



ON THE MOVE

June will see a big change for the Nihongo Centre as we move into new premises in Russell Square.

As you all know, the recent financial climate in Japan has meant that many governmental organisations, including the Japan Foundation, have been faced with reductions in funding. As a result it was decided to co-locate with the Japan Foundation London Office and the search for new premises began. We are delighted to have found a location in a central and easily accessible part of London, close to many Japan-related institutions – not least of which is London University's School of Oriental and African Studies (SOAS) – as well as to many other academic and cultural bodies.

The move will enable both sides to benefit from synergies in planning activities and administering programmes. Our space on the sixth floor of Russell Square House, just seconds away from Russell Square tube station, will include a meeting room and a fully-equipped lecture hall with a capacity of up to 120, both being suitable for teaching and holding workshops and seminars. Our library will keep the existing collection intact.

In preparation for the move, the library was closed on April 17 and we will not be able to lend books or offer the *Loan by Post* service until July 1. Although our advisors and administrative staff will continue to answer enquiries until the end of May, there will be a period of a week during which we will be not be able to give an immediate response to enquiries. We hope to be back to business as usual by mid-June and we look forward to welcoming you to our new home then. In the meantime, we will keep you informed of all the latest developments via our website (www.nihongocentre.org.uk).

Commenting on the move, Mana Takatori, Director of the Nihongo Centre, said: "We will do our best to keep inconvenience to our users to a minimum but I hope teachers will bear with us during the move to our new premises in Russell Square, where we look forward to seeing you soon. We are very pleased that, in spite of the move, we will be able to run our Refresher Course as usual this July, marking a return to a full programming schedule."

From June, our new address will be 6th Floor, Russell Square House, 10-12 Russell Square, London WC1. As we go to press, the new telephone and fax numbers have not yet been confirmed but callers to our existing number will be diverted or advised of the new number by a recorded message. We will be writing to everyone on our database with full contact details as soon as possible.

日本語センターは6月にラッセルスクエアに移転することになりました。

さて、今日の日本の経済情勢は厳しく、国際交流基金をはじめ多くの政府系機関の予算が削減されています。低予算でより効率よく事業を行うため、日本語センターは、ロンドン中心部・ラッセルスクエア駅そばに、国際交流基金ロンドン事務所と共同のオフィスを構えることになりました。多くの学術・文化機関があり、ロンドン大学 SOAS などの日本に関する施設も多いエリアです。

新しいオフィスでは、会議室や120人収容可能な講堂にてこれまで同様にセミナーやワークショップを実施し、また、図書館も引き続き運営していきます。

移転準備のため、図書館は4月17日より一時閉館し、郵送貸出サービスは7月1日まで中止となります。アドバイザーやスタッフへのお問い合わせについては5月下旬までは通常通り対応しますが、6月中旬に本格的に業務を再開するまでの間には迅速にお応えできない時期がありますことをご了承ください。この移転の状況は、日本語センターウェブサイト

(www.nihongocentre.org.uk)にて随時お伝えします。

日本語センター主幹の高島まなは、次のように言っています。「移転に際し、みなさんにご不便をおかけしないよう極力努めますが、至らぬ点についてはどうぞご理解いただければと思います。移転後の7月には恒例のリフレッシュコースを開催します。新オフィスにてみなさまをお待ちしています。」

6月からの日本語センターの住所は6th Floor, Russell Square House, 10-12 Russell Square, London WC1です。電話とFAX番号は未定ですが、現在の電話番号から転送あるいは録音メッセージで新番号をお知らせします。詳細が決まり次第、みなさまには書面にてご連絡します。



Primary Update

Although subject to initial delays, funding is now in place for *Ready Steady NihonGO*, enabling the project to be fully launched in February.

As reported in the last issue, *Ready Steady NihonGO* focuses on primary sector Japanese and has been launched by the Nihongo Centre in partnership with the School of Education, University of Nottingham, and Japan 21 Education (formerly the Japan Festival Education Trust), with support from the Japan Society.

The aim of the project is to research the current state of Japanese language teaching at primary level in order to develop a strategy for moving forward with Japanese in this sector as well as to identify resource and training needs for the future.

