

## Urawa celebrates 15th anniversary



Japanese learning around the world on display at Urawa

In March, the Japan Foundation's Japanese Language Institute in Urawa marked its 15th anniversary with an event called *Nihongo de Hanashimasenka?* (Let's Speak in Japanese). This included a panel discussion on what it means to learn and teach Japanese, a forum to present the results of the Urawa Survey 2003, an exhibition of classroom pictures from around the globe and a display of Japanese language related materials published by the Japan Foundation. We are very grateful to all those of you who contributed photos to represent the UK.

The Japanese Language Institute, Urawa, was set up as an affiliated organisation of the Japan Foundation in 1989, in order to support Japanese language education overseas. The Institute runs a wide variety of programmes in the three main areas of teacher training, resource production and information provision. Among the training courses there are several which provide the opportunity for non-native teachers to improve their Japanese teaching methodology and language proficiency, as well as to deepen their knowledge of Japanese culture and life. Since 2000, 21 UK-based teachers of Japanese have benefited from such programmes. Participants have described their stay at Urawa as an unforgettable experience.

Among the many resources created by the Institute is *Minna no Kyozaï*, a collection of more than 10,000 teaching materials, now available through an English site. Developed and maintained by the Teaching Resources Division, *Minna no Kyozaï* contains a wealth of classroom activities which can be searched by objective, skill and type. There is also a series of grammar notes and even a photo bank containing more than 7000 photographs and pictures, many of them accompanied by voice recordings. If you have not already done so, we hope you will make the most of this comprehensive teaching resource, which

can be found at <http://momiji.jp.f.go.jp/kyozai/English/>.

During the 15 years since the Institute was established, the UK has seen a remarkable increase in Japanese language provision. From only four in the 1980s, there are now nearly 50 universities offering Japanese. Even more dramatic has been the expansion in the secondary sector – from a mere handful of pioneering schools in the 1980s, there are now more than 300 teaching Japanese to almost 10,000 pupils. As Urawa celebrates its 15th birthday, Japanese is even beginning to be taught at UK primary schools in a systematic way, through initiatives such as *Ready Steady Nihongo*. Let us hope that Japanese language education in the UK will continue to flourish across all sectors in the 15 years to come.

3月に国際交流基金日本語国際センターで15周年記念公開イベント「日本語で話しませんか」がありました。このイベントでは、日本語を学ぶこと、教えることについての座談会や2003年に実施された海外日本語教育機関調査の結果についてのフォーラムが行われたほか、世界各国の授業風景の写真や国際交流基金が出版した日本語教材が展示されました。写真を提供して下さった皆さんにお礼を申し上げます。

日本語国際センターは、海外における日本語教育の支援を目的に、国際交流基金の付属機関として、1989年に設立

されました。教師研修、教材制作、情報提供の3分野で様々なプログラムが行われています。こうしたコースを通して、主にノンネイティブの日本語教師の皆さんが、日本文化・日本事情をより深く知り、日本語教授法と日本語を向上させる機会を提供しています。2000年以降、英国からは21人の日本語教師がここでの研修に参加しました。参加者は、浦和での研修は印象に残る経験であると話しています。

日本語国際センターの制作事業課が開発、運営している「みんなの教材サイト」には、10,000以上の教育素材があり、英語でも利用することができます。学習目標や技能別に検索することができる教室活動のアイデアの他に、文法説明や7000点以上の写真や絵素材が音声情報付きで提供されています。この総合的な教材サイト (<http://momiji.jp.f.go.jp/kyozai/English/>) をぜひご活用ください。

この15年間、英国においても、日本語学習者数の増加には目を見張るものがありました。1980年代に日本語を教えていた大学は4校でしたが、現在は約50校にまで増えてあります。さらに注目すべきは、中等教育での発展です。1980年代にひと握りの学校から始まり、今では300校以上で10,000人近くの生徒が日本語を勉強しています。また、小学校でも、Ready Steady Nihongoのようなプロジェクトを通して、体系的に教えられるようになってきました。これからの15年間も、全ての教育段階で、ますます日本語教育が盛んになることを期待しましょう。



## GETTING A HEAD START IN JAPANESE



In January, seven senior teachers from secondary and primary schools attended the JFLLC's *Head Start* course, designed to provide an intensive introduction to the Japanese language, as well as an insight into issues specific to the teaching of the subject at school level.

The intensive three-day course included a basic introduction to all four skills as well as opportunities for participants to put their newly-acquired knowledge to the test, during a typical Japanese lunch at a nearby restaurant and a buffet to which guests from the UK-Japan world were invited.

Among this year's participants was Joanne Metcalfe, ICT Co-ordinator for the MFL Department at Haygrove School and Language College in Bridgwater, Somerset,

who plans to introduce Japanese as part of the school's primary outreach work this summer. She described the course as 'brilliant' adding: "I feel very privileged to have participated and can't believe the level we have reached in such a short time."

