



Feature:

Here's How I Used Deai

Tips from Teachers

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

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

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



であい

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わかもの
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Reactions from students who have seen Deai

Normal? Same as me? Different?

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

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



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

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

It gave individual perspectives rather than generalizations.

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



What interests you about club activities at Japanese high schools?

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



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

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

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

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

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

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



What else do you want to learn about Japanese students?

When they relax.

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

Do Japanese students study posters about American students?

What do they think of Americans?

I want to learn their normal everyday language.

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

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

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



Japan

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



If it were me

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

How would you use it in class?

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

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

I wonder about showing these to people overseas . . .

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

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



U.S.A.

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

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

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

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



柳さんはらっかんてき、でもときどきすぐおちこむ。千里ちゅうがっこうで柳さんはさびしかったです。友だちをつくるのがむずかしいから、とてもかなしくなった。プレッシャーにつよくないからこうこうをやすむ。でも、スポーツをしたあとでうれしいです。柳さんはがっこうはむずかしいと思いますが、たくさん友だちといっしょにあそぶ。柳さんはぼくと同じです。ぼくはがっこうはむずかしいと思いますが、ぼくはプレッシャーに強いです。ぼくもスポーツが好き。Yoo-san is a cheerful person, but occasionally she will suddenly feel depressed. Yoo-san was lonely at Senri Junior High School. She became very sad because it was hard to make friends. She is not good at handling pressure, so she takes time off from high school. But she is happy after practicing a sport. Yoo-san thinks school is difficult, but she has many friends to hang out with. Yoo-san is the same as me. I think school is difficult, too, but I can take the pressure. I like sports, too.

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

Taiko Feldkamp

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



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

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

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

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

Student compositions (Original in Japanese)

私の大切なもの 中村飛鳥

Things I Treasure, by Nakamura Asuka

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

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

うきぎのコロが大切です。もう4年間もかっていて長生きするといいです。

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

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

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

Penpal Project Using Deai

Mary-Grace Browning

Perse School for Girls, London, U.K.



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

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

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

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

Examples of student questions:



Are there a lot of earthquakes in Japan?



What do you think about Japanese shoe culture?



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

こんにちは (Hello!)

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

Love,

Rebecca

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

** I look forward to your reply.

Using Deai in Social Studies Class

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

■ Seven Encounters of a Good Kind

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

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

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

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

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

Making "My Story"

Tashibu Taeko

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



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

Recently, the production of student portfolios* as a

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

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

Works by Kevin Kajitani (Original in Japanese)

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

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



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

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

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

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



New Zealand Deai Project

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

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

▶ Works by students (Original in Japanese)

Sarah

私と友だち/Me and My Friend



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

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

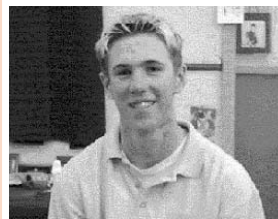
ヒッピーの日/Hippie Day



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

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

Luke



ぼくについて/About Me

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

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



ラグビー/Rugby

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

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

Jaison



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

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



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

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



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

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

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