



Feature:

Here's How I Used Deai

Tips from Teachers

In November 2001, TJF published "Deai: The Lives of Seven Japanese High School Students," a photographic teaching resource introducing the personalities and daily lives of seven real Japanese high school students. TJF is in the final stage of donating the kits to secondary schools engaged in Japanese-language education overseas. Through the Deai Website, TJF has also provided continually updated teacher support information for using Deai in the Japanese-language classroom.

This resource was produced in the hope that the Deai students' peers studying Japanese abroad would be prompted through their encounters with seven Japanese high school students to broaden their thinking and perceptions. Responding to the way the Deai students openly describe themselves, young people in other countries would come to a better understanding of themselves as well. In that process of dialogue, moreover, they would acquire some facility in the Japanese language. One of the purposes of the study of language, after all, is to use that language for communication and to build relationships with others in the process.

In this issue we introduce a variety of efforts by teachers just beginning to implement Deai in the classroom, along with the thoughts and impressions of teachers and students.



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Reactions from students who have seen Deai

Normal? Same as me? Different?

Seeing these photographs made me realize that I shouldn't think that other people are living just like I do. Looking at photos like these is a good antidote to the widespread Japanese "I-want-to-be-like-everyone-else" syndrome. It's interesting to see so many images and realize that no two people are the same. There is no such thing as being "like everyone else."

Each student seemed to be literally shining—the girl in Hokkaido, the guy in Okinawa—but all of them are just regular Japanese high school students. None of them has a privileged or elite background. They're all just regular high school students you might find anywhere.



What was helpful about studying seven different students' club activities?

We learned about how each student focuses on his or her club and how the students' lives revolve around their clubs.

It gave individual perspectives rather than generalizations.

We got diverse perspectives on all different kinds of interests and activities.



What interests you about club activities at Japanese high schools?

I think the commitment and how strict they are is interesting. It's a great way to get better.



How did studying these Japanese students' club activities change your perspective on Japanese students?

I used to know nothing about Japanese students, but I feel like I know them now.

It shows me that Japanese students are quite serious. Their lives must be very stressful.

It shows me more of what Japan is like for teenage students.

I thought Japanese culture was a lot different, but many of the activities are similar.

I didn't really change my perspective because many of my friends are just like some of these students.



What else do you want to learn about Japanese students?

When they relax.

What subjects they take in school and which sports are most popular.

Do Japanese students study posters about American students?

What do they think of Americans?

I want to learn their normal everyday language.



Was it helpful studying Japanese with the seven students' photos? Please explain why and why not.

The pictures helped me learn the vocabulary because their lives were so simple and easy to translate.

It was helpful because we were able to relate what we were learning to real people.

Japan

Watanabe Jun, a teacher at International Christian University High School (Tokyo), showed the Deai photographs to his second year ethics class (civics) and asked the students to discuss their impressions, suggest ways to use the photos in class, and offer other comments. He submitted the group's comments to TJF.
(Original in Japanese)



If it were me

I found myself feeling somewhat envious of the people in these photos, and began to think that if my daily life right now were photographed, it might seem as bright and exciting as those in Deai.

How would you use it in class?

Even looking at the same photograph, a friend and I probably won't have the same impression. I think that's good. If you plan to use these photos in class, don't set a study goal ahead of time—just letting each student react to them in different ways according to their individual sensibilities would be lesson enough. Everyone will react to them differently, and I imagine their world will open up further as they discuss those reactions.

I think it might be good to incorporate the photos into classwork in the spirit of "conversing with" the seven Deai students, rather than "studying about" them. Along these lines, why don't teachers invite students to "try taking photos of things in your lives?!" There is such a variety of things to feel and discover around us.

I wonder about showing these to people overseas . . .

Not all Japanese high school students are like those portrayed in these photos, enthusiastically pursuing their dreams. I think it would have been more interesting had it also included some students with no particular dream or who were in the process of searching for a dream.

High school students in Japan are not just absorbed in things like club activities and hobbies; they are also into popular trends, looking cool, etc. I would be able to relate to these photos better if they reflected this. Since students overseas may end up forming an image of Japan based only on the study materials they are provided, it also makes me uncomfortable to think that this is all some students will see as they form their images of Japan.



U.S.A.

After using Deai to study club activities in her eleventh-grade Japanese class at Lick-Wilmerding High School in California, U.S.A., Mie Ashihara-Lee had the students answer a questionnaire.
(Original in English)

After using Deai in class for a semester, Etsuko Barber of St. Mark's School of Texas in the United States had her eleventh-grade students of Japanese write about one of the Deai students they had been assigned.
(Original in Japanese)

吉田はしずかな人です。でも、ときどきいい友だちとはなすとき、らっかんてきな人になります。Archeryは吉田がいちばん好きなスポーツ。吉田とぼくはたくさん同じしゅじんこう(教師注: characterの意)があります。吉田はふつうの人だと思います。ぼくは吉田が大すぎだ。

Yoshida is a quiet person. But sometimes when he talks with a good friend, he becomes more outgoing. Archery is the sport Yoshida likes best. Yoshida and I have a lot in common. I think Yoshida is an average guy. I really like Yoshida.



柳さんはらっかんてき、でもときどきすぐおちこむ。千里ちゅうがっこうで柳さんはさびしかったです。友だちをつくるのがむずかしいから、とてもかなしくなった。プレッシャーにつよくないからこうこうをやすむ。でも、スポーツをしたあとでうれしいです。柳さんはがっこうはむずかしいと思いますが、たくさん友だちといっしょにあそぶ。柳さんはぼくと同じです。ぼくはがっこうはむずかしいと思いますが、ぼくはプレッシャーに強いです。ぼくもスポーツが好き。

Yoo-san is a cheerful person, but occasionally she will suddenly feel depressed. Yoo-san was lonely at Senri Junior High School. She became very sad because it was hard to make friends. She is not good at handling pressure, so she takes time off from high school. But she is happy after practicing a sport. Yoo-san thinks school is difficult, but she has many friends to hang out with. Yoo-san is the same as me. I think school is difficult, too, but I can take the pressure. I like sports, too.

