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The Japan Foundation, Manila Nihongo Teachers' Newsletter



The 16th Nihongo Teachers Forum

The Japan Foundation, Manila and the Association of Filipino Nihongo Teachers (AFINITE) co-sponsored the 16th Philippine Nihongo Teachers' Forum entitled "Let's Get Real: Designing Real World Tasks for your Nihongo Lessons!" on November 10 and 11 of last year at Ruperto's Inland Resort in Binalonan, Pangasinan. More than 50 teachers, some from as far as Cebu in the south and Baguio in the north, gathered to listen about the latest trends in language teaching, and without much effort came up with their own "Real World Tasks" for their classes.

Stay current and update your skills in Nihongo with the JFM's new Japanese-language programs!

In order to further encourage Nihongojin (those who speak Nihongo) and those who wish to join in the Nihongojin community in the Philippines, the Japan Foundation, Manila has launched several new Japanese-language programs last year.

"Marugoto: Japanese Language and Culture" is a course for beginners based on JF Standard (<http://jfstandard.jp/>) and it focuses on developing the conversational skills of learners. Aside from our regular teacher training course such as the Practice Teaching course, we launched a special online self-study course for Japanese-language teachers in the provinces who are eager to improve their Japanese language proficiency. Those who successfully complete

the tasks online will be invited to attend the special intensive teacher training in March to be held at the JFM.



Japanese Language Training for candidates of Japan Philippines Economic Partnership Agreement



From January 27, until April 26, 2012 the Japanese Language Pre-training Program for EPA based Filipino Nurse and Care Worker Candidates was held at TESDA (Technical Education and Skills Development Authority, City of Taguig).

The candidate participants numbered 71 for care workers and 28 for nurses. This fourth batch of candidates, similar to the third batch, was offered 3 months of language training in the Philippines prior to their departure for Japan.

The fifth batch of candidates started their training on December 5, 2012, and will continue for 6 months until June 7, 2013, the duration of which is now longer than before. The participants for this program consists of 66 nurse candidates and 84 care worker candidates as of



December 13, 2012. Besides learning "Comprehensive Japanese-language (grammar and vocabulary)", they also have additional subjects such as, "Chinese Characters (Kanji)", "Basic Vocabulary for Nursing and Care-giving", "Medical Care in Japan", and "Things Japanese".

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THE 16TH PHILIPPINE NIHONGO TEACHERS' FORUM

NOVEMBER 10-11, 2012

"LET'S GET REAL: DESIGNING REAL WORLD TASKS FOR YOUR NIHONGO LESSONS!"

PROGRAM

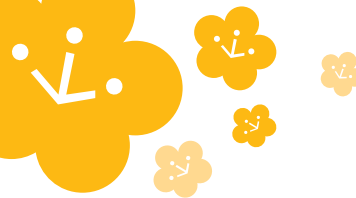
DAY 1

- 📌 REVIEW OF THE 14th & 15th PHILIPPINE NIHONGO TEACHERS' FORUM
- 📌 INTRODUCTION: FORUM OBJECTIVE & CONTENTS
- 📌 LEARNING NIHONGO ONE TASK AT A TIME: THE BASICS AND POTENTIAL OF TBLT IN THE NIHONGO CLASSROOM
Ms. Romylyn A. Metila
(Assistant Professor, College of Education, UP-Diliman)
- 📌 TASK SAMPLES FOR NIHONGO LESSONS
- 📌 INTRODUCTION TO THE WORKSHOP
 - 📌 WORKSHOP: TASKS FOR NIHONGO LESSONS
 - 📌 PROJECT BASED LEARNING
Mr. Adonairam Basingan (English Teacher, Baguio City National High School)

DAY 2

- 📌 GROUP PRESENTATIONS
- 📌 FORUM SUMMARY





COMMENTS FROM PARTICIPANTS



Katharine Teotico

Katharine Teotico is a full time instructor at Japanese Language Research Center (JLRC) and has been teaching basic Japanese for nearly two years.

When one says 'tasks', I always think of the usual drills, role-play or memorized speeches that teachers make their students do in class. However, in the 16th Nihongo Teachers' Forum wherein the main topic is Task-Based Language Teaching (TBLT), I have learnt the importance of incorporating 'authenticity' when designing tasks, i.e., whether or not the tasks reflect real life situations and conversations. True, it requires more effort compared to conventional classroom activities as one has to make sure it simulates the real world but, I think, through TBLT, students will be able to easily connect what they have learnt in the classroom to the current situation. Project-based learning was also tackled briefly in the Forum where the speaker showed the attendees his students' class projects. Having done a similar video production in my final year at the university, I can say that it's a fun way to apply lessons, and even promotes teamwork, creativity and resourcefulness, although it takes time and additional effort on the student's part. As a new teacher, I always find it interesting to attend the Teachers' Forum as I get to learn new ways to teach Japanese and therefore improve my teaching. I thank the Japan Foundation Manila and AFINITE for making this possible.

