

Ready Steady NihonGO: moving forward in 2005



Katherine Donaghy from Japan 21 with Year 1 pupils at Kew Riverside Primary School

Japan 21 and the JFLLC welcomed teachers to an Evaluation Session for the first pilot phase of the primary Japanese course, developed as part of the *Ready Steady NihonGO* project, on November 30.

Ready Steady NihonGO was initially launched in response to the UK Government's plans to introduce language learning in every primary school in England by 2010. The ten-unit course, tailor-made by JFLLC Chief Advisor Tatsuya Nakagome and Japan 21 Education Officer Katherine Donaghy, aims to provide a flexible model for teaching Japanese at primary level. Designed to be delivered by the class teacher together with a Japanese native-speaker, the course is also supported by an extensive resource pack.

The Evaluation Session gave teachers an opportunity to share experiences and to give constructive feedback on the course and course materials. In addition, JFLLC and Japan 21 observers had made regular visits to the four London schools participating in the trial - Anson Primary in Cricklewood, Kew Riverside Primary in Richmond, Beavers Community Primary in Hounslow and St Mary's and St Peter's C of E Primary in Teddington - where they were impressed both by pupils' enthusiasm for Japanese and their ability to retain new language.

Rajan Anand from Beavers School, who had team taught with Masumi Shibata, pointed out that one of the great advantages of introducing Japanese was that it was a new subject for everyone: "Because they are all starting from the same point, it's great for the self-esteem of pupils who usually lack confidence because it gives them an opportunity to do as well as everyone else." The response to the course was so positive that Rajan is determined to continue teaching Japanese at the school.

Rachel Kluzynski from St Mary's and St Peter's emphasised how important it had been for her to be able to work with native speaker Atsuko Console. "As a complete beginner, I wouldn't have had the confidence to introduce Japanese without this support. Our teaching styles worked well together and we became even more attuned to each other as time went on."

Joher Anjari from Anson Primary, who taught with Manami Miyamoto, was struck by how his pupils' enthusiasm went beyond the bounds of the classroom; at Parents' Evening he was regaled by stories of children going home to teach Japanese words and songs to their siblings, while a special assembly gave the class a chance to show the whole school what they had learnt during the Japanese course.

The second pilot phase begins in January with seven more schools. After final revisions to the course it is hoped to make it available to schools nationwide in autumn 2005.

11月30日、Japan21 と JFLLC は、RSN プロジェクトの一環として展開した第一回目試行の「初等日本語コース」の評価会を開催しました。

RSN は 2010 年までにすべての初等教育機関で外国語教育を導入するという英国政府の計画を受けて始められました。JFLLC の申込達哉と Japan21 の Katherine Donaghy がこのプロジェクトのために作成した 10 課のコースは、初等教育機関で日本語を導入する際のモデル提供を目的としています。このコースは、クラス担任と日本語のネイティブスピーカーが一緒に授業を行うためのもので、コース用のリソースも多数提供されます。

評価会は、先生方の経験談やコースと教材の改善案等を交換する場になりました。このコースを試行した 4 校 (Cricklewood の Anson Primary、Richmond の Kew Riverside Primary、Hounslow の Beavers Community Primary、Teddington

の St Mary's and St Peter's C of E Primary) には、JFLLC と Japan21 が定期的に訪問しました。生徒たちが熱心に新しい言葉である日本語を身につけていく様子が印象的でした。

柴田ますみさんとチームを組んだ Beavers School の Rajan Anand 先生は、日本語を導入する利点の一つはすべての生徒にとって新しい科目であることと指摘し、「全員が同じところから始めるので、他の事に自信がない生徒にも、皆と同じようにできるチャンスがあります。」と述べました。

St Mary's and St Peter's 校の Rachel Kluzynski 先生は、ネイティブスピーカーのコンソレ・敦子さんとチームティーチングの重要性を強調し、「まったくの日本語初心者である私だけでは、日本語の導入はできなかったと思います。回を重ねるごとに、二人でより息が合った授業ができるようになりました。」と語りました。

宮本麻奈美さんと一緒に教えた Anson Primary の Joher Anjari 先生は、生徒たちの熱心さが「教室」という枠を超えて広がっていったと感心しています。父母会では、子供たちが家で日本語を兄弟に教えていることが話題になり、また、全校集会では、日本語を学習した生徒が授業で習ったことを披露しました。

