

ATJ Seminar

March 22, 2007

9:45 – 11:30 a.m.

Session A: Literature/Linguistics (Salon J)

Chair: Janet Ikeda (Washington & Lee University)

- a1. Protest, passion, and grief: The madwoman in Japanese *Nô*
Minae Yamamoto Savas (Hamilton College)
- a2. Sabotaging the rising sun: Conflict and consequence in Tezuka Osamu's *Phoenix*
Rachael Hutchinson (University of Pennsylvania)
- a3. Hip-hop rhyming and the notion of *mora*
Natsuko Tsujimura (Indiana University) & Andrea Tews (Indiana University)
- a4. A cross-cultural, gender-based comparison of creaky voice usage between Japanese and Americans
Ikuko Patricia Yuasa (University of Iowa)

Session B: Second Language Acquisition Panel (Salon I)

Organizer & Discussant: Yukiko Abe Hatasa (University of Iowa)

Theme: 日本語学習者の談話運用ストラテジーの使用と未使用に関する判断過程の分析 (The analysis of decision-making processes in the use of oral production strategies by L2 learners of Japanese)

- b1. タスク・プランニング過程と日本語学習者のストラテジー使用に関する考察 (Processes of task planning: What strategies do L2 learners of Japanese use?)
Takako Nakakubo (University of Iowa)
- b2. 日本語学習者の電話会話における談話運用能力と認知力 (L2 learners' performance and perception during a phone conversation)
Akiko Hagiwara (University of Iowa)
- b3. ディスカッションにおける上級学習者の聞き手としてのストラテジーの使用状況と認識度 (Performance and perception of the listener role during small-group discussions by advanced learners of Japanese)
Chiemi Hanzawa (University of Iowa)
- b4. Discussant, Yukiko Abe Hatasa (University of Iowa)

Session C: Pedagogy: Culture, immersion programs (Salon G)

Chair: Mari Noda (Ohio State University)

c1. 「日本文化」についての理論的・実践的考察-クリティカルペダゴジーの視点から- (A theoretical and practical study on introducing cultural aspects in JFL/JSL: From the standpoint of critical pedagogy)

Kimiko Suzuki (The Pennsylvania State University)

c2. Using Native Speakers in the Japanese Classroom: A Gaijin's Guide to Teaching Japanese

Janet Fair (Loyola University)

c3. 教室外での学習者間の日本語使用を促すために-イマージョンプログラムでの試み- (Facilitating out-of-class learner-learner interaction: The case of a summer immersion program)

Kazumi Matsumoto (Purdue University), Atsushi Hasegawa (University of Wisconsin-Madison), Noriko Hanabusa (University of Notre Dame) & Mano Yasuda (The University of Oklahoma)

c4. Difficulties faced by Japanese immersion students in traditional foreign language classrooms at the undergraduate level: A preliminary study

Brooke Ivy & Miho Fujiwara (Willamette University)

Session D: Pedagogy: Interaction, discourse, study abroad (Salon F)

Chair: Yasuko Ito Watt (Indiana University-Bloomington)

d1. JFL 環境における日本人と中国人日本語学習者の会話に関する一考察 (An analysis of Japanese conversations between native Japanese speakers and Chinese learners of Japanese in a JFL environment)

Yasuko Sasaki (Ochanomizu University)

d2. 日本語会話の分析活動クラスの実践報告-中級〜上級対象の日本語クラスでの試み- (A report on pedagogy for Japanese conversation analysis activities: A case of Japanese classes for intermediate to advanced students)

Yoko Kato Nakai (Waseda University)

d3. Dreams and realities in study abroad programs in Japan

Takiko Morimoto (El Camino College)

Session E: Japanese as a Heritage Language (JHL) SIG Panel (Salon E)

Organizer & Chair: Masako Nunn (California State University, Los Angeles)

Theme: 継承日本語教育におけるチャレンジ：漢字学習、カリキュラムリフォーム、日本語能力に及ぼす親の影響、思考力を伸ばす内容重視の言語指導 (Challenge in Japanese heritage education: Kanji learning, curriculum reform, parental influence in Japanese language development, and developing critical thinking using content-based instruction)

e1. 継承日本語大学生の漢字力分析 (An analysis of kanji ability of college JHL students)

Masako Douglas (California State University, Long Beach)

e2. How to best integrate heritage learners and foreign language learners in the Japanese language program

Noriko Vergel (The American School in Japan)

e3. 年少継承語話者用スタンダード構築に向けて (Towards establishing standards for young heritage learners of Japanese)

Toshiko Kishimoto (Clemson University)

e4. 継承者学習者の多角的思考力を伸ばす内容重視の言語指導 (How to develop critical thinking using content-based instruction in the case of heritage language learners)

Kyoko Inahara (The American School in Japan)

11:30 a.m. – 12:55 p.m.

