

WASHINGTON ASSOCIATION OF TEACHERS OF JAPANESE WATJ Newsletter, WINTER 2004

From WATJ President, Kurt Thompson,

I enjoy the icy mornings but not the driving to and from school in the dark. Also, my early period students are more energetic in their TAISOU movements since we go outside in good and bad weather to begin our classes with exercises. Every year I look forward to the winter season except for the shortness of the daylight hours.

The rush of activities that start every academic year is behind us and the long weeks of the mid-year are now before each of us. I hope that you are enjoying your classes and students during this time.

Our professional activities begin with a rush as well, and then it all calms down. In the same way, WATJ activities are concentrated in the first few weeks with the rest coming in the month of March each year.

In between, we will gather for the NEW YEAR on Saturday, January 8, 2005. This General Meeting and Professional Development Workshop will begin at 10am. The Workshop will finish by 12:15pm and then it is planned for us to share a potluck of special foods and fellowship for the next hour. Please arrive at 10am, bring some food to put on the table, and bring along your anticipation for gaining something to help you in your work.

2005 Speech & Skit Contest Information

The 22nd **Annual Speech and Skit Contest** will be on **April 1, 2005** in a central location this year, at downtown Seattle's **Benaroya Hall**. Last year we had about 150 participants, and we predict that the number of audience attendees will reflect the past several years, usually around 500 individuals or more. The primary objective for this contest is to promote the study of Japanese as a second language to (non-native Japanese speaking) high school students of Washington State. The contest is a fun and challenging opportunity for students to use their language skills and creativity to communicate important ideas and thought. The panel of judges consists of representatives from the Consul-General of Japan, local Japanese businesses and Japanese educators. There are many exciting prizes and scholarships for competition winners! Information about contest guidelines and student applications should be mailed out to Japanese language instructors by late December. If you do not receive any contest information, or have questions, please contact erin@hyogobcc.org or (206)728-0610 at Hyogo Business & Cultural Center. *Ganbatte kudasai!*

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What a conference we had! Many of enthusiastic Japanese language teachers from both Washington and Oregon State had a great opportunity to get together and learned how to be a more effective language teacher at WATFL/COFLT conference on October 7 and 8 in Portland, Oregon. On Saturday was the highlight of the conference for Japanese teachers, because we had an all-day workshop for just Japanese language teachers, which was presented by Kataoka Sensei and Tohsaku Sensei.

Honestly, when I heard about this “all-day workshop” (especially on Saturday), it was not really appealing to me. However, I was certainly very pleased to have a chance to be a part of this conference after participating in this workshop. The key point of the workshop was simply “ask the students to use their brain while they are learning Japanese.” It means that it is necessary for students to think about answers to the questions more than recalling them. The presenters reminded us that it is also important for students to have a basic knowledge that they can recall.

However, in order for them to be able to speak and to articulate the Japanese language, it is critical for them to process and to apply knowledge into practice by thinking everyday things such as finding connections among a list of words or items. We also had a chance to create our own lessons and getting reviews from colleagues. It is no question that we had a *Subarashii* learning experience in Portland, Oregon. (Many thanks to our presenters and organizers!)

Mark Your Calendars for the WATJ Annual Conference
Yoshitaka Inoue

As conference chair I am very excited to announce this year’s WATJ Conference. This is going to be our eleventh annual conference. Every year expectations of the conference increase and this year members will not be disappointed! We have already engaged a fantastic keynote speaker: Mikako West-Sensei from Oregon.

West sensei made a wonderful presentation at the WAFLT conference last October. All the participants wished there had been more time for her presentation. It was due to this very strong popular demand that WATJ decided to invite her to our conference as well.

This year’s conference theme is “How to Engage Students in Japanese for Most of the Class Time.” This was the focus of West-Sensei’s presentation and the topic provides a great opportunity for teachers both to learn from her and also to share their own best practices through the workshops.

West-Sensei has many great activity ideas in which students use Japanese all the time. All the activities are fun! We are also planning several great workshops to share more ideas that you can bring back to use in your classroom the next day. If you would like to help lead a workshop or simply have a good idea that you want to share your peer Japanese teachers, please let me know right away.

