CATJ 25th
Central Association of Teachers of Japanese Conference 2015
Local Hosts
Ohio Association of Teachers of Japanese (OATJ) & The University of Findlay

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Acknowledgement
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US Department of Education, Title VI, East Asian Studies Center, The Ohio State University
Northeast Asia Council, Association for Asian Studies
Japan Foundation, Los Angeles Office
Friends of Findlay (a consortium of 14 Japanese companies in Northwest Ohio)
Office of Academic Affairs, The University of Findlay
College of Liberal Arts, The University of Findlay
Department of Language and Culture, The University of Findlay
# Conference Agenda

## Saturday, April 11, 2015

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<tr>
<th>Time</th>
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<tr>
<td>8:15-9:00</td>
<td>Registration &amp; Breakfast</td>
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<td>9:00-9:20</td>
<td>Welcome</td>
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| 9:20-10:20| **Keynote Speaker:** 新しいマーケティング・セオリー: 遠方の者より身近なる者を狙え!! [Marketing Your Language from the Inside out]  
            William Matsuzaki (St. Paul's School) |
| 10:30-11:40| **OATJ-Sponsored Session:** 「つながり」の先に目指すカリキュラムの透明性：次世代アーティキュレーションモデルの提案  
                          [A Next-Generation Articulation Model for Facilitating Curricular Articulation]  
                          Mieko Kawai (University of Virginia) |
| 11:40-12:40| Lunch                                                                |
| 12:40-2:20| Presentations                                                         |
| 2:30-3:30| **Keynote Speaker:** 留学における『イマージョン』の意味 [Immersion During Study Abroad: What Does It Mean?]  
              Daniel Dewey (Brigham Young University) |
| 3:45-5:15| **Special Workshop:** GPS ゲーム開発環境 ARIS の日本語教育での応用  
                   [Bring Learners outside the Classroom: the Application of Augmented Reality Place-Based Game Editor ARIS]  
                   Shinji Shimoura & Kazumi Hatasa (Purdue University) |
| 5:30-7:00| Dinner                                                                |
|          | **Special Guest:** Kazuyuki Katayama (Consul General of Japan in Detroit)  
                       **Keynote Speaker:** 全米における日本語教育の現状と課題 [Current Issues in Japanese Language Education in the US]  
                       Motoko Tabuse (Eastern Michigan University) |
| 7:30-     | Reception     [Japan West Restaurant]                                 |

## Sunday, April 12, 2015

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<th>Time</th>
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<tr>
<td>8:15-9:00</td>
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<td>Presentations</td>
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| 10:50-11:50| **Keynote Speaker:** フィールドガイドを使った留学カリキュラム [Field Guide in Study Abroad Curriculum]  
                   Mari Noda (The Ohio State University) |
| 11:50-12:10| Closing                                                              |
| 12:15-     | Lunch                                                                |
# Schedule

## Alumni Memorial Union (AMU), The University of Findlay
**April 11 (Sat)**

8:15-9:00 Registration [Atrium] & Breakfast [South Multi-Purpose]

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<td>9:00-9:20</td>
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<td><strong>Keynote Speaker:</strong></td>
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<td>Marketing Your Language from the Inside out</td>
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### 10 min Break

