



Examining global human resources

Kyorin Times

Kyorin University held the third Kyorin University Global Symposium in Otemachi, Tokyo, on March 15, under the theme, "Proficiency in English, Chinese, and Japanese are necessary for global human resources." The symposium was attended by about 150 people interested in international exchanges.

Kyorin is one of the universities chosen in fiscal 2012 for the Promotion of Global Human Resource Development project by the Ministry of Education, Culture, Sports and Technology. With the ministry's support and funding, the university is working to develop human resources with a trilingual command of English, Chinese and Japanese.

The symposium featured Cui Xiliang, the president of Beijing Language and Culture University; Ning Yizhong, the dean of the College of Foreign Languages at Beijing Language and Culture University; and Jun Takao, a newscaster from the Japan Broadcasting Corporation (NHK). The symposium was simultaneously interpreted.

At the opening of the program, Kyorin University President Yutaka Atomi gave the audience a brief speech describing the university's international programs and its impact on the campus.

Vanishing borders

Following the opening speech, Cui took the podium. Sharing his own experience from when he lived in the Netherlands, he spoke about how national boundaries between countries are blurring. He mentioned how it took only 10 minutes by bicycle to reach the Dutch border with Belgium, and only three hours to fly to Tokyo from Beijing to participate in the symposium.

Global human resources needed during such times are those

who can speak three or more languages, but language proficiency is not the only factor in creating global human resources, Cui said. What's most important is that trilingual speakers have global views and mindsets, as well as world knowledge and aspirations to become true global human resources. Universities and governments alike are obliged to promote further student exchange programs, Cui said.

"We have to make a hand-in-hand effort to bring coordination to the world and create better conditions and circumstances for students and future generations."

English, other factors

NHK's Takao echoed Cui's sentiments, and said a global person needs other attributes besides a command of English. Having interviewed former Russian President Boris Yeltsin, Russian President Vladimir Putin and U.S. President Barack Obama, he spoke about his experiences as a correspondent in Russia for eight years and in Washington for another four years.

During his stay in those countries, many people asked about what he asked the presidents, making him realize that English is only a tool, and the importance lies in what you say and what you do with it. Takao cited an episode with Masao Kunihiro, a well-known Japanese simultaneous interpreter, who once told him: "In the global community, speaking English is like breathing. No one in the world takes pride in breathing."

The comment gave him the strong belief that he needed something to compliment his English. At NHK's international division, speaking Russian or Chinese are prerequisites for local correspondents, and demands for Korean and Arabic are expected to grow, Takao told the audience.



Cui Xiliang, the president of Beijing Language and Culture University



Jun Takao, a newscaster from the Japan Broadcasting Corporation (NHK)

Since the Cold War ended, the demand for Chinese language speakers has outstripped that of Russian speakers, and the need for Chinese speakers is likely to increase in the international political arena, he added.

Education in China

After a brief recess, there was a panel discussion with the Beijing Language and Culture University's Ning Yizhong; Guan Lidan, the chief of the Japanese program at the university; as well as N.P. Kandel and Yoshiko Sawada-Tucker, two Kyorin University graduates. Shunji Inoue, a Kyorin University professor, presided over the discussion.

First, Ning spoke in English about foreign language education at Chinese universities. China once focused on Russian language, but has shifted its focus to English, he said. Today, of the 1,145 universities in China, 994 have English language courses, 506 have Japanese language courses,

and 137 have Russian language courses, Ning explained.

Yet, China thinks providing English language courses at universities is not good enough to develop global human resources, and some universities are adding courses for Spanish and Arabic, he added.

Guan, speaking in Japanese, said Beijing Language and Culture University is China's first university to introduce a Sino-Japan simultaneous interpretation course in 2003, with support of the Japan Foundation.

Different cultures

Kandel, born in Nepal, discussed his own bewilderment at the differences in culture between Japan and his home country, particularly when he started working at a Japanese education company, Tomonokai, after graduating from the Faculty of Social Sciences at Kyorin University.

He had a difficult time familiarizing himself with aspects of

Japanese culture, such as reading between the lines and figuring out unspoken agreements, or deciphering the difference between what one says and what one really thinks. Having command of a foreign language alone doesn't make a global person, Kandel told the audience.

Agreeing with Kandel, Sawada, a graduate of the Faculty of Foreign Studies of Kyorin University, talked about her experience in China working at the Japanese advertising agency Dentsu Inc.

She said she used to have trouble communicating with foreigners because she talked to them from a Japanese point-of-view, ignoring their cultural backgrounds. She said that working in a foreign country is not absolutely necessary, but emphasized: "It is your way of thinking, your actions and your adaptability to different kinds of environments that can be transferred to problem solving. Those are the factors necessary to make you a global person."



Professor Keiichi Tsukamoto

New interpretation text

Kyorin Times

"A Road to Interpretation of Chinese; New Edition," written by Keiichi Tsukamoto, a professor of the Faculty of Foreign Studies of Kyorin University, was recently published by Taishukan Publishing Co., Ltd.

This printing represents the latest edition of the book, which has been reprinted 11 times over the last 10 years. The new version has been amended to reflect major shifts in the social situations in both Japan and China since the publication of the original.

Tsukamoto is a leader in the interpretation, translation and edu-



cation of the Chinese language. He also serves as the honorary chief of the center for Japanese interpretation and translation at the graduate school of Peking University. His newly published book gives readers interpretation techniques, some common sense advice for interpreters and the current environment and future prospects of interpreters. It also provides hypothetical interpretation training for practical cases such as guiding tours, business negotiations and interviews.

