



全国語学教育学会 日本語教育研究部会  
JALT Japanese as a Second Language Special Interest Group

JALT JAPANESE AS A SECOND LANGUAGE  
NEWSLETTER 10 (1), [serial 22], Early Spring 2013

### 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 teaching, learning and research. We welcome JSL teachers, learners, and researchers to join and take an active role in our SIG.

### Message from the Coordinator

Dear JALT JSL SIG members,  
The JSL SIG will be co-hosting this year's Annual Pan-SIG Conference. It will be held on May 18-19, 2013 at Nanzan University in Nagoya. We encourage all interested members to submit a proposal on some aspect of JSL and language learning. Details are listed here: [http://www.pansig.org/2013/JALTPanSIG2013/Call\\_for\\_Papers.html](http://www.pansig.org/2013/JALTPanSIG2013/Call_for_Papers.html) The deadline is February 15, 2013. We look forward to seeing many of you in Nagoya.

Megumi Kawate-Mierzejewska



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### Message from the Newsletter Editor

I hope that you have started the year 2013 smoothly, and this year brings you lots of fruitful experiences and results. In this issue, two new officers, Ms. Hattori and Ms. Okada, send their greetings on Page 2. On Pages 3-4, Ms. Terayama, Mr. Lehner, and Prof. Choo report about their exchange programs. After that on Page 5-6, Dr. Kambara's Featured Article (Part I) appears, and Dr. Ishizuka introduces her new book, "The passive in Japanese" on Page 7. Finally, Prof. Yamaguchi provides some information about an upcoming academic conference on Page 8. Feedback on any of these articles is truly appreciated either directly to the author or to the editor. Thank you for your continuing support and cooperation. I especially want to thank the contributors to this issue.

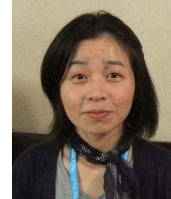
- Nozomi Takano

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### ■JSL SIG new officers■

At the last JSL SIG Annual General Meeting in Hamamatsu, two officers were newly elected. Tamayo Hattori is our new membership co-chair, and Kozue Okada is our co-director of record.



Hi, my name is Tamayo Hattori. It is a great opportunity for me to get more involved in the JSL SIG and to work with you all. I was born and raised in Nagano. My hometown is on the border between Nagano and Aichi

prefecture (2.5 hours from Nagoya City). Due to its local dialect, I say some Japanese words with a different accent. For example, I pronounce *kutsu* (=shoes) with a high pitched 'ku'. Fortunately, Tokyo friends of mine always remind me of this difference. My interests include immigrant point-of-view and pluralism since I wrote an undergraduate thesis on Asian-American literature in the North America. Currently, I work with children with foreign roots while teaching Japanese to international students. More I teach, more I learn--indeed, teaching is a great career.



My name is Kozue Okada. When I attended my first JALT conference, I got to know the JSL SIG. Internationalization in Ehime is increasing as the prefecture

welcomes greater numbers of people from other countries. I am supporting them as one of the members in Ehime JASL. However, I have to realize that I need to study Japanese more deeply in order to answer the various questions. I am therefore happy to be a member of JSL and I would like to get information about countries that offer Japanese as a school subject.

### JSL SIG Officers

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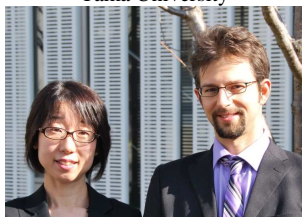
<http://jalt.org/jsl>

**Exchange Program: Introduction to Japan**

Daniel Lehner [daniel@tama.ac.jp](mailto:daniel@tama.ac.jp)

Hiroko Terayama [terayama@tama.ac.jp](mailto:terayama@tama.ac.jp)

Tama University



There are many obstacles that are keeping some foreign students from taking the trip of their dreams to Japan. As one student expressed, “studying abroad expenses in Japan are relatively high and I would not want to increase my parents’ burden financially.” Tama University’s School of Global Studies (Tama SGS) has recently recognized that not all students are in a situation to travel to Japan and that even those who are in such a position might not justify the expense just for a few weeks of sightseeing or language learning. Keeping this group of students in mind, Tama SGS has developed a short-term study tour with some of its partner universities around the world. Recently, Tama has joined with RMIT University in Australia and Nanyang Polytechnic University in Singapore to offer short-term study tours that integrate Japanese culture with academic studies.

