

The BRIDGE

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Quarterly

THE JAPAN
FOUNDATION

Los Angeles
Language Center

国際交流基金
ロス・アンジェルス
日本語センター

Redesigned www.jflalc.org
How can I find schools that teach Japanese?

Results of the Japanese
Language Grant Programs
for 2001/2002

Grant Update

Introduction to Japanese
Language Teaching through
a Cyber World:
*What you can do with web
sites*

From the Nihongo Library

2001 ACTFL Luncheon
2001 Japanese Language
Proficiency Test

Staff Directory
To the Editor

Redesigned

www.jflalc.org

How can I find schools that teach Japanese?

Too far away to visit the Japanese Language Center in Los Angeles? We welcome you to take advantage of the Center's programs by visiting us online. Our newly designed web site consists of 7 sections: 1) About Us; 2) Grants; 3) Arts & Culture Programs; 4) Japanese Language Proficiency Test; 5) Nihongo Library; 6) Newsletters & Publications; and 7) Links.

On Teaching

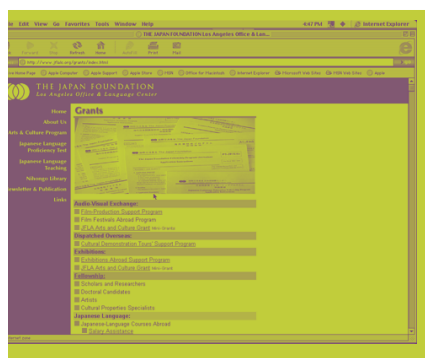
The homepage www.jflalc.org, and its Japanese Language Teaching section, located at www.jflalc.org/teaching serve as the gateway to much information on the teaching of Japanese. Here are a few examples of the type of information the site offers: a list of schools teaching the Japanese language at the elementary level; institutions offering Japanese teacher certification programs; textbooks for students at the secondary school level; regional teacher's organizations; and a conference calendar.

On Grant Programs

To learn more about and/or start the application process for our various support and grant programs, you can now request application forms online. It is easy to see what grants are available for you; your school; and your community of Japanese teachers to establish, promote, and improve Japanese language programs. Just as an example, the Center has established two new mini-grants this year to support the efficient teaching of language. These mini-grants are detailed at www.jflalc.org/grant with a downloadable application form. The Travel Grant is intended to facilitate K-12 teachers' participation in workshops/conferences held in the States. While the Workshop and Conference Grant assists teachers' associations that would like to hold a workshop or conference in the United States.

More to come

We foresee the website evolving and improving; with your participation. Please come visit us online and be sure to provide your comments and suggestions. You can also contact us by sending e-mail to jflc@jflalc.org or jflalc@jflalc.org.



Results of the Japanese Language Grant Programs

for 2001/2002

The Japan Foundation Japanese Language Related Grant Awards for Fiscal Year 2001-2002 (as June 20, 2001)

1. Japanese Language Education Fellowship Program

No successful applicants

2. Japanese Language Teaching Materials Donation Program

The donation program assists educational and or non-profit institutions in acquiring teaching materials such as textbooks, dictionaries, computer software and word processors.

3. Japanese Speech Contest Support Program

The Japan-America Society of Georgia
Seton Hall University

Duke University

University of Iowa

University of Colorado at Boulder

Brigham Young University

California State University, Los Angeles

University of California, Irvine

The Arizona Association of Teachers of Japanese

4. Support Program for Developing Networks of Japanese Language Teachers and Institutions

California State University, Long Beach

5. Support Program for Japanese Language Courses Abroad-Salary Assistance

Hamilton College (Clinton, NY)

Georgia Institute of Technology (Atlanta, GA)

Southwest Missouri State University

(Springfield, MO)

Minneapolis Public Schools (Minneapolis, MN)

Carleton College (Northfield, MN)

Gustavus Adolphus College (St. Peter, MN)

Clarendon Elementary School (San Francisco, CA)

6. Support Program for Japanese Language Courses Abroad-Support for Courses

East Hartford/Glastonbury Elementary Magnet School (East Hartford, CT)

Glastonbury Public Schools (Glastonbury, CT)

The University of Wisconsin, Whitewater

(Whitewater, WI)

7. Assistance Program for Japanese Language Teaching Materials

No successful applicants

8. Training Programs for Japanese Language Teachers at the Japanese-Language Institute, Urawa, Japan

(1) Long-Term Training Program

No successful applicants

(2) Short-Term Training Program (Winter Course)

No successful applicants

(3) Short-Term Training Program (Spring Course)

Ms. Ying-Hong Wang (Muriel S. Snowden International High School, Boston, MA)

(4) Short-Term Training Program (Summer Course)

Mr. James Buoye (Northern Valley Regional High School, Demarest, NJ)

Ms. Jacquelyn Collins (Lincoln High School, Manitowoc, WI)

Ms. Susannah Graziano (Averill Park High School, Averill Park, NY)

Ms. Yasuko Ozawa (San Clemente High School, San Clemente, CA)

Ms. Helen Underwood (Rutgers Preparatory School, Somerset, NJ)

(5) Zaigai (Japanese Abroad)

Ms. Fumiko Harada-Ziemer (St. John's School, Tumon Bay, Guam)

Ms. Sumiko Uo (Florida Atlantic University, Boca Raton, FL)

(6) Three-Week Summer Course for Teachers in the U.S., Canada and U.K.

