



Feature:

Encounter with Deai in the Classroom

As they stand before their students each day, secondary school teachers are continually asking themselves what they want to get across to their students aside from the knowledge they can impart to them.

We at TJF produced Deai: The Lives of Seven Japanese High School Students because we hoped to provide an opportunity for secondary students studying Japan and the Japanese language overseas to come in contact with the day-to-day activities, passions, future ambitions, anxieties about interpersonal relationships, etc. of seven of their peers in Japan, and to reexamine their own lives in the process.

We have asked several teachers, mainly from among those who have acted as monitors for the Deai resource, to describe what kind of educational objectives they have when approaching their students and how they have used Deai in keeping with those objectives. In this issue we introduce their responses along with reactions from students about what they felt and thought while studying with Deai.

Each time we see or hear about new methods for using Deai, we understand that each teacher freely adapts the form of Deai to suit his or her purposes. We seek to explore what sorts of roles Deai can fulfill in the classroom through the ingenuity and efforts of the teacher.



Yoo Yoo Jin



Yoshida Kojiro



Wakazushima Yu



Sakai Michi



Yamamoto Takayuki



Oishi Kanta



Tamaki Shun'ichi

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世界に一つだけの花: 人々の心をつかんだ
2003年最大のヒット曲

One and Only Flower in the World:

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Thinking in Terms of a New Deai



Etsuko Barber

St. Mark's School of Texas (Texas, U.S.A)

A resource that stimulates the imagination

Foreign language education in secondary school, in addition to increasing students' command of the language itself, is expected to contribute to their personal growth as human beings. For that reason, I try to prepare a setting in which students experience communication activities that reflect reality and to provide them with information on the social and cultural aspects relevant to that communication setting. My objective is also to make the class a time for critical thinking, in which students compare themselves with others, express their views about the differences and similarities they perceive, and finally understand the other person and deepen their awareness of themselves and the society and culture that surrounds them. Using Deai, because I can stipulate one of the seven Deai students as a specific communication partner, it is easy to set communication goals, such as, "help students answer their naturally arising questions about the interests, anxieties, and future ambitions of the Deai student" and "have students state their own opinions." The Deai students, moreover, provide a concrete means for students to understand that Japanese high school students are interested in and worry about the same kinds of things as them. Recognition of such points in common is linked to understanding others and understanding oneself.

When students look at the photo panels and accompanying messages of the seven Deai high school students, their eyes generally light up and smiles cross their faces, along with other expressions of deep interest, as they gaze at the photographs. And when something of interest catches their eye, they ask questions and offer comments. The photo panels are large, and all of the Deai high school students are attractively depicted. The subjects' thoughts are directly conveyed through the messages that accompany these photos. The individual personalities of each of the seven are clearly evident—it is easy to make comparisons among them and easy as well to understand from them the diversity among Japanese high school students. This, in turn, leads them to the diversity of Japanese society, helping them avoid stereotyped thinking. Students who have returned from actual short-term study abroad in Japan often reminisce fondly about their own experiences while looking at the photos of classroom scenes in Japan,

but they are surprised to learn that there are Japanese high school students who attend school at night on a part-time system or who go to international academies, and that there are classes in seated meditation and for studying traditional culture. Having learned alongside my students of the wide variety in the daily lives of high school students in Japan, from its northernmost to its southernmost islands, I, too, have been surprised and captivated anew by its diversity. I find Deai to be an attractive teaching resource that stimulates the imagination.

Challenges: Clear presentation of goals and establishment of evaluation method

There were, however, some hard challenges for me in using Deai. The previous emphasis of my classes had been on language, and I would only briefly teach about the geographic, historical, social, and artistic aspects of Japan when there was time in the class schedule to cover culture. Deai is structured to allow for study of the daily lives of high school students and aspects of Japanese culture as part of language acquisition. This approach to culture made classes quite different from what I had done before. There was some confusion, because neither the teacher nor the students were accustomed to a Japanese-language class that placed at the fore understanding of others and understanding of other cultures. Thinking about oneself and others and expressing one's thoughts frankly, for example, are activities that some students do not care for much. Even if they make an attempt, moreover, some students get impatient when their facility with Japanese is insufficient to express their thoughts articulately. There are some students who assume that studying a foreign language means simply memorizing vocabulary and sentence structures, and taking tests. I have actually had students comment that, "It feels like we are studying something other than Japanese," and "There must be better teaching materials for studying the Japanese language." This reminded me of the importance of making language-teaching standards the basis for teaching. Especially with a resource like Deai, there is probably a greater need than ever to make clear what the language-learning objectives are. At the same time, there is also a need to lay out concrete learning objectives for understanding others and under-

standing oneself—the more abstract goals of study.

I also struggled with how to evaluate the degree to which students had succeeded in understanding others and understanding different cultures. With the aim of having them perform a self-evaluation in Japanese, I tried having my students write compositions several times. The results of the class were not readily apparent, however. A method of evaluation is needed for abstract topics of study, such as understanding others and understanding oneself, that measures internal

changes in the learner in much the same way as one would gauge the level of achievement in language proficiency.

Though we speak of high school students as a whole, there is a wide world of such students and I believe that teachers can lead their students to a deeper study of aspects of Japanese society and culture by using their encounters with the Deai students as an entry point. I am continually fascinated by the experience of learning together with my students.

Comments and works by eleventh-year students at Saint Mark's School studying the Japanese language using Deai

● Comments about Deai



Deai was very helpful in teaching culture, and it was O.K. for teaching language.



Before, I used to think that Japanese high school students were boring, but they have interesting lives.



Before, I thought Japanese students were only concerned with school, but they have a lot of interests.



I thought about how much I enjoyed my life.

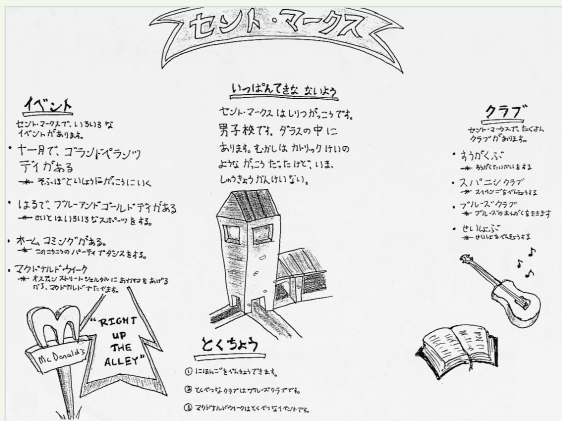


Learning about the Deai students made me think about what effect America has on me.



I felt like learning about something else.

