



*Landscape with a Solitary Traveler*¹

Everyday Way:
Writing About Everyday
Urban Walking Routes
and Snapshots of Self.

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“...the images I want to examine are the quite simple images of felicitous space. In this orientation, these investigations...seek to determine the human value of the sorts of space that may be grasped, that may be defended against adverse forces, the space we love.”²

Gaston Bachelard, *Poetics of Space*

I. Introduction

Table 1. Samples of student photographs and text.

A synopsis illustrating the writing assignment of "Everyday Urban Walking Routes and Snapshots of Self."

	Student photographs	Student text (as received)	Our Theme
1		I tell you about my pathway to and from my house. The distance is far and tiring.	Everyday
2		Lights of cars are very beautiful at night, so I often got home as seeing them.	Urban
3		Always the sunshine falls in my body and the concreted road as if it washed my depression, pain, complaint and even my sleepiness away on a sunny day. How wonderful these are!	Walking
4		I always wake up at 6 a.m. and eat the heavy breakfast. When there is no cloud, I can see Mr. Fuji clearly.	Routes
5		No text.	Snapshots of Self.

The Project

I assign a writing project to high school and university students. Their task: write about their usual trip from home to the school and back home. Include photographs. Include an optional self-portrait. The primary source of expression and photography is their ever-present Japanese cell phones, the ubiquitous *keitai*. In lieu of a *keitai*, they can use digital cameras or writing on paper, although few do so. This is an assigned exam to the senior high school writing class. It is an extra credit project for the three university classes for five points for participation added to their final first-year English class grade.

Project Source

This study derives from a panel session I attended on June 24th, 2006 in Tokyo at Josei International University. There I encounter Erez Golani-Soloman and his presentation "Tokyo Pathways Narrated: Daily Itineraries and Spatial Practices in the Contemporary Japanese City." As part of his doctoral research³ at Tokyo University in Engineering, he gives volunteer subjects living in Tokyo a digital camera and instructions to shoot a day of their usual travels in Tokyo and add commentary. His emphasis is on understanding the day-to-day urban landscape. Further exchanges between us result in his permission for me to recast his doctoral thesis and conference presentation for consumption by students from 15 to 22 years of age as an unusual English assignment.

Project History

During the 2005-2006 Japanese school semesters, I co-teach two senior writing classes at a private, 1,200-student six-year junior and senior high school. I assign *Narrated Pathways* as a writing examination in 2006 for 26 students between 15 and 17-years old. I assign it in a revised format as *Everyday Way* in May 2007 to three classes of university students 18-22 years of age. As an extra-credit assignment, I receive 20 submissions. The results and the politics of the assignment are the subject of this presentation.

Project Contested

Angel

I look into the plains of heaven,

The cloud-ways are hid in mist,

The path is lost.⁴

This project is not without controversy. As a contracted English teacher to the private high school, I am answerable to the high school upper echelons and my hiring company. Last year, I was free to do what projects I wanted in conjunction with the bilingually talented Japanese woman who taught the two elective English writing classes. My particular contribution was to provide the monthly writing exams. Twenty-six students sent their text and photographs to a Yahoo website I established for this single purpose. It went quite well and I was encouraged.

The following year (2007-8) three major changes take place.

1. First, the gentleman who oversees the native English teachers with a gentle hand retires. Conservative, micro-managing authorities within the school replace him.
2. Secondly, the laws regarding use of student cell phones within the schools change. I find I am blocked from establishing a project-dedicated website. The fear expressed is that I, as a contracted teacher, will have access to their e-mail addresses. My counter-suggestion that the students send their submissions to an approved website and a permanent employee forward the contents stripped of their e-mail addresses is disregarded.
3. Finally, the keitai is no longer regarded as a simple tool, but as a dangerous pathway of possible predation by unethical adults searching for high school students online. An underlying fear is that the use of photographs could lead the same predator to finding the students and even where they live. Unfortunately, this is not as outrageous a contention as it was a year or so ago. With the advent of high-quality digital cameras in cell phones, recent laws regarding casually photographing strangers and posting their images on websites make this practice problematic. Even with proposed school oversight for this paper, I am ultimately prohibited. I despair over the lack of trust I had previously enjoyed, acknowledge the contemporary battle between technology and artistic expression, and, with a little sigh, drop the project at the high school. I refocus on the three university classes.

II. Methodology

I give each student a one-page handout defining the project and the terms. The high school students have the benefit of explanation by their bilingual teacher. The university classes hear my mixed English and Japanese explanation. This task is not graded. However, participants receive five points to their final grade.

