

# みりえんだ

The Japan Foundation, Manila Nihongo Teachers' Newsletter

## Japanese Speakers' Forum 2018 Indonesia

にほんご人inバリ

### Christine Joy Cabahug

Teacher, Davao City National High School

「にほんご人フォーラム (インドネシア)」 or the Japanese Speakers' Forum 2018 (Indonesia), organized by the Japan Foundation and the Kamenori Foundation, was held from August 24 to 30, 2018 in Bali, Indonesia.

This is the 6th international forum since high school Japanese Language Teachers and Learners from 5 ASEAN countries (Indonesia, Malaysia, Philippines, Thailand and Vietnam) and Japan have been participating in this event.

The main purpose of this international forum is for the members of the young generations in Southeast Asia and Japan to have an exchange program through using the Japanese language



as they deepen mutual understanding by discovering more about the "Nihongojins" in Bali. In addition, they will also recognize their own identity and cultural diversity and thus make a positive contribution to creating a better future. Teachers will also discuss various teaching methodologies and latest trends in Critical Thinking and Collaboration Skills of the 21st Century Learners. *continued on page 6 - 7*

## Ciao ICJLE 2018!

The ICJLE, or International Conference in Japanese Language Education, is held every two years in various parts of the world where numerous presentations about Japanese Language Education (JLE) in different forms, from keynote to poster presentations and parallel sessions are held simultaneously for two days from different field of research, practical or theoretical research, as well as teaching and learning. ICJLE 2018 was held in Europe for the first time, at Ca'Foscari University of Venice last August 3 and 4. The theme for this year was "Dialogue for Peace: What are we teaching and learning foreign languages for?" The theme is very timely with the present situation all over the world where terror attacks and racial discrimination is very evident.

I made two presentations with JFM colleagues, Ms. Florinda Palma Gil and Ms. Sachiko Kuwano, about *Aiming for a Foreign Language Education Incorporating Cultivation of 21st Century Skills*; and another presentation with Ms. Chika Shintani about a case study on *High School Teachers' Motivating Factors to level up Nihongo Proficiency*.

### Bernadette 'Jen' Hieida

Asst.Prof. Lecturer, DLSU Manila  
Kyouzai Sakusei Team Member, JFM



A lot of Japanese researchers and teachers gathered at this single location and thought and debated about the future of Japanese Education through deep "Dialogue". The discussion was very useful for their own fields. As for the research presentations, not many were entitled "How to teach ~" but were topics like "How to apply ICT like AI and apps to our Education", "Evaluation by using CEFR" and



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"Japanese Language Education in Secondary level", which evoked the trend of the times. I applied these learning in the Follow Through Training in CEBU by using the Jigsaw Method. The CJH Cebu teachers were able to think about these topics through the abstracts of this conference on their own initiative, which in turn produced an effect on their own recent researches.

We hope that for ICJLE 2020, which will be held in Hong Kong and Macau, there will be more Filipino Nihongo teachers who will try to explore research and participate actively in conferences like this as it widens our horizons in this field by being updated and informed on the trends of JLE all over the world.

### Chika SHINTANI

Japanese Language Education  
Adviser (Based in CEBU)



## IMPRESSION AND LEARNINGS about the 28th PNTF



**Christharina D. Alda** is a BSN graduate at Southwestern University. Her interest in languages and culture led her to a teaching career at ETHOS Corp. handling Nihongo and English lessons.

### PROGRAM



**AM**

**Lecture: From Theory to Practice: Practical Application of the Outcome-Based Teaching and Learning (OBTL) in the Japanese Language Classroom**

Mr. Christopher Yap Wright,  
MAELT Associate Professor,  
Department of Literature and  
Languages National University

### QUESTION & ANSWER

**PM**

**Workshop: Creating the OBTL Syllabus Designed for a Language Classroom**

### OUTPUT PRESENTATION

### WRAP-UP SESSION

**O**medetou gozaimasu to the organizers and participants of the 28th Philippine Nihongo Teacher's Forum! The theme for this year is *"From Theory to Practice: Practical Application of the Outcome Based Teaching and Learning (OBTL) In the Japanese Classroom."*

Education has greatly evolved from Traditional Methods to Outcome-based Education (OBE) then to Outcome-based Teaching and Learning (OBTL). OBTL is a student-centered approach to teaching and learning that helps by identifying the intended outcomes (goals) of a module (program) and then aligning teaching, learning, and assessment to maximize the probability that students can achieve those goals.

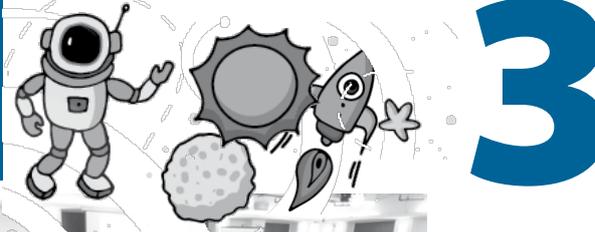
In the forum's workshop activity, as a group, we identified the components of the OBTL and created our own syllabus for a Japanese Language Program. In the Course description, we identified the overall goal of the program. Then we chose the Intended Learning Outcomes (ILO's) that describe what the learners will be able to achieve when they have completed the program. Next, we had to make sure that the Topic Learning Objective (TLO) must be realistic for them to attain the ILO's. The topics chosen were specific and had to relate to the Teaching and Learning Activities/ Enabling Activities (TLA/EA) that served as the preparatory activities for the learners to perform in their Performance Tasks (PT). The PT serves as the accomplishment of the ILOs and may also serve as the Assessment Tasks (AT) to gauge how well the outcomes have been achieved.

