

ATJ NEWSLETTER

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President's Message

暑い暑いと言っていた夏も終わり、新学期を迎え、みなさん新たな闘志を燃やしていらっしゃると思います。

We have been quite busy over the summer planning for the 2006 International Conference on Japanese Language Education, which is scheduled to be held at Columbia University August 5-6, 2006. The call for papers for this conference has been sent out, and it is also included in this Newsletter (see page 3). The deadline for receipt of abstracts is October 31. Since this conference will replace the ATJ Seminar for 2006, we hope many of you will consider submitting abstracts.

The theme of the conference is "Japanese Language Education: Entering a New Age." This is the first time that such an international conference will be hosted outside Asia, and the Association is working very closely with the National Council of Japanese Language Teachers to organize it. We hope to make the conference a place for both college and pre-college teachers to present

research, make new contacts, and conduct dialogues. The conference will also feature all three disciplines of the ATJ (language, linguistics, and literature). The plenary speakers for the conference are Professor Merrill Swain (specialist in Second Language Acquisition at the University of Toronto) and Professor Susan Napier (specialist in Japanese culture and anime studies/theory at the University of Texas at Austin). Invitations have been sent to various Japanese language organizations around the world, including Japan, Korea, Australia, PRC, Hong Kong, Taiwan, Europe, and Mexico. There will also be many invited panels, as well as individual paper/panel presentations. Please go to the conference web site for details: www.japaneseteaching.org/icjle.

The ICJLE committee consists of three officers of ATJ (Naomi McGloin, Wesley Jacobsen, Seiichi Makino), three officers of NCJLT (Shingo Satsutani, Laura Koga, Michael Klumepfer), the members of the 2006 ATJ Seminar Committee (Mutsuko Endo-Hudson, Junko Mori, Lindsay Amthor Yotsukura, Haruo Shirane and Fumiko Nazikian from Columbia University, Hiroko Furuyama (ATJ board member), Kazuo Tsuda (NECTJ), and Susan Schmidt (ATJ office). I am very grateful for their enthusiasm and hard work.

I would like to draw your attention to two upcoming conferences. The ACTFL conference will be held in Baltimore, November 17-20, 2005. The Japan Foundation is planning to hold the second National Symposium on Japanese Language Education in the US on November 20 in conjunc-

tion with the ACTFL meeting. I hope many of you will take advantage of this opportunity to be informed of what's happening and to discuss your concerns with other teachers from different regions.

The 2006 annual Association for Asian Studies (AAS) conference will be in San Francisco April 6-9. ATJ will sponsor a roundtable on publishing in the foreign language field, focusing both (a) on the current situation and future prospects for books and journals in the field and (b) on advice for teachers and researchers who wish to find publishers for their work. Judging from the additional proposals that ATJ has endorsed for the AAS conference, it is likely that there will be a number of panels which will be of interest to the ATJ membership. In addition, we are working to see if we can organize several SIG presentations/workshops in lieu of the Seminar. Please look for further information on this in the November issue of the Newsletter.

Best wishes for a productive and successful academic year!

Naomi Hanaoka McGloin

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News of the Alliance

On-line Resource for Teaching and Learning Culture Being Developed

The Alliance of Associations of Teachers of Japanese (AATJ) is participating in a multi-language project called LangNet (www.langnet.umd.edu), which is creating an online database of resources for teachers and learners of 14 world languages. This online resource will be available free to all teachers and students.

In the coming year, the database development task force will concentrate on materials that are easily available and can be used to make culture an integral part of Japanese language education. A task force of K-12 and college-level teachers has been formed to evaluate materials and write reviews and recommendations for their use in the classroom. Emphasis will be placed on materials that are easily available—for example, downloadable online.

As the first step in the process, the task force has developed a survey to assess teachers' needs and available resources. Please help by (a) completing the survey, either on-line at www.colorado.edu/ealld/atj/ATJ/langnetq.html or with the paper copy inserted in this issue of the Newsletter, and (b) asking other teachers you know to complete the survey. Thank you!

AP Japanese Updates

AP Japanese Moves Forward

This is a brief report on the development of the Advanced Placement (AP) Japanese Language and Culture course and examination. Late last year, with input from the field, the College Board established the AP Japanese Task Force, comprising six high school-level teachers and six university-level teachers. The Task Force met three times between December 2004 and May 2005. The reports of the first two meetings have been posted at the College Board's web site, <http://apcentral.collegeboard.com>. (Scroll down the opening page to "New World Language Courses," under the "Update" heading, to navigate to the pages containing information on AP Japanese.)

The Task Force finished drafting AP Japanese Language and Culture course descriptions, specifications for developing the AP Japanese Language and Culture examination, and sample examination questions. It is worth noting that the AP Japanese Language and Culture course and examination are based on the philosophy and ideas of the National

Standards. The examination is a proficiency-oriented, performance-based assessment in which examinees' functional skills, rather than discrete grammar and lexical knowledge, are evaluated.

The College Board has just formed an AP Japanese Development Committee, which consists of three high school teachers and three university teachers. This committee will work with Educational Testing Service, which is contracted to develop and administer the AP Japanese Language and Culture examination, and develop the first AP Japanese examination, which will be administered in May 2007. Once the Committee approves the course description and examination specifications developed by the Task Force, they will be posted at the College Board website.

AP Japanese Language and Culture courses will be offered beginning in fall 2006. The College Board will provide high school teachers with a number of professional development opportunities, e.g., Pre-AP Workshop, AP Japanese Workshop, AP Japanese Summer Institute, and an online chat room. In addition, the College Board has been providing supporting tools and materials. Its AP Central web page includes sample course syllabi for AP Japanese courses, featured articles, reviews of teaching resources, an online discussion group, and so forth. Educational Testing Service will publish an AP Japanese Teacher's Guide, which also will include sample course syllabi, lists of useful resources, teaching hints, etc.

Whether you will teach an AP Japanese course or not, there will be opportunities for you to get involved with AP Japanese. The AP Japanese Development Committee is a standing committee whose members rotate every year. The College Board is always looking for Japanese language teachers who are willing to serve on this committee. The test developed by the Development Committee will be pre-tested with university students. Your university can

volunteer to be a pre-testing site. (The pre-test of the first AP Japanese examination is expected to start in spring, 2006.) The free-response part of AP Japanese examination is rated by Japanese teachers who are recruited from the field. You will be able to offer AP Japanese Workshops for the College Board. If you are interested in becoming a trainer, refer to its web page. Your campus can host one-day Pre-AP or AP Japanese workshops. Finally, the College Board will publish the results of the AP Japanese exam every year, which you can use for your research.

Japanese-language Information on the AP program (including the history of the program and a two-page Q & A document) is available on the ATJ website.

The creation of an AP Japanese Language and Culture course and examination will have a strong impact on our field, by raising the quality of Japanese language instruction in the United States, establishing articulation between secondary-level and post-secondary level Japanese language education, increasing the number of advanced-level Japanese language learners, and so on. I hope that you will actively get involved with the development and implementation of AP Japanese Language and Culture course and examination.

Y.-H. Tohsaku, Chair
AP Japanese Development Committee
University of California, San Diego

AP Japanese at ACTFL 2005

This year's American Council on the Teaching of Foreign Languages (ACTFL) conference in Baltimore (Nov. 17-20) will feature a number of sessions on Japanese language pedagogy, linguistics, classroom technology, and other topics. Two sessions will be held on the upcoming Japanese Advanced Placement (AP) program, one sponsored by the College Board and the other sponsored by the Alliance (AATJ). Both will provide information and support for teachers who will be administering the AP test, teaching AP courses, or welcoming students who

(cont'd. on page 4)

2006 INTERNATIONAL CONFERENCE ON JAPANESE LANGUAGE EDUCATION (ICJLE)

“Japanese Language Education: Entering a New Age”

COLUMBIA UNIVERSITY, NEW YORK, AUGUST 5-6, 2006

www.japaneseteaching.org/icjle

Following the 1998 International Symposium in Tokyo on Japanese Language Teaching, there has been an increased awareness of the need for cooperation and networking among Japanese teachers' organizations around the world. Since then, international conferences to promote these goals have been organized in Korea (2000), the People's Republic of China (2002), and Japan (2004). On August 5-6, 2006, the next conference in this series will be hosted by the Association of Teachers of Japanese (ATJ), in cooperation with the National Council of Japanese Language Teachers (NCJLT) at Columbia University in New York City, U.S.A. This will be the first such major international conference to be held outside of East Asia.

