

Pupils from schools around the UK spoke about their hopes and dreams in Japanese at the finals of the JLC Japanese Speech Contest for Secondary Schools (Nihongo Cup) held on Saturday June 26th at the Embassy of Japan.

Over 120 people attended the event, which was organised by the Japanese Language Committee (JLC) in partnership with the Embassy of Japan and the Japan Foundation. Everyone was impressed by the standard of spoken Japanese demonstrated by the finalists, aged 11 to 16, who came from ten different schools to present speeches on the topic *My Dream*, in front of an audience of fellow pupils, teachers, families and members of the UK-Japan community, as well as a panel of five judges, chaired by Lydia Morey.

First prize in the Key Stage 3 category was awarded to Emma Goring from Wolverhampton Girls' High School, who received the Japan Foundation Cup, and the Key Stage 4 category was won by Harriet Russell from South Wolds School in Nottinghamshire, who received the Japanese Ambassador's Cup.

Both winners also received gold medals, palm-top computers donated by Toshiba, and restaurant vouchers from Soho Japan. Miriam Starling from Hendon School and Nathalia Chomel-Doe from Millfield School came second in Key Stages 3 and 4 respectively, winning digital cameras donated by Ricoh UK and silver medals. In third place, winning electronic dictionaries donated by JP Books and bronze medals, were Kimberley Maceke from Katharine Lady Berkeley's School in Gloucestershire and Jasdeep Gill from Tile Hill Wood School in Coventry. All finalists and reserves also received goody bags.

The programme for Finals Day included a series of language and cultural activities, which provided an opportunity for finalists and supporters to use their Japanese in a relaxed environment. Club Taishikan gave a hands-on demonstration of calligraphy, while JLC had pupils singing in Japanese to rousing disco classics. Rakugo performer Kakusho taught participants a range of story-telling and paper-cutting skills, and all pupils and teachers were treated to a traditional Japanese bento lunch, courtesy of JRI Europe. Hiroko Sue delighted the audience with a performance of koto music, while Tatsuya and Sho Nakagome presented an energetic demonstration of karate.

In his concluding remarks, JLC Chair David Farrell expressed his heartfelt admiration for the achievements of all the participants and their teachers, and said he hoped that the *Nihongo Cup* would continue to inspire young learners of Japanese for years to come.



Daring to Dream in Japanese

Proud Nihongo Cup winners with Japan Foundation Director General Kohki Kanno, Ambassador Orita, and JLC Chair David Farrell

6月26日、日本大使館でJLC日本語スピーチコンテスト (Nihongo Cup) が行われました。イギリス各地から集まった生徒たちが、夢と希望について話してくれました。

このイベントは、JLCが日本大使館と国際交流基金とともに実施したもので、120人を超える来場者がありました。「私の夢」というスピーチを用意して、全国各地の10校から11歳から16歳までの本選出場者が集まりました。スピーチのレベルはととても高く、委員長のLydia Moreyを始めとする審査員や他の生徒、先生、家族、英国の日本関係者を感心させました。

キーステージ3の優勝者、Wolverhampton Girls' High SchoolのEmma Goringには、「国際交流基金杯」、キーステージ4の優勝者、South Wolds SchoolのHarriet Russellには「日本大使杯」が授与されました。二人の優勝者には、金メダルと東芝ヨーロッパ社提供のパームトップ型コンピューターとSoho Japanからの食事券が、2位になった

Hendon SchoolのMiriam StarlingとMillfield SchoolのNathalia Chomel-Doeには、銀メダルとリコーUK提供のデジタルカメラが、3位のKatharine Lady Berkeley's SchoolのKimberley MacekeとTile Hill Wood SchoolのJasdeep Gillには、銅メダルとJP-Books提供の電子辞書が贈られました。また、参加者全員に参加賞が贈られました。

出場者や参加した生徒たちが日本語や日本文化を楽しむ催しも行われました。日本大使館によるClub Taishikanの書道ワークショップ、JLCによる音楽と踊りを使った日本語ワークショップ、すえひろこと末寛子さんの琴の演奏、中込翔君の空手の実演に加えて、笑福亭鶴笑さんからは落語と紙きりも教えていただきました。また、JRI Europeのご厚意で、参加した生徒と先生が和食のお弁当を楽しましました。

JLC会長のDavid Farrellは、閉会のことばとして、出場者と先生方への賛辞と今後も「Nihongo Cup」を続けたいと伝えました。



Ready Steady NihonGO!

Recent Japanese visitors to Meadlands Primary School in Richmond were most surprised when pupils as young as seven greeted them in their own language.

