

ISSN 1883-7409 (print)
ISSN 1884-0183 (on-line)



Outside the Box: A Multi-Lingual Forum

Volume 5, Issue 1

Autumn, 2012

Theory and Other Dangerous Things

- **The Implications of the Lingua Franca Core for Pronunciation in the Japanese ELT Context** 7
Glenn M. Davis
- **Defining Geopolitics: Western and Russian Perspectives in Comparison** 11
Shokirjon Mahmudov and Dilroba Arzumetova

Special Section: Gebrauchsanweisung Japan - A Japan Manual

- **Prologue: Gebrauchsanweisung Japan - A Japan Manual** 19
Christian W. Spang
- **Gebrauchsanweisung „Mangakissa“** 21
Atsutaka Ōmori
- **Gebrauchsanweisung „Manga“** 24
Ryosuke Satō
- **Gebrauchsanweisung „Anime“** 28
Takahisa Kobayashi and Christian W. Spang
- **Gebrauchsanweisung „Juku“: Nach der Schule ist vor der Juku. Das Lernen nimmt kein Ende.** 31
Takeru Onizuka
- **Gebrauchsanweisung „Baseball-Kultur“** 35
Atsushi Sasai
- **Gebrauchsanweisung „Japanisches Essen (Washoku)“** 40
Zhe Liu
- **Gebrauchsanweisung „Das Sumida Feuerwerk“** 43
Mariko Hori
- **Gebrauchsanweisung „Das japanische Neujahr“** 47
Osamu Tamura

Teaching Tips & Techniques

- **Literature in Class and Outside Class: A Case Study in a Dual Function of the Sherlock Holmes Canon** 55
Jeroen Bode

Around the World

- **Trip to Turkey** 76
Mami Kawabata

Creative Writing

- **The Earthquake Diaries** 78
John Racine

Review

- **Das moderne Japan 1868 - 1952** 86
Gerhard Krebs
Reviewed by Christian W. Spang

Call for abstracts: The next issue of the *OTB Forum* is planned for the summer of 2013. Authors may submit a short abstract (about 200 words) for planned submissions by Friday, February 15, 2013. The full paper is due by April 1, 2013. Please send abstracts to editor@otbforum.net

Share your experiences, thoughts and opinions on language, teaching, and learning! Where? A good place is right here at *Outside the Box: A Multi-Lingual Forum*, a publication from the Foreign Language Center at the University of Tsukuba. We welcome contributions from both students and teachers, young and old, inside and outside the university community, and—as the title suggests—in the language of your choice. The *Outside the Box Forum* is a publication which pertains to all aspects of language learning, other linguistic topics, your research, your experiences as a language learner or teacher, reviews, tips, procedures, and interesting places in cyberspace or the real world. Given the eclectic nature of our contributions, we strive to preserve the unique voices of the individual authors. Thus, certain contributions may represent versions of English. Ideas, questions, techniques, creative writing—let your imagination and your creativity be your guide to creating a dynamic and polyphonic space about language.

From the Editors

Welcome to another issue of *Outside the Box: A Multi-Lingual Forum*, or, in short, the *OTB Forum*. This issue reflects the departure of many of OTB's contributing members from the University of Tsukuba, where the forum originated. We retain much affection for the University of Tsukuba; however, from its inception OTB has always solicited works from as wide a field as possible, and we feel this is better reflected by omitting Tsukuba from the forum's title. *The OTB Forum* has therefore been rechristened accordingly as of this issue. The name change does not indicate any changes to editorial policy. We still actively encourage contributions from all other sources.

This issue features the efforts of authors from seven countries: Japan, Germany, Russia, China, United Kingdom, Holland, and Canada. Contributions are from several universities in Japan, as well as Oxford University in the United Kingdom. *The OTB Forum* focuses on language learning, teaching, and practical applications thereof. That's not all though. You will see from the topics included that we are interested in a variety of contributions. If you are considering sharing something with us, please check the "Call for abstracts" above; you will also find the publication's goals in the column immediately to the left.

The first section of this issue, **Theory and Other Dangerous Things**, features the works of Glenn M. Davis from Oxford University, as well as Shokirjon Mahmudov and Dilroba Arzumetova from the University of Tsukuba. Davis introduces the Lingua Franca Core (LFC) for standardizing pronunciation of English in an international context and reducing communication breakdowns. With refreshing clarity, he discusses potential implications of applying the LFC in the teaching of English pronunciation in Japan as well as how this interacts with the phonology of Japanese-L1 learners. Next, Mahmudov and Arzumetova review western and Russian definitions of geopolitics to show that, while there are different approaches to geopolitics, they are not entirely incompatible.

We are much obliged to Dr. Christian W. Spang for the this issue's special section, **Gebrauchsanweisung Japan - A Japan Manual**. Inspired by Andreas Neuenkirchen's (2009) book *Gebrauchsanweisung für Japan*, Dr. Spang worked with his advanced German students from Keiō University and the University of Tsukuba to produce a manual where students try to explain Japanese customs, traditions and everyday life to a German audience. The section can be divided into two groups. The first part introduces contemporary Japanese youth culture.

Atsutaka Ōmori and Ryosuke Satō write about manga, while Takahisa Kobayashi and Christian W. Spang write about anime. In the second part, Takeru Onizuka, Atsushi Sasai, Zhe Liu, Mariko Hori, and Osamu Tamura introduce various aspects of Japanese society.

Our **Teaching Tips & Techniques** features Jeroen Bode from the University of Tsukuba. The game is afoot as Professor Bode introduces his experiences teaching the short stories of Sir Arthur Conan Doyle. Bode considers the advantages of graded readers, as well as authentic material, and he presents a host of resources available to teachers who would like to adapt the many interesting stories of Sherlock Holmes and Doctor Watson. Furthermore, Bode highlights the importance of student undertaking research and investigation endeavours, as well as maintaining systematic notebooks. Finally, he suggests methods for incorporating digital literacy in reading instruction.

In the **Around the World** section, Mami Kawabata from the University of the Ryūkyūs writes about her trip to Turkey, and the lasting impression it left with her. Like many students traveling abroad for the first time, her travels impressed upon her the usefulness of English in international situations.

In the **Creative Writing** section, John P. Racine provides us with an account of his experiences during the Great East Japan Earthquake (東日本大震災). Racine, a 15-year resident of Hitachinaka City, recounts his personal experiences in the days (Part 1) and weeks (Part 2) after the quake, and reflects on his life in Japan almost two years later (Part 3).

Finally, in the **Review** section, Christian W. Spang examines Gerhard Krebs' (2009) work, *Das moderne Japan 1868-1952*.

Furthermore, we invite you to visit us on the Internet at

<http://otbforum.net>

Thanks to the wonders of cyberspace, you'll find more than just a downloadable, e-version of this publication and previous volumes. Recordings of some contributions to date, especially from the Creative Writing section, are or will be available on the webpage, and the three photographs by

Gideon Davidson are also posted for your viewing pleasure.

Once more we refer aspiring authors to the "Call for abstracts" on the previous page (the deadline for abstracts is February 15, 2013, and for full papers is April 1, 2013). We encourage students in particular to contribute an article. Short writings are preferable, and bilingual ones would be just marvelous. Furthermore, we actively encourage reader feedback. Send us your feedback about the magazine and/or about individual articles.

Outside the Box: 多言語フォーラム、略して OTB フォーラムへようこそ。今号では、今まで OTB に寄稿してくださっていた多くの著者たちが OTB の生まれ故郷である筑波大学を離れたため、それが反映された構成となっています。私たちは未だ筑波大学への愛着は尽きませんが、今回を期に、OTB は幅広い分野からの論文を懇願すると共に、今号よりこのフォーラムのタイトルから筑波を抜いた方がいいであろうという結論に達しました。これにより、OTB は命名し直されることとなります。名称は変更されましたが編集方針に変更はありません。私たちは様々な分野より寄稿を奨励しています。

今号の特色は、7ヶ国からの著者が寄稿してくださっていることです：日本、ドイツ、ロシア、中国、イギリス、オランダ、カナダ。寄稿者はいくつかの日本国内の大学、そしてイギリスのオックスフォード大学に所属しています。OTB フォーラムは言語学習、教育、そして現実的応用などに焦点を当てています—それだけが全てではありませんが。ご覧になっていただければわかるように、OTB は様々なトピックスを掲載しています。もしご寄稿をお考えであれば、上記の"Call for abstracts"をご覧ください。その左の欄に、この出版物の目指すところについての記載もございます。

さて、今号の最初のセクションは、**理論や他の危険物**です、オックスフォード大学の Glenn M. Davis 氏と筑波大学の Shokirjon Mahmudov 氏、Dilroba Arzumetova 氏の著作です。Davis 氏は、国際的な英語の標準的な発音のための、そしてコミュニケーションの非成立を減

少させるための Lingua Franca Core (LFC) について紹介しています。彼は明快に日本での英語の発音教育における LFC の活用可能性と、どのようにこれが日本語 L1 学習者の音韻体系と相互に作用するかについて議論しています。Mahmadov 氏と Arzumetova 氏は、西洋とロシアの地理政治学の定義についてレビューし、地理政治学への違ったアプローチがありながら、それらは完全には両立しえないということを示しています。

今号の特別セクションである、**Gebrauchsanweisung Japan - A Japan Manual** においては、著者の Christian W. Spang 博士に格別の感謝を申し上げたいと思います。Spang 博士は Andreas Neuenkirchen's (2009) の著作 *Gebrauchsanweisung für Japan* に感銘を受け、慶応大学と筑波大学の上級ドイツ語を学ぶ学生と共同で、ドイツ人へ向けた日本の風習や伝統、そして日常生活についてのマニュアルを作成しました。セクションは二つのグループに分かれています。前半は、現代日本の若者文化の紹介です。Atsutaka Ōmori 氏と Ryosuke Satō 氏が漫画について、Takahisa Kobayashi 氏と Christian W. Spang 博士がアニメについて言及しています。後半では、Takeru Onizuka 氏、Atsushi Sasai 氏、Zhe Liu 氏、Mariko Hori 氏、そして Osamu Tamura 氏が様々な視点からの日本社会を紹介しています。

教育のヒント&技術では、筑波大学の Jeroen Bode 氏の著作をお送りします。このゲームは Bode 教授が Arthur Conan Doyle 卿の短編小説を教えた経験から起りました。Bode 氏は本物の素材である段階別リーダーの利点について議論し、シャーロックホームズとワトソン等の面白い小説を利用したいと考える教師が利用できるリソースについて提示しています。さらに Bode 氏は学生が研究や調査をすること、同時にシステムチックなノートを作っていくことを重要性について強調しています。最後に、彼はリーディング教授法におけるデジタルリトラシーを具体化する方法について議論しています。

Around the World のセクションでは、琉球大学の Mami Kawabata 氏がトルコ旅行と、彼女に残ったその続いている印象についての著作を発表しています。多くの学生が初めて海外旅行をした時がそうであるように、彼女の旅行において、国際的な状況での英語の利便性が彼女に強い印象を与えています。

Creative Writing セクションでは、John P. Racine 氏が東日本大震災の際の経験について提供してくれました。15歳のひたちなか市在住である Racine 氏が、彼自身が経験した地震後の数日間について（パート1）、数週間について（パート2）、そしてほぼ2年後に当たる時期の彼の生活について言及しています。

最後に、レビューセクションでは、Christian W. Spang 博士が Gerhard Krebs' (2009) の *Das moderne Japan 1868-1952* について検証しています。

OTBをぜひインターネットでもご覧ください:

<http://otbforum.net>

上記のウェブサイトより、e-バージョンの今号とバックナンバーがダウンロードできます。最新の寄稿されたものの記録、特に **Creative Writing** セクションのものがウェブページでご覧になれます。そして、特別に Gideon Davidson 氏による写真が3枚アップされますのでお楽しみください。

繰り返しとなりますが、寄稿をお考えの方は、前頁にあります“Call for abstracts”をご覧ください（Abstractの締め切りは2013年2月15日、本文提出が2013年4月1日となります）。特に学生からの投稿を奨励いたします。短編の書き物でも結構ですし、バイリンガルの著作は特に素晴らしいです。そして、読者からのフィードバックもぜひともお寄せください。雑誌全体的なことや、もしくは個々の記事へのフィードバックも受け付けております。



Theory and Other Dangerous Things

The Implications of the Lingua Franca Core for Pronunciation in the Japanese ELT Context

Glenn M. Davis

University of Oxford

Abstract: Non-native speakers of English now outnumber native speakers by a margin of about 3:1 (Crystal, 2003), and English is increasingly used for communication between two non-native speakers of different L1 backgrounds. Jenkins (2000) proposes the Lingua Franca Core (LFC) for standardizing pronunciation of English in an international context and reducing communication breakdowns. The LFC includes guidelines for pronunciation of segmental sounds, rules regarding consonant clusters, and use of suprasegmental features such as nuclear (sentence) stress. Previous work in the field has discussed the implications of the LFC for teaching English as a Lingua Franca (ELF), but the specifics of its implementation in the English Language Teaching (ELT) context in Japan have not yet been examined in detail. This paper discusses potential implications of applying the LFC in the teaching of English pronunciation in Japan and how it interacts with the phonology of Japanese-L1 learners. Anticipated problems and solutions are discussed, and practical classroom activities are suggested.

Kachru (1985) describes three circles of English users. The Inner Circle consists of countries where the inhabitants learn English as a native language (ENL); the Outer Circle contains countries where English is spoken as one of two or more common languages and holds some sort of special status, whether in education or administration or as an official language (often a holdover from periods of colonization); and the Expanding Circle consists of countries where English is used neither as a first or second language nor in any official capacity, but where English is often used for communication in international affairs. Crystal (2003) estimates the number of English speakers with moderate or better conversational competence in the Outer and Expanding Circle countries at around 1.2 billion, and the number of ENL speakers in Inner Circle countries at only around 400 million. This leads to a unique situation where non-native speakers (NNS) outnumber native speakers (NS) by a ratio of 3:1, and this ratio is expected to grow as more emphasis is placed on English in Outer and Expanding Circle countries.

Traditional goals of foreign language education place an emphasis on

communicating with native speakers, but learners are increasingly using English to communicate in an international setting where there may be no native English speakers present. When, for example, a Chinese businessman uses English to communicate with his partner from Italy, English is no longer being used as a foreign language (EFL) but rather as a lingua franca (ELF).

In an ELF context, mutual intelligibility is paramount. Jenkins (2000) reports on some data involving interactions between six NNS of intermediate proficiency in pairs with different first languages, and finds that “a remarkable 27 of the [40] breakdowns were the result of pronunciation” (p. 87). Despite numerous grammatical errors, the partner was almost always able to retrieve the meaning, and only 1 of the 40 breakdowns could be attributed to grammar. To address this problem, Jenkins (2000, 2002) proposes the Lingua Franca Core (LFC), a set of standards for pronunciation that emphasizes mutual intelligibility between speakers of non-shared L1 backgrounds. Adoption of the LFC's standards when teaching pronunciation would allow for a more efficient allocation of class time, as teachers can focus on the most damaging elements first and quickly bring the learners up to basic communicative competence in an international setting. Additionally, the LFC allows speakers to express their cultural identities through

Davis, G. M. (2012). The implications of the lingua franca core for pronunciation in the Japanese ELT context. *OTB Forum*, 5(1), 7-10.

variance in items that do not damage intelligibility, instead of being asked to completely assume NS accents that may be irrelevant for NNS-NNS international communication. If we return to the previous example of a Chinese and an Italian national using English as a medium of communication, there does not appear to be any obvious reason why they should be asked to adopt traditional NS accents such as General American (GA) or the British Received Pronunciation (RP)—the situation does not involve the USA or the UK in any way.

The components of the LFC (Jenkins, 2000, 2002) are based on research examining the pronunciation features that lead to breakdowns in communication for NNS-NNS interactions. As the desired goal with the LFC is mutual intelligibility, the core items in the LFC represent the areas with the largest potential for unrecoverable phonological errors in an international setting.

The Lingua Franca Core

There are several key components that make up the Lingua Franca Core (Jenkins, 2000, p. 159), as detailed below. Importantly, the full NS consonantal inventory must be learned with the ability to differentiate between any two sounds. Exceptions are with the /θ/ sound, as in *Thursday*, and the /ð/ sound, as in *therefore*, where substitutions do not interfere with intelligibility. Japanese learners tend to substitute /s/ and /z/, respectively, and this is acceptable by LFC standards. Additionally, the intervocalic flap sound [ɾ] heard in General American (GA)-accented speech in words such as *matter* can be misinterpreted as /d/, so the LFC prescribes the British Received Pronunciation (RP) approach where [t] is pronounced in all environments.

The voiceless stops /p/, /t/, and /k/ should be aspirated when occurring in a stressed syllable in word-initial position. Failure to produce proper aspiration can lead to the sounds being misinterpreted as their voiced counterparts /b/, /d/, and /g/. As for further consonant sounds, close approximations to NS consonant sounds are generally acceptable unless they are unrecognizable or are

perceived as closer to a different phoneme than intended.

Vowel quality can differ from traditional NS norms as long as they are consistent and the long-short distinction is maintained. One exception is the vowel /ɜ/ as in *bird*, which can cause problems with intelligibility if altered, and so should be produced according to NS norms. However, vowels should be shortened when occurring before a word-final voiceless consonant (e.g., *pick*) but kept at full length before a word-final voiced consonant (e.g., *pig*). This is both articulatorily easier to produce and aids listeners in recovering the correct interpretation of a word.

Word-initial consonant clusters should not be simplified through elision (e.g., *promise* as [pɒmɪs]). If necessary, addition through epenthesis (e.g., *promise* as [pəɾɒmɪs]) is less damaging to intelligibility. Consonant clusters in medial or final position can only be simplified according to NS norms, as other simplifications lead to intelligibility problems.

Finally, although syllable stress within a word is not vital to ELF intelligibility, nuclear stress (i.e., the stressed word in a sentence) is important. Rules for unmarked and contrastive nuclear stress should be acquired.

The Japanese ELT Context

The English Language Teaching (ELT) context in Japan presents various implications when applying the LFC. The Japanese government has been increasingly promoting English education as a tool for international communication, and has recently been placing more focus on the development of spoken English skills (Sakamoto, 2012). This suggests that the teaching of pronunciation according to the LFC would be very relevant and perhaps superior to the current practice of assuming NS (often the native accent of the particular instructor) norms. However, Japanese-L1-speaking students bring their own specific difficulties in acquiring the LFC items.

The Japanese language consists of, with the notable exception of /n/, entirely open syllables, with consonants always followed by vowels (Walker, 2010). This leads to Japanese L1 students adding extra vowels to

break up consonant clusters when speaking English, which, although superior to consonant deletion with regards to intelligibility, can still have deleterious effects in ELF communication as the resulting word may sometimes be much longer than the original.

Most of the consonants in English have a near-equivalent in Japanese, although weak aspiration of /t/, /p/, and /k/ in word-initial contexts can lead to intelligibility problems (Walker, 2010). Correct aspiration in these contexts should be emphasized with Japanese learners.

The most obvious difficulty for Japanese learners is acquisition of the /l/ and /r/ English phonemes. The Japanese language uses only a single liquid, /r/, which is phonetically similar to the intervocalic flap heard in GA-accented speech (as in the previous example, *matter*), and is usually transcribed into the Roman alphabet as *r* (Riney, Takada, & Ota, 2000). The flap often produced by Japanese L1 learners for both /l/ and /r/ has been found to be variously categorized as /t/, /d/, /l/, /r/, /gr/, and /dl/ by listeners, so correct production of the English /l/ and /r/ are vital to intelligibility (summarized in Riney & Flege, 1998).

Other areas of concern with segmentals are in the dropping of /w/ sounds before any vowel other than /a/, the Japanese substitution of the voiceless bilabial fricative [ɸ] for /f/ or /h/ before the vowel /u/, and the Japanese substitution of the uvular nasal [ɴ] for /n/ in word-final context, leading to the impression that the sound has been dropped (Walker, 2010).

Practical Suggestions

An ESL classroom with students from different L1 backgrounds provides an excellent avenue to practice producing and receiving ELF at an intelligible level through group work. However, in a monolingual EFL environment such as is common in Japan, group work can lead to convergence on non-LFC targets and fossilization of forms that may not be intelligible in an ELF context (Jenkins, 2002).

Walker (2010) suggests using recordings of ELF speakers with different accents to improve students' receptive capacities in a

monolingual classroom. Unfortunately, there are few such materials widely available at this time, but Internet sources such as YouTube can provide excellent examples of ELF speakers. ELF learners require exposure to a wide range of accents beyond just the teacher's native accent.

Student-made recordings can be an effective teaching tool in monolingual classrooms (Chernen, 2011; Walker, 2005). The teacher should suggest a specific LFC area to focus on (e.g., nuclear stress), and students can record and re-record their pronunciation attempts until they are satisfied with their production. Extensive use of minimal pair practice (e.g., *pat/bat*, *red/led*, *bird/bard*), both productively and receptively, is another excellent method for acquiring these difficult LFC features (Walker, 2010).

The /l/ and /r/ phonemes can be further illustrated through examples of tongue placement. The English /r/ is produced with the tongue tip not in contact with any part of the mouth, and demonstrating this explicitly can help students to differentiate between /l/ and /r/ (Walker, 2010).

The /l/ and /r/ phonemes can be further illustrated through examples of tongue placement. The English /r/ is produced with the tongue tip not in contact with any part of the mouth, and demonstrating this explicitly can help students to differentiate between /l/ and /r/ (Walker, 2010).

Although the NS-NNS teacher paradigm is complicated (Brutt-Griffler & Samimy, 1999), ELF pronunciation teaching is one area where a NNS teacher is clearly at an advantage. A teacher who shares the same L1 background as the students can provide a realistically-attainable model for production as well as relevant insight into his or her own ELF use in international settings, including which areas provided the most difficulty.

If learners are enrolled in a class with the intent to learn English for international communication, traditional NS norms for pronunciation may be less relevant, as the goal is to quickly reach communicative competence rather than to mimic a NS accent. In such a class, the teacher should be prepared to alter his or her standards on acceptable pronunciation and allow for variation in non-

core items while being strict about items with the potential to cause intelligibility breakdowns. Of course, students who wish to obtain a NS-like accent for personal reasons can be encouraged and instructed further, but it may be unfair to subject the entire class to NS norms. Although individual teaching situations vary greatly, all English teachers in Japan, whether NS or NNS, should at least be aware of the concept of ELF and of the LFC so that it may be correctly applied where necessary.

References Cited

- Brutt-Griffler, J., & Samimy, K. K. (1999). Revisiting the colonial in the postcolonial: Critical praxis for nonnative-English-speaking teachers in a TESOL program. *TESOL Quarterly*, 33(3), 413-431. doi:10.2307/3587672
- Chernen, J. (2011). Taking pronunciation further with oral journals. *Speak Out!*, 45, 9-13.
- Crystal, D. (2003). *English as a global language* (2nd ed.). Cambridge: Cambridge University Press.
- Jenkins, J. (2000). *The phonology of English as an international language*. Oxford: Oxford University Press.
- Jenkins, J. (2002). A sociolinguistically based, empirically researched pronunciation syllabus for English as an International Language. *Applied Linguistics*, 23(1), 83-103. doi:10.1093/applin/23.1.83
- Kachru, B. B. (1985). Standards, codification and sociolinguistic realism: The English language in the Outer Circle. In R. Quirk, & H. G. Widdowson (Eds.), *English in the world: Teaching and learning the language and literature*. Cambridge: Cambridge University Press.
- Riney, T. J., & Flege, J. E. (1998). Changes over time in global foreign accent and liquid identifiability and accuracy. *Studies in Second Language Acquisition*, 20(2), 213-243.
- Riney, T. J., Takada, M., & Ota, M. (2000). Segmentals and global foreign accent: The Japanese flap in EFL. *TESOL Quarterly*, 34(4), 711-737. doi:10.2307/3587782
- Sakamoto, M. (2012). Moving towards effective English language teaching in Japan: Issues and challenges. *Journal of Multilingual and Multicultural Development*, 33(4), 409-420.
- Walker, R. (2005). Using student-produced recordings with monolingual groups to provide effective, individualized pronunciation practice. *TESOL Quarterly*, 39(3), 550-558. doi:10.2307/3588495
- Walker, R. (2010). *Teaching the pronunciation of English as a lingua franca*. Oxford: Oxford University Press.

About the author: Glenn M. Davis is currently studying for an MSc in Applied Linguistics and Second Language Acquisition at the University of Oxford. Prior to that, he taught EFL in South Korea and Japan for four years.

Defining Geopolitics: Western and Russian Perspectives in Comparison

Shokirjon Mahmudov and Dilroba Arzumetova

University of Tsukuba

Abstract: The concept of “geopolitics” has so far never been defined in a precise and universally applicable way. The literature on geopolitics is ample in definitions, reflecting a broad and ongoing intellectual debate between scholars of various academic backgrounds. While there are different approaches to geopolitics, a thorough scrutiny of contemporary geopolitical discourse shows that they share various similarities.

In this paper, the authors provide and interpret a number of definitions of geopolitics by two contemporary Russian geopoliticians, Aleksander Dugin and Nikolay Nartov. Their views will be compared and assessed alongside classical geopolitical theory and recent Western interpretations of geopolitics.

Keywords: Geopolitics; Western/Russian geopolitics; power; space; geography

Acknowledgements: This paper has been written under the supervision of Dr. Christian W. Spang, who has greatly contributed to the paper by providing continuous comments and guidance. We are indebted for his support and extend to him our profound gratitude. Our sincere gratitude also goes to Professor Tkach-Kawasaki, to whom we are indebted for improving the writing style of the paper.

Introduction

Looking at different aspects of political affairs, geopolitics can be interpreted in various ways, making it impossible to come up with an all-encompassing definition. The Concise Oxford Dictionary of Politics (McLean, 2003, p. 203) rather vaguely states that geopolitics is “[...] an approach to politics originating in late 19th century Germany that stressed the constraints imposed on foreign policy by location and environment.” Most contemporary definitions provided by Western scholars see early 20th century geopolitics as a fundamentally nationalistic science, e.g. the association of geopolitics with German Nazism; and interpret recent geopolitics as a methodical tool to analyze the interaction between geographical settings and political processes (Cohen, 2003, p. 12). While inspired by Western geopolitical scholars, post-Soviet Russian geopoliticians focus on geopolitics as a worldview, as well as an interdisciplinary science. Even though geopolitical interpretations tend to reflect the interests of the nation to which the author

feels attached, very often there exists more than one view or school of geopolitics within any given country. One example for this is the differentiation between the “Tokyo School” and the “Kyoto School” of Japanese wartime geopolitics (Spang, 2006, pp. 146-149). Moreover, many scholars are influenced, as we will demonstrate below, by classical geopolitics.

The deeper one gets involved with geopolitics, the harder it seems to provide an appropriate explanation of its core elements. In spite of that reality, while approaching their subject from various angles, scholars from different countries and eras still share some important points when defining the term “geopolitics”, particularly with respect to their interpretation of the influence of such factors as geography, economics, and demography on politics in general and on foreign policy in particular.

This paper makes an attempt to look at definitions of geopolitics espoused by two noted Russian geopoliticians, Aleksander Dugin and Nikolay Nartov. Both scholars represent two of the most influential streams within early 21st century Russian geopolitics. Their understanding of geopolitics will be compared and put into context with classical geopolitical theory and modern interpretations thereof. It will be demonstrated that Dugin

Mahmudov, S., & Arzumetova, D. (2012). Defining geopolitics: Western and Russian perspectives in comparison. *OTB Forum*, 5(1), 11-17.

and Nartov understand geopolitics in distinct ways, which is probably because of the fact that different Western scholars have had an impact on the way they view geopolitics.

The first section of this paper explores definitions of geopolitics given by the pioneers of the field as well as by contemporary Western scholars. This part of the article is mostly based on the writings of Bernard Cohen and Klaus Dodds because they not only provide detailed information about the origins of geopolitics, but also present many definitions given by Western scholars. In other words, many definitions given by early scholars are English translations taken from Cohen and Dodds. In the second part of this paper, Dugin and Nartov are introduced and their conflicting interpretations of geopolitics described. Following this, Russian and Western definitions are compared and discussed, with a focus on the question of whether there is anything like a specific “Russian” versus an explicit “Western” geopolitics.

Classical Western Geopolitics

According to Dodds (2009, p. xx), “classical geopolitics is concerned with the inter-relationship between territory, location, resources and power”. As we will demonstrate below, classical geopoliticians were indeed concerned with territory, resources and power.

The Swedish political scientist and politician Rudolf Kjellén (1864-1922) coined the term “geopolitics” in 1899 as part of his concept of political science. Later, Kjellén defined geopolitics as “the theory of the state as a geographical organism or phenomenon in space”¹. This early definition already contained two elements that have been crucial within the concept of geopolitics: the organic notion of state and space (territory).

Karl Haushofer, a German major-general, geographer and geopolitician, whose ideas influenced top Nazis as well as some Japanese leaders (Spang, 2006, p. 144), added the term “political processes” to the definition of geopolitics. Reading the following definition, it becomes clear that Haushofer considered (political) Geography as the basis of geopolitics:

Geopolitics is the new national science of the state; ... a doctrine on the spatial determinism of all political processes, based on the broad foundations of geography, especially of political geography.²

While Kjellén called geopolitics “a science treating the state as a geographical organism or a spatial phenomenon”, Haushofer distinguished between political geography and geopolitics.³ The distinction between political geography and geopolitics has widened since 1924, the year when Haushofer published his first major contribution to geopolitics “Geopolitik des Pazifischen Ozeans” (Kiss, 1942, p. 641). Haushofer himself viewed political geography as distinct from geopolitics. “[...] Political geography represents the science of the distribution of political power over different regions of the world and the conditioning of political power by, and its dependence on, surface features, climate and cover.” Geopolitics, in contrast to political geography, is essentially dynamic: “it is a way of educating the masses in the concept of space” (Haushofer, 1925, p. 87⁴).

Such terms as “organic state” (Kjellén, 1916; Ratzel, 1897), “heartland” (Mackinder, 1904), and “rimland” (Spykman, 1944) are at the center of geopolitical thinking of the classical Western geopoliticians. Territory and resources were perceived as essential to national security and the “healthy” development of the “organic” state. Therefore, informed by a type of social Darwinism, classical geopolitical thought was frequently Eurocentric and imperialist in tone and outlook, as territory and resources were perceived as essential to national security and the ‘health of the state’ (Dodds, 2009, p. xxii).