After the brainstorming, each group had to present the syllabus and get feedback from the speaker. It was a great opportunity for us to learn new insights which we can definitely apply in our classes.

I believe that this approach will certainly help the teacher lead students to achieve a goal and outcome oriented class to their promising careers in the future.

With that being said, I am grateful for this opportunity to hone my skills as a Nihongo Teacher through this forum. Glad to have met old and new colleagues having the same advocacy in the advancement of Nihongo Education throughout the Philippines.

Otsukaresamadeshita. Arigatou gozaimashita!



**O**tsukaresamadeshita to all fellow participants of the recently concluded “The 28th Philippine Nihongo Teachers’ Forum” held at Magsaysay Center for Hospitality and Culinary Arts located at United Nations Avenue, Manila. To the organizers, AFINITE, in cooperation with The Japan Foundation Manila, once again I’d like to say thank you very much for choosing the theme “From Theory to Practice: Practical Application of the Outcome Based Teaching and Learning (OBTL) in the Japanese Classroom.” A big change came to my life when I met Miss Lanie V. Garcia. She was one of the reasons why I came to love teaching. She also imparted to me significant insights in the teaching of the Japanese language. I learned to interact with my students and improved my strategies and techniques in teaching the language. She became my model and my mentor. She untiringly helped me out in every area that

has something to do with teaching. Since I am not really a teacher by profession, and these pedagogies are hard for me to swallow all at once, I believe that having such forum and a mentor in this field is extremely helpful.

Japanese for me is a complicated language. Indeed, being a teacher/facilitator of this language, I should be equipped with necessary competencies for me to be able to deliver the lesson and achieve the objectives I set for my students. There should be willingness to learn in the part of the teachers and we must also display a sense of creativity, resourcefulness and patience as well to our students.

OBTL has been very timely for us. Not only does it shape our subject areas but also gives us opportunity to reflect and improve our teaching methodologies.

All the best to AFINITE!



**Sachiko A. Minochi** lived in Nagano City, Japan for about 27 years. She was granted naturalized Japanese citizenship 22 years ago. Born in Tondo, Manila, she took her high school at Centro Escolar University Manila and took up Bachelor of Science Business Administration Major in Management at the University of the East, Manila. She holds a Trainer’s Methodology (TM) certificate acquired last June 2018. She is an N3 passer of JLPT and a Nihongo teacher at Yosuke Suzuki Nihongo Learning Center in Quezon City.

## JPEPA Instructor’s Report .....

I kick-started my Nihongo studies when I enrolled at the Nihongo Center Foundation (NCF) in Makati to further enhance my knowledge since I could speak and understand the Japanese language. I studied basic and intermediate levels in NCF and took supplementary lessons at the University of the Philippines. My interest brought me to take several teaching courses at The Japan Foundation Manila. After passing the JLPT and obtaining TESDA’s Trainer’s Methodology (TM) 1 Certificate, my confidence increased and I aimed to become a language instructor to help those who want to learn Nihongo like when I was



starting. Now, I am currently working as a JPEPA Instructor at TESDA in Taguig.

I am grateful to The Japan Foundation which sent me to *The Japan Foundation Japanese Language Institute, Urawa* in Saitama, Japan for the *Short-Term Training Program for Teachers of the Japanese-Language*. With the accumulation of knowledge and skills through direct participation in all of the activities, the trainees acquire a good mastery of Japanese language at a social, academic, and professional level. The essential component of the program is to encourage trainees to be imaginative, to inspire students, and to give them an appreciation for the Japanese language and its people.

There were almost 40 countries which participated in the said training, but the most amazing thing is we communicated with one another through the Japanese Language and that is another part of the training. The training is like a hands-on method of teaching the skills, knowledge, and competencies that every teacher needs in order to perform his or her specific job.

After two months of training, I was requested to share what I have learned in the training through the SENSEI NO WA event of The Japan Foundation Manila. Giving a seminar is a great opportunity to share one’s knowledge and experience with other people.

I chose the topic *Understanding the Listening Comprehension Process and Effectively Organizing a Listening Class* because listening largely helps in gaining better understanding. It is also the most common communicative activity in daily life. Therefore, I believe that this skill is most useful to students.

Prior to joining the JPEPA Program as an instructor, I attended several trainings but I felt that my skills improved immensely when I went to the training in Japan. Immersion in the country and interacting with Japanese helped a lot in my goal to be a teacher.



**Ma. Corazon A. Noriega** also known as *MaCo Sensei* was a former student of *Centro Escolar University in Manila*. She took up *BSBA Major in Banking and Finance*.

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.

## NCR *What I learned in the Philippines...*



**Remi Oikawa** I learned the strength of Filipinos during my stay in the Philippines. Filipinos are very good at being "masaya"! Filipinos are always smiling even if they're facing a difficulty. I really respect your warm character. Salamat po!

**Sae Tajiri** 仲間と一緒に楽しむこと！ In the Philippines, I learned the importance of enjoying what you do with your friends. Students and teachers seem to enjoy studying/working with their classmates/coworkers even though they are very busy. Shop clerks as well, they are always active and smiling.



**Shinichi Kubota** I think that Filipinos value and cherish their family. Filipinos also treat their friends like family. They always welcome me and treat me like a family. I feel the warmth as they say "you are always welcome". I've realized the meaning of hospitality that is accompanied by affection and showing acceptance with a smile.



