

JLC re-launches Speech Contest for Schools

Following the success of *Flights of Fancy* in December 2001, the Japanese Language Committee (JLC) of the Association for Language Learning has decided to re-launch its Japanese speech contest for schools this year, in partnership with the Japan Foundation and the Japanese Embassy.

The National Japanese Speech Contest for Secondary Schools is open to 11 to 16-year-old pupils who are currently studying Japanese as a foreign language in UK schools or colleges. There will be two separate categories: Key Stage 3 (for those 14 or under on August 31) and Key Stage 4 (for those 16 or under on August 31). Candidates are invited to send in a short taped speech in Japanese on the theme of *My Dream* by March 31. Six finalists will then be selected from each category.

The winner of each category will receive a special trophy, to be kept by their school for a year, as well as a palm-top computer. Gold,

silver and bronze medals will also be presented to the winner and two runners-up from both Key Stage 3 and 4 to mark their achievements.

The finals event, which will be held in central London on Saturday June 26, will not only provide an opportunity for finalists to give their speeches live in front of an audience of fellow students, teachers and invited guests from the UK-Japan community, but will also feature a wide variety of workshops and Japanese cultural activities.

JLC Chair David Farrell is delighted that the speech contest is to be held again this year. "We hope that the National Japanese Speech Contest will become a regular event that will encourage and inspire UK-based pupils to rise to the challenge of making a speech in Japanese, and provide an opportunity for young learners of Japanese to demonstrate their speaking skills in public."

2001年の12月に行われた *Flights of Fancy* に続いて、JLCは、国際交流基金と日本大使館とともに、日本語スピーチコンテストを実施することになりました。

このスピーチコンテストは、現在イギリスの教育機関で日本語を学習している11歳から16歳の生徒を対象に、キーステージ3(8月31日時点で満14歳以下の生徒)、キーステージ4(同16歳以下)の2部門に分かれて行われます。応募者は、3月31日までに「私の夢」というタイトルの短いスピーチを録音したテープを送ることになっており、両部門から6名ずつ本選出場者が選ばれます。両部門とも、上位3位には金・銀・銅メダルが贈られます。また、1位には1年間のあいだ学校で保管されることになるトロフィーが授与されるほ



Scenes from the 2001 speech contest

For further information about the contest, including detailed rules, please see the enclosed flyer and application form in this issue of *Mado*.

か、パームトップ型コンピューターが贈られます。

本選は6月26日(土)にロンドンで行われます。これは、出場者にとっては、先生や友人、英国の日本関係者などといった大勢の聴衆の前でスピーチする機会となり、また、みんなにとっても、日本に関する様々なワークショップや催しを楽しめる機会となるでしょう。

JLCのデイヴィッド・ファレル会長は、スピーチコンテストが今年再び開催されることを喜んでいました。「このスピーチコンテストが定期的に行われれば、イギリスの日本語学習者の学習意欲を刺激し、日本語でスピーチをしたり、人前で話すというスキルを試す良い機会になると思います。」

なお、要項など、コンテストの詳細については、同封のチラシをご覧ください。



Stepping Out reviewed



Ready Steady NihonGO!



Teachers and educators from around the UK gathered at the Japan Foundation London Language Centre (JFLLC) on November 18 to attend our first ever conference on primary Japanese.

Around 50 people participated in the event, which provided an ideal opportunity to report back on the *Ready Steady NihonGO* project, being carried out by the JFLLC in partnership with the University of Nottingham School of Education and Japan 21 Education.

Ready Steady NihonGO was designed to research the current state of Japanese language teaching at primary level, with the aim of developing a strategy to support and further encourage primary Japanese in the UK.



Miwa Moriwaki teaches an AS class while Anna Pope observes

As reported in the last issue, our programme of school visits has now started up again, and over the last few months our teaching advisors have observed and participated in Japanese classes at both primary and secondary schools across the country. Among the schools visited was The Sir John Colfox School, where Anna Pope teaches Japanese. Here is her personal account of the *Stepping Out* programme:

I am a teacher of Japanese at The Sir John Colfox School – a Language College in West Dorset. I am in charge of the Japanese department; in fact there are no other Japanese teachers or assistants at the school.

