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THE JAPAN FOUNDATION  
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INSIDE... WJEC DAY • JAPANESE CLUBS • PRONUNCIATION PRACTICE

## READY STEADY NIHONGO! – NOW AVAILABLE TO PRIMARY SCHOOLS NATIONWIDE



Dr Lid King and Jeff Smith celebrate the launch of Ready Steady NihonGO!

More than 70 people gathered at the Embassy of Japan on October 19 to celebrate the launch of the primary Japanese course *Ready Steady NihonGO!* (RSN) jointly developed by Japan 21 and the Japan Foundation London Language Centre (JFLLC).

After a warm welcome from JICC Director Mami Mizutori, Dr Lid King, National Director for Languages at the DfES, introduced the evening, impressing the audience with his own Japanese. He described the launch of RSN as a very important and timely event, coinciding with the publication of the Key Stage 2 (KS2) Framework for Modern Foreign Languages, which will create a structure for the UK Government's target of providing a language entitlement to all primary pupils by 2010. "The production of resource materials is absolutely vital in this context and I am delighted that this is happening in Japanese," he said.

JFLLC Director Harufumi Murata then spoke about the background to the RSN project, which was initiated in 2003 with the aim of developing a strategy to support and encourage primary Japanese in the UK. After investigating existing primary provision through a nationwide survey and an extensive programme of school visits, three main curricular models for primary Japanese were identified. This important groundwork set the stage for the resource development which followed.

An outline of the course itself was presented by Katherine Donaghy from Japan 21 Education, who also showed video clips from pilot schools which vividly illustrated how positively pupils responded to Japanese. Consisting of ten units, RSN is designed to introduce basic Japanese to KS2 pupils and to be team-taught by classroom teachers and Japanese native speakers. Lesson plans are accompanied by a wealth of resource materials including sound files, worksheets, cultural notes and flashcards.

Reinforcing the benefit to pupils, Jeff Smith, Headteacher at Anson Primary School in Cricklewood - one of 11 schools which piloted the course - described RSN as a 'springboard to other opportunities', adding: "It has been a superb launch-pad for the children, who as a result have won a prize in a sushi contest, welcomed Japanese visitors and set up Internet links with an elementary school in Aomori."

Heidi Potter, Director of Japan 21 Education, then spoke about the long term outlook for RSN, noting that the resource would be available both on CD-Rom and via the Internet by the end of 2005, making it "the first Japanese language resource tailor-made for UK primary schools."

10月19日、国際交流基金とJapan21が共同で開発してきた初等レベルへの日本語導入コース、RSNの成果発表レセプションが日本大使館で行われ、70人以上の方が足を運んでくださいました。

JICC水鳥真美所長のご挨拶に続き、英国教育技能省のLid King氏は日本語を交えたスピーチで会場を印象づけつつ、RNSの意義を、「RSNは、KS2現代外国語教育の基本枠組みの発表と軌を一にしており、大変時宜に当たっている。この基本枠組みは、2010年までに全ての小学生が外国語を学ぶようにするという政府目標を達成するうえで骨子となるものであり、そのためには教材の開発が必要不可欠になるが、日本語でそれが行われているのは喜ばしいことだ。」と語りました。

これをうけて、JFLLCの村田春文主幹は、英国の初等教育における日本語教育をサポートするため2003年にRSNが始められた経緯を説明しました。全国的な調査と学校視察を重ねた結果、初等

教育では、主に3つのモデルで日本語が教えられていることがわかりました。RSNは、このようなことを基盤に開発されています。

コース概要は、Japan21 EducationのKatherine Donaghyが説明しました。パイロット校で撮影されたビデオで、いかに生徒が日本語を楽しんでいたかを紹介しました。RSNは10課で構成されていて、クラス担任の先生と日本人ボランティアがチームを組んでKS2の生徒に日本語の初歩を教えることを目的に作られています。授業案とともに、音声ファイルやワークシート、文化紹介のための先生用解説、フラッシュカードなども用意されています。

また、11校あるパイロット校の一つ、CricklewoodにあるAnson Primary SchoolのJeff Smith校長は、RSNが生徒にもたらした成果について、「寿司コンテストで賞を頂いたり、日本からのお客様をお迎えしたり、青森の小学校とインターネットのリンクを作ったりと、RSNのおかげで、生徒が新しいことを試す素晴らしい機会を与えられた。」と述べました。

最後にJapan21 EducationのHeidi Potterが、英国の初等教育機関のために開発された初めての日本語教材として、2005年のうちにCD-RomとWeb配信の両方で利用できるようにするという今後の見通しを伝えました。

For further information about *Ready Steady NihonGO!*, contact Japan 21 on 020 7630 8696 (tel) or by email at: [education@japan21.org.uk](mailto:education@japan21.org.uk) or visit the website: [www.japan21.org.uk](http://www.japan21.org.uk)





## Centre Diary

JFLLC staff have been busy over the last few months, hosting courses to support teachers and participating in events to raise the profile of Japanese teaching and learning in the UK.