One of the most debated geopolitical notions is the old idea of a principal dualism and confrontation of sea-based and land-based powers. This opposition was discussed by Alfred T. Mahan and Sir Halford J. Mackinder. According to their point of view, land-based powers are characterized by austerity, conservatism, non-migration, and tradition. While sea-based powers are adaptable, dynamic as well as open to social and technological innovations. These two opposing civilizations were often seen as

constituting an antagonism in international affairs and the degree of their conflicting interests or their ability to create a balance of power varied according to Mackinder and Mahan from one historical period to another. So, in his 1890 book, *The Influence of Sea Power upon History*, Alfred T. Mahan emphasized “the predominance of naval supremacy over land power”. Mackinder dedicated his famous article “The Pivot of History” to this discourse. In 1919, he concluded his ideas as follows: “Who rules East Europe commands the Heartland; Who rules the Heartland, commands the World-Island; Who rules the World-Island, controls the World” (Mackinder, 1919, p. 194)⁵.

As mentioned in the introductory section of this paper, Cohen and Dodds define geopolitics by discussing the classical geopoliticians first. In his 2003 book *Geopolitics of the World System*, Cohen not only cites the above-mentioned classical definitions of geopolitics, but he also formulates his own explanation, which focuses on the dynamic interaction between power and space (Cohen 2003, p. 12):

Geopolitics is the analysis of the interaction between, on the one hand, geographical settings and perspectives and, on the other hand, political processes. (...) Both geographical settings and political processes are dynamic, and each influences and is influenced by the other. Geopolitics addresses the consequences of this interaction.”

Another author who formulates his understanding of geopolitics by discussing classic and modern geopolitics is Klaus Dodds. According to Dodds (2009, p. xx), the central focus of classical geopolitics is “the inter-relationship between territory, location, resources and power”.

To sum up, classical geopolitics is fundamentally concerned with the state as a geographical organism (Kjellén) and the related political processes (Haushofer, 1924). The debates over dynamic notion of geopolitics and static concept of political geography were put forward by classical geopolitical thinking (e.g., Mahan, 1880 and

Mackinder, 1919). Although there have appeared critical, popular, and feminist geopolitics⁶ which elucidated the shortcomings of classical geopolitics, the grounding notions of geopolitics such as ‘organic state’, ‘heartland’, and ‘rimland’ were raised and discussed by the representatives of the Western classical geopolitics.

Russian Geopolitics in the 21st Century

In this section, the definitions of geopolitics provided by two Russian geopoliticians, Dugin, and Nartov, will be discussed. Both of them have had a significant influence on the development of modern geopolitics in Russia.

Aleksander Dugin, a professor at Moscow State University in the Faculty of Sociology and International Relations, is one of the most influential right-wing ideologists of Russian nationalism, with close ties to the Kremlin and Russian military intelligence. His political activities are directed toward restoration of the Russian Empire through partitioning former Soviet republics, such as Georgia and Ukraine, and unification with Russian-speaking territories, especially Eastern Ukraine and Crimea (Dugin, 2010).

There have been two geopolitical schools in Russia: a synthesis of traditional Western geopolitical concepts and Russian Euroasianism. The second school responded to the need for “fundamental rethinking of the old theoretical synthesis” (Solovyev, 2004, p. 90). In the 1990s, Dugin emerged as the primary theoretician of Euroasianism. Having grown up during the heydays of Soviet power, the 50-year-old Dugin (b. 1962) draws a parallel between geopolitics and Marxism. He maintains that geography and territory play a crucial role in geopolitics in the same way that capital and production are essential components of Marxism:

Marxist analysis is equally important for both the forces of Capital and for the fighters for emancipation of Labour. The same applies to Geopolitics – it teaches large states (imperia) how best to maintain territorial hegemony and to continue to expand. The opponents, however, also find this theory useful for

learning about their self-protection and “national redemption” (1998, p. 7).

Dugin considers geopolitics as a worldview and defines it not as a simple science, but as an interdisciplinary subject/science. Marxism is viewed as an analogy to geopolitics. Dugin interprets world politics referring to the old idea of a principal dualism and confrontation of sea-based and land-based powers (Solovyev, 2004, p. 91). Based on old ideas like these, Dugin sees a conflict between Eurasianism and Atlanticism as an inevitable phenomenon. The ever changing balance of power potentially leads to new confrontations. If we consider geopolitics from Dugin’s point of view, it seems to be a discipline for a privileged group of people (political elites) and has some negative and aggressive overtones. For him, state power is the main focus of geopolitics.

In contrast to Dugin, Nartov expounded a somewhat different view in which geopolitics is a system of knowledge about control over territory (Nartov, 2007, p. 18). Similar to Haushofer, who considers political geography as the basis of geopolitics, Nartov addresses both political geography and geopolitics. He clearly distinguishes between the two by defining political geography as a static science and geopolitics as a dynamic science, a differentiation that goes back to the 1920s (see Haushofer in the previous section). Nartov criticizes Dugin and other Russian geopoliticians for not considering the object of geopolitics. He maintains that “(...) the term geopolitics has already existed for more than hundred years. In intellectual debates on the essence and boundaries of geopolitics as a science, its object has not been singled out.” According to Nartov the object of geopolitics is a certain territory, water (sea and ocean), as well as geopolitical processes and phenomena. Precisely, there is a geopolitical system consisting of the space, geopolitical processes and geopolitical events (Nartov, 2007, p. 19). The term ‘space’ (*prostranstvo* in Russian) includes territory, water, and air (*zemnoe prostranstvo*, *morskoe prostranstvo*, and *vozdushnoe prostranstvo*). To him the subject of geopolitics is the control over space.

Nartov (2007, p. 18) maintains that the subject of geopolitics undergoes changes, i.e.,

it is dynamic, whereas its object is static. In order to illustrate the dynamic nature of the subject of geopolitics, he elaborates on a set of factors that expand the subject matter of geopolitics. He distinguishes between geographical, informational, technological, and economic factors that broaden the subject of geopolitics. Working in such a complex discipline, geopolitical thinkers analyse the events that reflect interests of individual states and their coalitions on global, regional, sub-regional and intrastate levels. Under the influence of new events, the world changes and these occurrences are, of course, influenced by geographical factors. For instance, due to globalization, the end of the 20th century witnessed many changes around the world. In globalized world, the role of economical factors has increased. Globalization of economic processes leads to the globalization of international trade, flow of capital and funds, and information flows. These processes have a huge influence on all spheres of life, including geopolitics and geopolitical understandings (Nartov, 2007, p. 20).

Geopolitics came to be based not only on geographical factors (space, climate, landscape), but also on disciplines such as history, economics, demography, ethnography, religious studies, environmental studies, as well as military affairs, and ideology.

Taking into consideration the above-mentioned factors, Nartov (2007, p. 20-21) defines geopolitics as follows:

Geopolitics is a field of activity and a science which studies mechanisms and dynamics of the development of political relations between states and regions. Geopolitics studies space, the location of states, as well as the influence of the sea, air, demographical, informational, religious, ethnic, defensive, social economic and other factors.

The definition given by Nartov is broad and quite vague. It encompasses mechanisms and dynamics of political relations between states. Moreover, based on his discourse on factors causing change in the subject of geopolitics, we can say that dynamics and

mechanisms as well as political relations change. Space, location of states and various dynamic factors are crucial in understanding the essence of geopolitics. His definition is influenced by well-established notions of geopolitics previously discussed by classical Western scholars.

Similarities and Differences in Understanding Geopolitics

Our brief analysis has shown that Western geopolitics, which developed much earlier than its Russian counterpart, was for a very long time Eurocentric and imperialistic in tone. Similarly, Russian geopolitics emerged as a response to stereotypes about the confrontation between Russia and “the West”. It has also shown that it is difficult to make differentiations between Western geopolitics on the one hand, and Russian geopolitics on the other. First, there is neither a unified Western nor a homogeneous Russian school of geopolitics. Second, Russian geopoliticians, as well as modern Western geopoliticians, are influenced by the writings of the founding fathers of geopolitical thinking, among which are Mahan’s sea power theory, Mackinder’s heartland theory, Kjellén and Ratzel’s organic state, Haushofer’s transcontinental bloc theory, and Spykman’s rimland theory.

The fact that the Western group of scholars include geopoliticians from different European countries with various perspectives and experience led to various ways of interpreting geopolitical reality. As for the Russian scholars, although they are from the same country, their interpretations are influenced by different scholars. For example, Dugin’s explanation of world politics is based on the idea of a principal dualism and confrontation of sea-based and land-based powers, an idea that was discussed by Mahan (1890) and Mackinder (1904). As for Nartov, his approach is influenced by Haushofer’s differentiation of political geography (a static science) and geopolitics (a dynamic science). What distinguishes Nartov from other geopoliticians, including Dugin, is his detailed discussion of the object (space) and subject (control over this space) of geopolitics as well as factors which influence the subject of geopolitics which is dynamic by definition.

Conclusion

Our brief review of selected definitions of geopolitics by Western and Russian scholars shows that those definitions are often a mixture of objective and subjective arguments and therefore differ depending on the era and the background of the respective authors. Since the development of the concept of geopolitics around 1900, power (influence, politics) and space (territory) have played a crucial role in most definitions of geopolitics. Initially, the definitions of geopolitics included only the state as a powerful entity. Current definitions also look at other actors and phenomena that influence the subject of geopolitics. Russian geopolitical scholars are influenced by different classical scholars. Therefore, it is difficult to look at them as a homogeneous school of thought.

Notes

1. Rudolf Kjellén, *Staten vom Lifsform* (1916). Published in German as *Der Staat als Lebensform* (Leipzig: Hirzel, 1917, pp. 34-35). The quote is a translation from the German version taken from Cohen (2003, p. 11). For a brief discussion of Kjellén’s theory and the missing English translation of his work, see Spang and Milovanovic (2011, pp. 10-12).
2. Haushofer et al., *Bausteine zur Geopolitik* (1928, p. 27). English translation is taken from Cohen (2003, p. 11).
3. Haushofer, *Zeitschrift fiir Geopolitik*, 1924. This is quoted in English by Crone (1948, p. 104).
4. English translation is taken from Kiss, G. (1942).
5. Refer to Spang and Milovanovic (2011, pp. 12-13) for what territories “heartland” and “world-island” encompass.
6. See Spang and Milovanovic (2011, pp. 8-9) for brief introduction on these distinctions of geopolitics.

References Cited

- Agnew, J. (1998). *Geopolitics*. London: Routledge.
- Cohen, B. (2003). *Geopolitics of the world system*. Oxford: Rowman & Littlefield.

- Crone, G. (1948). A German view of geopolitics: Review. *The Geographical Journal*, 111(1/3), 104-108. Retrieved February 20, 2012, from <http://www.jstor.org/stable/1789290>
- Doods, K., & David, A. (2000). *Geopolitical traditions*. London-New York: Routledge.
- Dowler, L. A. (2001). A feminist geopolitics? *Space and Polity*, 5(3), 165-176.
- Dugin, A. (2010). Biografia i trudi. Retrieved May 10, 2011, from <http://dugin.ru/bio/>
- Dugin, A. (1998). *Foundations of geopolitics* (Vol.1). Moscow: Arctogaia.
- Dugin, A. (2000). Osnovi geopolitiki. Retrieved May 9, 2011, from <http://www.arctogaia.com/public/osnovygeopolitiki.htm>
- Gadjiyev, K. (1998). *Geopolitika*. Moskva : Yuniti.
- Gadjiyev, K. (2011). *Geopolitika*. Moskva : Yurait.
- Haushofer, K. (1925). Politische Erdkunde und Geopolitik. In E. v. Drygalski (Ed.), *Freie Wege vergleichender Erdkunde: Erich von Drygalski zum 60. Geburtstag gewidmet von seinen Schülern* (pp. 87-103). Munich-Berlin.
- Haushofer, K., Obst, E., Lautensach, H. & Maull, O. (1928). *Bausteine zur Geopolitik*. Berlin: Kurt Vowinckel.
- Hydman, J. (2004). Mind the gap: Bridging feminist and political geography. *Political Geography*, 307-322.
- Kiss, G. (1942). Political geography into geopolitics: recent trends in Germany. *Geographical Review*, 32(4), 632-645. Retrieved May 13, 2012, from <http://www.jstor.org/stable/210001>
- Kjellén, R. (1916). *Staten som Lifform*. Stockholm: H. Geber.
- Klaus, D. (2009). *Geopolitics*. London : Sage.
- Mackinder, H. (1919). *Democratic ideals and reality: A study in the politics of reconstruction*. London-New York: Henry Holt.
- Mackinder, H. (1904). The geographical pivot of history. *Geographical Journal*, 23, 421-444.
- Mahan, A. T. (1890). *The influence of sea power upon history, 1660-1783*. London: Sampson Low, Marston.
- McLean, I. (1996). *Oxford concise dictionary of politics*. Oxford: Oxford University Press.
- Nartov, N. (2007). *Geopolitics: A textbook* (3rd ed.). Retrieved May 13, 2012, from <http://yanko.lib.ru/books/politologiya/nartov-geopolitika-2004-a.htm>
- Nartov, N. (2007). *Geopolitika: Uchebnik dlya studentov vuzov* (4th ed.). Retrieved May 3, 2011, from <http://gpb22.narod.ru/nartov/glava01.html>
- Ó Tuathail, G., & Dalby, S. (2006). *The geopolitics reader* (2nd ed.). London-New York: Routledge.
- Pain, R., & Smith, S. (2008). *Fear: Critical geopolitics and everyday life*. Aldershot: Ashgate.
- Solovyev, E. (2004, February 24). Geopolitics in Russia-science or vocation? Retrieved April 29, 2011, from <http://www.sciencedirect.com/science/article/pii/S0967067X03000783>
- Spang, C. W., & Milovanovic, I. (2011). An introduction to early 20th century geopolitics. *Outside the Box: The Tsukuba Multilingual Forum*, 4(1), 8-17. Retrieved February 3, 2012, from http://otbforum.net/otb_forum_4-1/spang_milovanovic_2011_otb_forum_4-1.pdf
- Spang, C. W. (2006). Karl Haushofer re-examined. Geopolitics as a factor within Japanese-German rapprochement in the inter-war years? In C. W. Spang & R. H. Wippich (Eds.), *Japanese-German relations, 1895-1945. War, diplomacy and public opinion* (pp. 139-157). London-New York: Routledge.
- Spykman, N. (1944). *The geography of the peace*. New York : Harcourt.
- Weigert, H. W. (1942). *Generals and geographers*. New York: Oxford University Press.

Zamyatin, D. (2001). *Geopolitika: osnovnie problemi i itogi razvitiya v 20 veke*. Moskva: Polis.

About the authors: Shokirjon Mahmadv is currently studying at the Masters Program in International Area Studies at the Graduate School of Humanities and Social Sciences of the University of Tsukuba, Japan. His major research interests are international relations, national

identity, Russian geopolitics, and contemporary history of Central Asia. Dilroba Arzumetova is a Master student in International Area Studies at the Graduate School of Humanities and Social Sciences of the University of Tsukuba. Her main research interests are media and politics, geopolitics, conflict management, and peace-building.

***Special Section:
Gebrauchsanweisung Japan -
A Japan Manual***



Prologue to the Special Section

“Gebrauchsanweisung Japan - A Japan Manual”

Christian W. Spang

Daitō Bunka University

Editors' note: We are pleased to showcase the work of Dr. Christian W. Spang and eight of his students in this issue of the *OTB Forum*.

Many bright and promising ideas are lost because students have little chance to publish their views. This problem affects even those studying at Japan's elite universities. Therefore, I am very pleased that the editors of *OTB Forum* have accepted this special section and thus given another group of my (former) students a voice (see Spang, 2011).

The following eight texts are based on two advanced German courses taught during the 2011 academic year at Keiō University and the University of Tsukuba. Students at Keiō University's Law Department can choose an intensive German program, which means that they have three to four German classes per week. In last year's course, we read and discussed parts of an introduction to Japan by Andreas Neuenkirchen (2009), which is not so much a guide book in the traditional sense, but tries to explain Japanese customs, traditions and everyday life to a German audience. The title of his book is *Gebrauchsanweisung für Japan*, which can be translated as “A Japan Manual”. Neuenkirchen's book has been the inspiration for this special section. In the summer of 2011, my Keiō students had to prepare a term paper by choosing a topic and composing a short introduction for imaginary visiting students from Germany. Upon getting the corrected papers, they were consulted about publishing their texts, to which they consented.

Later, I asked my Tsukuba students to write similar texts. All three participants from Tsukuba have spent some time in Germany. One of them is a researcher at a non-

university affiliated institute; another one is a Chinese engineering student, who started to learn German in Japan. In last year's course, participants regularly prepared short writing assignments about anything they were interested in. These texts were distributed to all participants and discussed in class, as has been described in one of my earlier papers (Spang, 2006). The third term of the 2011 academic year was devoted to the creation and improvement of their texts about anime, *washoku* and the Japanese New Year.

After enquiring with the OTB editors if they saw potential for these texts to be published in this journal, my students translated their introductions into Japanese and added German-Japanese vocabulary lists, which will make the original German versions accessible to intermediate learners as well. Therefore, this special section on contemporary Japanese life and culture can be read just for pleasure, used for self-study, or utilized in intermediate or advanced German classes. The exception is Zhe Liu's introduction to Japanese food (*washoku*), because she translated the German text into her native Chinese, including a German-Chinese vocabulary list, thus making this project truly multi-lingual (English, German, Japanese and Chinese).

All contributions have been corrected, thoroughly revised, and enlarged by Christian W. Spang. This process, which included the editing and streamlining of the Japanese versions, took many months and involved considerable input by the author of this prologue. Despite the personal style of Mr. Kobayashi's work, a considerable part of it was written by the co-author. Taking all revisions and the edition effort into account, both authors contributed an equal share in this case.

Spang, C. W. (2012). Prologue to the Special Section “Gebrauchsanweisung Japan - A Japan Manual”. *OTB Forum*, 5(1), 19-20.

As has been stated above, the Japanese texts are translations from the original German, which means that some of them may not sound 100% natural but are similar to texts written by foreigners with advanced Japanese proficiency. It has to be mentioned here that Tamura Osamu thoroughly corrected the Japanese translations of the texts by Kobayashi and Spang, Satō Ryōsuke and Ōmori Atsukata, for which I want to express my deepest gratitude. To a lesser extent, Sasai Atsushi was also involved with proofreading some of his colleagues' Japanese texts.

Finally, I would like to introduce the topics of this special section. The texts can be separated into two groups. First, there are introductions to contemporary youth culture: Mangakissa, manga and anime as well as the Japanese cram school system called *juku*. The second section introduces various aspects of Japanese society. The first of these texts talks about baseball in Japan while the second one explains some features of Japanese food and drink (*washoku*), seen through the eyes of a Chinese visiting student. The final two chapters introduce some (more or less) traditional aspects of Japanese culture such as fireworks festivals and New Year's activities.

I am very pleased to present here a collection of short introductions about specific aspects of Japanese life and culture, written by six Japanese and one Chinese student along with one Japanese researcher. In detail, the special section includes the following chapters (please note that some of the titles are presented here in abridged form):

1. Gebrauchsanweisung "Mangakissa" by Atsutaka Omori (Keiō), in cooperation with Christian W. Spang;
2. Gebrauchsanweisung "Manga" by Ryosuke Satō (Keiō), in cooperation with Christian W. Spang;
3. Gebrauchsanweisung "Anime" by Takahisa Kobayashi (Tsukuba) and Christian W. Spang;

4. Gebrauchsanweisung "Juku" by Takeru Onizuka (Keiō), in cooperation with Christian W. Spang;
5. Gebrauchsanweisung "Baseball-Kultur" by Atsushi Sasai (Keiō), in cooperation with Christian W. Spang;
6. Gebrauchsanweisung "Japanisches Essen (*Washoku*)" by Zhe Liu (Tsukuba), in cooperation with Christian W. Spang;
7. Gebrauchsanweisung "Sumida Feuerwerk" by Mariko Hori (Keiō), in cooperation with Christian W. Spang; and
8. Gebrauchsanweisung "Das japanische Neujahr" by Osamu Tamura (Tsukuba), in cooperation with Christian W. Spang.

References Cited

- Neuenkirchen, A. (2009). *Gebrauchsanweisung für Japan*. Munich: Piper.
- Spang, C. W. (2006). Schreiben und Sprechen im DaF-Unterricht: Selbst gewählte Themen als "Spezialhausaufgabe". *Lektorenrundbrief*, 28, 11-13. Available at <http://www.deutsch-in-japan.de/lektorenrundbrief/> (back issues: Vol. 28).
- Spang, C. W. (2011). Prologue: "The Origins of Geopolitical Thinking". *Outside the Box: The Tsukuba Multi-Lingual Forum*, 4(1), 7. Available at http://otbforum.net/otb_forum_4-1/spang_2011_otb_forum_4-1.pdf

About the author: Christian W. Spang was an associate professor at the University of Tsukuba 2009-2012 and taught at Keiō University as an adjunct professor during those years. In April of 2012 he moved to the Faculty of Foreign Languages at Daitō Bunka University, and he continues to teach at the Area Studies' Master's program in Tsukuba as an adjunct professor. His research interests include 20th century geopolitics and history, German-Japanese relations, as well as language teaching.

Gebrauchsanweisung „Mangakissa“

Atsutaka Ōmori

Keiō University

(in Kooperation mit Christian W. Spang)

Editors' note: Throughout this special section, bold-faced words are included in the glossary at the end of the respective article.

Ich möchte hier eine typisch japanische **Einrichtung** vorstellen, das **sogenannte** „Mangakissa“ (漫画喫茶). Das bedeutet ein Ort, an dem man natürlich vor allem japanische Comics, also „Manga“, lesen kann. Zu „Manga“ siehe den Beitrag von Herrn Satō in dieser Ausgabe. „Kissa“ ist eine Abkürzung von „kissaten“, was Café bedeutet. Aber es gibt in den Mangakissa nicht nur Comics jeder Art, sondern auch verschiedene andere Zeitschriften usw. Außerdem kann man mit dem Computer im Internet surfen, Fernsehsendungen oder auch DVDs ansehen. Es gibt dort **in der Regel** ein paar **Verkaufsautomaten**. Man kann daher ganz einfach Getränke bekommen, indem man auf einen Knopf drückt. Dies ist sehr praktisch denn man braucht kein **Bargeld**, um Getränke zu erhalten.

Viele Leute benutzen die Mangakissa – häufig nachts – für ein paar Stunden als **temporäre** Rast oder als billigen Hotel-**Ersatz**, obwohl es natürlich nicht so bequem ist. In der Regel kostet der Besuch eines Mangakissa entsprechend der **jeweiligen Aufenthaltsdauer**. **Normalerweise** muss man nur ein paar hundert Yen pro Stunde bezahlen, aber es fallen Extra-**Gebühren** an, wenn man seinen Aufenthalt verlängert. Es gibt eine Möglichkeit, wie man sich die Extrakosten sparen kann; dann nämlich, wenn man einen **Nutzungsplan** bucht, der einem z.B. einen **dreistündigen** Aufenthalt erlaubt, also den sog. „Drei-Stunden-Pack“, den fast alle Mangakissa anbieten. Wenn man die entsprechende Gebühr bezahlt, kann man Alles benutzen oder konsumieren, was oben vorgestellt wurde.

In den meisten Mangakissa gibt es zwei Optionen für die **Kunden**: „Sitzplatz“ oder

„Einzelzimmer“. Der Sitzplatzbereich sieht **weitgehend** so aus wie ein Computerraum an der Universität. In diesem Zimmer kann man sich mit dem PC beschäftigen oder Comics lesen, die einen interessieren. Aber **wahrscheinlich** fühlt man sich nicht **behaglich**, weil es nur wenig Platz gibt. Die „Einzelzimmer“ sind zwar sehr klein (ca. 1m²), aber trotzdem besser und bequemer als die Sitzplätze. Aber wenn man darin schlafen möchte, ist es dafür nicht wirklich **geräumig** genug. Junge Leute, die den letzten Zug nach Hause verpasst haben, übernachten häufig in diesen engen **Kammern**.

In den Mangakissa ist es meistens **vergleichsweise** dunkel aber es ist nicht ganz klar, warum das so ist. Manchmal sind Mangakissa auch gefährlich, weil dort **vereinzelt** Selbstmorde vorkommen. **Insbesondere** in den Einzelzimmern geschieht es außerdem **gelegentlich**, dass junge Mädchen **sich prostituieren**. Um diese **schreckliche** Situation zu verbessern, sind zuletzt einige effektive Maßnahmen **ergriffen** worden. Zum Beispiel dürfen Mangakissa in Tokyo keine Einzelzimmer mehr haben, wenn diese nicht von oben **einsehbar** sind.

Wie **eingangs** schon erwähnt, sind Mangakissa eine typisch japanische Institution und sie haben viele **Vorteile**. Aber natürlich gibt es auch einige **Nachteile**. Deswegen ist es gut für alle, also auch für in Japan lebende Ausländer, ihre Kenntnisse über Mangakissa zu erweitern.

漫画喫茶

今回私は日本の特徴的な施設を紹介したいと思う。それはいわゆる「漫画喫茶」である。これは当然とりわけ日本のコミックスつまり「漫画」を読むことができる場所を意味する。「漫画」に関しては本号における佐藤さんの寄稿を参照して頂きたい。「喫茶」は「喫茶店」の省略形であり、「Café」を意味する。

Ōmori, A. (2012). Gebrauchsanweisung „Mangakissa“. *OTB Forum*, 5(1), 21-23.

しかし漫画喫茶には、あらゆる種類の漫画だけでなくいろいろな他の雑誌などもある。その上、パソコンを用いてネットサーフィンをすることもできるし、テレビ番組やDVDも視聴することが出来る。漫画喫茶には通常自動販売機が何台かあるので、ボタンを押すことで、飲み物をととても簡単に手にすることができる。飲み物を入手するのに現金は必要ないので大変便利である。

漫画喫茶は当然それほど居心地の良いものではないにも関わらず、一主に夜間に数時間になつて一時的な休憩として、あるいは安宿の代わりとして、多くの若者が漫画喫茶を利用している。通常、漫画喫茶を訪れるとその時々の滞在時間に応じて対価を支払う。普通は一時間あたり何百円かを支払いさえすればよいが、滞在時間を延長した場合は追加料金が発生する。追加料金を節約できる方法が存在する。つまり、例えば三時間の滞在が許される利用プラン、すなわちほとんどすべての漫画喫茶が提供しているいわゆる「三時間パック」を予約すればよい。それ相応の料金を支払えば、すでに紹介したものすべてを利用あるいは消費することが出来る。

たいていの漫画喫茶においては利用者のために二つのオプションがある。「オープンシート」か「個室」である。オープンシートの空間は見た目はまるで大学のコンピュータールームのようである。この部屋の中ではパソコンを利用することも出来るし、興味のある漫画を読むことも出来る。しかし、そこには

ほんのわずかなスペースしかないため、おそらく利用者は居心地良くは感じないであろう。「個室」は確かに極めて狭い(約1平方メートル)が、オープンシートよりはましで居心地が良い。しかし、その中で眠りたい人にとっては、十分な広さがあるとは言えない。家に帰る最終電車を乗り過ごした若者はしばしばこの狭い小部屋で一夜を明かす。

漫画喫茶の中は比較的薄暗いことが普通であるがなぜそうなのかについては見当がつかない。時々漫画喫茶は危険でもある。なぜなら時折そこで自殺が起こることがあるからだ。とりわけ個室においては若い少女の売春も時々起こっている。こうした酷い状況を是正すべく、ついにいくつかの効果的な対策が施行された。例えば、東京の漫画喫茶では、上から中を覗くことができる部屋でなければ、個室の設置がもはや許されない。

すでに初めに述べたとおり、漫画喫茶は典型的な日本の施設であり、たくさんの長所がある。しかし当然いくつかの短所も存在する。それゆえ漫画喫茶について見識を広げることにはすべての人にとって、したがって日本に住んでいる外国人にとっても有意義である。

Informationen zu den Autoren [About the authors]: Atsutaka Ōmori (大森 厚卓) studiert Jura an der Keiō Universität in Tokyo und lernt seit über drei Jahren im Intensivprogramm der juristischen Abteilung Deutsch.

Co-Autor: Christian W. Spang (siehe Prolog)

Wortschatzliste 単語リスト	
Deutsch	日本語訳
die Einrichtung	設備、施設
sogenannt (sog.)	いわゆる
in der Regel	通常、通例
der Verkaufsautomat	自動販売機
das Bargeld	現金、キャッシュ
temporär	一時的な
der Ersatz	代わりとなるもの、代用品
jeweilig	時々、其々の
die Aufenthaltsdauer	滞在時間
normalerweise	普通、常時

die Gebühr	料金
der Nutzungsplan	利用プラン
dreistündig	3時間の
der Kunde	利用者、顧客
weitgehend	まるで
wahrscheinlich	おそらく
bebaglich	居心地良い
geräumig	十分な広さがある
die Kammer	小部屋、房、狭い部屋
vergleichsweise	比較的
vereinzelt	時々、散発的な
insbesondere	とりわけ
gelegentlich	時々
sich prostituieren	売春する
schrecklich	酷い
ergreifen, ergriff, ergriffen	施行する、掴む
einsehbar	中を覗くことができる
eingangs	初めに
der Vorteil	長所
der Nachteil	短所

Gebrauchsanweisung „Manga“

Ryōsuke Satō

Keiō University

(in Kooperation mit Christian W. Spang)

Viele Japaner mögen japanische Comics, die „Manga“ (漫画) genannt werden. Das Wort besteht aus den zwei **chinesischen Schriftzeichen** (Kanji), „漫“ (man) und „画“ (ga). „Man“ wird in dem Wort „manzen“ (漫然) verwendet, was man als „ziellos“ oder „**unsystematisch**“ übersetzen kann. „Ga“ bedeutet Bild. Deshalb drückt „Manga“ ursprünglich aus, dass man ziellos Bilder zeichnet.