Mr. Donald Callister (Santa Monica High School, Santa Monica, CA)

Mr. Kin T. Chee (Owego Free Academy, Owego, NY)

Mr. William P. Cunningham (Millard North High School, Omaha, NE)

Ms. Kathi Erickson (Franklin Pierce High School, Tacoma, WA)

Ms. Susannah Graziano (Averill Park School District, Averill Park, NY)

Mr. Kenneth Holt (Lawrence Free State

High School, Lawrence, KS)
 Ms. Freda Johnson (Cooley High School, Detroit, MI)
 Mr. Timothy Mathos (Bell High School, Bell, CA)
 Mr. Juan Carlos Morales (Miami Palmetto Senior High School, Miami, FL)
 Mr. Scott Navitsky (Milford Mill Academy, Baltimore, MD)
 Ms. Darlene Okada (Honokaa High School, Honokaa, HI)
 Mr. George Pruitt (Woodberry Forest School, Woodberry Forest, VA)
 Ms. Veronica Pryce, who applied through the Fulbright-Hays Program (George Washington High School, San Francisco, CA)
 Mr. Randall Seifert (Mt. Eden High School, Hayward, CA)
 Mr. Garret Sokoloff (F.H. La Guardia High School, New York, NY)

Ms. Faye Valtadoros (Lakeview High School, Battle Creek, MI)
 Ms. Hsiao-Pei Yang (Sheridan Japanese Program, Sheridan, OR)
 Ms. Roberta Young (East Ramapo High School, Spring Valley, NY)

9. Japanese Language Program for Researchers at the Japanese-Language Institute, Kansai, Japan

No applications received

10. Japanese Language Program for Postgraduate Students at the Japanese-Language Institute, Kansai, Japan

Ms. Dawn-Elissa Banks (University of Florida)
 Ms. Jee Young Lee (University of Pittsburgh)
 Mr. Thomas Mullaney (Columbia University)
 Ms. Ann Yamamoto (Columbia University)

The Japan Foundation Los Angeles Language Center

Mini-Grant Awards

for Fiscal Year 2000-2001 and 2001-2002 (as of June 20, 2001)

For 2000-2001

(1) Annual Workshop and Conference Grant Program Recipients

California Association of Japanese Language Teachers (CAJLT)
 Dartmouth College/Japanese Language Teachers' Association of New England (JLTANE)
 The Japan Forum; Japanese Teachers' Association of Texas (JTAT)
 University of Maryland
 University of Southern California / University of California, Los Angeles Japanese and Korean Linguistic Circle

(2) Association Support Grant Program Recipients

Alliance of Association of Teachers of Japanese (AATJ)
 Association of Florida Teachers of Japanese (AFTJ)
 Louisiana Association of Teachers of Japanese (LATJ)
 Northeast Council of Teachers of Japanese (NECTJ)

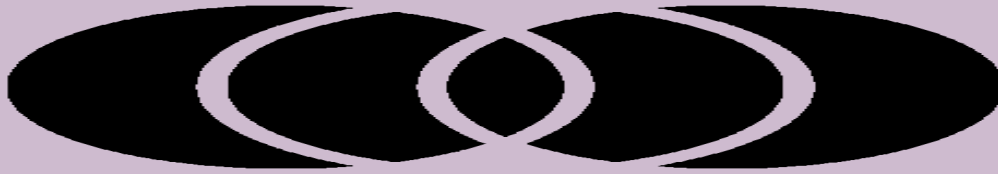
(3) On-Site Workshops and Conferences (Lecturer Dispatch) Grant Program Recipients

Alliance of Associations of Teachers of Japanese (AATJ)
 Alberta Japanese Teachers' Association (AJTA)
 British Columbia Association of Teachers of Modern Languages (BCATML)
 California Japanese Framework Project/California Language Teacher Association
 Consulate General of Japan, Chicago, IL/Illinois Association of Teachers of Japanese (IATJ)
 Consulate General of Japan, San Francisco, CA
 Northeast Council of Teachers of Japanese
 Washington Association of Teachers of Japanese (WATJ)

For 2001-2002

(1) Annual Workshop and Conference Grant Program Recipients (thus far awarded)

California Association of Japanese Language Teachers (CAJLT)
 Illinois Association of Teachers of Japanese (IATJ)



ATTENTION: MINI-GRANT PROGRAM UPDATE

The Japan Foundation Los Angeles Language Center (JFLALC) announces the following changes to its Mini-Grant Program: Effective immediately, the Foundation has discontinued the Special Project Grant Program and Japanese Language Research Fellowship Program. In their place, a new Domestic Travel Grant Program for K-12 Teachers has been added, and the existing Workshop and Conference Grant Program strengthened (Please note that the “Annual” in the Workshop and Conference Grant Program has been dropped, so that an applicant may receive support for more than one such project during the course of a fiscal year). Additionally, applications must now be received by the JFLALC at least two months prior to the starting date of the project. The JFLALC will contact applicants regarding the results of their proposal three weeks prior to the project starting date. Prospective applicants should consult the updated Mini-Grant description below for complete information.

