

The BREEZE

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Biannually

THE JAPAN
FOUNDATION

*Los Angeles
Language Center*

国際交流基金
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Moving to the new location!

Spring Changes



As was disclosed some months ago at The Japan Foundation Luncheon during the American Council for the Teaching of Foreign Languages (ACTFL) Conference in Washington DC, the Los Angeles Office & Language Center will be relocating from its present location in Santa Monica to downtown Los Angeles on April 19th, 2002. This marks a return for The Japan Foundation to the downtown area, where it first opened its doors in February of 1983 in Little Tokyo. The new office will be situated within the Wells Fargo Building, with the following contact information:

The Japan Foundation Los Angeles Office & Language Center

Address: 333 South Grand Avenue, Suite 2250
Los Angeles, CA 90071
Telephone: (213) 621-2267
Fax: (213) 621-2590

*Our web-site remains the same at <http://www.jflalc.org>
9:30 a.m. - 5:30 p.m. Mon-Fri (Office and Library closed on Sat. & Sun.)

Despite this change in venue, we wish to ensure our patrons that our library services and commitment to Japanese language education remain the same. Please note that the Library will be open beginning May 13th. We look forward to having you visit us at our new location soon!

CLASS ACTS: SUCCESS STORIES FROM THE UK JAPANESE CLASSROOM



Are you curious about Japanese language education in the U.K.? Now "Class Acts," the videotape is available to view classrooms in the U.K. "Class Acts" was a project undertaken by The Japan Foundation's London Nihongo Center and the result of a year's filming in 19 secondary schools, and provides a snapshot of the current national scene with 33 teachers demonstrating a range of successful teaching techniques and approaches to the teaching of Japanese. "Class Acts" aims to be a training tool for existing and trainee teachers of Japanese; to help head teachers plan for Japanese at their school; and to brief interested colleagues in the wider languages world, in other educational sectors and overseas about the current secondary scene. This 150 mins. videotape contains a mix of classroom practice, advice on planning issues, and teacher and pupil comments on the teaching and learning process in the UK. This videotape is available to loan from our Nihongo Library.

While this is the ideal, a second pattern is slightly more common. This involves a later start, usually at year 9 and sometimes preceded by language awareness classes, with Japanese being one of many options. In some schools it is considered suitable only for the brighter pupils (the same restriction often applying in these schools for any second language take-up), while in others, it is offered as a 'try again' subject for those who have 'failed' to master French. A third pattern, originally the most usual but now on the decline, offered Japanese in years 12 and 13 as an enrichment subject alongside the normal sixth form curriculum.

A major result of the growth in provision has been the pressing need to find both teachers and resources for the subject. Private schools are not required to employ fully trained teachers and have successfully recruited and trained a variety of Japanese speakers, native and non-native alike. For the maintained schools the position has been more perilous but there are now two established Post Graduate Certificate of Education university courses for teachers of Japanese and a variety of OTJ training schemes overseen by accrediting agencies such as CILT. Returnee JETs are a prime source of entrants for these courses and they bring a youthful enthusiasm and a wealth of EFL ideas (particularly suited to target language teaching) to the subject which has done much to enliven classrooms and motivate the students.

The examination system in England does not allow the syllabi to stipulate a textbook and numbers of pupils are still too small for a publishing company to take on the task of providing a core text. For the past six years several small groups have been working on 'virtual' alternatives (encouraged by a remit to encourage the paperless classroom!) and a pilot scheme for year 7 is now underway. In the absence of anything home grown most departments use text books from Australia or New Zealand (Kimono, Issho

ni, Mirai, Obentou etc.) but the cost of these is high and none of these imported courses exactly fits the examination syllabi currently in force in the UK. Thus, much in-house material is prepared and shared through workshops arranged by the Nihongo Centre, the Japanese Language Committee of the Association for Language Learning and other interested groups.

In the early seventies, I attended a workshop for teachers of Japanese/Japanese Studies. There were 15 teachers there, we all knew each other and we represented almost the sum total of the teaching going on outside universities at the time. At that workshop Richard Thames, a keynote speaker, asked "Why teach about Japan/ Japanese?" He replied to his own question "Because one can." And it is true that even then, one could. Resources were becoming available, The Japan Foundation, newly formed, was looking to support any efforts and the seeds were sown for the healthy crop of Japanese students we see today. Next month I will attend a Nihongo Centre course; having looked at the list of attendees I see that, for the first time in regular INSET course attendance, I shall only know 10% of them. This to me is the clearest indication I can give of how the language has expanded and it gives me great confidence for the future.

When Margaret Wells visited the UK nearly twenty years ago to talk of the Australian experience she countered critics who suggested that we didn't need a lot of Japanese speakers by reminding us that everyone studies Math in school and we don't all become actuaries! Japanese now has a place in the curriculum in UK schools and in this brief review I have no place to cover the many knock-on effects this has as cultural/area studies go hand in hand with language learning, exchanges (real and virtual) blossom and the ripple from that well known leaping frog spreads far and wide.

Japanese Language Teaching in the UK

Mary-Grace Browning

Teacher of Japanese and member of the Japanese Language Committee of ALL

As I write this overview of the current Japanese Language Education situation in the UK on 30th January 2002, I reflect that it is one hundred years to the day since the signing of the first Anglo Japanese Friendship Treaty. Though that friendship has been tested to the limit in the century which followed, there has always been a core of British people who maintained an interest in Japan and the Japanese language, and this has grown steadily in the last fifty years with an additional spurt since the beginning of the 80s.

Accurate statistics were not collected until 1993 but it is known that from the late 50s a very few private schools offered some Japanese tuition. There were five well established universities and at least one institute of further education offering language courses but numbers of graduates were small.

During the 70s the modernization of the school language curriculum led to the inception of the graded test movement which offered staged testing in all languages (as requested by individual teachers motivated enough to devise their own tests where none already existed) in four elementary levels up to Ordinary Level (the examination then taken at the end of compulsory education). These tests moderated by local centres and the uptake for Japanese grew from 3 to 20 schools until the process was centralized at the University of Lancaster and became more widely available.

