



JALT JSL SIG NEWSLETTER

Issue # 14 (2) [serial 34] Summer 2017 (夏号)

JSL 会員の皆さま、

もう 9 月なのに、まだまだ暑い日もありますね。JALT2017 の年次大会は筑波にて 11 月に開催予定で、詳細はこちらに掲載されています。 <https://jalt.org/conference> 事前登録は 2017 年 10 月 1 日(日)までです。(会員の事前登録には個人情報を使い、ログインをすることができるようです。) SIG ビジネスニュースにあるように、JSL では 11 月 18 日土曜日に以下の予定で、JSL フォーラムと JSLAGM を開催します。JSL SIG フォーラムは、18 日(土)の 4:55 PM - 5:55 PM、ROOM 302 です(詳細はこちらをご覧ください：<https://jalt.org/signews>)。JSL SIG AGM も同じく 18 日の 3:30 PM - 4:15 PM、Room 402 です。皆様にお目にかかれることを楽しみにしております。

JSL Coordinator
Megumi Kawate-Mierzejewska

In this issue, which starts with our SIG news and business report with JALT2017 Forum as well as AGM information, Maki Hirono introduces a school initiative for JSL/JFL learners. From JSL/JFL Educators, Tomoko Maruyama describes a classroom activity with Dictogloss, and Michiyo Matsuura's article is about a classroom with *practice teachers* for study abroad students. Oliver Rose shares information on how to use the Quizlet Flashcard Website for JSL learners, and Asako Yamaguchi then provides information on JSL conferences and workshops. Finally, the last page shows SIG membership information.

We appreciate your continued support of the JSL SIG by providing articles, giving feedback, and reading our newsletter.

JSL SIG Newsletter Editor
Maki Hirono

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SIG News/Business

▶ JALT2017

The 43rd JALT Annual International Conference 2017 will be held at Tsukuba International Congress Center (Epochal Tsukuba) in Tsukuba, Ibaraki on November 17th - 20th in 2017.

Our JALT JSL SIG Forum and AGM have been scheduled as shown below.



▶ JALT JSL SIG Forum

Presentation Title:

A Look at Politeness in Japanese

Format: **Short Forum (60 minutes)**

Time: **Saturday, November 18th**

4:55 PM - 5:55 PM in Room 302

Moderator:

JSL Coordinator

Megumi Kawate-Mierzejewska

Presenters:

1. Peter Ross, Tokyo Keizai University
2. Maki Hirono, Temple University Japan
3. Kentaro Sawa, Temple University Japan

Short Summary:

In this forum, we will discuss politeness in Japanese from different perspectives, including "Politeness without Keigo," "Politeness in Japanese Written Discourse," and "Politeness in Business Interactions." A discussion session will follow the presentations.

▶ JSL SIG AGM

Format: **Meeting (45 minutes)**

Time: **Saturday, November 18th**

3:30 PM - 4:15 PM in Room 402

More details will be provided in our Autumn 2017 Newsletter.

▶ 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. We accept articles related to JSL/JFL in either Japanese or English. For the next issue, submit your contribution by October 31, 2017 to jslsigjalt@gmail.com with the subject header: [Newsletter Article]. We post our Newsletter on the JSL SIG homepage (<http://jalt.org/jsl/>) periodically. Please be sure to clear copyright issues when you use images/photos.

▶ JSL SIG Officers for 2016-2017

Coordinator:	Megumi Kawate-Mierzejewska
Treasurer:	Minami Kanda
Program:	Hiroki Shimotori
Membership:	Keiko Sakatani
Publicity:	Yo Hamada
Co-Chairs:	Shingo Moriyama
Publication:	Christopher Hennessy
English Editor:	Peter Ross
Digital Publication Editor:	Colin Bethell
Webmaster:	Shingo Moriyama
Co-Chairs:	Oliver Rose
Newsletter:	Maki Hirono
E-mail address:	jsl@jalt.org jslsigjalt@gmail.com
Website:	http://jalt.org/jsl/



School Initiative for JSL/JFL Learners

**Nihongo Salon at School Cafeteria for
Students, Faculty and Staff**
Maki Hirono
Temple University, Japan Campus

Serving as the newsletter editor of JALT JSL SIG, I also work as an administrator at Temple University, Japan Campus (TUJ)

Today I would like to introduce TUJ's *Nihongo Salon* initiative to you.