Despite these changes, however, the Foundation continues to maintain its policy of grant disbursement after completion of the proposed activity and receipt of an official activity and financial report. For a downloadable application, please see our website located at <http://www.jflalc.org>. Those without internet access may contact Justin K. Miyai, Program Assistant at 1-888-667-0880 ext. 105 (toll free) or by email justin_miyai@jflalc.org

Mini-Grant Programs

Mini-grant programs are emergency-type funds of a relatively modest amount. They are screened and administered by The Japan Foundation Los Angeles Language Center (JFLALC) with the primary objective of supporting K-12 level Japanese teachers in the United States. Applications must be received by the JFLALC at least 2 months prior to the starting date of the project. The JFLALC will contact applicants regarding the results 3 weeks prior to the project starting date. Applicants are encouraged to secure additional resources elsewhere to complete the desired project. Specific programs include:

1. (REVISED!) Workshop and Conference Grant Program

This grant is to assist Japanese teachers' associations hold a workshop or conference in the United States. The grant amount will not exceed \$2,000 per project and may be less than the full amount requested. The grant is designed to subsidize the costs of hall and equipment rentals, correspondence, printing and copying, lecturers' travel allowance (if applicable), etc.

2. (NEW!) Domestic Travel Grant Program for K-12 Teachers

This grant program is intended to facilitate K-12 teachers' participation in Japanese or foreign language workshops/conferences held in the United States. Priority will be given to presenters and delegates of local Japanese teachers' associations. Successful candidates will be granted the cost of airfare (discount coach class). An individual can be awarded this grant only once per fiscal year (April 1 through March 31).

Introduction to Japanese Language Teaching through a Cyber World: What you can do with web sites

Maki Watanabe

1. Introduction

Along with the rapid growth of information technology, it is a recognized fact that the cyber world called the Internet has been playing a more and more important role in Academia. Communication with students via e-mail, for example, is no longer a new technology. Many schools run their official web sites to provide program and course information to prospective or enrolled students. Online courses for distance learners are on the rise. This burgeoning development has also been affecting the methods of language teaching. In the past year, I had a chance to witness practical uses of web sites and deliberate potential uses for Japanese language teaching while I was working as a web designer of online Japanese language exercises and as a web master for an official web site of the Japanese Language Program at the University of Southern California. In this article, I would like to present what I have found from these experiences.

2. Web Site as New Source of Information and Materials

Functions of web sites in language instruction can be best described by the expression "new source". Web sites replacing those thick school catalogues are a new source of course information. Replacing audio-tapes, they are new source of audio materials. They are also a new source of written materials, replacing printed matters such as newspapers and magazines. In addition to new sources of information, web sites serving as online course can be a new source of education itself.

Japanese language instructors can utilize these functions of web sites in two ways; one way is to incorporate existing web sites into a part of their teaching materials, the other is to create their own web site to provide their students with necessary information and materials, such as course information, homework, and exams. Let us take a more detailed examination of each of the followings.

3. Using the Other's Web Sites as Source of Realia

Existing Japanese web sites created by other people, especially Japanese natives, are an excellent source of realia for Japanese language instruction. One can easily obtain materials such as video clips, audio materials, news articles, and any other kinds of information in Japanese that are ideal for communicative teaching simply by downloading them onto a computer. They are free of the troubles associated with duplication. One might wonder if these materials available through Internet are REAL realia. Indeed, it is rather odd to call them realia because web sites are virtual reality. However, these web sites are constructed on the premise that Japanese native speakers will make use of the information provided there. Therefore, these materials still can be considered as realia in this respect.

Then, how can we practically use these realia? One possibility is to use them in place of the realia in traditional forms in class. If you have luck in teaching in a room equipped with computers, you can have your students look at video clips or animation displayed on a computer monitor instead of showing them on a VCR. For example, students can enjoy Japanese folk tales in digital animation and other programs such as news and music on an Internet TV at Panasonic's web site. You can also show Japanese news clips of TV station's web sites such as Fuji TV to advanced students. Or, you can show a real restaurant menu of fami-resu (family restaurant, Japanese version of diners) for restaurant conversation practice or newspaper articles for an advanced reading exercise on a screen monitor instead of using an OHP or photo copy. The followings are samples of useful URLs for such purposes.

