

# AATJ 2014 ANNUAL SPRING CONFERENCE PROGRAM

## PART ONE

Philadelphia Marriott Downtown, Philadelphia, PA

Meeting Rooms 402/403, 404, 407, 408/409, 411 (Fourth Level); Grand Ballroom C (Fifth Level)

Thursday, March 27, 9:00 a.m.–5:00 p.m.

(Registration: Fourth Level)

*Papers whose titles appear in Japanese in the program will be delivered in Japanese;  
those with only English titles will be delivered in English*

9:00 a.m.–10:40 a.m. — Session 1

### SESSION 1-A: PEDAGOGY PANEL [MEETING ROOM 402/403]

Chair: **Suyu Kuo**, University of Pennsylvania

Panel Title: 「日本語教育における言語、文化、アイデンティティの多様性」 (Linguistic, Cultural, and Identity Diversity in Japanese Language Education)

「日本語教育における第三の場所、第三文化、文化リテラシー」 (Teaching Japanese in intercultural context: Theory of Thirdness in Japanese pedagogy)

**Yaeko Kabe**, University of Maryland University College

「初級日本語ブログプロジェクトを通して「文化の中の多様性」を発見、考察する」 (Exploring and examining “cultural diversity” through a novice-level Japanese language learners’ blog project)

**Suyu Kuo**, University of Pennsylvania

「コミュニケーションの多様性：二大学間の協働ビデオプロジェクト」 (Diversity in communication styles among language learners: A collaborative digital video project in cross-institutional settings)

**Naoko Sourial**, Baruch College, The City University of New York

「日本語文学／越境文学の中・上級教材としての可能性：「第三の場所」発見を目指して」 (Searching for the third space through Japanese language/transnational literature: What the new genre can offer students)

**Naemi Tanaka McPherson**, University of Hawai'i at Manoa

### SESSION 1-B: PEDAGOGY PAPERS [MEETING ROOM 404]

Chair: **Atsushi Fukada**, Purdue University

「初級レベルにおけるオンラインロールプレイの実践—流暢さと談話レベルでの言語運用能力の育成を目指して」 (Implementation of online role-play at the beginning level: Aiming to foster fluency and discourse-level interactive competence)

**Chie Muramatsu**, **Shinji Shimoura**, and **Atsushi Fukada**, Purdue University

「CBI 授業における学習者主体の評価活動」 (Integrating student-centered assessment activities in the CBI classroom)

**Kimiko Suzuki**, Haverford College, and **Atsushi Hasegawa**, New York University

「学習者間の自由会話を通しての会話技術向上の試み」 (Towards the cultivation of conversational skills: An analysis of free conversation between learners of Japanese as a foreign language)

**Kiyomi Kawakami**, University of Iowa

「日本語上級クラスに於けるインタビュー調査の実施とその形成的評価」 (Interview projects integrated in an advanced-level Japanese course with formative assessment)

**Ayako Nagai**, University of California, Irvine

### SESSION 1-C: SECOND LANGUAGE ACQUISITION (SLA) PAPERS [MEETING ROOM 407]

Chair: **Keiko Kuriyama**, Indiana University

“Does reading aloud improve foreign language learners’ speaking ability?”

**Sueyon Seo**, University of Wisconsin, Milwaukee

「日本語初級学習者を対象とした、オンライン口頭練習による日本語ピッチアクセントの習得効果とその練習方法」 (Effects of oral practice on Japanese pitch accentuation through an online program)

**Mayu Miyamoto**, Purdue University

「日本語クラスにおける未習初級者と既習初級者の第二言語不安、成績、学習継続状況の比較調査」 “Comparing the anxiety, performance, and retention of beginner and advanced beginner Japanese language students”

**Keiko Kuriyama**, Indiana University

**“Style choice by learners of Japanese”**

Etsuko Inoguchi, Kanazawa Institute of Technology

**SESSION 1-D: SPECIAL INTEREST GROUP PANEL ON PROFICIENCY ASSESSMENT [MEETING ROOM 408/409]**

Chair: Ken'ichi Miura, Franklin & Marshall College

Panel Title: 「Proficiency Guidelines と日本語教育」 (Proficiency Guidelines and Japanese Language Education)

「日本語学習者会話データベースにおける OPI コーパスのレベル別語彙分析」 (Corpus analysis of vocabulary by OPI proficiency levels: Interviews from a database of Japanese learners' conversation)