The conference aims to provide a forum for Japanese language educators from around the world to share and discuss new challenges they are facing as well as to propose solutions. It will highlight issues that will be of interest across levels—college and pre-college—and disciplines—language, literature, and culture and provide a forum where researchers and practitioners alike can present their research findings and new pedagogical ideas.

Keynote addresses at the conference will be delivered by Professor Merrill Swain (specialist in Second Language Acquisition, University of Toronto) and Professor Susan Napier (specialist in Japanese culture and anime studies/theory, University of Texas at Austin). In addition, there will be a series of invited panels (which may address topics such as articulation, heritage language learning, cultural proficiency, SLA, study abroad, linguistics, literature, visual and pop culture, and creative ideas/ unique classroom techniques), individual paper presentations (which may be grouped to create multiple paper sessions), poster sessions, and a series of small group discussions on various topics (such as professional development, materials exchange, and international networking).

Details regarding formatting and submission of abstracts and the deadline for their submission are provided in the Call for Papers below. Topics for paper sessions may include but are not limited to: a. Instructional methods: innovative, content-based, immersion, National Standards, special purposes, project work, critical pedagogy, audio-visual. b. Instruction, learning, and assessment of various skills: pronunciation, vocabulary, orthography, listening, speaking (including OPI), reading, writing, grammar, discourse, culture and current events in Japan, pragmatics/sociolinguistics, modern and classical literature, translation. c. Language learners: study abroad, grade levels, proficiency levels, heritage learners, business learners, diversity, interaction with students at other schools. d. Teachers: training, resources, materials development, classroom management. e. Program and institutional needs: advocacy, management, assessment, articulation, Advanced Placement, K-6, secondary schools, community and 4-year colleges and universities. f. Instructional technology: available types, application to language learning, future innovations, interactive learning, web-based activities and assessment. g. Research: second language acquisition, language pedagogy, literature, linguistics.

Call for Papers

It is strongly preferred that abstracts be submitted online: www.japaneseteaching.org/icjle. If you have difficulty submitting your abstract online, please contact: webmaster@japaneseteaching.org. General questions about the submission guidelines should be directed Professor Mutsuko Endo Hudson, Chair, Program Committee: icjle@yahoo.co.jp. General questions about the conference should be directed to the ATJ office: atj@colorado.edu. Abstract submissions are not limited to members of the Association of Teachers of Japanese or the National Council of Japanese Language Teachers.

Abstracts will be accepted, in English or Japanese, for presentations of **individual papers** (time limit: 20 min. with an additional 5 min. for discussion; abstract length: max. 300 words or 700 characters in Japanese) and **panel sessions** (time limit: 100 min./session; max. 4 papers/session. If a discussant is included, max. 3 papers plus presentation by the discussant. Abstract length: max. 300 words or 700 characters in Japanese/abstract. Include one summary abstract describing the joint focus of the panel plus an abstract for each of the individual papers). This limit applies only to the body of the abstract; reference citations may be attached additionally without counting against the limit. Due to the limited number of presentation slots, potential participants may submit only one abstract for a paper, either as an individual presenter or as part of a panel. Discussants need not submit abstracts of their prepared comments, but a summary abstract for the panel as a whole should also be submitted on behalf of the group, either by the panel organizer or by one of the paper presenters. (The summary abstract does not count as a paper abstract submission.) A few slots will also be reserved for poster presentations of papers that cannot be accommodated in the regular individual sessions.

Deadline for receipt of all abstracts: **October 31, 2005**

have completed the AP program. The sessions are scheduled for Saturday, November 19. If you will be attending the ACTFL conference this year, please plan to attend one or both of these important sessions.

AP^(R) Japanese Language and Culture Online Event

A free on-line event, "Introducing AP Japanese Language and Culture" will be presented by The College Board on September 14, 6:30 to 8:30 p.m. (EDT). During this interactive, live presentation, Masumi Reade, a member of the AP Japanese Task Force, will explain the development of the AP Japanese Language and Culture Course. Reade is a Japanese teacher at The Woodlands High School in The Woodlands, Texas. Reade will cover such topics as the AP Japanese Language and Culture Examination, the course description and its objectives, the course's timeline for development (including workshops), the course's benefits, the qualities/skills necessary for potential students and exam takers, and how "the five C's" will be assessed on the exam. The event will include a question-and-answer session for participants.

College Board online events and workshops are presented using Elluminate online software. To attend this free event, you will first need to download and install Java Web^(TM) Start on your computer in order to access the event on Elluminate. For instructions for this free download and for system requirements, go to the following URL:
<http://apcentral.collegeboard.com/article/0,3045,149-0-0-36839,00.html>.

After you have installed Java Web Start, go to the following URL shortly before the start time to participate in the event:

<https://www.illuminate.com/site/external/launch/demo.jnlp?password=306503987.html>.

If you encounter technical difficulties, contact:

onlineevents@collegeboard.org.

Participation will be limited to the first 100 people to log in.

Bridging Project News

Seventy-six undergraduate students from colleges and universities across the United States were awarded Bridging Scholarships for Study Abroad in Japan beginning in Fall 2005. The scholarship program is administered by ATJ and supported by grants from the Japan-US Friendship Commission and the US-Japan Bridging Foundation. Since 1999, a total of 585 scholarships have been awarded to students studying abroad in Japan.

The goal of the Bridging Project is to promote study abroad in Japan by larger numbers of American undergraduate students. Contributors to the Fall 2005 scholarships include Citigroup, Deloitte Touche Tohmatsu, The Freeman Foundation, Lockheed Martin, Morgan Stanley, PricewaterhouseCoopers & Chuo-Aoyama Audit Corp., Shinsei Bank, The Starr Foundation, Teradyne, and Weyerhaeuser.

The Bridging Scholars hail from a variety of schools—public and private, large universities and small colleges—in 35 states. Their majors range from biology and engineering to fine art and music, but they share a common interest in Japan, its language and culture. Their destinations also vary, from giant campuses in Tokyo to intimate consortium programs in rural Japan. A list of the Fall 2005 recipients, their home schools, and their destination programs can be found below.

ATJ is accepting applications for the next group of Bridging Scholarships, for study in Japan in Spring 2006. Please encourage your students to apply for these scholarships. Application brochures were recently mailed to all ATJ members, and they can also be found online. The deadline for receipt of applications is **October 5, 2005**. For more information on the scholarships or to receive more application forms, visit the

Bridging Project on the Web at www.colorado.edu/ealld/atj. For information on the Bridging Foundation, visit www.bridgingfoundation.org.