Thanks to all those who responded to our earlier article, the Primary Japanese Pioneers' Group has now been set up to support the project and research has begun



Local primary pupils learning Japanese at Aldercar Community Language College

in several key areas including Japanese studies and culture at Key Stage 2 (KS2) and primary models of Japanese that have proved successful in Australia. As part of the Nihongo Centre's research brief - to conduct an audit of existing and planned Japanese provision in the UK primary sector - our

advisors have started making visits to both primary schools and secondary institutions involved in primary outreach work.

The postponed one-day conference on Primary Japanese, which forms part of the project, is now scheduled to take place in November. The event will provide an opportunity for research findings to be presented as well as a useful forum for the dissemination of good practice at KS2. See the September issue of *Mado* for further details.

Year 6 pupils from St George's New Town Junior School in Colchester practise writing



Biggest ever Head Start



Jeremy Moyle, Language College Director at Dereham Neatherd High School, learning calligraphy with Etsuko Yamada

We were delighted to welcome our biggest group of participants to date on the *Head Start* course, which took place from January 22 to 24, not least because the course had to be cancelled last year as a result of low take-up.

Head Start is an intensive three-day programme specially designed for senior managers and Heads of Modern Language Departments with no prior knowledge of Japanese. For the first time this year, the target group was extended to include Language co-ordinators from Primary schools.

In addition to a crash course in Japanese, the 14 participants received an introduction to *hiragana* and workshops on calligraphy and word-processing. There were also sessions on the practical issues associated with introducing and teaching Japanese at UK schools as well as a lunch at a nearby Japanese restaurant. Take-away information packs and cassette tapes were provided to encourage teachers to follow up what they had learnt on the course.

Response to the programme was extremely positive, with Mark Abberton from Our Lady of Victories Primary School in West Yorkshire describing *Head Start* as the best course he had attended in 30 years of teaching. Damian Heywood, who heads the sixth form at Ringwood School in Hampshire, said the course had really inspired him to introduce Japanese at his school, a sentiment echoed by Barbara Dresner, Head of MFL at Southend High School for Girls in Essex, who said: "It makes a big difference to know that there is an organisation like the Nihongo Centre which can provide support - I am now much more confident about the prospect of introducing Japanese. I am also incredibly impressed by how much we have learnt in three days!"

TIME TO SAY GOODBYE



I have very much enjoyed working here at the Nihongo Centre in the role of Assistant Manager, with responsibilities for the grant programme, JLPT, and accounting. Over the last three years I have seen Japanese Education in the UK grow and develop and I would like to thank

everyone for their support. I hope that you will extend the same kindness to my successor, Ms Mariko Shirakawa, who arrived in the UK in mid April. I wish you all continued success and I hope that we will have the opportunity to meet again in the future.
Rie Endo



Since joining the Japan Foundation just before the opening of the Nihongo Centre, I've been delighted to witness the remarkable growth and dramatic developments in Japanese language education in the UK. Now, six years on, it's great to see that more schools and universities offer Japanese than ever before, that wide-ranging Japanese-specific INSET provision now exists and that a rich variety of resources are accessible via our library and online. It has been thrilling to work with so many

inspirational teachers and talented colleagues and to have had the chance to work together on large-scale projects such as *Tobu*, *Class Acts*, and *Homestay UK*. Thank you all for your first-class support. I'm sure Japanese will continue to thrive and reach new heights as the Nihongo Centre embarks on an exciting new phase in Russell Square.
Sally Lewis



The National Languages Strategy Languages for All: Languages for Life

'In the knowledge society of the 21st century, language competence and inter-cultural understanding are not optional extras, they are an essential part of being a citizen.' (page 5, Executive Summary)

On December 18, 2002 the Department for Education and Skills (DfES) published the National Languages Strategy (NLS). We asked Steven Fawkes, President of the Association for Language Learning (ALL) and a member of the National Languages Steering Group, to give us his views on the Strategy and its implications for language teachers in the UK.

What is the background to the publication of the Strategy?

It emerged primarily as the government's response to the Nuffield Inquiry and the Nuffield Report *Languages: The Next Generation*, which called for a radical reappraisal of the nation's capability in languages. The report stressed the need for a coherent strategy to resolve existing problems in language provision and highlighted the importance of languages in all aspects of life. It is important to note that the Strategy relates only to England, since Wales and Scotland have their own strategic plans.

What is the relationship between the NLS and the Green Paper?

