

Washington Association of Japanese Teachers

May 2004

A Message from the President

With the warm days hinting of summer, the flowers are blooming profusely and my students' minds are wandering. It is a wonderful time of the year, isn't it!!

I want to thank you for continuing as a member of WATJ through this academic year. We have had a great conference, the Immersion Camp for High schools students was a wonderful success. Just this past Friday the HBCC Speech and Skit Conference filled the Highline Performing Arts Center with high schools students. In each of our classrooms we have seen students become more skillful in the use of the Japanese language and deepen their interest in the culture of Japan. Even though there are still several weeks remaining to the school year, I have lots of great memories to wrap it up with. I hope it is similar with you as well.

The next General Meeting will be Saturday, June 5th at Roosevelt High School in north Seattle from 10 am-12:30 pm. Please plan to participate in a Professional Development workshop at the meeting lead by Professor Masashi Kato of the University of Washington's Technical Japanese program. Many of you will remember Professor Kato's excellent workshop at the February Conference. Details will come out in an email.

As well, this is the time of the year for our association to elect new officers. Motoko Hayashi has served faithfully as Treasurer for three years. As well, Aki Stevenson has served wonderfully as Vice President since last summer, but she will be going out of the area with her husband next year, so we need to elect new people to these positions. Please consider joining the Board of WATJ as an officer.

I want to extend my appreciation to all of you for the stimulating experiences and the privilege to serve this association. I believe that there is a vital role for our profession to serve families and young people in the State of Washington in the coming years. I look forward to it with great anticipation.

Kurt Thompson, President



ANOTHER SUCCESSFUL IMMERSION CAMP! See next page:

Hyogo-Washington Teacher Exchange

In March, Hyogo Business & Cultural Center together with the East Asia Resource Center of University of Washington co-hosted a group of teachers from the Hyogo Prefecture for a week of school visits, one-night home-stays, and site seeing in and around Seattle. The program is one portion of a pair of exchanges; the other half of the exchange will involve the two sponsoring organizations taking a group of Washington State educators to Hyogo this June. At the end of the teachers' visit in March, the group congregated with a number of local Washington State teachers and shared in an opinion exchange about the visiting teacher's observations, questions and opinions about American education.

The trip was an overall success and many thanks goes to WATJ members who assisted the group including our own president, Kurt Thompson, who invited the teachers to visit his Japanese language classroom and tour Eckstein Middle School's campus, and Taeko Tashibu of Roosevelt High School and Yoshitaka Inoue of Kamiak High School, both WATJ members who assisted in facilitating the break out discussions at the opinion exchange.

The Institute is designed to strengthen the ties between Hyogo Prefecture and Washington State, reinforcing the sister-state relationship established in 1963. The sponsoring organizations believe in the importance of allowing teachers to learn about the life and culture of both America and Japan through direct contact and communication, thus promoting friendship and mutual understanding.

GENERAL MEETING REMINDER

**PLEASE JOIN US SATURDAY
June 5th from 10am-12:30pm
Roosevelt High School**



IMMERSION CAMP VOICES.....

Steven Huang

I didn't know what to expect when I sat down for the ten hour flight to Japan. But now that I'm back, I can easily say that Japan was all that and a bag of chips. I truly realized I was in Japan when I first stepped off the plane. Everything was Japanese. The people were Japanese; and they were speaking Japanese. I was pretty lost.

My first brush with Japanese culture was at a shrine my family took me to. It was enlightening for me to see a different religion, one I had never experienced before. At the Alpha concert the next day, it became apparent that Japanese society is incredibly multifaceted. Much like America, Japan had its own aspects of TV, radio, music and food. However, Japanese cultures and traditions were so unique, that I was astounded and appreciative to experience this foreign aura.

Imamiya Senior High School was overwhelming. The students were incredibly generous. As I got to know a few students, I saw the individuality each one possessed, and with their help, I was able to fully embrace the Japanese language.

