

# BREEZE

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## On Articulation Between Pre-Collegiate Level and Postsecondary Level (2) The Comparison of Course Contents and Objectives Between High Schools and Colleges: The Survey of Teachers and Students

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*This is an extract from the paper presented by Ms Nobuko Chikamatsu at the Sixth Annual Lake Erie Teachers of Japanese Conference at Purdue University, April 1994. The proceedings are available at Yukiko Abe Hatasa, Department of Asian Languages and Literature, University of Iowa, 653 Philips Hall, Iowa City, IA 52242 or Kazumi Hatasa, Department of Foreign Languages and Literatures, Purdue University, Stanley Coulter Hall, West Lafayette, IN 47907.*

Often as high school teachers talk with former students or with colleagues on the university/college level we hear about some of the concerns that students have who have continued to study Japanese at the college level. As the number of high schools which offer Japanese language courses continues to grow so does our concern for the successful transition of our students.

Some of the concerns we hear about include students who took Japanese in high school but do not continue on the college level. We are concerned about the number of students who drop out of Japanese language courses during their studies on the college level. We also hear that some university colleagues feel that some students have not been well prepared for continued study at the college level. We sometimes hear of students who took some Japanese on the high school level and then were required to enroll in beginning Japanese on the college level. We felt the limited information on the transition between high school and college and some lack of communication between teachers on both levels may result in misunderstanding and, as there are increasing numbers of students in Japanese language courses, we undertook this survey to help focus on the transition situation that exists. This survey was conducted by the staff of the Japanese language program at Urbana High School, Urbana, Illinois, from January through March 1994.

### Design of Survey

The survey consisted of two questionnaires: a teacher questionnaire and a student questionnaire. The teacher questionnaires were distributed to seventeen high schools and twenty-one universities/colleges in the state of Illinois which offer Japanese language classes. The student questionnaires were sent to forty-four college students who had taken Japanese previously in high school and who were taking Japanese in the 1994 spring semester at the college level. The questionnaires contained questions about teaching materials, class enrollments, course objectives, and the emphasis given in class, the teaching of kana and kanji, and culture. Seven high school teachers and thirteen college professors returned the questionnaires. Responses were received from twenty-one students.

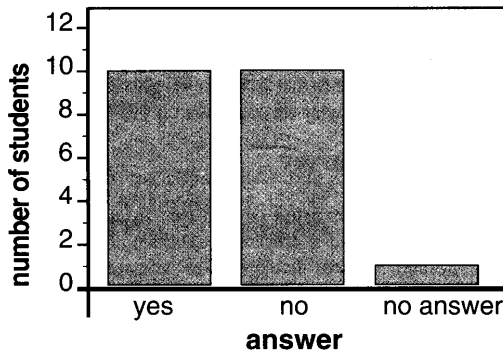
### Information Gained from the Survey

Transition: **Table 1** shows the number of years of Japanese language study students had completed during high school and their placement in college level classes. No one was placed in the second year Japanese at the college level even after they had studied for two years in high school. After three years of Japanese at the high school level, half of them could go to the second year level. After four years of Japanese only one student could skip the first year of Japanese but two of those who had completed four years were placed in the basic elementary course at the college level.

**Table 1: Years of Study at High School Level and the First Course at College**

course years	101 1st semester	203 3rd semester
1	3	0
2	9	0
3	2	2
4	2	1
5-	1	1

**Figure 1: Preparation (Yes/No)**  
**Question: Do you think the Japanese Language program at high school prepared you for the advanced study in Japanese at college?**



In order to look more closely at this issue we asked the students if they thought the Japanese language program at the high school level prepared them for advanced Japanese at the college level. Interestingly half of them answered "yes" and the other half answered "no" as indicated in **Figure 1**. Another question here is whether the students who could not go to the second year level at college tended to answer "no" or if they felt that their high school program was insufficient. Because of the limited number of subjects inferential statistical analysis was not conducted but students who answered "yes" did not seem to skip the elementary course more often than those who answered "no" as indicated in **Table 2**:

**Preparation:** The students were also asked what they thought would have helped in preparing for the college classes. The results are indicated in **Figure 2**. Many students indicated that they felt they could have learned more kanji.

**Table 2: Years of Study at the High School Level and the First Course at College (Yes/No)**

**YES**

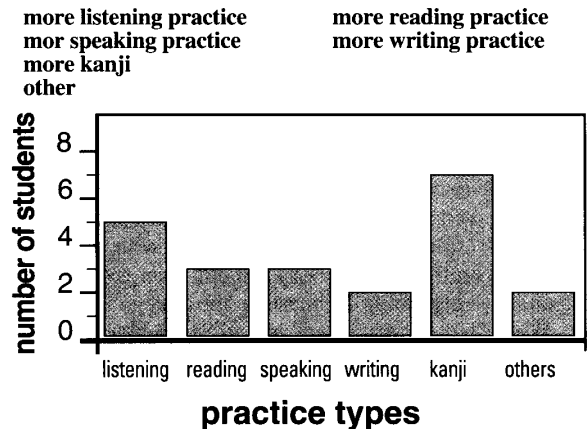
course years	101	203
1	2	0
2	3	0
3	1	1
4	1	1
5-	1	0

**NO**

course years	101	203
1	1	0
2	4	0
3	1	1
4	0	1
5-	0	0

**Preparation:** The students were also asked what they thought would have helped in preparing for the college classes. The results are indicated in **Figure 2**. Many students indicated that they felt they could have learned more kanji.

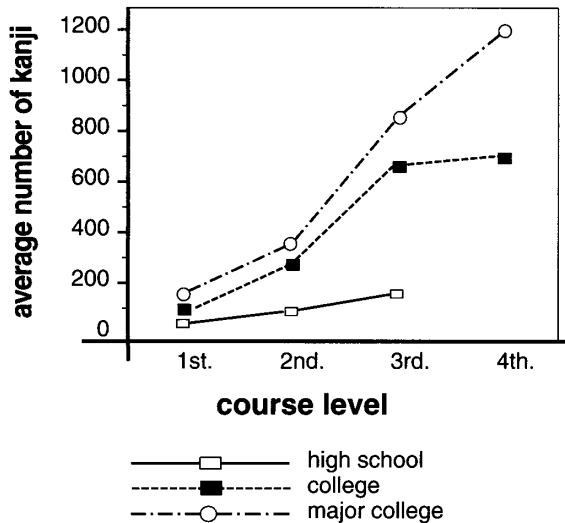
**Figure 2: Preparation (Practice)**  
**Question: What do you think would have helped in preparing for the college classes? Circle your choices.**



**Figure 3** indicates the average number of kanji characters introduced in each institution as indicated by the teacher's questionnaires. As the level becomes higher, more kanji characters are introduced with some major universities requiring as many as 395

during the second year. Two high schools do not teach kanji at all during the first year and some high schools indicated 'lust recognition" as compared to colleges which usually require recognition and production. Comments on the survey indicated that college students think they did not learn enough kanji in high school.

