

JAPANESE DEGREE COURSE REPORT UPDATED

The Japan Foundation London Language Centre (Nihongo Centre) and the Daiwa Anglo-Japanese Foundation have recently updated their 1996/7 report, *Japanese Degree Courses in Universities and other Tertiary Education Institutions in the UK*.

The 2001/2002 report, which has been researched and compiled by Carolyn Gallop, provides a comprehensive overview of current Japanese language provision at tertiary level in the UK. It includes detailed profiles and course details for each institution offering Japanese as an accredited course. Data is also provided on issues of particular relevance to the teaching of Japanese, including institutional links and study periods in Japan, staffing lists and figures, and library resources. The report is based on information supplied by the institutions listed.

The updated directory shows that in September 2001 there were 49 institutions teaching Japanese as a credit towards a degree, two more than in 1996. Of these, eight offer Single Honours courses, with The University of Leeds being the most recent addition to this category. The trend towards combined courses continues, with 14 institutions offering Major/Joint/Dual/Combined degrees and 19 offering Japanese as a Minor. Since the 1996/7 report, ten institutions have made the decision to withdraw Japanese, including the University of Ulster (from 2001) and the University of Stirling (from 2002).

The total number of undergraduates has remained relatively stable, with some 2629 enrolled on accredited Japanese courses in 2001/2 as opposed to 2684 when last surveyed. The number of students graduating with Single Honours degrees in Japanese in 2001 was 58, an increase of 21% since 1996, while the number of those graduating with Major/Joint/Dual/Combined degree fell by 14% to 122. Statistics relating to postgraduate study are particularly encouraging, with 16 Japan-related PhDs completed in 2001 as compared with six in 1996, reflecting a remarkable 63% increase. This trend seems set to continue, with 89 Japan-related PhDs being researched in 2001, 11 more than recorded in the last report.

In 2001/2, the total number of staff involved in the teaching of Japanese/Japanese studies in the departments responsible for teaching Japanese is 198. Of these, 117 are full-time staff and 81 (41%) are part-time. 57% of teachers are native Japanese speakers.

The Study Period Abroad continues to be an area of concern, and the report reveals a 22% fall in the number of students who went to

Japan for some time as part of their undergraduate degree. The report also reflects a decline in investment in library resources for Japanese at some centres, which could have serious implications for future provision.

The Japan Foundation and the Daiwa Anglo-Japanese Foundation hope that this report will contribute to the continuing development of Japanese teaching in universities and other tertiary institutions in the UK.

The new version of the guide is scheduled to be published this summer. For further information, contact Etsuko Yamada at the Nihongo Centre on 020 7838 9955 or send an email to: etsuko@nihongocentre.org.uk.

日本語センターと大和日英基金による1996/7年版「Japanese Degree Courses (英国の高等教育の日本語コースダイレクトリー)」がこのたび改訂されました。

この2001/2年版は英国の高等教育における日本語教育の現状をまとめたもので、各機関からの情報に基づき Carolyn Gallop により調査・編集されました。日本語を導入している機関の概要やコースの詳細の他にも日本留学プログラム、教員リスト、図書館蔵書といった情報も含まれています。

この最新版によると、単位認定コースを設置している高等教育機関は49校で、前回の96年の調査に比べ2校増えました。このうち主専攻コース設置機関が8校で、最近ではリーズ大学がこのコースを開設しました。副専攻コースが引き続き増加しており、Major/Joint/Dual/Combined コース設置機関14校、Minor コース設置機関19校です。96年以降、アルスター大学やスターリング大学を含む10機関が日本語コースを廃止しました。

日本語学習者数は96年の調査で2684名、今回の調査で2629名と比較的安定



しています。2001年の主専攻学位取得者数は58名(前回比21%増)、その一方で副専攻学位取得者数は122名(前回比14%減)です。大学院レベルでは、2001年の日本研究に関する博士号取得者は16名で、96年(6名)に比べ63%増と顕著な伸びを示しています。2001年の日本関連博士課程在籍者数が89名で、96年に比べ11名増加しており、この傾向は続くものと思われ

ます。今回の調査によると、日本語教育および日本語コース設置学部内で日本研究に従事する教員の総計は198名(専任118名、非常勤80名)で、うち57%が日本人職員です。日本留学については、コースの一貫として留学する学部生の数が前回比22%減少していることがわ

かりました。また図書館に関しては、日本関連書籍の購入費の削減されている機関が見受けられ、今後の日本語教育の発展に支障をきたす可能性が

あります。日本語センターと大和日英基金は、英国の高等教育における日本語教育のますますの発展を祈りこの2001年版ダイレクトリーを作成しました。今年の夏に出版される予定です。入手方法については日本語センターの山田悦子(電話: 020 7838 9955, email: etsuko@nihongocentre.org.uk)までお問い合わせ下さい。



New Resources for GCSE Japanese

Over 90 teachers attended a one-day workshop designed to introduce participants to the latest resources for teaching GCSE Japanese.

