

Sheraton Denver Downtown Hotel, Denver, Colorado
Meeting Rooms (Plaza Concourse Level): Plaza Court 1, Plaza Court 2, Plaza Court 3,
Plaza Court 4, Plaza Court 5, Plaza Court 6, Governor's Square 14

Thursday, March 21, 8:30 a.m.–5:30 p.m.

(On-site Registration and Check-in: Plaza Concourse Lobby)

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

8:30 a.m.–10:10 a.m. — Session 1

SESSION 1-A: PEDAGOGY PANEL [PLAZA COURT 1]

Chair: Shigeru Osuka, Seton Hall University

Panel Title: 「ソーシャル・ネットワーク・アプローチによる日本語作文評価法を考える:リレー式ライティングを中心として」 (Toward the Future of Japanese Writing Assessment in the Context of a Social Networking Approach: Case Studies on Creative Relay Writing)

「日本語初級コースにおけるリレー式ライティングの評価方法について: 教師と学習者との協働作業を意識して」 (Cooperative evaluation for Japanese beginners' creative relay writing)

Aya Okada, University of Oklahoma

「協働学習における日本語作文教育の評価法についての一考察: 中級リレー式ライティングを中心として」 (Collaborative writing assessment: A case study on Japanese intermediate creative relay writing)

Shigeru Osuka, Seton Hall University

「リレー式ライティングをCritical Thinkingによって学生が評価する試みの成果と課題」 (Students' evaluation of effectiveness and issues in creative relay writing through critical thinking)

Kiyoshi Noguchi, Sophia University; Kazuko Tanabe, Japan Women's University

Discussant

Yuki Matsuda, University of Memphis

SESSION 1-B: LANGUAGE AND CULTURE SIG PANEL [PLAZA COURT 2]

Chair: Fumi Yamakawa, Toyo University

Panel Title: 「日本語を通した文化・社会へのつながり:日本語教育多様化への提言」 (Diversify into Culture and Community through Japanese Language Study)

「多様化する留学生の経験的学び」 (Experiential learning by diverse exchange students during study abroad in Japan)

Fumi Yamakawa, Toyo University

「透明性を用いた言語と文化の授業:多様性に富んだ学生を成功に導き、その先の学びにつなげるための一考察」 (Teaching language and culture with TILT: Support diverse students to succeed in college and their future learning)

Akiko Takamatsu, Cascadia College

「多様化する日本文化:隠れた伝統芸能、大衆演劇を日本語教育で用いる意義」 (Japanese culture to diversify: Hidden performing arts, the purpose of using Taishu-Engeki (Theatre of/for the Masses) in Japanese language education)

Yumiko Naito, Washington and Lee University

「企業研究で提案! ビジネス日本語の多様化、キャリアと社会へつながる可能性」 (Diversify business Japanese with business case studies, promote career exploration and community)

Yoshiko Fujii Gaines, Baylor University

SESSION 1-C: SECOND LANGUAGE ACQUISITION PAPERS [PLAZA COURT 3]

Chair: Jae DiBello Takeuchi, Clemson University

- 「アメリカと日本における待遇コミュニケーションのための日本語学習者の「気づき」の違い」 (Differences in 'noticing' of learners of the Japanese language in learning taigu communication in the United States and Japan)
Akiyo Sasaki, International Christian University
- “L2 Speakers and keigo: Problematizing what it means to be a speaker of Japanese”
Jae DiBello Takeuchi, Clemson University
- “Changing topics and non-native fluency in Japanese”
Natasha Rivera, New Westminster Secondary School (British Columbia)
- 「日本語学習におけるプロンプトの効果について」 (The effects of prompts on learning Japanese as a foreign language)
Megumi Fujio, California Institute of Technology

SESSION 1-D: LANGUAGE AND TECHNOLOGY PAPERS [PLAZA COURT 4]

Chair: Takako Aikawa, Massachusetts Institute of Technology

- “Twenty years of Japanese CALL: A review of major findings and suggestions for future directions
Abigail McMeekin, University of Lethbridge; Erica Zimmerman, United States Naval Academy
- “Changing teachers' role(s) in language education: Myths associated with machine translation
Takako Aikawa, Massachusetts Institute of Technology
- 「日米間のEメール交換、ズームミーティングによる授業の活性化」 (Enhancing motivation to learn and teach through e-mails and Zoom meetings between the US and Japan)
Yoshiko Shakal, University of Wisconsin, Superior; Yoko Ikeda, Ibaraki University

