

# みりえんだ

The Japan Foundation, Manila Nihongo Teachers' Newsletter



## JFT-Basic Japanese Seminar

With the emergence of The Japan Foundation Test for Basic Japanese (JFT-Basic), three (3) seminars were held in the month of October in Manila (held twice) and Cebu. Japanese language schools, skilled worker agencies, Japanese companies, and government organizations expressed their keen interest in the topic as evidenced by the absence of unoccupied seats and the extensive discussions during the Q&A portion of the program.

Mr. TAKEI Yasujiro and Mr. NARITOMI Taro of The Japan Foundation, Manila presented the topic in Japanese. Mr. Takei explained the JFT-B's test structure, test item basis, application and test-taking procedure, computer-based testing (CBT),

and then asked for volunteers to answer sample questions. This was followed by Mr. Naritomi who discussed ways of language learning, punctuating his lecture by animatedly uttering sentences in Filipino, which the audience merrily reacted to.

We are aware that both those who were present and those who were not able to attend the seminar still have inquiries regarding the JFT-Basic. For the time being, those seeking further information may access the JFT-Basic website at <https://www.jpf.go.jp/jft-basic/e/>.

We would once again like to thank everyone's keen interest in the JFT-Basic and will be certain to keep everyone updated on the latest developments.

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# 2 THE 30TH PHILIPPINE NIHONGO TEACHERS' FORUM



The 30th Philippine Nihongo Teachers' Forum, entitled "*Education 4.0. Innovations and Trends In Japanese Language Classroom*", was held on November 9 and 10 (Saturday and Sunday) at the Shercon Hi-wood Ecology Resort Lipa City, Batangas. The guest speakers were Prof. Jerrylyn B. Magbuo and Prof. Milano Torres of the *Tertiary Schools of First Asia Institute of Technology and Humanities (FAITH) College*. The forum was attended by Nihongo teachers and aspiring Nihongo teachers from all over the country, coming from Benguet in the North and Cebu in the South. This was organized by the Association of Filipino Nihongo Teachers (AFINITE) with the support of The Japan Foundation, Manila.

## Message from the Participants



**Bernadette Anne Maquiling**

Ms. Maquiling was a Japanese Language Instructor at Unmei Nihongo Center for 2 years after which she became a Japanese Language Instructor and Head Teacher at YUNO Japanese Learning Center. She was also a Bilingual Administrative Officer dealing with Japanese clients at TESZARA Inc. She currently works as a Japanese Language Lecturer at The Japan Foundation, Manila.

**T**he 30th Philippine Nihongo Teachers' Forum's theme: "*Education 4.0 Innovations and Trends in Japanese Language Classroom*" was a very timely and much needed topic to be discussed for today's Japanese language education. Nowadays, technology has become one of our needs – from communication to even online learning; technology is very useful to us in several ways.


On the first day of the Forum, the lectures conducted by Prof. Torres and Prof. Magbuo were very insightful as we were taught how to create a Virtual classroom. To name a few, the use of tools like **Kahoot, Powtoon, Storyboard, Edpuzzle, Plickers**, etc. are very useful to catch the attention of our learners and make learning more engaging. The use of "**Schoology**", where you can upload your materials for learning so it can be easily accessed by the students anytime, anywhere is an excellent tool for teachers who are creating their teaching materials and assessments online. We were also given time for activities where we were divided into groups and created our own Virtual classroom.

On the second day of the Forum, we were able to present our own Virtual classroom. All participants were very enthusiastic, and we were delighted as to how each of us came up with different ideas in creating our Virtual classroom. It opened our minds on how we can stretch ourselves more into discovering technology as a platform for education.

We encourage today's Japanese language learners to make use of technology not only as a means of entertainment but also to use it efficiently in Japanese language learning.

### PROGRAM

#### Day 1 AM

-  **Myths in Learning a Foreign Language**  
**Directions of Foreign Language Teaching**  
**Prof. Jerrylyn B. Magbuo**  
Facilitator

#### Day 1 PM

-  **Nihongo Language Education in Education 4.0**  
**Prof. Jerrylyn B. Magbuo**  
Facilitator
-  **Creating a Virtual Classroom (Part I)**  
**Prof. Milano Torres**  
Facilitator
-  **Workshop on Creating a Virtual Classroom (Part II)**  
**Prof. Milano Torres**  
Facilitator

#### Day 2

-  **Output Presentation**
-  **Wrap up session**  
**FURUKAWA Yoshiko**  
JFM Japanese Language Education Adviser
-  **Closing Remarks**  
**Teresita Fujita**  
AFINITE-ADVISER

The main discussion of the forum focused on **Education 4.0**, or the future of education in the context of the fast changing world of digital transformation. The lectures and discussions gave interesting insights and inspiring views on current education trends, particularly in technological innovations.