● John's pamphlet introducing Saint Mark's



● Questions for the students in Deai



ぼくの一**いちばん**好きな**きょうか**は**アメリカ**史です。あなたの一**いちばん**好きな**きょうか**は何ですか。



どんな**アメフト**の**チーム**が一**いちばん**好きですか。ぼくは**ガラスカウボーイズ**が一**いちばん**好きな**チーム**です。



ひまな**とき**になにを**し**ますか。



う**ん**て**ん**で**き**ますか。もしう**ん**て**ん**が**で**きると**し**たら、ど**ん**な**く**まを**も**っ**て**い**ま**すか。



アメリカをどう**おも**いますか。



いちばん好きな**たべ**ものは**なん**ですか。



えいがの**“タイタニック”**は**好き**ですか。



たかゆきくん、**将来**、**アメフト**が**で**き**な**か**つ**たら、**何**を**し**ますか。



ぼくは**スポーツ**を**す**ると**た**いて**い**け**が**を**す**ると**お**も**っ**て**い**る**か**ら、**スポーツ**を**し**ない**ほう**が**い**い**と**お**も**っ**て**い**ま**す。**ユウジン**さん**は**ど**う**して**スポーツ**が**好き**ですか。



ふと**ん**は**ど**う**で**すか。



今フ**ァ**ミ**コ**ン**で**あ**そ**び**ま**すか。



ぼくは**将来**い**し**や**に**な**り**た**い**です。あなた**は**い**し**や**に**つ**い**て**ど**う**お**も**っ**て**い**ま**す**か。

● An essay on family by Kane

ぼくのかぞくは**4**人です。父、母、弟、ぼく**4**人です。

父の名まえはレーニーです。47さいです。のんびりやです。ウエスタンのシャツをつくるかいしゃでごとををしています。よく、じょうだんをいいます。よく、「よくはたらき、よくあそぶ」といいます。とてもやさしくてかっこいい人です。そして、よく、ぼくのスポーツゲームをみにきてくれます。ぼくの父が**一番**いい父とおもいます。

母の名まえはホープです。44さいです。とてもげんきです。ファッションショーをつくるアルバイトをしています。よく、「いまをつかまえる」といいます。そして、よく、ともだちにでんわします。人なつっこい人です。それから、らっかんてきな人です。よく、ぼくとはなしをします。ぼくの母が**一番**いい母とおもいます。

弟の名まえはザーカリです。けれど、ぼくはザーカリを「フリップ」とよびます。13さいです。人に気をつかう人です。よく、「しんばいしない、たのししよう」といいます。よく、かぞくのゲームルームでぼくと**いっしょ**にスポーツをします。そして、ぼくとよくはなします。ぼくの弟が**一番**いい弟とおもいます。



DEAI—A Marketing Success Story

Students “Get Excited” About Japan



Joanne Shaver

Henrico County Public Schools (Virginia, U.S.A)

Students as Consumers

Japanese teachers are faced with the constant challenge to create interesting and relevant lesson plans and must search for resources that will get students excited about Japan. The Japan Forum's Deai program is a great instructional resource and also an effective marketing program for Japanese language and culture. A successful marketing program anticipates and satisfies the wants and needs of consumers by effectively combining four variables: product, price, promotion, and place (physical distribution). Deai has just the right marketing mix: quality product, free price, personal promotion, and accessible place. Teachers, however, must use Deai in the classroom for the benefit of student consumers.

For the 2002-2003 school year, I was asked to serve as a Deai monitor for my beginning-level Japanese class in middle school (sixth and seventh grades). As a monitor, I was to communicate on a regular basis with the TJF representative and describe “when, where, why, and how” I used Deai materials. I was also asked to videotape student activities. At the end of the year, students completed an evaluation form about their reactions to Deai and this was forwarded to the Japan Forum. The purpose of this article is to share with other Japanese language teachers my experience as a Deai monitor and to describe how Deai both supports my teaching philosophy and contributes to a positive and effective classroom learning environment.

My Guiding Principle

As teachers, we adhere to a personal creed or guiding principle that dictates our expectations for student behavior and determines our classroom teaching style. We ask ourselves, “What do I want my students to carry with them each time they leave my classroom?” In my case, I want my students to carry with them a curiosity and excitement to know more about the world they live in and an appreciation and respect for a diversity of lifestyle. We ask ourselves, “How can I foster and promote the desired behavior in my students?” In my case, I try to create a classroom environment that can serve as a forum for the discovery and exploration of ideas and the free exchange of opinions. In fact, I equate the process of learning with the experience of “getting to know” a new friend. I try to make themes, topics, and content relevant to students’

lives and to afford students the opportunity to experience the joy of discovery as they explore subject matter.

Deai supports both my guiding principle and the guidelines of my state's Standards of Learning. Each of the seven Deai students speaks frankly and openly about his/her strengths, weakness, likes, and dislikes. This openness helped my students feel more comfortable with themselves and more at ease in sharing personal information with their classmates. Students came to respect and value their Deai friends and their cultural traditions. With regard to the State Curriculum Guidelines of Virginia, Deai meets numerous standards in geography, history and English. Geography concepts such as location, place, region, movement and human-environment interaction are all incorporated within the Deai content. Deai materials cover history-related concepts such as cultural traditions, beliefs and social issues. General language guidelines (English/Japanese) can be addressed through Deai activities that stress verbal and written communication and vocabulary building. Students can be tasked with preparing expository and persuasive oral and written presentations, generating lists and charts, summarizing information, and developing letter-writing skills.

Let's Get Acquainted

As teachers, we ask ourselves, “What is my primary instructional goal?” Upon personal reflection, I realized that my goal is to elicit the following six types of student behavioral outcomes: 1. Curiosity, 2. Cultural awareness, 3. Personal reflection, 4. Appreciation of diversity, 5. Successful interpersonal communication, and 6. Sense of personal achievement.

As a Deai monitor, I asked myself, “How can I use Deai to help elicit these behavioral outcomes?” In keeping with my view that learning is like “getting to know” a new friend, I decided on the following theme: Let's get acquainted—developing a personal relationship with your Deai student. I planned to use Deai as a supplementary instructional resource throughout the entire school year, so I chose to implement a sequential building-block approach for introducing Deai within my curriculum. I designed assignments that paralleled core text instruction and also reinforced and built on prior learning. Most assignments were structured as independent practices (homework) to be

completed outside of class. This assured adequate in-class instructional time to accomplish primary curriculum goals. I hoped, correctly as it turned out, that this approach would enable students to become familiar with Deai on their own terms.

Although I used some Deai photos to enhance my classroom bulletin board, I held off introducing students to their Deai friends until about 3-4 weeks into the school year. My first assignment was an in-class guided activity with worksheet. I used the photo panels to introduce a Deai student within the context of her own personal surroundings. Students completed worksheets by listening for key information as I described selected photo panels for Mizushima Yu. They caught her name and age in Japanese, but other information was provided in English (brothers/sisters, pets, hobbies, likes, and dreams). Together, we located Yu's town on a map. We also discussed climate and region, which were parallel topics in the geography component of my curriculum. Students then viewed panels covering "my favorite places/activities" and wrote 5 descriptive sentences in English. We continued by viewing selected panels from "my world" and students recorded 5 sentences describing Yu's daily schedule. For homework, I had them create a chart comparing and contrasting Yu with themselves and also compose a 15-sentence essay summarizing the results. This activity can be abbreviated or even extended to include photo panels for each of the 7 Deai students.