This book is expected to be useful for interpreter candidates who want to build a solid foothold in Sino-Japanese communications, as well as for current Chinese interpreters and students learning high-level Chinese looking to brush up their Chinese language command.

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Kyorin Around the World

'Tour guide' notes planning challenges

Ichika Takahashi
DEPARTMENT OF ENGLISH,
FACULTY OF FOREIGN STUDIES

A group of Miami University students visited Kyorin University in the middle of June. This article is about entertaining visitors from overseas and our cultural exchange.

On the evening of the Miami University students' first day in Japan, we held a welcome party for them at an *izakaya* (Japanese pub) in Hachioji. The 10 Miami students and their teachers were joined by many Kyorin students, who explained the food and drinks on the menu and taught them how to order. Even though the evening was over too quickly, everyone got along very well with each other.

On their first Saturday here, I took half of the Miami students to Akihabara, while the rest went to Mount Takao with some other Kyorin students. My group told me at the party of the many things they wanted to do in Akihabara. Although I worked very hard on coming up with a plan to accommodate everything they wanted to do, we ended up not being able to follow it, but they enjoyed Akihaba-

ra regardless. We visited a cat-cafe, game stores, and an arcade to take *purikura*, translated as "print club," which are small user-decorated photographs with sticker backings. It was very interesting how much they really enjoyed eating ramen.

The following day, some other Kyorin students and I guided them around Harajuku.

We divided up into three groups to travel more easily and set out on our adventure. We were very short on time, so I took my group to Takeshita Street, where everyone enjoyed shopping on the lively and trendy street. In the afternoon, we had planned to meet and go to another area and, although one team was late, we eventually made it and achieved our goal of showing them a good time in Japan.

As the organizer of these group activities, I learned many things such as how difficult it is to make plans for people, how important it is to communicate, and how challenging it is to find activities foreign students might enjoy. I liked thinking about what the best way might be to tell them about the great aspects of Japanese culture,



Andrew Stokely (left), Ichika Takahashi

but I discovered I still don't know it very well myself. So if I have another opportunity to guide someone, I want to study more about Japanese culture. If you have a similar chance in the future, I suggest you study not only the other culture but also your own.

I thank my teachers for allowing me this wonderful opportunity.

Miami student's Japan experience

Andrew Stokely
STUDENT, MIAMI UNIVERSITY (OHIO)

I wanted to go to Japan because there was a program for it offered at my school and I wanted to experience going to a foreign country on my own for the first time. Overall, I think the trip was a massive success, and my final impression of Japan is that it is a

beautiful place with very kind and welcoming people.

I had a wonderful experience. In particular, I enjoyed the sights and sounds of the big cities and the lovely hills and mountains beyond. I thought the school was a very engaging and wonderful place. Exploring Akihabara was great and I especially found the cat cafe to be a one-of-a-kind ex-

perience. What stood out to me the most, however, was going to that little concert venue with you (Ichika Takahashi) and Aleq after everyone else had gone home. The music was good, the atmosphere was welcoming, and I even got a free drink out of the experience. I was very pleased to hear such a unique blend of musical styles. It was a really fun night.



Morgan Shaw (left), Brandy Thomason

Students discuss English Salon

Morgan Shaw and Brandy Thomason
STUDENTS, TEXAS A&M UNIVERSITY

Kyorin University's Hachioji campus is an amazing place. We were able to intern at Kyorin University with our friends Antonio Muniz and Jackie Khong. Having our friends from Texas A&M University intern with us was a major comfort.

We quickly learned that Kyorin is not only an extraordinary university, but also a big family. We were able to attend classes taught by many of Kyorin's funny and intelligent professors and assist their students in class. We also went to the English Salon to help with daily conversation. Throughout this experience we made many friends — Hifumi, Yasuno, Erika, Shuu, Akihiko and Misato, just to name

a few. We were not only able to visit a foreign country for the first time, but also to learn more about Japan's culture, language and the wonderful people who live there.

We went on multiple adventures with Kyorin students and developed friendships with many of them during our time at the university. We feel stronger as people and believe our lives have more meaning because of Kyorin University's spectacular English department and extraordinary students. We really enjoyed the English Salon and think it is one of the greatest programs given for free to all Kyorin students. To be able to talk to native speakers of the language you are learning is something we wish Texas A&M had, and, with the help of Kyorin

students, perhaps one day it will.

We are extremely excited to have Kyorin students coming to Texas A&M in February. We hope Kyorin continues its outstanding English department and that the university thrives when it moves to the new Mitaka campus location. To any students who want to learn English, you are in good hands at Kyorin University. Go to the English Salon and try your best! Kyorin has many study abroad programs that we recommend to every student. Everyone should study abroad to experience the adventure of being in another culture and learning to view the world differently as we did. The world is an amazing place, so don't be afraid to learn and live in it. As a Texan saying goes, "Grab the bull by the horns!"

Texas intern shares Kyorin adventure

Jackie Khong
STUDENT, TEXAS A&M UNIVERSITY

I am thankful for the experience of going to Kyorin University and meeting many wonderful students. The English Salon is a great place for the students to practice conversational English. I remember having many laughs, from talking about random topics to telling each other about our hometowns.

Assisting the English Department was made easy thanks to the help of Professor Arashi, who planned my schedule. The amazing staff that I got to work and exchange views with helped me reevaluate what I wanted to do

with my future career. I initially only wanted to become a lawyer, but I now want to pursue teaching after my law career. I also got to experience dance practice with the "Slave to the Rhythm" dance club and met Alyssa Ichikawa, who became a mentor and best friend to me. The hospitality and kindness that Japanese people present still awes me to this day.