SESSION 1-E: LINGUISTICS PANEL [PLAZA COURT 5]

Chair: Mutsuko Endo Hudson, Michigan State University

- Panel Title:* 「日本語における文法と語用論との接点」 (Grammar-Pragmatics Interface in Japanese)
- 「日本語動詞の自他における形態論上の有標生と語用論的要素」 (Pragmatic factors and morphological markedness in Japanese transitive/intransitive pairs)
Wesley M. Jacobsen, Harvard University
- “Grammar and gender in context: The case of Japanese daroo and deshoo in informal conversation”
Michiko Kaneyasu, Old Dominion University
- “The reason markers kara and node in Japanese
Mutsuko Endo Hudson, Michigan State University
- “Japanese negative suffix nai: Its structural fixedness and involvement in conversation”
Misumi Sadler, University of Illinois, Champaign-Urbana

SESSION 1-F: PEDAGOGY PAPERS [PLAZA COURT 6]

Chair: Jun Xu Colorado State University

- 「中上級学習者への発音指導：指導内容の検証と学習者の視点から見た課題」 (Pronunciation instruction to intermediate and advanced learners of Japanese: examination of instruction content and challenges of pronunciation instruction from learners' perspectives)
Jun Xu, Colorado State University
- 「ディベートを用いたアクティブラーニング型授業の実践報告：言語力、論理的思考力向上を目指したディベート活動」 (Implementing active learning classes through debates: enhancing students' language and logical thinking skills)
Junko Tokuda Simpson, University of California, San Diego
- 「級日本語コースにおける「自律学習プロジェクト」と学習者の内省」 (Learners' reflections on “autonomous learning projects” in an advanced Japanese course)
Ibuki Aiba, Dickinson College
- 「日本語中級・上級のコースにおけるライティングの指導の実践例」 (Writing instructions for intermediate and advanced level learners of Japanese: Scaffolding for improving writing skills)
Sachiko Hiramatsui, Brown University

SESSION 2-A: PEDAGOGY PANEL [PLAZA COURT 1]

Chair: Ken-ichi Miura, Franklin & Marshall College

Panel Title: 「学習者の多様性を考える：学習者一人一人を導く日本語教育」 (Considering Learners' Diversity: Japanese Language Instruction Focusing on Individuality)

"Acquisition of the Japanese genderlect among intermediate learners"

Natalia Konstantinovskaia, Stanford University

「学生の個性を重んじた授業環境」 (Providing learning environments based on students' personal traits)

Chikako Hirayama Cooke, University of Texas, Austin

"Student as teacher: Finding oneself through teaching Japanese"

Hiroo Aridome, Bowdoin College

Discussant

Ken-ichi Miura, Franklin & Marshall College

SESSION 2-B: LANGUAGE AND CULTURE SIG PANEL [PLAZA COURT 2]

Chair: Noriko Sugimori, Kalamazoo College

Panel Title: 「多様化する日本社会の理解に向けて一日本語教育で社会的公正・正義のテーマはなぜ必要？ どう扱う？」 (Towards an Understanding of the Increasingly Diverse Japanese Society: Why Cover Social Justice Topics in Japanese Language Education? How Should They Be Incorporated?)

「何故「社会的公正・正義」は日本語の教室で教えられるべきなのか」 (Why teaching social justice in Japanese language classrooms is necessary)

Hiromi Miyagi-Lusthaus, Boston University

「より深い日本文化・社会の理解を目指して一日本語初・中級コースでの社会的公正・正義に関するトピック導入の試み」 (Integrating social justice and language education: Toward a deeper understanding of contemporary Japanese culture and society)

Naemi McPherson, Brown University

「日本の多様性を発見する中で社会的公正・正義を学ぶ初・中級プロジェクト」 (Learning about social justice through studying diversity in Japan: Projects for elementary and intermediate levels)

Noriko Sugimori, Kalamazoo College

Discussant

Yoshiko Saito-Abbott, California State University, Monterey Bay

SESSION 2-C: SECOND LANGUAGE ACQUISITION AND SIG PAPERS [PLAZA COURT 3]

Chair: Mariko Wei, Purdue University

"Bilingualism and heritage language maintenance: Perspectives of minority-language parents of children with autism spectrum disorder"

Mariko Wei, Purdue University

"The acquisition of giving and receiving verbs by Japanese heritage children: Language socialization approach"

Kiyono Fujinaga, State University of New York at Buffalo

"Community-based course development: Professional Japanese interpretation"

