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The Japan Foundation, Manila Nihongo Teachers' Newsletter



The 26th Philippine Nihongo Teachers' Forum



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Glossary for the Serious Nihongo Teacher
From The JFM Library

Through the cooperation of The Japan Foundation, Manila and the Association of Filipino Nihongo Teachers (AFINITE), the **26th Philippine Nihongo Teachers' Forum** was successfully held at the De La Salle University, Manila on October 14, 2017. Around 80 Filipino Nihongo teachers, several of whom have travelled all the way from Cebu, Bukidnon and other provinces, gathered for the forum entitled "**Enhancing Strategies for Teaching Language and Preparation of Instructional Materials for Nihongo Teachers**". The program included a lecture, workshop, presentation of sample instructional materials, and sharing of ideas about the topic. (Please refer to page 2 for more details on the program.)

The Japan Foundation, Manila Offers Its First Minato Course

JF Japanese e-Learning *Minato* is a Japanese language learning platform provided by the Japan Foundation. The first course offered by the Japan Foundation Manila under this platform is the **Marugoto A1-1 (Katsudoo & Rikai) Tutor Support Course**. In this course, students learn about Japanese language and culture by doing online exercises and attending classes at the Japan Foundation Manila once every two weeks. Classroom lessons give the students an opportunity to use the Japanese that they have learned online through communication activities and roleplay.

Among the twenty students selected to participate in the pilot course, eight enthusiastic students have been able to complete the online module.

We encourage you to learn Japanese language and culture by joining not just the *Minato* e-Learning courses of Japan Foundation, Manila, but the courses being offered by the Japan Foundation Kansai Center (KC) as well.



KC Courses include topics like *MARUGOTO Katsudoo & Rikai (A1-1, A1-2, A2-1, A2-2 levels)*, *HIRAGANA, KATAKANA, Japanese in Anime & Manga (A1, A2 levels)*, *KC Yom Yom*, and *HAIKU*. Please visit the website <https://minato-jf.jp/> for more details.

THE 26TH PHILIPPINE NIHONGO TEACHERS' FORUM



Message from the Participants



Ronnie Cabuyao lived in Japan for 14 years as a Research and Development Engineer for Automotive Wire Harnesses. Currently, he is working at a Japanese manufacturing company where he teaches Japanese to its employees. He also worked part-time as Japanese language instructor at a university in Pampanga. He occasionally attends various JFM language teaching courses and is looking forward to putting up his own Japanese language school someday in his hometown in Angeles City, Pampanga.

It was my first time to attend the Nihongo Teacher's Forum last October 14, 2017 after having wanted to attend this event ever since I find out about it. So, despite the bad weather and despite the distance I had to travel to get to the event, I made sure I would not miss it this time.

It was good that I already knew some of the people in the event because I did not feel out of place or alone during the entire event. However, even if I did not know anyone in the event, I think I would not have felt left out because everyone is so friendly (from the organizers to the participants) and anyone will definitely make new friends and connections on this event.

The hosts that day were very funny and entertaining. They made the entire program lively and upbeat.

It was quite a surprise, though, that the speakers who were invited for the event were non-Japanese speakers or did not have anything to do with the Japanese language. This was quite refreshing and offered a new insight into Japanese language teaching.

What the speakers taught us were skills that can be useful for teaching a new language such as Japanese. We learned from them the methods they use for teaching in a fun and engaging way. They also gave us ideas on what and how to prepare materials we can use to teach different topics in Japanese.

The entire program was organized and productive and I want to attend more future trainings such as this. I also hope that more people in the Philippines would be able to participate and join this training. Maybe in the future, JFM could come up with live streaming videos for those who could not be physically present in these events.

Thank you very much to the Japan Foundation, Manila and the Association of Filipino Nihongo Teachers (AFINITE) for making Japanese easier to learn and for providing a lot of support for Filipino Japanese language teachers.

PROGRAM

AM SESSION

Lecture: Teaching Strategies in Foreign Language Teaching

Ms. Nancy N. Lim
College Instructor, Pamantasan ng Lungsod ng Valenzuela

QUESTION & ANSWER

PM SESSION

Workshop: Preparation of Instructional Materials for Foreign Language Teaching

Mr. Ernesto D. Ylasco
Education Program Specialist II, DepEd Schools Division Office, Caloocan City

Workshop and Presentations

Summary



The invitation of the Japan Foundation, Manila for Nihongo Teachers has made me fall in love with Japan the second time around. Last October 14, 2017, I was blessed to be one of the participants of the 26th Philippine Nihongo Teachers' Forum. I, together with my fellow Nihongo teachers have surely learned so much from the forum. The speakers were very commendable, that has made a huge impact on the improvements that I am now applying in my teaching strategies and most especially on the instructional materials I am using to efficiently teach the language. The people were very friendly and approachable that created a positive vibe throughout the forum which made it even more memorable.

