

## Starting Younger

"It's fun and it's easy. I thought it would be hard but it isn't," said 10-year-old Hayley Fox after her first encounter with the Japanese language. The comment was made during a visit to Gulworthy Primary School by Nihongo Centre staff Sally Lewis and Naruki Enomoto, who were in Devon at the beginning of July to observe Tavistock College's primary outreach work. They also watched Sally Benson in action with two Year 6 groups at St Peter's C of E Primary, another of Tavistock's feeder schools.

Although there is currently no statutory requirement for pupils to study a modern foreign language (MFL) before the age of 11, an estimated 25% of primary schools now teach languages to some extent and the

「難しいと思っていたけど、楽しくて簡単。」と、初めて日本語に接した Hayley Fox さん (10歳)。日本語センターの Sally Lewis と榎本成貴は 6 月上旬に Devon の初等教育機関 Gulworthy Primary School と St Peter's C of E Primary を訪問し、日本語授業を視察しました。この 2 校は中等教育機関 Tavistock College のフィードバックスクールであり、Tavistock の Sally Benson 先生による 6 年生向けの授業が行われました。現行の教育制度では 11 歳未満の生徒にとっては外国語は必修科目ではありませんが、25% の初等教育機関がある程度の外国語教育を行っていると推測されます。初等レベルの生徒に外国語を学

proposals put forward in the Green Paper to make MFL an entitlement for primary pupils suggests that the trend is set to continue. In the Japanese context, this development has been supported by a small but growing number of teachers with both primary experience and a knowledge of Japanese.

Tavistock College carries out its primary outreach work as part of the requirement for language colleges to make a contribution to language teaching in the wider community and several other colleges have introduced Japanese to feeder primaries in this way.

The teachers of Japanese at Tavistock are keen to expand the primary aspect of their work, which they see as vital for the continued success of the language.

「権利を与えるというグリーンペーパーの提案からも、この傾向は今後も続くであろうと考えることができます。」

Tavistock College は、Language College として地域の言語教育に貢献するため、近隣の初等教育機関にて日本語を教えています。このような活動を行っている中等教育機関は他にも何校もあります。

Tavistock の日本語教師たちは、言語は継続学習が肝要であるとして、初等レベルの日本語普及にもっと力を入れていこうと考えています。同校の Crispin Chambers 先生は次のように述べています。「Tavistock の日本語教育は勢いがありますが、これを継続させるためには初等レベルに力を入れることが大切です。生徒たちの外国語選択時期がより早まった今、

"Japanese is on a roll at Tavistock," explains Crispin Chambers. "To keep it going, primaries are the key. Now that pupils choose which languages they wish to take earlier, we need to start Japanese earlier."

Following the positive response to our one-day workshop *Teaching Japanese at Primary Level: the Australian Experience* in March, we are now planning to develop our support and resources in this area. We are keen to hear from schools already teaching Japanese at primary level or interested in doing so and also from colleagues with particular expertise in the primary sector. If you have any views on primary resource needs and how we can help, contact Sally Lewis on 020 7838 9955 or by email: [sally@nihongocentre.org.uk](mailto:sally@nihongocentre.org.uk).

「私たちもより早くから日本語を教え始める必要があります。」日本語センターが 3 月に行なったワークショップ *Teaching Japanese at Primary Level* では大きな反響がありましたが、私たちはこれから初等レベルの日本語教育普及に力を入れていきたいと考えています。現在初等レベルで日本語を教えている、あるいはこれから導入予定の機関、また初等レベルの専門知識をお持ちの方からのご意見をお待ちしています。どういった教材が必要か、日本語センターではどのような支援をしていくことができそうか、Sally Lewis (電話: 020 7838 9955, email: [sally@nihongocentre.org.uk](mailto:sally@nihongocentre.org.uk)) までご連絡下さい。





I would like to take this opportunity to introduce myself. My name is Kohji

Kanno and I took over as Director General of the Japan Foundation London in April. The main mission of the Foundation is to further cultural exchange between Japan and foreign countries. Our Language Centre plays an important role both in assisting you in the learning of the Japanese language and advising you on teaching methodology.

By the way, I am personally struggling to learn and use British English as a foreign language. 'Mt. Fuji-like' difficulties always lie ahead when trying to master English. But day by day, little by little, I am making efforts to overcome that mountain. I imagine that some of you may be experiencing similar difficulties. If so, I hope that Mado can provide you with some help and useful information in learning and teaching Japanese.

MADO means WINDOW in Japanese. Our window is always open to you, and we encourage all of you to approach us whenever you need information or advice. Yoroshiku onegai shimasu!

Hello! I'm Mana Takatori. I'm very happy to be based here in the UK as the Nihongo Centre's new Director. Since my arrival from Tokyo at the end of April I've been deeply impressed and encouraged by the enthusiasm and dedication of teachers of Japanese in this country, as well as by my colleagues at the Nihongo Centre. I look forward to working closely with you all, and to meeting you soon.



Hi, everyone. My name is Miwa Moriwaki and I am the new Advisor for Secondary Education at the Nihongo Centre. Before moving to London, I taught in

Sydney secondary schools for five years and co-authored secondary level course books. I hope I will be able to use this experience to support teachers in the UK and to help introduce fun and interesting ways of teaching Japanese to students. Yoroshiku onegai shimasu!