Session F: Community College SIG business meeting (Salon J)

Organizer: Shingo Satsutani (College of DuPage)

Session G: AP Japanese and more: All things considered (Salon I)

Organizers: Laurel Rodd (University of Colorado), Yasu-Hiko Tohsaku (University of California, San Diego), & Sufumi So (George Mason University)

Session H: Film: *The Mushroom Club* (Salon G)

Moderator: Hosea Hirata (Tufts University)

Session I: Study Abroad for Advanced Skills (SAFAS) SIG business meeting (Salon F)

Organizer: Mari Noda (Ohio State University)

Session: Learning from Chinese Internships Experiences, presentations by Xiaobin Jian and Eric Shepherd.

1:00 – 2:45 p.m.

Session J: Linguistics Panel (Salon J)

Organizer & Chair: Polly Szatrowski (University of Minnesota-ILES)

Theme: Repetition in Japanese native-native and native-nonnative/bilingual conversations

j1. 母語話者と非母語話者による語りの談話における節のくりかえしについて (Clausal self-repetition in native and non-native narrative discourses)

Fumio Watanabe (Yamagata University)

j2. Gestural allo-repetition in nonnative-native and native-native Japanese and English animation narratives

Polly Szatrowski (University of Minnesota-ILES)

j3. Negative influence of allo-repetition on a bilingual child's use of giving verbs in Japanese

Tomoko Hoogenboom (University of Minnesota-ALL)

j4. Echo questions in Japanese conversations: Form, intonation, body, and sequence

Chisato Koike (California State University, Los Angeles)

Session K: Second Language Acquisition (Salon I)

Chair: Paul Warnick (Brigham Young University)

k1. Relationship between linguistic knowledge and language performance in JSL learners with different L1 backgrounds

Yukie Horiba (University of Minnesota)

k2. Tense marking switching in Japanese written narratives by native speakers and intermediate learners

Miyoko Nakajima (University of Oregon)

k3. How can we make recasts more noticeable?: The differential effects of explicit recasts and implicit recasts as compared to negotiation moves

Nobuaki Takahashi (University of Iowa)

k4. Hedges in Japanese as a second language

Fumi Yamakawa (Harvard University)

Session L: Pedagogy: Grammar instruction, instruction to hard-of hearing students (Salon G)

Chair: Eve Zimmerman (Wellesley College)

l1. Time matters: How to introduce tense and aspect in a Japanese language classroom

Priya Ananth (The Ohio State University)

l2. 文末情意表現がもたらす発話の自然さへの影響：調査報告 (Achieving naturalness through sentence final modal expressions)

Yukari Nakamura (University of Florida)

13. 「だ」の機能とその教え方再考 (Reexamination of the functions of *da* and the ways of teaching it)

Michio Tsutsui (University of Washington)

14. Passionately silent: Teaching Japanese to deaf or hard-of-hearing students

Hiroko Yamashita (Rochester Institute of Technology) & Yukiko Maru (Rochester Institute of Technology)

Session M: Pedagogy: Teaching/learning resources (Salon F)

Chair: Yuki Johnson (University of Toronto)

m1. 言語文化体験を促進する本物マルチメディア素材を使用した授業実践 (Enhance learners' language and culture experience using authentic multimedia materials)

Junko Fujimoto (University of Denver)

m2. 初級、中級レベルにおける参加型聴解練習の提案 (Online project for novice and intermediate level: Developing students' spontaneous discourse through listening practice)

Shoko Emori (University of Michigan) & Fumie Okudera (University of Michigan)

m3. 学習者のCMCコーパスを利用したアプリケーションの実践とその検証 (Implementation of the CMC application with the use of students' CMC corpora)

Maki Hirotsu (Rose-Hulman Institute of Technology)

m4. Descriptive comparison of intermediate to advanced-level Japanese textbooks

Sachiko Hiramatsu (SUNY Buffalo) & Akiko Sugiyama (Akita International University)

Session N: Professional Development SIG Panel (Salon E)

Organizer & Chair: Janet Ikeda (Washington and Lee University)

Theme: The "*i ro ha*" of finding a Japanese-language job

n1. First impressions: Cover letter and *curriculum vitae*

Kazumi Hatasa (Purdue University)

n2. Developing an effective teaching portfolio for applying for a job

Yasu-Hiko Tohsaku, University of California at San Diego

n3. The job interview for a language-teaching job: Dos and don'ts

Rebecca Copeland (Washington University in St. Louis)

n4. Discussant: Janet Ikeda (Washington and Lee University)

2:55 – 4:40 p.m.

