



Copyright © 2009 JALT JSL SIG  
Japanese as a Second Language Newsletter

JALT JAPANESE AS A SECOND LANGUAGE  
NEWSLETTER 8 (1), [serial 16], Spring 2011

### 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

We would like to express our deepest sympathy and condolences to those who have been affected by the tragic earthquake and subsequent tsunami that devastated the northern coastal areas of Japan on March 11, 2011. We will all move forward together with Japan as it rises from this disaster.

Megumi Kawate-Mierzejewska  
(Coordinator)

### Message from the Newsletter Editor

I would like to express my sincere condolence to the loss of many precious lives in the Tohoku-Pacific Coast Earthquake. Also, my prayer goes to all of people who are still forced to be patient in difficult living situations. Now we are faced with unprecedented challenges. For us, in this issue, "Ganbare" messages have arrived from students who study

Japanese in the USA. The first message is from the pupils at Smith Academy in NC. They fund-raised \$2000 to donate to Japan! The second message is from two students who were learning Japanese in Tokyo until March but had to return without accomplishing all of their objectives. In the Teaching Ideas section, Yamaguchi sensei explains the rules of Iku (go) and Kuru (come). In the Research and Report pages, Suzuki sensei introduces her study of the J-POP culture boosting the number of Japanese learners in the world, and Hattori sensei reports her observation of Brazilian classes in Nagano. Of course, selected information of the JALT Pan-SIG is included, too. It will be held at Shinshu University during May 21-22nd. I'm looking forward to seeing you there soon!

Nozomi Takano  
(Newsletter Editor)

### IN THIS ISSUE

Message from the Coordinator	1
Message from the Editor	1
SIG News and Business	2
Messages to Japan	3
Japanese Teaching Ideas	5
Research and Reports	7
Call for Papers	10

### The 10th Pan-SIG Conference

The 10<sup>th</sup> Pan-SIG conference entitled "Discovering Paths to Fluency" will be held during May 21<sup>st</sup>-22<sup>nd</sup> at Shinshu University in Matsumoto.

JSL SIG will sponsor a JSL forum.

**Date** : May 21st (Sat.) 16:00-17:40

**Presenters** : Megumi Kawate-Mierzejewska, Rieko Matsuoka, Satomi Fukuhara, Peter Ross

**Title** : How to become a fluent speaker in Japanese as a second language

**Abstract** : This forum consisting of several papers examines the effective ways of learning and teaching Japanese as a second language (JSL) to become a fluent speaker of Japanese, focusing on the fluency and error correction, the use of first and second pronouns from a *Rakugo* script, lexical collocations, and a revolutionary and effective method entitled "instant Japanese." It should be noted that this forum will be conducted both in English and Japanese.



Besides the forum, there are three JSL related presentations. (Please refer the final schedule on <http://pansig.org/2011/>)

#### ● Tamayo Hattori • Nozomi Takano

「インタビューデータから分析する fluency: 日本語イメージングプログラムの実践から」

#### ● Yoko Suzuki (poster presentation)

「日本語学習者を世界中で育てるにはー日本のポップカルチャーを梃に」

#### ● Akiko Tsuda (poster presentation)

「日本語学習者の食生活における語学ニーズ調査: 食を通じた国際交流の為に」

There is a Facebook page available, too.  
[http://www.facebook.com/event.php?eid=165684393455021&notif\\_t=event\\_admin](http://www.facebook.com/event.php?eid=165684393455021&notif_t=event_admin)

### JSL SIG Officers

#### Coordinator

Megumi Kawate-Mierzejewska  
Email: [jsl@jalt.org](mailto:jsl@jalt.org)  
Email: [mierze@tuj.ac.jp](mailto:mierze@tuj.ac.jp)

#### Program Chair

Sayoko Yamashita  
Email: [yama@meikai.ac.jp](mailto:yama@meikai.ac.jp)

#### Membership Chair

Larry Bankester  
Email: [lb4318@gmail.com](mailto:lb4318@gmail.com)

#### Treasurer

Minami Kanda  
Email: [kanda@hiu.ac.jp](mailto:kanda@hiu.ac.jp)