Although both projects were housed within the DfES, they were being carried out in parallel by different groups of people with no opportunity for interaction, which was a pity. That meant that when the Strategy was finally concluded, decisions which had already been taken on the Green Paper had to be incorporated into it.

Why is the Strategy significant?

The fact that the government has written a policy which relates specifically to languages is very significant and it reinforces the Nuffield Inquiry's message that things need to be done in order to change both our nation's capability in languages and its understanding of other cultures. The Strategy also conveys very positive messages about the importance of learning languages and introduces the idea of using 'partnerships' to expand and improve language provision in the UK.

What key aims does the Strategy express?

The Strategy refers to three over-arching objectives. The first is to improve the teaching and learning of languages. The second is to provide an accreditation scheme for languages, which would be recognisable internationally and the third is to increase the number of people studying languages. This last point is particularly relevant for teachers of Japanese, because the implication is not just that there should be an increase in the numbers learning a single language, but that a greater variety of languages should be studied.

To what extent is the Strategy binding on schools?

The Strategy is not a statutory document in the sense of imposing detailed requirements that are legally binding. The recognition scheme which it proposes, for example, would be a voluntary one. It consists mainly of aspirations for what should happen in the future, often indicating that partnerships might be involved in the planning; only a short section at the end includes actual costs and timelines already in place. Any legislation would need to be introduced by a White Paper.

What are its main recommendations?

One of the central recommendations is that every child should have the opportunity to study a foreign language and develop their interest in the culture of other nations at primary level. However, languages are to be introduced as an 'entitlement' at Key Stage 2 rather than as a statutory part of the curriculum and provision does not have to be in place until 2012. The Strategy stipulates that the learning programme must be delivered at least in part in class time and that pupils should have access to native speakers and e-learning.

What impact do you think the NLS will have on language teaching in the primary sector?

Already we have seen a greater interest, from head teachers in particular, in trying to find out more about what goes on in primary language teaching. For example, attendance at the *Primary Language Show* was up again this year and the audience was very enthusiastic. The issue for practising teachers will be how to fit languages into an already full curriculum. Some imaginative solutions are emerging, however, and CILT has documented good practice through the NACELL project. So I think we will see people trying to pick up that challenge quite quickly in the primary sector.

What are the implications for the teaching of Japanese at this level?

The Strategy mentions the idea of schools involving native speakers of other languages in their work and so I think there is an opportunity to further develop the Japan-related workshops and other events already being organised in schools with the involvement of native speakers. I think it is important for organisations such as the Nihongo Centre to encourage the teaching of Japanese at primary level, which will help to create a greater diversity of languages offered in this sector.

What about provision in the secondary sector?

Most of the detailed proposals relate to Key Stage 3 (KS3) and teachers of this age group will have access to some dissemination information and extra training. Other issues to be addressed are to do with gender and social inclusion. Although this is positive, the Strategy also removes the statutory requirement for schools to teach MFL to all pupils at KS4, making languages an 'entitlement' from the age of 14. Schools will be required to "ensure as a minimum that they are available to any pupil wishing to study them," but this change will inevitably have a negative impact on the take-up of languages at KS4, which has a knock-on effect on both Higher Education and Teacher Training.

What is the possible effect on the teaching of lesser taught languages such as Japanese?

If a school tries to reduce its language provision, it may be easier to withdraw a smaller language like Japanese. On the other hand, what schools are still most concerned about is their position in the league tables so as long as teachers of Japanese are delivering exam results at the right level, they should not feel too threatened.

Does the strategy address issues in the FE, HE and AE sectors?

Although Higher Education was discussed at length by the Steering Group, the document itself does not contain much detail on either Further or Higher Education. One positive development is that the Higher Education Funding Council for England (HEFCE) has been asked to provide funds to support students in working abroad as part of their course. There are even fewer concrete proposals relating to Adult Education which is disappointing, but I hope that these and issues in other sectors will be followed up in the future. In terms of the business sector, the Strategy proposes the establishment of Regional Language Networks to identify local needs and develop strategies to address weaknesses.

Will the NLS have a long-term impact on the status of languages?

Raising the status of languages was identified as a key issue by the Steering Group. Although the Strategy states that it is desirable to change people's attitudes to languages and culture, it does not actually say how this is to be done. The Government has also decided to appoint a National Director for Languages and having such a figurehead should help to raise the status of languages.

How did ALL respond to the National Strategy for Languages?