Panasonic (<http://town.hi-ho.ne.jp/enterT/anime/>) for digital animation of folk tales

Fuji TV (<http://www.fujitv.co.jp>) for news clips

Skylark (<http://www.skylark.co.jp/>) for menu

Anna Miller's (<http://www.imuraya.co.jp/annamillers/index.html>) for menu

Even if you do not have such good luck, these realia still can be made good use of in many other ways, especially as outside activities. For example, you can direct students to visit a certain web site in order to complete a homework assignment. Questions in the assignment may be handed to them in a printed form and answers may be graded manually. Or it can be given at your own web site and answers can be automatically graded when submitted to you by e-mail. The Mellon Language Technology Initiative Project schemed by the Language Center of the University of Southern California is a good example of the latter (see image 1). A task is assigned on a weekly basis and only results of grading will be e-mailed to an instructor. Image 2 is a message that students receive after grading, while image 3 is a result report sent to an instructor.

You may also wish to assign students a research project or an essay, which is based on the information they collect through web sites. For an advanced class, Blue Sky Collection is an excellent source of

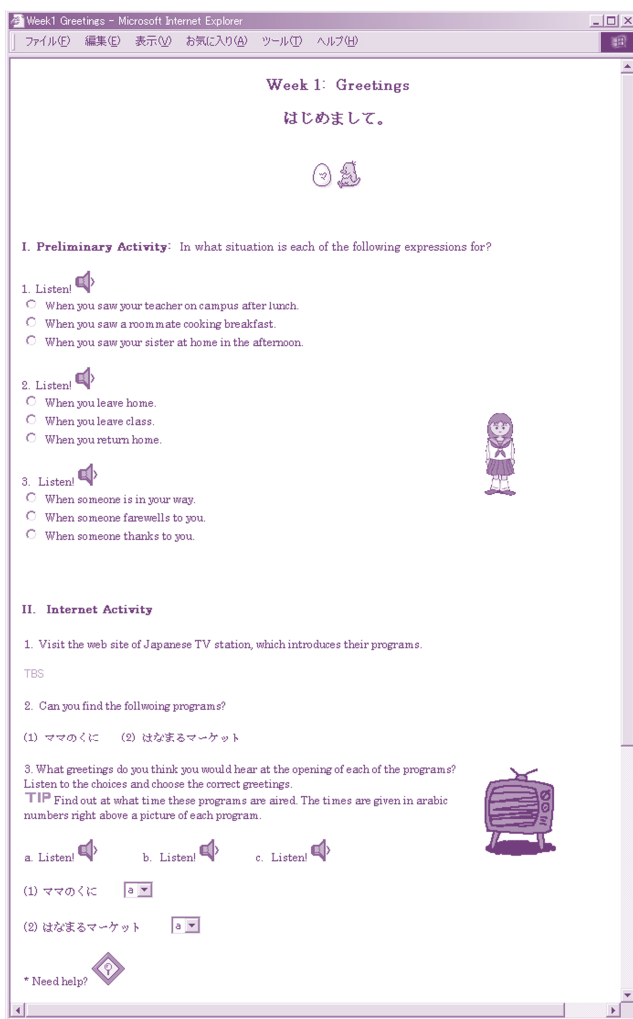


Image 1

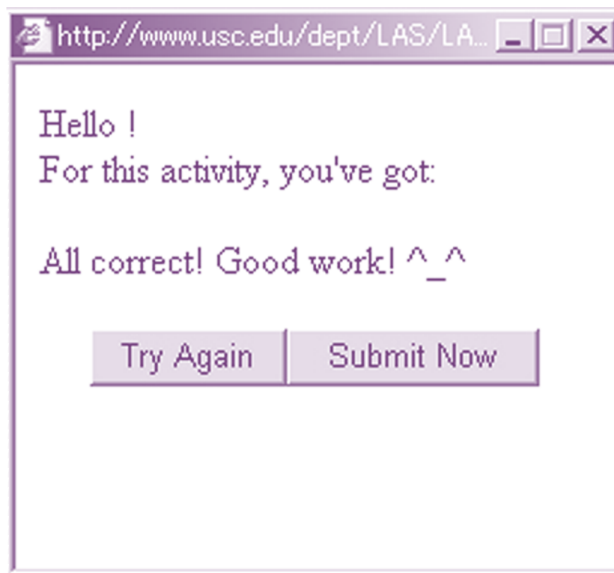


Image 2

famous Japanese novels that are all free of copyright. You can also consider having students make a word list from these reading materials by using an online dictionary.

Blue Sky Collection (<http://www.aozora.gr.jp/>) for Japanese novels

Jim Breen's WWWJDIC (<http://www.csse.monash.edu.au/~jwb/wwwjdic.html>) for dictionary

World Lingo (http://www.worldlingo.com/microsoft/computer_translation.html) for dictionary

Excite (<http://www.excite.co.jp/world/text/>) for dictionary

4. Instability of Web Sites—Fear of “NOT FOUND”

Web sites are a new source of realia that are more readily available to instructors and students than the traditional sources such as newspapers and video tapes in the sense that the information from the former becomes available equally to everyone at the same time whether you are in Japan or not. However, instructors must bear in mind that web sites are not a perfect source. Due to their instability, it is not guaranteed that they will always be there. One day you may have found a useful page of a certain web site. Several weeks later you visit the page again, and find that the page is “NOT FOUND.” There are three possible reasons for disappearance of web sites. One is that a web master moved the page somewhere with a different URL (web site address) when he/she renewed the whole structure of the web site. Second is that a web master deleted the page for some reason, possibly because it is outdated. The last and worst reason is that the whole web site closed for good. Missing pages in official web sites of large companies or organizations are

often due to one of the first two reasons. Although they are unlikely to be closed because of being well funded, renewal takes place quite often and regularly for more effective publicity. Personal web sites have less chance to undergo renewal. However, they are much more likely to disappear all of a sudden. No matter which sort of you would bear in mind that they are you use for your class, web sites are unstable.

