

Newsletter of The Association of Indiana Teachers of Japanese

Joint Issue: Fall 2002 and Spring 2003 (Jan. 22, 2003)

Letter from President of AITJ

December 2002

Greetings everyone!

I hope you all enjoyed a restful, relaxing, and well-deserved Thanksgiving break. This has been a very busy year for AITJ, and there are several very important things that I would like to share with you.

First, I want to thank so many of you for coming to this year's IFLTA conference; I was especially excited to see many new teachers who have just begun teaching in Indiana! Welcome! At the conference we had many Japanese-specific presentations and all were very well received. I know that I also got a lot of good ideas from our Friday sharing session and hope that the rest of you did too. I hope to see even more of you at next year's conference, scheduled for October 30 through November 1. I also encourage you to begin thinking about presenting at next year's conference; it's never too early to begin thinking and planning! People who would like to present but need some ideas should contact Jane McMurrer at jmcmurrer@yahoo.com.

Second, congratulations to both Linda Worman and Michael Peterson. At our business meeting on Saturday, Linda was recognized as the 2002 Teacher of the Year and Michael was named 2003 Teacher of the Year.

Third, this year's Japan Bowl will be organized by our Muncie area teachers, led by Karen Dowling and Fumiko Chiuni, with assistance from Dr. Tomizawa and Tei Sensei at Ball State. The competition is scheduled for Saturday, March 1. Watch for e-mails about this soon!

Finally, if you haven't already, please pay your dues as soon as possible! This year's dues are \$25, payable to Karen Dowling at 4504 W. Petty Rd., Muncie, Indiana, 47304.

Thanks to all of you I believe that AITJ is a strong, dynamic organization that really helps Indiana Japanese teachers. Please remember to check your e-mail for updates about Japan Bowl and to bookmark the IFLTA website at <http://www.iflta.org/> for more general information about IFLTA and teaching a foreign language in Indiana. Enjoy the holiday season!

Cathy Sparks
AITJ President

-----* TANKA CORNER *-----

AITJ Accomplishment, 2002

すばらしい
コンテスト一位
日本のたび
業績さまざま
わがものがたり

Newsletter Editor's Job

むずかしい
原稿なしに
ものを出す
ニューズレターの
エディターの仕事

Guohe Zheng, Ball State University

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-----* ESSAYS *-----

Journal from Japan Bowl Trip

Brett Norris, edited by John Sparks
Chesterton High School

This summer I accompanied my Japan Bowl team on an 11-day trip to Japan. The following is the trip journal of our team captain, Brett Norris.

The Plane-Despite the fact that it was a 14-hour flight, I had a lot of fun on the plane. I decided to start looking over my Japanese notes, and I received several curious glances. Soon, I was having a great conversation in Japanese with a family from Yokohama who were visiting a farm owned by their relatives in New York. It was great.

Day 1 -When we arrived in Narita Airport, I was so excited. However, I didn't time my sleeping right, and ended up falling asleep on the train to Tokyo. When we arrived at Shinjuku Station, I was overwhelmed by not only millions walking (or speed walking, I should say) in every direction, but I was so tired that I completely lost it and I still can't remember what happened. That night we walked around Shinjuku. All of the lights and people were just amazing. And the fact that it was only a weekday, and there would be even more people on the weekend, was even more amazing.

Day 2 -Almost every morning while we were in Japan, we had a traditional breakfast, which was so large, I couldn't finish eating it. During the course of our trip we experienced two typhoons. Despite this, we visited many places in Tokyo including the Imperial Palace, Matsu Park, Asakusa Shrine, the Financial District, Akihabara, and Shibuya. During the course of the day, I had Pocari Sweat (which is now my favorite drink), Onigiri, Curry Rice, Melon Soda, and many other interesting things.

