



---

---

**JALT JAPANESE AS A SECOND LANGUAGE  
NEWSLETTER 10 (3), [serial 24], Winter 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/JFL teaching, learning and research. We welcome JSL/JFL 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 for the JSL SIG. For people who joined the annual conference at Kobe, thank you for your participation. Please stay active, as well as healthy during this winter season. Happy holidays!!!

Megumi Kawate-Mierzejewska

**Message from the Newsletter Editor**

Did you enjoy the autumn colors? Now, winter is here again. Please stay warm and have a joyful December and wonderful new year. In this issue, there are presentation reports from the JALT annual conference, which was held in Kobe in October. On the following pages, Ms. Yan explains her JSL experience during her 20 years in Japan. On Pages 8-9, Ms. Hattori reports about the Japanese language education of foreign children in Japan. On Page 10, Ms. Yamaguchi provides information about upcoming academic conferences. I appreciate all contributors and supporters for this issue. I truly thank for your contributions!

Nozomi Takano



*“Ichiensou”*

Hope 2014 will go smoothly as well.

**IN THIS ISSUE**

<b>Message from the Coordinator</b>	<b>1</b>
<b>Message from the Editor</b>	<b>1</b>
<b>SIG News and Business</b>	<b>2</b>
<b>JALT2013 Presentation Reports</b>	<b>3</b>
<b>From JSL Learners</b>	<b>6</b>
<b>From JSL Educators/Researchers</b>	<b>8</b>
<b>Conference info / Call for Papers</b>	<b>10</b>

► **JALT 2013 Annual Conference Report**

The JSL SIG sponsored a presentation in this year's JALT Annual International Conference on October 27. The speaker was Dr. Sayoko Yamashita (Meikai University). The title was "Comparing JSL and EFL classroom discourse using CA." (Please see the abstract on Page 3 for details.)



Dr. Yamashita giving a presentation on CA

► **JSL SIG AGM Report**

JSL SIG AGM was held after Yamashita's presentation. Two new officers were chosen as publicity co-chairs: Kaori Asami (Japan Foundation) and Yo Hamada (Akita University).

► **PanSIG 2014 Call for Papers**

The next Pan-SIG will be held on May 10-11, 2014 at Miyazaki Municipal University in Kyūshū. The call for papers ends at January 15th, 2014. For more details, please see <[http://www.pansig.org/PanSIG\\_2014.html](http://www.pansig.org/PanSIG_2014.html)>

► **JALT 2014 Call for Papers**

40<sup>th</sup> JALT Annual International Conference is scheduled on November 21-24, 2014 in Tsukuba, Ibaraki. The call for papers is open until February 11, 2014. Please visit the JALT website for more details. <[jalt.org/conference/jalt2014/call-presentations](http://jalt.org/conference/jalt2014/call-presentations)>

► **JSL SIG Journal Volume 13**

The JSL SIG welcomes your submission to our journal, *JALT Journal of Japanese Language Education*, Volume 13. If you research on a JSL/JFL related topic, please write and submit the paper! Also, please inform to your colleagues about this; non-members are welcome to submit as well. Email English papers to Tim Newfields or Japanese papers to Tamayo Hattori by March 31, 2014.

**JSL SIG Officers**

**Coordinator**

Megumi Kawate-Mierzejewska

**Program Chair**

Sayoko Yamashita  
Email:

**Membership Chair**

Tamayo Hattori  
Nozomi Takano

**Treasurer**

Minami Kanda

**Publications Chair**

Timothy Newfields  
(English)  
Tamayo Hattori  
(Japanese)

**Publicity Chair**

Kaori Asami  
Yo Hamada

**Website Manager**

Timothy Newfields

**Newsletter Editor**

Nozomi Takano



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

**Comparing JSL & EFL classroom discourse using CA**

Sayoko Yamashita (Meikai University)

.....

This presentation compares discourse in JSL classrooms with a native Japanese teacher and EFL classrooms with a native English teacher in terms of teacher student interaction, particularly in the light of Brown and Levinson's politeness theory. After a general review of the literature on classroom discourse and the notion of "face" in the theory, similarities and differences in the two classroom types are discussed using conversation analysis. Implications and contributions of the study are also discussed.

