CollegeBoard
Advanced Placement Program

AP® Japanese Language and Culture

Teacher's Guide

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The College Board: Connecting Students to College Success

The College Board is a not-for-profit membership association whose mission is to connect students to college success and opportunity. Founded in 1900, the association is composed of more than 5,400 schools, colleges, universities, and other educational organizations. Each year, the College Board serves seven million students and their parents, 23,000 high schools, and 3,500 colleges through major programs and services in college admissions, guidance, assessment, financial aid, enrollment, and teaching and learning. Among its best-known programs are the SAT®, the PSAT/NMSQT®, and the Advanced Placement Program® (AP®). The College Board is committed to the principles of excellence and equity, and that commitment is embodied in all of its programs, services, activities, and concerns.

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Welcome Letter from the College Board

Dear AP® Teacher:

Whether you are a new AP teacher, using this AP Teacher's Guide to assist in developing a syllabus for the first AP course you will ever teach, or an experienced AP teacher simply wanting to compare the teaching strategies you use with those employed by other expert AP teachers, we are confident you will find this resource valuable. We urge you to make good use of the ideas, advice, classroom strategies, and sample syllabi contained in this Teacher's Guide.

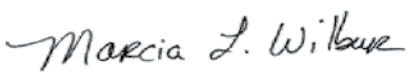
You deserve tremendous credit for all that you do to fortify students for college success. The nurturing environment in which you help your students master a college-level curriculum—a much better atmosphere for one's first exposure to college-level expectations than the often large classes in which many first-year college courses are taught—seems to translate directly into lasting benefits as students head off to college. An array of research studies, from the classic 1999 U.S. Department of Education study *Answers in the Tool Box* to new research from the University of Texas and the University of California, demonstrate that when students enter high school with equivalent academic abilities and socioeconomic status, those who develop the content knowledge to demonstrate college-level mastery of an AP Exam (a grade of 3 or higher) have much higher rates of college completion and have higher grades in college. The 2005 National Center for Educational Accountability study shows that students who take AP courses have much higher college graduation rates than students with the *same* academic abilities who do not have that valuable AP experience in high school. Furthermore, a Trends in International Mathematics and Science Study (TIMSS, formerly known as the Third International Mathematics and Science Study) found that even AP Calculus students who score a 1 on the AP Exam are significantly outperforming other advanced mathematics students in the United States, and they compare favorably to students from the top-performing nations in an international assessment of mathematics achievement. (Visit AP Central® at http://apcentral .collegeboard.com for details about these and other AP-related studies.)

For these reasons, the AP teacher plays a significant role in a student's academic journey. Your AP classroom may be the only taste of college rigor your students will have before they enter higher education. It is important to note that such benefits cannot be demonstrated among AP courses that are AP courses in name only, rather than in quality of content. For AP courses to meaningfully prepare students for college success, courses must meet standards that enable students to replicate the content of the comparable college class. Using this AP Teacher's Guide is one of the keys to ensuring that your AP course is as good as (or even better than) the course the student would otherwise be taking in college. While the AP Program does not mandate the use of any one syllabus or textbook and emphasizes that AP teachers should be granted the creativity and flexibility to develop their own curriculum, it is beneficial for AP teachers to compare their syllabi not just to the course outline in the official AP Course Description and in chapter 3 of this guide, but also to the syllabi presented on AP Central, to ensure that each course labeled AP meets the standards of a college-level course. Visit AP Central at apcentral.collegeboard.com for details about the AP Course Audit, course-specific Curricular Requirements, and how to submit your syllabus for AP Course Audit authorization.

As the Advanced Placement Program® continues to experience tremendous growth in the twenty-first century, it is heartening to see that in every U.S. state and the District of Columbia, a growing proportion of high school graduates have earned at least one grade of 3 or higher on an AP Exam. In some states, between 18 and 20 percent of graduating seniors have accomplished this goal. The incredible efforts of

AP teachers are paying off, producing ever greater numbers of college-bound seniors who are prepared to succeed in college. Please accept my admiration and congratulations for all that you are doing and achieving.

Sincerely,



Marcia Wilbur
Executive Director, Curriculum and Content Development
Advanced Placement Program

Equity and Access

In the following section, the College Board describes its commitment to achieving equity in the AP Program.

Why are equitable preparation and inclusion important?

Currently, 40 percent of students entering four-year colleges and universities and 63 percent of students at two-year institutions require some remedial education. This is a significant concern because a student is less likely to obtain a bachelor's degree if he or she has taken one or more remedial courses.[1]

Nationwide, secondary school educators are increasingly committed not just to helping students complete high school but also to helping them develop the habits of mind necessary for managing the rigors of college. As *Educational Leadership* reported in 2004:

> The dramatic changes taking place in the U.S. economy jeopardize the economic future of students who leave high school without the problem-solving and communication skills essential to success in postsecondary education and in the growing number of high-paying jobs in the economy. To back away from education reforms that help all students master these skills is to give up on the commitment to equal opportunity for all.[2]

Numerous research studies have shown that engaging a student in a rigorous high school curriculum such as is found in AP courses is one of the best ways that educators can help that student persist and complete a bachelor's degree.[3] However, while 57 percent of the class of 2004 in U.S. public high schools enrolled in higher education in fall 2004, only 13 percent had been boosted by a successful AP experience in high school.[4] Although AP courses are not the only examples of rigorous curricula, there is still a significant gap between students with college aspirations and students with adequate high school preparation to fulfill those aspirations.

Strong correlations exist between AP success and college success.[5] Educators attest that this is partly because AP enables students to receive a taste of college while still in an environment that provides more support and resources for students than do typical college courses. Effective AP teachers work closely with their students, giving them the opportunity to reason, analyze, and understand for themselves. As a result, AP students frequently find themselves developing new confidence in their academic abilities and discovering their previously unknown capacities for college studies and academic success.

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1. Andrea Venezia, Michael W. Kirst, and Anthony L. Antonio, *Betraying the College Dream: How Disconnected K–12 and Postsecondary Education Systems Undermine Student Aspirations* (Palo Alto, Calif.: The Bridge Project, 2003): 8.

2. Frank Levy and Richard J. Murnane, "Education and the Changing Job Market." *Educational Leadership* 62(2) (October 2004): 83.

3. In addition to studies from University of California–Berkeley and the National Center for Educational Accountability (2005), see the classic study on the subject of rigor and college persistence: Clifford Adelman, *Answers in the Tool Box: Academic Intensity, Attendance Patterns, and Bachelor's Degree Attainment* (Washington, D.C.: U.S. Department of Education, 1999).

4. *Advanced Placement Report to the Nation* (New York: College Board, 2005).

5. Wayne Camara, "College Persistence, Graduation, and Remediation," *College Board Research Notes* (RN-19) (New York: College Board, 2003).

Which students should be encouraged to register for AP courses?

Any student willing and ready to do the work should be considered for an AP course. The College Board actively endorses the principles set forth in the following Equity Policy Statement and encourages schools to support this policy.

> The College Board and the Advanced Placement Program encourage teachers, AP Coordinators, and school administrators to make equitable access a guiding principle for their AP programs. The College Board is committed to the principle that all students deserve an opportunity to participate in rigorous and academically challenging courses and programs. All students who are willing to accept the challenge of a rigorous academic curriculum should be considered for admission to AP courses. The Board encourages the elimination of barriers that restrict access to AP courses for students from ethnic, racial, and socioeconomic groups that have been traditionally underrepresented in the AP Program. Schools should make every effort to ensure that their AP classes reflect the diversity of their student population.

The fundamental objective that schools should strive to accomplish is to create a stimulating AP program that academically challenges students and has the same ethnic, gender, and socioeconomic demographics as the overall student population in the school. African American and Native American students are severely underrepresented in AP classrooms nationwide; Latino student participation has increased tremendously, but in many AP courses Latino students remain underrepresented. To prevent a willing, motivated student from having the opportunity to engage in AP courses is to deny that student the possibility of a better future.

Knowing what we know about the impact a rigorous curriculum can have on a student's future, it is not enough for us simply to leave it to motivated students to seek out these courses. Instead, we must reach out to students and encourage them to take on this challenge. With this in mind, there are two factors to consider when counseling a student regarding an AP opportunity:

1. Student motivation

Many potentially successful AP students would never enroll if the decision were left to their own initiative. They may not have peers who value rigorous academics, or they may have had prior academic experiences that damaged their confidence or belief in their college potential. They may simply lack an understanding of the benefits that such courses can offer them. Accordingly, it is essential that we not gauge a student's motivation to take AP until that student has had the opportunity to understand the advantages—not just the challenges—of such course work.

Educators committed to equity provide all of a school's students with an understanding of the benefits of rigorous curricula. Such educators conduct student assemblies and/or presentations to parents that clearly describe the advantages of taking an AP course and outline the work expected of students. Perhaps most important, they have one-on-one conversations with the students in which advantages and expectations are placed side by side. These educators realize that many students, lacking confidence in their abilities, will be listening for any indication that they should not take an AP course. Accordingly, such educators, while frankly describing the amount of homework to be anticipated, also offer words of encouragement and support, assuring the students that if they are willing to do the work, they are wanted in the course.

The College Board has created a free online tool, AP Potential™, to help educators reach out to students who previously might not have been considered for participation in an AP course. Drawing upon data based on correlations between student performance on specific sections of the PSAT/NMSQT® and

performance on specific AP Exams, AP Potential generates rosters of students at your school who have a strong likelihood of success in a particular AP course. Schools nationwide have successfully enrolled many more students in AP than ever before by using these rosters to help students (and their parents) see themselves as having potential to succeed in college-level studies. For more information, visit http://appotential.collegeboard.com.

Actively recruiting students for AP and sustaining enrollment can also be enhanced by offering incentives for both students and teachers. While the College Board does not formally endorse any one incentive for boosting AP participation, we encourage school administrators to develop policies that will best serve an overarching goal to expand participation and improve performance in AP courses. When such incentives are implemented, educators should ensure that quality verification measures such as the AP Exam are embedded in the program so that courses are rigorous enough to merit the added benefits.

Many schools offer the following incentives for students who enroll in AP:

- Extra weighting of AP course grades when determining class rank
- Full or partial payment of AP Exam fees
- On-site exam administration

Additionally, some schools offer the following incentives for teachers to reward them for their efforts to include and support traditionally underserved students:

- Extra preparation periods
- Reduced class size
- Reduced duty periods
- Additional classroom funds
- Extra salary

2. Student preparation

Because AP courses should be the equivalent of courses taught in colleges and universities, it is important that a student be prepared for such rigor. The types of preparation a student should have before entering an AP course vary from course to course and are described in the official AP Course Description book for each subject (available as a free download at apcentral.collegeboard.com).

Unfortunately, many schools have developed a set of gatekeeping or screening requirements that go far beyond what is appropriate to ensure that an individual student has had sufficient preparation to succeed in an AP course. Schools should make every effort to eliminate the gatekeeping process for AP enrollment. Because research has not been able to establish meaningful correlations between gatekeeping devices and actual success on an AP Exam, the College Board **strongly discourages** the use of the following factors as thresholds or requirements for admission to an AP course:

- Grade point average
- Grade in a required prerequisite course
- Recommendation from a teacher
- AP teacher's discretion

- Standardized test scores
- Course-specific entrance exam or essay

Additionally, schools should be wary of the following concerns regarding the misuse of AP:

- Creating "Pre-AP courses" to establish a limited, exclusive track for access to AP
- Rushing to install AP courses without simultaneously implementing a plan to prepare students and teachers in lower grades for the rigor of the program

How can I ensure that I am not watering down the quality of my course as I admit more students?

Students in AP courses should take the AP Exam, which provides an external verification of the extent to which college-level mastery of an AP course is taking place. While it is likely that the percentage of students who receive a grade of 3 or higher may dip as more students take the exam, that is not an indication that the quality of a course is being watered down. Instead of looking at percentages, educators should be looking at raw numbers, since each number represents an individual student. If the raw number of students receiving a grade of 3 or higher on the AP Exam is not decreasing as more students take the exam, there is no indication that the quality of learning in your course has decreased as more students have enrolled.

What are schools doing to expand access and improve AP performance?

Districts and schools that successfully improve both participation and performance in AP have implemented a multipronged approach to expanding an AP program. These schools offer AP as capstone courses, providing professional development for AP teachers and additional incentives and support for the teachers and students participating at this top level of the curriculum. The high standards of the AP courses are used as anchors that influence the 6–12 curriculum from the "top down." Simultaneously, these educators are investing in the training of teachers in the pre-AP years and are building a vertically articulated, sequential curriculum from middle school to high school that culminates in AP courses—a broad pipeline that prepares students step by step for the rigors of AP so that they will have a fair shot at success in an AP course once they reach that stage. An effective and demanding AP program necessitates cooperation and communication between high schools and middle schools. Effective teaming among members of all educational levels ensures rigorous standards for students across years and provides them with the skills needed to succeed in AP. For more information about Pre-AP® professional development, including workshops designed to facilitate the creation of AP Vertical Teams® of middle school and high school teachers, visit AP Central.

Advanced Placement Program
The College Board

Participating in the AP Course Audit

Overview

The AP Course Audit is a collaborative effort among secondary schools, colleges and universities, and the College Board. For their part, schools deliver college-level instruction to students and complete and return AP Course Audit materials. Colleges and universities work with the College Board to define elements common to college courses in each AP subject, help develop materials to support AP teaching, and receive a roster of schools and their authorized AP courses. The College Board fosters dialogue about the AP Course Audit requirements and recommendations, and reviews syllabi.

Schools wishing to label a course "AP" on student transcripts must complete and return the subject-specific AP Course Audit form, along with the course syllabus, for all sections of their AP courses. Approximately two months after submitting AP Course Audit materials, schools will receive a legal agreement authorizing the use of the "AP" trademark on qualifying courses. Colleges and universities will receive a roster of schools listing the courses authorized to use the "AP" trademark at each school.

Purpose

College Board member schools at both the secondary and college levels requested an annual AP Course Audit in order to provide teachers and administrators with clear guidelines on curricular and resource requirements that must be in place for AP courses and to help colleges and universities better interpret secondary school courses marked "AP" on students' transcripts.

The AP Course Audit form identifies common, essential elements of effective college courses, including subject matter and classroom resources such as college-level textbooks and laboratory equipment. Schools and individual teachers will continue to develop their own curricula for AP courses they offer—the AP Course Audit will simply ask them to indicate inclusion of these elements in their AP syllabi or describe how their courses nonetheless deliver college-level course content.

AP Exam performance is not factored into the AP Course Audit. A program that audited only those schools with seemingly unsatisfactory exam performance might cause some schools to limit access to AP courses and exams. In addition, because AP Exams are taken and exam grades reported after college admissions decisions are already made, AP course participation has become a relevant factor in the college admissions process. On the AP Course Audit form, teachers and administrators attest that their course includes elements commonly taught in effective college courses. Colleges and universities reviewing students' transcripts can thus be reasonably assured that courses labeled "AP" provide an appropriate level and range of college-level course content, along with the classroom resources to best deliver that content.

For More Information

You should discuss the AP Course Audit with your department head and principal. For more information, including a timeline, frequently asked questions, and downloadable AP Course Audit forms, visit apcentral.collegeboard.com/courseaudit.

Preface

You are reading the inaugural edition of the *AP Japanese Language and Culture Teacher's Guide*, a publication designed to help new AP Japanese teachers develop and teach the course. A significant portion of the content of this Teacher's Guide is the product of high school and university instructors who want to share with you their experience and classroom-tested teaching strategies. Their insights and know-how appear in the sample syllabi and advice sections within the chapters.

Features in the Teacher's Guide that may be particularly helpful to you include:

- A history of the development of this new AP world language course and its exam
- Information about the *AP Japanese Language and Culture Course Description* and its importance to the course
- Descriptions of the Standards, communicative modes, and proficiency goals upon which the course and exam are based
- Discussions on starting an AP Japanese program, including working with school administrators, parents, and other teachers; recruiting students to the course; and participating in professional development events for new AP teachers
- Ideas for managing with block schedules, multilevel classes, and typing skills
- Sample syllabi developed by other Japanese language instructors
- A detailed description of the content and format of the AP Japanese Language and Culture Exam and how it is created, administered, and scored
- Tips for preparing students to take the exam
- A lengthy list of print and nonprint resources for teachers

As you read this Teacher's Guide, you will see the wide range of approaches you can use. Remember, however, that there is no one "right" way to teach this course. Nor should you rely solely on this publication when developing your course. Take advantage of the many resources the College Board offers, attend professional development events, join electronic discussion groups, talk with others who are teaching the course, and participate in the annual AP Reading.

By teaching the AP Japanese course, you are joining a community of dedicated and resourceful educators who generously share their knowledge with each other, care deeply about their students, and are excited to be part of the growth of college-level Japanese language instruction in high schools around the world. I am delighted to welcome you to the program and look forward to meeting you at workshops in the future.

Yasu-Hiko Tohsaku

Yasu-Hiko Tohsaku, director of the Japanese Language Program at the University of California, San Diego, brings not only 25 years of college-level Japanese teaching experience to the writing of this Teacher's Guide, but also 15 years of experience with the professional development of K–12 Japanese language teachers. He is on the executive board of the National Standards Collaborative Project as well as the Joint National Committee on Languages. Professor Tohsaku's involvement with the College Board includes serving on the AP Japanese Language and Culture Task Force and acting as chair of the inaugural AP Japanese Language and Culture Development Committee. Having a foot in both the college and the secondary-school worlds has enabled him to bring those perspectives to the writing of this resource for AP Japanese teachers.

Chapter 1
About AP Japanese Language and Culture

Overview: Past, Present, Future

Until about 25 years ago, the majority of students who studied the Japanese language were those who wanted to study Japan as researchers or scholars. Only a handful of research-oriented universities offered Japanese language courses whose main emphasis was on the development of high-level reading abilities that would enable students to comprehend literary materials and scholarly papers for the purposes of research. Japanese was still one of the "less commonly taught languages."

Japan's rapid economic development in the early 1980s led to a Japanese language study boom. Many universities and colleges started offering Japanese language courses, which were inundated with students. The goals of these students were totally different from those of earlier generations of students. The students of the 1980s wanted to become proficient in the Japanese language for the purpose of doing business with Japan. Japanese language courses emphasized the development of practical speaking abilities. Many institutions offered such courses as "Business Japanese" and "Japanese for Business Professionals." As parents realized the benefits for their children of having Japanese language skills, elementary and secondary schools began to introduce Japanese language instruction in the mid-1980s. Thanks to federal and other funding, FLES (foreign language in elementary school) and immersion Japanese programs flourished throughout the United States, and the number of secondary schools offering Japanese increased steadily.

In the early 1990s the National Council of Secondary Teachers of Japanese (renamed the National Council of Japanese Language Teachers, or NCJLT), a professional organization for Japanese teachers at the elementary and secondary school levels, was established. Enrollments in Japanese language courses grew, from elementary schools to colleges and universities, rivaling those in German, though they were still far smaller than Spanish and French enrollments.

Although the collapse of the Japanese economy in the early 1990s caused college enrollments in Japanese language courses to level off or decrease, the strong interest of young people in Japanese culture, notably represented by the popularity of anime, have sent enrollments, especially at the elementary and secondary levels, up again since the mid-1990s. According to the Japan Foundation's 2003 survey of overseas Japanese language education, the numbers of U.S. elementary and secondary schools, postsecondary institutions, and private schools teaching Japanese were 728, 435, and 91, respectively. The numbers of students at elementary and secondary schools, postsecondary institutions, and private schools were 87,949; 42,018; and 10,233, respectively.[6] Some people now say that Japanese is no longer a

6. Japan Foundation, "Survey Report on Japanese-Language Education Abroad 2003: Present Condition of Overseas Japanese-Language Education—Summary," www.jpf.go.jp/e/japan/oversea/survey.html. Click on *Appendix* for the statistics cited here.

"less commonly taught language," or they call it a "formerly less commonly taught language." Although the learning goals of Japanese language students have changed in the past 30 years, the discipline has been consistently blessed with highly motivated students. Over the last 10 years a large number of so-called heritage students, those who are exposed to the language in their homes, have been joining these students, thus diversifying the student profile.

Inaugurating the AP Japanese Language and Culture Program

In 2003 the trustees of the College Board resolved to promote the internationalization of American high school education by championing the development and administration of AP programs in Chinese and Japanese. Thanks to funding from the Japan Foundation, the Freeman Foundation, and the Starr Foundation, the first AP Japanese Language and Culture course was offered in the fall of 2006.

The creation of the AP Japanese program has significant implications for our field. It will provide students with opportunities to strengthen their knowledge and skills in the Japanese language and will enable them to expand their perspectives on Japanese culture. Our mission is to help young people become more internationally capable, linguistically competent, and culturally sensitive.

The articulation between secondary school and university has been a longstanding issue for educators teaching Japanese. The AP Japanese Language and Culture program, which offers a college-level course in high schools and provides advanced placement and college credit for those who obtain a qualifying grade on the AP Exam, is a great means for establishing connections between the two levels. A variety of activities related to the AP Japanese program promote interaction between high school teachers and university faculty members at the local, state, and national levels, and increase the understanding of common needs, goals, and problems.

Due to the lack of smooth transition from high school to college-level Japanese language programs, many students were forced to take a beginning-level course once again at college. The creation of the AP Japanese program allows motivated students with higher levels of proficiency to enter an intermediate-level Japanese language class at college. By accepting these students into intermediate-level courses at the beginning of their college careers, we are able to produce more advanced-level Japanese language users. Thus, the AP Japanese program plays a key role in raising the quality of instruction at all levels.

The Japanese language field has invested a great deal of energy in professional development. Through a variety of activities, Japanese language teachers have remained well informed about communicative language teaching, proficiency-oriented language teaching, Standards-based instruction, content-based language teaching, and the use of technology in the classroom. Taking advantage of the knowledge and skills acquired in their professional development, Japanese teachers strive to be excellent language instructors, to implement effective language instruction, and to raise the quality of instruction. This is the reason our field is often called a role model for less commonly taught languages. We, however, should not be satisfied with such praise. We should make every effort to keep up with innovative approaches and ideas and further improve the strength of Japanese language education. By participating in the professional development activities the College Board provides, we can offer more effective instruction to our students.

At the outset of the AP Japanese program, we are at a crossroads. By using the program as a springboard for reflecting on our past accomplishments, analyzing the current situation, and planning for further progress, we will be able to map out a clear course of development for Japanese learning at the high school level.

Course Description Essentials

The *AP Japanese Language and Culture Course Description* delineates what should be learned in the AP Japanese course and how student learning is assessed on the AP Japanese Exam. It provides all AP Japanese teachers with a common foundation on which to build their courses and shows the parameters that keep the AP course equivalent to an intermediate-level college course.

Within the Course Description you will find

- a detailed description of the course and its goals, objectives, and content;
- an explanation of the skills students should have mastered by the end of the course;
- the types of instructional resources you should use when teaching the course;
- a list of the kanji AP Japanese students should be able to recognize and write;
- specifications for the exam, and its components and content;
- sample multiple-choice and free-response exam questions;
- information about the AP Reading, AP grades, and credit and placement policies;
- various AP Program publications and resources; and
- contact information for the College Board Regional Offices.

Periodically, the AP Program conducts validity studies and pretesting to ensure that the AP Japanese Exam is valid and reliable, and that the exam scores are comparable to the grades of college-level courses. Additionally, from time to time the Program conducts a curriculum survey among universities and colleges to ensure that the AP Japanese course is equivalent to an intermediate-level college Japanese course. Typically, every two to three years the Course Description is revised based on the results of such research. The information garnered from the different types of studies helps the AP Program and the Development Committee (see "Creating the AP Japanese Program" section below) decide upon the course and exam content. The article "Validating AP Modern Language Examinations through College Comparability Studies" will give you more information on how this process works.[7]

Thus, it is important for every AP teacher to have the most recent Course Description on hand and to be intimately familiar with it so that all AP Japanese courses reflect the current level and focus of a comparable college course. You may download the Course Description free of charge from AP Central (go to apcentral.collegeboard.com, then to the *AP Courses and Exams* button on the left menu bar, and then click on *Course Descriptions*), or you can buy a printed copy from the College Board online store (http://store.collegeboard.com).

Creating the AP Japanese Program

The AP Japanese Task Force, composed of six high school teachers and six university faculty members who were selected for the breadth of their experience, backgrounds, locations, and types of institutions, was formed in the fall of 2004. The group's main responsibility was to draft the instructional goals and objectives of the AP Japanese Language and Culture course and the specifications of its exam, which measures whether students have attained the course's goals and objectives. The task force reviewed a

7. Deborah Lokai Bischof, et al., "Validating AP Modern Language Examinations through College Comparability Studies," *Foreign Language Annals* 37, no. 4 (Winter 2004). You can order a copy of this article from the American Council on the Teaching of Foreign Languages Web site, www.actfl.org/i4a/store/category.cfm?category_id=14.

curriculum survey of colleges and universities throughout the nation to understand the current status of college-level Japanese instruction. After analyzing the survey results and extensively discussing what the content and scope of the AP Japanese course and exam should be, the task force drafted the Course Description and exam specifications, and developed sample exam questions.

The task force members agreed that the AP Japanese course's design should be comparable to the 300-hour, or intermediate-level of instruction at the college and university level. The task force also decided on the following principles for the course and exam.

- **The Standards.** The AP Japanese Language and Culture course and exam should be based on the Standards for foreign language education. Thus, the course should incorporate the five goals of language instruction—Communication, Cultures, Connections, Comparisons, and Communities—outlined in *Standards for Foreign Language Learning in the 21st Century*.

- **Language-Proficiency Development.** The course should emphasize the development of Japanese language proficiency rather than simply imparting knowledge of Japanese grammar and vocabulary.

- **Modes of Communication.** The course should help students develop their proficiency in the three modes of communication: Interpersonal, Interpretive, and Presentational.

- **Communication and Learning Strategies.** The course should be designed so as to encourage students to develop and use communication strategies and learning strategies.

- **Critical Thinking Skills.** The course should promote the development of students' critical thinking skills.

- **Cultural Literacy.** The course should emphasize the development of students' cultural literacy, and the exam should assess it.

- **Kanji.** The knowledge and skill of kanji is crucial for the development of Japanese language proficiency in reading and writing. Students should be expected to know 400 to 500 kanji by the end of the course. They should be able to use this knowledge intelligently and integrally in reading and writing. The exam should contain no form of assessment that measures the discrete knowledge of kanji.

- **Technology.** The course should incorporate the use of technology because it is an essential part of linguistic life in modern society. The exam should include components that assess students' abilities to interpret and create texts related to writing e-mail messages and participating in chat rooms.

- **Performance-based Assessment.** The exam should measure students' functional language skills through their performance. Thus, the exam should include no discrete-point questions.

- **Language-Proficiency Assessment.** The exam should be essentially an achievement test that checks students' learning of the contents covered by the course. However, it should take the form of a proficiency test, so that students demonstrate their quality and level of learning through performance. In this sense, the exam is to be a prochievement test.

- **Authentic Materials and Tasks.** The exam should use authentic or semiauthentic texts and authentic real-life tasks. So that students are comfortable with these texts and tasks, the course

should use materials of the sort that native speakers use. Authentic print and nonprint materials can take the form of signs; posters; maps; schedules; popular music and films; anime; e-mail and phone messages; interactive CD-ROMs; and Internet, magazine, and newspaper articles. Semiauthentic texts are those that teachers modify or edit based on their students' linguistic needs; the flavor of the original text remains after the editing.

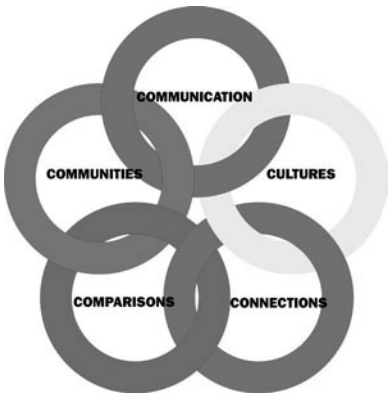
In the fall of 2005 the inaugural AP Japanese Language and Culture Development Committee, consisting of three high school teachers and three university faculty members, was established. This is a standing committee with a rotating membership of educators from diverse teaching situations and geographic regions. The committee is always joined by the Chief Reader, a university professor responsible for setting grading standards for the exam. In consultation with assessment and content specialists at Educational Testing Service (ETS), the committee reviewed, revised, and finalized the first Course Description and exam specifications and worked to design a rigorous exam. The committee continues to meet regularly to create questions for future exams, revise the Course Description, and review validity and comparability studies.

Key Concepts and Skills

The Standards

The organization of the AP Japanese Language and Culture course is based on the philosophy of the Standards for foreign language education, a culmination and amalgamation of recent second language acquisition theories and best practices of language teaching. The implementation of the Standards, the Development Committee believes, enhances the efficiency of a teacher's instruction. Your state standards and your school district's curriculum and assessment framework will also help you shape your course.

The AP course's instructional goals, which go beyond those of traditional language courses, are represented by the Standards' "Five Cs of Foreign Language Education": Communication, Cultures, Connections, Comparisons, and Communities.



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8. The logo for the five Standards is used by the National Standards in Foreign Language Education Project (a collaborative project of ACTFL, AATF, AATI, AATSP, ACL/APA, ACTR, CLASS/CLTA, and NCSTJ/ATJ). It is reproduced here with permission.

Communication: Communicate in Languages Other Than English

Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

Standard 1.2: Students understand and interpret written and spoken language on a variety of topics.

Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

Cultures: Gain Knowledge and Understanding of Other Cultures

Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.

Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.

Connections: Connect with Other Disciplines and Acquire Information

Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language.

Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

Comparisons: Develop Insight into the Nature of Language and Culture

Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.

Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

Communities: Participate in Multilingual Communities at Home and Around the World

Standard 5.1: Students use the language both within and beyond the school setting.

Standard 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.[9]

Proficiency Goals

The core goal of language instruction is the development of functional communication skills. A goal of the AP Japanese Program is to help students develop the productive and receptive Japanese language skills that are necessary for communicating in Japanese with native speakers. The target level of students' proficiency at the end of the course is the Intermediate-Low to Intermediate-Mid range described in the ACTFL Proficiency Guidelines and reproduced in this section. Your course goals should be based on them as well.

9. American Council on the Teaching of Foreign Languages, "National Standards for Foreign Language Education: Executive Summary," www.actfl.org/files/public/execsumm.pdf

Listening

Intermediate-Low

[Listeners at the Intermediate-Low level are] able to understand sentence-length utterances which consist of recombinations of learned elements in a limited number of content areas, particularly if strongly supported by the situational context. Content refers to basic personal background and needs, social conventions and routine tasks, such as getting meals and receiving simple instructions and directions. Listening tasks pertain primarily to spontaneous face-to-face conversations. Understanding is often uneven; repetition and rewording may be necessary. Misunderstandings in both main ideas and details arise frequently.[10]

Intermediate-Mid

[Listeners at the Intermediate-Mid level are] able to understand sentence-length utterances which consist of recombinations of learned utterances on a variety of topics. Content continues to refer primarily to basic personal background and needs, social conventions and somewhat more complex tasks, such as lodging, transportation, and shopping. Additional content areas include some personal interests and activities, and a greater diversity of instructions and directions. Listening tasks not only pertain to spontaneous face-to-face conversations but also to short routine telephone conversations and some deliberate speech, such as simple announcements and reports over the media. Understanding continues to be uneven.[11]

Speaking

Intermediate-Low

Speakers at the Intermediate-Low level are able to handle successfully a limited number of uncomplicated communicative tasks by creating with the language in straightforward social situations. Conversation is restricted to some of the concrete exchanges and predictable topics necessary for survival in the target language culture. These topics relate to basic personal information covering, for example, self and family, some daily activities and personal preferences, as well as to some immediate needs, such as ordering food and making simple purchases. At the Intermediate-Low level, speakers are primarily reactive and struggle to answer direct questions or requests for information, but they are also able to ask a few appropriate questions.

Intermediate-Low speakers express personal meaning by combining and recombining into short statements what they know and what they hear from their interlocutors. Their utterances are often filled with hesitancy and inaccuracies as they search for appropriate linguistic forms and vocabulary while attempting to give form to the message. Their speech is characterized by frequent pauses, ineffective reformulations and self-corrections. Their pronunciation, vocabulary and syntax are strongly influenced by their first language but, in spite of frequent misunderstandings that require repetition or rephrasing, Intermediate-Low speakers can generally be understood by sympathetic interlocutors, particularly by those accustomed to dealing with non-natives.[12]

Intermediate-Mid

Speakers at the Intermediate-Mid level are able to handle successfully a variety of uncomplicated communicative tasks in straightforward social situations. Conversation is generally limited to those predictable and concrete exchanges necessary for survival in the target culture; these include personal

10. American Council on the Teaching of Foreign Languages, "ACTFL Guidelines: Listening—Intermediate," www.sil.org/lingualinks/LANGUAGELEARNING/OtherResources/ACTFLProficiencyGuidelines/ACTFLGuidelinesListeningInterm.htm

11. "ACTFL Guidelines: Listening—Intermediate."

12. American Council on the Teaching of Foreign Languages, "ACTFL Proficiency Guidelines Speaking, Revised 1999," http://discoverlanguages.org/files/public/Guidelinesspeak.pdf

information covering self, family, home, daily activities, interests and personal preferences, as well as physical and social needs, such as food, shopping, travel and lodging.

Intermediate-Mid speakers tend to function reactively, for example, by responding to direct questions or requests for information. However, they are capable of asking a variety of questions when necessary to obtain simple information to satisfy basic needs, such as directions, prices and services. When called on to perform functions or handle topics at the Advanced level, they provide some information but have difficulty linking ideas, manipulating time and aspect, and using communicative strategies, such as circumlocution.

Intermediate-Mid speakers are able to express personal meaning by creating with the language, in part by combining and recombining known elements and conversational input to make utterances of sentence length and some strings of sentences. Their speech may contain pauses, reformulations and self-corrections as they search for adequate vocabulary and appropriate language forms to express themselves. Because of inaccuracies in their vocabulary and/or pronunciation and/or grammar and/or syntax, misunderstandings can occur, but Intermediate-Mid speakers are generally understood by sympathetic interlocutors accustomed to dealing with non-natives.[13]

Reading

Intermediate-Low

[Readers at the Intermediate-Low level are] able to understand main ideas and/or some facts from the simplest connected texts dealing with basic personal and social needs. Such texts are linguistically noncomplex and have a clear underlying internal structure, for example, chronological sequencing. They impart basic information about which the reader has to make only minimal suppositions or to which the reader brings personal interest and/or knowledge. Examples include messages with social purposes and information for the widest possible audience, such as public announcements and short, straightforward instructions dealing with public life. Some misunderstandings will occur.[14]

Intermediate-Mid

[Readers at the Intermediate-Mid level are] able to read consistently with increased understanding simple, connected texts dealing with a variety of basic and social needs. Such texts are still linguistically noncomplex and have a clear underlying internal structure. They impart basic information about which the reader has to make minimal suppositions and to which the reader brings personal interest and/or knowledge. Examples may include short, straightforward descriptions of persons, places, and things written for a wide audience.[15]

Writing

Intermediate-Low

Writers at the Intermediate-Low level are able to meet some limited practical writing needs. They can create statements and formulate questions based on familiar material. Most sentences are recombinations of learned vocabulary and structures. These are short and simple conversational-style sentences with basic subject-verb-object word order. They are written mostly in present time with occasional and often incorrect use of past or future time. Writing tends to be a few simple sentences, often with repetitive structure.

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13. "ACTFL Proficiency Guidelines Speaking, Revised 1999."

14. American Council on the Teaching of Foreign Languages, "ACTFL Guidelines: Reading—Intermediate," www.sil.org/lingualinks/LANGUAGELEARNING/OtherResources/ACTFLProficiencyGuidelines/ACTFLGuidelinesReadingIntermed.htm

15. "ACTFL Guidelines: Reading—Intermediate."

Vocabulary is limited to common objects and routine activities, adequate to express elementary needs. Writing is somewhat mechanistic and topics are limited to highly predictable content areas and personal information tied to limited language experience. There may be basic errors in grammar, word choice, punctuation, spelling, and in the formation and use of non-alphabetic symbols. When Intermediate-Low writers attempt to perform writing tasks at the Advanced level, their writing will deteriorate significantly and their message may be left incomplete. Their writing is understood by natives used to the writing of non-natives, although additional effort may be required.[16]

Intermediate-Mid

Writers at the Intermediate-Mid level are able to meet a number of practical writing needs. They can write short, simple communications, compositions, descriptions, and requests for information in loosely connected texts that are based on personal preferences, daily routines, common events, and other topics related to personal experiences and immediate surroundings. Most writing is framed in present time, with inconsistent references to other time frames. The writing style closely resembles the grammar and lexicon of oral discourse. Writers at the Intermediate-Mid level show evidence of control of syntax in non-complex sentences and in basic verb forms, and they may demonstrate some ability to use grammatical and stylistic cohesive elements. This writing is best defined as a collection of discrete sentences and/or questions loosely strung together; there is little evidence of deliberate organization. Writers at the Intermediate-Mid level pay only sporadic attention to the reader of their texts; they focus their energies on the production of the writing rather than on the reception the text will receive. When Intermediate-Mid writers attempt Advanced-level writing tasks, the quality and/or quantity of their writing declines and the message may be unclear. Intermediate-Mid writers can be understood readily by natives used to the writing of non-natives.[17]

The Three Modes of Communication

The traditional approach has been to treat the four language skills—listening, speaking, reading, and writing—as separate components. Communication, the key standard of the Five Cs, integrates the four skills by using three modes of communication: Interpersonal, Interpretive, and Presentational. Because the Interpersonal mode involves language use between two or more people, it is the most diversified and dynamic mode; the interaction between multiple persons necessitates the use of skills that require both the production of language (speaking and writing) and the reception of language (listening and reading). The Interpretive mode puts a person in the position of receiving and comprehending language through the acts of reading, listening, and viewing. Conversely, the Presentational mode requires a person to present language, using speaking, writing, and showing to communicate meaning and intent.

The AP Japanese course should prepare students to demonstrate their Japanese proficiency in the three modes of communication. The course objectives identified in the Course Description and reprinted here should guide you as you develop your course. Note that these communicative tasks are interrelated with such goals as cultures, connections, and comparisons. This specific list of course objectives is an example; different AP courses may have slightly different but comparable learning goals.

Interpersonal Mode (two-way, interactive communication)

- Orally initiate or respond to greetings and formulaic expressions in a culturally appropriate manner, and with pronunciation, intonation, and a level of accuracy comprehensible to native speakers accustomed to dealing with learners of Japanese.

16. American Council on the Teaching of Foreign Languages, "Preliminary Proficiency Guidelines Writing, Revised 2001," www.actfl.org/files/public/writingguidelines.pdf#search=%22actfl%20proficiency%20guidelines%22

17. "Preliminary Proficiency Guidelines Writing, Revised 2001."

- Orally request information on a variety of topics (e.g., personal information, school subjects, daily activities, people, and products of Japanese culture) or respond to such a request.
- Exchange information in writing on a variety of topics (e.g., personal information, school subjects, daily activities, people, and products of Japanese culture), using orthography (kanji, spelling) and language comprehensible to native speakers accustomed to dealing with learners of Japanese.
- Ask and give preferences orally in a culturally appropriate manner, and with pronunciation, intonation, and a level of accuracy comprehensible to a native speaker accustomed to dealing with learners of Japanese.
- Ask and give preferences in writing in a culturally appropriate manner at a level of accuracy comprehensible to a native speaker accustomed to dealing with learners of Japanese.
- Offer and respond orally to suggestions, requests, or invitations in a culturally appropriate manner, and with pronunciation, intonation, and a level of accuracy comprehensible to a native speaker accustomed to dealing with learners of Japanese.
- Offer and respond in writing to suggestions, requests, or invitations in a culturally appropriate manner with a level of accuracy comprehensible to a native speaker accustomed to dealing with learners of Japanese.

Interpretive Mode (understanding of spoken or written communication)

- Grasp detail and make inferences on an age-appropriate social or cultural issue.
- Understand the details of authentic or semiauthentic materials on age-appropriate topics.
- Grasp the gist and/or understand necessary information from authentic or semiauthentic materials.
- Grasp detail and make inferences concerning an expressed opinion on an age-appropriate social or cultural issue.
- Grasp the gist and understand the details of a short statement on a concrete topic relevant to the student's daily experience.
- Grasp the gist and understand the details of an expressed opinion on age-appropriate social or cultural issues.

Presentational Mode (creating spoken or written communication)

- Describe people, places, or events and activities that are familiar to the student in writing on a computer.
- Describe one's past experience in writing on a computer.
- Describe Japanese special events in writing on a computer.
- Announce information on school-related events or activities.
- Narrate in a coherent manner and display cultural knowledge through storytelling.

- Describe Japanese cultural practices and products and present one's own views on them.
- Compare and contrast two experiences of a similar nature.[18]

Communication and Learning Strategies

The AP Japanese course presents students with plenty of challenges. With limited knowledge and skills, they are required to communicate effectively with native speakers. To this end, they must develop good communication strategies, such as those described below.

- When students cannot remember appropriate vocabulary or have not yet studied it, they should paraphrase by using known and learned vocabulary.
- When communicating with native speakers whose speech is too rapid, students should ask the speakers to slow down or repeat themselves.
- When reading Japanese texts, students should use contextual clues, not a dictionary, to figure out the meaning of unknown vocabulary or kanji.
- When students cannot remember kanji while writing in Japanese, they should use hiragana instead.

Students also need to acquire a high level of proficiency within a limited time framework, which necessitates developing effective learning strategies, such as those described below.

- Students should know how to figure out the semantic category or the sound of kanji from its form.
- Students should increase their Japanese vocabulary by learning topically similar vocabulary words together.
- Students should be able to use dictionaries effectively so that they can increase their vocabulary outside of the classroom on their own.

Teach your students these and other effective communication and learning strategies, and encourage them to develop and use the strategies. The linguistically and cognitively challenging tasks you present to your students will also enhance their critical thinking skills.

Cultural Knowledge, Awareness, and Literacy

As its name indicates, culture is an integral part of the AP Japanese Language and Culture course. Cultural knowledge plays an important role in communicating with native speakers in an appropriate manner (e.g., using speech register, *keigo*). The course should introduce students to a wide spectrum of Japanese culture—contemporary and traditional alike—as well as raise their cultural awareness and help them develop cultural literacy. Through well-designed instruction, students will not only gain content knowledge of Japanese culture, but they will also develop analytical skills regarding cultural products and practices. The use of authentic materials allows students to gain insight into Japanese language and culture and to compare and contrast them with their own language and culture. Such materials can include, but are not limited to, current novels, plays, magazine articles, Internet articles, newspaper editorials, sporting news

18. *AP Japanese Language and Culture Course Description, 2009–2011* (New York: College Board, 2008), 6–8.

reports, pop song lyrics, and popular or classic movies. In addition to the cultural practices, products, and perspectives related to the themes and topics just mentioned, your course should also touch upon literature, pop culture, religion, performing arts, and folk arts.

Kanji

In order to comprehend, for example, authentic materials, students must know a large number of kanji. AP Japanese students are expected to be able to read and write at least 400 to 500 kanji. The Course Description contains a list of AP Japanese kanji that they should know for the exam. It is important that you help your students develop a systematic and integrated knowledge of kanji so that they can read and comprehend authentic and semiauthentic materials effectively on their own.

Technology Literacy

Because technology is an integral part of modern linguistic life, it is essential that AP Japanese students have the skills they need to use word processing, send e-mail messages, and participate in text-based chat rooms, all in Japanese. Your course should incorporate activities that will help your students develop these skills early on because the AP Japanese Exam requires all of them.

Holistic Approach

The AP Japanese course incorporates many components, such as building students' knowledge of a language system and culture, and developing functional communication skills, comprehension abilities of authentic materials, cultural literacy, and technology literacy. Address these components holistically so that your students will develop a well-rounded proficiency in the Japanese language and culture. Note that the AP Japanese Exam does not assess students' discrete knowledge of Japanese language and culture; rather, it holistically assesses their communication abilities and content knowledge. This is something to bear in mind as you design your course.

Chapter 2
Advice for AP Japanese Language and Culture Teachers

First Things First

The first thing you should do after learning that you will be teaching the AP Japanese Language and Culture course is collect as much information as possible about the AP Japanese program and become familiar with it. You can do this in a variety of ways.

- Talk with other world language teachers about their general experiences with teaching AP language courses.
- Read the Course Description and this Teacher's Guide to learn the focus and scope of the course and exam.
- Go to AP Central and familiarize yourself with its information and resources.
- Join the AP Japanese Language and Culture Electronic Discussion Group.
- Attend an AP Summer Institute and workshops on AP Japanese course development.
- Talk with your school's administrator about the requirements and logistics of offering the course and exam.

AP Central® (apcentral.collegeboard.com)

AP Central is a College Board Web site for AP teachers. The free registration process gives you the ability to create a personal start-up page with links to the content that relates to the AP Japanese Language and Culture course as well as general information about the AP Program. You will find a wide variety of resources on AP Central, including the most recent Course Description, new information about the course and exam, descriptions of the exam and how it is scored, feature articles written by AP teachers and college faculty, professional development opportunities, a list of the workshops and summer institutes in your area, college and university credit policy information, research studies, and statistical analyses.

Three very important offerings on AP Central are the AP Japanese Language and Culture Home Page, the AP Japanese Language and Culture Electronic Discussion Group, and the Teachers' Resources page.

- **AP Japanese Language and Culture Home Page.** Here you will find information that pertains specifically to the AP Japanese course and exam. Links will take you to articles about different

approaches to teaching the subject, the latest Course Description, sample syllabi, professional development opportunities, and the electronic discussion group. The link to the exam page will give you access to archived materials from actual exams, including free-response questions, scoring guidelines, and sample student responses with scoring commentary. You can also sign up to receive the course newsletter. Any changes to the course, exam, or the Course Description are announced here. To find the AP Japanese Course Home Page, go to apcentral.collegeboard.com/japanese.

- **AP Japanese Language and Culture Electronic Discussion Group.** If you teach or plan to teach the AP Japanese course, it is a good idea to join the AP Japanese Language and Culture Electronic Discussion Group (EDG). This moderated EDG of AP teachers, college and university professors, AP Readers, workshop consultants, and school administrators enables you to post questions and exchange ideas on ways to teach the course, how to recruit students, and what you can do to get support from administrators and parents. To join, go to the AP Japanese Language and Culture Home Page and click on *Registration for Electronic Discussion Groups* under the Electronic Discussion Groups heading.

- **Teachers' Resources.** This invaluable aid for teachers contains a collection of reviews of a wide variety of teaching materials, including textbooks, videos, Web sites, software, lesson plans, and more. The reviews are written by AP teachers, college and university professors, and experts in the field, and many include the publishers' contact information. To find Teachers' Resources, click on the *AP Courses and Exams* button on the left menu bar on the AP Central home page, then on the *Teachers' Resources* link on the box at the right.

Summer Institutes and Workshops for AP Japanese

All new AP Japanese teachers are urged to attend a weeklong AP Summer Institute the summer before teaching the course. If this is not possible, then make it a high priority for the following summer. Summer institutes are led by AP consultants, who are experienced College Board–endorsed educators. They discuss what content must be dealt with in the AP course, provide strategies for teaching an effective course, and explain the makeup of the exam. Participants receive handouts, publications, and sometimes sample textbooks, and they get the opportunity to practice scoring an exam.

AP workshops, also led by AP consultants, are daylong training sessions held throughout the year. These focus on one specific aspect of teaching an AP course. Like the summer institutes, workshops allow participants to ask questions and share their experiences. Chapter 5 has more information about what occurs during these professional development events.

AP workshops and summer institutes are valuable not only for the information and teaching materials you can get from them but also for the collegial networking that is encouraged among their participants. They are an excellent way to meet other AP Japanese teachers in your geographic area and to develop a local or even regional support system of colleagues. You can find AP workshops and summer institutes near you by visiting AP Central (from the home page click on *Institutes and Workshops* on the left menu bar).

The AP Reading is one of the best professional development activities in which you can take part. You will spend several days scoring the free-response section of the exam in collaboration with hundreds of other AP Japanese teachers and college and university professors from around the country. Being an AP Reader is an invaluable experience because it provides insight into the questions and how they are scored, and the opportunity to network with other educators. For more information on applying to be a Reader, go to the AP Central home page and from the *AP Community* button on the left, click on *Become an AP Exam Reader.*

The Regional Offices

The College Board has six regional offices, as well as a Canadian office and an international office. Regional offices offer a wealth of location-specific information, resources, and services for AP teachers. Your regional office coordinates the AP workshops and summer institutes near you and can give you a schedule of upcoming professional development events in your area as well as help you become a workshop leader. Contact information for your regional office is located on the inside back cover of the Course Description.

Getting the Administration on Board

You may need to educate your school's administrators and counselors about the value and rigor of the AP Japanese course. If your school does not yet offer any AP courses, you will also have to educate your administrators and counselors about the AP Program itself. Some schools and school districts require a new course to have a minimum number of students enrolled before it can be offered, but in the beginning you may not be able to recruit that many students. Ask your administration for a special waiver for the first few years to give the course time to build up its enrollment from the lower-level courses and by word of mouth. You should work especially closely with your school's counselors, who make course selection recommendations to the students. Ensure that the counselors are fully aware of the immediate and long-term benefits and opportunities your course offers.

Building Your Course and Developing Its Curriculum

Once you have gathered some basic information about the AP Japanese course from colleagues and workshops, and explored the College Board online resources, you are ready to start building your own AP Japanese course and developing a curriculum. Before embarking on this next step, you should take the following course of action.

- Talk with the other AP world language teachers in your school about ways to develop an AP-level curriculum, recruit students to an AP language course, communicate with parents, and deal with heritage students, block schedules, and multilevel classes.
- Refer to the articles, including those covering the exam specifications, on the AP Japanese Language and Culture Home Page on AP Central.
- Read the Course Description and this Teacher's Guide again because they identify the skills and knowledge your students need to have mastered by the end of your course.
- Join the field's professional organizations and take advantage of their teaching materials.

Team Up with Other Teachers

Become an active participant in the AP Japanese Language and Culture Electronic Discussion Group, where experienced AP Japanese teachers are eager to share their teaching resources and experience. You should also plan on getting to know the other AP Japanese teachers in your school district and region. It is equally important, however, that you build strong relationships with the other world language teachers in your school, both those who teach AP courses and those who teach regular courses.

Maintaining collegial relationships with the other teachers in your school and beyond is very much in keeping with the connections goal of a Standards-based curriculum. How can you go about doing this? Engage the other teachers in conversation, ask about their courses, and show an interest in their

curriculums. In return, share your enthusiasm for the AP Japanese course and invite your colleagues to come to the special course-related events you hold during the year. Be open to learning from their experiences and be a good listener when they share their teaching challenges with you. No matter what their discipline, teachers who listen to and learn from one another develop strong and valuable professional bonds over time.

Although you may be the only Japanese-language teacher in your school, staying in frequent contact with the other world language teachers will give you a support system of professionals who are engaged in the same endeavor as you—teaching students how to communicate in all three modes in a language different from their own. You may find that, in addition to general tips and advice, you and the other world language teachers are able to share teaching strategies, activities, and materials you can each adapt to your own classrooms and languages.

Go beyond the world language department and make connections with the other teachers in your school as well. By talking with them and learning about their curriculums you may find ways to relate the Japanese language and culture to other courses your students are taking. For instance, you can collaborate with the AP European History teacher when that teacher covers sixteenth-century trading activities; the AP Art History teacher when that course looks at the influence of Japanese porcelain, painting, and costume on Western art; the AP U.S. History teacher who wants students to understand the Japanese perspective of World War II; or any of the AP science teachers who might be discussing Japanese inventions or discoveries. Students benefit from this kind of cross-curricular approach because it helps them see how the material in seemingly different courses is related. You may also find that bringing Japanese language and culture into other courses draws more students to your course the following year.

Another way in which students can benefit from their teachers' regular communication with one another is scheduling. If you are aware of the timing of major assignments in your students' other courses, then you can arrange a lighter AP Japanese homework load just before the assignment's deadline. Similarly, when your students' other teachers know about a particularly intensive period of study in your course, they can adjust their assigned outside class work to keep the students you share from feeling overburdened.

Some schools or districts have an established group of AP teachers. By working together across the various disciplines, AP teachers can effectively communicate with the administration about matters concerning the school's AP program and ways to make it even more successful. What benefits the school's AP program benefits your AP Japanese course.

If possible, visit comparable Japanese courses at the colleges and universities near you and build collegial relationships with their professors. Professors of Japanese can provide you with the best and most accurate information about current college Japanese courses and their philosophy, emphases, approaches, and teaching materials. Two college syllabi are contained in chapter 3 of this guide, and many colleges and universities post their course syllabi online. You can take a look at some of these to get an idea of how college Japanese courses are organized and what content is covered in the relevant levels of courses. Also, connect with the staff of the local *hoshuukoo*, a Saturday Japanese school for native speakers. They may be able to help you develop curriculum and activities.

Recruiting Students to Your AP Japanese Course

In the beginning, recruiting students is a difficult task, but in time your course will have an established reputation in your school and it will sell itself. When you offer a high-quality and engaging course, the word spreads and more students begin to enroll. One of the ways you can entice students to take your

course is by organizing interesting cultural activities throughout the year. A Japan Week, during which students experience traditional Japanese games and foods, watch Japanese anime and movies, and interact with Japanese people from the community, can be a big draw.

