

# ATJ NEWSLETTER

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President-elect: Joan Ericson (Colorado College)  
Past President: Naomi McGloin (University of Wisconsin–Madison)

Association of Teachers of Japanese  
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## — ICJLE 2006: Program and Schedule in the Center of This Issue —

### President's Message

Greetings to all from Boston on a sunny spring day. April marked another transition in the roster of ATJ officers: Naomi McGloin is now Past President, I am President, and Joan Ericson has been voted in as our new President–Elect. Let me express my thanks to all of you for the confidence you have shown in entrusting me with this office and to Naomi for her able leadership of ATJ during this past busy year. I look forward to working together with both Naomi and Joan over the coming year as we think about ways to respond more effectively as an organization to the needs of our membership in a changing national and global environment.

I would also like to welcome three new members of the ATJ Board—Kazumi Hatasa, Masumi Reade, and Paul Warnick—and to thank outgoing members Hiroko Furuyama, Keiko Schneider, and Yasuko Ito Watt for their service to the organization over the past three years.

I suspect that there are many in the Japanese language teaching community who, like me, keep one ear constantly attuned to world affairs to discern trends that may affect the future of our profession. Recent global trends are somewhat difficult to interpret in this regard. Although Japan appears to have decisively shaken itself free of the economic doldrums in which it was mired for most of the previous decade, it is China, not Japan, that is attracting greater attention as the emerging political and economic powerhouse in Asia these days. It is of course tempting to point out that while Japan has a population only one-tenth of China's, its economy is over twice as large and Japan will for the foreseeable future provide more fertile career prospects for Western-

ers than China, but that argument seems to miss the point. The reality is that the global influence of Japan is largely measured these days not in "hard" economic terms but rather in terms of the "soft" power exerted by its visual media and popular culture across the globe.

As I consider the state of our profession in the midst of these trends, however, what I find most striking is how much less we have become dependent on external factors such as these, whether hard or soft, than we were in past decades. Despite some lingering exceptions (mostly on the East Coast), college-level students seem much less prone these days to choose (or not choose) Japanese as their foreign language based on what they happen to hear in the media during freshman orientation

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### SPECIAL ANNOUNCEMENT ABOUT THE NEWSLETTER

At the recent ATJ Board and General Membership meetings, held in San Francisco on April 7 (Board meeting) and April 8 (General Membership meeting), discussion focused on a proposal to publish and distribute the quarterly ATJ Newsletter to members primarily in electronic form. The idea was received enthusiastically by a clear majority of members attending the General Membership meeting, as well as of current members of the Board; as a result, the Board and the office will spend the next few months exploring the best way to proceed. We plan to begin primarily electronic distribution beginning with the February 2007 issue (Vol. 30, No. 1).

Electronic distribution has in fact begun, with current and back issues of the newsletter already available on the ATJ website for downloading in PDF format. Moving to primarily electronic publication could take several forms: sending a PDF file of the Newsletter to members; posting the Newsletter on the website and notifying members that it is available for downloading; publishing the Newsletter by email in HTML format; or a combination of the above.

Paper copies of the Newsletter will continue to be mailed to libraries and institutional members, as well as to individual members who request them. Our journal, *Japanese Language and Literature*, the Directory of Members, Occasional Papers, and other special publications will continue to be published in paper form.

If you have opinions or ideas about electronic publication and distribution of the Newsletter, please write to the ATJ office: atj@colorado.edu. Look for updates in the September and November [paper] issues.

week and increasingly more based on some sort of prior exposure to Japanese language and culture in their pre-college years. This I take as a sign of the increasing maturation of our profession, and credit for this is largely due to a marked increase in the availability and quality of Japanese language training at the high school level. In speaking with colleagues around the country, it has become clear to me that high school Japanese language programs are playing an increasingly central role in supporting stable college-level Japanese enrollments, most notably in the Midwest and West Coast regions.

Building on this foundation and working toward a better integration of high school and college-level Japanese language education will form a central focus of our energies in ATJ over the coming months and years. Please stay tuned to this newsletter for developments at the high school level—such as the imminent completion of the Japanese Advanced Placement curriculum—that will certainly impact all of us in the Japanese language teaching field, no matter the level at which we teach.

Cooperation between high school and college-level Japanese teaching will also figure centrally in the International Conference on Japanese Language Education that ATJ is co-hosting with the National Council of Japanese Language Teachers at Columbia University on August 5th and 6th. This conference will be the first international event of its kind on Japanese language education held on American soil, and as you look at the program included in the center of this newsletter, I have no doubt you will share the sense of anticipation those of us on the planning committee feel as years of planning are about to come to fruition. I look forward to seeing you in New York for this historic event.

Wesley M. Jacobsen

## News of the Association ICJLE 2006 Update

More than 300 people have registered to attend the International Conference on Japanese Language Education (ICJLE) to be held at Columbia University in New York City. The conference will take place August 5–6, under the sponsorship of ATJ and our sister organization the National Council of Japanese Language Teachers (NCJLT). The program for the conference can be found in the middle pages of this issue of the newsletter. Plan now to attend! If you have not yet registered, you can do so online at [www.aatj.org/conference.html](http://www.aatj.org/conference.html).

In addition, pre- and post-conferences have been planned by the Northeast Council of Teachers of Japanese (NECTJ). The pre-conference (August 3–4) will be a hands-on workshop for pre-college teachers; the post-conference (August 7–9) will focus on Japanese as a heritage language. Complete information on the main conference, the pre-conference, and the post-conference is available online at [www.japaneseteaching.org/icjle](http://www.japaneseteaching.org/icjle).

Partial funding for ICJLE has been generously donated by the Toshiba International Foundation; the Japan Foundation; the Shoyu Club Foundation; Toyota Motor Corporation of North America; The East Asian Languages and Cultures Department at Columbia University; the Donald Keene Center at Columbia University; the Institute for Medieval Japanese Studies at Columbia University; and the Japanese Pedagogy Program at Columbia University.

## Classical Japanese SIG Meeting at AAS 2006

The ATJ-sponsored Classical Japanese (bungo) SIG at the 2006 Association for Asian Studies annual conference drew a large and active audience of over 40 participants. Key speakers Ed Kamens, Tim Wixted, and Haruo Shirane opened the interactive session by presenting pedago-

gical background on three major texts for teaching Classical Japanese.

Professor Shirane spoke about his *Classical Japanese: A Grammar* (Columbia UP, 2005), which focuses on presenting bungo as a living language. Designed for non-native speakers, his text assumes intermediate competence in modern Japanese and provides pronunciation guides and English translations of all passages cited. This first volume will be supplemented by a second, the *Classical Japanese Reader and Essential Dictionary*, which is currently in test phase. Professor Wixted, also concentrating on pedagogical tools for intermediate learners, spoke about his *Handbook of Classical Japanese* (Cornell East Asian Series, forthcoming), which he designed primarily as a reference work to be used in conjunction with standard grammars. The work focuses on conjugatable words and contains an especially useful section on “How to Unpack Bungo Verbs.” Wixted’s handbook will also be particularly useful for its nearly exhaustive catalogue of translations into modern Japanese and into an array of European languages.

Accommodating the needs of more advanced learners, Dr. Kamens advocated combining the use of Japanese language textbooks, such as Ono Susumu’s *Shinpen Bungo Bunpō* (Chūō Toshō), with various online resources that present classical Japanese not through brief, out-of-context quotes, but rather through complete annotated editions such as may be found through the University of Virginia’s Japanese Text Initiative (<http://etext.virginia.edu/japanese/texts.html>).

Following these presentations, an extended discussion focused particularly on the need for (1) a clearinghouse for resource materials and (2) better articulation between modern and classical Japanese language instruction. Dr. Steven Carter suggested that next year’s SIG at the AAS in Boston actively include our colleagues in modern Japanese. To that end, we have decided to open the

2007 SIG with a panel of second language acquisition pedagogues. We are also actively working on a resources page, which will be linked to the ATJ home page.

Stephen Miller, Univ. of Mass.–Amherst  
Charlotte Eubanks, Univ. of Virginia

### **Culture and Language SIG Meeting at AAS 2006**

The first meeting of ATJ's Culture and Language SIG, which was held on April 6 and was attended by six people, addressed the basic issues on Japanese culture and on culture in general. The topics which I covered or tried to cover as a coordinator during the two-hour discussion were: 1) crucial ingredients of the definition of culture, 2) a universal notion of culture based on biologically conditioned "cultural instinct," 3) cultural competence—can it be assessed? If so, how? 4) "cultural discourse" with nature of Said's Orientalism—how should we deal with it in our cultural education? 5) links between language and culture from the perspective of "cultural linguistics," 6) reflections on how we language instructors have taught culture in classroom and how introductory Japanese textbooks have dealt with it, 7) how should we integrate the notion of culture as defined in the National Standards into our overall language instruction? I am considering organizing a panel on culture for the 2007 AAS/ATJ after we have prioritized the issues.