## Pangasinan *What I shared to the Philippines...*



**Akiko Namiki** おりがみでカエルを作りました。少し難しいところもあり、ぴよんぴよんと上手に跳ねるカエルもいれば、途中でひっくり返ってしまうカエルもありました。カエルレースでは、1位になった子の嬉しそうな顔や、最下位になった子の悔しそうなリアクションが忘れられません。

## Cebu *What surprised me in the Philippines...*

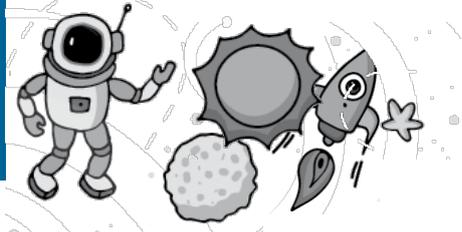
**Sachina Tanoue** It was a surprise to me that there are various vehicles in the Philippines. Jeeps are flashy and cool. It is interesting. I like them so much.



**Yuta Hashimoto** わたしはレチョンにびっくりしました！ We can't see such an extraordinary food in Japan. We can see only sliced pork..haha. Everyone eats lechon during celebrations and Fiestas in Cebu. So I really like this culture, because of course Lechon is so "Oishii" and it gives me special feeling like "Happy Fiesta!"



# Merienda! ESPESYAL 2



# 5

## JFM Teacher Training

きょうしけんしゅう  
教師研修

Practice Teaching Course • September 22, 23 & 29, 2018



*I really enjoyed the course, and after experiencing how to do demo teachings, I am now decided to pursue Teaching in the future.*

*The course is very helpful. I gained knowledge about basic teaching methods and practice. The Japanese way of teaching is simple yet very effective because it is very systematic.*



Minna no Nihongo Brush-Up Course • October 22 – November 26, 2018



*Very fun! I really like the way the course was handled. The senseis were very nice and accommodating of us students, and they would use a lot of various teaching methods to motivate the students.*

*Have next level brush up course!*



**OJAD and Teaching Phonetics**  
**May 30, 2018 (Wed)**

Mr. Nobuaki Minematsu (Tokyo University)

OJAD is an online Japanese accent database for learners and teachers of Japanese. The goal of this tool is to enhance the awareness and understanding of the Japanese pitch accent with a suite of four features.



Website: <http://www.gavo.t.u-tokyo.ac.jp/ojad/>

# JLE FOR PHILIPPINE HIGH SCHOOLS

(from page 1) **Japanese Speakers' Forum 2018 Indonesia**

The Philippine delegation had 6 representatives: two Japanese language teachers and four high school students. The teachers, Ms. Charry Sarmiento of Pitogo High School, Makati and Ms. Christine Joy C. Cabahug of Davao City National High School are participants in the 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 the Department of Education – Bureau of Curriculum Development. The high school students were chosen as a result of the student selection in Manila for the JS Forum Philippines.

The JSFP or the JS Forum Philippines 2018 theme was "Halina Be an **エコじん** (EcoJin)! Lets' Resolve Garbage Problems: Reduce, Reuse and Recycle" a lecture/workshop and presentation contest held on January 24 to 26, 2018. The theme focused on current innovations on a 3R (Reduce, Reuse, Recycle)-Oriented Sustainable Society by finding solutions through using a problem solving method based on lectures and field research. There were two simultaneous programs in this forum, the Teachers' Program and the Students' Program.

In the Teachers' Program, there were reports about every country's foreign language educational policy, reflections of every teacher on his or her own teaching contents and methods, as well as the development and review of lesson plans based on their country's educational policy, as well as trial and final demonstration teaching lessons.

The teachers demonstrated the lesson plans they designed to nurture the needed 21st Century skills in students in a Japanese language class, which they then evaluated using the rubric that they themselves created to assess the said skills.

On the other hand, the Students' Program did not only let the students experience different aspects of Japanese culture, but they also let the students investigate and report about the questions that they had about Japanese culture.



This international forum became a great opportunity for the Philippines to fully understand the historical background, current situation as well as to continuously innovate the curriculum as well as apply and brainstorm new approaches and methodologies in Japanese Language Education (JLE).

Other ASEAN countries began their implementation of the JLE since 1970s, while the Philippines just started 2009 during the pilot implementation of the Special Program in Foreign Language: Japanese by the Department of Education.

With the influx of various modern trends of teaching methodologies and approaches to the new generation of learners, the Philippines will continuously improve its implementation of the Japanese Language Education, particularly in the refinement of the 21st Century Skills of the Filipino students.

## **Emerie Lo**

*Program Coordinator, The Japan Foundation Manila*

Being part of the Japanese Speakers' Forum 2018 Indonesia was a great opportunity and one of a kind experience. Seeing different nationalities gather in an event where the medium of communication is "Nihongo" made me realize that we can be united as one family even if we have different cultures and origins. Diversity and tolerance are the unforgettable words for me in the forum. Students had different activities to ponder on 21st century skills.

## **CJH Update**

The enTree 3 (E3) course for the 4th batch of CJH teachers will continue until March 2019. Moreover, the 5th batch enTree 1 course (E1) will start this April 2019. The Follow-through Training Sessions are on-going once a month in Manila & Cebu.

## **Incoming CJH-related Activities (April-May 2019)**

**enTree 1 Summer Intensive Course in Manila and Cebu**  
April 22 – May 24, 2019 (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*

In my own opinion, we can achieve international and cultural understanding if we can be sensitive to others through tolerating difference and appreciating diversity.

