

みりえんだ

The Japan Foundation, Manila Nihongo Teachers' Newsletter



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The 24th Philippine Nihongo Teachers' Forum

Through the cooperation of The Japan Foundation, Manila and the Association of Filipino Nihongo Teachers (AFINITE), the 24th Philippine Nihongo Teachers' Forum was successfully conducted at Casa San Pablo, Laguna on November 12 & 13, 2016. Around 70 Filipino Nihongo teachers, several of whom have traveled all the way from Baguio, Cebu, Davao and other provinces, gathered for the 2-day forum entitled "Enhancing Nihongo Teaching: The Relevance of the TESDA Approach". The program included lectures, workshop, presentations, and sharing of ideas about the topic. (Please refer to page 2 for more details on the program.)



JLPT Interactive Lecture & Exercises in BAGUIO

The Japan Foundation, Manila conducted the first *JLPT Interactive Lecture & Exercises* in Baguio at the Filipino-Japanese Foundation of Northern Luzon, Inc. (ABONG) on October 29, 2016 (Saturday). The N5 session was held in the morning, while the N4 session was held in the afternoon. The course participants were not limited to Japanese language learners as a few Japanese language lecturers also attended to observe the class proceedings for future reference.



THE 24TH PHILIPPINE NIHONGO TEACHERS' FORUM



Message From A Participant

“Otsukaresamadeshita!” and “Omedeto!” to all fellow participants of the recently concluded 24th Philippine Nihongo Teachers' Forum held at Casa San Pablo in Laguna. To the organizers, AFINITE and The Japan Foundation Manila, our warmest gratitude for consistently providing Filipino Nihongo Teachers the needed exposure to further advance our young but promising careers in the field of Japanese Language Education in the country.

Having come all the way from Cebu, it was my first time to attend a forum/workshop organized by AFINITE. I am impressed with the level of facilitation, from preparation to the choice of topic, to the conduct of the forum for those two days! Strict observance of the schedule only proves the focus and professionalism of the program committee with small details – a well-known yet often underrated Japanese trait. One will definitely go a long way emulating such practice.

It was indeed high time that the theme, “Enhancing Nihongo Teaching: The Relevance of the TESDA Approach,” come to fore in what could arguably be the most proper venue. For one, controversial topics such as the Trainor’s Methodology I (TM I) requirement for language training providers, and the requisite Competency Based Curriculum / Competency Based Training (CBC/CBT), all regulated by the Technical Education and Skills Development Agency (TESDA) were explained more clearly, primarily since both information and opinion were relayed by the pioneers and experts of the topics themselves. Such were vital and timely insights, and could serve as a “guide” to Japanese Language educators to further enhance teaching methods, while at the same time be “in tune” with government regulatory requisites. I also thought opinion-sharing during the forum is healthy for us educators because it indicates commitment to our craft.

All that being said, the venue and the food were superb and I believe everybody had a great time with acquaintances old and new. The facilitators treated us like family, and there was an air of positivity the entire forum amidst the many challenges we are about to face.

May “the force” be with us all... and see you hopefully at the next forum!



DADITO “Dads” RODRIGO

Mr. Rodrigo recently founded and is a trustee of Japa-Phil Center for Cultural Exchange, Inc., a non-stock corporation in Mandaue City, Cebu that aims to be one of the leading sources of Japanese Language proficiency acquisition, as well as a melting pot for cultural exchanges mutually beneficial for both Filipinos and Japanese. He is also a part-time lecturer of Japanese Language courses at the University of the Philippines – Cebu, and Cebu Doctors' University. He is originally from Makati, and has lived in Hiroshima, Japan for nine years.

PROGRAM

DAY 1 AM

🔊 Keynote Lecture

Mr. Hiroyuki Enoki
First Secretary and Labor Attaché,
Embassy of Japan

🔊 Topic 1: Technical Vocational Education and Training

Mr. Francisco J. Reyes
Supervisor, TESDA Laguna
Provincial Office, Los Baños

🔊 Topic 2: Competency-Based Curriculum (CBC)

Ms. Emmie B. Miyagawa
Head Instructor, Japanese Language
Research Center, Inc. and Next Bridge
Language Expert, TESDA PaMaMaRiSan
and TESDA Quezon City

🔊 Topic 3: Training Based Program – TESDA Approach

Ms. Mary Clare L. Samadan
Director/Assessment Center Manager, YWA
Trade Test & Training Center, Inc.

