

The BREEZE

Fall 2002/Number 26

Biannually

THE JAPAN
FOUNDATION

*Los Angeles
Language Center*

国際交流基金
ロス・アンジェルス
日本語センター

1	Renewal of the official website of the JFLALC	6-10	そのまま使える教材シリーズ no.1
2	Webring: Online Community for Japanese Language Educators	6	Minna No Kyozaï Saito
4	Japanese Language-Related Grants Recipients for Fiscal Year 2002/2003	11	Workshop Report 2002: The 9th Summer Workshop for Japanese Teachers
5	Japanese Language Grant Programs for 2003/2004 (via LA-Tokyo)	12	From the Nihongo Library
5	ACTFL 2002	14-15	Announcements & Conference Calender
		16	Staff Directory, Map, etc.

www.jflalc.org

Renewal of the official website of the JFLALC

The Japan Foundation Los Angeles Office & Language Center is pleased to announce that our official website (<http://www.jflalc.org>) has been renewed as of July 1st. The Japanese Language Teaching section has been reorganized in the following manner:

1. The Japan Foundation Japanese Language Center

- (1) Pedagogy Workshop (Information on pedagogy workshops organized and/or supported by the JFLALC)
- (2) Technology Workshop (Information on technology workshops organized and/or supported by the JFLALC)
- (3) Faculty Report (Report on past projects conducted by Academic Specialists)
- (4) Projects (Brief report on on-going projects conducted by Academic Specialists)

2. Information: Calendars related to Japanese language teaching

- (1) Conference Calendar (Schedule of upcoming conferences in the U.S.)
- (2) Workshop Calendar (Schedule of upcoming workshops in the U.S.)
- (3) Job Information (Current job openings in the U.S.)
- (4) Grants and Scholarships (Currently available financial aid resources)

3. Resources

- (1) FAQ
- (2) Computer Technology Manual
- (3) Teachers' Organization Information
- (4) Links (Currently under construction)

4. Teaching/Learning Materials

- (1) Textbook & Teaching Material Information
- (2) Online Teaching/Learning Materials
- (3) Video Teaching Material
- (4) Discount on a Japanese Electronic Dictionary

If you'd like to post your information on the Information section, please contact us at maki_watanabe@jflalc.org. We are also planning to start a 1-page web ad service for Japanese language teachers' local associations or study groups. If you or someone you know of is an association president or a group organizer, and are interested in posting its information on our website, please contact us at maki_watanabe@jflalc.org.



Webring: Online Community for Japanese Language Educators

Yasuhiro Omoto, The University California, Berkeley (yomoto@nihongoweb.com)

Mayumi Ishida, Dartmouth College (mayumi.ishida@dartmouth.edu)

Keiko Schneider, Saboten Web Design (kschnei@sabotenweb.com)

1. Sharing Materials Through Online Community: Webring

Those of us who teach Japanese language courses know that we need materials to supplement textbooks unless we use a textbook that was developed for a specific course. Necessary materials may vary from institution to institution, even for the courses pitched at the same level. However, it is true that there are some generic materials anyone can use. Hiragana and Katakana charts, for example, must be almost identical no matter where you teach.

Generally, we spend great amounts of time developing supplementary materials and may waste time creating materials that already exist. We tend to make this mistake very easily because we think WE need to develop materials for our OWN students. Is this true though, and if the materials that you need are already out there, why not use what is available? In order to know what materials have been already developed, we need to open ourselves to new opportunities.

In the past, Japanese language educators did not have the means to share teaching materials. We had to reinvent the wheel every time we started a new assignment. If we could pool the materials we created and share them with others, the time that we save can be devoted to our students, improving our teaching, etc. In the end, this benefits both educators and students. Moreover, if we share not only teaching materials, but also lesson plans and ideas, we can learn about courses offered at different institutions. We can adopt others' ideas or rework them to suit our own programs. In short, we not only save time, but we can also pursue our professional development.

Our project, the Japanese Language Material Ring, enables Japanese language educators to build an online community. In this community, we can guide each other, share copyright free materials without worrying about violating copyright laws, and exchange ideas on teaching. The webring connects individual websites to form a ring. Unlike portal sites, each webring site is treated equally. Each site is managed by the site owner who is responsible for his or her own materials. If you have any questions about the material you find on the Japanese Language Material Ring, you know who to contact.

The materials and ideas we can share include: 1) information on Japanese computing, 2) information on freeware, shareware and commercial tools and their usage, 3) creating online materials, 4) copyright free photos and picture clips of Japan, 5) teaching ideas, 6) articles on Japanese language education, 7) online materials, 8) reading materials and lesson plans, and 9) database on Japanese language education.

There are many advantages to sharing materials using our webring: 1) Because the materials are all on the web, you can easily down-

load when you need them. 2) Materials are not on one website. They are in individual members' sites. Thus, as the number of participating sites increases, the amount of material increases as well. 3) Because the webmaster of each participating site is responsible for maintaining their site, it is easy to revise the material in case mistakes are found. 4) Ownership of the material is clear. 5) The webring is user friendly: you can find the material you are looking for by going through the list of participating sites. By sharing materials this way, two things become clear: First, you can easily see what materials are beneficial for the actual teaching of your Japanese courses, and second, you can easily get a sense of which materials exist and which ones need to be developed.

This Japanese Language Material Ring Project is still in the early stages of development, and we would like to add as many participants as possible. The more participating sites there are, the wider the variety of materials become. If you are interested in this project, please contact Mayumi Ishida, or go to the following site:



<http://www.dartmouth.edu/~introjpn/webring.e.html>

2. Utilization of the Internet for Japanese Language Education: Online Community

The Internet has become a part of our daily lives, and it has established itself as an important medium. We cannot ignore its influence on education. Nowadays, there are quite a few distance-learning courses on the web, and some institutions offer diplomas for these courses. Foreign language education is also taking advantage of the Internet. Japanese language education is no exception.