**Figure 3: The Average Number of Kanji Characters Introduced**



Students Feelings/Attitudes: In the student's questionnaire students were asked to compare the Japanese programs at their former high school and at their present college as shown in Table 3.

**Table 3: Students' Feelings / Attitudes (Question)**

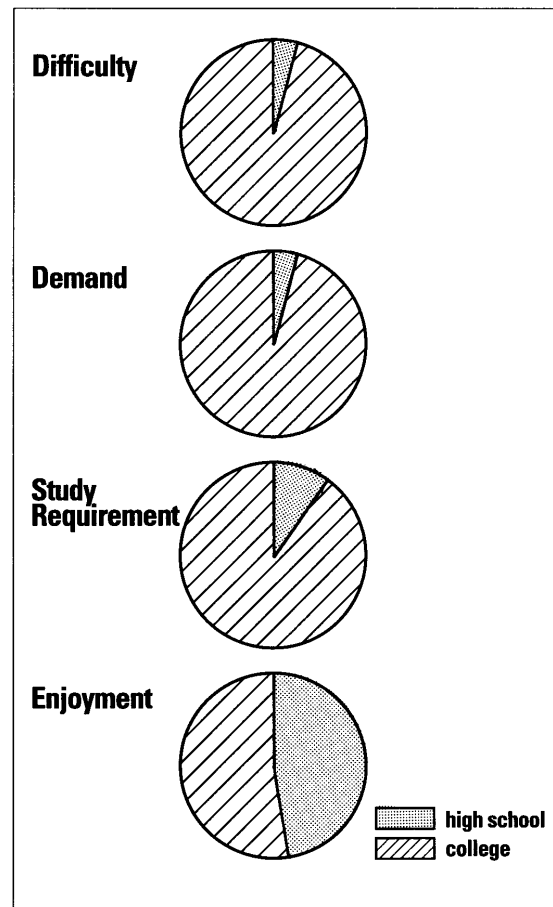
**Question: Comparing the Japanese Language programs at your former high school and at your present college, please answer the following questions by putting a check in the appropriate column.**

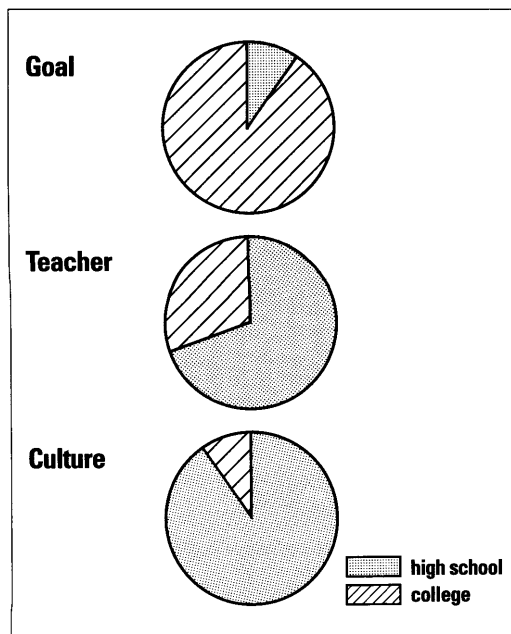
	High School	College
a. Which program do you think is more difficult ?		
b. Which program is more demanding ?		
c. In which program do you study more ?		
d. In which program are you learning more about Japanese culture ?		
e. In which program is the teacher more helpful ?		
f. Which program meets your goal better ?		
g. Which program do you enjoy more ?		

The results are summarized in the following pie graphs (Figure 4). The first three pie graphs show that about 90% of the students think that their college

Japanese program is more demanding and requires them to study more. The graph showing enjoyment shows that about half of the students enjoy the university Japanese more and they stated that the main reason is that the college courses are much more demanding and challenging. They also indicated that the college Japanese seems to fit their goals better than high school Japanese. However, the feeling towards the teachers shows a little difference in that about 80% of the students think that the high school teachers were more helpful. This might be because of the intimacy due to the smaller size of classes or more personal involvement at the high school level. However, it may also be possible that college instructors' expectations for the students from high school or misunderstanding of the purpose of the program of the high school Japanese courses might give the students a negative impression of the college instructors and make them feel that college instructors are less approachable.

**Figure 4: Students' Feelings / Attitudes**





Teacher's Goals/Objectives: Following is the list of course objectives for first year Japanese course as stated by teachers at their institutions. They are ordered from high frequency to low frequency:

### 1st Year

#### Colleges

- **basic Japanese grammar**
- basic 4 skills
- kana&kanji
- functional use
- pronunciation
- vocabulary
- simple conversation

#### High Schools

- **Japanese culture & society**
- simple everyday conversation
- hiragana & katakana
- (few) kanji
- self introduction & description
- greeting
- basic grammar
- vocabulary related to the daily life

In the above list, a clear difference is the emphasis on culture in the high schools while college teachers do not list the teaching of culture. Students, in their questionnaires, stated that this was one of the main differences between high school and college programs. None of the college teachers considered cultural study as one of their course objectives but

they did indicate that they included cultural study in their courses. When asked how they included cultural studies in their classrooms all stated that except for occasional viewing of Japanese videos and movies, they did not include any special "cultural activity" in their courses but all answered that their students were receiving appropriate information on the culture in the context of language lessons. Culture is introduced to explain the use of Japanese language and facilitate the understanding of the language in culture, for example, new grammar features or vocabulary are introduced in the contexts of Japanese culture.

Another important difference indicated in the responses was that a/the goal in a high school class is for the students to be able to participate in daily conversation, greeting, self-introduction, talking about themselves, their friends and family and discussing daily activities. Therefore, grammatical items, topics, expressions, formality and vocabulary are selected based on what the student wants to say. In the college responses the four basic skills and basic grammar are listed as the goals for the courses, thus, the focus is on the development of linguistic skill, i.e., grammar. The order of presentation of grammatical items is usually from simple to complicated in order to learn from basic to advanced Japanese. One student stated, "At high school we learned what we wanted to say, but at college we learn what the book says."

