

CATJ 28  
May 31, 2020

On Goals of Language Education and  
**Professional** Competence / Expertise:  
Towards the Cultivation of the Next Generation



Junko Mori, University of Wisconsin-Madison



**Picking up  
where we left off...**



## CATJ 27 Panel Discussion

これからの日本語教育者に  
求められる資質とは？

On Knowledge, Skills, and Dispositions  
Expected of Future Japanese Language Educators



日本語教育者に  
求められる資質とは？

What kinds of  
基礎知識？

How can we  
foster 柔軟性？





## Questions to be explored

- **What kinds of competence and expertise define who we are as Japanese-language educators today and into the future?**
- **As a profession, how do we maintain sufficient infrastructure and foster an inclusive learning environment to cultivate and support the next generation of Japanese-language educators?**



# Organization

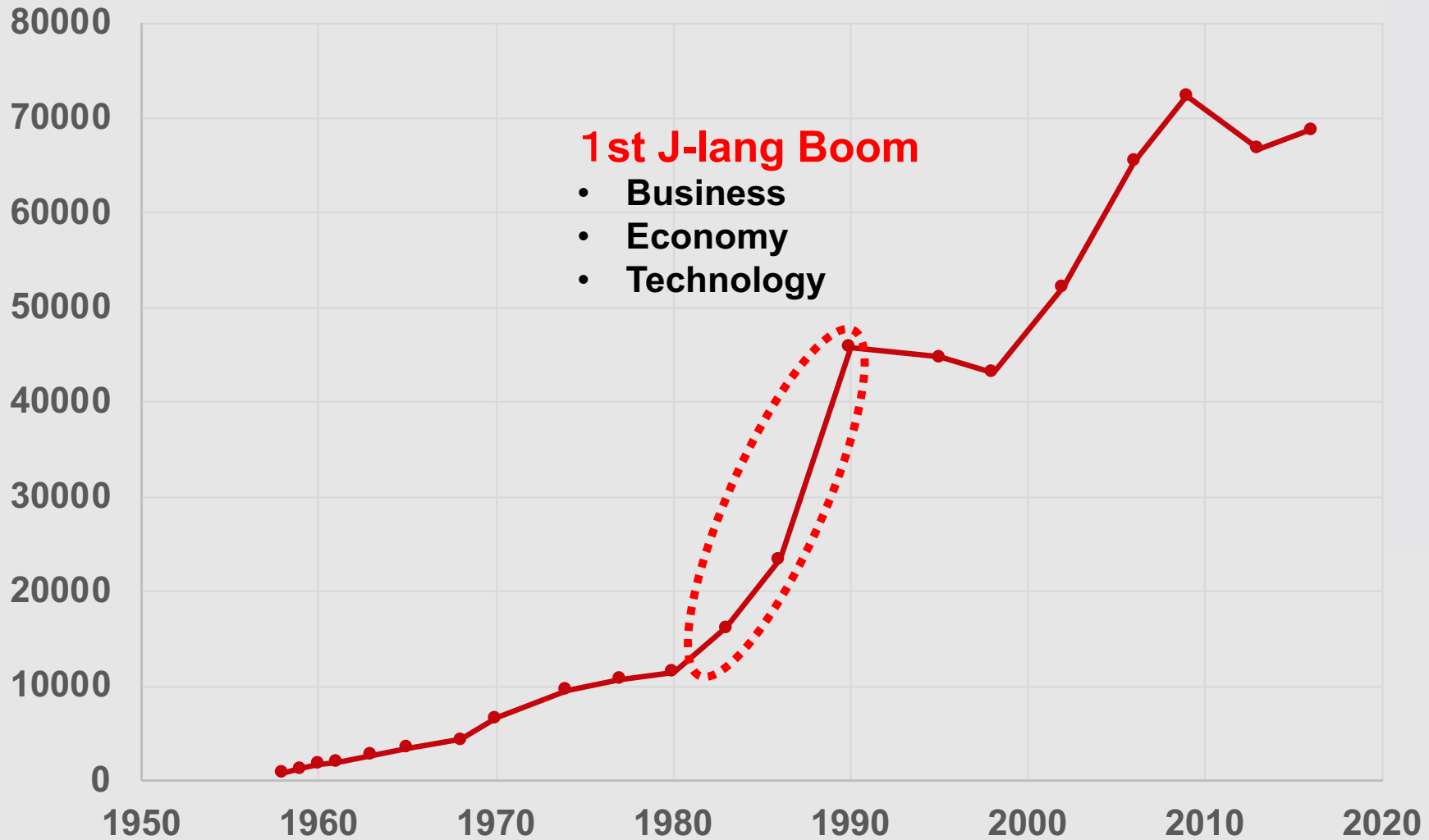
- 1. Looking back to the 1980s-1990s**
- 2. AATJ job postings (Higher Education) in 2019-2020**
- 3. *Japanese Language and Literature*, Vol 54, No 2 (October, 2020)  
“Exploring Who We Are and Who We Aspire to Be:  
Diversity, Inclusion, and Professionalism in Japanese Language Education”**
- 4. Looking ahead into the future**



# Looking back to the 1980s-1990s

# Japanese Language Enrollment

US Institutions of Higher Education (MLA, 2018)





# アメリカ社会における日本語教育の展開

日本語教育 70号  
1990年



三浦 昭

(1989. 10. 14 受)

## 要 旨

アメリカにおける日本語教育の展開を、戦前から時代を追って概観した。戦前の日本語教育は極めて貧弱であった。これを変えたのは戦時中の陸海軍による大規模な日本語教育であった。戦時中の語学将校の中から、戦後数多くの日本研究者が生まれ、全国に日本研究のネットワークを広げた。日本語を教える大学も増えている。

## 1980年代の「日本語ブーム」

予算不足

教員不足

高校・大学間の連絡不足

かし、多くの問題の存在にもかかわらず、日本語教育は今やチャレンジに満ちた分野となっている。

【キーワード】 戦前の日本語教育、戦時中の陸海軍日本語学校、戦後の日本研究の開花、1980年代の「日本語ブーム」、「ブーム」に伴う諸問題



Feb 15, 1927-  
Oct 22, 2019



第三の問題は教員の不足である。 . . .  
1987～88年の学年を例にとると、その学年中に募集された日本語・日本文学の**助教授の仕事が約50**あったのに、その年に日本語学または日本文学で**博士号を取った人は、おそらく10人から12人**ぐらいしかいなかったものと見られる。そしてこの状況は、2年後の現在でもよくなっていないとは考えられない。