Seiichi Makino, Princeton Univ.

### **Japanese as a Heritage Language (JHL) SIG Meeting at AAS 2006**

Three papers were presented at the JHL SIG session held in San Francisco on April 6. "Case study on the positioning of Japanese numeric phrases in JHL children's narratives" by Atsuko Atagi examined the development in the use of quantifiers in narrative among two different age groups of young JHL speakers. "JHL learners' use of ellipsis in spoken Japanese discourse" by Akiko Kuroki studied the difference in the quality

and quantity of ellipsis in the speech of JHL college students in comparison with JFL students. "Cultural and ethnic diversity: Motivational beliefs and Japanese language proficiency" by Masako Nunn was a study of motivational differences among three groups of high school students: JHL students, Asian JFL students, and non-Asian JFL students.

Although the ages of the informants and the research fields were varied, the results were interesting. Atagi's study showed qualitative and quantitative differences in the use of quantifiers between two age groups, and she found a positive correlation between the child's literacy experiences and development in quantifier use. Her study supports the importance of reading for children's language development. Kuroki's study found that JFL speakers who had lived in Japan for a few years outperformed JHL speakers who have never lived in Japan in the use of ellipsis. Her study implies that an immersion experience in Japan is an important factor for overall language development even for JHL speakers. Nunn's study found that JHL students and Asian JFL students showed similarities in the importance of parental aspiration as a motivation to learn Japanese in high school, while non-Asian students' motivations were different from these two. Her study shows the importance of examining cultural differences or similarities in addition to the motivational variables that have previously been studied.

Masako O. Douglas  
California State Univ., Long Beach

### **ATJ Endowment Is Growing**

ATJ has joined the ranks of other non-profit organizations in establishing an endowment fund. Contributions of any amount to this fund, which are tax-deductible, will help to ensure that the Association can continue to provide services to members in the future. A contribution has recently been made to the Endowment by Duane Olson. Please consider donating when you next renew your membership, or by mail at any time.

For more information, contact the ATJ office.

### **Minutes of ATJ Board Meeting, September 17, 2005, Madison, Wisconsin**

Attending: Naomi McGloin (president), Seiichi Makino (past president), Wes Jacobsen (president-elect); Hiroko Furuyama, Mutsuko Endo Hudson, Janet Ikeda, Junko Mori, Yoshiko Mori, Keiko Schneider, Yasuko Ito Watt, Eve Zimmerman (Board members); Kim Jones, Sarah Strong (Journal editorial committee members); Susan Schmidt (ATJ office).

The minutes of the previous meeting (April 1, 2005) were read and approved.

*President's Report:* McGloin reported on progress in the planning of the International Conference on Japanese Language Education (ICJLE), which will be held in August 2006 and will be co-hosted by ATJ (with NCJLT, and with support from the Nihongo Kyoiku Gakkai). The Call for Proposals has been distributed in Japanese and English. Invitations to participate have been sent to eight organizations of Japanese language education around the world. Funding proposals will be sent to the Japan Foundation, Toshiba Foundation, and several other organizations.

McGloin attended the annual meeting of the Joint National Committee for Languages/National Council for International Studies (JNCL/NCLIS) in Washington, DC, in May as representative of ATJ. The meeting was a chance to talk with people from other language fields and to meet Congressional representatives. One impression was that national organizations have less power than state governments where education policy is concerned.

*Past President's Report:* Makino reported that he will be on sabbatical in the 2005–06 academic year and plans to work on ATJ projects, including the ICJLE, as much as possible. He has noticed that student numbers at Princeton have increased; he expects that the advent of the AP program and better articulation between high school and college levels will lead to strong enrollments and strong college-level programs in Japanese.

*President-Elect's Report:* Jacobsen noted that ICJLE planning is taking a lot of time. He spent two weeks during the summer at Columbia and was able to see the facilities; they look very good. It is important to continue ATJ's tradition of leadership and keep it open to people

from all fields. Being inclusive is important—including all constituencies. He is also seeing more cases of students coming out of high school and placing as freshmen directly into upper-level courses at Harvard. Freshmen placing into third-year Japanese, which was virtually unheard of a decade ago, is now not uncommon, and there have even been one or two exceptional cases of freshmen placing into the fourth-year course. It is impressive to see this increase in the ability of students coming out of high school.

*Membership Report:* As of August 31 ATJ had 859 members (561 regular members, 99 student members, 41 part-time faculty members, 12 retired faculty members, and 146 institutional members. The part-time faculty category was new in 2005. The number of International (outside North America) members was 140.

It was noted that the extra amount charged for overseas postage does not nearly cover the cost of mailing four newsletters, a directory, two issues of the journal, and other publications by airmail. An increase in the membership fee for international and institutional members was discussed. Endo moved that the international postage and handling charge added to membership be raised to \$25. Makino seconded. The motion passed.

The Board discussed the need to recruit more members. Suggestions included sending email reminders that membership renewal time is coming up; if possible, include on the membership renewal form a box to check for automatic renewal (credit card payment) every year. Schmidt noted that a secure website for online processing of membership and renewal payments will be up and running in time for 2006 membership renewals; hopefully that will improve the renewal rate and encourage more people to join and renew on time.

Zimmerman offered to take membership materials and promote membership at the annual AJLS conference of literature scholars, to be held at Dartmouth.

*Financial Report:* The balance in ATJ's checking and money market accounts as of August 31 was \$163,122. In addition, sufficient funds are available at the University of Colorado to cover salaries, benefits, postage, and other costs handled through the University until June 30, 2006. Major sources of income are membership dues, newsletter and web site ads, sales of the mailing list, journal royalties from JSTOR, and a grant from

the Japan-US Friendship Commission that covers partial salaries and benefits through its grant in support of the Bridging Project for Study Abroad in Japan. (Schmidt explained the history of this grant and the Friendship Commission's support for ATJ over the past nine years. The support has been strong and continuing, but there is no guarantee that it will continue indefinitely; the grant must be applied for and approved each year.)

It was noted that membership income does not cover the cost of member services that are offered (publications, Seminar, etc.) It would be good to diversify the sources of income, because membership income is probably never going to increase by a very large amount. (It has been steady for several years, in spite of many efforts to increase it.) Both grants and income from services should be investigated. Jacobsen moved to accept the financial report. Zimmerman seconded. Accepted.

*Newsletter Report:* It was suggested that the quarterly Newsletter have photographs and other more graphically interesting material. The membership form should be in each issue. The next issue will be published in November. Board members were asked to solicit articles and news items in their regions.

*Website Report:* Schmidt reported that new online services will be available during the coming year: membership renewal and registration for the international conference will be handled online as much as possible. She plans to work with a nonprofit website developer to redesign the website in 2006 (the current design has been in place since 1998). It was suggested that ideas for the website be solicited from the membership in the newsletter or an e-bulletin. (E-bulletins are sent to the membership once a month.)

*Journal Report:* Kim Jones reported on behalf of Tim Vance for the Editorial Committee of JLL (*Japanese Language and Literature: The Journal of ATJ*). The October issue will go to press at the end of September; it is a special issue on linguistics (discourse and pedagogy). No more special issues are scheduled right now. The April issue will have three linguistics articles. Submissions have been good. Literature Editor Sarah Strong has been editor for 3.5 years: when she started there were no literature articles in submission, but the situation has improved greatly. Two literature articles are being readied for the printer. Some new submissions have resulted from requests

from the editors to screen manuscripts. Interesting articles are scheduled for next year, including a reproduction of an Edo-period manuscript. Strong asked whether she should solicit submissions on listservs and publicize the journal there. The Board thought this was a good idea.

It was noted that culture is a "hot topic" now, and Zimmerman suggested visual culture or pop culture as a topic for a future special issue. It was suggested that an article be published in the newsletter soliciting submissions and mentioning that a broad definition of literature includes culture. It was also suggested that teachers be reminded that the journal is archived online through JSTOR and that JLL is a good source of articles for course packs.

Pedagogy specialists also have the impressions that JLL is not the place for them. Maybe because we serve so many audiences, JLL is not considered a first-line place to submit articles by any one of them.

Jones noted that the majority of articles submitted are in applied linguistics. A special issue on translation was suggested, and this was strongly endorsed by the Board.

In response to a question from the Board, it was confirmed that the language of the journal is English (not Japanese). There are many outlets for publication in Japanese in our field.