Conclusion/implications: This survey/research is limited because of the small number of subjects and it is simply a description of the situation they perceive in the transition from high school to college level Japanese language classes. Students from high school Japanese programs do not seem to get into the high levels at college, despite the number of years they have taken in high school and many of them are placed at the beginning level. However, for those students, high school Japanese was not always insufficient nor college Japanese too tough. They understand the differences in programs between high school and college. They enjoyed high school Japanese, focusing strongly on cultural aspects. Although college Japanese is fast and demanding, they like the challenge. Students do not have a strong negative attitude toward either college or high school Japanese.

Teachers, however, may need to recognize the importance of teaching kanji at the high school level in order to better prepare their students for the college level. They must also understand the differences in course objectives, emphasis, and the language taught in each level. High School teachers need to give

students appropriate guidance that college Japanese may be different from what they have learned in high school.

College instructors should understand the high school program, what the goals are, what the high school students have learned, and should not expect the high school programs to be designed for their own college program. They should give the students credit for what they have done in high school. This does not mean placing the students in advanced levels but does

mean respecting them for what they have learned at the high school level even though it may not be directly related to "linguistic skills".

The present study cannot provide any straightforward answers or solutions, but it at least will provide both college and high school teachers with some helpful information in understanding what is going on in each level and how students feel about it. It can be one stimulus for further research and discussion.

# Making of Textbooks (1)

## On the Making of a Japanese Textbook

Seiichi Makino, Princeton University

**I**t appears that practically every serious, experienced Japanese language instructor must have felt at one point of his or her teaching career the urge or desire to write a language textbook. If everyone's urge becomes a reality there should be an enormous number of textbooks, but obviously the urge alone will not, and should not, qualify you to write a textbook. So here we have a relatively limited number of textbooks, albeit epoch-making elementary textbooks are surprisingly (or understandably?) few.

I for one have had the urge to write a novel, of all things, at one point or two, three points in my life, and I still have that urge in a moderate quantity at the secret corner of my mind, but my sober mind keeps telling me that I am not qualified to write a novel. However, at one point, actually about ten years back, I had that urge to write a textbook and not only that, I had the nerve to believe that I am qualified to write an elementary Japanese textbook! And here I am writing it with Yukiko & Kazumi Hatasa. We are still writing it hoping that some day it will take a bound book form. Retroactively, I think I have to reflect upon what sort of qualifications are required of me to become a textbook writer. Suppose you had that insurmountable urge to write an elementary textbook now. What do you think will cause the original urge to transform to an actually process of writing a textbook and to eventually grow into a tangible textbook?

As far as I know, nobody has directly discussed a set of qualifications for writing an elementary Japanese textbook. But *A Framework for Introductory Japanese Language Curricula in American High Schools and Colleges*, National Foreign Language Center, Washington D.C., 1993, pp.38-42 is giving us a very useful set of criteria for evaluating texts and supplementary teaching materials. So, every textbook writer can now refer to them to see if he or she is doing the right kind of things. A Japanese language instructor who can produce a textbook that will satisfy the *Framework's* proposed criteria can be called a qualified textbook writer. Instead of reproducing here the entire set of criteria I will summarize them here as a set of generalized issues that should be clearly understood by any textbook writer. (1) cultural and linguistic authenticity, (2) explanation or sequencing of linguistic structures, (3) socio-linguistic matters, (4) priority of speaking and listening skills, (5) writing system - to use kana system or not to use it from the beginning, (6) spiraling and review of linguistic content, (7) a pedagogical approach - structural or post-structural?, (8) a pedagogically correct syllabus - a grammar-syllabus, a task-syllabus, or a vocabulary-syllabus, a situation-syllabus, an integrative syllabus, among many others. Each issue involves solved and unsolved problems and may lead to different interpretations which in turn lead to different types of textbooks, but it is indispensable for us to have our

sound understanding of the issues, and translate them judiciously into a textbook. Every textbook is a book of declaration of the author's pedagogical views. In addition to the listed issues I would like to add the following: (1) clear sense of the need of the learner, (2) highly contextualized task-oriented exercises, (3) goal-consciousness of the learner's proficiency level, (4) clear understanding of conspiratorial relationship between the target language and culture, (5) knowledge of technological applications, (6) awareness of both language/culture-specific aspects and universal aspects of Japanese linguistic and cultural structures, (7) understanding of pedagogical implications from research on second language acquisition and from pedagogy-friendly general and Japanese linguistics, among others.

In view of the fact that the majority of the learners of the Japanese language will never get to Japan, it seems mandatory for the textbook to give them some simulated experience of living in Japan. For that purpose it is better to use a target cultural setting in which a realistically "con-textualized" and "inter-textualized" story develops. (Here I am creating the term "inter-textualized" in the technical sense of interconnectedness among texts in a textbook.) The

## **TANABATA: THE STAR FESTIVAL**

### **Voices from a Changing Japan**

Shigeru Miyagawa  
Massachusetts Institute of Technology

In response to the need for innovative instructional materials for Japanese language and culture, MIT has embarked on the production of an interactive documentary about Japan for language and culture instruction for college and secondary education. Titled *Tanabata: The Star Festival-Voices from a Changing Japan*, the interactive documentary combines interviews with Japanese from all walks of life in natural cultural settings with graphics and textual information about the language and culture. The video footage was filmed in the summer of 1992 in Hiratsuka, in Kanagawa Prefecture, by Shigeru Miyagawa and Michael Roper, a professional interactive documentary filmmaker trained at the MIT Media Lab. The documentary is intended to give the students an opportunity to experience Japan firsthand through a multitude of spontaneous interviews with people about their lives. A wide variety of people are interviewed, including:

textbook is used not only by the learner but by the instructor. I believe that a textbook should be written by an experienced Japanese instructor whose viewpoint is very empathetic with the instructor and the learners at work in classroom.

It sounds as if I were out of my mind if I say this now, but towards the 21st century the textbook writer, native or nonnative, should have a clearer view of Japanese as a "common language" (as distinct from an "international language") that can exist apart from the Japanese people. A textbook writer should be prepared to reflect a socio-linguistic reality in Japan in which Japanese is now being spoken among people whose native language is not mutually comprehensible but for whom Japanese is a "commons language" for communication. In other words, the Japanese language is on the brink of becoming out of Japanese hands (or mouths?). A foreigner's use of Japanese language with a native Japanese may still be a prototypical use of Japanese language in a textbook for the time being, but I believe that before long in the 21st century, a textbook writer will start to reflect that socio-linguistic change of Japanese language in his or her textbook.