Gareth Seddon is Language College Director and Assistant Head Teacher at Noel-Baker Community School and Language College in Derby, which made a commitment to introduce Japanese as part of its Language College bid last year. He said, "This course was exactly what I wanted. I will now be much better informed when recruiting teachers of Japanese because I know what the basic issues are. I also found it fascinating to learn the script, which felt like discovering the Rosetta Stone that unlocks the code of the language."

## Stepping Out

The JFLLC's programme of structured visits, *Stepping Out*, continues to provide support to teachers of Japanese in the classroom. Visits can be made to institutions in any sector and are tailor-made to the particular needs of pupils and teachers.

On February 1, Tatsuya Nakagome visited Bath University, to support the teaching of the MA in Interpreting and Translating, which includes a Japanese language option. During his visit, Nakagome sensei gave a demonstration lecture on 'Support for Japanese Language Teaching in the UK', which the MA students interpreted in rotation.

Tatsuya Nakagome and Rochelle Matthews visited Haberdashers' Aske's School for Girls on February 4, to observe classes taught by Yuka Yokozawa. The main aim of the visit was to introduce the *Tobu* website to Year 5 students as well as to provide support and advice to the school on plans to expand the teaching of Japanese in the future. During the visit, Nakagome sensei led a popular session on karate with a Year 3 class, while Rochelle introduced Year 5 students to the *Tobu* website. Yuka was delighted to see her pupils enjoying the on-line resources, which she hopes to use again in the future.

To request a *Stepping Out* visit or to make an appointment to see our Advisors, contact the Centre. Visits depend on staff availability.

## Ready Steady NihonGO!



The primary Japanese course *Ready Steady NihonGO*, developed by Japan 21 and the JFLLC, has now completed its second pilot phase.

Between January and April, six schools in London and one in Hove introduced the ten-unit course, which has been revised and improved in response to feedback from the first pilot phase last year.

The schools that participated last term were: Moss Hall Junior School in Finchley, Eastcote Primary School in Welling, Eltham College Junior School in Mottingham, Meadlands Primary School in Richmond, Arnhem Wharf Primary School in the Isle of Dogs, Hampton Hill Junior School in Hampton and St Andrews C of E Primary School in Hove.

*Ready Steady NihonGO* is designed to be delivered by a class teacher together with a Japanese native-speaker, supported by specially-created resources. At the Evaluation Session held on March 17, teachers commented on the positive impact the course had had on their pupils and the extent to which it had stimulated their interest

in a different language and culture. Once the course has been revised again based on the latest feedback, it will be made available to schools nationwide this autumn.

In another exciting development, the course, modified so as to be delivered by non-speakers of Japanese, will be used with Year 6 classes in nine schools around the UK as part of the 'Discovering Language Project', a Secondary Heads Association project funded by the Esmee Fairbairn Foundation with the aim of developing language awareness as a basis for future learning. Peter Downes, who leads the initiative, said: "We are delighted to be able to incorporate *Ready Steady NihonGO* into the pilot, which involves introducing five different languages over two years. We hope that this experience will not only enhance primary pupils' language acquisition skills but will also give them the confidence and motivation to study languages at secondary level."



Hello Mado readers! I'm Hiromi Kijima, the new Chief Japanese Language Advisor at the JFLLC. I have worked with many people in the field of Japanese language education both in Japan

(at the Japanese-Language Institute, Urawa) and overseas. Now I'm really excited to be here in UK and would like to do my best to support both teachers and students.

*Yoroshiku onegaishimasu!* **Hiromi Kijima**

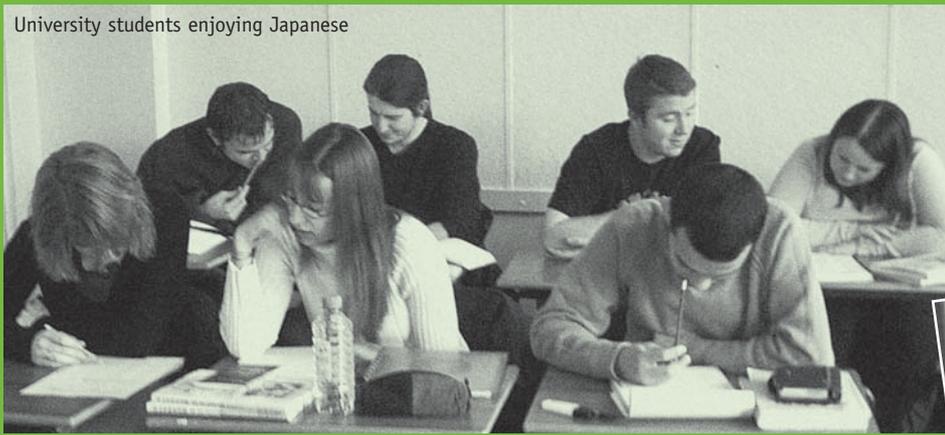


After three years, the time has come to return to Japan and take up a new assignment there. I would like to take this opportunity to express my gratitude for your support and friendship over the years, which has made working together with you to promote Japanese language education in the UK such an enjoyable experience. From the very beginning of my service here in Britain, the enthusiasm for teaching and learning Japanese shown by every teacher and student has amazed and encouraged me enormously. I feel particularly

