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Japanese Teaching Credential Programs in the U.S.

Summer Workshops 2000

JFLC Grants

Arts & Culture Grants Nihongo Library Quarterly

Japanese Teaching Credential Programs in the U.S.

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1. Introduction: Needs for JFL (Japanese as a Foreign Language) teachers

The number of pre-collegiate schools offering Japanese language instruction dramatically increased during the 1980's and 90's, and the trend appears to be unabated. According to the Japan Foundation's 1998 survey, enrollments in Japanese language classes at K-12 levels continue to increase along with the corresponding need for qualified Japanese language teachers.1 According to the survey, there were 1,098 pre-collegiate Japanese language teachers in North America, an increase of thirty percent since 1995.2 In response to the rise in enrollment, a large number of Japanese teachers were forced to enter the profession with little training.

To provide high-quality instruction, solid and thorough pre-service training programs as well as in-service training that satisfy the needs of JFL teachers is required. In 1993, Kataoka, Pusavat and Tohsaku conducted an informal survey of universities and four-year colleges that found fewer than ten

LONG AND WINDING ROAD

The recent departure of one of our colleagues at The Japan Foundation in Los Angeles reminded me of a verse from an old Beatles' song: ... The long and winding road/that leads to your door/will never disappear . . .

Aki Yamasaki has been our Office Supervisor until February. It was four years ago she first contacted us from Montreal, Canada, while finishing a master's program in Library Science. Originally, she answered the call during our search for a second librarian's position in 1996. She tried again when we searched among hundreds of applicants for an administrative post the following year she applied and got it. We have since benefitted from three invaluable years of her service. And now she is embarking on a new journey.

I admire Aki's way of exploring life and wish her good luck. Indeed, our work of cultural exchange is but a portion of the long and winding road. In this issue of The BREEZE, our Academic Specialists, Hiroko Kataoka and Hiroko Furuyama, present a report on Japanese teaching creditial programs in the U.S., which we believe to be essential information in the Japanese teaching field. Nonetheless, our future tasks will remain very fundamental to the development of Japanese education as it continues down its road.

As the Los Angeles director I am grateful to all of our staff members, in addition to those mentioned above, who include us a part of their own journeys. Their tireless efforts to help people and, in a way, make the world a little better: deputy director Shoji Yoshida, program staff Naoko Watanabe and Eric Chow, librarians Rimi Yang, Eiichi Ito, assistants Sayuri Fretz, Keiko Martin, Naoko Rowan, Grace Kataoka and volunteers Shigemi Yamada, Noriko Ohara, Soyun Kim, Sachiko Mohri and our new office supervisor Masako Miwa.

I am grateful to all of our readers and friends for their willingness to share our hopes and dreams as well, which brings to mind another song of John Lennon: Imagine all the people/sharing all the world/you may say I

am a dreamer/but I am not the only one/I hope some day you will join us/and the world will live as one . . .

Isao Tsujimoto, *Director*

日本語教員資格取得可能な大学とそのプログラムの内容

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はじめに

増加にともない、資格を持つ日本語教師の不足が深刻 な問題となってきた。そこで、当センターでは日本語 教師養成機関に関する調査を行うことにした。今回は そのうち日本語の教職課程を有する大学についての調 査発表を行う。

調査方法としては、種々の情報を元に、日本語の教職 課程を保持している可能性のある大学約250校を個 別にあたるという方法をとった。そのうち48校で2 000年1月現在日本語教員資格取得が可能であるこ とが分かった。しかし、教職課程を置く教育学部と日 本語プログラム(普通は人文学部に属する)の間の連 絡が悪く、片方では教職課程があると答え、もう片方 ではないと返答した大学があること、また各大学から 取り寄せたパンフレットの説明不足などの理由から、人々である。彼等のニーズは英語を母国語とし、アメ この結果は必ずしも100%正確なものではない。

現状

この48校の大学名はリスト1に、また分布は地図1 に示してある。(List 1、Map1) 4 8 校分布は日本語 プログラムを有する高校の分布と酷似している。つま り、日本語を教える高校の増加により資格を持つ教師 が必要になったことが、教職課程の設立を促したもの と見てさしつかえないであろう。

48校という数は、スペイン語、フランス語などと比 較するとかなり少ない。特に、半数近くの州で日本語 の教員資格が習得不可能なこと、可能な州でも半数以 上が1つの大学にしか教職課程がないことを考慮に入 れると、日本語の教員資格取得はまだまだ安易でない ことが分かる。

プログラムのタイプとしては、修士課程、学士号と同 時に教員資格を出すものと、学位は出さないが、大学 院レベルで教員資格のみを出すものがある。また、大 学によっては、いくつかのタイプのプログラムを持つ ところもある。

プログラムの内容も大学によって様々である。教育学 関係のコースはどの大学でも似かよっているが、日本

語のレベルや運用能力に関してはかなりの差が見られ る。大学二年生レベルの日本語しか要求しない大: 1980年代後半からの中等教育における日本語学習者(学習年数のみ規定)から、ACTFLガイドラインの中 級の上(運用能力を規定。このレベルには、通常大学 3年目で学習する「上級日本語」というコースを終わ った段階では到達できない場合がほとんどである。 を卒業時に要求する大学までばらつきが激しい。

