

# みりえんだ

The Japan Foundation, Manila Nihongo Teachers' Newsletter

## Baguio Teachers' Seminar sets off Provincial Teacher Networks

The JFM, in line with its objective of promoting Japanese-language education in the Philippines, reached out to the provinces in the last quarter of 2010. A seminar for Nihongo teachers based in the provinces of Northern Luzon such as Benguet, Mountain Province, Ifugao, Pangasinan, Nueva Vizcaya, and Nueva Ecija, was held in Baguio on October 2 and 3, 2010. There were a total of 26 participants, among which a few were teachers from Metro Manila.

The first activity of the seminar was to form groups and share issues and problems being encountered as a Japanese-language teacher, looking individually into issues regarding specific topics such as one's Nihongo Course, one's Students, Teaching Materials, and about the Teachers themselves. This was followed by another group discussion where the teachers tried to come up with possible solutions to these issues. The results of both sessions were presented to the entire body by each group, and it was worthy to note that for many of the issues, the attendees regarded 'Networking among teachers' as a practical solution, particularly for issues concerning Teaching Materials.

It was therefore very timely that the last portion of the seminar was dedicated to the formation of a teachers' association in the Northern Luzon area. Representatives to lead the association were chosen from Regions I and II, the Cordillera Administrative Region, and from among the Japanese nationals. As of date, they have been able to hold three study



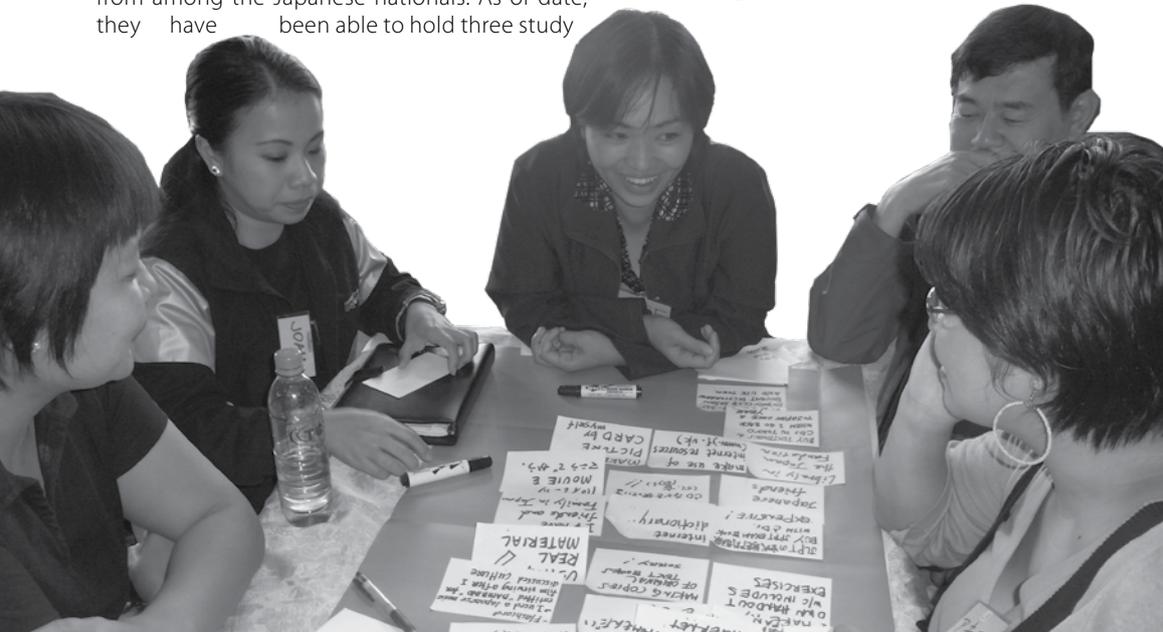
meetings (benkyoukai) since their inception.