This was the result of a taster course delivered by Japan 21 and the JFLLC as part of the pre-pilot phase of their primary language course, developed to follow on from the Primary Japanese Project, *Ready Steady NihonGO!* Japan 21 Education Officer, Katherine Donaghy and JFLLC Chief Advisor Tatsuya Nakagome, spent four days at Meadlands, working with pupils from Years 3 to 5. The course was delivered with the active participation of class teachers, who learnt Japanese greetings, numbers and expressions alongside their pupils with the aid of visuals, songs, games and cultural activities such as origami.

Rob Meakin, Headteacher at Meadlands, comments: "We were keen to be involved with this project because we believe that cultural diversity is very important and we are always looking for ways to widen the experience of our pupils. The benefits of teaching languages from an early age are enormous – children have great enthusiasm and few inhibitions about trying out new things. They also absorb language much more quickly. Our pupils' response to this course has been fabulous – they are simply bursting to show what they have learnt."

From this term, a flexible ten-unit course will be piloted at one Brighton and four London primary schools, with up to five additional schools taking part from January. Class teachers and Japanese teachers will attend an INSET day to learn how to deliver the course, using the resources which have been jointly developed by Japan 21 and the JFLLC. In addition to an explanation of course content, teachers will be briefed on lesson plans and the evaluation process.



Ongoing support and guidance will be offered when the course is under way.

Once the pilot phase has been completed, it is hoped to make the course available to other interested schools. For further details, contact Japan 21 on 020 7630 8696 or by email: katherine@japan21.org.uk.

STEPPING IN & OUT



Ernest Bevin pupils enjoy a taste of Japan

Stepping Out, our structured programme of school visits, continues to provide support to teachers of Japanese in the classroom, while our advisors are also on hand for teachers who come into the Centre. Over the summer months, JFLLC staff made specially tailored visits to Scarcroft Primary School in York, Greenford High School in Ealing and Ernest Bevin College in Tooting.

Building on the success of partnership projects described in the last issue, we also participated in events at Maesgwyn Special School in Wales and Dereham Neatherd High School in Norfolk, together with Japan 21 and JICC.

To request a *Stepping Out* visit or to make an appointment to see our Teaching Advisors at the Centre, call Kornelia Achrafie on 020 7436 6698.

TEACHERS ENJOY A RETURN TO THE CLASSROOM

The JFLLC welcomed 16 teachers to its seventh summer Refresher Course from July 19 to 21.

The main aim of the intensive immersion course was to give non-native speaking secondary teachers of Japanese an opportunity to brush up their language skills. Participants were divided into three groups according to ability, and teaching was delivered by a team of five, led by the Centre's Chief Advisor, Tatsuya Nakagome. The main focus was on speaking and classes were mainly topic-based, under the overarching theme of 'Japan Now'. This year, for the first time, optional sessions were provided to introduce two resources specifically designed for the UK context: the web-based *Tobu* (see pages 3 & 7), and the CD ROM 'Communicating in Japanese' (see page 6). Participants were given a chance to test their new skills during an interactive session with volunteers from the *Japan in Your Classroom* scheme, organised by Japan 21. Conversations continued during the buffet lunch, to which guests from the UK-Japan community were invited.

Several teachers commented that the course had not only refreshed their language skills, but had also renewed their enthusiasm for Japanese. Zoe Jestico

from Dartford Grammar School was particularly impressed with the quality of teaching and also appreciated the resources provided, which she felt would be easy to adapt for use with her pupils. Adam Jackson from Cowes High School said, "We are introducing a two-year GCSE course from this September and the Refresher has been extremely useful preparation for that. The best thing about the course was the amount of speaking involved – you can always study grammar and kanji by yourself but there is no substitute for being able to use the spoken language in a real context."

A conversation challenge for Refresher participants



I am delighted to be the new Japanese Language Advisor at the JFLLC. It is an exciting time to be involved in supporting the teaching of Japanese language and culture in this country. I am originally from Melbourne,

Australia, and I have also lived and worked in Japan. I have taught at both secondary and primary levels. I look forward to meeting many of you at upcoming events and Stepping Out/In visits.
Rochelle Matthews



Konnichiwa. I started working as Library/Resource Centre Officer at the JFLLC Library from mid June.

Before joining the Centre, I worked at KPMG's Tokyo Office as a Database Administrator. I am looking

forward to meeting you in the library and, in the meantime, if you have any enquiries about our resources, please don't hesitate to contact me. *Yoroshiku onegaishimasu.*
Rie Hayashi



It is time to say goodbye to the JFLLC. My six years here as Advisor for Higher Education overlap exactly with the early history of the BATJ, set up in 1998. We now have many valuable networks and activities for

university teachers that did not exist several years ago. I really appreciate the voluntary efforts and enthusiasm of teachers, and hope that this energy continues. *Osewa ni narimashita.*
Etsuko Yamada

Annual Support Programmes

Application forms are now available for the Japan Foundation Annual Support Programmes. The main language-related programmes are listed on the right. Non-language programmes are handled by the Japan Foundation London Office, tel: 020 7436 6695; email info@jpf.org.uk.