*Nominating Committee Report:* Watt reported that suggestions for Board nominees had been solicited from the membership. Board members may suggest names until September 23. The Nominating Committee will review the suggestions and draw up a slate of candidates in October, taking into consideration issues of diversity in native language, geography, gender, and so on. For 2006 one Board member will be elected from the K-12/community college sector; two will be at-large. Watt will try to recruit three candidates for President (Elect) this year rather than just two (as in the past). Watt asked the Board to consider whether the current system of presidential election is best for ATJ. Will it be possible to find good candidates for presidency every year?

*Seminar Committee Report:* Endo reported on behalf of the ICJLE program committee. (In 2006 the Seminar will be replaced by the ICJLE. Keynote speakers and invited panelists on selected subjects have been invited. A RFP for individual and panel presentations is posted on the website. Submission will be online only

(except in special cases by request). RFP web pages are posted in both languages. Three readers will review each abstract (blind review). Endo asked Board members to volunteer to read in their specialty areas and to suggest other readers. Readers in literature are especially needed. Strong, Zimmerman, and Ideka offered to advise the conference program committee on literature/culture readers and submissions. The deadline for submission is October 31.

It was noted that the announced theme of the conference—Japanese language education—will not attract literature specialists. It was suggested that in sending messages about the conference and the RFP to listservs, it is important to put literature and culture in the subject line along with language.

*Bridging Project Report:* Schmidt noted that applications are coming in for the scholarships that will be offered for Spring 2006 study in Japan. Scholarships are offered twice a year—about 100 given annually, total of more than 600 since the project began in 1999. The selection committee consists of 12–15 people, and Board members who are interested in serving are cordially invited. Makino, Jones, Watt, and Ikeda have served on the committee and strongly encouraged others to do so: committee work is mainly reviewing 25–30 applications in one or two rounds twice a year (April/May and October/November). The Bridging Project has been a very successful effort to encourage more students to study abroad and has raised the profile of programs in Japan. Study abroad officers at colleges around the US are now aware of the project and of Japan as an option for students.

#### Old Business

*Increasing Membership:* Tools for recruiting new members (and keeping old one) were discussed. Makino sensei suggested a One-for-One membership campaign, asking each member to recruit a new member. Faculty members can promote membership to their graduate students. It was noted that many lecturers and other younger members join once (often in order to present at the Seminar) and then fail to renew their memberships.

Ideas were discussed for providing services that would attract and keep members. Ikeda and Mori (Yoshiko) suggested holding mock interviews at the Seminar (like ADFL/MLA does). These would be practice interviews with experienced faculty members and talks with people who have recently secured posi-

tions. Another idea was providing discounts for members on publications from Kodansha International, Kuroshio, and other publishers.

It was suggested that the Job Line section of the website have a banner saying: "Do you find this useful? Become a member of ATJ!"

It was suggested that we work with local and regional organizations and offer discounts for ATJ membership (CATJ, CLTA, NECTJ). A possible problem is that many of these organizations are already affiliated with our sister organization NCJLT. Membership could also be promoted at the meetings of regional organizations.

#### New Business

*2006 Association for Asian Studies Conference:* Because of the ICJLE in August, there will not be an ATJ Seminar in conjunction with the AAS conference in San Francisco in April. The board will meet on Friday night. SIGS have been asked if they would like to organize sessions on Thursday, the usual Seminar time slot: Heritage, Study Abroad, Classical, and Culture SIGs will hold meetings or mini-seminars. (The JHL SIG will present refereed papers by new faculty or graduate students.) Instead of a booth in the exhibit hall, ATJ will buy an ad in the AAS conference program, advertising the ICJLE. The ATJ-designated panel will be a round table on getting published for language and literature specialists (Schmidt organized, with five presenters from journals and book publishers in the field). Three other AAS conference sessions also were endorsed by ATJ: one on teaching about the war and the atomic bombings (chaired by Hosea Hirata), one on teaching and articulation (chaired by Masahiko Minami), and one on *keigo* (chaired by Lindsay Yotsukura).

The future of the ATJ Seminar was discussed. It was decided to hold the ATJ Seminar in conjunction with AAS rather than repeating an independent conference in 2007.

The history of ATJ's affiliation with AAS was reviewed. Early in the history of the organization ATJ was affiliated with MLA, but most members felt MLA was too Euro-centric and felt more comfortable with the Asian focus of AAS. Problems of timing and schedule are different but are barriers with both organizations. At AAS problems include the difficulty for K–12 teachers and lecturers of attending the Seminar on Thursday; the lack of guaranteed slots in the AAS program for affiliates; unwillingness of job candidates to

attend the expensive conference just for interviews; lack of language-focused sessions on AAS program. A stand-alone conference may be the solution ultimately, but it is a great deal of work for a small office and staff. Ikeda offered to research the possibilities of affiliation for the Seminar with MLA.

*AAAL Invitation:* AAAL has invited a representative of ATJ to attend its annual conference in Montreal June 17–19, 2006, and participate in a round table of reps of other organizations. The Executive Committee has accepted the invitation; will decide later how ATJ will be represented. Mori (Junko) may be attending the conference in any case and can represent ATJ as well if needed.

*Katrina Relief Fund:* A request for help from Japanese teachers in the Gulf Coast who were affected by Hurricane Katrina was discussed. It was agreed to publicize the fundraising effort and notify the membership of the campaign via the e-bulletin in early October.

*PR Brochure:* It was suggested that a PR brochure for ATJ be developed. Ikeda offered to draft the text; Schneider and other Board members will send information and samples from ACTFL and other sources.

Respectfully submitted,  
Susan Schmidt

## Job Openings

### College/University Positions

#### University of Alabama

The Department of Modern Languages and Classics at the University of Alabama invites applications for a *non-tenure track, temporary, full-time Japanese instructor position* (one-year contract; position is renewable for longer periods based on satisfactory performance) to start on August 16, 2006. Applicants should have strong pedagogical/research interests related to contemporary Japanese language, culture, and literature. Responsibilities: teach undergraduate levels (beginning to intermediate) of Japanese language courses; coordinate with other international programs at UA to promote Japanese language and culture; assist senior instructor in development of program/curriculum/teaching materials; teach Traditional (Classical) Japanese Literature in Translation (in Eng-

lish); teaching load of twelve credit hours per semester. Qualifications: Master's Degree required in the field of Japanese language and culture; the successful applicant should possess native or near-native fluency in Japanese and must demonstrate excellence in teaching. Review of applications will begin **March 1, 2006**, and will continue until the position is filled. Application letter, complete CV, and three letters of reference to: Japanese Search Committee, Modern Languages and Classics, The University of Alabama, Box 870246, Tuscaloosa, AL 35487-0246. Position subject to availability of funding. AA/EOE. Women and minorities are encouraged to apply.

### Bates College

The Bates College Department of German, Russian and East Asian Languages and Literatures invites applications for a *one-semester replacement position at the level of Lecturer, in Japanese language and culture, or in Japanese language alone*, for Fall 2006. Responsibilities include teaching one upper-level seminar in English (ideally on the portrayal of the samurai in Japanese culture), and two courses in Japanese language at the beginning and advanced (fourth-year) level. Alternatively, applicants may propose to teach three courses in Japanese language, possibly spread between the Fall 2006 and Winter 2007 semesters. Candidates must possess native or near-native fluency in Japanese language and have experience teaching Japanese to college students. Those proposing to teach the upper-level seminar must hold a Ph.D. or be ABD in the field of Japanese literature and culture; those proposing to teach three language courses must hold at least an M.A. in Japanese language pedagogy or a related field. Salary for the three courses is \$24,000. Review of applications begins **March 22, 2006**, and will continue until the position is filled. Selected candidates will be interviewed at the Association of Asian Studies Conference in San Francisco, CA, on April 7-8, 2006.

Letter of application, CV, and two letters of recommendation to: Lecturer in Japanese Search (#R2299), c/o Bates College Academic Services, 2 Andrews Road, 7 Lane Hall, Lewiston, ME 04240. Bates College seeks to assure equal opportunity through a continuing and effective Affirmative Action program.

Founded in 1855, Bates is one of the nation's leading liberal arts colleges, with a long history of commitments to principles of human dignity and diversity. Bates has highly competitive admission and graduates over 85% of its entering students. Over half of its alumni earn graduate degrees. Bates has 1,700 students, 200 faculty members and 550 staff and administrative employees. The College is proud of its strong involvement in the Lewiston-Auburn communities, Maine's second largest population center, with a population of approximately 65,000. The College is 40 minutes from Portland and the Maine coast and 2.5 hours north of Boston. [www.bates.edu](http://www.bates.edu).