Bridging Scholarship Recipients—Fall 2005

John AUER (Pitzer College) → Sophia University (CIEE)
 Jennifer BANAGALE (University of Florida) → Kansai Gaidai
 Jason BARRETT (University of California – San Diego) → Keio University
 Leticia BECERRA (San Diego State University) → Seinan Gakuin University
 Jenna BENDEL (College of St. Benedict) → Bunkyo Gakuin University
 Amanda BENZ (University of Georgia) → Kyoto University of Foreign Studies
 Joshua BERKOWICZ (Naropa University) → Friends World Program, Kyoto
 Diane BIEDERMAN (North Carolina State University) → Kansai Gaidai
 David BOWER (University of Arizona) → Konan University
 Qamar BRADFORD (San Diego State University) → Osaka Arts University
 Nia BRADLEY (Howard University) → IES Tokyo
 Alexandra BRODMAN (Emory University) → Kyoto Center for Japanese Studies
 Matthew CAQUETTE (Boston College) → Waseda University
 Molly CHIANG (Cornell University) → IES Tokyo
 Dusty CLARK (West Texas A & M University) → Kansai Gaidai
 Karen CLAUNCH (Birmingham Southern University) → Kansai Gaidai
 Gregory COBB (Ohio State University) → International Christian University
 Matthew CONROY (St. John's University) → Bunkyo Gakuin University
 Jeremy COWIE (Lawrence University) → Waseda University
 Michael DAVIDSON (Case Western Reserve University) → Tohoku University
 Jessica DAVIS (Temple University) → Kansai Gaidai
 Kelly DENNIS (Middlebury College) → Kyoto Center for Japanese Studies
 Michael ELLIS (University of Pennsylvania) → International Christian University
 Elizabeth ENGH (Colorado State University) → Kansai Gaidai
 Elnara EYNULAYEVA (University of Massachusetts) → University of Tsukuba
 Jennilee FINN (Drexel University) → Sophia University (CIEE)
 Ashley FITZGERALD (Middlebury College) → Nanzan University

Jolene FLOHE (Grand Valley State Univ.) → Japan Center for Michigan Universities
 Gregory FLYNN (Western Michigan University) → Rikkyo University
 Ashley FORD (Ohio University) → Chubu University
 Julia GOODMAN (Louisiana State University) → International Christian University
 Anthony HALLER (Oregon State University) → Waseda University
 Dianne HAMMOND (University of Wisconsin – Madison) → Nanzan University
 Heather HARR (University of Florida) → Aoyama Gakuin University
 Adam HARRIS (University of North Carolina – Chapel Hill) → Kwansei Gakuin
 Michelle HAUK (Kalamazoo College) → Doshisha University
 Janelle HERR (Drexel University) → Sophia University (CIEE)
 Brendan HUBBS (University of Kansas) → Obirin University
 Nathaniel HUTCHINSON (University of Texas-Austin) → Tohoku University
 Lioudmila IVANOVA (University of Alaska-Fairbanks) → Tohoku University
 Akeem JENKINS (University of Washington) → Keio University
 Leandra JONES (SUNY – New Paltz) → Nagasaki College of Foreign Studies
 Kristina KOEPKE (Case Western Reserve University) → Nanzan University
 Jane LEE (Stony Brook University) → University of Tsukuba
 Stephen LEE (University of Louisville) → Kansai Gaidai
 Michele LEFKOWITZ (Connecticut College) → Associated Kyoto Program
 Peggy LIU (University of California – Berkeley) → Meiji Gakuin University
 Yin Ping LO (University of California-Berkeley) → Meiji Gakuin University
 Katherine LUNDY (Washington Univ. in St. Louis) → Kyoto Center for Japanese Studies
 David LY (Linfield College) → Kanto Gakuin University
 J. Scott LYONS (Washington Univ. in St. Louis) → Kyoto Center for Japanese Studies
 Russ MCMACKIN (University of Washington) → Keio University
 Marinda MELONSON (University of Washington) → Waseda University
 Rebecca MERRITT (Hobart & William Smith Colleges) → Japan Center for Michigan Universities

Molly MOLVIK (Willamette University) → Kansai Gaidai
 Jennie MORAWETZ (Stanford University) → Kyoto Center for Japanese Studies
 Victoria NG (University of Virginia) → Temple University Japan
 Son NGUYEN (University of Texas – Austin) → Sophia University (CIEE)
 Rachel NICHOLSON (University of Maryland-College Park) → Hiroshima University
 Rowland O'FLAHERTY (University of California-Santa Barbara) → Tohoku University
 Douglas POLAND (Temple University) → Temple University Japan
 Jinni PRADHAN (University of San Francisco) → Sophia University
 Dylan RAIFE (Grinnell College) → Waseda University
 Matthew REBHOLZ (Arizona State University) → Waseda University
 Jinnie REGLI (College of St. Benedict) → Bunkyo Gakuin University
 Matthew ROGERS (Williams College) → Associated Kyoto Program
 Milena ROONEY (Ursinus College) → Obirin University
 Jeremy ROUSU (Washington State University) → Kansai Gaidai
 Justin SEARLS (Calvin College) → Japan Center for Michigan Universities
 Mallory SEVEY (Colorado College) → Waseda University
 Regina SUVAJIAN (University of Rhode Island) → Seinan Gakuin University
 Lisa VANDERKOLK (Earlham College) → Earlham Studies in Cross-Cultural Education Program, Morioka
 Kevin WILSON (University of South Carolina) → Japan Center for Michigan Universities
 Kam Ho WONG (University of Georgia) → Waseda University
 Houa XIONG (University of Wisconsin-Madison) → Keio University
 Shannon YOKOTE (University of Hawaii-Manoa) → Nanzan University

Job Openings College/University Positions

Amherst College

The Department of Asian Languages and Civilizations at Amherst College seeks applications for a *tenure-track position in Japanese Literature, at the Assistant Professor level*, to begin July 1, 2006. Responsibilities include teaching Japanese literature of all periods in translation, directing senior theses, and teaching in inter-

disciplinary courses. The candidate is expected to possess near native fluency in the Japanese language and must have a strong commitment to scholarly research and publishing and to undergraduate teaching and advising. The candidate's area of research may be any field of classical or modern Japanese literature. Candidates must have completed the Ph.D. or show evidence that it will be completed by September of 2006. Salary is competitive. Letter of application, current curriculum vitae, official transcripts showing the highest degree completed, two samples of written works, and at least three letters of recommendation to: Chair, Japanese Literature Search Committee, Dept. of Asian Languages and Civilizations, Box 2242, Amherst College, Amherst, MA 01002-5000. Review of applications will begin **November 1, 2005** and continue until the position is filled. Amherst College is a private undergraduate liberal arts college for men and women, with 1,600 students and 190 faculty members. Located in the Connecticut River Valley of western Massachusetts, Amherst participates with Hampshire, Mount Holyoke, and Smith Colleges and the University of Massachusetts in the Five-College Consortium. EO-AAE. Amherst College encourages women, persons of color, and persons with disabilities to apply. The administration, faculty, and student body are committed to attracting qualified candidates from groups presently underrepresented on our campus.

Brandeis University

The Department of German, Russian and Asian Language and Literature (GRALL), Brandeis University, Waltham, MA., seeks an *Assistant Professor of East Asian Languages and Literatures* for a tenure-track position beginning in July 2006. The candidate must have a Ph.D. in either Chinese or Japanese Languages and Literatures or in Comparative Literature. Fields of specializations are open, but the candidate must have a particular strength in either Chinese or

Japanese literature as well as a demonstrated strong second area of interest such as Asian cultural studies, global studies, comparative literature, film studies, or women's studies. Fluency in English and in Chinese or Japanese is essential, along with a dynamic teaching ability in both language and literature courses, as well as the teaching of writing in English. The candidate must also have a strong commitment to pursuing scholarship in his or her chosen area of interest.

The successful candidate will join a small, tightly knit department of colleagues who have a wide variety of interests and areas of expertise. There will be opportunities to contribute to other interdisciplinary programs on campus. Teaching duties will include four courses a year, chosen from among language courses, literature courses (both surveys and more particularized courses), and more broadly based interdisciplinary courses, including our university seminars which are designed for our first-year students.

Letter of application, c.v., a small writing sample, and evidence of teaching excellence to Robin Feuer Miller, Chair of German, Russian, and Asian Language and Literature, Mailstop 024, Brandeis University, 415 South Street, Waltham, MA 02454-9110. Applications should be received as soon as possible, but no later than **November 1, 2005**. AA-ROR. Brandeis University is committed to building a culturally diverse intellectual community and strongly encourages applications from women and minorities.

