

# みりえんだ

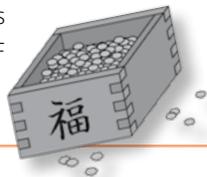
The Japan Foundation, Manila Nihongo Teachers' Newsletter

## The 14th Philippine Nihongo Teachers' Forum

The 14th Philippine Nihongo Teachers' Forum, entitled *How you design your lessons affect your students' "CAN DO" in Nihongo - Reflecting on One's Teaching by Using the JF Standard*, was held at the Japan International Cooperation Agency (JICA) Auditorium in Makati on Saturday, November 19, 2011, with more than 60 participants. The teachers learned about the importance of setting attainable objectives for one's lessons and sharing them with the students, and were introduced to the JF Standard for Japanese-Language Education and the concept of 'CAN-DO' statements. Watch out for the workshops that JFM has



scheduled starting in April for teachers who wish to learn how to apply the JF Standard to their lessons.



## A message from JFM



The Japan Foundation, Manila extends sincere sympathy and condolences to the victims of tropical storm "Sendong". We convey our heartfelt support, encouragement and goodwill to everyone in the disastrously affected areas in Cagayan de Oro, Iligan, other localities in Northern Mindanao and the Visayas.

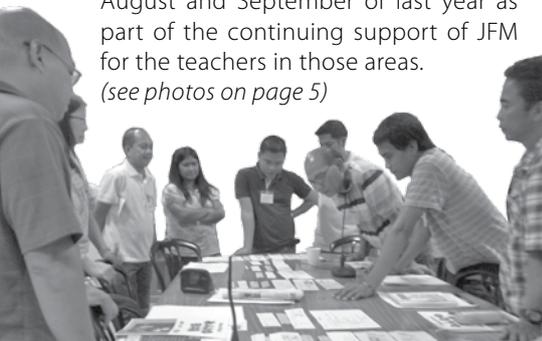
Indeed, words of consolation are not enough considering the tremendous loss of lives, the vast devastation and destruction of property caused by tropical storm "Sendong". However, we believe in every Filipino's resilience and the strength to overcome difficult circumstances in life, and thus, place our hopes for a fast recovery.

## Provincial Nihongo Courses



As an offshoot of the series of meetings held with Japanese-Language teachers in various provinces in late 2010 and in early 2011, the Japan Foundation, Manila conducted a basic training course on techniques in teaching Nihongo, or the 'Practice Teaching Course', for the first time in Cagayan de Oro and Bacolod in July and October 2011, respectively. Furthermore, in other areas like Baguio and Cebu, the 'Practice Teaching Advanced Course', where teachers learned the basic skills in conducting Pattern Practice, was conducted in August and September of last year as part of the continuing support of JFM for the teachers in those areas.

(see photos on page 5)



## EPA Japanese - Language Training



From March 28 until July 08, 2011, the *Japanese-Language Pre-training Program for EPA based Filipino Nurse and Care Worker Candidates* was held at TESDA (Technical Education and Skills Development Authority, City

of Taguig). The candidate participants numbered 60 for care workers and 71 for nurses.

The first and second batch of candidates, who left for Japan in 2009 and 2010 respectively, underwent Japanese-language training for 6 months upon their arrival in Japan, but starting from the third batch, language training was to be offered not only in Japan but also for 3 months in the Philippines prior to their departure.

The third batch of candidates, besides learning "Comprehensive Japanese-language (grammar and vocabulary)", also had additional subjects such as, "Chinese Characters", "Technical Terms in Caregiving and Nursing", "Medical Care in Japan", and "Things Japanese". (see article on page 4)

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# 2 THE 14TH PHILIPPINE NIHONGO TEACHERS' FORUM

## Importance of Setting “Can-do” and Sharing It with Learners

-Clear and specific objectives serve as guideposts in one’s study of Nihongo-

**D**o you set objectives and share these with your students in your class? There are different kinds of objectives, such as course objectives and objectives for each lesson, etc., but in the forum held in November 2011, we confirmed the importance of setting objectives (Can-do) for lessons and sharing these objectives with the students.

First, during the morning session, we took up the “Tai form” of Lesson 13 of “Minna no Nihongo” and we discussed the objectives we usually set for this lesson in groups and shared these with all the participants. Then, in the afternoon session, we thought that an objective should be one which is easy for the students to understand, and based on the 4 elements found in the JF Standard, which are action, objective, occasion, and condition, we made a revised version.

To illustrate, during the morning session, many of the groups made objectives like below.

- To be able to express an action by using the “Tai form”.
- To be able to apply verbs learned in “Tai form”.

Do you think these objectives are helpful for students? If the lesson objective was remade by applying the JF Standard, how would it change?

- Can discuss in short simple terms what movie to see at what time, etc. when going to see a movie with friends on a weekend.

How do you find it? Don’t you find it clearer and more specific? The students would know specifically what they will be able to do using Nihongo by attending the class. In other words, the students would know what they can do and cannot do using Nihongo, and that would make them more motivated, because they would know what should be done next to improve their skills. Furthermore, if they are aware of the points they have to work on to be able to achieve the objective, it would guide them to study independently.