I establish a Gmail (<http://www.google.com/ig?hl=en> PATH: gmail) account to receive university student postings and photos. I provide my own e-mail address for questions and back up. I respond immediately to each received presentation to confirm reception and say "Thank you." I download all photos and text to an MSWord file. After the deadline, students receive a paper copy of their submission with corrections. A handout for the entire class uses

anonymously quoted mistakes with corrections. This ultimately involves all the students with the project and establishes a group benchmark.

For the purposes of this presentation, I analyze and categorize student input according to the metaphor of a walk from home, to school and back. Additional subjects became apparent as students expand upon the original specified criteria. I arrange the categories to reflect the pathway metaphor in a roughly chronological order of Leaving Home, The Pathway, and Returning Home.

Theories of Learning

Krashen's Monitor Theory of Second-language Acquisition⁵ tells us of the Internal Monitor of language learners. I want to modify the "editor" function of classroom production of English before one's peers with an externalized discussion between the learner and their technology.

This project celebrates individual differences, perceptions, and language ability. While each student is presumably working on their own, the total output provides a valuable snapshot of the student's range of abilities in a time frame and place of their choosing.

The classroom environment tends to favor certain styles of learning. Repositioning the students outside of the classroom might also engage visual learners, those comfortable with technology, and especially shy people who might not usually contribute within the classroom before an audience of their peers. By recontextualizing English outside of the classroom into personally familiar environments, I hope to provide an escape from the pressure of learning English within an English cultural context and reposition it within the Japanese cultural context.

As modern young Japanese, they already have an enviable comfort level with their cell phones. Their mobile phones (*keitai*) and e-mail served as the medium to liberate the internal dialogue while readjusting the final product through the technological filter. Writing becomes abbreviated text-messaging as the students unselfconsciously and literally recontextualize their messages. Perhaps this is an evolution of the audio-lingual methodology into a techno-lingual methodology. Perhaps it is the newest version in Japan's long history of *waka*, haiku, and other forms of abbreviated poetry.

II. Student Input

I elect to categorize and present unedited written responses. As a source of raw data, these can be used to gauge, for instance, the frequency of nouns, verbs, adverbs, adjectives, participles, and articles, or the frequency of complete versus fragmented sentences. For the sake of clarity, I only correct missing and double spaces. I separate the writing from the photos to emphasize each mode as distinct communicative entities.

Table 2. Student writing by category.

Categories are arranged temporally from leaving the house, the pathway and route, and returning home. High school student writing is in *Courier* (typewriter) font. University student writing remains in Trebuchet.

	Category	Student Input
	LEAVING HOME	
1	Literal description of the route	<p>I live in Hachioji. When I go to school, I get on a bus, and I go to Keiohachioji Station. I get on a train from Keiohachioji Station and go to Takahatafudo Station. I get on a monorail from Takahatafudo and go to Chuo Daigaku Meisei Daigaku Sutation. This is routes from my house to a school.</p> <p>-</p> <p>At first I walk from a house to a bus stop. However, when I am running out of time, I go by bicycle to a bus stop.</p> <p>I get on a bus to Tachikawa station. I get on a bus of the time that was always fixed. Therefore the inside of car is only people with recognition.</p> <p>Next , I change to a monorail at Tachikawa Station .A monorail runs more slowly than a train. Scenery from a monorail is very beautiful.</p> <p>-</p> <p>At first I go by bicycle to Akishima Station from a house.</p> <p>The first piece photograph is the way which is in the middle of going to Akishima Station.</p> <p>I go to Tachikawa Station next from Akishima Station.</p> <p>-</p> <p>The second page is a photograph of Tachikawa monorail.</p> <p>I take a going class by a monorail to Meisei University from Tachikawa.</p> <p>-</p> <p>I usually get up at 7:00.</p> <p>I leave a house at 7:40.</p> <p>I go to a bicycle parking lot by bicycle.(about 30 minutes)</p> <p>I get on at train of the departure at keiohachiouji 8:15 transfer in Takahatafudo.</p> <p>I arrive at tamadoubutsukouen at 8:36.</p> <p>I arrive at a university on foot for about 15 minutes.</p> <p>return is about 1hour 30minutes, because I am tired.</p> <p>-</p> <p>I arrived at Shikowa.</p> <p>I het on a train now do transfer of a train in Ochanmizu Station, new post town, Takahatafudo and leave for Tama animal park station. I arrived at Tama animal park station.</p> <p>I go to Meisei University on foot now.</p> <p>I arrived at Meisei University, it took about 2 hours.</p>
2	The journey begins	<p>On my narration of pathways to the bus stop which I always use, I chose the daytime and the evening.</p> <p>-</p> <p>I tell you about my pathway to and from my house. The distance is far and tiring.</p>

