

INSIDE... THE NEW A LEVEL  
ALL LAUNCHES JAPANESE LANGUAGE COMMITTEE  
HEAD START REVIEWED

## Spending the Weekend in Japanese



Visitors to the New Forest in March may have been surprised to catch a glimpse of British and Japanese pupils

doing exercises to Japanese instructions on the front lawn of a former country home at 8 am on a Saturday morning.

It was all part of the fun at a Sixth Form Japanese Weekend which certainly lived up to its billing as 'the best Japanese experience you can get without actually going to Japan'. In the beautiful setting of Avon Tyrrell, 44 sixth formers from 13 schools throughout the UK joined 15 high school students from Miyagi Gakuin in Sendai for an unforgettable weekend of classes and activities.

Everything from the ice-breaking games on Friday evening to the group diary which pupils made on Sunday, was done in Japanese, providing a rare chance for British pupils to use their language in a 'real' environment. As well as classes covering topics such as school and home, activities included a treasure hunt with clues in Japanese, and a party on Saturday night at which groups of pupils performed songs and sketches and the Miyagi pupils led the others in a display of *bon-odori*.

Summing up the weekend, Gabrielle Hall from Birmingham said "I was overwhelmed by everything. The Japanese students made us feel as if we were in Japan," while Rowan Harvey from Cambridge felt she had "learnt loads without noticing it."

Organisers Mary Grace Browning and Lydia Morey were delighted with how well the

event, the seventh to date, had gone. "I think the students get a huge sense of motivation from the experience, particularly through meeting the Japanese pupils and discovering that they can actually communicate with them in the language they've learnt," commented Lydia.

A similar Japanese weekend will be held at Avon Tyrrell from 17-19 March next year, and there are plans to organise a week-long residential course, involving different age-groups, to coincide with JAPAN 2001. For further information, contact Lydia Morey on tel/fax 01222-493997.

New Forestを3月に訪れた人々の中には、英国人と日本人の高校生が元カントリーハウスの庭で土曜の朝8時からラジオ体操をしているのを見かけ、驚いた方もいるのではないのでしょうか。

3月19日から21日までの3日間にかけて「英国でできる最高の日本体験」を謳い文句にした、Sixth former向け日本語学習プログラムであるSixth Form Japanese Weekendが行われました。英国各地の13校から集まった44名の生徒たちが、仙台の宮城学院から訪れた15名の高校生とともにAvon Tyrrellの美しい自然の中で、思い出に残る週末を過ごしました。

英国人学生は、金曜日の晩の

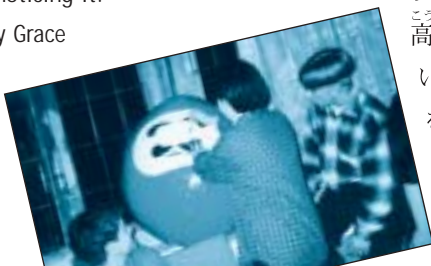
ゲームから始まり、日曜日

にグループ日誌を作成するまでの全過程を通じ、リアルな状況の中で日本語を話すという貴重な体験をしました。「学校と家庭」等のトピックに沿って授業を進める他、日本語で書かれたヒントをもとに宝探しを行ったり、土曜日の夜のパーティでは、グループごとに日本語で歌や寸劇を発表したりしました。また、宮城学院の学生のリードで、英国人学生も盆踊りの輪に加わるという場面も見られました。

Birminghamから参加したGabrielle Hallさんは、この週末を振り返り、「全てに圧倒されました。日本からの高校生は、私たちをまるで本当に日本にいるような気持ちにさせました。」という感想を述べていました。一方、CambridgeのRowan Harveyさんは、「気が付かないうちに多くのことを学びました。」と語ってくれました。

このプログラムを組織したMary Grace Browning先生およびLydia Morey先生は、今年で第7回目を迎えたSixth Form Weekendの成功を喜んでいます。また、Morey先生は、「この経験、とりわけ日本人学生と出会い、自分たちが学習した言葉を用いて実際に交流することによって、学習の動機付けが非常に高まったように思います。」と語ってくださいました。

来年の3月にもAvon Tyrrellにおいて、同様のプログラムの開催が予定されています。また再来年は、JAPAN 2001の開催にあわせて、年齢層を上げ、一週間にわたるプログラムを実施したいとことです。詳しくは、Lydia Morey先生 (Tel/ Fax: 01222-493997) までお問い合わせください。





*Stepping Out*, the Nihongo Centre's programme of structured school visits, continued this term with a trip to Kingshurst Technology College in Birmingham by Nihongo Centre Advisers Claire Dugard and Yuka Yokozawa. Working with Caroline Draper, the teacher responsible for Japanese, and Masanori Gono from the Internship Programme, the Advisers tried out some fun activities on International Baccalaureate (IB) students in Years 12 and 13, including tips on learning kanji from Yuka and a virtual experience of taking the lift in a department store! More fun followed with the Year 10 Enrichment class, who polished off some basic verbs in an hour and treated the visitors to a karaoke song in Japanese. The Principal, Valerie Bragg, and Area Manager, Derek Robinson then welcomed the Advisers for discussion on the work the school is doing in the Japanese field, and the feedback sessions gave Caroline and Claire the chance to discuss how to use the school's existing resources and what other materials were on the market, while Masanori and Yuka exchanged ideas on how native speakers can best contribute to UK schools. Caroline felt that she, Masanori, and her students had enjoyed an injection of enthusiasm thanks to the visit, while Claire and Yuka benefited greatly by gaining insights into the IB curriculum and how a City Technology College functions.

