

BREEZE

The Japan Foundation Los Angeles Language Center
Number Seven, June 1994

Textbooks for Pre-Collegiate Level (6)

Textbook Analysis of Sentence Patterns

The table below shows twelve sentence patterns covered in the twelve textbooks used at the secondary level with the coverage rates of each pattern. The list of the textbooks that we studied is as follows:

- Basic Japanese Level 1-2
- Bunka Shokyu Nibongo I
- Hello in Japanese I-II (Konnichiwa Nihongo)
- Hiroko-san no Tanoshii Nihongo
- Japanese 1 &2 (SERC)
- Japanese Book 1-3 (Alfonso)
- Japanese Made Possible Vol.1 &2
- Japanese Now Vol.1-il (Korekara no Nihongo)
- Kirnono I-ill
- Nihongo Part I & II (Kakutani)
- Nihongo: Introductory Japanese Vol. I&II
- Nihongo Kantan Book 1-2 (Speak Japanese)

We selected and arranged the sentence patterns by basically including all of the sentence patterns but excluding usage of particles, adverbs and other interns which have no predicate. The sentence patterns we selected are arranged according to: Noun, i-Adj, na-Adj and Verb forms. Other patterns which most of the textbooks view as grammatical items are labeled "miscellaneous" (misc). When analyzing the textbooks, we counted only the sentence patterns which were explained in the "grammar notes" of the texts.

Noun	N desu N1 no-N2 N da N datta N de
i-Adj	Adj + N Adj desu Adj katta desu

	Adj te Adj (informal)
na-Adj	Adj + N Adj desu Adj deshita Adj de Adj da Adj datta
V-te	V-te kudasai V-te imasu (progressive) V-te (and) V-te mo ii desu V-te imasu (stative) V-te wa ikemasen V-te mimasu V-te kara V-te wa dame desu V-te agemasu/kuremasu V-te okimasu
Pre-masu	V-masu V-mashioo/ka V-tai-desuka V-mashitaka V-masenka V-ni ikimasu/kimasu V-nagara
V-nai	V-naide kudasai V-naide
V-dict	V (informal) V-koto ga dekimasu
V-ta	V (informal) V-ta koto ga arimasu V-tari, V-tari shimasu
V-(y)oo	V (volitional)
V-(r)areru	V (potential)
Misc.	Location ni/e Motion V-masu Location ni N ga arimasu/imasu N ga suki/kirai desu

	N ga dekimasu N o kudasai N ga joozu/heta desu N ga hosii desu N o agemasu/moraimasu/kuremasu N ga wakarimasu
	~ n/no desu ~ deshoo ~ soo desu (hearsay) ~ to omoimasu ~ koto ni shimasu ~ soo desu ("looks")
	~ no (nominalization) relative clause
	~ kara, ~

	~ toki, ~ ~ to, ~ ~ node, ~ ~ tara, ~ ~ ga, ~
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- Pattern covered in 12 out of 12 books.
- Pattern covered in 9-11 out of 12 books.
- Bold** Pattern covered in 6-8 out of 12 books.
- Plane Pattern covered in 3-5 out of 12 books.

In Search of Articulation Between Secondary Level and College Level Japanese

I. A High School Japanese Language Program

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At the ACTFL 94's conference, one educator asked me, "Why do you teach Japanese at the high school level?" This is a very important and appropriate question for all high school Japanese teachers. Before developing any program or curriculum, we Japanese teachers must have a good answer for this question. Each state has an educational goal or mission statement for secondary education which is quite different in purpose and nature from that of higher education. Our mission statement clearly states that the primary goal of secondary education is to educate our students to be functional, healthy, responsible, and caring American citizens who understand democratic society, exercise their rights, and are able to enjoy their lives and



appreciate aesthetics. In order to reach these goals, every program taught in the high school, including the Japanese language must show objectives in the curriculum clearly related to this goal. And these objectives must be implemented in the lesson plans.

