



SEATJ 2024 Presentation Abstracts

Round 1

Session 1: Yasuko Takata (Wake Forest University)

Title: Japan We Don't Know: Focusing on Representation and Diversity

This presentation discusses activities that focus on diverse aspects of society and culture, using examples from a college Japanese course at the intermediate level. These activities provide opportunities for teachers to critically examine conventional practices as well as to help students reflect on diversity of culture. The overall theme of the course was “Diverse Culture of Japan,” and the course aimed to help students deepen their understanding through topics such as nationality, language variations, and regional cultures. When the textbook only presented oversimplified information, additional materials were selected to encourage deeper exploration of the topics. For example, presenting diverse examples of Japanese people that included naturalized citizens and people of diverse ethnic backgrounds facilitated discussions about representations and prejudice toward minorities. Assignments also included interviews and virtual exchanges with Japanese speakers to provide multiple perspectives. The presenter will share the course content and learning activities.

Session 2: Chikako Mori (UNC Charlotte)

Title: Incorporating Social Media to Enhance Learners' Transferable Skills in Language Courses

Many university students, especially Generation Zs, are interested in acquiring skills/competencies that are relevant to their future careers and meaningful to them. This presentation will provide examples of how projects used in language courses could enhance learners' transferable skills via the integration of social media. In particular, career competencies like critical thinking, communication, teamwork, technology, leadership, and equity & inclusion were emphasized and enhanced. These projects used social media platforms that allow collaborative authoring or editing, such as Padlet, as a mutual interaction space for a project and a space to curate information for another project. Learners were encouraged to select digital technologies, including social media, to complete tasks as a team. This approach has been implemented and refined as part of the course curriculum for several years to help language learners develop these crucial skills of global leaders.

Session 3: Hironori Nishi (University of Memphis)

Title: 日本語ひらがなにおける変則的小書き文字の用法について

日本語のひらがな、カタカナにおいては拗音、促音の表記の際に小書き文字の使用がされ、「りょうり」、「あさって」、「ジュース」等に見られるように小さいサイズでの文字を伴う形で表記がされる。また、小書き文字の使用に関しては一定の確立された既存のルールがあり、そのルールから外れた形での使用は一般的には推奨されない。しかしながら、インターネット上での実際の言語使用に着目すると、一般的には使用されないとされる「あ」、「い」、「わ」等の小書き文字が散見され、文字のサイズが変則的であるということを通して書き手と読み手との間で何らかのコミュニケーションが行われていることが考えられる。本研究ではインターネット上での実際の言語使用、特に文末での使用に着目し、ひらがな、カタカナの変則的小書き文字を通して書き手と読み手が何をやりとりしているかについて分析した。また、変則的小書き文字の使用をした場合でも読み手が声に出して読む場合に音声の変化が無い場合もあり、それらの例はインターネット上の顔文字、絵文字等と同類の音声化を前提にしないコミュニケーション手段の一種であるという形で分析を試みた。

Round 2

Session 4: Matthew Hodge (Indian Land High School)

Title: Introducing Kanji through Legends (English)

High school students that are learning Japanese have a hard time bridging the gap from hiragana to kanji; one reason is that short, "scaffold-able" methods to do so outside of textbook use are hard to find. One interesting method is to use Japanese myths and legends to build, reinforce, and develop kanji usage through short bellringers or exit work. Students begin by reading Japanese legends, mostly in the hiragana they have already learned at first, and as the year progresses, more and more kanji are introduced by changing hiragana to their representative kanji. This method both introduces the kanji and their associated kunyomi/onyomi pronunciations, while allowing the teacher to check for accuracy and fluency in quickly-executed exercises.

