

みりえんだ

The Japan Foundation, Manila Nihongo Teachers' Newsletter

The "NIHONGO Partners" Program

A new department-Asia Center was created in the Japan Foundation on April 2014.

It was in December 2013 during the ASEAN-Japan Commemorative Summit held in Tokyo that the Japanese government announced its policy to promote cultural exchange among Asian countries, with concentration on the ASEAN member countries. As a stronghold to carry out that policy, the Asia Center was established in the Japan Foundation. It is designated to promote the *WA Project - Toward Interactive Asia through 'Fusion and Harmony'*, in order to carry out its two main pursuits, namely, the interactive exchange of arts and culture, and support for Japanese language learning.

One of the programs of this *WA Project* is the dispatch anew of *Nihongo Partners* to the Philippines, Indonesia, Thailand, Malaysia, and Vietnam, with the aim to give support to



local Japanese language education.

The *Nihongo Partners* are Japanese nationals whose role is to be a partner to both local Japanese language teachers and learners, by acting as teaching assistants or as dialogue partners, and at the same time to give support to Japanese language education by engaging in activities involving Japanese language and culture both in and outside the classroom. The *Nihongo Partners* can be a source of encouragement for Filipino teachers, while for learners, they can be a partner with whom to practice the Japanese that one has learned, or a resource person to whom one can ask questions about Japan.

The program also aspires that "the *Nihongo Partners* enhance themselves by learning about local culture and language, and act as a bridge between Japan and ASEAN countries."

Therefore, it is encouraged that the local accepting parties/sponsors share their local culture and teach the local language to the *Nihongo Partners* to a feasible extent.

Five *Nihongo Partners* are to be dispatched to the Philippines

in 2014 to the following tentative destinations:

- ① Pangasinan
- ② Manila
- ③ Cebu
- ④ Cagayan de Oro
- ⑤ Davao

To the local sponsors, 日本語パートナーズをどうぞよろしく願います!

THIS ISSUE'S MENU What's Inside

Merienda Especial 1 2-3
The 19th Philippine Nihongo Teachers' Forum
Special Feature: MARUGOTO

Merienda Especial 2 4-5
Nihongo Fiesta 2014
The 3rd Japanese - Language Education Conference
EPA training finished

Merienda's Pick 6-7
JLE for Philippine High Schools

Merienda Especial 3
Yatte mimasen ka?

Magkape Muna Tayo
Hello & Goodbye

Sapin-sapin
Sensei no Wa
Oshaberi Salon
Urawa Update

Banana Q
Glossary for the Serious Nihongo Teacher
JFM Library Acquisitions

The 3rd Japanese - Language Education Conference

To answer the needs of Nihongo teachers in the South, the Japanese Language Education Conference (JLEC) has been held annually in either Davao or Cebu since 2012.

With the first two conferences focusing on the *Teacher* and the *Student*, the 3rd JLEC, which was held on March 22 & 23 at the University of the Philippines Cebu Campus, put the spotlight on the *Client*, with the theme "Developing Client-Centric Nihongo Proficiency through Mutual Awareness of Industry Requirements". 30 participants from Cebu, Manila and Bukidnon gathered to discuss the techniques and mindset necessary for effective teaching in company Nihongo trainings.

See page 5 for details



THE 19TH PHILIPPINE NIHONGO TEACHERS' FORUM

MAY 17, 2014
JICA PHILIPPINES OFFICE AUDITORIUM

"A day to get to grips with MARUGOTO!" 「まるごと」をまるごと！"

日本語教師フォーラムにさんかして下さった先生がた、
JFスタンダードを使った教科書『まるごと 日本のことばと文化』にきょうみを持って下さって、ありがとうございました。
ジョビ先生のデモレッスンでは、写真や英語、フィリピン語を
じょうずに使って、クラスにげんじつ (reality) を作っていました。
みじかい時間に学習者のみなさんは「好きな料理はラーメン
です」「私もです」という会話ができるようになりましたね。

午後のワークショップでは、休みの日に何をする？ 友だちと何を食
べる？ 旅行だったらどこへ行く？ ひさしぶりに会った友だちと何を話
す？ など、学習者にみちなCan-doや会話、聴解練習 (listening
task) がたくさんできました。私も先生たちのようすを見て、『まるご
と』の考え方が広がるかのうせいを感じました。

これからもみなさんがCan-doにもとづく教え方をとりいれて、学習
者と日本語を楽しんでくださることを心からおいのりしています。

Magkita tayo muli !

