

BREEZE

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Introducing Satellite Programs SERC Japanese On The Bird

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Nebraska ETV, Lincoln, Nebraska

Whatever connotation birds may have to the Japanese, in American techno-slang, birds refer to those flying marvels of space-age technology, satellites. When satellite teachers hear the message we re on the bird," we know there's no more time for preparation. For the next fifty minutes, we're exposed on the nation's airwaves with nothing to hide behind except our props. After my opening credits, I announce the schools for the day and for the rest of the period, I get to talk to students by telephone hook-up. If they send me pictures, I show them. If they send me clothes, I wear them. Whatever is theirs I make a part of the lesson.

Despite the obvious disadvantage of not being able to see my students, TV as a teaching medium can be very powerful. Typical foreign language teachers often set up imaginary role-play situations which, in the classroom, can get awkward if only because they aren't real. It isn't real on TV either, but TV, with its ability to manipulate picture and sound, makes it seem a whole lot more believable. That, along with an encouraging director, let me express before an interactive audience latent theatrical tendencies I never knew I had. The whole experience is an exhilarating rush which still makes my palms sweat and my breath stop.

Satellites aren't particularly new-they've been around for over thirty years already-but their use in live instruction, commonly referred to as distance learning, is still new enough that those of us doing it are basically creating our own model as we go along. Add to the TV a telephone hook-up with students and it becomes interactive-the TV talks to the viewer and the viewer talks back. The classic couch potato becomes a participant in the outcome of the program. The problem is that there are many students to talk,

but there's only one of me to talk to. Until the technology figures out how to clone TV teachers, there will be room for more of us to teach via distance learning.

Yoshiko Hirano, my Japanese II colleague, and I teach Japanese for the Satellite Educational Resources Consortium, better known by their acronym SERC (pronounced ser-see). A partnership between state departments of education and public broad-casters, SERC allows member states to offer their courses to other states, as well as receive the courses that other states produce. The receiving high schools are typically small rural schools that could not possibly offer such courses were it not for satellite technology. Of SERC's thirteen courses, only Japanese is produced in Nebraska, jointly by the Nebraska ETV Network and the Nebraska Department of Education.

This year SERC Japanese I and II have a combined enrollment of just over 2,000 students in approximately 400 high schools in 26 states. The numbers and their many locations make for all kinds of interesting references to American geography in the Japanese lesson, but for the individual student, it means that he or she is missing the opportunity to talk to the instructor on a basis frequent enough to build language fluency. It is a paradox in distance learning that is particularly problematic in foreign language instruction. As any foreign language teacher will say, one can't learn to speak unless one speaks, and one isn't really speaking unless there's someone speaking back.

To resolve this in as meaningful a way as possible, Nebraska made the decision to create two components to their Japanese course, the TV class

being one. The other is a telephone-only component that gives each SERC Japanese student the opportunity to use the Japanese they learn in conversation with real people twice a week. Those real people are 35 Japanese people that the program was able to recruit in Nebraska and, with the help of New Jersey Public Broadcasting, in New Jersey as well. On Tuesdays and Thursdays for Japanese I, and Wednesdays and Fridays for Japanese II, students in groupings of ten spend 20 minutes of class time speaking to their assigned Japanese teaching assistant. The conversations that Hirano Sensei and I carry on by TV and telephone with perhaps twenty students are carried on again by telephone alone with all 2,000 students.

The logistics of creating such a component seemed at first mind-boggling. How are we going to find these people? How were they all going to get on the telephone at once and talk to their ten students? Where would they call from? How would they know what to talk about? When we began the pilot semester in January of 1989, we had not yet entirely answered all those questions, but with the course delivery on our shoulders, we learned awfully fast. The TV and telephone components worked out what was to become a rather elegant symbiosis between instruction on TV days and practice off TV.

Most distance learning programs have a classroom facilitator, usually another teacher, with the students. The SERC Japanese program asks facilitators not only to be present with students, but to actually learn Japanese along with them. Besides allowing the

facilitator to better verbalize whatever questions or problems students may have, the mere act of a teacher taking the student's role is an incredible motivator for students. Another important facilitator role is facilitating activities that students do on their own. The twice-weekly telephone interaction is only twenty minutes, which leaves thirty minutes with neither TV nor telephone. In the print materials, we have suggested several activities that students can do either in groups or independently. While the facilitator is usually no better able than the students themselves to judge performance in these activities, it is the facilitator that makes sure students participate in them. By the end of the year, if the facilitator keeps up with students, this person is able to share with the class in their accomplishment. The dynamic that goes on, which I only hear about from schools, is like nothing else in the school day.

In the students' mind, they have three *scenes*, the *terebino sensei*, the TV teacher, the *denwa-no sensei*, their telephone assistant, and the *kyooshitsu-no sensei*, their classroom facilitator. Take away any one of us and there's no class. Large numbers of students learning Japanese by satellite creates quite a bit of attention in educational circles, attention that tends to focus on the TV teacher. I alone will get credited when much of the credit is due the telephone assistants and the facilitators. When we hear the stories of students who have kept up their Japanese study or gone on to live in Japan, together we take pride that we have impacted countless lives in ways that none of us ever could before.

STEP

Japanese Language Education Through Satellite Program

Atsumi Tsukimori

In September of 1986, Educational Service District 101 launched a fifty minute Japanese language program via satellite. It was the nation's first interactive Japanese TV program and based in Spokane, the second largest city in Washington.

The ESD 101 Superintendent, Dr. Brian Talbott, believed that Japanese would be the future foreign language for American students to be exposed to. The goal was to stimulate knowledge and diversity and

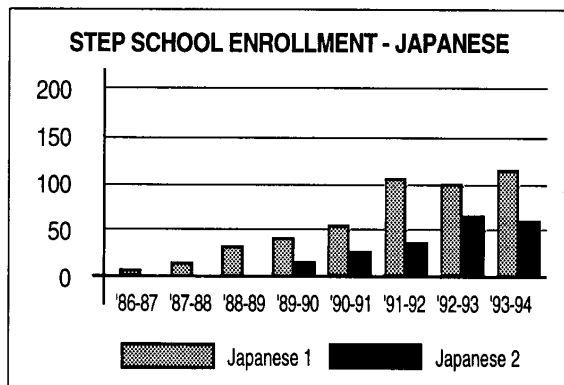
closer economic and social ties between our countries. The board members agreed to the inspirational idea. Eastern Washington-based ESD 101 had thirteen school districts that at that time became interested in Dr. Talbott's idea, enabling the program to begin. The objective of this program was to provide students in rural areas with as many varied quality and educational opportunities as those students in urban areas.