Day 3-We then went by Double-Decker Shinkansen to Kanazawa. The train and public transportation systems in Japan astounded me, and they were always on time. We changed trains at Echigo Yuuzen Station, and arrived in Kanazawa. We then went to another great hotel by taxi. The taxis even had automatic doors. We visited many places including a Kaga Yuuzen shop (special cloth-dyeing technique), and learned how to dye things ourselves. We went to Kanazawa Castle, saw a samurai exhibit, and saw an interesting samurai film. We also visited Kenrokuen (one of the 3 most beautiful gardens in Japan). We met with the HJAS directors, and had a great Chinese/Japanese dinner.

Day 4-Almost every morning while I was in Japan, I ran with my teacher, Mr. Sparks, and that morning I got to actually run around the castle grounds, and an old samurai street, which was a nice change of scenery from the corn fields of Indiana. We left by bus to a local town called Tsubata, met with the mayor, and visited the Ishikawa National College of

Technology. By the end of the trip, we probably had given our Self Introduction at least 10 times.

We observed and helped the English class with grammar, visited some engineering classes, and a Japanese literature class. Afterwards, I played go with the teacher, who was trying to explain to me certain moves, and I lost to one of his students, but I had a great time. They even held an English club party for us, and gave us many souvenirs. We stayed at the School guesthouse, and met exchange students from Mongolia and Fiji.

Day 5-We returned back to Kanazawa, and that morning was the first time I had kakigoori (shaved ice), which was so good that I had it every day from then on. We visited Nagamachi Samurai District, the Nomura Family Samurai House, and went to a meeting where we were given some great photo books, and gave speeches in Japanese. Little did we know our host families were in the audience. I met with my host brother, Ryuuichi, his girlfriend, Jun, and his friend Mitsuru, who lived in Kanazawa. He drove me in his car to his family's house--the Matoba's. He had an albino ferret, and liked James Bond. His grandmother and father made kinpaku/emdash golden leaf. He later took me to their shop, and I had green tea with golden tea leaves. I also went to their temple, and the monk explained to me about the Nichiren sect of Buddhism, which was very interesting.

Day 6 -In the morning he took me to a temple called Ninja Dera. It was named this because of all the trapdoors, hidden stairways, and hiding places constructed in it. We then went to Eastern Geisha Quarter and went to a really neat restaurant called Tomu (rabbit's dream). There, I had macha (a type of bitter tea), zensai (green tea ice cream, shiratama, and azuki beans), and anko (a Japanese confectionary). It was delicious. I had such a great time with them that I definitely want to visit them again some day. We then left for Kyoto. We stayed at a ryokan, and walked around Shijo/Kawaramachi that night. At this time of year, the Gion Matsuri (traditionally held to scare away evil spirits that bring plague) was held. It is the biggest festival in Japan. People in yukata were everywhere, and there were many portable shrines. I had many interesting yakitori flavors including cow tongue and heart at the yakitori restaurant called Akiyoshi. We also saw taiko drummers that night.

Day 7-The next day we took a train to Nara. We visited Nara Park, Kookufuji Temple, Kasuga Taisha Grand Shrine, Toodaiji (the largest wooden structure in the world with a large Buddha statue inside), and Isuien Garden. Throughout the city we saw shika (deer), which are sacred in Shintoism. I bought a bento (lunchbox) with yakisoba to eat while we waited for the train. It was very good. That night we went to the festival in Kyoto, and I tried many different things such as takoyaki (grilled octopus balls), and went to the arcade. Chesarae and Ali did "Dance, Dance Revolution."

Day 8 -We went by city bus and visited Nijoo Castle, Kinkakuji (the Golden Pavilion), Ryooanji (temple with a very famous Zen garden), Kyoto Handicraft Center, and had Zaru Soba, which was great. Since the three of us had bought our own kimonos, we decided to wear them to the festival that night, and had a lot of fun. We went to a revolving sushi restaurant on Kawaramachi Dori, and I tried many great types of sushi.