(pp. 30-31)



1980年代になって脚光を浴びてきたのが、  
高校レベルの日本語教育である。・・・大学の  
場合と同じく教員不足の問題である。高校での日  
本語教育は、全く新しい試みであるため、経験者  
や有資格者などいるはずがない。・・・  
ウィスコンシン州では、伊藤幸男という献身的な  
高校の先生が、アメリカの学校で日本語・日本文  
化を教えてみたいと思う青年男女を日本から呼び  
寄せる計画を立案した。

(p. 31)



## Monthly Japanese Language (1988-2012)

On Japanese language and Japanese language education in an era of globalization

<p><b>月刊</b> 地球時代の日本語と 日本語教育を考える</p>	<p><b>日</b></p>	<p><b>本</b></p>	<p><b>語</b></p>	<p>昭和六十二年十一月一日創刊 第一巻第十二号 毎月一回一日発行 昭和六十二年六月六日第三巻創刊号発行</p>	<p><b>12</b> 1988 DECEMBER</p>
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**特集**

### アメリカで日本語を教える

今こそ、フロンティア・スピリット!

日本語教師になるには………全米教師事情、資格、教職の捜し方、求められる教師像、  
実習生募集、日本人教師の意識調査、ニューヨークに教師養成講座開講、など情報満載

## Monthly Japanese Language (1988-2012)

On Japanese language and Japanese language education in an era of globalization

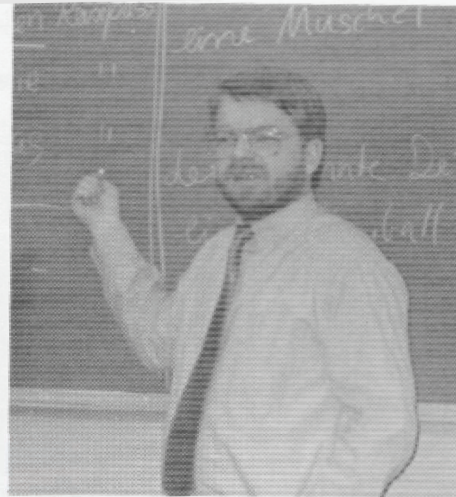


**(ウィスコンシン州実習生募集)**  
**“生きた英語”の中で**  
**日本語教育の手助けを!**

**(Interns Wanted in the State of Wisconsin)**  
**In the Midst of “Living English”**  
**Assist Japanese Language Education!**



# Waukesha North High School Yearbook 1990



Herr Torsten Berlin teaches his native language to North students.

Miss Junko Mori displays some crafts from her home country, Japan.

## Foreigners welcome here

Two colorful additions to the North faculty this year were Miss Junko Mori and Herr Torsten Berlin.

Visiting the U.S. through a Japanese program, Miss Mori worked in the Tokyo area as

visiting classes, speaking on Japanese culture, and demonstrating origami.

Herr Berlin hails from Germany where he taught religion, English, and German. Here on an exchange program, he

“She kept busy this year visiting classes, speaking on Japanese culture and demonstrating *origami*.”

New York and Boston, it is too busy.” She kept busy this year American beer.

*Journal of the Association of Teachers of Japanese*

Vol. 21, No. 2 (Nov., 1987)

**A SURVEY OF THE STATUS OF NATIVE AND  
NON-NATIVE INSTRUCTORS OF JAPANESE  
IN HIGHER EDUCATION IN NORTH AMERICA**



Yoshiko Yokochi Samuel

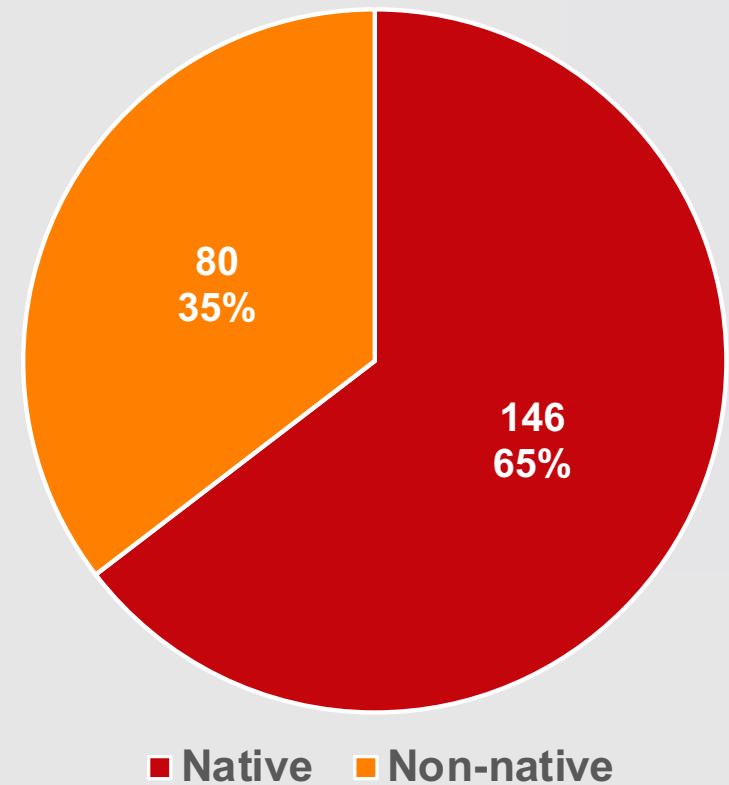
One of the issues raised during a recent panel entitled "Issues Confronting Non-native Teachers of Japanese and Their Colleagues" (Association of Teachers of Japanese Conference, 1985) had to do with misconceptions and prejudices regarding non-native speakers of Japanese who teach the language. During the session, the term discrimination was used in reference to the treatment of non-native instructors, and a suggestion was made that we continue to pursue the question in the future.





## The Survey Conducted by Samuel & Chambers

- Distributed to **70 colleges and universities in the U.S. and Canada** chosen at random from the 1981 JF list of Japanese language programs.
- **45 schools** responded.
- 226 teachers (including part-time) **146 (64.6%) Native vs 80 (30.4%) Non-native.**
- 24.2% of the respondents stated that, in hiring an instructor, they give priority to a native speaker of Japanese.





