

みりえんだ

The Japan Foundation, Manila Nihongo Teachers' Newsletter



2013 CJH Summer Session

On its 5th year, the "Course on Japan for High School Classroom Instruction (CJH)" was held during this year's summer vacation. Since 2009, with the implementation of the "Special Program in Foreign Language" (SPFL) by the DepED, this training has honed high school teachers in becoming Japanese-language teachers in Philippine public high schools. With the increase of schools that will be offering the "SPFL: Japanese" program this year, the batch of teachers joining the CJH has also increased from 2 batches to 3. The latest batch is composed of 20 teachers. Participating high school teachers came from the different areas of NCR, Region I (Pangasinan) and Region VII (Cebu); 2 teachers from Region XI (Davao City) also participated for the first time this year. The "enTree family" has indeed expanded and now consists of 3 Batches with approximately 60 teachers. The number of schools which would be offering "SPFL: Japanese" has increased by four schools this year, making it a total of 25 public high schools. These schools will be using the teaching material "enTree Halina! Be a Nihongojin!!", developed by the Japan Foundation, Manila.

At last! A Japanese Course for future teachers at PNU

Due to the fact that Japanese-language education in the secondary level has begun to gain recognition, JFM, in cooperation with the Philippine Normal University (PNU), opened the first Japanese-language course from June 2012 to March 2013. This course was held once a week as an elective subject. Students who attended this course were 2nd year to 4th year students majoring mainly in Bachelor of Secondary Education (BSE) Filipino or BSE English.

The textbook used was "Marugoto: Japanese Language and Culture (A1)".

Among the participants, many of the students desire to be high school teachers after graduation, and said that they want to teach Japanese in high school.

This school year, a Japanese-language course will again be offered at PNU from June.



The 2nd Japanese - Language Education Conference

On April 14, 2012, the inaugural Japanese-Language Education Conference was held at the Mindanao Kokusai Daigaku in Davao City.

One year hence, on April 6 and 7, 2013, the Association of Nihongo Teachers in the Visayas (ANT-V) had the honor to conduct the 2nd Japanese Language Education Conference in Cebu.



Through the support of Mr. Takahiro Matsui of the Japan Foundation, Manila, the generosity of keynote speaker Dr. Yukari Kato of the Center for Educational Development, Tokyo University of Agriculture & Technology, and all the sponsoring companies and institutions, 49 participants were able to gather at the University of the Philippines Cebu to discuss "Setting Learner-Centric Nihongo Objectives through Effective Course Design".

See pages 4 & 5 for more details

THIS ISSUE'S MENU

What's Inside

Merienda Espesyal 1 2-3

The 17th Philippine Nihongo Teachers' Forum
Speech Contest / Quiz Bee

Merienda Espesyal 2 4-5

The 2nd JLE Conference
E-learning & Intensive Course
PT Advanced in Bacolod

Merienda's Pick 6-7

JLE for Philippine High Schools

Merienda Espesyal 3 8

Nihongojin Corner

Magkape Muna Tayo! 9

Hello & Good bye
Urawa Update

Sapin-sapin 10

JFM event for Japanese-Language Teachers
Oshaberi Salon

Banana Q 11

Glossary for the Serious Nihongo Teacher
Library Acquisitions

THE 17TH PHILIPPINE NIHONGO TEACHERS' FORUM



The 17th Philippine Nihongo Teachers' Forum, entitled **Let's take a look at a Can-do based textbook: The "DEKIRU NIHONGO" and the concept behind its lessons**, was held at the JICA Philippines Office Auditorium on Saturday, May 18, 2013, with more than 80 participants. The speaker was Ms. Kazuko Shimada, the editorial supervisor of the "DEKIRU NIHONGO" textbook series and the Vice President for the Society for Teaching Japanese as a Foreign Language. Her lecture, entitled **Creating Lessons To Increase Learner Communication Ability – Using The "DEKIRU NIHONGO" Textbook**, enabled the participants to learn how to increase their students' communication ability in a daily class.

KEY POINTS TO REMEMBER

がくしゅうしゃ ちから ひ だ
学習者の力を引き出すには、...

1. 「できること」がはっきりしている。
2. 場面・状況がはっきりしている。
ばめん じょうきょう
3. 「まずやってみる！」(タスク先行)
せんこう
4. 意味のあるタスクをする。
い み
5. 学習者が「これだ！」と発見する。
がくしゅうしゃ はっけん
6. 「できる！」「じょうずになった！」と感^{かん}じる。

PROGRAM

Morning session

Review: "DEKIRU" from the JF standard, Can-dos, and the Marugoto textbook
Lecture: Creating Lessons to Increase Learner Communication Ability - Using the "DEKIRU NIHONGO" textbook
Ms. Kazuko Shimada

Afternoon session

Workshop1: Creating A Class Atmosphere Which Motivates Students To Talk
Workshop2: The Various Uses Of The "Can-Do"





2013 NIHONGO FIESTA February 23, 2013 at SM North EDSA

Congratulations to the winners!!
おめでとうございます。

THE 40TH NIHONGO SPEECH CONTEST

Student Division

1st Place & Outstanding Performance Award
Mr. Luigi Miguel E. Ma (Mindanao Kokusai Daigaku)
「見た目、年ギャップは武器」