Session O: Second Language Acquisition/Pedagogy: Pronunciation (Salon J)

Chair: Ken'ichi Miura (Franklin & Marshall College)

- o1. カタカナ表記における促音挿入について-英語母語話者の場合- (A study of gemination in *katakana*: The case of English speakers)
Mayumi Ikeda (University of Iowa)
- o2. How can Japanese second language education include young learners?
Kazuhiro Yonemoto (McGill University)
- o3. "Audacity" 活用は、発音に関する意識の高まり、ひいては発音矯正につながるか：教師と学生の評価比較と教師のフィードバックへの反応をみる(Pronunciation: Awareness-building through self-evaluation and teacher feedback using "Audacity") Yoko Koike (Haverford College)
- o4. 日本語の音律指導について (On the effectiveness of a method for teaching intonational phrases of Japanese)
Hisayo Okano Lipton, Momoyo Kubo Lowdermilk, & Yoshiko Tomiyama (Stanford University)

Session P: Linguistics: Pragmatics, syntax (Salon I)

Chair: Naomi McGloin (University of Wisconsin-Madison)

- p1. Interlocutor relationship and preferred argument structure (PAS)
Tomoko Takeda (Grinnell College)
- p2. Functions of *garu* and *te-iru*: A re-examination based on oral and written communication
Yuki Johnson (University of Toronto)
- p3. Gender differences in the Japanese language and the current perceptions of Japanese language professionals
Naoko Takemaru (University of Nevada)
- p4. 「クレル」と「モラウ」の文法 (The structure of *kureru* and *morau*)
Hidemi Riggs (Soka University of America)

Session Q: Pedagogy Panel (Salon G)

Organizer & Chair: Shinji Sato (Columbia University)

Theme: 日本語習得及びペダゴジーにおける多様性への考察：文化、習得、ペダゴジー、テクノロジー概念の再考 (Multiplicities in Japanese language acquisition and pedagogy: Rethinking culture, pedagogy, acquisition, and technology)

- q1. 文化、ペダゴジー、習得、テクノロジー：理論の概観と問題点 (Culture, pedagogy, acquisition, and technology: Overview of theories and problems)
Uichi Kamiyoshi (Osaka International University), Shinji Sato (Columbia University), & Neriko Doerr (Brookdale Community College)
- q2. リテラシー：知識伝達から批判・創造能力の育成へ向けて (Literacy: Towards developing critical and creative language practices)
Yuri Kumagai (Smith College) & Andrakhanov Alexander (Waseda University)
- q3. 教室を越えたコミュニティーへの参加：日本語教育におけるブログを使った試み (Can blogs go beyond the classroom?: Participation in practice by using technology)
Miyuki Fukai (Columbia University) & Kazuaki Nakazawa (Yuan Ze University)
- q4. 日本語へのメタ認知的アプローチ: ステージステップメソッド (Metacognitive approach to Japanese: The stage-step method)
Wako Tawa (Amherst College)

Session R: Pedagogy: 5Cs, content-based language instruction (Salon F)

Chair: Kazumi Hatasa (Purdue University)

- r1. 5C実践の日本語短編講読講座 (改訂版) (A course in Japanese short stories practicing the 5 Cs [revised])
Mutsuko Endo Hudson (Michigan State University)
- r2. アニメを使った日本語能力の総合的指導 (An integrative approach to teaching Japanese with *anime*)
Tomoko Shibata (Princeton University)
- r3. 米国におけるコンテンツベース授業の意義：上級日本語コース「太平洋戦争と日本人」を通しての考察 (Content-based instruction in the US: A study of the advanced Japanese course "Pacific War and the Japanese Mind")
Nobuko Chikamatsu (DePaul University)
- r4. 日本語上級と日本文学の担当教師が相互に学べること (What could instructors of advanced Japanese and Japanese literature mutually learn?)
Toshiko Yokota (California State University, Los Angeles)

Session S: Getting out the words: Publishing for foreign language educators (Roundtable) (Salon E)

Organizers: Timothy J. Vance (University of Arizona) & Susan Schmidt (ATJ)

- s1. Journal publishing: *Foreign Language Annals*
Suwako Watanabe (Portland State University)
- s2. Journal publishing: *Journal of Japanese Linguistics*
Mineharu Nakayama (Journal of Japanese Linguistics / Ohio State University)

- s3. Book publishing: Textbooks: Cheng & Tsui
Jill Cheng (Cheng & Tsui Co.)
- s4. Book publishing: Language and literature: Kodansha International
Michael Staley (Kodansha International)
- s5. Journal publishing: *Japanese Language and Literature: The Journal of ATJ*
Timothy J. Vance (University of Arizona)

4:50 – 5:50 p.m.

Session T: Keynote speech (Salon G)

Hosea Hirata (Tufts University): Nostalgia for the mother tongue: How Tora-san, Murakami Haruki, Kobayashi Hideo, and other assorted characters are perpetually trying to go home