

Session 1-A

How Do They Feel? Hearing Students' Voices Regarding Technology Being Used in Assessments and Assignments

Brian Hagihara, University of South Florida

Technology is being incorporated in and outside of the classroom at an unprecedented pace throughout the world. We cannot deny that technology can enhance the learners' experience when acquiring a language, and the positive effects it brings for both students and educators on multiple levels. Throughout this transition, I have noticed a movement for online assessments in place of in-class hand-written assessments. As well as a replacement for hand-written assignments with online and digital assignments. Although it is easy to acknowledge the convenience technology brings us, do these methods really improve the students' experience and language acquisition? Does the language learner feel like it is an effective method to enhance their abilities? I intend on exploring the minds of over 60 students and asking a series of questions regarding these topics and issues. I will use an anonymous questionnaire and essay-based data collection method to not only quantify students' attitudes towards this subject matter, but also to look at personal voices regarding this subject matter. I will be looking at the opinions of all of the students taking second and third year Japanese currently at the University of South Florida.

How can we improve our teaching based on course evaluations?

クラス評価から見えてきたことー指導方法の改善と実践報告ー

Fumi Iwashita, University of North Carolina-Chapel Hill

Yuki Aratake, University of North Carolina-Chapel Hill

Yuko Kato, University of North Carolina-Chapel Hill

Katsuhiko Sawamura, University of North Carolina-Chapel Hill

クラス評価(Course evaluations)は私たちの指導方法がどのような評価を受けているのかを知るための重要なツールである。UNC ではクラス評価を単なる学生の不平不満として捉えるのではなく、指導方法を見直すツールの1つとして有効活用し、次年度のレッスンに活かす努力をしている。今発表では、クラス評価で分かったことをもとに、改善したこと、実践したこと、そして、改善したことへの学生の感想を報告したい。

Dialogue Journal as a useful tool for authentic communication among students

学生間のコミュニケーションツールとしての交換日記

Mako Nozu, University of South Florida
Chizuru Imase, University of South Florida

バンパッテン(2014)は、コミュニケーションとは、与えられた文脈（設定および参加者）の中で目的をともなった表現および意味の理解であり、時として意味の交渉を含むと定義している。この定義に基づいてコミュニケーションを考えると、フロリダ州のように教室外に出ると日本語を使わない環境では、日本語のクラス内コミュニティで完了する日本語でのコミュニケーションが必要となる。本発表では、初級日本語コースで採用した学生間の交換日記について報告する。交換日記では、内容の正確さよりもコミュニケーションが重視され、学生自身が持ち備えているリソースに基づいて書きたいことを自らの意思で書くため、真のコミュニケーションや学生間の信頼の構築が促進される。よって、学習コミュニティの形成にも役立つと考えられる。本発表の流れとして、交換日記を始めるに至った経緯や課題の詳細および指示内容について述べ、評価方法についても説明する。また、実際の学生たちの日記を例として提示する。最後に、学期末に行った学生アンケートの結果を報告し、交換日記の有意性、今後の展望や課題についても考察する。

Session 1-B

A Corpus Data Analysis of the Subjunctive Use of -teiru and -teita in Native Japanese Spoken Discourse

Priya Ananth, Middle Tennessee State University

The goal of this study is to explore the use of Japanese counterfactual expressions manifested in the subjunctive use of the -teiru or -teita aspect marker by native speakers of Japanese. In order to achieve this goal, the present study examined the spoken discourse in Japanese in naturally occurring conversations of native speakers. Corpus data was examined and occurrences of the subjunctive -teiru and -teita were extracted and analyzed. Preliminary results show that in spoken discourse, native Japanese speakers tend to use the -teiru or -teita to denote subjunctive or counterfactual situations more for future activities than for past activities, and the counterfactuals refer more to third-person events than to their own actions.

Faculty-Led Summer Study Abroad: Challenges and Opportunities

Fusae Ekida, Middle Tennessee State University

Japanese program at Middle Tennessee State University took a step forward to add a new faculty-led summer study abroad program in Fukuoka, launched in 2019. Objectives of the second program are; 1) establishing a sustainable system by alternating two independent summer study abroad programs; 2) allowing students to participate in both programs, one in Chiba and another in Fukuoka; and 3) offering an alternative program in provincial areas rather than the metropolitan of Tokyo. The course, entitled “Demystifying Japanese Culture,” provides opportunities for students to experience diverse aspects of Japanese culture, while participating in an education abroad program. The course looks at Japanese culture expressed through various media, including essay, novel, film, and anime. The proposed session reports challenges and opportunities in executing a faculty-led study abroad program. It shares post-program reflection and student feedback directing the areas for improvement concerning the balance between lecture and hands-on activity, the connection between excursion and assignment, and the role of reflection in learning. The presenter would like to propose educational practices such as reflection activity and the incorporation of ePortfolio to enhance the quality of student learning in the study abroad program. Faculty-led study abroad programs are demanding; however, no other educational practice can produce such unique and rewarding moments. Study abroad program is a life-changing experience not only for students but also for teachers. The session hopes to inspire others to start a faculty-led study abroad program.