2nd Place - Ms. Zoe Agatha M. Serrano
(Asia Pacific College)
「現在(いま)を未来に向かって生きる」

Special Jury Award

Ms. Dianne Maye B. Talplacido (UP Diliman)
「気持ちを色々な方法で伝えよう」

Non-student Division

1st Place & Special Prize
Mr. Michael D. Sabaldan
(Mindanao Kokusai Daigaku)
「自分の土俵で自分の相撲を取れ」

2nd Place
Ms. Cathlyn Clyde A. Jandog
(NEC Telecom Software Philippines, Inc.)
「妄想?それとも夢の実現?」

Open Division

1st Place & Grand Prize
Mr. Karlo Emmanuel P. Ballescas
(Alliance Software, Inc.)
「当たり前の様で実は深いイイ文言」



THE 5TH NIHONGO QUIZ BEE FOR HIGH SCHOOL STUDENTS

Grand Champion - Makati Science High School
2nd Place - City of Mandaluyong Science High School
3rd Place - Taguig Science High School

Omedetou!
**FACEBOOK
CHOICE AWARD**



1st Place - Philippine Nikkei Jin Kai
International School (3,734 Likes)
2nd Place - Lagro High School
(2,589 Likes)
3rd Place - Florentino Torres
High School (1,523 Likes)

<https://www.facebook.com/NihongoforEveryJuan>



THE 2ND JAPANESE-LANGUAGE EDUCATION CONFERENCE



Setting Learner-Centric Nihongo Objectives through Effective Course Design

April 6 & 7, 2013

University of the Philippines Cebu

Organizer: Association of Nihongo Teachers in the Visayas (ANT-V)



Alexander Macainag

Alex Macainag is the Vice President of ANT-V (Association of Filipino Nihongo Teachers in the Visayas). He is a Bosconian, and currently works as a freelance Nihongo instructor, interpreter and translator. He has lived in Manila, learned in Japan, and is living the life in Cebu.

For this Japanese-Language Education Conference, being the 1st major undertaking of ANT-V, we had to start preparations early. And so 8 months prior to this milestone event, a short Benkyoukai was conducted on "How to Plan a Conference". We then met once a month, then twice, then once a week, until we met every day on the penultimate week.

We assigned roles, checked To-Do lists, drafted invitations, gathered sponsors, exchanged ideas, debated topics, designed workshops, revised worksheets, had dinner, had some more, practiced presentations, purchased paraphernalia, printed posters, and prayed that everyone who was willing to spend precious time on this project will be able to acquire something worthwhile.

On the sixth day of April, the doors opened. And on the seventh day, we finished our work, saw it was good, and rested at the best pizza place in Cebu.

The overwhelming positive feedback from our colleagues affirms the Japanese-Language Education Conference as a new avenue for Nihongo education learning and enhancement.

Till another fruitful conference in 2014, perhaps? Tanoshimi!

KEYNOTE SPEECH

"Educational Model for Course Design"
Dr. Yukari Kato
*(Center for Educational Development,
 Tokyo University of Agriculture & Technology)*

ARCS CATEGORY (KELLER, 1987)

ATTENTION

Capturing the interest of learners;
 stimulating the curiosity to learn
(How can I make this learning experience stimulating and interesting?)

RELEVANCE

Meeting personal needs/goals of the learner to effect a positive attitude
(In what ways will this learning experience be valuable for my students?)

CONFIDENCE

Helping the learners believe/feel that they will succeed and control their success
(How can I via instruction help the students succeed and allow them to control their success?)

SATISFACTION

Reinforcing accomplishment with rewards (internal and external)
(what can I do to help the students feel good about their experience and desire to continue learning?)





PROGRAM

Day1 (April 6)

- Conference Introduction
- Lecture " Education Model for Course Design" by Prof. Yukari Kato
- "Goal Setting" Workshop
- "Goal Setting" Group Presentation
- Syllabus Samples, Sample Activity Material Assignment
- Summary

Day 2 (April 7)

- First Day Summary / Review
- Mini- Forum, Q & A Session
- "Syllabus Sample Activity Material" Group Work
- "Syllabus Sample Activity Material" Group Presentation



Florinda Amparo Palma Gil

Florinda Amparo "Flori" Palma Gil is a Japanese Language Instructor and Program Coordinator for Japanese-language in Secondary Education at the Japan Foundation, Manila. She is also a part-time lecturer at the University of the Philippines, Diliman. She is the current Vice-President-Internal of AFINITE.

It was a privilege to be able to attend the successful and organized 2nd Philippine Japanese-Language Education Conference in Cebu last April 6 and 7. The topic was not really new to me, but just as a friend once told me, "Just listen and you'll still discover something new," and indeed, I learned a lot. I was able to reflect and rethink on ways of improving my classes through the informative lecture of Kato-sensei on Course Design. Through the lively discussion during group works and through the enthusiastic group presentations I was also able to learn about the situation and the challenges of the teachers from the different parts of the Philippines especially those from the Visayas and Mindanao. The reports from the different Japanese language institutions in the Philippines (Baguio, Cagayan de Oro, Davao City) also gave me new ideas which I can revise and reconstruct to suit my students. I was able to catch up with old friends and got to know new and aspiring teachers. I am looking forward to the next conference and be updated with the Japanese-Language Education in the Philippines.