On September 23, the Centre organised a stand at the ninth annual JET Alumni Association Careers Information Day held at the University of London. JFLLC staff were on hand to provide information to former JET participants who were interested in teaching Japanese as a career, as well as to provide advice about the teacher training courses currently available.

The JFLLC was also present at the Prize-giving Ceremony of the European Award for Languages 2005, which took place at the Foreign & Commonwealth Office in London on September 26. The event provided an opportunity to recognise schools for their innovative language learning projects. The European Day of Languages was also celebrated by schools around the country. At Greenford High School, Anu Jain taught Japanese to all her MFL classes to mark the occasion, while at Whitgift School, pupils took part in a multi-cultural food tasting quiz that included Japanese ingredients.

For the second year, the JFLLC set up a stand at the Language Show in Olympia



Getting to grips with hiragana at the Language Show

which was generously supported by the Japanese Embassy's Japan Information and Cultural Centre. The event took place from November 4 to 6, attracting a large number of professionals and members of the general public with an interest in language learning. The stand proved very popular, as visitors stopped to watch scenes from *Class Acts*, interact with the online resource *Tobu*, try their hand at origami and ask questions about the teaching and learning of Japanese in the UK.

## STEPPING OUT

Derby City Council launches KS2 Languages



Last November, staff from the JFLLC and Japan 21 participated in a KS2 primary languages event organised by Derby City Council. Over 100 Primary Language Co-ordinators and Head Teachers, Language College Directors, Heads of MFL, Local Authority Advisors, and other interested colleagues attended to learn about and share good practice in primary languages teaching.

Gareth Seddon, who attended last year's Head Start course and is thinking of introducing Japanese at Noel-Baker Community School in Derby, made Derby City Council aware of Primary Japanese. The organisers were delighted to add a different dimension to their event by including a Japanese workshop into their programme. Heidi Potter from Japan 21 presented the new Ready Steady NihonGO! Primary Course, and had participants up on their feet with a Japanese taster, delivered in tandem with Language Advisor Masumi Tanaka from the JFLLC. Keynote speaker Catherine Cheater delivered a lively plenary, introducing the audience to the KS2 Framework for Languages which was published in October. Other seminars included French Family Learning, and primary languages in Sheffield LEA.

One of the core messages was that where languages are starting to be well established, feeder primary school colleagues can serve as advisors to their local secondary schools with regards to languages and transition.

## WJEC Day 2005

More than 20 people attended the WJEC Day held at the Centre on October 4. The training course for teachers, co-organised by the JFLLC and the Welsh Joint Education Committee (WJEC), provided participants with an update on the Level 1 Certificate in Japanese, accredited by the WJEC.

The Certificate in Japanese for Everyday Communication was approved as a Level 1 Certificate in Japanese by the QCA last year. Originally designed to provide an introduction to Japanese for sixth-formers, the course is increasingly being used at Key Stages 3 and 4 as a stepping stone to GCSE.

Participants were welcomed by Centre Director Harufumi Murata and Jean Rawlings, MFL Subject Officer at the WJEC, who noted that the first year of the revised exam had proved to be very successful, with few administrative problems and good results for pupils.

Owen Saer, who took over from Lydia Morey as Chief Examiner last year, provided an overview of the course itself, as well as feedback on exam papers submitted in 2005. Illustrating his presentation with both aural and written assessments, he gave valuable guidance as to how marking criteria are applied in practice.

Participants then enjoyed a series of four practical skills-based workshops.

Classroom ideas for practising speaking and listening were introduced by Shoko Iizuka from King Edward VII School, while Alison Safadi from Jack Hunt School demonstrated activities to improve pupils' reading. Owen Saer then introduced strategies for teaching and learning writing skills and the fourth session gave participants the opportunity to share their own teaching resources, resulting in a lively exchange of ideas.

Among the participants was Akiko Kubo, who teaches Japanese at Downs College. She has found the Level 1 Certificate to be an ideal course to use with sixth formers: "It is flexible enough to fit into



Owen Saer (left) and Jean Rawlings (right) with participants at the WJEC Day

their very busy schedules and its emphasis on communicative Japanese means that what they learn can be used in real situations. The fact that the course is accredited is also a great source of motivation for pupils," she said.

Victoria Massey from Kidbrook School in Greenwich, which is planning to introduce Japanese in the next academic year, felt the course had greatly increased her confidence: "It has been fantastic to have direct input from the Exam Board and as a new teacher, I found the practical demonstration of resources and teaching ideas very valuable."

Further information about the Level 1 Certificate in Japanese can be found on the website at [www.wjec.co.uk/otherqual.html](http://www.wjec.co.uk/otherqual.html). If you have any queries, please contact Jean Rawlings, Subject Officer at the WJEC by email at: [jean.rawlings@wjec.co.uk](mailto:jean.rawlings@wjec.co.uk) or call on 029 2026 5000.

