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**JALT JAPANESE AS A SECOND LANGUAGE  
NEWSLETTER 10 (2), [serial 23], Summer 2013**

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**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,  
Thank you for your continuous support. I am happy to announce that the JSL Journal #12 will be ready to send you out soon. Also, I am looking forward to meeting you at the JALT Annual Conference in October. Please check the JALT website (<http://jalt.org/conference>) for details. Hope to see you in Kobe!  
Megumi Kawate-Mierzejewska

**Message from the Newsletter Editor**

I hope that you will have a wonderful summer. Please stay healthy and enjoy your time off after these rainy days. In this issue, you can read several Pan-SIG presentation reports from Dr. Hamada, Mr. Coomber, and Dr. Kambara. Also information about the poster sessions of Ms Hattori and Takano as well as Drs. Noyama and Ishizuka are provided. Mr. Noguchi further explains a JSL scoring rubric on pages 5-6. Finally, Ms. Yamaguchi provides information about upcoming academic conferences on Page 7. Feedback on any of these articles is truly appreciated. Thank you for your continuing support and cooperation. I especially want to thank the contributors to this issue.

Nozomi Takano



*Dendenmushi*

(Slowly slowly like a snail... pass on what you have passed, not your own thought.)

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■ **PanSIG 2013 Report** ■

The JSL SIG co-hosted this year's Annual PanSIG Conference. It was held on May 18-19, 2013 at Nanzan University in Nagoya. The forum entitled "Learning languages at all stages and ages" had three speakers; Rudolf Reinelt, Don Maybin, and Yo Hamada.



Don Maybin, Rudolf Reinelt, Yo Hamada

The JSL speaker, Yo Hamada (Akita University), gave a presentation entitled "Lifelong learning: Negative factors in learning Japanese language and their solutions," and the detail is following.



In Australia, Japanese language is not a compulsory subject but more like a subject aimed at learners' lifelong goal.

This paper introduced negative factors that Australian Japanese language learners have when learning Japanese language by comparing the cases for native speakers of Japanese learning English. The presentation illustrated those negative factors in learning Japanese such as learning Kanji character, a challenging factor, for the Australian Japanese learners compared with those in learning English such as learning English

grammar, a negative factor, for people learning English. Moreover, the presentation also provided suggestions for how to prevent demotivation and maintain learners' motivation.

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Nozomi Takano



<http://jalt.org/jsl/>

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**L2 identity in Japanese:  
Which 'I' is really me?**

Matthew Coomber (Kyoto Sangyo University)

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Much research in recent years has sought to problematize the role of identity in second language learning. However, the ways in which specifically masculine second language identities are constructed and performed remains a relatively under-researched area.



Mr. Coomber

This presentation reported on the linguistic choices of male learners of Japanese as a second language, examining the ways in which their usage of the first person pronouns *watashi*, *boku* and *ore* reflects the interaction of masculine identity with identity as a language learner. A questionnaire investigating this issue was completed by 32 learners of various backgrounds, and four native English speaking learners then took part in semi-structured interviews. Two dominant threads emerged from the interview data. Firstly, it was apparent that three of the four interviewees were highly aware of the role of pronoun choice in constructing an explicitly masculine identity and had quite clear images of the type of person they considered to typically use each one. Secondly, two interviewees were relatively comfortable switching between pronouns according to social context, and able to make active choices to construct differing identities in order to achieve pragmatic goals. For the other two, however, the choice was a source of some anxiety and confusion, with the

multiplicity of pronouns available becoming an obstacle to the construction of a second language identity with which they felt truly comfortable. In summary, the four case studies illustrated the complex and multifaceted ways in which learners may seek to construct and perform their identities in their second language, and reflected some of the difficulties they may face in doing so.

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**The roots of academic Japanese**  
Junko Kambara (Meikai University)

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This presentation attempted to explain what the roots of academic Japanese are from two perspectives: (a) the roots of Japanese thought, and (b) the influence of imported Chinese words. I first examined the differences in viewpoint of the world or nature between Western and Japanese thought. Second, I explored how Chinese words have influenced Japanese language. Lastly, I looked at the relationship between Japanese thought and academic Japanese and how the adaptation of Chinese language has characterized academic Japanese to date.



Dr. Noyama and Dr. Kambara

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**Reaching out to young learners: The Japanese Language Library for Children**  
H. Noyama (National Institute of Japanese Languages and Linguistics) / N. Toyoda (S&N Information Limited) / T. Hara (Kagoshima University) / T. Hattori (Waseda University)

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This poster session showcased the information and resources on the “Japanese Language Library for Children” website. This site was developed as part of the government’s efforts to outreach to school-aged children who need basic Japanese language support in order to attend local schools. The website consists of four resources for teachers: (a) syllabi & lesson plans, (b) video-taped teaching tips, (c) a searchable online information database, and (d) Q&A on teaching young learners. Poster-visitors were invited to actively discuss different aspects of this online system, and to consider how young Japanese learners can be supported.



