

BREEZE

*The Japan Foundation Language Center, Quarterly Newsletter
Number Four, September 1993*

Textbooks for Pre-Collegiate Level (3) -Topics-

What kinds of topics are covered in your textbooks?

This issue examines the topics which secondary level textbooks cover. By studying these topics, teachers can have a good idea as to what to expect from their students after they finish a textbook. 15 topics are listed below along with the basic items covered in each category.

DISCUSSION

- (7) Are there any topics which are not listed here, but which would benefit secondary school students?
- (8) Is it necessary to cover all 15 categories?
- (9) What are the pros and cons of making a course plan based on topics?

1	Personal Identification	age, nationality, likes and dislikes, interests, abilities
2	House	size, number of rooms, furnishings
3	Physical Environment	residence, town, seasons, weather
4	Family Life	family members
5	Daily Activities	activities (excluding meals)
6	Meals (Food/Drink)	regular meals, eating out
7	Clothing	clothes, verbs for wearing and removing clothing, shoes, hats, etc.
8	Body	parts of the body
9	Health	illness, symptoms
10	Education	subjects, schedule/school year, facilities
11	Leisure	weekends/holidays/vacations, hobbies (sports, etc.)
12	Events	special events, traditions and customs
13	Shopping	shops, department stores, interaction with sales staff, prices
14	Telephone, Mail	talking on the telephone, mail
15	Travel	means of transportation, directions, travel schedule

Text Analysis on Topic Coverage

Topic	Text Title														
	Basic Japanese (NTC) I-II	Bunka Shokyu I	Hello in Japanese I-II	Hiroko-san no Tanoshii Nihongo	Ikiteiru Nihongo I	Japanese (Alfonso) I-III	Japanese for Everyone I-II	Japanese (Kakutani) I-II	Japanese Made Possible I-II	Japanese Now I-II	Japanese (SERC) I-II	Kimono I-III	Learn Japanese I-II	Nihongo I (Bess) I-II	Speak Japanese I-II
Personal Identification	●	▲	●	●	●	●	●	●	●	●	●	●	●	●	▲
House	●	▲	—	▲	—	▲	▲	●	—	—	▲	—	▲	—	—
Physical Environment	●	▲	—	▲	▲	▲	●	▲	▲	●	●	●	●	●	●
Family Life	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Daily Activities	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Meals/Food/Drink	●	●	●	▲	▲	●	●	▲	●	●	●	●	●	●	●
Clothing	●	—	—	—	●	—	●	●	—	—	●	—	—	—	●
Body	●	●	—	—	●	●	●	—	—	—	●	—	—	—	●
Health	●	●	—	●	●	●	●	●	●	●	●	●	●	—	●
Education	▲	▲	▲	●	●	●	▲	—	—	—	●	●	▲	●	—
Leisure	●	▲	●	▲	▲	●	●	●	▲	▲	●	●	●	●	●
Events	●	—	—	●	—	●	●	▲	●	●	●	●	—	●	●
Shopping	●	▲	▲	▲	—	▲	▲	●	●	●	●	●	●	●	●
Telephone/Mail	▲	—	▲	●	▲	▲	●	●	▲	▲	●	●	●	▲	▲
Travel	●	●	●	▲	▲	●	●	●	●	●	●	●	●	●	●

- = Sufficiently covered
- ▲ = Somewhat covered
- = Not covered

Special Contribution

The Meaning of Teaching Japanese in the United States

Senko K. Maynard
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For the past 17 years I have taught Japanese at several U.S. universities. During this period, Japanese language education has undergone a complete transformation from what was once a fringe or “exotic” language into that of a “mainstream” and somewhat popular foreign language. Currently, Japanese is studied by some 80,000 people in the U.S. alone. 1 Although the world-wide “boom” in Japanese language study is cause for great optimism, this positive trend alone does not assure a comparable academic impact on (language) education as a whole. To remedy this, in some small way, I have prepared this short essay. In what follows, I would like to share with you some of my thoughts on what it means to teach Japanese, particularly as it relates to us, teachers of the Japanese language (and culture).