I teach a full range of year groups and abilities from Year 8 beginners to Year 12. After two years of struggling with the new GCSE (a first for our school) some of my high-fliers returned to continue with Japanese in the sixth form. I then found myself faced with the onerous task of setting up the AS level course. With few resources suitable for advanced level and very little idea of where to begin I muddled through the first weeks as best as I could.

I remembered reading about the *Stepping Out* programme in a previous issue of *Mado* and gave Miwa Moriwaki at the Language Centre a call. We arranged a visit immediately and Miwa offered to teach my AS level class for me to observe. I gave her a topic and a grammar point and she prepared the lesson and materials. Just two weeks later Miwa was waiting with a friendly smile in the school reception. We spent the day looking at useful resources and Internet sites, as well as putting together a basic scheme of work.

The visit was a real success. I received excellent advice and materials, which I have been able to put into practice and use in my lessons. More importantly, I gained some invaluable contacts and no longer feel so isolated. Miwa also followed up the visit with more help and advice. My problems are not completely solved but I now feel much more in control, my lessons are more focused and I know there is help just a phone call away.

To request a *Stepping Out* visit or to make an appointment to see our teaching advisors at the Centre, call 020 7436 6698.

BYE • TIME TO SAY GOODBYE • TIME TO SAY



After working for the Japan Foundation London Language Centre since it opened more than six years ago, it is time for me to say goodbye. It was a pleasure for me to set up the library and I enjoyed all its challenges. I hope that you will continue to benefit from this rich and unique collection in order to carry out your important work of teaching the Japanese language and culture in this country.

Françoise Simmons



Discussion continues after the presentations

Centre Director Mana Takatori welcomed participants, who included teachers from primary schools currently teaching or interested in introducing Japanese and secondary teachers active in primary outreach work as well as representatives from key organisations in the field. Also present were several members of Primary Japanese Pioneers UK, an email discussion group set up to support the project.

The programme began with a briefing on Early Language Learning in the UK from Kati Szeless of CILT, which provided a useful context for later discussions. This was followed by an overview of *Ready Steady NihonGO* by Senior Programme Officer Kornelia Achrafie, after which research findings from the three key reports were presented (see opposite page for summaries).

In the two practical sessions which rounded off the day, teachers from language colleges shared their experiences of primary outreach work. Jayne Maidment from Dartford Grammar School demonstrated some typical Japanese lessons for primary pupils, encouraging the audience to join in with the songs and games, while Suzuko Anai from The Thomas Lord Audley School gave a confidence-inspiring demonstration of how ICT can be used to enhance the teaching of Japanese at primary level.

Commenting on the conference, one teacher said: "I came away very much inspired to promote the teaching of Japanese language and culture at our school. It was a very well-organised day and I felt most welcome."



Practical sessions had participants on their feet

Reports from the Primary Conference

The Japanese Studies scene at Primary Level

Heidi Potter, Japan 21 Education

Based on database information and interviews with schools and regional information providers, at least 1,200 schools nationwide have carried out work on Japan in the last 3 or 4 years. Japan-related work varies from in-depth projects in geography to a week of literacy hours on haiku and can also include contributions to multicultural days or international weeks.

Primary Japanese teaching and outreach by PGCE graduates

Dr Anne Convery, School of Education, University of Nottingham

The aim of the report was twofold: to present a record of teachers of Japanese who have gained the Postgraduate Certificate in Education (PGCE) in Japanese at the University of Nottingham and to report on those graduates who currently teach, or who have recently taught, Japanese in the primary sector.

The PGCE in Japanese was established at Nottingham University's School of Education in 1991 and it is still the only course of its kind in the UK.

The report found that of the 35 graduates from the PGCE course in the last 12 years, 18 are currently teaching Japanese in secondary schools. Of these, over half (10) are, or have recently been, involved in primary outreach work.

It was found that secondary schools teaching Japanese work mainly with their feeder schools and that teaching is carried out mainly by qualified secondary specialists. Most primary Japanese work involves both a language and a cultural element, with the main skills employed being listening and speaking. Participating pupils tend to be in Year 6 and the main teaching model at the moment is the short 'taster' module.

