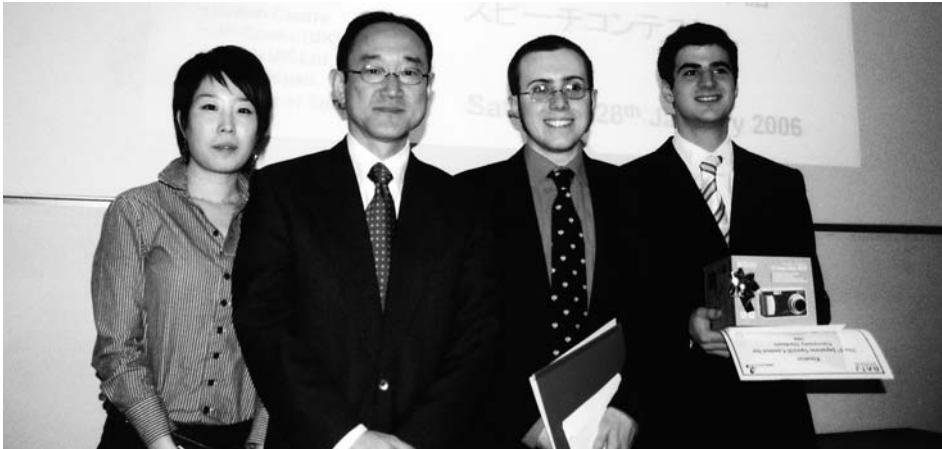


Undergraduates compete in new Japanese speech contest



Contest winners with Fumio Matsunaga, Director General of the Japan Foundation London.

The inaugural Japanese Speech Contest for University Students, co-organised by the British Association for Teaching Japanese as a Foreign Language (BATJ) and the Japan Foundation London Language Centre (JFLLC), attracted more than 50 entries from 17 institutions in the UK and Ireland.

Eight finalists, who were selected on the basis of telephone interviews, gave their speeches live at the Khalili Lecture Theatre at London University's School of Oriental and African Studies (SOAS) on Saturday January 28. After speaking on a subject of their choice in front of an audience packed with fellow students, teachers, sponsors and key figures from the UK-Japan world, they also had to tackle questions from a Japanese interlocutor.

First prize was awarded to Keir Howie, a fourth year student at the University of Leeds, who had chosen the topic 'Yasukuni Shrine and reasons for change in ways of mourning the dead'. In second place came Sangeun Lee from Reading University who spoke on the subject of 'Internationalisation and Culture'. Third prize went to Ardeshir Pahlabod from SOAS with a speech entitled 'Nebuta Matsuri'. Ricky Grant from the University of Lancashire received a special mention for his imaginative speech, 'Without a trace'.

Keir Howie, whose prize included a return flight to Japan, was both surprised and delighted to have won the contest. "An event like this not only provides an incentive to develop language skills on an individual level," he said, "it also has wider significance in terms of bringing people in the Japanese learning community together, celebrating people's achievements and focusing attention on the learning of Japanese as a whole".

Fumio Matsunaga, Director General of the Japan Foundation London, said he was very

pleased to be working with BATJ to launch this new contest for undergraduate students of Japanese, which he felt had reflected the exceptional standard of Japanese currently being taught at higher education level in the UK. "We sincerely appreciate all the efforts that universities, teachers and others working in the field are making towards strengthening Japanese language education," he added.

BATJ Chair Kazuki Morimoto, who led the panel of judges, remarked on how difficult it had been to select the winners both because of the quality of all the contestants' speeches and the diversity of topics chosen. "I believe that this speech contest gives learners of Japanese an excellent opportunity to demonstrate to the public what they have learnt and practised everyday. I hope it will also prove to be a motivating factor for all those involved, as well as for many other learners of Japanese in the UK, to take their study of the language even further."

BATJとJFLLCの共催で、第1回大学生のためのスピーチコンテストが行われました。英国とアイルランドの17機関から50を超える応募がありました。

1月28日(土)、ロンドン大学(SOAS)で行われた本選には、電話インタビューで選ばれた8人が出場しました。各々の選んだテーマに沿ってスピーチをした後、学生、日本語教員、スポンサーのみな皆さん、日英交流に携わる主要な方々など会場一杯の観客を前に、日本語で

しつぎおうとうの質疑応答もこなしました。

1位は、靖国参拝問題について話したリーズ大学4年のKeir Howieに贈られました。国際化と文化をテーマにしたレディング大学のSangeun Leeが2位で、SOASのArdeshir Pahlabodは、ねぶた祭の話をして3位になりました。この3名に加えて、ランカシャー大学のRicky Grantは、「諸行無常」と題した想像力に富んだスピーチで審査員からの支持を得ました。