Following the visit to Baguio in October 2010, JFM also visited Cagayan de Oro, Tagbilaran, Cebu, Dumaguete, Legazpi and Bacolod to hold consultation meetings with the heads of universities offering or planning to offer Japanese-language subjects. Meetings were also held with Japanese-language teachers in each area, which gave them a chance to be introduced to each other, and provided JFM the opportunity to get to know the issues being encountered by the teachers in each area. These visits proved to be fruitful in another sense that most provinces enthusiastically created their regional associations. It is hoped that JFM can work hand in hand with these associations of Japanese-language teachers in the provinces to bring Japanese-language education to a higher level throughout the Philippines.



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# PROVINCIAL TEACHERS FORGE LOCAL ASSOCIATIONS!

In the past several months, the Japanese-language advisers of JFM visited the provinces, meeting with Japanese-language teachers and university administrators to find out the state of Japanese-language education in each area.

It was discovered that in some areas, there were teachers who were not aware of the presence of other Japanese-language teachers in the nearby universities. The teachers' meetings gave them the

occasion to forge networks among themselves where they could talk about common issues and support each other in their discipline. The establishment of these teacher associations in the provinces will prove to be beneficial for the individual teachers themselves and the institutions involved in Japanese-language education, and will be a big advantage in advancing Japanese-language education in a nationwide capacity.

The following is the list of Nihongo teachers' associations and their member institutions:

## Baguio (Northern Luzon) Association of Nihongo Teachers in Northern Luzon (ANT-NL)

Baguio Foundation / ABONG  
Benguet State University  
Froebel Academy of Pangasinan, Inc.  
Ifugao State University  
Japan Agriculture Exchange Council  
Mt. Province State Polytechnic College  
Nueva Ecija Japanese Language  
Learning Center, Inc.  
Nueva Vizcaya State University  
Pangasinan State University  
Saint Mary's University  
Sato Kokusai Learning Center  
St. Louis University  
University of Baguio



## Cagayan de Oro (Northern Mindanao) Association of Nihongo Teachers in Northern Mindanao (ANT-Nor Min)

Capitol University  
Liceo de Cagayan University  
Xavier University



## Tagbilaran (Bohol) Bohol Association of Nihongo Teachers (BANT)

Bohol Institute of Technology  
University of Bohol





## **Cebu** Association of Nihongo Teachers in the Visayas (ANT-V)

Abendan Nippongo Center  
Acrossgate Global Software Services  
Advalab Japanese Academy  
AMA Computer Learning Center College Mandaua  
Asian College of Technology  
Cebu Institute of Technology University  
IEITS Japanese Language Training Center  
Philippine Interactive Audiotelex Services, Inc.  
St. Theodore School of Minglanilla Cebu  
Trade-Tech Institute of Science Inc.  
University of San Jose-Recoletos



## **Dumaguete (Negros Oriental)**

Asian College of Science and Technology  
Silliman University

## **Bacolod (Negros Occidental)**

Association of Nihongo Teachers in  
Negros (ANT-Negros)

John B. Lacson College Foundation Bacolod  
Megumi Academy  
Power Foundation, Inc.  
Technological University of the Philippines - Visayas  
VMA Global College



## **Legazpi (Albay, Bicol)** Bicol Nihongo Society (BNS)

Aquinas University  
Bicol College  
Bicol University  
Computer Arts & Technological College





## Network Enrichment: Teacher Empowerment through Skill Enhancement

### “BUILDING LEARNERS’ COMMUNICATION SKILLS in NIHONGO”

**Program**

November 13, 2010 (Saturday)

Morning Session:

- Feedback on the 2009 Forum
- Introduction and Guide to today's activities (Group Discussion, Demo Lesson)
- Group Discussion: Making the Lesson Plan & Materials for the Demo Lesson

Afternoon Session:

- Demo Lesson Rehearsal
- Demo Lesson Presentation & Feedback in small groups
- Group Facilitators' Generalizations
- Observers' Generalizations





## 「私がフォーラムを去るとき」

日本語の教授法について正式なトレーニングを受けたことはありませんが、実は、1992年から1995年まで日本へ行く研修生に日本語を教えていました。当時、私は1991年に日本で自分が教わったようなやり方で教えており、それはフィリピン語や英語をなるべく使わずに主に日本語で教えるという方法でした。ですから、今回のワークショップの中で、リーダーが取り上げた「直接法」の教え方に非常に共感しました。