Here are some examples of how these educational objectives can be implemented in the Japanese program. Every high school student must pass the math and language functional tests and a civics test in order to receive a high school diploma. Since conversing in unfamiliar Japanese is inhibiting enough, the content of the lesson or topic should cover familiar and relevant material for the learner. So, Japanese lessons can incorporate some basic math and algebra problems after students study NUMBERS in Japanese, such as multiplication of decimal points, division by fractions, basic geometry, simple algebra and so forth, as follows:

$$4.5 / (\text{waru}) 2.3 = 1.956,$$

$$2/3 \times (\text{kakeru}) 3/5 = 6/15$$

The teacher could review some basic formulas, such as the area (menseki) and circumference (enshuu) of a circle with a radius of 5 cm. are $2 \pi \cdot r$ (ni pai aaru) and $\pi \cdot r^2$ (pai aaru no jijou) respectively. Or let

Japanese students make a problem like, "How much is 15% of \$37.50 for a tip?" Or, "If a gallon of gas costs \$1.39, how much gas can one buy with five dollars?" In this case, the content of the lesson is not only relevant to learners, but also responds to important skills they need.

When students study about animals, that study may include their natural habitats, then talk about best suited environment for each animal using the Japanese terms. Such language study could cover ecology, pollution, and the prevention of other damage to the environment. Even the recycling bin in the school becomes an immediate topic in Japanese.

When students study about foods, it is very appropriate to learn nutrient values for each food group and their relationships to people's health after students have learned basic vocabulary about foods. For example;

NIKU WA EIYOU WA ARUKEDO, KARADANI WARUI DESU, or MIZU WA EIYOU WA NAIKEDO, KARADA NI II DESU. The content/context, being very closely related to the students' immediate interests and concerns, will stimulate students to talk about the issue in Japanese as a functional skill.

When lessons are relevant to the students' interests or

concerns, it is easier to urge them to talk in the target language. On the other hand, if a lesson covers rather remote and unfamiliar contents for the learners, it is difficult for the learners to talk about it in Japanese.

As the program or curriculum selects themes relevant and meaningful to learners, then the same themes can be repeated at each level with expanding emphasis. In this manner, the learners will evolve from a very basic vocabulary to abstract concepts without much difficulty. It is within reasonable expectation that fourth year students of Japanese will be able to converse about simple math problems or formulae in Japanese, express concerns about environmental issues, healthy eating habits, or safety.

From the perspective of learning about Japan, areas such as culture, education, history or contemporary life could be presented by viewing videos or reading printed materials, but this is not experiencing real language learning. Teaching about Japan is not the same as teaching the language. Teaching survival language is quite interesting but not meaningful for high school students since they do not have immediate plans to transfer to Japan either. A key purpose of teaching Japanese at the high school level is to help to educate a good American citizen-as the students broaden their knowledge of the Japanese language and culture.

II. From High School Level to College Level Japanese: First-year Student Performance at Indiana University

Yasuko Ito Watt

Indiana University

At the beginning of the fall semester of 1993, thirty eight incoming first-year students took the placement test in Japanese at Indiana University. Among those students, two placed into the third-year Japanese course. One of the two had studied Japanese for two years in high school and had also studied for a year in Japan. The second student had two years of college level Japanese while still a high school student.

Another group of three students placed into the second-year class. One of them had six years of Japanese in middle and high school; one had received college level instruction in Japanese; and one had spent some time in Japan in addition to having had three years of Japanese in high school.

Nine students placed into the second semester of first-year Japanese. The remaining students, a total of

twenty-four, did not test out of the first-semester of the first-year Japanese in spite of the fact that they had studied Japanese from one to four years in high school.

At the end of the fall semester, 126 students had completed J 101, the first semester of the first-year Japanese course. Twenty-five students had dropped the course before reaching the final examination. Among the students who completed the course were:

(1) 6 students who had studied in high school and who placed into J102 (the second semester of first-year Japanese) but who registered in J 101 in order to maintain their Japanese until they could enroll in J102 in the spring.

(2) 16 students who had studied in high school and who did not test out of J101.

