Japan 2001—All Set to Go!

After many months of planning and preparation, Japan 2001—the biggest celebration of Japanese culture in Britain for over a decade—will be officially launched on May 1. The flagship of the opening events, Matsuri – Japan in the Park, which takes place in Hyde Park on May 19 and 20, is an ideal opportunity to expose your pupils to a wide range of modern and traditional Japanese culture and what's more, it's completely free!

Another highlight will be a spectacular season of kabuki, presented by the legendary theatre company, Chikamatsu-za, led by Living National Treasure Nakamura Ganjiro III. Look out for their impressive performances of Love Suicides at Somezoku by Chikamatsu Monzaemon, often referred to as the Japanese Shakespeare. Both Sadler’s Wells in London and The Lowry in Salford will be transformed into traditional Japanese playhouses with an authentic hanamichi, bringing actors right into the audience, as well as Japanese style refreshments and foyer entertainment.

Those of you with a taste for consumer culture should head for Selfridges, which is turning itself into a Japanese department store, complete with vending machines, expert gift-wrappers and a series of cutting-edge installations specially commissioned from up and coming Japanese artists. Tokyo Life, the biggest in-store promotion ever carried out by Selfridges, will continue in London and Manchester throughout May, with Japanese fads, fashions and food and even a 24-hour Convenience Store.

Events and activities taking place throughout Britain include a UK tour by Tozai Ensemble, a group specially formed to promote collaborations between British and Japanese composers and musicians, and a Japanese school lunch day, with caterers Castle View Services supplying Japanese meals to 88,000 schoolchildren in Brighton, Hove and beyond. Meanwhile, as part of a whole series of Japan 2001 events, the Barbican Centre in London presents JAM: London – Tokyo, which brings together art, music and fashion from around fifty artists in London and Tokyo to provide a unique overview of the globalisation of urban culture in the 21st century.

Wherever you’re based and whatever your interests, Japan 2001 has something for you! To find out more, visit the official website at www.japan2001.org.uk, where you can search for events by category and region or contact the Japan 2001 Secretariat on 020 7499 9644 (tel) or by email: info@japan2001.org.uk. For details of Japan 2001 core Education Programmes, contact JFET on 020 7630 8698 (tel); 020 7931 8453 (fax) or by email: jfet@jfet.org.uk.
Focus: Higher Education

According to statistics compiled by the Nihongo Centre in December 2000, there are currently 52 Higher Education institutions offering Japanese as part of an accredited course in the UK. Of the 150 language teaching positions in this sector, 76 are full time and 69 part time, while 102 teachers are Japanese native speakers.

The Nihongo Centre held its first seminar targeted at teachers in Higher Education in February. Over 20 people attended the one-day event, which centred on issues relating to the Year Abroad. Centre Director Tsuneyuki Osato explained that the seminar was being held as the result of fact-finding visits by NC staff to universities teaching Japanese. The Year Abroad also emerged as an important issue for teachers surveyed as part of the Nihongo Centre Review held last year, he added.

The Nihongo Centre and BATJ are planning a joint seminar to continue the debate on the Year Abroad and are delighted to have Professor Machiko Netsu from ICU in Tokyo to speak at the event, which will be held at the Nihongo Centre on Saturday July 7. Her lecture will provide insights into how UK students are hosted by Japanese universities. For further details, call Etsuko Yamada at the Nihongo Centre on 020 7838 9955 or send an email to etsuko@nihongocentre.org.uk.

The Nihongo Centre and the Daiwa Anglo-Japanese Foundation are currently updating Japanese Degree Courses in Universities and other Tertiary Education Institutions in the UK, 1996/7. The guide lists institutions offering a Japanese module or unit which can count as a credit towards an undergraduate or postgraduate degree. If your institution meets this criterion and was not included in the previous edition, please call Carolyn Gallop on 0208 892 4770 or send an email to k.gallop@compuserve.com. There will also be a separate listing for institutions offering non-accredited courses. It is hoped that the new version will be published in early 2002.

Key Stage 3 Japanese on-line: Learning with Tobu

The Key Stage 3 Japanese Pilot funded by DfEE and managed by the BBC in partnership with the Nihongo Centre, is now well under way. In this issue, we report back on the content of the course being developed as well as some of the issues which this innovative project is uncovering.