If you would like to request a visit from the *Stepping Out* team, contact Sally Lewis on 0171-838-9955.

## Head Start - A Personal View

As Head of MFL at a language college planning to introduce Japanese to all our Year 8 pupils in September this year, I was delighted when I received details from the Japan Foundation about a course seemingly tailor-made for me: *Head Start - Japanese from scratch for Heads of MFL*. I was even more pleased when my Headteacher gave me leave to attend.

The two-fold aim of the course was to teach us some basic Japanese and to introduce us to some of the issues specific to the teaching of Japanese at school level. Our intrepid group of French, German, Spanish and Italian teachers were thus treated to a highly organised and entertaining series of intensive language lessons on such topics as introductions, likes and dislikes, classroom language, numbers, shopping, and leisure. We also had a crash course in hiragana, painted our own kanji, and took part in a hilarious role-play of visiting a Japanese home. Additional sessions focused on an overview of the UK Japanese scene, accreditation for Japanese, and the support and resources available for teaching the language.

Upon my return to school, I soon became aware of how much I had benefited from the course. It was an enormous help when it came to recruiting a teacher of Japanese, for we held interviews soon after my return from London. Being able to address issues with the candidates such as the script, potential resources, and qualifications in Japanese helped us in the selection process and, I believe, gave the candidates the feeling that Japanese was going to be a properly supported part of the MFL curriculum.

Above all, however, I have found that the enthusiasm that I have gained for the new language has begun to rub off on other MFL teachers and pupils at school and there is



Ted Robeson gets to grips with the script during *Head Start*.

genuine excitement at the prospect of learning Japanese next September. I am not sure what an OFSTED inspector would think of the Head of MFL suddenly breaking into elementary Japanese in the middle of a German lesson, but the pupils are amused by it! Perhaps, one day in the distant future, "*Doitsugo no sensei desu*" will turn into "*Doitsugo to nihongo no sensei desu*"!!

Ted Robeson  
Colfox School, Dorset

### NEW FACES



### TIME TO SAY GOODBYE

Spring is the time for change in Japan. Students leave schools, and many people start new careers or move on to new assignments. I am sorry that I too have to follow this custom at the end of April, when I return to Japan. I feel very fortunate to have been able to stay in the UK for 4 years and 9 months. The latter part of my assignment has been spent setting up the Nihongo Centre and building a programme of activities to support the teaching of Japanese in the UK. Working closely with you at the Nihongo Centre over the last two years, I have witnessed a significant development in the teaching of Japanese in the UK. The fact that your enthusiasm and dedication as teachers has been an essential component of this progress has been very encouraging to me. It is vital for the Nihongo Centre to be fuelled by your support and involvement, and I do hope that you will continue to take Japanese to new heights in the future.

みなさま 皆様、お世話になりました。またいつかお会いしましょう。

はじめまして。大里恒之 (Tsuneyuki Osato) です。I have just arrived in London to take over as Centre Director. For the last few years I have been working in the media department at Head Office and before that at our Japanese

Language Institute in Urawa. I have always been impressed by the efforts of teachers outside Japan to advance Japanese language education and I look forward to working closely with you all in the UK.

どうぞよろしくお願いいたします。



Tsuneyuki Osato

はじめまして。

木谷直之 (Naoyuki Kitani) です。

3月10日、浦和にある国際交流基金日本語国際センターから来ました。

日本語の教え方や役に立つリソース作りなどについて、いろいろな先生と一っしょに考えて

いければと思っています。フットワークは軽い

ですから、必要があれば、どこにでも行きます。どうぞよろしくお願いいたします。



Naoyuki Kitani



# The New A level in Japanese - Your Questions Answered

As most of you will already know, in line with the DFEE's broader revision of post-16 qualifications, Edexcel Foundation is currently in the process of rewriting the A level Japanese syllabus. As yet, only a draft syllabus is available and many details are still to be confirmed, but we asked Mary Grace Browning to answer some of the queries teachers might have about the new exam.

## When is the new A-level going to be on-line?

Teachers will start teaching the new AS (Advanced Subsidiary) course from September 2000. The first AS paper will therefore be sat in the summer of 2001, with the first A2 exam taking place in 2002. The last old-style A level will be sat in the summer of 2001.

## Will the new exam test the four skills?

No. In keeping with the previous paper, a two-skill only test in reading and writing is planned. The syllabus revision is seen as part of an on-going programme of modernisation and it is felt that, to assure quality, any changes should take place in small steps.

## How does Japanese fit into the new AS/A level system in other languages?

The revised AS qualification will represent the first half of the full A level. This will mean that students can take five subjects to AS level before specialising in 3 at A level. The two skill test will have parity of esteem with the other MFL A levels testing the four skills, and be worth the same number of UCAS 'points' when graded.

## What language structures will the new AS & A level cover?

AS: post-beginner level structures such as comparatives and superlatives, introduction to informal speech, a range of post-verb expressions and post *te*-form expressions, and transitive/intransitive verb pairs.

A2: More advanced grammar such as *suru* and *ki* idioms and compound verbs. In addition, candidates will need to be familiar with respect language.

## Will there be any coursework?

No. Assessment will be by final examination - one three hour paper for AS at the end of the lower sixth and a further three hour paper for A2 on completing the upper sixth.

## What format will the exam questions take?

AS: 2 comprehension questions in Japanese, translation into English, directed writing, from a stimulus (letter, report etc) of about 250 squares' length.