Mamoru Hatakeyama, Carnegie Mellon University

「作文評価を考える—作文評価の信頼性、実用性、影響力を高める試み—」 (Writing assessment: Ideas for improving reliability, practicality, and impact)

Mari Stever, Yale University

「ACTFL Proficiency Guidelines 2012の能力指標に基づいたプロジェクト案とそのコミュニケーション能力評価の一実践例」 (A project for intermediate-level learners of Japanese using the ACTFL Proficiency Guidelines 2012)

Momoyo Kubo Lowdermilk, Stanford University

「リスニング再考」 (Reconsidering listening activities based on the ACTFL Proficiency Guidelines)

Kumi Omoto, Franklin & Marshall College

**SESSION 1-E: LINGUISTICS AND PEDAGOGY PAPERS [MEETING ROOM 411]**

Chair: Naomi McGloin, University of Wisconsin, Madison

「自然会話における終助詞「よね」の機能に関する一考察」 (An analysis of the functions of the sentence-final particle *yone* in natural conversation)

Naomi McGloin and Jun Xu, University of Wisconsin, Madison

「現代話者のコト・モノ・ノの使い分け」 (The structure of formal nouns *koto/mono/no* in contemporary Japanese)

Hidemi Riggs, University of California, Irvine

「結果」の文法化 一名詞から接続詞へ」 (Grammaticalization of “*kekka*”: From noun to conjunction)

Kazuko Tojo, J.F. Oberlin University

「デス・ダはどう教えるべきか」 (How should we teach *da/desu*?)

Michio Tsutsui, University of Washington

**SESSION 1-F: PEDAGOGY PANEL [GRAND BALLROOM C]**

Chair: Shinji Sato, Princeton University

Panel Title: 「日本語教育における言語イデオロギー：理論と実践」 (Language Ideologies in Japanese Language Education: Theories and Practice)

“Language ideology and its manifestations: Exploring implications for Japanese language teaching”

Mahua Bhattacharya, Elizabethtown College

“What is “*tadashii keigo*”? Native speaker sociopragmatic norms”

Shigeo Okamoto, University of California, Santa Cruz

「ドラマアプローチで学ぶ言語イデオロギー：『げんき』の会話についてのディスカッションと言語政策者を演じての会話作りの実践」 (Learning language ideologies through a drama approach: Discussions about conversations in *Genki* and role-playing of language play)

Noriko Sugimori, Kalamazoo College

「日本＝日本語＝日本人」というイデオロギー脱構築への上級日本語コースでの試み」 (Dismantling the conflation of language, ethnicity, and nation in the ideology of Japanese-ness: A case from an advanced Japanese course)

Yuri Kumagai, Smith College

10:50 a.m.-12:30 p.m. — Session 2

**SESSION 2-A: PEDAGOGY PANEL [MEETING ROOM 402/403]***Chair: Noriko Fujioka-Ito, University of Cincinnati**Panel Title: 「第二言語学習におけるフィードバックの役割と実践での重要性」 (Roles and Pedagogical Importance of Feedback in L2 Learning)*

「第二言語学習におけるフィードバックの意義と役割」 (Significance and roles of feedback in L2 learning)

Noriko Fujioka-Ito, University of Cincinnati

「自律学習促進のための韻律練習とフィードバック」 (Exercise and feedback for the facilitation of autonomous Japanese prosody learning)

Tomoko Shibata, Princeton University

「“Lang-8”を使った書き指導におけるフィードバック」 (Feedback on writing tasks using “Lang-8”)

Rie Tameyori, Princeton University

「オンラインコースでのフィードバックのツールとモチベーション」 (Tools of feedback and students' motivation in online courses)

Emi Ochiai Ahn, Mesa Community College

**SESSION 2-B: PEDAGOGY PAPERS [MEETING ROOM 404]***Chair: Etsuko Takahashi, Wesleyan University*「漢字の教え方とその背景」 (Teaching *kanji* and its underlying factors)

Etsuko Takahashi, Wesleyan University, and Hisae Fujiwara, Brandeis University

「日本語学習者の個人差への対応」 (Responses to individual differences among learners of Japanese)

Wako Tawa and Kozue Miyama, Amherst College

「学習者の自己モニターで口頭発表はどう変わるか？」 (How can Japanese learners' self-monitoring improve oral presentation?)

