



One of the classroom scenes observed by participants on the TCT Study Tour to Japan

Voyage of Discovery

Over the Spring Half Term, the Technology College Trust's newly appointed Language College Advisor, Kathy Wicksteed, led a group of 17 senior managers and teachers to Japan.

The one-week Study Tour was a pilot project funded by the DfEE and arising from the Green Paper, *The Challenge of Change*. As part of a series of initiatives designed to give teachers opportunities for international professional development, the TCT organised visits to five destinations including Japan. The aims of the Japan trip were twofold: to set up links with Japanese schools, and to learn about the Japanese education system with a view to taking a fresh look at schools in Britain and how they could be improved.

The programme in Japan was arranged by the Council on International Educational Exchange, which provided staff to accompany the group on visits to five senior high schools in and outside Tokyo. Meetings were also arranged with representatives from Monbusho, (the Japanese Ministry of Education) and the Japan Forum.

Kathy, formerly of Champion School, feels that the insights gained during the Study Tour will be extremely useful in her new role, since Japanese is now so widely taught in Language Colleges. "Although it has been building up rapidly," she comments, "it's still relatively new, and I found it a valuable opportunity for me to get a feeling for what Japan is like, so that I can have a better sense of where people are coming from if they come over to work as interns or Japanese teachers. It was also very useful for me to have some first hand experience of the language and culture given that we will be talking to a lot of schools about how they are going to introduce Japanese."

For Kathy, the significant growth of Japanese language teaching in UK secondary schools is a welcome development: "I think it's absolutely the right thing to be doing in this country, because for far too long, we have limited our outlook to Europe." She believes the increasing availability of Japanese has helped to give students a more global perspective, since one of the most interesting aspects when learning Japanese is the fact that the cultural background is so different: "I think students respond really positively to what is essentially a voyage of discovery."

今年2月のハーフタームに、テクノロジーカレッジトラスト (TCT) は、新任ランゲージカレッジアドバイザー、キャシー・ウィックステード氏を引率者とし、シニアスタッフ及び教師からなる17名の参加者を得て、訪日研修を実施しました。

政府刊行グリーンペーパー「Challenge of Change」に応え、教師の国際性を養うための機会提供の一環として、教育省の資金援助の下、一週間の海外研修が試行されており、TCTは日本を含む5ヶ国の訪問を企画しました。今回の訪日研修の目的は、日英の学校相互の連携を促すこと、日本の教育制度を知り英国の教育改革に役立てることを目的としています。

滞日中のアレンジはCIEEが行い、参加者は、CIEEスタッフとともに首都圏の5つの高校を訪問した他、文部省やジャパンフォーラムの代表者とも面会しました。

チャンピオンスクールでの教師経験もあるキャシーによると、現在多くのランゲ

ージカレッジで日本語が教えられているので、今回の訪日で得た見識が今後大いに役立つだろうとのこと。「急速に伸びてはいますが、日本語教育は、まだまだ新参者です。今回の訪問は日本を知る貴重な機会でした。英国の日本人教師やインターンの方々をより深く理解することが出来ますから。言葉や文化に直接触れられたことは、様々な学校での日本語教育導入について色々と言及する際にも有益だと思えます。」

キャシーは、英国の中等教育機関における日本語教育のめざましい進歩を、歓迎すべきこととしています。「長らくヨーロッパだけにしか目を向けなかった我国にとって大変に結構なことです。」彼女は、背景となる文化がまったく異なる日本語を学ぶことは興味深いことであり、日本語能力の向上は生徒達の視野を広げるのに役立つと信じています。「生徒達は未知なるものへの発見の旅を本当に前向きにうけとめますか。」今回の先生方の訪日研修も発見の旅であったことでしょう。

Aiming for A



Mary Grace Browning, who stepped down as A Level Examiner this year, at the recent INSET day

Aiming for A, the Nihongo Centre's INSET course in February, focused on the new A/AS Level specification in Japanese. I found the day extremely enjoyable and enthusing, as all the talks were 100% relevant to practising teachers and offered a lot of very useful information and practical ideas for the classroom.

