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## Overview of Japanese Language Education in Australian schools

Himiko Negishi-Wood

Did you know that Australia has the second highest number of learners of Japanese in the world after Korea? According to a Japan Foundation survey<sup>1</sup>, there are more than 300,000 learners of Japanese language in Australia and of these learners, 96.6% are primary and secondary school students.



Although the first Japanese high school course started in 1918, the growth of Japanese language study began in the 70's, and was fuelled by the Australian government's commitment to Asia literacy and multiculturalism. The language of Japan, Australia's largest trading partner, was embraced by school students, and in the late 80's by large numbers of university students. In the 90's Languages Other Than English (LOTE) study was made compulsory in most states at the junior secondary school level, and primary LOTE education is now promoted in all states. In 1995, Japanese was designated as one of the four national priority Asian languages for study in Australian schools and the National Asian Languages and Studies in Australian Schools (NAL-SAS) program was launched. Japanese is now the most popular language for school study in most states<sup>2</sup>.

As with other LOTEs, the aim of Japanese language education is not only the development of communication skills, but also the development of socio-cultural understanding and positive attitudes towards Japanese society and culture. Although traditional teaching methods persist in some cases, general

AUSTRALIA

language teaching takes a communicative approach, focusing on interaction and task based language learning. Teachers take the students' interests and individual needs into account when planning lessons so as to create a learning environment which is both interesting and motivating for the students.

## Current Trends in Japanese as a LOTE

### 1. Technology in Japanese Language Education

In primary and secondary schools, technology is increasingly being used to enhance language learning. On-line technology gives learners opportunities to communicate with other Japanese speakers, to access information and authentic materials, and to download materials for project work with presentation software. The internet is also used widely by departments of education for networking and to provide teachers with curriculum support.

### 2. Primary-Secondary Articulation

The rapid growth in LOTE at the primary school level has increased the demand on secondary school Japanese teachers to cater for mixed levels of ability of students entering secondary education. When students enter secondary school Japanese classes, some have studied Japanese in primary school and some have not. This can also happen in upper grades when students make subject choices.



As a strategy to deal with this issue, some states have produced syllabus guidelines which span both primary and secondary school years to promote greater continuity of learning. Other initiatives include cluster schools<sup>3</sup> at the district level and professional development seminars bringing together primary and secondary school teachers to enhance their understanding of each other's syllabus. For teachers, the challenge is to apply multi-level teaching strategies which incorporate cooperative learning, peer tutoring and learner-centred tasks and activities.

### 3. Integrating Languages with the Whole Curriculum

Recently there has been a movement mainly in primary LOTE education, towards an integrated or embedded approach in which language study is incorporated with the content of other subject areas such as mathematics, science, art, etc. This approach relies on



the use of student activities that draw on both language and content to solve communication needs. This integrated approach is seen as offering a number of benefits as:

- linking language learning to subjects students study on a daily basis, making it more relevant
- resulting results in the language program being seen as an integral part of the whole curriculum rather than an extra or peripheral subject
- giving students the opportunity to use language in a meaningful context and encourages and maintains their interest and motivation



Although many teachers can see the benefit of this approach, there are not as yet many teaching resources available.

## Japanese Language Education in Australia and The Japan Foundation Sydney Language Centre

The Sydney Language Centre (SLC) was established in 1991 to support Japanese language education in Australia. There are three advisors based in Sydney involved in developing teaching materials, running professional development courses, cooperating with educational authorities in various states in offering local professional development, publishing a quarterly newsletter 'Dear Sensei' and providing a consulting service for school teachers. The news letter contains a four page section of teaching ideas and resources for teachers.

We regularly produce teaching resources which contain activities, exercises and stimulus materials for primary and secondary school level Japanese language learners which are known as Activity Resources (AR). ARs provide teachers with a great range of ideas to enhance their teaching programs. The SLC donates these materials to Australian schools. In order to provide better courses and develop appropriate resources, we investigate and identify areas of need by conducting regular surveys and classroom research.