1. Why teachers should be students

To teach Japanese we must first be students of the Japanese language. By this I mean that each one of us should constantly engage in rigorous study (research) of the Japanese language (and culture). The production of research papers is not as significant as the intellectual attitude we take toward the material we teach, i.e., the Japanese language. Language teachers must not be satisfied with and must fight the tendency of being complacent with an understanding of the language provided solely by others. (How often do we find ourselves embarrassed in the classroom when know (grammatical) expressions fail to convincingly explain to our students the particular case in question?) Beyond the fact that active engagement in research adds vitality and variety of the routine of repeated teaching, academically curious teachers – by example – encourage students to be intellectually inquiring and mentally stimulated. The role model exemplification is perhaps the most essential lesson any educator can instill in students.

2. Why discourses analysis?

I advocate the research framework of “discourse analysis” (and other socio-culturally oriented frameworks such as sociolinguistics, conversation analysis and pragmatics of the language). Discourse analysis in the broadest sense attempts to analyze language not an abstract system (as traditional theoretical linguistics does), but rather as something created jointly by the actual participants of

communication in a given social context. For example, how is persuasive discourse achieved in Japanese? How is turn-taking determined in Japanese conversation? How do polite expressions reflect (and create) the social realities of contemporary Japan?

One may argue that since the answers to these questions are readily available in reference books, and all one has to do is “look them up,” researching the answers to these on one’s own is pointless. Let me point out, however, that all the answers are NOT readily available. And in fact, some of the “pat” answers of the past are proving now to be inadequate at best. Actually the task of clearly explained how the Japanese language works to non-native speakers has only recently begun. Far too many areas remain ambiguous and have yet to be comprehensively understood, much less adequately explained.

For example, what is the difference between (1) *wasureppoi seikaku* and (2) *wasureppoi to yuu seikaku* (both taken from *Mirai Isoppu* by Hoshi Shin’ichi. Tokyo : Shinchosha, 1982)? 2 We must not resort to the sometimes used non-answer to some of the questions raised by students: “Well, Japanese people don’t say that,” “They (or, we) simply say it that way, so...” or, “Oh, they both mean the same thing...” and so on.

Of course, one must be careful when applying research findings directly to actual classroom teaching. Too much explanation is not only useless but often harmful. And yet, not being able to explain is also damaging; we need only to be reminded that students often find it difficult to fully respect or trust the teacher who fails to answer their questions adequately.

(in this regard I am in the process of launching a new scholarly journal, *Japanese Discourse: An International Journal for the Study of Japanese Text and Talk*. Details will be announced in future issues of *The Breeze* and elsewhere.)

3. Why and what do we teach?

When in the midst of our hectic and often chaotic language classes, we neglect to ask ourselves the basic question of why we teach Japanese in the first place. Is it to make a living? Perhaps. But is that all? What attracts us to the field of (language) education? Why Japanese language? Obviously Japan’s economic and political rise is the world has

contributed enormously in motivating vast numbers of students to study Japanese – the language gives them leverage in their job search. Their interest in Japanese has thus created “jobs” for us. But should we (especially in higher education) be satisfied by teaching our students merely how to get around in Tokyo (for example, ordering – in Japanese – that infamously expensive cup of coffee)? Should we be content with contextualizing Japanese “culture” with sushi and origami alone?

The answers, of course are “no.” Each of us bears the responsibility for answering a series of questions when organizing the curriculum, choosing materials and when setting specific goals for classroom teaching. But on what basis should we make decision? The essential point here is our intellectual integrity. What we know is the source for making decisions when addressing these issues. Each of our judgements ought to be based on how each one of us – in our own terms – understands what the Japanese language is and how it should be presented in its socio-cultural context. In other words, once we are intellectually engaged with the material, we will, by the very process of expanding our minds, continually learn and grow and, as a result, become more effective educators.

It is also instructive to put our task in the perspective of the current international milieu. At present, difficulties and failures of communication between Japan and other nations demand serious attention from scholars and teachers worldwide. Our efforts are essential in order to counteract, through positive education, the unfair and often irresponsible academic Japan-bashing and unfortunate stereotyping of Japan and the Japanese people. The images and myths of Japan must be “de-orientalized” – i.e., viewing Japan as “exotic” and as an “other” which is impossible to understand must be alleviated. The good news is that as language educators, we are given access to large numbers of eager-to-learn students. We CAN make a difference.

REPORT

First Achievement Test in Japanese Attracts 1,804 Students from 224 High Schools Nationwide

More than 1,800 students tackled the College Board’s first Asian language Achievement Test – in Japanese – this spring. Nearly 50 percent of the 1,804 test takers came from two states, California and Hawaii, with 443 and 437 respectively.