Students who are taking or have taken your AP course are often your best marketers. Invite former AP students to speak at your school's parent night or talk with your lower-level classes; their words will carry more weight with your students than those of any adult. You can also ask your current AP students to write statements about their experience in your course and add those to the promotional materials you give to prospective students and their parents.

Other promotional materials can include a pamphlet you have designed that details the benefits of taking the course and exam, as well as a handout of statistical information from AP Central about the higher academic successes of students who have taken AP courses. Matt Jaffe's article, "Japanese Language: An Advantageous Subject," enumerates the many benefits of an AP Japanese language program for both schools and students.[19] You can find statistical information on AP Central by going to the home page and clicking on *AP Data and Reports* on the left menu bar.

The College Board strongly feels that AP courses should not be the province of a small, elite group of students. Rather, the ethnic, gender, and socioeconomic demographics of your school's AP program should reflect your school's student population. All students who show a commitment to doing challenging college-level coursework should be considered for an AP course. When AP world language courses are involved, it is especially advantageous if a school has an established program of at least five to six years of sequential language instruction to enable all students to have equal access to the acquisition of a second language and the ability to meet the demands of an AP world language course.

An in-depth discussion of the College Board's equity and access policy can be found at the beginning of this Teacher's Guide. Marcia Wilbur and Thomas Matts' article, "The Importance of Long Sequences of World Language Study: Equitable Access to AP," on AP Central is similarly helpful for determining your course and school's compliance with the College Board's policy.[20]

Students should be given an opportunity to take AP courses, and we teachers are obligated to offer the best instruction possible to these young people, who are important resources for our nation and society. The teachers I've talked with have convinced me that demonstrating strong enthusiasm, passion, and desire will move administrators, mobilize parents' support, and attract students to your AP course.

Heritage and Nonheritage Students

Most heritage students attend a *hoshuukoo*. By the time they are in high school their language skills often exceed the Intermediate-Low to Intermediate-Mid levels of the AP Japanese course. Thus, many native Japanese speakers in your school may take the AP Japanese Exam but not the course. From time to time, however, you can expect to be in the position of determining which heritage students would benefit from taking the AP Japanese course and which have had outside instruction that has adequately prepared them for the AP Exam.

19. Matt Jaffe, "Japanese Language: An Advantageous Subject," http://apcentral.collegeboard.com/apc/members/courses/teachers_corner/47523.html

20. Marcia Wilbur and Thomas Matts, "The Importance of Long Sequences of World Language Study: Equitable Access to AP," http://apcentral.collegeboard.com/apc/members/courses/teachers_corner/46972.html

Placing Heritage Students in the AP Japanese Course

Masako O. Douglas, an associate professor of Japanese at California State University, Long Beach, identifies the different types of heritage speakers and suggests ways to determine their accurate placement in a school's Japanese program.

Students who are raised in a home where Japanese is spoken (referred to as Japanese heritage speakers) display a wide range of language proficiency. We can roughly divide them into three major categories:

1. students who can understand basic conversational Japanese but whose speaking proficiency is very limited,

2. students who can understand and handle daily conversation but whose literacy skills are very limited, and

3. students who can understand, speak, read, and write Japanese.

The difference in language proficiency is due to the difference in their language experience while growing up. Students in the first group have passively heard Japanese at home but have not been encouraged to speak it. Students in the second group speak Japanese with their parents but have not received literacy training. Students in the third group may have gone to a *hoshuukoo* for varying lengths of time.

AP Japanese teachers who have heritage students in their courses first need to identify the students' proficiency levels before placing them in or out of the AP Japanese course. Thus, you should plan on giving them a formal assessment at the beginning of the course. Although the majority of the students who want to take an AP Japanese course fall in either the second or third groups, I suggest the following three-step assessment procedure to determine the ability of students in all three groups.

1. **Oral Interview and Collection of Language Background Information.** Oral interviews aim at distinguishing the first group from the others, and a short interview that includes a question about schooling should be sufficient. Students who are found to have dominant listening skills are advised to take a lower-level Japanese course before enrolling in the AP course.

2. **Written Test.** If during their interview the students say they have completed a middle school of *hoshuukoo* or still study at a high school of *hoshuukoo*, then give them a written test. The topic of the composition you assign can be "my identity" or something else that is age appropriate. If students can write two or three paragraphs that are coherent and have high vocabulary, kanji, and complex structures with connectives, you can waive them from taking the AP course; they need only to familiarize themselves with the format of the AP Exam and keyboard input in order to succeed on the exam.

3. **Mock AP Exam.** If the students' writing does not reach this level, or the students did not complete middle school at a *hoshuukoo*, or they did not go to a *hoshuukoo*, then give them a sample AP Exam or some other test like the STAMP test, developed by the Center for Applied Second Language Studies (CASLS) at the University of Oregon. The test you give to these students is diagnostic in nature.

Your students' performance on the tests you give them will allow you to identify their underdeveloped skills in Japanese and advise them to focus on those areas when they take the AP Japanese course. Since the language proficiency of heritage students in all three groups varies tremendously, individualized instruction is most suitable for them. Depending on how you have organized your AP course and the time available to you outside of class, such one-on-one instruction with you can occur during the AP class or before or after school. If you are teaching a multilevel class, you can dedicate some portion of the time you spend with the AP class to individualized work with the heritage students.

Recommended Resources

Douglas, Masako. "Issues in Teaching Japanese as a Heritage Language." Sensei Online 51st Study Forum. www.sabotenweb.com/bookmarks/about/douglas_benkyoukai.doc, 2005.

Douglas, Masako. "A Profile of Japanese Heritage Learners, Individualized Curriculum and Its Effectiveness." In *Heritage Language Acquisition: A New Field Emerging*, edited by D. M. Brinton and O. Kagan. Mahwah, N.J.: Lawrence Erlbaum, forthcoming.

Douglas, Masako, Hiroko Kataoka, and Toshiko Kishimoto. "Keishoogokoo to Nihongo Hoshuukoo ni okeru Gakushuusha no Gengohaikei Choosa: A Study of Language Background of Students at Japanese Language Schools and Japanese Supplementary Schools: A Survey Report." *International Education Review* (2003): 1–13.

Kondo-Brown, Kimi. "Heritage Language Instruction for Post-secondary Students from Immigrant Backgrounds." *Heritage Language Journal* 1 (2003). www.international.ucla.edu/languages/heritagelanguages/journal/article.asp?parentid=3600

Nakajima, Kazuko. "Nikkeijinshijo to Bailingarukyooiku: Japanese American Children and Bilingual Education." Chap. 8 in *Bairingaru Kyooiku no Hoohoo: Methods of Bilingual Education*. Tokyo: ALC Press, 1998.

— Masako O. Douglas, California State University, Long Branch

The Parent Connection

Parents are important allies in your students' learning experience. Keeping parents involved and informed will contribute to the success of your course. If you are your school's only Japanese teacher, you have the advantage of already knowing most of your students and their parents or guardians. You can communicate with them about the AP course from the earliest level of Japanese language instruction and build a strong partnership with them.

Many schools hold a back-to-school night at which AP teachers can talk with parents about their course. At some schools the AP teachers work with their AP Coordinators to schedule an annual parents' or AP night. When you participate in such events, have information ready for parents to take home. Design a pamphlet about your AP course, provide copies of your syllabus, or create a handout that enumerates the benefits of taking an AP course. Parents will be pleased to learn that, regardless of the grade a student earns on the AP Exam, those students who take an AP course are better prepared for college and have greater overall academic success. Also have copies of the textbook and other course materials on hand for parents to examine.

Your students' parents need to know the goals and requirements of your AP course and your class policies concerning absences, make-up work, and other issues. They also need to have some sense of the

amount of time their children will be required to spend on the coursework. Remind parents that a college-level course is rigorous and involves a commitment, but the rewards can be great. A good grade on the AP Exam can translate into earned college credits and tuition money saved. Even those students who do not do as well on the AP Exam have had the valuable experience of rising to the challenge of a college-level course, which enables them to enter a college classroom with confidence and a better understanding of what will be expected of them.

It is important to keep the lines of communication open with your students' parents all year long. Ways to encourage an ongoing partnership include

- using your course's Web site to convey information about test schedules, paper topics, special projects, and important dates;
- sending parents monthly or quarterly class updates by e-mail or letter;
- encouraging parents to visit the College Board Web site's special section for parents (www.collegeboard.com/parents);
- responding promptly to parents' e-mails, letters, and phone calls;
- meeting with individual parents;
- attending your school's Parents Club meetings periodically; and
- asking parents who speak Japanese to volunteer as classroom helpers or tutors.

When you talk with parents, you may hear concerns about the course's workload or the number of AP courses their child is taking. Reassure these parents that, although the AP Japanese course is a college-level course, you are teaching it in a structured way that is appropriate for high school students. Remind them that you are available for individual help outside of class. However, it is the students' responsibility to come to you for help if they feel they are struggling.

You will find that most parents are good partners when they feel involved in the learning process. When parents are involved and invested in their child's AP course, they become strong supporters of that course.

Tips for Surviving a Block Schedule

You may be faced with the challenge of teaching your AP Japanese course on a block schedule. If this is the case, then remember that the other world language teachers in your school are having to do so as well, and they can give you helpful advice for ways to manage student language learning in extended class periods. Kim K. Roberts, a Japanese teacher at Juanita High School of the Lake Washington School District in Kirkland, Washington, offers the following suggestions for surviving and even thriving on a block schedule.

> "Oh, no!" How am I ever going to get through my curriculum? I'll never be able to keep my students' attention. How will we survive?" This is often the way world language teachers greet the news of a change to a block schedule. But I would like to report that, not only is it possible to survive the change to the block, you can make it a rewarding experience for your students and for yourself.
>
> Teaching in the block requires us to keep a few critical points in mind. We cannot teach the same way we do on a traditional schedule. With the block we must attend to two components: incorporating movement and pacing the class's energy.

Incorporating movement

Physical movement is first and foremost in my mind as I plan the day's work. Just as it is hard for us to sit through an all-morning or all-day in-service program, it is similarly difficult for teens to "sit and listen up" for a 70-, 90-, or 100-minute class period. The movement you incorporate into your lesson plan can be directly related to the delivery of instruction, or it can simply be part of the way you manage the class.

Find a way to require your students to stand up and go to other students for each activity. In my class the students sign themselves up as partners with four or five other students on a monthly basis. For example, if the current unit's theme is geography, the students choose one partner for each of the main islands. This allows me to direct them to work on a given day with their 北海道 partner, for instance. Later in the period I can have the students switch to their 本州 partner. Even small opportunities for movement, such as delivering papers to my box on the other side of the room, serve as a chance to breathe, move, look around, and get the blood going again.

An even more powerful experience awaits those who are interested in experimenting with the actual delivery of instruction. When I learned that long-term memory is stored in the same part of the brain as motion and emotion, I started experimenting with incorporating more movement and allowing for more emotion (usually humor). Not only does this approach improve my students' ability to retain content for the long haul, interesting and amusing things come up that help them connect directly to the meaning of the targeted vocabulary or grammar. I emphasize that, while it is not essential to having a productive block period, TPRS (Total Physical Response and Storytelling, or Teaching Proficiency through Reading and Storytelling) has made a big difference in my teaching experience.

You do not have to change your instruction method or activities, however. What is really essential is planning opportunities for students to move physically during the extended period. Rather than wasting class time, I find that such transitions actually enhance my students' learning. The energy level of the class shifts, which leads to my next recommendation.

Pacing instruction

Every 15 minutes or so, change modalities. In my class we frequently start with a focused, written, low-key review of the prior lesson's key points (I often use this time to check homework) and work up through guided instruction and pair practice to something quite energetic and loose, such as a classwide survey. At the close of that activity, my students return to their seats to quietly and reflectively record a まとめ of that key concept and an example or two of it in their notebooks. We can review these examples collectively or in pairs; either way, it serves to cement the new learning. Then we can return again to an animated and high-energy activity.

Japanese orthography, so often perceived as an additional hurdle relative to other languages, turns out to have a wonderful place in the block classroom. I can physically feel the shift that occurs when I transition to a reading activity. These activities can be low or high energy, as necessary. Paired kanji flashcard activities, reading sample sentences on the overhead projector in three seconds, reading text silently while I read aloud, scanning text for key information individually, in pairs, or in small groups—all allow for another modality shift that is in our bag of tricks.

Disadvantages

There are some downsides to learning world languages in a block setting. It is not for everyone. A very few students find the pace too fast and decide to repeat the course the following year. Also, if a course on the block schedule does not run the entire school year, it can be challenging for students to prepare

for the AP Exam in May. Just as AP is college-level coursework, students should be encouraged to form study groups—as college students do—to review notes and study materials before final exams.

Advantages

But teaching on the block schedule also has clear advantages. It affords an uninterrupted span of time for assessment (particularly oral), from interviews to role-plays. Where I often feel like a gristmill on the traditional schedule, grinding my students through oral assessments on a tight time schedule, I now can give them adequate feedback on their performance. The rest of the class has assigned tasks, of course, so the extended assessment time does not negatively impact their opportunity to continue learning. Another advantage is that the block schedule forces me to be more deliberate about what I teach, since we do spend more time on each chosen activity. Without the bell ringing every 55 minutes, forcing me to speed up, I no longer run through all the activities we used to do in a single-hour, year-long course. But the activities we do, we do fully. Rather than a quick exposure, the students engage with the material and the content. This is key: activities do not define my curriculum, content does. The block schedule simply makes me more selective about which activities best facilitate my students' learning. It also requires students to take more personal responsibility for their learning, which is an excellent preparation for college.

One final comment about teaching on the block schedule: because we spend a longer period of time each day with each other, the class bonds in a spirit of community that grows very strong, very quickly. I learn more about my students more rapidly, my students step up to direct their own learning more readily, and language and culture come alive in a way that is limited by a traditional schedule. For a couple of hours a day, we travel abroad and explore another way of being in the world with our extended "family."

Recommended Resources

Blaine Ray Workshops: TPR Storytelling. www.blaineraytprs.com

Blaz, Deborah. *Teaching Foreign Languages in the Block*. Larchmont, N.Y.: Eye on Education, 1998.

Ray, Blaine, and Contee Seely. *Fluency through TPR Storytelling: Achieving Real Language Acquisition in School*. Berkeley, Calif.: Command Performance Language Institute, 1997.

Marsh, Valeri, and Christine Anderson. *Tell Me More!* Japanese adaptation and translation, *Motto Oshiete Hitsujikai no Hanashi*, by Sandra P. Garcia and Akiko Osawa. Chandler, Ariz: TPRS Publishing, 1999.

TPRStories.com: Teaching Proficiency through Reading and Storytelling. www.tprstories.com

—Kim K. Roberts, Juanita High School, Kirkland, Washington

Multilevel Classes: A Dreaded Reality

Multilevel classes are common for those AP world languages that have more modest enrollments than French and Spanish. It is likely you will find yourself teaching a multilevel class (also known as a split or combined class) at some point. This is another situation for which the other AP world language teachers in your school can provide guidance on effective differentiated instruction. Leslie Okada Birkland, who was a Japanese teacher at Lake Washington High School in Kirkland, Washington, has this advice for new AP teachers facing the prospect of teaching two or more Japanese courses in one class period.

It was May and I was anxious to see my teaching assignment at the high school for the next year . . . two first-year classes . . . one second-year class . . . one third-year . . . *a multilevel third-, fourth-, fifth-year class of 28 students?!* After I picked myself up off the floor and stopped hyperventilating, I began to think about how I was going to teach these three upper levels in the same class effectively. First, I had to accept that I might not be able to cover in one year the material I normally would in a regular class. I decided to rely heavily on cooperative learning and peer teaching, since it was physically impossible for me to teach all three classes simultaneously.

I taught from my regular third-year lesson plans because I met with the third-year class more regularly than the upper levels, and they still required more direct instruction than the upper levels. The third-year class had an activity or assignment to complete while I met with the fourth- and fifth-year classes. When the third-year class had a project to complete, they worked on it in pairs or groups while I worked with the other two classes. The key to managing a multilevel classroom, I learned, is to have a task or assignment the students must be accountable for by the end of the class period.

I took the following courses of action with my fourth- and fifth-year classes.

- **Chapter-by-Chapter Syllabus.** I prepared a detailed syllabus for every chapter of the fourth-year and fifth-year text. Each day on the syllabus included six sections: vocabulary, grammar, kanji, group work, workbook, and culture. I built test and quiz dates into the syllabus and scheduled to meet with the class prior to each test to review the chapter with that class.

- **Syllabus Order.** I allowed my students to select the order in which they worked on the syllabus for each chapter.

- **Cooperative Learning.** I encouraged my students to help each other with the assignments. Since everyone's assignment required writing original sentences, they could help one another but could not have the same sentences.

- **Peer Teaching.** While I worked with the third-year class, the fourth-year students who had questions asked the fifth-year students.

- **Grammar Work.** When I met with the fourth- and fifth-year classes, I went over the grammar and answered questions. While I checked for usage and accuracy, I had the students use in sentences the structures they had learned. My role was mainly as a resource.

- **Homework.** I gave my students the choice of turning in assignments daily or weekly.

- **Test Review.** The review for each test was student driven. They told me what they needed help with and what they wanted me to review with them.

Teachers need to know their students and design lessons that engage them, even when the teacher is not able to give them instruction daily. Students need to be trained to be on task, focused, able to work cooperatively, and accountable for their time as well as their work. We must teach our students to become self-directed learners.

Multilevel classes—a dreaded reality. Perhaps, but with some thought, creativity, enthusiasm, and organization, it can be a good experience for everyone.

—Leslie Okada Birkland, American School in Japan, Tokyo, Japan

Do You Know Your Standards?

As you begin to develop curriculum for your AP Japanese Language and Culture course, keep two things in mind. First, AP Japanese is not a college-*like* course, but a college-*level* course. Second, both the course and the exam are deeply rooted in the Standards described in *Standards for Foreign Language Learning in the 21st Century*. As you become familiar with the Standards, keep in mind that they are content standards, not performance standards, and that you must specify the level of proficiency for your instructional goals (i.e., "performance" standards). Refer to your state standards and/or your local school district's framework or benchmarks, which may be performance standards aligned with the Standards.

When you read the Standards, note that the sample progress indicators listed for each of the goals are just samples; they are not exhaustive. The sample progress indicators are given with the assumption that students start studying a foreign language at the kindergarten level and continue their studies at the fourth-, eighth-, twelfth-, and sixteenth-grade levels. Your students, however, most likely began their Japanese studies in middle school or senior high school, so it is natural that they will not yet be able to do what is described at the twelfth-grade level in the sample progress indicators. The best practices of Standards-based instruction are described in the learning scenarios.[21] You may want to use something like them in your classroom from time to time.

Aim for the Target Proficiency Levels

The target proficiency level of the AP Japanese course is at least the Intermediate-Low to Intermediate-Mid level of the ACTFL Proficiency Guidelines for the four language skills (listening, reading, writing, and speaking). Carefully read the guidelines, which have been reprinted in chapter 1, to understand what is expected from AP Japanese students.

When you set the target proficiency level of your course for the four skills, take into consideration the number of instructional hours, your instructional conditions (e.g., block schedule, multilevel classes), your students' needs, and your available resources.

Once you have determined the target proficiency levels for your course, think about what language functions your students should be able to perform at each target level. Be sure to consider the communicative functions students will need to perform on the exam; you can use the skills listed in the exam format table in chapter 4, as well as published sample questions, as a guide. For example, speaking functions may include ordering food, describing a family, expressing preferences, stating opinions, or requesting something. Think about what content (or topics), situations, and concepts your students should be able to handle. Think about what cultural knowledge they should possess.

Choosing a Textbook

You may choose to use commercially available college-level textbooks, workbooks, videos, and other supplementary materials. It can be very time- and energy-consuming to design, develop, and produce your own materials, especially when you are still new to teaching the course. Rather, select the textbooks that will best help you achieve the desired target proficiency levels and best prepare your students for the AP Exam. When evaluating potential textbooks for your course, remember to look at the supplementary materials that support the textbook.

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21. Some examples of sample progress indicators and learning scenarios can be found in "Standards for Foreign Language Learning: Preparing for the 21st Century: Executive Summary" on the American Council on the Teaching of Foreign Languages Web site at www.actfl.org/files/public/execsumm.pdf.

There is no "best" textbook to use with the AP Japanese course, and very few Standards-based textbooks have been published for our field. Thus, textbook modification is a must if you are going to enhance your students' abilities most effectively and efficiently. Analyze your students' needs, your teaching environment, and your own preferences and then use this comprehensive analysis to add to, eliminate from, reorder, reorganize, and modify the textbook, as well as make any original teaching materials to supplement it. By effectively adapting some of the textbooks currently available, you can easily achieve your course goals, prepare your students for the exam, and save yourself much time. Be careful, however, not to teach to the textbook. Textbooks are not curriculum.

Because the Japanese writing system is complicated and the language does not have any English cognates, it is difficult to use Japanese literature in the course. Additionally, the course's target language level (Intermediate-Low to Intermediate-Mid) is not a level at which students can handle classic or popular literature. You may, however, use easy literary materials like short stories, folk tales, and children's stories, staying alert to potential difficulties caused by unfamiliar cultural connotations.

Content-Based Instruction

When preparing your curriculum you may want to move beyond the textbook occasionally. Eiko Ushida, a lecturer of Japanese at the University of California, San Diego, identifies the pros and cons of content-based instruction and suggests ways to incorporate it into the AP Japanese curriculum.

Content-based instruction (CBI) is an approach that integrates language and content by teaching a subject matter or a specific theme or topic in the target second language (L2), making L2 learning occur in a meaningful context. Using the CBI approach, you learn L2, communicate using the language, promote critical thinking, and provide students with content to talk about. CBI can also address the goals specified in *Standards for Foreign Language Learning in the 21st Century*, such as connections to other school disciplines, cultural competence, and comparisons between the language and culture and those of the learners.

Whereas traditional curriculum has the textbook predetermining topics and language features, CBI enables you to choose the content, thus meeting your students' interests and needs; this further helps to raise their interest and motivation to learn L2 and develop content knowledge. For instance, if you are teaching a chapter on food, you can choose it as the content to teach. This topic can be expanded to relate to various school disciplines, such as biology, history, social studies, or religious studies, depending on what aspects you choose to introduce to your students. Once you select an aspect to focus on, you can use a variety of materials for teaching the selected content with various activities in Japanese. Students can build vocabulary while addressing the differences between Japanese words and English words, or they can do data analysis by reading graphs or charts on food to understand content and obtain cultural information in Japanese.

After presenting cultural information, you should prepare stimulating discussion questions that increase your students' interest in the topic and enhance their critical thinking skills, making them think *why*. This should encourage them to learn about the topic outside of class for their own personal enjoyment and enrichment. If your students are eager to learn more about the topic, assign a related project. Let them take the initiative to look for learning materials, examine the content, and select what to use for their project.

You can promote content teaching through a variety of materials you have collected and adapted, ensuring your students interact with different types of texts (e.g., maps, charts, graphs, spoken and written materials) and authentic materials (e.g., Web sites, audiovisual resources, objects, guest

speakers). You need to pay close attention when you develop tasks and learning activities to make the language comprehensible to your students so that they can interact successfully with such materials. During this process it is important that students engage in various activities in L2 for content learning while developing critical thinking skills, language learning strategies, communicative strategies, and cultural understanding.

CBI can be a useful approach for AP Japanese courses because it provides students not only with opportunities to develop advanced oral and written language skills through cognitively complex texts and tasks but also with opportunities to learn about the content. However, you need to know its drawbacks. First, it requires a lot of time and sometimes money to prepare a good CBI course (e.g., topic selection, curriculum and syllabus design, material collection, activity design) because you will have to create everything yourself. In addition, you may sometimes find it difficult to include basic grammar items and vocabulary that are commonly taught in elementary-level textbooks because such selections are determined by the materials and content in the CBI curriculum.

If you would like to implement CBI in your courses, you must overcome these drawbacks. One suggested idea is that you occasionally include thematic units throughout the course as an addition to textbook-based instruction. In this way you can teach the basic grammar items, vocabulary, and kanji that are necessary for your students to attain second-year college-level Japanese skills according to the textbook chapters while expanding the topics raised in the chapter with content-oriented materials and activities that you prepare. You can use this approach to guide your students to higher levels of Japanese proficiency and content knowledge, and to develop their abilities to deal with unknown language in real-life contexts.

—Eiko Ushida, University of California, San Diego

Join the Pros

The Association of Teachers of Japanese (ATJ) and National Council of Japanese Language Teachers (NCJLT), two professional organizations for Japanese language teachers, will provide you with information and support. ATJ is an international association of students, educators, and scholars whose goal is to support linguistic scholarship and increase awareness of Japan and its culture. NCJLT serves elementary, secondary, and higher education instructors in the U.S., sponsors the Japanese National Honor Society, and takes part in the ATJ annual conference. The Web sites for ATJ (www.colorado.edu/ealld/atj/) and NCJLT (www.ncjlt.org) offer AP Japanese teachers a plethora of teaching resources, information about study abroad programs, and links to sites about Japan.

Consider becoming part of one of the regional or national world language associations as well. A list of those of interest to teachers of Asian languages appears in the "Useful Information Resources" section of chapter 5. Participation in one of these associations will enable you to stay current on the latest pedagogical research and methodology practices. It will also widen your regional and national network of colleagues. Some association memberships include discounted registration fees for conferences and professional development events.

While not a professional association, the Japan Foundation offers educators many of the same benefits of an association. It provides free access to teaching materials, a newsletter, a magazine designed for secondary-level students, and an academic journal for educators. Its goal is to foster international cultural exchange and appreciation for Japanese language and culture. The two U.S. offices, Los Angeles (www.jflalc.org) and New York (www.jfny.org), distribute a free advocacy kit developed by the Foundation that includes information on the AP Japanese Program.

Ready for Teaching

Your teaching should be shaped by your students' needs and the goals you have set for your particular teaching situation. Preparation for teaching should include several steps.

- Develop a syllabus and lesson plans following the advice given on AP Central (apcentral.collegeboard.com) and in this Teacher's Guide.
- Study the five sample syllabi in chapter 3 to get an idea of the range of teaching possibilities that exists for this course.
- Talk with the other AP world language teachers in your school about successful strategies for teaching the three modes of communication.
- Follow the threads on the AP Japanese Language and Culture Electronic Discussion Group to increase your awareness of the variety of approaches an AP Japanese teacher can take to meet the Standards and targeted proficiency levels.

In the Classroom

Most likely your fourth-level course will become an AP course, or you may end up teaching a class that combines fourth-level and AP Japanese students. Either way, it is important to start preparing your students for the AP course and exam from the earliest level of language learning by developing a sequence that supports the AP Japanese Language and Culture program. Every year raise each level of instruction and enhance the overall quality of your program.

Once you have decided on the textbooks you will use, start planning lessons. The Standards-based AP Japanese curriculum is far richer that the traditional one, and you may feel overwhelmed by the amount of content you must cover in the course. In addition to teaching the linguistic system (e.g., grammar, vocabulary, pronunciation), you must also include cultural content, content from other subject areas, communication and learning strategies, critical thinking skills, and technology. You must help your students improve their linguistic and cultural competency within a limited period of time. Thus, you need to create optimal conditions for language learning in your classroom. Here are some suggestions for making your teaching more efficient and effective.

Setting the Mood

- Create a positive atmosphere that promotes learning and motivates students.
- Foster an environment in which students are willing to take risks.
- Provide feedback in a constructive way, avoiding criticism.

Learning Activities

- Avoid teacher-centered activities, such as didactic, one-way lectures, as much as possible and minimize your involvement. Note that language teaching is more than presentation and display.
- Engage students in learning the language both actively and cognitively by making your class learner-centered and including numerous pair and small-group activities that promote communication

among the students. For example, watch a television program on an environmental problem in Japan, let students discuss in Japanese what they would do if the same problem occurred where they live (application, hypothetical situation), have them read in Japanese some solutions for the problem, and ask them to analyze and rank the solutions in order of cost effectiveness (analyze and evaluate).

- Design activities in such a way that students can acquire new skills and knowledge that build on those they have previously learned.
- Design activities that are appropriate to the students' linguistic and cognitive development.
- Integrate activities from comprehension to production (e.g., have students listen to an answering machine message, comprehend the information on it, and return the call; returning the call can be done as a role-play exercise).
- Include many task-oriented, functional activities that are relevant to the students' lives.
- Contextualize language learning (e.g., instead of asking students to change verbs or adjectives to the past tense, have them write a report on what they did over the summer, or talk to the class about their most memorable experience or the person who has influenced them the most).
- Encourage students to use different and multiple learning strategies, which is one of the best ways to create autonomous students.
- Provide students with opportunities to express personal meaning and create their own meaning as well.
- Assign as homework anything students can do on their own, which will encourage them to become autonomous learners.
- Limit class activities to those things that can be done only in the classroom; assign as homework those things that students can do on their own or with audio CDs outside of the classroom.
- Incorporate collaborative pair and group work into your lesson plans.
- Plan activities for which students must use higher-level thinking skills.
- Play games like Password™, Pictionary®, 20 questions, and charades to help students practice and increase their vocabulary.

Communication Skills

- Explain to students what communication strategies are (e.g., circumlocutions, facial expressions, gestures, paraphrasing, asking questions) and how these strategies can be used to achieve communication goals.
- Help students develop effective communicative strategies that enable them to get their meaning across and negotiate meaning, even with a limited level of linguistic ability. This can be done most effectively by designing and conducting an activity at a level that is slightly higher than the students' current linguistic level.
- Create real, life-like situations and practice using the language in those situations.

- Try to use natural, authentic language. Conduct the course in Japanese, using English only when necessary for clarification purposes. Most of your students are not exposed to Japanese outside of the classroom. Because your classroom provides their primary exposure to the language, it is important that they can hear and speak it as much as possible when they are with you.
- Provide students with opportunities to give oral and written presentations from an early stage.
- Have students write summaries, letters, and memos, using paragraphs rather than simply a string of sentences. Teach the paragraph structure in both oral and written language.
- Help students develop skimming, scanning, and intensive reading skills by setting specific goals (e.g., have students figure out what a text, like a school brochure, is about, or use dictionaries to understand everything written in a text).
- Teach top-down reading (concept-driven process where the reader approaches the text on the basis of his/her own background knowledge) as well as bottom-up reading (data-driven process by which the reader decodes letter-by-letter, word-by-word using only information within the text itself).
- Help students develop a variety of reading strategies.
- Encourage students to connect previous knowledge to new and unknown materials.
- Design reading assignments that include pre- and post-reading activities.
- Encourage students to use all of the knowledge and skills they have to meet their communication goals.

Kanji

- Teach kanji, for example, in relation to the context of speaking activities, rather than teaching kanji one by one from a list.
- Emphasize the recognition of kanji, rather than the reproduction.
- Help students develop strategies for guessing the meaning of unknown kanji in context.
- Teach kanji and kanji compounds in context.

Materials

- Use authentic and semiauthentic materials to teach listening and reading skills.
- Use materials that are interesting and relevant to students.
- Recycle materials; when you present them again, increase the difficulty of the tasks the students will perform.

Technology

- Introduce technology early in the course.
- Have students practice typing skills in Japanese, by sending e-mail messages and participating in online chat rooms in Japanese.

- Teach students to word process quickly, because each writing task on the AP Exam must be completed within the time limit identified in the Course Description.

Themes and Topics

The AP Japanese course is designed to ensure that students develop communication skills around themes and topics that are developmentally and linguistically appropriate for them. The following list of themes and topics can be incorporated into your teaching and used to help your students learn about Japanese culture.

- Body and health
- Cities, towns, and villages
- Clothes
- Communication and media
- Daily life
- Family
- Festivals and annual events
- Food
- Home and community
- Japan and the world
- Leisure, hobbies, and sports
- Nature and the environment
- Rites of life
- School and education
- Self, family, and friends
- Shopping
- Technology
- Transportation
- Travel
- Weather and climate
- Work and career

This is not an exhaustive list. You will find yourself adding to it over time, taking into consideration each class's linguistic abilities, cognitive development, and ever-changing interests.

Action Research

How can you keep your teaching at its best and on target? Shinichiro Yokomizo, a professor of Japanese at Saga University in Saga, Japan, explains a method many teachers use to assess the effectiveness of their lesson plans and their approach to teaching language skills and knowledge.

> What is action research? Is it the research that an action star like Bruce Lee uses in his movies? Of course not. Action research (AR) is a teacher's small-scale inquiry into his or her own practices in and outside of the classroom in order to realize better teaching. When you engage in the AR process, you take some action to improve upon your practices, you observe and analyze its results, and then you reflect on how and why the results occurred.
>
> At this point you may be thinking that AR seems similar to a teacher's daily routine, an endless repetition of the process of:

Yes, this is correct; AR is similar to what teachers do every day. However, it is also true that teachers may not have a chance to *consciously* appreciate this process since, as you have probably already experienced, teachers are very busy every day. AR is a tool by which a teacher can be aware of and actively involved in the cycle of observation, analysis, reflection, and action.

How does the AR process begin? The first step is to take a careful look at what is going on in your classroom (you can take notes or videotape it in order to better remember it later). While doing so, you may notice something that seems to interrupt your students' learning, you may notice your own behaviors, and/or you may notice your students struggling with something. If you are willing to make changes at this point, it is the right time to take the first *action*. When selecting a promising action, it is always helpful to talk with collaborating colleagues and friends, and to read books, articles, and papers that relate to AR and the action you plan to take.

After taking the first action, observe carefully what is going on in your classroom to see if your action was successful. You may be gladdened by a wonderful result, or you may feel disappointed by an unwelcome outcome. If you are disappointed, devise another promising action and try again. Even if you are happy with the result your action brought, try to take another careful look at your classroom. It is quite rare that all students react to an action in the same manner, and some students may be struggling with the action you chose. When you determine who these students are, you can find ways to adjust your original action to make them happy as well.

What I have introduced here is just one way to put AR into practice, but you may also undertake AR at other times, such as when you attempt a new project like creating a syllabus or modifying an existing syllabus to the AP course. In this case, your first step is to discover the promising action by learning about the syllabus-designing process in a curriculum by reading books and articles on the subject and/or consulting with a mentor or AP colleague. After taking the first action in this instance, you can follow the same process described above.

You may now have the impression that AR is an endless attempt to make all students happy in the classroom. Yes, that is right! I strongly believe that being engaged in endless inquiry is the most favorable characteristic of AR because the whole process of AR is the same as *what teachers should be* and *what teachers should do*. AR offers you a great chance to continuously develop as a teacher.

Recommended Resources

Action Research Network. http://actionresearch.altec.org

Classroom Action Research. www.madison.k12.wi.us/sod/car/carhomepage.html

Collaborative Action Research Network. www.did.stu.mmu.ac.uk/carn

The Exploratory Practice Centre. www.ling.lancs.ac.uk/groups/crile/epcentre/epcentre.htm

Teacher Action Research. www.edchange.org/multicultural/tar.html

—Shinichiro Yokomizo, Saga University, Japan

Learning Activities for the Three Communicative Modes

Group projects can provide students the opportunity to integrate the three modes of communication in a very meaningful way. For instance, you can divide your class into groups of three or four and ask them to pretend to be travel agents assigned with the task of putting together a holiday package tour. They are to choose a destination within Japan; research transportation, accommodations, meals, sightseeing, and general tourist information; design a brochure; and, group by group, give the rest of the class a sales pitch to persuade them to choose their prepared vacation. This activity has students using the Interpersonal mode when they are working with each other within their groups, the Interpretive mode when they are researching and reading authentic materials, and the Presentational mode when they are writing their brochures and telling the class about their package tours.

Another approach is role-play. You can prepare role-play cards, for example, that direct two students to assume specific roles, such as the manager of a restaurant and a person who is looking for a part-time job, and communicate with each other in those roles. Each card must give specific conditions for the employer and the job seeker. Cards that simulate authentic situations allow students to use Japanese with real-life objectives in mind.

Field trips and guest speakers provide another kind of opportunity for the integration of the three modes. Prepare your students for the experience by having them research (reading and writing) the place they will visit or the speakers they will hear. You should go over the results of their research and discuss them in Japanese with the class (listening and speaking). After the field trip or guest speaker, have your students write a report or make an oral presentation in which they express their opinions of the experience. Such pre- and post-experience activities give students the chance to work in the Interpretive mode (researching a topic by gathering and reading/listening to/watching Japanese resources), the Interpersonal mode (sharing their research in class discussions), and the Presentational mode (writing about their research and making an oral presentation in class).

There are two things to keep in mind when planning such cooperative learning activities for your students. First, separate the heritage students into different groups so that each group has some diversity. Second, give the students a chance to speak or write to groups of people who are not their classmates. You will find that an outside audience will motivate them to try harder to achieve correct pronunciations, syntax, and characters.

Activities for the Interpersonal Mode

This mode consists of both productive (writing and speaking) and receptive (reading and listening) skills.

- Ask students to discuss current events or topics of interest to them.
- Put key words/phrases on the board and ask students to turn them into a paragraph.
- Play music or recorded speech and ask students to express their opinions and feelings about what they heard.
- Organize debates.
- Initiate dialogues on a theme.
- Have students read and respond to e-mails, notes, and letters.
- Have students respond to voicemail.

- Show videos and assign pre-and post-viewing questions for discussion.
- Have students keep a journal or blog.
- Let students exchange papers and edit each other's written work.
- Have students write and respond to invitations, apologies, explanations, descriptions, schedules, opinions, and requests for specific types of information.

Activities for the Interpretive Mode

This mode consists of receptive language skills (reading and listening) and includes viewing. The use of movie clips, pop music, and anime helps students learn not only the Japanese language but also the perspectives of Japanese culture.

- Expose students to Japanese television commercials, film clips, popular music, public service announcements, and signs.
- Encourage students to look for print and television news reports about Japan.
- Give students fairy tales to read and guidance for understanding their historical and cultural backgrounds.
- Pass out poems and haiku for students to read and interpret the authors' feelings and emotions.
- Play recorded stories for students to listen to and follow the turn of events.
- Show a video presentation by Japanese students about topics relevant to youth in Japan.

Some exercises you can employ to facilitate student engagement in activities for the Interpretive mode include assigning pre-reading, reading and post-reading or pre-listening, listening and post-listening tasks, giving students vocabulary or keyword lists (or having them make their own), having students create kanji banks based on a passage they have just read, and using dictionaries.

Activities for the Presentational Mode

This mode consists of productive language skills (speaking and writing) and includes showing. When planning activities that involve writing, be sure students have equal opportunities to practice using informal and formal writing styles and expository, narrative, descriptive, rhetorical, and comparative styles of writing.

- Assign oral presentations that take the form of skits, announcements, or weather reports.
- Use a series of pictures or an object about which students can create a story.
- Ask students to describe a sequence of events in the correct order.
- Give students class time to write in a journal.
- Tell students to write an introduction to a television show or movie.

Cooperative Learning

Toyoko Okawa, a former teacher at the Punahou School in Honolulu, Hawaii, describes her use of the kyodai (sibling) game, a cooperative learning technique.

> I use the *kyodai* game for grammar drills, learning new vocabulary, reading and writing kanji, and lesson reviews. This cooperative-learning activity strengthens students' powers of concentration and their ability to memorize short and long sentences. Each student chooses a partner. One is the *onii-san* or *onee-san* and the other is the *otooto* or *imooto*. The key here is to set up an age difference between the two. Students follow four rules when playing this game: (1) *nihongo dake*, (2) *kaite wa ikenai*, (3) *paatonaa to soodan*, and (4) *sensei ga onii-san/onee-san* or *otooto/imooto to iu made, te o agete wa ikenai*.
>
> When doing a grammar drill for the *~node* pattern, for example, I tell my students, *Bun o kansei shitekudasai*. Then I read the first part of the sentence in *~masu* form a few times (several times for a longer clause). The student pairs work on (1) changing from *~masu* form to plain form, (2) coming up with the second part of the sentence, and (3) saying the whole sentence aloud in a whisper. I wait for 30 to 60 seconds, depending on the difficulty of the sentence. Then I say *onii-san, onee-san* and call on the first person to raise a hand. As the game goes on, I call on those who are slow to raise their hands, particularly when I see many hands go up simultaneously.
>
> When I call on a student, that student must say the whole sentence clearly and without any mistakes. Students who speak the sentence correctly get their names and their partners' names written on the board. They also get a stamp on their game cards. Five stamps are worth one point in the homework category on their grade sheet for the semester.
>
> —Toyoko Okawa, formerly of Punahou School, Honolulu, Hawaii

Cultural Activities

Familiarity with Japanese culture is an integral part of the AP course, and the exam tests students on their cultural knowledge. Getting students involved in cultural activities will provide them with opportunities to learn not only Japanese cultural practices but also cultural perspectives. Interaction with Japanese people from a variety of backgrounds (e.g., age, occupation, gender, geographical origin) will prevent students from developing cultural stereotypes and allow them to attain balanced perspectives of Japanese culture.

Some ways to involve students in cultural activities are organizing a school Japanese club, hosting a schoolwide Japan Week, holding or attending a Japanese film festival, eating at a local Japanese restaurant, taking field trips to see relevant performances or museum exhibits, and attending lectures given by visiting Japanese speakers. Periodically invite to the classroom Japanese individuals who can demonstrate flower arrangement, calligraphy, martial arts, tea ceremonies, and other traditional skills. Even if you teach in a rural area where such opportunities are unavailable, you can still provide your students with cultural exposure through a pen pal or e-pal program, or an online chat program, with a sister school in Japan. Effective use of the Internet can enhance the cultural component of your course when your community is unable to.

Project Work

Projects are an excellent way to reinforce learning and have students use all three modes of communication. Yoshiko Saito-Abbott, a professor of Japanese at California State University, Monterey Bay, offers some general advice for incorporating project work into your teaching.

Project work is an effective way to improve your students' overall communicative competency and proficiency. It is especially useful in AP courses because it is learner-centered and promotes autonomous learning. Projects allow teachers to work with the wider range of student abilities that are often found in higher-level courses and encourage their students to challenge individual competencies. Additionally, the process can help students become more responsible for their own learning. Project work can be very motivational for students since it allows them to see an end product. Therefore it is important that you provide unambiguous and final expected outcomes and evaluation rubrics at the start of the project.

A carefully managed work process leads to student success. It is essential to provide clear steps and procedures when assigning projects. State all due dates and requirements, and check the progress of the projects by providing feedback several times during the project work. Design projects in such a way that they achieve "authentic" final outcomes; the task should be as authentic as possible so that students can see its real-life application. When students can see the purpose of the project (context), the content becomes richer, which in turn promotes critical thinking.

There are several things to keep in mind when guiding your students through a project. The following tips will make the process smoother and more rewarding for you and your students.

- **Product.** In order to give students a good idea of their expected work product, share final product samples produced by students in previous classes.
- **Time Management.** Students may not have a good sense for the amount of time needed to complete the overall task, so divide the work into smaller sequential tasks and monitor student progress.
- **Timelines.** Providing timelines helps students pace and monitor the progress of their projects and allows you to see what they have accomplished.
- **Language.** Your students should be communicating with each other in Japanese throughout the project.
- **Evaluation.** Some students may rely on the more active ones in the group to do the majority of the work. To guard against this, at the initial stage of the project clearly communicate how you will evaluate your students, and guide the groups in carefully establishing each member's role.
- **Recognition.** Your students' presentations should be recognized and admired at the end of the project, so allow time to share the completed projects not only in class but also with others outside of the class. Display your students' work in a location where their accomplishments can be seen by other students and teachers, the school's administration and guests, and the community.

—Yoshiko Saito-Abbott, California State University, Monterey Bay

Kanji

Hideko Shimizu, a senior instructor in Japanese at the University of Colorado at Boulder, shares the results of research that reveals the most successful approaches for teaching kanji.

It has become increasingly essential that we teachers understand how our beliefs and attitudes toward kanji influence our choice of teaching strategies and how we teach kanji in the classroom. This is especially important because students learn kanji for the first time in school, a system of learning that is different from the way they learned their native language. Therefore, instruction may significantly impact the choices they make with regard to the strategies they will use to learn kanji.

The research my colleagues and I have done on teachers' attitudes toward teaching kanji found that teachers who are more aware of cultural aspects in kanji, who believe that teaching and learning kanji are fun, and who believe that kanji is useful, are more likely to use cognitive memory strategies and context-based strategies over rote memorization.[22] These teachers are prone to using mnemonic devices and pictures to introduce kanji, and they teach kanji in the illustrated context. Such strategies are more meaningful than rote memorization and tend to motivate students to learn kanji.

Additional research has identified students' self-reported strategies for learning kanji (these studies are identified in the following "Recommended Resources" section). The students noted using a variety of learning strategies that included morphological analysis, context-based strategies, association between the past knowledge of kanji and new kanji, rote memorization, and metacognitive strategies. These strategies introduced students to ways in which they could monitor their own learning and know when and how to use appropriate strategies in the appropriate context.

It was interesting to find that students' beliefs about kanji learning are structured in a similar way to teachers' beliefs—that students' self-reported kanji learning strategies with rote learning were most commonly used and that context-based strategies were the least popular among students. Those learners who used context-based strategies, however, tended to believe that "kanji is fun," "kanji is useful," and "kanji reveals cultural traditions associated with kanji."[23] In addition, a stronger belief in cultural tradition was associated with more use of morphological analysis, in which analyzing each component in kanji guides learners in recognizing kanji structure.

These findings suggest that teachers and students who enjoy kanji learning and value the usefulness of kanji and its cultural tradition are more likely to use a range of strategies other than rote learning. The findings indicate it might be important for teachers to use a variety of strategies, such as context-based, association, and metacognitive strategies, to teach students how to use appropriate strategies to learn kanji.

Recommended Resources

Mori, Y., K. Sato, and H. Shimizu. "Japanese Language Students' Perceptions on Kanji Learning and Their Relationship to Novel Kanji Word Learning Ability." *Language Learning* 57:1 (March 2007): 57–85.

Mori, Yoshiko. "Individual Differences in the Integration of Information from Context and Word Parts in Interpreting Unknown Kanji Words." *Applied Psycholinguistics* 23, no. 3 (September 2002): 375-97.

22. Hideko Shimizu and Kathy E. Green, "Japanese Language Educators' Strategies for and Attitudes toward Teaching Kanji," *The Modern Language Journal* 86, no. 2 (2002): 227-41.

23. Shimizu and Green, forthcoming.

Mori, Yoshiko. "The Roles of Context and Word Morphology in Learning New Kanji Words." *The Modern Language Journal* 87, no. 3 (2003): 404-20.

Shimizu, Hideko, and Kathy E. Green. "Japanese Language Educators' Strategies for and Attitudes toward Teaching Kanji." *The Modern Language Journal* 86, no. 2 (2002): 227-41.

—Hideko Shimizu, University of Colorado, Boulder

Japanese Word Processing

Keiko Schneider, the Japanese Area Language chair at Southern Methodist University in Dallas, Texas, discusses a few issues all AP Japanese teachers need to consider when introducing their students to word processing in Japanese.

In the 2005 national survey (see results at www.sabotenweb.com/conference/survey2005_2yenhandout.doc), close to one-third of secondary classes still did not have a word processor available for students to type in Japanese. Since the AP Exam is a computer-based exam, being able to type in Japanese on the computer has become an essential skill to teach in many high school Japanese classrooms, and it is important that your students have access to computers that allow them to type in Japanese. Even if you have used the computer to do word processing for years, when it comes to having your students practice typing in Japanese, there are some points to consider.

If you have a relatively up-to-date computer with a recent operating system (Microsoft® Windows® and Apple™ platforms), you have the capability to type in Japanese without needing to purchase additional software or special packets. However, the process to enable the computer's Japanese keyboard on the computer requires administrator access, so you will probably have to work with your school's IT support personnel. Luckily, they do not have to be able to read or know Japanese in order to go through this process. The best resource for the Windows operating system can be found on the Nihongo-OK.com Web site. For Macintosh™ computers you can simply add Japanese input from the Input menu (click on the Apple icon, then click on *System Preferences*, and finally on *International*). Although your students might use Macintosh computers in various ways in conjunction with the course (e.g., if those are the resources available to students at home or in a library), they must also be familiar with the Microsoft Windows input method editor for typing in Japanese since the exam is administered on Windows-based PCs.

When planning the first word processing activity for your students you will want to keep the following in mind. These are situations I have encountered with my own students.

- **Romaji.** Japanese input is usually done with romaji. If students do not have extensive experience working with romaji, they will actually have to spell the hiragana that they learned. You will need to point out a section that explains how to convert hiragana to romaji or refer to a chart. This becomes especially crucial when students need to type double consonants (small *tsu*) and glides (small *ya, yu,* and *yo*). Alternatively, you may want to point out the use of the X key before *tsu*, *ya*, *yu*, and *yo* to make them smaller.

- **Space.** Some textbooks, especially those for the beginning level, show spaces to help students read. Students, who are used to word processing in English, tend to hit the space bar after what they think is the end of a word in Japanese and are surprised to see the conversion to kanji happening. You will need to point out how to type the line for the katakana long vowel (-).

You will also have to show your students how to switch between producing English, hiragana, and katakana.

- **Underline.** Students may be confused by the underlined text that is waiting for possible conversion to kanji. You will need to tell them to hit the enter key.

I suggest that the first activity you give your students is something to copy, possibly from a textbook or a model you have typed, rather than having your students type their own compositions. Typing someone else's words will enable your students to focus on acquiring Japanese input skills, not monitoring their own language production as they type.

Recommended Resources

Apple International. www.apple.com/macosx/features/international

"Japanese Teachers' Two Yen Worth on Computer Use and Training." Presented at ACTFL, 2005. Handouts are available on my conference notes Web page, www.sabotenweb.com/conference.

Nihongo-OK.com. www.nihongo-ok.com

—Keiko Schneider, Southern Methodist University, Dallas, Texas

Using Computers to Teach Language Skills

Toyoko Okawa, a former teacher at the Punahou School in Honolulu, Hawaii, describes how to successfully use computers to teach writing skills.

The language lab is an integral part of my curriculum, a very helpful way for me to teach Japanese writing skills and enable my students to improve theirs. It has also been an extremely effective way to address the time constraint I often encounter when I teach writing in class.

I meet my students once every other week in the lab. During their lab classes, students read specific texts or surf the Internet to find information on their own. I use *Microsoft Windows XP Remote Desktop,* which connects the students' computers to mine and allows me to monitor their screens, either one at a time or all at once. While they're writing compositions, I can send my feedback to their computers individually or to multiple students at the same time. When I see common mistakes or things that need to be pointed out to the class as a whole, I use the screen at the front of the lab.

I have used *PowerPoint*™ and *Inspiration 7*® to create many teaching materials. After using them in class, I leave them on the student server in a read-only folder on my account. Students can go into my account, take the documents out one at a time, and review them on their own at school or home.

Students may use the open computer lab at school or their own computers at home to do their homework assignments. I use e-mail to collect the assignments and the *Microsoft Office: Student and Teacher Edition* to provide feedback.

—Toyoko Okawa, formerly of Punahou School, Honolulu, Hawaii

How Are Your Students Doing?

Your course must include periodic assessments so that you can provide your students with feedback as well as check the effectiveness of your instruction. Traditional discrete-point tests will encourage students to study on a daily basis. In addition to traditional tests, include prochievement tests that emulate the format, timing, and types of questions your students will encounter on the AP Japanese Exam. Doing so not only helps you measure your students' proficiency development but also helps your students prepare for the exam. If they take these types of tests on a regular basis throughout the year, they will approach the AP Exam with a higher comfort level and more confidence.

Before developing your tests, read the AP Japanese Exam specifications in the Course Description and go to AP Central to look at the scoring guidelines, which are made available there after the administration of each exam. Use similar scoring guidelines to assess your students, and periodically allow your students to practice using the scoring guidelines to grade each other's work. This exercise will give them a greater understanding of what the AP Readers look for in a response.

The scoring guidelines you develop for free-response questions should evaluate grammatical and lexical accuracy, grammatical and lexical variety, pronunciation (speaking), organization, coherence, orthography (writing), and fluency. When you evaluate homework assignments and speaking, try to use scoring guidelines that are similar to those used for free-response questions. For listening activities, check not only your students' comprehension of overt contents but also their understanding of the speaker's implication and attitude. Some examples of teacher-generated scoring guidelines can be found at the end of this chapter.

Because the AP Japanese Exam is a computer-based exam, it is important to give your students practice with taking this type of test from an early point in the course. Explain to them how they will take the test on computers and, if possible, include computer-based tests in your curriculum. The more experience they are able to have with this type of test, the less anxious they will feel when they take the AP Japanese Exam.

Reflecting on Your Experience

Because AP Japanese Language and Culture is a new course, you will almost certainly run into challenges. It is natural even for veteran teachers to face difficulties when they teach an AP course for the first time. You have plenty of College Board support, however, in the form of your school's AP Coordinator, the AP Japanese Language and Culture Electronic Discussion Group, College Board publications and resources, and the AP workshops and summer institutes that address the special aspects of teaching a college-level course to high school students.

From time to time, reflect on your teaching and make adjustments to your syllabus, lesson plans, class activities, and assessment plans as necessary. Keep records of your teaching, noting what worked and what did not and why, and make corrections or adjustments as needed to your syllabus, lesson plans, class activities, and assignments.