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<td>10:30-11:40</td>
<td>OATJ-Sponsored Session 1:</td>
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<td>2.「つながり」の先に目指すカリキュラムの透明性：次世代アーティキュレーションモデルの提案</td>
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<td>A Next-Generation Articulation Model for Facilitating Curricular Articulation</td>
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<td>12:40-1:10</td>
<td>3. ストラテジーに基づく作文授業を受けた学習者と学習過程&lt;br&gt;Understanding Learners and Learning in JFL Strategy-based Composition Instruction&lt;br&gt;&lt;br&gt;Ying Liu (Ursinus College) &amp; Zhini Zeng (The Ohio State University)</td>
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<td>4. 日本留学におけるアメリカ人学習者の対話経験：留学前の言語能力とモチベーションは学習者の対話経験にどのように関わってくるのか&lt;br&gt;Study Abroad in Japan: A Case Study of Three American Undergraduates’ Interactional Experiences and its Relationships with pre-SA Proficiency and Motivation&lt;br&gt;&lt;br&gt;Hiro mi Tobar u (The Ohio State University)</td>
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<td>5 min Break</td>
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<td>1:15-1:45</td>
<td>5. 学習者の多様なニーズに沿った上級のコースデザイン&lt;br&gt;Designing Advanced Courses in Accordance with Students’ Various Needs&lt;br&gt;&lt;br&gt;Ai Sukegawa &amp; Sachiko Kondo (Oberlin College)</td>
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<td>6. キャリアに繋げる日本語カリキュラム：アイオワ州の場合&lt;br&gt;Linking Japanese Curriculum and Student Career: The Case of the state of Iowa&lt;br&gt;&lt;br&gt;Yumiko Nishi &amp; Brian Hagihara (University of Iowa)</td>
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<td>5 min Break</td>
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<td>1:50-2:20</td>
<td>7. 米大学日本語プログラムにおけるネーティブ話者誤謬の形成と影響&lt;br&gt;The Construct and Effects of the Native Speaker Fallacy in An U.S. University Japanese Language Program&lt;br&gt;&lt;br&gt;Shinsuke Tsuchiya (The Ohio State University)</td>
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<td>8. OAJT-Sponsored Session 2: Advocacy and Support with the Japan Foundation&lt;br&gt;&lt;br&gt;Amanda Rollins (The Japan Foundation, Los Angeles)</td>
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<td>15 min Break</td>
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<td>3:45-5:15</td>
<td>Special Workshop:&lt;br&gt;Bring Learners outside the Classroom: the Application of Augmented Reality Place-Based Game Editor ARIS&lt;br&gt;(\times) Shinji Shimoura &amp; Kazumi Hatasa (Purdue University)</td>
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<td>5:30-7:00</td>
<td><strong>Dinner</strong>&lt;br&gt;<strong>Special Guest:</strong>&lt;br&gt;Kazuyuki Katayama (Consul General of Japan in Detroit)&lt;br&gt;<strong>Keynote Speaker:</strong>&lt;br&gt;Current Issues in Japanese Language Education in the US&lt;br&gt;(\times) Motoko Tabuse (Eastern Michigan University)</td>
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| 7:30- Reception [Japan West Restaurant, 406 S Main St, Findlay, OH 45840, TEL: 419-424-1007]<br>*Walking distance from Findlay-Inn. Shuttle bus service will be available for those who will stay at UF Welcome House.
# April 12 (Sun)

8:15-9:00 Breakfast [Atrium]

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<td>9:00-9:30</td>
<td>11. 教師力向上を図ったアイディア投稿サイト Mikke!の創設～情報の共有とその重要性の観点から～ Website Mikke! for Sharing your Activity Ideas – Sharing Information and Its Importance - Aya Okada (Purdue University)</td>
<td>12. ビジネス日本語における社会言語学側面の重要性の考察 Thoughts on the Importance of Sociolinguistics Aspect for Business Japanese - Sadatoshi Tomizawa (Ball State University)</td>
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<tr>
<td>9:35-10:05</td>
<td>13. 日本語学習者のソーシャルメディア利用に関する意識調査：デジタル世代の実状と教室を繋ぐクラス活動を目指して Connecting the Reality of Digital Natives with Classroom: Survey on Japanese Learners’ Use of Social Media - Yoshihiro Mochizuki, Yuta Mori (University of Michigan)</td>
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5 min Break

10 min Break
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| 10:50-11:50 | **Keynote Speaker:**  
16.フィールドガイドを使った留学カリキュラム  
Field Guide in Study Abroad Curriculum  
*Mari Noda (The Ohio State University)* |  |
| 11:50-12:10 | Closing |  |
| 12:15 | **Box Lunch [Atrium]** |  |

**25th CATJ Proceedings:**

- To be published in November, 2015
- Manuscript deadline: August 1, 2015 (CATJ Proceedings Dropbox)
April 11 (Sat)

1. 新しいマーケティング・セオリー：遠方の者より近な者を狙え!! [Marketing Your Language from the Inside out”?]

