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O F F I C E M A P



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: 4 th St. exit (from both North and South)
101 Freeway: Temple St. exit (from West),
Grand Avenue exit (from East)

1st Japan Foundation Symposium on Japanese Language Education in the United States

On August 1st and 2nd The Japan Foundation, Los Angeles held its first annual National Symposium on Japanese Language Education in the United States at the New Otani Hotel and Garden in Downtown Los Angeles. Japanese language teachers' association representatives from 24 organizations and other Japanese language educators from all over the United States gathered to discuss paths to, and plans for instructional proficiency and professional advancement. This symposium acted as a forum for Japanese language educators of all instructional levels to exchange ideas and information, and to expand their networks, in order to contribute to the improvement of the educational environments in all 50 states.

The theme for this first symposium was "No Teacher Left Behind", examining the impacts of the 2002 No Child Left Behind Act on Japanese language education in the US. The two focal

points of discussion were the encouragement of teacher training and certification to meet new state standards imposed because of the act, and the promotion of Japanese language education. The development of the AP Japanese Test and its future impact on Japanese language education were also discussed by experts, Thomas Matts of the College Board, and Carl Falsgraf of the Center for Applied Second Language Studies.

All in all, the first-time symposium was a sweeping success, attracting around 100 participants and members of the press. The following are summaries of some of the presentations at the Symposium and reports from several of the Japanese language teachers' association representatives (including some that were not in attendance) on the state of Japanese language education in their respective regions.

"No Child Left Behind" (NCLB)

By Jaci Collins

"NCLB", "Nickle B", "No Child Left Behind"—what do these terms mean and why should I be concerned about them if I'm a language teacher?

The "No Child Left Behind" Act (NCLB) was signed into law by President Bush on January 8, 2002. NCLB is a reauthorization of the Elementary and Secondary Education Act (ESEA) passed originally in 1965. It passed through congress at a time when everyone was reeling from the September 11 attacks and looking for another focus. It is also among the most controversial pieces of legislation to come out of congress during President Bush's term. It was announced with bipartisan zeal including a media tour which included ranking democrats sharing the podium with ranking republicans and President Bush. Who could vote against or speak against an act entitled "No Child Left Behind"?

According to the United States Constitution the duty of providing a public education falls in the hands of the individual state governments. However, since 1965 the federal government has developed a system of Titles which fund some programs for children in all states. Along with the federal money comes mandates and with the 2001 ESEA reauthorization loads of accountability requirements and a threatening system of reprimands and punitive actions for non-compliance. Title I which provides funding for improving the academic achievement of the disadvantaged is the Title that is tied most closely to NCLB but other Titles also provide funding to states and districts. In short if your state or district receives federal money for programs for children from low income and immigrant families under Title I then your schools must comply with the rules of NCLB.

The requirements of NCLB are at first examination are practical and non-threatening. It's the implementation of these requirements that is causing the problems for language programs and has the potential of devastating the growth in Japanese programs that has occurred over the past decade. Basically, the NCLB act requires states to:

- Assess students in grades 3-8, and once during grades 10-12, in reading and math by the end of the 2005-2006 school year.
- Certify that all teachers of core academic subjects are highly qualified by the end of the 2005-2006 school year.
- Assess students in science once during grades 3-6, 6-9, and 10-12 by the end of the 2007-2008 school year.
- Provide public school choice and supplemental educational services to students in schools that have been unable to meet Adequate Yearly Progress (AYP) for two consecutive years.
- Accept nothing short of 100 percent student proficiency by 2014.

The public wonders why there is so much fuss. The implementation and the threat of the punitive actions that can lead to eventual closing of public schools have educators and administrators and state departments of public instruction scurrying and making decisions that aren't necessarily in the best education interest of all children.

In the past, schools have been able to exempt some students with exceptional educational needs or limited English skills from taking the tests. The schools have been able to average the scores of all students and the higher scores would offset the lower scores and the average usually met the standards set by the state. With NCLB a school must test at least 95% of its students and must report the scores of disaggregated groupings. In other words, a school reports the average of all its scores and also an average score each of the subgroups of the population of the student body, such as, the Children With Disabilities students, the Asian students, the Hispanic students, the Black students, the Limited English Proficiency students, the Economically Disadvantaged students. In addition to the average of the scores of all the students making Adequate Yearly Progress (AYP), the scores of each of these subgroups must also show AYP.

The testing doesn't sound awful. I grew up in Iowa where we took ITBS and ITEDS every year. The reality is that the test development is expensive and directs funds from already stressed edu-

cation budgets. The test administration and preparation is time consuming and takes time away from instructional time. The reality is that each state is setting its own set of standards and creating its own tests. States that have traditionally valued setting high standards and working hard to get as many students to meet or exceed those standards are ironically having to reassess their cut scores for proficiency and adjust them down to the level of some states where education is not as highly valued. Is that a good thing?

In order to meet AYP a school must report their test scores for each subgroup and assure that 95% of the students in each subgroup of students is tested and must show growth in attendance rate for elementary and middle school level and increase in graduation rate for high schools. Non-compliance with either of these two indicators can also put a school in the category of not meeting AYP.

As you can imagine, the accountability portions of NCLB are extensive. Districts and states are forced to divert funds from the classrooms in order to create extra administrative positions just to comply with the required reports. In addition, funding for NCLB is coming to the states in block grants rather than going to individual programs. Schools are making decisions to concentrate all resources on reading and math. It makes sense since those are the two areas currently being tested and the poor results of scores in those areas can result in the eventual closing of a school for repeated years of not meeting AYP.

The bulk of the NCLB act is a listing of punitive steps to be enacted if a school misses AYP for two or more consecutive years. After the first two years, a school is labeled as SIFI—School Identified For Improvement and parents must be notified of the schools status and given the choice of sending their children to another public school. After three years of missing AYP, the school must offer school choice to all students and pay for supplemental educational services which are generally private tutoring agencies for each low achieving, disadvantaged student. The funding for this comes from the school budget thus putting the school at an even greater risk of again missing AYP. After missing AYP for four consecutive years a school must implement certain corrective actions to improve the school, such as replacing certain staff or fully implementing a new curriculum, as well as continuing to offer public school choice and provide supplemental services. After five consecutive years of missing AYP, a school would be identified for restructuring and would have to implement significant alternative governance actions, state takeover, the hiring of a private management contractor, converting to a charter school, or significant staff restructuring as well as provide public school choice and supplemental services.

Also, by the end of the 2005-2006 school year, a school must certify that all teachers of core academic subjects are “highly qualified”. The good news for foreign language education is that Title IX of the NCLB act defines the core academic subjects for all students and includes foreign language! The bad news is the ramifications that this stipulation can potentially have on programs being taught by teachers who do not all the normal credentials in place. Basically, the law requires that states establish a specific definition for what constitutes a highly qualified teacher for that state but that definition must include the following requirements:

- Any public elementary or secondary school teacher must have full state certification and must not have had any certifi-

cation requirements waived on an emergency, temporary or provisional basis.

- A new public elementary school teacher must also have at least a Bachelor’s degree and have passed a test demonstrating subject knowledge and teaching skills in reading, writing, math, and other basic elementary school curricular areas (such tests may include state certification exams in these areas).
- A new public middle or secondary school teacher must also have at least a Bachelor’s degree and have either demonstrated a high level of competency in all subjects taught by passing rigorous state academic tests in those subjects (may include state certification exams in those subjects), or completed an academic major (or equivalent course work), graduate degree, or advanced certification in each subject taught.
- A veteran public elementary, middle, or secondary school teacher must:
- Meet the requirements just described for a new teacher (depending upon his or her level of instruction) OR;
- Demonstrate competency in all subjects taught using a state evaluation standard. Among other requirements, such a standard must provide objective information about the teacher’s content knowledge in subjects taught and considers, but is not primarily based on, time teaching those subjects.

As of March, 2004, all that became clarified or more complicated, depending on your point of view when the US Department of Education provided more state flexibility in defining “highly qualified” for its veteran teachers. Now veteran teachers can demonstrate subject matter competency by passing a state-designed subject matter test, completing an academic major in each academic subject they teach, or using the “high, objective, uniform state standard of evaluation” (HOUSSE). It’s at this point that this article could exceed its maximum length of 10000 words. Every state has a different set of HOUSSE rules. The only common factor for each state is that the school must certify that all of its teachers of core academic areas meet the requirements of being “highly qualified” by the end of the 2005-2006 school year.

I advise each teacher of Japanese, especially in states where you have been allowed to teach without a state license, to inquire now about the HOUSSE rules in your state and to verify that your credentials meet the requirements for being certified as “highly qualified”. If you wait until your school has to sign the certification at the end of the 2005-2006 school year, it will be too late. You could lose your job and in all likelihood the Japanese program would disappear in your school if you do not hold the proper credentials by this date. If you inquire now and discover a deficiency then you have these next two school years to complete course work or other requirements in order to keep your job and your Japanese program. In principle, there are funds to assist teachers who have deficiencies in credentials. Once again, each state is different. You must take the initiative to inquire and take action on this. It will be easier for your school and district to dismiss you and cancel the program than to deal with the sanctions for having a not “highly qualified” teacher on staff.

Please note that Japanese teachers are not being singled out in this law. All teachers of the NCLB defined core academic areas must comply with these rules of being “highly qualified”. The negative effect of this law can be devastating or it can make us stronger by pushing Japanese teachers to better involve ourselves

in issues that affect all language teachers and all teachers in our schools. It is imperative that Japanese teachers join and become active participants and leaders in state, local and national associations for Japanese teachers, for language teachers and for educators in general. There is “safety in numbers” as well as “strength in numbers”. Our colleagues in other languages will support us and our programs if we do the same for, and better yet, with them.

Japanese teachers along with German and Latin teachers are being singled out when it comes to the opportunity to achieve National Board Certification. Having National Board Certification is one of those qualifying advanced certifications that would certify a NBC teacher as “highly qualified”. The certificates for Japanese, German, Latin teachers and all elementary school language teachers were withdrawn in 2003 due to small numbers of applicants. We must continue to battle for the reinstatement of these certificate areas and then be prepared to act immediately by applying when the certification opens again. If it were open to Japanese teachers this year, National Board Certification would be the fastest way for a successful Japanese teacher to get “highly qualified”, especially if he/she is in a state where a licensing procedure for teaching Japanese doesn’t exist. It is imperative that we all continue to advocate for the reinstatement of these certificates and the expansion of certificates in Chinese, Russian, Italian and other languages.

We can take advantage of the Year of Languages events and the Japan Foundation Advocacy Kit to strengthen our program’s standing in the overall school curriculum. We must emphasize

the benefits of learning languages. A well educated American citizen of the 21st century must have proficiencies in more than one language beyond English. It is important that we also herald the message that language learning, even Japanese learning, is for all students. We must emphasize that even the science and math oriented students need language and cultural skills in order to compete with their foreign peers in our global society. We must focus on performance skills and assist students in identifying their strengths and developing their weaknesses. We must use differentiation to make sure that the language learning is positive and successful for all students. We want our students to have a sense of a thorough knowledge and ability to perform well. We must continue to make those cultural connections. Those letter and e-pal exchanges and student to student exchanges involve families and parents and build your status in the school. It never hurts to involve parents in activities and events or continually have them verify their child’s practice and progress.

Finally, it is imperative that we act as professionals and involve our selves even in the political action committees of our education associations. NCLB is a law enacted by the United States government. The only way for us to combat this law is to be involved and informed. We can make a difference by writing letters to our congressmen and also by carefully considering the positions of all candidates and then voting for candidates who are pro-education and realize the importance of language education for today’s citizens. If you teach in a public school then you are a public employee and your employment conditions are directly affected by public and political actions.

Meeting the NCLB Challenge: The Role of Local Language Organizations

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Introduction

What can local associations and organizations do to assist teachers of Japanese to become certified as “highly qualified” and thus be in compliance with the No Child Left Behind Act (NCLB, 2001) by July 1, 2006? There are a number of ways they can support their member teachers.

First, local associations and organizations can use their networks to provide teachers with accurate information about the NCLB Act. Knowing about the law, its goals, requirements and funding resources are essential for teachers to examine their situation without raising unnecessary anxiety or uncertainty about their future status.

