

OLE NL 79

September 30, 2016

OLE5SIG report - OLE at JALT 2016 preview: schedules etc.

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Coordinator's Preface

For the first time, JALT has a homepage with the conference title in multiple languages, mostly contributed from outside OLE. The multilingual contents and call for paper versions come from OLE. A big thank you to all. See p.3.

This newsletter contains both a review of the 5th annual OLE-SIG conference as well as a preview of OLE at JALT 2016. The former featured Prof. Nishiyama of Kyoto University, and his presentation gave us a good overview of the difficulties of intercultural-ism and how it is integrated into teaching French. All other presentation abstracts are also provided below in this NL for those who could for whatever reasons not make it to the conference in person.

The latter offers a huge number of events of both OLE-organized and individual presentations. Contributions in workshops are in the language of the workshop or in Japanese, while most other presentations are in the common *lingua franca* English. If you do not understand, just ask around and there will probably be someone who can help. This NL gives the most recent updates as of Sept 30th. In sum, you are invited to a huge variety of events and presentations, and we are sure there will be something that appeals to you.

This NL also contains the remaining part of the coordinator's report of 2014 & 2015, although in a very abbreviated form. Many of its parts have already developed much further.

At the Annual General Meeting (AGM), OLE will be looking for officers for next year. If you can spare some time and would like to try yourself with interesting tasks, please volunteer. The current officers will of course help you managing.

Wishing you a nice winter term and hoping to see you at the JALT conference in late November

Your coordinator for 2015 & 2016

Rudolf Reinelt

P.S. Direct all questions about the JALT 2016 conference or any other part of this newsletter to reinelt.rudolf.my@ehime-u.ac.jp

JALT 2016 information

The most recent information about JALT can be found here: <http://jalt.org/> General information on the annual conference can be found here: <http://jalt.org/conference>. JALT has also gathered a number of multilingual announcements here: <http://jalt.org/conference/jalt2016/multilingual>



Links to complete multilingual announcements for theme and call for participation in Indonesian, Korean, Chinese (simplified and traditional), German, Spanish and French can be found here: <http://jalt.org/conference/jalt2016/multilingual>.

The complete schedule, which is also fully searchable, can be found here: <http://jalt.org/conference/jalt2016/full-schedule>.

As every year, OLE has an interesting program for you this year again. All events its are on Saturday and Sunday, and all are in Room 1004. There will also be some other events in there, but we should still be able to use it for networking. Here below we provide you with information about all OLE-related events, submitted through the OLE-SIG or privately. And here is the location:

〒450-0002 愛知県名古屋市中村区名駅4丁目4-38



OLE at JALT 2016, Nov. 25 - 28

Overview schedule

This part contains the OLE at JALT2016 schedules as tables. For all long abstracts and short summaries, please consult previous OLE NL 78. Please bring both NLs along to the conference.

Copies are available from the coordinator.

There are no OLE Events on Friday, Nov. 25.

Saturday, Nov. 26

Rooms	Content	10:55-12:25	12:40-14:10	15:35-16:20
1004	OLE	785 The German Workshop	475 The Spanish Workshop	860 The OLE SIG Annual General Meeting

16:30-16:55	17:40-19:10
244 Monika Szirmai	908 The OLE SIG Forum

Sunday, Nov. 27

9:15-10:15	12:30-14:00	14:15-14:40	14:50-15:15	16:35-18:05
308 Carlos Budding	827 The Multilingualism Forum	774 Monica Ward	815 Jing Yan	847 The French Forum

There are no OLE events on Monday, Nov. 27.

Event announcements in detail (except where already run in NL 78, p. 6 – 14)

<785 The German Workshop>

Title: Transformations in Teaching

Nov 26 (Sat) 10:55AM - 12:25PM

1. Jutta Kowallik, "Einsatz von Poetry Slam im DaF-Unterricht"
2. Axel Harting, "L1-/L2-Gebrauch in aufgaben-orientierter Partnerarbeit"
3. Maria Gabriela Schmidt, "Deutsch unterrichten: Ueberlegungen zur Pragmatik, Kultur, Interkultur und Landeskunde"
4. Rudolf Reinelt, "The life of students and transformations in German songs - Studenten und lebensrelevante Songs"