## **Charry Sarmiento**

*Teacher, Pitogo High School*

Joining this year's Japanese Speakers' Forum in Bali, Indonesia taught me a lot of things. I was able to experience first-hand how language binds people together and breaks barriers among cultures. It was a challenge at first because my command of the Japanese language is not as good but I am very thankful to the friends I have made from Vietnam, Malaysia, Thailand and Indonesia who have helped me fulfill my tasks. Meeting them made me want to improve myself more as a learner of the Japanese language as well as a Japanese language teacher in this 21st

## **How do I apply the enTree\* method in class? 「わたしのくふう 私の工夫」**

**School:** Marigondon National High School  
**Principal:** Mr. Ernesto E. Peteluna  
**Teachers:** Ms. Mary Cris D. Pabe & Myrasol S. Alo  
**Grade Levels:** Grade 7, Grade 8, Grade 9 and Grade 10 (230 students)

As a Nihongo teacher for almost three years, it is very important to follow the Lesson Plan in enTree. In this school year, I am teaching Nihongo two hours a day in my TVE class and two hours a week in the Special Science Class. I'm so glad that many students in our school have chosen Nihongo in lieu of their TVE subject. I can see their faces full of excitement and determination in learning Japanese language and culture through the enTree lessons.

The topics in enTree are very interesting. In my

Nihongo class, I always encourage my students to be participative and interactive. Using Communicative Language Teaching (CLT), students are exposed to varied learning activities such as task completion, opinion-sharing, information gathering and interviews that would help develop student's fluency as well accuracy in learning the language. Activities that involve authentic communication promote learning. Learners are inherently curious upon learning a new language and discovering Japanese culture, thus self-motivation and self-confidence is highly needed in exploring information and concepts in order to construct new ideas.

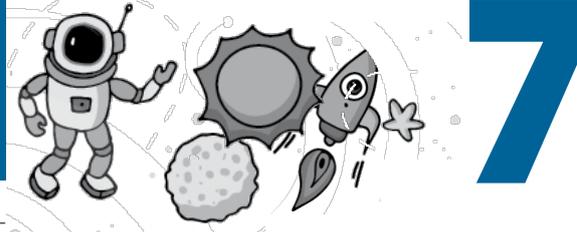
Learning new vocabularies and pronunciation at the same time is quite challenging yet fun and exciting when the teachers provides group activities,



memorization drill and games. Students-centered approach is effective in a class with more than fifty students with different learning styles, students should focus on collaboration in learning different activities, not having competition in all aspects.

\*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.

# Merienda's Pick



century society. I gained more confidence to use Nihongo to communicate with other people. From this experience, I was able to set a goal for myself and make a plan on how to further help my students to learn and enjoy Nihongo.

### Christopher John V. Tutanes

*Student, City of Mandaluyong Science High School*

This is the journey where I went through a lot of different things, different experiences and different emotions. This is the one time in my life where I was given the chance to venture new opportunities, new territories. The Japanese Speakers' Forum 2018 is truly an event to remember and will always be embedded in my heart, why? Because not only did I meet a lot of new people from different countries but I was also given a chance to explore new forms of friendship, new forms of learning and new ways of living. Yes, it is hard when we can't communicate that much because of the language barrier, but through our dedication, we were able to overcome it using the Japanese language. As I have said during the forum, "this will not be end of our relationship, rather the beginning of a new interconnected culture and way of living". By that, Kudos to the JFM, to all of the senseis and to all of the people behind this marvelous journey. Arigatou Gozaimashita!

### Nikka Annia R. Natad

*Student, Davao City National High School*

Great and countless learnings mixed with a river of blood, sweat and tears.

A life changing Japanese Speakers' Forum immediately welcomed me as I arrived at Bali, Indonesia. Aside from traveling out of the country, it was also a first time for me to interact with other Southeast Asians and communicate with them using Nihongo. Each day, I found it difficult to cope up with their Japanese proficiency in tackling topics and in sharing my ideas. Being a part of it was surreal, seemingly clueless as to what was going on, most especially during those times when we interviewed and reported. But as time went by and through their やわらかい ころ, adjusting to such environment became possible. If given the chance to take part in



another Nihongo-related program, I'll definitely seize and make the most out of every moment because not all opportunities come twice.

### Phoebe Zoe A. Quiros

*Student, Compostela Science and Technology High School (Cebu)*

To be invited to the JS Forum as one of the representatives of my beloved country, the Philippines, gave me the mixed feelings of excitement, a bit of nervousness, and a great quantity of happiness. Since the forum would be held at Bali, Indonesia, my heart could not contain the overflowing joy that I felt. To be honest, I felt agitated, thinking about my first time to travel alone overseas, and at the same time giddy when I imagined the representatives from other countries becoming friends with me.

The first day of the forum was a bit hard because I was still trying to adjust at the environment, wherein, everybody spoke in straight Nihongo. I was shocked and a perplexed at this phenomena that I challenged myself to speak more Nihongo and be able to catch up with them, and for me to try to share my ideas. We did many activities like ice-breaking games to get to know more about one another. It was really fun and entertaining! After that, we discussed and brainstormed about the 21st century society of today, diversity, and tolerance. The task was a little hard but interesting at the same time because we were talking about the nihongojins of Indonesia, Philippines, Malaysia, Vietnam, Thailand and the nihonjins of Japan. We also had a school visitation where we experienced the culture of Indonesia. We danced with the guidance of a very graceful dance instructor and played their traditional musical instruments. It was very interesting, exciting and amusing! I was also amazed by their devotion to their god just as the same with the Philippines. Every day, they always offer something to their god on their

small or big altar outside their homes. They gave their god some rice, a candy, or any kind of food, and some plant for the offering. They placed it on a coconut leaf formed into a box and then put it on the altar.

In the whole week I stayed in Indonesia, I learned how to write kanji that I was not yet able to learn in our school. I have also learned how not to be afraid or ashamed if I make a wrong Japanese sentence or phrase because after my mistake, they kindly taught me the right way on how to say or to write the word/phrase. For me, it was also a win-win situation because of the give and take relationship wherein they taught me nihongo and I taught them the proper way of speaking and writing through English.

