

平成21年度 文部科学省 大学教育推進プログラム採択

多文化社会における 英語による発信力育成

グローバル時代に活躍するための多元的学士力向上プログラム

最終報告書

Nanzan University
Department of British and American Studies

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付録

1. CD (KZOO RADIO PROGRAM ALOHA GP!)
2. DVD (Dickinson-Nanzan Joint Interview Project “Nanzan Skype 留学”)

1 はじめに

本学外国語学部英米学科は、2009 年度から 3 年間にわたって文部科学省の平成 21 年度大学教育推進プログラムの支援を受けて「多文化社会における英語による発信力育成—グローバル時代に活躍するための多元的学士力向上プログラム—」を展開してきました。このプログラムは、英語で行われる多くの国際ワークショップ、講演会、海外の大学との交流を経験するだけでなく、英語でそれらを企画・運営することを通して、「異文化理解力の育成」、「英語による情報発信力の育成」、そして「企画・運営力の育成」をも達成することを目指す大変意欲的なプログラムです。

本学の教育モットーは、「*Hominis Dignitati*（人間の尊厳のために）」です。これには、神による創造物としての人間が持つかけがえのない価値や権利、すなわち「尊厳」をしっかりと把握し、これを尊重しつつ生きていく人間になるように、という願いが込められています。「異文化理解力の育成」は、本学の教育モットーを国際的視野から理解することでもあり、さらに南山大学が伝統的に強く推し進める「国際化」の精神とも合致しています。

本プログラムに参加した英米学科の学生は、普段の活動を通して、南山大学が英語「を」学ぶだけの場ではなく、学んだ英語を実際に活用して英語「で」学ぶ場であることを身をもって示してきました。例えば昨年度は、**John V. Roos** 駐日米国大使を本学にお招きし、くつろいだ雰囲気の中、すべて英語で大使と直接意見交換をさせていただきました。また、最終年度である 2011 年度は、ハワイのラジオ局で特別番組「アロハ GP!」を放送し、ハワイ大学ヒロ校では「日本文化 EXPO」を開催して好評を博し、さらにハワイ大学の学生と教員を本学に招いて「ハワイ週間」を実現するなど、優秀な学生が集う南山大学だからこそできる企画を成功させ、南山大学の底力を見せてくれました。これらは、「語学の南山」、「南山の国際性」といった本学の評判が、実質を伴った確かなものであることを証明していると言えるでしょう。本取組の成功により、南山大学が強力に推し進める国際化が一段と加速されることを期待します。



南山大学長
ミカエル・カルマノ

2 取組概要

多文化社会における英語による発信力育成

ーグローバル時代に活躍するための多面的学士力向上プログラムー

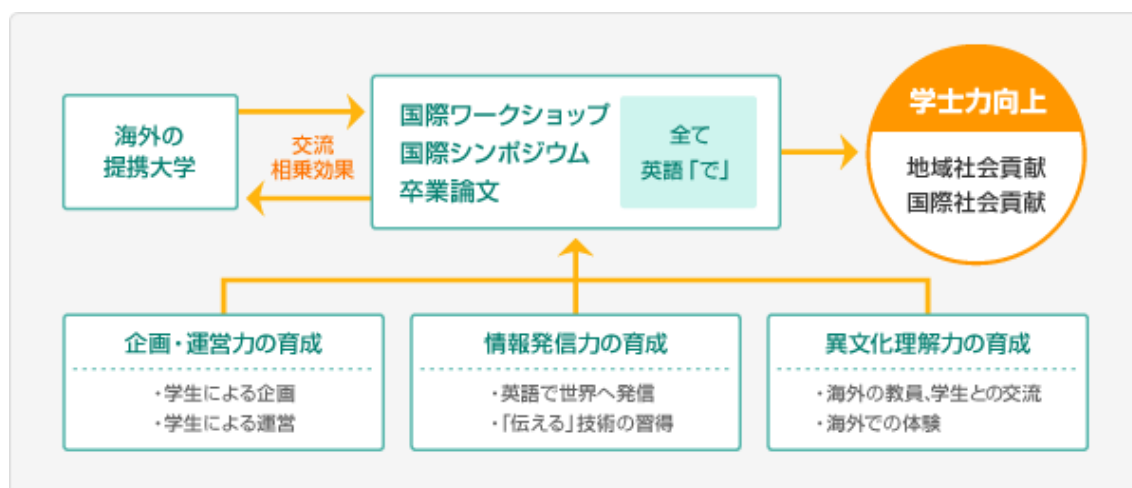
プログラム概要

本取組は、「多文化社会における英語による発信力育成ーグローバル時代に活躍するための多面的学士力向上プログラムー」というタイトルが示すように、学士レベルでの「発信力の育成」に重点を置いたプログラムです。

日本人は一般的に、自ら主張するということが少なく、さらにそれが外国語である英語となると、極端に寡黙になってしまうことが多いように思います。本取組では、国際ワークショップや国際シンポジウムを通じて「実体験に基づく異文化理解」を深め、自信を持って自らの意見を発信していける学生を育てます。さらに、それらの国際ワークショップや国際シンポジウム、卒業論文中間発表会を学生中心に企画・運営させることによって、企画・運営力も育成し、単に人前で英語が上手に話せるというのではなく、自ら情報発信の機会を生み出していける学生を育てます。また、大学教育における集大成である卒業論文については、中間発表会の模様の動画と電子ジャーナル化した卒業論文の両方をインターネットを通じて世界へ発信することによって、話し言葉と書き言葉の両面で情報発信を行います。このようにグローバル時代に活躍するために必要な「総合的な学士力向上」を多面的に目指すプログラムです。

目標

本取組には、三つの大きな柱があります。それぞれ「企画・運営力の育成」、「情報発信力の育成」、「異文化理解力の育成」となっています。これらの力をもって、学士力の向上をはかり、地域社会へ貢献し、また国際社会にも貢献する人材を創出していこうというものです。これは、私たち英米学科が掲げる「多文化共生が進むグローバル社会の第一線で活躍できるよう、すぐれた語学力に加え、十分な異文化対応能力と国際理解力を備えた人材を育成すること」という目標とも合致しています。



コアプログラム

●国際ワークショップ

提携大学から教員および、学生を招聘し、全て英語で討議する。

●国際シンポジウム

本学から教員および学生を提携大学に派遣し、すべて英語で討議する。

●卒業論文

英語による中間発表 ➡ 動画配信を行う

英語による論文執筆 ➡ 電子ジャーナルとしてインターネットで公開

運営体制

企画・運営を行う学生と教員が力を合わせて運営することにより、学生の持つ可能性を最大限にまで引き出すことができると考えています。教員組織の中の情報発信担当は、本取組で新たに雇用した嘱託講師がその任にあたり、プログラム全体を見渡しながら情報発信を促進します。また、私たち英米学科が属する外国語学部や、学内の国際教育センター、英語教育センターも広い意味で本取組を支えます。



3 活動報告

2009 年度～2011 年度の 3 年間に行った本取組における講演会、国際ワークショップ等の総計は、次の一覧にあるように 46 に上ります。本節では、それらについて簡単に紹介していきます。

講演会・国際ワークショップ一覧

2009年度

	2009.11.04	卒業論文中間発表会
第1回ワークショップ	2009.11.20	移民問題を日米比較から考える
第2回ワークショップ	2009.12.15	Meet an American Diplomat
第1回講演会	2010.01.18	Condition B as an Epiphenomenon
第2回講演会	2010.02.22	Let's Go on a Hawaiian Tour (of Child L2 Acquisition)
	2010.02.22	Binding in Thai: The Case for Nativism

2010年度

第3回ワークショップ	2010.06.08	Studying the United States in Japan: Is America an Exceptional Country?
第3回講演会	2010.07.14	卒業論文制作の手引き I “卒業論文作成の基本”
第4回ワークショップ	2010.07.20	Obaachan's Garden and the Japanese Canadian Experience
	2010.07.21	The Connection of History, Memory, and Dreams from the Eyes of a Sansei Film Director
第4回講演会	2010.09.22	卒業論文制作の手引き II “卒業論文制作の基本” 振り返り + α
第5回ワークショップ	2010.09.27	Ask Asuka!!
	2010.09.27	Beauty from Within
第5回講演会	2010.10.06	卒業論文制作の手引き III “Plagiarism”
第6回講演会	2010.10.13	卒業論文制作の手引き IV “PowerPoint Tips for Your Thesis Presentation”
第7回講演会	2010.10.18	Common Bonds of Identity for Hawai'i's People in the 21st Century
	2010.10.19	America from the Outside: Discussion Workshop with Dr. Ogawa
第8回講演会	2010.10.18	Thoughts on the Word Order and Syntactic Rules of English
	2010.10.19	Recognizing and Appreciating the Similarities and Differences between English and Japanese Discourse
第6回ワークショップ	2010.10.20	Joint Presentation Workshop
	2010.10.20	Discussion Session
第7回ワークショップ	2010.10.22	Student Cross-cultural Reflection Presentation Workshop
第9回講演会	2010.10.27	卒業論文制作の手引き V “Final Q&A Session-All You've Ever Wanted to Know about Thesis Writing”
第8回ワークショップ	2010.11.05	Meet the U.S. Ambassador
	2010.11.10	卒業論文中間発表会
第9回ワークショップ	2010.12.13	“Japan” Represented in the U.S.: Politics, Economics, and Culture
第10回講演会	2011.02.18	Interpreting as a Profession (職業としての通訳)
第10回ワークショップ	2011.02.19	An Introductory Interpreting Class: Active Listening (通訳入門クラス、アクティブリスニング)
第11回講演会	2011.02.21	Google検索・英語コーパス検索を利用した英語学習法
第12回講演会	2011.03.04	Logical Structures in Early Child Language
第13回講演会	2011.03.17	Hidden London: Magic and the Modern City

2011年度

第14回講演会	2011.04.25	Operation Tomodachi and the American Perspective on Japan-U.S. Relations
第15回講演会	2011.06.15	卒業論文の制作の手引き Lecture1 “The Basics”
第16回講演会	2011.06.22	Step Out into the World: Join International Society - Airline Business Perspective
第17回講演会	2011.06.29	卒業論文の制作の手引き Lecture2 “Plagiarism”
第18回講演会	2011.07.13	卒業論文の制作の手引き Lecture3 “Formal Writing”
第19回講演会	2011.07.20	卒業論文の制作の手引き Lecture4 “Formal Writing & Common Mistakes”
第20回講演会	2011.07.20	‘Tsutaeru’: Tell < Inform < report < Communicate!
第21回講演会	2011.10.10	The Study of Syntax and Our Brains: Examples from English, Hawaiian Creole English, and Hawaiian
第22回講演会	2011.10.11	Understanding Differences between English and Japanese Discourse: From Culture to Linguistics
第23回講演会	2011.10.12	HAWAII NANZAN JOINT PRESENTATIONS
第24回講演会	2011.10.14	HAWAII NANZAN REFLECTION PRESENTATIONS
第25回講演会	2011.10.26	卒業論文制作の手引き “POWERPOINT TIPS FOR THESIS PRESENTATIONS”
	2011.11.09	卒業論文中間発表会
第26回講演会	2011.11.16	THE HAWAII NANZAN EXCHANGE: OUR AMAZING JOURNEY
第11回ワークショップ	2011.12.14	Nanzan Skype留学～ Dickinson-Nanzan Joint Interview Project～

3.1 2009 年度 講演会・国際ワークショップ

卒業論文中間発表会

Date and Time: 2009 年 11 月 04 日 (水) 13:30~16:00

Place: 南山大学 B 棟 41, 44, 46, 46, 47 教室

Summary

これまで英米学科では、卒業論文中間発表会をゼミ単位で行ってきましたが、2008 年度に初めて英米学科の行事として位置づけました。2009 年度は、GP 学生企画運営委員会が主体となって行う本取組の主要行事のひとつとして、卒業論文中間発表会を開催しました。司会、進行、発表、質疑応答のすべてが英語で行われ、発表者はパワーポイントを使用したプレゼンテーションによって自分の専門分野についての発表を行いました。



平成 21 年度採択 文部科学省 大学教育推進プログラム
「多文化社会における英語による発信力育成」

卒業論文中間発表会（外国語学部英米学科）

英米学科ではこのたび下記の要領で卒業論文中間発表会を開催いたします。4 年生の先輩たちがそれぞれに取り組んでいる卒業研究の中間発表を英語で行います。この発表会は、発表者にとっては自分の研究のさらなる向上を図り、観客の皆さんにとっては自分の関心を深める良い機会だと思います。各発表の合間に入退場自由なので、ぜひ興味のあるテーマを根拠した発表に足をお運びください。多くの方々のご参加を心よりお待ちしております。

日時： 11 月 4 日 (水) 13:30~16:00
場所： B 41、B 44、B 45、B 46、B 47 (B 棟)

13:30~14:00 英米学科長および運営委員長からの挨拶
14:00~16:00 研究発表 1. 14:00-14:30 / 2. 14:30-15:00 / 3. 15:00-15:30 / 4. 15:30-16:00

B41

1. Nami Tanaka: "Ladies, Home or Work? The Development of AFDC in the 1960s"
2. Mamami Fukuta: "Environmental Refugees: An Upcoming International Issue"
3. Koji Yoshikawa: "Can Having Guns Continue to be Positive in the United States?"
4. Yukiko Masuda: "Oppression of Women in Colonized Countries in Buchi Ekecheta's *Second Class Citizen*"

B44

1. Emi Sekine: "The First Step toward the Achievement of Global Peace"
2. Ayako Iida: "Preventing Ghettos"
3. Megumi Makino: "Child Soldiers: How can we Help Children in Conflict Areas?"
4. Takuya Komde: "Is Abbey Road a Non-Smoking Area?"

B45

1. Hiroko Taniguchi: "Prevent Juvenile Delinquency or Punish It?"
2. Ayane Toda: "Model Minority: An American Stereotype of Asian Americans"
3. Akibito Okamura: "How Public Is American Baseball? Stadiums and Public Funds"
4. Yumi Inoue: "Japan's ODA: The Importance of 'Basic Educational Development'"

B46

1. Nobumasa Yokouchi: "Null Subject and Null Object in L1A and L2A"
2. Yumi Kawamura: "American Women Soldiers in the Iraq War"
3. Miya Shibata: "Should Affirmative Action be Abolished?"

B47

1. Akari Watanabe: "Japanese Education and the Nanjing Massacre"
2. Rami Yamada: "Norwegian Diplomacy and World Peace"
3. Hanayo Shibata: "The Tragedy of American Diplomacy: What Williams didn't Know"

ご不明な点は、太田あや美(運営委員長、英米学科3年生、Eメール: a.orange@k8.dion.ne.jp)までお問い合わせください。

第1回国際ワークショップ

“移民問題を日米比較から考える”

Date and Time: 2009年11月20日(金) 15:15~17:15

Place: 南山大学名古屋キャンパス B棟 21教室

Panelists: Erin Chung (ジョーンズ・ホプキンス大学准教授)

石田訓夫 (南山大学客員教授)、David Mayer (南山大学名誉教授)

Summary

日系ブラジル人、中国人留学生、日本人の3名が学生代表質問者として登場し、それぞれのパネリストに対して英語による質問を行い、活発な質疑応答をリードしました。



学生代表による質問

平成21年度採択 文部科学省 大学教育推進プログラム (GP)
 英米学科「多文化社会における英語による発信力育成」
国際ワークショップ (一般公開: 使用言語 English)
移民問題を日米比較から考える

世界のグローバル化とは国境を越えて人、物資、お金が自由に行き来する過程のことという。したがってこれによって、各国の経済、社会、文化は発展したものではありません。地球規模のネットワークからの影響を受けることになる。移民問題は、グローバル化する世界にあって各国が直面する大きな問題の一つである。難を受け入れ、難を排除するかを決める移民政策は、国家のアイデンティティに深く関係する重要な問題である。本国際ワークショップでは、日本の移民政策をテーマにしながら、これからの移民政策の在り方を考えていきたい。

Kunio Ishida Associate Professor of English and International Studies Nanshan University ● 南山大学外語学部准教授 ● 研究分野: 国際政治、国際関係、国際法 ● 著書: 『国際政治と国際法』(共著) (南山大学出版局)	Erin Chung Assistant Professor Johns Hopkins University ● 研究分野: 国際政治、東アジア政治、移民政策 ● 著書: 『Immigration and Citizenship in Japan』(Cambridge University Press, 2008)	David Mayer Professor of History and International Studies Johns Hopkins University ● 南山大学名誉教授 ● 研究分野: アジア史、東洋史、国際政治、国際法 ● 著書: 『The American and the Japanese』(Cambridge University Press, 2008)
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代表質問者:
 ◎ Ayumi Morais: 南山大学英米学科二年生
 ◎ Tien Yuen: 南山大学英米学科二年生
 ◎ 藤村梨沙: 南山大学英米学科四年生
 代表質問者以外の方から質問していただく時間も十分にあります。
 都合: 山崎和典 (南山大学外語学部国際英米学科講師)

日時: 11月20日(金)
 15時15分~17時15分
 会場: 南山大学B棟21教室

主催: 南山大学外語学部国際英米学科
 問合せ先: 英米学科国際研究室
 Tel: 052-832-3111 (内線1630)
 Email: eibn-gr@nanshan-u.ac.jp

第2回国際ワークショップ

“Meet an American Diplomat”

Date and Time: 2009年12月15日(火) 11:50~13:20

Place: 南山大学名古屋キャンパス K棟 25教室

Lecturer: Jonas D. Stewart (名古屋アメリカンセンター館長)

Summary

2009年にアメリカ合衆国と日本の両国で起きた政治上のCHANGEについて、日米関係の歴史的背景も把握しながら理解を深めました。アメリカ政治研究およびアメリカ外交研究を専門とする学生を中心に、すべて英語による質疑応答が行われました。



Jonas D. Stewart 氏と学生代表

平成21年度採択 文部科学省 大学教育推進プログラム (GP)
 英米学科「多文化社会における英語による発信力育成」
国際ワークショップ (一般公開: Language English)
Meet An American Diplomat

戦後、日本にとってアメリカ合衆国は重要な軍事同盟国であり、経済的にも深いつながりを持ってきた。アメリカの動向は、日本に大きな影響を及ぼす。2009年には、日本とアメリカでCHANGEが起こった。アメリカではオバマ政権が、日本では鳩山政権が発足した。このワークショップでは、このCHANGEでアメリカはどこへ向かうのか、そして日米関係はどのような形を取ろうとしているのかを一緒に考えていきたい。

Jonas D. Stewart Director of the Center for American Studies Nanshan University ● 名古屋アメリカンセンター館長	経歴 □ 米国カンザス州レバンワ出身 □ カンザス州立大学卒業、国際政治専攻 □ 2001年、カンザス州立大学、卒業論文 (リーディング・シナリオ) □ 2002年、米国防務省入省 □ 在アルバニア米大使館、領事館副領事、西弗吉ニア州(ワシントン)オペレーションセンター、ウォッチオフィサー を経て2007年5月より現職
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代表質問者:
 ● 長谷川あさみ (英米学科4年: アメリカ政治研究)
 ● 成田真生子 (英米学科3年: アメリカ政治研究)
 ● 柴田華代 (英米学科4年: アメリカ外交研究)
 ◎ 代表質問者以外の方から質問していただく時間も十分にあります。
 都合: 山崎和典 (南山大学外語学部国際英米学科講師)

日時: 12月15日(火) 11時50分~13時20分
 会場: 南山大学K棟25教室
 (途中入室、昼食持ち込み可)

主催: 南山大学外語学部国際英米学科
 問合せ先: 英米学科国際研究室
 Tel: 052-832-3111 (内線1504)
 Email: eibn-gr@nanshan-u.ac.jp

第1回講演会

“Condition B as an Epiphenomenon”

Date and Time: 2010年01月18日(月) 15:15~16:45

Place: 南山大学名古屋キャンパス M棟 MB1 教室

Lecturer: Christopher D. Tancredi (慶応義塾大学言語文化研究所准教授)

Summary

言語学の講演会を開催しました。普遍文法の研究を続ける Tancredi 氏は、生成文法理論の最新理論を踏まえた分析を提示され、学生の知的好奇心を大いにかき立てました。



講師に積極的に質問する学生

平成21年度採択 文部科学省 大学教育推進プログラム (GP)
英米学科「多文化社会における英語による発信力育成」

第1回講演会 (言語学)
Language: English

Dr. Christopher Tancredi (慶応義塾大学)
Condition B as an Epiphenomenon

生成文法では、Chomskyが1981年に提案した理論によって、名詞句を再帰形などの「再帰形」、「代名詞」、「指示表現」という3種類に分類し、それぞれがいつ使用できるのかについて、条件A、条件B、条件Cという3つの条件（「束縛条件」といいます。）を用いて説明してきました。今回のTancredi先生のお話では、最新の言語理論の視点からこれらを再考し、代名詞に関する「条件B」は束縛条件として反定する必要はないということを提案されます。

「理論言語学」とはどのような学問なのか、私たちが普段無意識に使っている言語の背景にはどのような仕組みが隠されているのか、最先端の言語学研究では、どのような研究がなされているのか等、言語学を専門とする人達以外にも是非聞いて欲しい講演です。また、すべて講演は英語で行われますので、専門的な内容を英語で聞く、まさに「英語を学ぶ」ではなく、**英語で学ぶ**良い機会です。多くのみなさんの参加を期待します。

英米学科長

英米学科生以外の方もご参加いただけます。(予約不要、入場無料)

日時: 1月18日(月) 15時15分~16時45分
会場: 南山大学M棟MB1教室

主催: 南山大学外国語学部英米学科
問合せ先: 英米学科GP事務局
Tel: 052-832-3111 (内線1504)
Email: eibet-gp@nanzan-u.ac.jp

第2回講演会

“Let's Go on a Hawaiian Tour (of Child L2 Acquisition)”

“Binding in Thai: The Case for Nativism”

Date and Time: 2010年02月22日(月) 13:30~17:30

Place: 南山大学名古屋キャンパス M棟 MB1 教室

Lecturer: Bonnie D. Schwartz (ハワイ大学教授)、Kamil Ud Deen (ハワイ大学准教授)

Summary

言語獲得に関する講演会を開催しました。各講演会の前には、学生の理解を促すために、有元将剛 (南山大学英米学科教授)、村杉恵子 (南山大学英米学科教授) が解説を行いました。この講演会では、冒頭に GP 学生企画運営委員会代表が本取組についての概要説明を英語で行いました。学生の英語による発信という意味から、大いなる一歩を踏み出すことができました。



学生代表による本取組の概要説明

南山大学外国語学部英米学科 平成21年度採択 文部科学省 大学教育推進プログラム(GP)
「多文化社会における英語による発信力育成」主催
南山大学言語学研究所 文部科学省私立大学戦略的研究基盤形成支援事業(研究拠点を形成する研究) 共催

講演会 (言語学)

Dr. Kamil Deen (ハワイ大学 マノア校)
Dr. Bonnie Schwartz (ハワイ大学 マノア校)

Schedule

I. Introduction: Masatake Arimoto (Nanzan University)
“Basics in Binding”
Lecture: Kamil Deen (University of Hawaii '1)
“Binding in Thai: The Case for Nativism”

II. Introduction: Keiko Murasugi (Nanzan University)
“Introduction to Grammar Acquisition”
Lecture: Bonnie Schwartz (University of Hawaii '1)
“Let's Go on a Hawaiian Tour (of Child L2 Acquisition)”

日程: 平成22年2月22日(月)
時間: 13:30~17:30 (II部構成、出入り自由)
場所: 南山大学 名古屋キャンパスM棟 MB1
※英米学科生以外の方もご参加いただけます。(予約不要、入場無料)
※講演は全て英語で行われます。

人は、どのように母語や外国語を獲得するのだろうか

こどもは、親から教えられることなく、
どうやって文法構造や語彙を獲得するのでしょうか。
第二言語はいったいどのように獲得されるのでしょうか。
現在ハワイ大学で進められている
第一・第二言語獲得の最新の理論と実証的な研究を
紹介いたします。

問い合わせ: 南山大学英米学科GP事務局
Mail: info-eibet-gp@nanzan-u.ac.jp

3.2 2010 年度 講演会・国際ワークショップ

第3回国際ワークショップ

“Studying the United States in Japan: Is America an Exceptional Country?”

Date and Time: 2010 年 06 月 08 日 (火) 13:30～15:00

Place: 南山大学名古屋キャンパス B 棟 B44

Lecturer: Scott Bates (Vice President and Senior Fellow of the Center for National Policy)

M.C.: 山岸敬和 (南山大学外国語学部英米学科准教授)

Summary

今回は、レクチャー形式ではなく、英米学科生のプレゼンテーションに対して Scott Bates 氏が質問、返答するというディスカッション形式で行いました。冒頭には GP 学生企画運営委員会のメンバーによる GP についての説明も行われました。



Mr. Scott Bates's Workshop



GP Media Leader introducing our GP program at the beginning of the workshop



Student participating at the workshop asking Mr. Bates a question



GP student learning how to operate the video camera to tape this workshop

平成21年度採択 文部科学省 大学教育推進プログラム (GP)
英米学科 「多文化社会における英語による発信力育成」
Workshop (Language: English)

**Studying the United States in Japan:
Is America an Exceptional Country?**

日時:平成22年6月8日(火) 13:30～15:00
会場:南山大学名古屋キャンパス B44教室


Mr. Scott Bates
Moderator: 山岸敬和(英米学科准教授)

＜Discussant 略歴＞
ヴァージニア州総務長官など、州連邦政府レベルの要職を歴任。海外では民主主義の推進やテロとの戦いを援助する米国政府の任務にも多く参加している。米下院国土安全保障委員会のシニア政策アドバイザーに任命され、米国をテロの脅威から守るための包括的レポート“Winning the War on Terror”の作成にも関わった。故郷のコネチカット州ストーニントン町町会議員と警察署長も兼務。ロンドン・スクール・オブ・エコノミクスより国際関係修士号、バージニア大学ロースクールより法学博士号を取得。

今回の特別講演会は、レクチャー形式ではなく、英米学科生のプレゼンテーションに対してBates氏がリスponsする形でディスカッションをする予定です。冒頭ではGPの学生メンバーによるGPについての説明も行います。一般学生による質疑応答の時間も十分あります。英米学科の多くの学生の参加をお待ちしています。

主催:南山大学外国語学部英米学科
問合せ先:英米学科GP事務局
Tel: 052-832-3111(内線3503)
Email: eibe-gp@nanzan-u.ac.jp

第4回国際ワークショップ

“Two-Day GP Film & Workshop with Linda Ohama”

Day One: “Obaachan’s Garden and the Japanese Canadian Experience”

Date and Time: 2010年07月20日(火) 17:00～19:30

Place: 南山大学名古屋キャンパス B棟 B31

Summary

日系カナダ人三世である Linda Ohama 氏をお招きし、自らが監督を務め、数々の賞を受賞した作品『おばあちゃんのガーデン』の映画上映会及び、Q&A セッションを行いました。この作品は、監督である Linda Ohama 氏の祖母の過去について描かれたドキュメンタリーで、戦時中のカナダに住んでいた日本人移民の状況や、二世・三世のアイデンティティーについて考えさせられる映画です。観客は心を動かされ、とても充実した時間を過ごすことができました。



Linda Ohama talking about her film prior to the film showing



Some GP students who attended the event

Day Two: “The Connection of History, Memory, and Dreams from the Eyes of a Sansei Film Director”

Date and Time: 2010年07月21日(水) 13:30～15:00

Place: 南山大学名古屋キャンパス B棟 B43

Lecturer: Ms. Linda Ohama

M.C.: Suzanne Bonn (南山大学外国語学部英米学科講師)

Summary

参加者は事前に2枚の写真(自分の現在・過去)、家族紹介文を準備し、ドキュメンタリー映画『礎 - ISHIZUE - 』を見ながら、それぞれが持つアイデンティティーについて話し合いました。自分の過去が現在の自分にどのように影響しているのか、ルーツを考えることの大切さを改めて考えさせられるワークショップとなりました。様々な年齢、バックグラウンドを持つ人々の参加により、異文化理解の面でも大変充実した時間となりました。



A GP student talking to Linda Ohama about her experiences growing up in Brazil as a Japanese Brazilian

Two-Day GP Film & Workshop with Linda Ohama

Day One: Obaachan's Garden and the Japanese Canadian Experience
Day Two: The Connection of History, Memory, and Dreams from the Eyes of a Sansei Film Director

おばあちゃんのガーデン
Obaachan's Garden

Event Description
Eibei GP is proud to sponsor a two-day event – a showing of the award-winning documentary *Obaachan's Garden* followed by a Q&A discussion open to the public. We will have a special workshop open to Eibei students on the second day.

DAY ONE
Tuesday, July 20 5:00-7:30pm
B31, Open to the public
After an introduction by Professor Suzanne Bonn, Linda Ohama will show her documentary *Obaachan's Garden* followed by a Q&A session. Audience members are encouraged to join in the discussion.

DAY TWO
Wednesday, July 21 1:30-3:00pm
B43, Eibei students only (Registration Required)
This workshop will focus on history, memory, and dreams and how these are re-created in our lives, as seen through the eyes of a Nikkei Canadian (Ohama) discovering her roots along summer trips to Japan.

Linda Ohama is a third generation Canadian of Japanese ancestry, award-winning documentary maker, writer and artist who, through filmmaking discovered her own strong connections to Japan and her roots.

Where register for the DAY TWO workshop?
July 19th, 8pm with Mrs. Kawakami in office E-108.

Nanzan University Nagoya Campus

Part 2: “Beauty from Within”

M.C.s: モラエス アユミ (英米学科 3 年)、内藤里帆 (英米学科 2 年)、森本萌子 (英米学科 3 年)

スペシャルゲストとして **Radio-i DJ** 内藤明日香さんをお招きし、これまでとは全く異なるラジオトーク形式のワークショップを開催しました。内藤明日香さんは、豊富な海外経験と三カ国語(仏・英・日)を操る才能を持ち、幅広いメディアで活躍中。また、健康的な食生活を推進するホリスティック・コンサルタントとしても注目されています。

アメリカの有名な TV 番組“David Letterman Show”のようなトークショーに、と GP 学生企画運営委員会が中心となり企画し、英米学科のロバート・ヒューワー先生率いるバンドの演奏と共に、英米学科の学生 2 名がホスト役となり、内藤明日香さんとの軽快なトークで盛り上げました。

ワークショップの後半は、ヨガ講師でもある内藤明日香さんによるヨガ文化についてのレクチャーと、自宅でも簡単にできるヨガを体験。「芯から美しく」を目標に、“心・体・食”のバランスを整えるライフスタイルを教えてくださいました。実際に体を動かすことで、リラックスした時間を過ごすことができ、とても有意義な時間となりました。



Two representatives of the GP Student Committee acted as hosts and asked Ms. Naito many questions in a live radio style workshop



*GP Leader, Moeko, helps Ms. Naito run the event and
GP Leader, Maiko, records the event by taking photos*



第8回国際ワークショップ

“Meet the U.S. Ambassador”

Date and Time: 2010年11月05日(金) 15:45～16:45

Place: 南山大学名古屋キャンパス D棟 DB1

Lecturer: John V. Roos (駐日米国大使)

M.C.: 鈴木達也 (南山大学外国語学部英米学科長)

Summary

ルース駐日米国大使をお招きし、タウンホールミーティング形式で講演会は行われました。まず、日米関係の重要性について話され、その後、ルース駐日米国大使と英米学科生との活発なやりとりへと続きました。学生はルース駐日米国大使に自分自身で考えた質問をし、それに対し、ルース駐日米国大使からは「リアルタイム」な返答を受けることができました。オバマ大統領個人についてと現在の政策と人気、アメリカの医療制度改革、日米関係の現在の状況等、話題は多岐にわたりました。

イベント後に学生から受け取った前向きなフィードバックの数は、このプログラムが彼らにどのように感銘を与えたか、そして、未来における国際交流のためには、このような機会を持ち続けることがどれくらい重要かを表しています。



Ambassador Roos



A student asking Ambassador Roos a question



*GP Student Committee representatives
thanking Ambassador Roos*



*Department Chair, Professor Tatsuya Suzuki,
introducing Ambassador Roos*

第9回国際ワークショップ

“Japan” Represented in the U.S.: Politics, Economics, and Culture

Date and Time: 2010年12月13日(月) 13:30~15:00

Place: 南山大学名古屋キャンパスJ棟J31

Lecturer: Ariel Roth (Johns Hopkins University, Director of Global Security Studies)

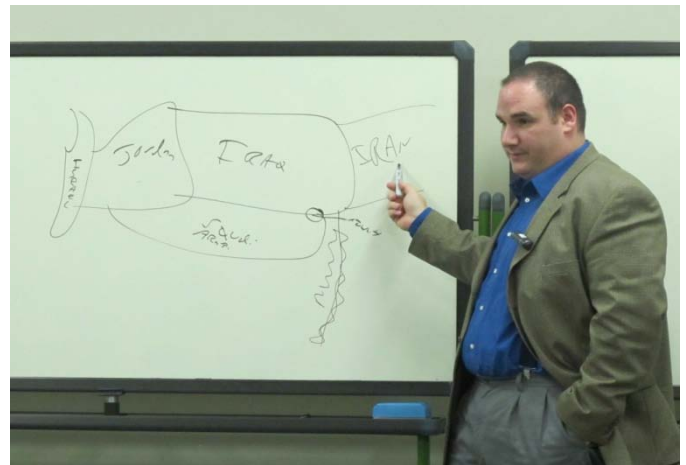
M.C.: 花木 亨 (南山大学外国語学部英米学科准教授)

Summary

花木先生と山岸先生の合同授業にジョンズ・ホプキンス大学の Ariel Roth 博士をお招きし、アメリカ人が日本に対して抱くイメージについて議論しました。アメリカ人の日本に対するイメージはどのように変化してきたか、アメリカはどの程度日米関係を重視しているか、日米関係の将来はどうなるのか等、様々な事柄について語り合いました。Roth 博士はアメリカ人が日本に対して抱くイメージの変遷を以下のように要約しました—日本はアメリカにほとんど無視された存在から、第二次世界大戦時には敵国、戦後には同盟国であると同時に商売敵へと変化し、今日では再び影の薄い存在へと戻りつつあるとのことです。Roth 博士の独特な視点から学生たちは多くの示唆を受け取ったようです。ワークショップは学生を交えた活発な質疑応答で締め括られました。



Dr. Roth's lecture



Dr. Roth answering a question on the white board



Student asking Dr. Roth a question

Program for Promoting University Education Reforms
Supported by the Ministry of Education, Culture, Sports, Science and Technology
Nanzan University, Faculty of Foreign Studies, Department of British and American Studies
Program for the Improvement of Multilingual Education to Enable Students to Participate in the Modern Globalized World
International Workshop (Limited to Bilingual Students, Language: English)

**“Japan” Represented
in the U.S.: Politics, Economics, and Culture**

Date & Time: December 13th (Mon), 13:30~15:00
Room: Nanzan University, Nagoya Campus J31
Guest speaker: Ariel Roth
(Johns Hopkins University,
Director of Global Security Studies)
Moderator: Toru Hanaki
(Nanzan University, Associate Professor)

Guest Speaker: Ariel Roth
Dr. Roth holds a Ph.D. in international relations from The Johns Hopkins University, where he is currently the director for the graduate program in National Security Studies and the MA in Global Security Studies. Dr. Roth has published several articles such as “Nuclear Weapons in Neo-Realist Theory”, “Balancing and the Bible”, and “The Root of All Fears”. His first book, *Leadership in International Relations: The Balance of Power and the Origins of WW2*, will be published in October 2010. Dr. Roth is a member of the International Studies Association, the American Political Science Association and the Committee for the Analysis of Military Operations and Strategy, and presents regularly at conferences. Roth is an occasional commentator on foreign policy and security matters in local and international newspapers and a frequent guest lecturer on international security matters.

Sponsor: Nanzan University, Faculty of Foreign Studies,
Department of British and American Studies
Contact: The Department of British and American Studies GP Office
Tel: (052) 832-3111 (Ext. 3503)
Email: info-elbel-gp@nanzan-u.ac.jp
http://elbel-gp.nanzan-u.ac.jp/index.html

GP Thesis Writing Preparation Series (卒業論文制作の手引きシリーズ)

GP Thesis Writing Preparation I: “Writing Basics, Thesis Revision Procedure, Plagiarism, etc” and “My Thesis Writing Experience, Success and Failures, Peer Advice”

Date and Time: 2010 年 07 月 14 日 (水) 13:30～15:00

Place: 南山大学名古屋キャンパス B 棟 B11

Lecturers: Aya Kawakami (南山大学外国語学部英米学科 GP 嘱託講師)、田中奈美 (南山大学大学院生)

Summary

シリーズ第一弾。第一部は、GP プロジェクトディレクター兼英米学科のライティングアドバイザーである川上綾先生による講演(ライティングの基礎・剽窃・表記法)、第二部は、2009 年度の英米学科の卒業生であり、現在南山大学国際地域文化研究科の大学院生である田中奈美さんによる、自身の卒業論文制作の体験談(成功と失敗談、学生へのアドバイス)について講演を行いました。英米学科生 1 年生～4 年生が参加、質疑応答も盛んに行われ、大変有意義な場となりました。



Aya Kawakami's lecture for the GP Thesis Writing Preparation I Lecture



Q&A time with Ms. Kawakami and Ms. Tanaka



Nami Tanaka's lecture for the GP Thesis Writing Preparation I Lecture

GP Thesis Writing Preparation I
Advice from a graduate and writing advisor

Workshop description:
Two speakers will be talking about various aspects of writing a senior graduation thesis.

Aya Kawakami: writing basics, thesis revision procedure, plagiarism, etc.

Nami Tanaka: my thesis writing experience, success and failures, peer advice

Aya Kawakami: GP Project Director and Writing Advisor for the Department of British and American Studies. M.A. in Applied Linguistics (TESOL) Macquarie University. Has been a writing advisor at Nanzan University since 2009

Nami Tanaka: Recent graduate of the Department of British and American Studies. Currently a Master's student at the Department of British and American Studies.