🔊 Topic 4: Trainers' Methodology Experience

Ms. Maria Eleanor B. Tanteo
Adviser, AFINITE
Freelance Instructor, Interpreter, Translator
and Adviser to YWA and TNNA

🔊 Q&A

🔊 Promotion: Ishikawa Japanese Studies Program

Mr. Takeshi Imai, Ms. Midori Kano
and Mr. Daisuke Sugino

🔊 Announcements



Message from A Speaker



EMMIE MIYAGAWA

Ms. Miyagawa is currently the head instructor of JLRC Japanese Language Research Center, Inc. She graduated with a B.A. in Linguistics majoring in Japanese from the University of the Philippines Diliman, and studied for a year at Soka University in Tokyo, Japan under the AIEJ Short-Term Monbusho Scholarship. She is also a holder of TESDA's Trainer's Methodology (TM) I certificate which she acquired in 2014.

The annual Teachers' Forum organized by AFINITE in cooperation with The Japan Foundation, Manila plays an important role in the development of Filipino teachers of the Japanese Language. It is not only a venue to enhance knowledge and teaching techniques but also to disseminate facts about the current trends in Japanese Language Education in the Philippines.

The 24th Teachers' Forum aimed to introduce the TESDA approach in Japanese Language teaching and the components of the Competency-Based Curriculum (CBC), as well as the effectiveness of the "Direct Teaching Method". The participants were able to come up with their own, albeit simple, CBC during the workshop, and I hope it comes in handy should they find themselves creating their own curriculum or when they decide to take up TESDA's Trainer's Methodology I course.

Indeed, Japanese Language Education in the Philippines has come a long way. This is evident in the rapid increase of Filipinos interested to learn the Japanese language whether for personal interests or employment opportunities. Vis-à-vis the demand there is a need for us, Japanese language teachers, to be equipped with adequate knowledge and teaching techniques in line with current trends. Let's do our best and continue to improve our craft.

DAY 1 PM

Lecture: Competency-Based Curriculum (CBC) Development

Ms. Emmie B. Miyagawa
Head Instructor, Japanese Language Research Center, Inc. and Next Bridge Language Expert, TESDA PaMaMaRiSan and TESDA Quezon City

Workshop: "Competency Based Curriculum (CBC)-making"

Workshop Presentations

Summary of Day 1

DAY 2

Special Session: Lecture and Workshop "The Direct Teaching Method: Learning its Effectiveness from a Sample Korean Lesson"

Mr. Yasujiro Takei
Japanese Language Education Adviser, The Japan Foundation, Manila

JPEPA Batch 9 Training Started in November 2016

Preparatory Japanese-Language Training for the Filipino Candidates of Nurses and Certified Care Workers under the Japan-Philippines Economic Partnership Agreement (JPEPA) Fiscal Year 2016

For fiscal year 2016, The Japan Foundation, Manila (JFM) is once again conducting the preparatory Japanese-Language training on behalf of the Japanese Government for the participants in the JPEPA program, after having been successfully matched with Japanese hospitals and caregiving facilities. In November last year, a total of three hundred twenty-three (323) candidates, consisting of thirty-eight (38) nurse candidates and two hundred eighty-five (285) care worker candidates started the training at 3 (three) different venues: Language Skills Institute of the Technical Education and Skills Development Authority (TESDA, Taguig City), Nihongo Center Foundation, Inc. (NCF, Manila), and the Personal Ability Development Foundation, Inc. (PAD, Alabang, Muntinlupa City).

The training will continue for six months until May 19, 2017; the target level of the training is for each candidate to reach the N4 level of the Japanese Language Proficiency Test (JLPT). Besides learning "Comprehensive Japanese-Language", they also study specific vocabulary and essential expressions for nursing and caregiving. In addition, they will be given lectures on Japan – "General



The training will continue until May 19, 2017.

Life Culture" and "Things Japanese", as well as "Medical Care in Japan." They will also learn how to get into the habit of self-learning (autonomous learning), so that

they can continue to study Japanese on their own after the training. Those who will complete the training are scheduled to leave for Japan by June 2017.

The "NIHONGO Partners" Program endeavors to support local Japanese-language teachers and students by dispatching Japanese nationals predominantly to secondary education institutions in the 10 ASEAN countries.

What I learned in the Philippines...