We encourage all of you to apply for our support programmes, which the Japan Foundation is endeavouring to maintain in the face of budgetary pressures. Many teachers have found the intensive training courses in Japan useful for boosting their skills and confidence in Japanese. Recent participants from the UK include Delphine Brongniart, Teacher of Japanese at Tile Hill Wood School and Language College, who described the Urawa Short Course (supported by the Great Britain Sasakawa Foundation and Japan Airlines) as "an ideal opportunity to practise and improve my Japanese in Japan". Philip Smith, Head of Japanese at Goffs School and Language College, who joined the two-month training course this

summer, said: "You cannot beat the opportunity of a hands-on experience in Japan. This unique course has given me greater confidence to deliver Japanese teaching in many areas including language, culture and real day-to-day experiences." A new advanced training course catering for both native and non-native speaking teachers was introduced last year (see right).

We would also like to draw your attention to two specialist Japanese language programmes – one for Librarians and the other for Researchers and Postgraduate Students. You can apply for these if you need Japanese for a particular vocational or academic purpose (see right for details). Finally, don't forget the Materials Donation Programme, which is an ideal way to boost funds for new Japanese resources at your school.

All these programmes exist to support teachers of Japanese, so do make sure that you take full advantage of them!

Tobu – now accessible at a computer near you!

Tobu – Learn Japanese, a unique web-based resource created by the BBC and Diverse Productions with support from the JFLLC and funding from DfES, has finally been opened up to a wider audience.

After a successful pilot programme in which 20 schools and five independent learners trialled the site over a 15-month period, Tobu is now being given a wider release, enabling anyone interested to access it through a password, available from the JFLLC.

Improvements to the site are planned by the BBC and JFLLC over the coming months; these include editorial revisions to Units 1 and 2, the updating of cultural references throughout the site, and the publication of two new Teacher's Guides, for specialists and non-specialists, which will be available both online and in printed format.

Steven Fawkes from BBC Learning, who led the original project, said: "We have been hoping to make Tobu more widely available for some time so I am delighted that we are now able to do so. I hope that both teachers and pupils will enjoy using it."



Tobu, which won a BIMA Award in 2002 (the BT Award for best broadband content), is one of the most sophisticated Japanese ICT packages currently available and has the advantage of being tailor-made for the UK syllabus, with links to the national curriculum. Originally designed as a Key Stage 3 resource for pupils new to the study of Japanese, it can also be used to support learners at many different levels. With its array of interactive features including graphics, animation, quiz activities, extensive sound (and video on CD-ROM), it stands to propel the teaching of Japanese into the 21st century.

To obtain a password for the Tobu website, contact Rochelle Matthews at the JFLLC on 020 7436 6698. You can also find a review of the site on the Library & Resources page in this issue of Mado (see page 7).

BRIDGING THE GAP: TRANSITION DISCUSSED

On May 15, the JFLLC and BATJ held a one-day seminar focusing on the issue of transition, which is increasingly relevant for teachers in both the secondary and higher education sectors. Under the theme 'Practical Issues of Teaching Students with Secondary Japanese within a Japanese Degree Course', the event provided an opportunity for participants to learn from the US experience, thanks to a keynote speech from Dr Yasuko Ito-Watt from Indiana University. Representatives from Oxford Brookes, SOAS and Sheffield University presented reports about various issues they had encountered when teaching pupils who had begun their study of Japanese at school, and gave constructive suggestions on how to tackle them. Valuable insights into the actual learning context of secondary pupils were provided by Keith Saunders, who teaches Japanese at St Bernard's Convent School. Participants agreed that the event had provided a useful opportunity to discuss the very topical issue of transition from a range of different perspectives and that it was important for the secondary and tertiary sectors to work together to bridge the gap between them.

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 – six-month courses (once a year); two-month courses (three times a year), and a three-week summer course. There is also a one-month course for native-speaking teachers. A two-month advanced course, catering for both native and non-native speaking teachers with advanced Japanese and teaching skills, was introduced in 2003.

Japanese Language Programmes for Specialists

These programmes are designed for people who need Japanese language skills for vocational or academic purposes. Intensive language training is provided in Japan with curricula tailor-made for each different vocational or academic speciality. The Programme for Librarians is for 6 months, while researchers and postgraduate students have a choice of 2, 4 and 8-month courses.

Materials Donation Programme

This scheme enables educational institutions teaching Japanese to apply for a wide variety of teaching resources including textbooks, dictionaries, cassettes and flashcards.

Salary Assistance Programme

Designed to help create new full-time teaching positions at universities and other Higher Education 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 scheme 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. Return 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.

