nihongo cup 2019

The Japanese Speech Contest for Secondary Schools in the UK

Saturday 22nd June 2019
12.30pm – 4.30pm
at the Nissan Institute of Japanese Studies,
University of Oxford

Organisers:
In collaboration with:
Supported by:
**Programme**

12:00 – 12:30 Arrival and registration
12:30 – 12:35 Welcome Speeches: Eiji Taguchi, 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 (Holbrook Primary School performance)
13:15 – 13:40 Speeches from Key Stage 4&S pre-GCSE finalists
13:40 – 14:00 Interval
14:00 – 14:05 Presentation on the Japanese Speech Awards: Kei See (former pupil of Hockerill Anglo-European College)
14:05 – 14:55 Speeches from Key Stage 4&S 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: Toshinori Sano, Embassy of Japan
15:45 – 16:30 Refreshments
16:30 Close

**Judges**

Mary-Grace Browning (Chair of Judges) is a teacher of Japanese. She currently works in both maintained and private schools and prepares pupils for the GCSE and A-level 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.

Toshinori Sano (All categories) is the First Secretary at the Embassy of Japan in the UK, he has been responsible for Education and Sport since March 2019. Prior to his current appointment, he mainly worked on education related matters for the Ministry of Education, Culture, Sports, Science and Technology (MEXT) in Japan since 2002.

Yuko Fujimitsu (All categories) is a Japanese-Language educationalist with broad international experience, currently is a chief Japanese language advisor for Japan Foundation as a preparation course for visiting Japan. She works at the Department of Education in NSW and Western Australia, where she was involved with developing resources, designing and delivering professional learning. Her recent work has a focus on supporting students and teachers through the design and facilitation of innovative learning programmes.

Takehiko Kariya (Post-GCSE category) is a Professor in the Sociology of Japanese Society at the University of Oxford where he teaches the Sociology of Japanese Society and Research Methods for Japanese Studies. Before moving to Oxford, he taught the sociology of education at the Graduate School of Education, University of Tokyo for almost two decades.

Kaori Nishizawa (All categories) is an Instructor in Japanese at the University of Oxford. She teaches various levels of Japanese language courses to both undergraduate and postgraduate students. She currently serves as a member of the executive committee of the British Association for Teaching Japanese as a Foreign Language (BATCH) working closely with Japanese language teachers across the UK.

Junko Rogers (KS3 & Pre-GCSE categories) has been teaching Japanese at Westminster School since 2008, preparing pupils for GCSE, AS and A2, JLPT N1 and N2 examinations. She also teaches basic Japanese at The Grey Coat Hospital School. She worked at the Department of Education in NSW and Western Australia, where she was involved with developing resources, designing and delivering professional learning. Her recent work has a focus on supporting students and teachers through the design and facilitation of innovative learning programmes.

Shoko Middleton (Interlocutor) has taught for many years in secondary schools in Japan and in England. After working for the Japan Foundation London as an advisor, she returned to classroom teaching at Greenford High School until last year. Currently she teaches at Imperial College London.

**Nihongo Cup Coordinators**

Sachiko Yamaguchi (Aquinas College)
Suzuko Anai

**Master of Ceremonies**

Anne Rajakumar (Hockerill Anglo-European College)
Meera Balasubramaniam (Year 10) St Helen’s School
日本はどのように安全な国なんでしょう？  何が日本が安全になるか
My experiences in Japan last year, I learnt a lot about Japan and how different it is to England; the people, the transport, the culture. The biggest difference I encountered was safety. I felt very comfortable there and wondered why this was the case – I concluded that Japanese culture greatly impacts the safety. By reflecting on my experiences, I will explain how different parts of Japanese culture play a big role in maintaining safety within Japan.

Ollivia Boulter (Year 11) Hockerill Anglo-European College
珊ばれたことについて About Fear
This speech will explore various types of 'fear', and how we react to being scared in different ways. Everyone has a phobia of something; some people are scared of spiders, while some people are scared of public speaking, so fear is something we have all experienced. I would like to talk about how fear can be both positive and negative, and how we can overcome it. Finally, I will explain some differences between what people are afraid of in the UK compared to Japan, and how samurai dealt with fear in the past.

Tansy Davis (Year 10) West Coventry Academy
私たちの宇宙 Our universe
Three years ago I watched a documentary about the weather on different planets. Now I really like space. Our solar system is 11,000 miles from the sun and has 9 planets. When I’m older I want to buy a telescope, but they are expensive. Next year NASA is starting a mission to colonise mars, but people won’t be able to return to Earth. I want to go to space because I believe in Aliens, but I am scared of the dark. So instead I want to go to the Kennedy Space Center.

Ayo Ladennia (Year 12) Bexley Grammar School
どうぶっつけことは、なぜ、ひつようなのですか Why animal testing is necessary in medical research
My speech is about the importance of animal testing in medical research. Animals are predominantly tested on in science as a means of replicating the human body but recently, bans and emerging animal life protection groups have prevented the testing of animals in some areas of science meaning it has become increasingly difficult to find cures and treat diseases such as cancer, one of the largest killers. My speech contains an anecdote of a person close to me and their experience with cancer and however if there was funding for more testing the outcome of his treatment could’ve been much better.