### Beloit College

Beloit College, a selective liberal arts college located on the Wisconsin-Illinois border, seeks a *one-year Adjunct Assistant Professor/ Instructor of Japanese language and literature* to begin August 2006. This is a non-tenure-track full-time position. Teaching responsibilities include six courses a year in Japanese language, and in Japanese literature and culture in English translation. Other teaching opportunities for additional compensation may be available. The successful candidate must have teaching experience at the post-secondary level; preference will be given to candidates experienced in curriculum development and in teaching broadly in the field of Japanese Studies. M.A. in Japanese or East Asian Studies required (Ph.D. preferred). Native or near-native fluency in both Japanese and English required. Letter of application and three letters of recommendation, at least one of which addresses the candidate's performance in the classroom, to Professor

Oswaldo Voysest, Chair, Dept. of Modern Languages and Literatures, Beloit College, 700 College Street, Beloit, WI 53511. Email inquiries: [voysest@beloit.edu](mailto:voysest@beloit.edu). Application review will start **March 17, 2006**, and continue until the position is filled. Beloit College is committed to the educational benefits of diversity and urges all interested individuals to apply. AA/EEO.

### Brown University

The Department of East Asian Studies at Brown University, in Providence, RI, invites applications for a *three-year position as Assistant Professor of Japanese language and linguistics*. The position will begin on July 1, 2006 and continue for three years. The preferable areas of specialization are linguistics, second language acquisition, applied linguistics or other related fields. Applicants are expected to teach all levels of Japanese language courses, to offer courses in the field of specialization, and to provide a leadership in developing strong Japanese language curriculum as well as the East Asian Studies Program. Required qualifications: completed Ph.D. by time of appointment; research potential in the area of specialization; native or near-native fluency in Japanese and English; strong teaching record; commitment to serve the university and the profession. Application deadline: review of applications will start on **May 17, 2006**, and continue until the position is successfully filled. Letter of application, CV, and five names of references in MSWord or PDF by email to [Kikuko\\_Yamashita@brown.edu](mailto:Kikuko_Yamashita@brown.edu). EO/AAE. Women and minorities are encouraged to apply.

### University of California, Los Angeles

The Japanese Program in the Department of Asian Languages and Cultures at UCLA seeks applicants for a *full-time lecturer position in Japanese* for the academic year 2006-2007 with possibility of renewal (pending budgetary approval). The lecturer will be responsible for all levels of in-

struction in Japanese, especially Intermediate and Advanced levels. Preference is given to applicants with at least an M.A. degree in Linguistics, Second Language Acquisition, Education, or another relevant area. Applicants should have university-level experience teaching Japanese using proficiency-based methodology, materials development experience, supervisory, teacher-training experience, technology-assisted language teaching, and/or interest in heritage language learners. Review of candidates will begin **May 1, 2006**, and will continue until the position is filled. Letter of interest, CV, and three letters of recommendation to: Japanese Lecturer Search, Dept. of Asian Languages and Cultures, 290 Royce Hall, Box 951540, University of California, Los Angeles, Los Angeles, CA 90095-1540. AA/EOE. Women and underrepresented minorities are encouraged to apply.

### University of Chicago

The Department of East Asian Languages and Civilizations at The University of Chicago invites applications for *one or possibly two Japanese Language lecturer position(s)* to begin September 2006. This is a two-year appointment with the possibility of renewal. Minimum requirement: M.A. in Japanese or related discipline. Teaching load: 2 courses per quarter, one at the elementary and another at a level to be decided. Letter of application, graduate transcript, CV, two letters of reference, and self-designed teaching materials for the elementary level and another level to: Chair of Japanese Lecturer Search Committee, EALC, The University of Chicago, 1050 E. 59th Street, Chicago, IL 60637. Or fax to: 773-834-1323. Information: Hiroyoshi Noto, 773-702-5805, [nhn@uchicago.edu](mailto:nhn@uchicago.edu). Review of applications begins **March 1, 2006**. AA/EOE.

### Emory University

The Japanese program of the Department of Russian and East Asian Languages and Cultures (REALC) of Emory University invites applications

for a *one-year, temporary, full-time position in Japanese language instruction*. Successful applicants will possess at least an M.A. in Japanese language pedagogy, Japanese linguistics, or a related field; near-native proficiency in Japanese and English; and experience teaching Japanese at the college level. Applicants with experience teaching all levels of Japanese language are especially encouraged to apply. Letter of application, CV, and three letters of recommendation to: Japanese Search Committee, Dept. of Russian and East Asian Languages and Cultures, Emory University, 1707 N. Decatur Rd., Atlanta, GA 30322. Review of applications will begin on **May 10, 2006**, and continue until the position is filled. EO/AA.

### Grinnell College

Grinnell College announces a *one-year replacement position in the Department of Chinese and Japanese, area of specialization in Japanese language and culture*. Assistant Professor (Ph.D.) preferred; Instructor (ABD) possible. The teaching schedule of five courses over two semesters will include four Japanese language courses at all levels and a Japanese culture/literature in translation course in the candidate's area of specialization. In their letter of application, candidates should discuss their interest in developing as a teacher and scholar in an undergraduate, liberal-arts environment that emphasizes close student-faculty interaction and values diversity. **Review of applications will start immediately** and will continue until the position is filled. Copies of transcripts, statement of teaching interests, and three letters of recommendation and other supporting materials to: Jin Feng, Japanese Search Committee, Dept. of Chinese and Japanese, Grinnell College, Grinnell, IA 50112-1690. [chinesejapanese.search@grinnell.edu](mailto:chinesejapanese.search@grinnell.edu). 641-269-4803. Fax: 641-269-4953. Grinnell College is committed to attracting and retaining highly qualified individuals who collectively reflect the diversity of the nation. EO/AAE. No applicant

shall be discriminated against on the basis of race, national or ethnic origin, age, gender, sexual orientation, marital status, religion, creed, or disability. [www.grinnell.edu](http://www.grinnell.edu).

### University of Minnesota

The Department of Asian Languages and Literatures in the College of Liberal Arts at the University of Minnesota is seeking applications for *full-time Teaching Specialists/Lecturers to teach language courses in Japanese*. If filled, these positions are for day, or a combination of day/night courses, taught on a semester basis in the College of Liberal Arts. Appointments are for Fall and Spring Semesters: 08/28/06 to 01/10/07 and 01/11/07 to 05/27/07. Salary is competitive based upon qualifications. Appointments are renewable annually depending on departmental need, funding, and performance. Responsibilities: Teach assigned language classes/sections; keep office hours; prepare course materials; engage in curriculum development; prepare and grade exams; and participate in program governance as appropriate. Required qualifications: M.A. or foreign equivalent in Japanese or related area; native or near-native fluency in Japanese, strong English language communication skills; university-level teaching experience in Japanese language; excellent verbal and written communication skills. Preferred qualifications: Ph.D. or foreign equivalent in Japanese or related area; or native speaker with a Ph.D. and two or more years of university-level teaching experience in Japanese. Applicants with Ph.D. hired at Lecturer level; applicants with M.A. hired at Teaching Specialist level. Letter of application, curriculum vitae, and names and addresses of three references to: Teaching Specialist Search Committee, Asian Languages and Literatures, University of Minnesota, 453 Folwell Hall, 9 Pleasant St. S.E., Minneapolis, MN 55455. Priority will be given to completed applications received by **April 21, 2006**. Positions remain open until filled. EOEE.

### University of Notre Dame

The Department of East Asian Languages at the University of Notre Dame invites applications for an *adjunct (and potentially renewable) part-time appointment as instructor of Japanese* for the 2006–2007 academic year. The successful candidate must hold at least an M.A. in pedagogy, linguistics, or second language acquisition or other relevant discipline, have university-level experience teaching Japanese using proficiency-based methodology, and have native or near-native fluency in both Japanese and English. A commitment to pedagogical excellence is expected. Principal instructional duties will be the teaching of beginning and intermediate Japanese courses. Letter of application, CV, a representative sample of teaching evaluations, two letters of reference, and a video of a teaching demonstration to: Lionel M. Jensen, Chair, Dept. of East Asian Languages and Literatures, 205 O'Shaughnessy Hall, University of Notre Dame, Notre Dame, IN 46556. If necessary, the University will provide assistance in obtaining the necessary visa. **Review of candidates will begin immediately** and will continue until the position is filled. The University of Notre Dame is an international Catholic research university. AA/EOE.