**Perceptions of literature usage in JSL teaching**

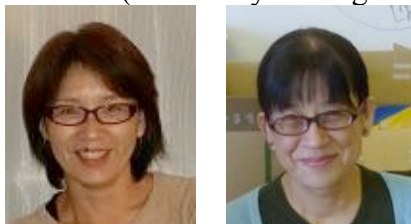
Vicky Ann Richings  
(Kwansei Gakuin University)

.....

Previous studies in ESL indicate that literature is a meaningful learning tool. In JSL however, little attention has been paid on the use of literature in the Japanese language class. This study reports on an investigation of Japanese language teachers' attitudes toward the use of Japanese literature in the Japanese language classroom and aims to reveal the present status of Japanese literature as a learning material.

**Vocabulary acquisition in foreign children**

Shoko Suzuki (University of Shiga Prefecture)  
Hideko Takeshita (University of Shiga Prefecture)



.....

To investigate the actual conditions of Japanese language learning by children who are immigrants to Japan, we looked at vocabulary acquisition using a 100-word test taken by 18 children aged 5–18. The children either themselves or with their

parents came from Brazil or the Philippines to reside in Shiga prefecture. The results showed a lack of vocabulary in several areas: vehicles/transportation, weather/nature, emotion, and conversation/repetition of sentences. It was also noteworthy that the word *okii* (big/large) was used to substitute for the adjectives like *takai* (high) and *nagai* (long) in half of the cases.

**Generalization skills:**

**Aiming for advanced level**

Yumiko Kawanishi  
(University of California, Los Angeles)  
Mayumi Ajioka  
(University of California, Los Angeles)



.....

This study proposes that generalization is a key concept in order to become an advanced speaker of Japanese (based on ACTFL OPI criteria), and suggests some task activities that help learners to produce paragraph level utterances. More specifically, we propose the following points: (1) to have a three-component structure for paragraph-length discourse, and (2) to use specific expressions for generalization activities. The first component of the three-component structure is: giving a general impression of an event, the second component: narrating the details of the event, and the third: generalization using 'yappari (adverb for general matter)', 'hito wa mina (people)', and 'yo ne (isn't it).' Learners can use this technique not only for summarizing their own utterances but also for producing *aizuchi*, as an advanced speaker. Knowing this format is beneficial for the learners as they can apply this framework of generalization for any narrative interactions, which they cannot prepare in advance.

**The workload in Japanese sentence comprehension of Chinese-Japanese bilinguals: A near-infrared spectroscopy study**

Fei Gao (Nagoya University)



It is usually thought that JSL/JFL learners with Chinese language backgrounds are advantaged in terms of Japanese reading. Therefore, this study targeted Chinese advanced JSL learners and utilized not only traditionally paper test but also optical topography. Then it was explored how the difficulty level and presentation condition (reading or listening) influenced the score of the comprehension test and blood flow to the brain.

**Evaluation of the Business Japanese Proficiency Test (BJT) at a company in China: Based on its trial test**

Takashi Matsuzawa  
(Zhejiang Normal University)

Whether abroad or in Japan, companies hiring non-native Japanese-speaking employees must have a way to measure and manage the employees' Japanese language ability. Today, the Japanese Language Proficiency Test is broadly utilized for this purpose. However, in reality, passing JLPT N1, the highest grade, does not guarantee proficiency in business Japanese. Using a trial version of Business Japanese Proficiency Test (BJT), this research was conducted to see how the BJT measured the Japanese-language ability of the Chinese employees of a company in China and what factors influenced their scores. As a result, the employees with JLPT N1 grade were broadly classified across BJT levels J1, J2 and J3.

Other findings were that the employees who had lived in Japan tended to get higher scores, and that many employees had difficulty with sections of BJT that dealt with hybrid listening and reading questions.

**Language as cultural capital for female L2 users**

Yoko Sei (Kwansei Gakuin University)  
Yumie Kuno (Sapporo University)  
Yumei Fan (Osaka University)  
Naoko Aoki (Osaka University)

Reflecting the social change that is happening in Japan, about 5% of marriages registered in the country each year are international. Of those, about 75% are between a Japanese man and a non-Japanese woman. Although JSL researchers have been aware of the need to facilitate social participation for women who migrated to Japan as a spouse of a Japanese national (Tomiya, Utsumi, & Saito, 2009), there is very little research into how Japanese language proficiency might help these women and what problems, if any, the proficiency alone cannot solve. In this poster session the presenters shared life stories of four women married to a Japanese spouse as well as a naturalized single woman for the sake of comparison, and explored the idea of language as *cultural capital* (Bourdieu, 1991). The presenters' claims are: 1) Some degree of proficiency in Japanese is a necessary condition for social participation, but it is not a sufficient condition; 2) Some cultural capital other than Japanese language proficiency is necessary in order to be recognized as a legitimate member of the society; 3) The facilitating cultural capital may be their own first language, or a language they are proficient in if it is often taught and used in Japan. Those languages may work best when coupled with non-linguistic cultural capital; 4) Some forms of non-linguistic cultural capital are transferable across borders, but others are not;