Of course we will have great Obento from Kisaku Japanese restaurant and Kinokuniya bookstore will be there. There will also be great door prizes from all the Japanese businesses that support WATJ!

The tentative schedule is follows:

Date: Saturday, March 5th

Time: 8:30 to 2:30

Place: University Prep

Questions: Contact Yoshitaka Inoue at inoueyoshitaka@yahoo.co.jp or 206-361-6625

**Greetings from the new Project Coordinator, Erin Erickson
Hyogo Business & Cultural Center (HBCC)**



Dear WATJ Members,

Before I have the pleasure of meeting you in person, I'd like to introduce myself. I grew up in Shoreline, and was introduced to the international community at a very young age. From eight years old my family hosted international students (*mostly from Japan*). At ten years old, I was invited to visit Japan for the first time, so you can imagine when I reached high school I was eager to take Japanese class the first chance I got!

At fifteen I was a Rotary International Student Ambassador and studied in Sendai, Japan. That one-year completely changed my life. After being treated with so much generosity and given wonderful opportunities in Japan I knew I wanted to embark on a career where I could give back to others what I was given so freely.

A few years after graduating from Whitworth College I was accepted into the JET Program as Coordinator for International Relations in a very small town in Akita prefecture- famous for chickens. At one town festival I taught my neighbors the infamous chicken dance, and later surprised myself by entering in the annual chicken race! For three years in Japan I felt I was able to give back, but not surprisingly I received much more than I ever imagined. As many of you, I now have a lot of friends and adopted family in Japan. I returned to Seattle this summer, and now, a few months later I am privileged to be a full-time member of the HBCC team.

I am really excited to continue my passion of bringing international citizens together, especially within the US-Japan community. I believe it is essential for communities to invest in language education and international exchange; to help individuals around the world communicate with each other, and inevitably create strong lasting friendships.

As Program Coordinator I will be responsible for community outreach- this includes teaching about Japan in local schools, organizing seasonal culture classes, coordinating the Annual High School Speech & Skit Contest, as well as assisting with sister-city relations between Washington State and Hyogo Prefecture. I look forward to meeting many of you in the near future. Hopefully together we can encourage youth to learn and embrace other cultures, especially Japan. Please feel free to contact me if you have any suggestions for ways to improve our current programs, or to share ideas for new ones!

Best wishes to you and your family this holiday season.

Sincerely,
Erin Erickson
erin@hyogobcc.org (206) 728-0610

Reflections on the Eckstein Middle School trip to Japan, Summer of 2003 and 2004

By Patrick Muller (9th grader at Roosevelt High School, Seattle, WA)

日本は美しいです。 I wish I could have stayed there longer and seen more things. I wanted to see Kyoto and Hiroshima. 日本の中学校はをおもしろいです。 日本の食べ物が大好きです。ラーメンが好きです。 I liked the people and hopefully next time I will go with my family and help them tour Japan. Thanks Mr. T!

By Stephen Greer (9th grader at Roosevelt High School, Seattle, WA)

I really liked Japan, especially the town of Shibata. I thought that all the people were wonderful and very kind. ラーメンがだいすきです。 I also really liked Melon Soda!! I liked Tokyo a lot because I thought Seattle was big!!! My favorite landscape was definitely Mt. Fuji. Even though I didn't make it to the top, I had a lot of fun trying. Mr. Thompson がだすきです。

By Nathan Mannheimer (9th grader at Roosevelt High School, Seattle, WA)

I went to Japan for two weeks in the summer of 2003. It was one of the greatest experiences of my life. It was fascinating to learn about the lives of people in another country by actually being there. For the first week I stayed in Kyoto for several days. It was amazing how large the city was. I stood on a tall building and could only see the city for miles around, as far as the horizon. We toured the Shogun's palace (Nijoju) and a famous temple with a beautiful garden (Ginkakuji).

We also went to the massive shopping district. There you could buy almost anything from clothes to cheap electronics. I fell in love with the crepe vendors who sold on the street. My favorite was banana, cream, and chocolate wrapped in a crepe.