Omoto, Schneider, and Fukai conducted a survey on the usage of computers and the Internet among Japanese language educators. The survey was first conducted in Northern California in 2001, and then nationwide in 2002. The questionnaires were sent by US mail because we did not exclude those who do not use computers and the Internet.

According to the results of the surveys, the Internet is widely used in Japanese language education. Even between the 2001 and 2002 surveys, there was a slight increase in Internet usage. Based on the

results, we can expect that more Japanese language educators will utilize the Internet in the future. Detailed analysis of the first survey can be found on Keiko Schneider's website. The results of the 2002 national survey will be posted in the near future.

We can think of several reasons why the usage of the Internet has been increasing among Japanese language educators. Newer operating systems produced both by Apple Computer and by Microsoft can handle Japanese fonts. Although additional installation and configuration of the operating system are necessary in order to view and input Japanese characters, users are not required to purchase any additional Japanese fonts. Japanese educators started to see the potential of the Internet to enhance their in-class teaching. The Internet can replace conventional self-study tools such as audiotapes and videotapes. The Internet can handle the materials which incorporate text, graphics, audio and movie, and combine them all. These materials on the web can be accessed from anywhere and at any time. Students have more freedom in using them. It is also possible for the students to receive instant feedback on the exercises they do.

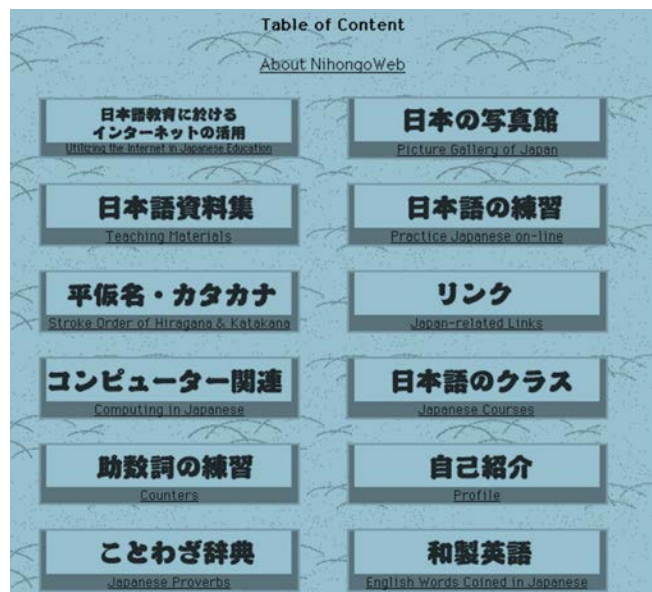
Utilization of the Internet for Japanese language education can be also effective for implementation of National Standards. Students can study Japanese communication with native Japanese speakers on the Internet (Communication), and can deepen their understanding of Japanese culture (Cultures). Students also can acquire knowledge about Japan through the Internet (Connections) and can compare Japanese culture to their own (Comparisons). Most importantly, students can continue their study of Japanese in the online community (Communities).

The Internet can be the best tool to acquire the most up-to-date information on Japan and Japanese culture. It is a very powerful tool when the usage of the Internet is combined with face-to-face in-class teaching. Because more and more learners are familiar with the computer and the Internet, it would be easy for educators to utilize the Internet for Japanese language education. Faster network connections offer smoother video-conferencing and better streaming of the videos that simulate face-to-face teaching more effectively.

However, Japanese language educators in general already have enough responsibilities and may not spend a lot of time creating online practice. Also, it may be difficult for them to learn new skills in order to fully utilize the Internet. The Japanese Language Material Ring Project can help in this regard. It offers downloadable materials and Japanese computing guides, as well as IT literacy guides specific to Japanese Language educators. Other information and ideas include how to implement the Internet for classroom activities and projects. If we receive feedback from Japanese language educators who have tried the projects that we suggested, the feedback will be added to the database. This is one of the ways this Japanese Language Material Ring Project and our online community can be improved.

3. IT Literacy for Japanese Language Educators: Webring and SenseiOnline

It is important for Japanese language educators to share our ideas



in order to avoid reinventing the wheel and repeating the same mistakes. One of the Japanese Language Material Ring sites called NihongoWeb (<http://www.nihongoweb.com>) covers such topics as how to configure your computers in order to view and input Japanese fonts and how to create PDF files that contain Japanese fonts. It introduces useful freeware and commercial software for Japanese language education.

The Japanese Language Material Ring Project can offer you IT information that we think is important and useful for Japanese language educators. However, there must be more questions that need to be answered. You may have questions regarding technical issues, etc. SenseiOnline, a mailing list managed by Keiko Schneider is a good place to ask such questions. SenseiOnline is a community of Japanese language educators where we can ask questions, exchange ideas, and learn new information. SenseiOnline has been growing fast, with participants from all over the world. This mailing list uses a service provided by Yahoo! Once you become a member, you can search the archive to see what kind of questions have been asked. You may be able to find the answers to your questions by reading past messages. The mailing list also offers a synchronous part online. Once a month, a study forum is held online. Participants have the chance to ask questions to the invited speakers in the chat room. If you are interested in joining SenseiOnline, please contact Keiko Schneider or go to



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

The best part of the Internet is that the receiver can also become a speaker. Anyone can offer ideas and materials. It was not that easy for us to share materials and ideas until the Internet became so easily accessible. However, now we can. Should you be interested in this project, please contact any of us. We are more than happy to assist you.

