

みりえんだ

The Japan Foundation, Manila Nihongo Teachers' Newsletter

JFM transfers to the 23rd floor!

Find out more about our new home on page 4.

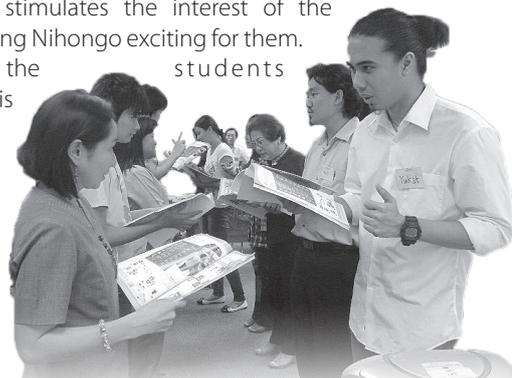


JFM'S New Course MARUGOTO: Japanese Language and Culture

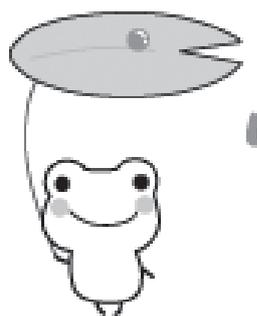


The Japan Foundation, Manila started a new Introductory Japanese-Language course named "Marugoto: Japanese Language and Culture" on April 17. This twice a week course is based on the JF Standard (<http://jfstandard.jp/top/ja/render.do>) where "Can-Do" objectives are shared by the teacher with the students before each lesson to serve as motivation. At the end of each lesson, the students check whether they have been able to achieve these "Can-Do" objectives.

The attractive textbook, having colorful illustrations and appealing photographs, stimulates the interest of the students and makes learning Nihongo exciting for them. Both the teachers and the students have been enjoying this new Japanese-language learning experience at JFM.



The next "Marugoto" course is scheduled to start on October 15. Why don't you invite your friends? Let's study Japanese together!



Japanese Language Education Conference, MKD Davao City

In commemoration of the 10th founding anniversary of the Mindanao Kokusai Daigaku (MKD), a Japanese Language Education Conference was held last April 13-14 at the MKD Multi-purpose hall in Davao City. Speakers for the first day included Ms. Beatriz Mojica of the Nihongo Center Foundation, who cited the strengths and roles of both native and non-native teachers, and Mr. Susumu Oya of the Japan Foundation, Manila, who reported about Japanese-language education in the Philippines. MKD also gave a presentation on its activities and classes. There were class demonstrations on the second day, presentations by representatives from the teacher associations in Cebu and Manila, followed by an open forum.



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THE 15TH PHILIPPINE NIHONGO TEACHERS' FORUM



“How Appropriate Assessment Methods Can Measure The Level of Can-Do Attainment of Your Students”

JICA Philippines Office Auditorium, May 19, 2012

PROGRAM

MORNING SESSION

Review of the 14th Philippine Nihongo Teachers' Forum
Reflecting on how we assess our students
Learning assessments

AFTERNOON SESSION

Let's learn more about assessment
Let's try thinking about the points of assessment
Summary

The theme of the 15th Philippine Nihongo Teachers' Forum, held on May 19, 2012, was a continuation of the topic taken up during the forum held in November of last year. Having learned the importance of setting Can-Do objectives for one's lessons, it was befitting to study how proper assessment methods can help teachers find out whether students have attained the objectives for a certain lesson. Participants were able to brush up on how they have been assessing their students, and also gained knowledge about the different methods and purposes of learning assessments. Lastly, the teachers were asked, in groups, to think of the assessment criteria for a role play which would measure how well the students had carried out the task.



Reflecting on how we assess our students

ROLE-PLAY FEEDBACK IS IMPORTANT!!!

What kind of feedback do you give?

- **Good feedback:**
motivates students

- **Negative feedback:**
are tips for improvement

Assessments are done by whom, for whom?

Assessment by others

- a) A teacher can assess (a learner)
- b) A learner can assess (a teacher)
- c) A teacher can assess (other teachers)
- d) A school official can assess (a course / a teacher)

Self-assessment

- e) A teacher can assess (one's own class)
- f) A learner can assess (one's own learning)

Assessment Standard Table

Assessment Criteria	Almost there !	You did it !	Excellent !
CAN-DO ATTAINMENT		✓	
Fluency		✓	
Pronunciation	✓		
Socially Acceptable		✓	





2012 NIHONGO FIESTA

February 25, 2012
at The Tents,
6/F Alphaland
Southgate Mall



Congratulations to the Winners!!

