

Dedicated to Japanese Japanese Language Committee in action at Language World 2000

Since it was set up in February 1999, the Japanese Language Committee (JLC) of the Association for Language Learning (ALL) has become an important voice for secondary level teachers of Japanese throughout the UK.

JLC will be organising a programme of workshops and seminars designed exclusively for the needs of teachers of Japanese at ALL's annual conference *Language World*, which takes place at the University of Derby from 30 June to 2 July. The theme of the conference is *Learning Languages: Celebrating Diversity*, and emphasis will be given to individual languages as well as to generic issues relating to the teaching and learning of foreign languages. The JLC will also have a special exhibition stand to provide support and information to teachers of Japanese throughout the conference weekend.

The programme of Japanese-specific events includes:

- *ICT and Japanese: practical hands-on sessions* led by David Farrell, Suzuko Anai and Claire Dugard
- *Building blocks to reading: strategies for developing reading skills in a systematic way* presented by Helen Gilhooly and Naoyuki Kitani
- *Vocational Japanese: approaches to teaching at school level* presented by Helen Bagley and Gabriele Harris
- *AS/A level Japanese* presented by Lydia Morey

In November last year, the JLC launched a series of regional training events on Japanese and the use of Information and

Communications Technology (ICT) at Queen Mary's High School, Walsall. Members of the Committee have also fought hard to ensure that the national curriculum review and the new AS/A level specifications are an improvement on existing provisions and will encourage more pupils to opt for Japanese. The JLC is just as determined to let school governors, head teachers and heads of modern language departments know why Japanese should be taught in more UK schools. To this end, it has produced an eye-catching leaflet called *Why teach Japanese?* which is available on request from ALL.

Mado readers who wish to attend the *Language World* conference on Saturday only can do so for a special price of £50 (£30 for members of ALL). This price includes lunch, refreshments and a delegate's folder. For a full conference programme, booking forms, information on accommodation etc, contact the ALL office at 150 Railway Terrace, Rugby CV21 3HN, Tel. 01788 546443; e-mail languagelearn@languagelearn.co.uk.

ねん がつ
1999年2月にALL (Association for Language Learning) 内に日本語部会、JLC (Japanese Language Committee) が発足して以来、ぜんど
JLCはイギリス全土において日本語教師の重要な声を担うようになってきました。にほんごきょうしむ
JLCは日本語教師向けにALLの年次大会、

“Language World”でのワークショップやセミナーのプログラムを企画しています。これは6月30日から7月2日に

かけてダービー大学で行われます。大会のテーマは“Learning Languages: Celebrating Diversity”で個々の言語及び外国語の指導と学習に関するどの言語にも共通する内容に重点がおかれます。また、JLCは大会開催期間中、日本語教師に支援と情報を提供する特別な展示ブースを設ける予定です。日本語に関するプログラムには次のような内容が含まれています。

- **ICT and Japanese:** David Farrell, Suzuko Anai, Claire DugardによるITを使った実践的セッション
- **Building blocks to reading:** Helen Gilhooly (木谷先生がサポート)による読解力をシステムティックに伸ばす方法の紹介。
- **Vocational Japanese:** Helen Bagley (Gabriele Harrisがサポート)による職業用日本語の学校での指導法の紹介
- **AS/A level Japanese:** Lydia Morey 担当
昨年の11月にはJLCは地域の日本語のICTトレーニングのシリーズの第一回めをWalsallにあるQueens Mary's High Schoolで始めました。JLCのメンバーはナショナルカリキュラムと新しいAS/Aレベルの内容が改善されもっと多くの生徒が日本語を選ぶ事に魅力を感じるようになることを目標としてきました。委員会は学校のシニアマネージメント側になぜ日本語がもっとイギリスで教えられるべきかわかってもらうよう試みました。そのためJLCは目をひくようなWhy teach Japanese? というリーフレットを作成しました。このリーフレットをご希望の方はALLまでご連絡ください。





Join JLE to be connected!

Did you know that over 70 teachers of Japanese in the UK are now in regular contact with one another? Every week, information and opinions are exchanged on JLE-UK, the e-mail discussion list dedicated to teachers of Japanese in the UK. This new forum has enjoyed a great response since its launch last summer, and topics so far have included the new AS/A Level for Japanese; dictionaries at GCSE; Japanese teaching vacancies; INSET training days; questions on ICT – the list is endless! Have you got an

issue you would like to raise, or a question you need to ask? Would you simply like to see what other teachers are talking about? To join, send an e-mail to: mailbase@mailbase.ac.uk. Write: join jle-uk First name Surname in the body of the e-mail, and leave the subject line blank. You'll get a reply message which you will need to respond to, but that's all there is to it! If you have any problems at all, don't hesitate to contact the listowner, Claire Dugard, on claire@nihongocentre.org.uk.

Have you taught Japanese at primary level?