David Ndoni (Year 12) Woodhouse College
私の日本旅行 My Japan Trip
I really love Japan. It has always been my dream to go. When I do go to Japan, I am going to visit three iconic cities: Tokyo, Kyoto and Osaka. I will visit famous locations like the Hachiko statue and The National Museum of Emerging Science and Innovation (the Miraikan). In Kyoto, I will visit the beautiful Kinkaku-ji temple, and I am also excited to visit the Monkey Park in Arashiyama. Finally, in Osaka, I can’t wait to try delicious Japanese food like Okonomiyaki and Takoyaki. Overall, I am really looking forward to visiting Japan, and exploring these three amazing cities.

Emma Tromans (Year 10) Hockerill Anglo-European College
共感することの大切さ The importance of Empathy
When a child fails an exam, their mother says ‘Don’t give up!’. When a child fails an exam, their mother says ‘Don’t give up!’
This makes the child sad because it doesn’t mean anything. Instead, the mother can tell the child about her own failure, building a connection between them. Often, we become stubborn and can’t understand other perspectives. We become absorbed in our lives and forget about others. But with empathy, we can help each other. We become kinder and happier. So let’s practice empathy! When you argue with somebody, ask yourself ‘What are they thinking? Why? Have I ever felt that?’
Maybe it can be solved. Next time you hear of a disaster on the news, don’t say ‘That’s awful’. Instead, close your eyes and imagine ‘What are they feeling? Have I ever felt that? What can I do to help?’ This can make a big impact in daily life.

Leonid Golstblat (Year 12) MPW London
日本の社会を影響した考え方 The ways of thought that influenced Japanese society
Japan, throughout its history, experienced many cultural changes. Beliefs came and went, but they have all left a mark on the cultural identity of Japan. From indigenous beliefs, to their initial contact with China bringing in the likes of Confucianism and Buddhism, to the transformations of these ideologies within Japan, there have been many shifts in the cultural paradigm, all of which went on to shape the Japanese society of today. In my speech, I’d like to explore some of those major cultural events, as well as hypothesis as to their consequences.

Beatrice Gordon (Year 12) Wolfreton School and Sixth Form College
国のエンブレムはどのように社会的価値観を表現しているのでしょうか How do national emblems embody the social values?
It goes without saying that national emblems are of great importance. They often represent countries as units and show a sense of oneness even during hardships. As a student of French and Japanese, I also have an interest in these countries’ culture and their social norms. What better place to start than by investigating the origins of each country’s national emblem, and how their emblems embody their societal values?

Natasha Kiriillova (Year 13) St Helen’s School
茶道と完璧主義 The Tea Ceremony and Perfectionism
The tea ceremony is perhaps one of Japan’s most iconic cultural symbols. Gaining influence from Buddhism and “Wabi-Sabi” the tea ceremony first developed in the Muromachi period. The tea ceremony, amongst other Japanese arts, is often associated with “perfectionism” - there is a certain way to perform ceremony. However, whilst delving into the history of tea, Okakura Tenshin in his “Book of Tea” reaches the conclusion that perfectionism has bastardised the art of tea and that the charm of the tea ceremony is in the journey not the result.

Theodore Nze (Year 12) Aylesbury Grammar School
日本人とは What is “Japanese”?
What do you think of when you hear the word “Japanese”?
After the Miss Universe Japan contest won in 2015 by a mixed-race haafu and following the success of Japan’s mixed-race tennis champion, Naomi Osaka, the answer is becoming less clear. In the era of globalisation, can Japan maintain her homogeneous identity? What happens to those who don’t fit in? Although my dream is to settle in Japan, having been born to a Nigerian father and a Canadian mother, I am the least qualified to be considered Japanese. And perhaps even British. So, where is the line between nationality, citizenship and race?

Jeremy Roe (Year 12) Whitgift School
変わっていく文化の利点 The Benefits of Changing Culture
Culture plays a vital role in peoples’ lives across the world. With the rapid pace of globalisation, many cultures across the world are merging and changing as a result. Western cultures are dramatically changing the deep-rooted culture within Mauritius, such as the traditional music of the island. Many of Japan’s festivals and traditions have also changed such as the decline in traditional kimonos and a rise in modern kimonos. However, are these changes in culture a good thing or not? In this speech, I will discuss the benefits and disadvantages of changing cultures using my experiences in Mauritius and Japan as an example.
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 (Imperial College London), Yuko Leece (Holbrook Primary School), Yuka Murayama-Isaacs (Hockerill Anglo-European College)

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JP BOOKS (JPT Europe Ltd) is delighted to support the Nihongo Cup and believes that this event brings our countries closer together.

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Thank you! ありがとうございます！

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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 21st July to 2nd 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 12-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