Colby College

Colby College invites applications for a tenure-track position as *Assistant Professor [Japanese]* in the Department of East Asian Studies; duties to begin in September 1, 2006. Desired qualifications include Ph.D. in Japanese language, literature, or related area, native or near native fluency in Japanese and English, and prior teaching experience. The successful applicant will teach Japanese

language at all levels as well as courses in the applicant's specialty and participate actively in the Japanese language program. The successful applicant also will be an active and productive scholar. Letter of application, curriculum vitae, statement of teaching interests and philosophy, statement of research interests, transcripts, and three letters of recommendation to: Chair, Japanese Search Committee, Colby College, Dept. of East Asian Studies, 4400 Mayflower Hill, Waterville, ME 04901. Review of applications will begin **Nov. 1, 2005** and will continue until the position is filled. EO/AEE. Colby is committed to excellence through diversity and strongly encourages applications and nominations of persons of color, women, and members of other under-represented groups. More information: www.colby.edu.

DePaul University

The Department of Modern Languages at DePaul University invites applications for a *tenure-track position in Japanese language and literature at the rank of assistant professor*, beginning in September, 2006. Area of specialization is open, but expertise in modern Japanese literature is preferable. Responsibilities will include teaching Japanese language courses from the first-year through the fourth-year levels; offering advanced courses on literature, culture or film both in Japanese and in English; and contributing to curriculum and program development in our thriving Japanese Studies Program. Candidates must have the Ph.D. in hand by September, 2006, native or near-native fluency in Japanese and English, familiarity with current methods for teaching Japanese, demonstrated expertise in teaching, and evidence of an active scholarly agenda.

We seek candidates with a demonstrated commitment to undergraduate education, experience teaching students of diverse cultural backgrounds, and sensitivity to the educational goals of a multicultural student

population. Tenure-line faculty participate in advising and committee service and regularly teach in DePaul's general education, honors, and interdisciplinary programs. We particularly seek candidates who mirror the diversity of the university and its surrounding urban community, and we specifically solicit applications from women, people of color, and individuals from other historically under-represented groups.

Letter, complete *curriculum vitae*, and three letters of recommendation to: Mark D. Johnston, Chair, Dept. of Modern Languages, DePaul University, 802 W. Belden, Chicago, IL 60614. For fullest consideration, all application materials must arrive postmarked no later than **November 15, 2005**; email applications are not acceptable. DePaul University is committed to diversity and equality in education and employment.

Macalester College

Macalester College announces an opening for a *tenure-track position in Japanese, rank open*, beginning Fall, 2006. Applicants with a Ph.D. in the field of Japanese literature or related subjects, and those with an interdisciplinary approach to the teaching of Japanese literature and culture will be preferred. Native or near-native proficiency in Japanese, and ability and commitment to teach all levels of language are required. College teaching experience is desirable. The successful candidate will have scholarly promise and be expected to teach literature or culture courses in English as well as language courses.

We seek applicants who can contribute to the broader intellectual life of the College, which may include involvement in such activities as First Year courses or faculty seminars. Successful applicants may also contribute to the advancement of one or more of the College's interdisciplinary programs (e.g., Asian Studies).

Letter of application, CV, a brief statement of philosophy on teaching at a liberal arts college, and three letters of reference to: Chair of Japanese Search Committee, Dept.

of Asian Languages and Cultures, Macalester College, 1600 Grand Avenue, St. Paul, MN 55105. Review of applications will begin on **October 1, 2005** and continue until the position is filled.

Macalester College is a selective, private liberal arts college in the Minneapolis-St. Paul metropolitan area. The College enrolls over 1800 students from 50 states and almost 80 countries. EO/AEE. Macalester prides itself on providing support for excellence in teaching and in faculty scholarship. We are especially interested in candidates committed to working with students of diverse backgrounds. Successful candidates will be expected to pursue rich research programs as well as to help sustain, as appropriate, the College's emphases on multiculturalism, internationalism, and service.

Pacific University

The Department of World Languages and Literatures at Pacific University seeks applications for a *tenure-track, assistant professor position in Japanese*, to begin August 2006. Responsibilities include teaching all levels of Japanese and one or two courses outside the department, depending on specialty. The candidate must possess near-native fluency in Japanese and must have a strong commitment to undergraduate teaching. Candidates must have Ph.D. or show evidence that it will be completed by September 2006 in Japanese linguistics, literature, language pedagogy, Asian studies or related subjects. Engagement in research required. Letter of application, curriculum vitae, official transcripts, two samples of written works, and at least three letters of recommendation to: Chair, Japanese Languages and Literatures Search Committee, Dept. of World Languages and Literatures, 2043 College Way, Forest Grove OR 97116. Application review begins **November 1, 2005**, and will continue until the position is filled.

Pacific University is a private liberal arts institution with 1200 undergraduate students, located 25 miles

west of Portland, Oregon. EO/AEE. Pacific University encourages women, persons of color, and persons with disabilities to apply. The administration, faculty, and student body are committed to attracting qualified candidates from groups presently underrepresented on campus.

Pennsylvania State University

The Department of Comparative Literature at Penn State seeks a *Lecturer in Japanese* starting Fall 2006. One-year full-time, fixed-term appointment, with benefits, starting August 2006, with possibility of renewal. Responsibilities include teaching Japanese language and perhaps some culture courses, from introductory through advanced; and participation in programmatic service such as advising, supervision of graduate assistants or other instructors, and curriculum development for our B.A. program in Japanese. We prefer candidates who are interested in further developing our technology-enhanced instructional environment and in collaborating with colleagues who teach other languages. Minimum requirements: Master's in Japanese or a related discipline; near-native ability in both Japanese and English; appropriate teaching experience; and evidence of high quality in teaching. Salary competitive. Letter, c.v., and the names of 3 referees to: Japanese Lecturer Search Committee, c/o Ms. Cindy Bierly, Dept. of Comparative Literature, School of Languages and Literatures, The Pennsylvania State University, Box A, 311 Burrowes Building, University Park, PA 16802-6203. Applications can also be sent by fax to: 814/863-8882, Attn: Cindy Bierly; or by email to: cqb2@psu.edu. Applications received by **November 15, 2005**, are guaranteed full consideration, though review of applications will continue until the search is concluded. <http://complit.la.psu.edu/japanese/index.html>. Penn State is committed to Affirmative Action, equal opportunity and the diversity of its workforce.

Pennsylvania State University

Penn State is seeking candidates for a *tenure-line or tenured position in Comparative Literature and Japanese* (Assistant, Associate, or Professor according to qualifications). Tenure-track or tenured according to rank and qualifications. Starting date: August 2006 preferred. Help develop our major in Japanese within a Comparative Literature context. Participate in the undergraduate and graduate programs in Comparative Literature. Areas of specialization may include, but are not limited to: modern Japanese literature; film and media studies; East-West or regional or global relations; classical Japanese; culture and gender studies; a literary field plus second language acquisition. Native or near-native ability in Japanese (ability to teach Japanese at all levels of the curriculum) and relevant teaching experience required. Ph.D. in Comparative Literature, Japanese, or related field required. Applications received by **November 15, 2005**, will receive full consideration; however, all applications will be considered until the search is concluded. Salary competitive. Letter, c.v., and names of 3 references to: Japanese Faculty Search Committee, c/o Ms. Cindy Bierly, Box E, Dept. of Comparative Literature, 311 Burrowes Building, The Pennsylvania State University, University Park, PA 16802-6203, USA. Applications may also be sent by email to: cqb2@psu.edu or by fax to: 814/863-8882. <http://complit.la.psu.edu/japanese/index.html>. Penn State is committed to Affirmative Action, equal opportunity, and the diversity of its workforce.

Other Positions

Baltimore County Public Schools

The Baltimore County Public School System is interested in *qualified and trained Japanese teachers*. In order to be considered, the following requirements are requested: Bachelor's Degree in Asian Languages or Japanese; teaching certificate from an accredited institution in the United

States or be eligible for certification in the United States; student teaching experience or at least one year of demonstrated or satisfactory teaching experience; be eligible to work in the United States. For additional information and procedures for applying, please contact: Dr. Raymond E. Banks, Sr., Baltimore County Public Schools, Office of Personnel, 6901 Charles Street, Towson, Maryland 21204. 410/887-4453. EOE. www.bcps.org.

