



Presentation Schedule

Saturday Morning Sessions

Time	Room 114	Room 104
8:30-9:00	Registration (1 st -Floor Entrance Hall) & Breakfast (Room 201)	
9:00-9:15	Opening Remarks (Room 114)	
9:15-10:45	Moderator: Maki Shimotani	
	Mariko Moroishi Wei (Purdue University)	Enhancing JFL learner reading proficiency through writing: The effects of analytical responses to text
	Toyoko P. Kang (University of Guam)	“First comes, first interpreted” and A performance-based assessment for advanced L2 (Japanese) parser development
	Maki Hirotani (Rose-Hulman Institute of Technology)	The development of CMC application with students’ corpora and the introduction of CMC activities for intermediate-advanced learners
10:45-11:00	Coffee Break (Room 215)	
11:00-12:30	Plenary Talk & Panel Discussion (Room 114) Professor Steven L. Thorne (The Pennsylvania State University) <i>“New Media Literacies and the 21st Century Language Learner”</i> Discussants: Mutsuko Endo Hudson (Michigan State University) Mariko Moroishi Wei (Purdue University) Karla Vescovi (Lockport Township High School, IL, NCJLT President)	
12:30-2:00	Lunch Break (Rooms 201 & 215)	



Saturday Afternoon Sessions

Time	Room 114		Room 104	
2:00-3:30	Moderator: Atsushi Hasegawa		Moderator: Yumiko Konishi	
	Naoko Takei (Simon Fraser University)	Language encounter project: An experiment in taking communication beyond the classroom	Masako Nunn (California State University, Los Angeles)	中・上級レベルで知っておきたい女性終助詞のヴァリエーション
	Noriko Hanabusa (University of Notre Dame) Nao Hayashi Otsuka (Oak Park and River Forest High School)	中級日本語クラスにおける音声ブログの試み	Kenji Endo (University of Wisconsin-Madison)	Style shift between <i>boku</i> and <i>ore</i>
	Kazumi Matsumoto (Purdue University)	第二言語習得におけるスピーキングとライティングの関係	Masayuki Itomitsu (The Ohio State University)	Analysis of speech acts and speech events of conversations in Japanese language textbooks
3:30-3:45	Coffee Break (Room 201)			
3:45-5:15	Moderator: Azumi Kiyomura		Moderator: Satoi Itakura	
	Junko Mori (University of Wisconsin-Madison)	談話ジャンルと文法-日本語学習者の使用する「擬似分裂文」をめぐって	Miharu Nittono (Columbia University)	「ショーとショート」：この十年の歩み
	Yuri Kumagai (Smith College) Miyuki Fukai (Columbia University)	日本語学習でのクリティカル・リテラシー能力の育成へ向けて：「教科書書き換え」プロジェクト	Midori Mashiya (Hokkaido Tokai University)	短期留学プログラムにおける劇の効果
	Yuka Kumagai (University of Southern California)	「学術研究のための日本語」コースにおける学生主導型の授業展開の準備、実践、効果	Erika Hirano (The University of Kansas)	日本歌謡の練習がピッチ習得にもたらす効果
6:30-8:30	Reception (University Club)			



Sunday Morning Sessions

Time	Room 114	Room 104
8:30-9:00	Registration (1 st -Floor Entrance Hall) & Breakfast (Room 201)	
9:00-10:30	Moderator: Kiyomi Kawakami	
	Mishizu Ohtake (The University of Kansas)	上級話者育成のための スキャフォールディング 概念に基づいた指導 実践に関する考察
	Noriko Taira Yasohama (Northwestern University)	上級到達を目指した 初中級日本語のクラス におけるトレーニング
	Mutsuko Endo Hudson (Michigan State University)	上級話者を育てる試 み
10:30-10:45	Coffee Break (Room 201)	
10:45-12:15	Plenary Talk & Panel Discussion (Room 114) Professor Mari Noda (The Ohio State University) <i>“Advanced Language Training and Study Abroad: Language Learning Environment for Advanced Learners”</i> Discussants: Fumiko Nazikian (Columbia University) Naomi H. McGloin (University of Wisconsin-Madison) Yukiko Schrock (Whitney M. Young Magnet High School, IL)	
12:15-12:30	Concluding Remarks (Room 114)	



