

Homestay UK pilot forges new friendships



Arianne learns to make curry the Japanese way

Five British learners of Japanese aged 12 to 17 took part in the pilot phase of *Homestay UK* in June and July.

Pupils from Aldercar School in Nottingham, Wolverhampton Girls' Grammar, Walkden High in Manchester, Whitgift School in Croydon and the Anglo-European School in Essex spent a weekend with Japanese host families, armed with a comprehensive *Language Survival Pack*. The homestay provided a rare opportunity for participants to practise their Japanese in a real context, and all felt they had benefitted from the experience. Activities over the weekend ranged from a visit to a Japanese Saturday school to making green tea ice cream.

Arianne Warren Tebbits, aged 12, had started learning Japanese at Aldercar School just 6 months before taking part in the *Homestay UK* pilot. She was delighted to be matched with a Japanese family and says the experience boosted her confidence in speaking the language. She got on so well with her hosts that the whole family was invited on a reciprocal visit to Nottingham. "I will never forget this weekend and the wonderful family I was placed with," Arianne said. "I learnt a lot about Japanese culture during my stay and my Mum and Dad are now very interested in learning Japanese as well. I hope all the other students have a brilliant time, just as I did."

Jointly organised by the Japan Foundation and JFET (Japan Festival Education Trust) as part of Japan 2001, *Homestay UK* will run from May 2001, matching British learners of Japanese aged 11-19 with Japanese families resident in the UK. If you are interested in finding out more about the project or would like to register interest, either on behalf of your students or as a potential host family, contact Kazuko Sato, *Homestay UK* Co-ordinator on 020 7630 8696, e-mail hsuk@jfet.org.uk

日本語を学んでいる12～17歳の生徒5名が、6～7月に行われたHomestay UKの試行プロジェクトに参加し、Language Survival Packを片手に日本人家庭を訪れて週末を過ごしました。土曜日の日本人学校を訪れる生徒もいれば、抹茶アイスクリームを作る生徒もありました。実際に日本語を使う貴重な機会であり、充実した週末を過ごしました。

Aldercar SchoolのArianne Warren Tebbits (12歳)は、日本語を勉強して6ヶ月。素晴らしい日本人家庭に巡り会い、日本語を話す自信がついたと喜んでいました。お礼にホストファミリーを自宅に招待しました。Arianneは「この素晴らしいホストファミリーと出会った週末を決して忘れません。日本文化を学びました、今では両親も日本語に興味を持っています。これから参加する皆さんにも素晴らしい時間を過ごして欲しいです。」と言っています。

Tris Vonna-Michell, a 17 year old student from the Anglo European School in Essex (pictured on the right) also participated in the pilot. Here's what he had to say about the experience:

"Recently I spent a weekend with a Japanese family in Acton, which benefitted my Japanese and cultural awareness a great deal. I am a sixth form student and have only been learning Japanese for one academic year. The family had only been living in England for 3 months, so the visit was a challenge, but I would recommend it to anybody who would like to mingle with Japanese people based in the UK. The experience was excellent - it gave me the chance to use my Japanese outside lessons, and has also given me opportunities to meet up with other Japanese teenagers in London. Socially it worked well too, and my homestay partner will be coming to visit my family soon. Apart from the connections I made and the improvement in my Japanese, my confidence and familiarity with the language also increased. A scheme like this gives students a glimpse of what to expect from Japan and its culture and an urge to find out more."