4. In sum

Language is not simply a tool for communication but also, and more importantly, prism to shed light on the way of thinking (and feeling) of its culture. Through foreign languages we learn to appreciate the philosophy and nature of “being” in different cultures. I think it important to make language learning not simply a skill course but to make it an intellectual experience as well. (Assigning supplementary readings in English on the Japan see language, culture and society is one way to encourage students to be intellectually stimulated.)³ Indeed, we must redouble our effort to avoid the pejorative label of “Military Kindergarten” – a regimented rote learning – as a few of our more creative students have dubbed some of our Japanese language courses.

Overall, I believe that it is in the synergy of scholarly exploration of language along with its pedagogical application that we will find a constructive course toward a meaningful and rewarding experience of teaching Japanese. I personally believe that being able to carry out both these tasks is requisite to becoming true participants in the creation of a meaningful education (especially higher education).

I am aware that teaching requires a day-to-day adjustment to the students’ progress and that we tend to forget to ask the fundamental question of “why” and “for what purpose.” AS problematic as it may be, however, at least every now and then we must ponder the meaning of teaching Japanese.

Footnotes

1 The Figure is taken from *The Breeze* (December 1992 issue).

2 For those who are interested in reading about this phenomenon, my recent work (*Discourse Modality: Subjectivity, Emotion and Voice in the Japanese Language*. Amsterdam: John Benjamin, 1993) may be useful.

3 For example, *Japanese Patterns of Behavior* by Takie Sugiyama Lebra (Honolulu: University of Hawaii Press, 1976) provides a good introduction.

“the number of high school students studying Asian Languages is increasing at a rapid rate, although still small compared to those studying traditional European languages,” said Brian O’Reilly, director of the College Board’s SAT Program. Mr. O’Reilly noted that, in California, the number of high school students taking Japanese in 1982-83 was 416 in 18 classes; in 1990-91 it was 2,583 in 101

classes. Like other language Achievement Tests, the Japanese Language Test with Listening requires at least two years of study or equivalent and reflects current trends in secondary school curricula.

The next Japanese test is scheduled for Monday November 8, 1993 and will be held in November every year.

-- Press release by The College Board

Japan Foundation Language Center Workshop for Secondary Teachers of Japanese

Session I

June 21 – July 2, 1993

Thoshio Tatsuta
Senior Specialist
The Japan Foundation Language Center

Introduction

The Japan Foundation Language Center, which has been engaged in gathering information pertinent to Japanese language education particularly for the secondary school level, along with offering guidance for teaching instruction problem areas and networking services since its founding in August 1992, decided to host two summer workshops, one in June and one in August.

As you know, the academic year for secondary schools which runs from September to June of the following year is broken down in to 2, 3 or 4 parts with 35—38 weeks of actual teaching instruction and approximately one week of vacation per each part. However, there is, of course no uniform schedule even within state, and the yearly schedule differs for each school district throughout the United States. For example, some of the eight instructors who participated in this workshop finished teaching the week directly before the commencement of the workshop, while others finished two weeks earlier.

Furthermore, whereas in higher education, the instructor’s absence from class is allowed, and make-up lessons are possible, in secondary schools, since teachers are in charge of 25 hours per week (this is the minimum number of hours for a full time instructor), it is impossible to have make-up classes, and being absent from class means the teacher must allot a substitute teacher.

At present, within the higher education system, expense for attending a workshop are, on the whole,

granted but practically no such consideration is given to expenses at the secondary education level.

Under the physical constraints arising from the vastness of the United States, in addition to the circumstances listed above, it appears impossible to have a workshop targeting the entire U.S. during the period when schools are in session.

On The Selection of Participants

Due to these circumstances, the Japan Foundation Language Center informed the country through its newsletter, *The Breeze*, at the beginning of this year, that the workshop for secondary teachers would be held during the summer. (Generally speaking, for things like workshops held during the summer, it is usual for an announcement to go out at the end of the previous year so the instructors can set up at the end of the previous year so the instructors can set up their summer schedule six months in advance.) As for the number of applicants, there were 38 instructors from secondary school, and on top of this, more than 10 from higher education were immediately screened out. As for the 38 high school instructor applications, there was a discussion at the beginning of April directly after the deadline. As we specified one of the qualifications to be experience of three years or less, 12 applicants were selected as qualified for Session I, and 14 for Session II.

In the first session, three people were unable to participate, another one was suddenly asked to lead a study trip to Japan, and switched his participation to

the second session. In the end, there were eight participants for the first workshop.