プレゼンテーションの時、私はとても複雑な気持ちでした。15年も教育現場から離れていたのに、学び手の人たち、ましてやプロの日本語の先生たちの前に立つことに対して緊張しました。そして私の教えたいことが伝わっているかどうかや、良いリアクションをとってくれるか、そして学び手たちの心が読めるかどうかなど不安でした。でも、私は母親が教師であったからか、発表を心から楽しめました。

私たちのグループは、プレゼンテーションで直接法と間接法の両方を使ってできるように準備しましたが、本番では、思ったほど学び手の反応は良くなく、およそ30%の学び

手しかその内容を理解することができませんでした。プレゼンテーションの後に、フィードバックとコメントをもらい、どうして私たちの学び手が直接法を理解できないかがわかりました。ほとんどの学び手が、まだ日本語教師の卵で、私のように日本語教授法のトレーニングを受けていなかったからです。

今回、私は初めて国際交流基金マニラ文化センターとフィリピン人日本語教師会共催のフォーラムに参加しましたが、私はこのフォーラムに関わった全ての方に感謝し、また称賛させていただきたいと思います。ファシリテーターやコメンテーターの方たちは、学び手や仲間たちに確かなモデルを示しただけでなく、私にとってもとてもよいモデルを示してくれました。参加者にとっても多くのことを与えてくれました。

フォーラムを去る時に、私は大きな喜びにつつまれ、また多くの仲間たちとの間に生まれた新しい友情を持って帰ることができました。そして何より、私自身どのような日本語教師になれるか考えるきっかけとなりました。ありがとうございました。



**Maribeth Reboton**

*Ms. Maribeth N. Reboton studied basic Japanese at the OISCA Senmon Gakuen in Shizuoka, Japan. Though she has been absent for 15 long years from the Nihongo environment, when she heard the term "Nihongojin" from the former JFM Director, Mr. Ben Suzuki, last June, she told herself "I am one of them!". Thereafter she promised herself that she will do her share to spread Nihongo to a greater extent.*

## “Think Globally, Act Locally”

### Philippines, one with the world in facing issues in Japanese Language Education



JENESYS Programme

#### Updates from the High School Nihongo program

In S.Y. 2010-2011, approximately 2,000 students are learning Nihongo in 14 Science and public high schools in NCR with 29 Filipino teachers and 3 Young Japanese Teachers (YJT) dispatched by the Japan Foundation under the JENESYS program. Filipino teachers are improving their Nihongo and teaching methodology by attending a monthly teacher training course.

On September 22, 2010, The Japan Foundation and the Department of Education concluded a “Memorandum of Cooperation Concerning Japanese Language Education in Secondary Schools”. According to the said MOC, Japanese language implemented under the “Special Program in Foreign Language” will be expanded to Region VII (Cebu) from S.Y. 2011-2012.

In July 2010, around 1200 participants from different parts of the world gathered to attend the *International Conference on the Japanese Language Education (ICJLE<sup>1</sup>)* in Taiwan. The conference was highlighted by 2 major symposia and heard around 400 presentations. Included is the poster presentation on “enTree”, the set of teaching materials for Filipino high school students. Contents of the 2 symposia can be well related to the Japanese Language Education (JLE) in the Philippines.

#### “Articulation” in Japanese Language Education

In the first symposium, with the theme “Japanese Language Education in the Primary and Secondary Level”, problems and issues on “Articulation” were tackled by representatives from the U.S., Hong Kong, Canada, Europe and Thailand as they presented their action plans respectively.

“Articulation”, defined as the continuity of learning within a Japanese language program has 2 kinds, the “Vertical Articulation” and the “Horizontal Articulation”. “Vertical Articulation” is the continuity of learning from a lower level to a higher level, while in “Horizontal Articulation” students of the same level under different teachers receive the same quality of education in terms of content and practice.

