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Keep the Airplane Flying! Japanese Language Program Advocacy:



Jessica Lee Haxhi, Japanese Language Teacher, Maloney Magnet School

What is "advocacy"?

In Japanese, we use the term *suishin* (推進) or *suishinkatsudou* (推進活動) to refer to advocacy of our language programs. If you look this kanji up in Nelson's dictionary, it is translated as "propulsion, drive, or promotion." Similarly, *suishinki* (推進機) is a "propeller." As an airplane buff, this excited me. If we imagine that a new Japanese language program is like an airplane that needs power, then advocacy is certainly the propulsion that can get it off the ground and keep it "flying." Our established programs, too, need propulsion (advocacy) to keep them in the air. An airplane can glide for a little while once the propeller stops, but without power it will eventually fall to the ground. Without consistent, long-term advocacy, most programs will certainly meet challenges and possibly be eliminated.

Like the ever-turning propeller, advocacy is not a one-time pamphlet or a cookie-cutter list of instructions. Every situation is different and advocacy initiatives must be adjusted to fit your specific needs. This article attempts to give a broad range of suggestions, from which you may pick and choose. Many ideas are those passed on by great advocates such as Peggy Haggman, Lynn Sessler-Schmaling, and Hiroko Kataoka. The Japan Foundation will soon be offering an Advocacy Kit that highlights and expands upon the ideas presented in this article.

Implementation of even a few advocacy initiatives does require more work for the teacher; it can be exhausting and time-consuming. It is important to find the energy and motivation you need to do it. Take a minute to think about why you teach Japanese and why your program should continue. These are the reasons you advocate. You may take your motivation from the need to preserve your job, your belief in the program, your support of language learning in general, or your love for your students or school. I think of advocacy as another part of my job description - something I will always have to do.

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An Advocacy Timeline

There are two stages to program advocacy. The first stage occurs when a person or a group of people are trying to start a new program. During this stage, it is important to gain wide support for the program from parents, administrators, students, and even other teachers in the school. They need to hear why Japanese should be taught and the benefits of language learning in general. Most school districts are very concerned with how the program will be funded and staffed. A proposal for a new program should include a write-up of the program benefits, future program goals, and suggestions for funding and teachers. See the "Web Resources" at the end of this article for excellent sites with detailed descriptions of start-up ideas.

The second stage of advocacy begins once the Japanese program is in place. Many of us thought that once our programs were established and the students were happy, we could focus purely on our teaching (which was plenty of work!). But, administrators change, parents and students are new every year, and budgets fluctuate with the economy. Challenges to language programs can come at any time; only consistent, long-term advocacy can help them to survive. I have come to realize that this stage never ends; the propeller must keep turning!

Surviving in the Long Run

Information is the key to program advocacy. Keep all stakeholders well-informed at all times about what you are doing and why you are doing it. At my school, we send home the same newsletter every fall to every student explaining why we teach Japanese, why we teach in elementary school, and what the students learn. After constant questions over the years, we started sending the same newsletter, every year, to board members, administrators, and our colleagues. If you have time, a bi-monthly or twice-yearly newsletter can highlight program events, student achievements, and the benefits of learning Japanese. Students can contribute articles and insights. It is also worthwhile to pass along articles about learning languages in general, website addresses, and advocacy pamphlets to as many people and as often as you can. Many of this communication can also be achieved by having your own program website or a section of the school's website. See the "Web Resources" section for examples.

Especially in the early stages of a program, it helps to practice some *nemawashi* by surveying colleagues, administrators, parents, and students about the quality of the program and ideas for changes. Everyone will then feel a small investment in the continuation of the program. As the years go by, you should continue to survey parents and students every year about the program. Printable examples of student and parent surveys will be included in the Japan Foundation's Advocacy Kit. This data will be essential in a crisis situation; you will be able to show pos-

itive feedback as well as your response to suggestions for improvement.

After everyone is well-informed and well-surveyed, there is still much advocacy to be done to promote your program and yourself as a benefit to the school. The following advocacy initiatives target the various stakeholders within the educational community.

Advocating to Students

What is the best way to advocate to students? Be a great teacher. Be informed about current teaching practices, popular culture (both Japanese and American), and school events (the prom, football games, etc.). Use this knowledge in your classroom to create lessons that are current, relevant to students, and educational. If your textbook has a unit on sports, incorporate the names of school players, the school sports schedule, or the team mascot. Try to include a variety of activities to appeal to all of the "Multiple Intelligences." Most importantly, be sure that students are learning. While all kids enjoy a fun class, they also want to have learned something by the end (even if they don't show it!). As we all know, future students will choose or not choose a class based on what they hear about a teacher.

Aside from generating great rumors about your teaching, you can try more straightforward student advocacy initiatives. My first year as a high school teacher, I would sit in the cafeteria at lunch time writing students' names in *shodo* or folding *origami*. Other programs have been successful with Japan clubs or international clubs, *anime* nights, and Japanese pen pals. Certainly the best advocacy and student-motivator is taking students to Japan to use the knowledge they have learned in your program. Whatever you choose, remember that students are your most accessible audience and some of the most powerful allies when you need support for your program.

Advocating to Colleagues

Our teaching colleagues are often forgotten in advocacy plans. Especially in elementary school programs, however, these relationships are essential to the success of the program. One of the main challenges to my program came from a group of first grade teachers who wanted more time to teach reading. Luckily, after an extensive presentation, the Board of Education intervened on behalf of the Japanese program. We would have lost one-third of our instruction time, while the teachers would have gained only 25 minutes per week of reading time. When we put it in those terms, even the reading teachers could see our position. This experience reminded me that colleagues need to be kept informed of all that we teach and how important this learning is to students. Even in the high school setting, colleagues are important "players" in the success of your program and the enjoyment of your work-day. You may share a room with someone, work on a committee with others, or answer to a department head.

Aside from keeping colleagues informed about your program, you can also practice some direct advocacy by inviting them to events in your room, leaving little treats in their boxes ("Happy Girls' Day"), or bringing Japanese foods to the lunchroom. Academically, you can approach them about interdisciplinary projects, interview them for lessons in Japanese class, or pass along relevant articles about Japanese history or culture in English. In elementary school, we can further assist colleagues by using similar class management strategies, ending classes with a calm activity, and cooperating on discipline initiatives for certain students. While colleagues may not have the power to preserve your program in a crisis, their support will enhance your daily life and lend that much more credence to your program when a crisis arises.

Advocating to your Administrators

Many of the same advocacy initiatives work well with administrators. Keep them informed, invite them to events, and bring them presents! Beyond the obvious ways of advocating the program, it is also important to advocate yourself as a good worker and benefit to the school. Whenever you can, say "yes" to your principal's requests. You may have to change classrooms, work a little late, or meet with a difficult parent, but if the request is reasonable, say "yes" first and worry about the details later. Don't bother your principal with small issues, but do ask for his/her permission in certain situations. Know your principal's style in terms of communication. I write almost all my questions to my principal because she is very busy. Also, it helps me to have written answers if there are ever any problems. Your principal may prefer face-to-face meetings. If you aren't sure when, why, and how to speak with your principal, ask a colleague.

Administrators also appreciate teachers who help run the school. Make yourself an indispensable part of the school by serving on committees unrelated to your program. There are committees for the prom, field day, curriculum, student assistance, and many others. You can also create your own events. We run an International Education Conference, a Parent Seminar, and World Language Week for the whole school. If you are an important part of a successful committee or school event, the principal will be less willing to cut your Japanese teaching position.

Advocating to the Board of Education

For many of us, the Board of Education exists as a separate entity from our administration. We rarely see them except when budget issues threaten to cut our programs. If you get to know their names and educational concerns during positive times, it will be easier to advocate to them during a crisis. Many Board of Education meetings are open to the public or even on television. Watch to see political leanings and pet projects. If you notice that one board member is especially supportive of languages, you may want to speak to him/her personally about the great things going on in your program. As with all stakeholders,

keep them informed with newsletters and articles and invite them to Japanese events (check with your school secretary about how to properly communicate with the board). Some teachers have students send origami or *shodo* to board members, or even have them visit board meetings to perform in Japanese. Remember, the Board of Education is often the final decision-maker about cutting or keeping a program.

Advocating to Parents

What can influence a Board of Education the most? A large group of organized, supportive parents. How do they get that way? Information from you and good reports from their children. In addition to newsletters and articles, parents like to see their child's progress. Janis Antonek first introduced me to "Interactive Homework" years ago and it works great for our elementary program. With all ages, you can send homework now and then that requires interaction with a parent. Students can perform something from class for a parent signature, interview a parent and translate it, or even bring in a photo from home to discuss in Japanese. One of our second-grade homeworks requires students to make a phone call to the teacher in Japanese. Anything that will result in a parent seeing their child's ability in and excitement about Japanese class.

Parents also enjoy the opportunity to see their child speaking Japanese in or outside of class. We hold a yearly "class visitation week" in which we send home schedules and parents can visit any of their child's Japanese classes. This way, parents can see the entirety of what students actually experience in our classes. We also hold a yearly *Natsumatsuri* for first graders with *yukata* and *makizushi* made by high school life management classes.

Our school has also been successful holding four yearly "Lunch with the Senseis" events. We send a notice home to ask for reservations and then meet families at a local Japanese restaurant on a Saturday. We go over the menu with parents and enjoy talking with everyone in a more casual atmosphere. If the wait staff speaks Japanese, you could also give little prizes to students who use the language to order. It is like a field trip, but you don't have to organize buses or money. Everyone pays for and drives themselves. We have had over 300 participants in 3 years, some coming more than once!