Mika Yamaguchi, Emory University

「初級学習者が日本語でのプロジェクトワークで抱える問題とその原因－学校紹介ビデオ作成プロジェクトの事例から－」 (Challenges that beginner-level learners of Japanese encounter during project work and their causes: A case study of a video creation project)

Kazuhiro Yonemoto, University of British Columbia, Noriko Kimura, Hiroshima University, Nana Suzumura, University of Hawai'i, Manoa, and Ayaka Sogabe, University of Michigan

**SESSION 2-C: SIG PAPERS ON LANGUAGE AND CULTURE & PROFESSIONAL DEVELOPMENT [MEETING ROOM 407]***Chair: Maki Hirotoni, Rose-Hulman Institute of Technology*

“Collaborative learning: Building verbal and non-verbal competence through social media projects”

Maki Hirotoni, Rose-Hulman Institute of Technology, and Kiyomi Fujii, Kanazawa Institute of Technology

「選択科目としての「日本文化クラス」の可能性」 (How can we make the best of a “Japanese Culture” class?)

Yoko Hanson, Coastal Carolina University

「日本語の同期型 e ラーニングコースでの動機付けに関する一考察－チャットでメンターが果たす役割－」 (A study on motivation in synchronous e-learning courses in Japanese: The role that mentors play in chat)

Michiyo Takasaki, Japan Foundation, Mexico

「ボトムアップで始まる、アーティキュレーション活動と教師成長の事例報告－「みんなの Can-do サイト」をツールとして」 (A bottom-up approach to articulation and the development of teachers: A case study using “Minna no Can-do Site”)

Aiko Kitamura, College of William &amp; Mary, and Tomomi Sato, University of Virginia

**SESSION 2-D: SIG PANEL ON LANGUAGE AND CULTURE [MEETING ROOM 408/409]***Chair: Yoshiko Higurashi, San Diego State University**Panel Title: Issues of Internships in the U.S. and Japan: Evaluation*

“Evaluation issues at the sites of internships in the U.S.”

Yoshiko Higurashi, San Diego State University

“Developing linguistic and cultural competencies through situated learning”

Yuki Matsuda, University of Memphis

“One size fits all one: Managing internship host organizations in Japan”

Theodore Gilman, Harvard University

**“Balancing quantitative with qualitative evaluations of student performance in internships at an overseas studies program in Japan”**

**Yoshiko Matsumoto**, Stanford University, and **Andrew Horvat**, Josai International University

**SESSION 2-E: LITERATURE AND PEDAGOGY PAPERS [MEETING ROOM 411]**

*Chair:* **Joanne Quimby**, North Central College

**“Who is “I”? *Boku* or *atashi*?: Shifting personality and gender in Haruki Murakami’s translations”**

**Rika Saito**, Western Michigan University

**“Discursive destructions: The obscene body in the fiction of Kanehara Hitomi”**

**David Holloway**, Washington University in St. Louis

**“Fake names and hidden selves: Self-referential pronouns and narrative voice in Kirino Natsuo’s *Real World*”**

**Joanne Quimby**, North Central College

**「俳句学習の可能性—上級クラスによる俳句ワークショップ」 (The poetics of learning: A student-led *haiku* workshop in advanced Japanese)**

**Aya McDaniel**, Emory University

**SESSION 2-F: PEDAGOGY PANEL [GRAND BALLROOM C]**

*Chair:* **Yong-Taek Kim**, Indiana University of Pennsylvania

*Panel Title:* **Applying Cognitive Linguistics to Japanese Pedagogy: State of the Art and New Directions**

**“Applying cognitive linguistics to Japanese transitivity: Towards a semantic map model”**

**Yong-Taek Kim**, Indiana University of Pennsylvania

**“A prototype approach to verb semantics: Teaching Japanese resultative ‘-teiru’”**

**Yumiko Nishi**, University of Iowa

**“A cognitive linguistics approach to Japanese particles: Analysis and applications”**

**Kyoko Masuda**, Georgia Institute of Technology

**“Understanding prototypical Japanese patterns through typological generalizations”**

**Sayaka Abe**, Williams College

**12:30 a.m.–1:30 p.m. — Lunch Break**

**12:30 p.m. – 1:30 p.m.**

**SIG Business Meetings in Rooms 402/403, 404, and 407**

**Japanese for Specific Purposes (JSP): Room 402/402**

**Language and Culture: Room 404**

**1:30 p.m.–3:10 p.m. — Session 3**

**SESSION 3-A: PEDAGOGY PANEL [MEETING ROOM 402/403]**

*Chairs:* **Stephen Moody** and **Maiko Ikeda**, University of Hawai’i, Manoa

*Panel Title:* **Empirically-Grounded Materials for Japanese Pragmatics Instruction**

