10:35-11:05

1. **Analysis in Practice: Engaging Language Learners with Digital Videos (Harumi Miyake)**
   Since language is essential to thinking and expressing opinions, foreign language education has a significant role in supporting the development of students' analytical thinking skills. Twenty-first century education emphasizes the enhancement of students' ability to think and analyze materials critically; not only do educators promote language proficiency, they also advance the interpretation of cultural and social concepts related to the target language. Most contemporary language programs incorporate technology in their curricula, and thanks to the growing number of accessible digital tools for teaching foreign languages, instructors can avail themselves of a wide range of resources beyond printed textbooks. Audiovisual aids help instructors conduct activities including the interpretation and analyzation tasks into language practice. Video materials are particularly useful in that they offer authentic models of the words usage in context, which helps students to understand even words referring to abstract concepts by exposure to their usage in situational contexts. For this reason, audiovisual aids are perfect for activities aimed at enriching students' analysis skills. In this session, I will introduce the digital video project I conducted in my pre-intermediate class of Japanese, and explain how this project engaged students in analysis of words in their cultural and social contexts. I will explain the methods I used in the projects planning, pre-task, and main task stages, and describe its overall effectiveness. By shearing some sample videos and students' products and reflection of this project, I will also illustrate how students engaged toward this projects pointing out some findings seen from them.

2. **J-CAN Project: Teaching Grammar as a Concept and Using it in Context (Takae Tsujioka, Hiromi Lamberson, Junko Markovic, Yukiyo Moorman, Kyoko Vaughan)**
   In this presentation, we will report on the progress of a MAATJ group project started as a result of J-CAN Articulation Workshop at the FLAVA 2016 conference in October 8th 2016. J-CAN, which stands for core-practice / articulation & advocacy /network, is a pioneering project that promotes better articulation among teachers of Japanese in the US through communication and collaboration based on the understanding of common core practices. The overall project is supported by Japan Foundation, Los Angeles and facilitated by American Association of Teachers of Japanese. This particular project team, consisting of a university faculty and three high school teachers in the DC/VA/MA region, chose to focus on one of the six ACTFL Core Practices: Teach Grammar as a Concept and use in context. We will discuss how we each deepen understanding of this practice, share ideas of classroom implementation through online discussions, classroom visits and video conferences. We will report on the impact that the project has had on individual members' classroom instruction. We will also share some concrete tips for communication and project management to sustain a J-CAN project without making it a burden for members, such as utilizing Google folder to share teaching materials, as well as creating a discussion forum where each member can ask questions freely in a non-threatening environment and exchange ideas. While the project has just begun, we anticipate it will provide mutually beneficial learning opportunities for both college-level instructor and high school instructors, by bringing together teachers with different backgrounds, experiences, and personal beliefs in a mutually respectful manner.

11:10-11:40

3. **Learning to Feel Like Yourself in a Second Language: Utilizing Online Video Interviews to Study Individualized Speech Styles in Japanese (Michiru Ichihara Lowe)**
   The variety of speech styles in Japanese presents a challenge to students. Textbooks usually only introduce polite and casual speech and male and female speech in Tokyo dialect. In contrast, media such as TV drama and animation

that students encounter in and outside of the classroom, presents far more diverse speech styles than those typically taught. Confronted with limited choices in textbooks and seemingly endless ones in authentic materials, learners struggle with finding a speech style through which they can express themselves appropriately relative to their own personality and identity. This paper introduces a lesson plan to raise awareness of multiple speech styles in an upper-intermediate class. It utilizes online video interviews from the website 7 billion others. This site is a collection of short interviews from different countries, different languages and different background about topics that students are generally familiar with. By using this online video interview site, students practice their listening skills with close attention to speech style used by native speakers of Japanese. Students then discuss interviewees' character, as ascertained by their speech style. In addition to this interview site, students explore popular films, YouTube videos, anime, manga and guest speakers. They also write short essays and create their own videos related to the topic they studied on 7 billion others. The essays and videos also have to utilize speech style congruous with the individual students' identity. This paper argues that raising awareness of the diverse varieties of speech style in Japanese enables students to choose an appropriate manner of speaking so they can feel more like themselves in the second language.