2	The journey begins (cont.)	<p>-</p> <p>Good Morning!! This is today's breakfast. My mother makes breakfast everyday. It's always very delicious.</p> <p>-</p> <p>I'm planning to take the 9:30 for Meisei university from Hino city.</p> <p>-</p> <p>I wake up early because I go to school by my car. Then I attend school. Sociology is my major. It is very difficult for me.</p> <p>-</p> <p>I live in Hachioji. When I go to school, I get on a bus, and I go to Keiohachioji Station. I get on a train from Keiohachioji Station and go to Takahatafudo Station. I get on a monorail from Takahatafudo and go to Chuo Daigaku Meisei Daigaku Sutation. This is routes from my house to a school.</p> <p>-</p> <p>I always wake up at 6 a.m., and eat the heavy breakfast. (I use donburi.)</p> <p>I leave for school, saying loudly 'I'm leaving!'</p> <p>-</p> <p>The little unusual pathwdy from my home to the station;ù</p> <p>Open the door; ¢I felt searing sunshine and noisy songs of cicadas in the morning. It is August in the height of the summer; ¥I go to the jyuku school everyday; ¢and it is time I am tired of my dairly life; ¥Then; ¢today I left my house as usual; ¥</p> <p>-</p> <p>Everything was fully prepared so I left home to a cram school. My mother sees me out every morning.</p> <p>'I'm leaving. By mom!! (^o^)/'</p> <p>-</p> <p>I live in Osugi, Edogawa-ku, Tokyo. This is my house.</p> <p>I am going to go Meisei University now.</p> <p>I go with a bicycle, a train, foot and a turn.</p> <p>At First Shinkoiwa Station goes by bicycle.</p>
THE PATHWAY		
3	Home	<p>There is my house near Tama River.</p> <p>Therefore my house is very quiet.</p> <p>So I love my house!</p> <p>-</p> <p>Fuchu is the town which is good in the country.</p> <p>There is my house near Tama River.</p> <p>Therefore my house is very quiet.</p> <p>So I love my house!</p> <p>I live in Hachioji. When I go to school, I get on a bus, and I go to Keiohachioji Station. I get on a train from Keiohachioji Station and go to Takahatafudo Station. I get on a monorail from Takahatafudo and go to ChuoDaigaku MeiseiDaigaku Sutation. This is routes from my house to a school.</p> <p>-</p> <p>I always wake up at 6 a.m., and eat the heavy breakfast. (I use donburi.)</p> <p>I leave for school, saying loudly 'I'm leaving!'</p>

3	Home (cont.)	<p>-</p> <p>I live in Osugi, Edogawa-ku, Tokyo. This is my house. I am going to go Meisei University now. I go with a bicycle, a train, foot and a turn. At First Shinkoiwa Station goes by bicycle.</p>
4	Apartment	<p>I moved out of my house recently. This picture is scenery near new house. The former house was fifth floor, but The present house is the fourth floor. Therefore the scenery become a little bad. The present house has the supermarket near. The former house didn't have a store near.</p> <p>This building is an apartment house I and my family are living in. This apartment is fourteen-storied building. We're living on eleven floor. We can't always see a good view, but we can see beautiful fireworks on local festival day.</p>
5	Neighborhood	<p>In summer, cicadas are very noisy. Very peaceful. Since fine view, this point enable me to watch stars and moon. This sight haven't changed for many years. To be happy and comfortable, I want this sight keep same</p> <p>-</p> <p>This pathway was used for conveying salt, so it was nicknamed "塩道" (Shimichi). The pathway is a little scary at night because very dark. But old atmosphere still remains, so I like this spot.</p> <p>-</p> <p>This road is my pathway. the house stand in line. I called this pathway "good smell road", because I can smell cooking dinner time. When I am hungry if I pass through this pathway, I hungry more and more. But when I pass through this passway, I am in a light mood. this smell is reputation in this town. So not only human but also cats folk to this pathway. I think that this reputation is famous in cat world, and cats also enjoy smelling this good smell.</p> <p>-</p> <p>This sign shows that there is a elementary school nearby. Children are lively and run here and there. I feel my days in my elementary school to be the far past.</p>

