for Study Abroad in Japan, to be posted on a department bulletin board, handed to a student who is interested in studying in Japan, or passed on to the international education office on your campus;
- a copy of ATJ's membership brochure. ATJ's 2004-2005 President Seiichi Makino has launched a campaign to increase membership in the organization. Please pass this brochure to a colleague or graduate student who is not an ATJ member, and mention the many benefits of membership that are listed therein.

The following is a Haiku-like summary of what each panelist discussed. In Taiwan, the learners' needs have become multi-faceted, resulting in a strong need for teachers of special-purpose Japanese, but overall "Japanese studies" (日本研究) are still weak. In Europe, where people have long experienced multi-cultural co-existence, the concept of the "Pluri-lingual EU-citizen" has arisen in the post-EU era. In 2001 the *Common European Framework of Reference for*

Languages (CEF) [http://culture2.coe.int/portfolio/documents_intro/common_framework.html] was completed, and the *European Language Portfolio* (ELP), which makes it possible to keep track of individual learners' growth, is also available. In China, with the 2008 Olympic Games in Beijing in mind, the nation is trying to establish professional training which should produce highly skilled foreign language learners (複合型高級外語人材). In Hong Kong, flexible cultural understanding is being made an integral goal of Japanese language education. In Japan the government has to think hard about the repercussions that will arise from the aging of the population and declining birth rates. For example, an expected influx of foreign workers who don't need to learn Japanese will lead to Japanese as a *lingua franca*. Japanese educators have to free themselves from the traditional view of "Japanese language only for Japanese." In South Korea, the current focus is on Japanese education for mutual understanding between Korea and Japan, and completion of a cyber infrastructure for all pre-college institutions will be one of the effective means to achieve curricular goals. In Australia, in spite of the very high enrollments – 400,000 – of Japanese language students, 97% of the learners are in pre-college institutions. There remains a problem of articulation between elementary, middle and high schools, and a lack of advanced-level students in college.

What do you think I discussed, as the representative from the United States? Of course: the *Advanced Placement Program* (about which I

CONTENTS

President's Message	1
News of the Association	2
Bridging Project News	4
Job Openings	5
Grants	6
Workshop	6
Items of Interest	7
Regional News	8

wrote in the May issue of the ATJ Newsletter). Now we have received the very good news that the Japan Foundation has decided to fund half of the \$1.37 million necessary to develop the program. The funding will enable us to start this most challenging and rewarding program. In September the College Board will appoint a formal Task Force, and it will proceed with course and test development between May 2004 and September 2006, with professional development in Summer 2006, and with the first actual offering of the AP Japanese course during the 2006-2007 academic year followed by administration of the first AP Japanese exam in June 2007.

In two or three years ATJ (and possibly NCJLT) will host the International Conference on Japanese Teaching in the U.S. I am convinced that we have reached the point where we have to think about Japanese education not just in the U.S or just in Japan, but in the world, and Prof. Neustupny's question about why and how we should teach Japanese appears to be an appropriate theme for the next ICJT.

Last but not least, I would like to use this space to very strongly encourage every ATJ member to invite one person to join the Association. That way we can double the membership, so I will call it a "Membership Doubling Campaign." Tell any graduate student who is seeking or will seek a position teaching Japanese that the ATJ membership is a fine way to show his or her professional dedication. There are many recruiters of Japanese teachers, including myself, who will check if the applicant for a position on our campuses is a member of the ATJ or not. Please give the membership brochure enclosed with this issue of the Newsletter to a colleague or student, and ask the ATJ office for more brochures if needed.

それでは、この秋は11月19日～21日のシカゴでのACTFLの大会でお会いします。お元気で。

Seiichi Makino

News of the Association Call for Individual Paper and Panel Proposals for ATJ Seminar 2005

The Association of Teachers of Japanese Seminar will be held at the Hyatt Regency Hotel, Chicago, Thursday, March 31, 2005. The Association of Teachers of Japanese calls for individual and panel proposals for paper presentations in the areas of Japanese Linguistics, Japanese Literature, Japanese Language Pedagogy, and Second Language Acquisition in Japanese. ATJ also welcomes session proposals from the Association's Special Interest Groups (SIGs). The deadline will be **October 31, 2004**. For details, see: (www.japaneseteaching.org/ATJseminar/2005/). If you do not have access to the web, please contact: Yasuko Ito Watt, Seminar Committee Chair, East Asian Languages and Cultures Department, Indiana University, Goodbody Hall 223, 1011 East 3rd Street, Bloomington, IN 47405. Tel.: 812-855-3124 (direct with voice-mail). Fax: 812-855-6402 (Department).

Nominations to ATJ Board Sought

Three new member of the ATJ Board will be elected next spring. If you are interested in seeking a position on the Board, or would like to suggest a colleague for a position, please write to Ken-ichi Miura, chair of the Board's Nominating Committee, with your suggestions: kmiura@temple.edu.

JNCL-NCLIS Delegate Assembly Report

The Joint National Committee for Languages (JNCL) and the National Council for Languages and International Studies (NCLIS) comprise more than sixty educational and professional associations representing more than 200,000 language and international studies professionals. The AATJ (Alliance of Associations of Teachers of Japanese) is a member organization. ATJ President Dr. Seiichi Makino, AATJ's JNCL-NCLIS Official

Delegate Dr. Y. -H. Tohsaku, and I participated in this year's Delegate Assembly on May 6-8. I would like to report on some issues that came up during the Assembly: the Foreign Language Assistance Program (FLAP), Title VI of the Higher Education Act, the National Security Language Act, the impact of No Child Left Behind Act (NCLB), the latest on the National Board for Professional Teaching Standards (NBPTS), and the upcoming Year of Languages (YOL).

