

英国の中学高校生のための  
日本語スピーチコンテスト

2016

# nihongo The Japanese Speech Contest for Secondary Schools in the UK Cup

## PROGRAMME



Association *for*  
Language Learning



JAPAN FOUNDATION

Embassy of  
Japan  
in the UK

Organised by the Japanese Language Committee of the Association for Language Learning in association with the Japan Foundation. Supported by the Embassy of Japan in the UK.

The Association for Language Learning is the UK's major subject association for teachers of foreign languages. The Japanese Language Committee works to link teachers of Japanese and promote the teaching of Japanese in the UK, and is delighted to present this speech contest today.

## Programme

12:00 – 12:30	Arrival and registration
12:30 – 12:35	Welcome Speech: Mana Takatori, Director General, Japan Foundation London
12:35 – 12:40	Introduction to Programme: Anne Rajakumar, JLC, Master of Ceremonies
12:40 – 13:00	Speeches from Key Stage 3 Finalists
13:00 – 13:15	Interval
13:15 – 13:40	Speeches from Key Stage 4&5 pre-GCSE finalists
13:40 – 14:00	Interval
14:00 – 14:05	Presentation on the Japanese Speech Awards: Yasuhiko Uemura, JSA
14:05 – 14:55	Speeches from Key Stage 4&5 post-GCSE finalists
14:55 – 15:15	Interval
15:15 – 15:20	Comments by Chair of Judges
15:20 – 15:40	Prize giving ceremony
15:40 – 15:45	Closing Speech: Hiroshi Itakura, Embassy of Japan
15:45 – 16:30	Refreshments
16:30	Close

## Judges

**Mary-Grace Browning (Chair)** is a teacher of Japanese. She currently works in both maintained and private schools and prepares pupils for the GCSE and AS examinations. She has been involved with Japanese language teaching for over 40 years and has a particular interest in teaching communication skills to allow British and Japanese young people to form lasting friendships.

**Kumi Casey (All categories)** is Japanese Language Coordinator for the School of Modern Languages at Newcastle University. She is also a Fellow of Higher Education Academy. She has taught Japanese language at FE and HE institutions in the North East for many years. She is very keen to promote Japanese language education in the North of England.

**Hiroshi Itakura (All categories)** is the First Secretary at the Embassy of Japan in the UK; he has been responsible for Education and Sport since August 2015. Prior to his current appointment, he mainly worked on primary and secondary education related matters for the Ministry of Education, Culture, Sports, Science and Technology in Japan since 1999. He has a BA in Law from Hitotsubashi University in Japan and a MA in Public Policy from the National Graduate Institute for Policy Studies in Japan.

**Makoto Netsu (All categories)** has worked on teacher training programmes at the Japan Foundation's Japanese-Language Institute, Urawa in Japan from 1995. During these years he worked at the Japan Foundation Sydney and Kuala Lumpur as a Japanese Language Advisor. Currently he is Chief Japanese Language Advisor for the Japan Foundation London.

**Kornelia Mund (KS3)** studied Japanese and Korean at Bonn University in Germany. She worked in Japan and was a senior programme officer at the Japan Foundation London Language Centre, before training on the Graduate Teacher Programme. She teaches Japanese and German at Whitgift School.

**Michi Ashikaga (KS4&5 Pre-GCSE)** was born in Japan. She studied English Language and Literature at Tsuda College, Tokyo (MA, 1972). She then studied TESOL at IOE, London University (MA, 1999) and at Oxford Brookes University (PhD, 2010). She started teaching Japanese at Aylesbury Grammar School in 2003. She is a member of BATJ.

**Yasuhiko Uemura (KS4&5 Post-GCSE category)** is the representative of the Japanese Speech Award (JSA) in London. He has been supporting the JSA speech contest in London since 2008. In addition, he is Manager of JOBA International London, a private supplementary school for Japanese students living in the UK.

**Suzuko Anai (Observer, all categories)** is a Senior Lecturer in Japanese Studies at Oxford Brookes University. She is actively involved in Japanese language education in the UK and Europe over 30 years. She held the position of Chair of The Association of Japanese Language Teachers in Europe from 2006-2011 and led two international projects, one on the Common European Framework of References and other looking into articulation between secondary and higher education.

**Hiroko Miller (Interlocutor)** trained as a Japanese teacher at the Asahi Culture Centre in London. She taught at Westminster School for over 17 years, preparing pupils for GCSE, AS and A2 examinations and retired in summer 2011. She still has a keen interest in the teaching of Japanese at secondary level in England.