The report concluded that there was a great deal of enthusiasm and motivation for the learning of Japanese in the primary sector and that the learning of a non-European language could enhance the curriculum in many areas. Constraints on the provision of primary Japanese included lack of time and a shortage of funding.

A second report on *Curriculum Models for MFL Learning in use in UK Primary Schools* was carried out by Dr Philip Hood at The School of Education, University of Nottingham. This report discussed the different potential levels of engagement with foreign language learning found in primary schools and explored the question of who should teach primary Japanese. Possible training methods were also presented.

Although Japan is not specifically mentioned in the National Curriculum, there are many opportunities for introducing it within the current syllabus, in particular with subjects such as Geography (or Environmental Studies in Scotland) Literacy, Numeracy, Art, Music and PSHE/Citizenship.

There are various factors which seem to influence whether a school studies Japan or not. Among these are LEA support and encouragement, the availability of resources, and whether the school has existing Japanese links. Other key factors include special events such as the World Cup or Japan 2001.

Types of resources currently available include published materials, Activity Chests, school visits through the *Japan in Your Classroom* and *Club Taishikan* schemes, INSET days for teachers, Japan-UK LIVE and other school-linking programmes and a range of grant programmes. The main external sources of information on Japan for schools include the Japanese Embassy, Japan 21 and Teachers' Centres.

In terms of school links, research identified few one-to-one links with Japan at primary level, partly due to language difficulties. In this context, Japan-UK LIVE, an email discussion forum set up by Japan 21, provides new opportunities for British primary schools to set up exchanges with schools in Japan, since all messages are translated.

Among the future issues highlighted by the report were how existing resources can meet demand, since this is likely to rise considerably; how links can be created between the study of Japanese language and country/culture studies and the issue of continuity between the primary and secondary sectors.



The Australian Model: Japanese at Primary level in Victoria

Anne Rajakumar, South Wolds School and Language College

Primary level 'Languages other than English' (LOTEs) were first actively introduced in Australia in the mid 1990s and due to its enormous popularity at secondary level, Japanese was one of the major languages offered in Australian primary schools, with 1,311 schools teaching the language by 2001.

The Australian experience therefore provides a valuable opportunity to examine a long-standing primary Japanese programme in a similar educational culture to the UK, as well as to learn from the successes and failures of the various Australian models of Japanese language education when mapping out future strategies for teaching primary Japanese in the UK.

The report focused on the example of the south-eastern state of Victoria, where approximately 20% (55,000) of primary pupils were studying Japanese by 2001. The average LOTE contact time is one hour per week and the three main teaching models used are object-based (focused on teaching the target language); content-based (teaching part of the wider school curriculum in Japanese); and Language and Cultural awareness.

The problems faced by schools in Australia include the fact that state funding for LOTEs, though initially fairly generous, has not increased substantially over the last decade, making it difficult to maintain Japanese programmes at a constant level. The popularity of Japanese at schools has also led to a shortage of qualified teachers. Perhaps the biggest issue revealed by the report, however, is the lack of communication between the primary and secondary sectors.

Among the lessons to be learnt from the Australian example, therefore, is the importance of enabling a smooth and co-ordinated transition, so that efforts put into learning Japanese at primary schools can be consolidated at secondary level. It is also vital that funding initiatives to kick-start Japanese are maintained in the long-term so that excellent programmes can be continued and built on in the future.

Survey on MFL in Primary Schools

The Japan Foundation London Language Centre (JFLLC)

In September 2003, the Japan Foundation London Language Centre (JFLLC) sent out 24,700 flyers to primary schools across the UK to request information about their modern foreign languages (MFL) teaching, with particular reference to Japanese. By mid-November a total of 72 responses had been received - a significant number given that Japanese is not widespread at primary level in the UK.

Of the schools that responded, 62 (86.1%) were state schools and 10 (13.9%) were independent. The survey results showed that French was the most commonly-taught MFL (at over 72% of schools), followed by Japanese, although this was not surprising as schools with an existing interest in Japanese were more likely to have returned the survey.

Fifteen (20.8%) of the schools that responded to the survey were already teaching Japanese and of these, four teach it as their only MFL. Fifty-one schools (70.8%) expressed an interest in introducing Japanese and of the five schools that were not interested in introducing it formally, three requested help with Japanese materials and advice for Japan-themed cultural days or other events, which suggests a broader interest in Japan and Japanese culture.

