

BREEZE

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Teaching Japanese As A Second Language in Japan

Ronald A. Walton

The National Foreign Language Center at The Johns Hopkins University

Japanese language educators in the United States may sometimes wonder about the teaching of Japanese to foreigners in Japan: how many foreign students study Japanese in Japanese institutions, how many teachers are involved, at how many institutions and organizations is Japanese taught to non-natives, is there an organization akin to TESOL in Japan focusing on the teaching of Japanese as a second language. At the suggestion of Mr. Yasuaki Kaneda, Director of the Japan Foundation Language Center in the U.S., Leslie Birkland, Past-President of NC STJ and Ronald Walton, Deputy Director of the National Foreign Language Center, recently had the opportunity to find out answers to these questions as a part of their visit to Japan to participate in the Sixth International Colloquium on Program Management in Japanese-Language Education, sponsored by the Japan Foundation (see accompanying article on page 12).

Ms. Birkland and Professor Walton, through arrangements coordinated by Director Kaneda, were fortunate to have an intriguing visit and discussion with the President and officers of The Society for Teaching Japanese As a Foreign Language, headquartered in Tokyo. The Society was formed in 1962 with 314 members. Today, it is officially accredited under the jurisdiction of the Ministry of Education and the Ministry of Foreign Affairs as a non-profit organization boasting an impressive membership of 3,652 members. Relying on a 1993 survey, the Society estimates that there are nearly 76,000 students enrolled in Japanese language programs in Japan with over 11,000 instructors teaching at more than 1,100 institutions. Between 1988 and 1993, the number of students has increased by almost 12,000, and the number of teachers and institutions has nearly doubled.

What does the Society do? The mission involves the following: (1) collect and disseminate information of

the teaching of Japanese domestically and abroad (2) conduct research and surveys on Japanese language teaching (3) organize conferences, training programs and lectures (4) publish journals, studies, and reference books (5) develop proficiency measures and (6) cooperate with Japanese language teaching organizations in Japan and abroad. The Society sponsors an annual meeting of members, and conducts approximately 10 local study meetings per year. The Society publishes a Journal (the Journal of Japanese Language Teaching) three times per year, as well as supplementary textbooks, handbooks on Japanese language teaching, testing, course design and the like, and publishes a Directory, the 1994 edition of which profiles 2,000 members and lists 80 associations of teachers of Japanese both domestically and world-wide.

A training program for members is held each year and with assistance from the Japan Foundation, the Society organizes training programs for teachers who intend to teach Japanese abroad. Research covers such areas as course design and management, teaching methodology, the design of teacher training programs. Survey work has included proficiency testing, teaching materials and now multimedia teaching materials.

Birkland and Walton found the Society to be a busy place-not surprising given the growing interest in Japan in this domain-with a warm atmosphere and a sense of commitment to the mission. Their discussions with the officers revolved around finding out more about the Society and describing the Japanese language teaching situation in the United States. As Japanese language enrollments continue to climb in the U.S., and indeed globally (according to The Japan Foundation surveys, enrollment in Japanese language study abroad rose from 400,000 to nearly one million students between 1983 and 1990), linkages to organizations in the home-country, such

as the Society, become important as sources of information and points of coordination. Of course, the Society encourages membership from teachers around the world. American language educators who are interested in more information about the Society should contact them directly at:

Society for Teaching Japanese as a Foreign Language
The 9th Kowa Building
8-10 Akasaka 1-chome
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Tel: (03) 3584-4872
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On Articulation Between Pre-Collegiate Levels and Postsecondary Levels (3)

In this latest issue of *The Breeze*, we bring our readers news and information about the ATJ/NCSTJ joint meeting that was held in April, as well as reports from Michigan and Utah. It is one of the goals of those of us here at JFLC to do our best to keep our readers up-to-date with the current situation regarding articulation between postsecondary and pre-collegiate levels. More reports are expected to appear in succeeding issues.

ATJ/NCSTJ Joint Meeting on Articulation

Patricia Wetzel
Portland State University

The ATJ and NCSTJ held a joint "Preliminary Meeting on Articulation" at the Japan Foundation Language Center, March 4, 1995. Representing secondary schools were: Leslie Birkland (Lake Washington High School, Kirkland, WA), Kurt Bringerund (Arsenal Technical High School, Indianapolis, IN), Clark Tenney (Pleasant Grove High School, Oren, UT), and Patricia Thornton (Susan B. Anthony High School). Nicholas Pond (Murray High School, Murray, UT) will attend future meetings. Representing post-secondary education were Hiroko Kataoka (University of Oregon), Hiroshi Miyaji (Middlebury College), Yasuko Ito Watt (Indiana University), and Patricia Wetzel (Portland State University). Representatives of the Japan Foundation Language Center in attendance were Yasuaki Kaneda, Yasuko Yokota, Kimiko Kabutomori, and Noriko Yokoyama.