Date: July 14th, 2010 (Wed)
Time: 13:30-15:00
Location: B11

GP Thesis Writing Preparation II: “卒業論文制作の基本’ 振り返り+α”

Date and Time: 2010 年 09 月 22 日 (水) 13:30～15:00

Place: 南山大学名古屋キャンパス D 棟 DB1

Lecturer: Aya Kawakami (南山大学外国語学部英米学科 GP 嘱託講師)

Summary

シリーズ第二弾は、“卒業論文制作の基本’ 振り返り+α” を開催。GP プロジェクトディレクター兼英米学科のライティングアドバイザーである川上綾先生による講演(ライティングの基礎・剽窃・表記法・Q&A)が英語で行われました。



Aya Kawakami's Lecture



Q&A session after the lecture

GP Thesis Writing Preparation III: “Plagiarism”

Date and Time: 2010 年 10 月 06 日 (水) 13:30～15:00

Place: 南山大学名古屋キャンパス B 棟 B11

Lecturer: Aya Kawakami (南山大学外国語学部英米学科 GP 嘱託講師)

Summary

シリーズ第三弾は、これまでのワークショップのアンケートで要望の多かった、剽窃について学びました。より身近に感じてもらうために、Quiz 形式で実際に論文が剽窃なのかどうか、正しい表記方法など、学生が日ごろ疑問に思っていることに答えたセッションとなりました。



Aya Kawakami's Lecture



Quiz style lecture

GP Thesis Writing Preparation IV: “PowerPoint Tips for Your Thesis Presentation”

Date and Time: 2010 年 10 月 13 日 (水) 13:30～15:00

Place: 南山大学名古屋キャンパス B 棟 B11

Lecturer: Aya Kawakami (南山大学外国語学部英米学科 GP 嘱託講師)

Summary

シリーズ第四弾は、11 月 10 日 (水) に開催される“卒業論文中間発表会”に向けて、PowerPoint の活用についてのセッション。講義は、プレゼンテーション内容の重要性と同様に、PowerPoint でのプレゼンテーションの視覚的側面に焦点をあてました。最終的には、“keep it simple and straight” (KISS) 原則が最適で、PowerPoint は、効果的な視覚ツールではあるが、プレゼンテーションが成功するかどうかを決めるのは、内容構成や、どれだけ上手く伝えられるかの練習によると学びました。



Aya Kawakami's lecture



Ms. Kawakami answering student questions

GP Thesis Writing Preparation V: “Final Q&A Session-All You've Ever Wanted to Know about Thesis Writing”

Date and Time: 2010 年 10 月 27 日 (水) 13:30～15:00

Place: 南山大学名古屋キャンパス B 棟 DB1

Lecturer: Aya Kawakami (南山大学外国語学部英米学科 GP 嘱託講師)

Summary

シリーズ最終回は、これまでのレクチャーアンケートで多かった質問や要望にこたえるセッション。講義では、Formal writing、thesaurus (類語辞典)の利用や、論文を書き始めるきっかけについて話し合いました。川上綾先生が文例をあげ、参加学生が、より Formal な文章に修正するなど実践的な講義となりました。



Ms. Kawakami going over a student's work

英米学科の皆さんへ

2010 年 10 月 13 日

英米 GP 卒業論文の制作の手引き V

日時: 10 月 27 日 (水) 13 時 30 ～ 15 時
場所: 南山大学名古屋キャンパス DB1
講師: Aya Kawakami (Writing Advisor)
対象: 英米学科生 言語: 英語

卒業論文制作の手引きセミナーシリーズは、
前期科目とこれまでにレクチャー・ワークシートで学んできた知識や質問に答えるセッション、
卒業論文の制作に欠かせないポイントをお伝えします。
この機会に、これまで聞きたかった疑問や疑問点を解消してください。

Schedule	Aya Kawakami
第 1 回 7 月 14 日 (水) 13 時 30 ～ 15 時 "Introduction to senior thesis writing" "卒業論文作成の基礎" (NE)	GP プロジェクトアドバイザー兼、 英米学科ライティングアドバイザー 2008 年マサチューセッツ大学スプリングフィールド (USA) にて M.A. を取得 2009 年から南山大学英米学科にて、 ライティングアドバイザーとして勤務
第 2 回 9 月 22 日 (水) 13 時 30 ～ 15 時 "Introduction to senior thesis writing: research" "卒業論文作成の基礎 (前期の授業の復習 #1)" (NE)	
第 3 回 10 月 8 日 (水) 13 時 30 ～ 15 時 "Presentation - 発表について" (NE)	
第 4 回 10 月 13 日 (水) 13 時 30 ～ 15 時 "Powerpoint Tips for your Thesis Presentation" "卒業論文中間発表に向けての PowerPoint 活用" (NE)	
第 5 回 10 月 27 日 (水) 13 時 30 ～ 15 時 "Final Q&A Session" "All you've ever wanted to know about thesis writing" "これからの Q&A に答えるセッション" (NE)	

会場: 南山大学外国語学部英米学科
問合先: 英米学科 GP 事務局 (1204, 305)
電話: 1 (GP 7700) フリーダイヤル 0120-88-8888
メール: 052-832-1111 内線 3055
E-mail: gpa-adviser@nanzan-u.ac.jp

卒業論文中間発表会

Date and Time: 2010 年 11 月 10 日 (水) 14:00～16:30

Place: 南山大学名古屋キャンパス B 棟 B41, B43, B44, B45, B46, B47

M.C.: Members of the GP Student Committee

Summary

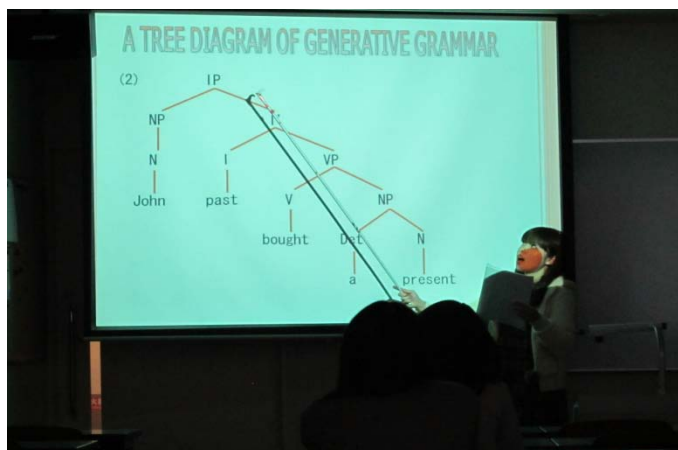
2009 年より英米学科行事として行われるようになり、GP プログラムのメインイベントの 1 つでもある“卒業論文中間発表会”が開催されました。この発表会は、4 年生の学生や GP 学生企画運営委員会が中心となって企画、運営され、全て英語で行われました。各自の発表は 10～15 分で、発表後は、その発表を聴いていた学生や教授たちとの質疑応答、フィードバック等ディスカッションの時間となりました。GP 学生企画運営委員会の学生たちは、M.C.やカメラマンとして活躍しました。



GP Project Director Aya Kawakami and the GP Student Committee members who were MCs for this event having a final meeting prior to the 卒論中間発表会



GP Student Committee members who were MCs for this event discussing the procedure in English prior to the event



A senior presenting her graduation thesis



GP Student Committee Member facilitates the Q&A Session

Cross-Cultural Interaction:

In addition to interacting with academics and guest speakers from around the world, the students participating in the GP Project have had many opportunities to interact with students from colleges in the United States.

Dickinson College:

In June 2010, students from Dickinson College came to Nanzan University for a month long program. In previous years, students of the Department of British and American Studies had little interaction with these students. This year, however, the GP project and their student committee negotiated with Dickinson College to have the GP students participate in activities with the Dickinson students.

Our students initially gave the Dickinson College students a campus tour, all in English. They then formed groups, "buddy system" type groups that would take the Dickinson students to various places to experience local Nagoyan culture. The GP students also took the Dickinson students to the Nanzan and Sophia Universities' Sports Festival, *Jonansen*, and to the Arimatsu and Okehazama Senjo Matsuri festivals. Through introducing their own culture, many students stated that they felt they had gained a deeper understanding of their own culture and through this, a better understanding of other cultures.

In addition to these trips and tours of Nagoya, the GP project arranged discussion sessions of various topics for the GP students and the Dickinson students. They discussed the differences and similarities in student life, campus life, after school and home life, food, TV, essentially all aspects that consume their daily life.

Through Facebook and emails, the students have continued their friendships and continue to interact in English.



GP students giving a campus tour to the Dickinson Students



Discussion session in the green area with the Dickinson and GP students



GP and Dickinson students at the Jonansen

University of Hawaii at Hilo and Manoa:

Students from the University of Hawaii at Hilo and Manoa came for one week. In addition to participating in the Joint Presentation Workshop and Cross-cultural Reflection Workshop, the students of the University of Hawaii joined Eibe classes, acting as teaching assistants, student leaders, and participants. Students who were in these classes all commented on the positive effect that the University of Hawaii students had. They often said that the Hawaii students' ability to continue the conversation, encourage with questions, as well as their ability to formulate their arguments, was very impressive.

The GP students again acted as guides, giving the Hawaii students a campus tour, taking them to various places in Nagoya to learn about the local culture. Furthermore, some students invited Hawaii students into their homes for a home stay. Despite the short time, the University of Hawaii students and GP students bonded and have continued their friendships. In fact, two of our students in GP later went to Hawaii and met with some of the University of Hawaii students in Hawaii!



GP Students giving a campus tour to the University of Hawaii Students



GP students taking the Hawaii students on a tour of Ise Shrine



Hawaii students participating in a discussion session in a class

Dr. Dennis M. Ogawa's Lectures (第7回講演会)

Lecture 1: "Common Bonds of Identity for Hawai'i's People in the 21st Century"

Date and Time: 2010年10月18日(火) 15:15~16:45

Place: 南山大学名古屋キャンパス B棟B11

Lecturer: Dr. Dennis M. Ogawa (ハワイ大学マノア校教授)

M.C.s: 花木亨 (南山大学外国語外部英米学科准教授)
山岸敬和 (南山大学外国語学部英米学科准教授)

Summary

Unlike any other area in which Okinawans and Japanese migrated, in Hawai'i they became localized into an inclusive cultural system and attitude of island living. How did this localization take place? What are the implications of being local? This lecture focused on the bonds of commonality, the common outlook and beliefs shared by those who call Hawai'i home regardless of their ethnic or racial background. Three points of commonality were discussed: a population of minorities, an interracial state and sanctity of death.

Professor Hanaki and Yamagishi combined their classes, a mixture of Japanese and international students. Some University of Hawaii students also participated, making this a truly international audience with many perspectives being voiced during the Q&A session that followed.



Students introducing themselves at the beginning of the workshop



Dr. Ogawa's lecture

Lecture 2: “America from the Outside: Discussion Workshop with Dr. Ogawa”

Date and Time: 2010 年 10 月 19 日 (水) 11:05～12:35

Place: 南山大学名古屋キャンパス L 棟 910 会議室

Lecturer: Dr. Dennis M. Ogawa (ハワイ大学マノア校教授)

M.C.: 山岸敬和 (南山大学外国語学部英米学科准教授)

Summary

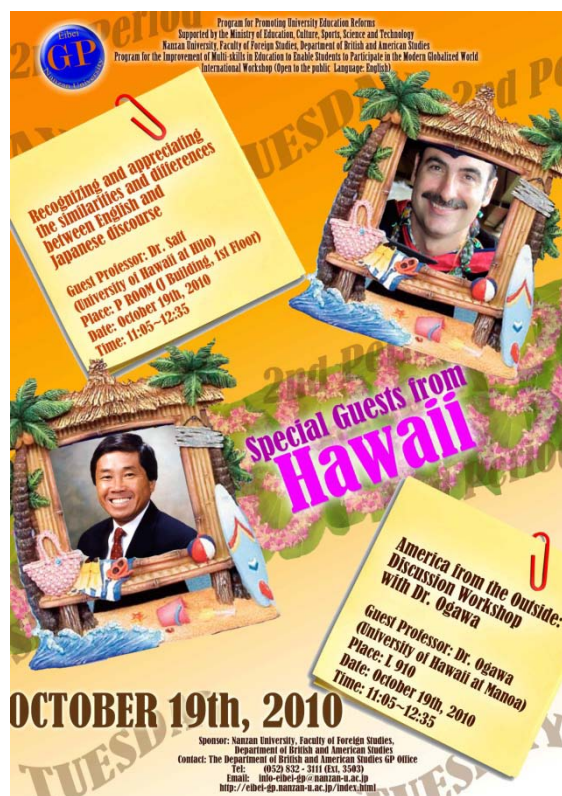
This event was similar to the round table discussion workshop with Mr. Scott Bates. Students from our department put forth questions to Dr. Ogawa about different aspects of Hawaiian life. The students of the University of Hawaii also provided their insights as well. The discussion showed Dr. Ogawa was a wonderful resource of living history and the students learned much of American culture, particularly Hawaiian culture.



Dr. Ogawa answering student questions



Student questioner



Dr. Scott Saft's Lectures (第8回講演会)

Lecture 1: "Thoughts on the Word Order and Syntactic Rules of English"

Date and Time: 2010年10月18日(火) 15:15~16:45

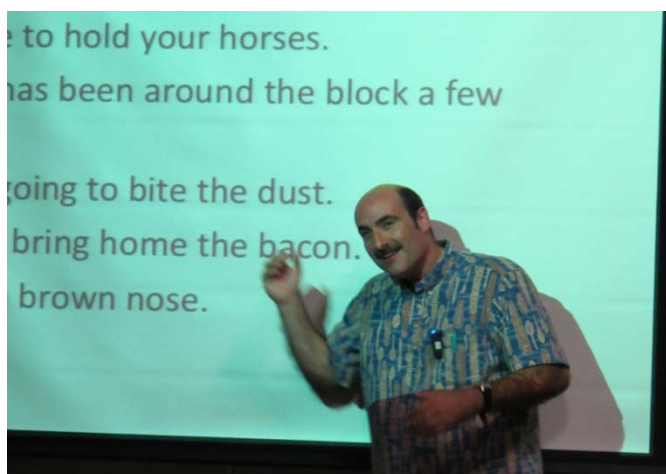
Place: 南山大学名古屋キャンパス M1

Lecturer: Dr. Scott Saft (ハワイ大学ヒロ校教授)

M.C.s: 有元将刚 (南山大学外国語学部英米学科教授)、鈴木達也 (南山大学外国語学部英米学科長)

Summary

Dr. Saft presented a very good example of a GP lecture in many ways, for example, showing how to attract students who are not specialists of the field of the speaker, and how to make the lecture very informative on the one hand but entertaining on the other. Our project is not for graduate students, but for undergraduate students, many of whom have just begun studying specific contents in addition to the English language itself. Dr. Saft successfully blended basic technical ideas such as constituency in his relaxing speech with full of humor, occasionally referring to dialectal expressions and idioms in English. For the audience consisting of both University of Hawai'i students and Nanzan students, he tried to reveal some universal properties of linguistic structure that may often go unnoticed without special knowledge of syntax. Students were fully satisfied with, and appreciated, Dr. Saft's lecture both as a precious experience of a lecture given by a professor of an American university, and as a rare opportunity to learn something with people with different cultural backgrounds.



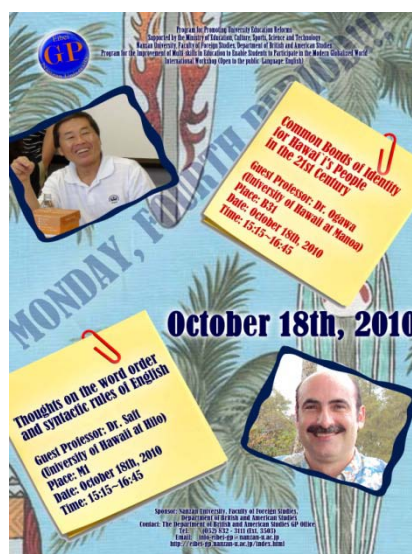
Dr. Saft's lecture



Dr. Saft eliciting students ideas



University of Hawaii students participated in this lecture



Lecture 2: “Recognizing and Appreciating the Similarities and Differences between English and Japanese Discourse”

Date and Time: 2010 年 10 月 19 日 (水) 11:05～12:35

Place: 南山大学名古屋キャンパス P Room (J 棟 1 階)

Lecturer: Dr. Scott Saft (ハワイ大学ヒロ校教授)

M.C.s: 有元将刚 (南山大学外国語学部英米学科教授)、鈴木達也 (南山大学外国語学部英米学科長)

Summary

Dr. Saft discussed stereotypes of Japanese people, connecting it to differences in Japanese and English discourse from different points such as grammatical structure and “aizuchi”. The students were asked to actively participate, often demonstrating various sentence structures making this a truly interactive lecture.



Dr. Saft's lecture



Students enjoying Dr. Saft's lecture

“Joint Presentation Workshop & Discussion Session” (第6回国際ワークショップ)

Date and Time: 2010年10月20日(木)

13:30~15:00 (Presentations)、15:00~16:30 (Discussion session)

Place: 南山大学名古屋キャンパス G棟 G30 (Presentations)、G棟 G26 (Discussion session)

Participants: ハワイ大学ヒロ校学生、ハワイ大学マノア校学生、GP学生企画運営委員会

M.C.: Aya Kawakami (南山大学外国語学部英米学科 GP 嘱託講師)

Summary

このワークショップは、GP プログラムの Hawaii Week のメインイベントでした。ハワイ大学の学生が来校する前から、ハワイ大学の学生と GP の学生は、電子メールと Skype を使って、共同のプレゼンテーションに取り組み始めました。一般的なハワイやアメリカの生活を、日本の生活と比較したプレゼンテーションとなりました。技術的困難、時差、言語や文化の違いを克服しながら、学生達は興味深いプレゼンテーションを作り上げました。より重要だったのは、パートナーの文化や自分自身の文化について新しい発見をしたことです。さらに、GP の学生はアメリカンスタイルのアカデミックディスカッションを実体験したことで、得たものは大きいと思います。イベント終了後もディスカッションは続きました。



GP and University of Hawaii students having final discussions prior to presenting



A presentation on dialects



GP Student Committee member stating her opinion during the discussion session



“Student Cross-Cultural Reflection Presentation Workshop” (第7回国際ワークショップ)

Date and Time: 2010年10月22日(金) 17:00~18:30

Place: 南山大学名古屋キャンパス D棟 DB1

Participants: ハワイ大学ヒロ校学生、ハワイ大学マノア校学生、GP学生企画運営委員会

M.C.s: 鈴木達也(南山大学外国語学部英米学科長)

Aya Kawakami(南山大学外国語学部英米学科 GP 嘱託講師)

Summary

このワークショップでは、ヒロ校チーム、マノア校チーム、GPチームの3チームに分かれ、自分たちが感じた文化的発見をじっくりと考え、チーム毎に発表をしました。笑いと涙のある感動的なワークショップとなり、このことは、この短期間でどのくらい結びつきが強くなったか、ということの表れだと思います。このイベントを通して、両大学・学生の間により深いつながりができることを望んでいます。



GP Student Committee members presenting what they learned through the week



University of Hawaii Students making their presentations



The University of Hawaii Students, Professors, and the GP Students and GP core members

Program for Promoting University Education Reform
Supported by the Ministry of Education, Culture, Sports, Science and Technology
Nanzan University, Faculty of Foreign Studies, Department of British and American Studies
Program for the Improvement of Multi-cultural Skills in Education by Double Students to Participate in the Modern Globalized Work
International Workshop (Open to the public, Language: English)

Hawai'i & Nanzan

Student Cross-cultural Reflection Presentation Workshop

"What we discovered"

Date: Oct. 22nd (Fri)
Time: 17:00-
Place: DB1

Event Description:
"3 Presentations (Elbel, Manoa, and Hilo Students)"
"Topic: "What we discovered""
"Interactive workshop"
"Open to the public"

University of Hawai'i:
Ten students from the University of Hawai'i at Manoa and at Hilo were invited by Elbel's GP Project. For what purpose? It is our hope that through spending time with these students, by acting as hosts and working on joint projects, that they will discover, not only about other cultures and break down their cultural preconceptions, but also discover their own culture through fresh eyes.

Sponsor: Nanzan University, Faculty of Foreign Studies,
Department of British and American Studies
Contact: The Department of British and American Studies GP Office
Tel: (052) 832-3111 (Ext. 3503)
Email: hio-elbel-gp@nanzan-u.ac.jp
<http://elbel-gp.nanzan-u.ac.jp/index.html>

Kayoko Takeda's Two Day Event: Lecture and Workshop

A two day event which began with a lecture on the world of interpretation and translation, followed by a workshop on active listening, one of the primary skills needed to be an accomplished interpreter. Students were highly inspired by the event and many spoke of their increased interest in learning more about the world of interpretation.

第 10 回講演会

“Interpreting as a Profession” (職業としての通訳)

Date and Time: 2011 年 02 月 18 日 (金) 13:30～15:00

Place: 南山大学名古屋キャンパス B 棟 B46

Lecturer: 武田珂代子 (モントレー国際大学翻訳通訳・言語教育大学院准教授、
日本語プログラム主任、フリーランス会議・法務通訳者、翻訳者)

M.C.: Suzanne Bonn (南山大学外国語学部英米学科講師)

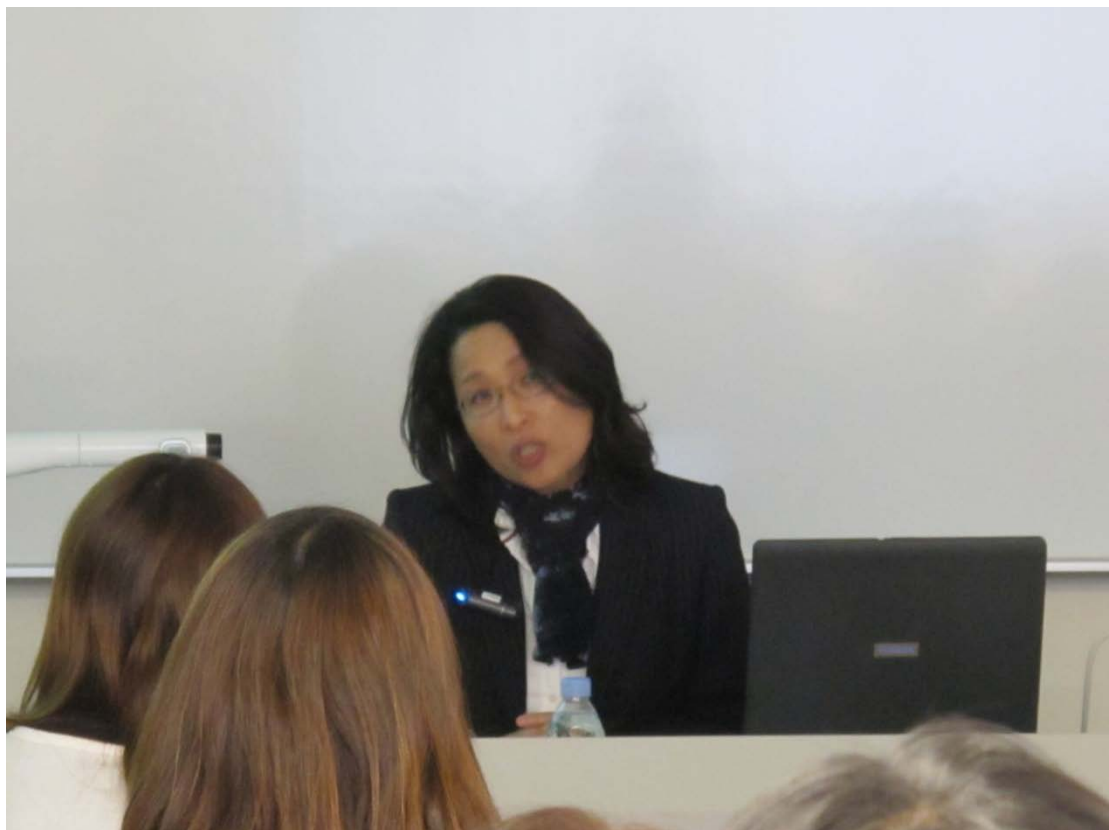
Summary

モントレー国際大学の准教授である武田先生をお迎えして、“Interpreting as a Profession (職業としての通訳)” についての講義をしていただきました。通訳と翻訳の誕生の歴史やその必要性、通訳という職業を専門的に扱う上で心がけるべきことを、講義を通して、丁寧にまた詳しく教えていただきました。プロの通訳として活動する時に大切なことは、目標言語がいかに優れているかということをも最優先とするのではなく、母語をどれだけ正確に扱えるか、またどれだけ常識を身につけており世界の出来事について知識を持ち、いかに柔軟に対応できるかということです。講義の最後には、南山大学を卒業しモントレー国際大学に進学された先輩方のお話を教えていただき、私たち現役の南山生にとって大変刺激となる講義でした。

by Yuri O

参加学生のコメント:

- ・ Very fruitful presentation. There are professional terms used and I had to simultaneously interpret them into easy simple English in my mind. (英米学科 1 年)
- ・ 素晴らしい講演会でした。説明もとても分かりやすく、生徒や先生が発言する機会が多くみられ、とても有意義な時間を過ごせました。ありがとうございました。(英米学科 2 年)
- ・ 普段なかなか知ることのできないトレーニングのこの話も聞いてよかったです。90 分では十分ではない気もしました。(英米学科 2 年)
- ・ 実際に通訳をしている方の話を聴くのは初めてだったので、とても興味深く参考になりました。(英米学科 2 年)
- ・ 私は通訳に興味があったので、大変勉強になりました。武田教授は難しい単語もたくさん使っていたので、理解するのがちょっと大変でしたが、ディスカッションっぽくなることもあり、すごく楽しかったです。(英米学科 3 年)



Professor Kayoko Takeda



Professor Kayoko Takeda explaining how interpretation at the United Nations works

第 10 回国際ワークショップ

“An Introductory Interpreting Class: Active Listening” (通訳入門クラス、アクティブリスニング)

Date and Time: 2011 年 02 月 19 日 (土) 13:30～15:00

Place: 南山大学名古屋キャンパス B 棟 B46

Lecturer: 武田珂代子 (モントレー国際大学翻訳通訳・言語教育大学院准教授、
日本語プログラム主任、フリーランス会議・法務通訳者、翻訳者)

M.C.: Suzanne Bonn (南山大学外国語学部英米学科講師)

Summary

通訳をする上で“最も重要な基盤となるアクティブ・リスニング”。2 月 18 日の講義に引き続き、通訳理論についての講義・ディスカッションが行われました。また、教授方のご協力の下、実際にアクティブ・リスニングを実践しました。生徒たちは、アクティブ・リスニングの難しさを感じると同時に、その楽しさも感じられたようでした。

by Shizuka K

Additional Information: Kayoko Takeda first discussed the concept of active listening as the most critical skill needed to become a good interpreter. Active listening involves being able to pick up and retain vital points and relay the information effectively. Students listened to professors tell stories in English with three components and were asked to re-tell the stories in as much detail as possible, first in English and second in Japanese as an interpretation exercise. It was a very stimulating activity which the students were deeply involved in.

参加学生のコメント:

- ・参加者が少なそうだったので、最初は参加するか迷ったけど、すぐくためになったと思うし、楽しかったし、参加して良かったです。春休みは英語に触れる機会も少ないので、こういう企画に参加できて良かったです。ありがとうございました。(英米学科 1 年)
- ・難しかったけど、はじめての経験だったので、楽しかったです。(英米学科 2 年)
- ・通訳の仕事をテレビで見ていると、どうやって暗記して、どのように自然な日本語にしているのか、すごいなあと思っていました。だけど、ちょっとでも通訳の仕事を体験できたみたいで嬉しかったです。でも専門的なスピーチはやっぱり難しいですね。(英米学科 2 年)
- ・とても楽しかったです。ただ聞くだけではなく、実際にどのように聞き、活用していくのかも分かったので、今後も学んだことを使っていきたいです。(英米学科 2 年)



Professor Takeda's active listening workshop



Students try to retell stories in as much detail as possible



平成21年度採択 文部科学省 大学教育推進プログラム(GP)
英米学科「多文化社会における英語による発信力育成」
講演会(一般公開:Language: 英語)
国際ワークショップ(英米学科生限定:Language: 英語)

Lecture & Workshop on Interpretation (通訳) by Associate Professor Kayoko Takeda



武田珂代子：プロフィール
モントレー国際大学、翻訳通訳・言語教育大学院准教授、
日英翻訳・通訳プログラム主任。会議・法務通訳者。

Kayoko Takeda, PhD : Profile
Associate Professor, Graduate School of Translation, Interpretation,
and Language Education, Monterey Institute of International Studies
Conference and legal interpreter

Day 1:講演会

"Interpreting as a profession"
職業としての通訳

日時：2月18日(金) 13:30-15:00
場所：B46

内容： Interpreters play a vital role in today's globalized world as mediators of communication between different languages and cultures. The purpose of this lecture is two-fold. Firstly, it provides an overview of interpreting as a profession: various settings where interpreting is used, different modes of interpreting, and new trends and outlooks of the profession. Secondly, it describes how interpreters are trained and recruited outside Japan, focusing on practice and experience in the graduate program of translation and interpreting at the Monterey Institute of International Studies (MIIS). Some specific examples are drawn from Nanzan-MIIS alumni currently working as interpreters.

Day 2:ワークショップ

"An introductory interpreting class:
active listening"
通訳入門クラス、
アクティブリスニング

日時：2月19日(土) 13:30-15:00
場所：B43

内容： In professional interpreter training, the first skill students learn is "active listening", which entails listening for and analyzing the speaker's message or the main ideas of a given speech. Students learn to focus on the structure, information hierarchy and logical flow of the speech, instead of paying too much attention to individual words. This process is essential for achieving meaning-based, coherent and clear interpretation. This workshop will introduce visualization, association, organization and other methods used in active listening. Students will be asked to analyze, summarize, and interpret (without taking notes) speeches of three to five minutes in length.

主催： 南山大学外国語学部英米学科
問合せ先:英米学科英米GP事務局
Tel: (052)832-3111(内線:3503)
Email: info-eibei-gp@nanzan-u.ac.jp
<http://eibei-gp.nanzan-u.ac.jp/index.html>

第 11 回講演会

“Google 検索・英語コーパス検索を利用した英語学習法”

Date and Time: 2011 年 02 月 21 日 (月) 14:00～15:30

Place: 南山大学名古屋キャンパス B 棟 B46

Lecturer: 衣笠忠司 (大阪市立大学大学院文学研究科教授)

M.C.: 鈴木達也 (南山大学外国語学部英米学科長)

Summary

大阪市立大学大学院から衣笠忠司教授をお迎えし、「Google 検索・英語コーパス検索を利用した英語学習法」について講演をしていただきました。インターネット上にある、さまざまなコーパス(文章の用例を収集したデータベース)を利用することが、英語学習の助けになることを、私たちは学びました。講演の中で実際に衣笠教授はインターネットに接続し、利用方法・検索方法を教えてくださいました。コーパスを利用する際、大切なのはデータの規模です。大きいほど良いデータベースとなり、参考例が多く網羅されているからです。無料で利用できる、イギリスの BNC (British National Corpus)・アメリカの COCA (Corpus Of Contemporary American English)のサイトに実際に単語を入力しての検索方法・注意点を教えてくださいました。また、Google は用例が多く、コーパスとしても利用しやすいものの、国ごとの Google によって検索結果・検索オプションの機能に違いがあることに注意が必要であることを教えてくださいました。

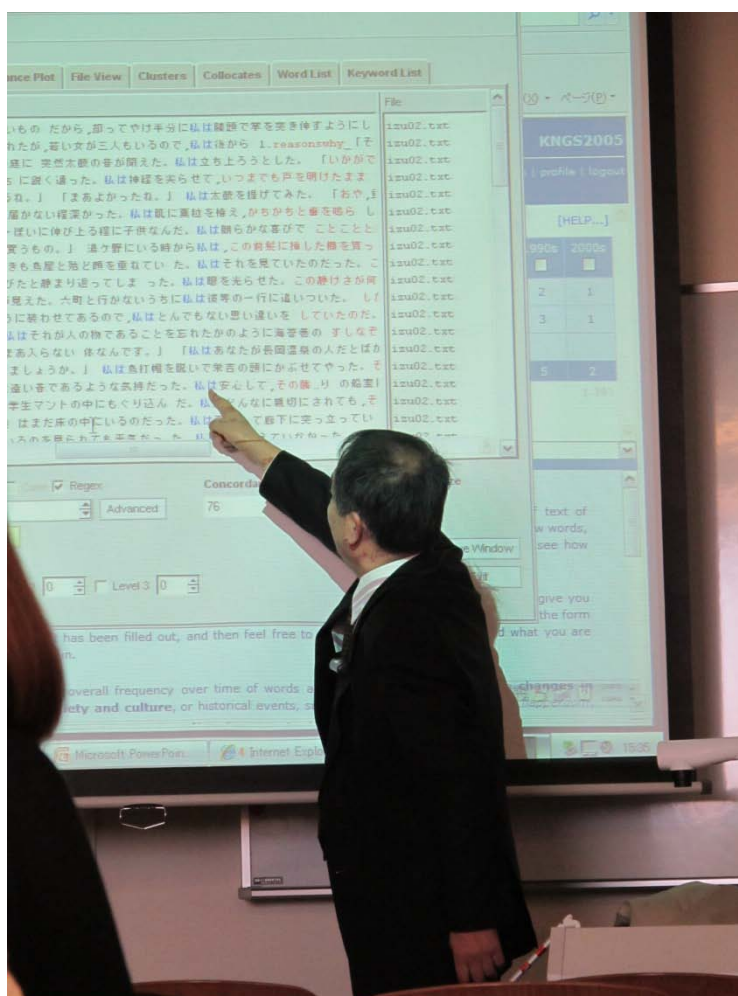
by Yoshiko M

参加学生のコメント:

- ・英語コーパス検索というものを初めて知りました。普段よく使う Google 検索にも様々な使い方があると知り少し難しかったですが、使ってみたいと思います。(英米学科 1 年)
- ・英語の語法の勉強がしやすくなりそうなので良かったです。(英米学科 2 年)
- ・今回のトピックは自分には少し難しかったため、ある程度 computer 知識をつけてからくればよかったと思いました。(英米学科 3 年)
- ・Google のドメインサーチやカントリーサーチは全く知らなかったもので、これからの学習にかなり有効的に使えると思いました。今までは電子辞書の活用辞典の限られた数のリストと例文を使っていたので、レクチャーは凄く役立ちました。ありがとうございました。(英米学科 4 年)
- ・Google JAPAN, UK, USA の比較、他サイトの比較についての研究が大変興味深いと思いました。また、検索時のワード入力方法の比較についての研究も大変参考になりました。(南山大学卒業生)



Professor Kinugasa's lecture



Introducing different sources and methods of corpus search

平成21年度採択 文部科学省 大学教育推進プログラム(GP)
英米学科「多文化社会における英語による発信力育成」
講演会(一般公開:Language: 英語)

Google検索・英語コーパス検索 を利用した英語学習法

英語の学習にインターネットをいかに役立てるのかということを主眼に、Google検索を中心にYahoo検索のやり方についても具体的に詳しく解説。また意外と知られていない両者の長所と短所についても言及。ネット上で利用できるBNCコーパスやCOCAコーパスの利用の仕方などについても紹介。実際にGoogle検索を利用して、データが豊富という長所を生かせば、どのような語法研究が可能かを例示。

日時: 2/21(Mon) 14:00-15:30

場所: B46



Guest Lecturer: 衣笠忠司

Profile:

大 阪市立大学文学部専任講師、同助教授を経て、1999年4月から大阪市立大学文学研究科教授。
文学博士(博士論文テーマ「コーパスと構文論一時を表す接続詞・前置詞をめぐって」)

語法、文法研究を中心に論文多数。

『Google検索による英語語法学習・研究法(開拓社言語・文化選書)』の著者

主催: 南山大学外国語学部英米学科
問合せ先: 英米学科英米GP事務局
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<http://eibei-gp.nanzan-u.ac.jp/index.html>



第 12 回講演会

“Logical Structures in Early Child Language”

Date and Time: 2011 年 03 月 04 日 (金) 13:30～15:00

Place: 南山大学名古屋キャンパス B 棟 B46

Lecturer: Thomas Hun-tak Lee (Chinese University of Hong Kong)

M.C.: 村杉恵子 (南山大学外国語学部英米学科教授)

Summary

Thomas Hun-tak Lee 氏をお迎えし、「初期の子供の言語の論理構造について」の講演をしていただきました。この講演で、私たちは多くのことを学びました。はじめに、言語獲得の視点からの論理構造の研究では、認知的発達における数量詞の発達と人間言語の論理的構造の複雑さに関して矛盾する調査結果があるということを学びました。Thomas Hun-tak Lee 氏は、人間言語の論理構造は標準の論理学で受入れられた論理演算子のリストだけでは扱いきれず、子供は論理構造において大人とは異なるかもしれないということにも言及しました。次に、Thomas Hun-tak Lee 氏は、初期の子供の言語の論理構造について話しました。私たちは、存在量化子と全称量化子についてと、それらの論理演算子が影響を及ぼす作用域について学びました。子供の母語により、いくつの時に、何を修得するのかという点において違いがあります。最後は、論理構造の発達の一般化についてでした。初期の論理構造の研究が認知的発達と普遍文法の研究について新たな視点を提供してくれるように思われます。講演の内容をより分かりやすくするために、たくさんの例と引用文献、またグラフや絵等を見せてくださいました。Thomas Hun-tak Lee 氏の講演は、子供がどのように言語の論理構造を獲得するか、標準中国語と広東語の英語との比較等、とても興味深く、たくさんのことを学ぶ機会を与えてくれました。

By Nanako A

参加学生のコメント:

- ・内容は少し難しかったが、幼少期の言語について貴重な話が聞けて良かった。(英米学科 2 年)
- ・言語学の講演会はたくさん出ていますが、学部生向けに英語で行われるものは少ないと思うので、非常に役立ちました。(英米学科 3 年)
- ・いつもの言語学の授業とは違う視点から教えてくれたような気がするので、今日の講義はすごく新鮮で、とても知識が深まりました。ありがとうございました。(英米学科 4 年)



Dr. Lee answers student questions



GP student asks a question to Dr. Lee



GP student interviews Dr. Lee for the GP website



平成21年度採択 文部科学省 大学教育推進プログラム(GP)
英米学科「多文化社会における英語による発信力育成」
南山大学言語学研究センター 共催
講演会(一般公開:Language: 英語)

LOGICAL STRUCTURES IN EARLY CHILD LANGUAGE

日時 : 3/4(金) 13:30-15:00

場所 : B46

内容 :

初期の子供の言語の論理構造

学齢期前の子供にとってall、some、notのような論理演算子に関する認知的操作は難しく、就学期になるまでは完全には獲得されないということは正しいように見えます。しかし、このことは、学齢期前の子供たちがこのような論理演算子について高度な知識を持っていないということを意味しません。本講演の目的は、主に中国語のデータを基に子供たちは4歳になるまでにある程度の論理演算子を使用しているということを示すことにあります。子供の論理演算子の理解力は大人のものとは同じではないし、作用域の解釈の原則を獲得するにも時間がかかります。しかし、幼い子供たちが色々な方法で論理演算子を使うことができるという事実は、抽象的な言語構造が初期の段階で得られるということを示しています。



Dr. Thomas Hun-tak Lee: Profile

Thomas Hun-tak Lee is an acquisition researcher teaching at the Department of Linguistics and Modern Languages of The Chinese University of Hong Kong. He received his PhD in Linguistics from UCLA. His research has centered on the acquisition of syntax and semantics and issues of learnability, with special reference to the quantificational competence of Mandarin-speaking and Cantonese-speaking children.

主催: 南山大学外国語学部英米学科

問合せ先: 英米学科英米GP事務局

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<http://eibei-gp.nanzan-u.ac.jp/index.html>

第 13 回講演会

“Hidden London: Magic and the Modern City”

Date and Time: 2011 年 03 月 17 日 (木) 15:00～16:30

Place: 南山大学名古屋キャンパス D 棟 D34

Lecturer: David Minden Higgins (University of Leeds)

M.C.: Tee, Ve-Yin (南山大学外国語学部英米学科講師)

Summary

リーズ大学 (University of Leeds) から David Higgins 博士をお迎えし、素晴らしい講演をしていただきました。この講演では、小説家や映画製作者たちがロンドンを神秘的かつ神聖な場所として描いてきた様子について学びました。J・K・ロウリング原作の映画『ハリー・ポッター』と、アラン・ムーア原作の劇画『フロム・ヘル』を参照しながら、David Higgins 博士はロンドンの複雑さが個人のアイデンティティを溶かしていく様子を描写しました。そして、ロンドンの歴史の層に触れることが容易なため、私たちはその幻想に満ちた世界に浸ることができるという説明をしました。David Higgins 博士はまた、ロマン主義作家ウィリアム・ブレイクとトマス・ドークインシについても言及しました。この講演から、私たちはロンドンのホラー(恐怖) 認識と近代化意識との強い結びつきを学びました。

By Nanako A

(To add): One of the rare occasions to have a professor come from England, it was highly popular with the students, with a full house and lots of questions after the lecture.

参加学生のコメント:

- The lecture was quite interesting especially because I'm fascinated by the mysteriousness of London, such as magic. I want to have more opportunities to listen to such wonderful lectures. これから英文法(特に魔法を扱う作品)について詳しく勉強したいと思っているので、とても役立ちました。貴重な機会をありがとうございました。(英米学科 2 年)
- 今まで何となく観ていた映画を使っの今回の内容は面白いと思ったのと同時に、もう一度今回の内容を踏まえて観てみたくなりました。(英米学科 2 年)
- 映像や写真がとても効果的で、理解を深めるのに役立っていたと思います。しかし、音声が少し聞き取りづらかったように思います。(英米学科 2 年)
- 私の英語力ではしっかり理解することができなかったのですが、テーマが興味あるものだったので、入り込みやすかったです。(中京大学 国際教養学部 1 年)
- 今回のワークショップに参加して、もっと海外の文化を知り、英語を勉強しなければいけないと実感しました。(中京大学 国際教養学部 1 年)



Lecture by Dr. Higgins



Dr. Higgins answering questions from the students



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英米学科「多文化社会における英語による発信力育成」
講演会(一般公開:Language: 英語)

Hidden London: Magic and the Modern City

日時: 3/17(木)15:00-16:30

場所: D34

内容: この講義では、小説家や映画制作者たちが魔術と神秘の場所として**ロンドン**を描き出してきた様子を分析します。特に以下の二つに注目します。一つ目は、近代都市としてのロンドンの複雑さが個人のアイデンティティを溶かし、亡霊的・怪奇的な感覚を生み出すということです。二つ目は、ロンドンが歴史の層との遭遇を可能にし、それらの層が奇妙なつながりと超能力によって彩られた世界を明るみに出すということです。これらの歴史の層を読み込むことで、ロンドンの暗い秘密を解き明かすと同時に、その秘密に対する不安を和らげることができます。まずは**J・K・ローリングの小説『ハリー・ポッター』**とその映画版を見ていくことにしましょう。続いて時を遡り、ロマン主義作家ウィリアム・ブレイクとトマス・ド＝クインシーによるロンドンの描写を見ていきましょう。そして最後に、**アラン・ムーアの劇画『フロム・ヘル』**とチャイナ・ミエヴィルの新しい小説『クラークン』が**ロンドンのオカルト史観**と終わりなき近代化への自覚を力強く結び付ける様を見届けることにしましょう。

Dr. David Minden Higgins (University of Leeds)

David Higgins is Lecturer in English Literature at the University of Leeds. He is the author of *Romantic Genius and the Literary Magazine* and *Frankenstein: Character Studies*, and co-editor of *Studying English Literature and Teaching Romanticism*.



主催: 南山大学外国語学部英米学科
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3.3 2011 年度 講演会・国際ワークショップ

第 14 回講演会

“Operation Tomodachi and the American Perspective on Japan-U.S. Relations”

Date and Time: 2011 年 04 月 25 日 (月) 13:35～15:00

Place: 南山大学名古屋キャンパス B 棟 B11

Lecturer: Stephen Wheeler (名古屋アメリカンセンター館長)、Kenichiro Toko (米国務省外交官)

M.C.: 山岸敬和 (南山大学外国語学部英米学科准教授)

Summary

“トモダチ作戦 (Operation Tomodachi)とアメリカから見た日米関係”

山岸准教授は 1 年生「英米研究入門」の授業に、名古屋アメリカンセンター館長 スティーブン・ウィーラー氏と在京米国大使館 安全保障政策課書記官ケンイチロウ・トコウ氏のお二人をお招きし、特別講演会を開催しました。ウィーラー氏は、米国務省の歴史と外交官の役割について講演されました。トコウ氏は「トモダチ作戦 (Operation Tomodachi)」(東日本大震災後の米軍の被災地救援活動)の任務と活動について講演されました。学生たちが講演の間に書き留めた鋭い質問で、とても活発な Q&A セッションとなりました。

The students created questions whilst listening to the lecture, which really helped to promote an active question time. Stephen Wheeler particularly promoted study abroad to America and participation in events at the American Center in Nagoya, providing students with important information should they be interested in learning more about America and American culture.

