

# みりえんだ

The Japan Foundation, Manila Nihongo Teachers' Newsletter



## Japan Experience

15 – 20 January 2017

by **Divinelinda Dela Cruz, Ed.D**  
Principal, San Antonio National High School

The 10 CJH Principals with the JF and JFM officers at The Japan Foundation head office in Tokyo

In 2008, Japanese Language and Culture was offered in Makati Science High School, my previous school, through the JENESYS / YJT Program. The relationship between the school and The Japan Foundation, Manila (JFM) flourished further when learning the Japanese language became a part of the school curriculum in 2009 under the Department of Education's (Bureau of Secondary Education) Special Program in Foreign Language (SPFL). When I was transferred to San Antonio National High School in 2013, I told Mrs. Cecilia Aquino about my intention of offering SPFL in my new school and luckily, last summer, two of my teachers were invited to attend the training "Course on Japan for High School / CJH Batch 4".

The invitation of the JFM to participate in a study tour for principals came at a very opportune time. We left for Japan on January 15 from the NAIA Terminal 2 to the Haneda International Airport. We then took the limousine bus bound for Kitaurawa station then walked to the Nihongo Kokusai Center (The Japan Foundation Japanese Language Institute, Urawa in Saitama).

On the first day, we met the administrative staff of the Nihongo Center and observed classes where teacher scholars worldwide learn the skills of teaching the Japanese language; we visited the library which contained numerous materials to aid the scholars in enhancing their skills.

After lunch at Ootoya, we took the train to Tokyo, and visited tourist spots – Asakusa, Skytree and Akihabara. After surviving the first day of long walks and train rides, I wondered if I could survive the next five more with the same routine – early morning and evening walks of more than 500 meters each. Not to mention that the very cold weather (winter) contributed to my hesitation of survival.

The following day, we visited The Japan Foundation headquarters; several JF officials / administrators discussed the history of the foundation and introduced Japanese Language

Education Overseas. The goals of the foundation are to support and promote Japanese language education, Japanese culture and arts, and intellectual exchange worldwide.

We then proceeded to Junten Gakuen Super Global High School where we observed English Language classes and had the opportunity to talk to several students. They are interested in learning English so that they could enroll in universities after senior high school or pursue studies abroad. Overseas trips are also organized and some students have been to the Philippines. They are considered Super Global High School as they provide practical experience through English education and international cultural exchanges with the aim of developing future leaders who are equipped with productive academic skills, global communication skills and interpersonal skills.

We traveled for 2 hours and 45 minutes to Kanazawa via bullet train, and visited the Tatsumigaoka High School. We participated in the English Language classes; after Senior High School, most of the students would go into sports, arts and music, while some plan to work with government offices.

We stayed overnight in Kanazawa where we experienced snow for the first time. On the following day, we visited Kenrokuen Park, Kanazawa Castle, the Gold Leaf, and learned how "sake" is produced.

My learning experience in visiting Japan is the discipline of the Japanese people. They focus on details and do not go against what is expected of them.

Lastly, after I survived five days of walking and riding trains, I have realized that walking is a healthy "habit". Now that I am back home, I will adjust my schedule to fit in a time for walking here as well.

Thank you very much to The Japan Foundation!



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# THE 25TH PHILIPPINE NIHONGO TEACHERS' FORUM

May 20, 2017  
(JICA Philippines Office Auditorium)



## Points to Ponder Over: Incorporating 「日本文化」 and 「日本事情」 in our lessons

The 25th Philippine Nihongo Teachers' Forum, entitled "Points to Ponder Over: Incorporating 「日本文化」 and 「日本事情」 in our lessons", was successfully held at the JICA Philippines Office Auditorium on May 20, 2017 (Saturday). The objective of the forum is mainly to provide reasons and methods for Filipino Nihongo teachers to integrate Japanese culture in their Nihongo classes. To achieve this goal, about 80 Nihongo teachers hailing from various areas in the Philippines gathered for the forum, which included a lecture, workshop, presentations, and sharing of ideas and teaching techniques.



### PROGRAM

- AM**
  - Lecture:** 「日本文化・日本事情の教え方について考える」  
Mr. Yasujiro Takei  
*Japanese Language Education Adviser,  
The Japan Foundation, Manila*
- PM**
  - Workshop:** 『みんなの日本語初級 I, II』を使った日本事情・文化紹介を考える  
Mr. Hideaki Ishida  
*Japanese Language Education Adviser,  
The Japan Foundation, Manila*
- Introduction of "MINATO"**
- EPA: Recruiting Japanese-language Instructors for the JPEPA program**
- Hail and Farewell Messages**
- Announcements**



## 44th NIHONGO SPEECH CONTEST

### Student Division

#### 1st Place

Ms. Quessy Faye Angeline O. Intrepido  
(Mindanao Kokusai Daigaku, Davao City)  
「本音と建前」  
"True Feelings and Public Face"

### Non-student Division

#### 1st Place & Grand Champion

Ms. Quincyanne Mari Y. Tampo  
(Advanced World Solutions, Inc., Cebu City)  
「ただ前へ、歩いていこう」  
"Simply Go Forward – Let's Walk Together"

## 9th NIHONGO QUIZ BEE FOR HIGH SCHOOL STUDENTS

### Grand Champion

Valenzuela City School of Mathematics  
and Science

### 2nd Place

Lourdes National High School

### 3rd Place

Makati Science High School

### Open Division

#### 1st Place & Outstanding Performance Award

Ms. Angeline C. Ygrubay  
(Alliance Software, Inc., Cebu City)  
「苦しみの中を歩くあなたへ」  
"To You Who Walks Through the Hardships"