fortunate to have been involved in many developments in Japanese teaching, such as the ever more active BATJ and JLC, and the bright appearance of primary Japanese. My time here has been very rewarding, and enriched by wonderful partnerships with many colleagues and organisations. I hope that we will one day have the opportunity to work together again. **Mana Takatori** *Centre Director*

# Japanese Studies at Higher Education

University students enjoying Japanese



Photos: Oxford Brookes University

Last December, in a letter to the Higher Education Funding Council for England (HEFCE), the then Education and Skills Secretary, Charles Clarke listed Japanese among the courses which should be considered to be of 'national strategic importance'.

Following this positive development for Japanese, the University Council of Modern Languages (UCML) issued the *National Languages Strategy in Higher Education* on 24 February. According to this report, the number of students taking Japanese at UK universities has fallen by 27%. However, data from core centres of Japanese Studies suggest that if anything, admissions have risen significantly in the last few years.

In order to find out more about the issues currently facing Japanese Studies at UK universities, we spoke to John Weste, who is a Lecturer in Japanese Studies at Leeds University.

## What is the significance of Japanese being designated as a subject of national strategic importance?

One of the key aspects is that it reflects an awareness that it is not good for courses to be cut without any consideration of what impact this might have on the national interest. Previously, nobody was thinking about the future of the subject or the future needs of the UK for specialists in Japanese. So I think this is a first step towards a more coherent national strategy for Japanese language and studies, which is a very positive development.

## What issues have been facing Japanese Studies in the past 5-10 years?

In general, languages are more expensive to teach, and this is particularly the case with Japanese. In the past, most of our students have come with no prior experience of the language and have to be taught to a high level of fluency in four years, which inevitably requires intensive teaching. With history you can put 200 or even more first-

year students in a lecture, whereas for Japanese, we teach groups of 10 to 15 for up to 10 hours a week. One problem has been that the funding does not reflect this. The other factor which affects Japanese is the year abroad. European language departments can often send their students out to Europe – which is close and relatively cheap – on work placements, whereas our students still need intensive teaching and so they go out to Japan and study full time, which makes the cost higher, particularly because the Japanese department also has to bear the cost of teaching Japanese exchange students who come to the UK to fill the British students' places.

## What is your view on the recent UCML report?

Its broad aims and objectives are important and were clearly and correctly put. My concern is more in relation to Japanese Studies. Firstly, the report uses old figures from 1998-2001 and secondly, they are solely based on the total number of students taking Japanese at any level and regardless of how few hours a week they were studying. An analysis based purely on numbers masks the boom in specialist intensive courses and so falsely gives the impression that the subject is in decline. In fact, although I have no doubt that the overall number of people taking Japanese courses has dropped, many students would have been taking taster courses for only a few hours a week. In the meantime, the core centres which teach Japanese intensively in an academic context have experienced a significant rise in numbers. So the figure of a 27% drop in students quoted by the report disguises the actual strength of Japanese language studies.

## What positive developments have there been?

The positive developments include a huge increase in Japanese at single and joint honours level. Figures obtained from colleagues in the field show that applications for Japanese have risen dramatically. At SOAS, they went up by nearly 300% between 2001 and 2004; Leeds doubled its intake in 2004 over 2003 and applications for entry 2005 are already 40% higher than this time last year; Sheffield has also experienced a similar rise in applications in 2004-05 compared to the previous year.



The development of Japanese language at primary and secondary level is also important

because it will help to embed the subject more firmly. In the past, Japanese has been subject to trends of fashion but as it continues to develop at primary and secondary levels, this will build up a much stronger base for long-term recruitment.

## What impact will the increase in school learners have on universities?

Although I think there will always be a large number of students who want to take *ab initio* courses, universities are certainly aware of the need to provide challenging and worthwhile instruction for the increasing number of people with prior knowledge of Japanese. As a result, many centres now offer a slightly different first year programme. Pupils who have already studied Japanese at school can also spend more time reading and studying about the academic context of Japan as well as the language itself.

## In what way have courses in Japanese Studies developed?

There is more flexibility and universities are emphasising the academic content more – many modules on history, politics, economics and literature are now taught in Japanese as well as English. And there is quite a broad variety of options, with a shift towards the modern and contemporary. Film is very popular for example, and as part of my Japanese historical text class, we are reading manga from the 1930s.

