

Nihongo Centre looks towards 2001

JAPAN 2001 is a series of cultural, educational and sporting events scheduled to take place from May 2001 until early 2002. It will be the biggest celebration of Japanese culture in the UK since The Japan Festival in 1991, and is designed to encourage people-to-people exchange. We are only 5 terms away from JAPAN 2001 and much of what we want to achieve then needs to be started and built into your schemes of work now.

The Nihongo Centre will be launching a series of new programmes to coincide with JAPAN 2001 and to celebrate the UK's growing interest in the Japanese language. Some of the projects we hope to develop are outlined below, but plans are still evolving, so please give us your feedback on these ideas, and any further initiatives your school may be planning to give Japanese language teaching a boost in 2001.

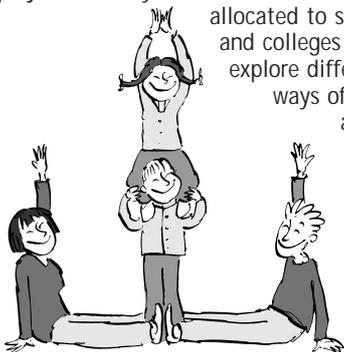
Best Practice Video will demonstrate the range of styles and approaches Japanese teachers in the UK are using in their everyday teaching of the language. The video will show clips of teachers in action in a range of classroom situations and will act both as a training tool and an inspiration for both aspiring and experienced teachers of Japanese.

Resource Box: In order to gather together and share the many excellent teaching ideas created by UK teachers of Japanese, we are building up a collection of tried-and-tested lesson plans organised by level, topic and skill area. See page 7 for further details.

Starting Young is a pilot project designed to give UK primary school students a taste of Japanese. The aim is to create a short, fun, one-term Japanese language and culture module for KS2 with accompanying teach-yourself audiocassette tapes for the teacher. A *Starting Young* INSET day will launch the scheme in Sept 2001.

2001 Kanji: Even in you don't know all the 1,945 Joyo kanji, you can participate in this project whereby individual characters will be allocated to schools

and colleges to explore different ways of learning and teaching them to



others. Prizes will be awarded for the most imaginative ways of presenting the kanji project - which could be through a school display, an assembly, via the internet, or by video or performance.

Homestay UK is for those of you who can't manage to get your students to Japan every year. We hope to be able to match learners with Japanese families in the UK for weekend homestays.

Virtual Nihongo will focus on the growing use of computers in the teaching of Japanese. We are keen to hear your ideas about ICT projects which could assist Japanese language education and further links between schools in Japan and the UK.

2001年5月から「JAPAN 2001」と称し、文化、教育関連行事が行われます。両国文化交流を促す行事としては91年の「ジャパンフェスティバル」以降で最大のもので、開始まではあと1年半。2001年を目指して、スタートを切るべき時です。

当日本語センターはこれを機に、英国での日本語教育への関心の高まりを記念した一連の事業を策定中です(事業計画の概要は以下の通り)。どの計画も素案に過ぎません。皆様の御助言をお待ちしております。また、日本語教育に関連して「JAPAN 2001」への参加を御検討中の方々は、当日本語センターまでお知らせ願います。

日本語授業ビデオ: 英国の日本語教師の方々の、様々な授業方法を御紹介いたします。色々な先生方の実際の教室活動を収録して、新人教師、ベテラン教師のいずれの方にも役立つものを目指します。

2001漢字: どなたでも御参加頂きます。常用漢字1,945字のうちから何字かを御参加校に割当て、学び方、教え方のア



アイデアを探って
頂き、独創的な

アイデアを表彰させて頂きます。例えば、朝礼での発表、展示、インターネットやビデオの活用、歌やお芝居等々。

リソースボックス: 英国の日本語教師の方々による優れた教授法のアイデアを集め、皆で分かち合うためのものです。お寄せ頂いたアイデアは、教育段階、学習者レベル、トピック、技能等に分類されます。詳細はLibrary Pageを御覧ください。

スターティング・ヤング: 英国の小中学生に日本語を体験してもらおうパイロット・プロジェクト。キーステージ2を対象に、一学期間だけ、初歩の日本語と簡単な日本文化を面白く手短に教えられる方法(教師自習用カセット作成も含む)を考えます。そのための教師向け研修会を2001年9月に開始することも検討中です。

日本人家庭ホームステイ: 生徒を毎年、日本に連れていくことはとてもむずかしいことです。英国の日本人家庭に週末だけホームステイできるプログラムをかんがえております。