As a neophyte of this journey, I am very blessed to have experienced such rare and worthwhile moment. It has opened me to many possibilities that will hopefully make me more immersed in this wonderful culture and make friends with my other fellow Nihongo teachers. *Daghang Salamat*, Japan Foundation, Manila!



Trizia Fesuel M. Moreno (center), together with her fellow Nihongo teacher, Mr. John Mark P. Timay and with Nihongo adviser, Dr. Mercidita S. Villamayor. She is a college instructor of the Hospitality Management Department of Bukidnon State University. She is also one of the Philippine-Tohoku Goodwill Ambassadors last May 2011 in Japan.

JPEPA Instructor's Report



Ma. Filameda S. Horiuchi is a graduate of BS Industrial Education major in Drafting Technology from Technological University of the Philippines-Manila, where her thesis on Master of Technology Education is in progress. She is a PBET passer and TM1 certified. Attended Japanese Studies in Waseda University, Tokyo and Japanese Language Extramural Course in UP-Diliman. Presently connected with NLSI-TESDA, TUP-Manila and JF-EPA Program as a Japanese Language Lecturer.

I started attending trainings at the Japan Foundation, Manila way back 2013. That time, I was not aware what EPA was and my confidence in teaching Nihongo was not enough. I tried teaching under EPA a year later to its 7th batch, where prior to actual schedule, there was a preparatory seminar. Each team was composed of 4 Japanese and 2 Filipino lecturers. The system was entirely new to me. I was lucky to have supportive team members who answered my queries; even our head lecturers helped me facilitate some points when necessary. A year went by, again and again, until this became my 4th time to teach under the program.

Sometimes, when we expect less the more is given to us, as I got a chance to participate in the Summer Training Program for Foreign Nihongo Teachers in Urawa, Japan this year. It was such a great opportunity to learn the latest methods of teaching with other Nihongo teachers from all over the globe. Our acquired techniques can be applied into our own lessons to make them more communicative and interesting. During that period, we also visited caregiving facilities and institutions where the EPA candidates proceeded after their training in the Philippines. It was indeed a meaningful experience to talk to former candidates. And those who were in the review class displayed improved language skills as they explained situations in Japanese, and were able to write medical terms in Kanji. I reminisce the days when they were just starting, and were elated that I was once a part of their success!

Seeing where they are and what they do made me understand the importance of the preparatory Japanese class; for lecturers like me need to be more creative, responsible and resourceful in order to meet the challenges in the field of teaching. I appreciate it that EPA supports Nihongo teachers and provides a venue to learn more. May this program endure and strengthen the bond between the Philippines and Japan!

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.

Metro Manila *Realizations About Your Experiences and Being a Nihongo Partner Here in the Philippines*



Chiya Murata (University of the Philippines)

The University of the Philippines has 12 Japanese classes. 300 students are studying this semester. They are very interested in Japan; sometimes I am surprised that they know much more about Japanese manga, culture, famous places in Japan than I do. Because of that, it's a very good opportunity for me to think deeply and appreciate Japanese culture more.

Kensuke Kimura (Quezon City High School, San Antonio National High School)

Teachers in the Philippines are very cheerful. You can see the teachers enjoying especially when there are school events, and they are always excited with their students. A certain teacher told me this phrase, "Join them! (students)". Teachers in this country always share good atmosphere and enjoy every moment with their students.



Pangasinan *Points that Need Improvements in the Japanese Language Education in the Philippines*



Yukari Shimomura (Juan G. Macaraeg National High School) Hirota Toshioka (Mangaldan National High School)

地方では日本語の情報が不足しているので、日本語を勉強する必要性を浸透させることが最優先だと考えます。先生方は多忙なので、まずは日本人の日本語教師が授業の中で積極的に主体的な役割を果たし、先生方の日本語の力が伸びていく中で徐々に現地講師との役割分担を見直していくといった仕組みを構築するか、現地の先生方が日本語学習時間をもっと確保できる環境作りが必要に思われます。

Cebu *Hopes and Expectations for Japanese Language Education in the Philippines and also for the Future of the Nihongo Partners Program*



