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 JSL SIG NEWSLETTER
Issue # 13 (1) [serial 30] Spring 2016 (春号)

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
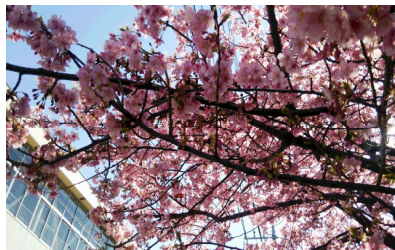
Cherry Blossoms
from Tokyo Metropolitan Park

SIG News/Business

▶ **JALT 2015 Shizuoka in November**

The 41st JALT Annual International Conference, JALT 2015 Shizuoka was held on November 21st, 2015. The JSL SIG forum was entitled "How to become fluent *perapera* in Japanese?" The report from this forum is on the page 4.

▶ **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-Mierzejewska
Treasurer:	Minami Kanda
Membership:	Tamayo Hattori
Program:	Kaori Asami
Publication:	Sayoko Yamashita
	Peter Ross
	Tamayo 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役員としてニューズ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ズレターになるよう、努力していく次第です。皆様よりご意見、ご指摘をいただけましたら大変ありがたいです。ご協力宜しくお願い致します。

▶ **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 Table @ Shizuoka**

We set a table to advertise the JSL SIG at the JALT 2015.

Call for Papers

JALT Journal of Japanese Language Education, Volume 14
Chief Editor: Sayoko Yamashita

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.

6. Format:

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

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)
6. Please send submissions with the mail title <JLE14 (Your name)> to: jaltjslsig.editor@gmail.com
    Sayoko Yamashita,
    JALT Journal of Japanese Language Education Editor

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)
Panels:
 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。

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「日本語ペラペラ」とは？
高野のぞみ
- -

「ペラペラ」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）とある。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、将来的な目標であると言えるのだろうか。「日本語がペラペラになりたい」という日本語学習者は、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。「ペラペラになりたくない」または「なりたかった」と答えた学生は 14％で、その理由は、"Requires too much time and commitment." "Impossible for non-natives." "Decent level is enough." "Against my appearance as gaijin."などが挙げられた。次に、「日本語ペラペラとはどのようなレベルのことだと思うか」という質問に対しては、以下のような回答があった。Being able to: hold a long conversation comfortably, say opinions without hesitation, explain difficult things properly, express and understand ideas clearly and naturally, read and communicate like a normal adult, read Japanese newspaper, think in Japanese, live in the country.

これらの回答をまとめ、フォーラムでは①会話でのコミュニケーション能力、②読み書きの能力、③日本人・日本文化に対する理解・順応能力という、３つの視点から、パネルの経験談や意見、並びに学習方法を聞いた。会場には、約３０名の日本語学習者や日本語教師といった聴衆が集まり、それぞれの立場から、活発な意見交換が行われた。
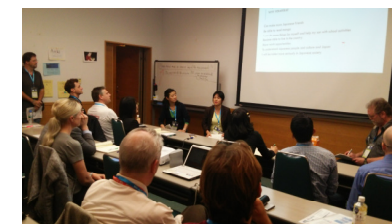
Yan, Takano, and Ross discussing on the meaning of "*perapera*"

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 just 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

on clues as to what is normal behavior in a given context by watching and emulating the way people act. The trick is to get a sense of what is common to the human condition, and what is likely to be culture dependent.

Picking up on Japanese Discourse

Oral communication in any language involves a combination of words, grammar, pronunciation, word and sentence stress, and intonation, etc. It also following rules of discourse including planning and organization, and adjusting to your interlocutor. At opposite extremes of this adjustment are (a) clear explanation and (b) speaking obtusely--or in code--and saying as little as possible. Finally, communication also involves both sending and interpreting non-verbal cues, fitting into the social hierarchy, and relying on shared knowledge and background information.

All languages utilize these clues, but each language relies on a different balance between them. Generally, Japanese tends to rely less on full and clear explanation, and more on fitting into the social hierarchy, shared knowledge, background information, and saying as little as possible. This is the opposite of English, which relies much more on full and clear explanation, and much less on fitting into the social hierarchy, shared knowledge, and background information.

Let me reiterate that the emphasis on these factors is relative, not binary. Both English and Japanese place some emphasis on social hierarchy. My point is just that Japanese places more emphasis on it. So part of learning to communicate in Japanese is learning to work with a different balance of the factors listed above.

