

NIHONGO CUP ATTRACTS RECORD NUMBER OF ENTRIES

More than 175 pupils from 32 schools (compared to 106 from 15 schools last year) entered the *Nihongo Cup 2006* (Japanese Speech Contest for Secondary Schools), co-organised by the Japanese Language Committee of the Association for Language Learning, the Embassy of Japan and the Japan Foundation.

At Finals Day, held at the Embassy on June 24, 18 finalists gave their speeches in front of 125 fellow pupils, teachers, parents and invited guests from the education and Japan-related fields. Many felt that the standard of speeches was higher than ever.

Rebecca Burrell from South Wolds School (pictured below, centre) came first in the Key Stage 3 category, with Polly-Anna Radcliffe from Tavistock College awarded second prize and Hannah Kim from Millfield School in third place.

Rebecca, who started studying Japanese at primary school, said the inspiration for her speech was the language itself: "Winning first prize means so much to me because I genuinely love the country and the language and I feel so happy and lively when I speak it."

First prize in the Key Stage 4 category was awarded to Heather Nicholls from Katharine Lady Berkeley's School (below, right), with Felix Leech from Hereford Cathedral School and Rebecca Rawlinson from Aldercar Community Language College in second and third place respectively.

Heather's speech described a Perfect World in which there was no conflict, sickness or poverty. She was thrilled to be awarded first prize and said "It feels really special to have my Japanese recognised; I hope to pursue a career in Japanese in the future and this will really help with that."

The Key Stage 5 category, organised in collaboration with the Japanese Speech Awards (JSA), was won by Alexandra Torok from Lansdowne College (below, left). Second prize went to Tom Collins from Wycliffe College, while Victor Chuah from Dame Alice Owen's School received third prize.

Alexandra was delighted to receive an invitation to participate in the JSA Cultural Programme in Japan as part of her prize. "I love communicating in Japanese so I am really looking forward to meeting people there,"

she said. The inspiration behind her prize-winning speech was a passion for Japanese food. She plans to study Japanese at university and hopes to combine this with an interest in zoology in her future career.

All first prize winners received engraved trophies and gold medals as well as notebook computers donated by Toshiba. Those in second place won silver medals, and digital cameras donated by Ricoh UK Ltd, while third prize winners received bronze medals, and electronic dictionaries courtesy of JP-Books (UK) Ltd, who also donated goody bags to Key Stage 5 finalists. All finalists received goody bags from the Embassy of Japan.

JLC、日本大使館、国際交流基金の共催で日本語スピーチコンテスト (Nihongo Cup) が開催され、昨年度の倍にあたる32校から175人の応募がありました。

本選は6月24日に大使館で行われ、18人の出場者が125人の来場者の前でスピーチをしました。スピーチのレベルは、これまでより高くなっているとされます。

キーステージ3の優勝者には South Wolds School の Rebecca Burrell、二位には Tavistock College の Polly-Anna Radcliffe、三位には Millfield School の Hannah Kim が輝きました。

小学校から日本語を学び始めた Rebecca は、日本語への想いをスピーチにしました。「日本と日本語を話すことが大好きで、話していると幸せです。優勝は

本当にうれしい。」と話しています。

キーステージ4の優勝は Katharine Lady Berkeley's School の Heather Nicholls、二位は Hereford Cathedral School の Felix Leech、三位は Aldercar Community Language College の Rebecca Rawlinson でした。

紛争や病氣、貧困のない完全な世界について語った Heather は、大喜びで「自分の日本語が認められて最高です。将来は日本語を使う仕事があるので、受賞は大きな励みです。」と話しました。

キーステージ5の優勝者は日本で開催されるスピーチコンテストに参加できますが、Lansdowne College の Alexandra Torok が優勝し、Wycliffe College の Tom Collins が二位、Dame Alice Owen's School の Victor Chuah が三位でした。

Alexandra は日本でのスピーチコンテストへの参加資格を得て大喜びでした。「日本語で会話することが大好きなので、日本で沢山の人が会うのが楽しみ」と話しています。彼女は日本食への情熱をスピーチにしました。彼女は大学で日本語を勉強し、日本語と関心のある動物学の両方を使える仕事をしたいと考えています。

優勝者にはトロフィーと金メダル、そして東芝提供のノート型コンピュータが、二位には銀メダルとリコー UK 提供のデジタルカメラが、三位には銅メダルと JP-Books UK 提供の電子辞書が贈られました。また、キーステージ5の出場者に JP-Books UK から、全出場者に大使館から記念品が贈られました。





SETTING UP A NETWORK FOR STEPPING OUT

Through the JFLLC's *Stepping Out* programme, more than 20 schools have been visited by our teaching advisors over the last three years. In order to meet the rising demand from schools for taster sessions in Japanese, the JFLLC plans to establish a network of independent tutors and other interested members of the Japanese teaching community. This new network would help to deliver the *Stepping Out* programme to primary and secondary schools around the UK, with support and training from the JFLLC. The Centre is planning to hold a training day for interested tutors in November. Please see the insert in Mado for further information and an application form. We look forward to hearing from you if you are interested in joining the network. Schools are always welcome to send teachers to the Centre for tailor-made advice and support from our advisors - just call us on 020 7436 6698.

