



SPRING 2016 No.3

# Kyorin working to promote overseas study opportunities

## Kyorin Times

The Top Global University Project started in 2012 aims to provide support for educating global personnel who can be a motive force for the development of society and the economy. In this respect, study abroad plays a vital role in achieving Kyorin University's goal of fostering global personnel who can offer outstanding language abilities (Japanese-Chinese-English trilinguals) and are also able to conduct smart but tough negotiations. Kyorin seeks to promote study abroad with financial support both through its own tuition scholarships and through tuition

reductions and waivers. It also offers highly refined guidance and support before, during, and after study abroad including, for example, instruction in crisis management by specialized academic instructors. Measures before a student heads abroad include Kyorin's own language study system (such as language study salons and e-learning), and study abroad guidance and pre-departure orientation designed to deepen the student's understanding of and motivation toward study abroad along with guidance on crisis management while abroad. Such measures are designed to give students the tools to deal with living

and studying overseas.

Support while a student is studying abroad includes instruction offering career guidance through remote instruction over the Internet as well as guidance and seminars that students may take advantage of while abroad so that their overseas experience does not make them fall behind their fellow students in job-seeking after they return home. After their return, students complete their participation in the program by giving a presentation in the language, and the results of their study abroad are assessed. Since this system awards academic units reflecting the length and contents of the study broad, participating students are able to graduate in four years including the year abroad.

In such ways, Kyorin University continues to move forward with overseas study and training opportunities for its students. It uses overseas academic experience as part of its Active Studying Abroad Program (ASAP) which permits students to gain the knowledge and abilities they need to become global individuals and offers them coordinated support through their completion of the bachelor's degree course.

At present, the system has expanded to include 51 overseas partner institutions for students' study abroad, with Kyorin also developing an overseas internship program, and the number of students taking advantage of such opportunities is growing year after year. During the 2016 school year, the university's Faculties of For-



Presenters and evaluators of Kyorin University's Sixth Global Symposium, which was held on Oct. 17, 2015

## Sixth Global Symposium held at Hachioji

### Kyorin Times

Kyorin University held its Sixth Global Symposium on October 17, in room 108, Building D, of its Hachioji Campus. The theme of the symposium was "Promotion and Results of Study Abroad: Kyorin University's Record and Outlook in Making the University Global."

Attended by 163 participants including two outside academic evaluators along with Kyorin

students and educators and general attendees, the symposium featured presentations by sixteen students from four academic departments describing their experiences studying abroad and what they had gained, such as improvement in foreign language fluency, interchange and understanding regarding other cultures, and exchange in their areas of specialty. Parts of the presentations by Kyorin students are provided on the following pages.



An university staff explains study abroad programs at a campus festival.



The English Salon is a place for students to enjoy interaction with foreign students.

eign Studies, Social Sciences, and Health Sciences and the Graduate School of International Cooperation Studies and the Graduate School of Health Sciences will be gathered on the new Inokashira Campus in Mitaka, bringing all of the faculties and graduate schools closer and making possible an

education integrating the entire university. We will continue to promote ways for the global personnel created by our overseas programs to spread throughout the entire university, making the study abroad program and Kyorin University as a whole ever more global.

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## Kyorin Around the World

# Valuable experience gained in New Zealand study opportunity

**Mayumi Kitano**

DEPARTMENT OF ENGLISH, FACULTY OF FOREIGN STUDIES

I studied in Christchurch, New Zealand for 11 months as an exchange student. Kyorin University and Christchurch Polytechnic Institute of Technology (CPIT) started this exchange program 4 years ago, and they exchange one student every year. So, CPIT students study with Kyorin students as well. Using this program, you don't have to pay tuition to CPIT or money for a homestay, since these are supported by Kyorin's tuition fees. This is a wonderful program if you want to study abroad for a long time. Kyorin University helps you, and you can try to live out your dream in New Zealand. In addition, there are many kind staff members and teachers at CPIT and they will help you as well.

New Zealand is an island country which is located in the Pacific Ocean, not far from Australia. The population is about 4.5 million. The country is a little bit smaller than Japan in area. There are native people, called Maori, and there are 3 official languages, Maori, English and Sign Language. New Zealand has beautiful nature. You can travel and see great views while you stay in

New Zealand. I recommend Lake Tekapo. You can see the beautiful lake and beautiful stars and the Milky Way.

New Zealand and Japan have a lot in common. Both are island countries and have many volcanoes and hot springs. And, they have many earthquakes, too. Christchurch, the city where I lived, was beautiful and there are a number of beautiful buildings. However, in 2011, a huge earthquake happened there and a large number of people died including Japanese students and other Japanese people. Also, many buildings were damaged. During my stay, there were still many broken buildings and the roads were still bumpy, but people were trying to rebuild the city and they always said "Stand tall, Christchurch," and I was really impressed about it.

At CPIT, there are many people from all over the world, and they study together. There are a lot of courses, such as computing, design, engineering, and, of course, language. When I had some problems, I talked to my Japanese advisor and he would help me every time. There are many students from many countries like China, South Korea, Germany, and Thailand. We studied together and went



Mayumi Kitano with her friends in Queenstown on New Zealand's South Island

out together. That was great fun and a great opportunity to make international friends. My best friend was Chinese and we both were English learners, so we couldn't understand each other and couldn't communicate well, but we had so much fun together.

The first 6 months, I studied English as an English Learner. In this English course, there are 5 class levels: beginner, pre-intermediate, intermediate, upper-intermediate and advanced. So, you have to take a placement exam before you start your class. Also, in this course, you can take part in many activities. For instance, every Tuesday is sport day so you can play sports with your friends after school. Moreover, you can go on trips as an activity on weekends. At the same building as this English class, there is a language course for Japanese learners, so you can make friends with people who study Japanese. That's a very nice opportunity and you can study with them. Also, you can teach Japanese to them. Sometimes we went out and drank together and had fun. Teaching Japanese in English is very difficult but it's also good practice



The historic town of Akaroa

in using English. After this English course, I entered the Foundation course, which is for students preparing for the bachelor course. The Foundation course is for 5 months and there are many other courses, too. For example, there are courses in hospitality, accounting, engineering, and so on. I took the business and marketing course, so I had a marketing class and a business communication class. In this course, you can choose your class and study with New Zealanders. Teachers talked in native English that felt very fast. They didn't do anything special for me even though they knew I am Japanese and an

English learner. That was so difficult to understand! I couldn't understand at all and that made me feel so bad, but my classmates helped me and I was able to complete this course.

In conclusion, I was able to improve my English skills. The first day I arrived in New Zealand, I couldn't understand what people said, and I couldn't express my feelings, but now I can. Living in a different culture is not easy, but that made my horizon much wider. I can be proud of myself now. I very much appreciate Kyorin University, my family, friends, CPIT and all other people who supported me.



