

ISEP Report

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短期留学プログラム ISEP ニュースレター

東京学芸大学留学生センター・留学プログラム実施部会
International Student Exchange Center
International Student Exchange Program Committee Tokyo Gakugei University



修了式, Closing Ceremony, August 2, 2013

ISEPプログラムと共修の意味

椿 真智子 留学プログラム実施部会長・留学生センター長

*The Significance of The ISEP Program and Co-learning TSUBAKI Machiko,
Chair of the International Student Exchange Program Committee Director of the International Student Exchange Center*

本学において2002(平成14)年から開始された短期留学プログラム(ISEP)は、留学生が日本で生活しながら英語で日本語や日本の文化・社会等を学ぶことを最大の目的としています。今年で12年目となり、本プログラムに在籍した留学生は毎年10数名~30名弱、あわせて約250名となります。留学生にとっては、1年弱とはいえ生活体験を伴う本学での学びがもつ意味は大きいと言えます。一方、本プログラムのために毎年約30科目をセンター教員はじめ教室所属の約20名の先生方にご担当いただき、また学生の関心分野に応じて依頼している指導教員の先生方には学修・研究指導や生活支援等さまざまなご協力を賜っています。そうした受入れ体制の面でいえば、英語教授という特性やISEP科目が非正規科目であること、また学生の関心分野により担当および指導教員が限定・固定化される傾向や、教員・教室の関係で科目維持の難しいケースがみられます。以前から指摘されていますが、ISEPの運営には全学的理解と学生のニーズや実態をふまえた改善が求められています。さらにその大前提として、そもそも本学がISEPをどう位置づけるのかをあらためて明確にする必要があると言えるでしょう。



ISEPが本学で果たしている大きな役割として、留学生と一般学生とがともに学ぶ「共修」の実践があります。「共修」とは、異なる文化的背景をもつ学生同士がコミュニケーションや相互啓発をはかりつつ、他者および多文化理解を深めることを目指す学びです。近年、多くの大学でグローバル人材養成を目的とした授業形態として「共修」が注目されています。本学では現在ISEP科目のうち8科目がCA総合学芸領域の正規科目として同時開設されており、その授業形態は科目により異なりますが、グループ学習やプレゼンテーション・討論など、一般学生と留学生との意見交換や議論を重視した活動が積極的に導入されています。なかには課題解決を目指した実践もみられます。これら科目の履修実態をみると、受講人数は20名前後から50名以上まで科目により幅がありますが、受講者に関しては共通点があります。まず留学生は、ISEP生のみならず一般交換留学生や教員研修留学生も多く、日本語を得意としない学生はもとより、多様な留学生が履修しています。日本人学生との交流をもっと望むとの声を留学生からしばしば聞くことからしても、留学生全体に「共修」を志向する傾向がかなりあることを伺わせます。一方、一般学生についてみると、履修指導や関心分野の関係で担当教員の所属教室の学生が一定程度含まれ、A類国際教育とK類多言語多文化・欧米研究が比較的多いですが、全体として所属・学年とも多岐にわたっています。このことは、専攻・分野を問わず留学生との学びや交流を希望する学生の存在を示すと同時に、その多くは英語に自信・関心のある学生と推測され、現時点では学生全体からみれば限定的と言わざるを得ません。本学の柱である教員や教育支援人材養成において、多様な文化・言語的背景を有する者同士のコミュニケーションや協働の経験はほかには代え難い意味を持つと考えます。その意味で、ISEPにおいて実践されつつあるこうした試みを本学としていかに蓄積・発展させていくべきか、今まさに問われています。

The key purpose of the International Student Exchange Program (ISEP), an initiative launched at Tokyo Gakugei University in 2002, is for international students to learn Japanese—as well as Japan's culture, society and other aspects of the country—in an English-language environment. This is the program's twelfth year, and with between a dozen to nearly thirty students enrolled annually, the cumulative number of participants has grown to approximately 250. Although the program lasts just under a year, there is tremendous value for these international students in the combination of the experience of living in Japan and studies at the university. Each year some twenty instructors attached to the International Student Exchange Center and specific courses are mobilized to teach the thirty or so subjects included in the program, which are aligned with the fields of interest of the students. Academic advisors are enlisted to provide effective learning and research guidance, lifestyle support and other pertinent assistance. Challenges encountered while hosting this program include securing the distinctive qualities demanded of English instructors, the fact that ISEP subjects are not regular subjects, and the tendency for instructors and advisors to become limited to and fixed on reflecting student fields of interest. Difficulties are also encountered in maintaining certain subjects due to the relationship between instructors and courses and other areas. There have been demands for improvements in ISEP administration based on campus-wide understanding, the needs of the students, and other perspectives. As the major premise of such progress, moreover, there is a need to clarify just how ISEP is positioned within the university.

