

Merienda!

まりえんだ

The Japan Foundation, Manila Nihongo Teachers' Newsletter

42nd Nihongo Speech Contest

Among the 25 participants who went through screenings from late-January to early-February 2015, 10 participants gained their way to the final round of the 42nd Nihongo Speech Contest. All 10 participants passionately delivered interesting speeches on various topics ranging from the Japanese-language to one's experience during the typhoon Haiyan.

In the end, Ms. Gia Paola Eser from the Mindanao Kokusai Daigaku (MKD) won 1st place in the Student Division while Mr. Paolo Joseph Lobitaña from the Ateneo de Manila University and Ms. Natassia Jeronne Martinez from the Creative Connections & Commons Inc. were named 1st and 2nd place in the Non-Student Division respectively. The Open Division was topped by MKD students Mr. Daniel Ulanday (1st place) and Ms. Vivien Hazel Yares (2nd place).

On top of the said awards, 3 participants also received special awards for their exceptional performance during this year's speech contest. Ms. Martinez was awarded the Special Jury Award while Ms. Eser was given the Outstanding Performance Award. Mr. Ulanday was crowned the Grand Champion of the 42nd Nihongo Speech Contest earning him a roundtrip ticket and a chance to join a one-week all-expenses paid observation tour of Japan to be held later this year. The Outstanding Performance Awardee will also be joining the Champion in the one week observation tour.



finished the competition at 3rd Place, while Manila Science High School represented by Joe Diether Cabelin and Hannah Sofieah Lopez came in 2nd Place. And after almost two hours of battling with 38 other Nihongojins, Clive Derenz Nadunza and Millan Astudillo of the Muntinlupa Science High School were awarded the Grand Champions of the 7th Nihongo Quiz Bee for High School Students.

7th Nihongo Quiz Bee for High School Students

The 7th Nihongo Quiz Bee for High School Students, organized by The Japan Foundation, Manila (JFM) in cooperation with the Association of Filipino Nihongo Teachers Inc. (AFINITE), welcomed 20 high schools from all over the Philippines to compete for the Grand Champion title during the Nihongo Fiesta 2015 at the TIU Theater on February 28, 2015 (Saturday).

Photos of the representatives from all 20 participating high schools were uploaded on Facebook in early February 2015 as part of the Facebook Choice Awards pre-event contest. Ultimately, four schools – Sta. Lucia High School, Lagro High school, Philippine Normal University High School Department and Juan G. Macaraeg National High School – who each garnered from around 70,000 to over 120,000 Facebook shares were granted the Facebook Choice Awards.

As for the Quiz Bee Proper, Mary Rose Guan and Mary Karen Beato of Lagro High School



The 21st Philippine Nihongo Teachers' Forum

The 21st Philippine Nihongo Teachers' Forum, entitled "Energize Your Classes: Get Inspirations on Moji, Goi, Kanji, Bunpou & JLPT Lessons", was successfully held at the JICA Philippine Office Auditorium last May 16, 2015 (Saturday). 60 Nihongo teachers participated in the event and everyone was able to attend the lectures and workshops prepared by seven speakers – four guest speakers and three speakers from The Japan Foundation, Manila (JFM). This was the first time that the JFM held parallel sessions in a teachers' forum, i.e. two different lectures were held simultaneously – one on Dictogloss (Listening) and the other focused on teaching techniques in relation to Filipino examinees' difficulty in JLPT Reading.



No. 24 July 2015

THIS ISSUE'S MENU

What's Inside

Merienda Espesyal 1 2-3
The 21st Philippine Nihongo Teachers' Forum

Nihongo Fiesta 2015

Merienda Espesyal 2 4-5
From the Nihongo Partners

4th Japanese-Language Education Conference
JPEPA Batch 7 Training Completion

Merienda's Pick 6-7
JLE for Philippine High Schools

Merienda Espesyal 3 8
Yatte mimasen ka?

Magake Muna Tayo 9
Hello & Goodbye
Urawa Update
JF Grantees for Nihongo Teachers FY2015-2016

Sapin-sapin 10
Sensei no Wa
Oshaberi Salon
Marugoto JLPT Passers

Banana Q 11
Glossary for the Serious Nihongo Teacher
JFM Library Acquisitions

THE 21ST PHILIPPINE NIHONGO TEACHERS' FORUM

Energize Your Classes: Get Inspirations on Moji, Goi, Kanji, Bunpou & JLPT Lessons

May 16, 2015 (Saturday) • JICA Philippine Office Auditorium



Despite the fact that the Philippines has the 10th largest population of Nihongo learners in the world, the Japan Foundation, Manila with Nihongo teachers from all over the country, did not rest on its laurels. Rather, the 21st Philippine Nihongo Teachers' Forum identified and addressed new issues with its current theme of "Energize Your Classes: Get Inspirations on Moji, Goi, Kanji, Bunpou & JLPT Lessons."

With the continued popularity of Japanese popular culture, as well as the globalisation of Japan's industries, interest in learning Nihongo in the Philippines has increased yearly. However, sustaining this interest among learners is one of the issues dealt with by the current forum which recognised a perceived difficulty of Filipinos who need to learn a new script with Hiragana, Katakana and Kanji. Hence, learners seem to have a threshold of stopping a JLPT N3 level. Thus, the

Marugoto courses which teach listening and speaking without stressing the learners on writing Hiragana, Katakana or Kanji were conducted. In a stress-free and enjoyable environment, the learners challenged themselves to write kanji or to write essays vertically (tategaki) in exercises that do not require them to do so.