ヴァーチャル日本語: コンピュータを活用した日本語教育や日英の学校間のリンク形成を助けるようなICTプロジェクトのアイデアがあればお聞かせ下さい。

Feeling Refreshed



Eileen Gray and Richard Heyes in class with Rika Matsubara during this summer's Refresher Course

The Japanese Refresher Course (12-16 July) seemed like a perfect way to boost my waning confidence in all areas of the language. This is not to say that in one year of hammering away at the first few chapters of a beginner's text book I'd forgotten everything else that I'd ever learned, but one of the more perplexing aspects of having learned Japanese is not knowing how riddled with holes your memory will be when you are once again faced with a native speaker in full flow or a page of kanji. My sense of insecurity was immediately dispelled by the Nihongo Centre staff, who made us feel welcome, competent and challenged all at the same time. I came home one week later with a sense of achievement as well as being enthused and relieved that the letter to our prospective partner school which I had been

dreading writing was already in the bag. The opportunity to use Japanese in a real context was something which all of us seemed to enjoy as the week progressed. Comprehensive coverage of Beginners, Intermediate, and Advanced levels was expertly provided by the Centre and the teaching on all aspects of the language, from *keigo* work, to some fascinatingly prepared video clips and reading material was both varied and of a consistently high standard. The Refresher Course also provided a good opportunity to gain a perspective on my own teaching situation (always something easy to distort when working alone on a subject) by speaking to others who teach Japanese.

Ben Stainer
Tile Hill Wood School and Language College



We are all sorry to say goodbye to Rika Matsubara who is leaving us to take up a teaching post at the University of Leeds, and also to Sarah Haigh, who will be starting an MA in Anthropology at SOAS this Autumn. Both have made outstanding contributions to the Centre's work, and we wish them all the very best with their future careers.

Annual Support Programmes

It's time to start thinking about applications for this year's Japan Foundation annual support programmes. We've highlighted some of the key programmes below, but please contact us to request a full list of Programme Guidelines and application forms.

Training Programmes in Japan for Teachers of Japanese

A unique opportunity to improve your Japanese language skills and methodology through an intensive programme of classes on language and culture. Training courses last either 2 months or 9 months for non-native speakers or 1 month for native speakers and take place at the Japan Foundation's Japanese Language Institute in Urawa, Saitama Prefecture. For a personal view, see the letter from Claire on the right!

Materials Donation Programme

This programme enables educational institutions teaching Japanese to apply for a wide variety of teaching materials to support their courses, to the value of ¥150,000. Applications from institutions that have not applied before are particularly welcome, and don't forget that every last detail on the form must be completed for your application to be considered.

Salary Assistance Programme

This programme helps to create new full-time teaching positions at universities or other HE institutions teaching Japanese by providing salary assistance for up to three years.

Japanese Language Education Fellowship Programme

Open to educational institutions and publishers who wish to develop Japanese language materials, devise new teaching methods or curricula, this programme enables one author to stay at Urawa (using their excellent research facilities) for up to 8 months, or a team of two writers to stay for up to 3 months. Round trip airfare and monthly stipend are included. Participants must publish within 2 years of completing the Fellowship.

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 be written by the time of application.

The application deadline for all above programmes is Wednesday, December 1, 1999.

GREETINGS FROM URAWA

I'm here in Urawa taking part in the Japan Foundation summer course for Japanese teachers. With participants from countries as wide-ranging as Korea, Madagascar, Peru, India, Egypt, and Ukraine, Japanese really is our common language! A placement test at the start of the two month course put us into ability groups where we study language, culture and teaching approaches. Just what are the differences between - *ba*, *to*, *nara* and *tara*? Just how much money do you have you give when you attend a Japanese wedding or funeral? For me, the resource production projects we've been working on will prove particularly useful, as well as the opportunity to collect various realia. I was also delighted to receive a huge pile of resource books, tapes and kana cards from the Japan Foundation. Our rooms are equipped with TVs and videos so that we can record programmes or adverts for use in the classroom. We can even borrow tape recorders and video cameras to go out and interview people on the street! One of the highlights for me has been swapping teaching ideas and resource recommendations with teachers from so many other countries, and it'll be great to keep the network going. I'm looking forward to the five day trip to Kansai and Hiroshima-ken as a reward for all our hard work. It's definitely been worth giving up the British summer for! See you in September!