Prof. Miyaji called the meeting to order with preliminary comments on the importance of the articulation issue to both secondary and post-secondary educators. Participants agreed that the NCSTJ has been instrumental in raising awareness of not only this issue, but others that face secondary Japanese teachers and that by definition cross over to post-secondary language teachers. The Japan Foundation has carried out an initial survey of "Japanese Learning in the United States," in part to try and provide data that will aid in the resolution of articu-

lation issues.

The representatives exchanged information on the curricula at their respective institutions: the features and goals of their programs, particulars regarding credits and in-class hours, the textbooks and other instructional materials they use, the types of tests and criteria for assessment/grading they use, as well as whether and how computers serve in their courses. The question of distance learning was peripheral for most of those on the committee, but figures in the problem of articulation at many institutions.

The committee agreed that one key need in the initial discussion of articulation is an exchange of information between and among the various educational entities. This is not simply a secondary-post-secondary question but affects community colleges, elementary schools, and even college to college transfer of credit. It was clear from the exchange of information that at no level is there agreement on goals or expectations. Washington's Framework was suggested as a possible first-step in coming to some kind of consensus, but it is still early in its distribution and evaluation. In the meantime, ongoing dialog is crucial, especially at the regional level.

Another gap exists in hard data regarding the current processes of articulation: we do not know to what extent students are or are not successful in articulating from institution to institution, program to program, level to level. We do not know the characteristics of those programs where articulation is more (or less) successful. We do not know the means by which students are placed at institutions to which they transfer or articulate. Most information is hearsay. The committee requested the Language Center's ongoing support for investigating these

questions.

It was agreed that this meeting was an important and informative first-step in creating the kind of communication network that will promote articula-

tion. The committee will reconvene at the beginning of 1996, at which time the NCSTJ will report on the status of regional discussions and the Language Center will define the ways in which it can be useful in data-gathering.

The Michigan Project and Articulation

Motoko Tabuse, Ph.D.

Primary Consultant

The Michigan Japanese Language Improvement Project
Department of Foreign Languages and Bilingual Studies
Eastern Michigan University

The Michigan Japanese Language Improvement Project (MiJaLIP, hereafter) is a state-wide effort to improve Japanese language instruction, and funded by a three-year grant from the United States-Japan Foundation. The MiJaLIP goals are to: (1) increase the number of Michigan secondary schools offering Japanese language instruction; (2) increase the number of Michigan secondary school students studying Japanese; (3) establish a network of Japanese language educators to help them improve their instructional practices and serve as support for secondary-level Japanese instructors; and (4) identify and disseminate current instructional materials to use in Michigan's Japanese language classrooms.

Currently, we have about 100 K-12 schools (at least 3 elementary schools, 16 middle schools, and 80 high schools) and thirty-five colleges and universities offering Japanese language instruction in Michigan. Some schools offer more intensive Japanese language instruction where classes meet almost every day for one academic year. Some schools have less intensive Japanese language instruction where Japanese is taught for several weeks with a great emphasis on cultural understanding. To differentiate among various types of Japanese language instruction offered at K-12 schools, the project has identified at least three different types of instruction: Intensive Japanese Language Instruction, Exploratory Japanese Language Instruction, and the Infusion Model, and created operational definitions for each type of instruction.

MiJaLIP offered a series of awareness workshops during the first year of the grant as well as a series of in-service training workshops during the next two years. Topics covered in the in-service training

included: (1) curriculum design and proficiency-oriented Japanese language instruction; (2) instructional TV and other technologies; (3) materials development; and (4) evaluation and assessment. In addition to these workshops, an intensive Japanese language teaching summer institute was conducted with 15 participants in the summer of 1994.

During the three years of our activities participants of our in-service workshops and intensive summer institute repeatedly expressed their interests and concerns about several issues. One of the issues was about articulation. At the beginning of the project, many teachers of Japanese felt that they were isolated and had few other teachers to talk to. In order to deal with this specific need, our project conceptualized and implemented horizontal articulation, that is, information exchange and networking efforts among teachers of Japanese at the same level. These efforts have been strongly encouraged and promoted through group work assigned during the in-service training.