On May 6, delegates from member organizations were assigned to visit elected officials from the state they represent in order to talk to them about foreign-language issues before the Second Session of the 108th Congress. FLAP was our primary concern as we talked to both Senate and House members. It is funded currently at \$16.5 million, and it is the only program supporting foreign language education at the elementary and secondary levels in Japanese as well as in other languages (Spanish, French, Chinese, and Arabic). Unfortunately Japanese has been eliminated as one of the priority languages for selection. President Bush zeroed out the budget this year, and we need to act to continue this program for various Japanese programs at the K-12 level. Another concern at the Senate level was reauthorization of the Higher Education Act (HEA), Title VI. This is an important program as it helps American students to study abroad. However, the proposed creation of an Advisory Board is seen as quite intrusive and invasive to the actual program. Another concern was support for the National Security Language Act—HR 3676, which would increase federal investment in foreign language education, specifically in languages of critical need to national security. More concretely, the NSLA:

* Provides loan forgiveness of up to \$10,000 for university students who major in a critical need foreign language and take a job in the federal workforce or as a language teacher.

* Provides grants to American universities to establish intensive in-country language study programs and

to develop programs that encourage students to pursue advanced science and technology studies in a foreign language.

* Establishes grants for foreign language partnerships between local school districts and foreign language departments at institutions of higher education.

* Commissions a national study to identify heritage communities in the US with native speakers of critical foreign languages and make them targets of a federal marketing campaign encouraging students to pursue those degrees.

At the end of the Friday meeting among delegates, there was a breakout session. One group discussed the No Child Left Behind Act and its impact on foreign language education. In its report published in 2004, the Council for Basic Education outlines the impact of NCLB on the Liberal Arts curriculum and professional development. In high-minority population schools, it found decreases in instructional time and teacher professional development for foreign languages. It is no longer anecdotal that more foreign languages are feeling the impact of NCLB, and Japanese is no exception. Programs, instructional time, and grade levels are being cut in many places across the nation. Under NCLB, Foreign Language is identified as a core subject at the Federal level. However, no national assessment is required, so districts and schools are focusing now on subjects that require assessment. We value what we assess, and we assess what we value. We need to develop a national assessment that will be included in NCLB, so that Japanese stays in the curriculum.

On Friday, we heard a report on National Board on Professional Teaching Standard (NBPTS) certification. The NBPTS was founded in 1987 to set standards for accomplished teachers and create a voluntary system to assess and certify teachers who meet these standards. The Japanese certification was never realized in 2003 and has been put on hold indefinitely. Without a chance to re-

ceive that recognition and sometimes financial incentives, Japanese as a subject is unable to convince excellent teachers to stay in the field, unable to encourage new teachers to go into the field, and will become more at risk of losing existing programs. As of now, the World Languages Other Than English (WLOE) certification is only available in Spanish and French at the middle and high school levels. ACTFL, along with the Standards Collaborative project, is negotiating with NBPTS so that more foreign language teachers are eligible to receive the certification.

ACTFL gave a presentation on the Year of Languages. It is a result of House Resolution 170, which designates the year 2005 as "Year of Foreign Language Studies." There will be a kick-off event at the ACTFL conference in November in Chicago. ACTFL has posted suggested monthly activities starting November 2004 on the YOL web site. I would like to see both NCJLT and ATJ get involved with this initiative and try to receive media attention to promote the study of Japanese.

Last but not least, Dr. Y.-H. Tohsaku was elected to the Board of Directors of JNCL-NCLIS. It is important to have representation of Japanese in the organization.

REFERENCE WEB SITES

JNCL-NCLIS: www.languagepolicy.org.
FLAP: www.languagepolicy.org/flap/compete.html.

Title VI of the Higher Education Act: www.languagepolicy.org/hea.html.

National Security Language Act: www.languagepolicy.org/HR3676/alert.html.

CBE study: www.c-b-e.org/news/nr040308.htm. PDF document: www.c-b-e.org/PDF/cbe_principal_Report.pdf.

NBPTS: www.nbpts.org.

The Year of Languages: www.yearoflanguages.org.

Keiko Schneider,
ATJ Board Member

Report on International OPI Symposium / Pedagogy Forum

The 3rd International Symposium on Japanese Oral Proficiency Interview (OPI) and the 12th Princeton Japanese Pedagogy Forum were jointly held at Princeton University on August 21-22, 2004. More than one hundred people from Estonia, France, Germany, Great Britain, Japan, Korea, and the U.S.A. attended the conference. With the purpose of familiarizing the general audience with OPI and improving OPI interviewing skills among the certified testers, the first day started with an introductory session on OPI (Osamu Kamada, Nanzan University), followed by actual demonstrations, discussions of Intermediate and Superior levels (Mariko Saito of Bunka University and Kazuko Shimada of East West Japanese School), and video-taped demonstrations of Advanced and Superior levels. Elvira Swender, Director of Academic Development at ACTFL, gave a report on the on-going project of revising the description of Superior level due to the increased level of achievement at the higher proficiency levels. Activity reports of the OPI study groups throughout the world closed the first day's activities.

The second day featured a stimulating keynote speech on the strengths and weaknesses of the current OPI by Prof. Judith Liskin-Gasparro of the University of Iowa, one of the drafters of the original OPI Guidelines. Sixteen individual papers dealing with both OPI and non-OPI data were presented in three separate sessions, demonstrating the enthusiasm for high quality within the research of Japanese pedagogy. Partially funded by the Toshiba International Foundation and co-sponsored by the ATJ, the Symposium and the Forum were organized by Professor Seiichi Makino, President of ATJ.

With more than one hundred testers, Japanese OPI has more testers than Spanish and French. Preparation for the 4th International Symposium in Hakodate, Japan (July 30-31, 2005) has already begun;

details will be announced in a future issue of the Newsletter.

Osamu Kamada, Nanzan University

Bridging Project News Bridging Scholarships for Study in Japan

Applications are now being accepted for Spring 2005 Bridging Scholarships, which will be awarded to thirty undergraduate students studying abroad in Japan beginning in Spring 2005. ATJ administers the scholarships, which are funded by grants from the Japan-US Friendship Commission and by contributions from US corporations and foundations to the US-Japan Bridging Foundation.