Kyoto taught me some Japanese history. Hiroshima taught me the importance of peace. Tokyo taught me to not hold back in life. But I learned the most important lessons from the Omura Family: those of kindness and compassion. Shoko, Ikuo, Hiromi, Yusuke, and Nozomi went out of their way to make my visit entertaining and pleasant. They generously accepted me into their family, where every night they made me feel comfortable and at home. They were interested in what I had to say. For those reasons, I possess an undying gratitude that mere words cannot express. I will never forget the Omura Family.

Nick Kummert

My name is Nick Kummert. I am currently in 10th grade at The Overlake School in Redmond. When I went to Camp Don Bosco for the Japanese language immersion camp, I had high expectations; my friends had all returned from the camp last year with rave reviews about how it had improved their Japanese comprehension and, of course, provided a great time. I decided to go this year and discovered that the camp delivered my expectations and more. Upon stepping out of my mother's car, I immediately found myself immersed in the Japanese language and culture. I checked in to my cabin and got my complimentary T-shirt-in Japanese-and at first I found it to be difficult. I kept suppressing an urge to speak English with all of my peers. However, once I had taken my language class, I found that speaking Japanese had become second nature to me, and it was hard to believe that I hadn't spoken English! Not only was I immersed in the Language, but the culture as well. Taking the song & dance culture class, I got to listen to some popular Japanese music and also had a fun time dancing! I also had great-tasting Japanese meals thanks to the incredible cooking staff, and shuffling the table settings at mealtime allowed me to get to know other students and teachers. The next day the infamous Undookai took place. With most of Saturday devoted to classes, it was appropriate that the next day was all fun & games, and the Undookai was one of the most fun activities I have ever done at a camp before. As I left the camp that afternoon, I was more than content with my camp experience. It had much more than lived up to my high expectations. Thanks for a great time!

Raiza Ferrer

This year marked my first --- at the Japanese Immersion camp. Admittedly I was apprehensive upon arrival, as I was very unsure of my ability to communicate completely in Japanese. However, as the day progressed I grew more at ease upon the realization that my classes at Overlake had prepared me well, and that I was quite able to express the majority of my thoughts and ideas more quickly than I had ever thought possible. The various events and classes proved entertaining and enlightening, and there were many fun times to be remembered. My team, オレンジぐみ, dominated the competition in the うんどうかい, so that was a fond memory as well. Overall, I believe that Immersion Camp was a great experience, and I don't even have to think twice about attending again. In fact, I was so much in a "日本語モード" that upon pickup, I nearly spoke in Japanese to my family numerous times and found myself thinking in Japanese, rather than English. I hope next year will be even better than this one. もう一度行きたい!



NIHONGO 'CAMPERS' ENJOYING TAISO

My Trip to Japan by Steve Huang

I didn't know what to expect when I sat down for the ten hour flight to Japan. But now that I'm back, I can easily say that Japan was all that and a bag of chips. I truly realized I was in Japan when I first stepped off the plane. Everything was Japanese. The people were Japanese; and they were speaking Japanese. I was pretty lost.

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THANK YOU WATJ FOR ANOTHER GREAT JAPANESE LANGUAGE TEACHERS CONFERENCE!
Keynote Speaker: University of Washington Professor Masashi Kato on READING; a tool for Communication.

As a non-native teacher of Japanese, I appreciate well the fascination and frustration that reading holds for my students. Dr. Kato gave beautifully practical guidance as to efficient and sensible reading instruction. Below are some of his tips that really allow us teachers to cast aside some potentially detrimental traditions in the reading classroom.

- Guri and Gura may be cute, but they do not represent a useful authentic text for students to decode. Rather than children's media, have your students focus on real "orthographically authentic" writing like menus, newspapers, web pages, etc.
- Reading is a complex, usually passive activity, and explicitly giving the students a purpose allows them to focus on a practical goal and feel accomplishment like one would feel in an oral information retrieval task.
- Reading and writing are very different activities and linking them does not necessarily help students with either task. It is reasonable to expect that students recognize many more characters that they can write.
- Reading aloud is one of many skills that teachers can emphasize. Such a high stakes activities are better balanced with group decoding and information retrieval activities using authentic materials.
- Breaking down reading skills tasks into short, entertaining drills helps students enjoy a potentially frustrating goal, and can highlight strengths in certain skills such as scanning, decoding, predicting, pronunciation, etc.