(3) 16 students who studied in high school and registered without taking the test (9 of these students



were incoming first-year students and 7 were upper class students).

(4) 7 students who were repeating Japanese after having studied it at IU or at some other university.

(5) 81 students who had never studied Japanese before.

Altogether thirty-eight students (those in Groups 1-3 above) who completed J101 had studied in high school. In the first semester of the first-year Japanese language class, student grades were calculated as follows:

30% for class participation, judged mainly on the basis of speaking (students were graded every day)

15% for homework assignments .25% for quizzes (mainly written)

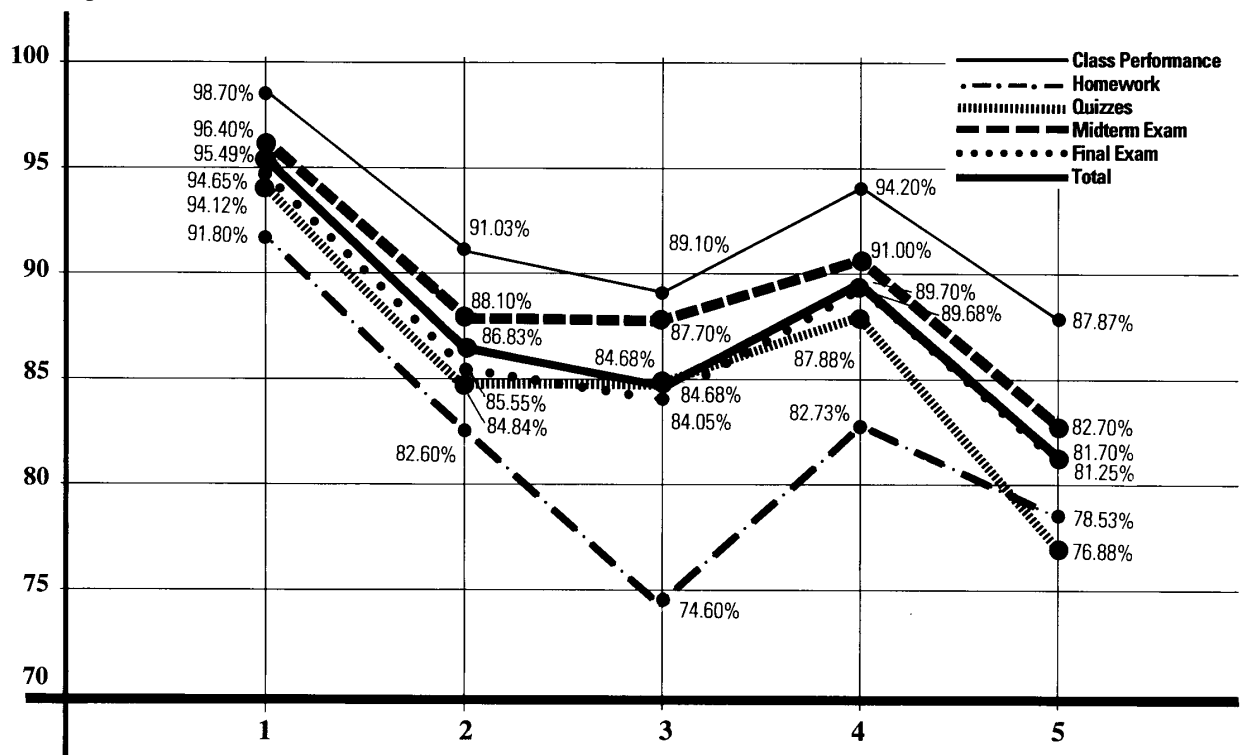
10% for the midterm exam (including both oral and written parts)

20% for the final exam (including both oral and written parts)

The performance of the five groups of students described earlier is shown in the following graphs. The graphs, each based on a 100% scale, reflects their performance in each grading category.