The Goal of the Workshop

The theme of this workshop is Curriculum Design. The purpose is the vitalization of future teaching activities by having the workshop participants grasp the “big picture” of their Japanese language courses by systematically organizing sentence patterns, grammar items and language function at the beginning levels.

As mentioned earlier, Japanese language instructors in secondary schools are responsible for 25 class hours per week. It is the norm, in the case of full time instructors, for them to handle other subjects depending upon the number of Japanese language classes s/he teaches, and in the case of part time instructors, to teach at more than one school simultaneously. Putting aside an extremely small number of exceptions, since there is one instructor per school, they are not fortunate enough to have someone to discuss things with when up again various problems faced during the course of teaching Japanese language, nor are they blessed with an opportunity to exchange new information, ideas and so forth. Although we call them all secondary schools, there is a great diversity among them, including their school programs, and the number of students per class, let alone the environment surrounding the schools. Of late, there has been some movement toward standardization and unification as exemplified by the publication of a framework for introductory Japanese language curricula in American high schools and the implementation of the Japanese SAT exam. However, since these standardization and unification attempts do not reflect the reality of the type of high school Japanese language education discussed here, in some areas, it tends to arouse unnecessary anxiety on the part of the instructors.

What the instructors who teach under these types of circumstances need more than anything else is to see the achievable objective at each school (under difficult situations of various sorts) and have an overall picture of how they can achieve these goals.

We believe that by participating in the workshop and leaning about the actual state of affairs at other schools, one can develop self confidence by being freed from the ever present threatening anxiety of “I wonder if what I’m doing is really alright”. At the same time, by the assimilation at one’s school of potentially fresh ideas from the other participants from other schools, one can broaden the horizon of teaching activities. We would like this to be an opportunity for thinking about the “big picture” of their language programs and making their academic yearly plan for the teachers doing all they can to

prepare the lesson plan for the next day and who often ending up simply following the course laid out by the textbooks.

Contents of the Workshop

The workshop was divided into three main segments. First, the texts used by the participants are analyzed in terms of topic, sentence patterns and grammar items (Lecturer Furuyama)

Next, the plan for the academic year is made, based on consideration of participants’ surrounding educational environment. (Lecture Tatsuta)

Finally, one lesson is selected and class plan made. (Lecturer Kabutomori)

The participants who probably had never created a long term plan, taking great pains in finishing one textbook per year by the mechanical allocation of class hours, exchanged opinions over a similar lesson, despite the use of a different text, and information about teaching activities. This resulted in the production of a teaching plan that was beyond their former “teach the text” way of instruction.

However, it seems that they were so preoccupied with just making plans they tended to neglect the initial goal of making concrete and practical plans which should take into account the size of their own class and the ability of their own students. We would like the teachers to revise their plans adjusting them to their actual circumstances by using these plans in actual classroom situations in the next academic year. For I believe that through this workshop they learned how important it is to solve problems on their own.

Evaluation, Miscellaneous

As for the evaluations by the workshop participants, they were glad that they were able to grasp the general organization of their textbooks, and that they made yearly plans based on the textbooks they were actually using. In addition, they highly evaluated the fact that teachers with similar levels of experience gathered together and were able to exchange information, and that they had first had exposure to various teaching materials and were able to obtain them.

Regarding the youth hostel that housed the participants, only minor complaints were reported such as “a little noisy”, “poor lighting”, “poor hot water pressure in the shower”. They instead commented favorably on the fact that they exchanged information by living together, developed and deepened friendships. One of the contributing factors for this seems to be sharing their eating and living quarters with Lecturer Toma.

The participants went home without any incident after finishing the two-week workshop, with their certificates of completion and commemorative items

in had along with many teaching materials. I sincerely hope that they will make good use of the fruits they have gathered in the next academic year.

Participants

Ms. Yuko Akamatsu, Joel E. Ferris High School, Spokene WA
Mr. Hirofumi Nagaoka, Lathrop High School, Fairbanks AK
Mr. Todd Nishimura, Kalani High School, Honolulu HI

Ms. Yuko Norton, McMichael High School, Mayordan NC
Ms. Takeko Sakakura, Fairview High School, Boulder CO
Mr. Willard Staats, Dimond High School, Anchorage AK
Ms. Eriko Uyesugi, Compers Secondary School, San Diego CA
Ms. Cathleen Yonezawa, The Catlin Gable School, Portland OR

PROGRESS REPORT

National In-Service Training Program for Secondary School Teachers of Japanese

A few years ago, the American Council on Teaching Foreign Languages (ACTFL) in cooperation with the University of Oregon undertook in-service program for secondary school teachers in the United States. The original idea for the program included training the teachers at the University of Oregon for four weeks and at the Japanese Language institute in Urawa, Japan for the following four weeks. This plan was to continue for two years; however the two organizations have had difficulty since its inception in pursuing this plan because of their inability to procure the appropriate funding.