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.

Japanese Speech Contest Support Programme

Local non-profit groups can apply for grants to cover part of the cost of hall rental and prizes (other than cash) for Japanese-language speech contests.

The application deadline for all the programmes listed above is the beginning of December, 2004. Application forms can be downloaded from www.jpf.go.jp/e/about/program/list.html, where you will also find updated information on deadlines. Please contact us to confirm your eligibility before sending in your application form.



Teachers Page



みな なつやす
皆さん、夏休みはいかがでしたか。
なつやす お しんがくねん
夏休みが終わって、新学年のスター
トです。今回は、AS / A-level 向
けの漢字アクティビティーを紹介
します。漢字学習で大切なことは、
ひとつひとつの漢字の意味を理解するこ
とです。意味さえわかっていれば、
たとえ漢字が読めなくても、大ま
かな意味は理解できます。AS /
A-level の漢字を選び、熟語クイズ
を作ってみました。まず、漢字一字
いちじ いみ かんが じゆくごぜんたい いみ
一字の意味を考え、熟語全体の意味
をかんが れんしゅう おぼ
考える練習です。覚えるだけでな
く、かんが りかい たの
考えて理解する漢字の楽しさを
あじ
味わってみてください。

I hope you all had a restful summer holiday. To start the new school year, I have designed a Kanji activity which you can use with your pupils. One of the most important factors when studying kanji is to learn the meaning of each individual character. Once you know this, you can guess the meaning of Kanji compounds (*jukugo*) to some extent, even if you may not know their precise readings. I have selected some AS/A level Kanji and used them to create compounds, most of which will be unfamiliar to your pupils. Encourage them to guess the meaning of the compounds by applying their knowledge of the individual Kanji. This activity is a fun way of aiding Kanji learning and makes a change from memorising lists of characters.

Kanji Mix & Match

Aims

- to study and revise Kanji required for AS/A level
- to encourage pupils to guess the meaning of unfamiliar Kanji compounds
- to increase pupils' confidence in reading Japanese

Level

AS/A2 level, Adult

Procedure

- 1 As a warm-up activity, choose some of the individual kanji from the worksheet on page 5 and write them on the board, revising their meanings with your class.
- 2 To introduce the idea behind the activity, provide a few examples of compounds made up of kanji which pupils are already familiar with to demonstrate that even if pupils do not recognise the compounds, they can still make educated guesses about what they mean.

Example: You can make compounds such as 人魚 (にんぎょ) and 肉食動物 (にくしよくどうぶつ) from GCSE level kanji. 人 (ひと) and 魚 (さかな) mean 'person' and 'fish', respectively. In combination, the characters mean 'mermaid'. Similarly 肉食動物 (にくしよくどうぶつ) can be broken down into 'meat' 'eat' and 'animals', and in fact this compound means 'meat-eating animals' or in other words, carnivores.

- 3 Hand out copies of the worksheet on page 5 and ask pupils to guess the meaning of the compounds written in bold, using the method described above. The first section is for AS level, the second two sections for A2 level, with the third being the most difficult. The context provided by the sentences should also help pupils to understand the meaning of the compounds. Although I have provided a vocabulary list (below) for reference purposes, this should not be shown to pupils before they tackle the worksheet.

Vocabulary

音速	おんそく	speed of sound
一方通行	いっぽうつうこう	one way
湖水地方	こすいちほう	Lake District
白夜	びやくや	midnight sun
音読	おんどく	reading aloud
新婚旅行	しんこんりょこう	honeymoon
会議中	かいぎちゅう	in a meeting
温水プール	おんすい	heated pool
世界剣道大会	せかいけんどうたいかい	World Kendo Tournament
初恋	はつこい	first love
貸し自転車	かしじてんしゃ	rental bicycle
暗算	あんざん	mental arithmetic
横断歩道	おうだんほどう	zebra crossing
短剣	たんけん	dagger
飛行船	ひこうせん	airship
最高気温	さいこうきおん	maximum temperature
海底都市	かいていとし	underwater city
不死鳥	ふしちょう	phoenix
深海魚	しんかいぎよ	deep-sea fish
無人島	むじんとう	desert island
無声映画	むせいえいが	silent film
回転木馬	かいてんもくば	merry-go-round
無花果	いちじく	fig*

* Figs being fruit without flowers.