In the forum, we focused mainly on setting objectives (Can-do) and its effect, but in the workshops scheduled in April, some ways of evaluating the Can-do objectives, and the so-called portfolio will be discussed more in detail. Please check the workshop schedules on page 12. All of JFM Staff are looking forward to seeing you at the workshops starting in April!



### Eri Miyake

*Eri Miyake is a Japanese-language Education Assistant Adviser at Japan Foundation Manila. She was also dispatched to Manila from 2008-2009 as a Young Japanese-Language Teacher (YJT) under the JENESYS Programme. She holds a Masters Degree in Japanese-Language Education and has taught Japanese at an international language school in Tokyo for several years. During her spare time, she likes driving under the blue sky with a cup of latte and taking a nap on rainy days.*





## Thoughts on the JF Standard Training



### Jovita C. Sancho

*"Jovy" started her Nihongo studies in 1996 at the Nihongo Center Foundation, Inc. She was a grantee of the "1999 Japanese-Language Program for Overseas Students (Outstanding Students)" of the Japan Foundation. She started her career as a part-time Nihongo teacher in 2002, and in 2009, became a full-time teacher at the Nihongo Center Foundation, Inc. She loves teaching and prefers to be in the classroom rather than doing clerical work.*

One never stops learning when one is a teacher. I have been teaching for 9 years now, but I still try to keep on improving my teaching skills. Fortunately, last year, I was able to join the "Program on Designing Curriculum for the Teachers of the JF Japanese Language Course" conducted by The Japan Foundation Japanese Language Institute, Urawa.

What I liked best in the training was the "Group Work". Group work helped me understand further what the JF Standard was all about. Because during the first few days of the training, we were just seated and made to listen to the theoretical presentations. There was too much information which I could not absorb. However, during the group work, somehow, I was able to understand the topics discussed during the lectures. We were given tasks where we had to apply the JF Standard to our lesson plan. And because of the process of actually applying the theory that I had learned, I was able to understand the relevance of the lecture to our profession as a teacher.

I noticed that the lecturers did not provide us with detailed information to get our group work going, and realized that the lecturers wanted us to think for ourselves, and use our own awareness to grasp the important points of the JF Standard, which, I think, was the real goal of the training. Through this style, I think that if I do the same to my students, the boredom during the class will be lessened. I learned in this training, not to spoon-feed the students all the time. Make them involved in the classroom activities. Make them realize what is going on. This way, they will learn how to study on their own, and will help them retain what they have learned.

## THE 14TH PHILIPPINE NIHONGO TEACHERS' FORUM

November 19, 2011 (Saturday)

**HOW YOU DESIGN YOUR LESSONS AFFECT YOUR STUDENTS'  
"CAN DO" IN NIHONGO: Reflecting on one's teaching by using the JF Standard**

### MORNING SESSION: REFLECTING ON ONE'S TEACHING

1. LOOKING BACK AT THE 10TH & 12TH PHILIPPINE NIHONGO TEACHERS' FORUMS
2. SETTING OBJECTIVES FOR YOUR LESSONS
3. JF STANDARD FOR JAPANESE-LANGUAGE EDUCATION

### AFTERNOON SESSION: THE JF STANDARD

4. JF STANDARD: LEVELS OF LANGUAGE PROFICIENCY
5. LET'S TRY USING THE JF STANDARD



# EPA JAPANESE-LANGUAGE TRAINING

## EPAに基づくフィリピン人看護師・介護福祉士候補者日本語予備教育事業から

### ～私が住むちは、どんなところ？～

EPAに基づいたフィリピン人看護師・介護福祉士候補者たちが赴任する病院や介護施設は、北海道から沖縄まで日本全国にわたります。

日本に行ってから自分が住む町は、どんな気候なんだろう。どんな人々が住んでいて、どんなものが有名で、どんなおまつりがあるんだろう。候補者たちはとても興味を持っています。

そこで、土曜日の日本事情の時間を使って、赴任する地域についての調べ学習と発表会を行いました。

まず、候補者たちは赴任する地域ごとのグループに分かれて、その地域の気候、歴史、特産品、まつり、方言などを調べました。グループの仲間と協力しながら、本やインターネットを活用しました。

地域について調べ終わったら、発表準備です。大きな紙に写真を貼るグループ、絵をかくグループ、いろいろです。



さあ、発表の時間です。

地図や写真を使ってプレゼンするだけでなく、有名なおまつりの動画を見せたり、歌を歌ったり、ドラマにしたり、それぞれのグループのオリジナリティが光りました。例えば、東海地方のグループは、テキストの「会話」を名古屋弁にアレンジしたり、四国地方を調べたグループは、あわおどりをおどったりしました。

この調べ学習と発表会を通して、自分の住む町はもちろんですが、他の候補者が住む町についても知ることができました。今回は、本やインターネットからの情報しかありませんでしたが、日本に行ったら自分の目でいろいろなものを見たり、自分の体でいろいろなことを体験することになります。その地域のよいところを見つけられるといいですね。

なお、第4期の現地研修は、2012年1月27日～4月26日の日程で行われます。



### Eri Suzuki

Eri Suzuki started her term as a Japanese-Language Adviser of the Japan Foundation, Manila in September, 2011. She holds a Bachelor's and Master's degree in Japanese-Language Education, and has experienced teaching at different universities in Japan, New Zealand, Thailand, and Kazakhstan.