Claire Dugard,
Teaching Adviser, Nihongo Centre

ESSENTIAL CONTACTS

Japan Festival Education Trust (JFET)

Contact: Heidi Potter
Tel: 0171 630 8696
Fax: 0171 931 8453

Deals with general enquiries on school links and exchanges, and can give advice on suitable itineraries in Japan. Keeps details of schools looking for partners, though many are seeking to set up postal or e-mail links, rather than exchange visits.

School Partners Abroad (SPA) UK

Contact: Chloë Young
Tel: 0171 478 2012
Fax: 0171 734 7322

Council on International Educational Exchange's SPA programme locates suitable partner schools as part of a comprehensive package which includes an organised programme, travel arrangements, insurance and bilingual back-up support.

Central Bureau for Educational Visits & Exchanges

Contact: Angela Grimes
Tel: 0171 389 4447
Fax 0171 389 4426

Website: www.wotw.org.uk
Part of the British Council. Runs the Windows on the World website, which acts as a partner-finding tool for schools worldwide as well as providing ideas for projects and suggestions for sources of funding.

Daiwa Anglo-Japanese Foundation

Contact: Wiesia Cook
Tel: 0171 486 4348
Fax: 0171 486 2914

Grant-giving organisation which can sometimes provide funding towards exchange visits.

Great Britain Sasakawa Foundation

Contact: Peter Hand
Tel: 0171 355 2229
Fax: 0171 355 2230

Grant-giving organisation which can sometimes provide funding towards exchange visits. Also gives annual funding to the YEC (see below).

Youth Exchange Centre (YEC)

Contact: Stephen Adjei
Tel: 0171 389 4030
Fax: 0171 389 4033

Part of the British Council. Contact for details of how to apply for funding through YEC regional committees.

LOOKING FOR PARTNERS!

Oita Senior High School seeks 3 UK partner schools to offer a homestay programme for 10 students aged 16 for 10 days in January 2000. Interested schools should contact Mr Tetsuro Ito at Tokushin, Oita Senior High School, 1-6-1 Akeno Takao, Oita-shi, Oita-ken, 870-0162 Japan. Tel: 097-551-1101; Fax: 097 553-0386; e-mail (c/o Hiromi Higuma) higuma@oita-h.ed.jp.

Exchanges with Japan - Your Questions Answered

School links with Japan can take a wide variety of forms, from e-mail links to regular exchanges of pupils. Although some schools start their link with an exchange visit as the main objective, for others this may develop out of a successful postal exchange. For many teachers, the logistics involved in setting up a reciprocal exchange programme seem daunting, in spite of the potential benefits to students. In this issue of *Mado*, we focus on school exchanges, and answer some of the questions that teachers may have on how to make them a success.

How do we find a partner school?

Although there is no single method of establishing a UK-Japan school link, you can look for partners in a variety of ways including personal contacts, through a city council or local authority, as part of a special education initiative, or through organisations such as the Japan Festival Education Trust (JFET) and Council's School Partners Abroad (SPA) UK programme.

How much will an exchange trip cost?

Working on the basis that the host school starts paying once the pupils have reached the school and depending on the distance from the schools to the nearest international airport, the cost of a UK visit to Japan is roughly £900 - £1300 per person. Remember that the cost of hosting the return visit must be added to the budget. Council's SPA (UK) programme offers a comprehensive package to schools, at a cost of £1110 per student for the basic programme, which can be supplemented with a range of optional field trips.

How can we raise the money?

Most exchanges are funded by a combination of individual and parental contributions, grants and sponsorship, and fund-raising activities. Discos, karaoke evenings, Japan days, carboot sales, dog shows and raffles are just some of the many possibilities. For a wealth of fundraising tips, visit the UK Fundraising Website (www.fundraising.co.uk) or check out the Idea Bank at www.fundraising.com/ideas.html.

What sources of funding are available?

The main sources of grants for UK-Japan exchange programmes are the Daiwa Anglo-Japanese Foundation, the Great Britain Sasakawa Foundation, and the Youth Exchange Centre. The Central Bureau can provide funding (through local authorities) for an initial visit by a UK teacher to set up a link. Other potential sources of funding are: local authorities, local Japanese companies and British companies doing business with Japan.

How do we select pupils?

It is important to decide whether the exchange is open to non-Japanese speakers or only for those learning the language, although most links require that pupils have taken at least a basic course in Japanese. Participants from UK schools are usually self-selecting, and the cost and commitment involved means that groups are unlikely to



exceed fifteen members. Groups from Japan tend to be larger, which can sometimes make it difficult to use a normal reciprocal arrangement.

What should the programme include?