In terms of teaching models, 8 of the 15 schools mentioned above teach Japanese as an extra-curricular activity, and of the schools interested in introducing Japanese in the future, many requested help with establishing a lunchtime or after-school club. Five of the schools that responded teach Japanese as part of the curriculum. Therefore, compared with the teaching models used for foreign languages other than Japanese, it seems that it is more common for Japanese to be taught outside the standard curriculum than other languages.

All schools returning the JFLLC survey were sent a hiragana or katakana wall poster and an information pack containing a variety of resources including the *Ready Steady NihonGO* Primary Schools' Support Guide and information on the project.

あいうえお

Teachers Page



しんねん
新年あけましておめでとうございます。今年もよろしくお願ひします。にほんこどもたち
日本の子供達にとっては、お年玉
あたらしいおもちゃやゲームが買える楽しいお正月です。でも、お正月には伝統的な遊びもたくさんあります。家の外の遊びとしては、竹馬、こま、凧揚げ、羽子板などがあり、家の中の遊びとしては、かるたや福笑いなどがあります。今回は、えいこくの子供達もよく知っている「サムライ」をモデルにして、福笑いを作成しました。日本では「笑うかどには福来る」と言ひます。2004年の日本語クラスを、福笑いから始めてみてください。みなさんにとって、2004年がより良い年でありませう。

Happy New Year! At this time of year, Japanese children splash out on new toys or games software thanks to their special New Year's pocket money, *otoshi-dama*. Many also play with traditional toys such as bamboo stilts, spinning tops and kites. For indoors, in addition to *Karuta*, there is a game called *Fukuwarai* (literally 'laughter brings good luck') which I would like to introduce you to. Rather like 'pin the tail on the donkey', *Fukuwarai* involves placing cutouts of features onto the outline of a face while blindfolded. Traditionally, the face used is a comical round-faced woman, but we have designed a samurai warrior *Fukuwarai* especially for Mado. I hope your Japanese classes will start with much laughter, followed by a prosperous year for all!

Laughter brings good luck

Aims

- To learn and revise vocabulary related to parts of the face.
- To encourage pupils to give instructions in Japanese, using basic directional words.
- To enable pupils to experience a traditional Japanese New Year's game, which could form the basis for a discussion of traditional games and activities in Japan and the UK.

Level

Key Stage 2 - Adult

Procedure

- 1 Divide the class into groups of about four, and distribute an A3-sized photocopy of the game on page 5 to each group. Ask pupils to cut out the different parts of the Samurai's face.
- 2 Each group chooses a player to be blindfolded. The other members of the group take it in turn to hand the blindfolded player a part of the face, saying 「はい、どうぞ」. The blindfolded player then responds with 「ありがとう」 and attempts to position the piece in the correct place while the other players guide him saying: 「うえ」「した」「みぎ」「ひだり」「すこし うえ」 or 「オッケー (= OK!)」
- 3 Repeat step 2 with the rest of the cutout pieces, until all the features have been placed or pinned onto the outline.
- 4 The blindfold is then removed, and pupils can laugh at how strange the Samurai now looks!
- 5 Steps 1 - 4 can be repeated with a different player being blindfolded.