Advocating to the Community

Although you might be at only one or two schools, it is beneficial to have the support of the entire local community. You never know when an international businessperson or a powerful politician might decide that your program should receive special funds, a new computer, or a visit from a dignitary. The only way the community can hear about your program is through the media. With the permission of your principal, contact the local media at least once a year for a special event or to discuss a new article or research. A sample "Press Release" will be

included in the Japan Foundation's Advocacy Kit. Our school has been in the newspaper for festivals, the *hinan-ingyo* display, our summer school program, and almost yearly for language teaching in general. When our program was challenged, it helped us to be able to display all the articles about our program at the Board of Education meeting. It showed the positive press coverage that the Japanese program brings to the school. Other community activities could include Senior Citizen cooperative projects, teaching Adult Education classes, or holding a community Japan Fair (such as in Norwalk, CT).

I'm Tired Already!

As mentioned earlier, this is just a list of possible suggestions. It is important to choose the activities and events that are most interesting to you and the most efficient uses of your time. If you are uncomfortable talking with parents, then communicate through newsletters and memos. If you don't like *anime*, then expose students to *origami*, martial arts, music, or dance through videos and the internet. Eliminate events that take too much time and effort for the benefits that they produce. We used to hold a huge *Sakura Matsuri* in my school in which each class performed a song on stage. I spent a month teaching students how to walk up and down the stage steps! Our "parent visitation week" has taken its place. During it, we don't lose precious teaching time and the only preparation is a week of good lesson plans.

Coping with Crisis

Sometimes even great programs with solid advocacy plans are challenged by local politics, budgets, and changing public opinion. When your program is challenged, you will see the benefits of your advocacy as you call upon major stakeholders for support. See the box "Program in Crisis: Advocacy Plan" for steps you can take. The Japan Foundation's Advocacy Kit will contain a more detailed plan. Perhaps the most important advice in a crisis is to get the facts, stay professional, state the benefits of keeping your program, and let survey data, students, and parents speak for themselves.

What the Field Can Do For You

Especially in a crisis situation, you can lend status to yourself and your program by invoking the names of national organizations and documents. I always bring the national Standards for Japanese Language Learning (1999) and our state world languages document with me when I talk with the Board of Education about our program. Administrators are also impressed when you attend conferences, make presentations, or serve on the executive board of an organization. These are some of the reasons why the presence of professional organizations is so essential, such as NCJLT, ATJ, ACTFL, and regional and state language organizations. Take the time to join one or more of these organizations and become involved, or at least informed, about the field.

It also behooves us to be informed about The Japan Foundation and Language Center and The Japan Forum. The Japan Foundation and Language Center offers a variety of seminars, workshops, materials, and grants that can improve your teaching practices, enhance your resume, or assist your program. The Japan Forum offers excellent teaching resources such as DEAI. This picture panel system can excite students and intrigue colleagues to do interdisciplinary units. With the internet, these and other resources are widely available to you, often free of charge. Use them to improve your program and inform your advocacy.

We are Special!

English and math teachers rarely have to worry about program advocacy. American society has determined that it is essential to begin those subjects in kindergarten and continue in them until graduation. In a larger sense, it is our job as a field to convince the public of the importance of making foreign languages a K-12 subject. At our schools, we must do the grassroots advocacy work that may eventually lead to a time when all children learn languages, beginning in kindergarten. Until then, we must be satisfied with knowing that we are able to enhance students' learning and lives each year that we teach Japanese. We help them "fly" with a program propelled by our constant advocacy.

TOP 10 REASONS TO LEARN JAPANESE

1. It is fun to learn another language!
2. Japanese is spoken by 125,000,000 people worldwide!
3. Japan is an important political and economically.
4. Japanese was designated a "Critical Language" for by the U.S. Secretary of Education.
5. I want to impress friends with my knowledge of Japan, especially *sushi* and Kanji characters!
6. We practice other subjects, like geography, art, math, and music in Japanese class.
7. I want to understand what they are saying in *anime*, Iron Chef, and *sumo* wrestling matches.
8. Learning Japanese helps me think about my native language and culture.
9. If you know Japanese, you can travel to Tokyo, Osaka, Kyoto, Hiroshima, and even to the top of Mt. Fuji!
10. As a Japanese speaker, I could work for the United Nations, the National Security Agency, a Japanese company, an American company, or as a teacher. I could work in Japan or the U.S.!

WEB RESOURCES

Foreign Language Program Start-up and Advocacy
Nanduti: Early Foreign Language Learning (Starting a
K-8 Language Program)
<http://www.cal.org/earlylang/faqk8.htm>

ERIC Clearinghouse on Languages and Linguistics
<http://www.cal.org/ericcl/>

“Building a Japanese Language Program from the
Bottom Up” by Linda Worman, September 1998,
National Clearinghouse for U.S.-Japan Studies,
Indiana University
<http://www.indiana.edu/~japan/digest13.html>

Example Japanese Language Program Websites
<http://teacherweb.com/CT/MaloneyMagnetSchool/Japanese/>

Other Useful Websites
National Council of Japanese Language Teachers
<http://www.colorado.edu/ealld/atj/ncjlt/>

The Association of Teachers of Japanese
<http://www.colorado.edu/ealld/atj/>

The Japan Foundation and Language Center
<http://www.jflalc.org/indexe.html>

The Japan Forum
<http://www.tjf.or.jp/>

PROGRAM IN CRISIS - ADVOCACY PLAN

1. Get the facts.

Don't rely on rumor or newspaper articles. Talk to your principal about exactly what is happening and what is at stake.

2. Research your options.

Ask about what you are allowed to do. Some suggestions will not be allowed at some schools.

Board of Education: Can you present a board meeting? Send something written to the board?

Administrators: Can you set a time to meet with your principal to state your case? Can you prepare something written for him/her?

Parents: Can you send a letter to parents telling them of the crisis? Can you talk informally to parents?

Students: Are you allowed to mention the issue to them?

Community: If the newspaper contacts you, can you talk with them?

3. Gather your data.

Put together results of all of your parent and student surveys. Research positive reasons for learning foreign languages in general, Japanese specifically. Brainstorm all of the positive effects the program has had on the school and students (special events, participation in National Honor Society, etc.)

4. Gather your supporters.

If you are allowed, tell parents and students what is happening in a professional way. If you are not allowed to send something in writing, it may be okay to casually mention to a few parents that your program is in trouble. Or, perhaps a colleague can do it for you. It also helps to contact local or state supporters such as your foreign language supervisor, state consultant, or local NCJLT president. Their attendance at a board meeting could help your case.

3. State your case.

Make a presentation to whomever will listen - the board, the superintendent, your principal, etc.

The presentation should include a summary of the positive data about the program, ways in the program has been successful, samples of student work or comments, and even future plans for the program. Try to avoid personal references about your need for this position, etc. Stick to the facts. The handout should be a one-page outline that is easy to read quickly. You may also gather articles, etc. Most Boards of Education will receive reading materials a week before the meeting. Check with your school secretary.

4. Take the “high road.”

During the crisis situation, try to stay professional while you are at school. You may need to take time to cry, punch pillows, or complain to family at home, but while you are at school, it is always best to take the “high road.” Try not to be involved in gossip or conjecturing about what is happening. It will only give you more stress.

A more detailed Action Plan will be included in the upcoming “Advocacy Kit” from the Japan Foundation.

Part One: Endangered Japanese Program Eliminated

By Dr. Youko Akao Brooks, Japanese teacher; Gilbert Middle School, Gilbert High School and Pelion High School

For one evening Japanese culture filled Pelion Middle School in Lexington School District One in central South Carolina. In January 2003, the Japanese program of Lexington School District One held a very successful Fuyu Matsuri involving the seven schools in which Japanese was taught.

The high school Japanese students wrote kanji on washi paper and proudly gave them to younger elementary school students. Many parents, students and teachers purchased and wore t-shirts, decorated with a map of Japan, the Japanese flag, and "Nihongo" in kanji calligraphy.

Students and their parents sampled tasty Japanese cuisine. There was a food corner where a professional sushi chef prepared sushi; other vendors cooked gyoza, teriyaki chicken, and other various foods.

Participants sampled Japanese culture in other ways as well. The TV corner was alive with Japanese Animation cartoons. There was also a toy corner and a kimono corner where children were allowed to decorate their hair with chopsticks and to have their faces painted by high school students in kimonos and high zoori slippers with Japanese characters. Many pictures were taken where students were allowed to place their faces in place of a sumo wrestler's. The walls were elaborately decorated by student artwork – snowflakes to represent the winter season. Japanese pop songs played, karate demonstrators entertained, the parents smiled and enjoyed as much as the students, and the Japanese culture filled the school.

At the end of this exciting evening, Japanese teachers were blissful in their success and promised to have all seven schools together in 2004 to celebrate once again. Unfortunately, this promise cannot be fulfilled.

In 1990, Lexington School District One undertook a unique experiment – bringing an Asian language into the school curriculum in two rural areas of the District. In 1990, Youko Brooks was selected to become the first Japanese instructor of approximately 300 students at Gilbert and Pelion Elementary Schools. The principals of these schools chose Japanese over the Spanish and French languages in order to "give children a competitive edge for living

in a global society". At the time, the Japanese economy was tops in the world.