Early this year A CTFL contacted The Japan Foundation Language Center (JFLC) with an idea to establish another program. As we have also been trying to frame an in-service training program at The Center we collaborated our two ideas and contacted several other organizations to work together to create one standardized national in-service training system. By the combination of our respective efforts toward one goal, we will be able to establish a true network in the Japanese language education world.

We will, herewith, show the draft of this program and the minutes of the May 29th meeting.
March 1, 1993

Draft
March 1, 1993

Nature and Purpose of the Program:

The primary purpose of this program is to enhance the Japanese language proficiency of secondary school teachers in the United States and to provide a level of knowledge and understanding of Japanese culture which forms the background of the language, thereby improving the quality of Japanese language education.

Target:

The Program is designed for secondary school teachers of Japanese language in the United States in the following orders of priority:

Non-native speakers of Japanese who have engaged in teaching the Japanese for less than 3 years
Non-Native speakers of Japanese who have engaged in teaching the Japanese language for less than 3 years
Native speakers of Japanese who have not taken any Japanese language teacher-training programs or courses in colleges, universities or graduate schools
Native speakers of Japanese, not under item (3)
Japanese language teachers in Community Colleges

During the first year, the program will target only teachers under priority (1). In the second year, teachers from (1) and (2) will be targeted. For year 3, the target will expand to teachers from (1), (2), and (3). After year 3, teachers under priority (4) and (5) may be added if possible.

Number of Trainees:

20 teachers will be allocated for the 1st year, 40 teachers for the 2nd year, and thereafter 60 teachers per year. After the first year, 20 of the teachers each year should be trainees for the summer training program in Japan.

Duration/Location:

Each course consists of a 3-year program

1st year

6 week course (end of June - end of July) at The Japan Foundation Language Center in Santa Monica. Workshop for the program review will be held at the end of November (4-day workshop around ACTFL annual conference)

2nd year

8 week course (July - August; including I-week field trip) at the Japan Foundation Japanese Language Institute in Urawa, Japan. Workshop for the progress report will be held at the end of November (2-day workshop around ACTFL's annual conference)

3rd year

6 week course (end of June - end of July) at The Japan Foundation Language Center in Santa Monica. Final workshop will be held at the end of November (4-day workshop around ACTFL's annual conference)

2nd year

This plan will be implemented from 1994. The yearly schedule for each course is attached.

Lecturers:

Advisory lecturers from The Japan Foundation Language Center and lecturers from ATJ and NCSTJ will undertake the task of teaching in the U.S.

In Japan, lecturers from the Japan Foundation Japanese Language Institute will instruct. During the preliminary stage of the program, teachers from NCSTJ will also attend this program in order to maintain program consistency.

Sponsorship:

U.S.: ACTFL/ATJ/NCSTJ

JAPAN: The Japan Foundation

Expenditures:

It would be desirable to collect the expenses (other than those expenses covered by The Japan Foundation and each trainee) mentioned below:

- (1) Training courses in the United States:
 - Planning committee meetings
 - Honorarium toward College/University for calculation of the credited classes
 - Registration fee (credit) by individual trainees
 - Expenses for Summer Training Course
 - travel cost for trainees, instructors from ATJ and NCSTJ
 - room and board for trainees, instructors from ATJ and NCSTJ
 - honorarium for lecturers from ATJ and NCSTJ
 - materials
 - weekend trips
 - social gatherings
 - honorarium for lecturers from JFLC by The Japan Foundation
 - facility by The Japan Foundation
 - miscellaneous
 - Expenses for November workshops
 - travel cost for trainees
 - room and board for trainees and lecturers
 - honorarium for lecturers from ATJ and NCSTJ
 - materials
 - social gathering
 - honorarium for lecturers from JFLC by The Japan Foundation
 - miscellaneous
- (2) Training courses in Japan:
 - Round-trip air fare
 - Transportation within Japan by The Japan Foundation
 - Room and Board in Japan by The Japan Foundation
 - Tuition-Training Courses by The Japan Foundation
 - Field Trips by The Japan Foundation
 - Materials by The Japan Foundation

Planning Committee Meetings and Announcements:

A planning committee will be organized at the beginning stage by representatives from ACTFL, ATJ, NCSTJ, and The Japan Foundation. The planning committee will discuss definite plans for the program. ACTFL will be in charge of raising funds.