このコースの第二回目の試行は、1 月から新たに 7 校で始まります。最終的な修正をしたあと、2005 年の秋には全国規模で紹介できることを期待しています。

Exploring Japan in Preston



The *Exploring Japan* workshop held at the University of Central Lancashire in Preston on November 19 was attended by more than 35 teachers from both the primary and secondary sectors. Organised by Japan 21 Education with the JFLLC and the Embassy of Japan, the event was designed to cater for teachers in the fields of Art, Geography and Language, with a programme comprising three parallel strands. Participants in the language sessions, run by the JFLLC, were taught basic greetings and numbers, before moving on to a self-introduction activity involving the exchange of *meishi*. In the afternoon, there was an in-depth briefing on setting up Japanese at schools, including an overview of the resources that are available, a selection of clips from *Class Acts*, and information on how to get support. The response from teachers was extremely enthusiastic, even though most had no previous knowledge of Japanese.

GETTING STARTED WITH ICT

A one-day seminar at Kingswood City Learning Centre in Fulham provided an introduction to the use of ICT in the teaching of Japanese and Mandarin Chinese. Organised by CILT with specialist support from the JFLLC, the event covered a range of skills from basic word processing to the creation of tailor-made resources. After each session, participants had time for hands-on practice to consolidate what they had learnt. Presentations specific to Japanese were given by Claire Dugard, Language Teaching Advisor at CILT, who demonstrated the use of MS PowerPoint in different character sets, and Rochelle Matthews, JFLLC Japanese Language Advisor, who introduced teachers to the basic tools required for using ICT in Japanese language teaching, as well as to a variety of on-line resources including *Tobu*. A selection of the websites and teaching materials introduced at both the Interactive Whiteboard workshop (see below) and the ICT Day is featured on this issue's Library & Resources Page.

MAKING THE MOST OF INTERACTIVE TECHNOLOGY

Teachers had a chance to find out about the exciting possibilities offered by interactive whiteboards at a twilight workshop held in partnership with CILT on October 7. The first presentation by Wendy Adeniji (pictured left), ICT Consultant at Trinity & All Saints College in Leeds, focused on the Promethean whiteboard, while Jane Rutherford, Assistant Language College Manager and Head of Japanese at Queen Mary's High School in Walsall, gave a hands-on demonstration of how to use a Smartboard in the Japanese classroom.

Both speakers introduced a wide range of useful websites and participants were visibly impressed not only by the potential of whiteboard technology, but also by the wealth of on-line resources available for Japanese. One teacher said, "It is great to know that there are lots of people who have shared Japanese resources. I would love to put something on our school website in the future. This course gave me motivation for that."



Raising the Profile of Japanese

During the autumn, the JFLLC participated in a number of events to raise the profile of Japanese teaching and learning in the UK.

On September 24, the Centre organised a stand at the annual JETAA Careers Information Day, held at the Brunei Gallery, SOAS.

As in previous years, the stall promoting Japanese language teaching attracted a constant stream of visitors, all of whom were enthusiastic about making the most of the Japanese they had learnt during their stay in Japan. JFLLC's Programme Officer Nimali De Silva also gave a presentation on Teaching Japanese in the UK, providing an overview of professional training options for participants interested in teaching as a career. This event proved to be a valuable opportunity for the JFLLC to extend its contacts with ex-JETs, a number of whom go on to become teachers of Japanese in the UK.



The JFLLC also participated in the European Day of Languages event which took place at the Foreign and Commonwealth Office on September 27. Organised by CILT to celebrate the European Award for Languages, the day was attended by hundreds of

children from schools across the UK, accompanied by their teachers. The JFLLC teamed up with the Embassy's JICC to organise a stand combining cultural and language displays which proved to be one of the most popular and interactive at the event. Numerous children took part in the activities and games on offer, some competing against friends to match cards on a hiragana chart and others playing 'Fukuwarai' or testing themselves with the mini quiz prepared by Miyuki Matsumoto from JICC. Pupils also had the chance to try out the on-line Japanese resource *Tobu*.

The JFLLC co-operated with JICC again to set up a stand at the Language Show, held in Olympia from November 5 to 7. The brightly-decorated stall attracted significant numbers of visitors, both adults and children, who were able to try their hand at origami and watch scenes from the *Class Acts* video. On the Saturday, Centre Director Mana Takatori took part in a panel discussion alongside representatives from the French Embassy and the Goethe Institute, exploring the theme of how an understanding of language can provide insights into a country's culture.

