

P S U

交 流 事 業

報告書

~2014~



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国際交流に今後も力点

人文学部長 佐川泰弘

茨城大学は、大学憲章の中で、「国際交流」を使命のひとつとして高く掲げております。教育と研究の成果を広く国際社会に向けて発信するとともに、国際的な交流や学術研究を推進し、国際社会から信頼される学術と文化の確固たる交流拠点となることを目指しています。

人文学部も、歩調を揃えて、「国際交流」を「地域連携」とともに今後の学部の重点活動として据えています。

人文学部は、毎年、50人を超える学生を中国、韓国を中心とするアジア、北米、欧州などの協定校へ派遣し、語学研修、親善交流など各種の交流活動を進めています。茨城大学の中でも、国際交流に最も積極的な学部です。

アジア諸国、北米などから学生の使節団が人文学部を訪れ、学部生との親善活動を毎年続けております。2014年を例に挙げると、2月にパキスタンの大学生が23人、10月にはブルネイの大学生25人が訪問し、人文学部の学生と間で国際交流・親善を深めました。米アラバマ大学からも同じ10月に学生の表敬訪問を受けるなど交流は拡大する一方です。

今回の、ペンシルベニア州立大学（PSU）も、学部が力を入れている交流協定校の一つです。北米の協定校は、10年以上も前から交流を続けているカナダ・マギル大学のほかアラバマ大学、テネシー工科大学など多数ありますが、2009年に交流がスタートしたPSUは、独立当時の13州のニューイングランドに属することもあってとりわけ人気の高い大学です。

そのPSUから約4年前に持ちかけられたのが今回の新タイプの双方型交流事業でした。両大学が相手を訪問し、交流活動を通じて相互の親善を深める異色の内容です。学部の国際教養プログラムとしての単位認定も受けています。

グローバル人材育成と銘打ったこのプログラムは、その意義が高く評価され、日本学生支援機構からの補助が決まったのは、その中身の斬新さからでしょう。

意義の大きさは、この報告書を読めば理解できます。英語漬けの日々を送り、苦闘の末に、チャレンジ精神を体得し、英語力に自信を付けた学生の喜びが、ひしひしと伝わってきます。

この交流事業は、2015年も実施されます。その後も継続するかどうかは、今後の協議で決まりますが、PSU側は、継続に意欲的なようです。

国際交流が重点課題の人文学部は、協定校の拡大を着実に進めており、短期を含めて海外へ留学生の割合の引き上げを目指しています。

グローバル化の進行に沿った人材育成は、大きな課題となっており、人文学部の国際交流委員会などを通じて世界に向かって、さらに幅広く、活動を展開する方向です。

(終)

目を見張る短期間の成長

人文学部 副学部長（国際交流担当） 古賀純一郎

「テーマを自分で決め、資料を読破、関係者に取材し、レポートを書く」、「並行してパワーポイントを作成、聴衆の前で発表し、質問にも答える」大学生であれば、これは、演習などで課される至極当たり前の作業である。

だが、一連のこの作業を「すべて英語でやりなさい」と迫られたら、どう反応するだろうか。「お安い御用」「やりましょう」と2つ返事で応える学生はそう多くはないだろう。本学で英語を講義するこの私だって一瞬、腹に力が入るに違いない。

ところが、である。今回のペンシルベニア州立大（PSU）研修に参加した全員は、“体当たり”で、“いとも簡単”に、やってのけたのである。「驚天動地」と表現したら言い過ぎか。引率した私にとっても、学生の短期間の成長には、目を見張るものがあった。

今回のプログラムが、PSUの立花先生とPSU卒業生もある留学生センターの池田先生の個人的な友情をベースに実現したことはあまり知られていない。初年度は、2014年3月末に退職された大島先生が交流事業の路線を敷き、今年の方は、学部で国際交流を担当する私に回ってきたのである。

双方向型が最大の特徴のこの交流事業は、PSU生が5月に本学を訪れ、実施するプログラムと9月に本学の学生が訪れ、PSU生の支援で実施する事業とで構成されている。いずれも10人前後が参加し、先方の大学で2週間程度、研修する。期間中に、先方の学生の支援を借りて、レポートを書き、交流の最終日に発表する。

訪問した各学生の設定したレポートの執筆に必要な材料を集めるため、相手方の学生が、手となり足となり支援するわけである。実際、9月の訪問では、本学学生1人に4～5人のPSU生が、朝から晩まで、付きっきりで面倒をみてくれた。その成果として、冒頭の英語によるプレゼンをやったのである。

レポートは細部が大事である。材料を集めるため訪問前から英文アンケートを先方にメールで送り、学生らは、情報を得ていた。訪問前に、全員がそれをベースに英文のレポートをある程度執筆していた。これも勝因のひとつだろう。論文の中身は、各人の説明に委ねるとして、プレゼンは、いずれもPSU生に好評だった。

最大の成果は、約2週間の英語漬けの生活を余儀なくされたことによる「英語力の向上」と「英語への自信」、そしてグローバル人材に向けて不可欠な「チャレンジ精神」、「積極性」を体得したことであろう。参加した一人は、「人生観が一変した」と表現していた。

グローバル化に肌で触れ、英語力を駆使し、自分も、地球人として生きていかねばならないと痛感するほど、カルチャーショックが大きかったのである。「艱難汝を玉にする」という言葉が全員、身に染みたことだろう。

交流は、2015年も続く。来年はどんな交流になり、どう成長してくれるのか、とても楽しみである。最後に交流の窓口として多大なご指導、ご鞭撻、お世話戴いたPSUのエイベル、立花両先生、そして本学の池田先生に感謝の念をお伝えして終わりたい。（終）

記念すべき第1回交流事業

人文学部学務係 大曾根 純

5月の交流事業では、先方学生の日本語の上手さに驚かされ、9月の訪問においては、先方のホスピタリティに感激し、大学の規模の大きさと景観の美しさに圧倒された。

米国有数の州立大学として知られるペンシルバニア州立大学（PSU）。学部学生だけで4万人以上、教職員だけでも1万人以上いる。

構内に一歩足を踏み入ると、そこはたくさんの学生で溢れていた。見渡す限り人、人、人。授業では、熱心に質問する学生ばかり。最大規模の教室は800人収容可能（人文学部では最大で288名）。10万人収容のアメリカンフットボールのスタジアムやカフェも併設するアイスクリーム製造所、美術館、480万以上の蔵書の図書館。キーホルダーからワイシャツまで多種多様な大学関連商品が並ぶ本屋、植物園、構内を行き交うシャトルバスなど、たくさんの設備があります。運が良ければ大学のマスコットに会えることもあります（実際、私は自転車に乗ったマスコットに遭遇しました）。構内を端から端まで歩いたなら、1時間近くかかることでしょう。

このように、PSUは大変巨大な大学ですが、周辺は治安も良く、環境的に素晴らしい大学です。茨城大学（以下本学）とは2009年に交流協定を締結しています。

2014年、両大学が相互に訪問する交流事業が初めて実施されました。5月のPSU生の茨城大学訪問と9月の本学学生のPSU訪問です。

この二つの交流事業の特色は、双方向型であることです。本学側の視点にたてば、5月に交流した学生と9月に再会し、更に親交を深めることで、語学の上達はもちろん、お互いの国や文化について理解を深めることができます。

実際9月の訪問で、本学学生にPSU生複数名が支援する形で研修が進められましたが、その中には5月に本学を訪問した面々を多々見ることが出来ました。それは教職員も同じです。5月に引率として本学を訪れた立花先生と大学院生のダーウィンさんとは9月に再会できました。

今回、二つの交流事業において、私は主に撮影とホームページ用動画の作成で携わりました。撮影を通して学生達が交流を楽しみながら、英語を身につけていく様子を間近でみることが出来ました。私自身、授業や設備の見学など、大いに刺激を受けるとともに貴重な経験が出来ましたが、何よりも、最初から最後まで同行し、学生が成長していく姿を見ることが出来たのが、一番の喜びでした。

今回の交流事業が成功したのは、一重に、責任者である古賀純一郎先生、池田庸子先生、PSUの立花先生、Abel先生のご尽力によります。参加した双方の学生達が素晴らしかったのは言うまでもありません。今後も、両大学の交流が末永く続くことを、心から願っております。

最後になりますが、このような素晴らしい事業に参加する機会を与えていただいた人文学部教職員の皆様、及び、交流事業に携わった全ての方に感謝申し上げます。（終）

プログラムを振り返って

茨城大学留学生センター 池田庸子

茨城大学とペンシルバニア州立大学は 2009 年に学生交流協定を締結し、年間数名の学生交流を行ってきました。

ペンシルバニア州立大学の Able 先生を中心とした先生方から、両大学の教育交流と学生の相互理解をさらに深めることを目的とする Global Japan Project に関する提案があったのは 2010 年のことです。そのプロジェクトが 4 年越しで実現できたことを大変うれしく思います。

当初はペンシルバニア大学側が茨城大学を訪問する一方向の企画として出発しましたが、茨城大学からも学生を派遣したいという人文学部の先生方の熱意で双方向の交流が実現しました。