On the last day of the forum, many representatives that became my friends, cried, because we knew that we would not see each other again in a long time. But in the closing message, one of our "senseis" told us that it's okay to forget about the things we discussed in this unforgettable forum but never - ever forget the memories we made together in this forum. There, I realized, I have not just made new friends but we were already a family in that forum.

### Zildjan Alekhain Barcelona

*Student, Muntinlupa Science High School*

If there's one word to describe my experience in Bali, it's すばらしい! Primarily, the ideas that we tackled during the week-long forum were totally inculcated not just in my brain, but also in my heart. My perspective of the world changed as I indulged myself into the knowledge I acquired. But more than the learnings, one of the things that I won't forget is the cross-cultural program wherein the delegates of each country shared a game, a chant, a song, and even a dance. I am just a normal high school student who accidentally chose Nihongo as my elective subject. Being a delegate to the Japanese Speakers' Forum 2018 is a great entitlement for a nihongo student like me. It was a very unexpected once-in-a-lifetime opportunity, and I will surely treasure the experience forever.

Similar to English and Filipino subjects, enTree lessons also uses 21st century skills focusing on students' creativity, collaboration, critical thinking and communication in the learning process. I do believe that each learner is curious, competent and able to take an active role in their own learning. A positive, innovative learning environment empowers the students to grow holistically.



Ramon M. Durano Sr. Foundation - STEC is very grateful for being one of the schools offering Nihongo subject. Teaching Nihongo becomes easier by using enTree lessons. enTree lessons paves the way in enhancing the ability of the students to engage them in a meaningful interaction in a linguistically and culturally diverse global situations. We use enTree lessons by creating a real - world connection to what students are learning, wherein it will give them greater understanding of why they need to learn it. We usually let our students interact by using the 21st century skills that is highlighted in the entree lessons.

We also use enTree to track the students' performance and improvement in learning Nihongo using the J-tree. This also serves as their diary in their Nihongo journey. With all these strategies, learning becomes easy and fun when we do all the best we can.

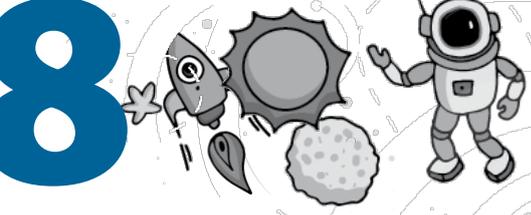
**School:** Ramon M. Durano Sr. Foundation Science and Technology Education Center

**Principal:** Mr. Jorge A. Noya

**Teachers:** Catherine C. Terana and Cleziel G. Gonzales

**Grade levels:** Grade 9 and Grade 10 (118 students)

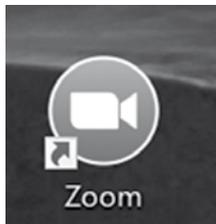
Japan has a fascinating and multifaceted culture. Because of its beauty, our students are really interested to learn their culture as well as their language.



## YATTE MIMASEN KA?

### WON'T YOU TRY USING ZOOM?

By 小川靖子 (Yasuko Ogawa)



Nowadays, online materials for Japanese language education, such as Minato (<https://minato-jf.jp/>), have been on the increase. A lot of online classes and conversation lessons can also be found on the internet. There are various online communication tools such as Skype, Hangout, Zoom, etc., but this time, I would like to briefly introduce Zoom.

Zoom is a web conferencing system developed in the United States that has various functions for web conference, and as of December 2018, supports eight languages including English and Japanese. In Zoom, the operator/organizer of a meeting (or in the case of Japanese language education, an event such as a class, lesson, workshop etc.) is called the "host", while the participant is called the "guest". The "host" can set up, manage and design meetings.

Zoom is just one of the many online communication tools, each with its own characteristics, but using Zoom over the past few years both as a host and as a guest, I have found it to be convenient. Below are characteristics and functions that I think are useful for language education, daily tasks, etc.

#### Easy to connect! Easy to participate in

Participants (guests) do not need to create accounts. Just click on the URL sent by e-mail from the operator (host) and you can join. Clicking the URL will automatically install and connect the application. You can also connect from PC (Windows, Mac), smartphone (Android, iPhone), tablet (Android, iPad), Linux.

#### Sound quality, Image quality, Stable connection

Because sound quality, image quality, and connection is stable, communication goes smoothly and there is less stress.

#### Participation in large numbers is possible

Currently, it is possible for up to a 100 people to participate. Even with a large number of participants, the sound quality, image quality, and connections are unlikely to become unstable. In addition, since the host can control the screen and audio of the guests, it is easy to manage guests who are unfamiliar with the system.

#### Breakout Room (Breakout Session)

Using this function of the host, it is possible to do group work like those done in classrooms and workshops. It is very similar to the atmosphere of group works being done offline. Dialogue among participants of small numbers or group works leads to active participation of the guests.

#### Screen sharing, Whiteboard

With screen sharing, you can share computer screens of the hosts and guests, so discussions can be done while sharing Power Point, etc. In addition, Zoom has a convenient Whiteboard function where all participants can write to share information other than video and audio.

*\*To use **Zoom** smoothly, upgrade to always keep it up to date, and use earphones or headset to prevent howling.*

#### Application/Usage Examples

- Online Lessons / Lectures
- Online Trainings / Workshops
- Online Exchanges
- Online World Café
- Online Reading Groups / Study Groups
- Meetings among remote persons / remote locations, joint projects.