Recent research has lead to the development of teaching resources such as 'Classroom Japanese (promoting teacher talk in the target language)', 'Integrating with the Whole Curriculum-Topic: Water' and 'Activities for Multi-level Classrooms'. We have recently uploaded the two

activity resources 'Integrating with the Whole Curriculum Topic: Water' and 'Activities for Multi-level Classrooms' on to our web site at <http://www.jpff.org.au>. Here is an overview of one recent research project and the resource materials produced.

**Teacher Talk in the Japanese Classroom**  
Most language teachers agree that it is important to use the target language in class, but for various reasons they do not consistently do so.

Since 1995, we have visited a number of schools and observed lessons to investigate the use of teacher talk in primary school Japanese classrooms in Australia. The study found that although teachers, including native speaker teachers, regarded the use of the target language in TT as highly important, in practice, they only used a limited

amount of target language during their lessons. Based on the study and on subsequent in-service sessions conducted on the use of the target language in the classroom, we developed resource materials designed to promote its use. The resource is designed for teachers who do not feel confident enough to use Japanese as the main language of communication with their classes and for teachers who do use Japanese in the classroom but want to improve their technique or proficiency.

The resource contains three units including simple classroom language, language for explaining games and activities and language for social interaction. Each unit consists of five sections:

### (1) Starting point checklist

The checklist provides the opportunity for teachers to reflect on and analyze

their current approaches and strategies in the use of teacher talk in Japanese. It enables them to consider any possible changes or improvements that could be made, and to evaluate their use of Japanese and their performance in class. By using this checklist as a starting point, they can set clear personal goals.

### (2) Suggested procedure and key language

This section provides a procedure for applying specific teacher talk to the classroom situation, and includes methodology and example expressions.

### (3) Student talk

This section covers the student talk related to the above teacher talk. In the communicative classroom, the ideal situation is for communication to occur both ways. It lists example expressions and gives guidelines for introducing and reinforcing these through activities and songs.

### (4) Suggested activities

The section provides a number of activities for introducing and reinforcing the language presented.

### (5) Progress checklist

The checklist provides an opportunity for teachers to reflect on their classroom practice after a period of time, and to become aware of changes or improvements in their use of teacher talk and student responses. It can help then analyze problems and set further goals.

See Appendix for Unit 1 Starting point checklist and Progress checklist.

### Sydney Language Centre Website

In December of last year we launched a new expanded website. The new site contains detailed information on all SLC activities, including our newsletter 'Dear Sensei'. As I mentioned earlier, we have also uploaded our most recently produced activity resources. The Activity Resources and Dear Sensei are in HTML format, so that teachers can download the worksheets and activities and modify them to suite their students' needs. The site also has a section of 'Teaching Ideas' where teachers can share their teaching ideas with other teachers in and beyond Australia. We

## UNIT 1 SIMPLE CLASSROOM LANGUAGE

It is important that students accept the use of Japanese in the Japanese class as something normal right from the start. Teachers should demonstrate clearly that language is for communication. This unit deals with everyday classroom functions, including greetings, taking roll call, basic instructions, praising, giving feedback and scolding, disciplining. Students are also required to use the language when requesting clarification and asking permission.

### (1) Starting point checklist

Tick how often you use the following techniques in classroom;

Never  
Sometimes  
Usually

Greet the class in Japanese on the first day

Introduce yourself to the class in Japanese on the first day

Take roll call in Japanese

Start the lesson in Japanese

Bring the lesson to an end in Japanese

Describe the class's reaction when you started the first lesson in Japanese, and when you started in English.

What are the advantages of the two different approaches?

### (5) Progress checklist

Write down the expressions you have used in class.

Date	Expressions
	Greet the class in Japanese
	Introduce yourself to the class in Japanese
	Take roll call in Japanese
	Start the lesson in Japanese
	Bring the lesson to an end in Japanese
	Write down which instructions the class found most difficult. If you had a problem, describe what strategies you used to get the meaning across.
	Write down the instructions in English which you could not say in Japanese.
	Find the relevant Japanese word or expression.

