

nihongo cup 2020

The Japanese Speech Contest for Secondary Schools in the UK
英国の中学高校生のための日本語スピーチコンテスト



Saturday 27th June 2020
12.30pm - 3.30pm

Organisers:



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.Programme

.12:00 – 12:30	.Registration
.12:30 – 12:35	.Welcome speech
.12:35 – 12:40	.Introduction to the programme
.12:40 – 13:00	.Key Stage 3 finalists speeches
.13:00 – 13:15	.Interval 1 Shakuhachi Performance
.13:15 – 13:40	Key Stage 4&5 Pre-GCSE finalists speeches
.13:40 – 14:00	.Interval 2 Marimba performance
.14:00 – 14:50	Key Stage 4&5 Post-GCSE finalists speeches
.14:50 – 15:10	.Interval 3 Radio Taiso
.15:10 – 15:15	Chair of judges comments
.15:15 – 15:30	Prize announcements and

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.

Takeshi Ito (All categories) is the Minister for Public Diplomacy and Media, and Director of the Japan Information and Cultural Centre (JICC) at the Embassy of Japan in the UK. He works to promote cultural exchange, education and sports between Japan and the UK. He studied law at the University of Tokyo. Immediately prior to his arrival in London he was the Deputy Chief of Mission at the Embassy of Japan in Bangladesh. Prior to his time in Bangladesh Mr Ito served as Director of the Humanitarian Assistance and Emergency Relief Division of the International Cooperation Bureau.

Yuko Fujimitsu (All categories) is a Japanese-Language educationalist with broad international experience, currently is a chief Japanese language advisor for Japan Foundation, London. 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.

Hisaka Bunting (All categories) has been teaching Japanese at Newstead Wood School, as well as tenured at three different London schools to A level standard. Hisaka is now serving the second term as a Subject Expert for Ofqual. She has led tailored Japanese teaching workshops at Japan Foundation. Hisaka obtained a PGCE from University of Nottingham, and holds a postgraduate degree from the Institute of Education (UCL) in Education.

Yuko Hasegawa (All categories) is a senior language-teacher at the University of Bristol. She teaches Japanese language courses to undergraduate students from absolute beginner-level through to advanced levels. She is currently a committee member of the Speech Contest for University Students in the UK event, co-organised by the Japan Foundation and the British Association of Teaching Japanese as a Foreign Language (BATJ).

Takehiko Kariya (Post-GCSE) 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.

Hiroko Tanaka (Interlocutor) 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.

Nihongo Cup Coordinators

Sachiko Yamaguchi (Aquinas College), Suzuko Anai

Master of Ceremonies

Anne Rajakumar (Hockerill Anglo-European College)

Kiran Dyal (Year 9)

West Coventry Academy

The world is an amazing place full of wonderful people and sights to see. In my speech today, I will be talking about my dream to travel the world. Travelling helps us to experience different cultures and I am most interested in seeing the culture of Japan. In Japan I want to see the best Japanese figure skater, Rika Kihira. She is my favourite skater, not only for her skill but her role as a fashion leader. I also want to visit places such as Hokkaido and see the clock tower and TV tower. With my sister, I hope I can make this dream come true.

Benedek Payne (Year 9)

Hockerill Anglo-European College

A few years ago, I watched a movie called the Martian, with Matt Damon. Because of this movie, I want to become an astronaut. If I was an astronaut, I would help the world by doing things which I love, and by living in an interesting place. My idol Alan Shepard, who played golf on the moon. Unfortunately, Alan Shepard is dead. In the future, I would like to be like Alan Shepard, although I will not play golf on the moon, as I do not like P.E. Instead, I will eat pot ramen on the moon. I really like pot ramen, and I eat it every day.

Beth Kingham (Year 9)

West Coventry Academy

I want to talk to you about two of my dreams. Firstly, to become an author and to write my own book would be amazing. In my book I want to help people use their imagination. My second dream is to be a dancer. I dance all different types, Modern, Ballet and Lyrical. I belong to a dance team and I practise regularly with my little sister, but my dream is to perform with famous ballerina, Darcey Bussell. In the future, my sister, my friends, and I want to dance in the West End. I want to write a book about dancing because I love dancing and books.