An important role ISEP has taken on at the University is the implementation of so-called co-learning—an approach that involves international students and general students learning together. The term “co-learning” refers to having students from different cultural backgrounds engage in communication and reciprocal enlightenment in learning situations aimed at deepening understanding of other people and cultures. Co-learning has gained increased attention at a growing number of universities in recent years as a teaching mode aimed at cultivating global human resources. At Tokyo Gakuei University, eight current ISEP subjects are offered simultaneously as regular courses within the General Arts and Sciences curriculum. While the teaching formats used vary by subject, vigorous efforts have been made to introduce group learning sessions, presentations, debates and other such activities that attach value to exchanges of opinion between general and international students. These methods also include practical learning geared to problem solving. Registration for such subjects varies, from twenty persons or less for some subjects to over fifty for others. Despite this, the students taking these courses clearly share many traits. In addition to ISEP students there are also large numbers of other exchange students and international students pursuing teacher training enrolled in such class work. Some students lack proper Japanese-language skills, and there is a diversified range of international students in general. In view of factors such as the frequent wish international students express for greater interaction with their Japanese counterparts, there appears to be a pronounced trend to favor collaborative study among the ranks of international students as a whole. Course guidance, fields of interest and other factors them in courses attached to instructors overseeing their studies result in a certain percentage of general students participating in the program. This includes a comparatively high number of students belonging to the International Education Division, Multilingual and Multicultural Division, and Europe and North America Research Studies Division. There is considerable diversity in the affiliated programs and academic years represented. There are clearly students wishing to both interact with international students and learn, regardless of majors or fields of study. It also seems that the majority of these students have confidence in their English-language abilities and/or an interest in the English language. Currently, however, they represent a limited number of the overall student body. Within the training programs for teachers and education-support personnel—which represent the key pillar of the university’s curriculum—the experience of engaging in communication and collaboration with persons from wide-ranging cultural and linguistic backgrounds is seen as possessing real worth. In that sense, the time is right for the university to consider the best way to make use of the fruits of these and other efforts currently being put into practice at ISEP.

短期留学プログラム科目紹介 *Introduction to ISEP Courses*

「日本人の文化社会心理学」 杉森 伸吉 (学校心理教室)

‘*Cultural Social Psychology of the Japanese*’ SUGIMORI Shinkichi (School Psychology Division)

立ち上げ準備委員からの関わりで、この授業を担当しています。講義1に対しディスカッション3くらいの比率です。数年前CA科目にしてから、10名余りの留学生に加え、日本人学生も10名ほどいます。

留学生は日本に来てさまざまな疑問を抱きます。授業で集めた彼らの疑問の一端を、以下にご紹介します。なぜ日本人は割り勘にするのか？(韓国などは暗黙の順番で一人が全員分を払うことが少なくない)。なぜ日本人はよく行列を作るのか？なぜ日本の店員の女性は高い声で話すのか？なぜ日本には男尊女卑があるのか？(騎士道精神の国だけでなく、アジアの学生からも出ます)。仲良くなった日本人が「今度また会おうね！」と言うから、楽しみに連絡を待っていても、決して「今度」が来ないのはなぜか？(欧米の学生からよく出る)。なぜバイト先で店長たちと違う意見を言ったら嫌われたのか？などなどです。これらはみな心理学と関わりのある疑問です。例えば「店員が高めの声で話す」というのはノンバーバルコミュニケーションの分野のトピックです。相手に敬意を表したり好意を示したりするとき、声が高まりやすくなります。これらの疑問についてディスカッションすると、比較対象がなく、それまで当たり前と思っていた日本人学生たちが答えに詰まることもあります。しかし比較対象があっても、自分たちの文化を説明できるとは限りません。留学生たちの、「なぜ日本人は〇〇なのか？」という疑問は、暗黙のうちに自分の文化を自明視しているからです。自らを振り返るには、もう一つの疑問形「△△人は〇〇なのに、なぜ自分たちは違うのか？」(例:なぜわれわれは割り勘にしないのか?)が必要で、こうした疑問のほうが、答えにくくなります。

