How does Japanese anime positively and negatively affect the educational potential of young children in China.

Effect on Chinese teenagers

- **Japanese anime language manifestation**

  **Buzzword from Japanese anime film:**
  - "Moe" (萌え) means cute, and people who are pity, want to protect.
  - "Otaku" (おたく) means extremely liked
  - "Lolita-royal sister" (ロリータ) natural stay, transsexuals, girl, faithful dog attack, soft sister.

  - Teenagers are very often very open for accepting knew words. These newly learned words from foreign anime allowed complexed feeling and mood to be more easily expressed. These newly adopted words enrich the expression in modern language. As a result, the communication became more efficient. These words alone with its the pop culture immered so deeply in China such as these buzzwords appear even in the media and news. It changed the tradition Chinese language construction.

- **Apparel**

  Idea of beauty and fashion style is also influenced by Japanese anime. Many Japanese pop culture consumers like to cosplay the anime characters. Some people enjoy wearing Lolita, which represent a class of distinctive characteristic of the avatar. Others think Japanese high school uniform is extremely popular. Many schools in China today uses uniform designed in Japanese style. In addition, since Japan and China have similarity in culture background and in traditional custom, and some teenagers started to be interest in Chinese traditional culture, under the influence of Japanese anime and pop culture People even started "Hanfu" movement, a movement in which a so-called authentic Han culture are to be revitalized.

- **Characteristic**

  Teenagers are extremely strong in imitating behaviors they are exposed to. Their behaviors can be easily influenced by the culture. In China, most teenagers endure the high pressure of study, and high expectation from their parents. Many characters portrayed in Japanese anime possess positive characteristics that can influence teenagers in optimistic ways. In addition, anime is a good way to entertain and relax.

- **Tourism to Japan -Anime* Pilgrimages**

  It has been estimated that more than 1 million people visit anime tourist spots each year. There are over 700 spots are extremely popular in Japan. Anime fans visit the spots for enjoying the same atmosphere with characters in the anime. Which provide the fans the opportunity to experience to the Japanese language environment. That makes anime fan not only interest in Japanese anime, but also know about Japanese culture.

Development of Japanese anime in China

- In 1990s China started import Japanese anime, the first anime that exported from Japan was Astroboy by Tezuka Osamu in 1990.
- In 1994, the Chinese government terminated the import, restricted Japanese anime.
- In 2000s, development of globalization, more and more fan site and resources. Internet became the majority route to watch Japanese anime.
- Cool Japan fund policy, which supported by Japanese government to export Japanese anime.
- Japanese anime industry in all over the world.

Website proposal

My website will be similar to the poster, however, I will have more visual materials, such as video clips of Japanese anime, as well as Japanese anime teaching materials that have already been applied to teaching. The information from collected academic articles explained how Chinese teenagers think of Japanese anime. It also further examine the conclusion that Japanese anime can influence teenagers in China in both positive and negative ways. And using these information, I would like to demonstrate the potential positive influence that Japanese anime bring to the young children in the aspect of early education.

Using Japanese anime to engage and motivate students

In Woodlawn school, they started a anime project with a foundation laid in the social studies classroom.

**HUSTLE: 3. Dressed Project Objectives by Subject Area**

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language Cultures</td>
<td>- engage students in the cultural traditions of each of the three main sub-areas: Asian, African, and Latin American.</td>
</tr>
<tr>
<td>Social Studies</td>
<td>- investigate the relationship between traditional and modern culture.</td>
</tr>
<tr>
<td>Science</td>
<td>- explore the intersection of anime and science.</td>
</tr>
</tbody>
</table>

- Using anime to teach vocabulary.


- By developing a short animation illustrating students can know how American interact with environment by analyze Miyazaki's film.

Reference and acknowledge

I would like to thank Professor Christoff Peggy allow me to do the senior project on the topic that I am interested in and giving me much support on thinking this project.

Conclusion

The Japanese anime have faced both praise and disdain in China. Although, Chinese teenagers regard these cultural affect as negative influence.

As teenagers are intrigued by Japanese anime. Instead of thinking forbidding teenager watching anime. It would be more practicable to use Japanese anime in potential educational ways. Not only enrich teenagers’ spare time, but also increase the quality of education and motivate students.

Website proposal

My website will be similar to the poster, however, I will have more visual materials, such as video clips of Japanese anime, as well as Japanese anime teaching materials that have already been applied to teaching. The information from collected academic articles explained how Chinese teenagers think of Japanese anime. It also further examine the conclusion that Japanese anime can influence teenagers in China in both positive and negative ways. And using these information, I would like to demonstrate the potential positive influence that Japanese anime bring to the young children in the aspect of early education.

Using Japanese anime to engage and motivate students

In Woodlawn school, they started a anime project with a foundation laid in the social studies classroom.

**HUSTLE: 3. Dressed Project Objectives by Subject Area**

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language Cultures</td>
<td>- engage students in the cultural traditions of each of the three main sub-areas: Asian, African, and Latin American.</td>
</tr>
<tr>
<td>Social Studies</td>
<td>- investigate the relationship between traditional and modern culture.</td>
</tr>
<tr>
<td>Science</td>
<td>- explore the intersection of anime and science.</td>
</tr>
</tbody>
</table>

- Using anime to teach vocabulary.


- By developing a short animation illustrating students can know how American interact with environment by analyze Miyazaki's film.

Reference and acknowledge

I would like to thank Professor Christoff Peggy allow me to do the senior project on the topic that I am interested in and giving me much support on thinking this project.

Conclusion

The Japanese anime have faced both praise and disdain in China. Although, Chinese teenagers regard these cultural affect as negative influence.

As teenagers are intrigued by Japanese anime. Instead of thinking forbidding teenager watching anime. It would be more practicable to use Japanese anime in potential educational ways. Not only enrich teenagers’ spare time, but also increase the quality of education and motivate students.