Activity Resources © The Japan Foundation Sydney Language Centre

also have links to many other useful internet sites. Please have a look at our site at <http://www.jpff.org.au>, and send us your comments!

Japanese teachers have been working hard to provide the best possible language education for their students, devoting a great deal of time and energy in order to improve their teaching methodology, develop new teaching ideas and to produce new resources. I hope that in future the teachers of Japanese language in Australia and the US, as well as those



in other countries will be able to share these new ideas, methodologies and resources. As technology brings us closer, I hope our website can be a source of useful information and one of many ways that we can work together.



Notes:

- 1 The Japan Foundation's survey report on Japanese Education Abroad 1998
- 2 Australia is made up of eight states and territories, NSW, VIC, QLD, SA, WA, TAS, ACT, NT. Government funding for education is collected nationally and allocated to the individual states that share responsibility for implementing school education.
- 3 A secondary school and its satellite primary schools working together to plan a curriculum for continuous learning

**Himiko Negishi-Wood** has gained a Grad DipEd (in LOTE) and a MA in Applied Linguistics from Flinders University and Griffith University respectively and has worked as a secondary school teacher in Australia. She is currently an advisory lecturer at The Japan Foundation Sydney Language Centre where she has been involved in teacher training and resources development since 1995.

## Summary Results of The Japan Foundation Audio-Visual Survey

During this past summer, the Japan Foundation Japanese Language Institute, Urawa, Japan, working in conjunction with the Japan Foundation Los Angeles Language Center conducted a survey on Japanese language audio-visual materials. Japanese language educators at both the pre-collegiate and collegiate levels were asked for their feedback via an internet circulated questionnaire to better help the Institute develop such materials for future use. Specific topics covered by the survey included: background information on how instructors had incorporated audio-visual tools into their lesson plans in the past, what sorts of materials they found lacking, and the state of Japanese language education in their respective educational institutions.

What did the survey uncover? First and foremost that audio-visual materials are in widespread use across the educational spectrum, from public and private to pre-collegiate and collegiate. The reasons most often cited for their use include the reinforcement of grammar points, improvement of aural comprehension, and presentation of Japanese culture. Another indirect reason may be the

observation made without exception by instructors of students positive responsiveness to audio-visual aids. What sorts of audio-visual materials would respondents like to see developed? Responses ranged from the ever popular *anime* to updated documentaries. But perhaps more telling is the suggested form in which these future audio-visual materials should take. These include the following: (1) that they be "level specific" so that students will not become easily frustrated; (2) that they should be practical in the sense that students can apply them in the classroom/daily life; (3) that they should incorporate authentic materials; and (4) that they should be in a format, possibly digital, without the worry of copyright infringement.

In conclusion, the Japan Foundation would like to thank all those instructors who took the time to respond to its survey. The Institute looks forward to reading and incorporating your comments into the very important work of developing the next generation of Japanese language audio-visual materials.

# My Experience in Saitama

*Reflections on the 2000 Summer Intensive Training Program for Teachers of the Japanese Language from the U.S., U.K., and Canada*

Faye Valtadoros



I remember the first time I went to Japan. I had just graduated from high school and I participated in a field trip to our sister school in Shiga prefecture. We went on the Michigan Showboat in Lake Biwa and were introduced to the Americans working on it. I particularly remember hearing one guy selling phone cards and speaking only in Japanese. I kept thinking to myself, "I will never be able to speak Japanese that well, much less live in Japan for a long time." That was 11 years ago. Today, I can honestly say, I can speak Japanese "that well." I have even lived in Japan for a total of three years. I had never imagined myself at this point in my life. Today, I am a Japanese teacher in Battle Creek, Michigan. I have officially survived my first year. Each time I have been to Japan, I have learned something new about my profession and about my love for Japan.