Takuto Kawashima (Buanoy National High School)

現在、フィリピンの日本語教育は需要が高まりつつあります。今後、日本や日系企業で働くフィリピン人が増えることは確実であり、大変注目されています。一方で、それに伴う文化の衝突も心配です。

日本語パートナーズ事業には、日本・フィリピン両国の文化を理解するための活動や、日本語教育の需要を増やすための活動がこれまで以上に期待されていると思います。



JFM Teacher Training

きょうしけんしゅう 教師研修

Practice Teaching Course

Every year, the Japan Foundation, Manila offers this course to active or aspiring Filipino Nihongo teachers or those who wish to take basic training in teaching Japanese. Participants take up instructions on skills in classroom teaching.

Practice Teaching Course in Manila • September 23, 24 & 30, 2017



Manila

Alabang



Practice Teaching Course in Alabang (PAD Foundation) October 7 & 16, 2017

MINNA NO NIHONGO BRUSH-UP COURSE

November 6 – December 13, 2017

In the “Minna no Nihongo” Brush up course, teachers are able to review their knowledge of Japanese grammar, and at the same time learn how to teach different grammar points.

It is very helpful for Nihongo teachers who want to make the lessons more interesting for the students.

This course is very nice since it helps teachers gain more knowledge on how to facilitate effective classroom activities.



2017 CJH Pedagogy Seminars

CJH Update

The enTree 2 (E2) course for the 4th batch of CJH teachers will continue until March 2018. The enTree 3 Course (E3) will start on April 2018. The Follow-through Training Sessions will be held once a month in Manila & Cebu.

Incoming CJH-related Activities (April-May 2018)

enTree 3 Summer Intensive Course in Manila and Cebu

April 24 – May 25, 2018

10-day Immersion Program in Japan

May 11 – May 20, 2018

Re-training for Batch 1, 2, 3 teachers in Manila

April 24 – May 25, 2018

**CJH: Course on Japan for High School Classroom Instruction; Teacher Training Program for Public High School Teachers under the Special Program in Foreign Language: Japanese of DepED-BCD*

The Japan Foundation, Manila (JFM) has been conducting Pedagogy Seminars twice a year for the public high school teachers of the SPFL program in Japanese who have completed the three years training course since 2014.

On November 2017, the JFM conducted two seminars. On November 11 (Saturday) in the Japan Foundation (Manila) and on November 18 (Saturday) in Applied Nutrition Center (Cebu).

In Manila, the topic was "How to Use Vocabulary Map in Advance". A vocabulary map is a visual organizer that promotes vocabulary development for foreign language learners. It was already adapted in enTree as one of the reflection materials, however in this seminar, it encourages that it is not only arranging set of vocabulary words but it also serves as a practice

in conversation or writing. The participants might have realized a positive effect of vocabulary map through this seminar and are expected to apply it to their lessons as well as in studying Japanese language.

In Cebu, the topic was about the "Best Practice Contests". It was a contest of good practices in the respective schools. There were 2 sections: first was the enTree section which is related to the enTree lessons; second was the Special Activities Section which includes any activity except enTree lessons such as Nihongo Fiesta, and Collaborations with Nihongo Partners, etc. A presenter made a 3-minute presentation using PowerPoint with pictures. Participants learned a lot of interesting teaching ideas from teachers of different schools. Furthermore, it became a good opportunity to reflect on their own Nihongo teaching activities.



Manila pedagogy



Cebu pedagogy

JS Forum 2017 in Japan いろいろなひとがいることをたのしもう!



Erena Fukuoka

Program Coordinator, The Japan Foundation Manila

Being part of the にほんご人フォーラム2017 was a great opportunity for me to see the current situation and innovation of the Japanese Language Education in the Philippines as well as in other countries. Language is not a barrier when interacting with others. What is important is you understand what the other party wants or what they need and how you can make them understand what you want to say. If you have 'Omoiyari' and 'Egao', you can make a lot of friends.

How do I apply the enTree* method in class? 「私の工夫」

School: Cordova National High School
Principal: Evelyn G. Malubay
Teachers: Sheila D. Mabras
 Maria Cristina A. Sandal
Grade levels: Grade 9/10 (118 students)

Cordova National High School under the SPFL Program offers the enTree 1 subject to 118 students. enTree 1 offers salient features that boost students' interest in learning the Japanese language and culture.

