

AATJ 2022 VIRTUAL SPRING CONFERENCE

Presentations

Friday, March 18 – Saturday, March 19, 2022

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

Listed times are in the US Eastern time zone.

Friday, March 18, Afternoon Session – 4:30 – 6:25 PM

SESSION 1-A: JAPANESE AS A HERITAGE LANGUAGE SIG PANEL

Chair: Hitomi Oketani, Eastern Michigan University

Panel Title: 「米国の認可補習授業校（補習校）にまつわる永住者の子どものグローバル人材育成に向けて」
(Towards Development of Global Citizenship for Japanese-American Children through the Japanese Government-Sponsored Supplementary Schools (Hosyuko) in the US)

「米国の認可補習校における多言語多文化の子どもへの対応—教育面・政策面の課題解決を求めて—」
(Responding to the needs of multilingual learners in the government-sponsored supplementary schools in the US)

Toshiko M. Calder, Johns Hopkins University

「コミュニティーベースプログラムにおける継承語教育の実践報告：グローバル人材の将来」 (Field report on heritage language education in a community-based program: Future of global citizens)

Akane Shirata, Washington Japanese Heritage Center

「大規模認可補習校における永住者の子どものバイリンガル・マルチリンガル育成の可能性」 (Possibilities to educate children of permanent residents in Hosyuko as bilingual/multilingual)

Hitomi Oketani, Eastern Michigan University

Discussant

Kazuko Nakajima, University of Toronto (Emeritus)

SESSION 1-B: LITERATURE PANEL

Chair: Malgorzata Citko-DuPlantis, Texas State University

Panel Title: How to Engage with Pre-Modern Japanese Works (Kotenseki): Showcasing the Richard Lane Collection at the Honolulu Museum of Art

「美術館が教育のためにできること—ホノルル美術館所蔵リチャード・レインコレクションの可能性」 (A time capsule to pre-modern East Asia: The Richard Lane Collection at the Honolulu Museum of Art)

Kiyoe Minami, Honolulu Museum of Art

「研究と教育と—レインコレクションに即して—」 (For research and education: Approaching the Richard Lane Collection at the Honolulu Museum of Art)

Kansaku Ken'ichi, National Institute of Japanese Literature

“Outreach and the pedagogical uses of materials in the Honolulu Museum of Art”

Robert Huey and Pier Carlo Tommasi, University of Hawaii at Manoa

“Direct contact with primary sources changes things: Finding ‘E-iri Kokinwakashū, Waka itoku monogatari, Ise monogatari’ in the Lane Vault”

Malgorzata Citko-DuPlantis, Texas State University

SESSION 1-C: PEDAGOGY PAPERS: LANGUAGE AND TECHNOLOGY

Chair: Mieko Kawai, University of Virginia

「遠隔コースにおけるオンライン教科書の効率的・効果的な利用事例」 (A case presentation of efficient and effective use of online textbooks in distance courses)

Samet Baydar, Purdue University

「ユーチューブ視聴に対する学生の視点：メディアを通じた多様な自律学習の可能性」 (Students' perspectives on learning with YouTube: Possibilities for a diversity of autonomous language learning through media)

Kiyomi Kawakami, University of Colorado, Boulder

- 「日本語学習における没入型バーチャルリアリティの導入：メタバースを利用したリモート学習の可能性」
(Applications of immersive virtual reality in foreign language education: The use of metaverse in remote teaching)
Yuki Yoshimura, University of Massachusetts, Amherst
- “Significance and potentials of L2 Japanese learners’ contact with L1 speakers in a virtual ‘third’ space”
Mitsuaki Shimojo, University at Buffalo, SUNY; Miho Fujiwara, Willamette University; Mitsuko Takei, Hiroshima Shudo University

SESSION 1-D: PEDAGOGY PAPERS: MATERIALS DEVELOPMENT

Chair: Yoshiko Mori, Georgetown University

- 「日本語学習者のニーズ分析をもとに開発したOnline Educational Resources (OERs)とポストコロナの日本語教育の新しい形」 (Development of Online Educational Resources (OERs) for learners of Japanese and a new style of Japanese language education in a post-Covid world)
Asako Hayashi-Takakura, University of California, Los Angeles
- “Creating Open Education Resources to indigenize the beginning Japanese language curriculum: Challenges and potential outcomes”
Nina Langton, University of British Columbia, Okanagan
- “BIJ in Minamisanriku Digital Archive website: Utilizing open resources to develop a sense of social contribution through the Translation Project of the Survivors of the Great East Japan Earthquake and Tsunami”
Yuko Prefume, Baylor University; Hideko Shimizu, Vanderbilt University
- “Teaching benefactive constructions and motion verbs via subjective construal patterns in L2 Japanese with concept-based instruction (C-BLI) and SCOBAs”
Kyoko Masuda, Georgia Institute of Technology; Amy Ohta, University of Washington