After Annabel Haslam's (Edexcel) initial presentation, which put the specification in context, Mary Grace Browning gave an interesting analysis of 3 major textbooks, focusing on their coverage of the grammar structures and general topic areas studied at AS and Advanced GCE Level. She also provided a useful set of question examples, which reflect the range of question types that might be expected at AS Level. Kitani Sensei gave us much food for thought in *Getting on top of the Kanji*, explaining how radical groupings of characters can help us in teaching the script. His classification lists are essential for any teacher at this level! Lydia Morey then provided some time-saving, ready-to-use materials for teaching the set

story *Chūmon no oii Ryōriten*, with activities highlighting both the need for language work and content analysis. She also explained a practical approach to the teaching of one of the set topics, *A Region or Prefecture of Japan*.

In the Q&A Session that followed, lively debate centred around the level of difficulty of the A2 translation and the challenge of learning 600 Kanji. Teachers also sought clarification of which editions of the set literature texts they were expected to teach from.*

The overall feeling at the INSET day was that although the new specification is far from perfect, it is a step in the right direction and that it is possible to teach the full Advanced GCSE successfully in two years to post-GCSE students (or the AS in just one year).

Gabriele Harris, St Vincent College

* *We hope that the special feature on A Level text materials on the Library & Resources Page of this issue will help to point you in the right direction*



Starting Young - Update

Mado readers may remember from an earlier article that the Nihongo Centre is planning to produce a language starter pack for primary schools as part of Japan 2001. *Starting Young*, designed to last for half a term, will introduce the sounds and basic concepts of the language, supported by audio material with model pronunciation and songs. The module will be accessible to teachers with no former knowledge of Japanese and will provide an opportunity to read some Japanese children's literature in translation. Links with literacy will be made wherever possible, reinforcing terminology used in the National Literary Strategy and encouraging linguistic comparison with English.

Assistant Advisors Claire Dugard and Yuka Yokozawa have been observing a wide range of primary language classes as they develop the *Starting Young* concept. Our thanks go to Hotham, The Dragon, Wilmington and Marlpool Primary Schools, Bedonwell Junior School, Richmond LEA and Elliott and Shireland Language Colleges, as well as to the Bromley branch of the International Children's Bunko Association. The *Methods and Materials for Young Learners* course at CILT and the *Primary Languages Show* at UMIST, Manchester, in April were also very useful in providing examples of good practice at KS2. If you have expertise to share, wish to be kept updated or could help to sponsor *Starting Young*, call Claire or Yuka on 020 7838 9955.



はじめまして。My name is Sarah Duncan and I have just started at the Nihongo Centre as Programme Officer. I spent one year in Gifu ken on the JET Programme and on returning, completed a Postgraduate Diploma in Japanese at the University of Durham. I will be working on the website, adult education and *Mado* and I look forward to meeting you all soon.

どうぞよろしくおねがいたします。

Taking it Higher

Since the Nihongo Centre was established in 1997, much of our energy has been concentrated on secondary schools, since this was the area in which resources and support were most needed. We are now beginning to consider how we might create additional programmes to meet the needs of the higher education sector, while continuing our strong support for BATJ, the professional body which represents the interests of teachers of Japanese at this level.

Since Autumn 1999, Nihongo Centre staff have been visiting individual universities to collect data about Japanese language teaching and to find out about the needs of teachers. Universities visited include Sheffield, Durham, Central Lancashire,

Imperial College of Science, Technology and Medicine, East Anglia, Leeds, and Cambridge. Two common concerns which emerged during these visits were the Study Tour and communication between the secondary and tertiary sectors.

We are currently planning a one-day conference for February 2001, to consider how university courses can be tailored to maximise the benefits of the Study Tour, and also to provide an opportunity for the exchange of information between different institutions. As an extension of our *Stepping Out* programme, Kitani Sensei is now able to undertake advisory visits to universities. Call the Nihongo Centre if you have a particular focus that you would like to explore.

A Tale of Two Speech Contests

This year, two Japanese speech contests have taken place on a national level, reflecting both the vitality of Japanese studies in Britain and a growing desire among students to put their spoken language to the test.

In February, fourteen contestants took part in the finals of the Sir Peter Parker Awards, held at the School of Oriental and African Studies (SOAS), University of London. The speech contest, which has separate Business and Student categories, was established in 1990 to encourage both the study of Japanese and the use of the language for business in order to expand trade links with Japan and improve cross-cultural communication.

