

# AATJ 2017 ANNUAL SPRING CONFERENCE

## PART ONE

**Sheraton Centre Toronto Hotel, Toronto, Ontario**

**Meeting Rooms (Mezzanine Level): Linden, Cedar, Pine West, Pine East, Chestnut West,  
Chestnut East**

**Thursday, March 16, 8:30a.m.-4:00 p.m.**

**(On-site Registration and Check-in: Mezzanine Level)**

**Coffee and tea will be available all day in the Birchwood Ballroom, where publishers and other organizations will also be displaying their publications and services.**

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

<b>8:30 a.m.-10:10 a.m. — Session 1</b>
---

### **SESSION 1-A: PEDAGOGY PAPERS [ PINE EAST ROOM ]**

*Chair: Noriko Fujioka-Ito, University of Cincinnati*

「イマージョン教育の児童と卒業生の日本語能力：生涯教育としての日本語教育への示唆」 (Language ability of Japanese English immersion children and graduates: Implications for Japanese language learning as lifelong education)

Asako Hayashi-Takakura, University of California, Los Angeles; Tetsuo Harada, Waseda University

「日本語教育における「批判的多文化教育」-ソーシャルネットワーキングアプローチ (SNA) を指標とした実践報告」 ("Critical multicultural education" in Japanese language education using a social networking approach (SNA))

Kimiko Suzuki, Haverford College; Jisuk Park, Columbia University

「日本語学習者の将来を成功に導く要因の探求—卒業生たちのライフストーリー—」 (Exploring factors enabling success in the future lives of Japanese language learners: Life stories of university graduates)

Noriko Fujioka-Ito, University of Cincinnati

「日本語学習の未来予想図：近年の傾向と今後の動向」 (Significance of increased numbers of self-learners for Japanese language instruction)

Masami Ikeda, Massachusetts Institute of Technology

### **SESSION 1-B: PEDAGOGY PAPERS [ CEDAR ROOM ]**

*Chair: Yukiko Yoshizumi, University of Lethbridge*

“Application of multiliteracies in Japanese language pedagogy with the theme of gender”

Emi Okano, University of Oregon

「ジェンダーマイノリティと日本語教育：「男言葉」「女言葉」をどう扱うか」 (Gender minority students, "women's language," "men's language," and Japanese language instruction)

Jotaro Arimori, University of Toronto

「CoBaLTTを参考にした中級日本語カリキュラムデザインの試み-多角的視点からの分析思考力を育てるために」 (Designing a curriculum for intermediate Japanese using CoBaLTT to foster global critical thinking)

Kyoko Matsui Loetscher, Columbia University

“Behavior approach to students with autism spectrum disorder in Japanese language class: Supporting students and providing academic accommodation”

Takami Taylor, University of West Florida

### **SESSION 1-C: LANGUAGE & CULTURE SIG PANEL [ LINDEN ROOM ]**

*Chair: Janet Ikeda, Washington & Lee University*

**Panel Title: “Lessons from a Tearoom Window: The Japanese Tea Ceremony and Today's Learner”**

“OF CLOUDS AND WATER: The beauty of experiential learning”

Alexandre Avdulov, St. Mary's University, Halifax

“To talk or not to talk?: Conversation in Japanese tea ceremony”

Suwako Watanabe, Portland State University

**"What can students and people in the community in the US learn from Japanese tea ceremony?"**

Polly E. Szatrowski, University of Minnesota; Fumio Watanabe, Yamagata University

**"Making culture come alive: Teaching the literary aspects of *chanoyu*"**

Janet Ikeda, Washington & Lee University

### **SESSION 1-D: PEDAGOGY PANEL [ PINE WEST ROOM ]**

*Chair:* Shinji Sato, Princeton University

**Panel Title:** 「「ウェルフェア・リングイスティクス」と日本語・日本文化教育:参加者の多様な資源を生かした言語文化教育」 ("Welfare Linguistics" and Japanese Language and Culture Education: How to Utilize Learners' Diverse Resources in Language and Culture Education)