I learned the importance of loving family and friends here in the Philippines. I felt that the distance between Filipinos is closer than that of the Japanese. I really like how Filipinos bond with their families as they go to church on Sunday, and how they sometimes call their friends "sister" instead of their actual name. This is a wonderful Filipino custom that I cannot experience in Japan. I have decided to cherish my family and friends more like the Filipinos. (Akiko Usui / Pangasinan)



フィリピン人は「家族」をととても大切にします。時には自分よりも家族を優先します。「核家族」が広まる日本で、私たちがフィリピンから学ばなければならないことは「家族愛」だと思いました。フィリピンの家族を見ていると、私も家族に会いたくなりました。(Kanae Itoh / Davao)



フィリピンの人はえがおがすごいです。そのえがおはみんなをしあわせにします。だからわたしもえがおでいられます。

Filipinos are very friendly. They keep on smiling everyday despite the difficulties and hardships they encountered in their lives. They don't forget to smile and laugh anytime, anywhere. I'm always encouraged by them, which is very helpful to me as a foreigner in the Philippines. (Nao Yoshimoto / Cebu)



What I shared to the Philippines...

はじめのclass activityは、しよどろ (Japanese calligraphy) でした。さいしよに私が字を書きました。みんながしんけんな顔で見ました。わたしはとてもきんちょうしました。筆をつかって、たのしそうに字を書くみんなの顔、わすれません。(Ayako Tomihara / NCR)



わたしは10月に「かるた」をしょうかいしました。かるた is a Japanese traditional card game. In the game, players compete to get the card that matches the one the host reads out. We made our original かるた and played it together. I was happy to see that they were enjoying Japanese culture. (Chiharu Takehara / NCR)



私の印象に残っているアクティビティーは「あやとり」です。まだアクティビティーに慣れてない時だったので、とても緊張したのを覚えています。子供の頃に遊んだものが、今フィリピンで活躍できることを嬉しく思います。(Keiko Watanabe / NCR)





What surprised me in the Philippines...



私が、フィリピンにきて、びっくりしたのは、ティーチャーズデーです。

みなさんも知っているように、先生にいつもの、感謝(かんしゃ)を言う日ですが、日本にはこのようなイベントはありません。

この日、せいとたちは、私にもお花をくれて、日本のうたを れんしゅうしてくれていました。

どこをあるいても、Happy Teachers Day♡と言われ、私を学校の仲間(なかま)にいれてくれて、とてもうれしい気持ちになりました。

(Aki Tahara / Pangasinan)



9月某日、ショッピングモールをウロウロしていたらクリスマスソングが聞こえてきました。一瞬間

き間違えか、フィリピンでは9月にクリスマスを祝うのかと思いきやすぐにグーグルで「フィリピン クリスマス 時期」と検索したところ、この国では9月頃から着々とクリスマス当日に向けて盛り上がり、準備を進めているということが分かりました。なんと気の早い人たちなんだろうと初めは思っていたのですが、クリスマスが近づくと先生や生徒たちのワクワク感が伝わり、クリスマスが一年で最高の日なんだということがわかりました。

そして私は今回クリスマスパーティーに計3回参加しました。

浄土真宗の大学に所属してい



る私にとって全く縁のなかった「クリスマス」をこんなに肌で感じる事ができてとても貴重な瞬間であり、忘れられない思い出となりました。

(Rina Yamaguchi / Cebu)



私のお気に入りの Culture Activity は“たなばた”です。おりがみでかざりを作ることや、ねがいごとを書くことをおしえるのはむずかしくて、たいへんでした。でもたくさんのお礼とお花をもらって、私もいっしょにハッピーになれました。みんなの作ったかざりとたんざくで、カラフルになった教室はとってもステキでした！

(Shoko Takahashi / NCR)



My life in Cagayan de Oro is interesting and exciting. What surprised me the most were the tricycles and jeepneys used for transportation. In CDO, the tricycles have platforms behind them. The driver will also take detours at a customer's request. I am lucky to go around during these trips. :) During the Christmas season, they are beautifully decorated with Christmas ornaments. とても便利でおもしろい乗り物ですね！ (Yui Akamine / Cagayan de Oro)

せいき にほんごきょういく 21世紀の日本語教育とは？

- A 21st Century Japanese Language Teaching and Learning Approach from 『にほんご人フォーラム』-

『にほんご人フォーラム2016(日本)』 or the Japanese Speakers' Forum 2016 (Japan) which was held from August 22 to September 3 at the Japanese-Language Institute, Urawa was its 4th international forum since it started inviting high school Japanese language teachers and high school Japanese language learners from 5 ASEAN countries (Indonesia, Malaysia, Philippines, Thailand, and Vietnam) and Japan in 2013. In the Teachers' Program, teachers demonstrated the lesson plans they designed to nurture the needed 21st century skills in students, particularly the Collaborative Skill and Creative Skill in a Japanese language class, which they then evaluated using the rubric they themselves created to assess

the said skills. The Students' Program, on the other hand, did not only let the students experience different aspects of Japanese Culture, but they also let the students investigate and report about the questions they had about Japanese Culture.