THE 39TH NIHONGO SPEECH CONTEST

Student Division

Special Jury Award - Ms. Erika Mae Z. Lirio
(University of the Philippines, Diliman)
「歌でみんなにとどこう」
1st Place - Ms. Dianne Dawn T. Fernandez
(Mindanao Kokusai Daigaku)
「ありがとう なでしこジャパン」
2nd Place - Ms. Jan Corvie L. Villamor
(Mindanao Kokusai Daigaku)
「私は生きている」

Non-Student Division

1st Place & Outstanding Performance Award
- Ms. Shieba L. Magno (Mindanao Kokusai Daigaku)
「先生、こわーい！」
2nd Place - Mr. Kenny Shin R. Erno
(Philippine Institute of Japanese Language
& Culture Foundation, Inc)
「レインと私」

Open Division

Grand Prize - Ms. Rosario Q. Ocho
(NEC Telecom Software Phil., Inc.)
「一石二鳥」



Speech Contest Grand Prize Winner Ms. Rosario Q. Ocho

THE 4TH QUIZ BEE - NIHONGO FOR HIGH SCHOOL STUDENTS

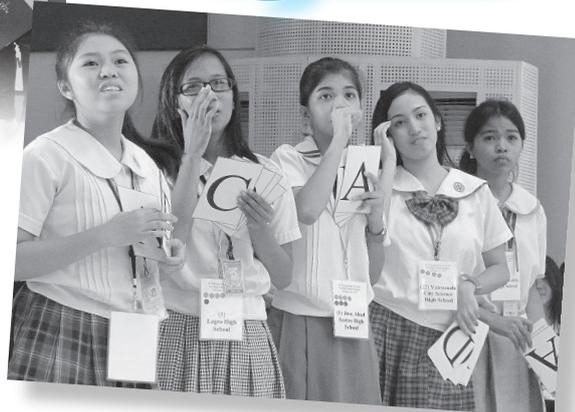
Grand Champion - Manila Science High School
2nd Place - Sen. Renato "Compañero" Cayetano Memorial
Science & Technology High School
3rd Place - Philippine Nikkei Jin Kai International School



Whe~!! Mahirap!!



Tama ba ako?



THE JAPAN FOUNDATION, MANILA:

Expanding horizons through office transfer

The Japan Foundation, Manila (JFM) was inaugurated as Japan Foundation's 18th overseas office in June 1996. Since then, JFM has been actively engaging in the promotion of cultural and arts exchange, Japanese language education, and Japanese studies and intellectual exchange in the Philippines.

Last April, the JFM reached yet another milestone when it transferred from the 12th to the 23rd floor of the Pacific Star Building; the new JFM office has improved facilities to better serve as a venue for cultural exchange between Japan and the Philippines. The office integrates with the library and classrooms to provide accessibility to individuals interested in Japanese language and culture, and to the general public.

The JFM Library

The library boasts of an updated collection of a variety of print and audio-visual materials that caters to Japanese culture enthusiasts, Japanese language learners, researchers, and even visitors who just wish to learn more about Japan.

Fans of Japanese pop culture will get to immerse themselves in the world of Japanese comics with the introduction of new *manga* titles, available in both English and Japanese, located at the *manga* section of the library. Those who want to learn about current events and the latest trends in the fashion, music, sports, and entertainment scenes in Japan, can head over to the magazine and periodicals section, and get their hands on a variety of titles including AERA, Non-no, Kateigaho, The Japan Times, What's In?, and others. Armchair travelers will get to walk the streets of Tokyo, catch a glimpse of the geishas of Kyoto, mingle with the *otakus* of Akihabara, and familiarize themselves with other popular tourist attractions and customs in the Land of the Rising Sun through various travel and cultural guide books readily available in the library. One can satisfy his/her literary cravings through the works of popular Japanese novelists, both classic and contemporary, such as Yasunari Kawabata, Kenzaburo Oe, Haruki Murakami, Banana Yoshimoto, and Kobo Abe. Japanese language learners can access a wide range of resources from textbooks and dictionaries to audio CDs. These Japanese language textbooks are designed for all levels - beginners, intermediate, advanced, business - with some focusing on specific topics like grammar, writing, vocabulary, and reading. Researchers, primarily those engaged in Japanese studies, can utilize a selection of reference materials including encyclopedias, journals, and publications - both international and local - on topics like religion, history, arts, and politics. The installation of media booths gives

library users access to audio-visual materials including informational videos, CDs for Japanese language-learning, and Japanese pop music for leisurely listening.

To accommodate students and employees, the JFM Library now has extended service hours from Monday to Friday, 10:00 am to 7:00 pm, and 9:00 am to 1:00 pm on Saturday.

The Classrooms

In line with JFM's commitment to expanding Japanese-language education programs in the Philippines, the new office space is now equipped with classrooms that not only serve as a venue to enhance Japanese language education through activities like teacher training, seminars, and lectures, but also as a site for cultural events like film viewings, exhibitions, and workshops. The classrooms have in fact, been the venue of the recently concluded intensive training program for Japanese-language teachers in secondary schools - the "Course on Japan for High School Teachers," the new Japanese-language course for beginners - MARUGOTO: Japanese Language and Culture, and the Kirie Paper Cutting Workshop. The classroom can be divided into two to hold simultaneous events, or opened up into one big space to accommodate larger groups. With a space that can comfortably fit up to 60 people, the JFM is looking forward to hosting more events.

With the merge of the JFM office and library spaces, and with the annexation of classrooms, focus is on greater efforts in improving and strengthening programs to provide wider access to Japanese language and culture, not only in Manila, but also in key cities throughout the country.

