Sheraton Boston Hotel (39 Dalton Street, Boston, MA)
Meeting Rooms (Fifth Floor, South Tower): Arnold, Jamaica Pond, Olmsted, Riverway, The Fens, Public Garden

Thursday, March 19, 2020, 8:30 a.m.–5:30 p.m.

(On-site Registration and Check-in: Fifth Floor 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

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8:30 a.m.–10:10 a.m. — Session 1

SESSION 1-A: PEDAGOGY PANEL [PUBLIC GARDEN ROOM]
Chair: **Shinji Sato**, Princeton University

Panel Title: 「移動する人々とことばの教育：「つながる、かかわる、かえる、つくる」ことの重要性」 **(Mobility and Language Education: The Importance of "Connection, Relation, Transformation, and Creation")**

「「移動する人々とことばの教育：ことばの教育に何ができるのか」：ソトからウチに来て労働者に加わってくれる移民労働者たち」 **(Mobility and language education: How can language education help immigrant workers transition from outsiders to insiders?)**
Seiichi Makino, Princeton University

「移民受け入れ社会」としての日本における日本語教育を再考する」 **(Reconsidering Japanese language education in Japan as a "host society")**
Uichi Kamiyoshi, Musashino University

「VUCAワールドの時代の日本語教育：「つながる、かかわる、かえる、つくる」教育」 **(Japanese language education in the era of VUCA: World education for "Connection, Relation, Transformation, and Creation")**
Yasu-Hiko Tohsaku, University of California, San Diego

Discussant
Shinji Sato, Princeton University

SESSION 1-B: SIG PANEL : JAPANESE AS A HERITAGE LANGUAGE (JHL) [THE FENS ROOM]
Chair: **Hitomi Oketani**, Eastern Michigan University

Panel Title: 「「日本語教育推進法」の成立と今後の日本語教育における日本国内外の連携に向けて」 **(Newly Enacted "Promotion of Japanese Language Education Act" and the Importance of Collaboration between Japan and Abroad)**

「「日本語教育推進法」に向けた署名活動を通して見えてきたこと」 **(Findings from the signature campaign to establish the "Promotion of Japanese Language Education Act")**
Toshiko Calder, Princeton Community Language School

「JFL/ JHL教育の研究と実践における相互の連携と協同をめざして」 **(For cooperation and collaboration in research and practice between JFL and JHL education)**
Masako Douglas, California State University, Long Beach

「バイリンガル・マルチリンガル育成の視点からの母語・継承語としての日本語の育成 」 **(Developing Japanese as a mother tongue/heritage language from the viewpoint of bilingual/multilingual development)**
Hitomi Oketani, Eastern Michigan University

Discussants
Suwako Watanabe, Portland State University
Kazuko Nakajima, University of Toronto

SESSION 1-C: SIG PAPERS (JAPANESE FOR SPECIFIC PURPOSES; JHL [JAMAICA POND ROOM]
Chair: **Yukiko Hatasa,** Hiroshima University

「研究・教育を目的としたアカデミック・スピーキングコーパスの構築とその活用方法」 **(Academic speaking corpus for research and pedagogical purposes: its design and usage)**
Chiemi Hanzawa, Yokohama National University; **Katsuhiro Ito**, Tokyo University of Foreign Studies

「COIL型学習を用いた日米学生による協働ビジネスプロジェクトの取り組み」"(COIL project in Business Japanese class)
Tomoko Shimomura, Arizona State University; **Chie Fujikake**, Nanzan University

「日本語の Academic Speaking の評価と Good Speaking の特徴」 (Assessment of academic speaking skill and characteristics of good speaking)
Yukiko Hatasa and **Chisato Yokoyama** Hiroshima University

「南米日系社会における子どもの日本語教育の現状：現場の声を中心に」 (Japanese language education in the Japanese community in South America : From the local teacher's perspective)
Eriko Nakajima, The Japan Foundation, San Paolo

SESSION 1-D: PEDAGOGY PANEL [RIVERWAY ROOM]
Chair: **Masami Ikeda**, Massachusetts Institute of Technology

Panel Title: 「独学経験者の混在する日本語クラスの現状」 (What Is Happening in Japanese Classes Now with Increasing Numbers of Self-Taught Learners?)

