

Japanese Culture Program

No.14

The Center for International Education has conducted Japanese culture classes since 2003 to offer international students the chance to experience traditional Japanese culture and to deepen their understanding of Japan. These programs are also open to Japanese students, and so it is our hope that both Japanese and international students will benefit from this mutual exchange and acquire a global perspective through experiencing traditional Japanese culture together.

Koto Class



Kimono Class



Kodo Class



Ikebana Class



Nerikiri Class



In this globalized world, it is essential for us to live together with people all over the world beyond the differences of language and culture. We, the Center for International Education, are here to help both international students and Japanese students communicate with each other and understand the others culture and language.

This program is designed not only for obtaining the knowledge of Japanese culture but also learning it through personal experience. Student clubs of Ochanomizu University also join the program so that international students and Japanese students are able to have an opportunity for cultural exchange. We hope it helps students to understand cultural differences and provides an opportunity to work together over the differences of language and culture.

This booklet introduces activities that we have held in this program. Everyone is welcome. We look forward to seeing you in the class.

Ikebana Class

Ikebana, also known as *kado* (the way of flowers), is the traditional Japanese art of flower arranging. Ikebana started to flourish in the sixteenth century, and the fundamental concept is to express the three elements of heaven, earth, and humankind in a balanced composition using natural flowers. The way of arranging flowers differs depending on the school of ikebana.

The Ikebana Class has been held at the Center for International Education since 2004. The class is very popular among students, who can learn basic arranging with seasonal flowers and enjoy seeing advanced arrangements designed by the instructor.



Ikebana Instructor Ms. Fusako Akaike

First class grand master of Ikebana, Ryuka style
Ohara School of Ikebana

Ms. Akaike started learning ikebana forty-five years ago from her mother-in-law, a grand master of ikebana. She has taught ikebana for many years, including at the Ikebana Club of Ochanomizu University. In her free time, she enjoys traveling, reading, and doing *chigirie* (torn paper collage art).



★Interview with the Instructor

Q: What do you find fascinating about ikebana?

A: Ikebana can express the beauty of harmony and contrast of different colors. It can also create space using seasonal flowers and your imagination.

Q: From your point of view, what is the importance of introducing Japanese culture to international students?

A: Through this class, I hope the students can learn some things about ikebana that they can talk about when they return to their home countries.

Q: What do you think of the students' flower arrangements?

A: When I first saw the students' arrangements, I felt that they had a sense for flower arranging. They arranged the flowers very nicely even though it was probably the first time for most of them.

Q: What is the impression of the students?

A: They seem to enjoy arranging flowers very much. I am very happy to see that.

Q: What do you find difficult about teaching ikebana?

A: It is not easy to help them understand the spirit of ikebana in only one lesson. But I hope that students will learn not only arranging skills but also feel something about the spirit.

Q: What do you find interesting about teaching ikebana?

A: I'm impressed with the uniqueness of the students' arrangements.

Q: What is most appealing thing about this class?

A: Talking with people from different cultural backgrounds.

Q: Do you have any new ideas for the Ikebana Class in the future?

A: It would be interesting to prepare various flower arrangement materials and let students arrange them anyway they like. Also, giving comments on the arrangements to each other in class would be inspiring.

Q: Please let us know if you have any recommendations on publications and Web sites.

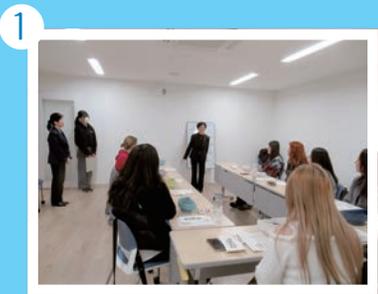
A: Publications

- *Umeno Ikebana Ohara-ryu Ikebana Sosho 4* : Ohara-ryu Publications
- *Ohara-ryu Ikebana Kihon Manual* : Ohara-ryu Publications
- *Soka* (monthly publication)
- *Kikyo* (bimonthly publication)

Web sites

- Obara School of Ikebana : <http://www.ohararyu.or.jp/>

A Look at the Class



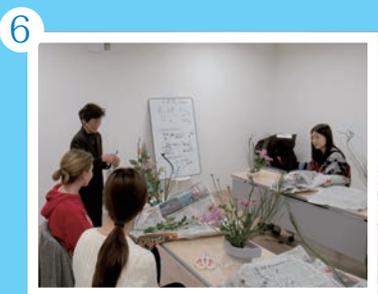
1 The instructor gives a brief explanation about ikebana.