「「ウェルフェア・リングイスティクス」と最近の言語コミュニケーション（教育）研究の理論」 (Welfare linguistics and recent theories in language communication (education) research)

Shinji Sato, Princeton University; Yuri Kumagai, Smith College

「多言語おしゃべり交流会の意味づけ: 言語生態学の視座から」 (The role of a multicultural language table: From the viewpoint of ecology language learning)

Yumiko Furuichi, University of Tokyo

「地域への越境で得た学び: 学習者のアイデンティティの変化に着目して」 (Observation of a Japanese language learner, her participation in a local community, and changes in her identities)

Kaori Shimasaki, Tohoku University

「ウェルフェアリングイスティクスの枠組みから留学生の地域奉仕活動を考える」 (The role of community service by international students: From the viewpoint of welfare linguistics)

Makiko Matsuda, Kanazawa University; Taeko Kimura, Ehle Institute, Osaka

### **SESSION 1-E: LITERATURE PAPERS [ CHESTNUT WEST ROOM ]**

*Chair:* Joanna Sturiano, Bates College

**"Translating the classics: Gender, authorship, and the canon in the *Anthology of Japanese Literature* (2014-2018)"**

Hitomi Yoshio, Waseda University

**"Gender and genre in the crafting of authorial personae in early Shōwa Japan"**

Joanna Sturiano, Bates College

**"Translating gender in Natsume Sōseki's *Meian*"**

Kelly Hansen, Okayama University

**"Lady Murasaki's fans: Writing sexual violence in post-*Genji* women's literature"**

Otilia Milutin, Knox College

### **SESSION 1-F: LINGUISTICS PAPERS [ CHESTNUT EAST ROOM ]**

*Chair:* Yoshimi Sakakibara, University of Michigan

**"Japanese *n deshita* in discourse: Past form of the *n desu* structure"**

Hironori Nishi, University of Memphis

「アドバイスへのアドバイス—日本語話者はどうアドバイスを与えているのか—」 (Discourse analysis of giving advice in Japanese)

Yoshimi Sakakibara, University of Michigan

**"Style shifting to non-honorific forms in Japanese TV cooking shows"**

Heeyeong Jung, Harvard University

**"Rethinking 'exaptation' in the formation of the Japanese conjunctive particle *si*"**

Frederick Bowman, The Ohio State University

10:20 a.m.-12:00 p.m. — Session 2
-----------------------------------

### **SESSION 2-A: PEDAGOGY PAPERS [ PINE EAST ROOM ]**

*Chair:* Michiko Kaneyasu, University of Colorado, Boulder

**"Foreign accent in L2 Japanese and pronunciation teaching"**

Kaori Idemaru, University of Oregon; Nobuaki Minematsu, University of Tokyo

「学生主導キャンパス日本語ラジオ配信の試みと学習者の実践共同体の形成/未形成の状況」 (Student-led trials with on-campus Japanese radio streaming: an observation on building of communities of practice among Japanese language learners)

Kiyomi Kawakami, University of Iowa

「初級教科書「げんき」にTask-based approachを取り入れたカリキュラム構築に向けて」 (Implementing a task-based approach to “Genki” elementary Japanese courses)

Yoko Sakurai, Japan Foundation, New York; Mako Nozu, University of South Florida; Eiko Williams, University of Miami

“Differentiated instruction in university: A case study of an advanced foreign language course”

Michiko Kaneyasu, University of Colorado, Boulder

## SESSION 2-B: SECOND LANGUAGE ACQUISITION PAPERS [ CEDAR ROOM ]

Chair: Mariko Wei, Purdue University

“Beyond decoding: Reading interventions for English-Japanese bilingual adolescents with autism spectrum disorder”  
Mariko Wei, Purdue University

“Perceptual differences with regard to kanji instruction between teachers of Japanese with different cultural and educational backgrounds”

Yoshiko Mori, Georgetown University

“Acquisition of Japanese lexicalization patterns of motion events by advanced-level English-speaking learners of Japanese”

Saori Nozaki, The Ohio State University

“A quantitative approach to Japanese passives in learner production”