#### Open Division 2nd Place & Outstanding Performance Award

Ms. Stephanie Michelle T. Magaway  
(Unmei Nihongo Center, Manila)  
「私のかげがえのない思い出」  
"My Irreplaceable Memories"

### Special Jury Award

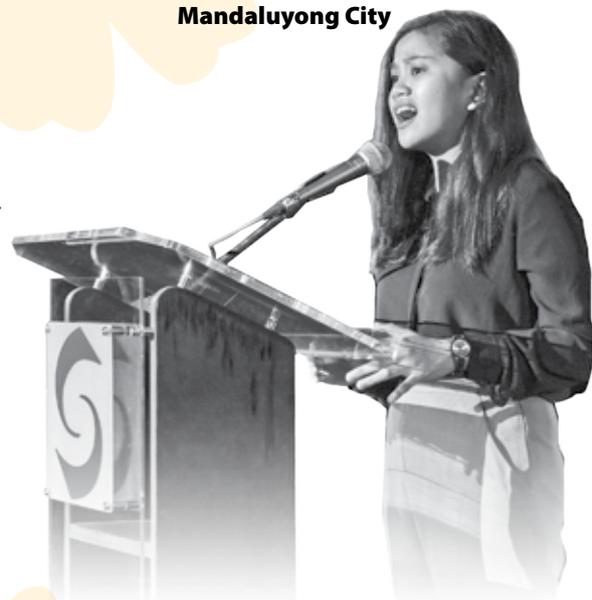
Ms. Leah P. Uytiongco  
(Nihongo Center Foundation, Manila)  
「遅咲きの私」  
"Late Bloomer"



February 25, 2017 (Saturday)

Shangri-la Plaza Mall, EDSA

Mandaluyong City



Ms. Quincyanne Mari Tampo - Non-student Division 1st Prize  
and Grand Champion of the 44th Nihongo Speech Contest

## KARATE DEMONSTRATION by the KYOKUSHINKAN Philippines

## STANDUP COMEDY PERFORMANCE by HPN3



2017 Nihongo Fiesta  
February 25, 2017

Japan Foundation, Manila  
Association of Filipino Nihongo Teachers (AFINITE)



The "NIHONGO Partners" Program endeavors to support local Japanese-language teachers and students by sending Japanese nationals predominantly to secondary education institutions in the 10 ASEAN countries.

## NIHONGO Partners Batch 4

July 2017 – March 2018



### ▶ PANGASINAN

**Hirota TOSHIOKA**  
(Mangaldan National High School)  
フィリピンの学生たちと何事も楽しく  
向上できるように頑張ります。

**Yukari SHIMOMURA**  
(Juan G. Macaraeg National High School)  
フィリピンの文化や生活のことをたくさん  
学びたいです！

### ▶ NATIONAL CAPITAL REGION

**Akira MATONO**  
(Florentino Torres High School)  
フィリピンの友達ができるようにがんば  
ります。

**Chiya MURATA**  
(Department of Linguistics,  
University of the Philippines, Diliman)  
アニメが大好きです。タガログ語の勉強  
をがんばります！

**Aika KOMATSU**  
(Department of Linguistics,  
University of the Philippines, Diliman)  
一緒に、楽しく日本語を勉強しましょう！

**Fusami ARAMAKI** (Sauyo High School)  
日本を大好きになっていただくために、  
頑張ります。

**Kensuke KIMURA**  
(Main school: Quezon City High School, Sub  
school: San Antonio National High School)  
お互いに良い経験・思い出となるように、  
一生懸命頑張ります！

**Mari YAGISAWA**  
(Main school: Pitogo High School, Sub  
school: Manila Science High School)  
第二の故郷となった大好きなフィリピンに  
恩返しをして、日本との架け橋になれる  
ように頑張ります！！

**Natsuka YANAGI**  
(Main school: Manuel A. Roxas High School,  
Sub school: Philippine Normal University  
Laboratory School)  
みなさんと一緒にすてきな思い出をつくり  
たいです。

**Shinya NISHIYAMA**  
(Carlos L. Albert High School)  
フィリピンのみなさんと一緒にたくさん  
のことを学びたいと思います。よろしくお願  
いします！

**Yukari TANAKA**  
(Main school: General Ricardo G. Papa, Sr.  
Memorial High School, Sub school:  
Makati Science High School)  
日本のことを楽しく学んでもらえるよう努  
力していきます！ よろしくお願ひします^^

**Momoko TAGUCHI**  
(Main school: Jose Abad Santos High School,  
Sub school: Valenzuela City School  
of Mathematics and Science)  
語学や料理などを通じてお互いの文化を  
教えあつていきたいです！

### ▶ CEBU

**Saki OKAMOTO**  
(Main school: Cordova National  
High School, Sub school:  
Marigondon National High School)  
日本をさらに知ってもらい、日本を好き  
になってもらえるようにがんばります！

**Takuto KAWASHIMA**  
(Buanoy National High School)  
日本語を通じたフィリピンと日本の  
文化交流。楽しんでやっていき  
たいと思います！

**Yuto NAKAHIRA**  
(Main school: Ramon M. Durano Sr.  
Foundation Sci-Tec Education Center,  
Sub school: Compostela Science  
and Technology High School)  
フィリピンで日本語を勉強しているみなさ  
んがもっと日本を好きになるようにがんば  
ります！ よろしくお願ひします！