The second assignment in the sequence tasked students with selecting a Deai friend and reading the English version of "My Story" via the website or hard copy. The student product was an essay making connections between cultural environment and individual lifestyle. Other Deai topics included traditional hobbies, geography and lifestyle, my world, action scenarios, and an alternative assessment album. This album served as a culminating activity and was presented both orally

and in essay form (hiragana). The student essay format was 30 sentences grouped into 5 sections: introduction, family/pets, friends, school/activities, and my town/home. These divisions correspond to the introductory essays describing each Deai student found in the teacher's manual. I also had students access TJF's Kentaro website^{*1}, Meeting People^{*2} and "The Way We Are"^{*3} to expand on Deai's cultural themes.

Appreciating Diversity

I cannot say enough about the quality, relevance, and effectiveness of the Deai program as a classroom resource. Deai offers every student the chance to develop a personal relationship with his/her Japanese peers. Students are able to meet their Japanese friend's family and share in life experiences, personal preferences and future dreams. Deai helped my students develop an understanding and appreciation for students from very different cultural backgrounds. My students were always excited to access the Deai materials and showed pride in being able to share their Deai friends with other classmates. Deai's quality product, free price, personal promotion, and accessible place within my curriculum helped create a learning environment that challenged students to "get excited" about Japan and better appreciate a diversity of lifestyle.

*1: "A Day with Kentaro" is a photo collection introducing a day in the life of a Japanese elementary student.

<http://www.tjf.or.jp/eng/de/deindex.htm>

*2: This feature of *The Japan Forum Newsletter* focuses on one individual student, describing his or her personality and giving an account of something that he or she experienced. The feature also offers a list of discussion points and other aids for class activities.

<http://www.tjf.or.jp/newsletter/index.htm>

*3: The Way We Are is the title of collections of selected entries to TJF's "Daily Lives of Japanese High School Students: Photo and Message Contest" published annually since 1997. The collections may be found on our English-language page at <http://www.tjf.or.jp/eng/ee/eeindex.htm> and on the Japanese-language page at http://www.tjf.or.jp/photocon/pastwork/b_2002.htm

Student comments about Deai



Using Deai in Japanese class was interesting. It gives you a different perspective than copying notes in your notebook.



It was a very interesting thing and a unique way to learn about Japanese culture.



I didn't realize that they wore uniforms. That really surprised me! Only a few private schools here have them.



It made me think a little bit about my life, and what I would say and write if I were chosen for a similar project.



I think that even though they live across the Pacific Ocean, they live a lot like we do.



I used to think Japanese students always had to study and go to temples. Now I see that they can have fun, too.



Before I used to think that the Japanese life was like getting up, putting on a kimono, drinking tea, walking around gardens, or doing Zen, but after reading Tamaki's story it shows you how much their life is similar to ours.



I felt surprised about the ways our lives are both different and similar, molded only by our culture.



An Exhibition Using Deai



Sawada Chihoko Changchun Number Eleven High School (Jilin province, China)

(During a two-year assignment from July 2001 as a member of the Japan Overseas Cooperation Volunteers)

Creating opportunities for collaboration

Why are foreign languages studied in high school? I think the students find meaning in doing so, and I would like to help them put their experiences studying a foreign language to use in various ways. I would like my students not only to learn the Japanese language but to foster in them, through foreign language study, a positive attitude toward understanding Japan and the Japanese and toward understanding other cultures.

I have long wanted to bring my classes in contact with English-language classes¹ and, because there are no events here that are similar to Japan's "school culture festival," to give students an opportunity to create a memory of "doing something" together as a class. By linking these concepts with the Deai teaching resource, the idea for holding an exhibition was born.

I held the exhibition with the goal of introducing Japanese high school students to my first-year students through Deai. I invited students in English-language classes and students in my upper-division Japanese language classes, teachers of other school subjects, and native-speaking teachers of Japanese at other schools. I basically left the production process in the hands of the students. Displayed in the exhibit were the students' translations and summaries of the photo panel captions. All of the groups applied their ingenuity in planning how to display their work in an attractive and easy-to-understand fashion.

"Looking back" after the exhibition

Following the exhibition, I took some class time to "look back" at the planning of the exhibition. First, I asked the students for their impressions in retrospect, recalling what they had done from preparing for the exhibition to its opening day. "It was a great success!" "Fantastic!" they called out, but when I asked about points for improvement, they only replied, "Nothing" "It was a 100 percent success." Even if I had them deliberate as a group, they made no effort to talk about it. At that point, I passed out a sheet on which I had collected the impressions and notes written by second-year students and teachers who had visited the exhibition. As I expected, they seemed to care about the opinions and impressions of others, and looked hard at this worksheet. From here the discussion proceeded based on the worksheet, but I was surprised that they still did not offer any critical views

of their own performance. This class period apparently came as a heavy psychological shock to the students, who had almost no experience receiving criticism, and some of them even asked me if I thought the exhibition was a failure. By the end of the class, I had conveyed to them that I had wanted to teach them the meaning of looking back on one's accomplishments. Mr. Dong Lin, who teaches this class together with me, spoke up on my behalf, saying: "Ms. Sawada is not speaking poorly of you. We just aren't very used to this sort of thing, are we? She is teaching us how to reflect on our shortcomings. I think this is a good activity." I thought, however, that some more explanation would be necessary if we were to engage in this exercise in the future.²

Seeing a new side of my students

Through this exhibition I was able to catch a glimpse of an unexpected side of my students. Their reaction to the retrospective class described above is one example, but I also saw students who usually do not participate actively in class come to help in the preparation of the exhibition hall, and a handful of second-year students who seemed bored during class (or so I had thought) came down to the exhibition hall every day. I was touched by the sight of them working so hard, and I realized that I could bring out a positive attitude in my students if I gave them this sort of opportunity. In this way, I was able to connect with the true faces of my students, which I count as a great reward.

When I used Deai—in which Japanese high school students of their own generation play the leading roles—my students were able to relate to the captions and explanations of the photographs and seemed to have an easier time projecting these onto their own daily lives. This is testified to by the students' own words, such as "Yamamoto-kun looks to the future and works hard. I want to give it my all, too." and "Like the Deai students, I want to take part in a variety of activities outside my studies in order to have a fulfilling life as a high school student."

I feel that I, too, have grown tremendously from this activity. What sorts of changes must have taken place in my students? The answer to that is far beyond my ability to imagine. The changes were as various as the students themselves, but that is what makes the changes so worthwhile. How will these

changes influence us from now on? It is truly exciting to contemplate.