The main objective of holding *Nihongo Salon* is to provide a venue (the second floor cafeteria) and a time (one hour around lunch time) for not only our students but also faculty and staff to practice Japanese in a casual atmosphere. Since our school is a branch campus of the American university, all subjects except Japanese classes are taught in English. In such circumstances, we receive feedback from non-Japanese speaking students on the difficulty faced with practicing Japanese after learning it in the classroom; therefore, the Japanese Language Program (Coordinator Osada), Office of Student Services, Career Development Office, Communications and other concerned offices organized and started this activity in February 2017. *Nihongo Salon* is now held monthly. This is open to everyone at school, no matter what their level of proficiency, and also provides a great opportunity to get to know each other.



On July 13th in 2017, I attended the *Nihongo Salon*, and asked attendees several questions in the form of a questionnaire. Approximately 25 people came, 30% of them were students who are currently taking Japanese classes at TUJ, 30% were study abroad students who have come to Japan for the first time, 30% were staff members who are Japanese speakers or have been living in Japan for a while, and the other 10% were Faculty.

I asked them the following three questions and received six responses.

Question 1:

あなたは何年間、どこで日本語を学んできましたか。Where, and for how long, have you learned/been learning *Nihongo*?

Question 2:

日本語サロンに参加する理由は何ですか。また、どう活用していますか (するつもりですか)。What makes you attend *Nihongo Salon*, and how do you (or intend to) take advantage of it?

Question 3:

日本語能力をさらに高めるために、あなたに必要なスキルは何ですか。また、それを身につけるのに効果的な方法は何でしょう

か。 To further improve your Nihongo, what skill(s) do you need to learn more, and what would be an efficient way of learning it/them?

The responses to Question #1 have a wide range of years learning Japanese, from 8 months to 27 years. A couple of respondents self-studied Japanese and then entered TUJ recently, and several others had learned for more than 15 years. They had opportunities to learn first at high school and/or university, and then needed to use the language in their daily lives in Japan. From this result, we assume that the 20 attendees had different proficiency levels of Japanese.

As for Question #2, one answered that it was because there are few opportunities to speak Japanese at school, and another said that this activity helps more students learn the language outside the classroom. Some of them were actually here to complete one of their assignments for the Japanese oral intensive class. Coordinator Osada was present with them to help them attend this event. Moreover, a couple of them accidentally found the event when walking past the cafeteria at first, but now come here regularly.



Question #3 had fairly consistent responses. Skills needed for further improvement of Nihongo proficiency are listening and speaking. A couple of the longer-term learners of Japanese noted that the language switching speed and *keigo* would also need to be improved. The result of this question indeed proves that participants would need frequent practice of using learned words, phrases and vocabulary by speaking and interacting with others. In terms of speaking skills, some respondents stated that efficient ways of improving are to watch more Japanese anime and dramas, and to attempt to talk more to local Japanese people. They can now add one more efficient way – going to Nihongo Salon!

I strongly believe TUJ's Nihongo Salon is a great initiative for all of us, and helps us to understand the importance of non-classroom activities when we learn Japanese as a second language or a new foreign language, and aim at using the language as a tool for communication in society. In addition, since Japan's job market is strong nowadays, our Career Development Office is ready to send our students to Japanese and international firms located in Japan once they reach a sufficient Japanese proficiency. Our staff and faculty will continue to promote this initiative, and to have more and more students come and practice Japanese at the cafeteria during lunch time.

