

**Incorporating Culture in the Foreign Language Classroom:
An Institute in Japan for Japanese Language Teachers**

A Fulbright-Hays Group Projects Abroad Proposal

PROJECT NARRATIVE

Submitted to:

The United States Department of Education

Submitted on:

October 2, 2009

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Alliance of Associations of Teachers of Japanese

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1. PLAN OF OPERATION

i. Rationale and Need for the Project

Since the late 1980s Japanese enrollments have grown dramatically at all levels; Japanese is now the fourth most commonly studied language in the United States. Between 1987 and 2006, enrollments in Japanese language classes at all levels more than quadrupled, from 35,000 to more than 150,000. While enrollment growth at the pre-college level has stabilized, it continues to expand at the university level, where more than 66,000 students annually study the language. Japanese is the fourth most commonly studied foreign language in U.S schools.

The number of qualified and certified teachers of Japanese has not increased in tandem with enrollments; in fact it has decreased, leaving many teachers stretched beyond their resources.

The recent period of dramatic expansion in the types and numbers of Japanese language programs also coincided with the national movement to develop proficiency-based instruction and to produce learner standards documents whose aim was to raise learner and teacher accountability by measuring learning against the standards. In the field of Japanese language teaching, a set of national standards for student learning was developed by representatives of all teaching levels--elementary, secondary, and post-secondary; and the implementation of the standards is now under way thanks to the initiative of national and local professional organizations. This movement has required language teachers to be equipped with more knowledge and skills than ever. They must be able to create a learner-centered classroom conducive to learning, develop effective learning materials, administer adequate assessment, and provide feedback, in addition to

mastering the Japanese language and culture. In 2002, the National Board for Professional Teacher Standards expanded its World Languages Other than English (WLOE) Certification program to high school teachers of Japanese. Japanese teachers are being invited into the educational mainstream.

The College Board has developed an Advanced Placement (AP) program in Japanese language and culture, which is being used in hundreds of American high schools, and an AP Test, is administered annually. The availability of AP courses means increased enrollments of high school students at advanced levels, and increased demand for high-quality instruction. The need for smooth articulation between high school and college-level instruction is greater than ever as a result of these new programs.

The Japanese field has attempted to respond to this situation by sponsoring professional development and training programs for teachers and Japanese language teachers have shown themselves to be eager to take advantage of opportunities that are offered. The Alliance of Associations of Teachers of Japanese (AATJ) has in the past decade sponsored workshops and institutes for teachers at the regional and national levels, to help teachers improve their classroom and (in the case of non-native-speaking teachers) language skills, and to improve their cultural knowledge.

One product of these AATJ efforts has been a series of summer training programs aimed at developing the language, cultural, and technological skills of K-12 teachers. In 2002, 2004, and 2006, AATJ sponsored Language, Culture and Technology Institutes in Japan, which were partially funded by grants from the Fulbright-Hays Group Projects Abroad Program. These Institutes, under the auspices of which several dozen K-12 Japanese language teachers spent four to six weeks in Japan, were successful efforts to

respond to teachers' expressed needs for both advanced language training and training in classroom materials development and the use of technology. The participants created a substantial library of media-based classroom materials that could be used to teach both language and culture. The materials that were developed during the Institutes have been archived on our website (at <http://www.aatj.org>) so that they can be downloaded and used by teachers everywhere. The participants have given presentations at local, regional, and national seminars; published reports on their accomplishments at the Institute; and taken on mentoring and leadership positions in their schools and districts.

The Alliance of Associations of Teachers of Japanese will conduct a summer institute in Japan for teachers in 2010, on the theme "Incorporating Culture in the Foreign Language Classroom." The institute builds on the successes of its predecessors, while expanding to include more teachers and taking advantage of the professional evaluations and the participant feedback that we received to make a number of changes and improvements. Among the main features of the program are:

- Accommodating a larger number of teachers from all levels of instruction, K-16, and including both native-speaking and non-native-speaking teachers;
- Online training and orientation, in addition to the three-day pre-departure orientation, in the US before departure, and mentoring after returning from Japan;
- Emphasizing the intertwined nature of culture and language through training in the philosophy of thematic units which use authentic materials to teach culture in the language classroom;

- Continuing the previous institutes' emphasis on the use of technology to develop teaching materials, while adding training in the use of new Web 2.0 collaborative media with their great potential for foreign language teaching and learning;

- Offering culture, pedagogy, and technology training in an environment of immersion in the language and exposure to the culture and its resources;

- Making available professional development training and university credits to participants (fees paid by individual participants).

The goals of this project are: 1) the development of advanced-level Japanese language skills among non-native-speaking Japanese language and culture teachers; 2) the deepening of cultural competence of Japanese teachers; 3) facilitation of vertical articulation of Japanese language and culture instruction between secondary and university programs; and 4) development of thematic units that incorporate aspects of Japan's traditional and modern culture into language curricula and that use interactive media technologies to promote student learning and teacher collaboration.

ii. Design of the Project

The four-week institute in Japan will give teachers of Japanese the opportunity to (a) update their knowledge of Japan's culture (both popular and traditional) so that they can incorporate it into their language classes, through lectures, site visits, and travel to both rural and urban areas, (b) improve and update their Japanese language knowledge and skills by attending both language classes and lectures on cultural themes; (c) receive training in the use of instructional and media-based technology, and apply that training; (d) develop original thematic units on topics related to Japan's culture and society to

teach culture and language with collected authentic materials and using new interactive media technologies; and (e) visit schools and other educational and cultural facilities to establish relationships with their counterparts in Japan.