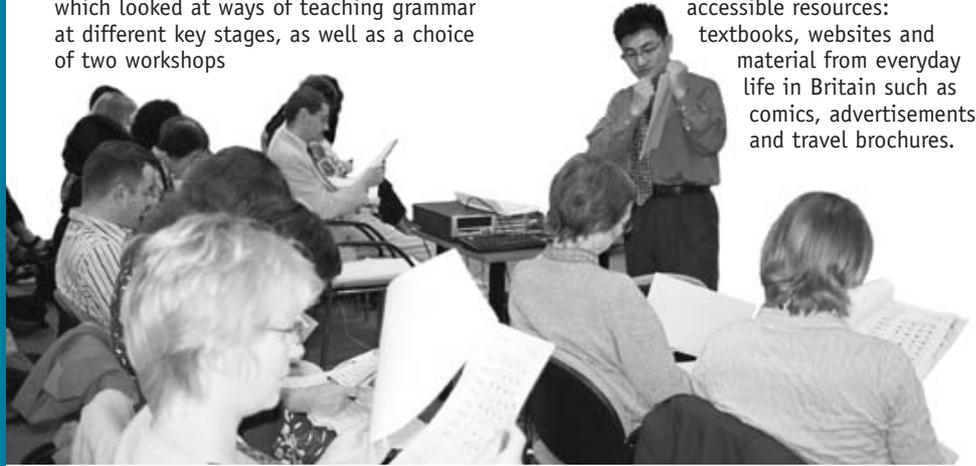
## GETTING TO GRIPS WITH GRAMMAR

60 people attended a one-day conference, organised jointly by the Nihongo Centre and CILT on June 11. The theme of the event was the effective teaching and learning of Japanese

grammar in the context of the UK secondary school. The conference included presentations, which looked at ways of teaching grammar at different key stages, as well as a choice of two workshops

focusing specifically on ICT resources. Bernardette Holmes, Head of Professional Advice at CILT, provided a context for the speakers who followed by outlining the links between grammar in the foreign language and mother tongue literacy, pointing out the current emphasis in UK education on pupils' analytic competence. Nakagome Sensei's presentation *Ideas to bring grammar to life* focused on the exploitation of three easily accessible resources:

textbooks, websites and material from everyday life in Britain such as comics, advertisements and travel brochures.



## Refreshing the parts that other courses can't reach...

We were delighted to welcome 18 teachers to the Nihongo Centre for the Summer Refresher Course in July. The 5-day immersion course, designed to help non-native speaking teachers improve their confidence, fluency and accuracy in Japanese, has become a mainstay of our annual programme and we were very pleased that four colleagues from Ireland were able to join us this year, for the first time.

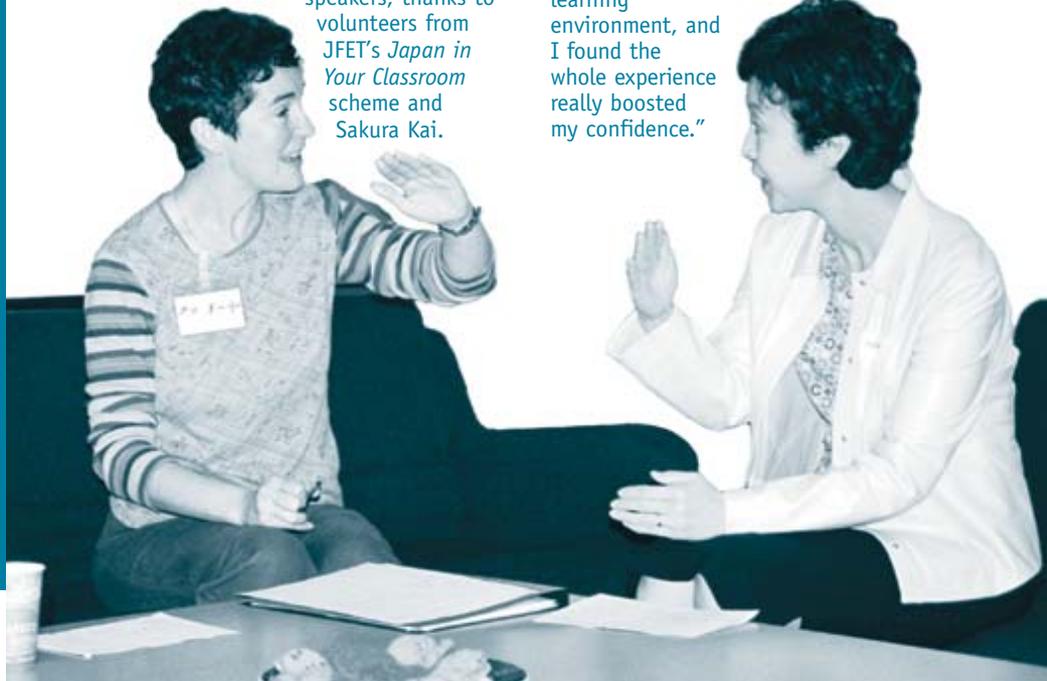
Participants, who were divided into three groups according to level, received intensive training from a team of five teachers, led by the Centre's Chief Advisor, Tatsuya Nakagome. This year's course focused on contemporary Japan and Japanese images of the UK. The programme also included a karate workshop using the Total Physical Response (TPR) technique (with Nakagome Sensei's two children demonstrating in full gear) and structured interaction with native

speakers, thanks to volunteers from JFET's *Japan in Your Classroom* scheme and Sakura Kai.