A2: Mixture of comprehension and translation into Japanese. Essay on a topic/text (300 squares), discursive essay of similar length.

Specimen papers will be available shortly after the final agreed syllabus is published.

## Will there be a coursebook?

Not at present. Instead there will be a list of socio-historic and cultural topic areas and a list of classical and contemporary literary texts to choose from for A2 study. Students will be assessed on one target language essay on either a topic area or a literary text. The paper will contain a choice of questions for each topic area and each text. A list of both topic areas and texts will be available as an appendix to the syllabus when published.

## Will the gap between GCSE and A-level be better bridged by the new exam?

Yes, in the sense that there are also plans to further modify the GCSE syllabus, to create a better transition from one examination to the other. In addition, the new AS will develop pupils' study of the Areas of Experience begun at GCSE and will provide an opportunity for students not wanting to opt for the full A level to continue their study of Japanese. The GCSE kanji requirement is also expected to increase to 200, while the number of *jukugo* in the vocabulary is decreased.

## How many kanji do students need to learn?

Part of the syllabus revision has involved rationalising kanji lists. It is expected that (for passive use at least) there will be 400 kanji specified for AS level and 600 for A2.

## Will dictionaries be allowed?

Following discussion with the QCA, it has been confirmed that dictionaries will not be allowed. Use of dictionaries at GCSE is also due for review shortly.

For further information on the new A level and to obtain relevant documents when available, please contact Annabel Haslam at: Edexcel Foundation, Stewart House, 32 Russell Square, London WC1B 5DN. Tel: 0171-753 4597. Fax: 0171-753 4592.

## ESSENTIAL SITES

J GUIDE - Stanford University's excellent gateway to all aspects of Japan at: <http://fuji.stanford.edu/jguide/>

Young Person's Guide to the collections of the Kyoto National Museum at: [http://www.kyohaku.go.jp/mus\\_dict/dicovere.htm](http://www.kyohaku.go.jp/mus_dict/dicovere.htm)

NTT Japan Window at:

<http://www.jwindow.net/>

Particularly useful are: the education page, and the kids window, from which your pupils can access the library, to read and listen to simple folk tales in Japanese. They can choose from the kana menu complete with photos and English description in the restaurant or drop in at school for a lesson in hiragana/katakana/kanji.

Japan Forum at: <http://www.tjf.or.jp/eng/indexe/indexe.htm>

Another must for teachers, featuring winning lesson plans on teaching about culture through language, The Way we Are photo collection, and Japanese for Communication, Wisconsin's comprehensive curriculum guide, written by Paul Sandrock and Hisako Yoshiki.

## BATJ call for papers

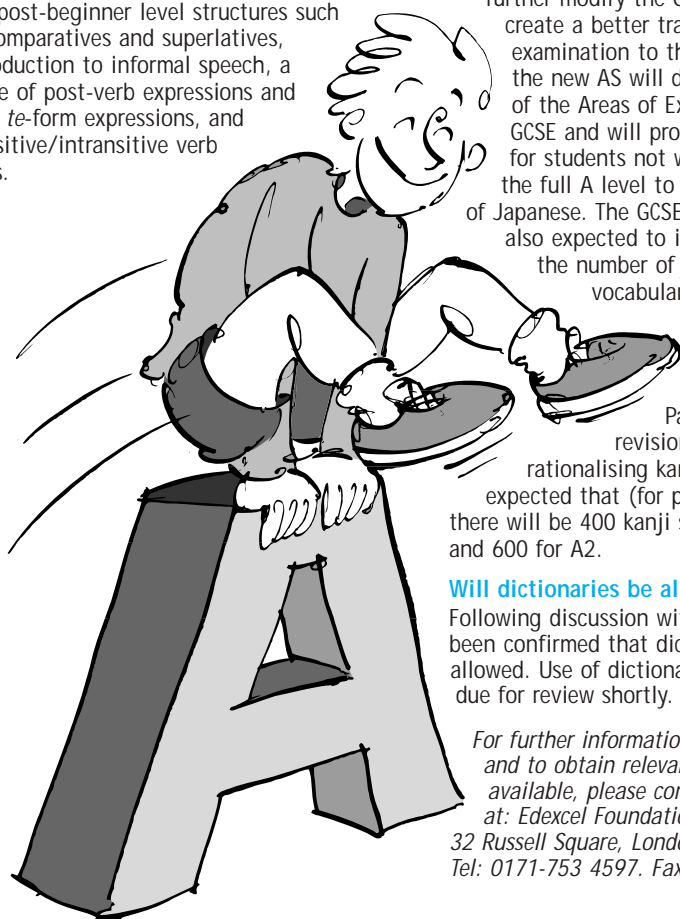
The British Association for Teaching Japanese as a Foreign Language (BATJ) has organised two successful events so far this year, and is now working towards the 2nd Annual Conference, to be held at the Japan Foundation Nihongo Centre on Saturday, September 11. The conference is open to everyone so don't forget to put the date in your diaries! There are two ways in which members can contribute to the conference: by presenting a paper, or participating in one of the workshops.

Papers can be in English or Japanese, and should be on topics relating to the Japanese language or Japanese language teaching. Presentations will be 20 minutes in length, with 10 minutes for Q&A, and must be based on unpublished research papers, survey reports or case studies.

Topics for the workshops are teaching scripts/kanji, Japanese language as an optional/elective subject, and using the Internet. Workshops will consist of 15 minute presentations in Japanese by 2-3 people, followed by discussion.