Writing an Essay about Oneself Based on Perusal of the Deai Photo Captions

Taiko Feldkamp

Thornlea Secondary School / T. L. Kennedy Secondary School, Ontario, Canada



In Canada, the study of the Japanese language is popular among resident Japanese (such as long-term residents or those who have immigrated as a spouse in an international marriage) and people of Japanese descent, as the language of their heritage. There are quite a number of children who can speak conversational Japanese, but cannot read or write it. For students like these, looking at the Deai photos, reading the photo captions, and using them as a point of reference to write about themselves can make for a very lively composition lesson. Even students at lower levels of Japanese quickly take interest in and seriously study what the real Japanese high school students say. The photo captions, moreover, are texts designed to be comparatively brief, and I think that makes them easier for students to understand and even imitate.

As part of a composition lesson for my Ontario Academic Credits Japanese course (OAC)—a university preparatory course I teach at a high school in Toronto—I used a worksheet made up of the captions to Mizushima Yu’s “Profile,” “Things I Like and Treasure,” “Classmates,” and

“My Town: Yokohama” photo panels, replacing the kanji that students had not yet learned with hiragana, and including the English annotations for the photos. I first showed the students the photo sheets and had them discuss as a class what they imagined the photos to be about. Once students had read the captions and understood their content, they wrote a composition.

Because the Deai captions on the theme of “Things I Like and Treasure” are full of expressions of the senses, children who like such expressions enjoyed writing their own passages describing sensations. Likewise, when they wrote a composition on the theme of “Classmates,” the completed compositions were distributed and everyone in the class read them. Because the classmates who appeared in these essays were sitting right there, it made a very interesting lesson. Also, many students were fascinated, it seems, to come across new phrases that real Japanese high school students use, like *dai no nakayoshi* (very close friends) and *kikubari no dekiru hito* (persons considerate of others).

Student compositions (Original in Japanese)

私の大切なもの 中村飛鳥

Things I Treasure, by Nakamura Asuka

くまのぬいぐるみは、生まれたその日にお母さんの友達からもらった物です。カナダでも日本でも、ずーっと16年いっしょです。そのぬいぐるみはいままでの私の人生のシンボルとしてとても大切な物です。

クラリネットは私にはとても大切な物だと思っています。なぜかというそれはふくたびに元気がでるからです。音楽はなぜか学校のストレスやきにしていることを忘れるパワーがあるので、とても大切なものです。

うさぎのコロが大切です。もう4年間もかっていて長生きするといいです。

My stuffed teddy bear was a gift from a friend of my mother’s on the day I was born. I have kept him with me all my sixteen years, whether I am in Canada or Japan. I treasure that stuffed bear as a symbol of my life up to this point.

My clarinet is my most prized treasure. The reason is that playing it fills me with energy and courage. Music, for some reason, has the power to make me forget the stresses of school and the things I am worried about, so my clarinet is very special to me.

What I treasure most is my rabbit Koro. I have had her for four years, and I hope she lives a long time.

Penpal Project Using Deai

Mary-Grace Browning

Perse School for Girls, London, U.K.



I used Deai with second year students in a beginning Japanese class. In week one, I started by putting up a large wall display of the Deai photos and made no comment. I noticed that many students, not just those in the class, were interested in them.

In the third week, I asked the students to pick one photo each and say why they were particularly interested in it. I gave them no supplementary information at this point, letting them simply discuss what they thought. Then I asked

them to come up with a question they might like to ask the Deai student in their chosen photo.

During week four, the students started e-mailing pen friends in Japan, each asking the questions they had come up with. When a reply came back, the girls would have to go to the Deai kit and see if they could find a photo sheet that illustrated something mentioned in the message they received. Then they wrote a short English commentary and posted it with the Deai photos up on the class board.

Examples of student questions:



Are there a lot of earthquakes in Japan?



What do you think about Japanese shoe culture?



An example of student e-mail to a pen friend in Japan:

こんにちは (Hello!)

My name is Rebecca Gardiner. I live in Bury St. Edmunds. がっこうで、にほんごをならいます。おもしろいです。* I enjoy singing and dancing. I am not sure what I want to be in the future yet. Do you have any brothers and sisters? Do you have any pets? おへんじをたのしみにしてまっています。**

Love,

Rebecca

* I am learning Japanese in school. It is interesting.

** I look forward to your reply.

Using Deai in Social Studies Class

We would like to introduce the following course syllabus sent in by Chris Walsh, a social studies teacher using the Deai resource in his classes at Archie R. Cole Junior High School in Rhode Island, U.S.A.:

■ Seven Encounters of a Good Kind

Overview: The idea, or more accurately the hope, is that in studying individuals against the backdrop of a different culture the characteristics of "personality" will come more clearly into focus. In the process of examining personalities students come to see some commonality of experiences and attitudes and to understand what culture is. In this particular case the intent is also that the students will come to know, understand, and appreciate some of the particulars of Japanese culture. As students come to understand and appreciate the individuality of personality and the complexity of culture, they will recognize

that stereotypes are inadequate at best and possibly dangerous at their worst.

Purpose: To know and understand the concepts of personality, culture, sub-culture, and stereotype, and how they are interrelated.

Objectives: As a result of completing these activities students will be able to:

- 1) Explain in detail, with the use of original examples, the meaning of each of the concepts: personality, culture, sub-culture, and stereotype.
- 2) Grasp the individual diversity that exists in Japan.
- 3) Understand how stereotyping oversimplifies and dehumanizes.
- 4) Know and appreciate many of the cultural practices of Japan.

Making "My Story"

Tashibu Taeko

Roosevelt High School, Washington, U.S.A.



I had each student present in class a profile of themselves, created as a homework assignment using the Deai materials as a model. Students with a higher proficiency in Japanese were required to create an entire "My Story" using PowerPoint or similar software, while those with lesser proficiency were asked to create a piece on the theme of "a memorable day in my life at high school." When you encourage students to describe things that left an impression on them, that were fun, or that they liked about their time in high school, any student will produce something good. If you decide to have them describe personal experiences in depth, however, they have to take into consideration the relationships among class members, matters of privacy, etc.

Recently, the production of student portfolios* as a

means for evaluating student grades has been promoted in the United States. It's possible, for example, to think of having students, starting in their first year, construct little by little a self-profile in conjunction with their progress in Japanese proficiency and the language topics they cover in Deai and their textbooks. Gradually they will produce parts of their profile using software like PowerPoint and store the data on CD-ROM. In their final year, students could compile and present their entire self-profile, resulting in the creation of a complete portfolio of themselves. Such a student portfolio project can also be linked to mastery of computer technology.

*Portfolio evaluation method: Method basing evaluation of student performance on a portfolio in which students accumulate their research and the materials they have created, such as texts and pictures, in the process of learning.