Thank you Kato Sensei for an exciting and informative lecture. We hope to have you back soon!

Submitted by Julia Morse

今回、日本語教師一年生として緊張して WATJ コンフ
ェランスに出席させていただきました。正直に言っ
て大きな期待感はなく、ただ他の日本語教師の先生達
にお会い出来たら良いなと思って参加したのですが加
藤先生のレクチャーは期待を大きく上回るものでし
た。大変解りやすくゲームなど取り入れてとても楽し
い時間を過ごしました。

特に色々なタイプの「読み」があって、長いものを読
む必要は無い、という考えや生活の中で読む、例え
ば、メニューを読む、新聞を読む、図表を読むなどは
是非自分の教室で使いたいものです。そして、漢字
の書き方を必ずしも全て教える必要はなく、解読出来
れば良いというのは「あっ」と目が開かれたような気
がしました。

お弁当とデザートも大変美味しく、又来年も出席させ
て頂きたいと思います。

Kayomi McDonald
Hamilton International Middle School
Seattle, Washington

Kim's Particle Primer.....by Kay Jones

Before a packed audience, Kim Roberts led us through a superb technique for navigating the complexities of particles by attention to high and low focus. In particular, she concentrated on は and が, pointing out that there are many PhD theses published covering the distinctions between these two particles. Kim presented は as a high focus particle, creating a "spotlight" on the topic, to which she cued struggling students by using a hand gesture. In this sense, が (which is sometimes taught as a particle that implies *more* emphasis on the topic) can actually be seen as an indicator of a *lower* focus topic, one of a number of implied choices. For example, there are many things I like, hence the use of が after the hobby :スポーツが好きです。 Students learn how to add the emphasis needed for a specific communication. In English, we use intonation and underlining to emphasize an item or idea; in Japanese, we use particles. "I like her: 僕は 彼女が好きです。" is different from, "I like her: 僕は 彼女は好きです。" The session generated some lively discussion and some inspiration for many to try out this technique in our classrooms.

ブリティッシュコロンビア州日本語カリキュラムを見て その1

「海外の大学に行くのも面白いかもしれない。」そんなことを14歳だった私はふと思いました。日本で生まれ育った私にとって日本以外の国は話で聞いたり、本で読んだり、テレビや映画で見たりするものでしかありませんでした。中学校に入ってまもなく、英語は私のもっとも嫌いな教科となりました。しかし、そんな私が中学校2年の3月、私の中学校とカナダのバンクーバーにある中学校とのカナダ交歓に参加することになりました。バンクーバーで1週間のホームステイ、そしてバンクーバーからの生徒が日本で1週間のホームステイ。このカナダ交歓が私の世界観を広げ、またワシントン州で日本語を教えている今にいたる出発点となったのです。今年の2月と3月に2度、日本語教師としてバンクーバーの学校を再び訪問する機会を得、そこでカナダ・ブリティッシュコロンビア(BC)の日本語カリキュラムを少しながら学ぶことができました。

94年、中学2年生、14歳だった私はカナダ・バンクーバーにあった Hillside Middle School にカナダ交歓のメンバーとして行きました。日本で生まれ育った私にとってカナダで見たもの、そして体験したもののすべてが新鮮で、それらはその後の私を大きく変えました。「海外の大学へ」という希望を漠然と抱くようになり、そしてその思いは高校に入り、より大きくなっていきました。日本の典型的な「進学校」に通っていた私は「受験勉強」から離れ、独自に「海外留学」のための勉強を始めました。大学でスポーツをしたいとも思っていた私は高校卒業後アメリカの大学へ進学をしました。そして、大学卒業後にワシントン州で日本語教師となりました。