My last two visits were the most beneficial. The first time, I was on JET (Japan Exchange and Teaching) for two years from 1998-2000, right after I graduated from Eastern Michigan University. JET gave me a great opportunity to get into a real classroom and teach. I was a Japanese language and culture and education major, so I had knowledge of Japanese, and I had the education classes which helped me in the classroom. During my two-year stay in Japan, I learned just how demanding it is to be a teacher in Japan. I never imagined it could be that frustrating in America, too.

The second time I went to Japan was the most beneficial to my profession as a Japanese teacher. I was chosen to participate in a 3-week training program through the Japan Foundation. The institute was held in Urawa City, Saitama Prefecture. I had never been to that area of Japan, so I really had no idea what to expect from the city, much less from the program. Although I had heard many great things about the program, I was nervous and at the same time excited. The idea of going back to Japan was very excit-

ing, but the best part was the chance to meet different people from the US, Canada, and England. We were all in the same profession and I knew that it would be great to get to know these people, and exchange stories and ideas for the classroom. When I originally read the information on the program, I was under the impression that the classes would revolve around pedagogy. Pedagogy is important in teaching a foreign language, but I really did not have too much background in it, and I was hoping to learn more about it in Japan.

When I got to the institute, I was given lots of information and a key to my dorm room. At first, I was overwhelmed, not sure if I'd meet people, unsure where everyone was from, or if I would make new friends. The following day during the orientation and tour of the institute, I actually met the 20 participants in the program. I was really impressed with how many states and countries were represented. Coming from Michigan, where Japanese teachers are few and far between, meeting all these people was just a great feeling. Everyone was so friendly and open-minded; I knew I would have a great time.

Our classes started the following day and gave us a chance to really get to know each other and exchange ideas and activities that have worked in the classroom. We



talked about our experiences in classrooms. The teaching experience there ranged from 20 years to teachers who haven't gotten tenure yet, and from proficient Japanese speakers to beginners. But we all got along real well and we did a lot of group outings together.

The lessons we took ranged from Travel/Transportation to School/Education to Family/House. Of course, I was familiar with much of it because I had lived in Japan before, but the way they were presented was new to me. The teacher that taught my class was wonderful. She spoke all in

Japanese at a speed that all of us understood. It was great to get into an atmosphere where we were immersed so in Japanese. After our classes, they offered culture classes to us. Although they were all on a volunteer basis, and we didn't have to take them if we didn't want to, everyone participated in the culture classes. They taught us calligraphy, tea ceremony, and Ikebana. We were allowed to keep the calligraphy we made, drink tea from the ceremony, and enjoy our own flower arrangements in our rooms. We were even taken to see a Kabuki performance, as well as being taken to the



famous shrines at Nikko. These are just a few of the things that the Japan Foundation had set up for us on this wonderful program.

The best part of the institute was the project that we had to do at the end. Students from the local secondary schools volunteered their time to help us collect resources to bring to our own classroom and use in our lessons. My partner (Juan Carlos Morales, from Florida) and I had a chance to get together with three high school students, which was great for both of us because we are both high school teachers. Our agenda for the day was to videotape the girls giving self-introductions, using simple enough Japanese that our students could understand them. After that, we all sat in a circle and talked about various topics related to differences between American and Japanese high schools. This gave me a chance to find out just how different the two school systems are. After our conversation, we went out to the city. We went to an area called Harajuku, which is a great hangout for high school students. We talked about what they like to do in their free time, where they like to go and things they like to see. With all this, we were to make a lesson plan that we had to present to the institute and our colleagues. All the lessons turned out really well, and I got some great ideas that I plan to use in my own classroom.

One day, toward the end of our program, the Japan Foundation showed to us their five-set picture panel. Each set about 100 pictures related to a particular topic to be used during Japanese language lessons. They were pictures of Japanese festivals, food, uniforms in the

schools, household products; there was so much, it was just awesome. After this was presented to us, we were given a set of textbooks made by the Japan Foundation as well as one set of the picture panel. Although it was large and heavy, I was happy to go through all the trouble of carrying this home, because it will help me so much in my classroom.