Alyssa graciously offered to show the Texas A&M students and me around Tsukiji Market, Tokyo Skytree and Asakusa. My friend, Daisuke took us to Disney Sea, which was my first time going to any Disney theme park. One of the most memorable mo-

ments for me was celebrating my 21st birthday in Japan. My classmates Yuta and Alyssa planned a birthday party for me and I was able to spend an amazing night with some Japanese and Texas A&M friends.

I made many memories running around Tokyo with the new friends I made. It was always fun to visit my friend, Misato at work and eat Danish pastries. I got to cook with my roommates, Alyssa and Daisuke. I will not forget the laughter and wonderful ambiance that we all shared when we went to restaurants and bars together. Simply sharing a meal with everyone was memorable enough, but taking *purikura* and making each



other look girly was the icing on the cake.

Having my friends send me off at the airport was a great ending to this internship and I am looking forward to returning to Kyorin University in the near future.



Jackie Khong (left)

Hospitality lessons learned in Malaysia

Natsumi Koguchi

DEPARTMENT OF HOSPITALITY AND TOURISM,
FACULTY OF FOREIGN STUDIES

I was only studying abroad for one short month, so I felt that it should be my daily goal to live and experience each day as fully as possible. During my time spent immersed in the English language, there were times I experienced difficulties because I couldn't make myself understood effectively or understand other people. However, I felt that rather than worrying about it, I should just start a conversation. I'm happy with myself for trying my best.

I learned about hospitality in my classes and I discovered there is a certain type of language you must use when speaking to customers in English. I interned at an information center, which was in a building with a hotel, college, offices and a shopping mall. There are people of many nationalities in Malaysia and I was able to talk to

many of them. Through interning, I was able to have many experiences that I wouldn't have had unless I had worked there.

I feel that studying English even after coming back home is tremendously important. The

ambition I had to work for a company engaged in global business was reinforced by this invaluable study abroad experience. I believe a month-long study abroad period will also enhance my chances of landing a job.

Training for teachers

Kyorin Times

Five university faculty members participated in the training program, "Content and Language Integrated Learning (CLIL): Principles and Best Practice Program," held at the University of Queensland from Feb. 8 to Feb. 23. CLIL, first introduced in 1994, is a collection of techniques used to teach specialized subjects in English. It is drawing close attention from Japanese academia because of an increased interest in globalization. The faculty members attended the conference with an

eye to aid in globalizing university staff and enhancing our English-language educational programs.

The Kyorin attendees were Masako Takagi, professor of the Faculty of Foreign Studies; Eri Akamine of the same faculty; Hiroshi Okamura, associate professor; Arata Kuno, associate professor; and Masashi Arai, all of the Faculty of Social Sciences. They took part in the program alongside staff from Tamkang University of Taiwan.

The university held an informative meeting about the CLIL program on July 16, and 56 university staff attended. Five Kyorin CLIL



Natsumi Koguchi, center

attendees summarized the program, covered some practical CLIL methods of teaching in English and discussed important points when making resumes. They also

discussed some tips for improving efficiency in teaching, as well as future possibilities of the CLIL method at the faculties of foreign studies and social sciences.

Study Abroad Experiences

AUSTRALIA

Kazuna Hirata

DEPARTMENT OF ENGLISH,
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I studied abroad in Australia for about four months. The time I spent there was not only to study English, but to also observe the style of communication and culture in Australia. I feel the perspective and insight I gained is crucial to my future success, making my study abroad a meaningful experience.

Australia was my second home stay experience, so I was pretty relaxed about entering my new living situation. However, it was my first time staying with a host family for such an extended period of time, so I was anxious about whether or not we would get along. Contrary to my doubts, my host family was extremely welcoming and kind, and I was blessed with a wonderful roommate who I spent a lot of enjoyable time talking with. The school I attended had exchange students from fourteen different countries, and through them I was able to learn about many cultures. The classes were offered at a variety

of levels to fit each student's academic needs. People in Australia love to barbecue, and I often barbecued with my friends and host family. People love it so much, the Institute of Continuing and TESOL Education of the University of Queensland I went to is known for its school-wide barbecue after exams.

When people think of Australia, they think of koalas, kangaroos, and beautiful beaches. On the weekends, I would often visit the beach, or go to the zoo. I was mesmerized by the blueness of the ocean and the silkiness of the sand, and I could hold a koala or feed kangaroos. In this way, I was able to enjoy the nature of Australia.

During my stay I was able to experience many things, but they were not all fun or easy. At times when I couldn't communicate adequately with my host family or when I couldn't understand a word the teacher was saying during class, I would become very sad and frustrated. Although there were instances of adversity, I was able to channel positive thinking and move forward. Looking back, I believe that the

difficult times were also important life experiences that helped me grow as a person.

Every day that I spent in Australia was substantial to me, so I was left with a very sad feeling when I



Kazuna Hirata, second from right, front row

difficult times were also important life experiences that helped me grow as a person.

Every day that I spent in Australia was substantial to me, so I was left with a very sad feeling when I

came back to Japan. I want to continue studying English in Japan, and I now have dreams of going back and speaking with my host family with my improved English. I am incredibly thankful for my

friends and teachers who made my study abroad experience possible, and am especially grateful to my biggest supporters, my parents, for pushing me to take this opportunity.

CHINA

Yoshiko Kato

DEPARTMENT OF CHINESE COMMUNICATION, FACULTY OF FOREIGN STUDIES

My home stay in China was great and I had many wonderful experiences. Communicating with Chinese people and others from various countries was bewildering at first, but it was really fun and broadened my views.

