

39J:202:日本語教授法

Japanese as a foreign Language: Practical Applications

Fall 2005 Syllabus

219 Phillips Hall, 1:05 –2:20 Tuesday and Thursday

Instructor: Yukiko Abe Hatasa (畑佐由紀子)
 Office & Phone: 671 Phillips Hall, 353-2202
 E-mail: yukiko-hatasa@uiowa.edu
 Office Hours 2:30 –4:30 on Tuesday and 9:50-10:50 on Thursday

Objectives of the course

1. Students will develop an understanding of various considerations involved in curriculum development and course designs related to Japanese language.
2. Students will be able to critically evaluate the quality of instruction and materials in the beginning/ intermediate language courses.
3. Student will acquire the knowledge about various approaches to language learning and teaching.
4. Students will be able to make an appropriate plan for an adaptation and material modifications for elementary and low intermediate level courses. .

Textbook

1. Hadley, Alice Omaggio. (2001). *Teaching Language in Context*. Third Edition. Boston, MA: Heinle & Heinle
2. 川口義一・横溝紳一郎 2005. 『成長する教師のための日本語教育ガイドブック』 上巻・下巻 ひつじ書房
ISBN4-89476-251-x/ ISBN4-89476-252-8

Grades

1.	Homework			40%			
2.	Classroom observation report			25%			
3.	Final Project			25%			
4.	Presentations and participation			10%			
A+	(100-97)	A	(96.9-93)	A-	(92.9-90)		
B+	(89.9-87)	B	(86.9-83)	B-	(82.9-80)		
C+	(79.9-77)	C	(76.9-73)	C-	(72.9-70)	D	(69.9-60) F (59.9-0)

A. Assignments and Participation

1. Your homework assignments and participation is evaluated according to the following criteria. Your assignments consist of reading, computer exercises, textbook reviews, video viewing/critique, and sample lesson plans. All assignments must be turned in the date indicated in the schedule. Homework that is submitted over a week after the due date will not be graded.

♫++	5 points	Excellent. Exceptionally good work and/or the evidence of extra efforts over beyond what is expected.
♫+	4 points	Very good. Through quality work within an expected range. Late homework (less than a week) with a quality of ♫++.
♫	3 points	Fair. Fair work within an expected range. Late homework (less than a week) with a quality of ♫+.
♫-	2 points	Poor. Sloppy and/or incomplete work. Late homework (less than a week) with a quality of ♫
♫--	1 points	Very poor. Very sloppy and/or incomplete (more than half) work. Late homework(less than a week) with a quality of ♫-)

2. You are expected to do reading assignments and assignment sheets by the specified due day. Your classroom performance will be evaluated on the basis of your understanding of the reading assignments through discussions and performance in class.

3. Most of your assignments are directly related to your term project. That is, you will select the textbook that you will use to establish the course design and syllabus. You will then choose one chapter to write sample lessons as well as final project. You can use any Japanese language textbook which satisfy the following criteria:

- a. One chapter or unit must contain the following items. They don't have to be the separate subsections but they must have enough items or activities for you to work with.
 - (i) Vocabulary activities
 - (ii) Grammar focused activities
 - (iii) Conversational exercise
 - (iv) Listening exercise
 - (v) Reading exercise
 - (vi) Writing exercise
- b. A chapter or unit should not be too short (e.g., 2 pages) or too long (100 pages.)
- c. A beginning-level textbook. If you teach an intermediate or advanced level and would like to use the textbook that you use, consult with me.

3.2. Your assignments primarily consists of the following two sections.

- a. Evaluation of the activity in the textbook

b. Possible modifications or pre- /post- activities

3.3. You will be expected to share your assignments with your classmates via e-mail. Please use Microsoft Word or other comparable software to share the materials one day prior to the due day. Any illustrations and figures must be included as a part of document (See Hatasa, Chapter 7 for graphics, and Chapter 8 for scanning). The rest of students must make printout of the assignment prior to coming to the class. The length of your activity will vary depending on the task and assumption.