#### Publications Chair

Shingo Moriyama  
Email: [sym@nanzan-u.ac.jp](mailto:sym@nanzan-u.ac.jp)

#### Publicity Co-Chairs

Minami Kanda  
Email: [kanda@hiu.ac.jp](mailto:kanda@hiu.ac.jp)  
Nozomi Takano  
Email: [nozomitakano@yahoo.com](mailto:nozomitakano@yahoo.com)

#### Website Manager

Peter Sakura  
Email: [psakura2004@yahoo.co.jp](mailto:psakura2004@yahoo.co.jp)

#### Newsletter Editor

Nozomi Takano  
Email: [nozomitakano@yahoo.com](mailto:nozomitakano@yahoo.com)

## The 10th Pan-SIG Conference



May 21st and 22nd  
Shinshu University, Matsumoto, Nagano

Smith Academy of International Languages  
Japanese immersion program  
Yumi Kyogoku & Eric Ottinger

Smith Academy of International Languages is a public school located in Charlotte, North Carolina, USA and is part of Charlotte-Mecklenburg School System. Smith Academy is a magnet school that teaches grades kindergarten through 8th grade in 6 different languages—Japanese, German, French, Chinese, Spanish, and English. (Spanish is only taught at the middle school level.) All of these languages are taught not only with the goal of fluency but also to acquaint students with various cultures and prepare them for a global future. There are 130 students in the Japanese program. Elementary students are taught Japanese language arts, math, science, and social studies in nothing but Japanese. (Specialty classes such as English language arts, music, art, and PE are taught in English.) Middle school students take Japanese language arts and reading classes in Japanese.

Students in the Japanese program have opportunities to interact with native Japanese students at the Japanese Saturday School at Charlotte through various activities such as mochitsuki and undokai. Our students don't just learn about the language, they enjoy a lot of Japanese cultural events such as New Year's Festival, Setsubun, Children's Day, 7-5-3 Day, and the Harvest Moon Festival. Students are also welcome to join our afterschool Taiko Drum Club. The Japanese Teachers' Association of Charlotte (JTAC) is an organization of Japanese teachers from kindergarten to university who work to promote Japanese language and culture in the Charlotte area. JTAC holds its annual 'Bunkasai,' Japanese Cultural Festival, every spring at Smith Academy. Additionally, JTAC members are involved in various cultural events at their own schools, such as International Week, SoranBushi Dance, and Taiko performances.

In 2009, we started a sister-school relationship with Eisugakkan, a school in Fukuyama, Hiroshima, Japan. This relationship includes not only overseas trip to sister school but also students' interactions through Internet, etc. Every other year our students will go to Fukuyama for a homestay. Eisugakkan has graciously hosted our students twice and we eagerly await their students' arrival.

Please refer the websites listed below for more details of us!

**Smith Academy homepage:**  
<http://schools.cms.k12.nc.us/smithMS/Pages/Default.aspx>

**Japanese Cultural Festival at Smith :**  
<http://japanfest.blogspot.com/>

**Smith Taiko Performances :**  
<http://www.youtube.com/watch?v=vUhDn6YRv44&feature=related>

<http://www.youtube.com/watch?v=B2tP6NyrSAA>

**Channell4News :**  
<http://charlotte.news14.com/content/638216/cms-students-get-first-hand-lesson-on-japan-devastation>

The students at Smith Academy thought what we can do to help the Japanese children who are suffering in Tohoku area. So far, we fund-raised \$2000 by making posters to advocate, folding Origami Tsuru, and performing Taiko and handed to the Japanese consulate general in Atlanta. We are also planning to upload our Japanese story telling and Taiko performance on YouTube for Japanese people to enjoy them.



More posters are available at  
<http://www.youtube.com/watch?v=UgF86IFX59Y>

Messages from graduate students who were studying at Temple University Japan, Tokyo campus until their emergency evacuations in March. They had to leave without completing their ambitious plans they had--hopefully they still have and come back when the next chance arrives. Looking forward your returns!



(Field Trip to the Shinjuku Gyoen Park)

When I first visited Japan a year ago, it was the first country that I have visited in which I could actually stay for the rest of my life. I have been to many places but my experience in Japan was so fantastic that I applied the next year for a spring semester in Japan so I could live here longer and get to experience more.