High school teachers were also concerned that many secondary school students with two or more years of Japanese language instruction could not be placed above the first-year level when they continued their Japanese language study at colleges and universities. To tackle this issue, the project designed two types of activities that specifically aimed at articulation between secondary school teachers and college/university instructors. One was to conduct two workshops entitled, "Japanese Language Programs at Institutions of Higher Education." About 20 instructors and professors of higher education represented institutions such as Central Michigan University, Eastern Michigan University, Kalamazoo College, Lansing Community College, Madonna University, Michigan State University, and the

University of Michigan. Each representative described his or her Japanese language program including curriculum goals, program outlines, enrollment status, textbooks used, other materials used, and the first-year syllabi. This year, in an informal atmosphere, several instructors conducted teaching demonstration sessions simulating a typical day in a first-year class at the college or university, followed by a lively question-and-answer session. The demonstration sessions were very informative and well received by participants across levels.

MiJaLIP designed the second activity called, "Bridging-the-Gap," an activity where a secondary school teacher and a college or university instructor visit each other's classroom. Participating secondary school teachers received substitute pay while they visited the college or university. College/university instructors received a stipend. Both parties received travel reimbursements.

The problems of building a successful collaboration within and across levels sometimes seem insurmountable and developing a good working relationship take a great deal of time. But once a trusting relationship is established, the rewards of working toward shared goals are many:

- we are currently developing portfolios of Michigan teachers of Japanese;
- we have begun interacting with each other across levels;

- Michigan teachers know more about each other (and mostly in person!) and our programs;
- secondary teachers at different schools are cooperating in developing supplementary learning materials;
- university professors can make casual telephone calls to high school teachers to talk about the students they have in common; and
- university professors talk to each other about transfer students, teaching materials, workshops and grant opportunities that are of mutual interest.

I hope that this description of MiJaLIP activities will stimulate other Japanese language educators who are in similar situations.

(For further information about MiJaLIP activities, please contact Dr. John M. Chapman, Michigan Department of Education, P.O. Box 30008, Lansing, MI 48909 or for e-mail users, FLA-TABUSEMUVAX.EMICH.EDU)

The Michigan Global International Education Resource Center at the International Institute in Flint, funded by the U.S.-Japan Foundation, the Japanese Society of Detroit Foundation, and the Center for Global Partnership holds a concentration of resource materials on Japanese language instruction.

Articulation in the State of Utah [the status quo]

R. Clark Tenney
Pleasant Grove High School

On February 24 and 25 of this year, our Intermountain Association of Japanese Language Teachers (IAJLT) group had the opportunity to meet in a conference to discuss several issues of importance to Japanese language teachers in Utah. One main focus of our conference was something which has been a major goal of the IAJLT since it was founded in 1990 - articulation dialogue between the secondary and post-secondary Japanese language programs in the state of Utah.

Like teachers across the nation, we want our students' Japanese language learning experience to meet their needs. We feel that lack of articulation between

secondary and post-secondary programs can often be an obstacle to this goal. One problem is that students graduating from secondary Japanese language programs after having taken, for instance, three years of high school Japanese are often compelled to enroll in a beginning Japanese 100 course upon entering a university program. Some students who have found themselves in this situation have felt that their years of language study at the secondary level had been, in effect, wasted. Our IAJLT group felt that this sense of discouragement and wasted time, and the high attrition rate of Japanese language students between secondary and mid-level university courses could be addressed in a session of our conference devoted to articulation issues.

We have been trying to arrange for such a session for some years now. A generous grant facilitated through the Utah State Office of Education made it possible to provide funding for our secondary-level IAJLT teachers and a representative from each of our major in-state post-secondary Japanese programs to meet together to formally discuss articulation issues of the first time ever. Representatives from Utah State University, Weber State University, University of Utah, Snow College, and Brigham Young University met with our IAJLT teachers to discuss articulation between our programs.

During this first-of-its-kind meeting, some important conclusions were reached concerning articulation in the state of Utah. First, the purpose of our meeting would *not* be for university Japanese instructors to tell high school teachers how and what to teach, or vice versa. The assumption was made that teachers on each level are professionals earnestly striving to help students learn Japanese in the best way they can, taking into account the situations present at their own institutions. No one was there to tell anyone else to "do a better job" of teaching Japanese. Rather, this was to be an *information sharing and gathering* meeting. Post-secondary teachers would come away from the meeting with a good idea of which aspects of the Japanese language are introduced to students in Utah high schools at various levels. (Fortunately, the IAJLT has recently completed suggested curriculum guidelines for first, second, and third year secondary Japanese courses in Utah schools.) Likewise, secondary teachers would come away with a good idea of what is covered at certain levels in the various post-secondary institutions in Utah, and the methods used for course placement at each school.