Collaborators on the project in Japan include the Japan Foundation Japanese-Language Institute in Urawa, Saitama Prefecture (just outside Tokyo); the Japan Foundation Los Angeles Office and Language Institute; and The Japan Forum, a private Tokyo-based foundation that supports worldwide Japanese language education. The Japan section of the Institute will take place from June 20 to July 18, 2010. Pre-departure activities will begin immediately after participant selection, taking advantage of on-line classroom and Web 2.0 social networking technology to provide orientation and initial training in standards-based classroom learning and the use of technology; and post-return activities, including hands-on project development work and evaluation of use of the materials in classroom settings, will continue until November 2010, culminating with a presentation by participants at the annual American Council on the Teaching of Foreign Languages (ACTFL) conference. On-line dissemination of the developed curriculum materials will continue thereafter via the Internet, on the AATJ website.

Participant Selection

The participants in the program will be selected competitively on a nationwide basis in the spring of 2010. Efforts will be made to solicit applications from as diverse a population of teachers as possible in terms of ethnicity, race, disability status, gender, level of instruction, and type of educational institution where teaching is done. Based on our experience with previous Institutes, we expect a pool of at least 50 applicants for the 20 places we are offering. The Project Director and Faculty Member will be assisted in

participant selection by an advisory committee that includes members of the Board of the Alliance of Associations of Teachers of Japanese and faculty members of The Japan Foundation Japanese-Language Institute.

Online Pre-departure Training

Once selected, participants will receive the following advance materials: a detailed survey designed to ascertain background in Japanese language, in teaching, and in the use of instructional technology and media in the classroom; a questionnaire soliciting participants' special pedagogical interests and personal goals for participation in the Institute; and instructions for accessing and (for non-native-speaking participants) completing a web-based self-evaluation of Japanese language skills.

The participants will also begin a web-based orientation and set of training units. These units will include a series of pre-departure lectures by Project Director Yasu-Hiko Tohsaku, delivered using an online template that AATJ has developed for a series of online professional development courses for in-service teachers; on-line discussions using video conferencing technologies, and assignments and activities will be designed to build community among the participants despite their geographical and institutional diversity. The topics of discussion will include the National Standards for Foreign Language Learning, the 5 C's in the foreign language classroom, ways of implementing standards-based instruction, the development of standards-based materials for language learning, the uses of instructional technology and media-based learning, the relation between language and culture, comparisons between the Japanese and US education systems, and the impact on Japanese society and education of recent social and economic changes. (A reading list of materials to serve as a basis for the orientation is appended.)

Pre-departure Orientation

The participants will travel to Los Angeles for a three-day orientation, at which they will review the topics discussed online over the previous 6 weeks. In addition, they will focus closely on goal-setting, by sharing and developing their ideas for the thematic units that they will produce in Japan; they will divide into smaller units for group and pair work in Japan based on their particular cultural interests and their pedagogical goals. (A schedule and program for the orientation is a separate part of this proposal.)

Japan Residence and Training

The group will travel to Japan and begin a four-week residence (June 20 – July 18) at the Japan Foundation’s Japanese-Language Institute near Tokyo in Urawa, Saitama Prefecture. They will spend 10-12 hours each week under the direction of the faculty of the Language Institute, who have many years’ experience teaching both advanced-level students and teachers of the Japanese language overseas. The Institute’s curriculum, especially developed for teachers of Japanese, includes advanced language study, resource gathering and development of teaching materials, and the teaching of Japanese culture. In addition, the participants will continue to receive training in the use of technology in the classroom, and they will develop their own media-based classroom projects under the direction of the Institute faculty. They will visit local K-12 schools, and spend a day collecting resources with local high school students.

The language immersion feature of the Institute will be carried over from the language classroom to the culture and technology training component: while working to develop thematic units that combine cultural content with language learning, using film, audiovisual, web-based, and computer technologies, the participants will work in

Japanese, while having access to written resource materials in English to complement and reinforce their understanding. The participants will be divided into pairs (each pair containing one native speaker and one non-native speaker for maximum synergy).

The pedagogy component of the Institute will consist of lectures and practicum training by the Project Director and Faculty Member on the following topics:

Implementation of Standards-Based Instruction

Curriculum Development: Backward Design

Assessment and Evaluation

Lesson Planning

Incorporating Culture in the Foreign Language Classroom

Roles of Teachers and Learners: The Learner-centered Language Classroom

Using Literary Texts in the Language Classroom

Higher-level Critical Thinking Skills and Language Learning

Technology and Language Learning

Using and Developing Web Resources for Language Learning

Using Web 2.0 Technology to Create Interactive Learning Environments

Group Work: Developing Thematic Units

From a home base at the Urawa Language Institute, the participants will travel to other locations around Japan for the purpose of collecting materials, visiting schools and cultural and educational sites, receiving lectures and training from experts on aspects of Japanese culture, and working on thematic units that incorporate culture content into a language instruction context.

Among the guest lecturers and speakers will be:

Yanagiya Sankyo, one of Japan's leading performers of *rakugo* storytelling, who will conduct a performance workshop focusing on the adaptation of this art form to the language classroom;

Masami Kadokura, Professor at Yokohama National University and a specialist on the teaching of culture in the language classroom;

Patricia Fister, Professor at International Research Center for Japanese Studies and a specialist on Japanese Buddhist art and culture;

Hiromi Saito, Professor at Gakugei University and a specialist on teaching immigrant learners of Japanese as a second language in Japan;

Laurel Rasplca Rodd, Professor at the University of Colorado and an expert on teaching, learning, and translating Japanese poetry;

Koji Fox, video game developer and localization expert at Square Enix Company;

Mariko Suzuki, Professor at Shiga University and an expert on teacher training and elementary education in Japan;

Zensho Ito , President of Fujiko Pro (publishers and producers of Doraemon and other popular *manga* comic books and films);

Frank Baldwin, of the Social Science Research Council's Japan office and an expert on the wartime history of Japan and Asia

Thematic units will be developed based on a template that includes learner characteristics (grade level, background, available resources) and Standards-based curricular elements: interpersonal, interpretative, and presentational *communication*; *cultural* products, practices, and perspectives; *connections* to other subjects; language and cultural *comparisons*; and *communities*. They should feature collaborative work and

develop students' IT skills, sociolinguistic and sociocultural skills, high-level critical thinking skills, and learning and communication strategies.