Some of the sites introduced during the forum were **Edpuzzle**, **Powtoon** and **Storyboard** which create storyboards and videos in various scenarios for digital storytelling and presenting the lesson. Other sites like **Kahoot** and **Plickers** are used to make online games and quizzes. These tools will definitely spice up one's classroom because they seem fun, shiny and new. However, the true value of these innovations lies in how much they can help learners to become better communicators in Nihongo, and the extent to which they can help teachers encourage learners in the most efficient, motivating ways. Part of the 21st century skills, after all, is actively taking part in the global community using one's soft skills and communication skills. Therefore, as educators we need to update our knowledge, adopt new pedagogical approaches, and prepare students with the capacity for innovation, creativity and critical thinking. The question is, are we adequately training our learners for real life in the 21st century? Do we, teachers, have enough skills for that?

Before we jump on the bandwagon and follow the trend, let me give you some things to ponder as a Japanese language teacher in the Philippines getting ready for the era of Industry 4.0 - What challenges do Filipino Nihongo teachers face today, and what future developments do we need to anticipate? Are teachers and their respective institutions adequately equipped for Education 4.0? What is the teacher's role in bridging Japanese language education and active participation in society and the increased demand of Nihongo speakers in the labor market?

## Alice Mary Itchon



Ms. Itchon is a graduate of Education from UP Diliman, and obtained her Master's degree in Nihongo Education in 2006 from J. F. Oberlin University, Tokyo, Japan, under a Monbukagakusho scholarship. She has taught Nihongo for more than 15 years in institutions like the Nihongo Center Foundation, De La Salle University, University of Manila, among others. She also worked at JFM under the technical working team for Philippine high schools (JF-KST). She is currently the head teacher of the Japanese Language Center at CNE1 International Language School in San Manuel, Tarlac.

## JPEPA Instructor's Report



### Cristopher Vincent L. Dofitas

Mr. Dofitas started learning Japanese in the University of the Philippines, where he now teaches as a Japanese Language Lecturer. Currently he works as a Japanese language teacher for the JPEPA Preparatory Language Training Program.

Ever since I was a child, I have always been enchanted by Japanese culture, especially animation and manga. I picked up a few words here and there, but I started my formal Japanese language education when I entered the Department of Linguistics at the University of the Philippines. Together with many like-minded students, I studied Basic up to Intermediate Japanese in the classroom. Before my Fourth and final year of university, I decided to apply for a Short-term Exchange student program at a Japanese university. Fortunately, I was accepted, and in April 2008, I studied in Chuo University for eleven months. During my stay in Japan, I was also able to achieve JLPT Level 2, giving me the confidence to use my Japanese knowledge in everyday life. While in Japan, I also worked part-time as an English language teacher. Teaching has always been a dream of mine and I realized that I would really like to teach other Filipinos the Japanese language. When I returned to the Philippines in 2009, I finished my university degree and decided to apply for a teaching position in the Department of Linguistics.

After two years of teaching in the university, I was offered the opportunity to teach for **JPEPA**. The **JPEPA** presented a wonderful opportunity for a Japanese language teacher like me, who had just started his teaching career, because I was able to learn many new teaching methods. My own Japanese language proficiency also improved due to the constant use of the language. After two years in **JPEPA**, I was able to successfully pass JLPT N1 in 2015. Team teaching was a wonderful approach to classroom management, because each teacher could share his ideas about the class and about lessons. My own way of teaching evolved and I was able to impart my love for Japanese culture and language through the lessons that I handled. After teaching for almost five years, I applied for **the Long-term Japanese Language Teacher Training program** offered by the Japan Foundation. Along with other Japanese language teachers from 33 different countries, I learned about how to conduct classes focusing on different language skills. I returned to the Philippines with a fresh view on how to teach Japanese in an effective and enjoyable way. I was now a veteran language teacher and was invited to share my knowledge with other teachers through Japan Foundation's "**Sensei no Wa**" lecture series where I talked about the ARCS Model of designing a lesson plan. I returned to teaching in the **JPEPA** as well, where every day still presents new and interesting challenges to me, my colleagues and our trainees.

## Bohol

Realizations about one's experiences in being a *Nihongo Partner* here in the Philippines.

### SHIMADA Mari • Lourdes National High School



フィリピンの先生方は授業を楽しみ、生徒との距離感が近いと感じます。先生方自身が日本語を学ぶことに意欲的で、自国の文化と対比させ生徒達と一緒に考えながら授業を作り上げています。生徒達は踊ったり何かを作ることが好きなので、発想力がとても豊かです。私を通してより日本を身近に感じ、伝わる日本語に自信を持ち勉強しています。特に文化紹介では初めて挑戦することばかりなので、楽しみながら日本文化にふれています。



## Cebu

Points that Need Improvements in Japanese Language Education in the Philippines.

