

みりえんだ

The Japan Foundation, Manila Nihongo Teachers' Newsletter

High School Teachers and Students Enter the Nihongo World!

Last June 2010, using the materials developed by the Japan Foundation, Manila (JFM), 14 Science and Public High Schools from Metro Manila began their Nihongo Program for the School Year 2010- 2011. Teaching the more than a thousand high school students attending these Nihongo classes are the 29 high school teachers who trained last April 12 to May 21, 2010 for the course of the JFM entitled, the new "Course on Japanese for High Schools (CJH)."

In 2009, when the Bureau of Secondary Education of the Department of Education (DepEd/BSE, Philippines) implemented the Special Program in Foreign Language in High Schools, the JFM already conducted a CJH Training, but which mainly focused on teaching Japanese Culture. However, this year, in the new CJH the high school teachers from the English, Social Studies and other departments of their respective schools, were trained not only to teach Japanese Culture but were also prepared to teach Nihongo by learning and gaining competency in Nihongo themselves.

The six-week training was held Monday through Friday from 9:30 to 3:00 p.m. at the Nihongo Center Foundation, Inc. During the course, "enTree - Halina! Be a Nihongojin!", the newly developed materials specially made for Filipino High School Students, was used for the first time. Designed to guide the teachers in teaching Nihongo and Culture together, these materials aim to equip learners with the curiosity towards one's own culture and the world and the



continuous opportunity for self-improvement.

During the training, the new CJH teachers, discussed in groups the similarities and differences of the Philippines and Japan and talked about the things they realized and discovered about their culture, the culture of Japan, as well as the culture of other countries. Also, they honed their speaking and listening skills by talking about things related to themselves and presenting group or individual projects in Nihongo, as well as learn reading and writing in Hiragana. Moreover, the teachers also had an opportunity to talk with Japanese visitors during the course. In this activity, the Japanese visitors were surprised and amazed at how well the teachers were able to talk about themselves, their families and their favorite things. With this feedback, the Nihongo community is up with bright hopes that the Filipino High School Learners will enjoy and learn Nihongo and Japanese Culture as good as their teachers.



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JAPANESE-LANGUAGE EDUCATION FOR PHILIPPINE HIGH SCHOOLS

Isabelle B. Sanchez

Ms. Isabelle B. Sanchez is a Nihongojin in the making; she participated in both the first and second batch of public science high school teachers trained by The Japan Foundation Manila to handle the Course on Japan for High School. She is a Head Teacher III (English) at the Pasig City Science High School.

Nihongojin in the Making

Last summer (April 12-May 21), twenty-nine of us high school teachers from NCR attended the Course on Japan for High School (CJH) - a joint endeavour of the DepED/BSE and the Japan Foundation, Manila. For six exciting and fun-filled weeks, we met daily at the Nihongo Center Foundation in Makati City to prepare to become Nihongojins for School Year 2010-2011. Yes, it's unbelievable, but thanks to our mentors/trainers, Flori Sensei, Jen Sensei, Chesca Sensei, Alice Sensei, Jon Sensei, Ofune Sensei and Waguri Sensei, we have gained much more confidence to teach Japanese language and culture this time.

Having been part of the first CJH held last year, I could say that this year's CJH was much bigger and better. We had new classmates, new mentors, and new and improved course materials. The sessions were much more coordinated and learner-centered, thanks to the thematic syllabus our trainers prepared. We organized our own portfolios, wrote our reflections, filled out rubrics, and tried out our students' worksheets; and believe it or not, after only two weeks, we were able to practice the little Nihongo that we learned by interviewing Japanese nationals! Omoshiroi!!! We also toured around the Manila Japanese School and interacted with their teachers. We did some origami in one of our lessons, and on our last day, we sampled authentic Japanese food, wore yukatas, and learned and sang Japanese songs. Subarashii!!! The visual aids also got us so thrilled and energized to teach. This year, aside from the photo panels, we were introduced to realia kits which came all the way from Japan! The Japan Foundation in Tokyo, which produced this kit specifically for Nihongo learners in High School, included Japanese high school uniforms, bags, textbooks, yukata, toys and so much more. We could hardly wait for the time we can use these items in class. Tanoshimi!!!

Thanks to the training offered by the JFM, I can now say with confidence, "Hajimemashite. Isa desu. Nihongojin desu. Douzo yoroshiku onegaishimasu."



The "enTree- Halina! Be a Nihongojin!" team includes Junilo S. Espiritu, Bernadette S. Hieida, Alice Mary L. Itchon, Florinda Amparo A. Palma Gil, Francesca M. Ventura, Chisato Ofune, and Natsumi Waguri, with Kaoru Fujinaga as adviser.