B. Classroom observation report

1. Visit five to four foreign language classes of two or three different languages. At least two of the classes should be 1st year or second year Japanese classes. At least two of them should be beginning or intermediate level classes of an European languages (e.g., Spanish, French or German.) If you wish you may also visit other FL classes such as Russian and Chinese.
2. Fill out a detailed observation form for each class. (The procedure is discussed in class) and use them to write a report. You can write the form by hand and can use English or Japanese, whichever you feel comfortable.
3. Write a classroom observation report in English. The length of the report should be between 3 to 5 pages. Your report should be double-spaced, and written in 12 font Times or Times Roman font.

C. Final Project:

1. Your final project is in part based on your homework assignments, but **the collection of your assignments alone will not be sufficient** for two reasons. First, your assignments constitute sample materials for the chapter, and thus you are expected to write lessons for the rest of the chapter. Second, you are expected to improve upon your assignments after it is returned to you.
2. You need to use two or more computer tools such as scanning and graphics.
3. **No late project will be accepted.** The project must contain the following sections:

Part I: Introduction

- a. Your name
- b. Name of the school you teach (if any)
- c. A bibliographic record of the textbook
- d. Course objectives
- e. Chapter (or unit) number and title (if any)
- f. Chapter (or unit) objectives
- g. Target topic / language functions

- h. Target structures and vocabulary
- i. Class level and size
- j. Number of instructional hours a day, and the total instructional hours for the chapter
- k. Assumption
Language functions, themes, vocabulary, and structures previously learned and relevant to the current lesson.

Part II: Lesson Plans

II-1 Table of Contents

For each day, State the following format:

- e.g.) Day 1: vocabulary and culture introduction
- Activity 1
 - Sub activity 1 (page & exercise number if using the activity in the textbook)
 - Sub-activity 2 (see attached exercise X if using your own activity)
 -
 - Activity 2
 -
- Day 2: Vocabulary Quiz 1 and Grammar instruction
- Target structure/function - description using te-form
 - Quiz 1 (page & exercise number if using the activity in the textbook)
 - Activity 1
 - Sub activity 1
 - Sub-activity 2,
 -
 - Activity 2
 -

II-2 Actual Lesson contents

- a. At the beginning of each day, indicate Day 1, Day 2, etc.
 - b. Include quizzes (if any)
 - c. Attach a copy of relevant pages in the textbook or your activity with the heading such as Activity 1:
Sub-activity 1.
 - d. Cross out the activities in the textbook if you decide not to use them.
- Note: If you use an activity in the textbook but wish to modify it a little by adding pre- or post- activities, slightly

changing the procedure, vocabulary etc., you can either write your modification on the copy of the page itself or rewrite it.

Note: Students with disabilities that affect their participation in this course are encouraged to see the instructor privately to discuss their needs. She will make every effort to accommodate them.

Tentative Schedule (予定表)

月日	曜日	Contents	Assignments Due
8/23	(火)	Introduction & L2 competence	Hadley Ch. 1
8/25	(木)	Factors affecting language learning	Hadley Ch. 2 川口・横溝 (下巻) pp.114-139
8/30	(火)	Course Design	Hadley Ch. 4 川口・横溝 (下巻) pp.140^- p.166
9/1	(木)	Teacher qualification and classroom management	川口・横溝 (上巻) 第一章 川口・横溝 (下巻) pp.184^- p.245 Course Design Task sheet
9/6	(火)	Methodology 1	Hadley, Chapter 3 & 4 川口・横溝 (上巻) 第1章
9/8	(木)	Methodology 2	Teaching video task sheet
9/13	(火)	Teaching Orthography I	川口・横溝 (上巻) pp.166-182 Textbook Review report & syllabus statements
9/15	(木)	Teaching Orthography II	Sample kanji lesson
9/20	(火)	Teaching Vocabulary I	Classroom observation report 1
9/22	(木)	Teaching Vocabulary II	Sample vocabulary lesson
9/27	(火)	Teaching Pronunciation	川口・横溝 (下巻) pp.2^- 26 Classroom observation report 2
9/29	(木)	Teaching Grammar I	川口・横溝 (下巻) pp.28^- 68
10/4	(火)	Teaching Grammar II	Sample grammar lesson
10/6	(木)	Teaching Conversation I	Hadley, Chapter 6]] 川口・横溝 (上巻) pp.88-143 川口・横溝 (下巻) pp.2^- 26

