9:30-10:00

1. **Development of Japanese Literacy through Online-Based Portfolio Assessment (Shinobu Watanabe, Yuki Matsuda)**

   The Social Networking Approach (SNA) proposed by Tohsaku (2013) urges language teachers to utilize appropriate assessments as powerful tools to enforce learners' linguistic and cultural/ global competencies in dealing with various social situations (Tohsaku and Nakano 2012). Based on this socio-cultural approach, the goal of this presentation is to demonstrate how a learner-centered and web-based portfolio assessment changed the dynamics of the learning environment. In this study, we observed the effect of an online-based portfolio on the students' learning of content in an intermediate-level content-based Japanese language course, which aims to introduce Japanese culture through hands-on activities and authentic materials. The same instructor taught the course two semesters in a row, but changed the way she used the students' online blog (Weebly) portfolio as an assessment tool. In both classes, the students were told to post some culture notes with visual aids to demonstrate their learning. For the first semester, the blog was only used for communication between the teacher and students; thus, it was used as a portfolio assessment from which the individual students could receive feedback only from the teacher. For the second semester, the teacher made all the blogs available to the entire class so that each student could receive comments and feedback from both the teacher and classmates. As a result, the students became more encaged in their own learning and enjoyed connecting with their classmates through writing the blog. This result suggests that students are more motivated to learn when the activity has social meaning. This also has a strong implication that writing is a social activity, which requires not just linguistic skills, but cultural skills and global competencies, including critical thinking, IT and media literacy. We will argue that through socially meaningful assessments, learners will become autonomous language learners.

2. **Inside of Japanese Immersion program (Noriko Abe, Mayako Hamrick)**

   Waddell Language Academy is a K-8 language immersion magnet located in Charlotte, North Carolina. Our school offers language immersion in Chinese, German, French, and Japanese for grades K through 8. The students start to learn Japanese at grade K. This is a challenge for the students who just start school life. The students need to develop understanding of academic subjects and contents (literacy, math, science and social studies areas) in a very new language. Also they need to increase the comprehension skills in both Japanese and English. As a language immersion teacher, not only teaching Japanese but also teaching academic contents and comprehension skills are required. Then, the students make connections and reinforce concepts and ideas in both languages. Here we would like to introduce some examples of how the Japanese immersion students learn Japanese and academic contents in class.

10:05-10:35

3. **Examining the Source of Positive Transfer from L1 Chinese Hanzi to L2 Japanese Kanji: Orthographic Similarities and their Contribution to Recognition (Hironori Nishi, Jun Xu)**

   Due to recent enrollment trends in North American higher education, teachers of Japanese encounter more opportunities to deliver instruction to students with Chinese backgrounds. It is commonly recognized that learners of Japanese whose L1 is Chinese benefit from their knowledge of the Chinese language, but not many studies have been conducted on what specific factors benefit their learning. In addition, even though Japanese kanji characters and Chinese hanzi characters overlap significantly, the degree to which they are similar has not been explored in the context of Japanese language education. The present study focuses on kanji characters introduced in elementary-level Japanese language courses, and aims to investigate the amount of positive transfer that may occur from L1

Chinese to L2 Japanese. The present study examined all of the 317 kanji characters introduced in two elementary-level textbooks (Genki I and Genki II), and compared those Japanese kanji characters with the traditional and simplified hanzi characters used in Chinese. The results of the analysis show that out of the 317 Japanese kanji characters introduced in Genki I and Genki II, 240 characters (75.7%) are identical to simplified hanzi characters in Chinese, and 52 characters (16.4%) are identical to traditional hanzi characters. In addition, 15 characters (4.7%) were not identical to either simplified or traditional hanzi characters, but they their semantic information is still readily recognizable by speakers of Chinese due to their similarities to one of the two types of hanzi characters. The results also show that 10 characters (3.1%) in the Genki series do not correspond to any of the hanzi characters in use. The present study also discusses minor orthographic differences between Japanese kanji and Chinese hanzi characters such as hooks and stops, and provides several pedagogical techniques that are specific to learners of Japanese whose L1 is Chinese.