The district received a Foreign Language Assistance Program (FLAP) grant to assist in paying for a single teacher's salary. The Japan Foundation donated teaching materials and The Vision also donated books to provide teaching materials in the beginning. This assistance was invaluable, since both schools were characterized as having students from families with a low socioeconomic status (about 60% of the students were on the free and reduced lunch program). Both schools were located in a rural, predominantly white community.

Each year, the Japanese program grew, taking on another 300 new students. The program began in 1990 with just first graders, and each year another grade was added. This careful expansion and curriculum development continued for twelve consecutive years. By 2003, a K-12 sequenced and articulated Japanese program was built. Four thousand five hundred children received the benefits of Japanese language instruction in Lexington District One in South Carolina in 2002-2003.

The Lexington One program grew into a refined, articulated and sequenced program with a standards-based curriculum. Work was underway to further refine the curriculum so that it would be outcome based with thematic units forming the core of the curriculum design. Each school operated independently; however, the instructors from all schools met once a month to discuss various instructional issues and programmatic logistics.

The Japanese program was popular, and drew national attention to Lexington District One. The teachers were very aware of its significance and acceptance in the community. Six years after the implementation of Japanese, in 1996, the district conducted district wide surveys of parents of sixth graders taking Japanese at Gilbert and Pelion Elementary Schools. There was a general outstandingly positive response to the Japanese language program. The Pelion program received only 5 negative surveys out of 150 completed forms. Gilbert yielded similar results.

In the meantime, as new administrators replaced former administrators who had

helped to establish the Japanese program and more Latino families settled in the community, the new administrators began to discuss switching the Japanese language program to Spanish. Community members proposed changing Japanese to Spanish because they thought that the students would benefit more from Spanish. The principal of the new middle school owned a restaurant and one of the school board members owned a gas station and grocery store. They noticed that there were an increasing number of Spanish-speaking immigrants moving into Pelion, and they knew that someone who could speak Spanish would be able to communicate better to the customers.

During the spring of 2000, Kay Hoag, the president of SCJTA (South Carolina Japanese Teachers' Association) recommended that Japanese teachers not think negatively, but to be proactive. So, the teachers began collecting letters of support for the program from all over the United States. At this same time, the Parent Teacher Organization (PTO) president of Pelion Elementary and the Japanese teachers decided to sponsor a tenth anniversary celebration of the program. The celebration took place during a PTO meeting. Japanese food was served, children sang and presented their Japanese skills. The letters of support were presented at this meeting. Several hundred parents attended.

The Japanese program achieved twelve years of success through the support of many people. There were key persons, however, who pioneered the path to allow this program to achieve the status that it did. Ms. Roberta Ferrell, former director of elementary schools in Lexington District One, acted essentially as the mother of the Japanese language program. She supported three different school principals by reinforcing the benefits of Japanese language instruction and verified parental support by showing more than adequate evidence for both. She ensured that the program grew one grade level every year. She oversaw the hiring of many qual-



ified instructors and helped to ensure salaries and benefits that were in line with other positions. Teachers were sent to conferences to be kept up to date with innovative teaching, and nationally known language consultants were brought to the state to conduct language workshops including: Dr. Helena Curtain, Dr. Carol Ann Pesola Dalburg, Dr. Myriam Met, Mr. Greg Duncan, Dr. Teresa Kennedy, Dr. June Phillips and many more. Lexington School District One also had some language experts of its own: Dr. Luana Coleman, Anne Reed, Marsha Johnson, and more. For more than eight years Ruta Couet offered consistent leadership, encouragement and support as the Foreign Language Consultant for the South Carolina Department of Education.

Because of everyone's efforts, the Japanese program survived for a few more years after its tenth anniversary. Kay Hoag, an elementary French teacher in the district and a nationally recognized foreign language educator, succeeded in attracting many language experts to visit Lexington One. Her power and energy elevated the program as she took on the role of President of the South Carolina Foreign Language Teachers Association (SCFLTA) and later of the South Carolina Japanese Teachers Association (SCJTA). At the spring 2000 SCFLTA conference, Mrs. Hoag brought Drs. Cliff and Ellen Walker in to conduct workshops for Japanese teachers. Margaret Dyer from San Francisco came in 2001 and 2002 to observe our classes and make recommendations for a sequential K-12 Japanese program. Dr. Yoshiki Chikuma, Vice-President of SCJTA and professor of Japanese at Charleston University, worked for better communication between post-secondary and K-12 teachers. He planned to hold a summer workshop for South Carolina's K-12 Japanese teachers in 2003 by obtaining funding from The Japan Foundation and inviting a special guest speaker. However, the workshop was cancelled after the school board decided to eliminate Lexington District One's Japanese program at their April 2003 meeting.

A small group of dedicated parents consistently supported the Japanese program and volunteered in many ways throughout the school. Whether it was their attendance at activities or help with the construction of a Japanese garden in the school's courtyard in 1998, the program was kept alive by supportive parents, too.

The talented and diverse teaching group that led the Japanese program also strengthened it. Each instructor con-

tributed something different to the program. Several instructors brought creative and innovative strategies for teaching different topics. Another teacher was very good at communicating with administrators and others were good at getting things done. All the Japanese teachers worked together to organize and implement these ideas, putting them to use in the curriculum. Each Japanese teacher had a strong work ethic and all of the teachers worked hard as a group.



In the last (twelfth) year, there were eight teachers: two at Pelion Elementary, one at Pelion Middle, one as a facilitator for distance learning with Pelion High School, one at Gilbert Primary, one at Gilbert Elementary, one at Gilbert Middle and another one at Gilbert High. Every teacher has earned at least a bachelor's degree. Everyone is fluent in Japanese. Six are native speakers. Two are Americans who lived in Japan for long periods of time. Four have Masters degrees. One has a PhD. in educational research. With a staff of both energetic and knowledgeable persons, the Japanese language program endured twelve years despite many obstacles. There were always forewarnings that it might be eliminated because of its non-standard nature. Few schools in the United States had ever attempted to construct such a program.

These components significantly impacted the unique quality and longevity of Lexington One's Japanese program:

- Japanese word and picture books were made for 1st-6th grades for reference purposes and for new students to consult. Mariko Tajima, the wife of one of the instructors illustrated these books.
- Popular and effective classroom activities were shared among Japanese teachers at the meetings held once per month.
- Japanese teachers were active in professional language organizations. They attended ACTFL and regional/state conferences (SCOLT, FLANC, SCFLTA). Some teachers presented at ACTFL (Hiro Tajima and Hiroko Spees). All teachers presented last year at the regional Japanese teacher's conference in Charleston, SC. Dr. Youko Brooks presented at the semi-

annual meeting of the South Carolina Foreign Language in the Elementary School Network (SCFLES.NET). Local, national, and international organizations and businesses - large and small- were contacted, and made many cultural donations to the program.

- Pelion and Gilbert Elementary Schools built Japanese gardens with the financial support of Education Improvement Act (teacher incentive) grants.
- A parental support group was organized.
- A free Japanese language course was offered to parents.
- Newsletters were issued in the schools (some quarterly, some monthly).
- Students participated in college competitions (9th graders got gold and silver medals for recitation at Clemson University in the Fall of 2002).
- Every year, each elementary school held one big festival: *Hina Matsuri* or Children's Day. This past school year, Pelion Elementary produced a Japanese Art Museum with the help of the art teacher and art classes. Field day activities similar to ones Japanese children enjoy were organized with the help of the P.E. teachers.
- State textbook committees recommended Japanese textbooks for adoption in South Carolina.
- Japanese teachers in Lexington One provided leadership in the organization of SCJTA (South Carolina Japanese Teachers Association).
- The State Department of Education began to grant teacher certification for Japanese teachers for the first time.

So what went wrong? In trying to understand what could have been done differently to possibly extend the life of the Japanese program, Dr. Brooks considered the following concepts:

- 1) Many students dropped Japanese language classes upon entering middle school because Japanese was an elective class at the middle school level. In Pelion, for example, only 80 out of 150 students decided to stay with Japanese after the 7th grade. This number dropped to 40 upon their entering the 8th grade. Only 10-20 students were taking Japanese by the 9th grade. "I heard from many students that there were many conflicts with guidance and scheduling, so students sometimes decided to drop Japanese."
- 2) "Also, I think that students became less interested in Japanese when they realized the difficulty of the course of study when writing and reading were added to the lessons. They said that the classes were not as much fun as elementary school anymore." At the ele-

mentary level, with class only twice a week, teachers could not incorporate much reading and writing into the curriculum. Scheduling influenced time for teaching and the curriculum and scheduling was in the hands of administrators and beyond control of the teachers.

- 3) "I heard from many students who switched to Spanish and wanted to return to Japanese but could not. If there were a way to push Japanese language so that it didn't always appear to be a second-rate subject, I think that we would have had a much better retention rate at the high school level." Affecting this attitude was the decline in the Japanese economy and its effect on Japanese corporations in SC. If students thought that taking the Japanese language could help them get a better job, they would continue. The only major Japanese corporation in Columbia, South Carolina is TCM, which is not widely known in the

Lexington School District One area. As the Japanese economy declined in recent years, it became even harder to push the learning of the Japanese language.

- 4) To make matters worse, South Carolina schools underwent the greatest educational budget cut this year that anyone can remember. That made it harder to maintain small Japanese classes at the high school level.
- 5) Also, in the final years, Japanese teachers were much more concerned with putting on a successful Winter Festival celebration when collecting support for the program might have been wiser.