Keir Howieは、1位賞品として日本往復航空券などを贈られ、喜び半分、驚き半分でした。そして、「このようなイベントは、個人のレベルで日本語スキルを伸ばす動機になるだけでなく、日本語学習者が一堂に会し、努力を励ましあい、日本語教育全体に目をむけるという点で意義深いと思います。」と話しました。

国際交流基金の松永文夫所長は、BATJと共に催で大学生のための日本語スピーチコンテストを始められたことを喜んで、「高等教育における日本語教育のレベルの高さをよく表していた。

日本語教育に関わる全ての大学、教員、スタッフに感謝したい。」と述べました。

審査委員長を務めたBATJの森本一樹会長は、「スピーチのレベルが高く、内容も様々だったので、審査が大変でした。このイベントは、学習者が日々学んでいることを披露する良い機会なので、今回の応募者だけでなく他の学習者も奮闘材料にしてほしい。」と語っています。



Hélène Heurtevent and Simon Brass show off their work as Masumi Tanaka looks on

In January, eight senior managers and teachers from the secondary and primary sectors attended the JFLLC's *Head Start* course, designed to cover the basics of the Japanese language as well as issues specific to introducing and teaching the subject at schools in the UK.

The intensive three-day course provided an introduction to all four skills as well as cultural activities such as calligraphy. During the LondON-NippON tour, organised for the first time this year, participants were able to try out their newly-acquired language skills at various Japanese locations in London including a traditional sweet and tea shop, a supermarket and a restaurant.

At the concluding seminar on 'Support available for teaching Japanese,' Paul Nock, Language College Director at Greenford High

Head Start inspires action in Japanese

School, which has successfully introduced Japanese, was able to give practical advice based on his own experience. Representatives from Japan 21, the Embassy's Japan Information and Cultural Centre and the British Council also outlined the different types of support available to schools teaching Japanese.

Among this year's participants was Simon Brass, Director of Language College at Brigshaw High School in Leeds. He described the course as "highly inspirational, with the perfect balance of language and culture", adding: "I have gained a real insight into how best to implement Japanese as part of the curriculum and I also have a much better idea of issues that learners might face, having had the opportunity to put myself in their shoes."



The impact of the course is already beginning to be seen, as several participants are now working towards setting up Japanese at their schools, with another planning to establish a Japanese after-school club. Hélène Heurtevent, Head of French at the Norton Knatchbull School in Ashford, has made time to study Japanese every single day since the course and has even created a Japanese website for the school.

ALL ABOARD! PRIMARY LANGUAGES SHOW 2006

The Primary Languages train is now in full motion as primary schools in England prepare for the introduction of languages at Key Stage 2 - this was the clear message for the more than 700 participants who shared good practice at the 10th Primary Languages Show organised by CILT, the National Centre for Languages, which took place at Manchester Conference Centre from March 17 to 18.

Fifty-six per cent of primary schools in England are currently implementing languages, a significant increase from 20% in 2001 and 44% in 2003. By the end of the decade, Modern Foreign Languages (MFL) will be an entitlement for about 2.5 million primary children at 18,000 schools.

Among recent and ongoing developments in Early Language Learning are: the publication of the KS2 Framework for Languages, the training of national and regional trainers, the creation of the Languages Ladder as a national recognition system and the allocation of additional funding for schools and local authorities to secure the implementation of the primary languages entitlement. Other initiatives include the Training Zone, which will be available in the autumn, an online training resource with

examples of good practice captured on video clips linking directly to the KS2 Framework.

The conference offered more than 100 sessions led by 70 speakers with Primary Japanese featuring alongside French, Spanish, German, Italian, Polish, and Turkish as one of the options at Key Stage 2. Katherine Donaghy from Japan 21 and Kornelia Achrafie from the JFLLC presented a session on Ready Steady NihonGO! which included a report on support facilities available for primary schools from the JFLLC. The presentation attracted a small but enthusiastic audience of primary teachers and MFL Co-ordinators, headteachers and primary language strategy consultants.

To receive a copy of the Ready Steady NihonGO! resource, contact Japan 21 on 020 7630 8696 or e-mail: education@japan21.org.uk.



LINKS

The links section of the JFLLC website is regularly updated to provide you with inspiration, ideas for new resources and access to other organisations of interest to those working in the field of Japanese language education.

Japanesepod101 is one of the most recent additions to the links page. This innovative site encourages students to learn Japanese by downloading and listening to free daily podcasts. These shows introduce Japanese language, culture and current affairs and they also have accompanying notes to consolidate learning. Alternatively users can subscribe to *Japanesepod101* podcasts on iTunes.

