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Feature:

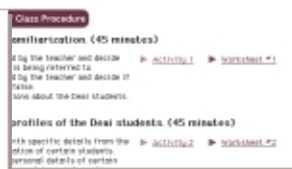
Presenting "Deai" in the Classroom



As featured in the *TJF Newsletter* No. 23 in December 2001, the Japan Forum published its "Deai: The Lives of Seven Japanese High School Students," a new photo resource mainly for Japanese-language teachers and students of Japanese language at secondary schools outside Japan. The Deai resources consist of the Deai Kit—containing 192 photograph sheets, the Deai Text Booklet, and two CD-ROMs—and the Deai Website, which offers a wealth of useful information for teachers in planning classes and classroom activities. The Website will include: Sample Lesson Plans for use in Japanese-language classes; Reference, a source of data, statistics, and references to print and Web-based resources for further research; the Deai Mini Encyclopedia, made up of entries on Japanese culture, society, educational system, and other subjects to provide a fuller understanding of the images captured in the photographs and the content of the written text; and the Deai Vocabulary List of words relating to the photos. These resources have been prepared in such a way that teachers can access the lesson plans and information in accordance with their own needs and as best suited to the specific educational environment of their country, local community, and classroom.

The true potential of the "Deai" project lies in the interaction we hope these materials will arouse between Japanese language learners and the seven Deai students. We also look forward to lively exchange among teachers using Deai regarding its practical application and the further information they find they need. Taking advantage of the website format, we plan to constantly update and enhance the information and resources provided.

This issue features, in a question-and-answer format, ways to mobilize the TJF Website resources to facilitate utilization of Deai in Japanese-language teaching.



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Resources make "visual lessons" possible

Meeting People —p. 10

Meet Shiro

Japanese Culture Now —p. 14


浜崎あゆみ Hamasaki Ayumi: Source of strength for young people searching for a place of their own

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How to Use the Deai Kit and the Deai Website for Japanese-language Class

Deai

- Deai Kit (Photo Sheets, Text Booklet, CD-ROM1, 2)
- Deai Website <http://www.tjf.or.jp/deai/>



- Deai Kit
- Teacher Support Information http://www.tjf.or.jp/deai/contents/teacher/te_index.html

- Sample Lesson Plans
- Reference
- Mini Encyclopedia
- Vocabulary List

Q1

I received Deai. The volume of material is overwhelming. It looks very interesting, but if I wanted to use this for class tomorrow, I'd have to look up so many things and do so much preparation, I don't think I could manage. What should I do?

A

To use Deai, you don't have to change your established curriculum. Depending on the level and needs of your class, you can introduce it gradually in the context of the classes you already have planned. Perhaps the experience of one Japanese-language teacher can offer a good frame of reference.



... In Japanese Level I, I introduced Yu on the first day with a single photo and her name. That's what my students were doing that day as they all received their Japanese names. Already they were curious about this Japanese girl in the photo; they wanted to know more than just her name. As they learned common greetings and expressions we found that Yu was "saying" those same things in the photo panels. As they learned verbs, we found that Yu was "doing" those same actions. As we learned about pastimes, we saw what Yu's pastimes were. As we learned the terms for family members, we practiced by looking at the members of Yu's family. When my students learned their Japanese names in kanji, they learned the kanji for

Mizushima Yu and the meaning of those characters at the same time. I made use of the **Vocabulary List*** as my students learned hiragana, choosing words from Yu's life that we could point to in the photo panels.

By the end of the first month of school, I picked up my curriculum outline and wrote the single word "Yu" on every page. When I did lesson planning I always had in mind that I could use "her" to support the activities and methods that I was already using...

<Excerpted from Ideas by Peggy Hagmann Thill>

On the Deai website, you can read about how she went on to use Deai in her Japanese II class and outside of class during one year.

What is the Vocabulary List?

The Vocabulary List is made up of words relating to the photos and included in the photo captions. It also has links to each photograph. Entries give the Japanese (kanji and kana), and English translations.

☺ Please try to set up a dialogue between your students and the Deai students rather than just using the photographs to learn vocabulary!