The most noticeable point is that the results shown in each graph seem to be similar regardless of the background of the students, except for the category of homework assignments. Those who placed in the second semester but registered in the first semester (Group 1) always had the highest scores; those who had never studied Japanese before (Group 5) were the lowest. Those who repeated Japanese after having studied it sometime in the past at IU or at some other university (Group 4) were the second highest. Those students who studied Japanese in high school ranked next. Those who took the placement test (Group 2) did slightly better than those who did not (Group 3). Finally, those who had never studied Japanese before (Group 5) came last in every category except for the category of homework assignments. They ranked higher in this category than those who studied in high school and who did not take the placement test. It is interesting to note that the patterns for the final examination as well as the total score for the five categories are almost the same.

Examining the data, we may say that the six students who placed out of J101 probably should not have



been in that class; in fact, they might have benefited most by being pushed in J201 (the first semester of second-year Japanese).

As far as the other students who studied Japanese in high school are concerned (Groups 2 and 3), their average scores were higher than those of students who had never studied Japanese before. However, the total point difference between these groups was three to five points. It has been shown that, in general, students who take Japanese in high school tend to be the better students (Jorden with Lambert, 1991). Setting aside the varying significance of the A grade, almost all of the students who had studied in high school said that they received an A in high school Japanese. Therefore, it may be natural that the scores of these students are higher than those of students who had never studied Japanese before. However, the difference between the students who had studied in high school and those who had not is not very great.

Follow-up Workshop

Date: February 26, 1994
Saturday, 9:00 am-5:30 pm

In this follow-up workshop, we invited thirteen people who had completed our summer workshop in 1993, and had a total of ten participate. The purpose of the follow-up workshop is to study feedback from the summer workshop and strengthen the network of the participants.

In the morning session, we discussed what aspects of our summer workshop were or were not helpful in teaching. Step by step, we evaluated the whose program. The participants highly regarded the value of the workshop, especially "Textbook Analysis," which seemed to have helped their teaching and expand their knowledge in Japanese language teaching. We were also happy to learn that most of the participants utilized the course plan which they made during the workshop for their everyday teaching plan. In addition, we received advice for future workshops, including a suggestion that we should have explained the purpose of the workshop and each separate stage clearly prior to commencement.

In the afternoon session, the issue was Curriculum Development. First, we introduced the syllabi of Australia and New Zealand. Then we discussed the

This leads us to ask about the articulation between high school and university level Japanese instruction. In March of this year, over seventy high school and university teachers met for two days at Indiana University to discuss how we might better coordinate our efforts. This meeting was sponsored by the State of Indiana, Earlham College and Indiana University. Both the high school and the university teachers agreed to work together to maximize the potential for student growth.

Reference

Jorden, E. H. with Lambert, R. D. Japanese Language Instruction in the United States: Resources, Practice, and Investment Strategy. Washington, DC: The National Foreign Language Center at the Johns Hopkins University.

characteristics of each syllabus and what kind of curriculum are ideal for each participant. Curriculum Development is a hot issue in pre-collegiate Japanese education and two hours was simply not enough time to talk about it from a variety of different aspects. We hope this session gave the participants a glimpse of curriculum development.

After the afternoon session, we all went to the library. Following a brief introduction of new teaching materials and CAI software, participants spent some time doing individual research.

The following is the list of participants.

Yuko Akamatsu, Joel E. Ferris High School, WA
Yuko Norton, McMichael High School, NC
Cathleen Yonezawa, The Catlin Gable School, OR
Takeko Sakakura, Fairview High School, CO
Erko Uyesugi, Gompers Secondary School, CA
Trasey Nomachi, Venice High School, CA
Willard Staats, Diamond High School, AK
Hirofumi Nagaoka, Lathiop High School, A
Kagenobu Nakamoto, Fort Bend Independent School, TX
Todd Nishimura, Kalani High School, HI

List of Colleges Offering Master's Degrees in Teaching Japanese or Related Fields

We often receive inquiries on what to do to become a Japanese language teacher. Since a Master's degree is preferred, we decided to introduce colleges which offer the degree in teaching Japanese or related fields, such as foreign language education.