The application deadline is October 5, 2004. Information and application forms are available on the ATJ web site (go to www.colorado.edu/ealc/atj/Bridging/scholarships.html). A copy of the application brochure is also enclosed with this issue of the Newsletter.

Fall 2004 Bridging Scholarships Awarded to 79 Students

Seventy-nine undergraduate students will be studying abroad in this fall under the auspices of Bridging Scholarships. The winners received awards of up to \$4,000 to assist with their living expenses while they study in Japan. Contributors to the Fall 2004 scholarships include Boeing Japan, Citigroup, CHS, Coca Cola Japan, The Freeman Foundation, Lockheed Martin, Merrill Lynch, Morgan Stanley, PricewaterhouseCoopers & Chuo-Aoyama Audit Corp., Shinsei Bank, Francis & Sarah M. Sogi, The Starr Foundation, Tohmatsu & Co., Universal Studios, and Weyerhaeuser.

Since 1999, a total of 475 scholarships have been awarded to students studying abroad in Japan.

The Bridging Scholars hail from a variety of schools—public and private, large universities and small colleges—in 31 states. Their majors range from physics and engineering to fine arts, but they share a common interest in Japan, its language and culture. A list of the Fall 2004 recipients, their

home schools, and their destination programs follows.

Jeremy ABERNATHY (Oglethorpe University) -> Seigakuin University
John ARAVANIS (West Virginia University) → Aichi Shukutoku University
Branden ARCHER (University of Akron) → Kansai Gaidai
Stephen BATTAZZO (Southern Oregon University) → Mejiro University
Melissa BERETSKY (University of Pittsburgh) → Konan University
Tseday BOGALE (Spelman College) → IES Tokyo
Amy BOGIN (Rutgers University) → Ritsumeikan University
Jeremy BORREGO (Washington University, St. Louis) / → Kyoto Center for Japanese Studies
Daniel BRADFORD (University of Memphis) → Nagoya Gakuin University
Daniel BRADSHAW (Ohio State University) → Nanzan University
Sarah BURKE (Haverford College) → IES Kasugai
Ashley CALKINS (Middlebury College) → Kyoto Center for Japanese Studies
Jennifer CHEN (University of California, Berkeley) → University of Tokyo
Fredric CONSTANTINO (University of Buffalo) → Tohoku University
Steven CORAOR (Pennsylvania State University) → Antioch Buddhist Studies in Japan
Adam DAVIS (Ursinus College) → Tohoku Gakuin University
Kathleen ENGELN (Maui Community College) → Obirin University
Victoria FARREN (Oakton Community College) → Doshisha University
Irene FLOREZ (Mills College) → Tokyo University of Foreign Studies
Christopher GARRETT (Willamette University) → Tokyo International University
Lily GLENN (University of Iowa) → Meiji University
Michael GLUCK (University of Pennsylvania) → Kyoto Center for Japanese Studies
Kyle GOETZ (University of Texas, Austin) → Obirin University
Jason GOLD (Drexel University) → Sophia University (CIEE)
Christine GRAF (California State University, Northridge) → Ryukoku University
Shannon GUINN-COLLINS (University of New Mexico) → Nanzan University
Alexander HARRIS (University of Minnesota) → Kansai Gaidai
Ashley HAYES (Columbia University) → Kyoto Center for Japanese Studies
Marion HOLADAY (Wesleyan University) → Associated Kyoto Program

Rachel HOULT (University of Maryland) → Japan Center for Michigan Universities
Virsa HURT (Dillard University) → Waseda University
Karen JACKSON (SUNY Oswego) → Tsukuba University
Elizabeth KALISIAK (University of Virginia) → Chubu University (IES)
Misun KANG (Wellesley College) → Kyoto Center for Japanese Studies
Elizabeth KHOO (Wesleyan University) → International Christian University
Joel KIKUCHI (Evergreen State College) → Miyazaki University
Jun KITAGAWA (University of California, Berkeley) → Keio University
Gabriele KOCH (Stanford University) → Kyoto Center for Japanese Studies
Maria KORCHAGIN (University of Chicago) → Kyoto Center for Japanese Studies
David KOTTAS (Montana State University) → Kumamoto Gakuen
Lillian LAI (University of California, San Diego) → Tsuru University
Eli LAZARUS (Stanford University) → Kyoto Center for Japanese Studies
Brabani MAMO (Spelman College) → IES Tokyo
Amy MARSHALL (University of Wisconsin, Madison) → Hokkaido University
Elayne MCCABE (Boston College) → Waseda University
Natalie MESNARD (Virginia Commonwealth University) → Kansai Gaidai (ISEP)
Patricia MORROW (University of Florida) → Temple University Japan
Mohammad NASAR (University of Illinois, Urbana-Champaign) → Senshu University
Stephanie NELSON (St. Andrew's Presbyterian College) → Kansai Gaidai
Dawn NETTO-MOBLEY (Cal State Univ., Sacramento) → Yokohama National University
Tai NGUYEN (University of Tennessee) → Nanzan University (ISEP)
Kevin O'DRISCOLL (New York University) → Nagoya University
Tina PARENTE (Wells College) → Doshisha Women's College
Alexander PETERSON (American University) → Ritsumeikan University
Hien PHAM (Seattle University) → Sophia University
Naomi ROBERTS (University of Oregon) → Waseda University
Robinson ROJAS (Connecticut College) → Associated Kyoto Program
Anthony SABBADINI (University of California, Berkeley) → Sophia University

