

## Going Ahead

IT IS VERY ENCOURAGING TO SEE THE RECENT development of dialogues and exchange of ideas among teachers of Japanese. Since the Japanese Language Meeting in Washington last April (see report in Breeze 15), there has been a series of discussions by Japanese language educators from various levels on how to effectively strengthen and unify the field in the United States.

The least we should forget is that in education, the main actors are teachers and learners. With this in mind, we are happy to print reports and proposals made out from recent teachers' discussions in this issue. I am grateful that Dr. Laurel R. Rodd, President of Association of Teachers of Japanese, was willing to take the time and compile those important materials for us.

Momentum gathered in the Washington meeting is still strong, and I hope this stream will lead the field to have more concrete ideas to establish national force, thus the field will potentially demonstrate some good examples to other fields of education and intercultural exchange.

In this issue, the readers will also learn the progress of critical national standards (page 6) and the latest teachers' training workshops in Santa Monica (page 8). Our new web-site (page 11) now includes all the participants' list from the past workshops at the Language Center.

In the ASAGI section, there is a continuing presentation of some of our film-related programs (page 12).

Last but not least, we request your cooperation in updating our mailing list so you may receive future issues of the Breeze. (page 15.)

ISAO TSUJIMOTO, DIRECTOR

THE JAPAN  
FOUNDATION

& Language Center  
in Los Angeles



& Language Center  
in Los Angeles

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## Colorado Springs Meeting for Japanese Language Teachers (July 29, 1997)

*Reported by Laurel Rasplia Rodd  
President, Association of Teachers of Japanese  
University of Colorado, Boulder*

A MEETING OF REPRESENTATIVES OF THE Japanese language teaching field was held July 29, 1997, in Colorado Springs, Colorado, as a follow-up to the Japanese Language Meeting held in Washington, D.C., on April 21, 1997. The Washington meeting, organized by Mr. Isao Tsujimoto of the Japan Foundation in Los Angeles, provided an opportunity for funding organizations and other organizations concerned with the teaching of language and literature to meet together with representatives of the Japanese teachers. At Mr. Tsujimoto's invitation, in Washington five teachers presented an overview of the current state of Japanese language education in the US and our assessment of the needs for the future. A more complete report of that meeting was carried in issue 15 of the Breeze.

After the Washington meeting it was agreed that it would be useful for a representative group of Japanese language teachers from all levels of instruction to meet and discuss the issues facing the field in more detail.

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The Japan Foundation once again generously agreed to partially underwrite such a meeting, piggy backing on a scheduled meeting of the joint NCSTJ-ATJ Standards Committee in Colorado Springs. Participants included Standards Committee members Yumiko Guajardo (United States Air Force Academy, Colorado), Kim Jones (University of Arizona, Arizona), Yoko Kano (University of North Carolina, Wilmington, North Carolina), Hiroko Kataoka (University of Oregon, Oregon/California State University, Long Beach, California), Yasuhiko Tohsaku (University of California, San Diego, California), Yasuko Ito Watt (Indiana University, Indiana), Pamela Delfosse (Madison West high School, Wisconsin), Waunita Kinoshita (Urbana High School, Illinois), Norman Masuda (Palo Alto High School, California), and Toyoko Okawa (Punahou High School, Hawaii), plus ATJ representatives Laurel Rasplica Rodd (University of Colorado, Boulder, Colorado), Shoichi Iwasaki (University of California, Los Angeles, California) and Charles Quinn (Ohio State University, Ohio), and NCSTJ representatives Leslie Okawa Birkland (Lake Washington High School, Washington) and Hitomi Tamura (West Lynn High School, Oregon). Also in attendance as observers were Richard Brecht of the National Foreign Language Center, Nathaniel Bolin of the US-Japan Foundation, and Isao Tsujimoto of the Japan Foundation.

The Meeting began with a brainstorming session during which the participants discussed goals and needs

in several overlapping areas identified at the Washington meeting. In the area of national infrastructure, participants agreed that it is critical to develop national goals and standards, that we need to implement the standards at the state and district levels through workshops and other means, and that we need to develop assessment instruments to facilitate articulation and for program evaluations. Development of a communication network for information gathering and sharing was also deemed an important goal.

It was agreed that partnership and articulation between Japanese language teachers' organizations would be facilitated by establishment of a central office with executive director and staff. This office could assist with grant writing to get funding for projects identified by the field. This central office would also play a role in information exchange and networking, building on regional efforts through cooperation and collaboration between ATJ and NCSTJ so as to involve teachers at all levels and specialists in all parts of the field (language, linguistics, literature). The central collaborative office should play a role in "traffic control" for information collection and dissemination. It should work with state foreign language supervisors, other languages groups, and organizations such as ACTFL. The central office should also function as a clearinghouse of program descriptions so teachers could help students choose programs (university, study abroad, summer intensive). It should develop the ATJ web page to make it a field-wide resource through links and investigate the online sharing of non-proprietary teaching materials.

In addition, it was recognized that there is a need for regional/local meetings as well as national, and that the central organization needs to encourage regional groups and to reach out to isolated teachers with little connection to organizations and resources. The value of actually visiting different programs (K-12/university/community college, etc.) to learn what goes on was noted.

Areas targeted for research included development of assessment tools for various purposes, ethnographic classroom research, research to support articulation efforts (how students fare and why), development of a unified curriculum model, profiles of programs with detailed description, research on student motivation and match to enrollment, and attrition.

It was also noted that there is a need to disseminate the results of this research where it can do some good, both within the profession and to administrators and the public.

Support for schools in terms of materials, equipment, staff, etc., continues to be important. There is a need for leadership development and for strong pre-service programs that will diminish the need for in-service training. We need to motivate students to study Japanese, through study abroad programs, etc. Teachers need training in content, methodology, and professionalism (what it takes to develop and maintain strong programs, including leadership, skills, outreach, advocacy, understanding of the American educational system and institutions). Support needs to reach beyond teachers and students to counselors, advisors, parent/community groups, to help them recognize

# Task Force Proposal

he value of Japanese study. We should help schools find ways to integrate language instruction with the total curriculum moral and monetary support to administrators would help. A network for teacher training programs, few and isolated, would be useful, as well. And there is a continued, even increasing, need for travel grants for professional development as well as research /study, a need for grants for library visits for research and for program visits for assessment and research.