In the beginning, the primary focus was on the rural schools in Washington. Two years later it was moved to Spokane from its initial location at Eastern Washington University at Cheney. Later, the receiving area was expanded to Alaska, Idaho, Montana and Oregon for a five consortium partnership, known as the Pacific Northwest Star Schools Partnership.

In 1990-92, the partnership was awarded \$9.87 million in grants under the federal S.T.A.R. Schools project. Four-hundred new school sites in the five partnership states received satellite equipment. In October 1992, the partnership received another \$2.15 million in STAR schools funding in a separate nationwide grant competition for 1992-93. These awards enhanced the distance learning program by allowing for expansion in the areas of up-dated equipment, personnel, curriculum development, and the purchase of satellite time. We were then able to add Arizona, Kansas and Colorado to the original five consortium states.

STEP was originally started with English, Math, Spanish, and Japanese, but it has been expanded to include two years of Russian, two years of Spanish, two years of Japanese, as well as five other classes under the STAR schools grant.

STEP SCHOOL ENROLLMENT - JAPANESE



This fifty-minute live class is offered mainly to high school students, but there are a few junior high and elementary school students taking the class on a trial basis.

The class time for Japanese 1 is PST 10:15 a.m. to 11:05 a.m., and for Japanese 2 11:10a.m. to 12:00 noon, Monday through Thursday. Friday is set aside for exams and worksheets. This non-broadcast day also allows the instructors to conduct on-site cluster meetings/visitations to meet with the students.

A typical day for an instructor begins at 8:00 a.m. He or she will usually prepare a lesson plan on the computer for the next week, as the lesson plans must be ready one week in advance. The lesson plan is then sent to the producer who changes it into RUNDOWN form to be shared with the director and other TV staff. The instructor must also preview all visual materials to get a quality check and also assure that the written rights have been obtained (at least four days in advance). Then he or she must proofread all the fonts which will appear on the screen a day ahead of class. Following this the instructor must check to make sure the visual aids, such as flashcards, pens, objects are in order. He or she must also prepare overhead materials, which are usually sentences or words or games that will be done during class. Then comes the time to teach the fifty minute class.

After the live class comes the office hour. The instructor must then answer phone calls from students and coordinators. Between phone calls he or she must organize the Japanese 1 staff to perform such tasks as exam correction, phone tutoring, etc. to further aid the students to learn Japanese.

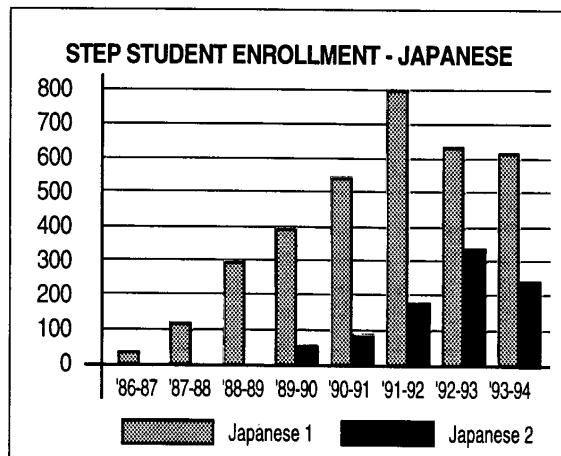
Students are required to do homework daily and to call in for oral practice weekly. A toll-free number is provided 8:00 a.m. to 10:00 p.m., which the student may also use for the oral practice or with any extra help he or she requires. The students may either talk to the instructor during his or her office hours, or with native Japanese. Furthermore, every year many students visit the studio and participate in the live program.

Students can also call into the studio for interaction during the fifty minute live class. The schools are broken down into four groups and are scheduled to call once a week. This minimizes monopolization by a few schools, and gives everyone a better chance of getting through.

A typical day of instruction starts with a four to five minute vocabulary and sentence structure test pattern, next homework review, then comes instruction, guided practice, monitoring sentence practice, and a conclusion. Every day also includes NHK Satellite News in English, two Japanese commercials, and usually another special event. This may be a skit sent in by students, a video on cooking, culture or karaoke, or a guest. Recent guests have included such as the Consul General of Japan in Seattle, Masaki Saito, or the president of Matsushita Avionics, Hideo Onishi.

The required materials are Learn Japanese New College Text and Kana Workbook. Interested students can also earn fifteen college credits at the local community college if they successfully complete both first and second year Japanese. One year we had an Alaskan student who carried a shotgun to the class in the community center hut in case she encountered a polar bear on the way! In some areas English is a second language and the students who wanted to enter a four-year college had no means to fulfill the two years of foreign language prerequisite those schools required until they subscribed to our satellite Japanese class. So the STEP students come from a wide variety of backgrounds which make the interaction very unique and very rewarding.

STEP STUDENT ENROLLMENT - JAPANESE



Despite the unique situation, our STEP Japanese students really STEP in the language. Every year students receive awards and many scholarships to Japan. One example is Billings High School in Montana. Three out of thirteen students received scholarships to Japan. These scholarships were the John Manjiro Foundation, the US Sensate Scholarship, and the Essay Contest Grand Prize from the Seattle Consulate.

The most crucial part in distance learning is the on-site coordinator. This position does not have to be

filled by certificated staff, but by someone who has a positive attitude towards language and is able to motivate the students. We believe that the instructor will do fifty percent of the work via satellite, and the on-site coordinator will do the other fifty percent of the work by giving materials on time, generate student participation, motivate interaction, monitor exams, send required homework to the studio in a timely manner, and also report to the instructor any good news throughout the year to give the class an extra individualized touch.

During the 1992-93 school year we adopted a scanning system that enables the homework and exams to be scanned and sent via modem in minute or less. Highly trained graders then receive, correct and record these materials. The graded materials, as well as new materials are sent back by satellite and are also received in the same amount of time. This cuts out the mailing time of up to two weeks one way for some sites, enabling the students to receive feedback much more quickly and thus effectively.

With the newest technology available, my future task is to better the satellite class by creating more individualized instruction to make distance education more student-oriented. Another goal is to better serve some school districts which are adopting an eighty minute block schedule. Interactive distance classes require live interaction during the fifty minute class, but with a block schedule the students have fifty minutes live and thirty minutes taped. And even worse is the fact that the block schedule has two classes one week of one subject and three classes the next, on a rotating basis. Foreign languages need special attention from the student throughout the whole class. We can only be responsible for the fifty minutes of live class and not the taped thirty. We are teachers who are three hundred to one thousand miles away from the student, and cannot be exactly like a regular classroom teacher. We are only effective in certain situations. Satellite teachers look like a miracle worker with a smile. We try our best to deliver an up-to-date model course. Students and coordinators and instructors are the tripod on which this technology miracle stands.