**“Doing “being a good listener”: Developing multiple levels of pragmatic awareness of *aizuchi* among beginning JFL learners”**

**Sean Forte**, University of Hawai’i, Manoa

**“Pragmatics instruction through awareness-raising and conversational practice: *Soo desu ne* and *soo desu ka* as reactive tokens”**

**Stephen Moody**, University of Hawai’i, Manoa

**“Materials for the development of learners’ electronic literacy through requesting in Japanese emails”**

**Maiko Ikeda**, University of Hawai’i, Manoa

*Discussant:* **Yumiko Tateyama**, University of Hawai’i, Manoa

**SESSION 3-B: PEDAGOGY PANEL [MEETING ROOM 404]***Chair: Shigeru Osuka, Seton Hall University**Panel Title: 「マルチメディア社会での新しい作文指導法と評価に関する総合的研究」 (New Teaching Methodology and Assessment for Japanese Writing in a Multimedia Society)*

「「書く力」指導の体系化を目指したカリキュラムのデザインと評価」 (Development and assessment of a new writing instruction system incorporated in a curriculum)

Masami Ikeda, Massachusetts Institute of Technology

「ピア・レスポンスで使用する評価表が学生に及ぼす影響の考察：上級日本語学習者の作文作成過程からの実践報告」 (The influence of some evaluation sheets used for peer response on advanced learners of Japanese writing process)

Kiyoshi Noguchi, Sophia University

「デジタル・ストーリーテリングを使用した作文指導法と評価についての考察」 (Japanese teaching methodology and assessment for digital storytelling in Japanese writing)

Shigeru Osuka, Seton Hall University

「e-Portfolioの一環としての作文指導—その評価方法と今後の課題」 (Teaching “sakubun” as a part of e-portfolios: assessment methods and beyond)

Naoko Ikegami, Lafayette College

**SESSION 3-C: PEDAGOGY PAPERS [MEETING ROOM 407]***Chair: Keiko Okamoto, Columbia University*「ドラマを通じた日本語の教育:「〜てもらう」について再考」 (Teaching through Japanese TV drama: A reexamination of the highly contextual related structure *te-morau*)

Yunchuan Chen, University of Hawai'i, Manoa, and East-West Center

「音読活動を通して円滑なコミュニケーションを目指す」 (Facilitating smooth communication through vocal reading)

Keiko Okamoto, Miharuru Nittono, and Yoshiko Watanabe, Columbia University

「映画を『作って』学ぶ: アフレコプロジェクトの実践報告」 (Into the screen: Report on a voice-over project)

Miki Yagi, Harvard University, and Emi Mukai, Stanford University

“Japanese learners' awareness of pitch accent and intonation and its influence on their oral performance and study habits”

Yui Iimori, Ohio State University

**SESSION 3-D: SECOND LANGUAGE ACQUISITION (SLA) PAPERS [MEETING ROOM 408/409]***Chair: Noriko Fujioka-Ito, University of Cincinnati*

「日本語母語話者と韓国人・中国人日本語学習者のパーソナル・テリトリーに関する認識と発話に関する対照研究」 (Contrast study on recognition and utterances about personal territory of Japanese native speakers and Korean and Chinese learners of Japanese)

Myeongja Heo, University of Tsukuba

“Cultural encounters in conversation: How culture is explored in conversations for learning”

Erica Lea Zimmerman, United States Naval Academy

“Japanese dialect and discursive positioning: The opinions of L2 speakers and their L1 counterparts”

Jae Takeuchi, University of Wisconsin, Madison

“The perception of Japanese sentence-final particles by L2 learners of Japanese”

Rie Maruyama, University of Arizona

**SESSION 3-E: LITERATURE PANEL [MEETING ROOM 411]***Chair: Catherine Ryu, Michigan State University**Panel Title: Toward a Theory of Cultural Translation: Rewriting Love, Loss, and Imaginary Space in Genji Monogatari*

“The architecture of polygamous cohabitation: Genji's Rokujōin as a transformation of the Irogonomi no ie”

Edith Sarra, Indiana University

“Gaming *Genji Monogatari*: Rethinking Ukifune as a supreme game strategist”

Catherine Ryu, Michigan State University

“Images of everlasting sorrow: Re-translation of the Yang Kwei-Fei legend in *Yoru no Nezame*”

Joannah Peterson, Indiana University

“Hashihime: Beyond text and image in the “Illustrated Tale of Genji”