"enTree- Halina! Be a Nihongojin!" is a set of materials for a two-year Nihongo program specially made for Filipino High School students and teachers. Guided by its principal concept, "Discover and Fulfill One's Mission", the developers of the materials, through the "enTree," hope to prepare Filipino high school students and teachers to become Nihongojin, by them with 1) the curiosity towards one's culture and the world and 2) the continuous opportunity for self-improvement. Each set includes a) Lesson Plans with Teacher's References (16 units x2 years), b) worksheets, c) audio-visual aids (pictures, flashcards, realia, etc.) and d) evaluation kit (self-evaluation sheets, rubric, etc.)

2010 NIHONGO FIESTA

The 2010 Nihongo Fiesta was held on February 27 at the SM Mall of Asia. The Nihongo Speech Contest was held at the Cinema 2 in the morning, and was followed by the Nihongo Quiz Bee for High School Students in the afternoon. Other highlights of the Nihongo Fiesta were the Japanese & Filipino Street Fashion Exhibit & Contest, and the performances by the Filipino band PEDICAB, and the all-female Japanese rock band SHONEN KNIFE.



Quiz Bee

Individual Category Winners

- 1st Place - Nicaella S. Castillo (Manila Science High School)
- 2nd Place - Marie Israel Rigonan (Marikina Science High School)
- 3rd Place - Jason Cydrick Gupo (Makati Science High School)

Group Category Winners

- 1st Place - Marikina Science High School
- 2nd Place - Caloocan City Science High School
- 3rd Place - Manila Science High School



37th Speech Contest Results

Student Division

- 1st Place - Ms. Lodih Maria D. Pable (Mindanao Kokusai Daigaku)
“日本人が知らないフィリピン教育”
- 2nd Place - Mr. Kota D. Shibasaki Mindanao Kokusai Daigaku
“からっぽの半分”

Non Student Division

- 1st Place & Outstanding Performance Award
Ms. Mizhelle D. Agcaoili (Alpha Philippine Language Institute)
“正しい母のあり方”
- Special Jury Award - Ms. Anne Lorraine N. Casala
(Philippine Institute of Japanese Language & Culture)
“負けるものか”
- 2nd Place - Ms. Genny R. Yang (Advanced World Solutions)
“1ポイントだけ”

Open Division

- 1st Place & Grand Prize Winner - Ms. Gersha Jane B. Toyoda
(Mindanao Kokusai Daigaku)
“できないから、いい”
- 2nd Place - Ms. Charo Cañeda (The University of Manila)
“日本のアニメで学ぶ”

Sabina V. Zafra



Ms. Sabina V. Zafra studied the Japanese language at the Nihongo Center Foundation, and has attended various Teacher Training courses offered by the Japan Foundation, Manila. She currently works as a freelance Japanese language lecturer in Japanese companies.

My Impression on the Nihongo Quiz Bee

Eleven schools participated in the 2nd Nihongo Quiz Bee for High School Students - a joint project of the Association of Filipino Nihongo Teachers (AFINITE) and the Japan Foundation, Manila which was a part of the 2010 Nihongo Fiesta. Being assigned as one of the scorers, I realized that the Nihongo Quiz Bee was an effective instrument in promoting good relationships between the Philippines and Japan; the questions given covered not only the language, but also other important aspects relevant to Japanese culture and tradition. Hence, the youthful participants, were given a chance to broaden their knowledge about Japan.

The Nihongo Quiz Bee for High School students, if held annually, will certainly create a feeling of excitement among the young ones. Many students will be motivated to study the language very well so that they can join the contest. They will develop an enthusiasm to know more about Japan. Thus, I think they will learn to appreciate Japan and can be significant factors in promoting cooperation and better relationship between the 2 countries. Let us hope that this event continues to be held in many more Nihongo Fiestas to come.