The University of Alabama Japanese By Satellite at the University of Alabama

Caroline R. Raymond, Producer/Director

Distance Education is thriving at the University of Alabama, and Japanese by Satellite is the cornerstone of this program. Now in its fifth year, Japanese I was the first distance education course produced by the University of Alabama's Center for Communication and Educational Technology (CCET). During those five years, we have continuously refined our Japanese I and II courses to a level of excellence of which we are very proud. Competing with 170 other programs, our Japanese language courses won Best Distance Learning Program K- 12 at the 11th Annual TeleCon Awards ceremony in San Jose, California, last year.

Our format for Japanese by Satellite is composed of three 50-minute live, interactive classes of on-air instruction a week. The interactive aspect of the classes is very successful, as our students call in on the toll-free audio bridge and converse with the instructors and with the other schools. We have schools participating in the program from all over the country. It is exciting to hear a student from rural Mississippi speaking Japanese with a student from Ipswich, Massachusetts!

On the off-air days (Mondays & Fridays), the students are given assignments to complete with their Teaching Partner's supervision. In our course set-up, the Teaching Partners are a key component in the students' success. They are teachers hired by their individual schools to coordinate with the Course Management Office at CCET and the on-air instructors to ensure that the students are watching the broadcasts, doing off-air assignments, and taking tests properly. Our Teaching Partners often go the extra mile by organizing educational trips for their students, inviting special guests to speak to the local class, or facilitating creative games to help the students better learn Japanese. The Teaching Partners are not required to have any knowledge of the Japanese language to be hired, but most learn the language along with the students.

The textbook we use is Eleanor Jordan's Japanese: The Spoken languages, which is designed for college use. As a result, our students are prepared to enter successfully a second-year college level class after

two years of our program. Our instructional team, with the leadership of foreign language pedagogy expert Dr. Rebecca Oxford, developed its own supplemental materials. Our Student Manuals, a four-volume 600-page set, contain exercises based on the on-air instruction, grammar points in cartoon format, and informative essays on Japanese culture. We have supplemental writing materials, as well, to teach our students hiragana katakana and 100 kanji.

In addition to Dr. Oxford, we have a remarkable team of people at The University of Alabama working together to make our program a success. Laurie and Koji Ailizumi are our husband and wife on-air instructors. They are a great combination to teach American students the Japanese language since Koji is Japanese and Laurie is an American fluent in Japanese. Originally from Tokyo, Koji offers the authenticity of a Japanese native speaker, and Laurie offers the perspective and role model of a non-native who has learned this difficult language. In addition to the Arizumis, Cindy Sakurai, an Osaka native, teaches writing one day a week on-air, and Miyumi Okada, a Hiroshima native, regularly helps with conversational role-play on-air. Also, we are fortunate to be able to use many University of Alabama students from Japan in taped skits that we produce to enrich our language instruction.

A critical component in our language instruction is the telephone tutoring by Japanese native speakers. In addition to the on-air instructors, we have two other tutors who devote many hours every week to helping our students with their required call-in assignments. Our enrollment over the past years has fluctuated between 220 to 330 students combined in Japanese I and II. Because we have kept our enrollment numbers relatively low, we have been able to give the essential individual attention to our students by phone.

As the producer/director for Japanese by Satellite for the past three years, I am primarily responsible for the production quality of the on-air broadcasts. I work very closely with the instructors to be sure we keep the appropriate balance between sound, in-depth instruction and optimum production value. We try to

make the most of the opportunities that the television medium affords, such as using a light pen to write on computer generated graphics and chromakeying the instructors into any scene we select. We believe strongly in the importance of teaching Japanese culture along with the language, so we show frequent videos on various aspects of Japanese culture or recent news stories about Japan. A production team traveled to Japan two years ago to shoot video for cultural segments, and we use these video clips often to enhance instruction.

In order for me to maintain the high production quality that we are committed to, I must have a well-trained, dedicated production crew. We are fortunate at The University of Alabama Center for Public Television, the production facility for CCET, to have excellent personnel behind the scenes operating the equipment to make the on-air classes go

smoothly. In addition to my direction in the control room, we have seven crew people working various positions for each broadcast. We are also very fortunate to work in such a well-equipped studio, using four cameras for all broadcasts. Our students are always amazed when they come to campus for our annual Sakura Festival that there is so much involved in the on-air broadcasts.

I am thrilled about the fact that, with the help of technology, we are able to make learning Japanese fun. A student from Olive Branch High School in Mississippi says, "It's my most exciting subject. No other class can compare with it!" With the shortage of certified Japanese language teachers in high schools, it certainly is exciting that students can take the language so successfully through distance education. The University of Alabama Japanese by Satellite Program is proud to be a vital part of this process.

Textbooks for Pre-Collegiate Level (4) Supplementary Materials for the Pre-Collegiate Level Part 1

We will take a break from textbook analysis this time and introduce supplementary materials for the pre-collegiate level. The selection is made based upon the following criteria: how easy the material is to use, availability in our

library (call number is listed), and availability for purchasing in the U.S. Although the target group is the pre-collegiate level, the following materials can also be used at the college level.

Listening Activities Title	Call No.	Year	Author	Publisher	Price	Type
Kurashi no naka no Nihongo	810.7 OC	1986	Ochanomizu Chuugoku Kikokusha Nihongo Gakkoo	Bonjinsha	¥2,000	Listening
Kazu no Kikitori	815.2 OK	1990	S. Okazaki & Konishi	Bonjinsha	¥3,500 Tape ¥1,500 Text	Listening
Tanoshiku Kikoo I	810.7 BU	1992	Bunka Gaikokugo Senmon Gakkoo	Bonjinsha	¥5,000 Tape ¥1,800 Text ¥3,500 Manual	Listening
24 Tasks for Basic Modern Japanese, Vol. 1-2	810.7 MO	1989	F. Motohashi, et al.	The Japan Times	¥1,850 Tape ¥1,550 Text	Listening Speaking
E to Tasuku de Manabu Nihongo	810.7 MU	1988	R. Murano & M. Tanimichi	Bonjinsha	¥2,000	Speaking