The project aims to provide resources via the Internet for Year 7 beginners, using the particular strengths of interactive media, such as graphics, animation, quiz activities, sound and video. The website is not yet public but is being piloted by teachers and Year 7 schools. By the end of the current school year, 12 units of work will have been completed, covering topics such as Myself and Friends, Home Life, School Life and Free Time.

The whole resource is designed to appeal to young learners of Japanese through brightly coloured graphics, lively audio, a cast of animated characters and a range of activities. All four language skills are developed, using printable worksheets for writing skills and ‘look / listen and respond’ online speaking activities. Hiragana, supported by audio, is introduced from the outset. Special features to encourage the fast acquisition of script knowledge will include a hiragana chart with sound links, which includes pictorial mnemonics specially devised for the project and uses animation to illustrate stroke order; a similar katakana chart; and a kanji reference section for the first 35 kanji, which also uses animation to support the mnemonnic feature.

Bill Oliver, Headteacher at Ponteland County Middle School, new to Japanese at the start of the pilot, is delighted with the response from pupils. “The children are universally enthralled with Tobu and his escapades,” he comments. “If they could, some of them would stay every night after school to do Japanese.” Liz Parke, who teaches Japanese at Katharine Lady Berkeley’s School describes the course as a “fantastic tool for both teachers and pupils alike,” adding, “Tobu has proved to be a really useful and accessible interactive aid which has given confidence to all of our learners of Japanese.”

Developing a comprehensive language teaching resource, particularly for a non-Roman script language such as Japanese, raises many issues for the Internet medium. Among the solutions which are being piloted to meet these challenges are the extensive use of sound, linked to Japanese script appearing in learning material, and the provision of explanations in English in places where a teacher would usually be on hand to advise. Learners are also encouraged to repeat extensively and interact with the characters on screen. Although the course activities are planned in sequence, pupils can also follow a less prescribed route, while their progress is tracked and displayed on a scorecard. As well as unit notes on the language and grammar content, the course also provides video clips filmed in Japan to support language learning and cultural activities.

The extent to which these solutions are effective will become clearer as the project and evaluation proceed. We will follow Tobu’s progress in the autumn issue of Mado.

CLASS ACTS

After an intensive filming schedule in March, we will be editing the Class Acts video in May and June to produce the final version by September 2001. The video – which highlights best practice in the teaching of Japanese in UK schools – will be launched at the Symposium on Japanese Language Education, organised by BATJ, on September 8.

The Class Acts team would like to say a very warm thank you to those of you who will be starring in the video, namely teachers and pupils at the following schools: Colston Girls’ School in Bristol, County Upper School in Burry St Edmunds, Ballyclare Secondary School in Belfast, St Vincent College in Gosport, Aldercar School in Nottingham, Cantonian School in Cardiff, Tile Hill Wood School in Coventry, St John Colfox School in Dorset, Dinnington School in Sheffield, Taunton College in Devon, Impington Village College in Cambridge, Whitgift School in Croydon, Wolverhampton Girls’ High, Bradford Girls’ Grammar, Queen Mary’s High School, Walsall, Elliot School and Hendon School in London, Millais School in Horsham and Katherine Lady Berkeley’s School in Gloucestershire, not forgetting participants at the Japanese Language Weekend in the New Forest.
New training opportunity for teachers of Japanese

The recent expansion of the Graduate Teacher Programme (GTP) to include teachers of Japanese has created a new opportunity for teachers to acquire Qualified Teacher Status (QTS) via an employment-based route. On successful completion of the one-year training programme, co-ordinated by CILT, participants are able to work as a Newly Qualified Teacher (NQT) in a secondary school in England. This year, three Japanese trainees have joined the course, attending sessions alongside French, Spanish and Austrian teachers. Trainees are matched to a school where they work alongside an experienced mentor, gradually assuming more responsibility in the course of the year. The programme includes 14 topic-based sessions across the academic year with three individual tutorials and three full-day visits to the school as well as material provision and written assignments.

Course Tutor Bernadette Holmes believes that the GTP provides a valuable opportunity for Japanese teachers to gain experience of the socio-cultural context in UK schools and the requirements of the National Curriculum. "I would like to see the Japanese programme expanding in the future," she comments, "and as part of this year's course I incorporated a series of Japanese modules, taught by Yuka Yokozawa, which helped to remind the European trainees of how it felt to be in their students' shoes and also provided a very effective practical demonstration of what they were learning."