*1: There are 22 English-language classes and 2 Japanese-language classes that satisfy the compulsory first foreign language requirement for first-year students. I had hoped to hold a class for second foreign language learning together with the English-language classes by using the time for self-study after school, but I was unable to realize

this plan because the number of classes was too great.

*2: I had not intended to give the mistaken impression that “looking back” on one’s work is an exercise that everyone engages in as a matter of course in Japan, so I thought that I had better bring this to my colleague’s attention afterwards. I didn’t interject anything during the class, however, because I felt his words were valid in that situation.

● Comments on the exhibition from Mr. Dong Lin, Ms. Sawada’s teaching partner

Because high school students in China are accustomed to passive methods of education in preparing for university entrance exams, I was a bit worried whether they would be able to engage in this sort of independent activity. For the most part, however, they demonstrated their own powers of action and imagination and drove any such fears away. They considered, for instance, that those attending the exhibition might find simply looking at the photographs boring, and decided to play a Japanese movie in the exhibition hall as well. I am glad my students were able to have the experience of producing such an outstanding exhibition.



● Comments about Deai



Through this exhibition activity, I learned how Japanese high school students of my generation spend their days and what kinds of dreams they have. I think Japanese high school students would be able to understand Chinese high school students, too, if they held the same kind of exhibition in Japan. By doing so, we could become more familiar with each other.



I did not know the Deai students before, but while gazing at their now-familiar faces and imagining their daily lives, hobbies, and so on, I have started to want to study the Japanese language with all my might in order to know them even better and become even more familiar with them.



Our daily life at school is very monotonous, studying for tests all day long. There are rarely opportunities to do extracurricular activities and do anything to stimulate ourselves. With ordinary textbooks, it is not possible to gain a deeper understanding of Japan and the Japanese people, but through this exhibition activity, I found out that Japanese high school students take part in a variety of activities outside their school studies, such as playing baseball, reading manga comics, and having weekend homestays on a farm. Chinese high school students get a change of pace during the hour for physical education, but even that is for a limited time and is quickly cancelled on account of bad weather or if tests are deemed more important. Japanese high school students periodically do extracurricular activities, enjoy their daily lives, work to improve themselves, learn how to get along on their own, and learn how to cooperate with others. In the future, I hope the daily lives of Chinese high school students can become as rich in variety as those of Japanese high school students.



Although preparations were difficult and our voices nearly gave out from calling people to come to the exhibition, everyone pooled their strength and gave it their best. On the day of the exhibition, seeing what had been an empty classroom transformed into a beautifully decorated exhibition hall, I felt incredibly happy. I was especially impressed that those who attended looked thoughtfully at the exhibits and shared their views with us, and that we did our best to offer explanations in return. Even now I think to myself “Good job!” when I recall how I played my part at the time.



In the process of producing the translations—checking dictionaries, asking the teacher, and debating amongst ourselves about places we did not understand—we deepened the level of interaction not only with our fellow students but between the teacher and students as well. We all contributed our ideas, discussing how to make an even better layout for the exhibition, and so on. Now we have not only deepened our mutual friendships but have also been able to create an atmosphere of mutual cooperation.



Report on Deai from New South Wales

Sally Shimada

Japanese Consultant
New South Wales Department of
Education and Training, Australia



Thanks to the generous donation from the Japan Forum, Deai kits have now been made available to all secondary schools in New South Wales with a Japanese teaching program,* and teachers are providing positive feedback about incorporating the Deai materials into their lesson programs. Students love the bright glossy photos and the interesting backgrounds of the seven students. Teachers love the abundance of engaging teaching ideas and lesson plans available on the Deai website.

The Japanese consultants of the New South Wales Department of Education and Training (NSW DET) and the Japan Foundation Sydney Language Centre have conducted several seminars to introduce the materials and to provide teachers with ideas for enhancing their junior and senior secondary curriculum through the use of Deai. The materials lend themselves to senior secondary study because of the age of the Deai students and the level of language, but we have also conducted training specifically focusing on junior secondary level of Japanese. This has been achieved through linking to topics generally covered in junior secondary schools, and through the production of a simplified version of the Japanese texts, which is available on the Deai website.

NSW has just released a new primary /junior secondary

syllabus that will become compulsory from the Year 2005. The new syllabus has three objectives: Using Language, Moving Between Cultures, and Making Linguistic Connections. In particular, the Using Language and Moving Between Cultures objectives link directly to the philosophy of Deai. Students are required to develop communication skills in Japanese and an understanding of the interdependence of language and culture. One of the most impressive aspects of the Deai students is the diversity of backgrounds introduced and the breaking down of stereotypes. It is very important for our students to appreciate that all countries, including Australia and Japan, incorporate a range of social, linguistic and cultural backgrounds, and to recognize and value these qualities.

One of NSW DET's major initiatives in resource development last year was the production of an online course for senior secondary students of Japanese. This course must meet the requirements of the senior secondary Japanese syllabus and prepare students for their final high school examination in Japanese. Topics for this syllabus include personal world, daily life, leisure, future plans, travelling in Japan, living in Japan, cultural life, the world of work and current issues. These topics are reflected in the Deai materials, and with the consent of the Japan Forum we are establishing links to the Deai website and also using some of the wonderful images of the seven students. We have incorporated activities such as introducing yourself to one of the students, writing a letter to a chosen student, visiting a student in Japan, and planning an itinerary for a visit to Australia by one of the Deai students. These activities involve the Australian student in reading about several of the Japanese students, their interests, their neighbourhood, their future aspirations

Deai users—we are waiting to hear your ideas, impressions, questions, etc.! (deai@tjf.or.jp)

The various ideas, impressions, questions, and so on sent in by teachers who have used Deai are introduced on the "Idea Corner" and "Voices" sections of the Deai website. We want to make use of these two sections as forums for Deai users to exchange information. Teachers and their supervising principals, moreover, will be issued a special acknowledgement for submitting practical examples and ideas for the use of Deai.

Idea Corner



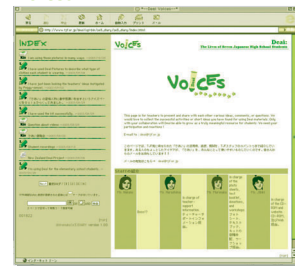
<http://www.tjf.or.jp/deai/contents/teacher/idea.htm>

Teacher Support Information



http://www.tjf.or.jp/deai/contents/te_index.html

Voices



http://www.tjf.or.jp/deai/cgi-bin/se3_diary/

etc., and then responding to the information. These exercises address the syllabus objectives of exchanging information, opinions and experiences in Japanese, analysing, processing and responding to information in Japanese and understanding aspects of the language and culture of Japan.

The NSW DET is deeply grateful to the Japan Forum for providing this exciting resource to promote the study of

Japanese language and international and intercultural understanding.