Japan 2001の一貫としてJFET (Japan Festival Education Trust) と国際交流基金が共同で企画するこの「Homestay UK」は、英国に住む日本人家庭のもとに11～19歳の日本語を学習する生徒がホームステイするもので、2001年の5月にスタートします。ご興味のある方はJFETの佐藤和子 (020 7630 8696) までお問い合わせ下さい。

The Anglo European SchoolのTris Vonna-Michell (17歳)は次のように話しています。「アクトンの日本人家庭にホームステイしました。日本語や日本文化に触れた充実した週末でした。私は1年しか日本語を勉強していないしホストファミリーも英国に来てまだ3ヶ月でしたが、日本に興味がある皆さんにも是非この素晴らしい経験をしてほしいと思います。授業以外で



日本語を使えたこと、日本のティーンエイジャーに会えたことが嬉しかったです。コミュニケーションもうまくとれました。ホストファミリーは近々私の家に遊びに来る予定です。日本語を話す自信がつき、日本に親しみを感じました。日本がどういう国なのかわかり、もっと知りたいと思いました。」

That Refreshing Feeling



Nick Sheppard and Harry Blythe explore the world of Japanese word processing

Thirteen teachers had the chance to brush up their Japanese at the Summer Refresher Course, which took place at the Nihongo Centre from July 17 to 21. Participants were divided into three groups according to level and this year, morning and afternoon sessions were thematically linked, so that after focusing on a specific topic such as health or education in the morning, teachers were then able to practise the language they had learnt in the afternoon. Speaking and

listening were given particular emphasis, and teachers were encouraged to carry out interviews with Nihongo Centre staff and visitors, which provided valuable experience of interacting with native speakers in a real context. For the first time, access to Japanese word processing software was built into the course, so that everyone had at least one session to consolidate the work they had done on a PC. Having the opportunity to explore the possibilities of word processing in Japanese proved extremely popular, and Alan Roberts from Habergham High School in Burnley said he felt that the use of computers was essential, not only to enhance the teaching of Japanese, but as a self-study tool for teachers.

Lindy Foord at the computer with Matsubara Sensei



Also on the course was Philippa Harris from Salvatorian College in Middlesex, which has recently received Language College status. Having spent time in Japan six years ago on the JET Programme, she found the week particularly useful for reactivating vocabulary and structures and for building up her confidence in speaking. "It has been a wonderful opportunity to have intensive

Moving On

It feels like only 2 months since I joined the Nihongo Centre team, but in fact it has been a full 2 years, which have finally come to an end this September. I am privileged to have served as Assistant Advisor through such exciting times, witnessing significant advances in exams for Japanese and the National Curriculum, the establishment of the JLC and JLE-UK e-mail list and the broadening national INSET programme. I would like to take this opportunity to thank colleagues both at the Centre and out in the field for their support and friendship, and I look forward to continuing to work with you all in the future development of Japanese in the UK.



Claire Dugard

revision, and the course has really inspired me to continue studying and improving my Japanese."

At the end of a challenging and productive week, Kitani Sensei congratulated participants on their hard work and said he hoped they would continue to use the network they had built up to exchange information and solve problems. Everyone was presented with certificates by Centre Director Mr Tsuneyuki Osato, after which they enjoyed a buffet lunch and mingled with JFET volunteers – in Japanese, of course!



The new academic year brings several staff changes to the Nihongo Centre. We are sorry to say goodbye to Sarah Duncan, who will be starting a PGCE at King's College, London in September, Yuka Yokozawa who has taken up a teaching post at Impington College in Cambridge and Claire Dugard, who sends a personal message above. A big welcome to three new members of staff, who introduce themselves below.



My name is Rie Endo and I come from Miyagi Prefecture. Before joining the Nihongo Centre as Assistant Manager in May, I used to work for the Japan Bank for International Cooperation in Tokyo. My primary responsibilities are for the Annual Support Programmes and Accounts. I look forward to working with you all.



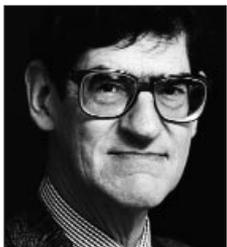
Hi, I'm Collette Warner and I have just joined the Nihongo Centre as Programme Officer. I am a qualified Primary School Teacher and have spent several years teaching EFL in Egypt, Japan and Austria. While in Japan, I also worked as Corporate Consultant for ALC Education. I look forward to assisting you all with your enquiries.



