Dear JSL members,

Thank you for your continued support. I would like to make two announcements.

First of all, our NL editor, Prof. Nozomi Takano has left JSL. She will soon be leaving Japan. We would like to express our gratitude to Nozomi for her hard work, valuable support, and her time in editing JSL Newsletter (NL), and joining our activities.

Miss Maki Hirono has taken over Nozomi’s position, and already started to work for our JSL Newsletter. Maki is the senior registrar, working at Temple University Japan Campus. As for JSL, she has taught Japanese language courses such as An Introduction to Interpreting in Japan.

JSL members, please welcome Maki, and enjoy reading our Newsletter.

JSL coordinator
Megumi Kawate-Mierzejewska

In this issue, starting with SIG news business reports, ‘Call for Papers’ by Sayoko Yamashita promotes journal articles for JSL SIG Journal #14. You can then read reports from the JSL SIG Shizuoka forum by Nozomi Takano, Peter Ross, Tim Newfields and Yan Yu, followed by another report from the co-sponsored seminar (JSL SIG and Tokyo Chapter) by Asako Yamaguchi and Kentaro Sawa.

Oliver Rose’s article comes next to describe three online/mobile kanji games which he has developed. Finally, Asako Yamaguchi provides JSL conference information, and the last page shows SIG membership information. I appreciate your continued support of the JSL SIG by providing articles, giving feedback and comments, and reading the JSL SIG newsletter.

JSL SIG New Newsletter Editor
Maki Hirono

IN THIS ISSUE

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Call for Papers
Shizuoka Forum Reports
Tokyo Chapter Seminar Report
Online Kanji Games
Conference Information
SIG Information

Call for Articles: JSL SIG Newsletter
Would you like to make a contribution to our SIG newsletter? We are accepting articles, JSL announcements, conference reports and reviews, interviews, lesson plans, book reviews, student essays, etc. from JSL SIG members and their students and colleagues. Write your article either in Japanese or English related to JSL/JFL. Send it by May 31, 2016 for the next issue to <jslsigjalt@gmail.com> with the subject header: [Newsletter Article]. We are planning to upload our Newsletter on the JSL SIG homepage (http://jalt.org/jsl/) periodically. Please clear the copyright issues when you use any images/photos.

JSL SIG Officers for 2015-2016
The JSL SIG also held the AGM at Shizuoka, and the JSL officers for 2015-16 are chosen as below.

Coordinator: Megumi Kawate-Mierzejewksa
Treasurer: Minami Kanda
Membership: Tamayo Hattori
Program: Kaori Asami
Publication: Sayoko Yamashita
Peter Ross
Takayo Hattori
Publicity: Kaori Asami
Yo Hamada
Webmaster: Tim Newfields
Newsletter: Maki Hirono

E-mail address: jsl@jalt.org
jslsigjalt@gmail.com
Website: http://jalt.org/jsl/

Self-introduction by New Newsletter editor, Maki Hirono

テンプル大学ジャパンキャンパス、学籍登録部の廣野真木と申します。本年度よりJSL
SIG役員としてニュースレターの編集を担当させていただきます。読みやすく興味深いニュースレターになるよう、努力してい
く次第です。皆様よりご意見、ご指摘をいただければ大変ありがたいです。ご協力宜しくお願い致します。

JSL SIG Table @ Shizuoka
We set a table to advertise the JSL SIG at the JALT 2015.
One of the great benefits in joining the JALT JSL SIG is participating in publishing your article in *JALT Journal of Japanese Language Education*, the refereed research journal of the JALT JSL SIG. We invite empirical and theoretical research articles, research reports, essays, or book reviews in the area of Japanese language education from JSL SIG members, their students, and colleagues. Call for papers will be open until May 31, 2016, and the journal will be published in spring 2017.