現在、教師1年目の私は学校から数日の研修日をもらうことができました。この研修日を使

うと思いながらも数ヶ月がたった今年1月のある日、私の母校の中学校の生徒が、今年の2月にカナダにホームステイにくるというEメールが日本から届きました。現在、私が中学生時代に訪問した Hillside Middle School はほかの学校と合併し Rockridge Secondary School (<http://www.sd45.bc.ca/rockridge/index.html>) となっています。また、私の参加したカナダ交歓も今は、日本からの生徒がカナダの学校を訪問するだけとなってしまっています。しかし、この連絡を受けたとき私は彼らが Rockridge SS を訪問している間に私もそこに行き、カナダの日本語教育を見学しようと思いがら、Rockridge SS で日本語と ESL を教えている Christy Illingworth 先生と多くの情報交換をすることができました。また、この2日間の研修の後、再び3月に情報、そしてアイデア交換をする約束を Illingworth 先生と交わしました。そして、この3月、Illingworth 先生と Rockridge SS で BC カリキュラムの勉強、そして日本語教授法のアイデア交換をすることができました。BC 日本語カリキュラムにはとても驚かされました。ここから学べるが多くあると思った私は、そのサンプルを持ち帰り、自分の教えている school district の日本語カリキュラムもより深く勉強しながら、今後日本語カリキュラムに何が必要なかを調べているところです。今回は BC 日本語カリキュラムについて詳しく書きませんでした。次回の Newsletter に BC 日本語カリキュラムについて詳しく書かせてもらいたいと思います。

最後にバンクーバーで会った私の母校の中学の生徒たちは目を輝かせながら、カナダでの毎日を送っていました。このカナダ交歓が彼らの今後の未来にいい影響を与えることを願います。

鈴木良輔

Central Kitsap Junior High School/Klahowya Secondary School

leos@cksd.wednet.edu ました。学校からバンクーバーでの2日間の研修の許可があり、この2月に日本語教師として、カナダの学校を再び訪問しました。

バンクーバーでの2日間、私の母校からの生徒の手助けをしな

2004 Japanese Language Speech & Skit Contest

The date quickly approached for the 2004 Statewide Japanese Language Speech & Skit Contest for High School Students. Students of the Japanese language throughout Washington State gathered to participate or cheer their peers on Friday, May 14 at the Highline Performing Arts Center in Burien for an all day event filled with humorous skits, thoughtful speeches and wonderful prizes.

This contest is managed and co-hosted by Hyogo Business & Cultural Center, along with the Consul-General of Japan, Seattle. This is a highlight of the year for many Japanese language educators and students, as students are able to demonstrate their skills and demand in the language before a panel of judges, which includes representatives from the Japanese business and education communities. Each year's prizes are always highly anticipated and among the favorites are two tickets to Japan with a week-long home stay and school experience in Hyogo, Japan. These will be awarded to contestants competing at the 1st and 2nd Levels. Other exciting prizes include college scholarships, Mariners tickets, and much more!

This year marks the 21st year of the contest. Another special addition to the contest included the visiting Amaji Lion Dance Preservation Group traveling from Ichikawa. They performed a Shishi-mai, or lion, dance at the contest's commencement. Ichikawa is the sister-city to Port Townsend and the group will travel from the contest to Port Townsend to celebrate the annual Rhododendron Festival.

This is truly a community event; friends, families, and supporters were encouraged to attend and cheer on our future international leaders. For more information, please visit www.hyogobcc.org/speech_and_skit.htm

The 21st Annual Statewide Japanese Language Speech & Skit Contest Results Skit Division

Level 1

1st: Takashi Returned to Japan/Nathan Hale (Hitomi Jitodai Award); 2nd: Bowling Tonight/Shorecrest

3rd: Daily Life/Tahoma

Level 2

1st: Sakura's Birthday/Nathan Hale; 2nd: Girl/Bothell; 3rd: Vacation/Tahoma

Intermediate

1st: Fragile Freedom/Lake Washington; 2nd: Third Time's the Cham/Nathan Hale

3rd: Fortune Teller Home Visit/Overlake (Hitomi Jitodai Award)