2 We arrange flowers with the instructor.



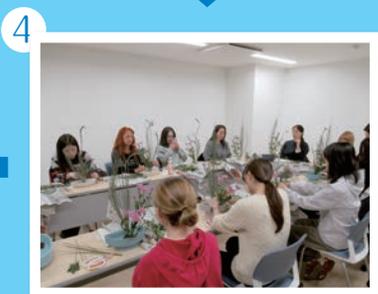
3 The instructor helps us to arrange flowers.



6 The instructor puts theory into practice at the end.



5 We also try the 'inclining form.'



4 'Rising form' arrangements completed.

Comments from participants



I tried ikebana (flower arrangement) for the first time. It was very enjoyable, but at the same time, I also realized how difficult it is. I think it is an art form that should be learned properly and approached with dedication.



The teachers were kind and taught us patiently. My first experience with ikebana was fun. I thought I did it well.



Ikebana was more complex than I imagined, and I felt that the angles at which the flowers are inserted and the overall balance are very important. It was a very good experience.



I had a new experience and it was very enjoyable. Also, the detailed and careful instructions teachers gave were easy to understand. I have wanted to try ikebana for a long time, and I am very grateful for this opportunity.



Kimono Class

The kimono's form has not changed for several hundred years, and it has lost almost all of its use as daily wear. However, the traditional beauty of the kimonos has recently been re-evaluated in Japan, and kimonos have become popular among young people.

The Kimono Class has been held at the Center for International Education since 2005. By learning how to wear a Nagoya-obi (a simple type of sash) and a yukata in the spring semester, and a Nagoya-obi and a kimono in the autumn semester, students were able to experience Japanese traditional culture. Although kimono wearing may seem difficult, with the careful guidance of the instructor and assistants, everyone is satisfied with the results. Participants also have a great time taking photos each time.



Kimono Instructor

Ms. Keiko Gabe

In junior high school, she began learning the tea ceremony and fell in love with kimonos. She learned to wear kimonos at a Kimono Institute. She runs kimono classes, with over 40 years of experience in kimono-related activities, including dressing for weddings, photo studios, and commercial filming. She graduated from Ochanomizu

University. Instructor at the Ochanomizu University Kimono Dressing Club. Author of 'The Season's Record of Clothing' (published by Shiki Publishing, Tokyo).

Her hobbies include writing haiku and singing songs.



★Interview with the instructor

Q: Why did you start learning to dress yourself in kimono?

A: I enjoyed the classes at the kimono institute so much that I wanted to wear one myself and help others wear it.

Q: What attracted you to kimonos?

A: The kimono is the culmination of the subtle aesthetic sensibilities of Japanese culture. The charm of the kimonos lies in its advanced techniques of dyeing, weaving, and embroidery techniques, as well as in how the seasons can be experienced through the coordination of the obi (belt) and accessories.

Q: What makes you happy when you teach international students how to dress in kimono?

A: I like the moments when students' smiles break out after they finish wearing the kimono beautifully after struggling to wear one for the first time.

Q: Please tell us the best part of kimono and yukata for international students.

A: Kimonos are Japan's national costume, but they are also suitable for people from any country. The kimono shapes are the same, but the variations in patterns and colors are infinite. If you have a chance, please find your favorite one and enjoy wearing it.

Q: Do you have a final message for us?

A: Kimonos have been on the decline in Japan, but due to the appreciation of kimonos by people from other countries, they have become the new trend.

I believe that new values are being created by the appreciation of kimonos by people in other countries. Cultural exchange is really important, and I hope that all international students will return to their countries and tell others about kimonos. Also, please introduce to us the ethnic costumes of your home country.

A Look at the Class

Comments from participants



Students learn about the history of kimonos.