Exercises that several of us have been giving our students have been too fabricated, up to the point that some of them cannot relate, to achieve the lesson's objectives. I won't deny it, I'm guilty of that. At the same time, adaptation of real life scenarios in the classroom proved to be difficult due to the limitations set by the students' Japanese-language capability, situation and purpose of learning the language. I believe that if our tasks are realistic, the more the students can practice what they learned inside the classroom, and their self confidence may also increase. But the question is, "How do we make it realistic at the same time tailor-fit to their current Japanese level? How do we do it?" This was the biggest dilemma brought about by the forum and the most important question that I always ask myself when I make modules for my students. Though it has been difficult doing it alone, I will do my best to make my tasks as realistic as possible.



Myka Licup

Myka Licup graduated from De La Salle University with a degree in International Studies majoring in Japanese Studies. She is currently working in Miriam College High School as a Japanese language teacher, designing the curriculum and making the grammar modules.

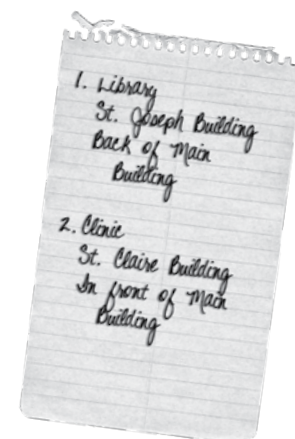
My Impressions on the Teacher's Forum

In the recently concluded Nihongo Teacher's Forum, I was able to gain new and useful information like how to distinguish a Pedagogical Task from a Real-World Task, and also the Project Based Learning. Designing a Real-World Task for Nihongo Learners is not an easy task. But being able to know the importance of designing a Real-World Task will be beneficial to the learners. As I am teaching employees and successful candidates bound for Japan, I can apply all the new information that I have learned in the Forum when designing a course. Letting the learners do Real-World Task is an application of the things that they have learned inside the classroom and utilizing it so that they really use the language on an everyday basis. Learning is an endless process, so as a Japanese-language Teacher I should always adapt new innovations, be creative and be open to new ideas all the time that concerns Japanese-language teaching. As Mr. Basingan imparted, "Learning is from womb to tomb". I will surely apply all the information that I have learned in the Forum and also share it to my fellow teachers in our company, so that it will be beneficial to the learners. Job well done to all the organizers and staff of The 16th Philippine Nihongo Teachers Forum. Otsukaresamadeshita.



Zony Yoshii

Zony Yoshii studied Japanese Language at the Nihongo Center Foundation, Inc. She is currently working at an outsourcing company as a Japanese Language Instructor and an HR Officer. She enjoys cooking and reading magazines in her free time.



PROVINCIAL NIHONGO COURSE

PRACTICE TEACHING ADVANCED COURSE (PTA) IN BAGUIO

Filipino - Japanese Foundation of Northern Luzon, Inc. (ABONG)

Sept. 29 & 30, 2012

THEMES

- 1) How to Teach Beginners
- 2) How to Teach Listening & Reading
- 3) How to Improve Your Teaching

Nice topics; the course helped us to broaden our knowledge.



Very useful for teachers.

Such courses should be held more often.



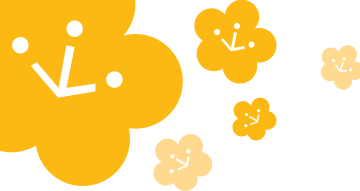
Informative, presented simple but effective techniques. Use of Japanese helped improve my listening skill.



The course was too short. I wished there was time more time for practicing the listening and reading teaching techniques.



I learned various teaching strategies like the top-down or bottom-up approaches, skimming / scanning, or the mae sagyou / hon sagyou / ato sagyou.



Gem Christela Rosales-Zhang

Gem Christela Rosales-Zhang is a contributor of Japanese articles at ExciteCebu.com, an online Japanese magazine that features Cebu's latest news and information on a daily basis. She also writes about Japanese and Cebuano culture at her website, JapanHeartCebu.com.

Updates on the activities of the Association of Nihongo Teachers – Visayas (ANT-V)

Having been a member of the Association of Nihongo Teachers – Visayas (ANT-V) for 3 years, I have found that this organization is ideal not only for Japanese-language instructors but also for students and professionals who endeavor to improve their Japanese-language skills. ANT-V does its best to reach out to members from the Central Visayas and southern Philippines to engage in activities such as regular Benkyoukais and teaching seminars.