6	Animals	<p>Espcially, there are many cats in this neighborhood. I'm happy about finding them, because I like animals, especially cats. Therefore, I like this pathways.</p> <p>-</p> <p>I sometimes see a cat on my way to a bus terminal from a station in the morning. The next street to this way is crowded with people who get off a bus, but this indirect and narrow way seems to be a cat's path. It is a sunny way thanks to a parking area along it, so I usually go through. Today, when I reached the way, a cat was lying, but it hid behind a bike because I suddenly pointed my camera. I was glad to let me see its</p> <p>-</p> <p>When I go out from the gate, I see the neighbor`s pretty jumping dog whose name is " Bebe ", and it makes my heart warm.</p> <p>-</p> <p>Go ahead to the station. Look! there are an old big dog and a fatty cat. They are always having a nap together.;; They are nice couple.</p> <p>-</p> <p>Sometimes I see a dog walking with his owner, it is very cute. In fact, i don't like animals very much, but I like it. I want to touch it if I have enough</p> <p>-</p> <p>There is a house with many cats around here. I usually identify whether there are the cats because if they disappear, it is seem to be a foretaste of an earthquake.</p> <p>-s the side of the park. Those trees are cherry, so, in spring, this pathway is beautiful. Now, cicadas singing makes me feel summer.</p> <p>-are dove. I don't like and I'm afraid of them, because I seem they come to me in a group(((;-SÖ;-;)))</p> <p>-</p> <p>Firstly;¤ I met a swarm of ants along the road; ¥They never fell out of their line;¤ while carrying very small things; ¥I guessed they might prepare for coming the new season;¥ So I hoped they would move without interrupting; ¥I felt new season would be just around the corner;¥</p> <p>Nextly;¤I met a cat; ¥It was very cute;¥ He was relaxed and lay on the road; ¥I talked to him; ¤but I made scare him; ¥The moment he stood up; ¤he run away somewhere;¥</p> <p>-</p> <p>Passing the school gate, I see woods on my right hand. Many insects live there. I hate them, so it is a hardship to pass there in summer. Particularly at the end of summer, I walk fast for fear of a falling cicada.</p>
7	Walking along	<p>Walking from station, I go by an old apartment. The veranda is best for a pigeons' rest place. I always count the number of pigeons.</p> <p>-</p> <p>Walking from station, I go by an old apartment. The veranda is best for a pigeons' rest place. I always</p>

		<p>count the number of pigeons. Going on walking, there are shops from side to side; bakery, cake shop, massage room, handcraft shop, dinning bar and so on. Hosts are the old, customers are the old, and there are no shops for the young, however, I'm comfortable in this town.</p> <p>-</p> <p>I see a broad patch of cabbages. This scene is especially beautiful in the evening. Then, on walking only a short, I see a cherry tree. In spring, I can see many beautiful cherry blossoms. I'm sorry that I ca'nt show you them. And besides, on walking again, I can see some flowers and animals</p> <p>- First, I leave my hous and go down a hill. Some houses stand in a row on both sides of the hill, and there are many plants. For example, trees which have many leaves and some foxtail grasses and also the sunshine falls in my body and the concreted road as if it washed my depression, pain, complaint and even my sleepiness away on a sunny day. How wonderful these are!</p> <p>-</p> <p>I walk this way which leads me to library. If I look left, there is a baseball park. Many boys play ball every morning. I always feel it is a very pleasant scene. In the evening, there is no boy playing baseball. It's something sad, but the next morning there is many boys who play ball. I always look the my way to and from. I like this way.</p> <p>; is upstars. It is so steep that I'm tired.</p> <p>-</p> <p>If I walk there in winter, the woods don't have leaves and I can see a red roof of the school buildng, but I can't see now. I recalled walking down carefully not to slide on a frozen slope last winter.</p> <p>-</p> <p>I stop a bicycle in one's part-time job place a bar ahead and walk to a train at 8:15 and get off in "Tama dobutsu Koen" and I go up a slope on foot and arrive at a school.</p>
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8	Nature	<p>Ways from my house to a bus stop become a ginkgo row of trees. When it is autumn, a lot of ginkgo nuts fall and are very stinking. I want to buy a snack when I go along in front of neighboring convenience store.</p> <p>-</p> <p>...the sunshine falls in my body and the concreted road as if it washed my depression, pain, complaint and even my sleepiness away on a sunny day. How wonderful these are</p> <p>-</p> <p>In few minutes, I find the big kaki tree (=;;Japanese persimmon tree) at my friends' garden. Their grandfather usually takes care of it to have a good harvest. Though now fruits are still green, in Autumn he will get so many kaki fruits and give them to his grand children, and make them happy.</p> <p>-</p> <p>Walking from station, I go by an old apartment. The veranda is best for a pigeons' rest place. I always count the number of pigeons.</p> <p>-</p> <p>This photo is flowers that are near my house. The reason that I would take the photo was they were very beautiful. I do not know the flower's name, but actually there are them in my garden.</p>
9	Transportation	<p>Takahatafudo station renew recently and prosper.</p> <p>-</p> <p>I wake up early because I go to soffechool by my car.</p> <p>-</p> <p>This is my usual bus. This non step bus enables us to get on easily, but seats over tires are very uncomfortable. My favorite seat is the back seat because it's big and high. I always look over there as I listen to music.</p> <p>-</p> <p>I go M.U by bicycle, train and foot. I take about one and half hours. I transfer train four times. The photograph is one of a transfer station "TACHIKAWA" Sometime I shopping, rent a CD and play that place.</p> <p>-</p> <p>The picture is my bicycle in front of my house. I use my bicycle to go to Meisei University. I carry a bag on my back and ride my bicycie which is left in a garden. Then I go to a station.</p>