In the mid 80s many educational changes and much lobbying by teachers and others concerned about the fate of the small but growing interest in Japanese resulted in

- a) Japanese being included as a National Curriculum Language i.e. one which could be taught in schools to General Certificate of Education (the exam which replaced Ordinary Level) Level
- b) The concurrent development of Japanese syllabi, firstly as Mode 3 GCSE and finally as a fully accredited examination with all four strands – listening, speaking, reading and writing – assessed.

The advent of the language colleges in the 90s gave a further boost to numbers as, being required to teach

an 'other script' language, many chose Japanese. Figures for 2002 show that of the 141 language colleges, 82 (58%) offer courses in Japanese and the teachers in these schools are at the forefront of new developments. They have worked hard to devise teaching strategies to cope as dictats from the Department of Education have enforced total target language teaching and then rescinded this order piecemeal over the years. Other proscriptions have included the use or otherwise of dictionaries in examinations, the use or otherwise of target language instructions in examinations etc. Thanks to the efforts of these teachers Japanese has been able to retain parity with the European languages despite it's all too obvious differences from them and thus maintain credibility as a viable subject.

Pressure for further qualifications post GCSE led to revision of the old Advanced Level Examination (which had existed unchanged since 1956) to provide the modern two tier post compulsory education assessment: AS level (mainly grammar based) and A2 (literature based) allowing students to continue for one or two more years.

As students enter university with more than just a basic knowledge of the language, the 48 universities now offering courses have had to rethink their programmes of study and offer post beginner level in year 1. This figure of 48 universities in 2002 shows a great increase from the 27 courses on offer in 1993 and indicates just how interest in the language learning has expanded.

Looking back over the past 10 years in schools, we can see that from 2,164 learners in 98 schools (1993) there has been a 175% growth to 8,500 learners in 270 schools. The pattern is not even across the country and the differences in schooling systems in each of the four parts of the United Kingdom and Northern Ireland make accurate comparisons difficult. However two common patterns of provision are apparent. The first gives Japanese equal parity with other modern foreign languages and offers classes from year 7 (age 11) to year 13 (off shoots of this pattern may involve language circuses in year 7 to allow choice at year 8). Where this system is in place, pupils can choose Japanese as their first or second (occasionally third) language.

Japanese Teacher Certification Program at Arizona State University

Miko Foard
Arizona State University

According to the article, "Japanese Teaching Credential Programs in the U.S." by Hiroko Kataoka et al (Breeze, Spring 2000), Arizona State University is one of 48 schools in 26 states that offer Japanese Teaching Credential Programs. The degree is a Bachelor of Arts in Education –Secondary Education-Japanese, which students can pursue through the College of Education. In the case of Arizona, Teacher Certification is issued by the State of Arizona, and the College of Education at ASU has an Initial Teacher Certification (ITC) Program that prepares students for this state Teacher Certification. There are ITC programs for undergraduates and post-baccalaureate ITC programs for those who hold a bachelor's degree other than in education. Basically, these two programs are the same except for the number of credit hours necessary to complete the requirements. Individual cases for post-baccalaureate students will also differ. Japanese Teacher Certification can be pursued at the Secondary Education (7th-12th Grade) Level. The ITC program includes academic specialization courses, as determined by the faculty in the academic discipline, which in this case is the Japanese faculty in the Department of Languages and Literatures. Therefore, ITC students work with two academic units, the College of Education and the Department of Languages and Literatures (DLL).

The ITC Program at ASU

If you would like to get Teacher Certification in the state of Arizona, you first enroll as pre-professional status in the College of Education, and admission to the ITC is a separate process. Since the ITC is com-



petitive and standards are higher than those for the university, admission to the ITC program is not guaranteed. The requirements for ITC programs include the following, along with the university requirements and a special application for the post-baccalaureate ITC program:

1. a minimum cumulative GPA of 2.50;
2. completion of at least 56 semester hours by the time of ITC admission;
3. submission of scores on the American College Test (ACT)* or the Pre-Professional Skills Test (PPST).

*According to a recent graduate of this program, Eishi Ikeda, even American students sometimes fail the ACT. But those who have failed can be admitted with provisional admission and they may take the test again until they pass. The College of Education provides a tutor if you fail this test.

The ITC is a four-semester sequential program consisting of 36 to 58 semester hours, ranging from 9 to 16 hours per semester. In addition to the coursework, students are

required to participate in directed field experiences during each of the four semesters of the program. The culminating field experience is called student teaching, and it occurs in the fourth semester of the ITC program. Other requirements needed to obtain teacher certification, but which are not required as part of the ITC program, include courses in the U.S. Constitution and the Arizona Constitution, as well as the Arizona Teacher Proficiency Assessment, which consists of professional knowledge and subject knowledge tests*.

* As of now, a Japanese content area test is not available.

Courses for the Academic Specialization Area

Once you are in the ITC program, you will have two advisors, one in the College of Education and one in the Japanese section of the DLL. The Japanese program requires all ITC students to complete a course of study equal to that required of a traditional Japanese language major: 30 credits of JPN courses that must include 24 upper division credits in language and literature,

and 15 credits in related courses. Among the 15 credits of related courses, 6 must be taken in Chinese or Korean languages, Korean cultures, or Chinese literature. The other 9 credits should be selected under the guidance of the Japanese faculty advisor. Normally, courses that have an emphasis on East Asian Studies, such as Japanese Religion, Art of Japan, and History of Japan, will be recommended. The following is a list of JPN courses offered for Japanese majors and ITC students.