KANJI

MIX + MATCH

1. コンコルドは、音速で飛ぶ飛行機です。
2. この道は一方通行ですから、ここから車は入れません。
3. 湖水地方は、ワーズワースとピーター・ラビットで有名です。
4. フィンランドでは、夏の間、太陽がしずまない**白夜**の日が続きます。
5. 外国語が上手になるためには、何度も音読することも大切だそうです。
6. 日本人が新婚旅行でよく行くのは、オーストラリアやハワイなどです。

7. すみません、会議中ですから、あとで電話します。
8. 姉は週に二回、温水プールで泳いでいます。
9. 兄は世界剣道大会を見て、剣道を始めました。
10. この写真の人が私の初恋の人です。
11. 貸し自転車は一時間五百円です。
12. ジェーソンは暗算がとても速いです。
13. 横断歩道をわたらないとあぶないですよ。
14. 博物館で古い短剣をたくさん見ました。
15. アテネオリンピックのために、飛行船が作られました。

16. 東京の最高気温は39.5度でした。
17. 私の夢は海底都市をつくることです。
18. 不死鳥の物語は、いろいろな国にあります。
19. 深海魚というのは、深い海に住んでいる魚です。
20. ロビンソン・クルーソーが着いたのは無人島でした。
21. チャップリンの無声映画は、動きが速くておもしろい。
22. 子ども達は、回転木馬に乗れて、とてもうれしそうです。
23. 夏になると、庭の無花果を食べに鳥がたくさんやってきます。





JLC News

The Japanese Language Committee (JLC) was delighted to see so many pupils and teachers at the Nihongo Cup Finals Day on June 26th. The Committee would like to reiterate its thanks to the Japanese Embassy and the JFLLC for their support of the contest, which hopefully will become an annual event in schools' calendars. Please see the front cover for a full report.

This term, JLC will be holding a twilight workshop for primary school teachers at three regional venues. The workshop content is divided into two strands: class teachers can learn some Japanese to help develop a more multilingual and multicultural approach to the primary curriculum; or primary/secondary teachers with knowledge of Japanese can focus on methodology and techniques for teaching Japanese at primary level. Participants will be introduced to a range of practical ideas, resources and support available, by speakers including Jayne Maidment, Anne Rajakumar, and Tatsuya Nakagome and Rochelle Matthews from the JFLLC. The workshops will take place in November and December at St Bernard Lovell Language College in Bristol, at the Royal Grammar School in High Wycombe and at the Trinity and All Saints Comenius Centre in Leeds. See the enclosed insert for more details and information on booking. JLC is very grateful for the generous funding from the Great Britain Sasakawa Foundation and support from the JFLLC for this initiative.

JLC is very pleased to welcome the following new members: Jayne Maidment from Dartford Grammar School and Anne Rajakumar from South Wolds School.

JLC, as part of the Association for Language Learning, aims to represent the views of Japanese language teachers at schools and colleges in the UK. To find out more, log on to the website at www.jlcweb.org.uk or contact the Chair David Farrell (farrellrd@hotmail.com; tel: 028 9332 2610).

BATJ Update

The British Association for Teaching Japanese as a Foreign Language (BATJ) supports Japanese language teaching in the UK, particularly at higher education level. The association organises a wide range of activities for teachers of Japanese, many of which are presented jointly with the JFLLC – see page 3 for a report on the Transition Seminar held in May.

An important event in the Association's calendar is the Annual Conference, which took place at Oxford Brookes University on September 3 and 4. The keynote speech, on the theme of Teaching Japanese Conversation, was delivered by Professor Akito Ozaki from Nagoya University, while Atsuyuki Asano from the Japanese Embassy gave a talk on Higher Education Policy in the UK and the Future of Japanese Language Education. Professor Joy Hendry from Oxford Brookes, who specialises in the Social Anthropology of Japan, presented a guest lecture entitled 'Unwrapping the Wrapping', in which she described the many intricate layers present in the Japanese culture and language. For the first time, the conference programme included a Special Interest Group focus, which enabled a wide range of issues relating to the teaching and learning of Japanese as a foreign language – such as teaching conversational skills, material development and second language acquisition – to be discussed in shared interest groups.

Another area of activity for BATJ members is the development of resources for teaching Japanese. At the recent Refresher Course, BATJ Chair Kazuko Sorensen gave a presentation on a CD-ROM Japanese course for Upper Intermediate students (or those with Level 2 of the Japanese Language Proficiency Test) which she has developed with Toshiko Ishizaki from the University of Leeds. We hope that a review of the course will be featured in a future issue of Mado.

To find out more about BATJ's activities please visit www.batj.org.uk or contact the Chair: Kazuko Sorensen, Japanese Studies, Language Centre, Royal Holloway, on 01784 443812 or by email: K.Sorensen@rhul.ac.uk.

Summer Diary

As usual at this time of year, there is a considerable amount of activity to report in the Japanese language teaching world. To keep you up to date, here are just some of the changes and developments that we have heard about.