Works by Kevin Kajitani (Original in Japanese)

ぼくにはカレンとリサという二人の姉がいます。上のカレンはとてとてもにぎやかでパーティーガールです。ほんたいに下の姉のリサはおとなしくていつもいっしょうけんめい勉強しています。姉達がぼくとほとんど毎日あそんでくれたから子供の時は楽しかったです。でもほとんどのゲームは女の子っぽいものだったから大きくなってから姉とだんだんあそばなくなりました。

I have two older sisters, Karen and Lisa. The elder, Karen, is really really energetic and a party girl. In contrast, Lisa is quiet and always studies hard. It was fun when we were kids because they would play with me almost every day. Since most of the games were for girls, though, I gradually stopped playing with them as I got older.



ぼくにはいろいろなしゅみがあります。とくに音楽が好きです。3才の時から歌うことが好きだったからがっしょうだんに入りました。ミュージカルにもよく出たし、ソロも何度かしました。小学四年生からトランペットを習い始めました。トランペットをふきはじめてからはコンサートのきよくやジャズのきよくなどをえんそうしています。でも、高校生になってからはギターの方が好きになりました。ギターをひきはじめて、五年間、時にはたくさんひいた時もあったし、ぜんぜんひかなかった時もありました。

I have a variety of hobbies, but I especially like music. I joined a choir because I have enjoyed singing since I was three years old. I have often appeared in musicals and performed a number of solos, as well. I began learning the trumpet from my fourth year of elementary school, and since then I have performed concert compositions, jazz numbers, and other pieces. After becoming a high school student, however, I started to like the guitar more. For five years since I started practicing guitar, there were times when I played the guitar constantly and times when I hardly touched it.

これはぼくの学校生活の一部です。毎日かよう学校はとてつまらないけど、友達がいるからこそ高校生活最後の年を楽しく過ごしています。ぼくは小さい時から、学校ではいっしょうけんめい勉強してきましたが、やっぱり12年間も学校にかようと少しづつなまけものになりました。

This is one part of my life at school. Though just going to school every day is boring, I've got good friends, and that's why I am enjoying my last year of life in high school. I studied hard in school ever since I was small, but after twelve years, I've gradually started to get lazy.



New Zealand Deai Project

The New Zealand Association of Japanese Language Teachers (NZAJLT) is currently seeking photo essays by New Zealand high school students for the New Zealand Deai Project. Those interested can view sub-

mitted student works on the NZAJLT website (http://www.japanese.ac.nz/photo_essays.cfm). Here we present a few of the entries to date.

▶ Works by students (Original in Japanese)

Sarah

私と友だち/Me and My Friend



こんにちは。私の名前はセーラです。十八才でホーウィック高校に通っています。四年半ぐらい前にイギリスからニュージーランドに引っ越してきました。今オークランドにすんでいて、この町が大好きです。私の左はナタリーです。彼女は一番いい友だちの一人です。かわいいでしょう! 毎日、学校から家までいっしょに歩いてかえります。そして、歩きながら、いつもおもしろい話をして、楽しんでます。

Hello! My name is Sarah. I am eighteen and I attend Howick College.* I moved from Great Britain to New Zealand about four-and-a-half years ago. Now I live in Auckland and I love this city. To my left is Natalie. She is one of my best friends. Isn't she cute!? Every day we walk home from school together. As we walk, we enjoy talking about funny things.

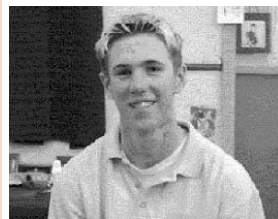
ヒッピーの日/Hippie Day



ホーウィック高校では13年生になったら、せいふくをきなくてもいいです。自分のようふくでだいじょうぶです。今年13年生は「ヒッピーの日」をしました。そしてみんなはおもしろいヒッピー・スタイルのようふくをきました。先生は、私たちがすこしへんだと思ったそうです。

At Howick College,* once you reach the thirteenth grade you don't have to wear a uniform; it's all right to wear regular clothes. This year, the thirteenth-year students held a "Hippie Day," when everyone came dressed in interesting hippie-style clothes. Our teachers apparently thought we were acting a little strange.

Luke



ぼくについて/About Me

こんにちは。ぼくの名前はルークで、ニュージーランド人です。十七才で、十二年生です。日本の高校二年生と同じ学年です。カイパラカレッジでいろいろなかもくを勉強していますが、日本語が一番好きです。四年間日本語を勉強しています。カレッジを出てからも、大学で日本語を勉強しつづけていきたいです。しょうらい、日本語をつかって仕事したいと思っています。

Hello. My name is Luke and I'm a New Zealander. I'm seventeen and in the twelfth grade. That's equivalent to a second-year Japanese high school student. I am studying a variety of subjects at Kaipara College,* but Japanese is my favorite. I have been studying Japanese for four years. Even after I finish school, I would like to continue studying Japanese in university. In the future, I think I'd like to get a job that involves using Japanese.



ラグビー/Rugby

ぼくは五才になったとき、ラグビーをはじめました。そのあと、いろいろなスポーツを試してみました。たとえば、テニスやサッカーやゴルフなどです。今もたくさんスポーツをしています。今、学校の一番強いラグビーチームに入っています。ラグビーはふゆのスポーツですから、ふゆの間、毎週土曜日にほかの学校とあいします。かったり、まけたりしますが、一番大切なことはあいを楽しむことです。スポーツで大切なのはれんしゅうしたり、しあいをしたりすることだけではなくて、友だちをつくることだと思います。

I started playing rugby when I turned five. After that, I tried a variety of other sports, like tennis, soccer, and golf. I still play many sports, but my favorite is rugby. Currently, I am a member of the strongest rugby team at my school. Rugby is a winter sport, so every Saturday during winter we play against another school. Sometimes we win and sometimes we lose, but the most important thing is to enjoy the game. In sports, I think making friends is as important as training and competing.

Jaison



こんにちは。ぼくのなまえはジェイソンです。ぼくのうちはしぜんのなかにあります。これはうみではなくて川です。ニュージーランドでは、いちばんながくて、なまえはワイカト川といひます。

Hello. My name is Jaison. My home is surrounded by nature. The water in this photo isn't the ocean, it's a river. The longest river in New Zealand, its name is the Waikato.



まいにちがっこうのあとでひつじにえさをやらなければなりません。ふゆなのでくさがあんまりありません。これからえさをやるつもりです。かわいいでしょう。たまにぼくのゆびをたべることがあります…いたい、いたい!