Students host a Japanese food party in Christchurch.

## Culture shock in Golden State home stay chance

**Yuto Taira**

DEPARTMENT OF ENGLISH, FACULTY OF FOREIGN STUDIES

I studied at the University of California at Irvine for the 10 months from October 2014 to August 2015. I've learned a lot of things, so I would like to share my experiences. Honestly, before studying abroad, I wasn't really good at English, especially listening skills. I was also unprepared, so if any of you students are planning to study abroad, you should be prepared beforehand. When I was in the U.S., the yen was cheap, so it cost about 5 million yen to live there for 10 months including food, tuition, and rent. Moreover,

everything in Irvine was kind of expensive, but Irvine is a safe city. According to a survey by the FBI, it's the safest city in the U.S. in recent years. According to demographic data for 2012, Irvine's population is mostly white and Asian. Another point about Irvine is that it's close to large cities like Los Angeles and San Diego. You can take a bus, train or taxi to get those cities.

I had culture shock when I first started living abroad. For example, I didn't have to take my shoes off when I went into houses. Also, I couldn't take a bath, and instead just showered, even in winter, which was very hard to adapt to.

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Yuto Taira and his classmates pose in a courtyard at the University of California.



## Kyorin Around the World

# Oxford offers variety of diverse experiences

**Hiroaki Sakurai**

DEPARTMENT OF ENGLISH, FACULTY OF FOREIGN STUDIES

The United Kingdom contains 4 countries: England, Wales, Scotland and Northern Ireland. The population of the U.K. is about 64,000,000. The land area is 244,820 km. We thought that it rains a lot in Japan, but there is more rainfall in the U.K. every year. Concerning the English government, it has a problem about the welfare state. The government provides free state education, hospital and medical treatment, and pensions for the elderly. However, today the government can't afford to provide all these services for free. The main reason is that the population is getting older and medical treatment is becoming more expensive. This is

the big problem the U.K. faces today.

Oxford is a city in the southeast region of England and is a historical town. One of the features of Oxford is that there are a lot of colleges of the university. Its original purpose was to train people to enter the church. That is one of the reasons why the college chapels are so big. Some colleges are famous as a location for the movie Harry Potter. There are a lot of recommended spots in Oxford. For example, you should go to the Oxford University Museum of Natural History. You can enter the museum for free of charge. You can see about 40,000,000 exhibits. We also recommend you to go to The Eagle and Child, a famous pub in Oxford. Many famous writers often went there to talk and drink with friends.



# Excellent opportunity for serious English study

**Nao Kaneko**

DEPARTMENT OF ENGLISH, FACULTY OF FOREIGN STUDIES

The College of International Education, which is called CIE Oxford, is a school for people who study English intensively. CIE Oxford is located in the centre of Oxford. There are many shops around the school, and its location was very convenient. The school is small so the teachers and the students are very close. That means that the students can concentrate on studying English. If you can't understand something in class, you can ask the teachers any time. It helped us improve our English skills greatly. Although the school is small, CIE has a lot of students who are from a variety of countries, such as Italy, Switzerland, Brazil, Spain, and China, which made the place very international.

We took five classes each day from Monday to Friday from 9 a.m. to 5 p.m. That is to say, we studied 25 hours per week. In the morning class, we learnt about general English, such as speaking, writing, listening, reading, grammar, and vocabulary in small classes. This class contained eight to ten students, and Kyorin students were together with students from other countries divided by their English level.

After lunch break, we had two classes in the afternoon. These classes were attended by only Kyorin students. We learnt about the theme study, such as the history, culture, architecture and art of Oxford. We also attended a charity event and performed drama.

CIE is an attractive school because they not only offer English classes but also many activities. We had a cinema and pub tour once a week after school, an international food party, a Halloween party and a Christmas party. Those activities were great opportunities to get to know students from other countries.

During this intensive Oxford program, each student stayed with one family.

In my case, my host family consisted only of a mother, who was very kind and friendly, so I had a great time with her. My host mother always made me delicious meals, took me to London, and showed me some beautiful places. My routine with my host mother was to have dinner together and after that talk while watching TV. Those are some of my good memories. In brief, I learnt a lot of things through my home stay experience. I think home stays are a good way to learn about foreign culture, lifestyle, and different ways of thinking.

I have made great achievements, especially with my English skills. My English skills have improved through the three months of study abroad. My TOEIC score rose a lot after the study abroad. Also, I am able to understand British English. When I first arrived at Oxford, I couldn't understand what people said because I was unaccustomed to the intonation and accent of British English, but now I can follow British English speakers. That might be one reason why my TOEIC score got higher. That is my achievement.



Students enjoy the chance to meet international students from various countries at the College of International Education in Oxford, U.K.



# Overseas travel bolsters confidence

**Yu Nagata**

DEPARTMENT OF ENGLISH, FACULTY OF FOREIGN STUDIES

Through my first experience of study abroad, I faced many difficulties. My ability to speak in English was not enough to understand most of what the native speakers said. When I got sick, I had to buy a medicine on my own. So I went to a drug store and I tried to explain what kind of symptoms I had. Just saying, "I have a stomachache" was not enough to buy medicine. I had to explain how more in details like upset, bubbling, dull pain, stinging, and stabbing pain. But, it was very hard to explain well, so I just said "Yes" or "No" and somehow managed to get the medicine I needed.

Also, we are basically taught American English in Japan. If you go to Britain, you don't have to speak British English. However, if you want to become able to speak British English, I think you should

use British English all the time. Most native speakers feel uncomfortable with mixed accents, so we shouldn't mix two kinds of pronunciations. Otherwise people might feel unsure. Using one accent is difficult for me.

After I came back to Japan, I strongly felt that I became much more assertive. Two weeks after returning to Japan, all of a sudden my parents said to me, "Yu, you look so full of confidence and you became much more assertive than before going to study abroad." I didn't notice it myself, but it's true. If I hadn't been abroad, I wouldn't be able to stand in front of other students and teachers to make a presentation in English. In addition, I had a chance to meet one lady who was studying at Oxford University. It was a really good opportunity to reconsider about myself. She was studying about medical treatment to be a doctor. What surprised me and what I admired was that her future plan was

very clear and that she really knew what she wanted to do in the future and what she had to do now. Also, she actually put them in action. After I got home, I started to think about my future and stayed up all night long. Study abroad is a great opportunity to meet amazing people that may change you.

I would like to give advice about three things. These are what I learnt and what I should have done before going abroad. Whenever you try to do something new, make sure you know why you are doing it. What is your goal? To achieve your goal, what do you need to do to prepare? Make thorough preparations and be as concrete as you can. It will get you closer to your goal. You also need to have strong willpower. Don't be afraid of anything. Make mistakes. Then you will become better and better. Everybody must make a mistake to grow up. Many mistakes will become an asset to help you succeed in the future.