Speaking Activities						
Title	Call No.	Year	Author	Publisher	Price	Type
Doriru toshite no Geemu Kyoozai 50	810.7 KU	1992	M. Kuriyama & Ichimaru	ALC	¥2,500	Speaking
E to Tasuku de Manabu Nihongo	810.7 MU	1988	R. Murano & M. Tanimichi	Bonjinsha	¥2,000	Speaking
50 Games for Drills in Learning Japanese	810.7 KU	1993	M. Kuriyama; K. Ichimaru	ALC	\$30.00	Textbook
24 Tasks for Basic Modern Japanese Vol. 1-2	810.7 MO	1989	F. Motohashi, et al.	The Japan Times	¥1,550 text ¥1,850 tape	Speaking
Japanese in Modules	810.7 CO	1993	T. Coveney, et al.	ALC	\$19.50	Textbook
Nihongo Komyunikeeshon Geemu 80	810.7 CA	1993	T. Coveney, etc.	ALC	¥1,300	Speaking
Shokuyuu Nihongo Sukiitto Shuu	810.7 MI	1993	N. Mizutani	The Japan Times	¥2,000	Textbook
Writing System						
Title	Call No.	Year	Author	Publisher	Price	Type
Kana Can Be Easy	811.5 OG	1990	K. Ogawa	The Japan Times	¥1,200	Kana
Hiragana in 48 Minutes	811.5 QUa	1983	H. Quackenbush & M. Ohso	Curriculum Development Centre	¥920 student ¥4,200 teacher	Kana
Katakana in 48 Minutes	811.5 QU	1983	H. Quackenbush & M. Ohso	Curriculum Development Centre	¥920 student ¥4,200 teacher	Kana
Hiragana for Fun Katakana for Fun	811.5 YO	1987	Noriko Yoneji	Kyobundoh	¥960	Kana
Basic Kanji Book I & II	811.2 KA	1989	C. Kano etc.	Bonjinsha	¥2,400 I ¥2,500 II	Kanji Kanji
Games & Songs						
Title	Call No.	Year	Author	Publisher	Price	Type
Let's Play Games in Japanese	810.7 MA	1992	S. McGinnis & M. Nakayama	National Textbook Company	\$18.60	Speaking
Total Physical Fun	810.7 OL	1991	Jo Ann Olliphant	Sahmarsh	\$24.95	Game
Utatte Oboeru Nihongo	810.7 TE	1992	M. Sasaki	Bonjinsha	¥2,000	Song
Shin Tanoshii Kodomo no Uta 100 sen	767.7 SH	1989		Apolon Ongaku Koogyoo	¥13,000	CD

Video Title	Call No.	Year	Author	Publisher	Price	Type
Mr. Yan and the Japanese People I-II (video/tape/manual/script)	810.7 YA	1983	Video Pedic	The Japan Foundation	¥28,840	Video
Nihongo Kyooiku Eega Kiso-hen 1-6 (workbook/manual/index/script)	810.7 BI	1974-83	Kokuritsu Kokugo Kenkyuusho	Nihon Shineseru	¥444,960	Video
Bideo Kooza Nihongo 1-6	810.7 BI	1989	Ken Ujie	Tokyo Shoseki	¥7,004@	Video
Konna Toki Nihongo de (128 pictures)	810.7 KO	1988	Nihongo Eezoo Kyoozai Kaihatsu Iinkai	Nihon Terebi Bunka Jigyoodan	¥5,400	Video
Picture cards, etc. Title	Call No.	Year	Author	Publisher	Price	Type
E de Oshieru Nihongo (128 pictures)	810.7 NO	1989	C. Nomoto	Bonjinsha	¥10,300	Picture Card
Shokyyu Reberu Gogaku-Kyooiku-yoo E-Kyoozai (300 pictures)	810.7 SH	1992	Three A Network	Three A Network	¥30,000	Picture Card
OHP Sheets Shokyyu Bunkee, Goihen (287 Transparency) I & II (138 sheets)	810.7 BU	1987	Bunka Gaikokugo Senmon Gakko	Bunka Gaikokugo Senmon Gakko	¥61,800@	Transparency
Nihongo Karuta	810.7 MI	1988	N. Mizutani	Bonjinsha	¥1,854	Karuta
Slide Bank	810.7 NI	1982	The Japan Foundation	Bonjinsha		Slide
Nihongo no E Kyoozai	810.7 MA	1992	K. Maruyama	Kyoto Nihongo Kyooiku Center	¥1,300	Textbook

The Fourth Washington state Japanese Language and Culture Camp

The Japan-America Society held the 1993 *Japanese Language and Culture Camp* for American high school students from July 18 to 24 at University Prep Academy in Seattle. In order to continue the Camp this year, it was moved from its previous location in Eatonville and scaled back to a one-week intensive experience for 34 enthusiastic students from high schools in Washington, Oregon and California.

The Camp was started in 1990 to improve Japanese speaking and comprehension skills of high school students and to encourage them to continue their study of this difficult language. As an overnight resident camp in Eatonville in past years, the program immersed teenagers in Japanese language around the clock and introduced them to Japanese culture and customs. The goal of this year's camp was to provide the same immersion experience in an urban day camp format.

Thanks to the generosity of local Japanese families recruited by the Shunju Club (Japan Business Association in the State of Washington), most students attended intensive language and culture classes at the Camp during the day and stayed overnight with Japanese host families. Students returned "home" each evening and immediately used phrases and customs learned during the day to interact with their adopted Japanese families.

Each day the Camp started with *rajio taiso* (morning exercises) and *chorei* (formal announcements). In the morning students took three hours of intensive Japanese language classes offered at two levels: beginning (Level I) and advanced (Level II). Language classes reviewed basic grammar and vocabulary learned by students in their regular classrooms during the year and covered a wide range of patterns and phrases needed to survive in Japan as a visitor, such as asking for directions, talking on the telephone, ordering in a restaurant, changing money, and meeting new people.

The "no English" rule was enforced as much as possible and all signs and written materials were in Japanese. Authentic Japanese lunches were catered by Uwajimaya in Seattle and students had additional opportunities to practice their Japanese by purchasing Japanese snacks and souvenirs with yen at the school store.

In the afternoon, campers participated in various cultural classes sponsored by Hyogo Cultural Center, including Japanese bookbinding, cooking, customs, *koto*, *judo*, calligraphy, tea ceremony and Japanese chorus. After their cultural courses, like in Japan, students cleaned up their classrooms and went to after-school or club activities such as volleyball, badminton, games or *karaoke*.

The week ended with presentations and performances by students for parents, host families and teachers. The chorus class sang traditional songs such as "*Akatombo*" and "*Soranbushi*;" student *ikebana* arrangements, works of calligraphy and *sumie* paintings were displayed on the walls; and students who studied the tea ceremony during the week had a special opportunity to wear Japanese *yukata* and experience an authentic tea ceremony at Shoseian tea house at the Washington Park Arboretum Japanese Garden, thanks to Urasenke Foundation.