「ゼロ初級コースにおける独学経験者の存在が未習者の情意面に及ぼす影響」 (Examining the influence of self-taught learners on complete beginners in an elementary Japanese course)
Masami Ikeda, Massachusetts Institute of Technology

「独学者混在の日本語上級コース「日本のポップカルチャー」から ―コースデザイン・教師の役割と課題点を考える―」 (Learning "Japanese pop culture" with self-taught learners: Teachers' roles and curriculum design)
Naoko Sourial, The New School

「オンラインコースから考察する高校生の独学の実態」 (From solitude to solidarity: High school students' experience in self-teaching and in an online class)
Ayako Anderson, Global Online Academy / Noble & Greenough School

「セルフスタディーを取り入れた日本語授業の試み ―自律性を育てる教室のあり方とは―」 (A practical report on the incorporation of self-study into a Japanese language course: How can students' autonomy be developed?)
Tomoko Ikeda, McGill University

SESSION 1-E: LINGUISTICS PAPERS [ARNOLD ROOM]
Chair: **Sooyun Park**, Kobe University

「日本語教育における「たくさん勉強してください」の使用をめぐって」 (On the usage of *takusan benkyo shitekudasai* in Japanese language teaching)
Sooyun Park, Kobe University

"Applying data science to Japanese linguistics: How do Japanese politicians talk?"
Koji Tanno, University of Kentucky

"Gender representations in Japanese-as-a-foreign-language textbook dialogues"
Ayana Hatsuda, University of Arizona

「日本語学習と自発的にコミュニケーションを行う意思との関連」 (Japanese language learning and willingness to communicate)
Ikuko Okugawa, Keio University

SESSION 1-F: LITERATURE PAPERS [OLMSTED ROOM]
Chair: **Christina Laffin**, University of British Columbia

"What am I seeing?: Modernist descriptions in Kajii Motojirō"
Miyabi Goto, University of Virginia

"The anti-espionage novel and the fostering of wartime subjectivity in Imperial Japan, 1941-45"
Quillon Arkenstone, Washington University in St. Louis

"Capitalist expansion and interstices of solidarity in Kuroshima Denji's *Militarized Streets*"
Edwin Michielsen, University of Toronto

"High culture revisited: Studying "high" culture as resistance in the Age of Pop"
Gian-Piero Persiani, University of Illinois, Urbana-Champaign

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10:20 a.m.–12:00 p.m. — Session 2

SESSION 2-A: PEDAGOGY PANEL [PUBLIC GARDEN ROOM]
Chair: **Satoru Ishikawa**, Boston University

Panel Title: 「これからの初級レベルにおける教育実践の可能性〜近年の言語教育指導の視点から〜」 **(New Possibilities for Teaching Beginning Level Japanese - Based on Recent Developments in Foreign Language Teaching)**

「初級レベルの学習者への意識調査　– 学習者が日本語クラスに期待する内容、指導、言語以外の目標とは」 **(A survey of beginning learners: What learners expect from the Japanese language classroom in content, instruction, and goals)**
Satoru Ishikawa and **Myeongok Lee**, Boston University

「初級読解教材における「文化」再考」 **(Revisiting "culture" in reading texts for beginners)**
Kazuhiro Yonemoto, Tokyo Medical & Dental University

「初級からの発表実践　〜スキルと歴史・文化コンテツを結ぶ〜」**(Presentations at the Novice level: Connecting presentation skills and content)**
Emi Yamanaka, **Mariko Itoh Henstock**, and **Etsuko Okita Snyder**, Boston University

「初級レベルでのARとVRの利用に関する提案」**(Applications of AR and VR in beginning Japanese)**
Kazumi Hatasa and **Samet Badar**, Purdue University

SESSION 2-B: SIG PANEL: JAPANESE FOR SPECIFIC PURPOSES (JSP) [THE FENS ROOM]
Chair: **Tomoko Takami**, University of Pennsylvania

Panel Title: 「21世紀のビジネス日本語教育：現在と将来」 **(Business Japanese Education in the 21st Century: Present and Future)**

「グローバル社会に対応できる B．S．B．A．（理科系、文化系）専攻学生の言語教育のカリキュラムの構築：コラボレーションと課題」 **(Collaborations and challenges: Designing curricular space for language education among B.S. and B.A. majors to meet the needs of a global society)**
Yoshiko Saito-Abbott, California State University, Monterey Bay

「２１世紀型スキルを取り入れた中級ビジネス日本語教育実践」 **(Intermediate Business Japanese incorporating 21st century skills)**
Tomoko Takami, University of Pennsylvania

「ディジタル時代のビジネスの日本語教育」 **(Business Japanese language education in a digital world)**
Motoko Tabuse, Eastern Michigan University

