



SEATJ 2025 Presentation Abstracts

Round 1

Session 1: Akiko Davis (Kennesaw State University)

Title: Maximizing Engagement: Creative Use of Padlet in Japanese Classrooms

Student engagement is essential to enrich educational experiences and to achieve positive outcomes. As educators, we continually seek effective strategies and activities that motivate students to engage and learn. Due to the advancement of AI technology, development of these activities is streamlined and can be done with greater creativity. In recent years, AI-assisted advanced features have been incorporated into many online tools including Padlet, enhancing collaboration, creativity, and interactive learning experiences. Padlet is a user-friendly digital education communication platform where teachers and students can post various types of content such as videos, drawings, images, audios, and webpages. In this presentation, the creative implementation of Padlet will be discussed with specific examples that can be immediately integrated into the Japanese curriculum. Feedback from a student survey will also be shared. Participants will discover the AI-assisted use of Padlet and how it can be used to engage students in meaningful tasks while facilitating peer communication.

Session 2: Hironori Nishi (University of Memphis)

Title: 英語の同音異義語からのカタカナ語の扱いについて

日本語の語彙中には、英語からの借用語がカタカナ語として多数存在している。本発表では、英語の多義語、同音異義語がカタカナ化されて日本語の一部として使用された場合に、カタカナ語としては多義語、同音異義語とはならない現象について考察する。一例を挙げると、英語の「strike」は野球競技についてのコンテキストで使用される場合であればカタカナでは「ストライク」と変換されるが、労働争議に関する場合は英語の「strike」は「ストライキ」とカタカナ化される。また、英語の「two」、「to」、「too」は英語での発音は同一であるが、それらの語がカタカナ化された場合は一般的には「two」は「ツー」となり、「to」と「too」は「トゥー」に変換される。本発表ではこのような例に関して、英語からカタカナ語への変換の際に同音異義語の回避のメカニズムが関与している可能性について考察する。また、本発表では英語の「read」と「lead」の両方がカタカナでは「リード」となる例のように、英語では同音異義語ではないがカタカナ語化された後は同音異義語になるケースについても考察する。

Round 2

Session 1: Ayaka Matsuo (Middle Tennessee State University) Aletha Stahl (Purdue University)

Title: Promoting and assessing students' intercultural competence in a Japanese culture course:
Development and evaluation of reflection materials

Intercultural competence (IC) is a critical skill set in today's diverse society and is even more emphasized in world language education. To help students develop such skills, Japanese language programs at US universities frequently integrate cultural courses into their curriculum. Motivated by studies that found the positive influence of lecture-style courses with guided reflection activities on students' growth of intercultural competence (e.g., Iseminger, 2020), we designed reflection materials for 13 Japanese cultural topics based on the Intercultural Knowledge and Competence (IKC) VALUE Rubric published by the American Association of Colleges & Universities (AAC&U). We designed them as teaching/learning materials for students to develop IC and as research tools for researchers to assess students' IC development. To evaluate the design and usability of reflection materials, we collected data from 19 university students enrolled in a Japanese culture course taught in English at a large US public university in the spring 2022 semester. As course assignments, they wrote reflections guided by the questions in the materials. Two authors read everyone's reflections, rated them based on the IKC rubric individually, and compared the scores. The materials worked well in general, but some did not: some yielded big discrepancies between the two raters, which were caused by the difference in our expertise and cultural backgrounds. Also, some failed to elicit target skills because of how questions were formed. In the presentation, we will detail the development process, strengths and challenges we found, and improvements for the materials to be better teaching/learning and research tools.