> 日本語教師には、教育学一般や日本語能力のみでなく、 外国語としての日本語、第二言語としての日本語習得、 言語学など、日本語教育に関する知識も必要だが、そ のようなコースを出している大学は非常に少ない。す なわち、これらの48校における教職課程を経て教員 資格を得る教師たちは、日本語教育関係のコースをま ったく取らずに教壇にたつことになるわけである。

米国の日本語教師の約半数は日本語を母国語とす リカで育ったアメリカ人のニーズとはおのずと違いが ある。しかし、そのような考慮はどの大学の教職課程 でもなされていない。

考察

アメリカ各地で日本語教職課程が設立されたことは喜 ばしいことである。しかし、内容的には十分であると は言えない。日本語教師のためのプログラムがスペイ ン語やフランス語教師のためのそれと同じであること は問題であると言える。外国語は習得過程も教え方も 皆同じであり、インドヨーロッパ言語と異なる言語の 教育に関して何の考慮もする必要はないという前提に 立ってプログラムが作られているということになる。

日本語の教職過程を改善するには、各大学の教育学部 と日本語プログラムが、コース作成、教職過程の必修 科目設定等の点で協力体制に入る必要がある。また、 州内、州外における大学間の連絡、協力も欠かせない。 特に近所に教育実習校がないために教職過程が作れな い大学においては、そのような協力は不可欠となる。

ここでは大学における教職過程について述べたが、現 職の教師のためのイン・サービス・トレーニングも日 本語教師養成における大きな課題である。これについ ては、将来のブリーズで報告したい。

(continued from page 1)

institutions offering teaching certification programs in the United States.³ The contents of their programs did not seem to be sufficient in terms of competency areas specific to Japanese, such as Japanese proficiency level, Japanese pedagogy, second language acquisition, and training for the native-speakers of Japanese who constituted the majority of the Japanese teacher population.⁴

Due to the informality of the 1993 survey there is a large probability that other institutions offering Japanese certification programs that were not detected. Given the current higher demand for trained Japanese language teachers, the number of institutions that offer such programs must have increased, and we felt, it was likely that their content may have changed in response to the needs of those teaching Japanese as well as other less commonly taught languages. Therefore, we decided to conduct a new thorough survey of the U.S. institutions of higher education that offer teaching credential programs for Japanese language teacher certification.

2. The Survey Method

In the spring semester of 1999, we compiled a list of approximately 250 institutions in three categories: those known to be offering Japanese teaching credential programs; those that might be offering a teaching credential program; and other institutions that offered Japanese major and minor degrees. Japanese language teachers, professors, and colleagues in various state-level departments of education also made recommendations for the list. We searched through each institution's website to determine whether a Japanese teaching credential program was offered, but the on-line search proved insufficient, so we telephoned most of the 250 institutions on the

University of Alaska Anchorage AK AL University of Alabama ΑZ Arizona Štate University CA California State University, Fullerton California State University, Long California State University, Los National University School Pomona College / Claremont University San Francisco State University Stanford University The Mary Tsukamoto California Language Academy Colorado College CO University of Colorado CTConnecticut College HI University of Hawaii at Hilo University of Hawaii at Manoa IΑ University of Iowa Greenville College IL ΙN Ball State University Indiana University KS University of Kansas MA Tufts University University of Massachusetts at Amherst

MI Calvin College Eastern Michigan University Madonna University Michigan State University MN University of Minnesota MO Washington University University of North Čarolina – NC Chapel Hill NJ Rutgers, The State University of NY SUNY Buffalo, Buffalo State College Ohio State University ОН University of Findlay OR Pacific University Portland State University University of Oregon University of Pittsburgh PA Ursinus Čollege Brigham Young University UT Bennington College University of Puget Sound University of Washington VT WA Washington State University Western Washington University WI Beloit College University of Wisconsin – Madison WV Salem Teikyo University

LIST 1 List of institutions having a Japanese teaching credential program

list individually. The school of education and the department that contained the Japanese program for each institution were contacted.

Among the 250 institutions in the original list, 48 were found to have a Japanese teaching credential program. Application forms and catalogues were requested from all of these institutions, and 38 institutions complied. We conducted a web search on the universities that did not send written information. The collected data were recorded in a data base.

When collecting the data, we were surprise to find in some cases either the institution's school of education or its Japanese program was unaware of the existence of a Japanese teaching credential program on its campus: in several universities, Japanese language professors even denied that such a program existed while the school of education acknowledged the existence of

