

THE JAPAN
FOUNDATIONLos 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	<i>The Current Status and Future Direction of Professional Development for Teachers of Japanese</i>	12	<i>Exciting Projects That We Are Undertaking for 2003</i>
6	<i>What Is INTASC? Standards for Beginning Foreign Language Teachers; What all K-16 Japanese teachers need to know</i>	14	<i>そのまま使える教材 No. 2</i>
8	<i>State Teacher Certification and K-12 Japanese Language Education</i>	16	<i>From the Nihongo Library</i>
9	<i>NCATE Program Standards for Foreign Languages Teacher Education</i>	18	<i>Conference / Workshop Calendar</i>
10	<i>Workshop Reports</i>	19	<i>Announcements : Report on the JLPT 2002 ; Wahoo No. 2 on the Web</i>
		20	<i>Staff Directory, Map, etc.</i>

The Current Status and Future Direction of Professional Development for Teachers of Japanese

Y.-H. Tohsaku
University of California, San Diego

0. Introduction

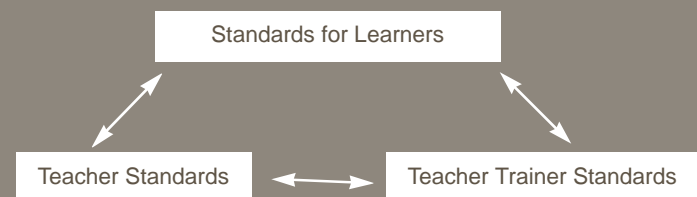
Professional development for foreign language teachers in the U.S. has been changing. Due to the publication of such reports as *A Nation at Risk: The Imperative for Educational Reform (1983)* and *A Nation Prepared: Teachers for the 21st Century (1987)*, lamenting the deterioration of the quality in elementary and secondary education in the U.S., the social pressure for improvement in the abilities and skills of teachers increases, and the movement of professional development for teachers has been taking place briskly in recent years. In this paper, I will survey such movement, and analyze the current status of professional development for teachers of Japanese language in the U.S.

1. Standards Movement

The National Standards for Learners of Foreign Languages published in 1996 shows the goals for and contents of foreign language education in the 21st century. In order to effectively implement the standards at the state, school district, and classroom levels and raise the quality of foreign language education, the teacher who actually implements the curriculum must possess foreign language proficiency, knowledge of a foreign language and culture, and teaching skills. The expansion of the goals and objectives and the establishment of higher goals for foreign language learning represented by the 5Cs (Communication, Cultures, Comparisons, Connections and Communities) require that

foreign language educators be equipped with higher abilities and skills than ever before. In the past several years, many discussions have arisen: what are the standards for foreign language teachers who can help students attain higher educational standards? ; what are the standards for schools of education and graduate schools of education departments which offer pre-service training? ; and what are the standards for teacher trainers in universities and persons who engage in professional development in universities, states, school districts as well as organizations for foreign language educators? As reform of the educational system in other subject fields has moved forward, teacher standards and teacher trainer standards in foreign language have also been created and implemented on an increasing basis. The relation of these standards can be shown in the following figure:

(Fig. 1)



Although these three standards have different target audiences, an important thing to keep in mind is that they are closely related to each other in that the goal of teacher standards is to create teachers who can help learners achieve learners' standards, the goals of teacher trainer standards is to make sure that teacher trainers create such teachers, and teacher trainers, furthermore, must know learners' standards very well. These standards are flexible, and in the process of implementation, for example, in the case that standards for learners are changed, the teacher standards and the teacher trainer standards should also be modified accordingly.

Professional development for teachers is an endless process. Starting from the preparation stage to be a teacher, it continues to be carried out until one stops his or her teaching career. Professional development to become a teacher is generally called pre-service training, and professional development for improvement in knowledge and skills after becoming a teacher is called in-service training.

The first phase of professional development is a stage where a person who wishes to become a teacher learns the content to teach and its method of teaching. Usually, a provisional teaching credential is given at the completion of this phase. From the teacher trainer's point of view, this is the phase to carry out recruitment for future teachers, to provide pre-service training including practical training in an actual classroom situation, and to require prospective teachers to complete pre-service training courses. The following phase is to fulfill the teaching credential requirements of the state after gaining teaching experience for one year or more in an actual classroom situation, and to receive a formal teaching credential. The Interstate New Teacher Assessment and Support Consortium (INTASC) represents teacher standards in this stage. (Please refer to Lynn Sessler-Schmaling's article.) According to Time Magazine in 1997, 30% of new teachers leave the teaching profession within three years. It should be realized then that this is the time that teachers need support the most. The ATJ (Association of Teachers of Japanese), NCJLT(National Council of Japanese Language Teachers), local associations of teachers of Japanese, and universities should work together to develop a support system for beginning-level Japanese teachers.

In the next stage, a teacher will improve his or her knowledge and skills as a teacher by participating in various in-service training programs, going through the re-certification process of a teaching credential, and so on. The National Board for Professional Teaching Standards (NBPTS) is the standard for experienced teachers. Certification for teachers of the

Spanish and French languages based on the NBPTS started in 2001, and certification for teachers of the Japanese language began in 2002. These two standards require a teacher to have not only knowledge about subjects and teaching skills, but also knowledge about their students, and behavior and disposition as a teacher, and so on.

The role that schools or departments of education of a university play in pre-service training, needless to say, is important. The National Council for Accreditation of Teacher Education (NCATE) represents the standards for such institutions to be accredited as a pre-service training organization. NCATE standards for universities training foreign language teachers were also created in the field of foreign language education. (Refer to Ryuko Kubota's article) The Teacher Education Accreditation Council (TEAC) has similar standards, but it does not have standards specifically targeting foreign language education, nor is it used as widely as NCATE

There are many people involved in professional development, including those who engage in pre-service training in education departments. The Association of Teacher Educators (ATE) established the standards for knowledge and skills for trainers of pre-service and in-service training, and offers the Certificate of Teacher Educators (COTE), certification for an excellent training specialist, but this is not widely used yet in foreign language education.

The relation of these standards for teachers, professional development specialists and institutions can be summarized in the following table:

The ultimate goal of this continuum of standards is to

(Table 1)

The Standard for Quality Education

Stages of Professional Development for a Teacher	Teacher Standards	Standards for Teacher Training Institutions and Teacher Trainers
The stage of learning subject fields and teaching skills for becoming a teacher	INTASC The standards for a beginning teacher's certification (teaching credential of each state)	NCATE, TEAC Certification for pre-service training institutions
The stage of receiving a formal credential to become a teacher		
The stage of continuing professional development as a teacher	NBPTS Certification for experienced teachers	ATE (COTE) Certification for experienced professional development special-

achieve the learner's standards by developing teachers' wider and deeper knowledge of the subject and advanced teaching skills.

2. Impact of Standards on Japanese Language Education

Teachers who finished NBPTS certification in Spanish and French uniformly said that, through the certification process, they had improved their teaching skills and, at the same time, acquired the confidence to be a mentor of professional development for other teachers. Although a certification process in Japanese by the NBPTS has just started, I think that as more Japanese teachers receive the NBPTS certification, it will become a driving force for raising the quality of Japanese language teachers as well as the status of Japanese language education. For that reason, ATJ, NCJLT, and local associations of teachers of Japanese should work together to promote NBPTS certification and to offer information and support.

In the case of pre-service training for teachers of Japanese, INTASC and NCATE have a big influence on not only the education departments which are directly related to pre-service training, but also on the foreign language departments and East Asian language departments which engage in Japanese language training for those who become teachers. A high level of functional Japanese and in-depth understanding of Japanese culture are required to teach students to do the linguistics activities indicated by the learner standards. These departments that offer Japanese language courses for future teachers are expected to develop and offer a high-quality curriculum of language training, offer standards-based language courses that become a model for future teachers of Japanese in elementary and secondary schools, and become mentors for them so that they can develop their Japanese proficiency effectively. Lack of articulation amongst courses is often observed in university foreign language departments. Articulation should be established so that students can develop their language proficiency as efficiently as possible in four years.

Currently in foreign language education, including Japanese language, needs for in-service and pre-service training for those who teach Japanese on a university level including community colleges are overlooked. By training university teachers and teaching assistants (TA's) to effectively offer content-based Japanese language teaching, they will in turn train their Japanese language students to be prospective teachers who are equipped with the knowledge and skills to offer standards-based Japanese language courses in the future. Thus, the impact of INTASC and NCATE standards can range from K through 16.

Pre-service training for current teachers of foreign language, including Japanese, lacks cooperation between education and foreign language departments, and various problems are pointed out in terms of prospective teachers'

improvement in foreign language proficiency and acquisition of teaching methods of a specific language. Thus, I hope those two standards will provide an impetus to improving cooperation between these departments and offer more effective pre-service training. Lack of articulation between the elementary and secondary education and higher education levels is a big problem presently in U.S. Japanese language education, but I hope that articulation will be gradually improved through pre-service training based on these two standards.