Both Terry Lamb and I represented ALL on the National Languages Steering Group. While we were delighted that the government had addressed the issue of languages in a positive way in the final document, we also felt that a lot of strategic points were incomplete, particularly from the point of view of coherence and lifelong provision. We would, of course, liked to have seen more money attached to it as well as more precise action plans and timelines. ALL sees the Strategy as a starting point for future constructive planning with partners.

You can view the National Languages Strategy on the DfES website at www.dfes.gov.uk. ALL's response to the Strategy can be found at www.languagelearn.co.uk.



Teachers Page



がくしゅう しょうほうしゅうしゅう しょうほうせいり
 学習を「情報収集」「情報整理」
 しんしょうほうはっしん さんだんかい たら
 「新情報発信」の三段階で捉えてみ
 ると、コンピュータはどの段階で
 も役立つ学習道具です。今回は、
 しょうほうしゅうしゅう かんたん
 「情報収集」のための簡単なホーム
 ページ活用法を紹介します。GCSE
 やAS/A2試験トピックの「時事
 もんだい しゃかいもんだい かんきょうもんだい
 問題・社会問題・環境問題」(Current
 affairs, social and environmental
 issues)を学習するために役立つの
 が小・中学生向け新聞のホームペー
 ジです。ニュースがわかりやすい
 にほんご か
 日本語で書かれていますし、こうし
 たページを活用することで、日本
 ごがくしゅう かんれん
 語学習とcitizenshipを関連づけて、
 がくしゅう
 学習することもできます。日本の
 ホームページを通して世界を見る
 たいせつ べんきょう
 ことも大切な勉強になるでしょう。

ICT can be a useful tool for teaching Japanese at three stages of the learning process, namely gathering information, analysing data and conveying new information. In this issue I introduce two simple computer-based activities which relate to the GCSE and AS/A Level topics Current Affairs and Social & Environmental Issues. The activities, which teach pupils to gather information about current issues in Japanese, make use of websites for Japanese primary and middle school pupils, which feature news items written in simple Japanese. These sites can be useful tools for making a link between Japanese language learning and citizenship and your pupils will also learn a great deal by seeing the world through Japanese eyes.

USING ICT TO KEEP UP WITH CURRENT ISSUES

Introduction

The most daunting aspect of using Japanese websites with your pupils tends to be kanji. I would like to tell you about an extremely useful site called Reading Tutor which can help to overcome this problem. All you have to do is log on to http://language.tiu.ac.jp/tools_e.html, cut and paste a paragraph in Japanese into the dictionary box and a vocabulary list will appear on the right, with readings and English translations for all the kanji.

NB: If you find that Japanese text is corrupted on some websites, this can usually be solved by following these simple steps: Click on View and select Japanese (auto-select) under 'Encoding' (PCs) or 'Character Set' (Macs).

If you have any other technical problems, a useful source of information is a computer manual created by the Japan Foundation LA Language Centre. Log on to: www.jflalc.org/teaching/resource/comptech/manual/index.html.

Aims

- To make use of ICT for learning Japanese in class
- To explore current issues through Japanese web pages
- To help pupils become autonomous learners using ICT

Activity 1 (GCSE)

One simple activity which can help to take the fear out of using Japanese websites is a katakana recognition task. Get your pupils to log on to the news sites below which are designed for Japanese primary and middle-school students. Ask them to select five katakana keywords from the index which currently includes titles such as プレミアリーグ and ハリー・ポッター and then try to work out their meanings.

Mainichi Interactive www.mainichi.co.jp/edu/maisho/keyword/2003/p_index.html

Kodomo Asahi www.asagaku.com/news_kotoba/news_m.html

Activity 2 (AS/A Level)

For this activity I have chosen two topics

which have recently appeared in the newspapers: nuclear weapons and Nobel Prize winners. Depending on the size of your class, you could increase the number of topics for variety.