Teaching enTree to students is fun and exciting. We make sure that students are more engaged in the learning process (through introducing learning strategies) by using multimedia instructional materials that ignite students'



interest in the subject such as teaching vocabulary lessons with songs and actions that are meaningful for students' retention of the lessons.

Teaching enTree becomes more effective also by involving students in cultural sessions

with the help of our hardworking Nihongo Partner Saki Okamoto. Cultural sessions as such writing calligraphy, wearing yukata, dancing bon odori and learning how to use chopsticks have caused great enthusiasm and eagerness for our students.

Furthermore, students were able to reflect on rediscovering and appreciating one's own culture. They were also able to embrace and respect cultural differences between each country, the Philippines and Japan. We believe that by fostering students' interests, we create a positive atmosphere that is beneficial to activating students' engagement that is very relevant to the success of the Nihongo program. As Alfred Mercier have said, "what we learn with pleasure, we never forget."

*enTree - Halina! Be a NIHONGOJIN!! - is a resource-type teaching material designed by The Japan Foundation, Manila to respond to the need for developing human resources who possess Japanese communication skills. This teaching material aims to allow the students to find their personal goal, learn about the world and themselves, and achieve self-growth while accomplishing their particular goal. One special feature of enTree is that it seeks to enhance not only the learners' language ability, but also their intercultural competency.



JS Forum 2017 in Japan いろいろなひとがいることをたのしもう!



Eduardo B. Tan

Teacher, Doña Teodora Alonzo High School
(Former School - Florentino Torres High School)

Joselito B. Bisenio

Teacher, Makati Science High School

"It is important to enjoy yourself and embrace whatever comes your way whether it's a challenging day or a great day, just welcome it with open arms."

This was the quotation that inspired me a lot when I attended Japanese Speakers' Forum held in Japan last August 17-September 1, 2017. The forum's theme for the students' program was "いろいろなひとがいることをたのしもう! For the teachers' program, each country representative was asked to design a lesson which will be shared with other teacher-participants and to do a demo lesson with the same lesson/topic. **むずかしかったですが おもしろかったです!**

The forum became an avenue to meet other high school teachers and students of Japanese language. **たのしかったです!** During the forum, there were several activities essential in improving one's skills in teaching the Japanese language. Since the forum was designed to help teachers improve their pedagogical skills, one cannot help but to feel challenged. Always, the benefits of participating in the Japanese Speakers' Forum are more than the costs because you are not only improving as a Japanese language teacher but you are also weaving a thread that connects you to other Nihongojins!

School: Pitogo High School
Principal: Lilybeth D. Sagmaquen
Teachers: John Joseph D. Ortiz
Charry S. Sarmiento
Grade levels: Grade 7 / Grade 9 / Grade 10
(40 students)

When I first heard the news about the training in teaching Nihongo to Filipino high school students, I got really excited because I know it was going to be fun and challenging at the same time. Learning the language is one thing, teaching it is another. Though we have students who are very eager to learn, there are still difficulties that we face from time to time. Primarily because, unlike English and Filipino, which were taught to them from the very beginning since they started in schooling, Nihongo is a very different language and it is just being introduced to them now. Another major difference is that Nihongo uses characters (Hiragana, Katakana and Kanji) which are completely unknown to them, unlike English and

Narvyn Clarie L. Carillaga

Student, Makati Science High School

The words "Beautiful", "Pretty", "Amazing", and "Incredible" are not enough to describe my experience in Japan. At first, I felt shocked by how clean and organized Japan is. The pathways where people walk in and the roads where vehicles pass by are neat and orderly. Second, I was amazed by the kindness of the Japanese people as well as their hospitality and their discipline, which made me think twice before doing a certain thing, and being careful to the things I say and do. Third is their food, there was not a single meal in my stay in Japan that was not delicious. From breakfast to dinner, all the food that I ate were superb and even the snacks I bought in convenience stores were delicious, I truly missed Japanese food when I came back to my home country, the Philippines. Lastly is their culture, Japanese culture for me is such a wonderful thing, though I haven't learned everything yet, the few activities that I experienced such as; wearing a yukata, performing wadaiko, and experiencing summer festival made me want to know more a lot about their culture. Though I am not yet fluent in Japanese, through these experiences I know there will always be a room for improvement. I can't wait to come back to Japan someday!