Yuka Yokozawa, who currently teaches Japanese at Impington Village College in Cambridge, feels that the GTP course provides more practical hands-on experience in the classroom than teaching training in Japan.

Re-development of WJEC Certificate for Everyday Communication

With the future of OCR's Cambridge Certificate in Japanese and Japanese Studies seriously in doubt, teachers may be relieved to learn that the WJEC is currently redeveloping the Certificate in Japanese for Everyday Communication. The certificate is an introductory course of Japanese, originally designed as a stand-alone one-year course for pupils in the lower sixth, but also ideal for pupils in KS3 as a stepping-stone on the way to GCSE. The course, which involves the study of up to five units of Japanese, gently builds pupils' knowledge of vocabulary, grammar and script, and is assessed in such a way as to reward what a pupil has learnt and can do. Each unit (Introductions, Daily Life, Shopping & Restaurants, Travelling & Finding the Way) includes a specified list of vocabulary and grammatical structures and concludes with an assessment of reading, writing, speaking and listening.

The re-development is not likely to alter the nature of the course significantly although it is envisaged that in the future the writing component will be sent off by the teacher for external marking, while tests for the other three skills would still be carried out by the class teacher in lesson time under examination conditions. This change would allow the WJEC to seek approval from QCA for the certificate to be on the Section 96 list (currently known as the Section 400 list), which will mean it is recognised for use in state schools with KS3 and 4.

The current plan is to have the revised specification in schools for teaching to commence in September 2001. Pupils already studying the course may continue to use the current syllabus and assessments until July 2002. Further information may be obtained from Jean Rawlings, the Subject Officer at the WJEC on 029 20265000.

Nihongo Centre Review

As many of you will know, the Nihongo Centre was asked by the Japan Foundation headquarters in Japan to commission an external assessment of our services in order to determine the extent to which they were meeting the needs of teachers of Japanese in the UK.

The review was carried out from July to December 2000 and involved in-depth interviews, focus group discussions, email-based surveys and a questionnaire which was sent out to over 750 practising teachers. We are extremely grateful to everyone who took the time to participate in the Review, which suggested that the most important needs of teachers of Japanese in Britain at the moment are the availability of and access to resources appropriate to the UK context, opportunities for professional development and the ability to network with other teachers of Japanese.

The vast majority of teachers who contributed to the Review believe that the Nihongo Centre has played a key role in the development of Japanese language teaching in the UK. Many felt that the dramatic expansion of Japanese in the secondary sector could not have happened without the support and encouragement of the Nihongo Centre.

Of the 178 teachers who responded to the questionnaire, 90% had used at least one of the Centre's services and as many as 61% had used more than five services. Services considered most useful by teachers were the INSET Training Courses, the Library and Loan by Post Service and Mado. In terms of quality, over three-quarters of teachers who had used Nihongo Centre services rated them as excellent or good. By far the most important factor affecting teachers' use of the Nihongo Centre was distance. Opening hours, particularly of the library, were also cited as an issue by the majority.

Suggestions for the development of Nihongo Centre services included the creation of a more extensive regional programme and more flexible access to the library. As Japanese language teaching in the secondary sector continues to expand, many teachers felt that the Nihongo Centre had an important role to play in facilitating a dialogue between sectors. A number of teachers in Higher Education were also keen to have more courses tailored specifically to their needs.

The Nihongo Centre is keen to adapt its services in response to the findings of the Review and a number of steps have already been taken. As a direct result of comments from teachers, we have decided to introduce a weekly late-night opening of the library on a trial basis (see page 7 for further details). We hope that our new online library catalogue will also make it easier for teachers based outside London to access the Centre's resources.
Manga are part of Japanese culture, enjoyed by adults and children alike and they are also starting to become popular in the UK, particularly among schoolchildren. There must be many pupils who decide to take up Japanese partly because they love manga. What better way to motivate them – and the rest of the class – than through manga? In this issue’s Teachers’ Pages, I am standing in for Kitani sensei who is currently away filming with Class Acts. I hope you enjoy my suggestions for using manga resources in the classroom.