What really sets Japan apart from other countries is the cultural experience. It is easy to say that generally but the more time I spent in Japan the more I realized that the success and beauty of Japan is mostly due to the people. One can imitate the economics and politics of the country, but without the inherent goodness and warmth of the people you won't be able to achieve the perfect formula. I found that even though there is a language barrier, the people of Japan go out of their way to be helpful and kind. I haven't experienced that in many places that I have traveled to.

I am also fascinated with the Japanese language and have since made it a point to study as much of it as possible. Though it is difficult, it makes sense and would be a great asset in my professional and personal life.

I felt really bad in not coming back after the earthquake and I hope that my reasons will be understood and not judged. I will certainly come back to Japan the next opportunity that I get.

From Dmitriy Aristov  
Golden Gate University School of Law

Learning Japanese is and was a definite challenge. Fortunately, I had a great teacher who made learning not so much about the words, but more about using the words to be engaged in Japanese culture. And Japanese people are quite fascinating. The strong sense of honor and pride is admirable. It is these qualities that have enabled Japan to be such a powerful country and it is these characters that will allow its people to rebuild after the recent natural disasters.

My Language teacher used our class times to not only teach us the intricacies of the words but also to engage all of our senses in order to make learning an adventure. Trips to Shinjuku Gyoen, Asakusa Okonomiyaki restaurant, and Mt.Oyama were very enlightening. Climbing Mt.Oyama especially was breathtaking and created a desire to want to embrace nature. In learning Kanji and Hiragana, because the characters are related to some symbol, it is quite clear that language using nature as a starting point as so many of the symbols are related to the things found around us.

I regret that my time in Japan was cut short due to the natural disaster but I hope to return again. Even now in the states, I find myself saying Japanese phrases and having to restate myself in English. I plan to continue my studies so that I can return and be able to more immersed. Please know that we are praying for you all and are sure that the best days are still ahead for Japan.

From Kerene Tayloe  
Florida A&M University College of Law

**A Clue for Teaching Japanese ①**

いく GO / くる COME

Asako Yamaguchi

Temple University Japan

First of all, I would like to show my sincere condolence for those who suffered from Tohoku Kanto Earthquake. Where were you all at the time of earthquake on March 11<sup>th</sup>? I was at my university in Minato-ku, Tokyo. I went to Shinagawa station, trying to go home in Yokohama. I waited for hours, however, there was no signs of restarting of train operation. Then my husband sent me an e-mail, and said “おおさきのオフィスにくる?” then, I replied, “うん、いく!”. If I translate this conversation into English, it will be “Are you coming to my office at Osaka?” “Yes, I am coming!”. If I directly translate “Yes, I am coming.” into Japanese, it would be “うん、くる”. If I had replied this way, my husband would have been confused and wondered where I was going or coming or who is coming.

Japanese いく / くる are basic verbs which appear at beginning of elements level, however, the meaning is different from English “come/go.” So we need to be very careful. Let’s examine another example.

Two students are living together. A telephone rang. The telephone seems to be for Mary.

<Example 1 > メアリー → みちこ

みちこ：メアリーさん、でんわですよ。

メアリー：はい、すぐ ( ① )。

In English, how Mary says will be “Yes, I am coming.” But how about in Japanese? If you directly translate, ① is きます, but correct phrase is いきます. Let me explain why.

Japanese くる expresses the movement toward the place where the speaker is /or locations connected with the speaker. いく is the movement away from the speaker /or locations connected with the speaker. On the contrary, the viewpoint of “come” and “go” is not speaker but listener in English. If somebody moves toward the listener, “come” is used: “go” is used when somebody moves away from the listener. Please look at the following chart.

<Japanese >



<English >



In example 1, Mary will move away from her original place (i.e., the location of speaker), いく is used. In real teaching circumstances, I recommend you to give brief explanation using the chart above, and then let students think which should be used in many examples. (Underlined options are the correct ones below. Please remove the underline if you make a handout for your class.)

<Example 2 > トム → メアリー

Mary will hold a home party.

