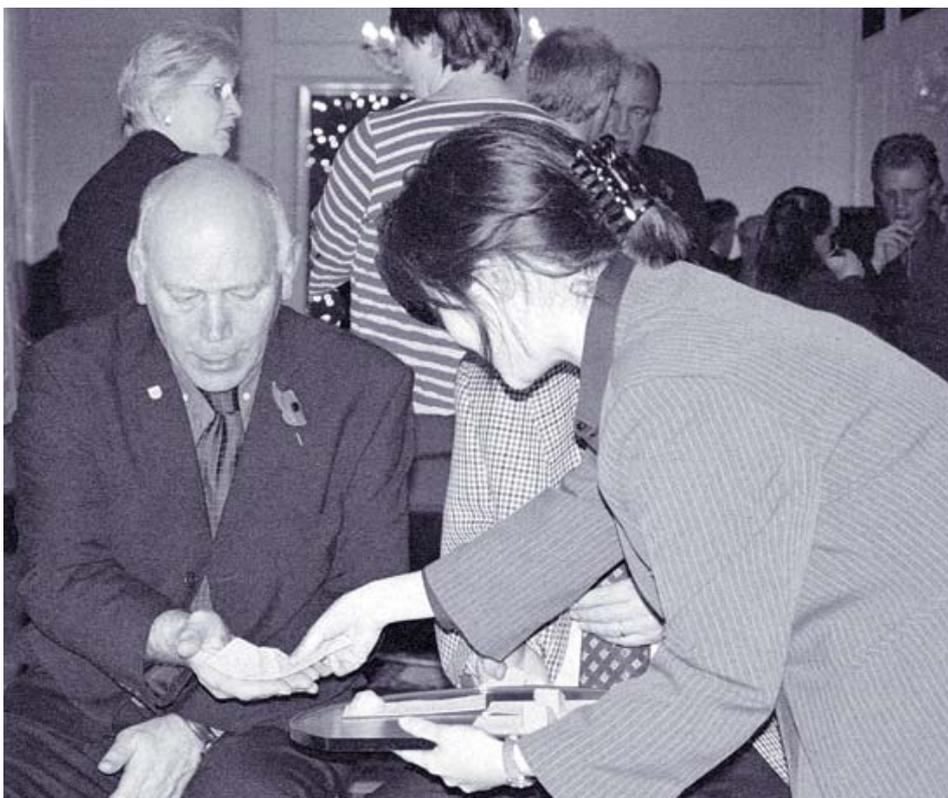


## Celebrating Japanese Language Teaching in the UK



Taking tea at the Embassy during the reception for Japanese language teachers

More than 150 teachers of Japanese from all sectors gathered at the Japanese Embassy on November 11 to celebrate the considerable achievements made in the field of Japanese language education in the UK in recent years.

Welcoming guests, Minister Seiji Kojima explained that the purpose of the reception was to "honour the wonderful contribution all of you have made to Japanese language teaching in the UK – and therefore to mutual understanding between our two countries and peoples." He also paid tribute to the key role played by the Nihongo Centre and congratulated all those who had helped to create *Tobu: Learn Japanese*, which received an award at the British Interactive Media Awards in October 2002.

Speaking on behalf of teachers from the secondary sector, Mary-Grace Browning said that in spite of the enormous changes that had taken place in Japanese language education since she began teaching the subject 32 years ago, the support of the Embassy had

remained constant. The number of pupils learning Japanese at UK secondary schools had increased dramatically during this period, she noted, rising from 18 in 1970 to more than 9000 today.

Kazuko Sorensen, Chair of the British Association for Teaching Japanese as a Foreign Language (BATJ), added a message from the Higher Education sector, noting that she was encouraged to see the steady growth of Japanese at British universities, more than half of which now teach the language, as well as the rising popularity of Japanese within Adult Education. She stressed the need to create stronger links between schools and universities teaching Japanese and said that BATJ would welcome any suggestions and advice on this issue.

The reception provided a valuable opportunity for teachers from different sectors to network. Information on *Club Taishikan*, the Embassy's school visit programme, was also on display and guests were invited to sample Japanese tea and sweets in the Tea Ceremony corner.



英国における日本語教育振興を称えるレセプションが11月11日に日本大使館にて開催され、様々な教育機関から150人以上の日本語教師が出席しました。小島誠二公使は「皆さんのためみない努力により、英国の日本語教育そして日英相互理解が発展してきました。」と出席者に敬意を表され、また、日本語センターのこれまでの活動、および2002年10月にBIMA賞で受賞した「TOBU」関係者に対し賛辞を述べられました。続いて、中等教育レベルの教師を代表してMary-Grace Browning先生より、先生が日本語を教えた32年前からずっと大使館からは変わらぬ支援があったことへの感謝の言葉がありました。1970年にわずか18名だった中等レベルの日本語学習者数は、今では9000人以上になりました。高等教育レベルからはBATJ会長のソレンセン和子先生がスピーチを行い、英国の大学の過半数が日本語を教えるようになり確実に発展していること、また成人教育レベルにおいても日本語の人気が高まっていることを報告しました。今後BATJは中等と高等の連携を深めていきたい、みなさんのご意見を是非いただきたいとのことです。このレセプションは、異なる教育機関・レベルの日本語教師が互いにネットワークを築くよい機会となりました。会場内では、大使館が学校を対象に日本文化紹介を行っている「Club Taishikan」の情報も展示され、その一隅では茶道デモンストレーションも行われました。