William M. Matsuzaki (St. Paul's School)

As with any program, the best way to see growth is through word of mouth. There are five areas that I work on to not only promote Japanese, but to make sure that our program continually sees growth. These five areas are having stellar classes, creating different events to showcase the program, communicating with the community, especially with the parents, having a great exchange program that allows students to use the language throughout the year outside of class, and serving the community as a whole to ensure that the Japanese program is part of the bigger picture of the school.

Having excellent classes is the cornerstone to any great program. The classes should be student-centered, practical, challenging, and target the student population. The teachers should be available outside of class to support student needs and give them opportunities to use the language outside of class time. Various events throughout the year help students showcase their talents and for the community to learn more about the program. Communication is a vital part of sharing what’s happening in the program. Innovative ways of communicating should be examined to keep the news fresh and exciting. Having a great exchange program allows all students to practice Japanese at school and allows students to set goals for themselves. This is an important part of any language program, but especially important when the students have limited exposure to the culture and language outside of the classroom. Finally, serving the school outside of teaching Japanese is very important. This helps the school see the teacher as a bigger entity to the community and allows students and colleagues to connect with you outside of class. As demonstrated in these five areas, it is what you do on a regular basis that helps promote the language.

MEMO
2. 「つながり」の先に目指すカリキュラムの透明性：次世代アーティキュレーションモデルの提案 [A Next-Generation Articulation Model for Facilitating Curricular Articulation]

Mieko Kawai (University of Virginia)

本発表では、2011年に始動した日本語教育グローバル・アーティキュレーション・プロジェクト(J-GAP)の米国モデル地区であるメリーランド・バージニアエリアでの活動を紹介し、活動を進めていく中で得られた知見を基に、新しいアーティキュレーションモデルを提案する。

J-GAP USAの活動では、徹底した対話しと現場教師のイニシアチブを重視するボットムアップアプローチ(蘇2011)を事業の方針とし、現場の日本語教師による教師発信型アーティキュレーションプロジェクトの実施を推進してきた。その中には、国際交流基金が開発した「みんなのCan-doサイト」を積極的に活用し、教室活動の達成目標を記述化して自身の学習や他の学校の教師との共有を図ったことで、教師の意識改革、授業活動の改善につながったという事例もある(河合・北村2013、北村・佐藤2014)。活動初期の意識調査では「アーティキュレーション=交流、つながり、情報交換」と捉えていた参加者が多かったが、現在では、授業活動における問題意識が他教師との協働作業につながり、更には、学習目標の意識化・記述化・共有化を通してカリキュラムの透明性を高めていく継続的活動として定着しつつある。

當作(2012)は、21世紀型スキルとして学習者が自律継続学習及び協働作業できるようになることの重要性を唱えている。本発表では教師自身がそのスキルを磨くことにより、単発のワークショップや学校・学区単位での評価基準の統一などからでは達成が難しい、身近なカリキュラムアーティキュレーションの実現に向けて具体的方策を提示する。

3. ストラテジーに基づく作文授業を受けた学習者と学習過程 [Understanding Learners and Learning in JFL Strategy-based Composition Instruction]

Ying Liu (Ursinus College) & Zhini Zeng (The Ohio State University)

Some researchers believe that strategy-based instruction is effective in teaching EFL composition classes (Cheng, 2008). However, studies examining students’ strategy-based learning in such a framework are still underrepresented in current literature in Japanese as a Foreign Language. To fill in the gap, our study documented a group of JFL students’ individual engagements with model compositions in an advanced-level Japanese class, focusing on how they analyzed the composition strategies in the model compositions, and how those strategies were incorporated into their own compositions.

Participants in the study included four L2 students enrolled in the course and the course instructor. We utilized various data collection method, such as questionnaires, classroom observation, field notes, audio recordings, document gathering, and (text-based) interviews. The results summarized different ways that the model compositions contributed to students’ composition writing. The study revealed that: (a) many strategies students pointed out in their analysis of model compositions were dialogic responses to classroom discussions; (b) those strategies had also been incorporated into their own compositions; (c) explicit strategy training appears to result in improved writing performance.

The students’ meaningful re-mediation of the composition strategies in
their own compositions extends our understanding of strategy-based composition instruction, and highlights a potential power of the strategy-based approach in JFL advanced-level composition instruction.