Everyday after school, I have to feed the sheep. There is not much grass growing because it's winter. I'm just about to feed them in this photo. Aren't they cute? Sometimes they bite my fingers..... Ouch! That hurts!



しゅうまつにしばかりをします。これからぜんぶをしなればなりません。じかにかかるので……さよなら。

I cut grass on the weekends. I've got to go cut this whole field. It's gonna take me some time, so..... See ya later.

* In New Zealand, the word "college" is used to refer to secondary schools.

Meeting People



Over the past year, TJF produced the Deai resource, which is designed to introduce the personalities and daily lives of seven real Japanese high school students through photographs and text. "Meeting People" takes up one of the seven students each issue, turning the focus toward topics of concern to the individual student and introducing some of the photographs and text in Deai. In this way, we hope to provide information useful for a better understanding of the seven students and the Deai project. We will also offer, in conjunction with the Deai website (<http://www.tjf.or.jp/deai/>), necessary explanatory material, related resources and data, as well as ideas for class activities. In this issue we take up Oishi Kanta, who wants to become a mystery writer, and what he seeks to express through his novels.

Meet Kanta



Profile

名前: **大石 勘太**

歳: 17才

学校: 東京都立新宿山吹高校

住んでいるところ: 東京都港区

将来の夢: ミステリー小説家

大石勘太です。東京都港区に住んでいます。17歳、東京都立新宿山吹高校3年生です。演劇部に入っています。中学生のころから小説を書いています。将来は本格的なミステリー小説家になりたいと思っています。

今、日本では「いやし」ブームです。いやしについての本がたくさん売れているそうです。そういう本には心をいやす方法や生き方のアドバイスが書いてあります。でも、生き方について、ほかの人から教えてもらうだけでいいのでしょうか。ぼくは、自分で小説を書いて、自分で答えをさがしていきたいと思っています。



Notes:

| | | | |
|-------|--------------------------------------|--------|-----------------------------------|
| 演劇部 | drama club | いやす | to heal, mend, soothe, ease, cure |
| 本格的な | full-fledged, legitimate | 生き方 | how to live, way of living |
| ミステリー | mystery | ほかの人 | other people, others |
| 小説 | novel, story; fiction | 自分で | on one's own, by oneself |
| いやし | healing, soothing, rejuvenating | 答え | answer, response |
| ブーム | boom, craze, fashion, fad | さがす | to seek, search for, look for |
| ～そうです | it seems that ____; I hear that ____ | さがしていく | to go on searching for |

Kanta's View—Reasons for Writing Fiction

Discovering Mystery Novels

In elementary school I was known as the “Famicom Kid.” Like most boys in those days, we did practically nothing but play video games. I’d sit down to play right after getting home from school, and even when I went to my friends’ houses to play, all we did was play video games. My dream at that time was to make a game of my own. By the time I was in fifth grade, I’d lost all interest in school work. I wasn’t interested in reading at all. But one day I happened to borrow a book from the library. It was *Brown shonen no jikenbo* (*Encyclopedia Brown, Boy Detective*). Since then, I’ve been hooked on mysteries.

In junior high school I started to write stories. I was reading fantasy stories similar to role-playing games and I figured even I could write stories like that. I wrote a fantasy story and submitted it to a contest. My entry was quickly eliminated the first time, but the second time I submitted something, it got past the first screening. If I could have improved it with some reworking, it might have had a chance, but I was still pretty green, so it didn’t make it.

Then, when I was in my third year of junior high school, I read Ellery Queen’s *The Tragedy of Y*. Compared with that, stories by Akagawa Jiro*¹ and the other mystery writers I had been reading up until then were nothing. That story gripped me from the start and held me spellbound. The revelation at the end made me literally shiver. After I realized from reading this book what it takes to write a real mystery, I was pretty overwhelmed. Even now, after having read a lot of stories in this genre and knowing how high the writing standards are, I still consider this story the best by far.

I want to try writing true detective stories and mysteries. Why mysteries? It is the format that most appeals to me. I’m fascinated by the idea of trying to see what I can express in this particular style of fiction. I love the idea of writing that is highly refined, like that of Ellery Queen, in which every thing and every character is part of the story’s intricate plot and part of a pattern that leads to the solution to the case. I want to write stories that people will appreci-



This is the big “scramble” intersection in front of Shibuya Station where traffic stops and pedestrians cross from all directions at once. Kanta loves this kind of throng.

ate not just out of admiration for the trick and the resolution of the case but because they feel the story was compelling and moving to read. I’d say that is probably the meaning of a genuine mystery.

My Reasons for Writing Novels

The most important things to me are myself and the environment that surrounds me. I’m in touch with my environment (which can be the people immediately around me, the world, or even the universe) and influenced by it, just as I, in turn, influence it. I observe and accept things just as they are, and my mind works in response to things as I perceive and understand them. I think this whole process is really important. I want to be flexible and receptive and not be tied down by conventional thinking. I can’t explain what I mean very well in words, but perhaps it’s special exactly because I can’t explain it. I think I will just go on searching, keeping an inquiring mind.

“Healing” is all the rage these days. It’s the theme of television programs, art, and popular songs, and there are many how-to books on healing.*² This trend really ticks me off. Artists try to win acclaim with pop-art paintings featuring comforting phrases or soothing verses and publishers put out books explaining how to “heal” yourself—and everything they write or express is completely trite, obvious, and common sense. The way it’s all presented and marketed is just so presumptuous! People are easily fooled into making such simplistic, ordinary homilies their golden rules.

But I don’t see how anyone can do that kind of thing. How can a person be satisfied to swallow whole the answers provided by people they don’t even know? How can they just take such answers as conclusive and make their way through life light-heartedly, without asking questions themselves? I think I have answers for myself that even I cannot yet put into words. I’m attempting to give expression to my ideas by writing fiction.



Notes:

***1 Akagawa Jiro**

Born in 1948. Mystery writer. His debut novel, *Yurei ressha* [Ghost Train], was published in 1976. Akagawa has attracted a following of young readers with his light, humorous mysteries, such as *Mikeneko Homuzu no suiri* [The Deductions of Tortoise-shell Cat Holmes, 1978].

***2 Healing**

Iyashi, the noun form of the verb *iyasu*, carries the meaning of curing illness and injury, easing hunger, and alleviating pain. It is a popular buzzword today, referring to anything that is physically or mentally soothing. *Iyashi* goods—books, music, pictures, incense and aromas, bath

salts, and plants—abound, offering to salve the physical and psychological stress of the workplace and of daily life in general. The prolonged economic recession has added fuel to the *iyashi* boom.