Another link will take you to *Kantango*, a free site devoted to teaching Japanese vocabulary. Students can search for words in romaji, kana or kanji, keep wordlists for future reference and browse other users' wordlists. Most vocabulary comes with audio files.

Visit www.jpf.org.uk/language/link to discover other new links and pages of interest. If you have favourite sites of your own that you think would be useful for other teachers of Japanese, just let us know.



I would like to bid the UK Japanese teaching community a fond farewell.

It has been a pleasure getting to know many of you and I hope I have been of some assistance to each of you, be it in providing advice on Japanese teaching issues, preparation of resources or inspiring you to try your hand at ICT. *Sayonara.* Rochelle Matthews

BYE • TIME TO SAY GOODBYE:



It is hard to believe that it is already three years since I came here. I have enjoyed working with you all especially on the annual grant programmes. If only I could have helped all the schools that applied!

It always is difficult to say goodbye but the time has now come to go. I wish you all the best for the future. See you somewhere in the world! Mariko Shirakawa



Hi there! After spending two years on the JET Programme in Shizuoka Prefecture, I am joining the JFLLC as Assistant Programme Officer. Before going to Japan I studied French and Business in Leeds, where I also worked as a classroom assistant. I am looking forward to contributing to the team at the JFLLC and to working with you all in the future! *Yoroshiku onegaishimasu.* Sophie Lane

Expanding the Japan-related Network

Building on the success of previous events focusing on China and Russia, the British Council hosted the *Conference on Educational Cooperation with Japan* on March 30. Organised in conjunction with the JFLLC, Japan 21 and the Japanese Embassy's Japan Information and Cultural Centre (JICC), the conference attracted more than 120 delegates, including teachers from both the primary and secondary sectors, teaching about Japan as well as the Japanese language.

The aim of the conference was to celebrate achievements, to create a network of teachers who are often working in isolation and to exchange best practice. The organisers also hoped to make schools aware of the support they can offer in different but complementary areas, as well as to introduce opportunities for collaboration and exchange at a time when the impetus for enhancing the international dimension of education has never been stronger.

After a welcome from Judith Hemery, on behalf of the British Council, Dr Lid King, National Director for Languages at the DfES, gave an inspiring speech in which he stressed the importance of cultural awareness in the context of language learning. JICC Director Mami Mizutori then spoke, mentioning the Embassy's Club Taishikan programme, which introduces UK-based pupils to Japan through a series of cultural workshops.

Among the six seminar sessions that followed was one on *Language Enrichment Opportunities*, in which two case studies illustrated how schools could benefit from the British Council's Japan-related programmes, including the Japanese Language Assistants Programme and the language immersion course for teachers and pupils. Pred Evans later outlined the in-country support which the British Council in Japan could provide to schools.



Rochelle Matthews introduces delegates to new software

Japan 21's activities were highlighted during a presentation by Zoe Griffiths from Hampton Hill Primary School in Richmond, who described the wonderful response she had had from pupils to the Ready Steady NihonGO! course, which the school piloted last spring.

As part of the session on *Interactive Japanese Language Tools*, Rochelle Matthews and Masumi Tanaka from the JFLLC introduced the wide range of internet-based resources available to support teachers, as well as software that can be used to tailor-make materials for Japanese.

At each of the breaks, there was a palpable buzz in the air as delegates exchanged information and made contact with those whose programmes or projects had interested or inspired them.

During his closing remarks, JFLLC Centre Director Harufumi Murata described the conference as a 'milestone in Anglo-Japanese educational cooperation' and said he was sure that it would serve as a firm foundation on which to establish new links and to build new and stronger bridges between the UK and Japan.

Partners in Excellence: Japanese in Scotland



Students learning Japanese through the Partners in Excellence programme

While Japanese is increasingly an option in schools in England, Scottish students have not had similar access to the language. This situation has recently been addressed in the west of Scotland, where the Partners in Excellence (PiE) initiative has enabled senior students in secondary schools to take up Japanese.

The PiE initiative is currently underway in 29 secondary schools in three local authorities: East Ayrshire, North Ayrshire and Argyll & Bute. The aim of the project is to increase the uptake of and attainment in languages through a series of innovative activities,

centred around the use of technology both in and out of the classroom. In 2005, Japanese was added to the list of languages taught.

Twenty-five students from twelve of the participating schools now travel to one school each week to attend an early evening Japanese class. During the lesson, vocabulary and notes are posted on the LanguageZone website, a virtual learning environment developed by the PiE project. Other strategies involve pupils receiving information about the class via text-messages and being sent vocabulary and mini tests to their mobile phones. Answers to text messages are automatically posted on LanguageZone.

PiE is currently developing a range of web-based materials, which will be available to all schools within the project, starting next term. These materials will include downloadable documents and podcasts to allow students who are unable to attend the class to learn some conversational Japanese.