What is a 21st Century Language Teaching and Learning Approach? How would you know that you have achieved a 21st Century Language Classroom? Read on and find out what teachers and students experienced and how they felt after joining an event that promised a 21st century approach to Japanese language teaching and learning through photos, which for them, best describes 『にほんご人フォーラム2016(日本)』.

LHEANE MARIE M. DIZON Student, Lagro High School

JS Forum 2016 in a nutshell was quite similar to this photo. It was an adventure and an experience as exciting as the sea. And it was also liberating but unifying, just like the Japanese flag. I'll never forget my ride on this boat called the Japanese Speakers' Forum 2016!

A Trip on a Pirate Ship in Lake Ashino, Hakone



JONEL G. PANUNCIO Student, Jose Abad Santos High School

A big change came to my life. The Nihongojin Forum had a big part in helping every one of us not only to learn Japanese language and culture, but also to gain the right conduct in interacting with other people. It connects not only our minds, but also our hearts to make a wonderful presentation

and action. This photo shows that this program gave us a big opportunity to use, show, and enhance our different skills and talents.



An experience wearing a Yukata

FRANKLIN DUANE A. MADRIÑAN Student, Valenzuela City School of Mathematics and Science

"Pride, Honor and Glory"; this is ValMaSci's tagline. This may be a simple photo, but it means a lot to me. To wear the school's identity in a foreign place is indeed an honor. Also, to be with these great people who I barely knew at the start became part of my life's greatest achievements. Without these friends of mine, I would not have overcome the fear of being the weakest among the delegates, and without them, Japan could have not been memorable.



"Graduation Dinner" in our School Uniforms

YVETTE KAYLE E. TACADENA Student, Juan G. Macaraeg National High School

Language Barrier? Nihongo slashed it out! Six countries came together as one! Thanks to the Japanese Speakers Forum, I gained a lot of new friends and a memorable experience with these people whom I wouldn't forget. We inspired each other as we shared our knowledge to create a splendid presentation. This photo speaks of how the JS Forum unites Japan with other countries to overcome language barriers.



Reading feedback from audience about our group presentation; 6 students from different countries and 1 Japanese University student guiding us



CJH Update

The enTree 1 Course (E1), being participated by the CJH 4th batch of teacher ends on March 4, 2017.

Other CJH-related Activities (2016-2017)

- 🔦 **May to July 2016:** 2-month training in Japan
- 🔦 **August 6, 2016:** CJH Pedagogy Seminar - "Flip Learning 101: Let's try FLIPPING our Nihongo Classrooms!"
- 🔦 **December 10, 2016:** CJH Pedagogy Seminar "Learning Styles & Multiple Intelligences-Matching Teaching Style with Students' Learning Styles"
- 🔦 **April 2017 (Tentative):** enTree 2 Course (E2) Batch 4

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

H.S. Nihongojin

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

HIGH SCHOOL NIHONGOJIN 23

Student name: Jana Beatrice P. Juguilon
Year and Section: IX- Faraday
Suki na koto: e o kaku, anime to asian drama o miru, internet o suru

Ever since I was little, I have always wanted to be multilingual. I watched movies and dramas of different languages. I was happy when I found out that our class will be studying Nihongo. I looked at it as an opportunity for me to fulfill my dream. Watching anime and Japanese dramas helped me understand more about the language and culture of Japan. My favorites are *Itazura na Kiss*, *Ao Haru Ride* and *Sword Art Online*. I am very thankful and lucky to be given the chance to learn another language and explore new things at the same time.

School: MANGALDAN NATIONAL HIGH SCHOOL
Principal: Dr. Rebecca E. Cansino
Teachers: Mrs. Jocelyn C. Trinidad, Ms. Marliza L. Gutong, Dr. Salome C. Cruz



**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.*

CHRISTINE JOY C. CABAUG Teacher, Davao City National High School

The にほんご人フォーラム 2016 was an eye-opener for me because I was able to explore the historical background and current situation and innovation of the Japanese Language Education in the Philippines and other countries like Thailand, Malaysia, Indonesia, Vietnam and Japan. I am greatly humbled by this opportunity that the Japan Foundation, Manila gave me, for I was able to challenge myself to use the Japanese Language in Japan, as well as to interact with other Japanese Language Teachers in Southeast Asia. I am honored and thankful to represent フィリピン during the forum, and I will definitely share the best practices and innovative teaching strategies, particularly in the enhancement of the Learners' 21st Century Skills, to all the Japanese Language Teachers in the Department of Education's Special Program in Foreign Language Nihongo, and to other Japanese Language Teachers in the Philippines.