Etsuyo Yuasa, Ohio State University

「涙が出そうになったのは誰か：上級日本語翻訳コース学習者が読む川端康成『伊豆の踊子』」 (Who felt like crying?: Reading Kawabata Yasunari's Izu no Odoriko in a translation course for advanced learners of Japanese)

Nobuko Chikamatsu, DePaul University; Miho Matsugu, Independent Scholar

SESSION 2-D: PEDAGOGY PAPERS [PLAZA COURT 4]

Chair: Yoshihiro Hanai, University of Wisconsin, Oshkosh

"A comparison of oral proficiency engendered through online and face-to-face courses among novice-level Japanese as a Foreign Language Learners"

Jeff Peterson, Purdue University

「カリキュラム構築の視点から反転授業を再考する」 (Reevaluating flipped classroom instruction from the perspective of curricular design)

Kasumi Yamamoto, Williams College

「八週間の夏期集中講座の学習評価 -学習者は一年分のカリキュラム内容を習得しているか」 (Assessment of students' learning at an 8-week summer intensive program: Its equivalency to a year-long curriculum)

Nobuaki Takahashi, Elizabethtown College; Erika Hirano, Pennsylvania State University; Mayumi Hirano, University of Nevada, Las Vegas; Wakana Maekawa, Massachusetts Institute of Technology; Kazumi Hatasa, Purdue University

「忘れてしまうことをどう防ぐか：新しい初級教材の開発とカリキュラムの実践」 (Can we retain students by helping them retain information? Our experience developing and implementing a new text with a new approach)
Yoshiro Hanai, Shoko Emori, and Christopher Schad, University of Wisconsin, Oshkosh

SESSION 2-E: LINGUISTICS PAPERS [PLAZA COURT 5]

Chair: Koji Tanno, University of Kentucky

“Interrelation between competence of speech acts and identity of Japanese-English bilinguals”

Chikako Takehara, University of Arizona

“Ambivalent identities: Strategies of linguistic (re-)framing among contemporary Japanese university students”

Judit Kroo, Vassar College

“A study of the discourse-pragmatic usages of ichioo in Japanese conversations”

Yan Wang, Carthage College

“Japanese discourse marker tteiuika/toiuika and its functional developments”

Koji Tanno, University of Kentucky

SESSION 2-F: LITERATURE PANEL [PLAZA COURT 6]

Chair: Roberta Strippoli, Stanford University

Panel Title: Power, Prestige, and Practice: Rhetorics of Resistance in Premodern Japanese Texts

“‘Til death do us part: Taiheiki and the rhetoric of war”

Jeremy A. Sather, Illinois Wesleyan University

“In the shadow of the Kokinshū: Poetic prestige and the Second Imperial Anthology”

J. Christopher Kern, Hamilton College

“To mourn or not to mourn: Ritual, practice, and lament after the death of Yūgao

Beth M. Carter, High Point University

Discussant

Naomi Fukumori, Ohio State University

12:00 p.m.–1:00 p.m. — Lunch Break

1:00 p.m.–2:40 p.m. — Session 3

SESSION 3-A: PEDAGOGY PAPERS [PLAZA COURT 1]

Chair: Tomoko Hoogenboom, University of Maryland, Baltimore County

「日本語学習の意識づけがもたらすもの—学習継続ができる生涯学習者の育成—」 (Enhancing Japanese learners' awareness of their own learning: Cultivating lifelong learning skills beyond the classroom)

Masami Ikeda, Massachusetts Institute of Technology

「心に響く外国語教育：マインドフルネスとContemplative Practicesを取り入れた日本語クラスの試み」 (Mindfulness and contemplative practices in the Japanese classroom)

Mieko Kawai, University of Virginia

「学習者のニーズに応える日本語教育とは？：言語と文化の融合の試み」 (What can fulfill the needs of learners in Japanese education?: Japanese language and culture lab)

Soichiro Motohashi, Western Carolina University

「中・上級レベルにおける協同学習の効果」 (Effect of collaborative learning in a sixth-semester Japanese course)

Tomoko Hoogenboom, University of Maryland, Baltimore County

SESSION 3-B: JAPANESE FOR SPECIFIC PURPOSES SIG PANEL [PLAZA COURT 2]

Chair: Motoko Tabuse, Eastern Michigan University

Panel Title: 「2018年のJSP調査より：21世紀型スキルと最新ペダゴジーを組み込んだJSP」 (2018 JSP Survey: Incorporating 21st Century Skills and New Pedagogy)