# Clubbing Together

## How extra-curricular activities can support Japanese language learning

In September, Gonenkai, a youth group set up by Mary-Grace Browning – an early pioneer of Japanese language teaching at UK schools who was recently made an MBE for services to UK Japanese relations - celebrated its 35th birthday with a special dinner attended by all past members. Further celebrations are planned for February, when pupils from one of Gonenkai's longest-standing link schools, Keio Shonan Fujisawa Campus Junior and Senior High, will visit the UK for a week of joint activities. We spoke to Mary-Grace about

Gonenkai's history and how clubs and youth groups can help to inspire and provide a framework for Japanese language learning. Two other UK club initiatives are presented in the panels below.



### How was Gonenkai set up?

It was founded in 1970 when I started teaching Japanese at County Upper School in Bury St Edmunds and set up pen friend

links between my sixth form students and the Sacred Heart Schools where I had worked in Japan. We received our first visit from Japan that year, although it was not until 1985 that Gonenkai members were able to reciprocate. The group (which literally means '5th Year Club') was formally constituted in 1980. Over the years, our range of activities and exchanges has expanded dramatically!

### What are the club's main aims and activities?

Gonenkai shares the aims of all youth clubs in empowering young people and providing a programme of activities but it also has the aim of promoting friendship between young Britons and young Japanese. Members are expected to demonstrate a long-term commitment to the club and to learning Japanese. As well as attending Japanese classes and other activities, members of Gonenkai host visiting groups from Japan from two days to two weeks several times a year. Club members also visit Japan once a year.

### How is Gonenkai structured?

The club is basically run by the members who propose the activities, plan for the incoming visits and, if their commitment is sound, then they go to Japan on an exchange. Membership is free and all events including the exchanges are funded on a kitty basis. No individual member is expected to pay but no event can take place unless funds are available which means that fund-raising is a major club activity with all members working together.

### What links has Gonenkai established with other groups?

Gonenkai is a member of the National Association of Clubs for Young People and Youth Clubs UK.

We use the Youth Clubs UK residential house in the New Forest for some of our activities and they also provide the extra insurance needed for events which are not strictly under the school's umbrella. We share some incoming Japanese groups with other schools so they can have the chance to visit other parts of the UK. In Japan we have links and exchanges with both school and town-based youth groups in the towns of Oita, Urawa, Matsumoto, Habikino, Haibara, Yokohama, Fujisawa, Tokyo, Iwaki, Fukushima, Hiroshima, Kashiwazaki and Ebetsu. We also have links with The Japanese School in London and The Kaetsu School in Cambridge.



### How does participation in a club enrich Japanese language learning?

In the early days Richard Thames used to say 'Why study Japanese?' 'Because you can' when talking to groups of Japanese teachers. I am therefore tempted to answer, "Because it does" to this question. When you go with your Japanese partner to Edale and he/she is dangling from a rope and you've got to get him/her somewhere it's amazing how this stimulates communication! Teenagers, if thrown into the soup together, swim better than you would think...

Then encourage them to write bilingual reports; lists of ten words that will be helpful to the next group; lists of ten questions about Stonehenge that will test whether the next group really listened to the guide ... It's hard for me to imagine Japanese teaching without a club but then I've done all my teaching in the 'club' situation so I'm a bit biased!

### What advice would you give to schools thinking of setting up a club?

Start small and involve the members in the planning from the outset. If the club is to be set up totally in school, then you could discuss funding with the senior team: youth work and education work are funded differently and you may need to wear two hats! If you go down the 'youth club' route there is a lot of support available on issues such as how to get members involved but make sure you have the support of the school for the free use of the premises for meetings etc. If you want to expand to an exchange make sure you do all the paperwork well in advance and clarify your ideas before contacting the Japanese link.

*Mary-Grace would be happy to talk to schools about her experience of working with Gonenkai and setting up exchange programmes. You can also find out more about the group online at [www.cusonline.co.uk/gonenkai/](http://www.cusonline.co.uk/gonenkai/).*

### Monkseaton Community High School, Whitley Bay

MFL teacher James Dixon (who had worked for 2 years on the JET programme and has a Postgraduate Diploma in Japanese from Durham University) set up an after-school club in July 2005 after being approached by pupils who were interested in studying Japanese. The club meets twice a week and seven students from years 10 to 13 are currently studying basic language and kana. The club also uses the Internet to do background research and homework, exploring different aspects of Japanese culture. Pupils have shown great interest in topics such as Manga/Anime, Festivals, Martial Arts, Religion and Ikebana. They have made green tea and onigiri, and are keen to try more Japanese food. Members are very enthusiastic about the spoken language and having attended the recent WJEC Day, James Dixon hopes to set up a more structured course in the future so that pupils can gain credits for their studies.