## Qualification considered important by the respondents

1. **Native or near-native fluency** in both Japanese and English.
  2. **Training in TJFL** or in other fields counts more than a knowledge of linguistics and Japanese and American cultures.
  3. Personality, intelligence, skills, an ability to work with others, and research potential and accomplishment.
- \* “One respondent indicates that **familiarity with traditional Japanese arts, such as calligraphy and the tea ceremony**, is a desired qualification, but this appears to be an added expectation sought only in Japanese nationals.” (135-136)



## Direct quote of a respondent's comment

**“We have no pool of non-native speakers of Japanese, and except for a few grad students in linguistics, very few native speakers are trained in linguistics or Teaching Japanese as a Foreign Language (TJFL). Our part-time instructors and TAs, if not the Japanese grads, are usually untrained housewives with no teaching experience (or visa problem!). If we had any near-native non-Japanese with training and/or experience, we would hire them as first priority. But there are no such instructors here.”**

(Respondent A)



## Direct quote of a respondent's comment

“As a theoretical linguist who also teaches Japanese, I can tell you that **a background in linguistics is no more pertinent than a background in literature**, except perhaps that a linguist is more sensitive to the structure of his/her language, which is something you can acquire by taking one graduate-level course in Japanese linguistics. **A linguist who teaches Japanese as a linguist is no better than a literati who teaches as such, in both, not very effective.**”

(Respondent B)



**At the root of this discrimination is the perception that students benefit more from being taught by native teachers rather than by non-native instructors. ... It is also a misconception that works against native teachers as well; native speakers suffer from **the myth**, commonly embraced by students and even by some colleagues and administrators, **that they can teach the language effectively simply because they are native speakers.****

(Samuel, 1987: 135)

**Aren't we inadvertently contributing to the creation and recirculation of this myth?**



**Fast forwarding three decades...**



## 2015年度 海外日本語教育機関調査 (国際交流基金)

米国では今回機関数と学習者数が増加した一方で、**教師数が減少**に転じる結果となった。**教師数が前回比で8.8%減少**した主な理由としては、外国語教育に関する政府**予算が縮小**される傾向が依然としてつついていること、また現地において**日本語教師の人材が不足**していることなどが挙げられ、特に**中等教育段階ではその傾向が顕著**である。

Note:

2018年度調査速報値では、教師数は前回比 +3.2%  
ただし、パートタイムの数の増加の可能性あり。

## 将来の親日家育てろ 米国で不足の日本語教師、どう確保

ワシントン＝土佐茂生 2018年10月14日06時33分



在米日本大使館は12日、米国で日本語学習者が増えるなかで不足する日本語教師をいかに確保するかなどを話し合う「日本語教育懇談会」の初会合をワシントンで開いた。将来の親日家・知日派を育てることで、日米関係の重要な基盤にしたい考えだ。

(中略)

外務省は、外国の青年を外国語指導助手などとして日本に招く「JETプログラム」を活用し、**米国に帰国後、日本語教師になる考えがある青年や学生には、特別に日本語教師の養成プログラムを提供するなどの案**を検討している。

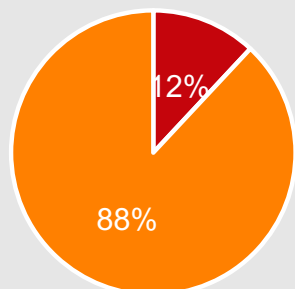
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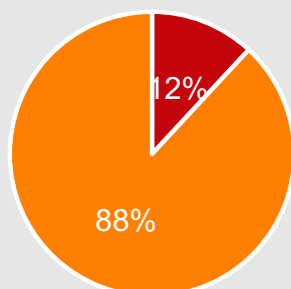
# 2015年度 海外日本語教育機関調査 (国際交流基金)

東アジア



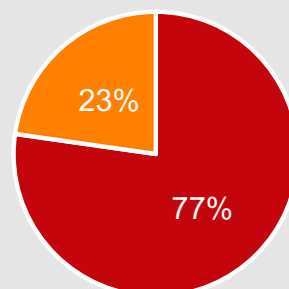
■ Native ■ Non-native

南アジア



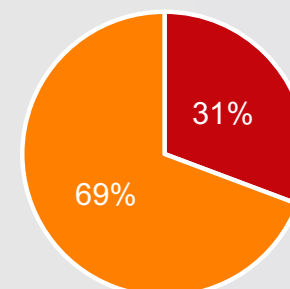
■ Native ■ Non-native

北米



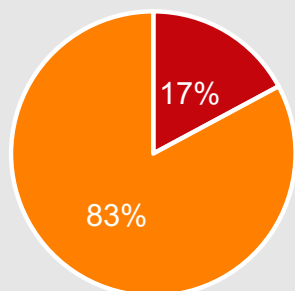
■ Native ■ Non-native

南米



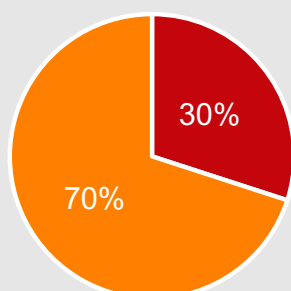
■ Native ■ Non-native

東南アジア



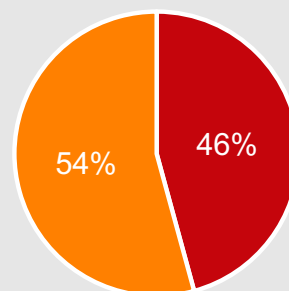
■ Native ■ Non-native

大洋州



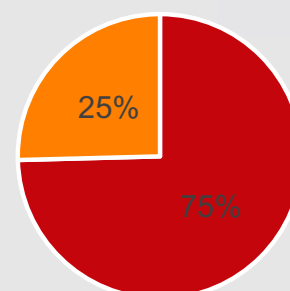
■ Native ■ Non-native

中米



■ Native ■ Non-native

西欧



■ Native ■ Non-native



# AATJ job postings (Higher Ed) in 2019-2020

The screenshot shows the AATJ website header with the logo and name in English and Japanese. Below the header is a navigation menu with links for About, Participate, Jobline, Prof. Development, Advocacy, Study in Japan, Student Activities, and JLPT. The main content area displays the breadcrumb 'Home > Jobline >' followed by the title 'Jobline: College and University Positions'. A search bar is visible on the left. The main text states: 'Please send information for posting on this web page to aatj@aatj.org . There is a fee of \$100 for college teaching positions, which includes posting on the web site and publication in AATJ's quarterly newsletter, which is read by more than 1,400 members and subscribers.'