This is the new home of the Japan Foundation, Manila! Please be the honored guests! **ぜひ来てください!**





The JFM Library reopened last May 21, 2012.

More than 1,000 books and materials have been added on topics such as Japanese Language Education, Japanology, Japanese literature, Japanese Culture, and Manga.

Also, about 90 books on exercises for the New JLPT have been acquired. As early as now, start studying for the JLPT at the new library even in the evenings where individual study spaces with stand lights are made available.

For manga lovers, enjoy reading your favorite manga on the relaxing pouf stools or try the curious sushi! Do visit us!!

For your convenience, the library hours have been extended!

Library hours:

Monday to Friday 10:00 a.m. to 7:00 p.m.

Saturday 9:00 a.m. to 1:00 p.m.

Sundays & Holidays Closed

From The JFM LIBRARY

Just present a valid 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.

RECENT ACQUISITIONS

Japanese language Studies

“Language Learning Strategies: What Every Teacher should Know” **Rebecca L. Oxford**

Based on current research, this text provides English as a Second language (ESL), English as a foreign language (EFL), and foreign language teachers with practical recommendations for developing their students’ second language learning strategies. Detailed suggestions for strategy use in each of the four language skills are included, as well as case studies and models for setting up similar programs. This book was introduced at the 62nd lecture Series by Ms. Jen Bernadette Heida.



“Methodology in Language Teaching: An Anthology of Current Practice” **Jack C. Richards, Willy A. Renandya**

This collection provides an overview of current approaches, issues, and practices in the teaching of English to speakers of other languages. Many of the practical planning and instructional activities involved in teaching English are introduced. There are activities for teaching English at the elementary, secondary, and tertiary levels. Topics on teacher training, language testing, curriculum and materials development, the use of computers and other technology in teaching, as well as research on different aspects of second-language learning, can also be found.

日本語能力試験 公式問題集 国際交流基金・日本国際教育支援協会

Your long wait is over! The official examination questions of the JLPT has been published by Japan Foundation and Japan Educational Exchange and Service (JEES), administrators of the test. The format and the number of the questions are the same as the actual JLPT. The questionnaires and answer sheets are replicas of the original, which makes it exciting for use in simulation exercises. CDs for the listening tests are also included.

Start preparing for the JLPT!

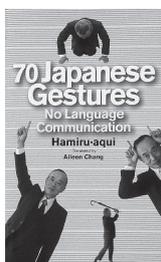


“70 Japanese Gestures: No language Communication”

Hamiru Aqiu

Many people believe that Japanese keep body action to a minimum when speaking, yet over 120 gestures are commonly used. By understanding the meaning of these many gestures, you will be sure to enjoy a great deal more of the Japanese and the Japanese language.

You can't read it without laughing!



Art and culture

“OTACOOOL 2: Worldwide Cosplayers”

Kotobukiya

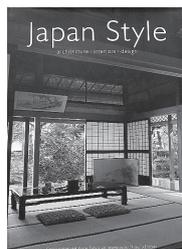
Do you like cosplay? Why do your students love cosplay?

This book shows pictures of how cosplayers from around the world express themselves. Read and feel their devotion as they talk about their passion for cosplay. Take a look their world.



“Japan Style: architecture + interiors + design” **Geeta Mehta and Kimie Tada**

Enter the world of the stylish Japanese house, where every object in sight is a work of art. With more than 200 color photographs, this book showcases the stunning beauty of old homes, and reveals how they are cared for by their owners. Traditional Japanese homes, with superbly crafted fine wood, great workmanship and seasonal interior arrangements, have an aesthetic of infinite simplicity. Japan Style offers a rare glimpse into the intimate world of the everyday Japanese and fascinating insight into the traditional architecture of Japan.



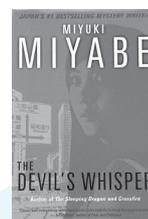
Novel

“The Devil’s Whisper”

Miyuki Miyabe

This mystery novel was written by the No.1 bestselling female mystery writer in Japan.

You won't be able to stop reading until you find out the truth. Watch out or you will find yourself awake until the wee hours of the morning!



DVD

おぼえちゃおう Series

ひらがな、カタカナ、かんじ、ことわざ、4字熟語

You can learn hiragana, katakana and kanji from these DVDs. It's easy to learn Japanese characters with a visual and auditory approach. Just relax in a chair, watch and enjoy! These DVD are for room use only.



Surviving and Discovering Japan the enTree Immersion Program Way!

This is the third year of the teacher training course for high school Nihongo teachers in the Philippines using the material "enTree -Halina! Be a NIHONGOJIN!-" developed by the Japan Foundation, Manila, and the first year of pushing through with the "10-day Immersion Program in Japan" participated by 22 high school Nihongo teachers who have completed the 2 year curriculum training also conducted by the Japan Foundation, Manila.