JAPANESE LANGUAGE-RELATED GRANTS RECIPIENTS FOR FISCAL YEAR 2002/2003

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

Hamilton College (NY)
Natrona County School District (WY)

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

Sudbrook Magnet Middle School (MD)

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

The Regents of the University of California, University of California, San Diego (CA)

4. Japanese Speech Contest Support Program

Arizona Association of Teachers of Japanese (AZ)
California State University, Los Angeles (CA)
Duke University (NC)
University of Colorado, Boulder (CO)
University of Iowa (IA)

5. Assistance Program for Japanese Language Teaching Materials

No successful applicants

6. Japanese Language Education Fellowship Program

No successful applicants

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

(1) Long-Term Training Program

Ms. Federica Bando
(Salt Lake Community College, UT)

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

Mr. Mike H. Matsuno
(University of Alaska, Fairbanks, AK)

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

Mr. Steven Gilhooley
(Washington Irving High School, NY)
Ms. Maren Williams
(Vashon Island High School, WA)
Ms. Bonnie Wolfgang
(Penn High School, MI)

(4) Zaigai (Japanese Abroad)

Ms. Yoko Messersmith
(Morningside Elementary, FL)

(5) Three-Week Summer Intensive Training Course for Teachers from the U.S., Canada and U.K.

Ms. Jannie Koo-DeVera,
(George Washington High School, GU)
Mr. Tammy M. Haldeman,
(Issaquah High School, WA)
Mr. Matthew P. Hartford,
(Clarendon Alternative Elementary School, CA)
Mr. Jonathan A. Heikkinen
(Academy of Our Lady of Guam, GU)
Mr. Clark F. Limtiaco
(Southern High School, GU)
Mr. Bryan H. Meadows
(Cornerstone Academy – SBISD, TX)
Ms. Mima L. Nojima
(Menlo Middle School, CA)
Ms. Darlene A. Okada
(Honoka'a High School, HI)
Mr. Scott P. Pakiser
(Loara High School, CA)
Ms. Connie Schuler
(Maggie L. Walker Governor's School for Government & International Studies, MD)
Ms. Ann S. Tomatani
(Iolani School, HI)

8. Japanese Language Program for Postgraduate Students/Researchers at the Japanese-Language Institute, Kansai, Japan

Ms. Angelina Y. Chin
(University of California, Santa Cruz)
Ms. Amy H. Sueyoshi
(University of California, Los Angeles)

9. Japanese Language Teaching Materials Donation Program

Pre-Collegiate & Public Organizations

Alisal High School (CA)
A.N. McCallum High School (TX)

Austin High School (TX)
Central High School (AZ)
Chipman Middle School (CA)
Churchill High School (OR)
Crestridge School of International/Global Studies (NE)
D.H. Conley High School (NC)
Elkhart Central High School (IN)
Fairview Elementary School (IL)
Falls Church High School (VA)
Felix V. Festa Middle School (NY)
Gilbert Elementary School (SC)
Golden Tree Middle School, Inc. (KY)
Gulliver Academy (FL)
Hopewell High School (NC)
Jasper High School (IN)
Kamiak High School (WA)
Kennedy High School (IA)
La Costa Canyon High School (CA)
Langley High School (VA)
Los Gatos High School (CA)
Lyndon Baines Johnson. High School (TX)
Mainland High School (FL)
Manhattan Center for Science & Mathematics High School (NY)
Miami Palmetto Senior High School (FL)
Millwood School (VA)
Mt. Eden High School (CA)
Mt. Tahoma High School (WA)
Newport News Japanese School (VA)
Northern Valley Regional High School (NJ)
Oakton High School (VA)
Patrick Henry High School (MN)
The Pilgrim School (CA)
Ramapo High School (NY)
Ridgefield High School (CT)
Ridgetop Junior High School (WA)
Robert E. Lee High School (VA)
Sakura Gakuen (NY)
San Dieguito High School Academy (CA)
Sheridan Japanese Program (OR)
Smith Middle School (NC)
Smoky Hill High School (CO)
Spring Valley High School (NY)
Tampa Bay Technical High School (FL)
West Bloomfield High School (MI)
Western High School (FL)
Westfield High School (VA)
Westwood Junior High School (TX)
Whitney Young Magnet High School (IL)
Willow Glen Elementary School (WI)
The Woodlands High School (TX)

Collegiat

Baruch College, The City University of New York (NY)
 Community College of Philadelphia (PA)
 Florida International University (FL)
 Georgia Southern University (GA)
 Grossmont Community College (CA)
 Mississippi State University (MS)
 Northern Virginia Community College, Alexandria Campus (VA)
 Rensselaer Polytechnic Institute (NY)
 Scottsdale Community College (AZ)
 Snow College (UT)
 University of Alaska, Fairbanks (AK)
 University of Wisconsin, Superior (WI)
 Villanova University (PA)

Tokyo Headquarters. Applicants will be notified of the results in April 2003.

Applications are now available in our office. In addition, applications will be available in a downloadable format this year. Prospective applicants are urged to contact Justin K. Miyai, Program Assistant at the contact information below before proceeding with the application process.

Email: Justin_miyai@jflalc.org
 Telephone: (213) 621-2267 Ext. 110
 Fax: (213) 621-2590
 By mail:
 Justin K. Miyai, Program Assistant
 The Japan Foundation Los Angeles
 Language Center
 333 South Grand Avenue, Suite 2250
 Los Angeles, CA 90071

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 personnel 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 to conduct 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.

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 in the U.S., Canada, and the U.K. (non-Japanese).

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 hold 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.

Japanese Language Grant Programs for 2003/2004

(via LA-Tokyo)

The Japan Foundation will administer the following grant programs for 2003-2004 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 2, 2002.