4. **Teaching Japanese Literature in English Translation (Chiaki Takagi)**
The use of literary works helps to guide students to a deeper understanding of postwar Japans ever changing cultural location. In my presentation, I will discuss how integration of literary works into a cultural studies course adds a rich dimension, giving nuance and immediacy to its themes, drawing examples from taught in English courses I teach. Teaching Japanese literature in English translation is not the ideal scenario for the language teachers. However, my approach reveals that the literary works invite the reader to explore modern Japanese society. In other words, through teaching literary works, we are able to engage students in an exploration of Japans modern development and its cultural situation. It often takes more than just reading texts to appreciate foreign literatures. Indeed, cultural familiarity and knowledge drastically change our reading. Therefore, reading literary works as part of cultural studies courses makes sense, and it deepens students understanding of both the course topics and literary texts. I also note that it is also important for the teachers not to fail to remind students that they are reading the works in translation in the way to stimulate their intellectual curiosity towards the original language and motivate their participation in language study.

10:45-11:15

5. **How to Develop Essay Writing Skills for Intermediate Students [中級の学習者のレポート指導] Hiroshi Tajima**
How to Develop Essay Writing Skills for Intermediate Students. In my paper, Ill briefly talk about Japanese writing style called (*kishou tenketsu* - Introduction, Development, Turn, and Conclusion) and Kaplan, R. (1966)s comparative study in expository wiring style among different ethnic groups. Then, Ill discuss the various teaching components and a step-by-step teaching approach to develop intermediate students essay writing skills. Frist, Ill propose the most appropriate Japanese essay writing style for intermediate Japanese students. I investigated a short essay on Japanese college entrance examination and the Ministry of Educations new guidelines for essay writing in Japanese middle and high school students. Furthermore, Ill discuss how to introduce crucial discussion and writing techniques such as to reason, to generalize, to form a conjecture, to make a hypothesis, to discuss pros and cons in order to facilitate students' discussion and writing abilities. Secondly, Ill examine how to organize oral practice from the simplest form of question and answer format to more complicated discussion and debate style in a step-by-step approach to help students internalize the vocabulary and grammar to express their thought in a logical manner. Then I'll take about how to use short essay practice to build students foundation for essay writing. Thirdly, Ill investigate how to create an effective guideline for intermediate students essay assignment. This guidance includes the writing style, its length, the required vocabulary and grammar, evaluation criteria as well as the vocabulary list and the list of discussion and writing techniques. Intermediate Japanese students still need a clear step-by-step guidance to produce a coherent and organized essay with logical statements. In the end, Ill discuss how to correct students' essay and valuation criteria such as accuracy, paragraph coherence, organization and content.

6. **Exploring the Applicability of Debating Activity in the Intermediate Oral Communication Class (Fumie Kato)**
On the purpose of increasing oral communication ability, Japanese Oral Communication class was offered at UNC Charlotte. Debating activity was introduced as one of the class activities during the spring semester in 2016. While there are many research studies to introduce the debating as a class activity into English conversation class, it is quite difficult to find the study to integrate it into Japanese conversation class. One of the reasons is considered that debating activity has been seen to be suitable for the advanced level learners and it seems to be too demanding to conduct the debating activity to intermediate or elementary level learners. Specifically, in the United States excepting a few regions, e.g., New York, Los Angeles, Japanese language is categorized as one of the minor languages that causes to offer less Japanese advanced class. The current study tried to integrate the debating as one of the classroom activities during one semester and explored if this activity was acceptable by the intermediate level learners (N = 8). The questionnaires containing eight questions were employed to collect students' data on the activity at the end of the semester. According to the outcomes of the questionnaires, 86% of the respondents enjoyed the activity, were satisfied with the challenge of discussing with classmates and were helpful to increase the writing ability as well. 71% of the respondents liked such a kind of collaborative working with classmates and helped them to raise their critical thinking ability. These results of the students' perspective on the class activity indicate that the debating activity is definitely applicable even for Japanese intermediate level learners with careful consideration of the integrating procedures into the class.