# Strong English skills important

**Continued from Page 2**

When I first met my host family, I couldn't understand what they were saying, and they didn't understand what I really wanted to say. It was very difficult for me to communicate with them. I realized I had to improve my English skills to speak fluently, so I decided to live with American roommates, since I would have more opportunities to use English. I talked to my roommates as much as possible. One of them studied Japanese, so

I helped him study Japanese, and he helped me study English. We went to a lot of places together, such as Las Vegas, Los Angeles and San Francisco. In Las Vegas, we attended the EDC, which is the biggest music concert in the world. We had a lot of fun. I still keep in touch with my roommates, and they will be coming to Japan next year, so I'm looking forward to it.

I went to University of California Irvine Extension, which is an English school for foreigners. It took me

30 minutes to get to school by bus. Various people were studying at UC Irvine Extension, such as Chinese, Korean, Saudi Arabian, Spanish, Brazilian and more, so I made many friends from all over the world. UCI Extension has levels from 1 to 7, 1 being the lowest and 7 the highest. I started at level 4. I had listening, speaking, grammar, writing, reading, and vocabulary classes. In listening and speaking class, I practiced pronunciation, presentation and discussion. In grammar and writing class, I learned grammar and how to write essays. In reading and vocabulary class, I read a lot of

books and memorized the meaning of words. These classes were useful for me. Also, I bought this book and repeated over and over again on my own. I knew my listening skills weren't good, so I listened to the radio in English for an hour every night before I slept. For my speaking skills, I had to give presentations in listening and speaking classes every second week, so I tried to do my best. If you pass your classes, you can go up to a higher class in the next quarter. There were about 15 people in each class. When I was at level 6, my classmates were almost fluent in English, and the class was

academic level, so I had a chance to visit the courthouse and saw a trial. This was a good experience.

After I returned to Japan, I took the TOEIC exam because I wanted to know how much my English level had improved. My score was 465 before I studied abroad, and my current score is 865! I didn't study for the exam; I just focused on my classes and studied the book. Now that I'm back in Japan, I watch movies in English to keep up my English skills. I've learned to have my own opinions and respect other's opinions. My study abroad was a precious experience for me.



## 海外留学：北京外国语大学

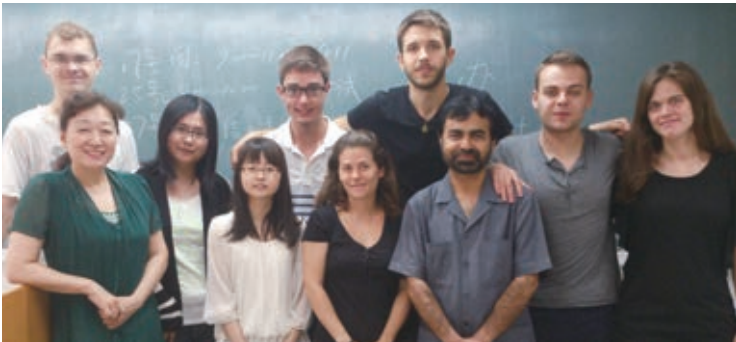
小林惠  
外语学院汉语系

去年，我们去了北京留学。北京是中国的政治文化中心，所以我们觉得去北京不仅能提高汉语水平还能加强对中国的理解。

北京有很多政治上、历史上的重要建筑，比如天安门、长城、故宫等等。我们参观那些名胜古迹，品尝北京地道的菜肴，每天都接触北京的文化，对中国的了解一天比一天加深。

在北京语言类大学中我去了北京外国语大学，我去了北京第二外国语学院。下面我们想为大家介绍一下各个大学的特点和我们的留学经历。

北京外国语大学是国家重点大学，是目前中国高等院校中历史最悠久、教授语种最多的外国语大学。我觉得北外的最大的特点就是教授语种众多。学校开设了67种外语课程。比如这些的小语种也能学到。所以不只是来北外学习汉语的留学生多，学习各种外语的中国学生也很多。学校现有，普通本科在校生4814人，研究生2232人，外国留学生1354人。培养外交、翻译、经贸、新闻、法律、金融等涉外高素质人才的重要基地，为国家培养了9万余名高质量的涉外人才。北京外国语大学毕业的校友



与同学们合影（左侧第三名为笔者）

中，先后出任驻外大使的就有400多人，出任参赞的1000多人，北京外国语大学因此赢得了“共和国外交官摇篮”的美誉。我决定出国留学不仅是为了提高自己的汉语水平，也想通过留学的机会增长见识拓宽视野并希望改变自己性格中的不足。我留学后半期遇到了一件意外的事。我在机场取错了行李。等到回到了学校，办完手续，到了宿舍要整理行李的时候才发现箱子拿错了。我慌张地联系机场，马上就叫了一辆出租车。在出租车驶向机场的时候我想到，如果是留学以前，自己一定是只知道问怎么办而毫无应对的办法，但现在自己也可以自己解决问题了。本来不爱说话的我，能有这样成长就是由于通过在北外受到教育锻炼了自己的沟通能力。通过

和各国留学生还有语伴进行交流，在北外改变了自己内向的性格。

### Summary

My aim in studying at the Beijing Language and Culture University was to strengthen my Chinese and deepen my understanding of China. Thanks to the many different experiences I had while studying there, my Chinese improved greatly and I learned about negotiating and similar subjects. As a result, I was able to achieve my number one goal and overcome my introverted nature. (Megumi Kobayashi)

## 海外留学：北京第二外国语学院

花田悟  
外语学院汉语系

去年九月到今年一月我去了北京第二外国语学院留学。二外是一所知名高校。其中的日语专业和旅游管理专业非常出名。

从二外走出的数万名毕业生。遍及大江南北和世界各地，比如说现任外交部部长王毅就是毕业于二外亚洲非洲语专业的，另外还有毕业于法语专业的商务部部长高虎城，毕业于英文专业的美国新生代电影导演胡安等等等等。

大家发现了吗？我刚才说二外的日语和旅游管理专业非常出名，但是之前提到的名人中却没有日语和旅游管理的毕业生。所以北京第二外国语学院除了两个出名的专业之外，其他专业也吸引了来自各地的优秀学生。我觉得能去二外留学是一件非常幸运的事。

在二外日本留学生和学日文的中国学生关系很好，因为我们在食堂说日文，所以中国学生也用日文和我们交流。我还经常和中国的朋友一起打网球。我的学姐每周都会策划日中交流会的活动，通过参加这些活动很容易就能找到可以一起学习的中国