From JSL/JFL Educators

中国人学部生と欧米系交換留学生混成クラスでのディクトクロス実践報告

丸山 具子

獨協大学 国際教養学部言語文化学科

ディクトクロスとは、あるまとまった文章を聞きながらメモを取らせ、そのメモをもとに、文章を再現するピア活動である。本稿では、中国人学部生と欧米の交換留学生の混成クラスでのディクトグロスの実践についてご報告する。

学習者の国籍・所属 <経済学部2年生>
中国8名<交換留学生>ドイツ1名、アメリカ1名、スペイン1名

レベル 日本語中上級～上級

時間 週1回1コマ90分のうち60分程度。
全14回

使用テキスト 文字数にして60字～100字程度。『ワールドビジネスサテライト』『ガイアの夜明け』『NHK ニュース』などのビデオを使用した。新聞や日本のニュースに日ごろあまり触れていない留学生たちにとって、一般のニュースは前提となる知識が不足していて、豊かな活動になりにくかった。そこで、主にビジネス番組を選んだ。そうすることで、大学生活以外の日本社会への興味を喚起する狙いもあった。



方法 毎回くじ引きで、3～4名のグループに分ける。その際、交換留学生はグループに一人ずつになるようにした。

- 1) トピックの導入 経済ニュースの場合、その商品や業界について知っていることを話すなどの活動を行ってから、書き取る部分のその前後の動画を見て、トピックについて理解する。
- 2) 問題の部分を2回ないし3回聞かせ、各自書き取らせる。該当部分に字幕がある場合はその部分は音声のみ聞かせる。字幕がない場合はそのまま動画を見せる。
- 3) まずは個人単位でメモを見ながら、文を完成に近づける。
- 4) グループで書いたものを見せ合いながら、正確な文になるよう修正する。その際、辞書代わりとしてスマートフォンの使用も認めた。
- 5) グループの代表が板書し、クラスで検討を行った。1コマで1～2問扱った。

欧米の交換留学生と中国人学生とは、知っている語彙の傾向が違ったり、音は聞き取れても、漢字語彙の知識が不足している交換生と、漢字語彙の知識はあっても、正確な聞き取りが苦手な中国人学生など、お互いを補い合うやり取りが活発に行われた。

学期末の振り返りでも「グループ活動で会話の練習もよくでき、相手からさまざまな新しい言葉や表現を身につけました」(交換生)「会話力にしても聴解力にしても書くこともよくなったと思います」(学部生)などの感想が得られた。

今後は別のレベルのクラスでも効果的な実践ができないか検討していきたいと考えている。

日本研修における短期日本語講座
—教育実習生の授業実践の場として—

松浦康世

日本大学 国際関係学部

本学では年に一度、インドのゴア大学より大学院生を5名程度受入れ、1か月間の日本研修 (Study Japan Program) を実施している。来日する学生の専攻は経済学、政治学、人類学など多岐に亘るが、専門分野の研究のためではなく、教養科目の受講や学生との交流を通して日本の生活を体験し、文化を学ぶことを主な目的としている。日本語を全く学習したことのない学生たちが英語で受講できる授業を選択し、その中に日本語の授業が週2コマ (90分×8回) 設けられている。

この授業を担当するにあたり、今回は日本語教員養成プログラムの教育実習生に8回のうち、初回と最後の2回を除く5回の授業を担当させた。しかし、教育実習生たちがこれまで受けてきた研修は『みんなの日本語』や『げんき』などの教科書の学習項目に沿って授業計画を立てるもので、今回のような短期研修で教科書も文型も与えられずに準備するのは初めてのことであった。各実習生には授業テーマを一つずつ与え、そのテーマの中で導入が可能であると考えられる文型を提案してもらうことにした。

提示した授業テーマは次の通りである。

1	Self-introduction and greetings
2	Japanese characters
3	Japanese food and eating out
4	Expressions for shopping
5	Talk about hobbies and travels
6	Traditional cultures and pop cultures
7	Writing a letter
8	Making a speech