Annual Programme participants report back

The Intensive Training Programme for Teachers of Japanese was held at the Japan Foundation's Urawa Institute from June 25 to July 22. Among the 17 participants from the US, Canada and the UK were Helen Turner from Hertford Regional College and Hai Ying Gosnell from Summer Hill School in Suffolk.



Helen described the course as "a wonderful way to refresh my Japanese and increase my confidence in using ICT in the classroom, as well as a great opportunity to collect and create new resources. We were able to visit schools and film students, and then learnt how to edit videos and use them in PowerPoint presentations. I particularly enjoyed the 'outreach' elements of the programme which involved interviewing members of the community, and spending time with Japanese high school students who showed us their favourite places in town, giving us a feel for Japanese youth culture which was a great experience after 14 years away from Japan."

Meanwhile, at the Japanese Language Programme for High School Students held in Kansai from June 27 to July 11 (see photo above), the UK was represented by Yinsey Aiping Wang from Perse School for Girls, Ramanpreet Kaur Jassel from Queen Mary's High School and Gian-Marco Bussandri from St Bernard's Convent School.

Yinsey Wang described her experience as follows: "It is a trip that will change your life, and open your eyes to the rich and interesting culture of Japan. I also met wonderful people from all over the world so I've enriched my understanding not only of Japanese culture but of other cultures too. The trip was much more than I expected and the teachers were very supportive and helpful. This programme is an opportunity you cannot miss."

Refresh your Japanese



Denis Grace with teacher Mitsuko Tominaga, proudly displaying Tanabata decorations. Below: Masumi Tanaka with two other Refresher Course participants.

Eighteen teachers participated in the JFLLC's ninth Summer Refresher Course, which was held from July 17 to 21. For the first time this year, colleagues from the primary sector took part in the intensive immersion programme, which is designed to enable non-native teachers of Japanese to brush up their language skills in a relaxed and supportive environment. The course also offered an opportunity for participants to trial and give feedback to new GCSE resources being developed by Chief Advisor Hiromi Kijima (see page 7 for further details).

Among the participants was Denis Grace from Lyndhurst Primary School, who started teaching Japanese as a club activity last year. It proved so popular with pupils that there are still 30 on the waiting list and the school hopes to introduce Japanese within the mainstream curriculum in the future. Denis particularly appreciated "being able to meet other teachers and share ideas with them and also the sheer enjoyment of being able to use Japanese in real situations and to revitalise my knowledge of the language and culture."

Laura Parfitt from Colyton Grammar School, who will be starting to teach Japanese this September, described the course as "an enjoyable and efficient way to bring the Japanese I knew which had been long dormant flooding back", and said: "I am now confident that I can go into the classroom and teach Japanese accurately and in a fun way, with some authority on the subject."



Hello! I am delighted to be the new Office Manager at the JFLLC. I came to the UK four years ago to study International Relations at the University of Warwick. Since then I have been very interested in cultural exchange so I am delighted to see that so many people in this country are keen to learn about the Japanese language and culture. I am in charge of Accounting and Annual Programmes and I look forward to working with you. *Dozo yoroshiku onegaishimasu.* Mariko Paterson



It has been a great pleasure meeting you and assisting you in the JFLLC Library. The Library is a great place to meet enthusiastic colleagues working in the same field, as well as for gathering the necessary information and resources for your teaching! After having worked as Librarian at the Centre for two years, I am returning to Tokyo. However, I will continue to work in the area of Japanese culture so I hope that I may perhaps see you in Japan! Rie Hayashi

Japanese Works!

Not only is Japanese a fascinating language to study, it can also help to enhance your career prospects. Whether you are interested in working for a Japanese organisation or for a company that does business with Japan, a good knowledge of the language and culture can strengthen your position in the job market. To give you some idea of how Japanese can be used in the workplace, we spoke to Ben Jennings, who currently works for Pokémon UK in London.

Ben started learning Japanese in Year 9 at St Bernard's Convent School in Slough and continued to study the language at the University of Durham and the International Christian University in Tokyo. After graduating, he spent two years working in Shizuoka Prefecture, as a Coordinator for International Relations on

Would you describe your Japanese as fluent after 12 years of study?

