



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 JAPANESE AS A SECOND LANGUAGE
NEWSLETTER 9 (2), [serial 20], Summer 2012**

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 SIG members,
Hope this finds you well. The JSL SIG participated in the 1st annual Japanese language education seminar held on June 8, 2012, at Hue University in Vietnam. Moreover, the JSL SIG joined the 11th Annual Pan-SIG Conference held on June 16-17, 2012, at Hiroshima University. In October, we will have a JSL SIG Forum entitled “Testing and Evaluation in Japanese Language Proficiency” at the 38th Annual JALT conference held in Hamamatsu. I’m looking forward to seeing you all there.

- Megumi Kawate-Mierzejewska



Message from the Newsletter Editor

Summer has come! I trust you are doing well and preparing for a wonderful summer break. This special issue of our newsletter highlight two recent JSL SIG activities. The first describes the Pan-SIG2012 Conference JSL Forum by Profs. Yamashita, Tomikura, Yamane, Kiyama, and Kawate. The second outlines a seminar at Hue University in Vietnam by Profs. Yamashita and Kawate along with an introduction of the Japanese program at Hue University by Prof. Dao Thi Thuy Nhi. Also, in the SIG Business page, you can find the details of the JSL SIG Forum at the next JALT Annual Conference in Hamamatsu. Thank you for your continuing support and cooperation. I appreciate the contributors and supporters for this issue. Feedback is appreciated either directly to the author or to the editor.

Nozomi Takano

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■ JALT Annual Conference ■

The 38th Annual International Conference on Language Teaching and Learning & Educational Materials Exhibition will be held on October 12-15, 2012 at Hamamatsu, ACT City Hamamatsu. The conference theme is “Making a Difference.” For details, please see the website, <http://jalt.org/conference>



The JSL SIG is holding a forum on “Testing and Evaluation in Japanese Proficiency”

Day: Saturday, October 13th
Time: 5:00 PM - 6:30 PM
Room: 51

This forum consists of four presentations:

New Japanese-Language Proficiency Test
 Kaori Asami (Japan Foundation)

An Overview of the ACTFL Japanese Oral Proficiency Interview: Evaluation of Spoken Language Production
 Remi Kakiyama (Sophia University)

CAL Oral Proficiency Assessments
 Junko Kanbara (Meikai University)

Japanese Oral Interview Data Analysis
 Tamayo Hattori (Waseda University)
 Nozomi Takano (Sophia University)

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

The 11th Annual Pan-SIG Conference was held on June 16-17, 2012, at the Higashi-Hiroshima campus of Hiroshima University . We had a JSL SIG Forum entitled “Looking for the Universal Teaching Method in Teaching Japanese.” The forum was received very well, and participants enjoyed the forum.



This forum consisting of five papers examined the universal method in teaching Japanese. It focused on, teaching speaking with shadowing, Focus on Form instruction in JSL, grammar via drama, a task-based approach in JSL, and teaching reading via a critical-literacy-approach. It was conducted both in English and Japanese.

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‘Focus on Form’ Instruction
Kyoko Tomikura
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Using shadowing for teaching speaking in JSL classrooms
Sayoko Yamashita
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Shadowing, a well known method in teaching simultaneous interpretation, was introduced as an effective teaching tool in Japanese speaking. It is also regarded as a useful way to improve listening and reading skills. In the Forum, after briefly reviewing the literature, the merits of using shadowing in JSL classes were listed and explained in terms of learning pronunciation, rhythm and intonation, prosodic features, conversational skills. Moreover, some actual materials for shadowing (a popular song, “Arigato” by Ikimonogakari) were introduced along with some suggested steps and student activities.

Lightbown and Spata (1999) claim that learners will acquire the target language faster and more efficiently and gain a certain level of proficiency if some focus on form instruction is incorporated with meaning-focused methodologies such as content-based and task-based instruction. In her study of Japanese university EFL learners, Fotos (2002) states that explicit instruction in formal grammar before implementing meaning-focused activities increases learners’ accuracy. Tomikura maintains that this approach yields results that rival traditional grammar lessons in terms of proficiency and accuracy. Also, she maintains that students produce about the same amount of task talks as the performance of non-grammatical communicative tasks. Moreover, Klapper and Rees (2003) claim that when meaning-based classroom interaction is combined with the explicit teaching of grammatical forms, foreign language instruction (in this case, German) is more efficient and effective. Tomikura showed how the instruction with explicit grammar teaching followed by meaning-focused activities operates in her Japanese intermediate class.



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Pedagogical uses of the Japanese TV drama "Yamato Nadeshiko"

Chie Yamane-Yoshinaga
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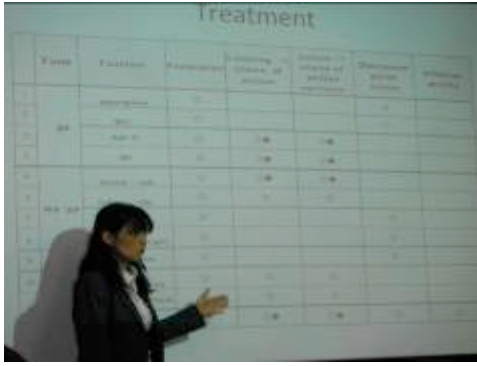


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Task Based Methodology

Kiyama Mika
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 TV drama is often attractive to learners: storylines are enjoyable; linguistic usage is rich, including slang, collocations, male/female usage and honorific expressions; Japanese culture and morals are depicted vividly by words, phrases and the behavior of those on screen. Additionally, learners benefit from the opportunity to converse with Japanese about their understanding of the plot. This presentation uses a very famous Japanese TV drama, "Yamato Nadeshiko (A really beautiful Japanese woman)", to demonstrate the effective teaching of colloquial words and sentences and non-verbal expressions. Although there are some problems for learners to follow the natural speed of dialogues, Yamane-Yoshinaga suggests that conversational ability may improve by overlapping and shadowing dialogues.