Friday, March 18, Evening Session – 7:00 – 9:15 PM

SESSION 2-A: PEDAGOGY PANEL: LANGUAGE, CULTURE, AND IDENTITY

Chair: Shinji Sato, Princeton University

- Panel Title:** 「ことばの教育が創る公正な社会：移住者、コーダ、「ハーフ」、CLD 児童生徒の事例がことばの教育に投げかけるもの」 (Social Justice in World Language Education: What Can We Learn from Case Studies of Immigrants, Children of Deaf Adults, “Hafu,” and CLD Children?)
- 「社会公正の実現における日本語教育の役割を考える—移住者とコーダの対話もとに—」 (The role of Japanese language teaching in promoting social justice: What does a dialogue between immigrants and a child of deaf adults tell us?)
Yoshio Nakai, Osaka University
- “Talking about social justice in a language classroom: What role can the ‘New Face of Japan’ play?”
Richa Ohri, Chiba University
- 「CLD児童生徒の全人的発達を支えることばの教育—日本のある公立小中学校の多文化化への挑戦—」
(Language education to promote the holistic development of CLD Children: The multicultural challenge in a public elementary and junior high school in Japan)
Chiho Sakurai, Osaka University
- Discussant**
Shinji Sato, Princeton University

SESSION 2-B: PROFESSIONAL DEVELOPMENT SIG PANEL

Chair: Yoshiko Mori, Georgetown University

- Panel Title:** 「産官学連携による日本語教育支援プロジェクト：教える以外にできることは？」 (Governmental, Private Sector, and Academic Collaboration in Support of Japanese Language Education: What Can Be Done Beyond Teaching?)
- 「日本語教育支援で大使館・日本政府機関ができること」 (What the Japanese Embassy and other governmental agencies can do to support Japanese language education)
Tomoko Nakamura, Embassy of Japan
- 「学習者のグローバルな考え方を育もう！：日本語教師への道」 (Teach Japanese, cultivate students' global minds: What is required to become a teacher of Japanese?)
Tomoko Hoogenboom, University of Maryland, Baltimore County

「日本語を学習した後に何があるのか：日本語学習者と企業の視点から」 (What comes next after learning Japanese? From the perspectives of Japanese language learners and employers)

Yoshiko Mori, Georgetown University

Discussant

Ikuko Nishimura, Tokyo Electric Power Company Holdings

SESSION 2-C: SECOND LANGUAGE ACQUISITION PAPERS

Chair: Shinsuke Tsuchiya, Brigham Young University

“Is ‘ganbarimashita’ a compliment or consolation?: An analysis of speech acts in a university-level Japanese language program”

Megan Scarlet, Kaitlynn Elzings, Steve Moody, and Jeff Peterson, Brigham Young University

“Requesting in a Japanese immersion setting: Politeness and a shortage of complexity”

Blake Thompson, Hannah Snarr, and Shinsuke Tsuchiya, Brigham Young University

“Invitation in Japanese: A comparison between JFL learners and Japanese native speakers”

Suwako Watanabe and Natsuko Llewellyn, Portland State University

“Learner variety of modality in the emergent interlanguage of Japanese”

Razaul Faquire, University of Dhaka

SESSION 2-D: PEDAGOGY PAPERS: CURRICULUM/COURSE DESIGN AND IMPLEMENTATION

Chair: Mieko Kawai, University of Virginia

「学習者が学習者を支援するピアチュータープログラムの実践報告」 (A report on a Japanese peer tutoring program: Learners support learners)

Nahoko Collis and Michiko Nakada, University of Rhode Island

「初級レベルでの個人のレベル差に対応する必要性とその方法」 (How to address learners’ different proficiency levels in elementary courses)

Yoshiro Hanai and Shoko Emori, University of Wisconsin, Oshkosh

「対立とジレンマを超えて－難問解決への学際的アプローチ」 (Creating new solutions to global issues using an interdisciplinary approach)