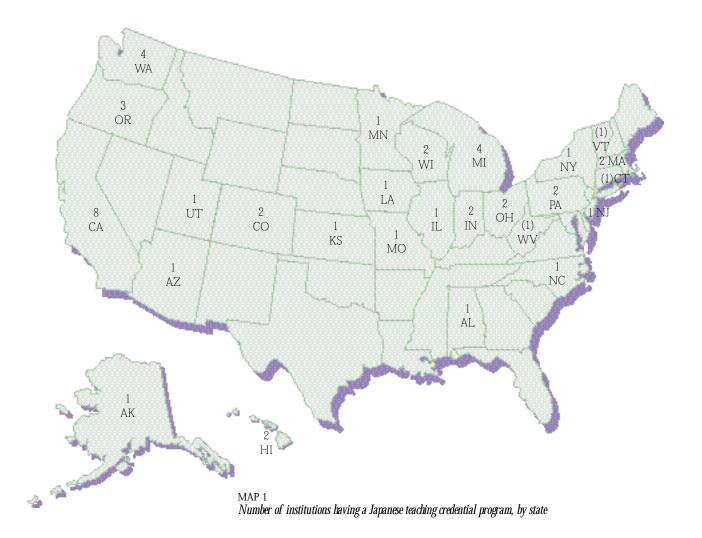
such a program. In some other cases, the opposite happened: the school of education was not aware that their university was able to confer a Japanese teaching credential. Due to this, as well as some other factors, such as some of the application forms, catalogues, and websites not providing detailed information, the compiled data are not as complete as we had wished.

3. Results and Discussion

3.1. General Findings

It was found that 45 institutions offered Japanese teaching credential programs, and three additional institutions had proposed to commence their own programs in the fall of 1999. Therefore, by the year 2000 there should be a total of 48 institutions offering Japanese teaching credential programs in 26 states. (List 1) ⁵

(continued on page 4)



(continued from page 3)

The geographical distribution of these programs correlates highly with that of high schools with Japanese language programs. (Map 1) This suggests that Japanese teaching credential programs are established as a response to immediate need for certified Japanese teachers at the high schools.

It appears that this number, 48, is quite large, given discussions in recent years concerning the lack of colleges and universities offering Japanese teaching credential programs. However, it should be noted that the number of institutions offering Japanese teaching credential programs is much smaller than those of French and Spanish. Teaching credential programs of these languages are offered by several institutions in every state.

Japanese is clearly a Less Commonly Taught Language (LCTL) in light of the fact that nearly half of all states in the U.S. offer no Japanese teaching credential programs. On the other hand, Japanese is in a far better situation than other LCTL such as Chinese or Korean, which appear to have a much lower number of teaching credential programs in the United States.

The figures suggest that the problem of finding a Japanese teaching credential program is still significant. In states such as Washington or California, applicants may select from among several programs, but in states such as Texas or Florida there are no programs available. Teachers in the 24 states that do not have an institution offering a Japanese teaching credential program usually negotiate with their education board to teach without cer-

tification, or teach continuously under an emergency/temporary certification.

3.2. Types of Programs

Teaching credentials are offered through different types of programs. Currently, 20 institutions offer the Japanese teaching credential within their MA programs, 21 institutions offer it within BA programs, and 18 have "add-on" credential programs for those applicants who already have BA degrees. (Table 1)

Program types	# of institution
MA/MAT/MAED	21
BA	22
Add-on credential program	18

TABLE 1 Program types of the Japanese teading credential programs

MA programs include regular MA, MAT (MA in Teaching) and MAED (MA in Education). They differ in terms of required courses, the amount of time required for completion, and requirement of thesis writing, so there is no uniformity. Usually MAT does not include thesis. Entrance to all types of the MA programs usually requires a Japanese-related BA degree.

The "add-on" program is the only type of teaching credential program offered in some states such as California and Oregon. Applicants must have a BA in Japanese or a Japan-related area, and are admitted to the programs as non-degree graduate students. Completion takes one year, and the program concentrates on education-related courses and practicum, unlike the BA programs in which students enroll in both Japanese language and education courses.

Program types	# of institution
MA, BA, Add-on	2
MA, BA	4
MA, Add-on	6
BA, Add-on	3
MA only	9
BA only	13
Add-on only	8
Total	45*

TABLE 2 Combination of the Japanese teaching credential programs

Some institutions offer multiple programs. In some of these programs, applicants can obtain an MA or MAT degree by taking courses in addition to add-on teaching credential programs. (Table 2)
Among the 48 institutions, 28 are state universities, the remainder private colleges and universities.

3.3. Program Contents

We decided to further investigate the Japanese teaching credential programs

of some institutions to better understand their contents. For this report we chose two very different programs from the same state in order to illustrate such programs' variability. Institution A is a small private university with a fairly new Japanese language and Japanese teaching credential program, and Institution B is a large state institution with well established Japanese language and teaching credential programs. The courses required for obtaining a Japanese teaching credential from these institutions are listed in Table 3.

Institution A offers a Japanese teaching credential program as a BA or an add-on program, and Institution B offers a Japanese major and Japanese teaching credential as a BA degree. The direct comparison of these two programs is thus not quite tenable, but it is quite obvious from this table that even in the same state the con-

tents of the programs and the extent of education that students receive differ very much from program to program.

3.3.1. Education-related courses

Education-related course requirements are similar at A and B in terms of number and credit hours. Although the course titles are not the same, similar contents could be covered at both institutions. This was also the case at other institutions in other states. This is probably because the credential programs are in schools or colleges of education, and accredited institutions are expected to require basically the same contents for teacher education in all states.