また、授業計画を立てるにあたり、次の点を考慮してもらった。

- ① 日本語に興味を持ってもらうこと
- ② 学習の負担を少なくし、無理なく楽しく学べるような文型を取り入れること

- ③ 日本文化を多く取り入れること
- ④ 日本人との交流の中で役立つ表現を取り入れること

その結果、実習生たちが用意した文化テーマと文型は次の通りである。

1. ひらがなとカタカナ (文型導入なし)
 - ・文字の読み書きの練習、ゲーム
 - ・単語の読みの練習、自分の名前を書く
2. 食べ物の名前、日本料理の紹介
 - ・朝ごはんは何を食べます/食べましたか
 - ・寿司が好きです/きらいです
3. 日本の通貨と土産物の紹介
 - ・これ/それ/あれは何ですか
 - ・これはいくらですか
4. 趣味と観光名所の紹介
 - ・サッカーをします/映画を見ます
 - ・京都に行きたいです
5. 弁当、日本の涼のとり方
 - ・弁当のおかずの名称
 - ・浴衣を着ます/うちわを使います etc.

(*実際にはすべてローマ字で表記した。)
ここで出された文型は、NはNです、NはAです、Nが好きです、NをVます/ました、場所に行きます、Vたいです である。初日にこれらの文型をすべて英語で説明し、各授業ではその資料を参照できるようにした。

最後にアンケートを実施したところ、他に取り上げてほしいテーマなどのリクエストは出されず、全員から「非常に満足している」という回答を得た。

授業では自国の文化と比較する意見も活発に出され、双方の学生にとって日本語授業を通して文化交流ができる良い機会となった。



Online Tools for JSL Learners

Using the Quizlet Flashcard Website for JSL Oliver Rose

Quizlet (www.quizlet.com) is a very user-friendly and reliable flashcard website that also has free iPhone and Android apps for students. It has long been a popular American website for English speakers, but it has recently added a multilingual interface and instructions so it is now even easier for people from any country to use.

It has millions of sets of flashcards on any subject, including many Japanese lists for topics such as the JLPT and popular textbooks like 'Genki' and 'Minna no Nihongo'. The flashcard sets can include pictures and automatically provide high-quality text-to-speech audio.

You can use the existing lists as they are, or copy and edit them. You can also make your own, by typing or copy-pasting spreadsheet data. Flashcards are all in 2-sided format, so the kanji would usually go on one side and both the meaning and reading (and optional picture) on the other side.

You can find many good Japanese-English lists of words and phrases on my Quizlet user account with the username 'kanjigames':

<https://quizlet.com/kanjigames/folders>

These are some of the activities that you can use the lists with:

- a. Flashcards - you can choose to show all information at once, or show one side and then the other. For focused practice of a subset of difficult items, you can mark them with a yellow star, and these items can then be studied separately.
- b. Learn - You type the answer. In 'Settings', you can choose whether the prompt and answer are the kanji, English or hiragana reading.
- c. Match - both questions and answers for some of the flashcards are shown, and the user has to match them.
- d. Live - If a teacher has set up a class, they can hold a quiz game in their class (minimum 6 players).

You can set up a free teacher's account and create classes with assigned flashcard sets which your students can join. If you upgrade to a paid account you can also monitor class/student/set progress in the following ways:

- a. On flashcard sets, you can see the percentage of times items are gotten correct or mistaken by the class as a whole, making it easier to review efficiently.

学習データ: すべての生徒 | 過去二週間 (2017年7月22日~2017年8月5日)

よく間違えます 生徒たちはこれらの用語をほぼ0%~25%の割合で正解します

0% 四日 | four days; 4th (of the month) (よっか)

毎回正解です 生徒たちはこれらの用語をほぼ100%の割合で正解します

100% 月曜日 | Monday (げつようび)

KANJI GAMES

HOME | KANJI CONNECT | KANJI CRUSH | PHRASEBOT | HTML5 GAMES | ABOUT

Download on the App Store | ANDROID APP ON Google play

Kanji Connect | PhraseBot | Kanji Crush

- b. You can also see which students have completed the different types of activity for a given flashcard set, making it possible to set Quizlet study as a homework activity. N.B. Although you can see a student's results for an activity, you cannot see which mode was used (e.g. whether the user had to answer with English, kanji or hiragana).

(<http://www.kanjigames.com/html5-games.html>) by using the Quizlet flashcard set ID number (the last string of numbers seen in the set's URL e.g.