Soon after arriving, I found myself frustrated with the different environment and lan-

guage so it was difficult for me to settle in. When classes started at Beijing International Studies University, I didn't understand what my teachers and classmates were saying and I could barely communicate with them. I was lost and didn't know what to do. Fortunately, I was supported by other Japanese students, who were facing the same problems.

Through the lens of studying abroad, my interactions with those Japanese students changed my view of Japanese. By the time I was able to com-

municate with the other foreign students in my classes, I formed quite different impressions of their countries as well. In particular, my view of China was completely changed, teaching me the lesson that you never know something until you experience it firsthand.

When I told them I was studying Chinese, some local shopkeepers would teach me Chinese and correct my pronunciation. After several visits to their stores and restaurants, they remembered me and we became friends. Sometimes the

staff would give me discounts on my shopping or extra portions at restaurants. I think a lot of them were the type who enjoys taking care of others. It was amazing to me, as I had rarely seen that kind of thing in Japan.

I don't mean this in a bad way, but I was shocked by Chinese students' attitude toward studying. They studied so hard they didn't have any time for fun. Before tests, the library was filled with Chinese students and I often saw many studying late at night. Their attitude motivated me to study hard and I passed

the Chinese Proficiency Test (Hanyu Shuiping Kaoshi) level five, one of my language-study goals.

Above all, the experience gave me time to think seriously about not only the people around me, but also about myself. Through the process, my value standard and my impressions about Japan and other countries, as well as about myself, changed a great deal. Studying in China was a really important experience and I underwent some positive changes thanks to my time abroad.

Wrap-up of study-abroad programs

Kyorin Times

A reporting session for 43 students who had finished studying, training and interning overseas was held on Saturday, July 19 at Kyorin University, Hachioji Campus. The students, who had studied in the U.S., U.K., Canada, Australia, New Zealand and China, made presentations to report on what they had learned from those programs.

The presentations were part of the education ministry's Global Human Resources Development Promotion Program and were held in English and Chinese. Showing slides of the countries they studied in, the students explained what the classes were like and how they spent their time with host families in those countries.

A Q&A session was held after the presentations, with Ling Zheming of the Ministry of Foreign Affairs of the People's Republic of China, and Eric Trautman, a Kyorin University faculty member, who were

invited as third-party evaluation committee members. The students answered their questions with wit and enthusiasm. Commenting on the evaluation, Zheming delivered an encouraging message to the students in English, saying "Practice makes perfect." Robin Sakamoto, the Dean of Kyorin University's Faculty of Foreign Studies concluded by saying: "Kyorin University is the best place to improve the English and Chinese you learned overseas. Our English and Chinese salons give you opportunities to speak in English and Chinese freely any time you want. Use them whenever you can."

Studying abroad is one of the ways the university is strengthening its international education programs. It is not only the Faculty of Foreign Studies enhancing study-abroad programs and arranging opportunities for foreign students; it is also an effort being undertaken by all of the university's departments and faculty.



Study Abroad Experiences

NEW ZEALAND

Otani Chinami
DEPARTMENT OF ENGLISH,
FACULTY OF FOREIGN STUDIES

I stayed in Christchurch, New Zealand for three months from September to December. Studying abroad was a dream that I had nurtured since I was a child, and I embarked on my journey to New Zealand with no English speaking or listening skills.

I arrived in New Zealand with hopeful expectations and a dash of uncertainty, and was greeted at the airport by a teacher who took me directly to the school. The Japanese staff gave me an orientation, introducing me to the school and providing the information I would need for day-to-day living. Afterward, I was taken to meet my host family, and my new life immersed in English had truly begun.

In the car on the way to my new home, my host mother talked to me about many things but my English at that point was not developed enough to understand what she was saying. I remember being so desperate to respond to the few things I could make out, that I accidentally spoke in Japanese. Even so, she tried very hard to understand what I was trying to say, and whenever we were together she would rephrase her words or use examples to help us communicate. Every night when I would be doing homework, she would tell me to ask her if there was anything I didn't understand, and on test nights she made sure I had a quiet environment to study in so I could concentrate. When I would bring home good test scores, it brought her great joy. From the very beginning, I was treated like a daughter and I found it very easy to become one of the family. I feel incredibly blessed to have stayed with such a warm and loving family.

At school, there was a placement test to separate us into level-appropriate classes. Since the people in my class were all on the same level, we were able to work

together to approach material we didn't understand. My classmates and I formed a strong bond and we would often eat together or have tea at local restaurants. On weekends I would often go to house parties or spend time with my friends. The time I spent with them is irreplaceable to me. I could only speak English when I was with them, so I think this provided the most significant platform for me to expand my English.

My stay in New Zealand provided me with not only an opportunity to improve my English, but also a chance to expose myself to a new way of thinking and perceiving. Christchurch tailors itself to foreign exchange students, so I would often see other Japanese and a variety of foreigners around town. In my class alone there were students from Japan, China, Saudi Arabia, Thailand and Vietnam, and I observed how we all processed and reacted to the same lessons differently depending on the culture we came from. I was able to learn and experience many things while abroad.

CANADA

Ayuri Ozawa
DEPARTMENT OF HOSPITALITY AND
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STUDIES

The five months I spent in Toronto sound like a long time, but it was over before I knew it.

Before heading to Canada, I couldn't wait for the experience awaiting me and I was full of excitement.

