

How did you feel after reading the principles that this book holds dear? Next, we would like you to take the time to connect the philosophy with practice.

Learners vs. teachers?

Typically, the division of roles in Japanese classes is between “learners” who study Japanese and “teachers” who teach it, but what do you feel about these roles? Certainly, you must think that they are normal.

However, if you change your perspective and observe both from the standpoint of Japanese speakers, then are they not both Japanese speakers and on an equal footing with each other? This book eliminates the distinction between learner and teacher and rather sees both as Japanese speakers that are learning from each other, where the teacher plays the role of facilitator in the class.

In the Outline of the Book, we said to “take the concept of democratic citizenship promoted by the Council of Europe ... and learn it for yourself, to acquire it and cultivate it within yourself so that you come to embody it.” This was not directed exclusively at the learner, but rather, throughout this book, we aim to promote learning on the part of all Japanese speakers, including the teacher.

The purpose of this section is for you to learn the principle of education for democratic citizenship and take ownership of it. We wish for you to engage in dialog from several important perspectives, and think for yourself.

Six points to remember

We ask all users of this book to consider the following six perspectives to be important.

Point 1: Learn through dialog.

Point 2: Take ownership and think and decide for yourself.

Point 3: Arrive at your own answer or opinion on your own.

Point 4: Consider diverse ways of thinking.



Point 5: Acknowledge diverse values and be tolerant of differences.

Point 6: Find your own tasks to work on.



Let us consider six points.

While you may engage in dialog with yourself on your own, you will likely discover more things by engaging in dialog and thinking with a variety of other people.



Point 1: Learn through dialog

-  How did you understand education for democratic citizenship? Explain it in your own words.
-  How do you feel that education for democratic citizenship is connected with language education? Think about how they are connected.


Point 2: Take ownership and think and decide for yourself.

-  You have been assigned to come up with the theme to discuss in class. What theme will you choose?
-  Why did you choose that theme? What did you keep in mind when you chose that theme?



Point 3: Arrive at your own answer or opinion on your own.

-  At some point during a discussion, someone asked the teacher what they thought. What do you think about that? What do you think the facilitator should do in response?
-  At the end of the discussion, someone asked what the correct answer is. What would you do as the facilitator? Also, what would you do as one of the members of the discussion?



Point 4: Consider diverse ways of thinking.

-  Someone said to you, "I want to discuss the problem of nuclear power plants in Japan." It sounded like a good theme, so the facilitator decided to prepare materials that would help fuel the dialog. What do you think the facilitator should be careful about when preparing the materials?

Point 5: Acknowledge diverse values and be tolerant of differences.

-  During the course of discussions, students of different countries, cultures, and languages expressed a variety of opinions. How would you facilitate that discussion?
-  During the course of discussions, some members began speaking in their own native language or English, rather than Japanese. What would you do?

Point 6: Find your own tasks to work on.

-  What activities do you think you should engage in when practicing education for democratic citizenship as part of language class?
-  What sort of things do you think you should be careful to avoid when practicing education for democratic citizenship as part of language class?

In Closing

Have you given sufficient thought to the six points? Did you realize or discover anything new?

Next, let us look at how to use this book in detail. You should compare How to Use This Book with what you thought about in this section to deepen your thinking.