Submission Guidelines are as follows:

1. The author does not have to be a member of JALT JSL SIG at the time of submission.
2. Manuscripts submitted to *JALT Journal of JLE* must not have been previously published nor should they be under consideration for publication elsewhere.
3. Manuscripts should be either in Japanese or in English.
4. Include abstracts in both Japanese (no more than 300 characters) and English (no more than 150 words) preceding the main text.
5. Include five keywords both in English and in Japanese after the abstract.

Submission procedure:

Please submit the following materials as an email attachment in MS Word format to the editor indicated below:

1. Cover sheet with the title and author name(s).
2. One (1) copy of the manuscript, with no reference to the author: Do not use running heads.
3. Contact information sheet, including one author’s full address.
4. Manuscript with abstracts and key words in Japanese and English.
5. Biographical sketch(es) (no more than 50 words each)

**Submission Guidelines**

- Follow the APA style (6th edition) for English manuscripts.
- Fonts: Mincho (Japanese) 11-point and Times New Roman (English) 12 points. Single-spaced.
- Full-length articles must not be more than 30 pages, including tables, figures, notes (if any), references and appendices.

**Format:**

- Fonts: Mincho (Japanese) 11-point and Times New Roman (English) 12 points. Single-spaced.
- Full-length articles must not be more than 30 pages, including tables, figures, notes (if any), references and appendices.

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5. Include five keywords both in English and in Japanese after the abstract.

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**Call for Papers**

Almira, JSL SIG Newsletter, 2016 Spring Issue

**JALT Journal of Japanese Language Education, Volume 14**

Chief Editor: Sayoko Yamashita

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**Presentation Reports**

**JALT 2015 JSL SIG Forum Report**

*Place:* Shizuoka Granship, Room # 905  
*Date:* November 21st, 2015  
*Time:* 12:45 PM - 2:15 PM  
*Title:* How to become fluent *perapera* in Japanese?

**Moderator:**  
Nozomi Takano (Sophia University)

**Panel:**  
Timothy Newfields (Toyo University), Peter Ross (Tokyo Keizai University), Yan Yu (Tama University)

**要旨:** ペラペラになりたいという日本語学習者は多いが、「ペラペラ」とはどのような状態のことだろうか？まずは「ペラペラ」というレベルについて意見交換をした後、会話コミュニケーションスキル、読み書きスキル、日本文化理解の3点において、パネル（日本語学習者）の経験や学習方法を紹介し、会場からの意見や質問を交えながら討議を行った。

「ペラペラ」の定義は？

高野のぞみ

「ペラペラ」（perapera）という言葉を辞書で調べると、「外国語をよどみなく自由に話すさま」（デジタル大辞泉）である。外国語学習者にとって「ペラペラ」レベルになることは、憧れであり、将来の目標であると言えるのだろうか？ 日本語がペラペラになるということは、日本語学習者は実際には何パーセント位なのかを知るために、日本の大学で日本語クラスを履修している学生35人にアンケート調査を行った。

その結果、「ペラペラになりたい」と答えた学生は86%で、その理由は、“Can make more Japanese friends.” “Be able to read manga.” “Become able to live in the country.” “More work opportunities.” “To understand Japanese people and culture and Japan.” “I will be taken more seriously in Japanese society.”などが挙げられた。

Yan, Takano, and Ross discussing on the meaning of “perapera”
The Lonely Man's Guide to Oral Fluency in Japanese
Peter Ross

There are many ways to be fluent in Japanese. Some people are good at oral Japanese, others are good at reading and writing. Some have good grammar and/or pronunciation. Others have vast vocabularies. Some can interact smoothly in everyday life, while others are deeply interested in traditional crafts, music, literature, martial arts, etc. Some people are extremely proficient in a couple of these areas, but in my experience very few people manage to be good at more than a handful. For example, people who learn to read and write well typically end up with mediocre oral skills. And people whose oral language is relatively natural typically don’t learn to read and write very well. There are, of course exceptions to this observation. But, my impression is that there is simply too much to learn about Japanese for most people to master it all.

