

みりえんだ

The Japan Foundation, Manila Nihongo Teachers' Newsletter

みりえんだの読者のみなさん、こんにちは！

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Magandang araw po sa inyong lahat!

国際交流基金マニラ日本文化センター所長の、上杉啓明(うえずぎ ひろあき)です。「初めまして」の人も、「お久しぶりです」の人もいらっしゃると思います。

私は、2000年から2005年にも、同じく国際交流基金マニラ日本文化センターで仕事をしていました。Balikbayan です。10年ぶりにまたマニラに戻ってくることができて、大変嬉しく思います。

私が以前マニラにいた時と比べて、日本語を勉強している人の数は大きく増えています。ですから、日本語の教師が果たす役割はますます大切になっていきます。皆さんが正しい日本語を、わかりやすく、そして楽しく教えるために、この「みりえんだ」が少しでも役立つことになれば、嬉しいです。

2016年は、フィリピンと日本が国交を正常化してからちょうど60年になる節目の年です。この記念すべき年に、フィリピンと日本の関係がより良いものになるよう、一緒にがんばっていきましょう！！



Hiroaki Uesugi
Director
The Japan Foundation, Manila

I feel truly honored and pleased to be able to work here in the Philippines again!

I was the Assistant Director of the The Japan Foundation, Manila from 2000 to 2005. At that time, I never imagined that I would be back.

As the number of Filipinos who study the Japanese language is increasing, Nihongo teachers play a more and more significant role in Japanese Language Education nationwide. Therefore, it is essential for teachers to be engaged in gaining deeper knowledge and enhancing their teaching skills.

I believe "Merienda" is of big assistance in enriching teaching ability.

This year-2016, marks the 60th anniversary of diplomatic relations between the Philippines and Japan. On this memorable year, let us work together hand-in-hand towards better mutual understanding and friendship between our countries!!!

The 22nd Philippine Nihongo Teachers' Forum

Through the cooperation of The Japan Foundation, Manila and the Association of Filipino Nihongo Teachers (AFINITE), the **22nd Philippine Nihongo Teachers' Forum** was successfully held at the University of the Philippines, Diliman on November 14 & 15, 2015. Around 70 Filipino Nihongo teachers, some from as far as Davao in the south and Baguio in the north, gathered for the 2-day forum entitled **"Rethinking & Innovation Assessment Tools for Nihongo Classes"**. The program included a lecture, workshop, poster presentation, and sharing of ideas about assessment and activities. (Please refer to page 2 for more details on the event.)



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"Rethinking and Innovating Assessment"

Review from the participants

With the K-12 program set in motion, the increase in interest in manga, cosplay, ramen, tonkatsu, etc., the leniency in obtaining tourist visas, the reality of the much needed manpower to cater to the needs of Japanese society including the 2020 Olympics, Nihongo education has become the most sought-after language in the country. With this emerging trend, we Nihongo teachers are faced with a more challenging task and this forum's theme on assessment is a manifestation that Nihongo teaching has become more critical. It opened new perspectives on this other role of Nihongo teachers. Portfolio writing was new and a nice idea to guide the participants to attain the overall objective of the forum. In Prof. Metila's lecture, Rubrics, a new and fuzzy concept for many teachers, caught the most attention. Parallel sessions gave examples on various means of assessment in the classroom, while the afternoon workshop gave a chance to know other participants, gather opinions to create and do a poster presentation on a practical form of assessment.

Day 2 encouraged teachers to let students become performers in class for a livelier environment. Mr. Shingo Usami's (Happy Family Plan DVD) approach of family interview portraying various characters while expressing emotions was quite fun. The assessment points used for proficiency, communication and collaboration skills per family member was a nice reference.

As we evolve in our profession by creating various assessment tools, at the end of the day, we are left with one question - and that is, did our students really learn from us? With this, perhaps, we can start assessing ourselves as well to see if we are worthy to be teachers to these students who are "hungry" for Nihongo.

The Philippine Nihongo Teacher's Forum which I attended last November 14 and 15 served as a refresher and reference for me and other co-teachers at Fujitsu Ten in teaching Nihongo. The forum gave us many ideas on how to conduct classes in a fun and interesting manner.

I attended "Learning Kanji Through Student's Preferences" during the parallel session, and I agree with the speaker's point of view that it is easier to learn something if incorporated with personal experience. I actually apply that learning experience when teaching vocabularies to my students. I let students choose a vocabulary which they can relate to, choose a picture that will match the vocabulary and present it to class. I also find the "Level-Up and Reach the Top!" session very interesting as it taught me new ideas to make learning fun for students by performing different tasks to level up. And lastly, I really appreciated the games and ice breakers during the Drama Activities on the 2nd day. I will definitely use it as I teach Shinjin class in my work place. There were many activities that were introduced, but I was only able to remember

some of them. I wished we were given the list of activities and its guidelines during the session.

I also liked the light, friendly and willing to learn atmosphere of teachers who participated in the forum. At first I was shy to participate especially during the Drama Activities on the 2nd day. But when I looked at the participants, they were all enthusiastic and they actively participated in the activities that the speaker asked us to perform.

Although there were some teaching methods which I think are not applicable to me as a Nihongo teacher in a Japanese company, overall, it was a very nice experience to learn and meet other Nihongo teachers.