Secondly, local associations and organizations should encourage every teacher to verify his or her status with their school and district as soon as possible. Starting early will allow sufficient time and access to more opportunities for those who still need to fulfill the requirements. Since every teacher has a different educational background and professional experience, each must take the initiative. Do not wait until an administrator or department chair contacts you. Seek the information proactively if you have not already met the federal requirements learn what steps you need to take to become “highly qualified.”

The following information can be found in the Resource Guide prepared by the Professional Development and Curriculum Support Division of the California Department of Education and is available at:

<http://www.cde.ca.gov/nclb/sr/tq/index.asp> .

It was posted March 4, 2004 and can be downloaded in PDF or Word format. It will be cited below as CDE Resource Guide.

For the next two years NCLB will focus on requiring all core subject teachers to become “Highly Qualified.” Even though foreign language is not included as a core subject in California, the NCLB act includes foreign language as a core subject so all foreign language teachers must meet the NCLB requirements.

How to comply with NCLB requirements?

In general, to be “highly qualified,” according to the NCLB act, teachers must have:

A bachelors degree,

A state credential or certification, and

Demonstrate subject matter competency for each core subject they teach.

In the past, one could teach Japanese, for example, if one knew the language and had a credential/certification in another subject area such as in math or history. However, from 2006 that will no longer be the case. In this situation, with a full credential in one or more subjects, one must demonstrate subject matter competency for any additional core subject, such as Japanese, they teach. Demonstrating subject matter competency is discussed below in the section on teachers who are “Not New to the Profession.”

NCLB also requires states to measure and report the extent to which all students have highly qualified teachers. States must adopt goals and plans to ensure that all teachers are highly qualified, and publicly report plans and progress in meeting teacher quality goals. In other words, the states are obliged to develop pathways for existing teachers to become “Highly Qualified”. Understanding the terms “New to the Profession” and “Not New to the Profession” is essential at this point.

NCLB recognizes two classifications of teachers: “New teachers” and “Not New.” When you evaluate your status, it is important to know how you are classified and what type of teacher you are according to NCLB. “New to the profession” are the teachers who hold a California Credential or a California Intern Credential/Certificate that was issued on or after July 1, 2002. “Not New to the profession” are those individuals who hold a California Credential or a California Intern Credential/Certificate issued before July 1, 2002 (CDE Resource Guide § 1.5). Depending on your category, the steps you must take are different.

Elementary Teachers, who are “New” to the profession, must pass a California Commission on Teacher Credentialing (CCTC) approved subject matter examination to demonstrate subject matter competence. “New” middle/high school teachers can also demonstrate their subject matter competence by passing a CCTC approved subject matter examination or completion of course work options. There are four options: a CCTC approved subject matter program; a major in the subject; 32 semester units or the equivalent to a major in the subject; or possesses a graduate degree in the subject.

Elementary teachers who are classified as “Not New” to the profession can demonstrate their subject area competence by either passing a CCTC approved single subject matter examination, or completing the California High Objective Uniform State Standard of Evaluation (HOUSSE).

Middle/high school teachers can demonstrate their subject area competence by either passing a CCTC approved single subject matter examination, or completing one of seven options. Those options are: completing a CCTC approved subject matter program; a major; 32 semester units or the equivalent to a major in the subject, a graduate degree or holding national Board certification in the subject; or complete the California HOUSSE. (CDE Resource Guide § 1.7 – 1.8)

California’s HOUSSE Options

Each state is obliged to develop a plan to ensure that all teachers teaching a core subject are ‘Highly Qualified’ by the end of the 3005-06 academic year (NCLB act, Title I §1119) The HOUSSE requirements may differ from state to state. For example, the state of California has developed ways to demonstrate core academic subject area competence. “Not New to the profes-

sion” teachers can demonstrate core academic subject-matter competence in multiple ways through combinations of prior experience in the core academic content area, course work, standards-aligned professional development, and observation and portfolio assessment in the core academic content area. HOUSSE is a point system and the accumulation of 100 points in PART 1 (Assessment of Qualifications and Experience) complies with NCLB teacher requirements. For those who cannot accumulated 100 points on HOUSSE Part 1, then they can use HOUSSE PART 2 (Assessment of Current Qualifications through Classroom, Observation and /or Portfolio Development) to gain the rest of the points to reach 100 points: each observation is worth 20 points and a portfolio assessment is 100 points. The Table A illustrates how the HOUSSE options work.

Table A

Teacher	A	B	C
HOUSSE I			
Prior Experience (years =10pts.)	20	50	20 pts
Academic Coursework	0	30	0 pts.
Professional developments 20 hours=5pts.	10	20	0 pts.
Leadership & service	30	0	0 pts.
HOUSSE II			
Observations (1 observation = 20pts.)	40	0	0 pts
Portfolio (100 pts.)	0	0	100 pts

total	100	100	120 pts.

For example:
 Teacher A has 2 years of experience in teaching Japanese (20 pts), 40 hours of professional development (10 pts), 1 year of leadership service (30pts) add up to 60 points, but is still 40 points short. But teacher A can use HOUSSE II option and do 2 observations (40 pts) and fulfill the requirement of 100 pts.
 Teacher B has 5 years experience (50 pts.), Academic course-work (30 pts) and professional development (20 pts.), which add up to 100 pts.

Teacher C has 2 years of experience (20 pts.) only, but can demonstrate academic knowledge with Portfolio option in HOUSSE II.

In this way, there are many possible combinations of HOUSSE I & II that can work and options are flexible. For more information, see CDE Resource Guide, sec. 3.

What qualifies as countable professional development?

Professional development programs must be standards/framework-aligned, increase teachers’ academic subject knowledge, sustained, intensive, scientific research-based and classroom-focused. They must be an integral part broad school wide and district wide educational improvement plans. It is also important to recognize that one-day or short-term workshops or conferences will not count NCLB points. A 20-hour program, for example, is counted as 5 points and a 40-hour program is 10 points. A list of approved providers can be obtained easily through a Local Educational Agency (LEA). A definition of the term professional development can be found in Title IX, III, Sec. 9101, (34).

Who are approved providers?

There are many providers in California: County Offices of Education, Local School Districts, Institutions of Higher Education, the California Foreign Language Project Sites (CFLP), and others. Local school districts have their lists of qualified professional development providers, but the role played by local language associations like CLTA and CFLP sites such as the Monterey Bay Foreign Language Project is most interesting. They are providing eligible professional development as “approved providers.”

How can language associations provide professional development?

As described above, each state has developed its own pathways to meet the challenge of NCLB and local associations can play an important role to assist teachers in meeting the requirements to be “highly qualified.” Before describing how local language association, CLTA, and state funded professional development provider, CFLP, are playing a critical role in assisting language educators to meet NCLB requirements via California HOUSSE Parts 1 and 2 for “Highly Qualified Teachers” through year around activities. It may be helpful to explain briefly the organizational structure of the CLTA and CFLP, and how these two organizations work hand in hand. California is a large highly populated state that has both high density and low-density areas. In the state of California there are some 20 regional affiliates that make up the CLTA (such as FLAMCO, the Foreign Language Association of Monterey County). CLTA’s Board of Directors includes representatives of the California Community Colleges, the California State University (System) Foreign Language Council, and University of California. CLTA has an annual conference and co-sponsors the annual summer seminar with CFLP. CLTA maintains a presence in the state capital and actively promotes foreign language education in the state.

CFLP is one of the state funded subject matter projects. CFLP currently has nine active sites in the state and each site runs its own approved programs to meet the needs of its’ assigned area. Typically the Site Director works with local educational officials and with a team of teacher leaders to plan and deliver professional development programs. The Monterey Bay Foreign Language Project (MBFLP) is housed within the School of World Languages and Cultures at California State University, Monterey Bay and serves foreign language teachers the in tri-county area of Monterey, Santa Cruz and San Benito Counties.

Professional development provided by CLTA/CFLP to support teachers

The California Language Teachers Association (CLTA) and California Foreign Language Project (CFLP) have jointly conducted a weeklong summer seminar for the last twentyone years. Attendees are all considered to be current or prospective leaders who will take what they learn back to share with their local educational communities.

This year, CLTA and CFLP offered 40 hours of programs to assist language educators to meet NCLB requirements of California HOUSSE, Parts 1 & Part 2 to be considered “Highly Qualified Teachers.” The theme of the seminar was Meeting the NCLB Challenge: Improving Student Academic Performance Through Quality Language Teaching. Typically the Summer

Seminar includes ten to eleven language/content-specific strands in such languages as: French, German, Japanese, Korean, and Spanish. Content strands in English cover such topics as; Literacy Development in the Foreign/Heritage language Classroom, Communication based classrooms, and National Board Certification. This standards/framework-aligned professional development program provided participation with 40 hours (10 points) of subject matter competence in the area of foreign language education and was especially designed to assist language educators to meet NCLB requirements of California’s HOUSSE Part 1 and Part 2 for “Highly Qualified Teachers.”

During the general sessions, the Executive Directors of CLTA, (Lorraine D’Ambruoso) and CFLP (Duarte Silva), explained the NCLB law, its impact in California, its requirements, and California’s HOUSSE options and provided informational handouts and suggested steps to take for the requirements based on individual professional experiences.

The Japanese Strand Summer Seminar

This 40 hours professional development program provided participants 10 points of subject matter competence in area of foreign language education (Japanese). The strand focused on the creation of instructional sequences aligned with the California Foreign Language Framework and the Japanese Language Content Standards. Special emphasis was placed on performance-based outcomes for the various levels of instruction with the development of curriculum units that enable students to achieve the identified levels of desirable performance. We also offered strategies for maximizing instruction and integrating new and emerging technologies in the area of Japanese language teaching and learning. By the end of the seminar, all participants created standards/ framework aligned curriculum units and daily lesson plans to teach during 2004-2005 academic year.

MBFLP Activities

Next, I want describe how each CFLP site puts together programs to meet the CFLP’s highest priority for this year and next, to deliver programs that assist teachers to meet NCLB challenge through the year long activities that MBFLP provides.

This year, 2004-05, MBFLP is offering a 40-hour program series entitled “Teaching Effectiveness: Strategies to Maximize Students Performance,” and a 40-hour Intensive Summer Institute with follow-up programs throughout the academic year. These programs are framework based and focus on strategies that help students acquire the target language they are studying. In the last two years, MBFLP has offered programs to introduce a comprehensive overview of the State Adopted Framework and the Language Learning Continuum, followed by training in effective use of state adopted textbooks. This year MBFLP intends to focus on strategies for teaching receptive and productive skills at all levels. Teachers will be able to teach more effectively by using new strategies suitable for teaching all students, from beginning to advanced levels. By the end of this program, participants will improve their ability to deliver proficiency-based instruction that is aligned with the state framework to the region’s highly diverse student populations. The program is designed to assist teachers to become NCLB compliant by being certified as “highly qualified” by July 1, 2006, which is a top priority for all CSMP projects. MBFLP also models effective uses of technology to enhance

students' performance throughout the year and offers specific workshops to help teachers keep current with ever changing technology. Thus, we constantly demonstrate ways teachers can use technology enhance literacy skills in teaching, learning and assessment as described in framework.

MBFLP is also engaged in partnership activities with "low performing schools," (those who have low scores on (mandatory) standardized state-wide assessments in English and Math). The Salinas Union High School District, for example supported all language teachers to attend the Summer Institute as well as regular programs with generous stipends for those who complete the programs. The Summer Institute is a total of 5 days plus 3 days of follow-up activities during the academic year. All of our activities must fit the NCLB definition of 'professional development,' they are aligned with standards/framework based education, and more importantly, they have to be research based.

The other important activity MBFLP is committed to is leadership development. We prepare teachers to become leaders of the profession through extensive professional development activities such as preparing and delivering presentations with experienced team leaders. We coach and sponsor team members to present at state and national conferences. Each site has its own strengths and one our strengths is that the site is located in the School of World Languages and Cultures at CSU Monterey Bay, and we have developed strong Japanese teacher leaders in our area. As a result, MBFLP also provides the Japanese strand as a part of the annual CLTA Conference and for the annual Summer Seminar, described above. Our team includes several Japanese teacher leaders who are now helping to empower teachers of other languages in their schools and districts. They are serving as department chairs, on state committees such as textbook adoption, and one is president of local language association. They are active leaders in the FL community in our region.