## Taking Control

「クラスルームマネジメント」というテーマのもと、第4回日本人教師対象 INSET Day が11月19日に開催され、37人が参加しました。

まず「動機付け」について考え、次に Hendon School の横沢由佳先生が実際の授業風景のビデオを使って教室運営の難しさを取り上げ、続くワークショップでは日本人教師の強み・長所について参加者同士が話し合いました。

午後は Hendon School の Rebecca Poole 先生が教室運営の方針について様々なアイデアを発表しました。Whitgift School のケリー恵子先生は、経験談を交えての講義は大変実のあるものであったとコメントしています。続いて St Bernard's Convent School の Keith Saunders 先生による通知表と父兄懇談への対応法、及び日本語センターのアドバイザーによ



Miwaki Sensei leads a Japanese crafts session

る日本文化を取り入れた実践的な教室活動法の2つのワークショップが行われました。Aldercar School の黒瀬美樹子先生は今回のセミナーについて次のように述べています。「いかにネイティブとしての良さを活かし、効果的な教育につなげていくかという非常に興味深い内容で、日本人であり言語に敏感な言語学者でもある私達だからこそ見過ごしてしまう落とし穴を再確認する機会になりました。」

## E-Reading pilot launched

In October, the Nihongo Centre launched an exciting new pilot course designed to help non-native teachers to improve their reading skills in Japanese. Initiated by our Advisor for Secondary Education, Miwa Moriwaki, *E-Reading* allows teachers to work at their own pace in a structured and supported environment. Reading materials are tailor-made and based on GCSE topics, which means that they can also be adapted for use in the classroom. Each half term participants are sent a short reading passage or article in Japanese by email. They are then asked to answer some simple comprehension questions in English and email them back to the e-tutor, Moriwaki Sensei, who monitors their progress throughout the year and is on hand to help with any difficulties. An on-line kanji list has been set up as a resource for the project, enabling teachers to test themselves in the comfort of their own homes. Participants are also provided with a kanji multiple choice quiz.

So far the 14 teachers trialling the project, which is targeted at lower-intermediate level, have given very positive feedback. Clive Warlow from Cantonian High School enthused: "This development in Nihongo Centre support for teachers is brilliant!" while Alison Safadi from Jack Hunt School particularly liked the on-line kanji support: "I am really enjoying this - it doesn't take too long but keeps me doing something!"

The *E-Reading* pilot will run until July 2003, covering topics such as introductions, shopping and eating out and school life. If it continues to be successful, the Nihongo Centre hopes to expand the scope of the project, as part of our aim of supporting teachers' language development throughout the school year. Miwa Moriwaki and Hugh de Saram will be giving a presentation on *E-Reading* at ALL's *Language World 2003* in April.

## Japanese for Everyday Communication

An INSET day on the Japanese for Everyday Communication (JFEC) Certificate, held at the Nihongo Centre on October 8, attracted over 40 participants, reflecting the growing interest in the course since the Cambridge Certificate in Japanese was discontinued last year.

The JFEC is accredited by the Welsh Joint Education Committee, which co-organised the event. Although originally designed as a one-year introductory course for sixth-form classes in Wales, JFEC is increasingly being used as a 'stepping stone' to GCSE by pupils in Key Stage 3 (KS3).

The course is currently undergoing a process of redevelopment with the aid of a grant from the Japan Foundation and is close to receiving approval from the QCA for inclusion on the Section 96 list, which means that it would be officially recognised for use in state schools with KS3 and 4.

Lydia Morey, who has been involved in the development of JFEC from the beginning, is now Moderator for the Certificate. She gave participants an overview of the course, focusing in particular on marking and moderation. She also gave an indication of how the course was likely to change, and

asked for feedback from teachers as to which aspects they found most valuable. Practical teaching ideas were then presented by Tatsuya Nakagome, Miwa Moriwaki and Lydia in a series of three workshops focusing on individual units of the course: Introductions, Shopping & Restaurants and Daily Life. Teachers had ample scope during the plenary session to ask questions about existing resources and proposed changes.

For further information about the JFEC course, contact Jean Rawlings, Subject Officer at the WJEC, by email at: [jean.rawlings@wjec.co.uk](mailto:jean.rawlings@wjec.co.uk) or by telephone on 029 20265000.



## BLAZING A TRAIL IN PRIMARY JAPANESE

As noted in the last issue of Mado, there has been a significant increase in the interest in Japanese at primary level in the UK over the past year. There is also a growing desire on the part of secondary schools – Language Colleges in particular – to develop their outreach work in Japanese to feeder primary schools.

In response to these developments, a new project focusing on Primary Sector Japanese was launched in November by the Nihongo Centre in partnership with the School of Education, University of Nottingham, and JFET (Japan Festival Education Trust) with support from The Japan Society. The aims of *Ready Steady NihonGo* are to research the current state of Japanese language teaching in the context of primary language teaching as a whole and to create a network of teachers with both primary and Japanese expertise, to act as 'pioneers' in this emerging field. Initial research will be designed to suggest a strategy for piloting Japanese at primary level as well as to identify resource and training needs.

