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Japanese as a Second Language Newsletter

**JALT JAPANESE AS A SECOND LANGUAGE
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Mission Statement

The mission of the Japanese as a Second Language Special Interest Group (JSL SIG) of the Japan Association for Language Teaching (JALT) is to serve as a resource for promoting JSL teaching, learning and research. We welcome JSL teachers, learners, and researchers to join and take an active role in our SIG.

Message from the Coordinator

Dear JSL members, thank you for your continued support. We wish you a Happy New Year!

Megumi Kawate-Mierzejewska
(Coordinator)

Message from the Newsletter Editor

I hope everyone is staying warm and getting ready to welcome a great new year 2012. The next year again, I need your warm support and contributions to create interesting newsletters. Thank you for your cooperation.

In this issue, we report the JSL-SIG forum, "Teaching & Learning JFL in the World," held at the 37th JALT Annual Conference.

Also, we are introducing two websites: Kanji learning site, and teaching children material site. In the Teaching Ideas section, Yamaguchi sensei explains the rules of give/receive and how to practice the differences. The last report is from a tea master about her cultural exchange at the Japan-Germany friendship 150 year anniversary event. I appreciate all of the contributors and their hard work!

Please read through and send any feedback to the author directly, or to the editor. I'm happy to receive any of your comments and exchange ideas.

Happy holidays!

Nozomi Takano
(Newsletter Editor)

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■ JSL Officers for 2010-2011 ■

The JSL SIG AGM (Annual General Meeting) was held on Saturday, November 19 at JALT 2011 in Yoyogi, Tokyo. The JSL officers for the year 2011-12 were elected. Timothy Newfields and Juliane Yaxuan Yo are joining us.



Tim Newfields teaches English and American studies at Toyo University. He has lived in Japan over 25 years and has a MA degree in TESOL from the School for International Training

in Brattleboro, VT, USA. He also taught English in Taiwan from 1998-2000. His main research interests are study abroad, language testing, and pragmatics. His hobbies include computer art, poetry, and yoga. From 2000-2011 he edited the JALT Testing & Evaluation SIG newsletter and website. This year he has begun to edit website and newsletter for this SIG as well as the Study Abroad SIG.



Juliane Yaxuan Yo Hello everyone. I come from Taiwan. I have been working in Tokyo for almost a year, although I spent time here studying before that. I enjoy teaching Japanese and Chinese at tertiary

level, and translation. I firmly believe in the sharing of languages, and the international friendships and understanding that result. I look forward to working with everyone!

■ JSL-SIG Forum ■

JSL-SIG organized a forum titled “Teaching & Learning JFL in the World” with five presentations. (Please see the next page for the details.)

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1. Sayoko Yamashita
2. Kazumi Tanaka
3. Takashi Matsuzawa
4. Shin Matsuo
5. Kazue Imazato

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Japanese Language Education in Africa

- Cases in Kenya -

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The history of the Japanese language education in Africa is short. According to the Japan Foundation as of 2009, JFL education is conducted in Madagascar, Egypt, Kenya, Morocco, Benin, and Tunisia. I particularly focused on the cases in Kenya. With the population of 41,000,000, and 42 different tribes, tourism is one of the main industries. The purpose of studying Japanese for many Kenyan students is for tourism.

Japanese Language Education in Africa

2009	Institution	Teachers	Students
Madagascar	11	25	1175
Egypt	14	69	1036
Kenya	9	19	711
Morocco	8	11	491
Benin	1	2	150
Tunisia	1	3	120

The Japan Foundation statistics 2009

JFL education first started in 1975 by the JACII (Japan Africa Cultural Interchange Institute), and at Kenyatta University, Nairobi University, and AUPI in the 1980s. In the 1990s, USIU (United States International University), Utalli College, Strasmore University, and Kenyatta University started to offer Japanese language as credit courses. In addition, Japanese language classes are taught in nine language schools and more than 14

elementary and middle schools. All such courses only cover basic Japanese, except for the Japanese embassy, which covers the intermediate level. About 20 teachers (including native Japanese and non-native teachers) teach over 700 students in Kenya.