Naomi Hatta - Japanese Language Senior Specialist, The Japan Foundation, Jakarta

My Impression of the 19th Nihongo Teachers' Forum

Finally came the 19th Nihongo Teachers' Forum! To me, the forum was not only a success but it also served as a springboard for me to rekindle my "long lost bond" with the language and culture that I learned to love when I studied in Japan in the mid-90's. Besides, I was so delighted to see familiar faces and meet new, young and bright Nihongo teachers as well! Though my command of the language is not as good as it was many years before, the speaker, Ms. Hatta, spoke so clearly and gently that, contrary to my expectations, I was able to understand 80% of the presentation and lecture which was conducted fully in the Japanese language. The Marugoto way of presenting lessons is easy to follow; the pictures are attractive and can be easily appreciated by a beginner. However, I should say that a student who has not been to Japan may not be as readily receptive of the ideas presented in the lessons. So perhaps, an introductory video in English of Japanese life and culture would bring a better appreciation and comprehension, and make the learning fun and easy. Thank you, JFM, for the chance to have a glimpse of Marugoto. Hopefully in the near future, I will get to use it in my class. Mata yoroshiku onegaishimasu.



Veronica S. Garcia, DMD, PhD

Dr. Garcia, or Roni, is a founding member of the Association of Nihongo Teachers-Northern Luzon formed in 2010 in Baguio City. She has not been active since she transferred to Cavite to assume an administrative post at the Emilio Aguinaldo College. She studied at the Osaka University of Foreign Studies and at The University of Tokushima Graduate School of Dentistry as a Monbusho scholar from 1992 to 1997. Having been longing to touch base, she attended the latest teachers' forum to be updated about Japanese-language education and to meet old as well as new friends.

PROGRAM

MORNING SESSION

- Introduction**
MARUGOTO Demo Lesson
Lesson 6 - Doko de tabemasu ka
- Group Discussion**
Features of a MARUGOTO class /
textbook
- Lecture**
What is MARUGOTO? - a Japanese
Coursebook Based on The JF Standard -
Ms. Naomi Hatta

Q & A

AFTERNOON SESSION

- Workshop**
LISTEN & SPEAK: Making a classroom
activity based on a Can-do
Ms. Naomi Hatta

- Marugoto X Manila Manual -
MARUGOTO in Manila**

Q & A

Summary



Special Feature: **MARUGOTO**

Marugoto: Japanese Language and Culture

In the sea of Japanese language books, I was given the opportunity to be further exposed to Marugoto by undergoing the training and eventually teaching the class at the Japan Foundation Manila. Learning to teach using a new textbook is not easy, especially when I have not even fully grasped the teaching methods for the staple Minna no Nihongo, our main textbook for EPA. However, I have noted three important points the Marugoto textbook gives more focus on, which I later realized, I have also been applying to my teaching style in EPA.

- Bunka: It is said that to learn a language is to learn its culture. At the end of every topic in Marugoto, there is a **文化と生活** page where a glimpse of Japanese culture is introduced. What made it more interesting is that it also serves as a chance to compare and contrast it to Filipino culture. Since different opinions and viewpoints are heard, it also makes students appreciate both Filipino and Japanese culture.
- Bamen: Japanese language is known to have several

similar sentence patterns but with different nuances. It is very important to make the students visualize a realistic situation where they can use the lesson at hand. Also, Japan Foundation's Can-do approach helps students feel they are accomplishing something at every end of the lesson.

- Tsukawaseru: Marugoto focuses more on letting the students speak in Japanese as much as possible. Letting the students feel that there is nothing embarrassing about making mistakes (but make sure to correct them) is in fact, one of the most effective ways of learning, and helps them develop the confidence to speak in Japanese. Nothing beats the feeling of accomplishment when you have successfully sent your message across.

Learning Japanese is more effective when you realize that what you are learning can easily be used in everyday situation. And based on the reactions and smiles of my students, I think the methods I learned by using Marugoto have helped me become a more effective Japanese language teacher.



Maristel M. Miguel

Ms. Miguel is currently handling the Marugoto Elementary 2 (A2) Module 1 class at the Japan Foundation Manila. It is also her second time to be part of the EPA team, teaching Japanese language to the nurses and careworkers bound for Japan under the Japan Philippines Economic Partnership Agreement (JPEPA).

Have a look at thwe 'MarugotoxManila Manual'! *The manual for Filipino Marugoto teachers!*



This teaching manual is made for Filipino "Marugoto teachers" who will teach the Marugoto Starter A1 – coursebook for Communicative Language Activities. The lesson plans of the pilot course have been reviewed and rewritten for your reference. You can arrange these freely to make them suitable for your "Kigaru & Fun" class. We hope this manual will be of help in your Marugoto class. Have a fun using Marugoto!

You can download the teachers' guide and teaching materials from JFM website.