In addition, there is a more subtle reason why this is the case. Among other things, learning to speak Japanese naturally requires careful attention to the sounds, rhythm and melody of the language. However, Japanese is written in Chinese characters, a system of writing that annotates meaning rather than sound. In most cases, the monumental tasks of (1) learning several thousand characters and (2) remembering what they all mean pull learners’ attention away from their pronunciation.

This is not limited to learners of JSL. In fact, Japanese people sometimes don’t seem to care much whether they can pronounce words correctly or not either. For example, I have a friend named 桑原克巳. If you are a native speaker of Japanese, you probably read that confidently as くわばらかつみ. However, my friend’s name is actually くわはらまさみ. There are two important points here: (1) you couldn’t know from the kanji how to pronounce this person’s name correctly, and (2) if you are like most Japanese, you neither notice nor cared. This simply was not important to you. You were much more focused on meaning of the kanji than the pronunciation.

Tips for Gaining Fluency in Oral Japanese

The qualities you need to become good at Japanese depend, of course, on what aspects you want to master. For example, people who learn to communicate well orally find several attitudes and strategies helpful. Some of these other more obvious than others.

(1) Very few people are good teachers, but almost anybody can be an informant, and
(2) There is far too much to learn about Japanese for anyone to ever teach you all of it, so
(3) Don’t expect somebody to teach you everything. Plan on figuring out most things for yourself.
(4) Find ways to strike up conversations with Japanese people. For example, if you don’t have a watch, you have a good reason to ask people what time it is all day long!
(5) Language is the territory; grammar is a just a map. Grammatical rules do their best to describe how languages work, but are often incomplete, incorrect and/or misleading since they are just descriptions created by people. If Japanese doesn’t seem to follow the grammatical rules that you learned, don’t get mad at Japanese; find or make rules that work better for you!
(6) Avoid spending time with people who speak the language(s) you know well.

Instead, spend as much time as you can interacting with Japanese people in Japanese. Experience and interaction are your best teachers.

(7) Spending all your time with Japanese people can be lonely, especially at the beginning when you can’t speak enough Japanese to communicate well. It may be frustrating and unpleasant at first, but think of it as an investment. This discomfort is helpful since it motivates you to learn. And once you have learned to communicate in Japanese, you will have a whole new group of friends! No pain, no gain!

Guide for the Illiterate

As explained in more detail above, for most learners it is difficult to become good at both speaking/listening and reading/writing. In my case, I haven’t bothered to learn many kanji. The result in my case is that my vocabulary is somewhat limited, and I can’t read or write very well. However, people whose opinions I trust tell me that my spoken Japanese is relatively natural. Here are some tips for getting by in Japan without being able to read or write well.

(1) A little reading skill goes a long way. If you can read kana and a few basic kanji, you can often use your understanding of the context and background knowledge to figure out what a passage is about. For example, I can tell when I get a letter from my university’s Academic Affairs Office (Kenkyuuka) because I recognize the kanji 研 in the header – even though I can’t read the rest of the kanji. I can also tell that it’s a meeting announcement if it includes a date, time and room number. In conclusion, you don’t have to understand every kanji to be able to grasp the gist of a written document.
(2) You can ask someone else to read things for you. Some people ask their wife, husband, girlfriend, boyfriend, etc. for help. Others pay someone to do this.
(3) If you can’t read, but do understand spoken Japanese (like me), you can use software to read aloud to you. This function is included in the Macintosh operating system and recent versions of iOS, the operating system for the iPhone and iPad. Similar software is also available for other operating systems.
(4) Finally, being illiterate is, obviously, inconvenient in some ways. However, at the same time, since it forces you to rely on other people, it creates more opportunity for interaction – which is the best way to improve your spoken Japanese.