3.3.2. Japanese language proficiency

The required Japanese proficiency of non-native Japanese speakers varies

(continued on page 6)

	Institution A	Institution B
Education		
Education Psychology	V	V
American Culture	V	V
Diverse Learners	V	V
Technology	Ň	
Human Development		V
Administration		\checkmark
Curriculum		\checkmark
Practicum	V	V
Western History	V	\checkmark
Non-western History	\checkmark	\checkmark
Secondary Language Teaching		V
Secondary Language Teaching		V
Secondary Language Teaching		√
Japanese		√
JAPANESE Intermediate Japanese I (2nd yr.)	√ N	
JAPANESE Intermediate Japanese I (2nd yr.) Intermediate Japanese II (2nd yr.)	√ √ √	٧ ٧
JAPANESE Intermediate Japanese I (2nd yr.) Intermediate Japanese II (2nd yr.) Advanced Japanese I (3rd year)	\ \ \	√ √
JAPANESE Intermediate Japanese I (2nd yr.) Intermediate Japanese II (2nd yr.) Advanced Japanese I (3rd year) Advanced Japanese II (3rd year)	√ √ √	√ √ √
JAPANESE Intermediate Japanese I (2nd yr.) Intermediate Japanese II (2nd yr.) Advanced Japanese I (3rd year) Advanced Japanese II (3rd year) Japanese Conversation	√ √ √	\ \ \ \ \ \
JAPANESE Intermediate Japanese I (2nd yr.) Intermediate Japanese II (2nd yr.) Advanced Japanese I (3rd year) Advanced Japanese II (3rd year)	√ √ √	√ √ √
JAPANESE Intermediate Japanese I (2nd yr.) Intermediate Japanese II (2nd yr.) Advanced Japanese I (3rd year) Advanced Japanese II (3rd year) Japanese Conversation Introduction to East Asian History TJFL	√ √ √	\ \ \ \ \ \ \
JAPANESE Intermediate Japanese I (2nd yr.) Intermediate Japanese II (2nd yr.) Advanced Japanese I (3rd year) Advanced Japanese II (3rd year) Japanese Conversation Introduction to East Asian History TJFL Japanese Linguistics	\ \ \ \	\ \ \ \ \ \ \ \ \
JAPANESE Intermediate Japanese I (2nd yr.) Intermediate Japanese II (2nd yr.) Advanced Japanese I (3rd year) Advanced Japanese II (3rd year) Japanese Conversation Introduction to East Asian History TJFL	\ \ \ \	\ \ \ \ \ \ \ \ \ \

TABLE 3

Courses required to obtain a Japanese teaching credential from two institutions.

^{*}Three universities that were creating their programs at the time of the research are not included.

(continued from page 5)

from institution to institution. For example, Institution A in Table 3 requires a much lower proficiency level than Institution B, which requires more credit hours and courses at a higher level, as well as completion of first year Japanese courses (12 credit hours) as a prerequisite for admission to its credential program.

For the purpose of comparison, we checked the language requirements for the French and Spanish teaching credential programs at Institution A. In these languages, teaching credentials are given in either the major or minor, while in Japanese the school offers only a minor. In contrast to the French and Spanish minors, Japanese minor requirements can be satisfied with fewer 200 level courses, as shown in Table 4.

This makes the proficiency level of Japanese teaching credential candidates twice as low not only because the institution requires fewer 200 level courses than Spanish and French but also because, even in the same 200 level, the proficiency level of Japanese is typically lower than that of Spanish or French due to the difficulty of the language for native speakers of English. In 200 level Spanish and French, students learn content-based courses such as literature and civilization, while in Japanese, students are limited to learning the language skill.

We believe that the Japanese language proficiency of students needs to be judged on the basis of performance proficiency level rather than by seating hours or credit number of completed Japanese courses. However, there are only two institutions that employ a performance proficiency level criterion. One institution requires the

Intermediate-Mid level at the ACTFL guidelines for admission to the teaching credential program, and the Intermediate-High level for exit of the teaching credential program. The other institution also requires the Intermediate-High level for exit. The majority of institutions require the completion of first or second year Japanese for admission, and the completion of advanced Japanese courses for exit. However, the completion of "Advance Japanese" is usually not sufficient to bring students' proficiency level to Intermediate-High or sometimes even Intermediate-Mid.

3.3.3. Japanese pedagogy-oriented courses

We feel that Japanese teachers need training not only in the educationrelated courses and Japanese language proficiency but also Japanese language pedagogy specific areas, such as teaching Japanese as a foreign language, second language acquisition in Japanese, and Japanese linguistics courses. However, a thorough study of the required course lists from the institutions that had sent us their catalogues revealed that only three courses specific to Japanese were offered among those institutions, but not necessarily required. They were Pedagogical Grammar (two institutions), Structure of Japanese (five institutions), and Teaching Japanese as a Foreign Language (or its equivalent) (seven institutions). This means most of the Japanese teachers produced in the 48 Japanese teaching credential programs throughout the U.S. get no exposure to Japanese-specific pedagogy.