Most exchange visit programmes incorporate a mixture of days in school, visits to local places of interest and social activities. Staying with a host family is an important part of any school exchange, and is usually the most cost-effective arrangement. Don't forget to build some free time into the schedule too.

How do we go about making the travel arrangements?

If you decide to make the arrangements yourself, approach airlines directly to negotiate a group discount. If your trip involves a certain amount of train travel within Japan, the Japan Rail Pass may be a cost-effective option. Contact the The Japan National Tourist Organisation (0171-734 9638) for a booklet on the JR Pass with contact details of travel agents licensed to sell it in the UK. Your host school will usually be able to help with local travel and accommodation arrangements in Japan. Alternatively, you can opt for an all-inclusive package, such as that offered by Council's SPA programme.

What is the best way to brief UK host families?

UK host families generally require plenty of reassurance and advice. A contact number is essential and parents should feel able to ask any question no matter how trivial it may seem. There are several JFET volunteers who are happy to give schools advice on how to brief host families. Contact JFET for further details.

Is it worth it?

Yes, definitely! Schools that persevere with links and exchanges all testify to their benefits. Pupils gain motivation from having a real context to use the language in and develop a deeper interest in Japan and understanding of the culture through personal friendships, and direct experience, while the impact on the wider communities in the UK and Japan is also significant.

Mado would like to thank Gina Hills from Dartford Grammar School and Clive Pickles from Katharine Lady Berkeley's Language College for their contributions to this article.



Teacher's Page



はじめまして。木谷直之です。吉岐先生のあとを受けて、「まど」の“Teacher's Page”を担当することになりました。よろしくお願いたします。今回は、ナショナル・カリキュラムの“Everyday Activities”から“Home Life and School”をトピックに選び、2つの活動をご紹介します。次ページの活動は、主に中等教育機関の初級レベルの学習者のために考えたものです。兼じ込みの活動は、A-Levelから中級レベルの大学の学生まで幅広く利用できると思います。今回の「まど」では、“Self, Family and Personal Relationships”をトピックに取り上げたいと考えています。トピックや活動に対するご意見やご希望がありましたら、ぜひお知らせください。

Hello!! I'm Naoyuki Kitani. As the new Chief Adviser, I'm looking forward to working with all of you. The focus for this term's Teacher's Pages is *Home Life and School*, which links to Area of Experience *Everyday Activities* in the National Curriculum. The activity outlined alongside is designed for beginners, and I have also created a second worksheet suitable for transition levels from A level to Intermediate level (students in higher education) which you will find as an insert in this issue of *Mado*. Next issue, I would like to look at *Self, Family and Personal Relationships*, so if you have any ideas for this or any other topic, please let me know! (e-mail: naoyuki@nihongocentre.org.uk)

Talking Timetables

Aims

- To memorise basic vocabulary about school subjects
- To memorise days of the week and times
- To exchange information

Level

Beginners (suitable for KS3/GCSE Level)

Skills

Multiple skill activity, especially for speaking and listening

Procedure

- 1 Drill vocabulary for subjects, days of the week and times.
- 2 Drill the dialogue pattern below in preparation for the information exchange part of the activity.
Q: 「・・・よう日の・・・じかんめは、なんのじゅぎょうですか。」
A: 「(・・・よう日の・・・じかんめは) ～のじゅぎょうです。」
- 3 Organise students into pairs and distribute timetable sheets A & B on Page 5. Unfortunately, the cat has left its muddy paw marks on both timetables so that parts of it are illegible.



- 4 Get pupils to ask their partner questions in order to fill in the blanks and complete the timetable.

This Information Gap Activity can be adapted by introducing various different Q&A patterns, eg:

- Q: 「・・・じかんめは、なんじからなんじまでですか。」
A: 「(・・・じかんめは、) ～じから～じまでです。」
- Q: 「・・・のじゅぎょうは、いっしゅうかんになんかい、ありますか。」
A: 「(・・・のじゅぎょうは、いっしゅうかんに) ～かい、あります。」
- Q: 「・・・のじゅぎょうは、なんようびに、ありますか。」
A: 「(・・・のじゅぎょうは、) ～ようびに、あります。」 etc.