Organised jointly by the Nihongo Centre and the Japan Festival Education Trust (JFET) with support from The Japan Forum, the INSET day proved to be our best attended to date. After an illuminating talk on how JFET resources could benefit the language teacher by Heidi Potter, Kitani Sensei unveiled his unique kanji cards, which bring the set 200 GCSE kanji to life with vivid mnemonics. He

also demonstrated how colourful posters could be used in the classroom to reinforce grammar and structures. After a chance to network over a *bento* lunch, presentations resumed as Kayoko Nakano, Programme Director at the Japan Forum in Tokyo, introduced a brand new photo-based resource called *Deai*, which tells the stories of seven Japanese high school students. Ms Nakano explained how the Deai Kit, which contains 192 full colour photographs, a printed booklet and two CD-ROMs, could be used to humanise Japanese language in the classroom and to enable pupils to observe and understand culture in everyday life. Participants were then able to explore practical ways of using the Deai materials for

GCSE activities in group workshops, led by Jane Rutherford, Teacher of Japanese at Queen Mary's High School, Walsall.

There are 150 Deai Kits available for UK secondary schools which teach Japanese or regularly teach about Japan across the curriculum. To apply for a free Deai Kit, contact JFET on 020 7630 8696 for an application form, which can also be downloaded from the website www.jfet.org.uk. The newly launched Deai Website (www.tjf.or.jp/deai) provides teacher support information including sample lesson plans and ideas for classroom activities. It also contains all of the material included in the Deai Kit in downloadable form.

TIME TO SAY GOODBYE

During my three years in the UK, I have been struck by the diversity of Japanese language education in this country. Japanese ranges from an extra-curricular taster course at some schools to a timetabled exam subject at others, while the age at which pupils start studying it also varies enormously. Motivations for learning Japanese are equally varied, as are teaching approaches. This diversity is a very attractive feature of Japanese teaching in the UK, and I would like to help and support learners and teachers here as much as possible after my return to Japan. Thank you all very much for an unforgettable three years and remember, if you need me, just shout – I will be there!

Naoyuki Kitani



Kitani sensei is presented with a Kanji Cake at the Resources Day



Hello, *Mado* readers! My name is Tatsuya Nakagome and I am the new Chief Advisor at the Nihongo Centre. Coming back to the UK twelve years after doing postgraduate studies in Scotland, I am truly surprised at the expansion of secondary Japanese language education. I hope I can make a contribution to the teaching of Japanese in this country so that students will continue to find learning Japanese fun and rewarding. I look forward to meeting you all soon.



Yoroshiku onegaishimasu.

HEAD START'S FUTURE IN QUESTION

Until last year, *Head Start* was considered to be one of the most valuable courses run by the Nihongo Centre. Designed to give Heads of Modern Languages and other senior managers an intensive introduction to Japanese, *Head Start* also provided practical information on issues relating to setting up and managing the subject in schools. Senior teachers invariably returned to school with a better awareness of the issues facing their colleagues and an increased interest in the subject. One Head of MFL described it as the best course he'd been on since his PGCE!

However, since the last two *Head Start* courses were cancelled due to insufficient take-up, its future is now in jeopardy. We are urgently seeking feedback from Heads of MFL and senior managers as to whether this course is worth saving and if so, in what format. It would be particularly useful to hear which month is the easiest for you to get released and also whether we should consider a curtailed 2-day course or a series of one-day courses. Please make your views known to Sally Lewis on 020 7838 9955 (sally@nihongocentre.org.uk).

Class Acts Launch

We were delighted that so many of you could attend the official launch of *Class Acts*, which took place at the Nihongo Centre on February 11. We particularly appreciated the fact that so many of *Class Acts'* stars, both teachers and pupils, were able to be there on the night, to talk about their involvement in making the video.