Sophia A. Pleje

Student, Pitogo High School (Makati)

Time passes, but memories remain. In the forum we created a lot of memories in a short period of time. Day by day I realized that friendship has no boundaries, even though we have different diversities and cultures. The forum showed to me that communicating and interacting with different cultures develops multiculturalism that showcases our understanding in accepting and promoting the culture of others. At the end of the forum, the only thought that crossed my mind was the importance of entrusting your hands and connecting yourself without hesitation to the other races.

Elaine S. Lalusin

Student, Florentino Torres High School (Manila)

My experience in Japanese Speakers' Forum is very unforgettable! The lessons we learned, places we visited, food that we tasted and many more! I'm very honored that I'd get to participate on this forum. **ありがとうございます!** Japan Foundation, Manila and Kamenori Foundation!



Wearing of Yukata - Philippine Representative

Nicolo Daniel M. Café

Student, Juan G. Macaraeg National High School
(Pangasinan)

Ever since our arrival from Japan on September 1, 2017, people have always been asking "What were your experiences in Japan and how do you feel about them?" And I was glad to answer all of them. When the JFM asked the same question, I didn't even think twice before answering.

I could only describe participating in an international forum with other global-minded students, exhilarating. I had difficulty collaborating with some because I wasn't proficient at Japanese, but I still managed and even befriended many people there.

We also got to visit Tokyo. The beautiful city that I used to see in anime all the time is even more magnificent in person.

I'm going to visit Japan again in the future because for me, great experiences should never happen once in a lifetime.

Filipino which use both the Roman alphabet. It really is a big challenge.

During our first year of training, when we were taught of the enTree method of teaching, I figured it is not much different from our style of teaching under the K-12 curriculum, wherein, we let the students discover learning on their own and we act as facilitators and guide them throughout the process. However, since again, Nihongo is a new language to them, it takes a greater deal preparation to see to it that the objectives of the lesson are met. So, how do I apply the enTree method in my class? Well, just like how we are trained to do it, we ask thought-provoking questions that would lead to the introduction of the lesson and the preliminary information that are connected with it that aims to spark the students' interests and assess if they have any prior



knowledge about the lesson. This is maintained throughout the entire session, never spoon-feeding the information to the students. Being loyal to this method of teaching can be a bit difficult sometimes as there will be instances when the students will have zero knowledge to what we are getting at, but nevertheless, we try to stick to this method at all times. For example, on the part of a lesson wherein we have to discuss the presence of Japan in the Philippines and vice versa through trade, we let the students discover what are the products that came from Japan that are already a part of every Filipino's life and later on, ask them what they think are the products of the Philippines that are imported to Japan. That way, we let the students' curiosity lead them towards the answer to those questions and the content of the lesson. Hence, applying the enTree method in our classes.



YATTE MIMASEN KA?

Methods on How to Come up with Ideas on Making Learning Interesting ~Gamification~

池津 丈司(いけづ じょうじ) Joji Ikezu



It is not easy to come up with ideas to make one's classes interesting, right? Today, I would like to introduce a method that will enable you to conceive of ways to make your lessons enjoyable, such that an uninterested high school student taking Nihongo as an elective will turn into a motivated learner. This is called gamification.

According to the theory of gamification, human beings have various desires, and if the actions that will satisfy their desires do not require effort, these will be irresistible. This principle, being used in marketing, training, etc., is known as gamification. However, it does not mean that it is enough to just include games in one's lessons. It is using the principle that students would be looking forward to an interesting and irresistible game that should be the basis in designing one's lessons and exercises.

Undoubtedly, teachers have experienced their students becoming excited when the topic of a conversation or reading exercise is 「たべもの」、「れんあい」、or 「おかね (かいもの)」. From the viewpoint of gamification it is said that these topics are exciting because these are important for everyone throughout their lives, and are considered topics of high concern for all.

The psychologist who advocates this theory of gamification is Steven Reiss. According to him, human beings have the following 16 basic desires:

Acceptance, the need to be appreciated

Curiosity, the need to gain knowledge

Eating, the need for food

Family, the need to take care of one's offspring

Honor, the need to be faithful to the customary values of an individual's ethnic group, family or clan

Idealism, the need for social justice

Independence, the need to be distinct and self-reliant

Order, the need for prepared, established, and conventional environments

Physical activity, the need for work out of the body

Power, the need for control of will

Romance, the need for mating or sex

Saving, the need to accumulate something

Social contact, the need for relationship with others

Social status, the need for social significance

Tranquility, the need to be secure and protected

Vengeance, the need to strike back against another person

(Sarah Mae Sincero (Mar 18, 2012). 16 Basic Desires Theory. Retrieved Nov 21, 2017 from Explorable.com: <https://explorable.com/16-basic-desires-theory>)

Roughly 20 years ago there was a popular handheld oval-shaped digital pet game known as "Tamagotchi". Everyone was carried away by the imagination of nurturing mysterious characters inside the game without setting a competition against others. This can also be explained in the gamification theory that there is "the need to take care of one's offspring" (Family), which explains why it is very interesting and irresistible.

