

Japan 2001 – All Set to Go!



Experience Tokyo Life at Selfridges this May as part of Japan 2001

Japan 2001
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 Sonezaki* 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.

幾月にもわたる計画と準備を重ね、この10年間で最も大規模な英国における日本文化の祭典「Japan 2001」が、いよいよ5月1日から開催されます。

オープニングを華々しく飾る「Matsuri - Japan in the Park」は5月19日と20日にHyde Parkにて行われます。生徒のみなさんが、現代、そして昔からの日本文化に触れることのできる絶好の機会ではないでしょうか。

もうひとつのハイライトは、人間国宝・三代目中村鴈治郎率いる近松座による豪華な歌舞伎公演です。しばしば日本のシェクスピアとも表現される近松門左衛門の「曾根崎心中」の見事な舞台にご注目ください。ロンドンのサドラーズ・ウェルズとサルフォードのザ・ラウリーは、花道のついた日本の伝統的芝居小屋に姿を変え、和風休憩室での軽食や余興もお楽しみいただけます。

日本の買い物文化を体験してみたい方は、セルフリッジへどうぞ。様々な自動販売機、贈答用ラッピングコーナー、意欲的に活躍している日本人アーティストによる最先端のインスタレーションで、セルフリッジは日本のデパートに変身します。このデパート内における最大のプロモーション「Tokyo Life」は、日本の流行、ファッション、食べ物、そして24時間営業のコンビニエンスストアまでが登場して、ロンドンとマンチェスターの各店にて5月いっぱい開催される予定です。

その他数多くのイベントの中には、英国と日本の作曲家・音楽家間の交流を目的としたTozai Ensembleによる英国ツアー、ブライトンやホープ近郊の88000人の生徒が給食で日本食を食べる企画などが予定されています。また、ロンドンのバービカン・センターにて開かれるJapan 2001関連イベントのひとつ「JAM: London - Tokyo」では、ロンドンと東京のおよそ50人のアーティストが芸術・音楽・ファッションを結集させて21世紀都市文化の国際化を表現します。

「Japan 2001」はみなさんのためのイベントです。みなさんの積極的なご参加をお待ちしています。(各プログラムの詳細については、英文に記載されている連絡先までお問い合わせ下さい。)





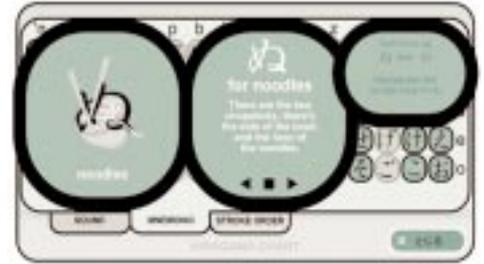
Key Stage 3 Japanese on-line: Learning with Tobu

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 learners in 20 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 mnemonic feature.

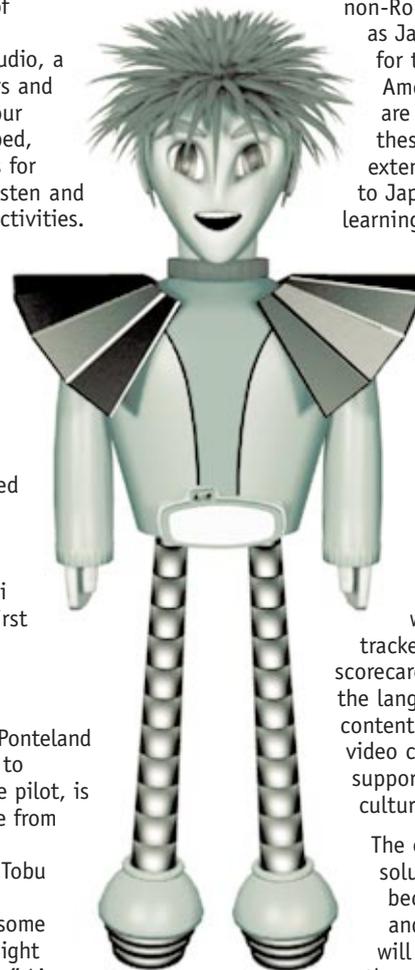
Bill Oliver, Headteacher at Ponteland County Middle School, new to Japanese at the start of the pilot, is delighted with the response from pupils. "The children are universally enthralled with Tobu and his escapades," he comments. "If they could, some of them would stay every night after school to do 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.



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.

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 Bury 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, Sir John Colfox School in Dorset, Dinnington School in Sheffield, Tavistock College in Devon, Impington Village College in Cambridge, Whitgift School in Croydon, Wolverhampton Girls' High, Bradford Girls' Grammar, Queen Mary's High School, Walsall, Elliott 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.



l to r: Masayo Ward, Yuka Yokozawa & Misa Nakano

She has found the sessions on pedagogy at CILT of particular interest and believes that although conditions vary from school to school, she is learning skills that can be adapted to any situation.