First prize in the Student Category was awarded to Nick Mathys (pictured right with Sir Peter Parker) from Leeds University for his speech *Walking the Path: Aspects of Aikido Relevant to Modern Life*. In second place was Amy Dunn of SOAS who spoke on *Discovering Cultural Differences through University Club Participation*, while third prize went to Rowena



Shek from Durham University for her speech *Irassahimase, British Investment!*

Nick was encouraged to enter the competition by his teachers at Leeds, including Rika Matsubara. He decided to write about aikido, which he had taken up during ten months as an exchange student in Kyoto, because it seemed to have a lot that was relevant to modern life. "It teaches you about problem-solving," he explains, "and my speech focuses on three aspects which I feel are particularly valuable: the importance of co-operation, lateral thinking and efficiency, and using images to achieve goals."

Nick hopes to use his prize – a return air ticket to Japan – to revisit the country later this year.

Meanwhile, at school level, ALL's Japanese Language Committee held the first ever nationwide Japanese speaking competition for sixth formers in March. The pilot contest proved a great success, with

entries coming from a wide range of different schools. Participants were invited to send in a taped 3 to 5 minute speech or presentation on the topic 'The place where I live' (*Watashi ga sundeiru tokoro*). After an initial screening process, six finalists were invited to give their presentations at the Japanese Language Weekend, which took place at Avon Tyrell House in the New Forest.

After speaking in front of over 100 British and Japanese fellow students, contestants were judged by a panel consisting of Tsuyoshi Enomoto, Education Attaché at the Embassy of Japan, JLC Chair Ross Warren, and Naoyuki Kitani, Chief Advisor at the Nihongo Centre. First prize was awarded to Johnny Lazar from Whitgift School, who spoke about his hometown in Romania. The other finalists were Sam Swallow from County Upper School, Vishal Shah and Sebastian Nai from Whitgift; and Sheema Ishaque and Carrie Rousseau from Westwood High School for Girls.

JLC is planning to build on the success of this year's pilot project to hold a more extensive contest as part of Japan 2001. Next year the competition will have three separate categories: Key Stage 3, Key Stage 4 and sixth form. If you are interested in finding out more, please contact Ross Warren on 01753 527020 (tel) or 01753 576919 (fax).

PICTURE PANEL

GIVE AWAY

FOR HOMESTAY UK!

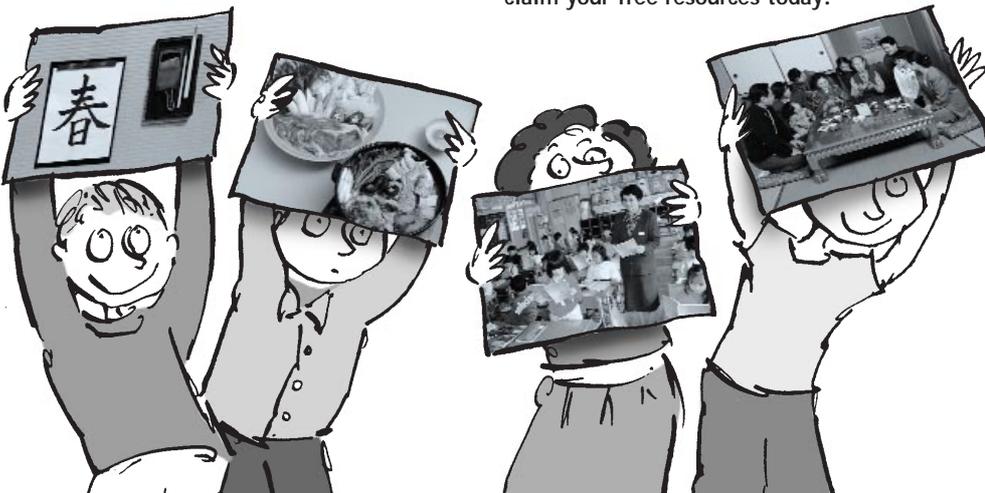
Mado readers will know from previous articles that the Nihongo Centre and JFET are planning to run a Weekend Japanese Homestay Programme for young learners of Japanese as part of Japan 2001.

The aim is to give British learners aged 11 to 19 the chance to use their Japanese in a real context without having to travel to Japan, as well as to encourage more people-to-people contact between the Japanese community in the UK and learners of Japanese.

The programme will start in May 2001, with weekend visits lasting from Friday night until Sunday afternoon. Both students and homestay families will be given preparation packs containing guidance and advice to help the visit run smoothly. The learners' pack will include essential phrases and topics for the weekend.

The idea has received an enthusiastic response from the Japanese community and we are now eager to invite views from teachers of Japanese to gauge the number of potential participants. We need to know the likely take-up from your pupils and we would also be very interested to hear your views on what we should build into the programme to make it a success.