References:

Interaction with native speakers is crucial for language acquisition. Study abroad (SA) provides learners with access to more authentic opportunities for interaction than domestic language programs. Research on SA has shown that students with higher pre-SA language proficiency seek out more interactional opportunities (Freed, 1990, for example). In addition, SA students’ motivation in general is also one of the predictors for seeking out more interactional opportunities during SA (Isabelli-Garcia, 2006). Hernandez (2007) reveals that students with integrative motivation had more interactions than students with instrumental motivation. However, there is little qualitative research that investigates the relationship between pre-SA language proficiency and student motivation on one hand and SA students’ interactional activities on the other. This case study presents three American undergraduate Japanese learners’ interactional opportunities during SA in Japan. The two intermediate-low students and one intermediate-mid student completed their ten/eleven months SA in Japan. Data was collected through retrospective interviews. The interviews were examined in terms of how pre-SA language proficiency and motivation affected their interactional experiences from students’ perspective. The findings show that SA students with lower proficiency levels had more fear for interaction with natives and tended to avoid interaction in the
beginning of SA. In addition, one student’s narrative indicates that instrumental motivation is not a strong predictor for seeking interaction as integrative motivation. The discussion includes how pre-SA proficiency and motivation affected students’ perception toward interaction with native speakers. The presentation concludes with pedagogical implications for SA in Japan and recommendations for future research.

MEMO

5. 学習者の多様なニーズに沿った上級のコースデザイン
[Designing Advanced Courses in Accordance with Students’ Various Needs]

Ai Sukegawa & Sachiko Kondo (Oberlin College)

近年、日本語学習者学習者の多様性に伴い、学習者のニーズに沿ったコース設計が問われている（牛窓２０１０）。しかし、初級から中級では基本文法の定着が主となり、このレベルでの学習者の興味に応じた授業の提供は難しい。本校では１・２年生で「げんき」、３年生で「とびら」を使用し、４年生では生教材から学ぶ。５年生は留学後の学生や継承学習者を対象としているが、ここまで進む学習者は少なく、継承学習者も必ずしも日本語が専攻できないことから途中で日本語の履修を止めるなど、履修者数の予測が出来なかった。そこで、より多くの学習者の興味を引き、幅広い選択肢の中から授業を履修できるようコース設計をし、今年度から実施した。学期を通じた１４週間の授業の他に、本校では Module Course と呼ばれる７週間のみで終了する授業も開講されている。これを利用し、従来の５年生の授業を前後半に分け、各学期２コースずつ合わせて４コースの Module Course を開講することにした。秋学期前半は日本語能力試験対策、後半は読み書き中心の授業にした。春学期前半は日本語教授法、後半は同じく読み書きの授業とした。各学期とも前半の内容重視のコースは、履修条件を変更し、４年生レベルの日本語能力があれば、４年生まで終了していない学生でも履修できるようにした。この変更を受け、学習者からは短時間で集中して学べた、選択肢が増えてよかったなどの好意的な意見が多く見られた。一方、今まで通り学期を通じてじっくり読み物を読みたかったという意見も見られた。本発表では、カリキュラム変更後の５年生のコース概要と学生アンケートの結果から今後の展望と課題について考察する。
In order to develop a Japanese curriculum that prepares students for future job placements, it is important to identify the needs of potential employers and their expectations for new hires or interns. Previous studies that investigated these needs by conducting a survey with Japanese companies showed that they consider it more crucial for their non-native Japanese employees to be familiar with Japanese business culture and practices rather than be competent in the Japanese language. In a survey conducted by JETRO Atlanta in 2006, almost all of the 18 Japanese companies commented on students’ behaviors, motivations, personalities, and attitudes, but almost none on language skills (Matsuda 2010). A survey conducted among Japanese-owned companies in the Detroit area in 2005 obtained similar results. Tabuse and Fujiwara (2005) reported that 23 of the 46 Japanese workers said that U.S. workers need not know the Japanese language, but none said that it was not imperative to know Japanese culture. In particular, they indicated that nonnative Japanese workers should be familiar with Japanese practices such as ringi and nemawashi. However, these surveys were conducted in major metropolitan cities in the U.S. where the number of Japanese employees is likely to be high. What is expected for potential interns or employees can be somewhat different at Japanese or Japanese-owned companies in smaller cities where the number of Japanese employees are small to none. In order to determine the exact needs of local businesses, we first identified Japanese or Japanese-owned companies in the state of Iowa. The present paper reports the results of the interview conducted with Japanese employees at these companies, as well as the results of a survey conducted with recent graduates, and discusses how we can tailor our business Japanese curriculum according to the specific needs and expectations of local businesses.

