

The BREEZE

Spring Issue 2004 / Number 30

Biannually

THE JAPAN
FOUNDATION
Los Angeles



JAPAN FOUNDATION

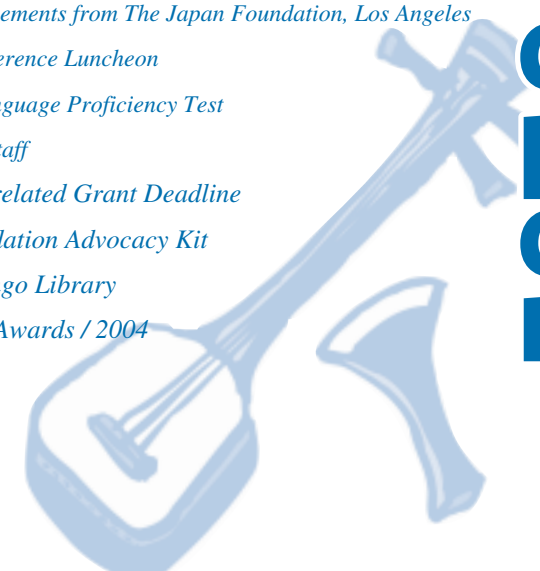
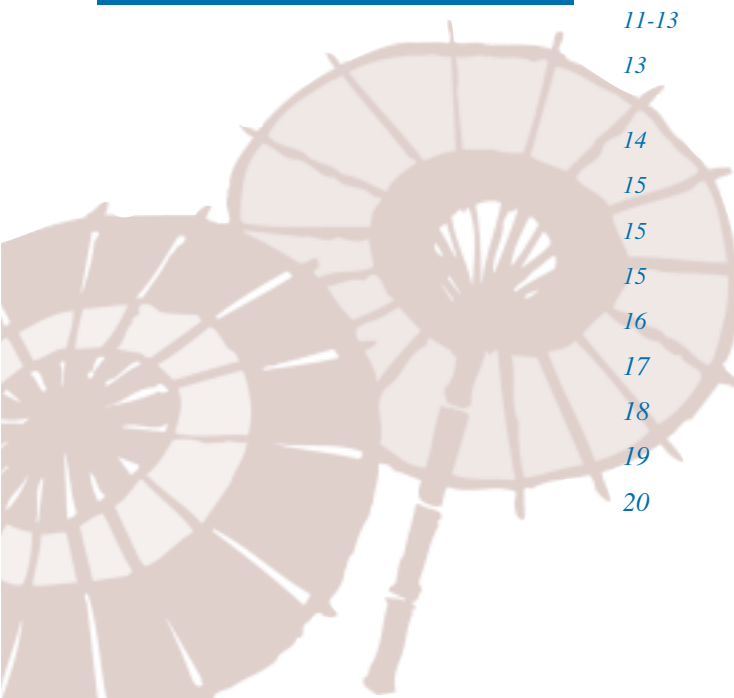
独立行政法人
国際交流基金
ロサンゼルス



Contents

- 2-5 *A Critical Look at the Study Abroad Experience:
Its Role in Japanese Language Learning & How to Prepare Students*
- 6-7 *Planning an Exchange*
- 8-9 *Worthwhile Challenges: Perspectives from Japan on
High School Exchange*
- 10 *The Power of a Truly Hands on Learning Experience:
Taking Students to Japan*
- 11-13 *The New Perspectives: Japan Program*
- 13 *Expectations and Reality: What is beneficial for
study-abroad participants ?*
- 14 *Important announcements from The Japan Foundation, Los Angeles*
- 15 *2003 ACTFL Conference Luncheon*
- 15 *2003 Japanese Language Proficiency Test*
- 15 *Introducing New Staff*
- 16 *2004 Language-related Grant Deadline*
- 17 *The Japan Foundation Advocacy Kit*
- 18 *New at the Nihongo Library*
- 19 *NCJLT Teacher Awards / 2004*
- 20 *Office Directory*

Going to Japan!!



A Critical Look at the Study Abroad Experience: Its Role in Japanese Language Learning & How to Prepare Students

By Dan P. Dewey, Assistant Professor of Foreign Language Education, University of Pittsburgh

Study abroad has long been seen as an important (if not necessary) means of developing proficiency in another language. Anyone who has learned Japanese as a second language knows how essential it is to have every ounce of experience possible with Japanese language and culture to become proficient at interacting with native speakers. Study abroad seems like an intuitive solution, providing extensive exposure both to the Japanese language and the culture. However, in spite of what seem like obvious benefits of study abroad in Japan, there is little evidence to tell us whether time in Japan produces the results we typically believe that it will. There has been a scattering of studies on the learning of Japanese as a second language in Japan, but only a handful of these are widely available to readers in North America. Furthermore, given the vast number of questions that we have concerning the linguistic, cultural, psychological and other benefits of studying in Japan, these few bits of research shed only a particle of light on the impact of study abroad on learners of Japanese.

Given the scarcity of research on language learning during study abroad in Japan, we must draw on research in other languages for help for now. In this article, I will address some of the questions typically asked concerning study abroad in general. I must emphasize that I deserve credit for very little of the research I mention here. For more details on any of the research or issues discussed here, please see my research group web site, designed for the purpose of educating others concerning research on the benefits of study abroad (www.studyabroadresearch.org). This site includes short abstracts, complete citation information and more details concerning the findings mentioned in this article.

Unless otherwise stated, the research mentioned here involves languages other than Japanese. It is important to note that there have been hints in the available research in Japanese that what applies to languages such as French or Russian may not always apply to Japanese. For this reason, I encourage the reader to be cautious when interpreting what I say in this article. I cannot emphasize enough the need for additional research in Japan. The vast gaps between Japanese and North American languages and cultures, as well as the difficulties of learning the complex Japanese writing system merit caution when interpreting studies in other languages and applying findings to Japanese.

Throughout this article, when I refer to study abroad, I am generally speaking of the experience that learners have when they travel to Japan for anywhere from a semester to a year and regularly spend significant amounts of time (usually ranging from ten to thirty hours per week) in language classes. I will also refer to at-home learning. Students experience at-home learning when they take language classes in conjunction with other subject area courses during a normal college academic year.

What do students gain during study abroad?

Studies have shown that students can make significant gains in the four language skills of speaking, listening, reading and writing skills during time abroad. However, not all students make these gains, and in fact, many individuals fail to develop in any of these four areas. There is a great deal of variation, with some students developing little or not at all and others developing far more than the average student. This variation is much greater than what is typically seen in the classroom at home. Also, in some studies, gains made during study abroad in any of these four areas have not been any more significant than gains made during study in the formal classroom at home. In short, it looks like study abroad can boost all four language skills for most students. My own research in Japanese has shown that learners in Japan can make significant gains in terms of reading skills, but that these gains can be matched by similar amounts of classroom instruction in a summer intensive immersion program in the U.S.