Session 5: Natsuko Suwa (North Carolina School of Science and Mathematics)

Title: 義務教育 (K-12)における日本文化の教育と子供たちの人格形成：大学、一生を通じて意欲的に日本語学習を続ける子供たちの育成

「K-12の日本文化の教育は、遊びが目的」という印象が強いのではないだろうか。確かに「遊び」を大いに取り入れるが、目的がそこにあるわけではない。この遊びを通しての経験が、子ども的人格を育てる。また卒業後に日本語学習を継続、再開する動機の一部を担い、先細りが懸念される外国語学習の救世主ともなり得る。義務教育学齢 (K-12)にある子供たちへの教育は、科目における知識の習得以上に人格形成に重点を置いている。外国語教育についても同様で、カウ

ティが示す学習目的は語学習得そのものより、その学習を通じてなされる人格形成と認知発達度の成長である。この学齢期の文化学習は、幼児期の貴重な体験となりその後の人生に作用する可能性を持つ。単なるレクリエーションには収まらない、深く長期的な影響を子どもに与えている。日本語クラスにおいても同様で、この時期の経験が日本や日本語学習への印象を形作る。K-12の教員は、限られた環境の中で様々なことを考慮し、工夫を凝らして文化を教える努力をしている。この発表では、いち地域におけるK-12の現状と文化教育の目的、その効果を伝え、今後の日本語教育の発展へのつながりにも言及したい。

Session 6: Kathy Negrelli (Kennesaw State University)

Title: Japan-Georgia Connections Pilot Course: A Report (English)

This report follows last year's SEATJ presentation on the development of a pilot course, which was offered in Fall, 2023 at Kennesaw State University. The course, titled East-West Ties: Japan-Georgia Connection, was originated based on the definition of pragmatics dealing with intercultural/sociocultural perspectives of language use, specifically within social interactions. The course focused on developing students' cultural competence and understanding of Japanese key sociocultural concepts that underly communication with Japanese. It furthered this understanding by extending learning from the classroom to practical application in interactions with Japanese through participation in networking opportunities and Japan-related events, and interviewing members of those groups. Fourteen students enrolled in this course, 13 of whom had varying years of Japanese language and culture studies, and one with no formal instruction in Japanese. This presentation will share the course curriculum, assessment results from pre- and post-tests, quizzes, and cultural assimilators, as well as anecdotal evidence and feedback from student surveys and interviews. Findings showed an overall positive response to the course content: lineup of guest speakers, readings and video selections, class activities, and semester project. As the first class ever to be conducted in English within the Japanese program at KSU, students found it to be a valuable addition to current course offerings. Insights into adapting this course into any institutions' Japanese program will be discussed as well as areas to strengthen for future offerings, including reliable, valid intercultural competence assessment tools and the feasibility of instruction in alternative modalities such as hybrid or online.

Round 3

Session 7: Yumiko Ono (Western Carolina University)

Title: To Make the World Kinder – Yasashii Sekai e

Developing a kindness mindset is an on-going process throughout our lives. The presenter will share her continuous efforts of developing activities that she organizes and supervises for the students in the WCU Japanese Program in order to provide both American and Japanese

international students, as well as herself, with opportunities to Make the World Kinder - Yasashii Sekai e. The list of the activities for this presentation consists of 1) W2A Project 2022 and 2023 at Wake Forest University, 2) Student presentations “Yasashii Sekai e” organized through the WCU Japanglish Club, 3) Promoting Yasashii Nihongo - its mindset and techniques PARTICULARLY for the Japanese international students at WCU. The presentation will include the presenter’s observation as well as the students’ reflections on their participation in each event. As we all know, increasingly non-native speakers of Japanese live, work, and have become an essential and irreplaceable force to keep Japanese society moving forward. That inevitably asks the whole nation to change its mindsets regarding nearly everything and calls for increasingly deep compassion for each other. This presentation will also share the continuous process of how our students -- American and Japanese international students -- realize their power to make the world kinder through being compassionate for themselves and others. In addition, the presenter also would like to raise questions about commonly accepted beliefs: It is too challenging for students with intermediate-level fluency to talk about societal issues, which are topics for Advanced level fluency, to effect real changes in the world.