Day 9 -In the morning we watched the Gion parade of all the portable shrines, and went to Ginkakuji (the Silver Pavilion). We ate at a great Kakigoori restaurant, walked through the Philosopher's Path to Nanzenji Temple, and ate okonomiyaki, which was also very good. We then went to Chion-in, one of the largest temple complexes in Japan, and to Kiyomizudera (the temple of pure water, where we drank pure water and enjoyed an incredible view of the city).

Day 10 -We then returned to Tokyo and stayed at the Edoya Hotel in Ochanomizu. We visited Takeshitadori in Harajuku (where I had some great sea urchin sushi), went to the Kinokuniya Bookstore, ate tempura, and went to the top of the Tokyo Metropolitan City Office Building. The view was incredible, and the city stretched for miles all around. When we returned to the hotel, I enjoyed the onsen. Right after I got out, I enjoyed the "relaxation room." That was the most relaxed feeling I have ever felt in my life. Afterwards, I played go with Mr. Sparks and enjoyed my last night in Japan.

Day 11 -That morning we visited Tokyo University, the most prestigious university in Japan, Ueno Park, and the maze of shops in Ueno. We then returned to the airport and headed home.

There are many things that I miss in Japan: Kakigoori, Pocari Sweat, great sushi, friendly people, and other things, and I'll never forget them. I am greatly looking forward to returning. I would like to thank all the people involved including the Japan-America Society for making the trip such an experience.



Waka Poetry from a Most Unlikely Place

Guohe Zheng
Ball State University

Waka poetry is the most representative of traditional Japanese literature. In terms of prosody, it is very different from what we know about poetry in the West. It uses no rhyme nor alliteration, and little rhythm as we understand the term. The only rule that governs is that it must have thirty-one syllables arranged into five lines each with a fixed number of syllables: 5-7-5-7-7.

The history of waka poetry, also called tanka due to its short form, can be traced back to at least as early as the eighth century. The essence of waka poetry is believed to have been captured more than eleven hundred years ago by a poet named Ki no Tsurayuki (868-945) in his Preface to the first imperial anthology of waka poetry compiled in A.D. 905. The opening lines of the Preface thus characterizes this Japanese poetic form:

"The poetry of Japan has its seed in the human heart and blossoms in innumerable leaves." Since Ki no Tsurayuki, numerous collections have appeared, royally commissioned and otherwise.

Waka poetry has become a vital part of the cultural and social life of the Japanese. Not only do newspapers carry a waka column on a regular basis, with contributions from readers, but various competitions of waka poetry is held routinely at different levels and regions. It is not an exaggeration to say that an average Japanese can and do compose waka at least on special occasions to express themselves.

This article introduces waka poetry from a most unlikely place.

In 1996, the newspaper Asahi Shimbun carried an unusual waka contribution.

口笛でクリスマス・キャロルを奏ずれば更に
寂しき聖夜のプリズン

I feel even lonelier,
When I'm trying to whistle
A Christmas Carol
On a Christmas Eve
In an American prison.

Apparently, the Japanese poet was behind the bar in an American prison. Judging by the information gleaned from later contributions by the same poet,

Japan's Kanji of the Year, 2002

「帰」(キ・かえる・かえす)

主な意味

- ①かえる。かえす。「帰郷」「帰心」「復帰」
- ②あるべき所におさまる。行きつく。おちつく。
「帰一」「帰依」「帰属」

To find out why this kanji was chosen, visit the following website. <http://mx02.kanken.or.jp/kanji/kanji2002/kanji.html>.

readers learned that he had committed murder in the U.S. and is serving life-in-prison since 1985 in a prison in the West coast.

As his contribution continued, other information about him gradually emerged. For example, he has a mother who still lives in Japan, as can be seen from the following waka.

老い母が独力で書きし封筒の歪んだ英字に
感極まりぬ

It's overwhelming
To read the scrawling English
On the envelope.
It is the address to me
Managed by my aged mother.