Gersha Jane Toyoda winning Speech

できないからいい ゲレシャ・トヨダ

できないから、いい

私の家族はチョー仲良しです。私は自分の家族が大、大、だーい好きです。でも私の家族は、全くもって意味不明です。
父、日系ブラジル人。
母、日系フィリピン人。
私、フィリピン生まれのフィリピン人。
姉、ブラジル生まれのブラジル人。
妹と弟、日本生まれのブラジル人。
でも私たちは、血のつながった家族です。

日本へ帰ると、テーブルには毎日、日本料理、フィリピン料理、ブラジル料理が一品ずつ並びます。同じなのはサラダだけ、ブラジル料理、私は嫌いです。とくにあの豆料理、名前は忘れましたが、意味分らない味してる料理があるんです。反対に、姉や父はフィリピン料理が嫌いです。甘すぎるって言います。さらに妹と弟は、日本料理しか食べません。文化がいバラバラです。

バラバラなのは食べ物だけではありません。私たち兄弟4人は見た目も性格も全然違います。お姉ちゃんは見た目には完全にブラジル人で、性格も開放的です。私は見た目もフィリピン人で、性格も保守的。弟は肌は茶色いけど、顔は日本人。妹は見た目も中身も完全に日本人。だから、家族と一緒にいても全く家族には見えません。

もちろん言葉もむちゃくちゃです。父と姉が話すときはポルトガル語。二人以外ポルトガル語は分かりません。私が母と話すときはフィリピン語。家族は私たちの会話に入れない。そして、妹と弟は日本語しか話せない。全員が話せるのは日本語だけ。しかも両親の日本語は文法もむちゃくちゃで、かなりビミョーです。

私の家は両親が共働きでした。日系人の家族は大体そうです。両親は仕事があるから、ブラジルに姉を残して、日本で働きました。姉は10歳まで、ブラジルのお婆ちゃんに育てられました。私も、10歳まではフィリピンのお婆ちゃんに育てられました。でも、妹が生まれるとき姉が日本に呼ばれ、姉が妹の面倒を見ました。そして、弟が生まれたとき、今度は私が呼ばれました。

それで、文化も言葉も習慣も、全然違う家族になってしまいました。私たちが家族で出かけるのと、本当に兄弟なの？ そんなに顔が違うのに、ほんとに家族？ そんな風に聞かれます。たしかに、文化は全然違うし、言葉も違いますが、コミュニケーションも難しいです。でも、私たちは強いきずで結ばれています。皆、家族が大好きです。どうしてだと思いますか？

それは、出来ないことがたくさんあるからです。コミュニケーションが難しいから、逆に、お互いの話を聞こうとします。何を言ってるか良く分からないから、聞かなくていいから、できないことが多いから、そばにいて助けようとする。

お父さんは日本語が全然だめ。だから、お姉ちゃんが通訳をする。
お母さんの話が無茶苦茶になる。私が代わりに伝える。
英語が苦手なお姉ちゃんには、私が教える。
漢字が苦手な私は、妹から習う。
両親が仕事のあいだはお姉ちゃんと私が家事をする。妹と弟の世話をする。

出来ないところは、出来る人が、
よわいところを助けあう。
だから楽しいんです。

言葉や習慣が違うから、理解できないとか、
コミュニケーションが難しいから、仲良くできないとか
文化が違うから、受け入れられないとか。

そんなことは、ありません。
私たちが家族を見て下さい。
出来なくて、いいんです。出来ないから、いいんです。
聞こうとする。助けようとする。そばにしようとする。

異なる人種、異なる国籍、異なる文化が仲良くするために。
たったそれだけで、いいんです。

ありがとうございました。

THE 11TH PHILIPPINE NIHONGO TEACHERS' FORUM (JUNE 5, 2010)



Marites A. Doña

Marites A. Doña has been teaching Nihongo for more than 18 years at various Japanese companies, hotels and other tourism related establishments. She acquired her Nihongo Education at the Freedom Language School in Shinjuku, Tokyo, Japan where she studied from 1987 to 1989. She then started her teaching career at PROS International Inc. where she taught for two years, and at present is connected with NIHONGO KYOIKU TUTORIAL SERVICES. She is the current President of the Association of Filipino Nihongo Teachers (AFINITE).

Nihongo learners should be able to make themselves understood using their language proficiency to the fullest.

Improving Communicative Competence

The New Japanese Language Proficiency Test (N1, N2, N3, N4, N5) is set to be conducted for the first time on 5 December 2010 in the Philippines. The New JLPT will definitely challenge the examinees because they will need to think about how to react in certain situations, how to use and respond appropriately by using Nihongo, given the setting and the topic. They will need to know how to interpret the larger context and how to construct longer sentences in Nihongo where the parts make up a coherent whole; they must know how to recognize and reconstruct communication breakdowns so as to be understood. In short, not only is memorization required, but also the understanding of the Nihongo language as a whole. Nihongo learners should be able to make themselves understood using their language proficiency to the fullest. The 11th Philippine Nihongo Teachers' Forum was partially focused on the New JLPT; it was extensively discussed by Ms. Rie Hatakeyama of the Japan Foundation's Center for Japanese Language Testing.