Class Acts is the biggest project carried out by the Nihongo Centre to date, the result of a year's filming in 19 secondary schools and at the Japanese Language Weekend. The video provides a snapshot of the current secondary scene, with 33 teachers demonstrating a range of successful techniques and approaches for the teaching of Japanese. We hope that it will prove to be a valuable resource for both new and experienced teachers as well as providing a useful briefing tool for head teachers and colleagues in the wider languages world.

Welcoming guests to the launch, Nihongo Centre Director, Tsuneyuki Osato, commented: "There now seems to be a real confidence in schools that Japanese can be taught to the same standard as other languages, while being great fun at the same time. Both these aspects are reflected in *Class Acts*, which I am sure will have a big impact on the take-up of Japanese in the UK secondary sector."

Feedback on *Class Acts* has been very encouraging so far, with John Simes, Principal at Tavistock College, describing the video as "one of the best tools for professional development I have ever seen."

For further information on *Class Acts*, contact Sally Lewis on 020 7838 9955.



Joseph Rees from Hendon School at the launch

EDUCATION – AT THE HEART OF JAPAN 2001

Christopher Everett, Chair of the Japan 2001 Education Committee, looks back over the many educational events, which took place as part of Japan 2001.

Over 800 of the 2000 registered events in Japan 2001 had an educational dimension, with over half being specifically educational. Events took place from Cornwall to the Shetlands, from Macchynleth to Bury St Edmunds, from Kent to Northern Ireland. Some involved prestigious institutions, but more were the result of local, often personal initiatives. Across the UK, such events attracted innumerable participants, fulfilling the objective set from the start by the British and Japanese chairmen and chief executives, that Japan 2001 should not only have a strong educational component but should be a grass-roots and UK-wide programme. Space makes it impossible to mention every event, but to touch on some may help to give the flavour of a remarkable year.



Charlotte Liddle, winner of *The Way We Are* receives her prize from Carolyn Smith of British Airways

February 2002 saw the launch of *Class Acts*, a video on Japanese teaching in British secondary schools produced by the Nihongo Centre. Its demonstration of the exciting Japanese teaching already going on in UK schools will be an inspiration for years to come and may be taken as a celebration of schools' participation in Japan 2001. Not least of its pleasures is that it permanently records the work of many of the teachers whose dedication and skill have been behind the growth of Japanese language teaching in the last ten years. Other language-related events included a residential weekend in the New Forest for secondary pupils learning Japanese, a conference at Durham University on the implications for Japanese language teaching of current research on Second Language Acquisition, and the conference on links between the secondary and tertiary sectors held by the British Association for Teaching Japanese as a Foreign Language (BATJ) in Cambridge. In addition to the Sir Peter Parker Awards, there were two speech contests for school learners of Japanese as a second language – *Flights of Fancy*, the British Airways Japanese Speech Contest for Schools, organised by the Japanese Language Committee of the Association for Language Learning (ALL), and the National Japanese Speech Award, which took place at Eton College. *Homestay UK*, jointly organised by JFET and the Nihongo Centre, matched learners of Japanese in British schools with Japanese families living in the UK, providing a context in which they could practise their language skills and gain a greater cultural

understanding. More than a hundred visits took place and many of the families and students hope to arrange return visits.

Two hundred and fifty schools, colleges and universities across the UK held more than 400 Japan Weeks, Japan Days and other Japan-related events. Activities included dancing, games, origami, calligraphy, archery, papermaking, martial arts, food workshops, and Japanese music. Often these were taught or displayed by Japanese experts brought from outside the schools. Music, Dance and Drama also proved fruitful themes. TIE Tours took their Anglo-Japanese play about bullying to a number of secondary schools. I saw it as part of the Japan Week at Bushey Hall School and both the play and the workshops following it made a deep impression. It will now tour to schools in Japan.

Over the last fifteen years, school and other exchanges have been a growing feature of educational relations between the UK and Japan. New links established in 2001 included an exchange between young art teacher trainees in Kijo and Sheffield and a residential science and technology workshop for sixty Japanese and British students of sixth form age organised by the Clifton Scientific Trust. Methods of enhancing ICT links between schools in Japan and the UK were discussed at a three-day symposium in Northern Ireland, whose schools have led the way in this respect.