## Provincial Nihongo Courses for Teachers



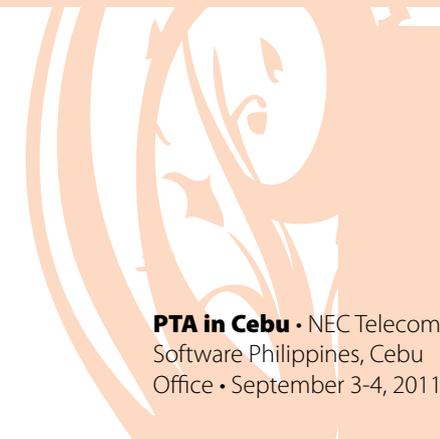
**PTA in Baguio** • The Blue Files • August 13-14, 2011



**PT in Cagayan de Oro**  
• Capitol University • July 23-24, 2011



**PT in Bacolod** • University of St. La Salle • October 22-23, 2011



**PTA in Cebu** • NEC Telecom  
Software Philippines, Cebu  
Office • September 3-4, 2011



## JLE in Tuguegarao and Iloilo

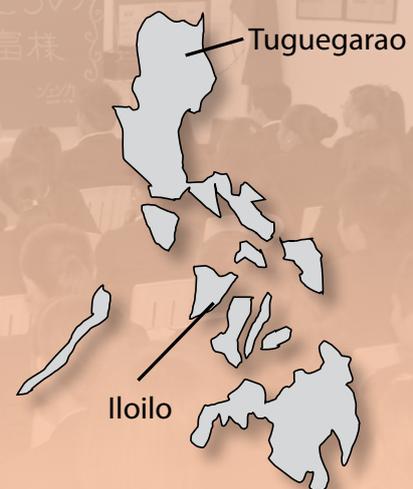
The JFM has been bolstering the assistance for the development of Japanese-language education programs in the provinces. In year 2010, we supported the establishment of several teachers' associations, namely, the Association of Nihongo Teachers in Northern Luzon, the Association of Nihongo Teachers in Northern Mindanao, the Bohol Association of Nihongo Teachers, the Association of Nihongo Teachers in Negros and the Bicol Nihongo Society.

In September and November 2011, the staff of JFM visited Iloilo City and Tuguegarao City to meet with Japanese-language teachers and university administrators to discuss about their Japanese-language education programs and reinforce partnership with the JFM.

### Names of the universities visited

**Iloilo City:** University of the Philippines, Visayas,  
Central University of the Philippines, Western Visayas State University

**Tuguegarao City:** Medical Colleges of Northern Philippines, International School of Asia and the Pacific



## Let's take a look at an actual lesson

How do you teach common expressions for beginners in your class? In this issue, we would like to share with you how Japanese and culture lessons are conducted in Philippine public high schools by using "enTree-Halina! Be a NIHONGOJINI!", a set of materials made for Filipino high school students. (for the outline of "enTree-Halina! Be a NIHONGOJINI!", please refer to the website of Japan Foundation Manila, <http://www.jfmo.org.ph/pdf/2011/june/MERIENDA%20June2011.pdf>)

The table on page 7 shows the topics of "enTree". From "enTree 1", topics begin from familiar topics like getting to know oneself and others who are present in one's surroundings. Then in "enTree 2", from familiar ones, topics expand to deeper discussions like preservation of traditional culture, environmental problems and thoughts about one's dreams. From among these topics we would like to introduce Unit 5. The flowchart of the lesson is found below as well.

The objective of this unit is, "To notice different types of family structures and to realize that the range of "family" differs depending on one's cultural background. Additionally, to discover that although the ways on how gratitude is expressed towards one's family differs depending on the culture, the act of showing it towards one's family is universal around the world and with this discovery, to reflect on one's own family." In addition, the target Japanese in this unit are for the students "To be able to count from 1 to 10," "To be able to ask friends about the number of their family members," "To be able to ask friends and answer about the number of their siblings," "To be able to introduce one's family" and "To be able to express empathy and closeness towards friends after hearing them report about their families."

In Unit 5 Session 1, students talk about family while looking at the photographs of various

families in the world. During the discussion, various opinions from students come out, like, "Can we consider a dog as a family member?" "Can the child of a certain relative who lives with you be called part of the family?" With this, students are able to discuss the meaning of family. Vocabulary on family members such as "otousan (father)" and "okaasan (mother)" are learned only after the discussion. Normally, teachers begin a lesson on the topic "family" by practicing the vocabulary with the students first, using picture cards. However in "enTree", teachers begin the lesson with a discussion of the topic before introducing vocabularies and expressions. This is one of the unique features of "enTree."

