

Merienda!

みりえんだ

The Japan Foundation, Manila Nihongo Teachers' Newsletter



The 20th Philippine Nihongo Teachers' Forum

Through the cooperation of The Japan Foundation, Manila and the Association of Filipino Nihongo Teachers (AFINITE), the **20th Philippine Nihongo Teachers' Forum** was successfully held last October 18-19, 2014 at the Tala Resort-Hotel & Restaurant in Brgy. Tala, Rizal, Laguna. Entitled **"Motivating Learners to be Global Citizens: Incorporating 21st Century Skills in our Nihongo Classes"**, the forum aimed to enhance teaching techniques and strategies for the betterment and increased global competitiveness of Japanese Language teachers. To achieve this goal, 62 Nihongo teachers from various institutions located in different regions in the Philippines gathered for a 2-day program, which included a lecture, a presentation of sample lessons, a workshop, sharing of ideas and poster presentations.

The "NIHONGO Partners" have arrived!



It is with great pleasure that the JFM announces the arrival of two batches of "NIHONGO Partners" since the introduction about the program in the previous issue of the Merienda newsletter.

In September 2014, the first batch consisting of two gentlemen, both eager

proponents of Japanese language and culture, were received with a warm welcome by their respective host institutions in Cagayan de Oro City and Pangasinan. The second batch, this time all young ladies, arrived in October 2014 and were assigned to schools in Quezon City, Cebu City and Davao City.

Please enjoy the articles sent in by the "NIHONGO Partners" in Cagayan de Oro City and Pangasinan found on page 4.

これからも 日本語パートナーズを どうぞよろしくお願います!

Japanese Speakers' Forum 2014: Aiming for 21st Century Japanese Language Education in Asia

"How do we develop 21st century skills in students in our Japanese language classrooms?" This was the driving question in the 「にほんご人フオーラム2014」 or Japanese Speakers' (JS) Forum 2014, a Japan Foundation and Kamenori Foundation-sponsored event for high school teachers and students. From August 25 to September 4, 2014, 12 teachers and 24 students from Indonesia, Malaysia, Philippines, Thailand, Vietnam and Japan, gathered at the Japanese-Language Institute, Urawa to tackle this question.

The Teacher Program started with each country's report on Foreign Language policy, with focus on Japanese Language Education. After observing the Student Program, the teachers designed and presented their Project/Lesson Plans for a Nihongo class integrating the 4Cs (Communication, Collaboration, Critical Thinking and Social & Cross cultural skills).

The Student Program included discussions and exploring of places in search of the theme "BENRI", followed by a presentation of their original "convenient" items to the attendees, among whom were government representatives from the five SEA countries.

Read about the exciting and meaningful experiences of the Philippine representatives on page 6.

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Motivating Learners to be Global



PROGRAM

DAY 1

LECTURE: 21st CENTURY SKILLS IN JAPANESE-LANGUAGE TEACHING

Amelia C. Fajardo, Ph. D.
Associate Professor, Educational Foundations & Curriculum Studies Areas
College of Education, University of the Philippines, Diliman, Quezon City

QUESTION & ANSWER

SAMPLE LESSONS:

"enTree - Halina! Be A NIHONGOJIN"

Ms. Roma Estrada
Instructor, Manila Science High School, Manila

MARUGOTO: Japanese-Language and Culture

Ms. Charisma P. Coloma
Instructor, The Japan Foundation Manila

REFLECTION

WORKSHOP

DAY 2

POSTER PRESENTATIONS

SHARING OF COMMENTS

SUMMARY

Comments from the Participants

It was my first time attending an event such as the Philippine Nihongo Teachers' Forum and I had so much fun learning from everyone, not only about things related to Nihongo, but also things related to life as I was given the opportunity to talk to people who have different and vast experiences. I can truly say the event was enriching, fulfilling, and insightful not only as an aspiring Nihongo teacher, but also as an individual.

Secondly, there are even more teaching styles now that we are in the 21st century, making teachers more effective and efficient in the current generation as I have seen in the forum. Using current and past technologies together in order to convey the lessons, the teacher is indeed irreplaceable when it comes to learning and teaching, especially when it comes to simplifying matters. I think the most important factor here, despite the technological advancements, is the human interaction between student and teachers.

Lastly, I am grateful for everybody for making the forum what it was, and what it has given us. Thanks to them, together we have levelled up once more in leading our students to reach their goals. Learning is a never ending journey and is not taken alone. Let us all go forward together and have fun with Nihongo!



Mark Anthony N. Trajano

Mr. Trajano started out being exposed to Nihongo through media (anime), like almost everyone. He dreams and aims to be able to go to Japan one day. He is currently training at JLRC (Japanese Language Research Center) to be a Nihongo teacher. His belief is that everything happens for a reason - there are no coincidences.

Citizens: Incorporating 21st Century Skills in our Nihongo Classes



Prof. Amelia C. Fajardo, Ph.D.