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 For JSL learners, it is more difficult to produce a grammatical sentence than to understand a grammatical sentence that contains a form already studied. Kiyama maintains that inadequate formation of the hypothesis and the primacy of meaning are two likely reasons for learner output errors. It is said that comprehension tasks are particularly well-suited to hypothesis formation and restructuring. Kiyama described a small survey about the effectiveness of processing instruction (PI). She found that comprehension tasks seems to correlate with the effectiveness of PI and the particular function of the Japanese particles "ga" and "wa".



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This paper introduced the concept of critical literacy, and suggested roles for instructors' and readers' in reading classes. Kawate-Mierzejewska asked instructors to reflect on ways to (a) create idea-oriented learning environments, (b) foster a variety of view points in class, (c) develop student interests, backgrounds and values, and (d) deepen student comprehension. Next, two important students' roles, "generate a variety of ideas", and "discuss and share ideas" were introduced along with the concept of 3Rs (Review, Reflect, and React). The presentation also discussed why critical literacy was important and how classrooms can facilitate this.

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**The Critical Literacy Approach
in Reading: Theory and its related issues**
Megumi Kawate-Mierzejewska
 Temple University Japan Campus
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The 11th Annual Pan-SIG Conference / Hue University in Vietnam 5



At the JSL SIG table



Higashi-Hiroshima town



<http://www.hiroshima-u.ac.jp/>
 Hiroshima University, Higashi-Hiroshima campus

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Recently, Japanese language programs are growing in Vietnam. Dr. Dao Thi Thuy Nhi introduces the Japanese programs at Hue University.

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The Japanese Programs at Hue University

Dao Thi Thuy Nhi

Hue University

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Our Japanese department started in 2006. 105 freshmen, 160 sophomores, 120 juniors and 105 seniors study Japanese as the second foreign language. Currently, there are 17 Vietnamese instructors, including 4 who are master/doctor candidates from Japanese universities. Also, there are two Japanese native instructors, and one of them comes from JICA. We have received instructors from JICA since 2006; the current one is our third volunteer.

Our Japanese program is divided into three courses. The first consists of language courses for mastering four skills: conversation, reading comprehension, listening, and writing. The second consists of translation and interpretation courses to develop students' language communication and conversation competency. The third consists of language and culture courses in which students learn about language systems, Japanese history, and literature. By studying such areas, students can become more aware of their own culture as well as reach a deeper understanding of Japanese-Vietnamese relations.

Our department goals focus not only on Japanese communication skills, but also on the ability to judge matters from various perspectives. Our Japanese department doesn't have a long history yet, but we all are working hard to enrich and improve ourselves.



<http://hueuni.edu.vn/portal/index.php/en/>

The 1st Japanese language education seminar held on June 8, 2012, at Hue University in Vietnam

The 1st Japanese language education seminar was held on June 8, 2012, at Hue University in Vietnam. Our program coordinator, Sayoko Yamashita, and coordinator, Megumi Kawate-Mierzejewska were key speakers of the seminar. Dr. Yamashita talked about “Politeness and Language Teaching” and Dr. Kawate-Mierzejewska raised the issue of “language and the brain” and presented a paper entitled “Language and the brain: Teaching Japanese and listening comprehension.” Both talks were well received by approximately 20 Vietnamese teachers teaching Japanese language in the Japanese language seminar. We are looking forward to the 2nd Japanese language seminar at Hue university.

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• • Presentation at Hue University, Vietnam

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• • I was one of the speakers from the JALT JSL SIG and talked about *Politeness theory and language teaching* both in English (for English teachers) and in Japanese for Japanese teachers in the Japanese Department of Hue University. Brown and Levinson's Politeness theory (1978/1987) is well known for its concept of *face*. They maintain that notions of positive and negative exist universally in human culture. I talked about the theory in detail and mentioned lots of examples from



English, Japanese and Vietnamese contexts. Ultimately I tried to apply the theory in language teaching and its relevance to daily conversation.

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Language and brain: Teaching Japanese and listening comprehension

Megumi Kawate-Mierzejewska
Temple University Japan Campus

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This paper investigated how the neural networks during listening comprehension tasks between native speakers of Japanese (NSJs) and native speakers of American English (AEJs) tended to differ. speaking Japanese language, and the relationship between listening comprehension and language path-band. A study examining the differences and similarities in listening comprehension between NSJs and AEJs was conducted to theoretically analyze the differences in the brain's neural networks between these two groups. Twenty NSJs and sixteen AEJs participated in this study. All AEJs were fluent in Japanese (advanced level). They were asked to listen to a Japanese speaker’s reading out 13 loan words and write down what they had heard. As a result of analysis, it has been found that AEJs might have heard the same sound differently from NJSSs. The presentation further examined causes of the result and has concluded that AEJs hear the same sound differently from NJSSs because of the different language path band between American English and Japanese, and the differences of brain's neural networks between English and Japanese speakers. Finally, theoretical considerations for different types of listening activities in Japanese language classroom were also introduced.



Call for Papers

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JSL Newsletter

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

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

The deadline for the next issue is **September 20, 2012**. We look forward to receiving your contribution.

JSL Newsletter Editor

Nozomi Takano

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□ Masaru Suzuki

Masaru Suzuki photo collection

<http://www.flickr.com/photos/masarucollection/>

JSL Members

The JSL-SIG currently has around 80 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>