10	Transportation Activities	<p>When I get on a train, I usually read a book.</p> <p>-</p> <p>My custom is to go to school while listening to music by iPod. Music gives me spirit. However, it is a difficult point that I cannot hear a voice of a bird and a sound of a season.</p> <p>-</p> <p>This is a bus terminal. I always take a bus to go to the nearest station. The buses departure every three minites, otherwise they will be crowded and delayed. Users are more commtuers than students.</p> <p>--</p> <p>is the station. I like DENENTOSHI LINE because I compose myself.</p> <p>-</p> <p>However; ¢I was very happy when I got to the station; ¥I found a breath of small things around me; ¢; ¥</p> <p>-</p> <p>This woods and crossroad are my routine pathway. My mood make decide to go to straight or turn right. Riding a bicycle, I make plan for a day and often notice my lost thing. In around there few cars pass. I can watch stray cat, playing children.</p> <p>-</p> <p>I got on the subway. Today, I happened to meet an old friend at this plathome. He was just about to go a cram school,too</p> <p>-</p> <p>I go down a slope and appear in a road. Then when I run straight in along kawaguchi river. It is confortable at all I ride a bicycle in the morning and cut wind, and to run. I put my bicycle in parking place and go down stairs of a station and, via a wicket,get on a train.</p> <p>I go down at Tama zoo station and I walk to a steep slope and arrive at Meisei University from there.</p>
11	Scenery and Parks	<p>Scenery from a monorail is very beautiful.</p> <p>I see a mountain and a river and clean row of houses along a city street. I can watch Mt. Fuji neatly on a fine day, too.</p> <p>-</p> <p>I see the stairs with 72 steps. The view at the top of stairs is nice. This is my favorite place because I can often see the beautiful sunset and especially in winter the snow covered white Mt. Fuji.</p> <p>-</p> <p>I live in the suburb, so I pass by many cabbage patchs.. When there is no cloud, I can see Mt.Fuji clearly. It is wonderful above all in winter.</p>

