

Title of Session: Benkyoukai-Japanese as a Heritage Language

Moderator: Keiko Schneider

Guest Speaker: Masako O. Douglas

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MasakoD: Miyouki sensei doozo.

MiyukiGst11: I've been looking for the right education for JHL learners. I did not know the JHL is not well developed area.

MasakoD: It is a recent effort nationwide about Heritage Language education. It has started officially in late 1999. However, the HL education itself has been in the U.S. for a long time since the first immigrants of each language arrived here.

MasakoD: JHL education as well as other languages are "Nai Nai sukushi" according to Sasaki (2000)

MasakoD: Okane ga nai, sensei ga nai, kyoozai ga nai, etc etc.

MiyukiGst11: I talked with Kishimoto sensei at Clemson univ. read Nakajima sensei and Suzuki sensei in Canada. so now I understand the situation well.

MasakoD: Let's continue. Any comments, Calder sensei?

MiyukiGst11: As you wrote one of the biggest problem is parents' mentality. I had a benkyou kai for eiju-gumi parents at hoshuko. No one knows about JHL.

CALDERGst12: I got an email from koochoosennsei at dc hoshuukoo, asking me about the possibility of a japanese application for the jhl students. do you have any information about it?

MasakoD: Calder sensei,

KeikoSc bows, soudesuka...

MasakoD: What is Japanese application?

KeikoSc: to see if heritage speakers are qualified for AP class/exam?

MasakoD: Oh I see.

CALDERGst12: yes. the matter is whether the jhl students can apply for it.

MasakoD: I think so. Kataoka sensei once suggested to put my son in the HS which has a Japanese program so that he can take AP

KeikoSc: I think I heard a question like this in Chinese.

KeikoSc: If my memory serves me right, the answer was that...

KeikoSc: unlike SAT, which ETS thinks heritage learners are screwing up data..

KeikoSc: AP should just serve anybody, including heritage speakers.

CALDERGst12: THE question seem s to be that it's a challenge to make a standard that covers both jfl and jhl including the late comers from Japan studying at such places as hoshuukoo.

KeikoSc listens

MasakoD: But currently they do not plan to have a separate two tests, right?

KeikoSc: I am not in a committee or anything, but I haven't heard anything about multiple versions.

CALDERGst12: I haven't heard about it either.

KeikoSc: What I know is Kataoka sensei and another teacher from American school in Japan are in the committee

KeikoSc: who make up standards and develop courses, tests...

CALDERGst12: I believe that the committee does so.

MasakoD: Also one question I have is, if JHL students pass AP but what if the courses for AP is just for JF learners. Recent studies show, although we need more comprehensive studies, that HL and FL are different so college courses (of course HS courses) need different curriculum.

MasakoD: JF courses are boring or mismatch for the JHL learners.

KeikoSc nods solemnly

CALDERGst12: I think probably it is good idea to discuss about this ap issue including more jhl people, since it may affect a lot of jhl learners in future.

MasakoD: Is there any way to address this question at ATJ,

KeikoSc: I personally think it is rather difficult for JFL learners to go up to 4-5th year in HS...

KeikoSc: therefore AP needs heritage learners to keep its significance...

KeikoSc looks at Miyuki sensei

MiyukiGst11: The other difficulty in JHL education is the level of each student has. Different level and different age. And no money....

MasakoD: I meant my question to Shuna-chan regarding the AP question at ATJ

KeikoSc . o O (oh, me?)

KeikoSc: There is a mention about AP in Professional Development SIG session...

KeikoSc: JHL and PD should keep each other informed.

CALDERGst12: it will be nice if we could discuss more about ap atj.

MasakoD: ok. PD might be a good place.

KeikoSc: Well, at least that is the place we talk about AP this time.

KeikoSc: And of course, I think we should keep in touch with Kataoka sensei and the teacher from American school.

MasakoD: Yes. Kataoka sensei is a AP committee member.

KeikoSc: Douglas sensei, did you have any comments about Miyuki sensei's no funding plea...

KeikoSc: or multi level-ness?

MasakoD: True. However we cannot wait for money coming from sky. So, I cut one course for JF at UCAL and made a course for JHL and now at CSULB. With a heterogeneous learner's language ability, multi level is the best.