The afternoon session of the said event started with a review of last year's November forum. Ms. Maria Eleanor Tanteo, the immediate past President of AFINITE, spoke about the compilation of vocabulary words for different groups of students. She encouraged the teachers to continue meeting and developing the list which can be made into a sociolinguistic reference book. Ms. Tanteo was then followed by the presentations by the teacher-trainees and the teaching-materials development team stressed on the importance of focusing on the oral skills of the students to improve their communicative competence; Ms. Frances Mendoza of NCF talked about the effectiveness of using picture cards in the KURIKAESHI RENSHUU or repetition drill. The OUTOU RENSHUU (Question and Answer) was the most interesting since the students are challenged in constructing sentences using the patterns learned to express their thoughts and communicate in Nihongo.

The Drama Project Work, as cited by Ms. Florinda Palma-Gil, is a suggested tool to encourage active participation among students where they can explore the use of new words and phrases thru drama, and maximize communicative involvement by interacting with each other, with native speakers or with senseis during coaching time. Doing this, students learn Nihongo the natural way and are able to express their ideas in Nihongo by making their own scenario and video.

The presentation of the Team enTree to reach out and get the students to interact with each other was very interesting. The suggestion on how to start a lively conversation using everyday expressions, or most commonly used slip-of-the-tongue words for opening topics was unique. Some funny words or most frequently used catchy words in Tagalog or English, which when translated into Nihongo, can still be delivered naturally. It is an approach which encourages proper expression and interaction in diverse situations.

Mr. Niimi of the Japan Foundation, Manila discussed an activity which can be done to improve the students' communicative proficiency - by using 'じんせいそらだん' columns from newspapers; teachers can encourage the students to respond by writing their comments and giving their advice orally. The presentation/role-play portion can motivate them to listen carefully and respond accordingly. This activity enables the students, including the non-vocal/ shy learners, to speak up since the topics are comfortable to deal with.

The forum provided the teachers with useful techniques and activities to have more meaningful lessons, and the awareness that the objective of these classroom lessons should be to improve the communicative competence of the students. It is hoped that future forums continue to provide the teachers with more information and enlightenment to enable them to teach their students well.



THE CEBU SCENE

The Practical Teaching Course (PT) and the Practical Teaching Advanced Course (PTA) of the Nihongo Skills Training Program of JFM was again brought to Cebu this year. Both courses were held on the Independence Day weekend from June 12 - 14. Among the participants were those who came from distant cities like Ozamis and Iligan, and contrary to expectation, one participant came from Cavite. JFM, with the assistance of ANT-V and the NEC Telecom Software Philippines Cebu office, hopes to continue serving the needs of Nihongo teachers in the Visayas region. Watch out for future training courses!



▲ Practical Teaching Course (PT) in Cebu



▲ Practical Teaching Course Advanced (PTA) in Cebu



Desiree A. Uy

Ms. Desiree A. Uy is a former Monbusho scholar who has experienced working in various Japanese multinational companies. She is currently teaching Engineering subjects at the Cebu Institute of Technology. She also hopes to teach Nihongo to a greater extent in the future.

“The course gave me insights and showed me techniques on how to effectively teach Nihongo to beginners without them getting neither bored nor feeling stressed.”

The PT Cebu Course - 間に合ってよかった

Last June 12-13, 2010, I joined the PT course offering conducted by the Japan Foundation, Manila. Actually, I found out about the course only the day before the deadline for registration from a friend. I hurriedly checked and opened, for the first time, the website of JFM and sent my accomplished application form. I'm glad to have made the deadline for submission.

I have been teaching Basic Japanese Language informally to colleagues in the companies I have worked in Cebu but never had any formal training in teaching any foreign language, let alone Nihongo. The course gave me insights and showed me techniques on how to effectively teach Nihongo to beginners without them getting neither bored nor feeling stressed. With the correct and smooth flow of the lesson presented through the Wakaraseru, Oboesaseru, and Tsukawaseru stages, the lessons became interesting, fun and practical. The practice teaching we had to give in front of our classmates was a good measure of how good and efficient we were in teaching the language. We were able to gain insights from each other on the way we handled the class, kept up the tempo, formulated questions, and made use of resources to make classes lively and interesting through each other's comments and suggestions.

With the invaluable learning and actual practice we got, I wouldn't hesitate to recommend the course to any Nihongo practitioner, be they just starting to teach the language or have been in it for some time. The course reminds us on the best practices, measures our performance on teaching the language, as well as keeps us updated on good material resources we can tap and use in our actual teaching.