If teaching English already poses a big challenge among language teachers, what greater challenge can teaching a foreign language by non-language educators offer? Gratitude is most extended to the Association of Filipino Nihongo Teachers (AFINITE) presided by Miss Florinda Palma Gil with the help of The Japan Foundation, Manila (JFM) headed by Mr. Shuji Takatori for holding the biannual Philippine Japanese-Language Teachers' Forum to address these concerns of the Filipino teachers of Nihongo.

The forum jumpstarted with lectures on relevant issues in teaching, specifically 21st Century Skills, followed by two brief demonstration teachings. These sample lessons from the Marugoto and Entree courses respectively, not only acquainted the participants from different companies and academic institutions about the pedagogical programs offered by the JFM but also enabled them to pick some useful strategies for their respective classes. This was followed by a workshop in making a lesson plan by groups, which gave the teachers an avenue to discuss relevant topics in Japanese language teaching. The poster presentations were held the next day, gaining constructive evaluations from different audience groups. Finally, the teachers got to share meaningful reflections.

The teacher is known to have always been face to face with big challenges in and out of the classroom. The teacher is never only a teacher but a manager, a strategist, a planner, an experimenter. During the forum, teacher-participants were given the opportunity to manage their plans, strategize on their techniques, plan their functional language lessons, and experiment on different pedagogical approaches. Most importantly, meeting other teachers of Nihongo provided each participant the chance to exchange fruitful discussions about the uniqueness of teaching a foreign language.

Indeed, forums like this should continue to be held to assist foreign language educators to face the challenges of teaching together.



Roma Estrada

Ms. Estrada is a teacher of English and Nihongo at Manila Science High School.

JPEPA Batch 7 Training Started in November 2014

Preparatory Japanese-Language Training for the Filipino Candidates of Nurse and Certified Care Worker under the Japan Philippines Economic Partnership Agreement, Fiscal Year 2014

For fiscal year 2014, seventy-seven (77) nurse candidates and two hundred twenty-four (224) care worker candidates were successfully matched with Japanese hospitals and caregiving facilities who will be contracting their services later this year. Five (5) of these candidates were exempted from the Preparatory language training.

In November of last year, two hundred four (204) of the candidates commenced their training at the Technical Education and Skills Development Authority (TESDA) in Taguig City. The remaining ninety-two (92) candidates started their training at the Nihongo Center Foundation (NCF) in Manila. On the first day of the training, all the participants were given a placement test to determine their Japanese language level. This Preparatory language training will continue for six months until May 20, 2015.



Placement Test at TESDA



Opening Ceremony at NCF

Besides learning "Comprehensive Japanese-Language", they also study specific vocabulary and essential expressions for nursing and care-taking. In addition, they will be given lectures on Japan—"General Life Culture" and "Things Japanese" as well as "Medical Care in Japan." They will also learn how to get into the habit of self-learning (autonomous learning), so that they can continue to study Japanese on their own after the training.

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.



私のはけんされているキャピトル大学では2学期から、graduateにくわえて、undergraduateの日本語クラスも始まりました。キャピトル大学は、ミンダナオ島のカガヤンデオロ市にあり、9学部をもつ、学生数、6千人の私立大学です。Maritime Education学部やArts & Sciences学部の学生の授業のアシスタントをしています。卒業後のしるろに日本語が関係してくると大学が考えているからでしょう。Basicな日本語はもちろんですが、たとえば、日本人船長はフィリピン人をどう思っているかなど日本人の考え方のとくちょうも説明しています。つまり、じっさいてきな知識も授業のなかでしようかいしています。

そして、先生が楽しくないと生徒も楽しくなれませんから、先生も楽しみ、生徒の笑い声が聞こえるような授業をめざしています。楽しく学習することが外国語を学ぶことの大切なポイントです。

カガヤンデオロ市にはかんこうサイトはあまりありませんが、先日、休みの日に、パイナップルで有名なデルモンテのプランテーションを見学してきました。こうだいな農園にかんどうしました。健康かんりのために、週1回はテニスをしています。熱帯テニスはつかれますね。そして、カガヤンデオロの人とコミュニケーションを深めるためにビサヤ語を週2回勉強しています。日本語を教え、ビザヤ語を習う。良い、バランスだと思えます。

Tatsuo Ueda

Mr. Ueda, who retired a few years ago after working at a Japanese company for more than 40 years, is a member of the "NIHONGO Partners" Program dispatched to the Philippines last September 2014. Equipped with his cross-cultural experiences and knowledge about Japanese culture, he is on assignment at the Capitol University in Cagayan de Oro city.



Satoshi Tokunaga

Mr. Tokunaga, a member of the "NIHONGO Partners" Program, teaches Nihongo and Japanese culture as an assistant teacher at the Juan G. Macaraeg National High School and the Mangaldan National High School. Teaching Nihongo is his passion, and he hopes that the students in Pangasinan will be motivated in learning Nihongo as well as Japanese culture through their lessons.