Procedure

- 1 Divide the class into two or more groups and allocate each one a particular topic.
- 2 Give pupils a copy of the worksheet on page 5, which gives keywords and questions to focus their research. As a warm-up activity, they could log on to the two sites listed in Activity 1 and try to find the keywords for their topic. If they click onto the keyword, an article will appear, with furigana readings.
- 3 Now ask them to consult the news sites below to find the answers to the questions on their topic to fill in to the worksheet:

http://www.nhk.or.jp/kdns/_donburi/03/0118.html

<http://www.yomiuri.co.jp/education21/weekly.htm>

<http://edu2.mitaka.ed.tao.go.jp/jiji/>

- 4 Get your pupils to make up a simple quiz based on the information they have gathered after reading the Japanese news items. For example:

- 田中さんは、どんなノーベル賞をもらいましたか。
- ノーベル賞を受賞した英国人を二人言ってください。
- 1945年に、原爆が落とされたところはどこですか。

- 5 Organise a quiz show with your class.

Extension

Pupils can widen their search by using search engines such as Yahoo Kids Japan (<http://kids.yahoo.co.jp>). For example, if you click on to keyword search and enter the word 核 (かく = nuclear weapon) you will find the Hiroshima Peace Memorial Museum Virtual Museum site (<http://www.pcf.city.hiroshima.jp/virtual/index2.html>), where you can take guided tours in both English and Japanese.

USEFUL CLASSROOM INSTRUCTIONS

キーワードをしらべましょう。

Lets search for keywords.

キーワードを入力してください。

Please enter the keywords.

このアドレスのページを見てみましょう。

Let's log on to this site.

～を検索してみましょう。

Let's search for ...

記事を見つめましたか。

Did you find any articles?

ページを印刷してください。

Please print out the pages.

ページを保存しましょう。

Let's bookmark the sites.

A big thank you to all those who sent us examples of their pupils' haiku!

WORKSHEET - EXPLORING THE WEB



〈トピック1〉 キーワード: ^{かくへいき}核兵器 IAEA NPT ^{げんしりよく}原子力

- ^{かくもんだい}核問題は、^{もんだい}どんな問題ですか。
- ^{せかい}世界の中で^{なかくへいき}核兵器を^{ほゆう}保有している^{くに}国はどこでしょうか。
- ^{かくへいき}核兵器が^{せんそう}戦争に使われたのは、いつでしょうか。

〈トピック2〉 キーワード: ^{しょう}ノーベル賞 ^{ぶつり}物理 ^{かがく}化学 ^{じゅしょう}受賞

- ^{しょう}ノーベル賞は、^{しょう}どんな賞ですか。
- ^{ねん}2002年に^{しょう}ノーベル賞を^{じゅしょう}受賞した^{にほんじん}日本人はだれでしょう。
- ^{じん}イギリス人で^{しょう}ノーベル賞を^{じゅしょう}受賞した^{ひと}人を^{なんにんし}何人知っていますか。

〈トピック1〉 VOCABULARY		
核兵器	かくへいき	nuclear weapon
核問題	かくもんだい	nuclear weapon issues
原爆	げんぱく	an atomic bomb
水爆	すいぱく	a hydrogen bomb
保有 (する)	ほゆう (する)	to possess weapons; be armed
戦争 (する)	せんそう (する)	(to wage) war
原子力	げんしりよく	nuclear power
〈トピック2〉		
ノーベル賞	ノーベルしょう	a Nobel prize
化学	かがく	chemistry
物理	ぶつり	physics
受賞 (する)	じゅしょう (する)	receive (win) a prize
研究 (する)	けんきゆう (する)	research, study
受賞者	じゅしょうしゃ	a prize winner



BATJ Update

The British Association for Teaching Japanese as a Foreign Language (BATJ) organises a varied programme of events, the majority of which are open to non-members and jointly organised with the Nihongo Centre. The Association's aim is to support and enhance the teaching of Japanese in the UK, particularly in the higher education sector.

On February 22, more than 30 people attended a workshop on Assessment for Learning, led by Dr Valentina Klenowski of the Institute of Education, University of London. The seminar presented the latest developments in assessment, focusing in particular on the use of alternative methods such as portfolios to evaluate students' learning. A seminar on the subject of Japanese Language Education Today and Multimedia, presented by Professor Hiroshi Ono from the National Institute of Multimedia Education on March 8 also proved very popular with over 35 participants.

Future events include a two-day weekend workshop on the theme of Japanese phonetics and the teaching of Japanese at Royal Holloway, University of London from May 17 to 18. Presentations will be given by Professor Haruo Kubozono from Kobe University, Professor Yasuhiko Sukegawa from Tohoku University and Dr Shin'ichi Tanaka from Kobe College. BATJ's sixth Annual Conference will take place at London University's School of Oriental Studies (SOAS) on September 5 and 6. Themes for presentations and workshops will include ideas for teaching grammar, teaching conversation and making the best use of authentic materials.