Sanako Mitsugi, University of Kansas

## SESSION 2-C: SIG-FOCUSED PAPERS (CLASSICAL JAPANESE, TRANSLATION, LANGUAGE & CULTURE)[ LINDEN ROOM ]

Chair: Kazue Masuyama, California State University, Sacramento

“Japanese particle *i*: A study in early middle Japanese” [Classical Japanese SIG]

John Bundschuh, The Ohio State University

“Life history of an *issei* woman: Translation of daily diaries from World War II (1941-1946)”  
[Translating/Interpreting SIG]

Kazue Masuyama, California State University, Sacramento

“*Star Wars*’ mirrored dichotomies: Teaching gendered language constructs through film translation” [Language & Culture SIG]

Caleb Boteilho, South Kitsap High School, WA

“*Shin Godzilla* for teaching Japan” [Language & Culture SIG]

Hisaaki Wake, Amherst College

## SESSION 2-D: LANGUAGE AND TECHNOLOGY PAPERS [ PINE WEST ROOM ]

Chair: Nobuko Chikamatsu, DePaul University

「日本語初中級コースにおけるハイブリッド化とフリップクラスの導入」 (Hybrid and flipped Japanese courses: An attempt in 1st and 2nd year language curriculum)

Nobuko Chikamatsu and Mika Obana, DePaul University

「反転授業のための『げんきI・II』講義ビデオの開発と運用」 (Development and operation of lecture videos for *Genki* textbooks)

Yoshie Kadowaki and Sayumi Suzuki, University of Nevada, Reno

「デジタルテクノロジーを用いた実践的教材の活用と多様な評価者：遠隔地の教師とテクノロジーでつながる小規模校の試み」 (Use of practical teaching materials, digital technologies, and diverse evaluators: A trial to connect with an instructor remotely via technology at a small college)

Noriko Sugimori, Kalamazoo College; Soichiro Motohashi, Western Carolina University

「Augmented realityを使った効果的な速読の指導」 (Incorporating augmented reality for more effective rapid reading instruction)

Satoru Ishikawa, Boston University; Kazuhiro Yonemoto, Tokyo Medical and Dental University

## SESSION 2-E: LITERATURE PAPERS [ CHESTNUT WEST ROOM ]

Chair: Kristin Sivak, University of Toronto

“Vernacular practices of folk heroes in Meiji Japan: The rhetoric of the Legend of Kintarō”

Wakako Suzuki, University of California, Los Angeles

「安部公房初期作品研究—「弱者の物語」と「経験」をめぐって」 (The “Narrative of the Oppressed” and “Experience”: A study of Kōbō Abe’s early works)

Xie Fang, Tokyo University of Foreign Studies

**"Abe Kazushige's Fiction and the Ethics of Hyperrealism: Surveillance, conspiracy, and Local Dialect"**

Jason Herlands, Grand Valley State University

**"Passing notes: The matter of Miné in Mishima Yukio's *Spring Snow*"**

Kristin Sivak, University of Toronto

**SESSION 2-F: LINGUISTICS PANEL [ CHESTNUT EAST ROOM ]**

Chair: Mutsuko Endo Hudson, Michigan State University

**Panel Title: 「日本語文法の諸相：言語教育との関連において」 (Aspects of Japanese Grammar: With Reference to Language Instruction)**

「日本語の複数マーカー「たち」に関する一考察」 (Japanese plural marker '-tachi')

Kiri Lee, Lehigh University

「「進行中」か「結果の継続」か：エネルギー導入理論に基づくテイルの機能の明確化」 ("On-going" or "Resultative"?: An attempt to clarify the functions of *-te iru*)

Yuki Johnson, Johns Hopkins University

「「つもり」の使用実態とその教育」 (*Tsumori*: The gap between its actual usage and instruction)

Mutsuko Endo Hudson, Michigan State University

「日本語教育のための品詞論」 (Parts of speech for JFL education)

Michio Tsutsui, University of Washington

**12:00 p.m.-12:30 p.m. — Lunch Break**

Sandwiches can be purchased in the hotel lobby's Link Cafe. Coffee and tea will be available in the Birchwood Ballroom.

