



Feature:

Why Photographs Now?

A New Appreciation of Photographs as Resources for Learning Language and Culture

When teachers present material about culture in Japanese-language classes in elementary and secondary schools overseas, the topic their students invariably show the greatest interest in is the daily life and culture of their peers. No doubt teachers often find themselves thinking how much richer the discussion in their classes would be if they had access to photographs showing the lives of Japanese students as they really are.

While images of beautiful landscapes and famous cultural monuments are readily available, it is not easy to obtain photographs that show the true expressions and actual activities of contemporary young people. Even harder is to find such materials available free of charge for use in creating teaching materials, and for the majority of Japanese-language teachers working outside Japan, even finding such photographs can be an arduous task.

Our feature in this issue considers what kind of photographs are most desired in elementary and secondary school Japanese-language classes abroad and takes another look at the offering of photographs using the powerful new tools of digital technology via the Internet. We take a fresh look at the essential appeal of photographs and the useful role they can play in foreign language education at the elementary and secondary level.



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Photographs in Linguistic and Cultural Studies Today



Sue Burnham

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REED Education, Melbourne, Australia

A teacher recently asked her beginner Japanese class which of the photographs in their textbook they liked best. A boy in the back row shot up his hand and answered immediately: "The one that shows Masaru looking into his fridge." The teacher was a little surprised by this response and asked her student why. "Because that's what I do when I get home from school, too. I go straight to the fridge!"

Without knowing it, this student was expressing one of the essential characteristics of contemporary cultural depiction. Modern educational photographs aim to show the familiar, the everyday reality of people going about their ordinary lives. And, especially in the early stages of a course, the current trend is to emphasize cultural similarities, rather than stress the exotic elements of a culture. Showing students the familiar leads more readily to acceptance of the unfamiliar.

Culture and the Changing Role of Photographs

In the not-so-distant past, the role of educational photographs was to illustrate background cultural material. The key word here is "background." The essential component in any unit of learning was the language, usually understood as the grammar of the language. "Culture" provided a (hopefully) colorful backdrop for language study and some relief from the unrelenting grammatical grind. Photographs tended to be of famous monuments or scenic icons (for example, the Golden Pavilion, Mt. Fuji), preferably without any people showing in the frame.

This approach to photography went hand in hand with an understanding of what was meant by "culture." In terms of content, it focused on historical and geographical facts and in terms of emphasis it concentrated on the exotic. At worst, it encouraged the "fish-bowl" approach, with the students peering out at the people of the target culture as if they were from a different planet.

These days, we are happy to see, language educators have rescued culture from the background and placed it very prominently in the foreground. Many teachers and course writers deliberately blur the line between language and culture, insisting that you can only learn one as you learn the other. Language devoid of meaningful cultural content is unauthentic. For maximum authenticity, explanations of the target culture are best expressed in the target language.

For Authentic Cultural Experience

The most popular modern textbooks now use photographs as an essential tool of language education. Photo stories

based on the lives of real-life characters bring the learner irresistibly into the target culture. They depict characters of their own age at home, at school, out shopping with their friends, engaged in club activities, enjoying school trips—doing whatever they do in their normal lives. There is no attempt to glorify or mythologize the target culture. The more down-to-earth the photographs the better! Contemporary taste has moved away from the posed and the formal. Modern-day students enjoy photos that are informal and natural. That way they feel they are being exposed to an authentic cultural experience.

The Students' Point of View

Is there still an important role for photographs of temples and festivals? Of course there is! But these photographs are much more successful with students when they are given a human dimension. By all means, include a photo of the castle at Osaka, but why not show it from the point of view of Japanese students on a school trip there. Take the camera into their midst. Let students in other countries feel what it must be like to be on that trip. By all means show the pageantry, color and excitement of a festival at Nikko. But the photos the students will like best are the ones showing a man in warrior costume bottle-feeding his baby son, or the teenagers taking a break from the festivities to buy *okononiyaki*.

The skillful educational photographer will keep an eye not only on the cultural reality but also on the students who will use the results. It is a good idea to try to see things from their point of view. Where possible introduce some animation, some humor into the image. Rather than a stiff, formal portrait of the *maiko*, why not show them giggling over their new pictures from the Print Club machine.

A Visual Environment for Learning

Photographs provide an invaluable visual environment for language study. Students are constantly presented with images of life in the target culture. They drool over close-ups of food in a restaurant window, they choose which film to see from a number of cinema posters, they learn to tell the time from clocks in public places around Tokyo, they practice their hiragana by reading photos of train station names, they interpret signs and find their way around the cities they see depicted in front of them.

Photographs thus become the raw material for speaking, listening, reading, and writing activities. The main advantage of this pictorial approach to language work is that students concentrate on the content of what they are

saying rather than focus on grammatical forms. This leads to a more spontaneous and natural discourse with students, helping to keep their motivation at a high level.

Increasing Demand and the Web

Language teachers and students have reached an unprecedented level of pictorial literacy, and many are expecting to make further use of photographs as an important resource. The efforts of many Japanese-language educators in establishing new photo data banks on the World Wide Web are very much in line with this trend in language education. Some teachers will access these valuable new sites to take advantage of the range of quality images they offer for use in their classes. Others will confidently direct their students to these sites and encourage them to incorporate the photographs into their assignments.

Many of the images and photos in these sites combine a high level of technical quality with the human (and humorous) dimension which will guarantee their appeal for young language learners. The keyword in contemporary linguistic and cultural studies is "authenticity," and for most young people this means the familiarity of everyday reality.



Volumes 1 and 2 of Sue Burnham's Japanese language textbook, *Ima!* (Melbourne: CIS Heinemann Publishing, 1998, 2000.)



What the Japanese Teachers Say

With a wide variety of visual teaching materials already available, including picture cards, videos, and photograph panels, why are Japanese-language teachers at the elementary and secondary levels using photographs as well? Here we point out some of the advantages of using photographs and quote some of the reactions of working teachers to the pictures of elementary and secondary students in Japan introduced in TJF publications and on its Web site.

☺ Communication That Can't Be Achieved in Words

Photographs transmit information without using words. Foreign language teaching often deals with material things and phenomena that are unfamiliar to the students, and the classroom is the place where the vocabulary of the unfamiliar is explained and learned, so it is often more effective to show a picture of something than to try to explain it in words.