Speech Division

Level 1

1st: Obsessed with Japan/Aaron Pouliot, Tahoma (Special Award)

2nd: My Home in Taiwan/Yi-Shun Wang, Lake Washington; 3rd: My Activities/Megan Murry, Tahoma

Level 2

1st: My Favorite Vacation/Shannon Forbes, Chief Sealth

2nd: My Japanese Adventure/Cody Burkholz, Lake Washington

3rd: 8th Grade Summer Vacation/Ross Henderson, Roosevelt

Special mentioned Award: My Host Sister, Eri/Alice Ko, Kamiak

Level 3

1st: I Want to be a Good Teacher/Reanne Mason, Nathan Hale; 2nd: What Would I Do If I Were an Actor? /

Andrew Davidson, Roosevelt; 3rd: I Can Do Everything/Laura Melfi, Overlake

Level 4

1st: The Land of Wrath/Ting-Wei Tseing, Lake Washington; 2nd: The Lives of American and Japanese Teens/

Geoffrey Larson, Roosevelt; 3rd: My Image of Japan/Laura Swanson, Mt. Rainier

Level 5

One Opinion on the War in Iraq/Fred Hoch, Seattle Japanese Language School

Summer Institute

15th ANNUAL WORKSHOP FOR TEACHERS OF JAPANESE AS A SECOND LANGUAGE

Using PowerPoint for Developing and Presenting Japanese Language Instruction

August 16-19, 2004
(Deadline to register: July 16, 2004)

Sponsored by the Hyogo Business & Cultural Center and endorsed by the Consulate-General of Japan in Seattle, Washington Association of Teachers of Japanese (WATJ) and the Office of the Superintendent of Public Instruction (OSPI).

Course Description:

In this workshop, participants will learn how to use Microsoft PowerPoint, along with a variety of Internet resources, in order to develop effective instructional resources such as handouts, exercises, quizzes, self-study materials, and present those resources in the Japanese language classroom.

Instruction and activities will be based on lecture, pair/group work and homework assignments. Course objectives: By the end of this course, participants will be able to:

1. use the basic functions of PowerPoint.
2. develop in-class and self-instructional teaching materials using PowerPoint
3. incorporate Internet resources into their PowerPoint presentations.
4. develop multimedia resources by using PowerPoint.
5. have their students develop PowerPoint presentations.

Instructors: **Hiroko Kataoka** (Ph.D., University of Illinois, Urbana -Champaign), Professor, Department of Asian and Asian American Studies, California State University, Long Beach.

Yasu-Hiko Tohsaku (Ph.D., University of California, San Diego), Professor, Graduate School of International Relations and Pacific Studies, University of California, San Diego.

Date & Location

August 16 (Monday)-August 19 (Thursday); 8:00am-3pm ; Place: TBD

Target Audience/Level of Teachers

Participants must be K-16 Japanese teachers whose Japanese speaking and listening proficiency is above Intermediate-Mid in the ACTFL scale. They should be able to carry on daily conversation in both Japanese and English. In-service school teachers of Washington State will have priority.

Registration Fee

\$80 is requested by all participants. Make check payable to Hyogo Business & Cultural Center and mail with the application form (see "Applications & Deadline" below).

Credits/Clock Hours

Participants can earn the following credits/clock hours upon completion of this course and details will be posted on the HBCC website and in mailings to teachers. ***If you are not on the HBCC mailing list, please contact Courtney Clouse Haneuse at courtney@hyogobcc.org*** :

Applications & Deadline

Applications will be found on line and mailed out in May. Please watch for updates. Mail completed application form with a \$80 registration fee (personal check only) **by the July 16, 2004 (Friday) deadline** to Hyogo Business & Cultural Center, 2001 6th Ave., Suite 2610, Seattle, WA 98121. Contact HBCC at 206-728-0610 to receive an application form.