After a challenging but exhilarating week, teachers mingled with guests from the Anglo-Japanese community over a buffet lunch, which gave them an ideal opportunity to practise their new skills.

Rowena Macdonald from Bradford Girls' Grammar School, attending the course for the fifth time, commented: "I found the up-to-date information on youth culture particularly useful as my pupils are very keen on that and it's hard for me to keep up with the latest trends in Japan."

Dougal Philps from the Dragon School in Oxford had only recently started learning Japanese and found the immersion environment a little daunting at first: "I had a crisis of confidence on the second day, when I felt as if I couldn't understand a word. But then things started to fall into place, mainly because the course provides such a supportive learning environment, and I found the whole experience really boosted my confidence."



# The Green Paper

*Terry Lamb is President of the Association for Language Learning (ALL) and a member of the National Languages Steering Group. He is also Lecturer in Education at the University of Sheffield's School of Education. Over the summer, we interviewed him and asked his views on the Green Paper and its potential impact on language teaching.*

## What is the Green Paper?

It's a consultation document which was issued in February 2002 as the first stage in the process of introducing new legislation. The Green Paper is called *14-19: extending opportunities, raising standards* and it is the next step in the government's general overhaul of the education system.

## What are the key proposals it puts forward?

The rationale behind the Green Paper is to increase the number of pupils who stay on at school after the age of 16 by making the curriculum more flexible and appropriate to individual learners. It is the first time that an attempt has been made to produce a coherent strategy for the 14 to 19 age group and this in itself is very positive. To try to create flexibility and to raise the status of vocational courses, however, the government proposes to restrict the core curriculum to English, Maths, Science and ICT, making languages optional. This is partly as a result of the myth that languages are an 'academic' subject, whereas in fact they can be very practical and are easily combined with other courses.

## How would it affect the teaching of MFL?

The main impact would come from the proposal to make languages optional, or an 'entitlement', at the age of 14. (Although this would not affect language colleges, where languages will remain compulsory from the age of 14). Since the word 'entitlement' has not been fully defined, the way that schools provide access to languages would be up to individual schools. ALL is concerned that schools could provide self-study access or offer languages via an after-school club to fulfil this requirement.

The strategy of making languages optional relies on children choosing to study them and schools finding creative ways of putting them on to the timetable. When ALL surveyed member schools, we found clear evidence to suggest that senior managers were only too ready to give up languages and that pupils were more likely to choose them if they were from social backgrounds where languages were considered important. This was dramatically illustrated by the case of one inner-city school in Sheffield where languages have already been made optional, even though this is not yet legal. Out of 300 pupils, only eight had chosen to study French, and 16 to study German, although the MFL department had a consistently strong OFSTED report record.

## What do you think the knock-on effect would be on the future of Japanese and other lesser-taught languages?

I think it could go two ways. The optimist in me would say that increasing flexibility would enable schools to offer more



languages – by introducing new languages at the age of 14, for example. The broader range of accreditation being suggested also means that they may not have to take GCSE but could opt for a more vocational course. However, I worry that head teachers who see languages as a difficult subject will not be prepared to invest in language provision. If fewer children decide to take languages, schools may have to cut back on the number of languages they offer, which could be a threat to diversification.

## What impact would the Green Paper have on primary language education?

The other key proposal in the context of MFL is to introduce an entitlement to learn a language at the age of 7, with the idea that if children are exposed to languages earlier, they will be more motivated to continue at the age of 14. If there is no set definition of entitlement, however, this could lead to uneven provision and a lack of investment in the subject as I mentioned before. The main issue is that the primary entitlement has only to be offered by 2012. A number of models are being proposed for delivery including taking on language specialists, working with secondary schools, forming a consortium and the use of language assistants.

## What do you think the wider, longer-term impact of the Green Paper would be, if it goes through?

The long-term effect on teacher supply is a real concern – if fewer pupils choose languages at 14, this would have a knock-on effect on the numbers taking languages at A Level and University. There is already a shortage of language teachers and if languages become optional, it would make career prospects less attractive. I think the proposals are also bound to impact on the status of languages in general. One of ALL's main concerns is that changes which are meant to encourage social inclusion may actually lead to languages becoming an elite subject. If we look at how this links to employability and European mobility, this is very worrying.

*You can view the Green Paper on the DfES website [www.dfes.gov.uk/14-19greenpaper](http://www.dfes.gov.uk/14-19greenpaper). A formal response to the consultation is expected in September. ALL's response to the Green Paper consultation can be found at [www.ALL-languages.org.uk/14-19\\_green\\_paper.htm](http://www.ALL-languages.org.uk/14-19_green_paper.htm)*

# ANNUAL SUPPORT PROGRAMMES

Application forms are now available for the Japan Foundation annual support programmes. Some of the key language-related programmes are listed below and further information can be found on the Japan Foundation's Tokyo website at [www.jpff.go.jp/e/about/program/index.html](http://www.jpff.go.jp/e/about/program/index.html). Please call us to check your eligibility before submitting an application.

## Training Programmes in Japan for Teachers of Japanese

A unique opportunity to improve your Japanese language skills and teaching methodology at the Japan Foundation's Japanese Language Institute in Urawa. There are three programmes for non-native speaking teachers – 6-month courses (once a year); 2-month courses (three times a year), and a three-week summer course. There is also a one-month course for native-speaking teachers.

## Materials Donations Programme

This scheme enables educational institutions which teach Japanese to apply for a wide variety of teaching resources (including textbooks, dictionaries, cassettes, flashcards, etc.) up to a value of ¥150,000.