**12:30 p.m.-2:10 p.m. — Session 3**

**SESSION 3-A: PEDAGOGY PAPERS [ PINE EAST ROOM ]**

Chair: Yoshiro Hanai, University of Wisconsin, Oshkosh

「文章構造を変えないで言い換えることはどこまで可能か — 上級日本語学習者が書いた要約文における言い換え表現の使用状況を通して」 (Is it possible to paraphrase a text without changing the original structure? — A look at the use of paraphrasing expressions in summaries written by advanced students of Japanese)

Mitsuko Kido, University of Tsukuba

「初級での読解量を増やす必要と方法」 (Increasing the amount of reading at the beginning level: Needs and methods)

Yoshiro Hanai, University of Wisconsin, Oshkosh

「ハイブリッド型多読授業：個人からオンライン空間へ」 (Hybridizing extensive reading in a Japanese course: Moving from individual to online spaces)

Yuki Yoshimura and Sharon Domier, University of Massachusetts, Amherst; Hisako Kobayashi, Mount Holyoke College

「読解授業での多読」 (*Tadoku* - Extensive Reading - in Japanese reading class)

Keiko Ueda, University of Missouri, St. Louis

**SESSION 3-B: SECOND LANGUAGE ACQUISITION PANEL [ CEDAR ROOM ]**

Chair: Hiroyo Nishimura, Yale University

**Panel Title: 「ことばと音楽、記憶との関係：言語習得における音楽の役割」 (Language, Music and Memory: The Role of Music in Language Acquisition)**

「記憶の常識を覆すメロディの潜在記憶と教育ビッグデータ」 (The implicit memory of melodies and education: Big data that override common sense about memory)

Takafumi Terasawa, Okayama University Graduate School of Education

「音楽（歌）が語彙学習に及ぼす影響（理論を踏まえての実践）」 (Effect of song on vocabulary acquisition)

Noriko Mori-Kolbe, Georgia Southern University

「オンラインミュージックビデオ教材 “Japanese Through Music” の開発とその実践活用例」 (The online music video teaching resource “Japanese Through Music”: Its development and application in the classroom)

Hiroyo Nishimura, Yale University

「ことばは音楽と関わっているか」 (Is language connected with music?)

Seiichi Makino, Princeton University

### SESSION 3-C: SIG-FOCUSED PAPERS (STUDY ABROAD FOR LANGUAGE ADVANCEMENT SIG) [ LINDEN ROOM ]

Chair: Atsushi Hasegawa, University of Kentucky

「留学生は日本の大学寮で何を学んでいるのか」 (What do students learn in residence halls during study abroad in Japan?)

Fumi Yamakawa, Toyo University

「日米2キャンパスにおける双方向共修活動の教育デザイン分析ー日本語教育への応用ー」 (An analysis of educational design for US-Japan two-way collaborative learning: Application to Japanese language education)

Akiko Murata, Hosei University; Yuko Prefume, Baylor University

“An initial analysis on why U.S. university students elect not to study abroad in Japan”

Thomas Mason, ALLEX

「短期留学中の社会ネットワークの形成と言語使用の変化」 (Study abroad, social network, and language choice: A preliminary report)

Atsushi Hasegawa, University of Kentucky

### SESSION 3-D: LANGUAGE AND TECHNOLOGY PAPERS [ PINE WEST ROOM ]

Chair: Kazumi Hatasa, Purdue University

「バーチャルワールドを用いた体験型コミュニケーション学習：会話分析から見えるもの」 (3D virtual world for experiential communicative learning: A discourse analysis of learner interactions)

Kasumi Yamazaki, University of Toledo

「ARISコンテンツの実践と評価ー初級、中級、上級から一例ずつ」 (Execution and evaluation of three ARIS contents)

Kazumi Hatasa, Purdue University

「ビジュアルノベルー「ゲーム感覚で読める」初級読解教材の開発」 (Development of an online novel for Japanese language learners at the novice level)

Yuta Mori, University of Michigan

“Conversation success and failure: A telecollaboration case study”