**Advantages of using manga-based teaching materials**
- you can convey much more information visually than with words alone
- by using characters popular with your pupils, you can increase their motivation
- pupils tend to pay more attention to teaching materials which look exciting and fun
- manga can be adapted for use with any level

**Ideas for using manga as teaching materials**

On page 5, I have created an example of a manga resource called *A Day in the Life of a Trainee Ninja*, which illustrates the daily routine at a boarding school for aspiring young Ninja. You don’t have to be a great artist to create materials like this and they can be used in lots of different ways if you use your imagination.

**Introducing culture**

You can also use manga to introduce your pupils to elements of Japanese culture. For example, frame 1 on page 5 shows different ways of sleeping in Japan (although you certainly won’t find many people in hammocks!) while you can use frame 2 to teach about eating and food and frame 5 to explain Japanese bathing habits.

**Tips for making your own manga teaching materials**

Manga consist of pictures and a story. First of all, make up a story that incorporates what you want to teach. As for the pictures, you can draw them yourself, or ask an artistically inclined friend. You can also adapt published manga, especially those popular with your pupils. You could even take photographs to create a manga photo story. Why not have a go at creating your own manga-based materials?
忍者学校の一日

きりまる君、14才。忍者学校の9年生。

ちゃぶ君、13才。忍者学校の8年生。

ゆうちゃん。14才。忍者学校の9年生。

先生。56才。ペット（豆）がいます。

6.30
朝6時半におきます。

7.15
7時15分に朝ご飯を食べます。

8.30
8時半から勉強をします。

校のあとあそびます。

夜おふろに入ります。

夜10時にねます。とてもつかれました。

おはようございます
ねむいよ

おはようございます

ちゃぶ君はたくさん食べますね

おにぎりが大好きです

おいしいおいしい

むずかしいです

ぜんぜんわかりません

はい先生

ゲーム

ボーイはおもろいです

テレビが

いっぱい

キック

ボードが

大好きです

おふろは

気持ちが

いいですね

おやすみなさい

またあした

先生

ー dormitory
BATJ Update

The highlight of BATJ’s activities this year will be the 2001 Symposium on Japanese Language Education at the University of Cambridge from September 7 to 9. The theme of the event is Multi-dimensional Japanese Language Education: Developing closer links between the secondary and tertiary sectors, and speakers include Professor Tazuko Ueno from Tokyo Women's University, Robyn Spence-Brown from Monash University in Australia, and Professor Yoshikazu Kawaguchi from Waseda University. There will be a panel discussion on Opening the Dialogue: What can the secondary and tertiary sectors learn from each other? as well as workshops focusing on teaching Japanese in secondary schools; teaching speaking skills; and making the best use of your textbook. As the symposium is being organised in conjunction with both the Association of Japanese Language Teachers in Europe and ALL's Japanese Language Committee it will provide a valuable opportunity for Europe-based teachers of Japanese across different sectors to exchange information and share ideas. Further details, including application forms, are available on the BATJ website. The closing date for applications is May 25.

June will be a busy month for BATJ, as Kitani sensei from the Nihongo Centre will be holding teachers' workshops in Edinburgh and London while the Association is also supporting the Second Language Acquisition Conference, which will be held at Durham University from June 23 to 24.

For further information about BATJ please contact Kazumi Tanaka at: Department of East Asia, SOAS, University of London, Thornhaugh Street, London WC1H 0XG; fax: 020 7898 4239; e-mail: kt2@soas.ac.uk or visit the BATJ website at www.batj.org.uk.

Living and Learning together

For the third year in a row, Avon Tyrrell in the New Forest was the venue for a packed programme of learning fun in Japanese. The Japanese Sixth Form Weekend, organised annually by Lydia Morey and Mary-Grace Browning, was extended to include other age groups for the first time this year, making the event bigger than ever.

Three consecutive residential courses for pupils of different ages took place. From March 18 to 20, participants from Years 7 to 9 mixed with pupils from The Japanese School in Acton, sharing experiences and learning from each other as well as the eight volunteer teachers. Each English pupil was paired with one or more Japanese partners and friendships developed fast. Together, they took part in activities such as the production of a group presentation, game playing and preparing a diary on their stay.

Laura Sturgeon from County Upper School said, “I learnt a lot of Japanese in only a short amount of time; I have made lots of friends – English and Japanese – and I plan to keep in touch with them.” By the end of the three days, “Can’t we stay longer?” and “Can we come again next year?” were typical comments from participants. Given that the programme included morning exercises at 8am and shared ‘chores’ as well as lessons, this response truly reflects the success of the event.