Kanta is speaking in particular about an aspect of the *iyashi* boom that resembles counseling and is aimed at people seeking to recover from physical or mental fatigue and regain their original vitality. Contributing to the healing fad, major booksellers often feature entire sections devoted to self-improvement and lifestyle-related books that explain how to heal or soothe the spirit. Among them are picture books aimed at adults and literature on the theme of “accepting ourselves just as we are.”

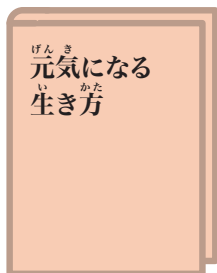


Class Ideas

***Questions**

1. 下の本のタイトルを、ミステリー小説の本と、いやしの本に分けてみましょう。

Let's try categorizing the book titles below into mystery titles and books on healing.



- healing
- mystery

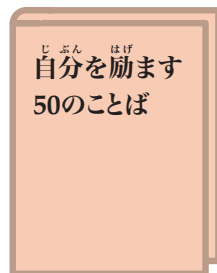
ヒント

元気→energy



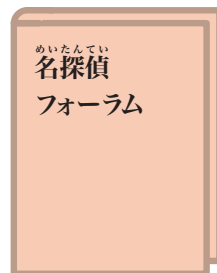
- healing
- mystery

スパイ→spy



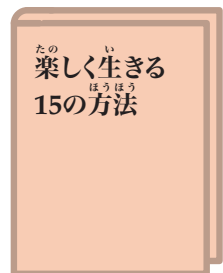
- healing
- mystery

励ます→encourage



- healing
- mystery

探偵→detective



- healing
- mystery

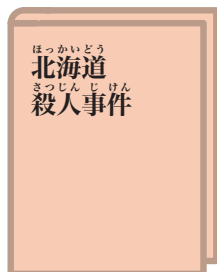
楽しく→happily



- healing
- mystery

ヒント

犯人→culprit



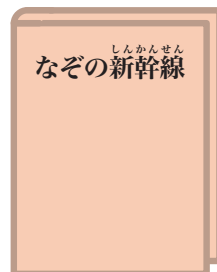
- healing
- mystery

殺人→murder



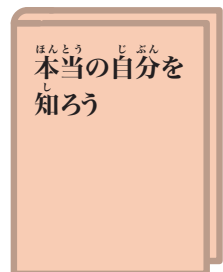
- healing
- mystery

人生→life



- healing
- mystery

なぞ→mystery



- healing
- mystery

本当の自分→real self

For the correct answers visit the web at: <http://www.tjf.or.jp/eng/ce/ce04nletter.htm>

Reference

① *Iyashi*

Iyashi (“healing”) received the top award for Japanese neologisms and trend-setting words in 1999, when the governor of Wakayama prefecture, Nishiguchi Isamu planned and executed a unique local fair on the theme of *iyashi* in the Kumano district of the southern Kii Peninsula. The same year, the piano solo “Energy Flow,” by the well-known composer Sakamoto Ryuichi, was played during a television commercial for the energy drink Regain as a background tune “dedicated to everyone suffering from fatigue” and became a huge hit selling over 1.5 million copies. It is worth noting that the Regain energy drink also enjoyed great popularity in the late 1980s, at the height of the bubble economy, with another hit commercial featuring the song *Nijuyojikan tatakaemasuka* [“Can You Fight the 24-Hour Fight?”]

② *Iyashi* entertainers

The TV personality Igawa Haruka (<http://www.harukafan.net/>) was selected in a reader poll as the winner of the

“2002 *Iyashi* Entertainer Grand Prix” held by B20: NIKKEI NET for 20’s (<http://b20.nikkei.co.jp/>), a website run by Nihon Keizai Shinbun Corporation. What are known as “*iyashi*” entertainers are usually plump and have a quiet, gentle personality. They are the kind of people in whose presence others can relax and feel at ease.

③ Tanaka Koichi—the new *Iyashi* type (*Shukan Asahi*, 8 November 2002)

Tanaka Koichi, winner of the 2002 Nobel Prize for Chemistry, has been described by some television programs and weekly magazines as an example of the “new *iyashi*” type of personality. Many websites feature comments like: “He’s just an average middle-aged man you might find anywhere, and even though he received a Nobel Prize, he doesn’t make a big deal about it. The very sight of Tanaka is somehow heartwarming.” Tanaka, who always acts perfectly naturally and without pretense, seems to have a soothing effect on people today who suffer from stress.

2. ^{した}下は、^{いやし}いやし系サイトにある「^{しつれん}失恋の傷を^{いや}いやしたい」^{ひと}人のためのアドバイスです。^{にほんご}日本語と^{えいご}英語を線^ででむすびましょう。ほかに、^{いい}いい^{とくこうやく}特効薬、^{こうどう}行動、^{おすすめ}おすすめグッズのアイデアがあつたらあげてみましょう。

Taken from an *iyashi* website, the advice that appears below is meant for “people who want to heal a broken heart.” Draw a line connecting the Japanese word with its counterpart in English. Also, try thinking up other ideas for effective remedies, activities, or helpful products.

① ^{とくこうやく}特効薬

- ^{あたらしい}新しい恋人をつくる ●
- ^{じかん}時間 ●

① Effective remedies

- Time
- Find a new girlfriend/boyfriend

② ^{こうどう}行動

- ^{うんどう}運動 ●
- ^{へや}部屋の模様替え ●
- ^{にゅうよく}入浴 ●
- アロマセラピー ●
- ^{さんぽ}散歩 ●
- ^{りょこう}旅行 ●
- ^{ごう}谷コンに参加する ●

② Activities

- Rearrange your room
- Take a bath
- Aroma therapy
- Take a trip or vacation
- Exercise
- Take a walk
- Attend a mixer (*gokon**) party

③ ^{おすすめ}おすすめグッズ

- ^{にゅうよくざい}入浴剤 ●
- ヒーリングCD ●
- アロマグッズ ●

③ Helpful products

- Bath salts or bubble bath
- Aroma products
- CDs featuring healing music

* abbreviation of *godo konpa*, a party usually arranged by two friends or acquaintances who invite a set number of both men and women, usually about six to ten people in all. The purpose of the party is to meet new people, have fun, or find a boyfriend or girlfriend.