*The state education ministries of New South Wales, Queensland, Victoria, and Western Australia, as well as the Melbourne Centre for Japanese Language Education, cooperated in every way with the distribution of the Deai kits in Australia. Deai kits were donated on the basis of an application, with the goal of reaching all secondary schools offering Japanese language education.

DEAI is Destiny, Empowerment, Affection, Interaction

Fujimitsu Yuko

Japanese-language education advisor to the Japan Foundation Manila Office
Previously appointed Japanese-language education advisor to New Zealand by the Japan Foundation



The year between Christmas 2001 and 2002 was momentous for the world of Japanese language education in New Zealand schools and for me, on assignment there working in the position of Japanese-language education advisor. It was a year full of events that inspired people. One moving encounter led to the next, and so on, spreading out like an unbroken wave. First there was the encounter between a representative of the New Zealand ministry of education and the Japan Forum, after which we received the ministry's full cooperation from the latter half of 2001 and solidified a plan for donating the Deai resource to schools in New Zealand. From the following year, my advising also proceeded with plans for workshops to introduce Deai to teachers. Through those workshops, too, I had numerous precious encounters with teachers.

One day an excited email arrived in my inbox from a teacher I met at one of the workshops. She reported that the students in her class had begun a project, triggered by Deai, to create their own photo essays. That teacher was Ms. Janis Maidment, who has since embarked as the head of the New Zealand Association of Japanese Language Teachers (NZAJLT) on a project to establish a website for the association. Over 100 Japanese language teachers encountered this teaching resource at the conference for the New Zealand Association of Language Teachers (NZALT) in July 2002, and the call went out for participation in the New Zealand High School Student Photo Essay Project via teachers associations from around the country, the project that originated with Maidment's class idea. The attractive student works created as a result of this project now form a part of the contents of a student resource website that was established in November 2002. In December of the same year, a teachers resource website was also established, and within a few months the number of teacher association members had increased by several times. As long as the limitless possibilities for Deai as a resource are felt deeply by New Zealand teachers, it will continue to form a source of energy and inspiration for a variety of activities in the classroom.

Ideas and comments sent in to the "Idea Corner" and "Voices"

(Note: The following have been excerpted. Titles and names reflect those at the time of submission.)

I created a worksheet that uses Deai to combine review exercises with an introduction to sentence structures newly added to the New Zealand syllabus.

^^ Jenny Short (New Zealand Senior College, New Zealand)

The photo caption passages have also been simplified significantly to make the language accessible to year-12 and year-13 students (high school second and third year students).

Activity Ideas on the Theme of Shopping

^^ Yazawa Michiko (Japanese language advisor to the Alberta Ministry of Education, Canada)

- Take several photographs depicting shopping scenes from the stories of Mizushima Yu and Yamamoto Takayuki from the CD-ROM and pass them out to the students, who are divided into groups. Have each group create a story based on its photograph and present it to the class.

- Have each group create a shopping skit from a single photo depicting a store (a convenience store, MacDonald's, Starbucks, a CD shop, boutique, or some other place where high school students are likely to go) and act it out. (As background information, supply the students with website addresses for Japanese stores.)

A day in the life of the Deai students

^^ Yazaki Mitsuo (Japanese language consultant to the New South Wales Department of Education and Training, Australia)

I rewrote the captions from "A Day in the Life"* in line with the New South Wales state high school syllabus and added related vocabulary and sentence structures. Questions from each of the Deai students are also included with their respective photographs.

* These captions are published in the "Idea Corner" and "Alternate Versions of My Story and Captions for Japanese-language Learners" sections of the Deai Website.

I used Quia to create a quiz webpage on sending midsummer greeting cards to the characters that appear in Deai.

^^ Eto Yumi (Japanese-language advisor, New Zealand)

I used Quia to create a quiz webpage on sending midsummer greeting cards (*shochu mimai*) to the characters that appear in Deai. Although the season has already changed, other teachers might find this useful as a reference. I'm thinking of making a version for New Year's greeting cards (*nengajo*) next.

<http://www.quia.com/pages/shochuumimai.html>

Meeting People



Meeting People introduces real Japanese students, presenting a snapshot of their personality and daily lives through photographs and text. Here, students studying Japanese overseas can meet Japanese students of the same age group and, while learning about each in turn, gain a deeper understanding of their Japanese peers' cultural background as it appears in various aspects of their daily lives and activities. Up through the previous issue, this section took up each of the seven Deai high school students in turn, introducing photographs and text from the Deai resources and providing information to help students better understand the seven Deai students. Beginning with this issue, however, we plan to use this space to introduce more of the diversity of young people in Japan. In this issue we introduce Chiya, a promising young photographer who has won consecutive prizes and actively participated in TJF's annual Lives of Japanese High School Students: Photo and Message Contest. Looking back on her life up to now, she tells how she first encountered photography.



Meet Chiya

ずっと真っ暗なトンネルの中にいました。でも写真に出会って、いまやっとそのトンネルから出られそうな気がしています。

For the longest time I felt I was in a dark tunnel. Now, finally, because of my encounter with photography, I feel I'm coming to the end of that tunnel.



Profile

名前:	知弥 (定時制高校 ^{※1} 4年生)
歳:	18才
住んでいるところ:	大阪府
クラブ:	写真部
将来の夢:	カメラマン

Class Objectives

「自分の居場所を見つけた知弥のストーリーを読んで、自分をふりかえてみましょう。」

Let's Read How Chiya Found Her Own Place and Look Back on Our Own Lives.

Between her older sister who was talented at everything and her younger sister who was doted on no matter what she did, Chiya has been searching for her own niche for a long time. She stopped going to school toward the end of elementary school and didn't attend junior high school either. Entering a part-time high school attended by students of a variety of age groups and backgrounds, Chiya says she found in the school photography club a place that suited her. She reflects, "My future seemed really bleak. But after I encountered photography, I finally began to find my way out of what had been a long, dark tunnel." What

do you think photography means to Chiya?

After reading Chiya's essay and looking at her photos, discuss what you could relate to in her story and what it made you think about.

Those studying Japanese can also try the True-or-False Questions in Japanese. By answering the questions, students are encouraged to do a follow-up reading of Chiya's story to confirm its content and understand it in greater depth, in addition to finding out how Chiya expresses herself in Japanese. Then, students can try thinking up questions in Japanese that they want to ask Chiya.

Two Rivals

My sister, older than me by two years, always seemed to enjoy the lessons² she took after school, so, without any cajoling from my parents, I, too, took various lessons in piano, painting, calligraphy³, swimming, and drums, as well as cram school⁴ lessons during elementary school⁵. Many times I thought of giving up, but I kept up with them, and looking back, I am aware of my sense of rivalry with my sister. I never gained the confidence that I could do anything as well as my sister, and I was always being compared to her—"But your sister can do it so well . . ." or "She can do such and such, so why can't you?" I really hated that.