The program will be announced in January, and the application deadline will be the last day of March.

Minutes

DATE: May 29, 1993 (9:30am - 5:00pm)

PLACE: The Japan Foundation Language Center

ATTENDANCE:

Dr. Hiroshi Miyaji, Middlebury College
Dr. Marl Noda, The Ohio State University
Dr. Patricia Wetzel, Portland State University
Dr. Naomi McGloin, University of Wisconsin
Ms. Leslie Birkiand, Lake Washington High School
Mr. Norman Masuda, Palo Alto High School
Mr. Cliff Darnall, Elk Grove High School
Dr. C. Edward Scebold, ACTFL
Dr. Hiroko Kataoka, University of Oregon
Dr. June K. Phillips, USAF Academy
Dr. Ronald Walton, NFLC
Dr. Richard Brecht, NFLC
Mr. Satoshi Nakamura, The Japan Foundation L.A. Office
Mr. Yasuaki Kaneda, The Japan Foundation L.A. Lang. Ctr
Prof. Toshlo Tatsuta, The Japan Foundation L.A. Lang. Ctr
Ms. Kimiko Kabutomori, The Japan Foundation L.A. Lang. Ctr
Ms. Hiroko Furuyama, The Japan Foundation L.A. Lang. Ctr

(1) Objectives

This is an in-service training for secondary school teachers with primary focus on language advancement.

Teachers of secondary schools are targeted (regardless of years of experience).

Teachers' language ability starts, for example, within the intermediate level range determined by the ACTEL proficiency scale, thereby aiming at the level of intermediate+ or higher as the outcome.

(2) Planning/Operation

A Steering Committee was inaugurated consisting of two members each from the NCSTJ, the ATJ and the ACTFL and representatives from The Center.

Each organization appointed the following committee members:

NCSTJ: Leslie Birkiand, Norman Masuda

ATJ: Mari Noda, Pat Wetzel

ACTFL: Edward Scebold, Hiroko Kataoka

The Steering Committee will set the following three subcommittees:

1. Curriculum Design Committee
2. Evaluation Committee
3. Fund Raising Committee

(3) Number of Trainees

20 trainees annually.

(4) Duration/Location of Training

- 1st Year

Six-week training at The Japan Foundation Language Center in Santa Monica

- 2nd Year

Six-to-seven-week training at The Japan Foundation Language Institute in Urawa

- 3rd Year

One-week training at The Japan Foundation Language Center in Santa Monica

It appears to be difficult to set up the training program during the ACTEL annual meeting. In the view of the present teaching situation in secondary schools, teachers would have difficulty in taking a few days off from teaching as well as providing a source for wages for substitute teachers. Therefore, we concluded that we only encourage participation at the ACTFL annual meeting by way of offering a discount registration fee, and related items.

It would be ideal to have the 2nd Year training in Urawa slated for the end of June (or the beginning of July) for six weeks rather than for it to begin according to regular schedule at Urawa. This is due to the fact that secondary schools in the United States generally have summer vacation from the third or fourth week of June through the third week of August, depending upon the school district.

The highly probable impossibility for secondary teachers to participate in multi-week intensive sessions for three consecutive years was discussed.

(5) Lecturers

Lecturers would consist of one university instructor, one secondary school teacher, three advisory lecturers from The Japan Foundation Language Center and one Japanese-language specialist from The Japan Foundation Japanese Language Institute in Urawa. In addition to the instructional team, an evaluation team (probably consisting of one secondary school and one university instructor) would also serve.

(6) Credit

The effort to grant credit is indispensable for the following reasons:

1. Teaching credential certification.
2. Salary-scale (grade) improvement.
3. Advanced degrees.

The Steering Committee will examine which organization might issue credit.

(7) Fund Raising

Proposal for fund raising will be drafted by ACTFL by the middle of July with the NC STJ as its applicant.

The next deadline to send such proposals to NEH and DOE is November. Other private foundations do not set a certain deadline.

The ACTFL will search for a funding source for approximately \$15,000.00 as a reserve start-up fund for the Steering Committee.