Submissions (with summaries) for both presentations and workshops must be made by Tuesday, 1 June.

Further details and application forms can be obtained from: Mrs Kazumi Tanaka, Dept of East Asia, SOAS, University of London, Thornhaugh Street, London WC1H 0XG. Tel: 0171-323 6175; Fax: 0171-323 6234; E-mail: kt2@soas.ac.uk





## Teachers Page



### Likes & dislikes

みなさん、こんにちは。イギリスはもうきつと春でしょうね。日本は今、お花見の季節です。ところで今回の「まど」が私のイギリスでの最後の仕事になります。短い間でしたが、みなさまと一緒に仕事ができて本当に良かったと思います。みなさまの友情を心から感謝すると同時に、イギリスでの日本語教育がこれからは発展しますようお願いいたします。どうもありがとうございました。

さて、今回はナショナル・カリキュラムの“Everyday activities”から“food, health, and fitness”を選び、日本語センターの横沢由佳先生が楽しいアクティビティを考えてくれました。一緒に楽しんでやってみましょう。

As you all know, I am now back in Japan, and I would like to take this opportunity to thank you for your support during my time in London and wish you all the best for the future. Before I left, I worked with Yokozawa Sensei on the Teacher's Pages for this issue of Mado, and taking the theme *Food, Health, & Fitness* from the National Curriculum Area of Experience *Everyday Activities*, we created a worksheet which can be used to develop pupils' speaking and listening skills using the structure *suki/kirai desu*. The activities suggested below are simple and fun, and suitable for pupils of all levels.

# Food, Health & Fitness (Everyday Activities)

## Outcomes

- 1 Student expresses likes and dislikes using food as a stimulus.
- 2 Student expresses frequency of eating certain foods.
- 3 Student gives reasons for likes and dislikes.

## Suggested Assessment Activities

- 1 After drilling the vocabulary below and introducing/revising the *suki/kirai* structure, put pupils in pairs and get them to ask each other questions about the items on pg 5. Don't forget to fold along the dotted line before distributing the handouts. Looking at the picture in the top right hand corner, pupils ask their partner if he/she likes vegetables or not.

eg: A: ~さん、やさいは好きですか？  
B: はい、好きです。／いいえ、きらいです。

If the answer is yes, they should follow the black arrow and ask the same question about the next picture. If the answer is no, they should follow the white arrow. Questions continue until the dotted line is crossed. Pupils then open the sheet to see which restaurant they should go to. Pupils switch roles and repeat the process. (If both reach the same restaurant, they can decide when to go together).

- 2 Still in pairs, pupils select a different picture from the right hand column, and

ask their partner whether he/she likes meat, juice or fruit, and if so, how often they eat/drink it. Follow the same pattern as above.

eg: A: ~さん、にくは好きですか。  
B: はい、好きです。

A: ああ、そうですか。一週間に  
なんかいぐらい食べますか。

B: 一週間に3かいぐらい食べます。

- 3 Choosing a third picture from the right hand column, this time pupils ask their partners to give reasons for liking/disliking fruit etc. Their partner should answer using an adjective. Follow the same pattern as above.

eg: A: くだものは好きですか。  
B: はい、好きです。

A: どうして好きですか？

B: 体にいいから好きです。

### STRUCTURE

---は～がすき／きらいです。

i-adjective から (reason) ～です。～週間に～かい

### VOCABULARY

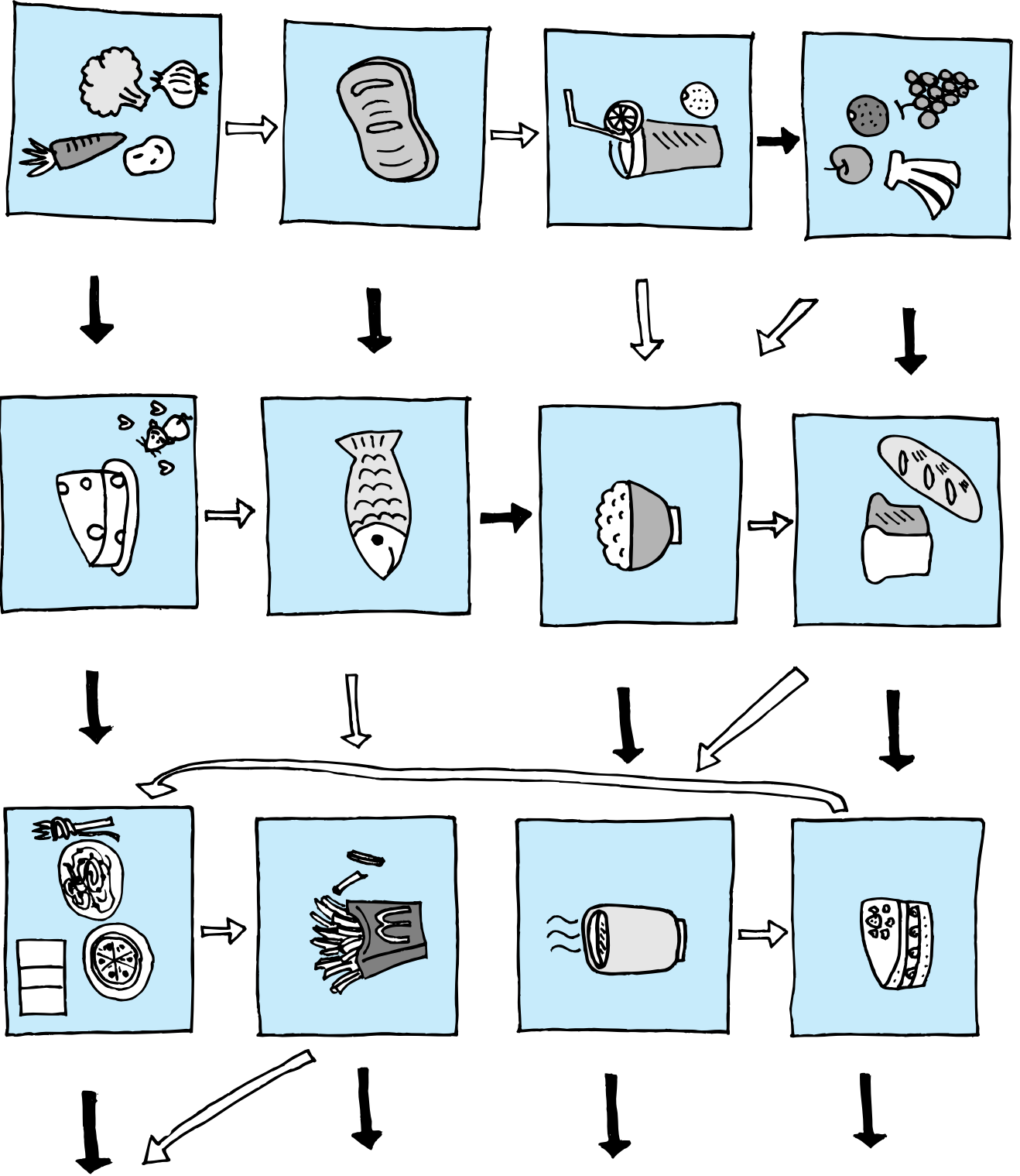
(ADDITIONAL TO THE GCSE MINIMUM CORE VOCABULARY)