Please respond by filling in and returning the enclosed pink questionnaire. To make your effort worthwhile, we will be sending the first 120 schools that reply a set of 896 full-colour laminated picture cards for the classroom worth over £1,400 (limited to one set per school). Each set contains a comprehensive range of 257 x 364cm photographs showing scenes and objects from everyday life in Japan, with explanations in Japanese on the reverse side. **Fill in the questionnaire and claim your free resources today!**



Figures for Thought

Did you know...

...that there are currently 246 secondary schools teaching Japanese in the UK?

The breakdown by region is 78% England; 11% Wales; 7% N Ireland; and 4% Scotland.

...that the number of learners of Japanese in secondary schools is now 7,894?

This figure has almost doubled since 1998 when there were an estimated 4000 learners.

...that the total number of teachers of Japanese at secondary level is 261?

29% are native-speaking; 71% are non-native speaking teachers.

...that 50 out of 85 Language Colleges now teach or are planning to introduce Japanese?

This amounts to 58.8% of the total number.

...that the record number of learners at any one school is 1,034?

Tavistock College in Devon holds the current record; second is Penrice School in Cornwall with 570 and the Sir John Colfox School in Dorset is third with 407. There are now 14 schools with over 100 students learning Japanese.



Teacher's Page



みなさん、こんにちは。今回の
Teacher's Pages は木谷先生^{きたにせんせい}のかわりに
私が担当することになりました。日本^{にほん}
で盛んに行われているリサイクルをテ
ーマにし、インフォメーションギャップの^{おんが}
活動^{かつどう}を考えました。ここでは東京都^{とうきょうと}
東久留米市^{とうきゅうじ}のごみの出しかたを例にし
ましたが、日本ではそれぞれの地域^{ちいき}に
よってその方法^{ほうほう}が違います。この活動^{かつどう}
の後^{あと}で、他の地域^{ちいき}についても学生^{がくせい}に調
べさせてみてはいかがでしょうか。
さて、私のここでの仕事^{しごと}もとうとう6月^{がつ}
で終わりになります。三年間^{さんねんかん}みなさん
に大変^{たいへん}お世話^{せわ}になりました。非常^{ひじょう}に楽^{たの}
しかったです。今後^{こんご}もみなさんにお会^あ
いする機会^{きかい}があることを願^{ねが}っています。
本当^{ほんとう}にどうもありがとうございました。

You may be surprised to see my face on the Teacher's Pages, but I am standing in for Kitani Sensei this issue, as he has been away on a lecture tour. I hope you enjoy the information gap activity on page 5, which introduces the recycling system in Japan as well as practising constructions for asking and giving permission. I have used the example of Higashi Kurume Shi in Tokyo, but each district in Japan has its own particular system of recycling rubbish, so why not encourage your students to find out about other areas, particularly if you have links with a Japanese school? I'd also like to take this opportunity to say goodbye as I will be leaving the Nihongo Centre in June. I've really enjoyed working with you all and hope to keep in touch!

Yuka Yokozawa

Let's Recycle!

リサイクルしましょう!

Aims

- To learn about recycling in Japan
- To compare rubbish collection systems in Japan and the UK
- To practise constructions for asking and giving permission

Level

Beginners (suitable for KS3/GCSE/AS Level)

Skills

Speaking, listening and writing

Procedure

- 1 Drill the vocabulary in the table below.
- 2 Drill the following dialogue patterns in preparation for the activity:

ラベルをとって、あらう。
あらって、リサイクルに出す。
ひもでしばって、リサイクルに出す。
ビニールぶくろに入れて、すてる。

Q: ごみばこに生ごみをすててもいいですか。

A: はい、いいです。

Q: ごみばこにコーラのかんをすててもいいですか。

A: だめです。かんはあらって、リサイクルに出してください。

- 3 Organise students into pairs, label them A and B and give each pair a copy of the sheet on page 5, folded inwards along the first dotted line and outwards along the second, as shown below. The sheet should be placed between them so that they can only see their own side.
- 4 Ask student A to imagine that s/he is staying with a Japanese family and needs to find out what can and can't be thrown away by asking the host family questions, eg: *ごみばこに生ごみをすててもいいですか。*
- 5 B refers to the diagrams and gives the answer, while A writes the name of that item in the appropriate column in Japanese. The first one is filled in as an example.
- 6 Afterwards, students check the answers together by unfolding the sheet and then swap roles.