In spite of all these efforts, however, inauguration in 1994 would be difficult, and a 1995 inauguration looks to be more realistic.

The fact that NEH does not fund airfare for participants should be noted.

Recipients of the Japan Foundation Language-Related Programs 1993-1994

Salary Assistance Program for Full-Time Japanese Language Teachers

Bates College, Lewiston
Boston Public Schools, Boston, MA
The College of William and Mary, Williamsburg, VA
Lehigh University, Bethlehem, PA
Denison University, Granville, OH
California State University, Long Beach, CA

Institutional Support Program for Japanese Language Education

1. Titnity College, Hartford, CT
"Seventh Annual New England Regional Workshop on Japanese Language"
2. Association of Teachers of Japanese in Oregon
Washington Association of Teachers of Japanese
Southwestern Secondary Teachers of Japanese
"Preparing Tomorrow's Leaders Today"

Short-Term Training Program for Foreign Teachers of the Japanese Language (Summer Course)

1. Jacquelynn Collins
Manitowoc Public Schools, Manitowoc, WI
2. Diane M. Guibronson
Riverside University High School, Milwaukee, WI
- 3.

- Natalie Hoyer
Forest Park Middle School, Franklin, WI
4. Penny E. Mertz
Newtec/CESA #7, Green Bay, WI
5. Gloria Rozmus
Hamilton High School, Menomonee Falls, WI
6. Lynn M. Sessler
Eisenhower High School, New Berlin, WI
7. Ai Soucy
Memorial High School, Eau Claire, WI
8. Pamela J. Mastalski
Madison West High School, Madison, WI
9. Steven L. Webb
Denmark High School, Denmark, WI
10. Gary St. Clair
Sheboygan Area Lutheran High School, Sheboygan, WI
11. Kitty Shek
San Joaquin Delta College, Stockton, CA
12. Susan Hirate
University of Hawaii at Manoa, Honolulu, HI

Training Program for Teachers of the Japanese Language () or Japanese Abroad

1. Kimiko Nakayama-Nordstrom
Career Enrichment Center, Albuquerque, NM
2. Ejichi Eric Masuyama
Oregon State University, Eugene, OR

Japanese-Language Teaching Materials Donation

Program

(UNIVERSITY/COLLEGES)

1. Brown University, Providence, RI
2. Miami-Dade Community College, Miami, FL
3. Mary Baldwin College, Staunton, VA
4. Beloit College, Beloit, WI
5. Madonna University, Livonia, MI
6. New Mexico State University, Las Cruces, NM
7. Boise State University, Boise, ID
8. Arizona State University, Tempe, AZ
9. Shoreline Community College, Seattle, WA
10. Oregon State University, Corvallis, OR
11. Willamette University, Salem, OR
12. Cal Poly State Univ-San Luis Obispo, San Luis Obispo, CA
13. California State University-Long Beach, Long Beach, CA
14. East Los Angeles College, Monterey Park, CA
15. Los Angeles Pierce College, Woodland Hills, CA
16. MiraCost College, Oceanside, CA
17. Orange Coast College, Costa Mesa, CA
18. San Diego Mesa College, San Diego, CA
19. Santa Barbara City College, Santa Barbara, CA
20. University of California-Los Angeles, Los Angeles, CA
21. University of California-Riverside, Riverside, CA
22. University of California-San Diego, La Jolla, CA
23. University of San Diego, San Diego, CA

(HIGH SCHOOLS)

1. Hamilton High School, Sussex, WI
2. Greenfield High School, Greenfield, WI

3. Menomonee Falls High School, Menomonee Falls, WI
4. Bonanza High School, Las Vegas, NV
5. Las Vegas Academy of Int'l Studies & Performing Art, Las Vegas, NV
6. Boulder High School, Boulder, CO
7. Mt. Edgecumbe High School, Sitka, AK
8. Tumwater High School, Tumwater, WA
9. Lindbergh High School, Renton, WA
10. Kelso High School, Kelso, WA
11. Juanita High School/Redmond High School, Kirkland, WA
12. Bothell Senior High School, Bothell, WA
13. Annie Wright School, Tacoma, WA
14. West Albany High School, Albany, OR
15. St. Mary's School, Medford, OR
16. South Medford High School, Medford, OR
17. South Eugene High School, Eugene, OR
18. Sheldon High School, Eugene, OR
19. North Medford High School, Medford, OR
20. Torrey Pines High School, San Diego, CA
21. Long Beach Polytechnical High School, Long Beach, CA
22. La Jolla Country Day School, La Jolla, CA
23. Don Bosco Technical Institute, Rosemead, CA
24. Brentwood School, Los Angeles, CA
25. Bell High School, Bell, CA
26. The Wo International Center, Honolulu, HI
27. Punahou/Academy High School, Honolulu, HI
28. Punahou School-Bishop Hall Middle School, Honolulu, HI
29. Mid-Pacific Institute, Honolulu, HI
30. Assets School, Honolulu, HI