Every month, I attend the Benkyoukai where members discuss about how to teach and learn the Japanese-language. I have not yet been to Japan, but with the help of the other members I have been able to improve my speaking skills and have become more interested in Japanese culture.

In the past years, ANT-V has been involved in school events such as Japan culture lectures, and Cosplay competitions. Recently, a JLPT Review program for professionals from various companies was organized.

As for the most recent update, ANT-V is now busy planning their first major event, the Japanese Language Conference 2013 in Cebu. The conference will have panel discussions about current issues like variations in Nihongo education in the Philippines, particularly in the syllabi being used in various educational institutions.

Despite these differences, and the absence of a standard for Nihongo education in the Philippines, ANT-V believes that together we can find ways to provide better Nihongo education in the country. Though there may be issues regarding teaching styles and capabilities, we should deal with them and learn from each other rather than compete, which I believe is the ultimate objective of every teacher.

ANT-V aims that in this conference, we will be able to discuss and deal with these issues, and have activities, course designs, planning, and demonstrations not only for the experienced but also for beginners.

Help and support ANT-V by joining this conference. Together let us make Nihongo education in the Philippines more productive and successful!

IMPRESSIONS AND ACTIVITIES OF MKD NIHONGO RADIO

"I really love listening to your program because I got to learn a lot about Japan."

"This is my first time to hear your program and I find it interesting. Ganbatte ne!"

Hearing such compliments from the listeners makes me proud as one of the people behind the MKD Nihongo Radio. After almost three years of being on air, I never imagined that we could come this far. I got to know about the radio when I was in 3rd year college and my friend invited me to join the Nihongo Radio Club, the group responsible for making the contents of the program. I was not an active member of the club, and, in fact, thought of quitting because I felt that I was not being helpful to them and vice versa. But something prevented me until I graduated and was surprised because I received an offer to officially work with the radio.

It never came to my mind that it would be a difficult job; especially since it is a Nihongo program. From creating the contents, searching for interesting topics and proposing new plans, stress and pressure became my best buddies. However,



I did not take it as a hindrance, but as a challenge for myself to be more efficient in producing interesting programs. And I can say that we have made lots of improvements from the time we started. Airing time increased from 30 to 45

minutes in 2011 and finally to 1 hour in 2012 due to listener demand. We receive lots of messages from the listeners, which is heartwarming since they try their best to write in Japanese or include some Japanese words. This shows that we have been effective in propagating the Japanese language through our radio program. Aside from broadcasting, we have also participated in events like putting up a Cosplay booth and coordinating a concert of the Uchu sentai NOIZ band in Davao. We also went to Cagayan de Oro and interviewed some victims of typhoon Sendong.

Working in the radio is stressful but what is important is we have imparted new learning to the listeners. The program benefits both Filipinos and Japanese; Filipinos get to learn about Japan and Japanese residing here in Davao are able to know more about our country. I am hoping that in the future, Nihongo Radio will be able to air not only in the whole of Mindanao but also nationwide.



Ivy B. Dueñas

Ivy B. Dueñas is a graduate of Mindanao Kokusai Daigaku with a degree in Bachelor of Science in International Studies major in Japanese Language and Studies. She gained more interest in learning Japanese when she was chosen to participate in the JENESYS Invitation Programme for Japanese-Learning Students at Philippine Universities in 2010. One thing I realized in my study of the Japanese language is that you are not only learning the language itself but also all other things about Japan.

Iloilo WVS University, Davao festival



Philippine-Japan Festival 2012

Mindanao Kokusai Daigaku (MKD), Davao City
October 3 - 5, 2012



City-wide Language Festival 2012

West Visayas State University
September 3 - 11, 2012



STUDY TOUR ON JAPANESE-LANGUAGE EDUCATION IN SECONDARY SCHOOLS IN MALAYSIA

November 4 - 7, 2012

1. Overview of the Study Tour

This study tour aims to provide an opportunity for principals and education program officers of the Department of Education to observe the conduct of Japanese-language education (JLE) in the secondary level in Malaysia where quality JLE has been offered for quite a long time; thus, learn from their experiences as well as good practices. The information and knowledge acquired from the tour are expected to be a feedback to their respective schools, institutions and the Japan Foundation, Manila for further discussion/evaluation on how to develop the Special Program in Foreign Language (SPFL) which has been implemented in selected Philippine high schools as a pilot project since 2009.

2. Current situation of Japanese-language education in Malaysia and its teacher training system

According to the "Survey on Japanese-language Education Abroad 2009" conducted by the Japan Foundation, the number of Japanese-language learners in Malaysia was 22,856 and more than half was accounted for by the learners at the secondary education level. On the other hand, the number of learners in the Philippines was 22,362, which was close to that in Malaysia; however, the number of learners in the secondary education level was 1,218, which was way behind compared to that of Malaysia.