Good Bye Messages



Ms. Natsumi Waguri

Ms. Natsumi Waguri was the Japanese-Language Adviser at the Japan Foundation, Manila from May 2007 to June 2010.

目を閉じると、今もフィリピンで出会ったみなさんの温かでやさしい笑顔が浮かんで来て、胸が熱くなります。ひとりひとりの人との出会いを通して、私自身、教師として、人として学ぶことが数えきれないほどありました。みなさんの「もっと勉強したい!」「もっと上手になりたい!」という強い思いに、とても驚き、刺激を受けました。一緒に悩み、励まし合い、楽しみ、笑い合える大切な仲間ができたことが一番の財産です。これからもフィリピンのみなさんとのつながりを大切にしていきたいと思っています。本当にありがとうございました! また、会いましょう!

和栗夏海



The following were last year's batch of Young Japanese-Language Teachers (YJT) dispatched under the JENESYS Programme to teach in various Philippine institutions offering Nihongo.



Mr. Soushi Uchiyama
(Metro Manila - Caloocan City Science High School, F. Torres High School)

今回は10カ月でしたが、本当にお世話になりました。日本に戻って来て最初に感じた正直な気持ちは、フィリピンへまた戻りたいというものでした。ということで、またいつかフィリピンへ帰ります。その日まで。Ingat!!!

内山宗志

Ms. Mayu Suzuki
(Metro Manila - Pasig City Science High School, Marikina Science High School)

こんにちは。鈴木麻由です。皆さんのおかげで、充実した10ヶ月を過ごす事ができました。本当にお世話になりました。ありがとうございました。フィリピンの人、フィリピンの食べ物、フィリピンのジープニー、全部大好きです。いつまでも、絶対忘れません。最後に一言・・・フィリピン最高!!!

鈴木麻由



Ms. Mai Nakamoto
(Metro Manila - Valenzuela City Science High School, Sauyo High School)

フィリピンでの10ヶ月は人とのつながりを身近に感じた10ヶ月でした。学校の生徒、先生、AFINITEの先生方、同じYJTの仲間、事務所の皆さん、全ての人に助けてもらったので、とても感謝しています。フィリピンに来てよかったです。Maraming salamat po!!

中本麻衣

Ms. Kaori Nakamura
(Metro Manila - Makati Science High School, Muntinlupa Science High School)

10ヶ月という短い間でしたがフィリピンの皆さんから沢山のことを学びました。一生忘れることのできない10ヶ月間でした。本当に有難うございます。またいつかフィリピンに戻ってきたいです!!

中村かおり



Ms. Mana Nakayama
(Mindanao Kokusai Daigaku, Davao City)

MKDの皆さんと一緒に、この10ヶ月間を過ごせて、私は本当に恵まれていました。助けていただくばかりで、申し訳ありませんでした。いつか恩返しができるように、大学院で勉強がんばりたいと思います。これからも、お体に気をつけて、お仕事頑張ってください。

中山真菜

Ms. Sachiko Ogura
(Trade-Tech International Science Institute, Inc. Manduae City)

Millions of thanks cannot express my appreciation for your support.

I was able to spend 10 wonderful and unforgettable months in the Philippines. Daghang salamat. Mingawon ko inyo!!!

小倉幸子

Hello greetings

Ms. Chisato Ofune

Ms. Chisato Ofune is the Japanese-Language Adviser in charge of the project on introducing Japanese-language Education in Philippine High Schools.

はじめまして。大船ちさとです。3月下旬にマニラにやってきました。今まで東京、中国、ベトナムで主に中学・高校の日本語教育支援を中心に仕事をしてきましたが、フィリピンでも新しく始まった高校の日本語教育プログラムを担当します。高校のプログラムが担当ですが、もちろんフィリピンの日本語教育に関わる全ての人との出会いを楽しみにしています。どうぞよろしくお祈いします！

大船ちさと

Ms. Eri Miyake

Ms. Eri Miyake is the Japanese-Language Adviser who has come to replace Ms. Natsumi Waguri whose has finished her term and has returned to Japan.