Set up in 1992 to continue the education programme of the Japan Festival 1991, the Japan Festival Education Trust (JFET) was asked by Japan 2001's Standing Committee to help co-ordinate the educational side of Japan 2001. It did this in a number of ways not least by circulating the information sheet *Countdown* and acting as a clearing house. In addition to organising its regular events, including Inset days and Japan in your Classroom school visits, JFET also arranged for the refurbishment of its travelling exhibition *Discovering Japan* and launched three new nationwide events – *Japan UK LIVE!*, *The Way We Are*, and *Homestay UK*, mentioned above.

A structured internet exchange between school students, *Japan UK LIVE!* was a bilingual site with a rolling programme of themes which enabled pupils from both countries to have on-line discussions. Messages from both sides were translated, thus overcoming the language barrier. *The Way We Are*, a touring exhibition of photographs by Japanese teenagers providing a glimpse of their daily lives, was organised in tandem with a competition for British

teenagers to create a similar show to go to Japan. There was a substantial response to this and the return exhibition based on the British competition is now being prepared.

The 1990s saw the growth of Anglo-Japanese institutions including the Nihongo Centre, BATJ and ALL's Japanese Language Committee in the educational field. It is hoped that Japan 2001 will have given new impetus to their work and reinforced the enthusiasm of the many other institutions and individuals committed to cultural relations between our two countries thus giving a boost to teaching about Japan, to exchanges and to other school links.



Enjoying the Japanese Language Weekend

Although it is probably too early to measure to what extent Japan 2001 has deepened educational and cultural relations between our two countries, JFET is currently preparing a report on behalf of the Japan 2001 Education Committee, based on feedback from organisers on the impact of their events. Further growth in educational activities and relations will depend, as it always has, on individuals and institutions, but there may be ways in which support can be given from the centre. It is hoped that our report will offer some suggestions in this regard and *Mado* readers are warmly invited to send their ideas to JFET.

While there is probably no need for institutions additional to those established in the last decade, there may be room for an annual meeting of a Japan Education Forum attended by representatives of all the institutions interested in the educational side of UK-Japanese relations.

Such a forum would be one way of ensuring that the achievements of an exhilarating year have a lasting effect and that, if there is a Japan 2011, it starts from an even stronger base than Japan 2001.





Teacher's Page



はじめまして、中込です。木谷 ^{なかごめ} ^{きたに} 先生の後任として **Teacher's Pages** ^{こうにん} ^{せんせい} を担当することになりました。よろしく ^{ねが} ^{いた} します。日本では、この4月から ^{しょうがっこう} ^{ちゅうがっこう} 小学校、中学校で「総合的な学習」が ^{はじ} ^{まり} ます。科目ごとの学習から、科目の垣根 ^{かきね} ^{かきこ} を超えたトピックベースの学習が ^{はじ} ^め とし、導入されます。手始めとして、科目と科目をつなげた学習を試みる学校もあるようです。そこで今回は、算数の問題を使った ^{にほん} ^ご ^ご ^き ^{ょう} ^い ^く ^{かんが} 日本語教育を考えてみました。5ページに算数の問題を2題紹介しました。日本語を理解して問題を解くだけでなく、説明を聞いたり、したりすることでプレゼンテーションの練習にも活用してください。

My name is Tatsuya Nakagome, and I have just taken over from Kitani sensei as Chief Advisor. In this issue's Teacher's Pages, I would like to focus on teaching Japanese through mathematics. This cross-curricular approach reflects a new development in Japanese Primary and Middle Schools, where for the first time this month, single-subject teaching will be replaced by a topic-based approach. To prepare for this big change, schools have started making links between individual subjects. On page 5, I have created a worksheet with two maths problems which can be photocopied and distributed to students. This is not only a problem-solving comprehension activity but also an exercise to develop presentation skills, through giving explanations.

Teaching Japanese through Mathematics

Aims

- To give pupils practice in reading and understanding information in Japanese and using this logically to solve problems.
- To enable pupils to express their opinions in Japanese, through discussing answers to the problems in pairs and as a group.
- To encourage pupils to justify their answers by providing explanations in simple terms to the class.

Level

- This activity can be used with pupils from Key Stage 3 to University level and can be adapted according to the level and time available. Problem No 2 can also be used as a listening comprehension, depending on the students' level.