I am typically friendly and I enjoy talking to people, but I could only say "Yes" and "OK" when I arrived there. I wasn't able to speak because I was worried about my English, wondering how to say certain words and anxious about whether my grammar was correct or not. This resulted in me being a bit shy when it came to speaking English.

At school, my classes were obviously conducted in English and I



could barely understand what the teachers were saying. I was wracking my brain every day trying to follow the classes.

After about two months, I grew accustomed to hearing English and I came to have a vague understanding of what my teachers and host mother were trying to convey. By then, I was able to talk to my friends at school in English. Every day, the shyness I felt faded and I found it easy to say "good morning" to friends. I became friends with people from my classes, other classes and even some instructors. These friends taught me about their cultures and languages and I told them about my language and culture. Of course, there was also the inevitable talk about boys amongst the girls.

Although it was a little strange to communicate internationally with people using English, I enjoyed speaking more and more

and my classes became fun. After a few months, I was really happy when my host mother told me my English was much better than when I first arrived.

While in Canada, I enjoyed traveling and sightseeing and I visited Niagara Falls, the CN Tower and the Notre-Dame Basilica in Montreal. I also took part in as many events as I could in Toronto and, during the winter break, I went to New York to join a year-end countdown party. Visiting Walt Disney World in Florida helped my friends and I learn English, as we made all the arrangements for the trip ourselves.

What impressed me most during the time I spent in Toronto was the warmth of the people. Their kindness was not only directed toward foreigners, but could also be seen between men and women and the old and the young. I think the people I encountered there are

friendlier than Japanese.

Above all, my host mother did so many things for me that I couldn't thank her enough. She had told me Christmas was a big event in Canada and she proved it when she gave me many presents on Christmas; so many that I couldn't carry them all! As it was just me and my host mother, we had our friends over for a Christmas party. It was the biggest Christmas party I've ever been to and everyone enjoyed eating cake and playing games.

My five months in Canada were over in an instant, but I was able to broaden my views and learn different ways of thinking by talking to people from other countries. I am now dreaming of visiting the home countries of the friends I made there. Thanks to my experience there, I will continue studying English with gratitude in my heart.

Kyorin in the Community

Cooperation with high schools

Kyorin Times

Kyorin University held the fourth Kyorin University Global Symposium on Sept. 6th on the theme of "Development of global human resources in collaboration between universities and high schools."

This is part of the university's programs for the Project for Promotion of Global Human Resource Development, under the Ministry of Education, Culture, Sports and Technology to fund programs of selected participating universities.

The program invited teachers from Shotoku Gakuen Junior and Senior High Schools, and from Junten Junior and Senior High Schools, who spoke about their schools' international programs. Kyorin University also presented one of its global human resource development programs.

The program included a panel discussion, before concluding with a question and answer session.

Presenters and panel participants agreed that Asia is the focal point of their international programs and that further coordination between high schools and universities is needed.

Following the opening remarks by Paul Snowden, Vice-President of Kyorin University, and Yutaka Atomi, President of Kyorin Univer-

sity, Kazuki Yamana, chief of the international exchange center of Shotoku Gakuen, talked about the school's international programs.

In addition to their three-month and one-year study-abroad programs in the U.S., Canada, and Australia, Yamana introduced other activities, including bringing in teachers from China and student visits to Sekolah Republik Indonesia Tokyo, a Tokyo-based school for Indonesian students in Japan.

Additionally, this year the school added a study-abroad program to Fiji and is planning a student trip to Vietnam in December. The high school will also invite a group of teachers from China, who will give a class on their country in Chinese. Asia is the central theme connecting these programs.

"Japan should join other Asian countries where English is the second language," Yamana told the audience. "English is just a tool to convey what you want to say. The days of learning English from countries where English is the main language are over."

The view was shared by Haruhiko Nakahara, the chief of the international division at Junten Junior and Senior High School, one of the 56 high schools in Japan selected for the Super Global High School program.

It is the Japanese government-backed plan to help the selected schools fund their own programs to educate their students, aiming at nurturing human resources capable of detecting and solving pending issues and problems in global society.

The government outlined the plan earlier this year, and in March selected the schools from 246 applicants. The program began this fiscal year and runs for five years.

According to Nakahara, globalizing Japan is not supplying Japanese technology and knowledge to a foreign country to raise productivity. It is "to share a problem with native people in a foreign country, think about solutions to the problem in English, and tackle the issue together with the native people," he said.

In the following presentation, Robin Sakamoto, the Dean of the Faculty of Foreign Studies at Kyorin University, gave a clear definition of "global human resources."

Showing pictures of Bill Gates, Steve Jobs, and two others, Sakamoto asked the audience to identify them, only to discover most of them recognized only the first two. The other two pictures were of Liu Chuanzhi, the founder of the world's largest PC maker, Lenovo Group of China, and of Azim Premji, the chairman of India's Wipro, which was among the world's top three



outsourcing service providers last year.

"I figured you're looking only to the U.S.," Sakamoto said with a laugh. "I think it's very risky," she added.

Sakamoto, who started her career in Japan as an English teacher, concluded her presentation defining "global human resources" as those capable of working in cities like Mumbai, Jakarta, Lagos, and Karachi — the cities expected to be among the 10 most populated cities in 2020.

The following panel discussion was coordinated by Kyorin University's Snowden, and panelists were Junten's Nakahara, Kyorin's Sakamoto and Masanori Ito, head-teacher of Shotoku Gakuen Junior and Senior High School.

Taking comments and questions

from the audience, the four held frank discussions on how international programs could be introduced to other ordinary high schools amid the current circumstance described by Ito, who noted some high school teachers are against sending students overseas for studying.