Japanese teachers and supporters did not let the Japanese program go away easily or quietly, however. At one of the final board meetings concerning whether or not to keep the program, parents and students alike were invited to come to voice their

opinions and many people came. It was a very emotional evening for the people who built and contributed to this program for so long. Eighty people attended and spoke at the board meeting and only one negative comment was made. The night was definitely one of celebration of what Japanese has meant in this community. For twelve years thousands of students in the seven schools of Pelion and Gilbert saw a wider world and had richer educational experiences because of the Japanese program.

So, one day in the future, when South Carolina has more money and there is a way to arouse more interest in Japanese once again, the Japanese program may rise again in South Carolina. That is the hope of all the supporters of this unique program.

Part Two: Considerations for Advocacy

By Kay Hoag, President of the South Carolina Japanese Teachers' Association (SCJTA), and National Advocacy Co-Chair for the National Network for Early Language Learning (NNELL)

I echo all of Dr. Brooks' comments. We have shared a great sorrow together while watching our school board make "quick" decisions to eliminate our district's K-12 Japanese program. Two newly elected school board members had only one month of service before having to make decisions about programs that they were not emotionally tied to or vested in. In the final analysis they were only looking at dollar signs and not thinking at all about the advantage that our students in Pelion and Gilbert schools had by learning a less commonly taught language. Once the former supportive school board members of twelve years ago were no longer serving as district decision-makers, somehow we failed to impress their replacements.

Thoughtful consideration of the reality of our situation in Lexington One leads me to share some of my convictions:

- Our American culture does not allow for a "submissive attitude" by our language teachers. If language learning is valued in other cultures of the world, I can say that this is most likely not the case in Pelion and Gilbert, SC. A teacher of language in my district, and perhaps the United States, must devote a minimum of 25% of their time to public relations and communication with students, parents, administrators and community members. The message must be unrelenting and it must be about the

value and advantages of learning a second language, especially one that is less commonly taught.

- I fear that problems in our Japanese program may have started when the majority of our teachers believed that they were here "to teach." Slowly but surely our teachers realized that they needed "a voice." This voice was proclaimed, albeit six years after the program's inception, by American teachers of Japanese and other avid supporters of language learning. The "voices" kept the program in tact for an additional six years, but in my opinion, the key to our elimination was that our decision-makers do not speak other languages - and do not understand the process by which one learns a less commonly taught language.

- The last six years of advocacy efforts directed toward the Lexington School District One K-12 Japanese program should never be discounted. The actions that were outlined by Dr. Brooks in Part One of this article serve as a "model" for all second language programs in this country. Many good things are associated with the eight Japanese teachers and the program that they nourished in Lexington One. The month before the school board made their final decision to eliminate the Japanese program, they learned of Dr. Brooks' honor of being named South Carolina Foreign

Language Teacher of the Year by the South Carolina Foreign Language Teachers' Association (SCFLTA). Also, Mika Ishino, Japanese teacher at Gilbert Primary School (GPS), was voted "2002-03 Teacher of the Year" by her peers at GPS. Mika was further distinguished by being named finalist for Lexington School District One Teacher of the Year in the midst of the school board's announcement that they were considering elimination of the Japanese program.

- The presence of Japanese language learning advocates must continue to be felt at district school board meetings. Our "voices" must continue to proclaim the value of learning a less commonly taught language. We must continue to communicate with and update all foreign language teachers in our district through our "home" e-mail network. We must stay in touch with our former students who will report their future successes, and maybe some day "they" will be the ones who serve on our school board. We must believe that the twelve years of labor on our part will reap rewards for our former students. Let us not give up hope that the thousands of students who profited from Japanese language instruction in our district will recognize their advantage and report it back to our administration and community leaders!

An Introduction to Advocacy

Keiko Yamakawa, Japanese Language Teacher, The Westminster Schools

Introduction/Overview:

This approach would work for any teaching materials that you might need. The first step is to come up with a list of the materials that you need, and a description of how you will use these materials in your classroom. It is important that you specify what you have, what you need, how much it will cost, and how you will use it.

School/District Sources:

Then you must decide who is the target of your request? Superintendents, principals, librarians, department chairs, technology department staff, communication department staff, and public relations department staff are all good sources. Always realize that some or all of these people have money that may be available to spend, and it is not necessary to receive 100% of your funding from any one source.

Government Sources:

Once you have exhausted opportunities within your school, it is time to consider outside sources such as government officials. One obvious target would be elected officials (mayors, congresspersons, etc.) however, you should not overlook civil servants in local, regional, and state government. Sources to consider would include local boards of education, departments of education, departments of educational development, etc.

NGO Sources:

The next source to utilize are organizations for the promotion of teaching foreign language. (In Georgia, I have used the "FLAG-Foreign Language Association of Georgia" for soliciting funds.) Additionally, other NGOs who you can approach for funding include Japan America Societies, regional Japanese Chambers of Commerce, and/or Japanese Companies Associations. Do not overlook resources that may be unique to your area—in Georgia we have the Carter Center, due to the influence of former President Carter in the region.

Business Sources:

Approaching businesses requires a multi-faceted approach. For one, you should always approach local/regional businesses. However, you should not restrict yourself to businesses that are in your city or state (though it is unlikely that you will find international corporations that are willing to support your program.) Make logical decisions for who you will approach—when I needed a DVD player, the first company that I contacted was Panasonic. Realize that there is a "pecking order" to business donations. In Georgia, many companies look to Coca-Cola and Delta Airlines for leadership in business. Securing the support of a major corporation in your area makes it more likely that other local businesses will follow suit. Some large corporations have their own wholly endowed charitable foundations—Sony, Seiko, Microsoft, etc. Also, JETRO (Japan External Trade Relations Organization) offices will always have lists of companies that are seeking business opportunities with Japan and/or local Japanese communities. These businesses are excellent resources to approach for support. Another way to take advantage of businesses in your area is to have them provide space for contests, festivals, or other community events. (see below)

One way to help gather resources is to have parents donate books to your school library in the name of their child. The key to engaging this support is in making it easy for the parents. Having lists of books, where they can be purchased, how much they cost, etc.

Parents/Local Community Sources:

You can extend this approach to make parents feel that you are offering them a service by pooling donations to receive school discounts from major book retailers such as Borders, Barnes and Noble, etc. Instead of telling all of your parents that they have to buy a book/dictionary for their students, you can collect the donations and have the school purchase the books at a discount. Going further with this approach, you can enlist local businesses such as restaurants, Japanese groceries, Japanese bookstores, etc. to provide nominal discounts to local Japanese students. As Toksaku-sensei explained to us, this not only strengthens ties in the local community, it deepens parents' awareness of and appreciation for what their children are learning in our classrooms.

When is "No" not "No"?

As I mentioned in our workshop, it is usually not a good approach to go to a business leader and say, "can I have some money, please?" Rather, you should express your educational goals and needs, and simply ask for advice. If indeed that business has a charitable budget and they are interested in spending it on you, they will tell you. If not, they will probably say, "We're very sorry, but we don't have any funds available at this time..." This is NOT the time to give up!!!! You MUST do several important things at this time. First, ask if they know of any other local businesses, organizations, or individuals that may be able to provide support. This will help you build a local network of support. Then, ask what their charitable plans and funding cycle are. It is entirely possible that they may be able to help you next year, if you only approach them at the right time, or if your proposal is in a format that is more in line with their charitable goals.

Even when a business has "rejected" you, it is very important that you keep the lines of communication open. Be sure to keep them informed of upcoming school events, and, of course, you should write them a thank you letter for taking the time to meet with you.

What do you do when they say, "Yes"?

Now is the time to re-visit your goals/needs assessment that you prepared at the beginning of this process. You must be able to clearly explain to them how their funds will be used to support your program. It is probably a good move politically to let your principal or superintendent be the official recipient of the donation. It is good publicity for them, and don't worry, everyone will know who really got the money. As soon as you have the money (or as soon as it is official that you will be getting it) you need to start spreading the word. You know those goofy meetings where one guy in a suit hands another guy in a suit a check that is about ten feet across? Why don't you plan one? Invite local media. Alert the PTA. Make it a big deal. Send the clippings to your supporters, as well as your PTA newsletter, etc. Finally, you should find some way to say thank you to your contributor by showing their donations in action. Ideally, this could take place in the form of a classroom visit where they get to see actual students using the materials that they have provided. You could also do this by making a video tape, compiling student testimonials, digital video on the school website, etc.

For further information:

<http://www.languagepolicy.org/giadv.html>

<http://NYSAFLT.org>

Or, send e-mail to: keikoyamakawa@westminster.net

Do Japanese Teachers Take Advantage of Technology?

A survey on the use of technology in Japanese classes in Northern California

Yasuhiro Omoto, The University of California, Berkeley (yomoto@nihongoweb.com)
Keiko Schneider, Saboten Web Design/Albuquerque TVI (kschnei@sabotenweb.com)
Miyuki Fukai, Indiana University (mfukai@indiana.edu)

Technology has become part of our lives. Most of us check e-mail regularly on our computers, buy things on the Internet and read online newspapers. We are enjoying the digital age where one can videoconference on the computer and find out almost anything on the Internet, but what about Japanese teachers? Do Japanese educators really utilize the advancement of technology for language teaching? If so, how?