Central to the project will be the input of the Primary Japanese Pioneers' Group, consisting of a team of teachers including primary-trained Japanese speakers such as ex-JETs; secondary teachers who do outreach in feeder primary schools; trainee teachers of primary Japanese; and primary language specialists who would like to start Japanese. If you feel you have a particular



Primary pupils hard at work - in Japanese!

contribution to make in this context, please call Sally Lewis on 020 7838 9955.

The first phase of the project will culminate in a one-day conference at the Nihongo Centre on 13 March 2003, to disseminate good practice at Key Stage 2. Primary teachers will be invited to present case studies; key specialists on early language learning will be invited to speak; and the event will provide an opportunity for research findings to be discussed.

## Figures for Thought

### Did you know...

...that there are currently 293 schools teaching Japanese in the UK?

The breakdown by region is 86% England; 4% Wales; 7% N Ireland; and 3% Scotland.

...that the number of learners of Japanese in secondary schools is now 9,050?

This figure has more than doubled since 1997 when there were an estimated 4000 learners.

...that the total number of teachers of Japanese at secondary level is 234?

38% are native-speakers; 62% are non-native speaking teachers.

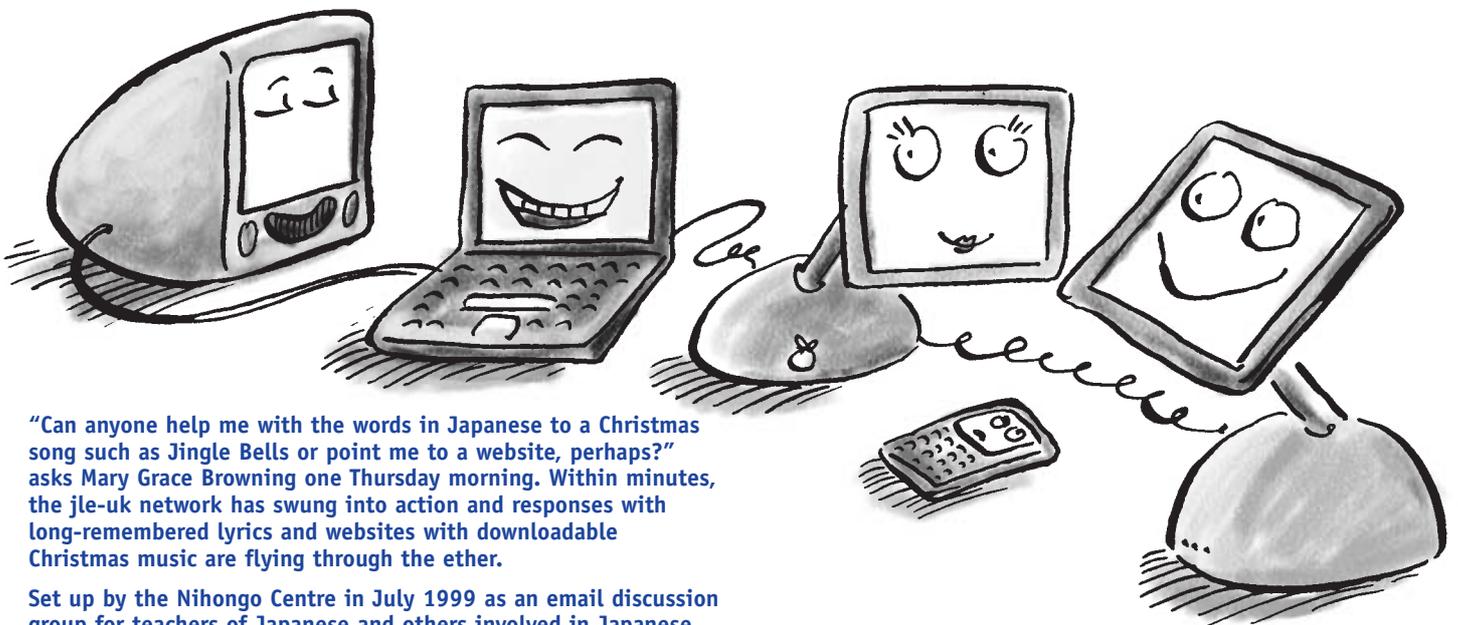
...that 68 out of 157 Language Colleges now teach or are planning to introduce Japanese?

This amounts to 43% of the total number.

...that the record number of learners at any one school is 1,134?

Tavistock College in Devon holds the current record. There are now 13 schools with over 200 learners in the UK.

## Jle-uk keeps teachers in the loop



"Can anyone help me with the words in Japanese to a Christmas song such as Jingle Bells or point me to a website, perhaps?" asks Mary Grace Browning one Thursday morning. Within minutes, the jle-uk network has swung into action and responses with long-remembered lyrics and websites with downloadable Christmas music are flying through the ether.