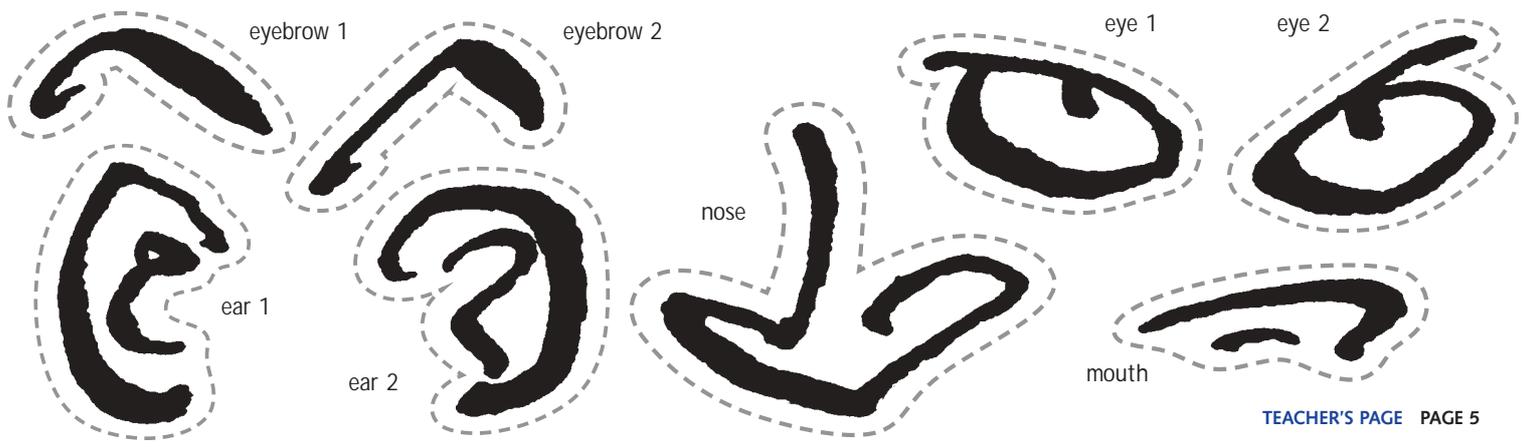
Variations

- a The blindfolded player can start off holding all the pieces.
- b Impose a time limit of about 30 seconds.
- c More advanced students can be encouraged to use dialogue as below:
 - 「これは、^{みみ}耳ですか」
 - 「はい、そうです。」
 - 「すみません、これは何^{なん}ですか。」
 - 「それは、^{はな}鼻です。」
 - 「ここでいいですか。」
 - 「もうすこし、^{みぎ}右です。」
- d Start a timed inter-group competition. Good teamwork is necessary to create the 'perfect' (or better) face!
- e Designing their own *Fukuwarai* game can be an interesting and stimulating task for primary pupils. They could try drawing a monkey, which is the Japanese zodiac sign for 2004. This could lead to an interesting discussion about the other animals in the zodiac.

Vocabulary

目	め	eye
耳	みみ	ear
鼻	はな	nose
口	くち	mouth
まゆ毛	まゆげ	eyebrow
上	うえ	up
下	した	down
右	みぎ	right
左	ひだり	left





BATJ Update

The British Association for Teaching Japanese as a Foreign Language (BATJ) was established in 1998 to support, and raise the standard of, Japanese language teaching in the UK, with particular emphasis on the higher education sector. The association organises a wide range of events and activities, many of them in association with the Japan Foundation.

In January 2003, a group of BATJ members initiated the *Bunpo Benkyokai*, a study group focusing on new trends in the teaching of Japanese grammar, collectively referred to as *Nihongo Kyoiku Bunpo*. The group, which meets at the JFLLC for a two-hour session every two months, was set up with the aim of establishing a long-term strategy or framework for the teaching of grammar, informed by recent developments in linguistic-based theories.

So far, eight meetings have been held, focusing on topics such as transitive and intransitive verbs, tense and aspect and *keigo*. The average attendance is around twelve members. Although there is a core group of London-based members, people have also travelled from as far afield as Cardiff, Durham and Leeds, to participate. The study group works with one central text, *Atarashii Nihongogaku Nyumon* (Isao Iori, 3A Network 2001) as well as other subtexts and articles that generate a discussion and exchange of ideas. There is no designated supervisor and members take responsibility for their own learning and for helping and encouraging each other. The *Benkyokai*, which could be described as 'autonomous learning by and for professional Japanese language teachers' has proved an effective means of enabling members to keep up-to-date with both theory and practice.

This year, BATJ's Annual Conference will be held at Oxford Brookes University on September 3 and 4.

To find out more about BATJ's activities please visit 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.

JLC News

As announced on page 1, the Japanese Language Committee (JLC) of the Association of Language Learning (ALL) has re-launched its Japanese speech contest for schools, first held as part of Japan 2001. JLC hopes that as many pupils as possible will rise to the challenge of making a speech in Japanese. For further details, please see the enclosed flyer.