- a storeowner who explains the elaborate decorations he is preparing for the Tanabata Star Festival, for which Hiratsuka is renowned
- a woman in her sixties who talks about her experiences during World War II
- a Shinto priest who takes the viewer on a tour of his Shinto shrine
- a woman at the fish market speaking about the difficult life of a fishing family and her hopes for her child
- a family who run a fruit shop and observe changes in the neighborhood and the kinds of customers who come in

The video is different from a conventional, linear documentary in that the learner may access information in a variety of ways, often using the same piece of information many times. The interviews are

accessed through a Macintosh computer interface which links the video material with a rich database of linguistics and cultural information. The computer interface is based on software developed at the Laboratory for Advanced Technology in the Humanities at MIT specifically for instruction in foreign language and culture. The students will be able to study the native speech of these contemporary Japanese people with the help of a multitude of computer-based linguistic aids, including:

- a Japanese script transcription of the interviews, which runs in synchronization with the interviews and can be shown or hidden on demand.
- an English/Japanese dictionary linked to the transcription, so that words in the transcription can be selected and clicked on and their English definition will appear.
- an English translation of the interviews that runs like the Japanese transcription as a synchronized "subtitle" and that students may view as needed.
- a video controller that allows the student to stop the interview at any time, and listen to a particular utterance as often as s/he wishes.

A multitude of important culture, social, and historical themes appear in the interviews, connecting one person's observations with another's. For example, Japanese family structure is illustrated in the interviews at the fish market and at the fruit shop, including the crucial importance of the oldest son in a family business. In two separate interviews a woman in her sixties and a male store owner in his fifties describe the experiences during World War II. Many interviews include information on business, festivals, transportation, education, and other cultural issues. The computer interface will allow students to follow these themes from one interview to another in order to get a richer view of the topics. It will also provide detailed textual and photographic information which will explain Japanese history and culture to an American student.

Students can also navigate through the information by moving through a computer-generated, three-dimensional map of Hiratsuka. In this way they experience the psychological feeling of immersion in the place, as if they were not so much studying Japan as visiting Japan. The learner can move through the space, and select in which direction to proceed in order to access the interviews. The access interfaces for the interviews are placed within the 3-D model in the actual locations where they took place.

The multiple access that the computer allows-by interview, by place, by theme, and by time period-also with the rich cultural notes and the linguistic aids will allow *Tanabata* to be used at beginning, intermediate, and advanced levels of language learning, as well as a tool for teaching Japanese culture. A beta version is presently being tested at MIT and a high school in Boston, Boston Latin Academy. We will expand the test sites next year to include more secondary schools.

The *Tanabata* project has received support from the MIT NEC Corporation Fund for Research in Computers and Communications, MIT's Center for Education Computing Initiative, U.S. Department of Education, National Endowment for the Humanities, the Consortium on Language Teaching and Learning, and ASCII Corporation. We plan to make it available as a CD-ROM program during 1996. It will run on a low-end Macintosh with a color monitor and a 2x CD-ROM player. We hope to introduce an IBM version immediately afterwards.

*Tanabata* is being produced by the member of the MIT Japanese Language and Culture Program and the Laboratory for Advanced Technology in the Humanities. LATH has also developed multimedia programs in French, Spanish, and Shakespeare, and is now embarking on a project in German.

# Japanese Language Textbook Compilation for High School Students in America

John Young  
Distinguished University Professor Emeritus  
Seton Hall University

**T**he Goals 2,000: **Educate America Act** deals with what school children (k-12) ought to be taught in nine core subjects, including foreign language. In seeking to develop content standards for this purpose, the US Department of Education has defined content standards as "What a student should know and be able to do." They describe "the knowledge, skills, and understanding that students should have in order to attain high levels of competency in challenging subject matter." (Department of Education, 1994, p.2).

In order to define "what foreign language education should be," and "establish its place in the curriculum", the following goals have been identified by the K- 12 Student Standards Task Force established in 1993 in conjunction with the **Goals 2,000: Educate America Act**:

1. communicating across cultures;
2. developing insight into one's own language and culture;
3. acquiring new knowledge and connecting with other disciplines;
4. participating more fully in the community and global marketplace; and,
5. demonstrating knowledge of the artifacts, expressions and traditions of the target cultures. (Draper, 1994, p.7)

Draper also points out that these goals indicate a "shift from language as the content of instruction to language as access to the content of instruction." (p.7)

Therefore foreign language instruction, including those for Japanese language, must develop communication-based instructional programs by emphasizing the importance of communicative competence, and at the same time, it must satisfy all the five goals specified above, which "cover motor skill, social and emotional development, learning approaches, language usage and cognitive as well as general knowledge." (California State Department of Education, 1989) Through Japanese language proficiency development, students need to acquire

civic, cultural, and intellectual benefits as specified by the State of California. (California State Department of Education, 1989, p.4)

Kawaijuku has commissioned this writer and Ms. Yuriko Uchiyama Rollins to write a textbook entitled *Japanese for Young English Speakers*. We have taken the following steps in compiling this textbook series, a volume of which has been completed. National Foreign Language Center's booklet on framework has been very useful for us. (National Foreign Language Center 1993, Chapter 1)

1. The philosophy of foreign language education is based on the communicative approach. Practical activities are provided which fulfill the aspirations of this philosophy.
2. All goals must be achieved through communication-based instruction. Topics, functions, forms, and vocabulary will be introduced within contexts and acquired through performance based activities.
3. Everything must be learned in Japanese language within a Japanese cultural context. Students will learn to recognize differences in worldviews, customs, beliefs, and social conventions. This leads to cross cultural communication and understand as well as critical thinking.
4. Not only the threshold competence appropriate for high school students, but contents for other academic subjects must be introduced as sheltered subject matter.
5. Learning strategies, including learning styles will be involved during the course of Japanese language study.
6. Students must be helped in developing problem solving skills.
7. All of the above will be learned through activities that take place both in and out of the classroom.

In conclusion, Japanese language learning will not only help students to acquire communicative skills, but also through language proficiency activities interest in studying other subjects, study skills, problem solving competence and the critical thinking



abilities will be acquired. Learners could become more broad-minded, appreciative of other's cultures, less dogmatic, less egocentric and less ethnocentric and become more empathetic.