5) People and artifacts play crucial roles in facilitating social participation; 6) Social participation by women in international marriage does not necessarily lead to financial independence; and 7) Support workers for female L2 users need to reconsider the learning of Japanese as only one of many forms of cultural capital that could facilitate those women's social participation.

#### References

- Bourdieu, P. (1991). *Language and symbolic power* (G. Raymond & M. Adamson, Trans.). Cambridge: Polity Press.
- Tomiya, R., Utsumi, Y. & Saito, H. (2009). Kekkon ijuu josei no gengo seikatsu: Shizen shuutoku ni yoru Nihongo nouryoku no jittai bunseki [Language use in daily life of women who migrated by marriage: An analysis of actual Japanese language proficiency through natural acquisition]. *Tagengo Tabunka: Jissen to Kenkyuu (Multilingual and Multicultural Practice and Research)*, 2, 116-137.

#### Developing a support system for tandem learning

Masako Wakisaka (Doshisha University)

Lixian Ou (Osaka University)

Naoko Aoki (Osaka University)

In tandem learning, two language learners with different mother tongues help each other to learn their partner's language. Tandem learning is different from normal language exchanges in that it is based on clearly stated two principles, namely *learner autonomy* and *reciprocity* (Little & Brammerts, 1996). This does not mean, however, that learners are left with their own devices. In fact a good support system is crucial for successful tandem learning (Schwienhorst, 2009). The presenters organize a face-to-face tandem learning project on the campus of Osaka university, Japan. The project is an extracurricular activity for international and local students and participation is voluntary. It was launched

in April 2012 and, by the end of the second term of the academic year, more than 60 students had participated. This paper reports how the project's support system was originally designed and, based on a questionnaire survey of the participants at the end of the 2012 spring term, how it was improved in the autumn term in order to solve the problems perceived by the participants. The changes involved revising the application form and the guidelines and organizing a workshop to discuss experienced difficulties with participants. The paper then examines the effectiveness of these changes by comparing the results of the first survey with the second one conducted at the end of the 2012 autumn term. It was found that some problems raised in the first questionnaire survey, namely participants' need advice on how to learn and some examples of learning activities, the period of time for tandem learning was too short, and partners did not meet often enough, were not raised in the second survey. This shows that those problems have been solved by the improvements in the support system. Finally some remaining issues are discussed.

#### References

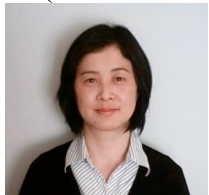
- Little, D., & Brammerts, H. (Eds.). (1996). *A Guide to language learning in tandem via the internet*. CLCS Occasional Paper, no. 46. Dublin: Trinity College, Center for Language and Communication Studies.
- Schwienhorst, K. (2009). The art of improvisation: Learner autonomy, the learner, and (computer-assisted) learning environments. In F. Kjisik, P. Voller, N. Aoki, & Y. Nakata (Eds.), *Mapping the terrain of learner autonomy: Learning environments, learning communities and identities* (pp. 86-117). Tampere: Tampere University Press.



Thank you for your  
wonderful presentations!!!

### My Experiences of Learning Japanese

Yan Yu (Tama University)



Japanese is unique in several respects. To my knowledge, Japanese is the only language that mixes different forms of written words - Chinese characters (*kanji*), *hiragana* and *katakana* together as its written language. Besides vowels and consonants, there are many words with doubled consonants or voiced consonants. For native Japanese speakers, these might not be very difficult since they learn the language naturally at home and school. However, for non-native Japanese speakers, it is challenging and sometimes confusing.