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 on 01784 443812 or by email: K.Sorensen@rhul.ac.uk.

JLC News

As reported in the last issue, the Japanese Language Committee (JLC) had to cancel the Japanese Language Weekend, scheduled in March. Although plans were well underway to use the same venue and format as in previous years, when an application for insurance cover was made, the premium quoted was such that it would have put the cost of the weekend beyond the budget of all participants. Unfortunately, at present, this means that JLC is not in a position to arrange future Japanese Language Weekends.

On a more positive note, our Japanese-specific programme at this year's Language World conference from April 4 to 6 attracted an ever-increasing number of teachers and the exhibition of Japanese teaching materials arranged in conjunction with JP Books also proved popular. Yuka Yokozawa had participants in full voice with *Let's Sing and Dance in Japanese* while Miwa Moriwaki and Hugh de Saram introduced the Nihongo Centre's successful pilot project *E-Reading*. Michiko Harwood and Chieko Tateno discussed issues relating to *Dyslexia and Japanese* and Tatsuya Nakagome, Anne Rajakumar and Gordon McBurnie gave participants perspectives on the primary sector project *Ready Steady NihonGO*.

JLC has also been busy developing materials for its website, supported by a grant from the Nihongo Centre. The plan is to feature large 'packs' of information, such as the *Getting ahead in your GCSE Japanese* vocabulary booklet and *Getting ahead in your Japanese Oral*, already available on the site. Other materials planned for the near future are teaching materials for ABC preliminary level, a specimen Scheme of Work for KS3 and AS/A2 kanji and vocabulary lists. The JLC website resources section is password protected and teachers need to be a member of ALL to have access (call 01788 546443 for details).

To find out more about JLC visit the website at www.jlcweb.org.uk or contact the Chair David Farrell by email at Rdfarrell@aol.com or on 028 9332 2610.

Tile Hill Wood School and Language College



Japanese is now in its fifth year at Tile Hill Wood, having been adopted on an equal basis with German and Spanish at Year 7. The school has around 110 pupils at Key Stage 3, 60 pupils at Key Stage 4, and 20 at Key Stage 5.

Head of Japanese, Ben Stainer, feels that the school's commitment to establishing the language as a mainstream subject from the beginning was crucial to its development. "We have a lot of hours with pupils, which gives us time to work through the basic skills with them properly. The decision to introduce the subject at the lowest levels of the school has given us the continuity we need to build something special. Our Head of Languages, Jo Redford, and our Head Teacher, Ruth Westbrook have also demonstrated their enthusiasm for the subject time and time again."

The position of Japanese has been strengthened by an ethos of exchange and co-operation within the Language Department as well as by outreach activities such as delivering Japanese at local primary schools. Organising the



Japanese exchange pupils take part in an Art lesson with Year 8, February 2003

vibrant exchange programme is an important part of the Japanese Department's work and this year's November trip will be the third and largest, meaning that nearly a third of pupils will have visited Japan by the end

of the year. This comment by a Year 9 pupil reflects the motivating impact of the programme: "Taking part in the exchange visit has been great fun and I loved my Japanese Host Sister. This is why I am going to choose Japanese for GCSE!"



As you know, the Nihongo Centre Library was closed on April 17 to enable us to prepare for our move to Russell Square at the end of May. We are very sorry for the inconvenience caused to users by the closure but look forward to welcoming you back to the library on July 1, when we will also be able to start offering the *Loan by Post* service again. In the meantime, we hope you will visit the Teaching

Resources section on our website (from where you can download resources including GCSE Picture Kanji Cards and WJEC worksheets) and take a look at the range of on-line resources which our Secondary Advisor Miwa Moriwaki has selected and arranged by theme below. For general library enquiries, contact the Librarian on 020 7838 9955 or by email: francoise@nihongocentre.org.uk.