学生は欧米圏とアジア圏半々くらいですが、授業への参加スタイルが全く違います。欧米の学生の多くは、授業で何か問いかけると、次々に自分の意見を述べだし、数名が次に意見を言おうと手を挙げて待っています。放っておくと、欧米の学生だけが話すことになります。しかしアジア圏の学生も、考えを書かせると良い意見がたくさん出るので、全体でディスカッションするときは、日本人学生などにはパワーポイントなどで先に書いてから発表させたりします。少人数でのディスカッションでは、アジア圏の学生も活発に話すため、ペア単位や少人数単位のディスカッションも行います。多様な国からの多様な専攻の学生に英語で授業をするのは、発見もあるので、まだ担当経験のない先生には、まずはお試しでやってみることをオススメします。わたしの秋学期の授業で30分ないし90分話してみるなども歓迎です。

I have been involved with the short-term program from the time the preparatory committee was launched, so it can be said that I have taught this course from the very beginning. Because this course is a General Arts and Science curriculum subject, around ten Japanese students also enroll each year. Around three quarters of each lesson are allotted to students’ discussion session while lecturing is kept short. International students come to Japan with various interests in and expectations about Japan’s people, culture and other aspects of their experience here. When they arrive and commence their studies in Japan, they also come to have wide-ranging questions. Examining such questions in my classes over the years, a dozen or so areas clearly come to mind. “Why do Japanese tend to split the expenses when going out?” (This is a question posed by many students from South Korea, where the custom is that one person pays for the entire group by tacit agreement.) “Why do Japanese line up so often?” “Why do Japanese female store clerks speak in such high voices?” “Why is there a sense of male chauvinism in Japan?” (This question is frequently asked not only by students from countries known for legacies of courtesy toward women, but also by students from Asia.) “Why is it that in the context of friendly conversations Japanese students suggest to international students that they should get together again but rarely get in touch to follow up on those proposals?” “Why do Japanese often fail to say hello or exchange greetings the next day, even after engaging in friendly conversations out drinking the night before?” (Students from Western countries regularly ask these two.) “Why do managers at part-time jobs tend to dislike people who



disagree with them or express different views?" I believe that these questions are all closely linked to the psychology of the Japanese people. The tendency for store clerks to speak in high voices, for example, is a practice stemming from the area of "nonverbal communication." When expressing respect or goodwill, Japanese are often prone to speak in higher-pitched tones.

When these questions are addressed in discussions, Japanese students normally find themselves at a loss about how to reply, because they have never realized or considered such aspects. To better understand your own culture, there is clearly a need to come into contact with other cultures. Then again, simply coming into touch with other cultures and sensing the differences is no guarantee that you will truly grasp the realities of your own culture. This is because the questions regarding "why Japanese are like they are" posed by international students are based on standardized perceptions tacitly understood to be self-evident truths in the context of their own cultures. To truly reflect upon your own mindset requires yet another interrogative form. This refers to so-called reverse questions in which (in this case) people observe certain traits among the Japanese and wonder why they themselves are not like that. Questions of this kind prove to be the most difficult to address. Among international students taking the class, there are also Japanese Studies students and Teacher Training Program students. While there is roughly an equal split between Westerners and Asians, the totally different styles of class participation between those two groups require a certain degree of coordination on my side. Western students, for example, are fond of steadily voicing their own opinions when a question is posed to the class, with a number of students typically raising their hands and waiting their turn to speak. Letting this pattern run its course, however, will result in only the Western students taking part. In contrast, students from Asia rarely raise their hands to talk in such situations, largely because that is not the custom in their countries. When asked to write down their thoughts, however, it is clear that they have many good ideas to offer. Engaging in general discussions, meanwhile, students from Japan and other countries often present their ideas via PowerPoint presentations and other modes. It is also possible to encourage them to further discuss what they have written down. Because Asian students are more prone to actively speak out during discussions in smaller groups or even pairs, I hold discussion sessions in very small groups as well. There are certainly stiff challenges involved in teaching classes in English for students representing different countries and a wide range of majors. Yet there are discoveries to be made, and I recommend that instructors who have never taught such classes to at least try it once. I would also heartily welcome such instructors into my own classroom to present talks extending anywhere from thirty to ninety minutes.