On Friday night, host families, Society board members and Camp donors visited the Camp to view presentations and to participate in an Obon-style festival in the school gym. Participants donned *yukata* and *happi* and danced to Japanese folk songs. The evening ended with a concert by Tsunami, a local taiko drum group.

Many thanks to the sponsors, donors, host families, volunteers and staff, whose generous contributions made the 1993 Camp possible.

Note: The JFLC provided support of \$10,000 for this program.

JALEX-YEAR III Search & Selection

The Japanese Language Exchange Program is pleased to announce an extensive search for potential school sites in the following states:

Delaware
Illinois*
Iowa*
Kentucky
Michigan*
Missouri*
New Jersey
Ohio
Tennessee
Utah
Washington*

Wisconsin*
Georgia
Indiana*
Kansas*
Maryland*
Minnesota
Nevada
N. Carolina
S. Carolina
Texas
Virginia*
W. Virginia

*States with JALEX schools. Fax: (309) 467-3273 for information.

Recipients of The Japan Foundation Language Center Grant Program

January-March 1994 Workshops and Conferences Grant Program

1. Dade County Public Schools "Florida Japanese Teachers' Conference" \$1,500.00
2. Iowa Critical Language Program The University of Iowa

"Language Teaching is Communication: A Workshop for Teachers of Japanese"
February 1994
\$1,800.00

3. The Washington Assoc. of Teachers of Japanese (WATJ) "WATJ Annual Conference-Motivation" February 1994

On The Teacher Training Course Held at The Japanese Language Institute in Urawa, Japan

Diane M. Guibronson, Wisconsin High School Teacher

For eight weeks this past summer, nine Wisconsin Japanese language teachers, including myself, participated in the short-term Training Program for Foreign Teachers of Japanese held at the Japan Foundation Japanese Language Institute in Urawa, Japan, compliments of The Japan Foundation. Shortly after our arrival at Urawa, however, our group's enthusiasm and excitement were temporarily dampened when one woman from our original group of ten had to suddenly return to the United States upon receiving the tragic news of a death in her immediate family. It was unfortunate that Natalie's first trip to Japan was cut short before it ever really began. Fortunately, thanks to the

professionalism and kindness of the Urawa Institute staff, she was able to catch the next immediate flight back to the States and has been invited to participate in next summer's program.

The program had three main components: language training, teacher training, and a curriculum project. Participation in all three was required. Before discussing the details of the program, I would like to briefly describe the Center itself where we studied and were housed for those eight weeks.

The Institute in Urawa is located in a truly splendid facility. Just four years old, it is designed to house

one hundred and fifty participants comfortably in private dormitory-style rooms. The rooms are air-conditioned and each is furnished with a bed, desk, bookshelf, radio, television and private bath. These are all welcome luxuries when one is away from home as long as eight weeks.

The Institute boasts an extensive library complete with Japanese language texts and curriculum guides from all around the world, high-tech language laboratories and spacious classrooms. The Institute is equipped with its own cafeteria, coffee shop, bookstore, laundry facilities and lounge where program participants can relax, read the newspaper, chat, play piano and table tennis or sing along with the karaoke machine (at least until ten o'clock when social time abruptly comes to an official close). The second floor features a state of the art auditorium with tiered seating for two hundred and fifty people which can be mechanically retracted to convert the room into a spacious hall for receptions, banquets, performances or demonstrations. Both the welcome and farewell ceremonies, as well as the host family reception and Kabuki and O-Bon demonstrations, took place there. The entrance to the hall is flanked on either side by an enormous, breathtaking mural of the four seasons.

Outside the Institute are tennis and volleyball courts where participants can expend some of their energy on weekends or after daily classes since much time is spent sitting. Bicycles are also available for use, allowing participants to explore the neighborhood, meet the Japanese people, take photographs and collect other cultural realia to take back to their classrooms. A Japanese teahouse, which is also utilized for Ikebana instruction, is located just behind the Center's main building and is bordered by a beautiful Japanese garden complete with a pond, ducks and carp. A walk to the garden for some quiet meditation was always a welcome part of my daily routine. The peaceful garden occupies center-view through the enormous glass windows that encase the reception area lounge near the Institute's main entrance.

The program participants numbered forty-eight and came from all over the world. Together they represented twenty-two different countries including thirteen from Asian countries (Hong Kong, Mongolia, Indonesia, Thailand, Vietnam, Malaysia, Singapore, Myanmar, India and Pakistan), eighteen from North America (Canada and the United States), four from Central America (Mexico, Bolivia and Brazil), six from Western Europe (England, Holland, Denmark and Germany) and seven from Eastern Europe

(Lithuania, Russia and Czechoslovakia). As Korea has the greatest number of Japanese language teachers, a separate program for Korean teachers that caters to their needs was taking place concurrently with ours. That group numbered seventy-five.

Our group was a mix of university and adult education instructors, secondary-level language teachers and a few individuals teaching at the elementary level. The fact that we are all teachers of Japanese was our common thread, however, given our different cultural backgrounds, levels of language proficiency, students populations, years of teaching experience and degrees of teacher training, our needs and goals were more diverse than similar.

The richness of the group made my eight weeks at the Institute a most memorable experience in terms of making friends from around the world, but the group's diversity also presented a most unusual challenge in terms of instruction and program design. Consequently, despite the Institute's tremendous efforts, one might question the overall success of the program.

The first part of the program was the language-training component. Trainees were divided into four ability levels based on the results of their placement tests. Again, the challenge here was quite great given the disparity in proficiency levels which ranged from novice-low to advanced-superior. Several participants were basically self-taught with little or no formal instruction, others were Nisei (second generation Japanese) who grew up in home where Japanese was spoken and the majority fell somewhere in-between. There was also great disparity between certain individual's oral skills and their reading and writing skills, further complicating class placements.

As there were nine Wisconsinites in the program, we managed to have at least one individual in each of the four groups and therefore received feedback on each. While the level-three participant was generally satisfied with her training classes, the others, myself included, were disappointed in the mode of instruction and our limited degree of achievement attained by the end of the eight weeks of training.

While every trainee was pleased with certain aspects of his/her training classes, each voiced dissatisfaction at the training's overall lack of cohesiveness and absence of specific goals. Trainees complained that there was no connection between what they learned or practiced in Class A and in Class B. Language-training classes tended to be separated into isolated "chunks" of learning, each taught by a different instructor. For example, Kanji (9:30-10:30),

Grammar (10:30-11:30), and Conversation (11:30-12:30), rather than classes in which skills are integrated and taught within a context, theme or framework.