※ Discussion points

1. ^{かんた}勘太は、^{こころ}心を^{いやす}いやす方法や^{いきかた}生き方について書いた本^をを読むことは^{きらい}きらいだと言っています。あなたは、^{どう}どう思いますか？
- Kanta says that he doesn’t like to read books about how to soothe or heal the heart, or how to live. What do you think?

2. あなたは、^{からだ}体が^{つか}疲れたとき、^{どう}どうしますか。^{なや}悩みがあるときは、^{どう}どうしますか。
- What do you do when you feel physically tired? How do you relax when there is something you are anxious about?

Voices

Resources for Learner Autonomy



Shimano Masatoshi

St. Paul's School, New Hampshire, USA

Guiding Principle:

As a person engaged in secondary education where students are at an age of intense curiosity, I am keenly aware in my Japanese-language classes that my job is not simply to transfer what I know to them, but more importantly to encourage them to develop autonomy, both as students and as human beings. By developing learner autonomy, I mean getting the students gradually to perform independently the information-gathering, study, and review tasks needed to plan, carry out, and evaluate a large part of their learning activities. They need to grow out of the old pattern, found in many traditional classrooms, of over-reliance on the teacher. In *Kisetsu*, a textbook series in the production of which I am currently collaborating, we are trying to create a curriculum that emphasizes students' proactive participation based on self-awareness and self-responsibility.

Learner autonomy can only be achieved in a gradual process, and to make it possible appropriate environments must be created. A fuller array of teaching tools that are attractive to students and easy to use is needed. On this point, Deai has assumed a pioneering role and is truly an epoch-making teaching resource. Pivoting on the use of photographs as a medium that stimulates student interest and imagination, Deai is approachable and easy to adapt for learning tasks because its point of departure is encounter with individuals of the same generation. Learning about the Deai students—their daily lives, hobbies, family, hometown, and so on—prompted new interest and fresh questions in my students, which we are now developing into an assortment of projects. At this stage, research by the students themselves becomes necessary. Students interested in finding out about the town where a Deai student lives, for instance, must collect and analyze basic information about the town, including statistics, etc. It would be good if they could make use of the city or town's website in such a case, but since the students' knowledge of kanji is limited, it is difficult for them to locate the information they seek. If there were some sort of pseudo-website that would be easier for them to navigate, focusing on basic information, it would be extremely useful in encouraging the students' independent efforts at research and also act as a bridge to the bona fide website. On the Deai Website, fortunately, there is a "Reference" section where related information and links appear. At present, this section is a part of "Teacher Support Information," and I think it would be wonderful if this could develop into a kind of resource bank for students as well. The cooperation of many teachers and students would be necessary to achieve this, but considering Deai's value as a resource for promoting learner autonomy, the effort would certainly be rewarding. I will continue, in my daily teaching practice and other work, to support efforts to increase resources that will make it easier for students to pursue their studies independently.

日本の世界遺産(せかいいさん)

日本の世界遺産リスト

□自然遺産 (しぜんいさん, natural heritage)

| | | |
|----------------|------------|-----------|
| 白神山麓 (しろかみさんち) | 秋田 (あきた) | 青森 (あおもり) |
| 屋久島 (やくしま) | 鹿児島 (かごしま) | |

□文化遺産 (ぶんかいさん, cultural heritage)

| | |
|----------------------|-----------|
| 法隆寺 (ほうりゅうじ) | 奈良 (なら) |
| 姫路城 (ひめじじょう) | 兵庫 (ひょうご) |
| 京都 (きょうと) の神社や寺, 庭など | 京都 (きょうと) |
| 白川郷 (しろかわごう) | 岐阜 (ぎふ) |
| 秀徳 (ひなばく) ドーム | 広島 (ひろしま) |
| 厳島 (いつくしま) 神社 | 広島 (ひろしま) |
| 奈良 (なら) の寺など | 奈良 (なら) |
| 日光 (にっこう) の神社や寺 | 栃木 (とちぎ) |
| 琉球 (りゅうきゅう) 王国の跡あとなど | 沖縄 (おきなわ) |

もっと知りたい人はこちら (出典) 一世界遺産のホームページ
<http://www.gacillias.co.jp/Playtown/0630/isan.htm> (Japanese)
<http://www.unesco.org/whc/heritage.htm> (English)

JAPAN:

- 1993 Buddhist Monuments in the Horyu-ji Area
- 1993 Himeji-jo
- 1993 Yakushima
- 1993 Shirakami-Sanchi
- 1994 Historic Monuments of Ancient Kyoto (Kyoto, Uji and Otsu Cities)
- 1995 Historic Villages of Shirakami-gao and Gokuyama
- 1996 Hiroshima Peace Memorial (Genbaku Dome)
- 1996 Itsukushima Shinto Shrine
- 1998 Historic Monuments of Ancient Nara
- 1999 Shrines and Temples of Nikko
- 2000 Gusuku Sites and Related Properties of the Kingdom of Ryukyu

Sample page from "Reference" section in Deai Website: In Himeji, where Yoshida Kojiro lives, there is Himeji castle, a treasure of World Heritage. As related information to the Himeji castle, the World Heritage list in Japanese and links to related website are provided.

Japanese Culture Now

わかもの
若者ことば その2Young People's Language Part 2:
I Want to Be Able to Show Everyone My True Self!

In *TJF Newsletter* No. 26, published in September 2002, we took up the topic of young people's language. This second installment introduces more expressions currently in use mainly by high school students in Japan.

Please keep in mind that the expressions introduced in our Young People's Language feature are reserved for use in informal situations and in the context of close relationships, such as between friends. Should you misjudge a situation and use these expressions in the wrong context, you could run the risk of offending someone or even destroying good relations. Many young people in their teens and twenties who pepper their language with expressions such

as these are the target of criticism for having no grasp of conventional ways of talking and for the low level of their speech.

By knowing young people's language, however, you can turn to informal expressions that can convey your desire for closeness with others, and for an open and honest relationship based on expression of true feelings.

In any language, you must consider carefully that the way you talk will affect your image. By providing an introduction to these patterns of speech, we would like you to get a taste for the lively colloquial way young people speak and communicate their thoughts in their everyday lives.

ゲットする *getto suru*

Example 「最新のケータイ、もうゲットしたよ!」
 (「最新型の携帯電話を、もう手にいれました。」)
 "I've already *snagged* the newest cell phone!"
 ("I have already got the newest type of mobile phone.")

Explanation:

Word derived from the English word "get," used in Japanese specifically to acquire something desired. It is also used to signify success in one's flirtations with the opposite sex; to "get the girl" or "get the guy."