In such circumstances, globalization should be defined as one form of acceptance of diversity, they said. Not all Japanese high school students have to be globalized, and none of them should be forced to be so, Nakahara said.

"I don't like exclusionism," Ito echoed Nakahara's view. "If you go overseas, compare Japan with foreign countries, and say 'Japan is better,' that's fine. But I don't want someone denying or refusing to take something, even before seeing it or experiencing it."

Helping English students get a leg up

Yuta Oikawa
DEPARTMENT OF ENGLISH,
FACULTY OF FOREIGN STUDIES

It was a really good experience for me to visit Shotoku Gakuen. I went there as a student staff member of the English Salon along with students who came from the U.S. and Hong Kong. We held a two-part class and started with a little game to break the ice, followed by English conversation in small

groups.

The students at the school were really nervous and anxious, and it took me a little time to get them to warm up. However, after they were settled, we were able to talk about a lot of things, including their school life, hobbies, and concerns about their overseas exchange courses. The students also asked about my overseas experience, so I told them about my experiences in the U.K. and gave them some

advice about living overseas.

I was really surprised by how diligent the students were. They tried hard to speak English, despite difficulty getting the right words, and to learn many things from us. As I was filled with good high school memories, I was inspired to follow their example. I want to say thanks to Mr. Yamana, a teacher at Shotoku Gakuen: the students: Mr. Tsukamoto: and the staff who gave me this opportunity.



Kyorin students lead workshop

Jackie Khong
STUDENT, TEXAS A&M UNIVERSITY

I went with a few Kyorin University students to Shotoku Gakuen Junior and Senior High School to practice conversational English with the students. It felt great to give them a chance to speak to someone from another country and their appreciation and excitement was inspiring.

We began with an icebreaker by playing Fruit Basket; it loosened everyone up by having us run around and we were able to learn some basic information about each other. Some students were energetic, while others were very reserved. They reminded me of myself when it comes

to speaking Japanese. Patience is essential when nurturing students that are learning a new language. We later divided into groups for conversation practice, and the students had the chance to ask us questions and vice versa. It was intriguing to learn that many of the students had already studied abroad in Utah at such a young age.

The students then gave us a tour of the campus, showing us the basketball, volleyball, and cheerleading teams. My impression of the campus was that it had top facilities, especially for a junior and senior high school. After the tour, we took a group picture and parted ways. Giving back to a younger generation and seeing their smiles was rewarding.

Working to get young learners past fear of speaking foreign languages

Bosco Leung Ka Ho
STUDENT, THE CHINESE UNIVERSITY
OF HONG KONG

In June, Kyorin University offered me a great chance. My teacher invited me to participate in a campaign organized by a junior high school, Shotoku Gakuen. In this activity, I acted as an English tutor and visited the school to encourage their students to speak English. Since most of the students who attended the event plan on studying abroad, it is quite important for them to prepare. As a university student and a Hongkonger, it was my pleasure to participate in this kind of activity.

During the event, both tutors and students took turns introducing themselves and we played some communication-based games. We were then separated into small groups of four to have deeper conversations. As a tutor, I tried to be kind and friendly because the largest obstacle for the students is fear. They were afraid to speak and disliked making mistakes and often kept quiet in order to avoid mistakes. This kind of fear is very com-



mon, even for university students. However, I would like to change the misconception that making mistakes is a bad thing. Students will probably use English someday, so why not be open to being corrected when just practicing? It would be much better than making mistakes in a serious situation, wouldn't it?

Fortunately, they opened up more after answering some questions. It is very important to make the students feel comfortable, and I was glad to see them relax and en-

joyed talking with them. I thought I had successfully conveyed to them what I wanted to teach successfully. I hope they enjoy their study abroad experiences.

Kyorin University is currently investing in developing these kinds of programs and they are a really great opportunity for English majors. An old saying goes, "You learn when you teach," and teachers may find something new from doing it and improve themselves. Don't miss the chance!

Weekend English immersion camp

Kyorin Times

On the weekend of Aug. 1 to 3, the annual Kyorin University English Immersion Camp was held at WakuWaku Village in Takao, Hachioji. In attendance were 59 first- and second-year students from the English Department, two interns from Texas A&M University and five full-time staff members from Kyorin's English Department. The objective of the camp was to provide students with an English immersion experience with all activities and conversation conducted in English. The camp was for-credit and course work included reading assignments, journaling homework and participation in activities designed to emphasize the link between language and culture.

The schedule included activities such as a barbecue, poster project, talent show and scavenger hunt, all of which were conducted in English with at least one native English speaker in each group. The poster project focused on group members' hometowns. Additionally, the talent show, for which each group wrote and acted in an original skit, required students to collaborate and present their ideas in English. For the scavenger hunt, students had to follow written English instructions to complete such activities as taking photographs of their group with

indicated landmarks and completing various speaking tasks.

The objective of the curriculum was twofold — to demonstrate to students the link between culture and language and also to provide them with the experience of interacting with people from other cultures and strategies to overcome difficulties when communicating in a second language. As the instructors and interns were from the U.S., Canada and Scotland, the students had the opportunity to observe the differences among English-speaking cultures.

On the second day, students participated in two activities designed to mimic the experience of culture shock. In one activity, students were divided into two groups. Unbeknownst to the groups, they each learned a "culture" that was at odds with the other one. For example, in Culture 1, people touched fingertips and maintained eye contact to initiate conversation, in Culture 2, the rules required that members never make eye contact or physical contact. As a result, when both groups returned to the classroom, members of the different cultures found it very difficult to initiate conversation with one another without breaking the rules they had just learned. As the activity progressed, some students carefully watched



the other culture and adapted to its customs at the risk of being accused by members of their own groups of breaking the rules.