No, I've come to realise that when studying a language there is always more to learn and it is hard to feel fully satisfied. Of course I have now reached the stage where I'm using a high level of Japanese in business situations, but I still try to work on perfecting intricacies of the language. Actually that is what encouraged me to study Japanese at University. During my A-levels I went to Japan as a pioneer for a school exchange and I couldn't understand very much at all! I realised that it would be a challenge but I really wanted to improve – and it is rewarding to know that I have fulfilled that aspiration.

What has been the highlight of your Japanese career to date?

I would have to say organising and playing in an International Football Tournament at the World Cup Stadium in Shizuoka. Four teams participated in the tournament with players from the UK, Japan, the Middle East and Brazil. It was because I could speak Japanese that I had the contacts who enabled me to organise such a tournament. I'm a huge fan of football so this really was a great opportunity.

Could you tell us about your job at Pokémon UK. Is it true that you get to play games all day?!

Well, I do *sometimes* play Pokémon games at work – but that is because to sell a product you need to understand it well. I work as a Licensing Coordinator which means that I liaise with manufacturers in order to create Pokémon products. For example, if we wanted to make new T-shirts with the Pokémon logo, I would approach manufacturers and effectively 'sell' the brand to them and then negotiate a deal which is favourable to both sides. It certainly isn't all about playing the games!

How much Japanese do you use in your job?

I use Japanese every day. Over half of my colleagues are Japanese though we also speak in English because not everyone is

the JET Programme. He came back to the UK last summer. Below he describes what it is like to work for a Japanese company and gives some useful advice for students interested in pursuing a career using Japanese.



bilingual. The Pokémon headquarters are in Japan so decisions are often made in Tokyo and then filtered down through the company – and sometimes we adapt them to suit the UK market. It's important to be able to read the internal memos which are usually in Japanese, and also to have a good understanding of the British culture and language in order to decide which parts of the Japanese blueprint would work here, and which we should change.

What do you enjoy the most about working for Pokémon UK?

I feel that I am very lucky to be working with a product that I love and am enthusiastic about. Japanese has played an important role in my life to date and it's great to be applying my knowledge and experience of the language and culture, whilst also enjoying London life! In addition, my role as Licensing Coordinator is not only for products which we sell in the UK but in Europe as a whole – which means I have many opportunities to travel abroad. I recently went to Japan, and I have business trips to Paris and Barcelona planned in the next few months.

What advice would you give to students hoping to use Japanese in their careers?

Studying hard is the obvious thing that springs to mind. Students today are very lucky as it is so easy to access Japanese materials through the internet and via podcasts; I would certainly recommend making the most of these. It can be difficult to find a job using Japanese but it makes a difference if you can use the language to a high level. I won 3rd prize in the student category of the Sir Peter Parker Awards (which is now known as the Japanese Speech Contest for University Students) while I was at university. That certainly enhanced my job prospects and gave me something else to talk about at interviews. Lastly, I would encourage students thinking about continuing Japanese at university to study another subject as well – or at least maintain broad personal interests. A language is a great skill but it is even more valuable if you can combine it with subject knowledge in another field.

ANNUAL SUPPORT PROGRAMMES

Training Programmes in Japan for Teachers of Japanese

A unique opportunity to improve your Japanese language skills and teaching methodology at the Japan Foundation's Japanese Language Institute in Urawa. There are two programmes for non-native speaking teachers: 6-month courses (once a year) and 2-month courses (three times a year). There is also a 1-month course for native-speaking teachers. A 2-month advanced course, catering for both native and non-native speaking teachers with advanced Japanese and teaching skills, was introduced in 2003. As of 2006, the Intensive Training Programme for Teachers of Japanese (featured on page 2) will be held every other year and applications will open again in 2007.

Japanese Language Programmes for Specialists

These programmes are designed for those who need Japanese language skills for vocational or academic purposes. Intensive language training is provided in Japan with curricula tailor-made for each different vocational or academic speciality. The Programme for Librarians is 6 months, while Researchers and Postgraduate students have a choice of 2-, 4- and 8-month courses.

Materials Donation Programme

This scheme enables educational institutions teaching Japanese to apply for a wide variety of teaching resources including textbooks, dictionaries, cassettes and flashcards.

Japanese Language Education Fellowship Programme

Open to educational institutions and publishers who wish to develop Japanese language materials, this scheme enables one author to stay at Urawa for up to 8 months, or a team of two writers to stay for up to 3 months. Round trip airfare and monthly stipend included.

Assistance Programme for Japanese Language Teaching Materials

Open to publishers and educational institutions, this programme supports the production of resource materials in various media by covering up to a quarter of the total publishing costs. Materials must already be written at the time of application.

