



A Production of  
Georgia Public Broadcasting

**How to Use *Irasshai* Components**



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# INTRODUCTION

## **IRASSHAI: WELCOME!**

Enter the world of global communication through *Irasshai!* Dr. Tim Cook, one of the nation’s best known distance learning teachers, guides learners through Japanese I and Japanese II as they begin to understand, speak, read and write the language. Tim’s style of teaching and solid instruction combine to create an enjoyable and motivating approach to learning Japanese.

*Irasshai* was developed by an advisory board of renowned experts in Japanese language and culture and second language acquisition. Please see our website (<http://www.gpb.org/irasshai> - Introduction) for a list of the advisory board members. The curriculum design was guided by standards established by the American Council on the Teaching of Foreign Languages (ACTFL).

## ***Irasshai* includes THREE KEY COMPONENTS**

- **Video Lessons** available for streaming from the Georgia Public Broadcasting (GPB) Digital Library or as a complete DVD Media Set;
- **Textbooks, workbooks, teachers’ guide and supplementary materials** that provide opportunities to more fully understand and apply concepts presented in the video lessons;
- **Activities and information** available on the *Irasshai* website: <http://www.gpb.org/irasshai> (see under “for students” – student notebook)

## **WHERE TO FIND VIDEO LESSONS AND BOOKS**

**Video Lessons** - Access to GPB’s Digital Library for online video viewing . . . . . **NO COST**

- DVD Media Set (all 138 video lessons)\*. . . . . \$299.00, plus S/H

\*DVD Media Sets can be purchased by personal check, credit card or purchase order through GPB via the Education office (see “how to use irasshai components” – community learners – Order Form).

**Note:** - 10% of the sub-total cost of items purchased through GPB will be added to cover shipping and handling.

- Refunds on DVD Media Sets can only be made within 30 days of purchase and only when items are returned in original condition.

**Textbooks, workbooks and teachers’ guide** can be purchased through either BookSurge.com (1-866-308-6235, ext. 5962\* or Amazon.com. Please refer to the respective company regarding eligibility for wholesale pricing, shipping information and return policies.

Textbook / Workbook, <b>Volume 1</b>	JPN I L. 1 ~ 73
Textbook / Workbook, <b>Volume 2</b>	JPN II PL. 1 ~ 2, L.1 ~ 63

	<b>BookSurge.com</b>				<b>Amazon.com</b>
	<b>*HARDCOVER</b>		<b>PAPERBACK</b>		<b>PAPERBACK</b>
	<b>*Retail</b>	<b>*Wholesale</b>	<b>Retail</b>	<b>*Wholesale</b>	<b>Retail</b>
Textbook, Vol. 1 or 2	\$36.99	\$29.59	\$29.99	\$10.50	\$29.99
Workbook, Vol. 1 or 2			\$18.99	\$6.65	\$18.99
Teachers’ Guide			\$18.99	\$6.65	\$18.99

## **STANDARDS AND ACCREDITATION**

Georgia Public Broadcasting (GPB) is not a state accrediting agency. It is a non-profit telecommunications resource for educational, informational and cultural programming utilizing television, radio and the internet. *Irasshai* is one of many educational programs produced and provided by GPB.

## PLEASE NOTE

*Irasshai* was originally designed as a two-year program which was later developed into a three-year program. You will notice that the video lessons and textbooks and workbooks are still organized in the original two-year format, however there are comprehensive review lessons at the three-year course pacing cut-off points (after Volume 1 Lesson 49 and after Volume 2 Lesson 20). There are no corresponding video lessons for the comprehensive review lessons; they are textbook and workbook lessons only.

## INSTRUCTIONAL APPROACH

### HOW STUDENTS LEARN WITH *IRASSHAI*

- *Irasshai* uses a performance-based approach, which means that students are expected to use Japanese as opposed to merely memorizing grammar rules and vocabulary lists.
- Japanese culture is emphasized throughout the course.
- Dr. Tim Cook, the video instructor, provides the majority of the instruction through the video lessons (about 27 minutes each). The entire DVD series can be purchased or learners can opt to stream the video lessons online.
- Students are encouraged to use the tailor-made, motivating textbooks, workbooks and supplemental materials to continue their Japanese studies during the non-video time and for workbook / homework assignments. The teachers' guide contains answer keys for the workbook assignments as well as supplemental materials for use in the classroom.
- Students can get additional practice and information through the *Irasshai* website.