His feelings towards his mother is conveyed in the following waka:

手作りのカードに獄庭の草花を押し花として
母に贈りぬ

A handmade card
Decorated with flowers
Pressed from what was
Gathered from the prison yard,
I've sent this to my mother.

He has a daughter whom he misses everyday but cannot see.

十余年写真すら見たことのなき吾娘の誕生日
獄中教会にて

In the prison church,
The birthday of my daughter
I am celebrating.
I've not seen her for o'er ten years,
Not even in her picture.

Most of his poetry, however, is devoted to his prison life. For example,

感謝祭の特別食を食べ終えて獄庭を歩けば
夕風さみし

Having finished
The special Turkey Day meal,
In the prison yard
I sauntered in the evening breeze.
The loneliness is so intense.

The following waka indicates that the terrorist attack of September 11 seems to have provoked deep thoughts among his fellow inmates.

報復を恐れての処置かアラブ系の囚徒
いきなり髭剃り落としぬ

They are also afraid
Of revenge against them.
Is that the reason why
Inmates from the Mideast
Have shaved their beard all of a sudden?

According to the waka column editors, the poet is Sato Hayato. Meaning "hometown falcon," Sato Hayato is probably a pseudo name. Ever since its publication in Asahi Shimbun, the waka poetry from a most unlikely place has attracted considerable attention from Japanese readers. Every week, many readers look forward to reading his waka with great anticipation. If, for some reason, his contribution is interrupted for a while, letters of inquiry from concerned readers will reach the desk of the editor of the waka column.

It is interesting that the poet from the most unlikely place has some fans from the most unexpected sectors of society. One of these fans is Mr. Mayumi Moriyama, the current Japanese Justice Minister, who thus comments on Sato Hayato's poetry in a magazine published on the internet by the Koizumi Administration: "Sato Hayato skillfully interweaves his longing for his hometown with his observations of the prison life in America. Such qualities lend much truly Japanese sensibilities to his waka poetry and it is to these sensibilities that I find myself attracted to."

Note: Source of material consulted: September 8, 2002
Asahi Shimbun. ー。ー。ー。ー。ー。ー。ー

Japanese Language and Culture Training for Art and Music Teachers at K-5

Sadatoshi Tomizawa, Ball State University

A three-year Japanese teacher training project entitled *Japanese for Elementary and Middle School Classroom* was conducted during the summers of 1999, 2000, and 2001. This program was conducted jointly between Ball State University (Muncie) and Earlham College (Richmond) and was funded by the Indiana Department of Education. This project proved to be successful, and reassured the importance of Japanese education at the k-8 level. This project encouraged more schools to begin offering foreign language classes. (Japanese class in this case) However, there are still obstacles that must be overcome in order for foreign language classes to be offered in more elementary schools. Some of the difficulties arise due to the following situation commonly found in elementary schools.

1. Most of the teachers at k-5 level are not trained to be a foreign language teacher, and schools do not have funds to hire a foreign language teacher.
2. A teacher at k-5 usually teaches to only one class of students.
3. Current school curriculum has no room for additional foreign language instruction.

To overcome these obstacles for elementary level foreign language education, an innovative idea came out:

Train the art and/or music teacher so that he or she can implement Japanese language and culture through the existing art and/or music curriculum.

This idea addresses the problems indicated above in following ways:

1. In the existing system, every school already has art and/or music teachers and these teachers *can receive Japanese language and culture training.*
2. These teachers teach *all students at the school.*
3. Some of the activities for the knowledge and skills set by the state academic standards can utilize Japanese language and culture *without any modification of the existing curriculum.*

With these merits in mind, a new Japanese teacher training program, entitled, *Japanese Language and Culture in Elementary Art and Music Classrooms*, was proposed to the Indiana Department of Education by Dr. Sadatoshi Tomizawa at Ball State University. The proposal was proved and conducted during the summer of 2002 at the campus of Ball State University.

