

Saturday, February 4

[Descriptions]

9:30-10:00

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

Based on the theoretical premise of the Social Networking Approach proposed by Tohsaku (2013), this study will demonstrate the effect of online-based portfolio assessment on the students' learning of Japanese culture through the language. It will be demonstrated that socially meaningful assessments help learners to develop advanced writing skills.

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

Introduce how the Japanese immersion students start to learn both Japanese and academic subjects and contents in class. At grade K, Japanese letters and words are very new for the students. Introduce what tools are used to teach in class. At grade 1, reading comprehension and fluency is more focused. Introduce how the students improve the skills 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)

The present study explores to what extent students with Chinese backgrounds benefit from their knowledge of Chinese hanzi when they learn Japanese kanji. By conducting a cross comparison between Japanese kanji and Chinese hanzi, the present study explores the potential benefits and issues that learners with L1 Chinese may face.

4. Teaching Japanese Literature in English Translation (Chiaki Takagi)

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. Through teaching literary works, we are able to engage students in an exploration of Japans modern development and its cultural situation.

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

I'll discuss how to develop Japanese essay writing skills for intermediate students using the following approaches. 1. Practicing how to generalize, to reason, to form a conjecture, to make a hypothesis, and to cite examples in different activities. 2. Using a step-by-step approach to build students foundation for discussion and essay writing. 3. Creating an effective guideline for writing assignment. 4. Providing appropriate correction and valuation criteria.

6. Exploring the Applicability of Debating Activity in the Intermediate Oral Communication Class (Fumie Kato)

Exploring the applicability of debating activity integrated into intermediate Japanese Oral Communication class during one semester. Questionnaires were employed as a research tool. Majority of the students enjoyed, were satisfied with the challenge of discussing with classmates and were helpful to increase the writing ability as well.

11:20-11:50

7. An Intercultural Approach to Teaching Japanese (Xuexin Liu)

This paper explores an interdisciplinary approach to teaching a particular foreign language and culture and also teaching about Asia. The questions to be discussed include: How can intercultural studies be designed into a single curriculum? What cultural materials and online medium resources should be selected for classroom lectures and discussions?

8. Exploring Cultural Impacts on Japanese Language Instruction (Huanshu Yuan)

This study presented that Japanese instruction will be more effective as teachers become culturally responsive in their language instruction, management of classrooms, 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 participated in the Kakehashi Project last winter. We will introduce the blog assigned to the students and their initiatives to promote Japanese language and culture upon their return as well as the impact of the project on their 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)

This paper will introduce a project for the chapter introducing Japanese history textbooks. In this project, students wrote articles for a Japanese history textbook and taught a history class. This study will examine if this project encourages learners' understanding and engagement with the topics and whether these activities improve their language skills.

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 particular, the technology that facilitates face-to-face conversation with people in other locations gives us more flexibility. In this session, the speaker would like to make a preliminary report on a language course with a component of instruction via Skype.

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事例] (Taku Okamoto, Ryosuke Sano)

This presentation proposes a pedagogical application of a new mobile app for writing Japanese characters, Kana Bimoji Japanese Master to improve the learners' handwriting skills, as well as mastery of Hiragana and Katakana, by the repeated practice on their mobile screen.

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. The Skype-mediated telecollaboration allowed students to experience the target languages in a real authentic immersion environment. Data revealed positive findings on perceptions of student confidence and enjoyment of the project.

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)

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 program materials, explain strategies on how to run the program smoothly with minimum time and effort, and address possible challenges.

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)

As a continuation of the Can-Do Statements Articulation Project initiated in 2014, teachers from several institutions have undertaken a creation of the Can-Do statements based on Genki I. Presenters will discuss and showcase how the implementation of CDS impact learners performances and motivation, and instructors teaching effectiveness.

16. Corpus Informed Kanji List: What Is It? And Should it be Used in Japanese Courses? (Shinji Shimoura)

Although Kanji learning is considered one of the most challenging aspects of learning Japanese, there have been little attention to which Kanji should be introduced in Japanese courses. In the presentation, Kanji lists from various corpora will be compared and discussed ways to improve Kanji teaching.

3:45-4:15

17. Developing Tasks Using Authentic Materials through Teacher Collaboration (Yasuko Takata Rallings, Yuki Matsuda, Mayako Hamrick)

It is commonly recognized among language teachers that incorporating tasks using authentic texts is important but challenging. In this session, we will propose that collaboration among teachers is the key to developing such tasks. We will share some of our tasks and materials, and explain how material-sharing impacts our teaching.

18. The Development and Expansion of the Community Through Articulation Projects in the Association of Florida Teachers of Japanese (Soichiro Motohashi, Brian Hagihara)

In our presentation, we will first introduce projects related to articulation we have done since the J-GAP Caravan Workshop. Next, we will discuss activities done within the various regions of the state. Lastly, the results and analyses of a questionnaire regarding the activities within the AFTJ will be reported.