I consider a photograph an effective instructional tool for the following reasons: 1. The imprint on the viewer of a visual still image is emotionally much stronger than a printed description. There is a saying, "A picture is worth a thousand words." 2. Thus it leads to active discussions about the cultural differences of products, practices and perspectives. **Ritsu Shimizu, Shaler Area High School, U.S.A.**

☺ Visual Stimulus Heightens Incentive to Learn

Students' spontaneous impulse to express themselves can often be brought out by using visual stimuli. The visual images in photographs can give them the vicarious sense of being in the photograph, and even looking at things and situations they have never seen or experienced before can elicit in them the impulse to ask questions, talk about how it compares with what is familiar to them, and write about it.

Photographs are certainly providing a broader stimulus for the work and encouraging the students to use what they have learned in a new situation. **Mary Grace Browning, County Upper School, U.K.**

☺ Vicarious Experience Supports Meaningful Learning

The vicarious experience of encounter through photographs that is essential to true learning about language and culture, gives study meaning and insight in the real world. Especially in the case of pictures showing their age-mates with lively expressions and in real-life situations, students find it easy to respond with affinity and empathy.

The students were excited to see the photos and anxious to use them to converse in Japanese as well as converse on topics of Japanese culture. Although they have few opportunities to meet Japanese, after using the photographs showing the life of a Japanese elementary school boy, they began to study Japanese more eagerly, feeling that they had made a friend of him. Looking at his photograph eating his school lunch, some students even started pretending to eat, as if they were the boy himself. I found that situations like this provided the natural context for teaching vocabulary, like "taberu." **Lynn Sessler Schmalig, Clovis Grove Elementary School, U.S.A.**

☺ Antidote to Stereotypes

By transmitting information through visual images, rather than words, photographs often appeal by their confirmation of stereotypes and preconceived ideas. One useful classroom activity is to use that aspect of photographs in reverse in order to get students to question their stereotypes.

We use photographs to break some of the assumptions and stereotypes that our American students have about Japanese high school students. In the class discussion portion of the class the most common comments were that Japanese students are really more diverse than we thought and that Japanese students really do have many similarities to us. **Richard Kania, Franklin High School, U.S.A.**

Using Photographs in Teaching Foreign Languages



Arakawa Yohey

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I would like to suggest two rationales for using pictures in the classroom based on the principles of cognitive linguistics, and some tips for using them to best advantage. I do not question the value of videotape recordings, DVD media or Internet access in the classroom, but I believe we should ask ourselves whether we have made optimal use of traditional teaching resources. Still pictures can have greater appeal than moving images, in which scenes are constantly changing.

Advantages/Significance of Photographs

The first rationale for using photographs is based on our own experience. No one can deny that learners get bored if they are provided only with grammatical rules and basic vocabulary. A classroom comes alive quickly when you show a photograph, because students can think and reflect about the picture. However poorly a picture is taken, it is the output of real life. By looking at it, learners are reminded of something they themselves experienced. For example, when they see a picture of a Japanese family in a tatami room, they may think of their own living room. They may compare the families, the topics they talk about there, and the appearance of the rooms. They will want, consequently, to express themselves. Such pictures serve to draw their attention to the lesson at hand. Their experience is mobilized, in other words, for the teaching situation.

Some enthusiastic teachers prefer videotapes to photographs, stating that they find animation more attractive than still pictures. Certainly, a video sequence makes a deep impression, say, for example, of Yamada-san meeting a visitor from New York at Narita airport. But since the story is complete in itself, it deprives learners of the opportunity to tell their own stories. Once they see that the video story has nothing to do with themselves, they can easily lose interest. In addition, though the airport scene may last for less than a minute, it consists of thousands of still pictures, which contain information too copious for either the teacher or the students to follow. It is not only a matter of quantity. To cite the words of cognitive linguists, "the perceived whole" is more than the composite of parts. So you have to press the pause button on the video deck whenever you want to explain something in the film. The second rationale for using still pictures, as this illustrates, is that it is a medium that makes it easier to focus students' attention.

There are other advantages to using still pictures. They are easy to apply to various uses, arrange, and store. You need no electronic equipment or advanced technical know-how. Best of all, they are not subject to unforeseeable breakdowns, or technical faults or freezes.

Practical Suggestions for Using Still Pictures

Pictures, no matter how excellent, cannot take the place of the main textbook in teaching language, but they can be very useful at every stage of teaching and for every method adopted. We should, nevertheless, keep some tips in mind for utilizing them to optimal effect. Showing pictures is a valuable (and sometimes the only) opportunity to gain the full attention of students. Without gaining their attention, one would achieve little more than a "picture parade" (displaying an array of cultural information), and when the show is over, nothing would remain in their minds. The trick is to withhold the best or most memorable scenes for last. You can learn from the "coming soon" technique used by Hollywood film previews to excite your viewers.

First you need to ascertain your students' understanding of the pictures to be shown. For example, when you show a scene of the Japanese New Year's holidays, you should ask them some questions about Shōgatsu and make sure that all the students share the same amount of information. Another good idea is to compare the New Year's holidays in Japan and a special holiday in their country. At this stage, it is not always necessary to use the target language (i.e., Japanese) in the discussion.

Then you show the picture. You can ask questions about things visible in the picture. This allows your students to review related words and study some new ones. They can also try to describe something or someone in the picture. After that, they will be able to discuss things that are invisible in the picture. In addition to describing something, they can explain what they don't know, talk about how to use the things shown, or imagine conversations among the people in the picture. You will soon see that the picture triggers students' positive involvement in communication in the target language.

When it comes time for them to express themselves, they will have many things to talk about prompted by what they saw in the picture. In the case of the New Year's holidays, some may want to talk about their own holidays, such as Thanksgiving. Others may speak about their experiences in Japan. Learners' interests lie not only in intriguing things in a distant country, but also in someone and something in the same classroom. Without understanding a person sitting close to you, how can you understand a foreign culture? Learners need to accept and understand each other, and they can achieve that target through one still picture that you, the *sensei*, shows them. The photographer has captured the scene that you are holding up; it is your turn, in the classroom, to make sure that it has an impact on your students.

TJF Photo Data Bank Opens Soon

Over the last several years, TJF has supported the electronic compilation of teaching materials for the Japanese language and culture classroom by making available texts, images and sound clips. Serving increasing needs for photographic resources for such purposes, as of May 30, 2001, TJF will open a new feature of its Web site, the "TJF Photo Data Bank." This database brings together a wealth of photographs of the daily lives of Japanese young people of elementary school as well as junior and senior high school age. The photographs include both those taken by high school students themselves and by TJF. The data bank starts with 1,000 photographs and will gradually be expanded.