**Hiroko Tanaka (Time-keeper)** is a Japanese Language Advisor at the Japan Foundation London. She has taught at a secondary school in the UK and at universities in Japan and Egypt. She has also worked as a voluntary Japanese teacher in Mongolian, Korean and Thailand.

### Oliver Tolson Boxall (Year 8)

#### Aylesbury Grammar School

Oliver's ideal school has Japanese lessons every day. In History lessons they learn about Japanese History, in Music they learn about Old Japanese Court Music, and in Art they learn about Ukiyo-e prints. There are no exams and no PE lessons in Oliver's ideal school – he hates PE! The dinner ladies all wear Kimonos and students can learn about Tea Ceremony. Oliver's ideal school is in Japan so he can go to places like Meiji Shrine, Tokyo Tower and the Pokémon centre. Everyone can play Gameboy, nobody wears uniforms and teachers are really friendly.

### Maryam Jaama (Year 9)

#### Greenford High School

Maryam's school is very big and she has 6 lessons every day, at 50 minutes each. She likes school but it can be a little difficult. She loves Japanese, which is fun and useful. Their teacher sets them a lot of homework. Studying at her school is hard work and she wishes there were more teachers in each lesson. She would prefer less homework but lots of study time during exam periods. Her school's cafeteria is very modern but there are few vegetarian dishes so that's something she would change. She would love to have a colourful school with a forest and she would call it World School. All students in her ideal school are happy and comfortable.

### Theo Hall (Year 9)

#### Hockerill Anglo-European College

Theo's dream timetable is as follows: Period 1 PE, Period 2 Japanese, Period 3 Maths, Period 4 Science, Period 5 English. Lessons are from 10:00 to 5:00. He loves sushi, so he has that for lunch. For clubs he does basketball, yachting and anime. Theo likes his teacher Rajakumar-sensei because her Japanese lessons are fun and exciting. He studies Japanese every day but they don't have to do exams because exams are stressful. Lessons are from Monday to Thursday and they have long holidays at his school. Theo likes school but he does find it complicated.

### Krishanth Dilrukshan (Year 9)

#### Dartford Grammar School

Krishanth's current school is interesting but at times not much fun and quite difficult. His school lasts from 8:30 until 3.10 and he is not fond of that idea because it's rather tiresome. He would love it to start at 9:30 and finish at 4:30. His dream school has really good teachers so that he can get smarter. Food would be delicious and cheap. At his school it costs £2.00. In the future there will be Teleportation so that he wouldn't have to get the bus anymore. Krishanth would also be able to go to Australia to play cricket with this cricket club. Lastly he would like to travel back to the year 1900 for his History lessons so they wouldn't be so boring anymore.

### Olivia Boutell (Year 8)

#### Hockerill Anglo-European College

Olivia likes Science and Japanese. She finds Science interesting and Japanese fun. At her ideal school the study of languages would be essential, as communication is important to her. There would be lots of trees and cats too, as well as school meals from around the world. Lessons would start at 9am and finish at 4pm. Olivia would love to see her school breaking up for Christmas, Hanukkah, Diwali as well as Eid holidays.

### Alex Quinlan (Year 9)

#### Campion School

In Alex's ideal school there are plenty of Japanese teachers and there are Japanese lessons every day where they teach about language as well as culture. Students can visit their friends at the Japanese School in London where they play sports together. In Japanese lessons they prepare Japanese food every month. Alex wants to become a chef as he likes Ramen. At the end of Japanese lessons they watch cultural videos. Peter Balakan from the *Begin Japanology* series will visit Alex' school to teach them about Japanese and British culture. Every year they have a Japan Day.

**Taranpreet Kalra (Year 11)**

Greenford High School

**Is There Racial Discrimination?**

In her speech, Taranpreet tells us about racial discrimination. Firstly, she recommends a book about racism which was written from a child's point of view. She compares the main character, Scout, with herself, as they both want to rid the world of racism. Taranpreet talks about an experience with a white neighbour who made her think that all white people were racist. She later discovered that this was not the case. Taranpreet tells us that you can't judge people because of their skin colour and that you should not make sweeping assumptions based on only one incident.

**Tahsin Ali (Year 10)**

Tile Hill Wood School

**My Country and Religion**

Tahsin has heard that there are not many Muslims in Japan and the religion is not well understood there, so in her speech she tells us about Islam. Her parents are both from Bangladesh and, like Tahsin, are Muslims. She explains things as such as how many times you pray each day, Ramadan and so on. She also tells us the good points of Ramadan and also some of the difficulties. She thinks that Japanese people and Muslims are similar, as they both respect people, believe in peace, do lots of volunteering and have good manners.