10/11	(火)	Teaching Conversation II	Sample conversation lesson
10/13	(木)	Teaching Listening I	Hadley, Chapter 5 川口・横溝（上巻） pp.144-164 Classroom observation Report 3
10/18	(火)	Teaching Listening II	Sample listening lesson
10/20	(木)	Teaching Reading I	川口・横溝（上巻） pp. 194-236 Classroom observation report 4
10/25	(火)	Teaching Reading II	Sample reading lesson
10/27	(木)	Teaching Writing I	Hadley, Chapter 7 川口・横溝（上巻） pp.182-193
11/1	(火)	Materials & technology I	川口・横溝（下巻） 第2章 Classroom observation report 3
11/3	(木)	Materials & technology II	Sample CALL lesson
11/8	(火)	Testing	Hadley, Chapter 9
11/10	(木)	Testing II	Grade sheet & test analysis
11/15	(火)	Teaching Culture	Hadley, Chapter 8 川口・横溝（上巻） pp.182-193
11/20-11/27		ACTFL & Thanks Giving Break (No Class)	
11/29	(木)	Presentation	
12/1	(火)	Presentation	
12/6	(木)	Conclusion	Final Project Due

References

General

- アラム佐々木幸子 1999 「言語学と日本語教育」 くろしお出版
- 岡崎敏雄、岡崎瞳 1997 「日本語教育の実習—理論と実践」 アルク
- 岡崎敏雄、岡崎瞳 1990 「日本語教育におけるコミュニカティブ・アプローチ」 凡人社
- 鎌田修、川口義一、鈴木陸 1996 「日本語教授法ワークショップ」 凡人社
- 小林ミナ 1998 「よくわかる教授法」 アルク
- 関正昭、平高史也 1997 「日本語教育史」 アルク
- 高見澤孟 1996 「はじめての日本語教育・2 日本語教授法入門」 アスク講談社
- 高見澤孟、ハント蔭山裕子、池田悠子、宇佐美まゆみ、伊藤博文、西川寿美 1996 「はじめての日本語教育・1 日本語教育の基礎知識」 アスク講談社
- 東京 YMCA 日本語学校 1992 「入門日本語教授法」 創訳社
- 永保澄雄 1995 「絵を描いて教える日本語」 創訳社
- 日本語教育学会編 1995 「タスク日本語教授法」 凡人社
- ハバード真紀、坂本正、ジェームズ・デーヴィス編 1997 「日本語教育：異文化の掛け橋」 アルク
- 藤原雅憲、刃山洋介 1997 「上級日本語教育の方法—さまざまなアプローチ」 凡人社
- Brown, H. Douglas. (1989). *A Practical Guide to Language Learning: A Fifteen-Week Program of Strategies for Success*. New York: McGraw-Hill
- Brown, H. Douglas. (1987). *Principles of language learning and teaching*. 2nd Edition. Englewood Cliffs, NJ: Prentice Hall.
- Cook, Haruko M., Kyoko Hijirida, Mildred Tahara (Eds.). (1997). *New trends & issues in teaching Japanese language and culture*. Honolulu, HI: Second Language Teaching & Curriculum Center, University of Hawaii Press.
- Crookes, Graham and Susan, M. Gass. (1993). *Tasks and language learning: Integrating theory and practice*. Bristol, PA: Multilingual Matters.
- Dobbs, Jeannine. (2001). *Using the board in the language classroom*. New York, NY: Cambridge University Press.
- Doff, Adrian (1988.) *Teach English: A training course for teachers*. Cambridge, UK: Cambridge University Press in association with The British Council
- ISBN 0 521 34864 1 Trainer's Handbook, ISBN 0521 34863 3 Teacher's Workbook
- Flowerdew, Brock & Hsia. (1992). *Perspectives on Second Language Teacher Education*. City Polytechnic of Hong Kong.
- Kamada, Osamu and Wesley M. Jacobsen. (1990). *On Japanese and how to teach it: In honor of Seiichi Makino*. Tokyo: Japan Times.
- Krashen, Stephen D. (1993). *The power of reading*. Englewood, CO: Libraries Unlimited.
- Krashen, Stephen D. and Timothy D. Terrell. (1983). *The natural approach*. New York: Pergamon.
- Lafayette, Robert C. (Ed.). (1999). *National standards: A catalyst for reform*. Lincolnwood, IL: National Textbook Company.