Sessions from the forum also cautioned teachers that their personal perceptions, such as difficulty in learning kanji, or less focus or too much focus on reading (dokkai), could permeate in their teaching and influence their students. Thus, a constant self-examination of the teacher's pedagogy, and the needs of learners is necessary to achieve the goals set in each Nihongo course.

Furthermore, the forum was an opportunity to learn new forms of teaching Nihongo beyond the standard grammar-based or pattern-based approaches. Dictogloss, an approach which uses

Japanese songs, is an innovative method because it not only combines listening, reading, writing and speaking, but can also include discussions on Japanese culture and develops analytical and logical thinking of Nihongo, depending on the song being used.

Finally, the forum gave teachers an opportunity to network, as well as exchange notes on websites and learning tools for Nihongo teachers and learners.

Congratulations to this year's Nihongo Teachers' Forum.

Karl Ian Uy Cheng Chua

Mr. Chua attained his Ph.D. in Social Sciences from Hitotsubashi University and is currently the Director of the Japanese Studies Program of the Ateneo de Manila University.



MORNING PROGRAM

MARUGOTO in MANILA: A Course Design using just the Activity Coursebook

Ms. Carmencita K.C. Biscarra
Program Coordinator, The Japan Foundation, Manila
Part-time Instructor, Nihongo Center Foundation, Inc.

MARUGOTO MOJI COURSE: Including Reading, Speaking and Listening Skills in a Writing Course

Ms. Michiko Imamura
Program Coordinator, The Japan Foundation, Manila

Integration of Instructional Strategies for a Meaningful Japanese Vocabulary Acquisition

Engr. Rowena P. Okabe
Manager/Japanese-Language Instructor, The Blue Files, Baguio City

Kanji Instruction in the Philippines: Focus on Kanji Learning Beliefs and Strategy Usage of Filipino Learners and Teachers of the Japanese Language

Ms. Francesca M. Ventura
Japanese-Language Teacher (Freelance)

AFTERNOON PROGRAM

PARALLEL SESSION 1

Filipino Examinees' Difficulty in JLPT N4: Reading

Ms. Katharine Teotico
Japanese-Language Instructor,
Japanese Language Research Center, Mandaluyong City

Hands-on Learning: Dictogloss for Intermediate Class

Mr. Tatsuya Nakagome
Japanese-Language Education Adviser,
The Japan Foundation, Manila

PARALLEL SESSION 2

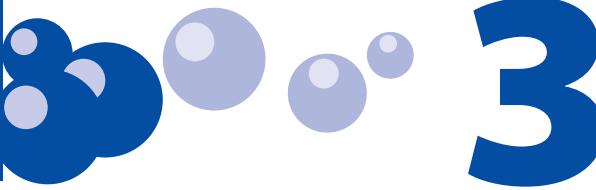
Hands-on Learning: Dictogloss for Beginner Class

Mr. Tatsuya Nakagome
Japanese-Language Education Adviser,
The Japan Foundation, Manila

Filipino Examinees' Difficulty in JLPT N2: Reading

Ms. Emmie B. Miyagawa
Manager/Japanese-Language Instructor,
Japanese Language Research Center, Mandaluyong City

Merienda! ESPESYAL 1



2015 Nihongo Fiesta

February 28, 2015



NIHONGO FIESTA 2015



The Nihongo Fiesta 2015 was held at the TIU Theater on February 28, 2015 (Saturday). Over 500 Japanese culture-and language-enthusiasts attended the said event.

Beside the staple Nihongo Speech Contest and Nihongo Quiz Bee for High School Students, the Nihongo Fiesta 2015 featured booths which showcased various aspects of Japanese culture, e.g., traditional Japanese games, karate, origami, manga. While supporters of the contest participants enthusiastically cheered for their representatives inside the theater, walk-in visitors, like Japanophiles, as well as children and passersby were able to enjoy the workshops, demonstrations, and food stalls from morning until late afternoon.



Shinkendo Performance
42nd Nihongo Speech Contest Awarding Ceremony



Manga Library



Origami Workshop



Karate Workshop



Nihongo Partners' Booth: Traditional Japanese games



Mr. Daniel L. Ulanday
(Mindanao Kokusai Daigaku)
「少年ダニエルの小さな悩み」

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 shared to the Philippines...「class activities」

We introduced Japanese songs such as *ひまわり* by キロロ and *空も飛べるはず* by スピッツ during our classes in UP. The students really enjoyed singing these songs. We had カラオケ大会 and group presentations on Japanese songs, which were personally chosen by the students. Aside from these, we also conducted movie sessions to become more familiar with the Japanese language and culture.
Shiori Momoi, Cebu



What I learned from living in the Philippines...

フィリピンに住んで、私はまつことができるようになりました。日本にいた時、まつのがきらいでしたが、今はバスがぜんぜんこなくても気にしません。バスががない時イライラするのはよくないと思います。まっている時、ともだちはなしたり、いろいろなことをかんがえたりするのがたのしいです。**Asumi Nagasaka, Quezon City**



What I gained from the Philippines...

Having the opportunity to teach is a rewarding experience. I learned a lot from my students. The first thing that I have learned is that teachers must enjoy their classes by preparing interesting games and activities. The students won't enjoy the class if the teachers are not enjoying as well. Teachers should always look happy and lively. **Kaori Iwashita, Davao**



4th Japanese Language Education Conference



The 4th JLEC was held at the Bukidnon State University (BSU), City of Malaybalay on April 18-19, 2015. 64 participants attended the conference, which was themed “ASEAN Collaboration: Challenges & Opportunities for Japanese Language Educators”.