Studies of the development of speaking fluency have shown that learners who go abroad do become more fluent (they say more, speak faster, have fewer pauses in their speech, etc.). However, fluency is again not guaranteed. Many learners spend lots of time speaking English and very little speaking the second language, and as a result fail to become more fluent. Furthermore, greater fluency can be achieved at home through intensive immersion in a setting where English is forbidden and learners speak only the target language during their immersion experience. My most recent research hints at these same tendencies for learners of Japanese.

It appears that at-home learning may be more valuable than study abroad in terms of promoting grammatical knowledge and accuracy, though there are still mixed findings in this area. Students abroad take more risks and therefore make plenty of grammatical errors. As far as vocabulary development is concerned, learners who go abroad tend to make significant gains, but these gains are not always readily evident in standardized tests typically used to measure the language abilities of college-level learners. For example, my own research shows that learners in Japan tend to acquire lots of print from their environment (e.g., words on signs, menus, forms or train schedules) – words not as readily acquired by students at home.

At-home learners do fairly well in terms of vocabulary learning, but are slower to produce these words than stu-

-dents who go abroad. They seem to think things over carefully when writing and speaking – their writing tends to contain less common words and to reflect dictionary work, whereas the writing of students who have been abroad tends to contain greater numbers of words and more of the commonly-used words mixed in with the less common.

Early study abroad experiences (often by learners with little or no experience with the language) can increase motivation and improve attitudes toward the host culture. This has been shown to be especially true of Japanese. In particular, students' views toward language learning can change – for example, the task of learning to read both *hiragana* and *katakana*, often seen as a difficult burden by learners at home, is usually seen as an important, satisfying and enjoyable task by students who can (and often must) see and use these kana every day in Japan. As students become more proficient in Japanese, the euphoria can wear off and less positive attitudes can begin to (this has been seen in other cultures as well). In other languages, there are mixed findings indicating that attitudes toward the host culture and one's own culture may change differentially, depending on the country, culture and timing of the experience.

In terms of the ability to use socially appropriate speech, findings in various languages are mixed, but it appears that learners generally struggle to acquire socially appropriate speech patterns during and after study abroad in nearly any culture. In Japanese, they may have difficulty using honorific and polite speech patterns and may struggle with apologies, compliments and requests (though their error patterns may change and they may make some progress toward native norms during and shortly after study abroad). A number of learners may have mental mastery of polite patterns, but may refuse to use them due to difficulties identifying entirely with Japanese culture (e.g., a Western feminist may have difficulty identifying with the stereotypes associated with femininity in Japan)

Learners abroad may develop a number of communicative strategies/abilities that learners at home lack (e.g., initiating, maintaining, expanding and terminating a conversation). However, due to the fact that their communication proceeds with fewer problems, they use fewer of some of the communication strategies that are often seen to facilitate communication and learning (e.g., navigating around an unknown word or engaging the help of the listener).

One theme that emerges in research on the benefits of the study abroad experience is the existence of huge differences between individuals in terms of development. In the classroom at home, learning is fairly controlled and students have only very limited exposure to language and culture. However, once they go abroad, students have nearly limitless access to an enormous range of language and culture. They are largely able to pick and choose what they will be exposed to, and these choices may depend on their individual personalities and their psychological reactions to the new environment. While some

learners may experience massive culture shock and be scared into isolated cocoons where English is the main language and Internet and telecommunications hold them close to the familiar at home, others may become filled with the euphoria of the country, sever most ties with home and with English-speaking peers and strive with all their might to develop personal relationships with native speakers. These patterns can result in vast differences in terms of language development and the learning of the host culture.

How can we prepare students for study abroad?

There are a number of variables that predict successful language learning and cultural adaptation during study abroad. Unfortunately, many of these things (language aptitude, gender, age, previous time abroad, etc.) are beyond the control of educators. Others factors, however, can be adjusted and influenced in order to create a more optimal learning experience. It appears that students who have some foundation in the language tend to do better when going abroad in terms of language learning (although very little research has been conducted on learners with little to no language experience prior to departure and the impact of an early experience on one's learning and attitudes). Those with about two years of previous experience tend to learn the most linguistically. More advanced learners show fewer gains, but this may be because of limitations in tests used in research (advanced learners may "outgrow" the test, scoring very high and becoming capable of 120% rather than 98%). Some studies show that having a strong foundation in reading and grammar can facilitate language learning in all areas during study abroad. To my knowledge, no studies have been conducted in Japanese to determine factors that predict success in terms of language learning and cultural adjustment during study abroad in Japan. It is possible that the combination of factors influencing language learning in Japan would be different from those found in Russian and French, the two languages where large-scale studies exist.

In addition to providing a solid foundation in the language, Japanese educators can prepare students for study abroad through well-planned orientations. Students ought to be well informed concerning cultural differences, culture shock, potential problems, living arrangements, etc. Several excellent resources have recently become available to assist educators conducting such orientations (see for example Maximizing Study Abroad materials). Where possible, it can be beneficial to have students who have recently returned from Japan tell about their experiences and both the difficulties and the joys they experienced. A thorough orientation ought to inform students of the variation that occurs in terms of language development, cultural adaptation and the development of understanding of the Japanese culture. Students should be encouraged to set specific goals and to decide what they really want to gain from the study abroad experience. For example, those who are most concerned about language learning might

decide to limit their communication in their native language and to strive to develop three or four very meaningful friendships with native Japanese speakers. Those most interested in exploring Japanese culture might select specific topics to investigate in depth and decide on relevant places to visit. While students' objectives may change over time in Japan, they ought to at least be aware that there will be many distractions from their objectives. English-speaking friends may surround them with their native language; adventurous "travel buddies" may take them off sightseeing regularly (perhaps even to other countries); the Internet may keep them regularly attached to the keyboard. Forewarned of these possibilities, students can prepare mentally and maintain some degree of focus during their time in Japan. Finally, students ought to also be taught strategies for learning the language and for coping with the unfamiliar (linguistically and culturally).

In addition to orientations, educators might consider engaging local Japanese in efforts to smooth transitions and facilitate language learning. For example, some of the study abroad centers I have visited in Japan have initiated "conversations" between local Japanese students and incoming Americans prior to arrival so that these Americans have an immediate contact and friend to help them through the transition between home and Japan.

What can be done during study abroad to improve the experience?

While most Japanese teachers will not accompany their students abroad, many will have some voice in determining the conditions under which students will study: they may advise students concerning which programs to select; they may choose programs with whom to affiliate as a university; they may provide input concerning program design through consortia channels. While homestay arrangements are usually thought to be the ideal, in studies involving languages and cultures other than Japanese, this has not always proven to be the case. Learners have sometimes failed to make connections with host families and have even avoided being at home or have secluded themselves to their rooms while at home. In some cases, homestay families have been glued to the television set and interaction with the visiting student is limited to very brief discussions of television. In the ideal situation, one would carefully screen and train homestay families in order to facilitate interaction between the host family and the visiting student. While my hunch is that Japanese families engage with homestay students more than in other cultures, I am cautious about accepting this assumption without further exploration. I am currently developing guidebooks to be used to educate both host families in Japan and homestay students. The purpose of these guidebooks is to make both families and students more aware of the cultural and linguistic challenges learners may face and to encourage positive interactions between learners and their host families – interactions that promote language development and cultural adjustment.