Very few universities, approximately fifty, are offering pre-service training for Japanese teachers, and they are not scattered all over the United States but concentrated on the West Coast. Due to this geographical imbalance, the impact that INTASC and NCATE directly have on the Japanese-language-education community is expected to be rather small. However, they are still important for us in that INTASC and NCATE standards as well as NBPTS provide a blueprint for pre-service and in-service trainings by ATJ, NCJLT, and other local associations of teachers of Japanese. They are also important standards to measure the effectiveness of pre-service and in-service training that we offer. Kataoka, Tohsaku, and Furuyama (2001) have already analyzed and discussed the needs of Japanese language teacher education, and the quality of Japanese language education will be further improved in the future by developing standards for Japanese language teachers in the U.S. based on those of INTASC, NBPTS, and NCATE, and a systematic plan for pre- and in-service training and carrying out training along the lines of such teacher standards.

Japanese language training for non-native teachers of Japanese that ATJ, NCJLT, and AATJ have so far offered is important training in order to implement standards-based education, and we should make an effort to offer more of such training. In addition, it is also important to incorporate study abroad effectively in pre-service and in-service training.

3. New Approach of Pre-Service and In-Service Training

The standards mentioned in the previous section are performance-based, and require that teachers possess the ability to implement knowledge and to use skills in a real situation, not just to acquire knowledge and credits after finishing classes. As for professional development to this end, it is most effectively carried out through professional activities (in the case of teachers, instructional activities within a class, preparation of a class, etc.) based on an actual professional situation. On the level of pre-service training, professional training and observation and analysis of a class taught by an experienced teacher should be incorporated effectively and systematically, whereas on the level of in-service training, as seen in the certification process of NBPTS, discovering a problem in an actual everyday class activity, and finding the best solution for that, developing a

method of helping students' study should be incorporated. Although there is an exception in past training for Japanese language teachers, its emphasis has been on learning new knowledge, and, a concrete viewpoint has been missing on how to connect such knowledge to different classroom activities of a respective teacher. The knowledge and skills that teachers can gain by simply attending a workshop or conference once a year are very limited. In order to incorporate what they learned in a workshop into their classroom teaching and see how it works, they need effective follow-up training activities. It is necessary for us to reconsider the current way we provide professional training in Japanese language education.

Another effective method of improving teaching practices is to reflect on one's own practice. One of the goals of INTASC and NCATE standards is to train future teachers to become reflective practitioners, while in the certification process of NBPTS, it is also bearing an important role that teachers examine their practice, judgment, and current problems. In order for classroom teachers to raise their professional skills, it will be important in future pre- and in-service trainings to train them to learn action research techniques, so that they can identify a problem with their own teaching techniques and situations and its solution on their own. A teacher must make a judgment, and find solutions to problems on his or her own every day. The NBPTS requires that a teacher be a self-supporting teacher who can analyze a situation by oneself, make the best judgment based on experience, theory, etc, and discover the best solution.

Also, we know that it is very effective for teachers to reflect on their teaching with colleagues or training specialists who are their mentors, while obtaining advice and hints for self-reflection. In the case of teachers of Japanese, it is common that there is only one teacher of Japanese at a school and, furthermore, he or she must drive for many hours to meet with a Japanese teacher at the closest school. Thus, it may be difficult to find master teachers who can function as mentors in each area or establish an effective communication channel between mentors and mentees. Nonetheless, it is one effective way for improving the quality of Japanese teachers, so ATJ, NCJLT, AATJ, and local teachers' associations, and faculties of a university level should make a concerted effort to organize a mentor system for Japanese teachers. It is also our duty to increase mentor teachers who are certified by NBPTS, as mentioned above.

4. Professional Development for Japanese Language Teachers and Information and Communication Technology

The standards for foreign language learners point out that information and communication technology plays a major role in incorporating the standards into a curriculum. Moreover, because of the rapid development of computer, multimedia, and Internet technologies, the development of knowledge and skills to use such technologies is becoming increasingly important in the professional development of

teachers of Japanese lately.

Two stages can be considered regarding the professional development of information and communication technology. One stage is to choose hardware to improve the Japanese environment, and to use software for materials development. Another stage is to incorporate information and communication technology into a curriculum or to let students use it. In the professional development of teachers of Japanese, both of these stages need to be incorporated effectively. Since in many cases a Japanese teacher is the only one who can understand Japanese at a school, or there are many teachers who do not have any support staff of a Japanese computer, in technology training, acquisition of basic knowledge of information communication technology, such as creating a Japanese language environment on a computer and displaying and inputting the Japanese language is important. In addition, it is an important training item in this stage to train a teacher to be able to create teaching materials and to manage test scores by using specific word processing, presentation, and database software, to exchange opinions and information by using E-mail, and to retrieve information by using a search engine.

Nonetheless, professional development of information and communication technology should not remain in this stage, but needs to progress to the stage that connects technology to a curriculum and teaching activities further. While a student's capability in information and communication technology increases and technology availability in schools is improving, the importance of the professional development in this stage is increasing. Training in this stage also involves learning how to judge the unique computer environment in which each teacher is placed, and to decide which technology can be used for a particular portion of a curriculum, and what technology is effective. As for the professional development of information and communication technology in this stage, it is desirable that it is carried out in line with professional development of teaching methods, materials development, and curriculum and lesson planning. A person giving this stage of technology training is required to have extensive expertise ranging from technology to curriculum development to assessment and, as necessary, to cooperate with other trainers.

Recently, more and more professional development of foreign language teachers is also being offered by using information and communication technology. The simplest form of this is an opinion and information exchange among teachers via mailing lists. The role that information and communication technology plays is critical, especially, in elementary and secondary schools each of which has only one Japanese language teacher. Currently, AATJ is planning a in-service training program for teachers of Japanese using the Internet. Such a program makes training possible, overcoming time and geographical constraints. At universities that offer pre-service training for teachers of Japanese, it is difficult to offer a methods course specifically designed for Japanese language teaching due to the small number of candidates for Japanese language teaching credentials. However, through

distance learning utilizing information and communication technology, it is possible for students to participate in a Japanese language methods course offered at a different university. Also, in cases where there are no specialists of the Japanese language at the same university, it is possible for teacher candidates to receive advice for pre-service practicum training from Japanese-language-education specialists of other universities by developing a portfolio on the web. This method can also be used for mentoring in in-service training as well as a follow-up for technology and other workshops. Furthermore, we will be able to use information and communication technology for the maintenance and improvement of Japanese language proficiency of non-native teachers. The time has come when we should seriously consider efficiently providing professional development by using information and communication technology effectively.

5. Future Issues

National conferences on heritage language teaching having been held, more attention has been given to heritage language education lately. ATJ created the SIG of heritage Japanese language education, which has been very active. This, of course, reflects the fact that many students are learning Japanese at heritage schools and in some areas, more and more heritage Japanese students take Japanese language classes at universities and colleges. There are still many issues we have to study on heritage language learners, for example, what type of student they are, and what type of bilingual they are, and their needs for learning. Attention has just begun to be paid to the needs of in-service training for teachers at heritage Japanese schools. Their training needs are drastically different from those of elementary and secondary Japanese language teachers. Their training must start from a very basic level, i.e., raising the awareness and consciousness of heritage language teachers as professionals.

Since the new standards were published, demand for pre-service and in-service training based on such standards has been increasing and the needs for such training have been spreading from the elementary and secondary levels to immersion programs as well as heritage Japanese programs. Despite these facts, the financial resources available for training have been diminishing, reflecting the state of the Japanese economy. In order to continue effective pre-service and in-service training for Japanese language teachers under these conditions, it is most important that teacher organizations, educational institutions, states, school districts, and individuals involved in pre-service and in-service training work hand in hand by setting training priorities together and maintaining close communication. Moreover, organizations and individuals involved in pre-service and in-service training will be increasingly called for accountability on the effectiveness of their training.

A number of people with different purposes and interests have participated in Japanese language education in the United States. For example, there may be a professor who is teaching literature at the university level. Once a student who wishes to become a teacher of Japanese language at the high school level in the future attends his or her literature class, such a professor plays an important role not only as a literature professor, but also as a pre-service trainer, such as improving his or her Japanese proficiency and teaching Japanese perspectives and viewpoints through literature. An experienced high school teacher, too, is expected to play a multiple role, by not only teaching Japanese in his or her class, but also working as a mentor of new teachers of Japanese in the area, and helping professional training in cooperation with teachers of education departments in the area. In other words, we have multiple professional roles through pre-service and in-service training. We can create good Japanese language teachers by establishing mutual cooperation among Japanese language community members with these multiple roles, including ATJ, NCJLT, local associations of teachers of Japanese, foreign language departments, and education departments, many other organizations and institutions, Japanese language teachers and other individuals. To sum up, it takes a community to create good Japanese language teachers.

Bibliography

Carnegie Forum in Education and the Economy's Task Force on Teaching as a Profession. 1987. *A Nation Prepared: Teachers for the 21st Century*.

Commission on Excellence in Education. 1983. *A Nation at Risk: The Imperative for Educational Reform*.