3.3.4. Courses specifically for native speakers of Japanese

As mentioned earlier, one of the characteristics of the Japanese as a Foreign Language field is that more than one-

Japanese Teaching Minor		
Japanese 100 Japanese 105 Japanese 110 Japanese 115 Japanese 200 Japanese 205	Elementary Japanese I Elementary Japanese II Intermediate Japanese I Intermediate Japanese II Advanced Japanese I Advanced Japanese II	
Spanish Teaching Minor	Advanced Japanese II	
Spanish 100 Spanish 105 Spanish 110 Spanish 210 Spanish 220 Spanish 240	Elementary Spanish I Elementary Spanish II Intermediate Spanish Conversation and Composition I Readings in Hispanic Civilization Intro. to Hispanic Literatures	
French Teaching Minor (Six units including)		
French 210 French 215 French 220 One unit from French literature course	Conversation I Conversation II French Civilization or the equivalent	

TABLE 4
Requirements of Institution A in the target language fields in Japanese, Spanish, and French teaching minor programs.

half of Japanese teachers are native speakers of Japanese. Based on our experiences from workshops and informal associations with K-12 Japanese teachers, we can safely assert that native teachers and non-native teachers have different training needs. Nevertheless, no institution offered any specific courses for native speakers of Japanese. The only requirement for non-native speakers was to exceed the pre-determined minimum TOEFL score to enter the teaching credential programs, which differed from institution to institution.

4. CONCLUSION AND RECOMMENDATIONS

We were happy to find that there are now ample opportunities for Japanese teachers to be certified; in most states where K-12 Japanese language programs are in active operation, it is possible to be certified as a Japanese teacher. The content of the programs, however, does not seem to be satisfactory given the needs of the teachers.⁷

For instance, Japanese teachers need special training in Japanese specific areas in addition to the training given in pre-service training programs. However, the requirements for Japanese teachers seemed to be exactly the same as, or sometimes even less than, those for Spanish and French teachers in terms of the number of, and types of, courses: very few courses specific to the language were offered or required at most institutions. Nor was any special care taken to train native-speakers of Japanese to teach in the U.S. The failure to provide such training seems to be based on the assumption that all foreign languages are the same in terms of acquisition and pedagogy, which leads to the attitude that no special treatment is needed for Japanese or other LCTLs.

In order to improve teacher preparation, we need greater cooperation between Schools of Education and Japanese language departments. The former could provide different programs for Japanese and other LCTLs, and a few more courses including methodology, by adding a summer session requirement. If adding more time is not possible, more schools of education could consider giving an MA degree in addition to the teaching credential. At the same time, language departments can provide more necessary courses for teaching credential students such as a Japanese methodology course and classroom Japanese, in addition to the general foreign language methodology course that schools already offer. They can also provide culture courses for teaching Japanese, and overseas study and experience.

Foreign language departments also need to learn more about teacher training issues. It seems that our colleagues in Japanese Studies programs are not that familiar with education. There are only a handful of college teachers of Japanese who have any knowledge of K-12 Japanese programs. This situation needs to be improved if we are to ask schools of education to be more knowledgeable concerning the differences in teaching approaches for LCTLs and CTLs.

In addition to cooperation between language departments and schools of education, cooperation between and among programs and institutions within and across states is needed. This is necessary in order to start teaching credential programs in regions where some schools want to start teaching Japanese but no such program exists. It is difficult to start a teaching credential program where there are few K-12 Japanese programs because these places of fer no oppor-

tunities for student teaching. However, it is difficult to start K-12 programs if there are no trained teachers. One solution would be to allow student teaching in a different state with a cooperating institution in that state.

We have discussed in this paper issues around pre-service teacher training programs for Japanese teachers. It is also important to provide follow-up in-service training programs and professional development opportunities for the teachers. LCTL teachers are disadvantaged because such opportunities are lacking. We will discuss such opportunities for Japanese teachers in the future issue of the BREEZE.

This report was assisted by Sayuri Fretz.

Notes

- 1 Breeze No. 20.
- 2 Breeze No. 10.
- 3 Kataoka, H., Y. Pusavat, and Y. Tohsaku, "A Need-Based Teacher Training Curriculum." Presentation at ACTFL conference, San Antonio, TX (November), 1993.
- 4 Breeze No. 12.
- 5 Please refer to [http://www.jflalcfaculty.org/research/teachered.htm] for the further information.
- 6 Breeze No. 12.
- 7 Kataoka, Pusavat, and Tohsaku, above; and, Koshiyama, Y. and S. Shibata, "Current Situation of Secondary School Teachers of Japanese and Teaching Credential Programs in California." (Presentation at ACTFL conference, Dallas, TX (November), 1999.

The Japan Foundation offers two types of summer workshops to K-12 level Japanese teachers in North America: one to be held in Santa Monica, California in June; the other, a new program in Urawa, Japan, in July. Both workshops will be led by our faculty specialists Hiroko Kataoka and Hiroko Furuyama.

The Eighth Summer Pedagogy Workshop in Los Angeles

for U.S. /Canada K-12 School Japanese Language Teachers - Bringing Standards into Japanese Language Classrooms -

at the Japan Foundation & Language Center in Los Angeles

GOALS

Workshop participants will improve their everyday teaching practices by learning about the *Standards for Japanse Languag Learning* and how to apply the Standards to their classrooms.

OBJECTIVES

At the end of this workshop, successful participants will be able to:

- (1) demonstrate their knowledge of the *Standards* for *Japanese Language Learning*,
- create usable Standards-oriented learning scenarios which are appropriate to their programs;
- (3) develop lesson plans and assessment tools based on the learning scenarios that they have created:
- (4) create activities that enable the use of the learning scenarios; and,
- (5) adapt current textbooks based on Standards.