This term, the Nihongo Centre launches *Starting Young*, a pilot project which aims to develop materials for introducing Japanese in primary schools. Claire Dugard and Yuka Yokozawa would like to hear from any teachers with experience, however limited, of teaching Japanese to younger learners (KS2).

Have you created materials for Higher Education courses?

Etsuko Yamada is keen to hear from university departments that have created their own coursebooks or materials (published or unpublished) to support their Japanese degree programmes. We hope to make copies available for reference in the library.

Do you teach Japanese For Everyday Communication?

Following last September's INSET day focusing on the WJEC course, *Japanese For Everyday Communication*, the Nihongo Centre has written to the WJEC, ACCAC and the QCA to express Japanese teachers' support for adding this course to the QCA's approved list of qualifications and syllabuses for pupils of compulsory school age in maintained schools (section 400 of the 1996 Education Act). Teachers interested in obtaining a copy of the letter or who have successfully introduced this course at KS3/4, should contact Sally Lewis.



Teachers compare survival tactics at a recent Nihongo Centre workshop

げんざい、イギリスの中等教育機関で日本語を教えている日本語教師のうちの約40%が日本人の教師です。日本とイギリスの教育システム、スタイルは日本のものと異なるため、ベテラン教師でもイギリスの学校で困難に遭遇することが時としてあります。今回はそんな日本人の先生方の特別なニーズにお答えするため、日本人教師を対象に

“Surviving in the UK classroom”と名付けたワークショップを11月27日に日本語センターで行いました。イギリスの教育制度、ナショナルカリキュラム、試験等その他、教材選択、作成の方法、教室での日本語使用等をテーマにしたセッションに加え、今回はアウトサイドスピーカーとして、International House のGraham Workmanさんを招き、イギリスの教室での効果的な教室マネジメントのヒントを教えていただきました。このワークショップで、先生方が日頃“わからない！それが知りたい！”と思われていたことを少し明らかにしていただけたのではないかと思います。また当日はイギリスにおける日本人教師の立場、悩みなどに日本語教育に関する様々な意見交換が盛んに行われる等有意義な1日になったという声が多く聞かれました。



Hi. I'm Sarah Wood and I have just returned from Akita where I spent 3 years as a JET Programme participant. I'll be working on the newsletter and website as well as dealing with enquiries. よろしくおねがいします。(Assistant Programme Officer)



はじめまして。寺澤知里 (Chisato Terasawa) です。Annual Programmesや大学における日本語教育のサポートを主に担当しています。どうぞよろしくおねがいします。(Finance and Programme Officer)

Staffing Japanese - Your Questions Answered

A key issue for schools when considering the introduction of Japanese is how to staff the subject in the long term. It wasn't long ago that qualified Japanese teachers were a rare commodity in the UK, and delving into the complexities of work permits and unfamiliar qualifications has always seemed a daunting prospect for the uninitiated. We hope the information below will help to reassure Head Teachers that staffing Japanese is now much easier than it used to be.

Where should I advertise for a teacher of Japanese?

In addition to the Times Education Supplement and Education Guardian, there are a growing number of Japan-specific organisations you can contact with details of vacancies. The new JLE-UK e-mail discussion group is a good place to get in touch with teachers of Japanese, as are our website and noticeboard. A list of teacher training providers for Japanese in the UK is also available from the Nihongo Centre.

Is there a shortage of trained Japanese teachers?

The teacher supply situation for Japanese has probably never been better thanks to the introduction of a dedicated Japanese PGCE course at Nottingham University and a growing range of shorter training courses for native-speaking teachers of Japanese. The number of long-term Japanese residents in the UK has also increased, and each year the pool of potential teachers is swelled by the 500 or so British graduates who return from the JET Programme with first-hand experience of Japan.

What is the profile of Japanese teachers in the UK?

There are currently an estimated 200 secondary teachers of Japanese in the UK, 60% of whom are non-native speaking. There are an increasing number of freelance teachers who operate on a peripatetic basis, teaching at a number of schools in a particular area.

Schools therefore have the choice of appointing a full-time teacher who can offer another subject in addition to Japanese, or a part-time Japanese specialist.

How should I interpret Japanese teaching qualifications?

Teachers trained in Japan may hold a *Kyoiku Menkyo*, which means that they have studied educational theory alongside their main academic discipline in the final year of their degree. Those who have trained in teaching Japanese as a foreign language will have a *Nihongo Kyoiku Noryoku Kentei Shiken*. In general, the emphasis of teacher training courses in Japan is more theoretical than in the UK, and teachers will usually not have had much direct classroom experience.

Are Japanese teaching qualifications recognised in the UK?