## Sakura Network Projects

Projects in cooperation with the JFM through the Sakura Network Program

### 1st Philippine Kana Art Competition 2017 「Kana Con」

April 1, 2017

The Japanese Studies Program of the Ateneo de Manila University



### Let's Learn Japanese! University Caravan in Tacloban

にほんごでまなぼう！ Taclobanで大学キャラバン

March 11-12, 2017

International Studies Department, De La Salle University and the Division of Humanities, UPV Tacloban College



### Nihongo Forum for Teachers and Aspirants

"Encourage, Pursue and Enhance Japanese Language Teaching for Teachers and Aspiring Individuals"

February 18, 2017

Mindanao Kokusai Daigaku



### UP Cultural Festival

March 11, 2017

UP Department of Linguistics, UP Diliman



Through collaborating with Sakura Network members around the world and offering grant programs for their Japanese-Language Education events/projects, the Japan Foundation aims to further improve the quality of Japanese Language Overseas and provide a venue for Japanese Studies to more people across the globe.

## The 9th batch of EPA based Filipino Nurse and Certified Care Worker Candidates

November 2016 – May 2017

The Preparatory Japanese-Language Training for Filipino Nurse and Certified Care Worker Candidates under the Economic Partnership Agreement (EPA) is held annually from November to May.

The training for the 9th batch ended on May 19 and a total of 315 candidates worked hard to complete the course.

The Japan Foundation, Manila (JFM) is recruiting Filipino Japanese-Language Lecturers for the next batch. For inquiries, please contact us by email: [epa.ph.2017@gmail.com](mailto:epa.ph.2017@gmail.com)



Each candidate received a certificate from Mr. Hiroaki Uesugi, Director of the JFM



Closing ceremony held at TESDA

## Japanese Speakers' Forum 2017 in the Philippines

### A warm welcome to the first student participants from Japan!

#### 1. OVERVIEW

The Japan Foundation and the Kamenori Foundation are co-presenters of the Japanese Speakers' Forum (JS Forum), initiated in order to create a model of Japanese language education, to develop a network of Japanese Speakers in secondary education and to promote mutual understanding among youths in Asia. The JS Forum provides both learners and teachers a platform to interact and share with each other experiences in studying the Japanese-language and to further enhance 21st century skills – ability to learn and grow independently, collaborative skills, ability to think independently and presentation skills.

In echoing with the objectives of the JS Forum, the Japanese Speakers' Forum Philippines 2017 provided the opportunity for students and teachers in the Philippines to interact and discuss local as well as global issues and to communicate using their common languages - Filipino, English and Japanese. With this year's theme focusing on Indigenous and Current Innovations on Disaster Risk Reduction and Management, the participating students were tasked to create "A I U E O Bousai (DRR) Cards" that aimed to reach as many people as possible in raising awareness about disaster mitigation in communities based on lectures and field research conducted during the forum. The Filipino students were joined by 10 Japanese high school students who visited the Philippines during the time of the forum. The teachers' program involved the creation of a rubric to evaluate collaboration

skills and at the same time, they also observed the students.

In line with the program, Philippine representatives will be selected among the participants to join the Japanese Speakers' Forum 2017 in Japan.

**2. DATE:** January 25 – 27, 2017

**3. VENUE:** Marikina Hotel and Convention Center

**4. PARTICIPANTS:**

- Students: 40 (Philippines: 30, Japan: 10)
- Teachers: 15
- JS Forum Core Group Teachers: 4

**5. LECTURERS:**

- Mr. Tatsuya Hada (JICA volunteer dispatched to the Kalibo Disaster Risk Reduction and Management Office)
- Mr. Terence June T. Toriano (Kalibo Disaster Risk Reduction and Management Office)
- Ms. Fatima Gay J. Molina (Center for Disaster Preparedness)

#### CJH Update

The enTree 2 Course (E2), being participated by the 4th batch of CJH teachers, has started this April 2017. The Follow-through Training Sessions will be held once a month in Manila & Cebu.

#### Other CJH-related Activities (2017-2018)

**CJH Pedagogy Seminar:**  
July 22 & November 11 (Manila)  
July 15 & November 18 (Cebu)

**Japanese Speakers' Forum in Japan:**  
August 17 – September 1 (Teachers' program)  
August 21 – September 1 (Students' program)

**Philippine Japanese Speakers' Forum:**  
January 24 – 26, 2018 (tentative)

**Nihongo Quiz Bee:**  
February 17, 2018 (tentative)

\*CJH: Course on Japan for High School Classroom Instruction; Teacher Training Program for Public High School Teachers under the Special Program in Foreign Language: Japanese of DepED-BCD



#### 「私の工夫」 How do I apply the enTree method in class?

**School:** Abellana National School  
**Principal:** Dr. Emelita T. Lanaria  
**Teachers:** Alexandra L. Villasor  
Almaluna C. Lumapac  
**Grade levels:** Grade 9 / Grade 10 (95 students)

Since we are both language teachers (English and Filipino teachers), our approach in teaching Nihongo is no different from our subject specialization. We can say that the Communicative Language Approach (CLT) is evident in our Nihongo classes. We impart to our students not only the meaning of individual words and sentence patterns but we also incorporate meaningful learning activities where students can enhance and use their newly acquired language skills.