Deai: The Lives of Seven Japanese High School Students



HY-D03
顔を洗う
Washing my face

| 日本語 | 日本語 よみかた | English | Photo No. |
|----------|----------|--------------|----------------------|
| 顔 | かお | face | HY-D03 |
| 洗う | あらう | to wash | HY-D03 HY-D18 |
| 鏡 | かがみ | mirror | HY-D03 GK-P04 YH-D01 |
| 石けん | せっけん | soap | HY-D03 |
| コンタクトレンズ | こんたくとれんず | contact lens | HY-D03 |
| 入れる | いれる | to put in | HY-D03 YH-D04 GK-P06 |

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... For a cultural activity I put all the panels of Yu around the room. I gave each student some blank note cards, and had them walk silently around the room looking at the photos and writing down questions that came to mind about anything they saw, one on each card. I collected all of them, and whenever we had time throughout the year, I would take out the question cards and answer them, or encourage the students to answer if they could.

Here is an example of the kind of questions my students wrote down: Do Japanese high school students always wear uniforms?

If there is something in the photographs or captions that needs further explanation, we can find what we need in the **Mini Encyclopedia**.**

◀Excerpted from *Ideas* by Peggy Hagmann Thill▶

**

What is the Mini Encyclopedia?



The Mini Encyclopedia contains entries on Japanese culture, society, and education which are related to photographs and text. For further information, you can do an Internet search or send an e-mail inquiry to TJF.

Note: The Mini Encyclopedia entries are mainly limited to things that can be explained in objective terms. For fuller treatment of specific topics or when it is desirable to examine a question from a variety of viewpoints, see **Reference***** or have the students search on relevant websites. (The teacher does not have to have all the answers from the outset.)

Seifuku 制服 Uniforms

Students in the majority of junior high and high schools are required to wear *seifuku* (uniforms). Black and navy are the most common colors. Boys' uniforms usually consist of a jacket with stand-up collar or blazer worn over a dress shirt, and trousers. Girls' uniforms consist of a blazer or sailor jacket, worn over a blouse, and a skirt. Vests and sweaters are worn for warmth in the winter . . .



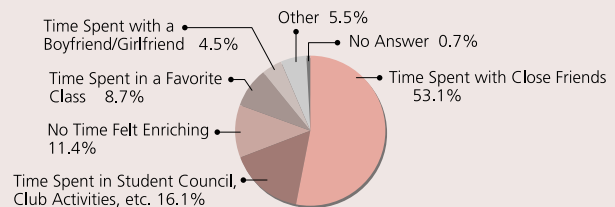
What is Reference?



Reference provides basic information students can draw on for discussion and for further research on topics that come up in class. It has authentic materials (like high school pamphlets), statistical data, links to other websites, etc. Reference has a search tool but it is basically linked to the Sample Lesson Plans. Reference should be seen as material for analyzing and examining elements of society and culture. The information should be seen, not as fixed, objective knowledge, but as providing insights on how the Deai students are linked to society and culture in various ways. Reference can be used, for example, in the following way.

Sample plan: Students think about why they belong to their own clubs/teams and learn about Japanese high school club activities using Reference. ◀*Ideas* by Mie Ashihara-Lee▶

■ Most Enriching Time Spent in School (High School Students)



(Chugakusei kokosei no nichijo seikatsu ni kansuru chosa hokokusho [Survey on the Daily Lives of Junior High and High School Students], Japan Youth Research Institute, 2000)



How do we use the Deai materials in conjunction with the textbook we are already using?