Double Immersion in the Higher Education

高等教育におけるダブルイマージョン

Fumie Kato, The University of North Carolina at Charlotte

Language educators need to provide learners with as many different chances as possible to communicate with native speakers, especially since they are critical for both student motivation and fostering target language competencies (Ellis, 1985; Rubin & Thompson, 1994; Scarcella & Oxford, 1992, Towndrow & Vallance, 2004). An inter-collaborative peer learning course was offered at UNC Charlotte within the Japanese program in spring 2019 in order to cater the above needs. The course consisted of advanced American learners of Japanese and Japanese study abroad students learning at UNC Charlotte. The class was designed to provide scaffolding to all students about how to take both teaching and learning roles so that all participants could enhance their interpersonal communicative abilities in their target languages. Through the scaffolding opportunities to interact with native speakers of their target languages twice per week, students aimed to improve their target language oral proficiencies. The participants (N=11: 5 Americans & 6 Japanese) learned from each other through collaborating on tasks in pairs or groups. Data was collected through pre- and posttest at the beginning and the end of the semester to examine their speaking abilities' improvement and questionnaire and reflection paper on the course to examine their interest toward the class activities. The initial results suggest that the inter-collaborative peer learning course was successful at providing dual immersion for both American and Japanese students to solve the poverty of opportunity to communicate with native speakers and increase students interest toward language learning.

Session 1-C

How reading aloud affects students' self-perception as it relates to speaking Japanese

Shinobu Watanabe, University of Memphis

Kaori Fujii, University of Memphis

This study seeks to find whether "speaking aloud" helps students feel more positive about their abilities speaking Japanese. This phenomenon is observed in Krashen's affective filter hypothesis (1982). This activity was conducted in order to reduce the learner's speaking anxiety.

The instructions are similar to Krashen's Free voluntary reading (1993); however, the students are reading aloud instead of reading silently. All of the books are picture books, and the students read these books aloud for 10 minutes every day while instructors monitor their reading. The students then answer a questionnaire in which they are asked to evaluate themselves on their Japanese, including reading, writing, speaking, and conversation. This questionnaire was conducted because Kitano (2001) explained that negative self-perception causes high anxiety levels.

One week of an intensive session as a pilot study was conducted, and the results indicated that the students' feeling towards Japanese were positive after the session. More details about the methods and results will be reported.

Student's Speech: "Doraemon, please help me!" -- Connecting reading materials to social issues, speech, and actions

スピーチ「ドラえもんにお願い！」

—読解教材を社会問題、スピーチ、行動へと繋げるプロジェクト—

Keiko Ueda, North Carolina State University

元気 16 課の読み物「ドラえもん」を読解としてだけではなく、クリティカルに読み解くために、「弱い子供」をキーワードに子供たちが置かれている社会や価値観についてディスカッションし、更に生教材を使って、ドラえもんに対する米中の人気度を比較しながら、「助け合い」の大切さを学んだ。そして、2015 年に身近で起こったイスラム教学生射殺事件と絡め、社会貢献について学び、私たちの隣人のことを思いやる機会を持った。それらをベースにスピーチへと発展させた。自分が困っていることを一つ、そして社会問題を一つ選んでリサーチし、ドラえもんの秘密道具を使って、自分のためだけではなく、社会のために、どう解決していくかをスピーチにまとめて発表させた。後作業として「秘密道具は本当に必要か？私たちにできることは何か？」という問いかけをし、更に現実的な解へのディスカッションを行なった。各々の提議した問題をシェアすることで、読解力、話す能力だけではなく、様々な問題への関心が高まり、繋がること、助け合うことの大切さを学ぶことができた。

Improving Lack of Confidence in Listening through Shadowing Practice

シャドーイングを通じた聞くことに対する苦手意識の克服

Yoko Hori, The University of Arkansas

外国語学習において、聞く・話す能力の向上に効果があるとされているシャドーイング活動は、日本語学習においても効果的であるということが近年実践報告や研究を通して明らかになっている。したがって、シャドーイング活動は日本語学習者に頻繁にみられる、聞くことに対しての苦手意識の克服と自信向上へも効果があるのではないかと考えられる。

本校では、シャドーイング活動の学習者の聞くことに対しての苦手意識克服と自信の向上への効果を探るため、2019年の秋学期に初級クラスの授業内で、学習している課に対応した会話文を使ったシャドーイング活動を行い、学生にアンケートを行なった。今回はその結果を考察を加えて報告する。

Session 2-A

Beyond Textbook: Engaging Students with Cultural Content in Intermediate Japanese

初中級で文化に焦点を当てる～教科書を超えたカリキュラムの試み

Yasuko Takata Rallings, Wake Forest University

外国語教育は、教科書を網羅して単語や文法を教えることを目的とした教育から、スタンダードを基に学習者の言語運用能力や文化能力を育てることを目標とした教育へと移行してきた。バックワードデザインを使って学習目標、評価方法、授業活動などを決める必要があるため、教科書の必要性が疑問になってきている。本発表では、教科書から離れて文化内容を中心にコースを作成する取り組みを、大学四学期目のコースを例に報告する。このコースは「冬休みとお正月」「成長とお祝い」「人生経験」「仕事と将来の生活」などのトピックから構成し、教科書は、学生が家で文法の詳しい説明を読んでもらうなど参考書としての使用にとどめた。文化内容とコンテキストに焦点をあて、21世紀型スキルや World Readiness Standards を基にプロジェクトや授業活動を作成したことにより、学内の博物館で学生が日本のお祝いの展示を企画、コミュニティーへの貢献につながった。また、NHK News Web Easy の記事や日本の大学生の就活自己PRビデオなどを利用し、学習内容を実社会で起こっていることとつなげることが出来た。教科書から離れ学生に生きた日本語を体験させることを提案したい。