Manna S. Dominguez

Ms. Dominguez has been teaching Nihongo at Fujitsu Ten Solutions Philippines for more than four years, and it is actually her first Nihongo-related job. She teaches Shinjin (N5), Level 3 (N4) and Level 2.5 (N3) classes. She was inspired to learn Nihongo because of her interest in anime and was motivated more when she was selected as the representative for the Japanese Language Program for Overseas Outstanding Japanese Language Students sponsored by The Japan Foundation in 2010.



Maria Eleanor B. Tanteo

Ms. Tanteo is a graduate of BSHRM and is currently finishing Master-Tourism Mgt. in PWU as well as Training Methodology in TESDA. She teaches Nihongo in several training centers and Japanese companies.

PROGRAM

Day 1

Keynote Lecture

"Looking at Assessment through a Different Lens: Designing Tests for Communication"

Prof. Romylyn A. Metila,
Assistant Professor, College of Education,
UP Diliman

Parallel Sessions

Assessing Junior High School Students' Conversation Skills in Nihongo Through Oral Examination

Mr. Elizaer Christian E. Cabilan
Philippine Nikkei Jin Kai
International School, Davao City

Learning Kanji through Students' Preferences: An Attempt to Raise and Assess University Students' Appreciation and Motivation in Learning Kanji

Ms. Roelia V. Alvarez
University of the Philippines,
Diliman, Quezon City

Level-Up and Reach the Top! -A Performance-based Assessment Tool Used in Assessing University Students' 4 Communication Skills in Nihongo and Knowledge in Nihongo Writing Systems

Mr. Jose Marie E. Occenaria
St. Mary's College of Tagum, Davao City

Using Q&A Method and Student Can-Do Statement Checklist in Assessing Nihongo Proficiency and Promoting Autonomous-Learning of Japinoy Caregivers

Ms. Noemi M. Gabines
Career Service Co. Ltd., Cebu City

Assessing High School Students' Nihongo Sentence Construction Skills Through Blog Writing

Ms. Marie Dominique E. Licup
Miriam College High School,
Katipunan, Quezon City

Raising Autonomous Learners through Can-Do List Monitoring

Mr. Alexander V. Macainag
Simplify Nihongo Studio Inc., Cebu City

Sharing & Summary Workshop & Presentation

Day 2

"Assessing Nihongo Beginners' Communication Skills Through Drama/Simulation Project"

Mr. Shingo Usami
Sydney, Australia

Summary



ment Tools for Nihongo Classes”



Mr. Shingo Usami and Prof. Romylyn Metila



Parallel session speakers with forum proponents



Day 1 Workshop: Brainstorming



Day 1 Workshop: Brainstorming



Day 1 Workshop: Poster Presentation



Day 2 Activity

JPEPA Batch 8 Training Started in November 2015

Preparatory Japanese-Language Training for the Filipino Candidates of Nurses and Certified Care Workers under the Japan-Philippines Economic Partnership Agreement (JPEPA) Fiscal Year 2015

For fiscal year 2015, The Japan Foundation, Manila (JFM) is again conducting the preparatory Japanese-Language training on behalf of the Japanese Government for the participants in the JPEPA program, after having been successfully matched with Japanese hospitals and caregiving facilities. In November last year, a total of three hundred forty-four (344) candidates, consisting of sixty-six (66) nurse candidates and two hundred seventy-eight (278) care worker candidates started the training at three (3) different venues: Language Skills Institute of the Technical Education and Skills Development Authority (TESDA, Taguig City), Nihongo Center Foundation, Inc. (NCF, Manila), and the Personal Ability Development Foundation, Inc. (PAD, Alabang, Muntinlupa City).

The training will continue for six months until May 20, 2016; the target level of the training is for each candidate to reach the N4 level of the Japanese Language Proficiency Test (JLPT). Besides learning “Comprehensive Japanese-Language”, they also study specific vocabulary and essential expressions for nursing and care-taking. In addition, they will be given lectures on Japan – “General Life Culture” and “Things Japanese”, as well as “Medical Care in Japan.” They will also learn how to get into the habit of self-learning (autonomous learning), so that they can continue to study Japanese on their own after the training. Those who will complete the training are scheduled to leave for Japan by June 2016.

The Opening Ceremony held on November 6, 2015



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

What I learned in the Philippines...



フィリピンの人は、なんでもシェアします。たとえば、つくえにたべものがあると、それをみんなで分けて、たべます。そして、楽しいことがあれば、みんなで楽しめます。かなしいことがあれば、みんなでたすけます。わたしはこのフィリピンの文化がすきです。

(Azumi Fukushima, Quezon City)

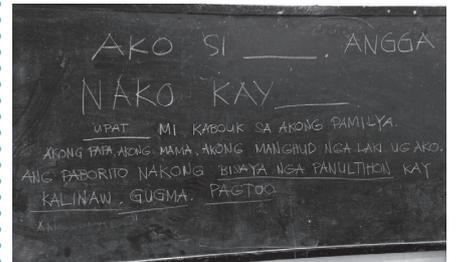


私は私の先生から、まいにちたくさんのお話をまなんでいます。

いちばんいんしょうてきなことは、えがおをたやさないことです。

せいとの前にたつことはきんちょうします。でも先生がこわいかお、ふあんなかおをしたらダメです。あかるいかお、たのしいかお、おもしろいかおでじゅぎょうをします。これがいちばんたいせつなことで先生からまなびました。(Misuzu Iijima, Quezon City)

My friends and colleagues normally talk to each other in Visayan, the native language of the Cebu area in the Philippines. They also speak English and Tagalog as the national language, but I feel like they are proud of their mother tongue. They have taught me some Visayan words, phrases, greetings and so on. It was a very precious experience for me to learn the Visayan dialect because it is interesting. I teach them NIHONGO, while they teach me VISAYAN. That is a great cross-cultural exchange for me. (Sho Tanaka, Cebu)



What I shared to the Philippines...