Some of these grants will be subject to pre-screening conducted by a select Advisory Panel convened in Los Angeles in January 2003. The final determination for all grant applications will be made at the Foundation's

ACTFL 2002

Due to financial constraints, The Japan Foundation Los Angeles Language Center (JFLALC) will not be sponsoring its annual teacher's luncheon during ACTFL 2002 in Salt Lake City, Utah. While we will surely miss celebrating and interacting with you at this cherished event, we invite you to please visit us at our booth (Stall #17) in the Exhibitor's Hall. There, you will find the latest in grant information including applications available, and helpful JFLALC staff will be on hand to field any questions or comments that you may have. In addition, Japanese language educators who stop by will have the opportunity to become members of our Nihongo Library. With a focus on Japanese language education and convenient mail circulation service, qualifying persons should not miss out on this invaluable resource. Here's looking forward to seeing you all in Salt

そのまま使える教材シリーズ No. 1

そのまま使える教材1

『そのまま使える教材』 is a new series that provides ready-to-use instructional materials for Japanese language teachers. The materials are ready to be copied* and handed out to students. Although sample instructional steps are given below, you may use them in your own way. The Japan Foundation Los Angeles Language Center would appreciate it if you could let us know how you used them and how they were. If you have any requests for specific materials, please contact Maki Watanabe, Academic Specialist at maki_watanabe@jflalc.org or (213) 621-2267.

*The materials may be duplicated only for educational purposes. Please do not charge students for duplication. The copyright of these materials belongs to the Japan Foundation Los Angeles Language Center.

1. Summer Beach (Information Gap)

Target grammar: Relative clause, Plain past form, -ている form

Target function: Describe people

Vocabulary: うきわ ビーチパラソル じゅんぶうんどう

Steps of Sample Activity:

- (1) Teacher has students discuss what a typical activity on the beach is.
- (2) The teacher hands students a picture with names and then asks them questions using a relative clause such as:
 - a. ボートに乗っている人は、何人ですか。
 - b. ビーチパラソルの下で寝ている人は男の人ですか、女の人ですか。
 - c. よしださんといっしょに歩いている人はだれですか。
- (3) The teacher hands students a picture with blanks and has them fill it in with names. The teacher then has students form pairs and ask each other questions using relative clauses.

2. Greeting Card (Reading Comprehension)

Target grammar: Adjective

Target function: Describing physical features

Kanji: 男 女 月 日 生 大 目

Vocabulary: たいじゅう そっくり body parts

Steps of Sample Activity:

- (1) Teacher has students discuss on what occasion you would send a card to your friend.
- (2) The students read the card.
- (3) The teacher asks questions regarding the content of the card such as:
 - a. What kind of announcement is this?
 - b. How many pounds is this baby?
 - c. 生まれたあかちゃんは、男の子ですか、女の子ですか？
- (4) The teacher has them choose from the list the man that is most likely to be the baby's father.

3. ロペスさんはなんばんめ何番目？ (Reading Comprehension)

Target grammar: まえ あと ~てから

Target function: Temporal sequence

Vocabulary: Ordinal numbers

Steps of Sample Activities:

- (1) Teacher has students read statements below the picture and figure out the correct order of the singings.
- (2) The teacher then has the students fill the callouts in the picture with numbers according to the ordering in (1).
- (3) The teacher has the students find out Mr. Lopez's place in order.

4. Horoscope: 今日は、いいことがあるでしょう (Oral/Writing)

Target grammar: ~でしょう ~かもしれません

Target function: Guess

Steps of Sample Activities

- (1) Teacher has students discuss horoscope, e.g., name of each star, whether they believe in horoscope or not, under which star they were born, and so on. If there is any student who read his/her horoscope of the day/week, have him/her report it in Japanese.
- (2) Teacher has the students form a group of 2-3 and has them write their own version of horoscope using ~でしょう and/or ~かもしれません.
- (3) Each group reports their version. After the reports, they decide which group's version they want to believe most.

みんなの教材サイト



Outline of "MINNA NO KYOZAI SAITO"

(Teaching Resources for Everyone' site), the Web-based Community for Japanese Language Teachers

<http://www.jpf.go.jp/kyozai/>

The Japan Foundation Japanese Language Institute established the MINNA NO KYOZAI SAITO in May 2002, with the purpose of supporting the overseas production of Japanese Language Teaching Resources. The intent of this website is to provide its users with the Japanese language teaching resources, which the Japan Foundation owns copyrights on, and create a system where people concerned with Japanese language education throughout the world can freely, without the worry of issues relating to copyrights use the provided information to make their own teaching materials.