Under the guidance of the instructor, the obi is tied one by one.



The instructor helps to fit the difficult parts.



The dressing is complete.



I was very happy to wear a Japanese kimono. It was nice that I could choose the patterns and colors of the kimono myself. Wearing it was a little difficult, but with help, I managed fine.



The instructor explained everything very carefully, and the senior assistants kindly taught me as well. It was more difficult than I had imagined, but it was interesting.



The kimonos were very cute, and the instructor was also kind! I had a lot of fun!



I was very glad that the instructor was so considerate. I'm happy that I could learn about Japanese culture. Everyone kindly helped me, and I truly appreciate it.



I think it's rare to have the opportunity to actually wear a kimono. I believe this precious experience will be a lifelong memory.



Shodo Class

Shodo (calligraphy) is a form of artistic writing involving the use of a brush and India ink. Originally from China, this aspect of culture developed in Japan to incorporate a combination of *kanji* (Chinese characters) and *kana* (Japanese syllabic characters). Although writing brushes are not used in daily life, people in Japan become familiar with calligraphy from classes in elementary school, culture clubs and the like.

Calligraphy classes have been held at the Center for International Education since the autumn semester of 2003. After practicing the basics, we challenge ourselves to write the *kanji* we want.



Shodo Instructor

Ms. Mika Akagi

Ms. Akagi was 5 years old when she was inspired by her aunt – a Shodo teacher – to start calligraphy. She is a qualified Shodo master and teaches at the Center for International Education. She enjoys both playing and listening to classical music as a hobby, and is a keen food enthusiast.



★Interview with the instructor

Q: What's the most fascinating thing about Shodo?

A: It's the act of focusing on and writing characters with great attention to detail.

Q: Why do you think it's important to introduce Japanese culture to students from other countries?

A: Experiencing Japanese culture through Shodo gives students perspective and depth to understand both Japanese culture and their own culture.

Q: What do you think of the students' calligraphy?

A: They all follow the basic points, and their work has a very relaxed air.

Q: What's your impression of the students?

A: They write in the same way as they do their research. They first come to understand the meanings of the characters, and then they start writing. I think Shodo and academic research are similar in a way.

Q: What do you find difficult about teaching calligraphy?

A: It's really hard to maintain the right posture and breathe properly when you write to create beautiful work.

Q: What's the most interesting thing about calligraphy?

A: I like the fact that the way Chinese characters are received differs by country, and the choice of themes is very novel and fresh.

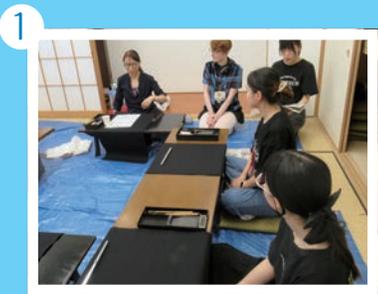
Q: What's the most appealing thing about this class?

A: Students can talk about characters with others on an international platform based on their own work.

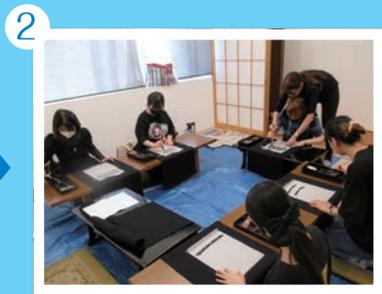
Q: Do you have any ideas for Shodo class development in the future?

A: I want to try Rinsho, which involves following well-known classic writings. Writing characters on T-shirts might also be an interesting direction to take.

A Look at the Class



1 The instructor demonstrates how to use a calligraphy brush.



2 We practice basic strokes on Japanese writing paper.



3 We write characters or words we like in line with the instructor's advice.



6 These are our works!



5 We practice a lot.



4 We work so seriously!

Comments from participants



I tried calligraphy in Japan for the first time. The teacher also taught me kindly It was very nice!



I was able to experience calligraphy for the first time, and I was happy that the teacher kindly explained everything to me.



The teacher and the staff, who is a university student at Ocha University, were very kind and carefully taught me how to do calligraphy. It was a lot of fun and also a great cultural learning experience. If I have another chance, I would love to try it again! 😊



It was fun, thank you very much!