In Unit 5 Session 2, students learn how to count from 1 to 10 through a game. Afterwards, students interview their classmates about the number of their family members. The important purpose of this activity is to get to know more about their classmates through an interview. Learning activities of "enTree" are primarily designed not for practicing the Japanese-language per se but for the students to get to know each other more by communicating in Japanese. In the actual class, students get the chance to discover and be surprised that one classmate is a member of a very big family or that one is actually an only child, etc. With this, it can be observed that expressions showing empathy such as "Hee sounanda (Is that so?)" and/ or "Onaji (same as you)" learned earlier, come out naturally from students' mouth in this interview activity.



### Tips on Cultural Activities!

Some teachers say it's hard for non-native teachers to introduce cultural activities in their Japanese class. Well, that's not entirely true! Here are some ideas from Japanese language education advisors who were dispatched to high schools in the Philippines. Check them out!!

#### かおもじ (KAOMOJI)



Suma

Do you often use "emoticons" in your posts on FB, E-mails, SMS etc.? I think "emoticons" take an important role in conveying one's feelings in messages via IT tools. Japanese of the younger generation create various "emoticons" and use them among friends. The following website shows us many samples of creative Japanese "emoticons". Have you tried using these Japanese style "emoticons"?

In your Nihongo class, you may compare the "emoticons" commonly used in the Philippines and in Japan, or talk about what kind of feelings particular "emoticons" can evoke. You can also exchange messages with your classmates using Japanese style "emoticons", or create original "emoticons" and actually try using them! <http://www.jamieism.com/503/japan/the-ultimate-list-of-japanese-emoticons-emoji-kaomoji>

#### せつぶん (SETSUBUN)

February 3rd is a day called "Setsubun", the day before the beginning of spring in Japan. It is believed that if family members scatter beans inside their house on that day while saying "Oni wa soto, fuku wa uchi (Demons out! Luck in!)", bad things won't happen and luck and happiness will come into the house. Additionally, it is also believed that if people eat the same numbers of beans as their age on that day, they will stay healthy for that year. You can even bring this traditional event to your classroom as an activity! Let me share my experience when I was in school.



First, the teacher drew a picture of an "Oni" on a big board. Then each student wrote his pledge such as "I will never forget to do my assignments," "I will not forget to bring all my necessities with me to school", etc. on a piece of paper and crumpled these into balls. After that, the students threw these paper balls at the "Oni". The teacher then distributed beans for the students to eat while reflecting on the points that they wished to improve, and had everybody pray for health. Please try it if you are interested!



Matsui

# Merienda's Pick



In Unit 5 Session 3, students learn how to number of siblings. Students have already how to ask the number of family members, so they can apply the same knowledge in Japanese when interviewing their classmates about their siblings. By this session, students would be able to notice that they can say more about the topic by just changing words or combining some expressions learned in the earlier sessions. "enTree" is designed in such a way that students can develop flexible communicative competence by using learned expressions repeatedly in different situations and/or context.

In the last session, Unit 5 Session 4, students first discuss whether they are thankful to their family and how they convey their feelings of gratitude to them. Then, they learn whether Mother's Day, Father's Day and Respect for the Aged Day in Japan are celebrated in the same way here in the Philippines or not. Afterwards, students learn about the presents commonly given on Mother's Day in Japan, and then think about the type of presents which will be suitable as a Mothers' Day gift in the Philippines. Then, the students pretend to be department store staff and recommend goods that they think are suitable for Mother's Day. Lastly, students find out that the ways on how to express gratitude towards family members differ depending on one's cultural background; however, the feeling of gratitude itself towards family is universal around the world.

Thus, teaching of Japanese expressions is not the main point of the class, but in fact they are embedded in learning activities which are related to the topic (culture) of each unit. Japanese expressions are seen as tools to achieve the objectives of each unit. For example, Sessions 2 and 3, which mainly introduce Japanese expressions about family, are placed between Sessions 1 and 4 where students have discussions about the topic "family". In each unit, students learn language and culture together and not separately, this being the main structure of "enTree" as a teaching material. Moreover, students are expected to write down what they have learned and discovered during each session, and to make records of one's progress and learning experiences. In this way, students can easily recall their learning and monitor their progress any time. Below is a sample of one student's notes.

*Today, we learned about introducing our family members. I enjoyed listening to my classmate's introductions because I was able to learn a lot more about them, some had a lot of siblings and we learned*

Table of topics introduced in "entree"

## enTree 1

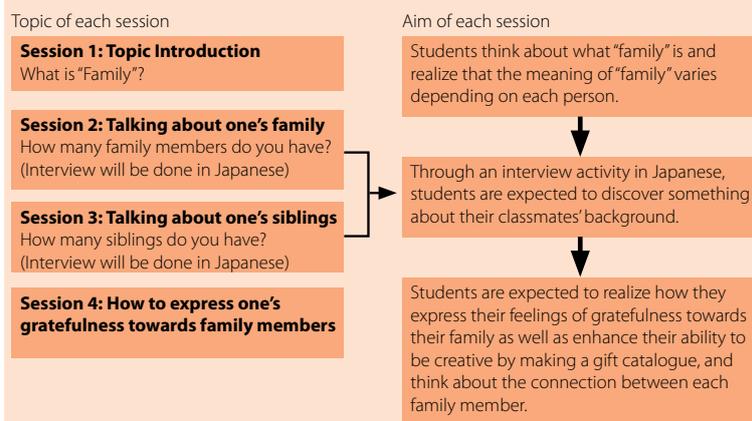
- 1 Halina be a Nihongojin!
- 2 Nihongo Writing Systems
- 3 Getting to Know Each Other
- 4 Greetings
- 5 Introducing Family
- 6 Celebrating Birthday
- 7 Thankfulness/Forgiveness
- 8 Convey, Connect, Communicate
- 9 Favorite Things
- 10 Daily Meals
- 11 School
- 12 Favorite Subject
- 13 Daily Schedule
- 14 Enjoying Free Time
- 15 House
- 16 Loving Music