Issues of Diversity and Inclusion in Material development
ダイバーシティ&インクルージョンを見据えた教材作成
Naemi McPherson, Brown University

ダイバーシティ&インクルージョンが様々な場面で課題となっている今、日本語教育においても、変容しつつある日本社会や、これまで避けてきた日本の多様性に目を向けることが必要だと考える。これまで外国語教育においては、差別やイデオロギーなど論争上にある問題はタブー視されてきたが、Ennsler-Kananen (2016)が、外国語教育において文化がエキゾチックで軽いトピックとして扱われていることを指摘し、新しい時代の外国語教育においては「痛み」を伴うような「闇の部分」も取り上げる必要があると述べている。日本語教育においても日本文化の特有さや日本人の美德が強調され、「闇の部分」は教科書や授業では多く語られないのが現実である(Kubota 2008)。

そこで、現代の多様化した日本社会を考慮しながら、今井・伊藤 (2019) が言うような「様々な文化意識の啓発と国に対するステレオタイプを回避」し、平等な社会について考える機会を提供することを目標とした読み物の作成等に取り組んでいる。本発表は、既存の中級日本語教科書を利用し、日本文化と現代の社会事情を新しい角度から授業に取り入れる試みの実践報告である。

Improving Students' Writing Skills Beyond Beginning Level Japanese Textbooks
学生の書く力を伸ばす試み – 初級教科書の壁を超えて –
Yasuo Uotate

外国語教育のゴールとは、目標言語を使いコミュニケーションができる学習者を育てることであると言える。外国語教育の指針を示す「ナショナル・スタンダード」はコミュニケーションを三つのモードで定義している。本発表はそのモードの一つである産出、特に書く力を伸ばすことに焦点を当てた取り組みを紹介するものである。

書くという産出活動を考えてみると、一般的な初級日本語の教科書には、例となる文章と課題の指示に関してはごく簡単なものしかないことが多い。それらを使用するだけでは、学生達にまとまった文章を書く力をつけることは難しいであろう。

今回の取り組みを始めるにあたり、まず初級教科書終了時までには序論、本論、結論という三段構成の文章を学生達が書けるようになってほしいと考えた。レベル設定については 2017 NCSSFL-ACTFL Can-Do Statements を、そして評価法は Integrated Performance Assessment を参考に、上記の目標に沿った課題を日本語 2、3 学期目のクラス用に作成した。本発表では、この取り組みの概要を説明し、考察を行う予定である。

Session 2-B

Various possible uses of blogs in a Japanese classroom

日本語クラスでのブログ活動の多様性とこれからの可能性

Asami Nakano, Vanderbilt University

Shinobu Watanabe, University of Memphis

This study showcases blog activities as a learning tool for various goals and purposes for Japanese language learning. The current educational reforms in the United States, induced by the No Child Left Behind Act (2001), focuses on preparation for the 21st century, and more specifically, the policy created many standards for students' preparation of their future career. For example, the standards include the 21st century skills (Partnership, 2009) for school education and the world readiness for language learning (ACTFL, 2011) for language educations. Japanese language education follows the JF standards (Japan Foundation, 2010), but we should not think of Japanese education and other subjects as separate components of students' educational pathway. Japanese educators are required to think about what teaching models, methods, and tools would maximize students' Japanese ability, as well as other skills, from a standardized perspective as well. As one of the educational purposes for 21st century skills, learners can use Japanese to “connect with people and participate in the language community” (Takaoka 2015) “Language Education Aiming to Participate in Society and Community” (Sato 2015). We tried to create a community using blog as a tool and studied how students learn. Additionally, teaching to a group of people contains a common difficulty, as individual differences corresponds to different needs. The blogs mitigate that issue by acting as a tool that introduced and applied various goals and purposes and enhanced multiple aspects of standards.

Advocacy for Japanese Language from High School Teachers' Point of View

Yoshimi Aoyagi, East Chapel Hill High School

Natsuko Suwa, North Carolina School of Science and Mathematics

According to Japan Foundation's web site, “What is Advocacy? Advocacy is spreading awareness about the benefits of learning Japanese and the good points of your school program.” These examples are Karaoke Contests, Taiko Drum Show, and Project Café etc. In Triangle area, we do not have many schools that offer Japanese language classes. It is very serious problems that keeping the Japanese classes in our area. It is not only Japanese but other minor languages face the same problems.

This is a reason Suwa and Aoyagi think that we have to take Advocacy more seriously in order to sustain the programs. We will focus on Advocacy from K-12 points of views: how we can apply Advocacy into our student's cognitive development, state standards. We, teachers cannot emphasize Japanese culture or job marketing to K-12 situation. K-12 students take world languages just because languages are for personal development, eye opening experience or state college application requirements and so on. To them, they do not have to take Japanese.

Also, we strongly believe that K-12 and college level articulation is needed for Advocacy. Communication between high school teachers and college professors will provide better understanding about state policy and educational standards. It will lead us to better advocacy approaches.