BYE • TIME TO SAY GOODBYE • TIME TO SAY



It's been great to work with you in the UK. Although I have to leave the JFLLC, I will always treasure the many good memories from my time here. Thank you all for your kind co-operation, and I look forward to seeing you again somewhere in this small world. *Arigato & ogenki de!*

Kumiko Kaitani

WJEC LEVEL 1 CERTIFICATE IN JAPANESE – YOUR QUESTIONS ANSWERED

More than 40 people attended the WJEC Day held at the JFLLC in September last year. The event provided teachers with an update on the Japanese for Everyday Communication (JFEC) course, accredited by the Welsh Joint Education Committee (WJEC).

The course has now been redeveloped and approved as a Level 1 qualification by the QCA. In an attempt to answer any questions that teachers may have about the revised course, we asked Lydia Morey, who recently retired as Chief Moderator for the examination, to provide us with the latest news about the Level 1 Certificate in Japanese.

TOPICS	1	2	3	4
	INTRODUCTIONS	SHOPPING & EATING OUT	DAILY LIFE	SOCIALISING
				(Going out and finding the way)

Who is the course designed for?

The course was originally designed for sixth formers taking a one-year introductory course in Japanese. It is now also being used by some pupils in Key Stage 3 as a gentle 'stepping stone' to GCSE, as well as by some adult learners.

What are the main features of the course?

The course is split into 4 topics (see above), each of which is assessed separately. There is a specified vocabulary, grammar and script list for each topic. Assessments are flexible and can be taken when the student is ready.

To what extent has the course content changed?

The course content has changed very little, except that the 'new' assessment 4 represents half each of the 'old' assessments 4 and 5. The 'new' assessment 4 now covers the areas of *going out* and *finding the way*.

What are the main changes in the assessment process?

Assessments 1, 2 and 3 are internally assessed, as they have been in the past. The major change here is that only a sample of speaking assessments needs to be recorded, and only a sample (rather than all the candidates' work) needs to be sent to the WJEC. Assessment 4 is now externally assessed, and needs to be taken during June on a date (of the centre's choice) within 3 weeks specified by the WJEC. Teachers will not need to mark this work, but will send it directly to the WJEC for marking.

What qualification will the course lead to?

The certificate is now officially recognised by the QCA as a Level 1 Certificate within the National Qualifications Framework. This means that it officially attracts credit for the school/pupil as well as funding as a level 1 qualification. Students will be awarded a Certificate of Credit if they successfully complete one or more of the assessments. To receive the Level 1 Certificate, pupils must complete all four assessments.

Are there any specific textbooks/resources for the Certificate?

There is no one set textbook recommended for the Certificate. A list of resources for teaching the various topics has been provided in the specification. Also, there are a variety of on-line resources specifically designed for the course by teachers on the JFLLC website – see the Teaching Resources section (www.jpfc.org.uk/language/setteachres.html).

Why is the specification written in kanji? Do my pupils need to learn kanji?

The specification has been produced in kanji, as many teachers find kanji easier to read than hiragana or romaji. However, work is progressing on hiragana and romaji versions of the specifications. Pupils learn hiragana in assessment 1, katakana and the kanji numbers in assessment 2, kanji for days of the week (to write) and kanji for school and time (to recognise) in assessment 3, as well as a few kanji used in public signs in assessment 4.

What should I do if my school has already started teaching the old course?

You may continue to teach the old course during the academic year 2004/5. All assessments from the old course should be submitted to the WJEC for moderation by the end of this current academic year.

How should internal assessments be carried out?

Internal assessments may be carried out in class time. Pupils should work on their own, under a teacher's supervision, without access to notes, help or dictionaries, to carry out assessments.



Lydia Morey introduces activities for the course

How do I go about choosing a sample?

The size of the sample required is given in the specification. Teachers should try to choose candidates that represent a good spread of marks and any candidates whose work is atypical (eg if they have not completed all 4 components) should be excluded.

How are external assessments carried out?

External assessments are carried out like other public exams. The materials will be delivered to the institution's examination officer in sealed envelopes. They should be opened, the assessment carried out, and then the work of *all* candidates should immediately be sent to the examiner specified by the WJEC in standard examination envelopes.