Jesse Rees (Year 9)

Dartford Grammar School

Yesterday, I played football, but I was bad at football. Then, I slept. I had an interesting dream. While I was playing football with my friends in a Japanese park, a football manager saw me. He wanted me to become a football player. The manager invited me to his team's football match, but my friends thought I was bad at football. Therefore, I was quite sad. The next morning, I went to play football at the Osaka stadium by bullet train. Then, I played a football match, and I thought it was quite difficult, but it was fun. After the match, the football manager invited me to the next game. But then, at 6:30AM, I woke up. Because I couldn't play football, I was quite sad. I went to school. But I went by the boring school bus, not by bullet train. I thought Japan was amazing, therefore I wanted to be in Japan. Thank you for listening.

Eric Taylor (Year 8)

Whitgift School

When I was told about the topic my speech was going to be about, the first image that came into my head was myself inside the front cabin of a Shinkansen train travelling at 200 mph. My dream is to be a Shinkansen driver because it is safe and comfortable. Also, a Shinkansen driver helps passengers onboard the train. They show tourists which way they need to travel. Finally, the Shinkansen route passes by beautiful scenery such as Mount Fuji. I hope that in the future, I will get to travel on my favourite Shinkansen route from Hokkaido to Tokyo because there are mountains and it snows there.

Chris Kurian Thenat (Year 9)

Dartford Grammar School

I had a dream yesterday. I go to Japan in my dream and learn how to speak fluent Japanese. I first go to the park for cherry blossom viewing and then eat sushi and tempura at a restaurant there. I then go to the shop and buy some fruits and vegetables. It was so good! I then go to the nintendo gaming department store. It has a lot of interesting games, but my favourite was Super Smash Bros. I also watch some Naruto. It was so interesting and fun. I then woke up from my sleep. This was my favourite dream.

Io Bitel (Year 12) Cheney School

私の夢 My Dream

Speaking four languages, my dream is to use these to travel the world and become a journalist. The journalists I have seen on TV give voices to and therefore empower those ignored by society, and they teach me about the world's problems. Even though I have a multicultural background, I want to experience even more cultures because I believe understanding different cultures is understanding different people's feelings. In order to do this, after I finish school I plan to travel the world and go to Japan!

Valerie Chau (Year 12) Hockerill Anglo-European College

日本における地球温暖化の影響 The Effects of Global Warming in Japan

Global warming is a serious issue at present. The earth is slightly getting hotter and we record the hottest days every year. Due to the increase in temperature, the ice sheets are melting which contributes to the rise in sea levels, damaging the coastal areas globally, including Japan. I think everyone would agree with me that Japanese food is without doubts the best thing in the world, but how will global warming affect the food culture? And how will it affect the climate of Japan? The dream of becoming environment minister encouraged me to make changes in my lifestyle and I also encourage everybody to take actions to prevent global warming.

Adrian Manickarajah (Year 11) Dartford Grammar School

きこうへんどう Climate Change

Climate change is an issue that concerns us all. A simple few words can trigger a chain of thoughts and emotions about the destruction that is being done to our planet, and the increasingly severe consequences of our actions. What I find to be the saddest, however, is that humans have the ability to mitigate the damage; yet not enough is being done to be able to conserve the planet for the next generation. It is encouraging to see that more and more people are doing their part to help, which all adds up to reduce the effects of climate change, but more can be done.

Lucy Napper (Year 10) Wolfreton School and Sixth Form College

どうして外国語を勉強するべきでしょうか Why We Should Study Languages

English is not the only language in the world, so why should some of us British people disregard the others? I intend to speak about the benefits and opportunities of learning and speaking multiple languages. I have always been interested in being able to understand and use words which are completely different from those around me, and after some research I have found that speaking multiple languages can improve employment, social lives and decrease some diseases. Learning languages doesn't have to be boring, as you can do it in fun ways, even connect with people from your target language country.