The representatives reported that poor curriculum design and lack of coordination with the Higher Education forced students from the Secondary level to repeat their learning from a lower level or in worst cases from zero level instead of moving on to a higher level. In response to this, two of the action plans presented were (1) building a network among teachers beyond school level and even beyond national level for sharing information and ideas and (2) using a common tool for assessment like the JF Standard for Japanese Language Education (JF Standard<sup>2</sup>) or the Common European Framework of Reference for Languages (CEFR<sup>3</sup>).

## Tips on Cultural Activities!

### おりがみ (ORIGAMI)



Hanami

As you know, you can make various things by origami like food and decorations used in the events of each season. In this website, you can follow the animation, so it's easy to memorize.  
<http://www.origami-club.com/>

I also always use the website introduced by Hanami-sensei. Soon it will be Valentine's Day, right? You can make hearts using origami. In this website, around 27 kinds of origami hearts are featured. You can try and make any heart you like! Presents decorated with origami hearts will surely delight everyone.  
<http://www.origami-club.com/valentine/index.html>



Katayama



Minami

Instead of using the face of an *Okame*, or a traditional common woman's face, you can try using the faces of famous anime characters. The students can easily relate to them and it's fun. Of course, you can also introduce Japanese words like body parts and directions like “ue”, “shita”, “migi”, “hidari”.



Minami

As for me, I highly recommend making a greeting card using Origami. For example, you can show students how to make a Santa, a Christmas tree and a star by Origami, then have your students paste them on their Christmas cards and send them to their friends.

It takes time to prepare, but I recommend using your students' photos for Fukuwarai. First, make 2 colored copies of the same picture. Then, cut one of them by facial parts. Now, students can enjoy Fukuwarai using their friends' faces. My students really enjoyed the funny faces of their classmates!



Hanami

Some teachers say it is difficult for non-native teachers to introduce cultural activities in their Japanese classes. So this time, we asked the 3 YJTs dispatched to high schools in NCR to share their ideas and useful websites! Check them out!!

### 福笑い (FUKUWARAI)

Fukuwarai is a traditional Japanese game often played during the New Year holidays. A player wears a blindfold and then places paper cutouts in the shape of the eyes, nose, and mouth on a face.



Here in the Philippines, since not all schools, institutions and companies use the same materials and styles in teaching, I can say that for the past many years we have been experiencing problems in "Horizontal Articulation". Fortunately, networking, annual forums and conferences for teachers have opened some ways for everyone to share ideas and information.

Recently in June 2009, the Department of Education implemented the Special Program in Foreign Language in Philippine Science and Public High Schools. In the near future, high school students under this program will be the ones entering the universities, language institutions and companies we are teaching in. This may be the time to consider and review the curriculum of our Japanese language programs so these students, instead of ending up repeating what they already learned in high school, can advance to a higher level.

### Japan Studies versus Japanese Language Education

The theme of second symposium was "The Crossroad of Japan Studies and Japanese Language Education". Representatives from Japan, Australia, Korea, China and Taiwan, reported that in their assigned countries, the Japan Studies and Japanese Language Education do not receive equal enthusiasm from the academe. In some cases, being not yet considered as a special field of study, JLE tends to be evaluated poorly. With this, the representatives, saw a need for scholars and teachers related to Japanese Language Education (1) to gather and make use of the latest information and materials on Japanese society and culture (2) to have a place and chance to meet half-way with the researchers and scholars of Japan Studies.

In some of the universities here in the Philippines, Japan



studies and Japanese language belong to one department. Sometimes it's inevitable to be proud of one's field and think that it is better than the other. However, isn't it that both fields of study are interdependent of each other? Students need the necessary knowledge and skills in Japanese as they learn about Japanese society, economics and politics. As it is, language is a big part of culture and the key to deeper analysis and understanding of Japanese society, its history and politics.