It has been almost 30 years (1984), since the implementation of the Japanese-language education in secondary schools in Malaysia. According to the Japan Foundation, Kuala Lumpur, as of 2012, there are 117 high schools where Japanese-language is being taught. The allotted time, in principle, for Japanese-language is 45 minutes and is conducted three (3) times per week; the "target" level is from Grades 1 to 5 or Forms 1 to 5. It is set as one of the goals to pass Level 4 of the Japanese Language Proficiency Test (JLPT) before completing the curriculum. There are other international languages - German, French, Arabic and Mandarin that are also being implemented in the secondary education level.

At the beginning of the implementation of Japanese-language education in Malaysia, the government had a scholarship program focused on selected high school teachers without any background



in Japanese, for them to study foreign language as a major at universities in Japan. Since 2005, the teacher training system has been modified - most of the training courses are conducted in the country for a total of about 2.5 years. The selected school teachers who are without any Japanese-language background are expected to complete (1) a 12-week intensive pre-course on Japanese-language, (2) a 1-year course proper on Japanese-language and teaching method, (3) a 1-year internship at a secondary school, and (4) a 2-month training course in Japan. So far, a total of 67 teachers have been trained.

3. Knowledge transmission

Malaysia is a multi-lingual country; as in the Philippines, English is frequently used. In addition, these two countries have almost the same number of Japanese-language learners. However, Malaysia has a far longer experience - about 10 times, in the implementation of the Japanese-language education in secondary schools.

The implementation of the "K to 12" program in the Philippines will consequently lengthen the years of learning for the conduct of foreign languages under the "Special Program in Foreign Language (SPFL)". It is a clear indication of a need for an increased number of teachers with a higher proficiency level of the Japanese language; thus, the Japanese language teacher training program is imperative for the sustainability of the SPFL. There are a lot of lessons to be learned from the Japanese Language Education experience of Malaysia.

Tips on Cultural Activities!

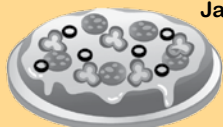
Mixed Pizza!



Ofune

Do you like pizza? How about your students? If your answer is yes, why don't you discuss about your favorite pizzas in class?

Japanese people also like pizza and there are a lot of pizza shops in Japan, too. But the menus you can find in Japanese pizza shops are a little different from the ones in other countries. I found a very interesting lesson entitled "Mixed Pizza" on the internet created by Sagae Satoko-sensei from the US which won an award at the 2nd "Ideas and Examples of How to Teach Culture in Japanese-language Classes" contest conducted by The Japan Forum in 1998. Her lesson plan includes objectives from the points of view of both cultural and language-learning. Students are encouraged to read a real pizza shop's menu written in



Japanese, to know what ingredients are used through reading Katakana words on it, and to compare the types of pizza in Japan to the ones

in their own country. Through these activities, students are also expected to be aware

that the same foods such as pizza are made in different parts of the world but they are consumed differently. It sounds interesting, doesn't it? You can download the detailed

lesson plan from the link below. http://www.tjf.or.jp/eng/content/ideacontest/pdf/2_e01e.pdf

A variety of other interesting lesson plans created by Nihongo teachers from different parts of the world are also available on the Japan Forum's Website. It's worth visiting!

For elementary school level: <http://www.tjf.or.jp/eng/content/ideacontest/100shoto.htm>

For secondary level: <http://www.tjf.or.jp/eng/content/ideacontest/100chuto.htm>



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 are some ideas from a Japanese language education advisor who is currently dispatched to high schools in the Philippines. Check them out!!



PARTICIPANTS

The Philippine delegation that included DepED officers and the principals from three (3) public high schools conducting Nihongo Classes under the "Special Program in Foreign Language (SPFL)" visited Kuala Lumpur, Malaysia (Nov. 4 – 7, 2012).

Ms. Ana-Sol Reyes <i>Education Program Specialist 2</i>	Bureau of Secondary Education, Department of Education (NCR)
Dr. Marcelita Dignos, Ed. D. <i>Education Program Supervisor 2</i>	Department of Education Regional Office –Cebu
Ms. Rosita Herson <i>Principal</i>	Florentino Torres High School (Manila / NCR)
Mr. Fernando Orines <i>Principal</i>	Manila Science High School (Manila / (NCR)
Ms. Susan Mangrobang <i>Principal</i>	Juan G. Macaraeg National High School (Binalonan, Pangasinan / Region 1)
Ms. Yukie Mitomi <i>Assistant Director</i>	The Japan Foundation, Manila
Ms. Cecilia E. J. Aquino <i>Senior Program Officer</i>	The Japan Foundation, Manila