E-Learning and Intensive Course for Provincial Teachers

From August 2012 to March 2013, the JFM facilitated an e-learning course aimed to support Japanese-Language teachers in the provinces with the objective of increasing their language proficiency. Six teachers from different provinces did self-study using the free internet site "JPLANG" developed by the Tokyo University of Foreign Studies. In this e-learning course, the participants did not only engage self-study, but also had regular monthly review sessions and oral exercises via Skype with the JFM Japanese-language advisers.

Those who completed the e-learning course joined the Intensive Seminar from March 20 to 23, 2013 to attend supplementary classes on improving speaking and listening skills, where the culminating activity was giving a short speech in Japanese.

Practice Teaching Advanced (PTA) Course in Bacolod



**March 9 & 10, 2013
University of St. La Salle**



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

JLE FOR PHILIPPINE HIGH SCHOOLS

HOW CAN WE CONTRIBUTE TO OUR COMMUNITY?

ACT FOR DISASTER MITIGATION IN THE COMMUNITY

On March 12 and 13, 2013, 27 high school students and 18 high school teachers from 19 high schools implementing the "Special Program in Foreign Language: Japanese" in Metro Manila, Region 1 (Pangasinan) and Region VII (Cebu) gathered at the Ateneo De Manila University to deliberate over disaster mitigation. The 2-day overnight lecture/workshop and presentation contest, "ACT for Disaster Mitigation in the Community", was sponsored by the Japan Foundation, Manila (JFM), in cooperation with the Ateneo De Manila University's Japanese Studies Program.

This activity aimed (1) to raise the awareness on the importance of disaster preparedness by creating/planning an original education program for disaster preparedness and risk reduction among youth (2) to create a venue for high school Japanese-language learners to interact and develop a network with fellow Nihongojins (Japanese-language speakers) and (3) to select 4 Filipino representatives to the 2013 Japanese Speakers' Forum (JS Forum) in September, to be held in Urawa, Saitama, Japan, organized by the Japan Foundation and the Kamenori Foundation. The said activity also aimed to provide high school Japanese-language teachers a chance to observe a project related to Japanese-language education as well as to listen to the teachers who participated in the JS Forum preparatory session held in Japan in 2012 share their experiences.

The JS Forum is a newly established program that aims to offer the young generation in Japan and Southeast Asia opportunities to interact and deepen mutual understanding with each other through various activities using the Japanese language. It also aims to help them recognize cultural diversity and develop a global perspective that they will need to be able to make a positive contribution to a future that they will be creating.

Thus from our end at the JFM, tried to offer the participating students and teachers a learning opportunity which included learning the 21st century skills and getting familiar with a new and better "learning design". In this issue, we report what we did through the following pictures.



DAY 1



LECTURE BY DR. HIROKO NAGAI

Lecture of Professor Hiroko Nagai, Ph.D., the Director of the Japanese Studies Program of Ateneo De Manila University

She talked about the definition of disaster, why and how it usually occurs, what kinds of disaster happen and has happened in the Philippines and shared a good sample of "River disaster management" in Japan.



LECTURE BY MR. HIROKAZU NAGATA

Mr. Hirokazu Nagata, the President of the Japanese Non-Profit Organization called Plus Arts based in Kobe. He shared his experiences of the Great Hanshin-Awaji earthquake in Kobe in 1995, and the unique programs created by Plus Arts on raising awareness of disaster with fun. He also explained how important it is to localize programs to fit characteristics of disasters by showing examples of programs in Japan as well as in ASEAN countries.



MEMORY GAME

He asked the students to look at the 12 important items to bring out in emergency with tags of their respective names written in Hiragana & Katakana for 60 seconds. When the time was up the students were asked to list down as many items as they can remember in English or in Japanese. After revealing the answers, Mr. Nagata explained to the students why those things should be prepared in case of emergency.



INSTANT PAPER CUP MAKING

Mr. Nagata taught the students how to make an instant cup using newspaper and salad wrap, which requires no washing in times of water shortage, which usually happens after a disaster. The students got to use their cup during merienda, eating pancit. Aside from the newspaper cup, Mr. Nagata then showed the students how to apply simple first aid using newspapers and plastic bags.

Tips on Cultural Activities!

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!!

ふろしき

Have you ever tried to teaching how to wrap things by "Furoshiki"?

Actually, it is really easy to do in your class and you don't need to prepare "authentic Japanese Furoshiki" for an activity. Just ask your students to prepare a big piece of cloth or handkerchief. One of the benefits of introducing "Furoshiki" is that you can talk not only about Japanese traditional culture but also about ecological issue. Finding ways on how to reduce waste is becoming one of the most important global issues nowadays. I will share my sample brief lesson plan here.

