CATJ26 Program

UNIVERSITY OF MICHIGAN

Saturday, October 31 Venue: Michigan League

8:00-8:50	**Registration / Continental Breakfast / Bookstore** *Michigan Room*	
8:50-9:10	**Opening Ceremony** *Vandenberg Room*	
	Location: Vandenberg Room	**Location: Hussey Room**
9:15-9:45	Achieving Continued Development Across Generations: Using Pop-Culture to Reach the Current Generation Yoshiro Hanai & Shoko Emori (University of Wisconsin-Oshkosh)	Applications of Case Method in Learning Business Languages: Educational Philosophy, Practice, and Challenges Tomoko Takami (University of Pennsylvania)
9:45-10:15	Development and Practice: Intermediate-Advanced Reading Materials to Improve Reading Skills and to Enhance the Understanding of Japan ~Advancing Cross-Cultural Literacy ~ Satoru Ishikawa (Boston University)	Establishing a Business Japanese Program Considering Student and Local Needs: What we learned from student feedback and partnering with a local Japanese company Eriko Ike & Yumiko Nishi (University of Iowa)
10:15-10:45	Development of a Content-Based Japanese Textbook Focusing on Japanese Culinary Culture Kazumi Hatasa (Purdue University)	Teaching Japanese to Students with Disabilities: Cross-Campus Collaboration and Strategies for the Classroom Hikaru Kondo & Carlos L. Pimentel (Western Michigan University)
10:45-11:00	**Tea Break / Bookstore** *Michigan Room*	
11:00-11:30	**[Invited Presentation]** The Role of Linguistic Research in Clarifying Invisible Linguistic Structures—with Special Attention to the Place of Subject in Japanese Professor Wesley Jacobsen (Harvard University) *Vandenberg Room*	
11:30-12:00	**[Invited Presentation]** Some Thoughts on a Discourse-Functional Approach to Japanese Grammar Professor Naomi McGloin (University of Wisconsin-Madison) *Vandenberg Room*	

12:00-1:30	**Lunch / Bookstore** *Michigan Room*	
1:30-2:00	**[Invited Presentation]** Development of The Japanese Oral Proficiency Test (JOPT): Targeting the educational environment and multicultural community at home and abroad (Interim Report) Professor Osamu Kamada (Nanzan University) *Vandenberg Room*	
	Location: Vandenberg Room	**Location: Michigan Room**
2:00-2:30	Interpreting Cultures: Teaching Japanese Through Interpreting Anna Zielinska-Elliott (Boston University)	Learning Other Perspectives Through Digital Storytelling Project Hisae Matsui (Princeton University)
2:30-3:00	Translation as a Strategy for the Mixed Ability Classroom Terumi Imai-Brandle (Wittenberg University)	Research on Oral Fluency Using Objective Measures: Its significance and actual computation of measures Atsushi Fukada (Purdue University), Kazumi Matsumoto (Ball State University), Maki Hirotani (Rose-Hulman Institute of Technology), Saori Masumoto (Purdue University)
3:00-3:30	Individualized Instruction for Advanced Japanese Etsuyo Yuasa (The Ohio State University)	The Corpus-Based Vocabulary List for Authentic Materials in Japanese Shinji Shimoura (Purdue University)
3:30-4:00	**Tea Break and Location Change to the University of Michigan Museum of Art (UMMA)**	
4:00-4:30	**[Invited Presentation]** Explication of Japanese Language and Culture by Using a Spatial Concept of "Uchi" and "Soto" --- A Way to Understand Hayao Miyazaki's *Anime* "Spirited Away" Professor Seiichi Makino (Princeton University) *UMMA Auditorium*	
4:30-5:30	**[Keynote Presentation]** Linguistics for Japanese as a Second Language: Objectives and Methodology Professor Michio Tsutsui (University of Washington) *UMMA Auditorium*	
5:30-6:00	**Drinks (Open Bar)** *UMMA Apse Hall*	
6:00-8:00	**Banquet** *UMMA Apse Hall*	

	Sunday, November 1 Venue: Michigan League	
8:30–9:00	**Registration / Continental Breakfast / Bookstore** *Concourse*	
	Location: Hussey Room	**Location: Michigan Room**
9:00-9:30	Developing Grammar Materials for Next Generations Yoshimi Sakakibara (University of Michigan)	Reconsidering online conversation partner activity from a perspective on nurturing intercultural communicative competency Kaori Deguchi Schau (Calvin College)
9:30-10:00	Yone as a Discourse and Pragmatic Marker in Blog-Messages Fumiko Nazikian (Columbia University)	What Does a Facilitator Do? The Teacher's Role in Japanese Extensive Reading Noriko Hanabusa (University of Notre Dame)
10:00-10:30	On-going, Resultative-only, or Both: Re-evaluation of Te-iru Using the Theory of "Energy Input" Yuki Johnson (Johns Hopkins University)	The Community Involvement Project: Featuring the Case of a Student Officer from the Extensive Reading Club Tomoko Shibata & Shinji Sato (Princeton University)
10:30-10:45	**Tea Break / Bookstore** *Concourse*	
10:45-11:15	**[Invited Presentation]** How MOOCs can transform education including learning of foreign languages Professor Shigeru Miyagawa (Massachusetts Institute of Technology, University of Tokyo) *Hussey Room*	
11:15-12:15	**[AP Japanese Panel]** ・AP Japanese Exam and as a Survival Strategy of the Japanese Program Professor Motoko Tabuse (Eastern Michigan University) ・Development of AI (Artificial Intelligence) Tutors for AP-targeted Japanese MOOC Professor Takako Aikawa (Massachusetts Institute of Technology) ・Post-AP Japanese: What AP Japanese Students Expect from Japanese Language Instruction at College Level Professor Yoshiko Mori (Georgetown University) *Hussey Room*	

	Sunday, November 1 Venue: Rackham Graduate School
12:15-1:30	**Lunch** *Assembly Hall*
1:30-2:45	**[Roundtable]** 1. Japanese language programs in the Midwest: Facts, issues and possible solutions 1) Teacher/TA shortage, lack of resources ("course share" as one solution) 2) Significant increase in the number of international students, and significant drop in the number of domestic students (and effect on domestic students?) 3) Decrease in the number of students in the third- and fourth-year Japanese courses 4) Decrease in the number of students majoring in Japanese (or East Asian Language and Culture Studies) 5) Decrease in the number of students taking advantage of Study-in-Japan Programs at sister schools Moderators: Mutsuko Endo Hudson (Michigan State University), Misumi Sadler (University of Illinois) 2. Japanese language programs in High Schools: Facts, issues and possible solutions 1) Declining number of students 2) Demanding teacher evaluation 3) 2-semesters or trimester 4) Varied student status 5) Overwhelming amount of work 6) Limited community involvement 7) Not enough time to collaborate Moderators: Harumi Cooper (Groves High School), Mina I. Mori (Athens High School) *Assembly Hall*
2:45-3:00	**Closing Ceremony / Door Prize** *Assembly Hall*

CATJ26 Proceedings:

- **To be published on the CATJ26 website in March, 2016**
- **Manuscript deadline: January 15, 2016**