If we are to apply this to a class, let's say for example that there are three members to a team who are tasked to cultivate seeds or insects. They may be asked to research best practices in growing seeds using the Japanese Language, or make an observation record written in the Japanese Language. If they are going to cultivate vegetables, they fulfill the "the need for food" (Eating). With this, learning becomes more fun.



Another example is to use the desire for "Independence" or "Order" for the study of grammar like the "te-form" of the

verb. It may be more effective to have the students look for the regularity and discover the grammar rules instead of the teacher teaching them with considerable effort. Have groups discuss and find the regularity, then after that, have them present the results to the class. This will be more fun as the desires for "Acceptance" and "Honor" will be fulfilled.

With that, here is a task for you. How can you apply the desire for "Saving"?

For example, look for items around you with Japanese words written on it, take pictures and attached them to a card board. Consequently, write the date and place when and where you found the items, how these words are read, their meanings, your impressions and comments, etc. upon finding these items. Then keep them in a portfolio. How about that?

The more you gather, the more you will know what aspect of your life is influenced by Japan, how you are affected by it, and probably will increase your motivation in studying Japanese.





Hello!!!

MANABU KOBAYASHI

Hi, I am Manabu Kobayashi. I came to the Philippines with my wife & son last July 2017. My job in the JFM is new to me, even though the working style in the Philippine style is very tough, I try to do my best and enjoy working. Yoroshiku onegai shimasu.



MARIE STEPHANIE GABICA

皆様、はじめまして！私はステファニーです。6月からJFMで働き始めました。ダバオから来て初めてのマニラの仕事で緊張していましたが今、段々とマニラの生活と仕事にも慣れてきました。これからも色々な経験をするのを楽しみにしています！
精一杯頑張りますので宜しくお願い致します。

EMERIE LO

はじめまして！私はエメリーです。ダバオから来ました。I have been working here at JFM for 7 months already. I can say that it has been a great experience to be working with great and talented people. I am looking forward to learning more and acquiring new skills. どうぞ宜しくお願いします。



YASUKO OGAWA

はじめまして。小川靖子 (Ogawa Yasuko) です。10月にフィリピンにきました。EPAを担当しています。フィリピンは初めてですが、みなさんの笑顔がとても印象的で素敵ですね。まだまだわからないことも多く、毎日が新しいことの連続ですが、笑顔を忘れず、楽しみながらチャレンジして行きたいと思っています。どうぞよろしくお祈りします。



The 25th PNJK Anniversary

The Japan Foundation, Manila received a Plaque of Appreciation from the Philippine Nikkei Jin Kai International School for the "JFM's invaluable support by giving training program and study tour opportunities in Japan to students and teachers". It was given on the 10th day of October 2017, on the occasion of the 25th founding Anniversary of Philippine Nikkei Jin Kai International School at the Mindanao Kokusai Daigaku, Davao City, Philippines. Mrs. Cecilia E.J. Aquino received the plaque of appreciation on behalf of the Japan Foundation, Manila.



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.

Josef Carlo Orillo is a Japanese-language instructor and translator at the Nihongo Center Foundation, Inc.. He has experience in teaching elementary and intermediate level Nihongo, Nihongo conversation, and Nihongo for caregivers and nurses.



A presentation about Japanese culture. A group activity with representatives from Indonesia and a Japanese college student volunteer.



Wearing yukata during the natsu-matsuri workshop with fellow representatives from the Philippines, Panama, Indonesia, and Vietnam.

2017 Japanese-Language Program for Sakura Network Member Institutions



Experiencing Japanese culture - Wadaiko (Japanese Drums)

The 2017 Japanese-Language Program for Sakura Network Member Institutions was held from June 14 to July 12, 2017 at The Japan Foundation Japanese-Language Institute, Kansai (JFKC). The program aims to support Japanese-language education for Sakura Network member institutions and countries where the institutions are located, as well as strengthen the relationship between Sakura Network member institutions. The participants from the Philippines were Ms. Ellen Ocharon (Nihongo Teacher, MKD), Mr. Manahan, and Ms. Leila Halos (Student, UP Diliman)

Michael Manahan (standing fourth from the right) is an Instructor at the UP Diliman Department of Linguistics where he teaches Japanese and Linguistics courses. He is currently an MA candidate at the UP Department of Anthropology.