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K-12 Positions  
Administrative and

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## Postings from July 2019- May 2020 (5/19/2020)

	Postings	Notes
<b>Tenure track</b>	<b>16</b>	J (7), J Lit (3), J Lit & C (3), Comp Lit & EA Studies (1), J Studies (1), J Lang & C (1)
<b>Director / Coordinator</b>	<b>3</b>	language program, language instruction
<b>Non-tenure-track instructor</b>	<b>18</b>	J (16), J Lang & C (1), J Lang & Lit (1) lecturer / instructor/ preceptor / assistant professor
<b>Visiting / One year</b>	<b>11</b>	J (7), J Lit (3), J Lit & C (2), J Studies (1), J Lang & C (1)
<b>Part-time</b>	<b>6</b>	
<b>Teaching Assistant / Fellow</b>	<b>2</b>	
<b>Summer only</b>	<b>5</b>	
<b>Positions in Japan</b>	<b>4</b>	
<b>Total</b>	<b>65</b>	

**\* Please note that this is not the complete number of positions announced in 2019-2020.**

# 1990-1991

space to print detailed enrollment figures or personnel data from individual institutions; we beg your understanding on this point.

Please note the addition of a new section, "Members' Forum," to this month's *Newsletter*. I hope that members of the ATJ will use this space as an arena in which to introduce ideas and share opinions related to all aspects of the profession.

## II. MEMBERS' FORUM

[Of necessity, we must ask you to keep your contributions to this column relatively brief (under 175 words), but please include your name and address so that others may contact you for further discussion if they would like to do so.]

### Computer Networks, etc.

About computer networks, I urge all members with a Network address to take part in some of the USENET newsgroups. The groups of special interest for ATJ members are "sci.lang.japan" (discussion of the Japanese language), "soc.culture.japan" (discussion of Japan; political, social, etc.), "sci.lang" (discussion of language & linguistics) and "soc.culture.asian.american" (discussion of issues related to Asian Americans). There's also a Japan discussion group for those people with only the Bitnet connection; you can subscribe to it by sending an e-mail message to the moderator's address.

## III. JOB OPENINGS

**[Please Note:** The following job listing is carried as a service to the membership; there is no charge to colleges or universities. We cannot, however, guarantee the arrival of the *Newsletter* in time to meet employers' deadlines. **New Policy:** Beginning with the January 1991 issue, we request that job vacancy notices submitted for listing here be limited to 175 words or less. This will enable us to meet the space limitations of the *Newsletter* without engaging in editing that might unintentionally result in inaccuracies. Thank you for your cooperation. *Ed.* ]

### 1. Carnegie Mellon University, Pittsburgh, PA

The Modern Languages Program invites applications for three tenured or tenure-track positions to begin in the fall of 1991. These positions are for specialists in second/foreign language acquisition who have a foreign language specialization and are interested in developing an interdisciplinary program which focuses on second language acquisition in a social and cultural setting with related emphasis on cognitive and cross-linguistic studies and intelligent tutoring. Preference is for applicants in French, Spanish, German, Russian or Japanese. Responsibilities will include teaching a balance of

# 2019-2020





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**Part-time Lecturer in Japanese Language**  
Washington University in St. Louis

Posting Date: Wednesday, May 20, 2020  
[Read More >](#)

**Part-time Lecturer in Japanese Language, Summer 2020**  
University of California, Los Angeles (UCLA)

Posting Date: Friday, April 24, 2020  
[Read More >](#)

**Lecturer in Japanese**  
University of California, Davis

Posting Date: Tuesday, April 14, 2020  
[Read More >](#)

# University X (1990)



... searching for **two full-time instructors** to teach Elementary and Intermediate Japanese with supervision. We seek people **committed to expanding and enhancing the program.**

**Complete fluency** in Japanese and English. **Successful teaching experience** at the college level and **strong drill techniques** required. Salary commensurate with qualifications.

Send letter of application, vitae, at least three letters of recommendation, any relevant publications and student teaching evaluations, to: ...

# University X (2019)



... invites applications for a **full-time Lecturer position** in Japanese language with an anticipated start date of August XX, 2020.

We seek a strong language instructor with **native or near-native fluency in Japanese and English**, Japanese language teaching experience, and a **Master's degree or higher in one of the following: Japanese linguistics, applied linguistics, second/foreign language acquisition, or a related field.**

Preference will be given to applicants who have significant experience teaching various levels of the Japanese language at the university level in the United States; **developing curricula using innovative pedagogical methods and/or community engagement; and working with ACTFL guidelines.**

# University X (2019) continued



**To apply:** Apply online at <https://xxxxxxx>. Search for posting #xxxxxxx, complete the application, and attach the following:

- 1) cover letter that includes: a brief statement of your credentials, relevant past experience, reason for applying; **demonstrated past experience working on issues of diversity, equity, and inclusion, and/or working with diverse populations.**
- 2) current CV;
- 3) **statement of teaching philosophy;**
- 4) **sample syllabi** for at least two different levels of language instruction;
- 5) dossier of previous teaching evaluations;
- 6) **1 unedited video of classroom language teaching;** and
- 7) contact information for three professional references.



## University Y (1990)

Seeking **Assistant Professor of Japanese, tenure track**, effective September X, 1991. Requirements: **Ph.D. in linguistics, native or near-native competence in Japanese**, evidence of quality **scholarly publication** and **interest and experience in Japanese language teaching**.

Applicants should be **qualified to teach Japanese language classes, beginning and advanced courses in linguistics, and Japanese linguistics**. Salary is commensurate with qualifications and experience.

Letter of application, CV, transcript(s) of graduate studies, and at least three letters of recommendation should be sent to: ...



## University Y (2019)



... seeking a **Japanese language program coordinator (fixed-term system faculty) at the level of Assistant Professor**. This is a full-time, nine-month, academic year position beginning August xx, 2020, and is renewable contingent upon funding and performance.

The successful candidate will **contribute to the College of Arts & Letters' diversity and inclusive excellence through their teaching and service**. The Coordinator oversees the daily operation of the Japanese language program in consultation with the Director of the Japanese Studies Program. The Coordinator is expected to hold the **PhD degree in Japanese language pedagogy, applied linguistics, foreign language teaching, or related field**, in addition to the minimum qualifications indicated below:

# University Y (2019) continued



## *Minimum Qualifications:*

- Three to five years experience teaching college students from elementary through advanced level in a classroom setting in North America
- Experience using Japanese-language textbooks, such as Genki I & II and Tobira, as well as authentic materials for all levels
- Training in **proficiency-oriented language instruction**
- **Native or near-native proficiency in both Japanese and English**
- Demonstrated leadership skills and experiences
- Evidence of teaching effectiveness (quantitative and sample of qualitative data from teaching evaluations)
- **Basic instructional technology skills, including navigating through course management system such as D2L, Blackboard.**

# University Y (2019) continued



## *Desired Qualifications:*

- Two to three years experience coordinating a Japanese language program in a university setting in North America
- Experience with **ACTFL proficiency standards and proficiency-based approaches** to teaching Japanese
- OPI certified
- Demonstrated **proficiency in online teaching** and/or appropriate technologies in language instruction
- Extensive **outreach experience** for recruiting students as well as for **developing networks** with Japanese instructors regionally, nationally, and internationally
- **Basic Grant writing** training and experience
- **Event planning** experience.