Emi SAKAYAMA (Muhlenberg College) → Otaru University of Commerce
 Denise SCHLICKBERND (Randolph-Macon Women's College) → Tsuda College
 Dorris SCOTT (University of Arkansas) → Hiroshima University
 Catrina SHAMEH (California State University, Long Beach) → Waseda University
 Kerry SHANNON (Whitman College) → Associated Kyoto Program
 William SHEETS (Ohio University) → Chubu University
 Henrick SHYU (University of California, San Diego) → University of Tokyo
 Patrick SHYU (University of California, Berkeley) → Tokyo Institute of Technology
 Daniel SLATEN (University of Arkansas) → Kansai Gaidai
 Patrick SOBOLESKI (Purdue University) → Tsukuba University
 Marianne TARCOV (University of Chicago) → Kyoto Center for Japanese Studies
 John THIBODEAUX (Louisiana State University) → LSU in Asia
 Joshua UPDYKE (Kansas State University) → Kansai Gaidai
 George WEIHING II (Arizona State University) → Wakayama University
 Brett WERTZ (University of Nebraska, Lincoln) → Senshu University
 Teresa WILLIAMSON (Dillard University) → Sophia University (CIEE)
 Stephanie WOOD (Virginia Tech) → Japan Center for Michigan Universities
 Jana YAMADA (University of Puget Sound) → IES Tokyo
 Peter YOUNG (University of Pittsburgh) → Konan University
 Aziza ZAKHIDOVA (University of Pennsylvania) → Hitotsubashi University

Job Openings College/University Positions

Ball State University

The Department of Modern Languages and Classics at Ball State University, Muncie, Indiana, invites applications for a *full-time replacement position in Japanese Language* for Spring semester 2005. Minimum qualifications: M.A. degree or higher in Japanese linguistics, pedagogy, second language acquisition, or other relevant field; native or near-native fluency in Japanese with an excellent command of English; experience

teaching Japanese at the college level; knowledge of technological resources. Preferred qualification: Ph.D. Send letter of application, curriculum vitae, and three letters of recommendation to: Japanese Search Committee Chair, Dept. of Modern Language and Classics, Ball State University, Muncie, IN 47306. www.bsu.edu. Review of applications will begin the end of July 2004 and will continue until the position is filled. EO/AAE. Ball State University is strongly and actively committed to diversity within its community.

Bowdoin College

Interdisciplinary Asian Studies Program wishes to make a *tenure-track appointment in Japanese language and culture* at the assistant professor or instructor level, beginning in the fall of 2005. Ph.D. preferred, but ABD will be considered.

Teaching load is two courses per semester, usually one in language instruction and one in some aspect of Japanese culture, depending on the candidate's research specialization. The disciplinary subfield is open. Candidates must have strong scholarly potential and the ability to teach all levels of Japanese.

Applications should include a letter indicating research and teaching interests; vita; writing sample; teaching evaluations; and three letters of recommendation. Candidates are encouraged to submit a language teaching video. Send to Chair, Japanese Language and Culture Search Committee, Asian Studies Program, 7500 College Station, Bowdoin College, Brunswick, Maine 04011-8475. Review of applications will begin **15 October**. Bowdoin College is a small, liberal arts college with highly motivated students and support for serious scholarly engagement by faculty. www.bowdoin.edu. EO/AA. Women and minorities are especially encouraged to apply.

University of Montana

The University of Montana, Department of Modern and Classical Languages and Literatures, invites appli-

cations for an *adjunct assistant professor or instructor of Japanese language and literature* for a three-semester period beginning January 19, 2005, and terminating May, 2006. Ability to teach all levels of Japanese language required; expertise in classical language (*kobun*) and (ideally) Japanese language history highly desirable. A classical/medieval language and literature specialty is preferred, though other specializations will be considered. Ph.D. and ABD applicants will be given preference. Evidence of excellence in successful language teaching experience at university level is required. UM offers both a minor and a major in Japanese and has more than 35 majors. Send application, including a letter of interest, *curriculum vitae*, three letters of reference (at least two of which must address excellent teaching experience), proof of highest academic degree earned, and a tape of Japanese and English speech to Dr. Linda W. Gillison, Chairperson, Dept. of Modern and Classical Languages and Literatures, The University of Montana, Missoula, MT 59812-6192. Reading of complete applications will begin July 15, 2004 and will continue until the position is filled. The University of Montana is an equal opportunity/affirmative action employer. Finalists for all positions at the University of Montana are subject to criminal background checks.

University of Oregon

The Department of East Asian Languages and Literatures seeks to fill *two tenure-track positions*, one at the senior level. One position is in *modern Japanese literature and film*, and the other in *early modern and modern Japanese literature*. Candidates should be prepared to offer courses in these areas at both the undergraduate and graduate levels. Required are a Ph.D. in an appropriate discipline and native or near-native fluency in both Japanese and English. Priority will be given to those who have demonstrated excellence in teaching and originality of research. Statement of research and teaching

interests, CV, and three letters of recommendation to: Japanese Search Committee, Dept. of East Asian Languages and Literatures, 1248 University of Oregon, Eugene, OR 97403-1248. Applications will be reviewed from **December 1, 2004** until the position is filled. AA/EO/ADA Employer committed to cultural diversity.

Princeton University

The Department of East Asian Studies at Princeton University invites applications for a *full-time position as Lecturer or Senior Lecturer in Japanese*, starting in September 1, 2005. Applicants must have a native or near-native fluency in Japanese and excellent command of English. Preference is given to applicants with an M.A. in Linguistics, Japanese pedagogy, or TESOL (for a senior lecturer, a Ph.D. is preferred), and with experience teaching Japanese to English-speaking students at the college level. Salary is competitive. Send letter of application, curriculum vitae, and the names of three references (with email addresses, office telephone, and fax numbers) by **October 15, 2004** to: Professor Seiichi Makino, Director of Japanese Language Program, East Asian Studies Dept., 241 Frist, Princeton University, Princeton, NJ 08544-1008. Website: <http://web.princeton.edu/sites/dof/ApplicantsInfo.htm>. AA/EOE.