Ms. Hattori

### Grammaticality judgment problems with Japanese syntax

Tomoko Ishizuka (Tama University)

It is often the case that what a theory predicts does not necessarily conform to reality. Generally, theoretical linguists base their analyses on native-speaker grammaticality judgments, where difficulty often lies in navigating the distinction between ‘ungrammatical’ and ‘unnatural.’ As unnatural sentences may still be considered grammatical, the act of analysis must generate such unnatural, but not ungrammatical, sentences. However, wrongly judging ungrammatical as unnatural might result in an analysis that

generates sentences that people do not really say. This presentation looked at such phenomena in the light of Japanese syntax and discussed what can be done to bring theories closer to reality.

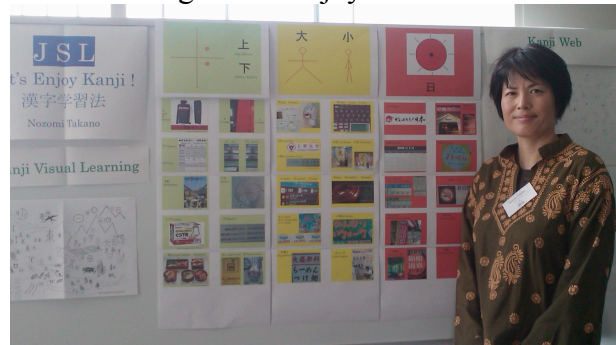


Dr. Ishizuka

### Life long kanji learning

Nozomi Takano (Sophia University)

*Kanji* is a hurdle for many learners of Japanese as a second language, especially for users of phonographic writing system like English. Some adult students with no *kanji* background give up mastering Japanese because of the complexity and vast number of *kanji*, which markedly differ from the writing systems they are used to. This poster presentation suggested several *kanji* activities that can make *kanji* learning more meaningful and enjoyable.



Ms. Takano

**In order to acquire comprehensive communication ability ③**

**Kiyoshi Noguchi**  
Sophia University



Last time, I introduced a practical activity that could be carried out for beginning level JSL/JFL students. This time, the issue of evaluating that activity will be discussed.

I recommend establishing a clear set of rubrics to evaluate project work type activities. Rubrics are guidelines to evaluate performance. Since they contain detailed score descriptors, learners should be easily able to interpret their scores and benefit from the feedback. I sometimes see evaluation sheets with no descriptors for any of the scores. Such evaluations depend too heavily on subjective elements, so I never recommend them.

There are essentially two types of rubrics: *holistic* and *analytical*. Holistic rubrics amount to a comprehensive evaluation in which all analytical elements are combined. On the other hand, each element is evaluated separately in an analytical scale.

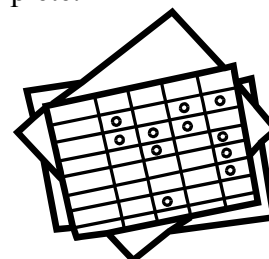
This time, let me introduce a hybrid evaluation system which combines both holistic and analytical elements. Next page is a suggested evaluation rubric for the project work introduced in the previous newsletter. This rubric contains four sections: (1) an evaluation of task

performance, (2) an evaluation of presentation performance, (3) an evaluation of presentation content, and (4) some suggestions for further improvement. It also contains a scoring chart in the middle of the sheet, in which the raw score is converted to a 100-point scale. The suggestion section is a non-graded checklist designed to offer learners feedback.

Of course, you can use more standard type analytical rubrics (iRubric: [www.rcampus.com/indexrubric.cfm](http://www.rcampus.com/indexrubric.cfm)) but I recommend you trying the hybrid scoring system at least once.

I used the evaluation sheet in the next page several times, and can say the following.

- (1) Scoring the upper section tends to be easier than in the lower section.
- (2) The following three points about the lower section should be noted.
  - a) Some students commented that they could prepare for project more easily by studying the evaluation sheet beforehand.
  - b) Some students commented that they could use the rubrics, especially the final part, as useful feedback.
  - c) Teachers do not have to write comments so often, so this saves time.
- (3) Since the final part of this form is not scored, it is less stressful for teachers to complete.