Having pioneered the use of digital video in language learning, PiE has recently filmed a Japanese version of 'Blind Date' which will be featured at the forthcoming PiE International Film Festival on June 2, as well as on the website (www.pie.org.uk). For more information on this initiative, contact the Project Co-ordinator Mark Pentleton at mark@pie.org.uk.

LONDON GRID FOR LEARNING AND HITACHI JOIN FORCES TO LINK SCHOOLS

The London Grid for Learning (LGfL)/Hitachi programme, launched in January, was designed to support collaborative learning projects between schools in London and Japan.

The programme stems from the Department for Education and Skills (DfES)-funded Videoconferencing Services Pilot, as part of which Hitachi Interactive Solutions and the LGfL, a consortium of the 33 London Local Education Authorities, have been using technology to bridge the geographical divide.

Four schools are currently involved in the project, which enables pupils in London to communicate in real time with their Japanese

counterparts via video conferencing, collaborative learning and email exchange.

Gerry Dolan, Head of Humanities at George Mitchell School in Waltham Forest, has taken a leading role in establishing a scheme of work to support the QCA Geography modules and to provide pupils in London and Japan with a greater awareness of the wider global community.

Hendon School in north London, which has been twinned with Yakasa Junior High School in Tokyo, is currently embarking on a Year 9 Geography project, which will involve video conferencing to enable Hendon students to ask

Yakasa students questions related to their project. Students will be divided into mission teams focusing on different topics such as School Life, Leisure and Hobbies. Each team will then develop three questions to ask its opposite team at Yakasa to find out more about that topic.

Schools in London and Japan will video conference using Hitachi's interactive whiteboards and LGfL's Click2Meet, a free video conferencing solution which enables schools to communicate effortlessly. London schools wishing to participate in the scheme can email David Mason (LGfL) at david.mason@lgfl.org.uk for more information.

あいうえお

Teachers' Page



みなさん、こんにちは。今回の Teachers' Pages は、地球の環境を 守るために 2004 年のノーベル 平和賞受賞者、ケニアのワンガリ・ マータイさんが進めている「もったいない運動」と日本での取り組みについて紹介しました。「もったいない」は日本語ですが、環境保護の大切さを人々に理解してもらうのにぴったりのことばだとマータイさんは感じたそうです。世界中の 人々にとって重要なテーマである 環境問題について、今回の本文を読んで、ぜひ話し合ってみてください。

For this issue's Teachers' Pages, I have created a reading comprehension task based on a theme that is important to us all. The passage on page 5 describes the Mottainai Movement, a campaign initiated by Wangari Maathai from Kenya, who was awarded the Nobel Peace Prize in 2004. She first came across the concept of 'mottainai' during a visit to Japan and felt that it perfectly summed up her approach to environmental sustainability. I hope your pupils will enjoy discussing this issue, which has such universal relevance.

Waste not want not – Mottainai!

Aims

- To practise reading comprehension
- To learn about environmental issues in a Japanese context
- To compare approaches to recycling in Japan and the UK

Level

GCE AS/A2

Procedure

- Introduce/review the vocabulary and expressions listed on this page. Then ask pupils to guess what the reading passage might be about.
- Give pupils a copy of page 5. Ask them to read the text through once and then answer the comprehension questions in task I. They should read the passage again before tackling tasks II to IV.
- If there is time, you could set pupils grammar exercises relating to the text.

Extension

- What initiatives are being taken by the UK government or your local town in order to avoid wasting natural resources? Ask pupils to research this on the internet (in English) and make a comparison with what is being done in Japan.
- Wangari Maathai was awarded the Nobel Peace Prize for launching the Greenbelt Movement in Kenya. Ask your pupils to find out more about this initiative.

Supplementary Materials

All the exercises on page 5 along with some additional tasks can be found on the Resources Page on our website.



Vocabulary & Expressions

資源	しげん	natural resource
地球の環境	ちきゅうのかんきょう	global environment
再生利用する	さいせいりようする	to recycle
～に ぴったりだ		It is just right
価値がある	かちがある	to be valuable
むだに使う	むだにつかう	to waste
自然への感謝	しぜんへのかんしゃ	gratitude towards nature
節約する	せつやくする	to save (energy, money, time etc)
当たり前だ	あたりまえだ	It goes without saying
中古品	ちゅうこひん	second hand goods
コンビニ、コンビニエンスストア		convenience store
売れ残り	うれのこり	unsold goods
食べ残し	たべのこし	leftovers
破壊する	はかいする	to destroy
きちんと行動する	きちんとこうどうする	to act properly
効果を生む	こうかをうむ	to bring good results

Answers to questions on page 5

I 1. (×) 2. (○) 3. (○) 4. (×) 5. (×)

II • クールビズ運動 (リデュース) • 資源ごみの再生利用 (リサイクル)
• フリーマーケット (リユース)

Mottainai!