11:20-11:50

7. **An Intercultural Approach to Teaching Japanese (Xuexin Liu)**
This paper introduces an innovative approach to teaching Japanese through intercultural studies. Unlike most commonly adopted methods of teaching Japanese by focusing on particular grammatical patterns and semantic features, this approach relates intercultural studies to language use in society and natural communication in real-life situations. It claims that intercultural knowledge can strengthen and enhance foreign language learning. It discusses the following questions: How can intercultural studies be designed into a single curriculum for students to understand and practice language use in cultural-specific contexts? What cultural materials should be selected for classroom lectures and discussions? What audio-visual materials, such as DVDs, PowerPoints, and online medium resources, for teaching the target culture and language? To discuss such questions, selected materials and resources are demonstrated to show their classroom use and effectiveness. This paper presents a curriculum specially designed for introducing Japanese for business and travel. It emphasizes the importance of teaching about Japan by providing learners with access to culture-specific traditions and social interactions. It also reports some teaching-learning outcomes through this intercultural approach. It demonstrates how this approach encourages students' interactive participation, how it increases their motivations learning, and how it catches their attention. This paper believes that such a contextualized method not only makes learning interesting and dynamic but also makes teaching Japanese, including its use, more meaningful and effective. It also explores an interdisciplinary and contrastive approach, through team teaching if necessary, by combining some selected Asian languages and cultures in a single course. This paper concludes that intercultural knowledge and sensitivity are an indispensable foundation for students to learn the target language as used in various situations and practice basic communicative and interpersonal skills.

8. **Exploring Cultural Impacts on Japanese Language Instruction (Huanshu Yuan)**
The increasing diversity in students' linguistic and cultural backgrounds not only changes demographic components of student in language classes, but also challenges language teachers' beliefs and instructional strategies to meet the needs of multicultural students. This study explored how students' culture and first language (L1) impacted on their Japanese learning and outcomes, as well as proposed to engage culture into language instruction. The current Japanese language instruction needs to understand the complexities of reading, writing, and communicating in

second language. This study presented that Japanese instruction will be improved as teachers become culturally responsive in their teaching and interactions with students.

11:55-12:25

9. **Reflections on the Kakehashi Project: Participants Experiences and Initiatives (Naoko Kurokawa, Hitomi Endo)**
This presentation is to share the experiences of the Duke students who took part in the Kakehashi Project in December, 2015. The Kakehashi Project is a program sponsored by the Ministry of Foreign Affairs in Japan, and it provides opportunities for students in North America to visit Japan and experience its culture and people. According to its website, it is aimed at promoting deeper mutual understanding among the people of Japan and the United Sates, as well as helping young people develop wider perspectives and encourage their active roles at the global level in the future. We will present how Duke Japanese program took advantage of the opportunity to maximize students learning of culture and language through their participation in the project. We will introduce the blog that we assigned students to keep, which is intended to share each other's experiences and perspectives on Japanese culture and society. We will present how we designed the tasks in a way that the participants can utilize four skills of the target language, while accommodating the different levels of their language proficiency. We will also present the participants initiatives to promote Japanese culture and language on campus upon their return. The initiatives include organizing and advertising the Japan-related events, giving presentations to share their experiences with their peers on campus, and communicating with prospective students to encourage them to study Japanese. The presentation will include the result of the questionnaires that Japanese program required of the participants. We will discuss the impact of the project in terms of students learning of culture and language as well as their motivations to continue the study of Japanese.

10. **An Attempt at a New Project Style for Advanced Japanese Learners: A History Class Taught by Students [日本語上級コースにおける新しいプロジェクトの形：学習者による「歴史授業」]**
(Yasuko Matsumoto)
Content-based instruction has been used in English and foreign languages classrooms. In recent years, it has also been used in Japanese language courses, especially for advanced level courses. In an advanced course I taught from 2012-2015, we used a course packet compiled from authentic reading materials. In Content-based instruction, learners improve their language skills while they use the language as a tool to get information. It usually follows a "receptive to productive" sequence. (Snow, 2001) In my courses, students read materials, and at the end of each chapter, they make a presentation followed by writing a paper related to the topic discussed in the chapter. Although this type of project is probably widely used, do students really engage with the topics? This paper will introduce an attempt at a new project style, and compare to the traditional paper-presentation style project. This study was conducted to find out if adding more "productive" mode activities encourages learners' understanding and engagement with the topics, and whether these activities improve their language skills. Data was gathered through observation of students' teaching, and questionnaires from the students and other participants in the project. This project was conducted at the end of the chapter "Japanese history textbook". Students learn controversies about this topic through articles. Originally, students made presentations after writing a paper to discuss what the history textbook should contain, and how the history should be taught in class. For a new project, they read the same articles and wrote a paper after analyzing the history textbook. Then, they wrote a textbook article about a history event they chose based on their beliefs. At the end, each student taught history to a Japanese audience. The questionnaire result shows students' stronger engagement to the topics while there was not a significant difference in their language improvement.