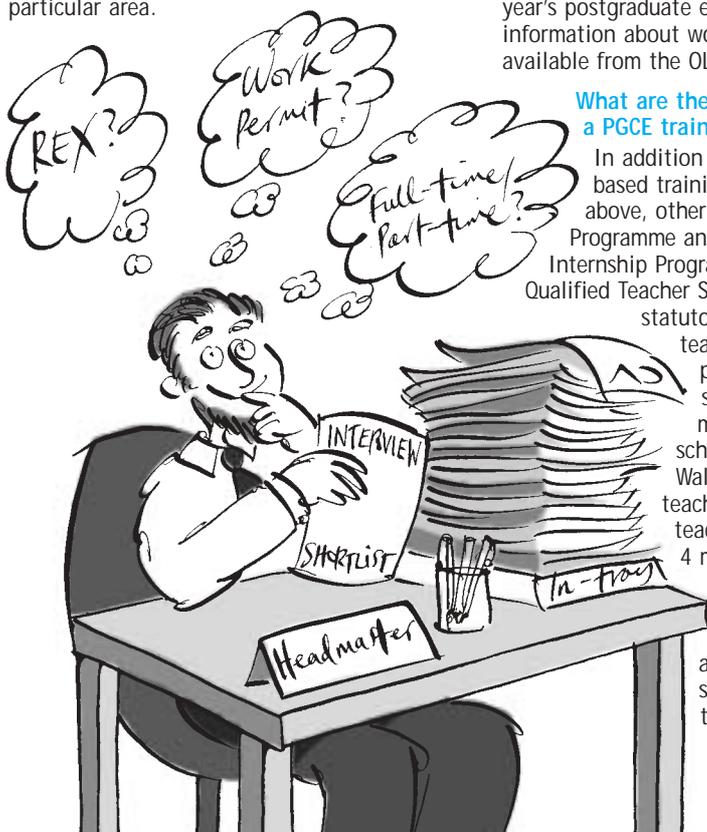
Although the DfEE no longer recognises qualifications from countries outside the EU, it offers an employment-based training route to convert overseas qualifications. There are two options depending on the experience of the applicant: the Graduate Teacher Programme (3 months – 1 year), and the Registered Teacher's Programme (1 – 2 years). Teachers must have found a job at a school which has obtained a work permit on their behalf and is willing to provide a mentor and release them for training. For further details, contact the DfEE's Teaching Qualifications Team on 01325 392120 or Benchmark Ltd on 01926 330006.

How do I apply for a work permit for a Japanese national?

Schools need to apply to the DfEE's Overseas Labour Service (OLS). When taking on a national of a country outside the European Economic Area (EEA), an employer must demonstrate that the vacancy has been advertised for a certain period and give reasons for the fact that applicants from within the EEA were not deemed suitable. Applicants will need to have a minimum of 2 year's postgraduate experience. On-line information about work permits is now available from the OLS website.

What are the alternatives to hiring a PGCE trained teacher?

In addition to the employment-based training routes mentioned above, other options include the REX Programme and the International Internship Programme. Although Qualified Teacher Status (QTS) is a statutory requirement for teaching in maintained primary and secondary schools and non-maintained special schools in England and Wales, overseas-trained teachers without QTS can teach temporarily for up to 4 months. Employment can be continued, by changing posts, for up to two years. There is also a provision for schools to take on teachers without QTS if



DfEE Overseas Labour Service
W5 Moorfoot, Sheffield S1 4PQ
Tel: 0114 259 4074
E-mail: policy.ols@dfee.gov.uk
www.dfee.gov.uk/ols

Nottingham University
School of Education, University Park
Nottingham NG7 2RD
Tel: 0115 951 4487
Fax: 0115 951 4516

REX Programme
For more information contact:
Mr Enomoto
JICC, Embassy of Japan
101-104 Piccadilly, London W1V 9FN
Tel: 0171-465 6500
Fax: 0171-491 9347

JET Alumni Association
c/o Daiwa Foundation Japan House
13/14 Cornwall Terrace, London NW1 4QP
Tel: 0171 486 3053
www.cheno.com/job/

International Internship Programme
2-22-21 Nishitaka, Bunkyo-ku
Tokyo 113-8419, Japan
Tel: (03) 3812 0371
Fax: (03) 3818 4481
www.internship.or.jp/

there is no suitable qualified teacher, graduate teacher or registered teacher available.

What is the REX Programme?

The REX Programme was launched in 1990 by the Japanese Ministry of Education, Science & Culture in cooperation with the Ministry of Home Affairs and prefectural governments. The scheme enables a limited number of trained Japanese teachers to work overseas in secondary schools for 2 years. Arrangements are made by local authorities in Japan and the UK, but schools will need to apply for work permits. Selection criteria for schools include the level at which Japanese is offered and the number of working hours available to the teacher. There are currently five REX teachers working in the UK.

How does the internship system work?

The International Internship Programme (IIP) organises placements for Japanese people to work as teaching assistants in schools worldwide. Placements are largely funded by participants, who do not receive a salary and are defined as 'observers' for visa purposes. Although the IIP can be an affordable way to provide native-speakers to assist with Japanese classes, interns do not necessarily have teacher training or experience.

What kind of support do I need to provide once I've employed a teacher?