From Kyoto we went by Shinkansen (bullet train) to the city of Kanazawa. At Kanazawa we saw the famous gold shops, went to a soy sauce factory, and met with the city's mayor. Also, we went to the headquarters of the newspaper of the area. At the factory we tried soy sauce ice cream, which is actually much better than it sounds.

We stopped in the city of Hiroshima for several days after Kanazawa. Visiting the Museum of Peace there was a very powerful experience. We stayed on an island in Hiroshima bay in sight of the city. This was my favorite place to stay of the trip. The trip was the best way to learn about real Japanese life and I give credit to Mr. Thompson for coordinating and leading it.

By Matt Hoefer (9th grader at Roosevelt High School, Seattle, WA)

Japan was an interesting experience. Experiencing culture shock for the first time was exactly what I needed. After recuperating with the help of my host family and some sukiyaki, my peers and I visited Kyoto's temples, Shibata's rustic yet urban lifestyle, Electronic Town in Tokyo, Minajima's Ferry, Hiroshima's peace museum, and got to be as care free as we wanted. The families were very nice, but Japanese school life is hectic. I've been there twice and I am still amazed by it.

By Lindsey Kaghan (9th grader at Roosevelt High School, Seattle, WA)

I've been to Japan two times now, and China once. When I was in 7th grade I went in a group with my Japanese teacher, Mr. Thompson, but we went to China for a week, and Japan for a week, instead of being in Japan for the whole time.

My experience in Japanese schools was that most of the students were very shy and giggly about us as exchange students, but there were always a few kids who actually came and talked to us. The kids were always really nice and they paid attention to you all the time.

By Kevin Wong (9th grader at Roosevelt High School, Seattle, WA)

I really liked the trip to Japan because I experienced a whole new culture. We stayed at a traditional Japanese hotel, which was pretty comfortable. In the hotel shoes weren't allowed to be worn inside. They provided us with slippers so that we can walk around the hotel but you can't wear the slippers. We had to sleep on futons, which was pretty good. I also realized that we had to change slippers when we went to their restrooms. I thought the old Japanese toilets were just weird because you have to squat when you need to take a shit. 日本はあつくて、たのしいです。日本がすきです。日本のたべものはたかくて、おいしいです。 The other 2 days, we were hosted by Japanese families. They were very kind and tried everything they could to make me feel at home.

By Megan Woodworth (9th grader at Roosevelt High School, Seattle, WA)

When I went to Japan, I realized how Americans and Japan's cultures, in some ways are very different. Schools are run with stricter rules. There is a high level of respect and Japanese traditions. Japan has a long history of art and food, like the art of tea ceremonies.

東京は大きくて、忙しいです。

Tokyo is big and busy. There were so many people in one area. The city was full of billboards and advertisements. There was such a high energy in Tokyo and hearing and seeing all the Japanese words was overwhelming. I was so glad I went because I got to experience another part of the world and its culture. 日本が好きで、また、行きたいです。

International Educational Summit in Olympia October 27, 2004

By Sue Webber

I encourage WAFLT members to attend the next Summit and build a group within WAFLT to begin the serious work of international education in the state of Washington.

Bill Center, president of the Washington Council on International Trade, stated the need to merge the words "education" and "international education". He believes they are the same thing and we should treat them as a unit, not separate.

Educating our youth must be looked upon as educating our youth to be a part of the world, not a part of a region on single nation. He believes firmly that the study of other languages fits tightly into this education, beginning early and continuing for many years building strong skills in world languages.

One of the handouts in our packet was an article by Mimi Met and Eileen Lorenz printed in the ASCD 1995 Curriculum Handbook titled: *Preparing Global Citizens: A Foreign Language Program for All Students*. This article describes immersion, states that elementary world language study is a national need, discusses how to find immersion teachers, networking, and multiculturalism. I have a copy. If anyone would like one, I can photocopy this and mail it. It is important that we, the international education supporters, get together and sing from the same sheet of music if we plan to accomplish anything. It is, however, also important that we each DO SOMETHING. Promoting international learning and connecting each student with the world outside of Washington State is important to our residents, so let's each do something this year to make a difference. Let's not wait. Let's start small, but let's start.