The first group of students arrived in Japan in February 2012. The 13 students of varying academic backgrounds came to Tama SGS ready to study Japanese language and culture. Although there was a focus on language skills, students were also able to get a “true” Japanese experience by staying with host families in the city area, experiencing a tea ceremony while wearing kimono, making rice cakes, going on field trips to museums and cultural hotspots such as a sumo tournament and even a Hakone onsen trip. Throughout their visit they were guided and assisted by Tama SGS student

buddies, in turn providing both parties with a chance to interact and learn from one another in a natural environment.

Not long after the Australian students were on their way home, plans began for the next group of students. This time 14 students from Nanyang Polytechnic in Singapore (all with an interest in Hospitality Management) would arrive in October. This program was a far cry from many hum-drum programs that offer only language studies and culture. It was packed with excursions to hotels, businesses, factories, cafes, and popular tourist destinations around the Tokyo area. Between the excursions, students were integrated into the Tama SGS lectures alongside Tama SGS students to study hospitality management related courses as well as basic Japanese language and culture. “The cultural activities are the ones that I enjoyed the most,” said one student. Although the main focus was hospitality management, students seemed to be most interested in traditional Japanese culture and Japanese language as it is something they never had a chance to study in their home country. Through activities such as tea ceremony, calligraphy, onsen trip, and a Tokyo tour - all of which were guided and assisted by Tama SGS students - Nanyang Polytechnic students were able to learn about Japanese culture and language. However, Tama Students were also able to learn about Singaporean Culture and language and gain insights into how Singaporeans view Japan. This trip provided both parties with chances to learn about culture and language while earning much needed credits toward their degrees at home.

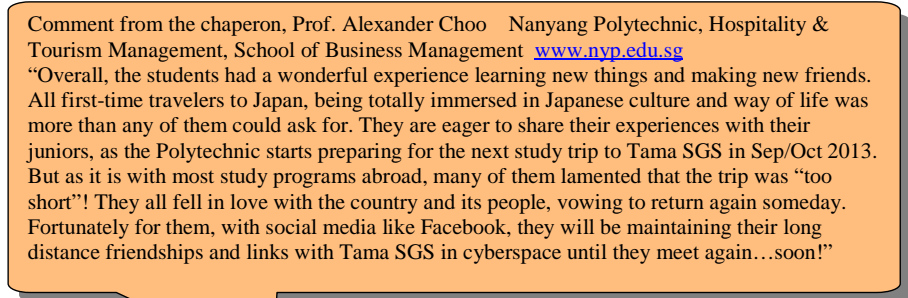
What educators and institutions in Japan can take away from this is that as Japan looks to further diversify its campuses it will be necessary to consider and understand international students’ economic situations as well as the cultural and linguistic barriers in order to create welcoming environments in which all students, including Japanese, can thrive.

[www.tama.ac.jp/english/sgs\\_overview.html](http://www.tama.ac.jp/english/sgs_overview.html)



All students wore Kimono and tried green tea. Great authentic experience, but Seiza was tough!!

RMIT University students experiencing Sado



Comment from the chaperon, Prof. Alexander Choo Nanyang Polytechnic, Hospitality & Tourism Management, School of Business Management [www.nyp.edu.sg](http://www.nyp.edu.sg)  
 “Overall, the students had a wonderful experience learning new things and making new friends. All first-time travelers to Japan, being totally immersed in Japanese culture and way of life was more than any of them could ask for. They are eager to share their experiences with their juniors, as the Polytechnic starts preparing for the next study trip to Tama SGS in Sep/Oct 2013. But as it is with most study programs abroad, many of them lamented that the trip was “too short”! They all fell in love with the country and its people, vowing to return again someday. Fortunately for them, with social media like Facebook, they will be maintaining their long distance friendships and links with Tama SGS in cyberspace until they meet again...soon!”



Nanyang Polytechnic University students experiencing Shodo

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**Japanese Thought and Language ①:**

**What is Academic Language?**

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**1. Introduction**

This article was originally prompted by the question: is academic Japanese the same as academic English with respect to its logicity and rationality? Behind this question is yet another, deeper question: what underlies Japanese thought? The author has been studying bilingualism in the framework of immersion education and came to have a special interest in mastering academic language, which is considered as one of the goals of bilingual education. I believe that bilingualism should aim at developing academic language in the first language as well as in the target language.