Summary

Throughout the state of California there are additional

sites similar to MBFLP. Working together with local associations and organizations such as CLTA, sites are assisting language educators to meet the NCLB challenge. The examples discussed in this article refer to California. Each state is responding to the demands of the NCLB act in ways consistent with its own educational environment. Accordingly, local associations should check with their own educational agencies to determine how they can best serve their constituents. Local associations can also work together with National organizations and support each other to strengthen the voice of the profession and overcome the challenges we face.

Finally, I wish to thank the Japan Foundation Language Center for inviting local associations to the conference in August to learn about NCLB. Also, there will be an NCJLT sponsored session on NCLB at the 2004 ACTFL conference in Chicago on November 19th from 4:30-5:45. If you plan to attend ACTFL 2004, please join us there.

Useful websites

NCLB Executive Summary

<http://www.ed.gov/nclb/overview/intro/execsumm.html>

The US Department of Education's NCLB website

<http://www.ed.gov/nclb/landing.jhtml>

California Department of Education's NCLB website

<http://www.cde.ca.gov/nclb/index.asp>

Reference

Professional Development and Curriculum Support Division, California Department of Education, 2004 NCLB Teacher Requirements Resource Guide

<http://www.cde.ca.gov/nclb/sr/tq/index.asp>

Lorraine D'Ambruoso, Liz Matchett, Duarte Silva, The Implications of the NCLB Legislation for Foreign Language Education, CLTA Annual Conference, Monterey CA. 2004

New Trends in Professional Development for World Language Teachers

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1. Introduction

One of the goals of No Child Left Behind is to improve teacher quality. Specifically, this law requires that local school districts ensure all teachers of core academic subjects (including foreign languages) are highly qualified before the end of 2005-06 school year. Highly qualified teachers are equipped with demonstrated academic subject matter competence in addition to having a B.A. degree and a state teaching credential.

Although the effect of No Child Left Behind on the improvement of education is still to be examined, it is no doubt that teachers are an important vehicle to improve student learning and we should strive to continue improving our knowledge and skills necessary for our teaching. To this end, we are expected to participate in professional development activities, whether or not laws require them to do so.

In this short article, I will discuss new trends in professional development for world language teachers as well as on-line teacher training programs. This article is based on my presentation at First Annual Symposium of Japanese Language Teaching organized by the Japan Foundation Los Angeles Language Center on August 1st and 2nd, 2004.

2. New Trends in Professional Development

Recently, a focus of professional development for K-12 language teachers has been shifting from teacher training to teacher development. Thus far in teacher training, the same new knowledge or skills were imparted to teachers irrespective of contexts or conditions of each trainee. This type of training tended to produce passive teachers who simply apply what was learned in training to their classroom. In a new type of professional development, on the other hand, teachers are expected to rethink their approach to teaching in terms of their actual classroom setting

and students, reflect on their classroom practice and management, find problems and their solutions on their own through experiments and other means. One of the goals of this new type of professional development is to help teachers become reflective practitioners and self-directed teachers who will professionally grow through critical reflection of their practice, problem-solving, decision-making, and experiments. In other words, teachers are expected to take a more active role in their own professional development.

This new professional development is characterized by the following features (Lang (1990), Yokomizo and Tohsaku (2003)):

- **Classroom-based and Experience-based:** Traditional teacher training focused on the acquisition of new knowledge and skills separately from each teacher's classroom situation, while new professional development is designed based on each trainee's classroom practice and condition. Also, in new professional development, trainees acquire new knowledge and skills while reflecting on their classroom practice and applying them to actual classroom situations. This type of experiential learning is known to further deepen knowledge and enhance skills than traditional teacher training.
- **Reflection and Problem-Solving:** The first step to improve our teaching is to take a close look at our own teaching practice and grasp what is going on and what kind of problem we have in the classroom. Then, we should try to solve the problem through a variety of classroom experiments. One method to improve our teaching through reflection and problem-solving is Action Research. Now many professional development programs incorporate Action Research and are successful in creating reflective practitioners and self-directed teachers.
- **Mentoring System:** Not everyone has good self-reflection skills. These skills can be gradually developed through dialogues with mentors who are usually experienced teachers or teacher trainers. These mentors can provide teacher trainees or novice teachers with opportunities to critically look at, judge, and reflect on their teaching and support for improving their teaching. Nowadays, many professional development programs include a mentoring system or mentoring
- **Sharing Experience:** Sharing experiences with mentors, colleagues, and other trainees frequently leads to not only reflection of our teaching but also discovering hints for solving problems in the classroom, which, in turn, help us improve our teaching.
- **Performance-based:** The ultimate goal of new professional development is to enhance our classroom performance rather than simply expanding our academic subject competence. Performance-based goals are set for professional development and the achievement of those goals are assessed through, for example, a teaching portfolio which includes a record of our development as a teacher, e.g., goal statements, self-developed teaching materials, students' outcome (written assignments, videos, audiotapes, etc.), videos of our teaching, and self-reflection and self-assessment reports.
- **Long-term Development Plan:** Professional development is not a one-time deal, but a continuous process from pre-service up to retirement. Different goals of professional development are set depending on what stage of career we are at, for instance, the Interstate New Teacher Assessment and Support Consortium (INTASC) Standards for new teachers and the National Board of Professional Teacher Standards (NBPTS) for experienced teach-

ers. A long-term professional development goals and plan are developed for each teacher and along our career path, a focus of professional development activities change in new professional development.

- **Technology-Mediated:** Thanks to the advancement of information and communication technology and its proliferation, it is now possible for us to provide effective professional development by using technology and, in actuality, many institutions and states are offering technology-mediated professional development. Japanese teachers would be also benefited from technology-mediated training in many ways. I will focus on the possibility of technology-mediated professional development for Japanese language teachers in the next section.

3. Online Training for Japanese Language Teachers

The first attempt to provide online professional development for Japanese language teachers in the United States was the Institute of the Teaching of Japanese (ITJ). It was organized by the Lauratian Institution from 1995 to 1998 with funding from the Ford Foundation. It was terminated after the designing of several courses and the offering of one prototype course as the funding period expired. In 1999, this program was transferred to the Alliance of Association of Teachers of Japanese (AATJ) and renamed to Japanese Online Instructional Network for Teachers (JOINT). After conducting a needs analysis of Japanese language teachers and some background research on logistics and funding, AATJ organized a workshop on online professional development for Japanese language teachers in Los Angeles in 2002, inviting those who have been involved in the development and implementation of online teacher training by the American Council on the Teaching of Foreign Languages (ACTFL) and German Online Distance Education Network (GOLDEN) of the American Association of Teachers of German (AATG). The ACTFL's program has been offered to several universities as part of pre-service training for foreign language teachers, while AATG's program, GOLDEN, has been offered to German teachers throughout the world as an in-service program. GOLDEN has been considered the most successful and effective online professional development program for foreign language teachers. Nihongo Kyoiku Gakkai in Japan has been offering online training programs for the past several years, too.

AATJ believes that it is important to provide K-12 Japanese language teachers in the United States with opportunities for professional development. With gradually diminishing funding opportunities, however, it has become harder to offer on-site teacher training programs which require a large amount of travel expenses of both trainers and trainees. AATJ considers that online training is a cost-effective way to provide professional development. It is true especially for Japanese teachers. They are dispersed all over the country and isolated from each other. Online training can connect these teachers and create a professional community easily beyond geographical barriers. An asynchronous mode of online training makes it possible for teachers to participate whenever they have time.

By carefully designing course structure and contents, we will be easily able to offer professional development that includes the feature discussed in the previous section. With rapidly advancing technology, it is possible to use not only texts but also graphics, sounds, and video segments, which definitely help enhance the quality of online professional development courses.

Although there are such challenges as raising funds, developing contents, training facilitators, and so on, AATJ is committed to exploring possibilities of online professional development for K-12 Japanese language teachers in the United States.

4. Concluding Remarks

Not only No Child Left Behind but the possible return of the National Board of Professional Teacher Standards Certification for Japanese teachers, and the start of AP Japanese present Japanese teachers lots of challenges and require that we acquire better and new knowledge and skills in order to be effective classroom teachers. We should seek every opportunity to improve our qualifications, knowledge, and skills. And our field as a whole should make every effort to provide Japanese teachers with high-quality, effective professional development.

Personal Advocacy

by Rie Tsuboi

What is happening in your class every day? A variety of great things, I'm sure. Let the community know what you and your students are doing! In order to establish and expand a Japanese program at a high school in San Diego, California, I have tried many things. Here I will discuss what you can do to have an active program and how you can let your community know about your program. You can do this little by little. The discussion focuses on a high school program, but it can benefit non-high school teachers too.

Part I: 10 Things You Can Do to Expand Your Japanese Program

1. Teach fun and educational classes.

As we all know, the class itself is the most important element. It should be interesting, meaningful, and educational with a variety of activities. Fun games, projects, and role-plays with meaningful purposes improve students' language skills and make them look forward to coming to class everyday. Attending workshops and sharing ideas with colleagues (any language teachers, even non-language teachers) can always help you to better your teaching. Also, it is very important that you incorporate Japanese pop culture as well as traditional culture into teaching. For example, students love learning songs they can sing at a Karaoke box, watching new Japanese movies, or keeping up with modern technology such as cool cell phones and pet robots! By using the Internet it is not hard for us, teachers living outside Japan, to catch up with what is going on in Japan right now.

2. Sponsor school clubs.

Currently I am the advisor for the JNHS (Japanese National Honor Society) and the Japanese Club in our high school. First we started as a small Japanese club with a few members but some of them wanted to do more, including community services, so they also established the JNHS with about 20 members. The main activities of JNHS at our school include "Peer Tutoring" once a week after school, going to a local English school to help students with their conversation skills, organizing get-togethers with native Japanese speakers, participating in a local holiday parade, and other community services. Students are very active

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and proud of what they do, and at the same time they have fun and make new friends. As an advisor, I don't do much; I just encourage and motivate students. Students are responsible for organizing all the activities.

3. Organize a trip to Japan.

Obviously, visiting Japan is a valuable experience for students of Japanese. To be honest, it is not easy to organize a trip and take students to Japan, but it is worth all your efforts. The experience not only helps to improve students' language skills and gives them a deeper understanding of the culture, but also leads to the students' life-long interest in the Japanese language and culture. All of the students I have taken to Japan the past four times had positive experiences and many of them went back to Japan as long-term exchange students through college programs, as English teachers through the JET program, or simply as a member of their new Japanese family visiting their second home. There are many exchange programs to help you organize a trip and it is always a good idea to talk to a teacher who has taken students to Japan before. (You can get more information from the spring issue (2004) of Breeze, which focused on the exchange program, or the Japan Foundation Advocacy Kit. Both of which can be found online at <http://www.jflalc.org/newsletter/index.html>)

4. Host exchange students from Japan.

Having exchange students from Japan is as precious as our visiting Japan, and it is a lot easier! Many of my students have hosted students from Japan and they had a great time. There is so much learning and understanding of languages and cultures involved in this kind of experience. Students who cannot host exchange students should be encouraged to join the fun too; they can arrange a get-together at a Japanese restaurant, a Karaoke party, etc. with the exchange students. Besides, many exchange students are willing to visit our class and make a presentation about the Japanese culture for our students. The more opportunities for your students' to meet native Japanese speaker, the better! Contact local home stay programs and English language schools. They are always looking for host families and there are so many Japanese people who visit the U.S. every year.

5. Get involved in a sister city program.

Does your city or a nearby city have a sister city in Japan? Call city hall and find out! Your help and involvement will benefit the sister program tremendously. In my case fortunately, my city's only sister city is located in Kyushu and the program has been very active and successful for 15 years. As a member of the sister city committee for the past 8 years, I go to a meeting at city hall once a month, meet many wonderful local people, including mayor and city counsel people, and participate in fun events. Our activities include sending delegates to Japan, welcoming delegates from Japan, and organizing exchange programs for students, teachers, fire-fighters and nurses.

Also, as a joint program with the sister city program, our school's JNHS (Japanese National Honor Society) participates in the city's holiday parade every year. The JNHS members build a huge float with a Japanese style to represent the JNHS and the sister city program. Many local people come out to the city's main street, see the students in wool kimono and happi coats on the float, and cheer for them. This is one way to show that our students are truly a part of the community.