For example, for online classes and trainings, it is possible to handle people from various locations, numbering from just a few up to a large number (100 people). For online exchanges and online world cafés, it is possible to connect the world outside to the "insides" of the classrooms. It can be a venue for not only Japanese native speakers in Japan but also for those in other locations to have exchanges and dialogues with Nihongo learners... using the merits of the internet and Zoom, various activities, including personal exchanges, can be conducted based on any idea one can come up with.

This was a brief introduction of Zoom, but if you would like to try it as an operator (host), it may be good to try using the free version first. The table below is a simple comparison of the free version and the paid version (Pro).

Also, if it is difficult to use Internet in your school's classroom environment, or, if hosting seems to be too high a hurdle, it may be good to join as a guest. There are various online workshops, online reading groups, etc., using Zoom. It will also lead to your own learning.

At any rate, why don't you try using Zoom?

	Free version	Paid version (Pro)
Price	Free	US\$ 14.99 (monthly)
Number of participants	100 people	100 people
Time Limit	3 or more group meetings; 40 minutes	None
Chat	○	○
Breakout Room	○	○
Screen sharing	○	○
Whiteboard Function	○	○
Video Recording	PC Recording	PC Recording Cloud recording

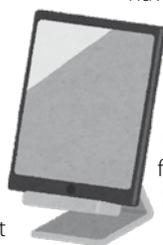
<https://zoom.us/pricing> (As of Dec.2018)

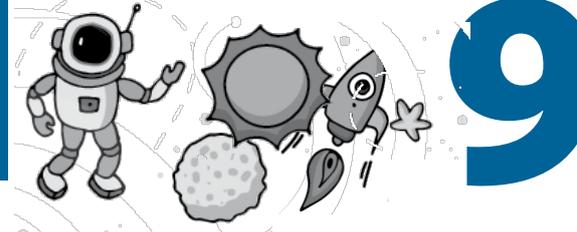
*\* Participant (Guest): Free. No fee will be incurred by participants using Zoom.*

#### References

Zoom (English, Spanish, German, Chinese, French, Portuguese, Japanese, Russian) <https://zoom.us/>

Zoom Revolution (Japanese only) Detailed usage of Zoom and examples of its use <https://zoom-japan.net/>

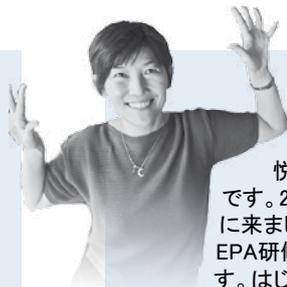




## Hello!!!

### TOMOKO NAKAMURA

はじめまして。11月に着任しました、中村友子(なかむらともこ)です。2011年に国際交流基金に入社して東京で働いたあと、子どもを育てるために3年間ノルウェーで暮らしました。寒い国から暑い国へ来て、環境の変化を楽しんでいます。休日には子どもたちと海に行ったり、山に行ったりしてみたいです。よろしくお願いします。



### ETSUKO EMORI

はじめまして。江森悦子(えもりえつこ)です。2018年8月にマニラにきました。EPA研修を担当しています。はじめてのフィリピン生活ですが、のびのびとした明るい雰囲気と人々の大らかなやさしさがとても心地いいです。日本語がつなぐ出会いと縁を大切にこれから頑張っていきたいと思えます。どうぞよろしくお願いします！



### JENNELYN ARROYO

はじめまして。I am Jennelyn Arroyo. I've been working as a part timer for Japan Foundation before, such as JLPT helper and JPEPA assistant. And now, I am here! Thank you for the opportunity to be one of you. 頑張ります！よろしくお願いします。

## Goodbye...

### TETSUYA KOIDE

みなさんのおかげで、フィリピンでの仕事も生活もとても楽しかったです。本当にありがとうございました。また、日本やフィリピンでお会いしましょう！ Thanks to all of you, marami akong magandang alaala sa Pilipinas. Maraming Salamat po. See you in Philippines and Japan! Mabuhay!



### MARISTEL M. MIGUEL

EPA Batch 5 to Batch 10. Marugoto A1 to A2/B1. 6年間大変お世話になりました。さまざまなことを学びました。Maraming salamat po! また会う日まで!



### MARIE STEPHANIE O. GABICA

A huge thank you to my JFM Family. Thank you for the 1 and a half years of experiences. It might just be a short time but I learned a lot of things. I'm going to miss you all. I'm wishing you all the best! どうもありがとうございました。



## 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.



36 Nihongo teachers from all over the world pose on the grounds of the Japan Foundation-Urawa during the Short-Term Summer Institute from June to August, 2018.

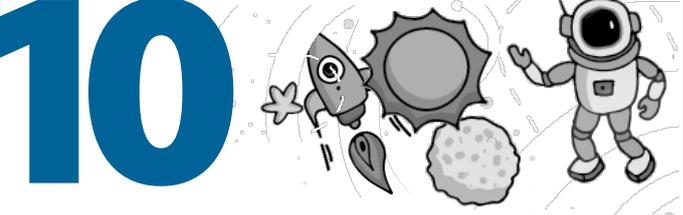


Lanie V. Garcia (LVG Language Tutorial Center, Metro Manila) Final Presentation of Speech Taikai

Janice F. Dais (A nurse by profession. She has taught Nihongo to JPEPA batches 8-10 and currently to ongoing Batch 11.) Experiencing Japanese culture by wearing the traditional summer yukata.



Group 1 Class of Short Term Summer Teacher training 2018



# Sapin-sapin

## 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！

“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

### INCORPORATING SPEECHES IN YOUR CLASSROOM

August 4, 2018

**Mr. Hideaki Ishida**

*Japanese Language Education Adviser,  
The Japan Foundation Manila*



The course is very helpful. I gained knowledge about basic teaching methods and practice. The Japanese way of teaching is simple yet very effective because it is very systematic.