Picking up Japanese Culture

All cultures are made up of people. All people share a similar (but not identical) range of drives and motivations, which they express through similarly (but not identically) designed bodies. The more basic these drives are, the more similar they are likely to be across cultures. The more arbitrary or superficial these drives are, the more likely they are to differ across cultures. To summarize, cultures are both similar and different.

You can combine this analysis and a basic knowledge of what Japanese emphasizes to create a kind of map to guide you in guessing when Japanese behavior is likely to be similar to your culture’s, and when to allow for the possibility that it might be different. For example, Americans find picking up a soup bowl and drinking directly from it rude. But for Japanese, this is normal behavior. I find this easy to accept as a fairly superficial and arbitrary difference.

You can guess what people’s motivations are based on the context and your background knowledge of what people’s basic drives are. You can pick up
日本の語学習能力を高める
オンラインツール

Tim Newfields

日本語での読み書き能力を高める
オンラインツール

Tim Newfields

日本の多くの人が、日本に住んでいるうちに自然と日本語で聞く、話すスキルを身につけます。しかし、読み・書きの上達は困難です。生田英子子（2013）は示唆するように非母国からの学習者にとって、特に読み・書きの上達は困難です。ここで、日本語で流暢に読み・書きが可能になるオンライン資料を紹介します。

(1) Anki
Ankiは、1980年代に日本に住んでいたオーストラリアの英語の先生によって作成された学習ツールです。彼はまた、日本語を学ぶためにこのソフトウェアを作成しましたが、多くの学習者に使用することができるのです。www.anikirs.netからクロスプラットフォーム・プログラムをダウンロードした後、選択した領域のカードデッキをマスタリングすることができます。

多くの日本語学習デッキはwww.decks.jp/japaneseで利用できます。Ankiはコンピューター画面に学習者が見ることに必要なアイテムを表示し、頻繁に繰り返すことで学習をより効果的にします。フラッシュカードの項目は、学習者のレベルに合わせることができます。逆に簡単なカードは、あまりコンビューターに表示されません。そのため、Ankiは、学習者の記憶に残っていきやすい漢字を更新する有用なソフトです。

Ankiの作成者によると、Ankiは完全な言語学習プログラムというより、道具箱の中の一つのツールのようなものです（Lewis, 2013）。

(2) Lang-8
Lang-8（www.lang-8.com）は、2006年に始まった言語交換ネットワークのウェブサイトです。現在、90カ国語を学習する75万人以上の登録ユーザーがいます。4分の1以上のユーザーが日本語の母国語者で、JSL学習者に最適です。

Lang-8の仕組みについて説明すると、まずユーザーがネイティブではない言語（例えば日本語）で書き、その言語のネイティブユーザーからフィードバックを受け取る仕組みです。

私は、日本の読書書きスキルを改善する上でLang-8が大きな助けとなったことに気付きました。しかし私は、4つの注意点があると考えます。

まず、誰でもどのような言語でも訂正できるため、訂正の品質は多少バラつきがあります。

次に、多くのインターネット・フォーラムのようにLang-8では、ユーザーが書き込むテキストにフィードバックを与えることで成立します。そのため、修正をお願いするときには、自ら他のユーザーの修正をするという、交換役割が必要です。

最後に、Lang-8はGoogleブラウザが必要です。また、日本語学習者には、http://2ちゃんねる速報.com/2ch/page47.htmlのサイトもあります。

(3) 日本語能力試験の練習資料
日本語能力試験の為に勉強したい方は、JLTPのすべてのレベルのサンプル問題をwww.jltp-practice.comからご覧いただけます。また、4級と5級についての情報は、jltppractice.comからご覧いただけます。それぞれのJLTPレベルに必要な漢字は、ysoda.com/el kanji.htmlのサイトを atenção