The lessons from "enTree" encourage students to notice various things such as cultural similarities and differences between Philippines and the other countries by using realia, pictures, etc. In order to conduct such lessons, it is very important for the teachers to experience staying in Japan, be aware of and have a grasp of the many things from their experiences and to collect additional realia on their own. We believe these experiences can help teachers improve their professional skills and quality of teaching. That is why we, the Japan Foundation, Manila in cooperation with the Bureau of Secondary Education, the Department of Education decided to conduct an Immersion Program in the third year of their training and designed the program not travel guided by lecturers but with a lot of opportunities for learning by accomplishing a wide range of tasks in Japanese.

The aims of the program are set as follows;

- 1) To develop participants' communicative skills in Japanese
- 2) To make/collect teaching materials related to the topics presented in various units of "enTree" 1 & 2
- 3) To develop more confidence when communicating in Japanese

- 4) To experience the general life and culture in Japan – a deeper understanding and appreciation of its language & society

The program was divided into 3 parts: Pre-Immersion Program, Immersion Program in Japan and Post-Immersion Program. The objective of the Pre-Immersion Program is to prepare for the Immersion Program, while the objective of the Post-immersion program is to reflect on the experiences in Japan.

Immersion Program in Japan consists of 4 main activities which are the Home Visit, Fieldwork in Kyoto and Tokyo and School Visit. Each activity has several tasks which should be accomplished using Japanese (see reference about the schedule of the program and details of each activity). Therefore, Pre-Immersion Program was designed aiming for participants to be able to accomplish these assigned tasks using Japanese.

Here are some examples of the lessons done in the Pre-Immersion Program.

Fieldwork in Kyoto and Tokyo were two of the activities that the participants did, wherein they were divided into groups and were tasked to make their own itinerary in both cities, send the itinerary to their assigned volunteer by email in advance, do the fieldwork with their volunteer for one day and finally to go back to the accommodation by themselves after the fieldwork. The tasks assigned for both fieldworks were;

- 1) Ask somebody to take your group picture including your volunteer.
- 2) Find an interesting place/object you want to introduce to your students and capture it in photo or video.
- 3) Ask your volunteer about famous



souvenirs in Kyoto/Tokyo and look for those.

- 4) Ask your volunteer where you can try to taste famous food in Kyoto and try to taste those food.

In order for the participants to successfully accomplish their tasks for the fieldwork, what do they need to be able to do in Japanese? It was quite clear. So as for preparation, the following necessary objectives were set:

- 1) can ask somebody to take pictures or ask somebody's approval for taking pictures in simple Japanese
- 2) can ask for detailed information such as the name, taste, ingredients, price, etc of famous food or souvenirs from the place one is visiting during the immersion program

After setting the objectives, we picked up the needed Japanese expressions when doing the tasks such as 「きょうとで ゆうめいな おみやげは なんですか?」「おすずめの おみやげは なんですか?」「なにが はいっていますか?」「いくらぐらいですか?」, and designed the lessons as to how the participants would be able to undertake the assigned tasks using these chosen expressions.

So, let's see some of what the participants felt, thought and learned during the program.

Tips on Cultural Activities!

ひらがな・カタカナ

How do you teach hiragana and katakana? How do your students remember hiragana and katakana? Some of your students may have difficulty in remembering them...

So this time, I'd like to introduce a website for learning hiragana and katakana with fun. In this site, students can learn hiragana and katakana by flashcards and some simple quizzes. At the same time, students can also check hiragana and katakana pronunciation. In addition, students can learn not only hiragana and katakana, but also and kanji and some basic Japanese vocabulary.

If you introduce your students to this site, your students will be surely learn Hiragana and Katakana while having fun!

Quizlet <http://quizlet.com/subject/japanese/>



Matsui

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 Japanese language education advisors who were dispatched to high schools in the Philippines. Check them out!!

How do you write your name in Kanji?!

Suma



Have you ever been asked by your students to write their name in Kanji? You can do it easily if you use this website! This website shows one's name in kanji, when you type it in alphabet. Of course, you can also find out the meaning of each kanji when you hover over it with the cursor. So, you or your students can choose your favorite one. When you use this website during your class, you can have your students choose the Kanji for their names and share the reason why they chose it. This activity is one way for them to express themselves. Also, in using this website you can create an opportunity for them to be interested in Kanji. <http://kanji-fandom.com/>

Day 1 • May 10

Flew to Osaka

Day 2 • May 11

Preparation for Days 3 & 4

Day 3 • May 12

Home Visit in Osaka

Day 4 • May 13

Kyoto Fieldwork with volunteers (students from Ritsumeikan University & Osaka University)

Day 5 • May 14

Reflection
Moved to Saitama by shinkansen & bus

Day 6 • May 15

Preparation for Days 7 & 8

Day 7 • May 16

Tokyo Fieldwork with volunteers (University students & Japanese language teachers)

Day 8 • May 17

School Visit at Kitamoto

High School in Saitama

Day 9 • May 18

Reflection

Flew back to Osaka

Day 10 • May 19

Flew back to Manila

After both fieldworks and home visit, the participants had to go back to the center where they stayed, by trains and buses on their own. This was also a task assigned to them and it was really an adventure.