Since most teachers will be the sole Japanese specialist at their schools, it is important to give them the opportunity to meet others in the field and to release them for Japanese-specific INSET days such as those run by the Nihongo Centre. Japanese is also more expensive to resource than other MFLs, and teachers will need time to create resources due to the current lack of a UK coursebook.



Teachers Page



あけましておめでとうございます。
あたら いちねん ねん みなさま
 新しい一年、2000年が皆様にとつ
みの おお とし
 て美り多い年になりますよう、心
いの もう あ
 からお祈り申し上げます。今回の
 「まど」のTeacher's Pagesでは、お
つか きょうしつかつどう
 みくじを使った教室活動を紹介し
 ます。トピックは、ナショナル・カ
なか
 リキュラムの中から”Self, Family
 and Personal Relationships”を取り
あ ぶんけい こ い ちょうせつ
 上げました。句型や語彙を調節する
 ことによって、Key Stage 3の生徒
せいと
 からA Levelの生徒、大学の初級ク
せいと だいがく しょきゅう
 ラスの学生まで、いろいろ応用する
がくせい おうよう
 ことができます。あたら いちねん
 新年がど
いちねん きょうしつ
 んな一年になるか、教室でちょつ
み
 と見てみましょう。

Happy New Year! At the start of a new year in Japan, people often visit Shinto shrines, where they can find out what the coming year holds by means of *omikuji* – paper slips which tell your fortune. If the prediction isn't to your liking, it's customary to tie it to the branch of a tree in the shrine compound. For this issue of *Mado*, I have created an activity which uses *omikuji* to give your students practice in talking about the future, as well as to revise vocabulary relating to the theme *Self, Family and Personal Relationships*. If you have any comments on this activity, or suggestions for the future, please let me know! (e-mail: naoyuki@nihongocentre.org.uk)

Omikuji

あなたの2000年は？ 将来

Aims

- To revise basic vocabulary related to family, hobbies and jobs.
- To construct sentences about the future.
- To learn about *omikuji*.

Level

Beginners (suitable for KS3 to GCSE Level)

Skills

Multiple skill activity, particularly for speaking and reading

Procedure

- 1 Drill the vocabulary for family, hobbies, jobs and school.
- 2 Drill the sentence structures below in preparation for the activity. The underlined parts should be changed and varied for practice.
 - わたしは しょうらい せんせいになります。
 - わたしは にほんごが じょうずになります。
 - わたしは くるまの うんてんができます。
- 3 Explain what an *omikuji* is and when they are used in Japan so that students can understand the cultural background.
- 4 Organise students into groups and distribute an *omikuji*-box containing picture or sentence *omikuji* cards (see examples on page 5) to each group.

- 5 Students take turns to draw an *omikuji* from the box and either make sentences based on the picture (see below for sample sentences for the first *omikuji* on page 5), or read out the sentences on the card, changing the *あなた* to *わたし* to personalise the *omikuji*.

- わたしは テニスの れんしゅうをします。
- わたしは テニスが じょうずになります。
- わたしは しょうらい ゆうめいな テニスの せんしゅに になります。

Further extension

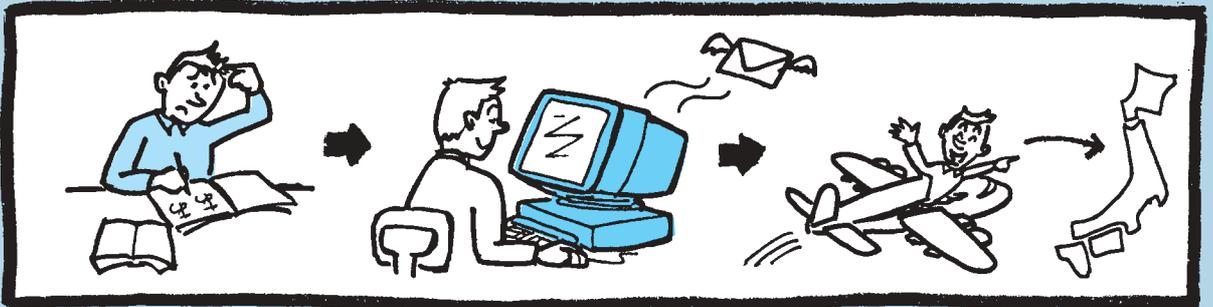
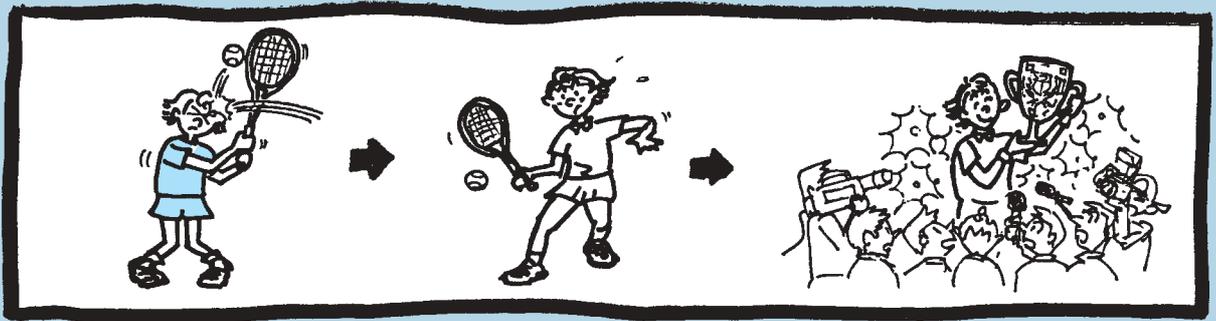
Each student writes a short horoscope based on topics such as school, friends, future jobs and hobbies on an *omikuji* card, which is then folded and put into their group's box. After exchanging boxes with another group, students take turns to draw out an *omikuji* and read it aloud to the class.