Session 8: Koji Tanno (University of Kentucky)

Title: SDGs を取り入れた初級日本語クラスの実践報告 (Designing and Implementation of Beginning Japanese Course Incorporating SDGs) (Japanese)

本発表は、サステナビリティに関する社会問題をスピーキング活動に組み込んだ授業の実践報告である。現在国際社会が直面している問題を学生たちに気づかせ、そのために、身近なコミュニティでどんなことができるのかを考えてほしい、そんな思いから、15%ほどの授業時間をSDGs (Sustainable Development Goals)に関する活動に割り当てた。初級の学生が、中級レベルになるためには、コミュニティや社会のことを話す練習が必要である。段落レベルでの発話練習は、中級になってから、突然できるようになるのではなく、生徒は練習を初級の段階から少しずつ始める必要がある。その初めのステップとして、120時間の授業時間を終えた学生たちを対象に、この活動を導入した。本発表では、具体的なカリキュラムの内容、スケジュール、学生の反応などを紹介し、メリットや問題点、そして、今後の課題を述べたい。

Session 9: Shinobu Watanabe (University of Memphis)

Title: 日本語学習初級・中級・上級者の役割別オンライン交流への参加 (Distinct Roles and Goals for Japanese Learners at Different Levels in an Online Japanese-English Exchange Program) (Japanese)

本発表は、メンフィス大学日本語プログラムと東京都の公立中学校がズームを介しオンライン交流を行った実践報告である。二日間の220名の参加者のうち、メンフィス大学の日本語学習者

には、履修しているコースの初級、中級と上級で異なる役割と目標を持たせる事で、幅広いレベルの学習者が同じオンライン交流の場に参加する事ができた。上級者は今まで培った日本語力を活かせる各グループの司会進行役として、初級、中級者は、日本語力を伸ばせる発表者として参加した。また、役割に応じ異なるスキルの習得も期待できた。上級者は、日本語と英語を使いこなし交流プログラムの予定に沿って進行するという目標達成の為、進行に必要な日本語力、状況を判断する洞察力や統率力が養える。初級・中級者は発表の成功という目標に向け、発表内容を論理的にまとめる力や日本語での表現力が養える。全ての学生が、異文化交流という現代社会に必要な経験を培うことが出来る。当日までの準備、開催当日、後に実施されたアンケートから、オンライン交流が日本語学習に与える影響、特に大学教育の観点からメンフィス大学の日本語学習者に焦点を当て考察をまとめ発表する。

Round 4

Session 10 Yoshimi Aoyagi (Chapel Hill Carrboro City Schools)

Title: How Japanese Classes Survived” in 2014 and now?

Whenever we go to conferences, we see the word, ‘Advocacy’. According to ACTFL, “ACTFL is working to raise public awareness on the benefits of language learning in order to influence the direction of US education”. After the incident at West Virginia University, I feel we see more the word, ‘Advocacy’. In 2014, Ms. Natsuko Suwa and I gave a presentation “How Japanese Classes Survived Under the Big Budget Cut”. It was the first time I was aware of ‘Advocacy’. Compared with the presentation in 2014, I would like to discuss ‘advocacy’ because this year, 2023, our district had a budget cut again and they cut several major and minor language classes.

Session 11: Mayumi Ishida (Dartmouth College)

Title: ChatGPT:言語教育における効果的利用法 (ChatGPT: How Can You Help Students Learn Languages? “ (Japanese)

Since OpenAI launched the ChatGPT API in 2021, it has been widely discussed in the field of language education as well as in society in general. At first, we were excited about the introduction of a new tool with the potential to improve society, however, soon the harmful effects of generative AI, including ChatGPT, came to the forefront. Any tool can be harmful to society if used incorrectly, and it is important for humans to learn how to use new tools properly. So how can ChatGPT be used "correctly" in language education? I have researched and collected a variety of ideas on how ChatGPT could be useful in language education. I tested each to see if they can be beneficial for learners and educators alike. For example, I created vocabulary lists for reading materials, created example sentences using target vocabulary, created short stories using only given grammatical patterns and vocabulary, explained the meanings of vocabulary level appropriately in the target language, and

formatted a list of cited references for academic articles. A small survey will be conducted in early 2024 to assess learners' perspectives. Survey questions will include evaluating ideas that are useful to learners, selecting those that we think would be useful, and generating ideas for using ChatGPT in language education. In this session, the analyzed survey findings will be shared, and how this data could be utilized in the curriculum will be suggested. This session will benefit for innovative teaching and activities that help advocate for our profession.