Issues Concerning Students

ciency to teach high school courses. The problem is that the Japanese Section has a policy that native speakers cannot take 100 through 300 level Japanese. Therefore, these people must take 24 credit hours solely within the 400 level courses. Unfortunately, there will not be many 400 level course offered each semester, so it takes time to fulfill the 24 credit hour requirement for these students. In order to speed up the process, they almost always have to take repeatable courses such as Japanese Literature and Advanced Readings,

exemption is not automatic. It occurs only if the faculty who are guiding these students come to the consensus that this "native speaker" of Japanese actually has the proficiency of native speakers in Japanese. If the Japanese faculty cannot come to this consensus, the "native speaker" must demonstrate that they have the same proficiency as that of the Level One Japanese Language Proficiency Test given by The Japan Foundation, and at least Advanced High Speaking Proficiency according to the ACTFL Oral Proficiency Interview Assessment. We use previous Japanese Language Proficiency Tests, which are published by The Japan Foundation every year, and conduct an unofficial OPI to assess native speakers of Japanese. If these native speakers fail to show evidence of these proficiency levels, they will not be exempt from 6 credits of Japanese courses, even though they are actually native speakers of Japanese. This is a great irony. According to Prof. Kataoka's article, mentioned above, more than one half of Japanese teachers are native speakers of Japanese. Eighty percent of my ITC advisees in the past have been native speakers of Japanese. And yet, our curriculum for ITC students is not at all native speaker friendly. Another problem is that among our regular JPN courses, none are on Japanese methodology or theory of Japanese language.

Required Courses (Total of 15 credits)

JPN 313 (Third Year Japanese I)	3 credits
JPN 314 (Third Year Japanese II)	3 credits
*JPN 321 (Japanese Literature)	3 credits
JPN 414 (Introduction to Classical Japanese)	3 credits
FLA 421 (Japanese Literature in Translation)	3 credits

Elective Courses (Total of 9 credits)

JPN 309 (Intermediate Japanese Conversation)	2 credits
JPN 310 (Intermediate Japanese Conversation)	2 credits
JPN311 (Japanese Conversation and Composition)	3 credits
JPN312 (Japanese Conversation and Composition)	3 credits
(No more than 8 hours may be selected from JPN 309, 310, 311 and 312)	
**JPN435 (Advanced Readings)	3 credits
**JPN 485 (Problems of Translation)	3 credits
**JPN394 (Special Topics)	1-4 credits
**JPN494 (Special Topics)	1-4 credits
**JPN499 (Independent Study)	1-3 credits

* May be repeated, and despite the number 321, it is considered a 400 level course.

** Not regularly taught courses

Who Have a Diploma From Japanese High Schools and Colleges

If you have a high school or college diploma from Japan (hereafter, I will use the term native speakers), getting necessary credits from the Japanese area is not so easy. Since the state of Arizona does not waive anyone its requirement of 24 credit hours of JPN prefix courses, native speakers must take upper division JPN courses even though they have sufficient Japanese profi-

or take independent studies over and over again. If students cannot get an agreement with the Japanese faculty to have an independent study, they simply have to wait, thus resulting in a prolonged duration of their ITC program, which is normally a four-semester sequential program. Our section finally approved native speakers' exemption from 6 of the required 30 credit hours, when the state of Arizona changed its requirement from 30 to 24 credit hours. However, this

Field Experience and Student Teaching: Problems in Arizona

The ITC students are required to participate in directed field experiences (observing actual classrooms) during each of the four semesters of the program. During the first semester, students observe their mentor teacher's class. Even though students are not required to teach in the first semester field experience, they are encouraged to

participate in the class by walking around desk to desk while high school students engage in some kind of activity, or by being a partner in conversation practice. For the second and third semester field experiences, students are asked to do model teaching for 3 to 8 hours during the semester. However, the time and the degree of teaching differ depending on the mentor teacher. Some were told to teach a certain grammar point, while others taught the entire class. For the final semester of the ITC program, students are required to do student teaching. In order to be admitted to student teaching, a student must have attained a high level of professional standards in the previous field experience assignments. Student teaching is a full-day, full-semester obligation. According to Nozomi Tanaka, the student teaching is called "student teaching from hell" among people who have been through this. Normally, during this period, students receive their mentor teacher's advice and comments on their performance in the classroom.

One problem with field experience and student teaching is that it is so hard to find a mentor teacher in high school, since each district has its own regulations. In some districts, a novice teacher of less than three years experience in that district cannot take student teachers. My impression from being the ITC advisor in DLL is that there are more principals who do not welcome student teaching practice than ones who do. One time, the College of Education asked for my help to find a mentor teacher in a high school, and I personally called each high school teacher to see if they could take our students. I found that even though teachers themselves were willing, the administrators often turned us down with various excuses. Currently, there are only six Japanese high school teachers in the Phoenix area. Therefore, often

the ITC students end up observing willing community college or university teachers' classrooms to fulfill their field experience requirement. Maybe this is not an issue in states like California or Washington.

Graduates' Voices

I interviewed two recent graduates, Eishi Ikeda and Nozomi Tanaka, who acquired Japanese Teacher Certification through the College of Education at ASU. Both of them agreed that the observation of other teachers' classes, at both the college and high school levels, was their most valuable experience while pursuing their degree at ASU. Nozomi strongly feels that she learned how to teach Japanese as a second language by observing experienced teachers' classes. Eishi was fortunate to be able to do his field experience with high school teachers. These teachers were non-native speakers. He summarized the pros of non-native speaker teachers' classes as follows:

1. You can learn about class management in an American high school classroom.
2. Since teachers themselves are learners of Japanese, they are very good at explaining grammar and you can learn how to explain grammar effectively.
3. Students seem to relax with non-native speaker teachers, and they speak the target language more freely without worrying about making mistakes.
4. Non-native speaker teachers are good at creating an atmosphere that makes their students feel that learning Japanese is easy and fun.

Eishi also commented that he wished he had been able to take courses in Japanese methodology and theory in DLL, while Nozomi feels they can be learned by observing master teachers' classes. Nozomi feels general (none-language specific) methodology and

theory courses are sufficient, but Eishi argues for the benefit of learning Japanese-specific subjects, for example, the history of kanji.