Thank you for teaching me so kindly, I really appreciate it.

Sado Class

Sado (Japanese tea ceremony) is a path to mastering etiquette through the serving of tea. Often described as a “composite art form,” tea ceremony is a profound world that combines architecture, crafts, *ikebana*, and cooking. There are 42 tea ceremony schools including the Omotesenke school, but the school with the most students is the Urasenke school. Sado class was started at the Center for International Education in 2011, with cooperation from the Urasenke Tea Ceremony Department of Ochanomizu University. The class is held in a traditional teahouse in a Japanese garden, and has received high praise for providing students with the opportunity to experience authentic tea ceremony.



A Look at the Class



1 With guidance from Sado Club members, we enjoy Matcha and Wagashi (=Japanese sweets).



2 We listen to the explanation of the tea ceremony tools selected for the Class.



4 We can tour the Chashitsu (=Tea room) and ask questions to Sado Club members.



3 Sado Club members teach us How to make matcha and we taste it.



Comments from participants



Thanks to the kind members of Sado Club, it was a fun experience! The atmosphere of the Japanese-style room was also nice and made it easy to concentrate.



Since it was my first time experiencing tea ceremony, it was fun. The Sado Club students' stories were also very interesting. It was a very meaningful time where I could learn about Japanese culture beyond just Sado.

Ochas Food Culture Class

In the Ochas Food Culture Class, participants learn about Japanese culture by cooking Japanese food in collaboration with Ochas, an official student volunteer organization at Ochanomizu University that focuses on food-related activities. By interacting with Ochas Japanese students and making friends through food, international students can experience Japanese culture more closely



Comments from participants



It was my first time making dango myself, and I really enjoyed it.
(International student)



Everyone was so kind, and the dango was delicious! (International student)



It was fun and delicious! The Japanese students helped us a lot, and I'm really glad.
(International student)



I had a great time! I also enjoyed interacting with the international students and sharing our cultures with one another. It was very interesting. (Japanese student)



I really enjoyed being able to interact with international students, which is something I don't normally have the chance to do in my daily life. The dango was delicious, too!
(Japanese student)



Kabuki Appreciation Class

Traditional Japanese Dance-Drama

Kabuki is one of the main traditional Japanese theater forms. It is said to have begun around 1603 when Okuni, a shrine maiden of the Grand Shrine of Izumo, performed *Nenbutsu odori* (Buddhist folk dances) in Kyoto.

Ochanomizu University offers international students an opportunity to go on a field trip to see a Kabuki performance at the National Theater of Japan every year in June. In order to better prepare students for the Kabuki performance, the Center for International Education offers a special class. The Kabuki Class is an introductory seminar on the history of Kabuki and ways to enjoy the performances. In the class students gain a deeper understanding of the program, characters, and story.

The Kabuki Class is always popular since it is open to all students. Even if students miss the field trip to the National Theater, the seminar is still a great chance to learn about Kabuki.



Comments from participants



Thank you for the clear explanation. There are only a limited number of people who can explain Japanese culture, and on top of that, it's even more challenging to explain it in a way that is easy for foreigners to understand. I truly appreciate that you created this opportunity for us international students today. I feel that my understanding of kabuki has deepened a little. It also motivated me to learn more on my own, and now I want to study kabuki further. (International student)



I was glad to learn so much about Kabuki, including its history and background, through the broader history of Japanese performing arts." (International student)



Learning the basic knowledge of Kabuki and hearing the synopsis of the performance we will be watching was extremely informative and helpful." (International student)



Listening to the explanation was very educational! It was even more helpful than what we learn in class, because it covered the basics in a very accessible way. Thank you so much. (Japanese student)



In less than an hour, we were taught an impressive amount about the origins of Kabuki, its repertoire, and its world. It was far more content-rich than I expected and made me even more excited to see a performance. (Japanese student)

Koto Class

The koto is a traditional Japanese musical instrument that came to Japan more than 1,000 years ago from China. It was adapted and developed into something uniquely Japanese. It is mentioned in *The Tale of Genji* and other ancient literary works. The styles of koto playing are divided into the Ikuta-ryu school and the Yamada-ryu school, and the shape of the pick and way of playing are different.