Implementation report about the joint lesson with Japanese students

日本人学生との合同授業の実施報告

Chikako Kamimura, Independent Scholar

Yuki Aratake, The University of North Carolina at Chapel Hill

今回の発表では、ノースカロライナ大学チャペルヒル校(以下、「UNC Chapel Hill」)が、2019年6月～7月に日本で行った8週間のサマープログラムにおける日本人学生との合同授業についての実施報告を行う。サマープログラムは神田外国語大学内で授業をしているため、英語の授業を担当している先生に協力をいただき、日本人学生とスピーチを中心とした合同授業を行った。授業前半に UNC Chapel Hill の学生による日本語での発表、授業後半に神田外国語大学の学生による英語での発表をし、発表後は活発な質疑応答が行われた。また、神田外国語大学の学生に評価表を配り、学生のスピーチを5段階評価で記入し、コメントも書いてもらった。

この合同授業は、2010年から行われており、事前の準備を含め、多くの日本人学生の前で日本語で発表するという経験は、学生たちの日本語能力の向上にかなり役立つと考えられる。

今回この報告をすることにより、もう一度内容を確認し、学生にとってさらに充実した内容になるようにしたい。

Session 2-C

遊びのすすめ: Elementary-Intermediate Activities that promote the 4Cs of the 21st century skills

Chiaki Takagi, University of North Carolina at Greensboro

This presentation introduces classroom activities that promote the 4Cs of the 21st century skills (critical thinking, creativity, collaboration, and communication). Activities that stimulate students' imagination and creativity and improve their problem-solving skills will help them to be better readers, writers, thinkers, and communicators. And it is especially effective if we can integrate such brain stimulating activities into classroom exercises without making them into time-consuming projects. With that in mind, what if we provide students with the medium in which students can play with the language and explore its elasticity? Do they learn more if they can play? Yes, I think they do. I will share lesson ideas that are playful, presentational, collaborative, and challenging. The "play medium" will include writing grammar quiz questions, poetry writing, poetry reading aloud practice, and poetry translation. Examples are from my second-year intermediate courses cover from Genki I Lesson 8 to Genki II Lesson 12. The activity ideas I share in this presentation can be comfortably managed by the students of that level.

A Study of Effective Japanese Teaching Method on Intransitive and Transitive Verbs Through Cooking

料理から Intransitive と Transitive Verbs を効果的に教える日本語教授法の一考察

Sora Osuka, Seton Hall University
Shigeru Osuka, Seton Hall University

料理をしている時の「焦がす」や「焦げる」って日本語教育ではどの様に教えているのであろうか。アメリカでの日本語学習者は Intransitive と Transitive Verbs の理解が難しいと言われていた。本研究では、アメリカで一般的に使用されている 4 冊の初級・中級のテキストの Intransitive と Transitive Verbs の説明を分析し、更なる効果的な Intransitive と Transitive Verbs の教授法と教材の開発を考察する。Makino & Tsutsui の Dictionary of Basic Japanese Grammar (pp. 585-588) によると、合計 A~I の 9 型 11 パターン、55 ペアー語を紹介している。本研究では Intransitive と Transitive Verbs を教室内で学習する為に、料理のロール・プレーを使用し、学習者の Intransitive と Transitive Verbs の理解度を観察した。具体的には、日本語学習 2 学期目に Intransitive と Transitive Verbs を料理の Context を設定したロール・プレーで教え、Intransitive と Transitive Verbs の学習理解度を測る為に、テストと学習者にアンケート調査を行った。その結果、料理の Context を設定したロール・プレーは Intransitive と Transitive Verbs が理解しやすい事が判明した。更に、4 冊の初級・中級のテキストの Intransitive と Transitive Verbs の説明法と、Makino & Tsutsui の合計 A~I の 9 型 11 パターン、55 ペアー語の Intransitive と Transitive Verbs を整理し、日本語学習者に理解しやすい、これからの日本語教材の開発にも言及してみたい。

Introducing Japanese Business Culture through Language

Enika Banerjee, University of North Carolina at Charlotte

In this paper we will discuss our experience in teaching culture through language. A grammatically functional sentence may not serve its purpose of communication unless used in the right context. There are certain terminologies, phrasings, and vocabulary used uniquely in a Japanese business context. The goal of this course was to allow the students to connect the language to the Japanese business culture. In the Advanced Spoken Business Japanese course, the students learned various business-related phrases and concepts through reading passages in the textbook and producing their own dialogues corresponding to different situations. Students learned culture from nuances in the Japanese language through activities and projects. We will demonstrate the outcome resulting from this instruction method. We will observe and compare the initial assessments at the start of the semester to the final outcome at the end of the semester. The student outcomes will demonstrate the success of certain context-based activities that were implemented for this course. We will also discuss some common cultural misunderstandings that the students had when they first started their journey. We will show that culture can be introduced through analyzing language. We shall demonstrate that the students conquered their misconceptions and enhanced their comprehension of Japanese cultural norms for business.

Session 3-A

Cyberspace research project between U.S. & Japanese college students using Multi Medea in the frame work of SNA and World-Readiness for learning Japanese

SNA と World-readiness standards の枠組みにおける日米サイバースペース プロジェクト

Hideko Shimizu, Vanderbilt University

The purpose of the current presentation is that a cyberspace projects is introduced form the framework of Social Network Approach (Tohsaku, 2013) called SNA for learning Japanese beyond classroom setting. SNA intends to develop integrated communication skills. The approach has similarities with World-Readiness Standard (ACTFL): Interpersonal; Interpretive and Presentational communication. However, SNA emphasizes more on “つながる”. In the process of the project, groups of students in U.S. and Japanese University classes work together with each group members. A group consist of both Universities students. Each group does research on seven assigned topics: Education; technology; foods; religion; fashion; sports; language. They present their final results via Padlet and be viewed in each class. Although the topic is assigned, they have a lot of freedom to cultivate autonomous learning to choose how to communicate with members in group and present their results. For example, you can make a video, or a poster presentation, or a written report. They use line, skype, messenger, etc. by their choice for their communication. They are encouraged to use multimedia. The role of instructors in both universities are facilitators. The curriculum is designed to develop the 21 century skills. They are encouraged to develop collaborative, autonomous, critical thinking, and innovative skills.