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**Japanese Teaching and Learning in Europe:
a new approach in the UK**

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CEFR (Common European Framework of Reference for Languages) has had a major influence on language policy and language teaching in Europe. Many institutions teaching Japanese had to incorporate CEFR into their curriculum. The UK has the largest number of learners of Japanese in Europe and teaches it in primary schools. I would like to introduce a new approach to recognize and accredit language skills for children and adults in the UK called Asset Languages.



An example of Japanese language education at a company in China

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I work as a company employed teacher of Japanese. The courses currently held are Grammar Improvement courses, Japanese Presentation Workshop, Japanese Teleconferencing Workshop, and special courses for Customer Call Centers, such as Japanese speech counseling and test (or simulated) calls in Japanese, etc. A tailored course is also held on demand for a specific project, such as writing counseling for the writers of Japanese. Over 250 employees took above courses this year. Their average years of Japanese study is 4.4 years, and 77% of them hold Japanese Language Proficiency Test (JLPT) Grade One (N1, ikkyuu). Entry level courses of JLPT N5, N4, N3 are also provided from this year for the technical employees having no Japanese language knowledge. Those courses are lectured by external language-school teachers.



Over 250 employees took above courses this year. Their average years of Japanese study is 4.4 years, and 77% of them hold Japanese Language Proficiency Test (JLPT) Grade One (N1, ikkyuu). Entry level courses of JLPT N5, N4, N3 are also provided from this year for the technical employees having no Japanese language knowledge. Those courses are lectured by external language-school teachers.

The Situation of JSL in Taiwan

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Taiwan has the fifth largest number of JSL learners in the world. Taiwan was under Japanese rule from 1895 to 1945, so there are still generations of people who learned

Japanese as their national language. Also, there are many JSL learners in the younger generation. Japanese is very popular as a second foreign language among university students. Additionally, there are many Japanese language schools in towns, not just in big cities like Taipei and Takao. Furthermore, Japanese culture, especially J-POP, is admired. Even so, looking at history it would be difficult to conclude that Taiwanese are pro-Japanese. In my presentation, I discussed the impact Japanese colonization had on Taiwan and showed a movie of one Taiwanese who received an education under Japanese rule.



The situation of JSL in Brazil

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In JALT's presentation, I talked about the situation and issues of Japanese language education in Brazil, home of the largest Japanese community outside Japan. Japanese was a heritage language transmitted from immigrants to their children for many decades. But now, the community is facing a transition from heritage language to foreigner language. Meanwhile, Japanese language is getting away from Japanese Brazilian and being largely accepted by non-Japanese Brazilians. Featuring 3 Japanese language institutions, I tried to show their efforts and challenges to make Japanese language more familiar to all learners.



JYL Project to Develop Free Online Resources for Teachers of Japanese for Young Learners

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The Japanese Young Learners (JYL) project is part of the "Support Programme to Facilitate School Education for Foreign Children," funded by the Ministry of Education, Culture, Sports, Science & Technology (MEXT) Japan, for three years from April 2009. The base programme aims to support migrant children who do not attend school due to family financial problems primarily caused by the 2008-09 global economic crisis. The project helps establish bridging schools for these migrant children to learn the Japanese language and other key subjects, in order to transfer to Japanese public schools. It started in 2009 by the International Migration Organisation (IOM), and this year 39 bridging schools

operate nationwide, including Shizuoka and Aichi.

The project's purpose is to develop online resources for JYL teachers. A website opened to the public on the 5th of October 2011, after several months of trials among users within the bridging schools. The site resources were developed for teachers at the bridging schools, however, we believe the content has a broader application for all teachers of Japanese language to children.

The main menu is divided into four sections: "Teaching Plans," Video Library," "Search" and "Q&A."



指導計画例 The "Teaching Plans" section provides syllabus samples for four grade groups. They are Elementary School, G1 and G2; G3 and G4; G5 and G6; and junior high school (G7, G8 and G9). Detailed lesson plans are based on a topical-situational syllabus approach. In addition, supplementary plans are available for children who already know Kanji or Chinese characters.