For Misa Nakano, who had taught Japanese at the City of Bath College for four years before starting GTP, the placement at Tavistock College in Devon provided her first experience of the secondary sector and helped her to understand issues which she had come across in Adult Education. For her, the mentoring sessions are the most useful part of the programme, giving insights into aspects of her teaching which she might not otherwise have become aware of.

Masayo Ward, also based at Tavistock, had previously taught in the private sector for over seven years. For her, it is the opportunity to share experiences with other trainees that makes the programme worthwhile. "When I listen to the other teachers describing problems that come up in their schools, I feel less isolated and it helps me to think of how these issues might relate to Japanese and how they can be solved."

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 on-line library catalogue will also make it easier for teachers based outside London to access the Centre's resources.



Teachers Page



マンガは日本大衆文化の一部で、大人から子供まで幅広い年齢層の人たちに親しまれています。英国でも、マンガは小中学生を中心に子どもたちの間に浸透してきています。マンガのキャラクターが好きで日本語を選んだという学習者も多いはず。ひょっとしたら皆さんのクラスにも、日本語はあまり好きではないけれどマンガは大好きという生徒がいるかもしれません。そこで、今回のTeachers' pageではマンガを教材にして、どのような教え方が出来るのか紹介します。

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.

Motivating through Manga

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.

Reading

Copy the manga onto an OHP transparency and cut it up into individual scenes. Project individual frames onto the OHP in random order and get your pupils to describe what they see in each scene. Then ask pupils to put the scenes in the right order. Finally, project the whole manga onto the screen, drawing attention to the strip at the top, which introduces the characters that appear in the manga.

Distribute photocopies of page 5 and ask pupils to read the dialogue in pairs. There are lots of questions you could devise to check understanding. See below for some examples:

1. みんなは、何時におきて何時にねますか。
2. きりまる君は、ひまなとき何をしますか。
3. ちゃぶ君は、勉強が好きですか。
4. みんなは、何時から勉強をしますか。
5. ゆうちゃんは、何が好きですか。

You can make up your own questions for the class, or get pupils to ask each other questions in pairs.



Writing & Listening

White out certain words in the speech balloons or in the sentences below each frame and ask your pupils to fill in the gaps with appropriate phrases. With more advanced pupils, you can white out all the text and get them to make up complete dialogues. For listening and dictation practice, record the dialogue from the manga onto a tape and get your pupils to listen to it and fill in the gaps.

Speaking & Listening

Manga are particularly well suited to information gap activities. For example, you could put pupils into pairs, giving pupil A a copy of the manga on page 5 with 2 frames blanked out and pupil B another copy with two different frames blanked out. A explains to B what is happening in the frames B can't see and what the characters are doing. For example:

朝おきてから、朝ご飯を食べます。

きりまる君は、おにぎりを食べます。

ちゃぶ君は、ご飯をたくさん食べます。

B can also ask questions such as:

ゆうちゃんは、朝ご飯に何を食べますか。

みんなは、はしで食べますか。

B listens to A's explanations and draws in the missing scenes. A and B then swap roles. Afterwards, pupils can compare the manga they have drawn with the original on page 5.

This activity can also be used to revise grammatical forms such as:

「～してから」「～(する/の)前に」

「～(した/の)あとで」

In addition, each frame of the manga on page 5 can be enlarged to make a stand-alone flashcard, which could then be used to introduce forms such as 「～してから」

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?

にんじゃがっこう いちにち 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。
-  せんせい先生。56才。ペット（）がいます。



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.

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.

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.



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.



Our resource focus this term is on grammar reference books, and we have selected one written in Japanese and another in English. We are very grateful to our guest reviewers Jonathan Bunt and Gillian Hall for taking the time to give us their feedback.

Virtual Library!

You can now visit the Nihongo Centre Library online! Our web-based catalogue includes cassette and video tapes, cards and CD-ROMs as well as books and journals and it can be searched by title, author or ISBN number. Further search options such as levels, skills and resource types will be added later this year. Although you need to use romaji to search the catalogue, materials published in Japanese will be displayed in Japanese characters. Go to www.nihongocentre.org.uk and click on the link on the Library page to try it out for yourself. Once you have found the material you are looking for, we can send it to you free via our Loan by Post service.