Zunächst möchte ich ein paar Worte über die Geschichte der Manga verlieren. Als **Ursprung** der Manga werden die **Hieroglyphen** in Ägypten, **Emaki-mono** (絵巻物) in Japan und **bemaltes Glas** in Europa angeführt. Als ältestes Manga in Japan gilt „Chōjū-jinbutsu-giga“ (鳥獣人物戯画) aus der Heian-Zeit (794-1192). Das Wort „giga“ (戯画) besteht aus den zwei Kanji, „戯“ (gi) und „画“ (ga), wobei „gi“ hier Spiel, und „ga“, wie oben bereits erwähnt, Bild bedeutet. Wenn man „giga“ wörtlich übersetzen würde, hieße das „Spiel-Bild“. Aber die echte Bedeutung des Wortes ist **Karikatur**. Im 17. Jahrhundert entstanden die charakteristisch-japanischen Farbholzschnitte „Ukiyoe“ (浮世絵). „Ukiyo“ bedeutet das Alltagsleben der Edo-Zeit (1603-1867), „e“ kann man, ähnlich wie „ga“ als „Bild“ übersetzen. Am Anfang des 18. Jahrhunderts entwickelten sich die „giga“ weiter und auch danach gab es viele **zusätzliche Veränderungen**, die zur **Entstehung** der modernen Manga führten.

In Japan existieren **unzählige** Arten von Manga. Zum Beispiel spezielle Manga für Jungen „Shōnen Manga (少年漫画)“ oder auch ebensolche für Mädchen „Shōjo Manga (少女漫画)“. Manga erscheinen entweder als eine Art Buch, das in diesem Fall auf Japanisch „tankō-bon“ (単行本) heißt, oder als Zeitschrift – auf Japanisch „zasshi“ (雑誌). In diesem Text werden die „Shōnen

Manga“ kurz vorgestellt. Die populärste Manga-Wochenschrift ist die bereits seit 1968 **publizierte** Zeitschrift *Shūkan Shōnen Jump* (週刊少年ジャンプ). Das beliebteste Manga unter den Studenten der Keiō-Universität ist „One Piece“, eine Piraten-Geschichte der „Jump“ Serie. Es geht in der Geschichte um den Piraten Luffy, der mit der Unterstützung seiner **Kameraden König** der Piraten werden will. Um dieses Ziel zu erreichen, reisen sie mit dem Schiff und suchen einen **Schatz**, den der frühere König der Piraten „Gol D Rojar“ versteckt hat.

Viele populäre Manga werden **heutzutage** als Zeichentrickfilm („Anime“ bzw. アニメ) produziert. Natürlich auch „One Piece“. Wie Sie sich denken können, ist die **Urform** des Wortes Anime das Englische „animation“. Wenn Sie mehr dazu erfahren möchten, gehen Sie bitte zu einer Anime-Veranstaltung oder lesen Sie die Gebrauchsanweisung „Anime“ von Takahisa Kobayashi und Christian W. Spang in diesem Heft. In Japan ist außerdem „Cosplay“ (コスプレ) sehr **verbreitet**. Das Wort besteht aus „cos(tume)“ und „play“. „Cosplayer“ sind (meist) junge Leute, die **sich** wie Anime- bzw. Manga-**Charaktere kostümieren**.

Ich möchte hier auch kurz das „tachiyomi“ (立ち読み)-Phänomen erklären. Das Wort ist aus zwei Verben **zusammengesetzt, nämlich** stehen (tatsu, 立つ) und lesen (yomu, 読む). Wie bereits erwähnt, gibt es viele verschiedene Manga in Japan. Aber jedes Manga kostet etwa 420 Yen. Deshalb gehen viele (junge) JapanerInnen in **Antiquariate mit Manga-Abteilung** (zum Beispiel „Book Off“) und lesen dort Manga im Stehen.

Zum Schluss will ich noch auf ein soziales **Problem aufmerksam machen**. Manga sind so populär, dass viele Menschen, besonders SchülerInnen und StudentInnen, jeden Montag in den **Minimarkt** (コンビニ) gehen, um dort die neueste **Ausgabe** von „Jump“ zu

Satō, R. (2012). Gebrauchsanweisung „Manga“. *OTB Forum*, 5(1), 24-27.

lesen. Dazu kommt noch, dass viele Menschen „Jump“ kaufen und im Zug lesen. „Jump“ im Minimarkt oder im Zug zu lesen, macht Spaß, ist aber **gleichzeitig ein Problem**. Es ist bekannt, dass sich in japanischen Großstädten morgens die **Fahrgäste** auf den **Bahnsteigen** und in den Zügen drängen. Wenn man in dieser Situation Manga liest, **bereitet** man anderen Fahrgästen möglicherweise **Unannehmlichkeiten**. Das kann sehr **problematisch** sein, weil nicht nur Jugendliche und StudentInnen, sondern auch viele Erwachsene im Zug Manga lesen.

Man kann also zusammenfassen, dass Manga sich zu einem bekannten Teil der japanischen **Gegenwartskultur** entwickelt haben, gleichzeitig aber **indirekt** auch ein **soziales Problem** darstellen.

漫画

多くの日本人は、日本のコミックスが好きであり、これは漫画と呼ばれている。漫画という言葉は、「漫」と「画」という 2 つ漢字からなる。「漫」という字は、「漫然」という言葉の中で用いられ、この言葉はドイツ語では、「ziellos（目的の無い）」や「**unsystematisch**（無計画な）」と訳せる。「画」という字は、ドイツ語の「Bild」を意味している。このことから、「漫画」とは、目的なく画を描くという本義を持つことが分かる。

最初に、漫画の歴史について紹介したい。漫画の起源として、エジプトでは象形文字が、日本では絵巻物が、ヨーロッパではステンドグラスが挙げられる。日本で一番古い漫画とされるのは、平安時代（794-1192）の「鳥獣人物戯画」である。「戯画」という言葉は「戯」と「画」という 2 つの漢字からできており、「戯」は「戯れ」即ちドイツ語の「Spiel」を意味し、「画」は上述のように「Bild」の意味を持つ。もし、「戯画」を直訳するならば、「戯れに描いた絵」という事になる。しかし、「戯画」の本当の意味は、「風刺画」である。17 世紀には、日本特有の多色刷り木版画である「浮世絵」が生まれた。「浮世」とは、江戸時代（1603-1867）の日常生活を

意味し、「絵」は「画」と同様に「Bild」と訳せる。18 世紀初頭には、「戯画」がさらに進歩して、そこから、たくさんの追加の変化を経て、今日の漫画が成立したのである。

日本には数え切れないほどの種類の漫画がある。例えば少年向けに特化した

「少年漫画」や少女向けに特化した「少女漫画」などである。更に、漫画はある種の本として（この場合日本語では「単行本」と呼ばれる）または雑誌として出版される。ここでは少年漫画について簡単に紹介する。最も人気のある漫画週刊誌は、1968 年から発行されている「週刊少年ジャンプ」である。慶應義塾大学の学生の間で最も好まれている漫画は「ワンピース」で、「ジャンプ」シリーズの海賊の物語である。「ワンピース」は主人公の海賊ルフィが、仲間の支援を受けて海賊王を目指す物語である。この目的を達成するために、彼らはかつての海賊王「ゴール・D・ロジャー」が隠した宝物を探す船旅をしている。

今日では、多くの人気の漫画はアニメ化されている。もちろん、「ワンピース」もである。あなた方の想像通り、「アニメ」という言葉の原型は英語の「animation」である。アニメについてもっと知りたければ、アニメフェスティバルに行くといい。あるいは、本冊子における小林貴寿とクリスティアン W. シュパンクの「アニメ」についての取扱説明書を読むと良い。更に、日本では「コスプレ」も普及してきた。「コスプレ」という言葉は英語の「cos(tume)」と

「play」からできている。「コスプレイヤー」とは、（主に）若い人だが、アニメや漫画のキャラクターのように仮装する人達の事である。

ここでは「立ち読み」現象についても簡単に説明したい。この言葉は二つの動詞、すなわち「立つ」と「読む」から構成されている。すでに述べたように、日本にはたくさんのいろいろな漫画がある。しかし、どの漫画も約 420 円する。そのため、多くの（若い）日本人は漫画セク

ションがある古本屋（ブックオフ等）へ行き、立ちながら漫画を読んでいる。

最後にさらに、社会問題への注意を喚起したい。漫画は、たくさんの人、特に生徒や学生が毎週月曜日にコンビニに行き、そこで「ジャンプ」の最新号を立ち読みするほどに、人気である。その上に、「ジャンプ」を買い、それを電車の中で読む人も多い。「ジャンプ」を電車の中やコンビニで読むのは楽しいが、同時に問題でもある。周知のとおり、日本の大都市では朝の駅のホームや電車は乗客であふれかえっている。このような状況で漫画を読めば、場合によっては他の乗客に迷惑をかける。これは大変な問題かもしれない。というのは、若者や学生だけでなくたくさん的大人も漫画を電車内で読んでいるからである。

つまり次のように要約できる。漫画は日本の現代の文化のよく知られた一部分に発展したが、それと同時に間接的に社会問題も引き起こしていると。

Reference Cited

Shūkan Shōnen Jump:

<http://www.shonenjump.com/j/site/> (auf Japanisch)

Informationen zu den Autoren [About the authors]:

Ryōsuke Satō (佐藤 亮介) ist Student an der Keiō-Universität, wo er Politikwissenschaft und Deutsch studiert. Besonders interessiert er sich für Fragen der Kommunalverwaltung und den damit einhergehenden politischen Prozessen. Seit langer Zeit liest er Manga. Sein Lieblings-Manga ist „Slamdunk“.

Co-Autor: Christian W. Spang (siehe Prolog)

Wortschatzliste 単語リスト	
Deutsch	日本語訳
das chinesische Schriftzeichen	中国の文字、ここでは漢字の意
ziellos	目的の無い
unsystematisch	無計画な
der Ursprung	起源
die Hieroglyphe	象形文字
Emaki-mono	絵巻物：絵と、その説明（詞書）を交互に書き添えるもの。奈良（710年—784/94年）～鎌倉時代（1185/92年—1333年）にかけて栄えた。
bemaltes Glas	ステンドグラス
giga	戯画：風刺を交えて描いた滑稽な絵
die Karikatur	風刺画
der Farbholzschnitt (Ukiyoe)	多色刷り木版画（浮世絵：江戸時代の風俗を描いた絵。）
zusätzlich	上に、追加の、余分に
die Veränderung	変化
die Entstehung	生成、成立
unzählig	数え切れない
publizieren	発行する
der Kamerad	仲間
der König	王

der Schatz	宝物、財宝
heutzutage	今日では
die Urform	原型
das Cosplay	コスプレ、仮装
verbreiten	広める、普及させる
der Charakter	キャラクター、ここでは漫画の登場人物
sich kostümieren	仮装をさせる
zusammensetzen	構成する
nämlich	つまり、すなわち
das Antiquariat	古本屋
die [Manga-] Abteilung	区画、セクション
das soziale Problem	社会問題
aufmerksam	注意深い
jemanden auf jemanden/etwas aufmerksam machen	...に...への注意を喚起する
der Minimarkt (Convenience Shop)	コンビニエンスストア（24時間営業の店。食料品から、消費材を扱う）
die Ausgabe	（新聞・雑誌の）号
gleichzeitig	同時の
der Fahrgaste, Fahrgäste	乗客
der Bahnsteig	駅のホーム
Unannehmlichkeiten bereiten	迷惑をかける
die Unannehmlichkeit	不愉快なこと
problematisch	問題のある
die Gegenwartskultur	現代の文化
indirekt	間接的

Gebrauchsanweisung „Anime“

Takahisa Kobayashi (University of Tsukuba) und Christian W. Spang

Was ist ein Anime? Die deutsche Übersetzung ist eigentlich „Zeichentrickfilm“, aber inzwischen ist auch das Wort „Anime“ in Deutschland bekannt. Anime sind heute **Teil** der japanischen **Gegenwartskultur**. Alle japanischen Kinder sehen Anime und werden groß. Ich zum Beispiel habe „Dragon Ball“ (1986-1997) gesehen, als ich ein Kind war. Ich sah außerdem „Kaze no tani no Naushika (Nausicaä aus dem Tal der Winde, 1984)“ sowie „Tenkū no shiro rapyuta“ – auf Deutsch heißt der Film „Das Schloss im Himmel“ (1986). Alle drei erwähnten Anime sind Fantasiegeschichten. In Japan gibt es sehr viele Anime. Daher will ich hier ein wenig über die **Geschichte** der japanischen Anime schreiben.

Ursprünglich waren Anime nicht Teil der japanischen Kultur. Die Technik der Zeichentrickfilme ist aus den USA gekommen. Dort hatte der junge Walt Disney (1901-66) **bereits** 1928 den ersten Anime produziert, der „Steamboat Willie“ hieß und in dem Mickey Mouse **auftrat**. Der Film war der Beginn der Mickey Mouse Filme, die anfangs als „Sound Cartoon“ bezeichnet wurden.

Die Technik der Anime-Herstellung hat sich seitdem drastisch verändert. Anfangs war die Verbindung von Manga und Anime auch bei der Produktion sehr eng, was ja **gewissermaßen** auch der **ursprüngliche** Name „Sound Cartoon“ **widerspiegelt**. Es wurden viele Manga-Bilder gezeichnet und diese dann – wie bei einem **Daumenkino** – in schneller Folge hintereinander gezeigt, so dass beim **Betrachter** durch den sogenannten Wagenrad- bzw. **Stroboskopeffekt** der Eindruck von Bewegung **entstand**. In der zweiten Hälfte der 1970er Jahre wurden in Japan erstmals Computer bei der Anime-Produktion eingesetzt und seit den 1990er Jahren werden Anime in der Regel mit Hilfe von Computern hergestellt.

Kobayashi, T., & Spang, C. W. (2012). Gebrauchsanweisung „Anime“. *OTB Forum*, 5(1), 28-30.

Der erste Anime in Japan war „Astro Boy“, ein Film, der 1963 von Osamu Tezuka (1928-1989) in **Schwarz-Weiß** produziert wurde. In den USA dagegen war **bereits** 1932 „Snow White and the Seven Dwarfs (Schneewittchen und die sieben Zwerge)“ in Farbe gedreht worden. Nur zwei Jahre nach „Astro Boy“ erschien dann „Janguru Taitei (Dschungel Kaiser)“ als erster Farb-Anime in Japan.

Seitdem wurden viele Anime in Japan produziert und es gibt **inzwischen unzählige** Filme, die sehr **beliebt** sind. Zum Beispiel „Gundam“ (1979), das von einem **Roboter** handelt, „SLAM DUNK“ (101 40-minütige Episoden, 1993-96), in dem es um Basketball geht, oder „Meitantei Conan“ (**Detektiv** Conan), eine Geschichte, die seit 1996 (bis heute) in über 650 Folgen von Nippon-TV **gesendet** wurde.

1995 entstand schließlich einer der beliebtesten Anime überhaupt, der viele Leute zu Anime-Fans gemacht hat. Dieser Anime heißt „Neon genesis Evangelion“ und es handelt sich hierbei um eine Serie von 25-minütigen Filmen. Die Geschichte dreht sich um einen Roboter. Er ist aber nicht nur ein Roboter, sondern **gleichzeitig** auch ein Junge. Es war der bei weitem beliebteste Anime 1995 und löste einen Anime-Boom in Japan aus. Als er gesendet wurde, konnte ich es nicht verstehen. Aber als ich sechzehn Jahre alt war, sah ich ihn noch einmal und fand ihn sehr interessant. Wegen dieser Filme begann ich mehr Anime zu sehen.

Auch in Deutschland sind japanische Anime jetzt sehr beliebt. Ein Beispiel hierfür ist „ONE PIECE“, eine **Piraten**-Geschichte, die seit 1999 (bis heute) in ca. 550 Folgen von Fuji-TV produziert wurde. Nachdem „Neon genesis Evangelion“ 2000 erstmals in Deutschland gezeigt worden war, kamen weitere japanische Anime in **synchronisierter Fassung** auf den deutschen Markt, wie z.B. „Prinzessin Mononoke“ (2001) also „Mononokehime“ (1997) auf Japanisch und „Stimme des Herzens“ (2007) bzw. „Mimi wo

sumaseba“ (1995). Diese Anime wurden von Hayao Miyazaki produziert.

Ich hoffe, dass viele Leute Anime interessant finden und anfangen, Anime zu sehen. Am Ende möchte ich eine Anime-Serie **empfehlen**, die „Nisemonogatari“ heißt. Sie wurde von Januar bis März 2012 jeden Samstag um 0 Uhr **gesendet**. Es ist eine Fantasiegeschichte, in der ein junger Mann vielen Leuten hilft, die wegen eines Monsters in **Schwierigkeiten** sind. Es ist sehr interessant. Versuchen Sie einmal, sich eine Folge anzusehen.

アニメ

アニメとは何か。ドイツ語に翻訳すると、本来は「Zeichentrickfilm」（アニメーション）である。けれども、既に「Anime」という言葉もドイツではよく知られるようになっている。アニメは今では日本の現代文化の一部である。日本の子供達は皆がアニメに触れて成長していく。例えば私は、子供の頃『ドラゴンボール』（1986年～1997年）を見ていた。他に『風の谷のナウシカ』（ドイツ語では Nausicaä aus dem Tal der Winde, 1984年）や『天空の城ラピュタ』（ドイツ語では Das Schloss im Himmel, 1986年）も見た。ここに挙げた3つのアニメはすべてファンタジーである。日本には非常に多くのアニメがあるので、ここでは日本のアニメの歴史について少し書きたいと思う。

もともとアニメは日本の文化ではなかった。アニメーションの技術はアメリカから来たものである。アメリカでは既に 1928 年に若かりしウォルト・ディズニー（1901年～1966年）によって『Steamboat Willie（蒸気船ウィリー）』という最初のアニメが作られ、この作品でミッキーマウスが登場した。これが、当初は「音声漫画」と呼ばれていたミッキーマウスの映画の始まりであった。

アニメ制作の技術はそれから劇的に変わった。初めのうちは、アニメと漫画の結びつきは制作においても非常に密接であった。このことは「音声漫画」という当初の名称にも少なからず反映されている。漫画のこまをたくさん描き、これを一パラパラ漫画のように一速く続けて次々と見せることによって、見ている者は、いわゆるワゴンホイール効果またはストロボ効果により絵が動いているように感じる。1970年代後半に初めて日本でアニメ

制作にコンピュータが使われるようになり、そして 1990 年代以降にはコンピュータでアニメを作ることが一般的となった。

日本で最初のアニメ作品は 1963 年の『鉄腕アトム』（„Astro Boy“）である。これは手塚治虫（1928年～1989年）によって白黒で作られたものである。これに対し、アメリカでは 1932 年に既にカラーアニメ映画の『Snow White and the Seven Dwarfs（白雪姫）』が作られていた。『鉄腕アトム』からわずかに 2 年後に『ジャングル大帝』が日本初のカラーアニメとして誕生した。

その後、日本ではたくさんのアニメが作られてきた。これまでに高い人気を博したアニメは無数にある。例えばロボットを扱った『機動戦士ガンダム』（1979年）、バスケットボールが主題の『SLAM DUNK』（一話 40 分で全 101 話、1993 年から 1996 年）、そして『名探偵コナン』、これは 1996 年から日本テレビで 650 話以上放送されている。

1995 年にはこれまでで屈指の人気を持つアニメがついに登場し、これによってたくさんの人がアニメファンになった。アニメの名は『新世紀エヴァンゲリオン』といい、一話 25 分のシリーズであった。物語はあるロボットをテーマとしている。そのロボットはロボットであると同時に少年でもある。これは 1995 年に断然人気のあったアニメであり、日本にアニメブームを作り出した。放映された時、私には内容が理解できなかった。しかし、16 歳になってもう一度見た時には、たいへん面白かった。この作品のおかげで、私はアニメを更によく見るようになった。

ドイツでも日本のアニメは今たいへん人気がある。一つ例を挙げれば、海賊の物語の『ONE PIECE』である。これは 1999 年以来およそ 550 話がフジテレビで作られている。『新世紀エヴァンゲリオン』が 2000 年にドイツで初めて放映されたあと、更に他の日本のアニメがドイツで吹き替えバージョンで市場にでた。例えば、„Prinzessin Mononoke“ (2001 年) すなわち日本語では『もののけ姫(1997 年)』や „Stimme des Herzens“ (2007 年) つまり『耳をすませば(1995 年)』である。この二つのアニメは宮崎駿の作品である。

ここまで私は手短かに日本のアニメの発展について述べた。けれども、とてもたくさんの出来事があり、すべてを書くことはできない。多くの人がアニメは面白いものだと思いき、アニメを見るようになれば嬉しいと思う。

最後に『偽物語』というアニメシリーズをお勧めしたいと思う。2012年1月から3月まで毎週土曜日0時に放映されていた。ファンタジーであり、一人の少年が怪異に悩まされるたくさんの人たちを助けていくという内容である。これはとても面白い。試しに一話でも見て欲しい。

References Cited

Daumenkino [親指映画]. (n.d.). Available at <http://www.youtube.com/watch?v=wYkNPwLSKr0>

Geschichte des Anime. (n.d.). Available at <http://www.blamenet.com/history>

Informationen zu den Autoren [About the authors]:

Takahisa Kobayashi (小林 貴寿) ist Student an der Tsukuba Universität, wo er seit über drei Jahren internationale Ökonomie studiert und Deutsch lernt. Er schreibt hier über Anime, weil er sich sehr für japanische Gegenwartskultur interessiert.

Christian W. Spang (siehe Prolog)

Wortschatzliste 単語リスト

Deutsch	日本語訳
der Teil	一部
die Gegenwartskultur	現在の文化
die Geschichte	物語、歴史
ursprünglich	最初の、元々の
bereits	既に
auftreten, trat ... auf, aufgetreten	登場する
gewissermaßen	いわば、ある意味では
widerspiegeln	映し出す
das Daumenkino	親指映画
der Betrachter	観察者
Stroboskopeffekt	ストロボ効果
entstehen, entstand, entstanden	発生する、生じる
Schwarz-Weiß	白黒の
inzwischen	あれから
unzählig	無数、数え切れない
beliebt	人気のある
der Roboter	ロボット
der Detektiv	探偵
senden, sendete, gesendet	放送する
gleichzeitig	同時に、一斉に
der Boom	ブーム
der Pirat	海賊
synchronisieren	吹き替えをする
die Fassung	バージョン
beschreiben, beschrieb, beschrieben	記述する
empfehlen, empfahl, empfohlen	勧める
in Schwierigkeiten sein	困る

Gebrauchsanweisung „Juku“

Nach der Schule ist vor der Juku. Das Lernen nimmt kein Ende.

Takeru Onizuka

Keiō University

(in Kooperation mit Christian W. Spang)

In Japan können es die meisten jungen Leute nicht vermeiden, ständig zu lernen, besonders bis zur **Oberschulzeit**. Denn auf sie wartet eine entscheidende Prüfung, die auf Japanisch „Juku“ (受験) heißt. Die **Grundbedeutung** der beiden Kanji ist wie folgt: „受“ (ju bzw. ukeru) bedeutet, „sich prüfen lassen“, und „験“ (ken) heißt, „der Erfolg der Übung“. Juku ist der **Eintrittstest** für japanische Universitäten, dessen Ergebnis viele Firmen bei der späteren **Anstellung** der **AbsolventInnen** für den wichtigsten Punkt des jeweiligen **Lebenslaufes** halten. Vor allem deshalb müssen die Jugendlichen vor allen **Dingen** sehr fleißig lernen. Auch die Eltern tun ihr Möglichstes, damit ihre Kinder in Zukunft **aufsteigen** können.

Aber was soll ein Schüler tun, wenn er in der Oberschule z.B. im Mathematik-Unterricht den **Stoff** nicht gut verstanden oder gar den ganzen Tag geschlafen hat? Kommt er dann **bedauerlicherweise** von seinem Weg ab? Machen Sie sich keine Sorgen. Für diesen und ähnliche Fälle existiert eine charakteristisch japanische **Lösung**.

Um solchen Jugendlichen zu helfen, gibt es in Japan ein weit verbreitetes und hoch entwickeltes **Nachhilfeschulen**-System. Diese Schulen heißen auf Japanisch „Juku“, was zwar ähnlich klingt wie „juken“, aber ganz anders geschrieben wird, nämlich mit einem einzigen Kanji: „塾“. **Ursprünglich** waren Jukus eine **Bildungsinstitution**, in der **Gelehrte** in ihrem eigenen Haus unterrichteten. Besonders am Ende der Edo-Zeit, d.h. in der sog. Bakumatsu Ära (幕末時代, 1853 bis 1867) wurden viele Jukus von zeitgenössischen **Wissenschaftlern** etabliert,

in denen sie von **Konfuzianismus** bis Medizin, Strategie (Wehrwissenschaft) oder auch Mathematik lehrten. Dies geschah vor dem Hintergrund, dass Japan damals gegen die heranrückenden **Weltmächte** aus Europa und Amerika **Gegenmaßnahmen ergreifen** musste. Damals stand Japan vor großen Veränderungen des Herrschaftssystems.

Manche dieser alten Jukus entwickelten sich später zu bekannten Schulen oder Universitäten. Daher kommt auch das Kanji „塾“ im Namen einiger japanischer Schulen und Universitäten vor, z.B. der Keiō Gijuku Universität (Tōkyō), der Meitoku Gijuku Mittel-und-Oberschule (Kōchi) und der Tsuda Juku Universität (Tōkyō).

Es gibt heute **unzählige** Jukus überall in diesem Land. Ähnlich wie die normalen Schulen haben viele Jukus verschiedene Klassen, die nach Schuljahr oder Fähigkeit der Lernenden eingeteilt sind. Deshalb kann jede(r) SchülerInn den **passenden** Unterricht besuchen und in **angemessenem** Tempo lernen. Das heißt, dass man eigentlich ohne den Unterricht in der normalen Schule gut auskommen könnte. Was ist dann aber die Bedeutung sowohl der Juku als auch der Schule? In diesem Zusammenhang sollten Sie das Folgende **beachten**.

Woran Sie zuerst denken, sind wahrscheinlich die **Kosten**. Die **Gebühren** können je nach Juku allerdings sehr unterschiedlich sein. Dies hängt **z.T.** von den Lehrern ab, die von Universitätsstudenten bis zu namhaften Experten reichen können. Wenn Sie wollen, dass ihre Kinder von einem sehr bekannten Lehrer unterrichtet werden, müssen Sie natürlich die entsprechenden Kosten tragen. Manchmal ist das System der Gebühren so kompliziert, dass man kaum wirklich beurteilen kann, wie man am effizientesten Stunden nehmen kann. Überlegen Sie sich alles sehr sorgfältig bevor Sie bezahlen. Es ist zu befürchten, dass das

Onizuka, T. (2012). Gebrauchsanweisung „Juku“: Nach der Schule ist vor der Juku. Das Lernen nimmt kein Ende. *OTB Forum*, 5(1), 31-34.

Juku-Personal vorhat, Ihnen **ein X für ein U vorzumachen**.

Zweitens interessieren Sie sich bestimmt für den Erfolg der Jukus. 2011 machte eine der berühmtesten und größten Juku-Ketten damit Werbung, dass 1.198 ihrer Schüler an der Tokyo Universität (Tōdai) und 1.241 an der Kyōto Universität **immatrikuliert** wurden. Diese beiden Institutionen gehören zu den besten Universitäten in Japan. Obwohl die Tōdai nur 3.000 freie Studienplätze hatte, haben über 12.500 KandidatInnen die Eintrittsprüfung geschrieben. Die Kyōto Universität hatte 2.800 **Studienplätze**, doch haben 8.300 Prüflinge das Examen gemacht. Angesichts dieser Zahlen können Sie erahnen, wie groß der Einfluss dieser Juku ist.

Abschließend noch ein paar Worte zur Bedeutung der normalen Schule. Man hört **ab und zu**, dass man solange es Jukus gibt, nicht zur Schule zu gehen braucht. Ich jedoch halte das für falsch. Man kann **sich** zwar in der Juku genug Wissen **aneignen**, aber es gibt in der Schule noch wichtigere Dinge zu lernen, wie z.B. gesellschaftlichen **Umgang** mit anderen. Dies kann man in den Jukus nur bedingt lernen, weil man dort ausschließlich fleißig arbeitet. In der Schule weiß man dagegen, was andere Menschen denken und tun, wie man sich mit ihnen gut **verträgt**, und was „Gesellschaft“ überhaupt bedeutet. Das ist notwendig dafür, dass Menschen in dieser Welt harmonisch zusammen leben. Bei der **Beurteilung des Verhältnisses** von Schule und Juku sollte man dies immer im Gedächtnis **behalten**.