ファン・G・マカラエグ・ナショナル・ハイスクールで日本語の先生といっしょに日本語や日本の文化を教えています。毎日7時に起きて、学校に行きます。学校には、日本が大好きな子どもたちがたくさんいます。学校の先生も生徒もみんなやさしくて元気です。私が日本語であいさつをすると、いつも笑顔で「おはよう」「こんにちは」「さようなら」「また、あした」と、日本語であいさつしてくれます。お昼ご飯や晩ご飯は、いつも先生たちといっしょに食べるから楽しいです。

10月は、クラスでおりがみを教えました。むずかしくても、みんな最後までがんばりました。おりがみを教えてよかったことは、私がおりがみを教えた後、生徒たちが自分たちで勉強して、新しいおりがみをおって、学校に持ってきたことです。

また、ときどきマンガルダン・ナショナル・ハイスクールに行きます。マンガルダンの先生や生徒たちも、とてもやさしくて元気です。11月は、マンガルダン・ナショナル・ハイスクールの日本語キャンプにさんかしました。キャンプでは、ゆかたコンテストやJPOPダンスコンテストやコスプレコンテストなどがありました。わたしは、日本の書道をしようかいしました。

元気な生徒たちに、いつも元気をもらっています。

MARUGOTO Teaching Techniques Module 1

The JFM MARUGOTO Teaching Techniques Module 1 Course introduces teachers to simple tips on how to use **MARUGOTO: Japanese-Language & Culture**, a textbook based on the JF Standard. The course shows the flow of a lesson taking into account the *Can-do statement* as the objective, and presents the effective use of the textbook photos and CD conversation tracks for the students to easily learn how to communicate in Nihongo.

"It's innovative, engaging and a fun way of teaching. The Can do's are an effective way of achieving goals (skills)."

MARUGOTO TEACHING TECHNIQUES MODULE 1 IN CEBU

JULY 26 - 27, 2014



"I learned more techniques in dealing with a student, especially about giving specific instructions."

"Marugoto TT is simple yet very informative. It will be very useful for those teaching students who are interested only in speaking rather than grammar. Easy to follow and topics are very interesting."

MARUGOTO TEACHING TECHNIQUES MODULE 1 IN BAGUIO

NOVEMBER 8-9, 2014



"The course was very informative and practical; interactive and not the traditional style of teaching."

JLE FOR PHILIPPINE HIGH SCHOOLS



2014 CJH Pedagogical Seminars

The Japan Foundation, Manila (JFM) has been conducting teacher training courses for public high school teachers since 2009 in order to support the "Special Program in Foreign Language: Japanese" implemented by the Department of Education. From this year, JFM has started new courses, i.e., pedagogical seminars for the Batch 1 & 2 teachers who have been taking the teacher training courses for more than four years.

In the year 2014, two seminars were conducted, in September and December. The aim of the seminars is to improve the teachers' pedagogical knowledge and skills. In these seminars, the participants discussed how to develop students' 21st century skills through Nihongo classes and how they should develop their 21st century skills as a teacher. In the December seminar, they also tried to make their own action plans for 2015.

Here, we would like to share the topics of the seminars and the action plans made by the participants. The seminar sessions were conducted not only by JFM instructors but also by the teachers who participated in the JS Forum 2014 in Japan.

Pedagogical Seminar 1 • September 27

<Session topics>

- Session 1 - What are the 21st Century Skills and why are they important?
- Session 2 - How can we develop students' 21st Century Skills?
- Session 3 - What are the aims of Foreign Language Education in High School?
- Session 4 - What are the aims of Teacher Training in the 21st Century?

Pedagogical Seminar 2 • December 13

<Session topics>

- Session 1 - Teachers' collaboration & Google Education Groups
- Session 2 - JS Forum 2014 report
- Session 3 - Teachers' development stages and how can we go up to the next stage
- Session 4 - Making action plans for 2015

Action plans made by the participants

Action plans made by the participants

- Helping in the development of new enTree 1
- Developing of Modules of enTree for students
- Conducting Seminar/ Workshop focus on Strategy in Teaching Nihongo
- Establishing Nihongo organization or association for Teachers
- Establishing Nihongo organization for students
- Conducting Teachers quality circle (bi-monthly)
 - Demonstration teaching
 - Sharing of best practice
 - Discussion of issues and concerns regarding teaching and learning Nihongo
- Pursuing private Nihongo studies (autonomous learning)
- Taking JLPT examination
- Mentoring between teachers
- Publishing Annual news letter

CJH Update

From April 10 to May 23 2014, The Japan Foundation, Manila offered three CJH courses. We opened the enTree2 (E2) course for the Batch 3 teachers, and for the Batch 1 & 2 teachers, we offered two courses. Course A focused on Japanese language proficiency and Course B focused on pedagogical knowledge and skills. Although the E2 course will continue until March 2015, Courses A and B have already finished, with 21 teachers completing the Course A (Intensive Summer Course) and 9 teachers completing Course A Follow-through sessions. **おめでとうございます!**

For summer of 2015, JFM will offer two CJH courses, i.e., the enTree 3 course for the Batch 3 teachers and a series of pedagogical seminars for the Batch 1 & 2 teachers. Please watch out for more information which will be uploaded on the CJH facebook page.