Set up by the Nihongo Centre in July 1999 as an email discussion group for teachers of Japanese and others involved in Japanese language education, jle-uk now has over 150 members who regularly discuss a wide range of issues and provide mutual support and advice, sharing information and practical classroom tips. Jle-uk, which focuses primarily on the secondary and adult sectors, also serves as one of the main mechanisms for finding jobs for teachers of Japanese in the UK.

Links created through the network over the last year include the case of two teachers of Japanese from Melbourne who sent messages to jle-uk on being transferred to the UK only to discover that they would be based within a few miles of each other. Teachers have found jle-uk a useful means of sharing resources, many of which are now available on the Nihongo Centre

website, and regularly exchange views on issues of mutual interest. A recent exchange on the subject of Japanese and dyslexia led to the idea of setting up a group to discuss the issue further. Michiko Harwood, who has taught dyslexic pupils at Millfield School, is keen to hear from any teachers who might be interested in joining such a group and can be contacted by email at [michiko@talk21.com](mailto:michiko@talk21.com). Michiko Harwood and Chieko Tateno will be giving a presentation on Dyslexia and Japanese at *Language World 2003* in April.

To subscribe to jle-uk, go to our website ([www.nihongocentre.org.uk](http://www.nihongocentre.org.uk)) and click on jle-uk in the right-hand menu for full joining instructions.



Teachers Page



しんねん  
新年あけましておめでとうございます。  
ことし  
今年もよろしくお願ひしま  
しんねん  
す。新年にあたり、日本語のクラ  
はいく せんりゅう  
スで俳句や川柳をつくってみませ  
はいく きご きせつ あらわ  
んか。俳句は「季語」(季節を表す  
ことば もち  
言葉)を用いて、5、7、5の17文字  
ひょうげん みじか し まつおぼし  
で表現する短い詩です。松尾芭蕉  
ふるいけ かわずと こ みず おと  
の「古池や 蛙飛び込む 水の音」は  
ゆうめい せんりゅう はいく  
有名ですね。川柳は、俳句よりも  
かんたん きご き  
簡単です。季語を気にせずに、見た  
こと、感じたことを17文字でユー  
モラスに表現したものです。最初  
きご つか はいく せんりゅう  
は季語を使わない俳句や川柳から、  
じゅう つく  
自由に作ってみてください。リズム  
がよければ、17文字でなくてもかま  
いません。日本の小学校や中学校  
はいく せんりゅう せつきよくてき きょうい  
では、俳句や川柳を積極的に教育  
と こと がっこう ふ  
に取り込む学校も増えています。  
ホームページもたくさんあります。  
はいく しょうがっこう ちゅうがっこう にゅうりょく  
「俳句 小学校 中学校」と入力して、  
けんさく  
検索してみてください。それでは、  
よい作品ができれば、ぜひ送って  
ください。

### Websites for haiku/senryu

The following are just some of the websites you might find useful for teaching about haiku and senryu:

Children's Haiku Garden  
[www.tecnet.or.jp/~haiku](http://www.tecnet.or.jp/~haiku)

Association of Japanese Classical Haiku  
[www.haiku.jp/haiku/nyumon\\_English.htm](http://www.haiku.jp/haiku/nyumon_English.htm)

Haiku contest Itoen  
[www.itoen.co.jp/new-haiku/index\\_e.html](http://www.itoen.co.jp/new-haiku/index_e.html)

BBC  
[www.bbc.co.uk/dna/h2g2/alabaster/A222922](http://www.bbc.co.uk/dna/h2g2/alabaster/A222922)

# HAIKU FOR THE NEW YEAR

Happy New Year! What better time to encourage your pupils to try their hand at composing haiku and senryu? Haiku is a traditional Japanese form of poetry made up of 17 syllables (arranged in lines of 5, 7 and 5) which usually contains a *kigo* (seasonal word). One famous example is Matsuo Basho's *Furu-ike ya/kawazu tobi-komu/mizu no oto* (which can be translated into English as: An old pond/A frog jumps in/Sound of water). Senryu are even easier to write than haiku and are usually more humorous – you don't have to worry about a *kigo* just express a thought or feeling in 17 syllables. In fact, as long as the poem has a certain rhythm, you don't need to be strict about the 17-syllable rule. Writing haiku and senryu is in fashion again at schools in Japan, so there are lots of useful websites you can use – see below left for a selection of these. We are always delighted to see samples of your pupils' work!

## Aims

- To familiarise pupils with the haiku and senryu forms
- To create a greater awareness in pupils of the sound of Japanese
- To enable pupils to express their ideas and feelings concisely in Japanese, using simple words
- To introduce the concept of seasonal references in poems

## Level

GCSE (example 1)  
AS/A (example 2)

## Procedure

- 1 Go through the examples of haiku and senryu on pages 4 and 5 with your pupils.
- 2 Hand out copies of the worksheet and ask pupils to write down a thought, situation or feeling which could form the subject for a senryu or haiku. You may like to suggest a theme such as the Winter Holidays; or they can choose a season-word from the table as a topic if they prefer.
- 3 Get your pupils to brainstorm and write down key words in Japanese – don't worry about full sentences at this stage.
- 4 Ask pupils to count the syllables of the words they have written down. They can use these as a starting point to create a poem to express their chosen theme using the 5/7/5 model.