<http://www.jfmo.org.ph/marugoto-teaching-materials/view/659/newsid/901/for-teachers--can-teach-marugoto.html>

Other MARUGOTO Websites

まるごと日本のことばと文化
<http://marugotonihongo.jp/>



MARUGOTO Words
<http://words.marugotoweb.jp/>



MARUGOTO Plus
<http://marugotoweb.jp/>



Teachers' resources
<http://jfstandard.jp/language/ja/render.do>





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



THE 41ST NIHONGO SPEECH CONTEST

Student Division



1st Place & Outstanding Performance Award

Mr. Miguel Francisco F. MAÑALAC (Mindanao Kokusai Daigaku)

「彼女のためのカンペキな日本語」

"A Perfect Nihongo For Her"



2nd Place

Ms. Corrien Nikki D. PAGLINAWAN (Mindanao Kokusai Daigaku)

「120%のバヤニハン」

"120% BAYANIHAN"

Non-Student Division



1st Place & Grand Prize

Ms. Jovilline Joyce A. DELGADO

(Philippine Nikkei Jin Kai International School)

「輪をつくる一人になりたい」

"I Want To Be A Part Of The Circle"



2nd Place

Ms. Maria Chessa G. PAICA

(Creative Connections & Commons, Inc.)

「異動になります」

"Changing Positions"

Open Division



1st Place & Special Award

Ms. Marianna Jessica A. GALVEZ (De La Salle University)

「フィリピン人だから、当たり前」の心」

"A Filipino's Natural Heart"



Special Jury Award

Mr. Ace John L. BERSABAL (Creative Connections & Commons, Inc.)

「お弁当」

"Lunchbox"



NIHONGO
FIESTA
2014

THE 6TH NIHONGO QUIZ BEE FOR HIGH SCHOOL STUDENTS



1st place: Makati Science High School
(2011 & 2013 First Place)



2nd place: Manila Science High School
(2012 First Place)



3rd place: Miriam College High School



THE 3RD JAPANESE LANGUAGE EDUCATION CONFERENCE

MARCH 22-23, 2014
UNIVERSITY OF THE PHILIPPINES CEBU, LAHUG CAMPUS

Theme: "Developing Client-Centric Nihongo Proficiency through Mutual Awareness of Industry Requirements"

As one of the core group members of the Japanese Language Education Conference (JLEC), I would like to think that unlike the first time we hosted the event, this year, we were more familiar with what we needed to do and confident that we would be able to conclude this conference successfully. On the other hand, we could not take a backseat with regards to time since all of us involved in the preparation were also juggling both our daily jobs and the different preparations for the success of the event. Prior to the conference, we, ANTV (Association of Nihongo Teachers in the Visayas) also hosted major activities and so we really had to double every effort we could offer and extend the time of our meetings.

For the 3rd JLEC, we started by using a web questionnaire and conducted interviews to get to our respondents – companies offering in-house Nihongo training. It took us at least three months to collate and analyze the results. We were privileged that during the day of the event, management representatives from several companies attended and gave us their inputs during our open forum. It was very ideal and I felt that the goal

of the conference where Nihongo teachers and company representatives open up their concerns and exchange ideas on

how to improve the in-house Nihongo trainings in their respective companies was accomplished.

Compared to our previous conference, this year, we only gathered a few participants. At first, we considered this a problem on the lack of promotion. In the end, we realized that it was a good thing. The participants had enough time for focused group discussion in every activity and that not one idea was left behind. Participants also had a great time with our lunch and dinner as we introduced to them the pride of Cebu – puso and letson manok while eating with bare hands. If I am to describe what the real success of this event is, it is when we concluded our conference with a smile on our faces not only because of the interesting ideas shared but also because we have again widened the network of the Nihongo teachers in our region and fostered new ties and friendships. I think we will still accept the challenge of hosting the same event for next year. Bring it on! I will cheer together with the ANTV team. Yoroshiku onegaishimasu.



Rosario Q. Ocho

Ms. Ocho is a JLEC Core Group Member and an ANTV officer. She is currently connected with NEC Telecom Software Philippines as a General Affairs Staff. She is also a Part time Foreign Language Instructor at the STI Cebu, Lahug Campus. She graduated with a Bachelor of Science in International Studies major in Japanese Language and Studies from Mindanao Kokusai Daigaku (MKD) in 2007.



The sixth batch of EPA based Filipino Nurse and Certified Care Worker Candidates

NOV. 19, 2013 – MAY 27, 2014

The Preparatory Japanese-Language Training for Filipino Candidates of Nurses and Certified Care Workers under the Economic Partnership Agreement (EPA) is held annually at the Technical Education and Skills Development Authority (TESDA) located in Taguig City.



Making a music video for Koisuru Fortune Cookie Manila EPA Version. <http://www.youtube.com/watch?v=Lqy1y1mzJlo>



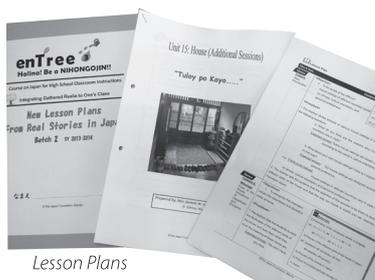
Mr. Norio MITSUYA, Parliamentary Senior Vice - Minister for Foreign Affairs visited TESDA and had a lunch with some JPEPA trainees.