Kataoka, Hiroko, Y.-H. Tohsaku, and Hiroko Furuyama. 2001. *Teacher of Japanese Language Preparation: Meeting Needs through Greater Cooperation*. In Tohsaku and Schmidt (2001), 25-32

National Standards Collaborative Project. 1996, 1999. *Standards for Foreign Language Learning in the 21st Century*. Lawrence, KS: Allen Press.

Tohsaku, Y.-H. and Susan Schmidt (ed.) 2001. *Education and Professional Development for Japanese Language Teachers. Occasional Articles*. Boulder, CO: Association of Teachers of Japanese.

What is INTASC?

Standards for Beginning Foreign Language Teachers; What all K-16 Japanese teachers need to know

Lynn Sessler
Mennasha Unified School District

In the early 1990's, the Interstate New Teacher Assessment and Support Consortium (INTASC), a program of the Council of Chief State School Officers, released model standards for licensing new teachers. Drafted by representatives of the teaching professions, these standards represent a common core of teaching knowledge and skills that will help all students acquire an education appropriate for the 21st century. These standards for New Teachers entering all educational fields were developed to be compatible with the advanced certification standards of the National Board for Professional Teaching Standards (NBPTS). In their efforts, the members of the many INTASC standards writing teams took many steps toward creating a coherent approach to education and licensing teachers based on shared views of what constitutes professional teaching.

While INTASC realized that the common core principles are essential to establish a common vision among all educators and fields of education, it is necessary to bring these core principals to light by applying them to teaching in a particular context. INTASC undertook the next step of developing subject matter standards for each discipline and for two student populations, elementary education and special education.

The Foreign Language Standards were drafted by a drafting committee of foreign language teachers, foreign language teacher educators and state and local supervisors from across the country. All levels K-16 were represented as well as all languages, including several representatives from the Less Commonly Taught Languages field such as Japanese, Chinese, Russian, Italian and Latin. The committee's chief undertaking was to clarify how the common core principals would play out for both the classroom teachers and specialists in the context of teaching foreign language. In this respect, it was important to bring forth the K-12 teaching profession and teacher preparation programs in order to look for ways to improve upon the ways we educate and license new teachers in the field of foreign language teaching.

Model Standards for Licensing Beginning Foreign Language Teachers: A Resource for State Dialogue states what beginning K-12 foreign language teachers within their **first 1-3 years of experience** should know and be able to do to guide students effectively in learning a second language and in understanding the cultures of the people who speak that language. States, professional organizations, and teacher education programs may use these standards as a guide in the preparation of quality language teachers seeking licensure.

What is the purpose of and overall organization within this document?

The 10 INTASC foreign language standards specify the knowledge, skills, and dispositions that beginning language teachers

need in order to support and develop learners' abilities to communicate in another language and to understand its culture(s). Each of the ten standards details the teacher knowledge, dispositions, and performances for that standard. The beginning foreign language teacher standards are built on the INTASC core principles developed for all fields of education.

The underlying premise of the 10 standards lies in the ideal that student success in foreign language is in direct correlation with teacher success. They address teachers' knowledge of their content, and their ability to adapt to individual learners and learner diversity. They also focus on how teachers create learning environments, use teaching strategies, and foster communication. They demonstrate how teachers plan instruction, assess learners, function as reflective practitioners, and relate to the several communities in which their schools are located.

The INTASC Core Principles (*Model Standards for Beginning Teacher Licensing and Development: A Resource for State Dialogue, 1992*) serve as the basic guide in framing these standards. These standards permit beginning teachers to demonstrate their awareness, knowledge, and understanding of the skills necessary to address the many facets of curriculum, classroom, and student life, as well as the dispositions and commitments that pledge beginning teachers to professional development and responsibility within the teaching profession as a whole. The difference between beginning and accomplished teachers (see *National Board for Professional Teaching Standards, World Languages Other than English Standards, 2001*) is the sophistication in the application of the knowledge and experience that accomplished teachers demonstrate.

The use of the term **beginning teacher** in this document means a language teacher who has been teaching from 1-3 years. These standards are intended to describe the teaching practices beginning language teachers must demonstrate during their induction period before they can qualify for a continuing license to teach.

Finally, this document does not refer to teaching or learning English. Those standards are covered in the INTASC model licensing standards for teachers of English/Language Arts. [Standards for teachers of English as a Second Language have been developed by the TESOL organization. Reference in the list of references?](#)

Are the INTASC standards for licensing beginning foreign language teachers aligned with other standards documents?

While the committee drafted these model standards for licensing beginning language teachers, efforts were made to ensure alignment with other national standards documents. As a result, the 10 standards included here reflect the five goal areas outlined for learners: Communication, Cultures, Connections, Comparisons, and Communities. These goal areas are included in the National Standards in Foreign Language Education Project's *Standards for Foreign Language Learning: Preparing for the 21st Century (1996)*. In this way, language teacher standards have been aligned with those for language learners.

During the drafting sequence, it was extremely important to demonstrate consistency between the standards for new teachers and accomplished teachers to ensure a coherent continuum of professional practice in the field of foreign language. Efforts have been made to coordinate the INTASC Foreign Language Standards with those for accomplished teachers, developed by the National Board for Professional Teaching Standards

(NBPTS, 2001). Finally, the Foreign Language Committee has shared with the National Council for the Accreditation of Teacher Education's (NCATE) working group on foreign languages as they draft standards for the accreditation of foreign language teacher education programs to ensure consistency across standards.

What is the main goal of the INTASC document *Model Standards for Licensing Beginning Foreign Language Teacher: A Resource for State Dialogue*?

It is the hope of INTASC that the foreign language standards will continue the dialogue generated by the INTASC core standards; that members of the public as well as the K-16 Foreign Language Teaching profession alike will critically examine what a beginning teacher must know and do to teach foreign language effectively. It also includes a platform for discussion about the consideration of how teacher policy should change to support the vision articulated by these standards and will creatively explore how K-12 schools and teacher preparation programs can be restructured to advance this vision.

Why is this document important to a ALL teachers of Japanese, K-16?

Many states have or will change their licensing procedures in the near future. Many of those new licensure requirements involve teams of mentors that work with a beginning teacher during their first 3 years of experience. This document serves as a starting point for experienced teachers of Japanese who will mentor and nurture new teachers in our field, so that we may continue to build excellence in the Japanese teaching profession.

This document has the potential to not only display what a beginning teacher should know and understand in the different areas of content knowledge, learner development, communication, planning for instruction, assessment, instructional strategies, etc. but to serve as an important part of professional development and reflective practice between beginning and experienced teachers of Japanese. An important key to the survival of our profession of teaching Japanese is to develop reflective practitioners who continually evaluate the effects of their choices and actions they take while working with learners of Japanese. In this respect, we can help ensure that beginning teachers will continue in the teaching profession and actively search for opportunities to grow professionally.

How can I get a copy of the *Model Standards for Licensing Beginning Foreign Language Teacher: A Resource for State Dialogue*?

The draft of these model standards is being widely circulated to members of the public and teaching profession. If you are interested in obtaining a copy and/or giving some feedback on these standards for beginning teachers of foreign language, please regard the information below:

From the web available for download: www.ccsso.org/intasc

For a bound copy of the document:

Council of Chief State School Officers
One Massachusetts Avenue, NW, Suite 700
Washington, DC 20001-1431
Phone: 202-336-7016
Fax: 202-408-1938
E-mail: pubs@ccsso.org

What are the 10 core principals developed through INTASC for licensing beginning teachers in the field of foreign language?

Principle #1: Content Knowledge. Language teachers are proficient in the language they teach and are knowledgeable about the cultures of that language. They understand how language and culture are linked. Using this knowledge, they create learning experiences that help students develop proficiency in that language and understand its cultures.

Principle #2: Learner Development. Language teachers understand how learners' intellectual, social, and personal growth relate to the development of their language proficiency and cultural understanding and can provide learning opportunities that support this development.

Principle #3: Diversity of Learners. Language teachers understand how learners differ in their knowledge, experiences, abilities, needs, and approaches to language learning, and create instructional opportunities and environments that are appropriate for the learner and reflect learner diversity.

Principle #4: Instructional Strategies. Language teachers understand and use a variety of instructional strategies to help learners develop language proficiency, build cultural understanding, and foster critical thinking skills.

Principle #5: Learning Environment. Language teachers use an understanding of individual and group motivation and behavior to create and manage a classroom environment that promotes language learning.

Principle #6: Communication. Language teachers use effective verbal and nonverbal communication, and multimedia resources in both the native and target languages to foster language development and cultural understanding.

Principle #7: Planning for Integrated Instruction. Language teachers plan instruction that is focused on standards-based curriculum goals. They plan teaching, learning, and assessment strategies that are appropriate for diverse learners, that integrate what has already been learned, and that promote the development of language proficiency and cultural understanding.

Principle #8: Assessment. Language teachers understand and use a variety of assessment strategies to monitor student learning, to inform language and culture instruction, and to report student progress.