The trainees' sense of frustration and inability to know where to focus their energy may possibly be explained by the differences in teaching styles and philosophies found in Japan and the United States. Whereas the trend in foreign language instruction in this country is the integration of skills and "holistic" language learning, the Japanese seem to still teach skills separately, perhaps overlooking the "big picture."

In addition, trainees had expected more dynamic teaching styles, whereas, much of the teaching methodology employed was viewed as rather traditional. Again, due perhaps to cultural differences, American students, especially teenagers, but even adults, demand a more dynamic, varied mode of instruction which includes the frequent use of student-centered, highly motivational activities.

The second component of the summer program was teacher training. A number of elective classes on a variety of topics were offered: Classroom Activities, Kanji Education, Grammar Instruction, Culture, Vocabulary, Course Design, Japanese Education and Japanese Literature to mention a few. In theory, this allowed participants an opportunity to elect classes that would best meet their needs and delve into topics of interest. In reality, however, each participant's needs are so diverse and specialized, that much of the class content was neither pertinent nor adaptable to the participant's own teaching circumstances.

Essentially, these elective classes were made up of participants with varying levels of proficiency and different teacher-training backgrounds. The students they teach differ in age and in their motivation or purpose for studying Japanese. Further, the teaching setting, class frequency and length of each class also vary. Finally, the resources or technology available for teaching are also quite different. And yet, these individuals found themselves in the same classes and Institute instructors were given the ominous task of showing them collectively, how to teach Japanese.

In addition, elective classes were too brief, offering only a general overview of topics. For example, most classes met only once for two hours and a couple, twice for two hours. The latter, however, like many of the language-training classes, were scheduled a week apart, thereby disabling continuity and preventing rapport to be built with the instructor. In

planning future programs, it may be beneficial to reduce the number of elective classes and expand the content and duration of each to allow for a more thorough and meaningful exploration of topics. Imagine addressing the topic of "Course Design" in the mere four hours allotted by the current schedule. It may be helpful to remember that sometimes, "less can be more."

Needless to say, there is no prescription formula for successful instruction and the "best way to teach Japanese" will certainly vary depending on the goals and setting of the institution and the needs of its students. Yet, regarding teacher-training classes, it seems reasonable to say that grouping trainees by shared goals and similar teaching situations (i.e. secondary teachers with secondary teachers) has real benefits over grouping by topics. It also seems that training would be much more meaningful if native Japanese trainers had experience teaching abroad in settings similar to those of their trainees.

The third component of the training program was a curriculum project. Each participant had time allotted to research and design a project of choice which would benefit his/her own teaching. Participants were encouraged to work in groups, but had the option of working independently, if desired. Institute instructors assisted trainees in a mentoring capacity and provided suggestions and any necessary supplies.

This aspect of the program catered most to the diversity of the group and allowed trainees to focus on specific goals or areas in depth. Yet, since each participant had to divide his/her time also among language training and teacher training, s/he, unfortunately, seemed to have little energy left to expend on a project of major proportions.

In retrospect, I wonder whether the scope of the Institute's program was overly ambitious. While eight weeks sounds like a long time, there is a limit to how much one can focus on simultaneously. Participants often felt disjointed and exhausted as they jostled through their busy, ever-changing schedules. One seemed caught in a tug of war, constantly pulled between the opposite roles of language learner and teacher trainee. Sometimes, one felt like preparing for a language-training class, but had to focus instead on a presentation for a teacher-training class. Quite frankly, the dichotomy was so strong, one never felt particularly adequate or fulfilled at either.

Although the schedule was busy and the coursework rigorous, the program also provided participants with a variety of cultural demonstrations and cultural enrichment activities during their limited free time.

Participation in most of these planned activities was optional, yet each drew large crowds and was enjoyed by all who attended. These activities included demonstrations and instruction in Ikebana, Kabuki, Tea Ceremony, Calligraphy and Japanese dance. Our completed flower arrangements and calligraphy added a touch of beauty to our dormitory rooms where participants proudly displayed their work. The local festival held in the Center's parking lot during O-Bon also gave participants a chance to perform the dances they had been taught. One concern I have regarding these activities, however, is that only traditional culture was introduced. As a high school teacher, I see the need to show my students that Japan has contemporary culture as well. Perhaps such activities could be added to the selection for future programs.

Fieldtrips were another educational aspect of the program. Participants had the opportunity to spend half a day at an elementary school where they were warmly received like guests of honor by the entire student body. Each person visited an individual classroom where s/he enjoyed participating in the day's lesson and interacting with the students of the class. Other fieldtrips included visits to Asakusa, the Edo Tokyo Museum and several sights around Saitama Prefecture including Bonsai gardens and a sake factory. We were also very privileged to be taken to see an actual Kabuki performance complete with all its fanfare. The final highlight was a six-day excursion which included stops at Kyoto, Nara, Takamatsu, Himeji and travel across the Seto Ohashi which links Honshu and Shikoku islands.

For those who had never been to Japan before, as well as the "old-timers," these excursions and cultural activities were thoroughly enjoyable, as well as educational. Participants were eager to hone their skills and knowledge so they would be able to share these activities and information with the students in their own classrooms upon their return.

In summary, the Japan Foundation Japanese Language Institute in Urawa is off to an ambitious start in its mission to train teachers of Japanese to meet the shortage of qualified teachers worldwide. To ensure the successful training of American teachers of Japanese at the Institute, I see the need to restructure the current program so that the language-training component and teacher-training component

are separate programs. It is also imperative, I believe, to require participants of the teacher-training program to have a minimum of intermediate-level proficiency to be accepted into the program. It is unrealistic to believe that someone with only novice-proficiency at a language can successfully teach it to others.

In order to design a more meaningful program, I would group secondary-level teachers and university instructors with their respective counterparts rather than mixing classes. Ideally, the curriculum design and delivery of instruction should be done by a joint-staff of Japanese, as well as American instructors, drawing on the strengths of each. To effectively train American secondary-level teachers, the trainers need teaching experience in American high schools. All training classes should be taught with a variety of dynamic teaching styles, activities and approaches and should be models for teachers to emulate upon their return to their American classrooms.

Every opportunity should be made to promote the use of Japanese outside the classroom. If the class schedule were changed to eight o'clock until twelve-thirty each day, participants would have afternoons free to get out into the community to pursue their own projects or simply to interact with Japanese and learn about the culture firsthand. In the future, if participants are to attend the Santa Monica Center for training prior to attending the Institute in Urawa, then there must be collaborative planning and articulation between the two institutions.