## How could the current issues facing Japanese Studies be tackled?

Firstly, there is a need for a decision about how much Japanese Studies the UK needs and at what level. Then we should be realistic about how much it costs, and the funding bands for higher education should be more reflective of the true cost of teaching the subject. I hope that Clarke's initiative will lead to the development of a coherent national strategy for Japanese, which would help to create more stability for the subject in the future.



Teachers Page



みなさん、こんにちは。きじまです。  
こんげつ たんとう  
 今月から、Teachers' Page を担当  
にほんご おし せんせい  
 します。日本語を教えている先生  
べんきょう がくしゅうしゃ みな  
 と勉強している学習者の皆さんの  
たの やく た  
 ために、楽しく役に立つページに  
おも  
 したいと思っています。どうぞよろ  
ねが  
 しくお願いします。今回は GCSE の  
しけんじゅんび どうかいれんしゅう  
 試験準備になるように、読解練習  
もんだい の なら ぶんけい  
 問題を載せました。もう習った文型  
つか  
 がたくさん使われていますので、  
とく しゅけんがくねん みな  
 特に受験学年の皆さんにはおすす  
どっかい  
 めします。読解のあとは、読んだこ  
じぶん けいけん か はな  
 とをもとに自分の経験を書いたり話  
にほんご げんごひょうじゆつ  
 したりして、日本語による言語表出  
かつどう はってん こうかてき  
 活動に発展させていくと効果的で  
 す。がんばってください。

Hello, everybody. My name is Hiromi Kijima and I am the new Chief Advisor here at the JFLLC. I'm glad to be involved in creating the Teachers' Pages from this issue and I'd like to make them useful and enjoyable for both teachers and students of Japanese in the UK. *Dozo yoroshiku onegaishimasu.* The content of this issue's Teachers' Pages is a reading exercise especially designed for GCSE. There are many language structures from the GCSE syllabus in the passage which I hope will be useful for revision. Once students have understood the passage, it could be used to develop their writing and speaking skills. *Gambatte kudasai!*

# Reading Comprehension for GCSE

## Aims

- To practise reading comprehension
- To revise language patterns for GCSE in context
- To learn about an aspect of Japanese daily life (Part I on page 5) and compare it to pupils' own experience
- To enable pupils to describe their own journeys by train, bus etc or being at a station (Part II)

## Level

GCSE

## Procedure

- 1 Give pupils a copy of the worksheet on page 5. Set a time limit for them to read the passage and answer the comprehension questions (see below for model answers).  
  
To use the exercise as exam practice for GCSE, translate the questions and answers into English.
- 2 Pupils should then try to fill in the gaps in Part II, using the words hidden in the illustration of the train (see page 5).

## Extension

- Ask pupils to write a short paragraph on their own favourite form of transport, using Hiroko's essay as a model.
- Organise a class discussion on the different forms of transport in the UK and Japan, referring to distinctive features of Japanese transport (see background notes below).  
  
Further related exercises can be found on the JFLLC website (see [www.jpf.org.uk/language](http://www.jpf.org.uk/language)).

## Background notes

- In the Tokyo rush hour, trains get so crowded that staff are employed to push commuters into carriages – wearing white gloves of course!
- You will often see people reading manga in Japanese trains – but the readers are just as likely to be adults as children.
- Although mobile phones are ubiquitous in Japan, they must be turned off or switched to 'silent' mode ('manner' mode in Japanese) when travelling on public transport.
- Though once unthinkable, you can now sometimes see people doing their makeup in trains – this still tends to shock the older generation, however.

## Vocabulary

背中	せなか	back
押す	おす	to push
けいたい電話	けいたいでんわ	mobile phone
Eメール	いーめーる	email
	(お)けしょう(を)する	to do one's make-up
	それから	furthermore, also
	けんか	fight

## Structures

V-dic. ことができます
V-dic. があります
V-た があります
V-たり、V-たりします
V-ては いけません
iAdj. -くて、……です
……が、いちばん……です
……より……のほうが……です
……から、……
……そうです*
……と思います

\*In this context, the meaning is: I hear/heard that. This structure is not included in the GCSE syllabus.

## Answers to page 5 questions

- 1 電車や地下鉄やバスやモノレールやタクシーなど
- 2 ● 電車でのいろいろなところに行くことができますから。  
● まどから外のけしきや天気を見ることができますから。  
● 安くて、はやいからです。
- 3 ● 本や新聞やまんがを読んでいた。● 音楽を聞いていました。  
● 携帯電話でEメールを読んだり書いたりしていました。  
● おけしょうをしていました。
- 4 電車の中でけんかを見たからです。