基本検索 The "Search" function is divided into four categories: Vocabulary; Phrases; Teaching and Learning Materials; and Lesson Samples. For example, users can search under Teaching and Learning Materials to obtain free printable JYL original picture cards, and worksheets that can either be used alone or alongside the teaching plans provided. This tool functions as a search engine to find other published textbooks and pedagogical materials designed for young learners of Japanese.

**ビデオライブラリ**

The "Video Library" contains short videos (two to five minutes long) that demonstrate various teaching ideas and methods. Users can watch the videos to gain specific skills, such as how to position themselves and their students at the first interview; and the use of verbotal methods to teach Japanese prosody. The videos were produced by teachers experienced in teaching Japanese language to children, for JYL teachers who are less familiar with language education or children's education. Jargon terms are avoided, and the videos are easily understood by non-professionals.

Mr. Jota Takahashi, president of IT Stream in Tokyo, is in charge of system development and IT literacy. He said, "We tried our best to obtain the highest usability, as teachers are not frequent PC users." As a result, simplicity and usability are features of the site.

The site contents are updated from time to time. IT Stream is the contact point for bridging schools to collect users' comments on the site. Users can apply for a password to log in and keep track of each student, with individual learning plans, logs and history. Teaching history logs can be crucial in schools where teachers change by the day.

The JYL Project runs until March 2012, and content updates will continue until this time. In order to actively maintain these resources, a budget request for the Japanese fiscal year 2012 (from April 2012) was put to MEXT. We hope this creates a virtuous cycle: this online resource enables teachers to cater to the needs of individual students, while supporting the broader extension of Japanese language education to children.

Children's Nihongo Library URL :
<http://www.kodomo-kotoba.info/>



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Mobile App For Enjoyable Kanji Study
Oliver Rose

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My goal in designing the 'Kanji Wordsearch' iPhone app was to design a tool for reviewing kanji and vocabulary that was more appealing than flashcards and the other limited types of digital vocabulary-learning activities available. I wanted to make it a cognitively engaging game, employing various game design mechanisms to hold the users' attention. These include: nested goals with clear feedback at each stage; game aesthetics which are colorful and musical; rewards of points for speed and accuracy; and interactive flow utilizing the mobile touch-screen functionality. Importantly, in order to be a genuine learning activity rather than merely entertaining, the app includes progress tracking, review and reference capabilities. More details of the app are available on the website www.kanjigames.com, and the app itself (including a free version) is available on the iTunes app store.

I would be very interested to get feedback from Japanese teachers about the app in order to improve future versions. Furthermore, if any teachers are interested in any of the following research topics on the app to lead to a published journal paper, I would be happy to assist or collaborate: an analysis of the users' cognitive process in using the app; surveys of users' impressions of the app; or research on the effectiveness of the app regarding how well kanji recognition is retained by app users.

Please feel free to contact me with any comments or questions at oliverrose@hotmail.com.



Kanji Games Website - www.kanjigames.com
 Kanji Wordsearch Facebook Page - www.facebook.com/kanjiwordsearch

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A Clue for Teaching Japanese □
「を?に?~てあげる/くれる/もらう」
(particles for giving & receiving services)

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 The topic of the 3rd “Japanese Teaching Ideas” is particles for giving & receiving services. It is relatively easier to express giving & receiving items such as present, however, giving & receiving services is difficult to express. Furthermore students are confused with which particles to use, and sometimes make mistakes such as, 私わたしは友達ともだちから宿題しゅくだいを手伝てつだってもらいます (“友達ともだちに” is correct) : *I have a friend of mine help with my homework, and I am grateful.*)メアリーさんはたけしたけしさんに駅えきに連れて行ってあげます (“たけしたけしさんを” is correct) *Mary graciously takes Takeshi to the station.* First we need to explain basic rules and have students do exercises to deepen their understanding.