Problems to be Solved

Writing this article was a good chance to re-examine our curriculum for ITC students. In the current situation, I cover Japanese National Standards and Arizona Standards and their implementation in the classroom in my independent study for ITC students. But these courses should be taught as requirements for the ITC. Also, we need to make our curriculum more native speaker friendly, especially since more than fifty percent of Japanese teachers in the U.S. are native speakers of Japanese. Students might be able to take 400 level courses more easily when we implement our MA program next fall, if we can have undergraduate course numbers available for 500 level courses that are related to pedagogy or linguistics. The most important and urgent thing to do is to improve the ITC program as a whole with cooperation among the Department of Languages and Literatures, the College of Education, and the Arizona Department of Education (ADE). Somehow, we need to stop the ADE requirement of 24 hours of JPN prefix courses for native speakers. Either that or the ADE must admit some form of test to prove native speakers' proficiency in Japanese and waive the 24 credit hours of JPN courses. For native speakers of Japanese, these hours should be used for more Japanese specific methods courses or other disciplinary courses. One action that might lead us toward a solution is that the DLL, together with the College of Education, sent a recommendation to the Arizona Department of Education to drop the requirement of 24 hours of language for native speakers of Japanese.

2001 Japanese Language Proficiency Test Results REPORT

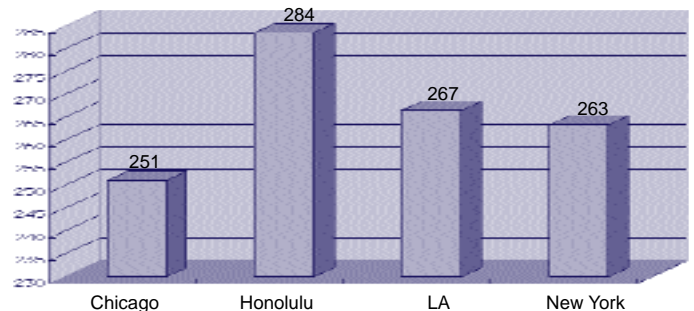


The 2001 proficiency test was held in 100 cities in 38 countries throughout the world on December 2nd, 2001. The total number of applicants was 270,851 and increased 15.3% from the previous year. In the U.S., it was the 9th year of the test and held in four major cities: Honolulu, Chicago, Los Angeles (Torrance, California) and New York. The number of applicants in the U.S. also increased significantly this year. We are very pleased to see that the test has been steadily gaining recognition in the U.S., reflecting continued interest in the Japanese language. Lastly, wadopted online-registration in the U.S. for the first time for applicants' convenience as well as administrative efficiency of the test. The following charts and graphs reflect the results of the last test in the U.S. We hope more learners of Japanese will take this test this year. The application will be available after August, so please do not hesitate to contact the following address for any questions or suggestions:

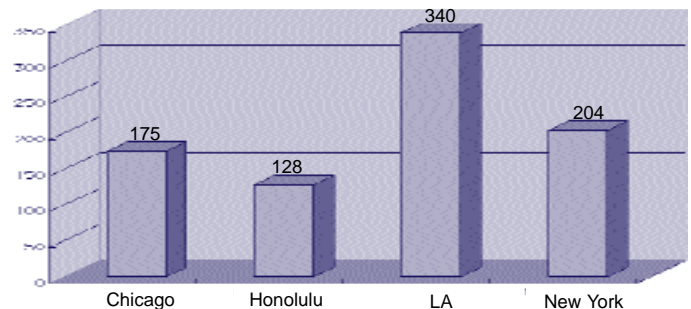
The Japan Foundation Los Angeles Office and Language Center

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E-mail: noryoku@jflalc.org
URL: <http://www.jflalc.org/noryoku.html>

Average Test Score by Test Location



Total Number of Test Takers by Test Location



Test Score by Test Level & Location

	Chicago	Honolulu	LA	New York
Level 1	285.7	302.9	289.9	286.9
Level 2	231.2	254.9	246.1	244.4
Level 3	239.6	287.3	270.4	259.9
Level 4	248.1	289.5	259.9	262.4
Average	251.15	283.65	266.58	263.4

Test Score by Test Level & Section

	Reading	Vocab	Listening	Total Score
Level 1	144.5	69	77.7	291.2
Level 2	107.3	68.2	70	245.5
Level 3	123.8	71.1	68.7	263
Level 4	121.5	72.7	63.4	257.5
Average	122.9	70.3	69.5	262.6

Pass / Fail Ratio by Test Level

	Pass	Fail	Total Test # of Taker	Passing Ratio
Level 1	97	74	171	57%
Level 2	121	109	230	53%
Level 3	149	86	235	63%
Level 4	134	77	211	64%
Total	501	346	847	59%



2001 ACTFL Luncheon Report

The Renaissance Washington Hotel was the site of the 2001 edition of The Japan Foundation Luncheon. Attracting a lively and near sell-out audience, Japanese educators and supporters alike were treated to an informative and entertaining two-hour program. Speakers included Japan-America Society of Washington, DC Executive Director Ms. JoAnna Phillips, who delivered the keynote address, and Mr. Toshihisa Tanaka (Director) and Mr. Takashi Imai (Deputy Director) from The Japan Foundation Los Angeles Language Center. Making this year's luncheon especially successful were the generous contributions made by The Japan Foundation's invaluable supporters (please see list). Because of them, many members of the audience went home with more baggage, not necessarily a bad thing in this case, and a bigger smile. Thanks to everyone once again, and although we will not be holding a luncheon this coming year, we look forward to seeing you at our booth in Salt Lake City, UT.

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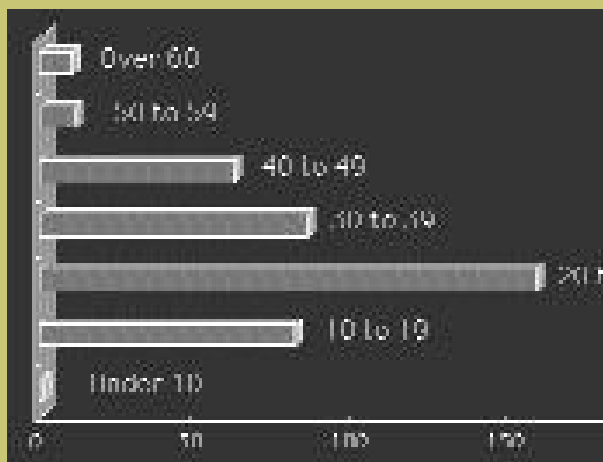
Survey on Learners of Japanese in the U.S.