Victoria Folkard has moved to Tavistock College to join a five-strong Japanese department. Japanese continues to boom at Tavistock, which plans to enter as many as 170 students for GCSE this year. In May, Tavistock's Head of Japanese Crispin Chambers launched a taster course for Primary Japanese, visiting as many as 20 feeder primaries in one week. As part of his AST work, Crispin is also hoping to help other schools, in particular Language Colleges in Devon, Cornwall and Somerset, to set up Japanese and also to provide support in the early stages.

Michelle Tate has taken over from Victoria as Head of Oriental Languages at Katharine Lady Berkeley's School and NQT David Thompson also joins the school this term as

a teacher of Japanese. Meanwhile Josephine Winwood has moved from Sudbury Upper School to St Edmund's College, while Dan Thomson, previously at Alderman White School, will be teaching Japanese and ICT at Tile Hill Wood in Coventry.

Japanese is gathering momentum at Jack Hunt School in Peterborough, which introduced the subject into the KS3 curriculum for Year 8 students in 2003. From this term there will be two groups in both Years 8 and 9 and the school has now introduced the WJEC course for high-flying linguists in Year 10. Before the school became a Language College in 2002, no Japanese was taught in curriculum time and so significant progress has been made in a short space of time. In July, the school held a Japanese day as part of their Gifted and Talented Summer School for primary pupils.



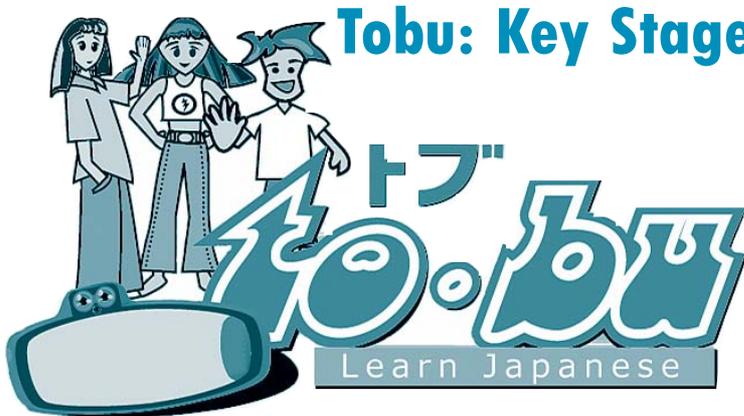
Pupils get into the spirit of the intensive Japanese course at Tomlinscote School

Tomlinscote School and Sixth Form College in Surrey held a two-week intensive Japanese course in June, described by one Year 10 pupil as "an unforgettable experience!" This annual summer course was initiated in 2002 and since then, 60 Year 10 pupils have obtained the ABC Preliminary Japanese Certificate. Japanese has proved very popular at Tomlinscote since it started in 1997, with over 300 studying the language in 2003/4.



As Tobu has now been made more widely available, we felt it would be an opportune moment to provide further details about this exciting resource. Rochelle Matthews has therefore reviewed the website and accompanying video CD to give teachers an idea of what it contains and how it can be used in the classroom. We hope Tobu will become an important new addition to your teaching resources for Japanese.

This term, the library will be closed on October 11 and from December 24 to January 3. As these dates are subject to change, please contact the librarian for the latest information as well as for general enquiries (tel: 020 7436 6698; email: library@jpf.org.uk).



Tobu: Key Stage 3 Japanese Online Learning

The Basics

Tobu was originally designed as a Key Stage 3 resource for pupils new to the study of Japanese. However, feedback from the pilot suggests that it can be a useful tool for Japanese learners up to Year 11. In the upper levels it can be a superb way to revise grammar and vocabulary for GCSE.

Tobu provides a year's worth of Year 7 study over 12 units of work, with provision for two hours of interactive online work per week, for 40 weeks. It is a practical programme, catering to the ever-changing needs of the classroom, allowing flexibility for sequential learning or a less prescribed course outline.

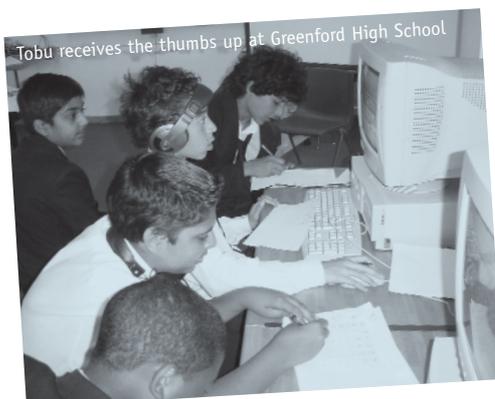
Tobu delivers activities that develop all four language skills. For instance, supplementary downloadable worksheets cater to the need for students to actively develop their writing skills. From interactive games to 'Look/Listen and Respond' tasks, language is presented and recycled in different contexts to ensure progression and develop language learning skills.