みなさん、こんにちは。Ako po si Eri Miyake. 二年前、JENESYSプログラムでフィリピンへ来ました。その時は、フィリピン大学のITトレーニングセンターとムンティンルパサイエンス高校でお世話になりました。10ヶ月間という短い時間の中で、色々な人に出会い、生きていく中で何が大切で、自分は何を大切にしていっていいのか考える機会をたくさんもらいました。そして、またいつかフィリピンへ来て、自分ができることをしたいと思い、こ

こへ戻ってきました。今回も、またみなさんとコミュニケーションをする機会をたくさん持ちたいと思っています。今からみなさんとの新たな発見が楽しみです。どうぞよろしくお祈いします。

三宅絵梨

The following are this year's batch of Young Japanese-Language Teachers (YJT) dispatched under the JENESYS Programme to teach in various Philippine institutions offering Nihongo.

Ms. Ayano Nakazawa

(Mindanao Kokusai Daigaku, Davao City)

ミンダナオ国際大学は学生のレベルも高く日々勉強です。たくさんいろいろなことを吸収して帰ります！よろしくお祈いします！

中澤綾乃

Ms. Kayo Fukunaga

(Trade-Tech International Science Institute, Inc. Mandaue City)

はじめまして！福永佳世です。フィリピンに来ることができて、とてもうれしいです。こちらでの出会いを大切に、たくさんの方のことを学んでいきたいと思っています。どうぞよろしくお祈いいたします。

福永佳世

Ms. Megumi Katayama

(Valenzuela City Science High School, F. Torres High School)

はじめまして。北海道、日本最東端の知床(しれとこ)から参りました、片山恵です。日本のことを紹介すると共に、多くのフィリピンの人と交流し、フィリピンの文化、食べ物、景色、様々な物に触れて、見て、感じて、フィリピンを知りたいと思います。

片山 恵

Ms. Sayaka Hanami

(Muntinlupa Science High School, Pasig City Science High School)

みなさん、こんにちは！新YJTの花見さやかです。10ヵ月間という短い期間ではありますが、フィリピンで、皆さんのすてきな人たちと出逢えることを、楽しみにしています。どうぞ、よろしくお祈いします！

花見さやか

Ms. Sayoko Minami

(Makati Science High School, City of Mandaluyong Science High School)

南沙代子です。今年の3月に大学を卒業しました。フィリピンで、両国の友好関係のためにがんばります。

南沙代子



▲ The Metro Manila babes - YJT Batch 3 (left) Hanami, Minami, & Katayama



The Provincial YJT Batch 3 (top) Nakazawa, (bottom) Fukunaga ▶



▲ Chisato Ofune



▲ Eri Miyake

Nihongojin Corner

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

The Nihongojin Corner aims to introduce individuals in the Philippines who are active in the field of Japanese-Language Education.

"Our vision is to spread the Japanese language and its culture to the local and national areas, conduct community services like Japanese Lessons for out of school youth, and most of all develop and strengthen the relationship of both Japanese and Filipinos, and with different countries as well"



Mr. Romeo L. Abendan

A native of Cebu City. Owner of Abendan Nippongo Center (Tel. No: (032) 420-5829). The Current President of the Association of Nihongo Teachers in the Visayas (ANT-V). A former interpreter of Taiyo Yuden Phils. Inc. in MEPZ I and Kyocera Phils. Inc. in Naga, Cebu. One of the pioneers of the "National License Japanese Tour Guide" in Cebu. Loves to go swimming, skating, dancing, playing chess and billiards.

MERIENDA (M): Where did you learn Nihongo and what led you to learn Nihongo?

ROMEO L. ABENDAN (RLA): At first, I learned Nihongo through self-study, and then I enrolled in a Nihongo Class at the University of San Jose Recoletos (USJ-R). Based on Philippine history, in 1945, after World War II, the Japanese Government had no money and had to pay war damages to many countries. After 30 years Japan became one of the economic leaders. These reasons led me to learn Nihongo.

M: What led you to start teaching Nihongo?

RLA: I want to share my knowledge, especially Nihongo, in order to help my friends who are interested and willing to speak and write nihongo.

M: Where did you start your teaching career?

RLA: I started teaching Nihongo to Filipinos whose husbands were Japanese. They requested me to teach 1 on 1 and it was really a great opportunity for me because I became a part-time teacher in USJ-R (University of San Jose Recoletos), USC (University of San Carlos) and also UC (University of Cebu).





M: What led you to establish the Abendan Nippongo Center?

RLA: To bring Japanese Language & Culture to Cebu, Philippines.

M: When did you establish the Abendan Nippongo Center?

RLA: It was established in 2003.

M: How many teachers did you start with?

RLA: At first, I started alone.

MERIENDA: How many students did you start with?

RLA: I handled one student then two... three and so on and so forth.

M: What kind of students did you have when you were starting?

RLA: I have been teaching Filipina wives and children of Japanese nationals, company employee, caregivers, nurses, hoteliers, salesladies, businessmen, etc...