- (1) Ask the students how they wrap gifts and what kind of materials they use when giving gifts to somebody. After which, ask them what they do with the wrappers of the gifts they have received.
- (2) Show Furoshiki itself and teach how to wrap a variety of things by Furoshiki.
* The following website will help you learn how to do some of it.
< <http://furoshiki.com/techniques/> >
- (3) Then let the students compare these 2 wrapping methods. Let them be aware that Furoshiki is multipurpose, reusable and that it can contribute to waste reduction.

You can also insert some Japanese expressions to teach, such as "こうやって、こうやって" which is used when explaining a procedure shown by actual action, and "できた" which is said upon completing a certain work.

Hope you enjoy this cultural activity with your students!



Ofune





DAY 2

GROUP WORK



The high school students were divided into groups, each composed of 4 members from different high schools. The groups were then given 2 tasks. Each group was asked (1) to list down items which Filipinos could easily prepare and bring out in case of a particular disaster and (2) to plan, design and present a poster about their own program on how they can raise awareness on disaster risk reduction and preparedness in the community. For both of these tasks, the students were asked to incorporate localized ideas, materials and methods, as well as to give their reasons for choosing their selected items and for deciding on their plans/program. All these, they had to present in English and Japanese. So, they also learned to do simple presentation in Nihongo.



TEACHER'S SESSION

Ms. Ma. Celine Calado (Muntinlupa Science High School) and Ms. Wilhelmina Cejas (Taguig Science High School) shared what they learned during the "JS Forum 2012" and the benefit of implementing project works in foreign language classes. All the participated actively in the discussions.

PRESENTATION



Each group's plans/programs were judged according to the following criteria: (1) practicality and flexibility, (2) feasibility, (3) creativity and originality, (4) coherence and persuasiveness. The judges were Mr. Nagata, Prof. Nagai, Prof. Cynthia Neri Zayas (Director of UP Center for International Studies) and Mr. Shuji Takatori (Director of the JFM).

RESULT OF THE CONTEST

All the groups presented their brilliant ideas for raising disaster awareness and preparedness. After a hard deliberation by the judges to choose the Top 3 groups, the following groups were given the awards.

1ST PLACE- TEAM "MEGANE": This group's plan incorporated the use of traditional Filipino games in promoting disaster awareness and preparedness regarding the 4 types of disaster- earthquake, typhoon, flood, fire.

2ND PLACE- TEAM "FAREWELL ATLANTIS": This group focused on the disasters flood and typhoon and they were able to come up with a jingle and an exercise on how to promote awareness and preparedness regarding these 2 particular disasters.

3RD PLACE- TEAM "EVEREADY": This group impressed the judge for being able to come up with a plan on using Facebook and other SNS sites, as well as games in promoting disaster awareness and preparedness among teens.

PARTICIPANTS' VOICES

From students

- Dr. Nagai's lecture was very informative and was very surprising too. I learned a lot of terrible information about disasters but they are eye-opening too.
- I was inspired in my own right to start a project that is similar to what Mr. Nagata taught us. It was also very enjoyable.
- This was a fun experience because I met a lot of new friends and discovered many things about myself. It was the best!
- Our group got really nervous when we were presenting but it all paid off. I also learned many things and clever tricks from other groups.

From teachers

- 素晴らしい。Looking forward for more educational and fun Japanese-related programs/activities.
- I want more seminars like this! It was an awesome experience and a really informative one.

H.S. Nihongojin

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

HIGH SCHOOL NIHONGOJIN 9

Name: Angelica Nuez
Year: 4th year Diamond
Sukina koto: Internet o suru, anime o miru, badminton o suru

It's really "omoshiroi" to study Nihongo. I first entered Nihongo class thinking it would be fun, and it turned out that it was more than what I expected. Nihongo class opened my mind to a huge and wide knowledge about the Japanese language and culture.

As our lesson progressed it became more interesting and exciting that's why we became more eager to learn and participate during our Nihongo class. Our sensei gave us fun activities related to our lessons which we enjoyed so much; they were not only enjoyable but we also gained knowledge from it.

I realized that "learning does not stop with one language. Actually, you can be fluent with a foreign language too."

School: SAUYO HIGH SCHOOL, Nia Village, Sauyo, Quezon City
Principal: Ms. Corazon J. Lomibao
Teachers: Ms. Elvira L. Basco, Ms. Loida B. Castillo

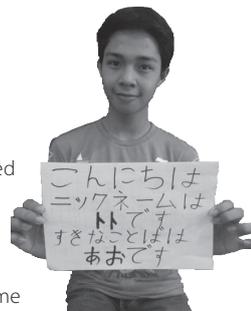
HIGH SCHOOL NIHONGOJIN 10

Student Name: Julius Cesar Erasmo Jr.
Year: 4th year St. Anthony
Sukina na koto: Internet o suru, badminton to volleyball o suru

Article: I was in 4th year High School when I started studying Nihongo. I really didn't have any idea of what we were going to study in our Nihongo class. And as the class progressed, I realized that it was all about Japan, Japan itself. But honestly, I was not interested to study Nihongo that time, because for me it was too difficult.

But when Jo-sensei started teaching us the basics of the Japanese language, culture and traditions, I realized that I wanted to learn more about Japan and to enhance my skills and ability in speaking Nihongo and also my skills in writing Hiragana, Katakana and Kanji.