## Extension

- 1 Ask pupils to explain their haiku or senryu to the class in Japanese, using complete sentences. They could also produce a short written piece.
- 2 Get pupils to translate their work into English. Compare versions to see the expressional differences between the two languages.
- 3 Encourage pupils to use photographs and images as a stimulus for writing haiku and senryu.

## Examples

See below for two examples of senryu – you will notice that they don't contain *kigo*. After each poem, I have explained the thought process behind it in Japanese and English.

### 1 がっこう えいご ラテン語 フランス語 学校で 英語 ラテン語 フランス語

⇒ わたし こどもは、えいご がよくわかりま  
せん。でも、がっこう では、ラテン語も  
フランス語もします。大変です。

For my son, who is still learning to speak English, having to take on Latin and French at his new school is really a struggle!

### 2 このまちに 歴史を刻む ビッグベン このまちに 歴史を刻む ビッグベン

⇒ ビックベンを見ていると、じかんを告  
げながら、きつとこのまちの歴史も  
見てきたのだろうと感じます。

The sight of Big Ben makes me think about how much of the city's history the clock must have seen, while keeping time.

## Teachers' Pages Survey

A big thank you to all those who returned the survey forms with feedback on the Teachers' Pages. Your comments have already proved extremely useful for us in planning future topics for these pages. Everyone who responded feels that the current format works well and more than 80% find that the materials are pitched at the right level (mainly GCSE). However we do realise that some of you need materials for AS/A2 level, and we will try to accommodate these needs as well. Do keep sending in your suggestions: these are *your* pages, and we need *your* input!

## Sharing Resources

We have recently revamped the Teaching Resources section on our website, which now features a variety of useful resources that can be downloaded for use in the classroom. All resources have been created by teachers of Japanese or Nihongo Centre advisors. We welcome further contributions which can be sent in by post or as attachments.

Log on to [www.nihongocentre.org.uk](http://www.nihongocentre.org.uk) and click on *Teachers Resources* for further details.

# Worksheet - Haiku for the New Year

<p><b>Context</b>          しょうきょうせつめい          状況説明</p>	<p><b>① GCSE level</b>          I have discovered that English chocolates are delicious; but eating too many might make me put on weight.</p> <p><b>② AS/A level</b>          I have received lots of New Year greeting cards, but I haven't sent any out at all. I know! I'll send e-mail cards – it's quicker and cheap!</p>
<p><b>Key words</b>          キーワード</p>	<p><b>①</b> イギリスのチョコ、おいしい、太<sup>ふと</sup>ります、あまい、こまります</p> <p><b>②</b> ねんがじょう、じかんがない、コンピュータ、マウス、クリック、カード、ともだち、じかん、あわてる</p>
<p><b>Senryu &amp; Haiku</b>          せんにゅう はいく          川柳 / 俳句</p>	<p><b>①</b> イギリスの チョコおいしくて こまったな</p> <p><b>②</b> クリックで あわてておくる <sup>ねんがじょう</sup> 年賀状</p>

**きご (season-words)**

ふゆ 冬	が 11月	が 1月
ふゆ (の空、雲、風、雨、山、海) / 雪 / 手ぶくろ / クリスマス / 雪だるま / うさぎ / だんろ / スキー / マフラー / セーター / <sup>しんねん</sup> 新年 / みかん		
はる 春	が 2月	が 4月
はる (の空、雲、風、雨、山、海) / イースター / ぶらんこ / シャボン玉 / エプリールフル / <sup>こま</sup> 子馬 / はち / ちょう / かえる / <sup>はなみ</sup> 花見		





## News update

### BATJ Update

The fifth annual conference of the British Association for Teaching Japanese as a Foreign Language (BATJ) took place at Manchester Metropolitan University on September 13 and 14 and was attended by as many as 70 teachers of Japanese from the higher education sector.

In the keynote speech, Professor Haruo Kubozono discussed a general tendency in language education to place less importance on the teaching of pronunciation as opposed to that of grammar and vocabulary. Outlining the basic structure of Japanese phonetics and phonology, he pointed out that the system underlying Japanese accent and intonation was not as complex as it might first appear.

The conference featured presentations and workshops on a wide variety of themes including *Coping with diversity in students with prior knowledge of Japanese*; *Communicative functions and the meaning of silence*; and *The Application of the European Language Portfolio to the Japanese Language Classroom*. Professor Kubozono gave valuable feedback and encouragement to presenters and was kind enough to donate a number of his recent publications to BATJ.

Forthcoming events include a workshop led by Miyuki Nagai at the University of Sheffield on January 18 and another on the subject of *Kanji and Vocabulary* led by Yoko Gutch in Oxford in February (date to be confirmed). On May 17 and 18 we will be holding a two-day workshop on Speech and Grammar at Royal Holloway, University of London, to which Professor Kubozono from Kobe University, Professor H Sukegawa from Tohoku University and Dr S Tanaka from Kobe Jogakuin University have been invited.

