Make a Contribution to ATJ
Like most other nonprofits and professional organizations, ATJ needs all the help we can get in these challenging economic times. The Association has an ambitious program of publications and activities that support the Japanese language education field, and we appreciate the contributions that more than 100 individual members and several institutions have made to our Endowment fund since it was established.

The Endowment Fund now contains more than $27,000, and we hope to increase it to at least twice that amount over the next year or two. The Endowment funds are saved and invested for a modest annual return, so that they can grow and continue to nurture the organization. There are several ways you can contribute:

1. Visit the “Donations” page on our website (www.aatj.org/donate.html) to see how you can assist the Association to serve members, promote professional development, and offer scholarships to students for study abroad in Japan.

2. Become a lifetime member. The Board has decided to place lifetime membership fees into the interest-bearing Endowment account so that they continue to support ATJ for its lifetime as well as yours.

3. Remember ATJ with a bequest. We have received several donations from past members through their wills, and we would be happy to tell you how you can include ATJ as a beneficiary of your estate.

For more information on contributing, please contact the ATJ office.

Bridging Project News
Bridging Scholarships Awarded for 2010-11
Ninety-six undergraduate students from colleges and universities across the United States have been named recipients of Bridging Scholarships for Study Abroad in Japan. The winners will receive awards of up to $4,000 to assist with their living expenses while they study in Japan during the 2010-11 academic year. Since 1999, 1,055 scholarships have been awarded by the US-Japan Bridging Foundation to students studying abroad in Japan.

The Japan-US Friendship Commission, an independent federal agency promoting mutual understanding between the United States and Japan, in an effort to highlight public/private partnerships, initiated the Bridging Project scholarship program and established a 501(c)(3) private foundation, the US-Japan Bridging Foundation (www.bridgingfoundation.org), to accept contributions.

ATJ administers the Bridging Scholarship program. For their tireless work on the committee that selected the 2010-11 recipients, we are grateful to the following members: Masako Beecken, Mahua Bhattacharya, Holly Didi-Ogren, Joan Ericson, Pamela Fields, Janet Ikeda, Akiko Kakutani, Mariko Karatsu, Masaaki Kamiya, Hiroaki Kawamura.

ことばのコーナー
クラスの恥はかきすぎて “When in the classroom abandon all embarrassment and focus on learning”

Perhaps you have asked yourself pedagogical questions such as, “Is the task which I am providing students in the classroom meaningful?” or “Do students need to interact in Japanese in order to accomplish the task?” Language teachers’ vital concern is students’ progress in the target language, Japanese in our case. As educators, we tend to consider language learning a conscious form of knowledge building, which includes learning grammar and rules. As a result, we are likely to believe that we should teach students grammar and vocabulary explicitly. Furthermore, we may view students’ errors negatively. Students’ difficulties in conveying their messages in Japanese, however, may relate to the development of interactional competence, which is achieved through interactions with peers and teachers within the classroom setting. In one way or another, L2 acquisition is similar to L1 acquisition, and language learning is a developmental process that involves a great deal of error, which should be seen as a sign of reorganizing knowledge. We should always bear in mind that language learners are active participants rather than passive observers of classroom activities, testing their own hypotheses about the target language, even if they fail to provide an audible answer or raise their hand in the classroom. Recall the expression 旅の恥はかきすぎて, which in translation is something like “The freely moving traveler can easily abandon feelings of embarrassment incurred on the journey.” Applying this expression to the classroom, then, we may be able to say クラスの恥はかきすぎて, which in English might be “When in the classroom abandon all feelings of embarrassment and focus on learning.” We should keep in mind (1) the importance of pragmatic development, which unfortunately is not always emphasized in traditional classrooms, and (2) the importance of co-construction among peers and teachers (the collaborative construction of sentences in conversation through which different individuals become co-creators of a turn at talk). Overall, what is important is that language proficiency develops through the process of internalizing the language of social interaction.