These photographs are available free of copyright charges as long as they are used for educational purposes, such as for teaching Japanese, for teaching international understanding, or for other non-profit purposes. (For use of the photographs in textbooks and other published material, express permission of the Japan Forum is required.)

Those wishing to access and download the photographs should obtain an ID number by registering as a member of the TJF network. In order to protect the authorship and reputation of the photographers and the privacy of the persons photographed, TJF will check the address and affiliation of each user.

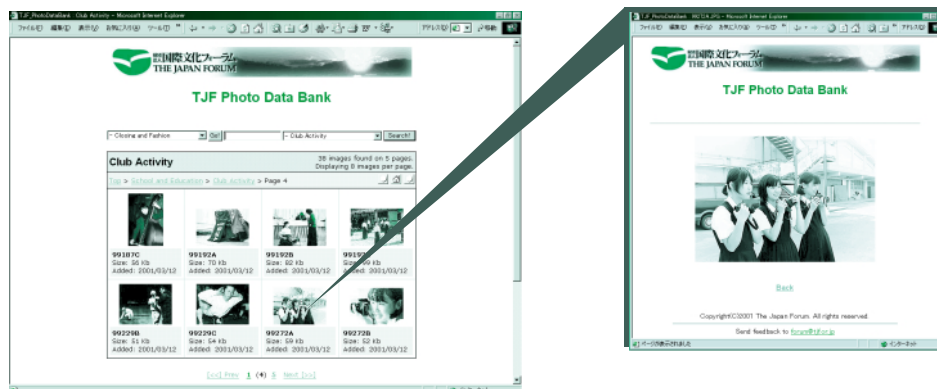
All the photographs are posted on the site as thumbnails (small-size sample images) and can be searched by category of photograph. Lists of candidate photographs can also

be selected by inputting a keyword for topic or purpose.

Those searching for photographs to introduce Japan often think at first that there are many available on the Internet. When they come to actually identifying those they can use in class, however, they realize how limited the supply really is: some are too small to be shown in class, or the details may be out of focus; some are products of artistic photography and therefore do not show real, practical content; many are not available for use at affordable costs, and still others show only landscapes with few signs of people's lives.

In language education photographs are used for various purposes, but the TJF Photo Data Bank, designed to support Japanese-language education in elementary, junior high and senior high schools overseas, collects photographs that capture the interest of young people—i.e., pictures that introduce individual Japanese students and show what they are actually doing in their daily lives—while taking into consideration their potential for use in foreign-language and cultural understanding education.

Few Web sites are created for educational uses today, and busy teachers can waste valuable time searching the Web in vain for photographs usable in their classes. Hoping to receive ample feedback on this database from Japanese-language teachers, we will constantly strive to improve the content of the TJF Photo Data Bank to conform to their needs, thus saving them time searching far and wide on the Web.



TJF Photo Data Bank: Thumbnail Display
This image shows a tentative display.
The design and categories are subject to change.

Photograph Resource "Deai"

The Japan Forum is in the process of compiling "Deai," a Japanese-language teaching resource based on photographs of Japanese high school students. Aimed to give the study of Japanese language and the process of learning about another culture more immediacy and meaning, it offers the experience of vicarious encounter with the Japanese students in the photographs. The core of the Deai resource is a

profile of seven high school students from different parts of Japan and sets of photograph panels capturing a day in the life of each student. These materials are accompanied by a printed teacher's manual and CD-ROMs. We hope students will better enjoy and benefit from their study of Japanese language and culture by seeing the lives of their peers in Japan and getting to know them through these photographs.

Use Picture Resource Database for Japanese-language Instruction



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Due to the rapid growth of the Internet, it is now easy to find pictures on the World Wide Web. Aside from the matter of the quantity and quality of pictures available on line, however, use is often restricted by copyright. Teachers are not free to download, use, or modify them, even for educational purposes. To remedy this situation, various picture-resource collections have been developed with educational purposes in mind. A list of such resources can be seen at <http://www.sla.purdue.edu/fll/JapanProj/Resources/AVresources.html>. The pictures available are typically taken by Japanese language instructors and posted on the Internet. The process of expanding such resources has become much easier since digital cameras are now readily available.

New Search Functions

As the number of pictures increases, it becomes increasingly desirable that they be organized in a database format equipped with a search function so that a large number of pictures need not be displayed simultaneously on the screen. For example, when the Royalty-free Photo Gallery for Japanese Language Instruction (Purdue University) was merged with Ujie Ken'ichi's collection compiled at Washington and Lee University, the total number of photographs exceeded 700. This led us to implement a database of the pictures with three search options. The URL of the newly developed collection is at <http://tell.fll.purdue.edu/jphotos>.

The first two search options are keywords in English and keywords in Japanese. Words such as "food," "traffic," "store" are examples of English keywords and "食べ物," "交通," "店" are examples of Japanese keywords. The last search option looks for the particular Japanese character or characters that appear in the photographs. For example, if one searches for "日," photographs that contain words such as "日本," "日曜日" will be displayed. Since you can look for any letter or character, you can create a game in which students look for particular characters in different pictures.

Collaboration for an Expanding Collection

As mentioned earlier, digital cameras have made it easy to increase the size of the photo collection. We are planning to ask our Japanese colleagues and friends to take pictures and contribute to the collection. We would like them to focus on certain themes or topics when they take pictures so that duplication can be avoided. It is conceivable that submitted photographs may depict negative images of Japan that most cultural photograph collections may omit. However, since these, too, represent real aspects of Japanese culture, they may be included in the database. It is up to individual instructors whether or not to use them in their teaching.

Pictures to be shown on the Web do not have to be created with very high resolution. We have used about 800 x 600 pixels for our collection. This degree of resolution helps to keep the size of files manageable, yet pictures will print with reasonable quality on paper or on transparencies. It is, however, a good idea to create separate thumbnails to reduce loading time.

In future, we would like to include sound and video files to make the database truly multimedia. For example, if you conduct a search for the word "potapota," the database will produce a short video segment of water dripping from a faucet.

The Internet has changed the general public, which is traditionally the receiver of information, into a transmitter of information; hence, it has created a large number of potential transmitters. The bottom-up development of such a database seems to be more natural, therefore, than top-down development. Many people can create their own small but good photo collections in particular areas. Selecting good resources and connecting/merging them is relatively easy. This type of development is also interesting because the results are unpredictable. We suggest that you yourself develop a collection of photographic resources.