学生レポート *Student Report*

「ISEP留学生としての東京学芸大学での経験」 ミッチェル・サンブラノ

‘My experience as an ISEP student at Tokyo Gakuei University’ Mitchell Sambrano

自分の経験や成果をふり返ってはっきりと言えるのは、東京学芸大学で過ごした時間は価値あるものだったということです。交換留学生でなければ、これほど多くのことを経験したり学んだりすることはできません。ISEPプログラムでは、交換留学生は日本語と日本の文化を学びながら、教室の外では日本に関連した活動に参加することができます。お茶会では本物の日本茶を味わい、秩父夜祭では秩父の山を散策、また、宝塚や歌舞伎といった現代演劇や伝統芸能を鑑賞したりと、枚挙にいとまがありません。また、弓道部で過ごした時間も充実していました。日本の伝統文化により近づき、これまでに出会った誰よりも強い意志を持ち、努力を惜しまない人たちと知り合うこともできたのです。東京学芸大学は、日本の学校での指導や、日本の教育制度全般に関心のある人には素晴らしい大学です。日本の学校を訪問し、見学したり、子どもたちと触れ合い、指導する機会も数多くありました。そしてなにより、外国語教育の推進のために石巻を訪れる機会にも恵まれ、東日本大震災と津波の被害を受けた子どもたちに喜んでもらうことができたのです。この経験は、日本で過ごした時間の中で最大の出来事の一つとなりました。全体的には満足したとはいえ、不安や個人的な苦勞もありました。時には、勉強量の多さ(授業を多くとれば、それだけ期末の試験も増えます)、日本語(最初は全く自信がありませんでした)、絶え間ない人とのかわり(込み合った満員電車やトイレの長い列、何度も死ぬ思いをさせられた危険な運転の自転車)などに圧倒されることもありました。それでも数カ月も過ごすうちに、それも生活の一部なので耐えられるようになりました。日がたつにつれ、徐々に安心感も増し、新しい環境の中でもとてもリラックスできるようになったのです。何と言っても、私は東京学芸大学の交換留学生として日本で過ごした時間を忘れることはないでしょう。自分に課した目標はすべて達成し、多くの素晴らしい友人や、すぐに色褪せることのない思い出もできました。いつの日かもう一度日本に行きたいと心から願っています。日本と東京学芸大学は、これからもずっと私の第二の故郷と呼べる場所であり続けることでしょう。



Looking back at what I have done and accomplished, I can definitely say that my time at TGU was well worth it. In no other experience besides being an exchange student, can you do and learn so much. What attracted me most to TGU was its ISEP program, where exchange students are able to learn Japanese language and culture, while giving them opportunities outside the classroom to participate in Japanese related activities. I enjoyed tasting authentic tea at a tea ceremony, strolling around the mountains in Chichibu during the Chichibu Night Festival, and watching Japanese traditional and modern performing arts like Takarazuka and Kabuki – the list is endless. I also enjoyed my time spent with the Kyūdō club. This club got me closer to traditional Japanese culture and got me to know some of the most determined and hardworking individuals I have ever met. TGU is a wonderful university for those who are interested in teaching in Japanese schools and the Japanese school system in general. I had many chances to visit schools to observe, teach, and interact with Japanese children. I was extremely privileged to have had a chance to go to Ishinomaki to promote foreign education and create happiness for children who were affected by the Great East Japan Earthquake and tsunami. This ranks as one of the high points of my time in Japan. Despite my overall satisfaction, I had my anxieties and personal struggles. At times, I was overwhelmed by the workload (taking more classes means more test at the end of each semester), Japanese language (no confidence whatsoever in the very beginning), and constant interaction with people (overcrowded trains, long lines at rest rooms, and dangerous bicycle riders that had almost gotten me killed on several occasions). Within a few months of my stay, I learned to live with it since it was part of life. For each day that passed, my comfort level gradually increased to a point where I became very relaxed with my new surroundings. With all said and done, I will never forget my time in Japan while I was an exchange student at TGU. I fulfilled all the goals I had set for myself and I made many great friends and memories that will never soon fade. I truly hope I get to revisit Japan one day. Japan and TGU will always be a place that I can call my second home.

ISEP科目・授業担当教員 ISEP Courses & Instructors

*CA科目：Asterisked courses are CA courses open to undergraduate students of the Tokyo Gakugei University.