When I was seven my younger sister was born. Until then my father and I had often gone hiking in the mountains, but after that our trips gradually stopped. My parents lavished their attention on my younger sister. On the surface, I, too, acted affectionately toward the baby, but actually this new rival presented me with a real crisis. Just by existing, my younger sister was the center of everyone's attention; I envied the way they doted on her. Around that time, both at home and at school, I assumed a "good girl" mask and did my best not to cause trouble.

When my older sister began attending a cram school to study for private junior high school entrance exams⁶, I followed her example and began attending cram school myself, setting my sights also on the junior high entrance exams. I was a fourth grade student then. I was getting fairly good grades in school, but my cram school marks and nationwide mock exam⁷ scores were average. I got a real shock when my cram school instructor declared that it would be impossible to get into the school of my choice with the scores I was getting.

Can't Play the Good Girl Any More

From about that time, I couldn't find anything enjoyable about going to school. Getting praise from a teacher for a good test score had always been my source of energy and my reward for playing the good girl at school, but my fifth-year homeroom teacher, unlike my previous teachers, was not the type to give out praise. No longer rewarded for acting the good little girl, I felt no incentive to continue my performance and stopped going to school entirely in the third and last term of my sixth year. At first I lied, saying I had an upset stomach, but the lie was soon exposed and countless times it looked as though I would forcibly be taken to school. Once, my father even smacked me. "Why won't you go?!" they asked, but I had no answer.

Although I promised I would go to school again

when junior high school began, I snuck out at half past five on the morning of the day of the junior high entrance ceremony and fled to the sanctuary of my grandmother's house. I cannot remember the details now, but somehow I got my parents to consent to my absence from junior high school, and thereafter they stopped mentioning it to me. As I had nothing to do during the day, I often went out to see movies. I did not attend school even once during my three years of junior high school, going in only to pick up my diploma. My mother said to me, "You should at least go to high school—to be qualified for certain things in life, you must show that you've graduated from high school. I want you to attend for at least a week. If you still don't like it, you can quit." So, I got an application to a part-time high school.

Joining the Photography Club

I entered this part-time high school fully intending to quit after a week, but the atmosphere at the entrance ceremony felt different from that of any school I had attended in the past. People from all generations were gathered there: fifteen-year-olds who had refused to go to school⁸ like me, former misfits in their twenties, and even a very vigorous seventy-year-old. When school clubs⁹ were introduced to us, the teacher who acted as advisor to the photography club showed enlargements of photos done by club members, and told us how even students who had not attended school were active in the club. It made me feel that this was a place where I could be accepted, even as a student who had refused to attend school. After joining the photography club, my urge to quit high school faded away and I began to enjoy going to school again. I truly enjoyed the short forty-five minutes of after-school club activities and was in the dark room developing photos almost every day. In the photography club, I found a place where I belonged; whenever I was in the club meeting room I naturally began to relax. I had never had such a place before.



Photo: Sato Kaori

Normally, I can't relax while talking with someone unless I put a certain amount of distance between us. But when I have my camera in hand, taking photographs, I completely forget that tension. Maybe I wanted to get closer to people. I wanted them to recognize I exist, but I was always afraid that they would reject me. So I kept my distance rather than get too close and get hurt. The photographs I take reveal these emotions. When I photographed Erina, another member of the photography club, for the TJF contest "The Lives of Japanese High School Students: Photo and Message Contest,"¹⁰ I gradually came in closer and closer until I was finally taking nothing but close-up shots of her.

In addition to taking photos of her working, developing photos in the dark room, and so on, I also lay in wait to snap photos of her with her boyfriend on her way home from school. In all, I think I took nearly 1,000 photos. Never having imagined that the results of the screening would yield an Outstanding Achievement Prize for my entry, as I heard the news I felt for the first time in my life like crying tears of joy.



Photo: Nakasai Chiya

As my subject for next year's contest, I have selected a classmate who has been on my mind since I first entered high school. When we were out together on one of our days off from school, she started goofing around in a children's play area on the roof of a department store as though she were a five-year-old. As I took photos of her, I felt like I, too, had become five years old again. That's when I



Photo: Nakasai Chiya

understood why she has always fascinated me—she has the ability to express her feelings openly. I, who have always tried to be the "good girl," have been unable to express myself so candidly. Again, it was through my photographs of a friend that I was able to see the real me I had kept hidden.

A New Endeavor

Until recently, I'd only taken photographs of girls; cute girls who are just the opposite of me. Back in preschool I was often mistaken for a boy, and before long I had grown accustomed to my boyish look. I realized that I had been wearing another mask when the teacher who advises the photography club pointed out that I acted more feminine in front of an older boy who had been in the club. I think I limited myself to photos of girls out of my own weakness—assuming a boyish manner and fleeing from who I am—and because I envied their femininity.

Now I have begun a new endeavor: to remove this mask I've worn for so long bit by bit. As the first step in this experiment to seek out my ideal image of masculinity, I am photographing my father.

Here is a memory of my father that stands out. I once got into an argument with my homeroom teacher, who rejected what I had to say out of hand, without making any effort to understand my position.

I went home and cried as I told my parents what had happened. The next day, my father came to school and stood up for me, telling the teacher, "How can I leave the education of my daughter up to you?" That single statement made me so happy. I remember how fond I was of my father when I was little, even though I thought I hated him during the years I stayed out of school. I want to reexamine through photographs what sort of person he is to me. Then I want to firmly acknowledge the masks I wear and learn to accept myself for who I am.



Photo: Nakasai Chiya

In the days when I stayed out of school, I couldn't accept my own reluctance to go to school and felt ashamed of myself. I also felt sorry for my parents, who must have been embarrassed that their daughter was not going to school like everyone else. Unable to do anything about the situation on my own, the future seemed bleak indeed. Only after I entered high school and discovered my interest in photography, did I finally begin to find my way out of what had been a long, dark tunnel. I haven't made it out yet, but at least I can see the exit. In the future, I dream of becoming a professional photographer and expressing what is inside myself through my photographs.

Class Ideas

Class Objectives, Class Ideas Cooperative Writing: Kawamoto Mayumi, Lecturer, Waseda University

Questions

- ❖ When did Chiya stop going to school?
- ❖ What did Chiya's parents do when she stopped going to school?
- ❖ Chiya thought about entering a part-time high school after listening to her mother. What did Chiya's mother tell her?
- ❖ When Chiya first entered high school, did she plan to continue attending?

Discussion Points

- ❖ Have you ever had after-school lessons? If so, did you ever feel like quitting?
- ❖ Have you ever disliked being compared to a brother or sister? If so, in what way?
- ❖ Have you ever not wanted to go to school? If so, why?
- ❖ Chiya says that the photography club is her niche, a place that suits her. Do you think it difficult to find a place where you fit right in and can relax?
- ❖ Chiya says, "My future seemed really bleak. Only after I entered high school and encountered photography, did I finally begin to find my way out of what had been a long, dark tunnel." What do you suppose photography means to Chiya?