The koto class began at the Center for International Education in the second semester of the 2015 school year. After listening to performances of songs like “Hiyaku” (=Leap) and “Sandan-no-Shirabe” (=Three-Step Tune) by members of the Ochanomizu University Koto Club, we experience playing the song “Sakura” (=Cherry blossoms).



A Look at the Class



1 We learn to the performance by the Koto Club.



2 We select fingerpicks that fit the size of your fingers for playing the koto.



4 We try an ensemble performance without help from Koto Club members.



3 We practice playing “Sakura” while learning from Koto Club members.

Comments from participants



It was a wonderful time learning about Koto, a traditional Japanese instrument.



It was a wonderful experience. The songs Koto Club members played were beautiful, and the explanations were kind and detailed, making it easy to understand even for first-time Koto players. If I get the chance, I definitely want to do it again!!!



Kodo Class

Kodo is one of the three major art forms in Japan, along with tea ceremony and flower arrangement. In the Kodo class held by the Center for International Education, you can learn about the history of Kodo in Japanese culture, experience the actual aroma, create an aroma bag, and learn about its appealing points.



Kado Instructor

Ms.Hanako Shimada

Hanako Shimada-Sensei graduated from Ochanomizu University and received her master's degree from the University of Tokyo. She has worked to popularize the Oie school of Kodo through culture classes and hands-on lessons in the traditional culture at schools. As an art historian, she has planned and organized exhibitions at art museums in Japan and abroad, appeared on TV, and written numerous articles for magazines and newspapers.

HP: www.haginosono.com



★Interview with the instructor

Q: How did you get started in Kodo?

A: My great-grandfather was Sanjonishi Gyozan, the head of the Oie School of Kodo, and I used to help my grandmother prepare for her kodo classes during my teenage years. When I became a university student, I began attending the current Soke practice. For my graduation thesis, I chose the theme of the relationship between the Upper and Middle Ages Incense and Clothing Culture.

Q: In one word, what is the appeal of kodo?

A: The attraction is that listening to a wonderful fragrance restores the body and mind, and at the same time sharpens our senses because it focuses the mind on the sense of smell. Not only does it improve my mental health, but I also enjoy being able to touch the old-fashioned incense tools and expand my vocabulary of beautiful Japanese words, such as waka poems and inscriptions, which are the theme of the day's Kumiko.

Q: What do you enjoy about teaching?

A: I am elated when people who experience incense for the first time tell me how interesting it is. I also enjoy that members of different ages and backgrounds can share a meaningful time around the same incense burner.

Q: Do you have a message for Ochanomizu University students?

A: I hope you enjoy spending time on our green campus! At other universities, many buildings are like office buildings, and you have fewer opportunities to experience the changing seasons when life gets busy, so the abundant nature at Ochanomizu University is very precious. I still fondly remember the large ginkgo trees and tansy in the kindergarten, the golden Osmanthus in front of Hui Ondo, the Itadori square in front of the Student Affairs Division, which has been overhauled, and the vivid mulberry seeds that fell on the road I used to take home.

A Look at the Class

1



Learn about the history and tradition of Kodo.

3



Make an aroma bag.

2



Actually listen to the fragrance. In Kōdō, the act of smelling a fragrance is expressed as “listening” to it.

Comments from participants



I have always been interested in traditional Japanese culture. I had heard of kōdō before, but I had never experienced it myself. I'm grateful for the opportunity to try it today. Thank you very much.



I was happy to learn about the history of fragrances. Some parts were a little difficult because it involved history, but after understanding how people in the past enjoyed scents, it was very fun to actually make my own fragrance.



This was my first time experiencing kōdō, and it felt fresh and fascinating. I also enjoyed making my own scent sachet. I was able to smell fragrances I had never encountered before.



Experiencing kōdō for the first time in today's class was a wonderful opportunity. I felt that I learned a lot about the appeal of Japanese traditions. Thank you very much!