Sample lesson plans by the authors of Japanese-language textbooks (*Ima!*, *Kisetsu*, *Mirai*, *Obentoo*, *Wakatta!*, *Yookoso!*, etc.), showing how the Deai materials can be used in conjunction with such texts, are available on the Deai Website.

| Ima 2 Chapter Number & Topics | Language Functions | Language Structures & Vocabulary | Cultural Links between Ima 2 & Deai materials | Activity plans to link Ima 2 & Deai materials | Relevant Deai photographs |
|---|--|---|--|--|---|
| 1. Me & my friends • Introducing friends • Languages • Nationalities | <ul style="list-style-type: none"> Say where you were born, where you live now & what language you speak Ask where someone was born & where they live now Ask someone what language they speak Ask someone their nationality Tell someone your nationality Describe yourself & friends | <p>〜で生まれました 〜人です 〜語を話します country names, nationalities, languages physical descriptions eg. せがたかいです Review: 〜さいです 〜年生です 〜が好きです ひまなとき、〜ます かぞくは〜人です</p> | <ul style="list-style-type: none"> Club activities Family Japanese towns & cities Hobbies & pastimes | <ol style="list-style-type: none"> Introduction and familiarization Read statements and decide which of the Deai students is being referred to. Link: WB ex 11, 17 Written personal profiles of the Deai students A) Complete profile cards with specific details from the captions and profile information of certain students. B) Work in pairs to ask for personal details of certain Deai students necessary to complete an information-gap exercise. Link: Text pp 49-50 Introducing a Deai student to a small group | <p>MY- P01,P02, P03,P04, P05, P06, P07, P08, P11, D06 OK- P01, P02, P03, P04, P06, P08, P09, P10, P12, P13, D04 SM- P01, P02, P03, P04, P07 P08, P09, P11, P12 TS- P01, P02, P07, P08, P09, P10, P13, P14 YK- P01, P02, P03, P04, P05, P06, P07, P09 YT- P01, P02, P05, P06, P07, P08, P09, P10,P11, P13, P15, P16 YY- P01, P02, P03, P04, P05, P07, P08, P09, P10, P12</p> |

Ima!-Deai curriculum by Sue Burhnam and Trudi Sampson

Q3 I am looking for Activities to teach a specific theme or language function. Where do I look?

A The Activity Plans in Sample Lesson Plan are searchable by theme, type of activity, materials used, as well as by language and cultural objectives. For example, if you search for the theme “Leisure” and “report routine events” as the desired language function, you will find the following:

How do you spend your weekend? Activity 1

While looking at photographs of how the seven Deai students spend their spare time, students talk about what they do and write short sentences on what they do on weekends, after school, and when they have free time. Students do the same for themselves. (使用する文型:Vている、～しようと思う、～したい、何時間) <Ideas by Kano Yoko>



Q4 Is there anywhere we can hear the voices of the seven Deai students?

A CD-ROM 2 contains the video messages of the seven Deai students for their counterparts overseas. The purpose of these messages is to communicate the individual qualities and atmosphere of the Deai students to users of the Deai resources through audio-visual recordings. Scenes from the lives of the students are also included, which provide glimpses of their actual daily lives. Students can “meet” the Deai students through these video messages in the first TJF Sample Lesson Plan, “Portraits of the Seven Deai Students.”



The Video Messages Screen on CD-ROM 2

Q5 Are there any pictures of high school students other than the seven Deai students?

A Yes. CD-ROM 1 contains a total of more than 1,300 photographs. In addition to the data files for all the photo sheets, it contains photographs selected from several thousand other pictures that could not be included in the printed set, as well as photographs displaying the diversity of Japanese high school students selected from photographs submitted to the TJF Photo Contests, 1997 through 2000 (http://databank.tjf.or.jp/intro_e.html). On the website are Lesson Plans like that at right that make use of the photographs on the CD-ROM.



<Ideas by Kitagawa Itsuko>

Q6 Can we ask questions of the Seven Deai students themselves?

A Direct contact with the Deai students is not possible, but we plan to set up a Q&A site for communicating with Japanese high school students on the Deai Website. This will allow interaction with Japanese high school students even without establishing sister-school relationships.

Q7 Do the TJF Sample Lesson Plans give the students adequate background in Japanese grammar?

A Although the Deai Website contains various lesson plans for reference, it does not provide an original course of study covering such topics as sentence patterns, grammar, or vocabulary. “Deai” has been designed on the assumption that its resources would be adopted in conjunction with curriculums (guidelines), syllabi, and textbooks used by each particular school, region, or country. The Deai Website provides examples of how the Deai resources can be used in conjunction with the major curriculums (guidelines) and textbooks.