Virtual Tokyo: A New Approach to 4th (and the final) year of Japanese Language Curriculum

Kaoru Ota, University of Washington

Virtual Tokyo is an innovative course for intermediate-to-upper-intermediate learners (4th-year Japanese). The course draws students into learning about Tokyo through simulated visits using authentic media (video, articles, and websites) produced for native speakers of Japanese in their unedited form. Students virtually “experience” college life in Japan via guided web-based exploration. Through level-appropriate tasks such as discovering neighborhoods, finding and describing specialty shops, events, choosing apartments, and exploring a college, students gain the knowledge and skills that they feel they want to develop further. In class, students share their own discoveries, as the teacher supports them by guiding their explorations. Theme-based instruction allows for recycling of vocabulary to promote learning as students focus on what they, themselves want to learn. To deal with the difficulty of authentic materials, the course guides students to use materials in their own way, to learn what they want to learn from them. This is accomplished through learning journals through which students create their own textbooks to guide their language learning; student journals lay out what each wants to learn. Individualized assessments are accomplished by talking with students 1:1 about their learning. By creating a supportive learning environment and promoting exploration, creativity, and autonomy, students learn to manage authentic material for their own purposes. Meanwhile, this approach also allows students from a range of proficiencies to learn and develop together. Virtual Tokyo thus provides a more naturalistic learning experience, working to promote life-long language learning skills.

Teaching a hybrid Japanese course: A fuel-efficient, energy-efficient approach?

Kathy Negrelli, Kennesaw State University

With the turn of the 21st century came the emergence of technology-enhanced approaches to learning much in thanks to their convenience, self-pacing, and potential for autonomous learning. (Motteram & Stanley, 2011; Wang & Vasquez, 2012). As the development of technological tools has surged, so has the embrace of e-learning by more institutions as found in both blended and online learning environments (Graham, Woodfield, & Harrison, 2013; Rubio & Thomas, 2012). Studies have shown that teaching that employs these digital technologies supports student-centered learning environments where autonomous learning takes place (Erben, Ban, & Castañeda, 2009; Hayta & Yaprak, 2013), and contributes to language development (e.g., Blake, 2013; Lee, 2014).

In keeping with the national trend towards blended learning environments, this session presents the development of a 3rd year skills course in a blended (hybrid) format. The pedagogical presumption is that in this model, face-to-face meetings become more dynamic and productive since students come to class ready to interact with their classmates, leading to deeper learning (Godwin-Jones, 2018). I will highlight opportunities to expand the reach of hybrid courses by demonstrating some tasks and tools implemented in this course, and present benefits and challenges of hybrid foreign language courses from the perspective of both the teacher and learners. While certainly not the cure-all for all types of learners in our classrooms today, the hybrid format may be one model of instruction that warrants further exploration in order to enhance the foreign language learning experiences of our students in this digital age.

Session 3-B

How to develop writing skills for upper-intermediate students

中上級学習者への「書く活動」の指導

Keiko Miyazaki, Waseda University

中上級の日本語の授業で、教科書以外に必ず「話す活動」と「書く活動」を実施している。

「書く活動」では、ブログやエッセイなど、色々試して来たが、本発表では、今学期に試した「作文」について報告する。

日本の小中高での作文は、心に浮かんだことを素直に書くという昔ながらの指導法に基づいているため、英語のパラグラフィティングとは大きく異なる。そこで、この日本の作文指導に近いものとして、ESLなどの第二言語教育で行われている“journal writing”に注目した。ジャーナルは、“informal writing”で、“academic writing”（エッセイやレポート）とは違うが、日記とも違う。定期的にかきさせることが特徴の一つでもある。これを日本語の授業にも応用できないかと考え、今学期、二週に一度程度のジャーナルを学生に課した。その際に作成したガイドラインや、評価の有無、学期末の学生へのアンケートなどを紹介し、ESL教育において“reflection”と“introspection”を目指す“journal writing”が、日本語教育においていかに有効であるかを議論する。

The corpus-based vocabulary list beyond textbook Japanese

コーパスを基にした語彙リスト作成と利用—教科書を越えた日本語学習を目指して
Shinji Shimoura, University of South Florida

語彙をいかに増やすのか。外国語教育における語彙の重要性は、永らく指摘されている (Nation, 2001, 他) が、学習者の興味や学習動機が多様化している現在では、学習者が習得したい語彙が中上級で扱われる教科書でカバーできるのだろうかという疑問も出てくるのではないだろうか。そうした時に、教師は、どのように教科書を越えたマテリアルを提供していくのかというのが問題になってくるのではないだろうか。そこで、本研究では、既に公開されている一般語彙リストやコーパス、ウェブツールを活用し、一つの分野に特化した語彙リストの作成を試みた。日本国外で日本語を学習する学習者は、レベルが上がるにつれ日常で使用する機会の少ない単語を覚える必要があり、学習意欲を妨げる可能性もあるが、彼らの興味がある分野の教材とそれに沿った語彙リストを提供できれば、学習意欲も高まるのではないだろうか。本発表では、理工系、社会科学系の読み物や小説など、学習者が読みたいであろうマテリアルを基に語彙リストを作成し、リストに出てくる語彙を比較し、多様な学習者に対応するための語彙指導の可能性について考察する。