If we stick to our communicative-plus approach in dealing with language learning problems, the study of Japanese will be here to stay. It is the hope and expectation of the authors that these efforts will contribute to the search for mutual understanding and peace in the community and the world.

Draper, J.B. (1994) "National standards in foreign

language education: Answering the questions", in *ERICICLL News Bulletin*, Vol.17, No.2.

California State Board of Education. (1989). *Foreign Language Framework: for California Schools Kindergarten Through Grade Twelve*.

US Department of Education (1994), *High Standards for all: putting excellence in education*

National Foreign Language Center (1993), *A Framework for Introductory Japanese language Curricula in American High Schools and Colleges*

## Report on the Second Princeton Japanese Pedagogy Workshop

Seiichi Makino  
Princeton University

The 2nd Princeton Japanese Pedagogy Workshop was held on May 14-15, 1994. The workshop was organized by Professor Seiichi Makino of Princeton University and was attended by seventy-two participants. We would like to express our deep appreciation on for the funding from the Japan Foundation U.S. Office of Education and Ivy League Consortium. The keynote speaker was Professor Ken'ichi Ujiie of Washington & Lee University, who spoke on 'Modern Technology in the Japanese Language Classroom'. The following is a list of papers read at the Workshop, all of which are included in the proceedings published in May, 1994. Those of you who want to get a free copy of the Proceedings, please send Seiichi Makino a check of \$3.00, postage payable to Princeton University.

**Fumiko Asari** (Princeton University) Nazikain (Princeton University) Pragmatics of Japanese Particle *yo ne*

**Yoshika Ueue** (Cornell University) An Analysis of Japanese Sentence-Final Particles-a preliminary case study

**Satoru Ishikawa** (Princeton University) An Examination of 'Anoo' and 'Sono'

**Hideo Tomita** (Kenyon College) Range Delimiter (wa) and Speaker's Recognition Point (ga)

**Satoshi Koike** (New York University) Pragmatics and the *No-Da/No-Desu* Construction

**Kiri Lee** (Lehigh University) "So, when did you really buy your camera?" How to explain the three interpretations of the *toki* 'when' clause

**Hiroko Furuyama & Noriko Yokoyama** (The Japan Foundation Language Center) What is

Authenticity'? From Textbook Analysis to Classroom Practices

**Tomoharu Yanagimachi** (University of Minnesota) An Analysis of Narratives of Advanced Learners of Japanese

**Mayumi Oka** (Columbia University) Curriculum Design: Speed Reading in Japanese for Foreign Students

**Nobuko Kodama** (Fashion Institute of Technology & New York University) Interactional Aspects of Conversations

**Yoko Koike** (Haverford University) Uses of Gestures in Classrooms

**Theresa Austin** (New York University) The Role of Humor in Japanese Language Classes: cases of pragmatic failure.

**Morio Hamada** (Michigan Japan Center) & **Kamada Osamu** (Kyoto University of Foreign Studies) Uchi and Soto of Teaching Japanese from the Perspectives of Roles of Teachers, Classrooms & Materials.

**Makiko Funato** (New York University & John Dewey High School) Defense Mechanism in Japanese

Tomoko Graham & Atsuko Wasa (MIT) Personalized Approach to Reading and Writing instructions for Japanese: The Power of Computers

Kazuo Tsuda (United Nations School & New York University) Technology' yes, but Student-Centered  
**Ryuichi Uemura** (Fukuoka Institute of Technology) & **Masatoshi Tabuki** (Kyushu Kyoritsu University) Hypermedia Corpus and Japanese Conversational Analysis-Interim Report

## **From the Participants of the 1993 JFLC Summer Workshop for Secondary Japanese Teachers**

Yuko Akamatsu  
Ferris University and Central Valley High School  
Spokane, Washington

### **Summer Workshop**

I was one of the participants of the summer workshop for secondary Japanese teachers held at the Japan Foundation last summer. I had just finished my first year of teaching at Ferris High School in Spokane when I found out about the workshop. During the first year, I really did not have time to examine my own teaching as I was hired at the last minute without any formal previous experience due to an emergency situation and there was no textbook available to us. When I think about it now, I was just going blindfolded. I survived the first year, actually found it very interesting to teach Japanese to high school students and to spend time with them in the classroom. However, as I looked back, I started to wonder if I was doing what I was "supposed" to do. There was no curriculum guideline, and other teachers in the district were basically teaching what they believe in. Then I found out about the workshop in Breeze. To tell the truth, I was expecting to receive a guideline all written out for us, stating every item and even words we are supposed to cover at each level of instruction. Although it turned out to be a little different than what I (and probably other participants) expected, the workshop was very meaningful to all of us. We started out with analyzing our own materials and that gave us a clearer sense of what important points we are actually teaching.

Moreover, we found out that everybody was basically teaching similar things with some variations in topic and vocabulary, which made (at least) me feel relieved. The instructors were very informed in their specialized area, and answered our questions and helped us in every way. It was also nice to be able to work with other Japanese teachers because most teachers were the only Japanese teacher at their school, and doing everything alone all the time is sometimes hard, when you see Spanish and French teachers always working cooperatively on something, helping each other and problem solving together. We took our common frustrations out regarding the lack of materials and support for the Japanese class, problem with traveling between several high schools and so on. We also shared activities that can be used immediately in the class which was really invaluable. Most participants stayed in the same youth hostel and spent a lot of time working on the assignments, talking about the class and life in general, cooking dinner together and going shopping. After the workshop we formed a participants' network and we are still in touch, sending materials and information to each other. It was pleasantly surprising to see every one of the participants at the following workshop in February. I am really glad that the JFLC gave me this opportunity to participate in the workshop and would like to thank all the people that organized the workshop.

## **\*1993 JFLC Summer Workshop Report**

Hirofumi Nagaoka

Lathrop High School, Fairbanks, Alaska

Since my high school launched Japanese program two years ago, it has been a learning experience to me as well as a teaching experience. First year, there was nothing available; no textbooks and teaching materials, no guidelines, and no one to ask for help in the school district. I was on my own. Second year, after the JFLC's Summer Workshop, knowledge and resource of teaching Japanese language and culture had been dramatically improved. Now, moving onto the third year of the program, I am excited to find increasing student's interest toward the Japanese program at Lathrop.

### **First Year: Lack of Teaching Materials**

Starting out a new program from scratch, I felt that the biggest problem was lack of teaching materials. So, finding out what materials are available and where I can get them became the first priority of the beginning year. I was searching for new resources everyday after school. I made many phone calls for inquiry and visited other schools 350 miles away. Meanwhile, I was creating visual aids for each lesson, making worksheets, and putting cultural information together. It was literally a trial and error.