6. Introduce native Japanese speakers to students.

Students love talking to native Japanese speakers! How can we make such opportunities? If there are English schools nearby your school, contact them. Chances are, there are many Japanese speakers who might not have many American friends. They probably want to practice their English with non-teachers and non-host family members sometimes. Last fall, a group of several Japanese people from an English school came to our higher-level classes twice a month to help our students' conversation skills. After a few visits, our students felt very comfortable talking to them in Japanese and their speaking skills improved so much! The Japanese people enjoyed meeting and talking to the American students too. The teacher can arrange how the conversation should be carried out. For example, you can set a rule that the first 20 minute should be in Japanese only and the next 20 minutes should be in English only. Some Japanese people are willing to talk in Japanese only and sometimes my students keep conversing with them in Japanese for the entire hour!

Also last year, a young Japanese lady attending a nearby college needed some community service hours and she visited our school every Thursday after school for 1 hour and many of our students who wanted to practice speaking stayed and talked to her. She went back to Japan in July, but my students still miss talking to her. Thus, even if you know just one Japanese speaker who can help students, it is very valuable.

7. Encourage students to participate in off-campus events.

Are there any great events such as Japan Bowl, speech contests, and cultural events happening around you? If so, encourage students to participate in those events! They will definitely enjoy their learning experiences. Also, even when they take part in high-level competitions, emphasize that the important thing is to have fun, learn new things, and appreciate such opportunities, which are made possible through much effort of the organizers and volunteers. Having a positive attitude will make the experience even better. Different organizations such as The Japan Foundation and Japan Societies provide many opportunities, and you can check with you local teachers' association for such events.

8. Recruit students to your program.

You need students who want to study Japanese in order to have a successful program! All the positive things we do attract stu-

dents to our program, but you should also do 'recruiting' because there are many students and parents who don't know whether or not Japanese is offered in their community or where they can go to take Japanese. One of the recruiting activities I do is to visit two local middle schools about two weeks before the incoming students sign up for the classes for the following year. A French teacher from my school and I visit all the eighth graders' social science classes in two middle schools in two days. We spend only 10 or 15 minutes in each class between the two of us, but it is very effective because all the incoming students meet us in person and they are informed that Japanese and French are actually offered; Spanish is not the only choice for their world language study. These visits definitely increase the enrollment.

9. Attend workshops and conferences.

You can also learn so many things every time you attend workshops and conferences, and there are so many of them available through national organizations such as The Japan Foundation, ACTFL, NCJLT and ATJ, and local organizations, such as CAJLT, TJSC, and CLTA in California. By attending them, you can learn about the current trends in teaching, acquire important and necessary knowledge such as the information on the Standards, AP Japanese, and National Board certification, get new ideas for activities, and more.

10. Keep the records of your professional achievements.

Many of us are encouraged to maintain a "Professional Portfolio" by our school and the district. It is a great way to keep the records of what we do (like everything I have mentioned so far, #1 – 9!) and to reflect on our teaching. We can start by having a folder in a file cabinet and just throw in anything valuable: copies of students' work, newspaper article on the program, recognition of our achievements, photographs of a special event, etc.

Part II: Different Ways to Let Your Community Know About the Japanese Program

Now, let the community know about all the positive things happening in your program! They will appreciate the updated information and you will make the students very proud of themselves.

1. Send school E-mails (Your school, other schools in the district, district office, etc.).

This is a very easy way to communicate with your peers and administration. Let them know the achievements of the students: their participations of a special event, winning an award, etc..

2. Have students write articles for the school newspaper.

This one is easy too! If your students are in a journalism class, encourage them to write an article. If not, talk to journalism teachers. They can send a student to write an article. Ask the student to take a photo to go along with the story. Any little story of your class will do.

3. Have students write articles for a school / district newsletter for parents and staff .

This is a great way to communicate with parents and staff. Have students write articles. Our school issues a newsletter for parents every other month and the Japanese program always submits an article. The JNHS students take turns and write articles on a variety of things such as participation of a speech contest, JHNS get-togethers with Japanese friends, a trip to Japan, and hosting an exchange student. Attached photos attract attention of the readers.

4. Ask a local newspaper to cover your stories.

Contact a person in charge of the education section of the local newspaper whenever there is any kind of event they might want to cover. Positive articles in newspapers, including free newspapers, have a great impact on the community. Again, photos will attract more attention.

5. School events: Participate as a Japanese class / Japanese club / JNHS.

Are there any school events your students can contribute to? Every year, my school holds 'Exhibition Day', the day any student can volunteer to show off their talent. The Japanese program always offers an "Origami class". Volunteer students from the Japanese classes teach Origami to other students. Last year we had two one-hour sessions, and in both sessions our classroom was full of non-Japanese language students who were excited about learning Origami. (One freshman boy told me, "This is the coolest thing ever!")

6. Class Play: Invite students, parents, teachers, administrators.

Show off the students' language skills in a fun way! Organize a class play in Japanese and invite students from other classes, parents, teachers, and administrators.

This is how we did it one time: 1) Japanese V class was divided into two groups. 2) They chose a story. One group chose "Kasajizo" and the other chose "Omusubi Kororin". They had learned those stories in the previous Japanese classes. 3) Each student wrote a part of the script and the leader from each group put the script together. 4) They decided who will direct, who will act, who will narrate, who will make costumes and props, and who will be in charge of back ground music and lighting.

Even some drama students who were not taking Japanese class helped us after school. We practiced in class and also after school a few times.

Meanwhile I got permission to use a theater and sent an all-school e-mail to invite the teachers and administrators to the plays. Parents were invited too. The two plays were performed during class time, two days in a row, and a total of 5 classes, several parents, some teachers who didn't have to teach that period, and some administrators came to see our plays.

How did the audience understand the plays in Japanese? Students came up with a brilliant idea. They did "rewinding": After every few lines in Japanese, they "rewind" their acting, walking backwards and do everything backwards, and do the same lines in English. The audience loved this idea.

7. Share holiday celebrations (non-religious ones) with everybody!

On Valentine's Day (2/14), students make "Origami Heart Cards" or "Origami Heart Boxes" using pink copy paper, write a positive message or simply "Happy Valentine's Day" to their teachers, administrators, secretaries, librarians, and computer tech people, and later student aides deliver the cards and boxes to them.

On Children's Day (5/5), students, boys and girls, make origami kabuto using old newspaper and wear it all day. Tell students to 'educate' other people, students or adults, by explaining the Japanese Kodomo no Hi. They love to wear the kabuto and share the information others don't know.

8. JNHS (Japanese National Honor Society) cords at graduation ceremony.

At a ceremony, graduating JNHS members who have maintained a certain G.P.A. and a certain community service hours are awarded with red and white JNHS cords. The students feel very honored and the ceremony program, which is read by all the audience, mentions the JNHS recognition. This is a wonderful way to inform the community about the Japanese program.

Useful Links:

- Japan Bowl:
www.us-japan.org/dc/education/jbowl.html
- Japanese National Honors Society (JNHS):
<http://www.colorado.edu/ealld/atj/ncjlt/JNHS/>
- American Council on the Teaching of Foreign Languages (ACTFL):
<http://www.actfl.org/i4a/pages/index.cfm?pageid=1>
- Information on National Board Certification:
<http://www.colorado.edu/ealld/atj/SIG/prodev/standards/nbpts/>
- Links to all Japanese language teachers' organizations:
http://www.jflalc.org/teaching/resource/jz_org/index.html

AP® Japanese Language and Culture to debut in 2006-2007

By Thomas Matts, Director
World Languages Initiative, The College Board

Since its inception in 1955, the College Board's Advanced Placement Program® (AP) has offered modern language courses and exams in Spanish, French, and German. The current offerings include Spanish Language, Spanish Literature, French Language, French Literature, and German Language. But this list is about to undergo significant expansion. Under the banner of its World Languages Initiative, the AP Program is welcoming four new World Language and Culture courses and exams into its portfolio. In the fall of 2005, AP Italian Language and Culture will become available to students worldwide. And then in the fall of 2006, AP Language and Culture courses and exams in Japanese, Chinese, and Russian will be added to the roster.

The Advanced Placement Program

The Advanced Placement program provides students worldwide

the opportunity to challenge themselves to the rigors of college level courses while still in high school. Currently, the College Board offers examinations in 34 different courses, with over 1.4 million students in approximately 14,000 schools having taken AP exams in May 2004. Over 90% of American colleges and universities recognize AP and have established policies regarding advanced standing or the awarding of college credit for students who have attained certain AP grades. Within each college and university, AP policy is often further defined at the departmental level as well.

World Languages Initiative

In March of 2003, the Board of Trustees of the College Board adopted a resolution that called on the AP Program to actively explore the development and implementation of new AP language

and culture courses and examinations in Italian, Chinese, Japanese, and Russian. The College Board views this initiative as a first step in its commitment to furthering multiculturalism and multilingualism in secondary education. In September 2003, the Board put its plan into action by launching the development of an AP course and exam in Italian Language and Culture. Initial work on the development of AP Chinese Language and Culture has now begun, and as of December 2004, the College Board is beginning the development of an AP course and exam in Japanese Language and Culture. The first AP Japanese course will be offered in schools worldwide in the fall of 2006, with the first exam to be administered in May 2007.

The Content of AP Courses

In most subject areas, AP courses target the content of similarly titled introductory college courses. In order to describe the suggested content of each AP course accurately, the College Board regularly conducts college curriculum surveys to ascertain the content of the target courses. The existing AP courses in modern languages prove to be an exception to the rule, however, as the respective Task Forces and Test Development Committees for Spanish, French, and German have recommended that their courses target the curriculum of third year, rather than introductory, college courses. The decision is made independently for each course, however, and the AP Japanese Language and Culture course need not follow this precedent. As such, AP Japanese may target a first, second, or third year college level course, and the recommendation of the AP Japanese Task Force will clearly guide this decision.

Course and Exam Development Timeframe

There is much to be done before the first course offering in fall 2006, and this work is already well underway. First, an AP Japanese Task Force has been empanelled to draft the initial Course Description and examination specifications. Consisting of 12 members in all, with six accomplished secondary teachers and six college and university professors, the Task Force was recruited by the College Board from among nominations submitted by officers of ATJ, NCJLT, and AATJ, as well as their many regional, state, and local affiliates. The Task Force will convene several times throughout the 2004-05 academic year at the College Board's offices in New York.

Once the Task Force has accomplished its goals, a smaller, more focused group, the AP Japanese Development Committee, will work together throughout the 2005-06 school year to refine the Course Description and exam specifications, and to develop the first exam that will be administered in May 2007. The Development Committee's work will then extend beyond 2005-06, as they periodically refine the Course Description and continue to generate new forms of the exam. The Committee will be comprised of several members of the original Task Force along with several newly recruited high school teachers and college and university professors.

The AP Japanese Exam

From throughout the Japanese language teaching profession, many voices are calling for a departure from the formats and purposes of existing, well-known language tests. Citing a need to acknowledge and reflect the pedagogical changes the field has

witnessed over the last two decades, these voices are calling for an exam which measures students' language proficiency, as opposed to their 'knowledge of' the language. Standards-based curricula and pedagogies that stress communicative competence demand proficiency-based exams, these voices say. The AP exam must be aligned with what's happening in today's classroom, they add.

In response to these many and earnest voices, the College Board could immediately go about the business of developing a proficiency-based examination. The AP Japanese Exam could be explicitly tied to the ACTFL guidelines, for example, or it could unflinchingly assess students' relative attainment of the Standards for Japanese Language Learning found in the Standards for Foreign Language Learning in the 21st Century. In so doing, the exam would surely be a departure from other high-stakes tests that are so familiar throughout the field. And it would perhaps have an impact on the way(s) Japanese language is taught, and perhaps ultimately on the ways other languages are taught. So why not do just that?

Each AP world language exam finds itself at the nexus of one of the most often-discussed and under-resolved issues in world language education: program articulation. Ultimately, an AP course and exam must be aligned with and reflect the appropriate college level course content the respective Task Force identifies.