**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*

Tips on Cultural Activities!



What kind of present comes to mind when you hear “～をあげます” and “～をもらいます”?

Did you receive a lot of presents last Christmas? How many presents did you give away? There is also a culture of gift-giving in Japan, but it varies per occasion. Here, we will give you an introduction to the culture of Japanese gift-giving.

In Japan, presents are usually given during the following occasions: birthday, wedding, childbirth, school admission, graduation, acceptance for a first job, moving house, new construction, visiting a sick person, celebrating one's recovery from illness, mid-year appreciation, end-of-the-year appreciation, and so on. Note, however, that there are taboos when it comes to presents, so one has to be very careful.

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!!

Let us try a short quiz.

Instructions: Choose which one among A, B and C is okay to give as a present.

1. Gift to someone who has moved into a new house
A. Red bouquet B. Towel C. Lighter
2. Gift to someone who has just gotten married
A. Knife set B. Chopsticks C. Dish
3. Gift to your boss on his/her birthday
A. Cookies B. Shoes C. Comb

Were you able to get all the answers correctly? How about in the Philippines? Why not have a discussion on differences in the culture of gift-giving in your class?

1. The answer is B! A and C are taboo, because they give out an image of fire, which one does not want to happen to a new house.
2. The answer is B, because chopsticks (箸) in Japanese sounds like 横棒 (which means "bridge"; This symbolizes bridging or tying the couple together. It is considered lucky. Meanwhile A and B are taboo, because A has a meaning of "cutting/ disconnecting" while C has a meaning of "being broken"; As such, the two of them give an image of "breaking off relations".
3. The answer is A! Footwear, including B, has a connotation of "stomping on/trampling"; As such, it is considered rude to give it to superior person. C is considered taboo, because (kush) sounds like "9" (九) (ku - pain) and "4" (死) (shi - death).



JS Forum 2014 in Japan: "Teamwork Makes the Dream Work!"

Lorenz Khalil A. Castañaga
Davao City National High School

I really had fun in the forum. The 「[にほんご人フォーラム] lived up to its name because everything was conducted in 日本語. It was a very good opportunity to interact with people from different countries. I was able to learn about their culture, about their countries' problems and what they do to solve them. These things helped us come up with a solution for our task, which was really great based on the feedbacks we got. Even though I am not very good in 日本語, I was still able to contribute to my group and share my thoughts in 日本語 as much as possible. The forum helped me improve my skills as a Nihongojin and as a person.

Coleen Angel Rose Esteban
Muntinlupa Science High School

I didn't really expect to make such wonderful, unforgettable memories in Japan. Honestly, I didn't expect our presentation would go very well; I didn't expect I would make a lot of friends; I didn't expect I would want to come back to Japan one more time. Basically, I didn't expect anything. But after the Japanese Speakers' Forum 2014, it made me realize something. It's also good not to expect, because then, nothing will let you down. Funny how when I try to evoke the memories of the forum, I don't clearly remember the what, the where, or the when, but rather, the who. Maybe it's because what counts more is who you

were with, not when you did it, or where you did it.

Szarvhel O. Ocfemia
Lagro High School

The Japanese Speakers' Forum 2014 has brought many realizations and blessings in my life. My dream to visit Japan in order to know and learn more about it has become a reality. Aside from that, I was able to gain friends who came from different countries that have different cultures but were united through Nihongo. The genuine camaraderie that we felt will always be cherished in my heart.

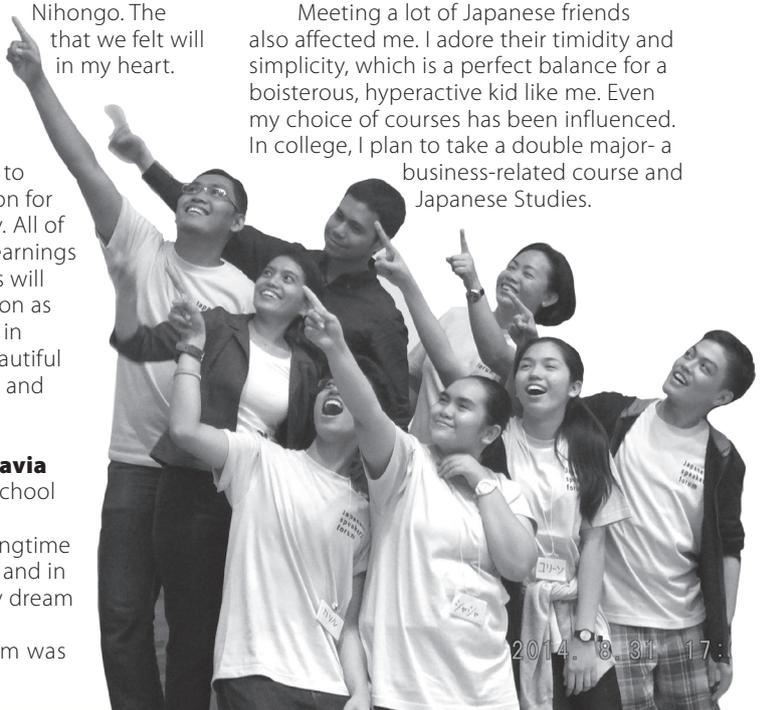
Japan is the place where I started to dream more and aimed to strive harder to become a better person for my family and country. All of my experiences and learnings in my Nihongo studies will always be my inspiration as I continue my journey in exploring new and beautiful things about Nihongo and Japan.