Chinese is my first language and English is my first foreign language. Without any knowledge of Japanese, I came to Japan in my late twenties with my family after working for about seven years as an English teacher in China. This is not an ideal age to start learning a new language. However, I had to face the fact that I was in Japan and Japanese skills were needed in my daily life. There are several factors that have influenced my learning of Japanese. Not surprisingly, my own language and English helped in some aspects -- but at times to some degree, it also interfered with my Japanese learning. On the other hand, feeling a strong necessity and motivation to improve my Japanese have been crucial factors in learning it. In addition to this, some learning strategies have also played an important part in developing my Japanese proficiency.

My mastery of Chinese has made it possible for me to understand some written Japanese characters even from the beginning before actually knowing how to pronounce those characters since Japanese and Chinese characters tend to express the same meanings, e.g., public Transportation (交通), university (大学),

education (教育) and so on. This has also helped me significantly in terms of enlarging my Japanese vocabulary, especially with words having a Chinese-style pronunciation (*on-yomi*). Meanwhile, some words were confusing because they conveyed completely different meanings or because they were written slightly differently even though they expressed the same meanings. For example, the Chinese character *tegami* (手紙) means “letter” in Japanese, but “toilet paper” in Chinese. Table 1 shows some additional examples. (See Table 1)

Table 1. *Some Chinese characters with different meanings in Japanese and Chinese.*

Word	Japanese meaning	Chinese meaning
丈夫	strong, good, well	husband
大丈夫	It doesn't matter.	manly
娘	daughter	mother (dialect)
勉強	study	unwillingly
愛人	lover	husband, wife
先生	teacher	Mr.
湯	hot water	soup
新聞	newspaper	news
本	book	notebook
作業	work	homework

An example of a word written slightly differently in Japanese and Chinese is the character for “shallow”. In simplified Chinese this character has eight strokes, but in Japanese it has nine strokes. This character is often miswritten since it appears differently in Japan and in China. Table 2 demonstrates a few more examples. (See Table 2)

Table 2. *Some Chinese characters written slightly differently in Japanese and Chinese*

English meaning	Japanese kanji	Chinese kanji
shallow	浅	浅
ice	氷	冰
fence	柵	柵
step	歩	步
black	黒	黑

My knowledge of English has enabled me to recognize many foreign loan words in *katakana*, since the bulk of these are derived from English. Of course this has also made me more apt to mispronounce some loan words since the phonology of Japanese and English differ. For example, the loanword for “rice” is pronounced /laisu/ in Japanese but /raIs/ in English. There are many loan words easy to mispronounce in Japanese.

I mentioned that I benefit significantly from feeling the necessity and motivation to learn Japanese. In my case, it is definitely necessary for me to improve my Japanese as quickly as possible in order to deal with daily activities smoothly. I needed to communicate with many kinds of people, e.g. friends, neighbors and my children’s teachers. Recognizing this rouses my motivation. Motivation is very important in stimulating learners and encouraging them to continuously make efforts to progress. I am a motivated Japanese language learner and want to continue on this journey towards greater proficiency since I feel happy and satisfied when making progress.

People learn their native languages naturally by being exposed to them. I believe the learning process is a continuous cycle of inputs and outputs and learners develop their own learning strategies. The processes involved in JSL (Japanese as second language) and JFL (Japanese as foreign language) learning might be slightly different, but in both cases I believe that exposure to the target language is very important. Looking back at my own Japanese learning experience, I think I have been very lucky to have ample target language exposure. The following strategies are adopted in my learning journey along with attending a Japanese class at the beginning for a year. This enabled me to obtain a very basic knowledge of Japanese.

I watch Japanese TV, especially news programs and dramas. This exposes me to up-to-date, authentic Japanese. I can distinguish between the various ways of speaking by males and females as well as by the elderly and the young. I can now discern how formal and informal expressions vary according to the social relations among the interlocutors. One of my favorite Japanese TV dramas is a family drama named “*Wataru seken wa oni bakari*”. Dramas and other TV programs can be good topics for starting conversations with Japanese friends. Listening to Japanese songs is also a helpful way to learn the language. For example, *enka* helps me remember a lot of Japanese since the slow melody makes it easy to catch the lyrics. I like reading novels, essays, magazines and newspapers. By listening and reading extensively, I am making progress little by little in my Japanese language skills.

In spite of the progress I have made so far, many aspects of my Japanese still need improvement. My writing, in particular, needs to develop. In my opinion, the most difficult part in learning Japanese is writing. The next most challenging aspect of learning Japanese is mastering the Chinese characters (*kanji*). As readers no doubt know, often there are several ways of reading a single Chinese character. As a consequence, even well-educated Japanese speakers are sometimes unsure how to pronounce each others’ names. Is there any other language in the world like that?