We have conducted a survey study in Northern California in order to understand the current situation of technology use by Japanese teachers. It was assumed that the result of this survey would reflect the situation of Japanese educators in general.

A one-page questionnaire regarding technology use was developed and sent out to 178 teachers via US mail in December 2001 and were asked to return it by January 2002. The use of the US mail system instead of the Internet was intentional, so that those who were less comfortable with the Internet would also respond to the survey.

Out of 178 educators, 42 responded (23.6% response rate). However, we dropped two letters that were not filled out in accordance with our instruction. Since two teachers were teaching at both a middle school and post-secondary institution, we counted them twice.

We focused on the following three areas: 1) Teacher's environment for computing and Japanese capability, including technical support, 2) availability of computers at school for class use, and 3) technology-related projects completed in class.

Five out of six (71.4%) elementary school teachers, 19 out of 22 (86.4%) middle/high school teachers, and 14 out of 15 (93.3%) post-secondary teachers stated that they have their own computers.

As for Japanese capability in applications, the results revealed that more than half of the teachers are able to do word processing, Web browsing, and e-mail in Japanese. The majority of the participants report that they can use Japanese in at least one of these applications. In all groups, word processing is the most Japanese capable, followed by Web browsing and e-mail. A possible reason for this result is that in their teaching practice, Japanese instructors may not use e-mail as heavily as word processing and Web browsing applications. In terms of teaching, it seems that the central issue is now shifting from technical details such as making com-

puters Japanese capable to the educational value of using computers. Yet, teachers still need to know about Japanese capability issues so that their students' home computer (or lab computers) can be made Japanese capable.

We also found that teachers rely on personal sources, rather than specialists, for technical support. More than half in the elementary school, middle/high school, and post secondary school groups (82.3%, 52.4% and 53.3% respectively) stated that they rely on family and/or friends when technical problems arise.

Lack of support from technical specialists at school points to the necessity of building a community where language educators and support personnel with multilingual computing expertise guide and support each other. Without this kind of community, Japanese teachers may not want to use technology even if it is there for them to utilize. Although the numbers of such support communities are increasing through electronic mailing lists and Web sites, it is likely that many Japanese teachers are not aware of the existence of such resources. Therefore, to facilitate the use of computers in Japanese language education, it is essential to inform Japanese teachers of such online communities and to encourage them to participate in them.

In all groups, the availability of computer facilities at school turned out to be relatively high. Five out of 6 (83.3%) elementary school instructors, 16 out of 21 (76.2%) middle/high school instructors, and 12 out of 15 (80.0%) post-secondary school instructors answered that they have computer facilities at school where they can take their students.

Finally, the survey revealed that the participants have engaged students in a variety of computer-enhanced projects in class thus far. At the elementary school level, slide presentation and e-mail exchange were the most popular (33.3% for each), followed by class newspaper and research projects with Web information (16.7% for each). Middle/High school teachers reported more varieties of project types, with Web-based research projects being the most frequently mentioned (61.9%). Other popular projects at the middle/high school level were similar to those at the elementary school level: slide presentation was mentioned by 9 teachers (42.9%), and both e-mail exchange and Web page presentation by 7 teachers each (33.3%).

With regard to the post-secondary school level, e-mail exchange was the most popular activity (73.3%), followed by slide presentation (46.7%) and Web-based presentation and research projects (40.0% for each). Moreover, unlike teachers at other institutional levels, post-secondary school instructors reported use of online exercises and tests, courseware such as WebCT, and sharing students' papers online.

When we closely examined differences in projects across institutions, it was found that middle/high schools enjoy a variety of projects. On the other hand, post-secondary schools seem to transfer traditional assignments to electronic form. There also seems to be pressure to offer some or all materials online and/or conduct hybrid or online class delivery in the college level. In this regard, middle/high school teachers may have more room to be creative in using computers for Japanese language instruction. A possible reason why middle/high schools enjoy so many computer-enhanced projects may be that there is more freedom in curriculum than at the university level.

We found that Japanese teachers participating in this study do utilize the Internet and computers in their instruction. However, some teachers cannot take advantage of the Internet because they cannot receive Japanese-related technology support. We also found some Japanese-related projects are done solely in English even though the projects would be more effective using both English and Japanese as one can see different perspectives and cultural differences. Thus, it is still necessary to provide Japanese teachers with information on more effective ways to use the Internet for Japanese language learning. Many foreign language educators have recognized that the Internet may play an important role in addressing Standards for Foreign Language Learning (National Standards in Foreign Language Education Project 1996) since the Internet enables learners to explore other languages and cultures and compare them with his/her own language and culture.

Furthermore, learners can participate in a community where life-long learning can be realized. Considering the current nation-wide movement toward aligning the curriculum to the Standards, Japanese teachers should be encouraged to explore possibilities of the Internet in light of the Standards.

Report on Summer Workshop in Urawa, Japan

Scott Pakiser, Japanese Language Teacher, Loara High School

The language programs for Japanese language teachers held in Urawa must be one of the best-kept secrets in Japanese language teaching. To stay in Japan in a comfortable room studying Japanese and interacting with Japanese teachers from across the world, however should not be kept a secret. If you have never been to training in Urawa, this article will give you an idea as to what the training is like and how to apply.

After a few years of teaching basic Japanese to high school students, I found myself unsure about my own ability to speak the language. I had lived in Japan for 3 years at a younger age and developed my love for learning Japanese. But in the classroom, I know I was losing touch with authentic Japanese. I was feeling frustrated and losing confidence daily. The opportunity to receive intensive language training in Japan during the summer was just what I needed. I was accepted and went in July of 2002. Now I am re-energized for teaching with plenty of stories, pictures, and other teaching materials to make each class a little bit better.



I spent 3 weeks in Japan with 17 other Japanese teachers from the UK, Canada, and US. We were all a part of an intensive language training program put on by the Japan Foundation's center in Urawa, Japan. The program consisted of language training, collection of authentic resources, and cultural experiences.

There were many benefits from the program. First, the opportunity to meet and work with teachers from other areas of the world was uplifting. The center has over 140 rooms and multiple programs running at the same time. During our stay, there were more than 120 Japanese teachers from 22 different countries at the center. With so

many different countries represented, the only common language between us was Japanese. It was a very interesting sight to see Japanese used as an international language. I met teachers from Kenya, Russia, Bulgaria, Indonesia and many other countries.

The chance to gather authentic materials was probably the best part of the program. The center gave us many materials and provided us the opportunity to spend a day with some local students who volunteered to help us. I collected so many materials that I had to send an extra box home from the center. The center in Urawa is about 20 minutes from Tokyo by train, so we were able to easily go to a variety of places to get the materials we were looking for. The day with the students was a great opportunity to find out more about the lifestyle of Japanese high school students. My partner and I planned out questions that we wanted to ask the students and record this conversation on videotape. The students we were paired with were very talkative and gave us great videotape material. We also went with them to the places teens often go to videotape lifestyle images as well. I now use the videotape as a 'loving textbook.' The students talked freely about their family, daily schedule and other topics I cover in my classes. In addition to the textbook, I can include a variety of supplementary activities using the videotape. I also collected menus, posters, ads, and magazines to use in the classroom as well.

The center arranged a number of cultural activities for us. It included *ikebana*, *chado*, *shodo*, and a trip to Ginza to see *kabuki*. Experts were brought in who demonstrated and instructed us entirely in Japanese. The staff at Urawa also arranged for our group to take a weekend trip to Nikko. Spending the weekend with everybody created a tighter bond between all the participants.

Now that I am back in the classroom, the hard part is to organize all the materials I gathered and develop them into my lesson plans. It will take a lot of time to make use of all the materials I collected. But the best part of the trip is that the results will continue for the next few years. Then it will be time to apply to go again.

The 3-week trip I participated in is for non-native Japanese teachers from the US, UK, or Canada. There is also a 2-month program as well as a 6 month program. For the native Japanese teachers, there is a 1-month program. All the information on these programs can be found on the Japan Foundation's website.

JAPANESE LANGUAGE-RELATED GRANTS RECIPIENTS FOR FISCAL YEAR 2003/2004

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

Florida International University (FL)
University of Wisconsin-Eau Claire (WI)

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

Central Catholic High School (OR)
Southwest High School (MN)
The Preuss School, University of California, San Diego (CA)

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

Alliance of Associations of Teachers of Japanese-AATJ (CO)
Las Vegas Academy of International Studies, Performing & Visual Arts (NV)

4. Japanese Speech Contest Support Program

Association of Florida Teachers of Japanese (FL)
Arizona Association of Teachers of Japanese (AZ)
California Association of Japanese Language Teachers (CA)
Education Guardianship Group, Inc. (NJ)
Guam Teachers' Association (GU)
Hawaii Japanese American Association (HI)
Hyogo Business & Cultural Center (WA)
Japan America Society of Detroit (MI)
Japan America Society of Georgia (GA)
Japan America Societies of Texas (TX)
Louisiana Association of Teachers of Japanese (LA)
Sycamore High School (OH)
The Japanese American Association of Northern California (CA)
University of Alaska, Fairbanks (AK)
University of Colorado, Boulder (CO)
University of Iowa (IA)

5. Assistance Program for Japanese Language Teaching Materials

No awards made

6. Japanese Language Education Fellowship Program

No awards made

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

(1) Long-Term Training Program
Jannie Koo-DeVera, George Washington High School (GU)