ペンシルバニア州立大学の学生が茨大を訪問した際、私は大洗見学の引率を担当しました。大洗の日本酒工場ではお酒造りに関する説明を聞き、大洗町役場ではビデオを見ながら津波被害とアニメのガルパンによる町おこしの取り組みの話伺いました。

魚市場での昼食を楽しんだ後、大洗神社の宮司さんに説明をしていただきながら見学を行いました。

日本語による説明だったため、難しいこともあったかと思いますが、日本人学生に助けをもらいながら熱心に話を聞いていました。一日の見学でしたが、ペンシルバニア州立大学の学生と茨城大学の学生が交流を深めていく様子が伺えました。

また、週末に実施した 2 泊 3 日のホームステイでは、地域の方々や茨大生のお宅で学生を家族の一員として受け入れていただき、大変お世話になりました。ほとんどの学生にとって日本家庭で過ごす週末は初めてのことで、貴重な経験ができたことと思います。

受入れプログラム最後の発表会では、ホームステイ家族との交流が訪問事業を通じて一番印象深かったと答える学生も多くいました。ホストファミリーの方からも、貴重な経験になったという感想をいただきました。今後の交流でも地域の方々のご協力をいただきながら、ホームステイ事業を継続していければと願っています。

今回、多くの方々の協力を得て、大きな成功を収めることができました。特に、ペンシルバニア州立大学を訪問し、交流の道筋を作ってくくださった大畠一芳先生、学生を引率してくくださったペンシルバニア州立大学の立花れいこ先生、そして、学生の受け入れ・派遣の両方で企画から引率まですべて指揮を執ってくくださった古賀純一郎先生に感謝申し上げます。

そして何よりも、おもてなしの心で学生を受け入れ、交流を盛り上げてくれたのは茨大生の皆さんです。今後も両大学の交流プログラムが継続し、茨城大学とペンシルバニア州立大学の学生交流が深まることを願っています。

(終)

A Great Success for Our Students

Jonathan E. Abel

Assistant Professor
Department of Comparative Literature
The Pennsylvania State University

The Ibaraki short-term visit to our campus was a great success for our students. It really opened their eyes to the world. Everyone in the Penn State Japanese Studies program was very happy to host Ibaraki students on our campus.

Prior to the visit we were all very nervous how things would work out. I was deeply concerned because we had zero budget for hosting on the Penn State side and we knew Ibaraki students were already spending so much money just to come here.

In the end we were able to find some funding for rooms, food, computer visitor passes, and insurance for while the Ibaraki students were on our campus.

But more than the logistics of arranging all of that, we were very pleased to find such wonderful student support for hosting. Over thirty students participated as hosts which meant that every Ibaraki student had at least three Penn State student partners. I hope this really showed Penn State spirit.

When during the speeches one Ibaraki student said, “We are Penn State,” I saw a few of our students become teary eyed, knowing that they would soon be saying goodbye to their new friend.

The final presentations of the Ibaraki students were remarkably insightful. And the final essays by our students showed a true effort to engage in cultural exchange.

Even though our Ibaraki friends were only here for a short time they clearly had a great time and learned a lot. It is my sincere hope that all the students who participated in this cultural exchange on both the Penn State side and the Ibaraki side only became more excited about engaging in more future cultural exchange programs. There is nothing like meeting someone face-to-face to understand the world in a more realistic way.

(End)

Absolutely Amazing

Reiko Tachibana

Associate Professor of Comparative Literature and Japanese

Department of Comparative Literature

The Pennsylvania State University

Ibaraki students' ten-day Penn State visit in September was a very stimulating and exciting event for our students. So many students, many more than we expected, applied to serve as hosts for the Ibaraki students. They seemed to enjoy communicating with the Ibaraki students, walking with them around campus and downtown and taking them to dinner, supermarkets, and many more places.

I observed both Ibaraki and Penn State students working together on the Ibaraki students' final project toward the end of their visit. It was wonderful to watch their cooperation, friendship, and hard work, accompanied by lots of smiles and laughter.

As an instructor who took Penn State students to Ibaraki University in May this year, I found that this type of opportunity—exchanges and collaborative projects between Ibaraki and Penn State students—was missing during our visit to Ibaraki. Thanks to Koga sensei's thoughtful arrangements, Penn State students had abundant opportunities to see Mito City (e.g., our first-experience in appearing on local TV; tours of the newspaper company and the tsunami aftermath in Oarai, and home stays with the warmest/kindest families in town).

Unfortunately, this time we could not schedule these types of trips for Ibaraki students, but our students (who were busy with their own classes and work) tried hard to immerse the Ibaraki students in American student life and ensure that they had a good time during their stay. The most memorable event for Ibaraki students could be their excellent presentations on their final projects. Their confidence with English communications was clearly visible after their visit to University Park.

The Penn State students who participated in the embedded course with Ibaraki in May all indicated that their first-hand experience in Japan (Mito) was “absolutely amazing”, in large part because of the Ibaraki students' hospitality (e.g., their “farewell notes” on tenugui at the farewell party were awesome). Penn State students also felt much more confident about expressing themselves in Japanese toward the end of their stay in Mito.

I believe the close/warm ties between Ibaraki and Penn State will grow further. Students here are looking forward to participating in the 2015 embedded course with Ibaraki, led by Smits-sensei.

I am thankful to all of the Ibaraki students who hosted us in May 2014, and who visited Penn State in September, for their hard work and warmth. I also appreciate Koga sensei's devotion to the program, Ikeda sensei's warm support (especially, thoughtful arrangements for the home-stay families for PSU students in May), and “cameraman” Ozone-san, who recorded all activities for the program, carrying a heavy camera-laden backpack across the Penn State campus. (End)

参加者一覧(茨城大学生)

			family name	Name
●1	菊池悠馬	M	KIKUCHI	Yuma
●2	栗田佳奈	F	KURITA	Kana
●3	桜井彩乃	F	SAKURAI	Ayano
●4	山田夏望	F	YAMADA	Natsumi
●5	西江隆博	M	NISHIE	Takahiro
●6	塩原理花	F	SHIOBARA	Rika(RinRin)
●7	山本宗宏	M	YAMAMOTO	Munehiro
●8	磯部堯昌	M	ISOBE	Takaaki
●9	大曾根萌絵	F	OOZONE	Moe
10	高木良奈	F	TAKAKI	Rana
11	鈴木美緒	F	SUZUKI	Mio
12	西條里菜	F	SAIJYO	Rina
13	佐藤らな	F	SATO	Rana
14	菊池美佳	F	KIKUCHI	Mika
15	興野香奈江	F	KYUUNO	Kanae
16	窪井夏帆	F	KUBOI	Kaho
17	杉沢彩穂	F	SUGISAWA	Saho
18	鈴木智香子	F	SUZUKI	Chikako
19	多田一葉	F	TADA	Hiitoha
20	星野由季菜	F	HOSHINO	Yukina
21	但野実穂子	F	TADANO	Mihoko
22	中川広文	M	NAKAGAWA	Hirofumi
23	宮本沙輝	F	MIYAMOTO	Saki
24	横田千尋	F	YOKOTA	Chihiro
25	若狭茉樹	F	WAKASA	Maki
26	渡邊悠	F	WATANABE	Haruka
27	大谷美香	F	OHYA	Miki
28	大内真結花	F	OHUCHI	Mayuka
29	久貝啓介	M	KUGAI	Keisuke

●は9月も参加した学生。

ペンシルベニア州立大学の訪問日程(5月)

5月14日(水)		メモ
10:00	留学生センター留学生交流室集合(共通教育棟1号館2階)	池田担当
10:30~12:00	留学生センターで日本語の授業に参加	
午後 field trip 1 (by bus)	12:00 初顔合わせ、12:30 説明会(講義棟A201) キャンパスツアー、部活動を見学、終了後は、茨苑会館の談話室 懇親会(会費1000円、17:30pm~、於、茨苑会館、2時間程度)	古賀担当 (教授会へ)
5月15日(木)		
午前 field trip 2 (by bus)	10:30am 現地集合、茨大は、am10:00 集合 正門近くの事務棟前に NHK水戸放送局(生放送出演)へ 終業後、水戸芸術館周辺で各人が昼食、芸術館前に13:00 集合	古賀担当
午後	14:00 茨城新聞の訪問、終了後に偕楽園、千波湖など散策、現地解散	古賀大学へ
5月16日(金)		
午前	予定なし	
午後 Pm6:00	3時限目(1:00~2:30pm): ポピュラー文化論の講義(猪俣先生)、[C406] 4時限目(2:40~4:10pm): 日本事情講義(日本の家庭と文化: 安先生) 5時限目: 留学生の講話[共通教育棟1号館2階第1会議室] ホームステイとの対面式 [共通教育棟1号館2階第1会議室]	古賀担当
5月17日(土)、18日(日)		
ホームステイ、日曜日: 夕方5時ごろまでにホテルに戻る		
5月19日(月)		
am10:30~	東日本大震災の講義; 学生、フルール(部屋A201)	古賀担当
pm1:00~	食の講義・調理(西川先生、教育学部C316、要タオル、エプロン)	
5月20日(火)		
午前 field trip 3 (by bus)	10:00am 茨城大正門近くの事務棟集合 11:00am 日本酒工場「月の井」を見学 見学後、那珂湊港へ、魚市場を見学、昼食を楽しむ	池田担当
午後	14:00pm 大洗町役場で震災、アニメの話、大洗神社など	
5月21日(水)		
午前	9:30 留学生交流室(共通教育棟1号館2階)集合、徒歩で講師宅へ 10:00~12:00 茶道体験 (★白い靴下を持ってきてください)	安先生
午後	レポート作成[人文講義棟A201]	
5月22日(木)		
午前	発表(1時限、2時限目、人文講義棟A201) お別れ会、JRで東京へ	
5月23日(金)・24日(土)		
PSU生の2泊3日の旅(鎌倉/東京)		
5月25日(日)		
成田発 →→→ 米国へ		