University of Virginia

The Department of Asian and Middle Eastern Languages and Cultures at the University of Virginia invites applications for a *full-time lecturer in Japanese as a second language (JSL)* beginning Fall 2005. Preference will be given to candidates with an M.A. degree or higher in foreign language education, applied linguistics, or other related field, with experience teaching university-level JSL courses to English-speaking students and familiarity with their culture, principally American. Native or near-native fluency in Japanese (both written and spoken) and an excellent command of English are required. Candidates with experience teaching at a variety of levels with ef-

fective use of various teaching techniques are especially welcome. Responsibilities will include teaching twelve to fifteen class contact hours per semester. We seek energetic, resourceful candidates able to contribute to a highly collaborative and innovative program. Required documentation: current vita, three letters of recommendation, a statement of teaching philosophy. Send materials to: Chair, Japanese Lecturer Search Committee, Dept. of Asian & Middle Eastern Languages & Cultures, P.O. Box 400781, Cabell Hall B-27, University of Virginia, Charlottesville, VA 22904. aeb2n@virginia.edu. Salary is commensurate with experience. Deadline for receipt of applications is **January 15, 2005**. EO/AEE.

University of Wisconsin – Madison

The Department of East Asian Languages and Literature, The University of Wisconsin-Madison, invites application for a *tenure-track assistant professor position in modern Japanese language and literature*, beginning August, 2005. Candidates should have the Ph.D. in hand or expect to have the Ph.D. by the beginning of this appointment. The position calls for teaching a range of undergraduate courses in Japanese literature and culture, as well as graduate-level courses in modern literature. Scholarly research and publications, as well as departmental committee service, will also be expected. Please direct questions to Professor Naomi McGloin (nmcgloin@wisc.edu) or Professor Charo D'Etcheverry (cdetcheverry@wisc.edu). Send a complete dossier (including letter of application, CV, sample publication or thesis chapter) and three letters of reference, by **November 20, 2004**, to: Japanese Search Committee, East Asian Languages and Literature, University of Wisconsin-Madison, Van Hise Hall, 1220 Linden Dr., Madison, WI 53706. AA/EOE.

Grants

Japan Foundation Small Grants

The Japan Foundation New York has restructured its small grant program, which the New York office administers independently and which allow that office to support a few small programs within a short time frame. The program has changed in two principal ways. First, the grant is now divided into two grants: (1) The Japan Foundation New York Small Grant—Japanese Studies (in many ways, a miniature RPC grant); and, (2) The Japan Foundation New York Small Grant—Arts and Culture. Second, the grant maximum has been increased to \$2,000 for Japan studies; the maximum for arts and culture remains at \$1,000. For the current fiscal year (until April 2005), \$7,000 has been allocated to the Japan studies small grant and \$20,000 to the arts and culture small grant. The applications and guidelines have been revised in order to facilitate application and expand eligibility. Furthermore, in order to help small conferences under severe cost constraints, the Japan studies grant has been made a prepay program rather than a reimbursement program. For information and application forms, visit the Japan Foundation's website (www.jfnny.org); look for "New York Office Small Grants") or contact Kristopher Kersey (Kris_Kersey@jfnny.org), who administers this program.

Workshop

2005 Oral Proficiency Interview (OPI) Workshop

An ACTFL OPI workshop is being planned for Tuesday, May 3-Friday, May 6, 2005 in conjunction with the Princeton Japanese Pedagogy Forum (PJPF) scheduled for Saturday, May 7 and Sunday, May 8 at Princeton University. In order to hold a workshop, a firm commitment and advanced payment of fees from 10 people is necessary. If you and/or someone you know is interested in the workshop, please send an email to Mamoru Hatakeyama (

columbia.edu) with your name(s) and email address(es). There has been no specific deadline set for this workshop, but early responses are requested. Trainer: Professor Seiichi Makino. Fee: \$600-700 for workshop participation (\$400 later for tester certification and \$25-75 ACTFL membership fee). Other expenses: accommodation (for 4 nights), transportation, meals. All prices are subject to change.

Items of Interest

Call for Proposals

The Eighth Annual Meeting of the National Council of Less Commonly Taught Languages (NCOLCTL) is scheduled for April 15-17, 2005, in Madison, WI (with a pre-conference workshop scheduled for April 14th). Proposals are solicited for individual papers, colloquia, and poster sessions. Proposals should fall broadly within the conference theme, "The Year of Languages: Expanding the Presence of Less Commonly Taught Languages." Although proposed presentations may focus on individual languages, each should address issues that clearly relate to more than just that one language. The focus of session topics might include heritage language learners, bilingual education students, autonomous and self-instructional settings, distance learning, outreach and advocacy initiatives, and the use of technology in teaching LCTL's. Other topics such as curriculum and materials development, teacher training and professionalization, research, and assessment will also be welcome.

Individual papers are to be 30 minutes long. A paper should focus clearly on issues related to the main conference theme. Papers may be based on research or practical experience. Colloquia are to be 90 minutes long. A colloquium proposal should specify three or more presenters who will address the conference theme. Preference will be given to colloquia that cut across different languages or language groups. Poster and presentation sessions may focus on com-

pleted work or work in progress related to the teaching and/or learning of less commonly taught languages. They may be in either the traditional poster format, such as presentation of materials or of research completed or in progress, or demonstrations of instructional or information technology. However, any proposal requiring technical support must specify in detail the type of hardware or software needed.

Proposals should indicate the title and kind of presentation (paper, colloquium or poster session) in the upper left-hand corner and the name of the presenter/presenter's primary language(s) of interest in the upper right hand corner. The proposed title should not exceed ten words. Next should be a 50-75 word abstract suitable for inclusion in the conference program and NCOLCTL website. The proposal text should be 150-200 words long and may not exceed one page in length. The final deadline for receipt of proposals is **November 1, 2004**. Applicants will be notified by the Program Committee by November 15, 2004 whether or not their proposal has been accepted.

