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Theory and Other Dangerous Things

- **Emory Douglas and the Art of Revolution** 7
Mark J. Rainey
- **Translation Strategies for Japanese: Reconsidering Chesterman's Theory on Translation Strategies** 15
Jeroen Bode
- **Conrad's Avatar: Group Membership and Authorial Intent** 22
James A. Elwood

Teaching Tools & Techniques

- **A Comparison of Electronic Dictionaries from Different Perspectives** 32
Hideki Kambayashi & Markus Rude

Around the World

- **My Travels in Korea** 38
Yu Murata

Creative Writing

- **Haiku and Senryū in the German Language** 40
Masayasu Sakaguchi, Noriyuki Murata, Hew May Wong, Koh Takemoto, & Ayaka Sakamoto
- **Kirschblüten in Waka Poems** 42
Yoshiro Takahashi
- **Colder than the Arctic Ice** 44
Syarina Hassan
- **Son** 45
Adam J. Lebowitz
- **Aurora** 46
Laura Acosta

Reviews

- ***Beyond Boundaries: Insights into Culture and Communication.*** 48
Cecilia Ikeguchi & Kyoko Yashiro
Reviewed by Samuel Nfor
- **Baruto no Gakuen** 49
Deme Masanobu (Director)
Reviewed by Manami Morikawa
- **The Edukators** 50
Hans Weingartner (Director)
Reviewed by Noriyuki Murata
- **Lola Rennt** 51
Tom Tykwer (Director)
Reviewed by Ai Kakunou

limited to the teacher's teaching style and his ability to keep students motivated. My experience is that beginner students may not be ready for the debate sections as intermediate students because the diction and style of the authors' texts, and more importantly the syntax and semantics all require a considerable amount of foreign language skills which may be beyond beginner students.

Although the authors have covered culture and communication issues relevant to Asia, Europe, North America and Latin America profoundly in the text, they have missed out to address culture and communication issues in Africa, sadly. Sad because, in my work with Japanese students, I have discovered an astounding number of them have never read a book on Africa. Many more have never had the opportunity to get to know or speak with someone with African roots. The vast majority of them will not visit Africa in their lifetime. Unfortunately too, the authors' oversight not to address culture and communication issues relevant to Africa in a text designed basically to increase Japanese students understanding of intercultural competence is conspicuous and has prompted students to approach me with questions. They use my personal knowledge of Africa and African issues to fill this gap.

Overall, *Beyond Boundaries* is a fine text that would come to life if it is properly

Nfor, S. (2009). [Review of the book *Beyond Boundaries: Insights into Culture and Communication*]. *OTB Forum*, 2(1), 48-49.

utilized to plan ESL/EFL lessons. Interactive activities in the text could provide a physical and emotional outlet for students who sometimes are required to sit through 75-minute ESL/ EFL classes. The text seems to support the student-centered approach to Second Language Acquisition and Teaching that puts added emphasis on competence in communication. *Beyond Boundaries* can be a useful tool for teachers who want to divert from the traditional top-to-bottom, teacher-to-student instruction method that foreign language learners find boring.

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In April 2001, he moved to Japan on a scholarship awarded by the Agency for Cultural Affairs of the Government of Japan.

He studied Kyogen and Noh and since then has been able to share the combination of his knowledge and artistry with different theater troupes in Japan. In addition to his participation in the theater movement in Japan, Samuel teaches English at Tsukuba and Saitama Universities where he utilizes the theater approach to Second Language Teaching/Learning.

Movie Reviews

“Baruto no Gakuen” (2006). Director: Deme Masanobu. Main actors: Matsudaira Ken, Bruno Ganz. Reviewed by Manami Morikawa.

In 1914, many German soldiers were captured by the Japanese army, and lodged in some prisoner camps during World War I. German soldiers received bad treatment by Japanese soldiers in many of the camps. However, only in the Bandō prison camp, German prisoners received humanitarian treatment, because the camp's commander,

Matsue Toyohisa, had a belief that all humans are equal. Therefore, the German prisoners opened their minds to the commander. What is more, by the commander's conduct, the German prisoners mixed well with the locals. They taught to each other their cultures and techniques. When Germany lost the war, emancipated Germany soldiers played

Beethoven's Ninth Symphony for Matsue and the locals as thanks for their kindness. It was the first performance in Japan of Beethoven's Ninth Symphony. This movie is based on fact.

Of course I did not know about the Bandō prison camp, and I did not even know the fact that Germans had lodged in prisoner's camps in Japan. I think it is necessary for us to know

Morikawa, M. (2009). [Review of the movie Baruto no Gakuen]. *OTB Forum*, 2(1), 49-50.

“The Edukators” (2004). Director: Hans Weingartner. Main actors: Daniel Brühl, Stipe Erceg and Julia Jentsch. Reviewed by Noriyuki Murata.

In this movie, “The Edukators”, Jan and Peter try to “educate” rich persons not to live in much luxury. In order to do so, they break into rich houses and leave a message. One day, Jan and Jule (Peter's girlfriend) break into a house. Since Jule knows the owner and is in trouble because of him, they ransack the house badly. And the owner, named Hardenberg, surprises Jule ransacking the house. Then Jan, Peter, and Jule hold Hardenberg as a hostage, and run away.

It was a very exciting movie. Stage effects or acting are good, and especially the scenario appeals to me. The scene in which Hardenberg finds Jule breaking into his house excites me, because Peter, Jan, and Jule seem to have no choice except to surrender themselves to the police but they escape with Hardenberg as a hostage. Thus, I could not predict the ending of the movie.

In addition to the story, the movie is good also for its characters. It describes each character in detail and with reality. Jan and Peter have both a dream and a complaint. On one hand, they get very angry with authority, and carry a movement against rich persons. On the other hand, I think they actually know their movement is in vain, at least not effective. But they cannot help doing something, even if they know their disability to get rid of economic differences among people. They are in dilemma of contenting to low level life or doing useless resistance to society. Also, Jule shows her weakness,

Murata, N. (2009). [Review of the movie The Edukators]. *OTB Forum*, 2(1), 50.

more about the history of world wars. By understanding what happened in the war and how destructive the war was, we will realize how much the humanitarian attitude of a person such as Commander Matsue was appreciated. Then we can have a strong will of pacifism.

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which makes her look like a real girl. Especially, the scene which she scratches a parking car shows her complex feeling, anger and sadness for their poor economic condition and rich person's luxury. Moreover, Hardenberg was not only a character who plays a necessary role in the story, but also has a warm heart and acts as a discrete person. He has some chances to escape from the lodge in which he has been placed in confinement, but he didn't. He understands their will and talks about his past. This situation describes him as a human being with memories of his younger days.

In addition to this, Hardenberg plays an even more important role in the movie. He helps me understand Jan, Peter and Jule more deeply. Without Hardenberg, we cannot understand what the young's movement and relationship will be like in the future. He said that he was once against authority, but now he forgets having joined a passionate student movement and supports a conservative party. This comment shows the youngs will likely be similar to Hardenberg in the future, but now they are desperately against authority. I think this contrast emphasizes their youth.

I was really moved by this movie. Jan and Peter's passion, Jule's distress and Hardenberg's warm heart make them look like real humans. I will recommend this movie to my friends.

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