Dr. Teresita T. Tumapon (Vice President for External Relations and Internationalization, Liceo de Cagayan University) delivers her talk on the theme. (L-R) Ms. Lady T. Basuel (President, PHILAJAMES Mindanao), Dr. Tumapon, Dr. Oscar B. Cabañalez (President, BSU), Ms. Marites Doña (Adviser, AFINITE)



The participants of the 4th JLEC composed of Nihongo teachers, Language and Letters faculty of the BSU and Nihongo enthusiasts together with the keynote speaker and resource persons

Merienda! ESPESYAL 2

5

Nihongo Partners Batch 2015

PANGASINAN

MARIKO FUKADA

- Juan G. Macaraeg National High School

TOGO UMETSU

- Mangaldan National High School

CEBU

SHO TANAKA

- Buanoy National High School

DAVAO

NATSUMI SUGIYAMA

- Davao City National High School
- Philippine Nikkei Jin Kai International School

METRO MANILA

AZUMI FUKUSHIMA

- University of the Philippines Linguistics Department

HIROAKI UENO

- Sauyo High School
- Lagro High School

NORIKO SAKAGUCHI

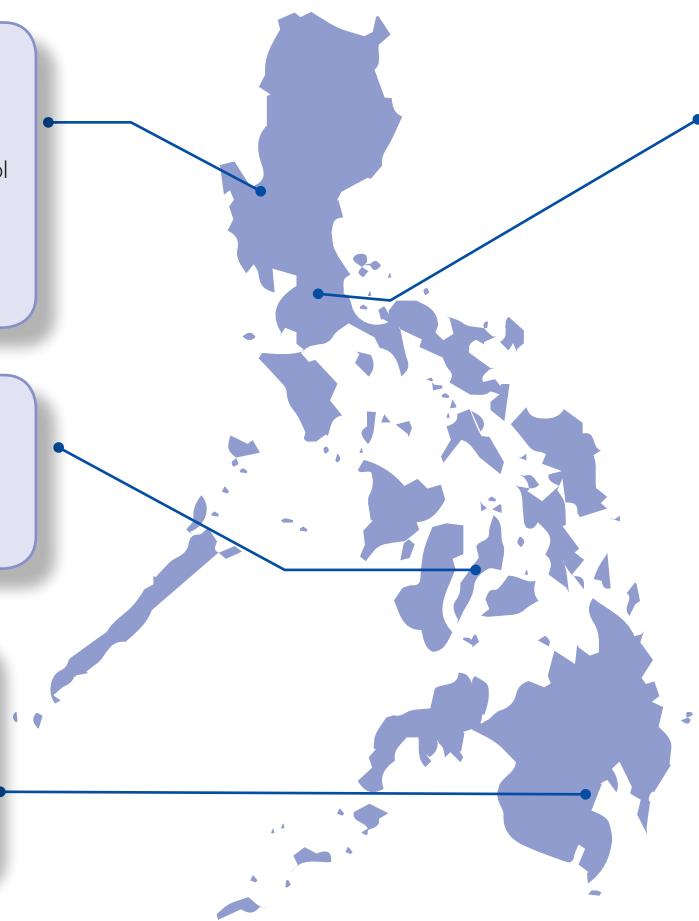
- Jose Abad Santos High School
- Philippine Normal University (High School)

AI TANAKA

- Valenzuela City Science High School
- Manila Science High School

MISUZU IIJIMA

- Quezon City High School
- Marikina Science High School



The 7th batch of EPA based Filipino Nurse and Certified Care Worker Candidates

November 2014 – May 2015

The Preparatory Japanese-Language Training for Filipino Nurse and Certified Care Worker Candidates under the Economic Partnership Agreement (EPA) is held annually. A total of 289 candidates were able to successfully finish the training this year.



Presentation of comparisons between the Philippines and Japan



Yosakoi dance during the closing ceremony

For more inquiries about the EPA program including the recruitment, kindly contact the Philippine Overseas Employment Administration (POEA).

"Our Needs, Our Responsibility: not もしも(if) but いつも(always)"



Students interviewing a family who experienced the wrath of Ondoy

On its third year of providing a venue for high school students and teachers to think and collaborate using their common languages, which includes Nihongo, the Japanese Speakers' Forum Philippines (JSFP) once again centered on disaster mitigation. However, this year's forum focused on developing high school students' awareness on preparing for disaster not only during the disaster but every day and every chance they get.

Held on January 29 and 30, 2015 at the Marikina Hotel & Convention Center, 34 students and 18 teachers from 18 public schools under the Special Program in Foreign Language: Japanese (SPFL: Japanese) by the Department of Education participated in the event.

Speakers Mr. Ven Paolo B. Valenzuela from the Center for Disaster Preparedness and Mr. Val A. Barcinal of the Marikina City Disaster Risk Reduction and Management Office (MCDRRMO) gave detailed and comprehensive information on disasters in general, disasters

in the Philippines, and various measures of disaster preparedness implemented by the local government of Marikina City. Graphic designers Ms. Raxenne Maniquiz and Ms. Joanna Malinis of Plus63 also provided the students useful knowledge for their final output on effective communication using different forms of media.

The JSFP 2015 featured the "Field Research", a new program which is a first in the three-year-history of the JSFP. In this program, the students were shown the MCDRRMO, the parts of Marikina City affected by the typhoon Ondoy, and the risk reduction and management measures of the city. The students who were divided into groups were tasked to discover and observe as they interviewed MCDRRMO Officers, and barangay officials and families from the flood-prone areas of Marikina City. After a series of discussions, each group produced a slogan poster and shared it in a presentation.