<475 Spanish Workshop>

Title: From Old Concepts to New Approaches & Practices

Nov 26 (Sat) 12:40PM - 2:10 PM

1. Adiene Roque, "'Canciones para ELE y estudiantes con EA reflexivo teórico"
2. Cecilia Silva, "Evaluando mi progreso en la clase de español"
3. Paura Letelier, "Lengua y cultura: una propuesta teórico-práctica"

<860 OLE SIG Annual General Meeting (AGM)>

Nov 26 (Sat) 3:35PM - 4:20PM

Rudolf Reinelt, Eric Fortin, Alexander Imig, Andreas Kasjan, Margit Krause-Ono, Maria Gabriela Schmidt, Bertlinde Voegel

<244 Monika Szirmai : Planting Seeds of Plurilingualism in Japan>

Nov 26 (Sat) 4:30PM - 4:55PM

Context: Teaching Children

Content area: Languages Other than English or Japanese (OLE)

Format: Research-Oriented Short Presentation

Language: English

Foreign Language Activities in Japanese elementary schools are currently equated with English. However, children could learn about the many languages and multilingual societies in the world, and hear and practice many different sounds from many different languages, thus attuning children's minds, ears and facial muscles to possible other languages for learning later in life. These early experiences could serve as seeds for developing plurilingualism in Japan. Some implications for teacher training will also be discussed.

<908 The OLE SIG Forum >

Title: Transformations in Other Language Education

Nov 26 (Sat) 5:40PM - 7:10 PM

- | |
|--|
| <ol style="list-style-type: none">1. Carlos Budding, "Flipping a class - an educational transformation "2. HO Fuk-chuen, "Teach Average and LD readers Chinese characters"3. Monika Szirmai, "Practical tips on teaching sounds that are non-existent in Japanese"4. Rudolf Reinelt, "The four year general education courses for German at Ehime University" |
|--|

<308 Carlos Budding : Flipping A Class: An Educational Transformation>

Nov 27 (Sun) : 9:15AM - 10:15AM

Context: College & University Education

Content area: Languages Other than English or Japanese (OLE)

Format: Practice-Oriented Long Workshop

Language: English, Spanish

This presentation will address the motivation for, the process of, and the results from a flipped classroom approach. Low speaking scores from previous end of semester assessments compelled this instructor of an introductory Spanish class to reexamine his instructional approach. Subsequently, a flipped classroom approach was implemented to examine if speaking scores would increase. This presentation will also include an example of a flipped classroom approach for participants to experience.

<827 The Multilingualism Forum >

Title: Transformation in teachers

Nov 27 (Sun) : 12:30PM - 2:00PM

- | |
|---|
| <ol style="list-style-type: none">1. Katrin Niewalda, "Kooperatives Lernen im Rahmen von Lehrerfortbildungen"
„Cooperative learning in teacher education"2. Alexander Imig, "OLE = Transformation durch mehrsprachige Vernetzung"
„transformation by multilingual networking"3. Marco Raindl, "Learner autonomy in peer-Tandem projects"4. Rudolf Reinelt, "teacher daring a different approach" |
|---|

NOTE: New summary next page

This forum studies transformations in teachers and how they can be researched, supported, and put into practice. Niewalda studies “cooperative learning in teacher education”, Imig argues for “transformation by multilingual networking”, Raindl demonstrates developing learner autonomy in peer-Tandem projects and Reinelt demonstrates support for a “teacher daring a different approach”.

<774 Monica Ward : Transforming Language Education for All Languages>

Nov 27 (Sun) : 2:15PM - 2:40PM

Context: General

Content area: Languages Other than English or Japanese (OLE)

Format: Research-Oriented Short Presentation

Language: English

There are a lot of resources available for the world's Most Commonly Taught Languages (MCLTs) especially English, but there are fewer resources for Less Commonly Taught Languages (LCTLs). This paper looks at how CALL can transform language education for several LCTLs from different parts of the world including Europe and the Americas. It will also reflect on how CALL can transform the teaching of Ainu, an Endangered Language of Japan.