チーズ	cheese
イタリアリョウリ	Italian food
フライドポテト	chips
まいにち	every day
いっしゅうかん 一週間に～かい	~times a week
～ぐらい	about
しおからい／しょっぱい	salty
かたい	hard
やわらかい	soft
あぶらっこい	greasy
しつこい	rich (food)
くさい	smelly
あじがない	tasteless
からだ 体にいい	healthy

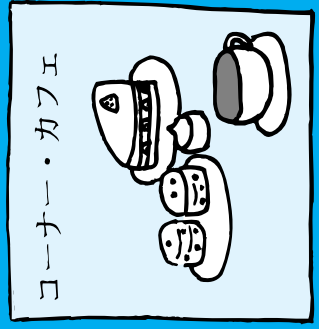
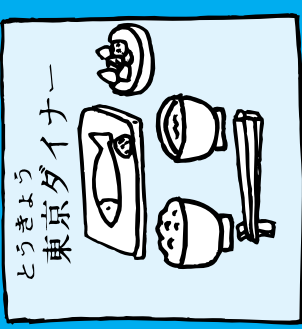
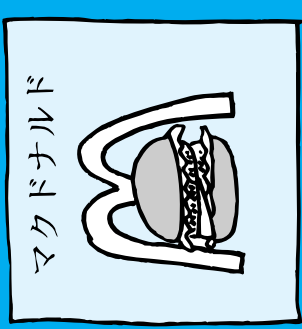
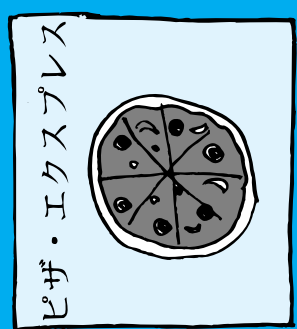


↑ かに かに  
↑ かに かに

スタート



いただきます!!







## A NEW SUPPORT NETWORK FOR TEACHERS OF JAPANESE: ALL'S JAPANESE LANGUAGE COMMITTEE

- Do you care about the future of Japanese language teaching in the UK?
- Would you like to see the provision of Japanese expanded?
- Are you looking for support and stimulation from a group of like-minded professionals who care about the quality of Japanese language provision in the UK?
- Do you want to be sure that teachers of Japanese are treated as fully integrated professionals in all educational establishments in the UK, even if they teach only on a part-time basis?

If your answer is yes to one or more of these questions, you should join the Association for Language Learning (ALL). We are the largest independent professional association for teachers and lecturers of MFLs. We have well over 5,000 members and our voice is listened to in the corridors of power in the educational establishment! What's more - we

中等教育における日本語教師ネットワーク結成の呼びかけに呼応して、外国語教育関係者のための英国最大の専門組織である ALL (Association for Language Learning) の中に日本語部会 (Japanese Language Committee) が発足しました。

英国の日本語教育の将来はどのようなかなあとか、日本語教育がもっと伸びてくれればいいな、あるいは、似たような志を持った人達と相談できたり、励ましあったりできればいいかななどと思ったことはありませんか。フルタイムかパートタイムであるかを問わず、日本語教師の教育機関の中における地位を確立したいと思いませんか。ALL 日本語部会の活動はこういった教師の方々をサポートするためにあるのです。

5000 人以上の外国語教育関係者により組織された ALL の声には、教育政策を立案する人々も耳を傾けます。3月13日に開催された第1回の日本語部会会議では、日本語教育拡充のための関係団体への働きかけ、日本語に関する試験とシラバスの改良への協力、教師研修会の実施、特に来年度の ALL の年次大会

have just set up a special Japanese Language Committee.