My experiences in learning Japanese have underscored the importance of the environment and exposure to the target language. A keen sense of necessity in learning Japanese has kept my motivation high. It is advisable for learners to develop their own learning strategies to meet their own needs and to fit their own learning styles. Learning is a lifelong journey and language learning is no exception. During this long journey, we need to find what we need and what we are interested in to become efficient learners.

**New horizons for JSL students in elementary and junior high schools: Creating a legal framework for JSL instruction**

Tamayo Hattori (Waseda University)



Currently, over 70,000 foreign students are in the Japanese public school system (The Ministry of Education, Culture, Sports, Science and Technology [MEXT], 2012). How are these students treated in Japanese public schools? Sadly, little is known about this. According to the Japan Federation of Bar Associations (2011, p. 32-34) their rights to receive the basic education are undermined. Moreover, discrimination against cultural and linguistic minority groups has been an ongoing concern of the UN Committee on the Rights of the Child (2010, p. 6). Sakuma (2006, p. 138) points out that many JSL families and their supporters have been concerned about the limited opportunities for higher education, varied enrollment procedures, and lack instructional congruity in Japan. After half century of mistreating JSL students due in part to a lack of official support, a new change is imminent. Can it be a new horizon for JSL students? As the first article in a series on JSL instruction at the K-12 level, this new change will be reported and some related issues discussed.

**1. What's happening?**

In 2013, MEXT published a three-year council report entitled "Appropriate Japanese language instruction for school-aged children" [*Nihongo shidō ga hitsuyōna jidō seito ni taisuru shidō no arikata ni tsuite (shingi no matome)*]. According to that report, Japanese language instruction in public schools can be officially given as a form of Special Needs Education (SNE) starting April 2014 (MEXT,

2013).

There are six main points from the council report: (1) instruction will focus not just on basic communication but also on academic literacy, (2) Japanese SNE is designed for elementary and junior high school students, (3) principal teachers are required to have teaching licenses, (4) flexible class periods/year ranging from 10 to 280 are suggested for most SNE programs, (5) most instruction should occur at school, and (6) planning and evaluation of SNE programs are required.

**2. The first public forum with MEXT officers**

There was a forum, called "#14 Foreign Children's Education Forum," held on October 5th, 2013 in Tokyo on this topic. Two MEXT officers and two council members were invited as panelists. Here is a summary of some of the discussions from that forum.

**Q1:** *Will this change be implemented on April 1st, 2014? Also, why are most school districts still unaware of this as of now?*

**A1:** Yes, this change is scheduled to be implemented in April 2014. The council decisions were officially accepted this summer. The official announcement has not been made because the changes need to be reflected in the School Law and it is in the final stage of processing. MEXT does not expect that all school districts will start Japanese instruction according to these guidelines on the target date. Some may start right away; others may observe other school districts. That's completely normal and okay when new systems are introduced. The Japanese instruction on SNE is not mandatory, and it not the only way to support JSL students.

**Q2:** *What's the significance of this system?*

**A2:** This system is significant because it will lawfully allow students receive Japanese instruction during school hours. Many students receive Japanese instruction under the current system with school district decisions, but there is no school-judicial backup. That's another reason why main instructors need to have teaching licenses; it will be placed as a part of school curriculum.



**Q3:** *Will the target students also include Japanese-born children who need Japanese language support?*

**A3:** Yes, the SNE has been created regardless of student nationality. That's why MEXT changed the wording from "foreign children" to "for those who need Japanese instruction." The data shows the number of foreign students needing language support has plateaued in recent years, but the number of Japanese students who need language support is steadily increasing (MEXT, 2013).

**Q4:** *Why is such a wide range of class periods suggested?*

**A4:** This was decided based on the council's research over the past three years. Most Japanese instruction given currently falls within this range. If students need more than 280 class periods, the system will not prevent that. A figure of less than 10 class periods is not feasible because at least that number of class periods are needed to evaluate the results. Note also if instructors go into classrooms to support children, it won't be counted as SNE. That will be considered a regular instructional period.

**Q5:** *What will happen if school districts or principals do not want to use this system?*

**A5:** The purpose of introducing this system is to help students receive necessary support during school hours so they can be successful in public school. If schools have another means of support, that's okay, but if students are left behind without any support due to school district or principal's lack of understanding, that's not acceptable. It is MEXT's mission to provide necessary information on this system, so all children who need it will get benefits.