メアリー：トムさん、うちでパーティーをします。(a. きませんか b. いきませんか)

トム：いいですね。ぜひ (a. きます b. いきます)

<Example 3 > メアリー & トム → Shibuya

There will be a friend’s party at a club in Shibuya.

メアリー：どうぶに しぶやでパーティーがあります。(a. きませんか b. いきませんか)

トム：ほんとうですか。いいですね。(a. きたい です b. いきたい です)

<Example 4 > メアリー & トム → Kyoto

Mary and Tom are going a trip to Kyoto from now on.

メアリー：なんじのしんかんせんできょうとに (a. きますか b. いきますか)

トム：10じのしんかんせんで (a. きます b. いきます す)

<Example 5 > メアリー & トム ← みちこ

Mary and Tom are at School. They are waiting for Michiko.

メアリー：みちこさん、おそいですね。なんじに (a. きますか b. いきますか)

トム：もうすぐ (a. きますよ b. いきますよ)

The basic rule is same in もってくる / いく (bring / take something) つれてくる / いく (bring / take somebody). For example,

<Example 6 > トム → メアリー

Mary will hold a home party.

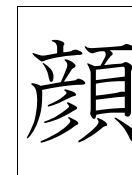
トム：あしたのパーティーはなにを (a. もってきます しょうか b. もつてい きましょうか)

メアリー：なにもいりませんが、ともだちを (a. つれてきて ください b. つれてい ってください)

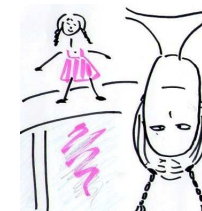
Even if students seemed not to understand well after repeated explanation, they usually become able to grasp conceptual ideas by looking at examples while thinking by themselves. Since this くる / いく could cause significant miscommunication, it is important to have clear understanding at the early stage of elements level.

References : Genki I: An Integrated Course in Elementary Japanese (The Japan Times, 1999), Japanese: The Spoken Language (Yale University Press, 1987)

**Kanji mnemonics created by students**



A girl is standing (立) on a bridge. When she looks down, she can see the reflection (多) of herself on the water--A girl with braided hair (頁).



Let’s visit (訪) the person (方) on my mind, and say (言), “I love you.”



.....

**An Outlook for Increasing the Number of Japanese Learners:**

**From the view of Japanese pop-culture**

Yoko Suzuki

Musashino University

.....

The number of Japanese language learners is increasing around the world, recording more than 3,650,000 in the year of 2010 which is 22.5% up from the number in 2006. However, we still should try more to increase the number of learners, since the learners will usually be good fans of Japan and will tell their friends more about Japan. This could influence Japan in the better way. The reason for this is if we have an interest in a country we would usually like to go to that country and want to know about the language spoken there. Increase of the number of Japanese language learners may increase the number of tourists to Japan or the number of foreign students studying in Japan. The importance of teaching Japanese will also be recognized more.

According to the survey of Japan Foundation, one of the main motives of the learners' learning Japanese is that they are interested in the new Japanese pop-culture such as Japanese Manga, Anime, Games and so on. Especially the learners at the secondary education sector are interested in Japanese pop-culture more than the traditional culture such as Japanese history, Japanese literature and so on. So if they continue to learn Japanese in higher education, this will contribute to the increase of the number of Japanese learners. The number of Japanese language learners is smaller compared to the number participating in events or festivals on Japanese pop-culture in many countries. This could mean that participants in those events or festivals are potential Japanese language learners.

To inspect the above supposition, I investigated the motives of the learners in higher education. It is true that interest in Japanese pop-culture was the first motive for many learners. Also I found some differences between the learners in Asian countries and the learners in the USA. There are many Asian learners whose motive for learning Japanese is admiration of Japanese new culture, especially the stories of Manga or/and Anime. These are attractive and they think in order to know more about them, they should learn Japanese language and Japan. Contrary to this, most learners in the USA have interests in other fields concerning Japan and then they found Japanese pop-culture also interesting and started to learn Japanese language. Of course, there are some learners in the USA whose first motive was the interest in Japanese pop-culture like Asian learners. In addition to the difference of the way of pop-culture attracts learners between Asian countries and the USA, there is another factor to make the difference of the number of learners between in Asian countries and the USA. The number of Japanese goods sold in each country may reflect the number of the learners in its country. In Asian countries, various Japanese goods such as figures, miniatures, stuffed dolls, pillows, and puzzles designed with Japanese Manga or Anime characters are sold more than in the USA. These characters are printed on some packages of sweets and drinks and even on the body of automobiles in Asian countries.