そのまま使える教材シリーズ No. 1

1. Summer Beach



そのまま使える教材シリーズ No. 1

2. Greeting Card

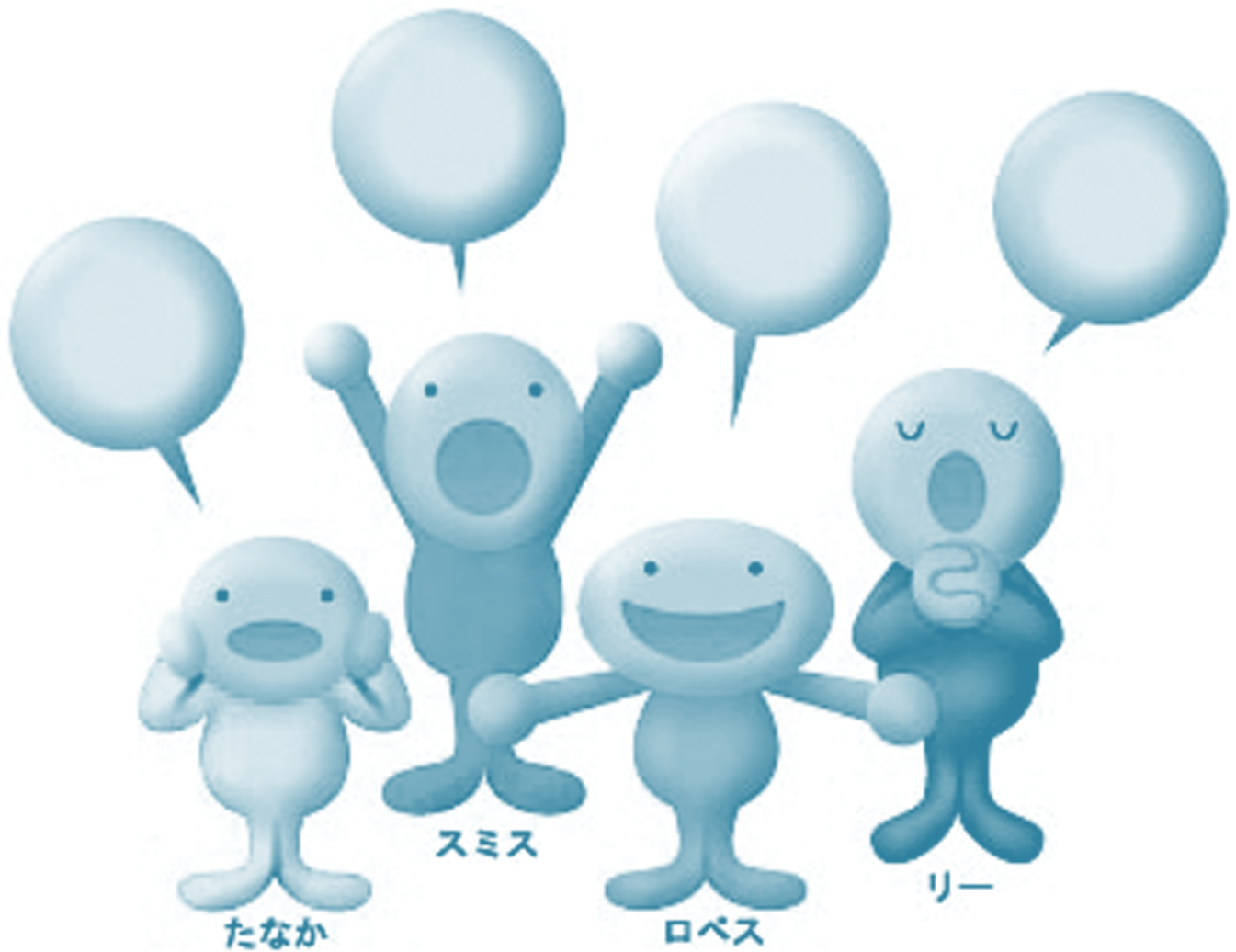


だれがお父さんですか？



そのまま使える教材シリーズ No. 1

3. ロペスさんは何^{なんばんめ}番目？



田中さんは、先週^{せんしゅう}の土曜日^{どようび}にスミスさん、ロペスさん、リーさんの三人といっしょにカラオケボックスに行って、日本の歌^{うた}を歌って遊び^{あそ}びました。

たなか： わたしは、スミスさんの後^{あと}に歌いました。













スミス： ぼくは、一ばんでした。

ロペス： わたしは、リーさんの前^{まえ}に歌いました。

リー： ぼくの前に、ロペスさんが歌いました。

そのまま使える教材シリーズ No. 1

4. Horoscope: 今日は、いいことがあるでしょう

 3/20 - 4/19	<p>おひつじ座生まれの人は、</p> <p>ラッキーカラー： ラッキーアイテム：</p>	 9/23 - 10/22	<p>てんびん座生まれの人は、</p> <p>ラッキーカラー： ラッキーアイテム：</p>
 4/20 - 5/20	<p>おうし座生まれの人は、</p> <p>ラッキーカラー： ラッキーアイテム：</p>	 10/23 - 11/21	<p>さそり座生まれの人は、</p> <p>ラッキーカラー： ラッキーアイテム：</p>
 5/21 - 6/20	<p>ふたご座生まれの人は、</p> <p>ラッキーカラー： ラッキーアイテム：</p>	 11/22 - 12/21	<p>いて座生まれの人は、</p> <p>ラッキーカラー： ラッキーアイテム：</p>
 6/21 - 7/22	<p>かに座生まれの人は、</p> <p>ラッキーカラー： ラッキーアイテム：</p>	 12/22 - 1/20	<p>やぎ座生まれの人は、</p> <p>ラッキーカラー： ラッキーアイテム：</p>
 7/23 - 8/22	<p>しし座生まれの人は、</p> <p>ラッキーカラー： ラッキーアイテム：</p>	 1/21 - 2/18	<p>みずがめ座生まれの人は、</p> <p>ラッキーカラー： ラッキーアイテム：</p>
 8/23 - 9/22	<p>おとめ座生まれの人は、</p> <p>ラッキーカラー： ラッキーアイテム：</p>	 2/19 - 3/19	<p>うお座生まれの人は、</p> <p>ラッキーカラー： ラッキーアイテム：</p>

WORKSHOP REPORT

2002

The 9th Summer Workshop for Japanese Teachers

Maki Watanabe, Academic Specialist, JFLALC
Lynn Sessler-Schmaling, Menasha Joint School District,
Menasha, WI

The ninth annual workshop was held at the Japan Foundation Language Center in the summer of 2002. There was a 6-day session for K-12 school teachers of Japanese (August 5-10) that was preceded by an online pre-workshop session (July 1-August 3). A total of 13 teachers successfully completed the course. 5 quarter credits (3.33 semester credits) from UCLA Extension were available for those participants who wanted credits.

1. Objectives

The objectives of the workshop were set as follows: (1) becoming familiarized with the National Standards for Japanese Language Learning, (2) learning how to apply the Standards to their classrooms, (3) sharing ideas and experiences with other participants, and (4) adopting computer technology to their teaching.

2. Content

Online Pre-Workshop Assignments

Pre-workshop assignments had been sent one month prior to the workshop via the Internet. The assignments consisted of three parts: (1) reading assignments, (2) posting answers to questions based on the reading on the BBS, and (3) BBS discussion on topics derived from participants' answers. The reading assignments were to read ACTFL's Standards for Foreign Language Learning in the 21st Century, and some online literatures. After the readings, the participants answered questions related to the reading assignments and posted their answers on BBS so that everyone could read the other participants' answers. On the BBS, online discussion was encouraged. The purpose of the assignments was to familiarize the participants with the National Standards, as well as to become acquainted with one another before coming to the workshop.