Among the aspects of teacher training and professional development targeted were workshops to assist teachers in understanding and using the standards, leadership training, and continued training in basic technology and its use. Both strong BA level certification programs and excellent in-service training focusing on continued language and content development for non-native speakers and pedagogy (and understanding of the American school system) for natives are needed. Such training should cover not just language and culture, but also general knowledge about language and basic principles. The profession must define the core knowledge a teacher needs. And such training needs to be available and affordable for all.

Needs identified related to methodology and materials included: materials for all levels and for diverse learners, increased availability of pedagogical technology, authentic materials, "plug-in" lessons on different topics that can be integrated into a variety of curricula, advanced level intellectually-motivating materials based on

Beginning with the question of how the field of Japanese language education might be best supported, presented and approved, it was the sentiment of the group that a central collaborative agency was becoming necessary to the profession. The ultimate structure, personnel, and funding for this entity were left open for further consideration by the NCSTJ and ATJ. This office would serve the profession as its logistical center, striving to meet each of the objectives discussed below.

**Advocacy.** In its role as advocate for the profession, the agency would engage in activities both within the Japanese teaching community and within the greater society on behalf of the profession. Efforts could be made to articulate and present the value of Japanese language learning to students, parents, counselors, administrators, and interested players in the community. The office would also maintain a presence on the World Wide Web to benefit teachers and to communicate the strength of the profession to others. The central office would serve as a clearinghouse of information for all interested parties wanting to know more about the profession. In addition, this office would work with funding organizations to procure the financial support necessary to accomplish the objectives of the profession.

## **Infrastructure building.**

An important aspect of infrastructure building is the creating of standards and guidelines for Japanese instruction. It is important that the national standards be completed, and that teachers

and administrators be educated to consider how the objectives set forth can be achieved in the schools. Development of teaching materials and assessment tools, both for individual courses and for entire programs, will also play a critical role in the long-term achievement of the goals described in the national standards.

## **Teacher training and development.**

Greater availability of quality teacher training is needed for pre-service teachers-to-be, in-service teachers, and for certification. The profession should help to ensure that all teachers have a minimum level of competence by defining professional teacher standards and working to help teachers meet them through a variety of training programs.

## **Research and development.**

Support both for research and for dissemination of the results of research is important to the field. Areas include: classroom practices, articulation among various levels, assessment, applicability of teaching materials and methods to diverse audiences, methods of delivery of instruction (immersion, study abroad, distance learning, etc.), second language acquisition, and general research in language and culture, among others. The central office can play a role in securing funding, bringing researchers together for research projects, and dissemination of information.

*(This proposal was compiled by Laurel Rasplica Rodd, based on proposals submitted by Pamela Delfosse, Norman Masuda, Charles Quinn, and Yasuko Ito Watt.)*

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authentic texts and video, and materials that lead students through language to knowledge of other fields. The problems of copyright continue to be an issue when adapting authentic materials to pedagogical use.

Technology was discussed both as a communication tool and instructional technology. We need instructional materials for different audiences and different purposes, and we need to evaluate teaching technology, assess its uses and benefits, and develop “templates” for authoring materials. We also need a “gigantic clearinghouse”

with responsible managers well-informed about the field to gather and disseminate information to the field and to the broader community.

The group discussed the current status of NCSTJ/ATJ ties. NCSTJ was organized in 1992, with ATJ assistance, to focus on the rapidly expanding area of secondary Japanese language education. The Presidents of the two organizations sit on each others’ Boards of Directors, and the organizations cooperate on a variety of projects of interest to the Japanese language field (such as Standards, this

brainstorming meeting, etc.). The two organizations share many goals and also many members.

Dick Brecht suggested that the Japanese language field consider developing something like a “national Japanese network” to bring the resources of the field together, develop standards, offer certification, etc. Such a network might support the functions of providing information, communication, teaching, learning, assessment, and gathering and disseminating information for application of research projects.

## ATJ BOARD MEETING *(September 27, 1997)*

The Board of the Directors of the Association of Teachers of Japanese engaged in a strategic planning session at their mid-year meeting September 27, 1997. The Board discussed the outcomes of the Washington Summit and the Colorado Springs meeting described above, discussed association goals and priorities, and voted unanimously to “investigate with the NCSTJ the possibility of establishing a central collaborative office with paid executive director and staff support that could relieve the elected officers of both organizations of some aspects of administration of, and fund raising for, projects determined by the Boards of both organization.”

Among the goals identified by the Board in strategic planning were these. (This is a preliminary list; priority items are starred, but the other items were not ranked.) :

### A . G A T H E R A N D I D S S E M T I E N A I N F O A R T M I O N

- \*\* support activities of the Study Abroad Clearinghouse project to encourage more American students to study abroad in Japan
- create opportunities for ongoing, fieldwide discussion
- identify national issues and help the field prioritize
- publish information of interest to all members of the field
- publish relevant listserv information in the Newsletter

### B . A D V A C Y

- disseminate information on the activities of other language-teaching related organizations
- encourage inclusion of information on Japanese studies at meetings of other organizations,

such as the state and regional language organizations

- maintain a presence and participate in lobbying and professional organizations
- recruit broader membership
- publicize findings of research and communicate the strength of the profession
- educate administrators and the public

### C . N E T W O R K I N A N D I N F R A B U C R E B U L I D I N

- \*\* complete standards for Japanese language learning (circulate drafts widely for feedback by mail, web page, and discussion at professional meetings)
- \*\* complete framework for advanced Japanese (circulate drafts widely for feedback by mail, web page, and discussion at professional meetings)



The afternoon session focused on ways the Japanese language field could organize to work together and meet some of the goals described above. Models for a collaborative mechanism to address research and development, infrastructure, advocacy, and teacher training were discussed. A task force (Yasuko Ito Watt, Charlie Quinn, Pamela Delfosse, Norman Masuda) was commissioned to develop a proposal for such a collaborative mechanism to be presented for discussion at Board meetings of both NCSTJ and ATJ.