Concerning academic language, its concept has been well recognized since Cummins (1979, 1981a) distinguished it from social language, which is termed *Basic Interpersonal Communication Skills (BICS)*, and it was formally termed as *Cognitive Academic Language Proficiency (CALP)*. Yet, the definition of academic language varies as many scholars have been attempted to interpret it in their own as Zwires (2008) defines academic language as “a variety or a register of English used in professional books and characterized by the specific linguistic features associated with academic discipline’ and ‘... a set of thinking skills and language abilities used to decode and encode complex

concepts”. Moreover, Diaz-Dico and Weed (2002) define academic language proficiency as “...the abilities to construct meaning from oral to written language, relate complex ideas and information, recognize features of different genres, and use various linguistic strategies to communicate.” (Dutro and Moran, 2003 in Zwires, 2008).

We would like to think that academic Japanese could be encapsulated in the same definition as academic English. But in this case, we can say that it is the same only if academic Japanese is to follow a global standard. For instance, instruction manuals for undergraduate and graduate reports or theses follow the standards of paragraph writing common in English language communities, which means that those books can be regarded as translated versions of instruction books for paragraph writing in English-speaking countries. The Western style of paragraph organization represents a global standard. What is considered “logical” according to that standard has been adopted by various countries around the world. Here, it should be noted that academic language in general is rooted in the systematic thinking style traditionally developed in the Western thought. A fundamental component of that is its rhetorical tradition and we cannot attempt an overview of academic English without paying attention to that.

By contrast, it is very difficult to come to a clear understanding of what underlies academic Japanese, which seems to be rather vague and hard to grasp in its essential concepts. Thus, looking back on the history of Japan, examining the influence of imported knowledge, in particular, the influence of Chinese words in Japanese language would be a way to access the answers to the questions because appreciation of Chinese words (hereafter *Kango*) Japanese came to use the written system. *Kango* have impacted the Japanese language and have affected Japanese discourse structures and thought over time. If so, does Japanese indigenous

thought still exist in modern Japanese mind? Or has the Japanese thought changed by the adapting *Kango* to Japanese over time?

All those questions mentioned so far can be summarized into two major research questions below: 1) the root of Japanese thought, and 2) the influence of *Kango*. According to the questions, the difference of the viewpoint of ‘the world’ or ‘the nature’ between Western thought, which is originated in Greek philosophy and is considered to be a logically strong thinking style, and Japan is examined first. Second, how *Kango* has influenced Japanese syntax and literature is examined. Finally, the relationship between the Japanese thought and the Japanese language, which was greatly influence by adopting Chinese words is examined and discussed, and if the characteristic features related to ‘Academic Japanese’ can be derived from the findings set forth in two research questions as follows:

1) Is Japanese indigenous thought logical as Western thought which is rooted in Greek philosophy?

2) How have Chinese words been adapted into Japanese and influenced Japanese thought?

**2. Method**

In order to answer to the questions posited above, the following literature was investigated. The literature is categorized into three major issues. The facts and views related to the questions in the literature were collected and examined. Three categories and the literature are listed below:

1) The western thought and the Japanese thought: These were compared in the light of the view of the world (nature) because it was assumed that peoples’ views of the world, universe, and nature are deeply related to their thinking patterns. Furthermore, the author presumes that those thinking patterns should be categorized by ‘logicity’. Thus, the author referred to are

*The introductory book of anti-philosophy* (Kida, 2000), *The history of anti-philosophy* (Kida, 2010), *The thought of forest saves the world* (Umehara, 1991), *The deep root of Japan* (Umehara, 1994), *The cultural interaction of the West and the East* (Nakamura, 1998) and *The Ancient thought* (Nakamura, 1998).

2) Discussion of the logicity of Japanese thought: This should be associated topic with 1) but more practical explanation is needed. Thus, books covering perspectives of Japanese thought were referred: *The theory of Japanese* (Aida,1972), Japanese Intelligence and Japanese language (Sakakura, in *Japanese thought*. ed. by Sagara, Bito, Akiyama, 1983), the ancient Japanese intellectual thought in *The formation of ancient Japanese intellectual class* (Kamei, 1985).

3) Influence of Chinese words (*Kango*) in Japanese writing systems, syntax, literature: Regarding writing systems, the books covering how Chinese words were adapted and were modified into two Japanese alphabets were referred. Regarding the influence of adapting Chinese words in Japanese syntax, Japanese intelligence and language (Sakakura, in *Japanese thought*, 1983) was referred. With respect to the influence of adapting Chinese words in Japanese literature, *A reader for writing* (Mishima, 1973) was referred.

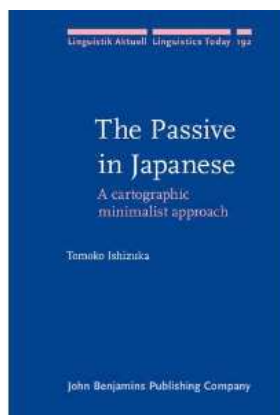
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Continue to the next issue in summer 2013.