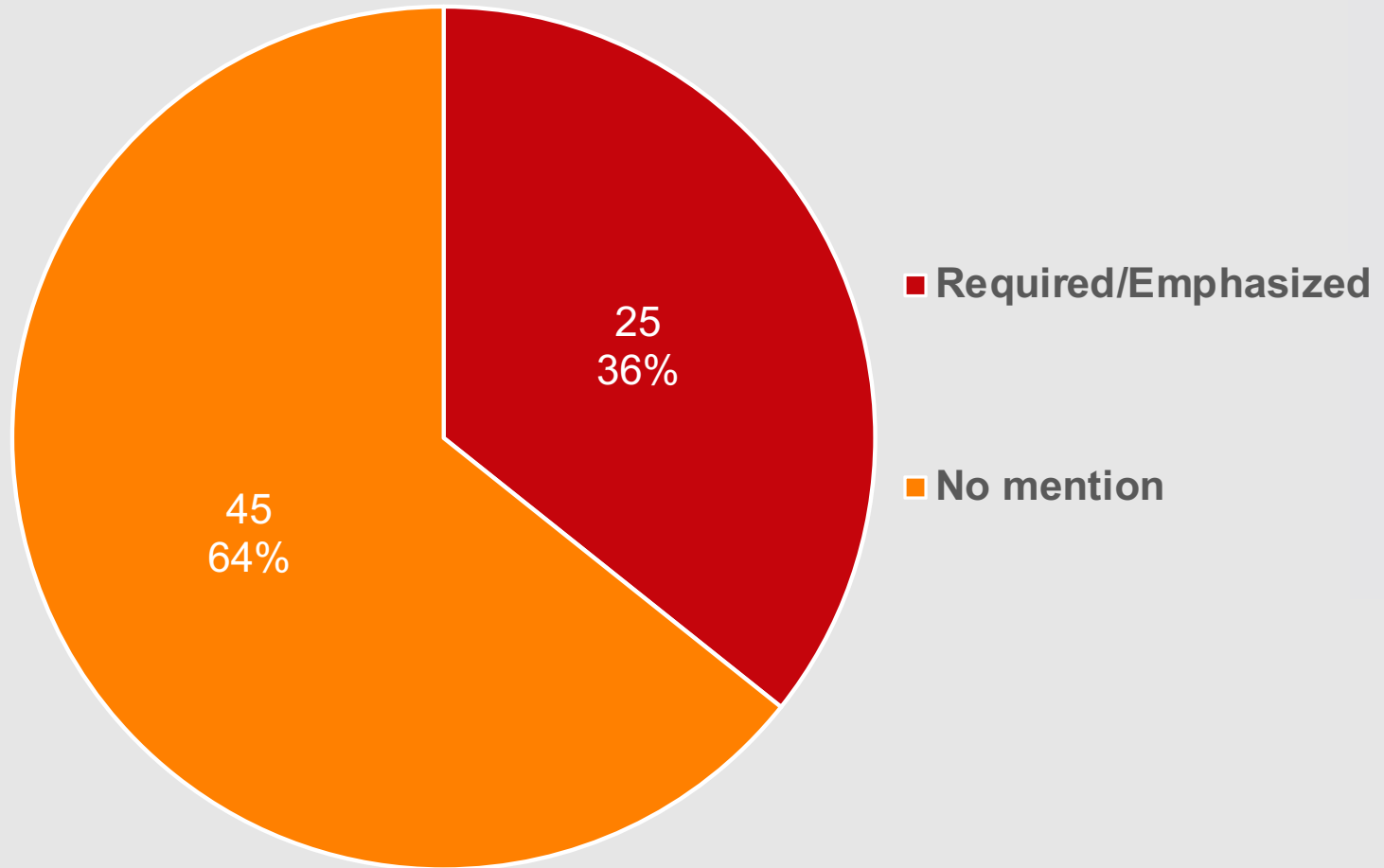
# University Y (2019) continued



## *Application materials for submission:*

- Cover letter with a brief statement of teaching philosophy and a summary of Japanese language teaching experience as it relates to this position's requirements
- **A diversity statement**, including any experience mentoring diverse students or faculty, or community outreach initiatives, and an explanation of how you will advance our goals of inclusive excellence
- Curriculum vitae
- Names and email addresses of three potential referees
- Representative **samples of course syllabi, tests, and/or other materials, including evidence of teaching effectiveness** (i.e., student evaluation summaries), if available.

# Contribution to campus diversity and inclusion (5/19/2020)



# Reference to “native or near-native” fluency/competence



	J	J&E	E	Other ways	No mention	Total
Tenure track	2	7	1	4	2	16
Director / Coordinator	0	3	0	0	0	3
Non-tenure-track instructor	7	8	0	1	2	18
Visiting / One year	2	6	0	1	2	11
Part-time	3	2	0	0	1	6
Teaching Assistant / Fellow	1	0	0	0	1	2
Summer only	0	4	0	0	1	5
Positions in Japan	2	0	0	0	2	4
<b>Total</b>	<b>17</b>	<b>30</b>	<b>1</b>	<b>6</b>	<b>11</b>	<b>65</b>

72.3%

26.2%

# Reference to Native or near-native fluency/competence



## Case 1. Assistant Professor of Japanese Studies (at a mid-size public institution)

Minimum qualifications for this position are:

- 1) a Ph.D. in hand by the appointment date in any of these areas: **linguistics, applied linguistics, Japanese linguistics, Japanese language, literature and/or culture, or a closely related field;**
- 2) demonstrated excellence in teaching Japanese language at the university level;
- 3) demonstrated record of **scholarship** and a **credible research agenda;**
- 4) **demonstrated fluency in Japanese at the advanced-mid or above level according to ACTFL or equivalent measurement;** and
- 5) **native or near-native fluency in English**

# Reference to Native or near-native fluency/competence



## Case 2. Assistant Professor of Japanese Studies (at a large public institution)

### *Required Qualifications:*

- Ph.D. in Japanese Studies or a closely-related field
- **Native or near-native proficiency in Japanese**
- **Strong proficiency in English**
- **A commitment to or experience fostering a learning environment that is supportive of individuals from diverse backgrounds**
- Evidence of **successful teaching experience** at the university level
- Evidence of **active scholarship**



## Reference to Native or near-native fluency/competence



### Case 3. Lecturer/Senior Lecturer in Japanese (at a large private institution)

#### *Minimum qualifications:*

- Master's degree and **native speaker level competency in Japanese** are required, as is prior college-level teaching experience (3 years of full-time teaching experience preferred) and ability to teach all levels of Japanese.
- Also required are
  - **an explicit understanding of the linguistic properties of Japanese;**
  - knowledge of the cultural background necessary to teach the language; familiarity with language-teaching methodologies, including technology-related pedagogy and flexibility in using different teaching methodologies;
  - **excellent English skills**;
  - and the ability to work both in a team and autonomously at all levels of the language.