STRUCTURE	VOCABULARY		
Counter suffix for expressing o'clock and minutes 「～じ」「～ふん／ぷん」 「～じかんめ」	時間割	じかんわり	timetable
	授業	じゅぎょう	lesson
	教科	きょうか	subject
	英語	えいご	English
	日本語	にほんご	Japanese
	フランス語	フランスご	French
	ドイツ語	ドイツご	German
	数学	すうがく	Mathematics
	コンピュータ	コンピュータ	Computer Science, ICT
Use of interrogative 「なに」「(なん)」	科学	かがく	Science
	地理	ちり	Geography
	歴史	れきし	History
	宗教学	しゅうきょうがく	Religious Studies
	経済学	けいざいがく	Economics
	音楽	おんがく	Music
	体育	たいいく	Physical Education
	美術	びじゅつ	Art
	家庭科	かていか	Home Economics

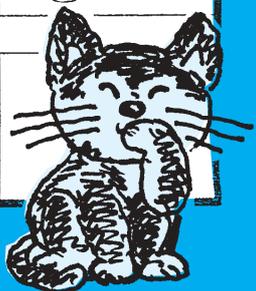
A

		月	火	水	木	金
		月よう日	火よう日	水よう日	木よう日	金よう日
1じかんめ	8:50~9:50		ENGLISH	FRANCAIS	月山日川	
2じかんめ	9:50~10:50			$8 \div 4 = ?$ $(x+y)^2 = x^2 + 2xy + \dots$		
	10:50~11:10	休み				
3じかんめ	11:10~12:10					
4じかんめ	12:10~1:10					
	1:10~2:25	ひるごはん				
5じかんめ	2:25~3:25					



B

		月	火	水	木	金
		月よう日	火よう日	水よう日	木よう日	金よう日
1じかんめ	8:50~9:50	DEUTSCHE		FRANCAIS		ENGLISH
2じかんめ	9:50~10:50		月山日川			
	10:50~11:10	休み				
3じかんめ	11:10~12:10	$8 \div 4 = ?$ $(x+y)^2 = x^2 + 2xy + \dots$				
4じかんめ	12:10~1:10					
	1:10~2:25	ひるごはん				
5じかんめ						



We are delighted to announce that the Proceedings of the 1998 Conference for Japanese Language Teachers in Higher Education were published in June. It took a lot of time and effort on the part of both the BATJ Committee and the Japan Foundation but now that we know we can do it, BATJ has decided to publish its own journal on an annual basis. We hope that the publication of the BATJ Journal will inspire teachers and help to raise the profile of Japanese teaching in the UK. All members are strongly encouraged to contribute to the new journal.

Over 70 people attended the second BATJ Conference held at the Nihongo Centre on 11 September. Professor Hiroshi Matsuoka of Hitotsubashi University, Tokyo was the keynote speaker. There were five research presentations and two workshops, one on using the Internet for teaching Japanese and the other on teaching Kanji.

Thanks to support from the Japan Foundation, the Great Britain Sasakawa Foundation and the Daiwa Anglo-Japanese Foundation, BATJ will be able to extend its activities further afield in its second year. In addition to publishing the annual BATJ Journal and Newsletters, we plan to hold regional workshops in autumn and spring. We are also looking for a striking logo to raise the profile of BATJ. The winning entry will receive one year's free membership of BATJ and free entry to events. Send all your ideas to the address below by 30 October, 1999.

For further details about BATJ, please contact Mrs Kazumi Tanaka, Dept of East Asia, SOAS, University of London, Thornhaugh Street, London WC1H 0XG. Tel: 0171-323 6175; Fax: 0171-323 6234; E-mail: kt2@soas.ac.uk

STOP PRESS...

NEW A LEVEL COURSE GOES AHEAD THIS SEPTEMBER

After our special feature on the new A level exam in the last issue, a number of teachers submitted comments on the proposed syllabus to Edexcel. At the time of going to press, *Mado* understood that the QCA had yet to approve the new specifications for the Japanese A level. Edexcel will resubmit the syllabus and specimen papers in October, making any official approval unlikely until late November 1999 at the earliest. In spite of this, Edexcel expects schools to start teaching from the draft AS and A level specifications from this month, and will be writing to schools with news to this effect. As originally planned therefore the last 'old-style' A level will be sat in June 2000 with the first new style AS and A level papers coming on stream for the first time in summer 2001. To obtain the draft syllabus ring Edexcel's publications department direct on 01623 467467 or download it from their website at www.edexcel.org.uk clicking on curriculum 2000, specification documents, GCSE A/AS Level, Modern Foreign Languages, then Japanese. Specimen papers are not yet available.