Kyoko Matsui Loetscher, Columbia University

「「Show (ショー) と Short (ショート)」を書く」 (Analysis of Show-TO-Short stories created by high-advanced learners)

Miharu Nittono, Columbia University

Saturday, March 19, Afternoon Session - 4:30 - 6:25

SESSION 3-A: PEDAGOGY PANEL: CURRICULUM/COURSE DESIGN AND IMPLEMENTATION

Chair: Magara Maeda, University of Wisconsin, River Falls

Panel Title: 「夢のコラボ TABLE FOR TWO USA (TFT) × 大学の日本語クラス：地球市民の育成を目指して」 (Dream Collaboration Between TABLE FOR TWO USA (TFT) and a University Japanese Classroom: A Pathway to Global Citizenship)

「日本語クラスとの和食育コラボで世界を変える！」 (Change the world through wa-shokuiku collaboration with Japanese language programs!)

Mayumi Uejima-Carr, TABLE FOR TWO USA

「おにぎりアクション、それで？：おにぎりアクションを通じたゼロ初級日本語クラスの豊穰化」 (Onigiri Action, so what!?: Zero beginner Japanese learning community enrichment through Onigiri Action)

Sanae Jennings, East Los Angeles College; Magara Maeda, University of Wisconsin, River Falls

「オーセンティックな活動をカリキュラムに取り入れる効果とは」 (Empowering classroom activities through collaboration with TABLE FOR TWO: The effect of bringing authenticity to the curriculum)

Junko Tokuda Simpson, University of California, San Diego

「破壊的創造の時代の日本語教育の「なぜ」、「何」、「どう」－地球市民を育成をめざす日本語教育」 (The why, what, and how? of Japanese language education in the age of destructive innovation: Japanese language education for developing global citizens)

Yasu-Hiko Tohsaku, University of California, San Diego

SESSION 3-B: LITERATURE/CLASSICAL JAPANESE SIG/PEDAGOGY: CURRICULUM/COURSE DESIGN AND IMPLEMENTATION PAPERS

Chair: Susan Schmidt, AATJ

“The school of Okamoto Bun'ya today”

Rosa Furnari, University of Trier

“Mirroring Sexuality: Order and emotion in *Clear Mirror of Male-Male Love* (1687)”

Michael Toole, University of Denver

“Classical Japanese structures in an early Shōwa Sanskrit to Japanese sutra translation: Established discourse and the restriction of the standard over the literal”

John Bundschuh, Swarthmore College

“Teaching language and media in a critical content-based Japanese classroom: Subtitling as pedagogy”

Saori Hoshi and Ayaka Yoshimizu, University of British Columbia

SESSION 3-C: PEDAGOGY PAPERS: LANGUAGE, CULTURE, AND IDENTITY / JAPANESE AS A HERITAGE LANGUAGE SIG PAPER

Chair: Shinsuke Tsuchiya, Brigham Young University

「日本語教育の場におけるマイクロアグレッション」 (Microaggressions in the Japanese language classroom)

Yoshihiro Mochizuki, University of Michigan

「日本語中級クラスに於いて相互文化的市民性の育成を目指す試み」 (Nurturing intercultural citizenship in intermediate-level Japanese courses)

Ayako Nagai, University of California, Irvine

“Project-based ecopedagogy: Pragmatics and ecological literacy in the language learning classroom”

Maiko Ikeda, Ryukoku University

“What is the best way to teach learners of Japanese as a heritage language? The case for content and language integrated learning (CLIL)”

Barry Kavanagh, Tohoku University

SESSION 3-D: PEDAGOGY PAPERS: MATERIALS DEVELOPMENT

Chair: Yoshiko Mori, Columbia University

「初級読解の再考—学習者が本当に読みたい／読めるものとは何か—」 (Revisiting beginner-level reading: What do the learners really want to/can read?)