We are learning how to play the recorder, which is very popular among Japanese students. More than 70 recorders were donated from Japan in July and November 2015. Some students have started practicing since July and are now able to play some Japanese songs. When we had a seasonal event "Tanabata" in Baguio Museum, they presented the Japanese song "Tanabatasama" by singing and playing recorders. Let's learn more songs and enjoy more! (Mariko Fukuda, Pangasinan)



In Davao City National High School, I conduct special sessions (文化紹介) every Thursday. So far, I was able to share with my students about Tea ceremony, Yukata, Hokkaido, the manner of using the public bath, and many more.

The opportunity is very precious for me because I could find "New Japan" through my Nihongo students. I hope that the special sessions that I teach during the Nihongo classes will let the students learn Japanese in a more meaningful way as well.

これからもいっしょにがんばりましょう! (Natsumi Sugiyama, Davao)



フィリピンにきてから、もうすぐ6か月。これまでにたくさんさんの「Cultural Activity」をしました。はじめての Cultural Activityは「FUROSHIKI Wrapping」でした。はじめてだったので、準備が大変で、きんちょうしました。FUROSHIKIは「むかしの日本文化」のようですが、さいきんでは、わかい人もFUROSHIKIをつけています。べんりで、オシャレだからです。ぼくも大好きで、つけています。この授業のために、日本からたくさんさんのFUROSHIKIをもってきました。ランチバックスラッピング、ティッシュバックスラッピング、ボトルラッピング、ギフトラッピング、FUROSHIKI バッグのつくり方をおしえました。生徒も先生も、みんなよろこんでくれました。これからもたのしくて、まなべる Cultural Activityをかんがえます。(Hiroaki Ueno, Quezon City)





What surprised me in the Philippines...



Filipinos really love sharing food. They always ask me, 'Did you eat?' or 'Are you hungry?', and whatever my answer is, they let me eat even if I have just finished eating. This is really surprising to me, because people rarely share their food in modern Japan. I really appreciate this genuine warmth and hospitality that Filipinos show me. I myself love eating and I'm interested in Filipino food, too, but I'm also worried about my weight. I have been gaining weight since the first day I arrived in the Philippines! (Noriko Sakaguchi, Manila)



学校でたくさんイベントがあります。イベントの日はクラスがありません。フィリピン人はうたとダンスが大好きです。せいとたちはイベントをとともたのしみます。フィリピンは月ごとにかもくがきめられています。日本とフィリピンの学校をくらべるのはおもしろいです。(Ai Tanaka, Valenzuela City)



Hello, I am Togo Umetsu. Today, I would like to tell you about my カルチャーショック and that is Christmas in the Philippines. In にほん, we also celebrate Christmas on December 24 and 25. After that, all the decorations are taken away immediately and then everyone gets ready for the New Year. In the Philippines, however, the preparation of Christmas begins in ぐあつ, and a whole city or a town will be decorated beautifully by December 24. I felt that Filipino people are religious and they really love Christmas. すごい! (Togo Umetsu, Pangasinan)



JPEPA Instructor's Report

I joined the JPEPA Batch 7 last 2014. I was having mixed emotions at that time. I was so nervous as it was my first time to experience TEAM TEACHING. The team is composed of four (4) Japanese Teachers and two (2) Filipino Teachers.

No worries, though, because before the actual teaching started, The Japan Foundation, Manila conducted seminars for the new teachers. During these seminars, the JPEPA head teachers taught us how to make our lesson plans and execute it. I also had the opportunity to watch the JPEPA Filipino repeater teachers conduct their classes. It was the most exciting part of the seminar. Watching the other teachers' techniques gave me a lot of ideas on how will I conduct my own class.

Every morning, the Filipino teachers have a group study about the lesson

that we will teach that day. We share our ideas and activities for that day, and ask each other's opinions and suggestions. For example, My plan is to give my students a situation according to the lesson and let them create short conversations using the sentence pattern they learned. Some teachers use an interview sheet and let the candidates interview each other. The Japan Foundation, Manila also provides a lot of books and pictures that can be used for class. Therefore, there was no need to worry as everything is being provided. Watching my students execute the activities beautifully makes me so proud, because as a teacher, our students are the reflection of our job. It is really a very nice training ground for all Filipino Japanese Language Teachers.

Having this experience is a very helpful tool for my future in teaching Nihongo.

Thank you very much. Arigatou gozaimasu.



Jennifer G. Diones

Graduate of BSBA major in Business Management at Cavite West Point College. NC2 holder of caregiver course. Currently working as Japanese instructor/ administrative officer at Philippine Assist Life Language Development Center, Inc.