Using peer review for writing in advanced-level Japanese classroom

Sachiko Hiramatsu, Brown University

Although there is a growing body of research on peer review on writing in first and second language pedagogy (Yu & Lee, 2015), there seems to be lack of investigation of the process of peer review, interaction between the learners and learner perceptions, especially in the context of Japanese classrooms. This paper attempts to provide some initial data on this very topic. Here, learners of Advanced-level Japanese class engaged in peer review activities in a small group of 3 people and gave each other feedback on their writing. Afterward a survey was conducted to elicit their perceptions of the activity, and subsequent rewritten assignments were examined. Initial results seem to suggest that the learners generally found the practice useful and enjoyable, but it was observed that there were different degrees of “uptake” (Ruegg, 2015) among students, which refers to the cases when learners could actually integrate the received feedback into their writing in subsequent revisions. This can influence the quality and readability of the writing. This is a report of an ongoing investigation of peer review on writing in Advanced-level Japanese class and therefore, as more data are corrected, there will be more to be incorporated into the report. In the presentation, in addition to the results of peer review, the related issues such as group dynamics and different levels of engagement based on the familiarity and interest toward the topics will also be discussed.

Session 3-C

How the Japanese ‘Contrastive’ Marker kedo is Used in Everyday Conversation

Minako Noda, University of Alberta

Japanese kedo has traditionally been described and taught using two clauses where kedo clause forms a contrastive relationship with the following main clause (Iwasaki 2006, Geyer 2007, Nakama 2014 and 2015). However, studies have shown that kedo also appears in other grammatical configurations and serves non-contrastive functions. Nakayama and Ichihashi-Nakayama (1997) show kedo in narrative and conversation often expresses background information ‘the parts which support, amplify or comment on the narration’ (Hopper 1979). They also show that 27% of kedo clause are not followed by the main clause. Geyer (2007) mostly examines L2 data and suggests that kedo is a mitigation marker used to avoid conflicts with other speakers (e.g., watashi wa soo omou kedo ‘I think so’). Building on these studies, the current study examines 39 conversations by native speakers and asks: 1) How frequent does kedo express contrast and connect two clauses? 2) If speakers use kedo non-contrastively, what functions does it serve? I have so far found that the contrastive kedo is roughly 20% and examples consisting only of two clauses are 8% of my data. Moreover, kedo has several non-contrastive functions such as background and mitigation. Many examples involving kedo are conventionalized (e.g., mae ni mo itta kedo ‘I told you before but’). Considering how native speakers use kedo, I suggest that non-contrastive uses of kedo should be given more focus in both research and teaching.

Gifts from Articulation Efforts

アーティキュレーションからの産物

Yoko Kano, University of North Carolina Wilmington

Yuki Aratake, University of North Carolina-Chapel Hill

Yasuko Takata Rallings, Wake Forest University

Yumiko Ono, Western Carolina University

Katsuhiko Sawamura, University of North Carolina-Chapel Hill

ノースカロライナの日本語教師5名がオンラインの教科書作りをしないかという呼びかけをきっかけに始まった教科書作りがアーティキュレーション活動となり、各教師がアーティキュレーションとは何か、そこから学んだもの、生まれたもの、そしてどこに到達したかを発表いたします。皆様の今後の日本語教師としての仕事・活動にお役立てて頂けると幸いです。

Recording Projects in Japanese Language Courses

日本語クラスにおけるリコーディングプロジェクトの実施と学生の声

Fusae Ekida, Middle Tennessee State University
Chiaki Shima, Middle Tennessee State University
Ryoko Poarch, Middle Tennessee State University

Middle Tennessee State University started recording projects in Japanese language courses at the 1000, the 2000, and the 3000 levels in Fall-2018. The recording projects started with three objectives: 1) reducing the students' anxiety in oral assessments through the incorporation of recording projects in addition to face-to-face interviews, 2) inviting the students to self-reflect their presentational skills, and 3) providing feedback to the students individually and immediately. During the last academic year, the instructors incorporated two recording projects per semester without much collaboration or cooperation. Many students informally expressed how they valued the recording projects in relation to learning Japanese. As a result, we formed a team to develop recording projects to be a high-impact educational practice. We have decided to unify the format of recording projects this academic year: a presentational format (i.e., a description of one's vacation) at the midterm and a skit format (i.e., a conversation over family photos) at the end-of-term. The team has also launched a research project to assess the formats, the preparatory activities inside and outside classroom, and the assessment procedure. We recruited 100 to 120 volunteers to take qualitative surveys asking students to reflect on any change in learning Japanese, including confidence, self-awareness, quality, as well as quantity of speaking Japanese. The surveys also ask student to assess the presentational versus the skit projects, recording projects versus face-to-face interviews as an assessment method. We would like to share the research results along with various preparatory activities implemented including ePortfolio presentation.