JLE FOR PHILIPPINE HIGH SCHOOLS

“ENTREE NEW LESSON PLANS FROM REAL STORIES IN JAPAN” PROJECT

The Japan Foundation, Manila has been conducting a teacher training course for public high school teachers since 2009 in order to support the “Special Program in Foreign Language: Japanese” implemented by the Department of Education. On the third year of this training program, the teachers are sent to Japan for a 10-day immersion program which aims at enhancing Japanese language proficiency and knowledge of Japanese society and culture through actual interaction with Japanese people and through observation and collection of information and materials about Japan. After the immersion program, participants are tasked to make their own original lesson plan throughout the year based on their experiences and materials gathered in Japan. Below is the story of one of the Batch 2 teachers. Her lesson plan includes learning vocabulary of parts of a house as well as making students recognize ways on promoting cleanliness and discipline through knowing the Japanese peoples’ way of life.

After the Tokyo field work and school visit, the third stop of our Immersion Program was the home visit. The home visit solidified my resolve to choose the values of cleanliness and discipline for the lesson plan that I would be constructing because these two important values, like most, really start at home. It is still vivid for me how their genkan (entrance hall) looked like. This is where I conjured up the title “slipper culture”, because we had to change slippers as we entered various rooms in the house. It was amusing to



Lesson Plans

notice this ‘regulation’ that they have and when I asked our Sensei if all households do this, I was not surprised to know that most do. Actually, even in the school visit, we had a taste of their “slipper culture” already. So, I did write about this under the Unit 15 “House” of enTree.

When we came back home, our follow-through sessions were spent for consultation with our Sensei. Their suggestions helped me narrow down my topic to make it simple and measurable. Upon the completion of the first draft, I executed my plan among my classmates. This was a big help for me because their feedback made me realize about the danger in making generalizations. Before the end of 2013, I

executed my lesson plan among my students. After which, my single lesson plan gave birth to another one because my Sensei and I found out that it’s better to separate them into the lesson proper, and presentation of the students’ output. So, I did.

In retrospect, the whole process was tedious. However, the bottom line is, it made me proud that I was able to accomplish it. Thanks to the people who inspired and continued to remind not only me but all of us, to keep on going as we went through one revision after another.

My lesson plan bears only my name but it was really a concerted effort of many.



Jasmin M. Santingyaman
Florentino Torres High School

CJH Update

This year, from April 10 to May 23, the Japan Foundation Manila offered for the first time a course to focus on improving the Japanese language proficiency of CJH teachers who have completed the three-year training program to handle enTree, a material used for high school Nihongo courses. This course will continue during the follow-through training sessions to be held on Saturdays starting in August.

On the other hand, CJH teachers who have just finished the first year of the enTree teacher training program in March underwent the second phase of their training from April 21 to May 23. 21 teachers from Cebu, Pangasinan, Davao and NCR completed this summer program.

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

Tips on Cultural Activities!

“Using chopsticks!!”

As you know, Japanese people usually use chopsticks when eating. How about you? Can you use chopsticks well? Let’s learn how to handle them through a class activity!

1. The teacher first explains how to use chopsticks (Hold one chopstick firmly in a fixed position in the crook of the thumb like grasping a pencil. Then hold the other one as shown, resting it on the third finger.)
2. Prepare chopsticks (or 2 pencils) and bowls of items to pick up with the chopsticks. For example, beans, popcorn or even small sponges.
3. The students work in small groups. Each student takes a turn using their chopsticks to move as many beans (or other items) from one bowl to another in 1-2 minutes. The group which moves the most beans without dropping them becomes the winner. You can use Japanese during the game. For example “Ganbare! (Sige, kaya mo yan!)” or “Jouzu! (Magaling)” and also when you count the beans “Hitotsu, futatsu...”.

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 are in charge of supporting JLE for high schools in the Philippines. Check them out!!

You can introduce not only how to use chopsticks but also the etiquette in using chopsticks. Do you know that there are some taboos when using chopsticks? Here I will share with you some rules when using Japanese chopsticks.

To begin with, do not stick your chopsticks into a bowl of rice. It comes from a ritual in Japanese funerals. When someone dies, people prepare a bowl of rice and leave chopsticks stuck in the middle of the rice.

Let me state another taboo. Do not share food by passing it from one pair of chopsticks to another. This also comes from the custom at Japanese funerals where cremated bones are ceremoniously picked up by two persons using chopsticks.

You can learn more manners about using chopsticks from the following website! <http://www.japanzine.jp/article/jz/3011/chopstick-crimes>



Nakatsuka



Takasu

2014 JAPANESE SPEAKERS' FORUM, PHILIPPINES

"OUR NEEDS, OUR RESPONSIBILITY: INNOVATE PINOY!"

NATIONAL FORUM FOR HIGH SCHOOL STUDENTS AND TEACHERS • 4-6 MAY 2014, YOUTH DEVELOPMENT CENTER, PASIG CITY

Japanese Speakers' Forum, Philippines is an annual event which provides a venue for high school students and teachers under the Special Program in Foreign Language: Japanese of DepED-BSE to interact and discuss local and global issues using Filipino, English and Japanese. This year, 35 students from 20 high schools gathered to listen to lectures on innovation and competed in groups in presenting the most innovative and feasible solutions to their chosen needs/problems of their community in English and in simple Nihongo.