(2) Short-Term Training Program (Winter Course)
No awards made

(3) Short-Term Training Program (Summer Course)
Adria Katka, University Preparatory Academy (WA)
Tim Mathos, Bell High School (CA)
Grace Shinohara, Theodore Roosevelt High School (HI)

(4) Zaigai (Japanese Abroad)
Ryota Deguchi, Ohio University (OH)

(5) Three-Week Summer Intensive Training Course for Teachers from the U.S., Canada and U.K.
Joli Gordon, Clarendon Alternative Elementary School (CA)
Michelle Martin, Pleasant Valley High School (CA)
Keiko Miya, Roosevelt High School (CA)
Naomi Omizo, Punahou School (HI)
Eric Schreiber, Saratoga High School (CA)
Linnea Visness, Apple Valley High School (MN)

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

Ethan C. Lindsay, Indiana University (IN)

9. Japanese Language Teaching Materials Donation Program

Pre-Collegiate & Public Organizations
Carmel Junior High School (IN)
Castle High School (IN)

Central Kitsap High School (WA)
Chapel Hill High School (NC)
Cupertino High School (CA)
East Chapel Hill High School (NC)
Eastlake High School (CA)
Fairview Junior High School (WA)
Federation of San Francisco Bay & Coast Area Japanese Schools (CA)
Felix Varela Senior High School (FL)
Franklin High School (CA)
Fremont High School (CA)
Georgia Public Broadcasting (GA)
Grand River Elementary Magnet School (MI)
Hayfield Secondary School (VA)
International Preparatory School (OH)
Issaquah High School (WA)
Japanese Bilingual Bicultural Program (CA)
Jordan Middle School (CA)
Kelly Middle Schools (OR)
Klahowya Secondary School (WA)
Lake Braddock Secondary School (VA)
Lakeview High School (IL)
La Quinta High School (CA)
Mainland High School (FL)
Mitchell High School (CO)
Mojave High School (NV)
Monterey Bay Charter School (CA)
Mountain View High School (CA)
North Salinas High School (CA)
Northside College Preparatory High School (IL)
Palo Alto Buddhist Temple Japanese Language School (CA)
Pelion Elementary School (SC)
Pleasant Valley High School (CA)
Pompano Beach High School (FL)
Ridgefield Public Schools (CT)
Ridgetop Junior High School (WA)
Riverdale High School (OR)
Robert E. Lee High School (VA)
Saint Francis School (TX)
Saint Paul Public Schools (MN)
Salinas High School (CA)
San Clemente High School (CA)
Seattle Waldorf School (WA)
Sheridan Magnet School of International Language (WA)
Tampa Bay Japanese School (FL)
The Preuss School, University of California, San Diego (CA)
Thomas Dooley Elementary School (IL)
Three Rivers Charter School (OR)
Todd Beamer High School (WA)
Valley High School (NV)
Vista Japanese School (CA)

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|---------------------------------------|----------------------------|--|
| West High School (CA) | Collegiate | Ohio University (OH) |
| Whitman Middle School (WA) | Austin College (TX) | Rose-Hulman Institute of Technology (IN) |
| Whitney Young Magnet High School (IL) | Elizabethtown College (PA) | University of Cincinnati (OH) |
| Woodside Priory School (CA) | Gonzaga University (WA) | University of Missouri-Columbia (MO) |
| | Harper College (IL) | University of Montana-Missoula (MT) |
| | Lawrence University (WI) | University of Oregon (OR) |
| | Lyon College (AR) | |

Japanese Language Grant Programs for 2004-2005

The Japan Foundation will administer the following grant programs for 2004-2005 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 must be postmarked by December 1, 2003.

Some of these grants will be subject to prescreening conducted by a select Advisory Panel convened in Los Angeles in January 2004. The final selection for all grant applications will be made at the Foundation's Tokyo Headquarters. Applicants will be notified of the results in April 2004.

Applications are now available in our office. In addition, applications are available in a downloadable form (<http://www.jflalc.org/grants/index.html>). Prospective applicants are urged to contact Mamiko Nakai, Program Assistant at the contact information below before proceeding with the application process.

E-mail: mamiko_nakai@jflalc.org

Tel: (213) 621-2267 Ext.110

Fax: (213) 621-2590

By mail: The Japan Foundation Los Angeles Language Center

Mamiko Nakai, Program Assistant

333 S. Grand Ave., #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

(2) Japanese Speech Contest Support Program:

Intended to assist organizations that hold Japanese speech contests by providing partial financial support and prizes.

(3) 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.

(4) Training Programs for Teachers of the Japanese Language:

Designed to provide teachers of the Japanese language abroad with an opportunity to improve their Japanese language skills and teaching methodology

and to deepen their knowledge of Japan at the Japan Foundation Japanese-Language Institute, Urawa.

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 from the U.S./Canada/UK (non-Japanese).

(5) Training Program for Leading Teachers of the Japanese Language (Advanced Training Program)

For those who have completed training at the Japan Foundation Japanese-Language Institute, Urawa, a further two-month period of training provides more advanced expertise and skills as teachers of Japanese, and addresses specific challenges they want to realize or issues they want to resolve in the teaching of the Japanese language.

(6) Japanese-Language Programs for Specialists (Researchers and Postgraduate Students) at the Japanese Language Institute, Kansai in Japan:

Intensive training courses in Japanese for scholars or researchers and postgraduate students majoring in the fields of the social sciences or the humanities who wish to be engaged in jobs related to Japanese studies in the future and who need to learn Japanese for their academic research activities.

(7) Japanese-Language Education Fellowship Program:

Fellowship grants are extended to overseas educational institutions and publishers who wish to send Japanese-language specialists to conduct a survey or research in Japan for the development of Japanese-language teaching materials, teaching methods, or curriculums based upon concrete themes and teaching materials.

(8) Assistance Program for Japanese-Language Teaching Materials:

Designed to encourage the production of resource materials for Japanese-language education in various media such as textbooks, dictionaries, tapes, discs, and so forth through financially assisting publishers and educational institutions that are interested in launching such materials onto the market.

(9) Japanese-Language Teaching Materials Donation Program:

Selected teaching materials from the JF's list will be donated to educational institutions.

(10) The Japan Foundation Los Angeles Language Center Mini Grant:

This grant is to assist Japanese teachers' associations in holding workshops or conferences in the United States.

Workshop Report

The Tenth Summer Workshop for Japanese Language Teachers Maki Watanabe, Academic Specialist, Los Angeles Language Center Makoto Netsu, Academic Specialist, Japanese Language Institute in Urawa

The tenth annual workshop was held at the Japan Foundation Language Center in the summer of 2003. There was a 10-day session for K-12 school teachers of Japanese (July 8-18) that was preceded by an online pre-workshop session (June 1 – 30). A total of 11 teachers successfully completed the course. 5 quarter credits (3.33 semester credits) from UCLA Extension were available for those participants who wanted credits.

The objectives of the workshop were set as follows: (1) becoming familiarized with the Standards for Japanese language learning, (2) adopting computer technology to one's own teaching practices, (3) creating one's own activities to supplement commercially available materials, (4) becoming familiarized with various kinds of standards for professional teaching and (5) sharing ideas and experiences with other participants.

During the workshop, practical implementation of the National Standards and technology to a Japanese class was focused. During the discussion, the participants also exchanged their experiences and problems encountered in the past especially on strategies for advocacy and classroom management. The NBPTS was also introduced during the workshop and Professor Y.-H. Tohsaku of the



University of California, San Diego and Professor Suzan Schmidt of the University of Colorado at Boulder were invited as special guest speakers to lecture on benefits and current issues on NBPTS.

The participants had chances to visit the National Japanese American Museum and the Japan National Tourist Organization which were good occasions for teaching material hunting.

The participants each made a presentation on the last day of the workshop. The presentation was approximately 20 minutes long, on their learning scenarios and sample activities that they constructed during the workshop.

From The Nihongo Library

B o o k R e v i e w

Breaking into Japanese Literature: Seven Modern Classics in Parallel Text. Translated by Giles Murray. Tokyo: Kodansha International, 2003. 239 pp. \$19.95 (paper).

For a Japanese language learner, reading Japanese literature in the original text can be intimidating and frustrating. It can also be a very much exciting and rewarding experience. *Breaking into Japanese Literature* is an excellent choice and tool for someone who wants such an exciting experience: to read some of the Japanese modern short stories by Natsume Soseki and Akutagawa Ryunosuke without assistance from a teacher.



The book consists of seven masterpieces by Soseki and Akutagawa divided into three levels of difficulty. Those are four stories from *Ten Nights of Dreams* by Soseki and three by Akutagawa (*In a Glove*, *The Nose*, and *Rashomon*.) The original texts are arranged with vocabulary lists on the same page to avoid even turning pages to check a word. With the story in original Japanese text on the left pages, the English translation appears on the right pages. It also has mini-biographies of the authors, and seven prefaces to each story to link it to other literature works and to films. The best feature of this book project is MP3 sound files of the stories available to download for free on the Internet at www.speaking-japanese.com. A reader can immerse himself or herself into the total experience of enjoying masterpieces through reading and listening to the text without the interruption of flipping pages of a Japanese-English dictionary. *Breaking into Japanese Literature* invites Japanese language learners to the world of Japanese modern literature to enjoy without the feelings of bewilderment and irritation.