### University of Pittsburgh

The Department of East Asian Languages and Literatures of the University of Pittsburgh seeks a full-time *non-tenure-stream assistant instructor for the Japanese language program*, for appointment beginning September 1, 2006. Successful candidates should possess native or near-native proficiency in all skill areas of Japanese and English, hold at least an M.A. degree in language pedagogy or related field, and have teaching experience at the college level, linguistic knowledge of Japanese language, and familiarity with current theories in second language acquisition and language pedagogy. Duties may include teaching both recitation and lecture. Formal training in teach-

ing the *Japanese: The Spoken Language* textbook is preferred. In addition to language teaching, the instructor will be asked to contribute to developing overall effectiveness of the language program in the department. Cover letter, CV, transcript from last university attended, and the names and contact information for three referees to: Japanese Language Search Committee, 702 Old Engineering Hall, University of Pittsburgh, Pittsburgh, PA 15260. Information: Paula Locante, 412-624-5568, plocante@pitt.edu. Applications must be received by **April 28, 2006**. AA/EOE. Women and members of minority groups underrepresented in academia are especially encouraged to apply.

### Purdue University

The Department of Foreign Languages and Literatures at Purdue University invites applications for a *full-time position in Japanese*, beginning August 2006. Applicants must have an M.A. or a Ph.D. in the appropriate field, have at least one year of teaching experience, and demonstrate an excellent functional command of English and Japanese. In addition to teaching language courses at all levels, the position may involve some coordination of multi-section courses and supervision of teaching assistants or lecturers. Continuing lectureships are non-tenured teaching positions, with medical and retirement benefits. Letter of interest, CV, and three confidential letters of recommendation (especially addressing the candidate's teaching strengths) to: Paul B. Dixon, Head, Dept. of Foreign Languages and Literatures, Purdue University, 640 Oval Drive, West Lafayette, IN 47907–2039. Review of applications will begin on **March 15, 2006**; applications will be accepted until the position is filled. AA/EA/EOE. Women and individuals in underrepresented groups are encouraged to apply.

### Rutgers University

Subject to final funding, the Department of Asian Languages and Cul-

tures at Rutgers University invites applications for the *annual position (2006–2007) of full-time instructor in Japanese language*. Requirements are: (1) native or near-native fluency in Japanese and English, (2) minimally, M.A. in applied linguistics, Teaching Japanese as a Foreign Language, Japanese Studies, or other related fields, and (3) must be able to work in U.S. (e.g., U. S. citizens, permanent residents, or persons with appropriate working permits). Evidence of commitment to dynamic and effective language teaching is essential. Teaching duties (of up to 24 credit hours per year) include all levels of Japanese language courses. Although the primary duties of this annual position rest on language courses, the ability to teach general lecture courses is favorably considered. The ideal candidate will also possess the skill and experience to supervise part-time instructors. Application letter, CV, statement of teaching philosophy, and two recommendation letters to: Chair, Japanese Annual Position Search Committee, Dept. of Asian Languages and Cultures, Rutgers University, 330 Scott Hall, 43 College Avenue, New Brunswick, New Jersey 08901–1164.

### Temple University

The Department of Critical Languages at Temple University, Philadelphia, PA, invites applications for a *full-time, non-tenure-track Japanese instructor position* (an initial one-year contract with the possibility of renewal based on satisfactory performance) to start on August 28, 2006. Instruction at all levels. Required qualifications: M.A. or higher degree in Japanese or appropriate related field; evidence of excellence in teaching at the college level. Letter of application, CV, official transcripts, student evaluations of teaching, and two letters of recommendation to: Dr. Barbara Thornbury, Japanese Language Search, Dept. of Critical Languages, Anderson Hall 022–38, Temple University, Philadelphia, PA 19122. Review of applications will begin **March 31, 2006**; applications

will be accepted until the position is filled. EOE.

### Vanderbilt University

The East Asian Studies Program at Vanderbilt University seeks applicants for a *full-time position as Lecturer in Japanese Language* starting Fall 2006. One-year appointment with possibility of annual renewals. Candidates should have an M.A. or Ph.D. in Linguistics, Japanese language pedagogy, or related fields, and native/near-native fluency in Japanese and English. Preference given to candidates with experience teaching at college level. Instruction at all levels. Cover letter, CV, teaching demonstration video, sample teaching evaluations, and three letters of recommendation to: Chair, Japanese Language Search, c/o East Asian Studies Program, Vanderbilt University, VU Station B 351806, 2301 Vanderbilt Place, Nashville, TN 37235. Review will start **March 15, 2006**, and continue until position is filled. AA/EEO.

### Wesleyan University

The Department of Asian Languages and Literatures at Wesleyan University invites applications for the position of *Foreign Language Teaching Fellow in Japanese language*. Applicants must be native speakers of Japanese who are currently pursuing a graduate degree in Japanese Pedagogy, Linguistics, or Second Language Acquisition at a Japanese university or who have graduated from such a program within the past year. The FLTF will assist the master instructor in teaching Japanese language courses for a total of at least 4 classroom hours a week plus office hours. He or she will also serve as a resource person for cultural programs and courses on Asia and the Asian diaspora. The contract is for one academic year, with possible renewal for a second year. The terms of appointment include \$11,000 stipend, one economy-class round-trip airfare for the contract period, and contributions to basic health care and housing. The FLTF is also

eligible to enroll in up to two courses per semester at Wesleyan, tuition-exempt. Letter of application including a statement on teaching philosophy, a CV, and two letters of recommendation (a sample lesson plan for a drill session and a 15-minute videotape of teaching demonstration are desirable if available) to: FLTF/Japanese search, Dept. of Asian Languages and Literatures, Wesleyan University, Middletown, CT 06459 by no later than **February 28th, 2006** (not postmarked). EO/AEE. Women and minorities are encouraged to apply.

### Other Positions

#### National Institutes of Health

The Language Department at the NIH Foundation for Advanced Education in the Sciences, Bethesda, MD, invites applications for a *part-time Japanese Language Instructor* position (initial one-year contract with possibility of renewal based on satisfactory performance) to start in September 2006). Instruction at beginning, intermediate and advanced levels. Required qualifications: B.A. or higher degree in Japanese or appropriate related field; evidence of excellence in teaching Japanese at college level using proficiency-based methodology; knowledge of Japanese culture; and English proficiency. CV and two letters of recommendation to: Foundation for Advanced Education in the Sciences, Attn.: Lucia C. Biederman, Chairman of the Language Dept., One Cloister Court, National Institutes of Health, Bethesda, MD, 20814-1460. AA/EEO. Applications will be reviewed beginning **March 31, 2006**, until the position is filled. FAES encourages women and underrepresented minorities to apply.

### Candidates Available

**Sayo Yamaguchi:** I am searching for a Japanese language teaching position at the middle school, high school, or college level. I will be graduating from the Master of Arts in Teaching Secondary Japanese program at Colorado College in July 2006.

Having an American father and a Japanese mother, I grew up in Japan speaking both languages. I have experience in teaching high school students in a public school system as well as experience with elementary, college, and adult learners. If you would like to see my CV, cover letter and letters of recommendation, please contact me at sayo.yamaguchi@gmail.com.

**Yumiko Kato:** I am searching for a Japanese language teaching position at the elementary, middle/high school, or college level. This May, I will graduate from University of Pennsylvania with a Master's degree in TESOL (Teaching English to Speakers of Other Languages). I have been awarded the prestigious Hymes-Wolfson award for excellence in Educational Linguistics. I possess certificates in Japanese teaching (a 420-hour course), in teaching language for business communication, and in English teaching in middle/high school. I have passed the Japanese Language Teaching Competency Test. I also have experience in teaching Japanese and English to elementary and middle/high school students as well as adults. For several years, I have been engaged in designing and developing computer-assisted foreign language learning tools. I am about to receive an OPT, so I will be able to work for one year. Currently I am living in Philadelphia, but I do not mind relocating. If you would like to see my resume, cover letter, and letters of recommendation, please contact me at kyumiko55@hotmail.com.

### Programs & Workshops CARLA Summer Institutes 2006

The Center for Advanced Research on Language Acquisition (CARLA)—a USDE Language Resource Center at the University of Minnesota—offers a series of internationally-known summer institutes for language teachers each year. These institutes reflect CARLA's commitment to link research

and theory with practical applications for the classroom. Each institute is highly interactive and includes discussion, theory-building, hands-on activities, and plenty of networking opportunities.

Participants at the CARLA summer institutes have come from all over the world. They have included foreign language and ESL teachers at all levels of instruction, program administrators, and curriculum specialists. Over 1,800 language teachers have participated in the summer institute program since it began a decade ago.

The institutes offered by CARLA for summer 2006 are:

"Immersion 101: An Introduction to Immersion Teaching," June 26–30 (Session 1) or July 31–August 4 (Session 2).

**Focusing on Learner Language:**

"Second Language Acquisition Basics for Teachers," July 17–21. "Using Technology in Second Language Teaching," July 17–21. "Developing Assessments for the Second Language Classroom," July 17–21.