Further extension

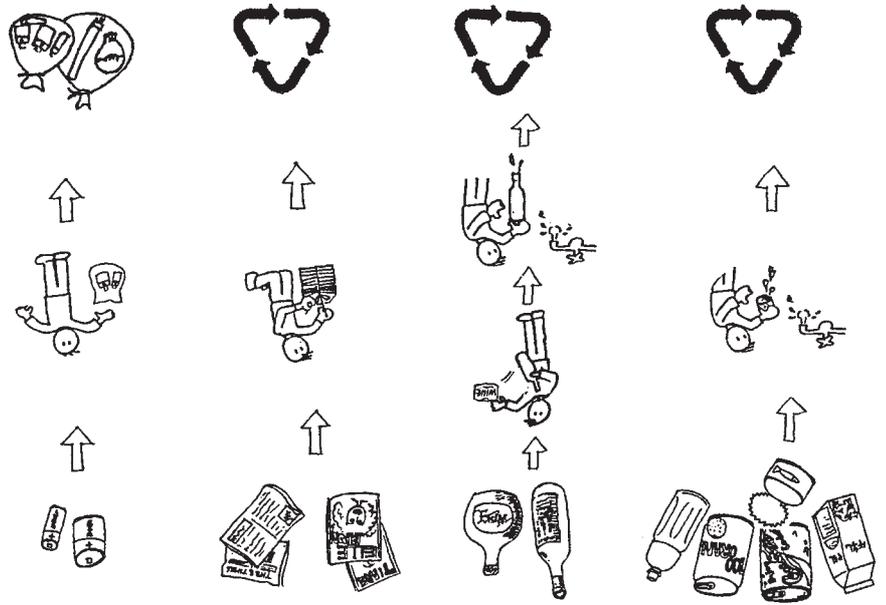
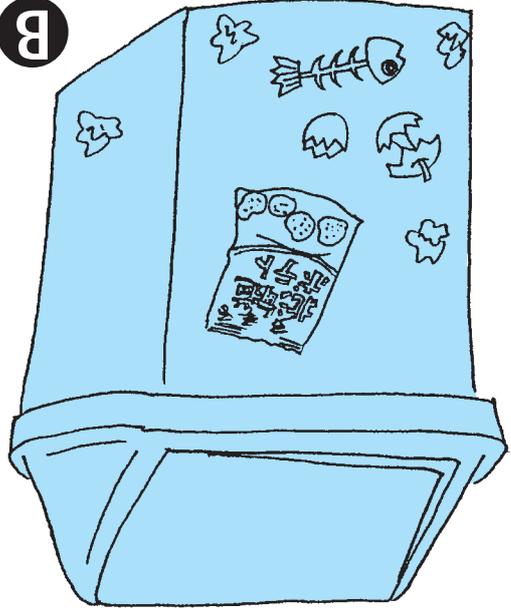
If your students have Japanese penpals, they could write to ask them how the recycling system works in their particular district and tell them about the system in their own city.

This could lead into class discussion or a short written task comparing systems in the UK and Japan.



VOCABULARY (additional to GCSE core vocabulary)		STRUCTURE	
生ごみ	ごみ なまごみ かん かんづめのかん びん ぎゅうにゅうパック ペットボトル	rubbish kitchen rubbish can tin bottle milk carton plastic bottle	て、ーする。 てもいいですか。 てください。
電池	でんち ざっし ごみばこ ごみぶくろ ビニールぶくろ	battery magazine bin bin bag clear plastic bag	For further extension: なければいけません。 たほうがいいです。
洗う	あらう ひもでしばる	to wash to tie up with string	Folding guide
リサイクルに出す	すてる リサイクルにだす	to throw away to recycle, to hand in for recycling	

B



例) ポテトチップスのふくろ

A

JLC: SPEAKING OUT FOR SPEAKING

Since the beginning of the new millennium, ALL's Japanese Language Committee (JLC) has been hard at work attempting to represent the interests of secondary level teachers of Japanese in the UK.

Last year, JLC submitted a detailed letter to Edexcel and the QCA outlining our views on the new changes to the AS/A Level, and we hope to continue this lobbying role as we prepare a petition for the GCSE review in Modern Foreign Languages currently underway. We are trying to collect as much information as we can to support our argument that the skill of speaking should be assessed as part of the GCSE grade, and be available to all candidates. We plan to submit a statement to the Edexcel Foundation, QCA and other concerned bodies to highlight the views of Japanese teachers in the UK, supported by data on the potentially large number of non-native candidates who expect to sit GCSE over the next few years.