My Favorite Photo



Fare Adjustment Machine

これはFare Adjustment machine です。わたしの すきな しゃしんです。おもしろいからです。This is the machine where passengers can make the necessary fare adjustments in case they overpaid or underpaid their tickets. とても べんりです。



(Ms. Emelind S. Molina
Marikina Science High School)

リサイクルのコップ

As a science teacher, I would like to tell and train my students to care for the environment.

It's a simple thing but we need a lot of commitment and cooperation to protect Mother Earth.

じゃあ、みなさん、Waste Segregation を しましょう!



(Ms. Esmeralda De Los Santos
Lakan Dula High School)

Collected realia



Oh, a flyer on Traveling to Manila!

I can use this on planning for a school trip in the Philippines in Unit 28 "Travel".

(Ms. Wilhelmina R. Cejas
Taguig Science High School)



So it's true. There are no baggers in Japan!

When we do the unit on shopping, Unit 21 "Shop, Green and Go" I'll show this picture to my students and tell them about my experience in bagging what I bought. I'm sure they'll be interested to hear it.

(Mr. Patrick D. Hernandez
Lagro High School)



What we discovered in Japan

- It's a mix of conventional and traditional culture in a modernized environment with preservation of nature.
- I never had to come home with dirty clothes because the air is fresh.
- Toilets have tissue paper!
- People don't like having their pictures taken.

What we can do in Nihongo

- Although I cannot talk too much in Nihongo, but at least I can give reactions/comments now.
- I was able to tell my host family and volunteers and in school visit about the Philippines, about the osusume no basho and the different activities in famous beaches, etc.
- I was able to ask for directions (でも answer がわかりませんでした).
- I could somehow understand Nihongo conversations because my ears and brain got used to it in our short stay.

H.S. Nihongojin

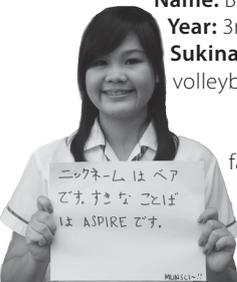
This corner aims to introduce high school students who are studying Nihongo. Let's expand our Nihongojin* network

HIGH SCHOOL NIHONGOJIN 7

Name: Bea Patricia G. Macaraig

Year: 3rd Year Faraday (SY 2011 - 2012)

Sukina na koto: internet o suru, anime o miru, badminton to volleyball o suru



It's really omoshiroi to study Nihongo. I'm very fascinated about the culture part. In our class, first we learn about the Japanese culture that pertains to the lesson to be discussed. Our senseis teach us "juicy facts" about it. Thus, because of these amazing insights we become more eager to learn and always look forward to our Nihongo class. The background they give us

about culture may be short and simple but it's rich and informative. Knowing about Japanese culture is a remarkable experience! It made me participate in class dynamically. I am really grateful to have been given this chance. Now, I'm memorizing katakana on my own.

School: MUNTINLUPA SCIENCE HIGH SCHOOL, 999 Buendia St., Tunasan, Muntinlupa City

Principal: Ms. Madeline Ann L. Diaz

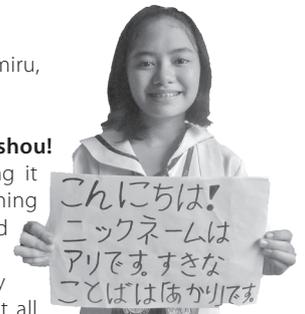
Teachers: Ms. Reina Aladeza, Ms. Celine Calado, Mr. Eduardo L. Kondo, Mr. Romeo Lacanlale

HIGH SCHOOL NIHONGOJIN 8

Name: Aliena Mari P. Miranda

Year: 3rd Year Ptolemy (SY 2011 - 2012)

Sukina na koto: internet o suru, anime o miru, ongaku o kiku, hon o yomu



Issho ni Nihongo o benkyou shimashou!

I first entered Nihongo class thinking it would be fun, and it turned out to be something more than that. Nihongo class welcomed me into a deeper understanding of Japan's language and culture, and it opened my eyes to the endless possibilities that await all Nihongojins. It brought everyone in my class closer to each other since we all had common interests.

Because of this first-hand experience, I look forward to continue studying Nihongo and to pass for a scholarship in a Japanese university.

School: PASIG CITY SCIENCE HIGH SCHOOL, Rainforest Park, Legaspi Ave., Maybunga, Pasig City

Principal: Mr. Noel A. Salalima

Teachers: Ms. Isabelle Sanchez, Ms. Wilma Del Rosario

* 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



Engr. Alan M. Nuega

Engr. Nuega, who hails from Sagay City, Negros Occidental, is the Director and Chief Executive Officer of the Confederal Project Manpower Services, Inc., a POEA licensed agency, and the Director of the POWER Foundation, Inc., a TESDA accredited training center for the Technical Vocational Education and Training (TVET) program of TESDA, and also for Japanese-Language.

A former OISCA kenshuusei in the early 90's who went to Ehime prefecture to learn about the repair and maintenance of heavy equipment, Engr. Nuega is an active member of OISCA Philippines, and is the current President of the Association of Filipino Nihongo Teachers in Negros (ANT-Negros).