Since one of the aims of the JSFP 2015 is to promote disaster preparedness at all times, the posters were made into wall and desk calendars. These were then distributed to the SPFL: Japanese schools and to the offices involved in making the JSFP 2015 a success, as well as to the city governments where the SPFL schools are located.

The participants and the Core Group of the JS Forum Philippines hope that

their message would be able to reach and contribute to the communities involved in the JSFP 2015.

CJH Update

This summer, we opened the enTree 3 course, which includes a 10-day immersion trip to Japan. 18 CJH teachers attended the course, which also comprises of follow-through trainings in Manila and Cebu.

For Batch 1 & 2 teachers, we will have a series of pedagogical seminars twice a year as CJH. The said seminars are tentatively scheduled in September and November. Detailed information will be uploaded on the CJH Facebook page soon.

Aside from these pedagogical seminars, the JFM has also started their original seminars in 2015. Although these seminars are not a part of CJH, the main targets of the seminars are high school Nihongo teachers. The first seminar, themed "Action research", was conducted last April 17, and the next one will be in November.

Lastly, we will also be offering online basic Japanese course four times (terms) a year.

We hope you join us in the upcoming seminars and courses!

*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



Disaster Preparedness and Awareness slogan posters created by the students

Tips on Cultural Activities!

"Let's try to make original キャラ弁(Kyaraben)!!"



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 Japanese Language Education Advisors assigned to support high schools in the Philippines. Check it out!!

Have you ever eaten a Bento? You may have seen Bento being eaten for lunch in Japanese anime or sold in convenience stores. Bento is a boxed meal which is commonly eaten during lunch in Japan. Some people bring homemade Bento to school or their workplace. Others buy bento at nearby convenience stores or bento shops during lunch break.

In recent years, "kyaraben" has become popular in Japan. "Kyaraben" is short for "character bento" and is typically decorated to look like popular characters from Japanese anime or video games. Bento is not only pleasing in terms of taste, but it is also pleasing to the eyes.

Why don't you discuss about the Bento culture during class?

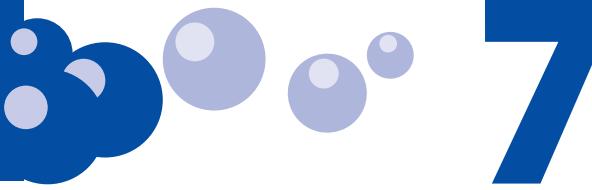
1. The teacher shows pictures of "kyaraben."
2. The teacher asks the students what it is and what it is made from.
3. The teacher introduces bento culture in Japan and lets the students compare it with the Philippines.
4. The students design their original "kyaraben" and present their Bento using the new Nihongo vocabulary.

If possible, the teacher can encourage the students to make their original "kyaraben" and share their pictures to the class!



★Ingredients for the Bento

のり: nori (seaweed laver)
ふりかけ: furikake (seasoning mix for rice)
たまご: tamago (egg)
ごはん: gohan (rice)
チーズ: chiizu (cheese)
トマト: tomato (tomato)
ソーセージ: sooseeji (sausage)
ケチャップ: kechappu (ketchup)
*If you use vegetables for the character, the Bento will be healthier and more colorful!!



Immersion Program in Japan

"Is this for real?" The **Immersion Program in Japan** began with this expression amidst much excitement upon the arrival of the 3rd Batch of CJH Teachers at the Kansai International Airport. This year, 19 teachers participated in the 10-day Kansai and Kanto Program.

With a total of 26 training days, the entree 3 (E3) Training Course for High School Teachers includes 3 programs: **Pre-Immersion**, **Immersion** and **Post-Immersion**. The Immersion program in particular is composed of 4 main activities, namely "Kyoto Fieldwork", "Home Visit in Osaka", "Tokyo Fieldwork" and "School Visit in Saitama".

In the Kyoto and Tokyo Fieldwork activities, the teachers were divided into groups and each group was asked to plan their fieldwork itinerary. For each fieldwork day, the teachers toured Kyoto and Tokyo with the help of undergraduate and graduate students from Japanese universities, whom the group called "volunteers".

During the Home Visit, the teachers experienced activities specially prepared for them by their respective host families, like "makizushi-making", "tea ceremony", "watching the Mochi-throwing Festival", etc.

In the School Visit, the teachers had the chance to observe and join classes at the high school level. They were toured around the campus and were able to see the different club activities. The teachers were also able to talk and interact with the teachers and the students - exchanging information about school life and system.

However, the sole purpose of the E3 training was not only to



All smiles before the Kyoto Fieldwork

themselves to exchange e-mails in Japanese with their "volunteers" to get feedback and advice, as well as to negotiate their plans. Most importantly, during the short visit to Japan, the teachers collected authentic materials which they can use in making their original lesson plan for their Japanese classes. After coming back from Japan, the teachers started right away with writing their lesson plans. The goal of their lesson plan is not only to introduce Japan but also to arouse their students' curiosity about Japan by sharing their first hand observations and experiences as well as to promote intercultural understanding and to develop in the students the needed 21st century skills. The lesson plans are expected to be completed during the follow-through trainings held on Saturdays from June to March.

Upon their return, many CJH teachers have commented, "I have learned a lot of things". With high hopes, JFM expects the teachers to utilize what they have experienced for real in their Japanese classes and that the fruits of the Immersion Program may make a contribution to the learning of their students.