Another conclusion reached reflected the fact that secondary Japanese programs are made up of a wide variety of students. Many students in Utah are college-bound and plan on taking Japanese courses all through their post-secondary experience, but others do not. Some plan on traveling to Japan soon, and others do not. Some are very serious about their language study, and some are taking Japanese because "it sounded cool" or "my counselor said it would be fun." While gathering information about post-secondary curricula is a vital step in the articulation process, it is important that secondary teachers meet the educational needs of *all* of their students, not just the college-bound ones. We concluded that for this reason, it is important that secondary teachers do not, for instance, simply teach to a certain examination, or cover only material required for entrance into the 102 level of any certain

university program.

Thus, information sharing and gathering was the main focus at the articulation session of our conference. Neither secondary teachers nor post-secondary teachers would be expected to change their own programs to coordinate or "fit" with their counterparts on the other level. Although this might make the transition more smooth for some students, this approach would not necessarily be best for all students at both levels. However, as post-secondary institutions adjust and develop courses in the future, it will be useful for them to have a good idea of what aspects of Japanese are being introduced to their students who have graduated from a secondary Japanese program in the state of Utah. Likewise, as secondary teachers adjust and develop their own courses in the future, it will be useful for them to bear in mind the aspects of Japanese which must have been mastered by students who hope to begin their post-secondary study of Japanese in intermediate, rather than beginning, courses. The articulation dialogue we accomplished at our conference will no doubt be beneficial to future college-bound Utah high school Japanese language students.

Finally, this information sharing and gathering will be beneficial to our students in a more immediate sense, as well. It was agreed that each post-secondary representative would provide the IAJLT with a course by course listing of what texts and other materials are used (and what chapters and concepts are covered) in their school's beginning Japanese courses, and what methods they use to determine student placement. Utah's secondary Japanese teachers will soon be equipped with a good general idea of what it will take for their college-bound students to succeed in various Japanese courses at the major post-secondary Japanese programs in our state. With this data base, secondary teachers will be better able to advise students as to what course level they might be qualified for at certain colleges and universities, what supplementary materials to study if they want to enter higher-level courses, and what schools emphasize most the aspects of Japanese in which the student has most interest.

Instead of focusing on shortcomings of various Japanese language teaching programs in Utah, we were able to focus on students' needs, and identify specific obstacles to fulfilling those needs. Instead of suggesting to our colleagues how they could be better teachers, we gathered the information necessary to fine-tune our own programs, and to advise our students about existing conditions. We hope that our dialogue on these matters will be the first of many

future sessions in Utah to help Japanese teachers on all levels further reach our common goal of meeting

the educational needs of our students.

Follow-up Workshop To JFLC Summer Workshop '94

February 25, 1995 Saturday 9:00 am – 6:00 pm

JFLC invited all 20 participants of the '94 summer workshop. Eight participants out of the 20 reunited in this follow-up workshop. The purpose of the workshop was two-fold: 1) The participants from all over the states reunite, exchange professional information, and strengthen their mutual network. 2) JFLC gets feedback of the summer workshop from the participants so that we could improve our future workshop.

The pre-workshop assignment asked participants to send a one-class hour audio/video-recording of their teaching with the corresponding teaching plan and self-evaluation. The workshop started with a general discussion session in which participants gave their feedback and evaluation on the summer workshop as well as the reports on their current teaching. Following this discussion, about five hours were spent for viewing/listening tapes they sent us as pre-workshop assignment, and commenting on each other's teaching. At the end of the day, our library's latest materials were introduced.

The time flew in sharing and discussing our experi-

ences, ideas for teaching techniques, and problems as well as solutions. The results of the follow-up workshop evaluation questionnaire from the participants were extremely positive on every aspect of the workshop.

The following is the list of participants of the follow-up workshop.

Janet Akaike-Tosts, Central & Glendale High Schools, MO

Sarah Diaz, Chapel Square Media Center; Fairfax Country Public Schools, VA

John Henry Flathmann, B. Heed Henderson High School, PA

Yasuko Nadayoshi-Walcott, Kennedy High School, MD (until 1994)

Mari Omori, Tomball High School, TX

Hiroko Takebe Scharon, Katy/Houston/Spring Branch, Independent School District, TX

Hiroko Suga, Parkway South High School, MO

Taeko Tashibu, Auburn Senior High School, WA

The Sixth International Colloquium on Program Management in Japanese Language Education (1)

Leslie Okada Birkland
Washington Lake High School, WA

The Sixth International Colloquium was held in Urawa, Japan, at the Japan Foundation Language Institute on December 8th and 9th with two participants invited to attend from Australia (Hiroshi Haga, Joseph Lo Bianco), Canada (Masako Fukawa, Michiyo Tsurumi), New Zealand (Louis Barrowman, Diane Crew) and the United States (Leslie Birkland, Ronald Walton), Professor Osamu Mizutani served as Moderator of the Colloquium. Other domestic members -included Yutaka Miyaji, President of Tezukayama Gakuin; Nobuko Mizutani, Professor of

Ochanomizu University; Kazuo Ohtsubo, Professor of Tohoku University; Munemasa Tokugawa,

Professor of Gakushuin University; Special members: Suzuko Nishihara, Director of Department of External Services of the National Language Research Institute; Toshio Okazaki, Assistant Professor of Tsukuba University; members of the Ministry of Foreign Affairs; and Members of The Japan Foundation.