### ASARI Nobuko • Abellana National High School, Cabancalan National High School



先生たちは皆、意欲的に日本語を学び、多忙な中でも笑顔いっぱい一生懸命に日本語の授業をしています。しかしセブでは日本語を教える教師の数が少なく、1クラスの生徒数は50人以上…もめずらしくない状態で、日本語クラスの学年が繋がっていない(G7とG9.10のみでG8が抜けている)学校もあり、教師の負担が大変大きいのが現状です。また、私たち「日本語パートナーズ」のような「日本語をネイティブとする人の存在」が大きな意味を持つ…ということを実感する場面をたくさん経験しました。今よりも多くの学校に「日本語のネイティブ」が関わっていけるようになることで日本語の教育現場にさまざまなよい影響が生まれていくことを期待したいです。



### KAMOSHITA Yoshiyuki • Ramon M. Durano Sr. Foundation Science and Technology Education, Compostela Science & Technology High School

フィリピンの生徒たちは十分に恵まれた環境で日本語を勉強しているわけではありません。それは先生たちも同様で、他教科や業務を担当しながら限られた時間で日本語の授業をしており、先生自身の日本語学習時間を確保するのも難しそうです。そのため日本語パートナーズ事業のように日本人が「生きた教材」として現地に行き、生徒はもちろんのこと、教える側である先生方の日本語能力も一緒に向上させていくことが、フィリピン全体の日本語教育をより良くしていくと思います。



## Metro Manila

Hopes and Expectations for Japanese Language Education in the Philippines and also for the Future of the *Nihongo Partners* Program.

### WAKABAYASHI Chika • Florentino Torres High School



日本では外国人労働者の活躍が増えています。日本語を学ぶ理由、学んだ日本語をどう活用するか、学習者の将来を考えて日本語教育を継続して提供する必要がありますと考えます。日本語教育の問題として、教材不足という調査結果がでています。日本語パートナーズは生きた教材です。この生きた教材をフル活用し、現地の日本語教師・生徒の学習意欲向上につなげ、その結果、日本語教育を導入していない学校にも良い影響を与えられると良いと思います。



### KONNO Kunie • Carlos Albert High School, City of Mandaluyong Science High School

学校内にかかわらずマニラの街の中でも、フィリピンの皆さんが日本語への興味と学習意欲を持っているように感じます。語学学習のポイントは意欲の継続だと思います。日本語学習への意欲を継続させるために、一番は先生方の日本語への関心を継続できるように協力し、日本語パートナーズ事業では担当校以外でも日本語パートナーズと関わる機会を増やすことで、日本語学習者の学習意欲を向上させるきっかけになればと願っています。



## JFM Teacher Training

きょうしけんしゅう  
教師研修

*Very refreshing. A good confirmation for the things I have been doing as a teacher.  
Our Japanese teachers were really nice, fun and interesting.*

### Practice Teaching in Manila

September 21, 22, 28, 2019

Number of Participants: 16



*I like that it was conducted online because it's more convenient.*



### 21st Century Japanese Teaching Methodology Zoom Seminar and Workshop 2019

Duration: May 4 to July 6, 2019

Lecturers: Mr. TAKEI Yasujiro,  
Mr. IKEZU Joji, Ms. OGAWA Yasuko  
and Ms. MIYAZAKI Satomi  
Number of participants: 7

## Special Seminars



### OJAD (Online Japanese Accent Dictionary) Seminar

Lecturer: Professor MINEMATSU  
Nobuaki of University of Tokyo, Japan  
Date: October 27, 2019 (Sunday)  
Venue: DepEd Applied Nutrition Center,  
Banilad, Cebu City  
Number of participants: 18

### Dr. SATO Shinji Special Seminar

Lecturer: Dr. SATO Shinji  
of Princeton University, USA  
Topic: "Japanese Language Education  
and Community Involvement"

Date & Venues:  
November 23, 2019 - DepEd Applied  
Nutrition Center, Banilad, Cebu City  
November 24, 2019 - Dusit-Thani Hotel,  
Makati City



## Hello! New Journey to be a NIHONGOJIN!



**Region:** CAR  
**School:** Irisan National High School  
**Principal:** Ma. Lourdes B. Dumpayan  
**Teachers:** Reynalyn A. Tayaban / Mary Carl S. Zordilla  
**Grade Level:** Grade 7

### A Gift for a Better Future

Irisan is known as the entrance to the highest city. It is also the biggest barangay in the City of Pines. Our school, Irisan National High School (INHS), is the first secondary high school in Baguio Division to offer the Special Program in Foreign Language-Nihongo alongside with Benguet National High School in La Trinidad, Benguet. We applied for the said program in January 2019. Luckily, we were chosen to participate and attended rigorous trainings last summer. Thus, this school year 2019-2020, we welcomed the Special Program in Foreign Language-Nihongo in our school.