「米国におけるビジネス日本語プログラム：2018年調査結果から」 (Business Japanese programs in the United States: 2018 survey report)

Tomoko Takami, University of Pennsylvania

「21世紀型スキルと新しい産官学連携-GEN-Jプログラムの試み」 (21st century skills and new GEN-J program to promote networking among industry, government, and education)

Hideki Hara, Japan Foundation, Los Angeles

「21世紀スキル・J-CAN initiativesを取り入れたJSPシラバス構築の一考察」 (Creating JSP syllabi with 21st century skills and J-CAN initiatives)

Motoko Tabuse, Eastern Michigan University

SESSION 3-C: JSP, PROFESSIONAL DEVELOPMENT, AND STUDY ABROAD SIG PAPERS [PLAZA COURT 3]

Chair: Akiko Murata, Hosei University

“Work as Japanese?: Language use and identity formation of transnational staff at a Japanese restaurant in Toronto”

Hae Ree Jun, University of Wisconsin, Madison

「やさしい日本語」を用いたPBL型日本語教員養成授業の可能性 (Using PBL style “Yassashi Nihongo” translation within a teacher training course)

Yusuke Yoda, Masatoshi Takeuchi, Toyo Gakuen University

「夏期短期留学プログラムが学生の異文化理解能力向上に及ぼす効果とは」 (The impact of study abroad experiences in Japan on the development of students’ intercultural effectiveness)

Makiko Fukuda, University of Texas, San Antonio

「英語学位コース (EMI) の学生にとっての「日本語学習」の意義」 (The significance of Japanese language learning in English as medium of instruction courses (EMI))

Akiko Murata, Hosei University

SESSION 3-D: PEDAGOGY PAPERS [PLAZA COURT 4]

Chair: Yoshiko Mori, Georgetown University

「発表活動におけるピア・フィードバックの意義とあり方を考える：学習者はどのようなフィードバックを求め、どのようなフィードバックをするか」 (The role of peer feedback in oral communication activities: What types of feedback do students want and provide?)

Yoshiko Mori, Georgetown University

「ソーシャル・ネットワーキング・アプローチの枠組みから見たコミュニティ参加型プロジェクト」 (Community involvement project viewing from the framework of a social networking approach)

Tomoko Shibata, Princeton University

「日米間学生協働プロジェクトの成果と課題：「Humans of Minamisanriku」実践報告」 (Results and issues of the joint project by students of Japanese and American universities: Report on the “Humans of Minamisanriku” project)

Yuko Prefume, Baylor University; Kaori Shimasaki, Tohoku University

「日本語母語話者へのインタビュープロジェクトに関する学習者の意識とインストラクターの役割」 (The Interview Project: Learners’ perceptions and the roles of the instructor as a facilitator)

Junko Hatanaka, University of Texas, Austin

SESSION 3-E: LINGUISTICS PAPERS [PLAZA COURT 5]

Chair: Miho Fujiwara, Willamette University

“Use of negative questions in Dairy Taster Brunch conversations”

Polly Szatrowski, University of Minnesota

“From connective particle to stance marker: Indexical field of particle shi in Japanese”

Noriko Noma, University of Arizona

“Gendered meta-commentary on sentence-final expression usage: A historical perspective”

Hannah Dahlberg-Dodd, Ohio State University

「日本語学習者と日本語母語話者の文末表現「かな」の使用の分析」 (Analysis of the use of kana by learners of Japanese and native speakers of Japanese)

Miho Fujiwara, Willamette University

SESSION 3-F: LITERATURE PAPERS [PLAZA COURT 6]

Chair: Charo D'Etcheverry, University of Wisconsin, Madison

"Somehow, dialogic: The dialogic self and the rejection of the modern in Nantonaku, kurisutaru"

Christopher Smith, University of Florida

「引揚げ文学における植民地・満洲の表象-「抑圧者」と「被抑圧者」の関係をめぐって-」 (On the relationship between the oppressor and the oppressed in the representations of the colony in Japanese post-World War II "repatriate literature")

Fang Xie, Tokyo University of Foreign Studies

"Can we talk? Untying Sagoromo's undersash"

Charo D'Etcheverry, University of Wisconsin, Madison

"The wa/kan/yō triangulation and the formation of modern Japanese identity "

Jing Wang, University of Toronto

2:50 p.m.-4:30 p.m. — Session 4

SESSION 4-A: PEDAGOGY PANEL [PLAZA COURT 1]