## enTree 2

- 17 Nihongojin, ka na rin ba? ★
- 18 Journey to Self-discovery ★
- 19 Hello! Watch Your Manners
- 20 Favorite Television Show
- 21 Shop Green & Go
- 22 Traditional Fashionista
- 23 Shall We Dance?
- 24 One Day, Isang Araw
- 25 Food Trip
- 26 Annual Events
- 27 Making My Town a better place
- 28 Travel
- 29 Ambition in Life ★
- 30 NIHONGOJIN na rin ako ★

★: Required units

Flow chart of the lessons in Unit 5



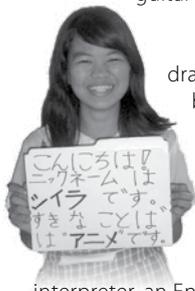
*the expressions "ooiine" for someone who has many siblings some even included their pets where they added ~hiki and some had no siblings / imasen. I learned a lot today, and I'm planning to use this knowledge for future use.*

If we have aroused your interest, we hope you could also try and apply this method of teaching. It may open another door for you in teaching a foreign language.

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

### HIGH SCHOOL NIHONGOJIN 5

**Student name:** Sheila Mae Canela De Sagun  
**Year:** 4th year Enrico Fermi  
**Sukina na koto:** internet o suru, anime to j-dorama o miru, piano to guitar o hiku, badminton to volleyball o suru



When I was kid, I would watch anime and Japanese dramas without subtitles using the expressions I read from books and internet articles. Now in high school, I'm very happy that we have Nihongo as our foreign language subject. Through this subject, I was able to join the Third Nihongo Quiz Bee and won the first prize.

I promised myself that I will not waste this opportunity. Our Nihongo class is a step toward the realization of my dreams- to become a language interpreter, an English language teacher, or a Nihongo teacher. Or maybe become a seiyuu (voice actress).

I am really very grateful that I was given the chance to develop my skills and capabilities in this field which I truly love.

**School:** MAKATI SCIENCE HIGH SCHOOL, Osias St., Brgy. Poblacion, City of Makati  
**Principal:** Dr. Divinelinda Estrañero-Dela Cruz  
**Teacher:** Mr. Joselito Bayya Bisenio and Mrs. Lourdes Bayonito-Maglalang

### HIGH SCHOOL NIHONGOJIN 6

**Student name:** Kathlyn Abigail M. Bernardo  
**Year:** 4th year Mabini  
**Sukina na koto:** internet o suru, anime o miru



I'm really interested in studying Nihongo. Why? Because I'm simply into it! The thing is, I am an otaku, a modern geek that loves anime, manga and games in Nihongo. Yes, you read it right, in Nihongo. The problem is that there aren't many available subtitles (for translations) sometimes. That's a huge let down for avid fans like me. But when I started learning Nihongo for the past few months, I can finally understand some parts of a conversation in my favorite anime without having to depend on reading subtitles.

**School:** MARIKINA SCIENCE HIGH SCHOOL, Sta. Elena, Marikina City  
**Principal:** Mr. Albert B. Mutia  
**Teachers:** Ms. Emelind Molina, Mr. Jose Reyes, Ms. Virginia Jaralve

\*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 2011 - March 2012, Ms. Bernadette Hieida was the grantee of the Short-Term Training Program for Foreign Teachers of the Japanese Language (summer course, July-Sept 2011). 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.

## Training Program for Overseas Teachers of the Japanese Language

Summer Course, July 13 to September 1, 2011

As the humidity rose to the peak of Japan's summer season, my excitement to be part of this program for the first time equally intensified. It was just so overwhelming to meet Nihongo teachers (51) from different parts of the world, thirty countries, and explore the next two months of training in a 'Nihongo world' in the homebase-Japan. The program was aptly entitled *Teacher Training Course for Teachers of Japanese Language Overseas*; thus, my main goal in this program was to learn new teaching strategies and update my teaching style, both from my fellow trainees and of course from the professors of *The Japan Foundation Urawa Language Center*, who I believe have maintained the reputation of producing the best of the world's Nihongo teachers.

However, in the entire two months of training, my expectations were somehow not fully met. The training focused more on one's reflection as a teacher and learner of the language. All the classes that were prepared for the program were to mould us teachers, to fully understand and embrace our role as a

Nihongo Teacher and to experience Japan in its present time. In most of the classes that we had, we were given 'reflection time' to rethink about our classes back home, our students, the courses that we offered and the teaching materials we used. At the same time, we were also given the opportunity to increase our understanding of Japan by engaging ourselves through interview and listening to the voices of the Japanese people, their points of view in terms of the social issues that they were facing. And of course, there were also classes that further enhanced our Japanese language proficiency. The training process for me was like 'stop-look-listen...and reflect'.