Does the course have to be completed in a certain time frame?

The course should be completed within 3 years.

When are results notified?

Results will be sent to schools on the same day as GCSE results come out.

How can I register to teach the course at my school?

Please contact Jayne Summerill at the WJEC, 245 Western Avenue, Cardiff, CF5 2YX; tel: 02920 265 180; email: jayne.summerill@wjec.co.uk.



Teachers working together at the WJEC Day



あけましておめでとうございます。
 今回は、**今から10年後の未来の自分**
 について考えてみましょう。みな
 さんはどこで、何をしていると思
 いますか。自分の夢を実現させてい
 るでしょうか。10年後の自分になっ
 て、**将来の自分をCV(履歴書)の形**
 にしてみましょう。そして、自分達
 の夢や未来について、**クラスで話**
 してみましょう。さて、**今回が私**
 にとって最後の「まど」になります。
 「まど」を通して皆さんと交流でき
 た三年間、とてもよい勉強になり、
 よい思い出となりました。本当に
 ありがとうございます。それで
 は、今年もみなさんにとって、よりよ
 き年でありませうに！そして、
 楽しい「未来」でありますように！

Happy New Year! This is traditionally a time, both in Japan and the UK, for making New Years' resolutions and thinking about the future. So why not take it a step further and ask your pupils to imagine what and where they think they'll be in 2015? Using the simplified Japanese CV format on page 5 as a starting point, get them to express their ambitions for the future. By the way, this will be the final teacher's page from me. I have enjoyed sharing ideas and information with you through one of the 'windows' of Mado over the last 3 years. Many thanks indeed and all the best for your future!

CV for the Future Where will I be in 2015?

Aims

- to think about the future and express it in Japanese
- to discuss future hopes and aims in relation to the GCSE/AS/A2 topics: Education, Training and Employment; Business and Industry; Hobbies, Interests, Sports and Exercise
- to fill in a Japanese CV and use this as the basis for interview practice
- to learn the difference between a Japanese and an English CV

Level

GCSE, AS/A2, Higher Education

Procedure

- 1 Ask your pupils to think about their future career plans and fill in a copy of the blank CV on page 5a. I have also provided a sample CV on page 5 which they could use as a model. Brief them as follows:

「2015年にはみなさんは何さいになりま
 すか。どんな仕事をしているでしょ
 うか。考えてみましょう。このCVに書い
 てみましょう。」

- 2 Encourage pupils to talk about their future in pairs or groups based on the information

they have put in the CV, using the following sentences as prompts:

「お仕事は何ですか。」「どんなお仕事で
 ですか。」「何年ぐらいそのお仕事をしてい
 ますか。」

- 3 Select a panel of 3 to 5 interviewers and ask pupils to take it in turn to be interviewed about their education, employment history and hobbies, etc:

「あなたは今、仕事を探しています。自己
 PR(じこピーアール)しましょう。イン
 タビューアは、CVを見て、質問をして
 ください。」



Extension

- 1 Composition: Pupils could write a short essay using the CV as a starting point.
- 2 Conversation practice: An authentic setting such as a school reunion in 2015 could be a good way to stimulate discussion about what pupils have been doing.
- 3 Culture: Discuss the differences between English and Japanese CVs. Your pupils may be surprised to learn that standard CV forms can be bought at newsagents in Japan. Why might this be? Why are photos usually not required for CVs in the UK?

Vocabulary

履歴書	りれきしょ	Curriculum Vitae
現住所	げんじゅうしょ	one's present address
学歴	がくれき	academic background
職歴	しょくれき	employment history
希望職種	きぼうしょくしゆ	job or work you wish to do
趣味	しゆみ	hobby
特技	とくぎ	(special) skill
免許	めんきよ	licence
資格	しかく	certificate, qualification

Useful Websites

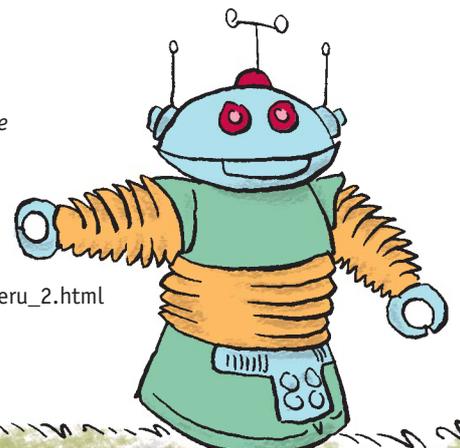
The following websites provide the standard Japanese 2-page CV format in downloadable form and offer advice (in Japanese) on how to fill them in.