### PUTTING ALL THE COMPONENTS TOGETHER

Watch the **video lesson** first, then read **Part 1 of the textbook lesson**, complete the **interactive activities**, and follow up with **Part 1 of the workbook assignments** for that lesson. Check your work using the answer keys in the teachers' guide to ensure your understanding of the material. Proceed to **Part 2 of the textbook**, complete any **remaining interactive activities**, and finish up with **Part 2 of the workbook**.

Be sure to check for any **Particle Practices** or **Reading and Writing Practices** that pertain to the lesson you are studying. These practices are located in the back of the workbook after the assignment pages, and each practice includes the lesson numbers covered. Answer keys are provided in the teachers' guide.

### A Typical *Irasshai* Week

You may choose to dedicate a certain amount of time each day to your Japanese studies; if you do so, the following schedule may be helpful:

#### Monday

- 27-minute video lesson (see page 4, Video Checksheets)
- activities from Part 1 of the textbook lesson
- homework from Part 1 of the workbook lesson

#### Tuesday

- activities from Part 2 of the textbook lesson
- homework from Part 2 of the workbook lesson

#### Wednesday

- 27-minute video lesson (see page 4, Video Checksheets)
- activities from Part 1 of the textbook lesson
- homework from Part 1 of the workbook lesson

## Thursday

- activities from Part 2 of the textbook lesson
- homework from Part 2 of the workbook lesson

## Friday (Review days)

Feel free to go back over previous lessons to ensure your understanding of the material.

- any remaining interactive activities in the textbook
- portions of previous video lessons as needed
- Particle Practices and/or Reading and Writing Practices.

Please also refer to the Suggested Activities in the teachers' guide for additional study ideas. Use of *Irasshai's* supplemental materials, discussed in the following section, is also recommended.

## SUPPLEMENTAL MATERIALS

*Irasshai* recommends the following supplemental materials for use when your schedule allows.

### ***i-irasshai* – a Virtual Tour of Japan**

*i-irasshai* is a virtual exploration found on the *Irasshai* website (click the *i-irasshai* icon or look under “for students”). It introduces students to Japanese culture and social behavior. Students navigate through a variety of situations and learn culturally appropriate responses. Please make sure to check the system requirements on the *i-irasshai* start page (Shockwave and QuickTime are required) and turn off any pop-up blockers for the duration of your journey.

### **Japan Video Topics**

Japan Video Topics are a great cultural resource. These video vignettes introduce students to a wide range of Japan-related topics such as geography and popular trends. Japan Video Topics can only be accessed through the Web Japan homepage (<http://web-jpn.org/>).

### **Culture Matrices**

The Culture Matrices for Volume 1 and Volume 2 can be found in two locations: 1) in the teachers' guide and, 2) on the *Irasshai* website (see under “for facilitators” – culture matrix vol. 1 or 2, or see under “for students” – student notebook – Resources column – Culture Matrices). These useful charts help students and facilitators by consolidating the information about what resources are available to enhance the cultural topics raised in each lesson. You may wish to print these out.

## SPECIAL CONSIDERATIONS IN LEARNING JAPANESE

The Foreign Service Institute (FSI) defines Japanese as a Group IV language. This means that it takes longer for English speakers to develop proficiency in Japanese than in languages such as French, German or Spanish. Certainly the writing system and grammar of Japanese, which are quite different from those of English, make learning Japanese challenging. The FSI found that adults with average aptitude for language learning in its intensive Japanese programs needed 480 hours of instruction in order to progress beyond the novice level to the intermediate level of proficiency (Liskin-Gasparro 1982). We can reasonably expect students at a high school level to require more time for similar achievement. Students, teachers and facilitators of Japanese who understand the amount of time that learning Japanese requires are more likely to have realistic expectations and are less likely to feel that they are not learning fast enough.