MiyukiGst11: Would you talk about this more?

MasakoD: Also, for children, multi level is indispensable. Children's development is not even and we cannot place them by a single grade.

MasakoD: Within one grade, e.g. 1st grade at elementary school, all children are different in cognitive development and language development .

MiyukiGst11: I was wondering the Tatewari system like Montessori does is might be good for JHL

MiyukiGst11: Also the Center system the American public school does.

MasakoD: This is true for L1, L2, HL and FL. I owe a lot to Montessori education, from where I learned a lot about child development and multi age education, which made a base for my curriculum design for college and children.

MiyukiGst11: For the young learners, how many children in a class for JHL?

MasakoD: It varies. but around 10 or less than 10.

MiyukiGst11: And what grade?

MasakoD: 3levels: elementary, middle and upper (multi-age)

MiyukiGst11: 10 multi age in a class room?

MasakoD: elementary: grade 1-3, middle: 3-5, upper: 5-7 (daitai)

MasakoD: yes. But multiage approach does not mean that you have three different grades and three different curriculum so each group has 1/3 of instruction.

MasakoD: Kids development is sequential, not by a single grade. So curriculum should be a long sequential from age 5 to 12, 13, 14... (Ideally)

MiyukiGst11: Is it working well?

CALDERGst12: I AGREE, and also there should be a way to make the students help each other, to make a course more students oriented.....

MasakoD: How we assess the development then? What I think now is to use Standards of each subject matter. They can be used as a nice road map to see child development.

MiyukiGst11: Do you think it is possible to do this at hoshuukou?

MasakoD: Theoretically yes. But psychologically (parental perspective) no.

CALDERGst12: Douglas sensei, can you explain more about the standard of each subject?

MiyukiGst11: But 1/4 children in our hoshukou are eijyu-gumi. We have to teach parents first!

MasakoD: The Saturday school where I teach. It is Yoochien also and children go to hoshuukoo after this. Asahi set up a different track but according to the parents, they do not send their kids to this track, because they compare the curriculum which already exists and the new track is viewed "lower level". This is not true from my view.

MasakoD: ok. Going back to Standards, there are many different Standards in each state. But when you brows the Internet you can down load a lot from web. These are helpful to design curriculum.

MasakoD: They have science, math, social study etc. etc. Standards.

CALDERGst12: I see, you meant that standard.

MasakoD: Go to Google and type Standards.

MasakoD: Also they have language art standards and Foreign Language Standards. So you need to look at both: language and subject matters.

YoshidaGst2 joined the room.

KeikoSc: Yoshida sensei...

MasakoD: Okaerinasai.

KeikoSc: the discussion is going... (well)

KeikoSc: join us

CALDERGst12: it is true that we need to see more of the programs at the local schools.

MasakoD: What kind of programs?

MiyukiGst11: Would you tell us what kind reading materials you use? In Canada, they use Canadian story in Japanese.

MasakoD: Depending on the theme and topic, I use different materials. I do not use basal reader or kokugo kyookasho. Reading is a part of the learning topic. So now I am teaching ecology to 5-6 multigrade class. So reading is from articles related to acid rain and plants, recycling etc. I looked for Internet materials mostly.

MiyukiGst11: Personally I'm very interested in Environmental education and there are so many reading materials children in all over the world might be interested.

MasakoD: And I use science-inquiry method and do a lot of science experiments with children, This is a lot of fun.

KeikoSc . o O (education at its best)

KeikoSc looks around

KeikoSc: Well, I know it is past time what I promised to be...

MasakoD: I can also learn with children. Children are growing Kaiware daikon in water with different PH levels and record the growth of Kaiware daikon. I do not know which one grows best myself. So it is exciting to see kaiware every day.

MiyukiGst11: Very good! I learned a lot from "education as if the planet really mattered" by WWF.

KeikoSc . o O (we are just warming up here)

CALDERGst12: I really enjoyed it too!

MasakoD: Miyuki sensei. Could you tell me what WWF stands for?

KeikoSc looks at Douglas sensei

MasakoD: Gomen.

MiyukiGst11: And I think EE is the best material for JHL (math, science language art)in the world wide.