This year's theme was, "Teaching Japanese as a Foreign Language in a Multicultural Society Focusing on Secondary Education". The purpose of the Colloquium was to have the overseas guests report on the current status of Japanese language education in their respective countries and suggest ways to address current issues. This information would enable The Japan Foundation to draft plans for various projects to support overseas Japanese language education.

The two full days were spent listening to reports from the various countries, fielding questions and participating in discussions concerning issues such as multi-culturalism, teaching "culture", and the effectiveness of communicative-based instruction. During the breaks, there was plenty of opportunity to exchange ideas and information with one another. We toured the beautiful facility and captured the moment with a group photo. The facility was indeed impressive, but we were equally impressed with the exceptional ability of their simultaneous interpreters, who translated the following information.

In the late '60s Australia did not have an established curriculum for Japanese language education at the secondary level. Reading, comprehension and translation were emphasized. Until the mid '70s, the only available textbooks were those developed for the university level. Professor Alfonso of the Australian National University and other members were the first to produce a secondary level text.

The Australian Languages Levels Guidelines (ALLG) and the National Policy on Languages (NPL) were issued at the national and state levels in the late 1980s. "Each state then independently pursued the development of its own language policies, curricula and syllabi based on the NPL." (Haga)

Since 1990, the Senior Secondary Assessment Board of South Australia (SSABSA), has been responsible for "the preparation and inspection of syllabi for all registered subjects for the high school graduation qualifying examinations, and for the preparation and grading of the qualifying examinations themselves.. It specifies the extent of Japanese language skills to be achieved upon completion of the high school course of study. This syllabus is used as the basis for the entire secondary school curriculum through to the end of high school." (Haga)

In British Columbia, Canada, prior to 1985, Japanese was taught in the local communities of Kamloops, Richmond and Nanaimo. However, after the Curriculum Guide for Japanese 9, 10, and Beginning

Japanese 11 was developed in 1985, Japanese was offered throughout the province, using a functional, communicative approach, rather than a grammatical one.

The textbooks prescribed by the Ministry were grammar-oriented, making it difficult for the Canadian teachers to integrate the texts and the Curriculum Guideline. The Ministry then funded the development of a Japanese Resource Book, a supplementary resource which provided effective communicative activities for the secondary classrooms which were in line with the guidelines.

Additionally, due to the lack of native teachers, the Ministry of Education introduced a monitor system to meet the needs of both the students and teachers. The monitors assist with pronunciation, speaking and writing skills; work closely with slower learners; supply cultural resources; develop learning materials; and sponsor Japanese clubs. Another purpose of the monitor system is to encourage native speakers who hold Japanese degrees to obtain a teaching certificate in B.C., thus helping to solve the problem of teacher shortages.

The Canadian curriculum revision committee recently developed a new guide in 1994 which is organized into three basic areas: Language, Culture and Society, and Communication Strategies. "Language has been divided into skill elements of listening, speaking, reading, and writing. Culture and Society is not limited to the fine arts, performing arts, crafts or fashion but encompasses contemporary and historical values and traditions of the society. By using a selection of communication strategies, students will enhance their language skills at all levels." (Tsurumi)

Recently, more Asian ESL students in B.C. are studying Japanese. The reasons for this increase include fulfilling admission requirements for university in B.C.; improving career opportunities; and feeling more comfortable with a familiar writing system as opposed to studying French. In 1908, New Zealand had 1,442 secondary students studying Japanese (the fourth most popular international language after French, German and Latin). By 1990, 12,442 secondary students were studying Japanese, making it the second most popular language. In 1994, 26,301 students were studying Japanese in 236 out of 426 schools, making it the number one most taught foreign language in New Zealand. This increase is attributed to the fact that Japan is New Zealand's most important trading partner and future employment possibilities in trade

or tourism have prompted this increase.

The main emphasis of the National Syllabus for students learning Japanese from Form 3 to Form 7 (equivalent to grades 8 through 12) in New Zealand is "effective communication and the development of the student's ability to understand and use Japanese in practical communicative situations."