**Maximizing Study Abroad:** "Teaching Strategies for Language and Culture Learning and Use," July 17–21. "Culture as the Core in the Second Language Classroom," July 24–28.

**Improving Language Learning:** "Styles- and Strategies-Based Instruction," July 24–28.

**Meeting the Challenges of Immersion Education:** "How well do students speak the immersion language?" July 24–28. "Developing Materials for Less Commonly Taught Languages (LCTLs)," July 31–August 4.

**Teaching and Learning Pragmatics:** "Enhancing Learners' Ability to Use Second Language in Culturally Appropriate Ways," July 31–August 4. "Curriculum Development for Content-Based Language Instruction," July 31–August 4.

The cost of each of the CARLA summer institutes is \$300 if registration is received by May 31, 2006, and \$350 after that date. More information and registration forms are available on the CARLA website

at [www.carla.umn.edu/institutes/](http://www.carla.umn.edu/institutes/).

You can request a print copy of the brochure by contacting the CARLA office at [carla@umn.edu](mailto:carla@umn.edu).

### Japanese Teacher Training Workshop 2006

The Department of Asian Studies at Cornell University will again be offering a four-week intensive Japanese Teacher Training Workshop in the Summer of 2006. Trainees will meet four hours each day beginning on Monday, July 10 and ending on Friday, August 4. Applications are welcome from those with a serious interest in teaching Japanese as well as an ability to receive instruction and communicate in English.

The summer workshop is not a course in language acquisition theory or grammar; rather, the workshop participants learn, through hands-on teaching practice, to conduct an effective Japanese language class. The workshop focus will include such topics as program structure, evaluation of results, adapting methodology to various levels, and eliciting student participation. Trainees successfully completing the workshop will receive four Cornell credits and a certificate of completion. Tuition for the Summer 2006 workshop is set at \$2,600. A limited amount of financial support is expected to be available and will be offered on a competitive basis. The workshop is directed by Robert J. Sukle, Director of the Japanese FALCON (Full-Year Asian Language Concentration) Program at Cornell. Cornell Japanese language instructors will also be assisting in the workshop.

Applications are due by April 1, 2006, with initial admission decisions being made soon thereafter. After April 1, admission will be on a rolling basis provided space in the program is still available. Application forms and more information: <http://lrc.cornell.edu/asian/courses/jttw> or Mary C. Novitsky at [FALCON@cornell.edu](mailto:FALCON@cornell.edu), 607-255-6457.

### Beloit College 2006 Summer Intensive Japanese Program

The Center for Language Studies at Beloit College is pleased to announce its intensive language program for summer 2006. First-, second-, third-, and fourth-year Japanese will be offered this summer. For the nine-week course (June 10–August 11), students receive 12 semester hours of credit. 4½ week sessions are also available.

Language and culture are vital components of Beloit's summer program. Participants not only immerse themselves in the language but also study the target culture through lectures, songs and poetry, the Internet, popular Japanese movies, and excursions to surrounding areas. Superb teachers, personalized instruction, small classes, and a peaceful summer in Wisconsin are just a few of the many benefits offered by the program.

Applications are being accepted now. More information: [www.summerlanguages.com](http://www.summerlanguages.com) or [cls@beloit.edu](mailto:cls@beloit.edu). Other languages offered through our program include Arabic, Chinese, Czech, Hungarian, Korean, Russian, and Spanish.

### Grants, Fellowships & Awards

#### Hamako Ito Chaplin Memorial Award Winner Announced

The Hamako Ito Chaplin Memorial Award is conferred yearly, administered through the Association for Asian Studies. In accordance with the wishes of the Chaplin family, each year a prize of \$1000 is awarded to a current graduate student or a full-time instructor who has completed graduate study within the last three years in an area that directly involves Japanese language teaching. This year's recipient is Eiko Ushida, Ph.D, Lecturer of Japanese, University of California, San Diego.

## Items of Interest

### Japanese Language and Culture Advanced Placement Program Update

Beginning in the 2006–07 academic year, Advanced Placement Japanese Language and Culture will be added to the menu of AP courses and examinations endorsed by the College Board. The exams will be offered by the Educational Testing Service along with other AP exams beginning in May of 2007. Students may take these exams without having taken a course designated “AP Japanese,” and they may also take an AP Japanese course without taking the exam. Scores on the exams will range from 1 to 5, as with all AP subjects, and as with other Advanced Placement subjects, it is up to each college or university to decide whether to offer placement in upper division courses or college credit based on those scores. The Japanese Language and Culture examination is designed to assess whether students are at a level comparable to about 300 hours of university-level classroom instruction. The AP Japanese Language and Culture Course Description is available on the College Board website at [apcentral.collegeboard.com](http://apcentral.collegeboard.com).

Proficiency levels at the end of the course are Intermediate Low to Intermediate Mid in all skills. The course is based on the *Standards for Foreign Language Learning in the 21st Century* and incorporates instruction related to the 5Cs (Communication, Cultures, Connections, Comparison, and Communities), three modes of communication (Interpersonal, Interpretive, and Presentational), and a broad spectrum of Japanese culture, both “high” and “low.” Teachers may register at the College Board website for regular email updates on AP Japanese, as well as for an Electronic Discussion Group devoted to AP Japanese. An AP Japanese Teacher’s Guide is available on the website, as well as a variety of other materials helpful to both teachers and students.

In 2005/06 a second task force of three secondary and three university teachers began working with the Educational Testing Service to finalize the AP Japanese Course Content and to set exam specifications. This group has recently completed a sample Japanese Language and Culture exam, which is also available on the College Board website. The exam consists of multiple choice questions designed to assess listening and reading comprehension (Interpretive skills) and free response questions designed to assess writing and speaking in the Interpersonal and Presentational modes. Each part of the exam contributes a specific portion of the final grade. Grouped by language modality, the exam measures 25% each listening, speaking, reading, and writing. Grouped by communicative mode, the various parts contribute as follows: Interpretive 50%, Interpersonal 25%, and Presentational 25%.

If your school is planning to offer AP Japanese, you should register on AP Central. Professional development opportunities are also posted there, ranging from one-day pre-AP workshops to three-day AP institutes. There is also information on AP Central about Professional Development Scholarships for teachers of Japanese for the AP Annual Conference and accompanying workshops to be held in July in Orlando, Florida.

### AP Readers Needed!

AP Japanese Language and Culture represents a long-term commitment by the field of Japanese language and culture education. There will be an ongoing need for both Readers (AP exam assessors) and Exam Item Writers, and these will continue to be drawn from both secondary and university-level teachers. If you teach a course at the appropriate level, I strongly urge you to consider applying to participate in either or both capacities. It is important to the field that we maintain a strong cohort of teachers available to undertake these tasks. I speak from experience when I

say that such participation is both educational and enjoyable.

To find the application form for Japanese AP Readers:

—Start at [www.ets.org](http://www.ets.org). Click on “Scoring Opportunities.” Click on “Online Scoring Opportunities.” Click on “Information and how to apply for prospective raters” under “Advanced Placement Program (AP)—Chinese and Japanese.” The direct link is

[www.ets.org/portal/site/ets/menuitem.c988ba0e5dd572bada20bc47c3921509/?vgnnextoid=63b016b884f69010VgnVCM10000022f95190RCRD&vgnnextchannel=88067f95494f4010VgnVCM10000022f95190RCRD](http://www.ets.org/portal/site/ets/menuitem.c988ba0e5dd572bada20bc47c3921509/?vgnnextoid=63b016b884f69010VgnVCM10000022f95190RCRD&vgnnextchannel=88067f95494f4010VgnVCM10000022f95190RCRD).

If you have trouble locating the application form, please email me at [laurel.rodd@colorado.edu](mailto:laurel.rodd@colorado.edu) and I’ll email you the link. Please feel free to contact me with any questions.

### CAJLE 2006 Annual Conference

The Canadian Association for Japanese Language Education (CAJLE) will hold its Annual Conference, August 25–28, 2006 at the Japan Foundation, Toronto. This year’s theme: “Japanese Language Education and ‘Living’ Japanese.” August 25–26: Research paper presentations and lectures by guest speakers. August 27: Lectures and workshops/seminars for Japanese language instructors. August 28: Optional day trip and small lunchtime group discussions. Information: [www.cajle.org](http://www.cajle.org). Inquiries: Kimio Tanihara, [tanihara@gmail.com](mailto:tanihara@gmail.com).

### Call for Monograph Proposals

The Monograph/Focus Volume Series of the *Modern Language Journal* will appear as a fifth issue beginning in 2007. Appearing in alternate years, the monograph and focus volumes will be included in individual and institutional subscriptions to the *Journal*. The Focus Volume topics will be set by the MLJ Editorial Board. The Monograph topic will be selected by the Board based on submitted proposals from prospective authors. The first Focus

Volume will appear in 2007. The first Monograph will follow in 2008.