You will also notice the care and time devoted to the teaching of the writing system in the video lessons. Many Americans are surprised to see how much attention is given to producing the Japanese characters using correct stroke order. The correct stroke order is crucial, however, as students advance in their writing skill and begin learning other kinds of characters. We encourage students to be patient with this part of their learning; it will serve them well as they progress.

Liskin-Gasparro, Judith E. 1982. *ETS Oral Proficiency Testing Manual*. Princeton, NJ: Educational Testing Service.

## GETTING STARTED

In this section, you will receive some pointers about how to effectively manage each component of the course.

1. Order the appropriate textbook(s) and workbook(s) needed for your studies. You may want to purchase the teachers' guide so that you can check the workbook assignments and other practices. The teachers' guide contains answers for both Workbook Volumes 1 and 2.

Textbook / Workbook, <b>Volume 1</b>	JPN I L. 1 ~ 73
Textbook / Workbook, <b>Volume 2</b>	JPN II PL. 1 ~ 2, L.1 ~ 63

<b>Japanese I</b>	JPN I L. 1 ~ 49	Textbook and Workbook, <b>Volume 1</b>
<b>Japanese II</b>	JPN I L. 50 ~ 73 JPN II PL. 1 ~ 2, L. 1 ~ 20	Textbook and Workbook, <b>Volumes 1 and 2</b> (both)
<b>Japanese III</b>	JPN II L. 21 ~ 63	Textbook and Workbook, <b>Volume 2</b>

2. Set the appropriate atmosphere for your study time.
3. Manage the course components. It may take some time and effort to coordinate the components in a way which will be most effective for you. Detailed information about each component is provided in the following sections.
4. Don't worry too much about mistakes; these are to be expected in language learning. Remember, you will be able to communicate in Japanese, but you may not be able to say everything you want to say right away. Remind yourself of what you *can do* instead of what you haven't learned yet.

### VIDEO LESSONS

1. Make sure the equipment you will use to access the video lessons is operational (computer or DVD player). If you are streaming online, please read the Technical Information and Troubleshooting document to ensure that your computer is set up for optimal viewing (see under "videos" – Japanese I or Japanese II – Technical Information and Troubleshooting).
2. While watching the video lessons, print out and use the **VIDEO CHECKSHEETS**. These checksheets can be used either as notes for effective viewing or as video viewing quizzes. You may stop or re-play sections of the video lesson in order to allow adequate time to fill in the answers. After completing the check sheet, please check your answers with the provided answer key (see under "videos," each lesson's checksheet and answer key is located together with the video lesson link).

### TEXTBOOKS

Textbooks contain:

- a. objectives that indicate what students will be able to do as a result of the lesson
- b. vocabulary
- c. explanatory vocabulary notes, including any cultural nuances
- d. key grammar points
- e. culture notes
- f. a section on expanding vocabulary, focusing on words which the Japanese language has borrowed from other languages
- g. interactive activities to get students engaged in using Japanese
- h. Audio Interaction (A.I.) Pages
- i. reference charts of *hiragana* and *katakana* (in both Volumes 1 and 2)
- j. appendices and information about Japanese verbs, adjectives, particles, counter words and time-related words
- k. glossaries of words and phrases (English – Japanese and Japanese – English)

- l. an index of topics
- m. an index of *kanji* (Volume 2 only)

## WORKBOOKS

Workbooks contain:

- a. homework assignments that correspond to each textbook lesson (answer keys are provided in the teachers' guide).
- b. writing practice sections, including *hiragana*, *katakana* and *kanji* writing practice sheets (these writing practice sheets, along with blank and optional writing practice sheets, can also be printed out from the website; "for students" – student notebook – R+W Support / Writing Practice Sheets)
- c. **Particle Practice Sheets** can be used as supplemental material. Please be aware that some practices require students to have covered certain lessons beforehand.
- d. **Reading and Writing Practices** can be used throughout the year to assist students in mastering the Japanese writing systems, *hiragana*, *katakana* and *kanji*. Please be aware that some practices require students to have covered certain lessons beforehand.