"Because New Zealanders very quickly forget how to write kanji unless they live in Japan, it was felt that recognition was more important than production." (Barrowman)

The syllabus is designed to help students to: understand the language spoken at moderate speed; reply to questions on subjects within their linguistic experience; read with reasonable fluency prose or dialogue written in kana or kanji they have been taught; write well-formed kana and kanji where appropriate; express themselves in written Japanese with reasonable accuracy and appropriate Japanese script; use non-verbal conventions appropriate to social situations; acquire and demonstrate some knowledge and understanding of the general background of the Japanese people and their way of life; develop greater awareness and respect for cultural differences." (Barrowman)

The topics covered in the syllabus are very similar to the ones in the Washington State framework.

The Bursary Examination is administered to assess

the Japanese language taught. "The Bursary result is based on an external national examination in November (80%) and an internally assessed component (20%). The examination tests the skills of listening, reading and writing, while the internally assessed component is based on 3 speaking tests administered by the class teacher during the year. These tests must be recorded on tape and sent to the New Zealand Qualifications Authority if requested." (Barrowman)

Many of the New Zealand schools have moved away from romaji in favor of kana and since the mid 1980s a topic-based communicative approach has been in practice.

An overview of the status of Japanese language education in the United States followed by the history of A Communicative Framework for Introductory Japanese Language Curricula in Washington State High Schools was given. To conclude the U.S. presentation on curriculum slides explaining the format and content of the document was shown.

Interestingly enough, all of us discovered that we share many of the same problems from teacher education and training issues to the lack of appropriate materials. Holding an International Conference, such as this, with other countries in the world that teach Japanese can only strengthen our programs as we discuss concerns, share ideas, and solve problems. . together.

The Sixth International Colloquium on Program Management in Japanese Language Education (2)

Ronald A Walton

The National Foreign Language Center at The Johns Hopkins University

The Japan Foundation recently held the Sixth International Colloquium on Program Management in Japanese Language Education at the Foundation's Japanese Language Institute in Urawa, Japan, December 8-9, 1994. Each year the Foundation invites participants from overseas to report on the current state of Japanese language education in their respective countries, as well as to identify issues and needs which can assist the Foundation in formulating projects to strengthen Japanese language instruction overseas. The theme of this year's colloquium was "Teaching Japanese as a Foreign Language in Multicultural Society--Focusing on Secondary Education" and the meeting was based

on reports from four English-speaking countries: Australia, Canada, New Zealand, and the United States.

Two participants were invited from each country, one asked to report on Japanese language study and administration within the broad context of the country's education system and the other asked to report on issues and developments in the area of Japanese language curriculum and teaching at the secondary level. Ms. Leslie Birkland, Past-President of the National Council of Secondary Teachers of Japanese, and teacher at Lake Washington High School and Ron Walton, Deputy Director of the National Foreign

Language Center were invited as the U.S. representatives to the international colloquium. In addition to the eight overseas representatives, the meeting was attended by approximately 25 representatives drawn from the Japan Foundation, the Ministry of Foreign Affairs, the National Language Research Institute, the Japanese Language Institute, as well as from several Japanese Universities.

Ms. Birkland reported on curriculum issues at the secondary level in the United States, gave a brief overview of the national framework document A Framework for Introductory Japanese Language Curricula in American High Schools and Colleges, (by the National Foreign Language Center), and presented a detailed description of the Washington State framework: A Communicative Framework For Introductory Japanese Language Curricula in Washington State High Schools (produced by the Washington State Japanese Language Curriculum Guidelines Committee). The latter was presented as an example of the type of curriculum development work that is of current interest to many Japanese language teachers and programs in U.S. secondary schools. Her discussion included the necessity of setting goals, clarifying assumptions and principles, distinguishing the role of the written language as distinct from the spoken language, and the development of communicative skills as reflected in the new state framework.

Professor Walton's presentation focused on the broader national context including such areas as the nature of the U.S. education system (quite decentralized), language policy and language education policy, the special status of the Less Commonly Taught Languages in American secondary education and the evolution of Japanese language instruction at the secondary level. His remarks included the need for a stronger infrastructure to support Japanese language instruction at the K- 12 level and the need for more coordinated funding based on a national strategic

plan, coordinated with state and local planning, for building this stronger infrastructure.

Reports from the other English speaking countries revealed considerable work on national frameworks and plans. Japanese is now the priority foreign language in Australia, which has developed a new national language policy, and it is believed that Japanese language enrollments in New Zealand have now surpassed French enrollments, making Japanese the most commonly taught foreign language in that country. While Canada overall has not embraced Japanese as a high priority language, this is not the case in western Canada where concern with the Pacific Rim continues to drive enrollments upward. By contrast, Japanese at the secondary level in the U.S., while showing considerable enrollment and program growth, remains within the three to four percent of all secondary language enrollments in languages other than French, German, and Spanish.