参加学生のコメント:

- ・政府の要人が直々に南山にやってきて講義をするのは貴重な体験である。他にもこのような機会があれば参加したい。(英米学科 1 年)
- ・I thank the U.S Diplomacy for organizing operation Tomodachi!! I hope Japanese English speakers can help maintain a good relationship between the two countries in the future too. (英米学科 1 年)
- ・アメリカの日本に対する考え方の一端が理解できた気がした。友達作戦について知ることが出来て良かった。(英米学科 1 年)
- ・“友達作戦”については、私たちとも深く関わりがあるので、聞いていてとても面白かったです。(英米学科 1 年)
- ・政治等の時事話題をあまり深く考えてみるのがないので、良い経験になったと思う。(英米学科 1 年)



*Stephen Wheeler discussing
U.S. diplomacy*



Kenichiro Toko answering student questions



Student questioner

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英米学科「多文化社会における英語による発信力育成」
国際ワークショップ (一般公開, **Language: English**)

Operation Tomodachi and the American Perspective on Japan-U.S. Relations

日時: 4 月 25 日 (月)、13 時 35 分 (3 時限)

場所: B11

司会: 山岸敬和 (南山大学外国語学部英米学科准教授)

Stephen Wheeler



名古屋アメリカンセンター館長

在名古屋米国領事館 広報文化交流担当領事

経歴:

2010 年 7 月、名古屋アメリカンセンター館長として着任。

1998 年より米国務省外交官。ポーランドとドミニカ共和国にて経済担当官を務め、在大阪神戸総領事館領事業務担当官、2007-2009 年国務省ヨーロッパ・ユーラシア局デンマーク・アイスランド担当官を歴任。現職着任前、横浜の米国国務省日本語研修所で日本語を学ぶ。カリフォルニア州サンルイス・オビスポ出身。カリフォルニアポリテクニク州立大学 (経営学・国際関係学士号)、サウスカロライナ大学大学院 (国際経営学修士号) 卒業。

Kenichiro Toko



米国務省外交官

経歴:

2003 年より米国務省外交官。国務省情報調査局、上海、台北勤務を経て、現在、駐日米国大使館にて政治部安全保障政策担当。国務省入省前は東京のソニー株式会社勤務 (CEO 補佐)。1997 年コロンビア大学で学士号 (東アジア研究)、2000 年ジョージタウン大学で修士号 (外交政策) を取得。家族は妻と 4 人の子ども。日本語と中国語が堪能。



主催: 南山大学外国語学部英米学科
問合せ先: 英米学科 GP 事務局
Tel: 052-832-3111 (内線 3504)
Email: eibei-gp@nanzan-u.ac.jp



ともだち
救援作戦

We're All Friends:)

<http://operation-tomodachi.jp>

第 15 回講演会

卒業論文の制作の手引き Lecture1 “The Basics”

Date and Time: 2011 年 06 月 15 日 (水) 12:35～13:30

Place: 南山大学名古屋キャンパス B 棟 B44

Lecturer: Aya Kawakami (南山大学外国語学部英米学科 GP 嘱託講師)

Summary

Designed to help juniors and seniors prepare for writing their senior theses in English, the series of five lectures neatly divides some different aspects of thesis writing. This second year for this lecture series, lecture 1 focuses on a general overview of the goal of a thesis and teaches the students on the basic components of a thesis. The lecture introduces the concepts of formal academic language and plagiarism. The lecture also provided some tips for effective thesis writing.

参加学生のコメント:

- ・とても参考になりました。次回も是非参加させていただきたいと思います。(英米学科 2 年)
- ・卒論を書く準備がしっかりできそうです。(英米学科 2 年)
- ・分かりやすい説明だった。先生の例を交えながらの説明が良かった。(英米学科 4 年)
- ・卒論について漠然としたイメージしかなかったのが、今回のワークショップで毎回の積み重ねが大切だと知りました。(英米学科 4 年)
- ・1・2 年次の Writing の授業で学んだこと以外に論文についての知識が増えました。(英米学科 4 年)



Lecture by GP Project Director, Aya Kawakami, on the basic structure and organization of theses



平成21年度採択 文部科学省 大学教育推進プログラム(GP)
英米学科「多文化社会における英語による発信力育成」
講演会(英米学生限定 Language: 英語)

英米GP Lecture Series~ 卒業論文の制作の手引き

Lecture 1: The Basics

Lecture 2: Plagiarism

Lecture 3: Formal Writing

**Lecture 4: Formal Writing &
Common Mistakes**

日時

Lecture 1:

6月15日, 12時35分 ~13時30分

場所: B44

Lecture 2:

6月29日, 12時50分 ~14時00分

場所: B21

Lecture 3

7月13日, 12時50分 ~14時20分

場所: B21

Lecture 4:

7月20日, 12時50分 ~14時20分

場所: B21

**Aya
Kawakami**



GP プロジェクトディレクター兼、英米学科ライティング
アドバイザー**2008** 年マッコーリー大学の応用言語学
(**TESOL**) にて**M.A.** を取得**2009** 年から南山大学
英米学科にて、ライティングアドバイザーとして勤務

主催: 南山大学外国語学部英米学科
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第 16 回講演会

“Step Out into the World: Join International Society—Airline Business Perspective”

Date and Time: 2011 年 06 月 22 日 (水) 13:30～15:00

Place: 南山大学名古屋キャンパス B 棟 B22

Lecturer: 金沢和子 (名古屋外国語大学現代国際学部現代英語学科教授)

M.C.: 加藤麻衣子 (英米学科 4 年)、内藤里帆 (英米学科 3 年)

加藤静華 (英米学科 3 年)、木村麻里 (英米学科 2 年)

Summary

This event was extremely significant for our students. It was chosen as first of all the project proposals pooled together and the students really showed progress on developing an event from start to finish. They met with Professor Kanazawa several times to negotiate together the content and style of the event. They interviewed Professor Kanazawa to prepare for an introduction. They created an aggressive ad campaign that really helped attract a large crowd for the event. On the day, Maiko Kato and Riho Naito acted as M.C.s while Shizuka Kato and Mari Kimura presented a brief PowerPoint presentation introducing the GP program and Professor Kanazawa. Professor Kanazawa presented on the skills needed to be an effective and successful flight attendant. She demonstrated what a typical international flight would be like. Finally, she ended with several problem solving exercises to demonstrate the skills of a “thoughtful thinker”. A very successful and popular event, the students were truly proud of their accomplishments.

参加学生のコメント:

- ・とても為になりました。ありがとうございます。フライトアテンダントのやりがいと大変さが伝わってきました。(英米学科 1 年)
- ・今回のお話を聞いて、自分の将来についてももっと真剣に考えようと思いました。ありがとうございました。(英米学科 2 年)
- ・分かりやすい英語で語学学習にも、職場理解にもプラスの講演会でした。(英米学科 3 年)
- ・金沢先生がサービス業に従事していただけあり、エレガントながらプロの現場の方としてすごみのある一面も見せて下さり、参考になりました。(英米学科 4 年)
- ・全て英語で話されていたので、大変英語の勉強になりました。もっと自分の英語力を磨いて、積極的に質問などできるようになりたいと思いました。(短期大学部英語科 2 年)



Meeting to decide the title for the event



Discussing the event and interviewing Professor Kanazawa, off campus



Shizuka and Mari in a final preparatory meeting prior to presenting their introduction for the event



GP Student Committee members working at the reception desk



Shizuka and Mari introduce the GP Program and Professor Kanazawa





*Airline Lecture
by Professor Kanazawa*



*GP Student Committee member
recording the event*

✈ Step Out into the World: ✈

Join International Society - Airline Business Perspective

TIME	FROM	ARRIVALS	FLT NO.	GATE	REMARKS
Date:	6月22日 (水)				
Time:	13:30 ~ 15:00				
Place:	B22				
Content:	<p>エアライン業界で必要とされるホスピタリティ、そして人間性は、エアライン業界に限らず全ての業種において求められるものです。</p> <p>元フライトアテンダントの金沢先生が、フライトアテンダント、パイロットやグランドスタッフ以外にも国際的な仕事では何が求められるかを教えて下さいます。</p> <p>自分自身でしっかりと考えることのできる“thoughtful thinker”になるために、必要な要素とは・・・</p> <p>この講義を通してきっと何かがつかめるはずですよ。</p> <p>“Let’s fly into the sky”</p>				
		 			
		<ul style="list-style-type: none"> • Born in Tokyo • Studied to be a kindergarten teacher at Tokyo Gakugei University • After graduated from the university, started working for Japan Airlines as a flight attendant • Took two years off of leave (1992-93) from work and studied hospitality management in the US • Started teaching at Nagoya University of Foreign Studies in 2006 • Subjects: "Introduction to Airline Business" • "Flight Attendant/Ground Staff Workshop" • "Issues in Service Management" • "Basic Practices in Airline Hospitality" 			



第 17 回講演会

卒業論文の制作の手引き Lecture 2 “Plagiarism”

Date and Time: 2011 年 06 月 29 日 (水) 12:50～14:00

Place: 南山大学名古屋キャンパス B 棟 B21

Lecturer: Aya Kawakami (南山大学外国語学部英米学科 GP 嘱託講師)

Summary

The second in this series of lectures. The lecture focused on plagiarism and ways to avoid it. The lecture initially introduces the concept of plagiarism and the various types of plagiarism. Students were then shown sample texts and asked to decide whether the contents had any plagiarism or not. The lecture concluded with a review of notation and basic notation style.

参加学生のコメント:

- ・ A secondary source の引用の判断に迷っていたが、今回の説明で方法が理解できた。今後の論文執筆に活用しようと思う。(英米学科 4 年)
- ・ 例題が分かりやすく参考になるものでした。(英米学科 4 年)
- ・ プレゼンの仕方がすごく勉強になりました。強弱つけてしゃべるのがすごく難しい。(英米学科 4 年)
- ・ 論文の盗用について、ルールを詳しく聞くことができ、良かったです。悪い例と良い例を比べて解説してくださったので、良く分かりました。ありがとうございました。(英米学科 4 年)
- ・ “Regard every sentence as one separate entity” was new to me and I thought it was important. (英米学科 4 年)



Plagiarism lecture

第 18 回講演会

卒業論文の制作の手引き Lecture 3 “Formal Writing”

Date and Time: 2011 年 07 月 13 日 (水) 12:50～14:20

Place: 南山大学名古屋キャンパス B 棟 B21

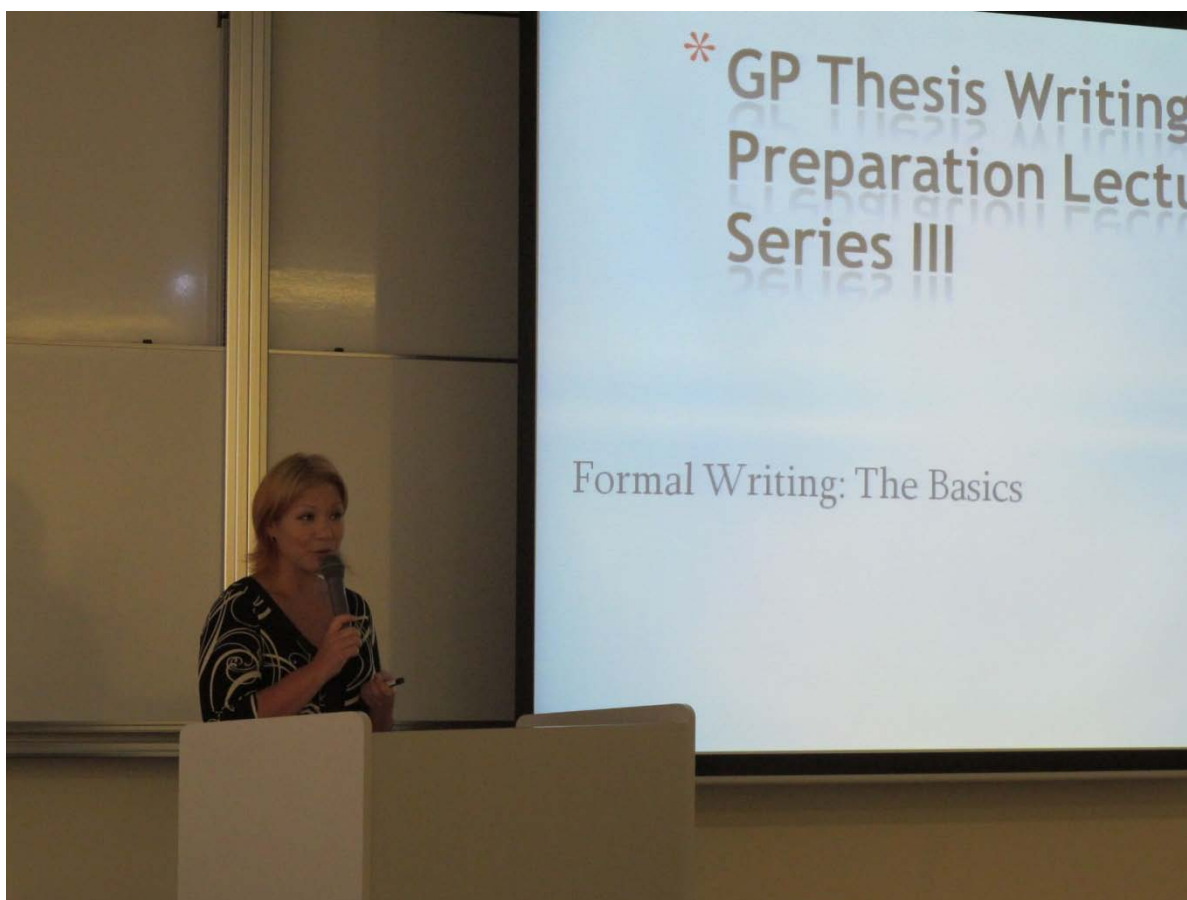
Lecturer: Aya Kawakami (南山大学外国語学部英米学科 GP 嘱託講師)

Summary

This lecture focuses on the concept of formal academic language. Topics included using varied language, avoiding mention of self, and writing in a concise manner. The lecture introduced vocabulary for effective transitions, contradictions, and additions. They examined how to reduce the mention of self and create more varied sentences. The students looked at sample texts and worked on modifying them to make them sound more formal. The lecture was extremely hands on and the students were given ample opportunity to practice the use of formal language.

参加学生のコメント:

- Today, I learned many new phrases. I'll try to use them regularly from now on so I won't have trouble using them in my graduation paper. (英米学科 2 年)
- とても役に立ちそうなので、しっかり覚えて使っていきたいです。(英米学科 2 年)
- This lecture is more effective than writing classes that I had second year! Thank you! (英米学科 4 年)



GP Project Director Aya Kawakami's lecture on formal writing

第 19 回講演会

卒業論文の制作の手引き Lecture 4 “Formal Writing & Common Mistakes”

Date and Time: 2011 年 07 月 20 日 (水) 12:50～14:20

Place: 南山大学キャンパス B 棟 B21

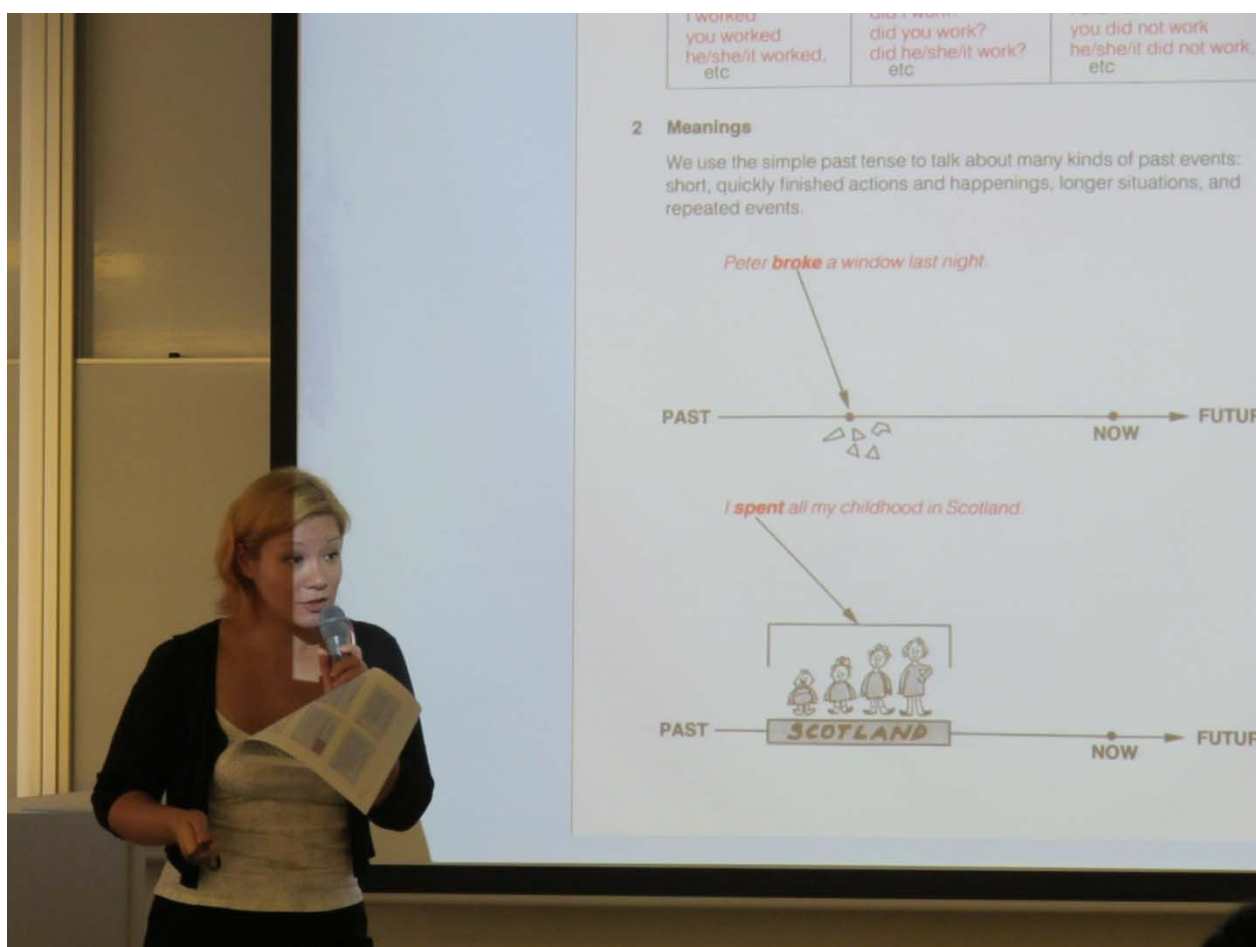
Lecturer: Aya Kawakami (南山大学外国語学部英米学科 GP 嘱託講師)

Summary

This lecture reviewed the concepts of formal language discussed in the previous lectures and applied it to larger texts. The lecture then focused on common mistakes made by students writing their thesis papers. The students reviewed common grammar and word choice mistakes and reviewed the grammar rules behind these mistakes. They were then given sample texts to examine. The lecture ended with advice on how to avoid making these mistakes. The students seemed to enjoy the “hands on” aspect of the lecture.

参加学生のコメント:

- ・ 卒論を書く上での手順や、具体的な文法の注意点が分かり、とてもためになりました。(英米学科 4 年)
- ・ 過去完了や過去形などを再確認するとともに、卒論に対する意欲が湧いてきました。夏の時間を利用して良いものに仕上げたいと思いました。(英米学科 4 年)



GP Project Director Aya Kawakami reviewing some common grammar and word choice mistakes made by students in their theses

第 20 回講演会

“‘Tsutaeru’ : Tell < Inform < Report < Communicate!’”

Date and Time: 2011 年 07 月 20 日 (水) 14:30～16:00

Place: 南山大学名古屋キャンパス L 棟 LL4

Lecturer: 難波将司 (CBC クリエーション ディレクター)

Summary

The GP program asked an alumnus of the department and a director currently working for CBC (Television Broadcaster) to give a lecture on creating program content and effective portrayal of a given story. The event was open to all Eibei students and especially those who were participating in the Hawaii Nanzan Short Exchange Program were asked to attend to help them prepare for their radio show and cultural event. Mr. Nanba spoke of vocal techniques to convey emotion and worked with the students to practically apply these skills. He then showed a brief video of a program he created and talked about how to create a unifying theme or a focus from which to examine a given topic. The workshop ended with the students trying to create an effective visual and verbal story. The event was extremely fruitful for all students and the students participating in the Exchange Program were able to apply what they learned to their future projects.

参加学生のコメント:

- ・伝えようとする気持ちの大切さを学ぶことができました。(英米学科 1 年)
- ・音楽によって音読の調子が変わるというのが面白かったです。(英米学科 1 年)
- ・実際に仕事をしている人の話を聞くだけでなく、実践(グループワーク)できたので、イメージが掴みやすかったです。(英米学科 2 年)
- ・ It was a great chance for me to improve my basic skill that is really needed for GP project. (英米学科 2 年)



Mr. Namba talking about editing and creating programs



Students working in groups to create their own story from several story cards

ハワイ- 南山ショートエクステンジプログラム 2011 プログラム概要

南山大学英米学科とハワイ大学ヒロ校は、それぞれにこのプログラムの説明会を実施し、参加者を募集しました。応募者の中から選考の結果、南山大学英米学科生 10 名とハワイ大学ヒロ校生 5 名が選ばれました。この「ハワイ- 南山ショートエクステンジプログラム」は二部構成になっており、第一部はハワイホノルルとハワイ大学ヒロ校で、第二部は南山大学で行われました。このプログラムは GP プログラムの一部であるため、参加学生たちがプログラムの内容を積極的に考えることと、自分たちの考えを表現する場を持つことが不可欠でした。このプログラムの最大の目標は、南山大学英米学科生 10 名とハワイ大学ヒロ校生 5 名の 15 名が 5 つのグループに分かれ、グループごとに選んだトピックに沿って研究方法を計画しながら、それぞれの研究プロジェクトに共同で取り組むことでした。最終的に南山大学で行われたプログラム第二部において、彼らが研究の中で発見したことや感じたこと等を大規模なイベントでプレゼンテーションしました。

プログラム第一部の準備： 研究、計画、練習、実行

南山大学側では、英米学科生 10 名が選考された後、GP ディレクターとこのプログラムの参加学生たちが、プログラムの準備のために定期的なミーティングを始めました。GP プログラムの主な目的は、国際社会で実際に役に立つような、創造性にあふれ、組織的であり、さらにコミュニケーション能力を備えた学生を育成することです。したがって、学生たちがプログラムの内容を積極的に組み立てていくことが必要でした。初めの頃のミーティングは主にブレインストーミングのセッションで、ハワイの日系移民、ハワイに住む一世・二世、ハワイの伝統文化、ハワイの現代社会と環境問題など、学生たちが興味を持ってリサーチしたり、学んだりしたいと思った分野を見つけることを目的としました。英米学科生はパートナーとなったハワイ大学ヒロ校の学生と共同研究発表のためのトピックを選び、プログラム第一部で行う研究について企画書を提出しました。もう 1 つの GP プログラムの重要な目的は、学生たちが自分たちの考えを表現する場を持つということでした。学生たちが選んだ自己表現のための 2 つの大きなプロジェクトは、1) KZOO ラジオ番組出演、2) ハワイ大学ヒロ校 Women's Center での南山生による日本博覧会(Nanzan's Japan Expo) を行うことでした。学生たちは出演するラジオ番組のテーマについてブレインストーミングを行い、ラジオ番組を 2 セクションに分け、スクリプトを作成し、リハーサルを行い、番組を録音、編集して 30 分のラジオ番組を作りました。南山生による日本博覧会(Nanzan's Japan Expo) では、ハワイの学生に対して、日本の伝統的な物から現代の物まで、それらの歴史と背景等の説明、紹介を様々な形で行いました。日本各地の食文化についてのブースを設けたり、日本のファッションを披露したり、実体験をしてもらうためのブースを設けました。学生たちは目標を達成するために、締め切りを設定したり、予算を考えたり、やるべきことのリスト、持ち物リストを作成したりと、チームに分かれ行動しました。日本各地の食文化を紹介するための材料を用意したり、実体験してもらう浴衣の着付けや風呂敷バッグの作り方を練習したり、ファッションショーに必要なものを準備したりしました。学生たちは、ファッションショーでの時間配分や、歩き方、効果的な見せ方を学び、練習しました。この 2 ヶ月の準備期間の間に、学生たちは、考える力、行動力、先を予測する力を身に付けたと思います。



Brainstorming ideas for the program



Researching for the KZOO radio show



Creating to do lists, bringing lists, organizing the cultural event



Rehearsing for the cultural event's fashion show

第一部：ハワイホノルルとハワイ大学ヒロ校

前のセクションで述べたように、学生たちはプログラム内容を作成することにとっても積極的に取り組みました。そして、10 日間のハワイ滞在中に、ハワイの文化、歴史、社会のどの分野についてもっと深く知りたいのかを、GP プロジェクトディレクターと共に考えて決めました。

ハワイホノルルでは、初日にモイリイリ・シニアセンターを訪れ、ハワイに住む一世や二世の方々のお話を聞くことができました。多くの学生たちは共同研究プロジェクトや個人的な研究のため、シニアの方々にインタビューをさせていただく機会を持つことができました。トピックは、異文化の克服、一世・二世の歴史、人種差別、女性の役割、食文化、食品廃棄物、ハワイ文化への融合などと多岐にわたりました。

その後、ハワイプランテーションビレッジを訪れ、現在のハワイの多文化のルーツについて、ツアーガイドの方にお話をうかがいました。学生たちは直接、移民の方たちが住んでいた環境を目にすることができ、その当時の生活や困難について学ぶことができました。また、ハワイの伝統料理を食べた時には、日本の食文化がどのようにして伝統的なハワイの食べ物とアメリカの食べ物に溶け込んでいったかが分かり、とても興味を持ったようでした。

2 日目は、ラジオ番組出演のために、ホノルルにあるラジオ局 KZOO を訪れました。学生たちが日本で収録したラジオ番組の放送前後にはインタビューを受け、生放送で流れました。

ハワイ滞在の後半には、ハワイ島ヒロへと移動しました。ハワイ島ヒロでは、学生たちはハワイアン・コミュニティ・カレッジにある Mala (ハワイアン・ガーデン) で仕事を手伝い、ハワイのより伝統的な文化の持続性と復興について学びました。また、ファーマーズマーケットでは地元の農業と食品廃棄物について学びました。ファーマーズマーケットと Mala (ハワイアン・ガーデン) では食品廃棄物に関する問題、環境福祉のヒントとなる伝統的なハワイ文化の知識の再生についてインタビューをしました。ハワイアン・コミュニティ・カレッジを訪れた際には、伝統的なスタイルのフラダンスのクラスを特別に見学させていただき、ハワイアン・コミュニティ・カレッジを訪問していたタヒチからのゲストのための特別なセレモニーにも参加させていただくことができました。この特別なセレモニーを外部の人が見学することができたのはこれが初めてのことで、学生たちにとって非常に光栄なことでした。

また、学生たちはヒロにある Nāwahī というイマージョンスクールを訪れ、いかにハワイがハワイ語や文化、教育制度を復興させるのに苦労してきたかを学びました。学生たちは、イマージョンスクールの生徒に日本の物語を読んで聞かせたりしました。

ハワイ島ヒロ滞在中の半ばには、「ハワイー 南山エクステンジブプログラム」第一部の二番目に主要なプロジェクトである Nanzan's Japan Expo (詳細下記参照) を、ハワイ大学ヒロ校 Women's Center と協力して行いました。ハワイ島ヒロ滞在中、英米学科生 10 名は、パートナーであるハワイ大学ヒロ校の 5 名の学生の家や寮にホームステイしながら、自由時間には共同研究プロジェクトについて議論したり、研究計画を立てたりして過ごしました。また、ハワイ大学ヒロ校の学生と一緒にハワイ大学の授業にも参加し、学生が興味を持っている分野や共同研究プロジェクトについて、専門分野の教授にお会いし、お話を聞くことができました。第一部は多くの研究、驚くべき経験の数々、素晴らしい友好関係の始まりをもって締めくくることがとなりました。

* Nāwahī (イマージョンスクール) — ハワイ語、ハワイ文化の復興を目指して、普段英語の使用が禁止され、ハワイ語のみで授業等が行われているユニークな学校。



Students interviewing the issei and nissei seniors at the Moiliili Senior Center



At the Hawaiian Plantation Village



Students interviewing the tour guide at the Hawaiian Plantation Village about immigrants and the foundation of Hawaii's multicultural society



Students reading Japanese stories to the students at the Nāwahī Hawaiian Immersion School



Learning how to remove the dry leaves from the sugar cane- a very painful process in the Mala, the Hawaiian Garden



Students participating in a special lecture about women's issues and crime



Meeting with a UHH professor to do research for their joint project



A group working on their joint project during a free period



Eibei students talking with UHH students on campus at the University of Hawaii at Hilo



Making American style cookies at the dormitory during home stay

KZOO ラジオ番組― 準備と放送

「ハワイ- 南山エクスチェンジプログラム」第一部の最初のプロジェクトとして、学生たちはハワイ全島と日本で放送されるラジオ局での英語放送のラジオ番組を制作することを決めました。このラジオ番組制作に関しては、GP プログラムのメンバーである Robert Hewer 講師が指揮を執り、学生が内容とスクリプトを考え、インタビューをしたり、録音方法やオーディオ編集方法を学んだり、楽器を演奏しながら BGM や効果音を制作したりしました。番組の内容は、自己紹介と南山大学英米学科 GP プログラムの紹介からはじまり、2011 年 3 月 11 日に起こった東日本大震災を経験した南山大学生と、東北でボランティアをした南山大学生へのインタビュー、そして名古屋の現在の流行についてと多岐にわたりました。学生たちは自分たちで事前に収録した番組をラジオ局に持って行き、番組放送前後にはインタビューを受けました。このラジオ番組はハワイ全島と日本で放送されました。実際にラジオの放送がどのようなものなのかを体験することができたのは、本当に素晴らしい経験であり、今後の彼らの人生においても忘れられない思い出となることでしょう。

巻末の付録 CD (KZOO RADIO PROGRAM ALOHA GP!) を是非お聞きください。



Interviewing a Nanzan student (Kenta), who volunteered in Tohoku for the radio program



Recording the radio show



Students learned how to edit the recorded audio for the radio program



Pre-airing interview

南山生による日本博覧会 (Nanzan's Japan Expo)

この南山生による日本博覧会(Nanzan's Japan Expo)の準備のため、学生たちは日本の伝統文化および大衆文化と最新流行の食べ物のブースを作りました。それぞれのブースには、試食してもらうための食べ物のサンプルを準備し、ポスターを貼り、パソコンでは学生たちが作成した最新流行の食べ物のスライドショーを流して紹介をしました。また、現在のサブカルチャーや日本の若者の流行についてファッションショーを通して紹介し、浴衣の着付けや風呂敷バッグの作り方の実演を行いました。ハワイ大学ヒロ校の教授やスタッフをはじめ、多くのハワイ大学ヒロ校の学生が参加して、素晴らしいイベントとなりました。このイベントに参加したハワイ大学ヒロ校の学生たちは、南山大学生へ多くの質問を投げかけ、両校の学生の間では互いに良い刺激となる会話が交わされ、双方向型のイベントとなりました。Women's Center での討議、レイ(首に掛けるハワイの花輪)の制作を行って、イベントは終了しました。学生たちは、人々の暖かさに触れ、この日のこと、学んだことを大切にしていこうでしょう。学生たちは何ヵ月にもわたって粘り強く準備を続ける気力や、物事を実現するために人と積極的にコミュニケーションをとっていく度胸を身につけました。このイベントを通して、学生たちの確かな成長が確認できたと思います。



Introducing their booth to the UHH students



Fashion show



Fashion show



Eibei students demonstrating how to put on a yukata



Lei making session at the Women's Center

第二部: 南山大学

日本に帰国後、このプログラムに参加している英米学科生 10 名とハワイ大学ヒロ校の学生 5 名は、Skype、電子メール、Facebook を通して話し合いを行ない、プロジェクトに取り組み続けました。一方、GP 学生企画運営委員会とこのプログラムに参加している英米学科生 10 名は、プログラムの第二部の準備を始めました。GP 学生企画運営委員会は、南山大学での“ハワイウィーク” 期間のイベントやアクティビティを企画し、イベントのポスターを作成したり、イベントを記録したりと、“ハワイウィーク” を立派に成し遂げました。ハワイ大学ヒロ校から来日した 5 人の学生は、日本滞在中は共同研究のパートナーである南山大学生の家にホームステイし、南山大学では外国語学部英米学科の授業に参加しました。 昨年度の“ハワイウィーク”に続き、今年度もハワイ大学生の英米学科の授業への参加は、英米学科生にとっても好評でした。

“ハワイウィーク” 期間には、ハワイ大学ヒロ校の言語学教授 Dr. Saft による 2 回の講演会、ハワイ大学生と南山大学生によるジョイントプレゼンテーション、そしてリフレクションプレゼンテーションという主要 4 イベントを開催しました。ジョイントプレゼンテーションの会場は、南山大学にこの春に完成したばかりの 500 名収容の大ホール(フラッテンホール) でした。Skype を使ってハワイと生中継で結ぶなど初の試みばかりの開催でしたが、成功裏に実施することができました。このイベントは一般公開しており、名古屋の地元ケーブルテレビ局が取材に訪れイベントを収録、またイベント終了後、学生たちはケーブルテレビのローカル情報コーナーで放送するためのインタビューを受けました。“ハワイウィーク” の最後のイベントであるリフレクションプレゼンテーションは、来日したハワイ大学ヒロ校の学生と英米学科 1 年生の 3 名が、「ハワイ- 南山ショートエクスチェンジプログラム」全体を通して、彼らの経験したこと、感じたことなどを振り返り発表する、とても感動的なイベントとなりました。

日本滞在中の自由時間、GP 学生企画運営委員会のメンバーや「ハワイ- 南山ショートエクスチェンジプログラム」に参加した南山大学生は、ハワイ大学ヒロ校の学生を地元の観光スポットや若者に人気の場所へと案内する等して、同じ時間を過ごしました。ハワイ大学ヒロ校の学生は、ホームステイやこのような観光を通して、日本での生活がどのようなものかを経験することができたと思います。

これらは、南山大学生たちが自らの文化についてどのように伝えるか、ハワイ大学ヒロ校の学生の反応をみながら、どのように質問をするかを学ぶ、とても素晴らしい機会となりました。

最終日には、ハワイ大学ヒロ校の学生を中部国際空港まで見送りました。そこには、たくさんの笑顔、抱擁、笑いと涙がありました。全ての学生は、このプログラムに参加したことにより、生活での目覚ましい変化と、固い友情を得ることができたと話しています。



Scarves donated to the victims of the Tohoku earthquake and tsunami, being presented to an Eibei student in charge of a famous volunteer group, “Scarves for Japan”



Students practicing advertising the Hawaii Week programs in their classes



Welcome at Centrair Airport



A tour of Nanzan's campus



UHH students participating in classes



UHH students participating in classes



Sightseeing in Nagoya

ハワイ大学ヒロ校 Dr. Saft による特別講演会

ハワイ大学ヒロ校より Dr. Saft をお招きし、2 回の言語学に関する特別講演会を開催しました。

学生たちにとっては、海外の講義がどのようなものを体験することができる素晴らしい機会でした。来日していたハワイ大学ヒロ校の学生たちもこの講演会に参加し、活発で双方向型の講義になりました。

第 21 回講演会

“The Study of Syntax and Our Brains: Examples from English, Hawaiian Creole English, and Hawaiian”

Date and Time: 2011 年 10 月 10 日 (月) 15:15～16:45

Place: 南山大学名古屋キャンパス B 棟 B21

Lecturer: Dr. Scott Saft (ハワイ大学ヒロ校教授)

M.C.: 有元将刚 (南山大学外国語学部英米学科教授)

Summary

The first lecture, “The Study of Syntax and Our Brains: Examples from English, Hawaiian Creole English, and Hawaiian”, discussed the field of syntax, the rules that humans have in their brains that allow them to generate correct grammar. Through examples from English, Hawaiian Creole English and Hawaiian, Dr. Saft showed that these rules do not always allow speakers to produce language that is correct.

参加学生のコメント:

- ・ただ聞くだけでなく、聞きながら一緒に考えて楽しめる授業でとても楽しかったです。直接一人一人の生徒に質問して答えを聞いたわけではないですが、すごく一体感のある授業だと思いました。言語学が専門ではないですが、興味深くて参加して良かったです。(英米学科 2 年)
- ・留学生も出席していたので、日本での講演ではない雰囲気味わえたので新鮮で面白かった。良い雰囲気の内容も自分が現在勉強していることなので、ますます興味を持てたと思う。(英米学科 3 年)
- ・ハワイのクレオール English に動詞がないということにとっても驚きました。また、イディオムについても、言われてみると、文法が合っていても正しい意味につながっているとは必ずしも言えないことに改めて気づき、日本語でも探して研究したいと思いました。(英米学科 3 年)
- ・Hawaii Creole English の native speaker から直接話が聞ける機会があり、とても興味を持てるようになりました。(英米学科 3 年)
- ・言語学より文学の方が好きだったのですが、今回の講演を聞いて、いつも今まで何気なく聞いていたものも言われてみると言語学の点から見ると不思議だったりすることがあり、世の中の言語って面白いとその楽しさに気付くことができました。(英米学科 3 年)



Dr. Saft's Lecture



Question from a student

第 22 回講演会

“Understanding Differences between English and Japanese Discourse: From Culture to Linguistics”

Date and Time: 2011 年 10 月 11 日 (火) 11:05～12:35

Place: 南山大学名古屋キャンパス J 棟 1 階 特別合同研究室 (P ルーム)

Lecturer: Dr. Scott Saft (ハワイ大学ヒロ校教授)

M.C.: 鈴木達也 (南山大学外国語学部英米学科教授)

Summary

The second lecture, "Understanding Differences between English and Japanese Discourse: From Culture to Linguistics", examined how the language structure of Japanese and English and their differences and similarities are reflected in how the speakers of the language are perceived.

参加学生のコメント:

- ・とても分かりやすかったです。教授の英語が聞き取りやすかったです。英語学の知識がなくても内容が分かりやすかったのも、良かったです。(英米学科 2 年)
- ・とても楽しく参加できました。日本人はやっぱりあいまいでシャイだということを改めて実感しました。(英米学科 3 年)
- ・日本語についての外国人からの意見がとても興味深いです。(英米学科 4 年)



Dr. Saft's Lecture



Two Special Lectures by Dr. Scott Saft from the University of Hawaii at Hilo



Lecture 1: "The Study of Syntax and Our Brains: Examples from English, Hawaiian Creole English, and Hawaiian"

Date&Time: 10月10日 (Mon) 15:15-16:45

Place: B21

According to the area of linguistics known as syntax, human beings have rules in their brains that allow them to generate grammatically "correct" sentences. Focusing especially on the rules of English syntax but also including examples from Hawaiian Creole English and Hawaiian, this presentation explores the nature of these syntactic rules. It is suggested that these rules, while being real aspects of the human mind, do not necessarily always lead speakers to produce "correct" language.

Lecture 2: "Understanding Differences between English and Japanese Discourse: From Culture to Linguistics"

Date&Time: 10月11日 (Tue) 11:05-12:35

Place: J 棟 P room

It is generally recognized that the communication styles of speakers of English and Japanese are very different. As researchers have said, English speakers favor direct communication while Japanese speakers tend toward vague or indirect styles. Beginning first with an examination of the grammars of both languages and then an investigation of discourse practices that include aizuchi (short listener responses), sentence particles, and also eye contact, this presentation discusses not only differences but also similarities in the communication patterns of speakers of both languages.



Scott Saft received his Ph.D. in Japanese linguistics at the University of Hawai'i at Mānoa. He has taught English and Linguistics at universities in Japan and also Japanese and Linguistics at universities in the United States. Currently, he is teaching Linguistics in the Ka Haka 'Ula Ke elikōlani College of Hawaiian Language at the University of Hawai'i at Hilo. His research focuses primarily on discourse analysis and the efforts to revitalize the Hawaiian Language. In addition to academic pursuits, he enjoys leisurely activities such as playing and coaching sports, reading books, and eating delicious food.

主催: 南山大学外国語学部英米学科
問合せ先: 英米学科英米GP事務局
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第 23 回講演会

“ハワイ大学の学生と南山の学生によるジョイントプレゼンテーション”

Date and Time: 2011 年 10 月 12 日 (水) 12:50～15:00

Place: 南山大学名古屋キャンパス R 棟フラッテンホール

Participants: ハワイ大学ヒロ校学生 5 名、Hawaii-Nanzan Short Exchange Program 参加学生 10 名

M.C.s: Robert Hewer (南山大学外国語学部英米学科講師)

Aya Kawakami (南山大学外国語学部英米学科 GP 嘱託講師)

Summary

The largest event of the Hawaii-Nanzan Short Exchange Program. Two Eibei students and one University of Hawaii at Hilo student were paired together after they were chosen to participate in the program. Through emails and Skype meetings, they wrote up a research proposal together which they then executed during Part 1 of the program in Honolulu and Hilo. After Part 1, the teams continued to work together to prepare a computer slide presentation on their research findings. The presentation event was open to the public and was featured on a cable network channel. Topics presented upon were: comparisons of women's rights in Hawaii and Japan, the connection of food and the environment, traditional and modern family structures in Japan and Hawaii, comparisons of international schools in Japan and Hawaii's immersion schools, and how Japanese culture has become a part of Hawaii through the Japanese immigrants. It was an amazing accomplishment for all of our students and a wonderful opportunity for everyone to learn from each other.