To find out more about BATJ's activities please visit [www.batj.org.uk](http://www.batj.org.uk) or contact the Chair: Kazuko Sorensen, Japanese Studies, Language Centre, Royal Holloway, University of London, Egham, Surrey TW20 0EX; tel: 01784 443812; fax 01784 477640; email: [K.Sorensen@rhul.ac.uk](mailto:K.Sorensen@rhul.ac.uk).

## Tobu wins BIMA award



Mana Takatori, Davie McGirr, Claire Dugard and Steven Fawkes with the BIMA trophy

*Tobu - Learn Japanese*, created by the BBC and Diverse Productions with support from the Nihongo Centre and funding from the DFES, won the BT Award for Best Broadband Content at the British Interactive Multimedia (BIMA) Awards on October 3, 2002.

One of the most prestigious new media competitions in Europe, BIMA's annual awards set the standard for the industry, celebrating creative excellence within digital media. This year, competition was fierce with a total of 275 entries and websites shortlisted from major retail and media giants including Habitat, Levi Strauss, Microsoft, MTV, Channel 4, Nike, Sainsburys and HSBC. For the BT Award for Best Broadband, judges considered nominees in all 17 categories (including Education) to select the one which they felt had best exploited the broadband platform.

*Tobu* is the first language-learning programme ever to have won a BIMA award, which is a great achievement for Japanese language learning in the UK as well as much-deserved recognition for the efforts of all involved in the pilot. Congratulations to Steven Fawkes at the BBC, who led the project, Linguistic Editor Claire Dugard and Davie McGirr, Daniel Creasey and Ken Kawamoto at Diverse (now known as Illumina) who designed and produced the site. The project could not have taken place without the help of a dedicated team of Teacher Consultants (Gina Edens, Helen Gilhooly, Sian Hanlon, Anu Jain, Jane Rutherford, Ben Stainer, Yuka Yokozawa, Liz Parke and Victoria Folkard), scripting support from Sarah Haigh, or the invaluable input of Naoyuki Kitani and the Nihongo Centre staff. Finally, a big thank you to all the participating pilot schools and independent learners who made time in their curriculum to trial *Tobu*.

### JLC News

The newly elected Japanese Language Committee (JLC) of the Association of Language Learning met in September. David Farrell from Ballyclare Secondary School, Co Antrim, is the new Chair and Claire Dugard from CILT has taken on the role of Treasurer. Other members of the committee are: Suzuko Anai, Helen Bagley, Sally Benson, Mary Grace Browning, Helen Gilhooly, Michiko Harwood, Lydia Morey, Akemi Solloway, Jane Rutherford and Yuka Yokozawa.

Regrettably the Sixth Form Language weekend due to take place in March has had to be cancelled due to circumstances beyond our control. We are now exploring the possibility of running one-day revision events for pupils as a partial substitute for this academic year and will keep you informed via the [jlc-uk](http://jlc-uk) network.

JLC will again be organising a day of Japanese-specific workshops at *Language World 2003*, ALL's Annual Conference which this year will take place at the University of Bath from April 4 to 6. On Saturday April 5,

presentations will be given by Yuka Yokozawa on *Let's Sing and Dance in Japanese*, Miwa Moriwaki and Hugh de Saram on *E-Reading*, Michiko Harwood and Chieko Tateno on *Dyslexia and Japanese*, and Tatsuya Nakagome, Anne Rajakumar and Gordon McBurnie on *Ready Steady NihonGo*.

The JLC is also in the process of seeking sponsorship to establish a National Annual Japanese Speech Contest, building on the success of *Flights of Fancy*, held last year as part of Japan 2001.

JLC encourages teachers of Japanese to join ALL so that they can access the JLC Home Page for Japanese Teachers and use the on-line teaching material which we are developing at the moment.

To find out more about JLC, contact the Chair David Farrell by email at [Rdfarrell@aol.com](mailto:Rdfarrell@aol.com) or on 028 9332 2610. You can also visit the website at [www.jlcweb.org.uk](http://www.jlcweb.org.uk) (contact ALL for a password).



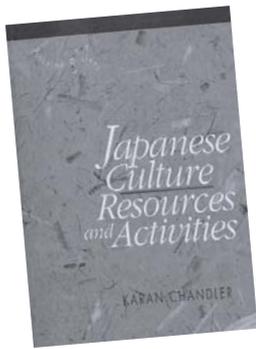
This issue's Library and Resources page has a seasonal focus to help you celebrate the New Year in Japanese style. Our Advisor for Secondary Education, Miwa Moriwaki, has selected four materials which link to the New Year theme but which hopefully will come in useful throughout the year. All the resources listed are available from the library and can also be borrowed through our *Loan by Post* service. If you haven't yet had a chance to try out

our on-line catalogue, why not make a New Year's Resolution to explore our virtual shelves by clicking onto the library section of the Nihongo Centre website ([www.nihongocentre.org.uk](http://www.nihongocentre.org.uk)). Library holidays in the coming months are March 21, April 18 and 21.

For general library enquiries, contact the Librarian on 020 7838 9955 or by email: [francoise@nihongocentre.org.uk](mailto:francoise@nihongocentre.org.uk).