5 月交流事業に向けての抱負

今からわくわく

人文文学部社会科学科 2 年 若狭茉樹

大学に入り様々な人と出会いました。それぞれ違う意見を持っていて、それらの様々な意見に触れることで自分が今までいかに狭い世界で生きてきたかを痛感すると同時に、もっと新しい世界を知りたいと感じるようになりました。

以前は、自分と違う意見に出会うとまず批判から入ってしまいましたが、それはとてももったいないことだと気づきました。きっかけは、昨年受けた異文化の授業です。

以来、異文化交流への関心が強まり、今回のプロジェクトにも興味を持ちました。海外には以前から興味があり、学生時代も 2 週間ほどのホームステイを 2 度経験しました。

大学でも長期留学をしたいと考えています。交流を通して、留学生の方々と積極的に会話をし、自分のスキルアップに繋がると同時に、また 1 つ新たな世界を知ることが出来たらと考えています。米国人とは交流経験が全くないので今からわくわくしています。

さまざまな文化に触れたい

人文学部人文コミュニケーション科学科 2 年 中川広文

グローバル化が進んでいる現代の社会では、日本に住む外国人も増え、異文化と接する機会も増加している。将来、役場などで働きたいと考えており、地域に住む外国人たちの文化や常識を理解し、外国人にとっても住みやすい環境を作りたいと考えている。

そのためには、異文化を理解する上での必要な知識だけでなく、実際に外国人らとコミュニケーションを積み重ねることで異文化交流での重要な点を学びたいと考え、今回のペンシルベニア州立大学との交流事業に参加することにした。

交流事業を通して、米国の文化に触れ、自分たちの文化との違いを肌で感じたい。実際に体験することが異文化を理解する上で最も重要なことであると思う。

積極的に行動する自分に

人文学部社会科学科 3 年 杉沢彩穂

ゼミで東日本大震災の復興をテーマに、災害弱者への行政の対応などについて研究しています。弱者の中には外国人も含まれます。外国人が東日本大震災についてどのように感じているのか興味があり、この機会に意見を聞いてみたい。

3 月に参加したマギル大学研修での異文化交流で、お互いの国や文化、宗教などに関心を持ち、歩み寄ることの大切さを学びました。社会科学科に属しているのにもかかわらず語学研修や今回の交流事業に参加しようと思ったのは、将来のため英語力を向上させたいのはもちろん、何事にも恥ずかしがらずもっと積極的に行動できる自分になりたかったからです。今後はさらに多くの学生に国際交流に興味を持ってもらいたいし、私も大学生活の中でしかできない貴重な体験を色々な形で経験し、将来に活かしていけたらと思います。

留学前のウォーミングアップ

人文学部人文コミュニケーション学科 3年 塩原理花

5月と9月の交流事業に参加しました。これまでも異文化交流の機会があれば積極的に参加してきました。ただ、英語圏の学生達と話せる機会はとても少なく、昨年10月にペンシルバニア州立大学(PSU)への留学が決まっていたため、留学前にネイティブスピーカーと交流して英語力を高めたい、留学後にもつながる出会いがしたいとの思いからこの交流事業へ参加することに決めました。

5月の交流会では、大洗町研修、PSU生のプレゼンテーションが行われた2日間のみ参加しました。初日の顔合わせに参加できなかった私は、対面するまで、自分の英語は通じるだろうか、他の茨大生は既に仲良くなっているから、自分だけ取り残されてしまうのではないかと不安と緊張でいっぱいでした。

対面して最初に驚いたことは、日本語が大変上手で英語を一切挟まずに会話ができるということでした。なかには、若者言葉まで巧みに話す学生もいて、言葉の壁を感じることなく会話を楽しむことができました。

いざ大洗まで行くためにバスに乗り込み、司会を任されていた私が自己紹介をすると、私の名前を繰り返し呼んでくれてとても嬉しかったです。その後、酒蔵、町役場、魚市場を巡り、初めて行く場所ばかりだったので、PSU生達と一緒に新しい発見に対する驚きや感動を分かち合うことができました。

最終日のPSU生の発表会では、日本人が当たり前に使っているバスタブ、ウォシュレット、24時間コンビニや自動販売機などが米国から来た学生達の目には珍しく映ったということ、それらに対する率直な感想を知ることができ、とても興味深かったです。

9月に行われた交流会は、既にPSUでの授業が始まっていたため、あまり参加することができませんでしたが、まだ完璧ではない日本語を頑張って話す学生の姿はもうそこにはなく、今度は英語を流暢に話す彼らから学ぶ番でした。

教える立場から、教えられる立場へと変わり少し気恥ずかしい思いもしましたが、数カ月前に完璧ではなくても果敢に日本語を話すことにチャレンジしていた学生達の姿に励まされ、「間違えてもいいからたくさん話してみよう」、「間違えたら彼らに教えてもらおう」と考え積極的に話しかけることができました。

チューターの学生とボーリングやNYに行ったときは、学生達が計画を立て、楽しませようとしてくれていることを嬉しく感じたものの、その気持ちを自分の英語では伝えきれないことにもどかしさを感じました。

このプログラムを通して、英語を学ぶことに対してのモチベーションを高め、PSUでの交友関係を広げることができたことは、米国で生活を始めたばかりだった私にとって、その後の生活をより豊かにする大きな成果となりました。(終)

5 月研修での PSU 生の声

2014 年 5 月 22 日実施 (PSU 生 11 人)

Q1、このプログラムへのご意見はいかがでしたか。

- ・プログラムは、素晴らしく、驚くべき体験であった。水戸での体験を決して忘れない。
- ・すべて非常に面白く、参加できたことを嬉しく思っている。
多くを学び、体験し、素晴らしいと思った。
- ・学部生にとって素晴らしいプログラムであった。
日本語がある程度できたので、茨城県をより身近に感じることができた。
- ・非常に楽しく、教育的であった。
- ・大洗町などを訪問できて楽しかった。
- ・よい素敵なプログラムだった。日程を 2, 3 日伸ばし、茨城北部も訪問したかった。
- ・たくさんの日本人学生と話をして友人ができたのは最高だった。
- ・訪れたことのない地域に行けて大震災のことも学べた。

Q2、プログラムや講義は楽しめましたか。

- ・茶道や神社 (大洗町) への訪問が良かった。
- ・NHK を訪問し、震災での被害が分かったのが良かった (2)
- ・日本食の料理、ホームステイ、3.11 の福島県のビデオが良かった。
- ・大震災の講義とビデオが良かった。

Q3、NHK と茨城新聞への訪問はいかがでしたか。

- ・NHK の訪問は、本当にびっくりした。茨城新聞も良かった。(2)
- ・メディアが大震災をどのように報道したのかが分かって非常に面白かった。
- ・日本のテレビは好きだし、3.11 の日の新聞紙面も良かった。
- ・面白かったけれど、喋っている内容が分からなかった。

Q4、大洗町への訪問、日本酒の工場、町役場のレクチャーはいかがでしたか。

- ・魚市場や神社は初めての体験で面白かった。
- ・風邪で体調は良くなかったが、訪問は好奇心をそそられた。
- ・町役場の講演は、見識のあるものだった。
- ・大洗町や日本酒工場への訪問は楽しかった、町役場の講演は、繰り返しが多かった。

5 月研修での PSU 生の声

Q5、アニメや大震災についての講義、日本食の調理はいかがでしたか。

- ・本当に素晴らしい時間だった。とても楽しく、たくさんのことを学べた。
- ・震災のプレゼンテーションは有益だった。日本食の調理は、素晴らしかった。
- ・3・11の震災は悲しいことだった。日本食の調理はとても楽しかった。
- ・アニメの講義はとても興味深いものでした、他のポピュラー文化も学べたらと思った。
- 3.11の講義は繰り返しが多すぎた。日本食の調理は面白く、有益だった。

Q6、「こうしたらもっと良かった」とのアドバイスはありますか。

- ・留学生の話聞くのは有益だった、週末に留学生と会ったりするのはどうだろうか
- ・もっと多くの日本の文化に焦点を当てたらどうか。大震災よりも現在の話題について。
- ・最後に日本と PSU の学生が何か共同で作業をしたらどうか。
- ・他のカルチャーセンターに行くというフィールドトリップもいいのではないか。
- ・学生によって時間の情報が若干違っていたので困った。

Q7、キャンパスツアーはいかがでしたか。

- ・良かった。クラブ活動をする学生を見学できたのが一番楽しかった。
- ・日本の学生と一緒に話しながら大学のキャンパス内を歩き回ることは楽しかった。
- ・とても楽しく、これが茨城大の学生であると思った。

Q8、ホームステイはいかがでしたか

- ・人生で最良の2日間だった。
- ・皆さんがとても素敵だった。決して忘れられない体験になった。
- ・とてもとても良かった。皆ホームステイを体験すべきだ。
- ・日本の家庭を実感できたし、ホームステイの家族はとても素晴らしかった。
- ・様々な場所に連れて行ってもらえて楽しかった。

Q9、ウェルカムパーティーはいかがでしたか。

- ・茨城大の学生たちを知る良い機会になり、楽しかった。
- ・皆がとても友好的で、ゲームも楽しかったし食事も美味しかった。
- ・素晴らしかった。すべての学生と知り合いになれる機会となった。
- ・とても良かった。(2)

(以上)

5月交流のスナップ



Welcome to JAPAN !!!