MEMO
The collected data from autumn 2014 and spring 2015 should confirm that the practice of dichotomizing natives and nonnatives as two homogeneous groups can negatively impact anyone whose speech does not conform to “standard” Japanese including heritage, dialectal, and multilingual speakers (Doerr 2009; Tanaka, 2013). The construction of, and the effects of an idealized standard native speaker in the language program, and ways individuals comply, utilize, counter, and contest the idealization, as well as pedagogical implications (i.e., knowing when to and when not to use the standard language) will be discussed.
In this presentation, I first address the concept of immersion through study abroad. I explain why this notion is problematic and present research that demonstrates specific problems. I describe research depicting learners’ language use and their attempts to build face-to-face social networks during study abroad. I give examples of settings where learners have been able to effectively build networks with locals, thus immersing themselves in the language and culture. I also provide suggestions for helping learners effectively immerse themselves while in Japan.

MEMO
チームを無料で作れ、維持できる環境というのは、『ARIS』の他には見当たらず、このプラットフォームを利用した拡張現実ゲームの日本語教育での利用が期待される。本ワークショップでは、まず、日本語教育用に開発された「東京の食文化」について学ぶゲーム、震災ドキュメンタリー「きょうを守る」の新しい視聴方法、「黒い雨」を用いた文学の新しい読み方、大学キャンパスを使ったスカベンジャーハンビー、などのプロジェクトのプロトタイプを紹介し、参加者に体験してもらう。そして、実際に簡単なゲームを作成し、まだ本格的に利用されていない拡張現実ゲームの日本語教育での利用について、GPSゲームエディター『ARIS』の実用性と可能性を参加者と共に考察していきたい。

＜引用文献＞
畑一佐(2012)「テクノロジーと習得：総論」『第二言語習得研究 と言語教育』くろしご出版

MEMO

10. 全米における日本語教育の現状と課題 [Current Issues in Japanese Language Education in the US]

Motoko Tabuse (Eastern Michigan University)

この発表では、全米日本語教育学会(以下AATJ)の現状報告、テクノロジーの進化とともに変化し続ける外国語学習形態、AP日本語試験に関するデータ、日本語学習・プログラムのアドポカシー活動の報告、そしてこれからの日本語教育の方向性等について発表する。具体的には、AATJのメンバープロファイル(数や分布状況)やAATJやCollege Boardが提供しているProfessional Development事業の紹介、Japan Foundation Los Angelesとの協働プロジェクトの報告、そしてGlobal Networkを通じて行っている世界的な日本語奨励・推進活動等を説明する。また、日本語教育が縮小傾向にある中、どのようなアドポカシー活動が必要されているのか、AATJ(全米レベル)そしてAffiliates(地域レベル)に何ができるのかを話し合う。最後にこれからの日本語教育の方向性として、National Japanese Exam(NJE)やAPやACTFL OPIなど、現在使われている日本語能力を測る試験の関係関係を調べる必要性、日本政府との直接的な協働プロジェクトの可能性などについて提案する。
April 12 (Sun)

11. 教師力向上を図ったアイディア投稿サイト Mikke！の創設～情報の共有とその重要性の観点から～ [Website Mikke! for Sharing your Activity Ideas –Sharing Information and Its Importance-]

Aya Okada (Purdue University)