Session 12: Hynji Kim (Kennesaw University)

Title: Issues in Speaking Activities of Asynchronous Online Courses

In order to increase enrollment since the pandemic, college foreign language programs over the world have tried to develop and offer language courses in various modalities. With this recent trend, the Japanese program of Kennesaw State University launched its first 100% asynchronous Japanese course in Fall 2023. The first course was the first-year introductory Japanese language course. This course adopted multiple tools to ensure development of all-around communication skills. While evaluating students' performances, the instructor noticed some limitations and hindrances to speaking skill development. First, students of asynchronous courses cannot receive immediate feedback from the instructor or speaking partner. Second, they show a tendency to get non-instructive answers from AI, online translators, and friends. Third, students rarely check feedback attached to completed assessments and assignments. Therefore, the current study will particularly analyze the issues and insights found in the speaking assignments and projects in this course. Moreover, possible solutions for these problems will be addressed.

Round 5

Session 13: Shinji Shimoura (Williams & Mary)

Title: 自己学習と文化消費：長期休暇に学習者は何をしているのか (Self-Learning and Cultural Consumption: A Study of Japanese by Learners During Extended Vacations) (Japanese)

学習者は、教室外で特に長期休暇中に日本語にどのように接し、学習しているのだろうか。本研究の目的は、長期休暇における学習者の日本文化消費と自己学習の状況を明らかにすることであり、そのために七週間にわたるケーススタディを実施した。学習者は日本文化を消費しつつ、研究の一環として毎日最低 30 分は日本語の自己学習に取り組んだ。具体的な自己学習の方法は、多読、日記、アプリを利用した学習などが含まれ、これらは学習者が柔軟に取り組めるように配慮した。七週間の自己学習の前後で、学習者の学習動機、外国語学習不安、楽しさといった個人差に焦点を当てたアンケート調査を行い、自己学習がこれらにどのような影響を与えたかを検証した。同時に、学習者が最新の IT 技術、特に AI などのツールを使用した学習に対する意識を理解するため、実際にこれらのツールを使用してもらい、その有用性や効果についても検証した。本発表では、学習者の反応をアンケートおよび学習記録を通して分析し、学習者の自己学習に対する考えを述べる。

Session 14: Enika Banerjee (UNC Charlotte)

Title: Enriching Transferable Skills in a Spoken Japanese Business Course (English)

By the author at their institution, the course was developed in 2021 as part of the Japanese Business Certificate Program requirement. It was one of the first courses created for the certificate program. Initially, this started as teaching situation-based business communication, but it gradually evolved into targeting Education for Sustainability (EfS). Nägele & Stalde (2017) suggest that transferable skills are fundamental for an individual's employability; furthermore, they should be treated as a necessary competence fostered in higher education. Employability skills encompass competencies such as communication and social and cultural awareness (Nägele & Stalde 2017). This paper will display the pedagogical process of cultivating EfS to nurture employability skills, showcasing one of the units. It will demonstrate the course design employing a Learner-Centered approach (Herranen et al., 2018) with Backward Design (Wiggins & McTighe 2005, p. 22) of the topic covering Japan's newly graduated job-hunting process. The author will exhibit activities and projects that follow Japanese employment norms and practices to demonstrate how transferable skills can be fostered in higher education. Additionally, examples of the assignments and samples of the projects from the students will be presented.