コミュニティーのもんだい？
 かいけつほうほうは
 わたしたちが かんがえた
 イノベーションだ！

H.S. Nihongojin

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

HIGH SCHOOL NIHONGOJIN 13

Student name: Krisxela G. Fulong
Year and Section: 4th year St. Anthony of Padua
Suki na koto: internet o suru, terebi o miru, ukulele to guitar o hiku, ongaku o kiku

For two years, I took Nihongo as my foreign language subject under TLE. And I can say that it was very interesting, fun and of course super enjoyable. The things like culture, history, language, writing system, and sports were really good to know.

I really enjoyed the times when we learned Nihongo especially when we did activities like games, learned language and writing system in our class. I had some difficult times but most of the time I could understand fast and I was always amazed. It was an honor to have joined the 2014 Nihongo Quiz Bee at the Shangri-La Plaza. It was a great experience even though our school did not win in that particular contest.

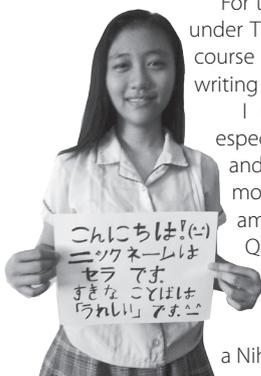
I enjoyed so much and I am proud to say that "I am a Nihongojin!".

School: CARLOS L. ALBERT HIGH SCHOOL, Brixton Hill, Brgy.

Santol, Quezon City

Principal: Dr. Agapito T. Lera

Teacher: Mr. Norman Pagdanganan



HIGH SCHOOL NIHONGOJIN 14

Name: Queenie Rose L. Señoron
Year and Section: 3rd year Daisy
Suki na koto: anime o miru, books o yomu, volleyball o suru, dance o suru, sing o suru, piano to guitar o hiku

Being a Nihongojin is truly a great opportunity.

For me, learning Nihongo is a stepping stone towards my dream to travel to other countries and become a photographer. Japan has been always dear to me since the day I represented it during our United Nation's Day and won as 1st Runner Up. That's why I got really excited when I stepped into high school because I could take the Nihongo Class.

As I continue to learn more about Japan, I will have fun and enjoy all the wonderful experiences I may encounter. I am proud to be a Nihongojin!

School: BUANOY NATIONAL HIGH SCHOOL, Buanoy, Balamban, Cebu.

Principal: Mrs. Marivic M. Yballe

Teachers: Ms. Gemma N. Benemerito, Mr. Linus M. Caminos, Ms. Sheila Marie A. Carmelotes, Ms. Monaliza N. Tibon



*Nihongojin is a term coined from the words 'Nihongo' and 'jin', which mean 'Japanese Language' and 'person', thereby giving it meaning "people who are involved in Japanese Language, both native and non-native, regardless of their level of proficiency." The concept was created to give learners a sense of belonging to a growing international community of Japanese speakers all over the world.

Yatte mimasen ka?

やってみませんか? By Chisato Ofune

Goal of the lesson: To be able to introduce one's self in simple short Japanese by saying name, nationality and/or occupation on the first meeting a company, a party etc.

Lesson Plan: 60 minute lesson

TIME	ACTIVITY
3mins	[Topic Introduction] (<i>Activating a content schema</i>) Talk about experiences about having attended parties etc. where participants come from various countries, and discuss what kind of information are usually exchanged on these occasions.
5mins	[Introducing Key words] Learn the names of several countries.
5mins	[Listening] (<i>Input Activity</i>) Listen to the conversation of “練習 C-1”(the second edition) or “練習 C-2”(the first edition) without opening the textbook, and try to get what information is exchanged. * → Expected answers by students: - Name (e.g. Mike must be a name.) - Nationality (e.g. One person mentioned America.) - The rest of the portion of the conversation must be greetings for the first meeting.
7mins	[Listening -2 → Practice saying] (<i>Input Activity-2</i>) Listen to the audio again and focus on the names and nationalities this time. After listening to the audio, share the expressions that the students got by writing them on the board. → Expected answers by students: - マイク・ミラーです。／佐藤です。 - アメリカから きました。 Practice saying their names and nationality by using the pattern.
5mins	[Listening -3] (<i>Input Activity-3</i>) Listen to the audio again and catch the rest of the words and the expressions. After listening to the audio, share them by writing on the board and introduce the meanings. → Expected answers by students: - はじめまして。 - どうぞ よろしく。

「みんなの日本語」第1課

You may have attended seminars introducing how to apply “Can-Do” statements. Have you tried applying the “Can-Do” in your lessons? This time, I will share a sample lesson plan that is the first lesson of “みんなの日本語” and its “Can-Do”. My lesson plan starts with “練習C” and not “練習A” or “練習B”! Doesn't it sound interesting?