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

「誰に何をどうやって書くのか—主体的な文体選択に繋がるライティング指導—」 (To whom, about what, and how do you write?: Writing instruction for learners' proactive style choice)

Kunihiko Homma and Masaru Mito, University of Hawaii, Manoa

「日本語教育のカリキュラムにおける High Variability Phonetic Training (HPVT) の実践報告」 (Reporting the results of implementing High Variability Phonetic Training (HVPT) in Japanese classroom and curricula)

Chisato Kojima, Illinois Wesleyan University; Ryan Lidster, Marshall University; Danielle Daidone, University of North Carolina, Wilmington; Alisha Reaves, Towson University; Silvina Bongiovanni, Michigan State University; Jamie Root, New York University

“Using haiku to teach mora timing and special moras in Japanese as a second language”

Vance Schaefer and Kaoru Ochiai, University of Mississippi

Saturday, March 19, AATJ Special Session – 6:30 – 6:55 PM

新型コロナウイルス (Covid-19) パンデミックによるアメリカ日本語教育現場の変化：2022 年春季 AATJ/JFLA 調査集計結果速報

Impact of the Covid-19 Pandemic upon Japanese Language Education in the US: The Initial Results of the Spring 2022 AATJ/JFLA Survey

Saturday, March 19, Evening Session – 7:00 – 9:15 PM

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

Chair: Yuri Kumagai, Smith College

Panel Title: 「「母語話者」という罠」 (The Snare of the "Mother Tongue" Speaker)

「日本語「母語話者」ボランティアの参加による対話型作文教育の可能性と課題」 (Possibilities and challenges of interactive composition writing with Japanese native-speaking volunteers)

Jinhwa Chang, Mount Holyoke College

「「他者」との関係から浮き彫りになる「母語話者」意識：国際共修の場での学習者の学びの分析から」 ('Native-speaker' consciousness generated through interactions with 'others': Students' discoveries in telecollaboration)

Yuri Kumagai, Smith College

「言葉から自由になるための日本語教育」 (Notes towards a liberatory Japanese language education)

Yukiko Hanawa, New York University

「日本語「母語話者」教師のメタ・オートエスノグラフィー」 (A meta-autoethnography of a "native" Japanese language teacher)

Momoyo Shimazu, Kansai University

SESSION 4-B: LINGUISTICS / STUDY ABROAD SIG PAPERS

Chair: Susan Schmidt, AATJ

“Advice giving in conversations between friends”

Ayana Hatsuda, University of Arizona

“Let me apologize again’: Analyzing DaiGo’s public apologies on YouTube in pragmatic perspective”

Jinyue Xu, University of Washington

「新しい留学の形—オンライン化によって生まれたもの—」 (What is online study abroad? A new destination)

Yoshimi Sakakibara, University of Michigan; Makiko Osaka, Hokkaido International Foundation

「オンライン留学におけるCan-do Statementsを用いた自己評価の実践」 (Self-assessment using Can-do Statements: A case from an online study abroad program)

Fumi Yamakawa, Otaru University of Commerce

SESSION 4-C: PEDAGOGY PAPERS: LANGUAGE AND TECHNOLOGY; CURRICULUM/COURSE DESIGN

Chair: Yoshiko Mori, Georgetown University

「オンライン遠隔留学におけるICTを活用した学びと交流を支援するための実践報告」 (Report on remote study abroad using online communication technology to support students' language and culture learning and exchange)

Junko Fujimoto, Miyuki Doi, and Takamasa Yamada, Nanzan University

「頻度分析によるアニメの語彙的特徴の抽出」 (Analysis of lexical characteristics of animation through word frequency)

Hiroko Yamamoto, Marina Ogawa, and Tae Homma, Aichi Shukutoku University

「日本・中国・台湾・香港間での字体の違いが文字コードに反映されない常用漢字の問題点と指導への提言」 (Problems overviewed with *joyokanji* which cannot be displayed properly: An impact on Japanese language learners exposed to Japanese text online)

Ikuko Komuro-Lee, University of Toronto

「文字の固定概念を崩し自己表現の幅を広げる『Mojiプロジェクト』」 (Fostering students' creative expression through breaking the norms of *kanji* and *kana*: The Moji Project)

Miyuki Yamamoto, University of Massachusetts, Boston

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

Chair: Mieko Kawai, University of Virginia

「パンデミックとコミュニティ参加型プロジェクトの変遷と重要性」 (A community involvement project and the COVID pandemic: Changes and significance)

Tomoko Shibata, Princeton University

「教室でコミュニティを作る—スキット発表を通して育む協働とつながり—」 (Building community in the classroom: Togetherness and relationships formed through skit presentations)

Naoko Sourial, Columbia University

「環境問題の解決に向けて：COIL プロジェクトの実践報告」 (A small step towards raising awareness about environmental issues: COIL project in an intermediate level Japanese classroom)

Yukari Nakamura-Deacon, Arizona State University

“Toward cosmopolitanism: Assessment and refinement of Japanese language and cultural course curriculum”

Michiko Uryu, San Jose State University

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