## TEACHERS' GUIDE

The teachers' guide contains (for both Volume 1 and Volume 2):

- a. **SUGGESTED ACTIVITIES GUIDES**, which have two sections:
  - **General Suggested Activities**  
This is a brief, general overview of how to go through a typical *Irasshai* lesson and incorporate a variety of *Irasshai's* materials and suggested classroom activities.
  - **Additional Suggested Classroom Activities**  
This section provides suggestions for activities during your study time in addition to the interactive activities and assignments in the textbook (class work, Japan Video Topics, web activities, etc).
- b. **WORKBOOK ANSWER KEYS**  
These are for you to check the answers for activities and homework. Answer keys for Particle Practices and Reading and Writing Practices are also here.
- c. **FLASHCARD TEMPLATES**  
These are flashcards for the *hiragana*, *katakana* and *kanji* covered in the *Irasshai* series. You may want to photocopy them and paste them onto index cards.
- d. **CULTURE MATRICES**  
These useful charts consolidate the information about what resources are available to enhance the cultural topics raised in each lesson.

## COURSE CURRICULUM

### WHAT WILL STUDENTS LEARN IN *IRASSHAI*?

The purpose of the *Irasshai* program is to help students develop a beginning level of proficiency in listening, speaking, reading and writing Japanese. Students will also develop an understanding of Japanese culture.

By the end of two years of study, it is reasonable that the oral performance level of many students will be at the Novice-Mid level of proficiency on the American Council on the Teaching of Foreign Languages (ACTFL) scale. Students who complete three years of *Irasshai* may evidence performance in the Novice-High range. At the novice level in any language, learners communicate in short, memorized utterances. Their responses may be one word or a short phrase, and they have little ability to recombine language elements into new utterances. We can expect learners to make many mistakes, and their pronunciation may be intelligible only to native speakers used to dealing with foreigners.

The specific language functions included in *Irasshai* are listed below. We would not expect learners to have full control over these performance indicators at the end of their sequence of study; these same functions must be practiced many times over the two-to-three-year course for students to be comfortable using them. (Please see the Appendix for the ACTFL Proficiency Guidelines for novice learners of Japanese, pages A1~A4.)

The following performance indicators are presented in the three-year pacing format.

## **Performance Indicators: JAPANESE I**

### *Use proper greetings*

- Introduce yourself
- Greet someone for the first time
- Greet others in the morning/afternoon/evening
- Say good-bye to friends
- Use appropriate expressions when visiting a Japanese home
- Follow the rules of etiquette when visiting a Japanese home

### *Ask for people's names and address them appropriately*

- Address people by name
- Pronounce Japanese names
- Ask for and confirm others' names

### *Talk about school and grade*

- Specify a grade level in school
- Ask and state grade designation
- State a person's school or work affiliation
- Understand basic classroom commands
- Express approval and disapproval (school rules)

### *Count and use numbers*

- Use numbers from 1 to 99
- Ask about and state a person's age
- Understand and give telephone numbers
- Tell how old someone will become on his/her birthday

### *Ask for a favor and respond appropriately*

- Apologize to someone
- Ask permission to use objects
- Express appreciation
- Politely refuse a request
- Ask a favor
- Ask for something

### *Talk about family members*

- Identify the members of your own family and of others' families
- Ask about and state the number of family members
- Address family members

### *Talk about certain objects*

- Ask and tell what objects are called in Japanese and English
- Ask about and identify classroom and office objects
- Ask about and describe an object in terms of color, size and ownership

Ask if someone has an object  
Ask for and state location of objects  
Ask about and express wants

*Interact on the telephone*

State own identity  
Ask for someone on the phone

*Ask and answer questions related to time*

Ask for and tell the time  
Tell what time activities begin and end  
Tell what time activities take place

*Use language related to food and drink*

Tell some of the foods you eat  
Tell some of the beverages you drink  
Use appropriate expressions at the beginning and the end of meals  
Politely offer food and drink to someone  
Accept or refuse offers of food appropriately  
Order food in a restaurant  
Express the degree to which you like a food  
Identify some Japanese food items

*Talk about daily and leisure time activities*

Ask and tell about holidays and leisure time activities  
Talk about daily activities  
Tell where an action occurs