Principle #9: Self-Reflection/Professional Development. Language teachers are reflective practitioners who continually evaluate the effects of their choices and actions on others (learners, parents, and other professionals in the learning community) and who actively seek out opportunities to grow professionally.

Principle #10: Community. Language teachers foster relationships with school colleagues, families, and agencies in the larger community to support students' learning and well-being.

State Teacher Certification and K-12 Japanese Language Education

Shingo Satsutani

Professor, College of DuPage
President, Illinois Association of Teachers of Japanese
satsutan@cdnet.cod.edu

The standards for eligibility and process of teacher certification for public schools, especially for K-12, vary from state to state, although there are reciprocity agreements between some states. Since I began serving as regional director of the Illinois Council on the Teaching of Foreign Languages (ICTFL) in 1999, I have been looking into the State Certification/Recertification system in Illinois. Chicago's public schools reflect its mayor's policies and promote foreign language education, but the state of Illinois, as a whole, has a long way to go. Last year, Mr. Blagojevich, a Democrat, replaced the former Republican governor. Foreign language teachers like me are looking forward to the policy changes he might make in our field since he himself is the son of a Polish immigrant.

In order to expand and develop Japanese language education in pre-college (K-12) schools in the U.S., we have to make a constant effort, not only to maintain the existing Japanese language programs, but also to support the training of new teachers. Teaching Japanese in K-12 schools and college level teaching differ in various ways. Students in college-level classes are basically adults, physically and mentally mature, whereas those of K-12 are in the process of forming their personalities, their view of themselves as individuals. In college-level teaching, we are more or less assisting students in acquiring an extra skill, namely, the ability to communicate in Japanese. In K-12 school settings, on the other hand, what we teach and how we teach it will directly affect the children's character formation and have an impact on how they view themselves as members of society. K-12 Japanese language teachers, therefore, must become familiar with the cultural and socio-educational environment of children in the U.S. If there is any short-cut to becoming a knowledgeable, effective K-12 teacher, it would be to take courses in teacher education in the U.S. Since more and more qualified Japanese teachers are needed, Japanese nationals coming to the U.S. for the purpose of becoming effective Japanese language teachers in K-12 schools will and should become more common.

After successfully completing the required course work and practice teaching, students are in a position to take a test to become a state-certified teacher. In the State of Illinois, an official/formal teaching certificate can be issued

ONLY to American citizens. That is to say, Japanese teachers with Japanese nationality are unable to obtain any teaching certificate except the so-called temporary teaching certificate. This is currently one of the big headaches among K-12 Japanese language teachers, but this regulation will continue to be an obstacle for prospective Japanese teachers who want to teach in Illinois public schools. In reality, the Illinois State Board of Education will continue to issue a temporary teaching certificate under one condition: foreign nationals must indicate their willingness to become American citizens at the time of application, and to be naturalized within a limited number of years (usually six years at present). It takes three to five years after becoming a permanent U.S. resident, a so-called green card holder, to become eligible to apply for naturalization. Realistically, in terms of the time and expense involved in getting a green card, it is almost impossible for newly graduated Japanese teachers to obtain an official/formal teaching certificate in Illinois. In a country as ethnically varied as the United States, this regulation seems outdated, and needs to be amended. To repeal this regulation could be, however, highly political and complicated. Like other teachers, Japanese language teachers in Illinois devote all their energy to preparation and teaching, and tend to feel overwhelmed by this kind of issue. I wonder if Japanese teachers in other states are having similar concerns. I hope we will be able to collaborate effectively for a better future for Japanese language education in K-12.

College-level teachers are not generally required to hold a State certificate and the above-mentioned regulation does not apply to them. College teachers, also, usually have their hands full with both class preparation and research duties for their own academic advancement. I am fortunate to be working in a good environment at a community college where, in addition to regular classroom teaching, I can develop my own Study Abroad and Field Studies programs, supported by the dean and my fellow teachers. From this very supportive situation, I would like to help build a solid support system for K-12 Japanese language teachers, so that future Japanese language teachers can concentrate on contributing to the essential aspects of elementary and secondary education.

NCATE Program Standards for Foreign Languages Teacher Education

Ryuko Kubota

The University of North Carolina at Chapel Hill

NCATE (National Council for Accreditation of Teacher Education) is an accrediting body for elementary and secondary teacher preparation programs in colleges and universities across the U.S. It is a non-profit, non-governmental organization, along with being the only accrediting body recognized by the U.S. Department of Education. Since its inception, NCATE has worked closely with national associations that represent educators in various subject areas, creating program standards for teacher preparation in these subject areas. In 1998, ACTFL became a constituent member of NCATE. A recent important development is the creation of the *Program Standards for the Preparation of Foreign Language Teachers (For K-12 and Secondary Certification Programs)* or *Program Standards hereafter* (ACTFL, 2002), which were approved by the NCATE Specialty Areas Studies Board in 2002. This article will present an outline of these standards and discuss implications for Japanese teaching communities.

Program Standards

The *Program Standards* specify the elements necessary for foreign language teacher preparation programs as well as the knowledge, skills, and dispositions that teacher candidates should demonstrate by the end of these programs. They are aligned with three sets of national standards: (1) the national standards for foreign language learning or the "Five Cs" (National Standards in Foreign Language Project, 1999), (2) INTASC standards for beginning foreign language teachers, which are to be met within their first three years of employment (Interstate New Teacher Assessment and Support Consortium, 2002), and (3) the standards for accomplished foreign language teachers (National Board for Professional Teaching Standards, 2001).

The requirements for teacher preparation programs listed in the *Program Standards* include: (1) development of candidates' language proficiency, (2) ongoing assessment of candidates' oral proficiency, (3) language, linguistics, culture, and literature components, (4) a foreign language methods course, (5) foreign language field experience in K-12 classrooms prior to student teaching, (6) student teaching supervised by a qualified foreign language educator, (7) opportunities to experience technology-enhanced instruction, and (8) opportunity to participate in study abroad or intensive immersion experience. The main part of the Program Standards presents and explains the following six content standards, each of which is further divided into two or three supporting standards and accompanied by rubrics for each supporting standard: (1) language, linguistics, comparisons, (2) cultures, literatures, cross-disciplinary concepts, (3) language acquisition theories and instruction practices, (4) integration of standards into curriculum and instruction, (5) assessment of language and cultures, and (6) professionalism.

One important aspect of the *Program Standards* is the specification of the level of oral and written proficiency in the target language. In Japanese, candidates are expected to speak and write at the "Intermediate-High" level or higher on the ACTFL scale. The *Program Standards* also require candidates to integrate the learner standards into curriculum and instruction.

The *Program Standards* will directly affect the states whose partnership arrangement with NCATE requires program reports. Such states with Japanese teacher preparation programs include: Alaska, Arizona, Colorado, Connecticut, Hawaii, Illinois, Massachusetts, New Jersey, New York, and Pennsylvania. In these states, an institution must submit a program report based on the above standards (either one report that encompasses all foreign language programs or separate ones for each language program) as part of the accreditation process. In other states where program review is conducted according to the state standards, institutions have the option of submitting a program report in order to receive national recognition.

Implications

The *Program Standards* have many implications to K-16 Japanese language professionals. Faculty specialized in Japanese language and literature in an institution of higher education that offers a Japanese teacher certification program must make themselves familiar with the *Program Standards* as well as other standards. They need this knowledge in collaborating with education faculty during the accreditation review process. They should also help teacher candidates achieve the required proficiency level and other content goals by providing proficiency oriented language instruction and integrating the learner standards into their teaching.

K-12 teachers of Japanese also need to become familiar with various standards and help their students achieve appropriate goals. This is because they are educating potential teacher candidates for the future. It is also because they may become directly involved in a teacher preparation program as a mentor of a teacher candidate who is required to engage in student teaching and other field experiences. These implications suggest that articulation and collaboration among professionals across the K-16 level have increasingly become important. It is necessary to continue seeking opportunities for professional development and dialogue among all teachers involved in the teaching of Japanese language and cultures.

References

- ACTFL (2002). *ACTFL program standards for the preparation of foreign language teachers*. Yonkers, NY: American Council on the Teaching of Foreign Languages.
- Interstate New Teacher Assessment and Support Consortium (2002). *Model standards for licensing beginning foreign language teachers: A resource for state dialogue*. Washington, DC: Council of Chief State School Officers.
- National Board for Professional Teaching Standards (2001). *World languages other than English Standards*. Arlington, VA: NBPTS.
- National Standards in Foreign Language Project (1999). *Standards for foreign language learning in the 21st century*. Lawrence, KS: National Standards Report.

Past & Upcoming

Workshop report

Past Workshop

Mini Workshop for Teachers of Japanese Language 1 "Implementing Performing Arts to Japanese Language Classes"

Date: October 19, 2002
Saturday, 11:00 a.m. – 4:00 p.m.
Place: The Japan Foundation Los Angeles Office & Language Center (JFLALC)r
Instructor: Kozo Nishigaki, Actor, Tokyo Theatrical Group Kaze, and Margaret Ladd, Actress, Imagination Workshop Artistic Director
Organizer: Maki Watanabe, Academic Specialist, JFLALC

Seventeen secondary and post secondary school teachers of the Japanese language from throughout the Southern California area attended this hands-on workshop. The purpose of this workshop was to provide teachers with the opportunity to think about the meaning of communication through the performing arts, and to learn what is to be remembered to teach a language as a communication tool. During the workshop, the participants enjoyed hands-on activities to observe human behaviors in communication skills and communication strategies to reveal emotions.