あなたは「Mottainai」運動を知っていますか。物や資源を大切にして、地球の環境を守るのが「Mottainai」運動です。キーワードはRで始まる3つのことば、リデュース(ごみをへらす)、リユース(物を何度も使う)、リサイクル(資源を再生利用する)です。

「Mottainai」運動はケニアのワンガリ・マータイさんが世界中でよびかけています。マータイさんは、日本に行ったときに日本語の「もったいない」ということばを初めて知りました。そして、3Rを一言で表すのにぴったりだと思って使い始めたそうです。

日本人は価値のあるものがうまく使われていないときや、むだに使われているときに「もったいない」と言います。また、資源は大自然からの恵みですから、「もったいない」には自然への感謝の気持ちが入っています。日本は資源がとても少ないので、特に感謝してこれを使わなければなりません。

地球環境問題にむけて、現在、日本では、いろいろな方法で3Rを実行しています。例えば、昨年の夏、「クールビズ」運動を始めました。建物を冷房する電力を節約するために、ビジネスマンがネクタイと上着をやめて、涼しい服を着るようにしました。家庭では、リサイクルのために、紙やビンなどの資源ごみを分けてするのが当たり前になっています。中古品を安く売るフリーマーケットもあちこちで開かれています。

一方で、食べ物のむだは大きな問題です。コンビニのべんとうの売れ残り、レストランの料理の食べ残しなど、食べられる「ゴミ」が毎日、大量に捨てられています。このことを知った多くの人々が、心を痛めています。

今、地球の環境はどんどん破壊されています。地球と私たち自身のために、きちんと考えて、きちんと行動しなければなりません。マータイさんは、「大切なことは一人ひとりがやれることをやること。小さいことに見えて、みんなでやれば大きな効果を生むはずです。」と言っています。

さあ、あなたはどんな「Mottainai」ができますか。



Tasks

I

本文を読んで、正しいものに○、誤っているものに×をつけなさい。

- ① マータイさんは、日本へ行く前に、ケニアで日本語を勉強しました。()
- ② 「Mottainai」と言えば、3Rを全部いっしょに説明することができます。()
- ③ 日本語の「もったいない」は、自然への感謝を表すことができます。()
- ④ 日本ではものや資源のむだがぜんぜんありません。()
- ⑤ 環境問題は、一人ひとりの問題ではなく、国と国がいっしょに働くなければなりません。()

II

日本で環境のために実行している方法は、3Rのうちどれですか。選んでください。

- クールビズ運動 ()
- 資源ごみの再生利用 ()
- フリーマーケット ()

3R: リデュース リユース リサイクル

III

食べ物をすることについて、あなたはどう思いますか。また、食べ物をむだにしないために、どうすればいいと思いますか。

IV

資源をむだにしないために、高校生として、あなたにすぐにできることは何ですか。

例) 新しいものがほんとうに必要か、よく考えてから買うこと

こと

こと



BATJ Update

The British Association for Teaching Japanese as a Foreign Language (BATJ) organises a wide range of activities to support teachers of Japanese in the higher education sector. BATJ often holds events in partnership with the JFLLC, such as the Japanese Speech Contest for University Students, featured in detail on the front cover.

At the first workshop in 2006, held at the University of Leeds from January 16 to 17, guest speaker Professor William McClure from the City University of New York focused on the key issues involved in designing a successful Japanese language programme, at both the macro-level (goal setting, assessment) and the micro-level (class management, teaching methods and techniques).

Then, at a seminar held at the JFLLC on February 18, guest speaker, Dr Chihiro Kinoshita-Thomson from the University of New South Wales, discussed the importance of independent learning, and how everyday classroom tasks can be transformed to encourage learner autonomy.

A follow-up workshop to an event held last November was organised by Masakazu Kudara from Cardiff University on March 4 to consolidate the theory of task-based learning and discuss its application to Japanese language teaching.

Finally, at a two-day spring conference held at the JFLLC from April 3 to 4, participants explored various aspects of materials development. General theory and principles were introduced by Dr Brian Tomlinson from Leeds Metropolitan University, whose presentation was followed by two practical workshops led by Dr Felicity O'Dell (Institute of Education, University of London) and Hiromi Kijima from the JFLLC.

To find out more about BATJ, please visit 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.

JLC News

The Japanese Language Committee (JLC) was set up within the Association for Language Learning (ALL) in 2000 with the aim of representing the views of Japanese language teachers at schools and colleges in the UK.