Posing after a report on Philippines' Japanese Language Education

EDUARDO B. TAN Teacher, Florentino Torres High School

The International Forum gave each participant an opportunity to do a demonstration teaching. It was a tremendous task doing the demo-teaching not only in Japanese, but also doing it in front of some respected people in the field of Japanese language. However, the demonstration teaching was a platform to showcase how Filipino teachers teach the Japanese language. That is, "Teaching with ENTHUSIASM."



Demo teaching: "What makes a Superhero"

So, what did you discover from their testimonies? Why don't you try asking your students or trainees and find out how they would describe what they learned from your class? If they also talk about learning things, which they think will be helpful in their future jobs, in fulfilling their dreams or about things which changed their perspectives and broadened their horizon, then maybe you can say that you have also achieved a *21st Century Japanese Language Classroom*.



YATTE MIMASEN KA? LET'S BREAK THE NINJA'S SECRET CODE!

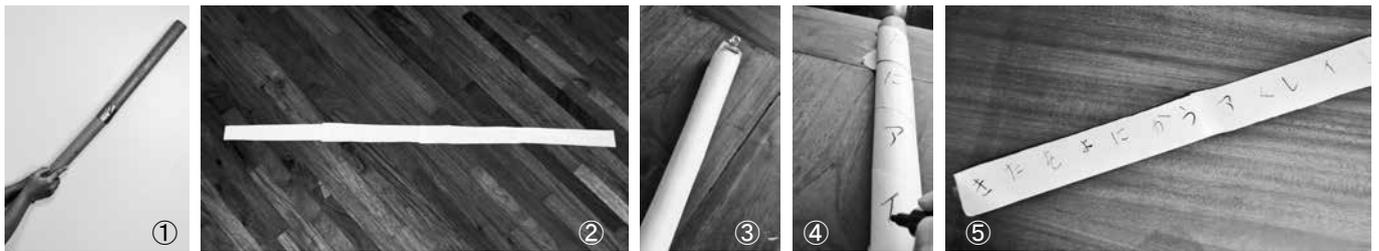
By Mamoru Morita

The Mysterious Ninja World

Are you familiar with Ninjas? The Ninja world is very mysterious. Their main tasks are to gather information for their lord, to deliver secret documents safely, to scout enemies in order to protect their lord, and so on. However, their lives are wrapped in deep mystery. Ninjas are known to receive strict training within their group. Nowadays, the interest in Ninja is increasing all around the world. One of the reasons for its growing popularity is that there are several Ninja-themed manga books which have caught the eye of Manga-enthusiasts from various countries. One of which is *Naruto*, the manga that is arguably the most representative one in terms of Ninja-

themed mangas. It was a great hit not only among Japanese young people, but also among manga readers throughout the globe. Some students in your class might be interested about the story of Ninjas as well. So today, I will introduce an effective class activity using one of the Ninja's special items called the bar of secret code.

A long time ago, we hand carried secret documents since advanced corresponding systems like those we use today did not exist yet. So when a person wants someone to read a secret document, the Ninjas sometimes used this bar to deliver the messages safely.



Sample Lesson Plan

(Before the lesson)

1. The teacher or the students gather a tube of plastic wrap or certificates. (Please refer to ①)

(Introduction) 10min.

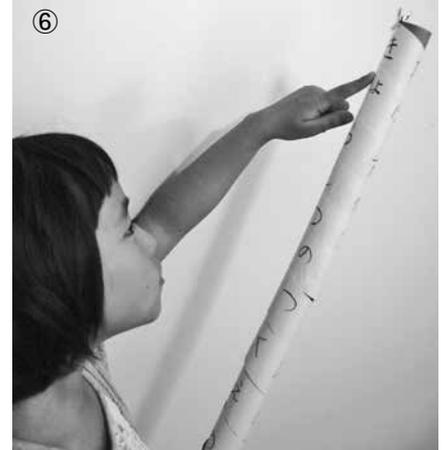
2. The teacher introduces the Ninja world to the students, especially their daily lives. If necessary, the teacher may explain using the references listed below.