John Ryan L. Rebadavia
Manila Science High School

It has been my longtime dream to go to Japan, and in August of last year, my dream came true. The ten-day forum was

an eye-opener. It opened doors to new possibilities and insights. It was a very good example in showing the possible products of interaction of cultures, of differing ideas and backgrounds. Interacting with several people with different heritages is mentally, socially, and intellectually healthy because through such interactions, a person will be more knowledgeable on communicating ideas better and will develop interpersonal skills, which I did during the forum.

Meeting a lot of Japanese friends also affected me. I adore their timidity and simplicity, which is a perfect balance for a boisterous, hyperactive kid like me. Even my choice of courses has been influenced. In college, I plan to take a double major - a business-related course and Japanese Studies.



H.S. Nihongojin

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

HIGH SCHOOL NIHONGOJIN 15

Student name: Chelsea Jane Cui Pastrana
Year and Section: 4th year AMITY
Suki na koto: internet o suru, tomodachi to asobu, hon o yomu

For four years, I took Nihongo as my foreign language subject under TLE. It was very interesting and enjoyable that's why Nihongo is one of my favorite subjects. It was a great opportunity to have a chance to be a Nihongojin.

In our class, our teacher always keeps our class active. I've learned a lot about Japan, their culture, history, language, writing system and many more. I had some difficult times in writing Kanji but most of the time I could understand fast. It was an honor, because I was one of the representatives of our school in the 2014 6th Nihongo Quiz Bee at the Shangri-La Plaza. It was really a great experience! Arigatou gozaimasu to our sensei tachi who keeps on teaching and molding us! I am proud to be a Nihongojin!
みなさん, Halina Be A Nihongojin!

School: JOSE ABAD SANTOS HIGH SCHOOL
Numancia St. Binondo, Manila
Principal: Mrs. Laura R. Macaliniao
Teachers: Mrs. Michelle G. Bangoy and Ms. Marilou B. Bendo

HIGH SCHOOL NIHONGOJIN 16

Student name: Janperson D. Bajar
Year and Section: Grade 9 GOLD
Suki na koto: basketball, writing poems, composing songs, computer games

Nihongojin students of Quezon City High School are encouraging people to know more about Japanese culture and traits by means of having meetings and forums with other schools, holding activities such as food bazaars in which different Japanese delicacies can be tasted and sold. We are lucky to have these activities because we learn so many interesting ideas about Japan.

I chose the Nihongo subject to know more of their culture and experience different kinds of learning such as speaking Nihongo language fluently. I know that there is a benefit behind the efforts of our teacher just for us to be knowledgeable and productive. Listening to our teacher's advice is one of the great choices I have made as it has helped me understand more what I have learned in class and makes me want to do my best in everything.

School: QUEZON CITY HIGH SCHOOL
Sct. Ybardolaza, Diliman Quezon City
Principal: Dr. Cynthia G. Vidar
Teachers: Ms. Yrene A. Dineros, Mr. Rosalio P. Oriarte Jr.

*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 Tatsuya Nakagome

Dictogloss ディクトグロスをやってみよう！

I would like to introduce a teaching technique called “Dictogloss”, a dictation-based activity where learners are given the challenge to reconstruct a short text by listening and noting down whatever they could grasp. After working on the task individually, learners can then collaborate and work together to complete the reconstruction task.

Dictogloss is a multi-skill-focused activity suitable for all levels. Through Dictogloss, the learners utilize their vocabulary knowledge, grammar skills and discussion skills in order to complete the task, thus allowing the learners to enhance multiple skills, e.g., listening, writing, speaking and collaboration skills.