## ATJ on the World Wide Web

<http://www.colorado.edu/ealld/atj>

*Susan Schmidt • Director of StudyAbroad/Japan Clearinghouse  
Association of Teachers of Japanese*

Study abroad, new technology for Japanese-language instruction, and job opportunities in the expanding field of Japan studies are just three of the themes that are emphasized on the new website of the Association of Teachers of Japanese (ATJ).

For ATJ, the Internet presents a new and dynamic addition to the ways in which the organization can communicate with its far-flung membership of more than 1200 teachers of Japanese at the secondary and university levels. It is being used to announce job openings, to help members look for research collaborators and improve their skills, and to publicize the Association's activities. It provides links with other sources of information on Japan and on the teaching of its language and culture.

As part of a new effort to increase the opportunities for undergraduate students to study in Japan, ATJ has established the StudyAbroad/Japan Clearinghouse. With the assistance of the Japan-US Friendship Commission, the Clearinghouse is collecting and publicizing information on study-abroad programs, encouraging ATJ member teachers and their students to consider a semester or a year in Japan as part of their course of study, and working to find new sources of financial and logistic support for American students in Japan.

The Association can also be contacted by mail, at Campus Box 279, University of Colorado, Boulder, CO 80309; by phone at (303) 492-5487; by fax at (303) 492-5856; and by e-mail at <atj@colorado.edu>.

- target broader executive board representation
  - expand cross-representation between ATJ/NCSTJ
  - develop connections with regional organizations
  - offer to publish news/newsletters on ATJ web page
  - expand variety of information on the ATJ web page to include detailed information on programs, job openings, professional development activities, funding sources, ongoing and completed research, certification, etc.
- D . T E A C H E R   R A N I N G   A N D   A  
D E V E L O P M E N T**
- organize workshops on standards for Japanese language learning
  - develop and coordinate professional development workshops
  - develop professional teacher standards for Japanese

- emphasize learner-centered teacher training
- assess established means of pre-service and in-service training and try new ones (degree and certification programs, summer programs, workshops and meetings, internships and TAships, technology, newsletters)

### **E . R E S E A R C H D E V E L O P M E N T**

- \*\* develop outcomes assessment
- \*\* develop teacher assessment
- develop joint research projects incorporating and serving all levels and instruction
- assess success of articulation projects

- assess immersion programs
- assess impact of study abroad
- develop learning resources
- other areas:
  - teaching of literature
  - content-based language instruction
  - placement

ATJ is now looking forward to working with NCSTJ on establishing a central office, as well as on the various needs of the field identified above.

*Laurel Rasplia Rodd  
President, ATJ*

# Call for Input: Standards for Japanese Language Learning

(October 1997)

**Hiroko C. Kataoka**  
**Chair, Japanese National Standards Task Force**  
**University of Oregon/California State University, Long Beach**

The National Standards in Foreign Language Education Collaborative Project (NSFLECP) last year published the results of its efforts, *Standards for Foreign Language Learning: Preparing for the 21st Century* (hereafter referred to as "*Standards for Learning*"). This document presents five goal areas, Communication, Cultures, Connections, Comparisons, and Communities, with a set of standards for each. It also includes some sample progress indicators for each standard, along with examples of learning scenarios.

The set of standards set forth in *Standards for Learning* applies to all foreign languages. As it was being developed, though, it became apparent that this generic set of standards could not accommodate significant differences posed by some foreign languages. This realization led the NSFLECP to develop language-specific standards as well.

In response, the Association of Teachers of Japanese (ATJ) and the National Council of Secondary Teachers of Japanese (NCSTJ), which represent the Japanese language in the NSFLECP, formed the Japanese

Standards Task Force in November, 1996 to develop specific standards for Japanese based on a careful examination of the generic document. The twelve-member task force, which is composed of K-12 and college teachers of Japanese from Hawaii to New England, has worked for the last 10 months individually, as small groups, and as a committee of the whole to develop standards for the learning of the Japanese language. The members are listed as follows:

Pamela Delfosse, Madison West High School, Wisconsin  
Yumiko Guajardo, US Air Force Academy, Colorado  
Kim Jones, University of Arizona, Arizona  
Yoko Kano, UNC-Wilmington, North Carolina  
Hiroko Kataoka, University of Oregon, Oregon / California State University, Long Beach, California  
Waunita Kinoshita, Urbana High School, Illinois  
Norman Masuda, Palo Alto High School, California  
Toyoko Okawa, Punahou School, Hawaii  
Carrie Penning, East Hartford Glastonbury Magnet School, Connecticut  
Yasu-hiko Tohsaku, University of California, at San Diego, California  
Yasuko Ito Watt, Indiana University, Indiana

The NSFLECP is the major funding source for the Task Force, with additional funding provided from the Japan Foundation & Language Center in Los Angeles. The U.S. Air Force Academy also kindly made available their facilities to us for a one-week meeting.

The first draft of the Japanese Standards is now ready for review and comment by NCSTJ and ATJ members. Below are several important points concerning this document. First, however, an important notice for your attention: the Task Force is inviting all Japanese teachers to read the draft and send in feedback, including suggestions for changes. Any input you can give us will be extremely helpful. If you are a concerned teacher of Japanese you also have a stake in the process, because once the standards are accepted by state and local school districts they will probably have some kind of impact on your teaching.

The Japanese Standards draft is available through the ATJ web page ([www.COLORADO.EDU/EALLD/ATJ](http://www.COLORADO.EDU/EALLD/ATJ)). For those of you who do not have access to a computer or the web, printed copies are available from the ATJ office at the University of Colorado. Please write to the following address for copies of the first draft of the Japanese Standards and/or the evaluation form for the draft:

ATJ  
CAMPUS BOX 279  
University of Colorado  
Boulder, CO, 80309-0279  
ATJ@COLORADO.EDU

We would also like to solicit some learning scenarios from teachers of Japanese. Selected contributions, with some possible editing by the task force and professional editors, will be included in the final document. The contributors will of course be acknowledged in the final document. We will need scenarios for grade school and middle school as well as for high school and college.