The enTree lessons are very helpful not only to us teachers but also to our students. It provides us a teaching-learning environment wherein both teachers and students learn through interactive group activities. It does not only make our classes meaningful, but also fun and exciting.

\*enTree - Halina! Be a NIHONGOJIN!! - is a resource-type teaching material designed by The Japan Foundation, Manila to respond to the need for developing human resources who possess Japanese communication skills. This teaching material aims to allow the students to find their personal goal, learn about the world and themselves, and achieve self-growth while accomplishing their particular goal. One special feature of enTree is that it seeks to enhance not only the learners' language ability, but also their intercultural competency.



Field Research



Fellowship hour (Fashion show)



AIUEO Bousai Cards created by the students



Group work

The annual Japanese Speaker's Forum Philippines serves as evidence to the strong ties between the Philippines and Japan. It is a venue where Filipino and Japanese students can freely interact with each other and express their ideas. I am very fortunate to take part and witness this year's Japanese Speaker's Forum Philippines.

The annual event gave both Filipino students and Japanese students the opportunity to understand more about the similarities and differences of their countries. It was amusing to see how the kids worked together harmoniously despite the fact that they came from different parts of the world. The participants had fun together while working on their activities, and together, they were able to accomplish a bigger and better goal.

The forum was a good source of relevant knowledge that they can apply in real-life situations. The participants were asked to create a "Bosai Card" throughout the 3-day forum. They've conducted interviews with the disaster survivors and also visited the Marikina City command center. Through these activities, the students were able to get a picture of the scenarios that take place

during disasters and the danger it can bring to people.

These activities widened their horizon in terms of what disasters are all about. It improved their communication, planning and research skills, and showcased their independence, leadership, teamwork and interpersonal skills. They were able to show compassion and acquire new learnings through listening to other people's experience, and they were also able to utilize their talents and creativity through their output and presentation.

The Bosai Cards they've created will not just serve as a mere product of their hard work, but also as an evidence of their awareness about the Philippines and Japan disaster preventive measures.

As a teacher participant, at first I didn't expect much because I thought that the forum was solely focused on the students' activities. However, the Japanese Speakers Forum staff and core teachers have prepared activities for teachers that may be useful in our profession as well. We were able to improve our critical thinking skills, organizing skills and observation skills while making the rubric for collaboration. Though rubric is a common tool of assessment,

designing it was quite a challenge. We have made a lot of revisions before we came up with the final rubric. It would have been a difficult task, but the teacher-facilitators guided us enthusiastically. I think this activity was more beneficial for us as I was able to establish connection with other Nihongo teachers in the Philippines. Hearing about their experiences made me think about how I can improve my skills. It was inspiring to see how dedicated and passionate the teacher-participants were.

Now, I am more appreciative of how a single language has become so powerful that it can bind and connect people to one another. I realized that it is only through communication that we can build a brighter future for our country. Teaching Nihongo doesn't mean that we only have to teach our students grammar and new vocabulary. We should also teach them that learning a language can break barriers among nations and its people. I am privileged to have been chosen as a member of the JSF core teachers. I am looking forward to sharing my knowledge and taking part in this extraordinary activity in the following years as well. **(Charry S. Sarmiento / Pitogo High School)**

**School: Adlaon National School**  
**Principal: Jesusima B. Jumalon**  
**Teachers: Lixie I. Daño / Janet B. Arceo**  
**Grade levels: Grade 8 / Grade 9 (70 students)**



Adlaon National High School is located 33 kilometers from the heart of Cebu City. It is a mountain school, yet a blessed one to be chosen as part of the Department of Education Special Program for Foreign Languages - Japanese. In handling our Nihongo class, we use approaches such as the 4As, deductive method, inductive method, and guided discovery. We use rubrics in some cases like role playing, pair and group report, and other related presentations. Students are also given tasks to review the knowledge acquired throughout the day together with their peers. In order to prevent the students from getting bored and stuck inside the four walls of the classroom, we do tree planting, waste segregation, material recycling, herbal and vertical gardening as part of the advocacy of the school's greening program.

**School: Manuel A. Roxas High School**  
**Principal: Fernando B. Orines**  
**Teacher: Maria Katrina A. Magboo**  
**Grade levels: Grade 7 / Grade 8 (131 students)**



I meet my students four hours a week. In teaching the Nihongo class, I make sure that I'm following the lesson plan and that I do not deviate from the objectives of the lesson.

The first quarter served as an adjustment period to all of us. We established rules and routines during this period, but as the sessions progressed, I could see that the students were learning and enjoying not only the Japanese language, but also its culture. Using a semi-direct approach in teaching is quite effective for these young learners. I think it helps the students understand the lessons more as compared to using mainly Japanese as the mode of instruction. Also, the use of visual aids such as picture panels and flashcards, and different kinds of enjoyable activities helped the students to discover new things about the Japanese language and culture. I look forward to seeing my students once more and fueling their curiosity for the Japanese language and culture through enTree.



### YATTE MIMASEN KA?

## 「学習者が自分で考える会話の導入」をやってみよう!

by Yasujiro TAKEI

In this article, I will be presenting 「学習者が自分で考える会話の導入」, the introduction of a conversation which was thought of by the students themselves. みなさん, how do you introduce the conversation portions of the 『みんなの日本語』 textbook? I believe there are quite a lot who would say that they let the students listen to the CD, watch the DVD or read the script while listening to the CD first before they explain the meaning of the conversation. I also believe there are several who would say that they want to try a different method, but in reality, they think that "It takes up too much time, so I'm okay with my current method." But now, I will present a method which is easy and not time-consuming.