Through the journaling homework assignments, teachers received feedback from students. To the question, "What didn't you like about the camp?" many students responded: "Nothing. I liked everything!" While some students did struggle with the talent show, many realized they had learned the necessity of preparation through the experience. Many also described the weekend experience as "meaningful" and indicated they had been able to achieve their goals of making friends and talking to native speakers.



Brushing up to improve TOEIC skills

Kyorin Times

The Faculty of Foreign Studies of Kyorin University has launched a new "TOEIC Camp" program, which focuses on improving TOEIC test scores. The camp was held at the Hachioji Seminar House between Aug. 5 and 7 for sophomores and juniors from the Department of English and the Department of Hospitality and Tourism. The number of total attendees was 23, and the classes were conducted by three teachers from the English Department, including Robin Sakamoto, dean of the faculty.

Unlike our "English Camp," which featured physical activities, the TOEIC Camp focused on desk work, which left some of the students nervous and unsure at the beginning. It was impressive, however, to see more and more



students becoming more active in voluntary study, while identifying their weak points and learning something new through the camp.

In the camp, we had a trial test in the afternoon of the first day to learn which areas each student needed improvement in. On the second day, we had crash courses focusing on their weak points and another test on the morning of the third day. Many of the students saw good test results, with some improving their scores by over 100 points.

In-house Chinese language training

Kyorin Times

This summer, Kyorin University conducted in-house Chinese language training, with 60 students attending; 15 Department of Chinese Communication sophomores, 16 freshmen from the same department, 28 Department of English freshmen, and one sophomore from the Department of Hospitality and Tourism. We divided the students into five groups based on their Chinese ability, and had them participate in step-up and basic classes and others covering such subjects as preparing to study in China and preparing for Chinese language tests.

From Aug. 4 to 6, native Chinese teachers taught from 9:30 a.m. until noon using textbooks focusing on conversations in Chinese to help students learn common Chinese expressions and

proper pronunciation. In the afternoon, students demonstrated what they had learned in the morning classes, with the help of Chinese students studying at the university, by communicating with them in question-and-answer sessions.

Introducing themselves in Chinese, receiving pronunciation advice from the Chinese students, asking the Chinese students about their favorite foods, places in Japan, and about Japanese movies and anime, the Japanese and Chinese students enjoyed active communication. In addition to these activities, they also learned Chinese tongue twisters, read Chinese poems, and sang Chinese songs together.

In a survey after the training, student comments included: "It was good to learn many common

words," "I want to learn more Chinese to be able to speak with Chinese people," and "It was good talking to Chinese students, as it made me feel a bit better about going to China to study."

One of the Chinese students who attended the session said: "The Japanese students were very serious and they eagerly took on the pronunciation work. We had a lot of fun talking about our culture differences in lifestyles and customs and our favorite movies and anime."

The in-house training is a good, easy-to-attend international exchange program. We hope it helps Japanese students improve their Chinese speaking and listening and raise their motivation for learning Chinese. If it does, we expect the program to be useful for our future Chinese language education.



International exchange gathering held

Kyorin Times

An "International Exchange Gathering" was held at the Hachioji Campus on June 25 in an effort to deepen the ties between Japanese students, faculty members and foreign students studying in Japan far away from their homelands. The Center for International Communications organizes the International Exchange Gathering twice a year with the hope that it will provide Japanese and international students with additional opportunities outside of classes and clubs to make connections with each other.

Of the 118 people who took part in the gathering, 31 were faculty members and 87 were students, including 31 non-Japanese. The gathering was interpreted in three languages; Japanese (Yu Yingzi,) English (Shu Unagami) and Chinese (Chiho Kobayashi).

In the opening ceremony, there were greetings from President Yutaka Atomi; Vice-Chairman of the Board of Trustees of Kyorin

University, Takeaki Matsuda; Department of Chinese Communications junior Masayoshi Sasaki; and Department of English junior Shu Unagami.

Unagami, an exchange student with the University of California, Irvine, shared his story of culture shock. Speaking in English, Unagami said: "In the U.S., I experienced culture shock when I found out people were very proactive in communicating. I felt strongly that I needed to acquire stronger communication skills."

Following that, Sasaki, who studied at Beijing International Studies University, spoke in Chinese while fellow student Wang Tingting translated into Japanese. "When I was in China, I didn't just meet Chinese people," Sasaki said. "I was able to interact with people of many different nationalities, which is rare. If you are interested in such an experience, I encourage you to study in Beijing."

There were many student-organized activities at the gathering; the brass band played popular



songs such as "Let it Go" and "It's a Small World." Workshops included magic card tricks, and learning to magically bend a fork through telekinesis. Everyone seemed to have enjoyed the event immensely.

Toward the end of the gathering, Japanese and international students mingled actively, and a student from Texas A&M University said he was "glad to see a lot of undergraduate students participate," and happily stated the gathering was "a great opportunity to hear about other students' study abroad experiences."



From left: Shu Unagami, Yu Yingzi, Chiho Kobayashi

Foreign Teachers' Viewpoints

Eric Trautman

GLOBAL PROJECT SPECIAL LECTURER, CENTER FOR INTERNATIONAL EXCHANGE

Since coming to Kyorin in 2013, I've had the opportunity to meet many students who say they want to improve their English



skills. Each student is unique in their strengths and weaknesses. Because of this, each student will have to focus on different skills such as grammar or vocabulary to have the greatest impact on their personal development.