For the AP Japanese Exam, these parameters underscore the critical importance of program articulation across the various levels of schooling in general, and the connection between high school and college most specifically. As such, the Task Force and the ensuing Development Committee will be asked to provide the vision and leadership to both identify and bridge whatever gaps or philosophical differences may exist between these two levels of Japanese language education. Representing the best of secondary and college level Japanese language teachers, the Task Force itself embodies this bridge, and will grapple with these and other challenges beginning with its first meeting in December 2004. They will determine the extent to which the Japanese language and culture teaching field is prepared for a significantly different type of language exam. But preliminary evidence suggests that the field has positioned itself well for this challenge.

The Standards for Japanese Language Learning document reflects a clear collaboration between secondary and tertiary instructors, with a Japanese National Standards Task Force evenly representing high school and college teachers from across the country. Further, it includes exceptionally well articulated progress indicators for grades 4, 8, 12, and 16. With each successive developmental level, the progress indicators carefully align themselves with age-appropriate cognitive and conceptual development, as opposed to a meta-linguistic knowledge and command of a list of increasingly complex linguistic structures. An important question for the Task Force is whether these Standards and progress indicators are indeed a reflection of current practice across the various levels of schooling, including the colleges and universities who will be asked to award advanced placement or credit to students who score well on the exam.

Professional Development

The College Board has a long tradition of making a wide variety of professional development opportunities available to AP and Pre-AP® teachers alike. Particularly for the new AP language and culture courses, it will be important to support the work of teachers working with younger students, such that they might align their teaching with the concepts and skills required at the

advanced levels. Opportunities for AP and Pre-AP teachers will include real-time events delivered online, one-day workshops offered throughout the country during the school year, an information session at the AP National Conference in July 2005, and weeklong Summer Institutes in 2006.

Currently under development:

- May 17, 2005: A real-time, online event to introduce the AP Japanese Course Description, exam specifications and item types, and newly planned professional development opportunities
- July 2005: AP Japanese information session at the AP National Conference in Houston
- Fall 2005: Pre-AP world languages strategies and Vertical Teams workshops offered throughout the country
- Spring 2006: AP Japanese workshops offered throughout the country
- July 2006: AP Japanese workshop at the AP National Conference
- Summer 2006: Weeklong AP Japanese Summer Institutes offered at various sites throughout the country

The specific content of these events will begin to unfold as the work of the Task Force proceeds and as the course and exam begin to take shape.

Getting Involved Beyond Your Classroom

In addition to the Task Force and Development Committee, and beyond their own teaching, there will be other opportunities for interested high school teachers and college professors to become involved in the delivery of AP Japanese professional development events, i.e., workshops and Summer Institutes. Specifically, twelve consultants per AP course are regularly recruited from the field for this purpose. Additionally, AP Exams are always read and scored by practicing AP teachers and college and university instructors in June.

Additional Resources

The College Board publishes a full range of print and Web-based materials in support of AP and Pre-AP teachers' work. To familiarize yourself with the AP Program and its many resources, visit the AP website, "AP Central", at

<http://apcentral.collegeboard.com>, and the AP Japanese webpage at

<http://apcentral.collegeboard.com/japanese>. Additionally, to receive current updates on all developments in AP Japanese, join our mailing list by sending an e-mail to apjapanese@collegeboard.org.

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Reports: Regional and National Japanese Language Teachers' Associations on the current Conditions of Japanese Language Education at the Local Level

Report from ATJ (National)

By Naomi H. McGloin (ATJ President Elect)

The Association of Teachers of Japanese, which was founded in 1963, is an international organization of scholars, teachers and students of Japanese language, literature and linguistics dedicated to teaching and scholarship and to the exchange of information among teachers and other professionals to help broaden and deepen knowledge and appreciation of Japan and its culture. It has approximately 900 members. It publishes the Journal of Japanese Language and Literature (two issues annually) and a newsletter (four issues annually), and holds an annual ATJ Seminar in conjunction with the Association for Asian Studies. One of the immediate issues ATJ is facing is the matter of the AP Japanese Exam/Program. ATJ has been concerned with the issue of articulation between college and pre-college Japanese programs since the 90's, and we feel that in order to accomplish smooth articulation between levels, we need to: a) do what we

can to help develop and support strong K-12 programs, b) help secondary and college level faculty understand each other's programs (goals and outcomes), and c) work on developing assessment instruments for smooth transition. We hope AP will be beneficial in moving toward accomplishing these goals. Another challenge we face is meeting the diverse concerns of our membership. To address this problem, ATJ has created SIGs (Special Interest Groups). There are currently five SIGs (Classical Japanese, Community College Teaching, Heritage Language, Professional Development, and Study Abroad for Advanced Skills). The SIGs hold meetings during the annual AAS/ATJ meeting, occasionally sponsor separate workshops and publications, and report their activities to the board. ATJ works closely with the NCJLT, and would like to work closely with all the regional associations as well as develop more active ties to other international organizations of teachers of Japanese. Information on the various activities of the ATJ can be accessed through www.colorado.edu/ealc/atj.

Report from NCJLT (National)

By Michael Kluemper, President

NCJLT has a membership of over 800. It largely is made up of teachers of Japanese language from levels kindergarten through college level.

The No Child Left Behind Act will take resources away from Japanese programs. This is a fact. One way to prevent some of the drain is to compete, speaking out and promoting our professionalism.

NCJLT has worked to help teachers increase their professionalism through professional development sessions and workshops at ACTFL, the largest gathering of K-16 teachers in the US, and other programs sponsored by NCJLT such as the JNHS, nengajo contests, teacher awards, etc.

AATJ 2004 Report (Arizona)

By Kelly Moeur, President

Japanese teaching and learning is alive and well (?) in Arizona. I question the word "well" because while student interest in business and cultural pursuits such as anime, have helped maintain and even fueled growth in many programs around the state, such support is fickle and the fortunes of many programs could easily change.

AATJ currently has 53 members, 38 of these teach in university/college programs, 9 work in high schools, 2 teach in the state's only elementary age program and 4 たまご undergraduates who hope to enter the profession after graduating. The low number of teachers in primary and secondary schools indicates a fundamental imbalance in our student population. Ideally, we should have a broad and stable student base, starting in elementary or middle school, that feeds into high school and eventually into the programs offered by the state's 3 universities. The reality of the situation is that this imbalance is almost impossible to correct. In recent years the Arizona State Legislature passed a bill mandating foreign language learning in the elementary school level. However, in their infinite wisdom, they neglected to provide funding for these programs. In addition, administrators and school districts are dealing with all the ramifications of No Child Left Behind, and in Arizona, the AIMS standards tests. Ostensibly, there is a will to implement foreign languages in the lower grades, but unfortunately, foreign language often loses in the race for limited resources and money.

Advocacy for teachers and programs is one of the most important tasks of the AATJ, or any other ATJ group for that matter. Advocacy can take on many forms. In recent years, the AATJ

AFTJ Summary of the State of Japanese Language Education (Florida)

By Eiko Isogai Williams

The Association of Florida Teachers of Japanese (AFTJ) currently has 20 members, mainly secondary school teachers. Despite the fact only about 50 % members attend our general meeting, we have managed to hold the Japan Bowl Florida Regional Contest and the Speech (and now also Skit) Contest since 2001. Our students have been successful at the National Japan Bowl,

Our ability to advertise who we are as a group and individually is often what will make or break us.

Making our face known is important. Get involved as much as you can in state and national organizations and make noise. Japanese presence is increasing on the larger language stage as we move into positions such as Sandy Garcia did, now past president of the Oregon foreign language teachers' association, and Jaci Collins did, now president of the Wisconsin foreign language association. This year's nominee for the position of ACTFL President Elect, which will be announced very soon, is Carl Falsgraf. These things are huge strides for all of us.

Getting involved, professionalism in voice, appearance, and in action increases our status, image, and level of importance to our students and parents, our schools, and ultimately our politicians.

has engaged in many activities whose goals are to promote our teachers and Japanese language learning. Among these activities are:

- **Articulation Committee** – Articulation among the different grade levels, and between programs at the same level have made it easier for students to make the change from program to program, and has allowed teachers to see what their peers are doing. The overall effect has been to coordinate and strengthen individual programs.
- **Statewide Speech Contest** – This year the AATJ will sponsor the 16th annual 日本語弁論大会. This contest, which is open to all students of Japanese currently enrolled in a Japanese class, attracts more than 80 applicants a year. In addition to giving students a chance to use their Japanese in a public forum, the publicity, goodwill and excitement generated by the contest help show students (and administrators) the value and rewards of learning Japanese.
- **Communication** – Newsletters, and the effectiveness of the internet guarantee that our members are informed about issues and topics affecting them.
- **Professional Development**- The AATJ sponsors as many seminars as possible. Topics are as broad based as effective testing, teaching writing, technology in the classroom, and implementing standards in the classroom.
- **Presence** – The AATJ is blessed in that most of its members are willing to work and participate. We have representatives at AZLA (Arizona Language Association) functions. Our members often make presentations and serve on committees, and the AATJ sponsors major speakers. It is vital that when facing the Spanish Language juggernaut that teachers associated with less commonly taught languages such as Japanese, show they are a viable and indispensable part of the educational community.

with one team reaching the finals in 2003 and with most of teams ranked in at least the top 10. We started with approximately 50 participants for the Japan Bowl and 25 for the speech contest. The numbers of participants for both events has remained fairly stable with a small increase every year. In addition to this, in the fall of every year, two of our members host a Japan Immersion Day, one in Tampa held at USF (University of Southern Florida) and another in Broward County, hosted by Pompano Beach Sr. High School, both of which have been very successful.

One of our challenges is the size of our state. We have often been forced to split activities between the coasts and the reality

remains that most of our active members are residents of Southeast Florida. On the other hand, UF and FSU, the big state universities that have Japanese language programs, are at the North of the state and rarely, if ever, join in our activities. Another problem we encounter is the challenge of teacher certification. There are no guidelines that have been established by the state for proper certification, and what's more, the standards developed for the teaching of Japanese tend to be a rehash of those developed for other world languages, without taking into consideration the challenges of a language like Japanese. Currently certification entails having a BA in Japanese and get-

Report from AITJ (Indiana)

By Jane McMurrer, AITJ President

The Association of Indiana Teachers of Japanese has 33 members. While teachers from K-16 are welcome in our organization, most of our members teach at the high school level. There are some programs that offer Japanese at the middle school level, especially in an exploratory setting. Several programs that have had a full year of Japanese in the middle school have lost those programs. Even some exploratory Japanese programs have been cut or reduced. Some of these cutbacks might be attributable directly to NCLB, while others may be due to a more general lack of funds available for education. We do have only a few members at the collegiate level, but they are invaluable to our organization. The fact that they come to our meetings, hold offices, present sessions, and inspire us, makes them integral to AITJ. As we address issues such as continuing education, standards, and articulation, it is important that all levels be represented and supported in our organization.

One of the most pressing issues in Japanese language education in Indiana is low enrollment numbers. We are fortunate that most students who take Japanese are truly interested in learning the language and about the culture. However, due to small numbers, Japanese teachers often have to teach multi-level classes and/or teach other subjects as well as Japanese. The fallout from these situations is obvious and counter productive: More preps means there is less time and energy to spend preparing for each class. Multi-level classes mean that students get less from us than they would if they had their own class. It also means that we must spend time and energy recruiting. I was recently inspired by a colleague who took a personal day to recruit at the middle school. This involves preparing materials for a middle school presentation AND preparing for a sub! Sending high school students to the middle school to assist in exploratory classes involves per-

ATJO report (Oregon)

By Atsuko Ando and Sandy Garcia

Current Membership: 77

The majority of our members are secondary teachers. We are trying to recruit more elementary and college teachers by having more sessions at workshops that address their needs.

Pressing Issues: Teacher Certification: The License of Accomplishment is no longer a valid teaching license in the state and so teachers, some who have taught for more than 15 years, have to go back to school to obtain a new Initial Teaching License. This has affected mostly native-language teachers. There has been less involvement of many members in ATJO activities (including being board members) largely due to the re-

ting a signature from the principal stating that the teacher in question is proficient in the language. Our Dept. of Education rarely asks for our input and Japanese is often treated as if it is too small to pay any attention to, especially comparing to Spanish, which is the powerhouse in our state.