BACKGROUND IN NIHONGO

MERIENDA (M): It has been 20 years since you went to Japan for technical training under the sponsorship of OISCA. Can you describe the Nihongo lessons back then? How is it different from the Nihongo lessons that you offer to your trainees?

ENGR. ALAN M. NUEGA (EAMN): I think it was very difficult at the start because there was no advance lecture before I went to Japan. However my Japanese teachers were very good and serious in their work. I remember that we were 30 trainees in the training center who came from 5 different countries. Most do not speak English so we were forced to speak Japanese. The training center is located in the mountain where residents don't know how to speak English so that what we learned every day is applied when we converse with our neighbors.

We use the same textbook (Nihongo no Kiso) when we teach Nihongo in POWER Foundation Training Center. However, the intonation and pronunciation is not perfect because our Nihongo teachers are not Japanese. Further, the trainees have no chance to practice what they learned that is why they cannot master their conversation skill.

M: You have continued to apply your knowledge of Nihongo in your various pursuits from the time that you returned from your training up to the present. How have you maintained your proficiency in Nihongo? Is there any technique or secret you can share with Nihongo learners to improve their communication ability?

EAMN: I always try to join meetings or events wherein Japanese guests are present and I converse with them in Nihongo. Whenever I make overseas calls to Japan to monitor our trainees' status, I converse in Nihongo.

The Nihongo learners must watch Japanese movies to improve their listening skills and frequently converse with Japanese people if possible.

M: It seems that you have been actively supporting the activities of OISCA throughout the years; in fact, you just had your 50th year anniversary celebrations in Bacolod last year. Tell us about your current involvement in the activities of OISCA Philippines.

EAMN: I am a member of Sagay OISCA which is a branch of OISCA Philippines in Negros Occidental. We have projects related to the protection of our

environment such as reforestation of our mountains and seashores. Recently, I volunteered to oversee a joint mangrove reforestation project between OISCA Shikoku, OISCA Sagay and the Sagay City Government. This project started in 2010 and will continue until 2014.

CURRENT PURSUITS

M: One of your undertakings is the Nihongo training and dispatch of technical trainees to Japan under the POEA-JITCO Program. Around how many trainees do you send to Japan each year? How long is their training prior to dispatch and what are the topics taken up?

EAMN: We dispatch an average of 60 trainees per year. As per POEA regulation we conduct 45 days advance lecture in Nihongo which covers the basic Nihongo course, the Japanese culture and work ethics. Trainees live in our training center during the 45 days lecture in order to get accustomed with their fellow trainees and practice some important daily life routines such as time management, cooking, skills enhancement and waste management.

M: After years of handling such training program, what do you think are the topics and values which you think should definitely be taught and emphasized to the trainees? What are your expectations from the trainees?

EAMN: While the topics must be focused on the basics such as writing, hearing, reading and conversation, the inclusion of visual aids such as Japanese movies showing the Japanese culture and work ethics is a great help to improve the pre departure orientation. The trainees must have a clear understanding of the Japanese culture and work ethics in order to become acceptable to the Japanese community. I expect the trainees to become a strong workforce and good leaders in their respective companies after they finish the training program in Japan.

M: How long do the trainees stay in Japan? What becomes of the trainees when they return to the Philippines after their training?

EAMN: Presently, our trainees are called Technical Interns or Jisshusei and they are given a maximum of three years to work in Japan. After they finish their contract, some return to their respective sending companies, others establish their own businesses and some who were trained in highly skilled jobs such as welding have migrated with their families to Australia and Canada where their skills are in great demand.

NIHONGO EDUCATION

M: You are also the current President of the Association of Nihongo Teachers in Negros (ANT-Negros). How many members do you have, and are there any former trainees among them? If there are, what prompted them to become Nihongo teaches?

EAMN: ANT Negros was just established last year though the help of Japan Foundation Manila. The number of members does not change. Yes, some members are former trainees. They became Nihongo Teachers because there is a demand of this Language especially in schools which offer courses related to tourism, nursing/caregiver and maritime industry.

M: What are the recent activities of the association? What is your vision for ANT-Negros? What kind of activities would you like to pursue in the near future?

EAMN: There are no specific activities but we often meet to talk about our Nihongo class and some activities of Japan Foundation Manila which some of the members have attended. As to the vision, ANT Negros members have not yet discussed this matter. However, I think we will focus first on how to increase the members by not only limiting it to Nihongo teachers but to those who have experience of long stay in Japan and have the ability to speak Nihongo. Thereafter, if we have a sufficient number of members who wish to teach Nihongo, we will ask assistance from Japan Foundation Manila to conduct the basic teacher's course in Bacolod City.

