Abstract

The author showed short segments of the anime, *My Neighbors the Yamadas* [ホーホケキョとなりの山田くん or Houhokekyo Tonari no Yamadakun] to a high school Japanese 3 class over a period of several months. At the end of this study, students reported an increase in motivation and could recall a variety of cultural information that they had learned through the anime. Students believed that viewing anime had positive effects on their Japanese proficiency, especially on listening comprehension and cultural understanding. They also recognized connections between the anime and the regular curriculum.

Despite intensive scaffolding, students were unable to understand much of the Japanese speech in the anime when viewing it without the use of subtitles. However, they were better able to make sense of scenes when provided with relevant cultural information. Even after viewing with subtitles, students occasionally demonstrated persistent misconceptions and superficial interpretations that could be attributed to a lack of cultural background or to strongly held stereotypes of Japanese life.