The Committee met for the first time on Saturday, 13 March, and drew up a list of priorities, including promoting the expansion of Japanese teaching, working with examination boards to help improve Japanese syllabus design, and organising training activities, especially for ALL's annual Language World Conference which will have a special Japanese strand next year, and for Japan 2001. The Committee is also looking at expanding ICT training together with the Nihongo Centre, and is currently working on producing a leaflet called *Why learn Japanese?*

ALL's Japanese Language Committee consists of 12 volunteers and three observers from the Nihongo Centre. On their own, they cannot accomplish all these tasks, nor can they claim to represent the entire Japanese language teaching community unless they know that you are right behind them. To show your support, and to profit from the Committee's activities, all you need to do is to join ALL.

Brigitte Boyce, Director, ALL, Tel: 01788 546443

に「日本語部門」を設けることと Japan 2001 に向けた事業の実施等を当面の優先的な活動として掲げました。さらに、日本語センターの協力を得て ICT トレーニングを強化することを検討している他、「なぜ日本語を学ぶのか?」というパンフレットの作成にも取りかかりました。

日本語部会の委員は12名の ALL 会員と日本語センターからの3名のオブザーバーで形成されています。しかし、日本語教育に携わっている皆さん一人一人の協力と支援がなければ、日本語教育に特有な問題の解決や日本語教師の声を反映させた日本語教育の推進といった、日本語部会の活動目的を達成することはできません。ALL への入会は、他の外国語教師との交流と連携の道が開けることでもあり、ひいては英国における外国語教育全般への寄与にもつながります。この新しい日本語教師ネットワークを通じて、英国での日本語教育にあなただけの声を反映させられるように、より多くの皆さんが ALL に参加されることを願っています。



## DISTANCE LEARNING IN JAPANESE

Teachers who would like to improve their language skills in a structured but flexible way might be interested to know that Sheffield University is now offering a distance learning Certificate and Diploma in Japanese Language and Society, in addition to the popular MA in Advanced Japanese Studies. The new programme provides a solid grounding in both the written and spoken language, deepening knowledge of contemporary Japanese society and modern Japanese history. The Japanese element of the course has been created by both native and non-native speakers, and provides full and clear grammatical explanations with a view to laying a solid foundation for more advanced reading and writing skills.

The Certificate is a one year course starting in January each year and assumes no prior knowledge of Japanese. However, as Japanese script is used from the beginning, students should familiarise themselves with hiragana and katakana before they start. The course will take students up to around Level 3 of the Japan Foundation Proficiency Test.

The Diploma is a further one year course, and will take students to somewhere approaching Level 2 of the Japan Foundation Proficiency Test. Those students who are already at Level 3 may enter the programme at Diploma level.

Following successful completion of the Diploma, students wishing to go on to MA level will present a 20,000 word dissertation, which provides an opportunity for independent research into an area of contemporary Japanese society.

For further details, contact Karen Gascoigne, Distance Learning Unit, School of East Asian Studies, Arts Tower, University of Sheffield, Sheffield S10 2TN. Tel: 0114 222 8430/ 8411; Fax 0114 222 8432; e-mail: k.gascoigne@sheffield.ac.uk

## SPOTLIGHT ON



### GETTING AHEAD IN YOUR JAPANESE GCSE

At last! Teachers of Japanese will be relieved to know that they will no longer have to struggle through the impenetrable lists of closely typed GCSE vocabulary and grammatical structures provided in the syllabus. In 1998, while teaching Japanese at Queen Mary's High School, Walsall, Claire Dugard developed a Syllabus Guide for GCSE Japanese which is now available at an affordable £2.50 through the Japanese Language Weekend Project.

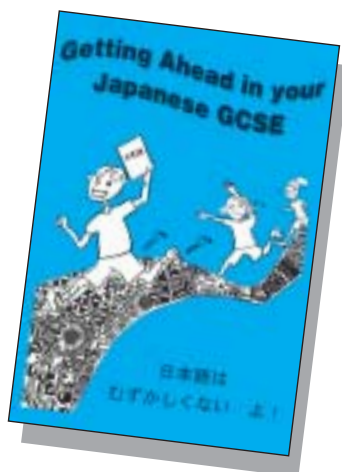
*Getting Ahead in your Japanese GCSE* is a brilliantly constructed study guide for teachers and students of GCSE Japanese. The guide begins with an easy-to-follow table of contents and introduction in which the exam is explained. This is followed by (O bliss, O joy!) all the required vocabulary divided into the National Curriculum topics. Not only that, the words in kanji are given their hiragana reading and all words have an English translation. The appendices include verb lists, adjectives, adverbs, grammatical points, useful expressions, minimum writing kanji, Japanese rubrics and sample oral questions.

There is no doubt that this guide will make life much simpler for teachers and will make students feel that Japanese is on a par with the mainstream MFLs. Students can also use it independently for revision.

**Verdict:** For students, a lot less pain and hopefully more gain. For teachers, no pain and much gain.

Rowena Macdonald  
Bradford Girls' Grammar School

To get your copy, please send a cheque for £2.50 made payable to County Upper School and an SAE with a 73p stamp to Mary Grace Browning, County Upper School, Beetons Way, Bury St Edmunds, Suffolk IP32 6RF.