In response to the government's plans to develop the teaching of languages in the primary sector over the next decade, outlined in the National Languages Strategy, JLC is planning to hold three regional workshops in late spring 2004. These events, funded by the Great Britain Sasakawa Foundation and supported by the Japan Foundation, will bring practical ideas, free resources, expertise, and even Japanese taster lessons to three venues around England. The workshops will have two separate strands, to cater for both primary and secondary teachers with an existing knowledge of Japanese, and non-Japanese-speaking primary teachers who would like to introduce an awareness of other languages into their teaching. Watch out for further information in mailings from the Japan Foundation and ALL.

JLC will again be running a programme of Japanese-specific workshops at ALL's *Language World* Conference, which takes place at the University of Oxford from April 2 to 4. Presentations include: *Making Japanese Interactive* by Jane Rutherford, *Progression from Year 7 through to A2 and beyond* by Jo Redford, *Contemporary Japanese Society* by Miwa Moriwaki and Lydia Morey, and *Activities in Japanese for KS1 and KS2* by Yuka Yokozawa and Tatsuya Nakagome.

JLC aims to represent the views of Japanese language teachers (Primary, Secondary, Further Education and Adult Education) in the UK. To find out more, contact the Chair David Farrell (farrellrd@hotmail.com) or on 028 9332 2610 or log on to the website at www.jlcweb.org.uk (contact ALL on 01788 546443 for a password).



Hendon School

Japanese has been on the timetable at Hendon School since 1996. The department is headed by Helen Langsam and there are currently around 320 pupils studying the subject. In Year 7, students can opt to take Japanese as their first language instead of French and this option has proved so popular that provision was doubled in Year 7 this year. Pupils can continue to study Japanese all the way through to Year 13 and have the opportunity to take GCSE Japanese as well as AS Level and A2.

Yasuyo Kidoguchi, a recent PGCE graduate from Nottingham University who joined the teaching team in September, says, "Hendon students are incredibly committed to Japanese. They are enthusiastic, motivated and eager to learn about Japanese culture."

Every October around 18 Year 10 students take a two-week trip to Japan, visiting Tokyo and doing a week's homestay in Hamamatsu-shi in Shizuoka. Here, the students attend Konan High School, Hendon's exchange partner school, where they participate in cultural activities and lessons.

In November, as part of International Education week, the school invited parents and members of the community to come to an international evening to hear Year 10



Hendon school students in Tokyo, November 2003

pupils talk about their Japanese experiences. The audience was also able to participate in mini calligraphy, origami and Japanese language lessons, run by the students themselves.

Each year in March, Konan High School students visit Hendon School for two weeks,

an event that all Hendon students look forward to. It is not only students who are interested in Japanese at Hendon; six members of staff are currently enrolled in the free Thursday evening Nihongo class offered to the community. Hendon is also hoping to do Japanese outreach work at some of the local primary schools in the near future.



We are very pleased to have seen a significant rise in the number of visitors to our library since the move to Russell Square House. We have recently introduced some changes to the library regulations, which mean that reference members will also need to register and both full and reference membership are valid for a one-year period, which is renewable. We would be grateful if both full and reference members could show their

library card to staff each time they use the library. As well as a wide range of Japanese-specific teaching materials, our collection contains a number of reference books on themes of general interest to teachers and our advisory team introduces a selection of these below, together with some websites which you may find useful. To find out about library holidays over the next few months and for general enquiries, contact the Librarian on 020 7436 6698 or by email: library@jpf.org.uk.

The Newly Qualified Teacher's Handbook (2003)

Publisher: Kogan Page, Author: Elizabeth Holmes, ISBN: 0 7494 3857 6

This book gives practical guidance to newly qualified teachers (NQTs) in primary and secondary schools. It contains advice on topics ranging from 'getting a job' to 'managing a job', and is divided into 14 chapters. Chapters 12 to 14 provide FAQ that give very useful advice about different situations that teachers may experience at school.

A guide to teaching practice (4th edition - 2002)

Publisher: Routledge, Author: Louise Cohen et al, ISBN: 0 415 14221 0

Designed for student teachers, this book gives useful ideas for curriculum planning, schemes of work and all the practical information you need when teaching at primary and secondary schools. The 4th edition covers new topics such as dealing with mixed-ability classes, language in the classroom, classroom management and assessment.