Finding Photographs on the Web: Daily Life in Japan

Daily life at school



Musashino Joshi Gakuin Junior & Senior High School
<http://www.musashinojoshi-cyukou.ed.jp/>
 Offers a virtual visit to the school, featuring aerial photographs and an illustration map commanding a full view of the school, and panoramas of scenes around the campus.



Gifu University Fuzoku Junior High School
<http://www.fuzoku.gifu-u.ac.jp/chu/gyouji/gyouji.asp>
 Photos introducing school events such as the commencement ceremony.



Kids Web Japan: Welcome to Our School
<http://www.jinjan.org/kidsweb/school.html>
 Introducing classes, special events, a typical day at school, etc., with a variety of photos.

Scenes of contemporary Japan



JLTAV: Paula Henning's Japanese Photo Album
<http://jltav.org.au/photoindex.htm>
 Photos of Japanese elementary and secondary schools taken by a high school teacher in Australia. Teachers may use the photos free of charge in their classes with due acknowledgement to the source.



Schawewcker's Guide to Japan
<http://www.japan-guide.com/a/album.html>
 The "Japan Today" section offers various street scenes in everyday life in Japan with explanatory captions.



Roger & Marilyn's Photo Tour of Tokyo, Japan
<http://www.artisandevlopers.com/web/tokyo/>
 Contains photographs taken during a seven-day trip to Tokyo including, maps, images, sound, and personal observations. For school project use, contact the web master. Permission may be granted for one-time non-commercial use of the pictures.

The Way We Are

高校生のお金の使いみち: How High School Students Use Their Allowances

📷:Photographer

Note: Reference was made to the table of retail prices for the Tokyo metropolitan area for January 2001 in *Kouri bukka tōkei chōsa* [Retail Price Statistics]. Prices differ by area and shop as well as from one category of goods to another.

Food

今日のやつ、
なにしようかな。



"So what shall I have for snack today . . ."

📷 Inoue Shōichi, Tokyo

High school students often shop for snacks and light meal foods at convenience stores. Convenience stores stock boxed lunches (*bentō*), snacks and sweets, and drinks, as well as magazines, stationery supplies, and basic daily necessities. They also serve as delivery service drop-off points, serve fresh coffee, maintain coin-operated copy machines, and make available a variety of other services.

Sample retail prices

onigiri (rice ball) approx. ¥130; chocolate bar "Meiji milk chocolate" (50 grams) ¥100; imported chocolate, M&Ms milk chocolate (50 g. bag) ¥100; vanilla ice cream (120 ml. in paper cup) approx. ¥260; copy service ¥10/copy.

Drinks

ああ、
10円たりない.....。



"Oh no! I'm 10 yen short . . ."

📷 Nakamoto Yūko, Hiroshima

You can buy 350-ml. cans of a variety of cold beverages at vending machines, usually for ¥120. Some vending machines offer both cold drinks and hot drinks such as coffee and soup as well.

Sample retail prices

ulong tea (2-liter PET bottle) approx. ¥300; milk (processed milk, 1-liter cardboard pack) approx. ¥210; mineral water ("Southern Alps Springwater" brand, 2-liter PET bottle) ¥200.

Magazines

今月はお金ないから
立ち読みでいいや。



"I'm kind of pressed for cash this month, so I think I'll stand here and read."

📷 Kawabata Mariko, Tokyo

More than 40 million copies of manga and other weekly publications are reportedly published each week. Most weekly magazines are priced at around ¥300, but some women's monthly fashion magazines cost more than ¥1,000.

あ、もしもし、
今、公衆電話から
なんだけど...



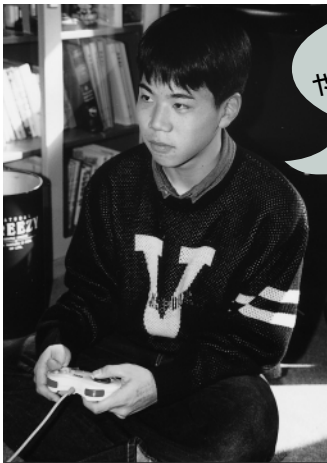
Telephones

"Hi. I'm calling from a public phone. You know, . . ."

📷 Nakazawa Yoshihisa, Tokyo

At the public telephones provided by NTT Eastern Japan, you can make a 1-minute local call for 10 yen during the daytime. Prepaid telephone cards are available for ¥500 and up. Recently many people have begun to use mobile phones, and the number of public telephones has declined markedly.

Games



家でゲームすると、
やめられないんだよなあ。

"When you play at home, you could go on playing forever!"

Wakana Takahiko, Fukuoka

The fees for games at the game center are mostly ¥100 to ¥200. Many high school students also play computer or video games at home.

"What color should I choose . . ."

Nakata Saki, Okayama

Fleece apparel, which is light-weight, warm, and inexpensive, is in fashion mainly for casual and outdoor wear. The apparel chain store Uni Qlo made news by selling 8.5 million jackets at the cheap price of ¥1,900.



どの色にしよう.....。

Clothing

Public transportation



ねむい.....。
の
乗りすごしそう.....。

"Gee, I'm sleepy. I just hope I don't miss my stop . . ."

Sakai Mariko, Miyagi

Public transportation includes the train lines run by JR (the companies resulting from the privatization of the Japanese National Railways), various private railway and subway lines, and both public and privately run bus lines. Fares differ depending on the distance. For an adult minimum JR train fare is ¥130. Traveling east and west for about 30 km within the 23 wards of Tokyo (ride for about 40 minutes) is ¥540.

CDs



これ、
きいてみようかな~。

"Hmm. I think I'll listen to this one first."

Watanabe Shunsuke, Osaka

Music is an essential part of everyday life for most high school students. At the music shop, you can listen to the CDs you are interested in before you buy. At audio-video rental shops you can rent CDs.

Sample retail price

CD album: approx. ¥3,000.

Fast food



ハンバーガー、
はんがく 半額キャンペーン中！
ちゅう
食べるぞっ！

"Hey look! Hamburgers are on half-price! I'll eat all I can get!"

Iioka Takashi, Kanagawa

Fast food restaurants like McDonald's, where they can catch something light to eat as well as meet friends, even sit for hours and study for exams, are an intimate part of young people's daily lives.

Sample McDonald's prices

hamburger ¥130; Coca Cola (small 210 ml.) ¥140; (medium 325 ml.) ¥170; (large 420 ml.) ¥200.