At the end of the in-country portion of the Institute, the participants will have improved their cultural knowledge and language skills; developed relationships with counterpart teachers in Japanese schools as well as with colleagues and mentors at the Japan Foundation's Japanese-Language Institute; been trained in content-based instruction methods and the use of Japanese computer and multimedia equipment and software authoring tools; collected authentic publications, artifacts, and other materials for classroom demonstration and use; and produced videos, CD-Roms, text units, and other materials to use in their own classrooms and to share with other teachers.

Follow-up after Returning from Japan

After returning to their own schools, the participants will continue to communicate electronically about the success and applications of the materials they developed during the Institute. Copies of materials developed by participants will be deposited with the Alliance for presentation at conferences, seminars, and other for a as well as for distribution to teachers.

Presentations at the annual national conference of the American Council on the Teaching of Foreign Languages (ACTFL) in November 2010 and at several regional conferences of foreign language educators during the fall and winter months will give participants a chance to present their work to their colleagues; the ACTFL presentation will be combined with follow-up and evaluation meetings for the Institute participants and staff. Each participant will also be expected to conduct one in-service presentation at

a state, regional, or local conference or workshop during the 2010-2011 academic year, and to prepare a report to the Alliance on the event.

iii. Management and Administration of the Project

The Institute will be administered by the Alliance of Associations of Teachers of Japanese, a consortium whose constituent organizations represent more than 2,000 Japanese language teachers in the United States as well as in other parts of the world. (See appended description for information on the Alliance and its activities.)

Our chief collaborator in Japan is the Japan Foundation, a quasi-governmental organization established in 1973 by the Foreign Ministry of the Japanese government to facilitate cultural and educational exchanges with countries around the world and to promote Japanese language education overseas. Its facilities include two offices in the United States (one devoted to supporting Japanese language education) and two language training centers in Japan for teachers of Japanese from other countries.

The key personnel for the project will include a Project Director, a Project Faculty Member, and a Project Administrator (the Alliance Executive Director, who will devote one-quarter time over the course of the project). In addition, an Advisory Committee (which will include three members of the AATJ Board with experience in teacher training and development and Japanese instructional technology), and two outside Evaluators with experience in both Japanese and US contexts will assist the Project. Language instruction will be provided by the full-time experienced faculty of the Japan Foundation's Japanese-Language Institute. (See <http://www.jpfi.go.jp> for a complete list of the faculty and staff of the Japanese-Language Institute.)

A number of guest lecturers will be invited to share their expertise with the group, both at the pre-departure orientation sessions and in Japan; the list will be finalized in spring 2010, but will include the guest speakers listed above.

iv. Timetable of the Project

A detailed schedule for the in-country section of the Institute can be found in the Schedule appended to this application. The timetable for the entire project, including the four-week Institute in Japan, is as follows:

- January 2010: Finalize curriculum for technology training; prepare information and application materials for prospective participants; announce the project and distribute information and application materials to teachers of Japanese nationwide via organizational newsletters, professional journals in the field, and e-mail listservs.

- February/March 2010: Select and notify project participants; begin correspondence and pre-departure training with participants; correspond with and visit collaborators in Japan to coordinate facilities and finalize curriculum

- April/May/June 2010: Conduct pre-departure orientation and training through written materials, resources posted on-line, and e-mail discussions among participants and staff; finalize travel arrangements and itinerary in Japan; begin evaluation process through participant self-evaluations, pre-testing for language skills, and outside assessments

- June/July 2010: Conduct three-day orientation in Los Angeles, followed by four-week Institute in Japan; conduct ongoing evaluation and assessment through

observation, surveys, and assessment by participants, administration, and evaluators;
establish post-Institute follow-up and correspondence mechanism

- August/September 2010: Establish post-Institute correspondence mechanism with all participants; conduct post-testing for language skills; solicit feedback and plans for dissemination of results from participants; collect copies of all classroom materials and projects produced by participants; produce formal summative evaluation of the in-country component of the project; develop master plan for dissemination of results

- October/November 2010: Continue correspondence with participants; collect participant reports; plan and conduct presentation at November ACTFL conference; support participants with individual in-service presentations of materials at local level

- December 2010: Complete individual in-service presentations at local level; post classroom materials on AATJ website (www.aatj.org) and publicize their availability

v. Objectives of the Project

The goal of the professional development program of the Alliance of Associations of Teachers of Japanese is to support and enhance pre- and in-service training for teachers of Japanese in the United States. At all levels, greater availability of quality teacher development is needed for pre-service teachers-to-be, for in-service professionals, and for certification. This need is particularly acute among K-12 teachers, who often work in relative isolation in school districts with little logistic support. The Alliance has developed a variety of resources for professional development ranging from a set of online courses to publications and seminars. (Details are offered in an Appendix.) The

ultimate goal of the Alliance professional development program is to improve the teaching of Japanese by giving teachers access to the support and training they need.

Within that broad context, the 2010 Institute “Incorporating Culture in the Foreign Language Classroom” has the following objectives:

1. *To promote the development of language skills in an immersion environment for teachers whose first language is not Japanese and who are teaching in classrooms in US educational institutions.* The proposed project will meet this objective by offering participants whose native language is not Japanese more than 60 hours of advanced language and pedagogy training in an immersion environment which will require them to develop and use their “street skills” as well as master classroom content. The curriculum at the Japan Foundation Japanese-Language Institute will be supplemented by the resources of the Alliance faculty to provide participants with an experience that combines the best of classroom instruction, cultural contacts in the host country, and hands-on training in pedagogy and the use of technological resources.