However, I discovered too many students do not have a clear goal for their future. This is worrisome as I think it is very important to think about what you want to

achieve for yourself. Once a goal is identified, only then can you take steps to attain success.

A common reason for attending university is to succeed in finding a satisfying career. If this is your reason for going to university, but you haven't narrowed your choices to a specific job or industry, you should take some time to seriously consider it. Talk to your friends, parents and school counsellors. They can help you by sharing their experiences and opinions.

Once you have decided on a career, then you can begin setting goals. If, for example, you want to become an interpreter, you should be aware that many companies may be looking for people with a high TOEIC score. Knowing this, you'll have four years to accomplish this goal. Getting a score of 800 cannot be done overnight! You must set out smaller realistic goals. You could have weekly

goals of not missing any classes and scoring better on each test. Slowly, you will become more focused on each step and reaching these smaller goals. Every journey begins with one step.

There are many caring teachers at Kyorin ready to assist you in achieving your goals. My door is always open to help any student who wants it. You must remember that your future is your responsibility. This means setting your goals and working hard every day to reach them. Have confidence and don't let anything get in the way of your success!

Jonathan McCartney

GLOBAL PROJECT SPECIAL LECTURER, CENTER FOR INTERNATIONAL EXCHANGE

When studying a second language, one of the most important driving forces is curiosity. It functions as a motivator



for students of foreign languages to investigate unfamiliar aspects of that language more deeply. Additionally, it encourages students to check and double-check their own style and usage when producing language. Indeed, a properly awakened sense of curiosity can propel students that had previously thought that language acquisition was unattainable to unimaginable heights.

I sincerely believe this curiosity is innate within all humans. In some, it lies dormant and ignored, sealed away in a closet built by insecurity, excessive cultural pride, xenophobia or other unfortunate emotions. If these kinds of emotions can be overcome the students can unlock that closet and awaken their inner curiosity, providing the impetus to explore the target language in ways they had not previously considered.

Awakening this curiosity may at first seem like a very difficult task. However, it can be achieved through mimicking the actions of students who have successfully awakened their inner curiosities.

For example, curious students will rarely or never pass on an opportunity to learn something new about the target language. If they are watching a film and don't understand a portion of the dialogue, they will stop the film briefly and verify its meaning. Curious students will also greet foreign teachers on campus using the target language as well as try out new phrases they learned while studying. Through mimicking these types of actions, the uncurious student, after a brief period of struggle, will become curious.

Kyorin University offers students many opportunities to mimic these types of behavior. Kyorin's library offers many different types of media in various languages. Additionally, the English Salon provides students with the opportunity to practice what they've learned in real time. The Practical English Program also strives to inform students about proper study procedures and good study habits. Now is the time to open up that closet and rouse that inner curiosity.

Lingua franca, security of other languages needed

Kyorin Times

Hirotohi Yagihashi is a professor of English in the Faculty of Foreign Studies at Kyorin University and serves on the steering committee of The Archives of the World Languages, a non-profit organization dedicated to raising awareness of issues related to the loss of language diversity. Professor Yagihashi described his work in a February interview with the Tokyo International Communication Committee. Yagihashi said: "In a world that has seen business develop on a global scale, a common language is necessary. In this respect, I believe that a consolidation in the number of languages

represents a natural evolutionary progression ... however, languages represent a very important asset for the world. Thus, I feel that the disappearance of such an asset should not be passively tolerated." His most recent project is his contribution (as co-translator) to the Japanese translation of the book "Cultures, Contexts, and World Englishes" by Yamuna Kachru and Larry E. Smith. In this interview conducted with the Kyorin Times, Yagihashi explains the significance of the book for Japanese readers, particularly Japanese university students.

Kyorin Times (KT): Why do you think the book, "Cultures, Contexts, and World Englishes," is

important for Japanese audiences?

Yagihashi: It seems to me that Japanese people unconsciously think British and American English are "correct" English. The English we learned in school at all three levels before entering university is based on either British or American English with no room for other varieties. Moreover English today is a prominent lingua franca in the context of the global market. However, English usage varies from country to country, just as Japanese differs greatly from prefecture to prefecture. This book explains how English varies around the world and how to effectively communicate with people in other cultures verbally and

in writing.

KT: Could you recount a personal experience that relates to the themes of this book?

Yagihashi: When I was a graduate student, I had an opportunity to host an important guest from India. His English was quite different in pronunciation and vocabulary from what I had experienced. Though our conversation was somewhat strained, we managed to have a good time because we shared the same attitude: "Say what you want to say and I'll try to understand." The importance of such an attitude is a central theme of the book.

KT: What in particular do you hope university students will gain



from reading this book?

Yagihashi: I would like university students to have a broad-minded attitude toward "different things" and "seemingly incomprehensible things," because we are different and incomprehensible in turn when we visit other cultures.

2014 KYOEN FESTIVAL

Kyoen Festival was held at Kyorin University's Hachioji Campus on Oct. 11 and 12. Visitors enjoyed many events and entertainment, including concerts, dancing and many food stalls. We enjoyed nice weather and were lucky to avoid a typhoon.



Furumoto Seminar

Manga club



People chat at the English Salon.

Posters introduce the Faculty of Foreign Studies.



A play put on in Chinese by students of the Department of Chinese Communication.



Study abroad consultation corner

Furumoto Seminar



Kurabayashi Seminar



Family members listen to explanation of study-abroad programs



Kato Seminar



"Hamurin," official mascot of Hamura City, came!



Kizaki Seminar