11	Scenery and Parks (cont.)	<p>-</p> <p>I always use this path to go to HUNGRY TIGER where I work part-time as a waitress. When I pass through the path, I feel the cycle of the season. In the springtime, the cherry blossoms are in full bloom which</p> <p>is so beautiful. In the summer time I can hear the sound of someone batting the ball from the nearby baseball ground. In the fall, the path is covered with fallen leaves and it looks like a carpet. In the winter the path is really slippery if it snows. I slipped on the the ice so many times!</p> <p>I love this path.</p> <p>-</p> <p>pathway makes me feel four seasons. There are many trees and flours, so I enjoy walking there</p> <p>-</p> <p>This ferris wheel is located in Sakuragi-cho. Every morning, I look at this ferris wheel instead of my watch over running. I am often late to leave my home because I slept late in the morning. Thus I have to run to the station and check the time for knowing whether I will arrive at my school in time. This ferris wheel is important for me.</p> <p>Although, I have to hurry, I always look at around here over running, for the view of the city is beautiful. The city is always full of people but in the morning there are few people. I like this view in the morning.</p> <p>-</p> <p>Then; ¤when I was crossing the near park; ¤I found a big tree having vivid green leaves and thik branches; ¥The leaves were quivering; ¥It made me very relaxed; ¥ I felt a breath of creatures around me; ¥So; ¤I was cheered up by them; ¤and It was a nice day;¥-End-</p> <p>-</p> <p>Around my return road has been providing us with electricity for a long time. I named it "a ghost pylon", because the pylon has been turned on two red of lights during at night. I think theat those lights look like a big ghost's eyes. I was scary when I was little.</p> <p>-</p> <p>This photo is swing that I would often ride when I was child. The reason that I would take the photo was that I felt it was good old. I wanted to ride it again.</p> <p>-</p> <p>I spend many time to go school ,but I don't feel pain. Because I like music very much, I have many time to listen music. And I can see beautiful Mt. Fuji when fine days.</p>
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12	Wishes	I sometimes see elementary school children and junior high school student. I think there are some school of near my apart. And then I can see Tama zoo from Tama monorail. But I haven't went to there. I want to go to there someday.
13	Shopping	This is a convenience store with a curious naming. I hear there is only two in Japan; "虫P虫虫É虫ä". It is rare because beetles are also sold during summer vacation!! I call there once in a while. - Tis is my makeup set. I'm a student preparing for an examination but diversion is very important - I went shopping at a department store with my elder sister to buy a birthday present for my friend and I decided to buy a dressing case.
14	Friends	This is my cram school in Yokohama. I met many great teachers and many good friends at there. This is my second school. - At noon. And then, Let's do lunch together with my friends. I usually take a box lunch from home.
15	Coffee and food	To cahge the topic! Stop by for a have coffee on one's way. The coffee is clam me down. - This is today's lunch. I went to a hamburger shop with my friend. It was very nice recess. - We went to a cafe for late teatime and chatted for a long time. It was very fun time.
16	Time alone	I like time to spend alone comparatively.
RETURNING HOME		
17	Back home	The coffee is clam me down. And I live on one's own, So I did the shopping return . Here we are at last at 19:30. It's good to be home. - At the time of leaving school, I get on a train of 18:23 and I stop at a convenience store and, via the way where I came to, return. - I spend the whole afternoon there. After that I go to gym in Hachioji. I want slender body, so I should do exercises. Stay to the end of my menu. Training is very hard. I make muscular pain every time. Then I go right home.

17	Back home (cont.)	<p>-</p> <p>At the time of leaving school, I get on a train of 18:23 and I stop at a convenience store and, via the way where I came to, return.</p> <p>-</p> <p>I return on the way where the cause came to afterward of a class and return.</p> <p>-</p> <p>At the foot of the hill, there is a crowded station shopping street. One of the supermarkets is my favorite. It undersells goods and to buy discounted breads is my daily routine. I reach the station. This is my PATH WAY!</p> <p>-</p> <p>I always go back home 6p.m.I took this picture while going. It is very beautiful, isn't it? I like my town because my town has a lot of greenery. To my grief, green fields are decreasing year by year. Many new houses are been built year by year</p> <p>-</p> <p>There are two ways to return home. This photo is one way. The wall is paioted, and I like to look at those pictures as I am very tired on my way home. They are vivid and original. I always enjoy looking at them.</p> <p>This phote is the other way. This tower is very very tall and one of many symbols in the Yokohama. I like to look at it at night because it is illuminated and beautiful. When I walk there in the morning, I can look at Mt. Fuji opposiue the tower. I can look at urban thing and rural thing at once.</p> <p>-</p> <p>I always cross a bridge across "Toumei" freeway when I get home. Lights of cars are very beautiful at night, so I often got home as seeing them.</p> <p>-</p> <p>'Let's go home back, Mom is getting tired of waiting for dinner. (^-^)'v'</p> <p>PM8:00</p> <p>We went home.</p> <p>'Mom!! I'm home !!;´;Ê;°ç; ;°;Ë¥Î'</p>
OFF THE PATH		
18	Photos	<p>I can take a photograph of a way for a school return. I attach the photograph how old it is.</p> <p>-</p> <p>By the way, The reason I chose this place and time is that it is easy to take some pictures clearly and prettily.</p>