参加学生のコメント:

- ・プレゼンテーションが皆さん上手ですごいと思いました。Hawaii の学生さんとの Cooperation がよく取れていて、いい会だと思いました。(英米学科 1 年)
- ・GP メンバーの方々の流暢な英語に驚きました。内容も面白かったし、スライドショーも見やすかったです。ただ、スライドショーの展開が少し速かったので、ノートを取るのが大変でした。(英米学科 1 年)
- ・今までまったく知らなかったハワイについて知ることができ、良かったです。このプレゼンテーションに参加しなければ、ハワイについて楽しく学べなかったと思います。(英米学科 1 年)
- ・I regret to say I wasn't able to stay for all 5 presentations. But the ones I did listen to were great. Rice-duck Farming is very interesting although a bit cruel for the ducks and it's a shame how little Japanese students care about their local food and organic products compared with Hawaiian students. (英米学科 2 年)
- ・真面目な発表でハワイと日本の文化の違いなどが分かり、勉強になりました。要望としては、ハワイの映像などを見られたら良かったなと思いました。(短期大学部 2 年)



Final rehearsals backstage



Hawaii Nanzan Joint Presentations



Many groups adopted a discussion style format, often asking each other questions and commenting on what the other group members said



An Eibei student being interviewed by a local cable channel after presenting at the Hawaii Nanzan Joint Presentations



ハワイ大学の学生と南山の学生による ジョイントプレゼンテーション

10月12日(水)
R棟 フラッテンホール 12:50~

南山大学 英米学科生10名とハワイ大学生5名による共同研究の発表です！
ハワイと日本に関係するトピックをハワイ大学生、南山大学生2つの目線から
5つのグループが発表を行います。

誰もが憧れる南の楽園ハワイ！青い海、自然あふれる大地、そして果てしなく広がる空。
しかし！！
観光だけでは知ることの出来ないハワイがあります。色んな面からハワイを知るチャンス！
個性あふれる様々なトピックから学べる事がたくさんあるはず！

- 'OHANA って何だろう？
- 女子の肉食化？
- 日本のインターナショナルスクール→英語で学ぶ
ハワイのインターナショナルスクール→○○○で学ぶ？
- 体と環境のための食の安全？
- 多文化多民族社会のハワイとは？一移民の人々が残したものー

ここでしか知ることの出来ないハワイがいっぱいです！

HAWAII ★ NANZAN
JOINT PRESENTATIONS

主催： 南山大学外国語学部英米学科
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第 24 回講演会

“リフレクシヨンプレゼンテーション”

Date and Time: 2011 年 10 月 14 日 (金) 17:00～18:00

Place: 南山大学名古屋キャンパス J 棟 1 階 特別合同研究室 (P ルーム)

Participants: ハワイ大学ヒロ校学生 4 名、Hawaii-Nanzan Short Exchange Program 参加学生 4 名

M.C.: Aya Kawakami (南山大学外国語学部英米学科 GP 嘱託講師)

Summary

The five UHH students and three freshman Eibei students reflected on their experiences throughout the program in this event. This event was a chance for the students themselves to think over what they experienced, what they learned from these experiences, and how they have grown as international citizens. The purpose of the event, much like the Joint Project Presentations was also to inform the other Eibei students about the program and the knowledge that was gained so that all might benefit from this exchange program. A senior student also presented on her area of research, which was the Mala traditional Hawaiian garden, and what she learned about sustainability and the environment from the gardener there. It was an emotional and heart-warming experience but the progress in the freshman students' ability to present in a natural way was something that left a very strong impression on everyone.

参加学生のコメント:

- Exchanging cultures with people who have different cultures is awesome, I recognized in this time. Thank you. (英米学科 2 年)
- 今後もぜひぜひ続けて欲しいです。(英米学科 2 年)
- ハワイの学生と触れ合う会がもっとあると嬉しいです。(英米学科 3 年)
- もう少し参加できていたら、もっと楽しかったのと思いました。(英米学科 4 年)
- お疲れ様でした。ハワイの大学生との文化交流が続くといいですね! (英米学科 4 年)



Eibei freshmen present on their experiences through the Hawaii-Nanzan Short Exchange Program



The University of Hawaii at Hilo students talking about what they learned through the program



HAWAII NANZAN REFLECTION PRESENTATIONS

リフレクション プレゼンテーション

10月14日(金)
J棟, P Room, 17:00-18:00

ハワイに行った南山大学生4名 日本にきたハワイ大学生
5名が、交流の中で感じたこと、驚いたことなどを振り
返ります。ハワイと日本 両方での経験を、たくさんの
写真を通してお届けします。観光旅行では知ることので
きないティーフなハワイ、日常では気づかない日本の
素晴らしさ・ユニークさを見て、聞いて楽しみましょう!!



平成21年度採択 文部科学省 大学教育推進プログラム (GP)
英米学科 「多文化社会における英語による発信力育成」
講演会 (一般公開: Language: 英語)
主催: 南山大学外国語学部英米学科
問合せ先: 英米学科英米GP事務局
Tel: (052)832-3111(内線:3503)
Email: info-eibei-gp@nanzan-u.ac.jp
<http://eibei-gp.nanzan-u.ac.jp/index.html>

第 25 回講演会

卒業論文制作の手引き “PowerPoint Tips for Thesis Presentations”

Date and Time: 2011 年 10 月 26 日 (水) 12:50～14:20

Place: 南山大学名古屋キャンパス B 棟 B11

Lecturer: Aya Kawakami (南山大学外国語学部英米学科 GP 嘱託講師)

Summary

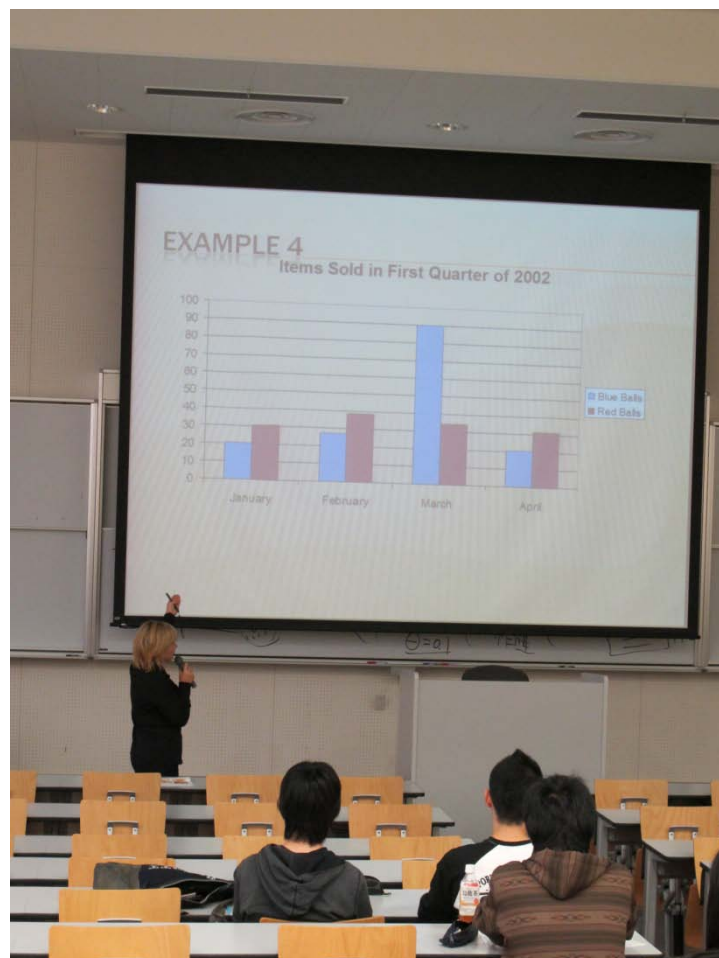
A special lecture, open to the public but aimed at preparing seniors for their senior thesis presentations. It focused on how to create an effective presentation using PowerPoint. The key points were divided into two sections: the visual and content. The primary focus was on the *KISS* (Keep It Simple and Straight) principle, keeping the presentation slides simple, easy to read, easy to understand, and well connected to what they wanted to say. In terms of content, the most important point was that the content of the presentation is of primary importance and that computer slides are a wonderful, but supplementary tool aimed at creating good visual aids.

参加学生のコメント:

- ・卒業論文中間発表会の直前ということもあり、“こんな感じにしたいな”というイメージを作り上げるためにとっても役立ったように思います。また、卒業論文中間発表会当日はどのくらいのオーディエンスがいるかは分かりませんが、頑張らなければ、と気合を入れるには効果的でした。また、スティーブ・ジョブズのプレゼンテーションは気がつかなかったのが、紹介してもらえて良かったです。(英米学科 4 年)
- ・今回のレクチャーで自分が何でプレゼンをやるのか、オーディエンスに何を伝えたいのかを考えさせられました。(英米学科 2 年)
- ・I did understand the important point of the presentation! It encouraged me so much, so I feel that I can do well on 卒業論文中間発表会。(英米学科 4 年)
- ・ジョブズ氏のプレゼンの映像が分かりやすく面白かった。最初の方はもう少しゆっくり話して欲しかったです。(英米学科 4 年)
- ・私は日本語でプレゼンをしますが、進行の仕方や tips など、とても参考になりました。12 月 17 日に中間発表がありますが、皆に分かってもらえるような分かりやすい発表ができるように頑張ります。(人文学部日本文化学科 4 年)



GP Project Director Aya Kawakami talks about slide format



Discussing the use of visual aids to demonstrate or clarify your point

GP LECTURE SERIES: POWER POINT TIPS FOR THESIS PRESENTATIONS

日時：10月26日(水)，12:50-14:20

場所：B11

内容：

”卒論中間発表会”に向けて、Power point の活用についてのセッション。今回のアドバイスは、4年生に限らず、1年生から4年生まで、ビジネスや他のプレゼンテーションに応用できます。講義は、プレゼンテーション内容の重要性と同様に、Power pointでのプレゼンテーションの視覚的側面に焦点をあてます。



**Aya
Kawakami**

GP プロジェクトディレクター兼、英米学科ライティングアドバイザー**2008**年マッコーリー大学の応用言語学(**TESOL**)にて**M.A.**を取得**2009**年から南山大学英米学科にて、ライティングアドバイザーとして勤務

主催： 南山大学外国語学部英米学科
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卒業論文中間発表

Date and Time: 2011 年 11 月 09 日 (水) 12:50～14:00

Place: 南山大学名古屋キャンパス B 棟 B41, B43, B45, B46, B47

M.C.s: GP プログラム学生企画運営委員会

Summary

The third year for this event, seniors from the department presented their theses in 30 minute presentations, being presented simultaneously in five different rooms. Each room had a GP student committee member as an M.C., facilitating questions and introducing the presenters and their topics. The presentations covered a wide range of topics and many students from the department attended and asked questions, make comments and suggestions to the presenter. The level of the presentations was extremely impressive and the questions asked by the audience were equally sophisticated. Presenters and audience members alike found the experience extremely stimulating and educational.

参加学生のコメント:

- ・ついていけるか心配でしたが、とても分かりやすく話して下さって理解しやすかったです。また、このプレゼンを見て色々勉強になりました。(英米学科 1 年)
- ・テーマも興味深く、各項にわたって構造がしっかり確立されていて非常に良かった。質問にも的確に対応されていた。(英米学科 2 年)
- ・プレゼンがすごく上手でした。声、映像など見やすく、聞きやすかったです。自分も 4 年生になったら、プレゼンしたいと思いました。(英米学科 2 年)
- ・非常に深く研究されていることが伝わってくる内容でした。質問に答える姿勢も丁寧で好感が持てました。(英米学科 4 年)
- ・トピックが面白かったです。今後の研究がよく分かって頑張りたいという気持ちになりました。(英米学科 4 年)



Pre-event meeting with the M.C.s, members of the GP Student Committee



A senior thesis presentation



A senior thesis presentation



A senior answering a question from the M.C.



平成21年度採択 文部科学省 大学教育推進プログラム(GP)
英米学科「多文化社会における英語による発信力育成」
講演会(一般公開:Language: 英語)

2011年度 卒業論文中間発表会

日時: 2011年11月9日(水) 13:30~15:30

場所: B41、B43、B45、B46、B47

スケジュール詳細:

13:30 オープニング挨拶 (B47)

13:45 発表者1

14:15 発表者2

14:45 発表者3

15:15 クロージング挨拶(B47)

＊発表中の途中入室・途中退室はできません。

部屋割:

B41	1	酒井 翠	山岸 ゼミ	Immigrants' language education and political movements in California: Why bilingual education was abolished in California?
	2	米津 比御	佐々木ゼミ	Be going to is used more than will in junior high school during three years
	3	鈴木 食登	松永ゼミ	Fragmatics of "The" "How to Learn and Teach the Usage of the Definite Article"
B43	1	天野 直亮	佐々木ゼミ	Phonological Rules of English Loanwords in Japanese
	2	岩谷 悠馬	有元ゼミ	VP Ellipsis and Argument Ellipsis in Japanese
	3	長谷川 健一	川島ゼミ	The ideas and its effects of the separation of politics and religion in this world
B45	1	横井 春香	Purcellゼミ	The Divisions of Japanese-Americans: Nisei and Kibei
	2	横山 薫	佐々木ゼミ	Gender Differences of Politeness in Making Requests
	3	杉浦 あがさ	森本ゼミ	The role of Women in Reconciliation and Peace Building in Rwanda
B46	1	渡辺 創	森本ゼミ	The Role of the U.S. Military Bases in Okinawa under the U.S. Global Strategy, 1945 -1952
	2	徳儀 奈々	川島ゼミ	The history and the effect of black culture
	3	稲垣 祐弥	佐々木ゼミ	Saving the world's poor people by fair trade: Factors supporting fair trade
B47	1	森田 達	大井ゼミ	The actual situation of international support in Afghanistan ~ Educational and Medical field~
	2	鈴木 有希	佐々木ゼミ	The difference between that and which in the relative clauses
	3	堀 智彰	武田ゼミ	Humanity and Monstrosity in Mary Shelly's Frankenstein



主催: 南山大学外国語学部英米学科
問合せ先: 英米学科英米GP事務局
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<http://eibei-gp.nanzan-u.ac.jp/index.html>

Post Program Event— “The Hawaii Nanzan Exchange: Our Amazing Journey”

第 26 回講演会

“THE HAWAII NANZAN EXCHANGE: OUR AMAZING JOURNEY”

Date and Time: 2011 年 11 月 16 日 (水) 12:50～15:00

Place: 南山大学名古屋キャンパス R 棟 R31

Presenters: Shizuka Kato (3rd year), Eri Noda (2nd year), Mei Katayama (2nd year),
Miki Sasayama (2nd year), Mari Kimura (2nd year), Sayuri Mori (2nd year)

M.C.s: Kayo Narita (1st year), Yumie Tateishi (1st year)

Summary

This event occurred a month after the University of Hawaii students left. Six of the Eibei students who participated in the exchange program presented individually on an area that they were personally interested in and researched in Hawaii. This event really helped to showcase how far the students had come. The six presenters each made amazing computer slide presentations that were well organized, clear, and presented with confidence and style. They answered audience questions with relative ease and were able to present in a far more interactive way. Two of the freshmen participated as the MCs. Their growth too, was very apparent. Their role was virtually unscripted and they made extremely insightful comments after each presentation, which really impressed the audience. All in all, one of the most successful presentation events this year!

参加学生のコメント:

- ・私も授業でプレゼンテーションをやりますが、今日の発表を見て、とても刺激を受けました。是非参考にしたいです。短い時間しかみることができませんでしたが、またこのような機会があれば是非参加したいと思いました。ありがとうございました。(短期大学部 2 年)
- ・大変勉強になりました。私は英語初心者なので、かなり良い刺激になりました。プレゼンも素晴らしかったですし、英語ももちろん良い勉強になりました。今回他学部の活動に参加させていただきましたが、英語面でもプレゼンの面でもとても参考になりました。英語力の問題で私は聞くことだけしかできませんでしたが、大変良かったです。(経営学部 3 年)



A sophomore talks about the Nāwahī school and the preservation of traditional Hawaiian culture and language



The freshman MCs made comments after each presentation

THE HAWAII NANZAN EXCHANGE: OUR AMAZING JOURNEY



日時: 11月16日(水)、12:50-15:00

場所: R31

内容: ハワイを訪れ、そしてハワイ大学の学生のホストファミリーとなった南山大学生6名が交流の中で感じたこと、驚いたこと、興味を持って調べた事などを振り返ります。観光では知ることのできないディープなハワイを見て、聞いて、楽しんでみましょう!!!

“ハワイ社会における
日系コミュニティ
インタビューを通して
学んだことをお伝えします!”

アメリカの授業と日本の授業を
いろいろな視点から見ている!
これからの大学の授業の受け方
が変わるかも...!

ハワイで感じた「つながり」
について、土地、家族、人の
3つの観点からプログラムを
振り返ります。

ハワイの歴史について
「ハワイの歴史」について
「ハワイの歴史」について
「ハワイの歴史」について

“消滅の危機にある言語を教える
-ナパヒススクール-
を熱く語ります!”

アメリカ、ハワイの学校
給食、カフェテリアって
どうなっているんだろう?
表と裏を覗いてみよう!

Aloha!
We, Yumie and Kayo, will be
your MCs for the event!
See you there!

平成21年度採択 文部科学省 大学教育推進プログラム (GP)
英米学科 「多文化社会における英語による発信力育成」
講演会 (一般公開: Language: 英語)

主催: 南山大学外国語学部英米学科
問合せ先: 英米学科英米GP事務局
Tel: (052) 832-3111 (内線: 3503)
Email: info-eibei-gp@nanzan-u.ac.jp
http://eibei-gp.nanzan-u.ac.jp/index.html

Dickinson Project

Duration: 2011 年 9 月～2011 年 11 月

Skype Meeting: 毎週木曜日・金曜日に実施

Participants: ディキンソン大学学生、GP プログラム学生企画運営委員会

第 11 回国際ワークショップ

“Nanzan Skype 留学 ～Dickinson-Nanzan Joint Interview Project～”

Date and Time: 2011 年 12 月 14 日 (水) 13:30～15:00

Place: 南山大学名古屋キャンパス R 棟 R66

Participants: Rina Murase (2nd year), Aya Ando (2nd year), Kaoru Nakagawa (1st year),
Yayoi Miyake (1st year), Erika Yamada (1st year), 英米学科生

M.C.: Aya Kawakami (南山大学外国語学部英米学科 GP 嘱託講師)

Summary

The GP Project Director, Aya Kawakami, received a message from Professor Akiko Meguro, a professor of Japanese at Dickinson College, requesting opportunities for students in her Japanese classes to chat via Skype with our GP students about student life at Nanzan University and Nagoya and have an opportunity to practice Japanese. After much discussion, it was decided that it would be a mutual, cross cultural exchange. Our students would research college life at Dickinson and the talks would be half in English and half in Japanese. For many of the students who participated in this project, it was the first time for them to use the technology of Skype. The wide possibilities for using for Skype was extremely eye opening to the students and they were thrilled that they could speak “face to face” (screen to screen) with students on the other side of the globe. The talks were conducted at school and after school at their homes and our students began to develop their research to focus on researching the causes for the differences in how independent university students are in America and Japan. As the GP program is about effective expression of ideas, the GP students decided to create an event sharing the results of their research. After much discussion as to the most effective format for this event, the students decided on creating a live talk show style event with the Dickinson Project members as the main speakers, and a panel of Eibei students and professors. The panel of students was from varied years and backgrounds and the discussion was lively and very interactive. The students later spoke of how the discussion helped them to feel that their progress as students and global citizens was in their own hands and that they had to motivate themselves and each other to truly develop.

巻末の付録 DVD (Dickinson-Nanzan Joint Interview Project “Nanzan Skype 留学”)をご覧ください。

参加学生のコメント:

- ・ディスカッション形式の今回のような Workshop は色々な意見を聞くことができ、視野を広げるきっかけになりました。We did our best. GP スタッフ、先輩、みんな、先生方、パネリストの皆様、Thank you so much!!! (英米学科 1 年)
- ・こういう機会は自分のモチベーション向上につながる。(英米学科 1 年)
- ・今まで知らなかった海外の大学のことがたくさん学べました。また、参加者の意見を聞いて、とても刺激を受けましたし、もっともっと自分で考え、それを人に伝えていけるようになりたいと思いました。知識だけでなく、みんなの考えを聞けて、世界が広がりました。(英米学科 2 年)
- ・自分の意見を言うのは難しいと改めて感じました。でも、多くの人々の意見を聞いて、自分はまだまだだと思えたし、これから発表したりする機会が生かせるアイディアをたくさん吸収することができました。(英米学科 2 年)



Initial meeting (顔合わせ): conference video call via Skype



Interviewing each other via video phone call software, Skype



Live talk show style event discussing the Dickinson Project



Panel discussion on the topics



Nanzan Skype 留学

Dickinson-Nanzan Joint Interview Project

日時：12月14日(水)
13:30スタート
場所：R棟 R66

内容：

Dickinson大学 (Pennsylvania, US)の学生たちが、Skype交流を通じて学生生活や将来の夢について語ってくれました。私たちGPがここで学んだことを南山の学生みんなと共有したいと思います。アメリカの学生たちがなぜ日本人よりも自立しているのか、という疑問を中心に、リラックスした雰囲気で見聞を出し合っていくトークショー形式のイベントです。留学希望者はもちろん、これから社会に出ていく大学生誰にとっても役立つ情報盛りだくさん☆英米学科生以外も大歓迎。

Let's improve yourself!

**Come and find out
how to improve yourself
with the G-Pig and Crew!**



平成21年度採択 文部科学省 大学教育推進プログラム(GP)
英米学科「多文化社会における英語による発信力育成」
講演会(一般公開:Language: 英語)
国際ワークショップ(英米学生限定:Language: 英語)

主催： 南山大学外国語学部英米学科
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4 Student Column

Breakfast at Minsyuku in Kyoto

by Sayuri M

I went on a two-day trip to Kyoto with my friend this spring vacation. During this stay, I was impressed with a lot of the beauty of Kyoto and Japan: temples and shrines, kimonos, and the Kyoto dialect... everything had its own history, and they were mixed together. I stayed at a Minsyuku (a type of Japanese hotel) in Arashiyama which was run by a family, and the breakfast they made was awesome. First, I was surprised at the number of the dishes on the table and how colorful they were. All of them were of course delicious and well-balanced. While eating this great meal, I was thinking of how important breakfast is. I always eat breakfast every day, but I wasn't careful about nutrition: for example, a slice of toast and milk. I think it would be good to add some meat, vegetables and fruits so as to make my daily breakfast better. However, it is not so easy to make such a perfect breakfast every day for people, myself included. So I think we should understand the importance of breakfast and try to eat it in an effective way as often as possible.



Sayuri's breakfast at the Hotel in Kyoto

Interpreting as a Profession

by Yuri O

The lecture, “Interpreting as a profession” provided me with a lot of useful information about what it is like to work as an interpreter. I’ve been interested in interpreting since I became a junior high school student. Before attending this lecture, I had researched interpreting on my own, but it was difficult to find accurate and detailed information. However, this lecture was very helpful because it answered many of the questions I had. Assistant Professor Takeda talked about the various details of interpreting “as a profession”. She purposed that, “interpretation and translation are not the same as acquiring high-level language skills.” She explained that, “interpreters also need a solid understanding of their native language and an understanding of the different types of situations that they may interpret in.” One question I asked her was, “Do you think interpreters are still needed in modern Japanese society”? I believe that Japan needs more people who can communicate and work with foreign people. However, her answer was that, “While those people are also very important, there is a difference between people who interpret as a profession and people who use foreign languages to find work.” Professional interpreters go through rigorous training so that they can interpret for any type of meeting or political event. Because of this, many companies hire professional interpreters for their own events even if they have employees who can fluently speak foreign languages. After listening to Assistant Professor Takeda’s lecture, I realized the difference between interpreting as a profession and having a basic proficiency in English. Although I know it will be very difficult, I hope that someday I can become a professional interpreter.



Professor Kayoko Takeda's lecture

Professor Kayoko Takeda's Workshop

by Shizuka K

I think that active listening is very useful when wanting to improve English skills. Previously I was likely to concentrate on only listening to individual English words. I feel that active listening enabled me to change how I listen to English. In this lecture, I was able to learn the importance of getting the main message and how to remember the most important points. I could also learn how to visualize what a speaker said. Professor Takeda said that “Interpretation is not just changing words from one language to another”. This phrase impressed me. I think that a real interpreter interprets, not only what a speaker wants to say, but also what a speaker feels.



Shizuka talking with Professor Takeda during the workshop

Professor Lee's Lecture

by Rina M

Today, we invited Mr. Thomas Hun-tak Lee, a professor from Hong Kong, to give us a lecture about logical structures in early child language. To put it more simply, it was about how children comprehend, step by step, grammar and logical structures of their mother tongue. Before stepping into the subject, Mr. Lee talked about the complexity of human language by presenting interesting facts such as, how a single sentence could imply two messages, one a presupposition and the other an assertion. He used quite a few technical terms, and therefore while the professors were nodding their heads, which seemed to indicate that they understood everything without much difficulty, many of the student participants were seen getting help from their dictionary to keep up with the lecture. In the main part, he had a lot more to share with us. Surprisingly, children in English speaking environments can understand the difference between the two articles: "a" and "the" by the age of four. It is often said in Japan, that it takes three years to manage English prepositions, eight years for articles. Mr. Lee also gave an example of how children and adults are likely to interpret the same sentence in different ways according to whether they were capable of understanding the difference between "all" and "every". I think the participants were very active in today's lecture, responding to Professor Lee by giving their own opinion not only at the end of the lecture, but in the middle of it, which does not happen at every event. And for that, we must thank the GP professors for raising many questions themselves and creating a comfortable atmosphere for the students.



Rina interviewing Professor Lee after the lecture

A Fruitful Experience at Dr. Thomas Hun-tak Lee's Lecture

by Sayuri M

During the spring vacation, GP had some lectures which were given by professors from universities abroad. The first one was given by Dr. Thomas Hun-tak Lee, who is an acquisition researcher teaching at the Department of Linguistics and Modern Languages of The Chinese University of Hong Kong. In this lecture, he mentioned three points: a discussion on why some logical structures have special significance from the perspective of language learning, a sketch of the ways in which children understand the logical structures, and some hypotheses about children's acquisition of logical structures based on his work. It gave me a great chance to know more about linguistics and its exciting features. According to him, logical structures in human language are more complex than the ones studied in standard logic, because the logical connectives may be 'hidden' or embedded in other semantic structures. He illustrated it with some English, Mandarin and Cantonese sentences which include the words that mean 'also' or 'only' in English, which means 'universal quantifications' are hidden. Although how humans acquire these logical connectives has not been proved yet, many experiments have explained the theory that children might be competent in them. That is to say, their understanding of logical connectives is not mistaken but just that they are used differently from the way adults use them. I listened to him with surprise as I discovered just how profound the world of linguistics is. If the topic is the language we are always using without thinking anything difficult, there are a number of mysteries that have never been solved or even discovered yet. Dr. Lee showed me it might be interesting to work on and solve these endless mysteries. I am happy to have participated in this lecture and to have a opportunity to expand my knowledge and interest.



Sayuri videotaping the lecture

Magical Power Coming from London City

by Maiko K

Through participating in the lecture, I had a chance to feel the mysterious aura of London city and novels/films involving the elements of London. Now, I have gotten the impression that London city is not just a place but a place/space where different spaces (hidden world) and time are linked to each other. This is a complex and, at the same time, an intriguing idea- London showing us another world and dragging us into the world between our imagination (let's say our instinctive desire) and reality, could be the reason why Harry Potter, one of the most famous series of novels and films, became popular around the world. In this tale Harry Potter shows us two different worlds which are strongly connected together; the “real” world and the hidden world. Therefore, it gives us a feeling that we are standing between reality and the fantasy world while we are in the story of Harry Potter. The point is the more the two worlds get connected, the more people believe in the story and become attracted to it. In general, it is easy for us to find many buildings in London which show their history. As a result, we tend to consider that the images of London come from the mood floating in the city but things are not so simple. Perhaps, the images of the city have been created by not the city itself nor the novels but by the desires we each hold deep inside; London city could be connected to the new world we do not recognize yet.



Professor Higgins talking about the magic and mystery of London

“We did it!!”

by Maiko K

On the 31st of March, three other GP students and I made a presentation to advertise our group at the guidance session for freshmen, which was such a great experience for me. We got ten minutes for the presentation and yes, it was only ten minutes which is not long. However, we were not allowed much time for preparation and I was feeling super nervous before starting! In my mind, the same sentences kept on coming and going; "So many people...! How will this presentation go...? ahhh I can feel the heat surrounding me... nawwww..." But, I tried my best to pretend to be fine and went on to the stage. Now I could not escape from there so I made up my mind and finally started speaking in front of all those many young students and professors. There was actually one thing which was pretty funny and freaked us out at the same time; it was the darkness in the room and the fact that we could not see our script well. To be honest, none of us could foresee that and perhaps we should have but we did know that we were to use PowerPoint for the presentation. Having no time to panic, I bravely decided to forget the brief script I had prepared for myself and spoke in English freely. By the end of my speech my voice was shaking because of how nervous I was. I still wonder how many people noticed my nervousness, such an embarrassment. This opportunity of giving a presentation to a lot of people was a huge challenge for me and provided me a valuable chance to improve myself. Also, I reconsidered how important it is to try to use my own words and to talk to the audience instead of reading a script when you really want to communicate with them. I seriously believe I got this feeling by hearing the great applause from the audience that day. "We made it!"



Maiko presenting on the GP Program at the freshman orientation

Introducing New Students to the GP Program: Spring Hanami

by Aya A

On April 20th, many new students joined our GP informational cherry blossom picnic (hanami) which was hosted by the GP students. At first, they looked a little nervous, however, when we were talking during lunch, they were able to have fun with us. We talked about many things, for instance about the classes in the Eibei department and club activities at Nanzan. After lunch, we played some games. First, we introduced ourselves and then, we divided into groups and did crossword puzzles. The cross word puzzles were not as easy as we thought. Nevertheless, since we cooperated with each other, we managed to finish it. As a result, we all could get some treats!!!! I had so much fun with the new students, other GP members, and the professors. Hopefully, many new students will join GP so that we can do many new things with them.



Students in the green area, introducing the GP program to potential new members

Operation Tomodachi and the American Perspective on Japan-U.S. Relations

by Aya A

On April 25th, I participated in a lecture given by two people who work in the diplomatic field for the U.S.A in Japan. From the lecture, I learned about the duties of diplomats, America's view of the relationship between the United States and Japan, Operation Tomodachi, and many other things. I did actually know about these things, however, I got to gain more knowledge about them. The most impressive fact for me was that the United States is working so hard to help the people who were involved in the earthquake and the nuclear explosion. From that fact, I thought that the relationship between the United States and Japan will become much better in the future. If some kind of disaster happens in the United States, I would like to try my best to help people overcome their fears. Furthermore, I would like to become friends with people from many different countries and know more about them.



Lecture on Operation Tomodachi

Google Corpus Search Lecture

by Mei K

During the spring break, I participated in a lecture by Professor Kinugasa from Osaka City University. The lecture was about effective ways of using Google search and English Corpus search. He explained how to use these tools for English learning in a way that will be very useful for us. He compared many data bases and taught us how we can use Google's advanced search. Before the lecture, I never used advanced search in Google. When I have something to research on the internet, I used to use just the regular Google search. Since I never knew of such an useful tool, I always had to spend long hours to get the exact information I needed. By using advanced search and little tricks, we can eliminate unnecessary information and get to the information we really need in less time. In university, students have many opportunities to research information especially for research papers. I think those skills we learned in this lecture will help us a lot when we are working on research papers. However, I'm sure it will help us not only for school assignments, but also on every occasion where finding exact information on internet is needed after we graduate and go into society. I was surprised by this lecture since I never knew there were such useful tools. I would like to use as much of the tips I learned today as I can to improve my English learning skills.



Dr. Kinugasa's lecture

Interviewing Professor Kanazawa about the Airline Lecture

by Shizuka K

On May 8th, we interviewed Professor Kanazawa in order to prepare for her airline lecture. We asked her briefly about her career and discussed how we are going to organize the airline event. For this interview, we prepared questions we have about the airline business and sent the questions to Professor Kanazawa in advance. She prepared the answers for us and suggested how we should use the answers during the airline lecture. Thanks to her suggestions, we could make a brief plan of the airline lecture smoothly. During this interview, I felt that Professor Kanazawa was very polite. She answered our questions so politely even if they were small questions. She was talking to us with a smile the whole time. This interview was kind of a formal interview, but she tried to create a good mood. I felt relaxed because of her hospitality. Now, we are working on the airline lecture on June 22nd. This event will be a good experience for everyone and help them to look beyond our local environment to the whole world. You will get a wider world view through this event, so please come and participate!!



Students talking with Kanazawa sensei at a meeting prior to the event

Thinking about Cross-Culture

by Shizuka K

On May 28th, I went to the lecture “Canada in the world” sponsored by Ohka Gakuen University. The speaker of this lecture was Mr. Edwards, a consul and senior trade commissioner. Before the event, I had expected that the language of this lecture would be English. However, Mr. Edwards did the lecture in Japanese. He spoke Japanese very fluently. I learnt about Canada from the aspects of nature, economy, transportation, culture and so on, I was very impressed because I knew the difficulty of doing such a presentation in a second language. After the lecture, I could try Canadian tea and cookies and enjoyed a mini-concert played by Nanzan professors. The Canadian tea and cookies were very delicious, so I felt like eating them a lot!! Also, the concert was wonderful, and I really enjoyed listening to the professors’ performance. In this event, I could be in contact with Canadian culture. One of the purposes of GP activities is to understand different cultures. It is important for us to experience different cultures and think about them. To be in contact with many different cultures, I want to participate in cross-cultural lectures more from now on.



Professor Hewer playing for the Canadian Event

A Visit to NUFS

by Rina M

On the 1st of June, some of the GP members went to Nagoya University of Foreign Studies to meet with Professor Kanazawa, who will be giving a lecture at Nanzan on the 22nd of June. While we were there, we observed a lecture about the airline industry. The speaker was an active flight attendant at Japan Airlines. She was wearing her uniform and taught us about the emergency procedures on flights. Ms. Kanazawa was also there to help in the lecture. When we think about the jobs of a flight attendant, we most likely come up with the word "hospitality". Serving meals, offering blankets, providing comfort... But the speaker told us that flight attendants actually have another crucially important job, which is protecting the passengers' safety. We saw a video about the new employees' on-the-job training. They must pass all the emergency demonstration tests to get permission to board real aircrafts. A few chosen students from the audience tried on the life vest. Despite the careful instructions given by the speaker, the students could not put it on smoothly. In an emergency, the passengers will all be in a panic and to calm them down and gain their full attention, flight attendants must speak very loudly and clearly with dynamic gestures. At the end of the lecture, we were able to try the emergency provisions, which were small pieces of cookies and square-shaped jelly. From this lecture, I learned that flight attendants do not look stunning only because of their perfect smiles. Their strength and commitment to protect everyone aboard are what make them appear so special and attractive.



Rina and Mari, interviewing Professor Kanazawa before the event

Step Out into the World with Professor Kanazawa

by Aya A

At the airline event, Professor Kanazawa, who is a professor from NUIST told us about her experience of working as a flight attendant, about jobs in the airline business, an example of a flight to NY, and some exercises of dealing with certain situations. Before deciding to become a flight attendant, she was intending to become a pre-school teacher. However, through her 10 month in the United States, she realized that she wanted to become a flight attendant. There are many jobs in the airlines other than the flight attendants and pilots. For example, air traffic controllers, who not only talk to pilots from all over the world but also monitor foreign news to make sure that unwanted things are not taking place in certain countries. I learned from listening to Professor Kanazawa that being a flight attendant is a very hard job, however, it is really rewarding. She had to stay standing up for a long time while on the plane, and did not have much time to rest. Nevertheless, she could meet many people from many different countries, and she could travel to many countries. In the example of what flight attendants do on a trip to NY, there are many jobs for the flight attendants. They have to be at the airport hours before the departure. They have to prepare for the passengers and, after the plane took off, they have to serve passengers meals and drinks. After they arrive in NY, after saying farewell to the passengers, they go through immigration, go to hotel by bus, and go to bed. They still have to overcome jet lag. Some of them go out for dinner with their friends during the night. Others sleep until midnight and stay up all night watching TV and reading books. After arriving back in Tokyo, they check their schedules, and go home. The requirements to become a flight attendant are to be healthy, be able to keep on smiling, and have a TOEIC score of more than 600 more. In the final part of the lecture, we did some exercises discussing different situations and what we would do if we saw the following people: a sleeping passenger, a mother with a baby, and non-Japanese passengers. She asked questions about what to do in these situations. There were many different answers. For instance, put a blanket on the sleeping passenger, watch the baby when the mother wants to go to the toilet, and think whether you should reply in Japanese or other languages to the non-Japanese passengers. This lecture gave me a lot to think about!



Students, staff and Professor Kanazawa at the event

Learning How to Skype, Learning through Skype

by Rina M

The culture exchange project with students from Dickinson College has finally started. We are communicating using Skype and so far I have talked with 3 students. It is not easy planning when to get in touch since there is a 12~13 hours time difference but we are working it out by taking turns sacrificing our sleep. Each session is around 30 minutes so we use English and Japanese, 15 minutes each. It is very funny how we have to suddenly switch to the other language in the middle of the conversation. One of the students I have come to know turned out to be born in the state I used to live in. I had never used Skype before taking part in this project so it worried me a little whether I could take advantage of this unknown device, but with the basic instructions from the GP coordinator, I was able to join the online community. This project has saved me from being left behind modern technology and I hope it will also allow me to build strong bonds with people across the sea.



Nanako, Rina, and Nao talking to some Dickinson students via Skype

Skype Exchanges with Dickinson Students

by Kaoru N

As part of the culture exchanging project, we are communicating with Dickinson students by using Skype. There is a time difference between Dickinson and Nagoya, so we had Skype meetings both in the daytime and at night. At Skype exchanges, we usually talked about our school life, for example, classes, homework and club activities. It is extremely stimulating for me to talk with the Dickinson students who, like us, study foreign languages and cultures hard. I heard that some of them will come to study at Nanzan campus next fall, so I am really looking forward to seeing them. I will keep in touch with them even after finishing this project by using Skype!



Erika, Kaoru, and Yayoi, talking to some Dickinson students via Skype

KZOO Radio Show!!

by Shizuka K

As one part of the Hawaii-Nanzan Short Exchange Program, we made a radio program for a Hawaiian radio station, KZOO, all in English. It was a great opportunity for us to do a radio program in Hawaii because one of our GP goals is to express ourselves in English effectively! When I heard that we could make a radio program, I was so excited! I thought an opportunity like this wouldn't come again, so I really thought about the content of the program very seriously. We decided to talk about the Tohoku earthquake and the present trend in Nagoya, but the preparation for the program was harder than I had expected. We had to think about time schedule, the natural flow of each section, make scripts for each section, practice for the recordings and so on. The most interesting and unique attempt was to make original music for this radio program. One of our professors wrote original music for us, and all people who made this radio program played the songs. I really enjoyed recording these songs! The hardest thing was editing. We needed to finish our radio program in 30 minutes, so we edited many parts of it. It took a long time to complete our radio program. We were interviewed in Japanese by a DJ from the radio station before our radio program was put on the air. I was so nervous before the radio program started, but I really enjoyed it. I am satisfied with this radio program because we could express our thoughts from the point of view of Nanzan students in English. And I also think that I learned how difficult it was to organize my thinking and tell my thoughts in English plainly. Though it was hard to complete the radio show, my motivation for improving my English got stronger than before. I want to be a person who can tell my thoughts clearly.



Hawaii-Nanzan Short Exchange students being interviewed prior to their show airing at KZOO

Preparing for Part One of the Hawaii-Nanzan Short Exchange Program

by Miki S.

Bright and early 7 o'clock in the morning, I woke up and checked the emails or messages related to the day's meetings. At 8.30, I brainstormed ideas about cultural events while on the train going to school. At 10, I prepared the meeting report during my class. From 12.45 till the class bell at 1.30pm, I discussed about cultural events and the radio program, as well as other things, in Aya's office. After school, I recorded an interview and worked for endless hours editing. And after leaving school, I kept thinking about the radio show's content until I fell asleep. -----This time schedule exactly shows my daily life last June and July and this continued until my finals were over and in my case, almost completely ignoring finals. And so did all members of the Hawaii project. We challenged ourselves in this unprecedented program and that meant we needed to make all the plans from scratch but the 10 of us did a great job by making the most of our ideas, knowledge and time. After I came back to Japan, I was filled with a feeling of accomplishment and satisfaction to know that all our efforts became a huge success.



Miki and Hawaii-Nanzan Short Exchange Program members doing some research

KZOO Preparation ~ A Big Challenge for Us

by Shizuka K.

As one part of the Hawaii-Nanzan exchange program, we made a radio program supported by KZOO radio all in English. The most memorable part of this radio program was the preparation for putting it on the air.