試験が終わったあとの
カラオケって、最高！

"For blowing off steam after exams, karaoke is the best!"

Kanaya Ryōko, Tokyo

Going out for karaoke gives students a chance to enjoy singing, partying and socializing with their friends. The hourly fee for a karaoke room is usually about ¥3,000.

Karaoke



A Day in the Life

おこづかい O-kozukai Allowance

A Day in the Life introduces aspects of the cultural backdrop of daily life in Japan by focusing on topics that are often talked about, are considered essential to the culture, or otherwise loom large in the lives of Japanese. Part of the aim of this feature is to encourage readers to consider culture itself from a broad perspective, recognizing, for example, that any given culture, whether Japan's or your own, includes diversity; that different cultures have similarities as well as differences; that cultures evolve with the changing times; and that, while human behavior may be manifested in different ways, at the fundamental level there is a great deal about us that is universal.

The newsletter is printed alternately in full-color and two-color issues. In the full-color issues, **A Day in the Life** looks at the lives of Japanese people in general, while in the two-color issues (with feature articles) it focuses on topics essential to understanding the daily lives of Japanese school students.

photos: Hongō Jin/illustrations: Asayama Yuki

How much money do high school students use for daily expenses? Where do they get such money? In this issue, **A Day in the Life** takes a look at the allowance books of four Japanese high school students. We also collected data on the allowances of some students in high schools in the United States and Australia. What sorts of things do you notice from this information? This topic gives us a chance to zoom in the sorts of things high school students buy and the activities they are involved in. "The Way We Are" on pp. 8-9 show the things high school students spend their money on. Please refer to that information as well.

こうたろう
浩太郎



Kōtarō, 16, first-year, private high school, boy, Tokyo

I receive a monthly allowance (おこづかい *o-kozukai*) of ¥5,000 from my parents. My afternoons are busy with school club activities (クラブ活動 *kurabu katsudō*), so I don't have time to take a part-time job (アルバイト *arubaito*). Sometimes I help out with chores around the house and receive some extra cash. My birthday was this month, so I bought a DVD player, something I had wanted for a long time, using savings from my monthly allowance and money my parents gave me for my birthday. I also bought two DVDs.

What I'm really into now is martial arts. I'm a member of the jūdō club at school, and we have practice everyday after school. On Saturdays and Sundays we usually have matches. Two days a week, after judo club practice is over I go to the community sports gym for lessons in shōrinji kenpō. After that much exercise, I usually stop at the convenience store on my way home for *onigiri* and a drink. You know, you get really hungry!

photo: Ro Ei



convenience store



DVD player

おこづかい O-kozukai (allowance): High school students receive spending money from their parents in various ways. Some get a set amount from their parents on a specified day; others receive cash when they need it for particular expenses, and so on. According to one survey,* the largest proportion, or some 38.5 percent, of Japanese high school students receive an average monthly allowance of between 4,000 and 5,000 yen.

*Karaza Report '99 vol. 3, Kumon Children's Research Institute, 1999.

Details of Kōtarō's Accounts (¥)

日付 Mo./Day	項目 Item	収入 Income	支出 Expenses	残高 Balance
11/27	前月からのくりこし Savings from previous month	34,000		34,000
	誕生日祝金 Birthday present	10,000		44,000
	おこづかい Monthly allowance	5,000		49,000
	バリカン Electric hair clippers		3,980	45,020
	レモンソーダ Lemon soda drink		100	44,920
28	リンゴジュース Apple juice		100	44,820
30	レモンティー (あめ) Lemon tea candy		160	44,660
12/2	DVDプレイヤー DVD player		19,800	24,860
	PRIDE GP (DVDソフト) Pride GP (DVD)		6,800	18,060
5	こんにやくゼリー Konnyaku jelly snack		60	18,000
6	格闘技通信 (本) Kakutōgi Tsūshin (martial arts magazine)		640	17,360
8	0の殺人 (本) Zero no Satsujin (The Zero Murder) (book)		550	16,810
9	ゲームセンター Game center charges		300	16,510
10	ラーメン (外食) Rāmen (eating out)		800	15,710
11	リンゴジュース Apple juice		100	15,610
12	家の手伝いのお駄賃 Extra cash for household chores	500		16,110
	おにぎり、ラーメン、パン類 Onigiri, rāmen, pastries		700	15,410
	コーラ、きなこもち Coke, kinako-mochi		180	15,230
19	ミルクティー Milk tea (drink)		100	15,130
21	PRIDE-10 (DVDソフト) Pride-10 (DVD)		4,800	10,330

クラブ活動 Kurabu katsudō (club activities): One survey** found that more than 60 percent of Japanese high school students are members of school clubs, which are of a wide variety of types, including sports, culture-related, and science-related activities. Clubs provide the opportunity to pursue hobbies, receive training in skills and sports, as well as get to know students of other classes at school, establish relationships with all kinds of people, and make friends. (See the *TJF Newsletter*, No. 18, A Day in the Life).



advertisement for part-time student help

Excerpt from school code of two high schools (clauses about part-time work.)

特別な理由により、アルバイトを希望するときは、所定の許可申請用紙に必要事項を記入のうえ、速やかに担任に提出すること。

Those wanting to do part-time work for some reason should submit a form to obtain permission. Fill out the form and hand it to their homeroom teacher without delay.

アルバイトは原則として禁止する。

As a rule, working part-time is not permitted.

ゆう
優

Yū, 17, second-year, private high school, girl, Saitama prefecture



The amount of the allowance I get from my parents isn't set, but they give me money for food, stationery goods, supplementary textbooks (including drills and study guides), and such, and probably about 2,500 yen when I need it. I have to buy whatever else I want from my お年玉 *otoshidama* (New Year's gift). I received ¥80,000 as *otoshidama* this year and saved about ¥70,000. My cell phone is a family phone and my parents pay the bill, which is usually about ¥5,000 a month.

I spend most of my allowance on snacks—cookies, gum, candy, drinks—pens and paper, supplementary textbooks, and some clothing. The extra textbooks I buy are those for English, classical Japanese, etc. I don't attend extra classes at cram schools, but supplement my studies by working with these commercially available textbooks. After it got cold this winter, I bought a muffler and gloves. I also bought a fleece jacket to wear on a school trip. Clothing made of fleece fabric is lightweight and very warm, as well as inexpensive, so it is enjoying a big boom in Japan right now. Everybody around me seems to have at least one fleece jacket.



cookies, gum, and candy

お年玉 Ootoshidama (New Year's gift): Cash gifts presented to children by parents, grandparents, relatives, or family friends at New Year's. The average *otoshidama* of high school students is about ¥40,000, and most students put it into savings accounts. They use it to supplement their monthly allowance or to purchase major items they want to buy.*
* *Karaza Report '99* vol. 3, Kumon Children's Research Institute, 1999.