My next set of recommendations relates to the use of Japanese and English by the learner. Research indicates that Americans going abroad tend to form communities with other Americans and to speak large amounts of English within these communities. Teachers are often shocked to hear that the percentage of Japanese spoken by their students during time abroad can be as little as 3%-5%. Teachers and program administrators can discourage this tendency to use English by fostering relationships with local communities. One study center regularly involves its students in a local university's extracurricular activities. Students learn kendo or judo or practice writing poetry or learning ikebana. Another center extends an invitation to local Japanese to come to its lounge each day and converse with students in Japanese. By having two or three local Japanese in this lounge on a regular basis and by strongly encouraging Japanese staff members to use only Japanese where possible, the center creates a friendly and helpful atmosphere for experimenting with the Japanese language. The e-mail program described previously gives students at another center a good start with at least one Japanese friendship immediately upon arriving in Japan. Any initiatives that might lessen the chances of the creation of American cliques and increase interaction with local Japanese would be helpful. It is not enough to assume that because learners will be in Japan they will speak Japanese regularly.

What is the role of study abroad in the curriculum?

Each curriculum has its own goals and needs. Furthermore, each study abroad center or program has its own aims. For this reason, it is difficult to prescribe the exact role of study abroad in general terms or to make curricular or other recommendations that apply to all study abroad programs. However, I will say that study abroad can be used to solidify skills gained in the classroom at home, but that going abroad does not guarantee the development of any specific set of skills. Each person will have his or her own goals and will learn according to his or her own style. I see study abroad largely as a means of meeting an individual's own objectives. While huge amounts of variation in the study abroad experience and the resulting skills that are gained can make life difficult for faculty and program coordinators trying to integrate students back into the curriculum following study abroad in Japan, it is this variation that can often make the experience a valuable one for the individual. For this reason, patience and flexibility may be necessary in order to accommodate students returning from time abroad. No single recipe will suit every student in terms of when to go abroad, where to go and what to do upon returning from time abroad as far as follow-up instruction and skills development are concerned.

I see great potential in having students experience multiple study abroad experiences and in combining study abroad with intensive domestic immersion prior to departure for Japan. An early (perhaps short) study abroad experience could promote students' motivation to learn Japanese and

create interest in specific aspects of Japanese culture, society, history, art, etc. Then, following one or two more years of instruction, a student could be immersed in Japanese at home during a summer to prepare them for more frequent exposure to the language and to heighten their skills and their awareness of the language prior to departure for their second experience abroad. This would have the added benefit of providing the students with more Japanese courses without taking away from studies in their respective disciplines (a major concern in particular for students of engineering and the sciences). Students would then go to study abroad in Japan. Ideally, they would stay for a year, since research hints that they are often only adjusting at the end of one semester and that the biggest gains linguistically and culturally may occur during the remainder of the year. Given the combination of study experiences describe here, students ought to be well-prepared to pursue advanced studies in Japanese or to use Japanese in their professions. If all students were to engage in such a sequence, a Japanese program could produce students more capable not just of interacting superficially in the language, but also of working effectively in Japanese society.

Conclusion

The study abroad experience in Japan has great potential for each individual. With careful planning and preparation prior to study abroad and extra effort during the experience, learners can gain large amounts both in terms of language and culture during their time in Japan. Aware of the potential obstacles to the development of language and of cultural competence, learners and teachers can avoid common pitfalls and maximize interaction with native Japanese during study abroad.

I strongly believe that study abroad is one of the most effective means of developing linguistic and cultural competence. When combined with at-home classroom learning (including typical academic-year learning and summer intensive learning where feasible and appropriate), study abroad in Japan can produce learners who are capable of interacting in meaningful and culturally appropriate ways with native Japanese speakers in a variety of contexts.



Planning an Exchange

By Alice Horiba

For the past six years, my fifth grade students have had the opportunity to participate in a homestay program with students in Japan. My students attend school in Japan, visit designated sites and interact with Japanese students, as well as their families. The students leave Los Angeles in July for two weeks, attending school in Japan for a few days. They go sightseeing at Nara and Hiroshima, and spend time with their host families. This is a great opportunity for them to immerse themselves in Japanese culture and language. They have been studying Japanese at El Marino Language School in the Japanese Immersion program since kindergarten. The exchange to Japan is a culmination to their studies.

Everyday during the month of June, as the departure date for Japan approaches, these are the comments and questions that the students ask:

- What will my host family be like?
- I don't know if I really want to go.
- Will I become homesick?
- Will I be able to understand what people are saying to me?
- What if my host brother is mean to me?

Every year the students are so nervous about going to Japan; and yet, all come back not wanting to leave. Upon returning to the States, the comments are always:

- I really liked my host family.
- I wanted to stay in Japan longer.
- Can I go back?
- I loved Japan!
- The Japanese people are so friendly.

The benefits the students receive are immeasurable. Throughout their studies they have this travel goal in mind and they are continually working toward achieving their goal. The students are scared to go to a foreign country, to live with a family that they have never met, using the Japanese language they have learned. Nervous and excited at the same time, it takes a few days to overcome their homesickness; but after they bond with the host family, they have a fantastic time! Their Japanese communication skills increase and they realize that all their studying paid off. Their confidence grows every day that they are in Japan.

The exchange benefits both schools involved. For the sending school, it lets the teachers witness how well their students have learned Japanese over the years; as well as serving as a culmination for the students. For the hosting schools, the whole community is excited about meeting and interacting with American students. Barriers are often broken, with everyone realizing that kids are similar wherever they come from.

Teachers and coordinators need to be careful about many details as they plan their exchange, such as:

Start planning early, about a year in advance.

This is not a vacation; the chaperones need to be working all the time during the exchange.

Locate a school in Japan that is willing to host the students. It is more difficult if that school has never participated in an exchange before.

Communication with the school in Japan is crucial. Find a native speaker who can facilitate communication.

Try not to control everything. Delegate tasks; especially finances.

Form a parent support group based on families who are going to participate in the exchange.

Have the parent group deal with fund raising; paying the air fare for the chaperones and insurance.

Set criteria of behavior and citizenship that all the students must meet to be eligible to be considered for the exchange.

Be flexible.

Study Japanese customs and etiquette i.e. bath rooms and bathing, taking shoes off inside the house and school, omiyage (gift giving), weather during the season of the exchange, and shrine and temple etiquette.

Get to know the students who will participate in the exchange. Trust needs to form between the students and the chaperones.

Meet with the parent support group and the students once a month, starting a few months before the trip, to give information and go over details of the trip.



Here are some tips on how you can best enjoy your Japan exchange:

Establish a pen pal relationship with the host school.