Our aim as an organization and as teachers is to seek as much help as possible for the advancement in profession for ourselves, while in the meantime providing the necessary network for us to do our jobs as well as we can despite what seems like an ever-growing set of challenges.

missions slips, scheduling, and helping them prepare their presentation. We are always very willing to do these things because we are passionate about what we do, but we would like to direct more energy into teaching our students. Another problem with low numbers is that a difference in 5-10 students could mean having two first-year Japanese classes or just one, which in turn will determine whether or not the teacher will have to teach another subject. As the numbers get smaller in the upper levels, 2 or 3 students in 4th year may determine if there will be separate 3rd and 4th-year classes or if they will be combined. If they are combined, that will mean either teaching part time or teaching another subject.

Another major issue for many of our members is lack of teaching materials. Certainly Japanese textbooks have improved, but there are still few good books to choose from. When textbook adoption rolls around, we see our colleagues who teach other languages receive piles of books with impressive ancillaries. They receive these examination copies and other materials free and are not expected to return most of them. (They also often have several teachers who work on comparing the books.) We know this is not the case for Japanese materials.

The other side of the coin is that with small numbers, we are usually a tightly-knit group. We get to know our students very well. There have been many opportunities for Japanese teachers over the years to improve our language proficiency (we burn for even more such opportunities,) travel, and network. We also create and share many materials. We realize that some smaller schools that started Japanese programs during the boom times are starting to loose their programs, but overall, things seem to be leveling out.

We certainly appreciate the support provided by the Japan Foundation in helping us reach our goals.

certification process. There has not been any new teaching positions in the past few years so new teachers have to leave the state to look for jobs. There has been talk of going to one language in many schools; Spanish. This includes the elementary distant learning programs where Moshi-Moshi has been replaced with Hola-Hola.

ATJO projects: This coming year the ATJO board is working on how to help teachers with advocacy issues.

The state of Oregon does have benchmarks that the Japanese made and that the other languages copied.

As the other states mentioned, funding is an issue.

Report from CAJLS (California Japanese Language Schools)

By Charles Igawa

The establishment of the AP Japanese is welcome news for the members of our organization – the CAJLS (=Nihongo-Gakko). However, we are unable to tell at this time as to how many of Nihongo-Gakko students may consider taking such a test. We can perhaps reach an estimated figure from the number of the students who have taken the SAT-II Japanese test in the recent past. Unfortunately, we do not have such data either. It certainly behooves us to consider gathering such information.

Observations by veteran Nihongo-Gakko teachers point to a hypothesis that the successful SAT-II Japanese test taker would most likely come from a Japanese-speaking or Japanese-dominant household. Without such a background, they reason, the SAT-II Japanese test taker would not do well in the listening comprehension portion of the test. The general feeling amongst them is that the AP Japanese examination would likewise be a difficult test for those who are from non-Japanese speaking household. In order to discern the general characteristics of the successful SAT-II (and AP as well, soon) Japanese exam takers, however, we need to carefully analyze each case.

We ought to also take a close look at the profiles of those Nihongo-Gakko students who take the Japanese Proficiency

CAJLT Report (All California)

By Akiko Soda, Co-President

The California Association of Japanese Language Teachers (CAJLT) is a non-profit association comprised of California teachers who are working to improve Japanese language and culture instruction primarily at the pre-college level. Currently, there are over 100 members in the CAJLT. We are very concerned about the students' population. Because of the recent budget cut, Japanese programs have been decreasing in some districts. There are more Japanese teachers who do not belong to any teachers organization. We would like to reach and encour-

Report from CJLEA (Colorado)

By Hiroko Storm, President

Colorado Japanese Language Education Association (CJLEA) has 33 members – one from Wyoming and the others from Colorado. The majority of the members are postsecondary school teachers. Some others teach in high schools, and only one member teaches in a junior high school.

We have held various workshops and given members' presentations at our bi-annual meetings to pursue professional development. Starting in 1999, a CJLEA project team worked on the Online Teaching Materials Database Project, and our website (www.cjlea.org) was set up in 2003. Not only CJLEA members, but also people outside of Colorado and Wyoming have contributed their teaching materials to the website.

What we are concerned with lately is overall lack of interest in Japanese language education. We often hear about members' unstable teaching positions due to budget cuts, etc. School

Test that the Japan Foundation gives annually. By analyzing the patterns of the relationship between the linguistic profiles of the test takers and their performance on that test, we may be able to discern attributes that can lead to effective instruction strategy. Similarly, we ought to be able to isolate specific attributes that affect the performance of the CAJLS's "Credit Test" takers as well. If we can identify students who take two or more of the afore-mentioned tests (i.e. - SAT-II, AP-Japanese, J-F's Proficiency, and the CAJLS "Credit Test"), we can analyze the inter-relationship between their linguistic profiles and test-performance.

The CAJLS Nanka-Shibu is presently discussing about the future direction of the "Credit Test." Given the fact that Nihongo-Gakko operates typically as a Saturday-only, half-day school, two issues are immediately apparent. One is the issue of articulation relative to the instruction content at other institutions where Japanese is taught – e.g., high schools (both public and private) and colleges/universities. The other is the issue concerning the standards by which to assess the level of learning. Without such standards, the assessment of the student learning is not possible. Perhaps, the time has come when the CAJLS should endeavor to develop clear standards for each level (i.e., J1 through J4 or J5) that is appropriate for the prevailing situation of the average Nihongo Gakko. Once the level of student knowledge is clearly ascertained, the preparation for the specific test can be strategically executed.

age all Japanese teachers in California to join our association and to develop strong Japanese language program in California. We offer many activities such as Benkyoukai, Video Contest, Culture Festival, Language Camp as well as our quarterly newsletters.

NCLB will impact some of our members who do not currently have regular teaching credentials. We have just sent a survey to all members to find out the status of Japanese language education in California. Many teachers didn't have much information about NCLB. We encouraged our members to contact their school districts to find out about the meaning of "highly qualified".

administrators' support is what we need. The community, in general, is not interested in Japan and Japanese culture, either. For example, a CJLEA member planned a Japanese summer camp for small children, and sent her proposal to two local organizations to get support from them. Neither of them responded to her proposal one way or the other. We need to take positive steps to improve the situation. Here are two cases to illustrate:

1. There are quite a few Japan-related organizations in Colorado. Representatives of organizations get together regularly to talk about their activities and exchange ideas. CJLEA joined the group recently. Communicating with each other and providing an information network to each other will help each member organization to pursue advocacy.

2. Two CJLEA members took initiative, and we are planning to hold a CJLEA all school combined Japan festival. The tentative plan is as follows:

The festival will be held in a junior high school in Denver. The goals are: Let the community experience Japan in different aspects, Present students' works, Promote interests in learn-

programs. The people targeted are young children (5-18 years old), parents, school administrators, and community people. College students will be invited to help young children. The festival will include food, music, crafts, books, videos, and things related to Japanese history and geography.

The plan is at an early stage, and we have not set the date yet, but materialization of the festival would be a great opportunity to promote Japanese language education.

Report from GATJ (Georgia)

By Miyuki Johnson, President (2004-2005)

1. Integrating the Internet in Teaching – As more and more scholars tout the benefits of on-line teaching, college and high school teachers are urged to get training in computer technology. However, many teachers still believe in the virtues of traditional in-class teaching and are reluctant to learn to use what they may regard as an overly complicated device. Fortunately, GATJ is blessed to have Professor Masato Kikuchi, who has created on-line Japanese courses, the first ever in the state of Georgia. He has been quite generous with his time, giving hands-on training to some of the members, who in turn can impart what they have learned to other members.

2. Scheduling – Many language programs at Georgia colleges have departed from the traditional daily schedule and switched to a three-hour-per-week schedule. As a result of this transition, the

difference in the number of classroom hours between those schools and other, especially out-of-state, schools is widening, with grave consequences. For instance, at Yale University, two years of Japanese entails 600 hours of classroom instruction, whereas at Georgia State University, even four years of Japanese would necessitate only a little over 300 class hours (which is just enough to take the level 3 Japanese Language Proficiency Test), with students still treading water after graduating with a minor in Japanese. Unfortunately, since GATJ has no influence over programming at individual schools, let alone policymaking, we are unable to remedy this problem.

3. All elementary schools in Fulton County, GA will start foreign language instructions from 4th grade. Students can't choose foreign language, and the whole school has to learn 1 foreign language. There are two elementary schools that have Japanese program so far. However, in both schools the Japanese programs are getting smaller, compared to last year.

Report from IATJ (Illinois)

By Fukumi Matsubara, IATJ Secretary

Illinois Association of Teachers of Japanese (IATJ) aims to support Japanese teachers and promote Japanese language education in Illinois. It holds workshops three times a year and issues newsletters bimonthly. The membership includes fifty teachers of Japanese in K-16 education. IATJ's activities fall into three major areas: support for teachers' professional development, advocacy for provision of teacher certification, and promotion of Japanese language education in Illinois.

First, IATJ plays an important role in teachers' professional development. The workshops provide teacher with a place for meeting and networking. They also present easy access to teaching materials for classroom activities. To respond to the participants' needs, topics pertaining to their interest are chosen for the workshop sessions. At the Fall Workshop this year, we invited a specialist in classroom management and learned how classroom issues are handled in American schools. We also talked about Japanese, the AP Test and the Japanese Honors Society. In addition, for obtaining knowledge related to their daily teaching, participants are granted a certain number of credits that can be applied for their certification renewal. IATJ hopes, in the future, to provide grants for the members to attend national-level conferences and workshops.

Second, IATJ works for an increase of qualified Japanese teach-

ers in Illinois, which we believe would lead to an increasing number of Japanese programs. Japanese education in Illinois is going into an exciting, new phase. In July 2004, the Illinois State Board of Education implemented the first Illinois certification test for Japanese language, which will enable the provision of a teaching certificate in Japanese for the first time in Illinois. Many Japanese educators in Illinois have volunteered to help in the preparation of this test. IATJ will continue keeping its eye on this development and will disseminate information about the certification process regularly.

Finally, IATJ and its members actively organize, promote and participate in Japanese related events and activities to increase the visibility and reputation of Japanese language programs in the area. In spring, children in Illinois participated in the Japan Airline Foundation's Haiku Contest and received prizes. There were also annual events such as the Japan Day celebration at a Chicago elementary school (with their students performing Japanese dances and songs) and the Japan Symposium at a community college in a Chicago suburb. A student from a Chicago high school went to Japan this summer as a representative of the Japanese-Language Program for High School Students 2004, sponsored by The Japan Foundation Japanese Language Institute, Kansai.

IATJ is continuing its efforts to promote Japanese language education and to enhance the network of Japanese teachers in Illinois. Please check out our website (<http://www.ictfl.org/affiliate.html>) for more information about IATJ.

Report from IMATJ (ID, MT, NV, UT, WY)

By Atsuko Neely (President)

IMATJ currently has 14 members who have full membership status. We try to hold an annual conference/workshop in fall. The biggest challenge is that out of 14 members, only two are secondary school teachers, and there is no existing vital means of

interactions between college level and high school teachers except the IMATJ conference. In an effort to vitalize interaction amongst teachers, IMATJ is considering some kind of join activities with CJLEA (Colorado) in coming years.

Report from LATJ (Louisiana)

By Akiko Kamo, President

Demand and enrollment have been low in Louisiana. Numbers of college courses and high school satellite programs of Japanese declined in the past ten years. Five colleges currently offer Japanese courses. Six public high schools offer satellite programs (Irasshai) and one private school (Episcopal School) offers a regular Japanese program. There is no higher institute which offers Japanese courses beyond second year. The students who studied Japanese in high school can not pursue Japanese in colleges in Louisiana. LATJ has been a very small association. The number of members has been 10-12 for the

past several years. We have however, been very active in conducting workshops and sponsoring Japanese Speech Contest annually. The Sixth Louisiana Japanese Speech Contest will be held in March 5 (Sat) in New Orleans. We welcome participants from outside of Louisiana and try to reach out to Japanese language teachers in nearby states to join us.

NCLB has had no influence on LATJ so far. I asked a few public high school FL teachers and a satellite Japanese program facilitator. They haven't seen any changes in the FL area. But one of them remarked that her school has hired more English and Math teachers in order to bring the students' scores up. She suspects that it may affect FL in the future.