The following is a short report of the project.

Project schedule:

Three weeks from Monday June 10th to Friday June 28th.

Objectives:

1. To instruct elementary art and music teachers in both basic Japanese language and Japanese culture
2. To provide pedagogical support and help to the teachers in creating lesson plans and teaching materials for their schools.
3. To instruct supporting school and corporation personnel in how to implement and integrate Japanese language and culture in the elementary art and music curricula.

Participants

The music teachers and art teachers from three elementary schools in Indiana participated in the project with their principals and officers from their Central Office. They are Benjamin Harrison Elementary School in School City of East Chicago, Hose Elementary School in Crawfordsville Community Schools, and South View Elementary School in Muncie Community Schools.

Project contents

- a. Three hours of language instruction in the morning.

Kids to Play, Stage I published by US West Center for Japanese Language Education at the University of Oregon. This material was used selectively and supplemented by other materials so that the language knowledge and skills to be obtained by the participants match selected standards of the Indiana Academic Standards for Foreign Languages. Mastery of KANA and Japanese calligraphy sessions were added to the language training session.

- b. Four hours of culture workshops and projects in the afternoon.

The participating art and music teachers were given opportunities to relate their already existing art and music curricula, the Indiana Academic Standards for Visual Art and the Indiana Academic Standards for Music, and the knowledge of Japanese culture including children's literature. They were given presentations, lesson plans, and vocabulary, and production components, all of which reflect the efforts to implement some areas of state standards.

The participants received a two-week Japanese art or music workshop including cultural aspects of Japan followed by a week-long individual project, which was to make a lesson plan. The art teachers participated in the art workshop and the music teachers participated in the music workshop; however, joint sessions for both groups of teachers were held frequently when they learned common culture themes.

- c. Four hours of computer workshops were given so that the participants could use some Japanese software to generate Japanese letters, characters, and graphic images and to use some useful Japanese Internet sites for their students.

Project evaluation

Overall the project was extremely successful, and the participants, both the art and music teachers and the administrators did hope for continuation of this project over the next two summers because this project is very innovative, applicable, workable, and meaningful to K-5 education.

Project staff

Finally, I, as Director of the project, would like to express my gratitude to the following professional people for their great work and dedication to the project as well as publication of a Japanese language packet, *Japanese Vocabulary and Expressions in Elementary Art and Music Classrooms*:

Dr. Guohe Zheng, instructor of the language and computer sessions

Ms. Pam Sommer, instructor of Japanese art session

Ms. Susan Minkler, instructor of Japanese art session

Ms. Susan Atherton, instructor of Japanese music session

Ms. Kristin Hoyt-Oukada, Foreign Language Education Consultant at Indiana Department of Education

Ms. Sarah Fronczek, Fine Art Consultant at Indiana

-----*IFLTA 2002 Meeting Abstracts *-----
(Japanese Sessions)

“AITJ—Let’s Celebrate! Ideas & Activities Using Japanese Holidays for The Classroom & Japanese Club”

Cathy Sparks

This session will focus on Japanese holidays throughout the year. Teachers will have the opportunity to share and receive materials and activities that help celebrate and explain Japanese holidays in the classroom and in Japanese Club meetings.

“Reviewing *Adventures in Japanese*”

Akiko Kakutani	Earlham College
Hiromi Hollett	Elkhart School Corporation
Sachiko Kawakubo	Connersville High School
Matthew Adams	Gary School Corporation

This session is to share materials the participants in the Japanese summer workshop at Earlham, June 2002 have created for the textbook *Adventures in Japanese* (AIJ) and to discuss several issues on the textbook. AIJ was chosen as a new textbook for Japanese programs by a number of Indiana high schools this year. It is one of the newest Japanese textbooks for high school programs, and discussion and material and idea sharing will be helpful for Japanese instruction in Indiana.