あたらしいミレニアムを迎え、ALL日本語部会 (JLC) は英国の中等教育レベルの日本語教師の皆様の声を代表すべく頑張っています。

昨年、JLCはEdexcelとQCAに宛てて新AS/Aレベル導入に関する意見書を提出しました。そして現在進行中のGCSE (Modern Foreign Languages) 内容見直しに関しても、同様に陳情しているかと願っております。GCSEに口答試験を取り入れるべきだという論点について、これを裏付けるような情報を集めております。日本語教師からの意見書に加え、増加が見込まれる2003年度GCSE受験予定学生数 (日本語ノンネイティブスピーカー) に関するデータをEdexcel Foundation、QCAそして他の

If you would like to see the full integration of speaking into the Japanese GCSE, we would very much appreciate your contribution. You don't have to be a member of ALL to participate – please help us by sending your name, position, school and projected number of GCSE candidates for 2003 to the fax number or e-mail address below.

We are also busy making plans for Japan 2001, so if you have any big ideas for how to use this opportunity to raise the profile of Japanese Language teaching in the UK, let us know! Finally, don't miss the special Japanese programme, which JLC has organised as part of the Language World Conference in Derby. See the events listing on page 8 for details.

Ross Warren, Chair,
Japanese Language Committee
e-mail: r_warren@sbc.rmplc.co.uk
Fax: 01753 576919

関連団体宛てに提出する予定です。
GCSEへの口答試験導入に御賛同下さる方、ALLの会員以外の方も大歓迎です。氏名、役職名、学校名、そして2003年度GCSE受験者予想人数を御記入の上、ファックスまたはe-mailで下記アドレスまでお送り下さい。

また「JAPAN 2001」の企画も進めています。この機会を活用して、英国の日本語教育の現状を広く認知してもらうための名案があれば是非お知らせ下さい。最後になりましたが、ダービーで開催される「ランゲージワールド」の一環であるJLC主催特別プログラムにも是非御参加下さい。詳しくは8頁の行事リストを御覧下さい。



BATJ Update

BATJ is now beginning to find its feet and has been particularly active over the last six months. Regional committee members have successfully organised workshops in Durham, London, Leeds and Preston, and to keep this momentum going, we plan to hold regional workshops on a regular basis. In March, BATJ co-hosted a seminar with the Nihongo Centre. Professors Yoshioka of Waseda University and Hirose of International Christian University came over from Japan to speak at the event, which attracted more than 80 participants. The next big project was our involvement with a series of seminars organised by the publishers of *Minna no Nihongo* and the popular *Shin Nihongo no Kiso*. At the seminars held in London, Manchester and Edinburgh, the chief editor of *Minna no Nihongo* gave useful advice on how to use the textbook. Members of BATJ are now linked by a mailing system called eBATJ, which has helped everyone to keep in touch. We hope that eBATJ will also be used as a platform for ideas and discussion. The 3rd BATJ Conference will be held on September 2 and 3 at Birmingham University. It will be the first time the conference has been held outside London and the two-day event will feature Professor Makino of Princeton University as the keynote speaker. We are currently inviting papers to be presented at the conference. See our website for details.

For further information about BATJ, please contact me (Kazumi Tanaka) at: Dept of East Asia, SOAS, University of London, Thornhaugh Street, London WC1H 0XG. Tel: 020 7898 4233; Fax: 020 7898 4239; E-mail: kt2@soas.ac.uk, or visit the BATJ website at: <http://www.essex.ac.uk/centres/japan/batj/>.



At the Chalkface is a new feature designed to give you news from schools, colleges and universities teaching Japanese in the UK. Wycliffe College wrote to us recently to tell us about the latest developments in their Japanese department; why not let us know what you are up to?

Wycliffe is a large Independent School in Gloucestershire with over 400 students (including 120 from overseas) in Years 9, 10, 11 and 6th Form. The college offers Japanese GCSE to all students in Years 9, 10 and 11, AS Japanese to Lower 6th and OCR Japanese for Business qualifications to beginners in the 6th Form. There are also

Japanese at Wycliffe College

plans to offer A2 level to the Upper 6th from 2001. This year sees the first class of British students sitting GCSE, after studying Japanese for 3 years.