Discussant
Hideki Hara, Japan Foundation, Los Angeles

SESSION 2-C: SIG PAPERS (STUDY ABROAD; ASSESSMENT; AP JAPANESE) [JAMAICA POND ROOM]
Chair: **Fumi Yamakawa**, Toyo University

「受け入れ校と送り出し校の連携に向けて：送り出し校の日本語教員の視点から」 **(How can the 'host' and 'home' universities collaborate? : From the home-universities' perspectives)**
Tomomi Sakuragi, International Christian University; **Hiroko Sugawara**, University of California, Santa Barbara

「日本語教員の評価のずれ：内容面の評価に関する予備的研究」 **(The deviation of Japanese teachers: A preliminary study on content assessment scoring)**
Marie Adachi, Kwansei Gakuin University

「短期留学生の経験的学びを支えるために」 **(Supporting and enhancing the experiential learning of exchange students during study abroad in Japan)**
Fumi Yamakawa, Toyo University

"Using the Japanese Language and Culture AP Exam as a Diagnostic for University-level Proficiency)
Carlos Pimentel, Western Michigan University; **Fang Ji**, The College Board

SESSION 2-D: PEDAGOGY PANEL [RIVERWAY ROOM]
Chair: **Shigeru Osuka**, Seton Hall University

Panel Title: 「Critical Content Based Instruction (CCBI) の視点から平和というテーマで日本語教育を「考える」」 **(Looking Ahead to the Future of Japanese Language Education for PEACE Through Critical Content Based Instruction (CCBI)**

「日本語教育の平和貢献への考察」 **(How can Japanese language education contribute to peace education?)**
Yoshitomo Yamashita, Arizona State University

「国語教科書と日本語教科書の内容比較から見た平和教育への一考察」 **(A study of peace curriculum: Content comparison between *kokugo* and Japanese language textbooks)**
Shigeru Osuka, Seton Hall University

「平和社会構築への高校日本語教育の実践研究」 **(A study of high school Japanese language curriculum for a peaceful global society)**
Kayoko Tazawa, Phillips Exeter Academy

「平和の理解を深めるための中級日本語の実践研究：戦争の記憶のメタデータ作りを通して—」 **(Deepen the understanding of peace through intermediate Japanese courses: Creating meta-data of war memories)**
Noriko Sugimori and **Masanori Shiomi**, Kalamazoo College

SESSION 2-E: LINGUISTICS AND PEDAGOGY PAPERS [ARNOLD ROOM]
Chair: **Yan Wang**, Carthage College

"Is it merely a hedge? The discourse-pragmatic stance-taking functions of *to omou* in Japanese conversations"
Yan Wang, Carthage College

"Stance building and the use of particle *shi* in interaction"
Noriko Noma, University of Arizona

"Stance-taking: JFL learners and benefactive verbs"
Kumiko Takizawa, Ohio State University

"Vowel length perception by English learners of Japanese"
Machi Niiya, International Christian University / Colorado College

SESSION 2-F: LITERATURE PANEL [OLMSTED ROOM]
Chair: **Linda Chance**, University of Pennsylvania

Panel Title: **Moving Beyond: Medieval Exiles and Exilic Imaginaries**

"Omissions, deletions, and partings: Burning secret poetic laments of exile to leave the world of *The Tale Of Genji* "
Beth Carter, Case Western Reserve University

"How the West was won: The role of royal authority in the subjugation of western Japan"
Jeremy Sather, Illinois Wesleyan University

"Ichijō Kaneyoshi's nights abroad and awake in the country of women"
Linda Chance, University of Pennsylvania

"Clipped wings and stolen skins: *Amewakahiko no sōshi* as a swan-bride tale
Laura Nüffer, Colby College

> **12:00 p.m.–1:00 p.m. — Lunch Break**

> **1:00 p.m.–2:40 p.m. — Session 3**

SESSION 3-A: PEDAGOGY PANEL [PUBLIC GARDEN ROOM]
Chair: **Yuri Kumagai,** Smith College

Panel Title: 「「批判性」再考：「批判的」な教育に携わる教師に求められること」 **(Rethinking "Criticality": What Is Expected of Teachers Engaging in "Critical" Education)**

「批判的教授法の社会改革の必然性という前提：教師と学生の認識の違いからの考察」 **(The necessity of social transformation as the assumption of critical pedagogy: A case of the teacher-student gap in perception)**
Neriko Musha Doerr, Ramapo College

「「批判的」実践としての教師のレスポンス」 **(Teacher's unscripted response as a "critical" pedagogy practice)**
Yuko Takahashi, University of Massachusetts, Amherst

