



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:

The Biggest Hit Song to Capture
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Deai Kit Distribution Completed

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.

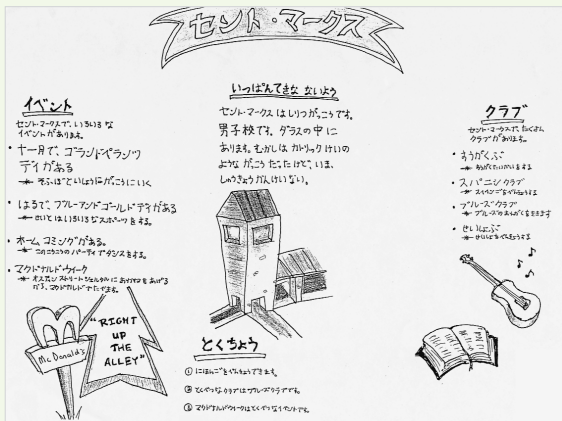


Learning about the Deai students made me think about what effect America has on me.



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**ダラス**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**も**も**っ**て**い**ま**すか。



アメリカを**ど**う**思**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**ットが**でき**な**か**つたら、**な**に**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**思**っているから、**ス**ポ**ー**ツを**し**ない**ほ**うが**い**い**と**思**っ**て**い**ま**す**。ユウジ**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**ア**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**思**いますか。

● An essay on family by Kane

ぼくのかぞくは4人です。父、母、弟、ぼくの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



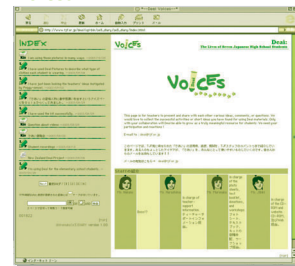
<http://www.tjf.or.jp/deai/contents/teacher/idea.htm>

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>