Bring gifts for everyone plus extras, just in case.

Have a Japan exchange class with the students a month before departure that meets a few times.

Go over etiquette with the students.

Greetings are very important in Japan. All students and adults must know the basic greetings. (good morning, hello, good evening, good night, etc.)

Take the students for strenuous walks during the preparation classes. Everyone in Japan walks everywhere, at a brisk pace.

Safety. Tell the students that their safety is the number one concern of the chaperones and that students need to be within arms reach of the chaperones at all times.

Respect. The students must respect all chaperones and adults.

Have the students carry a passport holder around their necks, with their host family's address and phone number within.

Students need to realize that they are not on vacation. An exchange is a learning experience where they represent their school and America, to all of Japan.

Reassure the students that they will, indeed, have a good time.

Starting an exchange program with a school in Japan is a lot of work and should not be thought of lightly. Make the planning and the preparation for the trip a part of an once-in-a-lifetime thrill! Enjoy!



Worthwhile Challenges: Perspectives from Japan on High School Exchange

By Cyrus Rolbin

Living abroad is exciting but also hard in ways that tend to be difficult to understand. So is being a teenager. Combine the two and what do you get? For some adolescents, it's probably a challenge of insurmountable proportions. For those that can endure having their sensibilities rocked for a while, a chance to become truly bicultural. It's one thing to join an international program at a Japanese university at the age of about twenty. It is much more culturally powerful to participate in the regular routine at a Japanese high school and live within a Japanese home – especially when you are only about fifteen years old.

I am appreciative of the invitation to write about high school study abroad in Japan for Breeze, but must admit that my students are the real experts on this topic. I will first describe the program that I help run in Tokyo, and will then pass the pen to Kirsten and Laura, two high school students from the U.S. who have been living in Japan for the past seven months.

Shinagawa Joshi Gakuin is a private girls' secondary school in the middle of Tokyo. Its international program immerses students from overseas in the everyday routines of living with a Japanese family and attending school. Each weekday morning, international students have breakfast with their host families, commute to school with their host sisters, and then spend the school day in two types of classes:

Regular classes (classes that don't require much language skill): computer science, art, music, calligraphy, physical education, tea ceremony, home economics, cooking, and sewing.

Special classes (in English): Japanese language, history and culture, and a reflective discussion seminar with me.

After school, the international students join club activities. On weekday evenings and weekends, they are generally with their host families.

This experience is probably as close to real Japanese teenage life as an international student could get. The need to function within such an unfamiliar lifestyle forces the young international student to think cross-culturally about interpersonal communication, schooling, family, and the like. Such a steep learning curve within such a deep level of immersion can be trying to a teenager. But as I think the following letters show, the gut-level understanding about Japanese culture that this type of experience affords is really to be envied. Kirsten and Laura have

learned and matured a great deal over the past seven months. Here are their progress reports and a few pearls of experience-based wisdom for future international students:

By Laura Abbott (14 years old)

My first blunder was in how I expressed thanks. I knew how to say "thank you" in Japanese, but I didn't know when and how often I should say it. Showing appreciation is really important in Japan and difficult to grasp at first. Japanese help each other in indirect ways as well as the normal, obvious courtesies. You have to be looking really hard for when people have helped you and thank them equally. Little things only need a single thanks, but big things like going places or taking up someone else's time require a lot of thanks.

The next issue was probably the futon issue. Since the futon took up most of the floor space in my traditional Japanese room that had no chairs, I always did my homework on it and treated it almost like my carpet. Futons are very common in Japan, but treatment of them depends on the family. My first host family had a lot of respect for futons and treated them so, but my next host family walked all over them. Depending on the family the rules change, so you have to be observant.

Next was my bad memory. I couldn't remember all the family's friend's and worker's names, and this made them feel irritated. Names are really hard to remember especially when they sound so alien to you. I still can't remember people's names that I see every day, but writing them down really helps.

Also my face was not looking happy. I didn't smile so much at the beginning, when I was feeling confused and overwhelmed. This just brought everyone around me down and only made things worse. Even if you aren't feeling happy, things get better a lot faster if you maintain a happy outward appearance. If your communication level isn't the best, a lot of people judge you by what they see, so look good!

Lastly there was my ambition to learn Japanese. Everyone in my host family wanted to learn English and speak it all the time while I wanted to learn Japanese and speak that all the time. Many Japanese are obsessed with English. Almost everyone wants to learn and speak it. There has to be a balance, but it is hard to find, and I still can't get it quite yet.

By **Kirsten Johnson** (15 years old)

One thing that foreign students need to keep in mind is that Japan will be different from their country and so they should try not to compare the two. Otherwise their experience will be ruined. They need to keep an open mind to everything; if they do, they can have a very good experience.

One thing to get used to is that there is a big sense of ranking everywhere in Japan. For example, a teacher is considered higher than a student and so a student mustn't speak disrespectfully to the teacher.

Another thing to get used to are the trains here. Trains are much more convenient than cars are but it takes some getting used to before you can feel comfortable riding everywhere in one. One issue is the lack of personal space. In fact, that word doesn't even exist with the thought of trains in Japan. On really busy days (like Monday) the big trains are so packed that if you lifted up your feet you would most likely stay where you are and not fall down because everyone else's bodies are holding you in place. Its days like those that you'll really miss cars.

Most schools in Japan, whether private or not, have a uniform. How strict they are about keeping it exactly perfect depends on the school you are going to. Most schools have the traditional sailor uniform but more and more are changing. Many of the high schools now have plaid skirts for the girls.

Students in Japan stay in one classroom all day unless it's a special class that needs special equipment (e.g. PE, Art, Science, etc.) and the teachers move around. Because classmates stay together all day, they become really close – like a family. You definitely feel the class spirit when it comes to class competitions.

Every school has after school activities that are called "clubs". Pretty much everyone in the school is a member of a club; if they aren't they most likely go to juku (cram school). Some of the most popular clubs for girls would be tennis, dance, basketball, and music/band. There is a strong spirit felt within these clubs too.

My Japanese has been improving more and more. Now I am able to actually carry on an educated conversation with my host family and can usually understand what people are saying even when they talk fast. I am also getting better and better at kanji. The only thing that's really left for me to conquer is understanding what they say on TV.

By **Cyrus Rolbin**

Many university-level international student programs have a reputation for "spoon feeding" culture to their students. They house international students in special dormitories

and offer courses that are actually similar to those that international students could take at their home universities. Kirsten and Laura have only been given the bare essentials that they have needed to survive in Japan: Japanese lessons, history and culture lessons, and weekly reflective counseling. After months of hard work, they have developed some of the cultural sensibilities and skills that are common to Japanese people, and teenagers in particular.

For students who can handle it, this type of experience-based learning establishes a solid foundation upon which near-native linguistic and cultural skills can eventually be developed. Kirsten, Laura and I hope that our comments have given Breeze readers helpful insights into the challenging but enriching experience of teenaged study abroad.