Masahiko Minami
San Francisco State University, San Francisco, CA

Do you have a word or phrase in Japanese that informs your teaching? Please share them with other teachers of Japanese. Submit your essay (maximum of 300 words) to atj@colorado.edu.
Prepared for publication by
Sandy Grabowski
Adlers Enterprises LLC, Cincinnati, Ohio
sandy@csd.net

ATJ Newsletter deadlines
May: April 20
September: August 20
November: October 20
February: January 20

ATJ Officers
Janet Ikeda, President
ikeda@wlu.edu
Washington & Lee University
EALL Department
Lexington, VA 24450
540-458-874. Fax: 540-458-8945

Yasu-Hiko Tohsaku, Past President
ytohsaku@ucsd.edu
University of California–San Diego
International Relations–Pacific Studies
9500 Gilman Drive
La Jolla, CA 92039-0519
858-534-2302. Fax: 858-534-3939

ATJ Board Members
Kim Kondo-Brown (2013)
University of Hawaii at Manoa
2545 McCarthy Mall, Bilger 101
Honolulu, HI 96822
808-956-2073. Fax: 808-956-9515
kondo@hawaii.edu

Masahiko Minami (2013)
San Francisco State University
Department of Foreign Languages
1600 Holloway Avenue
San Francisco, CA 94132
415-338-7451. Fax: 415-405-0588
mminami@sfsu.edu

Fumiko Nazikian (2011)
EALC Department
Columbia University
518 Kent Hall
New York, NY 10018
212-854-8345
fn2108@columbia.edu

Yoshiko Saito-Abbott (2012)
California State University, Monterey Bay
World Languages & Cultures
100 Campus Center
Seaside, CA 93955
831-582-3795. Fax: 831-582-3885
ysaito-abbott@csumb.edu

Shingo Satsutani (2012)
College of DuPage
Liberal Arts Division
425 Fawell Blvd.
Glen Ellyn, IL 60137
630-942-2019
satsutan@cod.edu

Stephen Snyder (2011)
Department of Japanese Studies
Middlebury College
Middlebury, VT 05753
802-443-5979
ssnyder@middlebury.edu

Sufumi So (2013)
George Mason University
Dept. of Modern & Classical Languages
4400 Fairfax Drive, MS 3E5
Fairfax, VA 22030
703-993-4822. Fax: 703-993-1245
sso2@gmu.edu

Motoko Tabuse (2011)
Department of World Languages
Eastern Michigan University
219 Alexander Music Bldg.
Ypsilanti, MI 48197
734-487-0130. Fax: 734-487-3411
mtabuse@emich.edu

Michio Tsutsui (2012)
University of Washington
426B Sieg Hall, Box 352315
Seattle, WA 98195-2315
206-685-2566. Fax: 206-543-8858
mtsutsui@u.washington.edu

Journal Editors
Coordinating Editor
Hiroshi Nara
East Asian Langs. & Lits.
702 Old Engineering Hall
University of Pittsburgh
Pittsburgh, PA 15260
412-624-5579. Fax: 412-624-3458
hnara@pitt.edu

Literature
Rebecca L. Copeland
Asian and Near Eastern Langs. & Lits.
Washington University in St. Louis
Campus Box 1111
One Brookings Drive
St. Louis, MO 63130-4899
314-935-2057. Fax: 314-935-4399
copeland@wustl.edu

Language/Linguistics
Sachiko Matsunaga
Dept. of Modern Langs. & Lits.
California State University–Los Angeles
5151 State University Drive
Los Angeles, California 90032
323-343-4230. Fax: 323-343-4234
smatsun@calstatela.edu

Textbook and Pedagogy Book Reviews
Dan P. Dewey
Linguistics Department
Brigham Young University
4064 JFSB
Provo, UT 84602
ddewey@byu.edu

Literature/Linguistics
Book Reviews
Janice Brown
Chair, East Asian Langs. & Civilizations
University of Colorado at Boulder
Eaton Humanities 240, 279 UCB
Boulder, CO 80309-0279
303-735-1053. Fax: 303-492-7272
janice.c.brown@colorado.edu