The workshop was led by Mr. Nishigaki and Ms. Margaret Ladd. Mr. Nishigaki is an actor who has been organizing communication workshops for schoolchildren in Japan, and attended the Imagination Workshop under a grant from the Agency of Cultural Affairs in 2002. Ms. Ladd is the co-founder and Artistic Director of Imagination Workshop, which is located at the UCLA Neuropsychiatric Institute.



Mini Workshop for Teachers of Japanese Language 2 教科書勉強会シリーズ：『げんぎ』

Date: December 14, 2002
Saturday, 11:00 a.m. – 4:00 p.m.
Place: The JFLALC
Instructor: Chikako Shinagawa, Co-author of Genki, University of California at Santa Barbara
Organizer: Maki Watanabe, Academic Specialist, JFLALC

We invited teachers of the Japanese language who are current or prospective users of the textbook, "Genki" to this half-day workshop, and had a total of seventeen participate from secondary and post secondary schools in the southern California area.

The purpose of this workshop was to exchange tips on how to use "Genki", discuss problems and solutions, and build teacher networks among both current and prospective users of this textbook. Questions to the publisher and authors were collected from the participants in advance, and answers to them were given in the form of a FAQ sheet at the workshop. The questions and suggestions made by the participants during the workshop were all answered by Ms. Chikako Shinagawa from the University of California at Santa Barbara, a co-author of the book, who was invited as a special guest to the workshop.

The FAQ sheet and summary of the discussion are available at the Japanese Language Teaching section (see "Mini Workshop") of the official site of the JFLALC (<http://www.jflalc.org/teaching/index.html>). If you are a current "Genki" user or considering changing your textbook to "Genki," and have some questions or comments to share with others on the Internet, please send them to Maki Watanabe at maki_watanabe@jflalc.org.

The JFLALC is planning mini workshops for other textbooks especially for K-12 levels. If you want a particular Japanese textbook to be discussed at a mini workshop, please send your request to Maki Watanabe at maki_watanabe@jflalc.org.

Technology Workshop in Oregon "Familiarizing Web Browsing and Word Processing Software"

Date: January 11, 2003
Saturday, 9:00 a.m. – 3:30 p.m.
Place: Pacific University, Forest Grove, OR
Instructor: Maki Watanabe, Academic Specialist, JFLALC
Organizer: Sandra P. Garcia, Pacific University

This one-day hands-on workshop was organized for Oregon teachers of Japanese by Ms. Sandra P. Garcia, and we had a total of twelve participants from secondary and post secondary schools.

The workshop focused on learning how to make use of the Internet as a resource for Japanese class. "みんなの教材サイト" (Minna No Kyoza Site) maintained by the Japanese-Language Institute, Urawa was introduced as an online material resource. The participants were given hands-on instruction on how to use the site and to create teaching materials such as handouts, games, and flash cards by editing the materials from the site with word processing software.

ACD-ROM containing an instruction manual and sample materials that are usable as a template was given to the participants so that they can review at home what they learned and use the templates to make their own materials.

The contents of the CD-ROM used at the workshop are available at the Japanese Language Teaching section (see "Technology Workshop") of the official site of the JFLALC (<http://www.jflalc.org/teaching/index.html>).

Second Annual Winter Workshop "Incorporating Computer Technology in K-16 Japanese Language Classrooms"

Date: February 1 – 2, 2003
Friday, 3:30 p.m. – 5:00 p.m. and Saturday, 9:00 a.m. – 5:00 p.m.
Place: University of Wisconsin – Madison, WI
Instructor: Maki Watanabe, Academic Specialist, JFLALC
Organizer: Center for East Asian Studies, University of Wisconsin – Madison

This two-day workshop was organized by the Center for East Asian Studies at the University of Wisconsin-Madison, with funding from

the U.S. Department of Education. The workshop had more than 50 participants from Japanese language programs of K-16 schools in Wisconsin, Minnesota, Illinois, and Michigan.

The workshop focus was on the use of computer technology in Japanese language instruction. On the first day, activities using the Internet and useful online resources for Japanese language and culture instruction were introduced, and their advantages and problems were discussed among post secondary schools.

On the second day, the participants learned tips about reading and writing Japanese on a computer, how to use みんなの教材サイト, and basic and advanced techniques using MSWord and PowerPoint for creating instructional material.

Hard copies of two instruction manuals and sample activities, and a CD-ROM containing all the materials introduced during the workshop were given to the participants at the beginning of this workshop so that they can review at home what they learned and use the templates to make their own materials. The contents of the CD-ROM used at the workshop are available at the Japanese Language Teaching section (see "Technology Workshop") of the official site of the JFLALC (<http://www.jflalc.org/teaching/index.html>).



Upcoming Workshop

The Tenth Summer Pedagogy Workshop in Los Angeles for U.S. K-12 School Teachers of Japanese Language

Date: Online Pre-workshop Session: June 2 – 29, 2003 (4 weeks)

Los Angeles Session: July 8 – 18, 2003 (10 days)

Place: The Japan Foundation Los Angeles Language Center
333 South Grand Avenue, Suite 2250, Los Angeles, CA 90071
Instructor: Maki Watanabe, Academic Specialist, JFLALC
Guest instructor: TBA

Goals and Objectives:

Workshop participants will review and improve their teaching practices by familiarizing themselves with standards and guidelines set for teachers and students by related organizations, states, and/or districts, and by learning how to apply computer technology to their teaching. They will also gain practical knowledge of classroom instruction through discussion with other teachers from other states.

At the end of this workshop, participants are expected to be able to

- (1) develop curriculum and create lesson plans along the lines of the standards and guidelines;

- (2) understand differences between traditional and alternative assessments, and create appropriate assessment based on the lesson plans;
- (3) demonstrate proficiency-oriented classroom instructions;
- (4) adapt current textbooks based on the standards and guidelines;
- (5) understand potential uses of the Internet and its limitations to make best use of the Internet for teaching practice;
- (6) create computer assisted learning materials.

The workshop in LA will be conducted in Japanese, while the pre-workshop will be in both English and Japanese. Applications from non-native Japanese speakers are highly encouraged and will be given priority in the selection process.

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 JFLALC.

Teaching Staff:

Maki Watanabe, Academic Specialist, JFLALC
Guest Instructor (TBA)

Application Form:

An application form is available in document and pdf formats at http://www.jflalc.org/teaching/jflc/workshop/ped/ped_jul0803.html or contact below.

Deadline:

Applications must be postmarked no later than April 14, 2003.

Notification:

You will be notified in late April.

Additional Information:

Please contact:
Maki Watanabe, Academic Specialist
The Japan Foundation Los Angeles Language Center
333 South Grand Ave., Suite 2250
Los Angeles, CA 90071
Phone: (213) 621-2267, ext. 106
FAX: (213) 621-2590
E-mail: maki_watanabe@jflalc.org
URL: www.jflalc.org

Exciting Projects that the JFLALC is Undertaking for 2003

Culture



School Trip to Japan: Responding to frequent inquiries from Japanese teachers and the belief that the best way to learn a foreign language is by immersing oneself in the language and culture of the target country, The Japan Foundation Los Angeles Office & Language Center (JFLALC) is currently creating a Japanese-Language Survival Kit, slated to come out by the end of the year, to be distributed to would be student travelers. In addition, the JFLALC is consulting with major Japan-related tourist organizations to explore ways

in which it might be able to assist pre-collegiate schools in organizing class trips to Japan. Information including sample itineraries (please see samples below, and travel brochures will be solicited and provided to schools upon request. For details, please contact the JTB USA Group Department at 1-800-582-5555 or The Kintetsu International Travel at 1-800-526-6828.

Sample Itinerary Provided by the Japan Travel Bureau (JTB):

DAY SCHEDULE

- 00 Depart US to Japan.
- 01 Arrive Kansai Airport. Met by JTB English-speaking assistant and transfer to a hotel in Kyoto by chartered coach.
- 2 nights at a hotel in Kyoto -
- 02-03 All day free / Tour of Kyoto on own.
<Optional Activity Suggestions>
- Experience Authentic Japanese Culture (Experience tea ceremony and dress in Maiko's kimono at Gion. 12 yrs or older).
- Kyoto Morning and Craft (Visit Nijo Castle, Golden Pavilion and Kyoto Imperial Palace. Enjoy do-it-yourself woodblock printing and cloisonné making).
- 04 All day at Universal Studio Japan
- 1 night at a hotel in Osaka -
- 05 Transfer to Hiroshima by Bullet Train. Afternoon free / Tour of Hiroshima on own.
<Optional Activity Suggestions>
- Miyajima Island Tour (Visit Itsukushima Shrine on Miyajima Island).
- Hiroshima Tour (Visit Peace Memorial Park and A-Bomb Dome).