Out of 1460 learners enrolled in INHS, there were 35 learners who were eager to be the first batch of Nihongojin. They were chosen from different elementary schools in Irisan, thus their exciting journey began toward proficiency in Nihongo.

We are very enthusiastic to teach Nihongo. At first, we were agitated and nervous to teach Nihongo. However, the enTree Method became the solution to our dilemma. This method is spiral learning wherein students learn Nihongo and appreciate other cultures and apply it to real-life situations. enTree became our guide to let the students understand, deepen and expand their curiosity in learning a new language.

The future Nihongojin of our school are very excited to learn Nihongo aside from English and Filipino. They believe that learning another language is a big opportunity for them which their parents approve of. Though many of them are having difficulty in learning Nihongo, they strive to be the best and study hard.

We strongly believe that Nihongo promotes a better future and provides bigger opportunities for the Filipino youth.

**Region:** IV-A Calabarzon  
**School:** Laiya National High School  
**Principal:** Josephine D. Rosales, Ph.D.  
**Teachers:** Janice delos Reyes / Cherry Joy M. Javier  
**Grade Level:** Grade 7

### Across the Great Divide

As we cross the threshold of the 21st century, it is imperative for the youth to learn at least two or more languages to compete locally or internationally. Laiya National High School implemented its Nihongo class this SY 2019-2020.

This was piloted on the first section of Grade 7 which was comprised of 45 students. Since Laiya is one of the tourist destinations in Batangas, speaking the language will be an advantage for those who will work in the tourism industry.

My first day as a Nihongo teacher made me feel excited and anxious in equal measures. Focus and determination are needed to fully impart the knowledge that I just recently acquired. But fear not. enTree, an engaging and student-friendly guide made teaching Nihongo possible for us. It focuses on Japanese language acquisition while at the same time, providing an important perspective on Japanese and Filipino culture. You can easily capitalize on your creativity to tailor fit the lesson according to your style and students' need.



The first month is by far the most challenging for our Nihongojin. After given the head start to get ahead of the language, students are so excited that they wanted to grasp everything at a time; but language learning is hard work. Evidently seen, students made their effort to understand, repeat and use newly understood language in conversation. I could even hear them greet one another in Nihongo. They really are engaged. Through this effort, the sheer result of learning the language will benefit cultures across the great divide.

**Region:** VIII  
**School:** Leyte National High School  
**Principal:** Basilisa D. Negru  
**Teachers:** Lanie O. Aragon / Ruchelle T. Del Pilar  
**Grade Level:** Grade 7

### GO for NihonGO!

Leyte National High School is the biggest and number one secondary institution in Region VIII. It has been serving the Eastern Visayas populace for more than a century.

LNHS recently started offering a new curriculum for students who are interested in learning foreign languages. Two teachers, Lanie O. Aragon and Ruchelle T. Del Pilar, were sent to undergo a month-long intensive and rigid



### CJH Update

The 5th Batch enTree 1 Course (E1) was held from April 22 - May 24, 2019. The Follow-through Training Sessions are held once a month in both Manila & Cebu.

### Other CJH-related Activities (2019-2020)

- 📅 CJH Pedagogy Seminar in NCR: July 27 & November 16, 2019
- 📅 CJH Pedagogy Seminar in Cebu: August 3 & November 23, 2019
- 📅 Japanese Speakers' Forum in Da Nang, Vietnam: August 2-9, 2019 (Students' program), August 2-11, 2019 (Teachers' program)

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

training through CJH to develop their skills and capability in teaching Japanese culture, traditions, and Nihongo.

The onset of the Nihongo class stirred up a curious mixture of emotions as students started to learn the language. They were a bit both nervous and excited, knowing that learning Nihongo could be a little tough for them. It was not easy for the students in the beginning, but soon enough they were able to get the hang of it. They became more excited every time a new lesson was presented. They make sure they are having fun while learning. The students eagerly participate in classroom discussions and activities. Some of them have already adapted the culture of Japan. When a Nihonjin visits the school, they become very enthusiastic as it gives them an avenue to practice their Nihongo skills.

Students are very happy and fortunate to be part of the SPFL program. The parents are very much supportive of their children. They have always been there every step of the way. Their support and guidance makes the journey a lot easier for both the students and the teachers.

SPFL-Nihongo has opened a new opportunity for the students to grow and prepare for the future as they gain knowledge and catch positive values along the way. GO for NihonGO!