Content

The 8-day workshop will cover:

- (1) Principles:
 - Participants will become familiar with basic principles for standards-oriented instruction.
- (2) Application:

Participants will explore through demonstrations and discussions how to apply principles for Standards-oriented instruction to their own teaching contexts.

(3) Text Analysis and Supplementary Materials:
Participants will analyze textbooks and
supplementary materials including the ones
currently used in their schools. Participants
will also create their own activities to
supplement commercially available materials.

(4) Teaching Plan Design:

Participants will set their own goals to improve their teaching, create a teaching plan to achieve their goals, and implement the plan in simulated teaching.

(5) Simulated Teaching Practice:

Each participant will demonstrate his/her teaching in 25 minute individual presentations at the conclusion of the workshop; the session will be videotaped and given to the participant as a resource for self-evaluation.

DURATION

Date of arrival: 6/21 (Wed.)
Date of departure: 7/1 (Sat.)
8 days of class (excluding date of arrival, date of departure and Sunday)
9:00 AM-5:00 PM

Participants

Up to 15 in-service K-12 school teachers of Japanese, both native and non-native speakers.

Application Eligibility

Applicants must meet the following criteria:

- in-service K-12 school teachers of Japanese, native or non-native speakers.
 (Please note that teaching assistants are not considered in-service teachers.)
- (2) reside in the United States or Canada;
- (3) are to resume teaching after attending the program;
- * Priority is given to those who have never attended a previous pedagogy workshop at the Japan Foundation & Language Center in Los Angeles.

VENUE

The Japan Foundation & Language Center in Los Angeles Santa Monica, California

Teaching Staff

Hiroko Kataoka Hiroko Furuyama

Academic Specialists of The Japan Foundation & Language Center in Los Angeles.

The workshop will also feature the following guest lecturers who are experts in the field. Yasu-Hiko Tohsaku, *University of California at San Diego*

Sheila Baumgardner, Beaverton High School, Oregon

FYPENISES

The Japan Foundation & Language Center in Los Angeles will bear the following expenses for those who complete the course. Tuition is free.

- (1) Accommodations with double occupancy at a nearby hotel.
- (2) \$10 stipend per day for breakfast and lunch for each of the 8 working days. (\$10 per day, not per meal)
- (3) Airfare. The participants should travel to and from Los Angeles area airports and their nearest home airport by the least expensive round-trip direct flight.

*Note: Meal stipend and reimbursement of airfare will be provided on the last day of the workshop.

Participants are responsible for:

- \$300.00 registration fee. (\$100 will be reimbursed to each participant upon completion of the workshop with satisfactory attendance.)
- (2) Transportation to and from airport of departure and Los Angeles area airport and hotel.
- (3) Evening meals.
- (4) \$47.00 additional hotel charge per night if choosing a single occupancy room.

Deadline

Applications must be <u>postmarked no later than</u> <u>March 20, 2000.</u>

Notification

You will be notified of the decision in April.

CREDIT

Participants can earn university credits from UCLA Extension (Education) or California State University, Long Beach (Japanese) upon completion of this course. Details will be announced later.

Please send the completed application form to:

Application from the US:

The Japan Foundation & Language Center Attn.: Eric Chow, Program Assistant 2425 Olympic Boulevard, Suite 650E Santa Monica, California 90404 Tel: (310) 449-0027, 1-888-667-0880

Fax: (310) 449-1127 E-mail: ehchow@jflalc.org Application from Canada:

The Japan Foundation Toronto Attn.: Noriko Saito, Program Officer 131 Bloor Street West, Suite 213 Toronto, Ontario M5S1R1 Tel: (416) 966-1600 ext. 224 Fax: (416)966-9773

E-mail: nsjftor@interlog.com

[NEW!] 2000 Summer Pedagogy Workshop in Urawa, Japan

for U.S. / Canada K-12 School Japanese Language Teachers

米加小・中・高校日本語教師訪日夏期研修(ワークショップ)

Program participants will have an opportunity to improve and enrich their everyday teaching practices by experiencing Japanese culture first hand, and by gathering and developing teaching materials that enhance communication and cultural understanding. This workshop is intended for pedagogy training, not language training.

At the end of this workshop, successful participants will be able to:

- (1) demonstrate their basic knowledge of the Standards for Japanese Language Learning, which has recently been developed in the U.S., and is applicable to Canadian class rooms, especially in the areas of the communication, culture, and comparison;
- (2) develop learning scenarios that are appropriate to their programs;
- (3) develop lesson plans based on the learning scenarios that they have created;
- (4) create communication and cultural activities as parts of the learning scenarios; and,
- (5) develop teaching materials using authentic materials gathered during the program.

The 20-day workshop will cover:

(1) Principles:

Participants will become familiar with basic principles for standards-oriented and proficiency-oriented instruction.

(2) Application:

Participants will explore through demonstrations and discussions how to apply principles for standards-oriented instruction to their own teaching contexts.

(3) Cultural activities:

Participants will participate in lectures and demonstrations such as ikebana, tea ceremony and calligraphy, visit local school(s), experience a home stay, and take a field trip. Participants are expected to incorporate their experience into their teaching plans.