Nerikiri Class

Nerikiri is a traditional Japanese confection made from a dough that combines white bean paste (shiro-an) and a binding agent such as gyuhi (sweet rice dough). One of the key features of nerikiri is its beautiful design that expresses the seasons, and it is often referred to as “edible art.” In spring, motifs such as cherry blossoms and plums are chosen while in autumn designs featuring autumn leaves and chrysanthemums are chosen. The designs also reflect seasonal festivals or celebratory events, incorporating symbols of good fortune like cranes and turtles. Highly regarded in the world of tea ceremony, nerikiri continues to be loved by many people today.



Nerikiri Instructor Ms. Chie Hidaka

Certified Instructor of Nerikiri Specialty Class HALE and Certified Instructor of Art Wagashi Riwa Hana

Since childhood, I have enjoyed creating things, and after graduating from university, I was in the housing industry. This experience led me to develop an interest in interior design, accessories, and tableware, which eventually led me to take up pottery. One day, I saw a beautiful nerikiri made by an acquaintance and instantly fell in love with it. After trying to make it myself, I was completely captivated by its charm, and now I offer my own classes. Through nerikiri, I hope to share the beauty of Japanese culture and the joy of making traditional sweets with many people.



★Interview with the instructor

Q: What attracted you to nerikiri?

A: The beauty of its appearance, especially the design and colors that evoke the traditional Japanese aesthetic of wabi-sabi (the beauty of imperfection), as well as its deliciousness and the joy it brings to others when given as a gift.

Q: How would you describe the charm of nerikiri in one word?

A: There are various techniques involved in its creation, and the more you practice, the deeper you feel its intricacies. Additionally, being able to engage with an ancient aspect of Japanese culture is also one of its attractions.

Q: What is your impression of the participants?

A: I was pleased to see that everyone was serious, sincere, and worked hard. They not only listened but also asked questions about points they didn't understand, showing a desire to improve their skills.

Q: How were the participants' creations?

A: The creations of rabbits and persimmons went smoothly, but the use of the pressing tool was a bit challenging for some participants when making

chrysanthemums, resulting in some patterns not turning out well. I think a little more practice time was necessary. However, their works were impressive considering it was their first time, and the group photo of the nerikiri was stunning.

Q: What do you find difficult about teaching?

A: Explaining detailed tasks in simple and easy words was challenging.

Q: What do you find interesting about teaching?

A: Everyone is sincere and hardworking, so it was both interesting and rewarding to see how quickly they improved with just a little advice.

Q: Is there anything you would like to try in this cultural classroom or do you have any message for international students?

A: When we think of nerikiri, we think of tea ceremony... I would love to collaborate with the tea ceremony! I want participants to experience the harmony of flavors between the matcha they brew themselves and the nerikiri they create. I hope they can deepen their knowledge of both the tea ceremony and nerikiri.

A Look at the Class



The instructor briefly introduce the origin and characteristics of nerikiri.



We knead the dough well and expand the outer filling.



Once wrapped, we refine the shape and create patterns or decorations using your fingers or a stick.



We wrap the filling with the outer dough.



Comments from participants



I really love Japanese sweets, so I applied for this event. I also learned about the history of nerikiri, and the instructor was very kind. I was truly happy to make sweets myself.



It was a really fun time making cute sweets. If I have a chance, I would love to do it again!



It was an interesting and unique experience.



I had a lot of fun. I'm glad I had the opportunity to try it.



The Japanese sweets are very cute♥♥♥ The instructor was also kind, and I'm glad I came.



Making Halloween pumpkins and cats was so much fun. It wasn't difficult, and I could easily create the expressions and shapes I liked. It was great to make adorable and delicious sweets!



Since this was my first time making Japanese sweets, I had a lot of fun!! The instructor was very kind and taught me patiently. Thank you very much♥♥



I think it's a very fun event. It was my first time making sweets by myself, and I enjoyed it.

Lecture

We invite various professors from both domestic and overseas to give lectures on topics such as Japanese language education, understanding of Japanese culture, and cross-cultural understanding.

In 2025, Mr. Fujisaki Ichiro (Chairman of the Japan-America Society) was invited to give a lecture on the theme “The Trump Administration and the World.”