「おもってたのとちがう！」

A Journey to Self-discovery and Discovery of One's Identity as an Asian Nihongojin

When you think about Japan or Japanese people, what comes to mind? When somebody asks you about Thailand, what do you say? What is your image of Vietnam? What are our similarities with Indonesia and Malaysia? Or are we so different from them? Coming from different countries, is it possible for us to cooperate with each other? If so, how do we achieve this? These were some of the questions faced by the 12 teachers and 24 students who participated in the Japanese Speakers' Forum 2015 held in Kuala Lumpur, Malaysia last August 6 to 14, 2015.

This year's theme was 「思い込み」 or "preconceptions". Just like generalizations, 「思い込み」 is what usually occurs when meeting someone for the first time or when learning about something for the first time. It's something we naturally spout out or think about unthinkingly. Most of the time, it is not intentional or that it's something we like to do, rather it happens due to lack of knowledge and experience.

Coming from different countries, students learned about their differences, on the other hand, coming from the same part of the world which is Asia, they discovered a lot of similarities as well. How the participants said 「おもってたのとちがう！」 as they realized things during their AHA moments were a sight to remember for both the participants and organizers. Little by little, they learned to do away with their 「思い込み」. More interestingly, what united these students and what made it possible for these young people from different countries to discover about these similarities and differences was their common identity, being *Nihongojin* or Japanese Language Speakers.

[Message from Student 1]

"These are my "tea-party" mates. We enjoyed tea while discussing our different countries' cultures and traditions. We had a little culture exchange in our communications and actions." –**Jonas Angelo L. Abadilla**, student at Muntinlupa Science High School



Hanging out with new friends from different countries

[Message from Student 3]

"As the days came to an end, I had noticed the change in myself, not just that I could at least understand Nihongo pretty much easier as compared to the first time, but I noticed that all of my prejudices were all corrected. Although we are separated by territorial boundaries of our countries, using Nihongo as a medium for understanding, we went through the boundaries of language proficiency and timidity to share what our nations truly are." –**John David G. Sarmiento**, student at Makati Science High School



Brainstorming with group members

[Message from Student 4]

"During the first few days we were basically playing charades, but now I can finally see the 3 dimensional subtitles even without gestures. I can fully comprehend Nihongo and I'm able to talk too. I was happy and I was sort of sad that it was only in the second half of the forum that I was actually able to be part of the group. I became more sociable. It seems that all I needed was not confidence in what I can do, but confidence in what I needed to do." –**Racel Ivy D. Francisco**, student at Marikina Science High School



Presentation in Nihongo

[Message from Student 2]

"Even with 5 countries that speak their own native language, with the Japanese language, we could share our thoughts. I also developed more of my cooperative skills for we did so many tasks. I learned to cope with people who are really different from me, especially in race, origin and culture, and this is my first time." –**Mary Grace R. Fuentes**, student at Sauyo High School



Group presentation with lecturer

During the lectures and activities, Nihongo became a high wall for the students who were just beginning their journey in learning the language. However, as time passed by, Nihongo then became an ally in discovering new things about themselves and in developing new skills through communicating in Nihongo.

Although they were also present for a few times during the students' activities, the teacher-participants had a different program. The core program of the Japanese Speakers' Forum is actually the Teachers' Program. During the forum, teachers observed the "model" Student Program, listened to the lecturers from the Japanese-Language Institute, Urawa Center of the Japanese Foundation, and designed a lesson or a project, incorporating the idea of nurturing 21st Century Skills in the Classroom. During the Final Presentation, the teachers presented

Tips on Cultural Activities!

Some teachers say it's hard for non-native teachers to introduce cultural activities in their Japanese class. Well, that's not entirely true! Here is an idea from a Japanese Language Education Advisor assigned to support high schools in the Philippines. Check it out!!

Let's Try かみずもう!



Kuwano

Do you know "すもう"?

"すもう" is the national sport of Japan.

In sumo, two りきし (sumo wrestler) fight wearing "まわし". The one who forces his opponent to the ground or pushes him out of the "どひょう (ring)" is the winner.

This time, I will introduce a "かみずもう (paper sumo)" activity because it is hard to actually do the sumo in class. "かみずもう" can be easily done in your classes.

"りきし": can be made by ORIGAMI. (<http://en.origami-club.com/fun/sumo/index.html>) or by using any thick paper

"どひょう": can be made using an old shoe box or any empty cardboard box and a paper to make the "circle with two lines" in the middle. (<http://en.origami-club.com/fun/sumo/dohiyo/index.html>)

A student acting as Umpire shouts, "はっけよいのこった!" to signal the start of the game. The audience encourages the two "りきし" by cheering "がんばれ!がんばれ!".

The 2 students representing their cardboard "りきし" hit or tap around the edge of the box using their index fingers, to move their cardboard "りきし". If one of the "りきし" falls out of the "どひょう", is overturned or goes out of the "どひょう", he/she becomes the loser. The winner then shouts "かった! (I won)".





their ideas and faced the questions from the audience which included Japanese language teachers, experts from the field of Foreign Language Education, and even from the bigwigs of the organizers themselves.