同学。我觉得对学习中文的日本留学生来说二外具备了很好的语言环境。

我在日本的时候，一直缺乏信心，为了挑战自己我才下定了决心去留学。在中国留学期间，我有了很多收获。不仅提高了中文水平，还交到了来自世界各地的朋友。更重要的是，我获得了学习语言所必要的勇气。

以上就是我们想为大家介绍的留学经历。现在这些留学经历已经成为了我们宝贵的精神财富。我们十分感谢杏林大学给我们这次的留学经历并感谢北京外国语大学和北京第二外国语学院。

### Summary

I'm extremely glad that I was able to study at Beijing International Studies University, an institution where a large number of outstanding Chinese students study and which has graduated many well-known people. It is the perfect place to study abroad, I think, because its program for Japan-China exchange lets Chinese and Japanese students learn from each other and study in an excellent learning environment. (Satoru Hanada)

## 海外留学：上海外国语大学

有山なつみ  
大類健吾  
外语学院汉语系

上海是中国国际型城市之一，同时身兼商业、金融、工业、交通的中心，许多的日本企业也进驻其中。在这样的上海里我们在最有名的上海外国语大学就读

上海外国语大学有松江和虹口两个校区，而学习中文的留学生在虹口校区上课。为了学中文而来的留学生大多数来自日本、韩国、印尼等等亚洲地区，其他也有来自俄罗斯、蒙古、哈萨克、美国等许多不同国家的留学生。说到上海外国语大学邻近的观光景点，鲁迅公园是其中之一。公园内富有多样的自然景观，可以划船，也有历史人物的铜像，园内还设有儿童专用的游乐区，所以有许多带着小孩的家庭前来游玩。另外有许多在日本不常见的景象，例如老年人带着便携式收音机唱卡拉OK，或是打羽毛球、太极拳，甚至是演奏各种乐器，使得这里总是很热闹。

接着要介绍的是上海的观光景点。

上海著名的观光景点有外滩、南京东路、豫园、田子坊，以及新天地。

首先要和大家介绍的是夜景特别漂亮的外滩。外滩留下了许多於20

世纪初期，租借时代建造的西式建筑，在这儿处处可见历史悠久的旅馆、酒馆和银行并列的街道。古色古香的建筑物的牌楼一旁躺卧着黄浦江，在隔着这条河的对岸能远眺高楼林立，且竖立着上海著名的东方明珠塔的浦东。拥有如此美丽夜晚的外滩，在早晨时处处可见练太极拳或放风筝的人，让人非常能感受到与夜晚略有不同的气氛。

接下来要介绍的是南京东路。这里是个徒步区，道路两侧尽是购物广场或是创业超过百年的老店铺和餐厅，是个十足新旧混和的繁华地区。

说到中国，最有名的就是小笼包了吧。南京东路这里也有数间小笼包专卖店，但同时与小笼包十分相似的大汤包也非常有名。大而薄的皮中饱含螃蟹的汤汁，吃的时候要先用牙签刺破，吸出汤之后在放入嘴中。比起小笼包，大汤包更能让人品尝到其中的汤汁，真的是非常好吃。另外，生煎小笼包也在上海很有名，稍稍走进南京东路的徒步区的小巷中就能发现到处都有在卖。生煎小笼包和普通的小笼包完全不一样。将小笼包的底部煎的恰到好处，让口感变得酥脆的最有名



于当地高中学校的校庆

的店家，小杨生煎小笼包贩售内馅是肉和内馅是虾的两种，因为实在太便宜太好了，那时经常吃呢。

接着我们要介绍豫园。豫园是代表上海的庭园，据说是出身上海，之后出任四川省长官的潘允瑞为了父亲而建造的。在庭园的周围围绕着豫园商城和老街等等贩卖纪念品、古董和水晶的老店，在那儿也买得到中国传统的纸雕画工艺品。并在豫园中有贩卖各个不同，多彩且做成花的形状的棉花糖，不小心就会买下去呢。

这样富有国际色彩的上海里有这么多中国古代的建筑物，实在让人无法想像现在所处的地方就是大都市的上海。从傍晚建筑物就会纷纷开始打光，使我们可以享受到和白天大不同的豫园。

这样上海里我在留学中通过了这样经历。

国庆节的时候，在日本跟ゴールデンウィーク相似的、我一直在医

院度过了。

当然医院里的会话都是用汉语，我用词典拼命地传达了我意思。那时我真必死了因为有生命的危险。结果我能平安无事地出院了。通过这样经历，我感受到了日本的生活环境是很舒服。去中国后我遇到了各种各样的困难，但是克服那些困难的经验使自己变得坚强而使

我有自信。在留学中我以为最重要的就是对有兴趣的人和事什么都挑战的。结果不重要那些经历成为财富。

以上就是我们在留学期间去过的经验，观光景点和美食的介绍。如果大家有机会到上海，我们非常期待您能将今日介绍的内容当作参考。

### Summary

While studying in Shanghai, I travelled to Harbin, Hong Kong, and Inner Mongolia, and I was able to confirm for myself that my Chinese language ability had improved. Through my studies there, I learned to take the initiative in going to places that were unknown to me and encountering different cultures, and I expanded my horizons. (Natsumi Ariyama)

During my study abroad I had

a number of difficulties, such as having to enter the hospital, but my experiences in overcoming those difficulties made me stronger and helped to give me more confidence. One important thing I think I learned through my study abroad was that I had to be willing to take a shot at anything that interested me. Whether I was successful or not, the experience of accepting the challenge became a part of me. (Kengo Orui)



中国国内旅游 哈尔滨的冰灯节



# 海外留学: 广东外语外贸大学

砂川有沙  
外语学院汉语系

去年夏天, 我去广东外语外贸大学留学了半年。今天给大家介绍一下, 我在广外留学生活。

广东外语外贸大学是一所具有鲜明国际化特色的重点大学, 是华南地区国际化人才培养和外国语言文化、对外经济贸易、国际战略研究的重点基地。

接下来, 介绍上课的内容。

留学生的班分初级班和中级班, 我上的是中级班。这个班有五门课程, 综合、听力、口语、阅读和写作。我们日本人, 使用汉字。所以我觉得阅读和写作课比较容易。相反, 听力和口语课非常难。上课的时候, 同班的亚洲同学很少发言。然而, 别的地区的同学积极发言。我非常羡慕他们的学习态度。这样, 班里有各种各样的人, 所以每一堂课都很有意思。

接下来, 介绍一下广州有名的地方。

我留学的期间很短, 所以决定没有课的时候, 去广州的旅游景点。第一是, 广州塔。在广州的时候, 我去了两、三次。广州塔, 因为像女性纤细的腰, 所以本地人也叫它小蛮腰。

第二是, 沙面岛。过去沙面岛是英国和法国的租界。所以现在也能感到英国和法国的氛围。让人觉得, “这里真的是中国吗?”