The main event for JLC this year is the Nihongo Cup, a Japanese speech contest for secondary schools, which is being co-organised in partnership with the JFLLC and the Japanese Embassy.

JLC was delighted with the response to this year's competition which, by the deadline of March 31, had attracted 176 entries from 33 schools around the country. Screening will take place later this month and once the six best speakers in each of the three categories have been chosen, they will be invited to present their speeches live at Finals Day, which will be held in London on Saturday June 24.

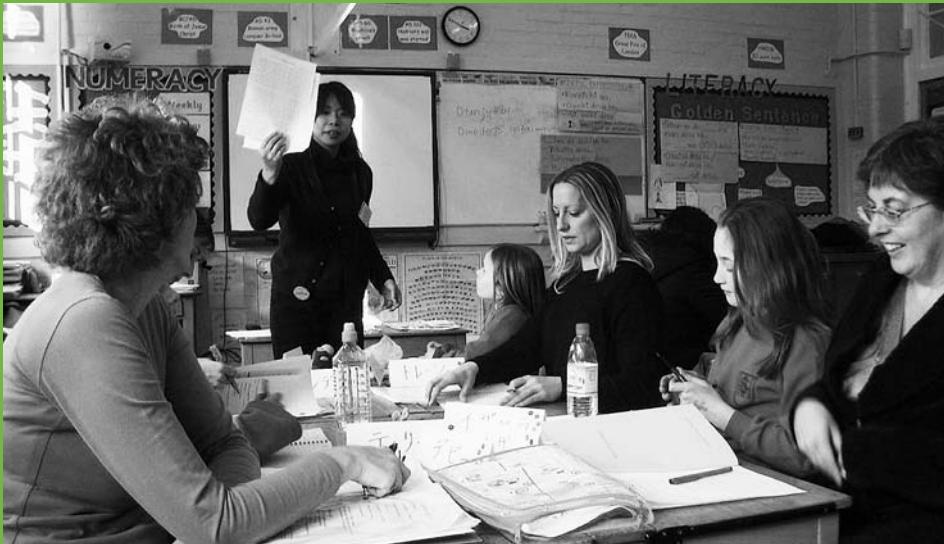
The term of office for present committee members will conclude after the speech contest in June, having been extended by one year while ALL reviewed its Language Committees. During the past four years, JLC has supported teachers of Japanese throughout the UK by developing workshops and resources, preparing Japan-specific activities for the Language World conference, and providing feedback to the QCA on issues relating to examinations in Japanese. They also launched the Nihongo Cup in 2004.

JLC cannot function without a team of active members, so do get in touch if you would like to support the teaching of Japanese in the UK. Teachers interested in joining the Committee should contact the ALL office at: 150 Railway Terrace, Rugby, CV21 3HN, tel: 01788 546443; email: info@all-languages.org.uk.

To find out more about JLC and its activities, log on to the website at www.jlcweb.org.uk or contact the Chair, David Farrell (email: rdfarrell@aol.co.uk; tel: 028 9332 2610).



Family Learning at Hampton Hill Junior School



Parents and children put their heads together during the Family Learning Course

Japanese at Hampton Hill Junior School has taken on a new feel as parents and children have been studying together as part of the Family Learning initiative in the Richmond upon Thames Borough.

The course of ten lessons, offering an introduction to the language and culture, has included food and drink tasting, festivals, basic katakana and of course, a demonstration of how to use chopsticks! Students have also learnt how to introduce themselves, count, order food and hold basic conversations.

The students are a mix of children aged from seven to eleven and parents (who weren't so willing to reveal their ages!). Teaching children and adults together is a new challenge for teacher Keiko Araki, who has made efforts to ensure that both the language and the activities are presented in a way that is accessible and interesting to the whole range of students.

Japanese is becoming a regular feature of foreign language provision at this large school in south west London. Zoë Griffiths, a Year 3 teacher at HHJS who had previously spent four years in Japan, has slowly been widening the presence of all things Japanese. One of her Year 3

classes took part in the pilot of *Ready Steady NihonGO!* last year, and she has also been running a Year 5 after-school Japanese Club for two years.

The school has recently set up a partnership with Johyama Elementary School in Nagano, which will be visiting in June. A return party of pupils and teachers

is hoping to travel to Japan next year.

"Japanese has really captured the imagination of the children and now the parents," said Headteacher Bill Jerman. "We are really excited that our Japanese partners will be visiting soon and fully expect Japanese to become a regular part of life at HHJS."