Both formal and informal discussions of overseas Japanese language instruction dominated the meeting and the Japanese hosts and well as the foreign visitors explored a fascinating range of issues relevant to the teaching of Japanese in English speaking countries. Participants were treated to a tour of the Japanese Language Institute, reports by various section heads of the Institute on current activities, and presentations by representatives and officers of the Japan Foundation, the Japanese Language Institute and other national organizations. Conferences such as this offer a rare opportunity to compare the teaching of Japanese in other English speaking countries and to learn more about the efforts of the Japanese Language Institute and the Japan Foundation in working to strengthen the teaching of Japanese across the globe. Papers presented at the colloquium will be published by the Japan Foundation at a future date and Japanese language educators in the U.S. may wish to read what other countries are doing in the realm of Japanese language teaching and learning.

What Textbooks Are Used at the Secondary Level in 1994-95?

As a continuation from the survey results which appeared in the last issue of *The Breeze*, we decided to look at changes in textbook usage from the survey that had taken place in the 1992-903 year. The data obtained for this report was based on the applications for The Japan Foundation Material Donation and Salary Assistance grant programs, and applications for our Center's summer workshops returned by April 1, 19905. The total data entries were 125. Table 1 lists the textbooks used both at the middle/junior high and senior high school levels this school year. Level 1 indicates the first-year Japanese at the secondary school level, Level 2 the second year, and so forth.

Table 2.1 shows the comparison between the ten most commonly used textbooks for Japanese language Levels 1 and 2 from the '94-'95 and '92-'93 school years. Table 2.2 shows a comparison between the ten most commonly used textbooks for Levels 3 and 4. Levels were categorized into 1 & 2 and 3 & 4. As some textbooks come in two volume sets, and many schools provide two years of instruction, we can see the general trend in Table 2.1, whereas in Table 2.2 we can see the textbooks used for the students who have studied more than two years.

Table 3 lists the textbooks currently available in the United States for the secondary school level. It includes some textbooks designed for college and other levels that are used by some teachers at the secondary level.

Table 1 Japanese Textbooks Used at the Secondary School Level in 1994-95

	<i>Title of Textbook</i>	<i>Level</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>Total</i>
1	Kimono*		25	16	8				49
2	Self Made Materials		21	13	10	1	1		46
3	Learn Japanese		9	9	9	8	1		36
4	Japanese Now*		12	10	7	6			35
5	Speak Japanese*		13	12	4	2			31
6	Bunka Shokyuu		10	9	6	5			30
7	NTC's Basic Japanese*		11	10	2				23
8	Yookoso		4	5	8	1			18
9	Japanese for Everyone		3	4	7	2			16
10	Japanese (Alfonso)*		6	6	3	1			16
11	Nihongo: Introductory Japanese*		6	5	1				12
12	Japanese: The Spoken Language		4	4	3				11
13	An Introduction to Modern Japanese		1	2	2	4	1		10
14	Japanese for Busy People		5	2			1		8
15	Japanese for Today		1	1	4	1			7
16	Shin Nihongo no Kiso		1	2	2	1			6
17	Montgomery County's Textbook*		1	1	1	1			4
17	Basic Functional Japanese		3	1					4
17	Let's Learn Japanese (Yan-san)		2	2					4
17	Japanese Made Possible		1	1	1	1			4
21	Homestay in Japan*				1	2			3
21	Mastering Japanese*		1	1	1				3
21	Nihongo Shoho			1	1	1			3
24	Yasashii Nihongo Nyuumon				1	1			2
24	Japanese for Senior Secondary Students*	1					1		2
24	Nihongo Chuukyuu					1	1		2
24	Hello Japanese*	1					1		2
24	Intensive Course in Japanese				1	1			2
24	Japanese in Module				1	1			2
24	Modern Japanese (Nagoya U. Press)				1	1			2
24	Situational Functional Japanese				1	1			2
24	Teach Yourself Japanese				1	1			2
33	Asahi Shimbun de Nihongo o Yomu							1	1
33	Basic Modern Japanese						1		1
33	Basic Structure in Japanese				1				1
33	Ikiteiru Nihongo*		1						1
33	Weekly Yomiuri			1					1
Total			143	118	88	44	8	1	402

Note: N=125. Multiple answers possible. * = textbook specifically designed for high school students.