### Challenge for Philippine JLE

Listening to the issues discussed in both symposia was a bit surprising. Problems faced by teachers and scholars related to JLE in the Philippines are the same as with the rest of the world. If not, we are yet to experience them and the conference gave us the heads up on what is to come. Getting information and ideas about what's going on in the JLE in the world is how we "think globally" about JLE here in the Philippines, and how we use this knowledge in our respective departments, offices, companies is how we "act locally". Let's continue to update ourselves on global issues and help one another in dealing with local issues. **一緒に頑張りましょう!**

(Florinda A.A. Palma Gil)

<sup>1</sup> ICJLE which began an international linkage in 1998 in Tokyo is now a global network on Japanese Language Education with 9 member countries and areas taking turn in hosting conferences. In August 2011 it will be held in Tianjin, China. Check the details about this conference in following website: <http://www.icjle2011.com/>

<sup>2</sup> JF Standard is a tool to help think about teaching, learning, and assessment in Japanese-language education. Check the following websites for more details: <http://www.jpf.go.jp/e/japanese/report/24.html>, <http://jfstandard.jp/cando/top/ja/render.do>

<sup>3</sup> The Common European Framework of Reference (CEFR) provides a practical tool for setting clear standards to be attained at successive stages of learning and for evaluating outcomes in an internationally comparable manner. Check the following website for more details: [http://www.coe.int/t/dg4/linguistic/cadre\\_en.asp](http://www.coe.int/t/dg4/linguistic/cadre_en.asp)



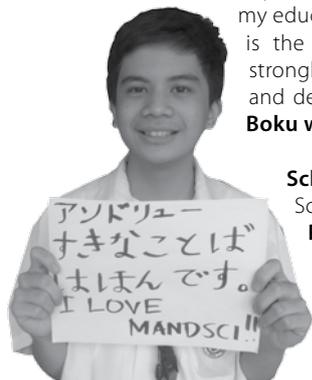
## H.S. Nihongojin This corner aims to introduce high school students who are studying Nihongo. Let's expand our Nihongojin\* network

### High School Nihongojin 1

**Student name:** John Andrew Kane P. Jovellana  
**Year:** 4th year Calcium  
**Sukina na koto:** snorkeling, reading, studying, eating

"Another bridge has been built between the culture of Philippines and that of Japan when Nihongo was integrated into our curriculum. Since I long considered Japanese culture very welcome to my personality, I readily accepted the Nihongo language as part of my education. In addition, I believe that language is the key to understanding other cultures. I strongly look forward to a more comprehensive and deeper learning of the Japanese language.  
**Boku wa Nihongo ga daisuki desu!"**

**School:** City of Mandaluyong Science High School  
**Principal:** Mr. Henry A. Sabidong  
**Teachers:** Mrs. Laveline V. Resurrecion, Ms. Juanita A. Reupta and Ms. Sayoko Minami

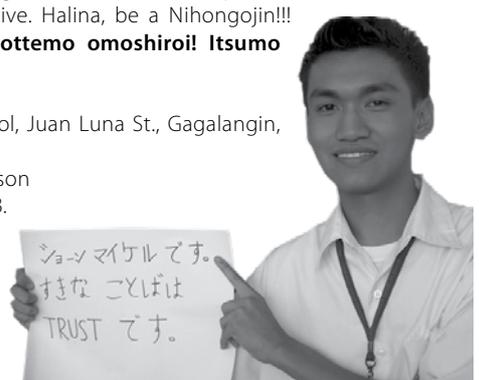


### High School Nihongojin 2

**Student name:** Sean Michael Peña  
**Year:** 4th year J.P. Rizal  
**Sukina na koto:** playing soccer, sleeping, listening to music

"Who would have thought that learning Nihongo will not be that difficult? In my case, my Japanese class proved to be fun and enjoyable because of the lessons and activities that my enthusiastic Nihongo teachers provide. So, our class had developed an unusual interest and attachment to our Nihongo Adventure! Learning a different culture helps us become culturally sensitive. Halina, be a Nihongojin!!!  
**Nihongo no kurasu wa tottemo omoshiroi! Itsumo tanoshimi!"**

**School:** F. Torres High School, Juan Luna St., Galangalin, Tondo, Manila  
**Principal:** Mrs. Rosita C. Herson  
**Teachers:** Mr. Eduardo B. Tan, Ms. Katrina M. Salas, Ms. Marlyn V. Tibulan, Ms. Ma. Daniela V. Bacay and Ms. Megumi Katayama



\*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.