Defense Language Institute

The Defense Language Institute Foreign Language Center, in Monterey, CA, is hiring *full-time Japanese language teachers*. Responsibilities: Intensive student-centered environment with diverse opportunities for faculty development. Teaching students listening, reading, writing, and speaking skills, as well as geopolitical, economic and social issues, in an immersion-proficiency based environment. Class preparation, checking homework and grading tests. Teaching four to six hours a day in a 40-hour work week, Monday -Friday 7:45 am to 4:45 pm. Faculty members are expected to stay abreast of current foreign language teaching theories and methods. Qualifications: An academic rank will be determined on the basis of information contained in Vacancy Announcement FPS-05-001 "Academic Rank Information" section. In addition to the Academic Rank qualifications, applicants must have near-native language proficiency in all skills and strong English skills. Language testing will be required for recommended candidates. Four-year accredited university degree is the minimum requirement. Related degrees in foreign language education, linguistics, MATFL/TESOL, language, literature, education, educational psychology, or educational administration etc. are preferred. (MA or higher preferred.)

The Defense Language Institute Foreign Language Center (DLIFLC) is accredited by the Accrediting Council for Community and Junior Colleges

of the Western Association of Schools and Colleges. It is a year-round school specializing in foreign languages. Offering 20+ languages to approximately 3,000+ students from the four military services, courses at DLIFLC are intensive. Faculty members work in teams. Students attend classes six hours a day five days a week. Located in Monterey, California. Variable start dates throughout the year.

Applicants must be U.S. citizens, U.S. permanent residents or have authorization to work in the United States. Salary is based on Faculty Pay System Schedule for DLIFLC and is dependent on education and experience (see salary ranges in the FPS-05-001). Tenure-track, full-time, and federal benefit eligible. Vacancy Announcement FPS-05-001 is open until **January 7, 2006**. Applications are accepted year-round; please see our website (www.dliflc.edu) for this position (Vacancy Announcement FPS-05-001) and for other current language openings. Contact DLI via email at Rodrigo.Fidel@monterey.army.mil or by telephone at 831-242-4403. See the How to Apply section for details on submitting a completed application. Please tell us in a cover letter or our survey where you heard about our vacancies. EOE.

Candidate Available

Yosuke Ishii: I am looking for a job teaching Japanese at a middle/high school or a college. I completed a Master's in Teaching English as a Second Language at Central Missouri State University in May 2005 and have experience teaching both college and pre-college students. I am familiar with teaching foreign language theories and methodologies. I am a native speaker of Japanese, and I have a good command of the English language. I am a patient person and a logical thinker. I can be contacted at myosuke_ishii@yahoo.com.

Programs & Workshops

2006 Summer M.A. Program in Japanese Pedagogy at Columbia University

The Graduate School of Arts and Sciences (Department of East Asian Languages and Cultures) invites applications for the 2006 summer M.A. program in Japanese Pedagogy, from Monday, June 5 to Friday, August 4. Courses: Elementary Japanese Pedagogy (6/5-6/23), Seiichi Makino, Princeton University, and Naomi Fujita, University of Wisconsin at Madison; History of Japanese Language (6/26-7/7), Peter Hendriks, Australian National University; Second Language Acquisition Theory (7/10-7/21), Keiko Koda, Carnegie Mellon University; Special Topics (7/24-8/4), Naohiro Takizawa, Nagoya University.

Degree candidates may fulfill the requirements for the M.A. degree in three consecutive summers or in any three summers within a period of six years by taking eleven courses and writing an M.A. thesis with a focus on a particular area of Japanese pedagogy. During these three summers, students take courses for six weeks in one summer and nine weeks during the other two summers. Non-degree candidates can only take the Elementary Japanese Pedagogy course.

Special Admission Requirements: B.A. or equivalent from an accredited institution in the U.S., Japan or elsewhere, proficiency in English (for native Japanese speakers: 230/570 TOEFL or above) or Japanese (for non-native Japanese speakers/ACTFL: Advanced-High or above). More information is available from the Graduate School site for the Japanese Pedagogy M.A. program: www.columbia.edu/cu/gsas/departments/japanese-pedagogy/departement.html.

Please apply online at: <https://app.applyyourself.com/?id=COL-GAS> Deadline: **February 15, 2006**. Contact Shigeru Eguchi (se53@columbia.edu), Vice Administrative Director of the 2006 Summer M.A.

Program in Japanese Pedagogy, Dept. of East Asian Languages and Cultures (EALAC), 514 Kent Hall, Columbia University, New York, NY 10027. 212/854-3523. Fax: 212/678-8629. Successful applicants will be notified of their admission by the middle of March. On-campus housing is available during the summer.

Grants, Fellowships & Awards

LCTL project minigrant competition for 2005-2006

To augment its support of LCTL teachers, the LCTL Project at CARLA, the U of Minnesota, will award grants of up to \$4,000 for the development and submission of sharable material for teaching a LCTL. The materials will be used to expand the LCTL Project's growing collection of web-based instructional materials.

Cooperative proposals (from between 2 and 5 LCTL teachers) are encouraged for this competitive round. The deadline for application submission is **Monday, 5 December 2005**.

Successful proposals will clearly demonstrate how the material would be used by a classroom teacher or by independent students. Proposed projects will preferably offer extended activities that include authentic pictures/sound/videos. Development of independent-study material and activities is also encouraged in this competition if the applicants document a national need.

For a more complete description and application form, please go to www.carla.umn.edu/lctl/materials/grant.html.

Items of Interest

Call for Proposals:

2006 NCOLCTL Conference

The Ninth Annual Meeting of the National Council of Less Commonly Taught Languages (NCOLCTL) is scheduled for April 28-30, 2006, in Madison, WI (with a pre-conference

workshop scheduled for April 27). Proposals are solicited for individual papers, colloquia, and poster sessions. Proposals should fall broadly within the conference theme: "Expanding the LCTL Capacities in the United States." 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 LCTLs. 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 completed 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 confer-

ence 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 **September 26, 2005**. Applicants will be notified by the Program Committee by October 14, 2005 whether or not their proposal has been accepted. Submission of proposals by email is strongly encouraged: ncolctl@mailplus.wisc.edu. If email is not available, proposals may be sent by hard copy to: NCOLCTL, 4231 Humanities Bldg., 455 N. Park St., Madison, WI 53706.

Call for Papers: International Association of Asian Studies

National Conference, February 13-18, 2006, Baton Rouge, Louisiana. Abstracts, not to exceed two (2) pages, should be submitted that relate to any aspect of the Asian and Asian American experience. Subjects may include, but are not limited to: literature, demographics, history, politics, economics, education, health care, fine arts, religion, social sciences, business and many other subjects. Please indicate the time required for presentation of your paper (25 minutes or 45 minutes). Abstracts with home and college/agency address **must** be postmarked by **Tuesday, November 15, 2005**. Send abstracts to: Dr. Lemuel Berry, Jr., Executive Director, IAAS, PO Box 325, Biddeford, ME 04005-0325. 207/839-8004. Fax: 207/839-3776. aaasconference@earthlink.net. www.NAAAS.org.

Call for Proposals: IJET-17

IJET-17, the latest round in the series of International Japanese/English Translation conferences, will be held June 17-18, 2006, at the International Conference Center Kobe, Kobe, Japan. The IJET-17 Organizing Committee is now accepting proposals for presentations and panel discussions at IJET-17.

The Organizing Committee invites proposals dealing with all aspects of Japanese/English translation, including topics of interest to beginning

translators, topics of interest to experienced translators, and topics related to the business of translation. Proposals that focus on a specific field, such as translation in chemistry or translation of literature, as well as proposals on general topics, such as translation resources or professional development for translators, or proposals concerning specific types of documents, such as patents or contracts, are encouraged. Presentations and panel discussions may be conducted in Japanese, English, or both.