- Lee, James F. and Bill VanPatten (Ed). (1995). *Making communicative language teaching happen*. New York: McGraw-Hill.
- McDonough, Steven H. (1995). *Strategy and skill in learning a foreign language*. London: Edward Arnold
- McKay, Heather and Abigail Tom. (1999). *Teaching adult second language learners*. New York: Cambridge University Press.
- National Standards in Foreign Language Education Project. (1999). *Standards for foreign language in the 21st century*. Lawrence, KS: Allen Press, Inc.
- Nunan, David. (1989). *Designing tasks for communicative classroom*. New York: Cambridge University Press.
- Nunan, David (Ed.) (1992). *Collaborative language learning and teaching*. New York: Cambridge University Press.
- Oller, John, W. , Jr. (Ed). (1993). *Methods that work: Ideas for literacy and language teachers*. 2nd Edition. Boston, MA: Heinle & Heinle.
- Parrott, Martin (1993). *Tasks for language teachers*. New York: Cambridge University Press.
- Ramirez, Arnulfo G. (1995). *Creating Contexts for Second Language Acquisition* London, UK: Longman.
- Richard-Amato, Patricia A. (1996). *Making it happen*. Second Edition. New York: Longman, ISBN 0 201 42018 X
- Rivers, W. M. (1987). *Interactive language teaching*. New York: Cambridge University Press.
- Rubin, Joan and Irene Thompson. (1994). *How to be a more Successful Language Learner*. Boston: Heinle & Heinle.
- Spada, Nina and Patsy Lightbown. (1993). *How Languages are Learned*. Oxford, UK: Oxford University Press.
- Shrum, J. and E. Glisan. (2000). *Teacher's handbook: Contextualized language instruction*. 2nd Edition. Boston, MA: Heinle & Heinle,
- Ur, Penny and Andrew Wright. (1992). *Five-minute activities*. New York, NY: Cambridge University Press.
- Wajnryb, Ruth. (1992). *Classroom observation tasks*. New York, NY: Cambridge University Press.
- Weaver, Susan J. , Ravinder Manku, and Andrew D. Cohen. (1999). *Improving Language Learning: A Practical Guide to Strategies-Based Instruction*. National Foreign Language Resource Center: University of Minnesota.
- Wright, Andrew. (1989). *Pictures fo language learning*. New York, NY: Cambridge University Press.

Journals

- American Foreign Language Teacher
- British Journal of Language Teaching
- Canadian Modern Language Review
- CALICO Journal (Computer Aided Language Learning and Instruction)
- ELT Journal (English Language Teaching Journal)
- English Teaching Forum
- Exercise Exchange
- Foreign Language Annals
- Hispania

IRAL: International Review of Applied Linguistics in Language Teaching
 JALT Journal (Japan Association of Language Teachers)
 Language Learning: a Journal of Applied Linguistics
 Language Learning Journal
 Language Teaching
 Modern Language Journal
 Reading in a Foreign Language
 Studies in Second Language Acquisition
 System: Journal of Educational Technology and Language Learning Systems
 TESOL Journal (Teachers of English to Speakers of Other Languages) TESOL Newsletter
 TESOL Quarterly

