

英国の中学高校生のための  
日本語スピーチコンテスト

2018

# nihongo cup

The Japanese  
Speech Contest  
for Secondary  
Schools in the UK



Saturday 16th June 2018  
12.30pm - 4.30pm  
at Conway Hall, London



Organisers:  
Association for  
Language Learning

Supported by:  
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JAPAN CENTRE  
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## 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 (Shakuhachi)
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 Umemura, JSA
14:05 – 14:55	Speeches from Key Stage 4&5 post-GCSE finalists
14:55 – 15:15	Interval (Radio Exercise)
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.

**Hiroshi Itakura (All categories)** is the Counsellor 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 (MEXT) in Japan since 1999. He has a BA in Law from Hitotsubashi University in Japan and a MA in Public Policy from National Graduate Institute for Policy Studies (GRIPS) 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.

**Yasuhiko Umemura (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 (Japan Overseas Bridging Academy) International London, a private supplementary school for Japanese students living in the UK.

**Kaoru Umezawa (All categories)** is a lecturer in Japanese at the University of East Anglia (UEA). Amongst her teaching is the speech and debate class for final year Japanese students and she organises the annual in-campus "Nikkei Telecom Speech Contest". Before coming to UEA, she taught at several higher education institutions in the UK. She also taught at the University of Iceland for eight years, where she introduced and organised their annual speech contest.

**Marina Sereda-Linley (KS3, KS4&5 Pre-GCSE category)** is a Japanese language tutor at Luton Sixth Form College and the current vice-chair of the BATJ. She received her Master and Doctor degrees in Japanese Applied Linguistics from Osaka University of Foreign Studies and Osaka University, Japan, respectively, and has been actively contributing to research into and the application of Differentiated Instruction in Japanese.

**Kanako Ukai (Interlocutor)** has been an Assistant Japanese Language Advisor at Japan Foundation London since 2016, promoting Japanese language education in the UK. She has taught all age groups in America, Thailand, Moldova and Japan since 2007 and obtained an MA in Applied linguistics at Institute of Education, University College London in 2015.

## Nihongo Cup Coordinators

**Sachiko Yamaguchi (Aquinas College)**

**Suzuko Anai**

## Master of Ceremonies

**Anne Rajakumar (Hockerill Anglo-European College)**

### Hari Issuree (Year 9)

**Dartford Grammar School**

Hello everyone. I am 14 years old, and I like basketball and tennis as well as cats). In my ideal day, I will go to Japan with family. I will ride the cat train (can take pets on the cat train), drink green tea, buy stationary and eat noodles. I will go swimming in the sea, visit Mt. Fuji, look at Sakura blossom in the park and go to winter festival. Then I will return home, go to my cousin's house and play Nintendo games. That is my ideal day. Thank you everyone.

### Gwen Jones (Year 9)

**Cheney School**

Hello, my name is Gwen. I am 14, and I am in year nine at Cheney School. I live in Oxford with my family. I like to cosplay, watch Japanese films, read books, and play video games. My ideal day would be a trip to London Comicon with my friends. I would wear my Nora Valkyrie cosplay; she is my favourite anime character. I would like to have my photo taken with a celebrity. For lunch we would go to a Japanese restaurant, and afterwards we would enter a cosplay competition, which we would win! We would stay at the most expensive hotel in London.

### Adrian Manickarajah (Year 9)

**Dartford Grammar School**

In this speech, I will talk about the regular things that I would like to do on my perfect day. To begin with, I will talk about regular things, such as the weather, but then I will talk about the places that I would like to visit (one of them is Japan). I also make some direct comparisons between the scenery in England and in Japan, about the beautiful Sakura (さくら) or cherry blossom trees. I will also say about how I like to play a traditional Japanese game when I am at home, and on my ideal day, I will succeed.

### Skye Simpson (Year 8)

**West Coventry Academy**

When I was in primary school, I read a book about Samurai and since then I have admired their way of life and discipline. I feel Samurai are very interesting and that a lot could be learned from them. Samurai inspire me to study Japanese. On my ideal day, I would want to live as a samurai in the mountains of Japan. As a samurai, I would take part in all of their daily activities and live as they do, but most importantly of all, I would learn and practise the spirit of Samurai, 'Bushido.'