School: Sta. Lucia High School, J.P. Rizal St. Brgy. Sta. Lucia Nova, Quezon City
Principal: Dr. Grace A. Tariman
Teachers: Ms. Jocelyn B. Balatucan, Ms. Rosanna C. Ng



* Nihongojin is a term coined from the words 'Nihongo' and 'jin', which mean 'Japanese Language' and 'person', thereby giving it the 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.

NIHONGOJIN Corner

Nihongojin is a term coined from the words 'Nihongo' and 'jin', which mean 'Japanese Language' and 'person', thereby giving it the 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.

Yumi Toyama Calderon

Yumi Toyama Calderon is a trilingual and bicultural professional with a Japanese mother and Filipino father. She has 20 years of experience doing professional successive, simultaneous and whispering interpretation work for major companies, NPOs, and for Japanese government agencies as well.

She also plays an active part as a cross-cultural management consultant, and conducts various training seminar focusing on Japanese business, service, and culture. She also has tried her hand at teaching and translating Nihongo.

MERIENDA (M): You were born and raised in the Philippines, but how did you manage to master Nihongo?

YUMI TOYAMA CALDERON (Y): I get asked that a lot. First of all, Japanese is my first language. When I was 3 months old, we went to Japan and stayed there practically the whole time until I was of school age. After I started schooling, we would go home to Japan during the summer, so for 2 whole months, I would only be speaking Japanese. Also, at home in the Philippines, our basic medium of communication was Japanese with my mother.

M: What efforts do you take to maintain your proficiency in Nihongo?

Y: Speaking the language everyday for one. The moment I enter my home, it's Japanese. Growing up, my mother had books and monthly publications sent from Japan, and our relative in Japan would record interesting tv shows and our favorite tv shows for us to watch in the Philippines. Japanese books, manga, magazines and tv shows were far more interesting than anything that was available in the Philippines. After that, it's just speaking in Japanese every chance I got, particularly with my mother and having great interest in everything Japanese professionally and personally.

M: Do you think your previous work experience is of help in your current work as an interpreter? If yes, in what ways?

Y: Oh, most definitely. The one particular work that helped a lot was when I was the head of the Sales Training Division at a multinational financial institution. I have also spearheaded several projects and assignments, one of which was as the interpreter for the President, CMO, ACO and guests from Japan.

Y: Being an interpreter for sales training, as well as interviews for hundreds of applicants was the best exposure I received. Having a boss who understood English and would correct me outright in front of everyone helped a lot. I learned the value of being precise, not to take any word for granted, to understand that people chose certain words for a purpose and I have to be sensitive and empathetic to appreciate their choices.

Y: Being an interpreter in such a unique environment was like attending an interpreter's intensive training camp. It was really like a class for me, in that, I can take note of my mistakes, and correct myself the next day. Everytime I get scolded, I took note of what my superior found unacceptable, analyzed the word I used and the word he finally accepted I use, and understand the difference of those two words. That countless exchange helped me internalize and truly find the expressions that are most appropriate for a particular situation. It required a lot of humility, willingness to learn, respect, and the ability to bounce back, but the knowledge I gained is priceless.

M: What are the basic points one should be careful about in doing an interpretation job?

Y: There are a lot. The obvious ones are maintaining the highest level of professionalism, being ethical, and

having integrity. Those are things one cannot compromise in any profession.

Y: As an interpreter, on a more technical and skills aspect, here are some basic points.

1. Accuracy is key. Remember that you are speaking for your client. They own the words, the thoughts, the emotions, the intentions behind the words they chose, the way they spoke on that given situation. Never change any of that, unless what they are communicating may be misunderstood and will cause greater problems which the client is not able to foresee. Then you discuss with them.
2. Never summarize or shorten what they said unless that is their request. Remember that the clients have a reason why they said the things they said in the way they said it. Respect it.
3. Listen intently to what is being communicated. What you interpret may make or break the client, the organization they represent, the organization they are meeting with and the project itself.
4. If you didn't understand, ask. Be humble enough to inform them if you need them to repeat or explain. If the interpreter didn't understand it correctly and accurately, how do you expect the other party to understand?
5. Appreciate what "communication" means. Communication comprises of words, tonality and body language/facial expression. As an interpreter, you must give the greatest importance to the words spoken, of course, but you must be aware of your tonality and body language/facial expression as well.

M: What do you find most difficult in your work as an interpreter?

Y: I put great pressure on myself for a successful job.

Y: Though I may be gifted with a knack for establishing amazing rapport with my clients, it's always a very anxious moment when I meet my new client. It is my responsibility to make sure that I, the interpreter, be the least of their problem for that day and to gain their complete trust. That all they have to concentrate on is their task at hand. This certainly is a challenge I face every time.