# Haruko takes the train

I はるこさんは、東京に住んでいます。春子さんの作文を読んで質問に教えてください。

## わたしの好きなのりもの

東京には、電車や地下鉄やバスやモノレールやタクシーなど、いろいろなのりものがあります。わたしは電車がいちばん好きです。

電車は朝と夕方とてもこみますから、駅の人がお客さんの背中を押して電車の中に入れます。じこなどでおくれることもよくあります。

でも、電車でいろいろなところに行くことができます。まどから外のけしきや天気を見ることもできます。そして安くて、はやいですから、私はよく電車に乗ります。電車の中で、人々はいろいろなことをしています。たとえば、本や新聞やまんがを読んだり、音楽をきいたりしています。最近たくさんの方が、けいたい電話でEメールを読んだり書いたりしています。でも本当は電車の中でけいたい電話を使つてはいけません。それからきのう、電車の中で、若い女の子がおけしょうをしていましたから、わたしはびっくりしました。わたしの父は1度だけ、電車の中でけんかを見て、びっくりしたそうです。わたしは、けんかよりおけしょうのほうがいいと思います。

## 質問

- 1) 東京にはどんなのりものがありますか。
- 2) はるこさんはよく電車に乗ります。なぜですか。
- 3) 東京の電車の中で、はるこさんはいろいろな人たちを見ました。その人たちは何をしていましたか。絵を選んでください。
- 4) はるこさんのお父さんはなぜびっくりしましたか。絵を選んでください。

II ことばを選んで、下の作文を完成させてください。

わたしはきのう、\_\_\_\_\_ から \_\_\_\_\_ まで \_\_\_\_\_ にのりました。

そのバスに \_\_\_\_\_ 人がのっていました。

その人は、\_\_\_\_\_ 声でビートルズの歌を \_\_\_\_\_ いました。

とても \_\_\_\_\_ なので、みんなよろこんで \_\_\_\_\_ いました。

わたしもいっしょに \_\_\_\_\_ と思いました。

でも \_\_\_\_\_ ですから、\_\_\_\_\_ 声で歌いました。



A



B



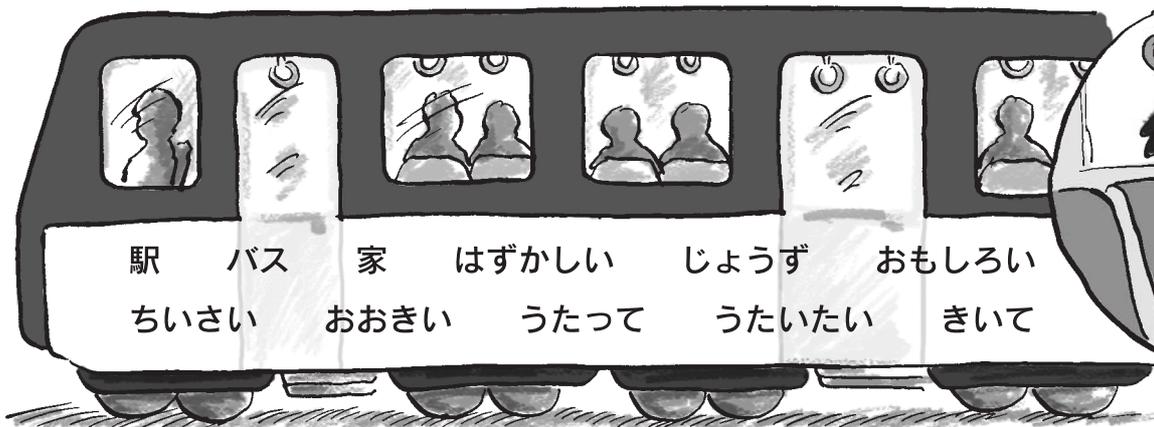
C



D



E



# 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's Spring Conference, co-organised with the Japan Foundation London Language Centre, was held from March 20 to 21. The event focused on the theme of *Action Research for Learners* and featured speeches by Dr Richard Smith from the University of Warwick, Dr Michiko Sasaki from Obirin University in Japan and Dr Steve Mann from the University of Birmingham. There was also a presentation on the Common European Framework for Languages by Kazumi Tanaka from the School of Oriental and African Studies (SOAS).

Another recent initiative is a new Japanese Speech contest for University Students, co-organised with the Japan Foundation. The contest will be held on January 28, 2006 at the University of London's SOAS. Eight finalists will be selected on the basis of telephone interviews, to give speeches live at the Finals. Look out for further details on the BATJ website. It is hoped that the speech contest will promote Japanese language education in higher education as well as raise public awareness of the importance of Japanese language learning in the UK.

BATJ's 8th Annual Conference will take place at Cardiff University from September 2 to 3. The keynote speaker will be Dr Yukiko Hatasa from the University of Iowa. For enquiries and bookings, please contact the Conference Organiser Kyoko Yuri at Cardiff University on 029 2087 6565 or by email: [Yurik@cardiff.ac.uk](mailto:Yurik@cardiff.ac.uk).

To find out more about BATJ's activities, please visit [www.batj.org.uk](http://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](mailto:Kazuki.Morimoto@durham.ac.uk).