In this issue, we introduce software which can be adapted to enhance your teaching of Japanese. As you know, we have recently carried out a trial late opening of the library. We plan to continue keeping the library open until 7pm (with last admittance at 6.45pm) on the second and fourth Thursday of every month until July 27. For further details, please visit the JFLLC website. The library will be closed on the following days in 2006: April 14 and 17; May 1, 4, 5 and 29, August 28, October 9, November 3 and December 25 to 31. For any general enquiries relating to the Library please contact the Librarian on 020 7436 6698 or by email: library@jpf.org.uk.

Using software to enhance and support teaching

Frustrated with the limited range of software available for teaching Japanese in an increasingly technologically orientated teaching environment? There is a buzz in the staffroom about some exciting software; you are intrigued only to find it is not Japanese compatible. To address this problem, JFLLC Japanese Language Advisor Rochelle Matthews initiated discussions with several providers that resulted in access to two new multilingual-capable teaching software, reviewed in detail below.

Software can be divided into two main categories: ready-made and authorable. While software with ready-made activities is

fabulous as a first step to introducing ICT to your classroom, it can be difficult and time-consuming to find exercises that are tailored specifically to the needs of your class. Examples in this category include *Language Market* and the *Eurotalk* range. Authorable software on the other hand provides you with a basic programme within which you can create your own individual exercises based on your curriculum, giving you the ability to develop resources that are limited only by the capabilities of the software and your imagination. *TaskMagic*, with which you may be familiar, falls within this category. Whilst an exciting product capable of producing a multitude of games from the

same data set, it has limitations as it is only romaji compatible.

The software packages we will be examining in this issue of Mado are both authorable and Japanese script compatible. If you don't feel ready to create your own exercises just yet, familiarise yourself with the ones we have designed specifically for the UK curriculum first by visiting the JFLLC website. If you later decide to purchase the software don't forget that it can also be used by other departments. We always welcome resources that you would like to share with other teachers through our Resources Page.

Hex-Lex

www.vivalexico.com



Hex-Lex from Viva Lexico was originally designed to help teach English as a foreign language. It is a new, interactive language learning software package that was nominated in the ELT category of the 2006 British Council's Innovation Awards. After discussions with the JFLLC, the product has now been rewritten in Unicode, making it compatible with Japanese script. Games created with the software will also be available to download from the JFLLC website. In order to use the games you will need to purchase the full version of *Hex-Lex* from the Viva Lexico website above, which enables you to play the games and create your own for as little as £75. If you decide to purchase the software, please let Viva Lexico know that you intend to use it with Japanese.

Hex-Lex consists of two games – 'Hex' and 'Trix'. In 'Hex', designed for two players, your task is to form a line of hexagons from one side of the board to the other, either from side to side or top to bottom. In 'Trix' you must form groups of three hexagons together to make a 'trix'. The winner is the one with the most trixes. 'Trix' also allows you to play as a single player.

Games can be designed based on three concepts: Word, Context, and Phrase. After a game is completed, a vocabulary list is generated that can be printed out and used for revision. The competitive nature of *Hex-Lex* games, with players or teams vying to take control of the game board, naturally lends itself to being used with a whole class as a starter activity with an interactive white board or digital projector, to introduce or revise vocabulary. Used at workstations or at home, it is an addictive and enjoyable way for students to master vocabulary. A different game is automatically generated each time you play, meaning multiple game play from one data set.

With its lexical base this product would be ideal for use at KS3 and KS4.

Author Plus Pro

www.clarityenglish.com/AuthorPlus/index.asp

To produce professional looking, interactive teaching materials, look no further than Clarity's *Author Plus Light* and *Pro*. By registering at the above site you can freely access *Author Plus Light* enabling you to create units, share these with your students by email and work in a multi-language interface. *Author Plus Pro*, which is available for purchase on the above website, has additional facilities such as integrated student tracking, unlimited authors per account and multimedia capacity that can be hosted within your institution.

Japanese exercises created by the JFLLC using *Author Plus Pro* will soon be available from the Clarity website, hopefully spreading the word of the potential for using this product in the Japanese classroom globally. A growing number of units specifically designed by our advisors for the UK curriculum are also available from the JFLLC website. If you don't want to create your own units but want to gain a clearer picture of what can be done with this software, simply visit the Teaching Resources section of our website which has a direct link to these resources, which can be accessed free of charge once you have registered as a first time user.



With the capacity to produce exercises using sound, graphics and video, *Author Plus Pro* allows you to create resources specifically for your classroom. Why not take the video along next time you are holidaying in Japan and incorporate current footage in an exercise for your class. Or you could harness your students' natural ability with multimedia and get them to produce resources. They could conduct and film interviews with their homestay families on their mobile phones while on the next school trip, for example. The enthusiasm generated by the trip could then be used to motivate younger year levels to continue their study of Japanese and inspire them to go to Japan themselves.