By far the biggest drawback is the time needed to load each component. However current revisions, due to be completed by the autumn, are looking at a way to improve both this and the sound quality of some of the digitalised character sound files. Access to broadband is not a prerequisite for utilising the site.

Made in the UK

One of the most compelling reasons to use Tobu is that it is a uniquely British produced resource, specifically linked to the UK curriculum. With the National Qualification Framework criteria's increased focus on ICT being a key feature of the study of GCSE Japanese, Tobu introduces a wide range of structures and vocabulary appropriate to this level through online learning in a range of contexts to develop students' understanding of the spoken and written forms. No matter what Key Stage 3 textbook you are intending to use this school year, the main topics - Myself and Friends, Home Life, School Life and Free Time - will tie in well.

Designed to enable smooth progression on to KS4, the related subtopic areas provide a suitable foundation to continue on to GCSE Japanese and directly relate to the topic-based syllabus taken from the National Curriculum areas of experience.



Tobu leads the way

Perhaps inspired by a new millennium robot like ASIMO, Tobu the psychedelic site navigator and main character, does its best to direct the flight of discovery. Sidekicks Shinji, Mari and Emi - more reminiscent of typical Japanese manga characters - provide a fun, character-driven approach to the introduction of Key Stage 3 Japanese, that is very appealing to students. Ben Ben, Tobu's electronic companion, fulfils a multi-functional role of explaining new words, grammar, culture and providing all-important encouragement.

Info Centre

As a stand-alone resource Info Centre, Tobu's reference tool, is a powerhouse of information. A comprehensive introduction to hiragana, katakana and the first 35 kanji is provided to support independent learning, along with Unit Summaries and a Glossary. While Tobu introduces hiragana from the outset in Unit 1, in line with current pedagogy and the requirements of the UK curriculum, if a teacher wants to teach either kana or kanji at a faster rate, the facility is there to do so. Both syllabaries and the kanji section are supported by audio to teach pronunciation, animated stroke order and pictorial mnemonics. The kanji section also has the added feature of its mnemonics being supported by animation.

Tobu the Teaching Assistant

With the continuing shortage of MFL teachers, Tobu will be of particular benefit to those schools employing a teacher on a part-time basis as it can be utilised by specialist and non-specialist teachers or by students independently. However, as the pilot study has shown, online learning works best when students have at least occasional access to a teacher. Tobu is best seen as a teaching assistant rather than a replacement.

Used independently in the classroom, Tobu allows the teacher to provide the support that weaker students often need, while also enabling more capable students to move ahead at their own pace. As a whole class motivator, Tobu also works well when used in conjunction with an interactive board and data projector. Class vocabulary and grammar quizzes can become a fun, interactive activity that students strive to do well at in front of their peers.

Cultural Context through CD-ROM

Video segments, provided by means of the CD-ROM, give students of Japanese an insight into modern day Japan. The snippets of Japanese life were specially recorded for the website and broach topics of particular interest to young adolescents. These lively, interactive video clips promote students' understanding of the culture that is interwoven with the language they are learning. Students are asked to complete tasks such as listening out for a piece of information or answering questions out loud. Clips are linked to the topics and language learned in each Unit, and can be watched independently or as prompted by the site. Through the interaction that is provided with everyday Japanese people, students gain knowledge about the country and its people, hopefully stimulating a desire to become effective communicators in the language.

*Feel inspired to use Tobu in your classroom this year?
Contact Rochelle Matthews at the JFLLC on 020 7436 6698 to register and obtain a password for the site, which can be found at www.bbc.co.uk/ks3japanese.*

Welcome to the 20th issue of *Mado* and the beginning of a new school year. It was truly impressive to hear young learners of



Japanese making confident and inspiring speeches at the finals of the *Nihongo Cup* in June, described in detail on the front cover. We hope the contest will become a regular event that provides an incentive for young people to strive for excellence in the spoken language. At a time of economic constraints for many Japan-related organisations, the JFLLC is doing its best to maintain its range of services for teachers of Japanese in the UK and we hope that you will take full advantage of what we can offer. We encourage you to apply for our annual support programmes (see page 3), and to make use of our resource and advisory services. We are delighted that Tobu is now more widely available (see page 3 and the review on the Library & Resources Page), as we are sure that the site will be a fun and effective resource in the Japanese classroom.

New logo for The Japan Foundation

Established in 1972 to promote cultural exchange between Japan and other countries, the Japan Foundation became an Independent Administrative Institution in October 2003. This change in status gave the organisation an opportunity to redefine its purpose, and a new logo (see below) was created to reflect the Japan Foundation's developing role. Composed of the letters 'J' and 'F' in the shape of a butterfly, the logo suggests the responsive and accessible way in which the organisation aims to promote Japan, its language and culture, as well as to facilitate a dynamic flow of exchange.