Examples of Teacher-Generated Scoring Guidelines

Toyoko Okawa, formerly a Japanese teacher at Punahou School in Honolulu, Hawaii, used the following scoring guidelines to assess her students' work.

Scoring Guidelines for Compositions

Criteria	Into the Trash Can (Needs Improvement)	Send to the Local Paper (Good)	Letter to the Editor Winner! (Excellent)
Content	Length is less than 200 letters; evidence is scant 1 2 3 4 5	Length is within 200 to 400 letters; lacking in evidence and anecdotes 6 7 8	Length is within 400 to 600 letters; evidence and anecdotes are abundant 9 10
Organization	No introduction or summary; body with one paragraph 1 2 3 4 5	はじめ (introduction), なか (body with two paragraphs), and おわり (summary) with satisfactory description 6 7 8	Organized in はじめ (introduction), なか (body) with two paragraphs, and おわり (summary) with outstanding description; cohesive and coherent 9 10
Vocabulary	Vocabulary has limited range; frequent errors of word choice and usage 1 2 3 4 5	Vocabulary shows adequate range; occasional errors of word usage and choice, including connectors (そして, それから, でも, だから, etc.) 6 7 8	Variety in words/expressions; used effectively and correctly, including connectors (そして, それから, でも, etc.) 9 10
Language	Frequent use of incorrect grammar that interferes with comprehension 1 2 3 4 5	Use of correct grammar with some minor errors that interfere with comprehension 6 7 8	Uses a variety of sentence structures correctly and appropriately; few minor errors that do not interfere with comprehension 9 10
Mechanics	Frequent errors in spelling and in use of kanji, commas「、」, and periods「。」; frequently mixes plain and polite forms 1 2 3	Occasional errors in spelling and in use of kanji, commas「、」, and periods「。」; occasionally mixes plain and polite forms 4	Shows mastery in written language, spelling, use of kanji, commas「、」, and periods「。」; leaves one space at the beginning of a paragraph; uses Arabic numerals when writing horizontally 5
Overall	Difficult to read; demonstrates minimal awareness of audience and task 1 2 3	Required reader's effort to finish reading; poor transitions; details lack elaboration or are repetitious 4	Interesting to read; evidence of voice; tone enhances personal expression 5

Scoring Guidelines for Evaluating Speaking Ability

Interview Scoring Guidelines

Criteria	First-time Traveler (Needs Improvement)	Seasoned Traveler (Good)	International Tour Guide (Excellent)
Comprehensibility: **How well are you understood?**	Difficult to understand or follow due to heavy English accent 1 5 7 10 11 12	Unclear at certain points due to lack of practice in saying the word; discourse is word level 13 14 15 16 17	Clear pronunciation and easy to understand; can express thoughts using set phrases and simple sentences 18 19 20
Comprehension: **How well do you understand?**	Often responds erroneously due to inability to comprehend what partner said 1 5 7 10 11 12	Responds with some errors to what partner said, or neglects to respond due to not actively listening 13 14 15 16 17	Responds with a few mistakes to what partner said; comprehends messages that include some unfamiliar words and/or grammatical structures 18 19 20
Language Control: **How accurate is your language?**	Uses English words and word order; uses only simple structures 1 5 7 10 11 12	Unclear due to inaccuracy in grammar; uses some newly learned structures 13 14 15 16 17	Applies familiar structures to new situations; uses many newly learned and/or complex structures 18 19 20
Vocabulary: **How extensive and applicable is your vocabulary?**	Limited and repetitive 1 5 7 10 11 12	Uses mostly previously learned vocabulary (levels 1 and 2); uses some newly learned vocabulary 13 14 15 16 17	Uses both recently acquired and previously learned vocabulary; comprehends an expanded range of vocabulary 18 19 20

Interview Scoring Guidelines (continued)

Criteria	First-time Traveler (Needs Improvement)	Seasoned Traveler (Good)	International Tour Guide (Excellent)
Communication Strategies: **How do you maintain communication?**	Just relies on (poor) intuition; only answers question 1 2 3 4 5	Attempts to self-correct; repeats partner's word(s) to confirm understanding; asks questions 6 7 8	Well-prepared; restates (not repeats) partner's words/sentences; uses "talk around" and other strategies to sustain conversation 9 10
Cultural Awareness: **How is your cultural understanding reflected in your communication?**	Ignores cultural aspects (e.g., bad manners) 1 2 3 4 5	Uses *aizuchi*, appropriate gestures, body language, or interjections 6 7 8	Demonstrates awareness of Japanese culture by making suggestions with sentences that end in negative form, using Japanese expressions/ words/proverbs (e.g., お世話になります) 9 10

Scoring Guidelines for Speeches

Students present information, concepts, and ideas to a Japanese audience on topics they have chosen. They write an essay about a topic they are interested in, and then, in one- to two-minute presentations, they orally express the thoughts or feelings they wrote about in their essays.

	Earns a Spot in a Home Video (Needs More Effort)	Earns a Spot on the Local News (Good)	Earns a Spot on the National News (Excellent)
Delivery **40 pts.**	Poor understanding of speech content; frequent unnatural pauses and false starts; reliance on note cards 1~18 20 22 24 26	Good understanding of speech content; few unnatural pauses or false starts; sometimes used note cards 28 30 33 34 35	Excellent understanding of speech content with appropriate gestures; natural pauses; kept audience's attention and interest; introduced topic clearly; communicated enthusiasm of/for the topic; not dependent on note cards 36 37 38 39 40
Content **30 pts.**	Many inaccurate uses of vocabulary and sentence structures; often difficult to understand 1~19 20 21 22	Appropriate subject and treatment; ideas relatively organized using recently learned vocabulary and grammar/patterns; sometimes difficult to understand 23 24 25 26	Most appropriate subject and treatment; ideas clearly organized using wide range of recently learned vocabulary and grammar/patterns; a few minor errors that did not interfere with comprehension 27 28 29 30
Enun-ciation **15 pts.**	Difficult to understand or follow due to heavy English accent 1~5 6 7 8 9 10	Unclear on certain points due to lack of practice with saying the words 11 12 13	Accurate accent and clear pronunciation; easy to understand 14 15
Poise **10 pts.**	Looked uncomfortable on stage; did not face audience; often stared at the air trying to remember what to say 1 2 3 4 5	Comfortable stance on stage; faced audience but had weak eye contact; sometimes distracting mannerisms; restated central idea in conclusion 6 7 8	Totally comfortable stance on stage; kept audience's attention and interest; maintained eye contact; avoided distracting mannerisms; prepared audience for ending; reinforced central idea in conclusion 9 10
Length **5 pts.**	Ignored required time limit 1 2 3	Spoke over 10 seconds less/ more than 1 to 2 minutes 4	Finished in 1 to 2 minutes 5

Chapter 3
Course Organization

Syllabus Development

Creating a syllabus is a daunting task, especially for a new course. It is important that everyone who teaches this course reads the *AP Japanese Language and Culture Course Description* as well as the *Curricular and Resource Requirements* and the *Syllabus Preparation Guidelines* found on AP Central (apcentral .collegeboard.com/courseaudit) before creating a syllabus so there is no question about what their students will be expected to be able to do by the end of the AP course. Two additional resources should guide your course development as well: the *Standards for Foreign Language Learning in the 21st Century* and the *ACTFL Proficiency Guidelines*.

Your AP course must be based on the Standards; that is, it must integrate the five goals of language learning specified in the Standards: Communication, Cultures, Connections, Comparisons, and Communities. A Standards-based curriculum is more diversified than a traditional one. In addition to grammar and vocabulary, a Standards-based curriculum includes culture, content from other subject areas, components for teaching communication and learning strategies, and authentic and semiauthentic materials, such as articles, signs, popular music and films, radio announcements, phone messages, and Web site content. Technology also plays an important role in this curriculum. Your course should impart to students the language abilities that are equivalent to at least the Intermediate-Low to Intermediate-Mid levels of the Proficiency Guidelines. Read the descriptions for these levels in chapter 1 and use them as a guide when designing curriculum and setting course goals.

The syllabus you create must offer your students an opportunity to refine and further develop the language proficiencies and cultural literacy they gained in previous courses so that they will be well prepared for the exam. The exam is designed to measure linguistic *performance*, not linguistic knowledge. It also holistically assesses cultural knowledge. Therefore, your course goals must be the acquisition of functional abilities. Design course activities that enable students to develop Japanese language proficiency and build on their knowledge of the Japanese language and culture.

Five Sample Syllabi

Five sample syllabi are included in this chapter: three AP Japanese syllabi and two university Japanese syllabi. Although most of the syllabi use the textbook series *Yookoso!*, there are other textbooks available (see chapter 5). At the time this Teacher's Guide was initially developed no high school had yet offered an AP Japanese Language and Culture course, three high school teachers who were already teaching advanced-level Japanese courses, and were known for producing highly proficient students, were asked to contribute AP-level syllabi. Two university professors who implement a proficiency-oriented, Standards-based curriculum also contributed sample syllabi. These syllabi are included because the AP course is the equivalent of a college course that represents the point at which students complete approximately 300 hours

of college-level classroom instruction, and they will give you an idea of how the AP course equivalent is being taught in colleges and universities.

Each sample syllabus begins with a description of the school and a profile of its students. Each also includes information on course organization, a detailed course planner, an explanation of the instructor's approach to teaching the course, a description of the instructor's assessment methods, a list of resources the instructor uses regularly, and, finally, sample student activities.

Every teaching situation is unique and situations can be quite diverse. Therefore, it is not a good idea to follow these syllabi to the letter; rather, you must modify and adapt them to your own teaching needs, environment, and students. Be flexible in developing your syllabus, but keep in mind that your AP course must help your students meet the high, rigorous standards of the AP Program.

Important Note: The AP Course Audit

The syllabi included in this Teacher's Guide contain rich resources and will be useful in generating ideas for your AP course. In addition to providing detailed course planners, the syllabi contain descriptions of classroom activities and assignments, along with helpful teaching strategies. However, since AP courses evolve with their fields and the course requirements are subject to change, the syllabi should not necessarily be used in their entirety as models that would be authorized under the most recent guidelines of the AP Course Audit. To view the current AP Curricular Requirements and examples of additional syllabi, please see AP Central (http://apcentral.collegeboard.com/courseaudit/resources).

Sample Syllabus 1

Noriko Vergel
The American School in Japan
Tokyo, Japan

School Profile

Location and Environment: The American School in Japan (ASIJ) was founded in 1902 to provide a high-quality education to business expatriate, embassy, and missionary families. Hailing from approximately 35 countries, the vast majority of our students and their families find themselves in Tokyo on temporary assignments. Over the past century, ASIJ has continued to grow and expand its facilities and programs, staying in step with the times to establish itself as a preeminent college-preparatory international school. Today, with diverse curricular and co-curricular programs and more than 1,500 students, ASIJ is one of the oldest international institutions in Japan. Classes are conducted in English, following a curriculum largely drawn from the United States. The school places great emphasis on co-curricular programs that provide opportunities for students in music, drama, debate, student publications, and athletics. A number of organized club activities and social events keep the school year busy. ASIJ is a member of the National Association of Independent Schools and is fully accredited by the Western Association of Schools and Colleges. Students have the opportunity to select accelerated, honors, and Advanced Placement Program courses.

Grades: K–12

Type: Private, coeducational, college-preparatory day school

Total Enrollment: Enrollment for grades 9–12 is about 550 students.

Ethnic Diversity: The student population is drawn from more than 35 countries, including many students with dual nationalities. Approximately 80 percent of the student population holds a passport other than a Japanese passport.

College Record: Of graduating seniors, 99 percent go on to college (80 percent to colleges in the United States).

Personal Philosophy

As a native Japanese individual who has experienced learning English as a foreign language, as well as how to adapt to Western society, I have come to appreciate the two contrasting cultures. I realize that the most important consequence of my education is that I have learned to enjoy the best of both worlds. I want to share with my students the sense of enrichment that grows out of being immersed in two different cultures.

I believe that language is not only a means to help us communicate with others but also a tool to help us understand the diverse world we live in. As a teacher, my goal is to provide my students with this vehicle of language as a way to experience different traditions—not just as an academic subject. By learning a foreign language, students can broaden their views and incorporate a more global perspective into their lives. I also believe that it is important for people to know more than one language, because they can better understand and appreciate their own society through the study of a new language and culture.

Class Profile

The school year consists of 36 weeks (178 days), divided into two semesters. The first semester runs from late August to late January; the second semester, from late January to early June. ASIJ students follow a two-day cycle (A and B days), with four 80-minute periods per day. Students typically take six or seven courses each semester.

ASIJ offers an active AP program. In May 2006, a total of 193 students took 444 AP Exams in 20 different subject areas. Qualifying grades of 3 or higher were achieved on 379 (85 percent) of the exams. We expect to offer two sections of AP Japanese Language and Culture each year, with a maximum of 16 students per section. This year I am teaching both sections. The class meets on a block schedule for 80 minutes every other day (Monday/Wednesday/Friday/Tuesday/Thursday; five classes in a two-week period). Students read, write, and pursue research using computers. No specific computer lab time is allocated, as the facilities are available most of the time.

Course Overview

In this course, students learn how to use the four language skills (speaking, listening, reading, and writing) in real-life situations. They also study the language as a whole through content-based themes such as Japanese history and traditions, contemporary culture, and social issues. The curriculum is based on the Standards outlined by the National Standards in Foreign Language Education Project in its *Standards for Foreign Language Learning in the 21st Century*. Each theme is illustrated by two to three related topics. These topics help students to deepen their understanding of the language as well as to achieve a clearer awareness of Japanese social issues and cultural values. Through various activities in and out of class, students acquire a more solid knowledge of grammar, vocabulary, and kanji. They also learn how to better comprehend the Japanese language.

The two main textbooks are *Yookoso! Continuing with Contemporary Japanese* (McGraw-Hill) and *Adventures in Japanese 4* (Cheng and Tsui).

Course Objectives

By the end of this course, students are expected to be able to do the following:

Speaking

- Initiate or respond to short everyday conversations in a culturally appropriate manner (Interpersonal mode)
- Request information and respond to requests on a variety of topics (Interpersonal mode)
- Ask and give preferences in a culturally appropriate manner (Interpersonal mode)
- Offer and respond to suggestions, requests, or invitations (Interpersonal mode)
- Give simple reports on Japanese culture (Presentational mode)

Listening

- Get the gist and understand the details of a text on a concrete topic (Interpretive mode)
- Get the gist of an expressed opinion on a social or cultural issue (Interpretive mode)

Reading

- Get the gist and understand the details of authentic or semiauthentic written materials (Interpretive mode)
- Get the gist and understand necessary details of authentic or semiauthentic charts, graphs, advertisements, and signs (Interpretive mode)
- Get the gist of an expressed opinion on personal, social, or cultural issues (Interpretive mode)

Writing

- Exchange information in writing on a word processor on a variety of topics, using connected and complete sentences in paragraphs that contain a beginning, details, and a closing (Interpersonal mode)
- Ask for and give preferences in writing in a culturally appropriate manner (Interpersonal mode)
- Offer and respond to suggestions, requests, or invitations (Interpersonal mode)
- Describe people, activities, or events in writing (Interpersonal/Presentational mode)
- Make various announcements of school-related events in writing (Presentational mode)

Course Planner

First Semester

Section 1. Religions and Japanese Culture (6 weeks)

Objectives

- Study culture and customs
- Learn about different religions and discuss the relationship between religion and culture
- Read and become familiar with the spiritual world through the work of Kenji Miyazawa ("Ame ni mo Makezu," in *Adventures in Japanese 4*; and "Kenji Miyazawa," in *Ge "Kibo"*)

Summer Festival/Fall Festival

- Web quest activity: "わっしょい!"

Temples and Shrines

- Web quest activity: "大吉だー!"
- Field trip: "お寺"

Kenji Miyazawa

- Video activity: "注文の多い料理店"
- 詩 "雨ニモマケズ・・・"

Supplemental reading: Folktale in *Adventures in Japanese 4: Workbook*, "花さかじいさん"

Section 2. Traveling in Japan (6 weeks)

Objectives

- Learn about traveling and transportation in Japan
- Plan a trip to various historical locations in Japan
- Learn to make reservations

Sightseeing

- Web quest activity: "東京の地下鉄" (交通機関)
- 旅行の計画と準備 "修学旅行とその後日談"

Historically Famous Tourist Attraction

- 京都、奈良、鎌倉、箱根、

Supplemental reading: Folktale in *Adventures in Japanese 4: Workbook*, "かちかち山"

Section 3. Tea Ceremony and Kimono (6 weeks)

Objectives

- Analyze the tea ceremony and its relation to Zen and Buddhism
- Become familiar with Japanese mental discipline, manners, and etiquette
- Examine the kimono and consider its significance in contemporary Japan
- Learn about and perform traditional comedy
- Discuss geography and nature

Tea Ceremony/Kimono

- Web quest activity: "和服 (着物)"
- わびとさび

Tanka/Haiku (Japanese poem)

- 日本の風土
- Activity: "俳句を作ろう!"

Kyogen and Noh (traditional theater)

- Activity: 寸劇 "六地蔵" "二人袴" "鶏婿"

Supplemental reading: Folktale in *Adventures in Japanese 4: Workbook*, "舌きりすずめ"

SEMESTER EXAMINATION

Second Semester

Section 4. War and Peace: Part 1 (日本から見た第二次世界大戦) (6 weeks)

Objectives

- Learn how the Japanese people continue to deal with the effects of World War II
- Learn the history and significance of origami, especially cranes

War

- Video activity: "ほたるの墓," "夏服の少女達," "8月の狂詩曲"

Sadako and 1,000 Cranes (origami)

- Web quest activity: "千羽づる"
- 広島と原爆
- 折り紙にチャレンジ!

Supplemental reading: Folktale in *Adventures in Japanese 4: Workbook*, "うらしまたろう"

Section 4. War and Peace: Part 2 (アメリカから見た第二次世界大戦) (6 weeks)

Objectives

- Ponder the ethical and moral issues faced by Japanese Americans during World War II
- Talk about different perspectives on historical events

War

- Video activity: "ヒマラヤ杉に降る雪"
- アメリカ移民 "日系人"

Supplemental reading: Folktale in *Adventures in Japanese 4: Workbook*, "こぶとりじいさん"

Section 5. Past to Present (6 weeks)

Objectives

- Further develop a greater understanding of the societal values and perspectives of the Japanese people through the study of *keigo* (polite speech)
- Recognize the existence of the traditional hierarchical system of old Japan within modern Japan

History of Japan

- 年号
- Web quest activity: "日の丸弁当"

Weddings and Funerals

- Web quest activity: “誰が好き?” お見合い

Supplemental reading: Folktale in *Adventures in Japanese 4: Workbook*, “わらしべ長者”

Section 6. Modern Japan (6 weeks)

Objectives

- Focus on contemporary topics and talk about Japanese efforts to improve the quality of their lives as members of the global community
- Discuss environmental issues in Japan
- Examine mass media, anime, and other forms of entertainment

Communication

- 携帯電話
- インターネット

Anime

- Video activity: “平成狸合戦　ぽんぽこ”
- Field trip: “ジブリの森博物館”

Recycling

- ゴミ問題を考える

Supplemental reading: Folktale in *Adventures in Japanese 4: Workbook*, “一休さん”

FINAL EXAMINATION

Teaching Strategies

The AP Japanese program at ASIJ develops effective communicators who understand Japanese culture and are prepared to participate in a global society.

To accomplish this purpose, teachers strive to do the following:

- Create an environment where students feel free to take risks
- Encourage students to engage in the community
- Model and expect target language use
- Provide authentic learning situations and materials
- Provide opportunities and guide students to think critically and creatively

- Differentiate instruction
- Appropriately integrate technology
- Make connections with other disciplines
- Provide frequent feedback through a variety of authentic assessments
- Develop and follow an age-appropriate, meaningful, and articulated curriculum
- Teach language-learning strategies
- Model and encourage respect and tolerance
- Integrate cultural components into the curriculum

Classroom Basics

I see my role in the teaching process as a facilitator. I give directions and answer questions, but I hardly ever lecture in class. I prefer to involve students directly in their education—through individual presentations; group work; and interactive, cooperative learning activities.

At the AP level, I believe vocabulary building is crucial. In some ways it is more important than reviewing (or adding) new grammar or sentence structures. We engage in many vocabulary-expanding activities in class. Reusing the same vocabulary in different activities is equally important to help students retain what they have learned. I introduce new vocabulary as kanji and kanji compounds. Students are required to recognize considerably more than the 410 kanji that are on the AP list. They are constantly pushed to incorporate kanji in their writing (using a computer).

Students are always stimulated by field trips. During the first semester we visit a nearby temple and learn about Buddhism and the history and characteristics of this particular house of worship. At the end of the second semester, we go to Hayao Miyazaki's Jiburi Museum near our school and explore the subject of Japanese anime. These excursions help to develop the students' listening skills, as well as to open a window onto Japanese culture.

In class, the students take part in dialogues, skits, role-playing, and interviews. I tape all their oral work and evaluate it, using self-created scoring guidelines designed specifically for each exercise. We also sing many Japanese songs in class. It is an entertaining way to learn more about the culture, and it is very helpful for vocabulary building as well.

One of the course requirements is that students acquire the skills to create a *PowerPoint* presentation using the Japanese language. They use the *da* (plain) style in the *PowerPoint*, but the *desu/masu* style for the oral presentation. In many cases, the visual aids component of such projects are evaluated by peers.

Students are constantly asked to write in class—essays, memos, letters. Most of the time, they type at a computer, using a Japanese word-processing program. They keep a journal as well, writing about their school life every other week, in the Friday class. Students are given a short writing assignment (200 to 400 letters) every other week. Each assignment has a different focus, such as utilizing newly introduced vocabulary and/or phrases, reviewing a variety of grammatical points, or reflecting on and responding to a cultural topic and/or current issue. Students are expected to use *Yookoso!* to review and reinforce grammar.

The key to effective writing is to proceed step by step. First, create an activity to promote critical thinking so that students have something to say/write about. I use everything and anything available. For example, I teach language expressions specific to Japanese when we are learning about Kenji Miyazawa because he is a famous writer and poet. I begin with a series of related activities that culminate in a writing project. The sequence is as follows:

Part 1: Students learn that Japanese has many idiomatic expressions (called *kanyo-ku*). They share their observations in a class discussion about the usage of these expressions, which are very difficult for non-native speakers to learn.

Part 2: Students ask local Japanese high school students questions and take notes using the following worksheet:

1. Introduce yourself in Japanese. Talk about your hobbies, things you are interested in, classes—anything.

2. Ask them to introduce themselves in English.

3. Question 1: Ask them what kind of idiomatic phrases they know, such as "猫の手も借りたい" (I could use even a cat's hand) or "猫に小判" (money to a cat).

4. Question 2: Ask what they think of these phrases as native speakers of Japanese.

Sample Questions

- Do you use these phrases often?
- When do you use them the most?
- Do you think these phrases are useful?
- What happens if you do not know them at all?

Part 3: Writing project. Your response should be 300 to 400 characters or longer. Use the *desu/masu* style consistently. Also use kanji wherever appropriate. You have 20 minutes to write. Choose A or B.

A. You are responding to an announcement in a newspaper forum for high school students of Japanese. It asks about the usage of Japanese *kanyo-ku* in everyday life in Japan. Select two examples (newly learned from Japanese high school students) of *kanyo-ku*, and explain the meanings. Also, share your findings about how Japanese high school students feel regarding these figures of speech (they tend to be used more by older generations), and express your opinion or feelings about the usage of *kanyo-ku*.

B. You are responding to an announcement in a newspaper forum for high school students of Japanese. It asks about holidays connected with your own religion. Describe in detail at least three characteristics of one of these celebrations. Also, express your opinion or feelings about this event.

Writing feedback rubric: I use this kind of feedback form all the time. In many cases I merely point out grammatical errors but do not deduct points for them. The students are required to correct their mistakes and turn in the improved writing by the next class. They are strongly encouraged *not* to make the same mistakes.

300 words or more	Two *kanyo-ku* or three details about holidays were mentioned and explained	Included Japanese student's opinion/ feeling	Appropriate kanji usage	Beginning, middle, and end and/or personal opinion
Yes/No	Yes/No	Yes/No	Yes/No	Yes/No

Student Evaluation

Students are evaluated through a variety of assessments of all four skills—short quizzes, chapter tests, projects, peer reviews, and two major exams, given at the end of the first semester and at the end of the year. Each exam consists of a speaking, listening, reading, and writing (using a word processor) component.

Quarterly grade

Listening and speaking: 45 percent

- Dialogue, skit, role-playing, interview, presentation, song, video production, target language usage in the classroom, listening and oral quizzes and tests

Reading and writing: 45 percent

- Worksheet, journal, essay, memo, letter, kanji, computer-generated presentations and projects

Other: 10 percent

- Classroom participation, effort, collaborative group work, visual aids

First-semester grade = first-quarter grade (40 percent) + second-quarter grade (40 percent) + semester exam (20 percent)

Second-semester grade = third-quarter grade (40 percent) + fourth-quarter grade (40 percent) + final exam (20 percent). *Note:* In the past, the final exam covered the whole year but concentrated more on the second semester. In the future, the AP Exam will supplant the final. I plan to assign the students some sort of research or presentation project in its place.

ASIJ uses the following grading scale:

A	90–100 percent
B	80–89 percent
C	70–79 percent
D	60–69 percent
F	below 60 percent

Teacher Resources

Textbooks

Peterson, Hiromi, and Naomi Omizo. *Adventures in Japanese 4: Textbook*. Boston: Cheng and Tsui, 2004.

Peterson, Hiromi, Naomi Omizo, and Junko Ady. *Adventures in Japanese 4: Workbook*. Boston: Cheng and Tsui, 2004.

Tohsaku, Yasu-Hiko. *Yookoso! Continuing with Contemporary Japanese*. 2nd ed. New York: McGraw-Hill, 1999.

Resource Books

Arai, Reiko. *Chukyu kara Manabu Nihongo: Teema Betsu* 中級から学ぶ日本語　テーマ別. Tokyo: Kenkyusha, 1991, 1995.

Ikeda, Shigeru. *Chukyu kara no Nihongo: Dokkai Chuushiin* 中級からの日本語・読解中心. Tokyo: Shintensha, 1990, 1993.

Itoh, Hiroko. *Chukyuyoo Nihongo Dokkai Kyouzai: Zoku—"Yomi" e no Chosen* 中級用日本語読解教材 続・ "読み" への挑戦. Tokyo: Kuroshio Shuppan, 1992.

Kokugo, Roku. *Ge "Kibo"* 国語六・下 "希望." Tokyo: Mitsumura Tosho, 2005.

National Standards in Foreign Language Education Project. *Standards for Foreign Language Learning in the 21st Century*. Lawrence, Kans.: Allen Press, 1999.

Videos

Chumon no Ooi Ryori-ten 注文の多い料理店. N.d. No longer commercially available.

Hachigatsu no Kyoshi kyoku 8月の狂詩曲. 1991. Directed by Akira Kurosawa. Distributed by Shochiku. 98 minutes.

Hotaru no Haka ほたるの墓. 1988. Directed by Isao Takahata. Distributed by Studio Ghibli (Sutajio Jiburi). 97 minutes.

I Heisei Tanuki Gassen Ponpoko 平成狸合戦　ぽんぽこ. 1994. Directed by Isao Takahata. Distributed by Studio Ghibli (Sutajio Jiburi). 119 minutes.

Natsufuku no Shojotachi 夏服の少女達. 1988. Directed by Keiko Sugiura. Distributed by NHK/Madhouse Productions. 34 minutes.

Snow Falling on Cedars ヒマラヤ杉に降る雪. 2000 (U.S.)/2001 (Japan). Directed by Scott Hicks. Distributed by Universal Pictures. 127 minutes.

Web Sites

Goo Jisho. Online Japanese-English/English-Japanese dictionary. http://dictionary.goo.ne.jp

Hiragana Megane (How to Read Japanese). This is a wonderful site that provides furigana for difficult kanji that students may encounter.
www.hiragana.jp

The WebQuest Page. Hosted by the Educational Technology Department, San Diego State University. Updated by Bernie Dodge.
http://webquest.sdsu.edu/index.html

Student Activities

Web Quest Activity

In each unit, students engage in at least one Web quest activity, a concept developed by Bernie Dodge, professor of educational technology at San Diego State University. According to the WebQuest Page site, "a Web quest is an inquiry-oriented lesson in which most or all of the information that learners work with comes from the Web." Additionally, whenever students have to read a Web page written in Japanese, I direct them to an online Japanese–English dictionary and a furigana Web site (see Teacher Resources, above). Through these activities, they are expected to extend and refine their knowledge of Japanese culture, history, and tradition while applying and utilizing their speaking, listening, reading, and writing skills.

Summer and Fall Festivals
(祭り一)

Part 1: Introduction

Everybody loves a festival (*matsuri*). No matter where you go in the world, you see people enjoying them. Japanese people are no different. Starting at the end of a hot summer and throughout the beautiful fall season, Japan is immersed in celebrations. In this lesson, you will learn about the Natsu and Aki Matsuri and discuss the significance of these festivals in Japanese culture.

The purpose of this exercise is to research the topic of *matsuri* and how the Japanese people enjoy them, as well as to discuss the significance of *matsuri* in Japanese religion and culture. At the end of this activity, you present the summary of your discussion and findings to the class.

- What are the Natsu and Aki Matsuri?
- Where do Japanese people celebrate *matsuri*?
- What do people do at a typical *matsuri*?
- What are the famous *matsuri* in Japan?
- What does *matsuri* mean to Japanese people?

Process and Resources

Step 1

With a partner, visit the following Web sites, written in both English and Japanese, and answer the following questions. (Answer in Japanese whenever possible.) [*Note:* The URLs have been left blank here, because I have found that the instructor must update them every year.]

1. What is a *matsuri*?

http://

2. What types of activities typically take place at a *matsuri*?

http://

3. What kinds of food are typically eaten at a *matsuri*?

http://

4. What is a *mikoshi*?

http://

5. What is the Bon Festival and *bon odori*?

http://

http://

6. What is the significance of *matsuri* in Japanese culture and religion?

http://

http://

7. Which *matsuri* would you like to go to? Why? When?

http://

http://

The students cut-and-paste the template from the box below (the seven questions, in Japanese) into Microsoft *Word* and use it as a form for writing their answers.

ワークシート

ウェブサイトを読んで、次の質問に答えてください。

1.「祭り」とはなんですか。
　日本ではいつ頃から祭りをしていますか。（歴史）

2. 祭りでは、どんなこと（アクティビティー）をしますか。
　祭りはいつ行われますか。（だいたい何月頃ですか。）

3. 祭りではどんな食べ物を食べることができますか。

4.「みこし」とは、なんですか。

5. お盆（ぼん）と　盆踊（ぼんおど）りとは何ですか。

6. 祭りと宗教（しゅうきょう）には、どんな関係（かんけい）がありますか

7. 日本の有名な祭りのなかで、どの祭りにいきたいですか。どうしてですか。

Step 2

Choose one *matsuri* to research. Make a *PowerPoint* presentation in Japanese about your festival and present your work to the class. Your presentation should include the following:

- Name of the *matsuri*
- Where it occurs
- When it takes place
- Kinds of activities it includes
- Any particular food, clothing, or rituals that characterize it
- History of this particular *matsuri* (as much as possible)
- Religious influences, if any

Evaluation Rubric for the Presentation (for pairs)

	Excellent 3	**Good 2**	**Needs Improvement 1**
Collaborative work	Works very well in group and contributes all the time.	Works fairly well in group. Contributes sometimes.	Does not contribute enough.
Visual aids	Very organized and extremely eye appealing.	Neat and organized.	Organized.

Evaluation Rubric for the Presentation (for individuals)

	Excellent 3	**Good 2**	**Needs Improvement 1**
Vocabulary	Occasionally lacks basic words; generally correct usage.	Often lacks needed words; somewhat incorrect usage.	Few basic words; mostly inadequate, incorrect usage.
Fluency	Speech is generally natural and continuous; slight stumbling or unnatural pauses.	Some definite stumbling, but manages to rephrase or continue.	Speech is frequently hesitant and jerky; sentences are left incomplete.
Accuracy and effectiveness in use of language	Student uses language with a high degree of effectiveness with few errors.	Student speaks with moderate effectiveness. Errors obscure meaning at times.	Student speaks with limited effectiveness. Meaning is obscured by quantity and quality of errors.
Amount of information	Good amount of information to support opinion.	Enough information given.	Not enough information to support opinion.

Part 2: Role Playing

Each student must prepare some key questions in advance (e.g., where, when, what activities) for his or her partner to respond to regarding the particular *matsuri* that has been researched. Using the information you gathered in Part 1, as well as your questions, you will act out the following situation: Student A is looking for a good *matsuri* to visit in Japan. Student B shares the information that he or she has learned. The conversation must have a beginning, middle, and end.

Evaluation Rubric for the Role-Playing

	Excellent 3	Good 2	Needs Improvement 1
Vocabulary	Occasionally lacks basic words; generally correct usage.	Often lacks needed words; somewhat incorrect usage.	Few basic words; mostly inadequate, incorrect usage.
Fluency	Speech is generally natural and continuous; slight stumbling or unnatural pauses.	Some definite stumbling, but manages to rephrase or continue.	Speech is frequently hesitant and jerky; sentences may be left incomplete.
Accuracy and effectiveness in use of language	Student uses language with a high degree of effectiveness with few errors.	Student speaks with moderate effectiveness; errors obscure meaning at times.	Student speaks with limited effectiveness; meaning is obscured by quantity and quality of errors.
Knowledge gained	Can answer all questions accurately that are related to facts.	Can answer accurately most questions related to facts.	Appears to have little knowledge about the facts.

Mukashibanashi

Students read a variety of *mukashibanashi* (Japanese folktales) that are compiled in the workbook for *Adventures in Japanese 4*. They then discuss the narrative, in Japanese, to better understand the cultural background, values, and morals embedded in the story. They also complete one of the following tasks as a group activity.

- Play (acting out the story)
- Create a *kamishibai* and read it to an audience (such as elementary school students in our school)
- Create a story with a similar moral

Students are expected to be able to retell the story at any given time.

Videos

Students watch several videos (documentaries, movies, and various Japanese TV shows) per semester and complete a worksheet for each. This exercise helps them to better understand the theme of the film, as well as to fully comprehend the story. Students also receive a list of idiomatic expressions and a list of vocabulary words, if it is appropriate to a specific title. At the end of each semester, they are expected to choose a two-minute clip of their favorite scene from one of the videos and talk about why they chose it, as well as its significance or relation to the work as a whole.

Note: Noriko Vergel is currently teaching at Island Pacific Academy in Honolulu, Hawaii.

Sample Syllabus 2

Akiko Kamo
Episcopal High School
Baton Rouge, Louisiana

School Profile

Location and Environment: Episcopal High School is located in a suburban, residential area of Baton Rouge. It began as a high school but over the years expanded to include middle and lower schools. It is now informally referred to as simply the Episcopal School. The city is the state capital and the home of Louisiana State University. Episcopal is a college-preparatory school and is accredited by the National Association of Independent Schools (NAIS). Generally considered to be the best private school in the Baton Rouge area, its upper school offers 20 AP courses. At Episcopal School, world-language instruction begins in kindergarten. Faculties of all three divisions (lower, middle, and upper schools) work together on the articulation of K–12 courses in all discipline areas in order to enhance instruction throughout the school.

Grades: K–12

Type: Private, coeducational day school

Total Enrollment: Total student enrollment is about 1,000 (upper school, 400).

Ethnic Diversity: African American, 7 percent; Asian American, 5 percent; Hispanic/Latino, less than 1 percent

College Record: Virtually all graduates enroll in a university or college.

Personal Philosophy

The students entering the AP Japanese Language and Culture course have come a long way since they started Japanese in lower or middle school. They have finally attained a level of proficiency at which they can express themselves in Japanese more freely and enjoy doing so. It gives me a great pleasure and satisfaction to help them continue to improve their language skills and also to understand and appreciate the cultural knowledge we share in the class. Unlike a regular Japanese IV class, the students have clear goals to achieve by the end of this course. They are more focused and motivated to face greater challenges. It is also a challenge for me to teach this new AP course, but I find it to be invigorating and stimulating.

Class Profile

The combined AP Japanese Language and Culture and Japanese IV course is a yearlong elective class for eleventh- and twelfth-graders who have completed Japanese III. Most of these students have been taking Japanese since at least sixth grade and have also been to Japan prior to this course with our two-week exchange program at Ritsumeikan Uji Junior and Senior High School in Kyoto. They are therefore knowledgeable about aspects of Japanese lifestyle and culture. This is the highest-level course of Episcopal's Japanese program, and the class meets every other day on the 90-minute block schedule used by the rest of the upper school. In 2006, the first year we offered the course, I had one section, with four students—three seniors and one junior.

Students are required to complete Japanese I through III prior to enrolling in the AP Japanese course. At the previous levels, students have completed the following lessons:

Japanese I (eighth grade)	*Yookoso! An Invitation to Contemporary Japanese* (Getting Started–chapter 3)
Japanese II (ninth grade)	*Yookoso! An Invitation to Contemporary Japanese* (chapters 4–6)
Japanese III (tenth grade)	*Yookoso! An Invitation to Contemporary Japanese* (chapter 7) and *Yookoso! Continuing with Contemporary Japanese* (chapters 1–3)

Lab Component

The students need to develop computer literacy to take computer-based assessments, because both the STAMP test and the AP Japanese Exam are given using computers. Although there is no regularly scheduled lab period, the students receive reading and writing assignments via the Internet regularly throughout the course. I prepare these assignments using *ClassPak*, an online tool developed by Language Learning Solutions that builds, manages, and delivers quizzes, lessons, assignments, and activities. Students work either in the computer lab or at home.

Course Overview

The goal of the AP Japanese and Japanese IV combined class is to promote greater conversational competence. We use an intermediate college-level textbook, along with the accompanying workbook and lab manual, *Yookoso! Continuing with Contemporary Japanese* (McGraw-Hill), and *Rapid Reading Japanese* (Japan Times). Topics covered include the body and health, life and careers, and communication and media. Students also develop intensive reading and writing skills, acquiring approximately 150 kanji in addition to the 310 kanji characters that they have already learned prior to entering this class (mainly those in *Yookoso! An Invitation to Contemporary Japanese* and *Yookoso! Continuing with Contemporary Japanese*, chapters 1–3). The 150 new kanji presented in this course consist of those in the remaining chapters of *Yookoso!*, plus some extras—such as animals' names in the Chinese zodiac, names of major cities in Japan, and some kanji from Japanese pop songs. The total 460 kanji overlap in large part with the AP kanji list but not entirely. Teaching Japanese culture is another critical part of language instruction, and assessments are also a very important component of the program.

1. Standards-Based Curriculum

The strength of our K–12 Japanese program is its well-articulated, Standards-based curriculum. We employ the Oregon Japanese Proficiency Package (benchmarks and assessments) and the recommendations from *Standards for Foreign Language Learning in the 21st Century.*

2. Communicative and Proficiency-Oriented Instruction

Communicative and proficiency-oriented instruction is a key principle of my instruction. All instructional units are designed to enhance the development of four skills (speaking, listening, writing, and reading). Activities and tasks use real-life situations and impart a sense of purpose. Activities and readings are chosen to enhance students' higher-order thinking skills.

3. Assessments

We have adopted the Oregon Japanese Oral Performance Assessment (OJOPA), the ACTFL Oral Proficiency Interview (OPI), and the Standards-Based Measurement of Proficiency (STAMP) to measure

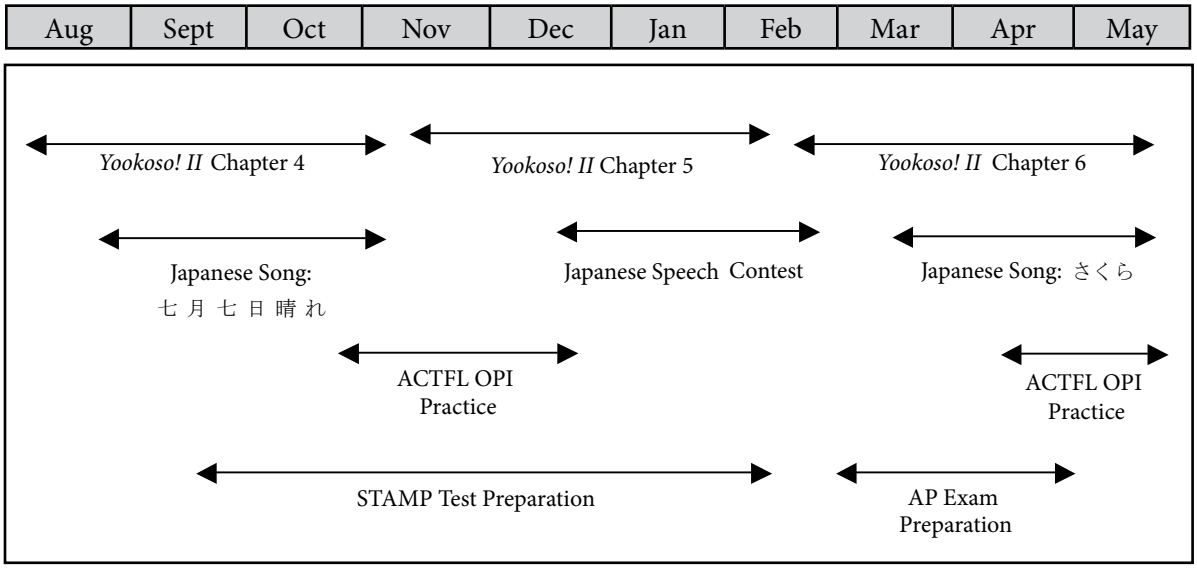
the students' proficiency.[24] These tests make it possible to define our students' learning goals for each year of language study and check their progress. They are also extremely helpful in encouraging the students to continuously review previously learned materials. All students are required to participate in the Louisiana Japanese Speech Contest in March and are encouraged to have an ACTFL Oral Proficiency Interview at the end of May or in early June. At the end of this course, students are expected to attain ACTFL oral proficiency at the Intermediate Low–Mid level and to pass the STAMP test (reading, writing, and speaking) at level 5–6.

Oral Assessment and STAMP Schedule

Grade/Course	Speaking Test	STAMP[25]
4–5	Baby-OJOPA Level I	
6	Baby-OJOPA Level I–II	
7–8	OJOPA Level II–III	Level 1–2 (Novice Low–Mid)
Japanese II	OJOPA Level III–IV	Level 3 (Novice High)
Japanese III	OJOPA Level IV or ACTFL OPI (Novice High)	Level 4 (Intermediate Low)
Japanese IV AP Japanese	ACTFL OPI (Intermediate Low–Mid)	Level 5–6 (Intermediate Mid–High)

Course Planner

Class activities throughout the academic year can be summarized as follows:



24. OJOPA is an oral test for secondary school students. It is a part of the Oregon Japanese Proficiency Package. Baby-OJOPA is for younger students. STAMP is a summative assessment, measuring student reading, writing, and speaking proficiencies via the Internet.

25. These ratings are based on the STAMP indicators. They do not necessarily correspond to ACTFL proficiency ratings.

First Semester

Yookoso!, Chapter 4, The Body and Health

(mid-August through mid-November)
Sections: Body Parts, Feeling and Emotions, Health and Illness

Assessments

- Kanji quizzes (recognition, reading, and production)
- Vocabulary quizzes: (1) body parts in kanji; (2) feeling and emotions; (3) health and illness
- Listening comprehension quiz
- Speaking test: (1) skit—cheering and encouraging others; (2) role playing—at a clinic
- Writing project and presentation: (1) book report (use vocabulary in "Feeling and Emotions"); (2) composition—私の大怪我・大病
- Chapter 4 exam

Yookoso!, Chapter 5, Life and Careers

(mid-November through mid-February)

Sections: From Cradle to Grave, Careers and Occupations, In the Workplace

Assessments

- Kanji quizzes (recognition, reading, and production)
- Vocabulary quiz
- Listening comprehension quiz
- Speaking test: (1) introducing a famous person (use honorific/humble forms); (2) role playing—job interview; (3) round-table discussion—"my future career"
- Writing project and presentation: (1) biography of a famous person; (2) skit—in the workplace
- Chapter 5 exam

Japanese Popular Song: "7月7日、晴れ " ("July 7, Fair Weather") by ドリームズ・カム・トゥルー (Dreams Come True)
(September through mid-November)

Objectives (see details in the Student Activities section)

- Learn a Japanese folktale, "The Story of Tanabata," and celebrate the Tanabata festival
- Learn new kanji, kanji compounds, and vocabulary in the song
- Learn to sing a Japanese pop song and watch a Japanese movie, both titled "7月7日、晴れ "

Assessments

- Kanji/vocabulary recognition quiz
- Translation of the song
- Singing test

STAMP Test Preparation
(September through March)

- Review kanji characters
- Practice writing and reading via the Internet (using *ClassPak* kit)
- Practice reading using *Rapid Reading Japanese*
- Practice role playing using OJOPA scenarios

ACTFL Oral Proficiency Interview Preparation
(mid-October through mid-December)

- Practice role playing
- Review vocabulary and expressions
- 30-minute interview practice with the teacher (graded)

Second Semester

Yookoso!, Chapter 5, Life and Careers (continued)
(mid-January through mid-February)

Yookoso!, Chapter 6, Communication and Media
(mid-February through May)
Sections: Telecommunications, Post Office, Media

Assessments

- Kanji quizzes (recognition, reading, and production)
- Vocabulary quizzes: (1) cell phones; (2) media
- Listening comprehension quiz
- Speaking test: (1) making a radio commercial message
- Writing project: 新聞に投稿する (TV and radio programs in the United States)
- Chapter 6 exam

Louisiana Japanese Speech Contest Preparation
(January through February)

- Students prepare for and memorize a four-minute speech in Japanese

Japanese Popular Song: さくら　(独唱) ("Cherry Blossoms" [solo]) by 森山直太朗 (Naotaro Moriyama)
(mid-March through May)

Objectives

- Learn about cultural events (ひなまつり、花見、卒業式、入学式、etc.) related to *sakura* (cherry blossoms) and the popular song in Japan
- Learn new kanji, kanji compounds, and vocabulary in the song
- Appreciate and enjoy singing a Japanese pop song

Assessments

- Kanji/vocabulary recognition quiz
- Translation of the song
- Singing test

STAMP Test Preparation
(September through February)
Continues from the first semester.

AP Japanese Exam Preparation
(March through April)

The same as STAMP test preparation.

- Review Japanese culture

ACTFL Oral Proficiency Interview Preparation
(April through May)

- Practice role playing
- Review vocabulary and expressions
- 30-minute interview practice with the teacher (graded)

Teaching Strategies

To enhance students' command of the four basic language skills, I incorporate the following activities into the course. (Some of these activities are described in detail in the Student Activities section.)

Speaking	Listening	Reading	Writing
"Ask Your Friends" (pair activity)	*Workbook/Lab Manual to Accompany "Yookoso! Continuing with Contemporary Japanese"* (listening comprehension)	Teacher-prepared reading materials	*Workbook/Lab Manual to Accompany "Yookoso! Continuing with Contemporary Japanese"*
"Let's Speak" round-table discussion (group activity)	Japanese pop songs: "7月7日、晴れ" and さくら (独唱)	Selections from *Rapid Reading Japanese*	Journal
Three-minute speech (individual activity)	Japanese movie: 7月7日、晴れ	Exchange e-mail with partner school in Japan	Unit writing projects: 私の大怪我/大病 (ch. 4); 読書感想文 (ch. 4); 有名人の一生 (ch. 5); and 新聞に投稿する (ch. 6)
ACTFL OPI practice	Japanese TV programs: うたばん (*Utaban*), *Hey! Hey! Hey!*, and けいたい電話 (cell phone commercial)	Comprehensive kanji test (as part of the semester exam) to strengthen students' reading skills and encourage them to review and retain previously learned kanji and kanji compounds	Writing a draft for an oral presentation
Role-playing practice for OJOPA, ACTFL OPI, and *Yookoso!* unit speaking test: at a clinic (ch. 4); and job interview (ch. 5)			Semester exams—essay: (1) Japanese Speech Contest, first draft; (2) 私の一番大切な物/こと
Skit (*Yookoso!* unit test): cheering and encouraging others (ch. 4); in the workplace (ch. 5)			Exchange e-mail with partner school in Japan
Louisiana Japanese Speech Contest			

In order to prepare for the AP Exam, students need to spend more time on activities that require comprehensive knowledge and enhance their proficiency. They continue to learn from the textbook, but we spend more time on activities such as the following:

- The three-minute speech is a variation on the "Let's Speak" round-table discussion. We choose 24 topics based on subjects that the students have previously learned or those selected for the round table. Some examples of topics are hobbies, my school, career and occupations, and anime and movies. The students are required to make flash cards containing useful vocabulary and expressions related to these themes. At the beginning of the class, one student draws one of 24 topics and makes a short speech in Japanese.

- Journals are used for writing a few sentences or a paragraph, checking on the students' understanding of grammar, or brainstorming before writing activities. It requires 5 to 15 minutes of class time.

- The textbook lacks activities related to e-mail correspondence. In order to compensate for that, the students are asked to write e-mail messages to their friends or pen pals in Japan, obtain specific information (such as "best sightseeing spots" or "hot gossip about Japanese pop singers"), and report it to the class.

- The biggest challenge for my students is kanji characters. Not all students remember the kanji characters that they learned in previous years. To review and reinforce kanji knowledge is thus another focus of the AP Japanese class. The students play kanji bingo games a couple times per week. I choose topics and kanji characters very carefully so that they can review and learn important words and new kanji characters from the AP Japanese list in an efficient fashion.

- To prepare for the STAMP test, the students are given Internet assignments in reading and writing, which are prepared using *ClassPak*. These exercises familiarize the students with taking a test using a computer.

- To review and enhance their knowledge of Japanese culture before the AP Exam, the students use an interactive CD-ROM, "Welcome to Japan." Although this CD was designed primarily for younger students, high school students can review all the sections in 30 to 45 minutes. I print out the discussion questions that come with each category and give them to the students to use as a checklist.

Student Evaluation

Students receive grades twice a year, on a semester basis. Each quarter's grade is worth 40 percent, and the semester exam accounts for 20 percent of the semester grade.

Quarterly Grades

Exams, quizzes, projects	60 percent
Homework	30 percent
Journal	10 percent

First-Semester Exam

ACTFL OPI (unofficial)	20 percent
Written portion	80 percent

The written part of the exam consists of (1) a comprehensive kanji test, (2) reading comprehension selections, and (3) the first draft of the Japanese speech that will be presented at the Louisiana Japanese Speech Contest.

Second-Semester Exam

ACTFL OPI (unofficial)	15 percent
STAMP (Internet Japanese test)	15 percent
Written portion	70 percent

The written part of the exam consists of (1) a comprehensive kanji test, (2) reading comprehension selections, and (3) an essay.

Episcopal High School uses the following grading scale:

A+	100–98 percent
A	97–93 percent
A–	92–90 percent
B+	89–87 percent
B	86–83 percent
B–	82–80 percent
C+	79–77 percent
C	76–73 percent
C–	72–70 percent
D+	69–67 percent
D	66–63 percent
D–	62–60 percent
F	59 percent and below

Teacher Resources

Books

National Standards in Foreign Language Education Project. *Standards for Foreign Language Learning in the 21st Century*. Lawrence, Kans.: Allen Press, 1999.

Oka, Mayumi, and Akira Miura. *Rapid Reading Japanese* 中・上級者のための速読 の日本語. Tokyo: Japan Times, 1998.

Tohsaku, Yasu-Hiko. *Yookoso! Continuing with Contemporary Japanese*. 3rd ed. New York: McGraw-Hill, 2006.

Tohsaku, Yasu-Hiko. *Workbook/Lab Manual to Accompany "Yookoso! Continuing with Contemporary Japanese."* 3rd ed. New York: McGraw-Hill, 2006.

Curriculum Guides and Test Banks

Oregon Japanese Oral Performance Assessment (OJOPA). Eugene: Center for Applied Second Language Studies, 2000.
http://casls.uoregon.edu

Oregon Japanese Proficiency Package (Benchmarks). Eugene: Oregon State System of Higher Education Japanese Language Project, 1996.

Standards-Based Measurement of Proficiency Test (STAMP). Language Learning Solutions, 1900 Millrace Drive, Eugene, OR 97403; phone, 888 718-7887;
www.onlinells.com/stampplace.php

Interactive Software

ClassPak. Language Learning Solutions, 1900 Millrace Drive, Eugene, OR 97403; phone, 888 718-7887; www.onlinells.com/classpak.php

"Welcome to Japan." Interactive CD-ROM. Tokyo: Japan Center for Intercultural Communication, 1999.

Music

Dreams Come True ドリームズ・カム・トゥルー. "July 7, Fair Weather" "7月7日、晴れ ". 1996. Sony Music Entertainment (Japan). From a Japanese TV program (*The Music Station*) video.

Moriyama, Naotaro 森山直太朗. "Cherry Blossoms" (solo) さくら (独唱). 2003. Universal Japan.

Videos

July 7, Fair Weather "7月7日、晴れ ". 1996. Directed by Katsuyuki Motohiro. Toho-Towa Co. 109 minutes.