ITINERARY



11/4 (Sun)	14:00 17:40	Departure from Manila Arrival in Kuala Lumpur
11/5 (Mon)	9:30	Courtesy Call to the Japan Foundation, Kuala Lumpur.
11/6 (Tue)	14:30	Courtesy Call to the Ministry of Education, Malaysia.
	9:30 14:00	School Visit (Boarding School) Sekolah Seri Puteri. Courtesy Call to the Institute of Teacher Education, International Languages Campus.
11/7 (Wed)	10:00 18:30 22:10	School Visit (Day School) SMK (P) Methodist Klang. Departure from Kuala Lumpur Arrival in Manila

THE SIGNIFICANT VIEWS AS EXPRESSED BY SOME OF THE PARTICIPANTS

- The Malaysian Ministry of Education gives a higher budget allocation to Japanese language education for teacher training, material development, assessment and infrastructure. Malaysian Japanese language teachers are trained very intensively. Thus, the high proficiency level of the teachers, and consequently – of the students. The collaborative effort of the Ministry of Education of Malaysia, The Japan Foundation Kuala Lumpur and the Teacher Training Institute is exemplary. As a result, the Japanese language education in Malaysia is effectively institutionalized and mainstreamed. Not only the teachers but the administrators and coordinators from the Ministry, states and districts received training/ scholarship in Japanese language and culture.

- The Kuala Lumpur study tour culminated with an inspiring visit to this excellent day school (SMK (P) Methodist Klang – Girls' Day School) that caters to a diverse group of female students. After an orientation on the school profile and its implementation of the JLE conducted by the school administrators led by the school principal Ms. Roziah Roslan, the group was ushered to their newly completed "Japanese Language Cabin" to observe the JLE class of Ms. Nadia Soh. Ms. Soh had a back-to-back teaching demonstration with a Japanese University student as teacher assistant; the lesson was very interesting and enjoyable, and the teaching-learning atmosphere was very conducive to learning the language and the culture of the Japanese (students were seated like the Japanese). After the class observation, a series of outstanding performances by the Japanese language students was held; the school visit was indeed very impressive. .

- On November 6, Malaysian hospitality was once again noted as the Philippine group was warmly received by the officials of the Sekolah Seri Puteri (Girls' Boarding School) led by its school principal Hajah Rashidah Bt Md. Arif. The school had excellent facilities with its huge, well maintained campus. The all-girls school was presented as one of the top performing schools in Malaysia - students are selected from all over the country; a Grade 8 class demonstration in Nihongo was prepared. The high level of teaching was manifested in the performance of both the teacher of Nihongo and her learners. Instructional materials in Nihongo authored by the Malaysian teachers confirmed the high regard of Japanese educators in Malaysia's quality Nihongo education.



8 JFM COURSE ATTENDEES' REPORT

The Japan Foundation, Manila's new Japanese-language course offering, "MARUGOTO: Japanese Language and Culture" provides communicative language activities based on the JF Standard. The course employs the use of CAN-DO objectives which teacher and student share before and after each lesson.

The Marugoto Experience: A fun way to learn Nihongo and so much more

More than a language program, it was a journey to Japan, its culture and its people. This is how I would describe the Marugoto class I took last 31 May – 12 July 2012.

I happened to check out the Japan Foundation Manila (JFM) website looking for a Nihongo language school. To my surprise JFM was offering a course. It was a call for applications for Marugoto Module 2. I was very excited to enroll and luckily passed the screening. There were three of us who

joined the pioneers from Module 1 and my expectations were more than surpassed. We were provided three colorfully illustrated textbooks which at first I was hesitant to write on as it looked so good (but eventually did). The classroom was very much conducive for learning, we had colorful materials, played fun pretend games to practice and simulate the lesson, and our time was maximized. We had a combination of 2 Filipino and 2 native Japanese teachers. It was a perfect combination to convey the lesson in a context we could relate to and address the culturally intricate details of the subject. At the end of every session we had our Can Do checklist, a self assessment activity that enabled us to identify how much progress we had made.

What made Marugoto different from other language classes I took was the bunka section at the end of each chapter. It tackles the Japanese activities, places and culture. We get to compare these with what we have in the Philippines. It was interesting to see the similarities we share while appreciating the diversity that gives Japanese culture a distinct vibe, a unique oriental flavor that everyone should experience at least once in their lifetime.



Charmielaine Ramos-Takamiya

Charmielaine Ramos-Takamiya has been attending Japanese-language courses at Nihongo Center Foundation-Makati since April 2012. She has also previously attended German, French, and Spanish language courses. She has a Masters Degree in Development Economics from UP.