The first Japanese Exchange took place in April 2000 when 10 students from Years 9, 10 and 11 visited Japan and were hosted for 10 days by Wycliffe's partner school in Tokyo. Pupils from the Junior School also had a taste of Japanese during a Year 8 Japanese day in March, featuring origami, calligraphy, dodge-ball and a computer-based Japanese language exercise on an interactive internet site.

A Wycliffe student shows off her calligraphy at the recent Japan Day



Japanese A Level Set Texts

For those choosing to teach literature, the set texts for the Japanese A Level are listed below in bold, with the minimum requirement in each case shown in brackets. According to the Edexcel Specification: "Students will not be disadvantaged if they read only the story specified in each case, but they are encouraged to read more widely."

Stories from **だんだん読める Dondon Yomeru**
(注文の多い料理店・Chūmon no ooi ryōriten・The Restaurant of Many Orders)

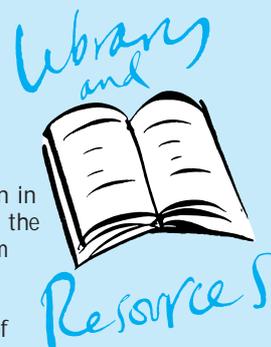
Short stories by Akutagawa
(蜘蛛の糸・Kumo no ito・The Spider's Thread)

Short stories of Hoshi Shinichi
(おみやげ・Omiyage・The Souvenir from Ginga-Kokugo 5 jou・Mitsumura tosho)

Tales from Lafcadio Hearn's **怪談・Kaidan・Strange Tales**
(雪女・Yuki onna・Snow Woman)

Since Lafcadio Hearn's works were originally written in English, all Japanese versions are translations

Continuing our rotating themed displays in the library, the focus for this term is on the set literature texts for the new A Level examination in Japanese, listed on the left. Since the Exam Board has not specified any particular edition of the texts, our advisory staff have identified several different options that you may wish to consider, details of which are given in the grid below. All the books listed are available from our Library. According to the Edexcel Specification, either the original or rewritten version of texts may be studied. For learners of Japanese as a foreign language we would usually recommend a rewritten version.



Rewritten
Furigana
Translation

Japanese Title / Romanised Title Author Publisher Year Price Comments

1

だんだん読めるいろいろな話 Dondon Yomeru Iroirona Hanashi	秋元美晴他	●	●	武蔵野書院 Musashino-shoin	1991	¥1,500	
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2

蜘蛛の糸 (日本語ジャーナル 1995.6.) Kumo no ito	芥川龍之介 石崎晶子他書き改め	●	●	アルク ALC	1995	¥620	
蜘蛛の糸 Kumo no ito	芥川龍之介		●	ポプラ社 Popura-sha	1979	¥600	text for Grade 6 primary school pupils in Japan
少年少女日本文学館 6 トロッコ・鼻 Torokko/Hana	芥川龍之介		●	講談社 Kodansha	1985	¥1,600	explanations given for difficult expressions
The Spider's Thread and other stories	Dorothy Britton			● Kodansha English Library	1987	¥580	

3

おみやげ (「国語 5上 銀河」) Omiyage	星新一			光村図書 Mitsumura-toshō	1986	not for sale *	text for Grade 5 primary school pupils in Japan
ボッコちゃん Bokko-chan	星新一			新潮文庫 Shinchō-bunko	1971	¥476	

* However, it can be ordered by schools from Japan Publications Trading Co by fax (+81 3 3292 3764), cost ¥307 + P&P

4

雪女 (Obento 2, Unit 6, p.86-88) Yuki onna	Lafcadio Hearn	●	●	● Nelson	1999	£18.25	a manga story of Yuki onna, which differs slightly from the original
怪談 Kaidan	小泉八雲・ 山本和夫訳		●	● ポプラ社 Popura-sha	1980	¥600	text for Grade 6 primary school pupils in Japan
怪談 - 小泉八雲怪奇短編集 Kaidan	小泉八雲・ 平井呈一訳		●	● 偕成社文庫 Kaiseisha-bunko	1991	¥700	
少年少女日本文学館 1 たけくらべ ・山椒太夫 Takekurabe/Sanshō dayū	小泉八雲他		●	● 講談社 Kodansha	1986	¥1,600	explanations given for difficult expressions
Kwaidan	Lafcadio Hearn			Charles E Tuttle Company	1971	£15.95	