2:00-2:30

11. **Connecting a Classroom and an Instructor in Different Locations (Mayumi Ishida)**
The internet technology has changed the way we learn. In E-learning courses such as MOOC (Massive Open Online Course), learning happens entirely online. In blended courses, some class hours are conducted face-to-face, and for the rest, students interact with the online course materials individually. Technology that facilitates face-to-face

conversation with people in other locations, in particular, gives us more flexibility. You no longer need to be in one place at a certain time in order to teach or learn something. Since Skype debuted in 2003, its use in language instruction has grown steadily. Skype can connect classrooms for language and cultural exchanges. Students have opportunities to converse with people who speak the target language without leaving their classrooms. One-on-one language instruction is also now possible. A student is connected with an instructor via Skype, and instructions are given through interaction over the application. This type of instruction is particularly popular in Japan for English conversation lessons. How about regular language courses with a component of instruction via Skype? I have been given an opportunity to teach such a course. This model is unique, because all instruction is synchronous, however, teaching and learning happen in two different locations. In this session, I would like to make a preliminary report on the pros and cons of offering courses like this, and discuss what worked well and what needs further adjustment. This session will benefit educators who are interested in unique format of language instructions, and would like to learn about various experiments. Those who attend this presentation will be able to learn the specifics of my experiments and apply my methods in their own courses.

12. **Kana Mastery in Hand!: Application of A New Mobile App Kana Bimoji for Learning to Write Japanese Characters [『かな美文字』で仮名マスター！：仮名練習におけるスマホアプリ導入実例] (Taku Okamoto, Ryosuke Sano)**
Although society has moved into the digital age, the importance of handwriting still exists from various points of view; e.g., cognitive development, and sociocultural and educational motivation. Meanwhile, as universal ownership of smartphones continues to spread, interest in learning with mobile apps has dramatically increased, including among language educators. (Godwin-Jones, 2011) Kana Bimoji Japanese Master is a mobile application designed for novice Japanese learners to improve their handwriting in Japanese Kana (Hiragana and Katakana). Simply using this app and writing on the mobile screen repeatedly brings learners perfect handwriting skills. Its scoring system instantly rates each handwriting in three levels: Great, Good, and Bad based on the order and the number of strokes, positioning, and time of writing. Learners can immediately review their result by comparing with the model character, checking the full stroke-order animation, and rewriting until they receive a (Great) rating. The current study incorporates the app into online Japanese courses at a large land grant university in the Midwest, in order to introduce Kana to the learners. Instructors required learners to: 1) practice a set of 15-30 Kana at a time, writing Kana five times each, as well as gaining at least one for each Kana, 2) collect screenshots of the learners device during their practice, and 3) subsequently, provide another set of vocabulary practice writing in their workbook, in order to assess their handwriting skills on paper. To measure the learners' attitudes and perceptions about the app, researchers collected data using a survey questionnaire. Feedback from the learners will be discussed in the presentation, following description of significant characteristics of the app, how to use it, and the educational benefits to learners.