E-mailing Volunteers in Nihongo



Participants categorizing the things they realized in Japan



"Mr. & Ms. Yukata"

H.S. Nihongojin

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

HIGH SCHOOL NIHONGOJIN 17

Student name: Maria Felice V. Incorporado

Year and Section: IV- Science Class

Suki na koto: J-dorama o miru, ongaku o kiku, scrabble o suru, internet o suru, hon o yomu, tetsudai o suru

Being a Science Class student, we were required to join the Nihongo class. I have always dreamt of studying a foreign language and there it was, an opportunity to study about my favorite country, Japan, for free!

I learned many things from the first unit to the last, from making the enTree book and writing reflections on J-tree. Our *sensei* presented us with some activities that made me embrace Japan even more. I know I can now interact with other Nihongojins through the things I have learned. I even won first place in the Essay Writing Contest in the Regional SPFL and got the Best in Nihongo award. *Yatta!*

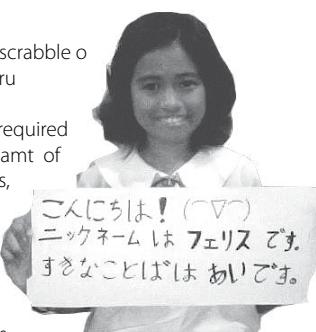
If ever I get to go Japan, I would be able to interact with the *Nihonjins*. I dream of living and teaching English there - it's now part of my life plan. Through Nihongo, I learned to be organized, how to be able to submit activities on time and how to use what I learned in Nihongo for the benefit of others.

School: DON CARLOS A. GOTHONG MEMORIAL NATIONAL HIGH SCHOOL

C. Padilla St., Cebu City, Cebu

Principal: Ms. Benedicta B. Arcilla

Teachers: Mrs. Charina V. Yparraguirre, Ms. Rowena O. Madrona, Mrs. Yolanda R. Casas



HIGH SCHOOL NIHONGOJIN 18

Student name: Ma. Jan Chrys Z. Meer

Year and Section: Grade 9 - Berzelius

Suki na koto: Watashi wa internet to swimming to badminton to reading to Harry Potter ga suki desu.

Though I am not a fan of manga and anime shows, I have always been fascinated with them whenever some of my friends talk about them.

To be honest, I didn't imagine myself becoming a Nihongo student and was just encouraged by my friends to take up the class. I can proudly say that I have made the right decision.

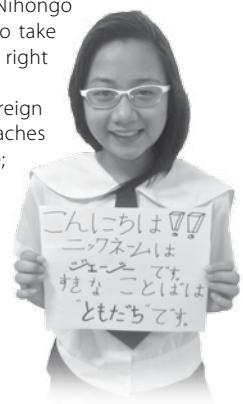
One reason is that Nihongo is one of the best foreign language classes offered in our school. It effectively teaches a great variety of the wonderful Nihongo language; plus, our *sensei* is great! I had a wonderful time writing reflections and making the enTree book. It truly was a great and exciting experience!

School: MANILA SCIENCE HIGH SCHOOL

Padre Faura Street,
Paco, Manila, Metro Manila

Principal: Mrs. Ma. Pura S. Talattad

Teachers: Ms. Ruth Dayrit, Ms. Roma Estrada



*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 MIMASENKA?” やってみませんか？

By Koji Matsumoto

Jigsaw Reading & Writing

「ジグソーリーディング＆ライティング」をやってみよう！

I would like to introduce a teaching technique called "Jigsaw Reading & Writing". Nowadays, the importance of improving the learners' 21st century skills is emphasized even in foreign language education. I believe jigsaw reading & writing would be one way to improve learners' skills, especially collaborative, communicative, and cognitive skills.

The word "Jigsaw" comes from "Jigsaw puzzle". Like a jigsaw puzzle, learners reconstruct and construct the whole picture/sentences by connecting/selecting each piece. Below is an example together with its procedures.

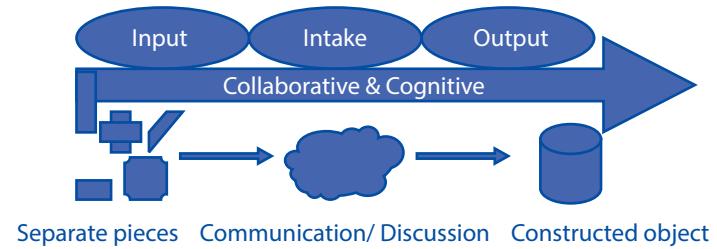
Textbook: 『みんなの日本語 初級Ⅰ 初級で読めるトピック25』 ISBN4-88319-168-0
P56 第23課 本文 (50-60 mins)