2. *To allow teachers whose native language is Japanese, but who live and work in the United States, to renew their cultural knowledge and language skills by immersion in the fast-changing environment of Japanese society and culture.* The project will meet this objective by offering participants opportunities to explore the latest trends in language use by young people and others in Japan, and to travel to both rural and historically important sites in Japan and talk with experts on topics of interest to them.

3. *To assist Japanese language teachers in US schools in collecting authentic materials for classroom use.* The project will meet this objective by offering participants opportunities to obtain materials both of the traditional type (books, magazines,

stationery and school supplies, video and audio tapes) and the non-traditional type (authentic cultural artifacts like packaging, application forms, toys, tickets, clothing, labels and signs, etc.) for use in their classrooms.

4. *To assist Japanese language teachers in developing media-based teaching materials for use in their classrooms and for sharing with colleagues.* This objective will be met by providing equipment, facilities, and mentoring for the creation of original video and audio tapes, handcrafted text materials, and on-line and computer-based instructional materials.

5. *To allow US-based Japanese language teachers to work in partnership with colleagues from Japanese schools and make contacts with mentors and colleagues at training institutions in Japan.* Teachers from schools and training institutions in Japan will collaborate with U.S. teachers on classroom materials development; staff members from the Japan Foundation's Japanese-Language Institute will participate in technology training and classroom materials development.

6. *To promote collaboration between the Japanese language education field in the US, via its professional organizations, and institutions and organizations in Japan that promote Japanese language education.* This objective will be met through institutional collaborations with a number of organizations in Japan, particularly the Japan Foundation. The Foundation will make a significant contribution of finances, facilities, staff, expertise, materials, and hospitality to the project.

vi. Selection of Participants (Ensuring Non-discrimination)

Participants will be selected by a competitive process from a nationwide pool of applicants. Applicants must meet the following criteria:

- Be engaged in the teaching of Japanese language at least half-time. Applications will be solicited both from teachers at the K-12 level and those at the post-secondary level, and from both those whose native language is not Japanese and those who are native speakers of the language.

- Have specific articulated goals for participation in the Institute, both in the area of incorporating culture into their language classrooms and in the area of classroom materials development using media technology.

Applications will be solicited by the following means:

- mailings to the members of national professional and academic organizations (Association of Teachers of Japanese, National Council of Japanese Language Teachers, Japanese Language Teachers Network, Association for Asian Studies);

- special announcements and information sessions at the annual Seminar of the Association of Teachers of Japanese (AAS) and the annual conference of the American Council on the Teaching of Foreign Languages (ACTFL);

- advertisements and announcements in the newsletters and at the conferences of national, regional, and state-based language teachers' associations;

- advertisements and announcements in professional journals (Education About Asia, Foreign Language Annals, The Language Teacher);

- announcements posted on e-mail listservs read by large numbers of Japanese language teachers (JapanTeach, J-TIT, senseion-line, core-ne, H-Japan) and on websites

such as those of the Association of Teachers of Japanese, the Association for Asian Studies, and the American Council of Teachers of Foreign Languages.

The project announcement and application will affirm the project's commitment to diversity. Language background will be considered, but this will not be tied to either race or nationality. In evaluating applications, the advisory committee will make every effort to select a diverse participant group in terms of gender, sexual orientation, race, nationality, age, and geographic area. Handicap status will not be a barrier to participation.

2. QUALITY OF KEY PERSONNEL

i. Project Director

Yasu-Hiko Tohsaku is Professor of International Relations and Pacific Studies at the University of California – San Diego. He is the author of *Yookoso*, a widely used textbook series for beginning and intermediate students of Japanese. He chairs the Development Committee for the College Board's AP (Advanced Placement) Japanese Language and Culture Program; has served on many national task forces and committees involved with the development and application of national standards to foreign language education; and has conducted dozens of workshops for teachers on implementing the national standards, technology in the classroom, and other topics. He has developed on-line materials for teacher in service training and a self-assessment instrument for Japanese language skills. He has been a visiting faculty member at a number of

universities in Japan, including the University of Tokyo and Tsukuba University. He served as Project Director for the 2002, 2004, and 2006 Group Projects Abroad in Japan.

ii. Project Faculty Member

Eiko Ushida is a Lecturer in the Department of International Relations and Pacific Studies at the University of California – San Diego. In addition to her extensive classroom teaching experience, she has developed and taught the online course “Content Based Instruction for Advanced Japanese,” as well as other online courses offered by the JOINT (Japanese Online Instructional Network for Teachers) program of the Alliance of Teachers of Japanese. She has broad experience mentoring and collaborating with high-school teachers of Japanese in a variety of contexts.

iii. Other Key Project Personnel

Susan Schmidt (Project Administrator) is Executive Director of the Alliance of Associations of Teachers of Japanese. She has worked for universities in both the United States and Japan, and lived in Japan for more than two decades. She has administered programs for US students studying abroad in Japan, organized professional development seminars for teachers of Japanese, and compiled and edited teaching materials in Japanese language and Japan studies. Her administrative responsibilities include supervising a staff of 3 part-time employees and managing the organization and project budgets for the Association of Teachers of Japanese and the Alliance of Associations of Teachers of Japanese--an annual total of \$600,000. She served as Project Administrator for the 2002, 2004, and 2006 Group Projects Abroad in Japan.

Maki Watanabe Isoyama (Project Consultant) is Academic Specialist at The Japan Foundation Los Angeles Office and Language Center. With a background in Japanese language teaching and instructional technology, she has conducted many workshops for teachers on the use of technology in the classroom. She is the author of the widely used manual “Computer Technology for Japanese Language Teachers

Kayoko Nakano (Project Evaluator) is Secretary General of The Japan Forum (<http://www.tjf.or.jp>), a Tokyo-based nonprofit organization devoted to Japanese language education and to promoting mutual understanding among elementary and secondary students around the world. She headed a multi-year project to develop photo data banks and other multimedia materials for free use by K-12 instructors and students; these materials provide a wealth of resources on Japanese students, schools, and culture that are used in classrooms around the world.