The Power of a Truly Hands on Learning Experience: Taking Students to Japan

By Michael Bacon

Every year for the past six years I have taken approximately thirty-five 8th graders and seven adult chaperones to Japan in March on a two week academic trip which we refer to as a "shugakuryoko" or "research residency." Many people, including a number of the parents who deal with the challenges of a young adolescent on a daily basis, shake their heads and mumble something about being crazy to take so many middle schoolers to a foreign country. In the final weeks prior to our departure I too begin to question my sanity. Is the extra stress and time really worth it?

Last April I sat down to read the essays our students wrote about a person they interviewed in their host family, a required assignment. The power that real life experience brings to the learning hit me squarely between the eyes. Students previously struggling to meet benchmarks wrote with such clarity and detail. The use of metaphorical language astounded me. The voice in their writing sung out. The often cynical teacher next to me scoring these same papers stated to me, "There is no substitute for hands on experience. These are powerful essays!" My question had been answered. The extra stress and time were worth it.

Research says that we remember most what we actually do. In designing the research residency for Mt. Tabor 8th graders, I focused on three key elements of "doing" in trying to make this two week adventure the best learning experience possible. These key elements are student centered learning, micro touring, and interactive activities.

From the first days of planning in late spring of the previous year to the final presentation called "Omiyage Banashi" students participating in the research residency take an active role in planning, preparing, and implementing. Students break into ten different "ministries" (i.e. the ministry of finance) similar to those in the Japanese government to carry out various designated tasks in preparing for the research residency. Instead of me or a parent researching airfare rates, students in the ministry of transportation do so. On the research residency, students divide into field study groups which are accompanied by a chaperone who does not speak Japanese. Using their language and cultural skills the students manage a daily budget and lead their group in traveling from point A to

point B. Students also conduct research on a topic they chose and then present their findings at a night presentation to families, teachers, administrators and community members. With the research residency centered on students making meaningful and important decisions, they take ownership in the research residency and take an active part in making it successful.

Often travel to a foreign country focuses on seeing "the sites" or what we refer to as "macro touring." Traveling to these tourist traps usually involves long bus rides and a fairly passive involvement level on the part of the tourist. The research residency, on the other hand, takes place in a small rural town. We do not do any over night traveling. Instead students travel only on day excursions reachable by train, bicycle or foot. These local excursions push students to explore areas not necessarily considered tourist attractions, but really to learn about the daily lives of Japanese or what we refer to as "micro touring." Students do travel to a few well known places such as Himeji Castle, but inevitably the most popular spot for students ends up being the small agriculturally based town of 7000 people. The sense of familiarity they develop for this relatively unknown place allows students to feel a stronger connection to the people and culture.

Since the research residency is an academic trip students are required to complete assignments. However these assignments are not book based. The student's entire world becomes their classroom and the assignments are designed for them to interact with that world. From surveying people at hot springs to exchanging money at the local bank students must complete tasks that resemble a major scavenger hunt rather than any kind of textbook assignment. Of course we expect students to reflect, but they jump at the opportunity to relive this intense interactive experience.

Ideally traveling to Japan and living and breathing the culture is the ultimate learning experience for our students of Japanese. However all teachers must work with challenges in designing such an experience. I strongly encourage teachers of Japanese to face these challenges and see how they can best offer such a powerful learning experience to their own students.

Michael Bacon is currently the Immersion Education Coordinator for Portland Public Schools and president of the Association of Teachers of Japanese in Oregon. He has worked in the Japanese immersion program at Mt. Tabor Middle School in Portland for the last eight years.

The New Perspectives: Japan Program

By Mari Maruyama, The Laurasian Institution

Summer 2004 marks the eighth year of New Perspectives: Japan (NP:J), a study-tour program administered by The Laurasian Institution (TLI). NP:J has an overarching goal of producing a long-lasting positive effect on Japan – United States relations by engaging and developing a contingent of America's next generation with a meaningful understanding of Japan and a commitment to further engagement with Japan.

NP: J is a three-phase pre-collegiate study program which is customizable to suit the specific interests, knowledge levels, and needs of the participant groups (a group consists of at least one teacher to 7 students). The three phases are:

- Pre-departure preparation and learning
- In-country study tour
- Post-tour learning

Teachers are responsible for their group throughout all phases of the program, including coaching the students on what to expect in Japan and how to behave toward host families and in host schools. This allows the teacher to set the pace of academic learning and focus on providing students with the cultural support needed to create a successful experience in Japan. Since NP:J handles the logistical matters as well as provide overall structural guidance, the teachers are freed to ensure that high quality educational interaction takes place.

The first phase of NP:J involves in- school study, prior to the study abroad portion of the program.

During winter term, NP:J teacher and students receive a study packet which includes the curriculum unit chosen by the group. These curricular units were developed by nationally known experts in the field of Japan studies and curriculum development. The following are the six curriculum units from which NP:J participants can choose:

Introduction to Japan, written by Amy Cheng Greg Francis and Selena Lai, SPICE Program, Stanford University.

Episodes in Japanese History: The Shaping of National Identity and Culture, written by Lynn Parisi, Director, Program for Teaching about Asia at the University of Colorado, Boulder.

Japanese Art, Architecture and Cuisine, written by Mary Hammond Bernson, Associate Director of the East Asia Center at the University of Washington

Japanese Contemporary Society: Late 20th Century

Japan - Windows on a Culture, written by Sara Thompson, independent consultant.

Japanese Economics and Business, written by Linda Wojtan, Senior Advisor for the National Clearinghouse for US-Japan Studies and Chair of the Advisory Committee

Discovering Your Japanese Heritage, written by Dr. Gary Mukai, Director, SPICE Program, Stanford University.

As one Indiana teacher pointed out, these curriculum units "give the students an academic focus for their trip rather than only focusing on sightseeing." Given the other responsibilities of both teachers and students, it is not uncommon that each group tailors the units for their specific needs.

One teacher from Michigan noted, "It was very hard for us to find time when we could all get together so I found it hard to use the lesson plans in their entirety—however, they were easy to adapt to shorter sessions which worked better for us. The best thing about the sessions was to get to know one another as travel companions and fellow students of Japan. The study materials gave us a context for that."

In addition to the curriculum, NP:J supplies various materials to help each group design their own study day itineraries in Tokyo and Kyoto. Other materials sent to the teachers simply aid them to prepare their students for the logistics of visiting Japan and interacting with host families.

The second phase of NP:J is the 16 day study tour which takes the NP:J participants out of the classroom and places them in the middle of Japan.

During these two weeks, the participants bring to life what they studied during the first phase of the process. The two weeks is divided into the following:

- Experiencing daily life first-hand by living with a Japanese host family
- Meeting and studying with new friends of a similar age by attending a Japanese school
- Specialized "Study Days" in Tokyo and Kyoto

Participants spend three nights in Tokyo and Kyoto, and a total of eight nights with host families in between. During the Tokyo and Kyoto portions of the schedule, students have access to computers to communicate via email with family in the United States to let them know what they are experiencing. NP:J also has an on-line newsletter on its website (www.npjapan.org). This website keeps family and friends up to date about activities in which the NP:J participants are engaged while the tour is in progress.