Comments from participants



Listening to the opinions of someone who has actually worked in the field was very educational. I learned about topics I was interested in but had not deeply researched before. Based on this, I plan to investigate further. Also, the phrase “thinking for yourself” left a strong impression on me. Additionally, the lecture was enjoyable with tips on PowerPoint presentation techniques and humor points. Thank you very much.



Thank you for sharing such valuable insights. The discussion about considering various cases in any situation was very impressive. I want to avoid being overly influenced by information from media or SNS and instead take a broad perspective to grasp the important points. I hope to develop my own way of thinking from now on.



I was able to hear a very clear and understandable explanation about the current situation surrounding Japan and the United States. I am going to read Trump’s autobiography and Mr. Fujisaki’s book from now on.



It was a highly insightful and valuable lecture. My understanding of Japan-China-America relations was clarified, and I was able to gain many learnings. I sincerely appreciate the opportunity to attend this event.

Foreign Language Classes Taught by Native Speakers

There are about 200 international students enrolled at Ochanomizu University. Foreign language classes taught by native speakers have been held at the Center for International Education in the first and second halves of the academic year since 2002 with the aims of (1) fostering international human resources, (2) promoting exchange between international students and Japanese people, and (3) providing opportunities for international students to contribute to Japanese society. At these classes held during the lunch break, students learn pronunciation, greetings, and simple everyday conversation. For the participants, they provide opportunities not only to study foreign languages, but also to deepen their understanding of different languages, cultures, ways of thinking and values. For the international students serving as teachers, these classes provide them with a valuable experience in Japan.



Kyrgyz Language Class

Comments from participants



Through the Kyrgyz language course, I rediscovered the joy of learning a new language. When I learned that a single word can refer to “he,” “she,” or “it,” I found it very appealing that the language does not distinguish between genders. In addition to the language itself, I enjoyed learning many things about Kyrgyz culture, including its food traditions and fashion. Although the course was short, I truly appreciate the valuable experience. Thank you very much. (Japanese student)

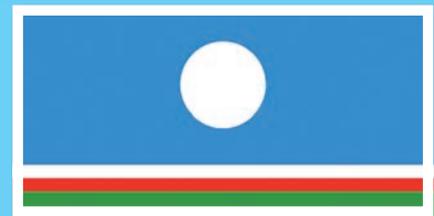


Taking this course made me want to visit Kyrgyzstan someday. Our teacher was very kind and explained everything clearly. Although I think Kyrgyz is a difficult language, I was happy that I could manage simple conversations—even if I had to look at my notes. It had been a while since I last studied a foreign language, and this course rekindled my interest in course design as well. (International student)

Comments from the instructor

I was truly impressed by how many of you developed an interest not only in the Kyrgyz language, but also in the country’s culture and tourism. In class, we covered not only linguistic aspects such as grammar and pronunciation, but also explored traditional cuisine, family structures, and the lifestyle of nomadic communities. Hearing comments like “I’d love to visit someday” or “I want to try speaking with local people” encouraged me more than anything. Through this course, I sincerely hope that you were able to feel Kyrgyzstan a bit closer and that it became an opportunity to deepen your interest in and understanding of different cultures. I also hope that opportunities for this kind of international learning will continue to grow in the future. I would like to express my heartfelt gratitude to everyone involved in offering this valuable opportunity, and to all the participants who spent their time learning together. (ATTOKUROVA MEERIBAN)

Sakha Language Class



Comments from participants



Through the Sakha language course, I was able to experience a world that I would never encounter in my everyday life, which was a major gain for me. Although I found the pronunciation and alphabet quite different from Japanese—sometimes even challenging—those differences were fascinating and made the learning experience refreshing and new. I also appreciated that the course covered not only grammar but also aspects such as food culture and youth culture, allowing me to learn about the lifestyles and values that form the background of the language.
(Japanese student)



I am an international student from Russia, and I am very glad that I had the opportunity to learn about the Sakha Republic—a region within my own country that has a different language and culture. Thank you very much! (International student)

Comments from the instructor

This time, I was given the opportunity to teach Sakha, my native language, for the first time. There are very few teaching materials available for Sakha as a foreign language, and the textbook I received from a Sakha language teacher is mainly focused on grammar. However, for this course, I wanted the participants to feel closer to everyday life and culture in Sakha, so I designed the lessons around simple expressions and content rooted in daily life.