日本語学習者が減少してきている近年、いかに学生に「日本語を勉強したい、日本語を勉強することは楽しい」と思ってもらえるかを考えることは、私たち教師に与えられた課題である。若手の教師にとっては、どんなアクティビティを用意すればいいのか、どんな教材を作ればいいのかなど日々頭を悩ませるだろうし、ベテランの先生にとってはも多様化する学習者や学習環境に合わせて変化を迫られる時代でもある。だが、日々忙しく中新しいアイディアを見つけるのはなかなか困難であり、新しいアイディアを見つければそのためのワークシートを作るのも時間がかかる。そのような問題を解決するために日本語教師のためのアイディア投稿ウェブサイト Mikke！を創設した。（http://edujapa.com/mikke）本ウェブサイトは、各日本語教師が持っている情報を共有することを目的として作られたものである。例えば、教室活動例や自分が作ったワークシート、授業に役立つ映像情報を投稿することができる。投稿した内容は教科書別による検索で閲覧できるほか、キーワード検索機能の使用により、教科書にとらわれない、文型による検索にも対応している。各教師が自分の持っている案をここに投稿することで、若手はベテランの先生の知恵を押さえることができ、ベテランの先生はまた若手から斬新なアイデアを受け取ることができる。本発表では、このように情報を共有することによって生じる効果とともに、具体的な投稿方法、投稿された記事の効果的な検索方法などについて説明する。（654）

12. ビジネス日本語における社会言語学的側面の重要性の考察 [Thoughts on the Importance of Sociolinguistics Aspect for Business Japanese]

Sadatoshi Tomizawa (Ball State University)

「ビジネス日本語」と題する教材を用いて日本語を勉強している学習者の多くは日本人と日本語を用いて仕事をすることを目的としている。「ビジネス日本語」と題している以上、その内容は日本語教材で一般的に学ぶ文法や語彙に加えて、ビジネス用語および表現が導入されているのが当然である。しかし、このような表現知識が備わっていても、実際の職場において日本語でのコミュニケーションが効果に行われていないのが実情である。その要因の一つになっているのが日本文化の違いに起因する「異文化コミュニケーション」（Inter/cross-cultural Communication）の障害である。「〜を聞いて十を知る」日本人と「言いたいことは基本的に全て単刀直入に発言する」アメリカ人との違いがその適例であろう。この例が示すコミュニケーションの違いは Hall(1976) が唱えた「高・低文化脈文化」（High Context Culture vs. Low Context Culture）で広く論じられてきており、言語教養分野では「高・低文脈コミュニケーション」（High Context Communication vs. Low Context Communication）として扱われている。筆者はこの理論に基づき、現存する幾つかの「ビジネス日本語」と題する教材・副教材がどのように日本的な「高文脈コミュニケーション」の知識および仕方を導入しているかを調査すると同時に、実際の仕事場において日本人とアメリカ人間の日本語でのコミュニケーションの問題点をインディアナ州で営業している日系企業の社員を対
13. 日本語学習者のソーシャルメディア利用に関する意識調査：
デジタル世代の実状と教室を繋ぐクラス活動を目指して

[Connecting the Reality of Digital Natives with Classroom: Survey on Japanese Learners’ Use of Social Media]

Yoshihiro Mochizuki & Yuta Mori (University of Michigan)

ソーシャルメディアの出現によって、外国語学習者と学習言語との関係は大幅に変化した。外国語教育の主な目的はコミュニケーション能力を育てることであるが、コミュニケーションのあり方自体が大きく変わっている今、我々外国語教師に求められるのは、この変化をどのようにクラス活動に反映していかかを考え、実践することである。近年、ブログやSkype、Facebookなどのソーシャルメディアを利用したクラス活動も多く行われるようになってきた。しかし、学習者のソーシャルメディア利用について、実状を具体的に調査した研究は少ない。また、日本語教育の現場では、道案内や不動産屋でのアパート探しといった、デジタル世代の学習者の実状にはそぐわないコンテクストを用いたクラス活動が行われることも多い。デジタル世代の実状を知るために、初級から上級までの大学生・大学院生、計156名にソーシャルメディアの利用に関して意識調査を行った。調査結果からは、学習者は様々なソーシャルメディアを日常的に使用していること、ソーシャルメディアで日本語の使用も見られること、扱うトピックは多岐に渡ることなどが分かった。このような実状を踏まえると、デジタル世代の学習者に必要とされる読む能力、書く能力やコンテクストは、従来のクラス活動で求められているものとは異なるのではないかということが分かる。例えば、学習者はSNS上で、単発的で短いメッセージの情報発信を好む傾向が見られる（McBride, 2009; 深山, 2011）。本研究では、意識調査の結果に見られるようなデジタル世代の学習者の実状が、どのようにクラス活動に反映されるべきかを考察する。
Domain is an important concept in any language. "I deliberately didn't ask her" and "I didn't deliberately ask her," for example, carry different meanings in English due to different domains of the adverb used. But the concept is particularly important in Japanese due to its ubiquitous topic marker は and its common omission of subject. As domain is an abstract concept and its effect covers both sentence-level units and beyond, it is not introduced in Japanese textbooks. In this paper I discuss the concept of domain and its applications in the pedagogy of Japanese grammar.