Chieko Kano (Project Evaluator) is Professor of Japanese at the International Student Center at Tsukuba University. She is a co-author of the widely used textbook series *Situational Functional Japanese* and is a specialist in teaching kanji.

Language instruction will be provided by the full-time experienced faculty of the Japan Foundation Japanese-Language Institute. (See <http://www.jpfi.go.jp> for a complete list of the faculty and staff of the Japanese-Language Institute.)

iv. Time Committed to the Project

The Project Director, Faculty Member, and Project Administrator have donated dozens of hours to organizing and developing a curriculum plan for the Institute. They will each

contribute up to four weeks of their time before the Institute to pre-testing, development of evaluation instruments, and refining the curriculum.

The Project Director, Faculty Member, and Project Consultant will conduct online training and the pre-departure orientation, teach the core pedagogy component, and continue technology training and supervise curriculum project work in Japan, and assist participants with their individual project development after their return from Japan. Professor Tohsaku will supervise and advise participants on the dissemination of their work, and will chair the dissemination sessions at the 2010 ACTFL conference.

The Project Administrator will be responsible for publicizing the project, coordinating the selection process, corresponding with collaborating institutions and individuals in Japan, and managing the project budget and logistics. During the pre-travel phase of the project, she will coordinate communication among participants and staff, and will supervise and coordinate the assessment and evaluation processes. She will make one trip to Japan before the start of the Institute for coordination purposes, and during the in-country portion of the project she will commit her full time for up to 5 weeks. In the post-Institute phase, she will coordinate dissemination efforts and be responsible for preparation and submission of reports. She will commit one quarter of her to the project during its entire duration, and full time for 5 weeks during the summer of 2010.

The Project Evaluators will commit up to 6 hours per week, over a 2-month period, to the project for program and participant assessment and evaluation of the Institute. During the participants' stay in Japan they will spend at least three full days in addition to this time.

v. Selection of Personnel (Ensuring Non-discrimination)

The Alliance of Associations of Teachers of Japanese is committed to diversity in Japanese language education, and encourages persons of all races, nationalities, ages, and genders to participate in language teaching and learning. In particular, the Alliance has reached out to learners and teachers from the heritage community, and has encouraged the development of lifelong learning strategies and programs. Personnel to direct and assist with the project will be selected without reference to gender, sexual preference, marital status, race, nationality, age, or handicap status. Language background will be a factor in selection, but this will not be tied to either race or nationality.

3. BUDGET AND COST EFFECTIVENESS

i. Outline of the Budget

The total budget for the project is **\$191,388**. Of that amount, the Alliance requests support from DOE in the amount of **\$67,148**, to cover travel expenses for participants and the Project Director, with small amounts for supplies, equipment, and technology instruction. Non-Federal funds to be allocated to the project total \$108,340, and participants will be asked to contribute a total of \$15,900 (approximately \$800 each). Non-federal funds include a very substantial contribution, both direct and in-kind, from our collaborator the Japan Foundation. A breakdown of the budget follows, and a detailed breakdown is included in the Appendices. (Conversion: \$1 = 95 yen)

A. DOE funds request

Personnel: \$1,300

Honoraria to guest lecturers; In-country travel coordination: \$700 (Y66,500)

Travel and maintenance: \$62,208

Air travel to Japan for 20 participants and the Project Director; Ground transportation in Tokyo area; Japan Rail 14-day passes; Overnight accommodations and meals on field trips to Kyoto, Shiga, and Yamagata Prefectures; Room and Board for Project Director

Supplies: \$1,540

Video, audio, and DVD tapes and software; Fax, postage, phone, photocopying in Japan

Other (Stipends for purchase of authentic materials for classrooms): **\$2,100**

Total Federal Funds Requested: \$67,148

B. Non-Federal Funds [from other sources]

Personnel: \$35,530

In-kind contributions of salaries and benefits for Project Director, Project Faculty Member, Project Consultant, Advisors/Evaluators, and Project Administrator

Travel and maintenance: \$38,290

Maintenance for participants at project base in Urawa, Saitama; Air travel to Japan and ground travel in Japan for Project Administrator and Project Director, for advance preparation; Air travel to Japan for Project Administrator and Faculty Member

Equipment and facilities: \$10,500

Computers, software, classroom space, accommodations and maintenance for pre-departure orientation and on-line training

Supplies: \$1,500

Phone, fax, copying, printing and mailing

Other (Language instruction and materials): \$22,520

Language, culture, and technology instruction at Japan Foundation Japanese-Language Institute; Classroom materials for language instruction

Total Non-Federal Funds: \$108,340

C. Match by participants: \$15,900 (approximately \$800 per participant)

Cameras and tape recorders; Continuing Education credit from University of Colorado; gifts for host teachers and families

BUDGET GRAND TOTAL: \$191,388

ii. Adequacy of the Budget to Support Project Activities

The total budget for the Language and Technology Institute in Japan is **\$191,388**. We are requesting from the DOE the amount of **\$67,148**, which will cover less than half of the expenses for the overseas component of the project. A substantial contribution to the in-country expenses in Japan will be contributed by our collaborator, the Japan Foundation (see below). The Japan Foundation's Los Angeles Office will contribute by underwriting part of the cost of the pre-departure orientation. Other funding will be obtained from the University of Colorado's Center for Asian Studies in the U.S. and the Shoyu Club Foundation in Japan. Each participant will be expected to contribute approximately \$800.

The Project Director, Faculty Member, Project Administrator, and other key personnel (and their institutions) will be donating their time to the project. Language instruction will be provided by the Japan Foundation Japanese-Language Center as an in-kind donation.