Kendra Strand, University of Michigan

*Discussant: Esperanza Ramirez-Christensen, University of Michigan*

**SESSION 3-F: SIG PANEL ON AP JAPANESE [GRAND BALLROOM C]***Chair: Yoshiko Mori, Georgetown University**Panel Title: 「高等教育機関から見た AP Japanese の意義と課題」 (Issues in AP Japanese: A Higher Education Perspective)***“Getting bigger, getting better: Strategies for language and culture programs”****Kimberly Jones, University of Arizona****「米国の大学におけるAP日本語の単位認定に関する調査と今後の課題」 (AP Japanese credit acceptance: Study and future considerations)****Motoko Tabuse, Eastern Michigan University****「AP の学生はどのような力を身につけて大学に入ってくるのか」 (The academic skills and college outcomes of AP students)****Yoshiko Mori, Georgetown University****「社会人が期待する日本語能力に向けての新しいカリキュラムの構築」 (Designing a new curriculum to achieve advanced level proficiency that professionals expect of our majors)****Yoshiko Saito-Abbott, California State University, Monterey Bay****3:20 p.m.-5:00 p.m. — Session 4****SESSION 4-A: PEDAGOGY PANEL [MEETING ROOM 402/403]***Chair: Fumio Watanabe, Yamagata University**Panel Title: 「日本語習熟度を測る指標の分析および表現文型抽出ツールの開発」 (Toward Development of a Functional-expression Extraction Tool: Exploring Indices for Measuring Learners' Proficiency in Japanese)***「日本語学習者の物語作文における接続詞・接続助詞使用をもとに習熟度を探る」 (Measuring proficiency in terms of conjunction and complementizer use: The case of written narratives by learners of Japanese)****Fumio Watanabe, Yamagata University****「日本語作文における名詞修飾節—英語母語の学習者と日本語母語話者の比較から—」 (Noun modifying clauses in Japanese written narratives: A comparative analysis of L1 English learners of Japanese and L1 Japanese)****Mitsuaki Shimojo, University at Buffalo, The State University of New York****「日本語学習者物語作文における日本語習熟度の複合動詞使用への影響」 (Influence of Japanese language proficiency on the use of compound verbs in learners' written narratives)****Miho Fujiwara, Willamette University****「機能表現および文型に着目した表現文型抽出ツールの開発」 (Preliminary development of a functional-expression extraction tool for the assessment of proficiency levels in Japanese)****Yoshiko Kawamura, Tokyo International University, and Tomoko Takeda, San Francisco State University****SESSION 4-B: PEDAGOGY PAPERS [MEETING ROOM 404]***Chair: Masako Douglas, California State University, Long Beach***「映画で学ぶ命の重さ —上級日本語授業の取り組み—」 (What can Japanese learners learn about life through a movie?)****Yoshimi Sakakibara, University of Michigan****「体系的な peer/self review の指導が書く力の向上に及ぼす効果の検証：上級日本語コースでの批判的に読み・書くことの指導にむけて」 (Effects of trained peer- and self-review on improving writing skills: Teaching how to write and read critically in an advanced Japanese class)****Masako Douglas, California State University, Long Beach**

「図書館と日本語プログラムの協働による正規多読コースの実現と実践」 (Development and implementation of extensive reading courses: Collaboration between the library and the Japanese language program )

Yuka Kumagai and Tomoko Bialock, University of Southern California

“Setting up a Japanese extensive reading club based on learner motivation”

Aurora Tsai, University of Hawai'i, Manoa

#### **SESSION 4-C: PEDAGOGY PAPERS [MEETING ROOM 407]**

*Chair:* Noriko Hanabusa, University of Notre Dame

「3 領域 X 3 能力 + 3 連繫を指標にしたプロジェクト型学習の実践報告と今後の課題」 (Designing a project based on the guideline, “Gakushuu no Meyasu : 3x3+3”)

Jisuk Park and Kyoko Matsui Loetscher, Columbia University

「日米合同参加型短期サマープログラムでアメリカ人日本語学習者は何を学んだのか」 (Short summer program for Japanese and US students: What did the US students learn?)

Noriko Hanabusa, University of Notre Dame

「サービラーニングを取り入れたプロジェクトの実践報告：日本語学習者を日本文化の発信者へ」 (Service learning: Transforming learners of Japanese into promoters of Japanese culture)

Yoshiro Hanai and Shoko Emori, University of Wisconsin, Oshkosh

「日本語での繋がりを築く—日米二大学間での Skype プロジェクト」 (Building a connection in Japanese: Skype project between two universities in Japan and the U.S.)