M: As a veteran Nihongo teacher, you must have experienced a variety of situations in the classroom. Please share with us the following:

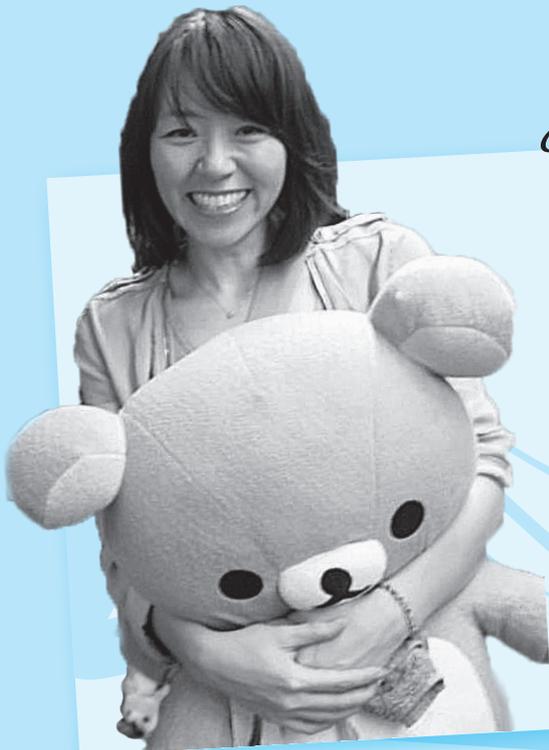
1. what you find most difficult in teaching
2. what you think one should be careful about in teaching
3. what gives you enjoyment in teaching

EAMN: Honestly, I can not accept to be called a veteran Nihongo teacher.

1. I think the way how to prepare syllabus and materials for teaching is most difficult.
2. Teachers should be careful in teaching the correct use of plain and polite tense. And also things related to work where words must be technically suited to the work activities such as machine operation, taking care of hospital patients in the case of nurse or caregiver, etc.
3. I enjoy if I hear the trainees converse with each other in Nihongo after the lecture.



Goodbye...



Ms. Eri Miyake

みなさん、2年間、いろいろとありがとうございました。みなさんに
あえて、よかったです。マニラだけでなく、バギオ、バコロド、カガヤ
ンデオロやセブなどで、みなさんと一緒にすごした時間は、日本
へ帰っても、またどこかちがう国へ行っても、ずっとたいせつにしま
す。また、いつか、フィリピンにきたいと思っています。そのときは、
またいっしょに笑いましょう！ Maraming Salamat po.. :)

Ms. Naoko Hayakawa

はじめまして。5月18日にフィリピンへ来ました早川直子です。フィリ
ピンははじめてです。とても暑いですが、果物がおいしいですね。
19日の日本語教師フォーラムではたくさんの先生方にお会いしまし
た。明るい先生方ばかりで、これから授業やセミナーなどでご一緒
できるのが楽しみです。いろいろ教えてくださいね。そして、私も少
しでもみなさんのお役に立つことができたらうれしいです。
どうぞよろしくお願ひします。

Hello!!!



Ms. Chihana Fukushima

はじめまして。福島千花と申します。
フィリピンに来るのは初めてだったので、期待と緊張でドキドキしながら来ました。
まだ少ししか経っていないのですが、フィリピンはきれいな自然があり、住んでいる方
は明るく、笑顔と優しさが溢れていると感じています。
これからのフィリピンでの生活がとても楽しみです。



2年間、いろいろな経験をしていきたいと思っています。
どうぞよろしくお願ひします。



JFM MONTHLY LECTURE SERIES

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



"Let's Plan - Do - See your Nihongo Class!"

Ms. Bernadette S. Hieida – De Lasalle University, Manila
January 27, 2012



"John Keller's ARCS Model"

Ms. Joselyn Chua Carag – Nihongo Center Foundation, Inc.
April 27, 2012

OSHABERI SALON

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



[Manila]
Japanese New Year Celebration
January 13, 2012

Valentine's Day
February 3, 2012

Let's promote "It's more fun in the Philippines!" to the Japanese
May 4, 2012

[Cebu]
AIUEO Composition
January 25, 2012

Valentine's Day & White Day
March 28, 2012

MONTHLY TEACHER'S WORKSHOP

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



"How to Teach Conversation for the Elementary Level"

January 20, 2012



"Pronunciation & Phonetics"

February 17, 2012



"The JF Standard Series 1~4"

April 21, April 28, May 12 & June 2, 2012



きょう あめ あめ あめ なまえ
今日の雨は、どんな雨？—雨の名前—

Glossary for the
Serious Nihongo
Teacher

フィリピンは6月ごろから、「雨季/rainy season」になると思います。日本でも、5月の終わりから7月の中ごろにかけて、雨の多い「梅雨」と言われる時期になります。(地域によって少し違います)。

「梅雨」は、どうやって読むか知っていますか？「つゆ」または「ばいう」と読みます。どうして、このような名前なのでしょう？一つ目の理由は、この時期は湿度が高いことが関係しています。カビ(黴)が生えやすいので「黴雨」、それが「梅雨」になったといわれています。二つ目の理由は、梅雨が、「梅」の実がなる季節にあるからだといわれています。