Lodging and meals for the three weeks of residence and language study in Japan will be supplied by the Japan Foundation Japanese-Language Center in Urawa. Housing and meals are valued at \$1,600 per participant, for a total of \$32,000. The Foundation will also provide teaching materials and underwrite a study tour for participants, at an estimated cost of \$1,000 per participant, or a total of \$20,000. These estimates do not include faculty salaries or overhead for the Foundation's facilities.

The Alliance will request a total of \$25,000 from private foundation sources to cover some of the US-based expenses of the project: producing explanatory and publicity materials, soliciting applications, developing curriculum materials and evaluation instruments, administering pre- and post-tests and on-line and pre-departure orientations, and funding presentations at conferences and local workshops. The Alliance Board, with its strong commitment to professional development for teachers, has pledged to cover any shortfalls in the budget that cannot be covered by other funders.

iii. Costs in Relation to Objectives of the Project

There is no doubt that Japan is expensive. However, as our budget should make clear, our collaborators are contributing a significant portion of the expense of conducting this project. The sharing of resources will make it possible to maximize our resources to achieve the project's stated objectives:

- professional development for Japanese language teachers through language instruction in an immersion environment;
- training in Japan-based instructional technology for second language acquisition;

- forming partnerships and mentoring relationships with colleagues in Japanese schools and training institutions; and
- developing and disseminating creative teaching materials for use in U.S. classrooms.

4. EVALUATION PLAN

Evaluation of the Institute will have both formative and summative components. Participants will be encouraged to provide feedback through questionnaires and open-ended discussion at all stages of the project, including at weekly intervals during the in-country portion, and that feedback will be incorporated insofar as is possible into the program. The evaluation will focus on the four Institute components of language, culture, technology, and pedagogy.

Language gain will be evaluated quantitatively by pre- and post-tests of the four language skills (speaking, comprehension, reading, and writing), as well as qualitatively by evaluations and instructor reports from the faculty of the Japan Foundation Japanese-Language Center and participant self-evaluations. Use will be made of web-based self-evaluations of Japanese language skills such as those developed by Professor Dan Dewey at Brigham Young University and of the SPOT (Simple Proficiency-Oriented Test) assessment instrument developed at the University of Tsukuba.

The culture and technology training components of the project will be evaluated by Project Director Yasu-Hiko Tohsaku, Project Faculty Member Eiko Ushida, Consultant Maki Watanabe, and two outside evaluators, Japan Forum Secretary General Kayoko Nakano, who has extensive experience with classroom materials development

and use; and Professor Chieko Kano of Tsukuba University. Participant-created projects will also be reviewed by faculty members of the Japan Foundation Japanese-Language Institute and members of the Board of AATJ, using rubrics described in an Appendix.

Participants will be asked to report on and evaluate their use, in their own classrooms, of the projects they develop during the course of the Institute. These reports will be shared by the project team and the other participants, and will provide guidance for teachers from outside the project as they download and use the materials in classrooms around the country.

An overall summative evaluation of the project will be produced by the Project Administrator, with input from staff, faculty, and participants. This evaluation will incorporate quantitative assessments of progress in language as well as qualitative feedback from participants and staff on how well the program met the objectives of [a] improving participants' cultural knowledge and language skills; [b] expanding participants' familiarity with instructional technology; [c] facilitating the development of media-based materials for use in participants' classrooms and for dissemination to colleagues in the Japanese education field; [d] facilitating collaborations between US-based teachers and colleagues and mentors from Japan and elsewhere; and [e] establishing new models of collaboration between US- and Japan-based organizations and institutions in the field of language education.

5. ADEQUACY OF RESOURCES

The proposed program requires a broad range of resources. In the US the project has access to the facilities of the Alliance of Associations of Teachers of Japanese and its

host institution, the University of Colorado at Boulder: these resources include offices with telephone, fax, and computer lines, photocopying equipment, printing and mailing services, a DTP specialist, IT services, and graduate student staff assistance.

In Japan, a number of institutions and organizations as well as individuals will be collaborating with the Alliance to make the project a success.

- Language instruction, lodging, and meals will be supplied by the Japan Foundation Japanese-Language Institute in Urawa. The Institute was established in 1989, to serve as the flagship training center for teachers of Japanese in countries outside Japan; its campus incorporates classrooms, a library, and lodging facilities for students and teachers. One of the major purposes of its programs is giving non-native Japanese language teachers a chance to visit Japan to improve their language proficiency, acquire new teaching methodologies, and place themselves in the Japanese cultural context. Information on the Japan Foundation and the Japanese-Language Institute is available on-line at <http://www.jpf.go.jp/e/urawa/>.

- The Project Director and Faculty Member will be primarily responsible for technology training. Additional assistance with technology training will be provided by Project Consultant Maki Watanabe, Japan Foundation (Los Angeles) Academic Specialist and expert on educational technology.

- The Japan Forum, a private foundation with the mission of supporting Japanese language education around the world, will provide introductions and facilitate visits by participants to public schools and other cultural facilities in both urban and rural areas of the country. Information about The Japan Forum is available on-line at <http://www.tjf.or.jp>.

- The Japan Foundation’s Los Angeles Office and Language Center will provide support for pre-departure orientation and training and post-return follow-up, through its “virtual classroom” facilities, online blogging support, and training materials.

Information is available on-line at <http://www.jflalc.org>.

6. IMPACT OF THE PROJECT

Participants in the Institute will gain experience and knowledge in four areas: language, culture, pedagogy, and technology. These gains will benefit them as individual teachers; they also will benefit the field of Japanese language education in several ways. First, the participants in professional development projects are likely to become leaders in their schools, their districts, and their regions, mentoring other foreign language teaching professionals and advocating for their programs in their communities. Second, the technology training offered to teachers through the AATJ Institutes will provide a new model and template for the use of media and instructional technology to widen the reach of the entire community of Japanese language instructors in the United States.