I begin with a definition of the term domain. Then I try to answer some questions often raised by students of Japanese. The first question is why で is fine with “図書館で映画を見る" but not with “*デパートで買い物に行く” since in both the particle is used to indicate “place of action.”

The second question is why the following sentences, with identical structures, are translated differently: "山下さんははなが高い (...has a big nose) versus 石田さんはデニスが上手だ" (...good at...). The third question is why only の can replace が but is a preferred particle in the following examples: "先生が書いた手紙はここだ" and "先生の書いた手紙はここだ."

The concept of domain is used to answer these questions, consistently and explanatorily, far superior to textbook treatments. I conclude by a "domainial" reinterpretation of the particles は and が, following by example applications of the concept to longer authentic linguistic units.

14. 「ドメイン」という概念と日本語文法ペダゴジーでのその応用 [The Concept of Domain and Its Applications in the Pedagogy of Japanese Grammar]

Guohe Zheng (Ball State University)

Domain is an important concept in any language. "I deliberately didn’t ask her" and "I didn't deliberately ask her," for example, carry different meanings in English due to different domains of the adverb used. But the concept is particularly important in Japanese due to its ubiquitous topic marker は and its common omission of subject. As domain is an abstract concept and its effect covers both sentence-level units and beyond, it is not introduced in Japanese textbooks. In this paper I discuss the concept of domain and its applications in the pedagogy of Japanese grammar.

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The concept of domain is used to answer these questions, consistently and explanatorily, far superior to textbook treatments. I conclude by a "domainial" reinterpretation of the particles は and が, following by example applications of the concept to longer authentic linguistic units.

15. 日本語会話における聞き手に向けられた指差し・手差し（ポインティング）ジェスチャーについての考察 [Discourse-Pragmatic Functions of Hand Gestures: An Analysis of AddresseeDirected Pointing in Japanese Conversation]

Kenji Endo (University of Pennsylvania)

談話分析や会話分析の分野では、コミュニケーション活動には言語情報だけではなく、ジェチャー、話者の姿勢、視点など、非言語情報が深く関与していることが明らかにされてきた。本発表では、日本語自然会話におけるジェスチャーに着目し、言語活動の実態をより包括的に捉え、価値・文法の習得を中心とした伝統的な教育法を再考する。本発表では話し手が聞き手に向けて産出する指差し・手差し（ポインティング）研究対象を限定し、談話分析の手法を用いてその機能を明らかにし、言語教育におけるその有効性について議論する。データ採取には、近年テレビ・インターネットで放映された二者間のトークショー番組を用いた。分析の手順は、会話の文字起こし、ポインティングの抽出、ポインティングが共起する発話・行為の考察とした。本発表では、分析の対象とするポインティングを、話し手の人差し指・親指・または手が、聞き手の身体（顔または体）に向けられているもので、手の動きが前のジェスチャーとは連続せず、動作の起点と終着点が明確に観察できるものに限定した。分析・考察の結果、ポインティングは主に、1) 二人称主語が現れない発話の動詞部分と共起し、2) 話し手が直前の聞き手の発話に対して強い同感を示す場合の 2 に分類が可能なことがわかった。また、1) と 2) の両方の特徴を併せ持つポインティングの他、この 2 つのグループに属さない種類のポインティングも確認され、ポインティングが幅広い話題上の意味機能を担うことがわかった。本発表では、上記 2 つの意味機能の詳しい考察結果とその
Students participating in study abroad programs anticipate significant gain in their language proficiency. Indeed, living experience in Japan forces students to use Japanese in their daily lives and they can expect to achieve facility in their daily routines. At the same time, there are large individual differences when it comes to advancement in linguistic and pragmatic strategies or vocabulary, such that in some cases, study abroad students do not necessarily out-perform their domestic counterparts. Field guide is an attempt to increase purposeful use of the target language outside of the classroom and beyond the students’ daily routine and to bring these field experiences into classroom learning.
Invited Speakers