- Arizona State University (from Fall, 1995) Dept. of Languages and Literatures, Tempe, AZ 85287-0202
- Brigham Young University, Dept. of Asian and Near Eastern Languages Provo, UT 84602
- University of Hawaii at Manoa, Dept. of East Asian Languages and Literatures, Honolulu, HI 96822
- University of Illinois at Urbana-Champaign Dept. of East Asian Languages and Cultures Urbana, IL 61801
- Indiana University, Bloomington* Dept. of E. Asian Languages & Cultures Bloomington, IN 47405
- University of Iowa, Dept. of Asian Languages and Literatures, Iowa City, IA 52242
- Michigan State University Dept. of Ling. & Lang., E.Lansing MI 48824
- The Ohio State University Dept. of East Asian Languages and Literatures Columbus, OH 43210-1229
- University of Oregon, Dept. of East Asian

Languages and Literatures Eugene, OR 97402

- Purdue University, Dept. of Foreign Languages and Literatures, W. Lafayette, IN 47907
- San Francisco State University, Dept. of Foreign Languages and Literatures San Francisco, CA 94132
- University of Texas, Austin, Dept. of Oriental and African Lang. & Lit. Austin, TX 78712
- University of Wisconsin, Madison, East Asian Languages and Literatures Madison, WI 53706

*Indiana University will offer a graduate course in teaching Japanese as a foreign language starting Spring '95.

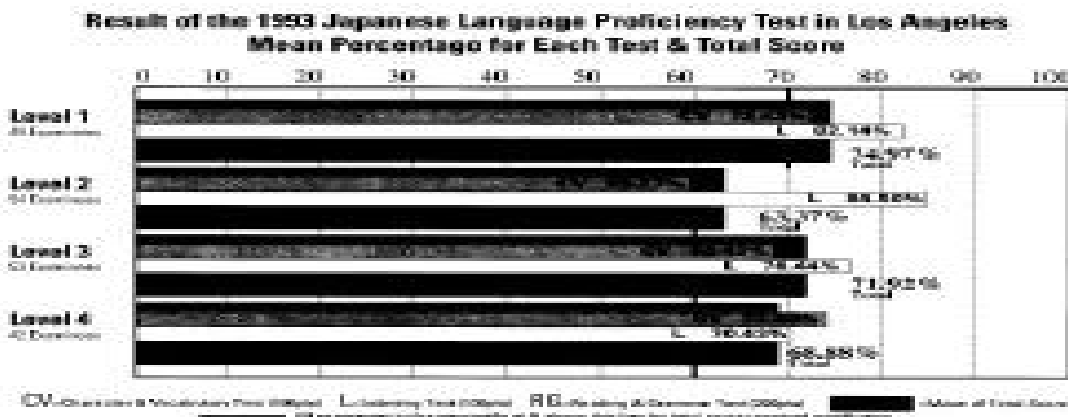
References

ALC. 1993. *Nihongo Kyooshi no tame no Kaigal Shuushoku Joohoo*. Tokyo: ALC.

The Asia Pacific Foundation of Canada. 1992. *Japanese Language Teacher Development: Opportunities in Canada, Australia, Japan and the U.S.* Vancouver, Canada: The Asia Pacific Foundation of Canada.

We thank those of you for e-mailing us school information via JTIT-L.