**Q6:** *What will happen to current supporters and volunteers?*

**Q6:** Schools will still need human resources in this area. Again, this system does not intend to cut off or discontinue current regional efforts. One of the challenges we face is students enter schools at various times, and most of them stay temporarily. Regional supporters and volunteers can help when schools do not have capacity to support children if families come

knocking at school doors in the middle of school year.

It is still not certain how schools will adapt and implement this new system next year. However, I hope this will be "a hopeful torch on top of the mountain" where students, their families, and supporters can point and head to (quoted from one of the council members at the symposium). Anyway, this is a milestone for those who have been fighting for educational rights for children who are born and raised abroad or who come from diverse heritages.

### **References**

- Japan Federation of Bar Associations. (2011). *Towareru kodomo no jinken: Nihon no kodomo-tachi ga kakaeru koredake no mondai* [The rights of the child in question: A wide range of issues that children in Japan are facing]. Tokyo: Komakusa Shuppan.
- MEXT (2013a). *Nihongo shidō ga hitsuyōna jidō seito no ukeire jōkyō-tō ni kansuru chōsa (Heisei 24-nendo) no kekka ni tsuite* [Report on students who need Japanese language instruction (2012)]. [http://www.mext.go.jp/b\\_menu/houdou/25/04/1332660.htm](http://www.mext.go.jp/b_menu/houdou/25/04/1332660.htm)
- MEXT (2013b). *Nihongo shidō ga hitsuyōna jidō seito ni taisuru shidō no arikata ni tsuite (shingi no matome)*. [A summary of the discussion on appropriate Japanese language instruction for school-aged children]. [http://www.mext.go.jp/b\\_menu/houdou/25/05/1335783.htm](http://www.mext.go.jp/b_menu/houdou/25/05/1335783.htm)
- Sakuma, K. (2006). *Gaikokujin no kodomo no fushūgaku: ibunka ni hirakareta kyōiku to wa* [Foreign children who are not getting education in Japan: How multicultural education can be achieved]. Tokyo: Keisō Shobō.
- UN Committee on the Rights of the Child. (2010). [Consideration of reports submitted by State parties under article 44 of the Convention Concluding observations: Japan]. <http://www2.ohchr.org/english/bodies/crc/docs/co/CRC.C.JPN.CO.3.pdf>

**Conference Information**

**Asako Yamaguchi**  
(Temple University Japan)

⇒ 24<sup>th</sup> Conference of Japanese Language and Culture “Reporting Japanese Language Education in One’s Country”  
November 30, 2013 13:00-16:15  
Venue: The Japan Foundation Japanese Language Institute, Urawa, 2<sup>nd</sup> floor hall  
[http://www.jpfi.go.jp/j/urawa/news/news\\_131130.html](http://www.jpfi.go.jp/j/urawa/news/news_131130.html)

⇒ 2013 Conference of International Association for Japan Studies (IAJS)  
December 7, 2013  
Venue: Waseda University  
[http://www.iajs.net/call\\_for\\_proposal\\_2013.html](http://www.iajs.net/call_for_proposal_2013.html)

⇒ NINJAL (National Institute for Japanese Language and Linguistics) International Symposium 2014: The Eighth International Conference on Practical Linguistics of Japanese (ICPLJ8)  
March 22-23, 2014  
Venue: National Institute for Japanese Language and Linguistics  
<http://www.ninjal.ac.jp/icplj8/>

⇒ The Japan Second Language Association (J-SLA) 2014 Annual Conference  
May 31-June 1, 2014  
Venue: Kwansai Gakuin University  
Nishinomiya Uegahara Campus  
\*Deadline for proposals is January 31, 2014  
<http://www.j-sla.org/j-sla2014-call-for-papers/>

⇒ ISLS (International Society for Language Studies) Conference 2014  
June 13-14, 2014  
Venue: Akita International University  
\*Deadline for proposal submission is November 30, 2013  
<http://www.isls.co/index-2.html>

**JSL Newsletter**

Would you like to make a contribution to our SIG newsletter by sending in your article? 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 **January 31, 2014**. 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 updated information on academic conferences and calls for papers.
9. receive member’s discounts for JALT related conferences.

\* Please refer the JALT membership categories and fees on

<http://jalt.org/main/membership>