The language gains that the non-native-speaking participants make, which are expected to be measurable in terms of full steps upward on the proficiency scales most widely used by the field (the ACTFL proficiency levels and others), will be assessed both quantitatively by the Institute Faculty and Evaluators, and qualitatively. These gains will be transferred directly to the students in the classrooms in which the participants work; further, as the participants work in their schools, districts, and regions, they will improve the overall quality of Japanese language instruction around the United States. In selecting

participants, the Advisory Committee will make every effort to achieve geographical diversity, so that the participants as a whole represent many regions and communities.

Through its dissemination portion, in which participants present their work to their colleagues in the US at workshops and conferences and also share the concrete materials they develop in Japan, the Institute will model a mechanism through which future groups of teachers can build bridges to Japan. The technology training the participants receive during the Institute will enable them to widen the scope of the resources they can tap for their classrooms; the contacts they make with counterpart teachers in Japan will enable them to build networks across the Pacific.

Using both a field-wide presentation at the field's major conference that of the American Council on the Teaching of Foreign Languages (ACTFL) and smaller-scale regional and local workshops, the project's participants will reach several hundred Japanese language teachers. Publication of Institute-developed materials, and their archiving on the AATJ website (<http://www.aatj.org>) will enable teachers to use them in classrooms around the United States. We hope that readers of this proposal will look at the materials developed at previous Institutes, as they give a sense of what it is possible to achieve. Inclusion of developed materials on the cross-language LangSource database (<http://www.langsource.umd.edu>) will allow the experiences and products of the Institute to be accessed and used by teachers throughout the language education community.

What will spread through this process is not only the specific creative materials developed in Japan in Summer 2010 by 20 teacher-participants (though those are important), but also the concept of creative cross-cultural collaborative work, in which teachers from several cultures, with different backgrounds and institutional cultures (even

within the foreign-language-education field) but common interests, can work together and create objects, materials, and curricula that reflect the contributions of both collaborative partners and make use of technology to bridge the remaining gaps.

For our main institutional collaborator in Japan, the Japan Foundation Japanese-Language Institute, this project will also have a significant impact. The Institute's mission, since its founding in 1989, has been language education and teacher training, and its faculty and facilities are unparalleled for that purpose. The Institute's faculty and administration view this collaboration as a means of adding a technology component to its curriculum; the AATJ Faculty will contribute their expertise and work with the Japan Foundation faculty to develop this aspect for the future.

7. RELEVANCE TO INSTITUTIONAL GOALS AND DEVELOPMENT

A primary goal of the Alliance of Associations of Teachers of Japanese and of its constituent organizations is to support and provide opportunities for the professional development of Japanese language teachers in the US. Shortages of trained and accredited teachers in sufficient numbers to meet the growing demand for Japanese language and culture education at the pre-college level mean that many language classrooms are staffed by teachers whose own language and cultural training is minimal. Opportunities for in-service training and development are in short supply. Teachers who must serve students of widely diverse abilities and backgrounds in the same classroom need resources that can assist them in developing each student's potential to the maximum level possible. At the same time, teachers need support in attaining their own maximum levels of language and pedagogy skills. New instructional media promise help

for classroom teachers, but without time and training, teachers are not able to take advantage of the opportunities provided by new technologies.

The proposed Institute in Japan, “Incorporating Culture in the Foreign Language Classroom,” will provide 20 teachers with the opportunity to improve their cultural knowledge and language skills in an immersion environment, make connections with colleagues and mentors in Japanese schools and from other countries, collect authentic materials for classroom use, learn about Japan-based instructional technologies, and develop creative teaching materials for use in their classrooms and dissemination to others. The project will provide an important piece in the Alliance’s overall program of professional development for teachers. The Alliance will be a partner to the participants in the months following the Institute’s program in Japan--helping them disseminate the results of their work, assisting them to follow up and continue the collaborations begun in Japan with individual teachers and schools, and aiding them in incorporating their new technology skills into their everyday classroom practice.

The Alliance will serve as a repository for copies of the materials and objects created by the participants, will publicize their availability, and will circulate them to other teachers, not only in the Japanese language and studies field but also in the foreign language and international education community in general. This dissemination process will include presentations at national and regional conferences, archiving and distribution of Institute projects on the Alliance website (www.aatj.org), and inclusion of materials developed by Institute participants in the LangSource cross-language database of teaching and learning materials for language study (www.langsource.umd.edu).

This series of institutes in Japan are also pioneering a new form of collaboration for the Japanese language education field in general, and the Alliance in particular as its representative professional organization. Partnering with the Japan Foundation – the premier institution in Japan for the support and dissemination of Japanese culture and language education internationally -- on this project is an important developmental step in the Alliance's program of professional development for U.S.-based teachers. For its part, the Japan Foundation benefits from the partnership through the Alliance's program of Web 2.0 interactive technology-based training for teachers.

8. NEED FOR OVERSEAS EXPERIENCE

Hundreds of Japanese language teachers in the United States, particularly those who teach at the K-12 level and who are not native speakers of Japanese, are eager to improve their own cultural knowledge and language skills in an immersion environment, increase their knowledge of Japan's traditional and contemporary culture, develop facility in the use of new instructional technologies that are being pioneered in Japan, gain access to authentic materials that can only be found in Japan, and have opportunities to meet and work with their counterpart teachers in Japanese public schools and research centers. This project was designed to meet this cluster of needs for a relatively small group of 20 participants, but also, through its dissemination piece, to spread the benefits of in-country language and technology training to a much wider group of language teaching professionals around the U.S.--and, by extension, to all of their students.

