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.
1. Sharing Materials Through Online Community: Webbring

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 download 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/~introjpjn/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.
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)

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

   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. Lmitlaco
       (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
       (Lorenz High School, CA)
       Ms. Connie Schuler
       (Maggie L. Walker Governor's School for Government & International Studies, MD)
       Ms. Ann S. Tomatani
       (Iolani School, HI)
   (6) 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)

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

9. Japanese Language Teaching Materials Donation Program
   Pre-Collegiate & Public Organizations
   Alisal High School (CA)
   A.N. McCallum High School (TX)
Japanse 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 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.

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
**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 じゅんびうんどう

**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. ポ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はですか、女の人のですか。
   c. よしたさんがいつも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.

**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.

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

*Target grammar*: 〜てし もろもろ 〜てから

*Target function*: Temporal sequence

*Vocabulary*: Ordinal numbers

**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 〜てしょう and/or 〜かもしれない。
3. Each group reports their version. After the reports, they decide which group’s version they want to believe most.

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**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.
1. Summer Beach
そのまま使える教材シリーズ ② ③ ④

Greeting Card

あかちゃんがうまれました！

なまえ	いとう まみこ
生まれた日	2002年 9月 21日
体重	3000グラム

ふといまゆげと大きな目が、パパにそっくりです。

だれがお父さんですか？

a.  b.  c.

Copyright ©2002 by The Japan Foundation Los Angeles Language Center
Images by SIFCA
3. ロペスさんは何番目？

田中さんは、先週の土曜日にスミスさん、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、日本の歌を歌って遊びました。

たなか： わたしは、スミスさんの後に歌いました。
スミス： ぼくは、一ぱんでした。
ロペス： わたしは、リーさんの前に歌いました。
リー： ぼくの前に、ロペスさんが歌いました。
4. Horoscope: 今日は、 いいことがあるでしょう

<table>
<thead>
<tr>
<th>頭</th>
<th>おひつじ座生まれの人は、</th>
<th>ラッキーカラー:</th>
<th>ラッキーアイテム:</th>
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<td>3/20 - 4/19</td>
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<td>ラッキーアイテム:</td>
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<td>ラッキーアイテム:</td>
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<td>頭</td>
<td>かに座生まれの人は、</td>
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<td>ラッキーアイテム:</td>
</tr>
<tr>
<td>頭</td>
<td>しし座生まれの人は、</td>
<td>ラッキーカラー:</td>
<td>ラッキーアイテム:</td>
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<td>7/23 - 8/22</td>
<td>みずがめ座生まれの人は、</td>
<td>ラッキーカラー:</td>
<td>ラッキーアイテム:</td>
</tr>
<tr>
<td>頭</td>
<td>おとめ座生まれの人は、</td>
<td>ラッキーカラー:</td>
<td>ラッキーアイテム:</td>
</tr>
<tr>
<td>8/23 - 9/22</td>
<td>うお座生まれの人は、</td>
<td>ラッキーカラー:</td>
<td>ラッキーアイテム:</td>
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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 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.
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

<table>
<thead>
<tr>
<th>Title</th>
<th>Barcode</th>
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<tr>
<td>1日・2日の漢字練習 1日・2日学、10月でマスター</td>
<td>11173</td>
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<tr>
<td>ACTFL-OPI入門：日本語学習者の「話す力」を客観的に測る</td>
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<tr>
<td>新しい日本語学入門：ことばのしくみを考える</td>
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<td>大学で学ぶためのアカデミック・ジャーナル：中・上級者用</td>
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<td>日本語テキスト</td>
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<td>大学・大学院留学生的日本語：２作文編</td>
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<td>Decoding Kanji：a practical approach to learning look-alike characters</td>
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<td>絵でわかるかんたんかんじ80</td>
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<td>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</td>
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Recently Catalogued Material

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<td>日本語ニュースからおぼえるカタカナ語：初級から中級へ</td>
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<td>ステップアップ日本語：総合日本語学習教材</td>
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<td>にほんご・日・教師用：初級文法ハンドブック</td>
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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!

<table>
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<th>Year 2002</th>
<th>Conference and Contact</th>
<th>Year 2003</th>
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| 10        | 10-12                  | 1        | 6-10       | Hawaii International Conference on Education  
Sheraton Waikiki Hotel, Honolulu, HI  
http://www.hiceducation.org/ |
http://www.aace.org/conf/elearn/callfinal.html** | 2 | 27 | Southern Conference on Language Teaching (SCOLT) in Atlanta  
http://www.valdosta.edu/scolt |
| 18-19     | MWALLT 2002 (MidWest Association for Language Learning Technology)  
Concordia College - Moorhead, Minnesota  
http://languagecenter.cla.umn.edu/MWALLT/ | 3 | 20-22 | Digital Stream Conference at CSU Monterey Bay  
More information will be available soon  
iwlc.csumb.edu/digitalstream |
| 18-20     | The 2nd National Conference on Heritage Language in America  
“Building on our National Resources”  
Tysons Corner, VA  
Arizona State University  
http://isb4.asu.edu/ |
| 26-27     | New England Associations of Asian Studies  
2002 Annual Conference  
Colby College, Waterville, Maine  
http://www.colby.edu/eas/neaas02/ | 5 | 7-10 | WorldCALL 2003 in Banff, Alberta - “CALL from the Margins”  
http://worldcall.org |
| 11        | 1-2                    | 7        | 10         | AFMLTA National Conference 2003 “Babble, Babel & Beyond”  
http://www.afmlta.asn.au |
| 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/ |  |  | |
**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.jffalc.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.)

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**Wahoo Issue No.2 Request Form**

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<th>Name</th>
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<td>Name of school you are teaching</td>
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<th>or □ Home</th>
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| Email Address |

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<th>Japanese Program @ Your School?</th>
<th>□ Yes</th>
<th>□ No</th>
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| Need Additional 20 copies? | □ Yes | □ No |

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### The Japan Foundation

**Los Angeles Language Center**
333 South Grand Avenue Suite 2250, Los Angeles, CA 90071

| 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 |

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**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)