4. **Revisit Students-Generated Video Projects in Language Teaching from a Social-Cultural Approach (Yan Wang)**

Taking a social-cultural approach this presentation introduces a student-generated video project. The love story of Mary and Takeshi, which is developed from the Japanese textbook Genki and conducted in college-level Japanese classes. Video projects have long been well accepted and valued by language teachers. This particular project differs from others in that it invites the students to recycle the storyline of the textbook. During the preparation process, the students have various opportunities to revisit the stories in the textbook, review related grammar and expressions, and to explore creative ideas. The preparation, including readings, composition, on-line discussions, role-plays etc. all involve using with the same characters and the main storyline. As a result, the students come to the project with the required linguistic skills and competence and this helps motivate them to conduct the project with creativity and autonomy. The analysis of the project and post-project survey demonstrate that, a video project that is well prepared for the learners with a certain degree of linguistic and cultural familiarity, not only motivates their creativity, engagement and autonomy, but also increases their confidence and comfort in communicating in the target language. This presentation demonstrates that such a video project based on a thoroughly prepared groundwork is a meaningful way to integrate language acquisition, cultural exploration, creative thinking and communication. The purpose of this study is to inspire language teachers to revisit their textbooks and to discover ways of creatively developing the contents to generate creative, flexible and compelling activities for the students.

11:45-12:15

5. **How to Incorporate Culture into a Language Class [文化理解を取り入れた教室活動] (Junko Tezuka-Arnold, Asami Nakano)**

Integrating culture into language classes is crucial for language learning. Learning about the target language culture would bring so many positive aspects, such as motivation of language learning, proper manners in some special situations, background information of words, and realizing the importance of one's own culture. This cultural information will also promote student conversations on a rich variety of topics and help their social communication skills, with which the young generation of learners have difficulty. However, with our busy curriculum, the class tends to concentrate more on grammar structure. It is hard to include culture in the regular classroom activities. This presentation will describe strategies with which teachers can integrate culture naturally into our classrooms, either by having them as extra class activities or as one of the regular class activities. Examples of those strategies will include having online Skype conferences with some Japanese students in Chuo University, culture-related activities in the Japanese club, visiting the Japan center, building different types of special topics classes, and organizing a faculty-led study abroad course. We will also introduce cultural classes such as tea ceremony and

Japanese pop dance offered in our Universities. We also discuss cultural presentation assignments which we offered in Japanese class and how students learned from the activities. These strategies will be shared to help teachers to design their courses with learning more about culture and communication. We explain here the details of those activities as included at both East Tennessee State University and the University of Tennessee at Chattanooga.

6. **Challenges Faced by a Language Instructor to Design a Japanese Pop Culture Course to Students with no Japanese Language Background (Yumiko Tashiro)**
This paper will examine how a Japanese popular culture course was prepared using anime and manga by providing its course design, objectives, class activities, and student feedback. This culture course was offered as one of the four-week intensive courses of the Spring Term, which was unique to the university and encourages hands-on experiences that could be difficult to provide during the regular terms. It contained two cultural workshops (Asian brush painting and making a character bento), and an activity of creating an original digital manga story besides regular lectures. It also covered Japanese language as one of the topics and taught katakana and onomatopoeia by relating them to expressions and techniques used often in manga. The students were highly satisfied with the cultural activities and appreciated Japanese aesthetics through their own experiences. However, the cultural perspectives reflecting Japanese mentality, which is observable in communication, could have been introduced more from the foreign language instructors point of view because the manga and anime the students exposed to previously are with English translation and do not necessarily represent the culture, society, and customs of Japan. Teaching such a course provides the language instructor with ample opportunity to contemplate what culture is essentially, and what should be taught in culture and language courses respectively without imposing cultural stereotypes on students. The paper will conclude with reflection on how the course could be revised in order to enhance students' appreciation of Japanese and their own cultures.