Session 15: Yuki Matsuda (University of Memphis)

Title: Beyond Words: Collaborative Learning in Japanese Pop Culture Translation

In response to the increasing demand for skilled multimedia translators of Japanese pop culture, our university launched a specialized course in Fall 2019 for intermediate-advanced Japanese language students. This course teaches essential translation strategies and techniques using a collaborative learning approach, allowing students to learn actively with their peers while translating personally meaningful texts. The presentation will showcase how this approach significantly boosts students' confidence in translation. It will highlight the crucial role of peer interactions in creating a collaborative learning environment. Here, students critically think and refine each other's translations, addressing linguistic and semiotic challenges. An example to be discussed includes how students adeptly translated an extremely lengthy Japanese sentence from an interview scene into logically connected English sentences and their skillful handling of set phrases and idiomatic expressions through deverbilization and modulation. Student feedback describes collaborative learning as 'beneficial and eye-opening.' This feedback suggests that emphasizing peer collaborations improves not only their translation skills but also their critical thinking skills. Furthermore, this methodology becomes instrumental in training multimedia translators for realistic scenarios where they must collaborate with localizers, editors, letterers, clients, etc. Moreover, learning to consider and evaluate various ideas and perspectives from students with diverse backgrounds in their translation work enhances their media literacy skills and creativity in the era of AI technology.

Round 6

Session 16: Akiko Davis (Kennesaw University)

Title: バーチャルエクステンションを中心としたコース作り

ケネソー大学の日本語会話のクラス(Practical Conversation)では、言語力の向上、自国および他国の文化や習慣の理解、そして、グローバルシティズンの育成を目的とし、2022年から日本の留学提携校の協力を得て、週一度の頻度でバーチャルエクステンションを行ってきた。この会話のクラスは、市販の教科書を使わず、バーチャルエクステンションを中心とした構成で行っており、導入する単語、文法、宿題等、バーチャルエクステンションのトピックに役立つ教材を作成した。また、学期末には、日本文化の研究プロジェクトの宿題を与え、インターネット検索だけでなく、カンバセーションパートナーへのインタビューからの情報を取り入れ、日本語で結果を発表させた。本発表では、このバーチャルエクステンションを中心としたコース作りをどのように行ってきたか、また、学生達がどのように成長したかという報告を行いたい。

Session 17: Ryan Lidster (University of North Carolina Wilmington)

Title: 「こそあど言葉の学習を目標として物質文化も取り入れたインフォメーションギャップ活動」

英語や中国語を母語とする初級日本語学習者の中でこそあど言葉という直示表現の使い分けに苦労する学生が多い。学習者が自ら何度も使えば徐々に身につけることができるが、授業の時間をただの反復練習に当てるとやる気が無くなり、「This is a pen」という面白みに欠ける活動を再現することになる恐れがある。しかし、日本の様々な物質文化を導入して、二人で相手が知らない情報を交換するタスクに変えてみることで、学習者の意欲と達成感を高めながら直示表現を楽しく復習することができる。更に、アイヌ民族や琉球民族など、少数民族の物質文化も加えることで日本の多様性をアピールし、学習者が苦手とする傾向のあるカタカナも自然に取り入れられ、一石二鳥で復習できる。本発表で参加者も一緒にそのタスクといくつかのバリエーションを体験することができる。

Session 18: Grace Li (Western Carolina University)

Title: “Teaching Japanese Pitch Accent with Genki” (English)

There are two types of courses in the Japanese program at Western Carolina University: language courses and content courses. Language courses cover Lesson 1 through 23 in the textbook *Genki*, which focuses on teaching grammatical and cultural knowledge. In my classes, I found that many students in intermediate and advanced courses have trouble perceiving and producing the Japanese pitch accent when they read aloud words and sentences. This problem was even more obvious when I instructed my students' presentation for W2A conference at Wake Forest in 2023. In order to help the students fix their mispronunciation, I tried to correct their accentual patterns. However, the students would quickly revert to

their previous ill-formed accentual patterns. I subsequently marked the words and sentences with prosody graphs to visualize the accentual patterns. As a result, students showed an increasing awareness of their Japanese pronunciation and accent. Though it is difficult to have the students sound like native Japanese speakers, pronunciation and intonation are still significant prerequisites to achieve successful communication, which is important for our students who pursue to develop cross-cultural leadership. In my proposed presentation, I will first explain some differences regarding the accent marks between *Genki* and the textbook I used when I learned Japanese in university. Then I will present what strategies were implemented and how I employed the strategies in my classes. The presentation will also raise the question if we should incorporate pitch accent teaching in language classes.