Plenary Speaker

Professor Steven L. Thorne

Department of Applied Linguistics
Center for Advanced Language Proficiency Education and Research
The Pennsylvania State University

Steven L. Thorne is Assistant Professor in the department of Applied Linguistics and Associate Director of the Center for Language Acquisition at the Pennsylvania State University. He also serves as the Advisor for Mediated Learning at the Center for Advanced Language Proficiency Education and Research (a national foreign language resource center). His research focuses on cultural historical activity theory, computer-assisted language learning, new media literacies, second language acquisition, and themes contributing to social theory and critical pedagogy. His research has appeared in numerous edited collections, the *Handbook of New Literacies*, *Encyclopedia of Language and Education*, and journals such as the *Modern Language Journal*, *Language Learning & Technology*, *Annual Review of Applied Linguistics*, *The CALICO Journal*, and *Intelligence*, among other venues. His book length works include a co-edited volume on *Internet-mediated Intercultural Foreign Language Education* (Thomson/Heinle, 2006) and the co-authored monograph *Sociocultural Theory and the Genesis of Second Language Development* (Oxford University Press, 2006).



“New Media Literacies and the 21st Century Language Learner”

This presentation describes a broad research program examining on-line communication, new media literacies, and gaming as settings for second language (L2) use and development. The text begins by contextualizing communication technologies within broader demographic, historical, and sociocultural perspectives. A number of examples of online interaction are then explored: (1) participation in plurilingual and intercultural online communities; (2) interaction in organized Internet-mediated intercultural foreign language partnerships, and (3) multi-lingual transcultural communicative activity occurring in multiplayer online games. In each of these settings, multiple languages and cultures can be seen to serve as resources for carrying out a variety of indexical and proleptic functions, social actions, and identity play. Collectively, these new media contexts suggest enormous possibilities for agentive language use and language-culture learning. The final section of the presentation describes a pedagogical framework designed to increase the relevance of instructed foreign language education through the structured juxtaposition of digital vernaculars with more formal ‘classroom’ genres of language use, an approach I am terming “bridging activities.” In conclusion, an argument is made for continued exploration of new media genres of language use and their selective inclusion into instructed L2 pedagogy, processes, and curricula.



Plenary Speaker

Professor Mari Noda

Department of East Asian Languages and Literatures
The Ohio State University

A specialist in East Asian language pedagogy, Mari Noda is primarily interested in curriculum, material development, and assessment. She directs and teaches in SPEAC (Summer Programs East Asian Concentration), which currently offers training in teaching of Japanese and Chinese and intensive Japanese and Chinese languages. Her recent publications include *A Performance-based Pedagogy for Communicating in Cultures* (co-author, Matthew B. Christensen, National East Asian Language Resource Center at The Ohio State University, 2002) and *Acts of Reading* (co-author, Hiroshi Nara, University of Hawaii Press, 2003). She is the content designer of the Interactive CD-ROM for *Japanese: The Spoken Language Part 1* (Yale University Press). She is currently developing the intermediate to advanced level software to accompany *Japanese: The Spoken Language Parts 2 and 3*. She is President-elect of the Association of Teachers of Japanese and chair of its SIG on Study Abroad for Advanced Skills (SAFAS). She serves as the faculty advisor and coach for the OSU Aikido Club and Nihongo Osyaberi-kai.