Hey! Hey! Hey! Fuji Television Network. One-hour music program, currently broadcast on Monday nights.

Music Station. TV Asahi Corp. One-hour music program, currently broadcast on Friday nights.

TV commercial for J-T 010 cell phone けいたい電話. 2003. Toshiba Corp.

Utaban うたばん. Tokyo Broadcasting System. One-hour music program, currently broadcast on Thursday nights.

Student Activities

The "skills developed" identified in the following activities are keyed to the categories and numbered Standards in *Standards for Foreign Language Learning in the 21st Century.*

Round-Table Discussion (はなしましょう)

This activity is intended to encourage students who are still hesitant or anxious about expressing themselves in Japanese.

Skills Developed:

Communication (1.1 Interpersonal and 1.3 Presentational)

Day 1: Choose a topic for the entire class (e.g., 私が一番好きな映画、夏休み、私の将来の計画), and have each student write 10 statements about the topic.

Day 2: I correct the students' written statements and return them. Students review the corrections and are given an opportunity to ask questions in class.

Day 3: Students are divided into groups of three or four. They take turns talking about the topic while the others listen and ask questions. Listeners are allowed to ask, "____ は英語で何ですか" when they do not know a word in Japanese. (30 minutes)

Students are evaluated on the following criteria:

- Preparation of 10 statements in Japanese
- Japanese pronunciation
- Willingness to participate and ask questions

Popular Song

Students are shown storytelling cards (*kamishibai*) in English of "The Story of Tanabata" and learn about the folktale of Hikoboshi and Orihime and how people in Japan celebrate the Tanabata festival. They also celebrate their own Tanabata festival, writing their wishes on *tanzaku* and then decorating a bamboo tree with them. Discuss different ways people in the United States make wishes. Compare "The Story of Tanabata" to the folktales about stars that students already know.

I then introduce a Japanese pop song, 7月7日、晴れ ("July 7, Fair Weather") by Dreams Come True, and assign homework to gather any new information from the Internet about the musical group. Later, students share their findings in class. Students are given a printout of the lyrics and a word/kanji list, from which they learn new vocabulary and kanji characters (e.g., 星、天の川、願いがかなう、祈る、信じる). They also practice singing it, so that later they can perform along with karaoke. They are assessed on all these elements: (a) kanji/vocabulary recognition quiz, (b) text and meaning of the song, and (c) singing test. Finally, students watch a Japanese movie with the same title, 7月7日、晴れ, and discuss the similarity of the story line to the Tanabata tale.

This activity embraces all five Cs of the Standards. It is very rich in culture and consists entirely of authentic materials. It can be the most memorable unit for those students who like music.

Skills Developed:

Communication (1.2 Interpretive)

Cultures (2.1 and 2.2)

Connections (3.2)

Comparisons (4.2)

Communities (5.2)

Sugoroku Game

This variation that I have developed on the traditional *sugoroku* game is particularly useful as preparation for role playing in situations such as shopping, ordering food, and exchanging greetings. It can be adapted to any level by including tasks of varying degrees of difficulty.

The playing board is a grid, with rules similar to Chutes and Ladders®, and the game is played in groups of two to four. The students are given a token (I use colored paper clips), which they move the appropriate number of squares by rolling a die. Play begins at the top left-hand corner and moves downward horizontally. When players land on a square that contains a command in English, they must ask the question or make the statement indicated in Japanese. For example, on a square that directs them to "Ask the price," they need to say "*Ikura desu ka* [How much is it?]" in Japanese. When they land on a cell labeled "Trouble," they must move their token back to the square to which the arrow points. (This makes them play longer and speak more often.) Before students begin the game, they familiarize themselves with each task that appears on the *sugoroku* board and learn the correct answers. For the first two or three times, they are allowed to look at the answer sheet while they play. After that, they must play without using their answer sheets; however, they are allowed to help each other. When the students are ready, they are tested, either orally or in writing. (It is best to play this game at the end of class for 10 to 15 minutes.)

Skills Developed:

Communication (1.1 Interpersonal)

すごろく　ゲーム (Shopping)

ふりだし	Say that you want a formal dress or suit.	Ask what choice of colors they have.	<Shoe store> Ask whether you can try these shoes on.	Trouble Ask the price, and go back to start!	
					Ask for advice/opinion.
Decline to buy because the color does not look nice on you.	Decline to buy because it is too big.	<Clothing store> Ask whether you can try these clothes on.	Say that you are looking for a stereo.	Say that you have decided to buy this item.	Ask, "Do you have something else?"
Say that you will think about it more.	もどる				
Ask if they have a more quiet color.	Trouble How much is it?	Say that you are going to look at other items.	Decline to buy because it is too expensive.	Say that you want a warm jacket.	Ask if they have a brown one.
				もどる	<Electronics store> Ask, "May I try?" (pointing at the showcase)
Ask if they have laptop computers.	Say that the change is not correct.	Ask for delivery.	Ask if they have shoes that match a green dress.	Trouble How much is it?	Say that you will pay cash.
Ask, "Which suits me better, the white or black one?"	もどる				
Trouble How much is it?	Say, "Excuse me, I will take this one."	Ask if they have a cheaper one.	あがり		

すごろく　ゲーム (Shopping)

ふりだし	フォーマルなドレス／スーツがほしいんですが。	何色がありますか。	このくつをはいてもいいですか。	**トラブル** いくらですか。
				どう思いますか。
ちょっと似合わないので。	ちょっと大きすぎるので。	これを着てもいいですか。	ステレオを　さがしているんですが。	じゃあ、これにします。	ほかに何かありますか。
もう少し考えてみます。	もどる				
もう少し地味な色はありますか。	**トラブル** いくらですか。	もう少しほかの物を見てみます。	ねだんが高すぎるので　けっこうです。	暖かいジャケットがほしいんですが。	茶色いのがありますか。
				もどる	さわってみてもいいですか。
ノートパソコンはありますか。	おつりが違います。	はいたつしてくれますか。	緑のドレスに合うくつがありますか。	**トラブル** いくらですか。	げん金で　はらいます。
白いのと黒いのとどちらが似合いますか。	もどる				
トラブル いくらですか。	すみません。これをください。	もっと安いのがありますか。	あがり		

Note: Akiko Kamo is no longer teaching at the Episcopal High School.

Sample Syllabus 3

Kazuo Tsuda
United Nations International School
New York, New York

School Profile

Location and Environment: United Nations International School (UNIS) is an urban international school, affiliated with the United Nations. Its student body is the most diverse in the world, representing 115 countries and speaking 88 different native languages. This means that students have daily contact with people from every part of the globe. In an atmosphere where conformity is not fostered, it is easier for students to maintain their cultural heritage and values.

Grades: K–12

Type: Independent, coeducational, college-preparatory day school

Total Enrollment: The school enrolls more than 1,450 students on two campuses: about 200 in Queens (K–8) and the rest in Manhattan (K–12).

Ethnic Diversity: The UNIS student body includes many students from host countries (approximately 22 percent), as well as international students not affiliated with the UN (approximately 36 percent).

College Record: Of graduating seniors, 99 percent enroll in U.S. and international colleges after graduation.

Personal Philosophy

When I first agreed to teach in the Japanese program at UNIS in 1974, the position was clearly part-time. There were only about 10 students, divided into two after-school study groups, consisting of Japanese heritage children with a need to maintain their language ability at an appropriate level. Not long after, however, three major developments took place: (1) a constantly growing number of non-Japanese children and young students from UNIS, as well as from outside the school, began seeking Japanese language and culture studies; (2) there was a rapid increase in the number of Japanese children attending the school, resulting in a greatly expanded demand for instruction (This increase paralleled the growing reputation of Japan for educational, economic, and technical excellence.); and, (3) the U.S. educational system began offering its Japanese-language students an opportunity to take the International Baccalaureate examinations, the SAT Subject Test in Japanese with Listening, and, most recently, the Advanced Placement Program Exam in Japanese Language and Culture.

Each year the number of both non-Japanese and Japanese heritage students entering the Japanese section of the advanced program at UNIS has increased. As may be imagined, this calls for a level of training and preparation that goes far beyond language-skill maintenance. As a result of the developments mentioned previously, we now find ourselves teaching more than 80 students, divided into 16 different groups in a rather sophisticated series of course offerings. Classes take place throughout the school day and after school.

To achieve this level of instruction was not easy. The teaching of Japanese outside of Japan was a new experience for the Japanese instructors, complicated by historical changes implemented in world-language curriculums throughout the United States. For example, during the 1960s, second language education was based on the audio-lingual method, in which significant attention was paid to memorization of the core conversation, mechanical drills, and pattern exercises of language structures. In the 1970s, a communicative approach was introduced with an emphasis on authentic communication and real-word application. Despite this new approach, classroom teaching tended to focus on learning about linguistic structures and practicing them out of context. By using more content-based instruction and eliminating memorization and mechanical drills, we can provide students with quality education that allows them to identify and solve problems themselves.

I believe that it is important for Japanese-language teachers to be enthusiastic about participating in elementary and secondary school education in the United States in order for our curriculum to join the ranks of the other major subjects. Many students struggle to attain self-directed skills at the college-preparatory stage, and we educators need to help them establish such learning habits. It particularly occurred to me, on the occasion when I visited the headquarters of the American Council on the Teaching of Foreign Languages to merge a Japanese-language teachers' organization with ACTFL, that Japanese language and cultural education in the United States would help the students who studied this discipline to become true global citizens and to participate mindfully in activities that will genuinely broaden their horizons.

Class Profile

The UNIS secondary program culminates in the International Baccalaureate Diploma Programme qualification, and the school's internationally recognized academic standards enable its students to transfer to international and national schools and to be eligible for admission to universities in the United States and other countries. Our students of Japanese are required to take the IB examination in Japanese, but we encourage them to take the AP Exam as well.

Our system of language instruction is unique because of the diversity of the student body. Each grade comprises students at many levels of ability, such as native speakers, heritage learners, returnees from Japan, advanced world language learners, and regular world language learners. We therefore offer three different two-semester courses for AP Japanese students, with three different teachers. There are usually four or five students in each section. The AP course described in this syllabus meets on an irregular block schedule for seven and a half periods every two weeks—three 50-minute periods plus one 75-minute period in week one, and three 50-minute periods in week two.

The current UNIS technology plan recognizes that information technology has become an integral part of school life, just as it has in offices and homes. The plan makes networked computers available at UNIS wherever and whenever they can improve learning and instruction.

The plan has the following strategic goals:

- Integrate technology with teaching and learning
- Develop improved and new curriculum units that integrate the use of information technology
- Deliver effective technology-oriented professional development
- Make technology available to students, teachers, and staff

- Provide a system for support and maintenance of technology
- Formulate technology standards, policies, and procedures
- Supply Japanese-capable computers and have students do a lot of writing in Japanese
- Help students give competent presentations using LCD technology and message boards

My classroom has seven computers, including my PC, Mac, and message board. We use these machines all the time. The students must also make presentations using *PowerPoint*.

Course Overview

The United Nations International School believes that all its students should have the opportunity to learn a second language. Such study provides a significant experience in international education, enabling students to understand the thinking and culture of another people through the learning of their language, which is, ultimately, the key to producing students who are sensitized to cultural diversity and better able to understand the global world in which they live.

Language skills are developed through the study and use of a wide variety of written and spoken materials. Such materials range from everyday oral exchanges to literary texts, and should be related to the culture concerned. The materials should be chosen to enable students to develop mastery of language skills. They should not be intended solely for the study of a specific subject matter or content.

The AP Japanese course at UNIS is for non-native speakers who are likely to continue studying the language and who have two to three years experience with it. The language presents a great challenge to the students, because its writing system uses a large number of Chinese-origin ideographs, along with syllabaries that are totally new to non-Japanese students. In this program, about three years of study are needed before students are able to read or write at an intermediate level. Japanese 3 for Eleventh Grade is a prerequisite. Each year, preparation for a public presentation (usually a play) heightens the students' interest in the material learned. This course is intended to fulfill the modern language requirement and prepares students who wish to take the AP Exam in Japanese Language and Culture.

Texts

- *Kisetsu 1: Haruichiban*, by Kazuo Tsuda (for review purposes)
- *Kisetsu 2: Ginga* (final field testing version), by Kazuo Tsuda
- *Kisetsu 3: Akimatsuri* (being field-tested), by Kazuo Tsuda
- *Basic Kanji Book*, vols. 1 and 2, by Chieko Kano et al., lessons 15–45

Objectives

The AP Japanese course is focused on language acquisition and development in the four primary language skills: listening, speaking, reading, and writing. The principal objective is to prepare students to use the target language in a wide variety of situations and social groups, reflecting cultural understanding—"knowing how, when, and why to say what to whom." Five broad concepts structure the school's modern language curriculum and form the thread that runs through the entire AP course sequence and that leads students from the "nature of language," through the description of the language skills to be acquired, to the assessment criteria.

Communication

Communication is the heart of second-language study, whether it takes place face-to-face, in writing, or across centuries through the reading of literature. Students' ability to communicate in a language other than English is becoming increasingly important in an interdependent world, by broadening their access to ideas and values. With strong communication skills in languages, our students become more effective world citizens with a global perspective. The international community at the school, our connection with the United Nations, and being in a multilingual host city make it important for our students to develop strong communication skills in listening, reading, writing, and speaking.

Cultures

The study of another language enables students to understand and appreciate a different culture on its own terms. They gain knowledge and understanding of the cultures that use that language and, in fact, cannot truly master the language until they have also mastered the cultural contexts in which the language occurs. Through the study of languages students learn about products and practices of the various cultures in order to understand the perspectives that define those cultures. Students are able to become skilled observers and analysts of the other culture and are thus able to function better in an interrelated world. On a personal level, study of another language or languages stimulates a deeper understanding of oneself in relation to others.

Connections

Foreign-language study enables students to expand their knowledge in all subject areas. It supports logical and analytical thinking, and it provides connections to additional bodies of knowledge that may be unavailable to the monolingual English speaker. Students derive satisfaction from discovering facts outside their known realities, thereby expanding these realities and broadening their sense of self.

Comparisons

Through comparisons and contrasts with the language being studied, students develop insight into the nature of language and the concept of culture, and realize that there are multiple ways of viewing the world. Foreign-language acquisition also enriches knowledge and awareness of one's own language.

Communities

Together, these elements enable the student of languages to participate in multilingual communities at home and around the world in a variety of contexts and in culturally appropriate ways. This is especially true for our students, because the school itself is a multilingual international community serving United Nations families in the metropolitan New York area. New York City itself provides many opportunities for the students to be a part of its many and varied communities: ethnic, linguistic, business, and cultural. Second-language learners also enhance their abilities to transcend linguistic and cultural barriers within their communities.

Standard Benchmarks and Examples

The AP Japanese course at UNIS is designed to achieve the following goals described in the National Standards in Foreign Language Education Project's *Standards for Foreign Language Learning in the 21st Century*, covering Communication, Cultures, Connections, Comparisons, and Communities.

Communication Standard

- **Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.**

a. Students follow and give direction and instruction for participating in age-appropriate classroom and/or cultural activities (school events, school play). They ask and respond to questions for clarification about their activities, presentations, demonstrations, instruction, and direction.

b. Students work as a class or in small groups to discuss, propose, and develop school- or community-related activities (planning a Japanese booth for a school carnival, singing Japanese songs at nursing homes).

c. Students exchange information about personal events, memorable experiences (language camp, eating at a Japanese restaurant), and school subjects with peers and/or members of Japanese-language communities.

d. Students compare, contrast, and express opinions and preferences about information-gathering events, experiences, and other school subjects (*tenpura no hoo ga oishikatta to omou*).

e. Students exchange information, orally and/or in writing, regarding topics of interest in Japanese-language communities (manga, the environment, technology, and other cultural or social events), or topics that are being studied in another subject.

f. Students begin to share their understanding of and personal reactions to simple Japanese or translated Japanese materials presented in a written, audio, or audio-visual form.

g. Students begin to exchange opinions in an appropriate manner with peers and/or members of Japanese-language communities about the information they have gathered (*to omou/to omou keredo . . .*).

h. Through group work, students begin to develop and propose solutions to issues and problems related to the school and community (school dress code, recycling).

i. Students begin to gather and obtain information through a variety of sources (surveys, interviews, the Internet, charts, videos, written documents) on topics of interest (Japanese pop stars, part-time jobs, high school life).

- **Students understand and interpret the written and spoken target language on a variety of topics.**

a. Students identify people and objects (historical and contemporary figures such as Seiji Ozawa and Umeko Tsuda) in their environment or from other school subjects, based on oral and/or written descriptions.

b. Students use knowledge acquired in other settings and from other subject areas (science, social studies) to comprehend spoken and written messages.

c. Students use knowledge acquired in other settings and from visual media or line presentations (show-and-tell) on topics of personal interest (hobbies, friends, TV programs).

d. Students comprehend the principal messages in written materials on familiar topics and materials adapted for their use (*Hiragana Times*).

e. Students demonstrate an increasing ability to identify the meaning of vocabulary, some useful kanji (400), and kanji compounds through context.

f. Students understand the main ideas and themes and some details from various media sources (movies, television and radio programs, CD-ROMs, the Internet) or live presentations on topics of personal interest pertaining to Japanese-language communities (current events, popular culture).

g. Students understand the main themes of selected or adapted materials from a children's newspaper (*Asashi Kodomo Shimbun*), magazines, e-mail, or other printed sources.

h. Students identify the principal characters and comprehend the main ideas and themes in selected and/or adapted texts from various literary genres (s*hooto-shooto*, *rakugo*, haiku, plays).

- **Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.**

a. Students present short plays and skits, recite selected poems and anecdotes, and perform songs for school and communities.

b. Students prepare tape- or video-recorded messages (*gakkoo shookai*, school news) on topics of personal interest to share locally, with school peers or with members of Japanese-language communities (*Totto-chan*).

c. Students prepare an oral statement or write sentences in the Japanese language identifying the main ideas or themes and characters in selected pieces of appropriated or adapted literature.

d. Students prepare in oral or written form an *exchange diary* of their daily activities and those of their family and friends.

e. Students prepare certain stories or other course subjects to share with classmates and/or members of Japanese communities (summer vacation, local news story).

f. Students begin to prepare an oral or written summary of the plot and characters in selected pieces of original or adapted literature (short stories by Ryunosuke Akutagawa or Shin'ichi Hoshi).

g. Students begin to summarize the contents of the production of popular culture (manga, TV dramas, animated movies) to present to others who speak Japanese.

h. Students begin to write letters and articles on topics of personal interest for a student publication.

Cultures Standard

- **Students demonstrate an understanding of the relationship between the practices and perspectives of target cultures.**

a. Students observe and begin to practice appropriate verbal and nonverbal behavior used by their peer group or by adults in a variety of cultural contexts (within peer groups, within the family, with different age groups).

b. Students deepen knowledge of and, when possible, begin to participate in age-appropriate cultural activities, such as games, sports, after-school activities, clubs, entertainment, and study.

c. Students identify, examine, and begin to discuss connections between cultural perspectives and socially approved behavioral patterns within Japanese cultural contexts (tendency to ask personal questions, attitude about personal space, and matter-of-factness about the body and bodily functions).

- **Students demonstrate an understanding of the relationship between the products and perspectives of Japanese culture.**

a. Students search for, identify, and investigate the function of utilitarian products of Japanese culture as found in their own homes, communities, and in the media.

b. Students identify and discuss themes, ideas, and perspectives related to the products being studied.

c. Students discuss and analyze expressive products of Japanese culture, including crafts (*puramoderu*, *shishuu*) and selections from various literary genres (in Japanese or in English translation) and the visual and performing arts (haiku, *shuuji*, *Nihonbuyoo*).

Connections Standard

- **Students reinforce and further their knowledge of other disciplines through the Japanese language.**

a. Students talk about topics from school subjects in Japan, including geographic features, historical facts, mathematical problems, or scientific information.

b. Students comprehend short video materials in Japanese on topics being studied in other classes (health, environment, war and peace).

c. Students present oral or simple written reports in Japanese on topics being studied in other classes (nutrition, communities, transportation).

d. Students begin to have simple discussions in Japanese on other subjects they are studying, including political and historical events and facts, worldwide health issues, or environmental concerns.

e. Students begin to acquire information from selected sources written in Japanese about a topic being studied in other school subjects (climate change, government structure, public health).

f. Students begin to combine information from other school subjects with information available in Japanese in order to complete activities in the Japanese classroom (designing an ideal community, developing advice for healthy living).

g. Students begin to exchange information orally or in writing, or both, regarding topics that are being studied in other school subjects (world history, biology, music appreciation, art history).

- **Students acquire information and recognize the distinctive viewpoints that are only available through Japanese language and culture.**

a. Students read, listen to, watch, and talk about age-appropriate materials intended for native speakers of Japanese and recognize distinctive viewpoints and practices (Japanese sense of seasons, manner of counting change, *aizuchi*).

b. Students begin to use selected sources, both teacher-adapted and those intended for same-age speakers of Japanese, to prepare reports on topics of personal interest or on subjects with which they have limited previous experience.

Comparisons Standard

- **Students demonstrate an understanding of the nature of language through comparisons of the Japanese language with their own.**

  a. Students are aware of the existence of idiomatic expressions, in both their own language (*raining cats and dogs*) and in the Japanese language (*kao ga hiroi*).

  b. Students demonstrate awareness about the historical and present-day interactions between Japanese and other languages in loanwords such as *pan*, *karaoke*, *tsunami*, and the Japanese use of kanji, which were borrowed from Chinese.

  c. Students demonstrate awareness of the ways of expressing respect and communicating status differences in their own language and in Japanese (*keigo*, choice of vocabulary).

  d. Students demonstrate awareness that languages have critical sound distinctions that must be mastered in order to communicate meaning (*byooin* vs. *biyooin*, *obaasan* vs. *obasan*).

  e. Students demonstrate awareness of the role of dialect; slang; and age-, status-, and gender-differentiated speech, and they explore the cultural significance attributed to these uses (verbs of going and receiving, sentence-ending particles, contractions, *boku* vs. *watashi*).

  f. Students begin to recognize that loanwords undergo changes in meaning and form in Japanese and in other languages (*konsento*, *toreenaa*, *rimokon*, *pasokon*, *typhoon*, *hibachi*).

  g. Students begin to demonstrate awareness that there are words, phrases, and idioms that do not translate directly from one language to another (*shakai-jin*, *natsukashii*, *hara ga tatsu*, *otsukaresamadeshita*).

  h. Students begin to analyze elements of the Japanese language, such as time, tense, aspect, and comparable linguistic elements in English, and speculate about how language uses various forms to express a particular meaning.

  i. Students begin to report on the relationship between word order and meaning in Japanese and other languages.

  j. Students begin to compare and contrast the writing system of the Japanese language with their own. They also examine other writing systems and report about the nature of those systems (logographic, syllabic, alphabetic).

- **Students demonstrate an understanding of the concept of culture through comparisons of Japanese culture with their own.**

  a. Students begin to explore the relationships of practices and perspectives in Japanese culture, and compare and contrast these with their own (school rules, entrance examinations, role of *juku*, *miyamairi*, *hakamairi*).

  b. Students begin to explore the relationships of products and perspectives in Japanese and compare and contrast these with their own (*pokemon*, *purikura*).

c. Students begin to reflect on how they feel when using or thinking in Japanese compared with their first language, and they articulate any cultural differences they perceive (awareness of status, consciousness of in-group and out-group communication).

d. Students begin to hypothesize about the relationship between cultural perspectives and practices (games, sports, entertainment, holidays, celebrations, and study habits) by analyzing selected practices from the Japanese culture and their own (*ooendan* vs. cheerleaders, New Year's Day, tutoring).

e. Students begin to hypothesize about the relationship between cultural perspectives and expressive products (visual and performing arts, both traditional and contemporary; appropriate forms of literature; architecture) by analyzing selected products (*bunraku*, *renga*, *junia shoosetsu*, *rogu hausu*) from the Japanese culture and their own (English may be necessary).

Communities Standard

- **Students use Japanese both within and beyond the school setting.**

  a. Students interact with members of the local community to learn how they use Japanese in their professional and personal lives.

  b. Students present information about Japanese language and culture to others.

  c. Students write and illustrate stories and reports to present to others.

  d. Students perform for a school or community celebration or event.

  e. Students begin to communicate orally or in writing with members of the Japanese-language community regarding personal interests and community or world concerns (*haikibutsu*, transportation, global warming, population increase).

  f. Students participate in a school-to-work project or an exploration of a career in which proficiency in Japanese language and culture might be important.

  g. Students use community resources to research topics related to Japanese culture or language study, or both.

  h. Students practice in activities that benefit the school or community (gathering information about how Japanese communities deal with social problems, receiving Japanese visitors to the community, helping prepare tourist information in Japanese).

  i. Students participate in study-abroad programs and share their experiences with others.

- **Students show evidence of becoming life-long learners by using Japanese for personal enjoyment and enrichment.**

  a. Students consult various sources in Japanese to obtain information on topics of personal interest.

  b. Students play sports or games from Japanese culture.

  c. Students read materials and/or use media in Japanese for enjoyment or personal growth.

d. Students establish or maintain interpersonal relations with speakers of Japanese.

e. Students attend or view via media Japanese cultural events and social activities.

f. Students listen to music, sing songs, play musical instruments, or learn dances from Japan.

g. Students plan real or imaginary travel.

h. Students engage in activities related to their personal interests.

Course Planner

The following Course Planner describes in detail the schedule, objectives, subject matter, and assessment process for AP Japanese, a twelfth-grade course at UNIS.

Month	Focus Points	Instructional Components/Assignments	Learning Strategies
September (3 weeks)	• Review the previous year's work • Perform short skits (including daily conversation)	• Reviewing and confirming skills • Learn metalanguage • Daily conversation	• Group work • Student autonomy • Metalanguage skills • Extension tactic

Overview

Students plan and run student-led review sessions from start to finish by reading, viewing, and discussing previously covered materials in the target language. They assume the identity of characters from previous lessons.

Related textbook sections: *Kisetsu 2*, unit 3, chapter 2; *Kisetsu 3*, unit 6, chapter 1. Students also review any section of *Kisetsu 1*.

Indicators

- Ability to communicate and interact in a limited range of task-oriented and social situations
- Ability to respond to statements and initiate and sustain conversations with increasing linguistic accuracy
- Ability to follow and give directions and instructions for participating in age-appropriate classroom or cultural activities
- Ability to ask and respond to questions for clarification about activities, presentations, demonstrations, instruction, and directions
- Ability to identify common and distinct features, such as grammatical structures, among languages

Language Functions

- Asking for information
- Expressing opinions
- Giving commands
- Giving directions
- Giving reasons and explaining causality
- Greeting
- Suggesting
- Taking leave

Assessment

- Students evaluate their own participation and use of language in classroom group discussions with a checklist questionnaire.
- Students are assessed as they role-play; review session uses a rating scale established cooperatively with the class. Videotaped presentations become part of students' portfolios.

Steps for Planning and Implementation

1. Students form groups, choose a topic that they learned the previous year, and set up a schedule. Encourage students to elaborate on how to conduct the group and review the past year's topics.
2. Check on the structure of the session and the work in progress. Prepare for greeting, introduction, warm-up, vocabulary and kanji exercises, quiz, and closing.
3. Students make a lesson plan, put everything in a folder, and practice class management.
4. Students present their review session orally to the class.
5. Students orally present their short skit to the class using what they learned the previous year.
6. Presentations are videotaped for portfolios.
7. Students acting as the audience ask questions about the lesson.

Month	Focus Points	Instructional Components/Assignments	Learning Strategies
September–November (6 weeks)	• Historical biography • Vocabulary building	• Historical reading • Chronological writing • Research skills	• Reading strategies for historical biography • Writing strategies for historical writing

Overview

Students enrich their perceptions of the historical or current heroic qualities found in people by reading, viewing, and discussing authentic materials in the target language. They assume the identity of a historical or heroic figure. I have used two biographical sketches from the *Kisetsu* series for this unit—on Umeko Tsuda and Martin Luther King Jr.

Related textbook sections: *Kisetsu 2*, unit 5, chapter 6; *Kisetsu 3*, unit 6, chapter 2

Indicators

- Ability to identify people (historical and contemporary figures, such as Seiji Ozawa and Umeko Tsuda) in their environment or from other school subjects, based on oral or written descriptions
- Increasing ability to identify the meaning of vocabulary, some useful kanji, and kanji compounds through context. (A total of 410 kanji, which are on the AP Exam kanji list, are learned by the end of this course.)
- Ability to identify and discuss themes, ideas, and perspectives related to the people being studied
- Ability to identify common and distinct features, such as grammatical structures, among languages

Language Functions

- Describing procedures
- Describing places
- Describing people
- Describing objects

Assessment

- Students evaluate their own participation and use of language in classroom group discussions with a checklist questionnaire.
- Students are assessed on an essay they write about historical or heroic figures, using a rating scale established cooperatively with the class. These written productions become part of the students' portfolios.

Steps for Planning and Implementation

1. Elicit a definition of a historical or current heroic figure from students. Encourage them to elaborate on what constitutes historical or current heroic qualities; chart their responses on a graphic organizer.
2. Provide thumbnail sketches of familiar historical or current heroic figures from a variety of fields. This handout serves as a foundation for vocabulary building and fact finding.
3. Working in cooperative groups, students choose a historical or current heroic figure and list the ways in which that person has influenced society.

4. Students present their historical or current heroic figures orally to the class.

5. Students discuss the ways in which the figures chosen by the class parallel the original definition of a hero and heroic qualities.

6. Introduce a heroic figure from the target culture through a literary excerpt or a video clip. Ask students to address the question: Do heroic traits cross cultural lines?

7. Students research a past or present hero from the target culture and write about him or her within a historical and chronological framework (see Student Activities).

8. Students share their essays and the word lists that they made with the class and then discuss their writing formats and writing processes. The drafts of the written materials are placed in their portfolios.

Month	Focus Points	Instructional Components/Assignments	Learning Strategies
November–December (4 weeks, excluding Thanksgiving week) School exams: 2 weeks Winter vacation: 2 weeks	• Presentations on historical figures	• Work on presentational skills • Work on question and answer skills	• Presentational strategies • Writing strategies for historical writing • Listening skills

Overview

Students produce polished presentations on the historical and heroic figures that they wrote about during October and November. They use more sophisticated techniques as the result of editing and computer formatting, and through consideration of good presentational skills and discussion of authentic visual aids in the target language. They outline the identity of a historical or heroic figure and pursue their main questions about these figures.

Related textbook sections: *Kisetsu 2*, unit 5, chapter 6; *Kisetsu 3*, unit 6, chapter 2

Indicators

- The language of the presentation is mostly fluent.
- Responses in simple exchanges are competent, with some difficulty encountered in more complex exchanges.
- The student shows ability to communicate orally with increasing logic and accuracy.
- The student shows ability to identify common and distinct features, such as grammatical structures, among languages.

Language Functions

- Presenting information
- Reporting
- Attracting someone's attention
- Introducing oneself
- Introducing someone else
- Expressing thanks
- Evaluating

Assessment

- Students evaluate their own presentations and use of language in classroom group discussions with a checklist questionnaire.
- Students are assessed as they present heroic figures, using a rating scale established cooperatively with the class.
- Videotaped presentations become part of students' portfolios.

Steps for Planning and Implementation

1. Using a computer or presentation board, students make visual aids and produce some materials on the historical and current figures about whom they wrote in the previous session.
2. Working in pairs, students practice the presentations they prepared in the previous month; one member of the pair asks the other questions about his/her presentation.
3. Students prepare for their presentations individually.
4. Students make their presentations orally to the class.
5. Students discuss the ways in which the historical or current figures chosen by the class parallel the original definition of a hero and heroic qualities.
6. Students research a past or present hero from the target culture and assume his or her identity for a presentation to the class. Presentations, using costumes and props, take the form of a vignette highlighting a hero's specific accomplishments, or perhaps reflect on his or her life from the hero's point of view.
7. Students present their historical and current figures to the class. Presentations are videotaped for portfolios.

Month	Focus Points	Instructional Components/Assignments	Learning Strategies
January–February (6 weeks) January 26: End of first semester February break: 1 week	• Drama (daily conversation and dramatic structure)	• Making script • Practicing drama • Learning small talk • Learning body movement • Performing drama	• Group work • Direction/metainstruction • Making conversation • Discourse strategies • Drama strategies • Direction strategies

Overview

Students are challenged to become involved in the production of a short play and to use Japanese more fluently. They discuss the content of the drama in the target language and write it in the target language as well. Before performing it in front of their classmates, they need to have systematic practice in areas such as basic body movement and dramatic acting techniques.

Related textbook section: *Kisetsu 3*, unit 7, chapter 4

Indicators

- Language production is mostly fluent.
- Students are able to understand the main ideas and themes and some details from various media sources or live presentations on topics of personal interest pertaining to Japanese-language communities.
- Students are able to follow and give directions and instruction for participating in age-appropriate classroom and/or cultural activities.
- Responses in simple exchanges are competent, with some difficulty encountered in more complex exchanges.

Language Functions

- Apologizing
- Complaining
- Complimenting
- Making reservations or appointments
- Narrating
- Opening and closing an interaction
- Requesting

Assessment

- Students evaluate their own participation and use of language in classroom group discussions with a checklist questionnaire.
- Students are assessed as they act out their scripts, using a rating scale established cooperatively with the class. These written scripts become part of students' portfolios.
- Videotaped presentations become part of students' portfolios.

Steps for Planning and Implementation

1. Read a Japanese script or watch a Japanese drama. (*Kisetsu 1: Haruichiban* contains one drama and workout in the appendix section.)
2. Read the script aloud in Japanese and analyze it, using discussion, skimming techniques, and translation in the classroom.
3. Practice directing and acting, using instructions such as "act like a tiger," "project your voice," or "pretend you are a politician."
4. Discuss various types of performance, focusing on one genre of TV (such as the talk show, the documentary, the quiz show, or the soap opera) or an entirely different genre of drama, such as pantomime, tragedy, farce, or comedy.
5. Provide thumbnail sketches of the elements involved in dramatic productions, including the script, the rehearsal and performance schedule, stage directions, and light and sound charts. This handout serves as a foundation for vocabulary building and practical research.
6. Working in cooperative groups, students choose a plot and make vocabulary and grammar lists in Japanese.
7. Select three elements (place/scenery, situation, and problem/fate) necessary for a dramatic production. Choose the setting: a semipublic location, such as a classroom, a teacher's room, a hotel lobby, or a train station waiting room. Select the situation, such as before an exam in the teacher's room or after a big event in a hotel lobby. Select the "problem" or main motif of the drama. Good problems or motifs grow out of daily life.
8. Assign tasks, such as finding a practice/rehearsal location, assigning a role to each group member, and inventing possible characters. Submit the outline of the tasks in list form, paragraph form, or even orally.
9. The stage has spatial and chronological limitations, unlike a story. The basic script requires stage directions for each scene that clearly illustrate the special scenery that suggests a situation, the type of props, and the desired qualities of the dialogue among the characters.
10. Write a script that has a coherent plot, a well-defined problem, a workable setting, and the desired dialogue for the characters.
11. Rehearse the drama in Japanese.
12. Students present their drama to the class. Presentations are videotaped for their portfolios. (They will perform their drama once more at our Japanese play night, when all of the school's Japanese classes present their skits for an audience of family and friends.)

Month	Focus Points	Instructional Components/Assignments	Learning Strategies
February–March (4 weeks) Spring vacation: 2 weeks	• Literature (poetry) and culture	• Learning literary structure • Cultural issues	• Essay reading skills • Literary reading skills • Literary writing skills

Overview

Students enrich their perceptions of poetic qualities found in the literature of different cultures by reading, viewing, and discussing authentic Japanese materials. They assume the identity of a poetic figure from the culture and attempt to write and revise haiku, then present them to the rest of the class.

Related textbook section: *Kisetsu 3*, unit 8, chapter 5

Indicators

- Ability to summarize the plot and provide brief descriptions of characters in selected short poems and anecdotes
- Ability to explore and discuss similarities and differences among various cultures
- Ability to explore and discuss representative works of diverse cultures in many fields of endeavor
- Ability to analyze interrelationships between the language and the culture of a given group of people, as evidenced in their literary works and communications, as well as in their political, economic, and religious structures

Language Functions

- Comparing and contrasting
- Giving directions
- Expressing opinions
- Poetic expressions

Assessment

- Students evaluate their own participation and use of language in classroom group discussions with a checklist questionnaire.
- Students are assessed as they write and present their poems, using a rating scale established cooperatively with the class.
- Videotaped presentations become part of the students' portfolios.

Steps for Planning and Implementation

1. Read selected portions of Gurga's *Haiku: A Poet's Guide* or Higginson and Harter's *Haiku Handbook*.

2. Elicit a definition of a literary short poem from the students. Encourage them to elaborate on the qualities that constitute such a poem; chart responses on a graphic organizer.

3. Provide information about Japanese culture and short poems in Japanese, as well as Japanese literary history. This handout serves as a foundation for vocabulary building and fact finding.

4. Provide a vocabulary list for several haiku.

5. Read these haiku slowly and clearly; students then reread them quietly. The books mentioned above contain many famous examples. I also use my students' own poems for this purpose (see Student Activities, below).

6. Discuss the poems and classify their images in terms of the five senses, such as hearing, tasting, and smelling.

7. Select one or two haiku and analyze their imagery.

8. Classify these images into three categories: "here and now," "memories," and "fantasy" (or "imagination").

9. Ask students what two images come together in each of the haiku they have just read.

10. Students select and discuss two or more haiku from among those provided by the teacher, focusing on the images from each poem.

11. Students create a few haiku, modeled on the ones they have been learning.

12. Students write a few entirely original haiku.

13. Students present their haiku orally to the class.

14. Working in cooperative groups, students choose the best haiku and discuss the principles of that poetic form.

Month	Focus Points	Instructional Components/Assignments	Learning Strategies
April–May (6 weeks)	• Current environmental issues (water, food, waste, etc.)	• Reading a newspaper • Expository writing • Editing expository writing	• Group work • Reading skills • Expository writing skills • Editorial skills

Overview

Students reflect on the value of water and the effects of its contamination. They read articles in Japanese about the water crisis in the world, and they research water systems in various societies.

Related textbook sections: *Kisetsu 2*, unit 4, chapter 3; *Kisetsu 3*, unit 8, chapter 6

Indicators

- Ability to explore and discuss similarities and differences among various cultures
- Ability to analyze interrelationships between the language and the culture of a given group of people, as evidenced in the culture's literary works and communications, as well as in their political, economic, and religious structures
- Ability to communicate orally with increasing logic and accuracy
- Ability to use technology to enhance language acquisition and to acquire current cultural information

Language Functions

- Comparing and contrasting
- Describing objects
- Expressing opinions
- Giving reasons and explaining causality
- Reporting
- Suggesting

Assessment

- Students evaluate their own participation and use of language in classroom group discussions with a checklist questionnaire.
- Students are assessed when they present their research and reports, using a rating scale established cooperatively with the class.
- Videotaped presentations become part of the students' portfolios.

Steps for Planning and Implementation

1. Using a graphic organizer, elicit information from students about water and daily life that they typically associate with Japanese culture and other global cultures.
2. Provide worksheets and vocabulary sheets.
3. Read materials about water and water systems from a variety of sources. (Some useful URLs: www.unesco.jp/contents/10/education.html#c2; www.unicef.or.jp/children/children_now/eisei.html; http://esd.yomiuri.co.jp/projectreport/060622/060622a.htm; http://esd.yomiuri.co.jp/projectreport/060629/060629a.htm.)

4. Students discuss the value of water and the health benefits of good water.
5. Working in groups, students research primitive water systems as well as those that reflect modern city life, including spring water, irrigation for dry farmland, and other water services.
6. Students start to write the first draft of a proposal using the proposal format.
7. Students check the proposal with members of the group.
8. Students create a proposal and a vocabulary list for presentation.
9. Students demonstrate preparation for an oral presentation, including scientific, sociocultural, and historical information presented in the form of charts or other visual aids. They tape the presentations at the end of the activity.
10. Students practice for the question-and-answer portion of the presentation with members of the group.
11. Students present their oral reports with visual aids in front of their classmates.

Month	Focus Points	Instructional Components/Assignments	Learning Strategies
May–June (5 weeks, including school exams) June 20: End of second semester	• Exam preparation • Writing assignment • Reading materials • Practicing interviews	• Four skills • Preparation for writing • Study reading strategies • Practicing conversation	• Reviewing writing strategies • Reviewing reading strategies • Reviewing discourse strategies

Overview

Students prepare for the final examination, which includes oral, listening, reading, and writing components. (Students electing to take the AP Exam will be exempt from the school's final exam.) For oral communication and writing, they review Interpersonal and Presentational modes of communication. For listening and for reading, they review Interpersonal and Interpretive modes.

Indicators

- Ability to communicate and interact in a limited range of task-oriented and social situations
- Ability to respond to statements and initiate and sustain conversations with increasing linguistic accuracy
- Ability to identify common and distinct features, such as grammatical structures, among languages
- Ability to understand a sustained conversation on a number of topics
- Ability to comprehend fluent speakers in everyday situations
- Ability to communicate orally with increasing logic and accuracy

Language Functions

- All language functions

Assessment

- Students evaluate their own use of language in classroom group discussions with a checklist questionnaire.
- Students take either the AP Exam or the school's final exam.

Steps for Planning and Implementation

1. Read the Course Description for AP Japanese Language and Culture carefully.
2. Review the four skills.
3. Provide previous test materials and examine the terminology for those exams, including directional words and question words.
4. Working in cooperative groups, students choose a test and make a vocabulary list.
5. Students discuss the problems in the test chosen by the class.

Teaching Strategies

My teaching method aims to help students become not only successful communicators in Japanese but also self-directed learners, skillful problem solvers, and cooperative and productive participants in the global community. I want to see Japanese gain a solid footing in the American secondary school curriculum—a status it has yet to achieve in spite of its steady growth—so I stress the "educational" (as opposed to the "instructional" or the "skill-acquiring") dimension of the subject. In addition to technical questions such as "how can I teach relative clauses effectively?" or "should I use kana from the beginning?" teachers of Japanese must address those issues that are at the heart of a secondary school education. How can we and our classroom experience contribute to the emotional and intellectual growth of our students and help them to become active, creative, and reflective learners who will be capable of leading fulfilling lives as engaged citizens? How can our students relate their experiences in our classrooms to other learning experiences in school? These are among the questions that demand responses from us before we can claim the validity of Japanese as a full-fledged secondary school subject. Without them, no matter how skilled and dedicated individual teachers are, Japanese will face the danger of being phased out as soon as the next "hot" language appears on the scene.

I believe that language teaching has another important function: to foster personal expression and cultural exchanges among the students and other community members. To that end, for more than 30 years, every UNIS student of Japanese, including Japanese heritage pupils and non-Japanese pupils from first grade to twelfth grade, participate in a five-hour Japanese "drama night" at the end of the year. All our students communicate genuine feeling and emotion, using many various performance forms on the stage. I also organize several trips for our students to Japan. Those who have studied the language for three semesters (one and a half years) go there for about 10 days. I plan a six-week excursion for those students who have studied Japanese for more than three years. The students must speak in Japanese with their host families.

I have participated in a number of collaborative enterprises with my colleagues to improve teaching methodology. In 1992, a small but committed group of high school Japanese teachers established the Northeast Association of Secondary Teachers of Japanese (NEASTJ), and I have been the president since its founding. As a nonprofit organization dedicated to improving the teaching of Japanese language and culture at the precollegiate level throughout the northeastern United States, we have now grown to an organization of about 80 members. The majority of our programs focus on the high school level, but we also work with a few middle and elementary school educators. Teachers need constant help and practical information to pool their talents and to share information about effective classroom practices. Our educators also engage in grassroots relations with community organizations and other school colleagues. Our students come from all ethnic, cultural, and economic backgrounds in the United States, and those who learn Japanese language and culture contribute positively to relations between the United States and Japan in many profound ways. Each year we host a teachers' conference in the fall 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 containing 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 regularly facilitate exchange programs to and from Japan for precollege students, and we help our members attend national conferences for language teachers.

To put our teaching strategies into practice, I and some of my fellow teachers developed the *Kisetsu* Japanese textbooks, based on the Standards outlined by the National Standards in Foreign Language Education Project in its *Standards for Foreign Language Learning in the 21st Century*. The series gradually but steadily shifts from a teacher-centered learning strategy to a student-centered one. It is also holistic, project-centered, and interdisciplinary. *Kisetsu* uses authentic materials, language, and situations. It stresses all four skills of language—listening comprehension, speaking, reading, and writing—and includes information and activities on Japanese culture (traditional to modern), Japanese people, geography, linguistics, games, and songs. It provides interactive exercises, encourages students to study on their own, and lets them map out their learning objectives. The series is attuned to the needs of both teachers and students. It anticipates the students' ability to move from a basic conversational level to an advanced thinking process so that they will be able to participate in classroom activities independently.

Student Evaluation

First-semester grade = formal presentations and unit quizzes (25 percent); classroom attitude, homework, and short quizzes (25 percent); first-semester common assessments (25 percent); and first-semester exam (25 percent)

Second-semester grade = formal presentations and unit quizzes (25 percent); classroom attitude, homework, and short quizzes (25 percent); second-semester common assessments (25 percent); and second-semester exam (25 percent)

Formal presentations and unit quizzes (25 percent)

- Role-playing presentation, dramatic presentation, individual oral presentations
- Computer-generated presentations and projects, student portfolios, unit quizzes (cover grammar, functions, discourse, kanji, reading comprehension, and culture)

Classroom attitude, homework, and short quizzes (25 percent)

- Listening/speaking: skits, interviews, role-playing, listening and oral quizzes, student portfolios

- Reading/writing: essays, worksheets, kanji exercises, poetry (haiku), reading comprehension quizzes, student portfolios
- Classroom attitude: attendance, active participation, group cooperation, materials maintenance

Semester common assessments (schoolwide exams) (25 percent)

The three portions count equally.

- Listening and Speaking
- Reading
- Writing

Semester exam (25 percent)

The three portions count equally. Students have three hours to complete the reading and writing sections; the oral interviews are 10 minutes long.

- Reading: There are four parts—(1) an easy selection, with multiple-choice questions; (2) a more complicated reading, with short-answer questions; (3) a difficult excerpt, with short-answer questions; and (4) another difficult selection, requiring a long response.
- Writing: This part consists entirely of essays. There are no grammar questions.
- Oral interviews

UNIS uses the following grading scale for classroom work:

P	65–100 percent
F	below 65 percent

The following grading scale is used for formal presentations, exams, common assessments, and final grades:

Excellent	87–100 percent
Very good	72–86 percent
Good	58–71 percent
Satisfactory	43–57 percent
Fair	28–42 percent
Fail level 2	14–27 percent
Fail level 1	0–13 percent

Teacher Resources

Books

Chamot, Anna, and J. Michael O'Malley. *The CALLA Handbook: Implementing the Cognitive Academic Language Learning Approach*. Reading, Mass.: Addison-Wesley, 1994.

Gibson, Gary. *Making a Video in Your Classroom: A Production Primer*. Hamilton, Ont.: Tree House Press, 1998.

Gurga, Lee. *Haiku: A Poet's Guide*. Lincoln, Ill.: Modern Haiku Press, 2003.

Hamilton, Heidi E., Cori Crane, and Abigail Bartoshesky. *Doing Foreign Language: Bringing Concordia Language Villages into Language Classrooms*. Upper Saddle River, N.J.: Pearson/Merrill/Prentice Hall, 2005.

Higginson, William, with Penny Harter. *The Haiku Handbook: How to Write, Share, and Teach Haiku*. Tokyo: Kodansha International, 1985.

Hirata, Oriza. *Introduction to Drama*. Tokyo: Kodansha, 1998.

Japan Foundation, Kansai International Center. *Speech for Basic Level Japanese*. Tokyo: Bonjinsha, 2004.

Kataoka, Hiroko, and Hiroko Furuyama. "National Standards Workshop." Presented at the Northeast Association of Secondary Teachers of Japanese, 2000.

National Standards in Foreign Language Education Project. *Standards for Foreign Language Learning in the 21st Century*. Lawrence, Kans.: Allen Press, 1999.

Oka, Mayumi, and Akira Miura. *Rapid Reading Japanese*. Tokyo: Japan Times, 1998.

Scott, Virginia M., and Holly Tucker, eds. *SLA and the Literature Classroom: Fostering Dialogues*. Boston: Heinle and Heinle, 2002.

Shrum, Judith L., and Eileen W. Glisan. *Teacher's Handbook: Contextualized Language Instruction*. 2nd ed., rev. and expanded. Boston: Heinle and Heinle, 2000.

Vygotsky, L. S. *Mind in Society: The Development of Higher Psychological Processes*. Cambridge, Mass.: Harvard University Press, 1978.

Textbooks

Kano, Chieko, Yuri Shimizu, Hiroko Takenaka, and Eriko Ishi. *Basic Kanji Book: Vol. 1*. Tokyo: Bonjinsha, 1990.

Kano, Chieko, Yuri Shimizu, Hiroko Takenaka, and Eriko Ishi. *Basic Kanji Book: Vol. 2*. Tokyo: Bonjinsha, 1991.

Tsuda, Kazuo, and Masatoshi Shimano. *Kisetsu 1: Haruichiban*. New York: Kisetsu Educational Group (KEG)/Northeast Association of Secondary Teachers of Japanese (NEASTJ), 2000. c/o UNIS 24–50 FDR Drive, New York, NY 10010.
www.jptrading.com/jtb/SE2/kisetsu/kisetsu.htm

Tsuda, Kazuo, and Masatoshi Shimano. *Kisetsu 1: Haruichiban. Workbook, Volume 1* (kana version). New York: KEG/NEASTJ, 2000.

Tsuda, Kazuo, and Masatoshi Shimano. *Kisetsu 1: Haruichiban. Workbook, Volume 2* (homework version). New York: KEG/NEASTJ, 2000.

Tsuda, Kazuo, and Masatoshi Shimano. *Kisetsu 1: Haruichiban. Workbook, Volume 3* (blackline master). New York: KEG/NEASTJ, 2000.

Tsuda, Kazuo, and Masatoshi Shimano. *Kisetsu 1: Haruichiban. CD 1* (textbook sound version). New York: KEG/NEASTJ, forthcoming.

Tsuda, Kazuo, and Masatoshi Shimano. *Kisetsu 1: Haruichiban. CD 2* (workbook sound version). New York: KEG/NEASTJ, forthcoming.

Tsuda, Kazuo, and Masatoshi Shimano. *Kisetsu 2: Ginga* (final field testing version). New York: KEG/NEASTJ, forthcoming.

Tsuda, Kazuo, and Masatoshi Shimano. *Kisetsu 2: Ginga. Workbook, Volume 1* (field testing version). New York: KEG/NEASTJ, forthcoming.

Tsuda, Kazuo, and Masatoshi Shimano. *Kisetsu 3: Akimatsuri* (field testing version). New York: KEG/NEASTJ, forthcoming.

Tsuda, Kazuo, and Masatoshi Shimano. *Kisetsu 4: Hatsuyume* (planning version). New York: KEG/NEASTJ, forthcoming.

Newspapers

Asashi Kodomo Shimbun [Asashi Children's Newspaper].
www.asagaku.com/shogakusei.html

Mainichi Shougakusei Shimbun [Mainichi Elementary School Newspaper]. Provides furigana.
www.mainichi-msn.co.jp/shakai/edu/maishou/school

Web Sites

Aozora Bunko. Collection of noncopyrighted literary materials.
www.aozora.gr.jp

AP Central Japanese Language and Culture Course Home Page.
http://apcentral.collegeboard.com/japanese

Association of Teachers of Japanese. Index of links to Japan-related topics.
www.colorado.edu/ealld/atj/Japan_info/links.html

Japanese Language Learning Tools on Web (Keiko Schneider's Bookmarks).
www.sabotenweb.com/bookmarks/language.html#reference

Japan Forum.
www.tjf.or.jp/index_j.html

Japan Foundation.
www.jpf.go.jp/e/index.html

Jim Breen's WWWJDIC Japanese-English Dictionary Server.
www.csse.monash.edu.au/~jwb/wwwjdic.html

Junior Achievement. Covers many social and economic issues in Japanese.
www.ja-japan.org/program/student_city.html

Kids ISO. Has lots of environmental materials.
www.artech.or.jp/japanese/kids/kids.html

Nihongo kentei shaken. The Japan Foundation maintains this "Communication Square" site for teachers and learners outside Japan.
http://momo.jpf.go.jp/jlpt/overseas/index_en.html

Nikkeinet. Contains a link to "Today's Weather."
www.nikkei.co.jp/bb/index.html

Reading Tutor.
http://language.tiu.ac.jp

UNICEF. The Japanese UNICEF Web site produces many student materials in Japanese. Occasionally, I will have to rewrite or revise these articles, but they are useful nonetheless.
www.unicef.or.jp

Student Activities

The student activities for this class have been presented as an integral part of the Course Planner. Here I provide two of the handouts mentioned in the "Steps for Planning and Implementation" sections for the units on historical biography and haiku.

Handout for Historical Biography

1. Conducting research: You should conduct the research about your chosen historical character by checking relevant books, articles, and Web sites so that your profile will be as accurate and comprehensive as possible. Be sure to take notes in Japanese during this process.