Q8 The Japanese in the photo captions and text is difficult, so I don't think I can use them in my classes. What should I do?

A Some Lesson Plans provide texts revised for the level of the targeted students as needed. TJF also plans to publish revised versions of the My Story and Photo Caption texts.

Sample plan: Students read a story based on a text written by a Deai student and discuss the issues that it raises. <Ideas by Himiko Negishi-Wood>

みずしまゆづり わたし すこ まえ おんな こ とも
水島優です。私は少し前、女の子の友だちのことで、とても悩んでいました。
こうこういちねん とし なか とも
高校一年の時、仲がいい友だちがいました。でも、ある日その友だちが、話をしてくれなくなりました。私は理由がわかりませんでした。「わたしが悪いんだ。どうすればいいんだろう?」「みんな、私のことが嫌いなのかな?」
と、思いました。それから、人を信じることができなくなってしまいました。そして、友だちに、話しかけることができなくなりました。それからこわくて、自分の思っていることも言えなくなってしまいました。
わたし おも
私はよく、思ったことをはっきりと言います。でも、それはときどきとても強く聞こえるみたいです。それで、相手を傷つけてしまうみたいです。だから、私の話し方が悪かったのかもしれない。

Revised text

Q9 How can I receive a copy of the "Deai Kit"?

A Secondary schools engaged in Japanese-language education in Australia, Canada, New Zealand, the United Kingdom, and the United States may receive the Deai Kit, one set per institution, free of charge, upon submission of the application form. The Deai Order Form and other details are available on the Deai Website (<http://www.tjf.or.jp/deai/>). Schools in other regions should contact TJF.

Q10 I would like to exchange ideas with other teachers regarding the use of Deai. How is this possible?

A TJF is planning to hold workshops in different areas. Please check the Deai Website for the schedule of workshops planned. In the near future an Internet bulletin board for exchange among teachers regarding the Deai resources is also to be opened on the Deai Website.

Other recommended lesson plans (Some are introduced here, but please visit the Deai Website for many other useful ideas.)

- Aoki Kasumi:** Students study the lifestyle of a Japanese family. Pretending they are members of the family, they give a presentation to introduce themselves.
- Sheila Baumgardner:** Twenty-two generic ideas for activities that can be quickly prepared.
- David Jaffray (Author of *Wakatta!* texts):** Using Japanese learned in the *Wakatta!* text, students pretend to introduce themselves as one of the Deai students and compare their own daily lives with those of the Deai students.
- Kawakami Ikuo, Masano Yoko (Authors of *Mirai* texts):** Eight activities for getting to know the seven Deai students. They include game-style quizzes for self-study using the Deai Website, a listening activity featuring answers to questions from the Deai students, and an activity designed to get students to think about global issues that come up in the Deai students' stories as their own concern.
- Morita Kiyoko:** A 10-12-week-long semester project for university students titled "Would you like to become a 'Big Brother or Big Sister' to one of the Deai students?"
- Murano Ryoko:** Study annual events of the Japanese calendar, rites of passage, school events, etc., and compare them to those of your own society. Visit Japanese schools or Japanese communities in your area and find out about or participate in various annual events.
- Noda Mari:** Aims to encourage learners of Japanese to encounter Japanese culture as it is lived by people of present-day Japan, particularly by the seven Deai students. Language learning is captured as part of such encounters. This curriculum assumes three phases of interaction with culture: the spectator/fan phase; the player phase; and the commentator phase.
- Tabuse Motoko, Faye Valtadoros:** Students learn about the seven Deai students, particularly about their lunch situations, and examine the background factors that influence these situations. Students compare their own ways of eating lunch at school to those of the Deai students.
- Tsuda Kazuo (Author of *Kisetsu* texts):** Idea for ways of incorporating use of the photographs. Takes up the identity of the seven Deai students and other topics.
- Sue Xouris (Author of *Obentoo* texts):** Involves comparing one's own lifestyle with that of the seven Deai students.
- Kate Yonezawa:** Students work in groups to create a multimedia presentation about one Deai student, incorporating photos and Web links.