Table 2.1 LEVELS 1 & 2 The 10 Most Used Textbooks: Comparison of Years '94–95 and '92–93

'94-'95 (N=125)	'92-'93 (N=198)
1. Kimono (41)	1. Kimono (69)
2. Teacher-made materials (34)	2. Japanese Now (62)
3. Speak Japanese (25)	3. Speak Japanese (46)
4. Japanese Now (22)	4. Learn Japanese (36)
5. NTC's Basic Japanese (21)	5. Japanese (Alfonso) (28)
6. Bunka Shokyu Nihongo (19)	5. Nihongo Shoho (28)
7. Learn Japanese (18)	7. Teacher-made materials (25)
8. Japanese (Alfonso) (12)	8. NTC's Basic Japanese (16)
9. Nihongo: Introductory Japanese (11)	9. Bunka Shokyu Nihongo (12)
10. Yookoso (9)	10. Japanese for Everyone (12)

Table 2.2 LEVELS 3 & 4 The 10 Most Used Textbooks: Comparison of Years '94–95 and '92–93

'94-'95 (N=71)	'92-'93 (N=97)
1. Learn Japanese (17)	1. Japanese Now (25)
2. Japanese Now (13)	1. Learn Japanese (25)
3. Bunka Shokyu Nihongo (11)	3. Japanese for Everyone (16)
3. Teacher-made materials (11)	3. Nihongo Shoho (16)
5. Japanese For Everyone (9)	5. Bunka Shokyu Nihongo (14)
5. Yookoso (9)	6. Speak Japanese (13)
7. Kimono (8)	7. Teacher-made materials (12)
8. An Introduction to Modern Japanese (6)	8. Japanese (Alfonso) (8)
8. Speak Japanese (6)	9. An Introduction to Modern Japanese (7)
10. Japanese for Today (5)	10. Japanese: The Spoken Language (6)

Note: Multiple answers possible.

Table 3 Japanese Textbooks for Students at the Secondary School Level Available in the U.S. for '94-'95

Title	Year	Authors	Publisher	Price*
An Introduction to Modern Japanese#	1978	Mizutani & Mizutani	The Japan Times	¥3,510
A Homestay in Japan (Reading)	1992	Allen & Watanabe	Stone Bridge Press	\$16.95
Basic Functional Japanese#	1987	Pegasus Lang. Service	The Japan Times	\$35.00
Bunka Shokyu Nihongo#	1987	Bunka Institute of Lang.	Bonjinsha	¥1,600
Contact Japanese	1993	Nesbitt et al.	EMC Publishing	\$19.95
Hello in Japanese 1-2	1990	Keiko Inoue	Heian	\$14.50
Hiroko-san no Tanoshii Nihongo	1986	Nemoto & Yashiro	Bonjinsha	¥1,800
Ikiteiru Nihongo Vol. 1-2	1992	Lowry & Morimoto	NFLRC	\$10.00
Japanese Book 1-4	1978	Alfonso	Curr. Develop. Ctr (Aust.)	\$18.95
Japanese for Busy People Vol. 1-2# (revised)	1994	AJALT	Kodansha International	\$19.95
Japanese for Everyone#	1990	S. Nagara et al.	Gakken	\$24.95
Japanese for Today#	1973	Y. Yoshida et. al (eds.)	Gakken	¥3,600
Japanese for Young English Speakers Vol. 1	1994	Young & Rollins	Georgetown Univ. Press	\$21.95
Japanese 1 & 2 Textbook	1991	SERC	NDE/NETC	\$?
Japanese Made Possible Vol. 1&2	1988	H. Takeuchi	Bonjinsha	\$28.75
Japanese Now Vol. I-IV	1982	E. Sato et al.	Univ. of Hawaii Press	\$18.00
Japanese for Senior Secondary Students	1991	Wood & Howie	Wood & Howie Publications	A\$?
Kimono I-III	1990	H. McBride	EMC Publishing	\$18.95
Learn Japanese I-IV#	1983	J. Young & Nakajima	Univ. of Hawaii Press	\$18.95
Mastering Japanese Through Listening & Observation 1	1992	T. Kumakura	Japan American Inst.	\$?
NTC's Basic Japanese Level 1-2	1992	Lynn Williams	National Textbook Company	\$19.95
Nihongo: Beginning Japanese Part I & II	1991	A. Kakutani	Earlham College	\$12.00
Nihongo: Introductory Japanese Vol. 1-2	1992	Sato & Yamashita	Bess Press	\$19.95
Nihongo Shoho#	1985	The Japan Foundation	The Japan Foundation	¥1,957
Speak Japanese Book 1-2	1988	Saka & Yoshiki	Kenkyusha	¥1,800
Yoroshiku: Moshi Moshi (Stages 1-2)	1994	Nat'l Curr. Guidelines	Curr. Corporation	A\$24.95
Pera Pera (Stages 3-4)	1994	Nat'l Curr. Guidelines	Curr. Corporation	A\$34.95
Yookoso#	1994	Y. Tohsaku	McGraw Hill	\$49.00

* The price is for Volume 1 of the student books.

indicates the textbooks not specifically designed for secondary school students.