2. Making flow charts based on your research: Make flow charts that represent the structure of your essay. In each box of the flow chart, write the main sentence of each paragraph. The total number of paragraphs in your essay is up to you, but the following elements must be included:

   First paragraph: general background of the individual

   Second paragraph: the birth of the individual and related matters

   Last paragraph: the death of the individual and conclusion

Now start making flow charts, following the instructions below.

A. Using the information gained through research, divide the individual's life events into several chunks. Meanwhile, you should also identify the turning points in this person's life. Because these paragraphs will constitute the middle, lengthiest part of the essay, it may be easier for you to write

according to specific themes that are of particular interest. For this exercise, you should write no more than 10 paragraphs, divided among four to seven themes.

B. For each paragraph, you should write an opening sentence that introduces the subject it focuses on. These sentences are called リードセンテンス, or *topic sentences*. Each topic sentence will be followed by other sentences that provide the necessary information to complete the paragraph.

C. Write a chronologically arranged, biographical account of a historical character of your choice. The fundamentals of paragraph writing that you have learned in chapter 3 of *Kisetsu 2: Ginga* will be useful here. In this section we will revisit them and then practice developing a paragraph a bit differently.

D. Developing a paragraph with a keyword (tactic A—attribution): One of the "bits and pieces" approaches useful in developing a paragraph is the use of a keyword in the topic sentence. Let's suppose that you are writing a biographical account of Martin Luther King Jr. (1929-68), a civil-rights leader known for his "I have a dream" speech and nonviolent strategies for social change. Most of you must be familiar with Dr. King and his legacy.

マーティン・ルーサー・キングは1929年1月15日にアトランタで生まれました。アトランタはジョージア州の州都で、アメリカの南部にあります。キングの家はこの町のオーバンアベニューにありました。

E. Developing a paragraph with a time word (tactic B—analogy): A paragraph may be developed by using a word indicating the same time frame that has been established in the preceding sentence. This is a variation on the "layer" approach.

マーティン・ルーサー・キングは1944年に大学生になりました。そのとき、キングは十五歳でした。大学の名前はモアハウス・カレッジで、キャンパスはアトランタにありました。キングはそこで社会学を勉強しました。

次のパラグラフ作りのタイプはAですか、Bですか。

[Which tactic is primarily used to develop each of the following paragraphs about Dr. King? Is it tactic A (attribution or "bits and pieces") or tactic B (analogy or "layer")?]

- マーティン・ルーサー・キングは1929年にアトランタで生まれました。その年の秋に大恐慌があって、アメリカは厳しい時代になりました。　　(　)
- キングは1953年6月18日にコレッタ・スコットとアラバマ州マリオンで結婚しました。コレッタは1927年生まれで、ボストンの音楽学校の生徒でした。　　(　)
- 私の父は1964年に東京で生まれました。東京は日本の首都で、今の人口は約1200万人です。1964年は東京オリンピックの年でした。　　(　)
- 私の母は1986年に結婚しました。そのとき、母は21歳で、大学三年生でした。父は同じ大学の大学院生でした。　(　)

[Special vocabulary: 大恐慌 = the Great Depression; 首都 = capital.]

3. Fleshing out the essay: After you have come up with your topic sentences, complete each of your paragraphs by creating a few additional sentences that explain it more fully or that provide additional details.

Handout for Haiku Unit

"The primary poetic technique of the haiku is the placing of two or three images side by side without interpretation. At least one of these images, or part of it, comes from the natural world. The second image relates to the first, sometimes closely, sometimes more ambiguously. This juxtaposition of images conveys a sense of significance to the reader by what has been called 'internal comparison'" (Gurga, *Haiku: A Poet's Guide*, 38–39).

Steps for Creating Your Own Haiku

1. You have already read many haiku in English and Japanese, such as those in Gurga's and Higginson and Harter's books, as well as original poems written by other students, like those by the haiku contest winners below. Select one image from among the ones you have already brainstormed. Write one word to describe this image.

2. Select one or two other images from the many you have seen while looking at nature pictures or searching Web sites as part of this assignment. Write one or two words evoked by these images, using the "juxtaposition of images" concept explained above.

3. Then choose an adjective, adverb, particle, and/or verb, again using the idea of "juxtaposition of images." Try to make the three lines of your poem contain five, seven, and then five syllables, but you do not need to follow the syllables-per-line rule strictly.

2006 Northeast Council of Teacher's of Japanese (NECTJ) Haiku Contest

Winning poems, Japanese division, with judge's commentary:

蒲公英を	tampopo wo
つぶした手には	tsubushita te niwa
春におい	harunioi

For *tampopo*, or "dandelion," the writer chose an old Chinese name that comes in a set of three characters. Many Japanese no longer can read it. That somehow reminds us that the English name comes from the Old French, meaning "tooth of the lion," which it is said, describes the shapes of its leaves. The writer, intentionally or inadvertently, crushed a *tampopo*, we imagine, and, instead of recoiling from the oozing sap, chose to note the scent of spring. Or, more likely, the writer was weeding and sensed the life of spring in the strong smell the dandelions have left on her or his hands. The dandelion, incidentally, is not regarded as a weed in Japan. The etymology of the word *tampopo* remains obscure.

ぬりたての	nuritate no
ペンキのにおい	penki no nioi
衣替え	koromogae

This one uses an old *kigo*, "seasonal word": *koromogae*. In the old days, it designated the custom of changing clothes twice a year, from spring to summer, and from autumn to winter, but today it refers to the shedding of thick clothes for lighter summer ones. The writer of this piece, in any case, has applied the seasonal term to a different type of "covering," creating a fresh effect.

Sample Syllabus 4

Kyoko Saegusa
University of Colorado at Boulder
Boulder, Colorado

University Profile

Location and Environment: Boulder is an urban center, located 36 miles northwest of Denver, with a population of nearly 100,000, of which more than 29,000 are students at the University of Colorado. High-tech manufacturing constitutes 15 percent of the city's industries, with retail and other services accounting for 43 percent and government jobs, 12 percent. The university provides work for about 7,500 people and is the largest employer of the city, followed by IBM, Sun Microsystems, and Ball Aerospace. The school has produced four Nobel laureates—one in chemistry and three in physics. It is known for strong astrophysics, engineering, computer science, and integrative physiology departments. Popular majors in the College of Arts and Sciences are psychology and integrated physiology. Other subjects that attract many students include political science, English, finance, marketing, and biology. The Department of Asian Languages and Civilizations encompasses programs in Japanese, Chinese, Korean, and Hindi, with approximately 100 declared Japanese majors (and 20 minors). Farsi and Indonesian were added in the fall of 2007. This is one of the few universities in the country that offers both bachelor's and master's degrees in Japanese, with concentrations in language and literature or language and civilization. A post-baccalaureate certification for teaching Japanese at the secondary school level is also offered through the School of Education, while the Japanese section supervises the content-specific aspect of this training. For a comprehensive look at the university's Japanese program, visit www.colorado.edu/ealc.

Type: This is a major public university, including a graduate school and colleges of architecture, arts and sciences, business, education, engineering, journalism, law, and music.

Total Enrollment: In 2007, 29,461 students were enrolled.

Ethnic Diversity: As of 2007, the minority population among the student body was as follows: Hispanic/Latino, 6.1 percent; Asian American, 6.0 percent; African American, 1.5 percent, and Native American, 0.8 percent. International students accounted for 3.9 percent.

AP Policy

The university's policy for advanced placement, credit, or both depends on the subjects, departments, degree, and the AP Exam grade earned. Below is the policy for the Japanese department:

AP grade of 3 = credit for 1010 and 1020 and placement in 2110

AP grade of 4 = credit for 1010, 1020, and 2110 and placement in 2120

AP grade of 5 = credit for 1010, 1020, 2110, and 2120 and placement in 3110

Personal Philosophy

As the coordinator of the Japanese language program, I have been teaching my courses based on the following philosophical positions:

- Every student is a sentient, intelligent human who is aspiring to grow and learn.
- Every student comes to the classroom with a unique background: family and schooling history, biological and psychological makeup, motivation and aspiration, and different personalities and learning styles.
- The student's job is to learn the subject; the teacher's job is to work with the student, the person.
- The teacher must have a presence that reaches all students in the class, yet the presence should not interfere with students' efforts to become independent and autonomous in their learning.
- As students become more aware of the learning process within, they are more able to focus their energy on learning.
- It is crucial that learning strategies are taught and practiced in the classroom.
- The classroom is a very artificial, and often teacher-controlled, environment. Many things occur in the classroom that interfere with the learning process.
- The teacher's job is to decrease any distraction that interferes with learning. This includes the teacher's urge to do the learning for the student.
- The teacher must trust students in their ability to become autonomous learners.
- Students must realize the ability they possess to become autonomous learners.
- The activities, assignments, and assessments must be designed to foster, teach, and practice autonomous learning.
- The ideal teacher is one whose presence fills the classroom—a "lurker," who is always available to assist and guide when needed—yet one who is decreasingly an outside, disciplinary authority.

Class Profile

The university operates on the semester system. The fall and spring semesters are 16 weeks long, and in the summer, accelerated (3x) courses are offered. The Japanese program has five levels of language courses. In the first three years (six semesters), each course meets five times a week, 50 minutes a day. The fourth- and fifth-year courses meet for 50 minutes, three times a week. In the first four years (eight semesters) of Japanese language courses, the enrollment is limited to 25 per class.

On average, 135 students enroll annually in JPNS 1010. The program usually conducts five sections, raising the ceiling to 27 or 28 students in each class. About one-third of the students come to this course having taken Japanese in high school, and about 20 percent have some family connection or living experience in Japan. Of the 135 students in JPNS 1010 in the fall of 2005, 20 were engineering majors, 18 in various disciplines in science, and 13 in business. There were 11 declared Japanese majors and 5 Asian studies majors. The others were drawn from various disciplines in liberal arts.

About 100 students usually continue in JPNS 1020 in the spring. JPNS 2110, the third-semester course, generally has close to 60–65 students, and JPNS 2120 (fourth-semester) has about 55, in three sections. For JPNS 1010–2120, one professor leads the course, and teaching assistants handle the remaining sections. Students completing Japanese 2120 have completed approximately 270 hours of instruction.

Approximately 30 students enroll in the third-year sequence (JPNS 3110/3120). At this level, about one-third are returnees from study-abroad programs. In the fourth-year language courses, we have about 15 students, half of whom have studied Japanese in Japan for one year. Fifth-year Japanese was offered for the first time in the fall of 2006 and enrolled nine students, two of whom were bilingual and six who had done intermediate to advanced study in Japan.

The Department of Asian Languages and Civilizations offers beginning-level civilization courses as well as advanced literature, language, linguistics, and pedagogy courses. Students with an advanced level of Japanese language proficiency may take courses in premodern, modern, and contemporary literature, both in translation and in Japanese; second-language acquisition, with a focus on Japanese; kanji acquisition; language methodology and pedagogical grammar; language and society; classical Japanese; and the theory and practice of translation.

Course Overview

JPNS 2120: Intermediate Japanese II (Spring Semester)

Overall Course Objectives

This is the fourth and final in the basic-level language courses, and the second intermediate semester. Intermediate-level language learning is qualitatively different from that associated with the beginning level, where students are expected to communicate only minimally, relying exclusively on previously learned material. Intermediate-level students, in contrast, should be able to (1) spontaneously create new linguistic constructions by combining and recombining learned elements; (2) initiate, minimally sustain, and conclude basic communicative tasks in a simple manner; and (3) ask and answer questions.

Upon completion of the two intermediate courses, students are expected to perform at the following levels on the scale developed by the American Council on the Teaching of Foreign Languages:

Speaking: Intermediate-Low/Intermediate-Mid. Can engage in a simple conversation, using past/nonpast, affirmative/negative forms. Can ask and answer questions, initiate and respond to simple statements, and maintain face-to-face conversations related to a variety of basic, uncomplicated communicative tasks and social situations. Can talk simply about self and family members, personal history, and leisure activities.

Listening: Intermediate-Low/Intermediate-Mid. Able to understand sentence-length utterances that consist of recombinations of learned utterances on a variety of topics, like personal background and needs; social conversations; and somewhat more complicated topics, such as lodging, transportation, and shopping. Can handle not only face-to-face conversations but also short, routine telephone conversations and some formal speech, such as simple announcements and reports from radio and TV.

Reading: Intermediate-Mid. Able to read simple connected texts dealing with a variety of basic and social needs, and descriptions of persons, places, and things written for a wide audience. Can understand, with the use of a dictionary, main ideas and facts in authentic materials. Can decode some handwritten notes and short letters for the main facts.

Writing: Intermediate-Low. Can write short messages, postcards, and elementary essays expressing personal opinions. Can create statements and questions based on learned material.

Specific Course Objectives

- To acquire listening, reading, speaking, and writing skills at an intermediate level in colloquial and contemporary Japanese on topics and situations such as body and health, life and career, telecommunications, geography, the environment, and history and customs
- To acquire grammar, vocabulary, and expressions—as well as the communication and interpersonal skills that are necessary and relevant to function appropriately in Japanese—on the topics and situations listed above
- To continue developing effective learning strategies in all skills and in the study of kanji
- To continue developing general awareness for language learning

As a point of interest, of the 410 kanji on the list in the *AP Japanese Language and Culture Course Description*, 114 are not "officially" introduced in *Yookoso!* Those two volumes specifically cover 362 kanji, 66 of which are not on the AP list. Our students see all the kanji in context, and I estimate that only about 50 out of the 114 are not familiar to them. They, on the other hand, have seen and written another 50 or so that are neither in *Yookoso!* nor on the AP list.

Textbooks and Other Study Aids

Required

Cipris and Hamano, *Making Sense of Japanese Grammar*

Tohsaku, *Yookoso! Continuing with Contemporary Japanese*, media ed. (Main textbook, lab manual/workbook, audio CD, and CD-ROM. The audio program in the workbook is online at http://altec.colorado.edu/mp3/yookoso/yookosohome.htm.)

Recommended

Grammar Reference

Makino and Tsutsui, *A Dictionary of Basic Japanese Grammar*

Makino and Tsutsui, *A Dictionary of Intermediate Japanese Grammar*

Rubin, *Making Sense of Japanese*

Dictionaries

Makino et al., *Kodansha's Basic English-Japanese Dictionary*

Takebayashi, *The Kenkyusha Japanese-English Learner's Dictionary*

Kanji Dictionaries

Haig, *The New Nelson's Japanese-English Character Dictionary*

Halpern, *The Kodansha Kanji Learner's Dictionary*

Kanji Exercise Books

Hadamitzky and Spahn, *Kanji & Kana* (text and workbook)

Kanji Text Research Group, *250 Essential Kanji for Everyday Use, Vols. 1 and 2*

Kano, Chieko, et al., *Basic Kanji Book, Vols. 1 and 2*

Course Planner

Each semester, the course begins with a section called "Getting Started." This segment is characterized by the following attributes:

- Basic and important language functions are introduced and practiced without formal explanation of grammar rules.
- Students learn language functions in context and by communicating the meaning to and interacting with others.
- Both "input" and "output" activities are conducted in class, but "input" activities, such as listening to the audio CD and engaging in CD-ROM activities, are crucial to successful learning of the materials in this phase.

"Cyclical learning" is essential to language acquisition. During this period, review is more important than preview.

JPNS 2120: Intermediate Japanese II (Spring Semester)

Rule of thumb: Put in three hours of study at home for each class period.
Memorizing and drilling are a prerequisite and your responsibility.

Week 1

- Introduction to the Course
- Getting (Re)acquainted
- Class Rules
- Community-Building Activities
- Intensive Review of JPNS 2110
- Introduction to Online Resources

Week 2

- Learning Strategies: Kanji and Reading Comprehension
- Learning Strategies: Listening and Speaking
- Getting Started

    Passives and causatives

Body, health, illnesses

Causative passives

Review and expansion of familial terminology

Honorifics

Review of giving and receiving

Week 3

- Getting Started

  なくてもいい、わけ、〜ように言う、よう、そう、みたい、らしい

- Practice Peer-Review Presentations

***Yookoso!* Chapter 4: Overview**

Talk about the body and health
Talk about feeling and emotions
Learn to express analogy and exemplification
Learn about the . . . は . . . が construction
Learn to talk about appearance
Learn to use causative verb forms
Learn to express expectation
Learn to scan medical advice
Learn to buy medications at a drug store
Learn how to talk about your condition at a clinic

- Vocabulary

  Body parts

- Grammar

  Analogy and exemplification

  Describing attributes: the . . . は . . . が construction

- Language Notes

  Contractions in colloquial speech

  〜ても

- Kanji and Reading Comprehension Strategies

Week 4

- Vocabulary (chapter 4, continued)
  - Emotions
  - Sickness and injuries
  - Body actions
- Grammar
  - Talking about appearance: . . . よう, . . . そう, . . . らしい, . . . みたい
  - Causatives
- Language Notes
  - Expressing the frequency of actions and events
  - 自分 (self, own)
- Culture Note
  - Attitudes toward alcohol, tobacco, and drugs
- Chapter 4 Kanji Day

Assignment Due:

Yookoso! chapter 4, reading #1

Week 5

- Grammar (chapter 4, continued)
  - Constructions using interrogatives
  - Expressing expectation (はず)
- Intensive Listening Comprehension Exercises (in addition to those in the textbook)
- Language Functions and Situations (thoroughly practice the dialogues on the CD)
  - At a pharmacy
  - At a clinic
- Language Notes
  - ３時１０分前、３時１０分過ぎ
  - Explaining your symptoms
  - At a clinic or hospital
- Culture Note
  - Health care in Japan
- Kanji and Reading Comprehension Strategies

- Peer-Review Presentations
- Chapter 4 Review (teacher-directed)

Assignments Due:

Grammar report #1 (Cipris and Hamano, sections 30–32, 56)

Yookoso! chapter 4, reading #2

Yookoso! chapter 4, composition draft #1

Assessment:

Chapter 4 kanji test

Week 6

Assignment Due:

Yookoso! chapter 4, composition draft #2

Assessments:

Chapter 4 oral exam

Chapter 4 minitest retake

Chapter 4 written exam

***Yookoso!* Chapter 5: Overview**

Talk about life events and experiences
Talk about careers and occupations
Learn to express respect
Learn to use passives
Learn to scan a description of someone's work
Learn to scan a short biography
Learn how to use the services of a job placement center
Learn how to participate in a job interview
Write a résumé

- Vocabulary

  Life events

- Grammar

  Describing a change in state (ようになる)

- Language Notes

  Greetings on special occasions

  わかる and 知る

  Adjectives + する

- Culture Notes
  - The Japanese educational system (1): elementary school
  - The Japanese educational system (2): secondary education
- Kanji and Reading Comprehension Strategies

Week 7

- Vocabulary (chapter 5, continued)
  - Occupations
  - Looking for a job
- Grammar
  - Expressing respect (1): honorific forms
  - Expressing respect (2): humble forms
- Language Notes
  - Describing an effort (ようにする)
  - 敬語
  - Who is superior to you?
  - Honorifics and in-group versus out-group distinctions
- Culture Note
  - Adult education or going back to school (社会人)
- Chapter 5 Kanji Day

Assignment Due:

- Grammar report #2 (Cipris and Hamano, sections 35–36, 57)

Week 8

- Vocabulary (chapter 5, continued)
  - The company and its workers
  - Office equipment
  - Company activities
- Grammar
  - Passives（受身）
- Intensive Listening Comprehension Exercises (in addition to those in the textbook)

- Language Functions and Situations

  At a job placement center: looking for a job

  Job interview at one of Maiko Sushi's chain stores

- Peer-Review Presentations

Assignments Due:

Yookoso! chapter 5, readings #1 and #2

Yookoso! chapter 5, composition draft #1

Assessment:

Chapter 5 kanji test

Week 9

- Chapter 5 Review (teacher-directed)

Assignment Due:

Yookoso! chapter 5, composition draft #2

Assessments:

Chapter 5 oral exam

Chapter 5 minitest retake

Chapter 5 written exam

***Yookoso!* Chapter 6: Overview**

Talk about telecommunications
Talk about postal service
Talk about media, entertainment, and journalism
Learn how to use the ば conditionals
Learn more about expressing respect
Learn to express causative passives
Learn to express concession
Learn how to write a letter
Learn how to make a phone call
Learn to communicate at the post office

- Vocabulary

  Telephone

- Kanji and Reading Comprehension Strategies

Assignment Due:

Grammar report #3 (Cipris and Hamano, sections 41–42, 46)

Week 10

- Vocabulary (chapter 6, continued)
  - Telephone and telegram
  - Mail and postal service
- Grammar
  - ば conditionals
  - Wanting to have something done (てほしい)
  - することがある
  - Expressing respect (3): honorifics
- Language Note
  - だけでなく
- Culture Notes
  - 公衆電話
  - Special services at the post office
- Kanji and Reading Comprehension Strategies

Week 11

SPRING BREAK

Week 12

- Vocabulary (chapter 6, continued)
  - Mass communications
- Grammar
  - Causative-passives
  - Causatives, passives, and related expressions
  - Expressing concession
- Language Notes
  - まま
  - Expressing certain conviction (にちがいない)
- Culture Notes
  - Television stations and newspapers
  - Manga, anime
  - Popular music

- Chapter 6 Kanji Day

Assignment Due:

Yookoso! chapter 6, readings #1 and #2

Week 13

- Language Notes (chapter 6, continued)

  Talking on the phone

  よろしく

- Language Functions and Situations

  Making a phone call

  At the post office

- Intensive Listening Comprehension Exercises (in addition to those in the textbook)
- Internet Reading (see Student Activities, below)
- Peer-Review Presentations
- Chapter 6 Review (teacher-directed)

Assignments Due:

Grammar report #4 (Cipris and Hamano, sections 43, 58–59)

Yookoso! chapter 6, composition draft #1

Assessments:

Chapter 6 oral exam

Chapter 6 minitest retake

Chapter 6 kanji test

Week 14

Assessment:

Chapter 6 written exam

***Yookoso!* Chapter 7: Overview**

Talk about geography, environment, and nature
Talk about culture and customs
Learn to express a speaker's emotional involvement
Learn various uses of よう
Learn to scan letters to the editor in newspapers
Learn to scan book reviews
Learn to present opinions clearly and logically

- Vocabulary
  - Geography
  - Animals, birds, insects
  - Environment
  - Plants
- Grammar
  - Expressing a speaker's emotional involvement (ものだ)
- Language Notes
  - Decisions made by others (ことになる)
  - こと and もの
  - Both . . . and
- Culture Note
  - Pollution (公害)
- Chapter 7 Kanji Day

Assignments Due:

Grammar report #5 (Cipris and Hamano, sections 44–45)

Yookoso! chapter 6, composition draft #2

Week 15

- Vocabulary (chapter 7, continued)
  - Plants
  - Culture and customs
- Grammar
  - Various uses of よう
  - It's all right not to . . . (なくてもいい)
  - Coming to a conclusion (わけだ)
  - Even though (のに)
- Language Notes
  - Having a discussion
  - Expressing disagreement
- Culture Notes
  - Japanese poetry
  - Taboos

- Language Function and Situation

  Presenting one's opinion clearly and logically

- Intensive Listening Comprehension Exercises (in addition to those in the textbook)

- Peer-Review Presentations

Assignment Due:

Yookoso! chapter 7, readings #1 and #2

Assessment:

Chapter 7 kanji test

Week 16

- Grand Review

- Environmental Summit

Assessments:

Final oral exam

Final written exam (held on the officially designated day during finals week)

Teaching Strategies

The course is defined by the following concepts:

It is communication-oriented.

In this course the main use of the language is for communicating information, ideas, and feelings to other users of the language. Students' responsibilities are two-tiered. They are expected to learn the structures (verb conjugations, grammar patterns, expressions, orthographic symbols, and writing conventions) *before* coming to class. The class time is then spent *using* the language in meaningful exchange. Activities and assignments are designed to develop communication skills, and students are encouraged to express their own thoughts and to obtain new information through the use of the language.

It is learner- and learning-centered.

The ultimate learning is self-learning. Learning is an "inside job." The student must work to develop inner criteria of what is appropriate and what is not. Self-paced, self-directed projects are assigned to foster learner autonomy. Mindful drills are essential in developing inner criteria. Reflective assessment of self and the course is encouraged.

It is strategy-based.

Knowing one's own learning style and finding the appropriate strategies are essential for effective education. Learning strategies are specifically introduced and experimented with in the course.

Techniques, procedures, and activities such as those listed below are used on a regular basis to attain course goals.

- Explicit introduction to, and practice of, strategy building (www.carla.umn.edu/lctl/materials/japanese).

- Explicit community-building activities: *katatataki* (shoulder massage) and *tako shookai* (introducing a newly acquainted classmate to the class).
- Kana and kanji acquisition is mostly student-directed. In-house course packets and online exercises are used.
- Semester-long projects of the student's choice, focusing on one primary skill. May include peer tutorial by an upper-class student, e-pal exchange, conversation partnership, creating a grammar video, or keeping a journal. A progress report is submitted at midsemester.
- Each student creates her/his own blog, which is linked to the course blog. Compositions, essays, and useful study tips are posted.
- Extracurricular activities are promoted and encouraged:
    1. Annual statewide language contest
    2. Annual departmental Chinese-Korean-Japanese language contest
    3. Service-learning by introducing the language and culture to elementary school children
    4. Maintaining a student organization, such as the Japan Club
- Small, introductory/formative activities on new vocabulary and grammar, as well as chapter review, tests, and kanji quizzes.
- Pet kanji presentations: Each student adopts a kanji and introduces it to the class.
- Fridays are dedicated to reading and kanji skills development. Technology is actively incorporated into this segment.
- Chapter review sequence
    1. Teacher-initiated review (what the instructor thinks needs to be reviewed)
    2. Student-directed, end-of-unit peer-review activities
    3. Grand review, incorporating problems that emerged during the peer-review presentations
- Exams test all four skills.
- Error analysis follows each major exam (example below).

JPNS 2120: Chapter 4 Exam Error Analysis

I. ORAL

What's the difference between 悪いこと and 悪いもの?

こと in principle refers to "event, concept," something intangible. もの in principle refers to "stuff." In colloquial English, "thing" can refer to both こと and もの, and students are not always aware of the distinction, hence this question.

Some common errors:

1. Asking for advice: どうしたらいいですか. **NOT** どうしたほうがいいですか.
どうしたほうがいいですか presupposes a set of choice because of the word ほう. In the exam, the student is expected to ask for help in a general way.

2. Making suggestions:
Advice to someone who cannot lose weight:

- 毎日食べ物を食べません。

This is a declarative sentence, not advice.

- ２４時間フィットネスに行ってはいいです。

Incorrect memorization of the pattern: いったらいいです。

- 医者と話すはいいですね。Basically incorrect memorization of the pattern, but there are some general, patterned errors.
  a. I have a suspicion that は directly after はなす is a patterned error with this student.
  b. すは has to be したら.
  c. The sentence final particle ね is used incorrectly here. ね assumes that the reader/listener shares the information with the writer/speaker.
- 運動をしてもどうですか。

Confusion between してもいい and したらどう.

- 野菜や果物や食べた方がいいです。

The last particle in the …や…や construction has to be the one that goes with the predicate of the clause.

Correct expressions:

(a) 飲んだ方がいいですよ。

(b) 休んだ方がいいですよ。

(c) やめたほうがいいですよ。

3. Some of you still say, かなしいとつかれています**. What is the correct grammar?**
と only connects two nouns. In the above sentence, the student should say かなしくてつかれています。

4. What do you mean by 水を飲むほうがいいですも**?**
One purpose of the error analysis exercise is to list actual mistakes made by students and have the peers figure out what was intended and how to correct it. This sentence is quite convoluted, but still the writer tried to apply rules that s/he has learned sometime, somewhere. Here the task was to give advice or suggestions to an inquiry on health. それから、みずを（も）のんだほうがいいです probably was the intended sentence. Many students have trouble with も, because they equate it with "also," and I wanted to direct students' attention to it in this sentence.

II. WRITTEN

What's the difference between a. 友だちとスポーツをさせます **and b.** 友だちとスポーツをさせてあげます**?**

First, both a. and b. do not tell the reader who the "benefactor" is, but it is assumed that someone is forcing or allowing someone else to play sport with her/his friend. In a. someone is making or forcing the writer to play sport with friends, while in b. someone is giving permission to play sport with friends.

How would you fix the following?

1. The movie is from 7:00 p.m. to 9:00 p.m., so it should be finished by now.

映画は7時ごごから9時ごごまでで、終わるはずです。

Two errors:

(1) PM and AM come BEFORE the time in Japanese→ごご7時、ごご9時

(2) で in まで で can express mild cause or reason but is not strong enough to support the はず clause. It should be までだから。

映画は7時から9時にまでと、今終わるはずです。

Three errors:

(1) に after 9 時 is unnecessary. This error is a carryover from learning the specific time expression ○○時に as a chunk without careful monitoring. Similar errors include 日本語のレストラン、先生は (in addressing the teacher).

(2) Incorrect use of と. と is a hard connective. Here, the writer was casually thinking "and" in colloquial English. This error gives the class an opportunity to clarify the use of と as a connective ("and").

(3) 今 is probably a direct translation of "now" in colloquial English. It is used in English in the sense of "soon," but in Japanese it does not work. すぐ is the appropriate expression.

2. Rumor has it that sensei works all weekend.

先生は週末のぜんぶでしごとするらしいだ。

The writer used the appropriate conjecture expression らしい. The error is in the phrase 週末の全部で. There is a fixed expression 週末中, which students have learned recently.

3. Sensei, please let us go home early today.

先生は早く帰らさせてくれてください。

Three errors:

(1) 先生は. The post-positional particles do not exist in English, so English-speaking students either misuse, underuse, or overuse them. Some students remember the particle as part of a frequently used noun phrase. Here は is not necessary.

(2) The causative form is incorrect, although the writer remembered the basic structure correctly, which is actually commendable. 帰らさせて should be 帰らせて.

(3) くれてください should be just ください. The writer did not understand the function of ください.

4. You look up and see dark clouds moving fast. You say, "Oh, it looks like it's going to rain."

雨をふりそうです.

The writer has not fully assimilated the functions of each particle. を should be が here.

The worst illness/injury. Fix the following:

1. 下痢がありました。

The writer has not learned the idiomatic usage (collocation), 下痢をしました.

2. 病院で５日間にいました。

Two errors:

(1) Common confusion between で (place of action) vs. に (place of existence).

(2) 間 is a duration, not a specific time. に is not necessary here.

3. １１歳のとき入院することでした。

Quite a few students begin to overuse the nominalizer こと after they learn it. This is probably partly due to the fact that many students memorize or remember phrases that appear frequently without careful examination of how the phrase is used in various grammatical contexts. Here, a simple１１歳のとき入院しました suffices.

4. 風邪を引くは一番悪いをしました。**(The worst illness is to catch a cold.)**

The writer added the English equivalent, just in case, and this gives the class an opportunity to reflect on two things.

(1) Translating English into Japanese is not advisable most of the time. I am not even sure if the English equivalent here is "good English."

(2) Developing grammatical awareness in the target language is important from the very beginning.

Here the writer seems to throw in fragments and hopes that it sort of makes sense.

a. 風邪を引く has to be nominalized before は

b. 一番悪い is an adjectival phrase, which can never be in the direct object position.

c. To slap しました at the end to make it sound like it is a sentence is a sign that this writer has poor awareness of Japanese syntax.

In the end, we may come up with 今までで一番ひどい病気は風邪でした。

5. 医者は私に薬をもらいました。

Insufficient understanding of giving and receiving expressions. Either change もらいました to くれました, or switch は and に.

6. 手首をなりました。**(I broke my wrist.)**

Obviously, the writer could not remember the particular verb 折りました.

7. 私の骨はこわしませんでした。

The verb こわし has to be 折れ. Or, with a slightly different emphasis, 私は骨を折りませんでした。

8. 私は耳が痛いかったでした。

a. Common incorrect conjugation of the adjective in this construction.

痛いかった has to be 痛かった.

b. Overmarking the past. でした has to be です.

9. 腹と足の手術がありました。
The writer did not remember the collocation, 手術をしました.

10. 頭痛をしました。
The writer did not remember the collocation, 頭痛がしました.

Student Evaluation

Exams and Tests (56 percent)

Chapter exams (4)	24 percent
Chapter minitests (12)	9 percent
Chapter kanji tests (4)	8 percent
Final exam (cumulative)	15 percent

Assignments and Classroom Work (44 percent)

Daily participation and contribution	15 percent
Peer-review presentations (2)	6 percent
Kanji projects (2)	4 percent
Grammar presentation	2 percent
Yookoso! reading assignments (8)	8 percent
Yookoso! composition assignments (3)	6 percent
Environmental speech	3 percent

Term project (extra credit) up to 5 percent

Detailed Description of the Requirements

1. Chapter Exams (4)

There is an exam for each *Yookoso!* chapter, conducted over two days. On the first day, students typically sign up in pairs for five-minute slots in which to perform oral tasks (15 percent). On the second day, a written exam is administered during the regular class time. The "written" part (85 percent) actually consists of reading, listening, grammar questions, and writing. The writing component is usually a short passage on the main topic of the chapter.

2. Chapter Minitests (12)

Minitests are given for each section (A, B, and C) in a *Yookoso!* chapter and evaluate knowledge of the new grammar and vocabulary for that section. Students are allowed to take each minitest twice. These are "formative" assessments, which determine where students are in the process of learning particular items. Each student learns things at her or his own speed, hence, the second chance.

3. Chapter Kanji Tests (4)

Each *Yookoso!* chapter introduces about 25 new kanji. Students are tested on *kun* and on readings of each kanji, the meaning of each kanji, usage examples, and how to recognize, read, and write them. Students must complete all of the kanji exercises in the workbook in order to adequately prepare for the test. (See also Kanji Projects, below.)

4. Final Exam

The final exam follows the same format and weighting as the chapter exams, consisting of oral and written portions, with the oral component scheduled during the last day of instruction. The exam is cumulative.

5. Daily Participation and Contribution

Daily attendance and active participation are crucial to the student's success and well-being.

Systematic review of grammar. Students are required to read relevant sections in Cipris and Hamano, *Making Sense of Japanese Grammar* in advance, participate in the class discussion, and submit five one-page, typed reports throughout the semester.

6. Peer-Review Presentations (2)

Each student is responsible for creating and administering two review activities for the course (see Student Activities, below). The topics are predetermined by the instructor, and the sign-up sheet is circulated during the first week of class.

7. Kanji Projects (2)

In addition to studying kanji in a conventional manner, each student makes up test items. Their contributions are collected and edited by the instructor and included in the chapter kanji tests. Students are encouraged to turn in their drafts via e-mail. Late submissions do not receive credit, as the instructor cannot incorporate them into the test in a timely manner. This project is more about learning strategies and long-term memory than about short-term storage. Kanji learning strategies are discussed in class.

- For a complete list of *Yookoso!* kanji, go to http://web.mit.edu/jpnet/kanji-project/sites/ucolorado/index.html.
- To see the kanji that grade-school children learn in Japan, visit http://homepage2.nifty.com/mogmog/table-0.htm.
- To see entertaining animation showing how a kanji is created, visit http://meiko.web.infoseek.co.jp.
- For more online kanji and reading help, explore Keiko Schneider Bookmarks at www.sabotenweb.com/bookmarks/language.html.

8. Grammar Presentation

Each student presents a five-minute unit on a new grammar point or language function to her or his peers. There are no set rules or format for the presentation, but students must try to present it in a manner that helps their classmates the most. They may present problems, questions, and difficulties with the grammar point, which sometimes is a great way to get others to think. The sign-up sheet is circulated early in the semester.

9. *Yookoso!* Reading Assignments (8)

Students are required to submit reading assignments (two in each chapter) from *Yookoso!* on or before the designated days. No late turn-ins are accepted.

10. *Yookoso!* Composition Assignments (3)

Students must complete three composition assignments from *Yookoso!* They write each one in two stages so that the instructor can make suggestions for improvements. The second and final drafts must show evidence that these recommendations have been incorporated.

These submissions are evaluated in the following categories:

- Organization and cohesion
- Accurate use of vocabulary and grammar ("spelling" included)
- Creative use of language
- Comments on others' work on the class blog (one that I developed for the course)

Students are expected to write "at their level." They are asked to rework the assignment if the writing they submit is unnaturally above or below what is considered to be their degree of competence.

11. Environmental Speech

Students each write a speech on the topic of the environment and deliver it at the "Environmental Summit" at the end of the semester. They must begin to prepare early in the term.

1. The student submits three drafts of the speech. Instructions: Draft 1—Give your instructor a list of English words and expressions that you want to know in Japanese. Rather than writing your speech in English first and then translating, start writing in Japanese. When you are stuck, keep on writing in English so as not to interrupt the flow of thought. You may turn in a handwritten (double-spaced) manuscript or a word-processed one. Draft 2 must reflect suggestions and corrections from draft 1. Draft 3 (final) must be a polished copy, ready to present in front of a group.

2. The speech must be original. The student may of course consult dictionaries and do research, but the grammar used in the speech must be at her or his level.

3. The speech must be three minutes long. The student may read the manuscript, but the delivery must reflect the mastery of the language and content of the speech.

4. This is a formal speech. The student must incorporate the expressions and conventions introduced in the "Presenting One's Opinion Clearly and Logically" section of chapter 7 of *Yookoso!*

The following grading scale is used for the course:

Superior/Excellent	A	(92 percent or higher)
	A–	(89–91 percent)
	B+	(86–88 percent)
Good/Better Than Average	B	(80–85 percent)
	B–	(77–79 percent)
	C+	(74–76 percent)
Competent/Average	C	(70–73 percent)
	C–	(64–69 percent)
	D+	(61–63 percent)
	D	(58–60 percent)
Minimum Passing	D–	(51–57 percent)
	F	(50 percent or lower)

Teacher Resources

Main Textbook and Its Ancillaries

Tohsaku, Yasu-Hiko. *Yookoso! Continuing with Contemporary Japanese*. Media ed. New York: McGraw-Hill, 2004. Includes an interactive CD-ROM that contains activities and games to practice vocabulary and grammar, as well as cultural readings and related activities.

Tohsaku, Yasu-Hiko. *Instructor's Manual: Audioscripts/Answer Keys/Testing Program to Accompany "Yookoso! Continuing with Contemporary Japanese."* 2nd ed. New York: McGraw-Hill, 2000.

Tohsaku, Yasu-Hiko. *Workbook/Lab Manual to Accompany "Yookoso! Continuing with Contemporary Japanese."* 2nd ed. New York: McGraw-Hill, 1999.

Supplementary Publications for Students

Anno, Mitsumasa, et al. *Nihongo—The Japanese Language* にほんご. Tokyo: Fukuinkan Shoten, 1979.

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Takebayashi, Shigeru, ed. *The Kenkyusha Japanese-English Learner's Dictionary*. Tokyo: Kenkyusha, 1992.

Yoneji, Noriko. *Hiragana for Fun*. Tokyo: Kyobundoh, 1993.

Yoneji, Noriko. *Katakana for Fun*. Tokyo: Kyobundoh, 1992.

Reference Books for Teachers

Grammar

Alfonso, Anthony. *Japanese Language Patterns: A Structural Approach*. 2 vols. Tokyo: Sophia University, L. L. Center of Applied Linguistics, 1966.

Iori, Isao et al. *A Handbook of Japanese Grammar for Teachers of Beginning Courses* 初級を教える人のための日本語文法ハンドブック. Tokyo: Three A Network, 2000.

Noda, Hisashi. *Japanese Grammar for Beginners* はじめての人の日本語文法. Tokyo: Kuroshio Publishing, 1991.

Kanji

Hadamitzky, Wolfgang, and Mark Spahn. *Kanji & Kana*. Rev. ed. Rutland, Vt.: C. E. Tuttle, 1997.

Haig, John H. *The New Nelson Japanese-English Character Dictionary: Based on the Classic Edition by Andrew N. Nelson*. New Nelson ed., completely rev. Rutland, Vt.: C. E. Tuttle, 1997.

Halpern, Jack. *The Kodansha Kanji Learner's Dictionary*. Tokyo: Kodansha International, 1999.

Hamanishi, Masato. *Learner's Kanji Dictionary Using the Hamanishi Method* 浜西方式漢字学習字典. Tokyo: Kadokawa Shoten, 1983.

Kawaguchi, Yoshikazu, et al. *The Book of Ideas on Kanji Instruction for Teachers of Japanese* 日本語教師のための漢字指導アイデアブック. Tokyo: Sotaku-sha, 1995.

Myojo Gakuen Japanese Language Department. *Nippongo 7: Kanji* にっぽんご７漢字. Tokyo: Mugi Shobo, 1979.

Takebe, Yoshiaki. *Kanji Isn't That Hard!* 漢字はむずかしくない. Tokyo: ALC Press, 1993.

Tohdoh, Akiyasu. *A Dictionary of Kanji Etymology by the Todo Method for Elementary School Students* 藤堂方式小学生版漢字なりたち辞典. Tokyo: Kyoiku-sha, 1982.

Teaching Methods, Pedagogy, and Teaching Techniques

Kamata, Osamu, et al., eds. *Workshops on Japanese Language Pedagogy: Text and Video Tapes* 日本語教授法ワークショップ: テキスト＋ビデオ. Tokyo: Bonjinsha, 1996.

Society for Teaching Japanese as a Foreign Language, ed. *A Handbook of Japanese Language Education* 日本語教育ハンドブック. Tokyo: Taishukan Shoten, 1990.

Teaching Tools

Algebricks®/Cuisenaire® Rods. Available from Educational Solutions, 99 University Place, 2nd Floor, New York, NY 10003-4555; phone: 212 674-2988.

Web Sites

Center for Advanced Research on Language Acquisition (University of Minnesota). "Strategy Instruction for Japanese Students." Yukiko Abe Hatasa and Kumi Sato's strategies for learners of Japanese. www.carla.umn.edu/lctl/materials/japanese

Colorado Japanese Language Education Association. "Teaching Materials Database." www.cjlea.org

Japanese Teaching.org. "Japanese Textbook Information Board." Discussion board on Japanese textbooks and teaching materials maintained by the Alliance of Associations of Teachers of Japanese. www.japaneseteaching.org/projects/textbook

Keiko Schneider's Bookmarks. "Japanese language learning tools on Web." www.sabotenweb.com/bookmarks/language.html

SenseiOnline. One of the oldest and most popular mailing lists, managed by Keiko Schneider. To subscribe, send an e-mail message to senseionline-subscribe@yahoogroups.com.

Wake Forest University Japanese Program: Online Kanji Exercises. Yasuko Takata's *Yookoso!* kanji exercises. www.wfu.edu/~takatay/YookosoKanji

Student Activities

Handouts for Peer-Review Presentations: JPNS 2120

Requirements

- Choose two chapters from *Yookoso!* chapters 4, 5, 6, and 7. The third grand-review presentation is mandatory for everyone. See the detailed requirements and evaluation criteria below. Sign up at the beginning of the semester.
- For each presentation, submit the lesson plan, handouts, and any additional materials you prepared.
- Please make your handouts and quizzes clear and presentable. *No hand-scribbled handouts on torn notebook paper, please.*
- You are encouraged to submit your plans and teaching aids via e-mail.
- Once you get them back from the instructor, put them in your portfolio.
- Please: Include your name and date of presentation on your handout and other materials.

Chapter 4 Peer-Review Presentations: Topics and Sign-up Sheet

Please read the following guidelines and requirements carefully before you make your lesson plan. Review the evaluation criteria (see below).

- This is a review activity. There should be *no* grammar explanation of any kind, please. If you feel your "students" need to refresh their memory on grammar, provide it in writing so that they can review it later.

- Each presentation must fit within seven to eight minutes.
- The activity does not have to be a written exercise. However, if you are doing an oral/aural activity, be sure to write out a detailed lesson plan. Your effectiveness as a teacher is part of the assessment.
- Distinguish between "having fun" and "pleasurable learning." At the end of the presentation, meaningful learning must have happened.
- Pay attention to accuracy, both in your presentation and your students' performance.

Proposal due: February 10

Presentation: February 15

(If your main task is to review a grammar point, be sure to include new vocabulary in your activity.)

Topic	Group 1	Group 2	Group 3
Yookoso! grammar section #23: Analogy and exemplification			
Causatives			
Constructions using Q-words			
Language functions and situations: At the pharmacy and the doctor's office			

Planning

Remember: This is a review project, not an introductory lesson. You should assume that your students have studied the topic or language function and that what they need is a refresher. *No grammar explanations, please*. If you feel some structured review of the grammar is necessary, put it on a transparency or on a handout for students to go over on their own.

You have about eight minutes to present your activity and one to two minutes to review, summarize, reflect, and critique.

- You as the "teacher" have to be clear about what exactly you want your students to accomplish by doing the activity.
- Do you have a good understanding of your students' ability and knowledge of the subject?
- Are the teaching method, technique, and format of the activity appropriate to the grammar or language function you have chosen?

- Which language skill (reading, listening, speaking, or writing) do you want your students to practice?

Proposal

- Choose one grammar point, language function, or topic/situation (unless it is already chosen for you).
- Carefully write out a lesson plan. This may include a breakdown of your allotted time; the procedure for each step; a scenario/script of the teacher's (i.e., your) talk, which will be in Japanese; and a description of "props," audiovisual aids, handouts, and so forth.
- Carefully consider how to engage every student throughout the presentation.
- Plan carefully to maximize the time.
- Remember to adhere to the goal.
- Most importantly, devise a way to ensure accuracy in your presentation and your students' performance.
- Be sure to turn in the proposal, along with any supporting material, one day prior to the presentation.
- Include the proposal, inspected by your instructor, in your portfolio at the end of the semester.

Preparation

- Check the accuracy of your script (the language of instruction), handouts, follow-up quizzes, and props.
- If possible, rehearse the procedure so that your lesson will be seven to eight minutes long.

Consider the following while your students are working:

- Are you being effective as a teacher? What makes a teacher effective?
- Is the purpose of the lesson clear to your students? How do you make sure they understand the purpose?
- Are you monitoring students' performance effectively? How do you know if they are benefiting from the activity, having difficulty, or going astray? What sort of "correction" method are you using? Are you aware of individual students' strengths and weaknesses?

Conclusion and Wrap-up

- Try to allocate one minute for this process.
- Prepare a very short quiz, if possible.

Peer-Review Activity Evaluation

JPNS _____ Semester _____ / _____ Date _____ Instructor/Section _____

Presenter(s) _____

Chapter _____ Topic _____

Rating scale: 5—excellent; 4—exceeded the requirement; 3—met the requirement; 2—was not quite there; 1—needs serious revision and additional work

I. Proposal/Planning/Preparation

Was the presentation well thought-out (ideas, format, type of activity)?

5 4 3 2 1

Was the presentation well prepared (clarity, accuracy)?

5 4 3 2 1

Was the presentation relevant to the topic/plan?

5 4 3 2 1

Was the mechanism to check accuracy effective?

5 4 3 2 1

II. Delivery/Organization of the Presentation

Was/Were the teacher/teachers effective in involving and engaging the class?

5 4 3 2 1

Was Japanese used where appropriate?

5 4 3 2 1

Was the objective of the activity clear to the students?

5 4 3 2 1

Was it well structured for the given time?

5 4 3 2 1

III. Learning

Was the class actively engaged?

5 4 3 2 1

Did students learn from one another?

5 4 3 2 1

Was the time well spent?

5 4 3 2 1

Was the mechanism to ensure accuracy effective?

5 4 3 2 1

Was the activity useful and helpful?

5 4 3 2 1

Total Raw Score _____ / 65

Instructor's Comments:

What was helpful?

What could be improved?

What could have been done differently?

Handout for Chapter 6 Internet Reading Practice

Task 1: Let's look at today's TV schedule in Japan.

1. Go to http://yahoo.co.jp.
2. Click テレビ・ラジオ番組 at the top.
3. Choose 東京 and the evening–night period on Thursday of this week. (東京 is 15 hours ahead of us.)
4. When you get the schedule for the date and time you have selected, scroll down to the bottom of the page, and click マークの意味 (http://help.yahoo.co.jp/help/jp/tv/tv-07.html) in the lower right corner. This link takes you to the explanations of all the symbols used throughout the schedule.
5. Study the symbols carefully.
6. Now you are ready to find out what programs are broadcast at the time you want to watch TV. Find one in each of the following categories. The default is set for the network stations (地上波).

   News

   Sports

   Drama

   Music

- Can you tell what each program is about?
- How many network stations are there in 東京? Is there an educational channel?

Task 2: There are a lot of movies and music albums available in 東京.

- Go back to http://yahoo.co.jp, and explore the links.
- Find one good Japanese movie and one good music album. Write down as much information as you can glean.

  映画

  音楽

Sample Syllabus 5

Fumiko Foard
Arizona State University
Tempe, Arizona

University Profile

Location and Environment: Arizona State University (ASU) has four campuses: Main (Tempe), Downtown Phoenix, West, and Polytechnic, all in the Phoenix metropolitan area. ASU is a comprehensive research university with a commitment to the social, economic, and cultural environment in which it operates.

Type: Major public research university, with undergraduate, graduate, and professional schools.

Total Enrollment: Arizona State is noted for having a large variety of majors and was recently ranked as the largest university in the nation in terms of enrollment at the main campus. The total enrollment for 2007 was 64,394.

Ethnic Diversity: In 2007, the percentages of minorities were as follows: Hispanic/Latino, 14.2 percent; Asian American, 5.4 percent; African American, 4.1 percent; Native American, 2.2 percent. International students accounted for 2.3 percent of the population.

Personal Philosophy

I am a strong believer in students' abilities. Young people often are not aware of their own talents, and I think one of the teacher's duties is to help them discover how high they can reach. If you help students set their own goals in learning the target language, and if you encourage them to accomplish those goals, they will most likely succeed. However, if you lower your expectations, thinking your students might not be able to do more, they never go beyond that bar. Therefore, I always tell myself not to underestimate students' capacities. They will do amazing things if you believe that they can do them.

In my 20 years of teaching, I have found that what best helps students to function in the target language is student-centered and proficiency-oriented instruction based on the Standards articulated by the National Standards in Foreign Language Education Project in its *Standards for Foreign Language Learning in the 21st Century*. However, it is not easy to implement these criteria in a college-level classroom under a curriculum that also requires coverage of certain chapters in a textbook. I solved this problem by implementing the Standards using portfolio assessment, so that I could integrate them into the existing curriculum.

By compiling a portfolio, students develop a sense of responsibility for their own education, and the instructor can monitor the learning process and evaluate students holistically. In all of the projects that constitute the portfolio, students must take the initiative and be accountable for learning either individually or in groups. Part of the portfolio is devoted to a "free project," in which they choose their own topic and, with my approval, work on it throughout the semester. At the end of the term, their accomplishments are quite impressive. In the portfolio, students must also include their personal reflections at the end of the semester, and I still recall the statement written by a student who did not do so well throughout the course. She wrote, "I did not understand some of the material in the beginning and never caught up as well as I should have. Next semester I want to make a promise to myself to not memorize material but to truly understand it."

I also believe that, in order to motivate students, you need to let them learn what they want to learn. With this in mind, I developed a third-year Japanese-language course called "The Language of Japanese Popular Culture." It is not an exaggeration to say that half of my Japanese-language students are motivated to study Japanese because of anime (Japanese animation). These students are fans of anime and Japanese pop music. I have found these cartoons, videos, tapes, and CDs to be great teaching materials. They are authentic, living Japanese, with excellent samples of speech styles, vocabulary, kanji, onomatopoeic expressions, dialects, and grammar rules. Students will make an extra effort to understand anime dialogue or song lyrics. You can implement pop culture materials from the very beginning level as teaching tools. For example, you can have the class identify katakana or hiragana words using manga (Japanese comics), or you can use J-pop as listening materials for identifying certain vocabulary, such as time expressions.

Finally, I am a big supporter of innovative teaching methods made possible by technology. "The Language of Japanese Popular Culture" was the first course for which my syllabus made use of the Internet: the students' term project was to make their own home pages on the Web. I currently sponsor a pen pal project with Japanese college students via e-mail, and I am also implementing an electronic portfolio in my summer course in Japan. Students create an e-portfolio, based on the Standards, that comprises five categories: Communication, Cultures, Connections, Comparisons, and Communities. It is wonderful for students to be able to post their work on the Internet while they are in Japan, so that they can show their progress to their families and friends in other parts of the world at any time.

Class Profile

Language Requirements

Arizona State University requires two years of the same second language in high school for admission. However, because not all high schools in Arizona offer second languages, ASU does not automatically reject students who do not meet this requirement. Students who are admitted with a second-language deficiency must take a two-semester language course (e.g., JPN 101 and 102) or pass a proficiency exam at equivalent levels.

Depending on the major, the following colleges and schools require anywhere from six credits to completion of the intermediate-level (202 or higher) second-language course for graduation: College of Education, College of Fine Arts, College of Liberal Arts and Sciences, and College of Public Programs.