携帯電話 Keitai (denwa) (mobile phone): As of March 31, 2000, there were nearly 57 million users of mobile phones (cellular or PHS) in Japan, which makes 1 phone for every two people in Japan, not counting preschoolers. About 59 percent of all high school students have cell phones, and of these 56 percent say that they feel closer to their friends as a result. On the other hand, 37 percent say they think that unnecessary phoning has increased as a result of the cell phone boom.

アルバイト Arubaito (part-time work): The Japanese word for part-time or casual employment derives from the German *Arbeit* (work), and refers to chiefly to work done by high school and university students in their free time in order to supplement the allowances given them by their parents. According to one survey,** about half of Japanese high school students have had part-time jobs at one point or another, commonly as waiter/waitress, kitchen helper or as attendants in convenience stores, supermarkets, fast food restaurants, and gas stations. Many utilize their longer vacations to earn money on part-time jobs. The hourly wage ranges from about 750 to 1000 yen.

Many public high schools have a rule prohibiting students from taking part-time jobs, on the principle that such work can prevent them from giving adequate time to their studies, but some schools will permit exceptions, if the reasons are persuasive or for extended holiday periods, and so on. Part-time work is valuable for gaining experience in adult society, for learning how to use the money you earn yourself skillfully and in cultivating self-reliance. Some students as well as parents, however, believe that there are certain things one can only do as a high school student, such as getting completely absorbed in study or devoting time to school clubs, that are just as important as earning extra money on part-time jobs.

** *Chūgakusei kōkōsei no nichijō seikatsu ni kansuru chōsa hōkokusho* [Survey on the Daily Lives of Junior High and High School Students], Japan Youth Research Institute, 2000.

Sample of Yū's Monthly Accounts (¥)	
Income	
1. Savings from previous months and <i>otoshidama</i>	10,000
2. Allowance (receive from parents when needed)	2,500
Total	12,500
Expenses	
1. Food and drink	515
2. Clothing	4,200
3. Hobbies	0
4. Other	
Supplementary textbooks	3,800
Stationery	530
Total	9,045

photo: Ganaha Asami



cell phone



fleece jacket

The appearance of multi-function cell phones that provide Internet access and e-mail services—the so-called *i-mode* phones—has made *keitai denwa* indispensable equipment for keeping in touch and for ordinary communication among young people. Service charges among the high school students average from ¥4,000 to ¥7,000. About 30 percent “pay all the charges myself,” 20 percent “share payment with parents,” and 30 percent “have parents pay all the charges.”

Criticism has recently focused on the lack of consideration of some cell phone users who disturb others by talking in loud voices on their phones in public places, such as on crowded trains.

Source: *Seishōnen to keitai denwa nado ni kansuru chōsa kenkyū hōkokusho* [Report of the Study on Youth and Mobile Phone Use], Management and Coordination Agency, December 2000.

しゅんすけ
俊介



Shunsuke, 18, third-year, public high school, boy, Chiba prefecture

My monthly allowance is ¥5,000. My parents also give me ¥2,500 for the train fare for commuting to school, and ¥2,000 for food, so about ¥9,500 in all. I started to commute to school by bicycle, in place of taking the train, so I use the train fare for other things (with all that footwork, I figure I earn it!).

As for expenses, I contribute ¥1,000 to payment of my e-mail account (my parents subtract it from my allowance!) As far as spending for food, I usually buy *onigiri* or a hamburger before I go to cram school after school twice a week, and that comes to about ¥2,000 a month. Then I spend about ¥2,000 per month on snacks—most of it is chocolate and Pepsi. I use the rest for novels, mainly fiction for young adults. I like writing fiction, so I sometimes buy classical literature of Europe and China. I go to the second-hand bookstores a lot. I almost never buy clothing myself. I wear a uniform to school, and at home, all I need are T-shirts, sweatshirts, and jeans.

Sample of Shunsuke's Monthly Accounts (¥)

Income	
1. Allowance (received every month)	5,000
2. Other	
Train fare	2,500
Food	2,000
Total	9,500
Expenses	
1. Food and drink	4,000
2. Clothing	0
3. Hobbies	
Fiction, <i>manga</i>	3,000
Video games	1,500
4. Other (e-mail account)	1,000
Total	9,500

Commuting to school: Public schools are usually located relatively close by, so most students commute by bus, bicycle, or on foot. Those who attend private schools, however, often commute from considerable distance, some changing trains more than once. Driver's licenses cannot be obtained until the age of 18, so almost no students drive to school (few are driven to school by car).



photo: Esaki Hiroyuki

bookstore



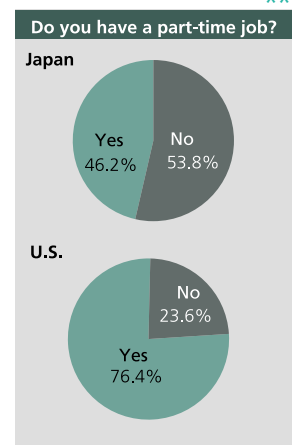
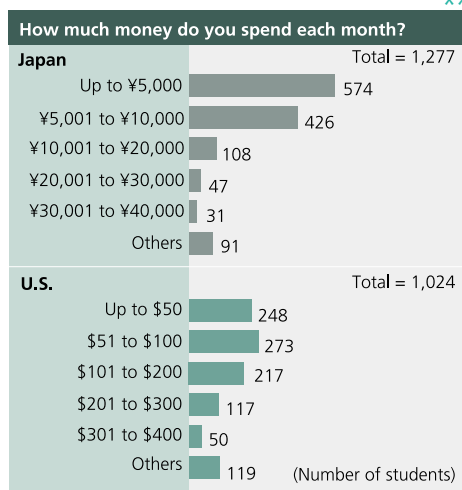
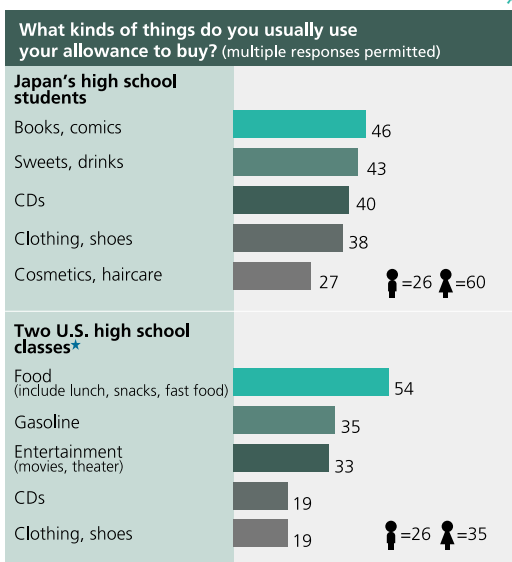
photo: Taki Eriko