Application

During the workshop, practical implementation of the National Standards to a Japanese class was focused. To make the purpose more explicit, one day was spent for each C. The participants discussed how they could realize the Standards in their teaching and what kind of activities they could do for each C within the range of the proficiency-oriented instruction. During the discussion, the participants also exchanged their experiences and problems encountered in the past.

Technology

The concept of WebQuests and how to design them was introduced to participants. A list of useful Japanese websites for

WebQuests was provided, too. The participants also learned how to use "Minna no Kyoza Site," a website constructed by the Japan Foundation Japanese-Language Institute.

Presentation

The participants made a presentation on the last day of the workshop. The presentation was approximately 20 minutes and on their learning scenarios and sample activities that they constructed during the workshop. After each presentation, the other participants commented on their opinions, such as what was good and how it could have been made better.

Field Trip

Although it was not originally planned, thanks to Director Daisuke Tonai's generosity, the participants had the luck of visiting the Japan National Tourist Organization Los Angeles Office to receive Japan tourist information materials, such as beautiful posters, brochures, and maps. Mr. Tonai also kindly gave the participants a presentation on tourism in Japan, and allowed them to duplicate the JNTO's videotape on travels in Japan so that they could show the video to their students.



3. Evaluation

We asked the participants to fill out a post-workshop evaluation questionnaire. The results showed their positive reactions to the objectives we set at the beginning of the course. In addition, many participants found the "Instructional Processes," "Interaction with Other Teachers," and "Field Trip to JNTO" most useful.

The Summer Workshop for Japanese Language Teachers in San Francisco

Maki Watanabe, Academic Specialist, JFLALC

Date: August 17 - 18, 2002

Saturday 10:00 a.m. - 6:00 p.m.

Sunday 10:00 a.m. - 6:00 p.m.

This two-day workshop was organized by William R. DeAvila Elementary School in San Francisco for elementary school teachers at the bilingual school in an attempt to create a closer connection between Japanese language teachers and classroom teachers. A total of 11 teachers (4 Japanese language teachers and 7 classroom teachers) attended the workshop.

During the workshop, the basic principles of the National Standards and implementation of each of the 5 C's to a classroom were introduced. Proficiency-oriented instruction was also discussed along the lines of the National Standards.



Video Tape

アニメ文学館

伊豆の踊り子; 野菊の墓	11161
高野聖; 怪談	11045
風立ちぬ; 春琴抄	11046
太陽の季節; オリンポスの果実	11048
舞姫; たけくらべ	11049
あすなる物語; 人生劇場	11050
放浪記; 奉教人の死; 高安犬物語	11051
潮騒	11052
坊ちゃん	11053
路傍の石 (前編・中学志望) (後編・つらい日々)	11054
ビルマの豎琴	11055
姿三四郎	11056
明智小五郎シリーズ 屋根裏の散歩者; 心理試験; 赤い部屋	11057
ホームタウンの事件簿; 天からの声	11058
友情; 学生時代	11059

Class acts: success stories from the Japanese classroom

課長: ジェトロビジネス日本語会話	11192
	11166

まんが日本昔ばなし

花咲かじいさん; 夢を買う; さるかに合戦; たのきゅう	11047
桃太郎; 豆つぶころころ; わらしべ長者; 田植地藏	11018

浦島太郎; 絵姿女房; 一休さん; 髪長姫	11019
三枚のお札; そこつ惣兵衛 分福茶釜 湖の怪魚	11020
一寸法師; 火男; カチカチ山; 大沼池の黒竜	11021
金太郎; 宝の下駄; おむすびころりん; 馬方とタヌキ	11022
養老の滝; 雀とキツキと山鳩 こがねの斧; 蛙の恩返し	11024
七太さま; さだ六と刃; 河童の雨ごい; イワナの怪	11025
耳なし芳一; 月見の枝 三年寝太郎 ひょうたん長者	11026
舌切り雀; 龍の淵; おいてけ堀; 河童のくれた妙薬	11027
うばすて山; 芋ほり長者; だんだらぼっち; ムカデの使い	11028

屁ひり女房; 旅人馬; 八郎潟の八郎; 猿の恩返し	11030
塩ふきうす; あとかくしの雪; 羅生門の鬼; 大蔵の火	11031
雪女; 岩屋の娘; かしき長者; ソラ豆の黒いすじ	11032
小太郎と母龍; オオカミと娘; タヌキと彦市; ねずみの嫁	11033

八つ化け頭巾; クラゲの骨なし; 座敷童子; ナマズの使い	11065
鉢かつぎ姫; 一軒家の婆; ねずみ経; にんじんとごぼうとだ いこん	11034
くわす女房; 蛙になったぼた餅; むりどん; 小僧がま	11036
きつねの嫁入り; 熊と狐; うぐいす長者; ミソザイは鳥の 王様	11037
カサ売りお花; 船幽霊; 赤ん坊になったお婆さん; 水神さまと 二次の橋	11038
牛方と山んば; よくばり和尚; 爺婆かぼちゃ; 水の種	11156
みそ買い橋 言うな地蔵 猿地蔵; エビの腰はなぜまが ったか	11157
狐森; 乞食のくれた手ぬぐい; 蛸鉢長者; 千亀女	11158
にせ本尊; きつね女房; としがみさま; すりばちをなめた猫	11159
宝のおお釜; 雷と月と日; 大年の客; 天福地福	11160
かぐまのちから石; 白狐の湯; 念仏天狗; 猫檀家	11039
かじ屋のばばあ; 百合若大臣; 大蔵と天狗どん; 蛸薬師	11042
梨山の大蛇; 念仏の鼻; へび女房; 幽霊飴	11043
雷と悪者; 案珍清姫; かみそり狐; 佐吉舟	11044
はなたれ小僧さま; 山伏石; 木仏長者; 夢地藏	11040

みんなの日本語初級: 会話ビデオ	11068
ステップアップ日本語: 総合日本語学習教材	11190

Video Teaching Material Using NHK TV Programs for Loan

The Japan Foundation Japanese-Language Center, Urawa has developed a new video teaching material using NHK TV programs for the secondary education level. The Center is planning to make this material available for loan in winter 2002. 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.