*Ask and answer questions related to the calendar*

Tell when your birthday is and ask about others' birthdays  
Ask for and state the date  
Ask and state when holidays and other events occur  
Ask and tell what day of the week activities occur  
Ask and tell what day of the week a certain date falls  
Ask about and state what people do at New Year's

*Read and write hiragana*

**Performance Indicators: JAPANESE II**

In addition to what students have achieved in Japanese I

*Ask and talk about school, grade and school subjects*

Identify and comment on school subjects  
Tell about class schedules  
Ask about club activities  
Describe school routines

*Express likes, dislikes and abilities*

Express likes and dislikes  
Ask and state what you like best  
Ask and state preferences  
Ask about and state abilities  
Give and respond to compliments

*Interact with friends in a social situation*

- Invite someone to do something
- Accept or decline an invitation
- Present an alternative plan to get acceptance
- Greet someone after a long interval
- Ask for and give permission

*Talk about the weather*

- Comment on the weather
- Seek and give information about weather and temperature

*Talk about certain objects*

- Identify and describe items of clothing
- Comment on clothing and accessories

*Count and use numbers*

- Use numbers from 1 to 99,999
- Specify quantities of certain items
- Ask and comment on the price of objects

*Ask and talk about locations*

- Ask about and tell the location of objects and places using spatial relationships
- Ask and state how long it takes to get to a place
- Ask and state locations using cardinal directions

*Talk about people and places in geographical terms*

- Identify major countries and cities of the world
- Identify language spoken in major countries
- Ask where someone is from
- Identify principal geographic features of Japan
- Identify certain natural features
- Describe people/places/objects using the superlative

*Talk about the experience of learning a language*

- Tell how long one has been studying
- Tell where one has studied
- Comment on the difficulty of studies
- Describe one's ability to speak

*Talk about daily and leisure time activities*

- Talk about how long someone has done something
- Tell about favorite free time activities/hobbies/interests
- Tell about activities you do at school and in the community
- Talk about what someone is doing now/was doing at a certain time
- Relate a sequence of daily/weekend activities

*Read and write katakana*

*Read and write the following kanji:* 月、日、木、人、大、小、何、今

*Read the following kanji:* 山、川、学、校、中、高、私、火、水、金、土

## **Performance Indicators: JAPANESE III**

In addition to what students have achieved in Japanese I and II

### *Ask about and comment on the weather*

- Talk about weather and seasons
- Talk about how the weather was

### *Talk about travel*

- Talk about a trip you took
- Ask and state duration of stay
- Ask how to get somewhere
- Describe travel schedules
- Make transportation arrangements

### *Interact on the telephone*

- State own identity
- Ask for someone on the phone
- Ask when someone will return
- State that you will call again
- Conclude a telephone call
- Leave a message on an answering machine

### *Talk about daily and leisure time activities*

- Talk about what you did this year/want to do next year
- Ask friends what they want to do in their spare time
- Talk about whether or not you have done something yet
- Ask and tell if someone has done something

### *Talk about a sporting event*

- Ask and state who won/lost a sporting event
- Ask and state the score of a sporting event

### *Interact with friends in a social situation*

- Write a short letter to a friend
- Invite someone to your house
- Talk about preparations for a party
- Express what you want to do/do not want to do
- Express needs
- Ask for and give a reason

### *Ask and talk about the location of objects and places*

- Talk about one of two items
- Ask and state the location of nearby places
- Ask and tell on what floor something can be found in a department store

### *Count and use numbers*

- Talk about adult and child admission prices
- Count flat, thin objects and long, cylindrical objects
- Ask and state the numeric order of objects
- Use numbers up to 100,000

### *Talk about health*

- Identify major parts of the body

Ask what is wrong with someone  
Describe physical conditions  
Ask and tell when to take medications

*Ask for and give information about self and others*

Describe people in terms of appearance and personality  
Ask and state if someone is married  
Ask and tell where someone lives  
Ask and state when and where someone was born  
Talk about relatives

*Talk about work*

Ask and tell what someone's occupation is  
Tell about your own and others' jobs  
Talk about getting a job