Another reason for their instability is because a server could unpredictably go down when you want to show a web site to students. When a server is down,

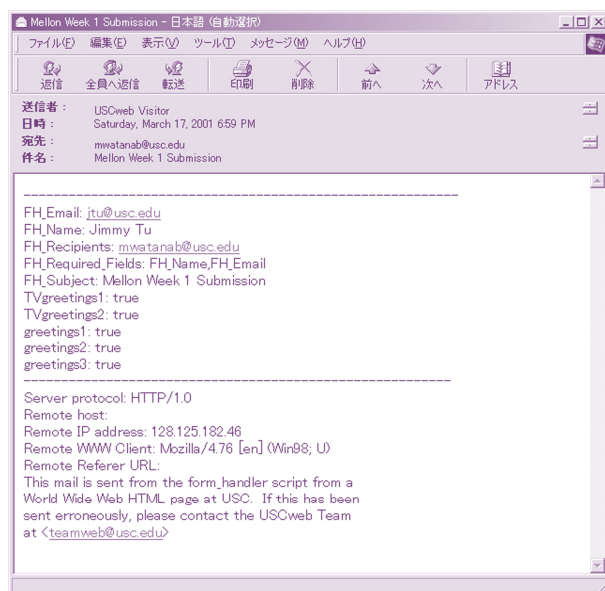


Image 3

there is nothing to do but just report the problem to the service provider and wait for them to fix it. Therefore, it is better to give students more than a day to complete homework assignments requiring information from web sites just in case of a server problem.

5. Making One's Own Website

Incorporating existing web sites into language teaching is a good introduction to language instruction through Internet. As you net surf in search of realia suitable for your class, you will encounter web sites created by the other Japanese language instructors or schools. In the following section, I will summarize what a Japanese language instructor can do at your own or your program's web site.

6. Contents of Web Site

Instructors can provide various kinds of information and resources to students via a web site. Contents of a web site for Japanese language students can be roughly grouped into five categories as shown below. I disregard e-mail here, since web sites are the focus of the discussion.

- (1) Online Courses
- (2) Communication tool
 - Chat and BBS
- (3) Class & course information
 - Course description
 - Class information
 - Instructors' contact information
- (4) General information of Japanese learning
 - Grammar and vocabulary
 - Exercise and mini quiz
 - Language games
 - Study abroad information
 - Certification examination
- (5) General information of Japanese culture
 - Calendar
 - Photo gallery
 - Links

Online courses in place of actual classroom instruction seem to be possible only if both an instructor and students have access to voice chat function. Otherwise, it would be very difficult to teach speaking skills online. Chat and Bulletin Board System (BBS) are considered as communication tools. An instructor can set up an online office hour, for example, and during the hour the teacher and students can communicate (hopefully typing in Japanese) with each other. BBS is different from Chat in that the former leaves a log of messages at a website while the latter does not. Therefore, you can go back to BBS to leave your reply to a message as long as the message is posted. On the other hand, in the case of Chat you must be there to join the discussion. I do not discuss the details of (1) and (2) any further because they cannot be made possible without help of a computer engineer or a good knowledge of computer's and programming.

Course and program information is one of the most popular content for a language program site. For example, the Japanese Language Program of the University of Southern California provides three kinds of such information. One is course description, which is an overview of the program (<http://www.usc.edu/dept/LAS/ealc/jlp/description.html>). The coursedescription mainly aims at prospective students of Japanese language, and is for worldwide advertisement of the program. Second is class information, which is detailed information of students enrolled in Japanese

classes. Available information of this sort is weekly schedule of class, exam results, syllabus, and so on. Third is instructors' contact information (<http://www.usc.edu/dept/LAS/ealc/jlp/faculty/faculty.html>). Instructor's e-mail address, office phone number and office hour schedule are provided to students. As an extra, instructor's monthly message also pops up if a student clicks on a face icon of him/her.

Not only specific course information, but also general learning information is useful to students. A simple list of contact information of study abroad programs and schedules of certificate examination of Japanese language is helpful enough for students who are interested in extra learning. If you are ambitious and have more time and help to work on a web site, database of grammar and vocabulary may be created. It must be noted, however, that if the database is based on a specific textbook, you must remember to first contact the publisher to clear any copyright problems. It is also a good idea to create a set of exercises or mini quizzes, which are automatically graded as a student finishes them or clicks on a submit button. A very good example of self-gradable exercises is seen at a web site of CMJ of Nagoya University (<http://mercury.ecis.nagoya-u.ac.jp/webcmj/>). Simple language games such as nazo nazo (riddles) or crossword puzzles will add other enjoyment to your site (see images 4 and 5 for example).