And now, several points that we would like the readers to know about the Japanese Standards:

- Japanese Standards follow the content and format of the generic standards. We strongly recommend that you read *Standards for Learning* either prior to or concurrently with the Japanese document. (*Standards for Learning* is available from ACTFL, 6 Executive Plaza, Yonkers, NY 10701-6801.)
- STANDARDS in both *Standards for Learning* and the Japanese specific document are Content Standards which define what all students should know and to be able to do: they are NOT performance standards that define how well students demonstrate competency in the foreign language.
- SAMPLE PROGRESS INDICATORS are statements that reflect student progress in meeting a standard, which can be realistically achieved at some level of performance by all students. They reflect student progress in meeting standards, but they are NOT Standards, nor are they proficiency

requirements. The progress indicators assist states, districts, schools, and universities and colleges in establishing acceptable performance levels.

- LEARNING SCENARIOS are examples of standards-driven classroom activities. Teachers are not expected to replicate these activities in class, although they offer teachers hints for useful activities and can be adapted easily into many classrooms.
- The main differences between the generic and the Japanese documents are in the sample progress indicators and learning scenarios. The goals and the standards are almost identical in both documents, except for the name of the language. Many of the sample progress indicators for Japanese are simpler than the generic ones for the same grade level, reflecting the realities of teaching and learning a Class IV\* language. The Japanese document also includes sample progress indicators for grade 16. (The generic document only goes up to grade 12.) The Task Force believes that the standards project, as a joint effort for K-college teachers, should help to lay the ground work for addressing the articulation issues we have long been discussing.
- Many reviewers will notice that the sample progress indicators assume a single entry point at kindergarten, which is unrealistic in today's Japanese language education. There are few programs nationwide in which students can study Japanese for 17 years. One might argue, then, that such a document is useless. It was compiled, however, in the hope that the opportunity for Japanese language

learning will become available to students across the United States beginning as early as kindergarten. Until that happens, however, it will be necessary for teachers and administrators to adapt these standards to presently existing programs while they explore possibilities for fuller programs in the future. For example, one can apply the sample progress indicators for the grade 4 level to the grade 12 level, adapting for age appropriateness, if entry in the 10th grade is the norm in a particular school district. Also, the document includes some sample learning scenarios that are appropriate for those who start Japanese study at the high school level or even at the college level.

The completed document, *Standards for Japanese Language Learning* will be published by the NSFLECP in November of 1998. In order to meet the deadline, the Japanese Task Force is to submit the final draft to the NSFLECP by early September. We would like your input, therefore, by mid-January. Your comments will be analyzed and good suggestions adapted or incorporated at the next meeting of the Task Force, currently scheduled in March, 1998.

The Task Force would like to thank you in advance for your cooperation and hopes to work towards a final document that the entire profession can be proud of.

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\* The major foreign languages of the world have been classified by the Foreign Service Institute into four categories depending upon how difficult they are for native speakers of English to learn. Japanese, along with such languages as Chinese, Korean, and Arabic, belongs to Class IV, the most difficult group.

# Teachers' Training in Santa Monica

*Report on the Japan Foundation's Fifth  
Summer Workshop for Pedagogy for Secondary  
School of Teachers of Japanese*

*Yasu-Hiko Tohsaku*

*Associate Professor*

*Director, Language Program*

*Graduate School of International Relations  
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*University of California, San Diego*

In light of the fact that many Japanese teachers enter the profession with no or insufficient pre-service training, such an in-service professional development workshop as the Japan Foundation's summer pedagogy workshop for secondary school teachers of Japanese is important for the improvement of our profession. The fifth annual pedagogy workshop was held from June 23 through July 2, 1997 at the Japan Foundation and Language Center in Los Angeles. I had the pleasure to observe this intensive workshop where 12 secondary school teachers of Japanese from the United States and Canada received pedagogical training from three lecturers of the Language Center.

The main goal of the workshop was to become familiarized with the development and implementation of a language lesson within the framework of proficiency-oriented instruction. This workshop consisted of five well-designed phases: introduction phase

model demonstration phase, lesson development phase, simulated practice phase, and self-evaluation phase.

The workshop started with an introduction to basic principles of proficiency-oriented instruction. The participants answered self-reflective questions and considered if these principles are incorporated in their teaching. They also looked at several textbooks including the ones currently used at their school and evaluated their content in terms of the basic principles. Then, the participants were introduced to the development process of a lesson that consists of four stages of instruction: presentation stage, input stage, output stage, and real world task stage. It was emphasized that it is important for teachers to set functional goals for each lesson and design activities so as to achieve those goals most effectively within the framework of proficiency-oriented instruction.

During the model demonstration phase, the Japan Foundation's lecturers demonstrated model activities step by step to the participants, who played the role of students in the simulated classroom instruction. Through a series of demonstrations, the participants had opportunities to learn what effective classroom activities look like, how they work in actual learning contexts, and how to manage the class during those activities. After each

demonstration, there were active discussions on a variety of issues related to lesson planning, classroom activities, materials design, textbook adaptation, classroom management, and students' motivation. The focus of the workshop was on the development of oral abilities, but there were discussions on and demonstrations of reading and writing activities within the framework of proficiency-oriented instruction. There also was a short, but excellent presentation on assessment. No curriculum is complete without a good assessment. I hope that more attention will be directed to assessment in future workshops.

In the lesson development phase, the participants first decided on what functional goal they would like to achieve in the lesson they would develop in consultation with the lecturers. During this individual consultation, the lecturers gave advice to the participants taking into consideration their teaching contexts, their students' profile, textbooks and accompany materials they were using, their teaching styles, and other relevant factors. The participants spent one and a half days to develop an initial lesson plan. The lecturers reviewed it and made suggestions for improvement. The participants spent one whole day to revise their lesson plan and prepare the final materials for their simulated classroom teaching. While developing their lesson plan and materials, the participants took advantage of a huge amount of library resources available at the Language Center and the Japan Foundation's Nihongo Library.

In the next phase, each participant gave simulated classroom instruction following the lesson plan and using the materials he or she developed, in



played the role of students. I could tell that all participants made every effort to give the most effective lesson possible by applying what they had learned in the preceding week. After each demonstration, the lecturers and participants as well gave feedback regarding the effectiveness of the lesson and materials, class management, teaching strategies, time management, and other related issues.

Each lesson demonstration was videotaped, and during the last phase, each participant watched his or her demonstration on video and reflected on his/her teaching in relation to the goal he or she had set. In some cases, the lecturers watched the video together with participants and provided very detailed feedback.

