

AATJ 2021 VIRTUAL SPRING CONFERENCE

Research Presentations

Friday, March 26 – Saturday, March 27, 2021

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

ALL TIMES ARE EASTERN US

Friday, March 26, Afternoon Session – 4:30-6:25

SESSION 1-A: PEDAGOGY PANEL: CURRICULUM/COURSE DESIGN AND IMPLEMENTATION

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

Panel Title: 「地球市民育成のための日本語教育: SDGs 達成を通してグローバル社会とつながる」(Japanese Language Education for Creating Global Citizens: Connecting with Global Society through the Achievement of SDGs)

「日本語で世界に目を向ける一持続可能な開発目標を骨子として」(Expanding students' horizons: Sustainable Development Goals as a backbone theme in the Japanese classroom)

Minori Inada, University of California, San Diego

「平和な社会の実現を目指した学習者主体の共同学習 – ウェブサイトを通して発信する平和へのメッセージ」(Student-centered collaborative learning for realizing a peaceful world: Messages for peace through creating a website)

Junko Tokuda Simpson, University of California, San Diego

「SDGsを達成するための高校生の地域活動 – 自発的な活動から生まれる地域との絆」(Community service by high school students to achieve the SDGs: Connection with the community through volunteering)

Rie Tsuboi, San Dieguito High School Academy

「Hyperdocを使ったオンライン探究型学習-SDGs達成への貢献」(Hyperdocs for online inquiry-based learning: For achieving SDGs)

Yasu-Hiko Tohsaku, University of California, San Diego

SESSION 1-B: PEDAGOGY PANEL: CURRICULUM/COURSE DESIGN AND IMPLEMENTATION

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

Panel Title: 「学習者からクリエイター(作家)への道: ニューノーマル下のプロジェクト型学習(PBL)」(Journey From Learners To "Authors" Through Original Creative Writing)

「教室から世界に飛び出した『旅する日本語』プロジェクト型学習(PBL)の実践報告」(From the classroom to the world: Report on Project Based Learning (PBL) activities)

Asako Hayashi-Takakura, University of California, Los Angeles

“Group story creation opens a gateway to Japanese studies”

Lisa Steward, University of California, Los Angeles; Lisa Guiotoko, Heinz College, Carnegie Mellon University

“From buyer to builder: Leveraging language instruction and library expertise to bridge resource gaps through the creation of Japanese works”

Tomoko Bialock, University of California, Los Angeles

Discussant

Asako Hayashi-Takakura, University of California, Los Angeles

SESSION 1-C: LINGUISTICS PAPERS

Chair: Yoshiko Mori, Georgetown University

「バカにしなくても大丈夫です: Linguistic microaggressions and L2-Japanese speaker legitimacy”

Jae DiBello Takeuchi, Clemson University

“Utterance-final *tteyuu* as a discourse-pragmatic connective in conversation and storytelling”

Michiko Kaneyasu, Old Dominion University

「現代日本語における引用符号コードシステム」 (Code system of quotation marks in present-day Japanese)

Hidemi Riggs, University of California, Irvine

"Recipients' behaviors in storytelling by native speakers and learners of Japanese"

Megumi Iida, University of Arizona

SESSION 1-D: PEDAGOGY AND SIG PAPERS

Chair: Mieko Kawai, University of Virginia

Japanese for Specific Purposes SIG:

「学習者のニーズに応えるプロフェッショナル日本語コースの構築を目指して」 (How to better prepare students for their future careers: Toward the development of "Japanese for professional communication")

Wakana Maekawa, Masami Ikeda, and Takako Aikawa, Massachusetts Institute of Technology

Study Abroad SIG:

"More than study abroad: Evolution of internships abroad from goodwill volunteering to sustainable internships in Japan"

Nobuko Koyama, University of California, Davis

Pedagogy: Curriculum/Course Design and Implementation:

「大学間合同バーチャル体験留学」 (Virtual inter-university experiential study abroad program)

Yuki Waugh, Texas A&M University; Naoko Ozaki, Rice University; Hajime Kumahata, Baylor University

Pedagogy: Materials Development:

「コロナ禍によるリモート授業移行に伴う学習障害 (LD) を持つ日本語学習者への支援に関する問題の一考察」 (An examination of issues concerning support for Japanese learners with learning disabilities (LD) after the transition to remote instruction under Covid-19)