Support Programme for Developing Networks of Japanese-Language Teachers and Institutions

Provides partial aid for seminars, workshops, training courses, and academic meetings relating to Japanese-language education carried out by overseas teachers' associations, academic societies, and higher educational and research institutions, for the purpose of developing networks of Japanese-language teachers and institutions outside Japan.

Japanese Speech Contest Support Programme

Local non-profit groups can apply for grants to cover part of the cost of hall rental and prizes (not cash) for Japanese-language speech contests.

The application deadline for all the programmes listed above is Friday December 1, 2006. Application forms can be downloaded from www.jpff.go.jp/e/about/program/japan.html. Please contact us to confirm your eligibility before sending in your application form.



Teacher's Page



みなさん、こんにちは！^{しんがつき} 新学期がはじまって、はりきっていることでしょう！^{こんかい} 今回のTeacher's Resourceは、作家ラフカディオ・ハーンについての読み物です。ハーンは『怪談』の作者として有名ですが、それだけではなく、日本にとって大切な人物です。また、ハーンのお父さんはアイルランド出身のイギリス軍医でしたし、ハーン自身も、ダラムの神学校で4年間学びました。このように、イギリスとも関係のある人なので、みなさんにぜひ紹介したい^{おも} と思って、^と 取り上げました。ぜひ本文を読んでみてください。

Hello everyone. I'm sure that you are getting excited about starting the new term! For this issue's Teacher's Pages I have created a reading comprehension passage about the writer Lafcadio Hearn. Although he is most famous for his book 'Kwaidan: Stories and Studies of Strange Things,' he also played an important role in helping to preserve traditional Japanese stories and legends at a time when the country was undergoing rapid westernisation. As a result he is now much better known in Japan than in his native Ireland or in the UK, where he studied for four years.

Lafcadio Hearn: A Love of Old Japan

Aims

- 1 To practise reading comprehension
- 2 To learn about an important author who is closely connected with Japan

Level GCE AS/A2

Procedure

- 1 Introduce/revise the vocabulary and expressions listed on this page.
- 2 Give students a copy of the worksheet on page 5. Ask them to read the text through once and then answer the comprehension questions.

Extension

- Read some of Hearn's stories from the collection 'Kwaidan'.
- Find out what Japan was like when Hearn first arrived and what the 'old Japan' he used to love consisted of.
- Find out what the UK was like when Hearn was living in Japan.
- Discuss how British values have changed over time. What are traditional British values? Do you think your generation has adopted these values?

Resources

'Kwaidan' is available in various versions in the JFLLC Library, including the book, a video in Japanese and an animation video with English subtitles.

You may also find the following English websites useful:

www.trussel.com/f_hearn.htm

http://en.wikipedia.org/wiki/Lafcadio_Hearn

www.h.ehime-u.ac.jp/~marx/courses/2004/fall/Hearn-info.htm



Vocabulary and Expressions

明治時代	めいじじだい	Meiji era (1868-1912)
新聞記者	しんぶんきしゃ	a reporter
鎖国	さこく	closure of the country
交流	こうりゅう	exchange
近代化する	きんだいか(する)	to modernise
西洋文明	せいようぶんめい	Western civilisation
～を～に取り入れる	～(を)～(に)と(り)い(れる)	to take---into---/adopt
関心がある	かんしん(がある)	to be interested in
西洋化	せいようか	westernisation
価値	かち	value
共感する	きょうかん(する)	to feel sympathy
～に追いつく	～(に)お(いつく)	to catch up with
本来の美	ほんらい(の)び	original beauty
真実の心	しんじつ(の)こころ	true spirit
想像	そうぞう	imagination
読者	どくしゃ	readers
翻訳する	ほんやく(する)	to translate

Answers to questions on page 5

- 1 明治時代
- 2 例) 鎖国が終わって、近代化するために、西洋文明を取り入れているところでした。
例) 近代化のために、人々は日本の西洋化に関心があつて、伝統的な価値を忘れていました。
- 3 ハーンは古い日本が好きでした。日本人の真実の心が古い日本にあると信じていたからです。
- 4 ① 本を英語で書いたので、外国と日本を結びました。
② 本が日本語に翻訳されて、古い日本を現代の日本人に伝えています。

ラフカディオ・ハーン

みなさんは、ラフカディオ・ハーン(日本名 ^{こいずみやくも} 小泉八雲)という人を知っていますか。「雪女」の話を書いた人と言えば、わかるでしょうか。ハーンは、今から100年以上前、^{めいじしだい}明治時代の日本でくらししました。そして日本を愛し、たくさんの本を書いて日本人の心を外国に紹介した人です。