The Japan Foundation Los Angeles Language Center (JFLALC) conducted an informal survey of Japanese language learners about why and how they study the language. It was an attempt to see the complete picture of current Japanese language education/learning in the U.S. after a 1998 survey revealed the state of language education from institutional aspects.

The following is the first report of the results of this web-based survey that has been conducted since September 2001.
(<http://www.jflalc.org/ssv/index.html>)



Graph 2: School Level



Graph 1: Age

Reason for Study

(a) To make friends in Japan	9.3%	146
(b) My close friends are also taking Japanese	1.5%	46
(c) Interested in Japanese pop culture	6.3%	187
(d) Interested in Japanese traditional culture	7.4%	205
(e) Practicing Japanese sports	1.6%	40
(f) I wanted to challenge a difficult foreign language.	5.6%	141
(g) Japanese is a core course at my school.	0.4%	10
(h) Japanese is a "Mickey Mouse-easy" course at my school.	0.1%	3
(i) Recommended by my parents or others	1.5%	36
(j) I like the teacher.	2.0%	47
(k) For stay in Japan	9.3%	212
(l) For travel	9.8%	203
(m) For work	11.6%	216
(n) Other	4.9%	81
TOTAL	100.0%	1573

Report on the Computer Technology Workshop

Date: February 17, 2002

Sunday, 9:00 a.m. – 5:00 p.m.

Place: Language Center, The University of Southern California

In this hands-on workshop, we invited twenty-one K-12 and heritage school teachers of the Japanese language from throughout the Southern California area, and had a total of eighteen participate. The purpose of this workshop was to encourage teachers with little or no knowledge of computers to take advantage of this technology for their teaching. The participants learned the basics of computers and the internet, and how to search online resources of teaching materials.

In the morning session, the participants learned the basic knowledge of computers and how to set IBM-compatible computers Japanese capable.



In the afternoon session, the participants learned the basics of the internet. For example, how to create E-mail accounts, Internet security, copyright issues, and how to search online teaching materials. At the end of the session, we went through some useful websites that are excellent sources of teaching materials.

A 47-page handout was given to the participants at this workshop so that they can review at home what they learned. A sample version of this handout featuring how to make an IBM-compatible computer Japanese capable is now available to every teacher and student. Requests are accepted at our official website. For more information, please visit <http://www.jflalc.org>.

Report on Online Professional Development

Date: February 22 - 23, 2002

Sunday 9:00 a.m. – 5:00 p.m. Saturday 9:00 a.m. – 4:00 p.m.

Place: The Japan Foundation Los Angeles Office & Language Center

Participants: Tom Abbott (California State University-Monterey Bay), Amy Camp (Center for Applied Second Language Studies, University of Oregon), Joan Keck Campbell (Director, GOLDEN Project), Elizabeth Hoffman (ACTFL Online Project Development Team), Takashi Imai (JFLALC), John Ittelson (California State University-Monterey Bay), Laurel Rasplia Rodd (University of Colorado; President, Association of Teachers of Japanese), Yoshiko Saito-Abbott (California State University-Monterey Bay), Susan Schmidt (Alliance of Associations of Teachers of Japanese), Patricia Thornton (University of Minnesota), Yasu-Hiko Tohsaku (University of California-San Diego), Maki Watanabe (JFLALC)



This two-day workshop was organized by The Alliance of Associations of Teachers of Japanese (AATJ) for discussing and brainstorming their ongoing project, Japanese Online Instruction Network (JOINT).

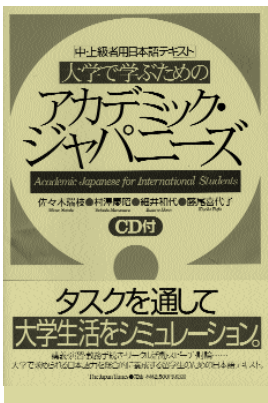
During the workshop, successful professional development programs such as GOLDEN in German, Touchstones by University of Oregon, and the Foreign Language Methods On-line Course by Weber State University and ACTFL were examined. The results from surveys of Japanese language teachers were also discussed and brainstorming towards the successful development of JOINT was conducted.

The Nihongo Library will close from April 15th and will re-open from May 13th, due to the relocation of The Japan Foundation Los Angeles Office & Language Center. We apologize for this inconvenience, but look forward to having you re-visit us after May 1st at our new location. The Library will be open from Monday through Friday, from 10:00 am to 5:00 p.m. Please note, however, that the Library will no longer open every third Saturday.

Also, we regret to announce that Ms. Keiko Martin, who has been taking care of circulation and other library tasks for the last five years, is no longer with the Nihongo Library. We would like to express our deepest gratitude to Ms. Martin for her benevolent and exceptional service to us all. Thank you Keiko-san, and we will miss you.

The Japan Foundation Los Angeles Office & Language Center

Nihongo Library's New Acquisitions



Academic Japanese for International Students / Mizue Suzuki, Yoshiaki Murasawa, Kazuyo Hosoi, Kiyoko Fujio.

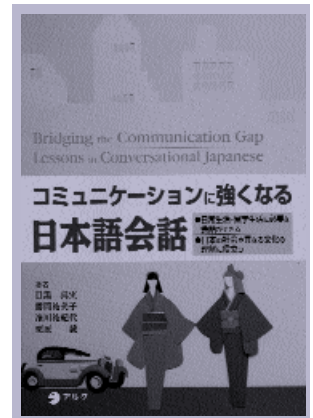
中・上級者用日本語テキスト：大学で学ぶためのアカデミック・ジャパニーズ
佐々木瑞枝、村澤慶昭、細井和代、藤喜代子

This text aims to develop foreign students' Japanese abilities needed in university through various tasks. Each chapter simulates a real-life situation, and includes various exercises and tasks that are key elements in getting through Japanese university, such as listening to lectures, writing reports, taking notes, participating in panel discussions and debates, making a speech in public, communication skills, etc. This text is accompanied by a CD for listening tasks, and a booklet containing answers, scripts for the CD, and comments for teachers.