TJF Lesson Plans

Portraits of the Seven Deai Students

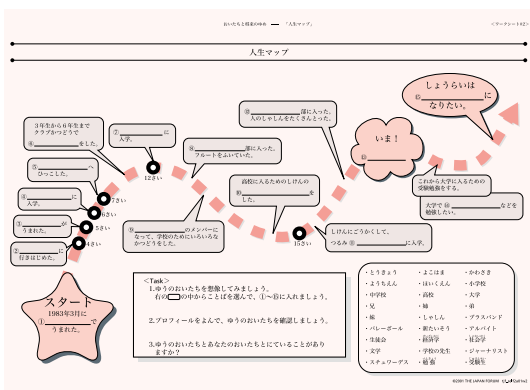
This lesson introduces the seven "Deai" students. Through getting to know the Deai students, students discover more about themselves and their classmates and cultivate empathy with their peers.

＝ Language Function: to give self introduction, to ask questions about others

Life History and Future Plans

Students learn about the growing-up experiences and dreams for the future of the seven Deai students. Comparing these experiences and dreams, students realize the diversity among the Deai students. They think back to their own childhood, consider their dreams for the future, and deepen their self-awareness and understanding of others by telling about those dreams.

＝ Language Function: to report past experience, state intentions

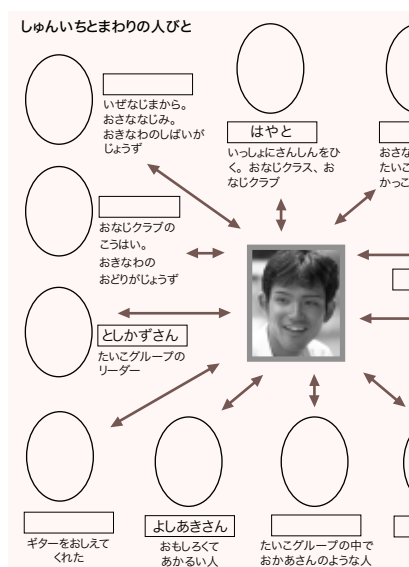


Worksheet #2

Friends and People Around Us

Students examine the human relationships between Tamaki Shun'ichi and the people around him, and think about how he interrelates to different people. Referring to Shun'ichi's diagram of human relationships, students review their own relationships with the people around them and think about how others influence them.

＝ Language Function: to identify and describe physical features, to express attitudes and personal feelings



しゅんいちとまわりの人びとのかんけい
 次の1～3は、しゅんいちとまわりの人びとの関係についての文です。しゅんいちの写真のキャプション、マイ・ストーリー(英語)を読んで、その内容と合うように()の中に、日本語のこぼをいれましょう。日本語は、下の口からえらんでください。また()の中から適切なこぼをえらんで、○をつけましょう。

- はやとは 高校で ぼくと おなじクラスで おなじクラブの ともだちです。さんしんを ひくのが じょうずです。ぼくと はやとは、いい()です。ぼくが なやんでいるとき、はやとは いいアドバイスを [あげます/もらいます/くれます]。そして はやとは、ぼくが わるいことを したとき、おこって [あげます/もらいます/くれます]。ぼくは 学校をやめたいとおもったことが ありますが、はやとが いたから がんばることが できました。
- こーた*は おなじクラブの こうはい です。おきなわの おどりが じょうずです。ぼくは ときどき ぶたい(stage)について こーたに アドバイスをして [あげます/もらいます/くれます]。ぼくにとって こーたは かわい()のようです。
 *主人公が使っている表記を使用しました。
- ぼくは、中学2年生のとき、いげなで たいこの()に はいりました。たいこの なかまは ぼくにとって「第2の()」であり かけがえのない(irreplaceable)ともだちです。としかずさんは、たいごグループの()で、ときどき()ことを いいます。テールは ぼくに ギターを おしえて [あげました/くれました/もらいました]。テールと たいこを たたくのは とでも()です。