## 1 Japanese Culture Resources & Activities

Author: Karan Chandler; Publisher: Nelson (1996)  
ISBN: 0-17-009118-X; Shelf No: 360 CH



**Skills:** Reading, Writing and Cultural Studies  
**Level:** Primary, Key Stage 3

This book is a fun-filled activity and exercise book, suitable for primary level to early Key Stage 3. Japanese customs and lifestyle themes are introduced for teaching in English and Romaji. Out of the ten different topics covered, the following are particularly useful for New Year's activities: *Traditional Japanese clothing*, which includes the kimono, *Things Japanese*, which includes kites and the January section of *Monthly Events*, which includes

activities such as *Fukuwarai*, a New Year game similar to *Pin the Tail on the Donkey*.

## 2 Karuta

Karuta is a Japanese card-matching game often played as part of New Year celebrations. Karuta is ideal for language learning because it helps pupils learn and revise vocabulary and sentence patterns while having fun at the same time! The Nihongo Centre library has several different sets of Karuta (using both kana and kanji). The following are examples of sets which you can use for kana practice:

### 日本語かるた Nihongo Karuta

(60 picture cards and 60 text cards)  
Author: Nobuko Mizutani  
Publisher: Bonjinsha (1988)  
Shelf No: 810.7 MI

**Level:** Beginners

Designed for learners of Japanese, this set is suitable for beginners of any age who are familiar with hiragana.



### ことばのえほん あいうえお・かるた

**Kotoba no Ehon - Aieueo Karuta**  
(46 picture cards and 46 text cards)  
Author: Taro Gomi; Publisher: Ehonkan  
ISBN: 4 87110 194 0  
Shelf No: 810.7 GO

**Level:** Beginners

Although originally designed for Japanese children, this karuta set can be used with beginners of any ages who are familiar with hiragana. The cards also include katakana, which makes the game a good way for pupils to familiarise themselves with these characters too.



## 3 Irasuto katto mini hyakka イラストカットミニ百科

Author: Hideki Yamashita; Publisher: Seibundoo shinmitsusha (1986)  
ISBN: 4 416 78610 7; Shelf No: 726 YA

This is a series of ten books, each containing drawings and images which are copyright free (for educational purposes). The series provides ideal material for making Japanese-style worksheets and the images can also be used to make flashcards. Below, we've listed the volumes which are particularly useful for creating materials to teach about New Year and other annual events:



### No.3 日本の12ヶ月編

#### Nihon no junikagetsu hen

Manga-style pictures illustrate the festivals and events in Japan month by month. The ones for January could be used to make New Year cards with your pupils.

### No. 5 墨絵歳時記編

#### Sumie saijiki hen

This volume contains a variety of sumie paintings for each season as well as the twelve signs of the zodiac.

### No. 8 筆描き日本の絵ごよみ編

#### Fudekaki nihon no egoyomi hen

This book contains beautiful brush paintings arranged by monthly themes. The images are more casually drawn than those in volume 5.

### No. 9 続・日本の12ヶ月編

#### Zoku nihon no junikagetsu hen

Similar to no. 3, this volume contains a wide range of images arranged by month. It also includes seasonal words, which can be used for making school magazines or newsletters.

## 4 Kisetsu de manabu Nihongo 季節で学ぶ日本語 Japanese Through the Seasons

Authors: Kyoko Ishizuka et.al; Publisher: ALC (2000)  
ISBN: 4-7574-0391-7; Shelf No: 810.7 IS

**Skills:** Speaking, reading, writing and listening (includes cassette tape)

**Level:** Beginners (Higher Education and Adults), possibly AS/A2 level

This book is a collection of seasonal articles which appeared in *The Nihongo Journal* between April 1999 and March 2000. There are 12 units in the book, each focusing on a different month. Each unit contains passages in English and Japanese, accompanied by a photograph and two keywords which link to the events described in the article. The keywords for January, for example, are *shinshun* (New Year) and *oshogatsu* (New Year's Day). Passages are followed by a range of set tasks such as reading comprehensions, exercises to reinforce grammatical points and graphs and surveys which encourage learners to come up with their own answers to questions on Japanese society and culture. Dialogues are also included for listening comprehension practice.



The reception held at the Japanese Embassy in November (featured on the front cover) provided a fitting occasion



to celebrate the great strides that Japanese language education has made in the UK in recent years – thanks to the efforts of teachers in all sectors. With the latest figure for school learners in the UK now over the 9,000 mark, there is a real sense that Japanese has gained a firm foothold in UK schools. It is important not to be complacent, though, as the updated University Guide shows a slight decrease in the number of undergraduates taking accredited Japanese courses. It is therefore essential to seize the opportunity for expansion that recent developments in the Primary sector are offering and we hope that many of you will be involved in pioneering a strategy for teaching Japanese at this level. We hope you enjoy the New Year's activities featured in this issue and wish you all the best for 2003.

## JAPANESE DEGREE COURSES 2001-2002

In November, the Japan Foundation and The Daiwa Anglo-Japanese Foundation published *Japanese Degree Courses 2001-2002*, which provides a comprehensive overview of Japanese degree courses at 54 higher education institutions across the UK, including information on course content, graduate numbers, financial provision, and student and staff ratios. The new edition, which is an update of the original 1996-97 publication, can be downloaded free of charge from the Nihongo Centre website at [www.nihongocentre.org.uk](http://www.nihongocentre.org.uk).