## Support Programme for Developing Networks of Japanese Language Teachers and Institutions

Provides partial aid for seminars, workshops, training courses and academic meetings relating to Japanese language education carried out by overseas teachers' associations, academic societies and higher educational and research institutions, for the purpose of developing networks of Japanese language teachers and institutions outside Japan.

## Salary Assistance Programme

Designed to help create new full-time teaching positions at universities and other HE institutions teaching the Japanese language, this programme provides salary assistance for up to three years.

## Japanese Language Education Fellowship Programme

Open to educational institutions and publishers who wish to develop Japanese language materials, this programme enables one author to stay at Urawa for up to 8 months, or a team of two writers to stay for up to 3 months. Round trip airfare and monthly stipend included.

## Assistance Programme for Japanese Language Teaching Materials

Open to publishers and educational institutions, this programme supports the production of resource materials in various media by covering up to a quarter of the total publishing costs. Materials must already be written at the time of application.

## Japanese Speech Contest Support Programme

Local non-profit groups can apply for grants of up to ¥150,000 to cover part of the cost of hall rental and prizes (not cash) for Japanese-language speech contests.

*The application deadline for all above programmes is Sunday December 1, 2002. Application forms for all programmes can be downloaded from: [www.jpff.go.jp/e/about/program/j\\_inst.html](http://www.jpff.go.jp/e/about/program/j_inst.html)*



Teacher's page



みな 皆さん、夏休みはいかがでしたか。  
 がくせい 学生たちもいろいろなところへ行  
 き、いろいろな経験をしたこと  
 おも 思います。今回は、Travel and  
 tourism (AS/A), tourist information  
 (GCSE) などの subtopics をテーマ  
 に、読解、会話、作文の総合的な  
 かつどう 活動を紹介します。まず、読解教材  
 として「セカンダリースクールで  
 べんきょう 勉強している日本人の学生」(実は  
 Year8 の息子) が書いた日記を  
 GCSE レベルにアレンジしました。  
 読解の後、「おすすめの場所」の紹介  
 練習として、会話や作文の練習へ  
 とひげてください。日本語を使っ  
 て、英国情報を発信することは、  
 日本語学習に大きな意義を与える  
 はずです。

I'm sure your pupils will have lots of stories to tell you about what they've been up to over the summer holidays. To make the most of this, I have created a worksheet based on the subtopics *Travel and tourism* (AS/A) and *Tourist information* (GCSE) for page 5. The diary extract, which has been adapted to GCSE level, was written by a Japanese pupil at a UK secondary school – my own son, in fact! It can be used not only to practise reading and comprehension, but also as a stimulus for your pupils to produce a piece of writing about a place of interest they would like to introduce to a Japanese friend. Talking about the UK in Japanese can make the language seem more relevant to pupils' everyday lives and experience.

# A PLACE NEAR ME

## Aims

- To give pupils practice in reading authentic materials in Japanese
- To encourage pupils to use their Japanese to describe places which are familiar to them
- To revise phrases for recommendations and suggestions

## Level

GCSE and above

## Procedure

- Use the diary extract on page 5 as a reading comprehension.
- Encourage pupils to think of an interesting museum, or place worth visiting to introduce to the Japanese student who wrote the diary.

- Discuss the different places that pupils recommend as a class.
- Ask pupils to write a short essay on or guide to their chosen place.



## VOCABULARY

博物館	はくぶつかん	museum
スチームエンジン		steam engine
びっくりする		to be surprised
じょうききかん車	じょうききかんしゃ	a steam locomotive
さいごに		finally
モーター		a motor
ヘリコプター		helicopter

The model sentences and structures below are recommended to help guide your pupils' conversation practice and written work.

## STRUCTURES

## EXAMPLE SENTENCES

V - た - ほうがいいです (よ)。	午前中に行ったほうがいいですよ。
V - て - みてください。	行ってみてください。
V-dic. - ことができます。	おもしろいビデオを見ることができます。
一番おもしろいです。(+) と思います。)	あのはくぶつかんが一番おもしろいです。
combination of structures	
V - て - おいたほうがいいですよ。	チケットはよくしておいたほうがいいですよ。
V - た - り、V - た - りすることができます。	ゲームをしたり、ビデオを見たりすることができます。



## Let's share ideas!

The aim of the Teacher's Pages is to provide practical ideas for teaching Japanese and ready-made activities for the classroom. So that I can make these more effective and useful, I would really value any feedback you might have. I would also be interested in teaching ideas that you have found particularly successful. We are always delighted to see samples of your pupils' work as well, and over the last year we have been displaying work sent in by different schools – including this colourful collage from Tavistock College and a range of ideas from Hendon School – in the Nihongo Centre foyer. We would love to see more!

You can contact me by email at [tatsuya@nihongocentre.org.uk](mailto:tatsuya@nihongocentre.org.uk) or by calling the Nihongo Centre on 020 7838 9955.