Kayo Nonaka, New York University; Sachiko Mori and David Reedy, Aoyama Gakuin University

#### **SESSION 4-D: SIG PAPERS ON JAPANESE FOR SPECIFIC PURPOSES, JAPANESE AS A HERITAGE LANGUAGE, AND STUDY ABROAD FOR FOREIGN LANGUAGE ADVANCEMENT [MEETING ROOM 408/409]**

*Chair:* Tomoko Takami, University of Pennsylvania

「ビジネス日本語における仕事目標と日本語学習をつなげる試み」 (An attempt to connect professional goals and Japanese language studies in Business Japanese)

Tomoko Takami, University of Pennsylvania

「21 世紀を生き抜くためのビジネス日本語教育：「高度の思考能力」「情報活用能力」「協働作業能力」の獲得をめざして」 (Business Japanese curriculum for a new era)

Toshiko Kishimoto, Clemson University

「多文化・多言語社会における成人初級継承語学習者—「継承語学習者」とは誰か？」 (Adult beginner-level Japanese heritage language learners: Who are 'heritage language learners'?)

Yasuko Senoo, McGill University

“Engaging learners abroad in local communities of practice”

Lindsay Yotsukura, Kyoto Consortium for Japanese Studies

#### **SESSION 4-E: LITERATURE PAPERS [MEETING ROOM 411]**

*Chair:* Joan Ericson, Colorado College

“Experiencing Japanese Noh theatre through Akira Kurosawa’s films”

Minae Yamamoto Savas, Bridgewater State University

“The Ballad of the Shared Café? The Tale of Sagoromo in medieval song”

Charo D’Etcheverry, University of Wisconsin, Madison

“Living in the earthquake nation: Representations of earthquakes in modern Japanese literature and film”

Chiaki Takagi, University of North Carolina, Greensboro

“The changing dynamics of the Zainichi in transnational Japan”

Yoshihiro Yasuhara, Carnegie Mellon University

#### **SESSION 4-F: SIG PANEL ON STUDY ABROAD FOR FOREIGN LANGUAGE ADVANCEMENT [GRAND BALLROOM C]**

*Chair:* Mari Noda, Ohio State University

*Panel Title:* 「文化重視の留学プログラム：重要言語奨学金 2013 日本インスティテュートから学ぶこと」 (Culture-Heavy Study Abroad: Lessons from the 2013 Critical Language Scholarship Japan Institute Experience)

「留学プログラムの豊かな地域環境と教室の連携：明確化された授業と探求型授業の融合」 (Connecting the rich cultural environment and the classroom in study abroad: Mixture of explicit and implicit instructions)

Yuya Takeda, Becker College

「社会生活と言語習得：初級レベルの留学生の場合」 (Socialization and language acquisition: Cases of novice-level study abroad participants)

Hiromi Tobaru, University of Findlay

「聞き上手訓練：留学プログラム中級クラスにおける試み」 (Listening strategy training: An attempt in an intermediate-level class in study abroad program)

Natsumi Suzuki, Purdue University

「教室外の言語と文化習得の促進：留学生による委員会活動の実施」 (Promoting language and culture learning outside of the classroom: Implementing student-led committees in study abroad)

Stephen Luft, University of Pittsburgh

## PART TWO

Juniper Ballroom, Marriott Courtyard Hotel

Mezzanine Level

Thursday, March 27, 6:00 -9:00 p.m.

**General Membership Meeting (followed by light refreshments)**

6:00 - 7:15 p.m.

*Chair: Motoko Tabuse, AATJ President*

**Keynote Presentation**

7:30 - 8:30 p.m.

**Dennis Washburn** (Dartmouth College)

**“Un-translating the Classics: Philology, Language Teaching, and Japanese Literary Texts”**

*Genji monogatari* has been rewritten through medieval fan fiction, fake chapters, Buddhist religious rituals, visual narratives of all sorts, product placement, erotic parodies, nationalist philological treatises, treasured picture books for trousseaus et cetera. These ‘translations’ have so shaped understandings of Murasaki Shikibu’s masterwork that uncovering the original has become an exercise in literary excavation. This situation is hardly limited to the classics; even with modern works language teachers are constantly confronted with the task of how to recover or maintain the sense of linguistic particularity and cultural strangeness that makes text worthy of our attention in the first place. This task requires in part that we ‘un-translate’, focusing not merely on teaching the fundamental structures of language, but peeling away the layers of interpretation produced by a text’s composition, circulation, and reception.