(OTHER INSTITUTIONS)

1. East San Gabriel Valley Japanese Community Center, Walnut, CA

BOOKS/PUBLICATIONS

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SATORI: Network for Japanese Language Teachers in Elementary Schools

If you are teaching or are interested in Japanese language education at the elementary school level, consider joining SATORI. It is a national network providing communication and the exchange of teaching ideas for elementary teachers of Japanese. The organization will host a national meeting in connection with the Foreign Language Association of North Carolina's annual meeting in Greensboro, NC,

October 28-30, 1993.

For membership and information, please write to:

Tim Hart
4601-304 Timbermill Court
Raleigh, NC 27612

Library Service

The Japan Foundation Language Center Library offers library services in order to provide access for teachers of Japanese to teaching materials and resources.

membership from our lists.

Library Membership

Teachers who are affiliated with one or more of the following associations are eligible for membership:

Association of Teachers of Japanese (ATJ)
National Council of Secondary Teachers of Japanese (NCSTJ)
Teachers of Japanese in Southern California (TJSC)

Applicants for library membership are required to provide the following:

1. Individual application form.
2. A copy of identification, such as a driver's license.
3. We may ask for proof of membership in the applicant's affiliated association if we are not able to verify such

Circulation Loan Period and Limits

Circulation books: 3 weeks, 3 items at a time
Audio-visual materials: 3 weeks, 1 set at a time
Items may be renewed one time only.

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The registered patrons are also allowed to borrow the library materials by mail. Requests can be made by telephone or by mail.

The borrowing period through the mail is three weeks with an additional one week turnaround period.

Library Materials List

A list of our library holdings, including audio-visual material, textbooks, teaching materials, magazines and others, is available for members upon written request.

Library Hours and Holidays

Monday through Friday 10:00am - 5:00pm

The library is closed on the following days from September through December 1993 to observe these holidays:

Labor Day	September 6, 1993
Columbus Day	October 11, 1993
Veteran's Day	November 11, 1993
Thanksgiving Day	November 25, 1993
Japanese Holiday	December 23, 1993
Christmas Holiday	December 25, 1993
New Year Holiday	December 29 - January 3, 1994

Breeze Message

This summer we held two summer workshops for secondary teachers of Japanese. At the first workshop, held in June, all eight participants completed the course, and six out of ten completed the second workshop in August. Some of the teachers had to return for classes and conferences, and this left them unable to complete the course. From next year on, we plan to modify the timing of the workshops so that all participants can complete the course work without any difficulty. Another problem with the workshops which caused some participants to leave was the conditions at the hostel where we accommodated the teachers for Session II. We all feel deeply sorry for any inconvenience caused by this, and we will try to provide better facilities in the future.

During the discussion in articulation between universities and high schools, one of the teachers mentioned that Japanese language education in high schools should not be merely a preparatory for university study. She also mentioned that when teaching foreign languages to high school students, reference to other cultures should not be ignored. Japanese language education should be significant for all concerned as a part of a high school education, not just an emphasis on developing skills to be continued at the university level. Therefore, understanding Japanese culture is one of the most important facets of teaching Japanese language in high schools.

When we talk about "articulation," we tend to assume teaching continuity from high schools to universities and ignore the significant difference of the goals for high schools and universities. When I heard this teacher's comment, I finally realized what the real articulation should be. It is, of course, important that high school teachers understand and grasp university education, however, at the same time, university faculty should understand the current status of high school education and the goals, thereby materializing the real articulation between universities and high schools.

For this issue, we had a great deal of topics to compile, and had to leave out some. We plan to provide these in a supplement which will be issued soon. It is going to include items about The Japan Foundation's language-related programs, Dr. Miyaj i's "Overview of Japanese Language Education in the U.S.," current reports on Japanese language education from several states, reports from award recipients, and many other topics. (YK)