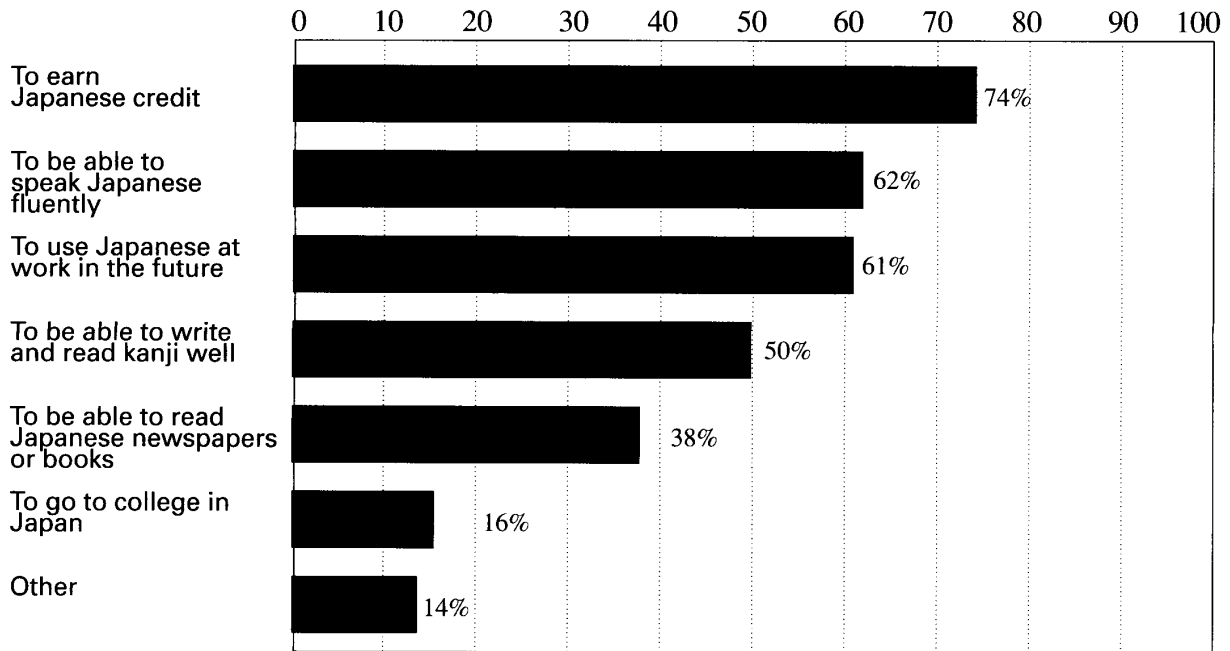
Result of the 1993 Japanese Language Proficiency Test in Los Angeles Mean Percentage for Each Test & Total Score



SURVEY

From Japanese Language School Unified System Survey of 128 Students Grades 7-12, August 1993

What are your reasons for attending the school? (10-12 grades: 45 students)



The Japan Foundation Language Center -Grant Programs-

Deadlines for Applications:

December 1 -----Programs for April - June

March 1 -----Programs for July - September

June 1 -----Programs for October - December

September 1 -----Programs for January - March

Application guidelines are available from The Japan Foundation Language Center upon request.

(1) Workshops and Conferences Grant Program

This grant program is designed to assist regional teachers' workshops, symposiums, and conferences. Successful candidates would be granted up to \$2,000.00. In addition, The Center may dispatch lecturers or guest speakers, if so requested.

(2) Association Grant Program

This grant program is to assist the formation of a regional association of Japanese teachers. Successful

candidates would be granted up to \$3,000.00. This grant should be used as seed money for the formation of regional associations.

(3) Travel Grant Program (Abroad)

This grant program is designed to facilitate Japanese language teachers' participation in workshops or conferences on Japanese language education held outside the United States. Successful candidates would be granted international air fare (economy class), room and board expenses according to the regulations of The Japan Foundation.

(4) Travel Grant Program (Within the United States)

This grant program is to facilitate Japanese language teachers' participation in workshops and conferences on Japanese language education held in the United States. Successful candidates would be granted registration fee, half the cost of air fare, and half the

cost of room and board expenses.

(5) Curriculum Development Grant Program for Pre-Collegiate Level

This grant program is to support a teachers' group

who will be developing curriculum for the pre-collegiate level. Successful candidates would be granted up to \$2,000.00. Individual proposals may not be considered.

The Japan Foundation Language Related Programs

Deadline for applications: **December 1**

Application forms are available from The Japan Foundation Language Center upon written request after August 1 each year (request may be sent by facsimile).