Sensei no Wa 先生の輪

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

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

Let's join Sensei no Wa

How to Use Japanese TV Programs for Nihongo Learning June 9, 2017



Ms. Maria Cielo E. Sales
Japanese SAP L1 Support, DXC
(formerly known as Hewlett and Packard Enterprises)
2014-2016 Nihongo Teacher,
Miriam College (Middle School)
Grantee of The Japan Foundation Long Term
Training Program for Teachers of the Japanese-
Language, Saitama, Japan
(September 2016 – February 2017)

Internet Learning Tasks for Japanese Language Learners August 11, 2017



Ms. Charisma P. Coloma
Japanese-language instructor
at the Japan Foundation, Manila
Grantee of the Short Term Teacher’s Training
Program at the Japan Foundation
Language Institute in Urawa
(Summer 2016)

Beyond Minna no Nihongo Renshuu C: Communicative Exercises Based on Textbook Dialogue November 11, 2017



Mr. Josef Carlo O. Orillo
Japanese-language instructor and translator
at the Nihongo Center Foundation, Inc.
Grantee of the Short-Term Teacher Training
Course at the Japan Foundation Language
Institute in Urawa, Japan.
(Summer 2017)

OSHABERI SALON おしゃべりサロン

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



私の好きな漫画
My Favorite Manga
October 20, 2017



私の町
My Hometown
July 14, 2017



**私の行ってみたい
日本の場所**
Places that I Want
to Visit in Japan
November 10, 2017



私の好きな歌
My Favorite Song
September 8, 2017



私の好きなスポーツ
My Favorite Sports
December 15, 2017



くに なまえ かんじ か 国の名前を漢字でどう書く? by Yasujiro Takei

「比律賓」これって、どこの国かわかりますか？

そうです！漢字が大好きなあなたならわかりますよね！？

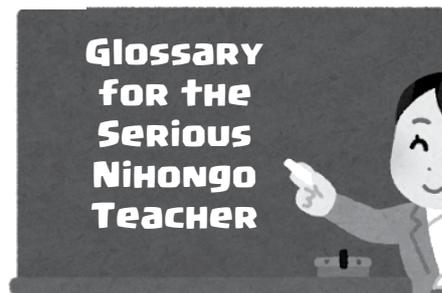
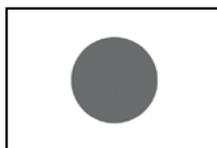
「フィリピン」です。

日本では国の名前をカタカナではなく漢字で表すこともあります。

下の漢字は、どの国を表しますか？ では、さっそくチャレンジしてみましょう！

全部できたら、あなたは漢字博士です！

- 1) 英国
- 2) 印度
- 3) 泰
- 4) 伊太利亚
- 5) 独逸
- 6) 瑞西 ※Hint :ヨーロッパの国です



1) 独逸 2) 伊太利亚 3) 泰 4) 伊太利亚 5) 印度 6) 英国

From The JFM LIBRARY

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



語彙マップで覚える漢字と語彙 初級1400
語彙マップで覚える漢字と語彙 中級1500

Have you heard of a "Goi Map"? A "Goi map" is a tool for learning vocabulary. Vocabularies associated with certain words and their relations are arranged and shown in a diagram. You will be able to learn the words and kanji within a common topic, therefore it is easy to memorize and use them.

The important and frequently used vocabularies are chosen by corpus. It can be used for JLPT preparation. Elementary and intermediate levels are available with English translations. Not only for Japanese learners but Japanese teachers must check this out as well.

NIHONGO EXPRESS Practical Conversation in Japanese Basic 1 ビジネス日本語会話
NIHONGO EXPRESS Practical Conversation in Japanese Basic 2 ビジネス日本語会話

You can learn elementary level grammar and conversation in a business scene. Many useful business conversations can be practiced using these books. It includes a CD that contains various model conversations for 8 to 11 hours. If you need business Japanese, check this book.



マンガ『坊っちゃん』 英語圏版

『Botchan』by Natsume Soseki is one of the famous novels in Japan. Have you read it?