19	Self- portrait	<p><i>How are you.</i></p> <p><i>I am Kentaro, ㄨ s mother. I appreciate your kindness. ㄨ m sorry, Kentaro is not in right now. (until 21:00) e said, ㄨ I will send a self-portrait tomorrow. Must self-portrait be front angle? ㄨ</i></p> <p><i>Sorry for writing in poor English.</i></p> <p><i>Please give my best to you.</i></p> <p>-</p> <p>Can I send a self-portrait I draw instead of a photo? Anonmyous, please.</p> <p>I attach a self-portrait.</p>
20	Engrish*	<p>I am in a light mood. this smell is reputation in this town. So not only human but also cats folk to this pathway.</p> <p>-</p> <p>Music gives me spirit. However, it is a difficult point that I cannot hear a voice of a bird and a sound of a season.</p> <p>-</p> <p>Hosts are the old, customers are the old, and there are no shops for the young, however, I'm comfortable in this town.</p> <p>-</p> <p>It is confortable at all I ride a bicycle in the morning and cut wind, and to run.</p> <p>-</p> <p>I spend many time to go school , but I don't feel pain.</p> <p>-</p> <p>Takahatafudo station renew recently and prosper.</p> <p>-</p> <p>Fuchu is the town which is good in the country.</p> <p>-</p> <p>The veranda is best for a pigeons' rest place.</p> <p>-</p> <p>Now, cicadas singing makes me feel summer.</p> <p>-</p> <p>I was scary when I was little.</p> <p>-</p> <p>an old big dog and a fatty cat.</p> <p>-</p> <p>The coffee is clam me down.</p> <p>-</p> <p>the concreted road</p> <p>-</p> <p>Home Wark.</p>

* Engrish. Please see Analysis, page 22. Quotes are extracted from previous categories.

Categories of Photographs



Table 3. Student photographs.

Arranged temporally from leaving the house, the pathway and route, and returning home.

	Category	Photographs
1	Literal description of the route	None submitted.
2	LEAVING HOME	
3	Home	
4	Apartment	
5	Neighborhood	

5	Neighborhood (cont.)	 
6	Animals	  
7	Walking along	  
8	Nature	  
9	Transportation	  

10	Transportation Activities	
11	Scenery and Parks	
12	Wishes	None submitted.
13	Shopping	
14	Friends	None submitted.

15	Coffee and food	
16	Time alone	None submitted.
RETURNING HOME		
17	Back home	
18	Photos	Page 18.
19	Self-portrait	Page 23.
20	English	None submitted.

Follow-up

After the project submission deadline passes, I return original submissions with corrections. In the university classes, where not all students chose to participate, I involve them with a handout of common errors with corrections. Entries remain anonymous. I use some photographs, but not self-portraits. Response is mixed, as usual. However, I think it is generally well received. I plan to keep "Everyday Way" as an open assignment for single points up to three points for the semester.

Analysis





1. This project has the ability to change the chemistry between students and instructor. Some students open up a bit more to me. The automatic distance between student and teacher reduces when they agree to show me into their personal world with their words and photos. I wonder in light of the fact that many Japanese students use their keitai to communicate with friends, if I have not been moved into that happy space as well.
2. Instructors gain a valuable insight into the current level of student output. As a benchmark, this exercise allows students to express themselves outside the usual classroom constraints. It may be as close to using English as a living, day-to-day experience as some of them will ever have.
3. There might be a way to recast this for high school use that does not include photography, e-mail, or cell phones. One possibility would be to use the notebook function of keitai to allow students to print their original texting and submit the paper copy without their e-mail address. I invite instructors to explore this path.
4. The raw data provides material for linguistic study. I submit it is also a form of poetry because the students are still thinking in Japanese. The English they produce is really a form of translation from Japanese. As such, it is a rich source of spontaneously produced English (and English.)
5. The self-portraits are a surprise and may reflect cultural differences of presentation of self. I anticipated students taking their photo by turning their cell phone cameras upon themselves at arm length. The range of responses, while not universally submitted, is intriguing. The most silent student in one class submits four full-on portraits, initially *sans* text. Many do not feature their faces, but include their fingers pointing or in the "V" for peace/victory. Another photographs her feet, or the contents of her purse. Some have friends take their photograph. One student has his mother take the shot after she e-mails me for permission.

***ENGLISH**

What is English? The word is a variant of "Japlish," which is English produced by Japanese to be read by other Japanese in Japan. As much fun as it is--and it is celebrated daily at the longstanding English website at www.english.com, this misappropriated English is not produced

for our native English eyes. I am preparing an extensive paper on this subject concerning the linguistic underpinnings and cultural revelations on this too-easily dismissed phenomenon.

Table 4. Self-Portraits.