A parent of an NP:J participant said, "I just got off [the NP:J online newsletter]! It is wonderful! It is such a fantastic way of allowing the parents to keep track of their children, and know this was the best gift we could ever give

our children....My daughter loves the Japanese language, and now is in love with the country and its people. Thanks for bringing her so much joy!" ?

The home stay experience rates high in value among the NP:J students as two students remark:

"The most rewarding aspect of the study tour was definitely the home stay. The ability to hear Japanese and be forced to speak it is more rewarding than any amount of class time could give you!"

"I enjoyed the home stay. It was amazing to see how Japanese people live and to learn their culture and ideas about the west. However, I also really enjoyed learning about the culture by visiting the historical sites such as Nijo castle and Todaiji temple."

The third phase of NP:J begins after the participants return to the United States.

As time allows, groups engage in follow-up lessons and learning activities included in the curricular unit. The purpose of this third phase is for the groups to reflect upon and bring meaning to their encounter with the Japanese culture. The realization of how much impact an experience such as the NP:J program has on a participant occurs only after the experience has been absorbed, often weeks or months after returning home. The follow-up activities as well as assessment and evaluation components help participants identify the impact of the study tour had on them, their view of Japan and their view of themselves in this complex world.

It is also hoped that this process allows participants to identify ways of applying their study abroad experience to their continued study of Japan. Many students return



home with a renewed sense of wanting to learn more about Japan and applying themselves in their language classes. At the end of the study tour, students were asked what they would like to explore about Japan after returning home. The following comments are representative of the responses received:

"When I return home, I plan on studying a lot more about the history of Japan. Japan has been around for so long -- it is amazing."

"[I want to learn] Japanese history and more of the language so that next time I travel to Japan, I can have more in depth conversations."

"I would really like to learn more about Japanese castles and their construction. I would also like to learn more about the Japanese economy and how Japan transformed itself after World War Two."

"I want to learn more about the religions and how exactly they influenced the buildings of Japan."

Although this study tour is designed with the students' learning in mind, teachers also come away with a renewed sense of vigor toward teaching. There is nothing like seeing ones students use – or timidly use – their Japanese acquired to date to stimulate some thoughts on amending one's curricular goals. Quite a few teachers commented that they plan to add more spoken Japanese and reduce the amount of English in their teaching, hence moving more towards a communicative method of teaching. Some teachers also commented on integrating more information about contemporary Japan within their standards based curriculum.

Participant Demographics

New Perspectives: Japan is made possible with the generous support of The Japan Foundation Center for Global Partnership and The Freeman Foundation. The grants received from these two foundations enabled NP:J to accept over 1,000 Japanese language and culture teachers and students from grades 5 through 12 for this Japan study tour. These participants represent 88 schools from 25 states throughout the U.S. Thirty-five of these schools have participated in NP:J at least twice and approximately 25% of the schools build upon sister school or sister city relationships during the NP:J experience. The economic background of the participants is as varied as the environ-



-ment in which they live –from rural farming communities to urban centers. The ethnic make -up of the participants also reflects the diversity found in the U.S. Although the majority of NP:J participants are US citizens of various ethnic backgrounds, also included among the participants were Australian, Bulgarian, Canadian, Dutch, British, Japanese, Korean, Mexican, and Thai passport holders. NP:J has also included quite a few students with refugee status. Not only does NP:J expose students from the US to Japan and its society and culture, its participants also expose the Japanese to the variety of people living in the United States.

NP:J provides an opportunity for students to work towards improving language skills, develop the capacity to adapt to change, become more culturally aware, become more flexible, and develop a greater sense of confidence, maturity, and sense of direction for their future. On a more grand



In recent years, many institutions in the United States have been sending their student to exchange programs in Japan every year to experiencing its language and culture. It is known that going on a language study abroad program is very beneficial and almost crucial when learning a foreign language. It seems that the majority of students could benefit from their participation in a study abroad experience, either by language acquisition, through gaining a better cultural understanding, or both. However, sometimes we discover that they are faced with certain difficulties especially when living with host families. Previous studies have of course examined language study abroad programs and their value in Japanese language learning. However, their validity as a great asset in acquiring fluency and a deep cultural understanding of Japan has to date, not been proven by any extensive research.

Another factor that we have to consider is that we do not have adequate communication between teachers in the United States and in Japan regarding teaching materials, teaching methodologies and pedagogical approaches. It is likely that most Japanese teachers in the United States are not fully aware of what is actually happening to their students while they are in Japan as contact is generally lost once they depart. We should also notice that language teachers and administrative staff tend to have different expectations towards language study abroad programs. Although teachers are more focused on language acquisition, international offices expect students to gain more cultural knowledge, rather than language acquisition. Needless to say, it is very important for teachers to have good communication with, and to be on good terms with

scale, it is hoped that a New Perspectives: Japan experience – from the perspectives of both the student from the United States and the Japanese students they meet – will lead to increased mutual understanding between Japan and the United States among the pre-collegiate generation. A comment from a parent of an NP:J participant sums up the experience for all:

As Judith Munn stated, "I have hope that my son and the other students consider how he/they fit into this complex world and learn to appreciate this complexity in all its splendor. Japan is a perfect place to experience the subtlety of culture and relationships and to appreciate the richness in its variety. These experiences will leave long lasting ripples in improving human relations."

administrative staff in the international office at their respective schools. However, we must also acknowledge that this sometimes fails. People in each of these groups do not necessarily have the chance to express their opinions or concerns to each other, which is a very problematic concern in and of itself.

It is a very positive sign that more and more students want to spend their time in foreign countries at some point during their school life. In order to make their study abroad experience even more beneficial, we believe that we need to do more in depth study and research on the programs from various angles and find out what kind of pre-departure and post-arrival information is necessary for the program participants.

Motivated by such circumstance, the Japan Foundation, Los Angeles has been conducting an intensive survey on pre-departure and post-arrival orientations that are organized for Japanese language students and host families. We chose the following five different groups of people as targets for our survey: Japanese learners in the US, Japanese language teachers in the US, Japanese language teachers in Japan, administrative staff of language study abroad programs, and host families. Although the survey only targets those groups in the higher education level now, we will hopefully extend its range to K-12 levels in the future. Our aim of this survey is to disclose the gaps of expectations / beliefs between these five different kinds of people who are involved in language study abroad programs. The survey results will be reflected in a study abroad guide for prospective language study abroad students and their teachers in the U.S. that the Japan Foundation, Los Angeles is planning to produce.

The Japan Foundation, Los Angeles is calling for participation in this survey. If you, as a university-level Japanese instructor, are interested or know schools in Japan to which your students go for a language study abroad program, please contact us at education@jflalc.org.