The Japan Foundation, Manila offers training for Nihongo teachers where one can learn and practice basic teaching skills. The Practice Teaching (PT) Course is one of them. It helps develop the foundation for aspiring Nihongo Teachers and also serves as a review for active Filipino Nihongo teachers.



Ms. Maricelyn Trinidad

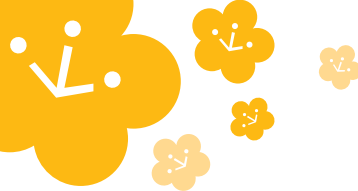
Maricelyn Trinidad is a Manila-based Baguio girl who is married to an IT professional with whom she has 2 daughters. Her eldest, Solana Mayumi, has been to Japan and is a fan of Japanese food and hopes to have her learn Nihongo as well. While building her teaching foundations, she is doing freelance consulting and project management work.

New Horizons in Teacher Training

I always dreamed of becoming a pre-school or elementary teacher, but I found myself focusing on my IT career the last decade and a half, and it was only until I stopped working full time that I had the opportunity to finally pursue my passion for teaching. Since I didn't graduate with a degree in education, I considered home schooling my daughter and also thought of pursuing teaching Japanese. Living in Japan as a Japanese Language student gave me a deep appreciation for the Japanese culture and language, and so I thought that teaching Japanese would be the closest thing I could get to professional teaching.

I knew that being a teacher required passion, discipline, knowledge of teaching techniques and other skills, so I decided to jump-start my teaching adventure by strengthening my foundational teaching knowledge through the Practice Teaching Course (PT Course) held last August 13-September 26, 2012.

The PT Course opened my eyes to a new aspect of teaching the Japanese language and despite my work schedule, I found myself looking forward to every meeting. Personally, it was very encouraging to have supportive, creative and competent teachers. And it was fulfilling to see fellow aspiring Nihongo teachers who thought they "didn't have it" but then see them grow into confident individuals as we all took our turns doing demo teachings each meeting—every time applying a new skill learned. Not only did we gain new skills, experiences, a new perspective and appreciation for teaching Japanese, but we also gained friends. Truly this program is paving the way for a new dawn for aspiring teachers like me and I'm glad I was part of it.



Hello!!!



はじめまして。森美紀と申します。2012年の11月にフィリピンに来ました。

わたしは暖かい所が大好きなので、フィリピンで仕事をすることができてうれしいです。

18年前に旅行でマニラとセブ、ボラカイに行きました。フィリピンのことはまだ

わからないことばかりなので、これからいろいろ経験して、学んでいきたいと思っています。フィリピンの言葉も少しずつ

勉強したいです。でも、難しそう！みなさん、フィリピンのことをいろいろ教えてくださいね。どうぞよろしくお願ひします。

Ms. Miki Mori is a Japanese- Language Adviser of the Japan Foundation, Manila

URAWA Update

The *Training Program for Teachers of the Japanese-Language* 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. Ella Roa

Taken at Kinkaku-Ji, popularly known as the "Golden Temple", in Kyoto, Japan. I was extremely astonished by the elegant temple surrounded by trees and a pond in front of it during our visit to Kyoto with my fellow teacher trainees.



Mr. Glenn Maghinay

My final happyoukai with co-teacher trainees from other countries. The theme was "How to use namakyouzai" teaching materials.



Mr. Gian Glen Velasco

Exposed under the sun and soaking in seawater, taken with Itsukushima's iconic "torii".



Jovilline Joyce Delgado

From left: My Vietnamese friend Mai, Oyungerel from Mongolia, me, and another friend from Vietnam, Toui, all in traditional costume. This was during the "Shuuryoushiki" or Graduation Ceremony.

O

Sapin-sapin



JFM MONTHLY LECTURE SERIES

The Lecture Series is an interactive endeavor (learning / sharing) among Filipino, Japanese and other overseas-based language teachers and specialists. It is a continuous effort for professional enrichment, and in general, for the further encouragement of Japanese-language education and Japanese studies in the Philippines. All presentations of the Lecture Series are held at the Japan Foundation Manila office and are usually scheduled on the last Friday of the month.

Please take note of announcements of schedule changes.



An Introduction to "enTree - Halina! Be a NIHONGOJIN!!"; Teaching materials that aim to help Philippine high school students "Discover and Fulfill One's MISSION"

Florinda A. Palma Gil, Francesca M. Ventura, Ayuko Suma (The Japan Foundation, Manila, Kyozaï Sakusei Team) June 22, 2012



"Let's Introduce Our Favorite Philippine Tourist Spots in Nihongo"

Ms. Marites Doña (Nihongo Kyoiku Tutorial Services.) August 24, 2012



"Namakyouzai"- Introducing an Activity Using the Calendar

Mr. Glenn Maghinay (Innodata Knowledge Service Inc.)
November 23, 2012

OSHABERI SALON

"Oshaberi Salon" is a monthly 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".