<https://quizlet.com/211795668>)

Further information on the Quizlet website for teachers (in Japanese):

<https://quizlet.com/ja/teachers>

Here is the link for a bilingual version of the article on my website blog:

<http://www.kanjigames.com/kanji-games-blog>

Feel free to get in touch if you have any questions about how to use Quizlet or the Kanji Games websites or apps!

Email: oliverrose@kwansei.ac.jp

2017年7月

18用語 | Narumi_Rose

電話会議

Other Activities

Using Quizlet Flashcard Sets

Quizlet flashcard sets can also be imported into the free PhraseBot app (www.phrasebotapp.com), which is more game-like and offers progress tracking and different kinds of modes not provided by Quizlet, such as breaking up words into individual kanji/kana.

They can also be used in several HTML5 games on the Kanji Games website

In total it is five hundred yen. ぜんぶで?? | 01:11 | 2

ま せ ん	に	で す	し て
か	で	あ り ま す	だ れ
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五 百 円	本 は	を	を

Conference Information

Academic Conferences

学会・研究会・教師研修のお知らせ

Asako Yamaguchi

Temple University, Japan Campus

▶Conference for Japanese Education
at Agency for Cultural Affairs

文化庁日本語教育学会

(東京大会・大阪大会)

August 26th and 27th, 2017 (Ended)

Venue: 文化庁・文部科学省東館 (Tokyo)

September 30th and October 1st, 2017

Venue: 大阪市立総合学習センター(Osaka)

http://www.bunka.go.jp/seisaku/kokugo_nihongo/kyoiku/kyoiku_yotei/

▶Institute of International Education in London-
Open Seminar for Postgraduate Diploma in

Teaching Japanese as Foreign

Language/Postgraduate Certificate in Teaching
English for Children

英国国際教育研究所 日本語教師養成課程・
児童英語教師養成課程ことばのセミナー「教
えるための言語分析の視点」

http://www.iel.org.uk/opendays/opendays_in_japan.html

October 21st, 2017 (14:00-16:30)

大阪私学会館, Osaka

<http://osaka-shigaku.gr.jp/kaikan/access/index.html>

October 22nd, 2017 (13:00-15:30)

福岡・都久志会館, Fukuoka

<http://tsukushi-kaikan.jp/access/>

October 29th, 2017 (13:00-15:30)

東京・アワーズイン阪急, Tokyo

<http://www.oursinn-hankyu.co.jp/ja/service/access>

▶TJALT2017 The 43rd JALT Annual

International Conference 2017

第43回 JALT 年次国際大会

“Language Teaching in a Global Age:

Shaping the Classroom, Shaping the World”

<http://jalt.org/conference>

November 17th – 20th, 2017

Venue: Tsukuba International Congress
Center (Epochal Tsukuba/つくば国際会議
場), Tsukuba, Ibaraki

https://www.epochal.or.jp/eng/access/map_shuhen.html



▶13th Conference of The Society for Research
on Collaboration in Language Learning

第13回協働実践研究会&科研報告会
協働実践研究会

December 2nd, 2017

Deadline for abstract submission for poster
presentation: October 1st, 2017

<http://kyodo-jissen-kenkyukai.com/>

Venue: Waseda Campus of Waseda University

▶JSL Educational Project for Non-Japanese

People living in Japan by the Cultural Affairs
Agency (Project for the 30th year of Heisei)

文化庁による「生活者としての外国人」の
ための日本語教育事業 (平成30年度事業)

1. Local Educational Practice Program

地域日本語教育実践プログラム

2. Local Educational Start-up Program

地域日本語教育スタートアッププログラム

Applicants: Local Government, Municipal
Authorities, Educational Institutions,
International Associations, NPO, etc.

Application Open: October 2017

Application Deadline: December 2017

Notice of Results : March 2018

http://www.bunka.go.jp/seisaku/kokugo_nihongo/kyoiku/seikatsusha_kyoiku_jigyoy/index.html

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 51 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 51 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>

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Taito-ku, Tokyo, 110-0016, JAPAN
Tel: 03-3837-1630 Fax: 03-3837-1631
<http://jalt.org/>