True-or-False Questions

次の日本語の文を読んで、本文の内容と合っているものに○、違っているものに×をつけましょう。

Basic

- ① 知弥は お姉さんと 妹が います。〔 〕
- ② 知弥は 小学校と 中学校には 行きましたが、高校には 行きませんでした。〔 〕
- ③ 高校で 写真部に 入りました。〔 〕
- ④ エリナは 写真部の 男の先輩です。〔 〕
- ⑤ 知弥は エリナの写真を たくさん とりました。〔 〕
- ⑥ 知弥は 最近、お母さんの写真を たくさん とっています。〔 〕
- ⑦ 知弥は 将来 カメラマンに なりたいです。〔 〕

Advanced

- ① 知弥のお父さんとお母さんは、いつも知弥をほめてくれました。〔 〕
- ② 5年生の時の先生は、知弥をあまりほめてくれませんでした。〔 〕
- ③ 知弥は6年生の時、おなかの病気で学校に行けなくなりました。〔 〕
- ④ 中学の3年間は、一度だけ学校の授業に出席しました。〔 〕
- ⑤ 定時制高校に入って、いろいろな友だちに会いました。年が違いう友だちもいました。〔 〕
- ⑥ 写真部の先生の話聞いて、「不登校でもいいんだ」と思いました。〔 〕
- ⑦ 写真部に入って、学校へ行くのが楽しくなりました。〔 〕
- ⑧ 知弥は人に近づくのがこわいので、アップの写真は1枚もとりません。〔 〕
- ⑨ エリナという友だちの写真をとって、コンテストで入賞して、とてもうれしかったです。〔 〕
- ⑩ 知弥は写真をとりながら、自分のことがよくわかるようになりました。〔 〕

Vocabulary List

写真部	photography club
先輩	senior student
将来	(in the) future
ほめてくれる	ほめる(to praise) + Vてくれる
行けなくなる	行けない(cannot go) + ~くなる
1枚も	even one photo
定時制高校	part-time high school; night high school
不登校	refusal to attend school
アップ	close-up shot
コンテスト	contest
入賞する	to win a prize
わかる	to understand



Ask Chiya

Is there anything you want to ask Chiya? Try thinking up a question for her in Japanese. If your class sends in a list of questions to TJF, we will ask Chiya to answer them for you.

☞ See p. 15 for answers to True-or-False Questions.

Notes & Reference

- *1. **part-time high school** 定時制高校
http://www.tjf.or.jp/deai/contents/teacher/mini_en/html/zennichi.html
- *2. **after-school lessons** 習い事
http://www.tjf.or.jp/deai/contents/teacher/mini_en/html/yobiko.html
<http://jin.jcic.or.jp/stat/stats/16EDUA2.html>
- *3. **calligraphy** 習字: Learning to write characters with a brush. Calligraphy lessons also form a part of Japanese language education in elementary and junior high school.
- *4. **cram school** 塾
http://www.tjf.or.jp/deai/contents/teacher/mini_en/html/yobiko.html
<http://jin.jcic.or.jp/stat/stats/16EDUA1.html>
- *5. **school system** 日本の学校制度
http://www.tjf.or.jp/deai/contents/teacher/mini_en/html/gakkoseido.html

- *6. **junior high school entrance exams** 中学入試: Compulsory education in Japan continues through junior high school. Students can automatically enter their local public junior high school, but students aiming to enter a private junior high or one affiliated with a national university have to take entrance exams.
- *7. **mock exam** 模擬試験: Taken in preparation for entrance exams, these exams have the same layout and questions of the same difficulty as real exams.
- *8. **refusal to attend school** 不登校
http://www.tjf.or.jp/deai/contents/teacher/mini_en/html/futoko.html
<http://jin.jcic.or.jp/stat/stats/16EDU91.html>
- *9. **clubs** クラブ
http://www.tjf.or.jp/deai/contents/teacher/mini_en/html/club.html
- *10. **The Lives of Japanese High School Students: Photo and Message Contest**
<http://www.tjf.or.jp/eng/ee/eeindex0.htm>

Japanese Culture Now

世界に一つだけの花：人々の心をつかんだ2003年最大のヒット曲

One and Only Flower in the World: The Biggest Hit Song to Capture People's Hearts in 2003

According to a minute-by-minute audience rating carried out by Video Research, Inc. for the Kanto area (the region around Tokyo) of the 54th annual NHK Red vs. White Singing Contest, broadcast nationwide on New Year's Eve 2003, the group SMAP recorded the highest audience rating of any moment in the program at 57.1 percent—by far the highest viewer rating of all the singers who performed. The nation's well-known singers appeared at this very popular event in which they are divided between male and female singers, and SMAP performed this song in the coveted final spot on the program.

Just before singing their smash hit, *Sekai ni hitotsu dake no hana* [One and Only Flower in the World], which has sold over two million copies, the members of SMAP offered the following passionate appeal for world peace: "Everyone please close your eyes and think back over the year 2003. This year, too, many precious lives were lost around the world. And many things

hideous to behold took place. What can each of us do in such times? We believe that a happy future awaits us all if we can all learn to be kind to one another."

The line in this song that runs, "You don't have to be Number 1—You've always been the one and only one," has lent courage to many people, adults and children alike, this year. Undoubtedly that is because people have a desire to accept themselves as they are, to respect themselves, and to live with respect for others as well.

The following website is useful for finding the lyrics to popular Japanese songs. The site is free of charge, but users are required to register.
 ⇨ Uta-Net (<http://www.uta-net.com/>)

If you would like to obtain CDs by Japanese vocal artists, please check the following sites.
 ⇨ Amazon (<http://www.amazon.co.jp/>)
 ⇨ Fujisan (<http://www.fujisan.com/>)

Data ■ Total Sales Rankings: CD Singles

(Oricon Survey 1/13/2003-12/29/2003)

Rank	Song Title	Artist	Albums Sold (units of 10,000)
1	<i>Sekai ni hitotsu dake no hana</i> [One and Only Flower in the World]	SMAP	214
2	<i>Niji</i> [Rainbow]	Fukuyama Masaharu	91
3	Colors	Utada Hikaru	88
4	<i>Sakura</i> [Cherry Blossom]	Moriyama Naotaru	81
5	<i>Tsuki no shizuku</i> [Moon Dew]	RUI (Shibasaki Kou)	78

世界に一つだけの花 One and Only Flower in the World

作詞・作曲 / 梶原敬之 Lyrics and Music Composed by Makihara Noriyuki

JASRAC 出 0400629-401

花屋の店先に並んだ いろんな花を見ていた
 ひとそれぞれ好みはあるけど どれもみんなきれいだね
 この中で誰が一番だなんて 争うこともしないで
 バケツの中誇らしげに しゃんと胸を張っている

I was looking at the flowers lined up in front of the florists
 We all have our favorite perhaps, but aren't they all beautiful?
 Never vying with each other over which is the best
 They all stand tall and proud in their buckets
 Why are we human beings always trying so hard to compare ourselves?
 Trying so hard to be number 1 even though we're each unique and different?