(4) Materials gathering:

Participants will gather authentic materials that can be used in their classes, by utilizing resources at the Japan Foundation Japanese-Language Institute, Urawa, its library, and elsewhere.

(5) Materials development:

Participants will develop teaching materials using (a) the authentic materials gathered during the program and (b) their experience in cultural activities.

(6) Teaching Plan Design: Participants will create a teaching plan using the scenarios and the teaching materials they have developed.

Date of arrival: 7/10 (Mon.) Date of departure: 7/29 (Sat.) 20 days (excluding weekends and holidays) 9:00 AM-4:00 PM

Participants

Approximately 20 in-service K-12 teachers of Japanese, both native and non-native speakers.

APPLICATION ELIGIBILITY

Applicants must meet the following criteria:

- (1)in-service K-12 teachers of Japanese, native or non-native speakers. (Please note that teaching assistants are not considered in-service
- (2) reside in the United States or Canada;
- (3) are to resume teaching after attending the program;
- (4) have at least two years of experience in teaching the Japanese language as of June 2000 and;
- (5) have not taken a Japanese language teacher training program conducted by the Japan Foundation in Japan for more than two months during the past five years. (Excluding programs conducted by the Japan Foundation & Language Center in Los Angeles.)

Venue

The Japan Foundation Japanese-Language Institute, Urawa, Japan (Urawa)

Hiroko Kataoka Hiroko Furuyama Academic Specialists of The Japan Foundation & Language Center in Los Angeles. They will work in cooperation with the teaching staff of the Japan Foundation Japanese-Language Institute, Urawa.

The Japan Foundation will assume the following expenses for those who complete the course. Tuition is free.

- (1) Accommodations at the Urawa facility (single room) for the duration of the program.
- (2) Meals while at the Urawa facility (Meals for 14 days at the Urawa cafeteria, plus cash allowance for weekend and holiday meals).
- (3) All expenses for cultural events and the filed
- (4) Miscellaneous allowance of ¥1,000/day.
- (5) Transportation allowance of ¥500/day.
- (6) Overseas travel accident insurance.

Participants are responsible for

- (1) Round-trip airfare between the participant's home and Japan, including ground transportation in the U.S./Canada portion.
- (2) Other personal expenses.

DEADLINE

Applications must be postmarked no later than March 20, 2000.

Notification

You will be notified of the decision in April.

Participants can earn university credits from UCLA Extension (Education) or California State University, Long Beach (Japanese) upon completion of this course. Details will be announced later.

THE JAPAN FOUNDATION LOS ANGELES LANGUAGE CENTER GRANTS (JFLC Grants)

JFLC now offers a NEW "Association Support Grant" in addition to the existing four mini-grants. These grants are emergency-type fund of modest grant amounts for the primary objective of supporting K-12 level Japanese teachers in the United States. Applicants are encouraged to secure additional resources elsewhere to complete the desired project.

1. Association Support Grant:

This new grant is being offered to support legally-established teachers' associations of Japanese for their general activities. The grant funds (with a limit of \$1,000 per year) may be applied towards any activities or events proposed by the applying organization during the target year. To qualify, associations must be established as legal entities and must submit sufficient evidence of past activities, such as activity reports, budget reports, by-laws, membership list and newsletters. Applicant organizations may apply once a year, and may not apply for other types of JFLC grants.

2. Workshops/ Conferences Grant:

This grant is also to assist teachers' associations as well as ad-hoc teachers' groups. Grants are awarded based on the criteria of quality, content and financial necessity. Priority will be given to projects that serve a diversity of education levels, such as those accommodating K-12 teachers and collegiate instructors at the same event. Please specify target audience. Project income should include registration fees. The grant amount will not exceed \$2,000 per project.

3 ORGANIZATION DEVELOPMENT GRANT

This program will assist to establish new Japanese language teachers' associations. By-laws and a list of expected members must be submitted.

Project income should include membership dues. The grant amount does not normally exceed \$2,000.

4. Pre-collegiate Curriculum Development Grant:

Priority will be given to plans from a group of teachers or an institution. Abstract of the projected content and a list of collaborators with detailed background information must be submitted. Project for collegiate curriculum or higher level is not applicable. The grant will not exceed \$2,000 per project.

5. Workshops and Seminars On-site Grant:

When a language/educational organization is going to hold a workshop or seminar in the U.S. and Canada, and wishes academic specialists of the Japan Foundation Language Center in Los Angeles to conduct some of the teaching modules, a proposal could be directed to us.

In principle, the JFLC bears for travel and other expenses for its academic specialist(s). The organizer should bear the cost to be incurred to hold such workshops by themselves, or if eligible, they may also apply for our Workshops/ Conferences Grant program for those expenses.

There are no forms or deadlines for application. After receiving proposals, the Foundation will either send you an acknowledgement of receipt, or contact you to supply additional information to ensure a fair screening.

For more information to apply, please contact: Eric Chow, Program Assistant (please see page 12 for contact information).