| STRUCTURE | VOCABULARY | | |
|----------------------------------------|-------------|---------------|----------------------------|
| Noun and Na-Adjectives | 恋人 | こいびと | a boyfriend or girlfriend |
| に + なります | 人気者 | にんきもの | popular person |
| Noun | 選手 | せんしゅ | player |
| が + できます | お金持ち | おかねもち | rich |
| For further extension: | 宝くじ | たからくじ | lottery |
| Plain form of Verbs | 試合 | しあい | game, match |
| ことが + できます | 試験 | しけん | exam |
| Plain form (of Verbs and I-Adjectives) | 点 | てん | mark (in an exam) |
| + でしょう | 旅行をする | りょこうをする | to travel |
| | (お金が) 増える | (おかねが) ふえる | to increase (one's wealth) |
| | (試合に) 勝つ | (しあいに) かつ | to win (a game) |
| | (いい点を) とる | (いいてんを) とる | to get a high mark |
| | (宝くじ) に あたる | (たからくじ) に あたる | to draw a winning number |
| | 上手になる | じょうずになる | to become good at |

Picture 'Omikujji'

Sample 1



Sentence 'Omikujji'

Sample 2

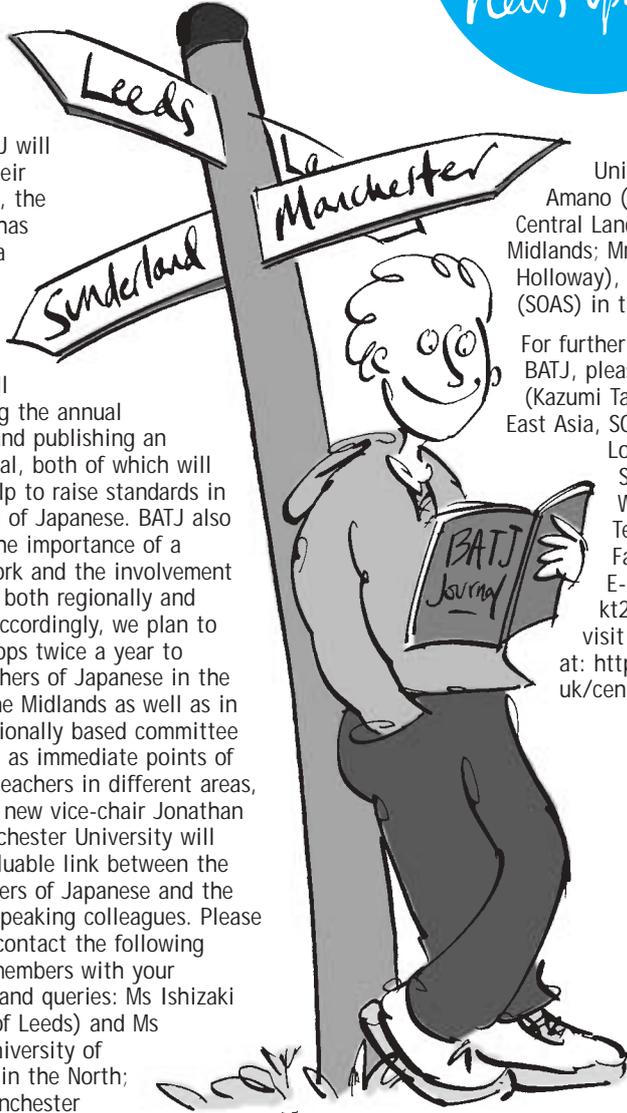
- ★ あなたは かぞくと がいこくへ りょこうに いきます。
- ◆ あなたは がいこくごが じょうずに なります。
- ♥ あなたは しけんで いいてんを とります。