Bridging the Communication Gap Lessons in Conversational Japanese / Mami Meguro, [etc.]

コミュニケーションに強くなる日本語会話 : 日常生活・留学生活に必要な会話がで
きる 日本の社会や異なる文化の理解に役立つ / 目黒真実/[ほか]著

This book contains various examples from daily Japanese conversation divided into functions and situations. It ranges from conversations to chime in with others and how to break the conversations, to how to complain and urge people to do something. It also contains some examples of erroneous expressions made by foreigners: those that are understandable, however, incorrect due to communication gaps. The purpose of such examples is not only to make a collection of such errors, but, to help foreigners understand the Japanese mind. This entire text is written based on the point of view that the comprehension of each culture is much more important than the acquisition of language skills; in that sense, it is very unique.



Atarashii Nihongo Gaku Nyumon: Kotoba No Shikumi O Kangaeru / Isao Iori.

新しい日本語学入門 ことばのしくみを考える / 庵功雄著

While Japanese grammar is the central theme of this book, it also covers phonetics, phonology, dialectology, morphology and social linguistics by taking the latest research into account. The structure of Japanese and technical terms are explained thoroughly, with pleasant columns such as Kono Pirafu Zenzen Oishii, etc.

ONLINE copyright ISSUES

In recent years, we have been benefiting increasingly from the development of internet technology. On-line teaching materials are one of the most beneficial fruits to us. Many of them are available for free, and, since they are in a digital form, they are easy to save and edit as you wish. However, there is something important regarding on-line materials that we tend to overlook or misunderstand. It is the issue of copyright. Now, let's look at the following questions. How many of them do you think are true?

1. **If there is no "copyright" sign on a web page, it is copyright free.**
2. **(c) can substitute © for in US.**
3. **Fair Use is universal.**

The answer is "ALL FALSE." Although it is often believed that educators can get off copyright infringement under the name of "Fair Use", the reality is not that simple. If you do not understand what the copyright and fair uses are and what is prohibited even for educational purposes, you could find yourself in big trouble. In order to avoid copyright related problems, the following web sites might be useful. You will find information on the copyright law of both the U.S.A. and Japan.

Copyright in the U.S.A.

Copy Right Crash Course

(<http://www.lib.utsystem.edu/copyright/index.html>)

This site is a self-learning course made by the Intellectual Property Section of the Office of General Counsel for the University of Texas System.

Ten Big Myths About Copyright Explained

(<http://www.templetons.com/brad/copymyths.html>)

Explaining common misunderstandings, this site will help you correct your knowledge about the copyright.

Copyright and Fair Use in the Classroom, on the Internet, and the World Wide Web, University of Maryland University College.

Information and Library Services

(<http://www.umuc.edu/library/copy.html>)

This site provides you with basic copyright information for educators.

Copyright Website

(<http://www.benedict.com/>)

This is a very informative web site. You can also learn about famous copyright law suit cases.

United States Copyright Office

(<http://www.loc.gov/copyright/>)

This is an official web site of the library of congress.

Copyright on the Internet

(<http://www.fplc.edu/tfield/copynet.htm>)

You can learn what you should avoid when you create your own web site.

Better Ethics Online

(<http://www.fplc.edu/tfield/copynet.htm>)

This site tells you how to check if there is anyone who violates your on-line copyright.

Copyright in Japan

ネットワークにおける著作権問題等について

(http://member.nifty.ne.jp/itaru_watanabe/chosakuken/frame.html)

This site explains the copyright issues in Japan.

著作権問題と日本語教育

(<http://202.245.103.41/resources/chosakuken.htm>)

This site will give you information not online copyright, but also other copyrights of other kinds of media in Japan. There are useful links, too.

著作権法の森

(<http://www.big.or.jp/~daba/index/copy.html>)

This is another informative site for copyright issues in Japan.

The Ninth Summer Pedagogy Workshop

in Los Angeles for U.S. K-12 School Teachers of Japanese Language

Goals and Objectives:

Workshop participants will improve their everyday teaching practices by learning about the Standards for Japanese Language Learning and how to apply the Standards to their classrooms. Participants will also learn how to apply computer technology to their teaching.

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

- (1) demonstrate their knowledge of the Standards for Japanese Language Learning;
- (2) create practical 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) adapt current textbooks based on Standards;
- (5) adapt computer technology to their programs in an efficient way.

Content:

The 5 Standards will be introduced and individually analyzed during the 6-day workshop with a synthesis of the 5 C's at the end of the workshop. The followings will be covered:

- (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 into their own teaching contexts. Participants will also watch videos of real classroom teaching using Standards-based instruction for discussion.
- (3) Text Analysis:
Participants will analyze textbooks and supplementary materials including the ones currently used in their schools.
- (4) Supplementary Materials:
Participants will create their own activities to supplement commercially available materials.

Some activities will be technology based, such as web quests.

(5) Teaching Plan Design:

Participants will set their own goals to improve their teaching and incorporate Standards-based instruction, create a teaching plan to achieve their goals, and implement the plan in a simulated teaching scenario.

(6) Simulated Teaching Practice:

Each participant will demonstrate his/her teaching in 20-25 minute presentations at the conclusion of the workshop; the session will be videotaped and given to the participant as a resource for self-evaluation.

Duration:

7/1 (Monday) ~ 8/4 (Sunday) Pre-workshop assignments (reading and online discussion)

8/5 (Monday) ~ 8/10 (Saturday) Workshop

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:

- (1) in-service K-12 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;
- (3) are to resume teaching after attending this 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 Los Angeles Office & Language Center Los Angeles, California

Teaching Staff:

Lynn Sessler-Schmaling, Japanese instructor at Menasha Joint School District in Wisconsin
Maki Watanabe, Academic Specialist, The Japan

Foundation Los Angeles Office & Language Center

Expenses:

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

- (1) Breakfast and lunch
- (2) Accommodations with double occupancy at a designated hotel.
- (3) Half of airfare. The participants should travel to and from Los Angeles area airports and their nearest home airport by the cheapest round-trip direct flight.