**The Passive in Japanese:  
A Cartographic Minimalist Approach**



John Benjamins Pub Co; Bilingual  
2012/9/15 Language: English  
ISBN-10: 902725575X  
ISBN-13: 978-9027255754

This book describes and analyzes the passive voice system in Japanese within the framework of generative grammar. The passive voice is one of the most central and indispensable constructions in Japanese; it is extremely rich and unique. In particular, its descriptive generalization and classical syntactic analysis have played a significant role in analyzing the passive constructions in other Asian languages.

The widely-adopted view is that at least two homophonous passive *-rare* morphemes need to be posited to account for different properties associated with two types of passives—direct and indirect. However, this is not necessarily a desirable conclusion given that all the usages of *-rare*, including potentials and spontaneous, are said to have arisen from a common source. This book is the first to succeed in providing a unified analysis that assumes the existence of a single passive morpheme *-rare* with invariant lexical features.

The book advances a simple minimalist account in which various passive characteristics emerge from the lexical properties of a single passive morpheme *-rare* interacting with independently-supported syntactic principles and general properties of Japanese. The book not only reevaluates numerous properties previously discussed within the literature but also introduces interesting new data collected through experiments. The novel analysis has also benefited from considering the important issue of interspeaker variability, in terms of grammaticality judgments and context requirements. The book will be of interest not only to scholars working on generative grammar, but more generally to people teaching and learning Japanese and scholars working on experimental syntax, language acquisition, and sentence processing.

**Table of contents:**

1. Towards a unified theory of Japanese passives
2. The passive morpheme *-rare*
3. The derived subject in the passive
4. *Ni*-passives, *ni-yotte*-passives, and short passives
5. Revisiting the literature
6. Further support for movement
7. The extra-thematic passive
8. Conclusions

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**Conference Information**

**Asako Yamaguchi**  
Temple University Japan

“2013 AATJ (American Association of Teachers of Japanese) Annual Spring Conference”  
March 21, 2013 @San Diego, California.  
<http://www.aatj.org/conferences/spring/index.html>

“Cognitive and Functional Approach to the Study of Japanese as a Second Language – Pre-ICLC12 Symposium –”  
June 21, 2013 @Banff, Alberta, Canada.  
<http://www.nkg.or.jp/kenkyu/2012/NKG121106Pre-ICLC12.pdf>

“2013 Summer M.A. Program in Japanese Pedagogy at Columbia University”  
June 3 -August 2 @Columbia University, US.  
Deadline for application: February 15th  
<http://www.nkg.or.jp/kenkyu/2013/NKG130108ColumbiaSummer.pdf>

“39th Annual International Conference on Language Teaching and Learning & Educational Materials Exhibition  
*Learning is a Lifelong Voyage*”  
October 25 – 28 @ Kobe Convention Center Portopia <http://jalt.org/conference>



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**JSL Newsletter**

Would you like to make a contribution to our SIG newsletter by sending your article to us? We are accepting articles, book reviews, conference announcements, conference reports, conference review, interviews, lesson plans, student essays, etc. from both JALT JSL members and colleagues. It would be appreciated if the author of the article send his/her contribution both in Japanese and English to the editor, **Nozomi Takano**, [nozomitakano@yahoo.com](mailto:nozomitakano@yahoo.com). The deadline for the next issue is **May 31, 2013**. Looking forward to receiving your contribution.

**JSL Members**

The JSL-SIG currently has around 70 members. To expand our network and share JSL information more dynamically, please invite your colleagues and friends to join us!

**Benefits to be a member :** Be able to

1. contribute a paper submission to the peer-reviewed *JALT JSL-SIG Journal*, which is published bi-annually.
2. receive three SIG newsletters per year.
3. contribute articles, conference reports, lesson plans, teaching ideas, students' essays, call for papers, etc. to the SIG newsletter.
4. present at the Pan-SIG conference (apply through the Pan-SIG official Website).
5. participate the JSL forums as a presenter at JALT and/or Pan-SIG conferences (contact [megumik@tuj.temple.edu](mailto:megumik@tuj.temple.edu))
6. attend JSL-SIG meetings and workshops.
7. request information of Japanese teaching materials, methods, cultural exchange, culture and society, pragmatics, etc. (contact [megumik@tuj.temple.edu](mailto:megumik@tuj.temple.edu))
8. obtain the updated information of academic conferences and call for papers.
9. receive the member's discount for the JALT related conferences.

\* Please refer the JALT membership categories and fees on <http://jalt.org/main/membership>