[Message from Teacher 1]

"What I really enjoyed in this year's JS Forum (which I also enjoyed last year) is extending my network of influence. I had a great time studying with the other teacher and student delegates from other countries, as well as our program facilitators. I had shared good laughs and cheers with them. Although I really had a hard time expressing myself in the language



Action Research Report on **Food Travel Guide**, 2014 JS Forum Project Plan with Ma. Celine N. Calado, teacher at Muntinlupa Science High School Photo by Mr. Tim from Thailand

AND THINK OUT OF THE BOX." –**Joey B. Bisenio**, teacher at Makati Science High School

during sharing and presentations (as my Nihongo skills are still limited), I am happy with my achievements as a participant in the said forum. Lastly, I learned the most important lesson as a Japanese language

implementer:
CHALLENGE MYSELF

[Message from Teacher 2]

"During the Forum, I realized how tremendous the tasks of Nihongo teachers: that is not only to teach the Japanese language and improve the Nihongo proficiency of the students but also for the students to use the knowledge of the language to become socially responsible citizens. Indeed, the Forum became a platform for people who are fluent and not so fluent in Nihongo to share without hesitation, help each other without

reservation, and build friendship despite cultural differences without apprehension!"

–**Eduardo B. Tan**, teacher at F. Torres High School



"Building friendship despite cultural differences"-high school teachers from 5 SEA countries

Logistically, it was a challenging task and questions were even raised about the significance of carrying out a program on Japanese Language Education outside Japan. Naturally, Japanese language teachers and students would want to go to Japan to experience what they hear and read in the classroom. Being able to go to Japan is one of the dreams of any Japanese language teacher or student. However, as it turned out, Japanese Speakers' Forum in Malaysia became an avenue for Asian teachers and students to discover about themselves and their identity as Japanese language speakers or *Nihongojin*. Nihongo did not only become a tool for communication outside Japan, but it became a binding common identity for the participants who came from 6 different Asian countries- Indonesia, Malaysia, Thailand, Philippines, Vietnam and Japan. Nihongo made it possible for the different participants to cooperate. Just like what their messages during their respective "Final Presentations", hopefully, Nihongo would continue to create and connect bridges among Asian teachers and students.

This year was a first for the Japanese Speakers' Forum organizers to hold its program outside Japan.

CJH Update

The enTree 3 Course (E3), being participated by CJH 3rd batch of teachers, is on its last leg. This course's final output is a compilation of the participants' lesson plans on using authentic materials in developing 21st Century Skills in their students. The last Follow-through Training Sessions will be on January 30 (NCR and Cebu), February 20 (NCR) and March 5 (Cebu), March 12 (NCR).

Past CJH-related Activities (2015-2016)

- November 7, 2015: Special CJH Pedagogy Seminar- "Click Nippon! Click Real Stories from Real People for Nihongo Classes!" (A Seminar-Workshop on Utilizing ICT and Authentic Resources for Nihongo Classes)
- December 12, 2015: CJH Pedagogy Seminar- "High School Nihongo Program in Asia and in the Philippines: Reflecting on & Responding to Students' Needs Effectively"

Incoming CJH-related Activities (April~July 2016)

- Tentative: CJH Summer Nihongo Training Course for Batch 1, 2 & 3
- Tentative: enTree 1 Course (E1) Batch 4
- May to July 2016: 2-month Training in Japan

**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-BSE*

H.S. Nihongojin

This corner aims to introduce high school students who are studying Nihongo. Let's expand our Nihongojin* network

HIGH SCHOOL NIHONGOJIN 19

Student name: Arisa Mae D. Vijungco

Year and Section: Grade 10-SSC Einstein

Suki na koto: internet o suru, anime to eiga o miru

Weeaboo. I have been in love with the Japanese culture ever since I was young. I've set my mind in learning more about it and luckily, it was offered as an elective subject in high school.

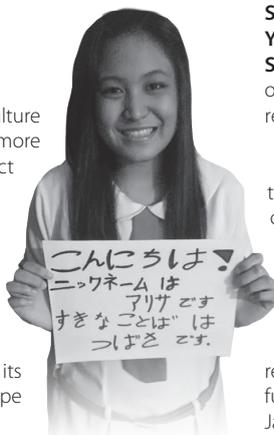
In ninth grade, I got to participate in Nihongo quiz bee and it was really fun and exciting, especially the ambiance where everyone around you is also interested in what you are interested in. And through unyielding determination, I won the second place in the National Festival of Talents 2015.

I know that my knowledge about Japan and its language will be a milestone for me in the future! I hope Japan will inspire more people like how it inspires me.

School: JUAN G. MACARAEG NATIONAL HIGH SCHOOL, Canarvacanan, Binalonan, Pangasinan

Principal: Mrs. Susan N. Mangrobang

Teachers: Dr. Cristy M. Bautista and Mrs. Juliet A. Estrada



HIGH SCHOOL NIHONGOJIN 20

Student name: Regine C. Balaoro

Year and Section: 9-Narra

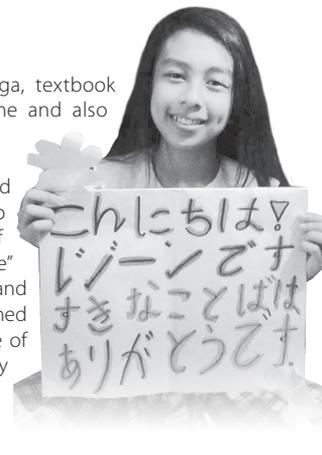
Suki na koto: I love reading books, manga, textbook or any novels. I like sports, watching anime and also researching something new.