(Activity) 40min.

3. Students are divided into two groups. Group A goes out of the classroom while Group B stays inside the classroom to work on the secret message. First, wind a piece of thin long paper over the tube ②③ and write a short message. For example, the students may hide a gift in the classroom in advance, and write briefly about its hiding place. During that time, Group B must write vertically using the Japanese writing system. ④ After finishing their work, the students would then unwind the paper. ⑤
4. Group A enters the classroom. They guess the meaning of the message by looking at the paper. If they cannot understand it, they can wind the paper over the tube and read it. ⑥
5. Please break the secret code, and let's go find the gift!
6. After getting the gift, Group A and Group B would switch roles, and restart from number 3.

(Reflection) 10min.

7. Please share with your seatmates about today's activity and discuss about the Ninja's task.



References

1. Naruto official site in English
<https://www.viz.com/naruto>
2. Ninja MUSEUM of Igaryu
<http://iganinja.jp/en/index.html>
3. Koka Ninja House (Koka-ryu Ninjutsu Yashiki)
http://www.kouka-ninja.com/la_en/
4. Japan Ninja Council
<https://ninja-official.com/?lang=en>



Hello!!!

YASUJIRO TAKEI

はじめまして。武井康次郎(たけいやすじろう)です。
2016年8月25日にマニラへ来ました。私のフィリピンの
イメージは、人々は明るいし、シシグはおいしいし、サンミゲル
もおいしいです。でも渋滞(じゅうたい)はひどいですが・・・
どうぞよろしくお願ひします！



5th Japanese Language Education Conference

June 4-5, 2016

DepEd Ecotech Center, Lahug, Cebu City



Discussion on the current issues in their respective Nihongo classes



The participants of the 5th JLEC on "Making A Livelier Nihongo Class With Better Student Involvement Through Active Learning"

JPEPA Instructor's Report

When I returned to the Philippines after having worked for three years in Japan, I never thought I could find use for my Nihongo skills. That is until the opportunity to teach JPEPA candidates beckoned after being invited to speak at the graduation of Batch 7.

I never thought I could teach. I was very apprehensive. I did not know about Team Teaching either (having worked as a School Nurse with DepEd once), but the methodology of teaming up Japanese and Filipino teachers did wonders for my confidence. So did the seminars and trainings given by The Japan Foundation, Manila, which were extensive enough that I learned the nitty-gritties – from lesson plan preparation to classroom management to teaching techniques.

As teaching started, I learned much from observing senior Nihongo teachers in their classes. There were



Janice F. Dais, R.N.

Ms. Dais is a graduate of BS Nursing from Bicol University. She worked as a 看護師候補者 at 沼隈病院 in 福山 広島 under JPEPA Batch 1, the pioneer batch of Filipino nurses and caregivers to Japan. Since then, she has worked as Japanese Language Lecturer for Batch 8 and presently, Batch 9 of EPA candidates.

also the Team Meetings where Japanese and Filipino teachers discuss their concerns about students, teaching, materials, etc. Best of all, there were the one-on-one 面談 with the Japanese supervisors wherein they inquired how I was doing and if I was having problems. These made me feel that I was not alone in the seemingly difficult task of mentoring future 看護師 and 介護福祉士 because I myself am being mentored.

Now, I bathe in pride seeing my students advance in their fluency in Nihongo. I feel very happy being gifted the chance to inspire them with stories of my own adventures in Japan and exhorting them 頑張ってください! I also feel supreme joy whenever I learn that my former students are well on their way to reaching their dreams.

It has been a rewarding journey for me as a Japanese Language Lecturer.

どうもありがとうございます!



Sensei no Wa

せんせい
先生の輪

先生の輪は、日本語教師の交流の場です。もっと楽しく、もっとおもしろく一緒に日本語教育について勉強しましょう！

“Sensei no Wa” is open to both experienced and neophyte Japanese-language teachers, and offers a platform for information exchange with one’s peers. It is for the further encouragement of Japanese Language Education and aims to support professional enrichment and network expansion through interactive learning.

*Let's join
Sensei no Wa*

Three Factors of Communication and Related Classroom Activities



Mr. Carlos Luis Santos

(Lecturer, Ateneo de Manila University; Trainee, Japan Foundation Long-term Training Program for Foreign Teachers of the Japanese Language in Urawa, Saitama, Japan, September 2015 – March 2016) July 30, 2016

Let's challenge GUNDOKU (群読) together!