- 1 night at a hotel in Hiroshima -
- 06 Transfer to Nagoya by Bullet Train. Met by JTB English-speaking assistant and transfer to Toyota Factory by chartered coach.
Tour of Toyota Motor Factory. (Movie, Toyota Exhibition, and Tour of Assemble Line).
Return to Nagoya Station by chartered coach.
Transfer to Takayama by JR Limited Express Train.
Dinner at Minsyuku.
- 1 night at a MINSYUKU in Takayama -
- 07 Breakfast at Minsyuku.
All day free / Tour of Takayama on own.
<Optional Activity Suggestions>
- Takayama Tour (Visit Yatai Kaikan Hall and Kusakabe Folk Craft Museum. Stroll down the Kami Sanmachi).
- Short Excursion to Shirakawago (Visit World Heritage Gassho-Zukuri houses. Experience making of Washi, traditional Japanese paper, at Gokayama).
Dinner at Minshuku.
- 08 Breakfast at Minsyuku.
Transfer to Tokyo by JR Limited Express and Bullet Train.
- 2 nights at a hotel in Tokyo -
- 09 All day free / Tour of Tokyo on own.
<Optional Activity Suggestions>

- Ghibli Museum (Enjoy Hayao Miyazaki's Animation World).
- Kabuki Night (Enjoy tempura or sukiyaki dinner at a local restaurant and Kabuki Drama at Kabuki-za Theater).
- Excursion to Nikko (Visit Toshogu Shrine, Kegon Waterfall, and Lake Chuzenji).
- 10 Transfer to the airport by chartered coach with JTB English-speaking assistant.
Return to US.

Sample Itinerary Provided by the Kintetsu International Travel:

DAY SCHEDULE

- 00 Depart US to Japan.
- 01 Arrive at Kansai International Airport After entry formalities, transfer to Kyoto.
* Airport Staff will help them in exchanging.
JR Pass.
- 02 Free in Kyoto.
- 03 Walk to Kyoto Station.
Leave Kyoto for Hiroshima by Shinkansen.
Arrive at Hiroshima Station.

- * Atomic Bomb Museum.
- * Hiroshima Peace Memorial Park. Leave Hiroshima by Shinkansen. Arrive at Hiroshima Station.
- 04 Full day visit to Hieizan Mountain.
* Enryakuji
- 05 Attend morning service at Hieizan. Back to Kyoto city.
- 06 Baggage is delivered to Kyoto.. Walk to Kyoto Station. Leave Kyoto for Nagoya. Arrive at Nagoya.
Visit to Toyota Kaikan. Leave Nagoya to Takayama. Arrive at Takayama Station.
- 07 Free for your own activities.
- 08 Leave Takayama for Nagoya. Arrive at Nagoya and change trains. Leave Nagoya for Tokyo. Arrive at Tokyo.
- 09 Free in Tokyo.
- 10 Transfer to Narita Airport.



Workshop

Pedagogy Workshop: The JFLALC is planning a 10-day pedagogy workshop for the summer. This time, we will focus on implementation of information communication technology to Japanese-language instruction. Please see the workshop announcement in this issue of the Breeze (page 11), and website at http://www.jflalc.org/teaching/jflc/workshop/ped/ped_jul0803.html for an application.

Technology Workshop: The JFLALC will help local teachers' associations organize a technology workshop by dispatching an instructor. Instructional manuals and templates of sample materials are available at our website (<http://www.jflalc.org/teaching>).



Japan in a Suitcase:



To commemorate Japan's historic opening to the West by Commodore Matthew Perry 150 years ago (1854), the Center for Global Partnership (CGP), a division of the Japan Foundation is currently working on plans related to the Japan in a Suitcase Program. More information will be forthcoming.

Surveys

Japanese-Language Programs in the United States: Every 5 years, the JFLALC endeavors to compile a complete list of institutions offering Japanese in the United States. This year, it is our goal to make the study more thorough by including data not only from pre-collegiate and collegiate institutions, but also heritage schools.

Demographic Survey on Teachers of Japanese-Language: Utilizing the list of educational institutions obtained above, the JFLALC will request Japanese-language teachers to provide more information about their particular situation. It is our hope that this data will serve as a valuable resource for researchers to conduct further study; and teachers to compare themselves with their counterparts in other locales.

Study Abroad and Home-Stay in Japan: The final survey that the JFLALC will be working on is related to study abroad and home-stay in Japan. The following groups of people will be contacted for information: Teachers in the United States (who prepare their students before departure), Teachers in Japan (who receive the students), Students in the United States (actual participants), Host Families in Japan (who take care of the participant), and Study Abroad Programs (coordinators of travel) at the pre-collegiate and collegiate levels. The goals of this study are to provide a complete picture of the study abroad/home-stay experience by including viewpoints from all concerned parties, assess needs and determine ways that programs can be improved in the future. To this end, the JFLALC will use this information to create the Japanese-Language Survival Kit mentioned above.



そのまま使える教材シリーズ No.2

"そのまま使える教材" is a 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 JFLALC 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, ext. 106.

*The materials may be duplicated only for educational purposes. Please do not charge students for duplication. The copyright of these materials belong to the JFLALC.

1. FashionDesigner (Drawing)

Target grammar: Verbs of wearing, Vている

Target function: Describe outfits

Vocabulary: Verbs of wearing, clothing, accessories

Steps of Sample Activity:

- (1) Teacher has students discuss what they wear now, and what they would wear on a specific occasion, such as a party, wedding, business meeting.
- (2) The teacher gives a copy of the "Fashion Designer" page to the students.
Tip: Enlarge the copy to a letter size if it is too small for presentation.
- (3) The teacher has the students choose one occasion, and design and draw the outfits for the occasion.
- (4) The students make a presentation. They describe on what occasion they wear what by showing the pictures they drew.

2. Animal Karuta (Game)

Target grammar: Onomatopoeia, Quotation (～と鳴く)

Vocabulary: Animal names, Animal sounds

Steps of Sample Activity:

- (1) Teacher has students discuss what sound an animal typically makes.
- (2) The teacher spreads animal picture cards, and then makes an animal sound such as:
 - a. ブーブー
 - b. ワンワン
 - c. ニャーニャー

Option: The teacher can make as many sets of cards as the number of small groups of students, if the class is large.

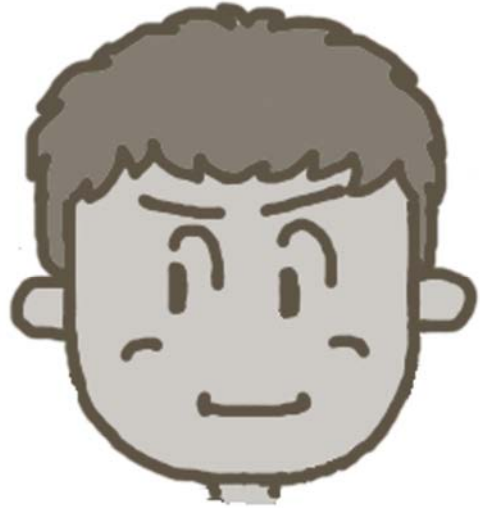
- (3) As soon as a student identifies the sound with an appropriate picture card, he/she picks the card.

Option: The teacher can make a rule such that a student can keep a card only if he/she can correctly make/say a sentence," for example, "犬は「わんわん」と鳴きます。" If he/she failed to do so, the card must be placed back to where it was.

- (4) The student who took the most cards is the winner.

continued on page14

1. Fashion Designer



2. Animal Karuta



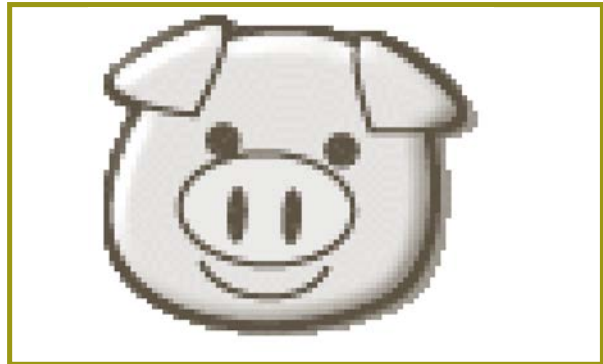
ワンワン



ニャーニャー



モーモー



ブーブー



チューチュー



パオーン



ピヨピヨ



コケコッコー

From the Nihongo Library

New Collections!

Japanese Films on Video

We have acquired the following Japanese films on videocassette. These may be viewed in the library or for personal use only by library members. The list includes materials with content that is more suitable for older children or adults because of language, violence, sexuality/nudity, and drug use. Please ask us for content information on individual materials.

Reproduction of audio-visual materials is strictly prohibited. It must neither be used for any profit-making purposes, nor for broadcasting. The Japan Foundation is not responsible for any legal consequences, arising from the members' use of audio-visual materials borrowed from the Library.