学校の終わりは塾の前。学習に終わりはない

日本では大抵の若者が、特に高校時代までは、絶え間なく勉強することを余儀なくされる。というのも、日本語で「受験」と呼ばれる決定的に重要な試験が彼らを待ち構えているからである。2つの漢字の原義は以下のようなものである。受「じゅ」ないし「うける」は、「試験を受ける」、そして験「けん」は「練習（修行）の効果」という意味である。受験とは日本の大学の入学試験のことであり、後々卒業生の雇用において多くの日本企業がその結果をその時点での経歴の最重要点としてみなすものである。それゆえ、若者達は何

はさておきまじめに勉強しなければならないのである。両親も、子供が将来出世できるように全力を尽くす。

しかし、例えば、高等学校で数学の授業で内容を良く理解できないことがあったとき、もしくは一日中居眠りしてしまった時、生徒はどうすればよいのだろうか？残念ながら、そこで彼は路頭に迷うことになるのだろうか？心配しないで下さい。このような場合に日本に特有の解決策がある。

こうした若者を助けるために、日本には、広く流通し、高度に発達した補習学校システムがある。補習学校は、日本語で「じゅく（塾）」と言い、「じゅけん」と似て聞こえるかもしれないが、全く異なる書き方をされる、つまり「塾」と言うたった一字の漢字で表される。元々は、塾は知識人が自分の家で教えるという教育機関であった。特に、およそ 1853 年から 1867 年までの江戸時代の末期（幕末時代）に当時の学者たちによって数多くの塾が創立され、儒学から医学、兵学、数学まで教えられた。これには、当時日本に押し寄せる欧米列強に対処しなければならなかったという背景がある。その頃、日本では支配形態に大きな変革が起きる寸前だった。

こうした昔の塾のうちのいくつかは、後に学校や大学に発展した。それゆえ「塾」という漢字は多少の学校や大学の名前にも現れる。たとえば、慶應義塾大学（東京）、明德義塾中学校・高等学校（高知）、津田塾大学（東京）だ。

今日、日本の各所には数え切れないほどの塾がある。普通の学校と同様に多くの塾には、生徒の学年や習熟度に応じて分けられたいくつかのクラスがある。それゆえ生徒達はそれぞれ自分に適切な授業を受け、適当なスピードで勉強できる。つまり、普通の学校の授業なしでもうまくやっていけるということだ。では、塾も学校もその意義は何だろうか。そのことに関連して、以下のことを顧慮すべきだろう。

あなたがまず考えるのは、おそらく費用についてだろう。授業料はたしかに塾によって大きく違っている。部分的には教師によって異なる。教師は、大学生から有名なエキスパートまで幅広く存在する。もしあなたが、自分の子供に非常に有名な先生の授業を受けさせたいと思ったら、もちろんそれなりの出費をしなければならない。ときには料金体系が複雑すぎて、どうすれば最も効率的に授業を取れるかの評価を適切に下せないこともある。

支払いの前には全てを入念に思い返してほしい。従業員が、あなたをペテンに掛けようとしている恐れがあるのだ。

次に、非常に気になるのは塾に通うことによって得られる成果だろう。2011年、最も有名で最大手の塾チェーンの一つが宣伝したところによると、その塾から1,198人の生徒が東京大学に、1,241人が京都大学に入学したとのことだ。両大学は、いずれも日本の最難関校の一つだ。東京大学は定員3,000人しか募集しかなかったにもかかわらず、12,500を超える人が入試を受けた。京都大学の定員は2,800人だったが、8,300人が試験を受けた。これらの数字から、この塾の影響力がいかに大きいかお分かりいただけるだろう。

最後に、普通の学校の意義についてもう一言二言。塾があるかぎり、学校は行く必要がないといったことを時折耳にする。しかし、私はそうは思わない。たしかに知識は塾でも十分に学べるが、学校では、例えば社会における付き合いのように、更にもっと大切なことを学ぶことができる。こうしたことは、塾

ではせつせと勉強しかしていないためにある程度しか学べない。学校では、いかに他の人達が考え行動しているか、どうやって彼らと仲良くしていくか、そして、「社会」がそもそもどんな意味を持つのかを知る。これは、人々がこの世界で共に仲睦まじく生きていく上で必要不可欠である。学校と塾の関わり合いを判断する際には、そのことを常に覚えておいた方がよい。

Informationen zu den Autoren [About the authors]:

Takeru Onizuka (鬼塚 健) studiert an der Keiō-Universität Jura. Er war bisher zweimal in Deutschland. Bei seinem ersten Deutschland-aufenthalt verbesserte er seine Sprachkenntnisse, bei seinem zweiten Aufenthalt recherchierte er zum System der Fremdsprachen-Ausbildung in Thüringen.

Co-Autor: Christian W. Spang (siehe Prolog)

Wortschatzliste 単語リスト	
Deutsch	日本語訳
die Oberschulzeit	高校時代
die Grundbedeutung	(単語の) 原義
der Eintrittstest	入試
die Anstellung	雇用
der (die) Absolvent(in)	卒業生 ; 卒業予定者
der Lebenslauf	経歴、履歴
vor allen Dingen	何はさておき
aufsteigen, stieg ... auf, aufgestiegen	昇進する、出世する
der Stoff	授業内容、教材
bedauerlicherweise	残念ながら、あいにくなことに、気の毒に
die Lösung	解決、解答、打開策
die Nachhilfeschule	(補習) 塾
ursprünglich	元々、最初は、本来は
die Bildungsinstitution	(高等) 教育機関

der/die Gelehrte	学者、識者 《形容詞変化》
der Wissenschaftler	学者、研究者 (男性)
der Konfuzianismus	儒学
die Weltmacht	列強
Gegenmaßnahmen ergreifen	措置を講じる、対処する
unzählig	数えきれないほど多くの、無数の
passend	ぴったりの、適切な
angemessen	ふさわしい、適当（適切）な
beachten	注意を払う、顧慮する
die Kosten (plural)	費用、出費
die Gebühr	授業料
z.T. (zum Teil)	一部は、部分的に
jemandem ein X für ein U vormachen	ぬけぬけと人をだます（ペテンに掛けようとしている）
immatrikulieren	（大学の事務局が）（人の）学籍登録をする、入学（聴講）を許可する
der Studienplatz	（大学での）学生定員の枠内で認められる在籍権
ab und zu	時々、時折
sich etwas aneignen = lernen	（何[知識等]を）身につける、学ぶ、勉強する
der Umgang	交際、付き合い
sich mit jemandem vertragen	仲良くする、（人と）うまく折り合う
die Beurteilung	判断、判定
das Verhältnis	関わり合い、関係
etwas im Gedächtnis behalten	何を覚えている（おく）

Gebrauchsanweisung „Baseball-Kultur“

Atsushi Sasai

Keiō University

(In Kooperation mit Christian W. Spang)

Baseball in Japan

Baseball kam in der Meiji-Zeit (1868-1912) nach Japan. Anschließend **etablierte es sich** sehr schnell und ist heute **unbestritten** ein japanischer Volkssport. Bei den Japanern ist Baseball sehr beliebt. Man spricht auf Japanisch von „yakyū (野球)“. Das Kanji „野“ (ya) bedeutet „Feld“ und „球“ (kyū) bedeutet „Ball“.

Es gibt in Japan zwei professionelle Baseball-Ligen, die sog. Pacific League und die Central League. **Zu jeder Liga gehören** jeweils sechs **Mannschaften**.

Bis 1949 gab es in Japan nur eine Liga mit acht Mannschaften. Weil aber das japanische Baseball nach dem Zweiten Weltkrieg stark von der amerikanischen Major League Baseball (MLB) beeinflusst wurde, hat der japanische Baseball-**Verband** (Nippon

Professional Baseball, NPB) im Jahr 1950 nach dem Vorbild der MLB das zwei-Ligen-System etabliert. Dies führte zu **tiefgreifenden** Veränderungen: Einige Mannschaften **zogen sich** aus dem NPB-Verband **zurück**, andere Teams kamen neu hinzu und einige **vereinigten sich**. Seit 2005 besteht das **gegenwärtige** zwei-Ligen-System mit zwölf Mannschaften.

Jedes dieser Teams **trägt** innerhalb einer Saison 140 Spiele **aus**. Wenn diese Zahl Sie überrascht, sollten Sie sich einmal die Anzahl der Spiele in der MLB ansehen. Die amerikanischen Mannschaften machen zur gleichen Zeit sogar 162 Spiele. Während der Saison haben die Spieler normalerweise lediglich einen **Ruhetag** pro Woche. Manchmal müssen sie an neun Tagen hintereinander spielen. Das ist einer der größten Unterschiede zwischen professionellem Baseball und Fußball.

Die zwölf Mannschaften haben jeweils ihr eigenes Stadion. Von kleinen Kindern bis zu

Sasai, A. (2012). Gebrauchsanweisung „Baseball-Kultur“. *OTB Forum*, 5(1), 35-39.

Central League (Ort)	セントラル・リーグ (本拠地)
Chunichi Dragons (Nagoya)	中日ドラゴンズ (名古屋)
Hanshin Tigers (Ōsaka/Hyōgo)	阪神タイガース (大阪/兵庫)
Yomiuri Giants (Tōkyō)	読売ジャイアンツ (東京)
Tōkyō Yakult Swallows (Tōkyō)	東京ヤクルトスワローズ (東京)
Hiroshima Toyo Carp (Hiroshima)	広島東洋カープ (広島)
Yokohama DeNA BayStars (Yokohama)	横浜DeNAベイスターズ (横浜)

Pacific League (Ort)	パシフィック・リーグ (本拠地)
Fukuoka SoftBank Hawks (Fukuoka)	福岡ソフトバンクホークス (福岡)
Saitama Seibu Lions (Saitama)	埼玉西武ライオンズ (埼玉)
Chiba Lotte Marines (Chiba)	千葉ロッテマリーンズ (千葉)
Hokkaidō Nippon-Ham Fighters (Sapporo)	北海道日本ハムファイターズ (札幌)
Orix Buffaloes (Ōsaka/Kobe)	オリックスバファローズ (大阪/神戸)
Tōhoku Rakuten Golden Eagles (Sendai)	東北楽天ゴールデンイーグルス (仙台)

betagten Rentnern kommen Japaner jeden Alters ins Stadion und **verbringen** dort eine gute Zeit. Kinder träumen davon, dass sie in Zukunft im Stadion als Baseballprofi spielen werden. Viele **Erwachsene wiederum unterstützen** ihre Lieblingsmannschaft enthusiastisch. Häufig tun sie dies mit einem Bier in der Hand. Das heißt, dass japanische Fans oft beim Baseballspiel-Sehen Bier trinken, genau wie viele deutsche Fans beim Fußballspiel-Sehen.

Wie bereits **erwähnt**, ist Baseball in Japan sehr tief verwurzelt. Aber auch international ist Japan eine Baseball-Macht: Bei der inoffiziellen Baseball-Weltmeisterschaft, der World Baseball Classic (WBC) hat Japan bisher zweimal gewonnen, nämlich 2006 und 2009.

Baseball live erleben

Wenn Sie ins Stadion gehen, sollten Sie **auf** einige Dinge **achten**. Erstens auf die Getränke. Auch im Stadion kann man sie natürlich kaufen, aber es ist dort in der Regel sehr teuer. Es kann passieren, dass die Getränke im Stadion ungefähr doppelt so viel kosten wie in normalen Läden. Sie können zwar die Getränke selbst mitbringen, aber **unter Umständen** müssen Sie am **Eingang** die eigenen Getränke aus Sicherheitsgründen in andere **Gefäße umfüllen**, die das Stadion hierfür **bereithält**. Das ist sehr **lästig**. Einmal habe ich einen Mann gesehen, der seine etwa zehn Dosenbier umgefüllt hat. Es ist daher besser, vorher **herauszufinden**, was man mitnehmen darf.

Zweitens ist es wichtig, den **passenden** Platz zu wählen. Es gibt im Stadion „infield“- und „outfield“-Plätze. Die Eintrittskarten der frei wählbaren „outfield“-Plätze sind normalerweise am billigsten. Man kann sie für etwa 2000 Yen kaufen. Aber in diesem Teil des Stadions sind die aktiven **Fangruppen** bzw. Fanclubs, weswegen es dort ziemlich laut sein kann. Wenn Sie aber ihr Team aktiv unterstützen wollen, sind diese Plätze am besten.

Noch einen Tipp! Wenn Sie in diesem Teil des Stadions sind, können Sie vielleicht einen „Homerun-Ball“ fangen. Das ist der potentielle **Höhepunkt** eines jeden Stadionbesuchs!

Amateur-Baseball

Außer den professionellen Baseball-Ligen gibt es Baseballspiele sowohl zwischen Oberschulen als auch zwischen Universitäten und Hochschulen. Diese Spiele sind zwar kleiner als diejenigen im Bereich des professionellen Baseballs, aber sie sind ebenfalls sehr beliebt. Da die Eintrittskarten billiger sind, können Sie jederzeit ohne großen finanziellen **Aufwand** ins Stadion gehen und Baseball live genießen.

In Tokyo gibt es einige Universitäts-Ligen. Am berühmtesten ist „Tōkyō-Roku-Daigaku-Yakyū (東京六大学野球)“. „Roku daigaku (六大学)“ bedeutet „sechs Universitäten“. In der Tat gehören dazu insgesamt sechs Mannschaften, nämlich die Teams der **alteingesessenen** Hōsei-, Keiō-, Meiji-, Rikkyō-, Tōkyō- und Waseda-Universität.

Die entsprechenden Begegnungen finden in der Regel im Frühling und im Herbst statt. Vor allem die Spiele zwischen der Keiō- und der Waseda-Universität sind traditionell sehr beliebt. Man schreibt „Waseda“ auf Japanisch „早稲田“. Das erste Kanji „早“ kann man auch „sō“ **aussprechen**. Deswegen nennt man diese Spiele **auf der Seite** der Keiō-Universität „Keisōsen (慶早戦)“ und auf der Seite der Waseda-Universität „Sōkeisen (早慶戦)“, wobei „sen (戦)“ hier **Wettkampf** bedeutet.

Wenn Sie nach Japan kommen, warum gehen Sie nicht Mal ins Baseballstadion? Am besten nehmen Sie einen japanischen Bekannten mit, der ihnen während des Spiels alles genau erklären kann. Viel Spaß dabei!

日本の野球

野球は明治時代（1868年～1912年）に日本にやって来た。その後、野球は日本に定着し、現在では誰もが認める日本の国民的スポーツとなっている。日本人の間では、野球がとても愛されている。（略）日本には、パシフィック・リーグとセントラル・リーグの2つのプロ野球リーグが存在する。それぞれのリーグには6つのチームが所属している。

1949年までは8チームの1リーグ制だった。しかし、第2次世界大戦後、日本の野球はアメリカのメジャーリーグ（MLB）の影響を強く受けたために、日本野球機構（NPB）

は 1950 年に MLB にならい、2 リーグ制を導入した。その結果、根本的な変化が起きた。いくつかのチームは撤退し、また、いくつかのチームが新規参入し、そしていくつかのチームは合併した。2005 年から、現在の 12 チーム 2 リーグ制が存続している。

各々のチームはシーズンに 140 試合戦わなければならない。この数字に驚かれたのであれば、アメリカの MLB の試合数を一度見てみてください。アメリカのチームは同じ時に 162 試合戦わなければならない。シーズン中、選手は大抵週に 1 度だけ休日があるだけである。時には、9 日連続で試合を行わなければならない。これがプロ野球とプロサッカーの大きな違いの一つである。

12 チームはそれぞれホームスタジアムを持っている。小さい子供から老齢の退職者まで各世代の人々がスタジアムに来て、よき時間を過ごす。子供達は、将来スタジアムでプロ野球選手としてプレーすることを夢見、大人は他方で、自分の好きなチームを熱い気持ちで応援する。しばしば大人達はビールを手にしながら応援する。つまり、ドイツ人がビールを飲みながらサッカーの試合を見るように、日本人もビールを飲みながら野球を見るのである。

すでに言及したように、野球は日本において非常に深く根付いており、世界的にも野球大国である。野球の世界大会 WBC で日本はこれまで、2006 年と 2009 年の二回優勝した。

野球試合観戦体験

スタジアムに行く際は、いくつかのことに注意した方が良いでしょう。まず、飲み物について。スタジアム内でももちろん飲み物は買えるが、大体値段が高くなる。スタジアム内の飲み物が普通の店で買うより 2 倍ほど高いということも起こりうるだろう。飲み物を自分で持っていくこともできるが、場合によっては入場の際に、安全面の理由で、自分の飲み物をスタジアム側が用意した容器に移さなければならない。これはとても面倒なことである。私は一度、10 缶ほどの缶ビールを移し替えていた人を見たことがある。事前に、持ち込み可能なものを確認しておく方がよいだろう。

次に、適切な席を選ぶことが重要である。スタジアムには「内野席」と「外野席」がある。外野自由席の入場料が通常最も安く、大体 2000 円で購入できる。しかし、この席のエリアには活発なファン集団、つまりは応援

団もあり、それゆえ、かなり騒々しい可能性もある。それでも、好きなチームを陽気に応援したいのであれば、この席が一番良いだろう。

もう一つアドバイスを！このエリアにいると、ひょっとしたら「ホームランボール」をキャッチできるかもしれない。これは試合観戦の極みでもある！

アマチュア野球

プロ野球以外にも、高校野球や大学野球がある。これらの試合は確かに、プロ野球の試合に比べると規模は小さいが、プロ野球同様にとっても愛されている。また、入場料金もプロ野球に比べ安いので、いつでも、高い費用なしでスタジアムに行き野球を楽しむことができる。

東京には、いくつかの大学野球のリーグがある。もっとも有名なのは東京六大学野球である。「六大学」というのは「6 つの大学」という意味で、実際、古くから 6 つ大学（慶應・東京・法政・明治・立教・早稲田大学）が所属している。

東京六大学の試合は原則、春と秋に開催される。特に、慶應大学と早稲田大学間の試合は伝統的に人気がある。

一つ目の漢字「早」は「そう」とも発音し、そのため、その試合のことを慶應側からは「慶早戦（けいそうせん）」、早稲田側からは「早慶戦（そうけいせん）」と呼ばれる。ここでの「戦」は試合を意味する。

日本に来たら、是非、スタジアムに行ってみてほしい。試合中事細かにすべてを説明してくれる日本人の知り合いと一緒に行くのが一番良いだろう。では楽しんで！

References Cited

Nippon Professional Baseball (NPB):

<http://www.npb.or.jp/eng/> (auf Englisch)

Major League Baseball (MLB):

<http://mlb.mlb.com/index.jsp> (auf Englisch)

Tōkyō-Rokudaigaku-Yakyū:

<http://www.big6.gr.jp/> (auf Japanisch)

World Baseball Classic:

<http://web.worldbaseballclassic.com/index.jsp> (Darstellung zum japanischen WBC-Sieg 2009, auf Englisch)

Informationen zu den Autoren [About the authors]:

Sasai Atsushi (笹井篤) ist Student an der Keiō-Universität, wo er Politikwissenschaft und

Deutsch studiert. Besonders interessiert er sich für Fragen der Sicherheitspolitik. Er mag Baseball und unterstützt Hokkaidō Nippon-Ham Fighters.

Co-Autor: Christian W. Spang (siehe Prolog)

Wortschatzliste 単語リスト

Deutsch	日本語訳
(sich) etablieren	定着する
unbestritten	反論の余地のない・誰もが認める
zu etwas gehören	～に所属する
die Mannschaft	チーム
der Verband	連盟・連合
tiefgreifend	根本的な・徹底的な
sich zurückziehen	撤退する
sich vereinigen	合併する
gegenwärtig	現在の
austragen	試合を戦う、(競技などを) 行う
lediglich	ただ・単に
der Ruhetag	休日
betagt	年老いた・高齢の
verbringen	(時を) 過ごす
von etwas träumen	～を夢見る
der/die Erwachsene	大人 (男・女)
wiederum	他方で・それに対して
jemanden/etwas unterstützen	～を応援する
etwas erwähnen	～に言及する
auf etwas achten	～に注意する、～に注意を払う
unter Umständen	場合によっては
der Eingang	入口・入場
das Gefäß	容器
etwas umfüllen	～を別の容器に移し替える
etwas bereithalten	用意する、準備する
lästig	面倒な
etwas herausfinden	～を見つけ出す・突き止める

die Fangruppe	応援団
passend	適切な
der Höhepunkt	頂点・極み
der Aufwand	消費・出費
alteingesesen	古くからの
etwas aussprechen	～を発音する
auf der Seite	～の側では
der Wettkampf	試合・競技

Gebrauchsanweisung: „Japanisches Essen (Washoku)“

Zhe Liu

University of Tsukuba

(In Kooperation mit Christian W. Spang)

Ich möchte hier die traditionelle japanische Küche vorstellen, die auf Japanisch „washoku (和食)“ heißt. Heute **nehmen** die Japaner **häufig** westliche Speisen, inklusive Brot, Curry, Hamburger, Pizza oder Spaghetti usw. **zu sich**. Aber die Japaner essen seit langer Zeit „washoku“, das **sich** in dem besonderen Klima Japans **entwickelt** hat. Washoku **umfasst** eine **Vielzahl** von Speisen und Getränken, z.B. **Buchweizennudeln**, Miso-Suppe, Reis, Sashimi und Sushi sowie Reiswein (sake), etc.

Japaner essen washoku nicht mit Messer und Gabel, sondern mit **Stäbchen**. Diese Tradition kommt aus China, wahrscheinlich weil Stäbchen viel praktischer sind für Menschen, die häufig Reis essen. Der gekochte Reis ist das wichtigste Element der japanischen Esskultur. Japaner essen fast zu jeder **Mahlzeit** Reis genau wie viele Europäer **mehrmals täglich Brot zu sich nehmen**. Japaner essen Reis in **Reisschalen**, die ähnlich wie Teetassen **aussehen**, nur ohne Griff. Wenn man Suppen oder andere Speisen isst, die viel **Flüssigkeit** enthalten wie z.B. Nudelsuppen oder auch manche Tofu-Gerichte, benutzen Japaner aber auch eine **ursprünglich** aus China stammende Art von Löffel, den sog. „rengé (蓮華)“.

Wenn man in Japan mit Familie oder mit Freunden isst, sollte man „itadakimasu! (いただきます)“ sagen bevor man mit dem Essen anfängt. **Anschließend** sagt man „gochisō sama deshita! (御馳走様でした)“, was „Es hat sehr gut geschmeckt!“ oder „Vielen Dank für das Essen bzw. die Einladung!“ meint. Aber das ist nur eine **Redensart**, wie die Deutschen vor dem Essen „Guten Appetit!“ sagen.

Weiterhin möchte ich einige sehr bekannte und typisch japanische Speisen vorstellen: Sashimi, Soba und Tempura.

Sashimi ist ein beliebtes japanisches Gericht aus rohem Fisch und **Meeresfrüchten**. Anders als bei Sushi, wird Sashimi nicht auf gekochtem Reis **serviert**. Die ideale Dicke von Sashimi ist 3-4mm. Deshalb ist das Schneiden sehr wichtig. Sashimi wird roh gegessen und **geschmückt** mit **Blüten** und **Blättern** serviert. Die Frische des Fisches ist für Sashimi sehr wichtig, weshalb der frische Fisch während des Transports gekühlt wird. Sashimi wird von vielen verschiedenen Arten von Meeresfischen **zubereitet**, die von der jeweiligen Jahreszeit **abhängen**. Am beliebtesten sind **Thunfisch, Aal, Riesengarnele, Kalmar**, usw. Normalerweise isst man Sashimi mit **Sojasoße**, in die man Wasabi gibt, der zwar grün ist, aber ähnlich wie der deutsche Meerrettich schmeckt.

Tempura ist eine bekannte **frittierte** Speise in der japanischen Küche. Um Tempura zuzubereiten, werden normalerweise **diverse** Gemüsearten, Fische oder **Muscheln** im **Teigmantel** in heißem Öl **ausgebacken**. Aber auch Garnelen schmecken sehr gut als Tempura. In der **grundsätzlich** relativ **fettarmen** japanischen Küche, **fällt** Tempura als besonders fett **auf**. Tempura wird normalerweise mit **Beilagen** gegessen, zum Beispiel mit gekochtem Reis oder Nudeln, aber manchmal wird es auch ausschließlich allein mit Sojasoße **angeboten**.

Soba bedeutet „Buchweizen“ auf Deutsch. Soba sind dünne graue Nudeln aus Buchweizen. Soba können in heißer Suppe oder (vor allem im Sommer) kalt gegessen werden. Die Länge der Nudeln ist ein Symbol für langes Leben. Daher essen **traditionsbewusste** Japaner Soba, wenn sie den **Silvesterabend** feiern. Aus dem gleichen Grund essen Chinesen am Geburtstag Nudeln. Andere bekannte japanische Nudelarten sind Ramen, Somen und Udon.

Japanischer grüner Tee (o-cha, 御茶) und japanischer Reiswein (Nihon-shū, 日本酒), meist „o-sake (御酒)“ genannt, sind die wichtigsten traditionellen Getränke in Japan.

Zhe, L. (2012). Gebrauchsanweisung „Japanisches Essen (Washoku)“. *OTB Forum*, 5(1), 40-42.

und werden beim washoku oft und gern getrunken.

Heute wird washoku nicht nur in Japan, sondern in der ganzen Welt gegessen. Washoku ist sehr **köstlich**, gesund und **bietet eine reichhaltige Ernährung**, was wahrscheinlich z.T. erklärt, warum Japaner besonders lange leben. Essen wir also alle washoku!

日本料理

我想在这里介绍传统的日本料理，在日语里也叫“和食”。今天，日本人经常吃西餐，包括面包，咖喱，汉堡，披萨，或意大利面等。但是，日本人从很久之前就开始吃在日本独特风土下发展至今的和食。和食包括大量菜肴和饮品，比如荞麦面，味噌汤，米饭，生鱼片，寿司和日本酒。

日本人就餐时不用刀叉，而使用筷子。这个传统出自中国，大概是因为筷子对经常吃米饭的人来说更实用。做熟的稻米在日本的饮食文化中是最重要的元素。日本人几乎每餐都吃米饭，就像很多欧洲人一天中可以多次吃面包一样。日本人用碗吃米饭，碗看起来和茶杯相似，只是没有把手。当喝汤或吃其他带汤菜系如面条，或者在吃豆腐时，日本人也使用一种最初源自中国的汤匙，日语中所谓的“莲华”。

当和家人或朋友聚餐时，日本人在开始吃饭前说“いただきます！”（意思是他要自便开始吃了）。餐后说“ごちそうさまでした！”意思是饭菜很好吃或者谢谢你的款待。但这只是个习语而已，就像德国人在饭前说“祝你好胃口”一样。

接下来我想介绍几个很有名而且典型的日本料理：生鱼片，荞麦面和天妇罗。

生鱼片是用生鱼和海鲜做出的一种受人欢迎的日本料理。和寿司不同，生鱼片不需要摆在做熟的米饭上。生鱼片最理想的厚度是 3mm-

4mm，所以切生鱼片的过程是非常重要的。生鱼片需要生着吃，摆盘用花和叶装饰。鱼的新鲜程度很重要，这就是为什么新鲜的鱼需要在运送过程中冷藏。随着季节的更替，生鱼片要用不同的海鱼来准备。最常见的生鱼片材料有金枪鱼，鳗鱼，虾，乌贼等。通常人们吃生鱼片和酱油一起吃，在酱油中放些芥末。芥末是绿色的，但它和德国的山萵菜味道很像。

天妇罗在日本料理中是一种很有名的油炸食品。要准备天妇罗，可以把各种蔬菜、鱼或贝类裹上面粉用高温油炸。用虾做的天妇罗也非常好吃。在基本上相对低脂的日本料理中，天妇罗作为高脂肪菜品显得非常特别。天妇罗通常与配菜一起吃，如米饭、面条，但有时也适合单独蘸酱油吃。

荞麦在德语中是荞麦的意思。荞麦面是细灰色的用荞麦做的面条。荞麦面可以在热汤里吃，也可以（在夏天时）冷着吃。面条细长的形状是长寿的象征。因此，有传统意识的日本人在庆祝除夕夜时吃荞麦面。出于同样的原因，中国人过生日时吃长寿面。其他有名的日本面条种类还有拉面，挂面和乌冬面。

日本茶和多被叫做“o-sake”的日本酒在日本是最重要的饮品。人们在吃和食的时候经常喜欢喝这两种饮品。

今天的和食不仅在日本，还在全世界都很受欢迎。和食美味，健康，还含有丰富营养，这也许正说明了日本人比较长寿的原因。让我们都吃和食吧！

Informationen zu den Autoren [About the authors]:

Zhe Liu (刘喆) kommt aus Shenyang (Mukden) in Nordostchina und studiert Systemtechnik an der Tsukuba Universität. Dort lernt sie seit etwa drei Jahren Deutsch. Im Sommer 2011 hat sie an einem Deutsch-Intensivkurs der Universität Bayreuth teilgenommen.

Co-Autor: Christian W. Spang (siehe Prolog)

Die Wortschatzliste • 单词表

Deutsch	中文
zu sich nehmen	吃
häufig	频繁的
sich entwickeln	发展，形成
umfassen	包括
die Vielzahl	大量
der Buchweizen	荞麦
das Stäbchen	筷子

die Mahlzeit	一餐
täglich	每天
mehrmals	多次
die Reisschale	饭碗
aussehen, sah ... aus, ausgesehen	看起来像
die Flüssigkeit	液体
ursprünglich	最初, 原本
anschließend	随后, 之后
die Redensart	习语
weiterhin	此外, 今后
die Meeresfrucht	海鲜
servieren	提供
schmücken, schmückte, geschmückt	装饰
die Blüte	树的花
das Blatt	叶子
zubereiten	准备 (食物)
abhängen, hing... ab, abgehangen	根据...随着...
der Thunfisch	金枪鱼
der Aal	鳗鱼
die Riesengarnele	虾
der Kalmar	乌贼
die Sojasoße	酱油
frittieren, frittierte, frittiert	油炸的
divers	多种的
die Muschel	贝类
der Teigmantel	(油炸时外面裹的) 面糊
ausbacken	油炸
grundsätzlich	原则的, 基本的
fettarm	低脂肪的
auf fallen, fiel ... auf, aufgefallen	显眼, 突出
die Beilage	配菜
an bieten, bot ... an, angeboten	适合于, 出现
traditionsbewußt	有传统意识的
der Silvesterabend	除夕夜
köstlich	美味的
bieten, bot, geboten	提供
reichhaltig	丰富的
die Ernährung	营养

Gebrauchsanweisung: „Das Sumidagawa-Feuerwerk“

Mariko Hori

Keiō University

(in Kooperation mit Christian W. Spang)

Der Hochsommer ist in Japan die „Hanabi (花火)“-Saison. **Wörtlich übersetzt** bedeutet der Ausdruck „Blumen aus Feuer“. Überall im Land finden zwischen Ende Juli und Ende August etwa 200 Feuerwerkfestivals statt. Das gemeinsame **Betrachten** von „Feuerblumen“ ist sowohl für Kinder als auch für Erwachsene ein wichtiges Ereignis. Man bringt Essen und Trinken mit und erfreut sich an einer Art **nächtlichem** Picknick.

Für Frauen sind diese Festivals auch eine der seltenen Gelegenheiten, die japanischen Sommerkimonos „Yukata (浴衣)“ zu tragen. Die Yukata (wörtlich: „Badekleidung“) sind eine simpler und unkomplizierter zu tragende Variante der traditionellen japanischen Kleidung (Kimono, 着物). Yukatas sind nicht nur einfacher zu **binden** (d.h. anzuziehen), sondern auch wesentlich **preisgünstiger**. Man sieht aber **gelegentlich** bei den Festivals auch Männer im Yukata. Die Form ist sehr ähnlich, aber bei der **Farbgestaltung** unterscheiden sich die Yukata für Männer von denen für Frauen.

Das berühmteste Feuerwerkfestival ist ohne Zweifel das „Sumidagawa Hanabitaikai (隅田川花火大会)“. Es wird jährlich am letzten Samstag im Juli **veranstaltet**. Über 20.000 **Raketen** werden benutzt, um eine Million Zuschauer am Ufer des Sumida-Flusses in Tokyo zu unterhalten. Falls Sie beim Besuch der berühmten Shibuya-Kreuzung **Schwindelgefühle** bekommen, wäre es wohl vernünftiger, das Feuerwerk ruhig am **heimischen** Fernseher zu verfolgen. Die Straßen in der Nähe des Sumida-Flusses sind beim Sumidagawa-Feuerwerk nämlich immer völlig **überfüllt**.