ALL's Japanese Language Committee flourishes

In the last edition of *Mado* we reported on the launch of ALL's Japanese Language Committee - an independent support network for teachers of Japanese in the UK that operates within the fold of the UK's largest

前号の「まど」でもお伝え致しました通り、英国最大の外国語教師のための会員制組織ALL内に、日本語教師のための独立した相互支援団体として日本語部会が発足致しました。

通例、JLCと称される日本語部会は、新たなAS/Aレベルの具体的な事柄について政府関係機関や試験実施団体等に対して前向きな提案を行うなど、立ち上がりに相応しい意欲的事業に既に取り組んでおります。

加えて来る11月17日には、各所で実施する研修会の第一弾として、中西部ウォルサルのクイーンメアリーズスクールにおいて日本語教師のためのICT-dayを催します。ALL年次総会での日本語教師向けプログラムの内容も固まりつつあり、日本語教育振興のための遠い道のりに歩み出しています。

JLCがかくも成功裡に滑り出しましたのは、グレートブリテン笹川財団、大和日英基金、ロンドン日本語センターをはじめとする多くの関係団体の方々の物心両面での御支援によるものです。

そして今日、私どもが必要としておりますのは、英国全土の様々な教育現場で御活躍の日本語の先生方の御参加です。入会金は特別割引として15ポンドと致しております。ALLへの御加入、JLCの活動に参加されますには、またとない機会かと存じますので、同封致しました御案内をご覧の上、是非、ALLへ御加入下さい。



membership based organisation for teachers of modern foreign languages.

The JLC, as the Committee is commonly referred to, is already well on the way to implementing its ambitious inauguration programme. For example, constructive submissions have been made to government organisations and examination boards in respect of the new AS/A level specifications. Moreover, the Committee will hold the first of a series of regional training days on ICT for Japanese teachers on 17 November 1999 at the Queen Mary's High School, Walsall, West Midlands. The dedicated programme for teachers of Japanese to be held during ALL's annual Language World Conference is already being finalised, and the JLC is also in the middle of a far-reaching promotion campaign for the teaching of Japanese. The JLC's immediate success is due to both the commitment of members and financial and other support from a number of key organisations including the Great Britain Sasakawa Foundation, the Daiwa Anglo-Japanese Foundation, and the Nihongo Centre. All we need now is *you* - the teachers of Japanese. Native and non-native speakers from all corners of the UK and from all sectors are welcome. Please see the special insert for a unique opportunity to join ALL and work with the JLC - and all for the specially reduced membership fee of £15!

Brigitte Boyce
Director, Association for Language Learning
(Tel: 01788 546443)



NOTES FROM THE LIBRARIAN

You can now find out exactly what we have in the library by accessing the following UK Japanese Union Catalogue website addresses: <http://juc.lib.cam.ac.uk> (if you want to search in kanji) or <http://www.lib.cam.ac.uk/cgi-bin/japanese-keyword-search> (to search in romaji). Please note that these catalogues exclude videos, CD-ROMs, cassette tapes and books written in English. Don't forget the e-mail contact address for all library enquiries, including the loan by post service: francoise@nihongocentre.org.uk. Library holidays this term are: 23 September, 3 November, and from 23 December to 4 January.

FOCUS ON READING RESOURCES

Teachers often mention how difficult it is to find good reading materials for learners, so in this issue, our advisers highlight nine of the best texts from our shelves to turn your students into book worms. From this month, we introduce a series of termly displays in the library, the first of which will focus on reading resources, so why not come and visit the library to see the wider selection for yourself? You may find just what you've been looking for! Next term, the Resources Focus will be materials for the new A level.

わたしのほん (Watashi no Nihon) Books 1, 2 and 3

Charles E Tuttle, 1995, 1996 Kumi Kato et al

These three books are suitable for GCSE Level. Each lesson is based on topics related to the family (Book 1), school life (Book 2) and Tokyo (Book 3). They include a wealth of visuals to aid understanding, and short reading texts, such as letters written by children.

読解20のテーマ (Dokukai 20 no tema)

Bonjinsha 1991 Toyoko Mitsui et al

This book could be used for transition from GCSE to A level studies. It covers various topics such as transport, young people, office workers, lifestyle and culture. Also includes some pictorial information, reading comprehension questions with answers, and English vocabulary lists.

未来5,6 (Mirai 5, 6) Longman 1995, 1996 Meg Evans et al

These two books are suitable for transition from GCSE to A level. Topics can easily be adapted to the National Curriculum, and range from concrete ones in our daily life to more abstract ones such as simple reviews of films and stories, headlines, letters and advertisements for hotels etc. Illustrations, photos and additional explanations in English also provide useful memory aids for students.