TIME	ACTIVITY
7mins	[Self-introduction activity] (<i>Output Activity</i>) Practice saying the pattern by using their own names and nationalities, then go around the classroom and introduce themselves to their classmates.
3mins	[Topic introduction-occupation] (<i>Activating a content schema</i>) Talk about what information is usually exchanged at self-introductions besides name and nationality. → Expected answers by students: - occupation Think where to put occupation in the pattern learned. → Possible answers by students: - After name - After nationality - Anywhere except at the beginning *The teacher tells that it comes anywhere after the name or nationality.
8mins	[Introducing Key words] Learn vocabularies for occupations by using illustrations, photos etc.
7mins	[Listening] (<i>Input Activity</i>) Learn how to do self-introduction including occupation. → Model: はじめまして。おおふねです。日本からきました。 ジャパンファウンデーションの教師です。どうぞよろしく。 *Nationality and occupation can replace each other. Focus on the portion “ジャパンファウンデーションの教師です” then practice the pattern by using the illustrations for “練習B-5”. (Do not follow the pattern for “練習B-5”, just use the illustrations.)
7mins	[Self-introduction activity part 2] (<i>Output activity</i>) Practice self-introduction including one's occupation, then to go around in the classroom and introduce one's self to classmates.
3mins	[Self-evaluation] Assess if the students can introduce themselves in short simple Japanese.

*The CD conversations of “練習C” in the first edition of “みんなの日本語” are available but there is no audio file of “練習C” of the second edition. So it is recommended to record the conversations with your colleagues for use in your class!

Goodbye...



TAKAHIRO MATSUI

2011年4月にフィリピンに来て早いもので3年がたちました。お世話になったみなさん、本当にありがとうございました。日本に帰ってからは浦和の日本語国際センターで働くことになりました。みなさんまた日本語国際センターで会いましょう。



NAOKO HAYAKAWA

フィリピンの天気のようにあたたかい(あつい?)先生方に助けられ、楽しく元気にすごすことができました。たくさん変わった2年間でした。ありがとうございました。また会いましょう!



CHIHANA FUKUSHIMA

2年間、ありがとうございました!!ほんとうに楽しくて、フィリピンが大好きになりました。また、いつか、どこかで会える日を楽しみにしています!

Soon to leave...

みなさんお世話になりました! みなさんのあかるさやあたたかさに助けられ、あっというまの3年4か月でした。みなさんが自分らしく、ありのままに、毎日幸せに過ごされることをいつも心から祈っています。いつかどこかで、また会えますように!



ERI SUZUKI



CHISATO OFUNE

8月23日に日本に帰ることになりました。マニラ生活は4年5か月。たくさんの人とのいろいろなプロジェクト、新しいチャレンジがたくさんできて、ほんとうに楽しかったです。ありがとうございました。また、世界のどこかで会いましょう!

Hello!!!

はじめまして、中塚早苗(なかつか さなえ)です。2014年4月にマニラにきました。フィリピンのみなさんは、明るくて、元気で、おもしろいですから、毎日とても楽しいです(^-^)/♪。これから新しい文化、たくさんの人と出会っていきたくです。どうぞよろしくおねがいします。



SANAE NAKATSUKA



KOZUE TAKASU

はじめまして! たかすこずえです。4月にフィリピンにきました。セブで日本語のじゅぎょうのてつたいをします。フィリピンに住むのは、はじめてです。ドキドキ、ワクワクしています! たくさんの人に会えるのを楽しみにしています。よろしくおねがいします。



TAKAHIRO NARITA

はじめまして、成田です。5月16日にマニラにきました。これまで、タイ、ロシア、インドネシアで日本語教育の仕事をしました。フィリピンは、15年くらい前に旅行で来たことがありますが、それからいろいろ変わったと思います。私にとって、いろいろ新しいことがありそうですから、楽しみにしています。どうぞよろしくおねがいします。

Sensei no Wa

先生の輪

先生の輪は、日本語教師や将来日本語教師になりたいと考えている人たちの交流の場です。もっと楽しく、もっとおもしろく一緒に日本語教育を勉強しましょう！

"Sensei no Wa" is open to 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 - it aims to support professional enrichment, and network expansion through interactive learning.

Let's join Sensei no Wa



Reading Tactics 読解ストラテジー
Ms. Katharine Teotico
(April 26, 2014)

OSHABERI SALON

おしゃべりサロン

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



Kendo Workshop - Iga Kendo Club
(March 14, 2014)



絵描き歌 - Drawing Song
(April 4, 2014)

URAWA Update

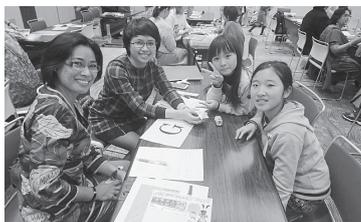
The program is designed to provide teachers of the Japanese-language working abroad an opportunity to improve their Japanese language skills and teaching methodology and to deepen their knowledge of Japan. It is being conducted at The Japan Foundation Japanese-Language Institute in Urawa, Saitama, Japan.