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**日本語での読み書き能力を高める
オンライン・リソース
Tim Newfields**
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在日外国人の多くは、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。生方恭子氏（2013）が示唆するように非漢字圏からの学習者にとって、特に読み・書きの上達は困難です。ここでは、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した。

(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等間隔の繰り返しフラッシュ・カード・プログラムです。彼はもともと、日本語を学ぶためにこのソフトウェアを作りましたが、多くの学習プログラムに使用することができます。www.ankisrs.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ーすることができます。

多くの日本語学習デッキは ankiweb.net/shared/decks/japanese で利用できます。*Anki* はコンピューター画面に学習者が覚えるのに困難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率的にします。フラッシュ・カードの項目は、学習者のレベルに合わすことができます。逆に簡単なカードは、あまりコンピ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な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社会ネットワーキング・ウェブサイトです。現在、90ヶ国語を学習す

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語話者ですから、JSL学習者には最適です。

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、日本語の読み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。どの訂正が一番、適確かどうかを判断するためには、信頼のおけるネイティブ・スピーカーが確認しなければなりません。

第二に、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、自らも他のユーザーの修正をするという、交換役割が必要です。

第三に、*Lang-8* は Google Chrome ブラウザが必要です。また、ピーク使用時間帯(19:00〜22:00 日本時間)には、うまく接続できません。

最後に、ゲーム理論の観点から見ると *Lang-8* は、協同的でシーケンシャルな、反復演算マルチ・プレーヤー・ゲームです。

Newfields explaining several Japanese writing online tools

(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.jlpt.jp/e/samples/sample12.html からダウンロードできます。同試験の2つの最低レベルのサンプル・アイテムは、www.jlpt-practice.com からご利用いただけます。また、4級と5級についての情報は、jlptbootcamp.com から得られます。それぞれの JLTP レベルに必要な漢字は、yosida.com/en/kanji.html のサイトを勧めます。

(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・イージー(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短い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と、一般の 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府寄りの視点で書かれています。別の視点を望む方は、「http://2ちゃんねる速報.com/2ch/page.47.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、包括的な日本語学習サイト(www.erin.ne.jp)を作成しました。このサイトの資料の多くは初心者向けで、フラッシュプレーヤーと JavaScript の両方必要です。それでも、それは無料日本語材料の良い情報源です。

(6) *Maggie Sensei*

maggiesensei.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あり、漢字を読めない方には便利です。

私の発表では、日本語の読み・書き能力を高めるための無料オンライン・リソース

だけを紹介しました。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
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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

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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.

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Presentation Summary

The JSL SIG & Tokyo Chapter Seminar
Venue 1:
Sophia University in Yotsuya, Tokyo
Date: Friday, October 16th, 2015
Time: 18:00-19:30
Venue 2:
NYU School of Professional Studies American Language Institute Tokyo Center in Shinagawa, Tokyo
Date: Friday, October 23rd, 2015
Time: 18:00-19:30

The JSL SIG & Tokyo Chapter Seminar "Shuukatsu (Job-hunting in Japan)" was held at two venues: 1) Sophia University on October 16th and 2) NYU School of Professional Studies American Language Institute Tokyo on October 23rd in 2015. The theme for this seminar was "How we can help foreign students to find jobs in Japan". Below is the summary of the presentation.

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Presentation Summary
Kentaro Sawa
Asako Yamaguchi
……………………………………...

　Kentaro Sawa, Manager of Career Development Office at Temple University Japan (TUJ), first explained unique flow and rules of job hunting in Japan. Recently Japanese companies are more motivated to hire foreign students with business-level Japanese skill, and Kentaro said he is trying to motivate students to take on job hunting in Japan by telling them that working in Japan could change their lives. For instance, one could be assigned to special and interesting business projects due to one's bilingual skills; one's Japanese level will skyrocket; and one will enter global business communities in Japan and build a strong network even as an entry-level employee. Then Kentaro explained how Career Development Office supports foreign students through its internship program, various seminars/workshops, on-campus career fairs, and many other services. At the same time, his office puts a big emphasis on individual counseling to serve each student's future career goal. Kentaro insists that good networking and preparation are the keys to success in job hunting.

　Asako Yamaguchi, Assistant Professor of Japanese at Temple University Japan (TUJ), then discussed how language teachers can help foreign students find jobs in the framework of a language course. She explained the problems of TUJ students are as follows: 1) they have little knowledge about Japanese job-hunting; 2) they are not confident in Japanese; 3) they are too busy with school work; and 4) the biggest problem, they are in "Temple Village" (like "English bubble") and they are not mentally ready to move out to the Japanese society.