ハーンは1850年に、アイルランド人の父とギリシア人の母の間に生まれました。若いときにアメリカに行って新聞記者の仕事などをしていましたが、1890年に、ある雑誌の仕事で日本に行くことになりました。

そのころの日本は、約220年間の鎖国が終わり、外国との交流を始めたばかりでした。日本は、近代化するために、西洋文明をどんどん取り入れていかなければなりませんでした。人々は日本の西洋化にばかり関心があつて、^{かんしん}伝統的な日本文化の価値が忘れられていました。しかし、ハーンの心をとらえたのは、新しい日本ではなくて、「古い日本」でした。

ハーンは雑誌の仕事をやめて、^{しまねけんまつえし}島根県松江市で英語教師として働くことになりました。そこで、昔からの日本の文化や^{でんとう}伝統の美を発見して、強く共感しました。西洋に追いつくために近代化する必要があつても、日本は^{ほんらい}本来の美を決して失つてはいけなく、日本人の真実の心は「古い日本」にある、とハーンは信じました。

ハーンはたくさんの本を書きましたが、『怪談』は特に有名です。「雪女」の話も、この中に入っています。ハーンは日本人の妻セツからよく日本の古い話を聞きました。その話に、自分のアイデアや想像を入れて本を書きました。ハーンの本は、もともと海外の読者のために、英語で書かれましたが、それが日本語にも^{ほんやく}翻訳されて、今も多くの日本人に読まれています。ハーンの本は、外国と日本を結ぶだけでなく、現代の日本人に「古い日本」を伝え続けているのです。

■ 問題

- ① ハーンが日本に来たとき、日本は何時代でしたか。
- ② そのころの日本は、どうでしたか。
- ③ ハーンは新しい日本と古い日本のどちらが好きでしたか。それはどうしてですか。
- ④ ハーンの本は、どんな役割を果たしていますか。二つ書いてください。

※この本文は、国際交流基金「みんなの教材サイト」の中級読解用テキストを書き直したものです。

This passage has been adapted from the original text on the Japan Foundation's 'Minna no Kyozaï' site.

A scene from Yuki Onna, one of the stories in Lafcadio Hearn's 'Kwaidan'



BATJ Update

The last BATJ seminar of this academic year, entitled "Reflecting on 'standards' in Japanese language education" was held at the JFLLC on June 3. In his opening speech, Centre Director Harufumi Murata explained the changing role of the Japan Foundation in supporting overseas Japanese language education. In the first session, Kazumi Tanaka (SOAS, University of London) discussed why standards are important in foreign language education and outlined how they are formulated in the US, Australia, Japan and Europe. Dr Neil Jones from the University of Cambridge then spoke about standards from a language testing perspective, focusing on the issues with existing tests and qualifications and stressing the importance of adapting language tests to different learning contexts. Finally, Mrs Tanaka provided a summary of the conference on Japanese standards organised by the Japan Foundation in Tokyo on March 25.

At BATJ's 9th Annual Conference, which will be held at Royal Holloway, University of London, on September 8 and 9, guest speakers Dr Katsumi Shibuya (Osaka University) and Professor Ken Hyland (Institute of Education, University of London), will speak on 'Variation in Interlanguage' and 'Understanding Writing: exploring texts, writers and readers,' respectively. There will be six further presentations and three poster presentations.

The final stage of the 2nd Speech Contest for University Students, co-organised by BATJ and the Japan Foundation, will be held at SOAS, University of London, on February 3, 2007, and the organisers look forward to receiving many applications. For further details see www.jpff.org.uk/language/ or www.batj.org.uk.

Finally, BATJ's fiscal year begins in October, and the Association is seeking new members to support its various activities. Please contact the Chair Kazuki Morimoto (K.Morimoto@leeds.ac.uk) for more information.

JLC News

The Japanese Language Committee (JLC) of the Association for Language Learning (ALL) aims to be the voice of Japanese language teachers at schools and colleges in the UK. A new committee has been elected to take office from September 2006, with the following seven members: Suzuko Anai, Sally Benson, Shoko Iizuka, Lydia Morey (Chair), Anne Rajakumar, Akemi Solloway and Sachiko Yamaguchi. In its first year of office the Committee plans to concentrate on continuing to run the Japanese Speech Contest for Secondary Schools (*Nihongo Cup*), co-organised with the Japan Foundation and the Embassy of Japan. A full report of the 2006 event can be found on the front page.

A date for your diaries is the *Language World* conference organised by ALL, which will take place in Oxford on March 30 and 31, 2007. This is always an inspiring event, with opportunities to discover the big picture of what is happening in language teaching, to meet colleagues from different institutions across the country, and to be inspired by lively teaching ideas. In recent years the conference has featured an increasing number of presentations on using ICT in language teaching.