*Note: Reimbursement will be provided after the workshop. A copy of the receipt must be submitted for the reimbursement of airfare. If you choose to stay in a single room or in a hotel different from the one that The Japan Foundation designates, only the amount up to the half expense of a double occupancy room at the designated hotel will be reimbursed. If you commute from home or a friend's house, no reimbursement will be provided. Participants are responsible for

- (1) \$100 registration fee.

- (2) Half of airfare.
- (3) Transportation to and from airport of departure and Los Angeles area airport and hotel.
- (4) Dinner Meals.

Deadline:

Applications must be postmarked no later than May 13, 2002.

Notification:

You will be notified in May.

Credit:

Participants can earn university credits from UCLA Extension (Education) upon completion of this course. Details will be announced later.

Additional Information:

Please Contact:

Maki Watanabe, Academic Specialist
The Japan Foundation Los Angeles Office
& Language Center

Address: 333 South Grand Avenue, Suite 2250
Los Angeles, CA 90071

Telephone: (213) 621-2267

Fax: (213) 621-2590

E-mail: maki_watanabe@jflalc.org

NEW VIDEOTAPE!

The Foundation's Japanese-Language Center, Urawa has developed a new video teaching material using TV commercials for the secondary education level.

The videocassette cannot be sold and/or donated by The Japan Foundation due to legal agreements with the copyright holders, but, can be rented to

Japanese language programs in the United States through the Los Angeles Language Center. The Nihongo Library is planning to make this material available for loan to library members beginning April 2002. Please contact the Nihongo Library at nihongolib@jflalc.org or call (310) 449-0027 (before

April 19) or (213) 621-2267 for more information and/or to request.

A brief description of the video:

TV Commercial Video (1 volume, 30 min.)
+ 37 commercial films from the "All Japan CM Film Festival Awards"
+ includes booklet of script and teaching manual
+ uses the commercial films for teaching the language only, not for advertising commercial products and service appearing in the films

WELCOME!

WaTANAbE Ma ki SENSEI

The Japan Foundation Los Angeles Office and Language Center is pleased to announce the addition of a new member to its staff, Ms. Maki Watanabe as an Academic Specialist. Ms. Watanabe was trained teaching Japanese as a foreign language under the guidance of Professor Akira Miura and Professor Naomi McGloin and earned a Master's degree in Japanese Linguistics under the guidance of Professor Kazuhiko Tajima at the University of Wisconsin at Madison. Besides her job at The Japan Foundation, Ms. Watanabe is simultaneously working toward a Ph.D. degree at the University of Southern California. Recently, she presented a technology workshop and received much positive feedback from the participants. Please join me in welcoming her and feel free to ask her for any assistance.



Invitation to SenseiOnline

SenseiOnline is an online community for those who are concerned about Japanese language and culture education. It will help networking, sharing ideas and supporting each other. Members include Japanese teachers of various levels from all over the world, as well as English teachers in Japan, CALL specialists, language lab technicians, engineers, web designers, graduate students and eager learners of Japanese from various parts of the globe.

SenseiOnline uses both asynchronous and synchronous modes of online communication. For the asynchronous part, it uses Yahoo Groups. It is based on a listserv, where a member posts a message, that all members can read. Members have options to read only at the web site and receive daily digests instead of individual messages. Membership is free.

In order to join, please do one of the following:

1) If the email account is NOT from school
Write to Keiko Schneider, the Manager, to show your intent to subscribe and brief description of where you teach or why you are interested.

I do this to make sure whoever is joining is not interested in just wanting to send spam/unwanted advertisement messages; It can be very brief. Understanding and cooperation on this matter is deeply appreciated.

You can take venue 2) as well, but they are going to get a message from the Manager anyway.

2) If the email account IS from school
Fairly automatic. But there are a couple of ways.

2-1 Send a blank message to senseionline-subscribe@yahoo.com

2-2 Go to <http://www.sabotenweb.com/bookmarks/about/senseiOnline.html> and put your email and push the purple "Yahoo Groups Join Now" button

2-3 Go to <http://groups.yahoo.com/group/senseionline/> and click on "Join This Group" link towards the right

Synchronous part of the community takes the form of a monthly online forum called Benkyoukai. It is a live discussion session online similar to a conference presentation. We invite list members to contribute a short paper and have an online, live interaction with the author/presenter at TAPPED IN. (<http://www.tappedin.org>) TAPPED IN is an online conference center for educators. Guests are welcome and membership is free. Most of previous events have a log of the conversation. Please write to Keiko Schneider, if you are interested. Events for the year 2002 will be announced through the senseiOnline list and TAPPED IN calendar.

If you have any questions, please contact SenseiOnline Manager, Keiko Schneider at kschnei@sabotenweb.com

SenseiOnline Info Page:

<http://www.sabotenweb.com/bookmarks/about/senseiOnline.html>

<http://groups.yahoo.com/group/senseionline/>

Benkoukai page: <http://www.sabotenweb.com/bookmarks/about/benkyoukai.html>

TAPPED IN

<http://www.tappedin.org>

Manager email (Keiko Schneider):