There is a second, shorter article by Mimi dealing with teaching culture in connection with the foreign language. It is quite convincing (to me) and with the focus now on cultural understanding, this article could benefit teachers fighting to keep programs in school with the threat of high stakes testing crowding out "fluff" such as world languages. It is titled: *Some Thoughts On Teaching Culture. It is simply an excerpt from Instruction: Linking Curriculum and Assessment To The Standards*. Mimi's email is mmet@nflc.org

There was an order form from CAL to order the document titled: *Foreign Language Teaching: What the US Can Learn From Other Countries*. It costs \$7.50 plus \$2.50 shipping and handling. Order online calstore.store.org or 1 800 551 3709. The report includes a discussion of eight core methodologies, strategies, and policies that language educators in other countries consider essential to success and practical recommendations for how these findings can inform US foreign language education policy and practice.

"The world is calling, how far will you go?" Peace Corps 2004

Culture Camp for High School Students

HISTORY AND PURPOSE

Planning for the Total-Immersion Japanese language and Culture Camp for High School students began in 1987. The initial planners recognized a need to teach Japanese language within its social and cultural contexts, away from distractions of high school life, and developed the idea of a camp to help students use and improve their knowledge of Japanese language professionals throughout Washington State. Students and teachers pronounced the Camp alike.

In 1993 the Camp moved from its previous location in Eatonville to a new site in Seattle, University Prep Academy near the University of Washington. To continue offering a high quality experience at a cost affordable to students, the Camp changed from an overnight resident camp to weeklong urban day camp, and added homestays with local Japanese families for advanced students.

In 1999 the Camp was once again held as an overnight experience at Camp Don Bosco in Carnation by the Washington Association of Teachers of Japanese (WATJ, a non-profit organization). This year will mark our fourth year to hold this Camp at Camp Don Bosco.

The purpose of the camp is to motivate and encourage American high school students to continue their Japanese language study. The Camp improves their speaking and comprehension skills and enhances awareness of global perspectives through Japanese language, culture and traditional arts. In addition, teachers have commented that students who have attended the camp have had positive influences on their fellow classmates.

The camp also has an important impact on the teaching of Japanese language in Washington State. It has provided language teachers with the opportunity to work together in developing innovative curricula. Other teachers are invited to observe camp classes and activities in order to learn new techniques and share ideas, which can then be incorporated into their regular classrooms.

PROGRAM DESCRIPTION

Time and financial constraints prevent most students from traveling to Japan. The Camp brings Japan to them by simulating life in modern Japan. Students communicate entirely in Japanese, surrounded by Japanese signs, posters, books, music, games, food and people. All students are assigned to *kumi* (groups) named after colors and they study and work within these groups from Friday morning to Saturday evening. Upon arrival at the camp, students receive their passport and go through registration. After completing registration, total-immersion begins and the use of English is prohibited.

The first day begins with a *chorei* (all school gathering) in which students will be welcomed by the director and the *kochoo sensei* (principal). The next day begins with a *chorei* and *rajio taisoo* (Japanese-style group calisthenics) which warms up the students mentally and physically for a morning of intensive language study and related activities. Afternoons are devoted to classes in a variety of cultural activities such as martial arts, calligraphy, cooking, tea ceremony, flower arrangement and singing.

The Friday evening event will begin with *Matsuri*, and includes dancing, singing, and *taiko* drumming. The camp ends with the *Undookai* (Sports Day events) and a graduation ceremony on Saturday.

A relaxed, supportive setting allows students to practice and make mistakes without penalty. In two days, students receive as many hours of language exposure as they would in nearly a month of high school language instruction.

CAMP RULES

Camp rules are designed to ensure a safe, comfortable environment to foster increased understanding of Japanese language and culture. Students are asked to make every effort to use Japanese at all times. All students and their parents or guardians must agree in writing to the Camp Rules before final acceptance to the camp. Detailed Camp rules are enclosed in a separate sheet.

STAFF

Language teachers are chosen from each high school participating in this Camp. Experts on Japanese arts, culture, and customs present cultural activities. Instructors reside at the Camp and participate in all aspects of Camp life.

A support team of carefully chosen and trained bilingual aides and volunteers assists teachers and cultural experts, supervises free-time and evening activities, and is available throughout the day to interact with students.