### **JLFC: A Common Ground for Teachers**

The 1993 JFLC's Summer Workshop had broadened my horizon enormously. It provided me with a common ground with other Japanese teachers in different states. Besides each productive session furnished by friendly and supportive language specialists, I was fascinated by numerous innovative ideas shared by other teachers, ranging from classroom activities to special projects. We, the participants, also shared all kind of problems we face at school, from discipline problems to school politics, throughout the day for two weeks. These idea exchanges were the best outcomes of the workshop. We could build strong friendship and network, which were kept through the school year, via letter, telephone, fax, and e-mail. They have been giving me

encouragement and advice whenever I need. JFLC is where I met innovative and inspirational colleagues from 7 different states. That is where I have collected most of the information on textbooks, supplements, and audio-visuals. That is where I learned to be better prepared by utilizing available resources, information, and knowledge of teaching Japanese language and culture, into the classroom; the real world where kids are anticipating fun of learning Japanese.

### **Second Year: Building a Base**

After the Summer Workshop, things started getting better for me. It was time for me to build a base of the program. With sufficient textbooks and teaching materials, I was able to make plans for the classes ahead of time. Therefore, I could enjoy more relaxed time with each student. The moments when I could reach to individual student's need fulfilled my days. I remember the first year that I could not feel satisfied in teaching since my mind was always preoccupied with impending frustration from the lack of teaching materials. As I began to be able to prepare each lesson with better materials and sequence, positive reactions often resulted from students and their parents. Students initiated fun activities and showed constructive attitudes in learning. Parents thanked to what the program offered to their children. I was pleased to hear from a parent, whose child started taking Japanese reluctantly at the beginning became one of the best students in the class and showing much appreciation toward Japanese language and culture.

The enrollment of the Japanese classes grew from 30 to 50 last year. And, I will be teaching more than 100 students, next school year. It is fun to see the program growing steadily. Thanks to the Japan Foundation Language Center and Fairbanks North Star Borough School District for their continuing warm support to the Lathrop's Japanese program.

## Summer Workshop: Just Do It!

Trasey Hiroko Nomachi  
Venice High School, Los Angeles, CA

Last summer I was fortunate enough to participate in the Japanese workshop sponsored by the Japan Foundation. For two weeks, among the palm trees in Santa Monica, high school teachers from all around the country learned, shared, argued, networked, discovered, researched, and conversed in the Japanese language! It was a wonderful experience in which all teachers, new and experienced, were able to take something back to their schools. Just having the peace of mind knowing that there are others all around the country having the same joys and struggles that you are going through was worth the grueling schedule.

Let me tell you, "grueling schedule" is not an overstatement. We listened to presentations and worked on our projects from 9:30 AM until 3:30 PM everyday. Most everyone though, stayed and utilized the excellent library facilities at the Japan Foundation until 5 PM. It was definitely a hard day's work! During this time, we learned about current ideas on textbook analysis, creation of course goals and curricular design, and even current methodologies on effective lesson planning. In effect, we tried to create a whole years' program. we chose a text, decided what students can do and accomplish with that text, created supplemental materials to enhance the chosen text, and learned effective methods of presenting the materials to the students.

I must add in here for my own peace of mind that the presentations by the staff were done in a manner to inform the teachers of ideas and methodologies that are currently being taught in America (at least California). It was great! I felt like I was back at the university taking a methods course (class, can we say "communicative approach"). Many were frustrated at first, including myself, that we were just being "presented" ideas and not being "told" what the "correct" way to teach or what materials to cover in high school Japanese, I finally decided that it was "our" responsibility to decide for ourselves what is right. There were many a discussion on what the "objective" of the workshop was, some being a little past the point of being a "healthy" discussion. Although I went in wanting to be "spoon fed" information and guidelines, I'm glad that I was able to

make my own decisions. It has made this past school year much more satisfying to me.

Being a new teacher, I'm always soaking up ideas, new and old, like a sponge. The workshop turned out to be a gold mine to me. Taking the course plan outline that I developed during the workshop, my classes went fairly smoothly for my second year of teaching. I was able to take all the activities and lessons that were planned during the summer and use them to enhance the students' learning. The students really enjoyed the communicative activities that I picked up from fellow participants in the workshop. Thanks, guys!

During the follow-up workshop this spring, Nakamoto san and I were able to meet with participants of the 1st session of last year's summer workshop. I was so very glad to meet with them. Here was another group of enthusiastic colleagues, who were just as determined to put on a good program as our group was. We talked of life after the summer workshop and the idea of having a "framework". We viewed sample frameworks from America and Australia and I believe the consensus was that frameworks were just too general to be of any use to us. This discussion eventually led to the topic of standardization in order to help implement articulation with the college and universities. It is such a shame to have a student take 4 years of Japanese and still be required to start at 1st year in college!

Although the new workshop has been changed to 5 days, I believe the whole program has been streamlined to be most efficient and to reach more teachers. I highly recommend teachers from any background: new, experienced, native, non-native, to go to learn new ideas, share activities and just network with other teachers. I find it is so rare that Japanese teachers get together, especially in such a hospitable environment. It is something that just cannot be passed up. (Not to mention the friendships, nice weather, salary points...) I'd just like to thank the staff at the Japan Foundation and all my fellow participants for making last summer such a rewarding experience. Next goal...Articulation! We can do it!

## Summer Workshop '93

Eriko Uyesugi  
Scripps Ranch High School  
San Diego, CA

**I**t was such an honor for me to be able to attend my first Secondary Teachers of Japanese Workshop that was held on June 21 through July 2 of 1993. I was very excited. It was the first time to attend this kind of two-week workshop. I thought that the objectives of the course (Curriculum designing and to improve teaching skills) were very specific and timely topics for me.

The Workshop was held at the Japan Foundation Language Center in Santa Monica, California. Even though I am living in a similar place like San Diego, Santa Monica had an attractive sound for me. There were eight participants from all over the United States, including such states as Alaska, Hawaii, North Carolina, Oregon, and Washington. It was quite impressive to see the people who do the same kind of work have the same kind of experiences.

During the two weeks, we stayed at a youth hostel. Even though we had some inconveniences, I really enjoyed cooking and studying together with other participants. Also, the youth hostel is located one block from a famous beach and is in the middle of Santa Monica's downtown area. Although there are many homeless people, it was a perfect location to walk around the town and to window shop.