The participants were required to write a journal reflecting on their own teaching based on the discussions and workshop activities for each day. In fact, this workshop distinguished itself from other workshops I had attended before in that it emphasized the self-reflection of participant's teaching. The participants were given opportunities to reflect on their own teaching by several means: not only journal writing, but also observation of lecturers' and other participants' simulated teaching, and that of a videotape of their own teaching. Extensive one-to-one consultations with lecturers also helped the participants find problem areas of their teaching and discover ways to improve their teaching. To know what the strengths and weaknesses are as a teacher, to observe their own teaching process, and to reflect on the attitude towards teaching and their philosophies of teaching is a first step toward the improvement of teaching. The self-reflection questions

prepared for the participants for each day provided them with opportunities to look at their teaching from many different angles. While many participants took advantage of this self-reflective journal writing, some ended up writing just a personal journal without knowing the real purpose of the journal. Self-reflection should be an integral part of any in-service teacher training, and the future workshops organized by the Japan Foundation should continue to use self-reflective journals, but with some modifications of questions so as to help teachers more effectively reflect on their teaching.

Throughout the workshop, the participants had opportunities to engage with their colleagues, teaching materials, and new ideas in an active, meaningful manner. I saw several participants share and exchange ideas about teaching over or after dinner in the hotel. Native teachers helped non-native teachers with their Japanese, while the latter helped the former with ideas on how to manage a classroom. I saw a lot of collaborative work amongst teachers participating in this workshop and realized that such collaboration would help us grow professionally to a great extent.

All the participants appreciated the hard work of the lecturers. I attended several of their end-of-the-day meetings, where they discussed each individual participant's training needs as well as the day's activities and the following day's training plan. I was very much impressed with their dedication and commitment to the professional development of secondary school Japanese teachers. They are knowledgeable of the current situation of Japanese language teaching at the

secondary level and what must be done in order to improve its quality.

It would be difficult to cover a variety of topics in a short period of time, but I thought that the participants would benefit from the workshop if more attention were given to curriculum goals, needs analysis, learner-centeredness, and learning styles and strategies as well as assessment, as mentioned above. It would be a good idea to offer a workshop that concentrates specifically on one of these specific topics, too. As a person who occasionally gives workshops, I know that many teachers end up not implementing what they learned in workshops and sticking to their old practices due to their hectic teaching schedule. It would be advisable to have follow-up sessions for the workshop participants so as to check how they applied their learning in the workshop to their teaching. This way, we will ensure that the impact of the workshop lasts long.

The workshop was a high-quality professional development program for in-service secondary school teachers of Japanese. I recommend it to those who would like to improve the effectiveness of their teaching as well as those who wish to keep up with the current trends of language teaching. Japanese teacher training specialists agree on the importance of language training for non-native teachers. This summer, the Japan Foundation and Language Center started a language training workshop. It is a welcome addition to the repertoire of the Center's training activities. This new training is highly recommended to those teachers who would like to enhance their Japanese language abilities.

# Workshop for Pedagogy

(June 23 ~ July 2, 1997)

## Participants

Jan Asato, Sacred Hearts Academy,  
Honolulu, Hawaii  
Takako Berlin, Arvida Middle School  
Miami, Florida  
Tom Carlson, Kelowna Secondary  
Kelowna, British Columbia, Canada  
Jennifer Coburn, Shaler Area Middle  
School Glenshaw, Pennsylvania  
Isabel De Valdivia, Perry Traditional  
Academy Pittsburgh, Pennsylvania  
Fumiko Harada-Ziemer, St. John's  
School Tumon Bay, Guam  
Lyn Jackson, Mariner High School  
Everett, Washington  
Richard Janzen, J.L. Jackson Jr.  
Secondary Salmon Artn, British  
Columbia, Canada  
Mariko Kaji, J.L. Mann High School  
Greenville, South Carolina  
Yuko Koyama, Holton Arms School  
Bethesda, Maryland  
Sherilynn Shinsato, Pleasant Grove High  
School Pleasant Grove, Utah  
Hiroko Vink-Kazama, Punahou School  
Honolulu, Hawaii

## Teaching Staff

Hiroko Furuyama, The Japan Foundation  
& Language Center in Los Angeles  
Mamoru Ikuta, Same as above  
Kimiko Kabutomori, Same as above

## Evaluator

Yasu-hiko Tohsaku, University of  
California, San Diego

## Objective

The course allowed the participants to explore and develop "better teaching" in their own teaching contexts through the following:

- 1) Sharing ideas and experiences with other participants.
- 2) Making teaching plans and demonstrating simulated teaching.
- 3) Self-evaluating their own teaching.

## Content

The 9-day workshop covered:

- 1) Principles:  
Participants were familiarized with basic principles for proficiency-oriented instruction.
- 2) Application:  
Participants explored through demonstrations and discussions how to apply principles for proficiency-oriented instruction to their own teaching contexts.
- 3) Text Analysis and Supplementary Materials:  
Participants analyzed textbooks including the one currently used in their schools. Participants also were introduced to supplementary materials in our Nihongo Library collection.
- 4) Making Teaching Plan:  
Participants set their own goals to improve their teaching, made a teaching plan to achieve their goals and implemented the plan in simulated teaching.
- 5) Simulated Teaching Practice:  
Each participant demonstrated his/her teaching in 50 minutes at the conclusion of the workshop, and it was video-recorded and given to the participant as a resource for self-evaluation.
- 6) Self-Evaluation:  
Each participant viewed his/her own teaching demonstration video, and reflected on the teaching in relation with the goals he/she had set before making teaching plan.