Example 1 初級・「第15課の復習」Review of Lesson 15
Textbook: 『みんなの日本語 初級 I 本冊』 ISBN4-88319-102-8
P123 第15課の会話 (30-40 mins)

授業の進め方 Procedure of the lesson

Time	Activity
5 min.	「それでは、みなさんノートを開けてください。白いページです。今からディクテーションをします。」 ① 1st round 「では、みなさん p.123 の会話を二回聞きます。会話を書いてください。まず、一回目です。では、始めます。」 ☆ Please pause after each sentence so that the learners can write the sentence.
4 min.	② 2nd round 「書きましたか。わからないところは、guess してください。では、もう一度聞いて、書いてください。」
3 min.	③ 「はい、では終わりです。みなさん、会話をもう一度チェックしてください。」 ☆ “Please check what you have written down with the help of the grammar and sentence patterns you’ve learned so far.”
5 min.	④ 「それでは、となりの人とチェックしてください。」 ⑤ 「はい、では終わりです。ぜんぶできましたか。」 ☆ “Working on the task together with friends enables you to do better, doesn’t it? Were there parts you were unable to hear clearly, but were able to take note of? In that situation, it is important to be able to guess correctly using your knowledge in grammar.”
4 min.	⑥ 3rd round 「最後に、もう一度ぜんぶ聞きましょう。会話をチェックしてください。そして、もう一度となりの人とチェックしてください。」
4 min.	⑦ 「では、教科書P123を見て、チェックしてください。」
5 min.	⑧ Explanation by the teacher, especially on how to guess with the help of the learners’ knowledge of grammar and sentence patterns.

① to ③ is the dictation process, while the succeeding ④ to ⑧ is the core part of the Dictogloss, wherein learners can collaborate with each other during the class.

I have introduced the basic model of Dictogloss as in Example 1 above. You need, however, to adjust the ways of teaching depending on the level of your students. For example, you can try to let the advanced students listen to the whole text without stopping. You may also use Example 1 before or during the conversation practice, rather than for the review. For slow learners, you can reduce the “burden” for the students by distributing a handout in which only a part of the conversation is left blank. Lastly, you can also use 例文 in “Minna no Nihongo” instead of the 会話.

Meanwhile, below are two more examples for a pre-intermediate and intermediate class.

Example 2 初中級

Textbook: 『中級へ行こう』スリーエーネットワーク ISBN 4-88319-327-6

p.2 本文(第1課)「ファーストフード」

初級後半からは、相談も日本語でできます。相談することが会話練習になります。



今回紹介したディクトグロスは、JFMの「教師のための日本語」中級コースや上級コースでも学習しています。マニラ近郊の先生方はぜひ次回参加してみてください。

Example 3 中級

Textbook: 『できる日本語』中級本冊 アルク ISBN 4-7574-2278-0

p.19 第1課 2 使ってみよう

二人の会話のうち、一方を空欄にしたハンドアウトを配布すると時間が節約できます。

Magkape Muna Tayo

Hello!

TETSUYA KOIDE



こんにちは。小出哲也(こいでてつや)と申します。フィリピンに来て嬉しいです。フィリピンについて、みなさん色々と教えてください。よろしくお願いします！

Goodbye...

YUKIE MITOMI



フィリピンのみなさん約7年間、ありがとうございました。フィリピンの暮らしは、とてもたのしかったです。またかならず戻ってきます！

Maraming salamat sa lahat at hanggang sa muli!

More Hellos!!!

KOJI MATSUMOTO



はじめまして、松本剛次(まつもとこうじ)です。8月15日にマニラにきました。教材の作成や教師研修など高校の日本語の先生方のお手伝いをしています。フィリピンにはずっと来たかったので、夢がかなった感じです。いままでの経験を生かしながらも新たに勉強することも多く、毎日が刺激的です。これからよろしくお願いします。

NAOKO HAYAKAWA



こんにちは。おひさしぶりです。マニラに帰ってこられて、うれしいです。フィリピンのことをもっともっと知りたいと思います。みなさん、いろいろ教えてください。どうぞよろしくお願いします。



MARIKO OKEDA (L)

こんにちは！ちょうせいいの桶田 真理子(おけだ まりこ)です。9月からJFMではたらいています。フィリピンは日本と同じ、お米の国。やさいもくだものもおいしいですね！

TOMOKO KUROIWA (R)

はじめまして。ちょうせいいん(Program Coordinator)の黒岩 朋子(くろいわ ともこ)です。2014年9月にフィリピンにきました。フィリピンに住むことができとてもうれしいです。どうぞよろしくお願いします。



SATOSHI TOKUNAGA (L)

こんにちは、徳永聡(とくなが さとし)です。2014年9月にフィリピンにきました。フィリピンが大好きです。フィリピンのことを、もっとよく知りたいです。どうぞよろしくおねがいします。

TATSUO UEDA (R)

はじめまして、上田(うえだ)です。9月からカガヤンデオロでアシスタントをしています。フィリピン人によく間違えられます。(だまっていれば)よろしくおねがいします。



SHIORI MOMOI (R)

こんにちは。日本語パートナーズの桃井志織(ももいしおり)です。北海道しゅっしんです。さむいところからあつい国にきました。セブで日本語のアシスタントをしています。日本をもっと好きになってもらえるように、知ってもらえるように、毎日笑顔でがんばります。