I joined Nihongo class because I wanted to learn how to speak Nihongo. In our Nihongo class, I learned the culture and tradition of Japanese people! It's a "SUGOI Experience" because aside from learning the culture and tradition of Japanese people, I also learned about Hiragana. Learning Hiragana is one of the challenging lessons. It is hard but very rewarding. It's very rewarding because in the future, I'd like to go to Japan to work with my Japanese friend and relatives. Tanoshimi!

School: General Ricardo Papa Sr. Memorial High School, Tuktukan Taguig City

Principal: Dr. Maria Delia F. Perocho

Teachers: Mrs. Merlicita Evangelista



*Nihongojin is a term coined from the words 'Nihongo' and 'jin', which mean 'Japanese Language' and 'person', thereby giving it meaning "people who are involved in Japanese Language, both native and non-native, regardless of their level of proficiency." The concept was created to give learners a sense of belonging to a growing international community of Japanese speakers all over the world.



YATTE MIMASEN KA? わかりやすい発音って？

PROSODY ADJUSTMENT

By Hideaki Ishida



Despite speaking Nihongo with essentially perfect grammar, there are times when native speakers struggle in understanding non-native speakers. A major reason may have to do with pronunciation, which is difficult to correct, as learners have no idea as to what is wrong with their pronunciation. But by adjusting prosody (the patterns of stress and intonation in a language) not only native speakers, but the learner himself will also be able to notice the improvements.

There are only 2 points in prosody training – **dividing a sentence into chunk(s)** (a group of words which express a certain meaning) and **making a pitch mountain in each chunk**.

1. Dividing into Chunks

① Basically a sentence is one chunk, but sometimes it can be divided into several chunks, where each chunk always expresses a certain meaning. Place a slash (/) between chunks, and also, always place a slash after the particle「は」.

ex.1 わたしの うちの ちかくに / スーパーが みつつ あります。
(First chunk: explains the place) (Second chunk: expresses the main point)



② A slash can also be placed before the focus of the sentence. Therefore, slashes can be placed in different places, depending on the part of the sentence to be emphasized.

ex.2 わたしの うちの ちかくに / スーパーが / みつつ あります。 (“みつつ” is the focus.)

<QUIZ> Make two chunks and place one slash in each sentence.

A: きのお ははが つくった りょうりを たべました。(I ate it yesterday.)

B: きのお ははが つくった りょうりを たべました。(Mother made it yesterday.)

Note: One can also practice creating chunks by placing slashes in a text while listening to its audio. Place a slash after each short pause, or before a phrase said with a high tone.

2. Making Pitch Mountains or Intonation Curves

In Nihongo, intonation is used to convey meaning. Each chunk always has only one mountain (highest point). The mountain looks like the Hiragana へ. The pitch rises immediately and goes down smoothly. The Intonation Curve is a visualization of the pitch movement as a line. It helps the learners control their pitch.



ex.1 with I.C.) わたしのうちのちかくに / スーパーがみつつあります。

ex.2 with I.C.) わたしのうちのちかくに / スーパーが / みつつあります。

Note: At the “OJAD” internet site, you can create more detailed Intonation Curves and mp3 audio files under “Prosody Tutor Suzuki-kun”. <http://www.gavo.t.u-tokyo.ac.jp/ojad/eng/pages/home>

3. Read the sentences aloud, following the Intonation Curve

Read the text using the Intonation Curve. Control the pitch by following the line without stopping, and smoothly decrease the pitch. You can put short pauses between chunks (mountains), but it is not necessary. It depends on the speed of the speech and the words to be emphasized.

If you have the Audio file of the text, Repeating (imitating the prosody of the audio) and Shadowing (speaking simultaneously with the audio) are techniques for prosody training.

<More information on this topic>

Japan Foundation, 2009, “国際交流基金 日本語教授法シリーズ2 音声を教える” Tokyo, Hitsuji Shobooひつじ書房. (p.106～). ISBN: 978-4-89476-302-9
中川千恵子, 2010, “Japanese Pronunciation Activities初級文法でできるにほんご発音アクティビティ” Tokyo, ASK株式会社アスク. ISBN: 978-4-87217-741-1

<Reference on prosody / pronunciation learning>

河野俊之ほか, 2004, “1日10分の発音練習” Tokyo, Kuroshio publishersくろしお出版. ISBN: 9784874242865 C2081
戸田貴子, 2004, “コミュニケーションのための日本語発音レッスン” Tokyo, 3A Corporation株式会社スリーエーネットワーク. ISBN: 978-4883192953

A: きのお ははが つくった りょうりを たべました。
(I ate it yesterday.)
B: きのお ははが つくった りょうりを たべました。
(Mother made it yesterday.)
If you don't divide the listener understands that part of the description

<Answer>



Hello!!!

AKIKO ISHIKAWA

はじめまして、石川晶子(いしかわあきこ)です。2015年8月からJFMで働いています。フィリピンは笑顔が素敵な人が多いので、わたしも同じようにいつも笑顔でいようと思います！これからよろしくお願いします。



ASAHI KUNITO

はじめまして。國頭あさひ(くにとうあさひ)と申します。9月14日にフィリピンに来ました。EPAの日本語研修チームで働いています。フィリピンと日本のために、みなさんと一緒に楽しくがんばりたいと思います。どうぞよろしくおねがいします。

Goodbye...