### Scarlett Surridge (Year 7)

**Sharnbrook Academy**

My perfect day would be sleeping in and waking up to a special breakfast, followed by spending time with my best friends (Hana and Lamia), a journey to the shopping centre and eating my favourite dish out, with my friends, at my favourite Japanese restaurant. After returning home, I would play with my cheeky, handsome, pointy-eared, brown dog. He is very funny because he barks a lot. But he is probably the worst guard dog in the world because he almost never barks at burglars. We fall asleep snuggled together on my bed at the end of a brilliant day.

### Emma Troman (Year 9)

**Hockerill Anglo-European College**

Having introduced myself, I shall talk about my dream day. I would like to spend time in summer in Japan. I would read Harry Potter, eat breakfast with my family then go to a cafe with my friends. Next, I would like to study Japanese, geography and history. In the future, I want to be a linguist therefore I must study foreign language. My dream lunch is sushi. I would like to cook but my cheeky sister doesn't like cooking. I would like to study sushi making, then play baseball and table tennis. If possible, for dinner, I would like to eat Japanese food.

## Key Stage 4&5 Pre-GCSE Category

**Chimere Akika (Year 10) West Coventry Academy**  
ギリシャの神話が教えてくれたこと Greek mythology and what it has taught me

Imagine a time where little is known about the world around us and gaps in our knowledge filled with tales passed around by word of mouth; stories of heroic fetes, bravery, and mischief dominating the mind. Cultures like that have always fascinated me, with Greek mythology particularly enthralling me with its tales of love, hate and war. With the help of books and videos I've learned more about these ancient folktales and am still constantly seeking out new information; so much so that I have decided that in the future I will study archaeology where I hope to add to the pre-existing knowledge of Greek culture that we have now.

**Timi Akinsola (Year 12) Bexley Grammar School**  
地球人になりましょう！ Let's become a global citizen!

Japan is renowned for its beautiful scenery, rich culture and, most notably, its incredibly polite population. However, no country is without fault, and Japan is unfortunately no exception, being known as one of the least accepting countries to immigrants and foreign citizens in the world. "Let's become global citizens!" aims to reveal the underlying roots of xenophobia that can be found within Japanese culture as a result of their tense history with foreign countries, and uses these points to advocate peace and equality, all from the unconventional viewpoint of a Japanese-speaking British Nigerian.

**Yii-Ling Deng (Year 10) Newstead Wood School**  
私の夢、私の将来 My dream, my future

I've always wondered what the future will bring. Following my visit to Japan and staying at two host families in Kanagawa and Tottori, as well as attending school there, I made memories I'll never forget. It made me love Japanese Culture even more. Ever since I was little, I wanted to be a teacher. Yet following my visit, now I would like to experience being an English teacher in Japan, especially after hearing about the Jet Programme. In the future, I hope to study law in Japan. My favourite thing about Japan is undoubtedly anime, and hopefully in the near future I can watch anime without English subtitles.

**Kiara Desai (Year 10) North London Collegiate School**  
外国語が難しいですか Are foreign languages difficult?

My speech 'Are foreign languages difficult?' considers how challenging it can be to learn new languages, whether it's just one, or five in my case. I look back on my own experiences as a language learner, discussing things from failed school exchanges to trying to turn watching Japanese TV into 'studying'. In my speech I suggest some of the methods I have used to improve at learning foreign languages, specifically spoken language and I hope that after hearing my speech you will have some new tips to help develop your Japanese, or any other languages you may choose to pursue in the future.

**Maryam Jaama (Year 11) Greenford High School**  
歴史の本当の意味 The Real Meaning of History

History has many meanings. Often some stories in History can be misunderstood or hidden. Because of these misunderstandings, we should try to find the whole story before we make a judgement. Christopher Columbus is a great example because the story isn't the same for everyone. Stories of war are often hidden and Japan knows this as well. After the war, times were hard and a very sad movie called "Fireflies from the Tomb" talks about the war and how two siblings tried to survive in the hard times. This speech is to show how some parts of history aren't as they seem.

**Sam Lam (Year 11) Whitgift School**  
和牛のすばらしさ Fantastic wagyu!!

My speech is about the perks of the Japanese bred beef called wagyu, and my first hand experiences with wagyu. Wagyu can truly be considered pearls of both Japanese cuisine and culture as these cows not only contribute to Japan's world-renowned food identity but they are also widely used for farming purposes. In my speech, I will also talk about the imports of wagyu to London and our increasing ability to buy and try wagyu as part of Japan's ever-widening appeal in the West.