Y: Technically, though, the most difficult thing is the preparation for the topic that will be discussed. Since I take on various clients, I have to study the documents they send, and if there aren't many then I have to research on their topic, their company, etc. I will never be as knowledgeable as my clients on their expertise in a week or two, but I need enough knowledge so that I can communicate their expertise effectively. Also, I have to be able to quickly grasp the topic at hand when the discussion is on going. I need to understand the entire situation as if I was part of it from the beginning –

because that will help in choosing the appropriate way to communicate. There is a certain high level of Interpreter's Sense that is required, that could be called Interpreter's Quotient. It also helps a lot to possess both high IQ and high EQ.

M: What gives you enjoyment in your work?

Y: Everything! I love meeting new clients. I love that I get to help them and the people they are meeting be able to communicate. I love that, in my own little way, I am mediating and helping two or more people, companies, countries reach an understanding, learn from each other, or even be unified! I love being able to reassure my clients that I have their backs and I am as invested in the project or mission as they are. I love learning about new things. I have met amazing clients, some of them a who's who in Japan and even got the honor of sharing the same space with them. I just love everything about my work. I am born to do this.

M: Please give a message to those who are aiming to become interpreters, or to the Nihongo teachers who are teaching learners who aim to become future interpreters.

Y: There is a whole lot more that I wish I could share about being an interpreter. Being an interpreter is constant learning and improving. Even skill-wise it's different if you are a successive interpreter or a simultaneous interpreter. You will never reach a point where you can say "I have reached perfection.." And that is the beauty of the profession. You are constantly learning and growing and improving. But you must want to learn and grow and improve. Learn the language, acquire effective communication skills, put your clients first even above your convenience, be dedicated to your responsibility and what is expected of you, and truly understand the great value you provide our global society. Interpreters have the opportunity to bring two parties who would've never understood each other if not for you. It's a huge responsibility and you will have no one else to blame if things go wrong, and that is a very scary fact. But when things go right, you will feel this sense of fulfillment that is priceless.

Y: For the Nihongo teachers, please make sure you teach your students the art of communication. Though vocabulary and grammar is as important, the students need to appreciate and understand the art of communicating in Japanese. The subtle nuances, especially, is key to effective communication in Japanese. Another thing you need to teach is the rich Japanese culture. To be effective interpreters, you must understand the Japanese culture by heart, for in every Japanese communication, it comes with the rich cultural background of reasons why its communicated in such a way.

Y: There are so much more I wish I could share, and if given the opportunity, I would love to share. Thank you very much for this opportunity to show you a little side of what I so love to do.



TATSUYA NAKAGOME



はじめまして、中込です。2013年5月16日にマニラにきました。国際交流基金 関西国際センターから来ました。これまで、海外ではマレーシア、スコットランド、ローマ、ロンドン、ケニアで日本語教育をしてきました。日本語の先生方とフェイスブックでもつながりたいと思います。どうぞよろしくお願いいたします。

<https://www.facebook.com/nakagome.tatsuyad>

Mr. Tatsuya Nakagome is a Japanese-Language Adviser of the Japan Foundation, Manila

SACHIKO KUWANO



はじめまして！4月にマニラにきました桑野幸子です。フィリピンで生活するのは初めてで、「どんなところだろう？」とワクワクしながら来ました。フィリピンの皆さんは明るいですね！毎日皆さんの笑顔に元気をいただいています。これからもたくさんの方とお会いできるのを楽しみにしています。どうぞよろしくお願いいたします。

Ms. Sachiko Kuwano is a Japanese-Language Adviser of the Japan Foundation, Manila

SUSUMU OYA



日本語の授業や教師研修、地方セミナーなどを通して、フィリピンで活躍している日本語の先生、これから活躍しようと大いなる希望をもった多くの方々にお会いできました。中でも一番印象として残るのは、フィリピンの先生方の明るさと元気さです。フィリピンにおける日本語教育がますます発展することを祈りつつ、帰任のごあいさつとさせていただきます。2年間、本当にお世話になりました。

AYUKO SUMA



2年間、お世話になりました。毎日が本当に楽しかったです。みなさんの、明るさに、いつも元気をもらいました。みなさんの、もっと上手に教えられるようになりたい！という気持ちに、いつも刺激をもらいました。マニラでの2年間は、私にとって、とても大切な時間でした。マニラでの日々をいつも胸に、みなさんとまた会える日までがんばりたいと思います。みなさん、ありがとうございました。Maraming salamat po:)

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.



Corazon Shobiri
"Behind me is the Osaka Castle (大阪城). きれいでした！"



Mae Aguan
With Kitamura Sensei and my Kyoujuhou classmates, me at the leftmost seat.



Wilhelmina Pascua
(2nd from left). October 23, 2013 POP Culture Group picture. The theme that our group chose was "YOSAKOI" because it was interesting and popular among all ages, not only in Japan but in other countries, too.

The Japan Foundation Grantees for JL Teachers (FY 2013-2014)

Long-Term Training Program for Foreign Teachers of the Japanese Language (September 10, 2013 ~ March 7, 2014)

Katharine Teotico (Japanese Language Research Center, Inc.)

Shieba Magno (Mindanao Kokusai Daigaku)

Short-Term Training Program for Foreign Teachers of the Japanese Language Winter Course (January 22, 2014 ~ March 14, 2014)

Alexander Macainag (Career Service Inc. Cebu)

Rosario Borbajo (Nihongo Kyoiku Tutorial Services)



JFM LAUNCHES A NEW REGULAR EVENT FOR JAPANESE- LANGUAGE TEACHERS

Good bye Lecture Series and Teachers' Workshop!