JLC celebrates Japan 2001 with BA Japanese Speech Contest for Schools

As announced in the last issue of Mado, ALL’s Japanese Language Committee (JLC) is organising a nationwide Japanese speech contest for secondary schools as part of Japan 2001. We are delighted to have received sponsorship from British Airways, who have generously donated flights to Japan for the three winners. The contest has also received support from the Daiwa Anglo-Japanese Foundation and the Japan Foundation and there will be a range of other prizes for runners-up.

Flights of Fancy: The British Airways Japanese Speech Contest for Secondary Schools is a wonderful opportunity for your students to practise their spoken Japanese with the great incentive of winning a trip to Japan. Open to all non-native students of Japanese between the ages of 11 and 19, the contest is divided into three categories World Traveller (Years 7-9 in September 2001); Club Class (Years 10-13, pre-GCSE) and Top Flight (Years 10 onwards, post-GCSE). Students have to send in a 2-4 minute tape on the theme Perfect Day, which they are free to interpret in any way they choose.

Further information about the contest, together with an application form and a poster are inserted into this issue of Mado. The deadline for entries is October 15, so now is a good time to encourage your pupils to start thinking about their speeches. The best entries in each category will be invited to present their speeches at Finals Day on Monday December 10. Hosted by British Airways at Heathrow Airport, this will be an event not to be missed, with an exciting programme of workshops and activities to practise and celebrate speaking.

For further information about JLC, contact Helen Gilhooly, Chair, JLC, fax: 01773 531969; email: helengilhooly@nottingham.ac.uk.

Short Summer Training Programme

We are delighted that five teachers from the UK will be attending a new three-week training programme for non-native speaking secondary teachers of Japanese at the Japan Foundation’s Japanese Language Institute in Urawa this July. The programme will concentrate on improving both language skills and understanding of Japanese society and culture. Participants are: Sian Hanlon from Hendon School, Gina Edens from Whitgift School, Margaret Teasdale from Aldercar School, Joanne Longster from Hockerill Anglo-European College and Sally Benson who joins Tavistock College in September.

We are very grateful to the Great Britain Sasakawa Foundation for their generous support of this programme.
Nihongo Bunpou Handbook

Matsuoka Hiroshi (3A Network, 2000)

Review by Jonathan Bunt, Associate Director, Japan Centre North West, University of Manchester

This book serves as a splendid resource for teachers who have students with awkward questions or who simply want concise, comparative explanations of grammatical issues. For the non-native Japanese teacher, there is always a temptation to rely on English language materials written for students. The recent arrival of two new English language reference publications (Japanese – a comprehensive grammar, Kaiser et al, from Routledge, and Using Japanese, McClure, from Cambridge – see alongside for review) allows a good comparison and it is interesting to see what are, on the surface, the same things covered in very different ways.

The Handbook however has the advantage of limiting itself to the elements found in the first 2-3 years of learning and, most crucially, teaching. This is a teacher’s tool not a student reference. This is most clearly shown by a special index linking the contents of the handbook to the relevant chapters of a number of commonly used textbooks (Shin Nihongo no Kiso 1 & 2, Minna no Nihongo 1 & 2, Nihongo Shoho, Shingaku suru hito no tame no Nihongo Shokyu, Shinbunkashokyu Nihongo 1 & 2 and Shokyu Nihongo). It thus has the huge advantage of being very firmly grounded in practical JFL classroom experience and requirements while at the same time providing enough ‘background’ in linguistics and theory to give those wanting detailed consideration something to bite on.

The division of the information is clear and the explanations are relatively jargon-free.

The book is organised in two parts with the first taking grammatical issues such as 信じる versus 信じ, tense and aspect and comparing two things and three or more things. The second section looks at conjugations and usages of individual parts of speech. This is likely to be particularly helpful for those non-natives who have no grounding in Japanese grammar and don’t know the Japanese parts of speech - an area that most texts and references for English speakers avoid (wrongly so in my opinion). A particularly nice touch is to further subdivide the information contained in each section into ‘at least this much (you should know),’ ‘a little bit more information’ and ‘taking it further’.