　Asako explained how she tried to solve students' problem by offering "Advanced Oral Japanese Course" in TUJ. The course set several missions. The first mission was to "let them connect to society." On the first week of the semester, Kentaro Sawa from Career Development Office came to class and explained how Japanese hunting is carried out and what kind of questions foreign students tend to be asked at job interviews. A guest speaker, a current foreign employee in a Japanese company, also came to talk about his/her experience. Students were also required to get information and connect to Japanese society proactively. They did two

interviews, one with recent graduates and the other with current employees in Japan. And most importantly, as one of the assignments, students had to attend the on-campus career fair and do a presentation in class. One of the students commented "I was not confident at all, but I found out that I understood about 70% of the Japanese at the career fair. I found two companies that suited my interests." By requiring nervous students to attend the career fair, students were able to take a first, but important step in the job-hunting world.

The second mission was to "let them get ready practically for job-hunting." In order to prepare for resume and interview, students started out reflecting on their lives and wrote down 20 meaningful experiences. By choosing the best 7 episodes of these 20, they tried to deduce their strengths with concrete examples. Secondly, students conducted company and industry research and tried to find answers to the question of why companies should hire them. Based on this research, students wrote resumes, which were used in mock interviews. After learning about manners and greetings, students practiced self-PR with self-evaluation and received careful feedback from the teacher. Mock interviews were carried out with Kentaro Sawa as the interviewer. Students enjoyed this practical and useful experience and one said, "I became more confident doing job-hunting after the mock interview."

The third mission was to "let them simulate an experience at work." As teamwork and group communication skills are valued in Japanese workplace, students conducted group research and presentation on SWOT Analysis. SWOT Analysis is a widely used business method to analyze a company on 4 aspects; Strength, Opportunities, Weakness, and Threats. Three to four students formed a group and

prepared a presentation as a team. Students' comments prove that it was a good preparation for entering into Japanese society.

In order to coach students mentally and practically ready for job-hunting, there is actually a forth mission as a language teacher: we need to broaden our mind-set. Asako argues that we language teachers tend to have short-term perspectives; however, we need to think of the students' future after graduation. Although the role of teachers used to be just teaching, the roles are now changing to be coordinators, supporters, counselors, or even coaches. Students need to mentally breakthrough from residents in a school to be full-fledged members of society. At the same time, teachers should also breakthrough from the identity of "person who teaches" to become real supporters for students' job hunting.

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Right: **Asako Yamaguchi** (Assistant Professor of Japanese at Temple University Japan) She has been teaching Japanese at Temple University Japan since 1997 and has been engaged in career development through language education since 2012.
Left: **Kentaro Sawa** (Manager of Career Development Office at Temple University Japan) He has been developing TUJ's career development program since 2008. His expertise is in supporting the career development of students with an international education.

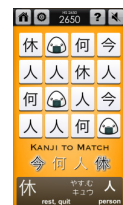# Online Kanji Games

Kanji Games で楽しく確実に学ぶ
Oliver Rose

日本在住の日本語を学んでいる者として私は普通の単語帳や選択問題を使った漢字学習では勉強のモチベーションを持ち続けることが難しいということに気付きました。そこで私は日本語学習用にゲーム内容を考えプログラミングを外部に委託して以下の3つのアプリを開発致しました。

1. Kanji Connect Game

これは縦横それぞれ4マス計16個の漢字の中から答えとなる適切な言葉を探し出すものです。言葉の読み方、またはその意味を元に(例 "gakusei" または "student")、プレイヤーはマスの中から"学"と"生"をそれぞれ繋ぎあわせるようにタッチします。このような作用は漢字の形、意味、読み方といった記憶力を大変高め、そして既に持っている知識を使って新しい言葉の漢字を推測するという楽しさがあります。毎回プレイ後にはゲームで出題された言葉をリストで見ることができ、それぞれの言葉のプレイヤーへの定着度は4色のマークで表され、それに合わせて再度練習ができるシステムになっています。Kanji Connect に出てくる漢字は日本語能力試験2級まであり、それぞれの漢字 ごとにプレーヤーの学習レベルの漢字だけで構成された言葉が例として挙げてあります。

2. PhraseBot Game

ゲーム方法は Kanji Connect と似ていますが、こちらは Quizlet というサイトから単語カードリストをプレイヤー自身で取り入れることができます。これはプレイヤー自身が調べた単語や読んだ記事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。