パニクる *panikuru*

Example 「ここんとこ忙しくて、ちょーパニクってたんだよ。」
 (「このところ(最近)忙しくて、すごく混乱してました。」)
 "I've been so busy lately, it's a *real panic*."
 ("I've been so busy lately I'm in a total panic.")

Explanation:

Taken from the English word "panic," this is a shortened form of the phrase *panikku ni naru*. It means to become panicked, confused, dismayed, disorganized, or mixed up.

ドタキャン *dotakyan*

Example 「昨日のデート、彼にドタキャンされちゃった。ちょーブルー。」
 (「昨日のデート、直前になって、彼に來れないって言われて中止になりました。すごく寂しいです。」)
 "My boyfriend *bailed out* on our date yesterday. I was so *bummed*." ("My date yesterday fell through when my boyfriend called at the last minute to say he couldn't come. I was so disappointed.")

Explanation:

Dota is an abbreviation of *dotanba de* (at the last minute) and *kyan* is short for the English word cancel (*kyanseru*). *Dotanba de kyanseru* means cancelling at the last moment. When someone else is canceling on the speaker it is *dotakyan sareru*, but when the speaker is doing the canceling it becomes *dotakyan suru*.

はまる *hamaru*

Example 「タカシのやつ、ゲームにはまっちゃって、学校こねーんだよ。」
 (「タカシは、ゲームにのめりこみすぎて、学校にきません。」)
 "That bum Takeshi; he's *addicted* to videogames and never comes to school."
 ("Takeshi has become so involved in videogames that he no longer comes to school.")

Explanation:

Originally, *hamaru* means "to fit exactly into a frame or hole." Here it means "to get caught up in something and be unable to get out," or "to be utterly absorbed in an activity." It is also used to refer to the inability to extricate oneself from a group, like a club or a job; meeting with misfortune; the deterioration of a situation; and so on.

…すぎー *sugi*

Example 「国語の授業、ちょー楽しかった。佐藤先生ってば、おもしろすぎー。」
 (「国語の授業は、すごく楽しかったです。佐藤先生は、おもしろすぎます。」)
 "Japanese class was so fun. Sato-sensei is *beyond interesting*." ("Japanese class was really enjoyable. Sato-sensei is fascinating.")

Explanation:

The state of exceeding a certain degree. Meaning: "exceedingly," "very." Aside from the usual negative connotation, young people's use of *sugi* can also carry a positive meaning.

Photo: Hongo Jin

TJF News

Information on the TJF Deai Website
 (<http://www.tjf.or.jp/deai/>)

Newly Uploaded

*Idea Corner

This page offers generic and other ideas that have emerged from teachers' actual practice in using the Deai resources—simple innovations and creative techniques, activities that may not constitute a full unit but can be used on a one-time basis, task ideas, and so forth. They can be useful to other teachers and help stimulate them to innovations of their own. We look forward to receiving many ideas to add to this site. Here is one idea sent in by Sachiko Omoto Renovich of Canada:



I think color-coding of theme icons and symbols for the seven students on the Deai photo sheets makes it even easier for teachers to find the appropriate sheets quickly. Since the Japan Forum has already done the coding, teachers can simply instruct student helpers to place stickers over the highlighted portions. When it comes time to find certain photo sheets, teachers can flip quickly to just the sheets they need. The weight of the photo sheets can be an issue affecting their use. I have found that placing them vertically for easy flipping really cuts down on handling time. Details like that may seem unimportant, but for practicing teachers pressed for time, they can make the difference in deciding whether or not to use the sheets in class.

*Alternate editions of photo captions and My Story texts

Soon to be uploaded to the Alternate Editions Corner of the Deai site are photo captions revised by Mr. Yazaki Mitsuo, Japanese language advisor to the Department of Education in New South Wales, Australia, for intermediate learners, bringing the vocabulary and sentence structures in line with texts geared to the state's senior high school syllabus. Lists of questions appropriate to each photo are also provided. Mr. Yazaki is currently working on the alternate Deai captions for the junior high school level as well. TJF also plans to present My Story texts rewritten for Japanese-language learners. If any of our readers have done revisions of the Japanese texts in the Deai booklet for their students, we would appreciate it if they would share them with us, helping us to make texts adapted to the needs of learners available on the Deai Website for the benefit of other teachers.

*New Sample Lesson Plans

●Keiko Schneider (U.S.): This plan includes a listening task in which students listen to the Deai students' self-introductions on CD-ROM 2 and answer questions, and a task for learning to describe the temperature in the cities where the Deai students live, and other expressions. The listening task gives explicit pre-task and post-task procedures, making it easy to grasp the content to be studied.

| きょうのきおんは？ | | |
|--------------------|-------------------|-------------------|
| | さいていきおん せつし/おし | さいこうきおん せつし/おし |
| みんなのまち () | ✓ | ✓ |
| みずしまゆりのまち () | ✓ | ✓ |
| おおいしかんたのまち () | ✓ | ✓ |
| さかいみらのまち () | ✓ | ✓ |
| たまさしゆんいらのまち () | ✓ | ✓ |
| よしだこうじろのまち () | ✓ | ✓ |
| やまもとたかゆきのまち () | ✓ | ✓ |
| ユウコケジンのまち () | ✓ | ✓ |
| () きんのまち () | ✓ | ✓ |

Worksheet from Schneider lesson plan

(Harashima Yoko, Jibiki Rima)

Observation Trip Abroad

In November 2002, I went on an observation trip to Australia and New Zealand. I met with local teachers using the Deai resources in the classroom as well as people from the various associated institutions that have assisted with distribution of the Deai kit, planning of Deai workshops, and other endeavors.

Classes using Deai

Teachers received the Deai kit in the middle of the school year (in Australia and New Zealand the school year runs from February to December), so not many had had the opportunity as yet to make much use of the resources in class. I was nonetheless able to sit in on several secondary school classes featuring Deai thanks to the hospitality of the teachers and staff of the institutions involved. In most of the classes at the senior high level, Japanese study proceeded along with students' efforts to understand the seven Deai students through photos and captions from the kit. Classes at the junior high school level more often used the Deai photo sheets alongside the regular textbook, serving the role of flashcards for examples and practice.