Important announcements from The Japan Foundation, Los Angeles

BREEZE & WAHOO:

Up until this point, our Breeze newsletter and Wahoo magazine have been published as both print and electronic publications. As of the next volumes of Breeze and Wahoo (Volume 31 & 4 respectively), these publications will be published electronically only, available as always through our website. If you would like to receive an announcement of the electronic versions of these publications, or information on other events, grant opportunities, etc. By email, please visit the following URL and sign up: http://www.jflalc.org/cgi/breeze_request.html

SUMMER SYMPOSIUM:

We are pleased to announce our first Japanese Language Summer Symposium. It will take place this August 1st and 2nd here in Los Angeles, at the New Otani Hotel in Little Tokyo. The theme of this symposium will be, "No Teacher Left Behind". We will take an in-depth look at the No Child Left Behind (NCLB) act, how it will affect the lives and careers of Japanese language teachers, and how to deal with it. We would like to see as many people there from across the country as possible. There is no registration fee for the Symposium itself. There will also be a free reception dinner on the evening of August 1st. Reservations are required for the reception dinner, and on a first-come-first-serve basis. Space is limited, so please RSVP (starting June 1st) through our website (www.jflalc.org) as soon as possible. We will take all RSVP's in order, and then send a confirmation to those who have signed up in time. We will also notify all those who have signed up too late. Details for the Symposium will be posted on our website. We very much look forward to seeing you all this summer.

NEW NAME & LOGO!

As of April 2004, we have officially changed our name from The Japan Foundation Los Angeles Office & Language Center to The Japan Foundation, Los Angeles. All of our functions and programs will remain the same. As of May, 2004, we also have a new logo. Our new logo is a butterfly, which also reads, "JF" for the Japan Foundation.



2003 ACTFL Conference Luncheon

Despite some minor setbacks, the Japan Foundation Luncheon at this year's ACTFL Conference in Philadelphia was a success. Thanks to the interest and enthusiasm of our guests, and the generous contributions of our donors, Japanese teachers from across the nation enjoyed an opportunity to network in a relaxed environment, and share ideas.

The theme for this year's luncheon was the importance of NBPTS certification in the furthering of the Japanese lan-

2003 Japanese Language Proficiency Test

The Japan Foundation administers the Japanese Language Proficiency Test or 能力試験 (Nouryokushiken) annually in major cities across the US on the first weekend in December. Last year it was held on December 7th. Students of the Japanese language come from far and wide to challenge themselves and test their ability in the Japanese language. Last year we added three new test sites in the US: Washington D.C., Atlanta, and San

Introducing New Staff



Left:
Haruyo Sakimukai

Center:
Kaai Nishida

Right:
Yasuko Yokota

New Staff:

The Japan Foundation, Los Angeles is pleased to announce the addition of new members to its staff, Ms. Yuko Susa as Deputy Director, Ms. Kaai Nishida as an Program Assistant (Cultural Programs), Ms Haruyo Sakimukai as a Library Assistant, and Ms. Yasuko Yokota as an Office Supervisor. Before joining us, Ms. Susa worked with the Japan Foundation's Center for Global Partnership (CGP) in Tokyo for its Intellectual Exchange Program. Ms. Nishida majored in Musicology at International Christian University. Ms. Sakimukai worked for the Japan Airlines after graduating from Tokyo Kasei University. Ms. Yokota has work experiences at the Japan Foundation Sydney Office and Los Angeles Office from 1993 through 1997. Please join me in welcoming them and feel free to ask them for any assistance.

guage as a subject in our schools. We enjoyed enlightening keynote speeches on the subject by both Ms. Martie Semmer and Ms. Toni Theison and Mr. Michael Kluemper gave us an update on the NCJLT. This year's raffle was as popular as ever, thanks to the generous contributions of All Nippon Airways, The Aurora Foundation, Cheng & Tsui Company, House Foods America Corporation, Japan Book Plaza, The Japan Forum, JP Trading, JTB USA, Kinokuniya Bookstores, Kodansha America Inc., Kurosio Publishers, Matsushita Electric Corporation of America, PHI-TEN USA Inc., Seiko Instruments USA Inc. and Tokyo Shoseki.

We would also like to apologize for the overbooking of the event, which was unfortunately beyond our control.

Francisco. We have had an ever increasing turnout for the test, topping off this year at 1,391 participants. As usual, the test was given in four levels; Level One being the highest and Level Four the lowest (L1- 250 participants, L2- 354 participants, L3-363 participants, L4-424 participants). The total number of participants who passed this year in the United States was 736. Students of all ages and ethnic backgrounds take the JLPT, and it is a great opportunity all students of Japanese to hone their skill and gauge their ability. The test date for 2004 will officially be announced this summer, and the online registration will start at the beginning of August. Please see our website for details.



Yuko Susa

Staff Reshuffling:

Our Program Associate Ms. Rimi Yang and Librarian Eiichi Ito have left The Japan Foundation to pursue their future careers. Ms. Masako Miwa, who was Office Supervisor, has been assigned to Mr. Ito's position as Librarian. The new comer, Ms. Yasuko Yokota has taken over Ms. Miwa's job. The rest of us remain at our same positions with the exception of Mr. Takashi Imai, our former Deputy Director, who will be transferring back to Japan at the end of April.

2004 Language-related Grant Deadline

If you are interested in obtaining any of our language related grants (not counting mini-grants) for the 2005-2006 school year the deadline is tentatively scheduled for December 1, 2004. Be sure to plan ahead and make all the efforts necessary for a successful application. The final deadline and any updated information on language-related grants, as well as downloadable applications will be posted on our website by September 2004. Prospective applicants are urged to contact Mamiko Nakai, Program Assistant (Email: mamiko_nakai@jflalc.org or Telephone: (213) 621-2267 Ext. 110) with questions pertaining to language-related grants. Below is a list of our ongoing language-related grants:

1. Support Program for Japanese Language Courses Abroad: Two categories of support: (1) Salary Assistance: designed to assist in the creation or expansion of a full-time teaching position up to an initial three-year period to help cover personnel expenses; (2) Support for Courses: designed to partially assist the teaching staff's salaries, in order to maintain the positions for the year in question.

2. Japanese Speech Contest Support Program: Intended to assist organizations 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 provide partial aid for seminars, workshops, training courses, and academic meetings concerning Japanese-language education carried out by overseas teacher's associations, academic societies, and higher educational and research institutions, for the purpose of developing networks of Japanese-language teachers and institutions abroad.

4. Training Programs for Japanese Language Teachers at the Japanese Language Institute, Urawa in Japan: Offering teachers opportunities to attend an intensive course in Japanese language and teaching methodology. Four types of training: (1) Long-Term; (2) Short-Term; (3)

Japanese Abroad (Zaigai Houjin Kenshu); and (4) Three-Week Summer Intensive Course for Teachers in the U.S., Canada, and the U.K. (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 Program 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 field 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.

The Japan Foundation Advocacy Kit

ORDER YOURS TODAY!