Please note that although, as reported in Mado 13, the University of Stirling and the University of Ulster have made the decision to withdraw Japanese, both institutions will continue to teach Japanese to existing students.

MADO13号巻頭 (Japanese Degree Course Report Updated) についての補足 アルスタ  
一大学およびスターリング大学は、2002年  
度以降の日本語学位コースの廃止を決定し、  
新入生の募集は停止しています。ただし、  
コースは2001年度以前に入学した在籍者の  
卒業まで存続します。

## UK Japanese Speech Award

This speech competition is open to 15-18 year old students whose native language is not Japanese and who have not lived in Japan for more than 3 months. Candidates will be judged on a five-minute speech in Japanese on a topic of their choice, followed by a two-minute interview. The winner will receive an invitation to the 8th JSA International Competition including a two-week cross-cultural programme in Japan. Students wishing to participate should send a taped speech in Japanese with a letter of recommendation from their Japanese teacher to the address below by Monday February 10. The finals will be held at Eton College, Windsor, on Sunday March 2.

For further details, contact the JSA Committee Office (JOBA International), 1F Lawford House, Albert Place, Finchley, London N3 1QA. Tel: 020 8343 4332.  
email: [m.ishikawa@etoncollege.org.uk](mailto:m.ishikawa@etoncollege.org.uk) or visit the website (Japanese only) at [www.iware.ne.jp/jsa/](http://www.iware.ne.jp/jsa/).

11月の日本大使館でのレセプション (1頁) は、様々な教育場で活躍しているみなさんの尽力によりめざましく発展した英国の日本語教育を祝うよい機会となりました。最新データによると英国の中等レベルにおける日本語学習者は約9000人となり、日本語教育は確実に定着してきています。ただし、最近改訂された University Guide が日本語を履修する学部生の若干の減少を報告していることも、念頭におく必要があります。よって、現在進展しつつある初等レベルでの日本語教育をさらに促進するということも非常に大切になってきています。この新しい分野に多くのみなさんが関わって下さることを期待しています。では、今年もどうぞよろしくお願ひします。今号で紹介した新年向けアイデアをご活用ください。



Dear Mado Readers

I wanted to tell you about some of my thoughts, prompted by a recent trip to Japan, during which I retraced my first journey there 50 years ago. In 1952 when I went to study at Kyoto University, the number of British people who could speak Japanese hardly reached double figures – it now teach the language to more than 2500 students each year. During my stay I spent a day at the Japan Foundation's Japanese Language Institute in Urawa and was most impressed by the facilities, including the wonderful library. I Sensei and had a long talk with Director Hidetoshi Kato, both of us thinking back to people and events when we were graduate students together in Kyoto University in 1953. I also met up with Professor Takamizawa, who has long been a driving force in the promotion of business Japanese. When he told me that the new e-learning courses he is developing were proving extremely popular in China and South East Asia, it made me realise that however much progress we have made in the UK over the last 50 years, we must keep up with developments in Japanese teaching – let's make sure we don't get left behind!

Professor Geoffrey Bowmas



### HEAD START

Wednesday 22 – Friday 24 January

An intensive introduction to Japanese and the issues associated with teaching it for Heads of MFL and senior managers in secondary schools and language coordinators at primary level.

### TSUGI WA? WHERE NEXT FOR JAPANESE?

Wednesday 12 February (note change of date)

A CILT/Nihongo joint INSET day exploring how recent initiatives and policy changes could impact positively on the teaching of Japanese in the UK.

### READY STEADY NIHONGO Thursday, 13 March

Disseminating good practice at primary level with primary 'pioneer' teachers presenting various case studies, supported by findings from the project's research.

### JAPANESE SIXTH FORM WEEKEND

Please note that this event has had to be cancelled (see JLC News on Page 6).

### ALL LANGUAGE WORLD 2003 Friday 4 – Sunday 6 April

ALL's Annual Conference, University of Bath (see page 6 for Japanese-specific programme organised by JLC or call ALL for further information on 01788 546443).

### JAPANESE A-LEVEL REVISION COURSE Tuesday 22 – Friday 25 April

To be held at Durham University. For further information contact the Department of East Asian Studies on 0191 374 3231.

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

### THE NIHONGO CENTRE NEWSLETTER

Editor: Caroline Lewis Design: François Hall

Published by

### THE JAPAN FOUNDATION LONDON LANGUAGE CENTRE

27 Knightsbridge, London SW1X 7LY

Telephone: 020 7838 9955

Fax: 020 7838 9966

Website: [www.nihongocentre.org.uk](http://www.nihongocentre.org.uk)

## READY STEADY NIHONGO!

Ready Steady Nihongo on 13 March will be the first comprehensive Primary Japanese Day to be held at the Nihongo Centre. Presentations include the first results from in-depth research into the UK Primary Sector and feedback from a newly-established network of teachers with primary and Japanese expertise. Other topics to be covered are: links between the secondary and primary sector, disseminating good practice and successful primary models of Japanese from the US and Australia. For further information call the Nihongo Centre on 020 7838 9955.