Procedure

- 1 Read through the problems together as a class, pre-teaching the vocabulary shown in the table below as necessary, according to level.
- 2 Allow 3 to 5 minutes for pupils to work on each problem individually.
- 3 Ask pupils to give their answers aloud to the class for problems 1 and 2.
- 4 Ask a representative from each pair or group how or why they came up with that answer.

Extension

Encourage pupils to devise their own maths problems in Japanese to give them practice in constructing logical sentences and instructions.

Sample Sentences

It's often difficult to give explanations in a clear and simple way, but one useful technique is to use connecting words and phrases which help to show the logical sequence. See below for some sample sentences, which you can use to explain the maths problems to your pupils.

まず問題を読んでみましょう。「30個のチョコレートを、兄と弟が分けました。兄のほうが6個多くなりました。」
ですから、最初に30個から6個を引きます。

そうすると30ひく6で、24個になります。24個を半分に分けると、12です。ですから、兄は12に6を足して、18個、弟は12個になります。

Answers

- 1 $30 - 6 = 24$
 $24 \div 2 = 12$
Older brother - 12 + 6 = 18 pieces,
younger brother - 12.
- 2 This is a maths trick - if you take 21 away from your lucky number, it will leave you with your day of birth. You can vary the problem by replacing the day of birth with any other number, such as how many pounds your pupils have in their pockets.

VOCABULARY		
分ける	わける	to share / divide
それぞれ		each (of them)
何個ずつ	なんこずつ	how many pieces each 個 is a counter for small items
最初に まず	さいしょに	firstly, to start with
そうすると		then, so
たす		to add
ひく		to take away
わる		to divide
かける		to multiply
答え	こたえ	an answer
位	くらい	unit
星座	せいざ	constellation (of stars)
ひとけた		one digit
最後に	さいごに	eventually

Problem 1 on page 5 is taken from Manga Chosoku Rikai Bunshodai, Gakken

日本語で算数をやってみよう！

I. 30個のチョコレートを、兄と弟が分けました。
兄のほうが6個、多くなりました。2人は、それぞれ
何個ずつチョコレートをわけましたか？

II. 「あなたのラッキーナンバーをさがしましょう！」

頭の中で考えてください。

1から9までの中から「好きな数字」を考えてください。

その数に9をかけてください。

答えの1の位と10の位をたしてください。
(答えが一桁の場合は、そのままかまいません。)

その数に、星座の数、12をたしてください。

そして最後に、「あなたの生まれた日(1から31まで)」を
たしてください。

その数があなたのラッキーナンバーです。



BATJ Update

The British Association for Teaching Japanese as a Foreign Language (BATJ) is committed to enhancing the quality of Japanese language education in the UK, with particular emphasis on the Higher Education sector. The association organises a varied programme of events, the majority of which are open to non-members.

On January 26, a seminar and demonstration on the OPI (Oral Proficiency Interview) assessment was held in co-ordination with three BATJ members who had attended the OPI training programme in Berlin in November 2001.

On February 16, as many as 50 people attended a seminar entitled *What's happening in secondary schools' Japanese classes?* presented by Kitani sensei from the Nihongo Centre, which co-hosted the event. Participants were able to gain insights into the teaching of Japanese at secondary level in the UK by watching the recently launched *Class Acts* video, which was followed up by a presentation and Q&A session.

In March, IT specialist Suzuko Anai from the University of Essex ran a hands-on computer workshop called *Language and Culture*, which provided many practical hints on the effective use of internet resources to introduce Japanese culture. The event took place at the University of Edinburgh and was open to teachers of Japanese at secondary schools and in further education. On April 19 and 20, BATJ will hold a seminar at the University of Durham with invited speakers including Professor Toshiko Ishida of Japan Women's University.

BATJ's fifth Annual Conference will take place at the Manchester Metropolitan University on September 13 and 14. The keynote speech, *The Structure and Teaching of Japanese Accent and Intonation*, will be delivered by Professor Haruo Kubozono from Kobe University.

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

A Message from JLC

Are you a member of ALL (the Association for Language Learning)? Did you know that the role of language teaching as we know it looks set to change following the Government's recent Green Paper? Proposals include adding languages to the primary school curriculum but making them optional after Key Stage 3. This is just one example of the kind of issue that ALL's Japanese Language Committee (JLC) lobbies for and responds to on behalf of ALL members.