commuting to school by train



chocolate and Pepsi

Data and activities



* Based on data from 61 students in 2 classes obtained with the cooperation of Joanne Shaver, Japanese-language teacher at a public school in the state of Virginia, U.S.A. In Virginia, students can get a driver's permit at 15 (allowing them to drive with a licensed driver in the car) and a license at 16 years. The average allowance in these classes was US\$200. Of 61 students 54 had part-time jobs.

* Karaza Report '99 vol. 3, Kumon Children's Research Institute, 1999.

** Chūgakusei kōkōsei no nichijō seikatsu ni kansuru chōsa hōkokusho [Report of the Study on Youth and Mobile Phone Use], Japan Youth Research Institute, 2000.

りょう

Ryō, 17, second-year, public high school, girl, Hokkaido



My monthly allowance is usually about ¥5,000. I also receive about ¥25,000 extra for meals. I also earn about ¥5,000 a month selling old clothes at the flea market and selling books to the second-hand bookstore. Sometimes I make a whole batch of handmade beadwork accessories and sell them to my friends. I often get special requests, and I can make pretty attractive cell phone straps with designs. I made a lot of money last year because beadwork accessories were in fashion.

I spend a lot of money compared to my friends. Of the ¥25,000 I get for eating, I actually only spend about ¥12,000 on meals. I buy cheap things to eat and keep as much as possible for other things. On weekdays I can buy lunch at the school shop, which is an average of about 500 yen. I buy a PET bottle of cold tea almost every day and have it with me all the time. We have all kinds of tea, but I like the bitter-tasting types the best. Maybe I picked up that taste in tea ceremony club. I also spend about ¥3,000 on the monthly

manga magazine, *Shūkan shōnen jampu* (I've been reading it since I was in elementary school), poetry collections, and such, and about ¥10,000 on CDs. Recently I got *The Greatest Hits: Love Psychedelico*. The songs are really cool, and so is their website. I also spend about ¥5,000 on movies and shopping. My parents will pay for my personal needs and clothing, and for my cell phone bill, too.

Sample of Ryō's Monthly Accounts (¥)

Income

1. Allowance (received monthly from parents)	5,000
2. Other	
Part-time work	5,000
Food (received monthly from parents)	25,000
Total	35,000

Expenses

1. Eating	12,000
2. Clothing	0
3. Hobbies	
CDs	10,000
Manga	3,000
4. Miscellaneous	5,000
Total	30,000

お茶 O-cha: Although demand for pekoe tea and coffee, and sports drinks has definitely increased, beverages based on traditional Japanese tea enjoy a strong market. You can purchase an immense variety of drinks, either canned or in PET bottles at convenience stores or vending machines.

photo: Miyata Sumie



flea market



magazines



CDs



o-cha

Let's Try!

Try taking a survey in your class, too, using Japanese, to ask about how much allowance you and your classmates receive and spend each month. Then think about questions like those below. (Even among high school students of the United States and Australia, there are likely to be differences in amount of allowance and money spent by region and from one person to another. The differences reflect the lifestyles of each individual person. We hope that this topic will also alert students to the diversity of lifestyles of Japanese students as well. There will also be similarities that transcend the national differences. In such cases, it is valuable to consider the reasons for such similarities.)

Q1. What are the top 5 items on which members in your class spend their allowance most often? Think about the background reasons and features of the data and compare them with those on p.12.

Q2. In the survey cited on p. 12, the proportion of high school students doing part-time jobs is more than 75 percent for the United States and about 50 percent for Japan. Looking at the diagrams, think about the similarities and differences in the purposes and significance of working part-time, the ways the money earned is used and the daily expenses needed that parents cover, and the various reasons. Refer to the information on *arubaito* and cell phones (p. 11) in your discussion.



I asked my friends about whether they were working, and of the five of us, all (including one girl) have jobs. We make an average of about AU\$140 a month. We use the money mostly on magazines about our interests, and food. The girl rides horses as a hobby, and spends a lot of her earnings on food for them. (12th grade student, public school in rural Victoria, Australia)

Data provided by Julia Clancy of Wangaratta, Australia.

TJF would like to express its special thanks to the four Japanese high school students, and to Joanne Shaver of the United States, and Julia Clancy of Australia for helping to collect data for this issue's A Day in the Life. The photographs in this feature are drawn from the TJF Photo Data Bank. Note that the four students featured in the text are not those appearing in the photographs.

TJF News

Review

From December 2000
to February 2001

ACTFL Annual Convention 2000

American Council on the Teaching of Foreign Languages (ACTFL) Annual Convention

Dates: November 17-19, 2000
Place: Boston, Massachusetts, U.S.A.
TJF Session: "Deai Teaching Resources and the Japanese Language Classroom"
Time: Nov. 17, 2000, 5:15-7:00 p.m.
Topic: A New Photo-based Approach to Culture and Foreign Language Education
Presenters: Arakawa Yohey, associate professor, Tokyo University of Foreign Studies, and Rachel Lichtig, teacher, Brookline High School, Massachusetts

TJF's session at the 1999 ACTFL annual convention focused on use of photographic materials for furthering cultural understanding in Japanese-language teaching. Its year 2000 session featured



① The TJF session. The hall was full, with about 80 people attending. ② The students of Brookline High School. Some of their comments, as they looked at the photographs, included: "We were happy to see that we have a lot in common with Japanese high school students," "It's really good because we can see how they actually live," and "We wanted to see more scenes of the kinds of things you might experience if you were in Japan."

the "Deai" photographic teaching resource currently being developed. Professor Arakawa, one of the architects of the Deai project, explained the purpose and content of the materials and Rachel Lichtig presented a model class using the Deai materials for teaching. The model class was made up of nine students of Brookline High School, who made up sentences in Japanese while examining the Deai photographs and compared what they observed in the photographs to their own lives. The hall was filled to capacity with about 80 people, indicating the high level of interest in teaching classes that incorporate photographic materials and the study of culture.