MiyukiGst11: Ooops! WWF desu.

MasakoD: What is WWF (muchi de sumimasen)

KeikoSc: an organization that is dedicated to preservation of animals?

KeikoSc . o O (I get their offer to make address stickers)

MasakoD: I see.

MiyukiGst11: yes

MiyukiGst11: In Japan for "soukou kyouiku" some teachers use EE subject.

MasakoD: I see. Today I heard a bad news that in Japan they cut the time for Soogookyooiku and increase time for basic skills (going back to traditional curriculum) because of lowering the math and science score.

MiyukiGst11: Go and back go and back.... poor teachers and students.

MasakoD: But to me it is not a solution. They make their curriculum integrated so that it makes sense to kids. Soogookyooiku is separate from other subject matters. This is a problem.

CALDERGst12: it is too bad that Japanese government do not have a consistency in their policy. incidentally, in our hoshuukoo, we are planning a jhl course for the upper elementary children. hope we have more time to talk more about the details of curriculum sometime....

CALDERGst12: I enjoyed this conference. thank you!

MasakoD: Yes. I enjoyed too. Maybe it is time to finish. Thank you all for coming. Thank you Keiko-san for your help as always.

KeikoSc: I just wanted to say, if Douglas sensei hasn't met Miyuki sensei???

KeikoSc: we should have each other's contact address (email, phone or something)

MasakoD: I have not.

MiyukiGst11: I heard about you from Kishimoto sensei.

MasakoD: Good idea.

KeikoSc: I realize probably Kishimoto sensei does, but it is good to be interacting real time, so why not...

MasakoD: I know Kishimoto sensei very well.

KeikoSc: Miyuki sensei, are you an ATJ member?

MiyukiGst11: No

KeikoSc: ATJ has a special interest group for heritage language...

KeikoSc: which is headed by nobody else but Douglas sensei.

KeikoSc: I wish you could join us...

KeikoSc: . o O (OK, a plug from a board member)

MasakoD: Calder sensei, if you are still here. Would you like to discuss about the curriculum development at JHL SIG at ATJ?

KeikoSc: Either way, I think we should keep in touch.

MiyukiGst11: I'll think about it I want learn more about JHL. It is urgent I think.

CALDERGst12: yes, if we have time.

MasakoD: Ido, too.

MiyukiGst11: Should I give my email address here?

KeikoSc: Do you read senseiONline?

MasakoD: I am planning to write couple of project works at my school. as you know Calder sensei.

MiyukiGst11: yes.

MasakoD: So, I hope it will contribute to other schools.

KeikoSc: Then you read how to get a transcript...

MiyukiGst11: OK

KeikoSc: Same to you, Calder sensei.

KeikoSc: If you like the record of today's conversation, you can have a PDF file...

CALDERGst12: thank you!

KeikoSc: You have to go to this site and download...

KeikoSc: it is not automatic since you are not a member of TAPPED IN...

KeikoSc: hold on

KeikoSc: There will be a link from
<http://www.sabotenweb.com/bookmarks/about/benkyoukai.html>

KeikoSc: DO you read senseiOnline, Calder sensei?

CALDERGst12: yes I do, but not always....

KeikoSc: Then you have this info SOMEWHERE.

MiyukiGst11: Thank you so much! I'm glad I could know I have "doushi" here! I'll ask Kishimoto sensei about Masako sensei's email address.

KeikoSc: I realize senseiOnline is not an heritage list, but we can offer various perspectives.

KeikoSc: please feel free to discuss the matter over senseionline list

KeikoSc: I will put that in the report, too

CALDERGst12: it is quite a resource for all of us.

KeikoSc: I would like to thank Douglas sensei for her wonderful paper and presentation

KeikoSc claps wildly

KeikoSc: and Calder sensei and Miyuki sensei's participation.

KeikoSc bows deeply

MasakoD: Thank you Shuna-chan.

MiyukiGst11: Arigatou gozaimasita.

CALDERGst12: honntooni

MasakoD: And Calder sensei and Miyuki sensei for attending this session.

KeikoSc: I hope we can all keep in touch!

KeikoSc: Thanks again!!!

CALDERGst12: thank you