To submit a proposal for a presentation or a panel at IJET-17, please send the following information to Richard Sadowsky (ijet-17@jat.org) by November 1, 2005: Title of presentation or panel, abstract for presentation or panel (max. 150 words); length of presentation or panel (50 minutes or 80 minutes); name(s) of presenter(s) or panel members; bio for each presenter or panel member (max. 100 words per person); email address for presenter or contact person.

If you have an idea for a panel but need help identifying other participants, please contact the Committee. If you have any questions about the program at IJET-17, please don't hesitate to ask.

Information about the IJET conferences: www.jat.org/ijet-17. Information about the venue: www.kcva.or.jp/kcc/icck/e-index.html.

Call for Papers: NCOLCTL Spring 2006 Journal

The Journal of the National Council of Less Commonly Taught Languages (NCOLCTL) is soliciting articles for publication. As the official journal of the Council, the journal serves the professional interests of teachers, researchers, and administrators of less commonly taught languages in all settings and all levels of instruction. The Journal is refereed and published once a year. Articles dealing with all aspects of less commonly taught languages are welcome, with preference given to articles dealing with educational and policy research, classroom innovation, and program

development, sustenance, and advocacy. While articles focusing on specific less commonly taught languages are welcome, to be accepted the article must be framed within the overall context of less commonly taught language education, thereby insuring that all our readers are benefited, and honoring the founding principle of the Council, "collective solutions to common problems."

In preparing the manuscript, please use the latest edition of the Publication Manual of the American Psychological Association (APA). Manuscripts should be a maximum of 25 pages (excluding references, charts, notes, etc.) and preferably submitted electronically via email attachment. Double-space the manuscript throughout, including notes, references, and tables, using 12-point font with a 1.5 inch left margin. The manuscript should be accompanied by a 150 word (or less) abstract and a cover sheet containing the manuscript title, name, address, office and home telephone numbers, fax number, email address, and full names and institutions of each author. Because the manuscript will be blind reviewed, identifying information should be on the title page only, and not appear in the manuscript.

The submission deadline is **October 14th, 2005**. Please send three hard copies with a disk/electronic version to: NCOLCTL, 4231 Humanities Bldg., 455 North Park St. Madison, WI 53706. 608/265-7903. Fax. 608/265-7904. ncolctl@mailplus.wisc.edu. www.councilnet.org/conf/conf2006/call-paper.htm.

Call for Papers: Fifth Biennial International Conference on Practical Linguistics of Japanese (ICPLJ)

March 4 (Sat.) & 5 (Sun.), 2006. San Francisco State University.

Aims and Scope: ICPLJ is intended to bring together researchers on the cutting edge of Japanese linguistics and to offer a forum in

which their research results can be presented in a form that is useful to those desiring practical applications in the fields of teaching Japanese as a second/foreign language and computer-assisted language learning (CALL) technology. All topics in linguistics will be fully considered, including: phonology, morphology, syntax, semantics, lexicon, pragmatics (discourse analysis), second language acquisition (bilingualism). Abstracts submitted must represent original, unpublished research.

Publication: A book of "selected papers" (approximately 12) presented at the conference will be published. The publication of the papers enables the ideas from the conference to reach an even larger audience around the world, further benefiting countless researchers, teachers, and their students.

Conference Language: The length of each presentation will be thirty minutes (20 minutes for exposition, 10 minutes for questions). Presentations may be in either English or Japanese.

Submission Guidelines: All submissions should be mailed and post-marked by **November 1, 2005**. We regret that we cannot accept submissions by fax or email. Submit three copies of a clearly titled one-page summary, on which the author is not identified (on A4 or letter-size paper, in 12 point type, with at least 1.25 inch [approximately 3 cm] margins on all sides). This summary will be used for review, as well as for inclusion in the conference program book if your abstract is accepted. Examples, figures, tables, and references may be given on a second page. (1) All conference papers will be selected on the basis of summaries submitted. (2) Any information that may reveal your identity should not be included in the summary. (3) Summaries will be accepted in Japanese or English. (4) If the language in which you would like to give your presentation differs from the language of your written summary, please let us know. (5) No changes in the title or the authors' names will

be possible after acceptance. (6) You may be requested to send in a copy of your summary (in MS-Word format). For each author, please attach one copy of the information form available at www.sfsu.edu/~japanese/conference/ICPLJ.htm.

To accommodate as many papers as possible, we reserve the right to limit each submitter to one paper in any authorship status.

Send submissions to: Dr. Masahiko Minami, Fifth Biennial International Conference on Practical Linguistics of Japanese (ICPLJ), Dept. of Foreign Languages and Literatures, San Francisco State University, 1600 Holloway Ave., San Francisco, CA 94132. 415/338-7451.

cplj@sfsu.edu

www.sfsu.edu/~japanese/conference/.

Japanese-Korean Linguistics Conference

The 15th Japanese/Korean Linguistics Conference will be held at the University of Wisconsin-Madison October 7-9, 2005. Please visit the conference website for the conference program, registration information, and other details: <http://imp.lss.wisc.edu/jk15conference/JK15index.htm>. The Center for Advanced Language Proficiency Education and Research (CALPER) will also host a pre-conference workshop on authentic discourse data on October 6 from 1:30-5:00 p.m.

Cultures and Languages Across the Curriculum Conference

The conference "Cultures and Languages Across the Curriculum: Responding to a National Need" will be held November 5-6, 2005. It is hosted by the University of Iowa, International Programs, in collaboration with Binghamton University. This conference is designed for students, faculty members, international education professionals, and campus administrators interested in exploring the use of language and culture as a tool for internationalizing the curri-

culum across all disciplines. Teachers from elementary and secondary schools will find useful information that can be adapted to their instructional circumstances. Information on the conference is available online at http://intl-programs.uiowa.edu/projects/CLAC_info.htm.

2005 Japanese Language Proficiency Test

The Japan Foundation administers the Japanese-Language Proficiency Test (JLPT) once a year in December in order to evaluate and certify the language proficiency of non-native speakers of Japanese. Each year, the JLPT has met with an enthusiastic response from the public. Examinees numbered more than 300,000 last year, in as many as 39 countries. This year's test will be held on December 4, 2005.

The test has four different levels (Level 1 being the most proficient level and Level 4 the beginner level); the examinee can choose the level that best matches his or her ability and training. Each test is made up of three sections: writing-vocabulary (100 points); listening (100 points); reading-grammar (200 points). Passing scores are 70% or higher for Level 1 and 60% for Levels 2, 3, and 4.

The Japan Foundation, Los Angeles administers the JLPT at 8 test sites in the US through local host institutions. The US test sites for 2005 are: Honolulu, Los Angeles, San Francisco, Seattle, Chicago, Atlanta, Washington D.C., and New York.

This is a valuable opportunity, not only for non-native teachers of Japanese to sharpen their skills and prove themselves, but for all students of Japanese to challenge themselves. The registration deadline for the 2005 test is **October 7, 2005**.

Registration and more information: www.jflalc.org/?act=tpt&id=8. noryoku@jflalc.org. 213/621-2267.

In the ongoing effort to make the JLPT support system as comprehensive as possible, The Japan Foundation, Los Angeles is trying to gather information about what types of sup-

port are currently available for test takers. If you are aware of, or involved in, a preparatory course in high school, college, Saturday school, or Japanese language school, please contact Mike Jaffe at the Japan Foundation (mike_jaffe@jflalc.org) and let him know about your program, in as much detail as possible.

Akira Miura Decorated by Japanese Government

One of the pioneers in the Japanese language education field in the United States, Professor Akira Miura, received the Order of the Sacred Treasure, Gold Rays with Rosette, from the Japanese government in a ceremony in Tokyo in May 2005. Miura, professor emeritus in East Asian languages and literature at the University of Wisconsin-Madison, was honored for a life of promoting friendship and cultural exchange between the United States and Japan. Miura played an important part in shaping Japanese language study in the US, not only at UW-Madison for 32 years, but also as an officer and Board member of ATJ and an active mentor to many teachers working in the field today. ATJ congratulates Miura-sensei on this honor!