March saw the arrival of 100 new resources at the NC Library, with a further 900 following close behind. In this issue we introduce a few new titles and invite you to come and sample them yourself:

#### NIHONGO DAISUKI 2 *Mugishobou* 1998

Suzuki Shigeyuki, Kudou Mayumi  
This text and workbook set, suitable for KS3 beginners, uses fun pictures, exercises and activities to good effect. Clearly presented, the generous-sized kana text and illustrations are particularly appropriate for younger learners.

#### JAPANESE CULTURAL EPISODES FOR SPEED READING *Bonjinsha* 1997

Akira Miura, Tadashi Sakamoto  
A collection of useful reading extracts on aspects of Japanese culture for Intermediate / A level students. Each passage is followed by comprehension questions and broader *kaiwa renshu* tasks. Useful index and vocabulary list provided.

#### JAPANESE IN MODULES 3 *ALC Press* 1998

Tsuyako Coveney, Masahito Takayashiki, Naoko Honma  
The third in this popular series of modular, topic-based materials. Modules are flexible and designed so that they may be used independently of each other and in any order. Components include key structures and sentence patterns, dialogues, grammar exercises and reading and listening tasks. Post GCSE - A level.

#### JAPANESE LANGUAGE ENRICHMENT ACTIVITIES *Nelson* 1996

Karan Chandler  
An activity and exercise book providing extension activities, games and worksheets organised by topic units with teaching notes and photocopiable masters. Presented in romaji and hiragana and suitable for KS3 beginners.

#### NIHONGO KANTAN BOOK 3

*Kenkyusha* 1997  
Hisako Yoshiki  
The third in this series which introduces structures through practical situations with an emphasis on speaking skills and realistic dialogues. Book 3 takes students from expressing favours and opinions to issuing advice and saying goodbye.

#### NEW VIDEOS / TV DRAMAS

including *Shall we Dance*, *Tokyo Love Story*, *Hyaku ikkai me no purupoozu*  
Authentic materials for intermediate and advanced learners.

#### JLA COLLECTION

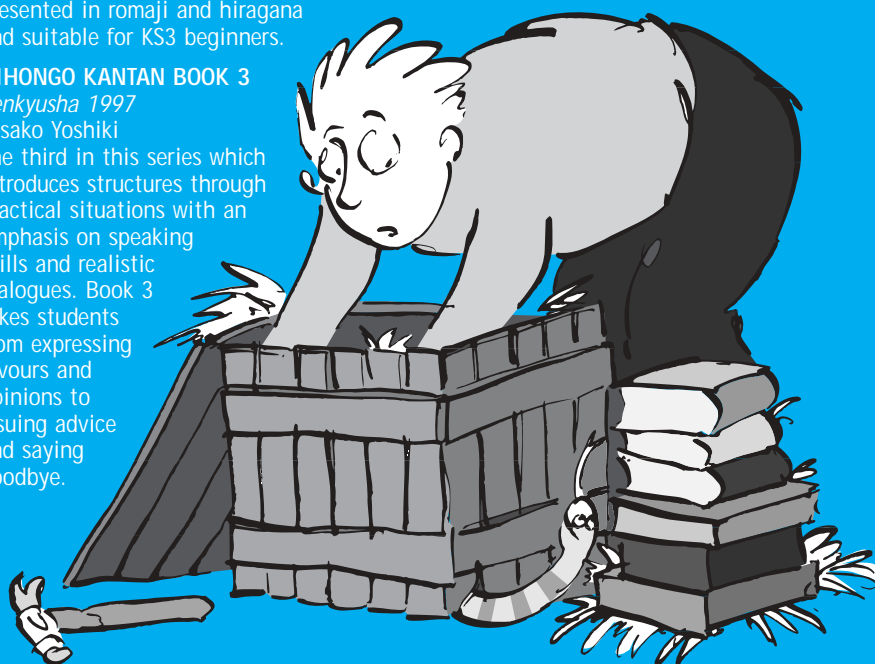
In order to ensure that the many excellent resources collected by the JLA over 10 years may continue to be made available to members, 12 large boxes of materials were delivered to the NC in March. We are currently in the process of cataloguing and displaying them but they will soon be swelling our shelves. Former JLA members may be interested to know that they are now eligible to become Nihongo Centre library members, giving them free access not only to the JLA collection but also the wider NC collection. Former JLA members interested in joining should ring Sarah Haigh to request a membership form. JLA Learners will continue to have reference access to the materials whilst JLA teachers will gain full borrowing rights (you will need a letter on headed paper from your school / institution confirming your post for our records).

#### DEPARTMENTAL AWAY-DAY

Did you know that you can book a seminar room for your Japanese department at the Centre for a whole day? The idea is to enable you to meet as a team with the full resources of the library next door for you to refer to. This may be useful if you are at the point of ordering new books or texts, choosing an exam course, or if you simply need a change of scenery! Why not book you and your colleagues in for your next departmental INSET Day? Interested groups should call Sally Lewis on 0171 838 9955.

