

0199-1

JAPANESE MAGNET PROGRAM

RICHMOND SCHOOL
2276 S.E. 41 AVENUE
PORTLAND, OREGON 97214

JAPANESE MAGNET PROGRAM VIDEO INTERVIEW SPRING 1992 / KINDERGARTEN / 1ST / 2ND GRADE

In this day and age many children love to be in front of a video camera, but this experience had a twist. It was conducted in Japanese. We used two video cameras in order to make an individual tape for each child as well as to record a class composite simultaneously. Even though the native speaker interviewer would be familiar to the children, the room being used was not. We decided to carry on a short pre-interview explanation in English to lower the anxiety level.

At the kindergarten level, we showed the class the video equipment and explained that they would each get a turn to talk with Akiko Sensei on camera. "Do you have a place at home where you measure how tall you are growing every year?" (Most replied affirmatively). "Well, we are going to take a measurement of how much Japanese you've learned this year. Then we'll do it again next year to see how much more you've learned. Don't worry if you don't know something this time." Since this would be the first and second graders' second opportunity (spring 1991 was our first video interview effort), we did not give them any explanation ahead of time.

As the resource teacher, I invited one child into the room (we had two children at a small table enjoying Japanese books in the hall so we would keep a continuous flow going). I asked the child to sit in the smaller chair (in Japanese). Then we placed a microphone on them so our sound quality could be improved.

Using guidelines from Steve Krashen's Stages of Acquisition, we had developed questions about two "press and peel" picture settings. We hoped they would keep the children interested and as they progress through the stages to intermediate fluency, they would even be able to create their own "story." Our questions allowed for an easy exit to comfort zone if students showed frustration about moving to the next stage. We wanted to end with each child feeling successful.

The interviewer also began with common familiar patterns to help get started. "My name is Akiko; what's your name? What's your teacher's name?" After she went through the picture questions she would say "owari" (finished). With the camera stopped, I would compliment the child for this good effort and ask "was it easy? Was it hard?" Most would say some of each. Then I'd ask them to bring the next classmate to the book table and they would leave happily to do their errand.

JMP VIDEO INTERVIEW
(page 2)

The process did take time to set up. The interview itself was approximately 5 minutes per child at the kindergarten level - a little more for 1st and 2nd graders. We were concerned about bringing children from the Japanese classroom rather than the English side in order to have the mindset in place. In 1991 a few children had to come out of English because of a timing problem, and we did see slight hesitancy for those children, as if they were trying to get into gear.

We were amazed at how some children responded. The teachers appreciated seeing the feedback and said it helped them to assess for year end report cards. We found most of our 1st and 2nd graders solidly in Early Production with a few moving into Speech Emergence. In fact we have begun to identify a variety of levels in the Early Production phase. Our kindergarten class seemed very definitely moving into the first phase of Early Production.

The variations of how children responded went from nonverbal pointing to entire sentence answers. One 1st grader, when asked where something was, said "Today it is here." We also noticed that once a child spoke out in English they had difficulty getting back to Japanese. A few students tried putting Japanese pronunciation to English words. This was more noticeable in kindergarten than 1st grade ("bearu; chairu"). It surprised us. Second graders especially started to show frustration that they could understand a question but didn't have the language to respond yet. In one girl's words, "Nihongo ga nai", (I don't have the Japanese).

We will attempt to repeat the process this spring and are adjusting the questions to provide validation and consistent measurement. We think a clip-on remote microphone might help us to get clearer child response as the around the neck style had drawbacks when the child played with the mike.. We are also considering that the 3rd graders may have a favorite story they would like to read on video so we can get a more complete assessment in oral skills and reading as a part of their portfolio.

Parents were very cooperative about supporting the video, and many expressed delight that this would result in a collection over the years to display their child's progress in acquiring Japanese.