Dictionaries

研究社 1992, The Kenkyusha Japanese-English Learner's Dictionary.
 飛田良文、浅田秀子 1994 現代副詞用法辞典 東京堂出版
 飛田良文、浅田秀子 1991 現代形容詞用法辞典 東京堂出版
 春遍雀來 1999 『講談社漢英学習辞典』 [The Kodansha Kanji Learner's Dictionary] 講談社
 春遍雀來 1990 『新漢英学習辞典』 [New Japanese-English character dictionary] 研究社
 阪田雪子 1995 『日本語を学ぶ人の辞典』 [Informative Japanese dictionary] 新潮社
 牧野成一、中田成一、大礎美恵子 1999 『Kodansha's Basic English-Japanese Dictionary (日常日本語バイリンガル辞典)』 Kodansha International
 Martin, Saumel, E.(1993). Martin's concise Japanese dictionary. Rutland, VT: Charles Tuttle Company
 森田良行 1989 『基礎日本語辞典』 角川書店
 類語研究会編 1991 『正しい言葉遣いのための似た言葉使い分け辞典』 創拓社

□ Culture and communication

ポール・ケリー、カーティス・ケリー、エリ・ケリー 1990 「ケリーさんのすれちがい100 日米ことば摩擦」三省堂
 直塚玲子 1994 「欧米人が沈黙するとき—異文化間のコミュニケーション」 大修館
 牧野成一 1996 「ウチとソトの言語文化学」 アルク
 飯野公一、奥村由香子、杉田洋、森吉直子 2003 『新世代の言語学—社会と文化をつなぐもの』 くろしお出版

Orthography

- 加納千恵子、清水百合、竹中弘子、石井恵理子 1990 「Basic Kanji Book」 Vol. 1 and 2 凡人社
- 加納千恵子、清水百合、竹中弘子、石井恵理子 阿久津智 1993 「Intermediate Kanji Book」 Vol. 1 凡人社
- 川口義一、加納千恵子、酒井順子 1995 「日本語教師のための漢字指導アイデアブック」 創訳社
- 高木裕子 1996 「日本語の文字・表記入門—解説と演習」 バベル・プレス
- 武部義明 1993 「漢字はむずかしくない—24の法則ですべての漢字がマスターできる」 アルク
- 武部義明 1991 「文字表記と日本語教育」 凡人社
- 武部義明 1989 「漢字の教え方—非漢字系学習者のために」 アルク
- 丸山敬介 1995 「教え方の基本」 pp. 50-87 京都日本語教育センター

Vocabulary

- Ellis, Rod, Yoshihiro Tanaka, and Asako Yamazaki. (1995). Classroom interaction, comprehension and the acquisition of L2 word meanings. In Harley, B. (Ed.), *Lexical issues in language learning*. Amsterdam: John Benjamins.
- Lupescu, Stuart and Richard R. Day. (1995). Reading, dictionaries and vocabulary learning. In Harley, B. (Ed.), *Lexical issues in language learning*. Amsterdam: John Benjamins.
- McKeown, Margaret, and Mary E. Curtis (Eds.) (1987). *The nature of vocabulary acquisition*. Hillsdale, NJ: Lawrence Erlbaum

Pronunciation

- 国際交流基金日本語国際センター編 1978 『日本語はつおん』 凡人社
- 酒井裕 1992 『音声アクセントクリニック』 凡人社
- Vance, Timothy . (1987). *An introduction to Japanese phonology*. Albany, NY: State University of New York Press.
- Tsujimura, Natsuko. (1996). *An introduction to Japanese linguistics*. Cambridge, MA: Blackwell.