In closing, as a representative of the Wisconsin group, I would like to express our gratitude to the Japan Foundation for the generous financial support and opportunity it provided us to become better teachers of Japanese. Our eight weeks at the Institute in Urawa passed too quickly, but the memories, friends and enthusiasm for teaching we found there will remain ours forever. Like the Japan Foundation Japanese Language Institute, the field of Japanese language education across the globe is still in its infancy. Hopefully, my feedback in this article will help to make the Institute's program more valuable for future participants. Likewise, I hope that one day in the near future, I and other fellowship recipients will be able to make a positive contribution to the field of Japanese language education as a result of this experience.

REPORT

JFLC Workshop for Secondary Teachers of Japanese Session II

Aug. 9 - Aug.20, 1993

Participants

For Session II of the workshop, by July's preparation phase, we planned for fifteen participants through combining the fourteen screened applicants and the one who was unable to participate in Session I due to urgent business. However, at the final phase, four declined, and one was unable to participate because of hurricane related damage. This gave us a total of five who would not be participating. In the end, though we began the session with ten people, because of the beginning of classes, faculty meetings and the like, and grievances about the housing accommodations, there were four who left in the middle of the session, giving us six people who completed the workshop.

Contents of the Workshop

The goals and contents of this second workshop were the same as Session I (announced in *The Breeze* #4), but we made minor revisions making use of our experience at and reflections on Session I. Below, I will report on the main points of the revision.

- 1) In Session I, on the final day, we had each individual report on their completed Lesson Plans, but this time we had reports given after each section (Textbook Analysis, Curriculum Design, Lesson Planning). Through this, the significance of each separate section was recognized, and moreover, we were able to establish the goal of making efforts to present separate reports on each of these individual subjects.
- 2) Paying attention to the fact that time was left over on Session I's Curriculum Design and was not long enough for Lesson Planning, we adjusted the time allotments of these two items, and created a schedule with enough room for Lesson Planning. As a result, carefully deliberated class plans were reported.
- 3) Due to the fact that we learned that one of the objectives of participating in the workshop was the collection of activities, teaching materials and the like, we arranged for time for "Activity Exchange" and "Introduction of Supplementary Materials." By combining this with the workshop's objective of creating curricula, the participants were able to exchange information about specific classroom activities, teaching materials and the like.

Apart from the above, we carried out improvements regarding distribution items and class contents. Also, to create a chance for interchange between local Los Angeles teachers, time was arranged for "Joint Meetings with Local Teachers."

In order to accomplish even more than the first Session's workshop's objective, we carried out these improvements. There were a few minor schedule changes during the workshop, but on the whole, everything went according to plan.

Completion of the Workshop

With revision of session contents and other items, Session II went as we all hoped, but while there were some participants who gave high praise, there were others who didn't grasp the basic objectives. It appears, therefore, that from now on, at the participant enrollment stage, there will be a need to both specifically and clearly present the workshop's objectives.

Since there were a rather high number of complaints about the housing accommodations, we would like to come up with a workshop plan that takes into consideration the daily environment of the participants during the workshop. Also, because of inconveniences due to the workshop being too close to the start of a new school semester, it was also necessary to rethink the timing for Session II.

While there were several areas to be reconsidered, it seems that the original workshop objective of "Making Specific and Realistic Plans" holds significance for the secondary teachers kept busy throughout the semester. I hope to, by making the best of what we have learned from this year's workshops, to come up with an even more beneficial workshops in the future.

Participants Who Completed the Workshop

Ms. Amanda Alexander, Mooresville High School
Mr. Kagenobu Nakamoto, Fort Bend Independent School
Ms. Tracey Nomachi Venice High School
Ms. Kyoko Shoji Brentwood School
Ms. Mariko Sugawara Mesa High School
Ms. Jane Uyeda University High School- San Francisco

NEH Summer Institute for Secondary School Teachers of Japanese 1992-1993

Toshiko Mishima, Director

The NEH Summer Institute for Secondary School Teachers of Japanese was a two-year program designed to assist and instruct a selected group of teachers currently teaching Japanese at the secondary level in the Western United States. The Institute participants met during two consecutive summers for an intensive Japanese immersion program which was designed with three goals in mind:

- 1) To train the participating teachers in proficiency oriented instructional method;
- 2) Where necessary, to improve their Japanese language competency;
- 3) To deepen their knowledge of Japanese society and culture which is vital in conducting effective language classes that impart cultural awareness.

It was anticipated that such a program would be particularly valuable for those instructors teaching in areas far from the larger cities where their exposure to Japanese culture and their opportunities to maintain their Japanese language skills may be substantially limited. However, such a program was thought to be important also for those instructors who are native speakers of Japanese. The participants were selected from an applicant pool with priority given to those most in need of exposure to one or more of the Institute's proposed objectives. In addition, geographical considerations were taken into account, and in the end, participants from the seven states of Alaska, Arizona, California, Hawaii, Nevada, Oregon, and Washington were chosen. The participants' commitment to their teaching profession was an important criterion throughout the selection procedure.

Summer 1992: The 1992 portion of the Institute took place on the San Francisco State University campus in California. Many prominent lecturers and guests were invited to speak to the participants. Participants actively took part in the many cultural activities which included brush painting, calligraphy, flower arranging, a tea ceremony, Kyogen plays, and O-bon dancing. The participants expressed that they found their experience "stimulating" and "energizing". To quote one participant who wrote in a letter to us: "what I learned was more than just a few individual lessons and activities, what I learned was a different way of looking at teaching. In my classes, my

students participate much more actively than before and I use Japanese to a much greater extent." However, although efforts were made to enhance the language proficiency of the participants (such as by pairing non-native speakers with native speakers in their accommodations), we found that further strengthening of language instruction was needed, as well as more active involvement by the participants during the classroom lecture series. Plans were made to improve these areas for the 1993 portion of the Institute.

Interim Period: During the academic year between the summers of 1992 and 1993, the participants were encouraged to read more materials about Japanese culture and to try to improve their Japanese language skills in preparation for the 1993 Summer Institute to take place in Japan. An intensive weekend language workshop was held in Oregon for those who needed additional help and practice. They also tried out in their own classrooms what they learned about proficiency-oriented teaching methods during the previous summer. They reported on their new classroom techniques which included songs, plays, painting, calligraphy, poster making, and exciting communicative activities. We shared these reports through newsletters to the participants.