General information on Japanese culture will be attractive to culturally motivated students. For example, providing a koyomi (calendar) with a brief explanation, as in MIT's web site, is an effective way to introduce Japanese culture. If the explanation is written in Japanese, it can also be used as excellent reading material. Visual materials such as photos and drawing images are another effective way to introduce Japanese culture. Photo images can be presented in a list like those at NihongoWeb, or in a form of slide like those at Photo Gallery of the USC site. When there are no images to show to students, it is still possible to introduce students to Japanese culture by creating a list of links to Japanese web sites, where students can learn about Japanese culture. URLs of web sites of the Japanese consulate general, cultural features such as tea ceremony or flower arrangement, traditional performing arts such as Kabuki and Noh will be useful.

The followings are URLs of the web sites and pages mentioned above.
Japanese Holidays and Cultural Events -- Massachusetts Institute of Technology (<http://www-japan.mit.edu/mit/culture-notes/index.html>) for calendar

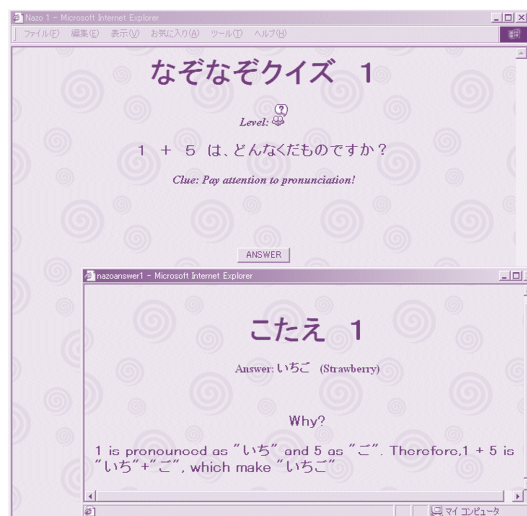


Image 4

NihongoWeb (<http://www.nihongoweb.com/>) for photo images in lists

Japan Calendar and Photo Gallery (<http://www.usc.edu/dept/LAS/ealc/jlp/fun/fun.html>) for calendar and photo images in slides

7. Technical Tips to Avoid Making an Unfriendly Web Site

When creating a web site for Japanese language education, there are several important points to be taken into consideration. First of all, a web page must be light. In other words, a web page must be able to be quickly downloaded. This is a universal law applied to any kind of web sites. A web page that contains many photo images of heavy byte (usually larger than 100 byte per an image) takes a long time to download especially when a computer is connected to a server by dial-up, and therefore this should be avoided. This problem is easily solved if a web page contains only a list of titles or smaller images, each of which is linked to a full size image, instead of cramming all full size images into one web page.

Secondly, it is very important to make sure you know how the web site you created is actually seen on a computer monitor. Types of fonts that a browser can display differ depending on the type of computer. Therefore, if the HTML (HyperText Markup Language) of a web page that you downloaded specifies a type of font that your computer cannot display, your browser will automatically choose the default font to display the page. In other words, it is not guaranteed that all the viewers can see a web site with the same font. It is highly recommended to conduct a viewing test in four ways – combinations of two browsers (Netscape

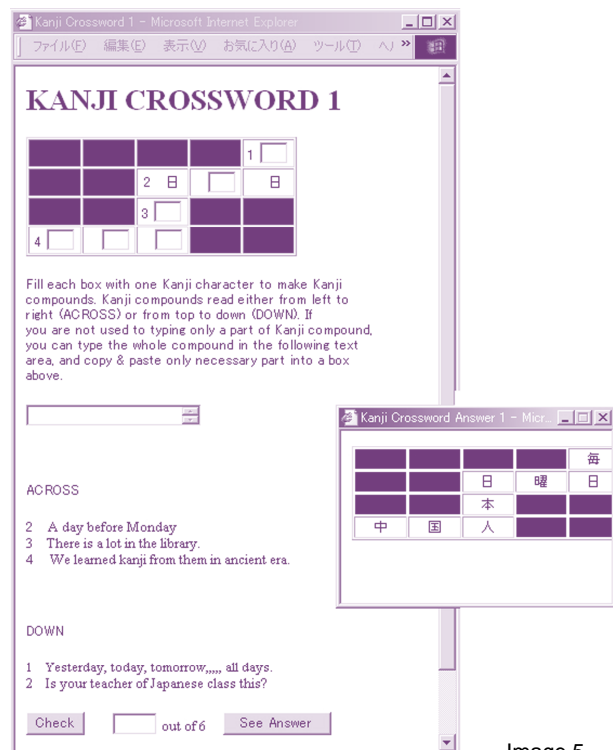


Image 5

Communicator™ and Internet Explorer™) and two computers (Macintosh and PC_R). Since resolution of a monitor also affects how a web site appears, you can correct collapsed positions of images and paragraphs by checking views in two types of resolution – 600 x 800 and 800 x 1024.