FACILITIES

The Camp is held at Camp Don Bosco in Carnation. Students are housed in dorm cabins according to school and gender. Restrooms are in each cabin and showers are located near the cabins. Parents and guardians are responsible for transporting their children to and from the Camp site.

<http://www.seattlearch.org/BuildingCommunity/CatholicYouthOrganization/Camping/MapsDrivingDirections>

STUDENT PARTICIPATION

Participation is limited to 60 students throughout Washington State. We have decreased the number of participating students to decrease teacher-student ratio and create a more intense atmosphere for students to hear and speak more Japanese to a variety of Japanese speakers. Each high school can bring a maximum of seven students to the Camp. High school students in good standing who have completed at least one year of formal study of Japanese, who is currently enrolled in a Japanese class and who are committed to improving their knowledge of Japanese language and culture in a total-immersion setting are encouraged to apply.

Students are required to submit:

- ?? an application
- ?? teacher recommendation
- ?? a copy of the camp rules agreement
- ?? tuition (checks made out to WATJ)

TUITION

The camp tuition and deadlines are as follows:

Early bird registration postmarked by:	November 24, 2004 (Wednesday)	
	Tuition \$65.00	
Final Registration postmarked by:	December 10, 2004 (Friday)	
	No applications will be accepted after	this date
	Tuition \$75.00	

- ?? Tuition includes Friday dinner, Saturday breakfast and lunch.
- ?? Cancellations will be accepted through Monday, February 28, 2005). Tuition costs will be refunded minus an office fee of \$5.00. There will be no refunds after this date.
- ?? Due to limited enrollment and increased demand to attend, we encourage early registration.

DATES & TIMES

March 25 & 26, 2005 Friday 8:00 AM ~ Saturday 4:00 PM

INFORMATION FOR TEACHERS

Welcome to the WATJ Total-Immersion Japanese Language & Culture Camp. We hope that this experience will be as meaningful for you as it will be for your students. This year's Camp dates are March 25 & 26, 2005.

The Camp's goals are to:

- ?? Create an atmosphere and environment outside of the regular classroom to use the Japanese language.
- ?? Encourage the abilities and build students' confidence to use their language skills.
- ?? Allow students to participate in cultural activities that are not readily available in the classroom.
- ?? Further motivate students to continue their language studies.
- ?? Allow teachers to interact with other teachers in the area.
- ?? Expose teachers to the National Standards and how scenarios can be used.
- ?? Expose teachers to immersion instruction techniques.

In order to achieve these goals, we have set some regulations to qualify teacher/school participation.

Participating teachers must:

?? All participating teachers MUST attend both General Immersion Camp Meetings. The dates are:

Saturday, January 22, 2005 Saturday, February 12, 2005

9:00 a.m. ~ 9:00 a.m. ~

Roosevelt High School Room #South 307

Roosevelt High School Room #South 307

4400 Interlake Ave. N. Seattle, WA 98103

4400 Interlake Ave. N. Seattle, WA 98103

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|--|--|
| ?? Put in extra hours to prepare for the camp (typically five to ten hours). | ?? Arrange for student transportation to and from site (own students). |
| ?? Enforce total immersion at all times. | ?? Supervise mealtime conversations. |
| ?? Teach at least one section (language or culture). | ?? Help screen/recommend students to the camp. |
| ?? Stay overnight at the campsite. | ?? Arrive at the campsite by 8:00 AM. |
| ?? Monitor students' behavior & enforce discipline policy. | ?? Supervise cleaning duties. |

Returning Teachers

Returning teachers who would like to teach a different class MUST attend both meetings.

Clock Hours

All participating teachers applying for 15 clock hours through the University of Washington must attend both meetings.

Students' Health Condition Information

Participating teachers need to query their students about any special health concerns (e.g. diabetes). Follow district guidelines on collecting and maintaining individual student insurance and medical information.

Teaching Materials

The camp will provide all teaching materials for the language classes. If you are assigned to a cultural class, you must provide your own teaching materials, and submit a lesson plan in advance to the committee.

Teaching Assistants

Teachers will be assigned an assistant to their classes.