“Advanced Language Training and Study Abroad: Language Learning Environment for Advanced Learners”

Japanese as a Foreign Language has grown tremendously as a professional field in the last couple of decades, resulting in numerous programs and, more notably, more programs with multiple levels of instruction. As the profession matures, the challenges we face also shift from how to start up or maintain young programs to how to accommodate students who seek truly advanced levels in the target language. The Chinese Flagship Program, federally-funded programs for advanced language and culture, provides a model for building Language Learning Environment for Advanced Learners (LLEAL). I examine the features of the CFP at the Ohio State University and identify the ingredients that contribute to making a viable LLEAL. In particular, I call for a shift in our mindset. The proficiency movement called for the instruction that prepared students to use the language to do things in the target community. For the LLEAL, we need to coach our students to do things to advance their language skills. I will suggest some examples of how this might be implemented in a program of instruction. Another important component of LLEAL is a comprehensive assessment management system. The Chinese Flagship Program has something to offer there as well. I will showcase their Advanced Language Performance Portfolio System (ALPPS).



Presentation Summary

Mariko Moroishi Wei

Enhancing JFL learner reading proficiency through writing: The effects of analytical responses to text

This study investigates whether intermediate-level learners of Japanese can raise their reading proficiency to an advanced level by writing text responses and compares the effects of two types of writing responses: Traditional and analytical. Both groups significantly improved, but the Analytical Group significantly outperformed the Traditional Group.

Toyoko P. Kang

“First comes, first interpreted” and a performance-based assessment for advanced L2 (Japanese) parser development

Proposing the strategy “first (comprehension unit) comes, first interpreted,” for efficient reading comprehension, and unfolding the L2 learning theory and teaching approach, I will demonstrate how to teach to use the strategy, and suggest new (L2 parser-) performance-based assessment methods for the improvement of reading comprehension skill.

Maki Hirotsu

The development of CMC application with students’ corpora and the introduction of CMC activities for intermediate-advanced learners

I have developed a CMC application with which both teachers and learners can review the learners’ language. Through the actual use in the curriculum, I examine how their use of connective devices has been changed and discuss how we can facilitate their skills toward more advanced levels with the application.

Naoko Takei

Language encounter project: An experiment in taking communication beyond the classroom

This presentation describes a project undertaken to enhance the pragmatic competence of learners in an Intermediate 1 course. Students were required to select a topic, interview a native speaker of Japanese, and present their findings. The activity provided students with a meaningful experience in the target language and culture.

Noriko Hanabusa

Nao Hayashi Otsuka

中級日本語クラスにおける音声ブログの試み [Voice blog project in intermediate Japanese classroom]

本研究は、中級学習者の教室外日本語使用及び段落レベルの発話を促すため、音声ブログを使用した活動報告である。音声ブログを用いると四技能を統合した活動や新たなコミュニティ形成が可能となる。発表では具体例を基に音声ブログの利点と課題を考察する。

Kazumi Matsumoto

第二言語習得におけるスピーキングとライティングの関係 [The connection between spoken and written languages in writing development]

本発表は第二言語習得におけるスピーキングとライティングの関連性についての研究報告である。第一・第二言語のライティングの発達に関する先行文献、日本語学習者のスピーキングとライティングのサンプルおよび、アンケートをもとに議論を展開する。



Masako Nunn

中・上級レベルで知っておきたい女性終助詞のヴァリエーション [Variation of women's sentence final particles for intermediate and advanced level learners]

時代の変化と共に女性終助詞の使われ方も変化している。より自然な外国語教育を目指す日本語教師はそのヴァリエーションを中級・上級レベル学習者に認識させる必要があるだろう。本件では、井出(1981)の定義に基づき女性終助詞を検索しその運用を考察した。

Kenji Endo

Style shift between boku and ore

In this paper I have attempted to 1) explore how the Japanese personal pronouns boku and ore are used, 2) investigate what non-semantic functions the two pronouns contain, and 3) clarify the style shift between boku and ore in a single person's utterance and discuss the motivation of the shift.

Masayuki Itomitsu

Analysis of speech acts and speech events of conversations in Japanese language textbooks

This study presents results of a survey of speech acts and speech events in dialogue portion of the five Japanese language textbook series used in U.S. colleges. Using Van Ek's (1991) taxonomy, the study reports common speech events and speech acts, as well as observed characteristics of each textbook series.