# JLC News



The main focus for the Committee over the last few months has been the JLC Japanese Speech Contest for Secondary Schools (Nihongo Cup), which this year is being co-organised with the Japanese Embassy and the Japan Foundation. More than 105 entries were received from 15 schools around the UK and the screening panel had a hard time selecting six finalists from each category. This year, a Key Stage 5 category was added and, thanks to collaboration with the Japanese Speech Awards (JSA), the winner in this group will be given the opportunity to travel to Japan to participate in the JSA Finals and Cultural Programme. Finals Day is coming up soon and we look forward to seeing many of you there. We are delighted that Dr Lid King, National Director for Languages, will attend as the Guest of Honour. The speech contest is now set to be a regular event, so we hope that even more schools will decide to participate in the future.

At a meeting held last October, existing members of the Committee were asked to continue in their roles for a further year. If any Mado readers, who are also members of ALL, are interested in joining the Committee and playing an active part, the JLC would be delighted to hear from you.

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. The Committee organises events to promote the teaching of Japanese and also develops teaching resources. To find out more, log on to the website at [www.jlcweb.org.uk](http://www.jlcweb.org.uk) or contact the Chair David Farrell: ([rdfarrell@aol.com](mailto:rdfarrell@aol.com); tel: 028 9332 2610).



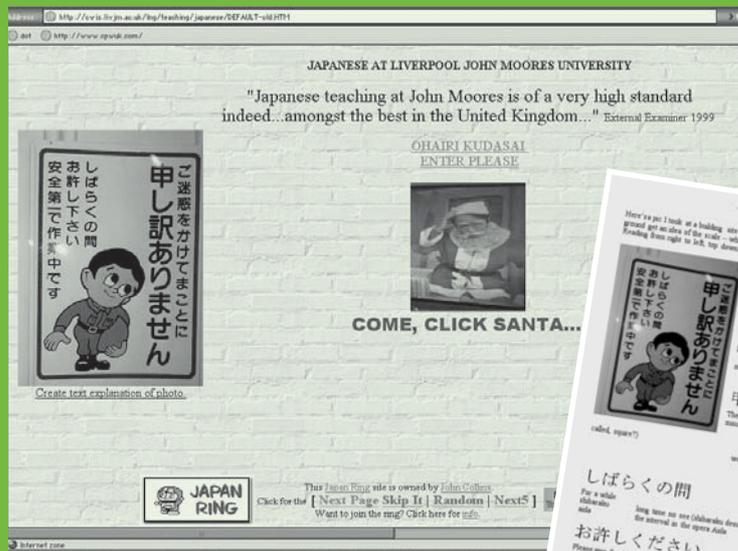
Japanese was introduced at Liverpool John Moores University in 1990. The first graduates, in 1994, numbered four. Ten years later in 2004, the first year intake was over 40. To date, more than a hundred students have graduated in Japanese.



Japanese is available with a wide range of combinations including Tourism and Leisure, TEFL, EFL, and as a 'single field'. The approach is practical and dynamic, with an emphasis on contemporary aspects of Japan. Students are introduced to Japanese word-processing from day one and a key feature of the course has been karaoke, which is taken as a serious part of Japanese culture and tested in the first year exam. Students do not have to be good singers, just willing to stand up and have a go. They always say how useful it has been – both during their year abroad and as graduates when working for or with Japanese companies.

For their third year, students go to Japan. John Moores has links with seven

# Liverpool John Moores University

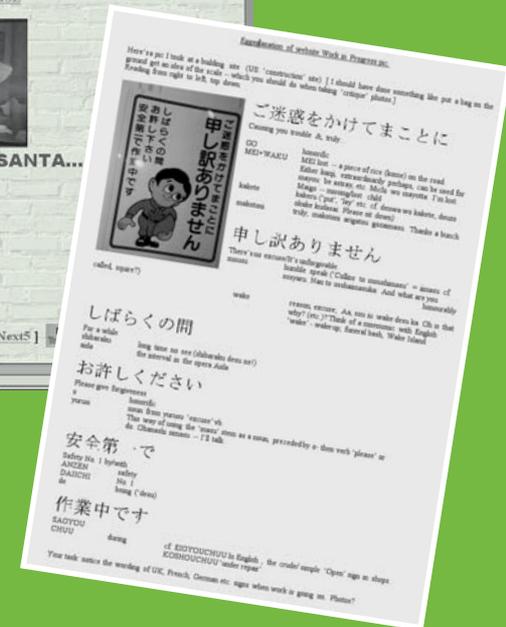


universities: from Kumamoto and Fukuoka in the south, to Nagoya and Kanazawa in central Japan, and Sapporo in the north.

In all years students have to give oral presentations. On their return from Japan they do a presentation of their 'oral dossier' – a study of something that has caught their fancy in Japan. Examples have been:

Getting lost in Japan: taxis and street names.

Is HELLO KITTY taking over the world? Japanese 'kawaiirasisa'.