Brief description of the video:

NHK Programs Video

+ includes drama/program episodes from 1) 六番目の小夜子 Rokuban-me no Sayoko (TV drama, 1 episode, 30 + 30 min. with and without subtitles); 2) あずきちゃん Azuki-chan (animation, 1 episode, 30 + 30 min. with and without subtitles) and; 3) みんなのうた Min'na no Uta.

+ includes a booklet of 1) script; 2) vocabulary, expression, conversation notes and cultural notes; 3) index; and 4) teaching manual.

Please contact the Nihongo Library at nihongolib@jflalc.org or 213.621.2267 for further information.

From the Nihongo library

Loan Policy Changes

Library membership for non-teachers Double limit of items to be checked out

There have been two major changes in our library policy implemented since August of this year. First, a non-teacher who visits the library may apply for a library card which gives the privilege of borrowing materials (non-mail circulation) from the collection. Secondly, a library cardholder may now check out six (6) books, four (4) audio-visual materials, and six (6) back issues of periodicals at one time.

Recently Catalogued Material

The following is a list of the titles of Japanese language materials that are available now for loan. Please contact the library (nihongolib@jflalc.org) for borrowing.

Library New Acquisitions

Book

Title	Barcode
1日15分の漢字練習：1日6字、3ヵ月でマスター	11143
ACTFL-OPI入門：日本語学習者の「話す力」を客観的に測る	11173
新しい日本語学入門：ことばのしくみを考える	11126
大学で学ぶためのアカデミック・ジャパニーズ：中・上級者用	
日本語テキスト	11177
大学・大学院留学生の日本語：2 作文編	11175
Decoding Kanji : a practical approach to learning look-alike characters	11194
絵でわかるかんたんかんじ80	11141
複雑・微妙な意味を言い分ける助動詞(上級)	11128
ふれあい日本語	11081
外国語はなぜなかなか身につかないか：第二言語学習の謎を解く	11130
外国人力士はなぜ日本語がうまいのか：あなたに役立つ「ことば習得」のコツ	11131
話し手の判断・意識を伝える助動詞	11180
異文化接触論	11118
児童生徒に対する日本語教育のための基本語彙調査	11060
条件表現	11139
季節で学ぶ日本語	11124
子どもといっしょに!：日本語授業おもしろ枚集	11142
ここからはじまる日本語文法	11172

コミュニケーションのための日本語・音声表現	11138
くらべてわかる日本語表現文型ノート	11186
Living in Japan	11119
日本語文法学習者によくわかる教え方：10の基本	11169
にほんごだいすき	11150
日本語で海外派遣	11140
日本語学習者の文法習得	11127
日本語教育年鑑	11066
日本語教育における学習の分析とデザイン	11125
日本語教育のかなたに：異領域との対話	11184
日本語教育のための音声表現	11176
日本語の地平線：吉田彌壽夫先生古稀記念論集	11170
日本語能力試験：1・2級試験問題と正解	11071
日本語能力試験：3・4級試験問題と正解	11068
にほんごつぎの45じかん	11153
認知文論	11129
音韻/音声	11187
初級ひらけ日本語	11122
初級実践日本語	11167
初級日本語：文法解説	11145
すぐに使える上級動詞：英語訳つき	11063
すぐわかる上級表現：英語・中国語・韓国語訳つき	11062
スキルアップ日本語表現	11132
テップアップ日本語：総合日本語学習教材	11189
The Handbook of Japanese Verbs	11135
トピックによる日本語総合演習：テーマ探しから発表へ	11185
わかるビジネス日本語：「ジェットロビジネス日本語能力テスト」	11086
読みやすく考えて調べて書く：小論文から卒論まで	11182
予測してよむ聴読解：現代日本事情に関する38章	11082

Cassette Tape

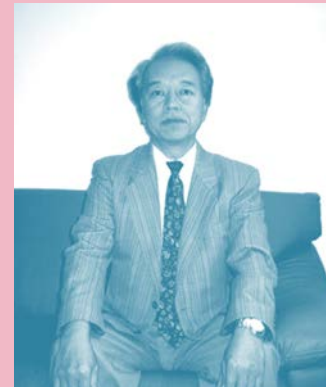
<日本語>ニュースからおぼえるカタカナ語350初級から中級へ	11162
ステップアップ日本語：総合日本語学習教材 = Step up Nihongo	11191

Compact Disc

にほんご90日：教師用Navi: 初級文法ハンドブック	11149
初級日本語[げんき]; v.1	10778
初級日本語[げんき]; v.2	10779
たのしいにほんご	11165

WELCOME! Mr. Ogo

The Japan Foundation Los Angeles Office and Language Center is pleased to announce the arrival of its new Director, Mr. Hayato Ogo, designated in April. Mr. Ogo worked with the Sydney Cultural Center as Director from 1989 through 1993, followed by the directorship of the New Delhi Office from 1993 through 1995. As Director General, he led the Yokohama Triennial, Japan's first international contemporary art festival to a great success last year. Before joining the Japan Foundation, he taught Western Art History at the college level. He plays the flute and Shakuhachi as his pastimes. Please join us in welcoming him!