Session 4-A

Pedagogical Implications of Utilizing NMT as Language Learning Activities

Masato Kikuchi, Georgia Institute of Technology
Satomi Suzuki-Chenoweth, Georgia Institute of Technology

Machine translation (MT) such as Google Translate is readily available and free for us to use. It is also becoming ubiquitously available through mobile devices. Many people including language teachers have dismissed this technology until recently as being ineffective and even laughable in some cases. However, the advancement in MT is improving the quality of translation dramatically as it incorporates neural machine learning techniques (Neural MT or NMT) these days. For example, certain pragmatically challenging expressions failed to be translated properly in 2017: “Would you care to explain yourself, Brent?” ⇒あなたは、自分自身を説明するブレントをいかがですか？ (Google Translate, 2017) are now more successfully translated in 2019 ⇒ブレント、自分のことを説明してくれませんか？ (Google Translate, 2019). Now, it is possible to voice-input what we say in Japanese into a computer/mobile device and expect the translated results read back aloud in English (or translation in reverse, E to J). Based on the Japanese expressions used in typical language textbooks, this presentation will discuss what type of source text in Japanese is more successfully translated using NMT to improve the quality of translation (e.g., single sentences vs. connected discourse vs. conversation in context), what translation issues we still face in NMT and the pedagogical implications of utilizing this technology as language learning activities.

Volunteer Students in JSL Classes: Fostering Global Citizenship in the Classroom

日本語授業への参加による「国内学生」の学び：多文化共生社会における
市民性への示唆

Tomoko Ikeda, J. F. Oberlin University
Nobuko Saito, J. F. Oberlin University
Ayako Furuuchi, J. F. Oberlin University

発表者らは、東京都内の大学で「日本語クラスゲスト」制度を運営し、日本語科目の履修者には日本語コミュニケーションの機会を、ボランティア学生には日本語を第1言語としない学生と共に学ぶ機会を提供してきた。毎学期百数十名の学生が登録し、日本語授業に参加している。特に学習者自身が学習計画を立てる科目では、授業の枠組において通常の授業では得られない同年代の日本人学生との活動を通し、教科書を超えた言語使用が体験できることを評価する声が多い。現在、「国際学生」と「国内学生」の共修活動が多くの大学で行われているが、本学のように大規模な実践を行っているケースは少ない。ゲスト制度登録時の志望動機は①留学生との関わり、②日本語教育への関心、③教育経験への関心、④自分が留学中助けられた、⑤日本文化発信、⑥自分の留学準備、⑦以前参加して楽しかった、⑧英語力向上、⑨有意義な大学生活、などに分けられる。複数回参加している学生には、「助けてあげる」ではなく「共に学ぶ」意識の萌芽も見られる。発表ではボランティア学生に注目し、半構造化インタビューにより活動を通して何を学び、どのように変容したのかを明らかにする。

Cultural exchanges via Flipgrid® and ML (Mailing List): How to Effectively Interact beyond Textbooks and Time-zones

Flipgrid®と ML (メーリング・リスト)を使った文化交流：教科書、時差を越えた有効方法

Yukiko Yokono, The University of North Carolina at Charlotte
Koichi Sawasaki, University of Shizuoka

The U.S.-Japan COIL Initiative (Collaborative Online International Learning) is supported through a grant from the U.S. Embassy Tokyo and coordinated in partnership with Japan's Ministry of Education, Culture, Sports, Science, and Technology (MEXT). The University of North Carolina at Charlotte had an opportunity to collaborate with a few Japanese universities through the COIL Project. The presenter worked with the University of Shizuoka in Japan, and the students who enrolled in JAPN 2202, an intermediate Japanese course in fall 2019 exchanged video and email messages with Japanese and international students in Japan in the latter half of the semester. They exchanged not only cultural information but also local and personal information each other, so that they could feel closer to each other. At the end of the semester, students gave presentations on their findings through message exchanges using Flipgrid® and ML. The presenter will share the methods and evaluation of the project, including students' findings, plus a possible on-going project in the year of 2020.

Session 4-B

What can students and instructors learn through a faculty-led summer travel program?

教室の外で学習者は何を学べるか、教師は何を学べるか: 夏季日本研修における考察

Soichiro Motohashi, Western Carolina University

近年のアメリカの日本語教育において教室外での学習活動の重要性に注目が高まっているが、佐藤・熊谷(2011)が強調する教室外での様々なつながりによる学習者の批判的思考や多様な価値観を理解する能力の育成や、當作(2013, 2018)の提唱する言語能力と共に人間力や社会能力の向上の重要性を説いたソーシャル・ネットワークング・アプローチ(SNA)は、言語学習のみならず文化学習や社会とのつながりも含めた多面的な考え方を示している。教室外学習の選択肢として、留学や短期研修といった日本滞在プログラムはアメリカの大学生の間で人気が高まっている。こうした背景に基づき、本発表ではアメリカ南東部の州立大学で2019年の夏休休暇を利用して言語学部(日本語プログラム)・工学部・スポーツ経営学部の3つの学部の教師たちが企画・実施した3週間の日本短期研修プログラムについて考察していく。この短期研修プログラムを共同企画した経緯を紹介し、日本滞在により様々なつながりが学生のみならず教師にとってどのような効果をもたらしたか、というこれまであまり論じられていない観点にも注目し、さらに学生や教師にとってより効果的なプログラムにするための改善点なども検討したい。

Implementing online homework assignments

Koji Tanno, University of Kentucky

In the 21st century, students in American schools engage in learning with computers or online technology. Accordingly, language teachers need to adapt to this change in students' learning experience. This presentation will introduce and explain the online homework assignments newly implemented for an intermediate Japanese course at the University of Kentucky. Unlike traditional paper-based homework, online homework has the benefit of providing feedback to students without delay. Nevertheless, it is not so common for teachers of Japanese to use online-based homework assignments, partially because of lack of available resources or limitations of feedback that currently available systems can provide. In response to this situation, a new online assignment system has been developed. This system, accessible with computers and mobile devices, assigns sets of exercises, accepts a wide range of students' input as answers, and automatically provides feedback to students' input. A survey on how students felt about the switch from traditional paper-based homework to this new system showed that 97 percent of students saw this change positively. The benefits and challenges that have arisen, as well as how students used this new instructional approach, will also be discussed. The presentation also explains, if interested, how teachers can use this system and what areas of the system need more help for improvement.