DEVELOPING TOPICS IN JAPANESE

University of Queensland, 1995 Kumi Kato

Covering a range of topics including eating habits, nature, the environment, school, society, and romance, this book is suitable for transition from GCSE to A level. Texts of various lengths are well

illustrated and clearly presented with pictorial information/data that enhances learners' understanding. It also includes English vocabulary lists and a detailed scheme of work with recommended activities.

たのしく読める日本の暮らし12ヶ月

(Tanoshiku yomeru nihon no kurashi jūni kagetsu) Kyobundo, 1992
Kokusai Nihongo Kenkyusho

Suitable for A level students. The 12 chapters of this book describe Japanese customs and activities throughout the course of a year. Written in kanji and kana with readings for the kanji given in a separate list. Illustrations, photographs and English explanations help students to understand the customs better.

どんどん読めるいろいろな話 (Dondon yomeru iro iro na hanashi) Musashino Shoin, 1991

This book could be ideal first exposure to literary texts for A level learners. It contains 8 short stories or extracts ranging from *The Nose* by Akutagawa to *I am a Cat* by Soseki. The original language is simplified and notes on difficult language/cultural points and furigana for all kanji are included.

日本語を楽しく読む本 初中級 (Nihongo o tanoshiku yomu hon sho-chukyu) Sannou Tandai, 1996 Keichi Koide et al

Targetted at learners between upper beginner and lower intermediate levels, this book contains various styles of written texts and tasks such as short stories and factual articles, some of which could be used with A level students. Gives useful suggestions for teachers about ideas for reading tasks. There are also series of this book for intermediate and advanced levels.

速読の日本語 (Sokudoku no Nihongo)

The Japan Times, 1998 Mayumi Oka

This book explains various reading skills such as scanning, skimming, reading for gist, predicting etc, systematically in English. The development of these skills could be started in KS4 or at the beginning of A level. Materials used are largely authentic and drawn from a variety of sources, particularly newspapers. Could also be a good guide for teachers new to teaching reading skills.

中級から上級への日本語 (Chukyu kara jokyū e no Nihongo)

The Japan Times, 1998 Osamu Kamada et al

A comprehensive textbook designed to raise the level of intermediate learners to advanced. This textbook aims for 'proficiency' in real life and includes many authentic materials from daily situations. Each lesson begins with a reading text and ends with speaking practice based on the text.



RESOURCE BOX PROJECT

In order to gather together and share the many excellent teaching ideas created by UK teachers of Japanese, our Advisers have recently launched the *Resource Box Project*. The resource box, housed in the Nihongo Centre library, is a collection of tried-and-tested lesson plans organised by level, topic and skill area. At this stage, the collection is still small, and most of the lesson plans have been produced by the Advisers, but we hope to expand it to include ideas from teachers at all levels. If you have a lesson plan which you would be happy to contribute, please send it to Kitani Sensei who will proof it for you to double-check the Japanese. All lesson plans will of course be credited with your name and school. The Resource Box will soon be accessible via our website too. Please help us to make sure that it reflects the quality of good practice in the UK by sending us your best ideas NOW!

Welcome to the last issue of *Mado* before the Millennium! As you can see from the front page, *JAPAN 2001* is now only 5 terms



away, and we look forward to working with you on a range of initiatives to raise the profile of Japanese language teaching in the UK. The deadline for Annual Programmes is also approaching fast, so don't forget to give yourselves plenty of time to fill in those forms. New courses to look out for include the WJEC INSET Day this month and the Teacher's Workshop for Native Speakers in November. Those of you who are thinking about extending your links with Japan may be interested in the special feature on exchange visits on page 3, while Kitani Sensei's *Talking Timetables* Activity on the Teachers' Pages should help to get the new academic year off to a good start. Finally, we're delighted to launch a series of termly displays in the Library, thematically linked to the Library & Resources Pages in *Mado*.