M: What were their objectives for enrolling?

RLA: Their objectives were to learn how to speak Nihongo, to work in Japan and preparation for studying in Japan as elementary and high school students.

M: What problems did you encounter when you started?

RLA: Lack of teaching materials, no native teachers for higher levels and lack of funds.

M: What made you to continue despite your difficulties?

RLA: Love of the language, to help others in my own little way and share my experience about Japanese Language and its culture.

M: How many teachers do you have at present?

RLA: As of now, I have four (4) Filipino teachers and two (2) native advisers.

M: What is your average number of enrollees in a year?

RLA: We had 123 students in year 2007, 134 students in year 2008 and 127 students in year 2009.

M: What kind of students do you currently have?

RLA: As of now, we have nurses, caregivers, children of Japanese nationals, company employee, wife, boyfriends and girlfriends of a Japanese national, businessmen, students from different universities and lovers of Japanese manga and anime.

M: What are their objectives for enrolling?

RLA: Their objectives, to learn how to speak Nihongo, to work in Japan, preparation for studying Japan as Elementary and High School, to pass JLPT, and for others is for future use.

M: What are your plans for your school in the coming years?

RLA: To open new branches in the cities and in the provinces, and to open Japanese Elementary School and High School in Visayas area especially in Cebu.

M: What is your vision for Japanese Language Education in Cebu/ the Visayas?

RLA: Our vision is to spread the Japanese language and its culture to the local and national areas, conduct community services like Japanese Lessons for out of school youth, and most of all develop and strengthen the relationship of both Japanese and Filipinos, and with different countries as well.





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 every last Friday of the month.

Please take note of announcements of schedule changes.



49TH LECTURE SERIES

『唄三線』

"Utasanshin"

Mr. Soushi Uchiyama

(Young Japanese-Language Teacher, JENESYS Programme)

February 12, 2010



50TH LECTURE SERIES

『現役大学生が語る教科書には書かれていない日本事情』

"Japanese Culture and Society which is not written in textbooks"

Students from Osaka University

March 5, 2010



51ST LECTURE SERIES

Final Presentation of the JENESYS

Young Japanese-Language Teachers

Ms. Mana Nakayama (Mindanao Kokusai Daigaku, Davao City)

Ms. Sachiko Ogura (Trade-Tech International Science Institute, Inc., Mandaue)

March 29, 2010



52ND LECTURE SERIES

『協働を通して見てきたこと

- ひらがなの教え方を例にして』

"The Value of Collaborative Effort

- Teaching Hiragana as an Example"

Ms. Natsumi Waguri (The Japan Foundation, Manila)

June 11, 2010

JF JAPANESE-LANGUAGE PROGRAM GRANTEE REPORT

Frances Pauline Mendoza

Ms. Frances Pauline Mendoza was a grantee of the Long-Term Training Program for Foreign Teachers of the Japanese Language of the Japan Foundation in 2009. She has been an instructor at the Nihongo Center Foundation since 2005. She likes Anime, J drama, Ramen and Gyouza. In her spare time you can find her either in a bookstore or glued to her computer watching a J drama.

“Chooki Kenshuu tte?”

Six months. Depending on your experience, it can either be too long or too short. For me it was both. Through the good graces of Japan Foundation, Manila and my school, Nihongo Center Foundation, I spent six months at the Japan Foundation Urawa Center. It was a great opportunity. Imagine studying Japanese in Japan. For free. Not only that, I also got to experience different facets of Japanese culture, like Kabuki, Sumou, and Bunraku among others. Now, this program was not geographically limited in terms of participants. There were 44 of us from all over the world, so we were basically living in a scaled down version of the United Nations.

But let me get back on track. As I was saying, we had six months to study Japanese. We had a lot of classes, most of them aimed at improving Japanese proficiency, and one called kyoujuhou (教授法), which tackled the teaching of the language. Because really, we were there since we teach Japanese and it only made sense to study how to teach it.

We all have our own techniques. Some people prefer the direct method, whereas I am more partial to grammatical explanations. No one way is completely right. We usually teach the way we do because we tried and tested it and found that it works.

I will be the first to admit that when someone says dounyuu (導入), it takes me sometime to grasp the meaning. Why? Because, how often do we really come across that word? But in 教

授法, we use it all the time, together with its siblings kihon renshuu (基本練習) and ouyou renshuu (応用練習). The first time our teacher asked us how we conducted our class, most of us drew a blank. How do you explain it in Japanese? Fortunately, you can. Easily... Next question: what kind of 基本練習 do we use? 基本練習?