下面, 我想介绍一下广外的活动。秋季在广外有很大的文化节活动。文化节举行一整天, 在广外学习的很多国家的同学准备了精彩的节目。广外的学生可以欣赏到各国的美食和舞蹈。

我们日本留学生也踊跃参加, 做“日本的炒面”和“日式甜咸丸子串”。本来我们想做更多的日本菜。但是在中国有些日本的材料买不到。所以只能做简单的菜。

我们还表演了两种舞蹈。分别是北海道的ソーラン節和冲绳のエイサー。上一次, 文化节大家跳了ソーラン節, 那时候受到了热烈欢迎, 所以我们这次也选了。然后大家想跳エイサー, 于是我们就表演了两个舞蹈。

通过这个活动, 我们宣传了日本的文化。我没想到在广州, 做日本菜和跳日本舞。所以我觉得是很好的体验。

另外, 留学期间, 我还去别的地方旅行了。比如说, 香港、上海和海陵岛。因为好不容易到中国留学, 所以我也尽量区别的地方看看。在香港和上海, 我感受到了和广州不一样的氛围。“中国真大啊!”

每天的课、文化节还有旅行, 在广外我体验了很多。我觉得半年的留学生活很短, 时间过得真快。我离开广州的时候, 真舍不得。这次留学给我留下了美好的回忆。



广东外语外贸大学正门

**Summary**

I worked hard at my Chinese language studies, enjoying every day along with students from a variety of other countries. Aside from my studies, at university

events I had the chance to show off some Japanese cooking and share some Japanese folk songs and dances, which was good experience for me in sharing Japanese culture. (Arisa Sunagawa)

# 海外留学: 香港中文大学

高木慧莉奈  
伊藤沙也香  
外语学院汉语系

香港中文大学位于香港的新界地区。在香港, 是一所有名的学校。香港只有9个大学。在香港的大学当中, 中文大学是规模最大, 在校人数最多。在校人数最多简称中文大学的校园很大。建筑物多修建在山上。这里有图书馆、餐厅、美发厅、超市、宿舍、连学校都在山上。所以我觉得中文大学的校园就像一座城市。如果想参观中文大学的话你需要坐校园巴士。校园里空气新鲜。树木茂盛。环境优美。现在你们已经知道中文大学有多么的漂亮吧。

我们在中文大学的一所语学学校里学习汉语。CLC是一所很有影响力的学校。培养了很多的人才。CLC在中文大学的用地内。大学站附近。日本駐港領事主席也在CLC学习过中文。我觉得CLC是一所学习中文不错的学校。因为CLC可以根据自己的水平选择上汉语课。老师们非常的和蔼可亲。讲得也非常仔细。在这里还和来自世界各国, 不同年代, 不

同职业的人成为了朋友。上课的内容是听解、单词, 每天都会有小考试。第一节课是背单词。第二节课是读课文。第三节课是用背过的单词和文法做模拟会话。

每天就像这样一天三节课。我在的班级里就是十人。人数少。所以上课时老师讲的非常好我和班里一个菲律宾的人关系非常好。她会和我年龄相。人数少。所以和她的关系特别好上课以外我还参加了日语交流会。有同班的日本同学参加。日语交流会在城市大学里举行。城市大学在新界地区。跟中文大学一样。在这里对那些想学日语的人教日语。因为来日语交流会的香港人日语已经很流利。所以我们用在报纸上的一些小事件作为教材。教他们日语細微的语感。他们很喜欢日本。对我很亲切。在日语交流会我交到了很多朋友。他们一起去爬山, 烧烧烤。这都是对我来说都是十分开心的回忆。

另外我交到了中文大学日语研究系朋友。还有和我一样的来自日本的交换留学生。我常跟他们一起去玩儿、吃饭。我还跟他们一起参加了中文大学的美食节。跟别的日本



留学生一起做日本菜。用香港当地的食材做的。并在美食节上介绍了日本文化。这次美食节对真的让我影响深刻。通过这次的美食节交到了很多外国朋友。即开心, 又是个很好的经验。能和其他的交换留学生合作。完这任务真是让我很得意。所以我觉得我来香港以后我真的成长了很多。通过美食节和日语交流会我交到了很多朋友。所以真的很开心。

回到日本以后我也继续和留学时期的朋友交流。通过在香港的留学我意识到了 朋友 家人的重要性。现在我知道能自己学习是一种特别一种幸福的事儿。所以我非常感谢我的父母。

这次香港的留学经验在我的人生里成了一段最美又令人难忘的回忆。对我来说(交流朋友)是一种(夺绩)。只能说(人興人之)最对我留下深刻的印象的事件是跟别人沟通。让我很开心也很幸福。回到日本后想想还真是不敢信心。

他们很喜欢日本, 所以常来学日语。这对我来说这也是一种幸福。也是日本人应该对他们抱有感谢的一个部分。

通过在香港的留学。让我的视野觉得更加。学习语的兴趣变得更加濃厚。学习中文的想法也渐渐有了



在春节联欢会上表演藏族舞蹈

改变。我来香港以后越来越喜欢中文。学过的汉语能沟通真的让我很开心。最后我对香港的影响也变了

许多。我希望日本人更了解香港, 更多人去香港我的发表到此。非常感谢大家。

**Summary**

At the Chinese University of Hong Kong, we were able to make local friends through our studies in the small classes there and also through our experience of teaching Japanese through Japanese discussion groups. We contributed to a food festival held at the univer-

sity by making Japanese cooking and had the experience of introducing Japanese culture. Thanks to our study abroad, we came to understand anew the importance of friends and family, and we became very aware of how lucky we were to have had such experiences. (Erina Takagi and Sayaka Ito)



上图, 参加香港中文大学主办的食品节, 获得了最佳戏装奖  
下图, 香港中文大学的校园情景



## Kyorin Around the World

# Medical school also offers chance for overseas study

**Masae Yorimoto**  
FACULTY OF MEDICINE

The Faculty of Medicine at Kyorin University is a six-year program. During the first four years, you learn basic medicine and clinical knowledge. After that, roughly one year as a fifth-year student is devoted to "bedside learning," where you do a rotation of the hospital's diagnosis and treatment departments, one to three weeks in each. Next, during your sixth year, you do what is called a "clinical clerkship," which is actual hospital experience at the Kyorin hospital or an outside hospital. It is also possible to select a hospital overseas for your clinical clerkship, and last year, fourteen students made that selection, mainly going to the United States or the United Kingdom but also around the world including Europe and Asia. I selected Stony Brook University Hospital in the U.S.