**Region:** VIII  
**School:** Linao National High School  
**Principal:** Rhoda V. Dinoy  
**Teachers:** Uriah D. Boholst / Reindel Grace P. Arias  
**Grade Level:** Grade 7

### Nihongo Journey

Our school, Linao National High School (LNHS), is a public secondary school located in



Brgy. Linao, Ormoc City. The school, under the provisions of the Department of Education, provides quality and affordable education needs in the city of Ormoc, specifically in barangay Linao and its neighboring barangays. This year,

the school was fortunate to be chosen as the only school in Ormoc City to offer the Special Program for Foreign Language (SPFL). Currently, we have 39 Nihongo students under the SPFL Program.

Teaching Nihongo is very challenging but fulfilling at the same time. Although the learners had already heard about the language, how to speak and write it was very new to them. That is why as teachers of this foreign language, we do not only come to class prepared with the lessons but also with our patience. As what we had experienced in the first few months, learners need to be taught patiently for them to grasp and understand every lesson taught. The experience

was like teaching a child how to read and write. Nothing is more fulfilling in teaching than to see the smile of each student as a reflection of their new learning. It also makes us proud that in only a few months they can now use some of the common words in their everyday conversation, may it be in class or in talking with their classmates, and even with some teachers.

This is just the beginning of the Nihongo Journey of Linao National High School. Seeing the enjoyment, the eagerness and the determination of our learners is a guarantee that Linao National High School will keep going in this journey.

## Japanese Speakers' Forum 2019 Vietnam

### From the Participants

**Eugenio Amado Noel Calapit III**  
Student, Makati Science HS

In just one week, I have experienced a very memorable and amazing event. I met a lot of people from different cultures through the Nihongojin Forum 2019 Vietnam, and learned a lot about how diverse and surprising the world can be. I learned to understand how important our hometown is, and I learned to love and appreciate where other participants came from. This has changed me a lot, in a good way, because for me, this was a difficult but surmountable challenge. Having to adapt and understand others, speaking another language that is quite difficult, and yet, I still got to create wonderful and happy memories with everyone.

I thank everyone who helped create this event, and I thank everyone who I got to create unforgettable memories with. Thank you very much.

**Noe Angelo Mapa**  
Student, Ramon M. Durano Sr. Foundation-  
Science and Technology

I was gazing at my blank canvas, diffident with my ideas, and prosaic subjects were formed in my mind. Not until the 8th month of the year kicked in - The Japanese Speaker's Forum 2019 in Da Nang, Vietnam. This experience helped me grow as a person; I became a benevolent person, making me empathetic towards others. With alacrity, we (Filipino Team) entered the hotel, and later, became melancholic but with contentment, we left. But despite the barriers we faced throughout the journey, we developed real camaraderie. I went to Vietnam with luggage weighing 16 kilograms and I came home with excess baggage. It was full of great memories inside it. One canvas is not enough to express how grateful I am and no words can exactly describe the emotions I felt. I will surely remember and cherish this once in a lifetime experience. Now, I can finally fill this canvas with colorful sceneries during the forum.

**Dwen Jeah Cuesta**  
Student, Marigondon NHS  
2019年の日本語スピーカークフォーラムで



フィリピンの代表の一人になったことをとても嬉しく思います。日本語スピーカークフォーラムの旅で、私は多くの課題に直面しました。私は日本語が上手じゃないけれどがんばりました。そしてベトナムにいたとき、たくさんの新しい友達ができしました。私たちは、日本語や異文化における知識を共有しました。また、新しい価値観と語彙ことばを学びました。新しい友達ができて本当によかったです。私の新しい家族のようです。そして、日本語のスキルに自信ができました。

日本語スピーカークのフォーラムは、私がありのままの自分でよいという機会を与えてくれました。自分を信じて感謝することを教えてくれました。私はとても感謝しています。

**Edith Marie Ibrahim-Uy**  
Student, Lourdes NHS

にほんご人フォーラム 2019(ベトナム) has a special place in my heart. That rare opportunity was one of the best memories and experience I'll ever cherish and have in my life. All the moments in Vietnam were all worth it to be carved into my brain down to my heart. In the forum a lot of memories worth to be cherish were created. Happiness is not enough to describe my feelings and no words can exactly describe the emotions of how grateful I am to be a part of the program. It taught me the importance of friendship and most importantly what Furusato really means. All the Vietnam memories I have will forever be cherished. にほんご人フォーラム2019(ベトナム)はとても楽しくて面白かったです。

### From the Teachers

**Charry Sarmiento**  
Teacher, Pitogo HS

Japanese Speakers' Forum is always a fun experience and what we had in JSF Da Nang

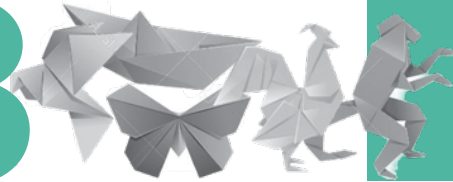
didn't disappoint either. The program, the people, and the FOOD! I have learned many things that I would love to try in my own Nihongo class. I always wonder how other teachers from Asian countries do their class and in JSF, I somehow had a glimpse of it. The teachers and new friends I met in JSF helped me gain more confidence both in teaching and speaking Nihongo. I will be forever grateful. Arigatou gozaimashita!