Session 2: Yumiko Matsunaga (University of Colorado Boulder)
Makiko Osaka (Hokkaido International Foundation)
Azusa Saito (Duke University)
Yoshimi Sakakibara (University of Michigan)

Title: ポストコロナでのヴァーチャル国際交流の意義を問う

コロナ禍以前から、テレコラボレーションやヴァーチャル・エクスチェンジを導入した外国語学習の研究がなされて来たが、コロナ禍を経て、その必要性・存在意義は一層明確になったと思われる。一方で、遠隔教育や異文化交流が引き続き盛んに行われている中、コロナ禍の収束に伴い、対面活動に戻って行ったものも一定数ある。本研究では、2020年コロナ禍で日本・アメリカ間で始まった会話テーブルの四年間の活動を振り返り、遠隔の活動が対面活動の代替ではない優位性があるか、将来に向けて改善可能な問題点があるか、考察する。まず、当該研究の会話テーブルの背景・運営・参加者の概要を紹介する。その後、2022年と2024年に行った参加者のアンケート調査結果から遠隔交流の参加者と参加動機の傾向を読み解く。次に、ブレイクアウトルームの参与観察の記録を基に、参加者がどのように交流しているのか、分析結果を簡単に紹介する。最後に、遠隔国際交流をクラス外のアクティビティとして外国語学習に有効に取り入れるための提案をいくつか行いたい。

Round 3

Session 1: Hyun Ji Kim (Kennesaw State University)

Title: Self-Revising a Project Script Using AI Tools

In today's educational landscape, it's increasingly common for students to use artificial intelligence (AI) tools to enhance their learning across various subjects. However, college Japanese instructors often

encounter student work with vocabulary and grammar that are either overly advanced or awkwardly translated. This suggests that many students are using AI tools for their assignments, but they may not fully understand how to leverage AI effectively for language learning. To address this issue, I developed a project for my second-year Japanese course in which students revised the first draft of a script using AI tools like Google Translate and ChatGPT. The project required students to create a presentation outlining their summer vacation plans, including their destination and planned activities. First, students wrote a draft in Japanese and used an AI tool to translate it into English. They then reviewed the back-translation to identify any mismatches in meaning, making adjustments as necessary. Next, students used AI to check and correct errors in their second draft. After comparing the AI's revisions with their own version, they selected which changes to accept and which to retain, reflecting on the discrepancies between the AI-generated text and their original choices. Finally, students submitted their revised scripts along with a reflection on their experience using AI tools. Many students reported that AI was helpful for identifying mistakes, but also pointed out limitations, such as inaccuracies in translations and expressions that did not match their current language proficiency level.

Session 2: Masato Kikuchi (Georgia Institute of Technology)

Title: Effectiveness of Subjective vs. Objective Construal in Teaching Motion Verbs in Japanese

Georgia Institute of Technology (In the context of Japanese language education, the traditional method for introducing the motion verbs "go" (行く) and "come" (来る) typically uses a two-dimensional schema. In this approach, the motion of agents is depicted as a sideways movement from one location to another. While this method is widely used, it has limitations in fully capturing the dynamic and subjective nature of movement. This paper addresses these limitations and proposes an alternative approach by introducing a subjective construal model within a virtual environment, where learners can experience agent movement in three dimensions. In the traditional two-dimensional model, the focus is often on an objective representation of movement, where the learner observes the motion of agents from an external perspective. This objective construal may oversimplify the complexity of motion in the real world, where the experience of movement can be deeply subjective and personal. To overcome this limitation, this paper suggests providing learners with a subjectively construed three-dimensional model of motion, in which they cannot directly see their own avatar's movements. Instead, they perceive the motion of their avatar and other avatars/objects from a subjective viewpoint—immersing them in the experience of motion from the perspective of the agent itself.

Session 3: Makiko Border (Takenoko Japanese Language and Culture School LLC) Kumiko Sakai (Takenoko Japanese Language and Culture School LLC)

Title: 近年の継承後研究と継承日本語学習者支援の課題

Heritage language (HL) studies have gained increased attention in recent years, highlighting the unique linguistic traits of HL speakers shaped by limited input and societal dominance of a stronger language. Research reveals regularities in HL grammars, resistance to ambiguity, and structural simplifications. However, challenges persist due to diverse HL profiles and limited data for comprehensive modeling. A unified framework integrating theoretical and applied linguistics is crucial for understanding HL competence and enhancing teaching strategies. Heritage Japanese learners (HJL) require further empirical research to examine their language behaviors and develop predictive models of competence. Artificial languages could be a promising approach, providing controlled environments to study vocabulary acquisition and bilingual word learning. By isolating linguistic variables, researchers can uncover the