Yumiko Matsunaga, University of Colorado, Boulder

Friday, March 26, Evening Session - 7:20 - 9:15

SESSION 2-A: PEDAGOGY PANEL: CURRICULUM/COURSE DESIGN AND IMPLEMENTATION

Chair: Noriko Hanabusa, University of Notre Dame

Panel Title: 「多読の力：多角的に見る自律性育成の可能性」 (The Power of Tadoku: Possibilities for Nurturing Autonomy from Diversified Perspectives)

「自律性につながる多読の基本理念及び実践方法」 (Basic principles and practices of tadoku leading to autonomous learning)

Makiko Awano, NPO Tagengo Tadoku

「自律的な読み手を育てるために：学習者の多様な読みを認める多読授業」 (Fostering readers' autonomy through tadoku: Allowing learners to read freely)

Tomoko Katayama, Tokyo University; Nanae Sakuta, Tsuda University

「学習者の自律的な多読：授業外多読経験者への追跡調査から」 (Autonomous tadoku? Findings from learner interviews)

Wataru Takahashi, Kanda University of International Studies

「多読から学習者発案の新コースへ：学習者エージェンシーの育成」 (Cultivating learner agency: From tadoku to student-proposed course)

Noriko Hanabusa, University of Notre Dame

SESSION 2-B: PEDAGOGY PANEL: LANGUAGE AND TECHNOLOGY

Chair: Midori Ishida, San Jose State University

Panel Title: 「日本語教育における日米間での協働学習：COIL（オンライン国際連携協働学習）の実践と可能性」 (COIL (Collaborative Online International Learning) Between Japan and the US in Japanese Language Education: Implementation and Prospects)

「COIL（オンライン国際連携協働学習）を活用した新たな日本語教育実践」 (Implementing COIL in Japanese language teaching and learning)

Keiko Ikeda, Kansai University

「異文化間コミュニケーション能力向上のためのCOILデザイン」 (Designing a COIL program for developing intercultural competence)

Midori Ishida, San Jose State University

「COILにおける謙虚かつ配慮ある共同リーダーシップ：相互交渉の社会言語学から見たタスクベース多人数会話の成功例」(Modest and careful co-leadership in COIL: Exploring a successful task-based multi-party conversation from Interactional Sociolinguistics)

Yasue Kodama Yanai, San Jose State University

「COIL(国際連携学習)におけるリンガフランカの役割と変容：日米二つの事例を通して」(Lingua franca in transforming COIL (Collaborative Online International Learning): Two cases of Japan-US collaborations)

Nobuko Chikamatsu, DePaul University

SESSION 2-C: SECOND LANGUAGE ACQUISITION / PEDAGOGY: ASSESSMENT PAPERS

Chair: Yoshiko Mori, Georgetown University

"Adult Japanese-language learners' choice of point-of-view and their storytelling styles"

Masahiko Minami, San Francisco State University

"Unlearning the redundant particle *no* in Japanese relative clauses"

Yunchuan Chen, Duke University

「レベル別多読用教材による語彙習得：多読シリーズを読破すると理論上何語習得できるか」(Incidental vocabulary acquisition through graded readers: How many words can one incidentally learn through available Japanese graded readers?)

Mamoru Hatakeyama, University of Victoria

「初級日本語学習者はどのように作文への訂正フィードバックを利用しているか」(Engagement with written corrective feedback: A case study of learners of Japanese as a foreign language)

Jun Takahashi, University of Nevada, Reno

SESSION 2-D: JAPANESE AS A HERITAGE LANGUAGE SIG / PEDAGOGY: LANGUAGE AND CULTURE PAPERS

Chair: Fumiko Nazikian, Columbia University

「遠隔学習：ロッキーズ日本語アカデミーでの試みと課題」(Remote learning: Attempts and challenges at the Japanese Academy of the Rockies)

Hisako Schibli, University of Colorado, Boulder

「補習授業校 (K-12) で育った加算型バイリンガル継承日本語生徒～社会心理学的事例研究～」(Additive bilingual Japanese heritage language students at hoshiyoko (K-12) : A case study from socio-psychological perspectives)

Hitomi Oketani and Kyoko Kawase, Eastern Michigan University

「文化のとらえ方を学ぶ継承日本語の授業：異文化プロジェクトCulturaを使って」(JHL instruction to learn how to perceive culture: With an intercultural project Cultura)