In-country experience is vital to teachers of that country's language to students in other countries such as the United States. For those who are not native speakers of

Japanese, improvement in their own language skills is a project in “life-long learning,” one which is immeasurably facilitated by residence in Japan. But even those who grew up and were educated in Japan need exposure and immersion in the ways Japanese is spoken *now*; after long years of residence in the United States, many feel they have lost touch with the fast-moving pace of language change and development – something that happens in any country but which many people feel is especially accelerated in Japan, with its high-tech, media-saturated culture.

The Japan Foundation’s Japanese-Language Institute is a unique venue for training teachers of the Japanese language. It brings together teachers of Japanese in countries all over the world to improve their language skills, obtain cultural knowledge, collect resources for their classrooms, and work with their counterparts in Japan. Skilled instructors, well-equipped classrooms, an unparalleled library of pedagogical materials in and on Japanese, an immersion environment where participants live and study together, and above all a focus on training teachers (rather than students) combine to make this an incomparable experience for teachers of Japanese. The Institute welcomes several hundred teachers each year, from around the world, to its training programs. The Institute will be the base of operations and the center of training for our project group. From its base there, the group will travel to a number of sites around Japan, including rural areas, centers of the nation’s history and traditional culture, and sites where today’s vibrant popular culture is created and disseminated.

The participants will meet teachers and students in public and private schools, hear lectures and workshops given by leading scholars and experts in Japan’s education and culture, and visit museums, libraries, and other sources of cultural knowledge. They

will collect authentic materials that are only available in Japan; record events and interviews; create thematic units on a series of topics related to Japanese culture and society; and receive training from experts in the use of new interactive media that can help them to maximize the effectiveness of their language classes.

9. COMPETITIVE PREFERENCE PRIORITY I: CRITICAL LANGUAGES

This project’s focus is Japanese, one of the languages designated by the Department as a Critical Language. The program will respond to this priority in the following ways:

a. How will the project provide training and focus on the Japanese language?

The 20 participants in the Summer Institute “Incorporating Culture in the Japanese Language Classroom” will all be teachers of Japanese. The program’s goal is helping them to improve their teaching of Japanese language and culture in their classrooms in the United States. Half of them will be non-native speakers, and the other half will be native speakers of Japanese who have lived and worked in the United States for a decade or more. For all of them, a one-month immersion in the contemporary Japanese language environment will be a central feature of the program.

In addition to the immersion that residence in Japan provides, the faculty and staff of the Japan Foundation’s Japanese-Language Institute will provide the benefit of their venue, which is the premier training center for teachers of Japanese as a foreign language in Japan and overseas. The Institute’s faculty has expertise not only in language instruction but also in teaching methods and resources; the Institute’s “students” are all language teachers, so that “language instruction” at the Institute consists of both language

and pedagogy training. Two of the Institute's 26 faculty members will work full-time with the teachers in our group; other members of the faculty will give talks on aspects of Japan's traditional and contemporary culture – talks that will be in Japanese, so that they combine language with cultural information and content.

It goes without saying that non-native-speaking teachers will benefit directly from the instruction that the Institute provides: instruction in both learning and teaching Japanese will be scheduled for 10-12 hours a week during the month-long residence. But language immersion and training is also critically important for native speakers who have been away from Japan for a significant length of time: these teachers often express the wish to have opportunities to learn from experts about the ways in which the Japanese language is changing and the constant emergence of new vocabularies and usages, especially among Japanese young people. For them, a benefit of the language instruction component will be its focus on the language *as it is spoken in today's Japan*, by young people, in popular culture, and by the diverse new immigrant populations that are expanding in Japan.

We have designed this program so that native-speaking and non-native-speaking teachers will work together in pairs and teams, so that the first group (native speakers) can support the second (non-native speakers) in the language area, both inside and outside the classes and training sessions; and the second group can support the first in the area of developing quality materials for American students, at which non-native-speaking teachers are the experts. The collaboration will benefit both.

b. To what extent will the project focus on language?

This project will be a language immersion experience for all the participants. For those whose native language is not Japanese, residence in Japan is a vital tool in maintaining and improving their skills in this fascinating but very difficult language. But even for those who may have grown up in Japan as native speakers, a “referesh course” of immersion in the fast-changing culture and society of Japan is a necessary tool in maintaining their expertise and skills after years of residence and work in the United States. “Incorporating Culture in the Foreign Language Classroom” will give these teachers new perspectives on the language and new ways of improving their teaching of it to American students.

10. COMPETITIVE PRIORITY II: CURRICULUM DEVELOPMENT FOR K-12 EDUCATION

This project will include at least 10 K-12 teachers among its 20 participants, and one primary focus of their work will be developing new thematic units for use in their own and other Japanese language classrooms.

a. To what extent will K-12 teachers be involved in the the project?

Previous Group Projects Abroad in Japan conducted by the applicant have included *only* K-12 teachers as participants. The planned 2010 project also includes college-level teachers, because we believe that working across instructional levels is the best way to develop skills for the entire Japanese language education community. However, K-12 teachers and their professional development remain a central goal of this project. **At least half** of the participants in this program will be teachers of Japanese at the K-12 level, and they will be involved at all stages of the project: pre-travel, in-country, and post-travel.

b. How will quality classroom materials be developed?

A major component of the “Incorporating Culture in the Japanese Language Classroom” project will be the development by participants of thematic units for use in classrooms. The participants will work in pairs (ideally, a native speaker paired with a non-native speaker) on these units, which will focus on cultural topics of the participants’ choosing. Topics could range from literature, tea ceremony, and other aspects of “capital-C culture” to popular music, film or television, contemporary art, education, social change, and other “small-c culture” topics. Although the thematic units may be used across levels of instruction, they will be developed in ways that will make them most useful in the K-12 classroom.

The Institute faculty will closely guide and mentor the participants as they develop their thematic units, and the units will be evaluated based on rubrics outlined in detail in the Evaluation materials appended to this proposal.