### Anson Primary School, Cricklewood, NW London

Class teacher Joher Anjari set up a Japan Club after being amazed by the influence of Japanese pop culture in his school. The club initially met once a week at lunchtimes, but is now held for an hour after school. In only three years it has gone from a project within the school to a catalyst for whole school events. Club members have also been on excursions such as a visit to the Japanese Embassy's Club Taishkan, the Japan Centre and Minamoto Kitchoan – a Japanese sweetshop in Piccadilly. Last year, the club was twinned with an English Club at Tsutsui Elementary School in Aomori Prefecture. Communication was initially through letters and then, thanks to Japan 21, via the Japan UK LIVE! talkboards. The club also welcomed members of the Temari Cultural Association of Japan in 2005. There is now talk of an exchange visit to Japan and hosting an Assistant Japanese teacher in future years.

# あいうえお

## Teacher's Page



みなさん、新年明けましておめでとうございます。今年もどうぞよろしくお願ひいたします。今回の Teacher's Pages は日本語の発音がテーマです。難しい音やアクセントの聞き分け、早口言葉の練習などを取り上げてみましたので、どうぞお試してください。ウェブ版なので、音声を聞きながら日本語を練習することができます。なお、Library and Resources のページでも、発音指導関連図書を紹介しています。発音指導についてもっと詳しく知りたい先生方は、そちらもあわせてご利用ください。

Happy New Year everyone! I look forward to working with you over the coming year. The theme of this issue's Teacher's Pages is pronunciation. As this is an online edition, we have created sound files to go with the activities so that your pupils can practise listening and pronunciation. I have chosen to concentrate on practising difficult sounds, pitch accent and tongue twisters. Teachers wanting a more in-depth guide should also refer to the Library & Resources Page which introduces reference and teaching materials.

# Japanese Pronunciation 日本語の発音

## Aims

- To recognise and reproduce some commonly confused sounds in Japanese
- To recognise and reproduce pitch accent in Japanese
- To practise speed and accuracy of pronunciation

## Level

All

## Activities

- 1 Activity 1 is designed to give pupils practice in listening to and reproducing some commonly confused sounds in Japanese, namely: long vowels, small 「つ」 small 「や/ゆ/よ」 and 「ん」.
- 2 Activity 2 focuses on pitch accent, helping to show pupils how words that are written in the same way need to be given a different accent to distinguish meaning.
- 3 Activity 3 introduces some common Japanese tongue twisters – these can provide a good means of practising speed and fluency of pronunciation.

## Procedure

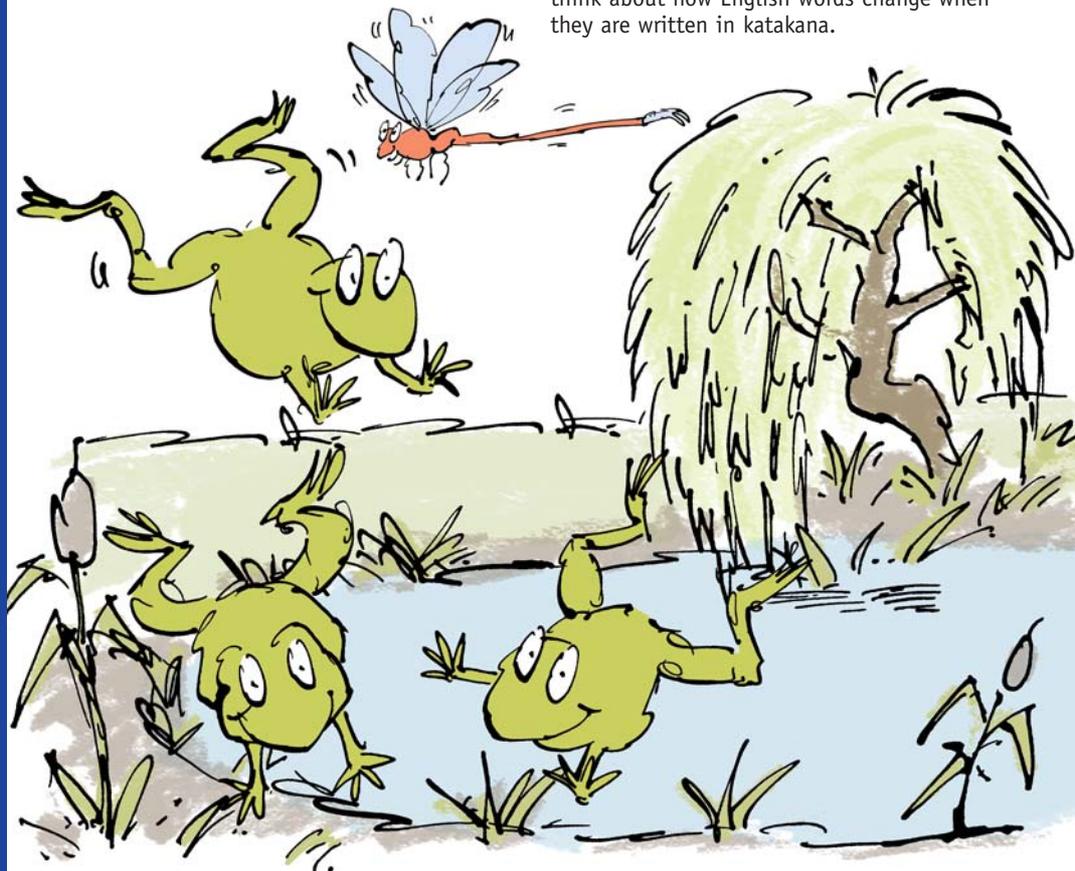
- 1 The three activities on pages 5a and 5b can be used to practise different aspects of pronunciation with your pupils. Activities are designed to be used with specially created sound files which you can access by simply clicking on the numbers on the left hand side of pages 5a and 5b.