Through Kyorin's actual hospital training, the four goals you aim to achieve are: (1) medical interviewing, (2) medical examinations, (3) chart histories and presentations, and (4) medical treatment based on problem orientation and scientific grounds.

Looking at some of the differences in the medical treatment environment, in today's Japan, a great deal of attention is paid to "general practice," and there is even a TV program on public broadcaster NHK called "Doctor G," about a Japanese general practitioner. In Japan, a patient starts out with a specialist's ex-

amination. In this method, when a patient goes to the hospital with headaches, the patient personally elects for example to go to the neurology department, and meets directly with a specialist. One of the benefits of this approach is that the patient can receive advanced medical treatment earlier on. On the other hand, if it turns out that the problem was not neurological, then the patient has to go to another department, with the possibility of being passed around from department to department and wasting money for medical treatment.

In contrast, it is most common in the U.S. to go to see a general practitioner, or GP, who deals individually with each patient and then, where necessary, refers the patient to a specialist. In contemporary Japanese society, families have few children and the number of elderly members of society is very large. For such reasons, I think that it is very reassuring to have a regular family doctor that patients can see in their own area, that the chances of being passed around from one specialized department to another decline, and given the statistical profile of the Japanese population, that this would seem to be a very rational system.

I have a strong interest in being a general practitioner, and that was a major reason that I chose to go to the U.S. Some of the characteristics sought in a GP would be an understanding of the full range of medical topics to meet the requirement for wide-ranging



Masae Yorimoto poses with doctors at New York's Stony Brook University Hospital.

knowledge, and also the communication skills necessary to build relationships of trust as the family doctor serving a given area. In short, what I most wanted to do in the U.S. was to learn about how to respond to patients while applying the knowledge I had already acquired. Another reason for wanting to go to the U.S. was my meeting a Danish medical student. She had come to study at Kyorin University, and she had taught me a lot about how excellent the medical treatment was internationally and in Denmark. That led me to spend the month of March in my fourth year studying in Denmark. But since actual work in a hospital begins in the fifth year in Japan, I was completely unaccustomed to such work, and also since my medical knowledge and English ability had still left a lot to be desired, I really regretted that I wasn't able to make better use of the opportunity. That's what led me to decide I wanted to work on improving my English and take part in learning under actual hospital conditions.

Turning to training at Stony Brook University, Stony Brook is about a 90-minute shuttle bus ride from Manhattan. It is on Long Island and has a large number of Asians and rich people.

During the first week of training there, I was in the emergency care and pediatrics units. The second through fourth weeks were in internal medicine. I had chosen to do this because I realized that I wanted to receive training under a GP but would have difficulty doing so elsewhere in a university hospital. Another reason that I selected general internal medicine was that I thought it would be the most appropriate way to study comprehensively about medical treatment.

"Resident" refers to a medical doctor undergoing training at a hospital, and "attending" means a higher-level physician with a specialty. Basically I accompanied a resident in conducting examinations and observations of patients, and then, having made our own evaluation, we made a presentation about the patients to the attending physician, who would consider the presentations and give us feedback. This all together becomes an instructional system. The schedule was for us to accompany the resident from 8 a.m. to see the patients, and then from 9 a.m. have a "clinical

conference," group work where we exchanged opinions. This was followed by an intern report, and all this constituted the study of internal medicine which is mandatory in the U.S. for the first year of the three years of training. This is set up so that you can gain knowledge about general internal medicine and then take a specialty. The study groups that are held for the first year after graduation also take place here. From 1 p.m. we did presentations on the patients for the attending physician and got feedback. Towards the end, we were each given responsibility for two patients and had the opportunity to make the presentations to the attending physician. There was a lot to be gained from this practice, and it was an extremely important experience for me.

One difference in the medical education in Japan and the U.S. is that the four goals I described above that the medical student must try to achieve are not different in the two countries, but I felt that there were major differences in the process of achieving those goals. A point in common was the medical treatment based on problem orientation and scientific grounds. Both countries place great weight on reading the medical literature, but that does not mean blindly accepting anything that is written; it means learning how to read and weigh the literature critically so as to understand it. Also, the medical interviews and examinations as conducted in the U.S. for the most part are done by the medical students in the first contact with the patient, and then the medical students pass their thoughts along to the resident. This approach means that the individual medical students gain the ability to deal with the patients. In Japan, however, it is very important for the medical student to get permission before seeing the patient personally, and this is conducted together with a doctor in most cases. The good part about this approach is, I think, that there is much that can be learned by watching the doctor deal with the patient. Next, about the chart histories and presentations, when the resident makes a presentation about the patient to the attending physician, the attending physician doesn't have a basic understanding of the patient. When I made presentations, I was very frequently asked, "What

is your point?" I learned just how important it is to be able to pull your thoughts together in compact form. In Japan, the physician already has an understanding of the patient's condition, so when the medical students are given a chance to practice making presentations, the physician can provide them with information on just what they should emphasize about a given patient's condition.

The reason that such differences arise is the basic difference in medical treatment in Japan and the U.S. In American medical culture, the medical student is looked on as a member of the medical treatment team, so it is only natural that the medical student should see the patient. In Japan, however, the medical student is viewed as watching and learning from the medical treatment, and patients tend to view the medical student as being separate from the resident. In other words, there are social differences in how the medical students are viewed, and I myself felt that this doesn't translate into much of a difference in motivation between Japanese and American medical students.

The training included chances to have meals with Vice Chairman Matsuda and Dr. Sedler, who was in charge of the international students. We could also take part in parties held by the internal medicine unit, and at the end, some of the doctors with whom we had become friends held a farewell party for us.

Also, in the U.S. it was possible to watch the kind of medical treatment available only there. The U.S. is a country of immigrants, and 24 percent of the doctors in practice there are graduates of medical schools outside the U.S. This would be unthinkable in Japan. At that moment I realized how in the U.S. many different races are crossing religious and cultural barriers and working.

One thing I thought was very good about going overseas was that having taken in the good points in the U.S., I was able to rediscover the good points in Japanese medical treatment. I thought it was good how young doctors in the U.S. have a strong sense of responsibility for the patients and very quickly improve their ability to deal with the individual patients and their ability to make presentations to higher-level doc-

**Continued on Page 7**



A social gathering with Dr. Sedler and Kyorin University's Vice Chairman Matsuda



A farewell party was held to mark the end of the training program at Stony Brook University Hospital.



# Nursing students able to hone skills in U.K.

**Manami Hatano**

DEPARTMENT OF NURSING,  
FACULTY OF HEALTH SCIENCES

Nine students participated in the Nursing Summer School Programme at the University of Brighton. The programme is divided into mainly three parts: class, visiting, and practice. In class, we learned mainly four things. The first was the British health care system, the second was an overview of graduate nursing, the third was community nursing in the U.K., and the fourth was public health challenges in the U.K.