Hello, *Mado* readers! I am Naruki Enomoto, the new Assistant Teaching Advisor at the Nihongo Centre. I joined the centre in June, and will be working mainly with secondary schools. Although I am new to London, I have lived and taught in Australia. I am originally from Himeji, which is famous for its beautiful white castle. I look forward to meeting you soon.

Languages: The Next Generation

Message from Sir John Boyd



"I have spent most of my working life abroad, finally in Japan, and was consequently delighted to be asked to co-chair the Nuffield Languages Inquiry. Anyone who has

travelled knows that capability in languages is important for a flourishing UK. In preparing our Report, *Languages: The Next Generation* we drew on a wide range of evidence. We wanted to hear what people thought, from business to schools to Government. We wanted to start an important debate even if we could not conclude it. That said, we are, at national level, clearly falling short. What members of the Inquiry have heard is clear: languages are a key skill; English, though an impressive asset is not enough in today's fluid world; languages do not currently occupy the place they should in

our school system; and the range offered is far too narrow. So our key recommendations include an earlier start, a new 'road map' for schools, a much broader choice of languages and a bigger role for languages post-16.

On the positive side, there is much more interest in adult language study than was once the case. Possibilities of travel are hugely expanded. Business interests and employment considerations point only one way. IT back-up is coming on apace. Above all perhaps, given encouragement and opportunity, the British can learn languages and speak them well. I know from my own experience that British students love to visit and work in Japan. They want to come to terms with Japanese society and therefore the language. A positive message the Inquiry received from the young is that these days they want to travel and communicate. That is how the world is shaping. It is up to us to give them the right start."

The two-year Nuffield Languages Inquiry, chaired by Sir Trevor McDonald of ITN and Sir John Boyd, former British Ambassador to Japan, revealed the need for a radical reorganisation of language policy in the UK and made several recommendations relating specifically to the teaching of less common languages such as Japanese. We asked Anne Convery, a teacher trainer for the PGCE in Japanese at the University of Nottingham, to give us her views on the Nuffield report.



In what way is the report significant for teachers, and in particular, teachers of Japanese?

The report stresses that "English is not enough" and that the UK needs competence in many languages, not just French. These two findings are extremely significant for teachers of Japanese, since they add impetus to recent initiatives to give Japanese a more major status as a foreign language, which schools can offer as an alternative to European languages. The report notes that British schools are currently teaching a narrowing range of languages, so schools adding Japanese to the curriculum would be making an important contribution towards increasing the diversity of languages taught. One of the recommendations is that the teaching of Japanese is increased, with additional funding being made available. The Inquiry also found that secondary school pupils lack motivation. This is an area in which teachers of Japanese can play an important role by emphasising that it can be an exciting challenge to try and 'crack the code' of deciphering a new script and that by learning Japanese, students are opening a window onto a fascinating new culture.

What implications does the report have for teacher training?

The report states that the UK desperately needs more language teachers, and that the shortage is now damaging the quality of

provision in schools. This is an area of vital importance for the future success of any measures which might be put in place as a result of the Nuffield Inquiry, for without a good supply of well-trained teachers who can motivate learners, nothing will happen. In the case of Japanese, there is now a need to increase the intake of student teachers to meet the increasing demand, and for schools to offer teaching practice placements to trainee teachers.

Do you think the report confirms the experience of practising teachers?

The report highlights many areas of concern for practising teachers, and validates their belief in the intrinsic and extrinsic value of language learning. It states in a powerful way all the issues that teachers themselves have been raising for a long time, and makes vital proposals for the future of language learning in the UK. Personally, I have observed many successful and motivating foreign language lessons during my ten years' experience as a teacher trainer, many of them in Japanese classrooms throughout the country. The challenge now is to expand on and share existing good practice, to ensure that all learners have the same opportunities.

For further information about the Nuffield Languages Inquiry, visit the website at: www.nuffieldfoundation.org/language/news/nws_0023732.html

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 lectures on language and culture. Training courses last either 2 months or 6 months for non-native speakers and 1 month for Japanese nationals. They take place at the Japan Foundation's Japanese Language Institute in Urawa, Saitama Prefecture. New from this year there will also be a short one-month summer course for non-native speaking teachers.