Towards the end of the program, it seemed that I missed the chance to learn from my fellow trainees from different countries who must have had lots of brilliant ideas and interesting teaching strategies in their classes. I was expecting to see their teaching demo, or maybe witness how they applied what they've learned in the program through actual classroom experience, but was not able to do so. But it was when I came home, and



**Jen Hieida**

*Jen Hieida teaches at the DLSU-Manila and is also a member of the Japan Foundation Manila Kyouzai Sakusei Team (JFM-KST). She was also recently elected as the President of the Association of Filipino Nihongo Teachers (AFINITE). In spite of her busy schedule she finds time to play tennis every week and claims to be a full time family woman.*

went back to teaching, that I appreciated the impact of the program as a teacher. Indeed, it made sense that before I thought of **how** I could teach a certain topic better, I should re-evaluate **what and who** I will teach, and equip myself with knowledge that I gained through actual experience, then furnish my students with information that they cannot merely acquire from books or search on the internet. It may sound odd...but as the saying goes, *you can only give once you are complete...* and I think that is what I gained from the training... to complete myself as an **educator**, and not simply teach. I must re-assess the curriculum that I have using—whether it still meets my students' needs, and then the rest will follow, such as what teaching strategies and materials to use to make my class more interesting and motivating for my students. Sounds simple, but I know that this cannot be done overnight, but putting these reflections into action **now** will surely lead to a better Nihongo class... YES, I CAN!!!



# JFM COURSE Attendee's Report

Since 2007, the Japan Foundation, Manila has been offering courses under the Nihongo Teachers Training System. The system consists of a program for reinforcing the teachers' Nihongo Proficiency through the Sensei no Nihongo courses, and a program for learning and practicing one's teaching skills through the Practice Teaching courses. Both programs have been designed exclusively for active Filipino Nihongo teachers.

When I stepped into college, Japanese was not yet part of the plan. I simply wanted to be someone like Bill Gates or a successful computer scientist. My study of Japanese was an *accident*. One day, I came across a wall of Japanese text and I thought: *What is this language that looks like Chinese?* Out of curiosity, I started studying Japanese and here I am today in the Sensei no Nihongo Program of the Japan Foundation. I came to love the Japanese language and I want to teach it someday or forge a career in computational linguistics.

The Sensei no Nihongo program was amazing because of its student-centric approach. You can ask anything about the language and the teachers readily help you. From my experience, the best part of everything was being able to call the shots on your own homework. You choose to practice what you think you need the most and through such, I was able to test my skills under the tutelage of the experts. Despite mistakes, I was never criticized for committing them. The teachers take your mistakes in good-heart as you are learning and they explain to you why it is incorrect. Sensei no Nihongo let me learn Japanese the fun and stress-free way. At the same time, it showed me that experimenting with the language, thereby making mistakes is a worthwhile learning experience. Why?

*One must first fail in order to succeed.* In fact, only when your paper gets scathed by the red pen will you then realize your own shortcomings. It is not the mistake itself that matters, or the grades by your teacher that *only* count but your *aha moment* too. By seeing what is wrong and the comments by your teacher, you learn better how the Japanese language works. *I am really grateful to Eri-sensei and Oya-sensei for being patient, pro and having laser-accurate eyes at correcting all my homework!* My advice to Japanese learners: Test expressions, take your teacher's red marks to heart with love and do not be afraid to make mistakes!



**Zachary T. Chung**

*Zachary T. Chung or Zack is a 4th year BS Computer Science student from the Ateneo de Manila University. He studied Japanese under the Japanese Studies Program of the Ateneo, furthered by taking Intensive Japanese in Sophia University, Japan, for half a year on an exchange program.*

For the teachers and my future Nihongo-sensei self, our mission is to encourage and help students learn, without worrying the students too much of their grades or how they are perceived because fear kills the motivation of students to learn. This was what made my Sensei no Nihongo experience special – I learned a great deal by trial and error in practice, yet stress-free and happy because I was able to be myself while learning Nihongo.

Overall, the Sensei no Nihongo program taught me a lot about being a student and what it is to become Japanese teacher. For those who want to learn more Japanese, or simply want to test the waters of what it takes to be a Nihongo no Sensei, the program is for all. Kudos to the Japan Foundation and its teachers for making a wonderful program and letting me have this wonderful experience! *Hontō ni arigatō gozaimashita!*



はじめまして！ 鈴木恵理(すずきえり)と申します。フィリピンに住むことができ、とてもうれしいです。…というも実は、フィリピンに来るのは、はじめてではありません。子どものときに、家族と遊びに来たことがあります。にぎやかなマニラの町と静かでうつくしいボラカイの海がいんしょう的でした。今は、そんなフィリピンでの毎日を楽しみすごしています。

11月の日本語教師フォーラムで、たくさんの先生方にお会いしました。フィリピン人の先生方の明るさやスマイルに助けていただきながら、ここフィリピンで、いろいろなことにチャレンジしたいと思っています。どうぞよろしくお願いたします。

Ms. Eri Suzuki is a Japanese-Language Adviser of the Japan Foundation, Manila.