例) This method is applicable to any lesson (10-20mins)

使用テキスト等『みんなの日本語初級 I 本冊』ISBN4-88319-102-8

『みんなの日本語初級 I 練習C・会話イラストシート』ISBN-10: 4883191494

『みんなの日本語初級 I CD4枚セット』ISBN-10: 4883192938

『みんなの日本語初級 I 会話DVD』ISBN-10: 4883195325

※ This method is also usable for 『みんなの日本語初級 II』.

※ Caution: There may be differences between the content of the First and Second Edition of 『みんなの日本語』.

#### Things to prepare

- ① Photocopy the illustrations in the 『みんなの日本語初級 I 練習C・会話イラストシート』 and cut accordingly.  
(Erase the number at the top-right) ※ Each lesson has 3~4 illustrations
- ② Photocopy the script and cut the line of each speaker.

#### 授業の進め方 PROCEDURE OF THE LESSON

TIME	ACTIVITY	POINT
3-5min.	① 「それでは会話を聞く前に、この絵を見てください。」 ※ Distribute the illustrations per person / group  ② 「少し、絵を見てください。これからCDを聞きます。 絵を会話の通りに並べてください。」 ※ Arrange the illustrations while listening to the CD ※ Let the students listen to the conversation once more if there are any requests to do so	※ If there are any unclear or confusing illustrations, confirm with the students regarding the meaning of the illustrations before playing the CD.  ※ The students would be able to roughly understand the content of the conversation by arranging the illustrations in their proper order.
5-10min	③ 「では、もう1度聞く前に、バラバラにしたスクリプトを配ります。絵を見ながら、順番に並べてください。」 ④ 「ではもう1度聞きます。順番が合っているか確認してください。」 ※ Listen to the CD again. Additionally, let the students listen to the CD once more if there are any requests to do so.	※ The students would be able to understand the details of the conversation by arranging the script according to their proper order.
2min.	④ 「最後にDVDを見ましょう。」	※ The students would be able to further understand the contents of the conversations by watching the details of the situation / setting as shown in the DVD.
2min.	⑤ 「内容について質問するので教えてください。」	※ Confirm whether the students have understood the conversation. A simple Q&A would be good. Students are basically able to understand the contents through the above mentioned steps ①~④.

As compared to when the teacher explains the lesson immediately, it is harder for students to forget when they have deduced the meaning on their own. Also, there are cases when the lesson becomes more difficult when the teacher one-sidedly explains the vocabulary, grammar and expressions in the conversation.

Once the students get used to this method, it is possible to go through steps ①~⑤ in approximately 10 minutes.

The main point of this method is to gradually step up from the easier tasks to the more difficult tasks.

ぜひ一度やってみてください!

## Hello!!!

### SHINTANI CHIKA

みなさん、はじめまして。新谷知佳(しんたに ちか)と申します。大阪から来ました。セブで働きます。シーフードが大好きです。どうぞよろしくお願いいたします。



### JOJI IKEZU

はじめまして、池津文司(いけづ・じょうじ)と申します。これまでパプアニューギニア、タイ、インドネシア、インド、ロシア、ブラジル、エジプトにそれぞれ3~4年派遣され、フィリピンは8か国目です。美味しいものとダイビングが好きなので、フィリピンに來られて本当に幸せです。どうぞよろしく。



### SATOMI MIYAZAKI

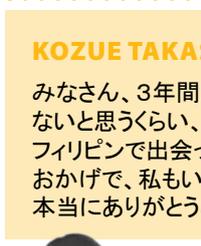
はじめまして。宮崎さとみ(みやざきさとみ)です。2017年1月10日にマニラに來ました。南国は初めてです。EPA担当です。まだフィリピンのことがよくわかりませんが、食べ物がおいしいですね。シニガンとカラマンシーがとても気に入っています。どうぞよろしくお願いいたします！

## Goodbye...



### AKIKO ISHIKAWA

2年間フィリピンで楽しく仕事や生活ができたのは、みなさんのおかげです。ありがとうございました。EPAをはじめ日本語がだいすきなフィリピン人のみなさんが、これからも楽しくすごせるようにねがっています。お元気で！



### KOZUE TAKASU

みなさん、3年間お世話になりました。日本に帰りたいと思うくらい、楽しく充実した3年間でした！フィリピンで出会った先生や生徒、関係者のみなさんのおかげで、私もいつも笑顔ですごせました♡本当にありがとうございました！ Daghang salamat!!



### FLORINDA PALMA GIL

JFM, Dept. of Linguistics, UP Diliman, CJH Teachers, AFINITE, DedEd-SPFL, to all Nihongo teachers I've met and worked with, and to all my beloved students, my deepest thanks and love to all of you who gave me the opportunity and support to grow as a Nihongo teacher and as a person. 皆様大変お世話になりました。Nawa'y ipagpatuloy po natin ang pagtayo ng bandila ng Pilipinong guro!



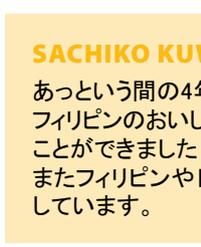
### NAOKO HAYAKAWA

フィリピンで働くこと、遊ぶこと、食べること、みなさんと勉強すること...5年間、たっぷり楽しみました。みなさんとたくさん笑ったこと、忘れません。いつまでも笑顔でお元気で！ Hanggang sa muli! Maraming maraming salamat po!