Announcement FROM

5th Business Japanese Language Proficiency Test

JETRO will conduct the JETRO Japanese Language Proficiency Test Worldwide on Saturday, June 3, 2000

Application Period

Feb. 1 through Mar. 31, 2000

Test Site-LA:

JETRO

The Japan Foundation and Language Center 2425 Olympic Blvd., Suite 100E Santa Monica, CA 90404

Date:

June 3, 2000

Fees

Level I \$50
Level I & II \$70
Level II \$35
Level II & III \$60
Level III \$35

TEST LOCATIONS (CONTACT):

· ·			
Los Angeles	JETRO, Los Angeles	Tel: (213) 624-8855	Fax: (213) 629-8127
Atlanta	JETRO Atlanta	Tel: (404) 681-0600	Fax: (404) 681-0713
Chicago	JETRO Chicago	Tel: (312) 832-6000	Fax: (312) 832-6060
New York	JETRO New York	Tel: (212) 819-7762	Fax: (212) 819-7781
Honolulu	JAIMS	Tel: (808) 395-2314	Fax: (808) 396-7111
Salt Lake City	US-Japan Ctr	Tel: (801) 585-3651	Fax: (801) 585-3351
Toronto	JETRÔ Toronto	Tel: (416) 861-0000	Fax: (416) 861-9666
Vancouver	JETRO Vancouver	Tel: (604) 684-4174	Fax: (604) 684-6877
Tokyo	JETRO Tokyo	Fax: 011-81-3-5563-2857	. ,



NEWS FROM THE JAPAN FOUNDATION LOS ANGELES OFFICE

Los Angeles Arts & Culture Grants

(LA LOCAL)

The Japan Foundation & Language Center in Los Angeles will support projects that are related to the presentation of the arts and culture of Japan within the 13 western states of the United States. Martial arts are excluded. Applicants should not have received another fund from The Foundation for the same project. Successful candidates would be granted up to \$2,000. Applications are accepted throughout the year.

Please submit a proposal to the Foundation's Los Angeles Office, attention Naoko Watanabe (please see page 12 for contact information).

Proposal should include the following items, if relevant:

1. Project name, location, date and time

2. Applicant

- Name of institution
 Attachment: one-page background information and/or the most recent annual report
- b. Name of authorized official
- c. Name of project director Attachment: C.V.

3. Project outline

- a. Name of artist(s)Attachment: biography of each artist
- b. Description
- c. Arrangements and preparations d.Schedule

4. Budget

- a. Expenditures:
 - a) Facility
 - b) Artist fee
 - c) Rental equipment
 - d)Publicity
 - e) Travel expenses
 - f)Other (please specify)
- b. Income:
 - a) Admission
 - b) Other (please specify)

Upon receiving an application, the Los Angeles Office will send an acknowledgment of receipt or contact the applicant directly to obtain additional information for the purpose of fair screening. Within two months after the issuance of application receipt, applicants will be notified of the result, unless otherwise notified.

The Nihongo Library now open on weekends, too!

The Nihongo Library has extended Library Hours by opening on the third Saturday of the month in addition to its weekday hours to reach out more patrons.

Library hours are:

Monday - Friday 10 a.m. - 5 p.m.

Third Saturday of The Month 12 - 5 p.m. *
(March 20, April 15, May 20, June 17, July 15, August 19,
September 16, October 21, November 18, December 16)
Please visit our web site at www.jflalc.org for further information, or call at 1-888-667-0880.

* Please note that on Saturday visits, you may be asked to sign in at the security desk on the first floor of the East Tower building A security person will assist you to the sixth floor where the Nihongo Library is located. Parking validation will be provided to visitors for up to one hour during weekdays, and up to five hours during your visit on Saturday.

Closing Days in 2000 are:

Sundays and Saturdays (except the third Saturdays)

March 20 (Shunbun no hi = Vernal Equinox Day)

May 3 (Kenpo kinen-bi = Constitution Day)

May 29 (Memorial Day)

July 4 (Independence Day)

September 4 (Labor Day)

October 2 (The Foundation Day of the Japan Foundation)

October 9 (Columbus Day)

November 23 (Thanksgiving Day)

November 24 (The Day after Thanksgiving Day)

December 25 (Christmas Day)

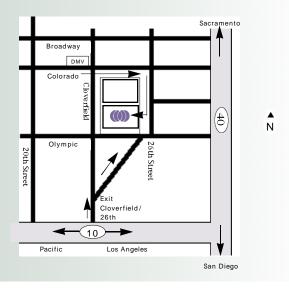
December 29 (Year End Holiday)

THE BREEZE

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<faculty></faculty>	
HIROKO KATAOKA,	1.00
CHIEF ACADEMIC SPECIALIST	120
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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.

The Japan Foundation & Language Center in Los Angeles announces the departure of Ms. Aki Yamasaki, Office Supervisor, and Ms. Sayuri Fretz, Assistant to Faculty, in February, 2000. The Foundation is grateful for Ms. Yamasaki's service for the past three years and for Ms. Fretz's two years. We offer them best wishes for the future. We welcomed Ms. Masako Miwa, in the capacity of Office Supervisor on February 11th. Previously, Ms. Miwa has had an active and outstanding career at JBA (Japan Business Association of Southern California). Also, from this April, Mr. Eric Chow's title will be Program Associate.





The Japan Foundation &
Language Center in Los Angeles
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