Grammar

- 金田一晴彦 1976 『日本語のアスペクト』 むぎ書房
- 小林典子、フォード丹波順子、高橋純子、藤本泉、三宅和子 1995 「わくわく文法リスニング99」 凡人社
- 牧野成一、筒井道雄 1995. 「日本語基本文法辞典 中級編 A dictionary of intermediate Japanese grammar」 ジャパンタイムズ
- 牧野成一、筒井道雄 1989. 「日本語基本文法辞典 A dictionary of basic Japanese grammar」 ジャパンタイムズ
- 丸山敬介、渥美明、小織健央 1994 『教えるためのことばの整理 1・2』 今日と日本語教育センター
- 寺村英夫 1981-1991 『日本語のシンタクスと意味』 くろしお出版
- 寺村英夫 1978 『日本語の文法 上・下』 国立国語研究所

- 寺村英夫／砂川有里子 1985 『日本語セルフマスターシリーズ2 はとが』くろしお出版
- 水谷信子 1985 『日英比較話しことばの文法』くろしお出版
- Doughty, Catherine and Jessica Williams (Eds.). (1998). *Focus on form in classroom second language acquisition*. New York: Cambridge University Press.
- Maynard, Senko K. (1990). *An introduction to Japanese grammar and communication strategies*. Tokyo: Japan Times.
- Shibatani, Masayoshi. (1990). *The languages of Japan*. New York; Cambridge University Press.
- Tsujimura, Natsuko. (1996). *An introduction to Japanese linguistics*. Cambridge, MA: Blackwell.
- VanPatten, Bill. (1996). *Input processing and grammar instruction*. Norwood, NJ: Ablex Publishing.

Conversation

- CAG の会編 「日本語コミュニケーションゲーム80」 ジャパンタイムズ
- 栗山昌子、市丸恭子 「初級日本語ドリルとしてのゲーム教材50」 アルク
- 日本語教授法研究会編 1988 「ロールプレイで学ぶ会話(1)」 凡人社
- 日本語教授法研究会編 1989 「ロールプレイで学ぶ会話(2)」 凡人社
- 高橋美和子、平井悦子、三輪さち子 1994 「クラス活動集131」 スリーエーネットワーク
- 高橋美和子、平井悦子、三輪さち子 1996 「続・クラス活動集131」 スリーエーネットワーク
- 田中幸子、猪崎保子、工藤節子 1989 「ロールプレイとシミュレーション」 凡人社
- 田中幸子、猪崎保子、工藤節子 1988 「プロジェクトワーク」 凡人社
- 田中智子、保坂敏子 1992 「コミュニケーション・ゲーム」 凡人社
- TIJ 日本語教材開発グループ 1998 「初級日本語のためのコミュニケーション練習」 TIJ 日本語研修所
- 横溝紳一郎 1997 「ドリルの鉄人 コミュニカティブなドリルからロールプレイへ」 アルク
- Bassano, Sharon and Mary Ann Christison. (1995). *Communitiy spirit: A practical guide to collaborative language learning*. Burelgame, CA: Alta Book Centers Publishers.
- Iwasaki, Shoichi. (1993). *Subjectivity in grammar and discourse: Theoretical considerations and a case study of Japanese spoken discourse*. Philadelphia, PA: John Benjamins.
- Lindstromberg, Seth (Ed.). (1997). *The standby book*. Cambridge, UK: Cambridge University Press.
- Maynard, Senko. (1998). *Principles of Japanese discourse: a handbook*. New York: Cambridge University Press.
- McGinnis, Scott, Mineharu Nakayama, and Tao-chung Yao. 1992. *Let's play games in Japanese*. Lincolnwood, IL: National Textbook Company.
- Mori, Junko. (1999). *Negotiation agreement and disagreement in Japanese: Connective expressions and turn construction*. Philadelphia, PA: John Benjamins.
- Tanaka, Hiroko. (2000). *Turn taking in Japanese Conversation: A study of grammar and interaction*. Philadelphia, PA: John Benjamins.