JAPAN FOUNDATION

1972年、日本と諸外国の文化交流を促進する目的で設立された国際交流基金は、2003年10月に、独立行政法人になりました。これを機に、国際交流を担う責任を再認識しています。上にある新しいロゴはこれからさらに広がっていく私たちの役割を表しています。「J」と「F」の形から作られた蝶々のように、柔軟で親しみやすい形で日本語や日本文化の普及と文化交流に努めて行きたいと思えます。

NOTICE TO OUR READERS

Due to a reduction in our operating budget for this financial year, it has been decided to produce the next issue of *Mado* (January 2005) in electronic form only, as a pdf which can be downloaded from our website. Publication of the newsletter in printed form will be resumed in April, and we will keep you informed of any future developments.

新学期が始まりました。6月に行われた「Nihongo Cup」では、生徒たちの堂々としたスピーチを聞くことができました。(詳細は1面。)生徒たちが日本語を試す機会が増えるよう、このイベントを毎年行えればよいと思います。経済的な制約に悩む日本関係機関が多い中、JFLLCでは、今までと同じようなサービスを提供できるよう努力しています。3頁の助成プログラムや、JFLLC図書館の教材、アドバイザーの助言をどんどん活用してください。また、3頁と7頁でご紹介したウェブサイト「Tobu」は、ようやく皆さんにご利用頂けるようになりました。教室で楽しく効果的に使えるサイトです。



Dear Mado Readers

In preparation for the introduction of the Languages Ladder, UCLES is looking for Item Writers for the Breakthrough, Preliminary and Intermediate stages of the Languages Ladder Assessment Scheme (LLAS). Developed by the DfES in response to the National Languages Strategy, the scheme will be piloted with primary, secondary and adult education learners of French, German, Spanish from September 2004, and is due to be rolled out nationally in Autumn 2005 in eight languages, including Japanese.

You can request an application form from LLAS at OCR (tel: 01223 553617) or by sending an e-mail to llas@ucles.org.uk.

UCLES is also seeking centres to assist in pre-testing Japanese assessment materials from November 2004. If your centre is interested in pre-testing you can obtain further details from llas@ucles.org.uk.

For further information on the Languages Ladder, see the DfES website at www.dfes.gov.uk/languages/language ladder.cfm

Barrie Hunt
Programme Director, LLAS

Test your Proficiency!

The Japan Foundation's Japanese Language Proficiency Test will be held this year at SOAS, on Sunday, December 5. The deadline for completed application forms is Friday, September 24. Requests for application forms should be made in writing or by email to: SOAS Language Centre, University of London, Thornhaugh Street, Russell Square, London WC1H 0XG; email: jlpt@soas.ac.uk; fax: 020 7898 4889. For further details, visit the website at www.soas.ac.uk/languagecentre/japanese/jlpt/home.html.

events



WJEC DAY

Tuesday 21 September

A one day course exploring the syllabus and assessment scheme. For more information contact Kornelia Achrafie on 020 7436 6698 or at kornelia.achrafie@jpf.org.uk.

MAKING THE MOST OF YOUR INTERACTIVE WHITEBOARD

Thursday 7 October

Twilight Session organised by CILT in association with the JFLLC. To be held at CILT from 5 to 7pm.

EDEXCEL A LEVEL DAY

Wednesday 13 October

AS and Advanced GCE Japanese - Feedback and Guidance on the AS and A2 Units. For more info and to book call Edexcel on 0870 240 9800 or visit www.edexcel.org.uk.

EDEXCEL GCSE DAY

Monday 8 November

GCSE Japanese - Feedback and Guidance Meeting. For more info and to book call Edexcel on 0870 240 9800 or visit www.edexcel.org.uk.

LANGUAGE SHOW

November 5, 6 and 7

Kensington Olympia
Visit www.thelanguageshow.co.uk for more information.

EXPLORING JAPAN

Saturday 13 November

Grobby College Leicester

Friday 19 November

University of Central Lancashire, Preston
Workshops for primary and secondary teachers, including sessions on geography, art, language, food technology and haiku. Organised by Japan 21 Education, in association with the JFLLC. For more information contact Japan 21 on 020 7630 8696.

GETTING STARTED WITH ICT IN JAPANESE AND MANDARIN CHINESE

Tuesday 23 November

Organised by CILT and held at Kingwood City Learning Centre, London
Contact Philip Harding at CILT for more info: philip.harding@cilt.org.uk
020 7379 5101 ext 232

Please visit our website for more up-to-date information on courses and events: www.jpf.org.uk/language.

Unless otherwise stated, all events take place at the Japan Foundation London Language Centre in Russell Square House. Please call us on 020 7436 6698 for further details.

The JFLLC reserves the right to cancel courses in the event of insufficient take-up.

MADO

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