**Shiela Mabras**  
Teacher, Cordova NHS

The Japanese Speakers' International Forum 2019 was successfully started last August 2, 2019 at Da Nang, Vietnam. It was participated in by different teachers and students coming from six countries in Asia namely Vietnam, Indonesia, Thailand, Malaysia, Philippines and Japan. Participants were able to go deeper into the salient features of 21st century skills both in teaching and in learning. There was so much learning and fun during the forum.

**Erena Fukuoka**  
Program Coordinator, JFM

This is my second time to join にほんご人フォーラム (2017 in Japan and 2019 in Vietnam). And it was really a great opportunity for me. Honestly speaking, when we say language barrier, it means that you cannot interact with other people because you don't speak the same language. But that wasn't true. Language is just one way to communicate. What is important is how you can express your thoughts and feelings in a way that your companion can understand you. How you can share your ideas to others, and how you can react in the situation you are in now. If you have "Omoiyari" or compassion and "Egao" or Smile, you can fit in any pair of shoes that you encounter in your life.



## YATTE MIMASEN KA? “MAKING A SKIT AS A REVIEW TOOL”

by SHINTANI Chika

Have you ever asked your students to make a skit in your class? Presentation by an individual or Role-Play by pair is the popular way to do a wrap-up activity.

These are good ways to review the vocabularies and expressions after a Nihongo lesson.

But we can also use Skit by group instead of these activities. It is a one kind of technique with a dramatic approach.

What is the advantage of a Skit? What are the points that we need to be aware of regarding the use of Skits? Let's see!

### Advantages of making a Skit by groups:

- It can make a more interactive scene which is similar to the real situation.
- They can use new vocabularies and expressions in meaningful context.
- They can practice the accent, intonation and tone with pleasure.
- They can gain confidence in speaking the Japanese Language.
- The participants can make original stories by themselves instead of the teacher giving a role-play card.

### The points to remember are:

- The situation should be specific. For example, “Shopping at Convenience Store” or “Going to the Mall with Friends” instead of just “Shopping”. Students can imagine that situation easily and the group members can have a common situation.
- Limit the skit to only 1-3 minutes. If it is too long, the story becomes complicated and difficult to memorize. Proper duration is good for both the actors and the audience.
- The teacher will take a video and upload it to a platform where students can watch it. It does not need to be published. It is ok if the students can access it at least for their review.



### Procedure:

- Divide the class into small groups (4~5 persons).
- Set the situation for each group. (If you use this activity at the end of a semester, you can assign a different situation for each group. If it is just after one lesson, all groups can have the same situation.)
- Give time for preparation.
- Have the students present in front of the class.
- Give feedback, and ask comments from the audience as well.

Making Skits can enhance their creativity skills as well. If the teacher asks them to make it funny, that activity will be more fun and lively. When the audience laughs at the skit, the actors can gain confidence to speak because their laughter means they understood it. Moreover, students can review new vocabulary and expressions unconsciously.

Let's try using Skits in your class!!





## Hello!!!

### FURUKAWA Yoshiko



Magandang Araw! 古川嘉子(ふるかわよしこ)です。高校や大学や日本語学校、企業で教えている日本語の先生たちから、フィリピンの日本語教育についていろいろお話を聞きたいです。そして、何かお役にたてることを探していきたいと思います。よろしくお願いします。

### MUTA Aya



みなさんはじめまして、牟田綾(むたあや)です。マニラは東京よりずいぶん、ちょっとおどろきました！みなさん、これからフィリピンのことをたくさん教えてください。どうぞよろしくお願いします。

### MATSUSHITA Kayo



みなさん！はじめまして。11月からフィリピンに来た松下佳代(まつした かよ)です。JFT-Basicという新しいテストをフィリピンのひとに知ってもらうために来ました。フィリピンは初めてなので、みなさんから、いろいろ教えてほしいです！よろしくおねがいします！

### KIMURA Megumi



はじめまして！木村めぐみです。11月5日にマニラに来て3週間、暑さにも慣れ、やっと生活も落ち着いてきました。フィリピンに在る間に、タガログ語、ヨガ、そしてマラソン大会にトライしてみたいと思っています！よろしくお願いします。

## Soon to leave



Thank you to everyone in the Philippines for their understanding and cooperation in the activities of JFM. What I learned in the Philippines is being happy. What I learned in Japan is being disciplined. So while I have been in the Philippines, I kept my discipline and I have always been happy. Thank you to everyone who taught me happiness. See you somewhere in the world. And share happiness.