# スチームミュージアム

ロンドンのキューブリッジ駅の近くにスチームミュージアムがあります。先週の日曜日に、ぼくは家族といっしょに、この博物館へ行きました。とても大きいスチームエンジンが動いていて、びっくりしました。1846年の大きいエンジンも見ました。二百五十トンのとても大きいエンジンでした。むかしは、スチームエンジンをつかって、川から町へ水をおくりました。

博物館の外には、小さいじょうききかん車もありました。

20人ぐらいがのることができます。ぼくも家族といっしょに、のりました。みじかい時間でしたが、楽しかったです。さいごにおみやげを買いました。イギリスの古いおもちゃで、名前はメカノです。ぼくは車のメカノを買いました。

モーターで走ります。妹は小さいヘリコプターのメカノを買いました。

家に帰ってすぐに、妹のメカノを作りました。

小さいヘリコプターでしたが、三時間もかかりました。

博物館でパンフレットをもらいました。パンフレットは英語ですから、ぼくは、あまりよくわかりませんでした。お父さんは、パンフレットを読んで、「今から二百年前に、イギリスはスチームエンジンをつかって、大きい国になった。」と言いました。

博物館は、楽しくて、いい勉強になると思いました。

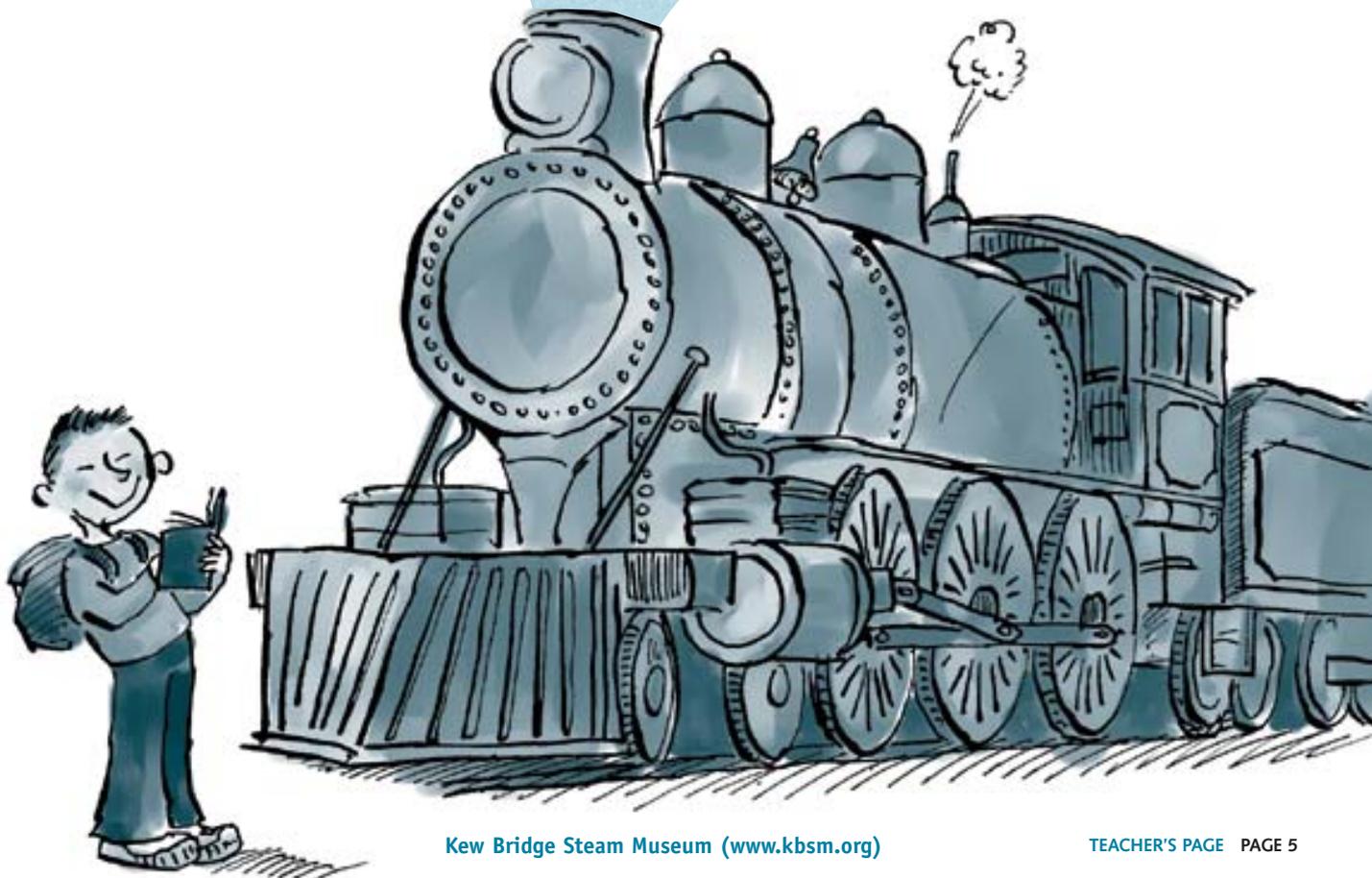
ぼくは、イギリスにいる間に、

いろいろなところへ行って、

勉強したり、遊んだり

したいと思

います。





## A MESSAGE FROM JLC

The JLC (Japanese Language Committee of the Association for Language Learning) has reached the end of its first cycle and the current committee stood down in July. Thank you to all retiring committee members for their hard work and the many projects and achievements since the JLC was set up in 1998.

I will be retiring as Chair in September and a new Chair will be voted in at the first meeting of the new committee on September 14. A list of all the new committee members will be printed in the January issue of Mado.