授業の進め方 PROCEDURE OF THE LESSON

Time	Activity	Time	Activity
5min.	<p>①「みなさん、こんにちは。今日は読む練習と書く練習をしましょう。」</p> <p>The teacher divides class into several groups (four members in each group) and assigns a reading task to each member of the group. 「Aさんは①を、Bさんは②を、Cさんは③を、Dさんは④を読んでください。」</p> <p>①「インスタントコーヒーを初めて作った人は日本人でした。シカゴに住んでいた加藤サトリは“粉末コーヒー”を作つて、1899年シカゴの万博に出しました。しかし(以下省略)」</p> <p>②「まず、疲れたとき、眠いけど仕事や勉強をしなければならないとき、コーヒーを飲むと元気になります。頭の働きがよくなります。日本の大学でコーヒーの働きについて調べたことがあります。(以下省略)」</p> <p>③「コーヒーは今から200年ぐらい前に、オランダ人が日本へ持ってきました。明治時代の初めまでコーヒーを飲む人は少なかったですが、今、日本人は1年に一人300杯ぐらいコーヒーを飲みます。(以下省略)」</p> <p>④「次にコーヒーを飲むと、リラックスすることができます。ですからわたしたちは喫茶店で友達と話すとき、仕事が終わって少し休むとき、よくコーヒーを飲みます。また熱いコーヒーを飲むと体が温かくなります。(以下省略)」</p>	10min	<p>②「読みましたか。わからないところは、guessでもいいです。」</p> <p>The teacher ask the students to explain the contents of the article to their group members in English. 「どんなことが書いてありましたか。皆さんのが読んだarticleの内容をほかのグループメンバーに英語で説明してください。」</p>
		5min	<p>③「この話は何についての話でしたか。何についてどんなことを言っていますか。」</p> <p>The teacher asks students to summarize the four separate articles into one.</p>
		10min	<p>④「皆さんはどう思いますか。」 The teacher ask students about their own opinion on "Coffee". 「コーヒーのいいところはどんなところですか。悪いところはありますか。どんなところですか。」 The teachers then asks students to discuss by group. 「グループで話し合いましょう」</p>
		15min	<p>⑤「いろいろな意見が出ましたね。では、さっき読んだものと今出てきた意見を全部使って、グループでコーヒーについての作文を書いてみましょう。」 The teacher asks the groups to write a SAKUBUN about coffee. When they write the SAKUBUN, the students need to use all the information from the article they read and also the opinions they heard during the group discussion. They may use the article they read as an example of a SAKUBUN.</p>
		10min	<p>⑥「では皆さんの作文を聞かせてください。」 The teacher asks each group to present their SAKUBUN.</p>

* In this level, the Kanji should have Furiganas.

In a real jigsaw puzzle, you already know what picture you are making. Your goal is to select/connect each piece to reconstruct the picture. In jigsaw reading & writing, the learners do not know the topic or the theme of the articles at first. Each learner needs to think about what kind of story or message would be behind the given sentence. Then, after listening to other people's explanations, they need to connect them by finding the common points. And when they write their own SAKUBUN, they need to combine what they read/heard and what they thought during the discussion. This process is no longer just a reconstruction. It is a process of construction of the new meaning by the learners through communicating, cooperating, and collaborating with each other. Through this, the "jigsaw reading and writing" would improve the learners' 21st century skills.



では、ぜひ皆さんもやってみてください。そしてその様子を報告してください。

Magkape Muna Tayo

9

Hello!!!

HIDEAKI ISHIDA

はじめまして。石田英明(いしだひであき)です。JFMで「まるごと」のコースや日本語の先生のための「先生の輪」などをします。フィリピンはあついですが、わたしはあつい国が大好き。これからみなさんと会って話すのを楽しみにしています。フィリピンの人や国や考え方について、いろいろ教えてください。よろしくお願ひします。



SHEILA DE LA PAZ

Nice to meet you. I am Sheila de la Paz. I started working at The Japan Foundation, Manila in March 2010 as Program Officer for Arts and Culture. Currently, I am one of the Program Coordinators for Japanese Language Education. I am looking forward to working with everyone. Thank you.



KUNIO AONUMA

フィリピンに3年半いました。この間、私がフィリピンの方々から学んだことは、
1. いつでも明るくポジティブシンキング
2. 細かいことは気にしないマイペース
3. 助け合いの精神バヤニハンです。
わたしが皆さんに伝えられたことはそんなに多くはありませんが、EPAによる日本語予備教育を通して少しは役に立てたのではないかと思っています。また、いつか、機会があれば一緒に勉強しましょう。
ケング・サマサマ カヤング・カヤ。ありがとうございました。

Goodbye...

URAWA Update



Ms. Cherry Rolaine Ramirez

The training included many cultural immersion activities. My most memorable cultural experience was the Tea Ceremony workshop.



Mr. Jose Marie Ocdenaria

Experiencing how to play the Japanese drum (*wadaiko*) during the cultural lesson

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 Crispina Francisco

These were my teammates in our Japanese culture class. The trainee from Nepal and I holding the finished product of the Lion Mask (*shishigashira*) used during the Festival (*matsuri*).



Ms. Marie Dominique Licup

Hina matsuri party and kimono wearing experience

The Japan Foundation's Nihongo Teacher Grantees

(FY 2015-2016)

Short Term Training Program for Foreign Teachers of the Japanese Language

Summer Course

July 7 to August 27, 2015

MS. CHERYL T. PAHAMUTANG

West Cebu Foundation, Inc.

Long Term Training Program for Foreign Teachers of the Japanese Language

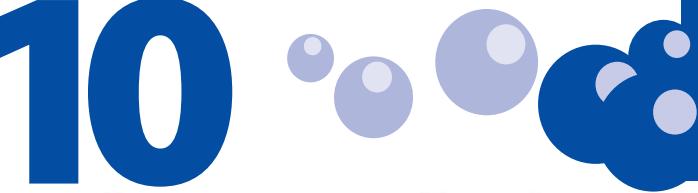
September 8, 2015 – March 4, 2016

MR. CRISTOPHER VINCENT DOFITAS

Dept. of Linguistics, CSSP,
University of the Philippines

MR. CARLOS LUIS L. SANTOS

Japanese Studies Program,
Ateneo de Manila University



Sapin-Sapin

Sensei no Wa

せんせいのわ
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.