MCTJ

(Minnesota – Absent at the Symposium)

By Laura Norman Koga

Q: How many members are in your organization?

A: We have 16 members. Not all are teaching at this time.

Q: What are the target levels of instruction for your organization?

A: High School Japanese levels 1-4 is our target.

Q: Please list the three most pressing issues in Japanese language education in your region/state, and how your organization is dealing with them.

A: With school budgets lowered, we have found ourselves busier

than ever. We have larger class sizes of around 40 students per class in many of the schools. Teachers have had to combine levels, such as levels 3-5 at one time. All of these have led us to having less time to do the same job. Thus field trips or cultural activities are sometimes cut due to lack of time and energy.

Q: Has NCLB influenced your association's activities? If so, how?

A: It has not yet influenced our group's activities. For some reason here in Minnesota, we seem to be either not affected or not aware of the changes that will occur with NCLB. Our schools have not done any drastic changes with the exception of making sure all teachers have a valid teaching license, which hasn't been a problem for our members.

Report from NCJTA (Northern California)

By Haruko Sakakibara, President

1) Members: about 100 on the list Participants for the workshops are about 40-60

2) Target levels: K-16

3) Pressing issues:

1. California's state budget cut resulted in the loss of class numbers and combined classes.
2. Attention to Math and English test scores have resulted in

the cut back of Japanese classes in middle schools in SF.

3. Communication between high schools and college curriculum has not been established: College placement tests are not known to high school teachers.

4) Our activities:

1. Officers meeting- twice a week workshops for teaching methodology and other topics in spring and fall (this one is with Foreign Language Association)
2. Two newsletters a year
3. Support "Conference of International Pragmatic Linguistics" at State University of San Francisco (website:<http://www.ncjta.org/>)

NECTJ (Northeast - CT, DE, MD, ME, MA, NH, NJ, NY, PA, RI, VT)

By Kazuo Tsuda

In 1992 a small but committed group of high school Japanese teachers founded the Northeast Association of Secondary Teachers of Japanese (NEASTJ). It was a non-profit organization dedicated to improving the teaching of Japanese language at the pre-collegiate level throughout the Northeast. NEASTJ changed its name to the Northeast Council of Teachers of Japanese (NECTJ) in 2000. NECTJ covers not only secondary education, but also a wider range of levels including elementary and education for children of Japanese heritage.

The purpose of NECTJ is to broaden Japanese language education in the northeastern area of the country and assist educators in their professional work as teachers of Japanese language and culture. The majority of our work focuses on the high school

level, but we also work with educators at American middle & elementary schools and schools for children of Japanese heritage. We recognize that teachers need constant help and practical information, opportunities to pool their talents, and to share information about effective classroom practices. Our members are also engaged in grassroots relations with community administration and other school colleagues. Our students come from all ethnic, cultural and economic backgrounds in the US and those who learn Japanese language and culture contribute greatly to relations between America and Japan in many profound ways.

Each year we host a teacher's conference in New York in the fall, Boston in the spring, a heritage language conference in New York at the end of summer and a student-centered Japanese culture festival in the spring which provides high school students with opportunities to learn more about Japan and use their Japanese language skills. Four times a year we publish newsletters "Zakk' Bran" which have articles written by our members and their students, announcements of job openings, school year

training programs, upcoming activities, and other helpful information for our members. We publish the "Kisetsu" series textbooks and other educational materials. We regularly facilitate exchange programs to and from Japan for pre-college students, and we help our members attend national conferences for language teachers.

In addition, we have five different study groups: study group at

Report from OATJ (Ohio)

By Elena Vdovina

My name is Elena Vdovina. I am one of the representatives of OATJ (The Ohio Association of Teachers of Japanese). Our organization has 30 regular members (high school and university teachers of Japanese) and we will celebrate our 5 year anniversary next spring. Our goal is to promote and improve the study and teaching of Japanese, to share our experience and to learn from each other. We have about 10 high schools and 17 universities in Ohio that have Japanese courses, and all of them have their challenges. We try our best to know each other's needs and to assist one another.

I am a teacher at Withrow International High School in Cincinnati and I worry about losing our Japanese program. Two schools in our state lost their Japanese programs because of the budget cuts last year. Princeton High School lost their program mostly because of interest in offering American Sign Language, instead of Japanese. Some schools don't have problems with administration support, but if they face budget cuts, it is difficult to find highly qualified teachers to fill in part time positions. You can see the influence in NCLB and it is also difficult because we have only 2 universities (The Ohio State University and The Findlay

New York, study group at Boston, heritage research group, New York State Regent group and Kisetsu Educational Group for textbook development. We have established an e-mail network and web site for Japanese language teachers throughout the US. We regularly facilitate exchange programs to and from Japan for pre-college students.

University) that offer teaching licenses. It is also a long process.

Our organization has annual meetings where we discuss different problems we face at schools and universities. For example, we discuss our standards, and we share our experience in teaching methods, and create new ways to motivate our students. We also invite guest speakers. This year we were honored to have Keiko Schneider who gave us a lot of information about how to use technology in Japanese language education.

We will have our first regional Japan Bowl next year and we are happy that our students will have opportunity to show their skills and compete with other states. We have many talented students, for example, Scioto High School in Dublin won a lot of speech contests that show their strong Japanese program. We are looking for different opportunities for them to grow. The OATJ publishes newsletters twice a year and we introduce our activities, different schools programs, teaching training opportunities, and sharing our experience.

The OATJ has been supported financially by a grant from The Japan Foundation and LLEEP program of the Ohio State University.

A Report from TJSC (Southern California)

By Sachiko Tu, President

Q: How many members are in your organization?

A: TJSC stands for Teachers of Japanese in Southern California. It was founded in 1984, and 2004 is the 20th year anniversary of its establishment. There are 117 active members.

Q: What are the target levels of instruction for your organization?

A: TJSC consists of members who teach Japanese language in several different school settings, with the target levels of instruction being high school through college. Out of the 117 active members 31% are teaching in 4 year colleges, 23% in 2 year colleges, 14% in weekend Japanese language schools, 12% in high schools, 6% in other Japanese language schools, and 1% in Jr. high and elementary schools. (Note: 1) Some members did not fill the "work affiliation" column. 2) Five teachers teach in multiple school levels.)

Q: Please list the three most pressing issues in Japanese language education in your region/state, and how your organization is dealing with them.

A: TJSC holds biannual workshops and sends out a tri-annual newsletter containing information about the workshops. The workshop archive is available from the TJSC website (<http://www.humnet.ucla.edu/tjsc/index.html>). Checking throughout the TJSC's workshop archive, the following three issues are the most pressing:

Articulation between K-12 and higher education – In an attempt to address this issue, the TJSC board committee has incorporated the current issues, ideas, and plans of the members in creating content for the workshops and to provide a platform for discussion. While it has been helpful to draw on the experience and authority of the members, we are aware that the solution to this problem cannot be reached without working with the state board of education, so this issue is still pending.

Heritage language learners – This is a huge issue we have discussed in several workshops. This issue involves the development of Japanese heritage language programs to accommodate students' proficiency level, background, and learning goals. To support finding a solution, TJSC can hold workshops under this topic inviting experts and encouraging members and non-members to attend to discuss their own problems.

Teacher Training - TJSC supports Japanese teachers of different levels to gain knowledge and receive input from their expertise. TJSC has been inviting keynote speakers from throughout the nation and occasionally from Japan to speak at its workshops and conferences. TJSC members have attended and participated in nationwide conferences as well, and their reports are included in the newsletter to facilitate ongoing learning and discussion of the topics. However, it seems that only a small number of participants have attended or presented at nationwide events. The TJSC board committee strongly desires all members to participate in order to improve this problem.

Q: Has NCLB Influenced your association/s activities? If so, how?

A: This issue has not directly influenced TJSC activities, but TJSC members who are teaching in public schools must already feel the impact. The board consists of 9 members who teach in 4-year colleges, 2-year colleges, high schools, and Japanese language schools, so if any problem comes up in these levels,

Report on WATJ (Washington State)

By Yoshitaka Inoue, WATJ Board

Number of members:
80 members (as of August 2004)

Elementary	10
Middle School	13
High School	40
College Level	10
Others	7

Target levels
K through 16

Report from WiATJ (Wisconsin)

By Patrick Bencke

The state of Japanese language education in the state of Wisconsin is stable and promising. For the past two years high school and middle school (grades 6-12) enrollment has held steady at 2,939 students during the 01-02 school year and 2,949 students for 02-03. Middle schools seem to have a consistently higher enrollment 1,608 students to 1,341 students in 2002-03. While these numbers are small in comparison to the numbers of students enrolled in other language programs (1.16%), Wisconsin does have an excellent, albeit small, FLES program and with continued support we are confident that the number of students learning Japanese will grow. There were, for example, 1326 K-5 students in the 2001-02 school year. Students that began studying Japanese in FLES programs are now in their high school years, posing new challenges in curriculum.

Another way to view the data is that for the two years stated enrollment steadily declined at the secondary level. In both years, roughly three hundred students who had studied Japanese in grades 6-8 abandoned their studies of Japanese upon reaching high school. Addressing this attrition rate should be a priority for maintaining Japanese programs around the state. It may well be that the curricular challenges posed by the

emails are often exchanged in an open discussion. One of my reasons for attending today is to learn from the presentation on the NCLB issue so I can bring that information to the TJSC board committee for further discussion.

The issues that we are facing:

In Washington State the interest in Japanese language is still very strong. The number of learners is growing in spite of the budget cut, which caused a decrease in the number of Teachers. Many international schools started having Japanese Immersion programs in the Pacific North West region. High school and middle school teachers are dominant in our association. We need to organize more elementary and college level teachers and instructors. That will expand the range of our activities. There is a critical articulation gap between the college level and high school level due to lack of communication. Class size is always big challenge. Foreign language is not currently a graduation requirement. To make our association more attractive we do: a website, clock hours, workshops

FLES-educated students are related to falling numbers in high school classrooms. For example, do the challenges of taking an advanced Japanese class have corresponding benefits, in a dollars and cents way, to college bound high school students? In other words, is there a possibility of earning Advanced Placement credit for meeting the challenge of advanced/upper level course work?

In terms of teacher education and meeting the "highly qualified" rating referred to in the legislation, the majority of Wisconsin's Japanese teachers (16.5 FTE positions) fall into this category. There are 5.4 FTE positions filled by teachers that fall under the "not highly qualified" categorization. Two individuals are licensed for different grade levels, two have licenses from other states, and two have emergency licenses. The state department of public instruction is working with these individuals and their institutions to bring them to full licensure and into the "highly qualified" category.

Enrollment in Japanese language programs in Wisconsin is steady. While we are challenged by the successes of our FLES programs as well as the shortcomings in articulation, we work to meet these curricular challenges. Our teachers continue to be qualified and committed educators. The state of Japanese education in Wisconsin is healthy and progressing.

AATJ's 2004 Summer Institute in Japan

By Susan Schmidt

As part of its mission, the Alliance of Associations of Teachers of Japanese (AATJ) works to offer teachers professional development opportunities. One such opportunity in the summer of 2004 was a month-long Language, Culture, and Technology Institute in Japan for non-native-speaking K-12 teachers. Thirteen teachers from around the US spent three weeks in residence at the Japan Foundation's Japanese-Language Institute in Urawa, Saitama, studying language, visiting local schools and other cultural institutions, and developing media-based materials for use in their classrooms and to share with others. Before leaving for Japan, the group reviewed the basics of classroom technology at the Japan Foundation Center in Los Angeles, where they gathered again after returning from Japan to edit and finalize their materials and meet with other teachers at the First Symposium on Japanese Language Education in the US.

The materials developed by the Institute's participants under the

direction of Project Director Yasu-Hiko Tohsaku (University of California- San Diego) include a sophisticated 15-minute video introduction to transportation in Japan, illustrated reviews of verb forms and sentence patterns, visits with Japanese students in their classrooms and at leisure, a classroom unit on ecologically conscious lifestyles, and a rich trove of photographs and films. These materials will be available for use by other teachers. For information please contact Susan Schmidt, AATJ's Executive Director, at susan.schmidt@colorado.edu.

The Alliance is grateful to the Japan Foundation's Urawa and Los Angeles offices for their cooperation in making the Summer Institute a success. Funding was provided by the Japan Foundation, the US Department of Education's Fulbright-Hays Group Project Abroad program, and the Shoyu Foundation of Japan.