New Video Tapes

Fukasaku, Kinji
Jingi no hakaba = 仁義の墓場 010973
Jinginaki tatakai = 仁義なき戦い 010972

Hasebe, Yasuharu
Black tight killers' = 俺に触ると危ないぜ * (DVD) 011006

Honda, Inoshiro
Godzilla = ゴジラ 009163

Ichikawa, Kon
Otouto = おとうと 010983

Ito, Toshiya
Female convict scorpion, jailhouse 41 = 女囚さそり * 011007
(DVD) 011008

Imamura, Shohei
Akai satsui = 赤い殺意 010990
Buta to gunkan = 豚と軍艦 010978
Daisan no kagemusha = 第三の影武者 011003
Kamigami no fukaki yokubo part 1 = 神々の深き欲望 010979
Kamigami no fukaki yokubo part 2 = 神々の深き欲望 010980
Nippon konchuki = にっぽん昆虫記 010976

Kawashima, Yuzo
Bakumatsu Taiyoden = 幕末太陽傳 010987
Onna wa nido umareru = 女は二度生まれる 010986
Shitoyakana kedamono = しとやかな獣 010985

Koshimura, Kozaburo
Anjoke no butokai = 安城家の舞踏会 010974

Kudo, Eiichi
Jusannin no shikaku = 十三人の刺客 010989

Kurosawa, Akira
The bad sleep well = 悪い奴ほどよく眠る * 011240
Dersu Uzala = デルス・ウザラ * 011252
Dreams = 夢 * 011241
Hakuchi = 白痴 part 1 010891
Hakuchi = 白痴 part 2 010892
The hidden fortress = 隠し砦の三悪人 * 011245
High and low = 天国と地獄 * 011253



The idiot = 白痴 * 011238
Ikiru : to live = 生きる 010968
Ikiru : to live = 生きる * 011247

The lower depths = どん底 * 011254
The men who tread on the tiger's tail = 虎の尾を踏む男達 * 011246

No regrets for our youth = わが青春に悔なし * 011237
One wonderful sunday = 素晴らしき日曜日 * 011251
RAN = 乱 * 011255
Rashomon = 羅生門 010967
Rashomon = 羅生門 * 011250
Red beard = 赤ひげ * 011243
Sanjuro = 椿三郎 * 011242
Sanjiro Sugata : the judo saga = 姿三四郎 011248
Seven samurai : full-length version = 七人の侍 * 011256
The shadow warrior = 影武者 * 011249
Stray dog = 野良犬 010969
Stray dog = 野良犬 * 011258
Throne of blood = 蜘蛛巣城 * 011257
Yoidore tenshi : Drunken angeel = 酔いどれ天使 * 010970
Yojimbo : a film by Akira Kurosawa = 用心棒 * 011244

Misumi, Kenji
Zatouchi monogatari = 座頭市物語 010993

Okamoto, Kihachi
Kiru = 斬る 010971

Ozu, Yasujiro
Bakushu = 麥秋 010981
Umareteha mitakeredo = 生れてはみたけれど 010982

Suzuki, Norifumi
Seiju Gakuen = 聖獣学園 010996
Takase, Masahiro
Tobidase seishun = 飛び出せ! 青春 010997

Suzuki, Seijun
Kenka erejii = けんかえれじい 010995
Koroshi no rakuin = 殺しの烙印 010992

Teshigawara, Hiroshi ; Abe, Kobo
Suna no onna = 砂の女 010991

Uchida, Tomu
Kiga Kaikyō = 飢餓海峡 010988

Yasumura, Yasuzo
Heitai yakuza = 兵隊やくざ 010984

Yamada, Yoji
Nippon konchuki = なつかしい風来坊 010977
Okotoko ha tsuraiyo = 男はつらいよ 010994

Mizoguchi, Kenji	
Chikamatsu monogatari = 近松物語	010886
Sansho dayuu = 山椒大夫	010887
Ugetsu monogatari = 雨月物語	009191

文化ビデオ

Budo sai : the spirit of the Samurai	011009
Children without childhood : Japan : The taboo of failure	010889
Japan's economy : bursting the bubble	010888
Kyoto Kanze Kaikan : introduction to Japanese Noh Theatre	011263
Yukio Mishima : samurai writer	011264

アニメ、児童向け

The Tale of Genji : Original Japanese dialogue with English subtitles*	011001
Animated Classics of Japanese Literature ; V. 6 : The sound of the waves, part 1 & 2*	011005
Wild 7 = ワイルド7	010999

語学関係ビデオ

Foreign languages: doors to opportunity	011265
---	--------

その他

Ichikawa Raizo meibamen shu = 市川雷蔵名場面集	011004
Okada Keiji : Romantic Revue = 岡田敬二ロマンティックレビュー	010890
Ore wa otokoda! Vol. 7 = おれは男だ! Vol. 7	010998
Yujiro yokokuhen shu = 裕次郎予告篇集	011000
Takarazuka Kageki : Ekusukariba ; Shitorasu no kaze	011207
Terayama, Shuji Terayama shuji : jikken eizo warudo = 寺山修司・実験映像ワールド	011002

* With English subtitle

NHK TV Programs for Japanese Classrooms 2002 ビデオ教材「日本語教育用 NHKテレビ番組集」 The overseas edition of new video material

A new video teaching material "NHK TV Programs for Japanese Classrooms 2002" has been compiled with the cooperation of NHK International, Inc. Users can borrow it from the Japan Foundation Los Angeles Office. It is available in the U.S. only.

1. The Aim of the Material

This video supplies those who study the Japanese language with colloquial Japanese and was planned to rouse their interest in Japan, especially that of the younger generation.

Three (3) videotapes:

Part 1. The drama Rokubanme no Sayoko (The Sixth Sayoko)

ドラマ「六番目の小夜子」

Part 2. The animated cartoon Azuki-chan アニメ「あずきちゃん」

Part 3. Minna no uta (Songs for Everyone) .「みんなのうた」

Two versions of the pictures, the original and the same pictures with English or Spanish subtitles, are put in Part 1 and Part 2.

2. Attachments: Two teacher's manuals, of which the Japanese original appears with the English translation on the facing page, compiled under the supervision of Prof. Tsuneo Hasegawa, with the cooperation of Ms. Mami Doi and Ms. Toshiko Hosaka.

3. The Conditions of Use the Material.

The material is available for Japanese-language education in the U.S. only. It may be borrowed from the Japan Foundation Los Angeles Office. For more information including an application for loan. Please contact us, the NIHONGO LIBRARY at <http://www.jflalc.org/library/tvvideo/NHKapplication.html>. It is not for sale because of copyright restrictions.

Japanese Textbooks Donated!



JP Trading, Inc. and Nippon Book Co. have generously donated publications of Japanese teaching and related subject materials to the Nihongo Library recently. These books are displayed on the special shelves in the library for reviewing by visitors. The library plans to catalog and make them available for our library's regular loan program. JP Trading and Nippon Book have also sent us a top seller list of Japanese language teaching materials as noted below.

Best Selling Titles in 2002 BY JP Trading

1	An Integrated Course in Elementary Japanese / げんき	1	Textbook
2	An Integrated Course in Elementary Japanese / げんき	1	Workbook
3	Basic Kanji Book 1		
4	An Integrated Course in Elementary Japanese / げんき	2	Textbook
5	An Integrated Course in Elementary Japanese / げんき	2	Workbook
6	Situational Functional Japanese 1 / Notes		
7	Situational Functional Japanese 1 / Drills		
8	NIHONGO-KAN An Introduction to the Japanese Syllabary		

JP trading, Inc. offers comprehensive coverage of language educational materials for educators and learners of Japanese. (They are sorry to say that they have closed the Japan Book Center and it is no longer in business.) Please contact them at:

JP Trading, Inc.
400 Forbes Blvd., Unit 3
So. San Francisco, CA94080
Tel: (650) 871-3940
Fax: (650) 871-3944
e-mail: info@jp trading.com

Nippon Book Co.
114 Japanese Village Plaza
Los Angeles, CA 90012
Tel: (213) 617-1966
Fax: (213) 617-0407
e-mail: ltk@jp trading.com