5月交流のスナップ

Field trip vol.1



NHK TVstation & newspaper



Taking a class



5月交流のスナップ

Field trip vol.2



5月交流のスナップ



5月交流のスナップ



PRESENTATION

FAREWELL PARTY

See you again!

日 程 表

	月 日	都 市 名	現地時間	交通機関	摘 要	食 事
1	2014年 9/7 (日)	成 田 発 デトロイト着 デトロイト発 ペンシルベニア着 (S C E)	12:00 15:05 13:50 15:20 16:32	DL276 DL4064	成田空港第1ターミナル集合 チェックイン 空路デトロイトへ <所要時間:11時間 45分> 乗り継ぎ ペンシルベニアへ <所要時間:1時間 12分> ペンシルベニア州立大学へ	夕:機 朝:機 昼:— 夕:—
2	9/8 (月)	ペンシルベニア			ペンシルベニア州立大学英語研修講座 (日本との時差: -13時間)	朝:—
↓	9/11 (木)					昼:—
5	9/12 (金)	フィラデルフィア			フィラデルフィア視察 <フィラデルフィア泊>	夕:— 朝:○ 昼:— 夕:—
6	9/13 (土)	フィラデルフィア			フィラデルフィア視察 <フィラデルフィア泊>	朝:○ 昼:— 夕:—
8	9/14(日)	ペンシルベニア			ペンシルベニア州立大学英語研修講座	朝:—
↓	9/17 (水)					昼:—
11	9/18 (木)	ペンシルベニア発 (S C E) デトロイト着 デトロイト発 ニューヨーク着 (E W R)	11:50 13:10 17:35 19:17	DL3819 DL1568	空路、デトロイトへ(時差なし) <所要時間:1時間 20分> 乗り継ぎ、ニューヨークへ <所要時間:1時間 42分> 着後、ホテルへ <ニューヨークのホテル泊>	夕:— 朝:— 昼:— 夕:—
12	9/19 (金)	ニ ユ ー ヨ ー ク	終日		ニューヨーク市内見学 <ニューヨークのホテル泊>	朝:○ 昼:— 夕:—
13	9/20 (土)	ニ ユ ー ヨ ー ク	終日		<ニューヨークのホテル泊>	朝:○ 昼:— 夕:—
14	9/21 (日)	ニ ユ ー ヨ ー ク 発 (J F K)	14:45	DL473	午前:空港へ デルタ航空にて帰国の途へ <所要時間:13時間 50分> <機 内 泊>	朝:○ 昼:— 夕:機
15	9/22 (月)	成 田 着	17:35		到着後、解散	昼:機

○利用航空会社: DL=デルタ航空 ○利用空港: SCE=ステートカレッジユニバーシティ
/EWR=ニューアーク /JFK=ジョンエフケネディー

研修日程とコメント

●9月8日（月）

- 10am ホテルロビーで PSU でのコンピュータのアクセス権を取得
- 10am～昼 茨大生がグループと面談、スケジュールに沿って PSU へ、講義など
- 11am～5pm 講義やイベントへ.
- 5p ～7pm —歓迎会（124 Sparks） アジア研究科長が挨拶
山田団長の返礼スピーチ

●9月9日（火）

- 8am-5pm 茨大学生は、PSU 生の案内で、講義やイベントへ
- 5-7pm (101 Old Botany) Social hour.

●9月10日（水）

- 8am-5pm 茨大生は、PSU 生の案内で、講義やイベントへ
- 5-7pm (124 Sparks) Social hour.

●9月11日（木）

- 8am-5pm 茨大生は、PSU 生の案内で、講義やイベントへ
- 5-7pm (124 Sparks) Social hour.

[Darwin Tsen and Reiko Tachibana take Professor Koga and Mr. Osone out to dinner]

●9月12日（金）～14日（日）までフィラデルフィア研修

●9月15日（月）

- 8am-5pm 茨大学生は、PSU 学生の案内で、講義やイベントへ出席
- 5-7pm 茨大学生はリポート準備（於：101 Botany）

[Greg Smits takes Professor Koga and Mr. Osone out to dinner]

●9月16日（月）

- 8am-5pm 茨大学生は、PSU 学生の案内で、講義やイベントへ
- 5-7pm 茨大学生はリポート準備（101 Botany）

[Jon Abel takes Professor Koga and Mr. Osone out to dinner]

●9月17日（月）

- 8am-5pm 茨大学生がリポート発表（午後）
- 5-7pm お別れ会 （124 Sparks） 磯部副団長挨拶

研修日程とコメント

●9/7 いざ PSU へ

- AM12:00 成田空港 集合
- PM3:05 空路 デトロイトへ
- PM1:50 デトロイト空港 到着
- PM3:20 空路 ペンシルベニア州立大学へ
- PM4:32 ステート・カレッジ空港 到着
- PM5:30 ペンシルバニア州立大学、ダウンタウン見学

栗田佳奈

PSU との交流事業がいよいよスタートする。デトロイト空港での入国審査で初めてその実感が湧いた。フロア、椅子、滑走路など何もかもが大きく、アメリカの壮大さを実感した。

何時間もの移動を経て PSU に到着した時には、初めて見るアメリカに感動した。空港からホテルまでの途中で出会ったビーバー・スタジアムの大きさに驚いた。大学にこんなに立派なスタジアムがあることは、新鮮で驚きを隠すことが出来なかった。

●9/8 PSU 研修 初日

- AM9:30 ロビーでホストメンバーと合流
- AM10:30 ホストメンバーとワッフルショップで brunch
- PM0:00～4:30 大学の施設見学
- PM5:00 茨大生・PSU 生 交流会

大曾根萌映

自分の英語は果たして伝わるのだろうか。尽きない不安を抱えつつ、朝食に昨日スーパーで買ったチョコレートバーを食べた。慣れない環境のせい、チョコレートバーが私の前途を照らしてくれるようにとても美味しく感じられた。

宿泊先のホテルのロビーには既にホストメンバー達が集まっていた。茨大生 1 人に PSU 生が 4 人ほどつく形でサポートをしてくれる。緊張 MAX の中で初めて対面。緊張がほぐれるように気を使い、優しく出迎えてくれた。

ワッフルショップで他の 2 人と合流し、皆でワッフルやパンケーキを食べながら会話。ホストメンバーが日本のアニメ、漫画にとっても詳しいことに驚いた。夏目友人長、名探偵コナン、進撃の巨人、NARUTO、ONE PIECE などなど。この場面が感動したとか、このキャラクターがお気に入りだとかでかなり盛り上がった。こんなに世界に浸透していたのだと。英語で会話している感覚もあまり無く、アニメ見ていて良かった！と初めて思えた。

●9/9 PSU 研修 2 日目

- AM9:45 自然人類学の授業

研修日程とコメント

- AM11:15 歴史学の授業
- PM2:30 授業
- PM4:00 ショッピング
- PM5:00 アンケート・インタビュー調査 (Old Botany にて)
- PM6:00 ウォルマート (近くのショッピングモール) へ
- PM8:00 学生団体 (サークル) ATLAS 訪問

西江隆博

初めて講義を受けた。3つ受けたがどれもレベルが高く、理解するのは難しかった。一方で、授業を受ける生徒たちの発言する積極性から意識の高さを感じ取ることができた。ショッピングモールなどを訪問。規模の大きさには驚いた。Student Organization、日本でいうサークルを訪問した。ボランティア系団体だった。早口でしゃべるので何を言っているのかよく理解できない。それでも、PSU についていろいろ知ることができた1日であった！

●9/10 PSU 研修 3日目

- AM 10:00 Dunkin Donuts で朝食
- AM 11:30 コンピュータ室でレポート
- PM 0:30 Hub で昼食
- PM 2:30 心理学の授業
- PM 3:35 施設見学
- PM 4:30 PSU で有名なアイスクリーム店へ
- PM 5:00 アンケート・インタビュー調査 (Sparks にて)
- PM 7:00 PSU 生と夕食

櫻井彩乃

Dunkin Donuts は日本のミスタードーナツのようなお店で美味しかった。psychology の授業で、学生と先生とが意見を交わしながら進められているのが魅力的だった。スタジアムやサッカー場、ラグビー場などを見学。敷地が広くディズニーランドを歩く感覚だった。PSU で有名な『クリマリー』というアイスクリームは、安くて大きく、味はどれも美味しかった。滞在中に何種類ものアイスを食べることができたのは良い経験だった。