Stress-busting for teachers (2000)

Publisher: Stanley Thornes Ltd, Author: Chris Kyriacou, ISBN: 0 7487 5312 5

This book is designed for all teachers who experience stress at school but is also suitable for general

readers. It provides information on various aspects of stress, including an analysis of why and how stress occurs, and suggests ways of minimising stress when teaching. It is easy to read and the illustrations and captions are amusing and light-hearted.

Class management in the Secondary school (revised in 2001)

Publisher: Routledge, Author: E. C. Wragg, ISBN: 0 415 24954 6

This book and its companion volume Class management in the Primary school (also revised in 2001, ISBN 0 415 24953 8) offer useful guidance to new teachers on the basics of class management, while giving suggestions which can help more experienced teachers to examine and improve their own practice. They can be used for individuals as well as part of INSET.

The gift of dyslexia (2nd edition – 1997)

Publisher: Souvenir Press, Author: Roland D. Davis, ISBN: 0 285 63412 7

This book contains basic facts about dyslexia and gives you practical step-by-step techniques for teaching dyslexic pupils. There are 4 main sections divided into 34 chapters. Starting from 'What dyslexia really is', the book provides theory and practical guidance to parents and teachers.

An introduction to Japanese Linguistics (1996)

Publisher: Blackwell, Author: Natsuko Tsujimura, ISBN: 0 631 19855 5

This book is useful for those who are new to Japanese linguistics as well as for native speakers who would like to pursue an interest in the structure of their own language. It has exercises at the end of each chapter and covers topics such as phonetics, phonology, morphology, syntax, semantics, dialect variation and gender differences.

Multilingualism, second language teaching and gender (2001)

Publisher: Walter de Gruyter, Author: Aneta Pavlenko et al, ISBN: 3 11 017027 2

This provides a good introduction to multilingualism, cross-cultural communication, second language teaching and gender. How do married couples choose the language in which to communicate with each other? What

are the reasons behind their choice? The book illustrates new trends and includes various studies of multilingual contexts.

Nihongo kyoshi hikkei Heart & Technique (2000)*

Publisher: ALC Press, Author: M. Asakura et al, ISBN: 4-7574-0389-5

Although originally designed for trainee teachers of Japanese, this book is also recommended for experienced teachers who would like to review their own teaching within a philosophical framework. It helps you to reflect on your initial motives for becoming a teacher and discusses issues such as what constitutes 'good' teaching, how to improve your class management and how to communicate with learners.

Gengo kenkyu no hoho (2002)*

Publisher: Kuroshio Shuppan, Author: J. V. Neustupny and S. Miyazaki, ISBN: 4-87424-249-9

This book is aimed at teachers who are planning to, or are already carrying out, research in the fields of Linguistics, Sociolinguistics and Japanese Language Education. It provides information on how to set up a research topic as well as methods of data collection and analysis.

Nihongo kyojuho o rikai suru hon (1996)*

Publisher: Babel Press, Author: Y. Mimaki, ISBN: 4-89449-002-1

This book centres on methods of Japanese language education, with a particular focus on the practical aspects of course design, teaching skills and evaluation. Suggestions are given to help the reader to reflect on both the theoretical and practical aspects of Japanese language education.

Useful websites for teachers

DfES MFL website:
www.dfes.gov.uk/languages
 Becta (ICT in Education):
www.becta.org.uk/index.cfm
 Nacell (primary education):
www.nacell.org.uk/index.htm

* Japanese language publication



ON-LINE RESOURCES

The Language Centre website at www.jpf.org.uk includes an on-line catalogue of all the resources in our library. There is also a Teaching Resources page, which provides a forum for sharing ideas and teaching materials tailor-made for the UK by teachers of Japanese and London Language Centre advisors. Resources can be downloaded free of charge.

In November, the Centre held its first ever primary conference as part of the ongoing Ready Steady NihonGO project and we were delighted that so many of you were able to attend. In this term's Mado we report back on the event and provide summaries of the three research reports presented on the day, as well as the results of our survey on primary Japanese. The primary theme continues on the Teacher's Pages where you will find a specially designed New Year's game *Fukuwarai*, which can be used with pupils from Key Stage 2 upwards. We are now preparing for the rescheduled launch of our Regional Refresher Courses, with the first one taking place in Wolverhampton in February. As announced on page 1, the Japanese Language Committee has relaunched its Japanese speech contest for schools and we hope to see as many of your pupils as possible at the finals in June. Finally, a big thank you to all those who have replied to the Urawa Survey so far.



