10:35-11:05

1. **Analysis in Practice: Engaging Language Learners with Digital Videos (Harumi Miyake)**
Assigning activities that develop students' analytical thinking skills is an important part of supporting them in learning to express opinions and thoughts in Japanese. The presenter will describe a digital video project that enables students to hone their observation and analyzation skills, followed with examples of the project's outcomes.

2. **J-CAN Project: Teaching Grammar as a Concept and Using it in Context (Takae Tsujioka, Hiromi Lamberson, Junko Markovic, Yukiyo Moorman, Kyoko Vaughan)**
This paper will report on the progress of a group project started as a result of J-CAN Articulation Workshop at the FLAVA 2016 conference. The project focuses on ACTFL Core Practice #4: Teach Grammar as a Concept and use in context.

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)**
This paper introduces a lesson plan to raise awareness of diverse Japanese speech styles in an upper-intermediate class with online video interviews. It argues that teaching diverse speech styles 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)**
This presentation introduces a student-generated video project. The love story of Mary and Takeshi, conducted in intermediate Japanese classes. The survey results demonstrate that a video project that invites the students to recycle familiar knowledge with thoroughly prepared groundwork is a meaningful way to attract learners' interests.

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)**
This presentation will describe strategies which teachers can integrate culture naturally into their classrooms. The successful examples of those strategies from the two universities will be introduced in this presentation, such as global Skype conferences with Japanese schools and cultural classes such as tea ceremony and Japanese pop dance.

6. **Challenges Faced by a Language Instructor to Design a Japanese Pop Culture Course to Students with no Japanese Language Background (Yumiko Tashiro)**
This session will examine how a Japanese pop culture course was prepared using anime and manga targeting students with no Japanese language skills. The presenter will share the course design including class activities, student feedback, and reflect what could be improved.