Masako Douglas, California State University, Long Beach

「異文化能力を向上させるプロセスモデルを用いたオンラインコースでの学習課題」(Tasks using the process model of intercultural competence in an online course)

Noriko Fujioka-Ito, University of Cincinnati

Saturday, March 27, Afternoon Session – 4:30 – 6:25

SESSION 3-A: PROFESSIONAL DEVELOPMENT SIG PANEL

Chair: Hiromi Miyagi-Lusthaus, Boston University

Panel Title: 「社会正義を日本語教育に取り入れる：理論と実践」(How to Approach Social Justice Topics in Japanese Language Education)

「社会正義を日本語教育に取り入れる意義：性の多様性を例に」(Social justice in the Japanese language classroom: Why it matters)

Yoshihiro Mochizuki, University of Michigan

「日本の中の多様性を探る活動：非日本語母語話者と継承語話者のTAからL1教師が学んだこと」(Activities to explore diversity in Japan: What an L1 teacher learned from L2 and heritage speaker TAs)

Noriko Sugimori, Kalamazoo College

「在日韓国人の夢を描いた絵本「クリーニング屋さんの夢」を通して日本語中級クラスで学べること」(Using zainichi children's literature for an intermediate Japanese language course)

Naemi McPherson, Brown University

「社会正義を漫画を通して教える」(Teaching social justice through manga)

Hiromi Miyagi-Lusthaus, Boston University

SESSION 3-B: PEDAGOGY PAPERS: LANGUAGE AND TECHNOLOGY; MATERIALS DEVELOPMENT

Chair: Mieko Kawai, University of Virginia

「日本語教育での没入型VRの利用に関する提案」 (Applications of immersive virtual reality in Japanese)

Kazumi Hataa, Purdue University

「多機能アプリ VoiceThreadによるアウトプットの促進：非同期型授業をインタラクティブに行うために必要なものは？」 (Enhancing learners' output using the multifunctional app "VoiceThread": What is necessary to make asynchronous classes interactive?)

Yuki Yoshimura, University of Massachusetts, Amherst

「加速した1人1台端末環境をどう活かすか：初級レベルでの新しい試み」 (How to make the most of rapid development of one-to-one technology environment: New implementation model at elementary levels)

Yoshiro Hanai and Shoko Emori, University of Wisconsin, Oshkosh

SESSION 3-C: PEDAGOGY PAPERS: CURRICULUM/COURSE DESIGN AND IMPLEMENTATION

Chair: Fumiko Nazikian, Columbia University

「被爆者証言のオンライン協働ビデオ翻訳プロジェクト」 (Online collaborative video translation project for A-bomb testimony)

Kazumi Matsumoto, Ball State University

「4技能習熟度のデータ分析から見る対面授業とリモート授業の比較：夏期集中講座からの実践報告」 (Comparing face to face instruction and remote learning through data analysis of the 4 language skills: A report from a summer intensive program)

Yumiko Tashiro, Kenyon College; Erika Hirano, Pennsylvania State University; Mayumi Hirano, University of Nevada, Las Vegas; Brian Hagihara (Thompson), University of South Florida

「リモート授業での自律型発音学習とその効果」 (Efficacy of autonomous learning of Japanese pronunciation during remote learning)

Tomoko Shibata, Princeton University

「バーチャル環境における音読指導の意義」 (Enhancing "student voice" in virtual learning)

Naofumi Tatsumi, Shigeru Eguchi, and Mihar Nittono, Columbia University

SESSION 3-D: CLASSICAL JAPANESE SIG / PEDAGOGY: MATERIALS DEVELOPMENT PAPERS

Chair: Yoshiko Mori, Georgetown University

"Waka as a standard of language use"

Paul Warnick, Brigham Young University

"Kyogoku School poetics and the meaning of poetic 'enlightenment'"

Caroline Wake, University of Northern Colorado

"Steps towards the indigenization of the curriculum: Introducing Ainu culture and history into the Japanese language classroom"

Nina Langton, University of British Columbia, Okanagan

"Using negative exemplars in kanji homework and assessments to deepen orthographic awareness: Effects and reflections"