「「批判的であること」の考察：日本語教育実習生が抵抗や葛藤を乗り越えた先に見えてきたもの」 **(On being critical: Student teachers' overcoming resistance against criticism)**
Momoyo Shimazu, Kansai University

「「批判性」再考：批判的なことば・文化の教育とは？」 **(Rethinking "criticality": What is critical language education?)**
Yuri Kumagai, Smith College

SESSION 3-B: PEDAGOGY PAPERS [THE FENS ROOM]
Chair: **Junko Tokuda Simpson**, California State University, San Diego

"JFL learners' interpretation of the language of manga: Investigating role language and visual vocabulary"
Noriko Yabuki-Soh, York University

「原稿なしでも発表できる！知的書評合戦「ビブリオバトル」を通して育む、対話型プレゼンテーション力」**(I can present without a script! Enhancing presentation skills through bibliobattle by communicating with the audience)**
Junko Tokuda Simpson, University of California, San Diego

「多読の音読スキルへの影響：黙読中心の多読から音読の流暢性は促進されるのか」**(The effects of extensive reading on oral reading fluency: Does silent reading enhance fluency when reading aloud?)**
Yuki Yoshimura, University of Masssachusetts, Amherst

「上級ライティングでのPeer Reviewの実践例」 **(How would peer review support advanced-level writing?: Examination of peer review process and learners' perceptions)**
Sachiko Hiramatsu, Brown University

SESSION 3-C: LITERATURE AND CLASSICAL JAPANESE SIG PAPERS [JAMAICA POND ROOM]
Chair: **Paul Warnick**, Brigham Young University

"Confusion over Cathay: Attitudes to Chinese material in mediaeval Japanese poetic criticism"
Thomas McAuley, University of Sheffield

"Fujitani's *Kazashishoo*"
Paul Warnick, Brigham Young University

"Patterns and puzzles: Allusive strategy in the Genji hinagata"
Michelle Kuhn, Yasuda Women's University

"Teaching classical poetry beyond the "original": The case for manga *Chihayafuru*"
Lindsey Stirek, Ohio State University

SESSION 3-D: LANGUAGE AND TECHNOLOGY PAPERS [RIVERWAY ROOM]
Chair: **Satoru Shinagawa**, University of Hawaii

「ICTを活用した日本語学習者における音声習得―米国人学習者を対象とした縦断調査の結果から―」 **(Utilizing information and communication technology in learning Japanese pronunciation: Results of a longitudinal study of an American learner of Japanese)**
Takako Toda, Waseda University; **Masako Okubo**, University of Tokyo

"Pedagogical implications of language production exercises based on ASR technology"
Masato Kikuchi, Georgia Institute of Technology

"Quantifying the pedagogical importance of Japanese accent rules: Preliminary analyses of a new accent-annotated corpus of elementary Japanese"
Aaron Albin, Kobe University; **Ruilai Wang**, Nanjing Normal University; **Rie Oyama**, Doshisha University

"Evaluation of Japanese Handwriting Apps"
Satoru Shinagawa, University of Hawaii; **Mayumi Ishida**, Dartmouth College

SESSION 3-E: PEDAGOGY PAPERS [ARNOLD ROOM]
Chair: **Saori Hoshi**, University of British Columbia

"Integrating language and content in the undergraduate capstone experience"
Aragorn Quinn, University of Wisconsin, Milwaukee

「インターネットミームとは？デジタルネイティブに合った新しい活動の実践報告」 **(What is an internet meme? Trendy activities geared towards digital natives)**
Yuta Mori, Leiden University; **Ryosuke Sano**, University of Florida; **Brian Hagihara**, University of South Florida

"Examining the usefulness of the AP Japanese speaking tasks from a perspective of structural complexity"
Nana Suzumura, University of Hawaii

"The role of L2 instruction in the development of interactional competence: Japanese interactional particle ne"
Saori Hoshi, University of British Columbia

SESSION 3-F: LITERATURE PANEL [OLMSTED ROOM]
Chair: **Kendra Strand**, University of Iowa

Panel Title: **Statemaking and Storytelling at the Margins: Travel, Contact, and Border Construction in Medieval Japanese Narrative**

"Fabricating space: Clothing, spectacle, and ritual space in Nijō Yoshimoto's "'Solace of Words at Ojima'"
    Kendra Strand, University of Iowa

"Recognizing Ryūkyū: To the ends of the medieval Japanese earth"
    Kazuya Sugiyama, Aoyama Gakuin University