- 2 The activities can be used by students for self study if they have access to a computer with speakers and an Internet connection. The tasks could similarly be used for whole class teaching.
- 3 Pupils should listen to the model pronunciation as many times as necessary until they feel confident enough to start each activity. The answers are written at the bottom of this page.
- 4 Once pupils have had plenty of practice with activities 1 & 2, get them to test each other using the pairs of words – if they are pronouncing them correctly, they should get the correct replies. If they know the meanings of the words, they can guess which is which but if this is too difficult, they could simply indicate whether the pronunciation was the same or not.
- 5 Once pupils have had time to practise activity 3, you could set up a competition to see who is best at tongue twisters.

## Extension

Japanese has an abundance of 'loan words', which originally came from foreign languages such as English, French, German and Portuguese and have now become absorbed into the Japanese language. Recently, it has become very common to write words directly into katakana rather than translating them. When these words are pronounced in Japanese, they often sound completely different to the original words.

Encourage your pupils to look at Japanese magazines and websites to compare the pronunciation of words in katakana with their original English pronunciation and think about how English words change when they are written in katakana.



## Answers

Activity 1: 1)bab 2)aab 3)abb 4)bba 5)bab 6) abb 7)baa 8)aab 9)bba 10)cab. Activity 2: 1)aba 2)baa 3)baa 4)aab 5)bba

# Let's Practise Pronunciation!

## Activity 1

There are some sounds in Japanese which you need to pay particular attention to. This exercise focuses on long vowels (かっこう), small *tsu* (かっこう), *n* (おんかく) and small *ya/yo/yo* (りょこう).

Listen carefully to the words and choose whether you think they are (a) or (b) each time you hear them (three times in all).

	Japanese	English	1st round	2nd round	3rd round
例	a おばさん b おばあさん	aunt old lady, grandmother	A	B	B
1	a ちず b チーズ	map cheese			
2	a いえ b いいえ	house no			
3	a いっしょ b いっしょう	together whole life			
4	a いけん b いっけん	opinion one (building)			
5	a にし b にっし	west diary			
6	a じゅう b じゅう	freedom ten			
7	a びょういん b びょういん	hair salon hospital			
8	a せんえん b せんねん	1000 yen 1000 years			
9	a こんやく b こんにやく	engagement Name of Japanese food			
10	a きてください b きいてください c きってください	Please wear it. Please listen. Please get me a stamp.			

Listen to the sound files once more and practise the pronunciation by yourself.

# Let's Practise Pronunciation!

## Activity 2

Unlike the stress accent in English, Japanese has a 'pitch' or 'high-low' accent. There are many words which, although they are written the same in hiragana, actually have different meanings depending on the accent. First listen to the sound files and pay attention to how the accent differs. Then listen again and decide whether the words being said is (a) or (b) each time you hear them (three times in all).

Intonation	1st round	2nd round	3rd round
例 a あ <sup>↑</sup> き (autumn)      b あ <sup>↓</sup> き (vacancy)	A	A	B
① a あ <sup>↑</sup> め (rain)      b あ <sup>↓</sup> め (sweets)			
② a は <sup>↑</sup> し (chopsticks)      b は <sup>↓</sup> し (bridge)			
③ a か <sup>↑</sup> き (oyster)      b か <sup>↓</sup> き (persimmon)			
④ a き <sup>↑</sup> ています (S/he's coming/has come)      b き <sup>↓</sup> ています (S/he wears it/is wearing it)			
⑤ a か <sup>↑</sup> ってください (Please keep a pet)      b か <sup>↓</sup> ってください (Please buy it)			

Once you have finished the exercise, listen to the sounds again and practise pronouncing them with a partner.

## Activity 3

### Tongue twisters

One fun way to practise difficult sounds is to repeat tongue-twisters as fast as possible, making sure you give the right breaks and accents so that they make sense. First listen to the model sound files for the tongue twisters below and then let's practise!

①	にわには にわ にわとりが いる [庭には 二羽 鶏が いる] There are two chickens in the garden.
②	なまむぎ なまごめ なまたまご [生麦、生米、生卵] Raw barley, raw rice, raw egg.
③	となりのきゃくは よくかきくうきゃくだ [となりの客は よく柿食う客だ] My neighbour's guest eats a lot of persimmons.
④	かえる ぴよこぴよこ 三 <sup>み</sup> ぴよこぴよこ あわせて ぴよこぴよこ 六 <sup>む</sup> ぴよこぴよこ A frog takes three jumps; another frog takes three jumps - that makes six jumps altogether.