Sind Sie bereit, sich durch die **Massen** zu kämpfen und eine unvergessliche Nacht zu erleben? Dann möchte ich Ihnen einige Tipps

geben, damit Sie das Sumidagawa-Feuerwerk ohne **Reue** genießen können.

1. Gehen Sie kurz vorher auf die Toilette. Es sind zwar rund 200 **zusätzliche Toilettenanlagen** **vorbereitet** aber man kann lange **Warteschlangen** nicht **vermeiden**. Zudem sind alle Toiletten dort im traditionellen japanischen Stil. Wenn Sie nicht wissen, wie man auf einer „Washiki (和式)-Toilette“ im Notfall **„sein Geschäft verrichtet“**, fragen Sie Ihre japanischen Bekannten besser **im Voraus!**

2. Bringen Sie einige **Müllbeutel** und **Papiertaschentücher** mit. **Abfälle** dürfen nicht auf der Straßen **entsorgt** werden.

3. Wenn Sie einem guten Platz finden möchten, müssen Sie sich spätestens 3 oder 4 Stunden vor dem Beginn des Festivals treffen. Das **eigentliche** Feuerwerk wird an zwei Stellen **abgefeuert**. Sie können auf dieser japanischen Internet-Seite die beste Plätze herausuchen:
<http://www.pia.co.jp/feature/hanabi/view/sumidagawa.html>. Es gibt auch **gebührenpflichtige** Plätze, für die bis zu 6000 Yen gezahlt werden.

4. Falls Ihre Partnerin (oder Ihr Partner) einen Yukata trägt, ist es wichtig darauf zu achten, langsam zu gehen. Mit den traditionellen „geta (下駄)“, also den japanischen **Holzsandalen**, kann man nicht so gut laufen. Es kann auch passieren, dass das „Hanao (鼻緒)“, d.h. die **Schlaufe** der **Holzsandale**, plötzlich kaputt geht. Wenn Sie bei einer solchen Gelegenheit die **Art und Weise** kennen, wie man das „Hanao“ mit einem **Taschentuch** und einer 5-Yen oder einer 50-Yen Münze reparieren kann, würden Sie Ihre Partnerin (oder Ihren

Hori, M. (2012). Gebrauchsanweisung Japan: Das Sumidagawa-Feuerwerk. *OTB Forum*, 5(1), 43-46.

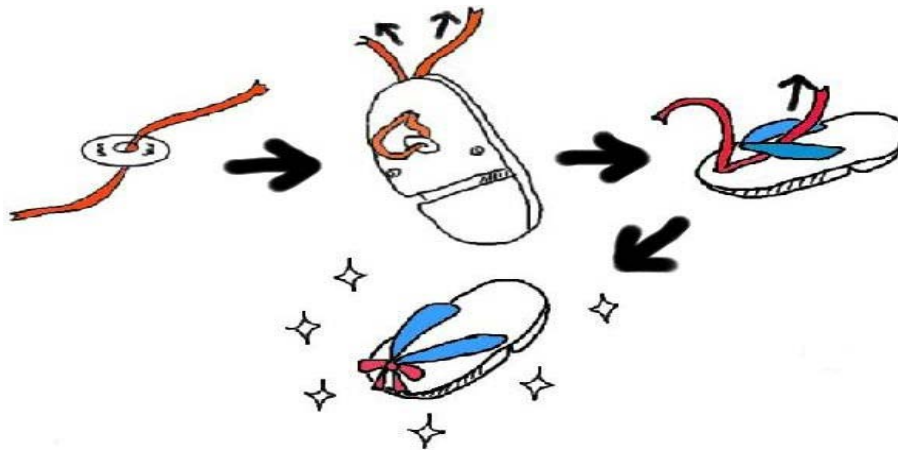


Figure 1. How to tie the strap on a geta.

Partner) sicher stark beeindrucken!

Reißen Sie erst einen Streifen von Ihrem Tuch. Er sollte etwa 4cm breit sein. **Fädeln** Sie dann dieses eben gemachte Band durch das Loch der Münze. Auf der Rückseite der Sandale muss es ein Loch geben. Fädeln Sie die beiden **Schnur-Enden** durch dieses Loch und binden Sie die Band-Enden mit dem gerissenen Sandalenband zusammen. Durch diese **Notreparatur** wird Ihre Partnerin (oder Ihr Partner) wieder normal laufen können!

5. Das Schwierigste kommt allerdings erst nachdem die letzte Rakete abgefeuert ist: die **Heimfahrt**. Die beste Lösung wäre ein Hotelzimmer in der Nachbarschaft zu reservieren. Wenn dies nicht möglich ist, gibt es nur zwei Möglichkeiten: Entweder sie machen einen längeren Umweg oder sie bewegen sich achtsam inmitten der Massen. In diesem Fall empfehle ich Ihnen wenigstens die Rückfahrkarte im Voraus zu kaufen.

Übrigens werden Sie sehr schnell bemerken, dass viele Japaner bei Feuerwerken oft zwei bestimmte Ausdrücke in den **Nachthimmel** rufen: „Tamaya“ und „Kagiya“. Dabei handelt es sich um die Namen der beiden wichtigsten japanischen **Feuerwerksfirmen**, welche mit den Ausrufen für ihre Kunst **geehrt** werden sollen. Die Hanabi-Spezialisten arbeiten auch heute weiterhin kontinuierlich an Verbesserungen

und neuen **Farbkombinationen** sowie Formen.

Zum Schluss möchte ich noch anmerken, dass ich in diesem Text relativ viel über negative Aspekte des Festivals geschrieben habe. Insgesamt sind japanische Feuerwerke aber wirklich wunderschön und der Besuch eines Feuerwerk-Festivals wäre sicherlich eine phantastische

Erfahrung. Ich wünsche Ihnen, dass Sie einen vergnüglichen Abend verbringen werden!

隅田川花火大会

日本で真夏は花火の季節である。逐語訳すると、花火とは「火でできた花」である。全国で7月末から8月末にかけて計200近い花火大会が開催される。「火の花」を大勢で観賞することは子供にとっても大人にとっても、一大イベントなのである。食べ物や飲み物を持ち寄り、ある種の夜のピクニックを楽しむ。

女性にとって花火大会は、伝統的な夏用の着物である浴衣を着る数少ない機会でもある。浴衣とは、日本の伝統的な衣服（着物）の中でもシンプルで簡単に着付けることのできる種類を指す。着付けが簡単なだけでなく、浴衣は普通の着物に比べてはるかに安く手に入れることができる。花火大会では時々浴衣姿の男性を見かけることもある。男性用の浴衣は女性用のものと形はとても似ているが、配色デザインが異なる。

最も有名な花火大会は間違いなく「隅田川花火大会」だろう。毎年7月の最終土曜日に開催される。2万発以上の打ち上げ花火が、隅田川沿いに集まるおよそ100万人の大観衆を楽しむ。有名な渋谷の交差点で目眩を感じるようであれば、この花火大会は家のテレビでゆっくりと観賞した方が賢明だろう。なぜならこの日、隅田川付近の道路は観客でとても混んでいるからだ。

群衆の間を縫って歩き、忘れられない夜を過ごす覚悟はありますか？それでは、隅田川の花火を悔いなく楽しむためのヒントをいくつか挙げたいと思う。

① 事前にトイレに行っておくこと。当日は約 200 機の仮設トイレが設けられるが、それでもトイレの前の長い行列を避けることはできない。また、それらは全て和式トイレである。使い方を知らないのであれば、予め日本人の知り合いに和式トイレでの用の足し方を教えてもらうことをお勧めする。

② ゴミ袋やティッシュを持参しよう。ゴミを道端に放置してはいけません。

③ 良い場所を確保したいのであれば、遅くとも大会が始まる 3, 4 時間前には場所取りをしておかなければならない。本来の花火は 2 カ所から打ち上げられる。以下の日本語のホームページで花火のよく見える場所を確認することができる。<http://www.pia.co.jp/feature/hanabi/view/sumidagawa.html>

有料の席も存在していて、高いところでは 6000 円ほどの値がついている。

④ もしあなたが彼女（もしくは彼氏）と来ていて、その方が浴衣を着ている場合は、ゆっくりと歩くことを意識してあげることが大切である。伝統的な木製のサンダル（下駄）は歩きづらいことがある。鼻緒が突然切れてしまうこともある。そのような時、ハンカチと 5 円玉あるいは 50 円玉を用いて鼻緒を直してあげることができれば、彼女（彼氏）はきっと驚くことだろう！まずハンカチの布をちぎり、幅をおよそ 4cm にする。次にそうしてできた紐をコインの穴に通す。下駄を裏返すと、そこには穴が空いているはずである。その穴に紐の両端を通し、切れてしまった緒と一緒に結ぶ。この応急処置のおかげであなたの彼女（もしくは彼氏）は再び歩けるようになりますよ！

⑤ 一番の困難は最後の花火が打ち上がった後に訪れる。帰宅である。一番良いのは近

くのホテルの一室を予約しておくことだ。それができなければ、帰宅手段は二つしかない。遠回りをするか、ひたすら群衆の中を歩き続けるかのどちらかである。そのような場合には、せめて帰りの電車のチケットを事前に買っておくことをお勧めする。

ところで、花火大会中、日本人が度々「玉屋」「鍵屋」という二つの決まり文句を夜空に向かって叫ぶのをあなたもきっと耳にすることになるだろう。これらの言葉は昔の有名な二大花火屋の屋号で、見物に興じながらこれを叫ぶことによって、人々は花火屋の芸術を称えているのだ。今も昔も花火師達は常に更なる改良と新たな色の組み合わせに挑戦し続けている。

最後に、本文では隅田川花火大会の否定的な側面にあえて多く触れたということを補足しておきたい。しかし、全体として日本の花火は本当に見事で、花火大会の見物は必ず素晴らしい経験になるはずだ。それでは、楽しい夜をお過ごしください！！

Reference Cited

<http://www.pia.co.jp/feature/hanabi/view/sumidagawa.html>

Informationen zu den Autoren [About the authors]: Mariko Hori (堀真理子) hat die Französische Schule in Tokyo (Lycée Franco-Japonais de Tokyo) besucht und im März 2012 ihr Politologie-Studium an der Keiō-Universität abgeschlossen. Sie interessiert sich daneben für Jura und hat ihre Abschlussarbeit über die Strafbarkeit des Auschwitz-Leugnens in Deutschland geschrieben.

Co-Autor: Christian W. Spang (siehe Prolog)

Wortschatzliste 単語リスト

Deutsch	日本語訳
wörtlich übersetzen	逐語訳する
das Betrachten	観賞
nächtlich	夜の
binden	結びつける、つなぐ
preisgünstig	格安の、買い得な
gelegentlich	時々
die Farbgestaltung	配色デザイン
veranstalten	催す、開催する
die Rakete	打ち上げ花火

das Schwindelgefühl	めまい感
heimisch	家の
überfüllt	込んでいる、満員
die Masse	群衆
die Reue	悔い、後悔
zusätzliche Toilettenanlage	仮設トイレ
vorbereitet sein	用意ができています
die Warteschlange -/-n	(待っている人の) 行列
etwas vermeiden	避ける、回避する
„sein Geschäft verrichten“	用をたす
im Voraus	あらかじめ
der Müllbeutel	ゴミ袋
das Papiertaschentuch	ティッシュペーパー
der Abfall	ごみ
entsorgen	ごみを処理する (ここでは、「ごみを放置する」の意)
eigentlich	本来の、本当の、実際の
abfeuern	発射する
gebührenpflichtig	有料の
die Schlaufe	(ベルトの) 止め輪、バックル
die Holzsandale	木製サンダル
die Art und Weise	やり方、方法
das Taschentuch	ハンカチ
reißen, riss, gerissen	裂く、ちぎる、破る
fädeln	(糸を針などに) 通す
das Schnur-Ende	紐の端
die Notreparatur	応急処置
die Heimfahrt	(乗り物での) 帰宅
der Nachthimmel	夜空
die Feuerwerksfirma	花火屋、花火会社
ehren	称える、尊敬する
die Farbkombination	色の組み合わせ

Gebrauchsanweisung „Das japanische Neujahr“

Osamu Tamura

(In Kooperation mit Christian W. Spang)

Über den **Jahreswechsel** haben die meisten Japaner einige Tage Ferien. Obwohl nur der 1. Januar ein gesetzlicher Feiertag ist, sind staatliche und **kommunale Behörden** in der Regel vom 29. Dezember bis zum 3. Januar geschlossen. Auch viele Läden haben an den ersten Tagen des Jahres

Betriebsferien. Bevor manche Convenience Stores und Supermärkte vor etwa zwanzig Jahren angefangen haben, auch an **Neujahr** zu öffnen, war es an den ersten Tagen des Jahres – außer an großen Bahnhöfen oder Flughäfen etc. – sehr schwierig, Einkaufsmöglichkeiten zu finden.

Das traditionelle japanische Neujahr hat nach den Erfahrungen, die ich früher bei meinen Großeltern und Eltern gemacht habe, folgende sechs **Merkmale**:

1) Sauberkeit: Das neue Jahr und die mit ihm kommenden Götter muss man in einer sauberen **Umgebung** empfangen. Deshalb reinigen viele Japaner am Jahresende ihre Wohnung sehr gründlich. Der **Eingangsbereich** und die heiligen Stellen in der Wohnung werden mit Neujahrsschmuck **verziert**, der für einige Tage am Jahresanfang dazu bestimmt ist, die Götter zu **ehren**.

2) Ruhe: Man soll an den ersten Tagen des Jahres den Dingen, die man täglich benutzt, insbesondere **Messerwaren** und Feuer, danken und sie **möglichst** in Ruhe lassen. Aus dem gleichen Grund verwenden viele Japaner am Jahresanfang besondere Esstäbchen statt der gewöhnlichen Stäbchen. Und sie bereiten am Jahresende traditionelle Neujahrsgerichte vor, die für einige Tage am Jahresanfang **haltbar** sind, um die Küchenmesser und den **Herd** an diesen Tagen möglichst wenig gebrauchen zu müssen. Diese Gerichte

heißen „Osechi-ryōri (御節料理)“ oder einfach „Osechi“ und sind auch deswegen praktisch, weil – wie **eingangs erwähnt** – am Jahresanfang viele Geschäfte geschlossen sind.

3) Glück: Die Neujahrsgerichte enthalten bestimmte Lebensmittel, die Glück bringen sollen, wenn man sie zu Neujahr isst, und zwar **Garnelen**, **Heringsrogen** usw. Zum Beispiel wird gesagt, dass man ein langes Leben genießen könne, wenn man zu Neujahr Garnelen isst, weil sie einen so gebeugten Rücken wie **Greise** haben. Und ein japanisches **Spruchwort** sagt: „Zur lachenden Familie kommt das Glück.“ Vielleicht gibt es deswegen besonders am Jahresanfang viele lustige Programme im Fernsehen.

4. Glückwünsche: Der japanische Gruß am Jahresende heißt „Yoi o-toshi o omukae kudasai (良いお年をお迎え下さい)“ oder kurz „Yoi o-toshi o“, der ähnlich wie in Deutschland „(Empfangen Sie bitte) ein gutes [neues] Jahr!“ bedeutet. Aber pünktlich um 0.00 Uhr am 1. Januar wird diese Formel **abgelöst**. Stattdessen heißt der erste japanische Gruß im neuen Jahr „(Shin-nen) akemashite omedetō (gozaimasu) ((新年)明けましておめでとう(ございます))“, was man **folgendermaßen** übersetzen kann: „Ich **gratuliere** dazu, dass das neue Jahr begonnen hat.“ Denn die Tatsache an sich soll gefeiert werden, dass man **wohlbehalten** ein neues Jahr anfangen konnte. Deshalb äußern diejenigen **traditionsgemäß** diesen Gruß nicht, denen im vorigen Jahr ein Familienglied verstorben ist. Viele Japaner tauschen auch Postkarten mit diesem Gruß aus. Durch diese **Neujahrskarten**, die sogenannten „Nengajō (年賀状)“, kann man mindestens einmal jedes Jahr **das gegenwärtige Ergehen** der anderen

Tamura, O. (2012). Gebrauchsanweisung „Das japanische Neujahr“. *OTB Forum*, 5(1), 47-50.

erfahren, auch wenn man sonst miteinander kaum in Kontakt steht. Wenn man Neujahrskarten bis zu einem bestimmten Tag (etwa dem 25. Dezember) zur Post bringt, werden sie in der Regel am 1. Januar **zugestellt**.

5. Gebet: Innerhalb der ersten Tage nach dem Jahreswechsel besuchen viele Japaner **schintoistische** Schreine oder **buddhistische** Tempel, damit sie den Göttern oder Buddhas für den Schutz im vergangenen Jahr danken und um den gleichen Schutz im neuen Jahr bitten. Dieser erste Schrein- oder Tempelbesuch in einem Jahr heißt „Hatsu-mōde (初詣)“. Nicht wenige Japaner besuchen jedes Jahr nur bei dieser Gelegenheit **spontan** einen Schrein oder Tempel. Also ist der Besuch oft nicht nur der erste, sondern auch der einzige in einem Jahr. Und es gibt auch Leute, die vor dem Sonnenaufgang am 1. Januar an die See gehen oder auf einen Berg steigen und zu der am Horizont aufgehenden Sonne als **Verkörperung** eines Gottes beten. Der erste Sonnenaufgang in einem Jahr wird „Hatsu-hinode (初日の出)“ genannt.

6. Familie: Viele Japaner möchten Neujahr mit ihrer Familie verbringen. Deshalb sind am Jahresende und ein paar Tage nach Neujahr viele öffentliche **Verkehrsmittel** und **Fernstraßen** mit Menschen überfüllt, die zu ihren weit entfernt wohnenden Eltern hin- und zurückfahren oder mit der Familie reisen.

Kurz gesagt, kann man also festhalten, dass Japaner traditionell Neujahr und ein paar Tage danach in Ruhe mit der Familie zu Hause verbringen. Am Jahresende sind dafür aber alle sehr damit beschäftigt, die Wohnung zu reinigen, die Neujahrsgerichte vorzubereiten und Neujahrskarten zu schreiben. **Allmählich weicht** allerdings auch das japanische Neujahr von der Tradition **ab**. Die Kühlschränke zu Hause werden größer und die Zahl der Geschäfte nimmt zu, die auch an Neujahr geöffnet sind – insbesondere in der Stadt. Deshalb nimmt die

Notwendigkeit der besonderen Neujahrsgerichte ab. In den letzten Jahren ist auch die Zahl derjenigen **angestiegen**, die den Jahreswechsel nicht mit der Familie sondern, – allein oder mit Freunden – auf Reisen verbringen. Und nicht wenige schicken E-Mails statt Neujahrskarten, insbesondere unter den jüngeren Leuten.

日本の元日

年の変わり目はたいていの日本人にとって数日間の休日になる。1月1日だけが法律で決まった祝日であるが、国も地方自治体も官庁は原則として12月29日から1月3日まで閉まっている。多くの店も年の始めの数日は休業している。コンビニエンスストアやスーパーマーケットが二十年ほど前に元日も店を開き始めるまでは、年の始めの数日間一大きな駅や空港などを除くと一買い物ができるところを見つけるのは大変難しかった。

伝統的な日本の元日は、むかし祖父母や両親のもとで過ごした時の経験に基づく、次の6つの特徴を持つ。

① 清浄：新しい年およびそれと一緒にやって来る神は、清浄な環境で迎えなければならない。このため多くの日本人は年末に家を徹底的に掃除する。玄関と家の中の神聖な場所には正月飾りを飾る。これは年の始めの数日のあいだ神々に敬意を表するためのものである。

② 休息：年の始めの数日間は、日ごろ使っている物、特に刃物や火に感謝して、それらをできるだけ休ませなくてはならない。同じ理由から多くの日本人は年の始めにはいつもの箸の代わりに特別な箸を用いる。また年末には伝統的な正月料理の準備をする。これは年始の数日にわたって長持ちする料理で、その数日間に包丁やかまどを使う必要をできるだけ少なくするためである。この料理は「おせち料理」または単に「おせち」と呼ばれ、一最初に言及したように一年の始めは多くの店が閉まっているので、実用的でもある。

③ 福：この正月料理には決まって入っている食材があり、それらを元日に食べれば福をもたらすと言われてい

る。具体的には、海老や数の子などである。例えば、海老はお年寄りのように腰が曲がっているの、これを元日に食べると長生きできると言われている。また、日本のことわざに「笑う門には福来たる」というものがある。そのため特に年の始めはテレビにお笑い番組が多いのかもしれない。

④ 祝いの言葉： 日本の年末の挨拶は「良いお年をお迎え下さい」または短く「良いお年を」という。ドイツと同じように「（どうぞ）良い〔新〕年を（迎えて下さい）」という意味である。しかし1月1日午前0時0分きっかりに、この言い回しは役目を交代する。これに代わって、日本語の新年最初の挨拶は「（新年）明けましておめでとう（ございます）」と言い、次のように訳せる：「新しい年が始まったことに私はお祝いを言います」。こう挨拶するのは、無事に新しい年を始めることができたという事実自体を祝うべきだからである。このため、家族を前年に亡くした人はしきたりに従いこの挨拶を使わない。多くの日本人はこの挨拶を書いた葉書も取り交わす。この「年賀状」と呼ばれる新年のグリーティングカードによって、その他には互いにほとんど接触がなくても、少なくとも毎年一回は相手の近況を知ることができる。年賀状は決まった日（だいたい12月25日）までに投函すれば、原則として1月1日に配達される。

⑤ 祈り： 年が改まって最初の数日以内に日本人の多くは神社や寺にお参りする。神仏に前年の加護を感謝すると共に新しい年における同様の加護をお願いするためである。この一年で最初の寺社へのお参りは「初詣で」という。自発的に神社や寺に参るのは毎年

この機会だけという日本人は少なくない。従って、このお参りが一年の内で初めてというだけでなく唯一ということもよくある。また、1月1日の日の出前に海辺に出かけたり山に登ったりして、神を体現するものとして水平線や地平線から昇る太陽に祈る人々もいる。一年で最初の日の出は「初日の出」と呼ばれる。

⑥ 家族： 多くの日本人は元日を家族と一緒に過ごしたいと思っている。このため、年末と元日の数日後は多くの公共交通機関や遠距離を結ぶ幹線道路は、遠く離れて住む親元へ往復したり、家族で旅行したりする人々であふれかえっている。

つまり日本人は伝統的に元日とそれに続く数日は落ち着いて家族と一緒に家で過ごすと言える。しかし、その代わりに年末は誰もが家を掃除したり正月料理を準備したり年賀状を書いたりで大変に忙しい。ただし、次第に日本の元日も伝統から離れてきている。家庭の冷蔵庫が大きくなり、元日も開いている店が特に都会では増えている。このため、特別な正月料理の必要性は減っている。近年は年の変わり目を家族と一緒にではなく一友人とまたは一人で一旅先で過ごす人も増加した。そして年賀状の代わりにE-メールを送る人が、特に若者の間では少なくない。

Informationen zu den Autoren [About the authors]: In seiner Zeit als Physikstudent lernte Osamu Tamura (田村 収) Deutsch als zweite Fremdsprache. Später wohnte er zwei Jahre in Deutschland einschließlich Teilnahme an einem viermonatigen Deutsch-Intensivkurs. Er arbeitet seit vielen Jahren an einem Forschungsinstitut und besuchte im Studienjahr 2011 einen Fortgeschrittenenkurs an der Tsukuba Universität.
Co-Autor: Christian W. Spang (siehe Prolog)

Wortschatzliste 単語リスト	
Deutsch	日本語訳
der Jahreswechsel	年が変わること、年が改まること
kommunal	地方自治体の
die Behörde	官庁
die Betriebsferien (Plural)	商店・企業などの数日にわたる休業
das Neujahr	元日

das Merkmal	特徴
die Umgebung	環境
der Eingangsbereich	玄関
verzieren	飾る
ehren	敬意を表する
die Messerwaren (Plural)	家庭用の刃物類
möglichst	できるだけ
haltbar	長持ちする
der Herd	かまど、こんろ
eingangs	最初に、冒頭に
erwähnen	言及する
die Garnele	海老（クルマエビ）
der Heringsrogen	数の子
der Greis	（非常に高齢の男性の）老人、年寄り、 女性は die Greisin
das Sprichwort	ことわざ
ablösen	（～と役目などを）交代する
folgendermaßen	次のように、以下に述べるように
gratulieren	お祝いを言う
wohlbehalten	無事に
traditionsgemäß	しきたりに従って、伝統に則って
die Neujahrskarte (Nengajō)	新年のグリーティングカード（年賀状）
das Ergehen	消息、境遇
das gegenwärtige Ergehen	近況
zustellen	配達する
schintoistisch	神道の
buddhistisch	仏教の
spontan	自発的に
die Verkörperung	体現、具現
das Verkehrsmittel	交通機関
die Fernstraße	（遠距離の都市を相互に結ぶ）幹線道路
überfüllt	あふれかえった、詰め込み過ぎた
allmählich	次第に
abweichen	それる、離れる
ansteigen	増加する

The Techno-Tip

George R. MacLean

University of the Ryukyūs

This issue's tech tip considers group sites. Group sites are a useful alternative for people who don't know how to write code but want some of the facility that a web page or a Moodle space make available. All of the Internet's big three mail providers have offered some form of group support for quite some time now. More recently, some independent organizations are offering similar services. This article will look at Google Groups, Microsoft's SkyDrive, Yahoo Groups, as well as GroupSpaces, an independent company that is carving out a growing niche in this area (see Table 1). Several spaces are in transition at this time, and so some of the features discussed below may change over time. Although it may perhaps not be the best time to declare a definitively preferred space, this article will nonetheless consider the utility of each space at the time of writing.

Why Use a Group Site?

Group sites are useful for maintaining communication for any number of organizations, such as university clubs, community organizations and, of course, classes. This report will focus largely on educational applications, although many of the functions discussed are equally useful in other settings.

Educational Applications for Group Spaces

I have found group spaces to be very helpful, especially because they allow my students to upload and download files. I first set up a group space to allow my students to upload PowerPoint presentation files prior to class. Before that, I had considerable difficulty because most of my classes weren't in computer labs, and so students had to bring their presentation files on a memory stick (or floppy disc!). This added considerably to class time entailed for the activity. Using a group space (Google at the time), I was able to have students upload their assignments, download them, and save them in a folder that

was ready before class even started. It saved a great deal of time and trouble!

As I became comfortable with group space facilities, I began asking students to take a picture of themselves with their phone, and to upload it to the group space. I used the pictures to memorize students' names and to create profiles of each student. It's possible to upload most file formats, so I also began asking students to record tongue twisters using their mobile phone and to upload them.

As almost all of my students have a computer at home, I now ask my student to write their essays using a word processor, and to upload their assignments a day before class. If it's not too busy a week, this allows me to correct them and hand them back all within a one week turn-around, thus greatly reducing feedback lag-time. In addition to the above, I use my group spaces for group mailings, providing a course schedule, posting announcements, posting students' grades, providing links for further study, and forums for conversation and writing.

How to Create a Group Space

The first thing to do to create a group is to register it. The person who registers a group becomes its primary administrator, although they can delegate administrative powers to anyone in the group. The big three – Yahoo, Google, and Microsoft require that anyone who wants to register and join a group has to have a mail account set up with their service. This can be a problem because it means the entire community of users has to set up mail accounts and some people might not want them. In the case of GroupSpaces, users can register using any mail address, be it a mobile address or an email address.

Next, there are two ways an administrator can invite other members. The registration process allows an administrator to specify a group name (provided it is not already taken) and a URL address. From there it is possible to either (a) send out invitations to all

Table 1. *Features Listed by Group*

Feature	GroupSpaces	Google	SkyDrive	Yahoo
uploading files	o	x	o	o
downloading files	o	x	o	o
group mailings	o	o	o	o
Forum	o	x	x	x
Polling	x	x	x	o
Calendar	o	o	o	o
events page	o	x	x	x
membership limit	50*	x	x	x
multi-lingual	x	o	o	o
custom background	o	x	x	x
Space	250MB	5GB	7GB	100MB

* More members are possible with paid plans.

potential members, or (b) somehow otherwise provide the registration URL to people who should join the group. In my case I am using GroupSpaces now, and it is possible to copy the URL and display it to my students as a QR code (see figure one). Most students have QR code readers and Internet access on their phones, so I have found this to be a highly expedient way to quickly recruit group members. Students can register with their mobile address and log in later from a computer. I also display the URL for students who are unable to register using their phones and have them copy it to input later on a computer. Although the process is somewhat more cumbersome, students have been 100% successful when registering to join groups that I have set up.

In any case, the administrator has to set the group's security settings to 'anyone can join' before aspiring members can join. Once this is done, it is highly advisable to have group members join as quickly as possible. This is because it is best to use a private and secure membership setting so as to avoid unwanted lurkers and other potentially malevolent presences. In the past I have had two groups swamped with membership requests from non-students. Furthermore, administrators should be wary of vandalism. I have seen some decidedly profane postings in otherwise well-intended sites due to lax security settings. Once the majority of members have joined, a group can be closed to the general public. It is still possible for people to apply to join, in

which case the administrator will receive a mail and can easily approve or deny requests on a case-by-case basis.

My Choice (for now)

I have used all the group providers mentioned in this article and, for the moment, I am happiest with GroupSpaces. As mentioned above, it is the only provider that allows users to access all of a group's facilities without setting up a dedicated mail address with that group's provider. Its various layout options provide the closest thing to a web page

environment. It's possible to set the banner on the page to any image the user chooses. In my case I use the same background as my university's homepage, and many students don't even know that it isn't an official university page. GroupSpaces is also the most mobile friendly site, and this is important because it allows my students to access the group anytime anywhere using their phones. A final reason I will continue to favor GroupSpaces at the moment is that I think it is the most likely candidate to maintain consistent features and services. The big three providers are at a transition point right now. If I had to choose a (distant) second preference, it would be Yahoo Groups. I like their polling function. Furthermore, the majority of features that initially attracted me to use groups are still available. Both Google Group and MS Groups are works in progress at the moment and integral group features, such as file sharing, are now located in other places, such as Google Drive or Skydrive. For the sake of simplicity and ease of use, having all group features inside the group and on one page decides the matter for my purposes. At this precise moment, I wouldn't recommend either Google or Microsoft groups spaces. Until they bundle their group services better, I'd say they both lack the facility I'd like to see in a group space. Still, competition in this domain seems to be inspiring significant upgrades. Just as this article was going to press, Microsoft's Skydrive announced a

survey application using Excel (<<http://blogs.windows.com/skydrive/b/skydrive/archive/2012/11/08/excel-surveys-now-available.aspx>>), and both Microsoft and Google are letting it be known that further applications will be available in the near future. It therefore behooves educators and other interested parties to stay abreast of what



Figure1.
QR code with URL
for group space

is available from each of these providers, and to perhaps even participate in development forums to let providers know what facilities would be useful in educational settings.