This book is a valuable reference book for teachers. The terminology it uses is clear and the organisation systematic. It could also serve as a useful double check for teachers preparing classes with more friendly English language sources and an accessible source for those who would like to know more about Japanese in order to help their students. I shall be using the new English publications but when issues about what an adverb is and why おなじ is non-い, non-な yet still an adjective arise, I will go to the Matsuoka, where I know a clear answer awaits me.


William McClure (Cambridge)

Review by Gillian Hall, freelance teacher of Japanese

Although aimed at the higher education sector, this reference book also has much to offer teachers with post-GCSE students. It is probably best read from cover to cover in order to glean the most practically useful information as I found it difficult to dip into and find a quick answer or suitable explanation of a particular word or grammar point which my students may come across.

For example, looking up ‘comparisons’ (often a stumbling block for English speaking learners of Japanese) in the English index takes us to the page where ほど is explained in reasonably complex linguistic terms which I believe may go over the head of readers with no linguistic background. McClure goes on to define ～より on the following page and give plenty of examples but perhaps not enough of an explanation, given that the usage is quite different to English.

Teachers whose students have completed, say, Shin Nihongo no Kiso or Minna no Nihongo Book I or are studying at post-GCSE level, would, I believe, find this book a useful reference as it gives a fuller explanation than the average textbook or more basic grammar book. There is an excellent ten page section on the different conditional forms used in Japanese, contrasting their use with English in many cases, which must be read in its entirety in order to be most useful. In this section, grammatical terms that may be unfamiliar to some readers are used, but they are often defined using an English sentence as an example, which will help to make sense of the information available.

This book has some excellent content for reference, and I am sure that every non-native teacher of Japanese will find it very readable and helpful at explaining grammar points which they may confidently use but have forgotten (or maybe never knew) the logic behind. I certainly muttered “Naruhodo” to myself more than once whilst reading it! My guess is that it might be slightly less accessible to native teachers of Japanese unless their English was exceptional or they had a good knowledge of linguistics.
After months of preparations, Japan 2001 will be officially launched in May – see our cover story for some of the highlights. It has certainly been a busy year for the Nihongo Centre so far and in this issue of Mado, we report back on several current projects, including Class Acts and the KS3 Digital Resources pilot, which we are working on with the BBC. As you may know, an independent review of our activities was carried out last year and you will find a summary of the key findings on page 3. We very much appreciate the fact that so many of you took the time to respond to the survey and we hope to continue to tailor the Nihongo Centre's services to meet your needs. In this issue's Teacher's Pages, Enomoto sensei shows you how to use manga to motivate your pupils, while the Library and Resources page focuses on two reference texts for teachers. We're delighted to announce that our library catalogue is now on-line, and we hope to see you at the late night library openings, which begin in May on a trial basis.

HOMESTAY UK
May onwards
There is still time to apply for the Homestay UK programme, which matches learners of Japanese aged 11 to 19 with Japanese families in the UK for a weekend homestay. For further details, contact Homestay UK Co-ordinator Kazuko Sato at JFET on 020 7630 8696 or by email to hsuk@jfet.org.uk.

BATJ/NIHONGO CENTRE JOINT SEMINAR
Saturday 7 July
Professor Machiko Netsu of ICU will give a lecture on the Study Seminar (Year Abroad) at the Nihongo Centre in London. For further details, contact Etsuko Yamada on 020 7838 9955 or by email to etsuko@nihongocentre.org.uk.

SUMMER REFRESHER COURSE
Monday 16 – Friday 20 July
The Nihongo Centre's annual intensive immersion courses for non-native teachers of Japanese. Beginners/Intermediate/Advanced. Exclusively for secondary teachers of Japanese, these free courses provide the perfect opportunity to enjoy small group tuition in a supportive atmosphere. Call 020 7838 9955 to request an application form, which must be returned by Friday 29 June.

2001 BATJ SYMPOSIUM ON JAPANESE LANGUAGE EDUCATION
Friday 7 – Sunday 9 September
The 6th European Symposium on Japanese Language Education and 4th BATJ Annual Conference will be held at the Kaetsu Educational Cultural Centre, New Hall College, University of Cambridge. See the BATJ Update on page 6 for further details.

JLC JAPANESE SPEECH CONTEST
Monday 15 October
The deadline for the nationwide Japanese speech contest for schools, organised by ALL's Japanese Language Committee as part of Japan 2001, and sponsored by British Airways. See JLC News on page 6 for further details.