- ★ あなたは クラスの にんきものに なります。
- ◆ あなたの おこづかいが ふえます。
- ♥ あなたは あたらしい こいびとが できます。

BATJ Update

After the success of our 2nd Annual Conference in September, the British Association of Teachers of Japanese as a Foreign Language (BATJ) has gained in confidence and ambition. Realising that the second year is a time of trial,

however, as everyone waits to see whether BATJ will live up to their expectations, the Association has established a clearer policy for 2000. The two core activities will be organising the annual conference and publishing an annual journal, both of which will hopefully help to raise standards in the teaching of Japanese. BATJ also recognises the importance of a strong network and the involvement of members, both regionally and nationally. Accordingly, we plan to hold workshops twice a year to support teachers of Japanese in the North and the Midlands as well as in London. Regionally based committee members act as immediate points of contact for teachers in different areas, while BATJ's new vice-chair Jonathan Bunt of Manchester University will provide a valuable link between the native speakers of Japanese and the non-native-speaking colleagues. Please feel free to contact the following committee members with your suggestions and queries: Ms Ishizaki (University of Leeds) and Ms Okumura (University of Sunderland) in the North; Mr Bunt (Manchester



University) and Ms Amano (University of Central Lancashire) in the Midlands; Mrs Sorensen (Royal Holloway), and Mrs Jones (SOAS) in the South.

For further details about BATJ, please contact me (Kazumi Tanaka) at: 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, or visit the BATJ website at: <http://www.essex.ac.uk/centres/japan/batj/>

New specifications announced for AS and A Level

Edexcel presented the new AS and A level specifications for Japanese to teachers at an INSET day last November. 2001 was confirmed as the first date for sitting both exams, which have now formally gained QCA approval and will concentrate on the two-skills of reading and writing as before. The board intimated that they would not be able to consider developing the exams to cover all four skills for at least another 2 years. There is equal weighting between the AS (unit 1) and the A level (unit 2) and both will be examined by terminal assessment of one 3 hour paper each. A short student guide to the new A level is already available and a teacher's guide will be produced soon.

The new kanji list includes 200 set kanji for AS level, and a further 200 for A level. It assumes that pupils will already have learnt 200 kanji at GCSE, making the total A level kanji requirement 600. The Grammar list detailing structures to be taught has been refined and no longer contains the *keigo* found in earlier versions, and the discursive essay has also disappeared from unit 2. Students can now choose from the following four topics: A region/prefecture of Japan; The Meiji Period; Contemporary Society; The Seasons in Japan; whilst the set texts (for which teachers can select either the original or rewritten versions) were confirmed as follows, with minimum requirements shown in brackets: stories from *Dondon yomeru irona hanashi (Chuumon no ooi ryooriten)*; Short Stories by Akutagawa (*Kumo no Ito*); Short stories of Shin-ichi Hoshi (*Omiyage*); Tales from Lafcadio Hearn's *Kuwaidan (Yuki Onna)*. Candidates will be required to answer two questions in unit 2. They can either study two topics or texts, or one of each, and the exam will give a choice of two questions on each topic and text. Teachers are invited to send suggestions for future topics/texts and questions to Edexcel for consideration.

Concerns voiced by teachers who attended the INSET day included the lack of consultation over the new specifications, a lack of time and training to introduce the new syllabus, the inconsistent standards between the AS and A level specimen papers, and the ambiguous rubric and mark schemes they contained, as well as the uncertainty about the availability and affordability of suggested resources for the topics and texts. Edexcel apologised for not being able to respond to letters from teachers of Japanese, explaining that a lack of resources and time had prevented them from doing so.

For further information and to obtain updated specimen papers contact Edexcel directly. Annabel Haslam (tel: 0171 393 4176) is responsible for development issues and can give guidance on the new syllabus, while Jessica Marquis (tel: 0171 753 4597) is responsible for assessment issues and deals with examination-related enquiries.

National Curriculum 2000

What does it mean for the teacher of Japanese?

Many of you will already have seen the Modern Foreign Languages section of the revised National Curriculum 2000 which arrived in schools last term, for implementation this September. The Programme of Study has been rationalised to reduce repetition, and teachers are now encouraged to develop language awareness in their lessons, with the use of target language also being clarified. The attainment target level descriptions have been modified to give MFL pupils access to the same levels attained in other disciplines, particularly at the end of Key Stage 3. This has been achieved mainly through changes in the requirements for knowledge of verb tenses.

The opportunity for widespread consultation has given rise to a number of

changes which will benefit the Japanese teacher in particular, not least the disappearance of the prescriptive use of 'informal/formal language' and the need to master reading and writing before pupils can reach Attainment Target Level 1. The script modifications now recognise pupil achievement as they gradually master the three Japanese scripts and differentiate between the use of kanji in reading and writing beyond Level 4. These changes mean that the number of kanji required at GCSE level will rise to 200 in the near future.

You can access a copy of the National Curriculum on the following website: <http://www.nc.uk.net> or phone the helpline on 01787 884288.