June Bride - Wedding / Marriage

June 1, 2012



Tanabata - Star Festival

July 6, 2012



Summer Festival

August 3, 2012



Local Characters

September 7, 2012



Dokidoki! Psychological Test in Nihongo

October 12, 2012



"Book Hunting": Let's introduce your recommended book thru "POP" advertising

October 12, 2012



Try your luck in 2013! Let's play the "Game of Life" in Japanese

January 11, 2013



TEACHER'S WORKSHOP

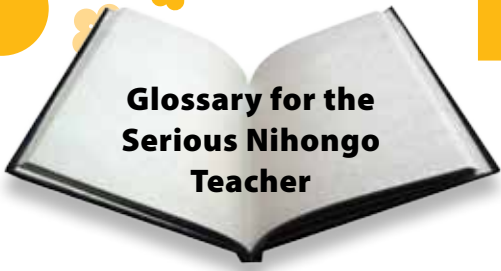
The Monthly Teachers' Workshop is open exclusively to **Active Japanese-Language Teachers** who wish to improve their teaching skills. The topics deal with teaching methodology, where different aspects of teaching Nihongo will be covered every session.

How to Use Realia in Class

September 21, 2012

How to Teach the Sentence Pattern "~ni -ga arimasu / imasu"

October 19, 2012



Glossary for the Serious Nihongo Teacher

『包む』



プレゼントをもらったら、どうやってラッピングを開けますか?

フィリピンでは、ラッピングをビリビリと破って開ける人が多いですね。日本では、きれいにラッピングを開ける人が多いように思います。

それは、多くの日本人が「ラッピング」(「包む」こと)は、見た目をよくするだけではなく、「包む」ことによって相手を大切に思う気持ちを込めることができる」と信じているからだだと思います。「包む」ことは、日本でとても、大切にされています。

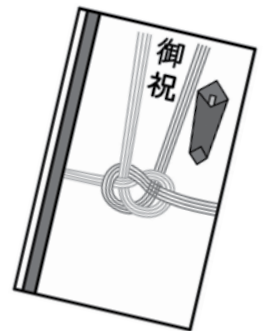
たいていの場合、お店で無料の贈り物用のラッピングができますし、お菓子なども、きれいにラッピングされています。

風呂敷、祝儀袋なども「包む」ものですね。着物も、体を包むものです。

「包む」の「包」という漢字は、「勹」と「己」の二つからできています。「己」は、昔「巳」という文字で「勹」は横から見た人の形、「巳」は、おなかの中にいる赤ちゃんをそれぞれ、表します。二つを合わせた「包」は、お母さんとそのおなかの中にいる赤ちゃんを表しています。

漢字の意味からも、「包む」という行為は、「愛」や「心」が込められている優しい行為だということがわかりますね。

Shuugibukuro (special envelope for monetary gifts): Shuugibukuro is a envelope for monetary gift for wedding, giving birth... etc.



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 become Library members or want to know more about the library, visit http://www.jfmo.org.ph/about_us_library.php or call (02) 811-6155.

In addition to the newly acquired books on Japanese language education, manga, novels, arts and culture, the JFM library has increased its selection of magazines such as - What's In (music), Weekly Only Star (J-pop), Men's Non no (male fashion), Hanako (lifestyle magazine), Danshi-shokudo (cooking), among others. Check them out!!

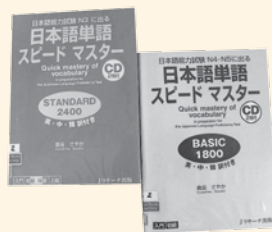
The JFM library also has an audio-visual nook for studying (Japanese Language, JLPT, etc.) or for your listening pleasure (J-pop CDs and DVDs).

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

RECENT AQUISITIONS

Quick Mastery of Vocabulary N3 & N4.N5 by Sayaka Kurashina

The N3 book is designed for beginners through intermediate learners who plan to take JLPT N3, to enable them to master 2,400 essential vocabulary words;



the N4.N5 book is designed for students who are planning to take JLPT N4 and N5, with 1800 basic vocabulary words.

Sample sentences are included in the vocabulary portion – words that have more than one meaning or are difficult to understand; the books come with CDs, allowing students to increase their vocabulary, in varied situations. In addition, a red plastic filter is provided – it conceals the answers so that you could test yourself easily.

A Geek in Japan by Hector Garcia

Want to know why Japan is different? This book is for every Japan-lover accompanied by numerous photographs. The book covers a wide range of short but informative articles about Japan's society and culture, the world of manga and anime, Japanese pop music and is a highly informative travel guide.