All too often, companies seem to be operating in a vacuum when it comes to anticipating the needs of educators when developing applications and products for the education market.

Room for Improvement

There are still a number of features I would like to see in a group space that could optimize them for educational purposes. I'd like to be able to create folders that would allow me to download in one fell swoop instead of downloading files one at a time. In addition, I sometimes worry that students are able to download and view each other's files. I try to be quick about downloading student assignments and deleting them from the group site, however I can't administer the group space all day. With this in mind, it would be helpful to be able to specify who is able to upload and download files within a given folder. Another feature that I would like to see would be a forum space where it is relatively easy to see all posts on one page. Google Groups used to have this feature but it was discarded in the course of their renovations. The reason I would like such a feature is that it would be helpful to be able to copy and paste all comments with one action, instead of having to open numerous posts. Such posts are a valuable way to get students to write, and it's helpful to be able to quickly have a copy of everyone's comments on a given topic. It facilitates a teacher's ability to

display and review such comments in class and to provide feedback about them.

For the sake of readers who might be interested, I've set up a temporary group using GroupSpaces. It can be accessed using the QR code below or at <http://groupspaces.com/OutsidetheBoxAMultilingualForu/join/>

Given that we only meet once a week, groups have become an invaluable resource for my communication with my students, and an integral part of how I conduct my classes. Groups provide the facility of a web page without the learning curve. They can be learned to the point where they can be used in a very short time. With this in mind, I highly recommend groups.



Teaching Tips and Techniques

Literature in Class and outside Class -

A Case Study in a Dual Function of the Sherlock Holmes Canon

Jeroen Bode

University of Tsukuba

General Overview

Reading is one of the four basic language skills to cover in order to master a foreign language. There are a wide range of options for teaching reading, for example, graded readers, textbooks, and workbooks. Another option is to use reading material not specifically designed for language acquisition. In this case, the teacher has to provide and outline the educational purpose of this type of literature. Depending on the texts, there exists the possibility of looking at a story with a variety of editions ranging from graded reader to the original and the annotated edition. In class, using several editions together can facilitate the understanding of difficult segments in selected sections of the original, and help to facilitate understanding through the use of either the graded reader or the annotated edition.

Paper Outline

Part one of my paper introduces my experience teaching the short stories of Sir Arthur Conan Doyle as outlined above, explaining the class format used during the two years since the New English Curriculum IE and CE classes were established at the University of Tsukuba. In the second part of my paper a discussion follows on available teaching materials for literature in general and specifically on the use of graded readers in

classroom situations. There is also a discussion of what materials to present to students and how to address the complex and controversial issues encountered in literature. The central question to be answered by the end of the article is what the benefits are for extensive use of literature in the classroom.

Available Teaching Materials for Literature

In teaching literature classes, it is possible to use a wide range of material. The most important, on a practical basis, are graded readers, followed by material not specifically designed for language acquisition and education, such as the abovementioned original (Strand) and annotated editions. Supporting the reading of students, the use of other source material—such as internet, electronic dictionaries, and if possible other secondary reference material (e.g., Wexler, 2008)—helps students to understand the actual story they read with the secondary benefit of language acquisition and general topic knowledge.

Macmillan, and Pearson/ Longman-Penguin

There are several other graded readers editions available, such as the Pearson/Longman-Penguin readers and the Macmillan readers. The Penguin editions also have extensive teaching-support material available from the main Pearson/Penguin website. The Penguin readers also have a wide range of levels for the Sherlock Holmes editions. As shown in appendix 1 they range from level 2 to level 5. For adult readers they

Bode, J. (2012). Literature in class and outside class: A case study in a dual function of the Sherlock Holmes canon. *OTB Forum*, 5(1), 55-74.

are certainly as good as material for self-study purposes, but for the younger students during class time the Oxford editions instead have good illustrative material (including present day photos of London) and page formatting appropriate for facilitating the learning of new vocabulary. The Penguin edition of the *Oxford Short Stories* is not available in a single volume but separated into two volumes, which has an adverse effect on the tight financial situation of students in my classes. Even more important, and from a practical point of consideration, the levels are not the same (see appendix 1). *A Scandal in Bohemia* is level three (1200 headwords), while the two other stories are at level 4 (1700 headwords). It would mean to jump a full level in just one term.

Oxford Readers

In my classes I predominantly use the Oxford readers because the level range is larger than the other editions. A more important consideration is that the selected stories in *Sherlock Holmes Short Stories* (Conan Doyle, 1989) are only available through the Oxford readers (See references cited). There is a choice available to the teacher to decide whether to use either *Dominoes* editions (beginner level) or *Bookworm* editions (higher level). Appendix 1 compares these different levels with those of the other two publishers. It is even possible to use the *Dominoes* and *Bookworm* editions successively in a mixed manner as explained earlier. The Oxford graded reader has additional teaching material available in print as well as downloadable material. In published form they range from *Activity Worksheets* (Oxford, 2012) to *Tests* (Oxford, 2012), and are accompanied by a *Teacher's Handbook* (Oxford, 2012) for each stage.

Current Theories on Graded Readers

In this section I will refer to current research in the field of language acquisition through the use of graded readers. Interesting research has been done on extensive reading programs with graded readers. In this paper though, as observant readers will notice the course description is more closely oriented to intensive reading (Nation, 2009). But for

completeness, I also discuss extensive reading here in order that teaching balance between the two can be achieved.

I. P. S. Nation

In his book *Teaching ESL/EFL reading and writing*, Paul Nation (2009) discusses the use of graded readers and how to apply them in extensive reading programmes. The discussion is on a practical level outlined in chapter 4 on extensive reading and covers the issue in an accessible way. He concurs with a study done by Waring and Takaki (2003) that concludes that without further reinforcement the vocabulary gains from reading were gradually lost (Nation, 2009). For vocabulary repetition he recommends reading 25 graded readers per year, or other material (1.5 academic textbooks or 6 unsimplified novels) in a correlated way. Most of the ideas he proposes are valuable observations regarding students' interests, which should take priority over the teacher's selections. On a practical level there is room for a few modifications. Definitely, there is much to say for his ideas, but because of class limitations, it is necessary to decide a course plan and select the appropriate material.

Nation and Wang

Other matters, like reading speed, the number graded readers per week, and the amount of known words (98%), are important issues for extensive reading programs; however, graded readers also contain other possible uses and *learning goals* in class (Nation & Wang, 1999), which they describe as the following: gaining fluency in reading, establishing previous learned vocabulary and grammar, and learning new vocabulary and grammar (Nation & Wang, 1999, p. 356). In addition to this, it is possible to collect, for instance, recurrent vocabulary in the Sherlock Holmes stories (graded reader editions) and see if the original or annotated editions use either the same vocabulary or synonyms of a distinctive locality (London) and time (late 19th century, early 20th century). In this process, an extensive vocabulary collection can be acquired, perhaps not for primary use, but for secondary use in doing, for instance, reading tests.

Day and Bamford

In Day and Bamford (1998, pp. 174-198), the readers of different publishers are compared. As for the Sherlock Holmes stories, only the stories in Figure 1 below show up in the Edinburgh Project Extensive Reading (EPER) list. The other Sherlock Holmes readers in the Oxford editions do not appear in the list for quality rating with five (5) as the highest score in the system. The list is dated for 1998. At present it seems that an updated list is not available.

Sherlock Holmes: The Blue Diamond	[OD]	(top score)
The Hound of the Baskervilles	[MR]	
The Sign of Four	[MR]	
The Speckled Band and other stories	[MR]	
A Scandal in Bohemia	[PR]	
Three Adventures of Sherlock Holmes	[PR]	(top score)
Sherlock Holmes short stories	[PR]	

Figure 1. EPER List. OD stands for Oxford Dominoe; MR for Macmillan reader; and PR for Penguin reader

Class Format Outline

Since 2011 the English curriculum at the University of Tsukuba has changed from a separated to an integrated structure of English courses. The first two class formats are *Cross-cultural Studies and English* (CE), and *Principles of English* (PE). These two types of classes emphasize analytical and critical thinking in a English setting. The *Integrated English* (IE) classes especially are for developing the four language skills towards a more advanced level for academic purposes.

In my IE-classes, reading receives a lot of attention throughout the year. In the first term this is done at home and during class-time. During the reading process, students take notes in a structured way about the most important information, e.g., data or facts in the stories. The material I use in class are the Oxford graded readers of Sherlock Holmes stories in particular. In these stories certain academic disciplines are emphasized in solving crimes, mysteries and other singular matters. In particular, the value of observation of the facts and the deduction of the truth are shown in an accessible way. By implementing these extra benefits into their major studies,

the English course also forms a connection surpassing mere language learning.

First Term Syllabus

In my IE-classes, three graded readers are used during the whole academic year. In order that the students get familiar with the purpose of the class—how to use the original (the Strand-facsimile Midpoint edition, n.d.) and annotated editions (Klinger, 2005), and how to keep a notebook—the first term (April-

June) is assigned to an elementary level (stage 2/700 headwords), even in high-level classes. The notebook format in my classes functions in a slightly different way from the lexical or vocabulary notebooks of those recommended by Schmitt and Schmitt (1995).

Adding to their linguistic considerations of a notebook, in my experience it should also contain information on the story being read, such as a timeline (see appendix: timeline) in ordering the information presentable, and details on other important constituents of the story (characters, settings, action, and other content matters). The first term is mainly to balance difficult material (original and the annotated editions) with less demanding material (graded readers). For this first term, three stories are read: *The Speckled Band*, *A Scandal in Bohemia*, and *The Five Orange Pips*. They are ideal stories because, for one, the main characters, protagonists, and antagonists in the whole of the canon are introduced and it is therefore easy to compare or contrast them in these stories. Furthermore, the graded reader for *The Speckled Band* has a story element missing, which actually forms an important element in the original: Holmes meets the stepfather and with this confrontation the humorous personality of Holmes is introduced through the original. Through the graded reader the main story-line is known by the students, and with excursions into selected segments of the original/annotated editions, they can work together in groups of four

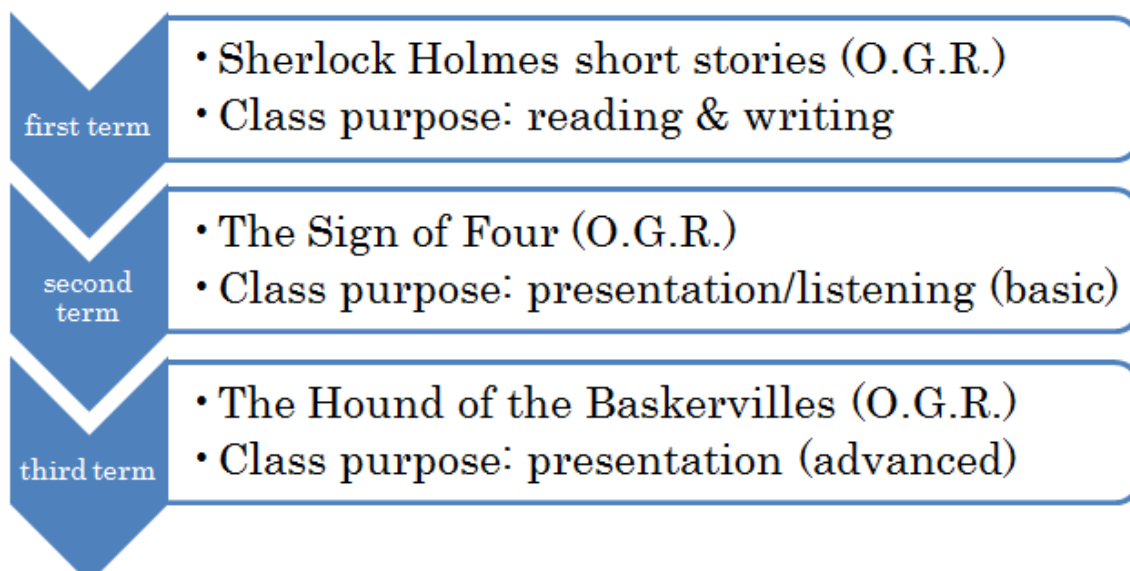


Figure 2. Term schedule with O.G.R. (Oxford graded reader) title and main purposes

members to carry out small class-time research projects. The aforementioned discrepancy between the conditions has sometimes been described as occurring during the process of intralingual translation (Jakobson, 1959/2000) from source to simplified version within the same language situation.

Second Term Syllabus

In the second term (September-November), students' notebooks provide the essential information to make PowerPoint slides and to help keep the presentation to the point. PowerPoint presentations are done in small groups of four members on topics concerned with the second graded reader (long story) for the year titled *The Sign of Four* (level 3/1000 headwords). This book is read outside class during the summer holidays. Without the teacher present, students need to work on their own, collecting information in a methodical and structural way in their notebooks, a secondary benefit being the manual skill of writing. The reading and collection of information and writing, which is the first step towards the production of PowerPoint presentations, form the initial steps towards explaining to other class members assigned topics from the story. This is the output of knowledge, and the receiving class members (the audience) will have the chance to collect possibly misunderstood or interesting information, which becomes the input or listening experience. The graded

reader (input), the notebook (input/output), and the PowerPoint presentation (true output) form an interconnected whole during the academic year. The notebook in my classes has therefore multifarious purposes: recording vocabulary, developing organizing skills (timeline for alibis and evidence) and structural listing of important details (facts and data) in the presentations of the other class members. By self-study and note taking (listening part) of the PowerPoint presentations by other class members, the notebook contains data from different sources and valuable testimony of student research and investigation endeavours.

Third Term Syllabus

The final term (December-February) is for the last story of the year: *The Hound of the Baskervilles*. During the winter holiday, the book is assigned as an out-of-class activity in the same manner as the summer reading project. The PowerPoint presentations are then completely self-produced by the student-groups themselves looking at the story from their viewpoints and taking a topic related to their major or special interests in discussing the story. Students can investigate for instance, the *hound* as a topic. The students ask themselves: What is a hound? How is this different from a dog? Are there other canine categories? Although completely self-produced presentations, it is essential for the teacher to see if the product is according to the standards established and practiced in the

previous terms. This covers the collection of information (1st term) and to structure it for PowerPoint presentations (2nd term).

Call System Benefits

There are multiple benefits of the computer assisted language learning (CALL) system. For one thing, students are able to do web searches for difficult passages in all three editions. Of course, as an extra benefit of these searches of English-based websites, vocabulary knowledge increases. From these searches, students develop skills in association and look for related search material more closely connected to their personal interests.

The second benefit for using the CALL system is to search inside the original and annotated editions through the Optical Character Recognition (OCR) function of PDF files. Looking, for instance, for certain information in the story, or to find recurrent vocabulary in context becomes very feasible within class time. With the OCR function, students can also locate through a keyword certain information when preparing their presentations. Without taking up too much of the allotted class time with the CALL system in place, sending and explaining these PDF files with the OCR function can be also be achieved.

Traditional Notebooks and Haptics

The use of a notebook looks old-fashioned, but considering the actual writing by hand, English vocabulary and sentences are good practice in remembering correct spelling. In an interesting article on haptics—the science of touch and sensation—by Mangen/Velay (2010), the importance of handwriting is addressed as follows:

The increasing disembodiment of writing currently taking place should not be reduced to a matter of interest primarily for philosophers, nostalgics and neo-Luddites, as it points to the importance of acknowledging the vital role of haptics, and the profound and fundamental links between haptics and cognition, in writing. Our body, and in particular our hands, are inscribed in, and defining, the writing process in ways that have not been adequately dealt with in the research

literature. The current radical shift in writing environments mandates an increased focus on the role of our hands in the writing process, and – even more importantly – how the movements and performance of the hand relate to what goes on in the brain. (Mangen & Velay, 2010, p. 392)

Spelling in English is quite complicated to master since spelling does not always represent present-day pronunciations. Muscle memory and vocabulary spelling can therefore be enhanced by handwritten notes, since the writing process by hand is slower than the speed possible by typing, and the time of observation of word construction is longer (Mangen & Velay, 2010, p. 391). Depending on the individual, learning language through visual or oral means depends how strongly the visual or oral intake ability is developed. My own second (English) and third language (Japanese) process went through a visual pattern and from there was reinforced by the oral experience. Mangen and Velay (p. 387) refer to Kress (2003), who separates the visual and oral learning process of languages.

Spelling Reforms

When spelling reforms are regularly and rigorously enforced, the results are very close to what has been happening to the Dutch language over the last few centuries. It has changed in such a large degree that, from a literary point of view, an intralingual translation is needed most of the time for literary products of earlier times. This is a serious drawback for many people reading Dutch literature. Dutch orthography has a certain instability when considering the spelling revisions of just one century, while English shows more stability in its orthography, although difficult (not exactly representing oral similarities) to learn in the beginning. In such a state of affairs, reading skills are not hampered in reading older English literature. However, this is deviating from the main topic of this paper and actually worth discussing on its own in a separate paper. In summary, besides achieving English fluency through reading graded readers, as well as original and annotated editions, the practical considerations of these IE classes are

to also to reach a higher PC-literacy and at the same time being able to use traditional tools as well, just in cases that pc's are not available.

Discussion

Nation and Wang (1999) have stated that reading can have several learning goals. In this section, I show, besides language acquisition, the possibility of gaining historical knowledge and developing academic/critical thinking ability through an English language setting.

Holmes and Modern Technology

The Sherlock Holmes stories are fictional as a first consideration, although some Sherlockians try to look at the stories too much from a factual point of view, very close to obsessiveness (Klinger, 2005). However, the stories represent the mirror images of Conan Doyle's lifetime and therefore the canon is a testimony of 19th century (and early 20th century) England. The stories form an integrated whole and show the circumstances at that time, from social inequalities (children, women, immigrants in ghetto areas) to technical breakthroughs (telegraphy, telephony, railway system) with the chronicler/Conan Doyle as participant of that time in U.K. history. Sherlock Holmes solves his cases through scientific methods such as observation, knowledge and deduction of the facts. Crime investigation became slowly but gradually much more based on scientific principles in Conan Doyle's time. These are important qualities for future researchers in university as well as for students to develop. Through graded readers, it is possible to give students an opportunity to better understand the basic plot of the stories written by Conan Doyle, in particular the Sherlock Holmes stories and adventures.

Cross-cultural Awareness

In the process of reading these different editions, students come across differences in lifestyle between now and then, and also differences between the British and Japanese societies. There are in the stories references to the inequality between men and women (see: *The Speckled Band* and the property rights for women indirectly addressed to therein),

mistreatment of children, multicultural development of society and the counter-reaction to this. By using selected sections of the original and the annotated edition of *A Scandal in Bohemia*, students could understand as an additional benefit the typical means of transportation and the infrastructure of 19th-century London. The predominant mode of transportation was not cars but carriages used as present-day cabs (taxis). Almost in a *follow-that-cab* situation, the reader is able to see the heavy traffic of carriages in the streets in London. In the original there is a reference to the *mews* (a kind of former stable house) which at present are still visible places (buildings and places) in the city. These types of street are in general dead ends and therefore have a single entrance and exit. On a practical vocabulary scale, not very useful to learn, but when visiting London it gives something to look for and understanding how the city came about with social status giving rise to certain ways of dividing the workforce from the elite in city-planning. The term *mew* seem to be primarily applied to those service streets and stables located in London. Opposite the mews were also similar stables with living quarters for the servants. The benefits described above range from linguistic skills as a first basic goal onwards to the development of a level of awareness in view of cultural, historical, social, and other differences.

Criticism

As Nation (2009) comments how some teachers and researchers disparage the graded readers as lesser products, the purpose of this article has been to show how graded readers can be used in EFL/ESL situations with the original/annotated editions together looking at selected text sections. The graded reader is certainly a step towards the reading of unsimplified texts (Nation & Wang, 1999). To see the graded reader in such a way is to understand that to start with reading unsimplified texts, even for intermediate students, is likely to have a negative result if less than 98% of the vocabulary is known (Nation, 2009). Reading is a complex activity for second language readers and needs to be fostered through appropriately chosen graded

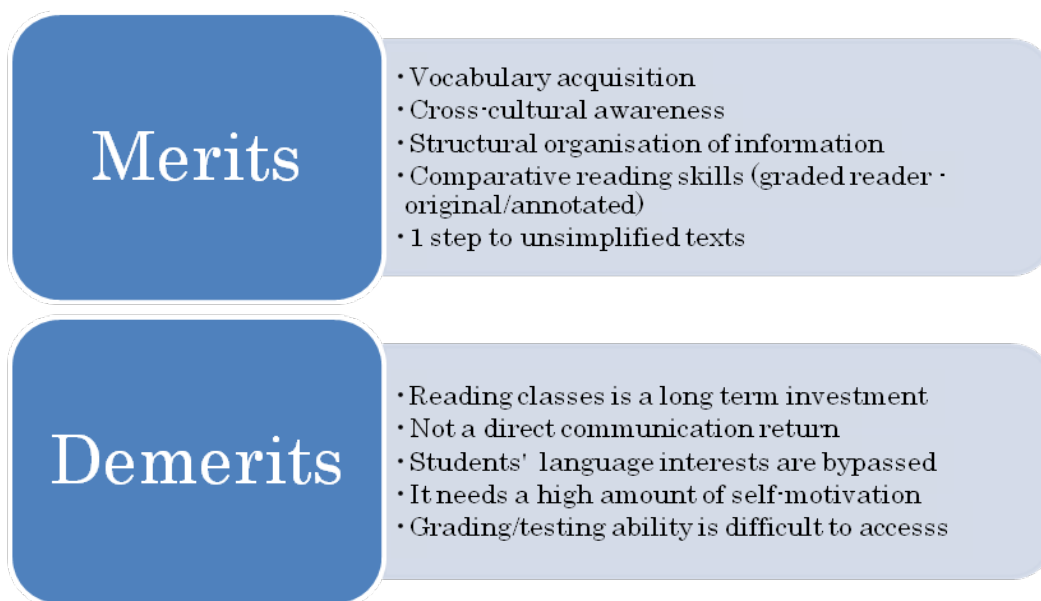


Figure 3. Merits and demerits of reading classes.

readers, and from there reaching the point that unsimplified texts can be enjoyed and almost completely understood. The number of graded readers Nation and Wang (1999) recommend for reading in a year is about 30 (or at least 15-20). That would make reading automatically an out-of-class activity, and actually in Nation (2009) it is stated that a large amount of reading needs to be continued for a long period of time with a reading programme.

Quantity vs. Quality

One of the important issues for the use of graded readers to be solved is whether to use the graded readers in a high-quantity reading process, or instead taking time and using them in a high-quality reading process for collecting information and cross-referencing them with other editions. Depending on the class goals, the choice can go to either of these two possibilities, a matter that hangs on choosing either between quantity or quality of reading experience in essence. Definitely, it is not an easy matter to solve since both have intrinsic values in themselves. Quantity could be considered as an out-of-class activity and quality as in-class activity, both contributing to the total reading experience.

Potential Demerits

Disadvantages regarding classes centered on using graded readers are that the effect will not be directly applicable to practical

communication skills measurable in quantity and quality. It is long-term educational investment with the results later in time. For students who have difficulty concentrating on reading, it will be very demotivating to learn a language this way.

The interests of students are not acknow-

ledged fully when class material is fully decided by the teacher. Students need to have strong self-motivation to continue and understand that the benefits of language fluency and acquisition will be ahead. For the teacher it is a difficult task to assess the actual progress being made by students. These are some of the possible demerits in applying graded readers in the teaching English through literature. In Figure 3 the most important merits and demerits are listed for the purpose of comparison.

Conclusion

With this paper the possibilities of using graded readers in integrated classes has been introduced. As shown above there are possible demerits to consider in organizing classes in this format. However, these can be overcome if the purpose and function of the reading classes are clear and structured into an active class for language acquisition and other beneficial skills like collecting information and presenting research results in the study process. Reading is then one part in the internal production process of communication. Just reading for quantity is not a strong motivator for teachers as well as students in using graded readers for language acquisition. The teacher should emphasise to students to find interesting details in the stories, in this case stories of Sherlock

Holmes, and widen the field of vision of students. Students can investigate for instance, the *hound* as a topic. The students ask themselves: What is a hound? How is this different from a dog? Are there other canine categories? Reading functions then as a trigger to look at matters and subjects outside the story to investigate and collect information for presentations. The reading classes will increase vocabulary knowledge of students, but in my viewpoint it is much more important to acquire vocabulary in situ or in (cultural) context than just as single entries in a notebook. If less than 98% of the vocabulary is known, it would have a negative result, according to Nation (2009). However as an official translator, occasionally also translating for law and/or justice departments/agencies in Japan (among others, the police), to begin with the study of domain-specific manuals of police reports is from definitely less than 98% range of known vocabulary (legal terms, police-specific terms and other types of special term) and these manuals are in unsimplified format. By experience in the field and continuous reading the lower percentage increases quite sharply with any subsequent domain-specific manual after the very first one and reaching then the 98% ideal range of vocabulary knowledge. This forms a highly self-motivating force for continuous reading and is something that will encourage language students as an example.

References Cited

- Day, R.R., & Bamford, J. (1998). *Extensive reading in the second language classroom*. Cambridge: Cambridge university press.
- Jakobson, R. (1959/2000). On linguistic aspects of translation. In L. Venuti (Ed.), *The translation studies reader 2000* (pp. 113-118). London: Routledge.
- Mangen, A., & Velay, J. L. (2010). Digitizing literacy: Reflections on the haptics of writing. In M. H. Zadeh (Ed.), *The advances in haptics* (pp. 385-401). Vukovar: In-Tech.
- Nation, I.S.P. (2009). *Teaching ESL/EFL reading and writing*. New York: Routledge.

Nation, I.S.P., & Wang, K. (1999). Graded reader and vocabulary. *Reading in a Foreign Language*, 12(2), 355-380.

Oxford bookworms library activity worksheets (stage 2). (2008). Oxford: Oxford University Press.

Oxford bookworms library teacher's handbook (stage 2). (2008). Oxford: Oxford University Press.

Oxford bookworms library Tests (stage 2). (2008). Oxford: Oxford University Press.

Oxford bookworms library activity worksheets (stage 3). (2008). Oxford: Oxford University Press.

Oxford bookworms library teacher's handbook (stage 3). (2008). Oxford: Oxford University Press.

Oxford bookworms library Tests (stage 3). (2008). Oxford: Oxford University Press.

Oxford bookworms library activity worksheets (stage 4). (2008). Oxford: Oxford University Press.

Oxford bookworms library teacher's handbook (stage 4). (2008). Oxford: Oxford University Press.

Oxford bookworms library Tests (stage 4). (2008). Oxford: Oxford University Press.

Schmitt, N., & Schmitt, D. (1995). Vocabulary notebooks: Theoretical underpinnings and practical suggestions. *ELT Journal*, 49(2), 133-143. Retrieved from <http://203.72.145.166/ELT/files/49-2-3.pdf>

Wexler, B. (2008). *The Mysterious World of Sherlock Holmes*. Philadelphia: Collin Gower Enterprises Ltd.

Primary Sources

- Conan Doyle, A. (n.d.). *The original illustrated 'Strand' Sherlock Holmes, The complete facsimile edition*. N.d.: Midpoint.
- Conan Doyle, A. (2005). *The new annotated Sherlock Holmes (Vols. 1-3)* (L.S. Klinger, ed.). New York: W.W. Norton & company, Inc.

Oxford graded reader

Dominoes-series:

Conan Doyle, A. (2011). *Sherlock Holmes: The blue diamond* (B. Bowler, Ed.). Oxford: Oxford University Press.

Conan Doyle, A. (2011). *Sherlock Holmes: The emerald crown* (J. Hardy-Gould, ed.). Oxford: Oxford University Press.

Conan Doyle, A. (2011). *Sherlock Holmes: The Norwood mystery* (J. Page, Ed.). Oxford: Oxford University Press.

Conan Doyle, A. (2010). *Sherlock Holmes: The sign of four* (J. Page, Ed.). Oxford: Oxford University Press.

Conan Doyle, A. (2010). *The lost world* (S. Kingsley, Ed.). Oxford: Oxford University Press.

Bookworm Series

Conan Doyle, A. (1998). *Sherlock Holmes and the duke's son* (J. Bassett, Ed.). Oxford: Oxford University Press.

Conan Doyle, A. (2003). *Sherlock Holmes and the sport of kings* (J. Bassett, Ed.). Oxford: Oxford University Press.

Conan Doyle, A. (1989). *Sherlock Holmes short stories* (C. West, Ed.). Oxford: Oxford University Press.

Conan Doyle, A. (1999). *Sherlock Holmes: two plays* (J. Escott, Ed.). Oxford: Oxford University Press.

Conan Doyle, A. (1989). *The hound of the Baskervilles* (P. Nobes, Ed.). Oxford: Oxford University Press.

Penguin graded readers

Conan Doyle, A. (2008). *A scandal in Bohemia* (R. Holt, Ed.). Harlow: Pearson Education Ltd.

Conan Doyle, A. (2008). *Sherlock Holmes and the mystery of Boscombe Pool* (J. Y. K. Kerr, Ed.). Harlow: Pearson Education Ltd.

Conan Doyle, A. (2008). *Sherlock Holmes short stories* (A. Laude, Ed.). Harlow: Pearson Education Ltd.

Conan Doyle, A. (1999). *The hound of the Baskervilles* (A. Ronaldson, Ed.). Harlow: Pearson Education Ltd.

Conan Doyle, A. (2008). *The return of Sherlock Holmes* (J. McAlpin, Ed.). Harlow: Pearson Education Ltd.

Conan Doyle, A. (2008). *Three adventures of Sherlock Holmes* (D. Maule, Ed.). Harlow: Pearson Education Ltd.

Conan Doyle, A. (2008). *Three short stories of Sherlock Holmes* (J. Escott, Ed.). Harlow: Pearson Education Ltd.

Macmillan graded readers

Conan Doyle, A. (2005). *Silver Blaze and other stories* (A. Collins, Ed.). Oxford: Macmillan Heinemann ELT.

Conan Doyle, A. (2005). *The hound of the Baskervilles* (S. Colbourn, Ed.). Oxford: Macmillan Heinemann ELT.