Let's join Sensei no Wa



授業のちょっとした工夫
"Simple Ways To Spice Up Your Lessons"
Ms. Sachiko Kuwano
(The Japan Foundation, Manila)
March 20, 2015



漢字学習ストラテジー
"The Practical Memorization of Kanji"
by Ms. Cherry Rolaine Ramirez
(Nihongo Center Foundation)
Grantee, Long-term Training Program for Foreign Teachers of the Japanese Language (Urawa, Japan), September 2014 – March 2015
June 19, 2015 (Topic 1)



Simple speech can motivate student to speak in Nihongo
by Ms. Maria Crispina Francisco
(Nihongo Kyoku Tutorial Services)
Grantee, Short-term Training Program for Foreign Teachers of the Japanese Language (Urawa, Japan), January 2015 – March 2015
June 19, 2015 (Topic 2)

OSHABERI SALON

おしゃべりサロン



春
Spring
March 6, 2015

"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, tell them about "Oshaberi Salon".



OOの日
Holiday
May 8, 2015

Marugoto JLPT Passers

Congratulations to the first group of JFM Marugoto students who passed the JLPT! Here are some comments on how joining the Marugoto Course has helped them pass the JLPT.

HASZELLE YANE ROYO

In Marugoto class, we are learning Nihongo by memorizing phrases and familiarizing sentence patterns. Hence, when I took up JLPT I was able to easily figure out the sentence structure. Marugoto class also helped me to develop my listening skills. We are trained to just capture vital words/keywords that will answer the question in the conversation and thankfully, I was also able to carry out that practice during JLPT.



BRYAN CHRISTIAN ANG
Marugoto has helped me develop good listening skills that have helped me with the choukai part of the exam.

REYMER YULO

Since Marugoto classes are fun and interactive unlike conventional classes, I was able to immediately practice what I learn and express myself in Nihongo more confidently with the guidance of our teachers. Also, the class method got me used to hearing Japanese audio conversations and questions—it was like a training for the Choukai part of the JLPT already! :D

関西弁 (Kansai Dialect)

by Sanae Nakatsuka

みなさんはいくつの方言を話しますか？ フィリピンではタガログ語をはじめ、いくつかの方言を話せる人が多いですね。今回は日本の有名な方言の1つである「関西弁」をしょうかいします。関西弁は大阪、京都などで主に話されています。アニメやマンガ、映画やドラマでも関西弁を話すキャラクターがよく登場しますね。授業でがんばって日本語を勉強したのに、関西弁はむずかしくてわからない。そんな経験をした方もいるかもしれません。

では、クイズにちょうどせんしてみましょう！

1) ~ 5) の関西弁と同じ意味のものを A.~E.の中からえらんでください。

- | | |
|---------|----------|
| 1) さいなら | A. がんばる |
| 2) おおきに | B. まあまあ |
| 3) ぼちぼち | C. ありがとう |
| 4) きばる | D. さようなら |
| 5) なんぼ | E. いくら |



答え: 1) D. 2) C. 3) B. 4) A. 5) E.

いくつできましたか？日本には関西弁以外にもおもしろい方言がたくさんあります。

ぜひ、新しい言葉を調べてみてはいかがですか。

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.

Just 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.

In 2015, about 50 books on
Japanese language education such
as, teaching guides, JLPT exercise
books, conversation & hearing have
been acquired by the JFM library.

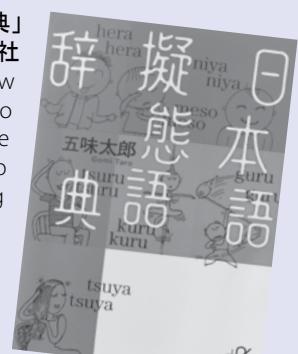


「すぐに使える日本語会話 超ミニフレーズ200」
水谷信子監修 Jリサーチ出版

Do you want to express your thoughts and feelings in an accurate and more lively manner when conversing in Nihongo? This book is a collection of phrases often used in daily communication, which you may have heard in anime and drama programs. Not only the meaning of each phrase, but also its usage and nuances are given in English. *betsuni, bimyou, toriaeza* - how many of these do you know?

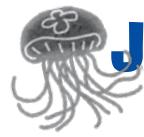
「日本語擬態語辞典」
五味太郎 講談社

Do you know the difference between *dondon* and *tonton*? How about *herahera* and *perapera*? There are lots of mimetic words in Nihongo which are quite confusing. Mimetic words are words which express what one senses or feels. English descriptions and interesting illustrations clearly help the reader understand their meanings. This book will surely make learning mimetic words enjoyable. Recommended for both Nihongo teachers and learners.



「金子みすゞ 心の詩集」
よしだみどり編 藤原書店

Misuzu Kaneko wrote poems for children and earned the praise as "The Star of Poets for Children". But after she died at the age of 26, most of her writings were lost and she faded into memory as a phantom writer of children's poems. Her posthumous writings were published and came out more than 50 years later. All poems are introduced with an English translation.



JFM Courses & Workshops

July 2015 to March 2016

COURSES FOR NIHONGO TEACHERS

日本語教師のための中上級日本語1

Upper Intermediate Japanese for Nihongo Teachers 1

September 16 – October 21 (Wednesdays)

6:20 – 8:30 p.m. (12 hrs.)

Tuition fee: Php 900

Marugoto Teaching Techniques (TT) in Manila Module 1

September 26 – 27 (Saturday & Sunday) 11 hours

September 26 9:00 a.m. – 5:30 p.m.

September 27 8:30 a.m. – 12:45 p.m.

Venue: The Japan Foundation, Manila

Tuition Fee: Php 800

日本語教師のための中上級日本語2

Upper Intermediate Japanese for Nihongo Teachers 2

January 20 – February 24, 2016 (Wednesdays)

6:20 – 8:30 p.m. (12 hrs.)