www.jusnet.co.jp/company/item/rirekido.doc

www.ne.jp/asahi/long-life/taro/resume-j.rtf

http://rikunabi-next.yahoo.co.jp/03/step/sawotsukeru_2.html

www.shigotomavi.co.jp/staff/s_resume_kakikata.asp



履歴書 Specimen

2015年 1月 28日現在



ふりがな	ジョン フリーマン		
氏名	John Freeman		
	1990年 11月 5日生まれ	男 <input checked="" type="radio"/> 女 <input type="radio"/>	
現住所	Russell Square House, 10-12 Russell Square London WC1B 5EH		
電話	020-1234-5678		
メール	jf@jpf.org.uk		

年	月	学歴
2007	6	リッチモンドカレッジ卒業
2007	9	リバプールジョンモーズ大学 工学部 入学
2011	6	同大学 同学部 卒業
年	月	職歴
2011	8	「Back to the future IV、プロジェクト」に参加 (システムエンジニア)
2012	7	同プロジェクト 終了
2012	9	佐賀県 佐賀西高校 英語教師 (JET プログラム)
2014	12	同校 退職
		以上

希望職種

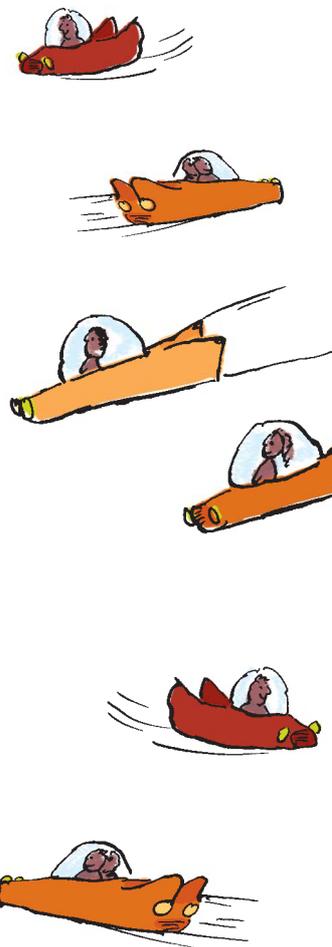
システムエンジニア (日本語も使える仕事)

趣味 ホバーボード

特技 ヴァーチャルカラオケ

免許 トレーラートラック

資格 Webデザイン



履歴書

年 月 日現在

ふりがな		写真
氏名		
年 月 日生まれ	男・女	
現住所		
電話		
メール		

年	月	学歴
年	月	職歴

希望職種

趣味・特技
免許・資格

BATJ Update

The British Association for Teaching Japanese as a Foreign Language (BATJ) is an organisation set up to support and promote Japanese language teaching in the UK, particularly at higher education level. The association runs a wide range of events and activities, many of them jointly organised with the JFLLC.

With new Executive Committee members from October 2004 (Chair - Kazuki Morimoto, University of Durham; Vice-Chair – Masakazu Kudara, Cardiff University; Treasurer – Yoshiko Jones, SOAS Language Centre; Workshop Organiser – Miyuki Nagai, University of Sheffield; and Membership Administrator - Hideko Maeda, University of Leeds), BATJ has organised two seminars recently, both of which were held at the JFLLC.

The first seminar took place on October 23 with Professor Hiroshi Tanaka of Daito Bunka University as the invited speaker. He discussed Japanese grammar and how it links to the teaching of Japanese, especially at intermediate level, with a special focus on complex sentences. He also introduced teaching materials and textbooks he had developed as well as some works in progress. The second seminar, held on December 4 and led by Dr Ema Ushioda from the University of Warwick, explored the role of motivation in language learning through a combination of theoretical input and a workshop activity. The BATJ is also planning to hold a Spring Conference with the JFLLC in London from March 20-21.

To find out more about BATJ's activities and updated information, please visit www.batj.org.uk or contact the Chair: Kazuki Morimoto, Department of East Asian Studies, University of Durham, Elvet Hill House, Durham DH1 3TH; tel: 0191 334 5334; fax: 0191 334 5331; email: Kazuki.Morimoto@durham.ac.uk.