Now, we have Mr. Lee, a learner of Japanese and his Japanese friend, Ms. Kobayashi. Ms. Kobayashi is very kind person and always helps Lee with various things. The basic sentences are:

- ① 小林こばやしさんは リーさんに 日本語にほんごを教おしえる。
Kobayashi teaches Lee Japanese.
- ② 小林こばやしさんは リーさんの仕事しごとを てつだう。
Kobayashi helps Lee with his work.
- ③ 小林こばやしさんは リーさんを 駅えきにつれて行く。
Kobayashi takes Lee to the station.

Let’s change sentences above into ~てあげる (give a favor of doing something) ~てくれる

(give a favor of doing something to in-group person) ~てもら(う) (receive a favor of doing something)

I. <~てあげる> Basic rule: Keep the same particle (for the receiver) of the original sentence.

- ① 小林こばやしさんは リーさん () 日本語にほんごを教おしえてあげる。
- ② 小林こばやしさんは リーさん () 仕事しごとをてつだってあげる。
- ③ 小林こばやしさんは リーさん () 駅えきにつれて行いってあげる。

Answer keys are: ①に ②の ③を

II. <~てくれる> Basic rule: Keep the same particle (for the receiver) of the original sentence. (Suppose Lee is a person of speaker’s in-group to use くれる.)

- ① 小林こばやしさんは リーさん () 日本語にほんごを教おしえてくれる。
- ② 小林こばやしさんは リーさん () 仕事しごとをてつだってくれる。
- ③ 小林こばやしさんは リーさん () 駅えきにつれて行いってくる。

Answer keys are : ①に ②の ③を

III. <~てもら(う)> Basic rule: Always follow “giver に~てもら(う)” structure.

- ① リーさんは 小林こばやしさん () 日本語にほんごを教おしえてもらう。
- ② リーさんは 小林こばやしさん () 仕事しごとをてつだってもらう。
- ③ リーさんは 小林こばやしさん () 駅えきにつれて行いってもらう。

Answer keys are: all に ①に ②に ③に

After you find students get used to basic rules, let’s have students make their own sentences. If students already knew that the particle of the original sentences should be kept in ~てあげる, ~てくれる sentences, and that always they should follow “giver に~てもら(う)” sentence, they will find these structures easy to use. Writing an essay or making a speech on experience that students were saved by someone else, or writing a thank-you letter are recommended for further study.

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Introducing Tea Ceremony in Germany
Fujimoto Sowa
Omote-Senke
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This year is the 150th anniversary of Japan-Germany friendship since the treaty was signed in 1861 in Tokyo. To celebrate this anniversary, many cultural events were held both in Japan and Germany during 2011. We took a part of the cultural exchange by demonstrating the Japanese tea ceremony in two cities in Germany.

Sep. 17-18th @ Schloss Wolfsgarten

The Wolfsgarten, located in the city Langen near Frankfurt, has a Japanese garden built in 1910. The “2011 Japanday” event was held here. Many kinds of Japanese culture were introduced and demonstrated, such as tea ceremony, Taiko, Koto, Syamisen, dance, Kodo, Kyudo, Kendo, Igo, and so on. 250 guests participated the tea ceremonies and enjoyed Japanese sweets and green tea.



All participants were very enthusiastic to learn about all the details of Japanese tea culture, especially the manners, potteries, the green tea powder, and kimono and obi. One of the guests commented, “Every single movement is artistic.”

We received donations for the East Japan Tsunami victims from locals, and the total amount 57300 yen was donated through Japanese Red Cross Society.



Sep. 23rd @ Kaiserslautern’s Japanese Garden

Kaiserslautern city is a sister city of Bunkyo-ku, and a Japanese garden and a tea room were built in 2000. Here, we had around 70 guests and introduced the Japanese tea ceremony.



Reference:

- <http://www.frankfurt.de.emb-japan.go.jp/>
- <http://www.gartenfest.de/>
- http://www.japanischergarten.de/index_en.html

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 **April 30, 2012**. We look forward to receiving your contribution.

JSL Newsletter Editor**Nozomi Takano****Email: nozomitakano@yahoo.com**

「心有天地春」 Kokoro ni tenchi no haru ari
Always keep spring in your mind

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 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)
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>