I came into this program wondering exactly what I was going to learn, who I was going to meet, what I was going to leave with. I learned about things I already knew but in more depth, and I met some great, caring teachers from all over the United States, Canada, and England. I left with great memories, wonderful friendships, lots of email addresses and many resources for my classroom. The Japan Foundation really took great care of us, letting us stay in the dorms, giving us useful classes and giving us all kinds of books and information on teaching Japanese. I have never taken part in this kind of program and I am so grateful that I was able to be a part of it. I will definitely recommend this program to my friends. Although I had to pay for my own airline ticket, it was all worth it.

I would like to thank the Japan Foundation for accepting me and letting me be a part of this wonderful program. I would especially like to thank everyone at the Japan Foundation Institute in Saitama; you were all very helpful and kind to us. I would also like to thank NCOLCTL (National Council of Organizations of Less Commonly Taught Languages) for helping fund my travel to the institute. I learned so much there in three weeks; more than I ever learned in my methods class in college. I can't wait to teach all this to my students here in Michigan and share with them the knowledge you shared with me.

**The Intensive Training Program for  
Teachers of the Japanese Language from  
U.S./Canada/U.K. in Urawa, Japan  
(Non-Japanese Only)**

**The Japan Foundation Los Angeles Language Center announces the second offering of the Summer Intensive Japanese-Language Training Program in Urawa, Japan, with an application post-mark deadline of February 15, 2002. This program is aimed at primary and secondary school teachers (non-Japanese) of the Japanese language, and will run between July 8-27, 2002. Credit for participation in the course will be arranged, with details announced later. As an example, credit for 2001 participants was made available through the University of California, Los Angeles (UCLA) Extension. For more information and or applications, please contact Program Assistant Justin K. Miyai at 1-888-667-0880 (toll free) or by email: [justin\\_miyai@jflalc.org](mailto:justin_miyai@jflalc.org)**

# Japanese Language Grant Programs for 2002/2003 (via LA-Tokyo)

The Japan Foundation will administer the following grant programs for 2002-2003 to support the development of Japanese language education in the United States. The Foundation's Los Angeles Language Center will accept all applications submitted within the United States. All applications are due (postmark) December 1, 2001.

Some of these grant programs will be subject to pre-screening conducted by a select Advisory Panel which will convene in Los Angeles in January 2002. The final determination for all grant applications will be made at The Foundation's Tokyo Headquarters. Applicants will be notified of the results in April 2002.

Applications will be available by mid-September. For further information and/or applications, please contact Justin K. Miyai, Program Assistant at the following:

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Tel: (310) 449-0027 ext. 105;  
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Fax: (310) 449-1127

## **1) Support Program for Japanese Language Courses Abroad:**

Two categories of support: (1) Salary Assistance: designed to assist in the creation or expansion of a full-time teaching position up to an initial three-year period to help cover personal expenses; (2) Support for Courses: designed to partially assist the teaching staff's salaries, in order to maintain the positions for the year in question.

## **2) Support Program for Developing Networks of Japanese Language Teachers and Institutions:**

Designed to assist organizations/institutions in conducting research, seminars or workshops at the pre-collegiate level.

## **3) Japanese Language Teaching Materials Donation Program:**

Selected teaching materials from the JF's list will be donated to educational institutions. Please note that effective this fiscal year, Japanese word

processors are no longer available through our Japanese Language Teaching Materials Donation Program. However, components may still be requested.

## **4) Training Programs for Japanese Language Teachers at the Japanese Language Institute, Urawa in Japan:**

Offering teachers opportunities to attend an intensive course in Japanese language and teaching methodology. Four types of training: (1) Long-Term; (2) Short-Term; (3) Japanese Abroad (Zaigai Hojin Kenshu); and (4) Three-Week Summer Intensive course for teachers (non-Japanese) in the U.S., Canada, and the U.K., with a separate application deadline of February 15, 2002.