We went to four places. The first was a hospice, the second was a general practitioner's clinic, the third was Brighton & Sussex University Hospital, Adult field and Children's field, and the fourth was the Florence Nightingale Museum.

In the practice, we trained in two things. The first was OSCE (Objective Structured Clinical Examination), and the second was children's CPR (Cardio Pulmonary Resuscitation).

Through the programme, we found that there are significant differences in three areas between Japan and the U.K. Those areas are the medical system, the role of nurses, and culture and religion.

The Japanese medical system and the British medical system are different. In Japan, if you go to a hospital, you can choose from any hospital and receive medical treatment on that day. You will have to pay 30% of the actual medical expenses. In the U.K. however, there is a medical system called the NHS. If British people want to go to a hospital, they are required to go to their GP unless it is an emergency. This system provides healthcare to all residents with most services for free. These

medical expenses are covered by tax. This system has bad points, too. For example, the waiting time is very long. Sometimes, people have to wait for months to receive expert services. Although not so many, the U.K. has private hospitals as well. Some people don't want to wait such a long time, so they go to private hospitals, where they pay money and receive medical treatment immediately.

British people are registered with national insurance and a general practitioner. If their condition becomes bad, they go to their GP. First, the GP examines and diagnoses the patients. Second, if the GP judges it is necessary for patients to receive specialized treatment, the GP requests the treatment at a hospital. After patients have gone to the hospital, the hospital returns the feedback to the GP. The GP and hospital co-operate with each other.

There are some differences with the role of nurses. In Japan, we study all fields of nursing, such as adult, child, and mental health. So, nurses can work in any kind of field. That's why it's common for the same nurse to take care of the same patient from entering to leaving the hospital, giving various kinds of care. Although there are not many positions as usual nurses, Japan's nurses can improve their skills to become a nurse specialist or certified nurse later on.

On the other hand, the U.K.'s nurses choose their specialty while they are students and study only their specialty within the fields of adult, mental health, child, and learning disabilities. So, nurses' work is subdivided and they can give expert care. Although not so many, there are some nurses who can diagnose.

I think the biggest differences



Manami Hatano poses with teachers and students at the University of Brighton, U.K.

are cultural and religious. There are five main differences. The U.K. has many religions and many races, but Japan does not have so many religions, and most of the population is ethnically Japanese. The U.K.'s main religion is Christianity, which influences the development of charity. Japan's main religions are Buddhism and Shintoism, and so charity is not so important in Japan.

Finally, I was surprised that British people love old things. Whereas most Japanese love new things. So, old houses are more expensive than new, clean houses in the U.K.

Out of five differences about culture and religion, I think one of the biggest cultural differences between Japan and the U.K. is related to funerals. The connection of health care and death is deep. We don't notice, but our culture is very unique. We have a point of view influenced by the teaching of Buddhism, so we tend to take good care of the corpse. In Buddhism, it is believed that we shouldn't hurt the dead body. But the main British religion is Christianity, and they think it is good to transplant their organs rather than value a whole dead body. So, the Japanese view might be difficult



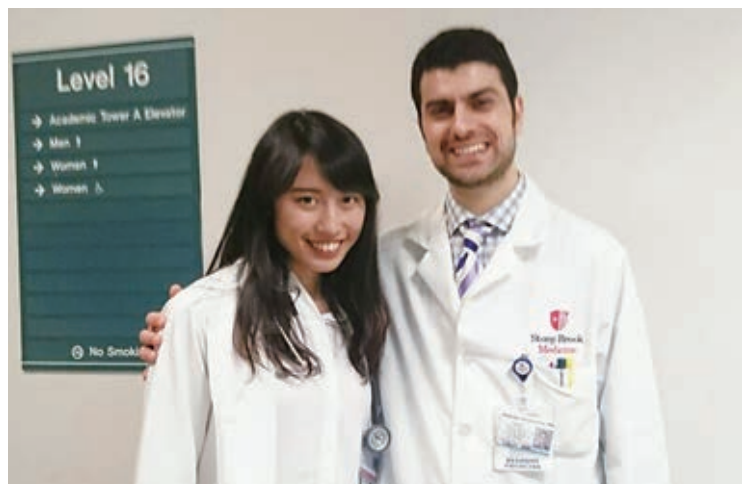
Receiving a certificate upon the completion of the Nursing Summer School Program

to understand for most British people.

I have also learned many common points between Japan and the U.K. I showed part of the movie "Okuribito" to explain Japanese culture, and I was worried that the audience couldn't understand it. But, there was no need for my worries. They seemed to under-

stand our culture, and some of them even shed tears. At that time, I thought although there are many differences between Japan and the U.K., our feeling is the same. There are no differences in being thoughtful to patients.

I hope to use this experience to promote greater cultural awareness in Japanese health care.



Chief of the internal medicine unit (right)

## Working to become a global doctor

**Continued from Page 6**

tors. I also thought that residents accept their position as providers of guidance, making it possible to acquire a wide range of medical treatment knowledge early on in one's career. Taking the initiative in providing guidance to younger medical students also meant that the residents wanted to deepen their own knowledge of medical treatment. In 2020 the Olympics will be held in Tokyo, and it's possible that patients of various nationalities will visit the hospitals. I felt that it would be good if I gain the ability to provide them individually with treatment based on their religious and cultural backgrounds.

I also felt that I wanted to deal in great detail with the elderly and with children and make use of Japanese medical treatment that brings the doctor close to the individual patient. Also, it frequently can take many weeks in the U.S. to get an appointment for an initial examination, but in Japan it is possible for even a first-time patient to get an imaging exam and a diagnosis right away. I noticed that this is also very rare in the U.S., and I thought that the speed making it possible to save more lives was also a characteristic of Japanese medical care. I wanted to be able to absorb the good qualities of each country and apply them in my life as a doctor.



Brighton, a seaside town on the southern coast of the U.K.



## Kyorin Around the World

# Studying politics and economies across Asia

**Kengo Sakai and Mayu Takita**  
DEPARTMENT OF POLICY STUDIES,  
FACULTY OF SOCIAL SCIENCES

We think that there are a number of goals involved in studying abroad. Learning a language, observing a country's politics and economy directly and learning from them, and international exchange with the people of that country. Here, we'd like to talk about the overseas seminar camps of the Faculty of Social Sciences.

The Kuno Seminar is a function where we study about the economies of Asia. It is different from the usual classroom lectures where you study about Asian politics and economy; the seminar camp lets us actually visit the areas concerned while we study. More than half of the students in the seminar have never been overseas before, and the instructors in charge believe it is important to experience other countries while you are still young.

When we asked why that was, we were told that first, it is because when you observe the places' towns and people for yourself and can have an exchange with the local people, you expand your outlook and your own capabilities.