Kiyomi Fujii, Kanazawa Institute of Technology; Yasuo Uotate, University of Florida; Yuka Matsuhashi, Temple University, Japan Campus

### SESSION 3-E: PEDAGOGY PAPERS [ CHESTNUT WEST ROOM ]

Chair: Satoko Ogura Bourdaghs, Columbia College, Chicago

「日本語クラス内における「谷川俊太郎」作品への多角的なアプローチ」 (Various approaches to the works of Shuntaro Tanikawa in Japanese class)

Teruka Nishikawa, University of Winnipeg

「語彙ネットワーク構築のための支援の可能性ー語彙マップ作成とその運用の実践から」 (Support for learners in building semantic and syntactic networks: "Vocabulary maps" and their classroom use)

Satoko Ogura Bourdaghs, Columbia College, Chicago

“A study of the pragmatic uses of *chotto* “a little” by non-native Japanese speakers: From the perspective of intersubjectivity”

Yan Wang, Carthage College

### SESSION 3-F: LINGUISTICS PAPERS [ CHESTNUT EAST ROOM ]

Chair: Kotoko Nakata, University of Kansas

“Explicit learning of Japanese mimetics using voicing, gemination, and reduplication rules”

Kotoko Nakata, University of Kansas

“A study on the use of *zenzen* with affirmative vocabulary”

Hyunji Kim, University of Oregon

“A comparative variationist approach to borrowing: The status of lone English-origin nouns in Japanese”

Yukiko Yoshizumi, University of Lethbridge

2:20 p.m.-4:00 p.m. — Session 4

#### SESSION 4-A: PEDAGOGY PANEL [ PINE EAST ROOM ]

*Chair:* Yasu-Hiko Tohsaku, University of California, San Diego

**Panel Title:** 「評価が変える日本語教育：ソーシャル・ネットワーキング・アプローチ（SNA）の事例から」 (The Role of Assessment in Teaching and Learning Japanese as a Foreign Language: Cases from the Social Networking Approach (SNA))

「形成的評価が生む新しい日本語学習」 (Creating new Japanese language learning by formative assessment)

Yasu-Hiko Tohsaku, University of California, San Diego

「販売実務のビジネス・スキルと日本語力の学生による評価と教師による評価の考察」 (Assessment of a basic business competence and language skills project by students and instructors)

Hideko Shimizu and Naruhiko Shiratori, Kaetsu University

「ジャンルに基づいた漢字習得のための学習者主体の評価活動」 (Learner-centered assessment for genre-based kanji learning)

Yuki Matsuda, University of Memphis

「評価が育てる学生、教師、日本語教育 — デザイン力育成を目指した留学生と日本人学生の協働学習を通して —」 (Fostering students, teachers and Japanese language teaching through assessment: Development of designing ability in collaborative learning for international and Japanese students)

Noriko Okamoto, Tokyo International University

#### SESSION 4-B: SECOND LANGUAGE ACQUISITION PAPERS [ CEDAR ROOM ]

*Chair:* Hitoshi Horiuchi, Akita International University

「日本語作文内の結束性に焦点を当てた修正フィードバックの効果」 (The effect of written corrective feedback on cohesion in Japanese as a foreign language learners' writing)

Shota Kawamoto, Purdue University

「独学成功者から何を学べるか—ライフストーリーから見る日本語独習者の学習動機と学習法—」 (What can successful self-taught Japanese learners teach us?: Studying the learning motivations and methods of self-taught Japanese learners through life story interviews)

Tomoko Ikeda, McGill University

「英語母語話者の日本語丁寧体動詞の使用実態：コーパスに基づく分析」 (On the use of polite forms of verbs in Japanese by English-speaking learners: A corpus-based analysis)

Hitoshi Horiuchi, Akita International University

「日本語母語話者と英語を母語とする日本語学習者の意見陳述の比較」 (Comparison of Japanese native and non-native speakers' academic argumentative interviews)