effects of input and experience, benefiting both theoretical knowledge and practical teaching methodologies. HJL students often face challenges in traditional language classes and Japanese Saturday schools (hoshuko), where placement, curricula, and assessments fail to address their specific needs. Research shows these environments do little to enhance HL proficiency, perpetuating language gaps. This presentation will discuss how our program, operating outside mainstream systems, validates and nurtures students' linguistic and cultural heritage. By addressing placement, curriculum design, and individualized instruction, we aim to share strategies for creating more effective and inclusive HL education programs that support HJL learners.

Round 4

Session 1: Shinobu Watanabe (The University of Memphis)

Title: 日本語学習者の AI 活用状況調査とディスカッション課題の未来

近年の機械翻訳、人工知能 (Artificial intelligence) などデジタル機能の発達と普及により、多くの日本語学習者もさまざまなアプリケーションソフトウェアを用途に応じて使用していると思われる。そこで、過去 1 年間のメンフィス大学、日本語学習 2 年目前期のオンラインと対面学習者の、ディスコードサーバー内で行われているディスカッション課題の文章を分析する事で、対面コースを受講している学生、オンラインコースを受講している学生が、どの程度学習した文法や単語、またそれ以外を使用した文章で会話をしているかを把握する。この分析を通じて、従来のディスカッション課題の目的、目標、そしてゴールの変化の必要性についても考察する。加えて、学期末に AI 使用に関するアンケートを実施した結果も合わせて発表する。日本語学習者の AI 活用状況を把握することは、今後日本語教育における AI の適切な取り入れ方を考えるうえで重要であり、Mota (2024) が述べるように、AI 使用の利点を最大化し、欠点を最小限に抑えるための AI 規約作成の足掛かりになると考える。

Session 2: Enika Banerjee (UNC-Charlotte)

Title: Innovative Learning: Crafting a Student-Driven Internship Course

In the Spring of 2024, an innovative student-centered, project-based internship course was established to promote the Japanese Studies Program internally and externally. This presentation will delve into the creation and execution of this unique course, constructed by four dedicated fourth-year students. The course's central theme was to enhance the visibility and engagement of the Japanese Studies Program at UNC Charlotte. Students were actively involved in internal events hosted by the program, supporting the instructors and participating in various promotional activities. The course empowered students to take the lead in deciding the methods and strategies for promotion, fostering a hands-on, practical learning environment. During the presentation, we will introduce several key projects that were initiated by the students throughout the semester. These projects exemplify the students' creativity, initiative, and application of knowledge gained from their Japanese business courses. Students developed and enhanced their communication skills by engaging in these projects, fostering a stronger connection with the community, and effectively discovering their strengths and weaknesses to improve their career readiness. This course not only provided students with a platform to apply their academic learning in real-world contexts but also served as a bridge between the students and the broader community, highlighting the benefits of a student-centered, project-based approach in higher education.

Session 3: Junko Tezuka-Arnold (East Tennessee State University)

Miku Kubota (East Tennessee State University/JOI (Japan Outreach Initiative))

Title: JOI (Japan Outreach Initiative) と連携した日本語教育

本発表は、日本の文化教育支援プログラム「Japan Outreach Initiative (JOI)」の活動内容とその活動が日本語教育に与える影響について説明する。JOIは、国際交流基金が主催し、教育機関と連携して日本への理解を深めることを目指した取り組みである。このプログラムは、日本語を学ぶ学生達だけに限らず、教育者同士やその地域に住む人々に新たな交流の機会を提供し、異文化理解を促進している。実際に East Tennessee State University において、JOI との連携で行った授業内外両方の活動内容の例を紹介し、日本語指導への効果、学生の学習意欲向上についても分析する。参加者の反応を基に、JOI が地域社会の日本語教育にどのように貢献しているかを具体的な事例を交えてその内容を詳しく紹介する。また、日本語能力の向上や、日本文化への興味の変化、教育現場での成果についても言及する。今後の JOI プログラムの活動の可能性、日本語教育への今後の取り組みについても本校の経験を元に説明する。JOI がいかに日本語教育と国際理解に役立つかを理解してもらい、今後の日本語教育に役立てられることを期待する。