Second, since everyday life and culture in Japan are different from other countries, you experience a variety of difficulties and failures. By learning to deal effectively with these, you make yourself grow.

And last, when you go overseas, you can gain a new understanding and appreciation of the good points about Japan. That's why Kyorin thinks that you should experience other countries while you are still young and offers the seminars overseas.

A basic premise of our seminar camps is that there will be interchange with the students of the country being visited. Last year we conducted an exchange with Taiwan's Southern Taiwan University of Science and Technology, which is one of Kyorin's partner institutions. In 2014, we had exchanges with the National Taiwan University and Tamkang University in Tamsui,

Taiwan. One feature of the Kuno Seminars is that the seminar participants are guided around the cities by the local students. The schedules and the subject matter of the seminars are always decided through discussions between the two universities' instructors and students. As already mentioned, since local students are requested to serve as guides, we only have travel agencies take care of the air tickets and accommodations. In those cases as well, the seminar students take care of negotiating the travel expenses and make preparations for all the students.

So that we can study about the destination in advance, books and materials on Taiwan's politics and economy are designated, and we passed such materials around to study and also have a reporting session. Last year, we also invited exchange students from Taiwan to attend the reporting session. They offered comments on our reports, suggested places for us to visit, and gave us some advance opinions from Taiwan, making the reporting session very useful.

In 2014, we had the opportunity to visit some offices of the government on Taiwan, specifically the press officer of the Ministry of Foreign Affairs of the Republic of China (corresponding to Japan Foreign Ministry) and the deputy director for Japan. Since our visit included time for questions and answers, we also thought in advance about the questions to be asked.

Third, we delivered reports about our activities on site. For both 2014 and 2015, the visit was for four nights and five days. In 2014, we visited the Ministry of Foreign Affairs on the first day, and after we looked around for a while, we received a lecture on topics such as Japan-Taiwan relations. We also toured the Presidential Office Building, and that night, we had an exchange with students of the National Taiwan University. The second day we visited such historical sites as Lungshan Temple and Jiufen. The third day we were with stu-



Participants of the overseas seminar camps of the Faculty of Social Sciences exchange their views with students from Southern Taiwan University of Science and Technology, one of Kyorin's partner institutions.

dents from Tamkang University in Tamsui; we split into small groups with members from both countries and explored Tamsui. The fourth day was for field research. For example, we conducted a survey of Taiwan supermarkets to make a price comparison for Japanese foodstuffs and studied large electrical goods stores to see how well different brands were selling. The next day we returned to Japan.

In 2015, on the first day we travelled from Taipei south to Tainan on Taiwan High Speed Rail. The second day marked the start of our contacts with students from Southern Taiwan University of Science and Technology. We went to a mangrove forest and toured the old Tainan district of Anping and the salt drying area. On the third day we moved to Kaohsiung and toured the city and its port. On the fourth day, we did sightseeing in the city of Tainan and toured the National Museum of Taiwan Literature, with a chance to have an exchange with local senior high school students as well. The next day we returned to Japan.

The first thing that caught our attention was the outstanding growth in Taiwan's economy and its standard of living. Also, even though Taiwan isn't an English-

speaking country, the university students had a high level of language ability, and on the whole, we felt their English was better than that of Japanese university students. But language ability isn't everything. There were some people who had very good English but who were hard to get to know, while there were others whose English wasn't all that hot but who soon became friends. This made us understand the importance of communication skills, and we learned that communication skills aren't necessarily in proportion to English skills. One of the students whose English wasn't all that fluent was able to entertain us with some magic tricks he had learned in a magic club, much to the joy of the local students. Seeing this made me realize that all sorts of abilities can come in handy. Something else was that Chinese exchange students who were members of the seminar normally studied and communicated with the help that Japanese students would provide to any foreign students, but in Taiwan this was reversed, and the Chinese students played the most outstanding role in the seminar camp, interpreting and otherwise helping out. Also, one surprise was that on the day we

returned to Japan, students from Taiwan came to our hotel to see us off. That showed us how kind the people of Taiwan are.

The overseas seminar camp had a great influence on us. Through the camps during the last two years, we became painfully aware that our linguistic abilities are lacking, which made us determined to buckle down and study language. Also, thanks to the stimulus provided by the 2014 camp, three members of the seminar decided on doing long-term study abroad, and of those three, two are now studying at partner institutions in Thailand and one is going to a language school in the Philippines. We also thought that we'd like to return the hospitality we received in Taiwan to the international students at Kyorin, so we have taken responsibility for offering tours of our campus as part of our seminar.

Finally, when a group of students from Southern Taiwan University of Science and Technology who had been helpful to last year's seminar camp visited Japan during their summer vacation to study Japanese, we were able to help them with sightseeing. In such ways, our interchange with others wasn't just a temporary affair but continues at present and into the future.

## Kyorin Campus Life

# Information on overseas schools

**Kyorin Times**

Kyorin University held a Study Abroad Fair for the 2015 school year in the Hachioji Campus International Exchange Plaza from 4 to 5:30 pm on Saturday, October 17. This event offered students considering studying abroad at one of Kyorin University's partner universities an introduction to these institutions and an opportunity to talk directly with Japanese students who had studied there, and with foreign students from those universities currently studying here as exchange students. The aim of the Study Abroad Fair was to promote the study abroad program by helping prospective students understand and resolve any worries or questions they had about studying overseas.

This was the first Study Abroad Fair for Kyorin, and it included information booths covering eight



Students listen to other students' experiences of studying abroad.

universities in the U.S., New Zealand, the U.K., China, and Taiwan, as well as a booth by the Japan Center for International Exchange offering information on general questions about studying overseas. Around twenty prospective study abroad students attended the fair and visited the universities' booths. There, the hopeful study abroad students could take advantage of the relaxed

and friendly atmosphere to learn from the experiences of students who had earlier studied at those universities and from talking with students from those universities who are now exchange students in Japan. The exchange involved not only an introduction to the specific universities but also discussion of broader topics such as the neighborhoods where the universities are located.



The last students' festival on the Hachioji Campus

## Students and faculty bid farewell to Hachioji Campus with final festival

**Kyorin Times**

On October 10-11, 2015, Kyorin University held the "Kyorin Campus Festival—Our Last Festival Together in Hachioji." In April 2016, the Inokashira Campus in Mitaka will officially open, making this the last academic festival to be held on the Hachioji Campus. In Japanese, the abbreviated term for "Kyorin

Campus" has the same pronunciation as the phrase "our common ties," a fitting image for the way residents and high school students from the surrounding community, present and past Kyorin students, university educators, and a variety of others shared this time together there, experiencing a wide range of events, booths, and displays with the theme of relationships.