Mr. Mamoru Morita

(Japanese Language Education Adviser, The Japan Foundation, Manila) October 28, 2016

OSHABERI SALON

おしゃべりサロン

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



七夕
Tanabata / Star Festival
July 15, 2016



怪談
Ghost Stories
September 2, 2016



アイドル
Idol / J-Pop Music
November 11, 2016



お正月
New Year
January 6, 2017

Practice Teaching Course in Manila

September 24 & 25, 2016

Every year, JFM offers this course to active or aspiring Filipino Nihongo teachers or those who wish to take basic training in teaching Japanese.

Participants take up instructions on the skills in classroom teaching. Also, participants are given the opportunity to do practice teaching.

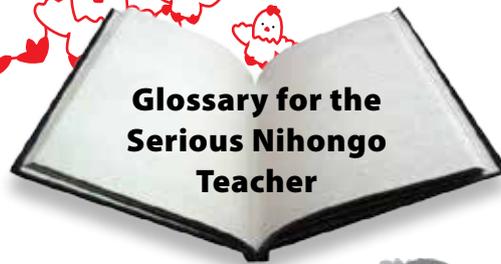




おせち料理

by Yoshiko Morokuma

みなさんはクリスマスやお正月(New Year)にどんな料理を食べますか。
お正月の代表的な料理として日本では「おせち料理」を食べます。
おせち料理は重箱という箱にいろいろな食べ物を入れた料理です。
おせち料理の食べ物にはそれぞれ意味がありますが、どんな意味があるか知っていますか？
次の1)~4)の食べ物の意味をA~Dから選んでみてください。



1)えび

2)数の子(ニシンという魚の卵)

3)黒豆(黒い豆)

4)昆布巻き

A: 元気に働くことができます。

B: 体が曲がるまで長く生きることができます。

C: 喜ぶことがたくさんあります。

D: 子どもがたくさん生まれます。

他にもおせち料理には、いろいろな食べ物が入っています。家庭や地域でもそれぞれ違いますので、調べてみるとおもしろいですよ😊

ニシコ 1)B 2)D 3)A 4)C

From The JFM LIBRARY

Be part of the growing family of the JFM library; sign up now for membership!

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For those who wish to become Library members or want to know more about the library, visit www.jfmo.org.ph/about_us_library or call (02) 811-6155 to 58.

「しごとの日本語 メールの書き方編」奥村真希、釜淵優子 アルク
「仕事で使う！日本語ビジネス文書マニュアル」奥村真希、安河内貴子 アスク出版

E-mail has become an important part of our life nowadays. Many Japanese learners work in or are affiliated with Japanese companies.

Do you know how to write a business e-mail in Japanese? You might have the impression that writing a Japanese e-mail is difficult. It's important to know the basic rules and honorific expressions. You will be able to write a business e-mail using several patterns as a reference.



「Nihongo Notes Vol.1 Language and Culture」
「Nihongo Notes Vol.2 Language and Communication」
Osamu Mizutani, Nobuko Mizutani The Japan times
Nihongo Notes by The Japan Times is a two volume set of selected Japanese essays published in the long-running "Nihongo Notes" column of the Japan Times newspaper. Even if you know the Japanese word, you can't use it correctly if you do not know what kind of situation it would be appropriate for. Knowledge of Japanese culture and the way the Japanese people think would help you understand the Japanese language. These books introduce the nuances of the Japanese language while offering insight into Japanese culture and society. It is written in English and Japanese.

「みんなの日本語 中級 I 本冊」
「みんなの日本語 中級 I 翻訳・文法解説英語版」
「みんなの日本語 中級 I 教え方の手引き」
「みんなの日本語 中級 I 繰り返しで覚える単語帳」
「みんなの日本語 中級 I 標準問題集」
「みんなの日本語 中級 II 本冊」
「みんなの日本語 中級 II 教え方の手引き」
スリーエーネットワーク



Minna no Nihongo Chūkyū I & II series are now available. The books were edited to develop integrated Japanese language competence and self-education ability.