	科目名／Course Title (Autumn Semester 2012)	授業担当教員／Instructor
1	ISEP Seminar I	有澤 知乃 ARISAWA Shino
*2	Education in Japan	渋谷 英章 SHIBUYA Hideaki
*3	Cross-Cultural Teaching Practice	戸田 孝子 TODA Takako
4	Counselling in Japan	佐野 秀樹 SANO Hideki
5	'Japan Cool' Abroad: Analysis and Fandom	Joshua P. Dale
6	Cultural History of Japan	有澤 知乃 ARISAWA Shino
7	Study of Japanese Print-Making	清野 泰行 KIYONO Yasuyuki
8	Introduction to Japanese Music I: Playing Koto	有澤 知乃 ARISAWA Shino
9	Recreation and Sports in Japan I : Table Tennis	渡辺 雅之 WATANABE Masayuki
10	Walking Convention: The Memory of History and War	渡辺 雅之 WATANABE Masayuki
11	Recreation and Sports in Japan II : Skiing	岩本 良裕 IWAMOTO Yoshihiro
12	Geography of Japan II: Geography of Seaside and Downtown Area in Tokyo	古田 悦造 FURUTA Etsuzo
13	Japanese Business Enterprise	原田 和雄 HARADA Kazuo
	科目名／Course Title (Spring Semester 2013)	授業担当教員／Instructor
1	ISEP Seminar II	有澤 知乃 ARISAWA Shino
*2	Cross-Cultural Ideas	戸田 孝子 TODA Takako
*3	School in Japan	浅沼 茂 ASANUMA Shigeru
4	Introduction to Psychophysiology	池田 一成 IKEDA Kazunari
*5	Cultural Social Psychology of the Japanese	杉森 伸吉 SUGIMORI Shinkichi
6	Cross Cultural Representations and Practice	Joshua P. Dale
7	Natural Science in Japan	藤本 光一郎・中野 幸夫 FUJIMOTO Koichiro, NAKANO Yukio
8	Modern and Contemporary Culture of Japan	有澤 知乃 ARISAWA Shino
9	Traditional Performing Arts of Japan	有澤 知乃 ARISAWA Shino
*10	Introduction to Japanese Music II : Playing Shakuhachi	筒石 賢昭 TAKESHI Kensho
11	Theatre Workshop	高尾 隆 TAKAO Takashi
12	Recreation and Sports in Japan IV : Cycling	渡辺 雅之 WATANABE Masayuki
13	Japanese Budo: Judo	射手矢 岬 ITEYA Misaki
14	Recreation and Sports in Japan III Aquatic Sports (Swimming)	岩本 良裕 IWAMOTO Yoshihiro
15	Geography of Japan I: Blue Tourism in Izu Islands (Kouzu shima) of Tokyo	古田 悦造 FURUTA Etsuzo

履修生(個人研究テーマ・指導教員) Enrolled Students (Individual Study & Academic Advisors)

	Name	Home University	Academic Advisor	Individual Study Title
1	Wang Li	Nanjing Normal University	Yabe Hiroko	The Comparison of Attitudes between Chinese and Japanese College Students towards Marriage
2	Chen Daojing	Nanjing Normal University	Iwata Yasuyuki	Comparison of Teaching Practice between China and Japan: Focusing on Secondary School Level
3	Au Nga Ching	The Chinese University of Hong Kong	Tomabechi Shin	Idol Worship: Female Fantasy Consuming Johnny's Idols Images
4	Cheung Hoi Ki	The Chinese University of Hong Kong	Asano Tomohiko	Marketing Strategies in Japan: How Can a Brand Deliver Philosophy, Which Changes People's Lifestyle?
5	Tam Hoi Yen	The Chinese University of Hong Kong	Asano Tomohiko	Body Image and Management of Female University Students in Japan
6	Liao Ying-Chi	National Taiwan University	Sugimori Shinkichi	Assessing Psychological Stress: The Difference of Self-perceived Stress between Japanese University Students, Taiwanese Students and International Students
7	Pearl Asuncion Divina	Philippine National University	Shibuya Hideaki	Descriptive Research on the Early Childhood Education of Japan and Philippines
8	Rassmeechaung-hote Kotchanach	Silpakorn University	Yoshino Akira	Comparison between Japanese and Thai People's Images on the Flood in Thailand
9	Maria Löbel	Faculty II University of Trier	Sakai Toshiki	Representation of the Korean Minority in Japanese Education
10	Alexandru Arba	University of Heidelberg	Shibuya Hideaki	Comparison of English Acquisition in Japan and Germany: A Focus on Motivation
11	Amanda Almvide	University of Gothenburg	Tetsuya Etsuro	Design Project: 3 in 1
12	Erin Pihl	University of Hawai'i at Hilo	Shimada Megumi	Adopting American High School Life in Japanese High Schools
13	Mitchell Sambrano	University of Hawai'i at Hilo	Baba Tetsuo	Comparison of Foreign Language Education between America and Japan in Secondary School: Are You Happy with Your Foreign Language Education?
14	Michael Timm	Ball State University	Sugimori Shinkichi	What Puts the "Wonder" in Wonderland?: A Research Study of Japanese Circles
15	Sarah Sutherland	Ball State University	Sato Masamitsu	Modern Day Kimono: The Women of Japan
16	Matt Ryan	University of Canberra	Takayama Yoshiki	Comparing Hollywood Remakes to the Japanese Original

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