<815 Jing Yan : The Development of Explanation & Justification>

Nov 27 (Sun) : 2:50PM - 3:15PM

Context: Teaching Children

Content area: Languages Other than English or Japanese (OLE)

Format: Research-Oriented Short Presentation

Language: English

This study examined the development of oral justification and explanation of primary students who are Chinese second language learners. The oral production was analyzed in terms of linguistic measures (connectives and length of discourse) and cognitive measures (types of explanation and types of reasons). The results demonstrated that linguistic measure could only partially indicate the development. From cognitive measures, older participants were able to employ different types of explanations, and justify opinions from various perspectives.

<847 The French Forum>

Nov 27 (Sun) : 4:35PM - 6:05PM

1. Bruno Jactat, “Audiograms: can they alert us to difficulties students might face learning a foreign language?”
2. Bruno Jactat, “Idioms brought on board”
3. Maria Gabriela Schmidt, “Multilingual children studying FL in an international school in Japan”
4. Christèle Maizonniaux, “Littérature de jeunesse contemporaine en classe de langue : assurer le continuum oral-écrit Flinders University”

Report from OLE events in 2016: The OLE5SIG on Sept. 24th

Even after the very successful joint event with the JALT Kyoto chapter – presentations can be downloaded from the organizer's website

<http://web.iec.ehime-u.ac.jp/reinelt/JALT2016Jan23OLEKY/2016Jan23OLENLSpecIssueOLEandKyotJointNL77no4.pdf> - , Ole has been very active throughout 2016. The following provides an extensive report from OLE 5SIG, the fifth annual OLE Sig Conference. This main event took place on September 24th at Chukyo University in Nagoya (thanks to Alexander Imig!). You can e.g. contact the presenters about the contents of their presentations. All presentations will soon be available on the present coordinator's homepage at <http://web.iec.ehime-u.ac.jp/reinelt/katudouhoukoku.html>.



The program:

español - 조선어 - 한국어 - 汉语 - le français - Deutsch - русский язык - Bahasa Indonesia - Tiếng Việt - Português

The Japanese Association for Language Teaching (JALT) Other Language Educators (OLE) held the

第 5 回 JALT OLE SIG 年次大会 (および教材展示会) 5th Annual JALT OLE SIG Conference
LanguageS PLUS

Language learning and teaching beyond the first foreign language

(母国語である) 日本語、あるいは第一外国語としての英語以外の外国語教育

Conference information: <http://www.geocities.jp/dlinklist/ENG/2016OLE-Conference.html>

Main speaker: Professor **Noriyuki Nishiyama** (Kyoto University)

基調講演：西山教行先生 (京都大学)

異文化理解から異文化間教育へ-外国語教育の目的を考えるために

From Intercultural Understanding to Intercultural Education

- Rethinking the Goals of Foreign Language Education -

開催日：平成 28 年 9 月 24 日 (土)

開催時間：9:00- 17:00

開催場所：中京大学

<http://www.chukyo-u.ac.jp/> 521 番教室

住所：〒466-8666

名古屋市昭和区八事本町 101-2



()内は発表言語、参加者はお互いに助け合います。

(Main presentation languages in brackets, participants helped in other languages)

Sept. 24 Saturday

9:00-9:30 Registration

9:30-9:50 (SaEv1) (Room 521) *Alexander Imig* (Chukyo University 中京大学) :

Welcome 歓迎の挨拶: Guest welcoming & Chukyo University Information

9:50-10:00 (SaEv2) *Rudolf Reinelt* (Ehime University 愛媛大学) :

- An introduction to this conference この学会の紹介

- Presentation of the event concept

- Overview of OLE at JALT 2016 (JALT2016におけるOLEの準備)

10:00-10:50 (SaEv3) *Alexander Imig* (Chukyo University 中京大学)

Second Foreign Language Teaching and Networks: Reaching out to students and teachers

11:00-12:30 (SaEv4) Individual presentations 個人発表

Rudolf Reinelt ①, Einführung in das optimierte Fremdsprachen Lernen bei RR(Optimizing FLL)

Monika Szirmai ①, Is Age Really that Important When Learning Foreign Languages?