Japan Foundation, Manila will discontinue the Lecture Series and Teachers' Workshop, events which have been offering educational opportunities for Japanese-language teachers. A new event entitled "SENSEI NO WA", has been launched in its place.

Sensei no Wa (先生の輪)

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



Sharing by a Nihongo teacher "Let's take a look at the lesson flow of the sentence pattern~GA DEKIMASU" • Ms. Corazon C. Shobiri • April 19, 2013

Let's join the **Sensei no Wa**



LECTURE SERIES

"An Approach to Effective Self Study: Learning Nihongo via the Internet
Jester Jan Lo Sia (March 22, 2013)

TEACHER'S WORKSHOP



"Let's Make a Task Using Minna no Nihongo" (February 15, 2013)



"Let's Make a Task Using Minna no Nihongo-Part 2" (March 15, 2013)

OSHABERI SALON

"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".



"Playing with Japanese Characters"
February 1, 2013



"Let's Play Japanese Onomatopoeia"
March 1, 2013



"Let's Make Nihongo Friends Book"
May 3, 2013





WEDDING ANNIVERSARY by Susumu Oya

How long have you been with your partner? Are there any plans for a wedding this year? Actually, this year is my 30 year anniversary of being happily married, although currently, we are physically apart.

Every time our wedding anniversary approaches, my wife comes to me and asks, "What shall I ask you to get me this year?" "It was a spring coat last year" "I wonder what I should ask for this year?" "How much is the budget?" Japanese wives are very aggressive, don't you think so? How about Filipino wives, are they more demanding?

Let's have a quiz here. What is the 30th wedding anniversary called?

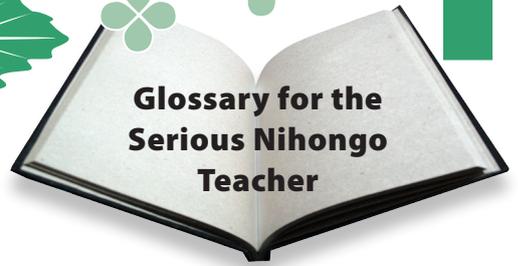
クイズ A

- | | | |
|------------|-------------------------|---------------------|
| 1) エメラルド婚式 | <small>こんしき</small> | Emerald anniversary |
| 2) ルビー婚式 | <small>こんしき</small> | Ruby anniversary |
| 3) 真珠婚式 | <small>しんじゅこんしき</small> | Pearl anniversary |

Those of you who are about to get married, already married, or have been married, do you want to know how various wedding anniversaries are called? Try this quiz:

クイズ B

- | | | | |
|--------------------------|-----|-----------------------------------|----------------------|
| 1) 5 th year | () | : ① <small>きんこんしき</small> 金婚式 | golden anniversary |
| 2) 15 th year | () | : ② <small>こんしき</small> プラチナ婚式 | platinum anniversary |
| 3) 25 th year | () | : ③ <small>きこんしき</small> 木婚式 | wooden anniversary |
| 4) 35 th year | () | : ④ <small>ぎんこんしき</small> 銀婚式 | silver anniversary |
| 5) 50 th year | () | : ⑤ <small>さんごこんしき</small> 珊瑚婚式 | coral anniversary |
| 6) 70 th year | () | : ⑥ <small>すいしょうこんしき</small> 水晶婚式 | crystal anniversary |



クイズB: ① ② ③ ④ ⑤ ⑥ ⑦
クイズA: ③

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.ph/about_us_library.php> or call (02) 811-6155.

In 2013, more than 100 books on Japanese language education such as - DEKIRU series, MINNA NO NIHONGO 2nd edition, JLPT / Kanji exercise books, books on speech & presentation, etc...have been acquired by the JFM library.

Below are the volumes in the textbook series introduced at the 17th Philippines Japanese-language Teachers' Forum by Ms. Kazuko Shimada. The syllabus of these textbooks has been made with Can-do statements as objectives. Each lesson's contents make learners think "What can I say in this particular situation?". You can download useful picture cards from the CD-ROM.



For Shokyuu (初級)

- できる日本語 初級 本冊
- できる日本語 初級 教え方ガイド&イラストデータCD-ROM
- できる日本語 わたしのことばノート初級
- できる日本語 わたしの文法ノート初級
- できる日本語基準 漢字たまご 初級



For Shochuukyuu (初中級)

- できる日本語 初中級 本冊
- できる日本語 初中級 教え方ガイド&イラストデータCD-ROM
- できる日本語 わたしのことばノート初中級
- できる日本語 わたしの文法ノート初中級
- できる日本語基準 漢字たまご 初中級



For Shokyuu & Shochuukyuu (初級・初中級)
たのしい読みもの55

JFM Courses & Event

June to January, 2014



COURSES FOR NIHONGO TEACHERS

教師のための日本語シリーズ

日本語教師のための上級日本語 1

Advanced Japanese for Nihongo Teachers 1
JLPT N2 level requirement
July 3 - August 7 (Wednesdays)
6:20 - 8:30 p.m. (12 hrs.)
Tuition fee: P 900