### PHYLLIS KIMBERLY TANMO (キミー)

Thank you for the past 2 years and 9 months, everyone! 本当にお世話になりました。皆さんのおかげで、色々ないい経験ができ、素晴らしい2年9ヶ月間でした。これからも日本語教育関係のイベントでまたお会いしましょう！



### SACHIKO KUWANO

あっという間の4年4か月でした。みなさんの笑顔とフィリピンのおいしい料理のおかげで元気に楽しく過ごすことができました♪ Maraming salamat po! またフィリピンや日本でお会いできるのを楽しみにしています。



## URAWA Update

The program is designed to provide teachers of the Japanese-language working abroad an opportunity to improve their Japanese language skills and teaching methodology and to deepen their knowledge of Japan. It is being conducted at The Japan Foundation Japanese-Language Institute in Urawa, Saitama, Japan



**Ms. Maria Cielo Sales**  
(Miriam College – Middle School Dept.)  
2016 Participants of the Long Term Teacher Training Program at a Cultural Trip in Nikkou, Japan



**Ms. Chiara Marie Caballero**  
(Mindanao Kokusai Daigaku, Davao)  
Participants from Indonesia, Vietnam, Myanmar, Nepal, Brazil, Madagascar, Tajikistan and the Philippines went to Kamakura to watch Yabusame (traditional Japanese archery) and visit the Kamakura Daibutsu (Great Buddha) on October 2, 2016 First row: Ms. Caballero (first from right), Ms. Sales (second from right)



**Ms. Marilou Ubiña**  
(Philippine Normal University – Institute of Teaching and Learning)  
Ms. Ubiña with Indonesian co-trainees before watching Kabuki at the National Theatre, Tokyo (Kokuritsu Gekijou) on January 20, 2017

# Sensei no Wa

先生の輪

先生の輪は、日本語教師の交流の場です。もっと楽しく、もっとおもしろく一緒に日本語教育について勉強しましょう！

## Group work

"Sensei no Wa" is open to both experienced and neophyte Japanese-language teachers, and offers a platform for information exchange with one's peers. It is for the further encouragement of Japanese Language Education and aims to support professional enrichment and network expansion through interactive learning.

Let's join  
Sensei no Wa



### Importance of 聞く力 (きくちから) in Conversations



#### Ms. Maristel Miguel

(Japanese-Language Lecturer of the Marugoto Course and the EPA Program, The Japan Foundation, Manila & Grantee of the JF Short-Term Training Program for Foreign Teachers of the Japanese Language July-August 2016)  
February 2, 2017

### Using the INFORMATION GAP principle to make our 導入 (どうにゅう) and 基本練習 (きほんれんしゅう) more communicative



#### Mr. Yasujiro Takei

(Japanese Language Education Adviser, The Japan Foundation, Manila)  
April 21, 2017

## OSHABERI SALON

おしゃべりサロン

"Oshaberi Salon" is a free event for Nihon enthusiasts held at the Japan Foundation, Manila. During each session the participants try to complete a task on their own or collaborate with others using Nihongo. The participants not only discover something new about Nihon or Nihongo, but they can also try their Nihongo, get a lot of inspiration, and form a new network. If you know someone who is a Nihon enthusiast, "Oshaberi Salon" might be ideal!



### アニメの日本語 Japanese in Anime

March 3, 2017

### Introduction to Japanese Culture: Calligraphy

March 11, 2017



### Basic Conversational Japanese for Travelers

March 18, March 25 & April 1



### The Japan Foundation's Nihongo Teacher Grantees (FY 2017-2018)

#### Long Term Training Program

September 5, 2017 to March 2, 2018

- ▶ Ms. Christine Joy Cabahug  
- Davao City National High School (Davao)
- ▶ Ms. Joan Gracy Escondo  
- The Japan Foundation, Manila (Metro Manila)

#### Short Term Training Program - Summer Course

June 27, 2017 to August 17, 2017

- ▶ Mr. Josef Orillo  
- Nihongo Center Foundation, Inc. (Metro Manila)

#### Short Term Training Program - Winter Course

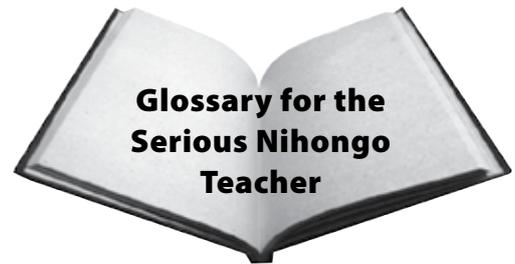
January 10, 2018 to March 3, 2018

- ▶ Mr. Clark John Coronado  
- Philippine Nikkei-jin Kai - International School (Davao)
- ▶ Mr. Frederick Go  
- Nihongo Kyoiku Tutorial Services (Metro Manila)



# わら 笑う

by Sachiko Kuwano



**Glossary for the  
Serious Nihongo  
Teacher**

フィリピンのみなさんは本当に明るいですね！

いつも笑顔で、友だちや家族が集まると本当によく笑いますね！

日本語には笑っている様子を表すオノマトペ(擬音語・擬態語)がありますが、いくつ知っていますか？

クイズにチャレンジしてみましょう！ 次の 1)から 4)のオノマトペの意味を A~D から選んでください。

- 1) にやにや      A. 楽しそうにほほえんでいる様子
- 2) げらげら      B. 悪いことを考えながら声を出さずに笑う
- 3) にこにこ      C. 聞こえないように小さく笑う
- 4) くすくす      D. 声を出して大きく笑う



今度、自分やまわりの人がどんな笑い方をしているのか観察してみませんか？

こたえ 1) B 2) D 3) A 4) C

## From The JFM LIBRARY

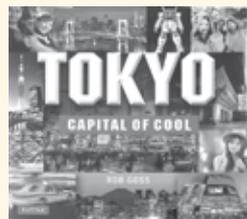
Be part of the  
growing family  
of the JFM library;  
sign up now for membership!