When I heard about the KZOO radio project, I was so excited. It was a really interesting time when I was brainstorming about the contents of the program. First, we wanted to focus on the Tohoku earthquake. We wanted to do something for the Tohoku earthquake through this radio program. Also, we wanted to focus on present Nagoya culture. We made the flow of the program based on these ideas. However, there were many things to do first. We interviewed a Nanzan student who volunteered in Tohoku. Based on the interview, we organized our thoughts and made scripts for the program. We recorded them safely, but the most difficult thing was editing the interviews. It took a lot of time as much time as we needed for the recording. However, through the process of editing, we learned how TV programs and radio shows are made. We also played music and made music for this radio program, but it was also important to edit the music we recorded. The process of editing was the most difficult part, but at the same time, the most important part for us to make a complete show. I learned the importance of feedback and checking what we think and made.

Making one thing with other people is really difficult work because we need to put all people's ideas together and discuss them. It's really difficult to tell my thoughts accurately in English and share ideas with others. However, I noticed the importance of cooperating with other people and the joy of making one thing with other people.



Shizuka interviewing a student who volunteered in Tohoku for "Aloha GP!", the KZOO radio show

Preparing for the Cultural Event, Nanzan's Japan Expo!

by Eri N.

For the fashion show I learned how to put on yukata from my grandmother because I didn't know how to put on a yukata. I had a lot of practice and finally I could put on the yukata and tie obi by myself. I realized that as a Japanese person it was important to understand Japanese traditions and share them with others through this event. We shared ideas and discussed how to organize this event with each other. We chose fashion styles which showed Japanese unique culture from the trendy to the traditional. Each member researched a fashion style, thought about what to wear and made a script. We each took responsibility for the fashions we were interested in sharing. In the next step, we practiced walking with songs and practiced how to show ourselves on stage. We recorded and watched ourselves and considered how we could show the fashion more attractively. At first, it was difficult to put on a smile and to be timed nicely. We looked so serious. However, we gradually improved because our program teachers gave us a lot of advice. I enjoyed organizing the event and posing as a model. For the food booths, I was in charge of Japanese unique and trendy food booth. I researched Japanese seasonal food, unique flavors, and the relationship between seasonal items and exam tests (juken) and the strategy of convenience stores. We made posters and power point slide shows to help UHH students understand the information better. We also chose food taste so that students could experience Japanese food. When choosing food, we had to take care of allergies, which was interesting. Preparing for the cultural event I realized how interesting Japanese culture was. I'm proud of Japanese culture!



Eri practicing walking for the fashion show

KZOO Radio— On the Day of the Airing

Hawaii-Nanzan Short Exchange Program Part 1: in Honolulu

by Mari K.

Finally on Monday of September fifth, the day to broadcast our program came. We got up early and went to the radio station with our hearts excitedly beating. While in the taxi going to the station, we went over notes, about what we would talk about in the first few minutes before our program many times. Although the room we used was much smaller than I expected, I felt rather comfortable with it. We heard familiar voices from the studio soon after we arrived. To our surprise, it was the commercial which we made to advertise our own program. That was the first moment when we realized that we were in a radio station that would send our own voices to the world.

However, we experienced a difficulty in airing as well as in the process of making the program in Japan. For us, Nanzan students, the most difficult thing was not only speaking in English, but also speaking while being conscious of the listeners of the radio. We couldn't understand speaking with thinking about listeners until the radio personality told us that she had got the phone call from one of the listeners who graduated from the Nanzan University years ago told her he was really looking forward to listening to our program. Therefore, thanks to that story, we could actually feel the existence of listeners, and rethink why we created this radio program.

All in all, we enjoyed broadcasting our message through this radio program.



At KZOO radio station, after the show aired

Nanzan's Japan Expo!, Our Cultural Event at the University of Hawaii at Hilo

Hawaii-Nanzan Short Exchange Program Part 1: at UHH in Hilo

By Sayuri M.

As part of the Hawaii Exchange Program, we held a 'Japan Expo' at the University of Hawaii at Hilo on September 7th. It was the biggest event in the program because we planned and managed it by ourselves, which is one of the GP's goals. In the event, we introduced 'REAL Japan' through three sections: food tasting, *yukata* fitting, and fashion show.

Food tasting was very exciting. We prepared some *gotochi* foods (local foods) and unique snacks for students to see and eat. Also, we showed some slides to introduce the foods and the history and culture. Because I grew up in the *Nagoya* culture, I was very happy to introduce local *Nagoya* food such as *uirou* (type of sweet made from rice-powder) and *hacchou miso* (kind of soybean paste). Hawaii students seemed to like them and were interested in the tradition, so we talked a lot about the culture and the differences from that of Hawaii. Through interacting with them, I was proud of my culture because they had a different point of view, which every time made me surprised.

We dressed some students in a *yukata*. Although I was not in charge of dressing, other GP members seemed to enjoy it. They explained how to dress in English and taught them attentively. In addition, we arranged a hands-on booth where students could make *furoshiki* bag. I think such cultural experiences are very important because you can feel something by touching the real thing. The feeling will lead you to a good understanding of the culture. I am honored to give Hawaii students the opportunity to experience Japanese culture.

I enjoyed the fashion show so much. In the show, GP members wore a variety of traditional or trendy outfits and walked on the stage. Hawaii students seemed surprised with many unique styles like *GAL* or *Nagoya-jo* and enjoyed it. I wore *yama-girl* clothes (fashionable clothes for mountaineering). The style was different from what I always wore, so it was difficult for me to produce the cheerful atmosphere. Not just showing some kinds of Japanese fashion styles, we introduced the social dimension of the fashion culture. We hoped Hawaii students would become more interested in Japanese culture. I was very happy to hear that they loved it.

This event was one of my best memories of Hawaii-Nanzan Short Exchange Program because I learned so much about both Japan and Hawaii through talking with Hawaii students. Talking about culture with people from different background is totally fun and meaningful for us. I hope I will make good use of this experience in the future. I was really happy to share such a great time with other GP members, teachers and Hawaii students. Thank you!!



Sayuri introduces local food from Nagoya to a UHH student

Home Stay in Hilo

Hawaii-Nanzan Short Exchange Program Part 1: at UHH in Hilo

by Kayo N.

As a part of the Hawaii-Nanzan Short Exchange Program, we home stayed at our Hawaiian buddy's house in Hilo. It was a great opportunity for us to get to know more about each other. It was also good for me to learn what student life there was like. My buddy, Tiphani served me some Hawaiian dishes which I never had before. I really liked LauLau which was something like Japanese "Chimaki". As we were having that great dinner together, we talked about our dreams and life in Hawaii and Japan for hours. We found a lot of cultural differences and learned from each other. I felt great about having someone like her as my friend and actually communicating with each other only in English. The one thing that I was really surprised at was her life style. When I got to her house for the first time, I met a lot of people who were Tiphani's friends and friends of Tiphani's friends. Tiphani was sharing a house with her friends and a lot of people were visiting at that time. Some people were working on their school work together and others were just having fun chatting. She told me that a lot of students there are either living in dormitories or sharing houses like she does. I was shocked that it was normal for university students there to move out from their home and live by themselves. I thought it was amazing how they learn to be responsible and be independent and to have some fun with friends at the same time through their university life. At first, I thought "communicating with each other" was difficult thing and even the language barrier made it more difficult. However, during my stay in Hilo, I was communicating with my Hawaiian friends only in English and sharing our cultural backgrounds and thoughts. I think it's great that I actually did it without even thinking about it. This experience made me more interested in meeting a lot of people all over the world and communicating with them.



Kayo with her UHH buddy Tiphani and Yumie

Classes at the University of Hawaii at Hilo

Hawaii-Nanzan Short Exchange Program Part 1: at UHH in Hilo

by Yumi K.

I took a Linguistics class and one on South American Politics at UH Hilo. The Linguistics class was about power of expressions with using appropriate words. As an English learner, I was able to learn the importance of choosing appropriate words. In the South American Politics class, I watched a video about how the Presidents of South America deal with U.S. I was impressed by the students of UH Hilo because they actively participated in class. When the teacher asked questions, they raised their hands immediately and answered questions proudly in front of the class. Moreover, whenever they had questions, they stopped the teacher although he was talking and asked him to explain their questions in detail on the spot. Thanks to their courage, all classmates were able to share the answer and clear up their doubts. I think Japanese students should learn from their attitudes towards participating in class. Many Japanese students are afraid of making mistakes so they hesitate to speak in front of the class. What is more, they think it is not good to stop teachers when they are speaking and interrupt the class. For these reasons, Japanese students tend to be quiet in class. As I took the class, I strongly felt that we should change this way of thinking. Class time is the time for all students to learn together with teachers. Lastly, I love their teaching style. Teachers talk to students in a friendly way so it was easy for students to ask questions whenever they did not understand. In addition, teachers tried to add a humorous touch and it made students participate in class actively. As I took classes at UH Hilo I thought that the most important thing is to build mutual trust and respect between teachers and students.



Yumi and other GP students participating in a discussion about women and the U.S. prison system

Dr. Saft's Lecture ~ How Interesting Linguistics Is! ~

Hawaii-Nanzan Short Exchange Program Part 2: Hawaii Week

By Shizuka K.

In Hawaii week, I listened to Dr. Saft's lectures. I was happy to listen to his lectures at Nanzan because I listened to his lectures in Hilo University and I really wanted to listen to them again!

Dr. Saft gave two lectures for us. One of his lectures was about the relation of syntax and our brain. The main point of the lecture was that studying syntax means learning about the system of language and learning about how our brains work. My major is generative grammar, so I was really excited to listen to the lecture. I could learn about interesting idioms, Hawaiian language, and pidgin. Through this lecture, I became more interested in linguistics, especially syntax and pragmatics.

The other lecture was about the differences between English and Japanese discourse. In this lecture, I learned about Japanese and English stereotypes and the specific character of Japanese and English. These differences are related to linguistics. The most remarkable point was the differences between Japanese "aizuchi" or filler words and English ones. It was not until I took this lecture that I thought about these filler words, so it surprised me a lot. I had not been interested in pragmatics before the lecture, but I wanted to know about pragmatics more, in addition to syntax.

Dr. Saft smiled all the time when he was doing his lecture. "Linguistics is the bomb baby!" I liked these words he said in the lectures. He communicated with students interactively. I didn't notice I listened to a 90 minute lecture. I really enjoyed his lectures and got many opportunities to think about what an interesting subject linguistics is. I want to continue studying linguistics and know how the system of our brains works!!



Shizuka and other Eibei students listening to Dr. Saft's lecture

Joint Project Preparation

Hawaii Nanzan Short Exchange Program Part 2

by Yumi K.

We tried to prepare for the Joint Project by using books from UH Hilo library and getting necessary information as much as we could. My two other team member, Moe and Chris, and I read many books and tried to find key words and shared what we found from our research with each other. We decided our topic together and divided works. Although we divided up the work, we checked each section one by one and made sure all members know what other members did. Our topic was related to multicultural communication so we were able to share both Hawaii and Japanese culture and learn from each others' culture.

Some difficulties we faced were reading academic books and talking about Hawaiian history, politics and social situation. Why were they difficult? It was because most of the things were new for us and vocabulary was difficult. Although we faced knowledge and vocabulary problems, we used all the words we knew to communicate with each other. What I learned from this was that next time I make a presentation about different countries, it is necessary to study history of those countries a little ahead of time. Another difficult situation was using Skype, chat and e-mail to prepare the presentation. There was a time difference between Hawaii and Japan so we could not talk at anytime. Moreover, sometimes we misunderstood what the others had said in an email. What I learned from this experience was that it was very important to think from another person's standpoint. As long as I keep this in mind, I always think about what is the best for the person. It is the most important thing when working in a team.



Yumi and her group talking about their joint presentation over lunch at UHH

Hawaii Joint Presentation

Hawaii Nanzan Short Exchange Program Part 2: Hawaii Week

By Mei K.

In the Hawaii-Nanzan Short Exchange Program, one of our biggest projects was the Joint Presentation. Students from Hawaii and Nanzan worked together as a team and completed this big project. We started to work on the project before we went to Hawaii. Students were divided into five groups and I started the project with an e-mail to my buddy in Hawaii introducing myself. I remember I was very nervous to contact her since I had no idea what she was like and if we can get along well. However, contrary to my worries, I am amazed how much we got along as a team and built a strong bond with each other throughout the project. Because our topic for the presentation was about family, my team members treated each other as family.

When we completed all the preparations for the presentation, we rehearsed once and realized how much practice we needed to do before the actual presentation day. First, it was too long and we needed to cut some parts to adjust timing. I was a little disappointed to cut parts since we all worked hard to get all the information and made many slides. However, as we worked on adjustments, I felt we grew stronger in our relationship as well. Since we only worked on gathering information in Hawaii, we never had enough time to discuss how we should do the actual presentation to attract the audiences' attention. We all had a same goal to present our ideas and persuade audiences to rethink about their own family through the presentation. So, it was very nice to have some time to discuss and it made our presentation much better. After we adjusted the timing, we were all very confident and ready to give a presentation.

Although we were excited, we still felt very nervous on presentation day as we waited for our turn. Usually, I cannot concentrate on other people's presentation as I wait for my turn, but I decided to enjoy the others' presentations because I knew everyone spent a long time and put a lot of effort in completing this presentation. I realized I was actually enjoying other presentations and it was nice to learn about other groups' topics. When we waited for our turn back stage, we did many silly things to get rid of nervousness. We secretly danced back stage and told jokes to each other. That made me less nervous and I knew I will enjoy every minute of our presentation. It was the first time to feel that I am enjoying giving presentation in my life that day. I think that is because I was very confident that we will do great and also I was very comfortable working with my two buddies.

After the presentation, we hugged and complemented each other. I was very proud of my team and also myself for completing the project. I achieved not only the presentation itself, but also learned important lessons to work as a team and trust ourselves. This project gave me big confidence and I was very happy to be part of Hawaii-Nanzan joint presentation team.



Mei and her group comparing Hawaiian and Japanese Ohana (family)

Hawaii-Nanzan Exchange: Our Amazing Journey

Reflecting on the Hawaii Nanzan Short Exchange Program

by Sayuri M.

On November 16th, we had a big, important presentation which concluded the Hawaii-Nanzan Short Exchange Program. Six students including me had a presentation about what we had learned and thought through the program such as hula culture, immersion schools, the concept of land and family, and so on. All presentations were very great, and I was surprised by my friends' vitality and thoughtfulness. In addition, I felt how significant our project was, which made me proud of what we had done.

I talked about the 'Nikkei community' because in Honolulu, we had an opportunity to talk with some senior women at the Nikkei senior center. We had a very good time talking and having lunch with them and learned about Nikkei history and their lifestyle. Though interacting with them, I was impressed with the fact that the Nikkei community played an important role in the lives of the seniors in Hawaii and that it is part of their important identity. Also, I really appreciated their kindness to us and concern about the problems of Tohoku earthquake. Therefore, I really wanted to share what I experienced with other students. While presenting, I was very nervous, but I also enjoyed it very much.

I think this presentation event was very useful not only for audience but also for us, presenters because it became a precious time to rethink on what we planned, carried out, and achieved. In addition, we could learn that though it is very challenging and difficult, it is also fun to express our opinion in front of many people. I hope we will make use of the experience for our academic and professional career.



Sayuri, presenting on Nikkei people in Hawaii

Looking Over the Whole Hawaii-Nanzan Short Exchange Program

by Mei K.

When I look back the Hawaii-Nanzan Short Exchange Program, I can confidently say I made the right decision to apply for this program. The reason is I got the opportunity to interact with different culture, people and also my own strength and weakness.

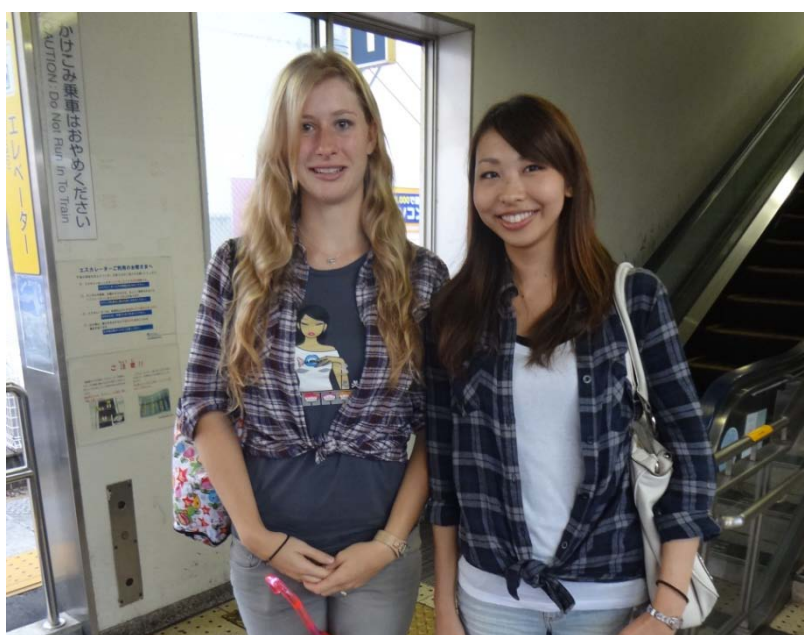
It was difficult for me to make the decision to apply for the program. I was concerned about all the big presentation, events and preparations. I also was concerned about the home stay since my house is not located at a convenient distance. However, I decided to apply because I realized I would never get a chance to do something like this if I did not participate in this program. Also, I realized it was once a lifetime opportunity given by all the supporters from director, professors to the staff at Nanzan's British and American Studies and GP Program.

As I prepared for events and presentations, I faced many difficulties. To be honest, I was very frustrated once and I was feeling too much pressures. However, throughout those conflicts, I learned nothing can be accomplished by only one person, but with many people cooperating with each other and supporting each other, nothing is impossible.

I found I have a weakness to speak up my thoughts and lead the group. On the contrary, I found I am good at organizing group's work and creating meeting memos. HN-Exchangers have different areas of strengths and weaknesses. That is why we made it through the program by redeeming each other's weakness. I feel a stronger bond with other members as well because we went through all kinds of challenges together.

The contents of the program made me grow and improve myself too. Since we needed to make events from scratch by students, I gained a sense of responsibility. Also, I think this was the first time to interact with students from different countries for such a long period. We spent time together for 10days in Hawaii and 10 days in Japan, so we got to talk about many different topics. We each found out about different cultures and regions too. For me, building a strong friendship with students from Hawaii and also from Nanzan was very a precious gift that I gained through participating in this program.

All in all, I never expected to get this much opportunity by participating in Hawaii-Nanzan Short Exchange Program. I think I am very fortunate to get a chance to be part of this program. I would like to remember what I learned from this program and keep improving myself.



Mei and her UHH buddy in Nagoya

Senior Thesis Presentations

by Miki S.

I'm quite sure that this event benefited both listeners and presenters and offered a win-win outcome for all. For listeners, especially for me, it was the first time to come in contact with graduation theses, but the seniors' presentations were coherent and easy to understand for everyone, while at the same time really interesting and made us think. Even though I am a sophomore still, I had a really good time thinking about interesting issues through the graduation thesis of senior students. It also allowed me and other freshmen, sophomores and juniors to get an idea about what the graduation thesis was like and inspired us to think well about our future graduation thesis. In addition, listening to each presentation of the senior students from the different seminars helped me to know what I will be able to learn in which seminar. As for senior students, I felt that their thesis will be improved by good comments and insightful questions from the audience. Anyway, all of the people in the event shared a great time together thanks to the well-written theses.



Miki as an M.C. for the Senior Thesis Presentations

Dickinson Project: Skype Sessions and Event

by Kaoru N.

In this culture exchange project, we communicated with the students at Dickinson College. We had Skype sessions about four times a week with the aim of learning about each other's culture. Through the Skype sessions, we talked a lot about our college life and learned about what life in the US is like. It was really stimulating for me to exchange opinions with the students who had mutual interests such as to learn other cultures.

After many Skype sessions, we organized the event to introduce what we learned from this exchange project. The event took talk-show style and we discussed with the panelists about the characteristics of each culture, and through the discussion, we promoted better understandings of different cultures.

Not only did we learn more about foreign cultures but also we formed a strong bond of friendship through the project. Even after finishing the project itself, we still keep in touch with the Dickinson students and finally we actually met and guided them around Nagoya. I think this project gave me a precious opportunity to make friends overseas.



Kaoru and her team chat to student from Dickinson College via Skype

Nanzan Skype 留学 Event: Dickinson-Nanzan Joint Interview Project

by Rina M.

For us, this event was the very first and last GP activity that we had to build up from scratch. If we had started preparing earlier, if we had kept closer contact within the team, or if we knew better when and how to ask for support from the GP teachers and staff members, perhaps we wouldn't have had to go through such a tough process, but to look at it in a bright way, we now know how important those skills are when it comes to working in a group. We were perfectly aware that the event was to be held in early December, but it was already in the middle of November when we seriously started thinking about the contents. We looked back on the sessions with the Dickinson students and came up with the word independence since they seemed far more mature than us in both ways, financially and mentally. We liked the idea of having a talk show style so we decided to invite students and professors as a panel for a free conversation about comparing American and Japanese college life. However, some team members were not comfortable with giving spontaneous remarks in English so initially we agreed to make a script. But we soon discovered that there wasn't enough time to memorize the lines and the words didn't sound like they were coming from each member's heart. Eventually, we made a revised script with only brief notes about what to talk about at what timing. At the actual event, other GP members, who were not in the Dickinson project, and the invited panelists actively gave their opinions and shared their experiences related to the topic and we cannot thank them enough for helping us get through such a nerve-racking day. But we must also appreciate the unceasing support by the GP teachers and staff members. No matter how much trouble we caused them, they always tried to find the right solution to get us back on track. In GP, we do not only learn how to avoid mistakes, but also how to make up for the ones you have already made.



Rina, talking to the audience during the event

Pamphlet Making: Our Final Project

by Mari K.

What is a pamphlet for? In the first year of this GP program, we made a simple pamphlet to introduce our challenging activities, and next year, we made one to get new members to join us focusing on freshmen. Finally this year, we made a pamphlet to show our full three years' activities and encourage other students to try to do similar activities. We wanted to create our last pamphlet in a student-centered way, so we had a lot of student meetings to plan, do interviews and design it.

The concept of the pamphlet is to show our activities in three years from the past to the present and even into the future. The entire design is a colorful collage book. The reason why we wanted to make it in a collage style is that we thought a collage style book would be good to attract the interest of other students and professors, and also it would be good for us to enjoy looking back on the memories of GP after this program finished. I'll explain our process to make the pamphlet. First, we divided into two teams: interview and design. For a while, although two groups worked separately, one day we noticed that way is difficult to communicate with each group, and inefficient. Therefore, the two groups started working together. As for design, first we were confronted with the difficulty of using Photoshop. We taught each other how to use the program and overcame that problem. The next difficulty was a very limited time to complete it. There was not enough time to work on it, so we had to cooperate and help each other. Especially during exam week, we all were busy every day, so we took turns to work on editing using Photoshop.



Pamphlet making meeting, discussing the design

Reflecting on the Whole GP Program, a Freshman Perspective

by Yumie T.

Through this year, I am sure that I have changed. Both before and after entering college, I liked to write and speak in English. Although I liked those actions, I hesitated to do them in order to share with someone before entering university. After belonging to GP, I have a huge amount of opportunity to use English if I want. Thanks to these great surroundings, I became an active English writer and speaker.

The greatest change is in my mind. When I was a beginner of English learning, I felt ashamed not to be able to use English well. But now I want to use English although I am not an expert yet. After becoming a member of GP, I noticed that the important thing is how strong a heart I have. Enthusiasm for communicating with foreign people and even with Japanese friends in English can make up for a few grammatical errors. I feel a little that I became a more active person than what I was before. Though this may look like a very small change, I believe that a pile of changes leads me to the next stage of my development. But I also think that just waiting for some changes is not the proper way. I should try to make myself change to be the person who I want to be.

I am glad to work as a GP-student and to participate in many activities. Those experiences made my point of view wider. I would like to make use of my past experiences for the next year and future.



Yumie, practicing backstage prior to her joint presentation

Good Practice Indeed!

Reflecting on the whole GP Program, a Sophomore Perspective

by Miki S.

You might wonder what GP is... Giant Peach? General Parking? Grand Piano? No, wrong, wrong, wrong! For me, GP obviously means “Good Practice” and no other words are adequate. That was because the GP program provided students like myself, a wonderful environment that required English in all academic programs. Thanks to such a unique environment, GP played a key role in teaching me how to survive in the international environment by following two methods: getting an international sense and cultivating my relationship skill.

How do you survive in an international environment? Well, GP offered me opportunities to expose myself in an international sense. By being placed in challenging situations where I need to manage everything in English, I experienced many activities such as asking questions in an international lecture, making proposals in a meeting, interviewing local people in Hawaii, making presentations, acting as an MC, recording radio programs, making a pamphlet, and so on. Even though such first experiences are valuable, as you may guess, they are always nerve-racking and embarrassing. However, being familiar with these first experiences opened my eyes to the possibility of being active on a much wider world that I would have no opportunity to think about otherwise. Also, many great role models around me helped me to improve my skills to cope with such difficult situations. I actually saw how student leaders conduct meetings smoothly and write the meeting minutes, how students from Hawaii make attractive presentations and actively participate in class, how a team leader conducts themselves in a confident manner without being nervous and how a professor asks a question that leads to an interesting answer in an interview. Thanks to the encounter of these examples, I was gradually able to soak up these skills from them.

Are you good at communicating? Another beneficial role of GP was that it allowed me to learn how to communicate with people from other countries. Through activities of the GP program, I found how important communication is when making friends and when working together towards the same goal. I strongly felt it especially from my short exchange program with the University of Hawaii students. By sharing time and goals together with them, I naturally acquired how to get along and achieve the same targets with them, by being proactive in communication with them as much as possible. It is always wonderful to have friends all over the world to keep in touch, not only for having fun, but also to help each other in times of need, and motivate each other in our studies or to explore the world, and grow together. And communication makes it much easier to build such lasting friendships.

GP can help you too. Thus GP made me realize the two essentials of surviving in an international society under its unique conditions and they are an international sense and communication skills. Now I feel very glad that I had this opportunity to expand my horizons through the GP program and I’m quite sure that these experiences will be beneficial for me throughout my life. Even though this program will be over once, I’m quite sure GP is definitely needed to stay active to provide Good Practice to more students in the future.



Miki, explaining her design to the group during a meeting

Wonderful Experiences I Experienced through GP Activities

Reflecting on the Whole GP Program, a Junior Perspective

by Shizuka K

The GP committee is the place where I can share my ideas with other students and create the form of our thoughts. The GP program gave me many wonderful experiences which I cannot get from classroom activities. The GP program changed me a lot.

When the GP committee was established, I was in the end of the semester as a freshman. I decided to participate in this GP committee immediately because I wanted to do something big as a student of Eibei students. However, I was shy and I couldn't speak English at all. It was really difficult for me to speak up my ideas in English. I was so depressed and I couldn't take any actions actively. All I could do was just attend the meetings and help with the preparation for events and lectures. However, I felt bitterly disappointed not to be able to say what I am thinking in English. I really wanted to be able to say own opinion in English. So, I made up my mind to practice speaking English when I became a sophomore. I started speaking English in the classroom proactively, to share my opinions with classmates. In those days, I couldn't attend GP meeting so much. However, for me, the final purpose of GP activities was to speak up my thoughts in English. It took almost a year to be able to say what I think in English.

When I became a junior, I was able to say my ideas in GP activities. It was still difficult to express my idea in English effectively, but I gradually notice that trying to share ideas was the most important thing even if I spoke really bad English. I also noticed that I need to have courage to say my thoughts in English in front of many people. I felt like speaking English in front of many people. "Why not try to do that?" I thought.

My first challenge was the airline lecture. I did a 5 minute presentation as an introduction for the airline lecture in front of audience. I felt really nervous and I didn't think I could do it. However, I could do the presentation. This presentation was quite small one, but I gradually had confidence in my English skills and felt that I can do something big as an *Eibei* student.

The biggest challenge for me was the Hawaii-Nanzan Short Exchange Program. This project was kind of a big challenge because I've never been to a foreign country and taken part in a big project like this. However, I felt I can change a lot through this big project somehow. Through this project, I learned and noticed many things and I grew up.

We planned many events through this project. This was the first time we plan events from the beginning to the end though professors still helped us a lot. When we were planning events in this project, I thought that putting all ideas together was not so easy but wonderful ideas were made by mixing up all ideas.

I learned a lot from the events which we planned and carried out. One of the most interesting plans we made was the KZOO radio show. Practically, I learned how to compose a program, make the contents of radio show and how to make music and edit them. At the same time, I learned the power of knowing English. We chose Tohoku earthquake as one of the main contents of the radio show and we did some interviews and research for it. Through this we learned how people all over the world helped us through English. Also, we can thank people all over the world for their help and let them know how the present situation is through English. I thought that knowing other languages itself gave us opportunities to tell what we Japanese students feel and think.

The biggest event of this project was the Joint Presentation. This was the most difficult event for me. The first difficulty was to make friends with Hawaii students. I had never gone abroad and I had to experience home stay on the first day I met my group member of Hawaii. That was the hardest day in Hawaii though I could make friends with Hawaii students easily. The second difficulty was to make the Joint Presentation itself. It was really hard for me to tell what I thought in English accurately and effectively. I learned how overseas student thought and I felt also the cultural differences between Japan and America. I felt that we always had cultural differences when we communicated with foreign people. However, I also

thought that we can know about what Japan is like through these cultural differences. It was really hard to create one big presentation by overcoming the cultural differences, but it made me think about what Japan is like.

The Reflection Presentation was the very event that I accomplished my goal. In some way, this presentation was the most challenging presentation. I did do my best for this presentation because I wanted to tell other people what I learned through this HN-project and share my thoughts with the audience. I could do my presentation in front of an audience without reading an English script. To do a presentation with my own words in English was kind of my dream. When I did it, I was so impressed and felt a sense of accomplishment I've never experienced. That was the most memorable moment.

Through GP activities, I learned English gives us the opportunities to learn about the world and express myself and to know how Japan is at the same time. The possibility that we have is expanded by knowing English. However, I also thought that English is just one of the tools which we use to know other's ideas and tell our thoughts. Only knowing English does not make sense. To improve our thoughts in daily life is the most important. To know the process how to make plans and carry out is also important to tell our thoughts effectively. Based on them, we can use English and express our ideas and thoughts all over the world.

I faced lots of difficulties in GP activities. However, each difficulty improves me little by little and made me strong. I believe that. The GP Project will finish, but this is just the beginning for me. The experiences which I had through GP activities are my treasure. I want to continue to be a person who can have my own ideas and tell them through English.



Shizuka, making a presentation on her area of research in Hawaii, all in English!

Reflecting on My Time in the GP Program

Reflecting on the whole GP Program, a Senior Perspective

by Yumi K.

The most impressive GP experience for me was the Hawaii Nanzan Short Exchange Program. What I was able to learn most was leadership from the preparation for this program. When we started making plans in the first meeting, we had difficulties with sharing thoughts with other people because the 10 members did not know each other well so we hesitated to speak up. At first, I was not good at taking a leadership position. I did not know what I should do in meetings and what I could do for other members as a senior. I tried not to think I was a leader. I tried hard to think how to get everyone to talk and share their thoughts freely. As we had meetings several times, I tried to get everyone to talk at least once and this helped to break the silence. In addition, I thought it is important to know what each member really thought and wanted to do. I talked to each member personally and was able to know what they really felt. After that, we were able to plan the events much faster. Thanks to all my experiences in GP, I was able to learn and practice my way of taking a leadership position. I believe caring about all members and encouraging them to participate in meetings, activities etc. is the best way.



Yumi, giving her ideas about the Hawaii-Nanzan Short Exchange Program in a meeting

5 語学試験 (TOEIC® テスト)

南山大学外国語学部英米学科の「多文化社会における英語による発信力育成—グローバル時代に活躍するための多元的学士力向上プログラム—」（平成 21 年度文部科学省大学教育・学生支援推進事業【テーマ A】大学教育推進プログラム採択）において、学生の英語力向上を客観的に把握することは非常に重要です。

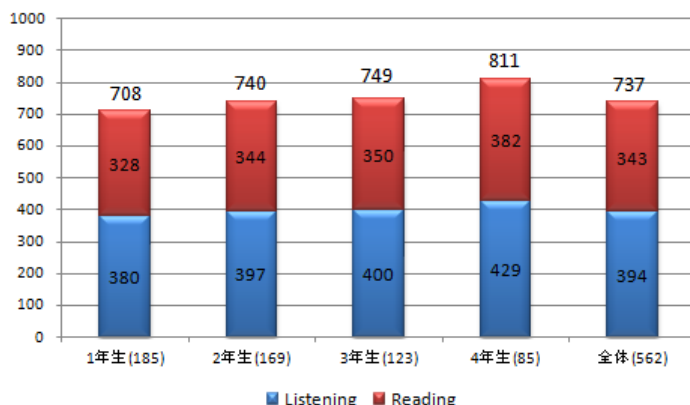
本取組では、2009 年度より（財）国際ビジネスコミュニケーション協会 TOEIC 運営委員会が実施している「TOEIC®テスト（国際コミュニケーション英語能力テスト）IP テスト」を導入しました。これは、一部の学生を対象としたものではなく、英米学科の全学生を対象とした取組で、1 年生には 4 月・12 月の 2 回、2 年生～4 年生は 12 月の年 1 回をそれぞれ実施しました。毎年同時期に TOEIC IP テストを実施することで、過去のデータと比較することができ、1 年間でどの程度の語学力の改善があったかを客観的に把握することが可能となりました。また、本取組は、学習成果がスコアで確認できるので、学生の英語学習意欲の向上にもつながっています。

これらで得られたデータは、本取組の自己点検・評価に有効であるとともに、今後の事業展開にも活用していきたいと思えます。

5.1 2011 年 12 月実施 学年別平均点 (562 名)

2011 年 12 月に実施した TOEIC IP テストの学年別平均点を表したのが、次のグラフです。

() 内は受験者数を示しており、今回のテストの全体の受験者数は 562 名でした。

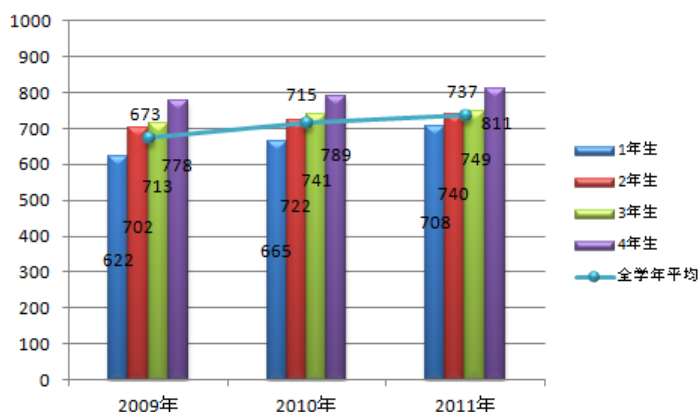


本学では、TOEIC テスト対策に特化した授業は行っていないが、2011 年 12 月実施の TOEIC IP テストでは、受験生全体の平均が 737 点、4 年生に関しては、平均点が 811 点と高得点を記録しています。

各自の TOEIC スコアがどの程度の Proficiency かの目安として、(財)国際コミュニケーション協会が作成した「コミュニケーション能力と TOEIC スコアの相関表」と学年別平均点を照らし合わせてみると、1 年生の平均点では「日常生活のニーズを充足し、限定された範囲内では業務上のコミュニケーションができる」レベル C(TOEIC スコア 470 点～729 点)にあたり、2 年生以上の平均点では「どんな状況でも適切なコミュニケーションができる素地を備えている」レベル B(TOEIC スコア 730 点～859 点)にあたります。レベル C 以上=TOEIC スコア 470 点以上の受験者は、562 名中 550 名と全体の 98%を占めています。

5.2 平均スコア推移(2009 年度～2011 年度)

2009 年～2011 年（毎年 12 月）に実施した TOEIC IP テストの学年別平均スコアの推移を表したのが、次のグラフです。



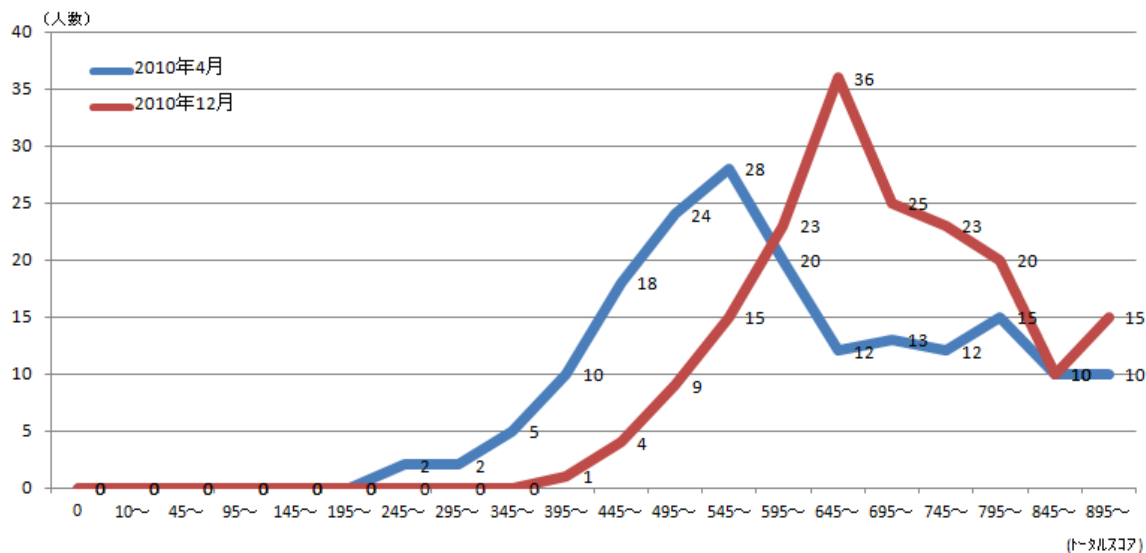
2011 年度の英米学科全体の平均スコアは、737 点でした。2010 年度より 22 点、2009 年度より 64 点上がりました。英米学科全体の英語能力が着実に高くなってきています。

(財)国際ビジネスコミュニケーション協会が発行している 2010 年度の TOEIC IP テストのデータ分析によると、大学生の平均スコアは 445 点でしたが、それに対し、英米学科全体の平均スコアは 715 点(2010 年)と、270 点もの差が見られます。

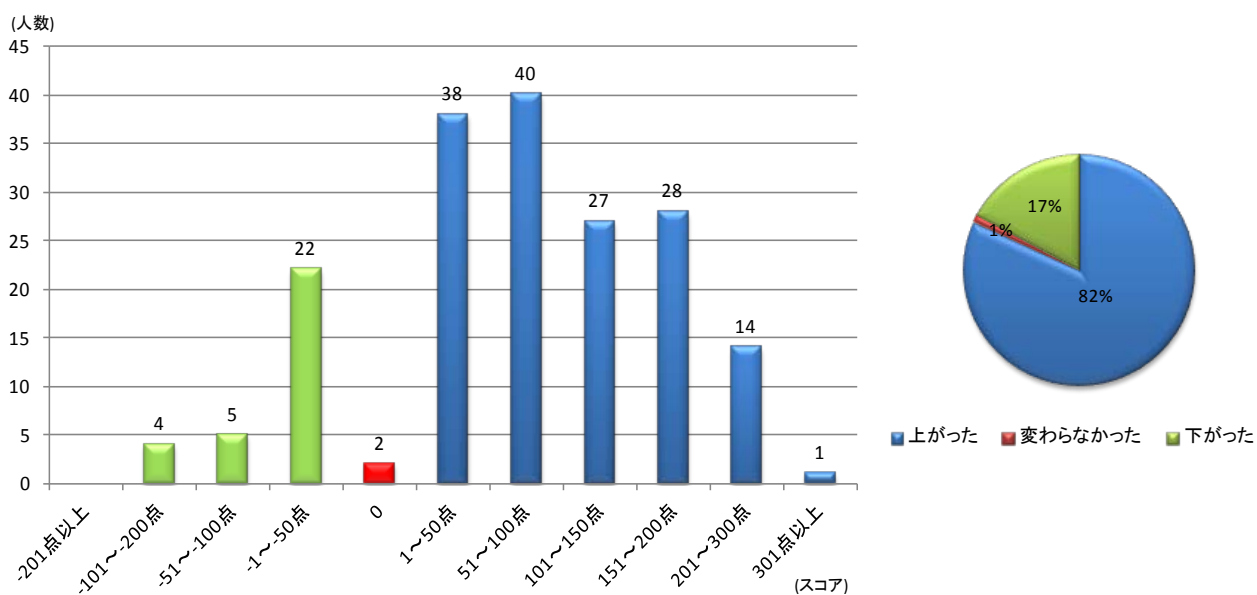
5.3 スコア推移

1年生(2011年4月と2011年12月を比較: 181名)