The following guidelines should be used by authors submitting proposals for the first *MLJ* monograph. The *Monograph* (to be under 200 pages in length) may treat any topic related to second language learning and teaching, that is, within the scope of the *MLJ*. Both theoretical topics and extended research studies are welcome. Preference will be given to topics concerning languages other than English, although work in ESL and EFL will be considered if it has implications for teaching other languages as well.

Monograph proposals should include the following:

1) In a detailed statement of purpose (5–7 pages double-spaced, 12 pt. font), include the following: The objective of the proposed monograph and an explanation of the unique and significant contribution it makes to the field of second language acquisition or foreign language pedagogy. The language(s) addressed or illustrated and, if applicable, additional languages to which the work would offer insights. A comparison/contrast with monographs that have covered the same or similar topics and an explanation of what sets your monograph apart from them. An explanation of how the approach taken in the monograph does or does not represent a departure from, or extension of, conventional wisdom. Explain how this monograph will contribute to the discipline. Other comments that reveal different, original, or interesting aspects of your proposed project. A sentence or two explaining why you are submitting your proposal to the *MLJ* monograph series. If possible, a brief description of anticipated special production issues such as the number and type of illustrations, photographs, tables, maps, glossary, appendices, etc. and whether they will require any special design considerations, copyright permissions, etc.

2) A separate annotated outline (table of contents), including a short

narrative for each section that describes how that section contributes to the monograph.

3) If you have a sample chapter, please include it with your proposal.

4) A list of suggested readers, including those who might have already read the manuscript. Some of these readers may be contacted for review; additional readers will also be chosen.

5) Author(s) information: Your *curriculum vitae*, including publications, selected talks, and offices held in professional organizations, as well as contact information.

Electronic files containing monograph proposals are due to the Editor of the series (Barbara Lafford, [blafford@asu.edu](mailto:blafford@asu.edu)) by May 15, 2006. The Editor will inform prospective authors of publication decisions by June 30, 2006. The author(s) of the manuscript chosen will be sent more detailed guidelines and a timeline for manuscript preparation for the 2008 publication date.

### **Assessment of Listening Proficiency (ALP) Second Pilot**

The Center for Applied Second Language Studies (CASLS) at the University of Oregon invites participation in the second pilot of the Assessment of Listening Proficiency (ALP). Based on the information collected from the first pilot in 2005, the test items have been revised, and those items are ready to be piloted. Teachers and their students are invited to try out this online assessment. CASLS is looking for students between Novice-high and Intermediate-mid levels. The pilot window will be kept open until sufficient data are collected, but the target date for completing the piloting is the end of summer 2007. Interested teachers should contact Sachiko Kamioka, Japanese ALP Pilot Coordinator, Center for Applied Second Language Studies (CASLS), 5290 University of Oregon, Eugene, OR 97403. 541-346-5995. [jppilot@uoregon.edu](mailto:jppilot@uoregon.edu).

### **Book Mail Club from Japanese Publishers**

A group of Japanese publishers who publish books on linguistics and language have launched a new web site called "Book Mail Club" at [www.bookmailclub.com/](http://www.bookmailclub.com/). By registering at the website, teachers can receive email magazines ("Oshirase Mail") announcing forthcoming books from participating publishers, which include Taishukan Shoten, Sanseido, Kenkyusha, Hituzi Shobo, and others. The website also provides information on newly-issued books on linguistics and language, and literature, and other fields.

### **Regional News**

#### **Gulf Coast**

*Report from Louisiana Association of Teachers of Japanese, compiled by Masako Dorrill:* As you know, Hurricane Katrina hit New Orleans and the Mississippi coast in August 2005 and caused immeasurable damage in our area. All the universities and schools in the New Orleans area were forced to close for the rest of 2005. The Japanese programs at Tulane University, Loyola University, Dillard University, and University of New Orleans were all affected. Among secondary school Japanese programs, McMain Magnet High School and Moss Point High School in Mississippi were affected. The members of LATJ are very grateful that the members of ATJ and NCJLT reached out to us immediately. We will never forget your heartwarming and generous support.

Here are our members' reports on their situations as of April 15, 2006.

*Kuniko Hall (Moss Point High School, MS):* My roof and ceiling have finally been repaired, but the windows, ceiling, and some other little things have to be fixed before the next hurricane season, which will begin in two months. I really appreciate what NCJLT, ATJ, and Cheng & Tsui Company have done for my Japanese class and my family. Moss

Point High's Japanese 1 class has been using Japanese textbooks donated by Cheng & Tsui Company. My students wrote a thank-you card, but I would like to say thank you again to Cheng & Tsui. Some of the students have lost everything, and the book donation really encouraged them. I also would like to show great appreciation to Dr. and Mrs. Yoshinori Kamo, who organized the relief team.

ラストラプス 紀子 (University of New Orleans): UNOの春学期は1月30日から授業が始まりました。コースはオンラインの初級Ⅰが41人、初級Ⅱが18人、オンキャンパスの中級Ⅰが13人でスタートしました。しかし、オンラインコースからの脱落者が多く、初級Ⅰは18人、初級Ⅱは7人で、さらに二、三人ずつは減りそうです。

秋学期には初級Ⅰを2コースと初級Ⅱを1コース、計3コースをオファーしていますが、初級Ⅰの1コースと初級Ⅱがオンラインで、オンキャンパスは初級Ⅰの1コースだけなので、今後どうなることか見通しはよくありません。過去数年上級を希望する学生が増えてきていたので本来なら春学期に上級Ⅰがオファーされる予定でしたが、この分だと上級など夢の夢で、中級どころか初級Ⅱさえも先行きは心細い限りです。リストラが進められている最中、果たして日本語が生き残れるかどうか、また一から出直しです。

Liberal Arts Building の修繕工事はどうか春学期に間に合い、始業第1日目からオフィスに入れるようになりました。天井になぜか3つも大きな穴が開いていますが、コンピューターをはじめ教材その他すべては無事で、昨年8月26日にオフィスを出たときのままでした。しかし、昨秋お送り頂いたはずのデスクコピーはどこかで水没してしまったようで、JP Trading, Inc から再度デスクコピー一式をお送り頂き大変助かりました。有難うございました。また Japan Foundation, LA office からは

、家が水没し経済的に大きな打撃を受けた学生たちに貸し出しができるように、教科書とワークブックとCDを20組お送り下さるとのことです。有難うございます。

谷塚ジェンセン 佐枝子 (Tulane University): まずは、アメリカ各地から、日本から、温かい支援を寄せてくださった皆様に心よりお礼申し上げます。幸い、チューレーン大学のアップタウンキャンパスは冠水を免れ、春学期は少し遅れて一月十七日から始まりました。学生の復学率も、86%と高く、キャンパスにいる限りは、何事も無かったかのような気がするくらいです。私宅は、床上浸水し、自宅はかなりのダメージを受け、たくさんものを失いましたが、取り戻したいという気は起こりませんでした。人間は何もなくても生きていけるということがわかりました。物を所有することが無意味だとさえ感じます。これからは永遠に心の中に残っていくようなことに、お金も時間もエネルギーも費やしていきたいと思っています。

Noriko Faust (Tulane University): 早春の候ますますご清祥の段お喜び申し上げます。

ハリケーン、カトリーナ、この言葉は思うだけでも嫌悪感に襲われ、忘却してしまいたい気持ちでいっぱいですが、New Orleansの町に入ると、今だにその余波を実感せずにはられません。そんななか、今年一月十七日から春学期が始まり、ジェンセン先生も触れていましたように、86%の学生が復帰しました。そのほとんどの学生が先学期は米国内のいろいろな大学で、visiting studentsとして受け入れていただき、それぞれの大学の学生同様就学させていただきました。

今学期、日本語の二学期目を取っている学生も同様、下記の大学で、初級Ⅰの日本語のご教授とご指導をいろいろな先生方にあずかり、そのお陰で二学期目を無理なく進められております。

1) St. Johns University; 2) Louisiana State University at Eunice; 3) Georgia Institute of Technology; 4) Johns Hopkins University; 5) Mary Baldwin College; 6) Loyola University, Maryland; 7) University of San Diego; 8) Washington University; 9) Middlebury College.