5年間、皆さんと一緒に日本語の勉強ができて、とても楽しかったです。どうもありがとうございました。皆さんの暖かくて素敵な(=笑顔)が、私のフィリピンで一番大切な思い出です。また近いうちに、フィリピンや日本で会えることを楽しみにしています。これからも、JFMに皆さんが知りたいこと、やってみたいことをお知らせください。Mabuhay! Maraming salamat po!

SHUJI TAKATORI



URAWA Update

The program is designed to provide teachers of the Japanese-language overseas 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. Cheryl T. Pahamutang on a field trip (Osaka Castle) with 42 participants of different nationalities.

42nd Nihongo Speech Contest winners in Japan



Mr. Daniel L. Ulanday and Ms. Gia Paola C. Eser, winners of the 42nd Philippine Nihongo Speech Contest, together with fellow Overseas Japanese Speech Contest winners during the week-long all-expense-paid study tour in Japan.



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を勉強しましょう！

"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.

日本語：日本の文化・事情を教えるときの大切なヒント "Important things when teaching Japanese Culture"



Ms. Marie Dominique E. Licup (Miriam College High School) Grantee, Long-term Training Program for Foreign Teachers of the Japanese language (Urawa, Japan / September 2014 – March 2015) July 25, 2015

発音の指導

"Japanese Pronunciation Activities for Non-native Teachers"



Mr. Hideaki Ishida (The Japan Foundation, Manila) Japanese-language Education Adviser, JFM September 18, 2015

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!



Osaka (Dialect & Culture) July 3, 2015



音楽の秋 (Ongaku no aki) September 4, 2015



恋愛映画&小説
(Romantic movies & Novels)
November 6, 2015



巻き寿司
(Makizushi)
January 8, 2016

Teacher Training: Marugoto

The JFM MARUGOTO Teaching Techniques Course introduces teachers to simple tips on how to use *MARUGOTO, Japanese-Language & Culture*, a textbook based on the JF Standard. The course shows the flow of a lesson taking into account the *Can-do statement* as the objective, and presents the effective use of the textbook photos and CD conversation tracks for the students to easily learn how to communicate in Nihongo. Participants have an opportunity to do demo teaching and evaluation test.



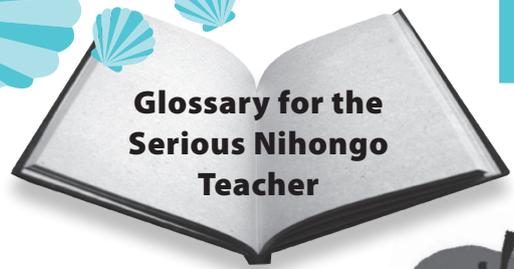
Module 1 in Manila
September 26 & 27, 2015



Module 2 in Cebu
January 9 & 10, 2016

「くだものに目がない!？」

By Miki Mori

Glossary for the
Serious Nihongo
Teacher

あたら しごと くび
「新しい仕事はどう?」「それが...①首になっちゃったんだ」

みなさん、この意味がわかりますか(答えは下にあります)? このように日本語には 体 の部分を使った
おもしろ ひょうげん し
面白い表現があります。いくつ知っていますか?

- ② A「これ、どうぞ。私 の町の有名なくだものです」
B「ありがとう。わたし、くだものに目がないんです」
- ③ A「新しいスタッフを探しているんですが、だれかいい人を知りませんか?」
B「マリアさんなら顔が広いから、だれか知っているかもしれませんよ」
- ④ A「ジョーさんの会社はパーティが多くて楽しそうですね」
B「ええ。でも、いつも自腹ですよ」



どうですか?では、最後のクイズです。⑤Bread crust は日本語で何と言うでしょう?
ほか しら
他にもいろいろあります。ぜひ調べてみてください。

【答え】①仕事をやめさせられる ②大好き ③知り合いが多い ④自分で費用を払う ⑤パンの耳

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.

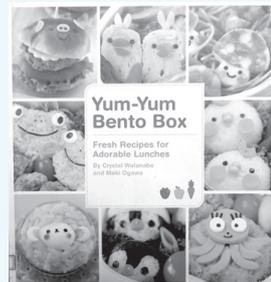
For those who wish to become
Library members or want to know
more about the library, visit
www.jfmo.org.ph/about_us_library
or call (02) 811-6155 to 58.

For this issue, Merienda will be featuring books that may be used for cultural activities during Nihongo classes or simply as one's past time at home.

The books offer a variety of designs with different levels of difficulty, which makes it suitable for learners of different ages and preferences.

Furoshiki Nyuumon by Morita Chizuko

This beginner Furoshiki book walks us through various ways on how to use the traditional Japanese wrapping cloth for different purposes in our everyday life. It provides step-by-step pictures on how to make one's own unique and creative shopping bag, table centerpiece decoration, lunchbox wrapper, bottle gift wrapper, and a lot more.

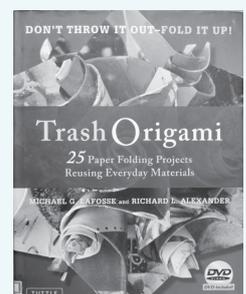


Yum-Yum Bento Box by Crystal Watanabe and Maki Ogawa

One is never too old for a beautifully-prepared meal that is both appetizing to the palate and a joy to behold! Amaze everyone or simply lighten up your day the moment you open your kawaii homemade bento. Doing this in class with the students or even on one's own at home would surely turn out to be a fun and enjoyable experience.

