- 2. Creating Process: How did I work with manga artists and others?
- Based on presentation at ACTFL (2010) & Publisher's seminar at ACTFL (2011)



## Opportunity to create *manga* literature collaboratively

- 2008: A special project proposal at ATJ meeting
- Team building
  - Japanese Language Expert
  - Japanese Literature Expert
  - Manga artists
- Text selection



#### Why Botchan manga?

Familiar settings: school, work, home, recreation, etc.

"Botchan" (1906)
has universal
appealing to high
school and
college students

Use of a variety of language (e.g. keigo, archaic, dialect, オノマト ペ)

Storyline: straightforward; dramatic; appealing theme to students (e.g. friendship, conspiracy, rewarding-good-andpunishing-evil theme)

Distinguishably different and unique characters, but students can relate to them

Historical, social and seasonal descriptions (e.g. war celebration, women's place in home, tangerine in fall)

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### Working with manga artists

manga drawing & serifu development



manga revised

2nd draft



 Feedback on manga and serifu • Feedback on *manga* 

- Revise serifu
- Create glossary translation

manga revised 3<sup>rd</sup> draft/final

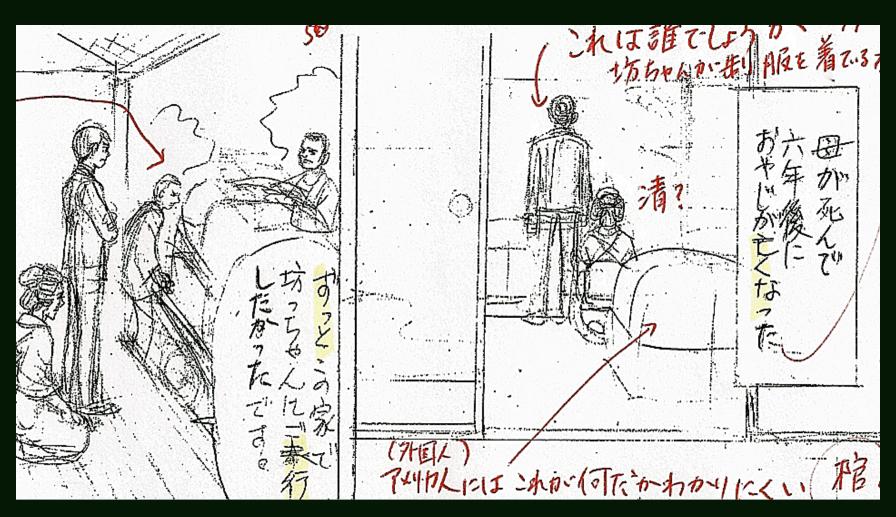
- Revise serifu
- Develop teaching materials for Botchan
- Use the developed material in classroom teaching

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# Working with literature and linguistic specialists as well as others

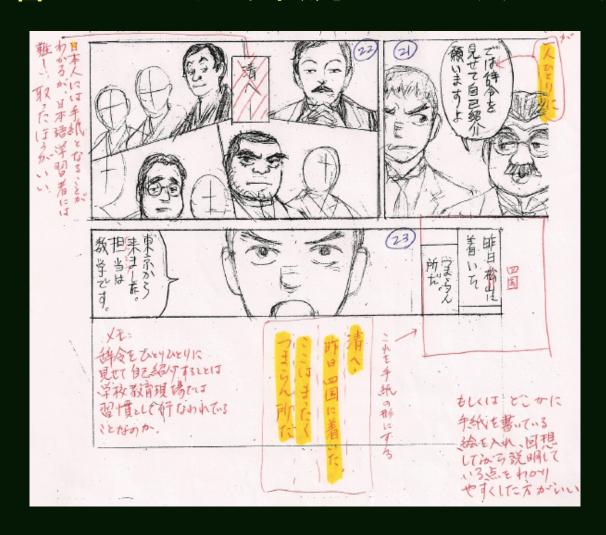
- serifu translations and glossary contents
  - Feedback from literature specialists
  - Feedback from linguists
- Exercises
  - Feedback from high school and college teachers
  - Feedback from my students

## 棺を担ぎ出しているシーン => 引っ越しと間違える可能性あり(取り除く)



#### 職員室からいきなり回想シーンにかわる

=> 手紙を書いているという状況をはっきり、わかりやすく描く



#### 萩野のおばさんが事情を説明している場面 => コマの流れ、台詞を簡素化する



### 暴力シーン=>はずす