Deanne Balzer
Japanese Magnet Program
Richmond Elementary School
Portland, Oregon

JAPANESE MAGNET PROGRAM

PORTLAND, OREGON

ORAL LANGUAGE ASSESSMENT

DRAFT
9/9/92

Student: _____

Grade: _____

Date(s): _____

Total Score(s): _____

LANGUAGE SKILL	STAGE I: PREPRODUCTION	STAGE II: EARLY PRODUCTION	STAGE III: SPEECH EMERGENCE	STAGE IV: INT. FLUENCY	STAGE V: FLUENCY
LISTENING COMPREHENSION	Recognizes familiar and simple verbalizations in L2. Demonstrates comprehension nonverbally or in L1.	Understands familiar vocabulary in simple questions and commands. Hears parts of sentences in the L2, but not every word.	Understands "comprehensible input" when applied to a new context. Understands familiar language at normal speed.	Understands social conversation and classroom discussion by a native speaker with some modifications.	Understands social conversation and classroom discussion at normal speed of a native speaker without difficulty.
VOCABULARY		Responds with one/two word high utility words (i.e. yes/no, etc.). Produces "isolated" common nouns, adjectives, and verbs in response to comprehensible input.	Produces simple sentence patterns consisting of stock phrases (i.e. "What is your name?") Responds to "how" and "why" questions.	Uses a wider variety of vocabulary. Begins to use idiomatic expressions.	Use of vocabulary and idioms approximate that of a native speaker of the same age group.
PRONUNCIATION		Some mispronunciations of words are noticeable. Learner may create target language form of first language vocabulary.	Pronunciation shows improvement naturally as learner begins to interact verbally with peers.	Pronunciation and intonation approximate a native speaker of the same age group.	Pronunciation and intonation approximate a native speaker of the same age group.
CREATIVE USE		May "try out" the language by spontaneously imitating words, phrases, sentences which have been used repetitively and in context by the teacher.	Sometimes initiates verbalizations spontaneously in L2. Combines previously learned words and phrases in a new context.	Uses language spontaneously to initiate and sustain a limited conversation. Begins to use circumlocution when lacking vocabulary.	Uses language spontaneously to sustain and initiate a conversation. Uses circumlocution effectively.
FLUENCY			Speaks in longer phrases or short complete sentences. Long pauses are noticeable as learner searches for vocabulary.	Produces connected narrative. Sounds fluent in "social" conversation and everyday classroom discussions where complex structures can be avoided. (Begins to "think" in L2)	Approximates that of a native of the same age group.
GRAMMAR			Errors of omission are common. Uses correct word order. Frequency of errors increases as learner "tries out" language.	Controls many of the "basic" structures of the L2. Errors occur in producing complex structures or academic language at age appropriate level.	Grammatical usage and word order approximate native speaker of same age group.

0199-3

STAGES OF ACQUISITION:

The acquisition of a second language progresses in four distinct stages, or levels of competence. The types of language activity that students are capable of at each stage vary with each level:

Preproduction

- Students communicate with gestures and actions.
- Lesson focus on listening comprehension.
- Lessons build receptive vocabulary.

Early Production

- Students speak using one or two words or short phrases.
- Lessons expand receptive vocabulary.
- Activities are designed to motivate students to produce.
- Vocabulary which they already understand.

Speech Emergence

- Students speak in longer phrases and complete sentences.
- Lessons continue to expand receptive vocabulary.
- Activities are designed to develop higher levels of language use.
- Language experience activities are introduced.

Intermediate Fluency

- Students engage in conversation and produce connected narrative.
- Lessons continue to expand receptive vocabulary.
- Activities are designed to develop higher levels of language use in content areas.

ROUGH DRAFT

Japanese Magnet Program
Portland, Oregon

3/2/93

Student: _____

Date: _____

Total Points: _____

JAPANESE LANGUAGE ASSESSMENT
Classroom Scene

INTRODUCTION: (Warm up questions)

Interviewer says: "Please sit down. We will talk together in Japanese."

"What is your name?"

"How old are you?"

"What is your teacher's name?"