(4) 日本語のニュース・サイト
日本語初心者には、NHKニュース・ウェブ・イメージ（www3.nhk.or.jp/news/easy/）が役立ちます。画面には、多数のふりがな付きのニュース記事が表示されます。このウェブサイトの記事に慣れるうえ、一般的NHKニュース（www3.nhk.or.jp/news）が利用できます。多くのニュースは政治関係の視点で書かれています。このサイトを使うには、http://2ちゃんねる速報.com/2ch/page47.htmlのサイトもあります。

(5) ERIN
日本財団は、8つの言語のインタフェースを持って、包括的な言語学習サイト（www.erin.ne.jp）を作成しました。このサイトの資料は初心者向きで、フラッシュプレイヤーとJavaScriptの両方必要です。それでも、それは無料日本語学習の良い情報源です。

(6) Maggie Sensei
maggiesense.comは、短いダイアログの形で、日本語学習者にとって魅力的な教材のあるウェブサイトです。このウェブサイトは、2008年に日本に在住する2人の英語教師によって作成されました。日本語の文法の説明は、とても明確です。コンテンツの多くがローマ字で書いており、漢字を読めない方には便利です。

私の発表では、日本語の読書・書き能力を高めるための無料オンライン・リソース

Newfields explaining several Japanese writing online tools
だけでなく紹介しました。まだ紹介してない資料はたくさんあります。また、無料資料を紹介しましたが、手頃な有料学習資料もあります。今後、日本語学習のスマートフォンアプリについても紹介します。

この記事の日本語訳を協力してくれた神谷卓代氏と吉田典子氏に感謝します。

参考文献
Lewis, B. (2013年11月4日)。「ダミアン・エルメスとのインタビュー」取得：
http://tinyurl.com/hfzzyx
生方恭子 (2013年)。「初級日本語クラス、非漢字学習者をを迎えての現状」取得：
http://www.3anet.co.jp/ja-relation/katsuyokoza17/2611/
*英語版は下記をご参照下さい。
http://jalt.org/jsl/PDF/Newfields-e.pdf

日本文化理解
Yan Yu

Culture includes various aspects, e.g. customs, arts, social interactions of people, religion(s), language, food, traditions, literature, the lifestyle, and so on. Based on my experience, I will share how I tried to learn Japanese culture. I will also list a few examples of Japanese culture that I still cannot get used to.

Learning Japanese Culture:

1. Learn language and customs by joining mothers’ gathering!
   I actively joined the mothers’ gathering of kindergarten and elementary school when my daughters were little. I learned both various Japanese expressions and ways to entertain and invite friends at home. For example, Japanese people often say: “Yokattara” (If it is ok), please come and join us when they invite other people.

2. Try to be active and take part in community activities!
   There are many kinds of events and festivals in Japan every year. It is fun to be part of these activities. What’s more, these seasonal events make it possible for foreigners to experience a variety of Japanese cultures. For example, it is very interesting to go to “Bonodori” (a kind of traditional Japanese dance) in summer and take part in “Akimatsuri” (Festival in fall).

3. Get familiar with various customs and habits by reading books, magazines, and watching TV programs!
   I learned different cultures by reading Japanese novels. I also learned to cook Japanese food by reading cooking magazines and watching cooking TV programs.

   Customs and habits that I still cannot get used to:

1. Taking bath together with family at home? (It is ok at Onsen)
   In my culture, it is acceptable to take bath with pre-school children. I feel uncomfortable about some Japanese parents taking bath with their children who are not pre-school children, especially father and daughter or mother and son together.

2. Eating dumpling together with rice or ramen?
   When we cook and eat dumpling, we do not need rice or ramen. We never have them together.
審査員の記事
単語が調べたアプリ
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言語の

中にある単語の復習といったことに役立ちます。そして他にもこのような重要な特徴があります。

各タイプには以下のような表示が可能で
あるので文章としての練習もできます。

第一言語または第二言語の定義、絵、ク
イズ形式問題、音声読み上げといった
様々な種類のヒントでプレイできます。

ゲームによる合計得点が表示されるため、
教師が例えば"500点を獲得して獲得した
画面のスクリーンショットを今週木曜に
メールで送って下さい。"といった宿
題として使用することもできます。