Junko Mori

談話ジャンルと文法—日本語学習者の使用する「擬似分裂文」をめぐって [Genre specific grammars and language learning: A case study of so-called “pseudo-cleft” construction in Japanese discourse]

上級言語使用者の能力の一つとして、各々の談話ジャンルを構成するに相応しいリソースとしての語彙・文型を判断する力があげられる。本発表では、日本語母語話者及び学習者による、いわゆる「擬似分裂文」の使用例を検討し、文法指導のあり方について考察する。

Yuri Kumagai

Miyuki Fukai

日本語学習でのクリティカル・リテラシー能力の育成へ向けて：「教科書書き換え」プロジェクト [Towards development of critical literacy in Japanese language learning: Rewriting a chapter in the textbook]

本発表では、アメリカの大学の中級前半のコースで行われた「教科書書きかえプロジェクト」を紹介し、話し合いの内容、書きかえたテキスト等のデータ分析を基に、日本語教育におけるクリティカル・リテラシーの理論に基づいた実践の可能性を考察する。

Yuka Kumagai

「学術研究のための日本語」コースにおける学生主導型の授業展開の準備、実践、効果 [Preparation, implementation and effect of student-led classes in “Japanese for Academic Research”]

日本語能力検定2級レベル以上の学生を対象とした『学術研究のための日本語』コースにおいて学生の能力を段階的に伸ばして行くための様々な試みの一環として行った学生主導型の授業の目的、準備段階からの一連の流れとその効果についての実践例を紹介する。



Miharu Nittono

「ショーとショート」：この十年の歩み [Show & short: A journey through 10 years of student-written short stories]

本発表は、「ショートショート」を上級・超級の日本語学習者に効果的に紹介し、楽しく読ませ、かつまた、学習者自らにも独創性に富んだ「ショーとショート」(Show & Short)を創作させることを目的として、1998年より十年にわたって行っている実験の報告である。

Midori Mashiyama

短期留学プログラムにおける劇の効果 [Anxiety and drama: A case study in the Japanese context]

このプレゼンテーションでは2006年に行われた短期留学生と日本人学生によるイブセンの劇の日本語による上演を通して、日本語習得に与える劇の影響を考える。特に学習不安の変化を取り上げ、劇を取り入れるときの留意点を提案する。

Erika Hirano

日本歌謡の練習がピッチ習得にもたらす効果 [The effects of utilizing Japanese songs for acquiring Japanese pitch as a foreign language]

日本歌謡の練習が、日本語学習者の日本語ピッチ習得に有益な効果をもたらすかどうかを検証した実験の結果を報告する。さらに、今後日本語のピッチ習得・改善において、いかに音楽を有効に活用できるか、また音楽を使用する際の注意点についても言及したい。

Mishizu Ohtake

上級話者育成のためのスキャフォールディング概念に基づいた指導実践に関する考察 [Developing effective learning environment for pre-advanced level learners: Based on the concept of scaffolding]

まず、Advanced level に在籍する学生が直面している問題の具体例を提示し、続いて、マルチメディア教室の環境を生かした教室活動、個人セッションによる個々のニーズに応じた指導、単元ごとのプロチーブメントテストによる目標の明確化の3点を中心に報告する。

Noriko Taira Yasohama

上級到達を目指した初中級日本語のクラスにおけるトレーニング [Indispensable practices at beginning and intermediate levels to attain advanced-level Japanese proficiency]

学習者を効率よく上級に到達させるには、上級を意識した練習を中級から始めるのではなく、初級段階から行なっていくことが不可欠である。本稿では、上級に要求される日本語能力を概観し、初級段階から導入すべき上級を目指した練習例を紹介する。

Mutsuko Endo Hudson

上級話者を育てる試み [An attempt to bring oral skills to the advanced level]

上級口語日本語講座に関し、その主旨、教材、授業形体、アンケート調査の結果等を報告する。講座の目的は上級話者の育成。新しい試みとして個人指導（一人約10分）を3度行ったが、この講座を通して言えるのは上級話者への道は実に険しいということである。