## BATJ Update

The British Association for Teaching Japanese as a Foreign Language (BATJ) was set up in 1998 with the aim of encouraging and promoting Japanese language education in the UK, particularly at higher education level. BATJ organises a wide range of activities for teachers of Japanese.

As part of its ongoing programme of events to support teachers of Japanese, BATJ held a seminar at the University of Birmingham in November, together with the JFLLC. Dr Jane Willis gave a presentation on 'Designing, using and exploring tasks in the language classroom', in which she provided an overview of different types of task before demonstrating how a set of tasks on one topic could be graded and implemented to maximise language learning in the classroom. A follow-up seminar on 'Task-based learning' will be held at Cardiff University on January 14.

BATJ has been busy over the last few months preparing for the Speech Contest for University Students, launched in conjunction with the JFLLC. Finals Day will take place at the School of Oriental and African Studies (SOAS) at the University of London on the afternoon of Saturday January 28, when eight finalists will give speeches on a topic of their choice. The event is open to the public and BATJ hopes that many Mado readers will come along to join the audience and support the speakers.

Forthcoming events include a seminar and workshop which will be held at the JFLLC on February 18. Led by Chihiro Kinoshita Thomson, the session will focus on effective ways to promote students' autonomous learning, especially in a context where resources are restricted.

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, at: Department of East Asian Studies, University of Leeds, Leeds LS2 9JT; tel: 0113 343 3561; fax: 0113 343 6741; email: [K.Morimoto@leeds.ac.uk](mailto:K.Morimoto@leeds.ac.uk).

## JLC News

Since its establishment in 2000, the Japanese Language Committee (JLC) of the Association for Language Learning (ALL) has become an important voice for secondary level teachers of Japanese in the UK.

The main focus for the Committee over the last few months has been the organisation of the third national Japanese Speech Contest for Secondary Schools (Nihongo Cup), a joint initiative with the Japanese Embassy and the Japan Foundation London Language Centre.

This year, the contest will be held slightly later with Finals Day scheduled to take place on June 24 at the Embassy in London. As last year, there will be three categories: Key Stage 3, Key Stage 4 and Key Stage 5. The theme for the first two categories is *My World* and for the first time in 2006, Key Stage 5 candidates will be free to choose their own speech topic.

Thanks to an ongoing collaboration with the Japanese Speech Awards (JSA), the best speaker in KS5 will be invited to participate in the JSA Finals and Cultural Programme in Japan. Last year's winner, Lee Anderson from Harris City Technology College, described the trip as a 'once in a lifetime experience', adding "I was able to participate in a range of activities that I would never otherwise have had access to."

Application forms for the contest are now available so if you would like to enter your pupils, please contact the Project Manager Caroline Lewis on 020 7379 3934 or by email at [cml@japanesematters.co.uk](mailto:cml@japanesematters.co.uk). You will also find the application form on the JLC website (see below for address). The deadline for entries is Friday March 31, so why not send off for a form today!

For further information about JLC and its activities, log on to the website [www.jlcweb.org.uk](http://www.jlcweb.org.uk) or contact the Chair David Farrell (email: [rdfarrell@aol.com](mailto:rdfarrell@aol.com); tel: 028 9332 2610).



## Eastcote Primary School



Following a very successful visit to Japan by Headteacher John Duggan in May 2004, Eastcote Primary School decided to hold a Japan Week which was supported by Japan 21 and language specialists from a local secondary school. Throughout the week all pupils from the age of five upwards received basic language tuition, as well as enjoying calligraphy and learning about Japanese culture.

In September of the 2004/05 academic year, Japan 21 offered the school the opportunity to join the pilot phase of Ready Steady NihonGO!. Deputy Head Roger Power agreed to undertake the project with his Year 3 class and following initial training at the JFLLC, lessons began in the spring of 2005. Providing assistance was native speaker Ryoko Kalde who had already been involved with the school during the Japan week. Children enthusiastically embarked on the project, which apart from learning the language involved them studying more about the culture of Japan and learning to play Japanese games. Roger and Ryoko worked together to prepare and deliver lessons with Ready Steady NihonGO! adapted to meet the needs of the younger children.



Japan Week at Eastcote Primary School

Evaluation of the ten-week scheme indicated that it had been a great success.

Following discussions, it was agreed with Ryoko that she would teach years 3, 5 & 6 for 10 lessons each in the 2005/06

academic year and sessions have proved very successful this year too. Filled with enthusiasm John and Roger enrolled for Japanese lessons at a local adult education centre on a Saturday morning.

Continuing the theme from the Teacher's Pages, Japanese Language Advisor Rochelle Matthews has reviewed three resources from our Library which focus on pronunciation. All are written in Japanese and are accompanied by CDs. Don't forget to make use of the Teacher's Pages to access sound files that have been created specially to support pronunciation practice.