Applied Technology for Japanese Teachers: My Summer Experience

By Carolyn Lyson, Annie Wright School, Tacoma WA, USA

This past summer, thanks to the Japan Foundation and ATJ, I was able to attend the "Language and Technology Institute in Japan for Language Teachers" held in Saitama, Japan and Los Angeles, USA. I would heartily recommend it to any Japanese teacher who is attempting to use various forms of technology in the classroom, no matter what your level of expertise.

When I left for the institute at the end of June I was a bit apprehensive. Though I had experimented with digital video in my classroom and built a simple website for my students to use, I had by no means mastered the use of either - and I had far more questions to ask than I had advice to give. However, I found that the combination of group-oriented lectures on a variety of tech topics and individual projects related to our own situations was an ideal mix.

Our group was comprised of non-native teachers from the USA, Canada and England. We were quite diverse in our backgrounds, as teachers, as technology users and as individuals. In some ways, the best part of the institute was the connections I made with these people. We not only collaborated during the program itself, but we are still sharing our work as it progresses, and I expect we shall continue to do so.

The institute began at the Japan Foundation office in Los Angeles. We spent a few days boning up on basic video skills and learning about resources available to us. We also talked about the shape the Japan segment of the program would take, and made preliminary plans for how we would use our time there.

Once in Japan, we again were hosted by the Japan Foundation; this time at their campus in Saitama. We had three intense weeks (read: no free time!) of technology lectures, applied projects, school visits and Japanese courses. We also enjoyed 'field trips' to the Ghibli Museum in Mitaka, and to Tono and vicinity in Iwate Prefecture, and had four days of free travel time at the end of the coursework.

Over the course of the institute, we were working toward our final happyo, where we would present our primary project to take back with us. The presentations of these projects were very exciting - and it was an added challenge to me to have to do it in Japanese! It is a rare occasion when I can use my language at a 'professional' level, and though intimidating, it was a great experience. I know in truth that I took away much more from these presentations than I put in myself, and I am so glad that we all were able to share the fruits of our hard work. The projects were as diverse as the group, and represented a broad spectrum of technology usages.

My own project involved the use of video in teaching about jikoshokai. Over the course of my time at the institute, I learned how to film and edit digital video using my own equipment and the software available to me. I purchased some missing pieces - a mic that would plug into the camera, for instance - and generally worked out a smooth system for making successful recordings. In the end, though I did create something somewhat useful to my teaching, the product was less exciting to me than the skills I developed for future work. I now have my students create videos on a regular basis to place in their digital portfolios.

My only regret at the end of the program was that I did not have much time to process what I learned during the institute. It is nearly November and I still have not made additional edits on the major project I produced! However, as so many of my 'little, burning questions' about day-to-day applications of technology were answered - and, as I mentioned above, I was able to put together my own set of gear for recording and practice extensively during my time at the institute - I have found the day-to-day flow of my technology-dependent lessons has proceeded much more smoothly this fall. In all, it was one of the most beneficial and meaningful teaching seminars I have attended in my career.

Japanese Language-Related Grant Recipients for the Fiscal Year 2004/2005

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

No awards made

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

Portland Public Schools (OR)

Volcano School of Arts & Sciences (HI)

3. Support Program for Developing Networks

Alliance of Associations of Teachers of Japanese (CO)

4. Japanese Speech Contest Support Program

Arizona Association of Teachers of Japanese (AZ)

Association of Florida Teachers of Japanese (FL)

California Association of Japanese Language Teachers (CA)

California State University-Los Angeles (CA)

Hokka Nichibei-Kai (CA)

Hyogo Business & Cultural Center (WA)

Japan-America Society of Greater Detroit & Windsor (MI)

Louisiana Association of Teachers of Japanese (LA)

The Japan America Society Georgia (GA)

The Japan America Society in Texas (TX)

The University of Iowa (IA)

United Japanese Society of Hawaii (HI)

University of Alaska-Anchorage (AK)

University of Colorado-Boulder (CO)

5. Assistance Program for Japanese Language Teaching Materials

Eastern Michigan University (MI)

6. Japanese Language Education Fellowship Program

The University of Iowa (IA)

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

1) Long-Term Training Program

No awards made

2) Short-Term Training Program (Winter Course)

No awards made

3) Short-Term Training Program (Summer Course)

Jenifer Smiley, Washington Middle School (WA)

Mahua Bhattacharya, Elizabethtown College (PA)

4) Zaigai (Japanese Abroad)

No awards made

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

Anita Bieker, Lindbergh High School (WA)

Carolyn Hawes Lyson, Annie Wright School (WA)

Hui-Ling Haldeman, International Preparatory School (OH)

Jaci Collins, Manitowoc Public School District (WI)

Jennifer Pedersen, Crestridge School of International Global
Studies (NE)

Jessica Summers, Arcadia High School (CA)

Joanne Delaney Shaver, Henrico County Public Schools (VA)

Lauren Lustig, Syosset High School (NY)

Lucinia D. Eubanks, Ann Arbor Trail Magnet Middle School
(MI)

Lucy Miyagawa, John F. Kennedy High School (CA)

Patrick Bencke, Menomonie High/Middle School (WI)

Sandra P. Garcia, Forest Grove High School (OR)

Valerie Manakawa, Rutgers Preparatory School (NJ)

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

Hwei-Shuan Feng, John Hopkins University (MD)

9. Japanese Language Teaching Materials Donation Program

Pre-Collegiate & Public Organizations:

Arrowsmith Academy (CA)

Bear Creek High School (CO)

Bert Lynn Middle School (CA)

Bloomington High School (IN)

Crystal Lake Middle School (CA)

Culver City Middle School (CA)

Eau Claire North High School (WI)

Fulmore Middle School (TX)

George Washington High School (CA)

Gladstone High School (OR)

Grant High School of Portland Public Schools (OR)

Gyofukan (ID)

Hull Middle School (CA)

Jan Ken Po Gakko (CA)

John Stanford International School (WA)

Liberty High School (OR)

Marble Hill School for International Studies (NY)

Miller Middle School (CA)

Mission San Jose High School (CA)

Monte Vista High School (CA)

Moses Brown Upper School (RI)

Otay Ranch High School (CA)

Patrick Henry High School (CA)

Ponce De Leon Middle Community School (FL)

Richmond Elementary School (OR)

San Gabriel First United Methodist Church (CA)

Shakunage Cultural Center (MI)

Sunset High School (OR)

Valley Christian High School (CA)

Valparaiso High School (IN)

Winston Churchill Middle School (CA)

Collegiate Organizations:

Appalachian State University (HI)

Boston University (MA)

Dickinson College (PA)

Florida International University (FL)

Kauai Community College (HI)

Palomar College (CA)

University of California- Berkeley (CA)

University of Nevada- Reno (NV)

University of Wisconsin, Eau Clair (WI)

William Paterson University of New Jersey (NJ)

Winona State University (MN)

Conference / Workshop Calendar 2005

January

6-8 The Language Acquisition resource Center Symposium, "Saving the Less Commonly Taught Languages" will be held at the Doubletree Hotel in San Diego, California. For more information visit <http://larcnet.sdsu.edu/hlas.php>

8 WATJ General Meeting and professional development workshop at Lincoln High in Seattle, WA. Visit www.watj.org for more information.

10-11 The first event of 2005 to kick off the Year of Languages in the US will be the National Language Policy Summit: An American Plan for Action!, an international videoconference with participants from education, government, and business focusing on the issues surrounding language policies in America. Monday, January 10, 9 am-5 pm EST; Tuesday, January 11, 2005, 9 am-12 noon EST. For more information visit http://www.magnetmail.net/actions/email_web_version.cfm?recipient_id=14998600&message_id=65086&user_id=ACTFL

15 The Society for Teaching Japanese as a Foreign Language will hold the Third On-Line IT Training Course for Japanese Instructors will be held starting Jan. 15, 2005 for 8 weeks. The details of the course will be found at <http://wwwsoc.nii.ac.jp/nkg/kenshu/kensyu-2004nendo-it.htm>

29 IATJ Winter Professional Development Workshop at Elk Grove High School (IL). For more information, please contact kumiko78@msn.com

February

5 Surviving and Thriving in a Changing Environment: Current Issues in K-16 Chinese & Japanese Language Teaching will be held 9:00 am - 4:30 pm at 206 Ingraham Hall, University of Wisconsin-Madison. <http://polyglot.lss.wisc.edu/east/eas.html>

March

5 WATJ Conference will be at University Prep in Seattle. www.watj.org

10-12 The 2005 Year of Languages Central States Conference will be held at the Hyatt Regency in Columbus Ohio. For more information, please visit <http://www.centralstates.cc>.

12 Maryland Foreign Language Association (MFLA) 2005 Spring Conference will be held at McDaniel College Westminster, Maryland. For more information, please contact mesa@mcDaniel.edu

19-20 Georgia Institute of Technology, School of Modern Languages, and GT-CIBER will sponsor the Twentieth Annual Meeting of the Southeastern Association of Teachers of Japanese. A highlight of the conference will be a keynote address by Professor Chikako Shinagawa of the University of California, Santa Barbara. <http://japanese.gatech.edu/seatj/>

24-26 Emerging Technologies in Teaching Languages and Cultures , the 7th annual DigitalStream Conference will be held at California State University Monterey Bay. <http://wlc.csusb.edu/digitalstream/>

31 The Association of Teachers of Japanese (ATJ) 2005 Seminar will take place in Chicago in conjunction with the annual meeting of the Association for Asian Studies (AAS). Professional Development SIG is calling for papers or a panel. Information about ATJ Seminar 2005 is available at <http://www.japaneseteaching.org/ATJseminar/2005/>

April

14-17 CLTA (California Language Teachers' Association) Conference will be held at the DoubleTree Hotel, Ontario, CA. Registration forms and registration information is now available online at <http://www.clta.net/conference/confindex.html>

15-17 National Council of Organizations of Less Commonly Taught Languages (NCOLCTL) Conference will be held in Madison, Wisconsin. For more information visit www.council-net.org

May

17-21 CALICO 2005, CALL (Computer Assisted Language Learning) and the Year of Languages: Critical Needs conference will be held in East Lansing, MI. For more information visit <http://www.calico.org/conference/index.html>

June

2-4 The Voice and Vision in Language Teacher Education Fourth International Conference will be held at the Radisson-Metrodome Hotel in Minneapolis, Minnesota. The deadline for submission of proposals for papers and symposia was November 30, 2004. More information can be found at <http://www.carla.umn.edu/conferences/LTE2005/call.html>

4-5 IJET-16, the latest installment in the series of International Japanese/English Translation conferences, will be held at the Westin Chicago in Chicago, Illinois, USA. (For more information about the IJET conferences, please see <http://www.jat.org/ijet/>. For information about the Westin Chicago, please see <http://www.westinchicago.com/>. The IJET-16 Organizing 3Committee is now accepting proposals for presentations and panel discussions at IJET-16.

20-July 1 The National Foreign Language Resource Center (NFLRC) at the University of Hawaii at Manoa is pleased to announce a 2005 Summer Institute workshop: Designing Effective Foreign Language Placement Tests (at the University of Hawai'i at Manoa) <http://nflrc.hawaii.edu/prodev/si05p/>

25-26 The Seventh Annual International Conference of the Japanese Society for Language Sciences will be held at Sophia University, Tokyo, Japan. Submission guidelines are available on the JSLS 2005 website at <http://www.cyber.sccs-u.ac.jp/JSLS/JSLS2005/cfp-e.htm>

July

24-29 The 14th World Congress of Applied Linguistics (AILA 2005), hosted by the American Association for Applied Linguistics, will be held in Madison, Wisconsin. Full details are available on the conference web site at <http://www.aila2005.org/>

August

5-10 FLEAT 5, the Foreign Language Education and Technology Conference will be held in Provo, UT. For more information, please visit <http://ce.byu.edu/cw/fleat5/>

8-19 The National Foreign Language Resource Center (NFLRC) at the University of Hawaii at Manoa is pleased to announce a 2005 Summer Institute workshop: Japanese for Non-native Teachers (online) <http://nflrc.hawaii.edu/prodev/si05j/>