**Do we need to continue using the expression “native or near native” to discuss qualifications?**



## “Imaginary construct”

“The native speaker is in fact **an imaginary construct** – a canonically literate monolingual middle-class member of a largely fictional national community whose citizens share a belief in a common history and a common destiny.”

(Kramsch, 1997: 363)

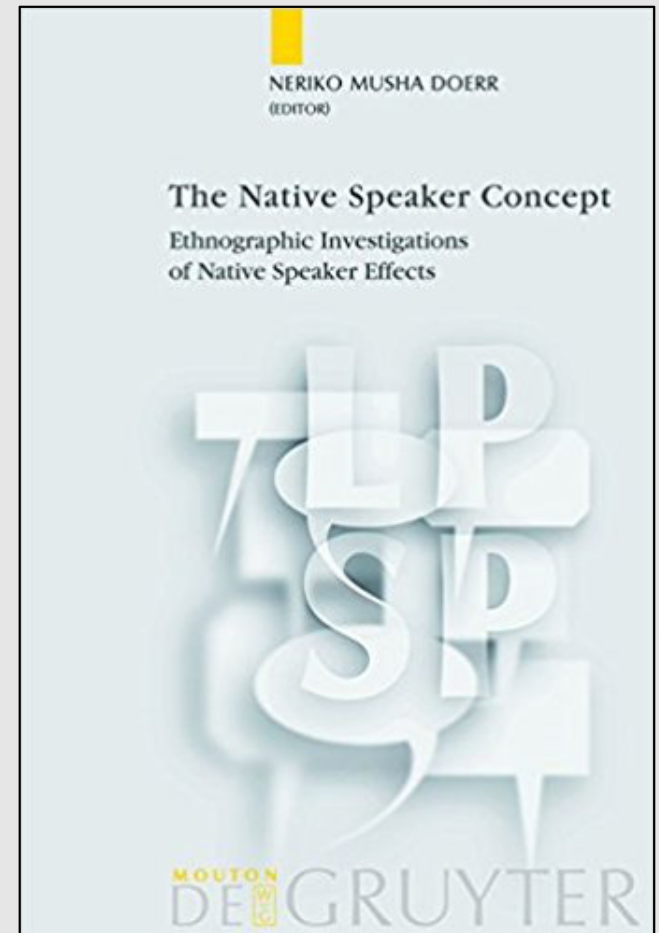


# Language ideologies of “native speaker”



- A complete and possibly innate competence assumed of native speakers;
- Language as a homogeneous and fixed system with a homogeneous speech community;
- Presumed connection between citizenship of a nation-state and being a native speaker of the national language

(Doerr, 2009)





## Alternative approach (1) Other ways of referring to proficiency

- **High level of proficiency** in Japanese and English.
- **Proficiency** in Japanese, and English, is required.
- Once a candidate has been interviewed and recommended for the position, the candidate may be asked to provide documentation from **ACTFL of Advanced Mid speaking, writing and reading skills in English and/or Japanese.**



## Alternative approach (2) No direct mention

### Case 4. Assistant Professor of Japanese (at a private liberal arts college)

We seek **someone who can teach all levels of Japanese language and contribute at least one course per academic year in the candidate's disciplinary specialization**, which can include literature, cultural studies, linguistics, or any related field. We welcome **innovative scholars** whose teaching and research can **creatively contribute to our Japanese major** and to our interdisciplinary Asian Studies major.

Candidates should have a Ph.D., or all requirements for the Ph.D. degree, completed by September 2020.



## Alternative approach (2) No direct mention

### Case 5. Lecturer in Japanese Language and Culture (at a large public institution)

The lecturer will teach a total of 12 credits per semester, typically in the form of 4 three-credit courses, and will assist the Japanese section with program development, program promotion, course coordination and extra-curricular activities. **Lecturer should have the ability to teach courses at all levels, from beginning language courses to upper-level content courses taught in the Japanese language, and potentially English-language content courses on cultural topics depending on qualifications.**



# Summary

## Today's job postings

- Broader range of responsibilities
- More detailed specification of expected professional knowledge and skills
- Increased attention to the engagement in diversity & inclusion
- Decreased number of tenure track positions → decreased emphasis on scholarship
- Continued reference to “native or near-native” status in the description of qualifications





*Japanese Language and Literature, Vol 54, No 2 (2020)*  
**“Exploring Who We Are and Who We Aspire to Be:  
Diversity, Inclusion, and Professionalism in Japanese Language Education”**

edited by

Junko Mori & Atsushi Hasegawa



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- Introduction
- **On Goals of Language Education and Teacher Diversity: Beliefs and Experiences of Japanese-Language Educators in North America**



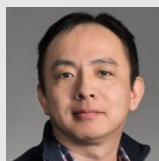
Junko Mori, Atsushi Hasegawa, Jisuk Park, Kimiko Suzuki

- **Commentaries by 12 educators**
  - ▷ diversity vs. “target” language
  - ▷ native-speakerism    ▷ heteronormativity    ▷ race & ethnicity
  - ▷ representation vs. inclusivity
  - ▷ professional identities and communities
  - ▷ pre-K-16 articulation
  - ▷ teacher training and professional development
  - ▷ role of professional association

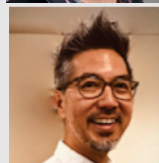


## Commentary authors

**Jotaro Arimori**  
University of Toronto



**Yo Azama**  
North Salinas High School



**Mahua Bhattacharya**  
Elizabethtown College



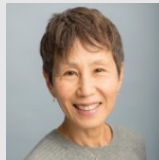
**Brian C. Dowdle**  
University of Montana