Chisato Yokoyama and Yukiko Hatasa, Hiroshima University

#### SESSION 4-C: SIG-FOCUSED PAPERS (AP, PROFICIENCY ASSESSMENT, PROFESSIONAL DEVELOPMENT) [ LINDEN ROOM ]

*Chair:* Etsuyo Yuasa, The Ohio State University

“Translation as a Pedagogical Tool in the AP Japanese Language and Culture Classroom” [AP Japanese SIG]

Nicholas Sturtevant, Silver Creek High School (CA)

「留学による異文化適応能力評価の一手法としてのデジタルストーリーテリング：実践報告」 (Using digital storytelling as an assessment tool for intercultural competence after study abroad) [Proficiency Assessment SIG]

Nobuaki Takahashi, Elizabethtown College

「実践的文法指導トレーニングのニーズとポイント」 (Teacher training for grammar instruction) [Professional Development SIG]

Etsuyo Yuasa, The Ohio State University

「日本語教育実習のあり方による実習生の学び」 (Practicum students' learning as related to the form of Japanese teaching practicum)

Akiko Mitsui, York University; Hiroko Yamamoto, Chubu University

#### SESSION 4-D: LANGUAGE AND TECHNOLOGY PAPERS [ PINE WEST ROOM ]

*Chair:* Junko Tokuda, University of California, San Diego

「母語話者と学習者の話ことばデータを使ったコーパスシステムCo-Chuの研究事例」 (A case study with the corpus system Co-Chu using NS and NNS spoken data)

Saeko Komori, Chubu University; Matthew Lanigan

「仮名学習アプリ『美文字』を使った実践報告」 (Exploring the use of a kana writing app in the classroom)

Ryosuke Sano, Purdue University; Shinji Shimoura, University of South Florida

「日本語口頭能力テストJOPTの開発と報告ービジネス領域を中心にー」(On the development of Japanese Oral Proficiency Test (JOPT): Focusing on the construction of the business domain)

Masahiko Mutsukawa, Osamu Kamada, and Tadashi Sakamoto, Nanzan University

「学習意欲を高める形成的評価とは：テクノロジーを利用した大規模な教室での評価活動の実践例」(Motivating students with formative assessments: Technology implementation in large classroom settings)

Junko Tokuda, University of California, San Diego

## PART TWO

**Terrace Room, Chestnut Conference Centre**

**89 Chestnut St., Toronto, Ontario**

**Thursday, March 16, 4:30 p.m.**

**4:30 p.m. – 6:30 p.m.: Refreshments and cash bar available**

**5:00 p.m.: Conference Keynote Speech (in Japanese)**

**Seiichi Makino (Princeton University)**

### “To Delete or To Repeat, That’s the Question”

Seiichi Makino, Princeton University

#### [Abstract]

A functional-linguistic analysis of *deletion* was systematically presented by Kuno in his 1978 book 『談話の文法』. There he stated the following: “The main objective of deletion is to lower redundancy of a sentence by deleting information known obviously to the listener, even if the speaker hasn’t said anything about it.” (p.8) I started to wonder if an act of repetition simply heightens the level of redundancy, and wrote my book 『くりかえしの文法』 in 1980. My encounter and talk with Oriza Hirata, a playwright, led me to start to reconsider issues of repetitions during the past five or six years.

In my talk I will discuss the following nine aspects of *repetition*: (1) Is an optional deletion rule called the Gapping Rule (穴あけ規則) always optional? (2) Does repetition always express *pathos* (emotion), not *logos* (logic)? (3) Is poetic emotion created by rhythmic repetitions? (4) What functions does repetition have in *conversation* and in *dialogue*? (5) How is *literary style* related to repetition? (6) What are the roles of fixed repetitive constructions? (7) When does a Japanese infant start to use repetitions interactively? (8) Are repetitions in elementary Japanese language textbooks enough? (9) What does Benoit Mandelbrot’s *Fractal Geometry* mean for the theory of repetition?

