

# **Research, Practice, and Theory of Japanese Language Education**

Proceedings of the 22<sup>nd</sup> Annual Conference of the Central  
Association of Teachers of Japanese (CATJ)

May 22-23, 2010

Purdue University

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## INTRODUCTION

The 22<sup>nd</sup> CATJ conference (CATJ 22) was held at Purdue University on May 22-23, 2010. The theme of CATJ 22 was “Research, Practice, and Theory of Japanese Language Education,” and featured fourteen paper presentations and two keynote speeches.

The fourteen presentations discussed wide ranges of topics that underscored the connection to the central theme, such as evidence-based reading and writing instruction in Japanese, learners’ linguistic and cultural competence development in a study abroad setting, teaching Japanese through content-based instruction, use of digital multimedia devices for teaching Japanese, and how aspects of recent second language acquisition theories can be applied to Japanese classrooms. In addition to these high quality presentations, we had thought-provoking keynote speeches provided by two prominent researchers: Dr. Mutsuko Endo-Hudson from Michigan State University and Dr. Nobuko Chikamatsu from DePaul University. Dr. Endo-Hudson, one of the most highly regarded educators of Japanese language, gave a presentation titled 昨今の日常日本語、およびその日本語教育への含み. Dr. Chikamatsu is a leading scholar in psycholinguistics and second language acquisition, and the title of her keynote speech was “Preparing students for life-long learning of Japanese: Content-based language instruction with integrative curriculum development approaches.”

CATJ 22 served as a gathering place for Japanese teachers and researchers to exchange ideas on teaching and research topics, and to seek opportunities for collaboration across disciplines.

On behalf of the CATJ, we would like to express our deepest gratitude for generous financial support from the following organizations.

The Japan Foundation, Los Angeles  
Department of Foreign Languages and Literatures, Purdue University

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May 2010  
Purdue University

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