Submission of proposals by email is strongly encouraged at: ncolctl@mailplus.wisc.edu. If email is not available, proposals may be sent by hard copy to: NCOLCTL 4231 Humanities Building 455 N. Park Street Madison, WI 53706. Tel.: 608-265-7903. Fax: 608-265-7904.

Report on CFLP/CLTS Seminar

California Foreign Language Project (CFLP) and California Language Teachers' Association (CLTA) 21st Annual Summer Seminar for Foreign Language Teachers (University of California, Santa Barbara, July 31–August 6, 2004). This summer, I had the opportunity of attending the 21st Annual Summer Seminar for Foreign Language Teachers, organized by the California Foreign Language Project (CFLP) and the California Language Teachers' Association (CLTA). The weeklong seminar took place on the campus of UC Santa Barbara from July 31 through August 6, 2004, and

was attended by about 150 foreign language teachers from throughout California.

The seminar consisted of general sessions, content and language-specific strands, and additional activities. In the daily general sessions, presenters spoke about various topics of relevance to foreign language teaching, such as the state of foreign language teaching in California and brain research and its application in the classroom. There were also special group meetings that seminar participants attended to help prepare for the 2005 Year of Languages.

The main part of the seminar was the individual content and language strands. I participated in the Japanese language strand, entitled "Maximizing Student Performance in the Japanese Language Classroom." It was led by Dr. Yoshiko Saito-Abbott and Mr. Yo Azama. This strand was conducted primarily in Japanese, and it brought together nine participants from various parts of California.

The strand covered the California Foreign Language Framework and the Japanese Language Content Standards, how to create instructional sequences aligned with the Framework and Standards, ways of using and integrating emerging technologies into teaching Japanese, how to maximize student performance in the Japanese classroom, assessing students and classroom management.

The facilitators emphasized the importance of first creating a motivational outcome when planning a unit or lesson. A motivational outcome is a creative project or activity that students do to demonstrate what they have learned and that teachers use to assess student learning. To be successful, it must have a purpose, include evidence that is observable, be authentic and motivating, and allow students to be creative. For example, a motivational outcome for a first-year student could be to create a video letter describing herself and her family, in order to find the best host family. Learning this concept of creating motivational outcomes when planning a unit plan was valuable be-

cause it will help me focus on creating purposeful lessons and activities that will help my students achieve the desired outcome.

Azama Sensei demonstrated a multitude of activities and lessons that engage, actively involve, and motivate students. I was excited to be able to come away from the seminar with many effective activity ideas that I can easily implement in the classroom. The activities that were modeled also made good use of technology. I learned clever ways that the animation features in PowerPoint can be used to create guided practice games. We also learned how iMovie and iPhoto can be used by students to create projects. We saw samples of student projects created with iMovie and iPhoto and then had the chance to use the applications to create our own commercial and slide show.

After being presented with model lessons, technology, and an explanation of 5-Step Unit plan, we were assigned the task of creating our own 5-step unit plan, 5-step lesson plan, and input activity integrating technology. We were given iBooks to use during the week to help us complete the task. This task was a challenge, but learning about the 5-step plan and going through the process of creating a unit was a good learning experience.

This was a wonderful and rewarding professional development event. I learned a great deal that will help me with teaching Japanese and I left feeling very inspired. Many thanks to Saito-Abbott Sensei, Azama Sensei and fellow participants of the Japanese strand for sharing their knowledge and experience with me, and for making the seminar a very educational and enjoyable experience. Special thanks to the AATJ and Japan Foundation for making it possible for me to attend the seminar through their generous grants.

Yoshiko Okamoto

Higurashi Textbook Reprinted

ALC Press in Tokyo announces that copies of *Elementary Functional Japanese*, Volume Two (Yoshiko Higu-

rashi, 1999) from the first printing are completely sold out. The second and subsequent printings are published by Cal Copy and available at a lower price and with faster delivery. The second printing was published in July 2004. The suggested retail price is \$38.00. Copies continue to be available at major Japanese bookstores: JP Trading (miyuri@jptrading.com), Kinokuniya Bookstores of America (seino@kinokuniya.com), and Sasuga Japanese Bookstore (sasugabooks.com), as well as directly from Cal Copy. Cal Copy, Inc., 5131 College Avenue, Suite E, San Diego, California 92115. Tel.: 619-582-9949. Fax: 619-229-9949. sdsu@calcopy.com.

New Organization Enables More Colleges and High Schools to Offer High Quality Japanese Language Programs

The *Alliance for Language Learning and Education Exchange* (ALLEX) announced its founding on April 1, 2004. ALLEX's flagship program, the Intercultural Exchange Program (IEP), enables institutions to begin or maintain a high-quality Japanese language program by providing them with professionally trained, native Japanese instructors who teach in exchange for financial support to pursue a master's, associate's, or second bachelor's degree. Both four- and two-year institutions may partner with ALLEX; high schools are encouraged to partner with neighboring colleges and universities that can provide for an instructor's pursuit of a degree while teaching at the high school.

As preparation for their teaching assignments, all instructors enroll in a specially designed eight-week summer teacher training program taught by experts in Japanese pedagogy and master university instructors. Four of these experts also serve on the training program's academic board: Dr. Eleanor H. Jorden, Mary Donlon Alger Professor of Linguistics, Emerita, Cornell University; Ginger Marcus, Senior Lecturer of Japanese at Washington University in St. Louis; Robert J.

Sukle, Director of Japanese FALCON and Senior Lecturer of Japanese at Cornell University; and Patricia Wetzel, Director of the Institute for Asian Studies and Professor of Japanese at Portland State University.

The organization was founded by Thomas Mason, Jr. and Kazunori Ueno to increase the number of professionally trained Japanese language teachers and to offer Japanese nationals a cost-effective means of pursuing a second degree abroad. More information on the program is available on ALLEX's webpage at www.EastAsia.org.