さて、ここでクイズ！日本語には、雨の降り方や、降る季節によって、いろいろな雨の名前があります。次の名前は、どんな雨の名前でしょう？



- こさめ
1) 小雨
てんきあめ
2) 天気雨
とお あめ
3) 通り雨
なみだあめ
4) 涙雨
きりさめ
5) 霧雨

- あまぐも とお す や あめ
a) 雨雲がすぐ通り過ぎて、すぐに止む雨
よわ あめ なが じかん ふ
b) 弱い雨。それほど長い時間は降らない
は ふ あめ
c) 晴れているのに、降る雨
すこ ふ あめ
d) ほんの少しだけ降る雨
あめ おお ちい あめ
e) 雨の大きさが0.5mmよりも小さい雨



これ以外にも、たくさん雨の名前があります。

このような雨のいろいろな名前は、普段の会話で使うものもありますが、天気予報や手紙のあいさつ、季節のあいさつなどでよく使われています。いろいろ調べて、雨が降ったときに、「これは日本語でどんな雨かな？」と考えてみてはどうでしょう？

答え: (1) b, (2) c, (3) a, (4) d, (5) e

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.



Joselyn Chua Carag

When my host family, 飛田家族 accompanied me to 忍城 Oshi Castle in Gyoda, Saitama City – we found these 2 Ninjas (cosplayers) in the garden!



Noemi Gabines

It was my “mogi jugyou” day in our “kyoujuhou” class. Here, I presented my own way of teaching and at the same time applied the newly learned techniques, and tried to make my discussion fun and interesting for my students/fellow trainees with the use of picture cards.



Bernard Pricillas

This was captured during our “SHODOU” (calligraphy) class, one of our Japanese culture experiences where I wrote my favorite kanji character “michi” (road or way).



Marites Doña

This picture was taken on the boat during our trip to Miyajima with my friends from different countries such as Indonesia, Italy, Germany, Russia, Malaysia, Mongolia, etc.

JFM Courses & Workshops

July to November 2012



JFM COURSES



MARUGOTO: Japanese Language and Culture Intensive Course

Tuition Fee: P7,600.00 inclusive of textbooks
October 15 - 27, 2012 (2 weeks)
Mondays to Saturdays, 10:00 a.m. ~ 12:00 nn, 2:00 ~ 4:00 p.m.

For Beginners

For Current
& Aspiring
Teachers

Practice Teaching Advanced Course (PTA)

Tuition Fee P300.00 / Theme
PTA③ July 2 & 4 - How to Teach Grammar
PTA④ July 16 & 18 - How to Teach Character & Vocabulary
PTA⑤ July 23 & 25 - How to Teach Speaking & Conversation
Mondays & Wednesdays, 6:20 p.m. ~ 8:30 p.m.
PTA⑥ Aug.23 & Sept.4 - How to Teach Japanese Culture & Situation
PTA⑦ Sept. 6 & 11 - How to Teach Listening & Reading
Thursdays & Tuesdays, 6:20 ~ 8:30 p.m.

Practice Teaching Course (PT)

Tuition Fee P1900.00
August 13 - September 26, 2012
Mondays & Wednesdays, 6:20 p.m. ~ 8:30 p.m.

For Current &
Aspiring Teachers

For
Advanced
Learners

日本事情 (Nihon Jijou)

Registration Fee P50.00 & Tuition Fee P250.00/meeting
September 22 "Uniqlo"
October 6 "Washlets and Adult Diapers"
November 17 "Door-to-door delivery services"
November 24 "Convenience stores"
Saturdays, 9:00 a.m. ~ 12:00 nn

Japan A La Carte

Tuition Fee P600.00 / Theme (2days):
June 30 & July 7 "Japanese movie"
July 21 & August 4 "Kanji"
September 1 & 8 "Anime & Manga"
Saturdays, 9:30 a.m. ~ 11:30 a.m.

NEW COURSE!
For Learners with
some knowledge
of Nihongo

Tuition Fee P300.00
August 31 Nihongo Bunka Taiken: "Izakaya"

REGULAR FREE EVENTS & WORKSHOPS

Lecture Series (Fridays, 6:30 ~ 8:30 p.m.)
August 24, October 26
Oshaberi Salon (Fridays, 6:20 ~ 8:30 p.m.)
July 6, August 3, September 7, October 5, November 9
Teacher's Workshop (Fridays, 6:30 ~ 8:30 p.m.)
September 21



Upcoming Events

Philippines-Japan Friendship Month

Eiga Sai - Japanese Film Festival

July 5 - 15
(Shangri-la Plaza Mall, EDSA, Mandaluyong)

July 20 - 22
(Gaisano South Citi Mall, Davao)

August 7 - 12
(Ayala Center Cebu)

August 15 - 21
(UP Film Institute)

This year's featured films include Villan, PEAK -The Rescuers-, In His Chart, RAILWAYS, Permanent Nobara, Abacus and Sword, Colorful, Tomorrow's Joe, Ninja Kids!!, and Happy Flight.

The 16th Philippine Nihongo Teachers' Forum

November 10 and 11, 2012
Ruperto's Inland Resort
Binalonan, Pangasinan

Japanese Language Proficiency Test

December 2, 2012
Manila, Cebu City and Davao City

Merienda!
みりえんだ

The Japan Foundation, Manila Nihongo Teachers' Newsletter

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