それなのに僕ら人間は どうしても比べたがる？
 一人一人違うのにその中で 一番になりたがる？

It's true—we are each the one and only flower in the world
 Each of us holds the seed of something different
 It is enough to give everything we have
 To bring that flower into bloom

そうさ 僕らは 世界に一つだけの花
 一人一人違う種を持つ
 その花を咲かせることだけに
 一生懸命になればいい

Smiling with indecision, one customer hesitated a long while
 She couldn't help it, I'm sure—any flower that struggles into bloom is beautiful
 When she finally came out of the shop, she held in her arms
 A bouquet of every color, her face beaming with delight

困ったように笑いながら ずっと迷ってる人がいる
 頑張って咲いた花はどれも きれいだから仕方ないね
 やっと店から出てきた その人が抱えていた
 色とりどりの花束と うれしそうな横顔

I did not even know her name, but she smiled at me that day
 Like a flower blooming in some forgotten corner

名前も知らなかったけれど あの日に笑顔くれた
 誰も気づかないような場所で 咲いていた花のように

そうさ 僕らも 世界に一つだけの花
 一人一人違う種を持つ
 その花を咲かせることだけに
 一生懸命になればいい

It's true—we are each the one and only flower in the world
 Each of us holds the seed of something different
 It is enough to give everything we have
 To bring that flower into bloom

小さい花や大きな花
 一つとして同じものはないから

Small flowers and big flowers
 Not one is identical to another
 So, you don't have to be Number 1
 You've always been the one and only one

NO.1にならなくてもいい
 もともと特別なOnly one

TJF News

TJF Website Updates

New Photos Published in the TJF Photo Databank (http://databank.tjf.or.jp/into_e.html)

From the works submitted to the 2001 Daily Lives of Japanese High School Students: Photo and Message Contest, 212 photographs have been added to the TJF Photo Databank. Together with 191 photos that had already been added at the end of 2003 on topics such as "Posting of high school entrance exam results," "Valentine's Day," "White Day," "Cherry blossom viewing," "Children's Day," "Mother's Day," and "Father's Day," these photos bring the total number of photos in the databank galleries to over 3,000.

Deai Website: Sample Lesson Plans by Yazawa Michiko (Former Japanese-language advisor to Alberta Learning, Canada)

"The Meaning of Fashion" (http://www.tjf.or.jp/deai/contents/teacher/index/yami_cloth_e.htm)

This plan includes games (using Macromedia Flash) for learning clothing-related vocabulary and practicing the different uses for verbs like *kimasu* (着ます) and *hakimasu* (はきます). Try downloading them and giving it a try, and afterward please send feedback to the lesson plan author and TJF (deai@tjf.or.jp).



Hidamari Website Opens a Section for "Course Planning for Quality-Oriented Education"

(http://www.tjf.or.jp/hidamari/9_jugyou/jugyou00.htm)

This section will publish lesson plans aimed at secondary school students in China along with related textual materials, worksheets, etc. Character readings (*rubi*) are included on all textual materials, and a translation into Chinese is given for words and phrases thought to require further explanation. There are also many lesson plans that make use of the photographs from Deai. This new section will no doubt prove useful to Chinese-speaking and non-Chinese-speaking Japanese-language teachers alike!

Deai Kit Distribution Completed

The distribution of Deai kits is finally complete. This marks the end of distribution in all regions, except New Zealand, which is still accepting applications. We would like to thank all those who sent in applications and who helped with distribution during the course of this program.

From this point forward, we hope to concentrate further effort on collecting and sharing the ideas of all Deai users. We still encourage all of you to send in any ideas or comments you may have, such as: "Why not try using Deai like this?" and "When I used Deai, I got such and such a reaction from my students."

Answers to True-or-False Questions

Basic ① ○ ② × ③ ○ ④ × ⑤ ○ ⑥ × ⑦ ○

Advanced ① × ② ○ ③ × ④ × ⑤ ○ ⑥ ○ ⑦ ○ ⑧ × ⑨ ○ ⑩ ○

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

Fostering the Wealth of the Deai Resources

A little more than a year has passed since the Deai resource kit began to be used in Japanese-language classrooms overseas. In order to learn what the encounters between the world of the seven students and the students in the classroom are like, we have asked Japanese-language teachers in different parts of the world to serve as monitors for one year and report to TJF regularly. Deai is, after all, a resource, and its quality is important, but the kinds of classes that can be held using the resource can be completely different depending on how the teacher uses the materials. We also want to know if there are any ways we can further improve the support system on the Deai Web site in lightening the burden of teachers who want to use the Deai resources in their classrooms. In the larger sense, "Deai" is a joint effort combining the strengths of the resources, the teacher, and TJF.

As follow-up to distribution of the kits, "Deai e-mail" is regularly being sent to some 2,300 teachers who are the users of the Deai resources. With the feedback received from these communications, we have updated the information on the Deai Web site. In response to the request for easier Japanese text, TJF created a section of the Web site for alternate versions of the "My Story" texts and captions. In response to the suggestion that simple hints and tested ideas can often be even more helpful than full-fledged lesson plans, we started our Idea Corner. At the same time, we have added enjoyable lesson plans to the Web site through the cooperation of many teachers. We now have a full range of lesson plans on almost every theme and there are a number of valuable worksheets with great visuals and a game-playing approach.

As shown in the students' comments introduced in this issue,

junior and senior high school students overseas are, in general, intrigued by the candid stories of the seven Deai students. The use of the Deai resources seems to be fostering a spontaneous comparative perspective, furthering appreciation for the diversity within Japanese culture, and correcting stereotyped or exoticized perceptions of Japan. We are interested to observe, in addition to the usual comparisons of "Japan (Japanese)" versus "X country (X people)," an increase in comparisons on the more personal, individual level of "I" versus "you." Students are taking an interest in the Deai students as individual human beings, and applying both their sensibilities and their intellect in the effort to understand. As a result, we receive many comments expressing curiosity about the seven Deai students: "I'd like to meet the seven students."

As a final stage of the Deai project, therefore, this autumn TJF would like to create on the Deai Web site a forum for overseas students learning from the Deai resources. There, along with candid comments and thoughts about the seven Deai students, they can submit photo essays and "My Story" texts of their own in response to the messages from the seven students, in Japanese and in their own language.

From among those who submit such responses, TJF plans to select a number of high school students to invite to Japan in 2005, where they will actually meet the seven Deai students. Would you support this idea for a "Deai Photo-Essay Project"? We look forward to hearing from you.

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Secretary-general