Shieba Magno
Tour in Nikko, one of UNESCO's World Heritage Sites, together with classmates. (S. Magno, extreme left)



Katharine Teotico
A fun-filled Sunday morning in February when we tried our hands at making mochi then eating them afterwards. おいしかったですよ！



Rosario Borbajo
We had a fun time introducing our countries to these cute kids, but it seems they were more excited to teach us about food, flowers and games in Japan.



Alexander Macainag
Final presentation on how to improve my current Nihongo class

The Japan Foundation Grantees for Nihongo Teachers (FY 2014-2015)

LONG-TERM TRAINING PROGRAM FOR FOREIGN TEACHERS OF THE JAPANESE LANGUAGE

(September 9, 2014 ~ March 6, 2015)

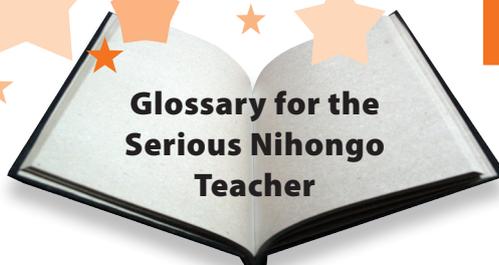
- **Cherry Rolaine Ramirez**
Nihongo Center Foundation, Inc. (Manila)
- **Jose Marie Ocdenaria**
St. Mary's College of Tagum, Inc. (Davao Del Norte)
- **Marie Dominique Licup**
Miriam College High School (Quezon City)
- **Elizaer Christian Cabilan**
Philippine Nikkei Jin Kai International School (Davao)

SHORT-TERM TRAINING PROGRAM FOR FOREIGN TEACHERS OF THE JAPANESE LANGUAGE

- **Joan Siwalen**
(July 8, 2014 - August 28, 2014)
University of Baguio (Baguio)
- **Maria Crispina Francisco**
(January 20, 2015 ~ March 12, 2015)
Nihongo Kyoiku Tutorial Services (Manila)

色の名前

By Naoko Hayakawa



雨のきせつ。雨があがった時、空に虹(にじ)があつたら、しあわせな気持ちになりますね。

虹は7色。赤、オレンジ、きいろ、みどり、青…いろいろな色がありますね。今回は色のお話です。

では、さっそくしつもんです。「だいたい色」というのはどんな色でしょうか。むずかしいですね。「橙(だいたい)」というのはくだもので、みかんのなかまです。ですから、「だいたい色」は「オレンジ」なのです。このように、物の名前で色をよぶことがあります。ほかの色についてもちょっとみてみましょう。

つぎの1)~5)に近い色は何色ですか。A.~E.の中からえらんでください。

- | | |
|---------|--------------|
| 1) さくら色 | A. むらさき |
| 2) ねずみ色 | B. うすいピンク |
| 3) 空色 | C. きいろ |
| 4) ぶどう色 | D. グレー(はいいろ) |
| 5) レモン色 | E. うすい青 |



このほかにもたくさんあります。すみれ色、レンガ色、きつね色…。みなさんも色にすてきな名前をつけてみてはいかがですか。

1) B. 2) D. 3) E. 4) A. 5) C.
答え

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](http://www.jfmo.org.ph/about_us_library.php)> or
call (02) 811-6155.

In 2014, about 100 books on Japanese
language education such as, teaching
guides, JLPT exercise books, and about 150
Japanese novels, photo books, and manga
such as Break Blade, Silver Spoon, Attack
on Titan, Kuroko no Basuke etc., have been
acquired by the JFM library.

This time, we present the
MARUGOTO series which were
introduced at the 19th Philippine
Japanese Teachers' Forum.

Currently, four levels of MARUGOTO
textbooks, i.e., Starter
(A1), Elementary 1
(A2), Elementary
2 (A2), and Pre-
Intermediate (A2 B1),
are available at the
JFM library. Except for
the Starter (A1), the
rest are trial versions.

For the Starter
(A1) up to the Elementary 2 (A2) levels,
there are two coursebooks: *Coursebook
for communicative language activities* and
*Coursebook for communicative language
competences*. For the Pre-Intermediate
level, the two coursebooks have been
combined into one, namely, *Marugoto:
Japanese Language and Culture (Pre-
Intermediate A2/B1)*. For the Starter (A1),
the Roman alphabet is used together
with the Japanese characters.

The *Coursebook for communicative
language activities* provides a new way
of learning Japanese where learners
are able to understand when, where,
and with what feeling the patterns and
expressions are used through many
color photos, illustrations and audio
materials.

At first, the learners listen to a lot
of contextualized conversations, as well
as understanding the contents and
grasping the flow. After understanding
it, learners speak in pairs using the

expressions provided for the specific
situation.

In each lesson, the Can-do (what
learners will be capable of in Japanese)
are clearly indicated, and after the
lesson, learners check whether they have
been able to do the Can-do statements
and write comments. It helps and
encourages management of one's own
study of the language.

