

## Prof. Maeda: A Dedicated Teacher, Researcher, and Colleague

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Reflecting on the years that I have had the honor of being Professor Maeda's colleague, steadfast dedication are the words that come to mind. Over the years, I have had the privilege of serving on several committees with Professor Maeda, I have learned from her on occasion by assisting with her research, and from my neighboring office I have seen her respond to a constant flow of student visits with kindness, warmth, and a genuine desire to impart knowledge. In all of my interactions with Professor Maeda, and from those that I have observed from a slight distance, I have been struck by her cordial and good-humored nature, warm-heartedness, attention to detail, and dedication to her work, colleagues, and students.

Although I never had the opportunity to observe one of Professor Maeda's classes, her commitment to her students and her teaching is immediately apparent. On numerous occasions, I saw Professor Maeda greet students at her office door, not with a perfunctory answer to their question, but rather by opening the door and inviting them in for a genuine discussion about their concerns. I also quickly learned from occasional meetings at the copy machine that rather than work with a publisher's textbook, or even from the same materials every year, Professor Maeda continually assembled and revised her own course materials, making adjustments each year to accommodate the particular mix of more and less proficient students in her classes. Finally, in this past year, when faced with the challenges of teaching online for the first time, and in the last year of her tenure, she devoted hours of her time to familiarizing herself with the novel software and technologies necessary to deliver a standard of teaching that her students have come to expect and respect.

Turning to Professor Maeda's research, a trademark of her research is her sincere interest in deeply understanding the challenges Japanese learners face when learning the phonology of the English language.

Whether researching the post-vocalic -r, word linking, or interlanguage prosody, Professor Maeda has persistently sought to better understand the phonological difficulties encountered by her students and how her teaching and their learning might be facilitated through research. I have learned a great deal by reading some of her papers, and by discussing with her problems that I have noticed in my students' oral production. Her advice and recommendations have always been most helpful. When assisting with one of her projects, I also gained a great deal of appreciation for the detailed work involved in her studies on interlanguage phonology.

Professor Maeda's attention to detail, dependability, and dedication—and good humor and patience through it all—are also well-known throughout the university by colleagues who have worked closely together with her on committees. Through countless hours of largely unsung work, Professor Maeda's creativity and attention to the finer points of the English language have been at the foundation of Kanagawa University's consistently positive presentation of itself and its standards to the public. In committee service with Professor Maeda, I have learned a great deal from her about language, and about the importance of patience and good humor. Although always serious about and focused on the work at hand, Professor Maeda's sense of humor and ability to smile in the face of some of the most trying work has made committee work with her some of the most enjoyable and memorable.

Finally, and perhaps most importantly, I have greatly enjoyed getting to know Professor Maeda personally. I have come to marvel at her bilingual upbringing and now quadrilingual abilities, and her experiences living overseas. I have enjoyed being able to share with her the occasional challenges one faces as a foreign national working overseas and in Japan. I have also learned a great deal about parenting and education through discussions about how she raised her two children bilingually in Japan. All of her stories about raising her children in Japan have helped inform the approaches that I continue to take with my daughter. Although I imagine that Professor Maeda probably does not widely divulge too much of the devotion she has given to her family, her dedication to her family throughout her years of teaching service should not be overlooked. Implicitly and

quite unpretentiously, she has served as a model for her female students who undoubtedly will not have the luxury of staying at home, as many of Professor Maeda's contemporaries did. Through her quiet yet steadfast dedication and years of teaching, Professor Maeda has made a great contribution to the university, her colleagues, her students, and her family.