THE JAPAN BOWL™*

Yukiko Hino,
Japan-America Society of Washington, DC

On April 19, 2003, over 150 student-finalists and their teachers from across the country gathered in Washington, DC, to participate in a Japanese language competition, the National Japan Bowl™. Established in 1993 by the Japan-America Society of Washington, DC (JASW), the Japan Bowl is a day-long academic competition modeled on a quiz show format that aims to make the study of Japanese stimulating and enjoyable for high school students.

This year, 45 teams comprised of two or three students, from the same school and Japanese level, answered questions that challenged their knowledge of oral and written Japanese, traditional and contemporary culture, as well as current events. Before arriving in Washington, DC, these National Japan Bowl teams had demonstrated their skill at one of the Regional Japan Bowls that attracted a combined total of 1,200 student-participants. This year recorded the highest number of Regional competitions from the following 18 regions:

Colorado, Florida, Georgia, Hawaii, Idaho, Indiana, Michigan, Minnesota, New England, New York, North Carolina, Northern California (San Francisco area), Philadelphia, Pittsburgh, Southern California (San Diego & Tijuana), Texas, Metropolitan Washington DC, and Wisconsin.

On the morning of the National Japan Bowl, a Preliminary Round determined which teams qualified for the Final Round. When not competing, students had the opportunity to experience hands-on activities at a culture workshop. Activities included writing Japanese calligraphy, folding origami, playing Go, learning how to play the Koto, wearing a traditional kimono, and attempting the archery techniques of *Kyudo*. Meanwhile, the Japanese language teachers attended a special workshop which introduced new trends and methods in teaching Japanese as a second lan-



guage. This year's guest speaker was Ms. Hiromi Peterson, the author of the widely used textbook *Adventures in Japanese*. After the Preliminary Round, only the three top scoring teams at each level proceeded to the Final Round. Open to the public, the Final Round attracted an audience of 400 people, including Ambassador and Mrs. Ryozo Kato. In an energetic competition, Stuyvesant High School (New York, NY) set a new precedence by not only becoming a winning team for the first time, but also by winning in all three levels: Level II, III, and IV.

After the competition, an awards ceremony recognized the achievement of the Final Round's competing teams. The names of each level's winning team were the first to be engraved on the newly inaugurated Ambassador's Award. Ambassador Kato established this award in commemoration of the 150th anniversary of Commodore Matthew C. Perry's arrival in Japan and subsequent development of US-Japan relations. Additionally, Level IV's winning team also received a two-week trip to Japan and an academic scholarship. The day closed with a celebratory reception at the Embassy of Japan where the teachers and students gathered to relax and socialize.

Every year, both the National and Regional Japan Bowls enjoy the generous support from the private and public sectors, including organizations, corporations, and individuals. This year's National Japan Bowl contributors were:

2003 NATIONAL JAPAN BOWL SPONSORS

- The United States-Japan Foundation
- The Embassy of Japan
- Japan Societies, Japan-America Societies, and Japanese Teachers Associations
- FedEx Corporation

2003 NATIONAL JAPAN BOWL SUPPORTERS

- All Nippon Airways
- The America-Japan Society, Inc. in Tokyo
- The Japan Foundation Los Angeles Office & Language Center
- Japan Information and Culture Center
- The Marshall & Lisenard Green Education Fund
- H. William Tanaka Foundation

The combination of these contributions is essential to the expansion of the Japan Bowl, both regionally and nationally. One of JASW's goals is to increase the amount of funding assistance distributed to Regional Japan Bowl hosts by acquiring additional support. The fulfillment of this goal would enable JASW to establish more Regional Japan Bowls and, ultimately, allow all high school students studying Japanese and their schools to participate in a Regional Japan Bowl. For the 2004 competition, JASW is pleased to welcome



Guam and Ohio, which will be holding their first Regional Japan Bowl competitions in the spring. If there is not a Regional Japan Bowl in your area, we invite you to consider hosting one in 2004.

Recently, the curriculum for Japanese language classes has grown to emphasize the broader elements of communicative Japanese and culture while deemphasizing direct translation and rigid textbook grammar. JASW continues to adjust the content of the Japan Bowl to incorporate these curricular changes, thereby meeting the needs of both the students and teachers. In particular, JASW is in the process of modifying the format of the Japan Bowl to reflect current trends by utilizing second language acquisition and linguistic experts and suggestions from Japanese language teachers and the public.

Do you have an interesting question, either cultural or grammatical, that is perfect for the competition? You can help us improve the Japan Bowl by submitting your suggestions to JASW. All suggestions are welcomed; please be as specific as possible with your examples.

JASW intends to further strengthen future Japan Bowls. Through diligent evaluation and goal achievement, the Japan Bowl will not only satisfy the needs of current participants, but also attract new audiences and subsequently achieve its broader mission: to create an exciting, challenging and supportive atmosphere for young people interested in Japanese language and culture.

For more information about the Japan Bowl, please contact Yukiko Hino at:

Japan-America Society of Washington, DC
1020 19th Street, NW, Lower Level #40
Washington, D.C., 20036
Tel: (202) 833-2210
Fax: (202) 833-2456
E-mail: yhino@us-japan.org

* The Japan Bowl™ is a trademark of the Japan-America Society of Washington, Inc. The Society is a 501(c)(3) non-profit, nonpolitical association of individuals and institutions with an interest in Japan and U.S.-Japan relations. Founded in 1957, it serves as the primary forum in the Mid-Atlantic region for promoting understanding between Americans and Japanese through its cultural, public affairs, and educational programs.

ANNOUNCEMENTS FROM OUR OFFICE

Back by Popular Demand:

The ACTFL 2003 Japan Foundation Annual Luncheon

Friends and educators of the Japanese language education field, don't forget to make plans to join us at the Japan Foundation's Annual Luncheon during ACTFL 2003 in Philadelphia, PA. Registration for both the conference and luncheon is currently ongoing until date. After that time, interested parties must register and purchase luncheon tickets on-site. For more information, please visit the ACTFL website at <http://www.actfl.org>.

This year's luncheon will be held on Saturday, November 22nd from 11:15 am to 1:15 pm in the Marriott & Pennsylvania Convention Center. What can luncheon participants look forward to? Most definitely an appetizing meal and usual warm atmosphere, and hopefully, with the generosity of our invaluable supporters another prize packed giveaway.

See you shortly!

Introducing you our new Academic Assistant, Mr. Mike Jaffe!

The Japan Foundation Los Angeles Office and Language Center is pleased to announce the addition of a new member to its staff, Mr. Mike Jaffe as an Academic Assistant. After graduating from Trinity College in Connecticut, Mike worked two years for the Seranishi Board of Education in Hiroshima prefecture on the JET program to create an English curriculum and organize a variety of cultural events. Before joining the Japan Foundation, he worked in a travel agency, which specializes in unique group and custom tours to Asia. Please join us in welcoming him and feel free to ask him for any assistance.



Staff Reshuffling:

Our Program Associate Mr. Justin Miyai left the Japan Foundation in July to pursue his career in the field of law. Ms. Mamiko Nakai, who was Academic Assistant, has been assigned to Justin's position as Program Assistant. Ms. Naoko Watanabe, Program Associate for cultural programs, also chose to concentrate on raising her baby born in May. Ms. Rimi Yang, who was a librarian, has taken over Naoko's job. The rest of us will remain at our same positions.

Wahoo Issue No. 3 Request Form

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| Need additional 20 copies <input type="checkbox"/> Yes <input type="checkbox"/> No |

Wahoo Subscription Starts!

Thank you for your overwhelmingly positive responses to our new magazine Wahoo! Both No. 1 and 2 are out of prints, and No. 3 is expected to be out in next January. If you would like to have 20 copies of Wahoo No. 3



for your class use, please sign up online at <http://www.jflalc.org/subscription> or call at (213)621-2267 ex. 109 or sent the subscription form at:

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

ANNOUNCEMENTS FROM VARIOUS ORGANIZATIONS

The Toyota International Teacher Program:

Fully funded Professional Development in Japan for Teachers!

The Toyota International Teacher Program, sponsored by Toyota Motor Sales, U.S.A., Inc., provides a professional development opportunity for 50 high school teachers (grades 9-12) from Alabama, California, Indiana, Kentucky, Michigan, Missouri and West Virginia to build global skills and perspectives during a two-week study visit in Japan each year.

During the program, participants learn about the history, education system, environment and technology of Japan and how these effect industry and society, through site visits schools, factories, areas of environmental concern as well as interaction and dialogue with distinguished scholars, artisans, educators, and government officials, and in-depth program discussion and readings.

Following the program participants are encouraged to use their newly expanded global skills and perspectives to facilitate the flow of knowledge and ideas to address international issues in the classroom, among colleagues and in their communities.

Interested teachers can apply online at www.iie.org/programs/toyota or request a hard copy application and brochure by sending an email with their full name and mailing address to toyotateach@iie.org.

Application deadline for the 2004 Toyota International Teacher Program is January 12, 2004.

CONFERENCE/WORKSHOP CALENDAR 2003 FALL TO 2004

2003

OCTOBER

23-25

FLANC (Foreign Language Association of North Carolina) Conference 2003

Please visit <http://www.flanc.org> for more information.