# Language Program

(July 28 - August 9, 1997)

## Participants

Marjorie Carlile, Wasatch High School  
Heber City, Utah  
Satorina Chargualaf, L.P. Untalan Middle  
School Barrigada, Guam  
Nicol Freiner, Owego Free Academy  
Owego, New York  
Rebecca Hanten, City High School Iowa  
City, Iowa  
Marcia Muench, John F. Kennedy Middle  
Magnet Riviera Beach, Florida  
Leslie Trimble, Booker T Washington  
High School, Alabama  
Michele Uehara, Moanalua High School  
Honolulu, Hawaii  
Anna Verdi, Saint Ann's School Brooklyn,  
New York  
Roberta Young, Patrick Henry  
Preparatory New York, New York

## Teaching Staff

Hiroko Furuyama, The Japan Foundation  
& Language Center in Los Angeles  
Mamoru Ikuta, Same as above  
Kimiko Kabutomori, Same as above

## Evaluator

Yasu-hiko Tohsaku, University of  
California, San Diego

## Overview

This new program was for professional development for in-service non-native secondary school teachers of Japanese. The whole program was conducted based on the principles of proficiency-oriented instruction. The following objectives were accomplished in the program:

- 1) Participants refined their Japanese language skills, given an opportunity to be in an immersive environment in the target language.
- 2) Participants advanced their communicative skills applicable in complex real world situations.
- 3) Participants utilized books and audio-visual materials in our Nihongo Library for self-study during the program.

Level: Intermediate (equivalent to 200 level college Japanese language course)

## National Survey

In 1998, the Foundation plans to conduct a new world-wide survey on the current status of Japanese language education, as a follow up to our latest one in 1993.

In addition to the survey's basic purpose, that is, an organizational search to gather information such as number of schools and enrollments, the Japan Foundation and Language Center in Los Angeles hopes to conduct some

more in-depth and analytical research in the United States, in collaboration with other organizations.

In this economically challenging era, especially challenging for foreign language education, it may be crucial to know the realities in, surrounding, and behind the teaching and learning in Japanese education.

The questionnaires will be disseminated in the spring of 1998, and are planned to be collected by the summer. Results will be available to public in the following year, 1999.

## The Japan Foundation and Language Center in Los Angeles Goes On-Line

<http://www.jfla.lsc.org> The Japan Foundation and Language Center in Los Angeles has put program and grant information on line.

It is divided into five sections; 1) Arts and Culture, 2) Japanese Language, 3) Nihongo Library, 4) Directory and Information, and 5) Newsletter.

Arts and Culture and Japanese Language sections contain descriptions and application information of various grant programs from Headquarters, as well as those of Los Angeles Office. It also contains grantee's lists and other programs information including workshops and film programs. In Nihongo Library section, a visitor may browse the list of items on primarily Japanese language instructional material and also information for membership to the library. Directory and Information includes office directory of our Los Angeles office with contact information, links to other Japan Foundation offices and other related organizations, such as ACTFL, ATJ, Japanese Consulates General, and Japan-America Societies. It also has application information for use of the office hall for lecture and seminar. Newsletter section is the on-line version of recent contents of Breeze/Asagi.

This is a "in-house" web-site, which our Website Task Committee, Aki Yamasaki, Alan Kita and Eiichi Ito composed. Any comments and suggestions on how to improve our web-page are welcome.



# ASA GI

NEWS ON ARTS & CULTURAL PROGRAMS AT THE JAPAN FOUNDATION IN LOS ANGELES

## *Japanese Film Related Monographs and Serials in Nihongo Library*

(as of November, 1997) Sorted by title

394 Tokyo International Film Festival in Kyoto ; September 24 - October 2, 1994. Tokyo: Tokyo Kokusai Eiga Soshiki linkai, 1994. (REF 778.210)

395 Tokyo International Film Festival ; September 22 - October 1. Tokyo: Tokyo Kokusai Eiga Soshiki linkai, 1995. (REF 778.21)

Art and Film Since 1945: Hall of Mirrors / Kerry Brougher. Los Angeles: Museum of Contemporary Art, Los Angeles, 1996. (778.253 BROUG 1996).

Cinema, Censorship, and the State: The Writings of Nagisa Oshima, 1956-1978 / Nagisa Oshima. Edited and with an Introduction by Annette Michelson. Cambridge: The MIT Press, 1992. (778.1 OS).

Cinematic Landscapes: Observations on the Visual Arts and Cinema of China and Japan / Linca Ehrlich ; David Desser ed. Austin: University of Texas Press, 1994. (778.2 EHRL 1994).

Currents in Japanese Cinema / Sato Tadao. Trans by Gregory Barrett. Tokyo: Kodansha International, 1982. (778.21 SA).

映画年鑑 1996年版. (Eiga Nenkan 1996-nenban) / Yasuo Kawabata ed. Tokyo: Jiji Eiga Tsushinsha, 1995. (REF 778.032 EIGA).

映画ビデオイヤーブック 1996. Film & Video Year Book 1996. (Kinema Jounpo: Zokan 4.30; No. 1190). Kinema Junposha, 1996. (REF 778.21 KINE).

映画史上ベスト200シリーズ: 日本映画 (Eigashijo Best 200 Series: Nihon Eiga. The Great Films of the World/Japan) (キネマ旬報増刊). Tokyo: Kinema Junposha, 1977. (778.21 KI 1982)

映画ジャンル論: ハリウッ的なスタイル. (Eiga Janru Ron: Hariuddo Teki Kairaku No Sutairu) / Mikiro Kato. Tokyo: Japan Heibonsha, 1996. (778.253 OS).

Japanese Film Directors / Audie Bock. New Paperback edition with updated filmographies. Preface by Donald Richie. Tokyo: Kodansha International, 1985. (778.21 BO)

キネマ旬報 Kinejun. (Bimonthly) Tokyo : Kinema Junposha [June 1995, No. 1163- ].

Mr. Smith Goes To Tokyo: Japanese Cinema under the American Occupation, 1945-1952 / Kyoko Hirano. Washington: Smithsonian Institution Press, 1992. (778.21 HI 1992).

日本映画俳優全史: 男優編. (Nihon Eiga Haiyu Zenshi: Dan yuhen) / Katsuhito Inomata and Rikiya Tayama. Tokyo: Shakai Shisosha, 1978. (778.1 IN 1).

日本映画俳優全史: 女優編. (Nihon Eiga Haiyu Zenshi: Joyuhen) / Katsuhito Inomata and Rikiya Tayama. Tokyo: Shakai Shisosha, 1977. (778.1 IN 2).

日本映画作家全史: 上. (Nihon Eiga Sakka Zenshi : Jo) Katsuhito Inomata and Rikiya Tayama. Tokyo: Shakai Shisosha, 1978. (778.1 INa 1).