- 各タイルには一文字以上の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「1500 点を獲得して得点の画面のスクリーンショットを今週木曜にメールでしてきて下さい。」といった宿題として使用することもできます。

このように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

これは携帯ゲームで人気のある'Bejeweled'や'Candy Crush'の様な連結ゲームです。しかし、このゲームの学習目的は個々の漢字の読み方と部首を認識していくことにあります。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、画面中には読み方もしくは部首が同じ4つの異な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ると読み方や部首が同じ漢字を3つ連結させるといったチャレンジになり、"部首が同じ漢字"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つ並べるということになります。このゲームでは楽しみながら学習できる様、お寿司をモチーフ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 https://play.google.com/store/apps/developer?id=KanjiGames&hl=ja Android 用アプリ

Conference Information

Academic Conferences
学会・研究会のお知らせ
Asako Yamaguchi
Temple University, Japan

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▶ Foreign Language Education Symposium by JALTFL (Japan Council on the Teaching of Foreign Languages)
外国語教育シンポジウム 第4回外国語教育の未来を拓く―多様な外国語教育の価値を発見する―
一般社団法人日本外国語教育推進機構 (JACTFL)・上智大学国際言語情報研究所 (SOLIFIC)
http://www.jactfl.or.jp/?page_id=106
March 13th (Sun), 2016
Venue: 上智大学四谷キャンパス (Sophia University Yotsuya Campus, Tokyo)

▶ Spring Conference of the Society for Teaching Japanese as a Foreign Language
日本語教育学会 2016 年度春季大会
May 21st (Sat) - 22nd (Sun), 2016
http://www.nkg.or.jp/menu-taikai.htm
Venue: 目白大学 (Mejiro University, Tokyo)
*Deadline for abstract submission is over.

▶ 2016 Summer M. A. Program in Japanese Pedagogy at Columbia University
コロンビア大学夏期日本語教授法修士課程
June 6th (Mon)-August 5th (Fri), 2016
*Deadline for application is over.
http://ealac.columbia.edu/language-programs/japanese/jlp-summerprograms/
Venue: Columbia University, New York

▶The 18th Research Conference (2016)
JALP (Japan Association for Language Policy)
日本言語政策学会第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 (Itabashi Campus, Daito Bunka University, Tokyo)

▶ The Japan Second Language Association (J-SLA) Early Summer Research Forum 2016
日本第二言語習得学会 初夏の研修会
June 19th (Sun), 2016
http://www.j-sla.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
–関東地区– 2016 年度日本語教育現場からの実践研究フォーラム
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/kenkyu/Forum/kk-Forum.htm
Venue: 東京外国語大学 (Tokyo University of Foreign Studies, Tokyo)

JSL SIG Membership Information

日本語教育研究部会

日本語教育研究部会（JSL SIG）は、第二言語・外国語としての日本語指導・日本語学習・日本語教育研究の向上を目指し、指導・学習・研究のための資料や情報を提供しています。更に、専門家の育成の為の外国語教育における日本語教授法や言語学（心理・社会言語学なども含む）の研究推進にも力をいれています。日本語の指導者・学習者・研究者の積極的なご参加を歓迎致します。

日本語教育研究部会メンバー募集

本部会 JSL SIG は現在45名ほどの会員がおりますが、会員数を増やし更にネットワークを広げるべく、常時会員を募集しています。皆様の同僚やお知り合いなどにも、是非ともご周知下さい。

会員のメリット：
1. 論文集 *JALT 日本語教育論集* に投稿できる（2年に1回発行、査読あり）
2. ニュースレターが配布される（年3回）
3. ニュースレターに論文や学会レポート、日本語の教え方・学び方、その他会員の学会発表・研究テーマ・教授経験など、紹介したい記事を投稿できる
4. PanSIG で発表できる（PanSIG official site を通して申し込む）
5. JALT や PanSIG の JSL SIG フォーラムに、発表者として参加できる（興味のある方は jsl@jalt.org まで）
6. JSL 会合や SIG の研究会に参加し意見交換など交流ができる
* 入会方法は、JALT ホームページをご覧ください。http://jalt.org/main/membership

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： Be able to
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 the PanSIG official website).
5. Participate the JSL forums as a presenter at the PanSIG and/or the JALT annual conference (contact jsl@jalt.org)
6. Attend JSL SIG meetings and workshops
* Please refer the JALT membership categories and fees on the JALT homepage.
http://jalt.org/main/membership