*Talk about future plans*

Talk about plans for after graduation  
Talk about dreams for the future

*Write the following kanji:* 学、校、中、高、火、水、金、土

*Read and write the following kanji:* 見、行、年、円、才、先、生

*Read the following kanji:* 天、元、気、田、一、二、三、四、五、六、七、八、九、十、上、下、百、千、万、口、目、耳、名、前、父、母、子、言、話、国、語、読、書、聞、間、時、分、雨、雪、東、京、駅

## **A WORD ABOUT CURRICULUM DESIGN AND CONTENT**

As you can see, the curriculum of *Irasshai* consists of useful language functions (asking, stating, describing, etc.) and vocabulary organized around topics of interest to students. Students will learn language that they can use in everyday situations with speakers of Japanese in this country and in Japan. The designers of *Irasshai* recognize that learners can internalize only a limited amount of language in a finite amount of time. This is a particularly important point in the case of Japanese, which has many different ways of expressing the same idea, depending on level of formality and other considerations. For example, the *-masu* form of verbs (formal speech) is introduced first in Japanese I. The plain form of verbs (informal speech) is introduced for awareness only in the second half of Japanese I. Then, in the second half of Japanese II, students are asked to produce the plain form in a specific context.

In all components of the program, the designers of *Irasshai* have balanced the needs of the learners for controlled language with the importance of linguistic authenticity. Whereas learners cannot (and should not) be presented with all ways of expression, they will learn the forms likely to be most useful to them in their early stages of learning Japanese.

# THE *IRASSHAI* WEBSITE

We hope you will enjoy and make full use of the *Irasshai* website, which has been designed for all learners. Many activities make use of the website since it contains curriculum-enriching pieces. You will probably want to become familiar with the *Irasshai* website early on in your studies.

The *Irasshai* website is located at <http://www.gpb.org/irasshai>.

## KEY FEATURES OF THE *IRASSHAI* WEBSITE

### Help

A technical assistance section where you will learn what software is needed to make full use of the website and information on how to obtain it (much of it is free). There are also FAQs about using the site.

Key applications/plugin-ins needed are: Flash Player, Adobe Reader, Windows Media Player or Real Player, Shockwave and QuickTime.

### Introduction

An overview of *Irasshai* where you can read about course teacher and host, Dr. Tim Cook, the honors *Irasshai* has received and the individuals who have made it all possible.

### For Students

Information and activities created with students in mind but meant for everyone to use and enjoy.

#### Student Notebook

This is the key page for resources, reading and writing support (*hiragana*, *katakana* and *kanji* flashcards and printable Writing Practice Sheets) and exercises that will be used most frequently throughout your studies. Other features of the page include:

#### Lessons

You will find a list of cultural topics and related interactive activities for each lesson.

#### Gallery

The Gallery-*Bijutsukan* displays former students' artwork (i.e. *nengajoo* or New Year's cards).

#### *Nengajoo* Project

See the project guidelines and examples used by students when their *nengajoo* were created and posted.

#### *i-irasshai* – a Virtual Tour of Japan

*i-irasshai* introduces students to Japanese culture and social behavior. Students navigate through a variety of situations and learn culturally appropriate responses. Please make sure to check the system requirements on the *i-irasshai* start page and turn off any pop-up blockers for the duration of your journey. You may need to restart your computer if you download or update Shockwave or QuickTime.

### For Facilitators

A variety of informative and helpful resources such as the Facilitator Handbook and the Culture Matrices can be found here. The ©2008 Facilitator Handbook is posted as a comprehensive guide for the former full-service distance learning program once provided by GPB. The first eight lessons of Japanese I, II and III are also included under "for facilitators" as well as a link to the National Council of Japanese Language Teachers' website.

**Videos**

Links to all of *Irasshai's* DVD/video lessons and an inspiring video from the Japan Foundation, "Japanese: A Positive Learning Experience," can be found here. We encourage all visitors to the website, especially teachers, to watch the Japan Foundation video.

**Contact Us**

GPB Education office contact information can be found here.

**Links**

These links have proven to be extremely useful and worthy of multiple visits. We hope that they inspire you to go further on your Japan-related internet searches.