日本映画作家全史: 下. (Nihon Eiga Sakka Zenshi: Ge) Katsuhito Inomata and Rikiya Tayama. Tokyo: Shakai Shisosha, 1978. (778.1 INa 2).

日本映画監督全集 (Nihon Eiga Kantoku Zenshu) (キネマ旬報増刊). Tokyo: Kinema Junposha 1976. (778.3 KI 1976).

日本映画作品集 (Nihon Eiga Sakuhinshu) (キネマ旬報増刊). Tokyo: Kinema Junposha, 1973. (778.21 KI 1973).

世界映画記録集 (Sekai Eiga Kiroku Zenshu) (キネマ旬報増刊). Tokyo: Kinema Junposha, 1973. (778.2 KI 1973)

世界映画作品・記録集 (Sekai Eiga Sakuhin, Kiroku Zenshu) (キネマ旬報増刊). Tokyo: Kinema Junposha, 1977. (778. KI 1977).

Warrior's Camera: The Cinema of Akira Kurosawa / Stephen Prince. Princeton: Princeton University Press, 1991. (778. PRICE 1991).

The Waves at Genji's Door: Japan through its Cinema / Joa Mellen. New York : Pantheon Books, 1976. (PN 1993.5.J3 M4)



# *Nihongo Library Feature Film Video List (no English subtitles)*

(as of November, 1997) Sorted by directors

深作欣二 (Fukasaku, Kinji)

仁義なき戦い(Jingi Naki Tatakai) = Tarnished Code of Yakuza (a.k.a. Battle Without Honor and Humanity). Color, 99 min., 1973.

仁義の墓場 (Jingi No Hakaba) = Graveyard of Honor and Humanity. Color, 94 min., 1975.

本多猪四郎 (Honda, Ishiro)

ゴジラ (Gojira) = Godzilla. B/W, 97 min., 1954.

市川崑 (Ichikawa, Kon)

炎上 (Enjo) = Conflagration. B/W, 99 min., 1958.

おとうと (Otouto) = Younger Brother. Color, 98 min., 1960.

今村昌平 (Imamura, Shohei)

にっぽん昆虫記 (Nippon Konchu Ki) = The Insect Woman. B/W, 123 min., 1963.

赤い殺意(Akai Satsui) = Unholy Desire. B/W, 150 min., 1964.

神々の深き欲望 (Kamigami No Fukaki Yokubo) = Legend from a Southern Island. Color, 175 min., 1968.

豚と軍艦 (Buta To Gunkan) = Hogs and Warships. B/W, 108 min., 1960.

川島雄三 (Kawashima, Yuzo)

幕末太陽傳 (Bakumatsu Taiyo Den) = Not Long After Leaving Shinagawa. B/W, 110 min., 1957.

女は二度生まれる (Onnawa Nido Umareru) = Woman are Born Twice. Color, 99 min., 1961.

工藤栄一 (Kudo, Eiichi)

十三人の刺客 (Jusan Nin No Shikyaku) = Thirteen Assassins. B/W, 125 min., 1963.

黒澤明 (Kurosawa, Akira)

酔いどれ天使 (Yoidore Tenshi) = Drunken Angel. B/W, 98 min., 1948.

白痴 (Hakuchi) = The Idiot. 2 vols., B/W, 166 x 2 v., 1951.

野良犬 (Norainu) = Stray Dog. B/W, 122 min., 1949.

羅生門 (Rashomon) = Rashomon. B/W, 87 min., 1950.

増村保造 (Masumura, Yasuzo)

兵隊やくざ(Heitai Yakuza). B/W, 103 min. 1965.

三隅研次 (Misumi, Kenji)

座頭市物語 (Zatoichi Monogatari) = Life and Opinion of Masseur Ichi. B/W, 96 min., 1962.

溝口健二 (Mizoguchi, Kenji)

近松物語 (Chikamatsu Monogatari) = A Story from Chikamatsu. B/W, 102 min., 1954.

雨月物語 (Ugetsu Monogatari) = The Ugetsu Story. B/W, 124 min., 1954.

山椒大夫 (Sansho Daiyu) = Sansho the Bailiff. B/W, 124 min., 1954.

岡本喜八 (Okamoto, Kihachi)

斬る (Kiru) = Kill. B/W, 114 min., 1968.

小津安二郎 (Ozu, Yasujiro)

生まれてはみたけれど(Umarete Wa Mitakeredo) = I Was Born, But... B/W, 90 min., 1932.

晩春 (Banshun) = Late Spring. B/W, 108 min., 1949.

麦秋 (Bakushu) = Early Summer. B/W, 124 min., 1951.

清水宏 (Shimizu, Hiroshi)

風の中の子供 (Kaze No Naka No Kodomo). B/W, 86 min., 1937

鈴木清順 (Suzuki, Seijun)

けんかえれじい (Kenka Ereji) = Elegy for a Quarrel. B/W, 86 min., 1966.

殺しの烙印 (Koroshi No Rakuin) = Branded to Kill. B/W, 91 min., 1967.

寺山修司 (Terayama, Shuji)

寺山修司実験映像ワールドvol. 1 (Terayama Shuji Jikken Eizo Warudo) = Experimental Image World of Shuji Terayama Vol. 1. B/W; Color, 38 min., 1964-1974.

勅使河原宏 (Teshigawara, Hiroshi)

砂の女 (Suna No Onna) = The Woman in the Dunes. B/W, 124 min., 1964.

内田吐夢 (Uchida, Tomu)

飢餓海峡 (Kiga Kaikyo) = A Fugitive from the Past. B/W, 183 min., 1965.

山田洋次 (Yamada, Yoji)

男はつらいよ (Otoko Wa Tsuraiyo) = It's a Hard Life! Color, 91 min., 1969.

吉村公三郎 (Yoshimura, Kozaburo)

安城家の舞踏会 (Anjoke No Butokai) = The Ball at the Anjo House. B/W, 90 min., 1947.

市川雷蔵名場面集(Ichikawa Raizo Meibamenshu) = The Collection of Highlight Scenes of Raizo Ichikawa. Color, B/W, 53 min., 1957-1969.