ASUMI NAGASAKA (L)

長坂安純(ながさか あすみ)です。東京からきました。大学で異文化コミュニケーション学(Intercultural Communication)を勉強しています。そつぎょうしたら、日本語の先生になりたいです。ゲームするのが好きです。言語を勉強することや、友だちと話すことも大好きです。フィリピン大学ディリマン校で、文化しょうかいのプレゼンテーションをしたり、日本語のクラスに行ったりします。よろしくお願いします。

KAORI IWASHITA (M)

はじめまして！岩下 香璃(いわした かおり)です。10月にフィリピンへきました。いまはダバオ(Davao)にいます。わたしはタガログ語が少しだけわかります。日本の大学で2年間勉強しました。一緒に、タガログ語と日本語で話しましょう！タガログ語のいろいろな言葉を教えてください。来年の8月までフィリピンにいます。短い時間ですが、よろしくお願いします！

PHYLLIS KIMBERLY N. TANMO

はじめまして。キミー タンモです。8月18日からThe Japan Foundation, Manilaで日本語教育プログラムコーディネーターとして働いています。初めての仕事なので、わからないこともあります。これからも頑張ります。よろしくお願いします。



Sensei no Wa

先生の輪

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

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

Let's join Sensei no Wa



書くこともコミュニケーション
Writing is communication, too!
Ms. Rosario P. Borbajo
June 20, 2014



日本語の授業に活かすマンダラート
(Mandal -Art) の活用方法
Mr. Tatsuya Nakagome
August 30, 2014



Tips for Teaching Vocabulary
Ms. Carmencita K. C. Biscarra
November 21, 2014

OSHABERI SALON

おしゃべりサロン

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



七夕 (Tanabata)
July 4, 2014



色、いろいろ (Various colors)
September 5, 2014



剣道ワークショップ (Kendo Workshop)
November 7, 2014



お正月 (Japanese New Year Celebration)
January 9, 2015

URAWA Update



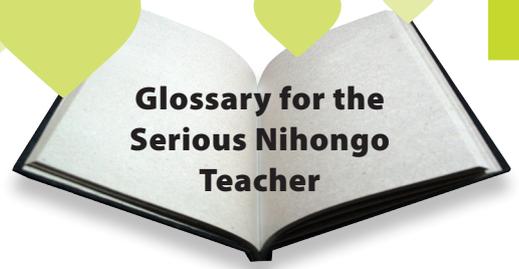
The program is designed to provide teachers of the Japanese-language working abroad an opportunity to improve their Japanese language skills and teaching methodology and to deepen their knowledge of Japan. It is being conducted at The Japan Foundation Japanese-Language Institute in Urawa, Saitama, Japan.

Joan O. Siwalen

Taken after an accomplished task during our Calligraphy workshop.

もも せつく 桃の節句

by Kozue Takasu



3月3日は、どんな日か知っていますか？

日本では、3月3日は「ひなまつり」という女の子の健康や幸せを祈るお祭りです。女の子のいる家では、ひな人形をかざったり、ひなあられというお菓子を食べたりしてお祝いします。

この日は、桃の花をかざる習慣があるので、「桃の節句」ともいいます。節句とは、季節のかわり目に行う古くからの行事のことです。「桃の節句」をふくめた五節句があります。ほかの節句についてもちょっと見てみましょう。

次の1)~4)の節句は、何月何日でしょうか。A.~D.の中から選んでください。

- | | |
|--|---------|
| 1) <small>しちせき</small> 七夕の節句 - <small>たなばた</small> 七夕 | A. 1月7日 |
| 2) <small>きく</small> 菊の節句 - <small>ちょうよう</small> 重陽の節句 | B. 5月5日 |
| 3) <small>たんご</small> 端午の節句 - <small>こどもの日</small> こどもの日 | C. 7月7日 |
| 4) <small>ななくさ</small> 七草の節句 - <small>じんじつ</small> 人日 (じんじつ) の節句 | D. 9月9日 |



みなさんの知っている節句はありましたか。今ではお祝いする人が少ない節句もありますが、それぞれの節句にどんな習慣があるのか、調べてみてください！

ことえ: 1) C. 2) D. 3) B. 4) A.

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 <<http://www.jfmo.org>
http://www.jfmo.org/About_us_library.php>
or call (02) 811-6155.

The JFM Library – a haven for MANGA READERS!

New titles in English:



Kimi ni Todoke: From Me to You by Karuho Shiina

Kimi ni Todoke: From Me to You is a dose of slice-of-life, romance and comedy shoujo manga by Karuho Shiina. This story tells of Sawako Kuronuma, a young outcast among her classmates. She is nicknamed Sadako (from the horror movie "The Ring") because of her strange appearance. But behind Sawako's scary look she is actually shy and simply wants to make friends. Until one day the most popular guy in class, Kazehaya, befriends her. Follow Sawako's journey of making friends and some enemies too!