Conan Doyle, A. (2005). *The lost world* (A. Collins, Ed.). Oxford: Macmillan Heinemann ELT.

Conan Doyle, A. (2010). *The sign of the four* (A. Collins, Ed.). Oxford: Macmillan Heinemann ELT.

Conan Doyle, A. (2005). *The speckled band and other stories* (A. Collins, Ed.). Oxford: Macmillan Heinemann ELT.

Website-link (for downloadable teacher's material)

Oxford University press

<http://www.oup-bookworms.com>

Entry: teachers only! Free resources[/free! For every bookworm/level select]

Pearson/Penguin:

<http://www.penguinreaders.com>

Entry: penguin readers teachers / download area [register]

Macmillan

<http://www.macmillanreaders.com>

Entry: readers resources

Appendixes

A. Main graded readers: collection of Sherlock Holmes adventures.

B. Original Strand titles.

C. Pp. 220 & 221 (Comparative page from Strand: The Speckled Band): the

communication between Dr. Roylott and Sherlock Holmes. Column 2 of p. 220 and column 1 of p. 221.

D. Example Timeline (blank and completed) for “The Five Orange Pips”.

E. City map section showing how mews are represented on maps.

F. Dominoes and Bookworm levels .

Appendix 1: Main Graded Readers

Oxford Graded Readers			
Dominoes	Level 1	Sherlock Holmes: The Blue Diamond	400 headwords
	Level 1	Sherlock Holmes: The Emerald Crown	400 headwords
	Level 2	Sherlock Holmes: The Norwood Mystery	700 headwords
	Level 2	(The Lost World)	700 headwords
	Level 3	Sherlock Holmes: The Sign of Four	1000 headwords
Bookworms	Stage 1	Sherlock Holmes and the duke's son	400 headwords
	Stage 1	Sherlock Holmes and the sport of kings	400 headwords
	Stage 1	Sherlock Holmes: Two Plays	400 headwords
	Stage 2	Sherlock Holmes Short Stories (Total 3 stories)*1 (see below)	700 headwords
	Stage 4	The Hound of the Baskervilles	1400 headwords
Penguin Readers			
	Level 2	Three short stories of Sherlock Holmes	600 headwords / Elementary / Brit. English
	Level 3	A Scandal in Bohemia (Total 6 stories)*1	1200 headwords / Pre-intermediate / B.E.
	Level 3	Sherlock Holmes and the Mystery of Boscombe Pool	1200 headwords / Pre-intermediate / B.E.
	Level 3	The Return of Sherlock Holmes	1200 headwords / Pre-intermediate / B.E.
	Level 4	Three Adventures of Sherlock Holmes *1 (The remaining two stories)	1700 headwords / Intermediate / B.E.
	Level 5	Sherlock Holmes short stories (Total 6 stories)	2300 headwords / Upper-intermediate / B.E.
	Level 5	The Hound of the Baskervilles	2300 headwords / Upper-intermediate / B.E.

Macmillan Readers			
	Level 3	Silver Blaze and other stories (Total 3 stories)	Elementary / 1100 headwords / Brit. English
	Level 3	The Hound of the Baskervilles	Elementary / 1100 headwords / Brit. Eng.
	Level 3	(The Lost World)	Elementary / 1100 headwords / Brit. Eng.
	Level 5	The Sign of the Four	Intermediate / 1600 headwords / Brit. Eng.
	Level 5	The Speckled Band and other stories (Total 3 stories)	Intermediate / 1600 headwords / Brit. Eng.

Some of the titles of the graded editions have been altered. In Appendix 2 I will give the titles as they are given in the Facsimile Strand edition (Midpoint press). *The Lost World* has been added to this list, because it is a story written by Arthur Conan Doyle. Although, it does not form a part with the Sherlock Holmes canon, it has therefore been placed between parentheses.

Appendix B. Original Strand titles

Graded Reader Title (Oxford)	Original Strand Title	Location canon
Sherlock Holmes: The Blue Diamond	The Adventure of the Blue Carbuncle	The Adventures of Sherlock Holmes / 1891 – 1892 (part 2)
Sherlock Holmes: The Emerald Crown	The Adventure of the Beryl Coronet	Ibid
Sherlock Holmes: The Norwood Mystery	The Adventure of the Norwood Builder	The return of Sherlock Holmes/1903 - 4
Sherlock Holmes: The Sign of Four	The Sign of Four	(part 1) Strand-canon 1887, 1890
Sherlock Holmes and the Duke's Son	The Adventure of the Priory School	The return of Sherlock Holmes/1903 - 4
Sherlock Holmes and the sport of kings	The Adventure of Silver Blaze	The Adventures of Sherlock Holmes / 1892 – 1893 (part 2)
Sherlock Holmes: Two Plays	• The Red Headed League • The Three Students	• Ibid. 1891 – 1892 (part 2) • Ibid. 1903 - 4
Sherlock Holmes Short Stories (Total 3)	• The Adventure of the Speckled Band • A Scandal in Bohemia • The Five Orange Pips	The Adventures of Sherlock Holmes / 1891 – 1892 (part 2)
The Hound of the Baskervilles	The Hound of the Baskervilles	(part 2) Strand-canon 1901 -1902

Graded Reader Title (Penguin)	Original Strand Title	Location canon
Three short stories of Sherlock Holmes		
• Sherlock Holmes and the Strange Mr. Angel • Sherlock Holmes and the Important Exam paper • Sherlock Holmes and the dangerous road	• A Case of Identity • The Adventure of the Three Students • The Adventure of the Solitary Cyclist	Ibid. 1891 – 1892 (part 2) Ibid. 1903 – 4 (part 2) Ibid. 1903 – 4 (part 2)
A scandal in Bohemia (total 6)		Ibid. 1891 – 1892 (part 2)
• A scandal in Bohemia • The Red Headed League • The Boscombe Lake Mystery • The Blue Diamond • The Single man • The Copper Beeches	• A scandal in Bohemia • The Red Headed League • The Boscombe Valley Mystery • The Adventure of the Blue Carbuncle • The Adventure of the Noble Bachelor • The Adventure of the Copper Beeches	
Sherlock Holmes and the Mystery of Boscombe Pool	The Boscombe Valley Mystery	Ibid. 1891 – 1892 (part 2)
The Return of Sherlock Holmes		

• The Six Napoleons • The Norwood Builder • The Golden Glasses	• The Adventure of the Six Napoleons • The Adventure of the Norwood Builder • The Adventure of the Golden Pince-Nez	Ibid. 1903 – 4 (part 2)
Three Adventures of Sherlock Holmes		part 1 Strand-canon
• The Adventure of the Speckled Band • The Five Orange Pips • The Crown of Diamonds	• The Adventure of the Speckled Band • The Five Orange Pips • The Adventure of the Beryl Coronet	
Sherlock Holmes short stories (Total 6 stories)		
• The Man with the Twisted Lip • The Engineer's thumb • The Patient • The Disappearance of Lady Frances Carfax • The Three Garridebs • Wisteria House	• The Man with the Twisted Lip • The Adventure of the Engineer's thumb • The Adventure of the Resident Patient • The Disappearance of Lady Frances Carfax • The Adventure of the Three Garridebs • The Singular Experience of Mr. John Scott Eccles	Ibid. 1891 – 1892 (part 2) Ibid. 1892 – 1893 (part 2) Reminiscences of S. H./1908 – 1913/[3] The Case Book of S.H. /1921 – 1927 Reminiscences of S. H./1908 – 1913/[3]
The Hound of the Baskervilles	The Hound of the Baskervilles	(part 2) Strand-canon 1901 -1902

Graded Reader Title (Macmillan)	Original Strand Title	Location canon
Silver Blaze and other stories		
• the Blue Carbuncle • Silver Blaze • The Six Napoleons	• The Adventure of the Blue Carbuncle • The Adventure of Silver Blaze • The Adventure of the Six Napoleons	Ibid. 1891 – 1892 (part 2) Ibid. 1903 - 4 (part 2)
The Hound of the Baskervilles	The Hound of the Baskervilles	(part 2) 1901 -1902
Sherlock Holmes: The Sign of Four	The Sign of Four	(part 1) Strand-canon 1887, 1890
• The Speckled Band and other stories • The Dancing Men • The Red Headed League	• The Adventure of the Speckled Band • The Adventure of the Dancing Men • The Adventure of the Red Headed League	

Appendix C. Pp. 220 & 221 (Comparative page from Strand: The Speckled Band): the communication between Dr. Roylott and Sherlock Holmes. Column 2 of p. 220 and column 3 of p. 221.

tions are fatal, or if they may be explained away. But what, in the name of the devil!"

The ejaculation had been drawn from my companion by the fact that our door had been suddenly dashed open, and that a huge man had framed himself in the aperture. His costume was a peculiar mixture of the professional and of the agricultural, having a black top hat, a long frock coat, and a pair of high gaiters, with a hunting crop swinging in his hand. So tall was he that his hat actually brushed the cross bar of the doorway, and his breadth seemed to span it across from side to side. A large face, seared with a thousand wrinkles, burned



yellow with the sun, and marked with every evil passion, was turned from one to the other of us, while his deep-set, bile-shot eyes, and his high thin fleshless nose, gave him somewhat the resemblance to a fierce old bird of prey.

"Which of you is Holmes?" asked this apparition.

"My name, sir, but you have the advantage of me," said my companion, quietly.

"I am Dr. Grimesby Roylott, of Stoke Moran."

"Indeed, Doctor," said

Holmes, blandly. "Pray take a seat."

"I will do nothing of the kind. My step-daughter has been here. I have traced her. What has she been saying to you?"

"It is a little cold for the time of the year," said Holmes.

"What has she been saying to you?" screamed the old man furiously.

"But I have heard that the crocuses promise well," continued my companion imperturbably.

"Ha! You put me off, do you?" said our new visitor, taking a step forward, and shaking his hunting crop. "I know you, you scoundrel! I have heard of you before. You are Holmes the meddler."

My friend smiled.

"Holmes the busybody!"

His smile broadened.

"Holmes the Scotland-yard Jack-in-office!"

Holmes chuckled heartily. "Your conversation is most entertaining," said he. "When you go out close the door, for there is a decided draught."

"I will go when I have said my say. Don't you dare to meddle with my affairs. I know that Miss Stoner has been here—I traced her! I am a dangerous man to fall foul of! See here." He stepped swiftly forward, seized the poker, and bent it into a curve with his huge brown hands.

"See that you keep yourself out of my grip," he snarled, and hurling the twisted poker into the fireplace, he strode out of the room.

"He seems a very amiable person," said Holmes, laughing. "I am not quite so bulky, but if he had remained I might have shown him that my grip was not much more feeble than his own." As he spoke he picked up the steel poker, and with a sudden effort straightened it out again.

"Fancy his having the insolence to confront me with the official detective force! This incident gives zest to our investigation, however, and I only trust that our little friend will not suffer from her imprudence in allowing this brute to trace her. And now, Watson, we shall order breakfast, and afterwards I shall walk down to Doctors' Commons, where I hope to get some data which may help us in this matter."

It was nearly one o'clock when Sherlock Holmes returned from his excursion. He held in his hand a sheet of blue paper, scrawled over with notes and figures.

"I have seen the will of the deceased wife," said he. "To determine its exact meaning I have been obliged to work out the present prices of the investments with which it is concerned. The total income, which at the time of the wife's death was little short of £1,100, is now through the fall in agricultural prices not more than £750. Each daughter can claim an income of £250, in case of marriage. It is evident, therefore, that if both girls had married

Appendix D. Example Timeline (blank and completed) for The Five Orange Pips.

No. 20-220S		ITO-YA LEGAL PAD		50 SHEETS	
Strand.		<u>The Five Orange Pips</u>			
- original		* Write down all the facts: time, place, persons, etc etc			
		<u>Elias</u> in USA / Florida / planter / <u>Colonel</u> ^{Army} Confederate			
		<u>Joseph</u> in Coventry (UK) / small factory			
		They are brothers / <u>John</u> is son of Joseph.			
see P. 180 + 181		1869 / 3			
see P. 176		1869 / 70			
see P. 178		1883 / 3			
		(1883 / 3 / 10)			
-- yrs		1883 / 5 / 2			
see P. 178		1884 / 1 / 1			
see P. 178		1885 / 1 / 4			
see P. 179		1885 / 1 / 7			
see P. 179		1885 / 1 / 9			
-- yrs		1887 / 9 / 1			
See P. 115 Now		1887 / 9 / 1 Baker Street visit by John Openshaw			

Strand

- original

The Five Orange Pips

* Write down all the facts: time, place, persons, etc etc
Elias in USA / Florida / planter / Colonel ^{Army} ~~Confederate~~
Joseph in Coventry (UK) / small factory
 They are brothers / John is son of Joseph.

see P. 180
+ 181

1869/3 - Private diary entry: "March 1869"

see P. 176

1869/70 - Uncle Elias returns and takes a small estate in Sussex

see P. 178

1883/3

(1883/3/10) 1st K.K.K. letter (Receiver: John's uncle Elias)
 Came from: Pondicherry (India)

2 yrs

1883/5/2

Elias exits (died)

see P. 178

1884/1/1

Joseph (John's father) enters (lives on the estate)

see P. 178

1885/1/4

2nd K.K.K. letter (Receiver: John's father Joseph)
 Came from Dundee (Scotland)

see P. 179

1885/1/7

Joseph visits Major Freebody (in Portobello Hill)

see P. 179

1885/1/9

Major's telegram

2 yrs

1887/9/

2 years 8 months later

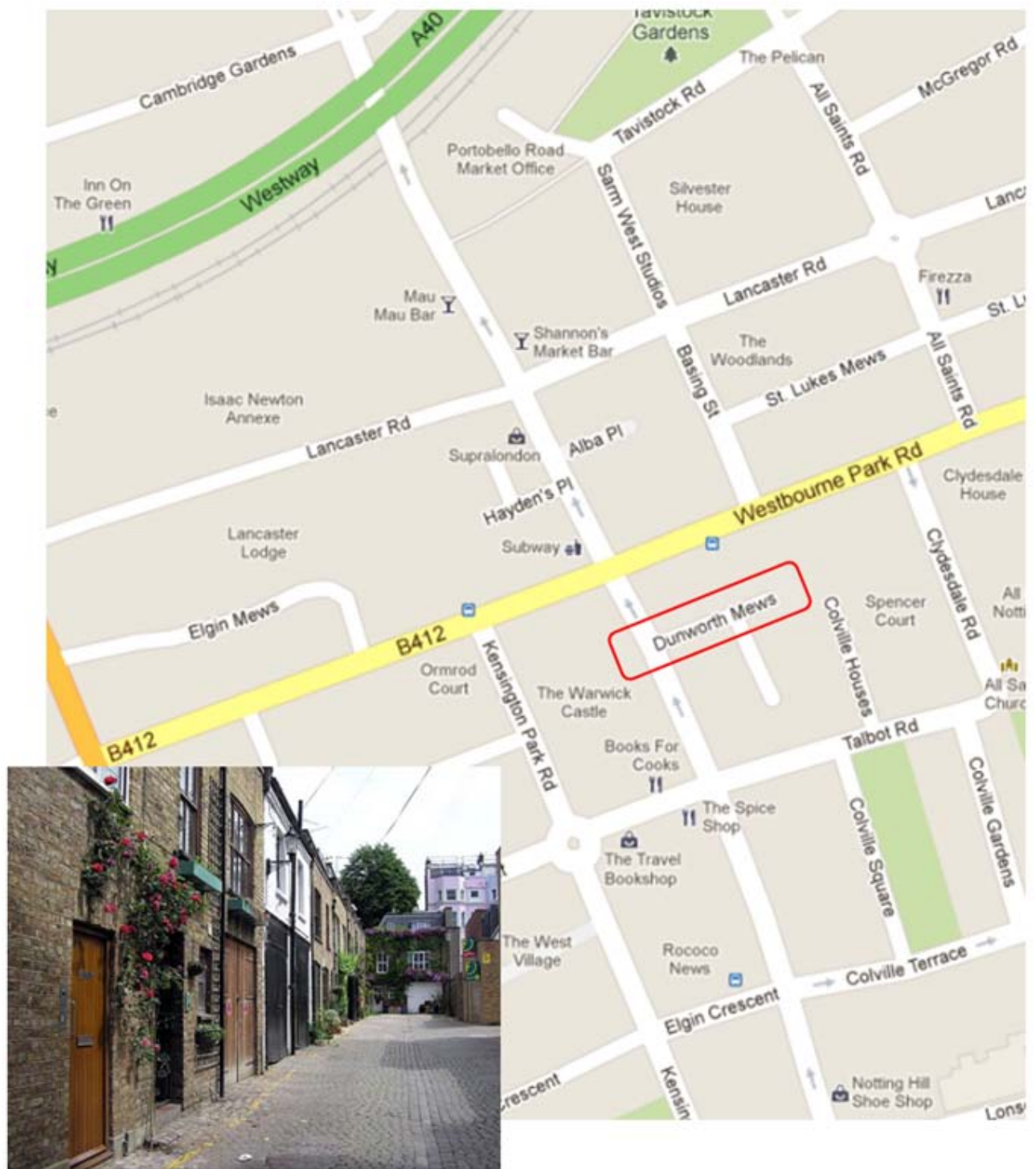
See P. 175 Now

1887/9/

Baker Street visit by John Openshaw

See P. 182 The places of origin of the letters
 known because of the postmarks
 [Also P. 177, P. 179, P. 180]

Appendix E. City map section showing how mews are represented on maps. The photograph (inset) is of Dunworth Mew (circled in red).



Appendix F. Dominoes and Bookworm level descriptions

EPER LEVELS

EPER (= Edinburgh Project on Extensive Reading) has developed an overall system of reading levels.
It integrates the graded reader series published by different publishers.

EPER Level	LEVEL 0	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6	LEVEL 7
Student Level	Starter	Beginner	Elementary	Low Interm.	Intermediate	High Interm.	Advanced	Bridge
Vocabulary*	100–200	250–300	300–400	600–800	1000–1300	1400–1900	1800–2800	2200–3800
Word Count / Book*	500	1,500	4,500	7,000	10,000	15,000	20,000	25,000
Grade in Japanese School*	C1–C2	C2–C3	C3–K1	K1–K2	K2–K3	K3–	–	–
TOEFL	–	–	350	400	450	480	530	550
TOEIC	–	–	150	300	450	530	650	730
TOEIC Bridge*	–	–	70	110	135	150	175	–
L1 Books (Age)	–	–	–	10–12	–	13–15	–	–

Graded Readers

Oxford Reading Tree (X)	Stage1–8	–	–	–	–	–	–	–
Oxford Bookworms (X)	–	Starters*	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Stage 6
Oxford Storylines (X)	–	Level 1	Level 2	Level 3,4	–	–	–	–
Oxford Delta Readers (X)	–	Level 1	Level 2	Level 3	Level 4	–	–	–
Oxford Dominoes (X)	–	Starter	Level 1	Level 2	Level 3	–	–	–
Oxford Pro. English	–	–	–	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5

Readers (X)								
Penguin Readers (P)	Easystarts	Level 1	–	Level 2	Level 3	Level 4	Level 5	Level 6
Longman Struct. Readers* (P)	–	–	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5,6	–
Longman Classics (P)	–	–	–	Stage 1	Stage 2,3	Stage 4	–	–
Cambridge English Readers* (C)	–	–	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
I Can Read Books* (I)	Level 1	Level 2	Level 3	–	–	–	–	–
Heinemann Graded Readers (H)	Starter	–	Beginner	Elementary	Intermediate	Upper	–	–
Nelson Readers (N)	–	–	Level 1*	Level 2	Level 3	Level 4	Level 5	Level 6
Yohan* (Y)	–	–	–	–	Ladder 1	–	Ladder 2	Ladder 3
Eichosha* (E)	–	–	–	–	–	–	–	–
Other Series	LongmanLR	Oxford GR	–	LongmanMW	–	–	–	–
Picture Books & Paperbacks	The Giving Tree	Frog and Toad	Curious George	The Man Who Planted Trees	Roald Dahl	Roald Dahl	Darren Shan	Harry Potter

(from Hill, 1997, p.25–25, * = Items I added or changed)



Around the World

Trip to Turkey

Mami Kawabata

University of the Ryūkyūs

Last month, I went to Turkey for almost a week. I went to many beautiful World Heritage Sites, for example the rock sites of Cappadocia, the Blue-mosque in Istanbul, and other wonderful places. It was very nice. This trip inspired me to study many things: history, geography, and foreign languages, especially English.

In Turkey, people use Turkish as their official language. Therefore, I thought they wouldn't be able to speak Japanese or

English; however, I was pleasantly surprised. When I went to a turquoise shop in Cappadocia market, many clerks introduced their goods and the history of turquoise in fluent Japanese. Not only could they speak Japanese well, but they could also use honorific words fluently. At first, I thought that this shop was a more exclusive

shop than the other shops in the market, so the clerks could speak Japanese, but this was a mistake. The clerks in many other shops that I visited could also speak Japanese. Moreover, they could speak English, Chinese, Korean, and French. I was very surprised to hear them speak so many different languages! I wondered why they could speak so many foreign languages. Finally, I asked a young clerk who I saw speaking Japanese, Chinese, and English. He said, "I like Japan, so I study Japanese!" and "I could progress by speaking actively and not being shy." (Of course he

said this in Japanese.) This was very good advice for me, because it made me more determined to speak English. Before I went to Turkey, I had many chances to speak English, but I didn't try to speak because I would be ashamed if I made mistakes. However, I realized that I have to change my way of thinking for my English to progress. Since then, when I have had a chance to speak English, I try to speak English at hotels or shops. At first, I felt nervous, so I didn't

speak well, but gradually I relaxed and came to speak better. An incident in Turkey where I noticed that I was improving was when I tried to negotiate a discount at a shop. I felt very happy because I could talk in English with a clerk and I got a four hundred yen discount!

Signs at the airport and the

shopping malls in Turkey were of course written in Turkish, but almost all signs were written in English, too. On my way back to Japan, I noticed that it was the same in China and Qatar, too. I realized that if I know English, I can go anywhere in the world. In the future, I want visit many countries. So I have decided to study English much harder than before, and try to speak in English if I have a chance. In addition, I want to learn more about geography and history.

This trip changed my attitude toward studying many things, especially English. It was a very nice trip.

About the author: Mami Kawabata is a student at the University of the Ryūkyūs.



Figure 1. The Blue Mosque in Istanbul. (Photo by Benh Lieu Song, reprinted under the Creative Commons Attribution-Share Alike 3.0 Unported license.)

Kawabata, M. (2012). Trip to Turkey. *OTB Forum*,5(1), 76.



Creative Writing

The Earthquake Diaries

John P. Racine

Dokkyo University

At 2:46 pm, March 11, 2011 the Great East Japan Earthquake (東日本大震災) struck 70 kms off the coast of Tōhoku. The fourth largest earthquake in recorded history, along with its accompanying tsunami, left lasting impressions on all who survived. John Racine, a 15-year resident of Hitachinaka City, recounts his personal experiences in the days (Part 1) and weeks (Part 2) after the quake, and reflects on his life in Japan almost two years later (Part 3).

Part 1

Initial Shocks

Earthquakes are extremely common in Japan. Small earthquakes, that is.

I was in my 9th-floor office just outside of Tōkyō the Friday afternoon when the big one hit. The building is about 20 years old and was built – as most Japanese high-rises are – with earthquakes in mind. The earthquake-proofing here – or so I’m told – consists of a series of supports that extend as deeply into the ground as the building itself rises into the sky. That day they would be put to the test.

This quake began like all the others, as small shakes. Slight tremors typically recede in a few seconds and are followed by mild swaying as the anti-quake mechanism allows the building to wobble back and forth, rather than bend and – heaven forbid – break. But this time was different.

The shaking began – noticeably stronger than usual. This prompted many of us to walk to our doorways and peep out into the hall. No one was running down the stairs so we guessed we were ok. Without warning the shaking turned violent. Enormously heavy filing cabinets rocked back and forth like half-empty matchboxes. Bookshelves emptied in seconds. My clock smashed against the floor.

Racine, J. (2012). The earthquake diaries. *OTB Forum*, 5(1), 78-84.

I and others braced ourselves in our doorframes to avoid falling down. Now we couldn’t leave even if we wanted to.

As quickly as it had begun, the worst of the swaying subsided and my now ashen-faced colleagues and I agreed that we should get outside immediately. We were weak-in-the-knees and a bit stunned. We barely noticed the broken water pipes dripping on us as we hurried downstairs.

We reached the ground floor and congregated in groups far enough from the building to feel safe from any debris that might fall. We were met by the sounds of sirens in all directions – later, the smell of fire and wafts of black smoke in the distance.

Someone was already watching TV on his cell phone. “That was a 7!” He exclaimed, referring to the value of the quake on the Japanese Scale.

The Japan Scale measures the actual amount of shaking in a given region rather than the overall strength of the quake. The overall strength in this case was a magnitude 9.0 on the Richter Scale, ranking it in the top 5 worst earthquakes in the history of the world right behind the Great Sumatra earthquake of 2004 that had unleashed its infamous tsunami.

I was thinking to myself, “So that’s what a 7 feels like”, when someone repeated, “That was a 7 in Miyagi.”

Miyagi rang in my ears and I went white. Miyagi Prefecture is 300 km north. My wife

works near our home 150 km north of where I was. I frantically began dialing from my cell. No connection. I tried texting and email. No response. I couldn't tell if my messages had gone through or not. That was to be my darkest hour.

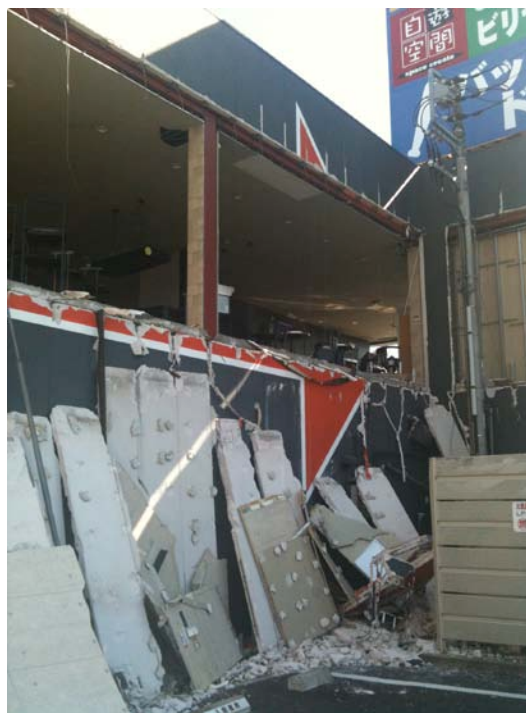
Meanwhile we were told that we were still too close to the building and were asked to move quickly to the playing field. Repeated tries on the phone. Still nothing.

One of the larger aftershocks hit and I watched as the entire campus did a simultaneous two-step to avoid falling. The aftershocks continued constantly, as did my attempts on the phone. Everyone looked deeply concerned, but we were glad we were no longer nine stories up. We were alive and unharmed.

A Ray of Hope

I couldn't wait around any longer. It had been an hour-and-a-half since the quake hit and I still had not heard anything from my wife. I should get my things from the office and get moving. A security guard blocked my way. Just as he was telling me that the building had not been declared safe, a ray of hope appeared in the form of my vibrating pocket – my wife's message had made it through the network congestion.

In fact, two messages had piggy-backed their way through the system. The first was checking on my safety. The second one was a response to my "are you ok". It said, "Not really, but I am still alive." I know my wife well enough to assume she has been shaken up, but not injured. To be on the safe side, I sent a confirmation message. I knew the response would be slow to arrive, so I started heading for home. I left work at around 6:00 pm.



The Heart of Darkness

The tracks were torn up in many spots and all train lines had been halted. I was fortunate to have my car at the office that day. I knew the highway would be jammed but I didn't know that my hour-and-a-half drive home was about to become an 8-hour ordeal.

The highways were all closed. People were fleeing the Metropolis to check on their loved ones further north. The side roads remained bumper-to-bumper as we crawled along at a snail's pace through the night.

I was hungry and had planned to stop at a convenience store for a light dinner, but now there were no stores. Beyond the endless row of red and white lights, all was black. I hadn't anticipated blackouts. After all, even with the pipes leaking overhead, I had left the office with the lights on and the computer running.

So there were no shops open and no traffic lights to facilitate the northward exodus. It was becoming dark in the figurative sense too. I began to understand how Capt. Willard must have felt on his way up the Mekong.

Besides the blackouts, I began to see the first signs of the devastation that lay further ahead. First there were cracks in the road. They were stained with white powder where the asphalt had ground against itself, turning to fine white sand. Later the cracks were bigger where the paving had been pulled apart and there were ridges where the ground had been forced upwards. The bridges no longer met solid ground as they had before.

Each began with a shocking bump. Of course not all of them were still standing.

I came to Ishioka, a small city in Ibaraki Prefecture surrounded by rice fields. The bridge was out and we were forced to detour through the town. In places crushed brick and rock lined the roads. Wide fissures in the asphalt here, sinkholes there.

Then there were the people. Salarymen who had ridden trains their whole lives were tiredly walking through the night to get home. Couples and coworkers were still wearing safety helmets issued at their offices as they forged onwards in the dark.

Home Again

I got home at 2:00 am. My house was standing, but not all in my city were as lucky. The Korean restaurant on the corner was now thrown onto the sidewalk. Tombstones littered their graveyards.

I pulled into the driveway. I thought all was silent except for my car cooling off from its 8-hour trek. Then I heard the neighbours' car engine. I could see the family in the car. I asked Mrs. Saitō if everyone was ok. She said they were all safe but the inside of their house was too ruined to find a place to sleep. At least the car had heat.

I fumbled for my key in the dark and unlocked my front door. In the complete black of the entrance way I felt around inside a cupboard for a flashlight. I got my hands on it and begin to explore the house.

I could see that the medicine cabinets had been opened. Their contents were thrown into the sinks. At first, I didn't know what I was looking at on the kitchen floor. I realized after a while that the crushed silver box was the microwave oven, upside down and broken.

For the most part, the anti-quake cupboards had done their job. Their magic latches had held themselves closed so only a few of our dishes were broken.

I headed upstairs, but I couldn't enter the office. There was no place to stand; every inch of floor space was littered with books, CDs, and paper. I see the

smashed picture frames on the floor and realize I am standing in broken glass. This is a Japanese house so I had removed my shoes. The rest of the exploration would have to wait till daylight.

I should go find my wife now.

