

CURRICULUM VITAE

Sachiko Kondo 近藤祥子

Lecturer in Japanese, Oberlin College

50 North Professor St. Oberlin, OH 44074, USA

Phone: +1 (440) 775-8001 Email: skondo@oberlin.edu

PROFESSIONAL EXPERIENCE

Lecturer in Japanese

Oberlin College – Oberlin, OH

July 2012 – Present

Instructor in Japanese

Beloit College, Center for Language Studies

Summer 2020 - 2021

Lecturer, School of Japanese

Middlebury College – Middlebury, VT

Summer 2014 - 2019

Graduate Student Teaching Assistant

University of Wisconsin-Madison – Madison, WI

Aug 2010 - May 2012

EDUCATION

Master of Arts, Japanese (Japanese Linguistics)

University of Wisconsin-Madison.

Madison, Wisconsin

August 2012

Bachelor of Arts, Liberal Arts (Social and Behavioral Science)

Soka University of America.

Aliso Viejo, California

May 2010

COUSES TAUGHT

Oberlin College, OH

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| • Elementary Japanese I (1 st year) Textbook used: <i>Genki I</i> | Fall 2019 - 2024 |
| • Intermediate Japanese II (2 nd year) Textbook used: <i>Genki II</i> | Spring 2013 - 2025 |
| • Japanese Reading and Conversation I (3 rd year) Textbook used: <i>Tobira</i> | Fall 2012 - 2024 |
| • Japanese Reading and Conversation II (3 rd year) Textbook used: <i>Tobira</i> | Spring 2020 - 2025 |
| • Advanced Japanese II (4 th year) | Spring 2013 - 2018 |
| • Japanese Pop Culture in Japan – Advanced | Spring 2019 module |
| • Japanese Language Across the Curriculum (LxC) | Spring 2019 module |
| • Japanese for Professional Purposes (4 th /5 th year) | Fall 2018 module |
| • Japanese Language Proficiency Test Prep Course (4 th /5 th year) | Fall 2014 - 2018 |
| • Advanced Reading and Writing in Japanese (5 th year) | Fall 2014 - 2017 |
| • Readings in Japanese Sources I (5 th year) | Fall 2012, 2013 |

In addition to teaching all levels of Japanese language courses as a primary instructor, Kondo served as a Japanese program coordinator: Create curriculum standards based on ACTFL proficiency

guidelines to streamline students' experiences from beginning to advanced level. Manage and coordinate co-curricular activities such as weekly conversation tables and cultural activities. Mentors new half-time instructors on best teaching practices, observing their classes, and weekly meetings with them to go over schedule and curriculum.

Beloit College, WI - Center for Language Studies

- Fourth-year Japanese, Japanese Language Proficiency Test Prep Course Summer 2020, 2022
- Second-year Japanese (assistant instructor) Summer 2021
- First-year Japanese (assistant instructor) Summer 2020

All courses were conducted online via zoom. Served as main instructor for fourth year Japanese courses. In addition to teaching, extra tutorial sessions were conducted to maximize the effect of online teaching.

Middlebury College, VT - Language School (School of Japanese)

- Level 5, Advanced Japanese Summer 2018-2019
- Level 1, Beginning Japanese I. Textbook used: *Nakama I* Summer 2014-2017

These are 8-week intensive language courses, where students sign the language pledge®, a promise to speak only the language students are studying for the duration of the program. Served as main instructors, also coordinating co-curricular activities and cultural events for students.

University of Wisconsin-Madison, WI (Teaching Assistant)

- First- and second semester Japanese. Textbook used: *Genki I and II* Aug 2010- May 2012

Two-year graduate program. Took courses on foreign language education, teaching practicum, while being responsible for teaching a section of 20 students for the entire semester. Under the guidance of professors, teaching assistants create lesson plans and execute classes. Frequent feedback sessions are conducted for the best teaching practices.

PROFESSIONAL MEMBERSHIP

- American Association of Teachers of Japanese (AATJ)
- Ohio Association of Teachers of Japanese (OATJ)
- American Council on The Teaching of Foreign Languages (ACTFL)

CONFERENCE PRESENTATIONS

- Princeton Japanese Pedagogy Forum (PJPF), May 2018. "Rethinking Teaching Japanese Culture: Through Collegiate Collaboration" 「日本文化の教え方を考える一大学間のコラボレーションを通して」
- American Association of Teachers of Japanese (AATJ) Annual Conference, March 2018. "Poster presentation as an activity to promote peer learning by learners at different proficiency levels" 「異なったレベルの学習者同士の学びを促す活動としての「ポスター発表」

- South Eastern Association of Teachers of Japanese (SEATJ) Conference at University of North Carolina-Wilmington, February 2016. “Approaches to Increase Enrollment in Advanced Japanese Language Courses” 「上級日本語コースにおける受講者数増加を目指した取り組み」
- Central Association of Teachers of Japanese (OATJ) Conference at University of Findlay, April 2015 “Designing Advanced Courses in Accordance with Students’ Various Needs 「学習者の多様なニーズに沿った上級のコースデザイン」
- American Association of Teachers of Japanese (AATJ) Annual Conference, March 2015
Panel Title: “Application of Self-made GPS Games by ARIS in Japanese language Instruction”
「自作GPSゲームの日本語教育での利用と実践報告」 Presentation Title: “Creating and using a digital scavenger hunt for beginning Japanese with ARIS” 「ARISを使った初級日本語デジタルスカベンジャー・ハント」
- Japanese Language Teachers’ Association for North East (JLTANE) at Yale University, June 2011. “Lexical Acquisition in Japanese as a Second Language: The Effect of Visual and Written Mnemonic Cues on Memorization of Hiragana” 「第二言語としての日本語の語彙習得：視覚・記憶術教材のひらがな学習への影響」

CONFERENCE PRECEDINGS

- “Rethinking Teaching Japanese Culture: Through Collegiate Collaboration” 「日本文化の教え方を考えるー大学間のコラボレーションを通して」 in Japanese (2018 Princeton Japanese Pedagogy Forum [PJPF] Conference Proceeding, forthcoming)
- “Approaches to Increase Enrollment in Advanced Japanese Language Courses” 「上級日本語コースにおける受講者数増加を目指した取り組み」 in Japanese. (2016 South Eastern Association of Teachers of Japanese [SEATJ] Conference Proceeding)
- “Designing Advanced Courses in Accordance with Students’ Various Needs” 「学習者の多様なニーズに沿った上級のコースデザイン」 in Japanese. (2015 Central Association of Teachers of Japanese [CATJ] Conference Proceeding)
- “Lexical acquisition in Japanese as a second language: The effect of visual and written mnemonic cues on memorization of *hiragana*” 「第二言語としての日本語の語彙習得ー視覚・記憶術教材のひらがな学習への影響ー」 in English. (2011 Japanese Language Teachers’ Association for North East [JLTANE] at Yale University Conference Proceeding)