	Photographs	Analysis Type
1		Drawing. Digitally photographed.
2		Photograph with striking resemblance to the drawing above.
3		Keitai photo in neighborhood, showing campaign poster, pipes, window with screens, wall and potted plants.
4		<p>Girl with car and making the peace/victory sign. The friend taking the photograph includes her blurry finger in the photograph.</p> <p>Girl with large shoulder bag and no head.</p>
5		Friend takes this photograph of the submitter, who is not looking at the camera.

6		<p>High school student has his mother take his photograph near his home.</p>
7		<p>Self-portrait of feet on the pathway. A point of view familiar to us all.</p>
8		<p>Self-portrait through possessions. The contents of her purse on this day. Contents: white pouch, large mirror, and eye shadow in multiple shades, blusher, eyelash curler, mascara, lip-gloss, lipstick, foundation with yet another mirror, and Kermit-like frog figure.</p>

V. Conclusions

1. The "*Everyday Way*" is a valuable writing assignment as it brings in other modes of learning. From a one-day project, it can be expanded into longer writing projects, or refocused for more in-depth essays. Artists, photographers, and those with a visual or technical inclination will enjoy using their keitai and digital camera along with various e-mail modalities. In lieu of photographs, students can be tasked to produce drawings and sketches.
2. Universities are much less concerned about absolute privacy and students can enjoy innovative projects from time to time. Every time if I had my way.
3. High schools may decline the use of e-mail and photography over security concerns. Some high schools may be more willing than others to assist the instructor may. Solutions may include substituting drawings for photography and technology. Students could do this inside the classroom or venture outdoors and draw as they move along their usual path between home and school. This would change the project considerably but is worth looking into.

Promoting Lifelong Learning

As English teachers, we never know what will encourage language learners to continue, or what will lay the foundation for further study. My hope is that “Narrated Pathways” and “Everyday Way” brings English to life outside of the flat, paper books, the soon discarded handouts and paper, and into the spaces that students live in everyday. I hope that they will view English as a way to revalue the rooms, doorways, and walkways, and their feelings as they pass through the spaces they love. It is the subject for another project and paper to discuss adversarial spaces.

Our students wash into our lives and we try to raise their abilities a little before they wash away from us. Over a thousand years ago, Ki no Tsurayuki remarked upon the sense of potential and inevitable departure along their paths.

The girl I daily saw—
If she might have lived like pine trees
Through the centuries,
Why should she have left in that far place
On the distant parting of eternity?⁶

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Note

This presentation is available online at

<http://www.well.com/user/pyarrow/tokyo/academia.htm>.

Endnotes

¹ [Kimbell Art Museum](#). "Collections." 17 June 2007.

<<http://www.kimbellart.org/database/index.cfm?detail=yes&ID=AP%201981.18>>.

Yosa Buson (Japanese, 1716-1784) *Landscape with a Solitary Traveler* c. 1780 Japan Edo period (1615-1868) Hanging scroll; ink and light colors on silk 40 x 14-3/8 in. (101.5 x 36.4 cm)
<http://www.kimbellart.org/database/index.cfm?detail=yes&ID=AP%201981.18>

² Bachelard, Gaston. Poetics of Space: The Classic Look at How We Experience Intimate Places. Boston: Beacon P, 1958; 1994. p. xxxv-xxxvi.

³ Golani-Solomon, Erez. The Urban Pathway Narrated: Daily Itineraries and Spatial Practices in a Contemporary City -A Tokyo Study. Diss. Tokyo: Tokyo U. March 2006

⁴ Waley: Hagoromo. Japanese Text Initiative. U of Virginia Library. 17 June 2007. 2004.

<<http://etext.virginia.edu/etcbin/ot2www-japanese?specfile=/web/data/japanese/search/japanese.o2w&act=surround&lang=en&offset=74939344&id=WalHago&query=path>>.

From the Noh play "Hagoromo," written by Zeami (1363-1443). From Arthur Waley's The No Plays of Japan, NY: Alfred A. Knopf New York. Text prepared for the University of Virginia Library Electronic Text Center.

⁵ Hadley, Alic Omaggio, Teaching Language in Context. 3rd edition. London: Heinle & Heinle, 2001.

⁶ Miner, Earl. Japanese Poetic Diaries. Center for Japanese and Korean Studies. Berkeley: UCP, 1969.

Miner translation of *Tosa no nikki* (The Tosa Diary), by Ki no Tsurayuki (869-945), p. 61.