Real by Takehiko Inoue

Real is another sports comic and Takehiko Inoue's most accomplished work for mature readers. Read the tragic life stories of the three young boys with different personalities, but have one common passion: a desire to play basketball on wheels. While it deals with wheelchair basketball, a large emphasis is centered on character development of the main characters with physical disabilities.



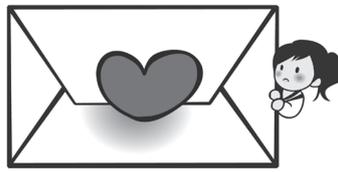
A Bride's Story by Kauru Mori

A Bride's Story is a historical slice-of-life tale created by Kauru Mori. Set along the Silk Road, the story revolves around a young woman skilled in archery, Amir, who travels from afar to marry a guy from another village, Karluk. The newly married couple enjoys the everyday family and community life. However, Amir's family disturbs the peaceful atmosphere and demands her back to their village. Will Amir struggle to remain with her husband?

Aside from the new above, the JFM Library has increased its collection of manga in Japanese such as - Shingeki no Kyojin, Kuroko no Basuke, Uchu Kyodai Volume, Ore Monogatari, Umi gai Diary, Semishigure no Yamu Koro, Bureikubureido (Break Blade).

JFM Courses & Workshops

February to June 2015



COURSES FOR NIHONGO TEACHERS

Practice Teaching (PT) in Manila

April 25-26 (Saturday & Sunday) 11 hours
April 25 9:00 a.m. – 11:30 a.m. /
12:30 p.m. – 5:00 p.m.
April 26 8:30 a.m. – 12:30 p.m.
Tuition: Php 800

日本語教師のための中級日本語5 Intermediate Japanese for Nihongo Teachers 5

May 27 – July 1 (Wednesdays)
6:20 – 8:30 p.m. (12 hrs.)
Tuition fee: Php 900

COURSES FOR NIHONGO LEARNERS

Marugoto Starter (A1) Module 2

March 10 – April 23 (Tuesdays & Thursdays)
6:20 – 8:30 p.m. (24 hrs.)
Tuition fee: Php 3,800 (For those
without textbook, + Php 450)

Marugoto Writing (Moji) Course

May 4 – June 4 (Mondays & Thursdays)
6:20 – 8:00 p.m. (15 hrs.)
Tuition fee: Php 2,400

Marugoto Pre-Intermediate (A2/B1) Module 1

April 28 – July 14 (Tuesdays)
6:20 – 8:30 p.m. (24 hrs.)
Tuition fee: Php 3,800

Marugoto Elementary 1 (A2) Module 1

June 15 – July 23 (Mondays & Thursdays)
6:20 – 8:30 p.m. (24 hrs.)
Tuition fee: Php 4,500
(Php 3,800 + Php 700 for textbook)

REGULAR EVENTS (FREE ADMISSION)

Sensei no Wa

March 20, June 19 (Friday)
6:30 – 8:30 p.m.

Oshaberi Salon

March 6, May 8 (Friday)
6:20 – 8:30 p.m.



NIHONGO FIESTA 2015

February 28, 2015 (Saturday)
TIU Theater
Mile Long Compound, Amorsolo
cor. Dela Rosa Sts., Makati City

**THE 42nd NIHONGO
SPEECH CONTEST**
10:00 a.m. - 12:20 p.m.

**THE 7th NIHONGO QUIZ BEE
FOR HIGH SCHOOL STUDENTS**
Organized in cooperation
with the Association of
Filipino Nihongo Teachers
3:00 p.m. - 5:30 p.m.

Book sales and exciting
workshops on martial arts
and origami
also await you.

Please visit
<http://www.jfmo.org.ph/>
for more details.

THE JAPANESE LANGUAGE PROFICIENCY TEST 2014 (Dec. 7, 2014)

Number of Applicants

	N1	N2	N3	N4	N5	Total
Manila	115	287	552	1,068	1,187	3,209
Cebu*	13	36	51	103	197	400
Davao	20	39	111	146	210	526
Total	148	362	714	1,317	1,594	4,135

**Canceled due to typhoon Ruby*

2014 JAPANESE LANGUAGE PROFICIENCY TEST RESULT
The result of the 2014 Japanese Language Proficiency
Test (JLPT) of duly registered examinees will be made
available from January 29 to March 31, 2015 on
http://www.jlpt.jp/e/guideline/results_online.html

The next Japanese
Language Proficiency Test
will be held in Manila, Cebu
and Davao on July 5, 2015
(Sunday).

Starting 2015, the Japanese
Language Proficiency Test
will be held twice a year, in
July and December.

Please check our website
(www.jfmo.org.ph) /
Facebook page (www.facebook.com/jfmanila)
for details regarding the
application period.



The 21st Philippine Nihongo Teachers' Forum

May 16, 2015
WATCH OUT FOR DETAILS!

Merienda!
みりえんだ

The Japan Foundation, Manila Nihongo Teachers' Newsletter

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