はじめまして。青沼と申します。

「いい仲間が集まって、いい企画を考え、みんなで実現する。」—これが人間解放の効果的な方法だそうです。

心地よい人間関係を作りたいです。

「日本語を道具としてのみ考えるのではなく、日本語の勉強が楽しくて面白くて(interesting)しかたがない。

学ぶことそのものが目的。」—そんな日本語教育も目指してみたいと思っています。

モットーは「尽くして求めず、尽くされて忘れず。」

よろしくお願いたします。



Mr. Kunio Aonuma is a Japanese-Language Adviser of the Japan Foundation, Manila.



## JFM MONTHLY LECTURE SERIES

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



**58th Lecture Series**  
"Learning From Mistakes"  
Ms. Roelia Alvarez  
University of the Philippines, Diliman  
July 8, 2011



**60th Lecture Series**  
"Tips on Conducting Japanese Conversation Exercises: Let's Use NHK TV Program 'Socrates' Human Resources"  
Associate Prof. Mari Nishitani - Center for Global Education, Hitotsubashi University  
September 10, 2011



**59th Lecture Series**  
"J-Cinema Project - 'Let's Study Language and Culture Through Japanese Film'"  
Lecture and Workshop: "The Happy Family Plan Language Resource Kit"  
Ms. Mari Nobuoka & Ms. Fumie Mori - The Japan Foundation, Sydney  
August 26, 2011



**61st Lecture Series**  
"Try the Blended Learning With 'JPLANG': Let's start E-Learning besides the School-Learning for your improvement in Japanese Language ability"  
Mr. Susumu Oya - The Japan Foundation, Manila  
October 28, 2011

## OSHABERI SALON

"Oshaberi Salon" is a monthly free event for Nihon enthusiasts held at the Japan Foundation, Manila library. Before, it was held during the afternoon, but from July 2011, it was moved to a much later time to give a chance for working people to attend. Now, students and non-students alike - company employees, businessmen, Nihongo teachers and other interested people join this event.

The topics we have had so far are as written in the box at the right. 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".

"Oshaberi Salon" in Cebu has also started last September, 2011.

The topics they have taken up are "Sugoroku de oshaberi!", "Food map o tsukurou", and "Senryuu (haiku-like poem)"

**We've also started in Cebu!**



**We've been featured on TV !**

### OSHABERI SALON TOPICS IN MANILA

**July:** Sugoroku de oshaberi!

**August:** Food map o tsukurou!

**September:** Kanji de asobou!

**October:** Nihongo de utau!

**November:** Gift ni tsuite hanasou!

## MONTHLY TEACHER'S WORKSHOP

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

Last September and October, the workshops involved watching actual Japanese-language lessons on video. The workshop titles were as follows:

- Sep.16, 2011 "The first lesson"
- Oct.14, 2011 "How to use picture cards and flash cards in class"

In 2012, the workshops will deal with the topic entitled, "The Japan Foundation Standard". Join the workshop and learn the latest perspective in Japanese-Language Education!



「あけましておめでとう」って  
どのタイミングで言うの？

今回は、新年の挨拶についてです。「あけましておめでとうございます」というお正月の挨拶は、みなさんもよく知っていると思います。では、この挨拶は次のうち、どのタイミングで言うのでしょうか。

1. 12月末から
2. 1月1日から
3. クリスマス



答えは、2番です。「あけまして」というのは、「年があげた＝新しい年になった」という意味ですから1月1日になってから使うことができます。ときどき、年末から「あけましておめでとうございます」と言う人がいますが、それは間違いです。年末には「よいお年を」がいいでしょう。また、家族や親戚が亡くなった翌年のお正月には、新年の挨拶をしないという習慣がありますので、ご注意ください。このほかにもこんな表現があります。ぜひ、使ってみてください。

新春のお喜びを申し上げます。

謹んで新年のお祝いを申し上げます。

それでは、今年もどうぞよろしく願いいたします。



## From The JFM LIBRARY

Library hours are from 10am to 6pm, Mondays to Fridays. Just present an ID card at the Charging Desk. For those who wish to become Library members or want to know more about the library, visit [http://www.jfmo.org.ph/about\_us\_library.php] or call (02)811-6155.

In view of the transfer of the JFM office to the 23rd floor of the Pacific Star Bldg., the JFM Library will be closed from February 25, and will reopen in May. There will be more new books and educational materials for the new JFM Library. For the detailed schedule, please visit the Homepage (http://www.jfmo.org.ph/).

Recently, about 200 manga, both in English and Japanese, have been added to the JFM library collection. Among of them are: "Nodame Cantabile", "Negima!", "Bleach", "Neon Genesis Evangelion", "Tsubasa Reservoir Chronicle", "Fullmetal Alchemist", "Trinity Blood", "Ouran High School Club", "Kaze Hikaru", "Absolute Boyfriend", and "Kekkaishi". Please spend some time to check them out!