### KOBAYASHI Manabu



### MURAKAMI Nami

みなさん2年間お世話になりました。フィリピンで日本語を教えることができて幸せでした！関わってくれたみなさん、本当にありがとうございました！

### SHINTANI Chika

My favorite Song is "Balay Ni Mayang", My favorite zumba music is "Haypa", My favorite Filipino phrase is "Sana all", My favorite food is fresh swaki from the sea of Cebu! セブに来ることができて幸せでした。またみなさんにお会いできる日を楽しみにしています。



## URAWA Update

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

### JAPANESE TEACHING METHODS PROGRAM AT JAPAN FOUNDATION LANGUAGE INSTITUTE URAWA - SUMMER COURSE • JUNE 25, 2019 TO AUGUST 8, 2019.

**Jennifer G. Diones** has been teaching the Japanese Language for 6 years now. She is a part time lecturer of the *Japanese-Language Training Program* under the *Japan Philippines Economic Partnership Agreement (JPEPA)* where she teaches Japanese Language to Nurses and Care workers. She also teaches at Philippine Assist-Life Language and Development Center Inc. (PALDC) where her students are Technical Intern Trainees.



Preparing to give a speech at the Closing Ceremony.



Learning the art of wearing yukata. Consisting of 36 Teachers from 26 different countries.

### JAPANESE LANGUAGE PROGRAM FOR TEACHERS OF THE JAPANESE-LANGUAGE MAY 14 - JUNE 27, 2019

**Sheila D. Mabras** is currently working as a Senior High school teacher at the Cordova National High School. She has been teaching for almost 9 years in a public school, and has been a Junior High School teacher of the Japanese Language under the Special Program in Foreign Language-Japanese of DepEd for almost 4 years in the same school.



Group presentation during a School Visit to a private school in Saitama, Japan

## Sensei no Wa 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*

### August 2, 2019 "PCPP" -flow of communication- based classes-



#### Vianca Ramirez

Currently a faculty member at the Nihongo Center Foundation. Attended the Long-Term Training for Foreign Japanese Language Teachers at The Japan Foundation Japanese Language Institute, Urawa.

### Sept. 13, 2019 "Improvisation Game"



#### KOBAYASHI Manabu

Japanese Language Education Adviser  
The Japan Foundation, Manila

### Dec. 7, 2019 "Teaching Japanese through Role Play"



#### Jennifer Diones

Currently a Japanese Language Lecturer of the EPA Program. A Japanese Language Lecturer and Admin Staff at Philippine Assist Life Language and Development Center. Attended the Summer Course Training for Foreign Japanese Language Teacher at The Japan Foundation Japanese Language Institute, Urawa.

## OSHABERI SALON おしゃべりサロン



July 19, 2019 – Travel 「旅行」



Sept. 6, 2019 – Shopping 「買い物」

"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!

For more information, please visit the JFM Website.



Nov. 8, 2019 – My house 「私の家」

# い わす 言い忘れる？ by IDE Gohei

英語には get off や turn on のような 2 つの語でひとつの意味をつくる動詞 (phrasal verb) というものがありますよね。英は、日本語にもこれに似た動詞というものがあります。動詞と動詞を 2 つつなげて、色々なことを表現します。たとえば、「持ち上げる」は「持つ」+「上げる」で、pick up という意味になります。下に 5 つの動詞を例示しました。チャレンジしてみてください。

- 1) 店内で食べますか？ お待ち並びですか？ (持つ + 並ぶ)
- 2) ニュースでフィリピンのことが盛り上げられていた。 (ある + 上げる)
- 3) 相手の間違いを見逃していた。 (見る + 逃とす)
- 4) もう一度、やりなおしてもいいですか？ (やる + なおす)
- 5) あ、大事なことを言い忘れてた！ (言う + 忘れる)



to say

ok

tured

ain

ut

答え 1) e 2) c 3) b 4) d 5) a

## JFM Study Lounge



The Japan Foundation, Manila Study Lounge is open to researchers from **Mondays to Fridays** from **9:00 a.m. – 5:30 p.m.**; closed on Saturdays, Sundays, and on legal and duly declared special holidays of both Japan and the Philippines.



The JFM Study Lounge includes printed materials primarily on Japanese Language Education (JLE / Nihongo); some reference materials on Japanese Studies are made available; all materials / items are for room use only. For record and identification purposes, visitors / researchers are required to register and leave a Valid ID Card - government-issued ID Card, or the Pacific Star Bldg. Guest ID Card at the JFM Reception Desk.