## **5) Assistance Program for Japanese Language Teaching Materials:**

Offering financial assistance to publishers of printed resources or audio-visual materials related to Japanese language education.

## **6) Japanese Language Education Fellowship Program:**

Fellows will be invited to the Japanese Language Institute, Urawa in order to participate in cooperation with, or under the guidance of Japanese experts in (1) development of teaching resources; (2) teaching methods; and (3) research.

## **7) Japanese Speech Contest Support Program:**

Intended to assist organizations in holding Japanese speech contests by providing partial financial support and prizes.

## **8) Japanese Language Program for Researchers at the Japanese Language Institute, Kansai in Japan:**

Long-term intensive training courses in Japanese for scholars or researchers who need to learn Japanese for their academic research activities.

## **9) Japanese Language Program for Postgraduate Students at the Japanese Language Institute, Kansai in Japan:**

Intensive training courses in Japanese for postgraduate students who major in the social sciences or the humanities and wish to improve their Japanese language abilities.

## 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 (the 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. 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 (an applicant may receive support for more than one such project during the course of a fiscal year). The grant is designed to subsidize the costs of hall and equipment rentals, correspondence, printing and copying, lectur-

ers' 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).

Please note that grant checks will be disbursed upon 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> or contact Justin K. Miyai, Program Assistant at 1-888-667-0880 ext. 105 (toll free) or by email [justin\\_miyai@jflalc.org](mailto:justin_miyai@jflalc.org)

## SURVEY!

**ATTENTION! JAPANESE LANGUAGE LEARNERS:**

<http://www.jflalc.org/ssv/index.html>

Tell Us What You Think and Receive a 32% Discount Towards the Purchase of a Seiko Electronic Japanese Dictionary (Retail Price \$220)

Purpose of this survey:

The Japan Foundation Los Angeles Language Center (JFLALC) is interested in hearing from Japanese language learners on a variety of topics. Such a comprehensive student-oriented survey has never been conducted to our knowledge.

To participate and receive a discount to purchase a Japanese electronic dictionary for just \$149 (tax & shipping included) from our generous sponsor, Seiko Instruments Austin, Inc., please complete the brief questionnaire at <http://www.jflalc.org/ssv/index.html>. You will receive the necessary discount information on the "Thank You" page following submission on-line.



**SII** ●  
Seiko Instruments

The Kenkyusha Romanized English <-> Japanese Dictionary is one of the most comprehensive and popular dictionaries among those who are studying Japanese as a second language. This electronic dictionary can provide over 20,000 Examples and Idioms. It will also prove useful to those who want to speak, read and write everyday Japanese. The Roman alphabet based dictionary is derived on the standard Hepburn system with some modifications.

Disclaimer:

The Japan Foundation Los Angeles Language Center (the JFLALC) is a nonprofit organization engaged in solely non-commercial activities. The JFLALC receives no fees, commissions, or any form of benefits through this campaign. All responsibilities associated with the sale of dictionaries are assumed by Seiko Instruments Austin, Inc.



# FROM nihongo Library

## Nihongo Library's New Acquisitions

### 続 教科書を作ろう：中等教育向け初級日本語素材集 "Zoku Kyôkasho o Tsukurô"

"Zoku Kyôkasho o Tsukurô" is the follow-up volume to "Kyôkasho o Tsukurô" developed and published by the Japan Foundation Japanese-Language Institute, Urawa in 1999. This material is not a teaching material or textbook itself, but a collection of resources for creating textbooks and teaching materials for teachers who teach secondary-level learners of Japanese. Kyôkasho o Tsukurô" is made up of 'Setsumei-hen (Grammar Notes)' and 'Rensyû-hen (Activities Book)', together providing grammar notes, sample sentences, and activities to use as references when creating textbooks and teaching materials. The Japan Foundation has also made them available on-line at [http://www.jpf.go.jp/j/urawa/j\\_rsrcs/jrs\\_04.html](http://www.jpf.go.jp/j/urawa/j_rsrcs/jrs_04.html).