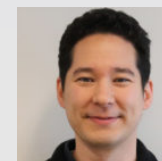
**Jessica Haxhi**  
New Haven Public Schools



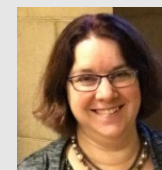
**Ryuko Kubota**  
University of British Columbia



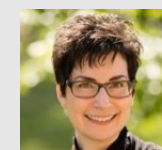
**Arthur Mitchell**  
Macalester College



**Amy Snyder Ohta**  
University of Washington



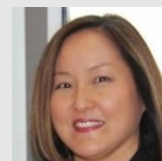
**Jae Takeuchi**  
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**Shinsuke Tsuchiya**  
Brigham Young University



**Etsuyo Yuasa**  
Ohio State University



**Suwako Watanabe**  
Portland State University

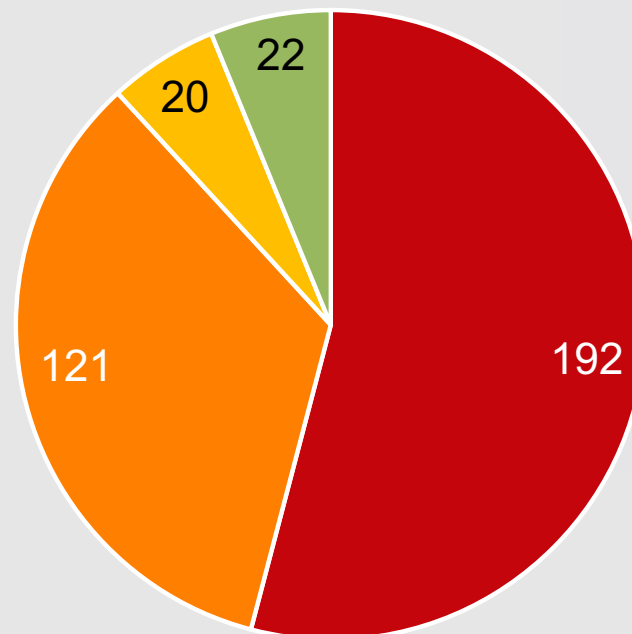




## The Online Survey (October 30-November 30, 2018)

- The invitation sent to AATJ member list, CAJLE member list, and Sensei Online.
- **355 responses** received from Japanese language educators located in North America.

Institution Type

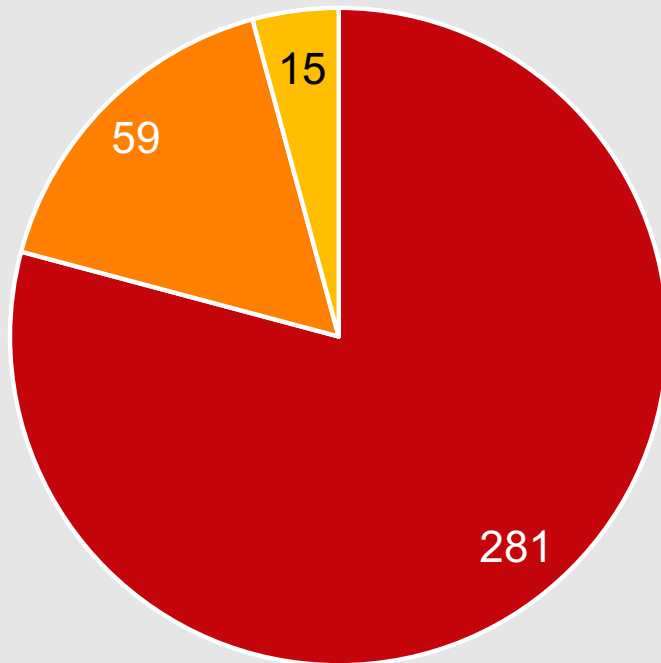


■ 4 Year ■ K-12 ■ 2 Year ■ Other

# Demographics of Survey Respondents

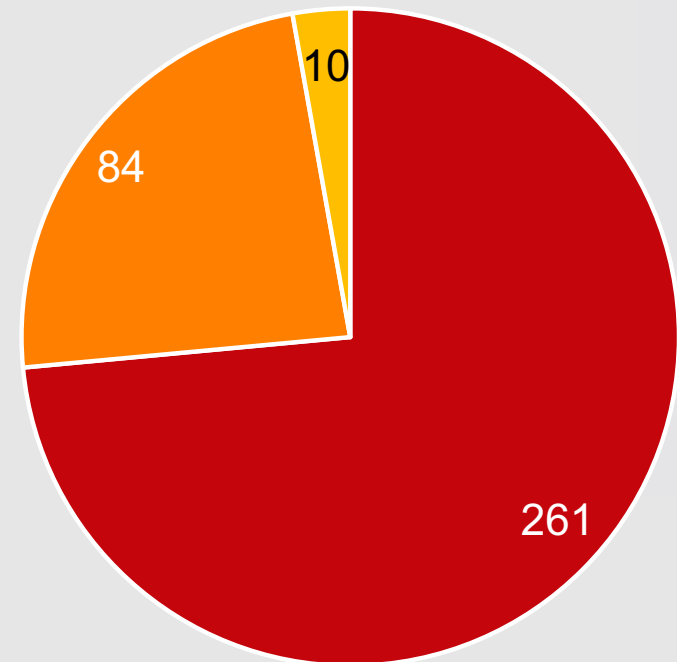


## Gender



■ Female ■ Male ■ Prefer not to say

## First Language



■ Japanese ■ English ■ Other



## Beliefs about Japanese language and culture

- **99.7% agreed that learning Japanese will help develop flexibility and sensitivity towards cultures/societies with which they are not familiar.**

### However,

- **Varied in their beliefs** about the importance of emphasizing
  - ✓ **cultural uniqueness**
  - ✓ **diversity among Japanese speakers**
  - ✓ **Standard Japanese**
  - ✓ **grammatical correctness**
  - ✓ **native-like proficiency**
- **Statistically significant differences** were observed with the respondents'
  - ✓ **first language**
  - ✓ **institution type (postsecondary vs. K-12)**
  - ✓ **highest degree earned**



## Biases and discrimination experienced/observed

I remember a student I taught in 102 at the university. He had taken 101 from a native speaker. He was spell bound by the fact that I could speak Japanese and his comment was, “**I now know I can learn Japanese**”. My response was, “Why?” “**Because you aren’t Japanese and I have only every [ever] seen Japanese speak Japanese and my previous teacher told me I would never be able to learn it.**”

(College, Female, **L2**, Bachelor, more than 20 years)



## Biases and discrimination experienced/observed

It is efficient and convenient to communicate via emails and so forth in Japanese when the majority of a group are Japanese people... One person there was American. The formal Japanese writing style was difficult for her, and she never replied to any of the emails. In the end, she didn't participate in the online conference. **I assume she may have considered us exclusivist.** It would be possible for Americans to teach at high schools, **but I think it would be fairly difficult for them to communicate in writing with Japanese about education or conferences.** I understand how she feels since **I myself am still struggling to communicate in English.**

(College, Female, L1, Master, 11-15 years)





# Looking into the future

## What would 2050 look like?



## What did Covid-19 expose?

- **The best** and **the worst** of the humanity.
- **Gap** between **haves** and **have-nots**.
- **Global connections** vs. **global divides**.
- **Potential** of technology and **vulnerability** associated with the reliance on the movement of goods and people.