"What color are you wearing?"

I. PREPRODUCTION STAGE (5 POINTS) : (Award one point for an appropriate verbal/nonverbal response.)

Interviewer says look at the picture. Show by pointing:

- _____ 1. Where is the teacher.
- _____ 2. Where is the red chair.
- _____ 3. Where is a boy.
- _____ 4. Where is a girl.
- _____ 5. What color is this apple? *(Point to the green apple)*

(If child shows frustration, use EXIT ONE)

II. EARLY PRODUCTION STAGE (12 POINTS) (Award 2 points for an appropriate one or more words response)

- _____ 1. Look outside ... is it raining? (either/or response)
... is is sunny?
- _____ 2. There are 17 children in the picture. Count at least 10 please.
(minimum 10 - interviewer points to a child)
- _____ 3. What is this? ... *(Teacher points to car... (1/2 point each)*
points to map
points to pencil
points to doll

V. FLUENCY (25 POINTS)

- _____ 1 Tell me a story about this picture. (*You may move things around.*)
- _____ 2. Read a story and retell in your own words.
- _____ 3. Retell a past event
- _____ 4. Tell about a future event.
- _____ 5.

VI. EXIT ONE -- Teacher asks, "Where is the cat?"

"Where are the bananas?"

"Good job. We are all finished."

EXIT TWO -- Teacher points to the cat and asks,

"What is this?"

Teacher points to the bananas and asks,

"What are these?"

"Good job. We are all finished."

ROUGH DRAFT

Japanese Magnet Program

Portland, Oregon

3/2/93

0199-8

JAPANESE LANGUAGE ASSESSMENT

Family Home Scene

I. PREPRODUCTION STAGE (5 POINTS)

- _____ 1. Show me the cat.
- _____ 2. Show me the flowers.
- _____ 3. Show me the father.
- _____ 4. Show me the grandma.
- _____ 5. What color is the sofa?

II. EARLY PRODUCTION STAGE (12 POINTS)

- _____ 1. Is the dog inside or outside?
- _____ 2. This ball is round. How many round things can you find? Count them please.
- _____ 3. What is this? ... *(Teacher points to telephone...
points to boy...
points to chair...
points to the bear...)*
- _____ 4. Look at the father's face.
*(Point to the eyes...
point to the nose...
point to the mouth...
point to the ears...)*
- _____ 5. This is the little ball. What is this ball?
- _____ 6. The dog is outside? Where are the children?

IF CHILD SHOWS FRUSTRATION, USE EXIT QUESTION #2

III. SPEECH EMERGENCE STAGE (15 POINTS)

- _____ 1. What is the father doing? *(point to father)*
- _____ 2. Why is the dog at the door?
- _____ 3. How old do you think these children are?
- _____ 4. What is the girl going to do?
- _____ 5. What season do you think this is? How do you know?

ROUGH DRAFT
 Japanese Magnet Program
 Portland, Oregon
 3/2/93

IV. INTERMEDIATE FLUENCY (20 POINTS)

- ____ 1. It is 4:00. What is this family going to do?
 ____ 2. Why is the refrigerator open?
 ____ 3. Tell me what you think people are doing in the picture.
 ____ 4. Tell me about your favorite video.

V. FLUENCY (25 POINTS)

- ____ 1. ____ Please tell me a story about this family. You may move the pieces.
 ____ 2.
 ____ 3.
 ____ 4.
 ____ 5.

VI. CONCLUSION

- EXIT 1. Where is the cake?
 Where is the pizza?
 Where is the apple?

***GRADING CRITERIA:**

- 1 PT - APPROPRIATE RESPONSE - RESPONDED WITH 1 OR 2 WORD
 2 PTS.- APPROPRIATE ANSWER (MEANING CORRECT)
 3 PTS - APPROPRIATE AND GRAMMATICALLY CORRECT SHORT
 PHRASE
 4 PTS - ELABORATED ON ANSWER
 5 PTS -