AP Policy

Arizona has a statewide Languages Articulation Task Force (LATF) to revise and align its standards among community colleges and universities, including policies on credit, advanced placement, or both for various AP grades. Students with AP Japanese Language and Culture Exam grades of 3, 4, and 5 receive credit for and place out of ASU Japanese courses as indicated below:

10 credits (JPN 101 and 102) for a grade of 3

15 credits (JPN 101, 102, and 201) for a grade of 4

20 credits (JPN 101, 102, 201, and 202) for a grade of 5

Japanese Program

The Japanese Program in the Department of Languages and Literatures at ASU offers a bachelor of arts degree in Asian languages with a concentration in Japanese and a master of arts in Asian languages and civilization, Japanese. The program emphasizes the importance of language proficiency, so its M.A.

curriculum requires one year of experience in Japan for admission. In the undergraduate program, the lower-division courses aim for proficiency in the four major skills—reading, writing, listening, and speaking—plus culture. However, after the third year, the emphasis shifts to reading, literature, and linguistics. Undergraduate students are also encouraged to participate in exchange programs in Japan with partner universities. Currently, the International Programs Office at ASU has five partner universities in Japan, and we send about a dozen students to Japan for one year of study. We also offer a summer program in Japan, in which students may take second- and third-year Japanese along with Japanese religion and culture courses. About 15 students participate in this program each summer. Another unique feature of the Japanese Program is a joint program in association with the College of Education's secondary education/Japanese degree. ASU is the only school among the three state universities that offers the Initial Teacher Certification (ITC) Program for Japanese language, and it prepares students for the State of Arizona Teacher Certification.

The first-year Japanese courses are JPN 101 and 102. JPN 101 is for true beginners who have never had any kind of formal instruction. We screen students on the first day by having them fill out a background survey to determine their Japanese study history. JPN 102 is a continuation of 101, so its prerequisite is JPN 101 or its equivalent. Transfer students, those who took Japanese in high school, and anyone who has ever had any instruction, including tutoring, must take a placement test before taking JPN 102.

We offer three sections of JPN 101 and two sections of 102 in the fall semester, and two sections of both 101 and 102 in the spring semester. Sometimes different instructors teach each section, and other times the same instructor teaches two sections. We all use the same syllabus and administer the same final exam, however. Each class has a maximum of 25 students and is offered on either a daily basis or three times a week. The daily courses meet Monday through Friday, with class periods of 50 minutes. Monday/Wednesday/Friday courses meet for 90 minutes each day. We also gather in the language lab four to five times a semester for sessions on word processing in Japanese, online reading activities, and the pen pal project. Each lab period is 50 minutes.

The second-year Japanese courses, JPN 201 and 202, are offered every semester as well. The intermediate-level JPN 202 course is equivalent to the AP Japanese Language and Culture course. According to the information we get from our background survey, we give a placement test to assign students to the appropriate level. We have two sections of JPN 201 and one section of 202 in the fall, and one section of 201 and two sections of 202 in the spring. When only one section is offered, it meets daily for 50 minutes. When two sections are available, one of them meets daily for 50 minutes, and the other meets three times a week for 90 minutes. Class size is limited to 25 students.

While taking JPN 202, students are allowed to take a two-credit intermediate conversation course, JPN 309 or 310. (These courses must be taken in sequence.) JPN 202 students may also take JPN 394 ("The Language of Japanese Popular Culture") concurrently. This class focuses on receptive skills—reading and listening by using authentic materials from Japanese popular culture, such as anime, manga, video, DVD, TV commercials, J-pop, movies, popular novels, and children's stories, as well as online resources. It is a good bridge to our third-year Japanese course that focuses on reading.

After JPN 202, students who are minors or majors are required to take third-year Japanese, JPN 313 and 314. These are three-credit, intensive reading courses that train them in Japanese sentence structure and grammar in order to correctly understand the reading materials of different genres. Concurrently with JPN 313 and 314, students may also take JPN 311 and 312, "Japanese Conversation and Composition." After these core courses of 101 through 314, students move on to more advanced courses on Japanese literature in Japanese, classical Japanese, and advanced readings in various disciplines such as modern Japanese literature and Japanese religion. We also offer a Japanese linguistics course, "History of the Japanese Language."

Course Overview

Important note: Although the 100-level Japanese course is for beginners, I am providing information about it, along with a course planner, because I believe a description of the course sequence leading into the 200-level, intermediate course may be useful to teachers. The JPN 202 course is equivalent to the AP Japanese Language and Culture course. We teach JPN 101 through 202 every semester so as to be able to place students at the appropriate level as often as possible. JPN 201 and 202 are also taught in summer sessions as five-week intensive courses, and JPN 201 is taught in Japan as a five-week summer course as well.

We integrate the five "C"s from the Standards into all these courses. Our primary goal is to enable students to function in the target language in speaking, listening, reading, and writing. They are also introduced to various aspects of Japanese culture and gain Japanese word-processing and basic computer skills, such as using Japanese fonts and online dictionaries. From the second year onward, we insist that students learn how to use the *New Nelson Japanese-English Character Dictionary* and other Japanese reference books. We direct a library project in which students look up information they are assigned to find. This provides good practice in using Japanese syllabaries, with which they need to become familiar in order to move on to advanced Japanese studies.

Throughout the 101–202 course sequence, students make their own kanji tests and compile portfolios. These are effective tools for cultivating autonomy in learning. We also require students to conduct their own review sessions, in which they teach their peers a function or a topic they learned in a particular chapter. This is a good project for cooperative learning and peer teaching.

We take advantage of computer technology through online readings and in the form of a pen pal project with Japanese college students in Japan. Online reading is a good way to access authentic materials. Normally they come with visual aids that keep students' attention. One drawback is that anything on the Internet might disappear, and you have to create new materials constantly.

The pen pal project is based on e-mail correspondence with Japanese students from Hiroshima Shudo University (HSU), and it has been a great success for the participating students in both countries. Through this project, my students improve their skills mainly in writing and reading Japanese, and Japanese students develop the same abilities in English. They are required to exchange two e-mails written in Japanese and two e-mails written in English with their pen pals. My students take the initiative of writing Japanese e-mails and getting replies in Japanese, and the Japanese students take the initiative of writing English e-mails and getting English replies. Although they are limited in their linguistic ability to express themselves freely, they nevertheless enjoy writing to each other for communication. One of my students told me how thrilled he was to receive a reply and to be able to understand what was written. They also are exposed to cultural aspects of both countries by writing about their schools, families, and hobbies. They discover not only the differences but also the similarities in youth cultures through music, movies, and anime.

One great advantage of this pen pal project is that HSU students join the American Culture and English Program at ASU (which teaches English as a second language to all levels of learners from all over the world) in the spring semester for a five-week program. Both my students and those from HSU are able to develop speaking and listening skills in the second phase of this project through interactions that take place outside the classroom. Then, four years ago, my dream came true. I was able to negotiate with Hiroshima Shudo University to create an ASU summer program using their facility on their campus. This way, the students' interaction takes place not only in Arizona but also in Hiroshima throughout the year, and students from both the United States and Japan can now immerse themselves in the culture of each other's countries.

Outcome Goals

Students completing the 202 course have completed approximately 270 hours of instruction. Students should achieve the following levels of competence in each area:

First-Year Japanese

Speaking

- Able to communicate with someone who is accustomed to non-native speakers' speech in basic, everyday life situations, using the expressions and vocabulary that have been learned (Interpersonal). Exchange greetings; tell dates and time; using time expressions, invite people to do something together; give simple directions with positional words; describe one's experience, simple thoughts, and plans for the future.

- Able to present a short speech using the vocabulary and expressions that have been learned (Presentational). Introduce oneself and family members, along with information such as ages, likes, dislikes, hobbies, and occupations; enter the statewide speech contest for the beginner's level.

(Proficiency level: ACTFL Guideline's Novice-Mid)

Listening

- Able to comprehend and react appropriately to simple greetings, commands, questions, directions, and statements by someone who is highly sympathetic to non-native speakers (Interpersonal).

- Able to identify key words and successfully complete listening exercises on a familiar topic presented by means of tape, CD, or orally delivered statements by someone who is sympathetic to non-native speakers (Interpretive).

(Proficiency level: ACTFL Guideline's Novice-Mid)

Reading

- Able to read hiragana, katakana, and 175 kanji, and to identify or make intelligent guesses about unlearned words, such as loaned words in katakana or compound words consisting of two kanji that they have learned (Interpretive).

- Able to read and get the gist of simple advertisements, restaurant menus, simple letters, e-mails from pen pals, and online authentic materials with familiar topics (Interpretive).

(Proficiency level: ACTFL Guideline's Novice-Mid)

Writing

- Mastery of hiragana, katakana, and 175 kanji.

- Acquisition of basic Japanese word-processing skills.

- Able to use 原稿用紙 correctly.

- Able to write compositions on familiar topics, using the vocabulary and structures that have been learned (Presentational).

- Able to fill in simple application forms that require basic information concerning one's name, age, birthdate, phone number, etc. (Interpretive/Interpersonal).

- Able to communicate with pen pals via e-mail (Interpersonal).

(Proficiency level: ACTFL Guideline's Novice-High)

Culture

- Understand the manners of exchanging name cards. Basic understanding of the concept of in-group and out-group (self and family versus friends, neighbors, and strangers) (Products/Perspectives).
- Able to use honorifics within fixed expressions, such as greetings (Practices/Perspectives).
- Understand Japanese hierarchy, such as teacher versus students and older people versus younger people (Perspectives).
- Learn Japanese address system and how to write a letter, using a Japanese writing pad and envelope (Practices/Perspectives).
- Learn how to initiate and carry on a telephone conversation with appropriate expressions (Practices/Perspectives).
- Able to identify Japanese food, holidays, art, music, and clothing (Products).

Second-Year Japanese

Speaking

- Able to communicate and make themselves understood most of the time by native speakers of Japanese who are accustomed to interacting with non-native speakers in everyday functions (Interpersonal). Buy tickets for traveling and reserve a hotel room; rent a house or a car; give directions to get to a destination; instruct someone to do something, such as how to make a Japanese dish; do errands at public places, such as a post office; answer questions and express one's opinions at a job interview.
- Able to present a speech based on research done in one-on-one interviews with Japanese-speaking people and/or research using a library and the Internet (Presentational). Enter the statewide speech contest for the intermediate level.

(Proficiency level: ACTFL Guideline's Intermediate-Low)

Listening

- Able to comprehend statements by someone who is sympathetic to non-native speakers and react appropriately (Interpersonal). Understand directions to a particular location; follow instructions on how to do something, such as cooking, driving vehicles, or using household appliances; respond to questions at a job interview.
- Able to pick up key words, successfully complete listening exercises, and get the gist of authentic materials on familiar topics presented by means of tape, CD, video, the Web, and other media (Interpretive).

(Proficiency level: ACTFL Guideline's Intermediate-Low)

Reading

- Able to read hiragana, katakana, and 365 kanji, and to identify or make intelligent guesses about unfamiliar words, such as loaned words in katakana or compound words consisting of two to four kanji already learned (Interpretive).

- Able to use kanji dictionaries and online dictionaries (Interpretive).

- Able to read and get the gist of advertisements, restaurant menus, product labels, cooking directions, letters and e-mails from pen pals, and online authentic materials with familiar topics (Interpretive).

(Proficiency level: ACTFL Guideline's Intermediate-Low)

Writing

- Able to write compositions on familiar topics with vocabulary and structures that they have learned (or intuited), using hiragana, katakana, and 365 kanji on 原稿用紙 as well as on the computer, using a Japanese word processor (Presentational).

- Able to fill in simple application forms that require basic information concerning one's name, age, birthdate, phone number, etc., on hard copy as well as on online application forms (Interpretive).

- Able to write a draft for an oral presentation with appropriate organization (Presentational).

- Able to communicate with pen pals via e-mail and regular letter (Interpersonal).

(Proficiency level: ACTFL Guideline's Intermediate-Mid)

Culture

- Gain knowledge about the transportation system, geography, and travelers' lodgings in Japan; traditional features of Japanese buildings, rooms, and furnishings, such as *tatami, shoji, tokonoma, futon,* and *kotatsu* (Products/Perspectives).

- Learn expressions, vocabulary, and manners for inviting people to one's home, as well as the etiquette for being invited to Japanese homes (Practices/Perspectives).

- Learn about the Japanese educational system, college life, and company employees' working conditions, including working women's status and problems (Practices/Perspectives).

- Become familiar with the 履歴書 form and how to fill it in with necessary information (Products/Perspectives).

- Understand the postal service system of Japan (Practices/Perspectives).

- Learn fixed expressions and format for a formal letter and expressions and manners for phone conversations in formal situations (Practices/Perspectives).

- Learn some aspect of Japanese popular culture (Products/Perspectives).

Texts

Tohsaku, Yasu-Hiko. *Yookoso! An Invitation to Contemporary Japanese*. Media ed. New York: McGraw-Hill, 2004.

Tohsaku, Yasu-Hiko. *Workbook/Lab Manual to Accompany "Yookoso! An Invitation to Contemporary Japanese."* 2nd ed. New York: McGraw-Hill, 1999.

Tohsaku, Yasu-Hiko. *Yookoso! Continuing with Contemporary Japanese*. Media ed. New York: McGraw-Hill, 2004.

Tohsaku, Yasu-Hiko. *Workbook/Lab Manual to Accompany "Yookoso! Continuing with Contemporary Japanese."* 2nd ed. New York: McGraw-Hill, 1999.

We also use photocopied supplements that were written collaboratively for each course by Japanese teachers in Arizona. In addition, we incorporate authentic materials from Web sites, videos, children's books, and newspapers.

Yookoso! An Invitation to Contemporary Japanese begins with a section titled "Getting Started" (parts 1 through 5), followed by chapters 1 through 7. We cover "Getting Started" through chapter 3 in JPN 101 (First-Year Japanese I) and chapters 4 through 7 in JPN 102 (First-Year Japanese II). Students also learn the basic skills related to Japanese word processing and how to use 原稿用紙.

Yookoso! Continuing with Contemporary Japanese opens with the section "Do You Remember?" (activities 1 through 12 to cover major structures from the introductory textbook), followed by chapters 1 through 7. We study through chapter 3 in JPN 201 (Second-Year Japanese I), and finish chapters 4 through 7 in JPN 202 (Second-Year Japanese II). However, for chapter 7, we normally cover only vocabulary, fixed expressions, and strategies for making an oral presentation, because of time constraints. Half of the kanji from chapter 7 are distributed among the other chapters, and students learn only the remaining 15 kanji in chapter 7. They also learn how to use a kanji dictionary and how to consult Japanese dictionaries and reference books.

Course Planner

JPN 101: First-Year Japanese I (beginner level)

Note: The schedule below excludes one week of holidays. All "Readings" and "Writings" refer to materials and assignments in the corresponding chapters of *Yookoso!* The specific kanji taught are found under the quizzes listed in the "weekly syllabus" column.

Week	Topic	Weekly Syllabus
1	Course Introduction	The first day will be spent on an explanation of the course syllabus and having students fill out the background survey sheet. For the first week, take the 五十音表 in hiragana and katakana to class, and hang them on the blackboard.
	Getting Started, part 1	1. Introduction of the three writing systems, hiragana, katakana, and kanji, with their histories, usages, and origins. If available, give the students a page from a Japanese newspaper so that they can identify kanji, hiragana, and katakana. If they find anything besides these three, discuss why they are there, too. (There will be English, Arabic numbers, and romaji.) 2. Introduction of hiragana and katakana. Read aloud each syllable, and have students repeat the sounds. Talk about beats and pitch accents, as well as long-vowel words, contracted sounds, and double-consonant words. 3. Have students cut 3- by 5-inch index cards in half to make 51 hiragana and katakana cards. They will use this set of kana cards for activities and games. Throughout the first week, spend 15 minutes or so each day to review kana by having them reproduce the 五十音表, spell words or sentences that you read aloud, play concentration, and so on. 4. Practice everyday greetings and classroom expressions, and have students meet with new classmates and introduce themselves to each other.
2	Getting Started, part 2	From the second week onward, start hiragana and katakana quizzes. The first quiz is just for recognition, but beginning with the second quiz, students must write kana. Numbers are introduced from this week forward. 1. Every day, give either a hiragana or katakana quiz alternately. (Design the quiz so that students can take it in five minutes at most.) 2. Practice each day saying dates, including year, month, day of the month, and day of the week. 3. Asking for and giving out phone numbers. 4. Addition, subtraction, division, and multiplication. 5. Introduce the concept of こそあど.
	Getting Started, part 3	1. Asking and telling time, including 午前 and 午後. 2. Describing one's daily schedule. 3. Introduction to the katakana project (see Student Activities). 4. Introduction to Japanese word processing in the computer lab. 5. Watch videos and listen to short dialogues on asking time and telephone numbers. Be sure to ask comprehension questions afterward.

Week	Topic	Weekly Syllabus
3	Getting Started, part 4	1. Give one quiz every day. It can be a hiragana, katakana, listening, grammar, or culture quiz. 2. Recount future, current, and past activities and events, using time expressions and correct verb forms. 3. Describe weekly schedules, using the days of the week. 4. Likes and dislikes. 5. Inviting someone to do something. 6. More on weather-related expressions and vocabulary. 7. Introduction to the portfolio project (see Student Activities).
4	Getting Started, part 5	1. Give one quiz every day on hiragana, katakana, or a mixture of hiragana and katakana. 2. Asking where things and people are, including counters for floors, people, animals, and so forth. 3. Asking where classmates live. Have students interview each other, and make them use appropriate adjectives as remarks, such as "とても遠いですね." 4. Buying or selling food at a fast-food restaurant. 5. How to say no without saying "No." 6. Study how to say large numbers up to 10,000. 7. Chapter test.
5	Chapter 1. Classmates	1. Divide kanji into three groups, introduce their なりたち, and have students write them on the board. Give three quizzes plus one bonus quiz later. a. 一　二　三　四　五　六　七　八　九　十　百 b. 日本　学生　名　年 c. 何　月　人　先　話　語　大 2. Show なりたち with a picture, using an overhead projector. Go over *kakijun*. Have students practice writing on the board with correct *kakijun*. 3. Introduce vocabulary and sentence structure by pointing out students one by one, saying, "この人はだれですか," "ＸＸさんは何人（なにじん）ですか," "何語を話しますか." 4. Have students fill in 学生証. 5. Talk about the traditional Japanese system of counting years (年号), using a Japanese newspaper, which normally carries a date in both the Western and Japanese systems. Teach students a formula to convert their birthdates to the Japanese system. 6. Introduction of how to use 原稿用紙.

Week	Topic	Weekly Syllabus
6	Chapter 1. Classmates	1. Grammar quizzes: こそあど and copula . . . です. 2. Interrogatives (だれ　なに　どこ　いつ　どちら　いくつ　いくら　どんな　どう　どうして). 3. Introduction to the make-your-own kanji test (see Student Activities). 4. Reading 1. 5. Have students write a short paragraph introducing themselves, and have them send e-mails to their pen pals, including five personal questions (age, major, likes and dislikes, etc.) addressed to them. 6. Have students write a one-page 原稿用紙さくぶん about themselves. This will become the basis for the text for the chapter 1 oral exam.
7	Chapter 1. Classmates	1. Quizzes on culture, listening (from the workbook listening exercises), and grammar (interrogatives). 2. Reading 2. 3. Kanji bonus quiz. 4. Introducing friends and self-introduction. 5. Review sessions (see Student Activities) conducted by students. 6. Review session conducted by the instructor.
8	Chapter 1. Classmates Chapter 2. My Town	1. Oral exam (self-introduction). 2. Chapter test. 1. Tell students how you get to school (by what kind of transportation), and ask them how they get to school until you get a good variety of vehicles (including on foot). Then, ask how long it takes to get to school by introducing the expression for the duration of time (間). 2. Conduct an interview activity asking where students reside, by what means they get to school, and how long it takes. 3. Online reading in the computer lab. Provide worksheet and have students submit it at the end of the session.
9	Chapter 2. My Town	1. Divide kanji into three groups, introduce their なりたち, and have students write them on the board. Give three quizzes plus one bonus quiz later. a. 時　分　半　遠　近　大　小 b. 上　下　左　右　中　外　前　後　間 c. 町田(まちだ)　山口(やまぐち)　田中(たなか)　上田(うえだ)　中田(なかた)　中山(なかやま)　山中(やまなか)　千　万　方　有　好 2. Grammar and culture quizzes.

Week	Topic	Weekly Syllabus
9 (con't)		3. Have students describe familiar objects with adjectives. Explain why they are called い and な adjectives. Have them describe their teachers and schools, using several adjectives to show them how to string them together. (This can be done only pronominally at this stage.) 4. Show spatial relationships, using various objects (both animate and inanimate) with the verbs of existence. 5. Introduce major counters, using the 日本シネセル video, "さあ、かぞえましょう。"
10	Chapter 2. My Town	1. Kanji bonus quiz. 2. Two listening quizzes and two grammar quizzes. 3. Locate buildings, using information-gap activity sheet. 4. Dialogue: showing locations on a map. 5. Reading materials from the photocopied supplement to locate people and things. 6. Reading 1. 7. Reading 2. Divide students into groups of three or four, depending on the size of the class. Have them draw a picture of Hayashi san's hometown on the blackboard according to the story. 8. Have students send e-mails to their pen pals. Have them describe their neighborhood and/or their room with spatial relationship words and verbs of existence. Have them ask their pen pals five questions. 9. Have students write about their neighborhoods with spatial relationship words and verbs of existence, using one page of 原稿用紙.
11	Chapter 2. My Town Chapter 3. Everyday Life	1. Review sessions conducted by students. 2. Review session conducted by the instructor. 3. Chapter test. 1. Basic structure of Japanese verbs (classes 1, 2, and 3). The most important thing to explain is the -る ending verbs. There are two kinds of -る ending verbs, class 1 and class 2. Teach students how to identify them. (Have them compare the plain form with the polite, the ます form. Remove the ます from the ます form, and the る from the る-ending verb. If the remainders are the same, it is class 2; if not, it is class 1.) The most effective activity for identifying classes of verbs is the 動詞すごろく from the Japan Foundation's "日本語教育通信" 第 18 号. Just add the plain form nest to each verb on the すごろく, and have the students figure out the class of each verb. This way, they will have a good grasp of the *te*- and the *ta*-form conjugation later.

Week	Topic	Weekly Syllabus
12	Chapter 3. Everyday Life	1. Divide kanji into four groups, introduce their なりたち, and have students write them on the board. Give four quizzes plus one bonus quiz later. a. 朝　昼　夕　今　(今日)明(明日)午 (午前/午後) b. 日　月　火　水　木　金　土　曜日 c. 来る　行く　聞く　食べる　出る　飲む　入る　休む d. 見る　起きる　読む　会う　毎週　一週間に一回 2. Introduce time expressions such as 今週　来月　去年(きょねん) あさって、おととい. 一日に三回　二週間に一回 and so on. 3. Have one student talk about what she or he did before coming to class, and show how to string the statements together using connectors, そして、それから、その後. Do the same for yesterday's schedule, using the past tense. 4. Provide a series of pictures of someone's everyday life. Have students create a story that includes specific times, using 午前 and 午後, and the verbs and connectors they learned in this chapter.
13	Chapter 3. Everyday Life	1. Three grammar quizzes and one listening quiz (from the workbook tape). 2. Kanji bonus quiz. 3. Making suggestions, using . . . ましょう and . . . ましょうか. 4. Watch the video 日本語 (segment on "How to Say No," lesson 18, Useful Expressions). 5. Making a telephone call. Practice how to ask for someone on the phone and leave messages with someone, and how to deal with a wrong number.
14	Chapter 3. Everyday Life	1. Grammar quiz. 2. Extending an invitation. Have students play a "dating game," practicing both accepting and declining the invitation. Have them decline without saying "no." 3. Reading 1. 4. Reading 2. 5. Send e-mails to pen pals (see Student Activities). Have students write about their daily life and ask their pen pals five questions. 6. Have students write about their weekday schedule and weekend schedule. Have them write one page of 原稿用紙.
15	Chapter 3. Everyday Life	1. Oral exams throughout the week. Students call their instructor on the phone, invite him or her to do something together, and decide on the activity, date, time, and meeting place. 2. Chapter test. 3. Free-project presentation (see Student Activities).

JPN 102: First-Year Japanese II (beginner level)

Note: The schedule below excludes one week of holidays. All "Readings" and "Writings" refer to materials and assignments in the corresponding chapters of *Yookoso!* The specific kanji taught are found under the quizzes listed in the "weekly syllabus" column.

Week	Topic	Weekly Syllabus
1	Course Introduction	The first day will be spent on an explanation of the course syllabus and review of how to greet people whom one has never met before. Distribute an interview sheet asking personal questions that the students have learned to answer in JPN 101, such as age, major, current residence, likes, and dislikes. Have two or three pairs introduce their interviewees to the class.
	Chapter 4. Weather and Climate	1. Review い and な adjectives and their conjugations in the present tense in both the plain and polite forms. Then introduce the past tense in plain and polite forms. 2. Introduction of new vocabulary on weather and climate, using picture panels and picture cards. Introduce the words 季節 and 梅雨 at this point as well. Go over Japanese geography and compare the Celsius system to the Fahrenheit system. 3. Introduce comparatives and superlatives by figuring out who is the tallest in the class, and who is taller than whom. Pick out two tall students, and introduce the negative comparison: A is not as . . . as B. "X さんはYさんほど背が高くありません." Note when using the negative comparison that the qualities of the two items being compared are about the same. In other words, X and Y are both tall people. After students understand these constructions, use the weather chart in the textbook to create these constructions for more practice.
2	Chapter 4. Weather and Climate	1. Divide kanji into four groups, and give four quizzes plus one bonus quiz later. Include a few JPN 101 kanji in each quiz for review purposes. a. 天　気　度　雨　雪　風 b. 春　夏　秋　冬　東　西　南　北 c. 暑　寒　強　弱　多 少 d. 昨　空　台　高　番 2. More practice on comparatives and superlatives. Have students write sentences, play a game, and engage in activities to reinforce their comprehension. 3. Touch on onomatopoeic expressions by imitating the sounds of various rains. Explain that onomatopoeic expressions are an important part of the Japanese language. 4. Introduce the *te*-form of verbs first with a song. Then, introduce the *ta*-form, just changing *te* to *ta*.

Week	Topic	Weekly Syllabus
2 (con't)		5. Have students invent good reasons why they were late for school, using の(ん)です. 6. Explain the difference between ので and から and have students decide which one to use when addressing their instructor. 7. Have students send e-mails to their pen pals, asking five questions. They should introduce themselves if this is the first time they are sending an e-mail to their pen pals. They should mention Arizona's weather and ask about their pen pals' hometown weather. 8. Grammar quizzes: the plain form of adjective conjugation, in both present and past tense, and the plain past tense of the verb, the *ta*-form, conjugation.
3	Chapter 4. Weather and Climate	1. Have students practice the *te*- and the *ta*-form, using the 動詞すごろく. 2. Grammar quiz: the *te*-form of verbs. 3. Watch the video 日本語 (segment on "How to Say No," lesson 18, Useful Expressions). 4. Watch a real weather forecast from Japanese TV and have students identify some weather terms that they learned in this chapter. 5. Expressions of probability and conjecture (でしょう and かもしれません). Using a map of Japan or the United States containing weather symbols, temperature, wind velocity, and so forth, create an information-gap activity, and have students interview each other to learn from their partners the information that they are missing. 6. Reading 1. 7. Writing 1. Have the students send a letter to their pen pal and mail it to Japan. If possible, have them use a real Japanese envelope and letter pads. Have them find out how much it costs to send a letter to Japan. (Also, review the Japanese address system from chapter 2.) 8. Language functions and situations: Asking questions about the Japanese language. Choose weather-related terms (the best source is a Japanese newspaper weather forecast) and assign each student a few kanji to identify and render into English. Send them to the student union where they can find a native Japanese student to interview about these questions. (Review the expression for asking one's nationality and also practice expressions for making polite requests.)
4.	Chapter 4. Weather and Climate	1. Reading 2. 2. 俳句をつくりましょう. Discuss the concept of 季語. Then, have the students write a haiku that has 季語 in it. Make this a contest and give a prize for the best one, selected by their peers. 3. Writing 2. Write one page of 原稿用紙.

Week	Topic	Weekly Syllabus
4 (con't)		4. Collect the results of their interviews about kanji. Have students interview each other in class to share the information they obtained. Then read the newspaper forecast from which these kanji words were chosen. Using a transparency, read the passage together from the newspaper weather forecast to show students that if they know the vocabulary, they can skim through the newspaper article even at this level. 5. Online reading of a weather forecast. Prepare a worksheet to practice comparatives and superlatives, using adjectives that students acquired by reading the material online. 6. Kanji bonus quiz. 7. Listening quiz: from the workbook tape. 8. Chapter test.
5	Chapter 5. Hobbies and Leisure Activities	I recommend introducing terms about family members before talking about hobbies. Throughout this chapter, students draw a family tree with descriptions of family members, using the expressions and sentence structures that are learned in the chapter. Have students work on a piece of large wrapping paper that they can fold for easy transport. This family tree will be submitted in the portfolio at the end of the semester. Also, students' pen pals arrive at ASU for their five-week intensive English program. We have events such as a pizza party and class visits from them during their stay. 1. Introduction to the make-your-own kanji test (see Student Activities). 2. Divide kanji into three groups, and give three quizzes plus one bonus quiz later. Include a few JPN 101 kanji in each quiz for review purposes. a. 家　族　父　母　兄　姉　弟　妹 b. 勉強　読書　音楽　運動　書道) c. 男　女　子　上手　下手　使う　作る　外国　全部 3. Introduction of vocabulary, using activities 23 and 24 from "Vocabulary and Grammar 5C." 4. Watch the video 日本語 (segments on "Introducing the Family" and "In Kamakura," lesson 27, Basic Expressions and Useful Expressions). 5. Have students interview each other by using the phrase, "何かしゅみがありますか."

Week	Topic	Weekly Syllabus
5 (con't)		6. Have students expand their family tree by adding descriptions of family members throughout the chapter, using phrases like "ｘｘをするのが好きです," "ｘｘをすることが上手です," "兄も姉もフィニックスに住んでいます," "妹は高校に通っています," "弟は４月に８さいになりました。大きくなりました," and "祖母はフランス語が上手に話せます."
6	Chapter 5. Hobbies and Leisure Activities	1. Grammar quizzes: interrogative plus か, potential form of verbs, and nominalizer, こと and の. 2. Have students discuss what special abilities they possess, using the potential form of verbs. Then have them role-play a company executive and a job seeker. 3. Watch the video 日本語 (segments on "Men at Work," "Typhoon News," and "Helping Hand," lesson 25, Basic Expressions and Useful Expressions) to reinforce the *te*-form plus います. 4. Relative clauses. Have students describe people in the picture, using the relative clause . . . している人はｘｘさんです. 5. Class visit by pen pals from Japan. Have students interview each other to find out about each other's families and their hometowns. 6. Have them write about their pen pals and their families and hometown. Students should write about one page of 原稿用紙.
7	Chapter 5. Hobbies and Leisure Activities	1. Kanji bonus quiz; listening quiz: from the workbook tape. 2. Reading 1. 3. Reading 2. 4. Online reading about a culture center. Prepare worksheet and have students turn it in at the end of the class. 5. Language functions and situations: responding to compliments and introducing a family member. Responding to compliments in the Japanese way is an important social skill for interacting with Japanese people, but introducing family members with all these expressions might be challenging at this level. You may want to skip this dialogue or just present it for passive learning.
8	Chapter 5. Hobbies and Leisure Activities Chapter 6. Food	1. Review sessions conducted by students (see Student Activities). 2. Review session conducted by the instructor. 3. Oral exam on one's family and family members' hobbies, likes and dislikes, personal abilities, and so forth. 4. Chapter test. 1. Vocabulary introduction, using picture panels, picture cards, and plastic models of food, if you have them. 2. Ask students what kind of food and drinks they like and dislike, and if they have eaten any Japanese food, using the たことがある construction.

Week	Topic	Weekly Syllabus
8 (con't)		3. Ask students what they want or want to do right now, using the たい construction and ほしい. Then, have them interview each other. After that, have them report their interview result, using "ｘｘさんはおすしを食べたがっています," "ｘｘさんはガールフレンドをほしがっています." 4. Divide kanji into four groups and give four quizzes plus one bonus quiz later. Include a few JPN 101 kanji in each quiz for review purposes. a. 思う　終わる　始まる　飲み物　食事 b. お茶　酒　牛肉　野鳥　お湯 c. 味　悪い　魚　米　料理 d. 食料品　和食　洋風　今夜　言う　貝料理
9	Chapter 6. Food	In this chapter, language functions and situations are introduced right after students learn と思う. 1. Discuss which restaurant has the most delicious food, is cheapest, or has the best service. Have students express their opinions, using と思う. 2. Have students complain about your class or school, using ぎる, such as "しゅくだいが多すぎる," "先生がきびしすぎる," "授業料が高すぎる." Conduct a "complaint contest," but be careful not to let students offend anyone. So, make some rules about how to play this game. 3. Remind students how they asked the meaning of unknown words by using the phrase, "Xは日本語で何と言いますか" in JPN 101. Introduce という formally in this chapter by quoting famous people's speech, using the sentence, Xは ". . ." と言いました. For example, キング牧師は "私には夢があります" と 言いました. Have them compare the same sentence with an indirect quote, キング牧師は私には夢があると言いました. Also, introduce XというY by asking students to mention the names of restaurants or titles of movies that they like. 4. Tell students what you are thinking of eating tonight as well as your summer (winter) plans by introducing つもり and . . . ようと思う. Introduce appropriate activities to reinforce the usage of these grammar points. Explain the difference between . . . ようと思う and . . . ようと思っている. Note when you are quoting someone else's intention, you say Xさんは . . . ようと思っています. 5. Language functions and situations: asking and expressing opinions, and at a restaurant. Have students role-play waiter/waitress versus customer at a restaurant.

Week	Topic	Weekly Syllabus
9 (con't)		6. Ask students if they are part of a ながら clan, that is, people who like to do two things simultaneously, such as studying while listening to music. Have students discuss their specialties in doing two things at the same time. Also, have them think of what activities are possible or impossible (or not advisable) to do at the same time (e.g., ピアノを弾きながら手紙を書く, 携帯電話で話しながら運転する). Explain that in Japanese sentences, the main action is in the main clause and subordinate action appears with ながら. So, the more important action must be at the end of the sentence. a. 音楽を聞きながら勉強します (勉強 is more important). b. 勉強しながら音楽を聞きます (音楽 is more important). 7. Grammar quizzes: relating experiences, expressing a desire, and stating an intention. 8. Listening quiz: from the workbook tape.
10	Chapter 6. Food	1. The *te*-form of verbs plus verb extenders みる, しまう, いく, and くる. These are quite advanced concepts, so at this point, introduce them along with the chapter's theme. Offer some Japanese food (せんべい or some スナック菓子) to someone who has never eaten it before by asking, "を食べたことがありますか" followed by "を食べてみたいですか" and "お昼ごはんをいっしょにたべませんか" "すみません。もう、さっき食べてしまいました." For the ていく and てくる constructions, relate them to the greetings learned in JPN 101, "いってきます," "いってらっしゃい." Note that these constructions can be used for a distance relation as well as a temporal relation. For example: a. カワムラさんは走っていった。 b. これからどんどん暑くなっていくだろう。 2. Kanji bonus quiz. 3. Reading 1. 4. Reading 2. 5. Writing 2. Have students write about their eating habits. Introduce the word 健康的 for "healthy." Have them write one page of 原稿用紙.
11	Chapter 6. Food Chapter 7. Shopping	1. Online reading: read a Japanese restaurant's home page and complete the worksheet. Practice how to fill out the reservation form online (but do not send it!). 2. Review sessions conducted by students. 3. Review session conducted by the instructor. 4. Chapter test. 1. Introduce vocabulary (shops and stores) with picture panels. Also discuss the monetary unit used in Japan (円) and the exchange rate to U.S. dollars (ドル). 2. Have students discuss which store to go to when they want to buy certain items. You may use a question such as "XXが買いたい時、どの店へいきますか" to review the たい form at the same time.

Week	Topic	Weekly Syllabus
12	Chapter 7. Shopping	1. Divide kanji into four groups and give four quizzes plus one bonus quiz later. Include a few JPN 101 kanji in each quiz for review purposes. a. 同　長　市場　主　電 b. 売　買　着　切　円　引 c. 色　黒　白　青　赤　黄　花 d. 安　店　員　屋　暗　返　服 2. The たら conditional. Ask the class what they would do if they had 百万円. Introduce other types of the たら conditional in an enjoyable way. 3. Talk about fashion. Have students comment on their own style. Also, talk about various countries' traditional attires, including the kimono. 4. Bring an assortment of clothing—neckties, hats, and the like—to the classroom, and talk about materials, colors, where the items were made, and the definitions of 派手, 地味, and 趣味がいい or 悪い. Ask questions using an indefinite pronoun, such as 黄色いのはどれですか and 派手なのはどれですか. 5. Introduce vocabulary on clothes, using paper dolls. You can draw simple figures of a boy and a girl, clothing, shoes, hats, and accessories. Prior to this lesson, ask students to color the dolls and clothes so that they can use the color terms when doing this activity. Have students follow your instructions, such as ぼうしをかぶってください, サングラスをかけてください, シャツを着てください, ショートパンツをはいてください. Later, students ask each other, through their dolls, what to wear and what to take off. You can include colors and materials, and grammatical points such as てみてください. These doll sets can also be used to play store (see below).
13	Chapter 7. Shopping	1. Grammar quizzes: temporal clauses ending in 時, indefinite pronoun の, and the たら conditional. One bonus quiz later on the topic that people had trouble with. 2. Discuss the purpose of going to places like a library, school, concert, theater, various shops, and famous tourist spots in the world, using the しに行く/来る. 3. Gossip time. Make irresponsible sentences about classmates, using . . . そうだ. This activity must be handled with care, too. Make a rule that the sentences can be humorous but should not be offensive or disturbing to anyone's feelings. 4. Divide the class into groups of three. Have student A ask student B to ask student C whether or not something is . . . , using the かどうか construction. After student C answers, student B reports back to student A, using the そうだ construction. Rotate the roles.

Week	Topic	Weekly Syllabus
13 (con't)		5. Use the doll sets to play "お店屋さんごっこ." Pair up students. One is the store clerk, and one is the customer. Buy or reject items of clothing, saying they are comfortable or uncomfortable to wear, using the やすい or the にくい constructions, and giving several reasons, using the . . . し . . . し constructions. 6. Have students send e-mails to their pen pals describing either their eating habits or favorite fashions. Have them ask the pen pals five questions regarding these subjects.
14	Chapter 7. Shopping	1. Listening quiz: from the workbook tape. 2. Reading 1. 3. Writing 1. Make this exercise group work. 4. Kanji bonus quiz. 5. Reading 2. 6. Writing 2. Write one page of 原稿用紙 about one's own fashion style. 7. Make-your-own kanji test. 8. Chapter test.
15	Chapter 7. Shopping	1. Oral exam. 2. Free-project presentation (see Student Activities). 3. Reading day. 4. Final exam.

JPN 201: Second-Year Japanese I (intermediate level)

Note: The schedule below excludes one week of holidays. All "Readings" and "Writings" refer to materials and assignments in the corresponding chapters of *Yookoso!* The specific kanji taught are found under the quizzes listed in the "weekly syllabus" column.

Week	Topic	Weekly Syllabus
1	Course Introduction	The first day will be spent on an explanation of the course syllabus. If there is time, have students interview each other (prepare a handout with the questions) and engage in "他己紹介." This is a good way to break the ice and establish a friendly atmosphere in class. The rest of the week should be spent on the following activities:
	Chapter 1. Travel	1. Introduction of vocabulary, using picture panels and picture cards. Compare a Japanese-style inn to Western hotels. Compare how we travel in the United States and in Japan. Show pictures of *ekiben* and *onsen*, including *rotenburo*.

Week	Topic	Weekly Syllabus
1 (con't)		2. Divide kanji into three groups, and give three quizzes plus one bonus quiz later. a. 有名な所、旅館　予約　国内旅行　海外旅行 b. 寺　神社　京都　二本目の道　曲がる　地図 c. 駅で待つ　車が止まる 乗客 早く歩く 3. Have students make suggestions about what their pen pals should bring to ASU, using the たら form, and send the suggestions via e-mail (see Student Activities). 4. Students then describe their decision on some issues, using the . . . ことにする construction, based on their friend's suggestion.
2	Chapter 1. Travel	1. Portfolio project introduction (see Student Activities). 2. Grammar quiz: making suggestions. 3. Discuss what one needs to buy or pack before going on a domestic or overseas trip. Also, discuss what one normally does upon returning from the trip, using 前 and 後 or から. 4. Vocabulary quiz: travel, p. 15. 5. Send e-mail to pen pals in Japan from the computer lab. 6. Grammar quiz: . . . ことにする
3	Chapter 1. Travel	1. Vocabulary quiz: transportation and schedules, pp. 26–27. 2. Giving directions, using the と conditional. 3. Kanji bonus quiz. 4. Pretend you are a parent of a teenager. Use てはいけません or a plain verb form plus な. Act out angry parents and use the verb command form and conjunctive verb form plus なさい. 5. Online reading about 広島 in the computer lab. Students turn in their worksheets at the end of the session. 6. Listening quiz: from the workbook tape.
4	Chapter 1. Travel	1. Practice how to use the *New Nelson Japanese-English Character Dictionary.* 2. Reading 2: トラベル•ガイド,　札幌. 3. Group project: making a guidebook about Hiroshima. 4. Have students interview their pen pals from Hiroshima. Have them write 作文, using 原稿用紙 about their pen pal, based on their interview. Students ask their pen pals if they have any questions concerning the Hiroshima guidebook that they are compiling and also ask the HSU students to teach them some 方言. 5. Online reading about a capsule hotel in the computer lab. Have students turn in the worksheet.

Week	Topic	Weekly Syllabus
4 (con't)		6. Have students write about their community, including how to get there, sightseeing spots, and so forth, and send it to their pen pals (Writing 2, p. 66).
5	Chapter 1. Travel	1. Vocabulary quizzes: 10 verbs from the list on pp. 71–72 and 10 nouns from the list (travel) on pp. 70–71, excluding the loanwords. 2. Watch the video segment "At a Travel Agency" from 日本語. 3. Review sessions conducted by students (see Student Activities). 4. Review session conducted by the instructor.
6	Chapter 1. Travel Chapter 2. At Home	1. Chapter test. 1. How to use 漢和辞典 and 国語辞典. 2. Introduction of new vocabulary, using picture panels. Show students a Japanese bathroom and Japanese-style toilet. You may talk about the Japanese people's obsession with elaborate toilets and with all sorts of devices for heating and washing, including remote controls for operating these devices. 3. Divide kanji into three groups and give three quizzes plus one bonus quiz later. a. 二階建て　住む　和室　洋室　お手洗い　庭　門　物置 b. 友人　直す　手伝う　広い　静か　便利　不便 c. 新聞　公園　中古　貸す　借りる　住所 4. Ask the class to name more than two things people do at specific places in the house, using the たりーたり construction. Introduce other usages of this construction as well.
7	Chapter 2. At Home	1. Read the children's book あなたのいえ　わたしのいえ (はじめてであう科学絵本) by Kako Satoshi, and review new grammar and vocabulary. 2. Have students think about the purpose of various household items, using the . . . ために construction, and introduce other usages of . . . ために. 3. Grammar quiz: たりーたり construction. 4. Vocabulary quiz: furnishings and appliances, pp. 87–88. 5. Giving and receiving (1): Compare gift-giving customs of various countries. Then, introduce giving and receiving verbs in the Japanese language in relation to social hierarchies. 6. Practice using Japanese reference books in the library. 7. Online reading in the computer lab on お中元 and お歳暮.

Week	Topic	Weekly Syllabus
8	Chapter 2. At Home	1. Giving and receiving (2): The *te*-form of verbs plus あげる/もらう. Introduce expressions for doing a favor for someone and receiving a favor from someone. 2. Grammar quiz: ために construction. 3. Asking for permission, using the てもいいですか construction, and responding with the てもいいですよ or the ないでください construction. Introduce related usages of each. 4. Offering advice, using the . . . ほうがいい construction. 5. Describing being in the midst of an action, such as washing a window, using the ところ construction. 6. Vocabulary quiz: household chores, pp. 108-9. 7. Kanji bonus quiz.
9	Chapter 2. At Home	1. Grammar quiz: てもいい construction. 2. Describing something one does ahead of time, such as cleaning a room before having people over, using the ーておく construction. 3. Grammar quiz: giving and receiving. 4. Reading 1: 石黒さんのあたらしい家. (Group reading. Each group draws a map showing how to get to 石黒さんの家 from the 田園調布 station.) 5. Vocabulary quiz: household chores and verbs, p. 131. 6. Language functions and situations: looking for a house and inviting people to your home. 7. Watch episode 2, "What Do You Think of This One? It's a Newly Built Room." "第二話どうです? 新しい部屋ですよ." from the video "ヤンさんと日本の人々." Talk about the Japanese custom of 引越しそば. 8. Listening quiz: from the workbook tape.
10	Chapter 2. At Home Chapter 3. Automobiles and Transportation	1. Review sessions conducted by students (see Student Activities). 2. Review session conducted by the instructor. 3. Oral exam: Inviting people to your home. 4. Chapter test, including how to use the *New Nelson Japanese-English Character Dictionary*. 5. Library project presentation (国語辞典、カタカナ語辞典、百科事典、etc.). 6. Introduction to the make-your-own kanji test (see Student Activities). 1. Chapter 3 vocabulary introduction, using picture panels and picture cards.

Week	Topic	Weekly Syllabus
11	Chapter 3. Automobiles and Transportation	1. Divide kanji into three groups, and give three quizzes plus one bonus quiz later. a. 自動車　道路　交通　信号　運転 b. 駐車違反　歩道　交差点　工事中 c. 交通事故　時速　高速道路　横断歩道 2. Transitive and intransitive verbs. 3. てある and ている (車が止めてある versus 車が止まっている). 4. Vocabulary quiz: transitive and intransitive verbs, pp. 146-47.
12	Chapter 3. Automobiles and Transportation	1. Kanji bonus quiz. 2. Failed attempt: しようとしたが、ーなかった (エン ジンをかけようとしたが、かからなかった). 3. ばかり/ところだ (タイヤを替えたばかりだ/替えたところだ). 4. Grammar quiz: てある and ている. 5. Without doing ないで (免許証を 持たないで家を出た). 6. Vocabulary quiz: car troubles and repair, p. 156. 7. Grammar quiz: ばかり/ところだ.
13	Chapter 3. Automobiles and Transportation	1. Vocabulary quiz: traffic (1), p. 173. 2. Reading 1 (安全運転) and Writing 1 (自動車の広告). 3. Reading 2 (上手なドライブの仕方). 4. Language functions and situations: Asking for and giving instructions. 5. Grammar quiz: ないで. 6. Listening quiz: from the workbook tape.
14	Chapter 3. Automobiles and Transportation	1. Review sessions conducted by students (see Student Activities). 2. Review session conducted by the instructor. 3. Oral test: Asking for and giving instructions. 4. Chapter test. 5. Make-your-own kanji test.
15	Exam Week	1. Free-project presentation days: Monday and Tuesday (see Student Activities). 2. Reading day. 3. Final exam.

JPN 202: Second-Year Japanese II (intermediate level; equivalent to AP Japanese Language and Culture course)

Note: The schedule below excludes one week of holidays. All "Readings" and "Writings" refer to materials and assignments in the corresponding chapters of *Yookoso!* The specific kanji taught are found under the quizzes listed in the "weekly syllabus" column.

Week	Topic	Weekly Syllabus
1	Course Introduction Chapter 4. The Body and Health	The first day will be spent on an explanation of the course syllabus. 1. Introduction of vocabulary for body parts, using picture panels, picture cards, and body parts song. 2. Divide kanji into four groups, and give four quizzes plus one bonus quiz later. a. 体　頭　顔　鼻　耳　歯　首　指　足 b. 毛　形　丸　三角　持つ　立つ　心配　苦しい c. 死ぬ　元気　病院　痛い　熱い　薬局　御見舞(おみま)い d. 犬　馬　虫　アリゾナ州立大学　他人と自分 3. Have students draw a picture of an imaginary extraterrestrial being as an assignment and, working in pairs, describe their pictures to a classmate. All must then turn in the pictures they drew by listening to their friends' narratives. (The . . . は . . . が . . . construction; analogy and exemplification よう,ような,ように,みたい,みたいな,みたいに.) 4. Have students describe their appearance and have them ask their pen pals what they look like so that they can identify each other when they actually meet (see Student Activities).
2	Chapter 4. The Body and Health	1. Talking about feelings and emotions, using pictures and short narratives of various situations. 2. Vocabulary quiz: feelings and emotions, pp. 202-3. 3. Grammar quiz: よう,ような,ように,みたい,みたいな,みたいに. 4. Listening quiz: from the workbook tape. 5. Introduction to the portfolio project (see Student Activities). 6. Discuss what students' parents made them do to maintain good health and good grades, using causatives.
3	Chapter 4. The Body and Health	1. Vocabulary quiz: health and illness, pp. 210-11. 2. Kanji bonus quiz. 3. Grammar quiz: causatives. 4. Study how to ask for specific information or definitions, using question words ("1日に3錠服用"とはどういう意味ですか). 5. Speaker's expectation that something is true, . . . はずです。Compare and point out the difference between はず and つもり.

Week	Topic	Weekly Syllabus
3 (con't)		6. Reading 1: 健康相談. 7. Reading 2: あなたも指圧してみませんか, or online reading on health. 8. Have students write about what they do to maintain their health (私の健康法). Write a full page, using 原稿用紙.
4	Chapter 4. The Body and Health	1. Language functions and situations: buying medicine at a pharmacy; explaining symptoms at a clinic. 2. Review sessions conducted by students (see Student Activities). 3. Review session conducted by the instructor. 4. Oral exam. 5. Chapter test.
5	Chapter 5. Life and Careers	1. Introduction of vocabulary ("From Cradle to Grave") by telling your own life story (自分史) or that of some famous figure. You may draw a chart with key words and have students do the same to describe the main events of their lives. Use "Deai" Internet site to introduce an additional "life map" (人生マップ) exercise. Go to the Japan Forum home page (www.tjf.or.jp), click on the "Deai" button, then "Teacher Support Information." Next, under "Curriculum Maps and Sample Lesson Plans" on the left-hand menu, choose "by TJF." Select the folder labeled 日本語, then click on おいたちと将来, followed by アクティビティ, then "Activity 1." Read one of the seven high school students' maps together in class, then have students make their own 人生マップ, using the one shown in "Activity 2" as a model. 2. Talk about the Japanese educational system and have students compare it to their own country's educational system. 3. Have students use the construction . . . ようになる in their story, such as "中学生の時に外国語をべんきょうするようになりました." 4. Divide kanji into two groups and give two quizzes plus one bonus quiz later. a. 学校　卒業　仕事　就職　退職　育てる　若い　老人 b. 初めての恋愛　結婚式　医者　研究　練習 5. Vocabulary quiz: life, pp. 244-45; and more on life, p. 247.

Week	Topic	Weekly Syllabus
6	Chapter 5. Life and Careers	1. Introduce new vocabulary on occupations (1) and (2), pp. 254-56, by having students talk about what they want to be in the future. 2. Expressing respect by using honorific forms. Introduce the concept of hierarchy in Japanese society regarding age and the in-group versus out-group concept, as well as the importance of 敬語. The respectful form consists of honorifics one uses for actions or events related to superiors. Study honorific forms (お食べになる), special honorific verbs (召し上がる), and honorific verb forms (食べられる) for 尊敬語. (The passive form of honorifics is in chapter 6, but it is better to present all the forms here. Refer to the grammar note on pp. 315-16.) For the humble form (謙譲語), study forms such as お待ちする/お待ちいたす/お待ち申し上げる, and special humble verbs, such as 申す, 伺う and 拝見する. Also, touch on 丁寧語 (でございます) and 美化語 (お手紙、ご連絡). 3. Vocabulary quiz: occupations, pp. 254-56. 4. Grammar quiz: . . . はずです. 5. Grammar quiz: . . . ようになる. 6. Listening quiz: from the workbook tape. 7. Have students send e-mails to their pen pals concerning their plans for the future, and have them ask their pen pals the same thing.
7	Chapter 5. Life and Careers	1. Introduce passive constructions in English and in Japanese. Point out the *indirect passive* or *adversative passive* (passive of annoyance), which is a new concept for English-speaking students. 2. Vocabulary quiz: looking for a job (1) and (2), pp. 265-66. 3. Kanji bonus quiz. 4. Introduction to the make-your-own kanji test (see Student Activities). 5. Reading 1: 私の選んだ仕事. 6. Online reading, using 宮内庁ホームページ. (This is the best site for 敬語.) 7. Have students write a 作文 about their career goals, using 原稿用紙.
8	Chapter 5. Life and Careers	1. Language functions and situations: looking for a job at a job placement center; job interview at one of Maiko Sushi's chain stores. 2. How to write Japanese authentic 履歴書. 3. ビデオ　天皇、皇后両陛下記者会見. 4. Review sessions conducted by students. 5. Review session conducted by the instructor. 6. Oral exam. 7. Chapter test.