おや おにいさん おとうと リーダー グループ ライバル やさしい きびしい たのしい つまらない

Worksheet #2

Portraits of the Seven Deai Students

Life History and Future Plans

Family

Friends and People Around Us

Where I Live

A Day in the Life

Life at School

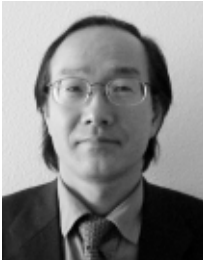
Club Activities

Eating Habits in Our Daily Lives

Journey to Visit the Seven Deai Students

Deai: More Powerful Than a Thousand Words

Y.-H. Tohsaku | Adviser for the Deai project
University of California, San Diego



In recent years, we have witnessed several major paradigm shifts in language teaching. For instance, we have gone from teacher-dominated approaches, to learner-centered approaches and from predetermined curricula to needs-based curricula. Meanwhile, the teaching materials we have been using, predominantly text-based materials (e.g., textbooks and workbooks), have undergone hardly any changes in content or format. Because of their limitations as instructional media, they have precluded implementation of new approaches in the classroom.

Deai, the new photo-based resource published by the Japan Forum, offers us a powerful new medium for teaching Japanese language as well as culture. Although photos have been widely used in language classrooms as supplementary materials, Deai's innovative design principles and well-thought-out contents have reinvented this traditional medium, making it a more powerful and effective resource for teaching language and culture.

The lives of seven Japanese high-school students depicted in the Deai photos motivate young learners to want to learn Japanese and spark their interest in Japanese culture. One of the accompanying CD's includes video messages and video clips from the seven students showing their lives and surroundings. This true-to-life context arouses students' interest in learning about the lives of their counterparts in Japan. In addition, the photos of the seven students provide an excellent context and purpose for learning about contemporary Japan and studying its language.

Text-based teaching materials are suited for providing information and instruction, but their use frequently leads to teacher-centered instruction and keeps us from creating optimal learning environments in many senses: presenting only one person's (the teacher's or textbook writer's) opinions and views, thus, creating stereotypes; inhibiting the creativity of learners; being inflexible despite differences in students' learning styles and rates.

Deai, on the other hand, does not include any prescribed or prepared instruction. In my view, the most significant design principle of Deai is to provide raw materials (i.e., photographs) for language teaching and let instruc-

tors decide how to use them in and outside of the classroom, based on their teaching situations and their students' goals and needs.

This principle allows us to use Deai flexibly in achieving many different instructional objectives. If used effectively, instruction will occur naturally through the interaction of photographs, learners, and instructors. Note that the photographs are not just for presentation and display, but are also used as a springboard for speaking and writing activities; as advanced organizers for listening and reading activities; as a resource for group discussions and projects exploring culture, etc.

Language teachers tend to "teach" too much in the classroom. The most effective way to learn language is self-discovery through interactive, participatory activities. When we use Deai, we should try to engage students cognitively with the Deai photos, allowing them to guess, imagine, analyze, evaluate, and hypothesize individually or as a group. This type of instruction will foster a real sense of learning in the classroom. It will also help create a learner-centered classroom, accommodating different learning speeds, styles, levels, goals, and interests.

Thanks to the flexible organization of Deai, we can use it either with text-based materials currently in use or as stand-alone material. The Japan Forum provides teachers with excellent resources for planning lessons based on Deai: One of the CD's includes more than 1,000 photos that can be used with the Deai photo sheets. The search function makes it possible for us to easily and quickly find the photos we need. The Deai Website includes a variety of teacher support information (e.g., sample lesson plans and activities using Deai photos). On the Deai Website, Reference and the Mini Encyclopedia help teachers develop lesson plans. Students can also use these resources to learn about Japanese language and culture beyond what they study in the classroom. With these photo sheets and resources, the possibilities for learner-centered instruction are unlimited.

Try using Deai in your classroom! You will realize that a photograph, as a medium of language teaching, can be more powerful and effective than a thousand words from teachers and textbooks.