Dear Readers

We have this year failed to get a visa for our new Japanese assistant, and the implications may be considerable. We appointed an assistant in April 2000 and were granted a visa for her. The British Council supported us in this and the Embassy in Tokyo accepted their endorsement as sufficient, renewing her visa in April 2001. We have now been told that her visas were a mistake and that no exception is possible. This implies that no FLAs can be appointed from Japan to work in UK schools under the current interpretation of the rules. I would be keen to have comments from any interested readers.

Clive Pickles, Director of International Studies, Katharine Lady Berkeley's School, Glos. Tel: 01453 842227 e-mail: cpickles@kbschool.org.uk.

REGIONAL REFRESHER COURSE

After initial delays we are pleased to announce that the first Regional Refresher Course will be held at Wolverhampton Girls' High School on Thursday 12 and Friday 13 February. The first Refresher to be held outside London is aimed at beginners and intermediate levels. The programme is spread over two days, during which our teaching advisors will help you refresh your Japanese in an intensive and supportive environment. If you live in the Midlands area, don't miss out on this opportunity!

For further details and bookings call Kornelia Achrafie on 020 7436 6698.

11月に Ready Steady NihonGO の一環として行った Primary Conference には、大変多くの皆さんにご参加頂きました。今号では、初等教育機関に対して行ったアンケートの結果に加え、この会議の内容と会議で発表された3つの研究レポートの概要を掲載しています。また、Teacher's Pages にも、初等教育向けの特製の「福笑い」を載せました。キーステージ2以上のクラスでお正月の遊びを楽しんで下さい。今、日本語センターは、2月に Wolverhampton で地方リフレッシュを開催しようと準備中です。そして、最初のページでお知らせしたように、今年 JLC とともにスピーチコンテストを行うことになりました。6月の本選にはたくさん生徒さんに参加して頂けたらと思います。最後になりましたが、海外日本語教育機関調査にご協力下さった皆様、ありがとうございました。



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 receives an invitation to the 9th JSA International Competition including a two-week cross-cultural programme in Japan. Students wishing to enter should send a taped speech in Japanese with a letter of recommendation from their Japanese teacher to the address below by Monday, February 16. The finals will be held at Eton College, Windsor, on Sunday March 7.

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 or log on to the website (Japanese only) at www.iware.ne.jp/jsa/.

events



HEAD START

Wednesday 21 – Friday 23 January

An intensive introduction to Japanese and the issues associated with teaching it for Heads of MFL, senior managers in secondary schools, and primary language co-ordinators.

REGIONAL REFRESHER COURSE

Thursday 12 - Friday 13 February

The first in a series of intensive Regional Refresher Courses will be held at Wolverhampton Girls' High School. See noticeboard for details.

EXPLORING JAPAN IN MODERN LANGUAGES: JAPANESE LANGUAGE

Saturday 6 March

Renfrew High School

Saturday 13 March

Summerhill Centre, Aberdeen

In partnership with Japan 21 Education and the Consulate General of Japan, Edinburgh, teaching advisors from the JFLLC are offering a taster day aimed at primary language co-ordinators and secondary MFL teachers. An ideal opportunity to learn some basic Japanese, discuss resources, staffing, accreditation etc. For more information, call Japan 21 Education on 020 7630 8696 or JFLLC 020 7436 6698.

THE CILT PRIMARY LANGUAGES SHOW

Friday 12 - Saturday 13 March

Manchester Conference Centre

For more information call CILT on 020 7379 5101

ALL LANGUAGE WORLD 2004: REACHING OUT

Friday 2 - Sunday 4 April

ALL's annual conference, to be held at the University of Oxford.

See JLC News on page 6 for details of the Japanese-specific programme. To book contact ALL on 01788 546443.

Unless otherwise stated, all events take place at the Japan Foundation London Language Centre in Russell Square House. Please call us on 020 7436 6698 for further details. The JFLLC reserves the right to cancel courses in the event of insufficient take-up.

MADO

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