The library is open to  
researchers/borrowers from  
10:00 a.m. - 7:00 p.m.,  
Mondays to Fridays, and from  
9:00 a.m. - 1:00 p.m. on Saturdays.  
It is closed on Sundays & Holidays.  
Please present an ID card  
at the Charging Desk.

For those who wish to become  
Library members or want to know  
more about the library, visit  
[www.jfmo.org.ph/about\\_us\\_library](http://www.jfmo.org.ph/about_us_library)  
or call (02) 811-6155 to 58.

Japan is a popular destination for its amazing culture that is both intriguing and mesmerizing to travelers. A visit to the finest places in Japan would surely be a fulfilling experience for those who are able to witness its beauty.

Before planning a trip to Japan, one might be interested in checking out new books released by Tuttle Publishing for tourists who would like to familiarize themselves to Tokyo and Kyoto - two of the most popular destinations in Japan.



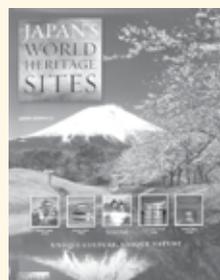
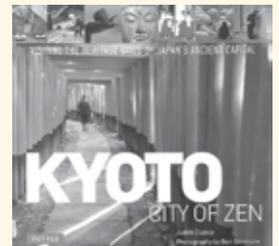
### Tokyo: Capital of Cool by Rob Goss

Tokyo is the capital of Japan, and for the author, Rob Goss, it is a city that never ceases to amaze him. This book can take readers from Tokyo's more traditional east side to Tokyo's western district, which is all about high-end fashion and modern architecture. Uncover why Mr. Goss deems Tokyo as one of the most distinct cities on earth.

### Kyoto: City of Zen by Judith Clancy

Through this book, Judith Clancy takes readers around Kyoto and its beautiful tourist spots. Included in the list of tourist spots are Kyoto's heritage sites, which are definitely must-go destinations for those who would like to experience deeply ancient Japan.

Read this book and find out more about Kyoto's shrines and temples, parks and gardens, food, and traditional arts and crafts as presented in colorful photographs.



### Japan's World Heritage Sites by John Dougill

Illustrated in this book are the 17 designated World Heritage Sites of Japan. For Japanese culture enthusiasts, this book is a great source for discovering the countless beauty of Japan. The featured places contain detailed information for visitors.

The above books, along with other travel-related materials, are available for viewing at The Japan Foundation Library. Pack your bags and prepare a bucket list of things you would like to do while in Japan.

# JFM Courses & Workshops

July 2017 to January 2018

## COURSES FOR NIHONGO TEACHERS

### Practice Teaching (PT) in Manila

September 2, 3, 16, 17, 30  
(Saturday & Sunday) 11 hours  
September 16 9:00 a.m. – 4:30 p.m.  
September 17 8:30 a.m. – 12:30 p.m.  
Venue: The Japan Foundation, Manila  
Tuition: Php 800

### 日本語教師のための初中級日本語3

Pre-Intermediate Nihongo for Japanese Teachers 3  
January 24, 2018 – February 21 (Wednesdays)  
6:20 – 8:30 p.m. 10 hours  
Tuition: Php 750

## COURSES FOR NIHONGO LEARNERS

### Marugoto Moji Course

July 10 – August 9 (Mondays & Wednesdays)  
6:20 – 8:00 p.m. 15 hrs.  
Tuition: Php 2,400

### Marugoto Pre-Intermediate (A2/B1) Module 1

July 13 – August 22 (Tuesdays & Thursdays)  
6:20 – 8:30 p.m. 24 hrs.  
Tuition: Php 4,680  
(Inclusive of textbook)

### Marugoto Elementary 1 (A2) Module 1

August 23 – October 4 (Mondays & Wednesdays)  
6:20 – 8:30 p.m. 24 hrs.  
Tuition: Php 4,500  
(Inclusive of textbook)

### Marugoto Pre-Intermediate (A2/B1) Module 2

September 5 – October 12 (Tuesdays & Thursdays)  
6:20 – 8:30 p.m. 24 hrs.  
Tuition: Php 3,800  
(For those without textbook, + Php 880)

### Marugoto Elementary 1 (A2) Module 2

October 17 – December 12 (Tuesdays & Thursdays)  
6:20 – 8:30 p.m. 24 hrs.  
Tuition: Php 3,800  
(For those without textbook, + Php 700)

### Marugoto Starter (A1) Module 1

October 23 – December 6 (Mondays & Wednesdays)  
6:20 – 8:30 p.m. 24 hrs.  
Tuition: Php 4,400  
(Inclusive of textbook)