●9/11 PSU 研修 4日目

- AM10:00 ワッフルショップで朝食

研修日程とコメント

- AM11:00 物理学の授業
- PM1:00 日本文学の授業
- PM3:00 ハンバーグショップで昼食
- PM4:00 数学棟のモニュメント「4次元の影」を見に行き、数学・物理について語る
- PM5:00 アンケート・インタビュー調査（Old Botanyにて）

山田夏望

数学と物理学が専門のホストメンバーと講義を受け、理数科目に特化した1日となった。物理や数学は記号や数字が世界共通のため、経済や社会など文系科目の授業とはまた違った面白さがあった。物理や数学の話をしている時は、英語が流暢に話せなくても数式が手助けをしてくれる。その意味で数学や物理を学んでいて良かったとつくづく感じた。

PSUの学生は学習した物理や数学を実生活に役立てたいという思いが強く、原発のシステムを変えたいなど大きな夢に向かって勉学に励んでいる姿に大変感銘を受けた。

●9/12 フィラデルフィア研修 1日目

- AM10:00 PSUからメガバスでフィラデルフィアへ移動
- PM2:30 市庁舎タワー見学
- PM4:00 ペンシルバニアホテル到着
- PM4:30 ホテル近くのモールのMacy's見学
- PM7:00 夕食、中華街

菊池悠馬

PSUを離れ、週末のフィラデルフィア研修に出かけた。この日の朝は冷え込んでおり、軽装で向かった学生は肌寒さを感じているようで、移動に利用したメガバスの中も寒かった。

フィラデルフィアに着いたのは昼過ぎ。気温も上昇しており、天気もよかったためトラブルも特になく見学できた。駅から歩いて30分程度のところには市庁舎タワーがあり、チケットの完売ということで残念ながら施設内の見学はできなかった。だが、建物の外見を眺めたりお土産屋を覗いたりしてPSUとは異なった街の雰囲気味わえた。ホテルやその近辺のモール、ショップなども日本とはまた違った意味で楽しめた。中華街で夕食。各々が好きなものを注文して食事を楽しんだ。

フィラデルフィアは治安が悪く、道路など日本と比べて清潔な印象はなかったが、建造物のつくりの違いや道幅の広さなどが興味深く、アメリカ文化を存分に味わえた。

●9/13 フィラデルフィア研修 2日目

- AM9:00 インディペンデンス国立歴史公園視察、独立記念館、平和の鐘見学
- AM11:00 インディペンデンス・ビジター・センターで買物

研修日程とコメント

- PM0:00 ナショナルコンスティテューションセンターで昼食
- PM1:00 ナショナルコンスティテューションセンター見学
- PM3:00 自由行動
- PM7:00 夕食、チーズステーキ店
- PM10:00 就寝

山本宗宏

インディペンデンス国立歴史公園では、1776年、イギリスによって統治されていたアメリカの13の植民地が独立したことを宣言する文書を閲覧し、アメリカの独立宣言の経緯を学ぶことができて良かった。リバティ・ベル・センターで見た自由の鐘は、アメリカが独立宣言をする際に、鐘を鳴らして、その音で人々を一つの場所に集めさせた歴史がある。

自由の鐘の一部がひび割れをしているのは、アメリカが独立するまでに様々な紆余曲折を経たこと、犠牲を伴いながらも、自由を手に入れるために奮闘した人々の魂を表しているのではないかと心密かに感じた。

●9/14 フィラデルフィア研修 3日目

- AM9:00～ フィラデルフィア美術館で美術品を鑑賞
- ～PM0:00 美術館内で昼食
- PM1:00～ メガバスでステート・カレッジへ
- PM7:00～ 夕食、イタリアン
- PM10:00～ 就寝

磯部堯晶

所蔵品の質・量ともに、メトロポリタン美術館、ボストン美術館と並ぶアメリカでも有数の大美術館であるフィラデルフィア美術館で美術品を鑑賞。古代から現代まであらゆる時代、地域、分野にわたっている収蔵品を直に見ることができ、貴重な体験となった。時代ごとにブースが分かれており、その時代に思いを馳せることができた。

印象派のクロード・モネの作品が好きだったので、睡蓮の連作のひとつを観ることができてよかった。また、美術館正面の階段は映画『ロッキー』シリーズで、主人公ロッキーがトレーニングするシーンに使用されており、洋画好きとしては大変興奮した。フィラデルフィアでは友人たちと長い時間を過ごし、絆が強まった。

●9/15 PSU 研修 5日目

- AM9:00 レポート 執筆作業
- PM7:00 ダウンタウンの中華料理屋で夕食

研修日程とコメント

栗田佳奈

レポートを完成させるためにホテルで執筆作業に集中。皆で相談し合いながらレポートやパワーポイントをまとめた。皆で共有しアドバイスをし合ったことで、お互いに内容を高めることが出来た。他のメンバーが一生懸命頑張っている姿をみてやる気にもつながった。

後日にはホストメンバーにも添削をしてもらった。パワーポイントや発表原稿について、間違っている部分や修正すべき点を丁寧に教えてくれた。そのおかげで自信を持って最終日の発表に臨むことが出来た。本当に感謝している。ありがとうございました。

●9/16 PSU 研修 6日目

AM8:30 レポート作成

PM0:00 ダウンタウンでショッピング

PM3:00 Nittany Mountain ハイキング

PM7:00 ダウンタウンの中華料理屋で夕食

大曾根萌映

午前中は最終日の発表会に向けての準備。PSU 生に実施したアンケートの集計、PowerPoint を作成、分からない英語表現はホストメンバーに聞いた。午後からは、家族の仕事の関係で中学生からアメリカに移住した中国人の学生とショッピングを楽しんだ。リベラルアーツに所属していて、社会科学系の分野を専門している大学三年生である。

就活中で、女性の労働環境を支えるような組織に就職したいと語っていた。いつも重い教科書を持ち歩いていて、勉強熱心な姿が印象的だった。ワッフルショップでパンケーキを食べながら、結婚観やどんな仕事に就きたいかなど互いの考えを共有できて、とても面白かった。15:00 から近くの山に登った。「ただの丘だから辛いよ！」と言われていたが、そうでもないことを、身をもって知った。マレーシアからの国費留学生で、石油工学科に所属している非常に優秀な学生で、日本語が上手だった。

私は英語で、彼女は日本語というルールを決めて言語の練習をした。山道は足を踏み外すと転げ落ちてしまうような急斜面で、日本の高原にいるような感覚だった。将来の夢などを聞き、親交が深まっただけでなく私にとっても良い刺激となった。二カ国語を話し、大きな目標を据えて励んでいる彼女らは輝いて見えた。

●9/17 PSU 研修 7日目

AM11:00 昼食

PM0:30 アイススケート

PM4:40 キャンパス内での写真撮影

PM5:00 リポート発表会

PM7:00 パーティ

研修日程とコメント

西江隆博

PSU の最終日。レポートと発表のためのパワーポイント作りに追われることになった。普段から英語で生活している人たちに対しての発表ということで、パワーポイントもよりいっそう丁寧に仕上げるよう意識し、完成はぎりぎりとなった。PSU 生とのランチや、初めてのアイススケートはとても良い息抜きになった。

17 時に発表を迎え、皆はかなり緊張していた。個人的にはレベルが高い発表になった。時間がない中で、皆がしっかりとしたプレゼンに仕上げているすごい。現地の学生と交流する最後の日だったので、さびしい気持ちもあった。それは日本の学生も現地の学生も同じ気持ちだったと思う。2 週間にわたって面倒を見てくれた現地の学生にはとても感謝しています。ありがとうございました！次の日からはニューヨークです！

●9/18 NY 研修 1 日目

- AM9:00 デトロイトに向けて出発
- PM0:00 空港のマクドナルドで昼食
- PM3:30 NY に向けて出発
- PM 9:00 ホテルに到着後、韓国料理屋で夕食

櫻井彩乃

研修が終わり、ホストメンバーらとお別れするのは悲しかった。ペンシルベニアは学生が皆、心優しく、土地も広くて澄んでいて、リスやうさぎが学内で見ることができると、自然を感じることもできるととても良い場所だった。ペンシルベニアから飛行機での移動は長時間かかったが、NY についたら日本と全く違う NY の夜景に皆、感動していた。

●9/19 NY 研修 2 日目

- AM9:00 地下鉄・フェリーを使い、リバティ島の「自由の女神」を見学
- AM11:00 エリス島の移民博物館を見学
- PM1:00 トリニティ教会へ
- PM3:00 世界経済の中心地「ウォール街」へ
- PM5:00 ワールドトレードセンター跡地を見学
- PM7:00 一旦ホテルに戻り、チャイナタウンで夕食

山田夏望

音声ガイドを手に、アメリカの自由と民主主義の象徴である「自由の女神」のその姿を間近に見て感動、自由や平等の重みを感じとった。ワールドトレードセンター跡地は、当時のテレビでの想像よりもその規模は大きく、周りの石垣に彫られている 2001.9.11 同時多発テロで亡くなった方々のおびただしい数の名前を見ていると胸が詰まってきて苦しかった。

研修日程とコメント

米国最大の都市ニューヨークはビルが立ち並びエキサイティングな街でとても華やかな顔を見せてくれていたが、その裏側にはこのような過去を引きずっていることも決して忘れてはならないし、また、繰り返されてはならない事実であることを重く受け止めた。