Timothy Buthod, Brushing up or branching out: A guide to short-term intensive language courses

12:30-13:25 Lunch Break 昼休み (弁当持参)

13:25-13:30 (SaEv5) *Caroline Lloyd* (JALT President) JALT Presidential Address

開会あいさつ (in person, by mail)

13:30-14:30 (SaEv6) Individual presentations 個人発表

Eric Fortin, Linking languages and societies in a prospective multi-language classroom

Maria Gabriela Schmidt, Language and Culture at the Beginner Level of German as Foreign Language with a glance at the CEFR (canceled)

14:30-16:00 (SaEv7) Main Speaker

西山教行 (京都大学), 異文化理解から異文化間教育へ～外国語教育の目的を考えるために

16:00-16:30 Break time 休憩

16:30- 17:30 (SaEv8) Individual presentations 個人発表

Monika Szirmai ②, Difficult Sounds and Oral Production in Hungarian

Rudolf Reinelt ②, Weiter lernen bei RR (Continuing FLL in the years 2-4)

17:30- 18:00 (SaEv9) Symposium and closing ceremony シンポジウムと閉会式

18:00- (SaEv10) party

JALT OLE5SIG 2016: Abstracts

Main Speaker

基調講演：西山教行先生 (京都大学)

Main speaker: Professor **Noriyuki Nishiyama** (*Kyoto University*)

異文化理解から異文化間教育へ～外国語教育の目的を考えるために

From Intercultural Understanding to Intercultural Education

- Rethinking the Goals of Foreign Language Education -

異文化理解や異文化コミュニケーションが外国語教育に導入されて久しい。日本において一般に異文化理解や異文化コミュニケーションは、日本人学習者と特定の国の話者の関係

で捉えられ、そこでは日本文化と異文化がそれぞれ対照され、異なるものと認識されている。しかし、このような文化観は文化を固定化し、ともすればステレオタイプとして捉える点で、文化本質主義に陥る可能性がある。

欧州評議会などの提唱する異文化間教育は用語法こそ、類似しているものの、従来の異文化理解教育を刷新する教育観で、外国語教育の目的をスキルの育成に還元するものではない。その点で、日本における英語以外の外国語教育においても意義を持つと考えられる。

参考文献

西山教行，細川英雄，大木充 編(2015)『異文化間教育とは何かーグローバル人材育成のために』，くろしお出版

欧州評議会言語政策局 (2016) 『言語の多様性から複言語教育へーヨーロッパ言語教育政策策定ガイド』くろしお出版

Council of Europe, *From linguistic diversity to plurilingual education: Guide for the development of language education policies in Europe*

http://www.coe.int/t/dg4/linguistic/Guide_niveau3_EN.asp#TopOfPage

JALT OLE5SIG 2016: Abstracts

個人発表 Individual presentations

Timothy Buthod

Brushing up or branching out: A guide to short-term intensive language courses

With budget cuts and the limited personnel that result, many language teachers, especially teachers of second foreign languages, are forced to do double duty, teaching courses in languages that are not actually their specialties. Forced into this situation, teachers might want to brush up on languages they had previously studied. Alternatively, teachers may want to broaden their options by gaining qualifications in new languages. One entertaining, rewarding and surprisingly economical way to do that is to travel to a target language country for a short-term intensive language course. The presenter, a native English teacher in Japan, recently returned from two months of intensive Spanish study in Mexico. In the past he has participated in such programs in various countries around the world, and he has published on the value of such an experience in continuing professional development and study-abroad program management, but this presentation will focus on the practical considerations of how to select a destination, arrange a course and make the most of the experience.

T. Buthod is a language teacher based in Hiroshima. He has studied in various countries on short-term intensive language courses.

Eric Fortin

Linking languages and societies in a prospective multi-language classroom

The Japanese Ministry of Education (MEXT) has been emphasizing the importance of promoting globalization in education programs at universities throughout Japan. The aim is to foster “global human resources, men and women who excellent communication skills and who have a deep understanding of foreign cultures.” In order for students to develop this deep understanding of foreign cultures, a knowledge of as many aspects of as many countries is necessary. Although MEXT stresses the importance of acquiring excellent English skills for global communication, as

language is an integral aspect of any country's culture, it can be considered highly desirable to become at least superficially acquainted with its language as well. In this presentation the presenter will outline his ideas for creating a multicultural, multilingual course that integrates the study of different aspects of a group of selected countries' cultures and societies with a brief study of pertinent vocabulary and phrases of the predominant language spoken within those countries. How to select potential countries based on appearance in current news headlines, institutional curricula, and students' interests will also be discussed, as well as how to choose which cultural aspects of those countries such as customs, politics, educational system, past-times, and food. Ideas from participants at the presentation will also be solicited.