JLC News

Following the success of the JLC Japanese Speech Contest for Secondary Schools (Nihongo Cup) held in June 2004, the Japanese Language Committee (JLC) will be holding the contest again this year at a slightly earlier time. Flyers were sent out to schools in November, inviting speeches on the theme *Friends* to be sent in by February 14. Finals Day is scheduled to take place on Saturday April 23. This year's event, which is being co-organised with the Japan Foundation and the Embassy of Japan, will include a Key Stage 5 category for pupils aged between 16 and 19. Thanks to co-operation with the Japanese Speech Award (JSA), the winner of the KS5 category will be given the opportunity to travel to Japan to participate in the JSA Finals and Cultural Programme in July, in addition to other prizes. If you haven't yet received a flyer or would like further details about *Nihongo Cup 2005*, contact the Project Manager on 020 7379 3934 or by email: cml@japanesematters.co.uk. JLC looks forward to receiving entries from pupils across the UK!

Although the regional sessions for primary teachers scheduled to be held last autumn were unfortunately cancelled due to low take-up, JLC hopes that it will be possible to make the CD-based Japanese materials which were specially created for the project available to teachers in the future.

As part of the Association for Language Learning, JLC aims to represent the views of Japanese language teachers at schools and colleges in the UK. To find out more, log on to the website at www.jlcweb.org.uk or contact the Chair David Farrell (rdfarrell@aol.com; tel: 02893 322610).



At the chalkface

Leicester Adult Education College

Leicester Adult Education College is the main provider of languages to adults in Leicester. Japanese has been part of the languages curriculum since 2000, when tutor Keiko German began to offer a variety of courses from beginners' level to advanced. Currently the college has 38 students enrolled in Japanese, aged between 19 and 59. Their motivation for studying the language varies from an interest in Japanese manga, martial arts or history, to a desire to travel to Japan or to use Japanese at work.

A highlight of the 2003 programme was the Japanese Day in June offered in co-operation with Akemi Solloway, lecturer of Japanese language and culture. The day, which attracted 19 enthusiastic students, included language tuition as well as many different cultural experiences.



Getting to grips with *obi* at the Japanese Day in June

This successful event was supported by the Japan Foundation, the Association for Language Learning and the Leicester Japan Society.

A recent development is a 5-week Family Learning course in Japanese launched in co-operation with the local Language College (Judgmeadow Community College) and the Family Learning Department of the Local Education Authority in November 2004. The course provides an intergenerational language learning experience which seeks to stimulate the engagement by family members in the language learning of their children. Since

there has been little consistent practice in the delivery of language teaching through family learning methodology on a national level, the college is very excited about the new project.

Annett Hering, Languages Co-ordinator at the college, comments: "At a time when adult language programmes are increasingly under threat, the example of our Japanese provision demonstrates the value of innovative approaches and effective co-operation and also raises awareness of the fun and the success that is to be had using a language other than English."



Participants try their hand at origami



Following on from the Interactive Whiteboard and ICT events held in partnership with CILT in the autumn, this on-line edition of *Mado* seems like the perfect opportunity to review some of the websites featured and others that definitely fall into the 'add to bookmarks' category. See below for a three-stage guide to incorporating ICT into your teaching, whatever your technical proficiency

and the level of your pupils may be, prepared by our Japanese Language Advisor Rochelle Matthews.

For Library closing dates this term please refer to the Library Page on our website or contact the Librarian (tel: 020 7436 6698; email: library@jpf.org.uk) who can also answer any other questions relating to the Library.

using ICT in the classroom



STAGE ONE – THE BASIC TOOLS

MS Japanese IME (word processor)

<http://office.microsoft.com/downloads/2002/imejpn.aspx> & www.jflalc.org/teaching/resource/comptech/manual/index.html

Ask your school's network manager to download Microsoft's Japanese IME free from <http://office.microsoft.com/downloads/2002/imejpn.aspx> or visit www.jflalc.org/teaching/resource/comptech/manual/index.html first for advice if you are installing the programme yourself. If you are not Microsoft compatible contact us for advice on other alternatives.