JFM Courses & Workshops

February to June 2017

COURSES FOR NIHONGO TEACHERS

日本語教師のための初中級日本語2
Pre-Intermediate Japanese for
Nihongo Teachers 2

May 31 – June 28
(Wednesdays)
6:20 – 8:30 p.m. (10 hrs.)
Tuition fee: Php 750

COURSES FOR NIHONGO LEARNERS

Marugoto Writing (Moji) Course

February 14 – March 16
(Tuesdays & Thursdays)
6:20 – 8:00 p.m. (15 hrs.)
Tuition fee: Php 2,400

Marugoto Starter (A1) Module 1

March 6 – April 24
(Mondays & Wednesdays)
6:20 – 8:30 p.m. (24 hrs.)
Tuition fee: Php 4,400
(Inclusive of textbook)

Marugoto Elementary 2 (A2) Module 1

February 27 – April 6
(Mondays & Thursdays)
6:20 – 8:30 p.m. (24 hrs.)
Tuition fee: Php 4,500
(Inclusive of textbook)

**Basic Conversational
Japanese for Travelers**

March 18 – April 11
(Saturdays)
10:00 a.m. – 12:00 p.m.
Tuition fee: Php 900

Marugoto Elementary 1 (A2) Module 1

April 25 – June 6 (Tuesdays & Thursdays)
6:20 – 8:30 p.m. (24 hrs.)
Tuition fee: Php 4,500
(Inclusive of textbook)

Marugoto Starter (A1) Module 2

May 15 – June 26
(Mondays & Wednesdays)
6:20 – 8:30 p.m. (24 hrs.)
Tuition fee: Php 3,800
(For those without textbook, + Php 600)

JLPT Interactive Lecture & Exercises

*Registration is separate
per session / per level.
Contents are the same.
N5 April 8, April 22, May 6
(Saturday) 9:00 a.m. – 12:30 p.m.
N4 April 8, April 22, May 6
(Saturday) 1:00 – 4:30 p.m.
N3 April 29 (Saturday)
9:00 a.m. – 12:30 p.m.
Tuition fee: Php 200

REGULAR EVENTS (FREE ADMISSION)

Sensei no Wa

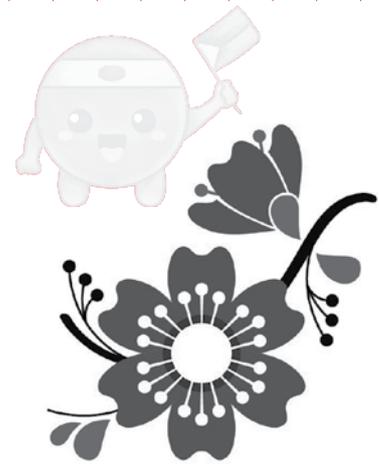
April 21, June 2 (Fridays)
6:30 – 8:00 p.m.

Oshaberi Salon

March 3 (Friday)
6:20 – 8:00 p.m.

**Introduction to Japanese
Culture: Calligraphy**

March 11 (Saturday)
10:00 a.m. – 12:30 p.m.



NIHONGO FIESTA 2017

February 25, 2017 (Saturday)

Shangri-La Plaza Mall,
Mandaluyong City

SHANGRI-LA PLAZA CINEMA 2

10:20 p.m.

44th Nihongo Speech Contest

2:15p.m.

9th Nihongo Quiz Bee for High School
Students

SHANGRI-LA PLAZA

GRAND ATRIUM

1:45p.m.

Special Performances

Stand-up Comedy: HPN3 (ハボンズリー)

Karate Demonstration: Kyokushinkan

Philippines

2:15p.m.

44th Nihongo Speech Contest

Awarding Ceremony

*The program is subject to change without prior
notice. For latest updates, please check

The Japan Foundation, Manila Facebook page.

(www.facebook.com/jfmanila)



**The 25th
Philippine Nihongo
Teachers' Forum**

May 20, 2017

WATCH OUT FOR DETAILS!



The above schedules are tentative.

Please check the JFM Facebook page (www.facebook.com/jfmanila)
or The Japan Foundation, Manila (<http://www.jfmo.org.ph>) for updates.

2016 JAPANESE LANGUAGE PROFICIENCY TEST (December 4, 2016)

Number of Applicants

	N1	N2	N3	N4	N5	Total
Manila	153	414	608	2,878	1,720	5,773
Cebu	16	48	81	156	233	534
Davao	15	40	65	209	347	676
Total	184	502	754	3,243	2,300	6,983

THE 1st JAPANESE LANGUAGE PROFICIENCY TEST 2017

(July 2, 2017)
Manila, Cebu, Davao

Manila & Cebu – Online
registration period:
February 1 to March 8

Davao – Paper type registration
period: March 8 to April 7

Please check The Japan
Foundation, Manila website
(<http://www.jfmo.org.ph>)
for more details.

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Merienda!
みりえんだ

The Japan Foundation, Manila Nihongo Teachers' Newsletter