Alexander Imig

Second Foreign Language Teaching and Networks: Reaching out to students and teachers

Networks are very important in foreign language teaching. One example is this annual conference of the "Other Language Educators Special Interest Group" (OLE SIG) in JALT. Its aim is to convene teachers across second foreign languages in order to exchange ideas and work together. On the other hand, there are also initiatives for international tandems. This constellation aims at both students and teachers at the same time. This presentation will reflect on the roles and purposes of networks in foreign language teaching and demonstrate this from practical examples.

Rudolf Reinelt ①

Introduction to optimized Foreign Language Learning

With only 15 classes per term (30 if the partner teacher cooperates) the amount that can be learned in a foreign language is fairly limited. While a teacher may "cover" a whole book, this usually does not mean that students have learned anything. However, the presenter has found that with a few optimizing strategies, the learners can well attain a surprising level in their German learning. Particularly, this presentation will briefly mention the circumstances of German learning at Ehime University. Then, in part two, a brief overview of the contents follows. Part three discusses in how far it is optimized. An example from teaching is presented in part four. Part five mentions problems and further vistas.

Rudolf Reinelt ②

Weiter lernen bei RR (Continuing Foreign Language Learning)

Dieser Beitrag stellt in der uebriggebliebenen Zeit vor, wie die Nachfolgekurse zum ersten Jahr bei RR weiterentwickelt wurden. Der Inhalt des Beitrags hängt von den Kursen und den zum Zeitpunkt der Tagungsvorbereitung erreichten Inhalten ab.

This contribution reports on continuals to the first year courses as they were conducted up to the point of this presentation.

Maria Gabriela Schmidt

Language and Culture at the Beginner Level of German as Foreign Language with a Glance at the CEFR

(Sprache und Kultur im Anfängerunterricht Deutsch als Fremdsprache mit einem Blick auf den Gemeinsamen Europäischen Referenzrahmen)

Instruction in German as Foreign Language classes in Japan often tends to follow a more linguistically-oriented approach. However, combining cultural elements right from the start helps to open up a more pragmatic dimension of the language acquisition process. This helps the students to become more successful in communicating as suggested by the CEFR. The feedback of students from their classroom diaries indicates the positive effect and their willingness to accept this pedagogic approach.

(Der Anfängerunterricht Deutsch als Fremdsprache in Japan orientiert sich überwiegend an

sprachlich-grammatischen Phänomenen. Durch den gezielten Einbezug von kulturellen Aspekten von Anfang an bekommt der Spracherwerb eine pragmatische Dimension, die für eine erfolgreiche Kommunikation im Sinne des GeR notwendig ist. Dieser Beitrag gibt einige Beispiele aus dem Unterricht. Das Feedback der Studierenden in ihren Unterrichtstagebüchern zeigt, dass eine Verbindung von Sprache und Kultur positiv aufgenommen wird und damit didaktisch sinnvoll ist.)

Monika Szirmai ①

Is Age Really that Important When Learning Foreign Languages?

This presentation is going to focus on the age factor in learning foreign languages. The first foreign language in Japan is English. Until recently, students started their English studies as a school subject in their 7th year of schooling but that has already changed in most of Japan. Gradually, English as a subject has partly been introduced in grade 5, and eventually, it is going to be grade 3 when students will have to start learning English. So, Japan follows the idea of “the sooner the better” .

However, students can usually start studying another foreign language only at university level, which means around the age of 18. According to common belief, one cannot acquire a language if they start learning it after the age of 12. That would certainly mean that all second foreign language learners are doomed to fail in their endeavour to master their chosen language.

The presentation will highlight various factors that seem to have more effect on the success of learning a foreign language than just age. The presenter will draw on her own experience and will invite the audience to share their experience and thoughts about this issue.