Ur, P., and Wright, A. (1992). *Five-minute activities: A resource book of short activities*. Cambridge: Cambridge University Press

Van Ments, M. (1989). *The Effective use of Role-play*. London: Kogan Page.

Wright, A., Betteridge, D., and Buckby, M. (1979). *Games for language learning*. Cambridge: Cambridge University Press.

Listening

太田淑子、柴田正子、牧野恵子、三井昭子、宮城幸枝 1992 「毎日の聞き取り 50 日（上）（下）」 凡人社

筑波ランゲージグループ編 1992～1995 「Situational Functional Japanese 1, 2, 3」 凡人社

宮城幸枝、三井昭子、牧野恵子、柴田正子、太田淑子 1998 「毎日の聞き取り 50 日」 初級編上 凡人社

村野良子、谷道まや 1989 「絵とタスクで学ぶにほんご」 凡人社

三井豊子、堀歌子、森松映子 1998 「ニュースで学ぶ日本語パート II」 凡人社

□ Reading

岡まゆみ 1998 「中・上級者のための速読の日本語」 ジャパンタイムズ

鎌田修、梶本総子、富山佳子、宮谷敦美、山元真智子 1998 「生きた素材で学ぶ中級から上級への日本語」 ジャパンタイムズ

山田あき子 1990 「タスクによる楽しい日本語の読み」 専門教育出版

Adams, Marilyn Jager. (1995). *Beginning to read: Thinking and learning about print*. Cambridge, MA: MIT Press.

Bernhardt, Elizabeth B. (1991). *Reading development in a second language: Theoretical, empirical, & classroom perspectives*. Norwood, NJ: Ablex.

Taylor, Insup and M. Martin Taylor. (1995). *Writing and literacy in Chinese, Korean and Japanese*. Amsterdam: John Benjamins.

Writing

田口雅子 1995 「らくらく日本語ライティング Writing Japanese is Fun」 アルク

陳伯陶 1994 「詳説日本語修辞学 Japanese Rhetoric」 新書局

宮原彬 1996 「外国人学生が日本語で作文を書くための用例集（初級中級用）」 凡人社

飛田良文 1997 「日本語文章表現法」 白帝社

Kroll, Barbara (Ed.) (1991). *Second language writing*. New York: Cambridge University Press.

Assessment

石田敏子 1992 「入門日本語テスト法」 大修館

日本語教育学会編 1991 「日本語テストハンドブック」 大修館

Bachman, Lyle F. and Adrian S. Palmer. (1996). *Language testing in practice*. Oxford, UK: Oxford University Press.

Cohen, Andrew. (1994). *Assessing language ability in the classroom*. 2nd Edition. Boston, MA: Heinle & Heinle.

Hughes, Arthur. (1989). *Testing for language teachers*. New York: Cambridge University Press.

Home pages of Japanese teaching/research organizations

ATJ (Association of Teachers of Japanese) <http://www.colorado.edu/ealld/atj>

AAS (Association for Asian Studies) <http://www.aasianst.org>

ACTFL (American Council on the Teaching of Foreign Languages) <http://www.actfl.org>

TESOL (Teachers of English to Speakers of Other Languages) <http://www.tesol.edu>

AAAL (American Association of Applied Linguistics) <http://www.aaal.org>

日本語教育学会 <http://wwwsoc.nacsis.ac.jp/nkg/>

国際文化フォーラム (The Japan Forum) - Good site for high school teacher <http://www.tjf.or.jp/jp/indexj/indexj.htm>

Home pages of Japanese teaching materials and resources

Hatasa's home page

<http://www.uiowa.edu/~japanese/staff/hatasa.html>

(For referneces, links to publishers, organizations, resource sites, etc.)

Resources of Japanese Language Instruction

<http://www.sla.purdue.edu/fl/Japanproj/>

(For on line materials, clip arts, pictures, maps, etc.)

Keiko Schneider's Bookmarks

<http://www.sabotenweb.com/bookmarks/>

(Exhaustive links to various Japan related sites, but includes some sites that aren't necessarily useful.)