So what is our role? JLC is the main voice for secondary Japanese language teachers in the UK. We work hard to support members across all sectors in the following ways: providing Japanese-related presentations at ALL's annual Language World conference; subsidising Japanese teachers' annual ALL subscription fee and attendance at the annual conference (the fee for 2002-2003 membership is only £15) lobbying exam boards and government agencies on current issues related to Japanese language teaching; organising the Japan 2001 BA-sponsored Japanese Speech Contest *Flights of Fancy* and the annual Japanese language weekend. ALL members have been sent a questionnaire on the Green Paper with their recent ALL newsletter. Please return this as soon as possible - this is your opportunity to make your opinions count! A conference is also being planned in May to discuss the future implications of this new government policy.

Until the end of April, ALL will be accepting nominations for the new JLC Committee. Any member interested in applying should contact ALL directly on 01788 546443 to request a nomination form.



Continuing our series on individual institutions teaching Japanese in the UK, this issue we focus on the Institute for Applied Language Studies (IALS) at the University of Edinburgh.

In addition to providing a range of language services to the university, IALS conducts research into the teaching and learning of languages and offers Japanese to the general public alongside five other modern language courses. Japanese was first offered in the mid 1980s with the aim of giving the local community the opportunity to gain insights into the language and culture. The course has continued to grow steadily since then, and there are now six levels (it takes one year to complete a level) with around 100 adult learners, including university students taking Japanese as an extra-curricular course, enrolling each term. IALS also provides tailor-made Japanese language programmes for individuals and small-group students.

This January, IALS hosted a meeting for teachers of Japanese in Adult Education, with support from BATJ and the Nihongo Centre. The event, which attracted twelve participants from all over Scotland, provided an invaluable opportunity for

IALS, University of Edinburgh



teachers in the adult education sector to obtain up-to-date information on the teaching of Japanese, as well as to exchange ideas and discuss problems. Mikiko Inoue of IALS who organised the meeting comments, "As far as I know, this

was the first such gathering, and many of the participants were meeting for the first time. We hope to continue such sessions so that we can establish a good network for the exchange of ideas and information."



This issue's Library and Resources page features two contrasting publications, which we have recently acquired for the library. We were delighted that Dr

Nicolas Tranter was able to write an introduction to *Japanese: A Comprehensive Grammar* by Stefan Kaiser et al for *Mado*, since having been involved in the final editing stages, he is in an ideal position

to provide an insight into this new publication. We would also like to thank Gabriele Harris for her lively review of the *Manga Unit*, which explores its cross-curricular potential. Both publications are available from the library and can also be borrowed through our *Loan by Post* service. Library Holidays to make a note of are May 3 & 6, June 3 & 4, August 26 and October 2. Don't forget that you can now explore our collection of specialist resources online by visiting the Nihongo Centre website www.nihongocentre.org.uk. For general library enquiries, contact Françoise Simmons on 020 7838 9955 or by email: francoise@nihongocentre.org.uk.



Checking out resources in the library

Japanese: A Comprehensive Grammar

Stefan Kaiser, Yasuko Ichikawa, Noriko Kobayashi and Hirofumi Yamamoto (Routledge, London and New York, 2001) ISBN 0415-09920-X; Price: £29.99

Shelves in the larger bookshops in the UK boast increasing numbers of beginners level materials (although of very mixed quality) for learners of Japanese. Materials for intermediate to advanced level learners, though, are still rather sparse. There is only so much grammar that can be fitted into a beginners level textbook, but there has been, till now, nothing that is comprehensive, concise, fully illustrated with *real* examples, and yet untechnical enough to be of practical use. Certainly, there are books out there: Makino & Tsutsui's Grammar Dictionaries, for example – but these do not cover more advanced constructions and are illustrated with simple artificial examples; McClain's *Handbook of Modern Japanese Grammar* certainly covers a wide range of constructions, but has little explanation and usually makes do with just one short example; Martin's *Reference Grammar of Japanese ...* well, most teachers find it almost impossible to navigate through Martin.

Japanese: A Comprehensive Grammar (J:ACG) is an ambitious attempt to fill this gap. It is essentially a grammar dictionary, with entries arranged alphabetically. The headwords are the major Japanese endings, particles and constructions, with some English-language headwords (like 'Counters', 'Dialect forms',

'Negative sentences', 'Reflexive pronouns'). Each entry is then subdivided into a number of subsections, each treating different uses or constructions involving the headword – for example, there are twenty subsections under the headword *hodo*.