### 「省くか、繰り返すか、それが問題だ」

牧野成一

#### [要旨]

機能言語学的な省略の分析は久野の『談話の文法』（1978）で体系的に議論されている。その著書で久野は「省略の主目的は、話し手が何も言わなくても聞き手にとって自明のインフォメーションを省くことによって、文の冗長度を下げることであろう」（p.8）と述べている。それでは、反復は単に文の冗長度を上げることだろうか、と考え、私は反復の分析を『くりかえしの文法』（1980）で書いた。その後、劇作家の平田オリザと出会って話し合ったことがきっかけとなり、繰り返しの問題を過去5、6年再考してきた。

私の講演では反復をめぐる次の9点の問題点に関して話す。(1)「穴あけ規則」という随意的の省略規則は常に随意的か。(2)反復は *logos* (論理)ではなく *pathos* (感情)を表現するか。(3)詩的感情はリズムの反復で創られるか。(4)「会話」と「対話」における反復はどんな機能を持っているか。(5)文体は反復とどう関係するか。(6)慣用的な反復表現の役割は何か。(7)いつ日本の幼児は相互作用のために反復を使い始めるか。(8)日本語初級教科書のダイアログの反復は十分か。(9)数学者ブノワ・マンデルブロの「フラクタル幾何学」の発見は反復理論に何を示唆するか？

## **Panels of Interest to AATJ Members at the Association for Asian Studies (AAS) Annual Meeting**

### **The Saga of Japanese Honorifics (*keigo*): Persistent Myth, Persistent Reality**

*Panel Sponsored by AATJ*

Thursday, March 16, 7:30 – 9:30 p.m.

Patricia Wetzel's (2004) *Keigo in Modern Japan* is a backdrop for this interdisciplinary discussion of the current status of *keigo* studies. It is said that Japanese honorifics embody cultural identity for Japanese speakers and serve as a tool for agency; through *keigo*, speakers negotiate their identities in what Geertz calls "common sense" fashion. This panel examines the dynamic status of *keigo* from the viewpoints of anthropology, linguistics, history, literature and pedagogy.

Panelists:

Hiroaki Kawamura (University of Findlay) (chair)

Mari Noda (The Ohio State University)

Steve Nussbaum (Gustolab International – Institute for Food Studies)

Barbara Pizziconi (University of London)

Charles Quinn (The Ohio State University)

Pat Wetzel (Portland State University) (discussant)

### **Who's Studying Japanese? Preparing the Next Generation**

*Panel Sponsored by Japan-US Friendship Commission*

Thursday, March 16, 7:30-9:30 p.m.

Who is studying Japanese? And why is Japanese language study important? The study of Japanese language is one of the most critical ways that students get interested and engaged in the study of Japan. This panel will focus on ways to secure interest in and support for Japanese language study amongst the next generation of students, and will discuss ways in which to engage a diverse student body.

Panelists:

Theodore Bestor (Harvard University) (chair)

Any Catalinac (NYU)

Ian Condry (MIT)

Indra Levy (Stanford University)

Motoko Tabuse (Eastern Michigan University; AATJ)

### **Teaching Translation and Interpreting in a Global Age**

*Round Table Sponsored by AATJ*

Saturday, March 18, 5:15-7:15 p.m.

To mark the inauguration of AATJ's newest Special Interest Group (SIG), Translating/Interpreting, educators and practitioners discuss the latest developments in teaching the much-needed skills of interpreting and translating. Their topics will include: how translation courses simultaneously develop students' translation skills and their overall Japanese proficiency; teaching business, technical, and literary translation; helping students who are interested in careers in translating and interpreting; and making cross-language skills one of the cornerstones of cross-cultural education.

Panelists:

James Davis (University of Wisconsin, Madison)

Janet Ikeda (Washington & Lee University) (chair)

Yoshihiro Mochizuki (University of Michigan)

Stephen Snyder (Middlebury College)

Anna Zielinska-Elliott (Boston University)

**VISIT AATJ AT BOOTH 211**

**IN THE AAS CONFERENCE EXHIBIT HALL**

**ON FRIDAY (3/17), SATURDAY (3/18), AND SUNDAY (3/19)!**

*(AAS Conference Registration Is Not Required to Visit the Exhibit Hall)*