Round 5

Session 1: Ryan Lidster (UNC-Wilmington)

Title: 疑問詞+かの練習のための、AI を活用したインフォメーションギャップ活動

疑問詞+か(何か、誰かなど)は口語で頻繁に使用されるのに、教室での実践的な活動を計画するのは困難である。本発表で、その文法を自然に引き出せる、レベル別のインフォメーションギャップ活動をいくつか提案する。用意するのは様々な行動をしている人物の画像のみだが、その行動の目的語は明確でないのがカギとなる。例えば、不透明な水筒から飲み物を飲んでいる男性や題目が見えない本を読んでいる女性の画像が最適である。学生に半分ずつの名前が書いてあるプリントを配り、2人で「~さんは何をしていますか」と質問し合い、「Xさんは何か飲んでいます」や「Yさんは何か読んでいます」と答え、誰が誰なのかを教え合うタスクが完成する。また、関係節を促すため、同じ行動をしている画像を2枚ずつ用意すれば可能になる。学生が「~さんは誰ですか」と聞き、相手は「Xさんは何か飲んでいる男の人です」や「Yさんは何かを読んでいる女の人です」等と答える。タスク作成において最も難しい点は画像の準備なので、画像を迅速かつ大量に生成できる AI ツールは非常に役立つので、本発表でその画像生成の AI 機能を2つ報告する。

Session 2: Naho Maruta (Wesleyan University)

Title: 塀の中の日本語教育: 通常教育機関以外で教えることの意義

本研究は Prison Education プログラムを通して米国東海岸の某刑務所内で 2023 年、2024 年秋学期に筆者が行った初級日本語・日本文化のコースの実践報告である。Prison Education とは大学が地域の刑務所と提携し施設内で高等教育レベルのコースを提供する教育プログラムである。Davis et al.

(2013)は Prison Education プログラムを通して教育を受けた学習者はそうでない学習者に比べ刑務所に戻る確率が平均 43%低く、このプログラムが費用対効果に優れていることを明らかにし、更に学習者の出所後の雇用率向上の可能性も示している。これらの調査結果は Prison Education プログラムが学習者にとって有益であるだけでなく、社会全体にも好影響を与えていることを示唆しており、教える側も社会への貢献を実感できることに繋がると考える。本研究では筆者がこのコースを教えるに至った経緯、学習者の背景、言語・文化的知識の習得にとどまらない学習目標、刑務所という特殊で限られた環境下で授業を行う際に筆者が直面した課題や困難、それらに対応するためのコース内容の工夫等について述べる。また、学習者のニーズに合わせて 2024 年秋学期のコースに新たに取り入れた点や変更点にも言及し、刑務所のような通常の教育機関以外の施設で教えることの意義に触れる。

Session 3: Mizuki Mazzotta (Emory University), Yutaka Yamauchi (Soka University)

Title: The Impact of COIL on Japanese Language Learners' Development as Global Citizens

In today's globalized society, effective communication across diverse cultural and linguistic backgrounds is increasingly essential. However, enrollment in college-level world language courses in the U.S. continues to decline (Lusin et al., 2023). To address this, language courses must move beyond traditional language proficiency and classroom-based activities. This study presents a case study of a course on language usage in Japanese society that incorporated Collaborative Online International Learning (COIL). Ten U.S. undergraduates studying Japanese and five Japanese undergraduates studying English engaged in asynchronous exchanges via VoiceThread and synchronous exchanges via Zoom. They discussed Japanese culture, social concepts, and language use. During asynchronous exchanges, students alternated between English and Japanese, while they had the flexibility to choose their language in synchronous sessions. Pre- and post-exchange questionnaires were administered to evaluate the impact of virtual exchanges on language learning motivation, intercultural competence, and students' development as global citizens. Additionally, qualitative analysis of reflective essays identified emerging themes in student experiences. Results from the quantitative analysis showed that students perceived virtual exchanges as beneficial for language learning, experienced increased motivation, and developed a greater sense of global citizenship, fostering respect for cultural differences and interconnectedness. Qualitative findings revealed that students underwent transformative learning, gaining an appreciation for personal and cultural differences they had previously viewed negatively, which extended to a broader appreciation for diversity.