The bulk of each subsection is a list of examples in Japanese script, followed by romanisation and a fairly literal translation – explanations themselves are minimal. The idea is that, with the translation being fairly literal, even if the user doesn't know all the vocabulary they can still easily navigate themselves around the examples and understand how the grammar works in them.

So, does it work, and is it useful to students and teachers? It certainly is comprehensive, covering the full range of endings, particles and constructions in use in Modern Japanese. It even includes items that are not found in other books (e.g. *koso*, *sura*, *ni oite*, *-ppoi*, *tte*) and it does not flinch from tackling those nasty little constructions many of us would prefer not to try explaining (e.g. *wake*, *hazu*). It has subsections on [Kansai] dialect forms and classicisms. The handful of the most common constructions that students have problems distinguishing are also compared.

Unlike other works, it does not use neat artificial examples. *All* the examples given are *real*. This is an obvious plus. Inevitably, though, this means that they are not neat. Real life sentences do not exist in isolation, but in context. Without their context, some of the sentences sound strange. However, the authors have tried to choose the best short examples where possible. Less advanced students may find sentences full of *kanji* and unfamiliar vocabulary rather daunting.

The explanations truly are minimal – the authors let the examples do most of the talking. To keep it this way, the authors use a formulaic way of presenting constructions, referring to N, V, NP, S1, S2 etc. Most of these conventions are easy to pick up. However, 'linguistics' is not entirely avoided, and some technical terms are used: Noun phrase, Valency, Cleft sentence, Desiderative sentence, Morphology, Onomatopoe.

J:ACG is a comprehensive work. True, for many students there are aspects about the presentation that will be somewhat daunting. However, teachers and students from upper intermediate level up will find it a source of illuminating real examples for an extensive variety of constructions.

Manga Unit: Second Edition, Japanese Culture Lesson Series

Haydn D Growden (Shingumi Resources Pty Ltd, Victoria, Australia) ISBN 1-876547-07-3; Price: £25.00

This resource pack sets out to teach students about Manga and the skills necessary to create and read them. It is divided into 15 lessons, each containing a lesson plan, background reading in English and plenty of illustrative material. The characters depicted are not popular Manga heroes, but do have the distinctive features associated with Japanese comics and will appeal to Manga-craving youngsters.

The individual lessons introduce the history and craft of Manga. There is also a complete example of a Manga story: the story of the Sun Goddess Amaterasu, which introduces students to Japanese mythology in an accessible way. Drawing lessons systematically teach the special features of Japanese comics and focus, for example, on the use of onomatopoeia, creating Manga characters and the use of speech bubbles.

The *Manga Unit* could be used successfully with all age groups to bring modern Japanese culture into the classroom by using it as an Arts and/or Modern Foreign Language resource.

Students are taught in simple steps to draw their own Manga and bring them to life by using speech bubbles and onomatopoeic expressions. This can be tremendously motivating for many learners, particularly boys. Manga created by the students themselves could be a timesaver for hard-pressed teachers: they could serve as very useful classroom resources – just imagine them pasted up around the classroom with speech bubbles to be filled as part of a caption competition. The best could be photocopied and used to develop reading, speaking and writing skills by asking students to narrate them. No more late nights for you drawing pictures on OHP transparencies!

With beginners, the *Manga Unit* could be used to introduce and practise vocabulary for topics like describing parts of the body, clothes, hairstyles, facial expressions and emotions. Using Manga characters rather than flashcards borrowed from the French or German team would make the revision of GCSE vocabulary an exciting exercise and reinforce knowledge and understanding of Japan at the same time.

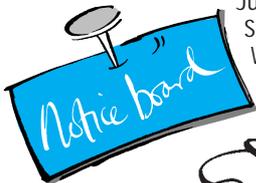
Background information and drawing instructions are in English, which perhaps makes the *Manga Unit* more suitable for Arts lessons than the target language-based Japanese classroom. However, it is a refreshing attempt to home in on the increasing popularity of Manga among non-Japanese youngsters and is therefore potentially an extremely motivating resource both for cross-curricular and purely Japanese language learning purposes.