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.

Salary Assistance Programme

Designed to help create new full-time teaching positions at universities or other HE institutions teaching Japanese, this programme provides 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 the 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 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.

Japanese Speech Contest Support Programme

Local non-profit groups can apply for grants of up to ¥150,000 to cover part of the cost of hall rental and prizes (cash prizes not allowed) for Japanese language speech contests. Japanese language teaching materials published in Japan can be sent as prizes within the scope of the programme.

The application deadline for all above programmes is Friday, December 1, 2000.



みなさん、こんにちは。9月です。
 新しい学年の始まりです。自分は
 将来、どんな仕事をしたいのだから。
 自分にはどんな仕事に向いて
 いるのだろう。新学年の始めに、
 自分の将来のことを考え、クラス
 で話し合うのはどうでしょうか。
 今回の teachers' page では、
 “careers and employment” をトピ
 ックに選び、いろいろな仕事につ
 いて考えてみました。
 ペアでもグループでも使うことが
 できます。ワークシートの中に入
 っていない仕事について、クラス
 で新しい活動を考えることもでき
 ます。

What better time to think about the future than at the beginning of a new school year? For this issue's Teacher's Pages, I have created a role play activity based on the topic *Careers and Employment*, to encourage your students to think about what kind of jobs they might be interested in. The worksheet on page 5 can be photocopied and used for pair and group work, and can also serve as a model for your students to create their own activity.

Talking about Careers

しょうらい しごと
 わたしの将来の仕事は？

Aims

- To revise vocabulary relating to jobs and personalities
- To practise sentence structures for expressing likes, skills and opinions
- To exchange ideas about jobs with each other through pair/group work

Level

Beginners (suitable for KS3 to GCSE level)

Skills

Multiple skill activity, particularly for speaking, listening and reading

Procedure

- 1 Drill the vocabulary in the table below.
- 2 Drill the following sentences in preparation for the activity. The underlined parts should be substituted for further practice.
 - わたしは いろいろな人に 会うのが 好きです。
 - わたしは りょうりを つくるのが とくいです。
 - わたしは しんせつで、やさしいです。
 - わたしは ゆうめいに なりたいです。

- 3 Organise students into pairs and distribute activity sheets.
- 4 One student takes the role of Career Advisor and converts the statement in the top left hand circle (marked 'start' on the worksheet) into a question which is then put to his/her partner. Depending on whether the answer is yes or no, the Advisor follows the arrows as indicated and continues to ask questions until he/she reaches one of the illustrations at the bottom of the page. He/she then gives career advice to his/her partner, using the following sentence patterns, varying the underlined parts appropriately:
 - ジョンさんの しごとは 先生が いいと 思います。
 - ジョンさんは 先生に なったほうが いいと 思います。
- 5 Students then swap roles and continue the activity.

Further extension

Once your students have become familiar with the sentence patterns and vocabulary on the worksheet, they should be able to continue the role play activity without referring to the sheet, and later, by making up their own questions. They can also devise their own worksheets, substituting different jobs.



VOCABULARY (additional to GCSE core vocabulary)			STRUCTURE
自分	じぶん	self	Verb dictionary form + の が 好きです / とくいです
先生	せんせい	teacher	
医者	いしゃ	doctor	Noun/Na Adjective + で、.....
	けいかん	policeman	
	かんごふ	nurse	I Adjective + くて、.....
	エンジニア	engineer	
	シェフ	chef, prof cook	
スポーツ選手	スポーツせんしゅ	sports player	
歌手	かしゅ	singer	
	いろいろな	various	
得意な	とくいな	skilful, good at	Verb ta-form + ほうが いいです
	まじめな	serious	
	ユニークな	unique	Plain form + と 思います
	あきらめる	to give up	
助ける	たすける	to help	
	なる	to become, to be	
一人で	ひとり	alone	
困っている人	こまっているひと	people in trouble	