御覧のように9人という小さいクラスですが、お陰でTulaneでは、初級101が約40人、この初級102が9人、そして、中級203が16人という体制で日本語コースを復旧することができました。これも諸先生方のお陰だと心より感謝し、先生方のご鞭撻を肝に銘じて、私もこれからの日本語教育に携わっていくつもりでございます。本当にありがとうございました。

Masako A. Dorrill (Dillard University): Dillard University in New Orleans resumed academic instruction January 3, 2006, after evacuating the campus in August as Hurricane Katrina approached the Gulf Coast. The 55-acre campus sustained approximately \$400 million in flood, wind, and fire damage. Students are currently lodged at the Hilton New Orleans Riverside Hotel. Classes are held at the hotel, as well as the World Trade Center. Faculty and staff are also housed at the Hilton and Marriott Hotels. The University recently completed the first of two 13-week academic sessions. Approximately 1,100 students returned post-Katrina, which represents about 50% of the student population. The academic calendar allows a full year of instruction. Dillard is part of a consortium with Loyola, Tulane, and Xavier universities. Commencement is scheduled for July 1, 2006, on the University's home campus. Classes will resume on the home campus in the fall.

Our enrollment figures in Japanese as well as in our major programs in Japanese Studies/International Business and Japanese Studies/International Finance and Japanese Studies are approximately 62% of pre-Katrina levels: Pre-Katrina 26 (21 majors) in total—

Post-Katrina 19 (13 majors) in total. On behalf of the University, I would like to express our great appreciation to the many institutions which accepted our displaced students, including our majors as well as learners of Japanese, with open arms. As a result of such generous support, our two seniors already have successfully completed their programs with no interruption. They are on the way to pursue a bright future, since one has been already accepted by the graduate schools of Yale and Georgetown Universities and the other has been accepted by the graduate schools at American and Columbia Universities.

We also appreciate the great support given to all Japanese language programs in the New Orleans area from those concerned, including the ATJ Board Members, the NCJLT Board of Directors, and many members of these organizations. We particularly thank ATJ members Dr. Paul Krieger of California and Mr. David Mazor, Executive Director of Reader to Reader, Inc. Dillard students who lived on the first floors of the dormitories, which sustained significant water damage, as well as those who lived in the buildings that burned down, lost all their belongings. JP Trading, Inc., and Tuttle Publishing kindly donated textbooks for them, and the Japan Foundation, Los Angeles, helped us make an arrangement to receive textbooks for the purpose of lending them to more of those students. The students were impressed by the generosity shown by these publishers: the Japanese language textbooks were the only donation that they received. JP Trading has still been helping the faculty members, extending their help by asking other publishers in Japan to help us.

The Consulate-General of Japan at New Orleans and the Japan Foundation Offices at New York, Los Angeles, and Tokyo have been providing us with immeasurable help by assisting us at every step from the very beginning, and we are very grateful for their constant support. We also would like to express our

deepest appreciation to the Mazda Foundation, USA, and Mazda North American Operations, which have been supporting our program since 1998, for their continued generous support of the Mazda Scholarship Program and a special Katrina relief fund for the program.

*Akiko Kamo (LATJ President):* I feel very fortunate that Hurricanes Katrina and Rita did not cause much damage in Baton Rouge, where I live, but we have seen devastation and suffering of people who lost their homes and livelihoods. I visited New Orleans last week. The business district, French Quarter, and Upper Town seem to be recovered, but there are still many areas that look like ghost towns. It will take years to rebuild from the damage caused by the hurricanes. As Vice-President of Katrina/Rita Aid for Japanese, I want to express my profound gratitude for those who gave generous donations to the fund. We received donations from 170 individuals and organizations, totaling more than \$80,000. Up to this point, we have delivered checks to 150+ families who applied for assistance.

### Northeast

Dear Colleagues:

I am writing to encourage you to submit a proposal for next year's Northeast Conference on the Teaching of Foreign Languages. The conference will be held from April 12–14, 2007 in New York City. I have just been elected to the Board of Directors of the Northeast Conference and look forward to expressing the interests of Japanese teachers and others.

For those of you who are not familiar with the Northeast Conference, I encourage you to visit their website at [www.dickinson.edu/nectfl/](http://www.dickinson.edu/nectfl/) and peruse this year's session offerings. Over the years, I have found it very valuable to attend workshops by teachers of other languages, as well as Japanese. I think you will find that this conference offers diverse and high-quality sessions and good value. It is close to home for many of

us and in fantastic New York City (great Japanese restaurants too!). It would be very exciting if we could offer a group of Japanese-related sessions at next year's conference. The deadline for proposal submissions is May 15, 2006.

If you have any questions about the conference or would like suggestions for presentation topics, please do not hesitate to contact me. I look forward to being your voice on the Board.

Yours truly,  
Jessica Haxhi  
Japanese Teacher, PreK–5, Waterbury, CT  
NCJLT Past President (1998–2000)  
[jhaxhi@waterbury.k12.ct.us](mailto:jhaxhi@waterbury.k12.ct.us)

### Southwest

The Colorado Japanese Language Education Association (CJLEA) and the Colorado Congress of Foreign Language Teachers (CCFLT) cordially invite your participation in the Rocky Mountain Japanese Language Education Symposium on September 16, 2006 at the University of Denver. The symposium will feature a workshop by Professor Hiroko Kataoka of the California State University, Long Beach, entitled "Developing Classroom Activities to Promote Critical Thinking Skills: Preparing Your Students for the AP Japanese Language and Culture Exam," followed by language and culture activities and a roundtable discussion. For further information, please contact Junko Fujimoto, [jfujimot@du.edu](mailto:jfujimot@du.edu).

### Midwest

The Japanese Program at The University of Iowa hosted a Japanese Essay Contest which concluded with an award ceremony held at John Papajohn Business Building on March 25, 2006. A total of over 40 essays were submitted from Kansas, Nebraska, Minnesota, and Iowa, from which fifteen were chosen as prize winners. The authors of the essays were invited to the award ceremony and were accompanied by their family, friends, and teachers. This is the first Japanese Essay Contest held at The University of Iowa. It was generously supported by the

Consulate General of Japan at Chicago, Japan Forum, Center for Asian and Pacific Studies, College of Liberal Arts and Sciences, and the Department of Asian Languages and Literature.

**High School Level I.** First place: Joseph Hansen, Roosevelt High School, Minneapolis, MN: "The Reason Why I like Japanese." Second place: Jennifer Ahn, Valley High School, West Des Moines, IA: "My Friends." Third Place: Anthony Davis, Roosevelt High School, Minneapolis, MN: "My Family."

**High School Level II.** First place: Cody Hodson, Roosevelt High School (Central Campus), Des Moines, IA: "The Influence of Japanese Media in America." Second place: Justin Guan, Valley High School, West Des Moines, IA: "My Changes." Third place: Amy Peters, Valley High School, West Des Moines, IA: "The People I Admire."

**College Level I.** First place: Alecs Micunas, The University of Iowa, Iowa City, Iowa "My Favorite Place." Second place: Nicholas Gran, University of Nebraska at Omaha, Omaha, Nebraska "The Challenge." Third place: Beth McKiernan, The University of Iowa, Iowa City, Iowa "My Good Japanese Friend."

**College Level II.** First place: Violet Wright, Kansas State University, Manhattan, KS: "Lessons From Bugs." Second place: Hyounkyoung Ji, The University of Iowa, Iowa City, IA: "The Memory of Purumi." Third place: Justin Green, The University of Iowa, Iowa City, IA: "Language and the Way One Thinks."

**College Level III.** First place: Angela Jones, The University of Iowa, Iowa City, IA: "The Significance of 2.6. Billion Kilograms." Second place: Kristin Olson, The University of Iowa, Iowa City, IA: "Female Emperor." Third place: Micah Larson, Kansas State University, Manhattan, KS: "Maybe I'm a Sunflower?"

We would like to congratulate the award winners and express our gratitude to everyone that supported our Essay Contest.

## STUDY ABROAD IN JAPAN



Japan is one of the most fascinating countries on earth: its ultra-modern, high-tech exterior overlays a society with rich cultural and aesthetic traditions going back centuries. In the twenty-first century, its "soft power"—economic might combined with a influential popular culture of *manga* graphic novels and *anime* animated films—attracts people from all over the world to its shores.

Japan has become one of the most popular destinations for study abroad. Students who study abroad in Japan show remarkable progress in mastering a difficult language, learn about Japan's society and culture both inside and outside the classroom, and make strong connections with the country that often influence their career choices and paths in life.

The Association of Teachers of Japanese **BRIDGING PROJECT FOR STUDY ABROAD IN JAPAN** is a portal to information on study abroad in Japan, programs at dozens of Japanese universities, and sources of financial aid for study in Japan. The Bridging Scholarships, awarded to more than 100 students annually from all over the United States, provide not only funding but chances for scholarship recipients to meet members of the business and cultural communities in Japan.



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[www.colorado.edu/ealld/atj/Bridging/abroad.html](http://www.colorado.edu/ealld/atj/Bridging/abroad.html)

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