## Key Stage 4&5 Post-GCSE Category

**Anthony Cho (Year 12) Harrow School**  
蟬について Regarding Cicadas

The phrase 'Semishigure' likens the sound that cicadas make to that of rain. Extremely descriptive and somewhat melancholic, the phrase prompted my interests in the inspiring and difficult life of cicadas. The song of cicadas, the manifestation of summer for many, can often be of annoyance. However, one has to realize that these creatures, from birth and during their years underground, is constantly under the threat of predators. Yet, what awaits them when they finally emerge is truly tragic. A female can only mate once in their lifetime but male multiple times. The population count is around the same meaning that 37% of males die without mating.

**Ethan Madsen (Year 12) Westminster School**  
日本の人口減少 Japan's Shrinking Population

Japan's population is ageing and shrinking, resulting in a range of economic and other difficulties. The low birth rate and high life expectancy mean that the proportion of the population that is working age is at all-time low. Lack of workers is affecting many businesses, and the rising costs of pensions and social care are increasing government debt to ever higher levels. In my talk, I also look at some of the innovative ways in which these problems are being addressed in Japan.

**Kei See (Year 13) Hockerill Anglo-European College**  
新撰組と蛙 The Shinsengumi and Frogs

'A frog in a well cannot conceive of the ocean, but it knows well enough the distance of the sky.' – Kondo Isami. The Shinsengumi were a special police force loyal to the Tokugawa military government that fought against the Meiji Restoration and were considered traitors after their defeat. However, by the Showa era historians had begun to hold them in better regard, for their loyalty, determination and embodiment of the principles of Bushidō. Today the Shinsengumi have been embraced by pop culture and are one of the best-known military regiments in history. So how should we judge them?

**Aidan Shaw (Year 9) The Heath School**  
僕の理想的な日 My ideal day

This speech is about my life-long dream to visit Japan, portrayed in a single, perfect day. It contains the many things I would like to do and see, such as stay in a traditional Japanese inn (Ryokan), have a full Japanese hot spring (onsen) experience, and visit the many locations in Japan, which are bursting with culture, history, and personality. Some places which fit this description for me are Kunouzan Toudougou Shrine in Shizuoka Prefecture, and Ryouanji Zen Garden in Kyoto.

**Tsz Kwan Cynthia Yu (Year 12) Queenswood School**  
白川郷の旅行 Trip to Shirakawa-go

Shirakawa-go – the sixth registered heritage site in Japan – is famous for its unique hand crafted roof. When I visited Shirakawa-go last year. I was surprised by the fact that the villagers were still keeping up their traditions even to the present day, which had a great impact on me. I was amazed that the people of Shirakawa-go always gather and cooperate with each other to mend the broken roof. I believe that the spirit of helping each other is indispensable, especially in modern society, and it is something that we should all learn from and cherish.

**Ziyi Zhao (Year 10) Roedean School**  
シャオバイが側にいてくれたこと Xiaobai who was there for me

Last Christmas, a tragedy occurred: My beloved dog Xiaobai passed away. Because of his death, I began to recall memories of the ten years that we spent together. I always thought that we would be together forever but I became sadder, as I saw him gradually getting older. He is not my 'only' one, but for him, I was his 'whole life'. Despite my sadness over his death, I still know that he has never left. He has just changed his form and is now supporting me in the format of this speech.

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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 25th July to 6th 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

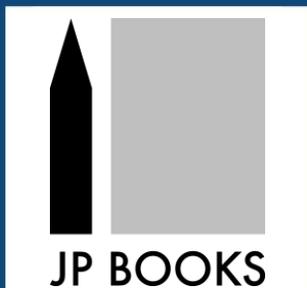
This one-day workshop is designed to encourage participants to use Japanese and is aimed at strengthening motivation to learn the language.

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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Nihongo Cup Japanese Speech Contest is organised by the Japanese Language Committee of the Association for Language Learning and the Japan Foundation.

### Japanese Language Committee Nihongo Cup Organisers

Anne Rajakumar (Hockerill Anglo-European College), Sachiko Yamaguchi (Aquinas College), Suzuko Anai, Motoko Ishikawa (St Helen's School), Shoko Middleton (Greenford High School), Yuko Leece (Holbrook Primary School), Yuka Murayama-Isaacs (Hockerill Anglo-European College)