Round 6

Session 1: Chiaki Takagi (UNC-Greensboro)

Title: ありあわせライティング: Computer Translation を使わせない工夫

At SEATJ 2021, I presented my ideas and thoughts on second-year writing practice, comparing elementary level writing to cooking. It challenges students' imagination, creativity, and problem-solving skills. They must work with what they have to order to express their ideas and thoughts. Those who manage the writing assignment well are adept at substituting what they need with what they have. They can simplify their ideas to fit into the Genki context, much like making an "ariawase" bento from their refrigerator. This presentation is a sequential follow-up to the previous one.

Writing can be a frustrating process for beginning and intermediate students because their limited vocabulary and grammar knowledge prevent them from writing sophisticated sentences and fully expressing their ideas. Conversely, some students become desperate and unable to write, leading them to use computer translation out of frustration. This is an ongoing issue, as some students consistently use computer translation for their assignments. With the increasing availability of these devices, it is crucial for students to understand the importance of maintaining academic integrity.

To prevent the use of computer translation, we need to design assignments that are difficult to cheat on by limiting vocabulary and grammar structures and allocating writing time in class. These assignments should also help students navigate writing frustration. I will introduce the third-semester class writing assignment as an example. The presentation will also discuss how to support students who are not ready to write at the expected level and address grading for equity.

Session 2: Momoko Ishikawa (North Carolina State University)

Title: 日本語中級レベルの教室で社会問題を扱う

日本語の教科書として広く扱われている「げんき」には文法説明や単語のほか、カルチャーノートがついており日本の文化についても学べるようになってきている。日本の家やポップカルチャーなど日本の文化を楽しく学べるようなコンテンツが多いものの、ジェンダー不平等や多様なバックグラウンドを持つ人々への対応が不十分であるなど、日本社会が抱える問題についての言及はない。そこで、本校の五学期目の日本語のクラスで「やさしい日本語」と外国籍の住民が直面する問題、教育とブラック校則、ジェンダー問題などの社会問題について、各課の文法を学習後に補助的コンテンツとして日本語で学ぶ機会を作った。また学期末プロジェクトでは問題解決をテーマとして、日本社会で起こりうる問題についてどのように対処するかをトピックにし、スキットのビデオを作成させた。本発表では、この社会問題について考える授業を行った実践と手法について紹介する。

Session 3: Shinichi Shoji (Mie University), Chikako Mori (UNC-Charlotte)

Title: ZOOMでの日米会話練習：日本人学生からの印象

2024年10月から11月にかけて、三重大学とノースカロライナ大学シャーロット校（以下 UNC シャーロット）の間で行われた COIL 活動について報告する。この活動は、日本語と英語の学習者それぞれの語学演習を目的としたもので、UNC シャーロットの日本語学習者と、三重大学で任意で募集した日本人学生それぞれ19名が参加した。活動の内容は、双方の大学の学生どうしを1対1でマッチングし、それぞれのペアが週に1回 ZOOM で話し、これを4週間続けるというものであった。会話の時間は、1回につき、15分間英語で、15分間日本語と設定したが、時間は自由に延長しても良いものとした。会話の内容は、第1回目の会話を自己紹介とした以外は、UNC シャーロットの授業で使われた『とびら』に沿ってトピックを選定したが、会話の中で他のトピックに派生しても良いものとした。三重大学の学生を対象とした事後アンケートにおいては、参加学生の会話は「ほとんど常に」または「時々」スムーズに行われることが多かったこと、英語を使った会話の時間の方が長いペアの方が多かったこと、またほとんどの参加者が会話を楽しんだことなどが結果として得られた。

Round 7

Session 1: Yumiko Ono (Western Carolina University)