kschnei@sabotenweb.com

THE MONTEREY INSTITUTE OF INTERNATIONAL STUDIES

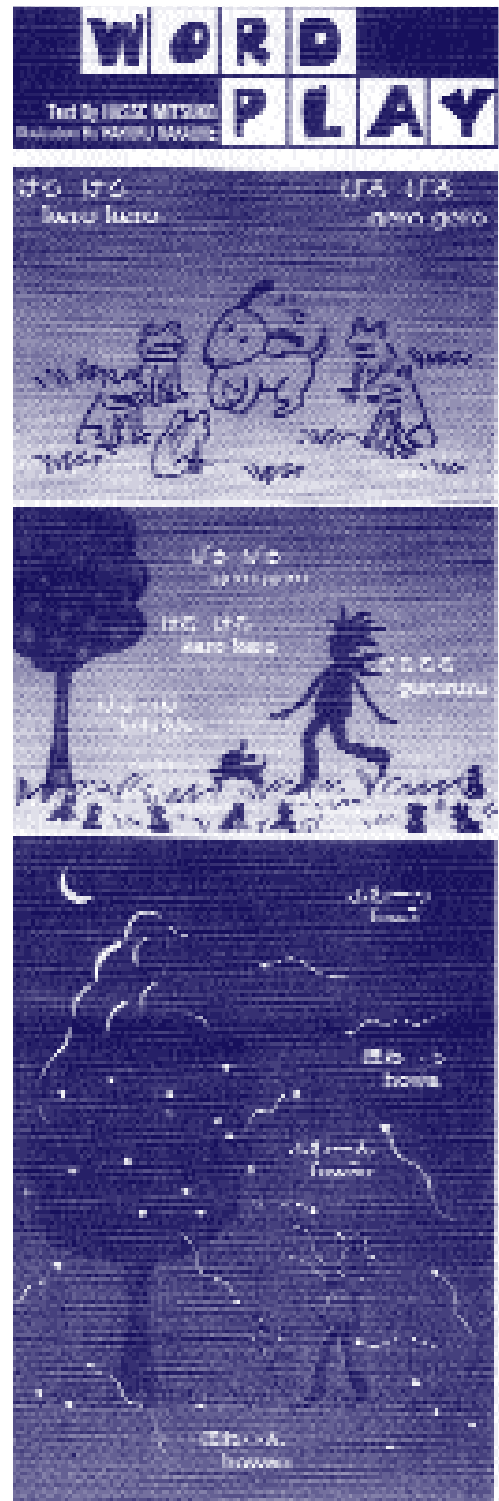
The MONTEREY INSTITUTE OF INTERNATIONAL STUDIES is pleased to announce the Summer Intensive Language Program (SILP), June 18-August 14, 2002. Arabic, Chinese, French, German, Japanese, Russian and Spanish language courses will be offered at the elementary, intermediate and, in some languages, advanced levels. Courses will meet 4.5 hours a day, Monday through Friday for eight weeks. Join us in Monterey, a beautiful venue for language study in a supportive, small-class environment.

Contact: SILP Office, Monterey Institute of International Studies, 460 Pierce St., Monterey, CA 93940; (831) 647-4115, Fax: (831) 647-3534, E-mail: silp@miis.edu, Website: www.miis.edu.

ONLINE ASSESSMENTS AND MATERIALS COMING SOON

The Center for Applied Japanese Language Studies (CAJLS) is developing online assessments and related materials for teachers of Japanese. The assessments are standards-based measurement of student proficiency in reading and writing. Students take the assessments online, and the reading results are available to the teacher right after the test. The teacher can use this information to identify topics or functions that students need to work on. They can then access activities to address those needs. These activities are called Dynamic Activity Templates (DATs). Teachers can print out the DATs as they appear on the screen, or they can download them onto their hard drives and customize them according to the needs of their students. DATs are embedded in a planning tool called PEP (Proficiency, Efficiency, and Planning), which walks teachers through the same steps master teachers go through when planning a course, a unit, and a lesson. PEP allows teachers to search for activities according to topic, function, purpose, and activity type. This system will start coming online in September 2002. Anyone interested in learning more about these services can contact Olivia Berkey.

E-mail: oberkey@oregon.uoregon.edu for details.



Word Play was originally published by The Japan Times, and it is republished here with their permission.

Note: The various frog sounds below all translate roughly as "ribbit." ポチに遭遇(そうぐう)したカエルたちはけろけろ、げろげろ。Some frogs croak at Pochi: "Kero kero, gero gero." / 森(もり)の中(なか)でも げろげろ、けろけろ、ぐるぐる、けけっけ。The forest echoes with their cries: "Gero gero, kero kero, gurururu, kekekke." / そこにいたのはふ わーっ、ほわーっ、ふわーん、ほわーんとホタルのファンタジア。And all around the fireflies flutter slowly and gracefully through the air in a fantasia of light.

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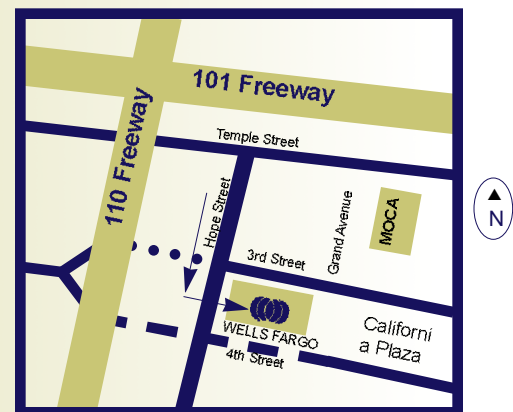
To our readership: The Japan Foundation Los Angeles Office & Language Center has witnessed many changes in the composition of its office personnel these past few months. First, after two years of service as Director of the Los Angeles Office & Language Center, Mr. Toshihisa Tanaka returned home to Japan in mid-March, with his successor Mr. Hayato Ogo scheduled to arrive and assume responsibilities shortly. Next, as noted elsewhere in the Breeze, Ms. Maki Watanabe has joined the office as its Academic Specialist. Lastly, The Foundation bid farewell to two long-time employees, Receptionist, Ms. Grace F. Kataoka and Library Assistant, Ms. Keiko Martin; we thank them for their many years of dedicated service and will miss them greatly!

o f f i c e M A P

Driving Directions to The Japan Foundation:

Wells Fargo Center is located on South Grand Avenue at 3rd Street in Downtown Los Angeles. The parking entrance is located on Hope Street.

The closest freeway exits are as follows:
 110 Freeway: 4th St. exit (from both North and South)
 101 Freeway: Temple St. exit (from West), Grand Avenue exit (from East)



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