◆スコア分布



◆スコア伸長



12月の平均スコアは709点、4月の平均スコア627点より、82点上がりました。

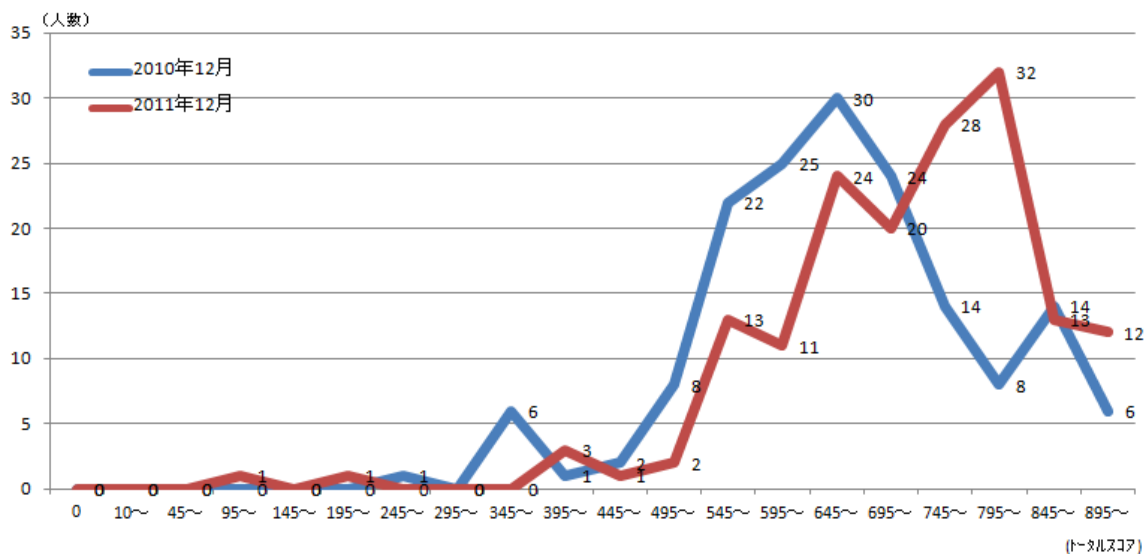
平均スコアを上げた理由は、545点以下だった学生がスコアアップしたことです。545点以下だった学生は、4月は49%（89名）だったのに対し、12月では16%（29人）に減っています。この底上げが1年生全体のスコアを引き上げたのです。

1~100点スコアを伸ばした層が多く、最高スコアアップ幅は350点です（465点→815点）。

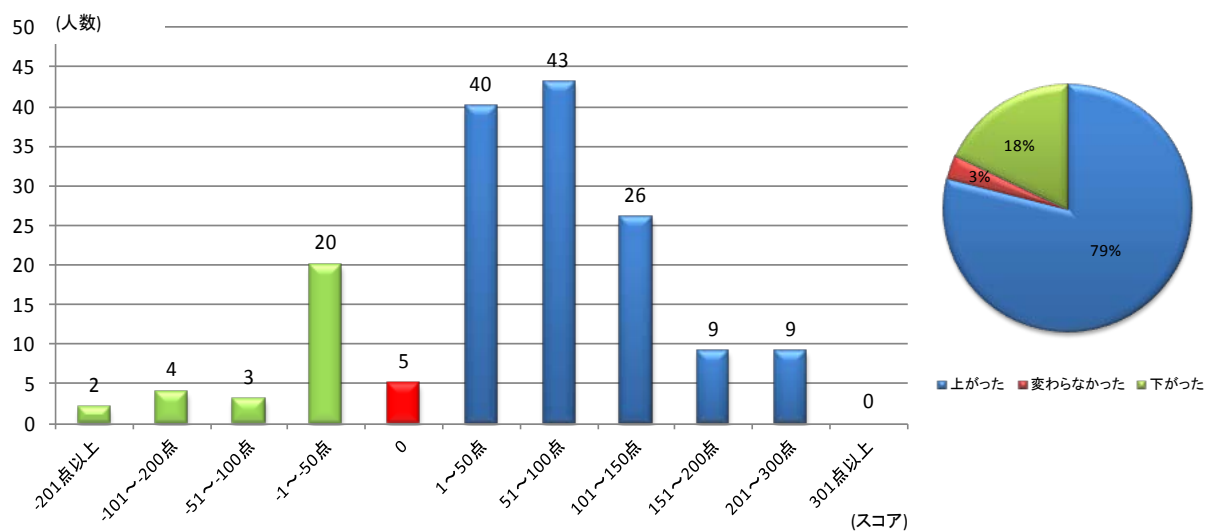
2011年4月、2011年12月実施のテストを両方受験した1年生のうち、82%の学生がスコアアップしています。

2年生(2010年12月と2011年12月を比較: 161名)

◆スコア分布



◆スコア伸長



2011年12月の平均スコアは729点、2010年12月の平均スコア672点より、57点上がりました。

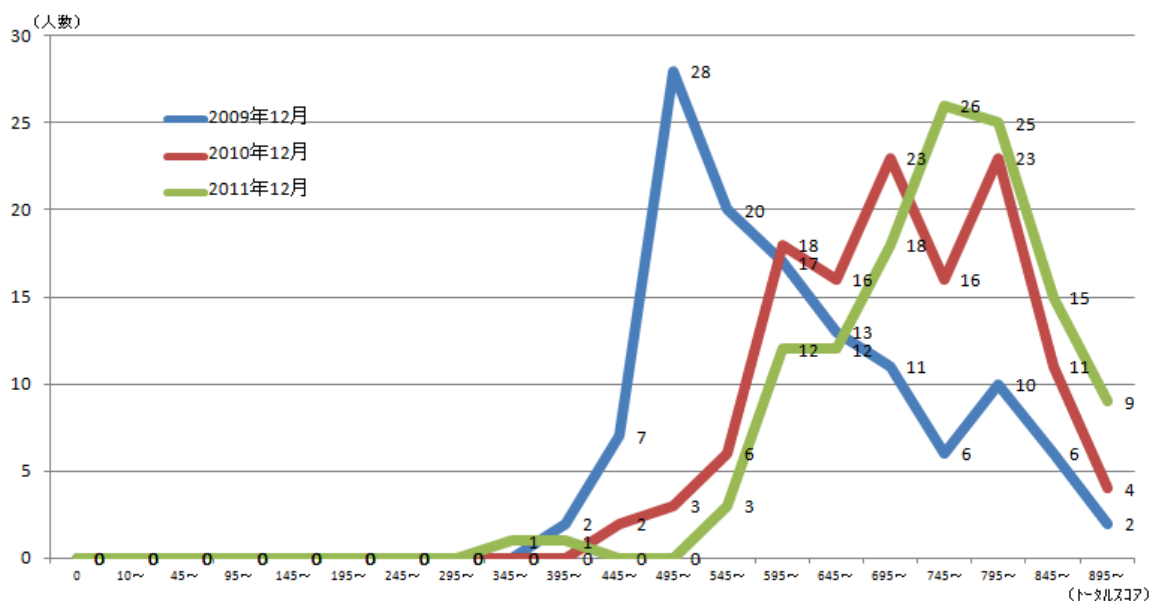
745点以上の学生が2010年12月では26%（42名）だったのに対し、2011年では53%（85名）と増加しています。また、990点満点のスコアの学生が2名いるため、平均スコアが大幅アップしました。

1~100点スコアを伸ばした層が多く、25%を占めており、最高スコアアップ幅は295点です（390点→685点）。

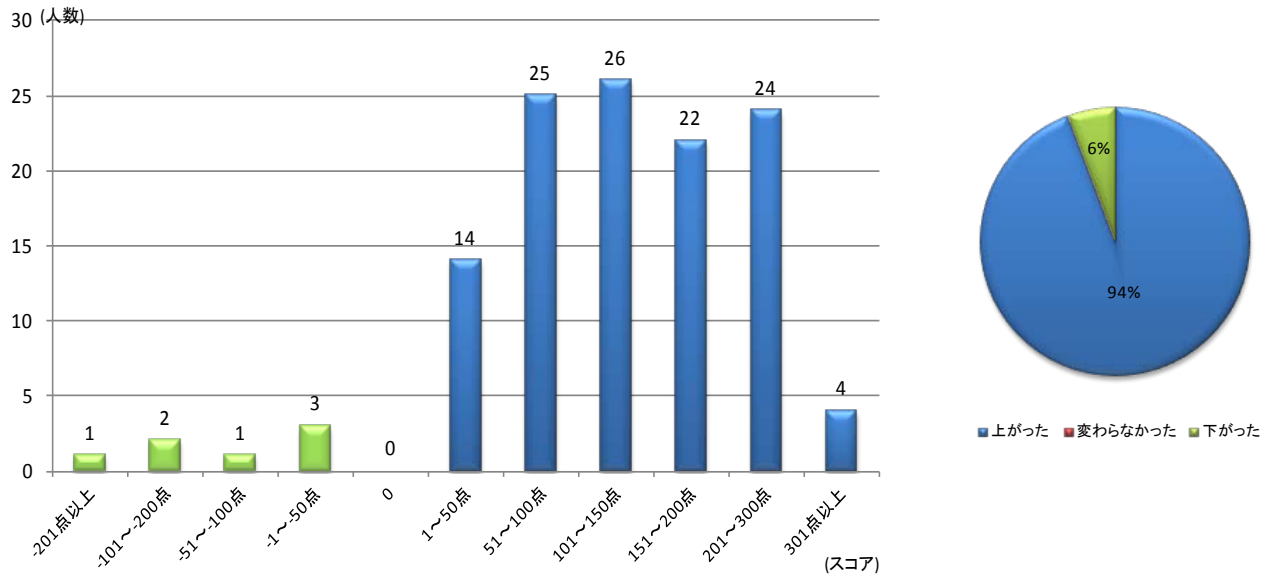
2010年、2011年実施のテストを両方受験した2年生のうち、79%の学生がスコアアップしています。

3年生・4年生(2009年12月・2010年12月・2011年12月を比較: 122名)

◆スコア分布



◆スコア伸長 (2009年 vs. 2011年)

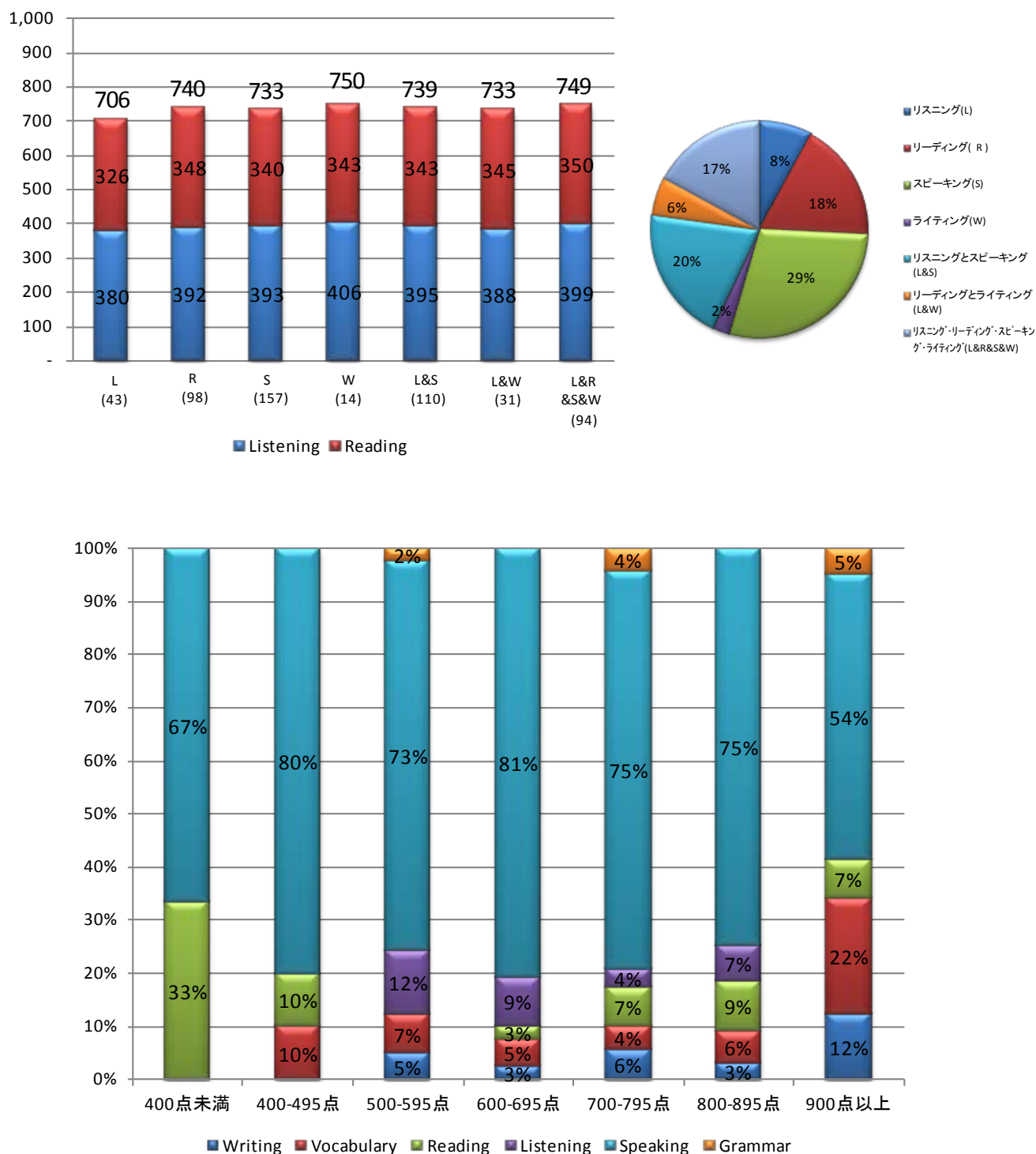


2009年～2011年の3年間続けて受験した学生は122名(現在3・4年生)でした。2009年と2011年を比較すると122名のうち、スコアアップした学生は94%、スコアダウンした学生はわずか6%でした。平均スコアは、629点(2009年)→728点(2010年)へと99点の大幅スコアアップとなり、2011年には758点と更にアップしています。

2009年～2011年の3年間で、スコアを51点～300点伸ばした層が多く、全体の80%を占めています。このことから英語能力が向上していることがわかります。

5.4 英語教育で特に力を入れたい分野

学生が英語教育で特に力を入れたいと考えている分野とそれぞれの分野を選んだ学生の平均得点を表したのが次のグラフです。



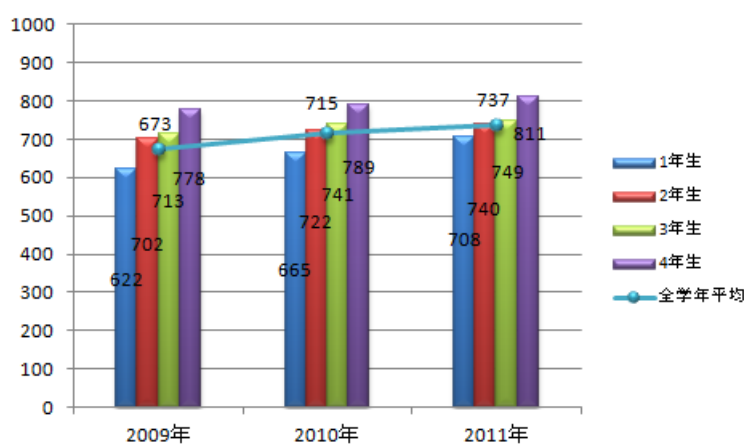
Speaking 分野に力を入れたいと思っている学生の数が他の分野に比べて圧倒的に多いことがわかります。トータルスコアが400点未満では、Reading と Speaking に力を入れたいと思っている学生がほとんどですが、トータルスコアが500点以上になると、Speaking だけではなく、Listening、Writing や Vocabulary と全分野において力を入れたいと思っている学生が存在します。その中でもトータルスコアが900点以上ではVocabularyに力を入れたいと思っている学生が22%と900点未満の学生よりも多く、Vocabulary の重要性を意識している学生が存在していることがわかります。

6 総合評価

ここでは GP プログラムの過去 3 年間の活動について、TOEIC IP テストスコア、各イベント参加者対象のアンケート結果、GP 学生企画運営委員対象の記述式アンケート結果（9 名から回収）を踏まえて、総合評価することになります。

6.1 英語スキル評価

GP プログラムの効果を客観的に測定するためのデータとして、2009 年より毎年 1 回 12 月（1 年生は 4 月と 12 月の 2 回）に、英米学科生全員を対象に TOEIC IP テストを実施してきました。「[表 1] 英米学科生全体のスコア推移（2009-2011）」が示すとおり、2011 年度の英米学科生全体の平均スコアは 737 点です。これは 2010 年度よりも 22 点、2009 年度よりも 64 点高いスコアです。



[表 1] 英米学科全体のスコア推移（2009-2011）

TOEIC IP テストを、2009 年 12 月、2010 年 12 月、2011 年 12 月と 3 年続けて受験した学生は 122 名で、これらの学生たちの 2009 年と 2011 年のスコアを比較すると、122 名のうち、スコアアップした学生は全体の 94%、スコアダウンした学生はわずか 6%でした。3 年間の平均点の推移も、629 点（2009 年）→ 728 点（2010 年）→ 758 点（2011 年）と、徐々に上昇しています。これは、これらの学生たちの英語能力が着実に高まっていることを示しています。

次に、GP 学生企画運営委員（GP プログラムに積極的に参加している学生）と、参加していない学生の 2011 年の平均スコアを比較してみると、1 年生では GP 学生企画運営委員のスコアの方が 51 点高く、2～4 年生に関しては、GP 学生企画運営委員のスコアの方が 100 点以上高かったことがわかります。これらの結果から、GP プログラムの企画と運営への参加が学生たちの英語スキルの向上により影響を与えた可能性がうかがえます。

以上、TOEIC IP テストスコアという客観的な数値を使って、英米学科生の過去 3 年間の英語力の伸びを吟味しました。TOEIC IP テストは、実践的な英語能力を測定する手段として世界中で広く使われていますが、そこには限界もあります。TOEIC IP テストは、他のテストと同様、学生の英語力のすべてを測定するものではありません。また、TOEIC IP テストスコアの伸びが、GP プログラムへの参加によってもたらされたのか、それとも授業など他の学習体験によってもたらされたのかを以上のデータから断定することはできません。しかし、GP プログラムが英米学科生の英語力の向上にマイナスの影響を与えなかったことはまず間違いないと思われますし、それがプラスの影響を与えたであろうことも以上のデータから十分に推測されることが考えられます。

上述の TOEIC IP テストスコアによる評価を補完するものとして、GP プログラム運営委員で英米学

科ネイティブ英語教員の Robert Hewer 講師による評価を以下に掲載しておきます。

The GP Program gave me a unique chance to work with small groups of students on a variety of projects. Watching the GP students starting projects and helping them through to completion has been a very interesting and satisfying part of my job. I could monitor their progress and watch them grow. An interesting point for me was that many of the students are/were in my regular classes as well; where students needed many of the skills the GP students were using on a regular basis. The GP students really excelled in those class activities. I was also deeply impressed by their continued motivation. Because the GP Program did not have any academic credits or contribute to the students' grades, I thought motivation would slowly fade. It did not fade for a majority of the GP students and they genuinely seemed to enjoy each event and/or project that we worked on. Our successes are their success! I hope they carry this on into their futures and make a positive difference to our society.

6.2 企画・運営力評価

GP プログラム開始当初、学生たちは何をするにも受け身でした。しかしながら、イベントの企画と運営に携わるごとに、どのような役割が必要か、自分は何をすべきかを自ら考えて行動できるようになったようです。ある学生は、GP 学生企画運営委員としての活動をとおして、「積極的に動くこと、目的を明確にすること、責任感（チーム内での）を学び、また向上させることができた」とアンケートに記しています。また、行事を企画し、運営する中で、不測の事態に遭遇することはよくあることですが、このような事態に備えて、学生たちは「1つのプランだけではなく、プラン B やプラン C について考えておく」姿勢を身に付けたようです。

GP 学生企画運営委員会にはイベントグループとメディアグループがありますが、そのうちイベントグループリーダーを務めた学生は、人をまとめることの難しさを身を持って知ると同時に、そのやり方を学んだようです。彼女はアンケートに「頭ではイメージできていても、なかなか実際に行動に移すのは難しいですが、今では少しは度胸もつき、人前で話すことにあまり抵抗を感じなくなりました」と記しています。

このように、学生たちは企画運営上の困難に直面しながらも、お互いに協力しながらそれを乗り越える術を学んだようです。GP 企画運営委員の学生の以下の言葉が、この点についての GP の意義を要約しています：「文字通り、何もかもがはじめからのスタートで、企画の立案などもスムーズにいかないことが多々あり、初めは苦勞した。しかし、このような“うまくいかない”という経験を通して学んだことや、それらを乗り越えられたときの成長は私の中に一生残るものになった。GP プログラムは、私たちに学生という枠（金銭的なものやモビリティ）を乗り越えて大きなものに挑戦し、成し遂げるという場をくれた。」

GP 学生企画運営委員の学生は、GP 活動に参加していない学生に比べて、普段の学生生活では経験できないようなことを多く経験してきました。国際ワークショップ、講演会、卒業論文中間発表会など GP 主催イベントの企画と運営に直接関わることによって、これらの学生たちは実践的な企画・運営力を高めたとと言えるでしょう。

6.3 情報発信力評価

授業以外で英語を使う機会が少ない中、GP 学生企画運営委員の学生たちは定期ミーティングやプログラムの企画運営に関わる意見交換をすべて英語で行ってきました。これらの経験をとおして、学生たちは英語運用能力を高めると同時に、英語か日本語かに関わらず、「伝える」という行為全般に

ついでに理解を深めたようです。また、GP プログラムでは、すべての英米学科生に対して、イベントに参加したり、人前でプレゼンテーションをしたりする機会を提供してきました。これらの経験をとおり、英米学科生たちは英語による情報発信能力を高めたようです。

たとえば、ある学生は 2010 年のハワイ大学生との合同プレゼンテーションで原稿を読み上げるだけの発表をしてしまったことを反省し、その経験を 2011 年の合同プレゼンテーションに生かしました：「一度経験したことを生かして、もっと相手に『伝える』ということを重視してリサーチする中で、何を一番伝えたいのかを基に台本を作りましたが、最終的には前を見て伝えたいことだけを伝えられました。」と彼女は書いています。このように GP プログラムは、英語プレゼンテーション能力のみならず、わかりやすいプレゼンテーションの仕方といった、より根源的で一般的な情報発信力をも培ったようです。

またメディアグループ所属の学生は、ポスター制作に関して以下のように述べています：「デザインの提案をする上で、『こんなイメージにしたい』『あんな雰囲気を出したい』という目に見えない抽象概念を英語で説明するのが大変でしたが、このおかげで言葉につまっても相手に理解してもらえるまであきらめずに英語を話す度胸が備わったように感じます。」このように、学生たちは言葉に表しにくい抽象概念についても英語で粘り強く伝え続ける姿勢を身に付けたようです。

多くの学生は、英語によるプレゼンテーションや意見交換の経験をとおり、情報発信力の向上を実感しているようです。また、どのようにすればより多くの人たちが自分の言葉に耳を傾けてくれるかを考えて話すことができるようになりました。これは、どの言語を使うかということに必ずしも関わらない、『伝える』技術の習得であると言えるでしょう。

これらに加えて、GP 嘱託講師による英語卒業論文作成支援は、学生たちの書き言葉による情報発信能力を向上させました。その卒業論文の発表の場として毎年開催している「卒業論文中間発表会」では、司会を含めてすべてを GP 学生企画運営委員会が英語で運営しており、英語による発信力を高めることができました。また、発表者は英米学科の 4 年生全員から募集し、これらの発表もそれに対する質疑応答もすべて英語で行われたため、GP 学生企画運営委員以外の学生たちも英語力を向上させる機会を得ました。このように英語を使って学生たちが情報発信する機会を多く設けたことは、GP プログラムの功績と言えるでしょう。

2011 年度「Hawaii-Nanzan Short Exchange Program」の一環として、1963 年 10 月にハワイで開局した日・英バイリンガルラジオ局「KZOO Radio」の番組「Aloha GP!」に英米学科生 4 名が出演しました。この番組のリスナーは、日本で生まれ育ち、現在はハワイで生活している日系移民一世と二世、ハワイで勉強や仕事をしている日本人、日本からの長期滞在者や旅行者など、そして日本への興味を持つ地元住民などが含まれます。この番組の企画と制作は、すべて英米学科生自らが手がけ、BGM や効果音も学生たちが楽器を演奏して制作しました。番組内容は、1) 自己紹介と南山大学英米学科 GP プログラムの紹介、2) 東北でボランティア活動に参加した南山大学生へのインタビュー、東日本大震災における調査結果報告、サポートをしてくれている国際社会への感謝のメッセージなど、2011 年 3 月 11 日に発生した東日本大震災に関すること、そして 3) 名古屋の今、と多岐にわたっています。ハワイで英語によるラジオ放送を実現することができたのは、GP プログラムによる情報発信力育成の成果と言えるでしょう。巻末の付録 CD (KZOO RADIO PROGRAM ALOHA GP!) を是非お聞きください。

6.4 異文化理解力評価

GP プログラムは、ディキンソン大学との交流、ハワイ大学との交流、そして他の様々な GP 主催イベントをとおり、英米学科生の異文化理解力の向上を促がしました。

ディキンソン大学とハワイ大学との交流に関して、イベントグループのサブリーダーを務めた学生は以下のように記しています：「主に、ディキンソン大学とハワイ大学との交流の中で、異文化理解力が向上したと思います。日常生活で南山に来ている留学生の人と話せば、異文化について理解することはできますが、実際に海外の学生と一緒に協力してプレゼンテーションなどの企画を行う中で、学問的な面で文化的な相違点を見つけることができ、また新しいことも知ることができたと思います。」つまり、日常的な水準よりももう一步踏み込んだより深い水準での異文化交流の機会を GP プログラムは提供したということのようです。

また GP プログラムをとおしての異文化交流について、別の学生は以下のように述べています。少し長くなりますが、事柄の本質を捉えていると思われるので引用することにします：「GP プログラムをとおしての文化交流（お互いの生徒派遣と海外からゲスト教授を南山大学へ招いての講義と議論）が、私の異文化理解に大きく影響を与えたと思います。どちらの場合も、日本に来ている外国からの留学生よりも日本語や日本文化にあまり親しみのない人たちの訪問の場合が多いので、このような人たちとのコミュニケーションは実際に日本の外に出たときに触れるような文化的価値観の違いに近く、彼らの世界や日本についてのより率直な見方を聞くことは刺激的でした。このような文化の違いに直接触れる機会は、改めて自分自身の文化を振り返るきっかけになり、また日本人の当たり前が違う国ではまったく通用しないことを何度も痛感させられました。」

彼女が書く「日本語や日本文化にあまり親しみのない人たちの訪問」というのは、実は GP プログラムが意図したものです。ハワイ大学から学生を招聘する際、日本を含めた海外での滞在経験が少ないことは、選考基準の一つでした。これによって、英米学科生はいわゆる「日本通」「日本びいき」ではない外国人学生との交流の機会を持ちました。上のコメントを読むと、その意図が功を奏していることが確認できます。また、異文化交流によって「改めて自分自身の文化を振り返るきっかけ」を得たというのは、多くの英米学科生に共通する体験のようです。異文化交流というのは、本来、双方向的なものです。異文化について学ぶということは、自文化について学ぶことを意味します。この重要な洞察に至る経験を GP プログラムは提供したと言えるでしょう。

2011 年に実施した Hawaii-Nanzan Short Exchange Program は、異文化交流体験の提供という意味で、特に大きな役割を担ったと言えるでしょう。これは9月の9日間、10名の英米学科生がハワイを訪れ、様々な文化体験をすると同時に、ハワイ大学ヒロ校の学生たちと交流するというものでした。これに参加した学生たちは、ホームステイや共同プロジェクトを進める中で様々な文化の違いに直面しながらも、それらを上手く理解し、受け入れていました。学生たちが異文化に対する興味を失うことなく、違いを受け止められるようになったことは、GP プログラムの成果だと言えます。このハワイでの異文化体験は、参加学生が帰国後に行った報告会などをとおして、他の英米学科生たちにも共有されました。

以上、GP プログラムの過去3年間の活動について、TOEIC IP テストスコア、各イベント参加者対象のアンケート結果、GP 学生企画運営委員対象の記述式アンケート結果(9名から回収)を踏まえて、総合評価を行いました。このプログラムが英米学科生の英語スキル、企画運営力、情報発信力、異文化理解力に与えた影響は極めて大きいと言えます。この成果を引き継ぎ、学生たちが主体的に行動し、学び合う場を提供し続けることが求められています。

最後に GP プロジェクトディレクターである Aya Kawakami による総合評価を以下に掲載します。

As the GP Project Director, I had the most contact with the students and worked very closely with them throughout the entire program. I saw this program as a wonderful opportunity to help the students to see beyond

English, to see that it is not enough to know the vocabulary, grammar, and usage of the language but through it, gain other skills that would truly make them capable of working in an international atmosphere. The primary goal was to teach the students to become organized, creative, and expressive and to teach them to think for themselves. While growth could be seen every year, I feel strongly that this last year has been extremely successful in regards to the students' independence. They are now able to run meetings by themselves quite successfully in English. They have learned how to create a step by step approach to planning any event or advertising campaign. In terms of their ability to express themselves, the events "The Hawaii Nanzan Exchange: Our Amazing Journey" and "Nanzan Skype 留学~Nanzan-Dickinson Joint Interview Project" were wonderful examples of how much the students have grown. Both events were very much spearheaded by the students, with minimal guidance from myself. In "The Hawaii Nanzan Exchange: Our Amazing Journey", many of the students who participated in the exchange presented on their areas of personal interest and research. Not only were the contents of the presentations well organized and interesting, but the students themselves presented with confidence and ease and were even able to handle unexpected questions from the audience with relative composure and grace. What was especially impressive were the two freshman GP students who were the MCs for the event. They effortlessly created commentary after each presentation, completely unscripted and exuded confidence as they elicited questions or asked questions themselves to the presenters. "Nanzan Skype 留学~Nanzan-Dickinson Joint Interview Project" showed off how independent the students had become. After overcoming technological and international time zones and working together with students from another country, the students participating in the project decided to create an event to share what they learned. They decided the format, which was a talk show style event with a panel of discussants, and created the script themselves. On the day, those who participated in the program acted as the hosts of the program and it was very clear that they had learned not only to express their ideas but to help others bring out their own ideas and to help maintain a good discussion. I firmly believe, after three years of work on this project, that opportunities for students to take a more active role in their learning have great benefits. Through this program, our students have not only become more confident and comfortable speaking English, but have learned to develop as people that will be able to function in an international environment.

6.5 学生アンケート(自由記述式)

GP プログラムでの活動をととして何を学びましたか(GP イベントの企画・運営者としての経験、参加者としての経験、を踏まえて)。

- 自分のアイディアを持ち、それを伝える大切さを学びました。イベントがどのようにして行われるのか、それを成功させるために必要なことは何か、プランの立て方などを学びました。(1 年、メディアグループ)
- プレゼンを通して自信が持てました。企画者としては、どのようにすれば“ユニーク”な面白いイベントが作れるかという参加者の目線で見ることの大切さを学びました。(1 年、メディアグループ)
- 2 年間を通じて、GP に携わってくださった先生・スタッフの方々から数多くのことを学びましたが、中でも活動全てにおいて繰り返し聞かされたのは、「失敗してもいいよ」「It's OK to make mistakes.」です。もちろん完璧を目指して頑張らないといけないけれど、何事にも本番は失敗や想定外のハプニングがつきもの。そこでくじけたり、自分を責めたりするのではなく、上手く行かなかった原因を考えて次の機会に活かせば良いのだと GP は教えてくれました。先生やスタッフ

が本当に心温かく寛容に辛抱強く私たち GP 生をサポートしてくださったので、振り返ってみると自分は甘えて頼りすぎていたと感じて反省することばかりですが、ここまでのびのびとやりたい放題やらせていただいた経験は、将来社会に出て行くための原動力になると信じています。(2 年、メディアグループ)

- プレゼンテーションの時や人前に立つ時、あまり緊張せず、きちんと冷静でいられるようになった事が一番良かったと思います。発言力や積極性に関しては、自分ではまだまだだと思いますが、少しは向上できたかなと思います。自己表現する事の楽しさややりがいを学ぶことができました。(2 年、イベントグループリーダー)

- 異なった考え方を持つ人々が一つになって何かを作り上げることがいかに難しいことであるかを実感しました。みんなが力をあわせて頑張っても、順序よく手際よく企画をしていかないと、きちんと運営できず、空回りしてしまうこともよくありました。何が重要でどこに最も時間をかけるべきか、何を先決して進めていくべきか、また、企画を運営する上で抜け漏れがないかを最後までチェックすることがいかに重要かなどを学ぶことができました。

また、参加者としては、外部の教授を招いて行われたレクチャーが自分にとって英語を学ぶモチベーションになっていました。自分が興味のないテーマでも、参加することで、「あ、このテーマも面白いな」と思うことができ、自分の視野が広がったような気がします。たくさんのレクチャーを受けましたが、幅広い分野に興味を持つことの重要性を学ぶことができたような気がします。

(3 年、イベントグループサブリーダー)

- 私の母国語は日本語で、英語のネイティブスピーカーではない。だから、英語を話す時に誤りがあったって、なんら不思議な事じゃないし、別に恥ずかしい事でもないから、間違ってもいいから話してみよう、と思えるようになりました。(1 年、イベントグループ)
- 私が GP に参加しようと思ったのは、先輩方が GP を宣伝しに授業にやって来て、英語で GP について説明しているのを見て、あんなふうに英語で伝えられるようになりたいと思ったのがきっかけでした。実際に GP に参加して、英語でイベント企画をする大変さを学ぶと同時に、各イベントをやり終えた達成感を得る中で、グループを引っ張ってってくれるリーダーや先輩方のすごさを感じました。2 年生になり、自分も 1 年生の上に立つ立場になり、グループをまとめて引っ張っていくことを学び、また、みんなで協力して 1 つのものを作り上げるという経験を通して、チームワークも学べたと思います。(2 年、イベントグループ)
- イベントの企画・運営とも私にとって新しい経験であり、よりよいイベントにするために、何度も話し合いに話し合いをかさねてより良いものを学生同士で協力して作り上げるといった作業は、苦労の連続でもありましたが、そのイベントの終わりには何かを成し遂げたという感覚はとてもやりがいがありました。またイベントの企画・運営側として動きながらも、実は一つ一つのイベントが新しい学びの場であり、たとえばラジオのホストを司会に呼ぶ際は、ラジオの業界についてみんなで調べてみたりと毎日が発見の連続でとても興味深かったです。またメディアグループでは、ビデオの編集からポスター作り、翻訳などの普段の生活では到底縁がないような作業に携わることを通して、メディアに関して初心者であった私に「人に伝える」という作業の奥の深さを学ぶきっかけとなりました。(留学中)
- 学年を超えて、英米の学生たちと触れあえ、ともにイベントを計画したり、参加したりできる活動はあまりないので、お互いに刺激を与え合うことが出来たと思います。

アメリカの大学からの学生との交流や様々な講演会を通して、授業以外で英語を使って自分の言葉で発言する機会が多々ありました。また一緒にいる時間が例え短くても、言語が違って、いい友好関係が作れるということを実感しました。(卒業生)

7 PowerPoint Slides and a Sample of Scripts

Hawaii-Nanzan Short Exchange Program 2011: PowerPoint Slides Made by Students

(a small sample from each presentation)

- 1) Fashion Show Slides for “Nanzan's Japan Expo” at the University of Hawaii at Hilo's Women's Center (a selection of the slides)



Yukata

- Summer Kimono
- Worn at summer festivals, Bon dancing, and at Japanese Inns
- Originally bathrobes for bath houses
- Cool in summer
- Obi belt or sash, Geta (wooden sandals), and bag
- Adjustable to changing size=economical

Modern Yukata

- Modernization of traditional fashion
- Add lace, accessories, new materials
- Change the style: mini or open neck

Jinbei

- Traditionally worn by men
- WWII: Women began to wear them for mobility and convenience
- Became popular post war as pajamas

Jinbei Now

- Recently, Jinbeis have become very popular as summer festival attire
- Why? Because many people find wearing Yukatas restrictive and cumbersome
- Many styles are available now!

School Uniform

- Sailor style uniform
- Prior to the sailor style uniform, girls wore Hakama
- School was only for the privileged few: sailor style uniform was a status symbol
- Students individualize their uniforms
- Many variations depending on the school

OL (Office Lady)

- Office ladies- women who work in offices in Japan
- Conservative, subtle, neutral fashion
- Skirts, shirts, jackets, pants, cardigans, belts, scarves, simple dresses
- Colors: pale pastel, black, white, blue, grey, beige
- Unspoken dress code
- Mentality of uniformity connected to Japanese society

OSAKA NO OBACHAN

- Symbol of Osaka
- Loud and bright clothes, loud and friendly personality
- Cheap is good, flashy is good!
- Osaka is the comedic center of Japan
- People in Osaka pride themselves on their sense of humor!
- Be careful: always call an "obachan" → "onehsan!"

Nagoya Jyo

- Nagoya Jyo = Nagoyan Princess
- Fashionable- brand name fashion and accessories
- Nagoya Maki: Nagoya style curls!
- The image → "Ladies of good upbringing"
- Nagoya Jyo became widely known through the Aichi Expo in 2000
- The look has become popular nation wide

GYARU (GAL)

- A look made popular by Amuro Namie, famous singer
- Main feature, platform shoes
- Make up : Bold thick eye lines, color contacts, big false eyelashes
- Effects on society: young people rejecting restrictive jobs to keep freedom of fashion
- Hostess is top ranking as dream job for elementary school students????

Yama Girl

- Yama girl emerged from Mori girl and the philosophy behind it
- More active Mori girls- interest in mountain climbing and hiking
- 2010 mountain climbing became HUGELY popular in Japan
- Yama girls love the outdoors
- BUT: they also want to look good!
- Effect on Japanese Economy : Famous fashion brands have created lines especially for Yama girls!!

Mori Girl

- "Forest" girl from the medieval times
- A lot of the inspiration comes from Grimm's Fairy Tales
- The term "Mori Girl" from MIXI (Japanese social network)

Mori Girl: The Look

- vintage clothing- whites and earth tones
- many layers, A-line dresses and Lace
- Mori Girls have pale skin and bobbed hair or long hair with curls, straight fringe
- Red cheeks!

Zipper Fashion

- Japanese style street casual fashion
- Based fashion from the magazine "Zipper"
- Also called *Harajuku Kei* (style)
- Cheerful Girl
- Bright colors, back packs, sneakers
- "Odango" hairstyle
- Fake glasses with NO lenses!
- Mascara on upper and lower lashes!

FURUGI

•geometric patterns, bright colors, floral prints

•Mix vintage clothing with modern items

•Make up and hair: retro style

•hairstyles model those of Japanese film stars of the 1940s and '50s.

•The key element in Japanese retro fashion is the use of the prints that were popular during the 60s through to the 80s such as stripes and polka dots.

•*Kimawashi*, wearing the same items in different ways to change the look, is a keypoint too.

FURUGI: Why so popular?

CHEAP: prices are often 390 yen (\$4), 500 yen (\$5), 990 (\$10) ranging up to 3990 (\$40)

UNIQUE: most are one of a kind or are not so mass produced/available now

FASHIONABLE: retro is cool!

Cosplay

- "costume play": people wear costumes to represent a character or idea
- Often drawn from manga and popular fiction in Japan
- There are conventions and parties dedicated to cosplay
- Freedom of expression: not bound by gender
- Cosplay is international not exclusive to Asia or Japan

Lolita

- Based on Victorian and Rococo period clothing
- Knee length, teacup shaped skirts and dresses
- Petticoats, blouses, knee high stockings and headdresses
- 1970s: Pink House Label
- 1990s: Visual Kei (Type) bands popularized the fashion
- Today: sold in department stores all over Japan

Lolita: Misconceptions

- Not at all related to Nabokov's book
- The aim is to look cute and elegant, not sexy
- Those who wear Lolita fashion state that they do so for themselves, not for others

2) Tohoku Booth Slides for “Nanzan's Japan Expo” at the University of Hawaii at Hilo's Women's Center

Let's Learn About Tohoku

- The population estimate of Tohoku is about **9,700,000**
- The region consists of six prefectures: **Akita, Aomori, Fukushima, Iwate, Miyagi and Yamagata.**
- Abundant **nature** (many mountains)
- Famous for **sea food**

What's Tanabata?



- Originated from the **Chinese legend**
- A romantic story between **Vega and Altair**
- Separation of Vega and Altair across the Milky River and forbidden of meeting each other
- The chance of once a year

Tanabata festival in 2011

Why did Sendai have the Tanabata festival during this difficult time?

- To show that our hearts and minds are with the many victims of the Tohoku Earthquake
 - To face the disaster and rebuild the Tohoku area
 - To aid in rebuilding the economy of Tohoku
- The main theme : “Recovery and Repose” ,
for which our prayers for Sendai, Miyagi and the rest of
the Tohoku region will be answered.

Tohoku earthquake and tsunami

On March 11th , 2011, the huge earthquake and tsunami hit Tohoku.
The dead are estimated to be about 13,000 (12 prefectures) and the final count was about 14,000 (6 prefecture). 35000 people were forced to evacuate.

The projects for rebuilding Tohoku

- Selling Tohoku products
- Donations (money, clothes, food, water, ... etc.)
- Fundraising

Hand Made Scarves For Japan

手作りマフラーを、東北に。

This organization was founded by Nanzan students to support Tohoku.