### Marugoto Pre-Intermediate (A2/B1) Module 3

October 24 – December 14 (Tuesdays & Thursdays)  
6:20 – 8:30 p.m. 24 hrs.  
Tuition: Php 3,800  
(For those without textbook, + Php 880)

### Marugoto Intermediate (B1) Module 1

January 8 – February 21 (Mondays & Wednesdays)  
6:20 – 8:30 p.m. 28 hrs.  
Tuition: Php 5,620  
(Inclusive of textbook)

### Marugoto Starter (A1) Module 2

January 10 – February 19 (Mondays & Wednesdays)  
6:20 – 8:30 p.m. 24 hrs.  
Tuition: Php 3,800  
(For those without textbook, + Php 600)

### Marugoto Elementary 2 (A2) Module 1

January 16 – February 22 (Tuesdays & Thursdays)  
6:20 – 8:30 p.m. 24 hrs.  
Tuition: Php 4,500  
(Inclusive of textbook)

### JLPT Interactive Lecture & Exercises

N5 October 28 (Saturday) 9:00 a.m. – 12:30 p.m.  
N4 October 14 (Saturday) 9:00 a.m. – 12:30 p.m.  
N3 October 21 (Saturday) 9:00 a.m. – 12:30 p.m.  
Tuition: Php 200

## REGULAR EVENTS (FREE ADMISSION)

### Sensei no Wa

August 11 (Friday), November 25 (Saturday),  
January 19 (Friday)  
6:30 – 7:30 p.m.

### Oshaberi Salon

July 14, September 8, November 10,  
January 12 (Fridays)  
6:20 – 8:00 p.m.

The above schedules are tentative. Please check the JFM website ([www.jfmo.org.ph](http://www.jfmo.org.ph)) or Facebook page ([www.facebook.com/jfmanila](http://www.facebook.com/jfmanila)) for updates.

## THE 1st JAPANESE LANGUAGE PROFICIENCY TEST 2017 July 2, 2017 (Sunday)

Number of Applicants

	N1	N2	N3	N4	N5	Total
Manila	142	381	478	2,066	1,314	4,381
Cebu	6	26	74	144	181	431
Davao	16	67	76	177	581	917
<b>Total</b>	164	474	628	2,387	2,076	5,729

## THE 2nd JAPANESE LANGUAGE PROFICIENCY TEST 2017

December 3, 2017 (Sunday)  
Manila, Cebu, Davao

Online registration period:  
July 25, 2017 – August 29, 2017

Please visit the JFM website  
([www.jfmo.org.ph](http://www.jfmo.org.ph))  
or Facebook page  
([www.facebook.com/jfmanila](http://www.facebook.com/jfmanila))  
for updates.

## PHILIPPINES-JAPAN FRIENDSHIP MONTH 2017

June 17 – July 28

### MANGA HOKUSAI MANGA EXHIBITION

Ateneo Art Gallery

June 30

"Exhibiting Manga: Intentions, Difficulties, and Potentials" by Dr. Jaqueline Berndt (Stockholm University)  
"Making Manga: Basic Manga Creative Process Workshop" by Tintin Pantoja  
"Manga and the 'Manga-esque': Shifting Definitions and Perspectives" by Dr. Karl Cheng Chua

July 15

June 20

July 1 – Aug 29

### 20TH JAPANESE FILM FESTIVAL | EIGASAI

Features twenty films of various genres to be screened across major cities

July 1, Aug 5

July 6 – 16

July 21 – 23

July 26 – 30

Aug 2 – 6

Aug 16 – 19

Aug 25 – 29

TBA

TBA

Cultural Center of the Philippines  
Shangri-La Plaza, Mandaluyong City  
Abreeza Mall Cinema, Ayala, Davao  
FDCP Cinematheque-Davao  
Ayala Center, Cinema, Cebu  
UP Film Institute, Quezon City  
FDCP Cinematheque-Iloilo  
Baguio  
Bacolod

For updates, please follow the official Facebook page: [#eigasaiPH](https://www.facebook.com/eigasaiPH)

July 8

Shangri-La Plaza, Mandaluyong City  
Director Ryota Nakano talks about his film "HER LOVE BOILS BATHWATER"

July 8

### 2017 J-POP ANIME SINGING CONTEST (GRAND FINALS) (1PM-5PM)

Skydome, SM North EDSA, Quezon City

July 13 – 14

### ORIZA HIRATA THEATER WORKSHOP AND LECTURE

CCP, Manila

In collaboration with the Cultural Center of the Philippines and Tanghalang Pilipino

Aug 31 – Sept 3

### 11TH INTERNATIONAL SILENT FILM FESTIVAL MANILA

Shang Cineplex, Shangri-La Plaza, Mandaluyong City

Featuring a rare performance by Japanese benshi or silent film narrator Ichiro Kataoka, accompanying Yasujiro Ozu's silent gangster film DRAGNET GIRL (1933)  
In collaboration with Goethe Institut Philippines and Instituto Cervantes and other institutions

\*The program is subject to change without prior notice.

For latest updates, please check

The Japan Foundation, Manila Facebook page.  
([www.facebook.com/jfmanila](http://www.facebook.com/jfmanila))

The 26th  
Philippine Nihongo  
Teachers' Forum  
October 14-15, 2017  
WATCH OUT FOR DETAILS!

Merienda!  
みりえんだ

The Japan Foundation, Manila Nihongo Teachers' Newsletter

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