Sebastian Oshisanya (Year 10) Whitgift School

おんせんのすばらしいせんたくし Wonderful Options of Onsen

When I chose what I would write about in this year's Nihongo cup, I was instantly drawn to the idea of Onsen. I was due to be going on a Japanese exchange this year to Urawa but due to the coronavirus I have unfortunately not been able to. I had been extremely excited about the possibility of going to a traditional Onsen to experience such an integral part of Japanese culture. I read about different types of Onsen like, traditional Onsen, private Onsen and Rotenburo (Onsen which is normally outside) and I wanted to share my findings about Onsen and to then discuss its many wonderful options.

Jerry Xue (Year 11) Wycliffe College

海軍カレーの歴史 History of Navy Curry

My speech is about the history of "Navy Curry". Nowadays, Japanese curry is very popular not only in Japan but also lots of different countries. Did you know, however, that the Japanese curry eaten today came from a meal served to sailors of the British Royal Navy? It was based on an Indian recipe. I shall talk an interesting story about how curry came from India had travelled eventually to Japan and why it became so popular.

Mimi Avworo (Year 12) President Kennedy School

日本の音楽の西洋における無名さ Why is Japanese Music so Obscure in the West?

What do you think of when you hear the phrase “Pop Music”? British or American Pop? Perhaps even Kpop or Latino pop? But how many people in the West do you think would consider... Jpop? Very little, I would assume. But why? Japan has the second-largest music industry in the world, producing songs with unique flavours and sound combinations that are unfamiliar and therefore should be intriguing to the Western ear. Yet why do so many people not seem to acknowledge it? Through my speech, I would like to discuss these discrepancies between expectation and reality, and hypothesise why this is the case.

Jasmine Boothe-Henry (Year 12) Hendon School

居心地がいいと感じる所はどこですか Where Do You Feel at Home?

Japan’s sense of national identity and what it means to “be Japanese” is deeply engrained, causing those who don’t “look the part” to take on the role of the outsider. With the dramatically increasing range of diversity in Japan, it is now time to accept that physical appearance is not necessarily a reflection of a person’s cultural identity. Who am I? Where do I belong? It is not as simple as stating where you’re “from”. Therefore, I’m going to initiate one of those awkward conversations about race, which we too often run away from, and ask a new question of those whom I seek to understand better.

Simranjit Dyal (Year 12) West Coventry Academy Sixth Form

固定観念をやぶろう Break You Stereotypes

Stereotypes are dangerous. They are a powerful source of false information. They can make you question your own identity. The challenge you face is surreal – will you conform to stereotypes or forget your own culture? You grow up surrounded by stereotypical views of people from eastern countries and end up conforming to those stereotypes rather than truly knowing your background.

Growing up as the only student from India in my primary school, my identity was constantly challenged. In my speech I discuss my experiences and the hope I still have that society will change.

Anant Gupta (Year 12) Whitgift School

ベジタリアン Vegetarian

With the rise in popularity of Vegetarianism, it is important to consider the reasons for being vegetarian and how Japanese food culture easily enables such a lifestyle. Drawing from my experience of being a vegetarian and having visited Japan, I was shocked by the vast range of vegetarian Japanese food available, especially considering the stereotypical view of such food as being solely fish-based. In this speech, I will discuss the health and environmental benefits of being vegetarian, as well as the cultural links and variety within the traditional Shojin Ryori cuisine in Japan.

Ziyi Zhao (Year 12) Heathfield School

年代ギャップ Age Gap

A recent argument with my father made me realise something significant: namely the reality of a massive generation-gap. As modern society continues to rapidly change, the differences between ages are becoming more noticeable and significant. Sometimes it is difficult to understand why others may behave, act, and think in a certain way, as people's attitudes towards things are influenced by their surrounding environments. In my speech, I will explore this topic in more depth and consider how communication can be used to break down the barriers caused by age differences.

Jeremy Roe (Year 13) Whitgift School

テクノロジーの発展 The Advancement of Technology in Japan

Japan is well-known as one of the most advanced countries in the world in terms of technology. As a result, the organising committee for the Tokyo Olympics wanted to display new and innovative technology to the rest of the world in the games. In my speech, I will be talking about technology that could have been used in the 2020 Tokyo Olympics (now moved to July 2021). These include technology such as facial recognition for venues, self-driving wheelchairs in airports, and robots that can help foreigners and security. I will also be talking about the benefit these technology have in daily life.



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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.

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