1. Salary Assistance Program for Full-Time Japanese Language Teachers
2. Training Programs for Teachers of the Japanese Language:
 - (1) Short-Term Training Program for Foreign Teachers of the Japanese Language
 - (2) Training Program for Teachers of the Japanese Language (For Japanese Abroad)
 - (3) Long-Term Training Program for Teachers

of the Japanese Language

3. Japanese Language Study Program for Librarians
4. Assistance Program for the Development of Japanese Language Teaching Resources
5. Japanese Language Education Fellowship Program (formerly the "Teaching Resources and Methodology Fellowship Program")
6. Japanese Language Teaching Materials Donation Program
7. Japanese Language Research Grant Program
8. Japanese Language Conferences/Seminars Workshops Grant Program

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.

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)
- Regional Japanese language teachers associations affiliated with the NCSTJ

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 5 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
Audio-visual materials .3 weeks, 1 set
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 material, magazines and others, is available to all members.

Library Hours and Holidays

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

The library is closed on the following days to observe these holidays:

Independence Day July 4, 1994

Labor Day	September 5, 1994
Columbus Day (observed)	October 10, 1994
Veteran's Day	November 11, 1994
Thanksgiving Day	November 24, 1994

The library is closed from December 23, 1994 through January 4, 1995 for reorganization.

Recipients of The Japan Foundation Language Center Grant Programs

Association Grant Program

1. Teachers of Japanese Language & Culture Association of Texas, \$2,000.00
2. The Arizona Association of Teachers of Japanese, \$1,000.00
3. Indiana Teachers of Japanese, \$820.00
4. The National Council of Secondary Teachers of Japanese, \$3,000.00, June-

September 1994

Travel Grant Program (within the U.S.)

Mary S. Bastiani
Portland Public Schools
"1994 Japanese Immersion Education Networking Conference", June 3-5, 1994, \$302.00

Breezy Message

• "National Strategic Planning In the Less Commonly Taught Languages" by Dr.s Richard D. Brecht and A. Ronald Walton of the National Foreign Language Center (NFLC) informs those of us involved in language teaching as to what is the most important issue at present in teaching these languages. It tells what is the National Needs and the National Capacity, and what should be done to improve the language teaching situation while considering its status quo. There surely is a necessity to seriously consider the handling and maintenance of things like research and organizational structures that support many programs and projects. JFLC looks at our activities as one of the gears in this structure.

When I came to the United States three years ago, I was taken aback to find just how un-internationalized a country it is, in terms of foreign language instruction. Doubtless, one of the biggest reasons for this is the fact that English can be used all over the world, and there is little need for Americans to learn the languages of other countries.

I believe that the basic theme of last year's NFLC's National Foreign Language Policy Seminar and the recently held Annual Meeting of the Joint National Committee for Languages was the recognition and

sense of crisis about this. Perhaps it was because of this that foreign language education was established in kindergarten/elementary schools. There are also language programs established at many different levels-some children begin studying in middle school, some in high school, others simply take a year in college. For Japanese, this seemingly non-structured instruction environment is rather difficult to comprehend, since in Japan, everyone must learn a foreign language after they enter middle school for a required number of years. Looking also at the crisis now being faced by present-day America and American educational circles, I feel that there is a need to carefully watch over these new efforts along with pre-collegiate level foreign language education.

• The other day, when I went to observe Culver City's Immersion Program, I was deeply impressed when I heard from the principal of the elementary school that they wanted to teach their students both the good points of Japanese education, such as courtesy and good manners, and the creativity of American education. I believe that the merits of America most certainly lie in the respect that each individual can manifest their own creativity. This is how I assess the good points of America.

- My two children are going to American public elementary school. While there are, of course, difficulties at times, I believe that this is an experience for them for which there is no substitute. The children are also learning things like gymnastics and swimming outside of the classroom. The first winter in the States, our family went skiing, and the children were delighted with ski school-they became quite good at the sport! When I asked him how ski

school was, my son 's' smiling reply, that the coach was very encouraging was an extremely memorable moment. Even in tennis lessons, when you miss a shot, they say, "Nice try!" don't they? These are the good points about America, and if our motto is going to be "Free, fresh and open-minded," then we must do nothing less than apply them in our language education. (YK)