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



## Why Practise Pronunciation?

The phonetic nature of the Japanese language certainly makes both pronunciation and the task of transcribing new words more straightforward than in many other MFLs. This may explain why relatively little time is spent on teaching phonetics and phonology in the classroom. However, given the large number of homonyms in Japanese, correct pronunciation and accent can be vital for understanding and being understood. Meaning can often be drawn from context of course, but most learners would benefit from spending some time on pronunciation, regardless of their level of proficiency. Take a look at the examples in the table on the right to see how a closer understanding of pronunciation, pitch and tone can help to convey meaning and intent more concisely.

<ul style="list-style-type: none"> <li>● Pronunciation changes meaning</li> </ul>	<p>来てください。 着てください。 切ってください。 切手ください 聞いてください。</p>	<p>きて きて って って いて</p>	
<ul style="list-style-type: none"> <li>● Sentence end intonation can clarify meaning</li> </ul>	<p>いい会社じゃない? ↑ いい会社じゃない。 ↘ いい会社じゃない。 ↘</p>	<p>『いい会社だと思わない?』 『いい会社ではない。』 『意外といい会社だ。』</p>	<p>Appeal for opinion Negation Surprise</p>
<ul style="list-style-type: none"> <li>● Specific pronunciation characteristics give a different impression</li> </ul>	<p>わたし versus わたち ひとつ versus ひとつめ (The second variation denotes immaturity, conveying a child-like impression when used)</p>		
<ul style="list-style-type: none"> <li>● Accent and pausing can convey meaning</li> </ul>	<p>教会に行きました。 今日会に行きました。 今日買いに行きました。</p>	<p>きょうかいに きょうかいに きょうかいに</p>	

Source: コミュニケーションのための日本語発音レッスン, Takako Toda, 3A Corporation, 2004, p 6-7.

### コミュニケーションのための日本語発音レッスン

Takako Toda, 3A Corporation, 2004.  
ISBN4-88319-295-4

The first section of this book explores Japanese pronunciation from the introductory topics of outlining the basic sounds and rhythm to more sophisticated approaches such as conveying emotion and intent. Section 2 provides specific pronunciation practice for native speakers of Chinese, Korean and English, highlighting the particular difficulties that each may experience.

Benefits unique to this book include the ability to approach your pronunciation study from any point in the book or in a more systematic way, progressing from the monosyllable through to accent, intonation and pausing. Novel approaches to the study of pronunciation include activities such as *shiritori*, a Japanese word chain game, role-play tasks and the fun use of *haiku* and *senyu* (comic haiku).

### 日本語の発音教室 理論と練習

Introduction to Japanese Pronunciation, Theory and Practice.

田中真一・窪蘭晴夫、くろしお出版、2003

ISBN4-87424-176-X

This resource is ideal as a self-study aid for teachers wanting to develop their understanding of Japanese pronunciation both in theory and practice. It could similarly lend itself to classroom use with PGCE students during their teacher training.

The four key areas of vowels and consonants, rhythm, accent and intonation are covered in this text. In order for the reader to be able to master Japanese pronunciation and voice, listening practice is provided throughout each unit with aural tests at the end.

For those prepared to tackle pronunciation and phonology in Japanese, look no further than this comprehensive introduction.

### 1日10分の発音練習

河野俊之・串田真知子・築地伸美・松崎寛、くろしお出版、2004

ISBN4-87424-286-3

This book is a practical guide suitable for use in the classroom. The first unit takes learners through listening exercises which introduce the basics of pronunciation analysis in Japanese. Four areas are explored: tonal inflection, intonation, accent and the duration of a given sound. This is aided by Prosody Graphs, which provide a visual guide to correct pronunciation.

In each subsequent unit, learners can focus on developing their auditory skills by using the set listening comprehension examples. Prosody Graphs are then used to read along to while listening and practising pronunciation, in order to achieve as natural a Japanese pronunciation as possible. Exercises from the book could be used on a regular basis as starter activities to introduce pronunciation practice to your classes.

The primary Japanese course *Ready Steady NihonGO!*, jointly developed by the JFLLC and Japan 21, was rolled out to schools



nationwide at the end of 2005, after its official launch in autumn (p 1). We hope this new resource will make a practical contribution to the development of Japanese language teaching at primary level in the UK. One way of encouraging pupils' interest in Japanese is through club activities, and the feature on page 3 shows the great benefits that participating in such groups can bring. Taking advantage of this issue's online format, we have created sound files which can be accessed directly from the Teacher's Pages (p 4-5). We hope that these specially designed exercises will help your pupils to practise an often neglected area of learning. The Library and Resources section (p 7) also focuses on pronunciation. Finally, what better way to show off newly honed pronunciation skills than to take part in the Nihongo Cup in June? We also look forward to seeing many of you at the Speech Contest for University Students later this month.