The Connection between
TOHOKU and NANZAN



Interviewing Kenta

- He is a Nanzan student who is currently working on trying to help Tohoku as a project leader of "hand-made scarves for Japan".
- He learned of the Tohoku earthquake and tsunami while he was studying abroad in Canada.
- He started fundraising for Tohoku in Canada and collected 100 million yen (\$1 million)
- After completing his exchange year in Canada, he founded this "Hand made scarves for Japan "with his friends.



This is an English translation of Kenta's Project's Poster!

Handmade Scarves for the Tohoku People

Would you like to send handmade knitting products to the people of the Tohoku area?

What you can do:
1) Knit anything you feel would be useful out of wool. Scarves, hats, shawls, even socks. They can be for all ages including children and infants. There are no limits to the number of items you can create, so please, do what you can for those people in the area.

2. Write a message: Please include a message to the people with your products.

3. Send: please send us your finished items. We will send them with care on your behalf to the affected areas. The actual location the items will be distributed after consulting local organizations.

4. Contact:
Kenta Shimizu
Opama Aza Nishikanaka 28-2
Higashinari-cho, Ohtsu-gun, Aichi 470-2102
* December 31st, 2011 will be the deadline. Please contact us if you are interested.

Please check our website! scarves4japan@jundo.com

This is a project created by students at Nanzan University with the hope that they can aid in the reconstruction of the Tohoku area and help raise the spirits of the people.

"I would like to send something warm to the people of Tohoku as their winters are extremely cold." This project began with this single thought. The earthquake has greatly affected the people, not only physically but emotionally as well. I hope that through receiving handmade items, something that requires thought, time, and effort, the people will feel the warmth of the support and care given from people around the world. We would greatly appreciate it if you could participate in this project and help us to send these heartfelt items to the people in Tohoku. Anything you can do, any time you can spend would be greatly appreciated!

In addition, we are also looking for donations of yarn, knitting needs, and other knitting and hand-craft materials. Many of the survivors spend their days in a cramped and stressful environment. We would like to give them an outlet by giving them craft material in the hope that it will help them have a positive focus.

If you are interested in helping with this project, please contact scarves4japan@yahoo.com

Zunda is a paste made from soybeans. Young soybeans which are harvested before normal harvest time are used to make Zunda paste. In the Tohoku region, particularly in Sendai, Zunda is popular. They have produced lots of Zunda related food. A lot of Zunda food factories were damaged from the earthquake and tsunami. Now, many people are trying to sell Zunda food to support Tohoku.

Let's support Tohoku by
eating Zunda snacks!

Zunda

3) Japanese Trendy and Unique Food Booth Slides for "Nanzan's Japan Expo" at the University of Hawaii at Hilo's Women's Center

**Flavors
that are
unique to
Japan**

Before 1868, Japan had closed its border to foreigners, isolating itself from the world.

With the opening of the borders came the introduction of western ingredients and western food.

Japan has since then taken in these ingredients and dishes and made them into their own, adding a "wa" (Japanese) twist to them.

Many snacks such as potato chips, cookies, and candy have also been adapted and combined with flavors that are unique to Japan, creating unique and original snacks.

GREEN TEA

Green tea is Japanese traditional tea.

Green tea was first drunken in the 10th century.

Green tea's deep taste has been loved by
Japanese people for a long time.

Wasabi

A long time ago, wasabi was used as medical herb
in Japan.

Now the taste of wasabi is indispensable to
Japanese food culture.

Ume (Japanese Plums)

- In the era of the Samurai, the Japanese plums were used as rations food during war.
- We generally eat them as pickles or use them to make syrups and plum wine.
- It is a flavor that we all grew up with.

What is the attraction of seasonal flavored snacks?

In Japan, where the four seasons are clear and distinct.

We get the flow of the seasons in a year keenly through the nature that surrounds us, the same scenery is so very different depending on the time of year.



This sense greatly influences the Japanese people's
mentality and philosophy.

What is the attraction of seasonal flavored snacks?

Japanese people really love and
enjoy each season.

Japanese people for centuries have made *waka* and *haiku* (Japanese poetry) which include "season words," referring to an animal, plant, event or custom of the season from ancient times.

As a culture, we love to feel the seasons through eating seasonal food, viewing seasonal flowers and plants, doing seasonal activities or participating in seasonal festivals. It keeps us in touch with our surroundings.

We have harvest seasonal products which are only available and best in the season. This tradition of enjoying the flavors of the moment is deeply rooted in Japanese culture.



What is "Juken"?

Juken means "studying for and taking entrance exams"

- Our school year starts in April so around Spring, students are busy taking exams to enter Junior High School, High School, or University (from January to March)
- The exam results dictate what school the student can enter and so it is a really high-pressured and important time!
- Families often give lucky charms or pray at the shrine for good luck

Good Luck with Juken!

Japanese snacks and food are often connected to special events and holidays.

- Every year, around exam season, we can see various snacks created to wish or bring good luck!
- People give these snacks to those who are struggling with *juken*, studying for exams.



Unique Food: Taberu Ra-yu

Taberu means eat or edible

Ra-yu is a hot chili oil we often mix in sauces or dishes

So what is *Taberu Ra-yu*??

It is a mixture of rapeseed oil, sesame oil, red pepper, fried garlic and fried onion

It's spicy and we can enjoy many different textures

So, Why did Taberu Ra-yu become so popular??

Japan is currently in a recession and currently the tendency is to save money by spending time at home as opposed to going out during the weekends and holidays.

People are cooking at home more, having parties and events at home.

In order for the people to not become bored with their cooking, new seasonings have come out to help "spice up" our meals.

Taberu ra-yu is one such product and quickly became a hot product in Japan.

Sales Strategies in Japan

True everywhere, but especially in convenience stores

● Time Pressure

LIMITED EDITION In Japan is really limited! Sometimes an item is on sale for less than a month!
Many snacks and instant foods are also limited TO CONVENIENCE STORES.

→ Consumers think ...

Now is my only chance!
I cannot buy it anywhere else!
I will never buy it again!

→ driven by a sense of urgency

● Launch a campaign (more points, collect stamps, etc)

→ Consumers think It'll save me money!

4) Gotochi Food Booth Slides for "Nanzan's Japan Expo" at the University of Hawaii at Hilo's Women's Center

Many people think that Japan is just one small island and that everyone looks and acts the same.

Many foreigners often ask if we eat sushi everyday or if we wear kimonos often.

But . . .

Do you know Japan is formed by 47 prefectures each with their own distinctive culture?

Today these diverse cultures, especially the local cuisine and products, are very popular

We call them "Gotochi" products/cuisine

Why are these local "Gotochi" goods so popular?

What is Gotochi?

- The term is used for food or goods that are the specialty of a certain region.
- It helps showcase distinctive local dishes or gifts and helps to promote each regions goods!
- Locally distinct cultures were shaped by various factors, including geography and climate, relationship to the routes of distribution of goods and history

Gift from the land Potato in Hokkaido

- The government invited Western agricultural specialists to Japan and began to grow potatoes
But... Baron Danshaku Kawada Ryuukichi (1856–1951) had a greater impact on potato production.
- He introduced European potatoes to Hokkaido and helped breed a variety that yielded more than the old Japanese ones
- Known as “Danshaku potato”
- The people of Hokkaido relied on Potatoes
 - because they could endure cold weather and were eaten as preserved food

No.1 Potato Production in Japan

- Later, variety of potatoes were grown and amount of production increased
- Today Hokkaido has the largest Potato market share in Japan .(production amount is 80%)
- There are various types of Hokkaido souvenirs

What's NOZAWANA?

- **It is a type of Japanese Pickles or “TSUKEMONO” in Japanese**
- **made of Japanese leaf vegetable**

About **TSUKEMONO**

They are served with rice as *okazu* (side dish)

Pickling was one of the fundamental ways to preserve food

Traditionally, Japanese people prepared *tsukemono* themselves

KONA-MON CULTURE in Osaka

- *Kona-mon* is food made with *kona* which means POWDER
- Powder= FLOUR (wheat, rice, etc)
- Osaka has a large variety of *Kona-mon* foods and is very famous for it.

Sauce and Osaka

After Japan opened its borders in the mid-19th century, “Sauce” (Worcester sauce) was introduced from Britain as an European soy sauce and came to be loved by many people in Japan

Famous Unique Sake

- Hiroshima Prefecture has long been a major sake brewing region
- not just quantity, but quality reigns here
- Because of the weather difference, the sake is fairly unique
- Hiroshima's famous sakes are made with the famous water from the Chugoku mountain chain

Traditional Sweets: Red Maple, Momiji!

What is *Momiji* Manju?

- Traditional Japanese sweet, local specialty product in Miyajima
- *Momiji* is the leaf of a Japanese maple tree

History

- made about 100 years ago for the first time
- A sweets maker, Takatsu was asked by Japanese Inn to make cakes served at *Momiji* viewing tea

Champuru Culture (Mix of culture)

- Okinawa has interacted with foreign cultures and has continued to be significantly influenced by them.
- Okinawa mixed these different cultures with their own culture.
- Okinawa is a melting pot of diversity

The Longest Life Expectancy prefecture

What can be attributed to Okinawan people's longevity?

shikwasa !!!!

- "lemon-lime" flavored mandarin orange
- only grows in Okinawa
- recognized as a health food
- **shikwasa** contributes to maintaining Okinawan people's good health and their longevity
- **Shikwasa** is often used as a juice.
- Okinawan people squeeze juice from **shikwasa** on grilled fish or sliced raw fish or mix its juice with soy sauce.

CONCLUSION

As you can see...

- Japan is a diverse country with great differences from North to South
- Each area, even each prefecture has unique features
 - Climate, Food, language, etc.

JAPAN is formed by 47 diverse prefectures!

5) Nagoya-meshi Booth Slides for “Nanzan's Japan Expo” at the University of Hawaii at Hilo's Women's Center

What is *Nagoya Meshi*?

- *Meshi* means **food** in Japanese
- *Nagoya Meshi* = **Local Nagoya food**

Why is *Nagoya Meshi* loved by local people and so important to them???

1. Flavor /Sauce

2. Big Support from local people

1. Flavor/Sauce

- *Nagoya Meshi* is famous for **Miso**
- **Miso** is a savory paste made from fermented wheat, rice, or beans. It is used in many dishes, but most famously in *Miso Soup*.
- Nagoya is extremely famous for **Haccho Miso**
- It is only used regularly in the **Nagoya area**

Nagoya Meshi

Haccho Miso = typical only in Nagoya

Many of them use *Haccho Miso*

Haccho Miso = Salty and thick taste

Nagoya Meshi = also salty and thick taste

History of *Haccho Miso*

- First made in Haccho City in Nagoya before 1603
 - Introduced to eat rice with it when that area were not wealthy to save money from buying other expensive food to eat
 - Since then, **people in Nagoya** are **used to eat salty and thick taste**
- ↓
- Many fans of *Nagoya Meshi* **love the thick taste**

2. Big support from local people

- *Nagoya Meshi* or Nagoya taste is in high demand in Nagoya. Nagoyan people are very passionate about it!
- Especially..... Miso taste!

Uirou

What is it?

- Sweets made by rice powder
- Various flavors
- Sticky texture

Why is it so popular?

- Sold at the station
- Gain popularity from the passengers
- Spread to Nagoya area as a one of the famous Nagoya sweets

White sugar, brown sugar, red beans, green tea, coffee, cherry blossom

History of Uirou

- First introduced in 1642
- Chinese merchants came to Japan to introduce a cough medicine called *Uirou*
- They also introduced sweets to be given to the customers who bought the medicine
- Those sweets looked similar to the medicine *Uirou*
- People started to call the sweets *Uirou*



Hitsumabushi

- What is it → Broiled chopped eel cooked in a sweet sauce on rice
- Famous because Nagoya is one of the major sources of eel

Proper way to eat hitsumabushi

1. Divide it into **four** portions (you put each serving into your rice bowl in turn)
2. First portion, **eat** as it is
3. Second portion, eat it with **chopped seaweed** and **wasabi**
4. Third portion, pour **soup** over it and eat
5. Finally, eat it with your most **favorite** ways of eating

Ogura toast

- Buttered toast with ogura (sweet red beans)
- Typical "morning" menu

What is "morning"?

- It's a set breakfast that is served at Kissatens (Café).
- Nagoya is most famous for it.

Conclusion

- Nagoya meshi is popular among people because of its
 - Demand from customers
 - Long history
 - Unique characteristics

6) Joint Presentations:

“Food Safety for Our Bodies and the Environment”

by Rachel H. , Eri N., and Miki S.

What was important to customer

- Low Price & Good looks



March 3, 2011

- Food Safety without Radioactive substances

★ New Way of Thinking ★

- reduced food waste
- provide products meeting the needs of consumers
- this shift of needs changed the producers' attitudes

★ Negatively ★



★ Positively ★



Three aspects for the solution

- Sustainable agriculture
- Local Food
- Learning the Future from the Past



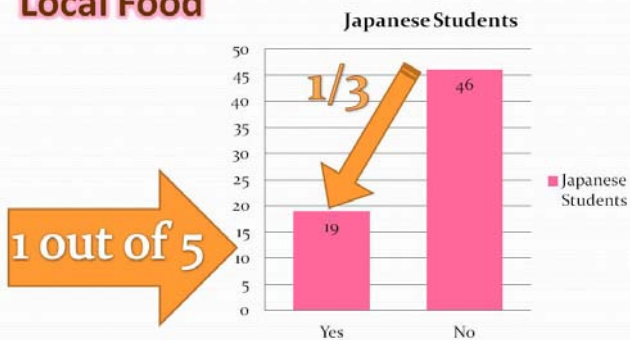
Mala'ai Way of Raising

- ✗ Chemical fertilizers and pesticides
- ↓
- Organic manure, compost, and natural insect repellents
- Using available resources
- ✗ Harvesting by machine
- ↓
- Harvesting by hands

What can consumers do?

- Look for more organic products or those grown sustainably
- Get more knowledge about what you eat and how it is grown
- Try growing your own plants

Survey about consciousness about Local Food



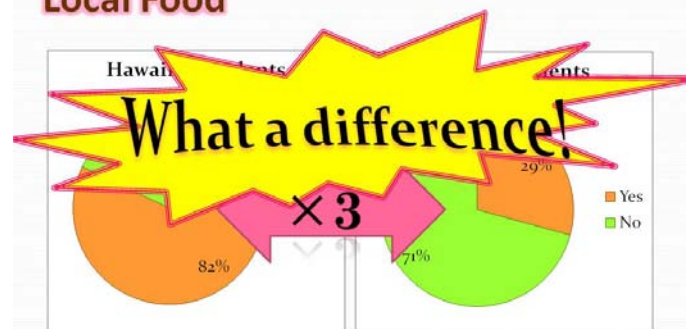
"Consuming Products made Locally"

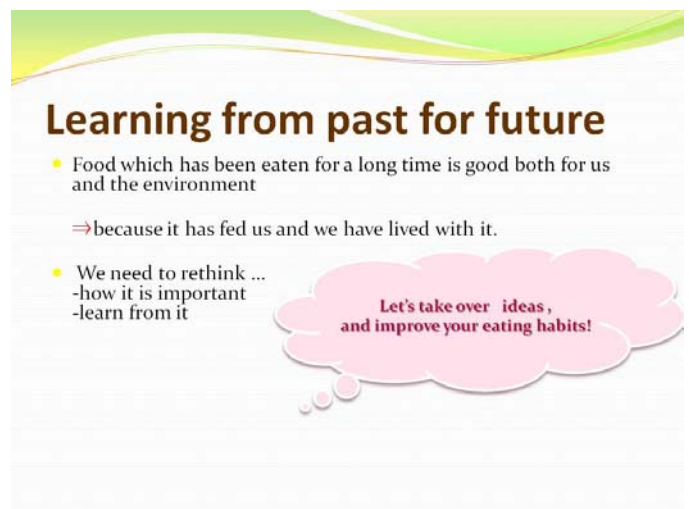
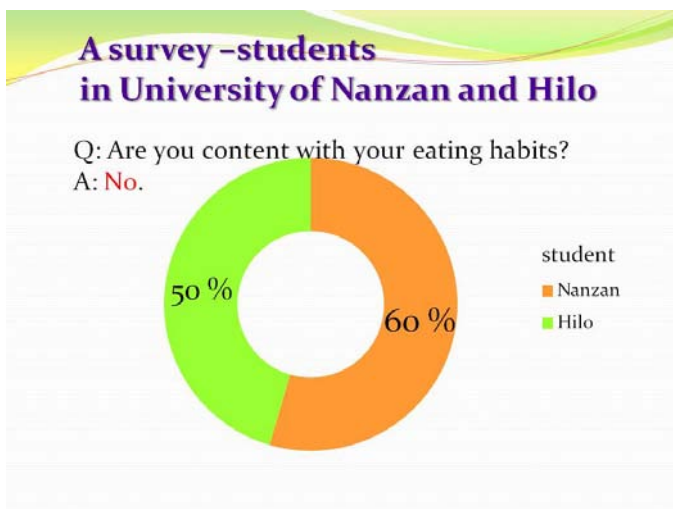
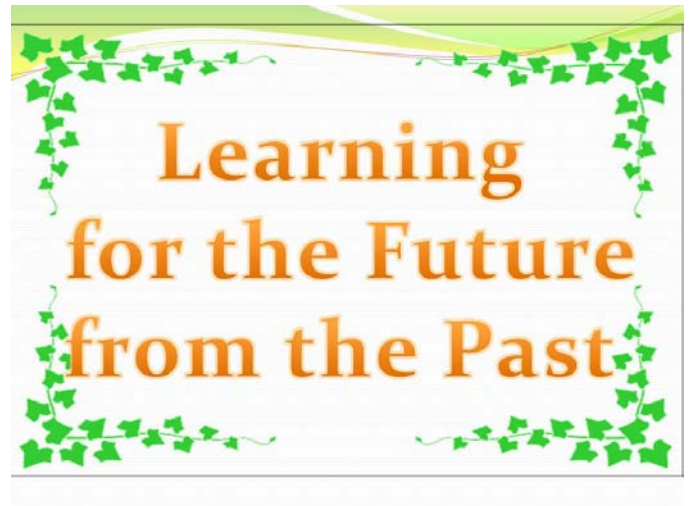
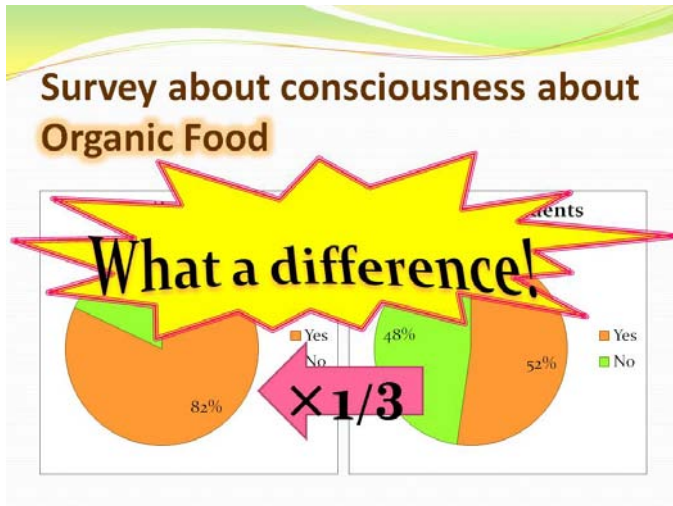


★ Important role of farmer's market ★

- Promoting farm products with the local character
- Encouraging consumers to have more community-based eating habits
- Encourage visitors to be conscious consumers about what they eat
- Building trust in producers and consumers

Survey about consciousness about Local Food

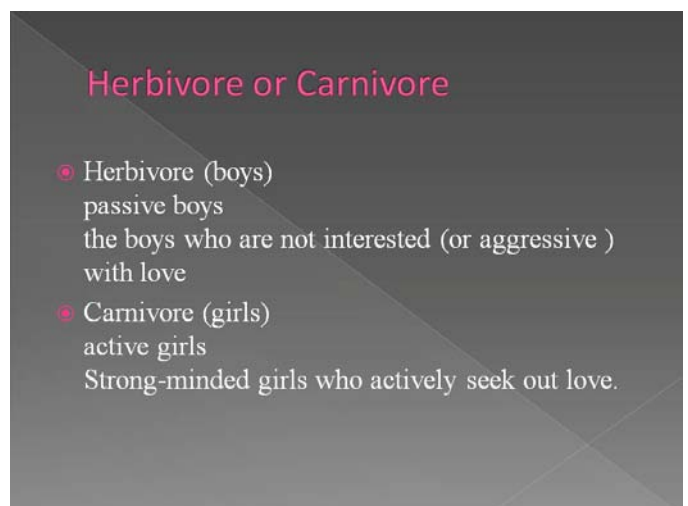
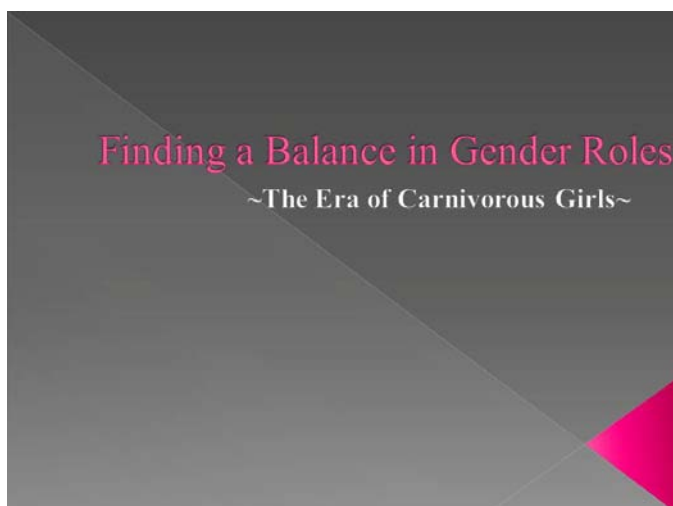




7) Joint Presentations:

“Finding a Balance in Gender Roles- The Era of Carnivorous Girls”

by Shizuka K., Mari K., and Ryan R.



5 Topics for Women

- 1) Marriage and Children As a Choice
- 2) The 'Second Shift' of Wives and Mothers
- 3) The Need for Equality Between Men and Women in the Family
- 4) A Lack of Gender Equality Outside of the Family
- 5) A Prevailing Masculine Philosophy in Society

The Image of Women and Men

- [Japanese women]
"Sacrificial...they are not honest."
"there seems to be more call for women to take care of the household and to more directly raise children..."
- [American women]
"American women are more independent than Japanese women."

The Image of Women and Men

- [Japanese men]
"Men behave as if they support women, but in fact, women play the central part supporting men."
- [American men]
"Men seem a little chauvinist."
"...less of an emphasis on masculine cultural qualities than in the past"

1) Marriage and Children As a Choice

- "All women should have rights to decide what they do by themselves. That is, women should choose how they live."
- "Regardless of sex, there are people who do not wish to get married or have children, and I respect their preferences."
- "It's only for people who want that" [Marriage and children]

2) The 'Second Shift' of Wives and Mothers

- "men do not participate equally with women in terms of childcare and housework."
- " 'the second shift' for working women, they have jobs just like their husbands, yet the women come home after work and they have another job to do."

3) The Need for Equality Between Men and Women in the Family

- "We all have...things we're good at, or not good at, so we can support each other"
- "I believe that gender...should not restrict the role that we play."
- "I would say that, there are more opportunities perhaps, for equality. But we still have historic forms of disadvantage."

4) A Lack of Gender Equality Outside of the Family

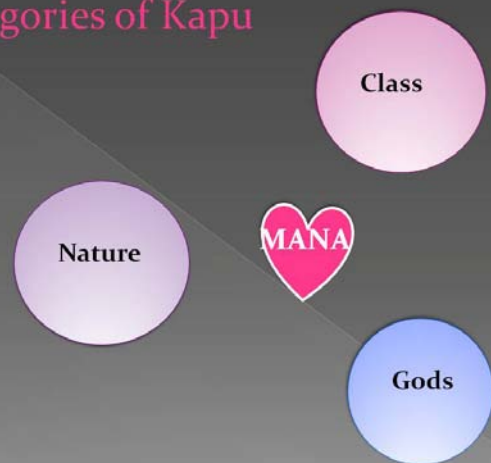
- Almost all of the people interviewed said: “there is still not gender equality in society”
- “Gender equality? No. No, not really”
- “It cannot be helped because men and women have differential in terms of biology. That is, there is no gender equality, but it is not a bad thing.”

5) A Prevailing Masculine Philosophy in Society

- “I think we still need to improve on women helping to run the country from a feminine point of view.”
- “Men in my family, namely me and my son, are expected to protect women in my family.”

Hawaii

3 Categories of Kapu



↓ Why So Many Restrictions?

Po (darkness)

Women
Negative
Destruction
Death
Ignorance
General



Ao (light)

Men
Positive
Power
Sacredness
Life
High rank

‘Male-dominated society’

Kapu Restrictions and Women

- The Kapu system limited women's freedom
- Women unwillingly accepted it and they were not comfortable with what they could and could not do
- After Western contact, these restrictions relaxed.
- During the Kamehameha period, women could pay to avoid death penalties.

19th Century-Present Day Hawaii: Kapu System Abolished

- In 1819, King Kamehameha II abolished the traditional religious practices
- Luau (A Hawaiian feast where both men and women can eat together) started
- In some Hawaiian families, cooking is still father's work

Mary Kahalepoli Keli'i Pihana's Case

- Born in 1911
- 10 siblings in a small house on the Big Island.
- Forced to marry a 40 year old man at the age of 16 to pay off a family debt, leaving behind her Paniolo boyfriend
- She was sad, and didn't love her husband
- 1927 was the "saddest part of her life"
- Turned to drinking

Mary Kahalepoli Keli'i Pihana's Case

- Overcame her drinking through hula, lei making, quilt making and supported her family this way while her husband fought in WW II
- Had 16 children
- Let 2 daughters go to other families
- She eventually started 'to fill in her role of loving her family, loving herself, and loving life'
- She even started to love her husband, who always treated her well

Japan

The History of Japanese Women

- Before the Taisho(大正) Period

Main civilian occupations: Farmer or Merchant

→Men and Women worked together
and there was no clear division of gender roles.

Women's Social Restrictions

- After the Taisho Period

Many home electronic appliances



“Men go to work, and Women stay home”

How Did Women Develop?

- ① Postwar Change in Japan
- ② Economic growth in the 1960's and 1970's
- ③ Official recognition of women's rights by society and governments

① The Abolition of Patriarchy

- After World War II
The constitution of Japan was changed
↓
The patriarchy were abolished
Women received legal rights in society

② High Economic Growth

- Many home electric appliances
Washing machine, refrigerator etc.
↓
Women got free time
↓
Started to move towards real social rights

③ Women into Society

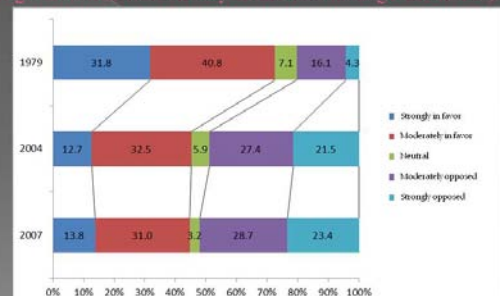
- Not only women in Japan, but also women all over the world moved towards getting their deserved rights
↓
The United Nations (CEDAW) helped them
↓
Women's rights grew dramatically in Japan

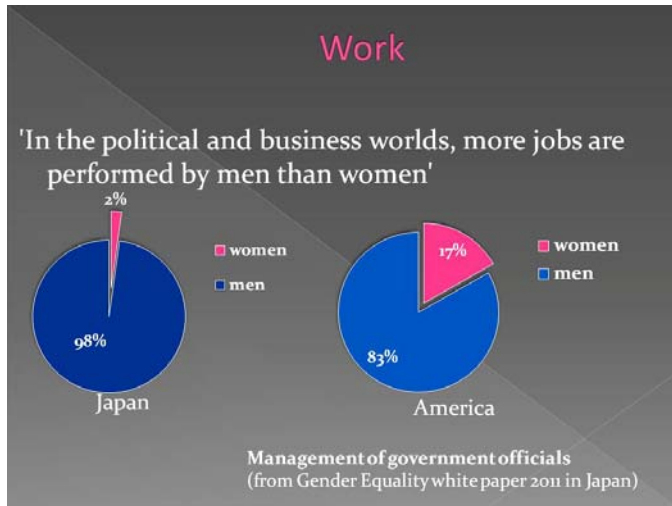
The influence on the Attitudes of Men

- ① Abolition of Patriarchy
→ Men began to lose decision-making rights
- ② High Economic Growth
→ Men and women began working alongside each other
- ③ Women into Society
→ New patterns and shapes of the family emerged

Present Women in Japan

Opinion about the traditional fixed roles of the sexes in society
(Men go to work, women stay home and manage the house)





Our Suggestion

- Society has created our image of men and women, and we are all exposed to these ideas as we grow up.
- By recognizing these problems as adults, we can reverse the negative trends and work towards building a new societal view of gender roles.

8) Joint Presentations:

“Transition of ‘*Ohana and Social Issues” by Sayuri M., Mei K., and Leah W.*

Transition of ‘*ohana and Social Issues*

Sayuri Mori
Mei Katayama
Leah Wagner

‘*ohana and ‘*aina**

- ▶ ‘*ohana = family*
- ▶ ‘*aina = feeder = native soil*
- ▶ Hawaiian **family** belonged to their **land of birth** and had been blessed by it



- Family
- coexisted with nature
 - respected for their forbears (the forbears were included in a ‘family’)

‘*ohana and ‘*aina**

- ▶ Old Hawaii
 - lacked village units regulated by established institutions
 - had ‘**communities**’ (political and economic factor)

Hui: how the family is connected to the local community

- ▶ In the **community**...
 - mutual benefit associations
 - manifested genuine community spirit
- Between households...
 - constant sharing and exchanging of foods and services

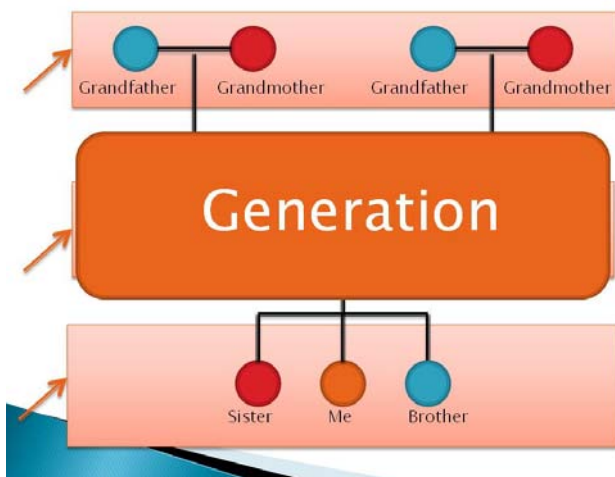
Hui: how the family is connected to the local community

- ▶ **hui** = groups
Hawaiians had repeatedly attempted **corporate enterprises** (co-operative agricultural and fishing)

– lacking in both business acumen and the sense of personal responsibility

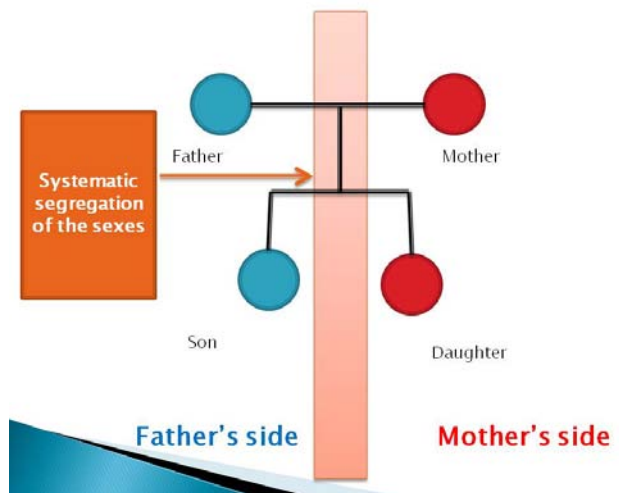


Hawaiian spirit of mutual help

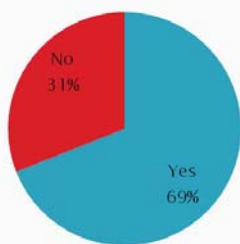


3 Primary Factors

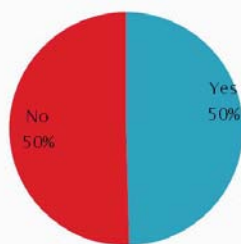
- ▶ 1) by generation
- ▶ 2) by genealogical seniority
- ▶ 3) by sex



65+ living with their children



1980



2000

Relationship Among Family Members (Hawaii)

- ▶ *Kapana* (grandparents)
- ▶ = caregiver and teacher of the young children

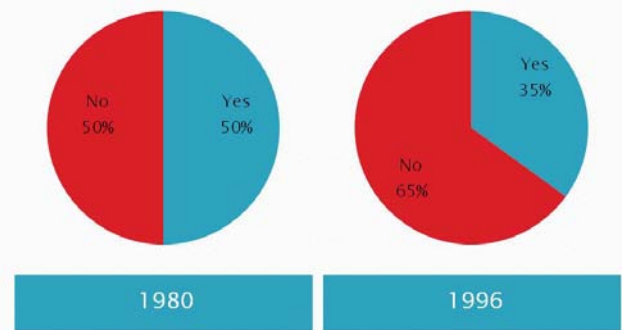
'I ulu no ka lala I ke kumu'
= 'without the ancestors, we would not be here'

- ▶ Lesson from *kapana* = to help each other
- ▶ – **strong bound between youngster and elders**

Relationship Among Family Members (Japan)

- ▶ Strong bound between youngster and elders
↓
- ▶ less bound
- ▶ Less bound between married children and parents
- ▶ Less responsibility of taking care of their parents after they grow older

Do you feel responsible for taking care of your parents?



Captain Cook's officers at the "discovery" of Hawaii

- ▶ the islands of Hawaii
 - remained **isolated** by the Pacific Ocean
- ↓
- ▶ distinctive **Hawaiian** culture
- ▶ 1778: **Captain Cook's** arrival at the Hawaiian Islands

The conquest of Hawaii by Kamehameha the Great

- ▶ **Kapu** system = legal taboo system
- the ancient Hawaiian code of conduct of laws and regulations
- universal in lifestyle (gender roles, politics, religions, and more)

Cultural Revolution in Hawaii

- ▶ 1819: The **death** of Kamehameha the Great
- ▶ **Cultural Revolution**
 - sudden abandonment of the *kapu* system
 - Westernization

Cultural Revolution in Hawaii

- ▶ the influence of **Westernization**
- ▶ – Hawaiians...
 - lost their integration, common conceptions of marriage and relationship
- ▶ – the 'ohana system...
 - lost its integrity** (many Hawaiians gradually combined with European people)

Establishment of the sugar plantations and the influx of plantation workers

- ▶ the late 19th century: the influx of plantation workers
- ▶ **plantation workers** = the labor force for sugar plantations
 - Chinese, Japanese (1868~) etc.
 - Hawaiian people combined with Oriental people and introduced their culture

A general view of transition of the 'ohana and the causes of its change

- ▶ **Westernization** (intermarriage, economic changes)



- ▶ The **transition** of the 'ohana
 - loss of the concept of 'aina
 - individualism

A general view of transition of the 'ohana and the causes of its change

- ▶ Hawaii of today
 - modern **urbanism**
 - (American) **education**
 - **economic** life
 - **Individualism**
 - **intermarriage** with other races



against Hawaiian spirit

A general view of transition of the 'ohana and the causes of its change

- ▶ Hawaiians today
 - remain **Hawaiian** at heart
 - maintain the spirit of '**ohana** (a very strong sense of family rights and responsibilities)

Hawaiian family now and then

- ▶ **Community**
 - Church, uniting in religion
 - Gatherings; High School graduation, Birthdays
 - Unspoken rule of bringing food to share
- ▶ **Relationship with elders**
 - Still respected greatly
 - Take care of young=young take care of elders
- ▶ **Strong family's connection**

Hanai System

- ▶ Not only for family, but important for Hawaii as a whole
- ▶ 1) Step-Sister = **Hanai** Sister
- ▶ 2) Auntie and Uncle="お姉さん"
 - Someone close to you who is older than you
- ▶ 3) Cousin
 - = brother and sister
- ▶ Relationship by **Blood** < relationship by **heart**

Everyone is a family

Social Issues in Hawaii Now

- ▶ **Westernization** and **time** = Hawaii family structure to **change** and **adapt** to now.

Change led to;

- ▶ Number 5 **illicit Drug/alcoholic** in U.S.
 - Use of "Ice"
 - Hawaii drug crime average 50.4% > National Average 41.2%
- ▶ 6000 **homeless** people
 - Hawaii ranked 29 in U.S. for amount of homeless
- ▶ **Teenage pregnancy**
- ▶ **Underage drinking/alcoholism**

Social Issues in Japan Now

- ▶ **Depopulation in rural area**
 - Industrial development
 - Shift of the young generation to urban area
- ▶ **Solitary death of the elder**
 - Increase of one person house hold
- ▶ **Nursing care conflicts**
 - Domestic violence from caregiver
 - Suicide and murder

'ohana

- ▶ **Spirit of Hawaiian 'ohana**
 - (Survey result)
- ▶ "Not only define blood relatives"
- ▶ "everyone takes care of each other until death and even after death"

Family dynamics today lack
connection

Conclusion

- ▶ similarities of families in Hawaii and Japan

▶ **Westernization**



▶ **Change in lifestyle**



▶ **Change in family**

Conclusion

- ▶ one difference of families in Hawaii and Japan
- ▶ Hawaii: **'ohana**
- ▶ strong will to take over Hawaiian spirit and traditions

9) Joint Presentations:

“What Contributions did the Immigrants Leave for Hawaii Today? ~ Hawaii, Home of Multi-ethnic People” by Christopher R. , Moe F., and Yumi K.

Holidays and Festivals

How it Came to Hawaii

- Bon-dance was brought in the middle of 19th century by the Japanese immigrants who came to Hawaii to work on the sugar plantations.
- When they first came to Hawaii, only Japanese from the south part of Japan celebrated Bon-dance.

Woman at New Year's Day

- clean their entire house, both inside and outside.
- Many woman fashioned handmade new clothes for their children
- The woman helped in preparing, pounding and molding the mochi. they made beautiful Osechi and Ozoni to celebrate New Year's Day.

those festivals and holidays are brought into Hawaii by the immigrants who came to Hawaii as a labor in sugar plantation.



See from different perspective

the clothes which are brought/devised by immigrants

Hawaiian Creole English

Pidgin
The “Unofficial Language” of
Hawai’i

What is Pidgin「混成後」?

- Pidgin, ʻōlelo paʻi or taro pounding language, is the common name for Hawaiian Creole English
「ハワイアン・クリーオル語」
- It is a language that common people use in Hawai’i everyday.
- It is a mixture of many languages to make one new one.

Where did it come from?

- Pidgin originated in the fields of the plantation.
- Workers who spoke different languages could not communicate with each other, thus Pidgin was created as a common language between different people.

How does it work?

■ Cantonese

- In English "Yauh" means both "have/has" and "there is"
 - Keuihdeih **yauh** saam-go jai
 - They **get** (have) three sons
 - Yauh go hahksaang hou sing
 - There is a student **get** (who is) very bright

■ Pidgin

- ◆ They **get** three sons
- ◆ **Get** one student he very bright

How does it work?

■ Portuguese

- ◆ Carlos é homem **para** fazer isso
Charles is man for do that
- ◆ O livro **está** sobre a mesa
 - The book is on the table
- ◆ A água **está** fria
 - The water is cold
- ◆ João **está** escrevendo uma carta
 - John is writing a letter

■ Pidgin

- ◆ Charles is da man **fo** do 'om
- ◆ The book **stay** on top da table
- ◆ The water **stay** cold
- ◆ John **stay** writing one letter

How Does it Work?

■ Japanese

- ◆ Akamai
 - Smart
- ◆ Bachi
 - Bad Karma, Curse
- ◆ Shibai
 - Modern Japanese word 「芝居」, meaning "a play/drama"
 - In Hawai'i, it means fake, lying, or hypocritical
- ◆ Shoyu
 - Soy Sauce 「醤油」

Hawai'i's inherited gifts

- Hawai'i is a land rich in many gifts that immigrants have been left for us.
- Many of our gifts in Hawai'i have been mixed with the Aloha Spirit, to make something new and uniquely Hawaiian.
 - ◆ Our holidays are a big part of our culture, and they
 - ◆ We have a unifying language that defines local culture
 - ◆ We have created a history of clothing with symbolic meaning.

10) “The Hawaii Nanzan Short Exchange: Our Amazing Journey” Event

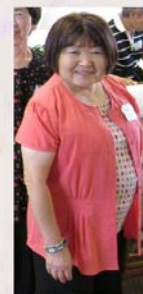
School Lunch by Eri N.

School lunch

Eri Noda

1: School lunch ~ 10 years ago ~

- Moiliili Senior Center in Honolulu
- A woman, Kate →→



Students Attitude

- Students eat only what they like.
- **Students don't eat lunch with teachers.**



They don't know the situation.

They tend toward an unbalanced diet.
It is not a part of education at school.

Financial situation

Because the economic has gotten worse...

Many families cannot afford to pay for school lunch.

They bring lunches from home or buy it somewhere.

Cafeteria

at University of Hawaii at Hilo

- **The menu**
A wide range of options and a variety of cuisine
- **Payment**
-cash or a credit card
-ID card that students use as money
- **Pros and Cons**
-Convenient
-but, more expensive



The checkout

Plate lunch: Beef stew
HEAVY lunch!!