**Joseph Barber (Year 10)**

Whitgift School

**Japanese Packed Lunch**

Joseph talks about bento boxes, as he is very interested in Japanese food. He thinks that bento boxes made by Japanese mothers are very colourful and look delicious. He tried a bento before in England but never in Japan, so he really wants to try one in Japan if he ever visits. He also wants to know how to make them, as he wants to serve bento boxes to his family. Joseph investigated when the bento culture started, as his teacher did not know about it. Joseph would like to continue to look into Japanese food.

**Anastaseia Talalakina (Year 11)**

St Helen's School

**My Exchange School**

Anastaseia tells us about her experience in Konan school in Japan. She experienced all sorts of Japanese school customs like wearing Japanese uniforms, changing shoes to indoor shoes, cleaning the school and joining after-school clubs. Some things she would like to introduce to her school here, but some things she prefers the UK way. She studied Japanese for one year but it was hard to talk to people and join lessons in Japan. Anastaseia would like to improve her Japanese and she definitely wants to go back to Konan school again as it was a great experience for her.

**Joseph Wang (Year 11)**

Eton College

**The Differences in Societies Between Japan and the West**

Joseph has discovered an interesting difference between Japanese and Western societies through looking at computer games. The most popular games in Japan involve playing with friends and fighting together. But popular games in America and the UK are shooting games which you can play on your own. He thinks that this situation is mirrored in real life where society is more important than the individual in Japan, whereas the opposite is true in the West. Joseph thinks that both ways of thinking are wrong, but also that it is impossible to make a perfect society.

**Da-Young Kim (Year 11)**

St Helen's School

**My Favourite Video Game**

Da-Young's favourite game is Mario Kart: A Wii game, which involves driving a car with different characters. Da-Young describes the various characters and their strengths, and describes how hard she worked to become good at the game. Finally she explains how the good ideas, effort and teamwork of the creator of Mario Kart, Shigeru Miyamoto, led to the huge success of the game. Miyamoto did not give up, but kept working hard, and this is the message that Da-Young has taken and put into practice in her own life.

**Cameron Thater (Year 13)**

Aquinas College

**The Importance of Language**

Cameron has learnt French, German and now has a passion for learning Japanese. He would like to talk about his ideas about learning foreign languages. When he watched the Japanese anime *Shingeki no Kyojin*, he found that the English subtitles were not good. Therefore, he started to learn Japanese because he wanted to watch his favourite anime in the original language. He also wants to talk about the relationship between language and culture. He thinks the benefits of learning other languages enable us to see situations from other points of view.

**Alex Wang (Year 12)**

Eton College

**Nattō**

Nattō is made from fermented beans. Nattō is popular in the east of Japan. However, Nattō is not so popular outside Japan because of its pungent smell which is like cheese or rotten food. Nattō is often compared to Marmite as it is said that "You either love it or hate it." Alex talks about the origin of Nattō, how to eat it, and its health benefits. In his opinion, Nattō doesn't taste bad and its texture is also ok. He would like others to try it. It may be that "The smell is Hell but taste is Heaven."

**Shanara Atukorala (Year 13)**

Greenford High School

**Ooi, Detekooi Review**

Shanara has recently studied stories for A-level and would like to talk about her favourite story, *Ooi, Detekooi* written by Shinichi Hoshi. It is a Science Fiction story with a twist that teaches the reader a lot, for instance, the depravity and greedy nature of human beings. In this story, a hole appears after typhoon and people use it to throw away their rubbish because it looks bottomless but one day, the rubbish comes back up. This story also makes the reader think about the importance of religion and the fact that it is not good to hide problems.

**Amy Watson (Year 12)**

Wolfreton School and Sixth Form College

**Literature and Women**

Amy has studied English literature and found there are more male authors than female. She would like to talk about the important Heian period female author Murasaki Shikibu. Murasaki's most famous work is *The Tale of Genji*. As women did not have much education in those days, hiragana was used by women and kanji was used by men, but Murasaki mastered kanji. Amy also talks about another famous female writer J. K. Rowling, the author of Harry Potter, who was first advised to pretend to be a male writer. Amy believes that women should have equal opportunities as men.