Chair: Shinji Sato, Princeton University

Panel Title: 「『社会参加をめざす日本語教育』のその後」 ("Community Involvement in Japanese Language Education" and Hereafter)

「『社会参加をめざす日本語教育』再考：ことばの教育による「シビックエンゲージメント」の可能性 (Revisiting "community involvement in Japanese language education": Possibilities of "civic engagement" through language education)

Yuri Kumagai, Smith College; Neriko Doerr, College of Ramapo

「テレコラボレーションにおけるコミュニケーション：参加の先にある学びの潜在力と共創力」 (Communication in telecollaboration: Potentiality and co-creativity in learning through participation and beyond)

Momoyo Shimazu, Kansai University; Shinji Sato, Princeton University

「新しい言語を勉強するというのは、旅をすること」：ゼロベースからの社会参加」 ("Learning a new language is like taking a journey": Community involvement from the very first day of learning)

Saeri Yamamoto, Yamaguchi University

「官学民が共に学びあい社会をつくる：親子の国際交流イベント実践研究」 (Learning together and creating society by collaboration with local government, academia, private sector : Action research on an intercultural event for parents and children"

Jumpei Miyo and Makiko Fukumura, Musashino Art University

SESSION 4-B: SIG PANEL: JAPANESE AS A HERITAGE LANGUAGE (JHL) [PLAZA COURT 2]

Chair: Asako Hayashi-Takakura, University of California, Los Angeles

Panel Title: 「北米における継承日本語学習者の再評価ー双方向イマージョン、大学継承語クラス、補習授業校の調査結果を踏まえて」 (Reevaluation of Heritage Japanese Learners in North America: Data from Two-way Immersion, University HL Class, and Hoshuko)

「双方向イマージョンプログラムにおける継承語話者と日本語学習者の音声習得」 (Acquisition of pronunciation by Japanese heritage and foreign language learners in a two-way immersion program)

Tetsuo Harada, Waseda University

"Japanese-American heritage language learner reflections: Key themes for informing bicultural student educational experience"

Mary Ann Triest, University of California, Los Angeles

「「補習校」から「補習校バイリテラシー育成モデル」へー北米実態調査による補習校教育の再評価」 (From "hoshuko" to "the hoshuko biliteracy model": Reevaluation of hoshuko education based on the data from North America)

Kazuko Nakajima, University of Toronto

Discussant

Asako Hayashi-Takakura, University of California, Los Angeles

SESSION 4-C: PEDAGOGY PAPERS [PLAZA COURT 3]

Chair: Shinsuke Tsuchiya, Brigham Young University

「日本語教科書における不平・不満を述べる行為の状況及び話者の関係性に関する一考察」 (How complaints are taught in Japanese elementary and intermediate textbooks: Analyses of contexts and relationships among speakers)

Akiko Imamura, Swarthmore College; Yumiko Shibata, University of California, Davis; Yuki Arita, University of Denver

"The role of explicit instruction in immersion programs"

Shinsuke Tsuchiya, Brigham Young University

"Japanese loanword acquisition – A transcription and interpretation analysis for future instruction"

Nozomi Imai, Indiana University

SESSION 4-D: LANGUAGE AND TECHNOLOGY PAPERS [PLAZA COURT 4]

Chair: Yoshihiro Mochizuki, University of Michigan

「コンテンツベースで学ぶ日本語発音・音韻：「多聴」の試み」 (Learning Japanese prosody in context: Finding and creating one's voice)

Asami Tsuda and Fumiko Nazikian, Columbia University

「オンライン会話練習プログラム"TalkAbroad"を使用した上級日本語クラスの異文化学習プロジェクトの一考察」 (Examination of an intercultural project for advanced-level Japanese learners using the online video chat program "TalkAbroad")

Yumiko Matsunaga and Mariko Hacke, University of Colorado, Boulder

"Engaging students in collaborative writing assignments using Google Docs"

Izumi Matsuda-Kiami, University of Washington

「多読におけるビブリオバトル風マイクロ書評ゲームとKahootゲームの融合」 Integrating Bibliobattle-like book review micro presentations and Kahoot gaming in extensive reading)

Yuki Yoshimura, University of Massachusetts, Amherst

SESSION 4-E: LINGUISTICS AND PEDAGOGY PAPERS [PLAZA COURT 5]