## URAWA UPDATE

For Fiscal Year April 2010 - March 2011, Ms. Violeta G. Niaga was the grantee of the Short-Term Training Program for Foreign Teachers of the Japanese Language (summer course, July-Sept 2010). Ms. Maria Isabel A. Madrideo, Ms. Sharwin Jeanine F. Trinidad and Ms. Doreen A. Cajilig were grantees of the Special Invitation Program for Japanese-Language Teachers under the JENESYS Programme (May-July 2010). Both programs are designed to provide teachers of the Japanese-language working abroad with an opportunity to improve their Japanese language skills and teaching methodology and to deepen their knowledge of Japan, and are conducted at The Japan Foundation Japanese-Language Institute in Urawa, Saitama, Japan.



### Violeta G. Niaga

*Violeta G. Niaga has a Bachelor of Science in Education, Major in Social Studies from UP Diliman. She has been stuck with her bachelor degree, with zero master's units, but has no regrets, for she has raised, to the best of her powers, two wonderful daughters aged 7 and 4. Aside from teaching part-time at the Nihongo Center Foundation for 11 years to date, she spends the rest of her day reading home and fashion magazines and tutoring her kids. She can live without TV and gadgets.*



▲ Making hand-made Furoshiki



▲ Ikebana Class with a Thai friend



▲ Relaxing after class with fellow trainees

**Maria Isabel A. Madrideo** finished Bachelor of Science in Education, Major in English, and has been an affiliate of the Japanese Language Research Center Inc. (JLRC) since 2003. She studied Nihongo at JLRC and Nihongo Center Foundation, and has taken teacher training courses at the JFM.

**Doreen A. Cajilig** holds an MBA, and is currently pursuing a doctorate degree in Management, major in Human Resource. She is a fulltime faculty at the Cebu Institute of Technology (CIT)-University, College of Commerce, and is also the Secretary of the Association of Nihongo Teachers in the Visayas (ANT-V).

**Sharwin Jeanine F. Trinidad** is a graduate of Mindanao Kokusai Daigaku with a degree in Bachelor of Science in International Studies, Major in Japanese Language and Studies. She is currently teaching Japanese Language at the Philippine Nikkei Jin Kai International School in Davao City.



Celebrating  
▼ the "Tanabata"



Calligraphy class picture ▼



## THE CEBU SCENE

On October 23 and 24 of last year, the third Practical Teaching Advanced (PTA) Course in Cebu was conducted at the NEC Telecom Software Philippines Cebu Office, IT Park, Lahug, Cebu in cooperation with The Association of Nihongo Teachers in the Visayas (ANT-V). Instruction was given on basic skills on how to do listening exercises, how to teach pronunciation, and how to teach basic grammar. Useful websites regarding teaching materials and methods were also introduced.

## Impressions on the PTA Course Held in Cebu

October 2010 opened another opportunity for me to learn Nihongo from an educator's point of view. The second PTA Course for this year was opened, and I was very fortunate to be part of this study group although I am not an instructor by profession.

I had my formal training in Nihongo with the company I work for. As a design engineer, acquiring the necessary technical skills and boosting your profession meant learning by book and practical training the Japanese way. Thus, those employees who had less and no knowledge at all of Nihongo understood less and had difficulty communicating with their Japanese supervisors compared to those who had proper knowledge of the language. In the workplace, you can notice how efficient and productive workers are if there is no language barrier, if communication is easily grasped.

After learning the language, I thought that was the end of it. I thought learning ends when you have loaded yourself with the necessary knowledge. But after enrolling in PTA, I realized that knowledge needs to be shared. And even teachers need to constantly study and never stop learning. During the PTA, I had an amazing time experiencing the different teaching techniques that my co participants showed to the group. With the guide of our experienced teachers from JFM, I was able to learn the basic Nihongo teaching skills. The whole session was an opportunity for learners to be a medium for shared knowledge and a challenge for mentors to continually reinvent their teaching methods. Sharing of ideas was enjoyable because what little everyone knew we shared, and found out there was so much to learn. I enjoyed making up stories and sample statements, shared laughter with the group, and even did short dramas to introduce a topic. With the right choice of materials, a little creativity, and improved teaching method, learning could be made fun and interesting after all.