This is a unique Japanese textbook since it is written in manga style. The textbook is derived from a classic Japanese novel, so you can learn the story at the same time learn the Japanese language. This makes it easier and more enjoyable to learn. In addition, a website is provided for the user to download and access the practice exercises, vocabulary lists, and culture notes for free.

JFM Courses & Workshops

February to June 2018

COURSES FOR NIHONGO TEACHERS

Minna no Nihongo Brush-up Course

April 11 – May 21 (Weekdays)
6:20 – 8:30 p.m. (24 hrs.)
Tuition: Php 1,800

Practice Teaching Course

March 17, 18, 24 (Saturdays & Sunday)
9:00 a.m. – 5:00 p.m. (24 hrs.)
Tuition: Php 1,200

COURSES FOR NIHONGO LEARNERS

Marugoto Starter (A1) Traveler's Course

March 17, 24 & 31 (Saturdays)
10:00 a.m. – 12:00nn (6 hrs.)
Tuition fee: Php 900

Marugoto Elementary 1 (A2) Module 1

March 19 – May 7 (Tuesdays & Thursdays)
6:20 – 8:30 p.m. (24 hrs.)
Tuition fee: Php 4,500
(Inclusive of textbook)

Marugoto Elementary 2 (A2) Module 2

April 18 – June 5 (Tuesdays & Thursdays)
6:20 – 8:30 p.m. (28 hrs.)
Tuition fee: Php 6,000
(Inclusive of two textbooks)

Marugoto Elementary 1 (A2) Module 2

May 16 – June 18 (Tuesdays & Thursdays)
6:20 – 8:30 p.m. (28 hrs.)
Tuition fee: Php 4,500
(Inclusive of textbook)

Marugoto Starter (A1) Module 1

May 28 – July 11 (Mondays & Wednesdays)
6:20 – 8:30 p.m. (24 hrs.)
Tuition fee: Php 4,400
(Inclusive of textbook)

Marugoto Elementary 2 (A2) Module 3

June 19 – August 2 (Tuesdays & Thursdays)
6:20 – 8:30 p.m. (28 hrs.)
Tuition fee: Php 6,000
(Inclusive of two textbooks)

JLPT Interactive Lecture & Exercises

*Registration is separate per session /
per level. Contents are the same.
N5 April 4 (Wednesdays)
Time: 9:30 a.m. - 1:00 p.m.
N4 April 11 (Wednesday)
Time: 9:30 a.m. - 1:00 p.m.

REGULAR EVENTS (FREE ADMISSION)

Sensei no Wa

March 16 (Friday), April 13 (Friday),
June 8 (Friday) 6:30 – 8:00 p.m.

Oshaberi Salon

February 9, March 9 (Fridays)
6:20 – 8:00 p.m.



The above schedules are tentative. Please check the JFM website (www.jfmo.org.ph) or Facebook page (www.facebook.com/jfmanila) for updates.



NIHONGO FIESTA 2018

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

February 17, 2018 (Saturday)
Shangri-La Plaza Mall
Mandaluyong City

SHANGRI-LA PLAZA CINEMA 3
45th Nihongo Speech Contest
10:20 a.m. - 12:15 p.m.

SHANGRI-LA PLAZA CINEMA 3
10th Nihongo Quiz Bee for High School Students
Organized in cooperation with the Association of Filipino Nihongo Teachers (AFINITE)
2:15 p.m. - 4:45 p.m.

SHANGRI-LA EAST ATRIUM
J-pop Concert – Kizuki Minami
5:00 p.m.

*The program is subject to change without prior notice. For latest updates, please check The Japan Foundation, Manila Facebook page. (www.facebook.com/jfmanila)

THE 2nd JAPANESE LANGUAGE PROFICIENCY TEST 2017 December 3, 2017 (Sunday)

Number of Applicants

	N1	N2	N3	N4	N5	Total
Manila	166	459	686	3,489	1,762	6,545
Cebu	12	62	118	345	287	824
Davao	37	53	81	340	443	954
Total	215	574	868	4,174	2,492	8,323

THE 1st JAPANESE LANGUAGE PROFICIENCY TEST 2018

July 1, 2018
Manila, Cebu, Davao

Online registration period:
February 7 - March 6, 2018

Please visit the JFM website (www.jfmo.org.ph) or Facebook page (www.facebook.com/jfmanila) for more details.

THE 27th PHILIPPINE NIHONGO TEACHERS' FORUM

May 2018

WATCH OUT FOR DETAILS!

Merienda!
みりえんだ

The Japan Foundation, Manila Nihongo Teachers' Newsletter

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