Ryan Lidster, Marshall University; Chisato Kojima, Illinois Wesleyan University

Saturday, March 27, Evening Session - 7:20 - 9:15

SESSION 4-A: PEDAGOGY PANEL: CURRICULUM/COURSE DESIGN AND IMPLEMENTATION

Chair: Shinsuke Tsuchiya, Brigham Young University

Panel Title: The Performed Culture Approach: Rehearsing for Improv (体演文化アプローチ：リハーサルから即興パフォーマンスへ)

"Active analysis in immersive classrooms: A student perspective on acting and 'performing Japanese culture'"

Christopher J Staley, University of Pittsburgh

“Culture talks: Preparing learners for open-ended tasks and improvisation in remote instruction”

Karen Curtin, Portland State University

“Tryout: Narrative improvisations for intermediate-level Japanese learners”

Kumiko Takizawa and Shunichi Maruyama, The Ohio State University

“Connect NOW! Creating social purposes for interpersonal and presentational modes of written communication”

Shinsuke Tsuchiya and Steven Leach, Brigham Young University

SESSION 4-B: LITERATURE PANEL

Chair: Malgorzata Citko-DuPlantis, University of Texas, Austin

Panel Title: When Warriors Ruled Japan: Dynamics of Power and Symbolic Authority in the Medieval Era

“Women and salvation in medieval Japan: Gender approaches to the Tale of Heike

Saeko Kimura, Tsuda University

“Disorder in the court! Taiheiki and the violent world of Japanese war chronicles”

Jeremy Sather, Virginia Polytechnic Institute and State University

“Imperial collections of Japanese poetry are not compiled for shoguns: ‘New continued collection of ancient and modern times’

Malgorzata Citko-DuPlantis, University of Texas, Austin

SESSION 4-C: PEDAGOGY PANEL: LANGUAGE, CULTURE, AND IDENTITY

Chair: Momoyo Shimazu, Kansai University

Panel Title: 「コロナ禍でことばの教育における「つながり」を再考する」 (Rethinking the Notion of “Connection” in Language Education in the Age of COVID-19)

「「多文化」とつながる自分を日本語教室で表現する」 (Activating “symbolic self” in the Japanese classroom)

Yuko Takahashi, University of Massachusetts, Amherst

「学習者はいかにオンライン国際共修の場において「つながり」の調整を試みたか」 (Students’ negotiation for building “connections” in telecollaborative spaces)

Yuri Kumagai, Smith College; Momoyo Shimazu, Kansai University

「トランジショナルな時代のことばの教育の可能性：ことばとアイデンティティのエンタングルメント」 (The promise of language education in transitional times: Entangling and untangling language and identity)

Emi Otsuji, University of Technology Sydney; Makiko Matsuda, Kanazawa University

Discussant

Neriko Musha Doerr, Ramapo College

SESSION 4-D: PEDAGOGY PAPERS: CURRICULUM/COURSE DESIGN AND MATERIALS DEVELOPMENT

Chair: Fumiko Nazikian, Columbia University

「マルチリテラシーズ教育の実践：中級日本語コースカリキュラムデザイン」 (Implementing multiliteracies pedagogy: Curriculum design for intermediate Japanese)

Kyoko Matsui Loetscher, Columbia University

「視点の異なる読み教材を使った複読指導：多角的な視点を養うために」 (Multiple reading instructions to facilitate thinking from multiple perspectives)

Yoshiko Mori, Georgetown University

“Teaching the benefactive with concept-based language instruction (C-BLI) and SCOBAs: Moving from concepts toward proficiency”

Amy Ohta, University of Washington; Kyoko Masuda, Georgia Institute of Technology

“Teaching of storytelling in the Japanese-as-a-foreign-language classroom”

Chikako Takehara, Harvard University

Thursday, March 25

Keynote Session: 7:10 – 8:25 PM

AATJ-Sponsored Sessions at the Association for Asian Studies Virtual Conference

Tuesday, March 23, 12:00 – 1:30 PM

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)

Danielle Rocheleau Salaz (University of Colorado)

Emi Yamanaka (Boston University)

Thursday, March 25, 6:00 PM

Classical Japanese SIG Roundtable and Meeting

Speakers: Professor Hashimoto Yuta, National Museum of Japanese History

Dr. Laura Moretti, University of Cambridge

Zoom link:

<https://byu.zoom.us/j/95533110897?pwd=R0pqQzlhYVc3Tk5VTUxaVnBWNGpFZz09>

Meeting ID: 955 3311 0897

Passcode: 187103