A Suggested Evaluation Sheet for JSL/JFL Oral Assignments

<p>Evaluation of Your Oral Assignment</p>	<p>Name</p>																				
<p><b>Evaluation of Your Task Performance</b></p> <p>( 3) Very Good: you completed your task very well.                  ( 2) Good: you completed your task.                  ( 1) OK, but your performance could be improved.                  ( 0) Try to complete your task next time.</p>																					
<p><b>Evaluation of Your Presentation Performance</b></p> <p>( 3) Very Good: it was comfortable to listen to your explanation.                  ( 2) Good: your explanation was understandable.                  ( 1) OK, but some of your explanation was hard to understand.                  ( 0) Most of your explanation was hard to understand.</p>																					
<p><b>Evaluation of the Content of Your Presentation</b></p> <p>( 3) Very Good: when, where, with whom, what, how, and critical thinking elements were given very well.                  ( 2) Good: when, where, with whom, what, how, and critical thinking elements were given.                  ( 1) OK, but you missed some of the following: when, where, with whom, what, how, and critical thinking elements were not all given.                  ( 0) You should have given when, where, with whom, what, how, and other critical thinking elements.</p> <p style="padding-left: 40px;">Your score:</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse; text-align: center;"> <tr> <td>9</td><td>8</td><td>7</td><td>6</td><td>5</td><td>4</td><td>3</td><td>2</td><td>1</td><td>0</td> </tr> <tr> <td>100</td><td>95</td><td>90</td><td>85</td><td>80</td><td>75</td><td>70</td><td>60</td><td>50</td><td>40</td> </tr> </table>		9	8	7	6	5	4	3	2	1	0	100	95	90	85	80	75	70	60	50	40
9	8	7	6	5	4	3	2	1	0												
100	95	90	85	80	75	70	60	50	40												
<p><b>Suggestions</b></p> <p>The following will make your speech more attractive.</p> <ol style="list-style-type: none"> <li>1. ( ) Try not to read from your script, and have more audience eye contact.</li> <li>2. ( ) Try to speak louder.</li> <li>3. ( ) Try to use more critical thinking elements such as how is your performance, how different or similar, anything you are surprised, and so on.</li> </ol> <p>The following would make your Japanese sound more natural.</p> <ol style="list-style-type: none"> <li>4. ( ) Use more Japanese fillers such as ええと、あのう instead of using your own language's, and also use speech particles such as ね.</li> <li>5. ( ) Link phrases using connecting prepositions such as て、が.</li> <li>6. ( ) Be careful of social politeness registers; use です、ます and だ、だよ appropriately.</li> <li>7. ( ) Be more careful about pronunciation or intonation: try not to use English pronunciation.</li> <li>8. [ ]</li> </ol> <p>You could use the following strategies:</p> <ol style="list-style-type: none"> <li>9. ( ) Try to circumlocate if you forget a word, using roundabout ways to express the idea.</li> </ol> <p>The following will enhance your clarity and help reduce miscommunication.</p> <ol style="list-style-type: none"> <li>10. ( ) Review the following grammar point(s)[ ]</li> <li>11. ( ) Review the following word(s) [ ]</li> <li>12. ( ) Be careful when making the following sound(s)[ ]</li> <li>13. [ ]</li> </ol> <p>The following will improve your speaking skills.</p> <ol style="list-style-type: none"> <li>14. ( ) Try not to pause in the middle of a meaning chunk: such as a word, a phrase, a sentence.</li> <li>15. ( ) Try not to make frequent long pauses.</li> <li>16. ( ) Try to say a meaning chunk more quickly by linking sounds.</li> <li>17. [ ]</li> </ol>																					

**Conference Information**

**Asako Yamaguchi**  
Temple University Japan

2013 Japanese Studies Association of Australia (JSAA) Conference, Cities, Nature & Landscapes: From Nara to the Networked City. July 8 - 11, 2013

<http://chl.anu.edu.au/sites/jsaa2013/>

The Australian National University (Canberra)

Asahi Culture Center Open Lecture "Language Acquisition and Learning through Cognitive Science" July 20, 13:00-17:00

<http://www.nkg.or.jp/kenkyu/2013/NKG130522nincikagakukaku.pdf>

Asahi Culture Center (Shinjuku Sumitomo Building 3<sup>rd</sup> floor)

Summer Workshop for Japanese Language Teachers using textbooks by AJALT July 20, 27, August 3, 10, 17, 24, single workshop is possible.

<http://www.ajalt.org/teach/teacher/>

Association for Japanese-Language Teaching (AJALT)

The Japan Second Language Association 24<sup>th</sup> Conference December 14-15, 2013

<http://jsl.li.ocha.ac.jp/jasla/2.html>

Hiroshima University

Deadline for abstract submission: August 12

The Society for Teaching Japanese as a Foreign Language Autumn Conference October 12-13

<http://www.nkg.or.jp/menu-taikai.htm>

Kansai Gaidai University

39<sup>th</sup> 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>



**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**. The deadline for the next issue is **September 30, 2013**. Looking forward to receiving your contribution.

**JSL Members**

The JSL-SIG currently has around 50 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 PanSIG conference (apply through the PanSIG official Website).
5. participate the JSL forums as a presenter at JALT and/or PanSIG conferences
6. attend JSL-SIG meetings and workshops.
7. request information of Japanese teaching materials, methods, cultural exchange, culture and society, pragmatics, etc.
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>