Thirdly, it must be confirmed that your web site is free of *moji-bake* (a font problem), especially if your web site contains Japanese language and you expect that most of the visitors to the web site use a computer with an English Operation System. Although *moji-bake* rarely occurs as long as a web site is simple and static without any trick employing JavaScript or CGI (Common Gateway Interface), Japanese fonts may not be properly displayed on dynamic web sites containing JavaScript or CGI when they are viewed through an English version of aforementioned browser on an English computer that is capable of Japanese. Since Internet in Japanese on a computer with English OS is an unusual bilingual environment, extra care is needed in case you plan to construct an interactive web site in Japanese, which normally requires JavaScript or CGI.

Finally, a web site creator should remember that *rubi* can be properly displayed only by a specific kind of browser. If a web site contains kanji characters and you want to provide *yomigana* for them, it is better to use parentheses instead of *rubi* function unless you

are certain that all of the visitors to the site use a browser that is compatible with *rubi*.

8. Legal Issues Regarding Links

Before finishing, I would like to discuss legal issues briefly. In order to reduce risks of legal problems, it must be confirmed whether the web site to which you wish to link from your web site allows such linking. If you link your web site to another web site without asking any permission whereas the web master expresses his/her rejection of linking on the site, this could possibly cause some kind of legal problem. Even if such linking is allowed, it is better to link from your site to a home page of the target web site instead of linking directly to the web page you wish to link. Another act to be avoided is to display a linked web site in one of the frames of your web page. Being displayed in one of the frames, the other's web site that is linked from your web site looks as if it were a part of your web site, i.e., it were your web site. This might be regarded as infringement of copyrights unless the web master of the linked web site permits it. Since legal interpretation of acts of infringement of copyrights in Internet are yet to be standardized, anyone who creates one's own web site or who makes use of the information from existing web sites should keep an eye on the legal issues.

9. Conclusion

In this article, I have suggested practical uses and technical tips of web sites for Japanese language instruction, which are based on my own experience as a web designer for Japanese Language Program of the University of Southern California. Since this article aims at the Japanese language instructors who are novices at the Internet, many points discussed here might be too matter-of-course to some readers. However, I would be happy if this article will not only introduce instructors as a web site beginner to educational uses of web sites, but also bring an opportunity for reviewing existing web sites for Japanese language education.

Maki Watanabe received a MA in Japanese linguistics from the University of Wisconsin at Madison. She is now a graduate student of the University of Southern California, pursuing a Ph.D. in linguistics. She is also participating in Mellon Technology Initiative this fall to complete this three year project of web site language activities for the Language Center of USC.

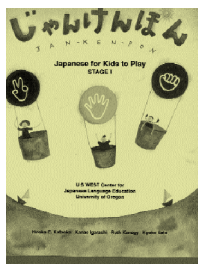
FROM nihongo Library

Introducing Nihongo Library's new acquisition

じゃんけんぽん

Jan-Ken-Pon: Japanese for Kids to Play

Jan-Ken-Pon is the very first set of Japanese curriculum and teaching materials for the elementary school-level based on the National Standards. There are three volumes: Stage I (K-1), Stage II (Grades 2-3), and Stage III (Grades 4-5), with each stage containing 9 units focusing on a particular theme. Since Jan-Ken-Pon contains various age-appropriate activities, with purposes and detailed instructions written in both Japanese and English, teachers of Japanese can find this curriculum to be very adaptable and helpful in the classroom.



You can find the order form at:

<http://babel.uoregon.edu/CAJLS/products/Jan.html>

春一番

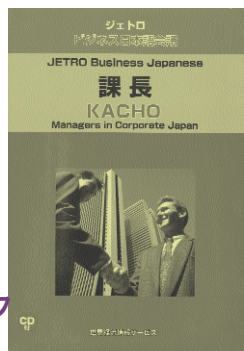
Haruichiban: The Way to Successful Japanese (volume 1)



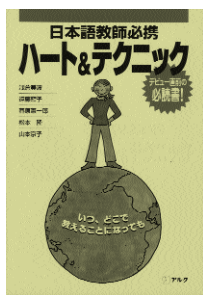
Haruichiban is the first textbook of the Japanese textbook series, Kisetsu. This text is targeted towards junior high and high school students, and is also compatible with the National Standards and to the achievement of its 5Cs goals: Communication, Cultures, Connections, Comparisons, and Communities. This series also encourages students to be self-directed and reflective learners. With colorful illustrations and useful cultural notes, as well as various goal-oriented activities, students can develop language proficiency joyfully and naturally. For more information, please visit its web page at: <http://www.kisetsu.org/>

ジェトロ ビジネス日本語会話『課長』 JETRO Business Japanese Kacho : Managers in Corporate Japan

This practical textbook is very helpful for students at an intermediate level of Japanese, who wish or need to use the Japanese language in real business situations. The contents of this textbook follow the story of a Japanese businessman, and the text itself is divided into 54 likely situations in a real-life Japanese business environment. It is accompanied with one audio CD and one video-cassette.