Chair: Sayaka Abe, Middlebury College

「相手言語接触場面のインタラクティブにおける母語話者の意図と学習者の戸惑い」 (JLF interaction in contact situations: L1 Japanese speakers' intention and Japanese learners' confusion)

Mitsuko Takei, Hiroshima Shudo University

「発話連鎖とターンからとらえる合意形成プロセスの分析：「接触場面」と「母語場面」を比較して」 (Analyzing the process of mutual agreement based on utterance chains and turns: Comparing contact situation with Japanese native language situation)

Etsuko Yoshida, Mie University

"A pedagogical approach to the instruction of the Japanese particles wa and ga"

Miyuki Takeuchi, Middlebury Institute of International Studies at Monterey

"Learning linguistics through Japanese and Japanese through linguistics: Developing "threshold concepts" for an inclusive course setting"

Sayaka Abe, Middlebury College

SESSION 4-F: LITERATURE AND PEDAGOGY PAPERS [PLAZA COURT 6]

Chair: Monika Dix, Saginaw Valley State University

"Performing salvation: Music and Buddhism in Japanese Buddhist tales"

Monika Dix, Saginaw Valley State University

"Female desire and visual subjectivity in Edo period erotica"

Michael Toole, University of Wisconsin, Madison

「「危険」な中島敦」 (Dangerous Nakajima Atsushi)

Nobuko Yamasaki, Lehigh University

"Reading critically, reading between the lines—How to facilitate Japanese learners' literature reading"

Nobuko Koyama, University of California, Davis

4:40 p.m.–5:30 p.m. — Keynote Session (Governor’s Square 14)

Keynote Panel: Exploring Who We Are and Who We Aspire to Be: The Results of the Fall 2018 Survey on Teachers’ Attitudes Toward and Beliefs About Japanese Language Education

Panelists: Junko Mori, University of Wisconsin, Madison; **Atsushi Hasegawa**, University of Kentucky; **Jisuk Park**, Columbia University; **Kimiko Suzuki**, Haverford College

This keynote presentation provides an initial look at the results of the online survey on teachers’ attitudes and beliefs toward Japanese language education that we conducted in the fall of 2018. The purpose of the survey was to gather Japanese language educators’ perspectives on the issue of diversity and inclusion in our profession, which will serve as a basis for candid and constructive dialogues. While the diversity of students in the Japanese language classroom has been discussed in recent publications and conference presentations, in our opinion, the diversity of Japanese language educators, or the lack thereof, has not yet received sufficient attention. The decline in the number of Japanese language educators in North America, noted in recent years (Japan Foundation 2015), further adds urgency to the examination of the current state of affairs in this respect and possible future courses of action.

More than 350 Japanese language educators from North America (approximately 79% of them are female; 73 % first language speakers of Japanese; 63% MA holders; 50% with teaching experience of more than 16 years; 60% working in higher education) participated in the survey to share their viewpoints on Japanese language and culture, beliefs about teacher qualifications, and perspectives/experiences with teacher diversity. The results indicate both convergent and divergent views on various aspects of our professional practices. This presentation will highlight some notable trends and patterns that emerged out of our preliminary analysis of the data. The implications of these results and potential actions to be taken in the future will be discussed further during the AATJ- sponsored roundtable session at AAS, scheduled at 9:00-10:45 AM on Sunday, March 24, and joined by the panelists, **Mahua Bhattacharya** (Elizabethtown College), **Kimberly Jones** (University of Arizona), **Ryuko Kubota** (University of British Columbia), and **Suwako Watanabe** (Portland State University).

Other AATJ-sponsored Events in Denver

Sunday, March 24, 9:00 – 10:45 a.m., Tower Court D

Diversity, Inclusion, and Professionalism in Japanese Language Education

This panel is part of the Association for Asian Studies program and requires registration for the AAS conference.

Chair: Junko Mori (University of Wisconsin, Madison)

Panelists:

Mahua Bhattacharya (Elizabethtown College)

Kimberly Jones (University of Arizona)

Ryuko Kubota (University of British Columbia)

Suwako Watanabe (Portland State University)

Friday, March 22, 7:30 – 9:30 p.m., Plaza Court 7

Classical Japanese SIG Roundtable and Meeting (Registration Not Required)

Please join us for what will be a stimulating and helpful discussion of what works, what doesn’t work so well, and what ideas we could all implement in the future to improve the teaching and learning of Classical Japanese and secure its place within the Japanese and humanities fields. The first hour will consist of a roundtable discussion, followed by thirty minutes of moderated general discussion.