International OPI Symposium Report

The 4th International Symposium on OPI was held, with more than 200 participants from Japan, the US, Korea, and Europe, on July 29-31, 2005 in Hakodate, Japan, in conjunction with twentieth anniversary of the Japanese Language and Japanese Culture Program of the Hokkaido International Foundation (HIF). The organizers were Prof. Fumio Yamazaki, Director-General of HIF, Prof. Keiko Horii of Musashino University, and Prof. Osamu Kamada of Nanzan University. The July 30 program started with a keynote speech entitled "Kataru, Kiku, Chinmoku-suru" by an illustrious scholar of religious studies, Prof. Tetsuo Yamaori, past Director-Gen-

eral of the International Research Center for Japanese Studies (Nichi-bunken), followed by comments by Prof. Seiichi Makino of Princeton University. The afternoon session was an in-depth panel discussion on the topic "Can we assess the learner's cultural competence?" The four panelists included two ATJ members, Prof. Kamada and Prof. Yasu-hiko Tohsaku of University of California at San Diego. The discussion was based on Prof. Makino's 2003 paper with a similar title. On July 31 the focus was placed on OPI: a demonstration by Prof. Makino was followed by comments by Prof. Suwako Watanabe of Portland State University, a special lecture on the OPI-based teaching methodology by Prof. Hiroyuki Yamachi of Jissen Women's College, and presentation of a dozen research papers based on OPI data. A complete report will be available from HIF (iked@hif.or.jp) at the end of this year.

Summer Institute Held for K-16 Teachers

A Summer Institute for K-16 teachers of the Japanese language in North America, sponsored by the Japan Foundation, Los Angeles, and the Alliance of Associations of Teachers of Japanese (AATJ), was held at the Florida International University in Miami during the summer of 2005. A 7-day on-site session (June 26-July 2) was preceded by an online pre-workshop session (June 12 - 25). A total of 11 teachers successfully completed the course. Four quarter credits (2.66 semester credits) from UCLA Extension were available for those participants who wanted to receive credit.

The objectives of the workshop were set as follows: (1) learning about the development of the AP Japanese program, (2) becoming familiarized with the Standards for Japanese Language Learning, (3) adopting computer technology to one's own teaching practices and using it to create Japanese lessons that include authentic materials acquired on the Internet, (4) discussing how to

establish well-articulated Japanese language instruction in one's local area, and (5) sharing ideas and experiences with other participants.

The instructors were Yasu-Hiko Tohsaku (University of California, San Diego) and Maki Watanabe Isoyama (The Japan Foundation, Los Angeles). The teachers who completed the course are: William Collazo (Deerfield Beach High School, FL), Asuka Haraguchi (Florida International University), Marcia Muench (Donna Klein Jewish Academy, FL), Mako Nozu (University of South Florida), Harue Patterson (Phillips High School, FL), Lori Sato (North Cobb High School, GA), Kazue Schmitz (Columbus High School, GA), Hiromi Ninomiya Tanis (Florida International University), Takami Taylor (LaGrande College, GA), Miwako Winters (East High School, CO), Hiroshi Yasuda (Palmetto Senior High School, FL).

During the workshop, practical implementation of the National Standards and technology to a Japanese class was the focus. During the discussion, the participants also exchanged their experiences and the problems they have encountered, especially those related to teaching credentials and the No Child Left Behind legislation. Participants gave 20-minute presentations on the last day, introducing the lessons and sample activities that they constructed during the workshop.

The Alliance plans to share some of these activities—like those that have been developed at other summer institutes and workshops—with teachers nationwide via a web site that will be introduced this fall.

The cooperation of the Association of Florida Teachers of Japanese (AFTJ) and Florida International University is greatly appreciated.

Second Language Research Forum in Australia

The 5th Pacific Second Language Research Forum (PacSLRF) will be held on July 4-6, 2006 in Brisbane, Australia. It will be a part of LINQ 2006: www.linq06.une.edu.au/, a series of

linguistic and applied linguistics meetings to be held at the University of Queensland during that month.

PacSLRF is a venue for data-based and theoretical papers on areas of basic research in Second Language Acquisition (SLA). Topics include, but are not limited to, SLA in instructed and naturalistic settings; the effects of second language (L2) instruction on the rate and route of L2 development; the role of individual differences (in e.g., aptitude, age, personality, motivation) in SLA; competing models of SLA processes; SLA theory construction; the acquisition of L2 pragmatics; bilingualism; the influence of cognitive variables (e.g., memory and attention) on L2 learning and use; the assessment of L2 use and development; and methodological issues in research into L2 acquisition.

Conference keynote speakers tentatively include David Birdsong (University of Texas), Patricia Duff (University of British Columbia), Rod Ellis (University of Auckland), and Bonnie Schwartz (University of Hawaii).

PacSLRF 2006 is accepting proposals for individual papers (40 minutes) and colloquia (2 hours and 10 minutes). The deadline for submission is January 15, 2006. For full details, see the Call for Papers section of the PacSLRF 2006 website: www.emsah.uq.edu.au/pacslrf2006/.

CALPER Digital Video Archive of Interactions Available

The Center for Advanced Language Proficiency Education and Research (CALPER) is happy to announce that the web site for its Japanese Project, "Learning Through Listening Towards Advanced Japanese Language Proficiency," now offers a selection of digital video clips of naturalistic interactions along with their transcripts and ideas for classroom activities. Please visit <http://calper.la.psu.edu/learningthroughlistening/> to find out more about this project.

This project aims at providing digital video clips of speech samples, which can be incorporated into intermediate or advanced level Japanese

language courses. These video clips have been developed from unscripted, spontaneous interview and conversations with various Japanese speakers. These clips can be used not only for improving learners' listening comprehension skills, but also for encouraging learners to explore features of spontaneous speech, which have not been introduced systematically in the classroom. By doing so, we believe, we can increase the learners' awareness towards sociolinguistic, pragmatic, and strategic factors as well as the significance of nonverbal means of communication. We also believe that these clips, which present Japanese speakers' voices on topics frequently discussed in Japanese language classrooms, can provide strong motivation for the learners to increase their proficiency in Japanese.

The Instructors' Manual provides the background and goal of the current project and some guidelines for incorporating these video clips into your classroom. In the Sample Materials section, you can review portions of selected video clips and accompanying transcripts and ideas for their use in the classroom. The access to the entire collection of currently available video clips in the Material Bank is restricted to registered Japanese instructors by the password protection system. Upon reviewing the manual and samples, if you are interested in reviewing the entire collection and using some of these video clips for your instruction, please fill out the online application form to receive a username and password. If you have any questions, suggestions, or comments on the contents of this project, please send an email to Junko Mori at jmori@wisc.edu. We hope to incorporate as much feedback as possible in the future development of the CALPER Japanese project.

Books on Haiku for Japanese Learners

Rise, Ye Sea Slugs! (480pp./\$25) and *Fly-ku!* (240pp./\$15), by Robin D. Gill, contain nearly a thousand haiku about sea cucumber (*namako*) and flies, respectively. While not written for the express purpose of teaching the reader to read Japanese, the books contain the original Japanese for each haiku (most are from the Edo era), a romanized version, and a transliteration, or gloss, as well as multiple translations and explanations of the translation as needed, making the books ideal for the intellectual student who wishes to improve his or her skills or teachers who wish to test themselves. Teachers might want to read inside the books at Amazon.com or Google Print to determine their suitability for their students. The author notes that he wishes he had had books like these when he tried to take his reading skills beyond the read-by-dictionary stage. Reviews for both books may be found at <http://paraverse.org>.