Japanese Immersion Differentiation in Writing
日本語イマージョン ディファレンシエーション
Noriko Abe, E.E. Waddell Language Academy
Emiko Furuya, E.E. Waddell Language Academy

ワデルランゲージアカデミーは、NC州シャーロット市にある幼稚園から8年生までの公立のランゲージイマージョン（中国語、フランス語、ドイツ語、日本語、スペイン語）です。小学部は、他の公立の小学校と変わることなく、クラス担任制が用いられ、クラス担任が、ターゲットランゲージを使い、各主要教科（リテラシー、算数、理科、社会）を州で定められたカリキュラムに沿って、教えていきます。それぞれの授業をとおして、各言語の習得を目指しています。当校では、NC州できめられたカリキュラムに沿って、授業展開していくためか、4つの言語エリアでは、どの言語イマージョンも、「話す」「書く」のエリアが弱い傾向が見られます。日本語イマージョンも例外ではなく、児童生徒の「話す」「書く」の力は弱く、また、個人差も強く、いかにその力を伸ばしていくかが、大きな課題の一つです。そこで、小学一年生と三年生の各クラスの授業に「Differentiation」を取り入れ、書く力の差のある生徒達（層）をいかにその授業の目標に近づけるか、また、その過程でこういったパターンが見られたかを紹介していきます。

Session 4-C

Language Advising for Japanese Class
日本語のクラスにおける言語学習アドバイジングの実践について
Keiko Ueda, University of Missouri-St. Louis

ソーシャルメディアの利便性が増すにつれ、学校での学習や日本での在住経験もなく日本語能力試験のN1レベルに合格する学習者も生まれている（村上, 2018）。だからと言って学校で日本語を学びたい学生が極端に減っているわけではないようで、国際交流基金やMLA (Modern Language Association of America)の2018年の調査でも、前回調査からの増加が見られる。様々な学習リソースが無料で簡単に手に入るようになったにも関わらず、学校で日本語を学びたい理由として学習者の意見は様々であるが、いくらインターネット上に便利なツールがあっても、それだけで学習を効果的に継続していくのは難しいのではないだろうか。学校の教師だからこそできる役割はないかと模索し、「言語学習アドバイジング」が効果的な策になるのではと考えた。言語学習アドバイジングとは「学習者が自分の学習について振り返り、計画を立てるのを助けるために、質問し、答えに傾聴すること。必要であれば、学習計画に関する選択肢を提供すること」（青木, 2017）で学習者オートノミーを育成するのに役立つ。本発表では、内省のみに留まらず更なる成長を目指してアドバイジングを試みた実践報告、また学習者の反応、今後の課題について述べたい。

Designing a Self-Reflection Project

Mayumi Ishida, Dartmouth College

Self-reflection gives you an opportunity to learn about yourself and grow further as a human being. By carefully observing and analyzing yourself, you will understand yourself deeper. Knowing your true values, clarifying thoughts, and improving decision making skills are some of the many benefits of self-reflection. This method is important in variety of situations in your life, and is particularly valuable for students who participate in study abroad programs. Our institution offers approximately eighty such programs all over the world, and students are encouraged to participate in the programs. There are four in Japan, and one of which is a term-long language study abroad program during summer. I directed this program in 2019, and designed a self-reflection project so students can deepen the understanding of the meaning of their study abroad experience. During a week-long academic excursion to Kansai, students were asked to select a place they would like to visit, do the tasks while traveling, and present their experience orally as a form of photo narratives at the end of the program. This was an individual project, and they were assigned to visit their destinations alone, so they would have an opportunity to be truly involved in the experience. In the presentation, the motivation of designing this project, method, and findings will be shared. This session will benefit educators who are interested in designing projects with the element of self-reflection. They will learn the specifics of my experiments and methods, which they then can apply in their own curriculum.

Language Coaching – Empowering Students to be a Successful Language Learner

日本語教師の役割とあり方

Noriko Okura, Wake Forest University

Due to modern technology, teachers can easily bring authentic culture into a classroom and students can obtain foreign language media on a daily basis. Given that today's language learning environment has changed, educators must alter their teaching approaches accordingly to meet the needs of current students. How can educators motivate students to enjoy writing and equip them to be strong writers? Many students might say that writing is challenging, yet the skill is only achieved through practice. At the presenter's school, in a second-year Japanese course, students were given several artistic exercises to boost their language skills and autonomy. For example, students wrote a letter to their future self. Successful language learners are often described as "creative". In order to nurture students' creativity, the presenter utilized coaching in practice. First, the presenter understood the learners' need for success and provided meaningful tasks to practice. Second, guiding questions and brainstorming exercises were used to spark creativity. Technology is a powerful teaching tool to assist and enhance the language learning experience. Each exercise began with a "hook" that integrated technology. In this presentation, the role of language instructors in current society is discussed and the effectiveness of coaching instructions is addressed. Included are tips for instructors and powerful activities which increase students' critical thinking and analytic skills. Learning outcomes from these activities and the opinions of both teachers and students will be shared.