このような読み聞き両方のスキルで漢字、
語彙、文法練習などの学習ができるとても
多様性のあるアプリとなります。

3. Kanji Crush Game

これば携帯ゲームで人気のある"Bejeweled"や"Candy Crush"の様な連鎖ゲームです。
しかし、このゲームの
学習目的は個々の漢字の読
み方と語彙を認識していく
こととなります。プレイヤー
は全く同じ漢字を3つ並べなければなりませんが、画面中に漢字にそし部首
が同じ4つある漢字が含まれているの
で、これはそういった漢字をそれぞれ認識
して記憶していくことに良い練習と
なります。ゲームモードを変えれば漢字方と部首
同じ漢字を1つ連結させるといったチャレンジになり、"語彙と同じ漢字"だと、例えば
「木、森、林」そして一番難しいモ
ードでは「音読みが同じ」となり、例えば
「木、気、着」を3つ並べることになります。
このゲームでは楽しみながら学
習できるよう、お話司をモーニングにしたキャ
ラクターたちを集めたりといった様々なゴ
ールが用意されています。

ゲーム詳細: http://www.kanjigames.com/
www.appstore.com/kanjigames IOS用アプリ
KanjiGames&hl=ja Android用アプリ
The 18th Research Conference (2016) JALP (Japan Association for Language Policy)
日本語政策学会第18回研究大会(2016年) 日本言語政策学会
June 11th(Sat), 2016 - June 12th (Sun), 2016 http://jalp.jp/wp/?p=1196
Venue: 大東文化大学板橋キャンパス
(Takachiho Campus, Daito Bunka University, Tokyo)

The Japan Second Language Association (J-SLA) Early Summer Research Forum 2016
日本第二言語学会 初夏の研修会
June 19th (Sun), 2016 http://www.jsla.org/event/2016-early-summer/
Venue: 京都女子大学 (Kyoto Women’s University, Kyoto)

The 25th Research Forum on Japanese-Language Teaching
Koide Kinen Society for Japanese Education
第25回 小出記念日本語教育研究会
July 2nd (Sat), 2016 http://koidekinen.org
Venue: 国際基督教大学 (International Christian University, Tokyo)

Educational Research and Development Forum 2016 –Kanto Area–
by the Society for Teaching Japanese as a Foreign Language
公益社団法人日本語教育学会
August 6th (Sat), 2016 August 7th (Sun), 2016 http://www.nkg.or.jp/en/kenkyu/forum/kk-forum.htm
Venue: 東京外国語大学 (Tokyo University of Foreign Studies, Tokyo)

JSL SIG Membership Information

The Japan Second Language Association (J-SLA) Early Summer Research Forum 2016
日本第二言語学会 初夏の研修会
June 19th (Sun), 2016 http://www.jsla.org/event/2016-early-summer/
Venue: 京都女子大学 (Kyoto Women’s University, Kyoto)

JSL SIG Mission Statement
The mission of the Japanese as a Second Language Special Interest Group (JSL SIG) of the Japan Association for Language Teaching (JALT) is to serve as a resource for promoting JSL/JFL teaching, learning, and research. We welcome JSL/JFL teachers, learners, and researchers to join and take an active role in our SIG.

JSL SIG Membership
The JSL SIG currently has around 45 members. To expand our network and share JSL information more dynamically, invite your colleagues and friends to join!

Benefits of being a member:
1. Contribute a paper to the peer-reviewed JALT Journal of Japanese Language Education, which is published bi-annually.
2. Receive three SIG newsletters per year.
3. Contribute articles, conference reports, teaching ideas, students’ essays, call for papers, etc. to the SIG newsletter.
4. Present at the PanSIG conference (refer to the PanSIG official website).
5. Attend JSL SIG meetings and workshops.

* Please refer to the JALT Home page for more information.

Venue:
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