#### LIBRARY HOLIDAY DATES 1999

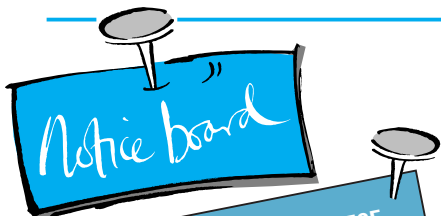
To avoid disappointment, please make a note of the following dates when the Nihongo Centre will be closed and plan your library trips accordingly:  
April 2, 5, & 29 • May 3, 21 • July 20 • August 30 • November 3 • December 23 - January 4





Welcome to the fourth issue of *Mado*, which from May will also be featured on our website, and thank you all for the feedback we

have received. As you will see from pg 2, the spring brings a number of staff changes at the Centre; we are all sorry to say goodbye to Yoshiaki Sensei and Mr Nakamura, but look forward to building on their achievements with Kitani Sensei and Mr Osato. In this issue, we report on the progress of *Stepping Out*, and feature a review of the very successful *Head Start*. We hope the article on pg 3 will help to answer some of your queries about the new Japanese A-level, and that you enjoy the fun food-related activity on the Teachers' Pages. Major events to look out for this term are the CILT conference, Manchester workshop, and our summer refresher course. We wish you all the best in the exams this summer, and remember that our advisers are always on hand if you need any last-minute tips!



## LOOKING FORWARD TO JAPANESE

This practical one day conference, organised jointly by CILT (The Centre for Information on Language Teaching and Research) and the Japan Foundation Centre on take place at the Nihongo Centre on Thursday 27 May from 9.30am to 4pm. Following on from last year's popular event *Keep Going with Japanese*, the Conference is targeted at the secondary sector, the main theme being raising achievement in Japanese language learning. Individual sessions will focus on: teaching grammar, reading levels in the National Curriculum, the exploitation of visual materials in the classroom, setting up links with Japan, reflective practice and other key issues. For further details and to reserve a place, please refer to the contact number in the events list on this page.



第4号を迎えた「まど」、いつもご意見ご感想をいただき、ありがとうございます。5月からはウェブサイトでもご覧いただけるようになりました。

第2面にもありますように、春を迎えて日本語センターにも人事異動がありました。吉崎先生と中村さんとは残念ながらお別れですが、後任の木谷先生と大里さんの活躍にご期待ください。本号ではその他、ステップング・アウトやヘッド・スタートといったセンター事業の紹介や、新しいAレベルに関する記事、食べ物に関係したアクティビティーを紹介した先生のページといった、皆様の役に立つ情報を掲載しています。この夏までの主なセンター事業としては、CILTとの共催セミナー、マンチェスターにおけるワークショップ、そして夏の日本語リフレッシュコースがあります。また、センターの講師陣にお手伝いできることがあります。もし、いつでもお声をかけてください。これから試験のシーズンとなりますが、どうか皆様良い成果をあげられますよう、ご健闘をお祈りいたします。

## CAMBRIDGE HANDOUTS

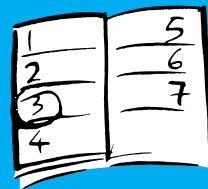
Teachers who missed our INSET on the Cambridge Certificate in May might find some of the following handouts useful. Software for *Japanese Cultural Studies* lists the CD ROMs on cultural themes available in the NC library which cover topics ranging from food and table manners to Ukiyoe and the Tale of the Genji. *Useful Web Resources for Japanese Cultural Studies* lists some of the more useful web sites to visit when searching for cultural information on Japan, while *Ideas for using the Shashin panels effectively for Cambridge* gives useful suggestions for incorporating this series of laminated colour photos in your teaching. Finally, *Resources for Supporting Cultural Studies* gives a brief guide to the cultural books and videos in the NC Library. Coloured kanji card sets for the Cambridge Certificate are also available from the NC at £6.50 each. Call us if you would like to request any of these free handouts or order a set of cards.

## SECONDARY TEACHERS' STUDY TOUR TO JAPAN

14 - 29 September 1999

Application forms are now available for the Japan Foundation's annual Study Tour open to full-time teachers and administrators in the secondary sector. Priority is given to those teaching about Japan through the humanities or social sciences and to Japanese language teachers (who have never visited Japan). Further information and application forms may be requested by writing to our London office (not the Nihongo Centre): The Japan Foundation, 17 Old Park Lane, London W1Y 3LG. Fax 0171 495 1133. Application deadline: 18 June 1999.

## events



## LOOKING FORWARD TO JAPANESE

Thursday 27 May

Wide-ranging joint CILT / Nihongo centre INSET focusing on teaching and learning skills in Japanese.  
Cost: £100 (£90 CILT direct members)  
Full booking details from CILT  
0171 379 5101 (x 232).

## MANCHESTER WORKSHOP

Thursday 24 June

A joint Nihongo Centre / GMCJS half-day workshop for secondary teachers of Japanese, focusing on resources, games, and CD ROMs as well as practical advice on how to develop Japanese at your school. To be held at the Greater Manchester Centre for Japanese Studies.

## SUMMER REFRESHER COURSE

July 12-16 (Monday-Friday)

The Nihongo Centre's annual intensive immersion course for non-native teachers of Japanese. All levels.

## BATJ ANNUAL CONFERENCE

Saturday 11 September

Contributions for papers and workshops are now invited (deadline June 1)

Details from Kazumi Tanaka on  
0171 323 6175

kt2@soas.ac.uk  
and see article on pg 3

## WJEC DAY

Wednesday 22 September

A day of talks and workshops focusing on the WJEC's Japanese for Everyday Communication course.

*Unless otherwise stated, all events take place at the Nihongo Centre. Please call 0171-838 9955 for further details.*

## THE NIHONGO CENTRE NEWSLETTER

Editor: Caroline Lewis  
Design & illustrations: Francois Hall  
Printing: Delta Press

Published by

## THE JAPAN FOUNDATION LONDON LANGUAGE CENTRE

27 Knightsbridge, London SW1X 7QT

Telephone: 0171 838 9955  
Fax: 0171 838 9966