●9/20 NY研修 3日目

- AM10:00 五番街周辺を散策
- AM11:30 ニューヨーク市立図書館見学
- PM0:00 タイムズスクエア見学
- PM1:00 五番街を中心にショッピング
- PM4:00 セントラルパークにて軽食、公園内見学
- PM5:30 地下鉄に乗りホテルへ移動

菊池悠馬

1日のほとんどを五番街、その周辺で過ごした。五番街はニューヨークの中でもかなり栄えた街で、高級ブランド店やカジュアル向けの店舗など多くそろっており、東京をイメージしていた自分はその違った様子に大変驚いた。

治安が悪い場面がいくつかあり、歩道でビラを配りながらチップを要求してくる人や道路に転がっていた大量のゴミ袋等は日本との安全面での違いを表していた。タイムズスクエアでは当日イベントがあり、道も混雑していた。

ビルの大きさや電光掲示板その他電光広告がどれも派手で、そこにアメリカの自由な部分を感じ取れた学生もいたと思われる。帰りは地下鉄を使用したのだが、電車の中の設備にも違いが見られた。例えば、電車内にはつり革がないので急停車や急発車の時に立ったままの状態を保つのは大変苦労しただろう。

●9/21～9/22 NY経由で帰国

- AM10:00 ジョン・F・ケネディ国際空港へ徒歩、バスで移動
- PM2:45 デルタ航空にてジョン・F・ケネディ国際空港から成田空港へ
- PM5:35(日本時間) 成田空港着

磯部堯晶

ジョン・F・ケネディ国際空港へ向かう途中、NYの街並みを見ながら「もう帰国なのだな…」と実感した。出発が大幅に遅れるというちょっとしたトラブルもあったが、無事に予定通り帰国した。

研修は大変充実しており、あっという間に時間が過ぎた。今回の研修で身を持って学んだこと、吸収したことを忘れずに日々を過ごしていきたい。また帰ってくるぞ、USA！！

8人の論文

College Students' Life

Moe Ozone

The theme of my presentation is college students' life. First of all, I'd like to tell why I chose this theme. I had two perceptions about college students in America. First, I thought that they earn their own money to pay for tuition, living costs or school loans. Next, I thought that most of the students do not get any money from their parents. I am interested in whether my perceptions are correct.

I decided to compare Ibaraki Univ. students and Penn State students. The way of surveying is questionnaires. I surveyed 20 students from each university.

Today, I'd like to present the similarities and differences between Ibaraki Univ. students and Penn State students. I classified my results into two large groups, which are their finance and ideas. The 1st group, their finance is divided into 4 topics, which is to live by oneself, part-time job, a scholarship and their parents' outcome for the students. For the 2nd group, their ideas, I ask what the students think about being financially independent from their parents.

Firstly, I'd like to talk about living by oneself. This is a question whether they live alone. I realized that all Penn state students live by themselves, While 40% of Ibaraki Univ. students live with their family.

And, I asked the students who are living alone how they contact their parents. I'm surprised that 38% of Penn state students contact their parents every day. In Japan, most students do not contact their parents everyday.

Secondly, I'd like to talk about part time jobs. The percentage of students who have year-round part time job is 33% in Penn state and 70% in Ibaraki Univ. I assumed that the result would be the opposite. Then, this is the statistics of U.S. College students who are working.

The percentage of students who work full time, year round is 19.6%. In short, Penn state students who work year-round are greater than the whole of The U.S. I thought people who did not work would be less than 10%.

Thirdly, I'd like to talk about scholarship. To my surprise, the results are almost same. I thought that more than 90% of Penn State students would take a school loan or have a scholarship. Also, besides university

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scholarships, some of the Penn State students also received national or company scholarship.

Fourthly, I'd like to show you whether college students get money from parents. Green color is Ibaraki Univ. and pink color is Penn state.

One big difference between Penn State students and Ibaraki University students is that 16% of Penn State students receive no money from their parents while all of the Ibaraki Univ. students receive some money from their parents. Some Penn state students get money through scholarships, while for others, their parents pay for the part of the tuition that the loans and scholarship do not cover.

Interestingly, the percentage of students who get money from their parents is almost the same for both universities. Similarly, tuition is almost same, too.

Finally, I'd like to talk about the main question and the results. I asked "Should college students earn their own money through work or a scholarship (without the help of their parents)?" Ibaraki Univ. students' answer is 50-50. Penn state students' answer is also 50-50. For those who answered "Yes", the most popular opinion is that it helps the student to become independent to prepare for life after graduation. For students who answered "No", the most common reason given is that students should focus on studies.

I thought college students in America are not financially dependent on their parents. I realized that many Penn state students are as dependent as Ibaraki Univ. students. I still live with my parents. These 2 weeks is the longest I have been away from them.

I do not cook, I am supported by everyone but I have reflected on myself. I believe this survey gave me an idea about an independent life away from my parents. (End)

Bathrooms

Ayano Sakurai

My topic is bathrooms. I love taking a bath and I am interested in bathroom culture around the world. I studied bath room culture between the

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East and the West. Japanese take a bath to be clean, refreshed and relieve their tiredness after getting back home.

On the other hand, European people take a bath to be clean before going out. Moreover, Japanese always take a bath, on the other hand, Europeans just take a shower. It is interesting to me, so I distributed a questionnaire to some of the PSU students and Ibaraki University students.

At first, I was surprised that most of the PSU students do not often take a bath. Ibaraki University students often take a bath. Second, the definition of taking a bath is different from the Japanese people's one. I realized that PSU students take baths to clean themselves but in Japan we take a bath not only to clean but also to relax. Third, the PSU students take quick showers that take about 10-15 minutes and the Japanese students take baths for about 30-40 minutes.

I would like to discuss the details of the following. First, both Ibaraki and PSU students wash themselves every day. In Japan we have bathtubs which mean that there is a tub filled with water already. But in PSU students' bathrooms, the shower is connected with the tub so they do not take baths often because they have to fill the bath with water every time they want to take a bath. One of the PSU students said that they only take a bath once a month.

When I visited one of my host's house, (Megan) her shower was not connected to a bathtub or didn't even have a tub in the bathroom. I was shock that her door had about 30cm of space and 1cm of horizontal space which is unthinkable in Japan because Japanese women like to have strict privacy. Where did difference in consciousness come from?

So, I show the view about where baths came from. According to history of bath, baths are named after a town's where hot springs are available in the United Kingdom. Probably, this town's name is named after a noun that has a meaning of warming in Proto-Germanic. Although there were many hot springs, people began to not to take a bath after the disintegration of the Roman Empire.

Because of a Christian idea for example asceticism (a severe reluctance to indulge in worldly desires) was spread in Europe.

The public bath often relates to prostitution, so the Christians were against the concept of a bath. In addition a shortage of fuel, and the possibility of spreading a contagious disease was occurring at the time, so

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taking a bath was abolished in Europe during the Middle Ages. But, in the 18th century, Europeans knew that a Jew who had a tradition of taking a bath did not get infected in the past, so baths began to reappear in Europe.

Also urbanization increased by the Industrial Revolution, the place became entirely unsanitary, and people became sick, so people gradually began taking a bath. In the 19th century, the shower was invented. Then the shower became very useful in the point that it was cheap, one didn't need a lot of time, and becoming clean! So the shower was expanded not only in Europe but also in America.

On the other hand, there is a teaching that came from the Nara period by taking a bath one can become happy, so that is why Japanese like taking a bath. This tradition became custom, the Japanese have an idea which is taking a long bath at the end of the day, while Europeans on the other hand like taking a shower before the day beginnings.

Second, I talk about how long time it takes. 50% of the PSU students take a shower in 10-15 minutes, 50% had taken a bath in 15 minutes-1 hour, and no one took more than 1 hour. On the other hand, 40% of Ibaraki University students take a bath in about 30-40 minutes, 40% had taken more than 1 hour, and 20% had taken 5-10 minutes. According to the Internet, in America they do not have Jacuzzi machine in every house which warms the water in the tub.

One of the Ibaraki students went to Canada and she lived in a homestay environment and she was forced to take a shower in 5 minutes. Hotel and dorms might be different but in a homestay environment you can tell that the showers are built differently where you have to take a shower quickly.

Thirdly, the purpose of taking a shower was completely different because Americans take a shower to clean themselves but the Japanese people take a shower to relax themselves. I was surprised that Americans focused on taking showers to be clean. Finally, 70% of the PSU students said the bathtub is good for resting and relaxing 20% said no comment and 10% said that it was fun to take a shower.

What was surprising was that 50% of the students never been in a hot spring before. But it looks like they want to go to a hot spring. I am glad to hear that. A bath is very beneficial for one's health. I want to deeply recommend that they try an Onsen (a hot spring)!! (End)

8人の論文

Diet about Vegetables

Takahiro NISHIE

As a result of having thought about the theme of the report at this PSU visiting, I decided the theme to choose vegetable circumstances of America from the relation that I learn about vegetables at Ibaraki University and I'm interested in vegetables.

What are the differences and common features of their favorite vegetable for Ibaraki university student and PSU student? I study these things, thus I can know the background of Japan-America thinking for the health through vegetables. I did survey for Ibaraki University students and PSU students as using same questions, and I did interview investigation. Therefore, I compared with Ibaraki University students' opinions and PSU students' ones.