Regional News

Regional News—California

27 SDSU Japanese Language Students Honored. Eleven San Diego State University students received scholarships totaling \$2,400 for outstanding performance in Japanese languages classes from Kyocera International and Deloitte Touche Tohmatsu at a ceremony April 30 at SDSU. Sixteen additional students also were recognized for their outstanding achievements by the Japanese Language program.

The \$1,000 21st Annual Kyocera Japanese Scholarship was awarded by Mr. Rodney Lanthorne, President of Kyocera, and Mr. George Woodworth, Vice President for Administration of Kyocera, to international business major Oi-Kay Ho. Oi-Kay, who is completing the second year Japanese II course, wrote an excellent essay in Japanese. He became friends with an exchange student from Japan on campus last year. This friend advised Oi-Kay to study Japanese because nothing is more beneficial to a college student than studying a foreign language. Taking his friend's advice, Oi-Kay laid out his future plan. He will work for an American company in the summer of 2005 and save money, while studying to improve his Japanese. Then he will go to Japan for the academic year 2005-2006. After returning to the US and graduating from SDSU, he hopes to

find a position that will require Japanese communication.

Wilma Choy, an accounting major, won the 18th Annual Deloitte Touche Tohmatsu Japanese Scholarship for Accounting Majors. Mr. James Fazio and Mr. Kimiaki Maruo, both partners from the San Diego Office of Deloitte Touche Tohmatsu, presented Wilma with the \$500 scholarship. Wilma is completing the third year Japanese II class. She has never been to Japan, but she is eager to go. This scholarship will be a tremendous contribution to her travel expenses. Wilma thinks that a working knowledge of Japanese will enable her to successfully work in Asia as a bilingual professional accountant.

In addition, the Kyocera Best Student Awards, featuring \$100 scholarships, were presented to the top students in each of nine SDSU Japanese language classes: Dan L. Ronquillo, A. Jason Aichison, Kara T. Schaket, D. John Day, Jeffrey J. Pelletier, Steven A. Spate, and Pete M. Allen. The following students were honored with Certificates of Merit as the recipients of the 5th Annual Outstanding Achievement Awards of the Japanese Language Program at SDSU: Michael O. Alagar, Jonathan L. Topacio, Ralph L. Dela Llana, Scott M. Downey, Oi-Kay Ho, James M. Achuff, Erica A. Ramirez, Cesar C. Calma, Stephen A. Burns, Carolyn Embrey, Kathleen Parker, Gregory Porter, Joshua M. Lander, Brooke A. Middleton, and Steven A. Spate.

Regional News—Midwest
16th Annual Conference of the Central Association of Teachers of Japanese. The 16th Annual Conference of Central Association of Teachers of Japanese was held on April 3 and 4, 2004 at Purdue University in West Lafayette. Three nationally prominent scholars were invited for plenary talks. Dr. Seiichi Makino of Princeton University gave a talk on the conceptual metaphor, addressing universality among fundamental metaphors that different languages have in common. Dr. Yoshiko Mori of Georgetown University spoke on research and classroom practice concerning Kanji instruction. Dr. Yukiko A. Hatasa of University of Iowa presented on various issues associated with selecting textbooks and developing a language textbook. All of the three presentations were of high quality and very stimulating.

A total of twelve research papers were presented. A total of sixty participants came, from Canada, Mississippi, Kentucky, Iowa, Ohio, Michigan, Wisconsin, and Indiana. The group was comprised of university researchers/teachers, community college teachers, and K-12 teachers. Throughout a day and half, all participants interacted well, met new colleagues, and rekindled professional friendships. The entire schedule of the conference is available at <http://tell.fll.purdue.edu/CATJ16>.

ATJ Newsletter deadlines

May:	April 20
September:	August 20
November:	October 20
February:	January 20

Prepared for publication by Sandy Adler,
 Communications Support Specialist

ATJ OFFICERS

SEIICHI MAKINO, President
smakino@princeton.edu
Dept. of East Asian Studies
Princeton University
211 Jones Hall
Princeton, NJ 08544
609/258-5365. Fax: 609/258-6984

NAOMI HANAOKA MCGLOIN,
President-Elect
nmcgloin@facstaff.wisc.edu
Dept. of East Asian Langs. & Lits.
University of Wisconsin – Madison
Van Hise Hall
1220 Linden Dr.
Madison, WI 53706
608/262-9592

PATRICIA WETZEL, Past President
wetzelp@pdx.edu
Wetzelpj@aol.com
Foreign Languages & Literatures
Portland State University
P.O. Box 751
Portland, OR 97207-0751
503/725-5277. Fax: 503/725-5276

ATJ Board Members

HIROKO FURUYAMA (2006)
Foreign Language Dept.
East Los Angeles College
1301 Avenida Cesar Chavez
Monterey Park, CA, 91754
323/265-8871
elacjapan@hotmail.com

MUTSUKO ENDO HUDSON (2007)
Dept. of Linguistics and Languages
Michigan State University
A-633 Wells Hall
East Lansing, MI 48824
517/432-7164. Fax: 517/432-2736
endo@msu.edu

YUKI JOHNSON (2005)
University of Toronto
Dept. of East Asian Studies
130 St. George St., #14-215
Toronto, Ontario M5S-3H1
416/946-8750. Fax: 416/595-7053
yuki.johnson@utoronto.ca

LAWRENCE MARCEAU (2005)
Dept. of Foreign Langs. & Literatures
University of Delaware
Smith Hall 326
Newark, DE 19716-2550
302/831-2589. Fax: 302/831-6459
lmarceau@udel.edu

KEN-ICHI MIURA (2005)
Critical Languages
Temple University
Anderson Hall 022-38
Philadelphia, PA 19122
215/204-6595
kmiura@temple.edu