Monika Szirmai ②

Difficult Sounds and Oral Production in Hungarian

Many languages have special sounds or ones that are similar but not exactly the same as in other languages. There are cases where an approximation of the proper sound is sufficient for being understood, but sometimes students substitute a sound with another one, which may result in a change of meaning as well. A typical example of such a case in English would be *I am thinking* replaced by *I am sinking* or *three* replaced by *tree*.

The sounds of a foreign language can be difficult or easy, depending on the mother tongue of the person. Italian or Japanese seem to have “easy sounds”, at least for me. Japanese students are very likely to have problems with a number of sounds in Hungarian. Although some of these exist in other languages as well- the sounds represented by the letters *ö* and *ü* are also used in German and French-, others do not, for example the sound represented by *a*. The first part of the presentation will focus on the production of sounds, and will include some advice on how to teach them.

The second part of the presentation will discuss the hidden problems of the spelling system. Although Hungarian is said to be a language in which spelling reflects pronunciation, meaning that once one has learnt to match a sound with a letter or letter combination, one can read and write everything correctly. In theory it is true, but when one hears **aggyon*, one should actually write *adjon*.

The presenter firmly believes that teaching the sounds of a language is extremely important, especially at the beginner’s level. A good understanding of the sound system will enhance spelling and listening skills as well, making it easier for the learner to look up words in the dictionary on their own, thus encouraging autonomous learning.

Coordinator’s Report 2014- 2015 Part II

This part contains an abbreviated version of last year's coordinator's report as OLE members have every right to know what OLE has been doing, even if the next year is already half over. A complete version is also available from the coordinator. The activities report for this year will be presented at the OLE AGM at JALT 2016.

Updated JALT 2015 schedule

Last year's report contained details of an updated schedule for JALT 2015. Details can be found in OLE NL 75, p. 16-19; later Prof. Pomata's presentation was cancelled, and Prof. Gunske von Koelln's presentation was given by her colleagues.

Conferences

OLE also took part in and organized the following two conferences;

1) OLE took part in the *PanSIG conference* in Kobe in May 2015. This was the OLE program:

<https://sites.google.com/site/jaltpansig/>:

Saturday, May 16, 14:20 to 15:20

Narrative strategies: The first and the second foreign language

Schmidt, Maria Gabriela

17:40 to 18:05

Narratives included: The wider scope of the CEFR

Schmidt, Maria Gabriela

Sunday, May 17, 14:40 to 15:05

Walk a mile in their shoes: a teacher's lessons learned from a short-term intensive language course

Buthod, Timothy Eric

15:10 to 15:35

Native speaker contact units

Reinelt, Rudolf

2) OLE4SIG

OLE held its fourth SIG conference at Chukyo University on Oct. 24, 2015

Details can be found in OLE NL75, p. 4-13.

3) OLE and JALT Kyoto

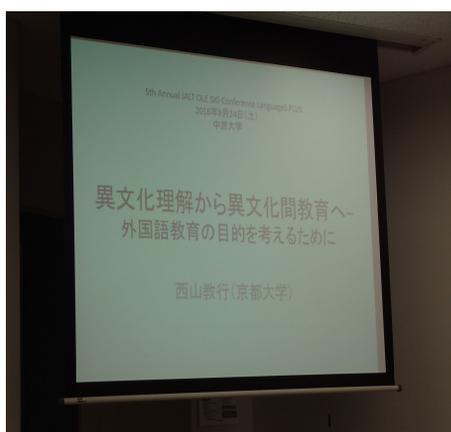
OLE planned a joint event with JALT Kyoto on January 23 at the Campus Plaza just next to Kyoto station. This event took place as announced in OLE NL 75 and the presentations can be consulted on the coordinator's homepage as the special edition of OLE NL 77 at:

<http://web.iec.chime-u.ac.jp/reinelt/JALT2016Jan23OLEKY/2016Jan23OLENLSpecIssueOLEandKyotJointNL77no4.pdf>

humbly submitted by

Rudolf Reinelt

OLE Coordinator for 2014 & 2015



Study scene from the OLE5SIG, Sept. 24th at Chukyo University, Nagoya

We are looking for a place in Western Japan for OLE6SIG 2017. More in coming issues of this OLE NL.