On my survey, I asked about : ①Do you like vegetables? ②Do you think to have vegetables is good for your health? ③Please tell me your favorite vegetables. From these questions, I can know about a consciousness for having favorite vegetable.

My survey's object people are about 20 people each Ibaraki University students, PSU students. And in my interview investigation, I concretely asked them about how to take vegetables in their usually meal.

Before writing this report, I set up the hypothesis about my survey. My hypothesis is that Ibaraki University students like vegetables so much, but PSU students don't like vegetables so much about ① question. About ② question, my hypothesis is that Ibaraki university students think and believe having vegetables is good for health but PSU student don't think so. About 3 questions, my hypothesis is that Ibaraki University students like many kinds of vegetables such as root vegetables and foliage plants. On the other hand, I thought that PSU student like potatoes and corns on my image. Because I have an image that American people often eat fast foods such as hamburgers and steaks.

And, I would like to write my survey's result. At first, as a result of ①

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question “Do you like vegetables?”, Both students answered to like vegetables. Concretely, each people that answered “like so much”, “like a little” are both about 100%. Both countries’ students are common about a point of that they like vegetables.

Second, about ② question : “Do you think to have vegetables is good for your health?”, Most of PSU students answered “think absolutely”.

This answer is same as Ibaraki University students too. PSU students also care about their health and they are interested in the importance of vegetables for the health as same as Ibaraki University students.

At last, about ③ question : “Please tell me your favorite vegetables”, PSU students give some examples such as Lettuce (5 people), broccoli (4 people), corn (3 peoples), asparagus (3 people). On the other hand, Ibaraki university students give some examples such as eggplant (5 people), pumpkin (4 people).

After I got results of my survey, I understood that my hypothesis is wrong. It is revealed that my hypothesis is wrong impression.

What I could become clear from my survey is that PSU students like vegetables and they absolutely think having vegetables is good for each health as same as Ibaraki university students’ idea. And PSU students like many kinds of vegetables. I was surprised at these things because I didn’t expect these facts in my hypothesis.

I wanted to do an analysis about results of my survey deeply. I did interview investigation. From my survey, I knew that PSU students like vegetables and they absolutely think having vegetables is good for each health as same as Ibaraki university students. I asked PSU students more concretely in interview. I could know their idea that they care about health to use some kinds of ways. For examples, PSU students always have vegetables in eating out. Another PSU student care to choose salads and soups including vegetables. Thus they have high consciousness to have vegetables usually in their meat oriented life such as steaks. Because they know it is important for the health.

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I did an analysis about question ③ too. In interview, I could know that some kinds of vegetables such as lettuce, corns and broccolis are especially cultivated in Pennsylvania and America. I researched about amount of American vegetables' production. Lettuce is the 2nd place of the world. Corn is 1st place of the world. Broccoli is 7th place of the World. I thought that each favorite vegetable have some relationships with their locality as amount of production. Because they cited vegetables, such as lettuces, corns, broccolis. And same thing can be said for Ibaraki university students and Japan. Amount of Japanese eggplant's production is the 8th place of the world. Eggplant is one of favorite vegetables from my survey. Therefore, I think that I get different results from PSU and Ibaraki University because each locality is related.

Besides, I researched in supermarket near PSU College. The interesting thing is difference in vegetables' price with Japan. For example, we can buy 1 corn for about 30 cents in America. In japan, it costs about 140 yen from about 100. I thought this difference in price come from a difference in transport costs. Corns are often made in America. And corn is one of PSU student's favorite vegetables from my survey. I thought that this difference in price may be related popularity of American.

In conclusion, PSU students and Ibaraki university students have common feature and different points. PSU students like vegetables, and think having vegetables is good for each health. These opinions are as same as Ibaraki University students. And they care about their health to take some vegetables in usually diet. I could know this fact from interview investigation.

PSU students' favorite vegetables are lettuces, corns, etc. This result is different from Ibaraki University students. This difference comes from each locality and difference in price. I thought from interview and researching in supermarket. Thank you for corporation to my report! (End)

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Differences of sport culture ~ Particularly “football” ~

Takaaki Isobe

Which sport does the word “football” remind you? If you are American, you probably imagine that American football. However if you are Asian, European and other countries people, you maybe visualize soccer.

In the USA, American football is the most popular sports. Super Bowl is keeping No.1 of the viewing rating. And Penn State football team is very strong. How about think worldwide?

Do you know that Professional League of American football exist only in the US and Canada? American football is very popular in US. However it is not popular worldwide. Of course American football is exciting, and I love it. However this is real.

It has been said that the soccer was unpopular in the United States. However, the women's national team was top-level of the world, and the men's national team showed activity to surprise the world in World Cup. The soccer is one of the most popular sports in Japan, but Japan national team is defeated by the United States with a world rank, and there are many points that should follow.

I interested in sports culture. Especially depending on countries, same word means different sports. So I set this topic. I examined for this paper, by questionnaire and interview. 22 Penn State students and 15 Ibaraki students answered. These are my question.

1. What's your favorite sport?
2. Which sport does the word “football” remind you?
(1) American Football (2) Soccer
3. Have you ever watched games of these sports on TV?
American Football Yes. / No. Soccer Yes. / No.
4. Have you ever watched games of these sports at the stadium?
American Football Yes. / No. Soccer Yes. / No.
5. Did you watch games of US national team in 2014 Brazil World Cup?
Yes. / No.
6. How do you evaluate the results of US national team in 2014 Brazil World Cup?
(1)Very good (2)Good (3)Fair (4)Bad (5)Very Bad
7. Did 2014 World Cup of soccer games interest you very much?

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Yes. / No. Why do you think so?

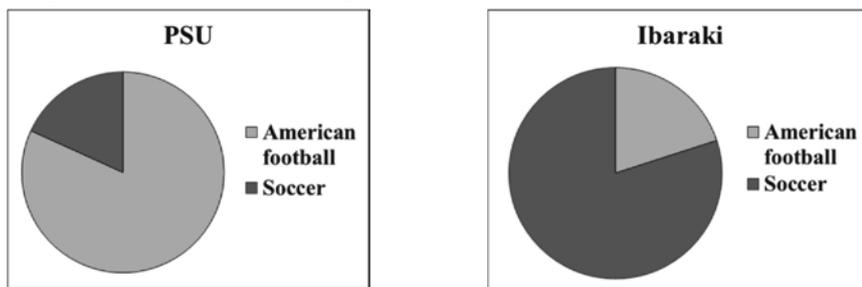
8. Do you know that Professional League of American football exist only in the United States and Canada? American football is very popular in US. However it is not popular worldwide.

Please tell me your idea about methods of American football is being played all over the world and becoming popular.

9. Please tell me your idea about methods of soccer becoming popular in USA.

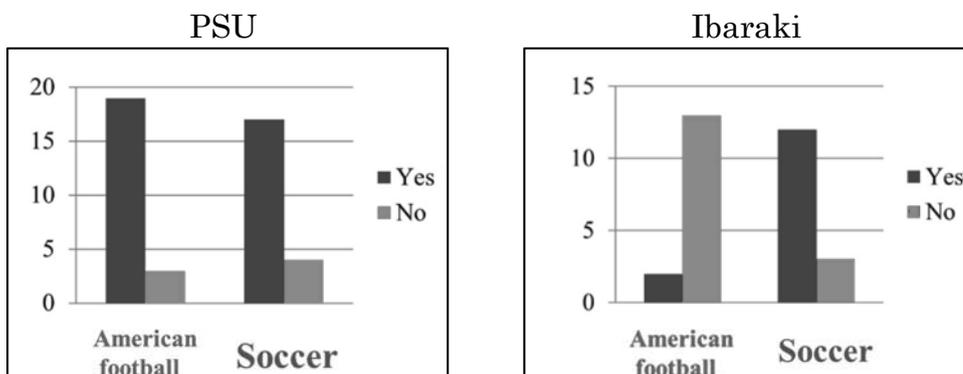
First question is “What’s your favorite sport?” I got various responses in this question. Penn State students like football, basketball, baseball, ice hockey, soccer and so on. Ibaraki students like soccer, baseball, tennis, basketball and so on. These results are almost same as my hypotheses. However I surprised that American football is not overwhelming majority.

Second question is “Which sport does the word “football” remind you?”



18 Penn State students answered American football, 4 students answered soccer. All students who answered “soccer” are from the country except the United States including Asia.³ Ibaraki students answered American football, 12 students answered soccer. This answers show that American football in US. And in Japan, soccer is more popular than it.

Third question is “Have you ever watched games of these sports (American football and soccer) on TV?”



19/22 Penn State students answered “I have watched American football on TV.”

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17/22 Penn State students answered “I have watched soccer on TV.”