Library and Resources

Focus on A Level (Language) Resources

Continuing our rotating themed displays in the library, the focus for this term is on materials for the new AS/A level examinations in Japanese. Recognising that most teachers will wait until the upper sixth year to

introduce the literary and topic components of the course, our advisers have highlighted some of the language-related resources available in the library which you may find to be of more immediate use for your lower sixth classes. Let us know which resources you currently use to support the teaching of the new A level course, and don't forget to book yourself onto our A level INSET Day on February 14 for all the latest A level related advice. For general enquiries about the library or our loan by post service, you can contact the Librarian by e-mail at francoise@nihongocentre.org.uk. Library holidays this term are: February 11, March 20 and April 21 and 24.

A Dictionary of Basic Japanese Grammar

The Japan Times, 1986
Seiichi Makino, Michio Tsutsui

This dictionary, designed primarily for first and second year university students as well as for teachers of Japanese, covers most structures featured at A level. The 350 or so entries are listed in alphabetical order according to their romanised spellings, and hiragana readings are also provided. Each entry includes grammatical explanations in English, detailed differentiation between similar structures, a range of examples both in Japanese script and romaji, as well as English translations.

(基本漢字 500) Vols 1 & 2

Basic Kanji Book

Bonjinsha, 1989
Chieko Kano, Yuri Shimizu et al.

The aim of this book is to enable learners to master kanji as an integral part of the Japanese language, rather than by learning individual characters in isolation. With the help of illustrations, both volumes explain the meaning of each kanji in English, show how to read and write the characters, and give the number and order of strokes, and common compounds. Plenty of drills and exercises are provided for reinforcement.

(未来6) Mirai 6

Longman 1996
Meg Evans, Ikuo Kawakami et al.

Although similar in structure to Mirai 5, this book covers more abstract topics such as voluntary activities, and uses complicated grammar and expressions including *keigo*. The wide range of authentic reading materials includes advertisements for hotels, an interview with Chiaki Mukai (the first Japanese woman astronaut) and an article about Doctor Iwamura who received the Magusaisai prize (the Asian equivalent of the Nobel prize). Suitable for post GCSE to A level.

(モジュールで学ぶよくわかる日本語)

Japanese in Modules 3

ALC Press, 1998
Tsuyako Coveney, Masahito Takayashiki et al.

This book is constructed so that students can choose any of the five modules in any order, according to their needs. Each module contains an Introduction to the topic, Activities for the development of communication skills, Listening tasks, Reading tasks, Dialogues, Exercises on specific grammatical points, Key Sentence Structures and Expressions. Topics covered include Going on a Trip, Studying Abroad, Homestay, Receiving Kindness and Caring for the Environment. The level of difficulty increases within each topic and activities are presented mainly in kana and kanji with furigana. Judicious use of English and black and white illustrations helps to improve accessibility for students and teachers.

現代日本語初級総合講座発展編

An Integrated course for Beginners – Advanced Edition Modern Japanese

ALC Press, 1993
Nobuko Mizutani et al

This book is designed to improve students' reading and listening skills. Each of the 15 lessons contains the following main components: Main Text (short essays on a recent social or cultural happening in Japan); Dialogues (conversations based on the Main Text both in polite and informal Japanese); Vocabulary List; Notes on grammar and usage; Structure Exercise and Discourse Exercise. The Kanji Compounds Exercise and Review Exercise at the end of each lesson are useful for reviewing phrases and grammatical rules from the Main Texts. This book is accompanied by cassette tapes and is suitable for AS to A level students.

毎日の聞き取り 50 日

(初級日本語聴解練習)

Everyday Listening in 50 Days part 1, Vols 1 & 2

Bonjinsha, 1998
Yukie Miyagi, Akiko Mitsui et al.

The 50 lessons in Vol 1 and Vol 2 are designed to develop listening skills in a variety of different ways. In the Basic Drill section, students can practise listening to sentence patterns and grammar that they have learned, while the Let's Listen to the Conversation part helps to develop scanning skills. Finally, students can practise dictation in the Let's Write section. Vol 1 can be used with GCSE students, while Vol 2 is suitable for GCSE to A level students.

楽しく聞こう II Tanoshiku Kikou II

Bonjinsha, 1994
Bunka Institute of Language

The exercises contained in this book cover most of the



structures featured at A level. Each of the 17 lessons is divided into two sections: Part 1, which gives basic listening practice for revising vocabulary and phrases and Part II which provides practical listening practice to improve students' listening skills. The various types of listening tasks are written in kana and kanji with furigana, and nearly all are clearly illustrated. Answers are given at the end of the text, and a teacher's manual with tapescripts is also available. Some exercises from this book can also be used at AS to A level.

日本語 作文とスピーチのレッスン 初級から中級へ

Lessons in Composition and Oral presentation

ALC, 1998
Uzawa Kozue

Although this composition and oral presentation textbook is designed for beginner to intermediate university students of Japanese, it can also be used with Post GCSE students as a supplementary textbook. Each of the eleven lessons focuses on different topics taken from daily life, and is made up of three different sections: a reading text, vocabulary, and a list of expressions which occur in the text. Students are expected to give presentations on each topic using visual aids.