### DICTOGLOSS: TEACH “GIVING AND RECEIVING” USING DICTOGLOSS METHOD

October 20, 2018

I learned new strategy that is very beneficial to the students. I was able to understand the process by experiencing the actual dictogloss method.



**Ms. Janice F. Dais**

*Worked in Japan as EPA Nurse Candidate (1st Batch). Studied Japanese Language at AOTS Osaka. Three-time Japanese Language Teacher to EPA Candidates. Attended the Short-Term Summer Training for Foreign Japanese Language Teachers at The Japan Foundation Japanese Language Institute, Urawa.*

## 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 skills, get a lot of inspiration, and form a new network. If you know someone who is a Nihon enthusiast, “Oshaberi Salon” might be ideal!

For more information, please visit the JFM website. ([www.jfmo.org.ph](http://www.jfmo.org.ph))



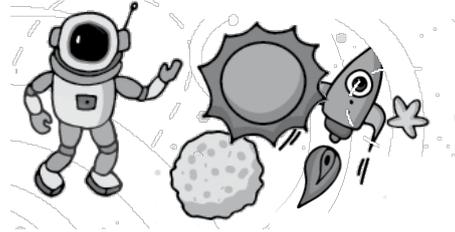
ライフストーリー My Life Story  
July 13, 2018



雨の日 Rainy Days  
September 7, 2018



作ろう！俳句（はいく）Let's Make Japanese Poems  
November 9, 2018



## めだま や や あつ 目玉焼きが焼けるほど暑い！！

By Nami Murakami

フィリピンもそろそろ暑い夏がやってきますね！

タイトルは、比喩(メタファー)を使って、暑さを表現してみました！

比喩は、他の言葉にかえて言ったり、付け加えたりして使います。

それから、比喩には、表現や文がイメージしやすくなる効果があります。

下に比喩を使ったクイズがありますから、チャレンジしてみましょう！

Direction: Fill in the blanks. Choose the correct answer from A-D inside the box.

Choices: 

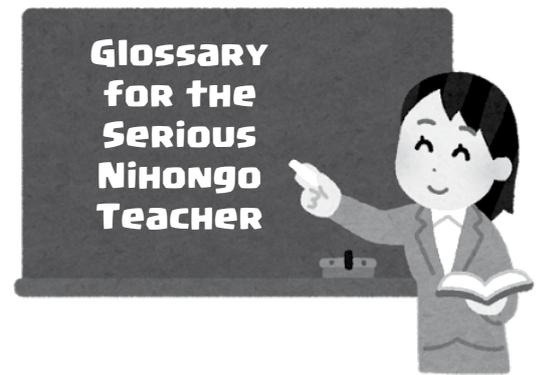
て	な	だ	あか
A.手	B.ガラス	C.泣き出し	D.明るい

① 彼は 経済に  (\*彼は 経済について よく知っている He is familiar with economics.)

② 彼は  のハートの 持ち主 (\*彼は とても傷つきやすい性格だ He has a vulnerable personality.)

③ 忙しくて  が 足りない (\* 忙しくて、人が少ない We are so busy that we are short-staffed.)

④ 今にも 空が  そうだ (\* 雨が降りそうな空だ The sky looks as if it's going to rain anytime soon.)



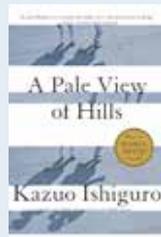
ID, 2B, 3A, 4C

## From The JFM LIBRARY

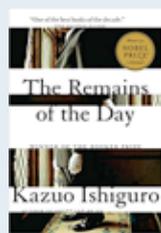
The library is open to researchers/borrowers from 10:00 a.m. - 7:00 p.m., Mondays to Fridays, and from 9:00 a.m. - 1:00 p.m. on Saturdays. It is closed on Sundays & Holidays. Just present an ID card at the Charging Desk.

For those who wish to know more about the library, visit <http://jfmo.org.ph/library/> or call (02) 811-6155 - 58.

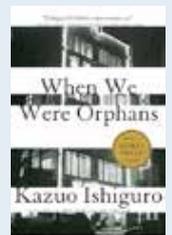
This issue of "MERIENDA" features investigative novels and short stories by Kazuo Ishiguro - the 2017 Nobel Prize Awardee in Literature. The genius author of the "Remains of the Day" is a Japanese-British novelist known for his science fiction, fantasy, mystery, drama genres. Seven of his novels have been adapted into films; his works have been translated into forty languages and won him prestigious awards including the Booker Prize.



"A Pale View of Hills" is the first highly acclaimed novel by Kazuo Ishiguro. The book deals with World War II as relived by a Japanese woman, Etsuko, now living all by herself in London and trying to deal with the recent suicide of her daughter Keiko.



"When We Were Orphans" is a crime/mystery fiction set during the Sino-Japanese War in the 1930s. The story is about a guy who was born and happily lived in Shanghai until the alleged kidnappings of his father and mother. More than 20 years after leaving Shanghai, Banks is now a well-known detective in London. Traveling back to his childhood place to discover the disappearances of his father and mother but the war makes it difficult for him to do the investigation and to trust the people around him.



The "Remains of the Day" - "one of the best books of the decade" - Boston Globe.

The novel (1989) and adapted into film (1993) is about an elderly English butler serving Lord Darlington for three decades. At the end of his service, Stevens embarked on a country drive and he looked back over his career and the person he served.

Other collection of novels and short stories by Kazuo Ishiguro are available at the JFM Library.