Ummm, I've heard of it before, but I had a hard time remembering. I could see our teacher mentally shaking her head. Can anyone say “start from scratch”? We didn't actually start from scratch, because as soon as our teacher explained what those words meant, we understood and the class began in earnest. Let me explain why those three words are very important. They are the three segments that make up



language instruction. 導入 is introduction, 基本練習 is your pattern practice, and 応用練習 is the application. A class should ideally employ all three. Now back to the class. The final exam was not written, but rather a mogi jugyou (模擬授業). No matter how many times I've taught, a mogi jugyou still sends chills up my spine. And at that time it was no different, add to that the fact that the entire thing had to be in Nihongo, and you have a class of really nervous people. Have I done everything? Is this interesting? What if they don't like my class? What if I make a really embarrassing mistake? With all those questions in my head, 40 minutes seemed like 3 hours. And yet in the end, it seemed that my preparation and presentation was enough.

I have to say that I loved all the classes. I learned a lot. I got to pick my teachers' minds and also my classmates. Even though the shukudai and happyou nearly did me in, I can't really complain. I had fun and I learned. And I couldn't ask for more.



“I loved all the classes. I learned a lot. I got to pick my teachers' minds and also my classmates. Even though the shukudai and happyou nearly did me in, I can't really complain. I had fun and I learned. And I couldn't ask for more”



JFM TEACHER TRAINING COURSES FROM AUGUST TO DECEMBER 2010

Nihongo Proficiency Program

Sensei no Nihongo 中級 (ちゅうきゅう)
The textbook (worth P1420.00) will be given free of charge upon enrollment in both Modules 2 and 3.

Module 2 (SNC M2)

August 16 to September 29
Mon & Wed, 6:20pm to 8:30pm
Tuition P1,900.00 (inclusive of all handouts)
Total 24 hours (12 meetings)
Application deadline August 11, 2010

Module 3 (SNC M3)

October 18 to December 1
Mon & Wed, 6:20pm to 8:30pm
Tuition P1,900.00 (inclusive of all handouts)
Total 24 hours (12 meetings)
Application deadline October 13, 2010

Teaching Skills Program

Practice Teaching Course (PT)

August 12 to September 21
Tue & Thu, 6:20pm to 8:30pm
Tuition P1,900.00 (inclusive of all materials)
Total 24 hours (12 meetings)
Application deadline August 5, 2010



Practice Teaching Advanced Course Theme 1 (PTA T1)

September 28 to October 12
Tue & Thu, 6:20pm to 8:30pm
Tuition P800.00 (inclusive of all materials)
Total 10 hours (5 meetings)
Application deadline September 21, 2010

Practice Teaching Advanced Course Theme 2 (PTA T2)

October 21 to November 4
Tue & Thu, 6:20pm to 8:30pm
Tuition P800.00 (inclusive of all materials)
Total 10 hours (5 meetings)
Application deadline October 14, 2010

Practice Teaching Advanced Course in Cebu (PTA Cebu)

October 23 and 24
Sat & Sun, 10:00am to 4:30pm
Tuition P800.00 (inclusive of all materials) Total 10 hours

UPCOMING EVENTS

Nihongo Workshop in Baguio

c/o ABONG
3 Bukaneg St., Baguio City
October 2 & 3, 2010

The 12th Philippine Nihongo Teachers' Forum

Auditorium, JICA Philippines, Yuchengco Tower, RCBC Plaza, Makati City
November 12 & 13, 2010

Japanese Language Proficiency Test

Manila, Davao City & Cebu City
December 5, 2010



This program is the only **Nihongo radio program** in the Philippines, and is hosted by the **Mindanao Kokusai Daigaku**.

The program broadcasts in the Davao area and airs Japanese songs and various Japanese corners from Mondays to Saturdays at 10:00 - 10:30 in the evening.

DJ Mix and Max are waiting for your participation!

Merienda!
みりえんだ

The Japan Foundation, Manila Nihongo Teachers' Newsletter

EDITORIAL STAFF

KELI BISCARRA
YASUYUKI NIIMI
CHISATO OFUNE
ERI MIYAKE
C.E.J. AQUINO



Published by **The Japan Foundation, Manila (JFM)** located at the 12th Floor, Pacific Star Building, Sen. Gil Puyat Avenue, cor. Makati Avenue, Makati City 1226, with telephone numbers (632) 811-6155 to 58, fax number (632) 811-6153; and email address at email@jfm.org.ph.
www.jfmo.org.ph