You can help the JLC by becoming an individual member of ALL. In addition, if your school is a group member (and a lot of language departments are), please make sure that the ALL office knows that your school is teaching Japanese. To join or find out more about the Association, contact: ALL, 150 Railway Terrace, Rugby, CV21 3HN; tel: 01788 546443; e-mail: info@all-languages.org.uk. Further information about the JLC can be found at www.jlcweb.org.uk.



Summer Diary

During a visit to Hampton

Hill Junior School (HHJS), JFLLC Office Manager

Mariko Paterson saw presentations by ten pupils from the Joyama Primary School in Nagano. The two schools had been communicating through Japan 21 but had never met before. The group from Nagano was hosted by HHJS from June 10 to 14, staying with local families and joining classes. Next March, a group of students from HHJS will visit Japan.

Assistant Programme Officer Sophie Lane attended some of the activities held as part of the Japan Week that took place at Our Lady of Victories Catholic Primary School in Keighley, Yorkshire from June 12 to 16. Organised by Mark Abberton, who teaches Year 6, the Japan Week included demonstrations of Aikido, Kyudo and Iaido, and a Taiko workshop (pictured top right), culminating in an evening concert and a visit to a Japanese restaurant in Leeds.

Anna Jones, who participated in our Summer Refresher Course, organised a week of Japanese activities at her school Ysgol y Preseli in Pembrokeshire from July 10 to 14 as part of the Welsh

Baccalaureate, a pilot scheme taking place throughout Wales. With support from the Embassy of Japan and the Japan Foundation, pupils received an introduction to both the language and culture, dressing up in *yukata* and *happi* (see photo above left) to perform a traditional dance on the last day.

At Lady Manners School in Derbyshire, Will Woodward organised a series of events for the school's International Month, which this year featured Japan. The highlights were a two-day intensive Japanese language and culture course on July 17 and 18 and a Martial Arts, Photography and Bonsai exhibition on July 19.

Language session at Lady Manners School, Derbyshire



Also in July, Anne Rajakumar from South Wolds School ran a summer school with two colleagues and three Year 12 students at a youth camp in Nagano. Activities on offer included the *Ingurishu Taun* where Japanese students took roles such as policemen, Members of Parliament, waitresses and bank clerks; they each earned a salary and had to pay for everything in pounds.

Meanwhile at Tavistock College in Devon, Crispin Chambers and colleagues were busy with the Edogawa Youth Wings Programme, as part of which 25 students and two teachers from Edogawa Ward in Tokyo visited the school from July 24 to August 2. Highlights included horseriding on Dartmoor and the Mayor's reception in the Tavistock Town Hall. Edogawa students will become increasingly involved in hosting Tavistock pupils and working on joint projects.



In this issue, Chief Advisor Hiromi Kijima reviews two recent additions to the JFLLC library: a new and updated version of a video series introducing everyday Japan and a story by Takeo Arishima which has recently been added to the list of A level set texts. She also provides an update on the development of new resources for GCSE Japanese. The library will be closed on the following days this year: October 9, November 3, and from December 25 to 31. For general enquires relating to the Library please contact the Librarian on 020 7436 6698 or by email: library@jpf.org.uk.

New Cultural Video Series 'New Safe and Sound in Japan'

1 At Home • 2 At the Office
3 At the Restaurant • 4 At College

Project Director: Ken'ichi Ujie
Department of East Asian Languages,
Washington & Lee University

Producer and Publisher:
Tokyo Shoseki Co Ltd 2004

The old version of 'Safe and Sound in Japan' has been used widely since it was first published in 1992. However, video resources set in modern Japanese society cannot avoid losing their freshness and 'authenticity' as time goes by. This new series, published in 2004, updates details such as mobiles and personal computers as well as people's hairstyles and fashions. Now teachers can present the real Japan to students without hesitation!

As in the previous series, the aim of the updated version is to show learners not 'the traditional exotic Japan' but Japan as it really is and the everyday lives of ordinary Japanese people. Episodes deal with the experiences of an American student at the home where she is staying, at the office where she works as a part time English teacher, at the restaurant where she goes to eat out with her family, and at the college where she talks to the college staff in charge of international students.

Conversations in this new series are longer but the speed is not very fast, enabling learners to practise listening for particular information or for the gist of content in longer texts.

As the main character is an American girl, she discovers Japanese culture through a comparison with the American way of life. This may not strike a chord with all learners and teachers in the UK, but once you have accepted this viewpoint with an open mind, the video is worth seeing for its presentation of everyday life in Japan.