「まど」5号をお届けします。表紙頁にあるように「JAPAN 2001」まで、あと1年半。英国の日本語教育の名を高めるため、皆様の積極的な御参加をお待ちしております。皆様と御一緒に頑張る日々を楽しみにしております。国際交流基金の平成12年度事業の申請締切までも日がありませんので、申請書提出の御準備にくれぐれも御留意下さい。今月のWJEC INSET Day、11月の日本人日本語教師向けワークショップ等、各種研修の御案内にも御注目下さい。日本との交流を深めたいとお考えの皆様には相互訪問についての特集記事(3頁)は興味深いものでしょうし、木谷先生によるTeacher's PageのTalking Timetables Activityは、皆様が新年度の好スタートをきる助けとなりましょう。本紙のLibrary&Resources頁と連携して学期毎に更新される展示コーナーが、日本語センター図書館にできました。皆様の御利用をお待ちしております。



DEATH AND THE LIFE FORCE Monday 20 September, 6pm

Celebrated Japanese writer and novelist Yuko Tsushima talks about her work, the creative process, themes and future directions. Limited capacity. Booking essential on 0171 499 4726 (tel) or 0171 495 1133 (fax)

JAPANESE FOR EVERYDAY COMMUNICATION Wednesday 22 September

An in-depth look at the WJEC course, including syllabus aims and requirements, appropriate resources and approaches to developing the 4 skills within the JFEC framework.

LOOKING FORWARD TO JAPANESE Saturday 9 October

CILT's wide-ranging programme of workshops (see noticeboard). To be held at CILT, 20 Bedfordbury, London WC2. For further details contact CILT on 0171 379 5101 x232.

ICT: GETTING STARTED Wednesday 17 November

A day of informative demonstrations and practical workshops for teachers who are unfamiliar with Japanese word-processing and e-mail packages. Organised by the Japanese Language Committee of ALL at Queen Mary's High School, Walsall, West Midlands. Enquiries to Claire Dugard on 0171 838 9955.

SURVIVING IN THE UK CLASSROOM Wednesday 24 November

A day of practical guidance and workshops for native-speaking teachers (see noticeboard).

HEAD START 26-28 January 2000

Japanese from Scratch for Heads of MFL - an intensive immersion course and a look at the practical issues of introducing and managing Japanese at your school.

AIMING FOR A Monday 14 February

A one-day course looking at the new A and AS level in Japanese

SIXTH FORMERS' WEEKEND 17-19 March

A fun-packed weekend of Japanese total immersion for sixth formers at Avon Tyrrell in Hampshire. Enquiries and bookings to Lydia Mories on 01222 493997.

Unless otherwise stated, all events take place at the Nihongo Centre. Please call 0171-838 9955 for further details.

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LOOKING FORWARD TO JAPANESE

This practical one day conference, organised jointly by CILT and the Japan Foundation, will take place at CILT on Saturday 9 October 1999 from 9am to 4pm. Following on from last year's popular event *Keep Going With Japanese*, the conference is targeted at the secondary sector, the main theme being raising achievement in Japanese language learning. Individual sessions will focus on: teaching and learning Japanese in the National Curriculum, exploiting visual aids, how contact with Japan and Japanese culture enhances learning, progression, vocational accreditation and teaching grammar. For further details and to reserve a place please fill in and return the enclosed booking form or call CILT on 0171 379 5101.

Dear Editor

Having attended several INSET meetings concerning the new A and AS Levels and discussed their implications for the curriculum with senior management colleagues, I am concerned that our present arrangement of offering the Cambridge Certificate (CC) in Japanese and Japanese Studies to sixth formers may be under threat.

The government is encouraging sixth formers to consider 3 A Levels and 2 AS levels from 2001 onwards. Many pupils whom I would regard as potential one-year students of Japanese may well feel that they are pulled towards recognised AS Levels, especially if universities are influenced by their 'points score' after the first year of sixth form study, since at the moment the CC does not have a 'points rating'. In my view there is little doubt that the successful completion of a course such as the CC is as valid an indication of academic potential as an AS Level in a continuation subject, and I hope that OCR, who administer the CC, will seriously consider the issue of parity with AS Levels. What do other *Mado* readers think?

Garry Hudson, Bishop's Stortford College, Herts.
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英国の中等教育機関で日本語を教えている日本人教師の皆さん!!

第1回 "SURVIVING IN THE UK CLASSROOM" のお知らせ!!

●日時: 1999年11月24日 (水曜日)

●場所: 国際交流基金ロンドン日本語センター

●内容: 英国のナショナル・カリキュラム、試験制度 (GCSE, A-levelなど)、クラス・マネージメント、レッスン・プランなど。

NEW E-MAIL DISCUSSION LIST

The Nihongo Centre has set up an e-mail discussion list for teachers of Japanese to exchange views, share practical classroom tips and information and discuss academic issues.

To join, send an email to mailbase@mailbase.ac.uk. In the body of the email write: join jle-uk Firstname Surname. Subscribe now and keep in touch!

Keep your letters coming!

Each one we print will win you a Japan Centre book token.