In one class aimed at eleventh graders taught by Ms. Mary Geromboux at Killara High School in Sydney, students began by looking at the photos of the seven Deai students and imagining their names, ages, where they live, what they do there, what they are thinking and feeling, and so on. Then students would express their speculations with sentence structures like "___ no toki no shashin desu," "___ -te imasu," "___ so desu," "shorai ___ ni naritai desu," "___ to omoimasu," "___ desho." After that, they would read the photo captions (in English if necessary) and check to see if what they had guessed was correct. Students were pleased when the Deai student matched their conjectures, and surprised or intrigued when the Deai student turned out to be completely different. At the end of class, the teacher

described in Japanese her background and childhood dreams while showing photographs from her past up to the present. As homework, students were assigned the task of selecting a similar timeline of photos for themselves and asked to bring to class captions or explanations for them in Japanese.

In a class for ninth grade students taught by Ms. Phillipa Smith at Brisbane State High School in Brisbane, the teacher presented a hypothetical situation in which the class receives e-mail from the seven Deai students, giving a PowerPoint presentation of the Deai students' photos and reading "e-mail messages" created on the basis of the original Japanese photo captions. As a follow-up the teacher asked the students a series of questions to check their comprehension of the message content. Each student then chose to reply in Japanese to one of the Deai students. As a model for the students, the teacher first introduced her own e-mail response using the PowerPoint software. Other schools had similar classes in which students wrote letters to the Deai students after getting to know them through the resources in the kit.

There were also classes that made use of the Japanese in the captions unchanged. The captions basically reflect the language used by the Deai

students themselves, and are not written expressly for the needs of Japanese-language study. They can be somewhat difficult for students to grasp. Ms. Marina Hague at Sydney Girls' High School in Sydney had students answer a given set of questions by searching for the answers in the captions and writing them on a worksheet, reminding them frequently that "this is regular Japanese, so don't worry if there are a lot of things you can't understand. Just pick out what you can understand."

Responses from teachers

While I have received a variety of encouraging comments concerning the Deai resources, such as "It's useful for understanding the daily lives of today's high school students," and "The photographs are really beautiful," I have also received many helpful suggestions like, "I'd like a lot of short ideas that I can use for a single class period," "I'd like you to introduce ways of applying the lesson plans and other information from the Teacher Support Information section to specific classes," and "You offer few activities or worksheets for junior high school courses."

TJF is still considering ways to address this last point, but to respond to the desire for short, single-class-period ideas and ways of putting the Teacher

Support Information to use, we would like to put out a call for as many practical examples as possible from teachers currently using Deai and to host a new section on the Deai Website for the examples submitted. We have also launched a new corner on the website as a repository for alternate versions of the Deai photo captions and My Story texts for different student levels. Please see "Information on the TJF Deai Website" [see p.14].

Deai workshops

Education ministries and other education-related institutions in different regions of Australia have held Deai workshops. In the state of New South Wales, in particular, several workshops featuring Deai were held under the auspices of the state's Department of Education and the Japan Foundation Sydney Language Center. Workshops up to this point have focused on introducing the Deai resources, but this year they are considering regional workshops for sharing of ideas on using Deai among teachers. We will send out announcements by DEAI-mail once the dates and times for these future workshops have been determined.

(Muronaka Naomi)

Bulletin from TJF

* Deai kit stock for U.S and Canada running low!

Has your school applied to receive a Deai kit? Inventory is running low for the limited edition of the photo resource "Deai: The Lives of the Seven Japanese High School Students," so we encourage those interested to apply as soon as possible. For an application form visit: http://www.tjf.or.jp/deai/contents/deai_top/order_e.htm

* Let us share your ideas!

Many teachers, not just those in Australia and New Zealand, will eventually be making active use of Deai. We encourage teachers already using Deai, as well as those who plan to use it in the future, to send in their ideas and suggestions—no matter how minor or simple—for use of the Deai resources (e-mail to: deai@tjf.or.jp). We look forward to hearing from you.

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The TJF Newsletter follows the practice of placing the Japanese surname first.

From the Editor

Since spring 2002, the photo resource "Deai: The Lives of Seven Japanese High School Students" has been donated to secondary schools and other institutions engaged in Japanese-language education in five countries (Australia, Canada, New Zealand, United Kingdom and United States) in the order of receipt of applications. As of the end of January 2003, sets had been donated to about 2,000 schools, and some schools have already begun using the resources. Sets were also presented to schools and teachers (including teachers of subjects other than the Japanese language) in China, Japan and Korea and other parts of the world, in some cases with the request to act as monitors. Timed to keep pace with the process of distribution of the Deai kits, TJF also held Deai Workshops in about twenty-five locations with the cooperation of local associations of Japanese-language teachers in the United States and Canada. In Australia and New Zealand, workshops have been held at the initiative of local ministries of education and other organizations.

Unlike previous resources for Japanese-language teaching, Deai is only a *source*. It provides the raw material from which teachers can create worksheets, teaching aids, and lesson plans of their own for their own needs. Various teaching tools, references, sample classroom activities and lesson plans are provided on TJF's "Deai Website" to lighten the burden on teachers using it to create their own teaching materials. The integration of CD-ROM tools and the Internet among the tools for using Deai has been welcomed by teachers as well-suited to the needs of computer technology used in the classroom. Already TJF has posted more than 110 Activity Plans submitted by teachers from their pioneering attempts to use the Deai resources in the classroom

on its website, and our task from now on is to collect as many examples of actual use as possible and make this body of experience available to all.

Even more important, however, is the encounter and the coming together of high school students themselves. What was the reaction of the junior and senior high school students who have observed the lives of the seven Deai students of their own generation through Deai? What did they think? What did they learn to understand by comparing the way they act and think themselves with the Deai students? What sort of vicarious dialogue unfolded between them and the Deai students? We would really like to know the answers to these questions.

Already high school students have begun to express themselves on the model of what the seven Deai students offered. In view of creating a New Zealand edition of Deai, the New Zealand Association of Japanese Language Teachers has launched a project to encourage high school students to submit profiles and photo essays about themselves in preparation for selecting its own "seven students." Photographs and stories by American high school students chronicling their lives have also been sent to TJF. We would like to create a place transcending national boundaries where all these young people can "meet," that is also linked to the photographs from TJF's "Daily Lives of Japanese High School Students Photo Message Contest." In pursuit of every possible kind of encounter, the journey of Deai has only just begun. This issue of the *Newsletter* introduces some of the scenes from this first part of the journey.

Nakano Kayoko
Program Director

財団法人 国際文化フォーラム 
THE JAPAN FORUM

Shinjuku Dai-ichi Seimei Bldg. 26F
2-7-1 Nishishinjuku, Shinjuku-ku,
Tokyo 163-0726, JAPAN