# JFM Courses & Workshops

February to June 2019

## COURSES FOR NIHONGO TEACHERS

### Marugoto Elementary 1 (A2) Module 1

February 4 – March 13 (Mondays & Wednesdays)  
6:20 – 8:30 p.m. (24 hrs.)  
Tuition fee: Php 5,000 (Inclusive of textbook)

### Marugoto Starter (A1) Module 1

February 7 – March 19 (Tuesdays & Thursdays)  
6:20 – 8:30 p.m. (24 hrs.)  
Tuition fee: Php 4,900 (Inclusive of textbook)

### Marugoto Intermediate 1 (B1) Module 1

February 12 – March 26 (Tuesdays & Thursdays)  
6:20 – 8:30 p.m. (26 hrs.)  
Tuition fee: Php 6,320 (Inclusive of textbook)

### Marugoto Elementary 1 (A2) Module 2

March 25 – April 24 (Mondays & Wednesdays)  
6:20 – 8:30 p.m. (20 hrs.)  
Tuition fee: Php 4,500 (Inclusive of textbook)

### Marugoto Starter (A1) Module 2

March 26 – May 2 (Tuesdays & Thursdays)  
6:20 – 8:30 p.m. (20 hrs.)  
Tuition fee: Php 4,400 (Inclusive of textbook)

### Marugoto Intermediate (B1) Module 2

April 23 – June 4 (Tuesdays & Thursdays)  
6:20 – 8:30 p.m. (26 hrs.)  
Tuition fee: Php 6,320 (Inclusive of textbook)

### Marugoto Elementary 2 (A2) Module 1

May 13 – June 26 (Mondays & Wednesdays)  
6:20 – 8:30 p.m. (28 hrs.)  
Tuition fee: Php 6,000 (Inclusive of textbook)

### Marugoto Elementary 1 (A2) Module 1

May 21 – June 27 (Tuesdays & Thursdays)  
6:20 – 8:30 p.m. (24 hrs.)  
Tuition fee: Php 5,000 (Inclusive of textbook)

### Marugoto Starter (A1) Module 1

June 11 – July 23 (Tuesdays & Thursdays)  
6:20 – 8:30 p.m. (24 hrs.)  
Tuition fee: Php 4,900 (Inclusive of textbook)

### \*Marugoto Starter (A1) Module 1

(Katsudou and Rikai)  
10:00AM – 12:10NN

### Katsudou – Communicative Language Activities

June 5 – July 17 (Mondays & Wednesdays)  
Tuition fee: Php 4,900 (Inclusive of textbook)

### Rikai – Communicative Language Competence

July 22 – Sept. 4 (Mondays & Wednesdays)  
Tuition fee: Php 4,900 (Inclusive of textbook)

*\*Possible to take Katsudou only.*

## COURSES FOR NIHONGO TEACHERS

### Practice Teaching Course

March 23 (Saturday) 9:00am – 5:00pm  
March 24 (Sunday) 9:00am – 3:00pm  
March 30 (Saturday) 9:00am – 5:00pm  
Venue: The Japan Foundation Manila  
Tuition fee: Php 1,200

### Minna no Nihongo Brush-up Course (L28-32)

April 15 – May 22 (Mondays & Wednesdays)  
Tuition fee: Php 2,200

## MINATO ONLINE COURSES

### Kanji Course

February 1 – March 27  
Tuition fee: (TBA)

### Hiragana A1 course

February 16 – March 20  
Tuition fee: Php 1,000

### Katakana A1 course

March 23 – April 27  
Tuition fee: Php 1,000

## REGULAR EVENTS (FREE ADMISSION)

### Oshaberi Salon

March 8 (Friday)  
6:20p.m. - 8:00p.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.



## NIHONGO FIESTA 2019

The Nihongo Fiesta is an annual event held by The Japan Foundation, Manila, which showcases the Japanese language, arts and culture through various activities and events such as the Nihongo Speech Contest, Nihongo Quiz Bee and many more.

February 23, 2019 (Saturday)

Shangri-La Plaza Mall  
Mandaluyong City

SHANGRI-LA PLAZA CINEMA 2  
**46th Nihongo Speech Contest**  
10:20 a.m. - 12:15 p.m.

SHANGRI-LA PLAZA CINEMA 2  
**11th Nihongo Quiz Bee for High School Students**

Organized in cooperation with the Association of Filipino Nihongo Teachers (AFINITE)  
2:15 p.m. - 4:30 p.m.

*\*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))*

## 2018 JAPANESE LANGUAGE PROFICIENCY TEST December 2, 2018 (Sunday)

Number of Applicants

	N1	N2	N3	N4	N5	Total
Manila	165	555	1,059	4,159	1,964	7,902
Cebu	31	74	185	667	351	1,308
Davao	28	84	156	1,088	559	1,915
<b>Total</b>	224	713	1,400	5,914	2,874	11,125

## THE 1st JAPANESE LANGUAGE PROFICIENCY TEST 2019

July 7, 2019  
Manila, Cebu, Davao

Online registration period:  
Feb. 6 to Mar. 13, 2019  
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 more details.

## The 29th PHILIPPINE NIHONGO TEACHERS' FORUM

May 2019

WATCH OUT FOR DETAILS!

Merienda!  
みりえんだ

The Japan Foundation, Manila Nihongo Teachers' Newsletter

### EDITORIAL STAFF

JENNELYN ARROYO  
KELI BISCARRA  
MICHIKO IMAMURA  
YASUJIRO TAKEI  
SAYAKA MIYAZAWA  
C.E.J. AQUINO  
TARO NARITOMI  
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NAMI MURAKAMI



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