Going down the drain: manhole covers of old Kumamoto.

To find out more about Japanese at Liverpool John Moores University, visit <http://cwis.livjm.ac.uk/lng/teaching/japanese/>.



In this issue, our Japanese Language Advisor Rochelle Matthews reviews some of the recent additions to our library collection. Following a lively debate on the jle-uk email discussion group about the best way to teach script, we have decided to feature two books on this subject, written by authors active in the UK and Ireland. In response to the growing interest in teaching Japanese to younger pupils, we also introduce the *Ohisama... connect!*

series, which provides a complete programme of study for the primary level.

This term, the library will be closed on the following dates: May 2 to 5 and 30, July 18 to 22 and August 29. As these dates are subject to change, please check the Library page of the website, or contact the Librarian, who can also answer any other questions you may have about the Library. Tel: 020 7436 6698; Email: library@jpf.org.uk.

## Teaching Script

*Motivating students to learn katakana can be a difficult task. Students often recognise the need to master hiragana and are intrigued by kanji but fail to tackle katakana with the same enthusiasm. And yet the potential for pupils to extend their vocabulary through katakana is quite significant, since an estimated 15% of spoken Japanese and 80% of language used in advertising is made up of katakana words. A mastery of katakana can also provide students with a sense of literacy in Japan as they walk the streets deciphering shop names, billboards and signs.*

## Katakana Kantan

Ursula Zimmermann  
The Linguistics Institute of Ireland  
2003 ISBN 0-946452-19-9

*Katakana Kantan* by Ursula Zimmermann is a great resource to incorporate into your teaching of katakana. It introduces all 46 katakana syllables in 16 lessons in innovative ways that appeal to and motivate students. The workbook introduces the script through basic survival skills such as reading a menu, shopping, writing one's name, etc. Students are then presented with a variety of reading and writing tasks aimed at aiding acquisition, from basic crossword puzzles to comprehension exercises using store floor guides, TV schedules, sales brochures etc. Learning to handle authentic texts from this early stage in their study of Japanese will motivate pupils and give them the skills to move on to more advanced realia tasks.



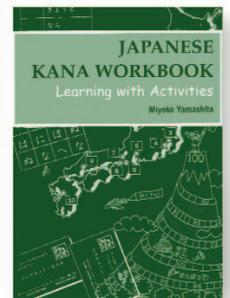
The title of each lesson represents a country or place name, introducing katakana on a needs basis rather than in the order they appear in the syllabary chart. Stroke order is shown and the workbook is designed to increase pupils' vocabulary rapidly while providing insights into Japan.

Look out for *Hiragana Kantan*, the next book in the series, due out soon.

## Japanese Kana Workbook, Learning with Activities

Miyoko Yamashita, The University of Birmingham, 2002 ISBN 0 780704 423589

*Japanese Kana Workbook* tackles the teaching of both the hiragana and katakana syllabaries. It adopts a more traditional approach, introducing the basic Japanese phonetic system first through the use of romaji. Worksheets and activities introduce the hiragana syllabary in the order that they occur in the chart before moving onto combined, double consonant and long vowel sounds. Dakuten and handakuten characters are taught at the same time as their originating character, eg: た and だ. Katakana is treated similarly, with an introduction to the basic chart. Voiced sounds, combined sounds and long vowel sounds are dealt with separately. A detailed section on writing loanwords features a step-by-step guide to converting English into Japanese, which will demystify a task that many pupils find daunting.



Whether used as a self-study workbook or to reinforce kana at the secondary or tertiary level, this resource would extend a beginner's vocabulary and provide them with some insights into Japanese geography and culture. Exercises develop from individual vocabulary building through to sentence level activities.

## Ohisama...connect!

Japanese language, directions and culture for teachers and children

Mary Taguchi, Mingei Australia, 2000-2003

Book 1, Core ISBN 0646407376;  
Book 2: Sunbeams, part 1 ISBN 0-9579401-0-6  
Book 2: Sunbeams, part 2 ISBN 0-9579402-2-2;  
Book 3: Clouds, part 1 ISBN 0-9579401-3-0;  
Book 3, Clouds, part 2 ISBN 0-9579401-4-9

The Ohisama Connect series provides a complete programme of study designed for the primary classroom, although it would not be out of place at lower secondary level. Mary Taguchi, through her experience-based educational approach, provides a clear framework which can link to additional topics and cultural connections. The resource set comprises three interconnected components: *Core*, *Sunbeams* and *Clouds*. There are five books in the series and a *Clouds* songs CD. The series is colour coded for ease of use, with coloured Teachers Notes and white photocopiable pages providing activities, games and flashcards for classroom use.

Reflecting the process of a child's natural language acquisition, the course is designed in a flexible way that allows a teacher to

order the components to cater to the needs and interests of the class. It is recommended that teachers begin with the *Core* component, however.