Tuition fee: Php 900

COURSES FOR NIHONGO LEARNERS

Marugoto Pre-Intermediate (A2/B1) Module 2

July 28 – October 13 (Tuesdays)

6:20 – 8:30 p.m. (24 hrs.)

Tuition fee: Php 3,800

Marugoto Elementary 1 (A2) Module 2

August 3 – September 14

(Mondays & Thursdays)

6:20 – 8:30 p.m. (24 hrs.)

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

Marugoto Elementary 2 (A2) Module 1

September 28 – November 9

(Mondays & Thursdays)

6:20 – 8:30 p.m. (24 hrs.)

Tuition fee: Php 4,500 (Inclusive of textbook)

Marugoto Pre-Intermediate (A2/B1) Module 3

October 27, 2015 – February 9, 2016 (Tuesdays)

6:20 – 8:30 p.m. (24 hrs.)

Tuition fee: Php 3,800

Marugoto Starter (A1) Module 1

November 4 – December 16

(Mondays & Wednesdays)

6:20 – 8:30 p.m. (24 hrs.)

Tuition fee: Php 4,400 (Inclusive of textbook)

Marugoto Elementary 2 (A2) Module 2

November 19, 2015 – March 3, 2016

(Mondays & Thursdays)

6:20 – 8:30 p.m. (28 hrs.)

Tuition fee: Php 4,500

(For those without textbook, + Php 700)

Marugoto Starter (A1) Module 2

January 11 – February 22, 2016

(Mondays & Wednesdays)

6:20 – 8:30 p.m. (24 hrs.)

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

JLPT Interactive Lecture & Exercises

N5 September 19 (Saturday) 1:00 – 4:30 p.m.

N4 October 10 (Saturday) 1:00 – 4:30 p.m.

N3 October 24 (Saturday) 1:00 – 4:30 p.m.

N2 November 7 (Saturday) 1:00 – 4:30 p.m.

REGULAR EVENTS (FREE ADMISSION)

Sensei no Wa

July 25 (Saturday)

6:30 – 7:30 p.m.

Venue: Nihongo Center Foundation-Makati

September 18 & December 11 (Friday)

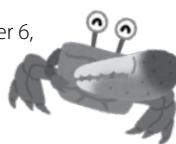
6:30 – 8:00 p.m.

Venue: Japan Foundation, Manila

Oshaberi Salon

July 3, September 4, November 6, and January 8, 2016 (Friday)

6:20 – 8:30 p.m.



THE 2nd JAPANESE LANGUAGE PROFICIENCY TEST 2015

December 6, 2015
Manila, Cebu, Davao

Registration period
August 4 (Tuesday) to September 4 (Friday)

THE 1st JAPANESE LANGUAGE PROFICIENCY TEST 2015 (July 5, 2015)

Number of Applicants

	N1	N2	N3	N4	N5	Total
Manila	85	201	328	694	541	1,849
Cebu	4	23	55	119	119	320
Davao	5	16	23	52	54	150
Total	94	240	406	865	714	2,319

Merienda!
メリエンダ

The Japan Foundation, Manila Nihongo Teachers' Newsletter

PHILIPPINES – JAPAN FRIENDSHIP MONTH



EIGA SAI Japanese Film Festival

Shang Cineplex Cinema 2

Shangri-La Plaza Mall, Mandaluyong City

July 9 – July 19

FDCP Cinematheque, Davao City

July 14 – July 19

Abreeza Ayala, Davao City

July 24 – July 26

UP Film Institute, Quezon City

August 12 – August 15

Ayala Center Cinema 4

Cebu City

August 19 – August 23

This year's films include: "Our Family", "Wood Job!", "Princess Jellyfish", "Tada's Do-it-All House: Disconcerto", "Thermae Romae II", "Parasite", "A Tale of Samurai Cooking", "WA-Shoku ~Beyond Sushi~", "The God of Ramen", "Patisserie Coin de Rue" and "It's Beautiful Lie – IRODORI".

The director of "Our Family", Mr. Yuya Ishii, will be gracing the opening event at the Shang Cineplex on July 9.

Director's Talk

July 11 (4:30 p.m.)

Shang Cineplex Cinema 2

Shangri-La Plaza

BEAUTIFUL HANDICRAFTS OF TOHOKU

Ground Floor Gallery, Ayala Museum

June 16 – July 26

EARTH MANUAL PROJECT

Maryknoll Ecological Sanctuary
Baguio City

June 27 – August 30

2015 J-POP ANIME SING & DANCE CONTEST (GRAND FINALS)

SM Cinema Centerstage
SM Mall of Asia, Pasay City

July 25 (1-5 p.m.)

The 22nd Philippine Nihongo Teachers' Forum

November 14-15, 2015

WATCH OUT FOR DETAILS!

EDITORIAL STAFF

KIMY TANMO	C.E.J. AQUINO
SHEILA DE LA PAZ	KOJI MATSUMOTO
TOMOKO KUROIWA	SACHIKO KUWANO
KELI BISCARRA	SANAE NAKATSUKA
MICHIKO IMAMURA	KOZUE TAKASU
TATSUYA NAKAGOME	FLORINDA PALMA GIL
SHIHO TAMURA	FIONA TINDUGAN



Published by **The Japan Foundation, Manila (JFM)** located at the 23rd Floor, Pacific Star Building, Sen. Gil Puyat Avenue, cor. Makati Avenue, Makati City 1226, with telephone numbers (632) 811-6155 to 58, fax number (632) 811-6153; and email address at email@jfmo.org.ph • www.jfmo.org.ph