### 改訂版 話そう考えよう初級日本語事情 "Hanasô Kangaeyô Shôkyu Nihongo Jijô"

This is a revised and updated edition to the previously published one in 1997. The authors attempt to introduce Japanese current affairs to adult language learners at the beginner's level. The main volume is divided into three parts, Seikatsu, Chiri, and Shakai. The supplementary volume of the teacher's manual, "Kyoshiyo" is helpful to introduce topics in each chapter, and provides tips for teaching them.

## NIHONGO LIBRARY

Nihongo Library is a resource library support Japanese language education in the United States. Library membership is available for teachers of Japanese and for researchers in the field. For further information regarding library policy, please visit the library section of our web site.

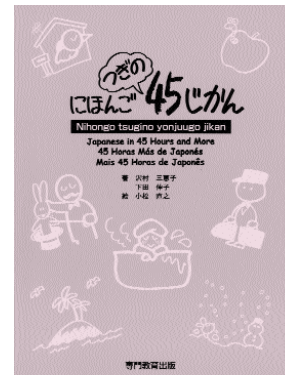
**Open hours:** Monday ~ Friday  
10 am to 5 pm  
Every 3rd Saturday of the month  
1 to 5 pm

**Holidays:** 11/22, 11/23, 12/24, 12/25, 12/31, 1/1, 1/2, 1/3

Members may request materials by mail, fax, phone, or e-mail with their library card number. You can contact the library by phone: (310) 449-0027; 1-888-667-0880, fax: (310) 449-1127 or e-mail at [nihongo@jfalcc.org](mailto:nihongo@jfalcc.org).

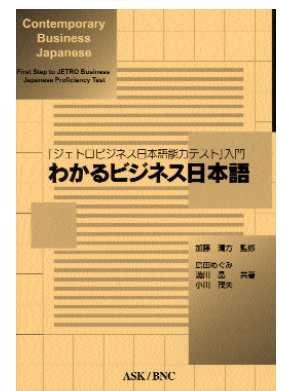
### にほんごつぎの45じかん "Nihongo Tsugi no Yonjuugo Jikan"

As the title suggests, this is the following volume of Nihongo Tsugi no Yonjuugo Jikan. This textbook, with Renshu Mondai, and Kaisetsu to Honyaku volumes, provides teaching material for teachers teaching students who need to learn the basics of conversation with grammar in a relatively short period of time, forty hours to sixty hours. The Kaisetsu to Honyaku volume has Spanish translation with English and Portuguese. This may make the material attractive to teachers who teach Spanish native speakers.



### わかるビジネス日本語 Contemporary Business Japanese

The JETRO Business Japanese Proficiency Test is the only test geared toward evaluating proficiency of language skills in business settings. It is written for learners who are at the beginning and/or intermediate level, and organized by situation and function with key expressions. This textbook can be used to introduce "Business Japanese" and Japanese business customs. It may be suitable also for self-study, as it is accompanied by an audio CD.



# JAPAN IN A SUITCASE

- Reaching out to schools to introduce Japanese language and culture -



The Japan Foundation Los Angeles Office & Language Center will launch a new support program for "Japan in a Suitcase," originally initiated by the Japan–America Societies. By supporting this program, we would like to increase the number of pre-collegiate schools interested in Japanese language and culture education, and we would also like to support schools considering the start-up of Japanese language education.

Our objective is to teach American primary school children about the everyday lives of Japanese children by having them participate in an interactive lesson for approximately one hour daily using items in the suitcase. It is designed for elementary students in the 3rd and 4th grades. The hands-on nature of the curriculum is particularly suited for this age group.