2:35-3:05

13. **The Implementation and Student Perceptions of a Japan-U.S. Telecollaboration Project (Kathy Negrelli)**
This presentation describes the implementation and student perceptions of a collaborative language exchange project between a U.S. and a Japanese university. It details the various components of the semester-long project in which 11 intermediate-level students of Japanese exchanged language and culture with cohorts in Japan, providing an experience in the target language in a real authentic immersion environment. At the conclusion of the project, they completed a 21-item survey on their perceptions of a) their confidence and comfort in conversing in Japanese and in using Skype technology; b) the benefits of the activity to language acquisition; and c) their enjoyment of the project. Analysis of the data revealed an increase in confidence in conversing with a native speaker, motivation to learn Japanese, and an overall comfort in using Skype technology, recognizing it as a viable tool in foreign language classes. Student comments garnered from focus group discussions supported the belief that such a technology-

based, international collaborative curricular activity can foster cooperative intercultural relationships and render the kind of transformative learning experience that can impact a student for life. The study also shed light on challenges that hindered the implementation of the project, including the effect of a perceived discrepancy in vested interest between participants at both universities. Finally, future studies should be conducted to investigate the correlation between the integration of this technology in foreign language instruction and student improvement in linguistic and intercultural competency.

14. **Effectively Organizing a Sustainable Japanese Language Volunteer Program [継続可能な日本語ボランティアプ ログラム：効果的な運営方法について] (Yasuo Uotate, Risa Wada)**
Many students who are learning Japanese as a foreign language in the United States have limited opportunities to use the target language with anyone other than their instructors and classmates, especially outside of the classroom. How can we extend students learning experiences further and encourage students to use Japanese for communication in real-life situations? Organizing language tables seems like a viable solution for this problem, but how easy and effective is it to coordinate the tables from the perspective of instructors? This presentation will discuss how to effectively organize a sustainable Japanese language volunteer program around language tables for different comprehension levels as its core activity. The presenters will share their volunteer program materials (a recruiting questionnaire, volunteer instructions, etc.), explain strategies on how to run the program smoothly with minimum time and effort, and address possible challenges. At the University of Florida, we created a Japanese language volunteer program in fall 2015 using materials that have evolved over time. We recruit more than ten volunteers (native and senpai) every semester. The volunteers and students in the UF Japanese language classes provide beneficial learning experiences for each other. The language tables for different comprehension levels are organized and scheduled to create an equal opportunity for individual students to practice listening to and speaking Japanese in a more relaxed setting with volunteers near their own ages. In addition to the language tables, some volunteers regularly visit Japanese classes to help with classroom activities, and a few senpai volunteers hold review practice sessions as well. On the last day of classes, we have a party for students and volunteers to celebrate a semester of hard work.

3:10-3:40

15. **Implementation of Can-Do Statements in the Genki I Japanese Courses (Eiko Isogai Williams, Yoko Sakurai, Mako Nozu, Naoko Komura, Takami Taylor)**
The Can-Do Statements Articulation Project was initiated in 2014, and AFTJ members from various institutions collaborate to design Can-Do Statements (CDS) for the first year Japanese courses. CDS based on the Genki I textbook adopts the backward design, focusing on communication ability rather than technical grammar acquisition. The project aims to improve the effectiveness of daily teaching and the overall course curriculum by incorporating a task-based approach with the use of CDS in Japanese courses. CDS provide self-assessment tools for learners and serve as resources for designing pinpoint activities and efficient teaching plans. The presenters will discuss their reflections on the use of CDS in their courses and the impact of CDS on teaching effectiveness and students' proficiency and literacy, as well as their challenges of transformation from grammar-based activities to communicative activities with concentration on task completions. The presenters will share their CDS for first-year Japanese courses and their experiences in adopting them in their classes. The audience will have the opportunity to see examples of classroom activities based on CDS, and students' reactions and feedback on the integration of CDS in their daily learning. Throughout the informative PowerPoint presentation, the participants will learn to choose CDS that correspond with their objectives of each lesson, create curricula where goals and outcomes are clearly articulated with implementation of CDS, and design daily teaching plans that demonstrate effective process towards to goals in CDS. After the presentation, the audience will understand that CDS are an effective tool that strengthens their students' performance and motivation, while enhancing classroom experiences.