日本語教師必携 ハート&テクニック Heart & Technique



"Heart & Technique" is a teacher's resource book written by five active teachers of Japanese, and provides their views of teaching through their own experiences. This book especially intends to help teachers of Japanese who do not have much classroom experience; and helps inexperienced teachers develop their own know-how and to utilize their pedagogical knowledge and education into a real life classroom situation. This book acts as a good mentor for beginning teachers of Japanese.

おすすめサイト：日本留学

Websites on Study in Japan

The following is a list of helpful web sites for students who wish to study in Japan. You can obtain information on various sorts from such web sites: 1. of examining Japanese universities for foreign students; 2. information on part-time jobs for students; a basic guide on the Japanese educational system; Student Visa and Exchange Student Visa.

1. Guide to Study in Japan

http://www.ic.u-tokyo.ac.jp/edv/index_e.htm

2. 2000 Guidance and Outline for Study in Japan

<http://www.license-ww.jp/study.html>

3. インターネット 学生Web

<http://www.naidai.or.jp/>

4. Guide: Study about Japan

http://tjji.stanford.edu/mwds/Study_about_Japan/

5. NITF Japan Window: Study

Abroad/Student Exchange/Membership

<http://www.window-pcmzgateways.dtic13.html>

6. Study in Japan: Study in Japan

<http://www.aiej.or.jp/index1.html>

7. J Study 留学生情報

<http://www.j-study-acd.com/jstudy.htm>

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Although it is only June and we are still a season away from our customary conference time, ACTFL Headquarters and the Japan Foundation have been busy behind the scenes planning for ACTFL 2001 in Washington, D.C. Indeed, thanks to the assistance of our friends at ACTFL, the venue, as well as menu have already been determined. This year, the Foundation's annual luncheon will be held on Friday, November 16, in the Renaissance Hotel. What can luncheon participants expect? Most definitely an appetizing meal and the usual warm atmosphere, and hopefully, with the generosity of our invaluable supporters, another prized-packed giveaway. Please be sure to make plans to join us at this not-to-be-missed event. Let's do lunch!

Japan Foundation Luncheon for

日本語能力試

The 18th Annual Japanese Language Proficiency Test (JLPT) will be held on Sunday, December 2, 2001.

The JLPT is an internationally accredited Japanese language examination designed to measure a person's Japanese language skills. The Japan Foundation and the Association of International Education, Japan have administered the JLPT both in Japan and abroad since 1984.

The test has four different levels (level one being the most difficult and level four the easiest); the examinee can choose the level that best suits his or her ability and training. Each test consists of three sections: character-vocabulary; listening; and reading-grammar. Both level one and level two test results are often used to evaluate foreign students' abilities to enter universities and technical schools in Japan.

Each year, the JLPT has met with an enthusiastic response from the public, and the number of examinees has steadily increased. Last year, test takers numbered approximately 200,000 worldwide. This year, the JLPT is scheduled to be held in as many as 89 cities in 38 coun-

tries. Test sites in the United States will be from east to west, New York, Chicago, Los Angeles and Honolulu.

Pertinent information for this year's test is as follows:

Date: Sunday, December 2, 2001

U.S. Test Sites: New York (Columbia University); Chicago (The University of Chicago); Los Angeles (The Holiday Inn, Torrance, CA); and Honolulu (The University of Hawaii, Manoa)

Application Period:

August 1, 2001-September 20, 2001

Contact Information:

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Japanese Language Proficiency Test 2001

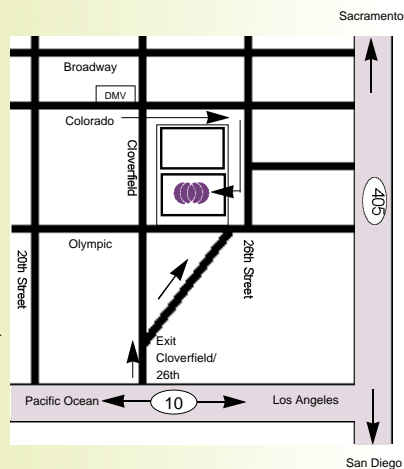
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Voice mail is engaged after 5:30 in the afternoon until 9:00 in the morning. Telephone and fax number is the same for all staff.

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TO THE EDITOR!

Greetings, educators and friends of the Japanese language field. The Japan Foundation Los Angeles Language Center is pleased to announce the creation of "To the Editor," a section intended specifically for you. Here, you are welcome to post any messages pertaining to the Japanese language. Submissions should be made either in writing or via email and addressed "To the Editor." For your convenience, the Foundation will install a user feedback function on its website (<http://www.jflalc.org>) shortly. Once received and evaluated for content, every effort given the available space will be made to publish the message in the following issue. Please note however, that the editor reserves the final decision to publish a submitted message. It is our sincere hope that this newly created section of the "Breeze" will inspire discussion and serve as a vibrant and interactive tool for our readership.



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