Japanese and American volunteers are paired to visit schools in their area, and they will present a lesson using the suitcase, which is full of visual aids, such as picture panels, maps, charts, clothes, videos, magazines, and so on. Students have opportunities to hear, speak, and write the Japanese language. Activities such as wearing a Kimono and Geta (sandals for the Kimono), and using chopsticks deeply will attract students because most of them have little or no previous exposure to Japan. In a classroom surrounded by many Japanese items, students will be able to experience a little bit of Japan.

If you would like a visit to your classroom, please contact the Japan-America Society nearest you. If there is no Japan-America Society in your area, and if you know an organization which may take an interest in administering this program, please refer it to us at (310)449-0027.



## OUR NEW STAFF!



### Welcome! Ms. Nakai

The Japan Foundation Los Angeles Office and Language Center is pleased to announce a new member to its staff, Ms. Mamiko Nakai as an Academic Specialist. Ms. Nakai earned a Master's degree in Linguistics at California State University, Northridge last year. Her duties will include supporting pre-collegiate teachers and reaching out to Japanese learners on a variety of new programs we are currently working on. Please welcome her and feel free to ask her for any assistance.

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## ACTFL 2001 Japan Foundation Luncheon Reminder

Friends and educators of the Japanese language education field, don't forget to make plans to join us at the Japan Foundation's Annual Luncheon during ACTFL 2001 in Washington D.C. Registration for both the conference and luncheon is currently ongoing until October 9. After that time, interested parties must register and purchase luncheon tickets on-site. For more information, please contact Expoexchange, LLC at (301) 694-5243 or visit the ACTFL website, located at <http://www.actfl.org>.

This year's luncheon will be held on Friday, November 16, from 12:30PM-2:30PM in the Renaissance Hotel. What can luncheon participants look forward to? Most definitely an appetizing meal and usual warm atmosphere, and hopefully, with the generosity of our invaluable supporters another prized packed giveaway. See you shortly!

## Winter Intensive Language Program

**MONTEREY INSTITUTE OF INTERNATIONAL STUDIES** is pleased to announce the Winter Intensive Language Program, **January 3-19, 2002**. Group classes in Japanese are offered at the elementary and high-intermediate levels. The four-unit courses will meet 4.5 hours per day, Monday-Friday. Monterey is a beautiful venue for language study in a supportive small-class environment.

**Application Fee: \$50. Tuition: \$1000.**

To receive an application and course description, contact: Custom Language Services, Monterey Institute of International Studies, 425 Van Buren St., Monterey, CA 93940; (831) 647-4115; FAX: (831) 647-3534. E-mail: [silp@miis.edu](mailto:silp@miis.edu).



If you have ever wondered how "I, as a teacher, can utilize Internet access in my classroom for my students," or questioned if there is any dynamic way for your students to learn Japanese culture and language online, then visit [www.epals.com](http://www.epals.com).

This classroom-exchange web site allows teachers and students to search for adequate schools internationally in order to communicate directly via the Internet. Currently, 191 countries are participants, and 134 languages are spoken on this site.

One note: As a teacher, you are always concerned about your students having unknown e-pals. But, there is no such worry at [www.epals.com](http://www.epals.com). Your students safely meet using moderated discussion boards and password-protected chat-rooms, and this site monitors email accounts. This site includes great tools, such as an instant translation function, but most of all, there are various resources for teachers including lesson plans!

## WORD PLAY



1. のどがかわいた少年(しょうねん)。自動販売機(じどうはんばいき)にコインをチャリン。The thirsty boy inserts coins into the drink machine with a clatter.
2. 缶(かん)ジュースはごろん。A can of juice drops down with a thud.
3. 缶をぶしゅっとあけて... Phssst! He opens the can.
4. ごっくんごっくん一気(いっき)飲(の)み、犬(いぬ)もぺちゃぺちゃ水(みず)を飲む。He gulps down the drink in one go while his dog laps up some water.

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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!

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Greetings "Breeze" subscribers! The Japan Foundation Los Angeles Language Center invites the submission of any Japanese language related messages. 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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