To City Hall

I was back on side roads heading north again. The sporty wheels of my Cooper S hit the cracks and ridges hard but I continued through the darkness.

My wife is a city employee and had to work through the night at the local town hall. I arrived and pulled open the "automatic" doors by hand. I pulled them closed behind me to keep the night air off the newly homeless who had wrapped themselves in blankets and were lying on the floor the entire length of the front counter.

I found Yuko huddled under a blanket. She was still on duty, but resting and trying to nap. She had been serving water, tea, crackers, and cold rice to the stranded and homeless all night long. She was tired, but safe. Our eyes widened and we made a beeline for each other. She told me how she had thought she was going to die during the quake. Tears welled up and we embraced.

She had done the wise thing by getting under her desk when everything in her office was being tossed about. She thinks if she hadn't, she would have died or been injured. Some of her colleagues hadn't been as wise and now had the head injuries to prove it.

All the prime floor space was already occupied, so I went back to the car to sleep. Yuko went back to her corner. It was 3 am.

The Next Day

The next morning, I awoke to find myself behind the wheel of my car. Yuko got permission to leave work for a



while and I took her back to look at the house.

As expected, nothing was where it once was. Stone lanterns in the garden had been toppled, as had all the appliances and bookshelves inside. As we were looking about, there was a knock at the door. Actually, we weren't sure at first that it was a knock at all. It was the first time a caller hadn't used the doorbell. We still had no power.

We were happy to discover Mrs. Saitō at the door. She had brought us hot noodles, courtesy of her generosity and her propane stove. She told us that water was available at the local junior high school. After we ate, we took some bottled water and snacks to Mrs. Saitō, but she refused to accept.

Water

We gathered some empty pop bottles we had planned to recycle and headed towards the school.

We arrived to see the single longest line I've ever seen. It surrounded the entire school grounds and then snaked back and forth through the middle, covering the entire area of the field. There must have been 10,000 people there. It was as if they were going to a concert, but there was only one entrance to the arena.

We waited for two hours until a man with a bullhorn informed us that a water truck had finally arrived.

Everyone was relieved until he added that it was only a 2-tonne truck and that supplies would be limited to 2 litres per person. I did the math and realized that only the first 1000 people would be served. Others too, realized that there would not be enough to go around. We, and many others, decided to return home empty-handed. No one rioted. No one panicked. No one was discourteous.

Yuko went back to work serving the needy late into the night. I caught up on my sleep.

Day 3

My birthday. And there was reason to celebrate: The electricity was restored at noon.

The Internet was up and running and I was able to let everyone know that I was alive and well. The phone worked now too, and I soon received a call from External Affairs in Ottawa. My government was able to confirm my safety.

More birthday cheer: Mrs. Yoshimoto from across the street told us that she had a well-water spout at her house and that we and our neighbours could help ourselves. No more trips to the junior high. No more long lineups.

In the days that followed, aftershocks were continual and the sirens never ceased. We still had no water and rotating blackouts were to recur throughout the day. But we were grateful.

We know we had been lucky. Further north complete devastation reigned: Entire cities had been leveled by the quake, razed by the subsequent fires, and crushed under the tsunami. Sixty percent of entire town populations were unaccounted for. Death tolls rose hourly.

Closer to home, we wait and watch the ongoing struggle to contain the crippled

nuclear reactors in Fukushima. We are prepared to evacuate if necessary.

But, for now at least, we are grateful to have our house. We are grateful for the kindness and generosity of our neighbours. We are grateful to be in a society where courtesy trumps selfishness and

where patience triumphs over chaos. We are grateful to be alive and grateful to have each other.



Part 2

The Truth about Inconvenience

Nothing is easily done now. Even walking is difficult.

In this part of Japan private properties are typically surrounded by walls of concrete blocks. Those that haven't collapsed, now have handwritten signs hung on them saying

KIKEN – Danger. They're weak and an aftershock could bring them down. You can't get too close to the houses either. The characteristic Japanese roof tiles rain down after each aftershock. And while you're looking up, watch your step. The sidewalks are no longer flat.

You could drive, but there is no gas. Many stations have already sold out. Others are rationing. Then why are all these people sitting in their cars with the engines idling? They're lining up for gas. You couldn't have guessed that since you can't even see the nearest gas station from this part of the line.

In fact, it is at the front of the line that the absurdity of our situation is truly witnessed. This station isn't even open. There are people sitting for hours simply hoping that the tank truck will arrive that day. Others who are running on empty park in front of the gas stations the night before and wait for them (hopefully) to open in the morning. Since tracks are twisted and station platforms have crumbled, Japan's preferred mode of transport is also out of the question.

But even if we could travel, there is really no place to go. Most stores and restaurants haven't reopened yet. Without water it's difficult to stay in business.

The tiny mom-and-pop western restaurant out on the corner has somehow managed to reopen. They've carried water from who-knows-where in heavy jugs. With all the supermarkets closed they only have enough supplies to make curry. On a regular day, I would be complaining about the small portion and the taste. Today though this is one of the greatest meals I've ever had.

Generally speaking, it is safer to stay home. But cooking is almost impossible without supermarkets, convenience stores, and most importantly, water. Having the electricity restored opens up a lot of possibilities.



Unfortunately, our oven was destroyed in the quake and the appliance stores haven't reopened yet. Even if you had the ingredients and the facilities to cook, you wouldn't be able to wash your dishes. Ten days after the quake that means a lot of dishes piled up. Given the continual aftershocks, anything involving tall piles is not ideal.

When it comes to water, the kitchen is far from the most drastically affected room in the house. I had a shower last week. I drove 120 km to have it. No way

to do laundry. No way to wash your hands. No way to flush the toilet. You would not believe how much water is involved in a single flush until you've carried it from down the street.

People are very tired and stressed from this lifestyle. They want a hot bath. They are tired of the smell of human waste in their homes. They are tired of their own smell.

Of course none of these inconveniences compares to the struggles further north. We are not happy about the closed roads, the lack of water, the nonexistent train service. But our house is standing. Our city is mostly standing. The mayor, the city council, and all the people who work hard to fix these things are all still alive. Our friends and family are all safe. We have much to be grateful for here. Things will

get better eventually. So many others are not as fortunate.



Dream of Water

During the night of Day 10 I dreamt we had water. In the dream I turned on the tap just as I had dozens of times in the previous week and a half. This time though water came out. It was tropical green in the dream, and so inviting.

Mizu ga deru yo! “We have water!” My wife said, waking me from my wishful sleep. Yuko had got up before me and had discovered the good news. Like a kid on Christmas morning I jumped out of the futon and ran to the washroom. We did have water, just not very much of it. Even if all the mains had finally been repaired, I imagined this trickle was the result of an entire city simultaneously running hot baths.

Actually, I had had a bath the night before. Water had been restored in the town next to ours that day, so we had driven to Yuko’s sister’s house for a hot shower. “If you want the bus to come,” my grandmother used to say, “light a cigarette.”

On Day 12, we are still hoping that the flow will increase to the point where a shower would become possible. I wait at the faucet like Hachikō awaiting his master.

Things Are Not Normal

The situation is still surreal to me. When I see the damaged homes and streets, the scenes are familiar. I have seen them on television after natural disasters have occurred elsewhere in the world. I’m continually shocked when I come to realize these scenes are actually around my own home. I’ve walked down these streets a hundred times before and they’ve never looked like this.

Twelve days after the quake and we are still longing for running water to be restored. It is not merely a matter of comfort or convenience, or even of hygiene. Water represents a potentially giant leap towards normalcy. More so than the presence of ample gasoline, running trains, repaired homes, and repaved roads combined, running water would go so far in allowing us to feel normal again. Or would it?

The aftershocks serve as constant reminders that Eastern Japan is still suffering. It has experienced a horror the magnitude of which arises only once in a millennium.

Exhausted, 100 million say to themselves “Not again”, after each tremor. We wait for the slowly subducting Pacific plate to normalize relations with the Japanese archipelago.

Other things will certainly not be normal again. The Fukushima Daiichi Nuclear Power Plant, for example, will never be operational again. After the absence of running water, Daiichi’s ailing reactors remain the single largest obstacle on our road to normalcy. Teams of specialists continue to work around the clock, fighting to stabilize conditions at four of the six reactors.

Life and Death

Of course the battle to contain the reactors in Fukushima is a continued source of worry. The idea that evacuation may still be necessary raises life and death issues. I find myself making decisions that I have never been forced to consider before.

I have a bag with bottled water, snacks, a flashlight, batteries, and our passports ready to go. I’ve given serious consideration to such issues as which car to take if things go really bad. In the event of a Hollywood-scale science fiction exodus, blocked roads, and apocalyptic panic – Should I go with the SUV or the compact? I hope I am not forced to reach a decision any time soon.

And where would we go? Towards my office where we’d have a place to stay far (enough?) away from the calamity? Or would it be better to go straight to Narita? Should I close all the vents before abandoning the house? What would I do if I’m separated from my wife? I hope I never need a firm answer to these questions.

So a potential nuclear catastrophe looms over us like a specter from the Cold War. It’s as if Khrushchev is standing between us and the resumption of our regular lives.

Meanwhile, the sensationalist tendencies of the 24-hour news cycle merely exacerbate tension. It’s clear that ratings are more important to Western media sources than the dissemination of correct information. Given the extreme conditions, however, even words of caution ring of danger.

The government has now warned us away from locally grown greens and milk. The

mind boggles at how dangerous this food must be. Given our crippled supply lines, they would never choose to ban these products unless they posed a serious threat, would they? Indeed, amounts of radioactive iodine had registered above the legal limit in these products.

The good news is that legal limits are set with human safety in mind. One would have to eat irradiated Ibaraki spinach every day for a year to accumulate the amount of radioactivity of a single CAT scan. And you'd have to drink 58,000 glasses of Fukushima-produced milk to increase your lifetime risk of cancer by even 4%. If you want to live dangerously, you will have to drink a glass of that stuff every morning for the next 160 years.

But we continue to abide by the safety warnings from our government. We continue to follow the news for the facts and continue to ignore the chaff. We continue to wince as wave after wave of aftershock rattles our houses and our nerves. And we continue to closely monitor the reactors in Fukushima. We continue.

Part 3

Aftershocks: Looking Back

While piecing this story together almost two years later, I am reminded of how frail life can be.

Within the first month after the quake, our region was rocked by almost 400 aftershocks, including more than 70 with a magnitude of 6.0 or greater. Each one was a rattling reminder of how deeply and drastically our lives had been affected and could be affected again at a moment's notice. But now the aftershocks are weaker and less frequent.

Other things, however, got worse before they got better. Not the least of which was the nuclear situation in Fukushima. The classification of the Daiichi plant accident was raised to a Level 7, marking it as the worst nuclear incident in Japanese history and

placing it alongside Chernobyl in terms of its possible impact on the environment. Increased radiation levels led to a series of bans on local produce, gutting the fishing industry and drying up agriculture.

Local roads will never be quite the same again either. What municipal budget allows for the repaving of an entire city? Every bump and burrow is a reminder of what our city endured. Most local residents have repaired their homes. But those of lesser means still have blue plastic tarps making due where their roof tiles once were.

I'm happy to say that the media, even the western media – which could fairly be accused of fear-mongering during the darkest days after the quake – have also reported much good during the months that followed. News sources publicly acknowledged the brave efforts of Dr. Takeshi Kanno who was able to save dozens of his patients before the tsunami ravaged the Shizugawa Public Hospital in Minami Sanriku. Another kind of bravery was reported in stories about Minami Soma Mayor Katsunobu Sakurai who used YouTube to alert the world to the plight of his town when federal authorities failed to act decisively. There have also been countless stories of generosity extended from local communities all across Japan to those displaced from their hometowns. And there has been deeply moving coverage of those returning to Tohoku to survey the damage. And to mourn the dead.

Closer to home things have slowly but surely returned to normal. Nine months after the quake we were informed that Fukushima had been "brought under control". In time, food bans were lifted. Industry has resumed. Worries have receded. My wife and I are now parents to a healthy and happy baby girl born 16 months after the quake. Life does go on.

Memories fade, but never completely. Everyone in eastern Japan on 3/11 will surely carry their own earthquake diary within them for the rest of their days.

About the author: John Racine is a Lecturer in the Interdepartmental English Language Program at Dokkyo University. For more of his thoughts on life after the earthquake see:
<http://www.magazine.utoronto.ca/all-about-alumni/john-p-racine-a-year-in-the-quake-zone-japan/>



Review

Review of *Das moderne Japan 1868-1952*

Christian W. Spang

Daitō Bunka University

Gerhard Krebs (2009). *Das moderne Japan 1868-1952* (Oldenbourg Grundriss Geschichte 36). München: Oldenbourg, 249 S. ISBN 978-3-486-55894-4. €29,80.

Desiderat

Bereits Ende der 1970er Jahre etablierte der Münchner Oldenbourg Verlag seine vielbeachtete „Grundriss Geschichte“-Reihe. Es dauerte allerdings über 30 Jahre bevor darin erstmals eine Darstellung zu Japan erschien. Mit Gerhard Krebs tritt hierbei einer der besten deutschen Kenner des modernen Japans an, einem nicht japanologisch vorgebildeten Leserkreis die entsprechenden Grundkenntnisse zu vermitteln. Folgerichtig wird in Band 36 der Reihe der explizite Bezug auf Quellen bzw. Literatur in japanischer Sprache vermieden.

Aufbau

Jeder Band der Oldenbourg-Reihe ist in drei Abschnitte eingeteilt, nämlich: „I. Darstellung“, „II. Grundprobleme und Tendenzen der Forschung“ und „III. Quellen und Literatur“. Der erste Teil (Krebs 2009: 1-106) vermittelt einen auf gesicherten Erkenntnissen beruhenden Überblick. Im zweiten Teil (ibidem: 107-187) wird die aktuelle Forschungslage diskutiert. Der dritte Teil (ibidem: 188-229) bietet ein erschöpfendes, thematisch gegliedertes Literatur- und Quellenverzeichnis, das im vorliegenden Fall ca. 850 Werke umfasst.

Darstellung

Gerhard Krebs hat für seinen historischen Überblick einen klassisch chronologischen Aufbau gewählt, den er an einigen Stellen jedoch (S. 3, 11, 27, 83, 104, 163) aus nicht ganz ersichtlichen Gründen durchbricht. Insgesamt präsentiert der Autor eine

schlüssige und – trotz vieler Einzelheiten – gut verständliche Abhandlung, in deren Mittelpunkt der Einfluss der japanischen Streitkräfte auf die Politik des Kaiserreiches steht. Dies erklärt auch, warum die Erläuterungen zum Kriegsverlauf im Pazifik (1941-1945) mit ca. zehn Seiten im Verhältnis zur Gesamtlänge der Darstellung sehr umfangreich ausfallen. Andere Aspekte kommen daher etwas kurz, wie z.B. der Wandel der gesellschaftlichen Verhältnisse, die Veränderungen des Bildungssystems oder auch der deutsche Einfluss auf die Modernisierung Japans.

Ein systembedingter Nachteil der Oldenbourg-Reihe stellt die Tatsache dar, dass man – aufgrund des nicht vorgesehenen Anmerkungsapparates – im ersten Teil nicht unmittelbar erfährt, auf welcher Basis der Autor zu der gebotenen Interpretation kommt.

„Grundprobleme und Tendenzen der Forschung“

Dieser Abschnitt bildet das Kernstück des Buches. Krebs stellt hier die meisten der von ihm in Teil III aufgelisteten Werke thematisch geordnet vor. Dies erleichtert den Einstieg in die vielen angesprochenen Themenbereiche enorm. Der Autor versteht es zudem, den Zusammenhang zwischen den politisch-ideologischen Entwicklungen des Kalten Krieges und der sich wandelnden Interpretation der japanischen Geschichte aufzuzeigen. Vor diesem - von Krebs sehr deutlich herausgearbeiteten - Hintergrund lassen sich die vorgestellten Arbeiten in ein Schema einordnen, das dem eigenen Verständnis der fraglichen Darstellungen außerordentlich dienlich ist. Insgesamt bietet der Autor eine zuverlässige und ausgewogene Beurteilung der umfangreichen Fachliteratur seit dem frühen 20. Jahrhundert.

Korrekturen

Alle im zweiten Teil des Werkes diskutierten Abhandlungen sind mit

Spang, C. W. (2012). Review of *Das modern Japan 1862-1912* by Gerhard Krebs. *OTB Forum*, 5 (1), 86-88.

Querverweisen zur Bibliographie, d.h. zu Teil III der Arbeit („Quellen und Literatur“), versehen. Allerdings haben sich hierbei einige Fehler eingeschlichen. Auf S. 115 wird Schonberger's *Aftermath of War* (1989) vorgestellt und mit dem Hinweis auf Teil III, Abschnitt „8a“ versehen. Richtig wäre hier „7a“ (S. 225). Morley's inzwischen etwas veralteter *Research Guide* (1974) wird auf S. 125 kurz erwähnt. Allerdings ist dieser nicht in Abschnitt „2a“, sondern im folgenden „2b“ auf S. 196 verzeichnet. Shillony's *Enigma of the Emperors* (2005) wird auf S. 143 genannt, der Verweis auf Abschnitt „6f“ ist allerdings nicht korrekt – das Werk ist in Abschnitt „6l“ auf S. 223 zu finden. Die auf S. 156 vorgestellte Dokumentensammlung *British Documents on Foreign Affairs* (1989-1997) ist nicht in Abschnitt „1d“ gelistet, sondern in „2d“ (S. 197). Die von Evans und Peattie erstellte Darstellung *Kaigun: Strategy, Tactics, and Technology in the Imperial Navy, 1887-1941* (1997) wird auf S. 200f vorgestellt und fälschlicherweise Abschnitt „3b“ zugeordnet. Tatsächlich sind die bibliographischen Angaben zu diesem Werk in Abschnitt „3f“ (S. 205) zu finden. Lones *Japan's First Modern War* (1994) ist tatsächlich in Abschnitt „4b“ verzeichnet. Im Text wird auf S. 159 allerdings auf Abschnitt „3b“ verwiesen. Und zu guter Letzt ist noch auf Sugitas *Pitfall or Panacea* (2003) zu verweisen. Dieses Buch zur amerikanischen Okkupation von Japan 1945-1952 wird auf S. 186 vorgestellt und mit dem Hinweis auf Abschnitt „7c“ versehen. Korrekt wäre dagegen „7d“ (S. 229).

Literaturhinweise

Der im vorangegangenen Absatz bereits implizit erwähnte, sehr benutzerfreundliche feingliedrige Aufbau des Quellen- und Literaturverzeichnisses bringt es mit sich, dass man in dessen Teilabschnitten – wie in thematisch aufgebauten Seminarbibliotheken – nach relevanten Werken suchen kann.

Angesichts der Veröffentlichungsflut im Bereich der internationalen Japanologie ist es heute allerdings kaum noch möglich, den Überblick über alle relevanten Publikationen zu behalten. Daher seien dem Rezensenten am Ende dieser Besprechung einige

weiterführende Literaturhinweise gestattet. Mit Hilfe zweier Englisch-sprachiger Informationsquellen kann man sich diesbezüglich auf dem Laufenden halten. Zum einen ist hierbei die Internet-basierte wöchentlich erscheinende Fachzeitschrift *The Asia-Pacific Journal: Japan Focus* (<http://japanfocus.org/>) zu nennen, zum anderen die „discussion group“ H-Japan (<http://www.h-net.org/~japan/>), die jeweils eine Vielzahl relevanter Artikel, Hinweise und Rezensionen anführen.

Anhang

Das moderne Japan 1868-1952 bietet eine gute Zeittafel (S. 231-236) und ein zwar nützliches, aber mit gut 50 Einträgen relativ knapp ausgefallenes deutsch-japanisches Glossar (S. 238-241). Mit Hilfe des guten Orts- und Sachindexes (S. 242-247) sowie des Personenregisters (S. 247-249) kann man schnell auf die Stellen des Buches zugreifen, die einen konkret interessieren. Zu bemängeln wäre vielleicht noch, dass eine einzige Karte (S. 237: „Der asiatisch-pazifische Raum 1943–1945“) nicht wirklich hinreichend erscheint für eine Einführung in die Geschichte eines außereuropäischen Landes.

Fazit

Das moderne Japan stellt ohne Zweifel eine sehr empfehlenswerte Einführung für Anfänger dar, hat aber gleichzeitig auch als Repetitorium und kommentierte Literaturliste für Fortgeschrittene seinen Wert. Angesichts der Konzentration des Buches auf den Weg in den Pazifischen Krieg, sei den an der modernen japanischen Geschichte Interessierten zur Abrundung des Bildes noch das eher auf das 19. Jahrhundert ausgerichtete Werk Reinhard Zöllners, *Geschichte Japans: Von 1800 bis zur Gegenwart*. Stuttgart: UTB, 2006, empfohlen.

Ergänzende Literaturhinweise

Anne Booth beschäftigt sich in zwei jeweils 2007 erschienenen Arbeiten mit der Frage, ob Japans ehemalige Kolonien nach dem Krieg von den Hinterlassenschaften der Besatzungsmacht profitierten oder nicht.

Booth, A. E. (2007a). *Colonial legacies: Economic and social development in*

East and Southeast Asia. Honolulu:
University of Hawaii Press.

Booth, A. E. (2007b). Did it really help to be a Japanese Colony? East Asian economic performance in historical perspective. *Japan Focus*, <http://japanfocus.org/-Anne-Booth/2418> (eingesehen am 12.5.2012).

Louis M. Cullen, emeritierter Professor des Trinity College Dublin, ist ein Experte für die Verwaltungsfragen der Edo-Periode. Vor knapp zehn Jahren hat er eine in Deutschland wenig beachtete Überblicksdarstellung vorgelegt.

Cullen, L. M. (2003). *A history of Japan, 1582-1941: Internal and external worlds*. Cambridge: Cambridge University Press.

Der von Franziska Ehmcke und Peter Pantzer herausgegebene Band *Gelebte Zeitgeschichte* bietet 21 Interviews mit alten deutschen „Japan-hands“, die sich vor bzw. während des Zweiten Weltkrieges in Japan aufgehalten hatten.

Ehmcke, F. und Pantzer, P. (Hrsg.) (2000). *Gelebte Zeitgeschichte – Alltag von Deutschen in Japan 1923 - 1947*. München: Iudicium.

Die Arbeit von Andrea Germer steht hier stellvertretend für die japanologische Seite der „gender studies“, die bei Krebs etwas zu kurz kommen.

Germer, A. (2003). *Historische Frauenforschung in Japan: die Rekonstruktion der Vergangenheit in Takamure Itsues ‚Geschichte einer Frau‘* (Josei no rekishi). München: Iudicium.

Das von Inge Hoppner und Sekikawa Fujiko redaktionell betreute zweisprachige Werk ist eine Sammlung von Kurzporträts

von ca. 50 Personen, die für die deutsch-japanischen Beziehungen vor 1945 eine Rolle spielten. Die Qualität der einzelnen Beiträge variiert jedoch sehr stark.

Hoppner, I. und Sekikawa, F. (Redaktion) (2005). *Brückenbauer: Pioniere des japanisch-deutschen Kulturaustausches*. München: Iudicium.

Der von Hans-Martin Krämer (et al.) herausgegebene Sammelband zur japanischen Geschichtswissenschaft stellt eine sinnvolle Ergänzung zum zweiten Teil von Krebs' Buch dar.

Krämer, H. M.; T. Schölz und S. Conrad (Hrsg.) (2006). *Geschichtswissenschaft in Japan. Themen, Ansätze und Theorien*. Göttingen: Vandenhoeck & Ruprecht.

Abschließend ist hier noch auf einen von Bernd Martin betreuten Sammelband zu verweisen, der zwar inzwischen etwas veraltet ist, aber einige interessante Detailstudien bietet und deshalb nicht unerwähnt bleiben sollte.

Martin, B. (Hrsg.) (1987). *Japans Weg in die Moderne - Ein Sonderweg nach deutschem Vorbild?* Frankfurt am Main: Campus.

About the author: Christian W. Spang was an associate professor at the University of Tsukuba 2009-2012. In April of 2012 he moved to the Faculty of Foreign Languages at Daitō Bunka University, and he continues to teach at the Area Studies' Master's program in Tsukuba as an adjunct professor. His research interests include 20th century geopolitics and history, German-Japanese relations, as well as language teaching.



Consider yourself invited to peruse the multimedia offerings of the *OTB Forum*. On our publications page (<http://www.otbforum.net/publications.html>) you'll find several audio files and one video. Enjoy!

Outside the Box: The Tsukuba Multi-Lingual Forum A Couple More Things...

Visitors to the *OTB Forum* webpages and readers of the journal might be curious about the imagery employed. Allow us to explain.

Why is forum used in the title of this journal? We envisioned this journal as a meeting place that would welcome viewpoints from various people and quarters and in various languages. In history, the word forum referred to an open square which served as the center of business and public discussion; the etymology of forum is the Latin *foris*, "outside." Of course, the Roman Forum (*Forum Romanum*) was such a center of commerce and government.

Why a column? As the reader may have noticed in the issue in your hand or on the screen, the *OTB Forum* employs this image of a column quite often. This image is of the top third of a large column located quite near the Foreign Language Center at the University of Tsukuba, where the *OTB Forum* originated.

The column is in the Corinthian style, the latest of three main Greco-Roman column styles: Doric, Ionic, and Corinthian. Corinthian columns were used to support temples and other important public buildings. They were erected to celebrate victories in military campaigns, and to commemorate posthumously the greatness of certain emperors such as Trajan. The scrolls found at each corner of Corinthian columns were a key symbol of civilization for the Romans. They signify respect for the written word and its facility to convey law, history, and other information. These columns were also used to separate areas of different religious importance, such as each god's alcove in the Roman Pantheon. Hence, their use in the *OTB Forum* as a border between different sections is intended as a continuation of a time-honored tradition, albeit only for literary purposes. (See http://www.ehow.com/about_6570954_symbolism-roman-columns.html for an excellent explanation of Roman columns and symbolism, and a photograph of the interior of the Pantheon with its Corinthian columns can be viewed at <http://www.trekearth.com/gallery/photo1114648.htm>.)

On the OTB Forum webpage, you will find a gray brick background. This refers to the roads built by the Roman Empire.

Finally, **the viaduct below** is located in Segovia, Spain. This, too, is a vestige of the Roman Empire (and it makes a fine divider in its current incarnation).



Outside the Box: The Tsukuba Multi-Lingual Forum

Submission Guidelines

These are the categories we've arrived at for the *OTB Forum*. We encourage submissions in any of these, and we further welcome submissions that do NOT fit these categories—this is, as the name suggests, a forum.

Theory and Other Dangerous Things is, in spite of its playful name, devoted to theoretical issues and academic articles of interest to language teachers and practitioners.

Experiences focuses, as the name suggests, on experiences (!) relevant to language. These can be, of course, as a learner, teacher, or practitioner.

Teaching Tools & Techniques deals with classroom advice and tips.

Around the World deals with international topics (i.e., outside Japan), including but not limited to travel, living abroad, and studying abroad. In this category, photographs would be an excellent addition (see Nagata, this issue).

Creative Writing welcomes any type of creative writing: short stories, reflections, poetry, among many other possibilities.

Reviews may address any medium (e.g., books, music, film, theater) and should include ISBN, ISSN, and price information.



General Guidelines

In your articles, please adhere to the following general guidelines.

- Submissions may be a maximum of about 4000 words in length for academic papers and about 2000 words for all other submissions.
- To make your article as accessible as possible, abstracts in both English and Japanese are encouraged. If the paper is not in English, then an English abstract is required.
- Use **Times New Roman** font for Latin-based languages, and use **MS 明朝** for Chinese and Japanese.
- The text should be 12-point font.
- Use the **format/paragraph/special indentation/first line** feature to indent paragraphs (please do not use spaces or tabs).
- The *OTB Forum* uses APA style for references. Please consult the latest edition (currently the 6th edition) for details.
- For section headings, please consult past issues for general guidelines. Please note that we do not use numeration (e.g., 1.1, 1.1.1, 2.1) in section headings.
- Figures such as photographs and images are acceptable. The author should provide images and indicate approximately where images should be located in the text (see Davidson, 2010, and Rude & Rupp, 2008).
- May include footnotes for explanations (e.g., Bode, 2008; Kenny, 2010; Racine, 2010).
- Use of copyrighted material is allowed, but responsibility for obtaining copyright permission lies WITH THE AUTHOR, not with the *OTB Forum*.

Call for abstracts: The next issue of the *OTB Forum* is planned for the spring of 2012. Authors may submit a short abstract (about 200 words) for planned submissions by **Monday, February 15, 2013**. The full paper is due by April 1, 2013. Please send abstracts to **editor@otbforum.net**

Outside the Box: A Multi-Lingual Forum
Volume 5, Issue 1
Autumn, 2012

Theory and Other Dangerous Things

- **The Implications of the Lingua Franca Core for Pronunciation in the Japanese ELT Context** 7
Glenn M. Davis
- **Defining Geopolitics: Western and Russian Perspectives in Comparison** 11
Shokirjon Mahmudov and Dilroba Arzumetova

Special Section: Gebrauchsanweisung Japan - A Japan Manual

- **Prologue: Gebrauchsanweisung Japan - A Japan Manual** 19
Christian W. Spang
- **Gebrauchsanweisung „Mangakissa“** 21
Atsutaka Ōmori
- **Gebrauchsanweisung „Manga“** 24
Ryosuke Satō
- **Gebrauchsanweisung „Anime“** 28
Takahisa Kobayashi and Christian W. Spang
- **Gebrauchsanweisung „Juku“: Nach der Schule ist vor der Juku. Das Lernen nimmt kein Ende.** 31
Takeru Onizuka
- **Gebrauchsanweisung „Baseball-Kultur“** 35
Atsushi Sasai
- **Gebrauchsanweisung „Japanisches Essen (Washoku)“** 40
Zhe Liu
- **Gebrauchsanweisung „Das Sumida Feuerwerk“** 43
Mariko Hori
- **Gebrauchsanweisung „Das japanische Neujahr“** 47
Osamu Tamura

Teaching Tips & Techniques

- **Literature in Class and Outside Class - A Case Study in a Dual Function of the Sherlock Holmes Canon** 55
Jeroen Bode

Around the World

- **Trip to Turkey** 76
Mami Kawabata

Creative Writing

- **The Earthquake Diaries** 78
John Racine

Review

- **Das moderne Japan 1868 - 1952** 86
Gerhard Krebs
Reviewed by Christian W. Spang