"A rapidly expanding universe: Travel and geography in Medieval Japanese Christian saints' lives"
    Patrick Schwemmer, Musashi University

Discussant
    Christina Laffin, University of British Columbia

2:50 p.m.–4:30 p.m. — Session 4

SESSION 4-A: PEDAGOGY PANEL [PUBLIC GARDEN ROOM]
Chair: **Noriko Fujioka-Ito,** University of Cincinnati

Panel Title: 「日本語初級から中級コースへの移行の問題点とその対策のためのカリキュラムの改善」**(Curriculum Development to Solve Problems of Transition from Beginning to Intermediate Level Japanese Courses)**

「教授法理論の変遷に伴う初級から中級コースカリキュラムへの移行の対策"**(Strategies of bridging from beginning to intermediate course curricula based on pedagogical theories)**
    Noriko Fujioka-Ito, University of Cincinnati

「「教科書を超えよう！」：実践力のある学習者育成を目指して」**('Go beyond the textbook!': Establishing an effective learners' community)**
    Mieko Kawai and **Tomoko Marshall**, University of Virginia

「中級レベルへの移行をスムーズにするための試み」**(Attempts for smoother transition to the third-year level)**
    Fukumi Matsubara, North Central College

「中級レベルへの無理のない移行を実現する新しい初級カリキュラムと教材」**(How to improve elementary level retention: A new approach and a new text)**
    Yoshiro Hanai and **Shoko Emori**, University of Wisconsin, Oshkosh

SESSION 4-B: SIG PANEL: PROFESSIONAL DEVELOPMENT [THE FENS ROOM]
Chair: **Junko Mori**, University of Wisconsin, Madison (with **Atsushi Hasegawa**, University of Hawaii; **Shinsuke Tsuchiya**, Brigham Young University)

Panel Title: **Diversity, Inclusion, and Professionalism: Rethinking Goals of Japanese Language Education**

"Goals of Japanese as Foreign Language education: The Fall 2018 survey results and reflections"
    Atsushi Hasegawa, University of Hawaii; **Jisuk Park**; **Kimiko Suzuki**, Haverford College; **Junko Mori**, University of Wisconsin, Madison

"Finding a balance between diversity and language standards: A case of a Japanese language program in a private university"
    Shinsuke Tsuchiya, Brigham Young University

"The case for paradigm change in Japanese language pedagogy: Accommodating calls for diversity and inclusivity"
    Mahua Bhattacharya, Elizabethtown College

"The generalist dilemma: How accidental language teachers could help Japanese pedagogy"
    Brian Dowdle, University of Montana

SESSION 4-C: SECOND LANGUAGE ACQUISITION PAPERS [JAMAICA POND ROOM]
Chair: **Masumi Reade**, Sophia University

「米国大学のJFL学習者による日本語の会話の含意（CI: Conversational Implicature）の理解について」
    (Understanding intended meaning of Japanese conversational implicature (implications in Japanese) by JFL learners in U.S. colleges)
    Masumi Reade, Sophia University

"Language learning as translingual practice in a Japanese restaurant in Toronto"
    Hae Ree Jun, University of Wisconsin, Madison

「ディスカッションの授業において学習者はどのような仲介行動が難しいのか」 **(What do language learners find difficult as a mediator in discussion class?)**
Noriko Hamada, Akita University; **Aki Kubo**, Tokyo International University

「インタビュープロジェクトを通してよい聞き手になることを考える」 **(Learning to be a good interviewee through an interview project)**
Naoko Takei, Simon Fraser University

SESSION 4-D: LANGUAGE AND TECHNOLOGY AND PEDAGOGY PAPERS [RIVERWAY ROOM]
Chair: **Nobuko Chikamatsu**, DePaul University

「COIL（国際連携学習）におけるトランスランゲージング言語教育の意義：日米学生協働翻訳コース」
(Translanguaging in a COIL (Collaborative Online International Learning) translation course between Japanese and U.S. college students)
Nobuko Chikamatsu, DePaul University; **Akiyoshi Suzuki**, Nagasaki University

「Z世代向けマルチメディアOER：開発報告」 **(Developing multimedia OER for Generation Z with a new approach and twist: World premiere and project report)**
Yuko Kato, Austin Communicty College; **Junko Hatanaka**, University of Texas, Austin; **Nobuko Koyama**, University of California, Davis