Language and International Business Workshop

On February 23-25, 2006, the Center for International Business Education and Research (CIBER) at the University of Memphis will offer its annual Language and Culture for International Business Workshop, in Memphis. The workshop, for foreign language faculty, offers participants insights into the relationship between foreign language and international business, discusses how to develop a business language curriculum, and explores resources available in this field. The Japanese section of the workshop will be led by Dr. Robert Russell of Brigham Young University and Dr. Yuki Matsuda of the University of Memphis. The registration fee is \$495, with a limited number of \$200 scholarships available. Information: Jeanne Tutor (jtutor@memphis.edu). To register: www.people.memphis.edu/~wangctr/Pages/For_Lang_Wksp.htm.

Aurora Foundation Scholarships for Non-native-speaking Teachers

The Aurora Japanese Language Scholarship Foundation (JLSF) is currently accepting applications for 2006 scholarships. JLSF was established in 1998 to encourage teachers of the Japanese language as well as to generate international cultural exchange. These awards will enable the awardees to carry out a project of their choice in Japan. Each awardee will receive a \$3,000 scholarship and round-trip air tickets from the USA to Japan (coach class).

The project can be anything that would enhance the quality of the awardee's teaching. Applicants are encouraged to propose any projects they would like to carry out but are currently unable to because of the lack of funding. Types of projects awardees may choose are unlimited! For example, projects may include:

1) Studying Japanese at a pre-existing program, such as the Japan Foundation Japanese Language Institute (application deadline for the Urawa teachers program is the first week of December: www.jpf.go.jp/e/urawa), or Hokkaido International Foundation (their deadline is the end of February: www.hif.or.jp/en/);

2) Traveling around the country to gather authentic materials for teaching purposes, including taking photographs and making films;

3) Visiting a school(s) in Japan to learn more about their education system;

4) Volunteering at Japanese non-profit organizations to learn differences and similarities in how different cultures operate in a working environment; or

5) Experiencing Japanese New Year's with a host family and write up the experience on a web page.

After their Japan trip, scholarship awardees will be required to submit reports to the JLSF about their experiences in Japan.

Qualifications: 1. Non-native Japanese speaker and citizen of the USA; and 2a. In-Service Japanese

language teacher in any school level; or b. graduate student studying Japanese language education who is committed to becoming a Japanese language teacher in the USA; or c. Pre-service Japanese language teacher currently studying to obtain a teaching credential for teaching Japanese.

3. Must be available for an oral interview in person or by phone.

4. Must be able to attend the award ceremony to be held in Autumn 2006 in Los Angeles (tentative). (Travel expenses and accommodations will be covered by JLSF.)

Required application documents:

1. Completed application form.
2. Current resume/biography.
3. Official college transcript sent directly from the college to the JLSF.
4. Photograph of applicant (optional).
5. Two letters of reference.

6. A typed letter no longer than 3 pages on 8 1/2"x11" (double spaced, font size 10pt or 12pt) that describes the potential scholarship recipient and proposed project. The letter should include the applicant's background, goals, current activities, commitment to Japanese language education, a detailed description of their proposed activity in Japan, and a proposed budget (excluding airfare between the U.S. and Japan.).

Deadline: All applications must be postmarked on or before **December 9, 2005**, and addressed to: JLSF Scholarship Application, 3127 Nichols Canyon Road, Los Angeles, California 90046.

Note: We are now accepting applications year round. If your scholarship project has an urgent deadline (before our official announcement date) we may consider granting the scholarship early if your project is selected.

Judging criteria: Applications will be judged by the JLSF selection committee and the JLSF Board of Directors, according to the following criteria: long term commitment to Japanese language education; teaching experience and training background, i.e. methodology

courses, workshops, seminars, and conference participation; usefulness and appropriateness of the project; design and feasibility of the project within the budget; applicability of the project results to teaching.

Up to two winners will be selected, depending on application volume and quality of applications, from anywhere in the USA. Selection will be announced by December 30, 2005.

Entries, including photographs, will not be critiqued or returned. From the time of submission, all entries are the property of the JLSF.

Check our website for updates: www.jlsf-aurora.org.

ATJ Newsletter deadlines

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

Regional News

West Coast

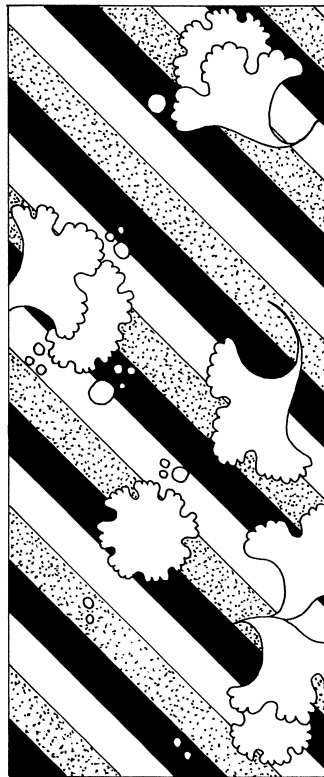
43 SDSU Japanese Language Students

Honored: Thirteen San Diego State University students received scholarships totaling \$3,200 for outstanding performance in Japanese languages classes from Kyocera International and Deloitte Touche Tohmatsu at the school's 22nd annual awards presentation ceremony May 2 at SDSU. Thirty additional students also were recognized for their outstanding achievements by the Japanese Language program.

The \$1,500 22nd Annual Kyocera Japanese Scholarship was awarded by Mr. Rodney Lanthorne, President of Kyocera, and Mr. George Woodworth, Vice President for Administration of Kyocera, to Shawn Dunne, a double major in Japanese and linguistics. The winners of the 19th Annual Deloitte Touche Tohmatsu Japanese Scholarship for Accounting Majors are Oi-Kay Ho and Glen Ideta. Both are international business majors. Ms. Hiral Parekh, Accounting Associate from the San Diego Office of Deloitte Touche Tohmatsu, presented Oi-Kay and Glen with the \$250 scholarship.

In addition, the 19th Annual Kyocera Best Student Awards, featuring \$120 scholarships, were presented to the top students in each of ten language classes. Thirty students were honored with Certificates of Merit as recipients of the 6th Annual Honorable Mention awards of SDSU's Japanese Language Program.

Dr. Dan McLeod, Professor Emeritus, was introduced as a special guest. Dr. McLeod donated \$3,000 to the program in 1999, allowing the purchase of teaching materials. He also established the "Dan McLeod Japanese Language Endowment Fund" with \$15,000, so that the Program will receive monetary support from his Endowment Fund permanently. He announced at the reception that he added \$2,000 to his Endowment Fund in April 2005.



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Visions for the Future: Don't Let Our Ship Sink

The 2nd National Symposium on Japanese Language Education in the US, sponsored by The Japan Foundation, Los Angeles, Sunday, November 20, 2005 (after the ACTFL Conference), The Wyndham Baltimore, Inner Harbor Hotel. 1:00–6:00 p.m.: Symposium (free registration). 6:00–8:00 p.m.: Reception (free registration).

The full inauguration of AP Japanese Language and Culture in the 2006-2007 school year will surely open new horizons for Japanese language education in the United States, bringing with it an era of proliferation. However, there are serious issues and obstacles the extended community of Japanese language educators must confront. One major development is the remarkable breakthrough Chinese language education has seen in recent years, presenting Japanese with major competition. The other major issue is the advent of the “No Child Left Behind Act,” which imposes stricter credential requirements in public K-12 schools, not only for prospective teachers, but also for teachers currently working in the field. If this situation is not addressed, as a result of this act we may see the implementation of massive layoffs of Japanese language teachers in the public school system nationwide.

Given these issues, it is clear that, whether good or bad, major changes in the field of Japanese language education in the US are inevitable over the next few years. The 2nd National Symposium on Japanese Language Education in the US will address all the major issues at hand, both regionally and nationally, prioritize them, and attempt to map out a path toward confronting these issues over the long term.

The 2005 Symposium will be held in conjunction with this year's ACTFL conference in Baltimore. Details will be forthcoming on the Japan Foundation's website at www.jflalc.org.

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