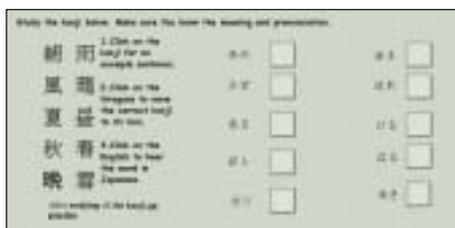
Top ten On-line Resources

KANJI

There is now a wealth of e-learning sites for kanji to choose from, but I have found these two particularly useful:

1 Interactive Japanese

<http://bama.ua.edu/~karizumi/language/japanese/>



This free site, developed by the University of Arizona, contains interactive games and kanji exercises, introduced by 'nihongo man'. Explanations for verbs and adjectives are easy to understand and the site is ideal for self-study or reinforcement of kanji learnt in class.

2 Kantango

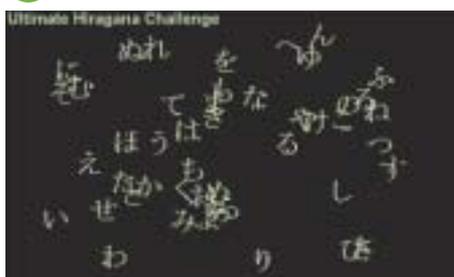
<http://www.kantango.com/index.php>

Would you like to make a list of kanji you want to learn and save it in your own folder online? The Kantango site will enable you to do just that! The site creates flashcards to test yourself on the kanji you have listed and a facility which allows you to print out a written quiz. Suitable for both teachers and students.

KANA

Hiragana and katakana learning always needs reinforcement. Why don't you try the following game with your pupils?

3 Ultimate Kana Challenge



<http://tell.fll.purdue.edu/ultimate/>

You can find games using both Hiragana and Katakana on this site. You will need the Macromedia Flash Player plug-in to play, but this is usually easy to download. These games will prove useful for improving your pupils' kana recognition.

LISTENING & READING

4 Japanese for Busy People

<http://www.ajalt.org/sfyj/index1.html>



This site contains a range of on-line supplementary materials for *Japanese For Busy People*, useful not only for those using the JBP course but also for beginners. The site contains topics such as numbers, money (shopping), verbs and adjectives (including conjugations), complete with audio.

5 ECIS Internet Hosokyoku

<http://133.6.76.62/~jems/hosokyoku/hosokyoku.html>

This site, created by Richard Harrison, is a useful source of news programmes in Japanese, accompanied by gap-filling exercises. Suitable for upper intermediate to advanced levels.



CLIP ART

Are you looking for Japanese style clip art? The following sites offer downloadable images and icons that you can use to make worksheets more authentic-looking:

6 School icons club (English & Japanese)

<http://www.schoolicons.com/eng/>

7 Free cut collection (Japanese only)

<http://www.koryosha.co.jp/halukiya/index.html>

CULTURE

There is also a wide range of sites with information on Japanese culture but I have found the following particularly useful in lessons:

8 Who wants to be a millionaire?

<http://japaneseculture.about.com/library/weekly/aa102100.htm>

This English-language site, which tests your Japanese cultural knowledge, always proves popular with students because of its well-known quiz format. Useful as a filler activity.

9 ABC Teach: JAPAN

http://abcteach.com/directory/theme_units/social_studies/japan/

If you are looking for cultural activity worksheets which can be easily downloaded and printed, this site has a wide range of them, including maps of Japan. Suitable for Primary and Key Stage 3.

10 Mangarama (digital comic learning system)

<http://www2.ak.cradle.titech.ac.jp/Rise/top.htm>

Would you like to try using Japanese comics in your teaching? This site features real manga with audio accompaniment. Suitable for intermediate to advanced levels.



As Mado celebrates its fifth birthday this spring, the Nihongo Centre embarks on a period of change with preparations beginning for the move to new premises in Russell Square at the end of May. While looking forward to the valuable opportunities for exchange that the new location will provide, we also look back with nostalgia on the many events and activities that have taken place here in Knightsbridge over the last six years. We will also miss Sally Lewis, whose unfailing energy, warmth and flair have helped to put the Nihongo Centre on the map for teachers of Japanese in the UK but we are delighted that Kornelia Achrafie, already known to many of you, has taken over Sally's responsibilities. We hope you will enjoy this term's *Mado*, which is full of ideas on how to get the most out of ICT – both as a source of teaching materials (see Library Page) and as a learning tool for pupils, as featured on the Teacher's Pages. Finally, we would like to thank Steven Fawkes for giving us his thoughts on the National Languages Strategy and its significance for language teachers in the UK.