日本語教師のための上級日本語 2

Advanced Japanese for Nihongo Teachers 2
August 28 - October 30 (Wednesdays)
6:20 - 8:30 p.m. (20 hrs.)
Tuition fee: P1,500

Practice Teaching (PT) in Cebu

June 29 & 30 (Saturday & Sunday) 11 hrs.
June 29 9:00 a.m. - 11:30 a.m. /
12:30 p.m. - 5:00 p.m.
June 30 8:30 a.m. - 12:30 p.m.
Venue: University of the Philippines Cebu
Tuition fee: P 800

Practice Teaching (PT) in Manila

July 1 - August 7 (Mondays & Wednesdays)
6:20 - 8:30 p.m. (24 hrs.)
Tuition fee: P1,900

Practice teaching (PT) Intensive in Manila

November 9 & 10 (Saturday & Sunday) 11 hrs.
Tuition fee: P 800

COURSES FOR NIHONGO LEARNERS

Marugoto Writing (Moji) Course

July 2 - August 1 (Tuesdays & Thursdays)
6:20 - 8:00 p.m. (15 hrs.)
Tuition fee: P2,400

Marugoto A2-1 (Module1)

September 3 - October 10
(Tuesdays & Thursdays)
6:20 - 8:30 p.m. (24 hrs.)
Tuition fee: P3,800

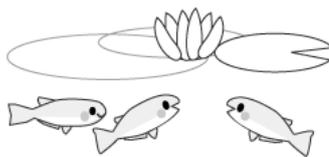
Marugoto A1- Module1

September 3 - October 10
(Tuesdays & Thursdays)* or
September 2 - October 9
(Mondays & Wednesdays)*
6:20 - 8:30 p.m. (24 hrs.)
Tuition fee: P3,800
**Final schedule to be confirmed*

JLPT Interactive Lecture & Exercises

N5	August 31	1:00 p.m. - 4:30 p.m.
N4	September 7	1:00 p.m. - 4:30 p.m.
N3	September 14	1:00 p.m. - 4:30 p.m.
N2	September 21	1:00 p.m. - 4:30 p.m.

Tuition fee: P200



REGULAR EVENTS

先生の輪 Sensei no Wa

(Fridays, 6:30 - 8:00 p.m.)
July 26, September 20, November 22,
January 17

Oshaberi Salon

(Fridays, 6:20 - 8:30 p.m.)
July 5, September 6, November 8, January 10

JAPANESE LANGUAGE PROFICIENCY TEST

December 1, 2013 (Sunday)
Manila, Cebu & Davao

Application period:
August 16 ~ September 13, 2013

THE 18TH PHILIPPINES

NIHONGO TEACHERS' FORUM

October, 19 & 20, 2013
Watch out for details!

Philippines-Japan Friendship Month

Eigasai - Japanese Film Festival

Shang Cineplex Cinema 2, Shangri-la Plaza Mall,
Mandaluyong City
July 4 - 14

Abreeza, Ayala and FDCP
Cinematheque, Davao City
July 19 - 28

Ayala Center Cinema 4, Cebu City
August 7 - 11

UP Film Institute, Quezon City
August 19 - 25

This year's featured films include:
About Her Brother, ALWAYS-Sunset
on Third Street Dear Doctor,
KAMUI, Castle under fiery skies,
Rinco's Restaurant, Mai Mai Miracle,
Confessions, Parade, and Japan - Our
Homeland.

Anime Film Showing

SM Cinema 1, SM Mall of Asia, Pasay City
July 20 & 21

Feature Films: *5 cm per Second* and *A place Promised
in our Early Days*



A Jazz Night with Unit Asia and guest artist Noel Cabangon

Music Museum, Greenhills, San Juan
July 9, 8:00 p.m.

Passion and Persistence: The World of Yayoi Kusama from the Collection of Lito and Kim Camacho

Ayala Museum, Makati City
July 15 - September 1

Art talk on Yayoi Kusama Exhibit

Ayala Museum, Makati City
August 10, 4:00 p.m.

Ukiyo-e Exhibit and Workshop

Museo Pambata, Manila
July 17 - August 4
Workshop
August 3, 9:00 a.m.

J-pop Anime Singing Contest Grand Finals & Cosplay Mini-Contest

SM Cinema Center Stage, SM Mall of Asia, Pasay City
July 20, 1:00-5:00 p.m.

For details, visit www.jfmo.org.ph or www.facebook.com/jfmanila
or call (632) 8116155 to 58.

Merienda!
みりえんだ

The Japan Foundation, Manila Nihongo Teachers' Newsletter

EDITORIAL STAFF

KELI BISCARRA	C.E.J. AQUINO
MICHIKO IMAMURA	SACHIKO KUWANO
SUSUMU OYA	CHIHANA FUKUSHIMA
CHISATO OFUNE	ANGELA MAE CRUZADO
TAKAHIRO MATSUI	FLORINDA PALMA GIL
NAOKO HAYAKAWA	



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