Week	Topic	Weekly Syllabus
9	Chapter 6. Communication and Media	1. Talk about the recent trend of cellular phones (携帯電話 or just 携帯), both in Japan and in the United States. Have students discuss the pros and cons of 携帯. Introduce vocabulary for the telephone, p. 297. 2. Introduce the ば conditional, which states a hypothetical condition that is necessary for the resultant clause to come about. Compare this construction with the previously introduced たら and と conditionals. Create sentences that begin with 携帯があれば and 携帯がなければ. Come up with 理想の携帯, using the ばいいのですが construction. 3. Vocabulary quiz: telephone, p. 297. 4. Divide kanji into four groups and give four quizzes plus one bonus quiz later. a. 国際電話　受話器を取る　電報を打つ　電文　留守番電話　交換手 b. 広島　石川　岩手　手紙　郵便局　速達　郵送　宅配便 c. 英語　映画館　調べる　重病　湖 d. 夕刊　雑誌　新聞記者　放送局　番組　試験　忘れる　困る 5. Grammar quiz: ば conditional. 6. Wanting to have something done: てほしい. Practice conveying a message from someone to the appropriate person “林さん、カワムラさんが１０時ごろ彼の携帯に電話をしてほしいと言ってましたよ.”
10	Chapter 6. Communication and Media	1. Introduce vocabulary on the mail and postal services by comparing the function and roles of post offices in Japan and the United States. What can one do at the Japanese post office besides mailing things and buying stamps? 2. Causative-passive (someone is made/forced to do something). “手紙を出しに行かせられた / 手紙を出しに行かされた。” Note: The class 1 verb formation of this construction has the following option: root plus the a-column of hiragana plus せられる can be root plus the a-column of hiragana plus される. For some reason, this information is not in the main text, but there are example sentences that use the . . . される form (e.g., 書かせられる＝書かされる). Have students complain about what they were forced to do by parents or by teachers when they were young children. 3. Grammar quiz: てほしい. 4. Listening quiz: from the workbook tape. 5. Vocabulary quiz: mail and postal services (1) and (2), pp. 310-11 and 314.

Week	Topic	Weekly Syllabus
11	Chapter 6. Communication and Media	1. Kanji bonus quiz. 2. Vocabulary quiz: mass communication (1), pp. 322-23. 3. Grammar quiz: causative-passive. 4. Expressing concession ("even if" or "even though"), e.g., "何度メールしても返事がこない". 5. Reading 1: 手紙の書き方. 6. Have students send a hard-copy letter to their pen pals on the topic of their choice. Review how to write an address in Japanese and have students mail the letter from the post office. 7. Online reading: Have students read a short Japanese online news article and then briefly explain the content. They should use an online dictionary to identify new kanji and words.
12	Chapter 6. Communication and Media	1. Language functions and situations: making a phone call; at the post office. 2. As part of the listening exercise, have students watch a Japanese anime, TV show, or movie and then discuss what they were able to understand. 3. Review session conducted by the instructor. 4. Oral exam. 5. Chapter test.
13	Chapter 7. Nature and Culture	1. Discuss environmental problems and pollution, and have students consider what we should do to protect future generations. (English may be used for this.) Review the geography of Japan and introduce vocabulary on geography, p. 351, and on animals, birds, and insects, pp. 362-63. 2. Go over useful expressions for discussion and expressing disagreement, pp. 393-94. 3. Divide kanji into two groups and give two quizzes plus one bonus quiz later. a. 自然　化石　世界　地球　昔　公害 b. 例　最初　頼む　植物　咲く　必要　習慣 4. Vocabulary quiz: geography, p. 351. 5. Discuss culture, custom, and etiquette, using アクティビティー２４, pp. 380-81. Introduce vocabulary on culture and customs, p. 379. 6. Vocabulary quiz: culture and customs, p. 379. 7. Introduction on how to prepare for an oral presentation (how to present one's opinions clearly and logically) on the topic of nature or culture. 8. Reading 1: ゴルフ場建設反対.

Week	Topic	Weekly Syllabus
14	Chapter 7. Nature and Culture	1. How to improve one's writing by using transitional words (study hint, p. 389). 2. Language functions and situations: Presenting one's opinion clearly and logically. 3. Have students prepare five-minute presentations on the topic of nature or culture. 4. Kanji bonus quiz. 5. Make-your-own kanji test, chapters 4–7.
15	Exam Week	1. Free-project presentation days: Monday and Tuesday (see Student Activities). 2. Reading day. 3. Final exam.

Teaching Strategies

First-Year Japanese

In JPN 101, students learn to read and write all hiragana and katakana, plus 75 kanji. They master hiragana and katakana in the "Getting Started" section, and practice basic pronunciation of Japanese sounds, including contracted sounds, voiced sounds (*dakuon*), and *p*-sounds (*handakuon*), as well as pitch accent and the length (beats) of each kana/syllable. Although the "Getting Started" portion is written exclusively in romaji and does not use hiragana or katakana, we teach kana from the first day. We rewrote all the dialogues in hiragana and katakana and inserted them into a photocopied supplement.

In chapters 1 through 7 of *Yookoso! An Invitation to Contemporary Japanese*, students elaborate the grammar, vocabulary, and functions they have learned in "Getting Started" and acquire important additional grammar, such as the *-te* form, adjective conjugation, and relative clauses. In JPN 102, they learn an additional 100 kanji—all 99 kanji from chapters 4 through 7, plus 私 (which we introduce in chapter 5). They also gain passive understanding of Japanese sentence structure, conjugation (present and past tense), degree of formality (おはよう versus おはようございます), honorifics in everyday greetings, and formulaic expressions.

Students learn how to count and become able to say dates, including year, month, day of the month, and day of the week; tell time; exchange phone numbers; and understand the concept and use of counters in Japanese. Because it is hard to learn dates, especially exceptions such as the first through tenth days of the month, it is a good idea to practice them every day.

As for competencies, students learn to introduce themselves, buy food at a fast-food restaurant, and ask where things are, while understanding the concepts of *ko*, *so*, *a*, and *do*. They also become able to express their likes and dislikes and their weekly schedules, and to invite someone to join them in an activity.

Among cultural aspects, students come to understand the importance and manners of business-card exchange and Japanese society's hierarchy (e.g., boss and subordinates, teacher and students), and compare a Japanese department store to an American one.

Second-Year Japanese

The most important topics in second-year Japanese courses are giving/receiving and honorifics. In *Yookoso! Continuing with Contemporary Japanese*, these functions are not introduced in depth. Using あげる / くれる/もらう as verb extenders (てあげる / てくれる / てもらう) to express someone's doing something for others as a favor especially needs more explanation and exercises. Also, the passive form of honorifics is taught in chapter 6, but it seems easier for students to learn, and it would be more logical, if it were taught in chapter 5, at the same time that passive forms are introduced. For honorifics, it would be advisable to add more exercises and activities to facilitate students' learning.

Because a large amount of vocabulary is introduced in second-year Japanese, it is necessary to specify which words students should focus on learning. Frequent vocabulary quizzes will help them to stay on track and retain important vocabulary.

Pronunciation, Kana, and Kanji

Pronunciation is often neglected in Japanese-language instruction owing to time constraints and also to the recent tendency of not focusing too strongly on precise articulation. I introduce all the hiragana and katakana from the first day, even though the textbook introduces them later and gradually. Hiragana and katakana are phonetic symbols, and teaching them with correct pronunciation before students associate pronunciation with romaji is the key to mastering good elocution.

It is also important for students to understand standard Japanese intonation. For this, I conduct a katakana project. This is a good way for students to understand how the three Japanese writing systems are used in authentic materials, as I give them real newspapers in which to find katakana words for this project. (The handout for the katakana project for JPN 101 can be found in the Student Activities section that follows.)

For hiragana and katakana learning, I have my students prepare 51 kana cards both in hiragana and katakana and play games such as *karuta*, concentration, and Scrabble® during the first and second weeks of the semester. This is an effective method for teaching Japanese beats, long-vowel words, and double-consonant words. Showing visual aids with mnemonics helps students who are visual–spatial and musical–rhythmic learners, following multiple intelligence theory.

Learning kanji can be difficult for many students, and it is useful to teach them the strategy of acquiring kanji systematically and in context. I devote one whole class period to the introduction of the history of kanji, types of kanji, basic rules of stroke order, and the concept of kanji families (kanji under the same radicals). Compare similarities and differences between kana and kanji, and show students that kanji have meanings. Explain how many kanji it is necessary to know in order to read Japanese newspapers and how many kanji Japanese students must learn—beginning in the first grade and continuing through high school (i.e., *joyokanji* and *kyoiku kanji*). Also, discuss strategies to learn kanji effectively and retain them. Talk about the six types of kanji and point out that approximately 80 percent of them are derived from 形声文字. Therefore, grouping kanji by radicals is a good memorization strategy. It would be helpful to show how kanji were derived (漢字のなりたち) using an overhead projector.

Have students create their own version of 漢字のなりたち for retention. For the kanji in the first chapter, I trace the origins of each one taken from various sources. This helps students retain kanji, and some even create their own imaginary kanji origins. For everyday practice, I find it very effective to have them write kanji on the blackboard. All the students come to the board and write what they hear, whether it be a single kanji, kanji compounds, or a sentence that contains kanji that they have learned so far. It is also a good idea to ask them to write the furigana as well. Writing a sentence as they hear it is not only a good exercise for listening but also a reinforcement of okurigana.

Another successful tool for kanji learning is the make-your-own kanji test (see Student Activities section). At the end of each semester, students create their own kanji test, one that includes all the kanji they have learned during the semester, and take that test during the last week of classes. This has been ranked as the most effective project by my students and is a good learning tool for all levels.

Review Sessions

In order to prepare students for exams, I conduct review session projects that involve peer teaching. The aim of these projects is to cultivate autonomy of students' learning by teaching others. Because we have all the other projects going on at the same time, I have recently reduced the number of review sessions to two per semester (see Student Activities).

Technology

One of the important skills that students should acquire is word processing in Japanese. I include that component in the curriculum during the second week of JPN 101. Once students are equipped with this skill, I start the pen pal project. I discovered that this is a great way for students to learn double-consonant and long-vowel words, as well as the katakana spellings of their names. It also helps them to learn the usage and the spellings of particles such as は, へ, and を. The best tool for helping students learn how to type in Japanese is Emi Ochiai Ahn's Web site "にほんごでタイプしよう!" This is an interactive program in which students can practice typing on the computer. Click on "Japanese Language Materials" under the directory on the left-hand side of the page, and then on "Typing Instructions."

I incorporate online readings as much as possible, even for JPN 101. At this level, it would be good to have the students identify katakana words or simple kanji, such as numbers. You can create an entertaining worksheet by using the Tokyo Disneyland or the Universal Studios Japan Web sites. For the JPN 102 level, you can do more things online, such as choosing a menu from a real restaurant site and filling in the reservation form, or going into a culture center's site and choosing a course to take as well as filling in an application form. The only drawback to these online reading activities is that normally you cannot recycle the worksheet you make for the following year, as these sites are updated often.

The Standards

Lower-division college curricula can be very rigorous just to cover all the grammar points that students need for the upper-division courses. Because there is so much to learn, it is hard to implement the Standards promulgated in *Standards for Foreign Language Learning in the 21st Century*. To solve this problem, I assign students a free project and pen pal project.

The free project is a part of the portfolio project we require in our lower-division courses (see Student Activities). Students can choose what they want to do, if it is appropriate to their level. This project can be individual or group work. Students often create videos of skits; stories with drawings; Web or hard-copy newsletters; interactive grammar reviews, using *PowerPoint* presentations on various topics such as kanji origins and travel journals; translations of authentic materials, including ads from newsletters, restaurant menus, and real information on neighborhood real estate and apartments; and oral interviews with native speakers. In this project, students can apply what they have learned in the classroom to the real world and develop their skills in speaking, writing, listening, and reading, as well as gain cultural insight on their own about Japan.

The pen pal project (see Student Activities) is an ideal way to implement the Interpersonal mode. It has also turned out to be a good project for peer teaching. Students started to correct their pen pals spontaneously. If you do not have a partner school, there is an agency that introduces partner schools for you. Students also exchange cultural information about their school lives, part-time jobs (*arbeit*), and popular youth culture.

Student Evaluation

1. **Class participation, projects, and hand-in assignments (25 percent)**

   Class participation (attendance, active participation in class, previewing for class): 6 percent

   Pen pal project (two e-mails students wrote in Japanese and sent to their pen pals, and two e-mails in Japanese that they received, with an English summary that students wrote to show their comprehension of their pen pals' e-mails): 4 percent

   Review session projects (two review sessions per semester): 5 percent

   Hand-in assignments (katakana project is part of the assignment): 10 percent

2. **Chapter tests/quizzes (45 percent)**

   Make-your-own kanji test: 2.5 percent

   Oral exam (twice per semester): 2.5 percent

   Quizzes (no makeup quizzes, but bonus-point quizzes are given in each chapter): 15 percent

   Chapter tests (four per semester, but drop the worst one): 25 percent

3. **Portfolio (20 percent)**

   Free-project content: 10 percent

   Free-project presentation: 2 percent

   Free-project peer evaluation: 1 percent

   Free-project effort: 1 percent

   Portfolio (all other items): 6 percent

4. **Final exam (10 percent)**

Quizzes

Kanji, grammar, listening, and culture quizzes are given for each chapter. Quizzes usually take five minutes or less and are given almost every class.

Chapter Tests

1. Grammar and writing portion: (a) writing sentences appropriate to a given situation, such as "What would you say when you want to greet someone whom you have not seen for a while?"; (b) discrete items, such as conjugating verbs and adjectives; and (c) critical thinking tasks—for example, drawing conclusions by reading a chart, or rearranging sentences in order to make sense, such as recreating a meaningful conversation between a fast-food salesclerk and a customer.

2. Reading portion: A one- to two-paragraph excerpt in Japanese is followed by either true/false or multiple-choice questions to assess reading comprehension.

3. Listening portion: A problem from a listening exercise taken from the workbook, as well as an aural exercise that the instructor gives in class.

Oral Exam

For JPN 101, self-introduction in front of the class (chapter 1) and the telephone oral exam (chapter 3) are given.

Final Exam

This consists of listening, grammar and vocabulary, and reading sections with multiple-choice questions. The writing part is a composition using *genkooyooshi* (Japanese manuscript paper). Each section is weighted as follows: listening, 22 percent; grammar and vocabulary, 42 percent; reading, 18 percent; and writing, 18 percent.

Semester Grade Calculation

I use numerical points for quizzes and tests and letter grades for assignments. Then, the letter grades are converted into numerical points when I put them into a spreadsheet. In the end, everything becomes percentages, based on numerical points, weighted as described above. (For example, last year's total possible quiz score was 369 points. Therefore, a student scoring 350 quiz points would earn 14.2 percent out of 15 percent of the whole semester's grade.) Finally, for JPN 101–202, we have a common conversion system for the final percentages back into letter grades, as follows:

A+	97–100 percent
A	93–96 percent
A–	90–92 percent
B+	87–89 percent
B	83–86 percent
B–	80–82 percent
C+	77–79 percent
C	70–76 percent
D	60–69 percent

(Note: There is no C–, D+, or D– in the ASU grading scale.)

Teacher Resources

Books for First-Year Japanese (Texts)

Kano, Chieko, Yuri Shimizu, Hiroko Takenaka, and Eriko Ishi. *Basic Kanji Book: Vol. 1.* 3rd ed. Tokyo: Bonjinsha, 1993.

Ogawa, Kunihiko. *Kana Can Be Easy.* Tokyo: Japan Times, 1990.

Tohsaku, Yasu-Hiko. *Yookoso! An Invitation to Contemporary Japanese*. Media ed. New York: McGraw-Hill, 2004.

Tohsaku, Yasu-Hiko, and Kyoko Saegusa. *Instructor's Manual: Audioscripts/Answer Keys/Testing Program to Accompany "Yookoso!: An Invitation to Contemporary Japanese."* 2nd ed. New York: McGraw-Hill, 1999.

Tohsaku, Yasu-Hiko. *Workbook/Lab Manual to Accompany "Yookoso! An Invitation to Contemporary Japanese."* 2nd ed. New York: McGraw-Hill, 1999.

Books for Second-Year Japanese (Texts)

Kako, Satoshi. *Anata no Ie Watashi no Ie.* Tokyo: Fukuinkan Shoten, 1972.

Tohsaku, Yasu-Hiko. *Yookoso! Continuing with Contemporary Japanese*. Media ed. New York: McGraw-Hill, 2004.

Tohsaku, Yasu-Hiko. *Instructor's Manual: Audioscripts/Answer Keys/Testing Program to Accompany "Yookoso! Continuing with Contemporary Japanese."* 2nd ed. New York: McGraw-Hill, 2000.

Tohsaku, Yasu-Hiko. *Workbook/Lab Manual to Accompany "Yookoso! Continuing with Contemporary Japanese."* 2nd ed. New York: McGraw-Hill, 1999.

Dictionaries

Haig, John H. *The New Nelson Japanese-English Character Dictionary: Based on the Classic Edition by Andrew N. Nelson.* New Nelson ed., completely rev. Rutland, Vt.: C. E. Tuttle, 1997.

Online Dictionaries

David Todd Rudnick's Rikai. A pop-up dictionary. www.rikai.com
In the box on the left-hand side, type in the URL for the material you want to read (you may copy and paste the materials as well), and press GO! You get the meaning of each word if you place the mouse on top of 漢字(かんじ) or 熟語(じゅくご). However, this tool should be used with caution, as it may not recognize where to divide words, and the words can be broken at inappropriate places.

Reading Tutor. http://language.tiu.ac.jp
Click 道具箱. Enter the word or sentence or phrase you want translated in the 辞書ツール box. Click 日 英. Translation should appear momentarily.

Videos

Integration of National Standards in a Japanese Language Classroom. 1999. Produced by Kyoko Hijirida, Kazutoh Ishida, and Yuko Yamamoto. Honolulu: Consortium for Teaching Asia and the Pacific in the Schools (CTAPS) at the East-West Center. 20 minutes. (This video comes with a guidebook, written by the producers of the video.) Available from the National Foreign Language Resource Center, Honolulu. www.nflrc.hawaii.edu/get_publications.cfm (under "Language Teaching Materials").

Nihongo 1–3 日本語 1–3. 1999. Produced by the Association for Japanese-Language Teaching. Video program to accompany *Japanese for Busy People, Vols. I–III.* Rev. ed. Tokyo: Kodansha International. Total of six tapes, 50 minutes each, 2–3 minutes per segment.

Yan-san to Nihon no hitobito [Yan and the Japanese People] ヤンさんと日本の人々. 1983. Produced by the Japan Foundation Japanese-Language Institute. Tokyo: Bideo Pedikku. 5–9 minutes per episode.

Web Sites

Deai: The Lives of Seven Japanese High School Students.
www.tjf.or.jp/deai/index.html

Emi Ochiai Ahn. "にほんごでタイプしよう!" For Japanese word processing.
www.mc.maricopa.edu/~emiahn
(click on "Japanese Language Materials," then choose "Typing Instructions")

ePALS SchoolMail. For e-mail pen pals. (I have no personal experience with this company.)
www.epalscorp.com

Tokyo Disneyland.
www.tokyodisneyresort.co.jp/tdl/index.html

Universal Studios Japan.
www.usj.co.jp

Student Activities

The following are the directions and handouts that students receive for the projects described.

Katakana Project

This is an individual project, and you will present to the class one of the katakana words that you have chosen during the semester. These katakana words will be included in your chapter tests.

First, read about Japanese accents in your きょうかしょ (pp. 519-20). Then choose five katakana words from your ペットしんぶん. You must pick words for which you can identify English equivalents and that have not been introduced in your きょうかしょ or photocopied supplement (that is, words like テレビ and コーヒー are not acceptable). You may not choose movie titles or celebrities' names unless the person is a well-known figure worldwide, such as the president of the United States or the richest person in the world. It is important that you find the words from your ペットしんぶん by yourself.

When you have identified five katakana words, write them down on the Katakana Project form, along with the English equivalents that you have come up with, and show them to your instructor. He or she will examine them for accuracy and help you decide which one to present in class. On the day you are assigned to present your katakana word, please write it on the board horizontally in big, clear letters before class starts, so that we can begin our class by reading and studying it. We will explore beats, long vowels, double consonants, Japanese (Tokyo) accent, and the English equivalent of your katakana word.

After we determine the pitch, number of beats, and English equivalent in class, you are required to write the correct answers on the form. You will also copy all this information into the last portion of the form, just below the キリトリ line. Cut the form at the キリトリ line, and submit the bottom portion at the end of your class. Do not forget to date and number your katakana word. Everyone is responsible for taking notes on all the katakana words that are presented in class and making a list of these words, indicating correct pitch, number of beats, and English equivalents.

Katakana Project (カタカナ・プロジェクト)

Write five katakana words that you found in the ペット新聞(しんぶん). Write the English equivalents in parentheses.

1. _____ ( )
2. _____ ( )
3. _____ ( )
4. _____ ( )
5. _____ ( )

The day before your presentation, show your list and your ペット新聞(しんぶん) to your instructor, and discuss which one to present in class.

Write your katakana word on the board horizontally before class starts. After the class examines pitch and beats, write those below, along with the English equivalent, and submit this form to your instructor. You must make notes in your notebook, too, because this form will not be returned to you.

Write your katakana word with a pitch mark: _____

( ) beats.

English equivalent: _____

……キリトリ……

月　　日　　なまえ :

Katakana word number _____

Write your katakana word with a pitch mark: _____

( ) beats.

English equivalent: _____

Make-Your-Own Kanji Test

You will create your kanji test in a group of four or five people. It is essential that you distribute responsibilities evenly. Do not just divide up the jobs, but discuss your own weak areas with the group members, and come up with a way to overcome everyone's inadequacies. Every section of the test must benefit all members of the group.

Divide the kanji into two groups: those for testing reading and those for testing writing. The number of kanji in each category will vary by individual group, but if the proportions seem unreasonable, your instructor will insist that you revise your test. The Japanese part of the test must be written neatly *by hand*, not typed on a computer. (You may use a computer for writing the English parts, such as instructions and graphics.) Specify the area you were in charge of when you submit your drafts, as well as on your final copy for the portfolio. You are required to edit each others' portions before submitting the whole test to your instructor. Remember that the purpose of this test is to improve your ability to read and write kanji; the process is a learning experience. Take plenty of time to make this test, and make it challenging. Matching or multiple-choice questions will not be accepted.

Your make-your-own kanji test will be administered to you on _____ (___曜日(ようび)). It must cover all the kanji from chapters 1 through 3 (75 kanji) and test the three basic elements of kanji: form, sound, and meaning. It should assess stroke orders (書(か)き順(じゅん)), ふりがな, 送(おく)りがな, 意味(いみ), and compounds (熟語(じゅくご)) as well.

You will need to develop an effective, systematic method for memorizing and retaining kanji. For example, you can group them by radicals (部首(ぶしゅ), that is, へん, つくり, かんむり, あし, etc.); by parts of speech (verbs, adjectives, nouns, etc.); or by categories of meaning—for example, spatial relationships, time expressions, numbers, and Japanese surnames.

Award one point for writing one kanji. The step-by-step stroke order of one kanji is worth one point also. Allot one-half point each for ふりがな, 送(おく)りがな, and 意味(いみ). There is no partial credit for ふりがな. Indicate the point-value of each question, and provide the grand total of points for your test, so your instructor can grade it without a great struggle.

Examples

Q. Write kanji and furigana for "student."

A. 学生(がくせい) _____ points

Q. Write kanji and okurigana for "to eat."

A. 食べる _____ points

Q. Write the step-by-step stroke order of 何.

A.

_____ points

Q. Write kanji for "what." Write furigana and the step-by-step stroke order.

A.

_____ points

Please make sure that you do not give away answers within your test. Also, if as a result of testing how to write different compounds (e.g., 学生(がくせい) and 先生(せんせい)) you use a particular kanji more than once (生), you may count it for points only at its first occurrence. However, if you are testing the same kanji under different readings, you may count it for additional points (e.g., 四月生(う)まれ). It is important to indicate in your test which kanji are to be counted for points and which are not, in order to help your instructor grade it correctly. Please highlight the repeated kanji that should not be counted for points.

Your instructor will check your answer key for accuracy. You need to give him or her ample time to go over your answers, so please submit your first, second, and final drafts on the due dates. (Note: Do not submit your answer key on a separate sheet; fill in your answers on the test itself with a colored pen.)

The deadline for making your kanji test and answer key is _____ (__曜日(ようび)). Use a number 2 pencil for your original in case you need to make corrections after your instructor inspects it. Turn in a photocopy of your original because your instructor will write corrections in red pen. Finally, check off all the kanji you have used from the master kanji sheet provided. This way, you can be sure that you did not leave out any kanji from chapters 1 through 3, and your instructor does not have to verify this. This is an honor system, so please pay special attention to including all the kanji and checking off each one clearly. Correct your original according to your instructor's annotations. Turn in the corrected version on _____ (__曜日(ようび)). After your instructor gives you final approval, make a photocopy of your final version, and submit that copy by

_____ (___曜日(ようび)). Keep the original. These deadlines are absolutely final because you need time to practice taking your test. Everybody gets busy at the end of the semester, so I urge you to start making your test today.

Review Sessions

For chapters 1 and 2, you will conduct review-session presentations. Teaching others is an effective way of learning, as it requires understanding the subject well. At the beginning of chapters 1 and 2, form groups of four or five, depending on the size of the class. Choose one function, topic, or grammar point you would like to teach, and throughout the chapter, discuss and prepare how you will present your review session with the fellow members of your group. In other words, your group will become a study group for the chapter. (You may form a different group for each chapter.) You may get help from your instructor for problems that you cannot solve by yourselves. (Do not ask your native-speaker language partners grammatical questions.) But try to develop your skills to monitor and edit yourselves first because you *do* possess the abilities to do so. Develop autonomy and be responsible for your own learning.

There are some rules for the review session. We assume that everybody has read the grammar section of the main textbook, so do not waste time lecturing or reading the textbook. You may summarize the points by distributing handouts or using an overhead projector, but do not take any more than two minutes on the rules or grammar explanations. Rather, come up with interactive games or activities you can do only in the classroom. It is important to involve your peers. Make them speak, read, write, and interact.

You will be given a group grade. The evaluation will be made on the basis of accuracy of information (most important), interactiveness of presentation, equal distribution of work among presenters, equal participation of group members at the presentation, how much Japanese was used in giving the basic classroom instructions, and organization—including finishing your presentation on time. The time allocated for your presentation is 15 minutes (this may vary depending on how many students are in the class).

You need to include one of your review sessions in your portfolio. Save your lesson plans, handouts, supplemental teaching materials (games, pictures, overhead transparencies, diagrams), peer-evaluation analyses, teacher's evaluations, and self-reflections. You are also required to save for submission copies of the peer evaluations that you wrote for the other groups' presentations. Your instructor will give you peer-evaluation forms at each review session. You are responsible for distributing them to your classmates before you begin. The instructor will collect them and give them to those of you who are in charge of writing the peer-evaluation analyses. One person from each group must take responsibility for summarizing and analyzing the results for your portfolio, and must give a copy to each member and to the instructor.

Review-Session Preparation Self-Assessment Sheet

名前:

日付:

Review Session: Chapter _____

1. We held meetings _____ times. I attended meetings _____ times.

   We never held a meeting. Instead we consulted by means of

   Other _____.

   (such as telephone conference or e-mail conference)

2. I actively participated in the planning of the review session by giving suggestions

   ☐ often ☐ sometimes ☐ rarely ☐ never

3. I did my job in the group as assigned by the group

   ☐ well ☐ passably ☐ poorly

Peer Evaluation for Review Sessions

Collecting the Evaluations for Your Presentations

After each review session, the instructor collects the peer evaluations. Designate one person from your group who will tally the results and write a summary and a reflection on how to improve the next review session, based on the results of the peer evaluations. That person will then disseminate a copy of the summary and reflection among group members and the instructor. Take turns doing this job. You will have a total of two summaries and two reflections, but select only one summary and one reflection from the same review session to submit in the portfolio. The peer-evaluation forms will be provided by the instructor.

Writing Evaluations of Your Classmates' Presentations

It is important to give honest and sincere evaluations to your peers to develop your objectivity. Your evaluation remains anonymous. It does not have to be long, but writing comments is required. Give your classmates constructive advice. You need to include two of the evaluations that you wrote in your portfolio. For the ones you decide to use in your portfolio, give originals to the classmate who will be doing the summary and reflection, and submit photocopies in your portfolio. (You will have written about 10 to 15 evaluations by the end of chapter 2.)

Review-Session Presentation Evaluation

5 = Very good; 4 = Good; 3 = Satisfactory; 2 = Needs improvement; 1 = Poor

Date: _____ Chapter: _____ Section: A B C D E (circle one)

Students' names _____

Topic/function/grammar _____

Accuracy of information _____

Interactiveness of presentation _____

Equal participation of presenters at the presentation _____

Japanese used in giving the basic classroom instructions _____

Organization and content _____

Time management _____

Overall assessment _____

Comments:

Pen Pal Project

In order to write e-mail in Japanese, you need to open a MSN Hotmail account. Please go to www.hotmail .com and sign in, if you do not have one already. You are required to exchange two e-mails with your pen pal for this project (two messages from you to your pen pal and two replies from your pen pal, all in Japanese). You must file hard copies of all four e-mails that are written in Japanese in your portfolio. (Print out the Hotmail frame so that it shows when you sent and when you received the messages. Be sure to copy each message that you send to your own address so you will not lose what you composed. Also, click in the box that says, "copy to sent folder," but do not click the "save draft" box, as you will lose what you wrote that way.) For your pen pal's replies, you also need to provide English summaries. These translations will help you to develop your reading skills. If you write more than two e-mails, you will be given up to 2 percent extra credit, depending on the accuracy (grammar, long-vowel words, double-consonant words, and correct kanji); quality (reasonable length, variety of content); and quantity (the more the better) of your correspondence. I will be happy to answer any questions on grammar, phrases, and so forth.

Your pen pal will also send you messages written in English, as this is a give-and-take project. Please reply in English, and include this English e-mail correspondence in your portfolio as well. (However, you will not get any extra credit by writing more than two English replies.) Your pen pals will be visiting the ASU campus for their English study program in February. We will participate in some congenial and entertaining activities with them at that time, and you will be able to develop your speaking skills with them as well.

For Friday's Computer Lab Session

1. Prepare five facts to introduce yourself.
2. Begin your message with a greeting, then introduce yourself, including your name and affiliation. Go on to mention information such as your academic year, major, hometown, subjects you are taking now, where your house is, what language you speak, your nationality, things you like and dislike, and so on.
3. Prepare five questions to ask your pen pal.

Free Project

The following are merely suggestions. You may do whatever you want, with the instructor's approval. You may complete this project alone or in a group.

Individual Work

- Record an oral interview conducted in Japanese with a native speaker of Japanese. Submit a tape and a transcription of your questions and your interviewee's answers in Japanese together with its English translation. This does not mean that you write a script and just read it with your interviewee. In other words, the interview must take place first, before you transcribe your recorded conversation. You may prepare your questions, but you may not prepare your interviewee's answers. Figuring out what she or he said will improve your listening comprehension. You should conduct interviews with at least two people, and choose the better one to submit.
- Read and translate some authentic materials (newspaper, magazine, Internet). You must get the instructor's approval of your material content and discuss the length and other details. Submit the printout of the original materials together with your translation, as well as a vocabulary list. *Note*: Translating anime comics is beyond your ability at the elementary Japanese level. You may try some weather forecasts in the newspaper, advertisements, announcements of cultural classes, travel guides, menus, and other simple documents. If you insist on anime comics, you may be able to focus on onomatopoeic expressions written in katakana.

- Make a video on something related to Japanese learning (for example, kanji or grammar points).
- Keep a journal in Japanese.

Group Work

- Perform a skit. You must submit both a script and a video of your performance.
- Write a class newspaper. You may include original articles, editorials, interviews, photos, cartoons, and advertisements.
- Create a news show on video (class news, school news, or community news). You must submit scripts and video.
- Keep a journal in Japanese.

Requirements

You must submit your proposal containing your goals, methods, the names of people in the group if it is a group project, and a realistic timeline for completing the project. Making the schedule is important. Planning ahead helps prevent cramming everything into the end of the semester. When cramming, you become interested only in getting things done, and your focus will not be on learning. For a group project, you must clearly state each person's role, and the work must be equally distributed among group members.

Products

Each person must submit all written work, such as a journal, a newspaper, or a script of a skit, even if it is group work. However, you need only submit one copy of a videotape per group. Be sure to make a copy before handing in your original, because the tape will not be returned.

Equipment

You must arrange to get your own equipment such as videos, camcorders, tapes, and tape recorders. You can check out camcorders from Media Services on campus, but you need to arrange this right away because it is on a first-come, first-served basis and it is competitive. You may apply two weeks in advance and check the equipment out for three days. You will need a picture ID.

Oral Interview Recording

If you choose to do an oral interview for the free project, you must conduct it with a native Japanese speaker who is not a teacher of Japanese. If you do not know anyone who is Japanese, your instructor will help you find someone. I urge you to talk to the person you have selected by the middle of November, as everybody gets busy at the end of the semester. You may discuss any topic, but the interview must be done solely in Japanese. The tape you submit must contain only one interview, and it must start at the beginning of side A. The maximum length is 10 minutes. If your interview exceeds this limit, please edit the tape and submit only the highlights. Remember, your instructor would like to hear you more than your interviewee. You must supply the name of the interviewee and the date and place of the interview, together with the transcription and its English translation. Again, your interview must be a real interview, not a script reading.

Competing in the Speech Contest (spring semester only)

You must follow all the regulations that are required for a contestant in the speech contest. You are also required to perform your speech in front of the class on the free-project presentation day.

How to Conduct Your Free-Project Presentation

You will present your free project in class on _____ 月_____ 日 or _____ 日, depending on the date you are assigned. Explain the objectives and outcome of your project succinctly in English. (Do not spend any longer than one-and-a-half minutes doing this.) Then, present the video, newspaper, translation, journal, or whatever. Distribute copies of your products, except for videos, to your classmates. You may distribute a part or the whole of the product. If it is a written work, read examples of your work. If it is an oral interview, play the tape and distribute your transcription (not the translation). In other words, you must use Japanese or show the evidence of your Japanese speaking proficiency in your presentation. Presentation time will vary, depending on the proportion of group projects to individual projects. It may be 10 to 15 minutes.

Portfolio Project

A portfolio is a personal folder of work that reflects your learning strengths, weaknesses, and individuality. It shows the process and products of your learning Japanese. You are responsible for keeping and organizing your portfolio throughout the semester.

Goals, Methods, and Reflection Statements

For each of the three categories that the portfolio comprises (quizzes, tests, and homework; review sessions; and the free project), you must submit your goals, methods, and reflections. You must establish your goals and methods for each category at the beginning of the semester. Here, "methods" means your strategies to achieve your goals. Turn in your goals and methods for the three categories on _____ 月 _____ 日 (ようび). Please type them and print out two sets, one to file in your portfolio binder and one to submit to your instructor. You will submit the reflection statement when you submit the portfolio binder on _____ 月_____ 日 or _____ 日. Do not forget to date each statement. The following is an example for the "quizzes, tests, and homework" category:

Goals: I will submit at least B-level work for quizzes and tests, including the oral exam. I will submit all the homework on time.

(Date: _____)

Methods: I will achieve these goals by coming to class every day and following the detailed schedule precisely. I will also read the textbook and listen to the tape, not to mention actively participating in class every day.

(Date: _____)

Reflection: I did not do well on the listening part of the test. I did not listen to the tape carefully. Next semester, I will focus on listening skills, because I know that is my weak area. I will make use of the language partner program to develop my speaking skills as well.

(Date: _____)

Note: You must submit these for *each category*.

Important Dates

Goals and methods for the three portfolio categories are due on _____ 月_____ 日 (ようび). Your free-project proposal is due on _____ 月_____ 日 (ようび). Submit your project on _____ 月_____ 日 or _____ 日, the free-project presentation days. Reflection statements must be included when you submit the portfolio on _____ 月_____ 日 or _____ 日.

Evaluation and Requirements

Evaluation is based on submission of the required numbers of items; the content of your products (e.g., corrected quizzes, tests, and homework; high-quality kanji test; good lesson plans for review sessions); goals, methods, and reflection statements; and organizational skills (the portfolio should consist of a binder assembled in an orderly fashion according to the three categories listed below, with appropriate index labels or title pages). You must submit the exact number of items indicated—except for the pen pal correspondence, for which you may include additional messages for extra credit. (E-mails must be a copy of the "compose" page where you typed your message in Japanese. Drafts that you worked on using MS Word or any other word-processing program will not be accepted.) Tests, quizzes, and homework in your portfolio should carry the date and your name.

1. Quizzes, tests, and homework (individual accomplishment)

    - Five quizzes of your choice (make sure that you have at least one from each chapter, and include different kinds of quizzes: kanji, grammar, kikitori, culture, and so forth)
    - One chapter test of your choice
    - One make-your-own kanji test (blank test)
    - Two composition homework assignments of your choice
    - Two homework assignments of your choice other than compositions and workbook assignments
    - Two e-mails (in Japanese) from you to your pen pal and two replies (in Japanese) from your pen pal, with your English summaries of them
    - Two e-mails (in English) from your pen pal to you and two of your replies (in English) to your pen pal

2. Review sessions (group effort)

    - One review session of your choice (lesson plan, supplements, games, activity sheets, peer-evaluation analysis with self-reflection, teacher's evaluation, and preparation self-assessment sheet)
    - Two peer evaluations that you wrote for other people (They must come from different chapters. In other words, one from a chapter 1 review session and one from a chapter 2 review session. Give the originals to your peers, and submit photocopies of them in the portfolio.)

3. Free project (individual or group work)

    - One or more product(s), depending on your project

Chapter 4
The AP Exam in Japanese Language and Culture

The AP Japanese Language and Culture Development Committee creates the AP Exam in Japanese Language and Culture in consultation with the assessment specialists at ETS. The process for creating the inaugural exam, administered in May 2007, involved several steps. The committee

- developed and revised a large number of questions that were then formally and informally field-tested;
- reviewed the results of the field-testing and assembled questions into the final exam format;
- confirmed that the exam reflected the course by covering content and levels of difficulty that were equivalent to 300-hour college-level instruction, and that the knowledge and abilities specified by the Course Description were assessed reliably; and
- ensured that the exam reflected the Standards, covering the three modes of communication (Interpersonal, Interpretive, and Presentational) and the five goals of foreign language learning (Communication, Cultures, Connections, Comparisons, and Communities).

As the Development Committee creates exams each year, it continues to take considerable care with the writing and evaluation of the questions to ensure the exam assesses AP Japanese students at the same level as those students in the commensurate college course.

Committee members, as well as external consultants who have the same experience and knowledge as the committee members, develop the multiple-choice questions. All potential questions are reviewed and revised by not only the committee but also ETS content and assessment experts to ensure the questions are consistent and fair, and the directions are clear. The first set of questions the committee approves are field-tested in college and university Japanese classrooms before they are used on an AP Exam. ETS statisticians analyze the results, and the committee reviews the statistical data before approving a question for inclusion on the exam.

Committee members develop the free-response questions in consultation with ETS content experts. The AP Japanese Chief Reader, who is always a university faculty member, is involved throughout the development process of the Course Description and exam specifications in order to ensure that all free-response questions are rated reliably.

AP Exam Basics

Computer-based Exam Information

The AP Japanese Exam is a computer-based assessment that is administered every May. There is no paper component. The directions and prompts are delivered to the students' computers on CD, and the students' written and spoken responses are captured electronically. Students are allowed to make notes on paper during the exam, but these are collected at the end of the exam and are not scored.

Working at individual computers for the entire exam, students hear the spoken directions and prompts through their headphones and read the written directions and prompts that appear on their screens. When responding orally students use their computer's microphone. When responding in writing they use the IME (Input Method Editor) that accompanies the Microsoft Windows operating system. Students are expected to use the kanji on the kanji list in the Course Description; their use of kanji will affect the evaluation of their writing skills.

The testing site you use for the AP Japanese Exam must have the exam administration resources described in the *AP Coordinator's Manual*. For specific hardware and software requirements, which are updated periodically, go to AP Central.

Exam Format

The exam is approximately 2 hours and 15 minutes long and consists of two sections. Section I contains multiple-choice questions that assess students' skills in the Interpretive mode of communication. Section II contains free-response questions that assess students' skills in the Interpersonal and Presentational modes of communication. The two sections are further divided into parts A and B, which are characterized by the principal language modality involved.

- **Section I, Part A: Listening.** Students listen to several stimuli, which include genres such as radio broadcasts, telephone messages, conversations, public announcements, and school debates, and they answer the related on-screen questions. These questions have been designed to assess students' ability to understand the overall objectives, gist, details, and implications of the texts they have heard.

- **Section I, Part B: Reading.** Students read authentic or semiauthentic Japanese texts, such as newspaper articles, letters, e-mail messages, brochures, and stories. The questions that accompany each reading selection are designed to assess students' ability to understand the gist, details, and implied meanings of the texts. The kanji used in the reading selections are not necessarily limited to those on the kanji list in the Course Description. Those kanji that are not on the list may be glossed and/or accompanied by furigana insofar as they are crucial to the comprehension of the texts.

- **Section II, Part A: Writing.** One task assesses students' Interpersonal communication skills, directing them to participate in an exchange of text-chat messages. The other task assesses students' Presentational communication skills, directing them to compare and contrast two given experiences.

- **Section II, Part B: Speaking.** One task assesses students' Interpersonal communication skills, directing them to participate in a simulated conversation by responding to audio stimuli. The other task assesses students' Presentational communication skills, directing them to make a presentation discussing a given cultural topic.

The following chart shows the specifications and weightings for the AP Japanese Exam content and format, including the amount of time and the number of questions for each part, as well as the contribution of each part toward the final AP Exam grade. Times listed are approximate. The total administration time for each part of the exam is estimated, taking into account time for reading directions, moving from question to question, etc. As a result, the estimated time for each section may be greater than the sum of the estimated times for each part. For ease of reference, the specific time allotted for preparation or response for some questions is noted in parentheses.

Note: Any future changes that may be made to the exam and the way it is scored will be announced on AP Central.

AP Japanese Language and Culture Exam Format

Section I

Section	Question Type and Knowledge/Skills Assessed	Number of Questions and % Weight of Final Score		Time
Section I	**Multiple Choice**	**70 questions**	**50%**	**1 hour and 30 minutes**
Part A: Listening	Listening Selections Sample Stimulus Types: • Conversation • Debate • Instructions • Message • Presentation • Public announcement • Radio broadcast Knowledge/skills: • Interpretive communication • Comprehension; inference	30–35 questions	25%	20 minutes (Response time: 12 seconds per question)
Part B: Reading	Reading Selections Sample Stimulus Types: • E-mail • Instructions • Letter • News article • Short story • Travel brochure Knowledge/skills: • Interpretive communication • Comprehension; inference	35–40 questions	25%	60 minutes

Section II

Section	Question Type and Knowledge/Skills Assessed	Number of Questions and % Weight of Final Score		Time
Section II	**Free Response**	**4 tasks**	**50%**	**45 minutes**
Part A: Writing	Text chat Knowledge/skills: • Interpersonal communication • Informing; describing; explaining; expressing preference; elaborating; justifying opinion; requesting; inviting; suggesting	6 questions	12.5%	10 minutes (Response time: 90 seconds per question)
	Compare and Contrast Article Knowledge/skills: • Presentational communication • Comparing; contrasting; describing; justifying opinion	1 question	12.5%	20 minutes
Part B: Speaking	Conversation Knowledge/skills: • Interpersonal communication • Participate in conversation by responding appropriately	4 questions	12.5%	3 minutes (Response time: 20 seconds per question)
	Cultural Perspective Presentation Knowledge/skills: • Presentational communication • Describing and expressing opinion about a Japanese cultural practice or product	1 question	12.5%	7 minutes (Preparation time: 4 minutes Response time: 2 minutes)

Scoring the AP Exam

The multiple-choice questions are scored by computer. To correct for random guessing, one-third of a point is subtracted from the total score for each incorrect answer. The free-response questions are scored holistically by a team of Readers—AP Japanese teachers, and college and university Japanese professors—during the annual AP Reading in June. The Chief Reader is responsible for ensuring that student responses are evaluated accurately, reliably, consistently, and in a manner that reflects the level of college Japanese language instruction to which the AP Japanese course is equivalent.

Prior to the administration of the AP Japanese Exam, the Chief Reader, with assistance from the Development Committee, develops draft scoring guidelines for each of the free-response questions. After the administration, the scoring guidelines are finalized via a process that involves reading a sampling of student responses to gain an understanding of the performance of the test-takers in a given year and the general types of errors they made. The Readers use the resulting guidelines to score the free-response questions at the Reading.

The Chief Reader oversees the scoring process, including the training of the scoring leaders and the Readers. After the Readers have been trained to apply the scoring guidelines fairly and consistently, they begin scoring student responses. In order to avoid bias, Readers do not have access to any personal information about the student whose exam response they are scoring. They do not know that student's name, age, gender, school, or geographical region. They also do not know how the student performed on the other exam questions. Periodic checks are conducted throughout the Reading to ensure the scoring remains consistent. For a more detailed description of how the AP Exam is scored, visit the "Scoring AP Exams" page on AP Central (http://professionals.collegeboard.com/higher-ed/placement/ap/exam/scoring).

After the Reading, ETS statisticians transform the scores into AP grades. They weigh, convert, and combine all relevant scores and derive a composite score for each student. In consultation with the College Board and ETS statisticians and content specialists, the Chief Reader determines the cut-points and converts the composite scores to the five-point scale on which the AP grades are reported:

5—Extremely well qualified

4—Well qualified

3—Qualified

2—Possibly qualified

1—No recommendation

When applicable, the results of periodic college comparability studies are also taken into account to ensure the high school students' scores are comparable to those of college students in the corresponding course.

The 2007 College Comparability Study for the AP Japanese Language and Culture Exam is available on AP Central (go to the Japanese Language and Culture Course Home Page and click on the link under *Exam Information*).

You can learn more about the conversion process on AP Central by going to the "All About the Exams" page and clicking on *Exam Scoring* and *Exam Analysis* in the *More . . .* box at the bottom of the page.

Serving as an AP Reader is an invaluable experience—one that you should consider. Being part of the free-response scoring process and learning how students' AP grades are derived will help you know more about this type of assessment, improve your AP course, and guide your students to a higher level of language proficiency. Interaction with college and university professors during the AP Reading will give you a sense of what college-level Japanese courses are like and what students who take the AP Japanese course are expected to learn. Working with other AP Japanese teachers during the Reading can lead to beneficial and gratifying collegial relationships. An explanation of the AP Reader application process and the online application are available on AP Central (from the *AP Community* button on the left, click on *Become an AP Exam Reader*).

AP Grade Reports

AP grades are reported to students, their schools, and their designated colleges in July. Each school automatically receives an AP Grade Report for each student, a cumulative roster of all students, rosters of all students by exam, an AP Scholar roster for any qualifying students, and an AP Instructional Planning Report. (Note: Data for students testing late with an alternate form of the exam are not included in this report.) For a fee, schools may also request their students' free-response answers.

Using the AP Instructional Planning Report

Schools receive the AP Instructional Planning Report for each of their AP classes in September. The report compares your students' performance on specific tasks in the AP Exam to the performance of students worldwide on those same tasks, helping you target areas for increased attention and focus in the curriculum. To get the most out of the report, please read the interpretive information on the document. It explains how the data, when used correctly, can provide valuable information for instructional and curricular assessment as well as for planning and development. Contact your school's AP Coordinator for this report.

Preparing Your Students to Take the Exam

In order to prepare your students for the AP Japanese Exam, you must cover the course content specified in the Course Description. You should also devote class time throughout the year to familiarizing your students with the varying parameters of each part of the exam and some test-taking techniques that are specific to the different types of questions. Some of these techniques are identified here. Remind your students to always pay careful attention to all of the directions they hear and read on the exam so they will know what to expect in each section. Make them aware of the way questions in section I are scored: one-third of a point is deducted from incorrect answers, which means leaving difficult questions unanswered is a judgment call they should be prepared to make.

Section I	
Part A: Listening	
Interpretive Mode	• At the beginning of each selection a narrator indicates in English how many times students will hear the audio stimulus. This information also appears on-screen. • Students are allowed to take notes while listening to the prompts. They may not keep their notes after the exam, however, and their notes are not scored. • The images on the computer screen help clarify the setting of each selection. • When the allotted time for answering each question ends, the next question appears or the next selection begins immediately. • Students must respond to the questions in the order they are asked and may not skip ahead or return to a previous question. • Students cannot control the playing or repetition of the audio stimulus.
Part B: Reading	
Interpretive Mode	• Each selection is preceded by an introduction in English. • Students can read the selection and answer the questions in any order. • Students may answer the questions within the allotted time in any order they choose, skipping ahead or returning to previous questions. • It is helpful to note the key words in the questions before responding to them.

Section II	
Part A: Writing	
Interpersonal Mode	• The directions are written in English and contextualize the conversation, identifying the situation the students are in, the other interlocutor, the topic of the chat, and so on. • Students must respond to the questions in the order they are asked and may not skip ahead or return to a previous question.
Presentational Mode	• The directions and prompts are written in English and detail many requirements expected in the responses. • Students may not skip ahead or return to a previous question. • Responses should be 300 to 400 characters or longer. • It is helpful to note each required task in the prompt (e.g., describe, explain, state) to ensure the response addresses all parts of the question. • Before responding, students should plan what they want to write and draft a quick outline.
Part B: Speaking	
Interpersonal Mode	• The directions are in English and contextualize the task, identifying the situation the students are in. • The audio stimuli are played exactly once. • Once each prompt is over, students have only the allotted time to record their answers. • Students must respond to the questions in the order they are asked and may not skip ahead or return to a previous question. • The amount of time that students can use for responding is shown on-screen. • Students should imagine they are having an actual conversation with the person indicated.
Presentational Mode	• The directions and prompts are in English and detail many requirements expected in the responses. • Students may not skip ahead or return to a previous question. • The amount of time the students can use for preparing and for responding is shown on-screen. • Before responding, students should plan what they want to say and draft a quick outline.

Because the AP Exam is a performance-based, prochievement test, it can be used as a formative and summative assessment tool in addition to the traditional types of tests you give your students. Regularly include listening and reading multiple-choice questions that assess your students' skimming, scanning, and listening skills, and free-response questions that assess their speaking and writing skills as well as their cultural knowledge. Be sure to use authentic and semiauthentic texts and real-life, task-based questions in your assessments as well.

Since many students are not used to answering free-response questions, it is important to expose them to such questions as often as possible and to train them how to answer these questions quickly and concisely. They need to be familiar with the different types of free-response questions that appear on the exam, know exactly what kinds of restrictions apply to the different types of questions, and have plenty of practice answering the questions in the time frame allowed by the exam.

Try to evaluate your students' responses in the same way the free-response questions on the exam are evaluated by using scoring guidelines. Teaching your students how to use these guidelines themselves will make them more aware of what the Readers look for when they score the exam during the Reading. You can find the scoring guidelines from previous exam administrations on AP Central (from the home page, go to the *AP Courses and Exams* button on the left menu bar and click on *Exam Questions*). You should make use of the sample student responses with scoring commentary for AP Japanese that appear on AP Central.

Your students should be comfortable with using a computer to record Japanese speech and writing. Give them assignments throughout the year that require them to write in Japanese using the computer, a skill they will need for the exam. They should also receive ample opportunities to listen to different Japanese speakers through their computer's headphones and practice recording their own voices with the computer's microphone. It takes some time to learn how to position and speak into a computer's microphone in a way that is comfortable and does not compromise the quality of the sound. Be sure your students listen to their own voices, especially at the beginning of the year, so they can hear the clarity of the recordings they are making and adjust the microphone's position or volume as needed.

An overview of the AP Japanese Language and Culture Exam is available on both AP Central and the College Board's Web site for students (go to www.collegeboard.com and click on *For Students* to enter the student site). The overview provides a preview of question types and directions screens to help students become familiar with the computer-based exam administration. In addition, schools ordering AP Japanese Language and Culture Exams will receive a Setup CD for each exam ordered. The Setup CD facilitates software installation and includes sample questions, allowing students to practice for the exam.

Although they have been preparing for the AP Exam all year, students appreciate having review sessions a week or two before the exam. These can be held before or after school or on a weekend. In addition to reviewing the language they have learned over the course of the year, you should plan on reviewing the exam's format, content, timing, and directions. Also go over the way the scoring guidelines are used, general test-taking strategies (e.g., answer the question that has been asked and not the one you wish had been asked, think about the audience identified in the question and respond with that audience in mind), and any issues you feel your students may have with using computers to take a long test.

Why Take the AP Exam?

All AP Japanese students should be encouraged to take the AP Exam. Knowing that they will take the exam in May helps students set clear learning goals for themselves at the beginning of the school year. The exam offers them an opportunity to test the knowledge and skills they have developed in the AP course.

The best part about taking the AP Exam is that students who earn a qualifying grade of 3 or higher may be awarded advanced placement, college credit, or both by participating colleges and universities. (Some colleges and universities consider a grade of 2 as qualifying for advanced placement.) The College Board Web site provides links to the AP credit policy pages of thousands of colleges and universities. To take advantage of this resource, go to the AP Central home page, click on the *Higher Ed Services* bar at the top, then below "Quick Links" you'll find the link to *AP Credit Policy Information*, which will take you directly to the College Board institution search engine.