裕次郎予告編集 (Yujiro Yokoku Henshu)

= The Collection of Trailers of Yujiro. Color, B/W, 61 min., 1956-1969.

# Guide for the Nihongo Library

The Nihongo Library at the Japan Foundation and Language Center in Los Angeles was originally established in 1991 to mainly provide access to Japanese language instructional materials to the Japanese language educators in the United States and Canada. The library serves the Japanese language teachers, researchers, and administrators at teaching institutions. In addition, the library is also open to any person who is interested in Japan, Japanese language, and Japanese arts and culture. The library also serves its users by cooperating with other Japan Foundation libraries in Japan and other countries.

## LIBRARY COLLECTION

The library has a collection of approximately 12,400 volumes in all formats including monographs, periodicals and audio-visual materials in the field of Japanese language instruction, and culture and arts as well.

## LIBRARY HOURS

The library is open from Monday through Friday, 10 am to 5 pm. The library is closed Saturdays and Sundays, United States federal holidays, as well as the following days: October 2, December 23, New Year week, and other days when informed.

## LIBRARY CARD

Library collection and facilities are open to the public. However, only those users holding valid library cards may borrow materials from the library. Applicants who fall into any of the following categories can apply for a Nihongo Library Card. The Library Card is issued free of charge after completing an application. (1) Teachers involved in Japanese language education in an educational institution may apply to the library card. (2) Any scholars, researchers, artists, curators, and administrators who are involved in any cultural activities and programs with Japan may apply along with a statement of purpose for borrowing the material from the library.

## BORROWING MATERIAL

Materials may be borrowed for a period of up to three (3) weeks. A member may check out a maximum of three (3) books (i.e., monographs, flash cards, realia, maps, slides,) three (3) periodicals (i.e., magazines and journals) and two (2) audio-visual materials (i.e., audio cassette tapes, video cassette tapes, Laser Discs, and CDs) from the library at any one time.

The library circulates materials by mail to serve also members who live outside of the Los Angeles area. Those members may request materials by mail, fax, phone, or e-mail with their library card number.

All materials in the library including audio-visual materials are copyrighted by Title 17 of the United States Code and

applicable international law. Audio-visual materials are for private use only. Any other use, copying, reproduction, broadcast or performance of audio-visual materials in public in whole or in part is strictly prohibited.

Please visit our Web-page at <http://www.jflalc.org/> and Nihongo Library section. In the section, you may browse the list of Japanese instructional materials in the collection, divided by subject.

## CONTACT INFORMATION

For requesting the application for the card and the User's Guide of the Nihongo Library, please contact either Rimi Yang or Eiichi Ito ([nihongolib@jflalc.org](mailto:nihongolib@jflalc.org)) at:

### THE NIHONGO LIBRARY

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### LANGUAGE CENTER IN LOS ANGELES

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URL: <http://www.jflalc.org/nihongolib>

## 1998 Keizai Koho Center Fellowships Announced

Eighteen fellowships, to visit Japan June 21 - July 7, 1998, are being offered by the Keizai Koho Center (KKC) in cooperation with the National Council for the Social Studies (NCSS).

U.S. and Canadian educators involved in K-12 social studies education are eligible to apply, including classroom teachers, supervisors, specialists, school administrators, and faculty associated with 4-year colleges of education. The KKC Fellowships are designed for and restricted to those who have never been to Japan.

The fellowships cover transportation from hometowns to Japan and return, and the 15-day itinerary designed specifically for social studies educators, with a particular focus on business and economics topics.

The 1998 KKC Fellows will be organized into three teams for the purpose of developing an economics sourcebook for use with elementary, middle/ junior, and senior high school students.

The postmark deadline for KKC Fellowships applications is March 9, 1998. A brochure outlining how to apply for these fellowships may be obtained from: Program Coordinator, Keizai Koho Center Fellowships, 6628 Frost Lake Lane, Kingstowne, VA 22315; Tel. (703) 921-0824; Fax (703)924-9162.

## Add to our new mailing list!!!

We are creating a new database for our mailing list, and if you are still interested in receiving the Breeze and other materials from The Japan Foundation & Language Center in Los Angeles, please fill out the subscription form and answer the simple questionnaire below and send it by mail, by fax, or by e-mail to the following address.

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Santa Monica, CA 90404  
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- Post-Secondary Education
- Heritage School
- Language School
- Government Agency
- Japan Society Chapter
- Arts Organization
- Other Non-Profit Organization
- Corporation
- Bookstore/Publisher/Library
- Others

### *Comments:*

### *Your Fields of Interest:*

- Nihongo (Japanese Language related)
- Japan-related Studies
- Other Academic Studies
- Arts
- Information
- Business
- Media
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### *Your Title or Occupation:*

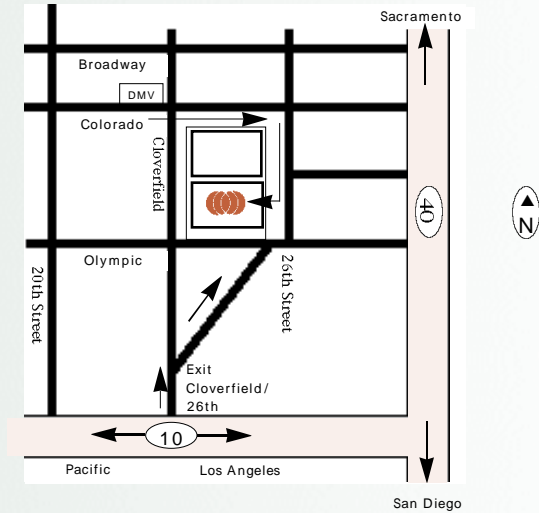
- Faculty
- Management/Administration
- Librarian/ Information Specialist
- Artist/Curator
- Others

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*We would like to announce that Lecturer Kimiko Kabutomori has decided to leave our Language Center as of October 1997. She was one of the founding staff members of the Center when it was established in 1992. Since then, she has been actively involved in developing various programs to support teachers of Japanese, particularly at the pre-collegiate level in the US. The Japan Foundation and Language Center in Los Angeles misses Ms. Kabutomori and wishes her god luck in the future.*

**Voice mail is engaged after 5:30 in the afternoon until 9:00 in the morning. Telephone and fax number is the same for all staff.**

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