Tuition

The camp tuition and deadlines are as follows:

Early bird registration postmarked by:	November 24, 2004 (Wednesday) Tuition \$65.00
Final Registration postmarked by:	December 10, 2004 (Friday) No applications will be accepted after this date Tuition \$75.00

?? *Tuition includes Friday dinner, Saturday breakfast and lunch.*

?? *Cancellations will be accepted through February 28, 2005 (Monday). Tuition costs will be refunded minus an office fee of \$5.00. There will be no refunds after this date.*

?? *Due to limited enrollment and increased demand to attend, we encourage early registration.*

?? *Maximum of eight (8) students per participating teacher.*

There is no teacher fee if you are a WATJ member. For non-members, the fee is \$65.00 until November 24 and \$75 until December 10, 2004.

Participating teachers are responsible for gathering checks and documents from students and sending the complete packet to the Camp Director with the school registration form for the Total-Immersion Japanese Language and Culture Camp by the two dates listed above. We encourage early registration due to limited enrollment. **Only completed packets submitted by the due dates will be considered.** Please send the packets to:

Judy Coble
WATJ Immersion Camp 2005
3608 SW 330th Street Federal Way, WA 98023

Approval from school

This is an overnight field trip. Participating teachers need to get approval from their schools. It usually takes some time to obtain this. Please look into the procedures at your school as soon as you decide to participate in the camp.

Transportation **Each person must arrange their own transportation.**

There is one kitchen helper position available for teachers who are unable to attend one or both of the scheduled camp meetings, and would still like to have their students participate in the camp. Please submit the attached application by (post marked) November 24, 2004. Applications will be reviewed and we will notify each candidate by December 17, 2004.

Please find enclosed the following documents:

- | | |
|---|------------------------------------|
| ?? Teacher introductory letter | ?? Lesson plan outlines |
| ?? School registration form | ?? Kitchen helper application form |
| ?? Student application packet | ?? General Camp Meeting Schedules |
| ?? Student application/Teacher recommendation form | |
| ?? History and description of the Camp | |
| ?? Rules Agreement form | |

Please include the following when submitting registration forms:

- ?? School registration form
- ?? Tuition (please note the different rates)
- ?? Student application/Teacher recommendation form

An acceptance letter will be sent out in early January stating the specifics of the camp. This will include a map with directions, a list of what to bring, schedules, etc. If you have any questions in the meantime, please feel free to contact me at the numbers listed below. We look forward to working with you in creating the Total-Immersion Japanese Language & Culture Camp 2005 for our students!

Sincerely,

Judy Coble
Camp Director 2005
3608 SW 330th Street
Federal Way, WA 98023
(253) 661-9046 jttcoble@comcast.net

NCJLT – Sponsored Sessions at ACTFL 2005
November 18-20, 2004 Baltimore, Maryland

Call for Proposals

The National Council of Japanese Language Teachers will once again sponsor sessions at the American Council on the Teaching of Foreign Languages (ACTFL) Conference in Baltimore, Maryland in 2005. We welcome all teachers in grades K-16, who are members of NCJLT to submit a proposal to present a session at the conference. NCJLT will make every attempt to accept proposals in a range of grade levels and topic areas. All presenters at NCJLT-sponsored sessions must be members of NCJLT. We do not accept presentations that are for advertisements/sale purposes. All costs for attendance at and travel to the conference are the responsibility of the presenter. There are also certain fees charged for the use of audio/visual equipment during your presentation, ranging from \$10 to \$100, depending upon the equipment. If accepted to present, as a NCJLT member you will do a short write-up about your session for the winter oshirase. Please send any questions to ncjlt@JapaneseTeaching.org, attention: ACTFL Chair. All session proposals are to be postmarked by an **absolute deadline of January 15, 2005. You must be a member of NCJLT in order to present under NCJLT.**

Name _____ Institution _____
Preferred Address _____

Day telephone _____ Evening Telephone _____ Email _____

Will your session include other presenters? yes no

If yes, please indicate their names and affiliations below (limited to two per session)

Name _____ Affiliation _____ Email _____

Name _____ Affiliation _____ Email _____

Did you submit this same proposal directly to ACTFL this year? yes no

ALL NCJLT-SPONSORED PRESENTATIONS ARE 75 MINUTES LONG. If you wish to propose a workshop (3 hours), please contact ACTFL directly. Please check the education level to which your proposal applies. (one or two)

elementary middle/Jr high school high school
 community college higher education administrators/supervisors
 govt/adult education teacher education ALL

Will this session be conducted in English? yes no If not, in what language? _____

Please specify in which language(s) examples, if any, will be given _____

To which languages will this session be applicable? Japanese ALL Other (which?) _____

If you have previously presented at ACTFL meeting, in what year(s) did you present? _____

From the list below, check ONE keyword category which best describes the focus and content of your presentation.