Anyway there are many young people in the world who are interested in Japanese pop-culture, which means many potential Japanese language learners exist. Therefore the number of Japanese language learners is likely to increase. To ensure the increase of learners, the materials for teaching Japanese should be related somehow to pop-culture and the way of teaching Japanese language should be revised for the learners not to give up in the beginner's level and continue learning Japanese.

.....

An American exchange student at Sophia University wrote his idea for the integration of J-POP culture into the Japanese study.

.....

**A successful way to study Japanese**

Frank Kaner

.....

I chose to study Japanese for two reasons. The first was that I knew I wanted to challenge myself, both academically and mentally, by studying abroad and learning a new difficult language. From there, it was merely a matter of choose which language and country. This leads me to my second reason, which may seem trivial, because it was: I like Japanese videogames.

The Final Fantasy series is my unquestionable favorite. I practically fell in love with these games, due to the beauty with which the story was told and animated. I spent the most time on Final Fantasy 11, an online game in which I "met" and played with other people from both the united states and Japan. I made many japanese online "friends" and even practiced some *あいさつ* that I learned. I believe this is the main reason why, over a year later, I elected to study Japanese and to go to Japan as opposed to a different program.

Thus, here is my suggestion on how to utilize popular culture to encourage students to study (and continue studying) Japanese: let them use it in a social setting. Certainly every teacher would advocate this, but arranging for such social settings with native Japanese speakers in real life can be challenging and/or expensive. So I would say, especially in the upper level classes, have the whole class buy the Japanese version of a videogame (preferably online)! The most recent one is now Final Fantasy 14.

(<http://jp.finalfantasyxiv.com/>)

This may not be plausible in all cases, but I think that it would be extremely effective at reinforcing the fun of studying this fascinating language and culture.

.....

**Class Observation Report: Speaking Portuguese, Growing up in Japan**

~ From Iida City, Nagano ~

Tamayo Hattori

Waseda University

.....

I went to class observations to know how the JSL children learning their heritage languages in Iida city. The report was to share with the JYL (Japanese for Young Learners) Project, which researches the current situations of JSL children to provide educational supports.

**< Portuguese Class I >**

**Date and Time:** Sep. 15, 2010, 16:00- 16:30

**Students:** elementary aged children, after school, baby sitting pre-school youngsters

**Place:** Iida City, used own rented home as a classroom

20-min drive from the city center took me to this class site. The apartment complex was surrounded by farm fields, and it was under the highway bridge. Due to remoteness, they offer rides to students. 2 elementary aged children (1 first grader, 1 second grader) were at work at that time; later, one third grader joined the class. Another student came, but she disappeared in a different room.

In the kitchen area, one six grader, who may have been home-schooled or of no schooling, was baby-sitting twin babies. The small classroom was set up with a white board, 4 desks and chairs. Walls were decorated with pictures and craft, but no words. Each student had own textbook and worked on his/her pace. One of them practiced reading aloud; the instructor gave him feedback on pronunciation and comprehension. Another student practiced spelling on her notebook silently. The class was held in a very relaxed atmosphere, babies visited and saw their mother (instructor) and students stood up and walked on their needs. I did not converse with the instructor since it was class time. My observation was about 30 minute and I drove to the second site.



## &lt; Portuguese Class II &gt;

**Date and Time:** Sep. 15, 2010, 17:00- 18:00

**Students:** elementary aged children, after school, baby sitting pre-school youngsters

**Place:** Iida City, used unused apartment for teachers (with community support)

10 minutes on foot from the city center took me to the site. Passing by farmland and houses, I saw a board saying “xx Portuguese Class.” The doorbell at the site was broken, so I went around the apartment and waved Ms. M, who was a mother, an instructor, and a coordinator for the class. Since Ms. M’s teaching was done on that day, we were able to converse on the class and their situation. Two rooms in the apartment were used for class; the room was set with a blackboard, 8 sets of desks and chairs, and a computer. The room was colorfully decorated with a Brazilian flag, a number chart, and an alphabet poster. Ms. M told me that they used to have a class at a rented house, however many families left after the Lehman shock in 2008. They went to the city to consult, because they couldn’t afford to rent the house any more. The city offered an unused apartment for teachers in a reasonable price.