11) “The Hawaii Nanzan Short Exchange: Our Amazing Journey” Event
Hula by Mari K.

Power of Hula

what I experienced and felt in Hilo, Hawaii

Mari Kimura

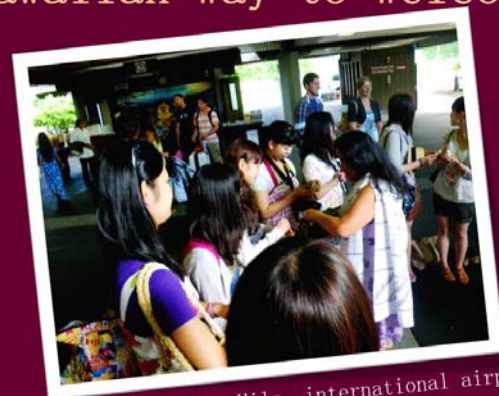
Outline

- Hula town Hilo
- Meeting kahiko
- Hawaiian hula spirits through my experiences
- The example of power of hula

What I felt Hawaiian Spirits from the perspective of hula

- Way to welcome: experience when we arrived at the Hilo international airport
- Way to greet “honi”: experience at the end of a hula ceremony
- Hand-made: interview with a women and experience at Women’s Center

Hawaiian Way to Welcome



At Hilo international airport

The Example of Power of Hula

U 'ilani Pihana' s Case

- Born and grew up being surrounded by hula spirits
- Met hula as a young child the age of two
- Her mother passed away when she was 12
- Hula was not in her life for many years until the age of 25
- At the age of 25, hula found her again. She was no longer choosing drugs and alcohol to give her a reason to live

'There are no impossibilities in my life anymore'



12) "The Hawaii Nanzan Short Exchange: Our Amazing Journey" Event

Connectedness of the Hawaiian People by Mei K.

Connectedness of the Hawaiian People

Mei Katayama



Aina spirit

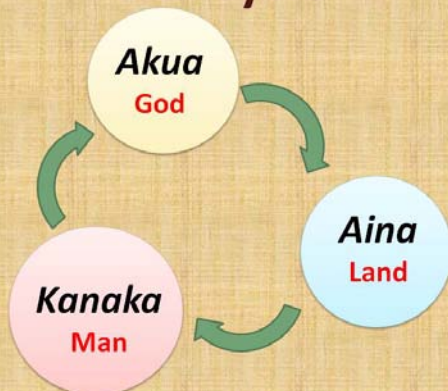
- Aina = **Land**

- To eat

»feeder

Responsibility of the space around us

Aina cycle



- **Responsibility** of the **space** around you

- How you act, how you behave



- affect others

- **Appreciation** to the **land** and **space** surrounds you



From the survey



- “They are more like parents to me than my actual parents. They take really good care of me, so it’s my responsibility to return the favor.”
- “In my ohana, **respect** was the **Golden Rule**. “

Hanai relationship

- Non blood relatives = *hanai* relatives
- Connection **by heart** > connection **by blood**
- Siblings
- Neighbors
- Friends
- Relatives



My hanai sister
Sayuri and
Leah!

Spirit of ‘ohana

- “Ohana is anyone who is supportive of you. I have many hanai aunties and uncles.”
- “Ohana **doesn’t only define blood relatives**. It could be a neighbor or friend, etc.”
- “Hawaiian ‘ohana is very **welcoming** even if the person is not part of your family, you **treat them with the same respect** as your own family members.”

Connection of the people

- **Looking back at my own culture**
 - Importance of the land and people around us
 - Appreciation and respect
- **Connection with Hawaii students**
 - Friendship we made through this program

Let’s pass on to the people around you!



13) “The Hawaii Nanzan Short Exchange: Our Amazing Journey” Event
Nikkei Community in Hawaiian Society by Sayuri M.

Nikkei Community in Hawaiian Society

Sayuri Mori



Moiliili Senior Center

- a center for Nikkei
- offers recreational, educational and health classes/seminars
- managed mainly by donations

what I learned through my interviews...

- history of Nikkei
- issues with the elderly: nursing-care
- issues with the family: communication

history of Nikkei

- In the first half of 20th century...
except for 1924~1952 (Immigration Act of 1924)
- Hawaii: a demand for a workforce
Japan: frequent wars → the lack of young men
- intermarriage with Japanese women and American men



history of Nikkei

- Japanese women...
problems: loneliness
lack of language skill
little knowledge of American culture
- Nikkei community



social care system

- American social security service
- nursing facility ownership
- public insurance system < private enterprises



communication among family members

- Relationship...

generation gap

	Language & Culture
issei	Japanese
nisei	American (/Japanese)
sansei	American

- Between issei and sansei (/yonsei)...
- difficult to communicate → domestic problems

communication among family members

- Issei...
- tend to be isolated in their family



- Nikkei community

conclusion

- As part of Japanese people...

watch Japanese TV programs

talk about their memories in Japan - the war

big love for the homeland - Tohoku earthquake

14) “The Hawaii Nanzan Short Exchange: Our Amazing Journey” Event

The Differences in Attitudes between American Students and Japanese Students in Class by Shizuka K.

The differences in attitudes between American students and Japanese students in class

~ LET'S THINK ABOUT CLASSES AT NANZAN ~

① The format of classes

At UHH (America)

9:00~9:50	
	9:30~10:45
10:00~10:50	
11:00~12:15	
	12:00~12:50
12:30~13:45	
	13:00~14:50
14:00~15:15	
15:30~16:45	
17:00~18:30	

At Nanzan (Japan)

1st period	9:20~10:50
2nd period	11:05~12:35
Lunch time	
3rd period	13:30~15:00
4th period	15:15~16:45
5th period	17:00~18:30

Lunch time!!

- At UHH
the time schedules are different everyday
↓
Good: not crowded
Bad: cannot have lunch with the same members
- At Nanzan
the time schedules are always the same
↓
Good: can have lunch together
Bad: crowded

②Attitude of students in class

At UHH

- Many questions by students
- Some people focus on just listening to the lecture without taking notes
- Say their own opinion freely
- Discussion happens often

⇒Student-centered

At Nanzan

- Few questions by students
- Almost all of the students take notes on the important things that the teacher says
- Few comments (Even if teachers ask students to comment)

⇒Teacher-centered

③Reason 1:Lifestyle differences

In America

- Live in dormitories or room share
- Do all houseworks by themselves
↓
- they have to think a lot about themselves
- Independent
- Have obvious idea for future

In Japan

- Live with their family and commute from home
- Lots of support from their parents
↓
- Take it for granted that their parents let them go to university

④Reason2: Educational system differences

In America

- Asking question is not special for students
- Student's opinion is part of the class
- Question is part of evaluation for students

In Japan

- Only intelligent students ask questions
- No question is kind of custom
- Students are mainly evaluated by tests

My Suggestion(Conclusion)

- Think about what we want in university and what we want to do in future
- Have our own opinion and share with our friends in class
- Use classes to improve ourselves

A Sample of Scripts Created by Students for Hawaii-Nanzan Short Exchange Program 2011

Fashion Show

for Nanzan's Japan Expo 2011 at the University of Hawaii at Hilo's Women's Center

Fashion Show Script	
Intro	Welcome to the GP Girl's Collection, brought to you by Nanzan University's GP Program Student Committee. Our program is a part of the Department of British and American Studies and is aimed towards providing experiences and opportunities for students to learn effective communication, planning, and organizational skills. We hope you will enjoy learning about the different types of fashion that are popular in Japan right now and through the fashion, learn about our diverse culture. We have a lot of fashion items to show you so let's get started!
Yukata (traditional)	Our first item is the Yukata. Yukata is a casual light cotton kimono worn in summer. Today these kimonos are mainly worn to the traditional Bon-Dances, summer festivals and at Japanese traditional inns as lounge wear. While the number of people who wear yukatas has dropped, they are still worn more than regular kimonos because of how easy it is to wear them. The first YUKATA was created one thousand years ago. At that time, people often bathed in public bath houses, so they began to use YUKATA s as a kind of bath robe to cover their bodies after bathing. These garments are very cool in the summer as they are often made of cotton and have wide openings in the under arm area, allowing lots of airflow. Fabric prints and designs vary and different regions often have special styles and dying methods. They are often tied with a cotton sash or an obi belt, and worn along with a matching geta, or wooden sandals, and purse to complete the attire. The simple design of yukata means Japanese women can, with some practice, put this type of kimono on easily without assistance. As the size can be adjusted by how you wear it, it can be worn from when you are younger for many years making it a very economical item!
Jinbei	<p>Next, is Jinbei. From the look, many think that Yukatas are for women and Jinbeis for men. In fact, Jinbeis were indeed just for men a long time ago. The role of Jinbei has differed through the generations. At first, Jinbeis were used by the samurai to cover their armor in the 16th century.</p> <p>In World War II, Women were first forced to wear Monpe, which is a type of outfit similar to the Jinbei. Monpe made it easier for women to work and escape when they were attacked. Although, Monpe was easy to wear, Jinbei grew in popularity as it was even more convenient. Its lightness and functional design made life so much easier for women.</p> <p>After the world war, due to Americanization, people had less opportunity to wear Japanese traditional outfits. Despite this, Japanese people's love for the lightness and ease of the Jinbei transformed it into a popular type of Pajamas.</p> <p>Recently, we see teenage girls wearing Jinbei at summer festival instead of Yukatas. Many girls find yukatas are hard to walk in and some feel the Obi belt makes it hard to breath. So now for comfort and ease, they wear Jinbeis as they are still really summery and pretty. It is getting more and more popular to wear them out and as a result, Jinbeis have started to show</p>

	up in fashion magazines and new and different types of trendy jinbeis are showing up in the shops.
Yukata (modern)	<p>We would like to compare the two prior items with the next fashion item, the MODERN yukata.</p> <p>Japanese women, especially these days, like to take traditional fashion or certain look and make it their own. This is a common theme that can be found in other fashion introduced later. The modern Yukata has many variations. Many women are adding extra bows, sashes, lace, and accessories in their hair and on their obis to make the style more individualized. They are also arranging yukatas to make them very short, like a mini skirt outfit, or crossing the front part almost off the shoulder and tying the obi belt in front, called a “mae obi”. There are even yukata style dresses that look similar to the Lolita fashion that will be shown later. This modernization of the Yukata reflects much of how Japan is currently trying to use traditional food, ingredients, and items in modern ways.</p>
School Uniform	<p>Next we have a typical Japanese school girl’s uniform. It looks like a sailor outfit doesn’t it? The Sailor style uniform is common for middle schools and high schools.</p> <p>The main characteristics are a big ribbon, lined collar, and pleated skirt.</p> <p>Prior to this type of uniform, Japanese school girls were wearing furisode and hakama style kimonos, which are not easy to move actively in.</p> <p>In 1920, the first sailor uniform was adopted in a girl’s school. This was due to the fact that the government felt the sailor outfit represented the Japanese educational ideology of “good wives and wise mothers”.</p> <p>At that time, Only girl from wealthy families who allowed them to study could go to school and had the right to wear the sailor uniform. So, these uniforms were really coveted by many girls who couldn’t go to school.</p> <p>But nowadays, school uniforms are not just ‘uniforms’, but also fashionable clothes for young girls. In some middle schools or high schools, girls like to arrange their uniforms by cutting the skirt or putting on a big ribbon to make them more individualized and unique. There are also many varieties of uniforms depending on the school the student attends. For example, there are blazer types, one-piece types or jumper types.</p> <p>It still remains a popular fashion item and a symbol of status for many young women in Japan.</p>
OL	<p>Next we have OL fashion. Women who work in an office in Japan are often called OL, an abbreviation for Office Lady, and they have a particular fashion style. Many fashion magazines for OL fashion are sold in Japan and those women who work tend to wear something similar to the trendy OL fashion style.</p> <p>The main characteristics of OL fashion are that it’s simple, conservative, and suitable for office work. The majority of fashion items are shirts, jackets, flair skirts, pants, cardigans, belts, and scarves. Colors also tend to be limited to non-bright colors such as pale pastel colors, black, white, grey, and beige.</p> <p>The main reason behind many ladies wearing this typical OL fashion is the expectation from society and from companies. OLs are expected to know business manners and wear suitable attire for business occasions. OL fashion came about due to an unspoken dress code</p>

	<p>developed to avoid disrupting the flow or making customers feel dissatisfied with flashy fashion. This dress code might be connected to the long established mentality of uniformity of Japan's society that we can see in fashion such as school uniforms.</p>
Osaka no Obachan	<p>Next we have the colorful Osaka no Obachan. Obachan means "auntie" and is used to refer to people who are middle aged. Osaka no obachan is therefore, "Aunties from Osaka". Their fashion is very distinct and is the symbol of Osaka. The stereotypical Osaka no Obachan outfit is loud leopard print clothing with a large picture of a tiger on it, usually with sparkles. Basically, loud and bright colored clothing is popular!</p> <p>This reflects the culture of Osaka. While people in Tokyo or Kanto area like to boast about expensive clothes or bags. On the other hand, Osaka people tend to boast about cheap clothes or bags. They are proud of themselves when they can buy cheap products. They speak loud, joke a lot, and are very lively people who like bright and colorful clothing.</p> <p>It is said that people in Osaka are the funniest people in Japan and that they are better than most comedians on Television. In fact, many famous Japanese comedians are either from or trained in Osaka.</p> <p>Just one note, NEVER call a woman in Osaka "Obachan", Auntie. They will never respond! Only say, "Oneesan" which mean "miss" or "young lady", no matter what age, the women of Osaka will turn around and answer you!</p>
Nagoya Jyo	<p>As you know, we are from Nagoya, Japan. So, it seems very important that we introduce this next fashion item, NagoyaJyo. Jyo means princess so Nagoya Jyo are Nagoyan Princesses. Their style is very distinct. Nagoyan princesses like to be very fashionable and use famous cosmetics and wear lots of brand-name goods. They are either from affluent homes or look like such young women. The main feature is their hairstyle- long hair with big curls. This is known in Japan as Nagoya maki or Nagoyan style curls! They wear a lot of dresses or fancy looking outfits from famous Japanese brands and they carry overseas brand-name bags and accessories like Louis Vuitton, Chanel, Bulgari, etc etc. The roots of Nagoyajyo go back many years to a time when these women were the symbol of women who attended prestigious women's colleges in Nagoya and nearby areas. This unique fashion and hairstyle became widely known in Japan in the year 2000 when the Aichi Expo, a major event in Japan, was held. Since then, this look has become popular across Japan and the term Nagoyajyo is a widely known as well!</p>
Gal	<p>One of the famous fashion styles in Japan is our next item, GAL fashion. This has been popular in Japan for many years and has modified over the years. The first gal fashion appeared in 1990's targeting young female students in middle school and high school. At the forefront of this fashion was one of the most popular young singers in Japan, Namie Amuro. Known then as "kogaryu fashion", the main feature was platform sandals. Then at the end of 1990s to early 2000s, a different type of gal fashion was introduced in Japan. It was called Yamanba and the style is very distinct- extremely tanned and dark skin with white lipstick and bright colored eye make-up. The next evolution was the polar opposite, called White gal, because of the women had fair white skin and blonde hair. Their fashion was far less flashy and focused more on being elegant and looking more chic. Although their fashion is simpler, their make-up was still bold and emphasizes big eyes. Gal make up involves bold and thick</p>

	<p>eye lines, color contact lenses, and false eye lashes. Gal fashion is extremely popular and prevalent in Japanese culture. Many female students find it very attractive and aspire to look like the famous models and celebrities who wear gal fashion by mimicking their styles. Recently, the popularity of gal fashion has had an unexpected impact on Japanese society. The current trendy gal fashion mimics the style of hostesses, these are women who work at nightclubs. But this type of fashion is not accepted in regular employment positions. Therefore, many women have opted instead of working for these companies that have clothing rules, to work in jobs where there is more freedom in attire such as clothes shops and even at these nightclubs. In fact, because of the extreme popularity of this type of fashion, being a hostess at a night club has come to rank as one of the top jobs desired by elementary school students, according to surveys and news in Japan.</p>
Yama Girl	<p>Our next fashion item is Yama girl. This style actually emerged out of Mori girl fashion which will be shown next. Mori girls and Yama girls both prefer natural life and are interested in the ecology movement. They have great interest natural food, furnishings, and are highly concerned with health. Through these interests, some Mori girls slowly got interested in more active aspects of nature such as hiking, trekking and mountain climbing. In fact, in 2010 mountain climbing became a hugely popular past time in Japan.</p> <p>Yama girls or MOUNTAIN girls are young urban women who enjoy doing outdoor activities in their free time, but who want to look good while doing so.</p> <p>They shop at North Face, Aigle, Columbia and other popular outdoor brands and wear colorful windbreakers, leggings, and trekking shoes. In response to this growing market, the Japanese divisions of these brands have started making special items to suit this popular trend.</p>
Mori Girl	<p>Next is Mori Girl. Mori means Forest, and this look is heavily inspired by European fashion during the Middle Ages. A lot of the inspiration comes from Grimm's Fairy Tales, and if you can picture the characters Hansel and Gretel in your mind, you probably have a fairly accurate view of Mori girl. Mori Girl fashion remerged in 2007 in Japan. The term actually originated from the Mixi community, a social network popular in Japan. The main features of Mori Girl fashion is that the clothing is all generally white, ivory, beige or brown, mainly earth tones. There are usually many layers of clothing and most are vintage. A-line dresses with lots of lace, pretty stockings, and rounded-toe boots are popular types of Mori girl fashion. Mori Girls tend to have pale-skin, and have bobbed hair with loose curls and a straight fringe, or, alternatively, have a straight fringe with long loose, permed hair. They often put red blush on the apple of their cheeks to emulate a healthy glow. This is more than a style of fashion but a lifestyle also. Many Mori Girls have hobbies such as traveling, knitting, and drinking tea. The idea is to live more free, while enjoying more of life's simple pleasures. As with any defined sub-culture, most of the people that actually use the term Mori girl are outsiders to the style. Many of the people that would be described as either dressing or living in this way do not see themselves as fitting into the stereotype and would simply say that they are dressing and living in a way that they enjoy.</p>
Street/Zipper	<p>Zipper fashion is Japanese-style street casual fashion which is well-known amongst young girls. This fashion is based on a magazine called Zipper. Since 1993, when this magazine</p>

Fashion	<p>introduced this new style of fashion, zipper fashion became recognized widely all over Japan. This style is also called “Harajyuku kei” because of the strong individuality in their fashion, something that fashion in Harajuku symbolizes. “ZIPPER” in Japanese context means “full of cheer”, the point of this fashion is to look like a “cheerful girl”. They put at least 1 or 2 vitamin color items, bright colors, when they coordinate their fashion. They prefer to wear backpacks rather than carry a hand bag, and they wear sneakers. Their hair style is very unique too; the most popular style is Odango hair, which is to wear their hair in a big spherical bun on the top of their head. Recently, it has become a wide spread trend for zipper girls to wear fake glasses with no lenses. The lack of lenses allows the girls to wear big fake eyelashes without them hitting the lenses. Typical make up for this look is putting pink blush and lots of mascara on both their upper and lower lashes, especially the lower eyelashes. This type of fashion is particularly popular amongst teenagers in Japan.</p>
Furugi	<p>The next style is Furugi, or secondhand clothing. It is popular amongst young people in Japan. Once only worn by a specific group of young people in Japan, it has become a major fashion style as it allows people to get trendy items easily. It is not an exaggeration to say that if you want to get trendy fashion items, you should go to a secondhand fashion store. Mottainai and the concept of recycling and reusing has become a major part of life in Japan. The popularity of second hand clothing is closely related to this. Currently, items with geometric patterns, highly vibrant colors, and floral prints are very popular Furugi in Japan. Young people like to mix these classic styles with modern elements to create a new fashion look. While the fashion is a mixture of modern and retro styles, the make-up and hair is reminiscent of the 40’s and 50’s style in Japan with heavily-lined eyes, bright red lipstick, pony tails, or other retro style hair. The key element in Japanese retro fashion is the use of patterns that were popular during the 60s through to the 80s such as stripes and polka dots. The ability to wear one fashion item in many different ways, called <i>Kimawashi</i>, is an important skill in this fashion trend. This fashion style is very popular currently due to the cheapness of the items, the fact that most items are one of a kind, and thirdly that this retro style is very much in vogue at the moment!</p>
Cosplay	<p>Cosplay, or "costume play", is a type of activity in which participants put on <u>costumes</u> and <u>accessories</u> to represent a specific <u>character</u> or idea. Characters are often drawn from popular fiction in <u>Japan</u>, but recent trends have included American cartoons and Sci-Fi. Favorite sources include <u>manga</u>, <u>anime</u>, <u>tokusatsu</u>, <u>comic books</u>, <u>graphic novels</u>, <u>video games</u>, and fantasy <u>movies</u>. Cosplayers often create their own groups depending on areas of interest. In Japan, most cosplayers are a part of the otaku culture-those people who are very interested manga. They have public events, conventions and parties dedicated to cosplay. One of the most famous areas where people meet regularly in Japan is the Otaku Mecca, Akihabara. Actually, Nagoya is the places of WCS, the World Cosplay Summit!! Many young people gather there to interact with others who have similar interests. There is great freedom in what people wear and in fact, many men and women wear fashion to emulate their favorite character, regardless of gender. Cross-dressing is a very common aspect of Cosplay. Many young people feel that cosplay allows them to express themselves freely. There is a common misconception that cosplay is specifically a Japanese or <u>Asian</u> hobby and</p>

	often has a negative or seedy image. However, for the most part, it is much like Trekkies meeting for Star Trek Conventions! Cosplay has grown in popularity all over the world, particularly in North America and Europe and there are many societies and organizations dedicated to this past time.
Lolita	Our final item is Lolita Fashion. This <u>fashion subculture</u> originated in <u>Japan</u> and is based on <u>Victorian</u> and <u>Rococo</u> period clothing. The Lolita look is primarily one of modesty with a focus on quality in both material and manufacture of garments. The skirts or dresses are usually knee length and worn with petticoats, accompanied by high neck blouses, knee high stockings and headdresses. It is said to have roots in a style of fashion made popular by the famous label Pink House in the 1970s. Visual kei or Visual type bands made this style popular in the 1990s. While it originated in the Kansai area, it soon spread to Tokyo and all over Japan. Today, Lolita fashion has grown so much in popularity that it can be found even in <u>department stores</u> in Japan. The term Lolita does not refer to Nabokov's book and in fact, this fashion is not meant to be sexual. In fact, it was thought that this fashion was partly created to react against the showing of the body and skin. The young women who wear this fashion state that they want to look cute and elegant rather than sexy. Many clearly state that they wear these clothes because it makes them happy, not to be attractive to others. Again, while there is a basic form to Lolita fashion, there is also great freedom and many have adapted the fashion to create a different sub-group such as ama or sweet Lolita, gothic, classic, and wa or Japanese style.
Finale	We hope you enjoyed the fashion show and found the information interesting! As you saw, there is a common trend amongst much of the fashion- there is a basic form and structure but within that, lots of room for creativity and individualism much like Japanese flower arranging and other art forms popular in Japan. Here are the ladies of the GP student committee once more with their GP Girl's Collection! Mahalo for your kind attention and support!

“Food Safety for Our Bodies and the Environment”

Joint Presentation

presentation by Miki S., Eri N., and Rachel H.

Aloha, everyone. Today we'd like to talk about food safety. When you go to a supermarket, what kind of point do you keep in mind? Price? Taste? Looks? Quality? The tragedy in March was how it all started. I'm sure the earthquake happened in Tohoku area is hard to forget for everybody. Our lives, houses, and foods were at a risk not only the earthquake, tsunami but the radioactive substance released from a nuclear power plant. And that moment completely changed our view of what we eat. Due to such an accident, People in Japan developed an awareness of food safety that we eat. In other words, consumers suddenly started thinking, “where did this food come from, how was this food made?” Before the accident, what was important to consumers was a low price and good looks when they chose food products. However, after the accident, consumers put much value on food safety without radioactive substances and did not really mind the general looks of food products I'll

give you an example of this. Before the earthquake, consumers chose tomatoes by its price and looks. (Is it cheap? Is the product strange shape? Are there any worm holes?) In addition, there was so much waste due to less than beautiful looks of the products. However, after the accident, consumers put much more value on food safety without radioactive substances and did not really mind so much about the looks of food products. (Where did this food come from? How was this food made?) Additionally, according to this change, producers even came to sell tomatoes which look somewhat less perfect as long as they can certify its safety. Safety here means a product without radioactive substances. Thus, this new way of thinking reduced food waste or any other waste created by trying to only sell perfect looking food and it could be good for the environment. Also, this new way of thinking also provide products meeting the needs of consumers and it could be good for our bodies, too. At the same time, you can find that this shift of needs that the consumer wanted, changed the producers' attitudes to producing safer food. However, radioactive substances are not the only danger to us. Japan has recently experienced a number of new threats to food safety and the environment. Have you ever thought that the use of chemical fertilizers or overproduction of food would badly affect not only our bodies, but also the ecosystem including human beings and eventually our environment? So far, you can see that we need a new way of thinking about food for our bodies and our environment, right? On the other hand, if we affect the environment in a positive way, it will positively affect our bodies. It can create a win-win situation for our bodies and the environment.

Then, what kind of relationship between our bodies and the environment should we make in the future? Today, we will introduce three examples for you to try to understand the question above. Let's think about food safety for our bodies and the environment through following three angles. Sustainable Agriculture, Local Food and Learning from the Past for the Future. One of the ways of making sure the food we eat is safer is making sure the way it is grown is safe! -Traditional agriculture is used to feed large amounts of people, but many of the methods currently in practice are ultimately bad for the environment. A farm using agriculture in this way is...Using machines to harvest. This uses a lot of fuel and releases carbon emissions into the air, making the air quality worse for everyone. Using chemicals for fertilizers and pesticides. The runoff from chemicals can pollute rivers and ecosystems, and there is some concern that chemical residues are being leftover on the food that we eat. Traditional agriculture also relies on unnatural irrigation and water use. Water is especially important in agriculture, since it is essential for plants and animals to grow, but there is not always enough water for everyone, even in Hawaii where there is a lot of rainfall. These problems are not only a problem to the consumer, but they are bad for farmers as well. Chemicals are expensive to purchase, and scarce resources mean higher costs. One solution to these problems is sustainable agriculture. Sustainable agriculture has many different kind of agriculture practices, but it mostly focuses on efficiency in resources, whether it be environmental, economic, or human resources. In the area of food safety and health, environmental sustainability is the most important. Organic and chemical-free methods are used in sustainable agriculture. For example, Nanzan students were able to visit the Hawaiian mala 'ai agricultural village last month, where they are using sustainable agriculture practices. For instance, instead of using chemical fertilizers and pesticides, they use organic manure, compost, and natural insect repellents. They also use available resources, such as recycled rainwater, to water plants like this taro. In addition, raising and harvesting by hand, instead of by machine, uses less fuel and ensures better quality. There are many more ways to be sustainable. Even though these methods might need more effort and time, they are generally safer and ensure better quality products, which are much more delicious! Have you ever heard of Aquaponics? Please raise your hand. It's not very well known, but there are a few small aquaponics farms in Hawaii, and the practice is growing. Aquaponics is a

combination of aquaculture (farming fish) and hydroponics, which is growing plants without soil. Separately these two agriculture practices are not sustainable, as both fish and water-based plants require a lot of maintenance and resources and as produce a lot of waste products. However, aquaponics has a unique setup that is sustainable and organic. Fish waste is used by the plants as fertilizer, while the plants clean the water, enabling the fish to survive with less human intervention. Waste products are eliminated, which is better for the environment and for the fish! Since the fish and plants rely on each other, chemicals such as antibiotics and fertilizers cannot be used, since they will kill the other species, and so aquaponics has no choice but to be organic. This makes the aquaponics farmers perfect examples of sustainability! Aquaponics might be unfamiliar, but has anyone heard of rice-duck farming? In Japan, integrated rice-duck farming is similar to aquaponics in its sustainability. Farmers raise ducks in the rice fields, and the ducks eat weeds and insects, keeping the rice fields clear without the use of chemical pesticides or fertilizers. Both the rice and the ducks can be produced for food, and it is a better system of raising ducks rather than on a farm. In this case, the system is better for not only the rice and the ducks, but for the farmer and the environment as well. So if sustainable agriculture is so great, why don't we do this more often? Well, sometimes these methods do not work. If there is no way to combat a disease or fix a problem naturally, there is no choice but to use traditional agriculture methods. For instance, when Hawaiian papaya trees were dying of disease, the only solution at the time was to use genetic modification or GMOs to save them. The cost is also a problem. Many sustainable and organic methods and certification cost a lot, and in stores, organic produce is usually more expensive than traditionally-produced products. But if many people start producing and consuming sustainable food, these costs will go down. So what can we, as consumers, do? We can look for more organic products or those grown sustainably. They might be a little more difficult to locate, but it's really worth the trouble! Secondly, get more knowledge about what you eat and how it is grown, so you can make well-informed choices. And finally, why not try growing your own plants? Even small things like herbs can be grown easily and sustainably in small spaces. Thank you so much, Rachel. I learned a lot about sustainable agriculture, and now I'm quite sure that this type of agriculture will be more and more popular around the world in the future. Now let's move onto the local food topic. By the way, Rachel what did you eat for today's lunch? (I ate curry rice.) Then do you know where those vegetables included in the curry came from? (No I don't.) How about you Eri? Have you ever seen the producers' faces of what you ate? Oh no? Really? Everybody, does anyone know the faces of producers? Ohhhh, not very many. But actually, this result was quite the same as we expected. According to the survey based on questionnaire data from 65 people in Nanzan University, almost three quarters of those asked said they don't try to choose products that are locally produced. I guess they don't often have a habit to cook by themselves because most of those surveyed are students. Although I take such fact into consideration, it's a little bit disappointing result for me. However you'll change your mind by the end of this presentation and perhaps want to be a locavore who is interested in eating food that is locally produced. As for me, this eggplant I ate the other day was produced by ,,,, her! This lovely lady is Mrs. Kawamoto who is a farmer in my town. I bought her vegetables at a farmer's market near my house. Here, all products in the local food corner are not only "food with a name" like this, but also "foods with a face" products,(that is to say, food products with a name and a face of producer who made them.) so I can find many kinds of foods like locally grown vegetables, jams, and pickles with a producer's certificate. My case is an example of local food system. Let me introduce a local food system and why the local food concept would be good for our bodies and the environment. At first, local food is a concept: "Consuming products made locally". As you can see from this market, the local food system was born to get rid of the existing obstacle which separates consumers and

producers through a chain of processors/manufacturers, shippers and retailers.

In other words, the local food system enabled consumers to buy local products directly from the locally producing area, and this local food system offers the following six benefits to us. 1st. This system allows the producer to respond to consumer needs quickly. Therefore, if consumers want to buy organic food, such a desire is conveyed to the producers immediately and if it does, consumers can get more food safety assurance which is good for their bodies. 2nd. This system can improve the freshness of products.

Direct-from-the-farm products are really fresh and of course very good. So we can enjoy delicious and healthy foods. 3rd. This system brings consumers nutritious products. Usually the farmer's market is rich in seasonal foods. Seasonal foods not only make us feel the change of seasons but are very wholesome. It goes without saying it also has many health benefits. Fresh seasonal foods will be better for us compared with imported factory farmed goods. 4th. This system is eco-friendly in terms of Food Miles. Food Miles is the distance that food travels from where it is grown to where it is ultimately purchased or consumed. Thanks to the short distance between consumers and producers, this system reduces the amount of fuel which is needed to transport products. 5th. Thanks to the producer responsibility of their products, consumers can feel safe. As I mentioned in the beginning, consumers can see the names and sometimes faces of producers, also the exact field that your vegetables were grown in if you want. Furthermore, you can understand how they were grown and harvested, and such things make the consumers feel safe. 6. Lastly, the prices there are usually cheaper. Comparatively, producers can provide their products by reasonable prices. Consumers can feel that they are helping the future of your community and farms by paying to them, as well. Next, I'd like to introduce a farmer's market in Hilo located on the Big Island. When we visited the farmer's market in Hilo, I found a difference from my Japanese one. That was a difference of products. I found a lot of unique products such as coconuts, coffee beans, papayas and so on. Then I notice that farmer's market plays an important role to promote farm products with the local character. But it's not only the role of farmer's market. In the market, I happened to meet two men who played an active role to spread their belief that promote self-reliant food. I was really convinced by the high consciousness about local food. In fact, it was also clear by the result of questionnaire to students in University of Hilo. These graphs show the percentage of people in Hilo and Nanzan University who try to choose organic food more. Surprisingly, the result of the Hawaii survey was about three times higher than the Japanese one. In addition, the graphs here are the result of the question that asked whether they try to choose products that are locally produced or not. Here again, we can see the result that those who chose no were only one-third of the amount in Hawaii compared to Japan.

There are a lot of benefits to eating local food, so let's take the first step to becoming a localvore! Now, you know local food and traditional food. You found some hints from this, so you can make much use of it. For the future what is more important are...

To know food where the food you eat came from, and how it was grown.

To seek food which is safe for you and the environment?

To raise awareness of the environment and take actions.

If we do these, the environment will give us special food. Thank you for listening. We hope you learned a lot about food safety. Mahalo!

“The Hawaii Nanzan Exchange-Our Amazing Journey”

presentation by Shizuka K.

Hello everyone. Thank you for coming to today's reflection presentation. Today, I am going to talk about what I learned about the college level education in Hawaii. The main topic of my presentation is the differences between American students and Japanese students' behavior and attitudes in university classes, as well as touch on the difference in education styles. This is the first time I've ever visited a foreign country and took overseas classes. I learned, saw and felt a lot of things in the classes in Hawaii. I could find lots of differences between American students and Japanese students in class. But first, I am going to talk about the differences of the style of classes. Please look at this chart.

We can see two examples of class schedules. The left one is the UHH class schedule, and the right one is Nanzan's class schedule. Let us examine Nanzan's one first. As you know, all classes start at the same time and finish at the same time. On the other hand, UHH's time schedule is completely different. Some classes start at 9:00 and others start at 9:30. And the most remarkable point is that there is no lunch time.

Each student has to slot in lunch when they have time. One UHH student said “I cannot always have lunch with my friend.” We Nanzan students can have lunch with the same people every day if we want. But when I went to UHH, I was surprised that cafeteria wasn't so crowded. In Nanzan, we have to wait if we want to use the cafeteria because all students have lunch at the same time, so I envied UHH student's schedule.

Now, let's move on to the next topic. This is the main topic, that is...the attitude of students in the class. I could find lots of differences between American students and Japanese students in class. At UHH, I saw many students asking questions. It was not only serious questions but also clarification questions. In Nanzan, few students ask questions, right? So, I was so surprised. Another interesting thing was that only half of the people were notes, the other half just focused on listening. In Nanzan, almost all of the students take notes for test. The most surprising thing which I found at UHH was the atmosphere of classes. There were very student-centered. So, students said what they felt and their own opinion freely. Sometimes, discussions happened. Actually, I said my own opinion in class and everyone in class listened to my pinion seriously and nodded. But in Nanzan, it is teacher-centered classes. One of students from UHH said that she was surprised that only teacher kept talking the whole time and students just listened without reaction. I just wondered why American students can say their own ideas and thoughts so easily. So why are Japanese and American students so different? One of the reasons is the lifestyle and expectations from families and society. In America, almost all of the students live in dormitories or share houses. So, they have to do all houseworks by themselves. If a person becomes over 18 years old, they are treated as adults, so they have to think everything around them by themselves including their own future. On the other hand, In Japan, most students, at 18, still live with their family. Moreover, their family supports them in tuition. I thought that Japanese students tend to take it for granted that their parents pay for them. American students are more independent than Japanese students.

Another reason is the educational system which we follow. The educational system in America is quite different from that in Japan. In America, asking question and saying your own opinion is ordinary, and students' questions are one of the important elements of the class. Teachers modify their classes by using students' opinion. Moreover, students are evaluated in part by their comments in class. On the other hand, we Japanese don't have to say our opinion in class. There is even an atmosphere that only intelligent people can ask questions. We are mainly evaluated by tests, so we are not trained how to express our own opinions in class. That's why the attitude of students in classes are different.

I really thought that Japanese students should act and be more independent, Japanese students need to put in more thought about what they want to achieve now and what their future goals are. If they do so, they can have purpose for taking classes and focus on study for themselves. Luckily, we have supports from our parents, we should keep that in mind and study. We can focus on our study if we want. And I also thought Japanese students are good at listening to professors' lecture. But just taking down the information for tests is meaningless. Thinking about the information and having our own ideas is important. If we can exchange our opinions in class, it is better because we can get other perspectives on the issues. It will take a long time to change the atmosphere of Japanese classes, but we can change it if we make the effort. It depends on us. From next time, please try to say your own opinion in class and use classes to improve yourselves.

8 おわりに

2009 年度に私達南山大学外国語学部英米学科が本 GP の取り組みをスタートさせた時、正直なところ、学部レベルでこのような取り組みを行って果たして成果を挙げることができるのかといった懐疑的な目を向ける人も少なくありませんでした。すべてのイベントを英語で行い、「異文化理解力の育成」、「英語による発信力の育成」を目指し、さらに学生達自身がイベントの企画・運営にも関わることで、「企画・運営力の育成」までも射程に入れて「総合的な学士力の向上」を図っていくというアイデアは、確かに学部レベルの取組としてはかなり野心的で、大きな挑戦であったと言えるでしょう。しかしながら、GP に積極的に関わった学生達は、私達の期待以上の活躍をしてくれて、第一回目の GP 学生運営委員会からすべて英語でミーティングを行い、着実に上記三つの能力の獲得の歩みを始めたのでした。実際、GP の学生運営委員はもとより、他の英米学科生も含めて本学科生の英語力はこの 3 年間で着実に向上しており、例えば TOEIC のスコアによって英語力を示すと、最終年度である 2011 年度の結果によれば、1 年から 4 年までのすべての学年の平均点が 700 点を超えており、4 年生の平均点にいたっては、811 点の高得点を示しています。本文にもあるように、(財)国際ビジネスコミュニケーション協会発行の 2010 年度のデータによる日本の大学生の平均スコアが 445 点であったことを考えると、本学科の TOEIC スコアが持つ意味は大きいと言えるでしょう。

しかしながら、ここで強調しておきたいことは、本取組は、その「グローバル時代に活躍するための多元的学士力向上プログラム」という副題が示しているように、単に英語の運用能力を高めることを目指すプログラムではなく、総合的な学士力の向上を目指しているということです。従来の英語プログラムにおいても、音声学、文法といった語学面とコミュニケーション能力の面の向上を目指すものは多々あったと考えますが、これらを例えば如何にきれいな発音ができるようになるかという、いわばスキルの側面の育成であると捉えると、私達の取組は、まず自分達でどのようなことをしたいか企画をし、それを実現するために英語を用いて国内外のパートナーと共同作業をしていけるようになることを目指しており、まず目的があり、その目的の実現のために必要な実践的な英語の発信力を高めていくという接近法を採用している点が異なっています。言い換えれば、単なるスキル面の向上ではなく、常にそのスキルを何のために使用するのかという目的意識を持った英語運用力の育成に重きを置いていると言えます。学生は、異文化理解のためのイベントの企画・運営を行う過程で英語による発信力を高め、それらの企画・運営を実体験することにより、勉強によって得られる知識 (knowledge) だけでなく、経験を通して得られる知恵 (wisdom) をも身につけることができ、真のコスモポリタンとなる第一歩を踏み出すのです。

私達の取組では、ホームページ (<http://eibei-gp.nanzan-u.ac.jp/index.html>) の「学生コラム」にて常に学生が英語で発信を行ってきましたが、本報告書にはそれらのコラムも収められています (第 4 節)。異文化に出会うことによって初めて気がついた日本文化の価値や GP の活動を通して経験した感動、喜び、達成感といったものが、学生達自身の飾らない言葉で語られています。

本報告書の付録として、今年度にはハワイ州ホノルルにあるラジオ局 KZOO にて放送した特別番組「アロハ GP!」の CD と、Skype を用いてペンシルベニア州にあるディキンソン大学の学生と行った「ディキンソン・プロジェクト」の報告会の模様を収めたビデオ DVD が添付されています。前者は公共の電波を通して放送されたものであるもので、自ずと完成度の高いものに仕上がっていると自負していますが、むしろ注目していただきたいのは後者の方で、ビデオカメラを前にした緊張からか、当初ややぎこちない趣の学生達が、時間が経つに連れて次第にリラックスして、自信を深めていく様子が窺えることでしょう。GP の活動に関わってまだ間もない 1 年生も加わっているということもあると思いますが、おそらくこれは、日本人が外国語である英語と向き合う際に避けて通れない障壁と、それを乗り越えていく姿と見ることも

できるのではないのでしょうか。完成された姿のみを見せるのではなく、本取組で私達の学生がたどってきた道程を垣間見ることができるという意味で貴重な記録となっています。本報告書第 6.5 節の「学生アンケート」の部分と関連づけて見ていただけると幸いです。

私達の Web ページ（上記 URL アドレス参照）では、過去 3 年間に私達が行ってきた多くのイベントの動画を見ることができます。実践的な英語発信力の育成に舵を取る日本の英語教育の動向の中、「多文化社会における英語による発信力育成」を目指した本取組の成果が、幾分なりとも将来の日本の英語教育のために役に立つことを祈りつつ、ペンを置くことにします。

英米 GP 事業推進責任者
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