*Core*, the first book in the series, represents the sun, and provides a framework for learning essential Japanese for daily life. Communication in the target language is firmly established at this level through greetings, commands, the weather and other classroom Japanese. All vocabulary is introduced using Japanese script, with characters presented in an authentic context.

Once pupils have developed some basic daily language, *Sunbeams* allows them to expand their vocabularies and structures further through topic-based acquisition. Topics include ともだち, のりもの and もしもし.



*Clouds* is the floating component that ties in the culture, history and traditions of Japan. Used at the lower secondary level, the *Toys and Crafts* section in *Clouds part 1* provides some inspiring cross-curricular activities that could be incorporated into a Japan Day involving the whole school. Pupils and teachers could use recycled newspapers to make *daruma* from *kaminendo* (paper clay), prepare tasty treats from the Cooking section in *Clouds part 2*, or celebrate Matsuri with one of the many activities in the Festivals section of *Clouds part 1*.

Whether it's a little ray of sunshine or a cloud burst in the form of a cultural insight you require, this series has something to offer any class in this age range.

We congratulate Urawa on its 15th anniversary (see page 1) and hope that many more UK-based teachers of Japanese will benefit from the courses offered by this centre of Japanese teaching excellence. Since the debate about Japanese teaching in the UK has recently turned towards the tertiary sector, we asked John Weste of Leeds University for his views on some of the current issues (see interview on page 3). The higher education focus continues in *At the Chalkface* on page 6, where you can also find the latest news about the Nihongo Cup, as well as details of a new joint initiative between BATJ and the JFLLC - a speech contest for university students of Japanese, due to be launched in January 2006. This issue's Teacher's Pages, created by the Centre's new Chief Advisor Hiromi Kijima, will give your pupils plenty of reading and comprehension practice as they explore public transport in Japan. We hope that you will take the time to complete the enclosed survey, which will help us to design pages 4 and 5 in a way that most suits your needs.



## BRUSH UP YOUR JAPANESE!

Give your language skills a boost by signing up for the JFLLC's Language Refresher course. Designed for non-native speaking teachers of Japanese in the secondary sector, the course will increase your confidence and fluency in all four skills in a supportive small-group atmosphere. This year's Refresher Course takes place from Monday 18 to Friday 22 July. All levels are catered for and the course is free. Call the JFLLC on 020 7436 6698 for further details and to request an application form.



Enjoying calligraphy at Leicester Adult Education College's Family Learning Course, featured in the last issue of Mado.

浦和にある日本語国際センターで15周年記念イベントが行われました(1頁)。浦和が提供するすばらしい日本語教師研修に、より多くの英国の日本語教師に参加してほしいと思います。3頁では、英国における日本語教育の争点となっている高等教育について、リーズ大学のJohn Weste氏にご意見を伺いました。6頁のAt the Chalkfaceでも大学を紹介しています。BATJとJFLLCの共催で2006年1月に初めて開催される大学生向けのスピーチコンテストと日本語カップの詳細もこちらです。着任したばかりの来嶋洋美チーフアドバイザーが担当したTeacher's Pagesには、日本の乗り物について学ぶことができる読解問題を載せました。4頁と5頁をよりニーズに合ったものにするためのアンケートが入っていますので、どうぞご協力ください。

## events



### JLC PRIMARY WORKSHOP

Tuesday 14 June

York St John, 4.30 – 6.30pm

Practical workshop for Primary school teachers with or without Japanese, as part of the York St John Regional Support Group programme. Enquiries: JFLLC 020 7436 6698

### ALL'S LANGUAGE WORLD

Friday 1 – Sunday 3 July

University of Kent at Canterbury

The Association for Language Learning's Annual Conference.

This year's conference includes 3 sessions specific to the teaching of Japanese: Exploring Tobu and a Japanese taster session, by Rochelle Matthews (JFLLC), Introducing IT Resources for the teaching of Japanese, by Tomoyo Mawhinney, and Ready Steady Nihongo! Japanese at KS2, by Katherine Donaghy (Japan 21) and Kornelia Achrafie (JFLLC). For more details visit [www.all-languages.org.uk](http://www.all-languages.org.uk) or contact 01788 546443.

### SUMMER REFRESHER COURSE

Monday 18 - Friday 22 July

The JFLLC's annual language refresher course for non-native speaking teachers of Japanese, which caters for Beginner, Intermediate and Advanced levels. See noticeboard for more details.

### BATJ 8TH ANNUAL CONFERENCE

Friday 2 – Saturday 3 September

Organised together with the JFLLC, the conference will be held at Cardiff University. See page 6 for further details. For enquiries and bookings, please contact the Conference Organiser Kyoko Yuri at Cardiff University on 029 2087-6565 or by email: [Yurik@cardiff.ac.uk](mailto:Yurik@cardiff.ac.uk).

Please visit our website for more up-to-date information on courses and events: [www.jpf.org.uk/language](http://www.jpf.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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