RESOURCE BOX GOES ON-LINE

Teachers visiting the Nihongo Centre website (www.nihongocentre.org.uk) this month may have noticed a new page dedicated to Teaching Resources. A collection of tried-and-tested lesson plans on a variety of themes and targeted at a range of levels, the Resource Box allows you to search for teaching materials by topic, structure, level or exam relevance and download both the lesson plan and any accompanying visuals. So far, there are only a handful of resources on-line but we are planning to expand this in the coming months. Try it out for yourselves, and send in any of your own successful lesson ideas that you'd like to share with others!

The beginning of a new millennium seems to inspire a mood of taking stock, and we have realised that January marks



Mada's second birthday! Japanese language teaching in the UK also seems to be coming of age, with organisations such as BATJ and the JLC providing invaluable support and representation for teachers. The dedicated programme for teachers of Japanese at *Language World* this year reflects the fact that the language is now being taken seriously at UK schools. As our feature on page 3 shows, staffing Japanese, whilst challenging, is no longer the impossible task it once seemed, and the success of the JLE e-mail discussion group suggests that a strong network is being forged between teachers. At the Nihongo Centre, we are delighted to welcome two new staff members, and we hope to see you soon on one of this term's courses, *Aiming for A* and *Head Start*. Finally, to see what the coming year holds why not try out Kitani Sensei's *omikujji*-inspired worksheet on the Teacher's Pages.



HOMESTAY UK

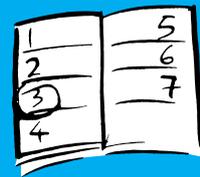
Japan 2001 年に向けて、日本語センターは JFET (Japan Festival Education Trust) と協力し、“Homestay UK” プロジェクトを検討しています。これは英国の中等教育機関の日本語学習者がイギリスに在住する日本人の家庭に週末滞在し、日本人家族と一緒に週末を過ごすことによって日本語と日本文化を直に体験するというものです。現在ホストファミリーとして御協力いただける方のリストを作成しております。このプロジェクトの実現に向けて、多くの皆様の御協力、御参加をお待ちしております。また、このプログラムに対する賛成、反対意見をまとめております。御意見はお電話又は、綴じ込みのアンケート用紙に御記入の上、お知らせください。御連絡は日本語センター、サリー・ルイス又は横沢由佳 (0171-838-9955) までお願い致します。御協力よろしく御願い申し上げます。



新しいミレニアムの始まりは今までの過程を見直しこれからの進み方を検討していこうという気分にはまだ創刊2周年を迎えます！イギリス国内の日本語教育は、先生たちの代表的存在であり、また支援活動をする BATJ や JLC というような組織とともに一つの成熟期を迎えたように思えます。“Language World” での日本語教師対象のプログラムは日本語が今やイギリスの学校で真剣に受けとめられるようになった事実を反映しています。本紙の3ページにあるように挑戦を続ける中、最近まで不可能なタスクに見えた日本語教師の配置ももう不可能ではなくなりました。また、JLE の e-mail ディスカッショングループの成功は先生間のネットワークが着実に進んでいることを示しているようです。日本語センターは二人の新しいスタッフメンバーを迎え、みなさんに近いうちに日本語センターのコース、例えば *Aiming for A* などでお会いできるよう願っています。最後に来る年に何が待っているのか Teacher's Pages の木谷先生のおみくじからヒントを得たワークシートを試してみませんか。

GET A HEAD START!
Following last year's successful launch, we will be running *Head Start* again from 26 to 28 January. *Head Start* is a three-day intensive immersion course for Senior Managers and Heads of MFL which provides the opportunity to learn some basic Japanese as well as to get to grips with practical issues to do with introducing and managing Japanese in secondary schools. You will also have ample time to explore the resources in our specialist library. Like all Nihongo Centre courses, *Head Start* is free of charge, so don't miss out on this opportunity to get ahead of the game! For further details and to reserve a place, contact Sally Lewis on 0171 838 9955.

events



HEAD START

26 – 28 January

Japanese from Scratch for Heads of MFL. See noticeboard for details.

AIMING FOR A

Monday 14 February

A one-day course looking at the new A and AS level specifications 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 Morey on 01222 493997.

NORTHERN IRELAND INSET DAY

16 June

A day of workshops for teachers involved in Northern Ireland's Japanese Language and Studies projects. Contact Wendy Phipps at NICILT for further information on 01232 335955.

LANGUAGE WORLD 2000

30 June – 2 July

JLC will be organising a programme of Japanese specific sessions at ALL's annual conference. Individual workshops will focus on ICT, Reading Resources, Vocational examinations and the new A level, and JLC will be manning a Japanese information and help desk throughout the conference. Details and application forms from ALL on 01788 546443.

SUMMER REFRESHER COURSE

Monday 17 – Friday 21 July

The Nihongo Centre's annual intensive immersion course for non-native teachers of Japanese. All levels.

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

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