I personally do not have any experience teaching Nihongo, but if given a chance to teach my co-workers, I would welcome the opportunity to be able to impart what I have learned to my fellow employees. Learning should be shared and only if you have created an impression or impact on another individual, would you realize that you have gained knowledge.



**Giovanni Cervantes**

*Mr. Giovanni Cervantes is a graduate of Mechanical Engineering from the University of San Jose Recoletos and is currently working at Cebu Mitsumi Incorporated. He was sent to Mitsumi Electric Co. in Kanagawa, Japan for training on the design of plastic mold injection in March 2009, where he also took up a Japanese Language Course. He is a member of the Association of Nihongo Teachers in the Visayas (ANT-V).*

*“Learning should be shared and only if you have created an impression or impact on another individual, would you realize that you have gained knowledge.”*





# 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 JF Manila office and are usually scheduled on the last Friday of the month. Please take note of announcements of schedule changes.



## 53TH LECTURE SERIES

『授業で役に立つ簡単なイラストの描き方』

“An Easy and Effective Way of Drawing Pictures for Your Class”

Ms. Sayoko Minami (Young Japanese-Language Teacher,  
JENESYS Programme)

September 24, 2010



## 55TH LECTURE SERIES

『『みんなの日本語』の会話と練習Cにおける文化紹介』  
“A Cultural Presentation in the Dialogues in ‘KAIWA’ and  
‘RENSHUU C’ of MINNA NO NIHONGO”

Ms. Violeta G. Niaga (Nihongo Center  
Foundation Inc., Manila)

November 19, 2010



## 54TH LECTURE SERIES

『日本の婚活について』

“Marriage Hunting in Japan”

Ms. Kristine Grace B. Reyes  
(UP Asian Center, Diliman, Quezon City)

October 15, 2010





Hello, everyone! あけましておめでとうございます。Happy New Year! I hope this year will be wonderful for you all. This time, let me introduce some of the Top 10 Japanese Words which came into vogue in the year 2010, especially the words which reflect Japanese society nowadays.



2011年

### イクメン (ranked No. 3)

「イクメン(ikumen)」means men who actively participate in child care. イク is from 育児(いじ: child care) and メン is Men. Child care is no longer just women's job in Japan now. Are you イクメン by the way?

### ～なう (ranked No. 9)

「なう(nau)」is "Now" in English. However, the usage is a little different. For example, 「Makatiなう」means "I am in Makati now." 「ランチなう」means "I am having lunch now." Interestingly, 「なう」is used as a verb which expresses what you are doing now and where you are at now. That's why it is not written in Katakana but Hiragana, though "Now" is English (Words which come from English are basically expressed in Katakana). 「なう」started

being used on twitter and it came to be used currently especially among Japanese high school students.

### 無縁(むえん)社会 (しゃかい) (ranked No. 10)

「無縁(むえん)社会(しゃかい)(muen shakai)」means "irrelevant society" if it is translated literally. Nowadays it is said that ties between people are getting weak in Japan. Some Japanese people live their life in a very narrow and limited society. Last year, a problem which was brought up was that there are isolated old people who do not get in touch with their family or relatives. Further, some of them pass away unnoticed, alone in their house. Also, if you live in a condominium, you may not even know who is living next door, though people

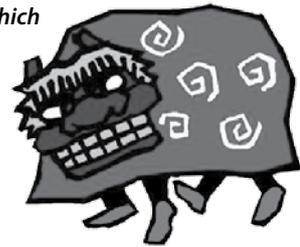
## Glossary for the Serious Nihongo Teacher

used to help each other many years ago. The word spread after NHK (Japan Broadcasting Corporation) took up this topic in their TV program.

The word ranked No.1 is 「ゲゲゲの～」, which is the title of a TV program on NHK. If you would like to know more about the Top 10 Japanese Words which came into vogue in 2010, visit the site below.