JLC has continued to be very active over the last few months. Our website is now fully functional and available to all ALL members at [www.jlcweb.org.uk](http://www.jlcweb.org.uk) (contact ALL to receive the password). The Japanese language weekend is now an official JLC event and will be held next year from March 21 to 23 (Years 11, 12 & 13) and March 23 to 25 (Years 8, 9 & 10). Once again there was a Japanese-specific programme of talks and workshops at this year's *Language World* conference, held at York University. The Japanese workshops were well attended and received much positive feedback from delegates. Thank you to all those who gave up their time to prepare and deliver such enjoyable and informative presentations. Finally, an early reminder that next year's *Language World* will be held at the University of Bath from April 4 to 6. Put the date in your diaries now!

Helen Gilhooly, Chair of JLC

## BATJ Update

The British Association for Teaching Japanese as a Foreign Language (BATJ) was set up to encourage and promote Japanese language education in the UK, with particular emphasis on the Higher Education sector.

One of the Association's core activities is to hold seminars and workshops in the field of Japanese language teaching and learning, the majority of which are open to non-members. Among the events organised this summer were a seminar entitled *An English/Japanese bilingual with monolingual dyslexia in English*, led by Taeko Wydell from Brunel University and held at SOAS on May 11, and an event focusing on the Japanese language learning experiences of exchange students, presented by Professor Yoshiko Fujito from Kwansei Gakuin University at the Oriental Institute, University of Oxford, on June 8.

As Mado goes to press, we are busy preparing for our fifth Annual Conference, which takes place at Manchester Metropolitan University on September 13 and 14. We are delighted to be joined by our keynote speaker Professor Haruo Kubozono from Kobe University, as well as Professor Harold Somers from UMIST who will be speaking on the subject of Language Technology and the Teaching of Japanese.

To find out more about BATJ's activities please visit [www.batj.org.uk](http://www.batj.org.uk) or contact the Chair: Kazuko Sorensen, Japanese Studies, Language Centre, Royal Holloway, University of London, Egham, Surrey TW20 0EX; tel: 01784 443812; fax: 01784 477640; email: [K.Sorensen@rhul.ac.uk](mailto:K.Sorensen@rhul.ac.uk).

## URAWA NIKKI

This year's UK participants on the Urawa Summer Course, which took place from July 8 to 27, were Gabriele Harris from St Vincent College, Nick Sheppard from Elliott School, Crispin Chambers from Tavistock College, Dieter Verfuert from the Holy Family Catholic School and last but not least, our intrepid reporter Ben Stainer from Tile Hill Wood School, who sent us the following message:

*"Three weeks of intensive lessons covering a huge range of topics are drawing to a close and I've been asked to sum it up, as Mado's agent here in Urawa. In between lessons at this incredible centre, some of which have been given by Kitani Sensei, we've been on a fantastic trip to Nikko, (where Crispin*

*transformed into a beautiful Geisha), a homestay and a glittering Kabuki performance. At the same time we've had time, space and guidance which have really recharged my batteries. It's so nice to be able to talk with other teachers of Japanese. A big thank you to the Great Britain Sasakawa Foundation and to JAL for sponsoring our flights to this unforgettable course.*

*I've also been in regular touch with my two AS pupils, Gemma and Katie, who are in Kansai on a Japanese language programme organised by the Japan Foundation. Their course has been truly international and lessons have been delivered entirely in Japanese, which has been challenging but has*

*also given them a real sense of achievement. They were most effusive about the homestay, where they could see the improvement in their own language since their previous homestay two years ago. The greater depth of discussion was an extremely positive reminder of how far they had come."*

The next Urawa Summer Course for teachers will take place in July 2003. Applicants should be non-native speaking teachers of Japanese based at UK secondary schools. For further details and to request an application form contact Rie Endo at the Nihongo Centre on 020 7838 9955 or by email: [rie@nihongocentre.org.uk](mailto:rie@nihongocentre.org.uk). Applications must be received by December 1, 2002.

## Summer Diary

Earlier this year, Crispin Chambers from Tavistock College became the first teacher in Devon, as well as the first teacher of Japanese in the UK, to be awarded AST (Advanced Skills Teacher) status. Congratulations are also due to Hendon School, which in May received the prestigious Ambassador's Commendation in recognition of the distinguished contribution they have made to the deepening of mutual understanding and friendship between Japan and the UK. Hendon was praised in particular for the high quality of its Japanese teaching and its active participation in a range of Japan 2001 educational programmes including *Homestay UK* and *The Way We*

*Are. Sian Hanlon, who has headed Hendon's Japanese department since 1997 will be moving to Nepal, from where she plans to take an MA in Japanese by distance learning from Sheffield University. Her place will be taken by Helen Langsam (née Underwood), recently back from New York, while Bill Penty, previously Head of Languages at Whitgift, will be taking up a new position at Millfield School in Somerset. Our best wishes also go to Helen Gilhooly, Helen Bagley and Jane Rutherford who are currently on maternity leave. Kings Norton School in Birmingham and Tomlinscote Language College in Camberley held summer schools in Japanese this year, while Jack Hunt School in Peterborough hosted a very successful visit by 24 Japanese students from Makibori, Shibutami and Tamaya Junior High Schools*



*Pupils and staff from Hendon School with Ambassador and Madame Orita after receiving their Commendation.*

Photo by Roland Kemp

*in Iwate Prefecture. The school is now discussing the possibility of a return visit and setting up an annual exchange.*



For this issue's Library & Resources Page, we have asked our Librarian to recommend five hidden treasures – materials which you may find useful. We've concentrated on resources other than books this time, to give you an idea of the range of materials available. If any of you have discovered treasures of your own in the library, let us know!