Trash Origami by Michael Lafosse and Richard Alexander

We've got trash everywhere. Why not utilize this abundant resource and turn it into something worth keeping? From trash that usually ruins your mood to a pretty and colorful decoration that automatically makes you feel good. Give it a try and make your own one-of-a-kind origami masterpiece!



JFM Courses & Workshops

February to June 2016 • Venue: The Japan Foundation, Manila

COURSES FOR NIHONGO TEACHERS

日本語教師のための中上級日本語2

Upper-Intermediate Japanese for Nihongo Teachers 2

February 3 – March 16 (Wednesdays)

6:20 – 8:30 p.m. (12 hrs.)

Tuition fee: Php 900

Practice Teaching (PT)

March 19-20 (Saturday & Sunday) 11 hours

March 19 9:00 a.m. – 11:30 a.m. /

12:30 p.m. – 5:00 p.m.

March 20 8:30 a.m. – 12:30 p.m.

Tuition: Php 800

COURSES FOR NIHONGO LEARNERS

Marugoto Writing (Moji) Course

March 17 – April 18 (Mondays & Wednesdays)

6:20 – 8:00 p.m. (15 hrs.)

Tuition fee: Php 2,400

Marugoto Starter (A1) Module 1

March 28 – May 5 (Mondays & Thursdays)

6:20 – 8:30 p.m. (24 hrs.)

Tuition fee: Php 4,400 (Php 3,800 + Php 600 for textbook)

Marugoto Intermediate (B1) Module 1

March 29 – June 28 (Tuesdays)

6:20 – 8:30 p.m. (24 hrs.)

Tuition fee: Php 3,800



Marugoto Elementary 1 (A2) Module 1

May 2 – June 8 (Mondays & Wednesdays)

6:20 – 8:30 p.m. (24 hrs.)

Tuition fee: Php 4,500 (Php 3,800 + Php 700 for textbook)

Marugoto Starter (A1) Module 2

May 16 – June 23 (Mondays & Thursdays)

6:20 – 8:30 p.m. (24 hrs.)

Tuition fee: Php 3,800 (For those without textbook, + Php 600)

Marugoto Elementary 1 (A2) Module 2

June 20 – July 27 (Mondays & Wednesdays)

6:20 – 8:30 p.m. (24 hrs.)

Tuition fee: Php 3,800 (For those without textbook, + Php 700)

JLPT Interactive Lecture & Exercises

N5 April 16 (Saturday) 1:00 – 4:30 p.m.

N4 April 30 (Saturday) 1:00 – 4:30 p.m.

N3 May 28 (Saturday) 1:00 – 4:30 p.m.

N2 June 4 (Saturday) 1:00 – 4:30 p.m.

Tuition fee: Php 200

REGULAR EVENTS (FREE ADMISSION)

Sensei no Wa

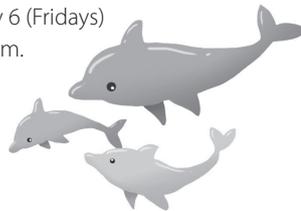
March 11, April 15, June 10 (Fridays)

6:30 – 8:30 p.m.

Oshaberi Salon

March 4, May 6 (Fridays)

6:20 – 8:30 p.m.



2015 JAPANESE LANGUAGE PROFICIENCY TEST

(December 6, 2015)

Number of Applicants

	N1	N2	N3	N4	N5	Total
Manila	122	275	517	1,332	1,129	3,375
Cebu	16	43	101	150	191	501
Davao	15	42	38	151	178	424
Total	153	360	656	1,633	1,498	4,300

2016 JAPANESE LANGUAGE PROFICIENCY TEST

(July 3, 2016)

Manila, Cebu, Davao

Registration period

March 9 to

April 8, 2016



NIHONGO FIESTA

NIHONGO FIESTA 2016

February 27, 2016 (Saturday)

Shangri-La Plaza Mall, Mandaluyong City

THE 43rd NIHONGO SPEECH CONTEST

10:30 a.m. – 1:00 p.m.

Shangri-La Plaza Cinema 1

THE 8th NIHONGO QUIZ BEE FOR HIGH SCHOOL STUDENTS

Organized in cooperation with the Association of Filipino Nihongo Teachers

11:00 a.m. – 2:00 p.m.

Shangri-La Plaza Grand Atrium

THE 43rd NIHONGO SPEECH CONTEST AWARDING CEREMONY

2:00 p.m. – 2:30 p.m.

Shangri-La Plaza Cinema 1

FILM SCREENING

Sarusuberi: Miss Hokusai

3:30 p.m. – 5:00 p.m.

Shangri-La Plaza Cinema 1

KAWAIIIS LIVE

5:00 p.m. – 5:30 p.m.

Shangri-La Plaza Grand Atrium

DIANA GARNET LIVE

5:30 p.m. – 6:30 p.m.

Shangri-La Plaza Grand Atrium

The 23rd Philippine Nihongo Teachers' Forum

May 21, 2016

WATCH OUT FOR DETAILS!

Merienda!
みりえんだ

The Japan Foundation, Manila Nihongo Teachers' Newsletter

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