Jim Breen's Edict Dictionary

www.csse.monash.edu.au/~jwb/wwwjdic.html

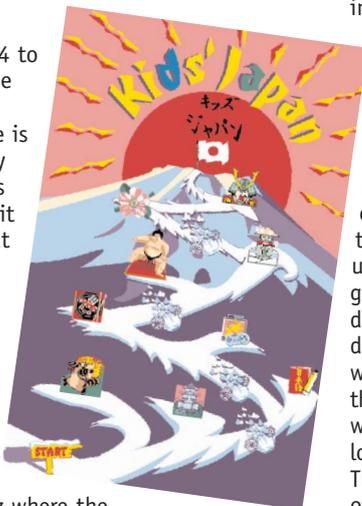
When working on-line, Jim Breen's Edict dictionary is an ideal reference tool. Choose 'Search a word in the dictionary' and type in a word you want translated in English or Japanese. One extremely convenient aspect of the dictionary is a Japanese script translation feature, which allows texts sourced elsewhere on-line to be pasted in and processed. Pupils will need to be taught dictionary skills before using this site.

STAGE TWO – READY-TO-USE RESOURCES

Kids' Japan

www.kids-japan.com

This site is designed for students aged 4 to 16, by Japanese High School pupils. The site is updated weekly and encourages pupils to submit questions about Japan that are then answered on-line. Students' knowledge of Japan can be developed through a general knowledge quiz where the aim is to reach the summit of Mount Fuji. By answering questions on topics as diverse as Japanese traditional sports and modern day social problems, students gradually scale the levels of the mountain, facing the dreaded *oni* (demon) when their answer is incorrect. The Language Room also provides beginner level language instruction.



The DEAI website

www.tjf.or.jp/deai/

DEAI: The Lives of Seven Japanese High School Students, The Japan Forum's photo-based teaching resource for learning about Japanese language, culture, and society in secondary schools still remains a source of inspiration to teachers. The site provides for theme-based study of the language and culture through a process of encounters with Japanese pupils. From getting to know the DEAI characters through simple class introductions to exploring how they live through their photographs, profiles, and messages, students can acquire an authentic picture of daily life and culture in modern day Japan. The new Deai Cafe takes this idea further by encouraging students to submit their own photos and essays in either Japanese or English, or a combination of both. So why not drop into the Cafe hosted on the original DEAI site? You will also find Japanese language curriculum maps and sample lesson plans with worksheets that are updated regularly. The Voices and Idea Corner sections introduce comments and ideas sent in by teachers.



Reading Tutor

http://language.tiu.ac.jp/index_e.html

With authentic reading materials that are accessible to learners always in short supply, the Reading Resource Bank, which contains articles written by Japanese pupils that are suitable for Key Stage 4 students upwards, is a real find! The materials are graded from 1 to 5 stars according to their difficulty. The Reading Tutor system was developed specifically to help learners study written Japanese at their own pace and in their own way. Pupils can click on highlighted words to go to the dictionary where words looked up are added to a personalised list. The Reading Tutor also provides links to other sites that feature articles on Japanese culture, Japanese language learning and news. These can then be inputted into the Dictionary Tool to enable students to read current articles on chosen themes. The Level Checker allows those studying for the Japanese Language Proficiency Test to ascertain the text's level of difficulty in relation to the four test qualifications.

Yahoo! Weather & Tokyo Broadcasting System's Weather Guide

<http://weather.yahoo.co.jp/weather/> & www.tbs.co.jp/weather/te_today_n-2j.html

Teach or practise weather vocabulary using live weather updates. Yahoo Japan's weather site at <http://weather.yahoo.co.jp/weather/> provides up-to-date weather reports on all regions of Japan. This site, along with the maps section of the Yahoo web directory, <http://map.yahoo.co.jp/>, can provide students with practice in reading kanji for the regions and prefectures of Japan. Today's weather, www.tbs.co.jp/weather/te_today_n-2j.html, extends the weather theme further by providing worldwide weather reports, testing students' ability in katakana and knowledge of geography, and naturally lending itself to usage with comparatives and superlatives.

STAGE THREE – SHARING & MAKING YOUR OWN

Queen Mary's High School Website

www.queenmaryshigh.walsall.sch.uk

Need inspiration as to how to put together an on-line resource page for your school? Look no further than the Queen Mary's High School website, which has some great on-line resources that support the UK curriculum. With links to sites such as the Japan National Tourist Organisation, Kids Web Japan and Kantango, the website also provides those new to on-line learning with a starting reference. Download the electronic flashcards available for KS3 and GCSE as your first move towards integrating ICT into your classroom. Other ready-made resources include on-line PowerPoint presentations and quizzes.