**How can we continue nurturing  
the next generation of Japanese-language educators?**

**Can you see your students becoming  
Japanese-language educators in the future?  
Why? Why not?**

**“The pipeline for L2 Japanese teachers  
more closely resembles a funnel.”**

**“Let’s widen the funnel!”**

(Haxhi, forthcoming *JLL* special issue)

**“What would the absence of  
native speaker bias look like?”**  
(Takeuchi, forthcoming *JLL* special issue)



## 私の立ち位置・実践上の心がけ

### 批判的な「ことば」への気づき

- 「ことば」の多様性
- 解釈の多様性
- 「当たり前」の再吟味
- 「ことば」の流動性・動態性・ハンブリッド性
- 「ことば」とイデオロギーの相互構築関係

### 「ことば」の

1. 観察
2. 理解
3. 分析・解釈
4. 批評/批判

批判的・創造的・  
主体的に  
「ことば」を使って  
「社会」に働きかける

## Yo Azama, CATJ 28



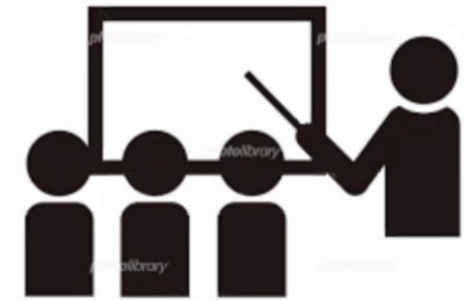
Our instruction should provide opportunities to...

- Explore diverse viewpoints
- Find common grounds
- Reflect on own values and judgement
- Learn how to communicate effectively

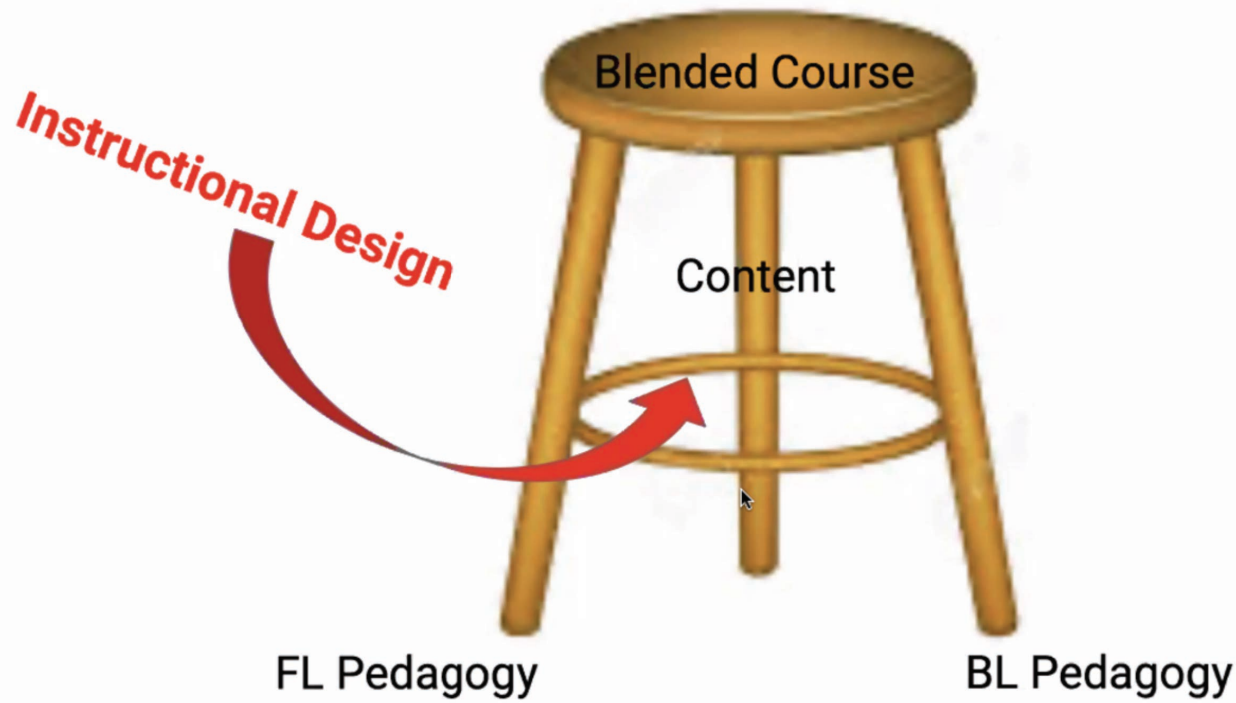
# Magara Maeda, CATJ 28



## Teaching Philosophy



Students





## Yoshiro Hanai & Shoko Emori, CATJ 28

### 変更前のカリキュラムを振り返っての反省点

***"Much of how we structure training and schooling is based on learning theories that have been handed down to us [emphasis added], and these are shaped by our own sense of what works, a sensibility drawn from our personal experiences as teachers, coaches, students, and mere humans at large on the earth. How we teach and study is largely a mix of theory, lore, and intuition. But over the last forty years and more, cognitive psychologists have been working to build a body of evidence to clarify what works and to discover the strategies that get results."*** (Brown, Roediger and McDaniel 8)



## Hanna Brandt, CATJ 28

The mission of Concordia Language Villages is to inspire courageous global citizens.

A courageous global citizen lives responsibly by:

- appreciating and seeking to understand diverse cultural perspectives;
- communicating with confidence and cultural sensitivity in multiple languages;
- respecting human dignity and cultivating compassion;
- engaging critically and creatively with issues that transcend boundaries; and
- advancing a more just, peaceful, and sustainable world for all.



Thank you!