「オンラインツールFlipgridを使ったクラス活動の試み：効果的かつ活発な交流とコミュニケーションを目指して」
(Using Flipgrid to promote active and effective interaction and communication in the Japanese classroom)"
Yasuko Shiomi, University of Massachusetts, Amherst; **Ayako Tanemura**, Boston University

"Three formats of delivery for a beginning Japanese language class: Reflections on hybrid, flipped and face-to-face instruction"
Nina Langton, University of British Columbia, Okanagon

SESSION 4-E: PEDAGOGY PAPERS [ARNOLD ROOM]
Chair: **Kyoko Matsui Loetscher**, Columbia University

「ソーシャルネットワーキングアプローチに基づいた高校・大学協働ライティングプロジェクトの実践報告」
(Collaborative writing project among college and high school using Social Networking Approach)
Aya McDaniel, Georgia Institute of Technology

「日本語クラスで性の多様性を扱う−クィア・ペダゴジーの観点から−」 **(Implementing gender diversity topics in Japanese class: From the perspective of Queer Pedagogy)**
Aya Yamakawa, Earlham College

"Moving honorifics beyond the classroom: The Linguistic Landscape and the instruction of Japanese "
Kunihiko Homma, University of Hawaii

「グローバル・コンピテンシーの育成：学際的アプローチによるプロジェクト型学習の試み」 **(Fostering global competence: Report on project-based learning using interdisciplinary approach)**
Kyoko Matsui Loetscher, Columbia University

SESSION 4-F: LITERATURE PANEL [OLMSTED ROOM]
Chair: **John Holt**, Portland State University

Panel Title: **Our Bodies Are Not the Same: Body, Sexuality, and Gender in Manga**

"Representation of the female body in Maki Miyako's women's manga"
Hiromi Dollase, Vassar College

"The illusion of sameness: Umezu Kazuo's Snake Girl "
Jon Holt, Portanld State University

"Boys who crossed borders: Representations of male genderqueer identities in *shōjo* manga"
Keiko Miyajima, Adelphi University

"I'm proud I was born me": Blue Flag's queer and feminist dialogue in Shōnen Jump Plus)
Mia Lewis, Stanford University

4:40 p.m.–5:30 p.m. — Keynote Session (The Fens Room)

Keynote Presentation: **Epistemic Asymmetry and Involvement: Another Look at the Sentence-final Particle** *yone*

Naomi McGloin, University of Wisconsin, Madison

Sentence-final particles have been the subject of many studies. *Ne* and *yo*, in particular, have been intensively investigated from various perspectives. Ogi (2017) roughly divides these studies into five groups: syntactic, cognitive (e.g., Kamio 1990; Takubo & Kinsui 1996), illocutionary force (Uyeno 1971), Interactional (e.g., Morita 2005; Hayano 2013) and social (e.g., Cook 1992). The particle *yone*, on the other hand, has been less studied, although substantial works do exist, represented by Hasunuma 1992, Nazikian 1996 & 2018, Izuhara 2003, Ohso 2005, Asano-Cavanagh 2011, Saigo 2011, Hayano 2013, and Xu 2016. Since both *yone* and *ne* are said to have the function of seeking confirmation or agreement, or showing rapport, the difference between *yone* and *ne* has been somewhat elusive. In the present presentation, I will attempt to delineate their usages, in conjunction with the notion of 'involvement' as developed in Lee (2007) and Ogi (2017). I will also briefly touch upon how these items are dealt with in Japanese textbooks and will reflect on how we can make such findings relevant for Japanese language teaching.

Other AATJ-sponsored Events in Boston

Friday, March 20, 9:00 – 10:45 a.m., Hynes Convention Center, Room 200, Level 2
Beyond Content-Based Instruction: Japanese Language Collaborations with Japanese Studies to Optimize Learning
This panel is part of the Association for Asian Studies program and requires registration for the AAS conference.
Chair: Anna Zielinska-Elliott (Boston University)
Panelists:
Nobuko Chikamatsu (DePaul University)
Hideki Hara (Japan Foundation – Los Angeles)
Danielle Rocheleau-Salaz (University of Colorado)
Emi Yamanaka (Boston University)

Friday, March 20, 7:30 – 9:30 p.m., Boston Common Room
Classical Japanese SIG Roundtable and Meeting (Registration Not Required)

Please join us for what will be a stimulating and helpful discussion of ideas that 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 session this year will feature an inter-generational discussion of best practices, between Joshua Mostow (UBC) and Ariel Stilerman (Stanford). Their dialogue will be followed by a discussion of materials, methodology, "branding," and the future trajectory of bungo teaching and learning in the West.