# JFM Courses & Workshops

From February to April 2020

## COURSES FOR NIHONGO LEARNERS

### Marugoto Starter (A1) Module 2

March 2 – April 1 (Mondays & Wednesdays)  
6:10 – 8:20 p.m. (20 hrs.)  
Tuition fee: Php 4,400 (Inclusive of textbook)

### Marugoto Starter (A1) Module 2

March 3 – April 2 (Tuesdays & Thursdays)  
6:10 – 8:20 p.m. (20 hrs.)  
Tuition fee: Php 4,400 (Inclusive of textbook)

### Marugoto Elementary 1 (A2) Module 2

March 3 – April 2 (Tuesdays & Thursdays)  
6:10 – 8:20 p.m. (20 hrs.)  
Tuition fee: Php 4,500 (Inclusive of textbook)

### Marugoto Pre-Intermediate (A2/B1) Module 2

April – June (Every Wednesdays)  
6:10 – 8:20 p.m. (22 hrs.)  
Tuition fee: Php 5,300 (Inclusive of textbook)

## MINATO ONLINE COURSES

### Hiragana A1 Tutor Support Course

February 1 – March 10, 2020  
Tuition fee: Php 1,000

### Kanji Hajimete A2 Tutor Support Course

February 11 – March 18, 2020  
Tuition fee: Php 600

### Katakana A1 Tutor Support Course

April 3 – May 5, 2020  
Tuition fee: Php 1,000

## COURSES FOR NIHONGO TEACHERS

### Practice Teaching Course

March 21 (Saturday) 9:00 a.m. – 5:00 p.m.  
March 22 (Sunday) 9:00 a.m. – 3:00 p.m.  
March 28 (Saturday) 9:00 a.m. – 5:00 p.m.  
Venue: The Japan Foundation Manila  
Tuition fee: Php 2,000

## REGULAR EVENTS (FREE ADMISSION)

### Oshaberi Salon

March 6 (Friday)  
6:20 p.m. – 8:00 p.m.

*\*Schedule and tuition fee may change without prior notice.  
Please check the JFM website ([www.jfmo.org.ph](http://www.jfmo.org.ph)) or Facebook page ([www.facebook.com/jfmanila](https://www.facebook.com/jfmanila)) for updates.*



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# NIHONGO FIESTA 2020

The Nihongo Fiesta is an annual event held by The Japan Foundation, Manila, which showcases the Japanese language, arts and culture through various activities and events such as the Nihongo Speech Contest, NiViCon and many more.

## February 22, 2020 (Saturday)

Red Carpet Cinema 1, Shangri-La Plaza Mall  
Mandaluyong City

### 47<sup>th</sup> Nihongo Speech Contest

10:20 a.m. – 12:15 p.m.

### 1<sup>st</sup> Nihongo Video Contest (NiViCon) for Nihongojin

Organized in cooperation with the Association of Filipino Nihongo Teachers  
1:35 p.m. – 2:05 p.m.

### Anime Film Screening

"OKKO'S INN (若おかみは小学生!)"  
3:10 p.m. – 4:45 p.m.

*\*The program is subject to change without prior notice.  
For latest updates, please check  
The Japan Foundation, Manila Facebook page.  
([www.facebook.com/jfmanila](https://www.facebook.com/jfmanila))*

## The 31<sup>st</sup> Philippine Nihongo Teachers' Forum

May 2020

WATCH OUT FOR DETAILS!

## 2019 JAPANESE LANGUAGE PROFICIENCY TEST

December 1, 2019 (Sunday)

Number of Applicants

	N1	N2	N3	N4	N5	Total
Manila	171	535	1,192	5,156	2,369	9,423
Cebu	28	92	154	1,026	436	1,736
Davao	22	78	155	1,332	803	2,390
Cagayan de Oro	1	9	4	115	67	196
Total	222	714	1,505	7,629	3,675	13,745

## THE 1<sup>ST</sup> JAPANESE LANGUAGE PROFICIENCY TEST 2020

July 5, 2020 (Sunday)  
Manila, Cebu, Davao, Cagayan De Oro

Online registration period:  
February 5 to March 11, 2020

Payment Period:  
Individual Payment:  
March 24, 25, 26, 27, 2020  
Group Payment:  
March 31, April 1, 2, 2020

Please visit the JFM website ([www.jfmo.org.ph](http://www.jfmo.org.ph)) or Facebook page ([www.facebook.com/jfmanila](https://www.facebook.com/jfmanila)) for more details.

Merienda!  
みりえんだ

The Japan Foundation, Manila Nihongo Teachers' Newsletter

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