ConferenceCalendar

Year 2002

Mo	Day	Conference and Contact
10	10-12	The 56th Annual Convention of the Rocky Mountain Modern Language Association, Scottsdale, AZ http://rmmla.wsu.edu/conferences/conf02-Scottsdale/conf02.asp
	15-19	E-Learn 2002 - World Conference on E-Learning in Corporate, Government, Healthcare, & Higher Education, Montreal, Canada http://www.aace.org/conf/elearn/callfinal.html
	18-19	MWALLT 2002 (MidWest Association for Language Learning Technology) Concordia College - Moorhead, Minnesota http://languagecenter.cla.umn.edu/MWALLT/
	18-20	The 2nd National Conference on Heritage Language in America "Building on our National Resources" Tysons Corner, VA http://www.cal.org/heritage/conferences/conf2002.html
	26-27	New England Associations of Asian Studies 2002 Annual Conference Colby College, Waterville, Maine http://www.colby.edu/eas/neaas02/
11	1-2	National Association of Self-Instructional Language Programs Arlington, VA Contact: Alex Dunkel, U of Arizona - email adunkel@u.arizona.edu
	9	FLANC Fall Conference 2002 University of California, Berkeley (Dwinelle Hall) Contact: email normflanc1@attbi.com
	22-24	ACTFL(American Council on the Teaching of Foreign Language) Salt Lake City, UT http://www.actfl.org/

Year 2003

Mo	Day	Conference and Contact
1	6-10	Hawaii International Conference on Education Sheraton Waikiki Hotel, Honolulu, HI http://www.hiceducation.org/
2	27	Southern Conference on Language Teaching (SCOLT) in Atlanta http://www.valdosta.edu/scolt
3	20-22	Digital Stream Conference at CSU Monterey Bay More information will be available soon iwlc.csUMB.edu/digitalstream
	22-25	The Annual Conference of the American Association for Applied Linguistics (AAAL) at the Sheraton National Hotel in Arlington, VA http://www.aaal.org/aaal2003
4	30-5/3	The 4th International Symposium on Bilingualism Arizona State University http://isb4.asu.edu/
5	7-10	WorldCALL 2003 in Banff, Alberta - "CALL from the Margins" http://worldcall.org
7	10	AFMLTA National Conference 2003 "Babble, Babel & Beyond" http://www.afmlta.asn.au

Wahoo Subscription Information



Wahoo is a new newsletter of the Japan Foundation Los Angeles Office & Language Center. This magazine targets secondary-level learners of the Japanese language. The concept of this new magazine is to reach out to learners of Japanese directly, and to motivate students to learn Japanese language and culture by providing various, updated, and interesting facts about Japanese culture, as well as the language itself. Full colorful illustrations, easy to learn Japanese lessons, and attractive information on Japan, such as animation, high-tech products, movies, and so on also inspire students to learn more about Japanese culture and language.

The first issue was published in the Spring of 2002, and 20 copies were circulated to each of 500 selected secondary schools with Japanese programs. This first issue contained such articles as, "Learning from Recycling of the Edo Period," "A Variety of Recycling Businesses," "Natto-Good for the Mind, Good for the Body," etc., and we received very encouraging and positive responses.

The second issue will be published in January 2003. Now, we are looking for schools wishing to subscribe to *Wahoo* No. 2. If you are interested in having 20 copies sent to your class, please fill out the following form and send it back to us at the following address by the end of this year:

The Japan Foundation Language Center
Wahoo Subscription Division
333 South Grand Ave. Ste 2250
Los Angeles, CA 90071

You can also request subscription through our website <http://www.jflalc.org/newsletter/wahoo.html>. Due to our limited publication, subscribers will be selected on a first-come first-serve basis, and middle and high schools with Japanese programs will be given first priority for selection.

(Depending on the number of requests, we may be able to provide an additional 20 copies.)

Wahoo Issue No.2 Request Form

Name		
Name of school you are teaching		
Mailing Address	<input type="checkbox"/> School	or <input type="checkbox"/> Home
Street		
City	State	Zip
Email Address		
Japanese Program @ Your School?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Need Additional 20 copies?	<input type="checkbox"/> Yes	<input type="checkbox"/> No

WORD PLAY

Text By HASSE MITSUKO
Illustration By HARUKO NAKAUNE



空(そら)から雨(あめ)が ぽつり、ぽつり。
A few drop of rainfall down, pliplop. / だ
だん ぽつ ぽつ 降(ふ)りだして . . .
It starts raining harder pitter patter, pitter
patter. / ざあざあ雨は大降(おおふ)りに。
Then it starts pouring down. / 頭(あたま)
のてっぺんから足(あし)の先(さき)まで
びしょびしょだ。 Mian! Pochi are
soaked from head to toe.

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

HAYATO OGO, DIRECTOR	<i>ext.</i> 101
TAKASHI IMAI, DEPUTY DIRECTOR	102
EIICHI ITO, LIBRARIAN	107
MASAKO MIWA, OFFICE SUPERVISOR	103
JUSTIN MIYAI, PROGRAM ASSISTANT	110
MAMIKO NAKAI, ACADEMIC ASSISTANT	108
MAKI WATANABE, ACADEMIC SPECIALIST	106
NAOKO WATANABE, PROGRAM ASSOCIATE	109
IRIMI YANG, LIBRARIAN	105

Office Hours: 9:30 - 5:30
 Library Hours: 10:00 - 5:00
 Address: 333 South Grand Avenue, Suite 2250
 Los Angeles, CA 90071
 Telephone: (213) 621-2267
 Fax: (213) 621-2590
 General E-mail: jflalc@jflalc.org
 Home page address: <http://www.jflalc.org>

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)

O f f i c e M a p



THE JAPAN FOUNDATION
 LOS ANGELES LANGUAGE CENTER
 333 South Grand Avenue, Suite 2250, Los Angeles, CA 90071

Presorted
 Standard
 U.S. Postage
PAID
 MERCURYMAILING
 SYSTEMS INC.