Workshop Calendar 2003 <April~July>

Mo Day Workshop and Contact

4	11-12	The 15th CATJ Meeting at Earlham College, Richmond, Indiana (Central Association of Teachers of Japanese) The theme of the meeting is "Articulation": articulation between pre-college and post college programs; articulation between National Standards for Language Learning and its implementation into our own programs; articulation between language and content courses; articulation between technology and classroom instruction; articulation between courses and needs within a Japanese program; articulation between on and off campus programs, and articulation issues in wider context.
6	16-18	CLEAR's 2003 SUMMER WORKSHOPS at Michigan State University Jane Ozanich <ozanichj@pilot.msu.edu> Phone: (517) 432-0470 *Details on each workshop and application procedures will be available on CLEAR's website at: http://clear.msu.edu/ 1) Teaching Speaking and Listening in the Foreign Lang. Classroom Leader: Anne Violin-Wigent (MSU)
	19-21	CLEAR's 2003 SUMMER WORKSHOPS 2) Teaching Reading in the Foreign Language Classroom Leader: Margo Glew (MSU)
	23-25	CLEAR's 2003 SUMMER WORKSHOPS 3) Teaching Writing in the Foreign Language Classroom (June) Leader: Charlene Polio (MSU)
7	14-18	CLEAR's 2003 SUMMER WORKSHOPS 4) Putting Flash into Your Course Leader: Dennie Hoopingarner (MSU)
	23-25	CLEAR's 2003 SUMMER WORKSHOPS 5) Developing a Learning Scenario to Bring out the Best in Your Foreign Language Class Leaders: Emily Spinelli (University of Michigan-Dearborn), Anne Nerenz (Eastern Michigan University), Tom Lovik (MSU), Cindy Kendall (MSU)
	28 - 8/1	CLEAR's 2003 SUMMER WORKSHOPS 6) Materials Development Marathon: Creating Online Communicative Activities from Start to Finish Leader: Carol Wilson-Duffy (MSU)

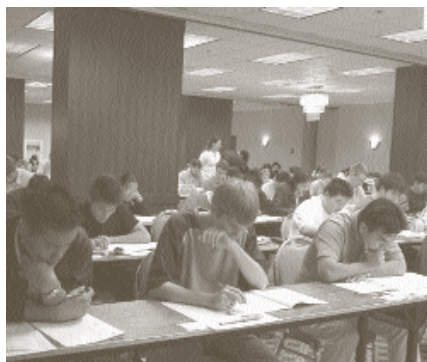
ConferenceCalendar2003

Mo Day Conference and Contact

4	11-12	The Fifteenth CATJ Meeting will be held at Earlham College at Earlham College. The theme of the meeting is "Articulation": articulation between pre-college and post college programs; articulation between National Standards for Language Learning and its implementation into our own programs; articulation between language and content courses; articulation between technology and classroom instruction; articulation between courses and needs within a Japanese program; articulation between on and off campus programs, and articulation issues in wider context.
	22-24	The 8th Annual Teaching in the Community Colleges Online Conference URL: http://tcc.kcc.hawaii.edu/ Contact: Dr. Bert Kimura (bert@hawaii.edu) or Mr. Karl Naito (knaito@hawaii.edu), Mailing address: Kapi'olani Community College, Information Media & Technology Services, 4303 Diamond Head Road, Honolulu, HI 96816
	30-5/3	The 4th International Symposium on Bilingualism at Arizona State University http://isb4.asu.edu/

5	2-4	The 6th National Conference of the National Council of Organizations of Less Commonly Taught Languages (NCOLCTL) Contact: Scott McGinnis <smcginnis@nflc.org> Address: National Foreign Language Center, 7100 Baltimore Avenue, Suite 300, College Park, MD 20740, Tel: 301-403-1750 (x35), Fax: 301-403-1754
	7-10	WorldCALL 2003 in Banff, Alberta - "CALL from the Margins" http://worldcall.org
	5/19 -7/8	NCLRC SUMMER INSTITUTES http://www.nclrc.org/caidl71.htm#profdev Please register for the institute(s) of your choice at least 10 days before the start date in order to guarantee a place in the institute(s) and lodging accommodations. -The Essentials of Teaching for Post-Secondary Education Language Teachers (5/22-23) -Mind & Language: Psychology of Memory and Language Learning (5/26) -Teaching Toward Advanced (Professional Level) L2 Performance (5/27-28) -Teaching Culture to Foreign Language Learners (6/25-26) -Oral Proficiency Assessment (6/25-26) -Foreign Language Teacher Education (6/27-28) -Teaching FL Learning Strategies Through Play In The Elementary Classroom (6/30-7/1) -Teaching FL Learning Strategies to Middle & High School Students to Meet The 5Cs (6/30-7/1) -WebGate: A Guide to Web-based Language & Culture Resources (7/2-3) -Teaching Diverse Students: Strategies For Foreign Language Teachers (7/7-8)
	20-24	CALICO 2003 Annual Symposium at University of Ottawa, Ontario, Canada Preconference Workshops: Tuesday, May 20 - Wednesday, May 21 Courseware Showcase: Thursday, May 22 (tentative) Presentation Sessions: Thursday, May 22 - Saturday, May 24
6	17-21	IALLT 2003 - Connecting with a Diverse World at University of Michigan, Ann Arbor, URL: http://www.lsa.umich.edu/lrc/iallt/ * Pre-Conference Workshops: June 17-June 18, 2003 * Conference Sessions: June 19- June 21, 2003 Contact: University of Michigan, Ann Arbor, MI 48109-1275 Tel: 734-764-0424, Fax: 734-764-3521, E-mail: iallt-2003@umich.edu More info. about IALLT at http://www.iallt.org
	23-28	ED-MEDIA 2003 - World Conference on Educational Multimedia, Hypermedia & Telecommunications at Sheraton Waikiki Beach Resort, Honolulu, HI Organized by Association for the Advancement of Computing in Education (AACE) http://www.aace.org Early Registration: May 6, 2003 Questions: AACE Conference Services, conf@aace.org, Phone: 757-623-7588 Mailing address: AACE, P.O. Box 3728, Norfolk, VA 23514 USA
7	5-6	The 5th Annual Conference of the Japanese Society for Language Sciences (JLSL 2003) at Takigawa Memorial Hall, Kobe University http://cow.lang.nagoya-u.ac.jp/jsls/2003/index-e.html
	10	AFMLTA National Conference 2003 "Babble, Babel & Beyond" http://www.afmlta.asn.au
	22-25	LTRC 25th Language Testing Research Colloquium at The University of Reading, UK http://www.rdg.ac.uk/AcaDepts/ll/teru/ltrc2003/homepage.htm

Report on the JLPT 2002



The Japanese Language Proficiency Test (JLPT) was held on December 1, 2002 in Honolulu, HI; Los Angeles, CA; Evanston, IL; and New York, NY. 1,220 people applied to take this test, with 980 people actually attending. (Please refer to the table for full details) The attendance rate was about 80%. Despite the fact that last year's test was held during the Thanksgiving weekend, the Japan Foundation was thrilled with this turnout.

In addition, for the first time last year, Northwestern University kindly accepted our request to become one of the host institutions to offer this test. Four teachers at Northwestern University through great teamwork coordinated this test in a very efficient and timely manner. We are hoping to have Northwestern serve as a host institution again this coming year. Lastly, we would like to thank all of the institutions and people involved with continuously administering the JLPT in the U.S. for learners of the Japanese language.

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	Total
CHICAGO	29	56	81	48	214
NEW YORK	58	76	78	61	273
LOS ANGELES	78	104	110	110	402
HAWAII	22	45	16	16	99
Total	187	281	285	235	988

Wahoo No. 2 on the Web

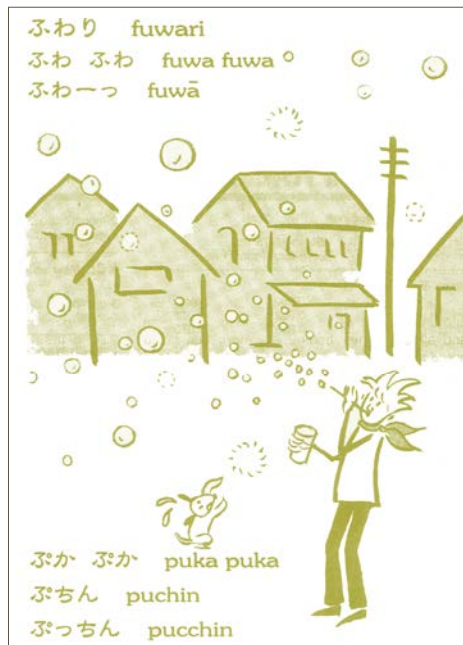


PDF for Wahoo No. 2 is available to download.

Wahoo No. 2 was just published in January with 20 to 40 copies of the magazine delivered to schools that requested its subscription earlier. We received overwhelmingly positive responses to No. 2 from various people and institutions. Thank you for all of your generous responses to our new magazine, Wahoo. Currently, Wahoo No.2 is out of stock. We have uploaded a pdf version of No. 2 on our website at <http://www.jflalc.org/newsletter/wahoo.html> for you to download. If you need more copies, please download it from this site. We are planning to publish No. 3 next January, and will post the subscription notice for Wahoo No. 3 in the fall.

WORD PLAY

Text By HASSE MITSUKO
Illustration By HARUKO NAKAUNE



Pu: to puff out air, to exhale. Funwarito float or drifts slowly, or to feel soft and light (fuwari means basically the same thing as funwari, but with a stronger sense of motion). Fuwafuwa: also something floating, or something soft and fluffy like a well-groomed golden retriever. Puka puka: to float in the air or water, or to smoke heavily. Pucchin: a slower bursting sound (a "pucchin purin," for example, is a packaged pudding that pops out when you press the container bottom).

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
RIMI YANG, LIBRARIAN		105

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)

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>

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.