Summer 1993: The first day of the 1993 Summer Institute was a scene of wonderful reunion where all the attendees came together filled with renewed energy and excitement. This year, the Institute took place in Japan, with lectures, demonstrations, and discussions held at the Gakushuin University campus in Tokyo, a beautiful and tranquil setting with abundant trees and historical buildings. Each day, a theme for the day was established through lecture/demonstration, followed by group discussion/language practice, which in turn was followed by an excursion in the afternoon to wrap up the day's theme. These themes were constructed to give the participants opportunities to experience the broader aspects of Japanese culture first-hand, and included such topics as cultural history, tradition in contemporary life, education, agriculture, and business. They visited several sites around Tokyo, in addition to trips outside of Tokyo which followed the historical chronology of Japan, beginning with Ise, then through Nara, Kyoto, and Mount Hiei, extending to Kamakura and Hakone, and Hiroshima. They

witnessed contemporary Japan as well by touring modern sites such as an automobile factory and a high school, in addition to enjoying the traditional arts such as the Kabuki and Noh theaters. The visits were arranged to provide participants with access to places and people usually inaccessible to tourists. We, for example, visited Enryakuji guided by the monks in charge of various rigorous training activities. Mount Hiei was shrouded in mist, enveloping us with an aura of spirituality. Some of the participants stayed in the secluded monastery to experience the austerity of a monk's life. Whenever possible, the participants were given opportunities to plan and visit sites of their own choice. They resided with families in home-stay situations which provided them with exposure to Japanese family life and ways of thinking, as well as opportunities to exchange ideas with Japanese people on a more personal level. In fact, many of the participants became very close with their host families during their short stay. While in Japan, the participants also gathered authentic materials for use in their classrooms back in the United States.

In the end, the NEH Summer Institute for Secondary School Teachers of Japanese was a tremendous success, both on a professional and personal level,

Library Service

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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 membership from our lists.

Circulation Loan Period and Limits

Circulation books 3 weeks, 3 items at a time

Audio-visual materials 3 weeks, 1 set sat a time

thanks to many supporters of the program-teachers, Buddhist monks, home-stay families, the Japan Foundation, the people at the Japan Forum, the chairman of the Yorozu Motor company, and many other friends. The enthusiasm, professional commitment, and supportiveness of the participating teachers throughout the two year period was a key factor in making this Institute such a meaningful experience for all who were involved. Participants expressed that they have had "more opportunities in this program than many people have in a lifetime," and have "experienced Japanese culture to the fullest," and that they are "really thrilled that [they] can introduce [Japanese culture] to the students with confidence." The participants have stated in their most recent reports that they are already applying their experiences from Japan toward their teaching, as well as taking leadership roles in many meetings and conferences. Lasting friendships were made and together these teachers will make a difference in Japanese teaching by opening new dimensions of language and culture.

In closing, on behalf all the participants, the Institute director would like to express her deepest gratitude to the Japan Foundation for its generous support for the trans-Pacific flight.

Items may be renewed one time only.

Circulation by Mail

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 to all the members.

Library Hours and Holidays

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

The library is closed on the following days from January-July 31st to observe these holidays:

New Year's Holiday January 3, 1994

Martin Luther King Day January 17, 1994

President's Day February 21, 1994

Memorial Day May 30, 1994

Independence Day July 4, 1994

Breezy Message

I believe that this year's annual meeting of ACTFL was, for all those involved with Japanese language education, the best meeting so far. There were 20 Japanese language related sessions all together. Prof. Ohtsubo of Tohoku University and Prof. Murakami from Nagoya University also attended the session on the Japanese Language Proficiency Test. This year, Prof. Eleanor H. Jorden received an award which was, for all of us associated with Japanese language teaching, a truly wonderful occasion. NFLC's Director Emeritus Dr. Richard D. Lambert and Ms. Helena Curtain of Milwaukee Public Schools in Wisconsin, among others, also received awards. Dr. Lambert and Ms. Curtain have been great supporters of Japanese language education. JFLC had the great honor of presenting Prof. Jorden with a Special Recognition gift.

JFLC held its Annual Luncheon during this ACTFL meeting, and 80 Japanese language education related people attended. We did not expect so many people, and therefore were not able to accommodate all who wished to join. Since we will try to avoid this sort of inconvenience from occurring again, please give us your understanding.

At our luncheon this year, we held a raffle which included a pair of executive round trip tickets to Japan courtesy of Japan Airlines, and many books from The Japan Forum and The Japan Book Center. Our warmest thanks!

Staff of The Japan Foundation Language Center. Our warmest thanks! Prior to the ACTFL annual meeting, Prof. Ohtsubo, Prof. Murakami and myself visited Middlebury College, Princeton University and ETS, and held a discussion regarding the Japanese Language Proficiency Test. We also exchanged ideas with Prof. Eleanor H. Jorden at the ACTFL site. We received a lot of information, but the biggest gain was that it was decided through Prof. Seiichi Makino's proposition, aiming at the 1994 ACTFL annual meeting, to conduct comparison and research of the Japanese Language Proficiency Test and the ACTFL Proficiency Guidelines.

After *The Breeze* #4 and the *Special Supplement* were issued, we received many comments from our readers. There were a few claims that some of you who should have been in #4's Recipients of the Japan Foundation Language-Related Programs 1993(1994) were not. We had promised to list your names in #5, but due to space constraints, we were unable to do so. We are sorry for the inconvenience, but please refer to The Japan Foundation 1993-1994 Awards in the

U.S. We also received some comments that the Reports of The Recipients of JFLC Grant Programs of the *Special Supplement* had not been edited. We will try to prevent this from happening again in future issues.

The Breeze #5 is a special issue on satellite programs. We have introduced 3 programs here, but we would also like to introduce you to some other programs in the future. We're waiting to receive your contributions! Also in this issue, we had Diane Gulbranson contribute an article about Teacher Training at the Japanese Language Institute in Urawa, Japan. We had two reasons for publishing this article: one, we wanted to share the Japanese Language Institute Teacher Training Program in Urawa as seen through the eyes of a U.S. participant with our other readers, and two, we thought that this would be an important piece of information for the National In-Service Training Program which we are now planning. We are anticipating that this article about teacher training will be a key point of discussion. We are eagerly awaiting your contributions. For future topics, we have the following in mind: articulation, Japanese language education of U.S. born Japanese, teacher training, certification/qualification. We would be pleased to hear your comments as to what sort of teaching materials you feel necessary, and any other comments as well.

Best wishes for 1994! (YK)

- Since October of this year, I joined the Language Center in the capacity of new Chief Language Specialist. Prior to coming to America, I worked at the Japan Foundation Japanese Language Institute in Urawa, Japan. I look forward to putting my experience to use, helping to broaden the scope of Japanese language teaching here in the U.S. (Noriko Yokoyama)