Japanese through Pictures by Han Go-Un

It is written in Japanese (Hiragana or Katakana), and has 300 of the most commonly used Japanese words in key sentence patterns. The words and sentence patterns which are commonly used in daily conversation can be memorized naturally by looking at the pictures and by repeatedly listening to the accompanying CD. The book is



designed for learning Japanese in a fast pace.

The Housekeeper and the Professor by Yuko Ogawa

This novel is the second book of Yuko Ogawa published in English and which was adapted into a film version in 2006. The story deals with a former mathematician - "the Professor," who, after suffering a traumatic head injury, resulted in his memory recall lasting for only 80 minutes. It is a simple and charming story that involves mathematics, love and domestic life.



Japan: a Pictorial Portrait by Kenzo Takada

This book is enticing! See wonderful photos of Japan! The descriptions are outstanding and the beautiful photos are certainly inviting, making the reader want to visit this amazing country.



JFM Courses & Workshops

from February to June, 2013

FOR TEACHERS: TEACHING SKILLS PROGRAM

MANILA COURSES

Practice Teaching Course

February 4 to March 13, 2013

Mondays & Wednesdays

6:20 p.m. - 8:30 p.m.

Tuition fee: P1, 900

Practice Teaching Course – Intensive

June 1 & 2, 2013

June 1: 9:00 a.m. - 5:30 p.m.

June 2: 9:00 a.m. - 12:30 p.m.

Tuition fee: P800

PROVINCIAL COURSES

BACOLOD - Practice Teaching

Advanced Course

March 9 & 10, 2013

CEBU - Practice Teaching Course

June, 2013

NIHONGO PROFICIENCY PROGRAM

MANILA COURSE

Sensei no Nihongo Module 1

June 18 to July 23, 2013

Tuesdays, 6:20 p.m. - 8:30 p.m.

Tuition fee: P900

PROVINCIAL COURSE

E-learning

April, 2013 to March 2014

Tuition fee: Free

FOR LEARNERS:

Marugoto A1 Module 2

February 19 to April 2, 2013

Tuesdays & Thursdays, 12:30 p.m. - 2:30 p.m.

Tuition fee: P3,800

Japanese Characters for Beginners

(Based on Marugoto A1)

February 21 to March 19, 2013

Tuesdays & Thursdays, 6:30 p.m. - 8:00 p.m.

Tuition fee: P800

Marugoto A2-1 Module 1

April 11 to June 27, 2013

Thursdays 6:20 p.m. - 8:30 p.m.

Tuition Fee: P3,800

FREE EVENTS

Oshaberi Salon

(Fridays, 6:20 p.m.

- 8:30 p.m.)

March 2

Teachers' workshop*

(Fridays, 6:30 p.m. - 8:30 p.m.)

February 15, March 15

Lecture Series*

(Fridays, 6:30 p.m. - 8:30 p.m.)

March 22

*From April, 2013 these events will be revamped.

23 February, 2013 at SM North EDSA, Quezon City.



NIHONGO FIESTA 2013

The 40th Nihongo Speech Contest

Cinema 10:15 a.m. ~ 12:30 p.m.

The 5th Quiz Bee – Nihongo for High School Students

Cinema 3:00 p.m. ~ 5:00 p.m.

UCHUSENTAI NOIZ Concert

Skydome gates open: 6:00 p.m.

concert start: 7:00 p.m.



THE JAPANESE LANGUAGE PROFICIENCY TEST 2012

(Dec. 2, 2012)

Number of Applicants

	N1	N2	N3	N4	N5	Total
Manila	102	185	378	805	985	2,455
Cebu	18	55	72	120	279	544
Davao	7	29	58	84	149	327
	127	269	508	1,009	1,413	3,326

2nd JAPANESE LANGUAGE EDUCATION CONFERENCE

Theme: Setting Learner-Centric Nihongo Objectives through Effective Course Design

Date: April 6 & 7, 2013

Venue: University of the Philippines Cebu, Lahug, Cebu

In 2013, Nihongo teachers will answer the critical question, "What should my students be able to do?" To increase teaching efficiency and effectiveness, let us learn how to create a course design & syllabus consistent with the needs of the learner.

The Japanese Language Education Conference, launched by Mindanao Kokusai Daigaku (MKD) last April 2012, was held to improve the situation of Japanese-language education in the Philippines.

There will be a keynote speech from an experienced educator on course design, and a forum on the current condition of the Japanese-language education in schools, companies and training centers in the region.

THE 17TH PHILIPPINE NIHONGO TEACHERS' FORUM

May 18, 2013

Watch out for details!

We hope you can come and join us in improving the Japanese language education in the Philippines! Registration is FREE!

Merienda!
みりえんだ

The Japan Foundation, Manila Nihongo Teachers' Newsletter

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