



nihongo cup 2019

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



Organisers:



In collaboration with:



The Nissan Institute of
 Japanese Studies,
 University of Oxford

Supported by:



Programme

12:00 – 12:30	Arrival and registration
12:30 – 12:35	Welcome Speeches: Eiji Taguchi, Director General, Japan Foundation London Professor Sho Konishi, Director of the Nissan Institute of Japanese Studies
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&5 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&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: 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, 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.

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 (BATJ) 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) as a preparation course for visiting Japan. She has supported the teaching of Japanese as an Immigrant heritage language and also arranges cultural events with traditional Japanese experts.

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)

Key Stage 3 Category: *My Ideal Town*

Emily Downes (Year 9)

West Coventry Academy

My speech is all about my ideal town, which is called Flower town. Flower town is an environmentally friendly town, in the English countryside, full of nature and animals. The animals in flower town are really unique, because they can speak! This is my ideal town because I love animals, and if they could speak then they could tell us everything that is wrong with the environment that is causing so many species to become endangered, meaning humans could fix the problems they had a hand in causing. There are also many other amazing things about flower town, which I will talk about in my speech.

James Harper Jones (Year 9)

Royal Grammar School, Guildford

Hi my name is James Harper-Jones I am from RGS Guildford. First of all I will talk about myself a bit. I have five people in my family. My father, my mother, my older brother, my younger brother and me. I live in Wimbledon. I like karate. I cannot ski. I like speaking Japanese. Now I will talk about my ideal town. Tokyo is my favourite city. Tokyo is very futuristic. That's why I want to go to Tokyo. In Tokyo I want to sleep in a capsule hotel and see the night view from the Sky Tree. I also want to see the shrines and temples. The Kan'eiji temple is my favourite. It is very big...unlike me. I am not really interested in Japanese food but I would like to try it. I would also like to go to Disneyland. And with that I finish my speech, thank you very much.

Grace Mortimer (Year 7)

The Harrodian

Hello everyone. I'm Grace Mortimer from Harrodian School in West London. I'm 12 years old. There are five people in my family including my pet cat. I live in London. I like fashion designing and I can draw. Although I don't like cheese and I'm not good at playing hockey, I like studying Japanese. Now I will talk about my ideal town. My ideal town's name is Osaka. Osaka is in west Japan. In Osaka there are interesting shops and restaurants. My favourite Sakura cherry blossom is in Osaka. I like Osaka people because they're family, friendly and kind. Therefore I like people in Osaka. Every day I want to take a walk in Osaka. Everyone please come to Osaka. This is my ideal town. Thank you everyone.

Sebastian Oshisanya (Year 9)

Whitgift School

When given the task of writing about my ideal town, I had been inspired from my Japanese lessons on recently learning about how to use colours in conversation, so the idea to use colours in my speech came naturally. The town is based in Nigeria, where I am ancestrally from. I decided to do this because I love Nigeria and I really wanted to combine all the things that I love about the Japanese culture in my speech without having to leave Nigeria.

Skye Lucy Simpson (Year 9)

West Coventry Academy

I admire Japanese culture. I like both the traditional and modern culture of Japan. My ideal town is called 'Sakura no Hana Machi' because I love cherry blossoms. They are peaceful and delicate. There are many people and buildings in this town. Also, there are many schools. In this town, there are Sumo, Calligraphy and Karate schools. My town is suitable for everyone!

Scarlett Surridge (Year 8)

Sharnbrook Academy

My ideal town would be in New Zealand because my mum was born there. It's pretty and fun to be there. There wouldn't be many people and it would be a reasonable size. No one would drive cars, everyone would walk or take a train so the air would be clean. Only nice people like friends and family would live there. It would only be spring and summer because those are the seasons where it's warm so everyone would be happy. There would also be lots of space and fields for me to keep and ride my horses on. One day I hope to live in a place like this.

Key Stage 4&5 Pre-GCSE Category

Meera Balasubramaniam (Year 10) St Helen's School
日本はどうしてこんなに安全な国なんですか? Why is Japan a safe country?

Drawn on 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.

Olivia Boutell (Year 11) Hockerill Anglo-European College
しんばいなことについて 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 Ladenika (Year 12) Bexley Grammar School
どうぶつじっけんは、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. In Tokyo, 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, but 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 Troman (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!'. 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 about a disaster on the news, don't say "That's a shame". 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.

Key Stage 4&5 Post-GCSE Category

Leonid Goltsblat (Year 12) MPW London
日本の社会に影響した考え方 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 hypothesise 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 Kirillova (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. I believe that today's society also suffers from the problem of perfectionism and there is something valuable to learn from Okakura's observations.

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 was 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 rise 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.

Ziyi Zhao (Year 11) Roedean School
成長 Growth

Growth may be different to everyone, but it is a universal experience. As I grow older, I feel the world around me is changing. And yet I realise that I'm the one who is changing: simply seeing the world differently. My parents give me fewer commands; as a result I have panicked and felt unsure of myself without their guidance. Despite my resistance to growth, nothing will stop time. We may lose our innocence as we grow older, but we are still able to look at the world with curiosity and recapture our sense of wonder.

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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



Thank you!
ありがとうございます!

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With special gratitude
to the pupils of
Holbrook Primary
School, Trowbridge,
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wonderful
performance



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)