The Japan Foundation Advocacy Kit was just released in March. This Advocacy Kit was designed for the purpose of giving those with an interest in starting, developing, or strengthening a K-12 Japanese language program, the tools to do it. This kit is available to anybody for the low cost of \$1.84 to cover shipping and handling. You may order by mail using the form at the bottom of the page or by downloading the form from our website, then mailing it in. Please be sure to include your check for \$1.84. You can also download PDF versions of the documents contained in the kit for free from our website. The PDF's for the 'Teachers' Guide' and the 'Stat-up Kit' have active links for easy access to useful websites.

The kit contains one copy of each of the following:

- ▶ **KEEPING IT GOING: A Japanese Teachers Guide to Advocacy –**
This advocacy guide contains a number of web resources for teaching, advocacy, and professional development, as well as general advice on advocacy and a how-to guide for different advocacy strategies.
- ▶ **MAKING IT WORK: A Start-up & Maintenance Guide for Japanese Language Programs –**
As an in-depth guide to starting and maintaining a Japanese language program, this start-up kit is intended for everyone interested in having a successful program. It covers everything from general advice to funding and materials resources, to possibilities for peripheral and extracurricular programs.
- ▶ **WHAT YOU CAN DO: An Administrators' Guide to Japanese Language Program Advocacy –**
This is a general guide for administrators and other faculty. It outlines the advantages of having a Japanese program for the school and students, and gives general advice on approaching advocacy.
- ▶ **INVOLVEMENT & ADVOCACY: A Parents' Guide to Helping their Children & Japanese Program Succeed –**
This guide for parents, based on feed back from Japanese teachers around the US, explains why Japanese is beneficial to their child. It also outlines what steps they can take to both help their child succeed in Japanese, and be a strong advocate for their Japanese language program.
- ▶ **JAPANESE: A Positive Learning Experience –**
Through visits with three model Japanese programs (elementary, jr. high school & high school) this is a 17minute video intended as a sales tool for program support, as well as a basic how-to guide for a successful Japanese language program.



***** **Advocacy Kit Order Form** *****

Name: _____ Institution/Affiliation: _____

Address (please specify home or institution):

Street: _____

City: _____ State: _____ Zip: _____

New at the Nihongo Library

The Nihongo Library has recently received a generous donation from JP Trading, Inc. We would like to thank them for their continued support. These titles are now available at the Nihongo Library, located at our office in Downtown Los Angeles (Please see back cover for details and map):

	BOOK TITLE	PUBLISHER & AUTHOR
1	Introduction to Japanese Pronunciation (Tape)	Kuroshio Shuppan, Tanaka Shinichi
2	Chu-bun ban Nihongo Bunkei Ziten	Kuroshio Shuppan, Group Jamashi
3	Chu-bub ban Nihongo Bunkei Ziten	Kuroshio Shuppan, Group Jamashi
4	Yasashii Nihongo no Shikumi	Kuroshio Shuppan, Iori Isao
5	Kiso Nihongo Bunpo Kaitei Ban	Kuroshio Shuppan, Masuoka Takashi
6	Ronbun Workbook	Kuroshio Shuppan, Hamada Mari
7	Jituryoku Nihongo Ge Workbook	Bonjinsha, Wakuri Masako
8	Jituryoku Nihongo Ge Workbook	Bonjinsha, Wakuri Masako
9	Radio Bangumi 「Asashishinbun no Koe」 wo kiku Teacher's manual	Kuroshio Shuppan, Sunakawa Yuichi
10	Nihongo Bunpo Self-Master Series 3 Kakujoshi	Kuroshio Shuppan, Masuoka Takashi
11	Nihongo Bunpo Self-Master Series 5 「Mo」 「Dake」 「Sae」 nado	Kuroshio Shuppan, Numata Yoshiko
12	Nihongo Bunpo Self-Master Series 6 Bun no Nobekata	Kuroshio Shuppan, Moriyama Takuro
13	Nihongo Bunpo Self-Master Series 7 Joukenhyougen	Kuroshio Shuppan, Hasunuma Akiko

NCJLT Teacher Awards / 2004

Nomination Guidelines

Prepared by Hirofumi Nagaoka, NCJLT Teacher Awards Director for 2004-05

Introduction: NCJLT started the Teacher Awards Program in 2001. The purpose of these awards is to recognize outstanding teachers of Japanese at national level. NCJLT Teacher Awards for 2004 are newly revised for easier access and clearer nomination process. We, NCJLT board members, encourage you to take time to nominate outstanding teachers near you for these prestigious awards!

Category: Teacher Award / K-12 Level
Teacher Award / College Level

Eligibility: The candidate must have taught Japanese for at least the last three years in the United States and is a current member* of NCJLT.

*No active NCJLT board member is considered as candidates.

Nomination Process:

Any member of NCJLT may submit the following documents for the nomination. (Self-nomination is also accepted.) The application forms and letter of reference forms can be downloaded at our NCJLT web site under Teacher Awards.

- 1.Application forms (three pages) for the candidate
- 2.Two Letter of Reference forms (two pages each) for the supporters (two letters including at least one from a candidate's supervisor)
- 3.Descriptions of the candidate**
- 4.Resume

**The following six qualities will be asked in the essay form.

Excellence in teaching
Energy and dedication
Innovative teaching styles and skills
Inspiration to students and colleagues
Advocacy and leadership in Japanese language and culture education
Contribution to local community as well as among Japanese teachers

Selection Process:A selection committee of at least five professionals (three board members of NCJLT and two from local area) will be using the rubrics *** to measure the evidence of the candidate's qualities described in the nomination process by means of the descriptions of the candidate and resume.

*** The rubrics are available on our web site under Teacher Awards.

Recognitions: Newsletters / States & NCJLT
Local Newspapers
NCJLT web site

Timeline: June 30, 2004 Deadline of the nominations
September 30, 2004
Announcement of the recipients
Recognitions on the newsletters and web site
November 2004
Recognition at NCJLT General Membership Meeting during ACTFL Conference

Submission: Send to:NCJLT
c/o Hirofumi
714 De Pauw Dr.
Fairbanks, AK 99709

Questions?: Direct to: ncjlt@japaneseteaching.org



The BREEZE

HAYATO OGO, Director	101
YUKO SUSA SHONO, Deputy Director	102
YASUKO YOKOTA, Office Supervisor	105
MASAKO MIWA, Librarian & JLPT Coordinator	103
MAKI WATANABE ISOYAMA, Academic Specialist	106
MIKE JAFFE, Academic Assistant	108
MAMIKO NAKAI, Program Assistant	110
KAAI NISHIDA, Program Assistant	109
HARUYO SAKIMUKAI, Receptionist	100

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

Driving Directions to The Japan Foundation:

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

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



JAPAN FOUNDATION

THE JAPAN FOUNDATION, LOS ANGELES
 333 South Grand Ave. Suite 2250, Los Angeles, CA 90071

presorted
 Standard
 U.S. Postage
 PAID
 MERCURY
 MAILING
 SYSTEMS INC.