While preparing for each class, I also discovered new aspects of my own language. For example, Sakha has the same word order as Japanese, which made it possible to use many direct translations. I also noticed that the structure of numbers above ten is similar to that of Japanese.

By viewing my native language and culture “from the outside” in this way, I was able to deepen my understanding of them, making this a truly enriching experience. I would like to express my sincere gratitude to everyone at the Ochanomizu University International Education Center for providing me with this valuable opportunity.
(Ivanova Mariia)

Annual Schedule 2025

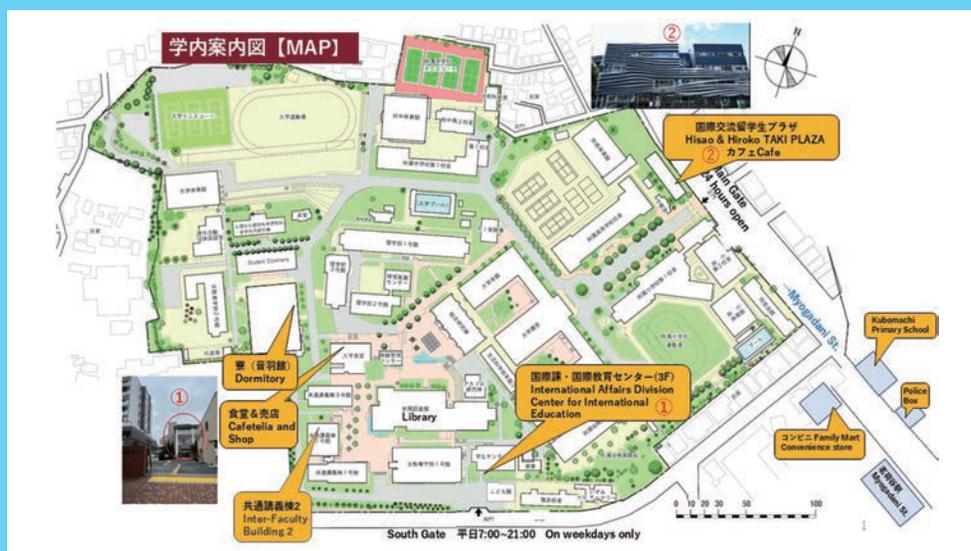
	Culture program	Foreign language class	Lectures
Spring Semester			
May	<ul style="list-style-type: none"> ● Kimono class ● Shodo class 		
		● Kyrgyz language class	
June	<ul style="list-style-type: none"> ● Ikebana class ● Kabuki appreciation class ● Yukata class 		● Special lecture
July	<ul style="list-style-type: none"> ● Sado class ● Ochas food culture class 		
Fall Semester			
October	<ul style="list-style-type: none"> ● Nerikiri class ● Kodo class 		
November	● Kimono class	● Sakha language class	
December	<ul style="list-style-type: none"> ● Ikebana class ● Koto class ● Kimono class ● Sado class 		<ul style="list-style-type: none"> ● Lecture ● International Student Symposium

*The schedule of events varies from year to year.

The Center for International Education

The Center for International Education (CIE) was established in April 2001 as an education and research facility. The International Student Division offers the following programs and support:

1. Preparatory education for graduate school entrance exams.
2. Japanese language and culture education for undergraduate and graduate international students.
3. Guidance and advice on educational research for international students, as well as support for social and daily life concerns.
4. Creating a system and environment to promote cultural interaction between Japanese and international students.



The Center for International Education home page



Japanese Culture Program home page



Foreign language classes taught by native speakers



Lectures

Editor's Note

After compiling this booklet, we realized once again that Japanese culture classes have been sustained by the cooperation of many people. We would like to thank the teachers at the center who have always supported us from the time we started the cultural classes, the teachers of the cultural classes who always teach us with their heart and soul, and the assistants who have always been there to help us.

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