16. **Corpus Informed Kanji List: What Is It? And Should it be Used in Japanese Courses? (Shinji Shimoura)**
Kanji learning is considered one of the most challenging aspects of learning Japanese. The challenge in kanji learning includes the difficulty of retention, multiple readings of a single character, visual similarities between characters, the polysemous nature of kanji words, the large number of characters to learn, and their visual complexity (Mori and Mori 2011). And many students express a desire for some sort of strategy instruction (Mori 2002; Mori & Shimizu 2007). As a result, a number of studies have investigated on kanji learning from various perspectives such as kanji learning/teaching strategies, memory and retrieval, radical/compositional awareness, and teacher/student perceptions of kanji teaching/learning. However, compared to Kanji learning and teaching strategies, there have been little attention on which kanji should be taught to L2 Japanese learners. Especially to elementary Japanese learners, there is no systemic discussion on which Kanji should be introduced. Elementary Japanese textbooks such as Genki use the Kanji list from old Japanese proficiency exam and we do not have an idea how actual Kanji usage is reflected to the list. The technology of corpus enquiry now enables us to reveal the use of Kanji in Japanese society. In the present study, various corpora data (e.g. Balanced Corpus of Contemporary Written Japanese, Aozora Bunko Corpus, News Web Easy Corpus, and Japanese Technological Magazine Corpus) are used to identify the most frequently appeared Kanji in each corpus. The Kanji lists from the corpora will provide useful resources when Japanese instructor decides on which Kanji should be introduced in Japanese courses. In the presentation, Kanji lists from typical elementary Japanese textbooks and ones from corpora will be compared and discussed various ways to incorporate different Kanji lists into Japanese classrooms.

3:45-4:15

17. **Developing Tasks Using Authentic Materials through Teacher Collaboration (Yasuko Takata Rallings, Yuki Matsuda, Mayako Hamrick)**
Researchers have long been emphasizing the importance of the use of authentic materials in the world language classroom. Such materials present authentic contexts for communication, provide cultural input, and motivate learners. ACTFL lists the use of authentic cultural texts as one of the six core practices of world language education. World language teachers are called to implement interactive reading and listening comprehension tasks using authentic texts while scaffolding to promote comprehension. It is commonly recognized among Japanese teachers that it is challenging to create tasks using authentic Japanese texts. We propose that collaboration among teachers is the key to developing such tasks. In this session, we will present a material-sharing project among six Japanese teachers. We will first describe the use of authentic texts as they relate to core practices, world readiness standards for learning languages, and proficiency guidelines. Understanding standards and guidelines helps us set appropriate objectives for learning tasks. We will then show some of the tasks we have individually created using authentic texts, and describe the process of material-sharing and how it has impacted our teaching. Giving and receiving feedback to and from each other enables us to reflect on whether these tasks are appropriate for particular proficiency levels and if they meet learning objectives. Also, the fact that project collaborators include teachers at kindergarten, middle school, high school, and university levels helps us understand various proficiency levels and broaden the range of tasks and authentic texts to create. We hope to encourage teachers to incorporate more authentic texts in their curricula and to collaborate more with colleagues.

18. **The Development and Expansion of the Community Through Articulation Projects in the Association of Florida Teachers of Japanese (Soichiro Motohashi, Brian Hagihara)**
We here at the Association of Florida Teachers of Japanese (AFTJ) have been focusing on the expansion of articulation, ever since the 2014 Japanese Global Articulation Project (J-GAP) Caravan Workshop. In addition, we have been actively applying to Japan Foundation Los Angeles (JFLA) grants to further develop our articulation activities. The result of this has strengthened the bond between teachers within the same institution, and even the

bond between different institutions within the same state. Active membership has also increased and has promoted a healthy and lively culture. With us presenting details of our activities, other associations of teachers of Japanese may benefit greatly, especially those who have interest in articulation within their respective state, and developing stronger community ties. In our presentation, we will first introduce projects related to articulation which we have done since the J-GAP Caravan Workshop. These related projects include the Can-do Statements Project and Discussion forums. Next, we would like to introduce projects and activities we have pursued these past couple of years including the Articulation Day and the participation of the J-Can Workshop held at Old Dominion University in Virginia supported by the Japan Foundation (JF) grants. In addition, we would like to report on other activities held in various regions within the state of Florida, which include the Japanese Language Proficiency Test (JLPT) practice workshop with the Tampa Japan Exchange and Teaching Alumni Association (JET-AA) and the Miami Immersion Day. Finally, we would like to report on the results and analyses of a questionnaire regarding the past and future activities within our own AFTJ.