“Articulation Between Pre-College and College Japanese Activities: Addressing Different Classroom Expectations”

Sadatoshi Tomizawa Ball State University

There exist certain expectation differences between the college level Japanese faculty and the college Japanese students who studied Japanese at the pre-college level regarding the kinds of learning activities. The students feel the Japanese class activities are not as interesting or fun as they had expected. This session will focus on this issue and try to come up with some suggestions.

“Two Teachers, Tokyo and Toyota”

Karen Dowling	Muncie Central High School
Barb Miller	Cowan High School

This presentation will discuss the Toyota International Teacher Program 2002 to Japan as well as our implementation plan and goals for our classes. Pictures and materials will be shared and application advice will be discussed. Connections to the foreign language and language arts standards will be demonstrated.

“DEAI Workshop: Using CD/Rom and Internet Resources”

Michael L. Kluemper	Jasper High School
Juan Sanche	IUPUI

This workshop focuses on how to utilize DEAI materials developed by the Japan Forum. DEAI materials are available for secondary level teachers of Japanese language and culture free of charge upon request. The focus of this workshop is the use of the computer in the classroom specifically the CD/Rom and Internet resources. Participants will explore ways to effectively utilize them in their own classrooms.

“Good to ‘Go’”

Kathleen Streit	Franklin Community Schools
Jane McMurrer	Center Grove High School
Chie Murakami	

In this session, you will receive a bundle of materials that supplement *Adventures in Japanese*, Book I, Chapter 5. Materials include an expanded dialogue, games, information gaps, etc. All the materials in this session are in Japanese, but teachers of other languages may pick up some tips for making materials.

-----* ANNOUNCEMENT *-----

Editor’s note:

This is the last issue that is published in hard copy. Future AITJ Newsletters will be published online only at the following URL:
<http://www.bsu.edu/web/aitj/>.

“Learning Kanji Through Crossword Puzzles”

Yasuko Ito Watt
Junko Dosaka
Muyuki Fukai
Hideki Hamada
Michiko Ova

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Learning kanji is not an easy task. We believe that students can learn kanji by competing crossword puzzles. We will explain the process by which these puzzles were created and show how they help students learn to read and write kanji in enjoyable and engaging ways. The audience will receive a copy of the crossword puzzles.

“Error Correction and Error Prevention: The Role of Errors in Language Instruction”

Guohe Zheng Ball State University

Language students are bound to make errors. Repeatedly occurring errors may frustrate language teachers, they also provide them with opportunities to analyze typical errors and find ways to prevent future errors of similar kind. This presentation tries to discuss the role of errors in language instruction. It first classifies errors: careless type, false analogy type, etc. Then it suggests various ways to prevent errors by incorporation error analysis when introducing new materials. These include error exaggerations, analysis of ambiguous cases, and of course, error correction.

“Japanese Arts, Activities and Literature (Films) in Language Programs”

Michael Peterson Harrison and McCutcheon High School

Enhancement of Japanese language studies through inclusion of Japanese arts and literatures. Three dimensional arts, written arts and visual arts which are applicable to all age levels and multi-level applications which take into consideration the standards for Japanese Language Learning (communication, cultures, connections, comparisons, and communities) with practical projects that can be incorporated into existing Japanese language programs.

-----* ANNOUNCEMENT *-----

Japan Bowl 2003

Indiana Regional Japan Bowl 2003 will be held at Central High School in Muncie on Saturday March 1st, 2003.

Study Guide, Student Application Form and Student Agreement Form have been emailed to all members with known email addresses by organizers.

A School Registration Form will follow in a few days as soon as some details are finalized.

Please fill out and send the original Application Form and Student Agreement Form of all applying students (including alternate students) by Friday, January 31, 2003 to:

Karen Dowling
Central High School
801 N. Walnut Street
Muncie, IN 47304.

For future newsletter please submit items by the following deadlines:

Fall Newsletter: 15 September
Spring Newsletter: 15 February

Please send articles to Guohe Zheng at

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