This software would be well suited for use right up to A2 level and it is ideal for the creation of resources for the International Baccalaureate, Language B, where access to current articles and media themes is crucial to success.

It is very encouraging to see new initiatives emerging in the field of Japanese language education along with the



continuation of well-established events. We were therefore delighted with the response to the inaugural Japanese speech contest for university students, described in full on the front cover. The Conference on Educational Cooperation with Japan (p 3), which provided a forum for exchange between teachers from the primary and secondary sectors, is another example of how the JFLLC has been working with other partners to share expertise. This issue's Teachers' Pages (p 4-5) tackle an issue of global importance, namely environmental sustainability – neatly summed up by the Japanese concept *mottainai*. If you feel inspired to create your own resources, look no further than page 7 where we introduce exciting new software and explain how to use it in your Japanese teaching. We look forward to seeing many of you at this year's Nihongo Cup Finals Day in June (p 6), when together with the Japanese Embassy and the JLC, we will be celebrating the speaking skills of pupils from the secondary sector.



Dear Editor

I was recently invited to speak at Tomlinscote School in Surrey, where 63 Year 11 students had been awarded the ABC Certificate in Practical Languages after successfully completing a two-week Japanese course. As someone who uses Japanese in my job at the London Bureau of the *Hokkaido Shim bun*, I was keen to encourage them to continue with their study of the language and to draw their attention to some of the careers in which a knowledge of Japanese can be valuable. The students reacted very positively both to the Japanese language itself and to the idea of using foreign languages in their careers. They seemed genuinely excited by the range of possible directions open to someone with Japanese, from tourism to fashion, and media to business. I believe that students would benefit greatly from links with Japanese businesses such as work experience programmes or company presentations and I am sure that the active involvement of Japanese businesses with schools teaching the language would bring benefits to both sides.

Mark Boyle, 2005 Winner, Sir Peter Parker Japanese Business Speech Contest

今までの事業とならんで新たな試みが教育現場に受け入れられていくのを見ると、大いに励されます。1頁でご紹介した第1回大学生のためのスピーチコンテストは、この良い例です。また、日本語教育関係者会議(P3)では、初等と中等の先生方に交流の場を提供するだけでなく、JFLLCの経験や情報を他のパートナーと共有しました。今号のTeachers' Pages (p 4~5)では、日本語の「もったいない」という概念に集約されている地球環境維持という重要な問題を扱っています。これを見てオリジナル教材を作成したいとお考えなら、新しい教育用ソフトと活用法を紹介しているP7は必読です。最後に、日本大使館、JLCと共に6月に日本語カップを開催します。中等レベルの生徒さんの素晴らしいスピーチを楽しみにしています。



NIHONGO CUP 2006 Saturday 24 June

The Finals of the Japanese Speech Contest for Secondary Schools, co-organised by the JFLLC, the Embassy of Japan and the JLC. See page 6 for further details, which can also be found on the JLC website: www.jlcweb.org.uk.

SUMMER REFRESHER COURSE Monday 17 – Friday 21 July

Five-day free language refresher course for both primary and secondary non-native speaking teachers of Japanese, organised by the JFLLC. See noticeboard for further details or email info.language@jpf.org.uk for an application form.

BATJ 9TH ANNUAL CONFERENCE 8 – 9 September

Jointly organised with the JFLLC, the 2006 BATJ Annual Conference will take place at Royal Holloway, University of London. The Keynote speaker will be Assistant Professor Katsumi Shibuya from Osaka University, while the guest speaker on the second day will be Professor Ken Hyland from the Institute of Education, University of London. For further information please see the BATJ website (www.batj.org.uk) or email Kazuko Sorensen (K.Sorensen@rhul.ac.uk).

URAWA SURVEY

As many of you know, the Japan Foundation's Japanese Language Institute in Urawa carries out an extensive survey every three years in order to gain an accurate overview of the current state of Japanese language teaching world-wide. We realise that you are constantly being asked to fill in questionnaires but hope that you will be able to find the time to complete the Urawa Survey, which will be sent out in the coming weeks. Your responses will help us to compile as complete a picture as possible of Japanese teaching in the UK, and your co-operation is much appreciated.

REFRESH YOUR JAPANESE!

The JFLLC's annual Refresher Course will take place from July 17 to 21. Designed to increase confidence and fluency in all four skills, the course is open to non-native speaking teachers in both the primary and secondary sectors for the first time this year, in response to the increasing number of primary schools offering languages to KS2 pupils. Why not take the opportunity to brush up your Japanese in a supportive small-group atmosphere? There is no charge for the course.

Call the JFLLC on 020 7436 6698 for further details and to request an application form.

Please visit our website for more up-to-date information on courses and events: 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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