はる 春になり、「まど」は5周年を迎え、日本
 こ 語センターは気持ちを新たに第一歩を
 ふ だ だ 踏み出す時期になりました。みなさん
 と 共 に 歩 ん で き た ナ イ ツ ブ リ ッ ジ で の
 6 年 間 を 思 い 起 こ す と 感 慨 深 い も の が
 あ り ま す が、よ り よ い 事 業 を 展 開 す る
 た め に 5 月 末 に ラ ッ セ ル ス ク エ ア へ と
 移 転 し ま す。日 本 語 セ ン タ ー を こ こ ま
 で 成 長 さ せ た 大 黒 柱 の サ リ ー ・ ル イ ス
 が 日 本 語 セ ン タ ー を 去 り ま し た が、後 任
 の コ ー ネ リ ア ・ ア シ ュ ラ フ ィ に 引 き 続
 き 暖 か い ご 指 導 ・ ご 支 援 を お 願 い し ま
 す。今 回 の「まど」で は、Li b r a r y P a g e で
 教 材 用 の、そ し て T e a c h e r ' s P a g e で は
 生 徒 学 習 用 の I C T 活 用 法 に つ い て 取 り
 上 げ ま し た が、い か が で し た か。最 後
 に、N a t i o n a l L a n g u a g e s S t r a t e g y と そ れ
 が 及 ぼ す 教 師 へ の 影 響 に つ い て 話 を 聞
 か せ て く だ さ っ た S t e v e n F a w k e s さ ん に
 心 よ り お 礼 申 し 上 げ ま す。



GETTING STARTED WITH ICT IN JAPANESE AND MANDARIN CHINESE
Friday 16 May

A one-day hands-on CILT course on the exploitation of word-processing, MS PowerPoint and the internet in language teaching. This course is designed for teachers wanting to develop or improve basic ICT skills through a focus on effective teaching and learning of Japanese and Mandarin Chinese. The course will take place at the Kingwood City Learning Centre, Fulham, and costs £100 (£90 for members of CILT Direct). For further details call CILT on 020 7379 5101 ext 231.

LEICESTER JAPAN DAY
Saturday 14 June

A day of activities for everybody interested in Japan and Japanese culture including tea ceremony, origami and calligraphy at Leicester Adult Education College. For further details, contact Annett Hering on 0116 233 4343.

YOUNG LINGUIST OF THE YEAR
Thursday 19 June

A speaking competition for pupils of any foreign language at KS2, KS3, KS4 and KS5 throughout the region organised by ALL's Coventry and Warwickshire Branch. To be held at Tile Hill Wood School and Language College, Coventry. For further information, call A Roughton on 02476 426232.

SUMMER REFRESHER COURSE
Monday 21 – Friday 25 July

The Nihongo Centre's popular annual intensive language course for non-native teachers of Japanese. Beginners, Intermediate and Advanced. (see noticeboard for further details).

BATJ 6TH ANNUAL CONFERENCE
Friday 5 – Saturday 6 September

To be held at London University's School of Oriental and African Studies (SOAS). For further details, contact Kazuko Sorensen at Royal Holloway, University of London; email: k.sorensen@rhul.ac.uk.

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.

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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REFRESH YOUR JAPANESE!

Give your language skills a boost by signing up for the Nihongo Centre's Language Refresher course. Designed exclusively for secondary school teachers of Japanese, the course will increase your confidence, fluency and accuracy in all four skills in a supportive small-group atmosphere. This year's refresher course for non-native speaking teachers of Japanese will take place from Monday 21 to Friday 25 July. All levels are catered for, and the course is free. Call Kornelia Achrafie on 020 7838 9955 to request an application form. The deadline for receipt of applications is Friday 4 July but early booking is advised.

New Japanese Studies MA at Birkbeck

With the establishment of a lectureship in Japanese Studies, the School of Languages, Linguistics and Culture of Birkbeck College in London is launching a new taught MA degree in Japanese Cultural Studies from the academic year 2003-04. The interdisciplinary programme, taught in English, will make Japanese cultural and critical studies accessible to a wider body of full- and part-time postgraduate students. Birkbeck also provides beginners' and intermediate Japanese language courses on Saturdays. For further information log on to www.bbk.ac.uk/lc/japanese or contact Dr Nicola Liscutin at: n.liscutin@bbk.ac.uk.