One time, over 30 students were here studying, but at that time over 10 students were coming regularly. They don’t offer this type of class for junior high school students because this type of class (Brazilian government approved) is not credited when going to high schools in Japan. Only elementary aged children learn Portuguese and subject areas with the textbook, *Aguarela*, from Brazil. The textbook has Portuguese, Math, Geography, and history sections all in one book. They prepare worksheets etc so students would not get bored. On Saturdays, they have classes focusing on Brazilian culture and history, at the same time, children also learn the Japanese culture, especially the Japanese cuisine. They make miso soup and soy sauce-based cooking so students get used to the tastes. Seeing the whole fish on the dining table is quite

experience for children, who grow up in Brazilian families.

Around six o’clock, the instructor was reading a story to children. They were really focused and answer questions on the story in Portuguese. Most of them were born in Japan, but I had an impression that they seemed to be quite fluent in Portuguese. The school started when many families went back to Brazil with their children who only spoke Japanese and couldn’t communicate with their relatives; then they recognized the importance of preserving Portuguese. There is also a JSL class at the public school where many of them go; Ms. M seems to be quite content with teachers there (although some teachers seemed to be ignorant and less-caring for these children). Since many parents work late until 19:30 or 20:00, children have snack around 18:00 when they finish class. Naturally, their dinner is late around 21:00. Ms. M gives a ride to children, but some parents came earlier and picked up their children there. Ms. M is very fluent in Japanese, but it took her about 10 times to pass the written driving test. She did not have a driver’s license in Brazil, so she had to take the test either in Japanese or in English. English is another foreign language for her, so she chose the test in Japanese. Reading Japanese with Kanji and specialized terms was the big hurdle for her, but she made it with phonetic reading help when taking tests repeatedly.

According to Ms. M, most of the neighbors are supportive to the class. The biggest challenge for them was to maintain the class; the class began to have more spending than earning since one and half years ago. M’s husband work on weekends as well in order to support the class, but the future was less certain not only economic situation but also the apartment building, which was not maintained by the city any longer.

I felt eagerness and passion from students and the instructors in both classes. Their biggest challenge, I felt, was the physical and mental distance from the community they live in.

## JSL Newsletter

Would you like to make a contribution to our SIG newsletter, sending your article to us? We are accepting articles, book reviews, conference announcements, conference reports, conference review, interviews, lesson plans, essays from your students, etc. from both JALT JSL members and your colleagues.

It would be appreciated if the author of the article could send his/her contribution both in Japanese and English. When you cannot find your translator for your contribution, please feel free to contact us.

The deadline for the next issue is July 31, 2011. We look forward to receiving your contribution.

## JSL Newsletter Editor

Nozomi Takano

Email: [nozomitakano@yahoo.com](mailto:nozomitakano@yahoo.com)



「日々是好日」

Everyday is a precious day.

## 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 Pan-SIG conference (apply through the Pan-SIG official Web page).
5. participate the JSL forums as a presenter at JALT and/or Pan-SIG conferences (contact [mierze@tuj.ac.jp](mailto:mierze@tuj.ac.jp) for details).
6. attend JSL-SIG meetings and workshops.
7. request information of Japanese teaching materials, methods, cultural exchange, culture and society, pragmatics, etc. (contact [mierze@tuj.ac.jp](mailto:mierze@tuj.ac.jp))
8. obtain the updated information of academic conferences and call for papers.
9. receive the member’s discount for the JALT related conferences.

**How to join** (if you haven’t joined) :

1. Become a JALT member. The easiest way is going through the JALT website, <https://jalt.org/joining/>
2. On this application page, find Special Interest Group (SIG) section and choose JSL. You can join SIGs as many as you want (1500 yen per a SIG). There is also an option to become a JSL-SIG newsletter reader for 2500 yen per year without the JALT membership.

\* Please refer the JALT membership categories and fees on

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