Come and visit the JFM Library!

### BOOK INTRODUCTION

ストーリーで覚える漢字300

Learning 300 Kanji through Stories

ボイクマン総子、渡辺陽子、倉持和菜著 ころしお出版

Kanji learning is thought as being a boring repetition of memorization. It is, however the process of learning how to think or how to guess the meaning which makes it fun. You can enjoy learning the shape and the meaning of kanji easily through original stories and illustrations. The individual stories of each kanji will help to recall its shape. An English translation is included.

### Manga Studio Ghibli Series

Do you like Studio Ghibli?

"My Neighbor TOTORO", "Castle in the Sky", "KIKI's Delivery Service", "Miyazaki's Spirited Away", "Princess Mononoke", and "Nausicaa of the Valley of the Wind" are the available series. You can enjoy the warm and fuzzy stories with cute illustrations created by Hayao Miyazaki. All pages are colored.

### USEFUL WEBSITES

"くりっくにっぽん"

(http://www.tjf.or.jp/clicknippon/ja/)

This website was developed by The Japan Forum. It includes information and useful resources for teachers engaged in Japanese language education, education for understanding Japan and global education at primary and secondary schools overseas. It introduces and provides ideas for classroom activities and resources for use in lessons plans. Even if your learners are college students or adults, the tips are very useful!!

"Popjisyo.com"

(http://www.popjisho.com/Webhint/portal\_e.aspx)

Popjisyo is an on hand dictionary when reading a web page! You can check the reading and meaning of any kanji, without changing web pages.

First, go to "Popjisyo.com" Enter the URL you want to read, under "Browse the web with pop-up hints!" Choose the "Japanese-English" dictionary, press "GO", and your chosen web page will appear! Just move the cursor to the Kanji word you want to check, and the reading and meaning will pop-up.



## Notice of JFM Relocation

The Japan Foundation Manila will be transferring its office and library in April 2012 to the following address:

23 / F Pacific Star Bldg.  
Sen. Gil Puyat Ave., Cor. Makati Ave., Makati City

Contact details such as the telephone and fax numbers, as well as the email address, remain unchanged.

The new office will be more spacious, and will feature a library with a larger collection of materials, and some classrooms which can be used to hold more activities on Japanese-language education. With the larger space, the JFM looks forward to hosting more events and activities.

For more details on Japanese-Language, culture and the arts, please visit our homepage (<http://www.jfmo.org.ph/>).



### THE 15TH PHILIPPINE NIHONGO TEACHERS' FORUM

May 2012

Watch out for details!

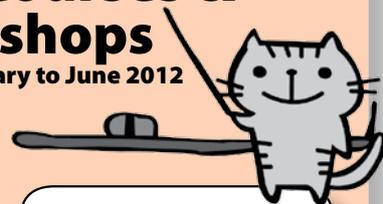
### The Japanese Language Proficiency Test 2011

Number of Applicants

LEVEL	MANILA	DAVAO	CEBU	TOTAL
N1	102	12	10	124
N2	177	29	34	240
N3	330	43	95	468
N4	621	96	72	789
N5	854	158	180	1,192
<b>TOTAL</b>	<b>2,084</b>	<b>338</b>	<b>391</b>	<b>2,813</b>

## JFM Courses & Workshops

From February to June 2012



Don't miss this!  
Let's learn the JF Standard!

### SPECIAL FREE WORKSHOP FOR TEACHERS

Saturdays, 9:30 a.m.- 12:00 nn

**April 14** Overview of the JF Standard / Minna no Can-Do Site

**April 28** How to Set "Can-Do"s for Your Lessons

**May 12** Portfolio / How to Create Assessment Methods, Part1

**May 26** Portfolio / How to Create Assessment Methods, Part2

### REGULAR FREE EVENTS

\* Lecture Series (Fridays, 6:30 - 8:30 p.m.)

**April 27, June 22**

\* Oshaberi Salon (Fridays, 6:20 - 8:30 p.m.)

**May 4, June 1**

### JFM COURSES

\* MARUGOTO:

Japanese Language and Culture

Tuesdays & Thursdays, 6:20 - 8:30 p.m.

Tuition Fee: P3,800/module (24hrs.)

Module 1 **April 17 ~ May 29**

Module 2 **May 31 ~ July 12**

NEW COURSE!  
For Beginners

\* Practice Teaching Advanced Course

Mondays & Wednesdays,

6:20 - 8:30 p.m.

Tuition Fee: P450

PTA① **June 4 & June 6**

教え方を改善する

(How to improve one's teaching)

PTA② **June 18 & June 20** 初級を教える

(How to teach beginners)

For Current & Aspiring Teachers

NEW COURSE!  
For Advanced students

\* 日本事情

(Nihon Jijou)

Saturdays,

9:00 - 12:00 nn

Registration Fee: P50

Tuition Fee: P250 / meeting

**June 2** おもてなし: 旅館・デパート

(Hospitality: Japanese Inn・Department store)

**June 16** 葉っぱビジネス (Success Story of

Japanese Elderly: Income from Leaves)

**June 30** 駅弁 (Train station lunch boxes)