Screening will be made based on the application form by **July 23**, and the registrants will be notified of the results immediately. **After the July 16 deadline, cancellations will not be accepted and refunds will not be given.**

2004 WAFLT/COFLT FALL CONFERENCE PROPOSAL SUBMISSION FORM
October 7-9, Holiday Inn, Portland Airport

Submission Deadline: Until program is filled. Submit proposal(s) in one of two ways:

- Mail this form to: Twila Wood, WA Conference Chair, 717 N. Road 50, Pasco, WA 99301 OR
- Type applicable sections of this form and submit via e-mail to: woodtw@ksd.org or twilawood@cs.com

Include a brief biographical sketch (not over 100 words) for use by the presider when presenting you at the conference. Please type or print neatly. Proofread your proposal, especially your description. State all information exactly as you want it to appear in the program. All presenters are expected to register as conference participants and to be members of WAFLT or PNCFL.

Name: _____
Employment title and location: _____
Home Address: _____
Work Address: _____
Telephone (with area code) Work: _____
Home: _____
E-mail: _____
FAX (with area code): _____

Co-presenter(s)* (name, address, phone, e-mail)

Title of Presentation _____

Synopsis for the program -In English, describe your presentation fully in 50 (fifty) words or less. Please indicate the language of your presentation. This section MUST be legible.

Have you given this presentation before:
No ___ Yes ___ When and where _____

Main audience:
K-8 ___ 9-12 ___ College/University ___ Other _____

Primary focus:
All Languages ___ FR ___ GE ___ JP ___ SP ___ ASL ___ ESL ___
Other _____

Conducted in:
English ___ other language _____

Content Focus:
pedagogy ___ linguistics ___ literature/culture ___ professional issues ___
other _____

Format: single presentation ___ panel ___ workshop w/activities ___ publisher/exhibitor ___
Equipment needed: overhead ___ TV/VCR ___ audio-cassette player ___ other _____

(We will not supply computers nor guarantee computer projector compatibility. There will be a charge for Internet access. Equipment not requested at this time will not be provided.)

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2005 Japanese Government Scholarships
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The Consulate-General of Japan in Seattle is now accepting applications for the following 2005 Japanese Government Scholarships for studying in Japan.

U.S. citizens living in the states of Washington, Montana, and Northern Idaho are eligible to apply at our office. The applications are available on our website at: <http://www.seattle.us.emb-japan.go.jp>

Research Student Scholarship

(Deadline: Monday, August 9, 2004)

Covers a one and a half year to two-year period of graduate research at Japanese universities. The study area must be the same field as the applicant studied or is now studying. Term of scholarship: April 2005 to March 2007 or October 2005 to March 2007. Includes a half-year of Japanese language training period for those who need Japanese language training.

Applicants need to be less than 35 years of age as of April 1, 2005 and must be university graduates. Those who will be graduating from a university by March or September 2005 may apply. (Details may subject to change)

Senshu-Gakko (Special Training College) Scholarship

(Deadline: Monday, August 9, 2004)

Covers a three-year period of vocational studies in the following areas: Civil Engineering, Architecture, Electrical Engineering, Electronics, Telecommunication, Nutrition, Infant Education, Secretarial Studies, Hotel Management, Tourism, Fashion, Dress Making, Design, Photography, and other fields of study. Includes a one-year Japanese language program at a Japanese language school prior to attending Senshu-Gakko.

Available to high school graduates who are between 17 to 21 years of age as of April 1, 2005. (Details may subject to change)

Scholarship Benefits

1. Monthly stipend
(135, 000 yen for Senshu-Gakko Student Scholarship)
(175, 000 yen for Research Student Scholarship)
2. Travel expenses to and from Japan
3. Arrival Allowance of 25,000 yen
4. Exemption of school fees for entrance examination, matriculation, and tuition
5. Housing Assistance
6. Subvention for medical fees

(Details may subject to change)

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For more information, please contact:
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Consulate-General of Japan
Scholarship Desk
E-mail: education@cqjapanesea.org
Phone: 206-682-9107 ext.135
<http://www.seattle.us.emb-japan.go.jp>

Consulate-General of Japan
601 Union Street, Suite 500
Seattle, WA 98101 U.S.A.

We look forward to receiving your application!