<http://singo.jiyu.co.jp/>

*What are the words which have come into vogue recently in your language? It may be interesting to think about the reason why those words became popular.*



## OSHABERI SALON

Oshaberi Salon was a monthly free event held at the JFM Library and led by the JENESYS Young Japanese Teachers (YJT). Anybody could drop by and join the exciting games & activities where you learn about Japanese culture. There was also the Nihongo Q & A, where the YJTs gladly answered questions related to Japanese culture and language. Cultural topics included Japanese party games, letter writing, tea ceremony with yukata wearing, making original stamps, calligraphy, making Christmas cards, making makizushi and play on Japanese words.



# 2011 NIHONGO FIESTA

Shangri-La Plaza Mall,  
Mandaluyong City

## Seshami Street Boys Concert



February 26  
(SAT), 7:30 pm

## 38th Nihongo Speech Contest

February 26 (SAT),  
10:30 am - 1:15 pm



## 3rd Nihongo Quiz Bee- High School Students

February 26 (SAT),  
3:30 - 5:00 pm



## Paper Plane Workshop with Mr. Yoshinori Nishihara



February 27 (SUN),  
1:00 pm and 2:00 pm

## THE NEW JAPANESE LANGUAGE PROFICIENCY TEST 2010

Number of Applicants

LEVEL	MANILA	DAVAO	CEBU	TOTAL
N1	93	5	19	117
N2	151	19	18	188
N3	360	61	135	556
N4	560	74	129	763
N5	1,037	107	226	1370
Total	2,201	266	527	2994

The 13th Philippine  
Nihongo Teachers' Forum  
May 7 - 8, 2011

Watch out for Further details!

## OVERALL & SECTIONAL PASS MARKS FOR THE NEW JLPT

### SCORES BY SCORING SECTIONS

	Total score	Language Knowledge (Vocabulary/Grammar)	Reading	Listening
Level	Overall pass marks	Sectional pass marks	Sectional pass marks	Sectional pass marks
N1	100 points	19 points	19 points	19 points
N2	90 points	19 points	19 points	19 points
N3	95 points	19 points	19 points	19 points

### SCORES BY SCORING SECTIONS

	Total score	Language Knowledge (Vocabulary/Grammar)	Listening
Level	Overall pass marks	Sectional pass marks	Sectional pass marks
N4	90 points	38 points	19 points
N5	80 points	38 points	19 points

## JFM Teacher Training Courses from February to June 2011

### NIHONGO PROFICIENCY PROGRAM

Sensei no Nihongo (ちゅうきゅう) **中級**  
Module 4 (SNC M4)  
February 21 to April 18  
Mon & Wed, 6:20pm-8:30pm  
Total: 32 hours (16 meetings)  
Tuition: P2, 500.00 (inclusive of all handouts; except textbook)

### TEACHING SKILLS PROGRAM

Practice Teaching Course (PT)  
February 17 to March 29  
Tue & Thu, 6:20pm-8:30pm  
Total: 24 hours (12 meetings)  
Tuition: P1, 900.00 (inclusive of all materials)

Practice Teaching Advanced Course  
Theme 1 (PTA T1)

May 26 to June 9  
Tue & Thu, 6:20pm-8:30pm  
Total: 10 hours (5 meetings)  
Tuition: P800.00 (inclusive of all materials)

Practice Teaching Advanced Course  
Theme 2 (PTA T2)

June 16 to June 30  
Tue & Thu, 6:20pm-8:30pm  
Total: 10 hours (5 meetings)  
Tuition: P800.00 (inclusive of all materials)

### PROVINCIAL COURSES

Practice Teaching Course in Baguio  
(PT Baguio)

March 5 (Sat) & 6 (Sun)  
5th: 1:00pm-5:00pm  
6th: 8:30am-5:00pm  
Total 11 hours  
Tuition: P850.00  
(inclusive of all materials)

Practice Teaching Course in Cebu  
(PT Cebu)

May 21 (Sat) & 22 (Sun)  
21st: 10:00am-5:00pm  
22nd: 9:30am-4:30pm  
Total: 11 hours  
Tuition: P850.00  
(inclusive of all materials)



Merienda!  
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The Japan Foundation, Manila Nihongo Teachers' Newsletter

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