**Hei Tung Cheng (Year 12)**

Wolverhampton Girls' High School

**Proverbs**

When Hei Tung tried to teach English to foreigners, she found it difficult to explain proverbs to them because English proverbs are different from their ones in their languages. However, she discovered there are some common proverbs in different language and would like to explain how common they are. She thinks that proverbs are an important element in any language and culture. If you use proverbs in your daily conversation, it can make your speech interesting and moreover, people think you are knowledgeable. Proverbs are not learnt from textbooks but can be learnt from communication with people.

**Joy Chu (Year 13)**

Wycliffe College

**Hidden Secrets in Films**

Joy has been studying Japanese, Maths and Film Studies at her college. She likes making films because it enables something impossible to be possible on screen. She has watched a lot of films since she was a child and she especially likes *Mission Impossible*; not only because Tom Cruise is cool but also its plot, with its advanced technology, is interesting. Joy also talks about the way in which she watches movies has been changed since she started Film Studies. In the future, she wants to be a director and make great films.

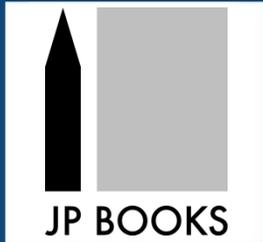
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Chair: Anne Rajakumar

(Hockerill Anglo-European College)

Nihongo Cup joint coordinators:

Shoko Middleton

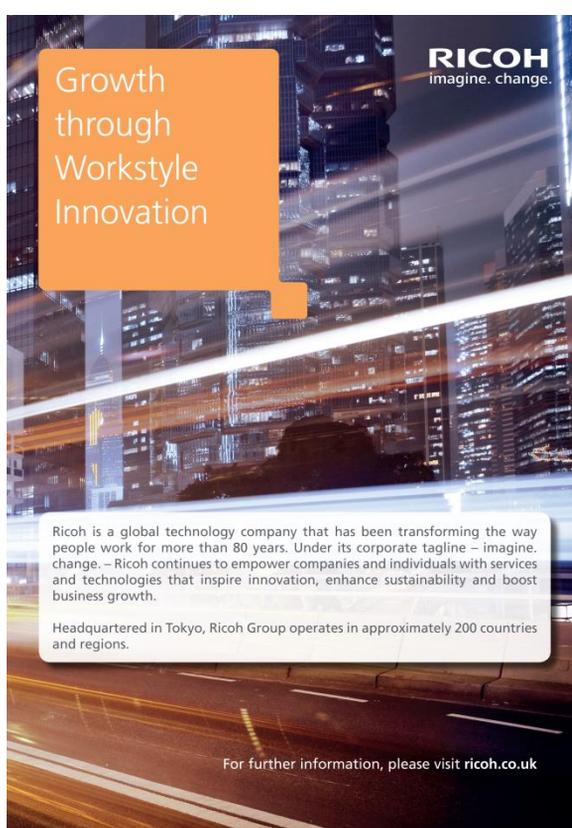
(Greenford High School)

& Sachiko Yamaguchi (Aquinas College)

Suzuko Anai (Oxford Brookes University),

Motoko Ishikawa (St Helen's School),

Kornelia Mund (Whitgift School)



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## The Japanese Speech Awards (JSA)

Since 1995, the winner of the Nihongo Cup's Key Stage 5 category has been offered the opportunity to travel to Japan to participate in the Japanese Speech Awards Finals and Cultural Programme, described in detail below.



The JSA Programme is organised by the non-profit organisation, Education Guardianship Group (EGG), together with the Japanese Speech Award (JSA) Planning Committee.

The Japanese Speech Contest Planning Committee launched the Programme in 1995, inviting 8 high school students from 5 different countries to participate. The Programme aims to promote intercultural awareness by giving students the opportunity to form friendships which transcend geographical boundaries, and in this way to further their understanding of international relations.

This year's JSA Programme will invite representatives from 15 different countries to Japan from 23rd July to 4th August. The programme consists of three different elements:

### The Japanese Speech Contest for High School Students

Participants are asked to deliver a speech on a theme of their choice, which can be the same as the one made at the Nihongo Cup. Prizes are awarded on the basis of assessments from both the judges and the audience and the JSA Exchange Party takes place afterwards.

### Intercultural Exchange Programme

This is a 10-day programme during which JSA participants are joined by Japanese high school and university students, who teach them about Japanese culture and traditions through joint activities.

### Japanese Language Workshop

This one-day workshop is designed to encourage participants to use Japanese and is aimed at strengthening motivation to learn the language.

For further information about the Japanese Speech Awards and Intercultural Programme, please contact JSA's London representative Yoshinori Kimura on 020 8343 4332



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