JFLLC Website

www.jpf.org.uk/language/

Feel ready to tackle creating your own on-line resources? Great. For ideas on making your own activities, flashcards and presentations take a look at the new WJEC on-line exercises in the Teaching Resources section of the JFLLC Website. I have designed these tasks and quizzes using Hot Potatoes, a free shareware programme that makes it possible to create on-line crosswords, gap-fill exercises and lots more. For more information on this programme, and using PowerPoint to produce high-quality and up-to-date teaching resources contact me at Rochelle.Matthews@jpf.org.uk. The JFLLC website provides an ideal forum for teachers to share resources with others: take a look today! From February, a link to www.southwolds.co.uk will lead you to a range of new materials created by Anne Rajakumar at Southwolds School.

To take advantage of this on-line only version of *Mado*, we present a guide to using ICT resources at your school – see page 7 for advice on getting started as well as a selection of ready-to-use on-line resources that are only a hotlink away! The high-tech theme continues on the Teacher's Pages where Nakagome sensei invites you to look into the future with your pupils who can use the Japanese-style CV to express their ambitions for 2015. As reported on the front cover, the *Ready Steady Nihongo* primary project has gone from strength to strength, with positive feedback from both pupils and teachers. The JFLLC has been busy raising the profile of Japanese teaching in the UK through its presence at special events, as well as through the Centre's regular programme (see page 2). Following on from our well-attended WJEC event in September, we hope to have all the answers to your questions about the Certificate in Japanese on page 3. We welcome feedback to the newsletter (and to our new-look website) and look forward to hearing from you in 2005.



まどのインターネット配信に合わせて、
 今号は学校のためのICT情報の特集しました。クリック一つで使えるオンラインリソース情報を7ページにまとめました。アドバイスを参考にして、ICTの活用を始めてみて下さい。これからの話題といえば、Teacher's Pages (7ページ)にある「履歴書」を使えば、生徒たちの2015年の夢をのぞくことができるかもしれません。また、巻頭のレポートにもあるように、RSNコースは生徒にも先生にも好評で、よりよい形になってきています。JFLLCは、英国の日本語教育推進を目指して、通常のプログラムを行うだけでなく、外部のイベントにも参加しています。参加者の多かった9月のWJEC Dayの追加情報をQ&Aの形で3ページに載せました。2005年も、「まど」や新しくなったホームページの感想など、皆さんの声を楽しみにお待ちしています。

events



BETT SHOW

Wednesday 12 – Saturday 15 January
 An educational technology exhibition at Olympia in London featuring seminars and workshops on current issues in ICT.
 For further details log on to:
www.bettshow.co.uk.

HEAD START

Monday 24 – Wednesday 26 January
 An introduction to the Japanese language and the issues relating to starting up Japanese at schools for Secondary Heads of MFL and Primary Language Co-ordinators.

CILT PRIMARY LANGUAGES SHOW

Friday 11 – Saturday 12 March
 To be held at The Palace Hotel in Manchester. For further information, visit www.cilt.org.uk or call 020 7379 5101.

BATJ SPRING CONFERENCE

Sunday 20 – Monday 21 March
 For further details, please see the BATJ Update on page 6 or contact BATJ Chair Kazuki Morimoto on 0191 334 5334 or by email: Kazuki.Morimoto@durham.ac.uk.

NIHONGO CUP

Saturday 23 April
 Finals Day for the 2005 JLC Japanese Speech Contest for Secondary Schools (see noticeboard for further details).

Please visit our website for more up-to-date information on courses and events: www.jpff.org.uk/language.

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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Published by

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 LONDON LANGUAGE CENTRE**

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NIHONGO CUP 2005

Application forms are now available for the 2005 JLC Japanese Speech Contest for Secondary Schools (Nihongo Cup) co-organised by the Japanese Language Committee of the Association for Language Learning, the Embassy of Japan and the Japan Foundation. Open to pupils aged between 11 to 19, the contest is divided into three categories – Key Stage 3, Key Stage 4 and Key Stage 5. Taped speeches in Japanese on the theme Friends should be sent in by February 14, with Finals Day scheduled to be held on Saturday April 23. For further details and application forms contact the Project Manager on 020 7379 3934 or by email: cml@japanesematters.co.uk.

あけましておめでとう
 ございます



Happy New Year!