Unfortunately, due to low take-up, we have had to stop the Thursday late-night openings of the library.

We know how difficult it is for many of you to visit the library in person, but don't let this stop you from making the most of our huge range of resources! Read on for a foolproof guide to accessing the library through the internet. See something you like? Order it by email and it can be with you in days, thanks to our *Loan by Post* service.

Library Holidays over the coming months are October 2, November 4, December 23; Dec 25, 26, 30 and 31, Jan 1 to 3. For general library enquiries, contact the Librarian on 020 7838 9955 or send an email to: francoise@nihongocentre.org.uk.

## THE NIHONGO CENTRE LIBRARY JUST A FEW CLICKS AWAY!

If you find it hard to come into the library, see how the library can come to you in a few easy steps...

- Turn on your computer and access the internet!
- Go to [www.nihongocentre.org.uk](http://www.nihongocentre.org.uk) and click on Search Library Catalogue in the right hand column.
- Choose one of the following five easy search options:

**ISBN** If you know the ISBN number, scroll to the bottom of the page, click on ISBN/ISSN Search and input the number into the box. You'll need to include the dashes for it to work properly!

**TITLE** Enter the title in Romaji and then press GO. Even if you don't know the exact title, inputting a single word will bring up a list of possible options. Tick the ones you want to see, press 'Show marked records' and these will come up with a Romaji and Japanese title plus a short description.

**AUTHOR** Just type in the author's name in Romaji or Japanese.

**TYPE** Choose one or more from the categories Level, Skills and Resources. For example if you select Secondary KS 3 (Level) plus Speaking (Skills), this will provide a list of appropriate materials. If you are looking for Resources, it's best to start with just that field and then narrow it down by adding another section, such as Skills.

**BROWSE** To get a general idea of what the library has to offer, you can browse according to title, author, publisher, subject/classification and shelfmark.

### A FEW NOTES

- For best results, keep your search as wide as possible.
- Remember - always press 'Reset' when you start a new search.
- Why not make use of instant orders to the Nihongo Centre library? Once you've got the required books, videos, CD-ROMS on screen, simply click on Librarian at the top of the page. This will open up a new email into which you can copy and paste the resources you'd like to borrow.

### RAPANESE: the musical method of learning Japanese – Cassettes (4 vols)

This resource is perfect for livening up a lesson and is bound to prove popular with KS 3 and 4 students. Each of the four cassette tapes, created by a French-Canadian ex-disc jockey (now a school teacher), contains frequently used words and phrases in Japanese, set to up-tempo dance music. Phrases are introduced with their English meanings. Then the music starts and the phrases and their translations are repeated to the rhythm.

### Chugakusei no Nihongo – Video (2 volumes)

This Australian video is a useful tool for giving pupils practice in listening to simple dialogues in Japanese as well as for reinforcing basic grammar, vocabulary and expressions. Each of the fourteen 5-minute episodes, several of which are filmed at the Japanese School in Sydney, provides examples of communication in simulated situations, including introducing friends, going to a birthday party and ordering in restaurants. Dialogues take place between native and non-native speakers and although conversation is slow enough for GCSE pupils to understand, it flows naturally. The videos are accompanied by support materials for both students and teachers.

### Sing 'n Learn Japanese – CDs and booklets (2 volumes)

This resource is mainly recommended for younger learners and would be perfect for primary level. It introduces Japanese language and culture through popular Japanese songs. Children will enjoy learning basic vocabulary and pronunciation through themes such as numbers, animals, colours, festivals, seasons, games and more. Each volume contains a CD with 23 songs. The texts are written in hiragana, katakana, romaji and English. Culture notes and plenty of activity guides are included.

### Traditional Japanese culture (NHK International Video Library) – Video (4 volumes)

In-depth material to give a taste of Japanese culture to students of all ages, though particularly suited to sixth formers or adult learners. The four volumes cover the topics Ikebana, Tea Ceremony, Noh Drama and Japanese puppet theatre Bunraku (where it takes 15 years to master the technique of operating one of the puppet's legs and 25 years to graduate to the head and right hand!). The 20-minute videos give beautiful visual introductions to the principles behind the traditions and carefully selected extracts could be used with KS3 or 4 pupils.

### Kaidan – Video

What better way to generate enthusiasm for an A2 level set text than to show your students a video beforehand? Masaki Kobayashi's film consists of a quartet of ghost stories based on the writings of Lafcadio Hearn, the 19th Century orientalist who spent his time in the countryside from the well-established Japanese tradition of 'kaidan' or 'weird tales'. The film was made in 1964 and was one of the costliest ever made in Japan at the time. It is 2 hours 40 minutes long, in colour, and has English subtitles. 'Yuki onna' is one of the four stories featured.

five hidden treasures

513 CASSETTES

462 VIDEOS

4982 BOOKS

124 CD-ROMS

127 VISUAL RESOURCES

In April, the UK-Japanese community lost one of its most energetic and eloquent figures with

the sudden death of Sir Peter Parker. His tireless efforts to promote the Japanese language at all levels, not least in the roles of Chairman of the Japan Festival Education Trust (JFET) and Patron of the Sir Peter Parker Awards for Spoken Business Japanese, will be sadly missed by all in the field of Japanese language education in the UK. He was a loyal supporter of the Nihongo Centre from the beginning and we would like to pay tribute to his genuine commitment to teachers in the classroom.