Level: intermediate
Video length: 20 minutes
The Teacher's Manuals contain the scripts of conversations.



'Hitohusa no Budoo' (A Bunch of Grapes) by Takeo Arishima

In *Hitohusa no Budoo*
Nihon no Meisaku Bunko/J-31 Popura-sha

『一ふさのぶどう』所収 日本の名作文庫 J-31
ポプラ社 1981年9月初版 2004年9月第25刷

ISBN4-591-00968-8
First published in 1981. 25th printing in 2004



'A Bunch of Grapes' is to be introduced into the GCE A2 level syllabus from 2007. This will be a great opportunity for pupils to become familiar with this excellent piece of Japanese literature.

The story was first published in 1920 but even after more than eighty years, readers will surely be both shocked and moved by it. Although written

for children, it is literature which can also be enjoyed by adults.

Everybody probably has one or two bad memories from childhood. They make us wonder how we could have done such things and we may feel guilty about them even after we have grown up. This story describes an incident that happened to a schoolboy, who was envious of his classmate's beautiful watercolour paints and couldn't resist the temptation to steal them. The deed was soon discovered by his classmates and his favourite teacher. What a disaster! The boy was healed in the end however by his teacher's thoughtful care. Takeo Arishima (1878-1923) who is known as a humanistic novelist, vividly describes the mental state of the boy who is feeling guilty for his selfish action and suffering the pangs of conscience.

One positive aspect of children's literature is that the number of Kanji is limited and the difficult ones have furigana. The Popular version (1981) has even fewer Kanji, making it easier to read for learners of Japanese.

The text can be downloaded free of charge from Aozora bunko at www.aozora.gr.jp/ by following the link below:
http://www.aozora.gr.jp/cards/000025/files/211_20472.html

The story is also contained in 'Dondon Yomeru Iroirona Hanashi' 『どどん読めるいろいろな話』 which is a recommended textbook for GCE A2.

GCSE JAPANESE: NEW RESOURCE DEVELOPMENT NOW IN PROGRESS!

As you all know, many Japanese courses at UK secondary schools aim to prepare pupils for GCSE Japanese and since there is no specific set textbook, teachers are always working hard to design effective and enjoyable resources.

The JFLLC has been supporting secondary teachers through various means since its establishment in 1997. We currently provide teaching resources through *Mado's Teacher's Pages* as well as via the Resource Section on our website. We are now planning to create additional resources, not just to prepare Year 11 pupils for the GCSE exam, but also to provide step-by-step materials, which can be used in everyday lessons.

The new resources are designed to enable pupils to understand the structure of the Japanese language correctly and to practise speaking in natural contexts.

The main features of the resources now under development are:

- They cover three topics equivalent to the GCSE topic areas 'House, Home and Daily Routine,' 'Education, Training and Employment,' and 'Social Activities, Fitness and Health.'
- Each topic is divided into approximately 20 sub-topics. There will be 60 in total, with half to be presented in 2006-7.
- Each sub-topic contains several kinds of resources: a main text with sound files, structure practice (worksheet & ICT) and speaking practice (worksheet & ICT).
- The 20 sub-topics in each topic are ordered by the difficulty of the language patterns they contain.

We will also be providing the following reference materials for teachers which can be used to develop new resources:

- A list of GCSE Japanese grammar and language patterns classified by level of difficulty.
- A list of GCSE vocabulary classified by topics and concepts.
- A list of sub-topics with grammar and language patterns, vocabulary etc.

The first two topics will be available on the JFLLC website by Christmas. *Dozo otanoshimini!* We welcome your comments on the new resources.

Many of those who attended the Finals of the Japanese Speech Contest for Secondary Schools (*Nihongo Cup*) in June



(page 1) were impressed at the high standard of spoken Japanese being taught in UK schools today. The confidence and skill demonstrated by the 18 young finalists reflects the fact that Japanese has now achieved a critical mass at secondary level, with a significant number of school learners planning to continue studying the language at university and beyond. We hope the *Japanese Works* feature in this issue (page 3) will inspire them to consider using the language in their careers. As you can see from page 7, our advisors are working hard to develop new GCSE resources specially tailored to the UK syllabus, part of which should be online by Christmas. We are also setting up a network of enthusiasts to help deliver our *Stepping Out* programme, so do get in touch if you are interested. As the new school year begins, it is time to think about applying for our Annual Programmes

(page 3) and we look forward to receiving your applications!



European Day of Languages

The European Day of Languages (EDL), a Council of Europe initiative, is held every year on September 26 to celebrate language and cultural diversity. CILT, the National Centre for Languages, co-ordinates the initiative in the UK. If you log on to www.cilt.org.uk/edl you will find a range of ideas from food-tasting quizzes to tongue-twister competitions, as well as a list of resources including posters and stickers.