Session Title

- Application*; language for specific purposes, including business, translation, and interpretation
- Assessment* testing and evaluation
- Culture*; linguistic variables, cultural variables, knowledge
- Curriculum*; goals, objectives, articulation, interdisciplinary
- Learner Variables*; aptitude, attitude, motivation, learning strategies, psychology, psycholinguistics
- Literature*; research, studies and teaching
- Materials*; print and non-print; use, development, evaluation
- Methods/techniques*; strategies and activities for developing communicative skills
- Policy/Issues*; grants, community and public relations, legislative concerns, organizations
- Research*; empirical, ethnographic, classroom-based inquiry
- Standards*; student, professional, the Five C's, national/state/local implementation
- Study Abroad*; program development, administration
- Teacher Preparation*; supervision, certification, preservice, inservice
- Technology*; use of media

On a separate piece of paper, please answer the following questions. These answers must be included for your proposal to be considered.

1) What is the content of your presentation?

2) What will be your method of presentation (discussion, group work, use of overheads/technology)?

3) What will your audience gain from attending this presentation?

Please send this form, along with your written answers to the above questions to:

Ann McCarthy, 4243 Pillsbury Avenue, Minneapolis, MN 55409

All session proposals must be postmarked and ABSOLUTE deadline of **January 15, 2005.**



In order to bridge the gap in assessment models, the Center for Applied Second Language Studies (CASLS), a National Foreign Language Resource Center (NFLRC), has developed an integrated online assessment of speaking, reading, and writing proficiency. Now CASLS is ready to pilot the last installment of the four proficiency skills: listening. This pilot test is known as the **Japanese Assessment of Listening Proficiency (ALP) pilot**

We are delighted to invite you, as a Japanese teacher, to participate in this one-of-a-kind opportunity. We are looking for teachers who would be willing to pilot the online Japanese ALP beginning **October 18, 2004**. With your help and participation, we will gather data from students nationwide in order to offer the best possible language assessment tool to educators.

The Japanese ALP pilot is **innovative both in terms of pedagogy and technology**. This pilot allows you and your students to experience a state-of-the-art assessment tool at absolutely **no charge**. Real-life tasks, delivered in streaming FLASH audio and video to your students' computers, are keyed to national standards. You will only need a fast Internet connection and FLASH, which can be downloaded for free. **Results from the test will be immediately available** to teachers on a password-protected website.

This assessment is appropriate for students with novice-high proficiency or higher. If you are interested in participating in the Japanese ALP pilot, please e-mail or call the Japanese ALP pilot coordinator, Kumi Hatano, at the address listed below. She will send you more details, including technology requirements for your computer lab, which will help you decide if you will be able to participate in the Japanese ALP pilot.

Sincerely, Kumi Hatano, Japanese ALP Pilot Coordinator

E-mail: jppilot@darkwing.uoregon.edu.

Participation procedure is as easy as following the steps below:

Step 1. If you want to know more about ALP, go to ALP FAQ page at

<http://www.languageassessment.net/language/japanesealp/index.htm>

Step 2. Go to the Technology Check link

<<http://www.languageassessment.net/language/japanesealp/tech1.asp>> to have your computer lab ready.

Step 3. Go to the Teacher Registration link

<http://www.languageassessment.net/language/japanesealp/tech1.asp> to complete the online registration.

Step 4. Wait until we contact you. If your program/class meets our pilot requirements, we will work with you to schedule for a test date **between now and February 28, 2005**. Your test date will be confirmed when we send you a teacher user name and password. This will permit you to log in to our server and retrieve user name for each of your students.

E-mail: jppilot@darkwing.uoregon.edu.