## NIHONGO CUP 2006

Application forms are now available for the 2006 Nihongo Cup (Japanese Speech Contest for Secondary Schools) co-organised by the Japanese Language Committee of the Association for Language Learning, the Japan Foundation and the Embassy of Japan. Open to pupils aged between 11 and 19, the contest is divided into three categories - Key Stage 3, Key Stage 4 and Key Stage 5. Taped speeches on the theme of *My World* (KS3 & 4) or on a topic of your choice (KS5) should be sent in by Friday March 31, with Finals Day scheduled for Saturday June 24. For further details see page 6. To receive application forms, contact the Project Manager on 020 7379 3934 or by email: [cml@japanesematters.co.uk](mailto:cml@japanesematters.co.uk).

Dear Editor

I am writing to let readers know about the very successful Japanese Language Assistants Programme, organised by the British Council. Our assistant Tomoe Sasaki has been an amazing addition to our Japanese team, working with us both inside and outside the classroom. In lessons, she leads starter activities and plenaries as well as doing team teaching. She also takes individuals and small groups out of classes to conduct oral tutorials. She runs lunchtime clinics to support AS and A2 students and her whole school Japanese club has proved extremely popular. Having a Japanese Language Assistant at Hendon School has greatly enhanced our students' experience of learning Japanese and I can't recommend the programme highly enough - I hope that more schools take up this fantastic opportunity next year. The deadline for applications, which can be made via local authorities, is March 7 2006, though late applications may be accepted.

For more details log on to [www.languageassistant.co.uk](http://www.languageassistant.co.uk) or contact Neil Herrington by e-mail at [neil.herrington@britishcouncil.org](mailto:neil.herrington@britishcouncil.org).

Helen Langsam, Hendon School, London

国際交流基金とJapan21が共同で開発してきた初等レベルへの日本語導入コース、RSNの成果を、この秋、発表しました。年内には、広く英国全土でご利用いただけるようになりました。これを活用して初等レベルで日本語教育をどんどん盛り上げていってほしいものです。生徒の興味を引き出す方法の一つに、クラブ活動がありますが、これを通してどんなことが得られるかをP3で紹介しています。今号はP4~5のTeacher's PagesでもP7のLibrary & Resourcesでも発音を特集していますが、ウェブ版のメリットを最大活用して、このページを見ながら一緒に使える音声ファイルを添付しました。これを、教室ではなかなか時間を取りにくい発音の練習に役立てていただければと思います。そして練習の成果を6月のスピーチコンテストで披露してみたいかがでしょう。1月の大学生のためのスピーチコンテストでも、多くの皆さんにお目にかかることを楽しみにしています。



## TOBU

'Tobu - Learn Japanese' is a unique KS3 online resource developed by the BBC with support from the Japan Foundation. On February 28, CILT, the National Centre for Languages, is organising a free one-day conference 'Aiming for success in KS3 Japanese - using the BBC Tobu resources', with support from the JFLLC, the BBC and ALL. The course will focus on strategies for whole class teaching and independent learning using ICT and the Tobu materials and the practical application of the Framework for teaching MFL: Years 7, 8 and 9. Contact CILT at [conferences@cilt.org.uk](mailto:conferences@cilt.org.uk) to secure a place at this event, to be held at the JFLLC. See the following website for further information:

[www.cilt.org.uk/cpd/2391o0206jap.htm](http://www.cilt.org.uk/cpd/2391o0206jap.htm)

For more information about Tobu and to obtain a password and username for the site contact [info.language@jpf.org.uk](mailto:info.language@jpf.org.uk). Registration is free.

## events



### HEAD START

18 - 20 January

An introduction to Japanese for Heads of MFL, Senior Managers in Secondary Schools, Head Teachers and Language Co-ordinators at Primary level.

### 1st JAPANESE SPEECH CONTEST FOR UNIVERSITY STUDENTS

Saturday 28 January  
1:00 - 5:00 pm

To be held at the Khalili Lecture Theatre, School of Oriental and African Studies (SOAS), University of London.  
Email [speechcontest@jpf.org.uk](mailto:speechcontest@jpf.org.uk) for further information about this event.

### AIMING FOR SUCCESS IN KS3 JAPANESE USING THE BBC TOBU RESOURCES

Tuesday 28 February

Please see the Tobu notice on the left for more information.

### THE 10th ANNUAL PRIMARY LANGUAGES SHOW 2006

17-18 March

Workshops and seminars on Primary Languages, including *Ready Steady NihonGO!* to be held at the Manchester Conference Centre. Visit [www.cilt.org.uk](http://www.cilt.org.uk) for more information.

### BATJ SPRING CONFERENCE MATERIAL DEVELOPMENT

3-4 April

Email [k.morimoto@leeds.ac.uk](mailto:k.morimoto@leeds.ac.uk) for more information about this event.

### ALL CONFERENCE

7-8 April

Language World Conference & Exhibition, to be held at the University of Manchester. Visit [www.all-languages.org.uk](http://www.all-languages.org.uk) for more information.

### NIHONGO CUP

Saturday 24 June

Japanese Speech Contest for Secondary Schools. For further information contact the project manager: [cml@japanesematters.co.uk](mailto:cml@japanesematters.co.uk)

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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