Title: Dismantling Jiko-sekinin: Ritashugi (Altruism) Assignments/Practice to Make the World Kinder

Jiko-sekinin, or the mindset of personal responsibility, is deeply ingrained in Japanese society. While it encourages accountability, this mindset can leave little room for self-compassion, which in turn diminishes the capacity for kindness toward others. This presentation continues the presenter's efforts, introduced at SEATJ 2024, to foster a kinder world through teaching Japanese language and culture in Western Carolina University's Japanese program. The goal is to shift from the rigid concept of tsuyoi

sekinin (strong responsibility) to yowai sekinin (gentle responsibility), equipping individuals with tools to embrace compassion for themselves and others. The presenter will share a variety of Ritashugi (Altruism) Assignments designed to cultivate kindness among students. Additionally, tutors and Supplemental Instruction (SI) leaders from upper-level classes are introduced to the concept of Yasashii Nihongo—a simplified and compassionate approach to Japanese—and encouraged to put it into practice. These assignments include reflective and action-based tasks that promote self-awareness and empathy. The presenter will also discuss students' reflections on these assignments, highlighting their growth and insights. As the world, including the U.S. and Japan, becomes increasingly polarized, there is an urgent need for deeper compassion and inclusive mindsets. By fostering a culture of altruism and empathy, students realize their power to make meaningful changes in the world, starting with themselves and their communities. This presentation also invites educators to rethink their beliefs: What kinds of assignments and practices can we create to inspire students to build a kinder world? Change begins in the classroom, and it starts with us.

**Session 2: Yoshimi Aoyagi (Chapel Hill Carrboro City Schools)
Natsuko Suwa (North Carolina School of Science and Mathematics)**

Title: 予算削減の状況下における High School 日本語クラスの維持; 十年間の実践報告と今後

We language teachers heard that West Virginia University would cancel foreign languages classes about two years ago. Our presentation at SEATJ "How Japanese Classes Survived Under The Big Budget Cut" in 2014 that started, "It started at the beginning of this year. We heard that our district did not have money therefore our district would put a strict policy on the number of the students." In 2020, we did our presentation, "ADVOCACY FOR JAPANESE LANGUAGE FROM HIGH SCHOOL TEACHERS' POINT OF VIEW" at SEATJ. In Japanese old saying, 歴史は繰り返す, history repeats. Since 2014, we have been presenting advocacy issues. In Chapel Hill Carrboro City Schools, just like 10 years ago, all the classes face this strict policy on the number of the students. A major language, Spanish, did not have much impact however, how about minor languages? By 2024, German classes and Chinese classes were gone. How about Japanese? Time passes and the needs from the society to language classes have changed, but have we language teachers adapted ourselves to these changes? We would like to examine the changes that have been happening these 10 years and discuss how we teachers should prepare ourselves for the future.

Session 3: Taeko Numata (Georgia State University)

Title: 学生による一人称単数代名詞使用の調査: COIL プロジェクト

このプロポーザルは、昨年の秋学期に行われた、Advanced Japanese 1 (AJ1) のクラス内における COIL プロジェクトの実践報告である。実際の日常生活において母語話者と会話する機会が乏しいアメリカの日本語学習者にとって、一人称単数代名詞（以下、一人称単数）を多様な状況に合わせどのように選択するかを理解することは難しい。一人称単数が一つしかない英語の“I”とは異なり、多様な一人称単数を持つ日本語は、その使用により、話者のアイデンティティマーカーの役割も担っている。その複雑な一人称単数の使用の理解を学生たちに深めてもらうため、日本語話者がどのようにその代名詞を選択しているか、またその使用によるアイデンティティの変化などの調査を日本の大学の協力により COIL プロジェクトとしてクラスに導入した。プロジェクトは、2 か国間の大学の時差及び複雑な回答が求められる点などを踏まえ、アシンクロナスのオンラインプラットフォームを使用した。また、このプロジェクトは、一人称単数の理解にとどまらず、学生の異文化コンピテンシーや言語をクリティカルに分析する意識の向上も視野に入れて取り組まれた。