There is no specific curriculum guideline for secondary school Japanese in the area where I teach. I was expecting to get information on what could be considered a clear guideline at the workshop. But, I realized that we were the ones who must make up our own curricula and the instructors were working as facilitators. At first, we spent two days doing a text book analysis. It was very helpful to grasp the contents holistically and to get the overall idea for a curriculum. Also, we discussed the good and bad points of each text book we used. By the end of the workshop, I became very familiar with a textbook that I have never used before.

After we completed the text analysis, we spent three days designing a one-year curriculum. It was difficult

because we had to divide it into five parts (topics, objective, grammar, activity, and cultural notes). Since I was using a very "sentence structure" based textbook, it was a good exercise for me to put topics and activities together on the same paper. For the three years of teaching Japanese, I was always wondering if my methodology was correct or not. However, after completing the one and a half-year curriculum, I felt much confidence that I controlled the curriculum (not the textbook).

Secondary school teachers do not have the time to sit down and think as compared to college professors. Since we have to teach four or five periods every day as well as doing other chores like contacting parents, making worksheets and tests all the time, there may be a tendency to get burned out before the spring break comes. This workshop gave us time to create our own curricula and many resource instructions.

The last thing we did was make lesson plans for the "not so good area," and made presentations. I wish we spent more time for this activity. The kind of activities and how many you can present to your class each day are very critical. We need to share our hands-on activities and we all need to improve our ways apply them in the classroom.

In conclusion, I very much appreciated the Japan Foundation's effort in planning this workshop and making available other valuable assistance. I had such a great time with the other participants. It reminded me of old school times. During the two weeks, we became very close and promised to keep in touch. We agreed that the teacher is isolated in his classroom: Especially in the case of the Japanese teacher. Since this area is new and hard to get full time work at one school, we need to support each other. For these reasons, networking of Japanese teachers is very important. Now I have such a strong network thanks to the Japan Foundation. I hope it will expand more throughout the United States in the future.

# Recipients of The Japan Foundation Language Related Programs 1994/95

## *L Salary Assistance Program for Full-Time Japanese Language Teachers*

### **(University)**

1. Binghamton University, State University of New York, Binghamton, NY
2. University of North Carolina, Chapel Hill, NC
3. Oglethorpe University, Atlanta, GA

### **(High Schools)**

1. Episcopal of Baton Rouge, Baton Rouge, LA
2. The Barstow School, Kansas City, MO

## *II Training Program for Foreign Teachers of the Japanese Language*

### **Short-Term (Spring Course)**

1. Mary Jo Dougherty / River Falls Public Schools, River Falls, WI
2. Margaret Hagmann / North High School, Eau Claire, WI
3. Karen Klink / River Falls Public Schools, River Falls, WI

### **Short-Term (Summer Course)**

1. Elizabeth Borstad  
Greenfield High School, Greenfield, WI
2. Karen Hendrickson  
West High School, Madison, WI
3. Natalie Hoyer  
Forest Park Middle School, Franklin, WI
4. Justin Miller  
Aldo Leopold Alternative Program, Green Bay, WI
5. Cyrus Rolbin  
Phillips Academy, Andover, MA
6. Adrienne Sheybani  
Bettendorf/Pleasant Valley High School, Bettendorf, IA
7. Nanako M. Tani  
Wauwatosia West High School, Wauwatosia, WI
8. Judith Vandenberg  
Holy Name of Jesus School, Kimberly, WI

### **For Japanese Abroad**

1. Yukie Aida / University of Texas at Austin, Austin, TX
2. Nobuko Kochuba / Fox Mill Elementary School, Herndon, VA

### **Long-Term**

No Awardees

## *III. Japanese Language Study Program for Librarians*

1. Gustavo Adolfo Caldas  
Univ. of Calif., Northern Regional Library Facility,  
Richmond, CA

## *IV Assistance Program for the Development of Japanese Language Teaching Resources*

1. The California Assoc. of Japanese Language  
Schools, Inc. Los Angeles, CA  
"Nihongo" Elementary Japanese (1)

## *V. Japanese Language Education Fellowship Program*

No Awardees

## *VI. Japanese Language Teaching Materials Donation Program (University/ Colleges)*

Northeastern States

1. Saint Michael's College, Colchester, VT
2. Boston University, Boston, MA
3. Harvard University, Cambridge, MA
4. Simmons College, Boston MA
5. Tufts University, Medford, MA
6. University of Massachusetts, Amherst, MA
7. City College of New York, New York, NY
8. Columbia University, New York, NY
9. Fashion Institute of Technology, New York, NY
10. Lehman College, Bronx, NY
11. Queens College, Flushing, NY
12. Vassar College, Poughkeepsie, NY
13. Haverford College, Haverford, PA
14. Lincoln University, Lincoln, PA
15. Slippery Rock University, Slippery Rock, PA
16. Susquehanna University, Selinsgrove, PA

Southern States

17. George Washington University, Washington D.C.
18. Morgan State University, Baltimore, MD

19. The Johns Hopkins University, Baltimore, MD
20. Christopher Newport University, Newport News, VA
21. Mary Baldwin College, Staunton, VA
22. Shenandoah University, Winchester, VA
23. University of Virginia, Charlottesville, VA
24. Old Dominion University, Norfolk, VA
25. Washington and Lee University, Lexington, VA
26. Salem-Teikyo University, Salem, WV
27. Duke University-Asian Pacific Institute, Durham, NC
28. Duke University-Fuqua School of Business, Durham, NC
29. University of North Carolina-Charlotte, Charlotte, NC
30. College of Charleston, Charleston, SC
31. Clemson University, Clemson, SC
32. Kennesaw State University, Marietta, GA
33. Thomas More College, Crestview Hills, KY
34. Louisiana State University, Shreveport, LA

#### Midwestern States

35. Miami University, Oxford, OH
36. Wittenberg University, Springfield, OH
37. Lansing Community College, Lansing, MI
38. Oakland University, Rochester, MI
39. The University of Michigan, Ann Arbor, MI
40. Ball State University, Muncie, IN
41. Indiana University-Purdue University, Indianapolis, IN
42. Purdue University, W. Lafayette, IN
43. St. Norbert College, De Pere, WI
44. University of Wisconsin-Madison, Madison, WI
45. Augustana College, Rock Island, IL
46. College of DuPage, Glen Ellyn, IL
47. Illinois Benedictine College, Lisle, IL
48. Northern Illinois University, DeKalb, IL
49. St. Olaf College, Northfield, MN
50. The University of Minnesota, Minneapolis, MN
51. Cornell College, Mount Vernon, IA
52. Teikyo Marycrest University, Davenport, IA
53. Missouri Southern State College, Joplin, MO
54. Park College, Parkville, MO
55. Washington University, St. Louis, MO