Welcome to the Summer issue of *Mado*. As you can see from page 3, the number of learners of Japanese in UK secondary schools has virtually doubled since our last count just over two years ago. Language colleges continue to boost figures, and our cover story on the TCT Study Tour to Japan reflects the growing interest in Japanese at government level. Japan 2001 is also an excellent opportunity to raise awareness, and we hope you will get involved in some of the initiatives we're working on, including *Homestay UK* and *Starting Young*. Other events to look out for in the summer calendar are our annual refresher course and *Language World* in Derby, the first time ALL will run a comprehensive programme for Japanese. The resource focus this issue is on the literature texts for the new A Level, while Yuka Sensei has some great ideas to get your pupils thinking about recycling on the Teacher's Pages. Our new feature *At the Chalkface* gives news from Wycliffe College; write in and tell us about any new developments in the Japanese Department at your school, college or university and you may find yourselves in the next issue of *Mado*!



「まど」7号をお届けします。イギリスの中等教育機関で日本語を学ぶ人数が2年前と比べて2倍になりました(3頁)。ランゲージカレッジでは特に増え続けています。今回TCTスタディツアーの記事を御紹介しましたが、政府の日本語に対する興味も高まってきたようです。また「JAPAN 2001」も日本語を認識してもらう絶好の機会です。日本語センター主催のHomestay UKやStarting Youngなどのプロジェクトにぜひ皆様も参加していただきたいと思えます。夏には年次リフレッシュコースのほか、ALLが手掛ける総合的な日本語のためのプログラムとしては初めての「ランゲージワールド」がダービーで開催されます。Teacher's Pagesでは由佳先生によるリサイクルを扱ったアイデアを、そしてリソースのコーナーでは新Aレベルの文学関連教材に焦点を当ててみましたがいかがでしたか。新企画At the Chalkfaceではウイクリフカレッジからのニュースをお伝えしましたが、皆様の学校、大学の日本語学科に関するお便りもお寄せ下さい。次号「まど」で御紹介できるのを楽しみにしています。



TEAM SCHEMING 11-12 May

A two-day, hands-on guided workshop to develop schemes of work for Japanese.

SURVIVING 2 Wed 7 June

Part 2 in our series for native-speaking teachers of Japanese focusing on class management and lesson planning.

LANGUAGE WORLD 2000 Saturday 1 July

Special programme of Japanese-specific sessions organised by JLC:

www resources for Japanese Language Learning

Which Japanese word-processing software?

Building blocks to reading in Japanese Vocational Japanese

A level Japanese - teaching the topics

There will also be a special information and exhibition stand and a *hanasoukai*. Special Saturday-only deal for Japanese teachers – £50 (non-members) £30 (ALL members). Language World runs from Fri 30 June – Sun 2 July at the University of Derby. For further information or to book a place call ALL on 01788 546443



REFRESH YOUR JAPANESE

Why not give your language skills a boost by signing up for the Nihongo Centre's Language Refresher course? Designed exclusively for secondary school teachers of Japanese, the course will increase your confidence, fluency and accuracy in all four skills in a supportive small-group atmosphere. This year's refresher course for non-native speaking teachers of Japanese will take place from Monday 17 to Friday 21 July. All levels (except complete beginners) are catered for, and what's more, the course is free, so call Sally Lewis now on 020 7838 9955 to request an application form!

Dear Editor

Here is a fanfare for the Nihongo Centre's Library Loan by Post service. It's wonderful!

When you find (as all Japanese teachers do all the time) that the book/video/tapes that will make your lesson that bit more exciting are nowhere to be found anywhere near YOU DO NOT DESPAIR. Phone Françoise at the Nihongo Centre Library, tell her what you want (or tell her you're not quite sure and she will advise you) and she will post it to you that very day for free! It arrives the next day and it feels like your birthday.

You can keep the materials for 3 weeks initially and renew by phone for a further 2 weeks if no-one is waiting. You send it back through the school post when you've finished. The Nihongo Centre has a list of available materials for borrowers. You will have to join the Library – very easy, just get your school to write a letter saying you are who you say you are, provide a picture for a Library card, and wait for it all to arrive.

This system is quick, efficient and best of all FREE. Give it a go. Sue Neill at the Anglo-European School, Essex

We'd love to hear from you! Each letter published will win you a Japan Centre book token.

SUMMER REFRESHER COURSE Monday 17 – Friday 21 July

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

Unless otherwise stated, all events take place at the Nihongo Centre. Please call 020 7838 9955 for further details.

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