Japanese life and culture are also
introduced with a variety of photos.
The learners compare it with one's own
country and discuss what they think, so
that they discover new perspectives and
develops a better understanding of the
other culture.

Why don't you take a look at the
MARUGOTO series?





JFM Courses & Workshops



June 2014 to January 2015

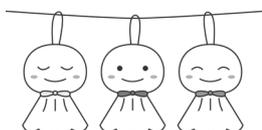
COURSES FOR NIHONGO TEACHERS

MARUGOTO Teaching Techniques Module 1

Manila Schedule
June 28 & 29 (Saturday & Sunday)
9:00 a.m. - 5:30 p.m.
/ 9:00 a.m. - 12:30 p.m. (11 hrs.)
Tuition fee: Php800

Cebu Schedule
July 26 & 27 (Saturday & Sunday)
9:00 a.m. - 5:30 p.m.
/ 8:00 a.m. - 12:30 p.m. (11 hrs.)
Tuition fee: Php800

教師のための日本語シリーズ
中級日本語 4
August 27 - October 1 (Wednesdays)
6:20 - 8:30 p.m. (12 hrs.)
Tuition fee: Php900



COURSES FOR NIHONGO LEARNERS

Marugoto Elementary 2 (A2) Module 2

August 5 - November 4 (Tuesdays)
6:20 - 8:30 p.m. (28 hrs.)
Tuition fee: Php4,500

Marugoto Starter (A1) Module 1

August 4 - September 15 (Mondays & Wednesdays)
6:20 - 8:30 p.m. (24 hrs.)
Tuition fee: Php4,250
(Php3,800 + Php450 for textbook)

Marugoto Starter (A1) Module 2

September 29 - November 5
(Mondays & Wednesdays)
6:20 - 8:30 p.m. (24 hrs.)
Tuition fee: Php3,800

Marugoto Writing (Moji) Course

November 17 - December 17 (Mondays & Wednesdays)
6:20 - 8:00 p.m. (15 hrs.)
Tuition fee: Php2,400

JLPT Interactive Lecture & Exercises

(saturdays)
N5 August 30 1:00 - 4:30 p.m.
N4 September 6 1:00 - 4:30 p.m.
N3 September 13 1:00 - 4:30 p.m.
N2 September 20 1:00 - 4:30 p.m.
Tuition fee: Php200

REGULAR EVENTS (FREE ADMISSION)

先生の輪 Sensei no Wa

August 30 (Saturday)
6:30 - 7:30 p.m.
Nihongo Center Foundation, Inc.,
Makati Campus

November 21, 2014
& January 23, 2015 (Fridays)
6:30 - 8:00 p.m.
Japan Foundation, Manila

Oshaberi Salon

July 4, September 5, November 7, 2014,
and January 9, 2015 (Fridays)
6:20 - 8:30 p.m.

Philippines - Japan Friendship Month

EIGA SAI Japanese Film Festival

Shang Cineplex
Cinema 2, Shangri-
La Plaza Mall,
Mandaluyong City
July 4 - July 13



Abreeza Ayala,
Davao City
July 25 - July 27

FDCP Cinematheque, Davao City
July 29 - August 3

Ayala Center Cinema 4, Cebu, Cebu City
August 6 - August 10

This year's featured films include:
"The Kirishima Thing", "A Story of
Yonosuke", "Casting Blossoms to the Sky",
"Tug of war!", "Until the Break of Dawn",
"Momoiro sora o", "hospitalité", "Things

Left Behind", "FLY, DAKOTA, FLY!", "Hearts
Together" "REUNION", "Symphony in
August", "Homeland", "Wolf Children",
"Tamako in Moratorium", "Like Father,
Like Son" and "ROBO-G".

"STRONG BOY, DEAF BOY, AND A GIRL IN AN ABAYA" by PETA & "AYANASU (WOVEN)"

by Dora Theater Company

PETA Pinma -Theater , Quezon City
July 26 (Drama) 3:00 p.m. & 8:00 p.m.
July 27 (Workshop)
for inquiries and reservations,
please contact the PETA Theater Center
TEL 410-0822 / 725-6244 loc.23
peta.theatercenter@gmail.com

2014 J-pop Anime Sing & Dance Contest Grand Finals

SM Center Stage, SM Mall of Asia
July 19, 1:00 - 5:00 p.m.

*For details, visit www.jfmo.org.ph or www.facebook.com/jfmanila or call (02)8116155 to 58.



The 20th Philippines Nihongo Teachers' Forum

October 18 -19, 2014
WATCH OUT FOR DETAILS!

2014 Japanese language Proficiency Test

December 7 (Sunday)
Manila, Cebu, Davao

Application Forms available
on July 15 (Tuesday) onwards

Registration Period: August 12
(Tuesday) to Sept.12 (Friday)

Merienda!
みりえんだ

The Japan Foundation, Manila Nihongo Teachers' Newsletter

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