25

The Fall CJLEA (Colorado Japanese Language Education Association) Workshop at the Rocky Mountain/Southwest Regional Japan Seminar For more info: Joan Ericson [Phone: (719) 389-6567 / E-mail: jericson@ColoradoCollege.edu] or Yumiko Guajardo [United States Air Force Academy - Phone: (719) 333-2398 / E-mail: yumiko.guajardo@usafa.af.mil]

NOVEMBER

7-8

The WAFLT (Wisconsin Association of Foreign Language Teachers) Conference at Appleton, Wisconsin The deadline is September 30. Please contact hiroko@nagaisensei.com for more information.

7-8

ICTFL (Illinois Council on the Teaching of Foreign Languages) Fall Professional Development Conference at Wyndham Hotel in Itasca

8

FLANC (Foreign Language Association of Northern California) Fall Conference at USF (Lone Mountain campus). Topics: lesson design, interdisciplinary lessons, meaningful assessment strategies, enhancing literacy and overall academic

skills, best practices for teaching heritage language learners, etc. For more info: FLANC web site at www.fla-nc.org

20-23

ACTFL(American Council on the Teaching of Foreign Languages) National Conference in Philadelphia

2004

JANUARY

8-11

Hawaii International Conference on Arts and Humanities <http://www.hichumanities.org/>

MARCH

4

ATJ (The Association of Teachers of Japanese) 2004 Seminar at The San Diego Town & Country Resort, in San Diego Submission of abstracts by October 31, 2003 by online at www.japaneseteaching.org/ATJseminar/2004/A@ or mail to:

Seminar Committee Chair, Prof. Yuki Johnson
Department of East Asian Studies, University of Toronto,
130 St. George St. #14-087 Toronto, ON M5S-3H1.

25-27

SWCOLT (Southwest Conference On Language Teaching) in Albuquerque

Info and application form is available from <http://www.swcolt.org/>

The Association of Teachers of Japanese (ATJ) 2004 Seminar

The Association of Teachers of Japanese (ATJ) 2004 Seminar will take place at The San Diego Town & Country Resort, in San Diego, in conjunction with the annual meeting of the Association for Asian Studies, on Thursday, March 4, 2004. The Seminar will feature a full day of concurrent sessions with presentations by ATJ members on linguistics, literature, second-language acquisition and pedagogy.

Call for Proposals/Panels for ATJ Seminar 2004

The Association of Teachers of Japanese calls for papers/panels in the areas of Japanese Linguistics, Japanese Literature, Second Language Acquisition in Japanese, and Japanese Language Pedagogy. ATJ also welcomes session proposals from the Association's Special Interest Groups (SIGs). Individual papers are 20 minutes long with an additional 5 minutes for discussion. Organized panels are 100 minutes long in total and should be limited to four active participants (four paper presenters, or three presenters and one discussant). An abstract for an individual paper should be no more than 300 words in English (or 700 characters in Japanese). For organized panels, a maximum 300-word (or 700 characters in Japanese) abstract is required from each participant, in addition to a maximum 300-word (or 700 characters in Japanese) abstract for the panel itself.

Sessions will be held concurrently beginning at 10:00 a.m. Admission is free for members of ATJ and our sister organization, the National Council of Japanese Language Teachers (NCJLT). There will be a registration fee of \$35 for non-members.

Submission of abstracts is accepted either on-line at (www.japaneseteaching.org/ATJseminar/2004/) or by mail. If submitting by mail, please send five copies of abstracts (including title and language of presentation, but not showing the name of authors) and a single 3"x5" card indicating: (1) subject area; (2) the title of the paper (along with the English title, if in Japanese); (3) author's name; (4) author's address; (5) author's affiliation; (6) phone and fax number; (7) email address; and (8) any equipment needs to:

Seminar Committee Chair, Prof. Yuki Johnson
Department of East Asian Studies, University of Toronto,
130 St. George St. #14-087 Toronto, ON M5S-3H1.

Deadline: October 31, 2003.

In addition, please pay attention to the following in submitting your abstract:

- 1) All presenters must be ATJ members. The membership form can be downloaded from the ATJ web site. Please submit it to the ATJ office accordingly by the end of February.
- 2) We reserve the right to limit each submitter to one paper in any authorship status.
- 3) Any information that may reveal your identity should not be included in the abstract.
- 4) Due to the high cost of renting AV equipment, there will be a charge for presenters who wish to give computer-based presentations using an LCD projector.

Selection of papers/panels will be made by the planning committee. Evaluation criteria will include (1) innovative ideas/theories, (2) strength of arguments, and (3) in the case of a panel, unity of the papers vis-à-vis the topic of the panel.

Information on hotel accommodations can be found at the web site of the Association for Asian Studies (AAS), <http://www.aasianst.org>, whose conference is held at the same venue beginning March 4, 2004.

The full schedule for the 2004 ATJ Seminar, including times and room assignments, will be announced in January.

Annual High School Essay Contest for 2003-4

Kobe College Corporation, based in Chicago, IL, announces its annual high school essay contest for 2003-4. Two high school seniors will be awarded a prize package which includes a four-week language study and homestay in Kobe, Japan in the summer of 2004. To qualify, entrants must have completed at least one year of Japanese in an accredited program, and be 18 years of age by June 1, 2004. Essays on the topic "How the study of Japanese has impacted me and my plans for the future" must be received before January 13, 2004. Winners will be announced by April 1.

For more information, go to Kobe College Corporation's website: www.crossculturalinstitute.org Application packets are available from the KCC office; you can contact KCC at 1-800-659-4919 or by email: kobecollegecorp@prodigy.net

KCC supports exchange opportunities for both American and Japanese students and faculty at the high school, college and graduate levels. It was established as a non-profit organization in 1920 and is the oldest U.S./Japan friendship organization in the Midwest.

Schools wanted to pilot online listening, speaking, reading proficiency assessment

The Center for Applied Second Language Studies (CASLS) is developing an integrated online assessment called STAMP 2, and now looking for teachers willing to pilot this online assessment this fall/winter. STAMP 2 measures Interpretive (reading and listening) and well as Presentational (speaking and writing) proficiency. The first pilot will focus on the Interpretive Mode. The interpretive section is computer adaptive and its results become available immediately after test. To take the test, students just need a recent browser and Quicktime, both of which can be downloaded for free.

The pilot starting date is November 3rd, 2003. Teachers can pick any day between Nov. 3 and Jan. 31.

If you are interested, please email jppilot@darkwing.uoregon.edu.

Center for Applied Second Language Studies (CASLS)
The Northwest National Foreign Language Resource Center
5290 University of Oregon, Eugene, OR 97403-5290
Phone: 541-346-5699 Fax: 541-346-0322
<http://CASLS.uoregon.edu>

Activating Language Exchange Project

日本の小学校と発信型の言語交換授業をしてみませんか？

我々、慶応義塾大学鈴木佑治研究室では日本での文部科学省 21世紀COEプログラム、「次世代メディア・知的社会基盤 英語 e-Learning」として研究補助を受け、インターネットを利用した発信型言語・文化交流の授業の提案とその実践の拠点としての役割を徐々に担いつつあります。

是非皆さんの学校にも一緒に参加していただきたい授業実践として、Language Exchangeがあります。これは日本語を教えているアメリカの学校の生徒・児童が、日本の学校に向けて日本語で自分の好きなことを発信し、母国語である英語を教えます。その反対に日本の学校の生徒・児童は英語で好きなことを発信し、日本語を教えるプロジェクトです。最終的にはテレビ会議システムを使って、1回から数回、リアルタイムで双方をつないで交流を持ちますが、それまでの授業の中での取り組みや、事前の交流、文化理解の度合いやターゲット言語での発しの程度などは、日米双方、各学校の事情に合わせて、自由に展開するものです。

リアルな「相手」に向けて習っている言語で「発信」することは、とても重要であると同時に、自分の母語を一生懸命話そうとする交流相手の姿は、とても印象的です。そしてまた、同時に、文化発信、異文化理解、相互理解の教育にもつながります。

是非、皆さんの学校も我々が提案する発信型プロジェクトに参加してもらえないでしょうか。よろしければよろしければご質問、ご意見も含め、遠慮なくご連絡くださいますことを、心よりお待ちしております。

【連絡先】

〒252-8520 神奈川県藤沢市遠藤5322
慶応義塾大学湘南藤沢キャンパス(オミクロン) 507
Tel: 0466-49-3551 Fax: 0466-47-5041 E-mail: staff@camille.sfc.keio.ac.jp
<http://www.camille.sfc.keio.ac.jp/>



Hahahaha / Fufufufu: the sound of laughing (fufufufu is more feminine). Pecha kucha: the sound of chatter and small talk. Torurururu: the sound of a cell phone ringing. Perori / Peron: someone sticking out their tongue to lick something. Hiso hiso: the sound of whispering. Pera: the sound of a page being turned. Kuu kuu: a light snoring sound. Patan: the sound of a book being closed or something falling over. Pikun: describes someone reacting instinctively, in this case with surprise.

| | |
|------------------------------------|--------------------|
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| TAKASHI IMAI, DEPUTY DIRECTOR | 102 |
| EIICHI ITO, LIBRARIAN | 107 |
| MIKE JAFFE, ACADEMIC ASSISTANT | 108 |
| MASAKO MIWA, OFFICE SUPERVISOR | 103 |
| MAMIKO NAKAI, PROGRAM ASSISTANT | 110 |
| MAKI WATANABE, ACADEMIC SPECIALIST | 106 |
| RIMI YANG, PROGRAM ASSOCIATE | 109 |

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 a.m. - 5:30 p.m.
Library Hours: 10:00 a.m. - 5:00 p.m.
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



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