William M. Matsuzaki (St. Paul's School)

Dr. William M. Matsuzaki has been a Japanese teacher (middle school and Japanese 1 in high school), as well as the modern language department chair at St. Paul’s School in Brooklandville, Maryland, for the last 15 years. He has helped with the promotion of the program by coordinating and editing the annual Japan Times that highlights the hard work of the students and coordinating the Japan Fair. He leads an annual three-week trip to Japan and has created a four-month opportunity for students wishing to study at Gakushuin for a term, as well as coordinating the visits of two students coming from Gakushuin on an annual basis. He has also led baseball teams on tours in Japan. He has served as the Diversity Coordinator, tennis and cross-country coach, and the Coordinator of International Programs that include Japan and China.

He was the recipient of the Elgin Heinz Outstanding Teacher Award in 2012 and has received numerous teaching awards at his school. He served as the treasurer for NCJLT from 2002-2005, has presented at ACTFL, and has given numerous presentations on Japanese teaching and exchange programs in Maryland. Additionally, he presented on the International Baccalaureate Program at the Global Symposium in Tokyo at Gakushuin University. He also serves as the academic dean for a summer gifted program (Center for Talented Youth) in California, where he not only supervises a teaching staff of 32 but also manages a study body of 400 students each summer.

He received his BA in Japanese from Carleton College, the MSEd in Technology Education, a Graduate Certificate in Administration and Supervision, and a doctorate in education from Johns Hopkins University. His research interests include administration and supervision, technology integration, new teacher support, second language acquisition, classroom management, and effective observations.

Dan P. Dewey (Brigham Young University)

Dan P. Dewey, Associate Professor of Linguistics at Brigham Young University, received a PhD in Second Language Acquisition from Carnegie Mellon University. He has taught Japanese for over twenty-five years but currently teaches in a linguistics department, where he teaches courses in linguistics, language pedagogy, and language testing. He served as a Board Member of the ATJ prior to the transition to the AATJ and has been an Associate Editor for *Japanese Language and Literature*. His research focuses primarily on how people use a second language outside of a classroom and includes work on study abroad, international internships, foreign language housing (language learning communities), and computer-assisted learning. His recent work on social network development examines how second language learners build social networks with native speakers and how interactions with these networks facilitates second language use and acquisition.
Motoko Tabuse 田伏素子

Motoko Tabuse is a full professor in the Department in World Languages at Eastern Michigan University. She received her Ph. D. in Foreign Language Studies at The Ohio State University. She teaches both undergraduate and graduate level Japanese language courses with special focus on Business Japanese language education.

She is currently serving as the President of the American Association of Teachers of Japanese, Chief Reader of the AP Japanese Language and Culture Examination, World Languages Consultant of the College Board, and Teacher Certification World Languages SPA program reviewer of the Council for the Accreditation of Educator Preparation (CAEP), formerly known as NCATE. She is a frequent presenter at academic conferences and has published many articles, and offered Business Japanese as an AATJ JOINT online course.

“As President of AATJ, I continue to work toward securing funding, increasing visibility of Japanese studies through promotion and advocacy, and by nurturing future leaders to carry on our mission. With our collective enthusiasm with AATJ affiliates and with collaborations with education, business, and government sectors at the global level, we can enhance the Japanese Language Education in the United States.”

Mari Noda 野田眞理

Mari Noda is Professor of Japanese in the Department of East Asian Languages and Literatures at the Ohio State University. A specialist in East Asian language pedagogy, she is primarily interested in curriculum, material development, and assessment. She directs and teaches in SPEAC (Summer Programs East Asian Concentration), which offers training in teaching of Japanese and Chinese and intensive Japanese and Chinese languages. She received her Ph.D. in Linguistics from Cornell University.


Noda serves as the faculty advisor for two OSU student organizations, the Aikido Club and the Nihongo Osyaberikai. She serves the community as the member of the board of trustees of the Japan-America Society of Central Ohio.
Save the Dates for the Future CATJ=

2016: University of Michigan
   October 31 (Sat) & November 1 (Sun)

2017: University of Wisconsin

2018: University of Iowa