JUNKO MORI (2007)
Dept. of East Asian Langs. and Lits.
University of Wisconsin-Madison
1204 Van Hise Hall
1220 Linden Dr.
Madison, WI 53706
608/262-3871
jmori@facstaff.wisc.edu

KEIKO SCHNEIDER (2006)
P.O. Box 11551
Albuquerque, NM 87192
505/271-5044. Fax: 505/271-5044
kschnei@sabotenweb.com

YASUKO ITO WATT (2006)
Dept. of EALC, Indiana University
223 Goodbody Hall
1011 E. Third St.
Bloomington, IN 47405
812/855-3124. Fax: 812/855-6402
ywatt@indiana.edu

LINDSAY AMTHOR YOTSUKURA (2007)
School of Langs., Lits., & Cultures
University of Maryland
2106F Jimenez Hall
College Park, MD 20742-4815
301/405-0038. Fax: 301/314-9752
ly@umd.edu

JOURNAL EDITORS**Coordinating Editor**

TIMOTHY J. VANCE
East Asian Studies
University of Arizona
P.O. Box 10105
Tucson, AZ 85721-0105
520/621-5534. Fax: 520/621-1149
vancet@u.arizona.edu

Literature**SARAH M. STRONG**

German, Russian & East Asian Langs.
Bates College
3 Andrews Road
Lewiston, ME 04240-6048
207/786-6287. Fax: 207/786-8331
sstrong@bates.edu

Language/Linguistics**KIMBERLY JONES**

East Asian Studies
University of Arizona
LSB102
Tucson, AZ 85721
520/621-4417. Fax: 520/621-1149
kjones@u.arizona.edu

Pedagogy**Book Reviews****HIROSHI NARA**

East Asian Langs. & Lits.
University of Pittsburgh
701 Old Engineering Hall
Pittsburgh, PA 15260
412/624-5579. Fax: 412/624-3458
hnara@pitt.edu

Literature/Linguistics**Book Reviews****JANICE BROWN**

East Asian Studies
University of Alberta
400 Arts Building
Edmonton, AB T6G 2E6
780/492-1131. Fax: 780/492-7440
janice.brown@ualberta.ca

Win Free Textbooks!

JP Trading

Please visit our website below
and answer our questions.

➔ www.jp trading.com/win

上記のウェブサイトで質問に
答えて頂くと、抽選で無料の
教科書が当たります！ぜひ応
募して下さい！



For Japanese teachers only

After the drawing,

free textbooks will be sent to lucky teachers.

ACTFL

Nov 19-21 in Chicago

Booth #: 221 & 223

Conference Information

20% off

Show site sale discount
for teachers and students

日本語学習教材販売に関して

- 大学書店、大学学部、学校、教師、図書館に販売しており、それぞれ定価から割引がございます。詳しくは弊社担当、林までお問合せ下さい（miyuri@jp trading.com）。
- 語学書カタログを用意しております。郵送ご希望の方は下記までご連絡下さい。
- 弊社ウェブサイトにて、語学書のリストが閲覧できます。ぜひご利用下さい。

For more information: www.jp trading.com

JP TRADING, INC. 400 Forbes Blvd., Unit 3, So. San Francisco, CA 94080, U.S.A.
Tel: 650-871-3940 Fax: 650-871-3944 E-mail: info@jp trading.com Website: www.jp trading.com

ACTFL 2004 / NOVEMBER 19-21 / CHICAGO HILTON HOTEL

NCJLT–SPONSORED SESSIONS FOCUSING ON JAPANESE

Friday, Nov. 19

9:30 – 10:45 a.m.

Classroom Environments for Student-Centered Content-Based Instruction (Naoko Fukutani, Eriko Yoshigai, Kazuo Tsuda)

The Transfiguration of Online Teaching (Satoru Shinagawa, Yasuhiro Omoto)

1:30 – 2:45 p.m.

Improving Listening Skills with Interactive Web-Based Systems (Keiko Schneider, Jouji Miwa, Misao Kozuka)

Making Holidays Relevant (Susan Tanabe, Chiemi Hanzawa)

4:30 – 5:45 p.m.

Learning Speech Acts by Sub-titling: Web-Based Multimedia Learning Tasks (Masako Douglas, Gregory Kamei)

Technology in the Classroom: Media-Based Materials Made in Japan (Susan Schmidt, Yasu-Hiko Tohsaku, Valerie Minakawa, Anita Beiker, Jaci Collins)

6:00 – 7:15 p.m.

Understanding English and Japanese Development Among Heritage Speakers of Japanese (Setsue Shibata, Hiroko Kataoka, Yasuko Koshiyama)

Kanji Blocks: Offline Teaching Tools for Kanji Compounds (Miho Aoki, Yoko Collier-Sanuki)

Saturday, Nov. 20

8:15 – 9:30 a.m.

Connecting Japanese Language, Directions, and Culture for Young People, Part 1 (Mary Taguchi, Mark Adams)

Development of Self-Directed Learning Materials Based on Needs Analysis (Noriko Fujioka-Ito, Takako Nakakubo)

10:00 – 11:15 a.m.

Connecting Japanese Language, Directions and Culture for Young People, Part 2 (Mary Taguchi, Mark Adams)

Placement Practices at the College Level: How Are Students Placed? (Suwako Watanabe, Noriko Iwasaki, Misumi Sadler)

1:30 – 2:45 p.m.

NCJLT General Meeting

4:30 – 5:45 p.m.

Adventures in Japanese I – IV (Hiromi Peterson, Naomi Hirano-Omizo)

Issues Regarding Japanese Teaching at Community Colleges and Adult Schools (Shingo Satsutani, Hiroko Furuyama)

6:00 – 7:15 p.m.

Sensei Online: Five Years of Grass-Roots Professional Development Online (Keiko Schneider)

Evaluating Teaching Effectiveness: Outcome-Based Curriculum Development (Yoshiko Saito-Abbott, Yo Azama, Joanna Hollis)