With Japan 2001 having drawn to a close at the end of March, it seems a good time to look back over the many events which have taken



place as well as to look forward to the challenge of keeping up the momentum which they have created. We are delighted, therefore, that Christopher Everett, Chair of the Japan 2001 Education Committee, has written a special feature for *Mado* on the educational initiatives launched as part of the festival. We were thrilled to see so many of you at our Resources Day in February, which proved to be our best attended workshop to date! The event also provided an opportunity for Kitani sensei to say goodbye, leaving his wonderful kanji cards behind as a reminder of all his hard work. We are delighted to welcome Nakagome sensei, our new Chief Advisor, who in this issue, shows how to use Maths as a stimulus in the Japanese class. Dates for your diary include our joint INSET day with CILT in

June and our ever-popular Summer Refresher Course. We hope to see you soon!



GETTING TO GRIPS WITH GRAMMAR

This one-day conference, organised jointly with CILT, will take place at the Nihongo Centre on Tuesday 11 June. The focus of the event will be the effective teaching and learning of Japanese grammar in the context of the UK secondary school. There will be a series of illustrated presentations from practising teachers across three Key Stages, while advisors from CILT and the Nihongo Centre will contribute their expertise in the broader context. Participants will also have the opportunity to look at resources for teaching Japanese grammar from around the world. The fee for attendance is £75 or £65 for members of the CILT Direct Scheme. For further details and to book a place, contact Alison Cutler on 020 7379 5101 ext 240 or alison.cutler@cilt.org.uk.

WANTED!

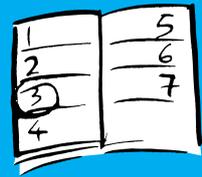
SECONDARY LEVEL ADVISOR

The Nihongo Centre still has a vacancy for a secondary specialist to join our busy advisory team. The successful candidate should be a qualified teacher with a minimum of two years' experience of teaching Japanese in the UK and an in-depth grasp of methodology, accreditation, resources and the current issues affecting Japanese. We are looking for someone who has initiative, energy and excellent administrative skills and who enjoys working as part of a small team. This is a fixed term contract, renewable after two years with salary and title negotiable, depending on experience. Applicants should send a CV and covering letter outlining their experience and suitability for the post to Mr Tsuneyuki Osato, Centre Director at the Nihongo Centre by Friday 26 April.

Japan 2001が3月末をもって幕を閉じました。開催されたイベントの数々を振り返り、この貴重な経験を今後に生かして発展させていきたいと思います。今回の「まど」ではJapan 2001教育委員長

Christopher Everett氏がJapan 2001における教育関連イベントについて執筆して下さいました。2月に行われたResources Dayはこれまでで最も参加者の多いワークショップとなりました。これを最後に日本語センターを去ることになった木谷先生が考案した漢字カードをこれから大切に活用していきます。後任の申込先生による数学を使った面白い教授法を4-5頁で紹介しましたが、いかがでしたか。6月のCILTとの共催INSET DAY、夏のRefresher Courseが予定されていますのでぜひご参加ください。

events



ALL LANGUAGE WORLD 2002

Friday 12 - Sunday 14 April

JLC will run a special programme of Japanese workshops as part of Language World at the University of York.

Presentations will include: Surviving your NQT year; Starting up Japanese; Developing IT materials for secondary students of Japanese; and Revising for the AS Japanese exam. For last minute bookings call ALL on 01788 546443.

GETTING TO GRIPS WITH GRAMMAR

Tuesday 11 June

An INSET day exploring different approaches to teaching Japanese grammar, jointly organised with CILT (see noticeboard). For further details and to book a place, call Alison Cutler at CILT on 020 7379 5101 ext 240.

SUMMER REFRESHER COURSE

Monday 15 - Friday 19 July

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

JAPANESE CONVERSATION GROUP

First Thursday of every month

A monthly gathering at The Mason's Arms, 38 Maddox Street, W1 for members of the Japan Society and guests who would like to practise their Japanese in a relaxed atmosphere. Your language level should be intermediate or above to really enjoy the evenings, which start at 6.30pm. For further details, contact The Japan Society on 020 7828 6330.

CAMBRIDGE NIHONGO CLUB

Mondays

Aimed at people who have taken level three (or higher) of the Japanese Language Proficiency test, these weekly sessions are held from 7.30 to 9.30pm in room 15 at the Parkside Community College in Cambridge. For further details contact the Programme Director Francesca Elu on f_elu@hotmail.com or on 01763 220590.

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

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