You could organise a languages day in your feeder primary school by sending out sixth form students to lead language activities, or involve the whole school in individual sessions or assemblies. You might consider getting in specialists to lead workshops – you can find a list of experts on the Japan 21 website at www.japan21.org.uk. Do let us know if you are planning a Japanese event to celebrate EDL!

TEST YOUR PROFICIENCY!

The Japan Foundation's Japanese Language Proficiency Test will be held this year at the School of Oriental and African Studies (SOAS), University of London, on Sunday, December 3. Completed application forms must be received by 4pm on Friday, October 6. Requests for application forms should be made in writing or by email to: SOAS Language Centre, University of London, Thornhaugh Street, Russell Square, London WC1H 0XG; email: jlpt@soas.ac.uk; tel: 020 7898 4555; fax: 020 7898 4889. For further details, please visit the website at www.soas.ac.uk/languagecentre/japanese/jlpt/home.html.

6月の「Nihongo Cup」(詳細は一面)に
参加した多くの方が、今日のイギリス
の学校で教えられている日本語のレベ
ルが高い事に感心していました。18人
の出場者による自信にあふれた巧みな
スピーチにより、日本語が中等レベル
で盛んに教えられていることがうかが
えます。数多くの生徒が大学等で日本語
を勉強し続けることを考えていますが、
将来日本語を仕事で使うよう、三ページ
で紹介したジャパニーズ・ワークスの
記事が彼らの励みになればよいと思
います。JFLLCのアドバイザーはGCSE
に対応した教材を開発中で、その一部
はクリスマス迄にウェブサイトに乗
り載ります(詳細は七ページ)。また、ス
テッピング・アウトに協力して頂ける
方のグループを作ります。ご興味があ
ればご連絡下さい。新学期が始まり、
助成プログラムの応募の時期になりま
した。沢山のご応募、お待ちしております。



Dear Editor

Over the past six years we have endeavoured to develop and strengthen links between Tavistock College and businesses in the south west that require an awareness of Japanese culture and working knowledge of Japanese. Initially we had a lot of success with local companies and organisations such as the West Devon local regional agency involving our Year 10 GCSE Japanese pupils in making promotional resources for Japanese clients and tourists. Then, following a feature on Japanese at Tavistock Language College by BBC Spotlight in 2004, Plymouth-based Toshiba and Kawasaki provided a number of work placements for Year 10 boys which proved highly successful. The placements provided motivation for pupils and the Japanese managers encouraged them to return in the summer holidays to continue learning specific skills. Some placements have also been organised with the support of parents; for example, more than 10 pupils taught Japanese language, calligraphy and origami at local primary schools in July. We are now looking to broaden the range of work placements using Japanese and to speed up the matching process.

Crispin Chambers, Head of Japanese,
Tavistock College, Devon

events



BATJ CONFERENCE

September 8 - 9

For more details, see www.batj.org.uk.

JETAA CAREERS INFORMATION DAY

Friday September 22

JFLLC will be presenting at the careers day for returning JETs, at the University of London. See www.jetaa.org.uk for more information. To register, email: cidregistration@jetaa.org.uk.

EDEXCEL TRAINING DAYS

Monday October 2

A-Level Day: Part one – new topics and texts (led by Lydia Morey).

Friday November 10

GCSE Day (led by Mary-Grace Browning).

Wednesday January 24

A-Level Day: Part two – feedback on the 2006 examinations (led by Lydia Morey)

For more information call 0870 240 9800 or visit: www.edexcel.org.uk.

THE LANGUAGE SHOW

November 3 - 5

Exhibition for language learners and teachers. JFLLC will be organising an information stand over three days, supported by JNTO, as well as a Japanese taster lesson on Friday November 3. For further information see www.thelanguageshow.co.uk.

STEPPING OUT TRAINING DAY

Thursday November 23

For all teachers and tutors interested in helping to deliver Japanese tasters in schools. See insert for more info.

JAPANESE LANGUAGE PROFICIENCY TEST

Sunday December 3

SOAS, University of London

See noticeboard for further details.

JAPANESE SPEECH CONTEST FOR UNIVERSITY STUDENTS

February 3, 2007

Khalili Theatre, (SOAS) University of London

The second speech contest co-organised by the Japan Foundation and BATJ. For more information see www.batj.org.uk and www.jpff.org.uk.

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

Unless otherwise stated, all events take place at the Japan Foundation London Language Centre in Russell Square House. Please call us on 020 7436 6698 for further details.

The JFLLC reserves the right to cancel courses in the event of insufficient take-up.

MADO

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