#### Southwestern States

56. Abilene Christian University, Abilene, TX
57. Austin Community College, Austin, TX
58. Southwest Texas State University, San Marcos, TX
59. New Mexico State University, Las Cruces, MN
60. The University of New Mexico, Albuquerque, MN

#### Mountain States

61. University of Montana, Missoula, MT
62. University of Colorado, Boulder, CO

#### Pacific States

63. Gonzaga University, Spokane, WA
64. Shoreline Community College, Seattle, WA
65. Saint Martin's College, Lacey, WA
66. Willamette University, Salem, OR
67. California State University-Long Beach, Long Beach, CA
68. Chapman University, Orange, CA
69. University of California-Los Angeles, Los Angeles, CA
70. El Camino College, Torrance, CA
71. San Joaquin Delta College, Stockton, CA
72. Santa Barbara City College, Santa Barbara, CA
73. Southwestern Community College, Chula Vista, CA
74. University of California-Berkeley, Berkeley, CA
75. University of California-Davis, Davis, CA
76. University of California-San Diego, San Diego, CA

#### (High Schools)

#### Northeastern States

1. Fort River School, Amherst, MA
2. Scarsdale High School, Scarsdale, NY
3. The Bronx High School of Science, Bronx, NY
4. Townsend Harris High School at Queens College, Flushing, NY
5. Kearny High School, Kearny, NJ

#### Southern States

6. Richmond Public Schools, Richmond, VA
7. Broughton High School, Raleigh, NC
8. Carnage Middle School, Raleigh, NC
9. John T. Hoggard High School, Wilmington, NC
10. McMichael High School, Mayodan, NC
11. Eastern Guilford High School, Gibsonville, NC
12. Lexington School District One, Lexington, NC
13. Riverwood High School, Atlanta, GA
14. Braddock Senior High School, Miami, FL

#### Midwestern States

15. Martin Luther King, Jr. Senior High School, Detroit, MI
16. Harrison High School, Evansville, IN
17. Mt. Pleasant Township Community School, Yorktown, IN

18. Aldo Leopold/Allouez School, Green Bay, WI
19. Mayville High School, Mayville, WI
20. Denmark High School, Denmark, WI
21. Freedom High School, Freedom, WI
22. Greenfield High School, Greenfield, WI
23. Greendale High School, Greendale, WI
24. Kiel High School, Kiel, WI
25. Little Chute High School, Little Chute, WI
26. Madison West High School, Madison, WI
27. Memorial High School, Eau Claire, WI
28. Menasha Public Schools, Menasha, WI
29. Menomonie High School, Menomonie, WI
30. New Berlin West High School, New Berlin, WI
31. Newtec/Cesa #7, Green Bay, WI
32. North High School, Eau Claire, WI
33. Wisconsin Rapids School District, Wisconsin Rapids, WI
34. Wrightstown Public Schools, Wrightstown, WI
35. Dwight Eisenhower High School, New Berlin, WI
36. Murray Language Academy, Chicago, IL
37. Kenwood Academy, Chicago, IL
38. University of Illinois Laboratory High School, Urbana, IL
39. Franklin Community High School, Franklin, IL
40. Springfield R- 12 School District, Springfield, MO

#### Southwestern States

41. McCullough High School, The Woodlands, TX
42. Catalina Foothills High School, Tucson, AZ

#### Pacific States

43. Lewis and Clark High School, Spokane, WA
44. Lindbergh High School, Renton, WA
45. New Centry High School, Lacey, WA
46. Renton High School, Renton, WA
47. Stanwood High School, Stanwood, WA

48. Beaverton High School, Beaverton, OR
49. Central Catholic High School, Portland, OR
50. Ontario High School, Ontario, OR
51. Schools of Arts & Communication, Beaverton, OR
52. St. Mary's School, Medford, OR
53. West Albany High School, Albany, OR
54. Bell High School, Bell, CA
55. Brentwood High School, Los Angeles, CA
56. Cerritos High School, Cerritos, CA
57. Don Bosco Technical Institute, Roserneck, CA
58. Gompers Secondary School, San Diego, CA
59. La Jolla Country Day School, La Jolla, CA
60. Marin Academy, San Rafael, CA
61. Scripps Ranch High School, San Diego, CA
62. Long Beach Polytechnic High School, Long Beach, CA
63. Mt. Edgecumbe High School, Sitka, AK
64. Mid Pacific Institute, Honolulu, HI

#### ***VII Japanese Language Research Grant Program***

No Awardees

#### ***VIII. Japanese Language Conferences/Seminars/Workshop Grant Program***

1. Illinois Council on the Teaching of Foreign Language Springfield, W  
"Seminar on Applications in Japanese Language Instruction"
2. Washington Association of Teachers of Japanese  
Washington State Japanese Language Curriculum Guidelines  
Conarnittee, Redmond, WA  
"Washington State Japanese Language Curriculum Guidelines  
Teacher Training Workshops"

## **Recipients of The Japan Foundation Language Center Grant Programs October-December 1994**

#### Workshops and Conferences Grant Program

1. University of British Columbia  
Dept. of Asian Studies  
"Workshop for Japanese Teachers in British Columbia"  
October 1, 1994  
\$1,020.00

2. University of California, Los Angeles  
Dept. of East Asian Languages & Cultures  
"The Fifth Japanese/Korean Linguistic Conference"  
November 4-6, 1994  
\$1,000.00
3. The Northeast Association of Secondary Teachers



of  
Japanese (NEASTJ)  
"The NEASTJ Third Annual Conference"  
November 5-6, 1994  
**\$1,500.00**

4. Teachers of Japanese in Southern California  
(TJSC)  
"TJSC '94 Fall Workshop"  
November 13, 1994  
**\$500.00**

Association Grant Program

1. *Southwestern Secondary Teachers of Japanese*  
(SWSTJ)  
**\$1,400.00**

Travel Grant Program (Within the U.S.)

1. National Council of Secondary Teachers of  
Japanese  
(NCSTJ)  
"1994 ACTFL Conference"  
November 18-21, 1994  
**\$1,626.50**