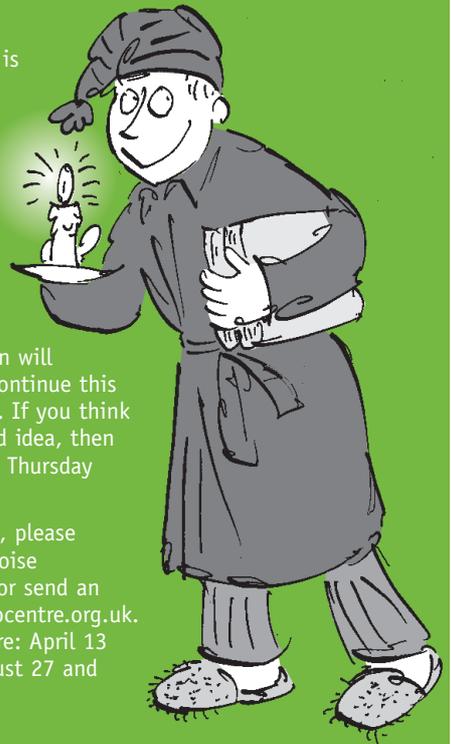
Time to Renew?

From April, fines will be introduced for overdue books. For the benefit of all library users, please make sure that you renew your books or send them back in time.

Late Night Opening

In May, the Nihongo Centre is introducing a weekly late-opening night in the library on a trial basis. This means that you will be able to work in the library and take books out until 8pm every Thursday. We hope this will make it easier for teachers to come in after school to visit the library. After two months, a decision will be made as to whether to continue this policy, based on the uptake. If you think late night opening is a good idea, then vote with your feet and put Thursday evenings in your diary!

For general library enquiries, please contact the Librarian, Françoise Simmons on 020 838 9955 or send an email to francoise@nihongocentre.org.uk. Library holidays this term are: April 13 and 16, May 7 and 28, August 27 and September 24.



初級を教える人のための 日本語文法ハンドブック

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 は versus が, 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.

Using Japanese: A Guide to Contemporary Usage

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 1* 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.



かんとう しょうかい なが じゅんび
巻頭で紹介したとおり、長い準備
期間を経て「Japan 2001」がいよいよ5
月から開催されます。この一年間は、
にほんご じつ たぼう
日本語センターにとって実に多忙な
日々でしたが、今回の「まど」では
げんざいと く かずかず
現在取り組んでいる数々のプロジェク

ト (Class ActsやBBCと共同開発中の
キーステージ3の生徒向けICT教材の
しこう ほうこく
試行など) について報告しました。ご
ぞんじ とお さくねん にほんご
存知の通り、昨年日本語センターの
かつどう じしゅてきちようさ おこな
活動について自主的調査を行いました
が、その結果を3頁に要約しましたの
でご覧ください。この調査におくかた
協力して下さったことに心からお礼
もう あ にほんご ひ
申し上げます。日本語センターは引き
つづ きみなさんのニーズに合う活動を行
っていきたくと考えています。Teacher's
Pages では榎本先生が生徒の興味をひ
くマンガ教材の使い方を紹介し、
Library&Resourcesでは教師向け参考書
2冊を取り上げましたが、いかがでし
たか。最後に図書館から2点お知らせ
です。図書館の蔵書カタログがオンラ
イン上で利用できるようになり、また、
5月から試験的に図書館を夜間開館す
ることになりました。みなさんどうぞ
ご利用下さい。



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.

THE NIHONGO CENTRE NEWSLETTER

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Notice board

日本語教師会 (Japanese Teachers' Network) では新しいメンバーを募っています。情報交換と親睦をかねたインフォーマルな集まりです。年に四回程度土曜日午後にご集まっています。次回会合予定：4月21日 (土) 14.00～17.00 大和ジャパンハウスにて。問い合わせはミラー浩子です。電話：020 8856 1479

Dear Editor

I was very distressed to learn from OCR that the Certificate in Japanese is currently under review. During the seven years that I have taught for this exam, all my students have found the syllabus and course materials fascinating and challenging. Students at St Paul's welcome both the opportunity to study Japanese and the break this course gives them from AS and A levels. A good number have gone on to study Japanese at university level and it would be a matter for huge regret if this 'passport' were to be denied them, for reasons of small numbers or failure to meet QCA approval within the new National Qualifications Framework. It would simply not be feasible to fit the GCSE Japanese into our sixth form curriculum for reasons of time, and I imagine that many schools are in the same situation. The Certificate delivers an enormously useful introduction to Japanese language and culture, with a thematic and idiomatic content appropriate to senior school students or adults – in this way it is a breath of fresh air after GCSE.

Paul Collinson,
St Paul's School, Barnes, London SW13

We'd love to hear from you! Each letter published will win you a Japan Centre book token.

A/AS Level – Stop Press!

In response to queries by teachers, Edexcel would like to clarify that this summer's A and AS level papers have been printed with lines rather than genko yoshi for candidates to write on. This is the format which was given in the specimen papers. Candidates may turn the page through 90 degrees to write down if they prefer this to writing across. Candidates may also write in pencil.