Working with Your AP Coordinator

Your school's AP Coordinator is primarily responsible for organizing and administering its AP program. The Coordinator, who can be an administrator, a counselor, or a teacher who is not currently teaching an AP course, orders the exams, ensures any necessary equipment is in place and working on the day of the exam, and handles special accommodations for those students who need them. This person can answer the questions you may have about the logistics of the exam and any policies that may apply to your course. If your students have questions about the exam that you are unable to answer, you can tell them to ask the AP Coordinator.

Talk with your AP Coordinator in the early spring about the number of AP Japanese Language and Culture Exams and computers and headsets your students will need. It is also important that both of you review the equipment your students will be using for the exam. Do you have enough computers for the administration of the exam? Is the Japanese typing functionality configured appropriately on each of them? Will the testing room allow your students to make the highest quality recordings possible?

The AP Coordinator may designate teachers to proctor an AP Exam for a subject they do not teach. You and the AP Coordinator should talk with the teacher designated to proctor the AP Japanese Exam and make sure that person is familiar with the computer equipment your students will be using to take the test. Finally, do not forget to arrange to have your school's public announcement system and bells suspended during the actual AP Exam so your students' recordings are not interrupted or drowned out by loud noises.

After the Exam

Depending on your school calendar, you may have three or four weeks of school left after the AP Exam. Students generally are not enthusiastic about more essay writing or structured speaking practice. Many of them consider the school year to be over once they have taken the exam. What can you do during the weeks before the last day of class to make this time valuable for your students?

You actually have a variety of options based on your personal preferences, your students' interests, and your school's policies. This is a great time to focus on topics of particular interest you did not have time for earlier in the year. The following suggestions should give you an idea of just how creative you can be while at the same time continuing your students' learning experience until the very end of the school year.

- Create *PowerPoint* presentations on aspects of Japanese culture, the country, or its history.
- Research the Japanese history in your area.
- Take several one-day field trips that relate to units the students studied earlier in the year.
- Hold a Japanese film festival, with pre- and post-viewing exercises for each film.

- Play games.
- Write and illustrate a children's book in Japanese.
- Visit an elementary school to teach some of the students how to count or say a few words in Japanese.
- Plan an imaginary class trip to Japan that involves researching visas, accommodations, and sightseeing and travel possibilities within the country.
- Interview Japanese speakers in the community or record their oral history.
- Conduct an in-depth study of current Japanese events, trends, and fads.
- Design a cooking unit that explores the making and sampling of traditional Japanese foods and the ways they are served.
- Invite guest speakers to give a talk in Japanese about living in or traveling around Japan.
- Create Web pages that focus on specific aspects of life in Japan, such as going on vacation, commuting to work or school, shopping, pets, or hobbies.
- Write and perform skits in Japanese.

No matter what activities you decide to do with your students during the time between the AP Exam and the end of the school year, you will have the most success if your students think of the work they are doing as a special treat.

Chapter 5
Resources for Teachers

Useful Information Resources

This chapter is designed to help new AP Japanese teachers locate instructional resources they can use while preparing for and teaching the AP Japanese Language and Culture course. It is not intended to be exhaustive but merely a sampling of useful resources that have proven to be helpful. You can use some of these resources as references or teaching materials, while others may be helpful to students for self-study and research.

The types of resources represented in this chapter include

- Books on Culture, Kanji, and Teaching the Four Skills
- Booksellers and Distributors of Japanese Teaching Materials
- Embassy and Consulates in the United States
- Multimedia
- Pedagogical Reading
- Periodicals
- Professional Associations and Language Organizations
- Reference Works
- Textbooks
- Web Sites

This chapter, however, is just one of several places that identifies teaching materials suitable for the AP Japanese course. The teachers who contributed the sample syllabi in chapter 3 list the resources they used while developing their Japanese courses. In addition, a growing number of resources can be found in the Teacher's Resources section of AP Central.

Although every effort has been made to provide the most up-to-date information in this chapter, there may be some changes in publication and contact information, and some resources may become unavailable during the life of this edition of the Teacher's Guide. It is also important to understand that no one resource in this Teacher's Guide is favored over another and that inclusion of particular publications, Web sites, films, videos, or other media does not constitute endorsement by the College Board, ETS, or the

AP Japanese Language and Culture Development Committee. All Web site URLs throughout this Teacher's Guide begin with *http://*.

Books

Akimoto, Miharu, Chikako Aruga, and Makiko Koyama. *Pea de Oboeru Iroirona Kotoba: Shochukyu Gakushusha no Tameno Rengo no Seiri* ペアで覚えるいろいろなことば　初・中級学習者のための連語の整理. Tokyo: Musashino Shoin, 1996.
Explains noun compounds.

Hirate, Susan H., and Noriko Kawaura. *Nihongo Daisuki! Japanese for Children through Games and Songs*. Honolulu: Bess Press, 1990.
Introduction of basic elements of spoken Japanese.

Ishizuka, Kyoko, et al. *Kisetsu de Manabu Nihongo: Japanese through the Seasons* 季節で学ぶ日本語. Tokyo: ALC Press, 2000.
Learning Japanese while understanding the Japanese sense of the four seasons. For intermediate-level students.

Japan Council of International Schools. *Bits and Pieces: 51 Activities for Teaching Japanese K–12*. Tokyo: Kodansha International, 1997.
Beginner- to intermediate-level classroom activities.

Kataoka, Hiroko, et al. Jan-Ken-Pon. 3 vols. Eugene, Ore.: The Center for Applied Second Language Studies, University of Oregon, 1999.
Elementary-level theme-based language program.

Kawarazaki, Mikio, et al. *Mainichi no Kikitori 50 nichi* 毎日の聞き取り５０日. Tokyo: Bonjinsha, 1995.

Koyama, Satoru. *J Bridge for Intermediate Japanese*. Tokyo: Bonjinsha, 2002.
Designed for high beginning-level students to proceed smoothly to the intermediate level. Many pair-work and listening activities. Accompanying audio CDs.

McGinnis, Scott, Mineharu Nakayama, and Tao-chung Yao. *Let's Play Games in Japanese: A Collection of Games and Teacher Aids*. Lincolnwood, Ill.: National Textbook Company, 1992.
Order from Academic Book Services.

Yana, Akiko, et al. *Nihongo E-meeru no Kakikata* 日本語Eメールの書き方. Tokyo: The Japan Times, 2005.
For high beginning- to intermediate-level students.

Culture

AFS Nihon Kyokai. *Kokosei no Nihongo 12-kagetsu Renshucho* 高校生の日本語１２ヶ月練習帳. Tokyo: Bonjinsha, 2001.
Designed to give students a rudimentary knowledge of Japanese culture.

Barta, Gregory C., Linda Bennett, and Lynn Matthew Barbow. *Tora no Maki: Lessons for Teaching about Contemporary Japan*. Washington, D.C.: National Council for the Social Studies, 1996.
Teacher's guide designed to aid in teaching appropriate standards for social studies content and skills, using a contemporary focus on Japan's culture and economy.

Fukuoka Nihongo Center Japan. *Hanasoo Kangaeyoo Shokyu Nihon Jijo*. Rev. ed. Tokyo: Three A, 2000.
Introduction to Japanese culture for beginning-level students.

Kataoka, Hiroko C., and Tetsuya Kusumoto. *Japanese Cultural Encounters and How to Handle Them*. Lincolnwood, Ill.: Passport Books, 1991.
Fifty episodes of culture conflicts for discussing the best solution.

Nemoto, Maki, et al. *Hiroko-san no Tanoshii Nihongo* ひろこさんのたのしいにほんご. 2 vols. Tokyo: Bonjinsha, 1986, 1995.
Beginning-level material for teaching Japanese language, culture, and customs to young children. Many illustrations. Accompanying kanji workbooks, teacher's manual, and picture card CD-ROM.

Sasaki, Mizue. *Nihon Jijo Nyumon* 日本事情入門. 2 vols. Tokyo: ALC Press, 1995.
Bilingual introduction to Japanese culture. Uses many photos.

Kanji

Douglas, Masako. *A Practical Guide to Learning Kanji: For Learners from an Alphabetic Background*. 2nd ed. Boston: McGraw-Hill, 2001.

Habein, Yaeko S., and Gerald B. Mathias. *Decoding Kanji: A Practical Approach to Learning Look-Alike Characters*. Tokyo: Kodansha International, 2000.

Heisig, James W. *Remembering the Kanji I: A Complete Course on How Not to Forget the Meaning and Writing of Japanese Characters*. Vol. 1. 4th ed. Tokyo: Japan Publications Trading Company, 2001.
Helpful mnemonics for joyo kanji.

Kanji Text Research Group, University of Tokyo. *250 Essential Kanji for Everyday Use*. 2 vols. Rutland, Vt.: Charles E. Tuttle, 1993, 1998.
Introduces kanji encountered in everyday situations through authentic materials and photos. Exercises and conversation examples.

Kano, Chieko, et al. *Basic Kanji Book*. 2 vols. Tokyo: Bonjinsha, 1990, 1991.
Systematically teaches kanji encountered in everyday situations. Helps students develop practical kanji abilities.

Kano, Chieko, et al. *Intermediate Kanji Book* (*Kanji 100 Plus*). Tokyo: Bonjinsha, 1993.
The kanji may be beyond the AP Japanese kanji list, but they provide teachers with useful information on how to teach kanji and the usage of kanji in the Japanese language.

Kawaguchi, Junichi, et al., eds. *Nihongo kyoshi no tameno kanji shido aidea bukku: Bibliographical Information* 日本語教師のための漢字指導アイディアブック. Tokyo: Sotakusha, 1995.
Suggests many effective ways to teach kanji.

Musashino City Multicultural Educational Assistance Office. *E de Wakaru Kantan Kanji 80* 絵でわかる簡単漢字80. Tokyo: Three A, 2001.
Workbook for learning the kanji taught in the first grade.

Musashino City Multicultural Educational Assistance Office. *E de Wakaru Kantan Kanji 160* 絵でわかる簡単漢字 160. Tokyo: Three A, 2002.
Workbook for learning the kanji taught in the second grade.

Teaching the Four Skills

Bunka Institute of Language. *Tanoshiku Hanasoo* 楽しく話そう. Tokyo: Bonjinsha, 1995.
Beginning- to intermediate-level materials for helping students develop communicative abilities with a small number of grammar items. Tasked-based activities using pictures.

Bunka Institute of Language. *Tanoshiku Kikoo* 楽しく聞こう. Tokyo: Bonjinsha, 1996.
Beginning- to intermediate-level materials for helping students develop listening comprehension abilities. Uses many photos and actual sounds.

Bunka Institute of Language. *Tanoshiku Yomoo* 楽しく読もう. Tokyo: Bonjinsha, 1996.
Reading materials for beginning students. Accompanies *Shin Bunka Shokyu Nihongo*.

Chinami, Kyoko, and Yasuyo Uegaki. *Nihongo Shokyu Dokkai Yomikata+Kakikata* 日本語初級読解 : 読み方、聞き方. Tokyo: ALC Press, 2000.
Reading and writing Japanese for beginning-level students.

Daigaku, Sanno Tanki. *Nihongo o Tanoshiku Yomu Hon: Chukyu* 日本語を楽しく読む本中級. Tokyo: Bonjinsha, 1991.
Reading text.

Hirok, Terauchi, and Sasaki Michiko. *Uta kara Manabu Nihongo* 歌から学ぶ日本語. Tokyo: ACL Press, 2001.
Accompanying CD includes 21 songs through which beginning- and intermediate-level students learn Japanese.

Kadowaki, Kaoru, and Kaoru Nishiuma. *Minna no Nihongo Yasashii Sakubun* みんなの日本語初級やさしい作文. Tokyo: Three A, 1999.
Writing practice book that supports *Minna no Nihongo I* and *II*. Accompanying word lists and teacher's manual.

Koide, Keiichi. *Nihongo o Tanoshiku Yomu Hon: Sho-chukyu* 日本語を楽しく読む本 : 初 ・中級. Tokyo: Bonjinsha, 1996.
Reading materials for high beginning- to low intermediate-level students.

Kokusai Koryuu Kikin Kansai Nihongo Center, ed. *Shokyu kara no Nihongo Supiichi* 初級からの日本語スピーチ. Tokyo: Bonjinsha, 2004.
Designed to help students learn Japanese through making speeches on a variety of topics. Includes advice on how to give effective speeches. Book and CD.

Makino, Akiko, et al. *Minna no Nihongo Shokyu de Yomeru Topikku 25* みんなの日本語初級 II : 初級で読めるトピック２５. Tokyo: Three A, 2001.
Beginning-level practice reading comprehension texts that support *Minna no Nihongo I* and *II*.

Miyagi, Sachie, et al. *Mainichi no Kikitori plus 40* 毎日の聞き取りプラス４０. Tokyo: Bonjinsha, 2003.
Listening activities for high beginning- to intermediate-level students. Accompanying audiocassettes and CDs.

Mizutani, Nobuko. *Sogo Nihongo Shokyu kara Chukyu e*. Tokyo: Bonjinsha, 1990.

Motohashi, Fujiko, and Satoko Hayashi. *24 Tasks for Basic Modern Japanese*. 2 vols. Tokyo: The Japan Times, 1990.
Supplement to *An Introduction to Modern Japanese* by Osamu Mizutani and Nobuko Mizutani (Tokyo: The Japan Times, 1994). Task-based activities for developing practical speaking and listening abilities. Includes many illustrations and pictures.

Okazaki, Shizuko, et al. *Shokyu kara Nyusu o* 初級からニュースを. Tokyo: Bonjinsha, 1994.
Listening resources for training students to comprehend the news. Accompanying audiocassette.

Taguchi, Masako. *Rakuraku Nihongo Raitingu* らくらく日本語ライティング: *Shokyu Kohan-Chukyu*. Tokyo: ALC Press, 1995.
Resources for reinforcing vocabulary and teaching writing to high beginning- to intermediate-level students.

Uzawa, Kozue. *Nihongo Sakubun to Supiichi no Ressun Teepu*. Tokyo: ALC Press, 1998.
Resources for learning writing and making a speech in Japanese.

Yamada, Akiko. *Tasuku ni yoru Tanoshii Nihongo no Yomi* タスクによる楽しい日本語の読み (*Task Reading: Reading Japanese with Fun*). Tokyo: Senmon Kyoiku Shuppan, 1990.
Students develop reading and lexical skills by solving everyday problems.

Booksellers and Distributors of Japanese Teaching Materials

Academic Book Services

Address: 200 Cook Street, Cartersville, GA 30120

Phone: 1-800-652-3050

E-mail: cs@academicbookservices.com

Web Site: www.academicbookservices.com

Asia for Kids

Address: 4480 Lake Forest Drive, #302, Cincinnati, OH 45242

Phone: 1-800-765-5885

E-mail: info@afk

Web Site: www.afk.com

Bookswindow.com

Web Site: www.bookswindow.com/AsianBooks/default.aspx

Cheng & Tsui Company

Address: 25 West Street, Boston, MA 02111-1213

Phone: 1-800-554-1963, 617 988-2400

Web Site: www.cheng-tsui.com

Fujisan.com

Address: 1900 Addison Street, #100, Berkeley, CA 94704

Phone: 877 385-4726, 510 548-9689

E-mail: shopping@fujisan.com

Web Site: www.fujisan.com/online/superstore/index.html~s814-01002681792-5e~

The JapanShop.com

Address: 432 SE Defender Drive, Lake City, FL 32025

Phone: 866 837-3607

Web Site: www.thejapanshop.com

JPT America, Inc.

Address: 800 Burlway Road, Unit A, Burlingame, CA 94010

Phone: 650 340-6130

E-mail: info@jptamerica.com

Web Site: www.jptamerica.com

Kinokuniya Bookweb

Address: 1581 Webster Street, San Francisco, CA 94115

Phone: 415 567-7625

Web Site: http://bookweb.kinokuniya.co.jp/indexohb.cgi?AREA=02

Multilingual Books

Address: 1900 East Union, Seattle, WA 98122

Phone: 877 401-6750, 972 669-4055

E-mail: info@multilingualbooks.com

Web Site: www.multilingualbooks.com

Sasuga Japanese Bookstore

Address: 96 Clematis Avenue, Waltham, MA 02453

Phone: 877 891-5055, 781 891-5055

E-mail: info@sasugabooks.com

Web Site: www.sasugabooks.com

Tokyo Shoseki

Address: 2-17-1 Horihune, Kita-ku Tokyo 114

Phone: 81-3-5390-7513

Web Site: www.tokyo-shoseki.co.jp

YesAsia.com

Address: 10F, Office T & U, 1-10-10, Higashi-Gotanda, Shinagawa-ku, Tokyo 141-0022

Phone: 866 440-8388 (continental U.S.), 888 851-8882 (Hawaii)

Web Site: www.us.yesasia.com/en/home.html

Embassy and Consulates in the United States

The embassy and consulates of Japan in the United States offer a plethora of information about the country. On their Web sites you will find daily news reports from Japan, travel and cultural information, listings of local Japan-related events, and links to Japan-related Web sites. Visit the Web sites of all of the consulates, not just the one nearest you; each has its own unique collection of materials and resources for teachers.

Embassy of Japan

Address: 2520 Massachusetts Avenue NW, Washington, DC 20008-2869

Phone: 202 238-6700

Web Site: www.embjapan.org

Consular Office of Japan, Anchorage

Address: 3601 C Street, Suite 1300, Anchorage, AK 99503

Phone: 907 562-8424

Web Site: www.anchorage.us.emb-japan.go.jp

Consulate-General of Japan, Atlanta

Address: One Alliance Center, 3500 Lenox Road NE, Suite 1600, Atlanta, GA 30326

Phone: 404 240-4300

Web Site: www.japanatlanta.org

Consulate-General of Japan, Boston

Address: Federal Reserve Plaza, 600 Atlantic Avenue, 14th Floor, Boston, MA 02210

Phone: 617 973-9772

Web Site: www.boston.us.emb-japan.go.jp

Consulate-General of Japan, Chicago

Address: Olympia Centre, North Michigan Avenue, Suite 1100, Chicago, IL 60611

Phone: 312 280-0400

Web Site: www.chicago.us.emb-japan.go.jp

Consulate-General of Japan, Denver

Address: 1225 17th Street, Suite 3000, Denver, CO 80202

Phone: 303 534-1151

Web Site: www.denver.us.emb-japan.go.jp

Consulate-General of Japan, Detroit

Address: 400 Renaissance Center, Suite 1600, Detroit, MI 48243

Phone: 313 567-0120

Web Site: www.detroit.us.emb-japan.go.jp

Consulate-General of Japan, Honolulu

Address: 1742 Nuuanu Avenue, Honolulu, HI 96817-3201

Phone: 808 543-3111

Web Site: www.honolulu.us.emb-japan.go.jp

Consulate-General of Japan, Houston

Address: Wells Fargo Plaza, 1000 Louisiana Street, Suite 2300, Houston, TX 77002

Phone: 713 652-2977

Web Site: www.houston.us.emb-japan.go.jp

Consulate-General of Japan, Los Angeles

Address: 350 South Grand Avenue, Suite 1700, Los Angeles, CA 90071

Phone: 213 617-6700

Web Site: www.la.us.emb-japan.go.jp

Consulate-General of Japan, Miami

Address: Brickell Bay View Centre, 80 SW 8th Street, Suite 3200, Miami, FL 33130

Phone: 305 530-9090

Web Site: www.miami.us.emb-japan.go.jp

Consulate-General of Japan, New Orleans

Address: 639 Loyola Avenue, Suite 2050, New Orleans, LA 70113

Phone: 504 529-2101

Web Site: www.neworleans.us.emb-japan.go.jp

Consulate-General of Japan, New York

Address: 299 Park Avenue, New York, NY 10171

Phone: 212 371-8222

Web Site: www.ny.us.emb-japan.go.jp/

Consulate-General of Japan, Portland

Address: 2700 Wells Fargo Center, 1300 SW 5th Avenue, Portland, OR 97201

Phone: 503 221-1811

Web Site: www.portland.us.emb-japan.go.jp

Consulate-General of Japan, San Francisco

Address: 50 Fremont Street, Suite 2300, San Francisco, CA 94105

Phone: 415 777-3533

Web Site: www.sf.us.emb-japan.go.jp

Consulate-General of Japan, Seattle

Address: 601 Union Street, Suite 500, Seattle, WA 98101

Phone: 206 682-9107

Web Site: www.seattle.us.emb-japan.go.jp

Multimedia

Konna Toki Nihongo de こんな時日本語で. Produced by Nihongo Eizo Kyozai Kaihatsu Iinkai. Tokyo: Nihon Terebi Bunka Jigyodan (Nippon Television Network Cultural Foundation), 1988-92. Video.
With this four-video series students observe how non-native speakers behave in a variety of everyday situations and learn communication strategies. Available from the publisher's Web site, www.ntvcf.jp/index.html.

Moshi Moshi™: The Japanese Language Distance Learning Program. Portland, Ore.: Portland Public Schools, n.d. Video.
These video programs and accompanying print materials can be purchased from the Moshi Hola! Project Web site, www.moshihola.org.

Nihongo de Kurasoo: Getting Along in Japanese 日本語で暮らそう. Produced by NHK Educational Corporation. N.p., 1999. Video.
Ten 30-minute episodes present Japanese through familiar daily situations. Available from the Multilingual Books Web site, www.multilingualbooks.com/gettingalong.html.

Nihonjin no Raihu Sutairu: Kookoosei Gunzoo 日本人のライフスタイル : 高校生群像. Produced by NHK International. Tokyo: Bonjinsha, 1994. Video.
This video follows three high school students in Japan. Available from the publisher's Web site, www.bonjinsha.com.

Shashin Paneru Banku: Photo Panel Collection 写真パネルバンク. 5 vols. Tokyo: Japan Publications Trading Company, 1995-98. Cards and CD-ROM.
Picture sheets for teaching Japanese language and culture. Distributed by the Japan Foundation and available from its Web site, www.jpf.go.jp/e/urawa/e_j_rsorcs/e_jrs_02_03.html.

Video Koza Nihongo: Nichijo Seikatsu ni Miru Nihon no Bunka ビデオ講座日本語 : 日常生活に見る日本の文化. Vol. 5 in the Safe and Sound in Japan series. Produced by Kenichi Ujie. N.p., 1984-89. Video.
This introduction to Japanese culture is distributed by Tokyo Shoseki. For more information about the video series, contact the author at ujiek@wlu.edu.

Video Koza Nihongo: Shin-Nichijo Seikatsu ni Miru Nihon no Bunka 新日常生活に見る日本の文化. Vol. 4 in the Safe and Sound in Japan series. Produced by Kenichi Ujie. N.p., 1984-89. Video.
This introduction to Japanese culture (host family, part-time job, restaurant, and school) is distributed by Tokyo Shoseki. For more information about the video series, contact the author at ujiek@wlu.edu.

Yan-san to Nihon no Hitobito: Yan and the Japanese People ヤンさんと日本の人々. Tokyo: Video Pedic, 1983. Video.
Thirteen six-minute episodes on two videos for beginning-level Japanese students. Distributed by the Japan Foundation and available from its Web site, www.jpf.go.jp/e/urawa/e_j_rsorcs/e_jrs_02_03.html.

Yookoso Nihon e: Starting Your Life in Japan ようこそ日本へ. Tokyo: Kaigai Gijutsusha Kenshukai (Association of Overseas Training Scholarship), 1997. Video.
An introduction of Japanese life for first-time visitors to Japan. This video can be ordered from the AOTS Japanese Language Training Center's Web site, http://nihongo.aots.or.jp.

Pedagogical Reading

American Council on the Teaching of Foreign Languages. "ACTFL Proficiency Guidelines." 1985. www.sil.org

American Council on the Teaching of Foreign Languages. "ACTFL Proficiency Guidelines: Speaking." Rev. ed. 1999.
www.actfl.org/files/public/Guidelinesspeak.pdf

American Council on the Teaching of Foreign Languages. "ACTFL Proficiency Guidelines: Writing." Rev. ed. 2001.
www.actfl.org/files/public/writingguidelines.pdf

The Center for Applied Japanese Language Studies. "Japanese Oral Benchmarks." http://casls.uoregon.edu/benchmarks.php

Japan Foundation, Los Angeles Japanese Language Center. *Advocacy Kit*. 2nd ed. Los Angeles: Japan Foundation, 2005.
www.jflalc.org

Japanese for Communication: A Teacher's Guide. Madison: Wisconsin Department of Public Instruction, 1996.
For ordering information, visit the department's Web site at http://dpi.wi.gov/pubsales/global_8.html.

Standards for Foreign Language Learning in the 21st Century. 3rd ed. Lawrence, Kans.: National Standards in Foreign Language Education Project, 2006.
This is essential reading for AP Japanese teachers because the AP Japanese Language and Culture course and exam are based on the philosophy of the Standards. Order from the American Council on the Teaching of Foreign Languages Web site at www.actfl.org/i4a/pages/index.cfm?pageid=4283.

Tanaka, Sachiko, et al. *Komyunikeeshon Juushi no Gakushuu Katsudoo 1: Purojekuto Waaku* コミュニケーション重視の学習活動1 : プロジェクト・ワーク. Tokyo: Bonjinsha, 1988.
Concrete explanations on how to conduct project work in the Japanese language classroom.

Tanaka, Sachiko, et al. *Komyunikeeshon Jushi no Gakushuu Katsudoo 2: Rooru Purei to Simyureeshon* コミュニケーション重視の学習活動２：ロール・プレイとシミュレーション. Tokyo: Bonjinsha, 1989.
Concrete explanations on how to conduct role-play and simulation activities in the Japanese language classroom.

Washington State Japanese Language Curriculum Guidelines Committee. *A Communicative Framework for Introductory Japanese Language Curricula*. Manoa, Hawaii: University of Hawaii Press, 2000.

Periodicals

Breeze
The Japan Foundation's online newsletter for educators focuses on North American Japanese language learning. It can be downloaded as a PDF document, free of charge, from the foundation's *Breeze* Web site at www.jflalc.org/?act=breeze.

Foreign Language Annals
The official journal of the American Council on the Teaching of Foreign Languages (ACTFL) is published quarterly and is available to its members. It contains useful articles for classroom practitioners. Go to the association's Web site at www.actfl.org and click on *Publications* for subscription information.

Japanese Language and Literature
Formerly known as the *Journal of the Association of Teachers of Japanese*, this biannual journal is available to association members and has useful articles for classroom practitioners. Go to the association's Web site at www.colorado.edu/ealld/atj and click on *Journal* for subscription information.

The Language Educator
This publication is a valuable source of information for educators of all languages at all levels. Published six times a year, it offers comprehensive coverage of foreign language teaching and administration. The publication is mailed free of charge to all ACTFL members (visit www.actfl.org).

The Modern Language Journal
Blackwell Publishing produces this refereed journal on behalf of the National Federation of Modern Language Teachers Associations. The essays, analyses, editorials, and reviews cover all modern foreign language learning, and English as a second language. Go to the publisher's Web site at www.blackwellpublishing.com/subs.asp?ref=0026-7902 for subscription information.

PMLA
The journal of the Modern Language Association of America is published quarterly and is available to its members. It features essays on language and literature written by MLA members. Go to the association's Web site at www.mla.org/pmla for subscription information.

Wahoo!
The Japan Foundation produces this illustrated online magazine for secondary-level language learners. It can be downloaded as a PDF document, free of charge, from the foundation's *Wahoo!* Web site at www.jflalc.org/?act=wahoo.

Online Newspapers

Asahi.com

www.asahi.com

Kyodo News

www.kyodo.co.jp

Links to Japanese Newspapers Online

http://multilingualbooks.com/online-newspapers-japanese.html#about

http://www.47news.jp/

Mainichi Interactive

www.mainichi.co.jp

Nikkei Net

www.nikkei.co.jp

Sankei Web

http://sankei.jp.msn.com

Yomiuri Online

www.yomiuri.co.jp

Professional Associations and Language Organizations

AAS (Association for Asian Studies)

Address: 1021 East Huron Street, Ann Arbor, MI 48104

Phone: 734 665-2440

Web Site: www.aasianst.org

ACTFL (American Council on the Teaching of Foreign Languages)

Address: 1001 N. Fairfax Street, Suite 200, Alexandria, VA 22314

Phone: 703 894-2900

E-mail: headquarters@actfl.org

Web Site: www.actfl.org

ATJ (Association of Teachers of Japanese)

Address: 279 UCB, Boulder, CO 80309-0279

Phone: 303 492-5487

E-mail: atj@colorado.edu

Web Site: www.colorado.edu/ealld/atj

CSCTFL (Central States Conference on the Teaching of Foreign Languages)

Address: P.O. Box 251, Milwaukee, WI 53201-0251

Phone: 414 276-4650

E-mail: CSCTFL@aol.com

Web Site: www.csctfl.org

The Japan Foundation Los Angeles Language Center

Address: 333 South Grand Avenue, Suite 2250, Los Angeles, CA 90071

Phone: 213 621-2267

E-mail: jflalc@jflalc.org

Web Site: www.jflalc.org

The Japan Foundation New York

Address: 152 West 57th Street, 17th Floor, New York, NY 10019

Phone: 212 489-0299

E-mail: info@jfny.org

Web Site: www.jfny.org

JNCL–NCLIS (Joint National Committee for Languages and National Council for Languages and International Studies)

Address: 4646 40th Street NW, Suite 310, Washington, DC 20016

Phone: 202 966-8477

E-mail: info@languagepolicy.org

Web Site: www.languagepolicy.org

MLA (Modern Language Association)

Address: 26 Broadway, 3rd Floor, New York, NY 10004-1789

Phone: 646 576-5000

Web Site: www.mla.org

NCJLT (National Council of Japanese Language Teachers)

Address: P.O. Box 3719, Boulder, CO 80307-3719

E-mail: ncjlt@JapaneseTeaching.org

Web Site: www.ncjlt.org

NECTFL (Northeast Conference on the Teaching of Foreign Languages)

Address: Dickinson College, P.O. Box 1773, Carlisle, PA 17013-2896

Phone: 717 245-1977

E-mail: nectfl@dickinson.edu

Web Site: www.nectfl.org

PNCFL (Pacific Northwest Council for Languages)

E-mail: pncfl@uoregon.edu

Web Site: www.pncfl.org

SCOLT (Southern Conference on Language Teaching)

Web Site: http://scolt.webnode.com

SWCOLT (Southwest Conference on Language Teaching)

Web Site: www.swcolt.org

Reference Works

Bairingaru Nihon jiten バイリンガル日本事典. Tokyo: Kodansha International, 2003.

Eibun Nihon Shojiten 英文日本小事典. Tokyo: Kodansha International, 1999.
An introduction to current Japan. Includes a bilingual index.

Makino, Seiichi, and Michio Tsutsui. *A Dictionary of Basic Japanese Grammar*. Tokyo: The Japan Times, 1989.
Clear and concise explanations of basic grammar items.

Nihon Eibun Gaido 日本英文ガイド. Tokyo: Kodansha International, 2002.
An introduction to Japanese culture written in English. Covers geography, history, politics, economy, society, culture, and life.

Textbooks

Association for Japanese Language Teaching. *Japanese for Young People*. Tokyo: Kodansha International, 1998–2001.
A three-level textbook program for primary to secondary school students to study Japanese through a variety of exercises. Accompanied by kana and kanji workbooks and audiocassettes and CDs.

Banno, Eri, et al. *Genki: An Integrated Course in Elementary Japanese*. Tokyo: The Japan Times, 1999.
A two-level college textbook program with accompanying workbooks, audio CDs, teacher's manuals, and answer books.

Bunka Institute of Language. *Bunka Shokyu Nihongo* 文化初級日本語. Tokyo: Bunka Gaikokugo Senmon Gakko, 1987.
Accompanied by workbooks, teacher's manual, and audiocassettes.

Bunka Institute of Language. *Shin Bunka Shokyu Nihongo* 新文化初級日本語. Tokyo: Bonjinsha, 2000.
Revised edition of *Bunka Shokyu Nihongo* accompanyied by workbooks, teacher's manual, and audiocassettes.

Burnham, Sue. *Ima!* St. Paul: EMC Paradigm Publishing, 2001–2003.
A three-level beginning textbook program for high school students accompanied by workbooks, audiocassettes, audio CDs, teacher's resource kits, and teacher's activities packs.

Evans, Meg, et al. *Mirai*. Boston: Cheng and Tsui, 1999.
A six-level textbook program for elementary to high school students accompanied by teacher's books, activity books, audiocassettes, and audio CDs.

Jorden, Eleanor Harz, and Mari Noda. *Japanese: The Spoken Language*. New Haven: Yale University Press, 1987.
A three-level textbook program accompanied by a CD-ROM with corresponding user's guide, Japanese typescript supplements, question-and-answer supplements, and faculty guides. A two-disc interactive CD-ROM program was made available in 1998. An updated edition is forthcoming.

Lee, Margaret. *Tsumiki*. Boston: Cheng and Tsui, 2004.
A two-level textbook program for junior and senior high school students accompanied by audio CDs, workbooks, and teacher's resource books.

Makino, Seiichi, Yukiko Abe Hatasa, and Kazumi Hatasa. *Nakama: Japanese Communication, Culture, Context*. Boston: Houghton Mifflin, 1998–2002.
A two-level college textbook program accompanied by audiocassettes, workbook/laboratory manuals, and teacher's resource manuals.

McBride, Helen, et al. *Kimono*. St. Paul: EMC Paradigm Publishing, 1990-93.
A three-level textbook program with many illustrations for upper-elementary to lower-secondary school students. Accompanied by workbooks, audiocassettes, teacher's manuals, and puzzle books.

Minna no Nihongo I and *II* みんなの日本語. Tokyo: Three A, 2000.
A two-level textbook program accompanied by teacher's guides, kanji exercise books, listening exercises, audio CDs, videos, and more.

Miura, Akira, and Naomi Mcgloin. *An Integrated Approach to Intermediate Japanese*. Tokyo: The Japan Times, 1994.
An intermediate-level college textbook with accompanying audiocassettes.

National Japanese Curriculum Project. *Moshi Moshi: Stages 1 & 2*. Yoroshiku series. Carlton, Victoria (Australia): Curriculum Corporation, 1993.

National Japanese Curriculum Project. *Niko niko: Stages A & B*. Yoroshiku series. Carlton, Victoria (Australia): Curriculum Corporation, 1993.

National Japanese Curriculum Project. *Pera pera: Stages 3 & 4*. Yoroshiku series. Carlton, Victoria (Australia): Curriculum Corporation, 1993.
A three-level textbook program developed in Australia and accompanied by teacher's handbooks.

Obentoo. Boston: Cheng and Tsui, 1999.
A three-level textbook program for junior high students that follows the Australian Yoroshiku National Curriculum Guidelines. Accompanied by audio CDs, teacher's resource packs, and workbooks.

Peterson, Hiromi, and Naomi Hirano-Omizo. *Adventures in Japanese*. Boston: Cheng and Tsui, 2004.
A five-level textbook program accompanied by workbooks, teacher's manuals, dictionaries, audiocassettes, audio CDs, CD-ROMs, and teacher's handbook with language lab scripts.

Saka, Kiyo, and Hisako Yoshiki. *Nihongo Kantan* (*Speak Japanese*). Tokyo: Kenkyusha, 1988, 1990.
A two-level beginning textbook program for high school students accompanied by teacher's manuals and audiocassettes.

Tohsaku, Yasu-Hiko. *Yookoso! An Invitation to Contemporary Japanese*. 3rd ed. New York: McGraw-Hill, 2006.

Tohsaku, Yasu-Hiko. *Yookoso! Continuing with Contemporary Japanese*. 3rd ed. New York: McGraw-Hill, 2005.
Accompanied by audiocassettes, audio CDs, interactive computer programs, Web sites, workbooks, lab manuals, and teacher's manuals.

Tsuda, Kazuo, and Masatoshi Shimano. *Kisetsu: Haruichiban*. Vol. 1. New York: Kisetsu Educational Group/Northeast Association of Secondary Teachers of Japanese, 2000.
Part of a four-volume textbook program for American junior and senior high school students. Accompanied by a workbook and audio CDs.

Tsukuba Language Group. *Situational Functional Japanese*. 2nd ed. Tokyo: Bonjinsha, 1994-96.
A three-level function-oriented textbook program accompanied by drills, notes, audiocassettes, and teacher's manuals.

Williams, Lynn. *NTC's Basic Japanese: A Communicative Program in Contemporary Japanese*. N.p.: Glencoe, 1992-93.
A two-level textbook program for ninth- through twelfth-grade students and accompanied by workbooks, teacher's manuals, audiocassettes, and puzzles. The first volume was published by the National Textbook Company in 1992. The second volume was published by Glencoe/McGraw-Hill in 1993.

Yoshida, Yasuo, Nao'Omi Kuratani, and Shunsuke Okunishi. *Japanese for Beginners*. Tokyo: Gakken, 1976.
Covers beginning to intermediate grammar and contains concise grammar explanations and exercises.

Young, John, and Yuriko Uchiyama Rollins. *Japanese for Young English Speakers.* 2 vols. Washington D.C.: Georgetown University Press, 1994-97.
A textbook for American high school students accompanied by audiocassettes, workbooks, and a teacher's manual.

Web Sites

AFS
www.afs.org
Both teachers and students can participate in international exchange programs and volunteer opportunities through this organization.

Center for Applied Linguistics (CAL)
www.cal.org
The center provides research, resources, and other information for language teachers.

Deai: The Lives of Seven Japanese High School Students
www.tjf.or.jp/deai/index.html
The Deai Web site supports the Deai Kit, which teaches contemporary Japanese culture through the lives of Japanese high school students. The Web site is accessible to those who have not purchased the kit, and it offers classroom activities, photos, video segments, and more. The kit is no longer available for purchase in North America, but the Web site was still active at the time this Teacher's Guide was prepared.

Japan Reference
www.jref.com
This online travel guide provides information in English about Japan and its culture.

Japanese Language
http://japanese.about.com
Maintained by Namiko Abe, this About.com Web site has a variety of resources for students and teachers in English, including the kanji and phrase of the day, popular Japanese names, pen pals, games, dictionaries, translators, audio files, language lessons, and more.

Japanese Language Village
www.concordialanguagevillages.org/newsite/Languages/japanese1.php
Concordia College's summer program includes a teaching seminar for Japanese educators.

Japanese-related Projects at Purdue University
http://tell.fll.purdue.edu/JapanProj
The university's Web site, which can be used in English or Japanese, provides access to freeware, computer-based teaching resources, and clips that are in the public domain.

Jim Breen's Japanese Page
www.csse.monash.edu.au/~jwb/japanese.html
Jim Breen's Web site has information on Japanese computing and links to resources on Japan. It includes a Japanese dictionary and a kanji dictionary.

JTIT-L: Japanese Teachers and Instructional Technology
www.lsoft.com/scripts/wl.exe?SL1=JTIT-L&H=LISTS.PSU.EDU
Pennsylvania State University hosts this listserv for teachers of Japanese.

Keiko Schneider's Bookmarks
www.sabotenweb.com/bookmarks
Keiko Schneider's Web site contains numerous links to sites related to the Japanese language and culture.

Kids Web Japan
http://web-japan.org/kidsweb
Sponsored by the Japanese Ministry of Foreign Affairs, this English-language Web site offers teachers a variety of resources for teaching Japanese culture, including games, recipes, and detailed descriptions of middle and high schools in different parts of Japan.

Language Learning Solutions
http://onlinells.com
Students can take the PLACE (Proficiency Level Assessment for College Entrance) and STAMP (Standards-based Measurement of Proficiency) tests in Japanese on this Web site. Affiliated with the Center for Applied Second Language Studies (CASLS) at the University of Oregon, Language Learning Solutions offers its subscribers Internet-based tests.

Minna no Kyozai Site
http://momiji.jpf.go.jp/kyozai/English/index.php
Registration is required to use this English-language Web site sponsored by the Japanese Foundation Japanese Language Institute in Urawa, Japan. It includes more than 10,000 teaching resources for Japanese teachers, such as classroom activities, grammar notes, photos, and pictures.

National Capital Language Resource Center (NCLRC)
www.nclrc.org
This joint project of Georgetown University, George Washington University, and the Center for Applied Linguistics provides teaching materials and professional development opportunities.

National East Asian Languages Resource Center (NEALRC)
http://nealrc.osu.edu
Ohio State University's resource center for East Asian languages produces publications for students and teachers, teaching materials, professional development opportunities, and a variety of other resources.

National K–12 Foreign Language Resource Center
www.nflrc.iastate.edu
Headquartered at Iowa State University, the center has publications, newsletters, and summer institutes.

Quia Web
www.quia.com
Click on *Instructor Zone* and then on the green *Shared Activities* box for a variety of games and drills that can be adapted to the AP classroom.

Reading Tutor
http://language.tiu.ac.jp/index_e.html
Hobara Rei of Tokyo University and Kaneniwa Kumiko of Tokyo International University have developed a system to help students practice reading Japanese at their own pace. Also included on this English- or Japanese-language Web site is a dictionary, a vocabulary level checker, a kanji level checker, reading materials, and reading comprehension quizzes.

Resources for the Implementation of Standards for Japanese Language Learning, Preschool to College
www.colorado.edu/ealld/atj/Teamreports/Chap3.html
The Association of Teachers of Japanese list of resources for Standards-based instruction includes professional development events, instructional materials, curriculum guides, unit and lesson plans, videos, and organizations. Not all of the referenced material is available on the Web site; some of the resources can only be obtained by request via letter or e-mail.

Rikai
www.rikai.com/perl/HomePage.pl?Language=Ja
Todd David Rudick's system to provide lexical help while reading Japanese Web pages is available in both Japanese and English.

Robo-sensei: Personal Japanese Tutor
www.usfca.edu/japanese/RSdemo/preRSfiles
Noriko Nagato of the University of San Francisco designed this Japanese language tutoring site that concentrates on grammar principles. It consists of 24 lessons of increasing difficulty, information about and pictures of the people and country, and ideas for ways teachers can use the tutorials with their students.

SenseiOnline Info
www.sabotenweb.com/bookmarks/about/senseiOnline.html
Managed by Keiko Schneider, this listserv for teachers of Japanese focuses on the use of online materials for teaching.

How to Address Limited Resources

A high-quality education can indeed be achieved in teaching conditions that feel limited. AP teachers are resourceful and collaborative, characteristics that enable them to find ways to obtain the resources they need. Here are just a few of the ways that AP teachers with limited resources can manage.

- **Pooling Resources.** Pool your resources with the other Japanese teachers in your school district or area. You may have some magazines or other authentic materials that you can loan another Japanese teacher while that teacher lets you borrow some multimedia materials or a karaoke machine. If your community has a college with a Japanese program or a *hoshuukoo*, befriend their faculties and broaden the pool of resources available to you. Do not forget to see what your community's public library has to offer, especially if it is serving a large Japanese population.

- **Networking Online.** Joining electronic discussion groups (EDGs) is a good way to build an online network of colleagues with whom to share ideas, lesson plans, and classroom activities that are feasible on a tight budget. Sometimes you will find teachers who would like to give away materials they can no longer use in their course. In addition to the AP Japanese Language and Culture EDG, AP Central facilitates an EDG that focuses on the challenges and rewards of teaching in a small school. You can sign up for the Small School EDG on AP Central by clicking on *AP Community* on the home page's top menu bar, then clicking on the *More . . .* box at the bottom of the page, and finally on *About Electronic Discussion Groups*.

- **Finding Money.** Talk with the person who is in charge of your school's professional development budget to learn what funding may be available for the AP workshops and summer institutes you would like to attend. Your teaching situation may make you eligible for a College Board grant for professional development and classroom resources. For more information on this, go to the AP Central home page, click on *Professional Development* on the left menu bar, and then on *College Board Fellows*. Your College Board Regional Office can help you learn more about the state and federal funds that are available, particularly during the start-up phase of a new course.

- **Enlisting Sponsors.** The community's businesses and professionals may be interested in making a financial contribution to your course or sponsoring specific teaching resources. Ask the local travel agency, for instance, to sponsor a Japanese magazine subscription for a year, or the Japanese car dealer to donate the funds necessary to purchase a particular interactive CD-ROM. You may find some of the companies with strong Japanese connections will be happy to give you authentic materials once they are aware of your need for them. Some may be willing to bring back authentic materials, such as printed advertising, when they make business trips to Japan. Be sure to tell your sponsors how their gifts will be used and thank them publicly for their generosity. Check with the

local service organizations, as well. Those that have an international focus, like the community's Rotary Club, may be helpful in ways you cannot imagine.

- **Surfing the Internet.** The Internet has become a tremendous tool for teachers, providing links to a plethora of free information, lesson plans, teaching ideas, interactive and cooperative learning activities, and AP and university syllabi. In addition to print material, the Internet now makes it possible to listen to foreign radio stations and view films, television programs, and movie clips from other countries.

- **Contacting Publishers.** Publishers are always happy to send teachers review copies of textbooks and their ancillary materials upon request. It is even better if you can go to professional development events and conferences to talk with the exhibitors in person and examine the spread of materials on display. Teachers usually receive free copies at such events, and occasionally it is possible to collect an entire classroom set of materials if other attendees are willing to give you their complimentary copies. When collecting free and review copies from the publishers, try to get the hardbound editions, which hold up better over time.

- **Sharing Students.** Some schools have had success with bringing students from two or more high schools together in one classroom for an AP course. The decision to do this is usually prompted by a strong desire to offer a particular course in schools whose initial enrollments would be too small on their own. This approach works best when the participating high schools are on the same bell schedule and a short drive away. It is not unusual for each of the schools to experience enough of an increase in enrollment to merit establishing their own AP programs in that subject after several years.

- **Creating Culture.** Not everyone is able to teach in an area that has an active Japanese culture. Because culture is an integral part of the AP course and exam, it is important to provide your students with a window into Japanese culture. One way to do this is through competing in state or regional Japanese language contests. Another approach is to hold a Japanese Week each year, finding as many Japanese guest speakers and practitioners of traditional arts and skills as possible to participate. If your school has a satellite dish, allow time throughout the course to watch Japanese television programs and discuss their cultural aspects with your students.

Professional Development

In this section, the College Board outlines its professional development opportunities in support of AP educators. The teachers, administrators, and AP Coordinators involved in the AP and Pre-AP Programs compose a dedicated, engaged, vibrant community of educational professionals. Welcome!

We invite you to become an active participant in the community. The College Board offers a variety of professional development opportunities designed to educate, support, and invigorate both new and experienced AP teachers and educational professionals. These year-round offerings range from half-day workshops to intensive weeklong summer institutes, from the AP Annual Conference to AP Central, and from participation in an AP Reading to Development Committee membership.

Workshops and Summer Institutes

At the heart of the College Board's professional development offerings are workshops and summer institutes. Participating in an AP workshop is generally one of the first steps to becoming a successful AP teacher. Workshops range in length from half-day to weeklong events and are focused on all AP courses

and a range of supplemental topics. Workshop consultants are innovative, successful, and experienced AP teachers; teachers trained in Pre-AP skills and strategies; college faculty members; and other qualified educational professionals who have been trained and endorsed by the College Board. For new and experienced teachers, these course-specific training opportunities encompass all aspects of AP course content, organization, evaluation, and methodology. For administrators, counselors, and AP Coordinators, workshops address critical issues faced in introducing, developing, supporting, and expanding Pre-AP and AP programs in secondary schools. They also serve as a forum for exchanging ideas about AP.

While the AP Program does not have a set of formal requirements that teachers must satisfy prior to teaching an AP course, the College Board suggests that AP teachers have considerable experience and an advanced degree in the discipline before undertaking an AP course.

AP Summer Institutes provide teachers with in-depth training in AP courses and teaching strategies. Participants engage in at least 30 hours of training led by College Board–endorsed consultants and receive printed materials, including excerpts from AP Course Descriptions, AP Exam information, and other course-specific teaching resources. Many locations offer guest speakers, field trips, and other hands-on activities. Each institute is managed individually by staff at the sponsoring institution under the guidelines provided by the College Board. Participants in College Board professional development workshops and summer institutes are eligible for continuing education units (CEUs). The College Board is authorized by the International Association for Continuing Education and Training (IACET) to offer CEUs. IACET is an internationally recognized organization that provides standards and authorization for continuing education and training.

Workshop and institute offerings for the AP Spanish Language teacher (or potential teacher) range from introductory to topic-specific events and include offerings tailored to teachers in the pre-AP years. To learn more about scheduled workshops and summer institutes near you, visit the Institutes & Workshops area on AP Central: apcentral.collegeboard.com/events.

Online Events

The College Board offers a wide variety of online events, which are presented by College Board–endorsed consultants and recognized subject experts to participants via a Web-based, real-time interface. Online events range from one hour to several days and are interactive, allowing for exchanges between the presenter and participants and between participants. Like face-to-face workshops, online events vary in focus from introductory themes to specific topics, and many offer CEUs for participants. For a complete list of upcoming and archived online events, visit apcentral.collegeboard.com/onlineevents/schedule.

Archives of past online events are available for free. Archived events can be viewed on your computer at your convenience.

AP Central

AP Central is the College Board's online home for AP professionals and Pre-AP. The site offers a wealth of resources, including Course Descriptions, sample syllabi, exam questions, a vast database of teaching resource reviews, lesson plans, course-specific feature articles, and much more. Bookmark the AP Japanese Language and Culture Course Home Page on AP Central to gain quick access to updated resources and information about AP Japanese Language and Culture: apcentral.collegeboard.com/Japanese.

AP Program information is also available on the site, including exam calendars, fee and fee-reduction policies, student performance data, participation forms, research reports, college and university AP grade acceptance policies, and more.

AP professionals are encouraged to contribute to the resources on AP Central by submitting articles, adding comments to Teachers' Resources reviews, and serving as an AP Central content advisor.

Electronic Discussion Groups

The AP Electronic Discussion Groups (EDGs) were created to provide a moderated forum for the exchange of ideas, insights, and practices among AP teachers, AP Coordinators, consultants, AP Exam Readers, administrators, and college faculty. EDGs are Web-based threaded discussion groups focused on specific AP courses or roles, giving participants the ability to ask and answer questions online for viewing by other members of the EDG. To join an EDG, visit apcentral.collegeboard.com/edg.

AP Annual Conference

The AP Annual Conference is a gathering of the AP and Pre-AP communities, including teachers, secondary school administrators, and college faculty. The AP Annual Conference is the only national conference that focuses on providing complete strategies for middle and high school teachers and administrators involved in the AP Program. Conference events include presentations by each course's Development Committee, course- and topic-specific sessions, guest speakers, and pre- and postconference workshops for new and experienced teachers. To learn more about the event, please visit www.collegeboard.com/apac.

AP professionals are encouraged to lead workshops and presentations at the conference. Proposals are due in the fall of each year prior to the event (visit AP Central for specific deadlines and requirements).

Professional Opportunities

College Board Consultants and Contributors

Experienced AP teachers and educational professionals share their techniques, best practices, materials, and expertise with other educators by serving as College Board consultants and contributors. They may lead workshops and summer institutes, sharing their proven techniques and best practices with new and experienced AP teachers, AP Coordinators, and administrators. They may also contribute to AP course and exam development (writing exam questions or serving on a Development Committee) or evaluate AP Exams at the annual AP Reading. Consultants and contributors may be teachers, postsecondary faculty, counselors, administrators, and retired educators. They receive an honorarium for their work and are reimbursed for expenses. To learn more about becoming a workshop consultant, visit apcentral.collegeboard.com/consultant.

AP Exam Readers

High school and college faculty members from around the world gather in the United States each June to evaluate and score the free-response sections of the AP Exams at the annual AP Reading. AP Exam Readers are led by a Chief Reader, a college professor who has the responsibility of ensuring that students receive grades that accurately reflect college-level achievement. Readers describe the experience as providing unparalleled insight into the exam evaluation process and as an opportunity for intensive collegial exchange between high school and college faculty. More than 10,500 Readers participated in the 2008 Reading. High school Readers receive certificates awarding professional development hours and CEUs for their participation in the AP Reading. To apply to become an AP Reader, go to apcentral.collegeboard.com/readers.

Development Committee Members

The dedicated members of each course's Development Committee play a critical role in the preparation of the Course Description and exam. They represent a diverse spectrum of knowledge and points of view in their fields and, as a group, are the authority when it comes to making subject-matter decisions in the exam-construction process. The AP Development Committees represent a unique collaboration between high school and college educators.

AP Grants

The College Board offers a suite of competitive grants that provide financial and technical assistance to schools and teachers interested in expanding access to AP. The suite consists of three grant programs: College Board AP Fellows, College Board Pre-AP Fellows, and the AP Start-Up Grant, totaling over $600,000 in annual support for professional development and classroom resources. The programs provide stipends for teachers and schools that want to start an AP program or expand their current program. Schools and teachers that serve minority and/or low-income students who have been traditionally underrepresented in AP courses are given preference. To learn more, visit apcentral.collegeboard.com/apgrants.

Our Commitment to Professional Development

The College Board is committed to supporting and educating AP teachers, AP Coordinators, and administrators. We encourage you to attend professional development events and workshops to expand your knowledge of and familiarity with the AP course(s) you teach or that your school offers, and then to share that knowledge with other members of the AP community. In addition, we recommend that you join professional associations, attend meetings, and read journals to help support your involvement in the community of educational professionals in your discipline. By working with other educational professionals, you will strengthen that community and increase the variety of teaching resources you use.

Your work in the classroom and your contributions to professional development help the AP Program continue to grow, providing students worldwide with the opportunity to engage in college-level learning while still in high school.

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