In this issue, we explore current developments at primary level and take a closer look at the proposals put forward in the Green Paper. We are delighted that ALL President Terry Lamb was able to give us his views on the impact it could have on language teaching. Finally, you will find a survey on the Teacher's Pages

enclosed – we are keen to shape this resource to meet your needs, so we welcome any



Dear Editor

I am writing to let readers know of our department's concerns about the latest assessment criteria for Questions 3 & 4 of the writing paper for the new GCSE (2003). We have just finished marking the specimen paper for our Year 10 exams using the new criteria and failed as a team to reach an agreement on the mark scheme. We found that there were too many different statements within the same mark band which meant that a stronger student could end up with the same marks as a weaker one. Although the new criteria do attempt to reward the use of kanji where the old criteria did not, how are we to interpret collectively a 'wide, significant or limited' use of kanji from the prescribed list? We will be writing to QCA about our concerns and offering our own suggestions, using the IB ab initio criteria for extended writing tasks as our base. In the meantime, we ask fellow colleagues to take a serious look at the criteria and to let us know via Mado if we are being unduly concerned.

Anupameya Jain,  
Head of Japanese  
Tavistock College, Devon

日英交流に偉大なる業績を残したピーター・パーカー卿が4月にお亡くなりになりました。パーカー卿は、特にJFET理事長やビジネス日本語コンテス ト後援者としてあらゆるレベルの日本語教育の普及に尽力されました。設立当初より日本語センターをあたたく見守り、現場の教師の視点に立ち献身的にご支援下さいました。心からご冥福をお祈り申し上げます。

今回の「まど」では、巻頭で初等レベルの日本語教育の現状について特集し、3頁ではグリーンペーパーについて取り上げ、ALL代表のTerry Lamb氏に今後の言語教育に及ぼされる影響について伺いましたが、いかがでしたか。最後に

お願ひです。Teacher's Pageをよりニーズに合うものにするため、同封のアンケートにご協力ください。みなさんのご意見をお待ちしています。

### SENSEI-ONLINE

SenseiOnline was founded in 1999 to serve as a virtual community for colleagues in the field of Japanese language education who are interested in using online resources. SenseiOnline allows members to network, share ideas and support each other, using free online services including a mailing list. Current members include teachers from Japan, the US, Australia and the UK. For further information visit the website at: [www.sabotenweb.com/bookmarks/about/senseionline.html](http://www.sabotenweb.com/bookmarks/about/senseionline.html) or contact Keiko Schneider by email: [senseionline-owner@yahoo.com](mailto:senseionline-owner@yahoo.com).

### TEST YOUR PROFICIENCY!

The Japanese Language Proficiency Test (JLPT) 2002 will take place on Sunday December 1, 2002 at the School of Oriental and African Studies (SOAS), University of London.

Application forms are available from the Japan Research Centre at SOAS, University of London, Thornhaugh Street, Russell Square, London WC1H 0XG; e-mail: [jlpt@soas.ac.uk](mailto:jlpt@soas.ac.uk); fax: 020 7898 4489; tel: 020 7898 4892. Please note that SOAS can only accept written requests for application forms. The deadline for completed applications is 5pm on September 27, 2002.

For further details, sample questions and the results of last year's test, visit the official JLPT page at [www.ijjnet.or.jp/jpf/jlpt/contents/home-e-e.html](http://www.ijjnet.or.jp/jpf/jlpt/contents/home-e-e.html) or log on to [www.soas.ac.uk/Centres/Japan/proficiency.html](http://www.soas.ac.uk/Centres/Japan/proficiency.html).



### BATJ 5TH ANNUAL CONFERENCE

September 13 & 14

Manchester Metropolitan University (see page 6).

### WJEC INSET DAY

Tuesday 8 October

A look at the new syllabus and practical resource ideas for delivering it.

### EDEXCEL AS / A LEVEL DAY

Wednesday 16 October

An opportunity to discuss and trial marking past exam papers.

For bookings please call Edexcel on 020 7758 5606.

### EDEXCEL GCSE INSET DAY

Monday 11 November

Focusing on changes in the new style GCSE syllabus and examination.

For bookings please call Edexcel on 020 7758 5606.

### SURVIVING IN THE CLASSROOM (NEW TITLE TBC)

Tuesday 26 November

A day of practical guidance and workshops for non-native speaking teachers.

### ANNUAL SUPPORT PROGRAMMES

Sunday 1 December 2002

Deadline for applications

### HEAD START

Wednesday 22 – Friday 24 January 2002

An intensive introduction to Japanese and the issues associated with teaching it, for Heads of MFL and senior managers.

### CILT JOINT DAY

Wednesday 26 February

Title, contents tbc (leave 1 or 2 lines)

### PRIMARY DAY

Thursday 13 March

Title, contents tbc (leave 1 or 2 lines)

### JAPANESE LANGUAGE WEEKEND

Annual residential immersion course in the New Forest

Friday 21 – Sunday 23 March

(Years 11, 12 and 13)

Monday 23 March – Tuesday 24 March

(Years 8 -10)

For further details, contact Lydia Morey on 02920 492997.

### ALL LANGUAGE WORLD 2003

Friday 4 – Sunday 6 April

ALL's annual conference, University of Bath. Call ALL 01788 546443.

### REVISION COURSE FOR A-LEVEL STUDENTS

Durham University

Date, title, contents tbc

Unless otherwise stated, all events take place at the Nihongo Centre. Please call us on 020 7838 9955 for further details.

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