To fulfill the purpose of the "Deai" project, it is necessary to hold classes in which students can come into close contact with the daily life and thinking of the seven students. Given the large number of topics to be taught in a limited amount of time, many teachers have expressed doubts about practicality of the resource. After Lichtig demonstrated along with the students how the Deai photographs could actually be used in class, one participant commented, "I now have a more specific image of how to use them in class." There is clearly a need not only to provide photographic resource materials but to present a wider variety of practical classroom application models with the cooperation of teachers who have actually used the resources.

Japanese Evening

Time: Nov. 18, 2000, 7:30-8:30 p.m.
Sponsors: National Council of Japanese Language Teachers, Japan Foundation Japanese Language Center Los Angeles, The Japan Forum
Support: American Council on the Teaching of Foreign Languages, Consulate-General of Japan, Boston
Cooperation: ALC Press Inc., Association for Japanese-Language Teaching, Bonjinsha Co., Ltd., The Japan Times Ltd., Kinokuniya Company Ltd., Kodansha International Ltd., Japan Publications Trading Co., Ltd., 3A Corporation, ANA

The ACTFL annual convention is attended by teachers and educators involved in foreign-language teaching from all over the United States and from other countries. At this convention "Japanese Evening" provides an occasion both to promote Japanese-language education and to encourage exchange among those involved in Japanese language teaching as well as teaching of other foreign languages, thereby strengthening networking among colleagues in this field of education. In November 18, 2000, about 200 participants mingled at the reception and enjoyed the performance of the "Nosaka Taiko," a troupe of drummers from the town of Nosaka in Chiba prefecture and their joint performance with students of the local Lincoln Public School in Boston.



③ The students from Japan perform on the Nosaka drums. ④ The students from Japan visited Lincoln Public School, stayed at the homes of students at the school, and engaged in various exchange activities prior to Japanese Evening. Students of the school joined the performance.

TJF Homepage—What's New?

Daily Lives of Japanese High School Students: Photo and Message Contest

<http://www.tjf.or.jp/eng/ee/eeindex0.htm>



The new English version of TJF's photo contest site introduces 69 prize-winning photos accompanied by English messages from the photographers and captions. You will also find here the revised version of "The Way We Are," using Macromedia Flash movies.

Lesson Plan Ideas in a New Dimension

In alternate years since 1995, TJF has held a series of contests on Ideas and Examples of How to Teach Culture in Japanese-language Classes. The numerous entries submitted to these contests were a cornucopia of creative approaches to the teaching of culture and the enthusiasm of the entrants was the source of great encouragement and inspiration to the staff of TJF.

In the last few years, however, the introduction of culture in Japanese-language classrooms has become widely understood and practiced in English-speaking countries. As the number of submissions to the contest from outside English-speaking areas increased, moreover, we realized the difficulty of applying a single yardstick to the screening of entries from different parts of the world and the need to take into account the specific conditions of education in different countries in order to give all a fair consideration. Judging that their role has been fulfilled,

therefore, TJF has decided to end the contests with the third round held in 1999.

In place of the contests, a new page focusing on lesson plans for use in English-speaking countries will be opened in the TJF website. The site will feature a selection of lesson plans submitted to TJF to date. We will also continue to search for useful lesson plans of this kind and add them to the website on a continuous basis, where teachers everywhere can benefit from them as well as consider and discuss their pros and cons. We would like to express our sincere thanks to all the teachers who submitted entries to the Lesson Plan Contest over the years and we look forward to their continuing engagement with TJF programs and receiving their new lesson plans for the TJF website. For the non-English-speaking countries, discussion is underway about the possibility of inaugurating a separate contest. Further details will be provided in coming issues of the Newsletter.

Those wishing to obtain copies of the printed lesson plan collections from the 1st through 3rd contests should contact

TJF. Selected lesson plans from the first and second contests may be found on the TJF website and downloaded as PDF files. We plan to make available selections from the third contest on the website by the end of April.

This newsletter is published and distributed by



Shinjuku Dai-ichi Seimei Bldg. 26F
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ISSN 1342-4238

Publisher
Takasaki Takashi
Editor in Chief
Nakano Kayoko

Editing and Translation
Center for Intercultural Communication

Design Format
Suzuki Hitoshi

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

From the Editor

Foreign language education and education for cultural understanding in today's age when people move frequently across national borders should be geared to the needs of those who meet, live, and work with speakers of the studied language and culture. Having a general understanding of a culture is important, but you need more than that when you come face to face with individuals whose language and cultural background is different from your own. You have to understand how cultural background is manifested in particular people. The central task is to grasp the connection of culture and personality and to gain an understanding of how culture is internalized in the individual.

TJF's development of approaches to learning language and culture focuses on contact with and understanding of specific individuals, and its efforts to create materials and teaching resources reflect this approach. In providing the artifacts or topics upon which class content is based, we believe it is desirable to include all three elements—language, culture, and people—as much as possible. Visual materials are the most effective as media for incorporating key elements for understanding the living language and culture with immediacy and realism.

The kind of photographs most needed and welcomed in classes, therefore, are those depicting scenes in which you can practically hear what the people are saying, photographs that present culture as it is actually seen in people's daily lives, pictures

that allow students a vicarious experience of culture and in which they can practically feel the warmth of the people shown there. We believe that photographs of members of the students' own generation, with whom they can feel affinity and share common interests and experience will help deepen their understanding of other people and another culture. Making best use of our location here in Japan, we seek to share with students the lives of Japanese young people today, as they really are, right now. One of the results of this endeavor is the TJF Photo Data Bank, to be launched at TJF's website in May 2001.

It takes a great deal of energy to gather and keep on gathering photographs that will satisfy the needs of our users. One of the best ways to maintain this energy is to keep open channels of communication with the teachers who are using the photographs in their classrooms, to hear what kind of photographs they want and what they think of those that are available. In charge of the feature in this issue of the Newsletter and of the TJF Photo Data Bank is program officer Jibiki Rima. Her efforts in surveying the Internet sites that introduce Japan in preparation for this feature have convinced us of the importance of creating an appropriate site for teachers abroad.

Nakano Kayoko
Program Director



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