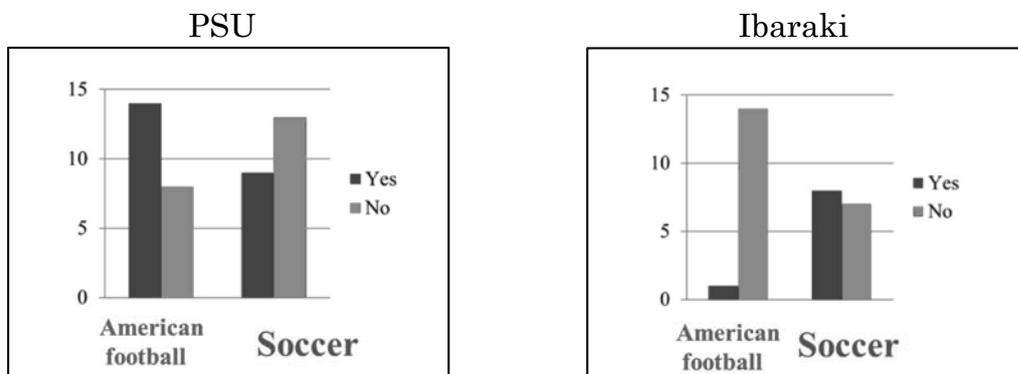
2/15 Ibaraki students answered “I have watched American football on TV.”

12/15 Ibaraki students answered “I have watched American football on TV.”

Most of Penn State students have experience of watching sports on TV.

I surprised with this result. Because I heard that soccer is not telecast before I went US. And Ibaraki students do not have experience of watching American football game on TV. This is real.

Fourth question is “Have you ever watched games of these sports (American football and soccer) at the stadium?”

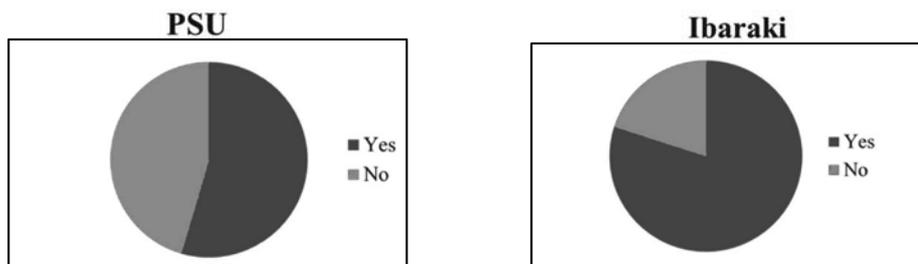


14/22 Penn State students answered “I have watched American football at the stadium.” 9/22 Penn State students answered “I have watched soccer at the stadium.” 1/15 Ibaraki students answered “I have watched American football at the stadium.”

8/15 Ibaraki students answered “I have watched soccer at the stadium.”

This data show Penn State students have high motivation for the sports. For this reasons, I think that many kind of sports US national teams are strong.

Fifth question is “Did you watch games of US national team in 2014 Brazil World Cup?”



12/22 Penn State students said yes. And 12/15 Ibaraki students said yes.

This results show that Penn state and Ibaraki student’s interest for soccer. US national team won the group and advance to the tournament. However

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half students watched it. I can't believe it.

Eighth question is "Please tell me your idea about methods of American football is being played all over the world and becoming popular."

Penn State student's main opinion is...

• promotion • strengthen media • create own Professional League in other countries etc.

Ibaraki student's main opinion is...

• training (young age) • strengthen media etc.

Ninth question is "Please tell me your idea about methods of soccer becoming popular in USA." Penn State student's main opinion is...

• promotion • strengthen media • more violent etc.

Ibaraki student's main opinion is... • training (young age) • strengthen media etc.

Eighth and ninth responses are very interesting. Most of Penn State student's suggest promotion and strengthen media.

However Ibaraki student's opinion is different. They suggest training young player. It is interesting. And American students are apt to like the violent sport.

I will describe my observations about these examinations. The each person's liking is varied; however American football is a special sport in that. A lot of Penn State students have watched American football on TV and at the stadium. So American football is close sport.

Finally, I searched Differences of sport culture between PSU and Ibaraki University.

The word of "football" reminds Penn State students about American football. In contrast, the word of "football" reminds Ibaraki students about soccer. And about the way of popularize sports, Penn State students think that promotion is important. While on the other hand, Ibaraki students think that training young player is more important than promotion.

I got great variety of results. These were provided not according to my hypothesis. This stem from Penn State students has various origins and multi-national. I think that it is wonderful that many students with high consciousness learn regardless of a race in the same environment. Through this language study training, receive stimulation from interchange with Penn State students. It will be encouragement to study English for the future. (End)

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Young Hobbies and House Parties in America

Yuma Kikuchi

My hobby is watching movies and I especially like American movies. When I was watching movies, I became curious about young hobbies and house parties in America. Many young American people, even university students, frequently seem to go to bars, Movie Theater and so on. American family holds parties in their house and invites their friends. I have thought that these things are different from Japanese customs and I want to research about the differences between American and Japanese during my visit to PSU.

What I mainly researched were hobbies and the house parties. Before research, I made hypotheses about them, so let me introduce them.

About hobbies

- Hypothesis1: There are big differences in hobbies between American students and Japanese students.
- Hypothesis2: American students prefer going to bars, movie theaters, and watching performances.
- Hypothesis3: American students often go out with their friends or family.

About the house parties

- Hypothesis4: American people like house parties and often go there.
- Hypothesis5: American people dress up in house parties.
- Hypothesis6: American people enjoy drinking, eating, dancing, and chatting in house parties.

I made some questionnaires and had some interviews with Ibaraki university students and PSU students about these two topics. I put the contents of questionnaires below.

Q1: What are your hobbies?

Q2: Do you often enjoy Japanese comics or animes?

Q3: What do you do during a weekend or vacation?

Q4: I heard that young Americans going to movie theaters, stages, or bars.
Do you actually go there frequently?

Q5: What did you do with your friends or family weekends or vacation when you were young?

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Q6: How often do you go to house parties?

Q7: What do you do in the house party? I would like to know in detail.

Q8: Do you dress up in the house party? What kinds of clothes do you wear?

Q9: Do you usually care about your appearance?

Q10: If you have some ideas or opinions, please give me as many as you can.

I received answers from PSU students and Ibaraki university students, and I put the popular answers below.

A1: Listening to music (70%), drinking (70%), watching animes(60%), and reading books (50%) are popular among PSU students.

Karaoke (80%), drinking (60%), shopping (40%) are popular among Ibaraki university students.

A2: Yes (90%). Japanese manga or anime are popular among PSU students.

Yes (100%). Ibaraki university students like reading magazines of comics in convenience stores.

Some Japanese people display anime's posters in their room.

A3: Hanging out with friends (90%) and traveling with group of friends (70%) are popular among PSU students.

Taking trips (80%), going back to their hometown (80%), and working (60%) are popular among Ibaraki university students.

A4: PSU students sometimes go to the theater, but it depends on movies (50%). They often go to bars (80%).

Ibaraki university students don't often go to clubs (80%) but movie theater is popular among them (60%).

Ibaraki university students like drinking and they often go to Izakaya.

A5: PSU students spent time with their family.(80%) e.g.) watching movies, going hiking, having a picnic, going to the beach.

Ibaraki university students learned sports (60%) or musical instruments (40%) and they played video games or card games with friends.

A6: Once a month (70%). Once a year (30%).

Ibaraki university students have never been to house parties (100%).

A7: PSU students drink, talk to friends, dance, or play some games.

Ibaraki university students didn't answer.

A8: PSU students sometimes wear nicer clothes (80%)

Ibaraki university students didn't answer.

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A9: PSU students wear regular clothes but they seem to be interested in fancy clothes. (60%)

Ibaraki university students care about clothes (80%) and they often go shopping to get new clothes.

A10: People in America come to the house party to get to know other people. In addition to replies for questionnaires, I also put the contents of interviews. I would like to introduce about them below.

From my research, they seem to like animes, comics, and video games, and they often enjoy such subcultures from Japan. Some students say they sometimes get together and enjoy watching Japanese animes. They enjoy such Japanese culture with their friends.

PSU is famous for football, so students like watching football games in the stadium. I actually saw a lot of people gathering for the movement to support the football team on campus. Most of PSU students support football so much.

I asked them whether they often go out to bars, theaters, or concerts. They answered a lot of PSU students often go there and Penn state has the old theater so they really like it. A lot of students go to bars, and they enjoy drinking and chatting with people.

I saw many students jogging around the campus so I asked them if they often spend their day in their room or going out. They say they like both indoors and outdoors, and they actually play games inside. However, they like going to the gym or jogging so in my opinion, they prefer going out from their room. Of course it will defer in individuals.

Students whom I asked go to house parties once a month and they say they prefer bars to house parties. According to their talking, some people get crazy in parties so they sometimes get dangerous. In the house parties, people enjoy dancing and drinking and they can get to know new people.

They often wear nicer clothes and care about their appearance in order to impress someone as good-looking. People sometimes wear cosplays and you can see such people in the house party. I heard that PSU's house party is much greater than other university in America.

I also interviewed with Japanese students and I put the summary of the contents below.

Japanese students, including Ibaraki university students, like Karaoke very much and they often enjoy it. Some enjoy Karaoke with friends. Others

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do it alone in Japan. Japanese Karaoke has a lot of new songs and that is really popular among Japanese youth.

Ibaraki university students also like drinking. They drink when they celebrate events or friends. It is rare for Japanese students to drink in order to get to know new people, so they usually enjoy drinking with their friends. I have been to Japanese clubs several times but people who often go to clubs seem to prefer enjoying alcohol or dancing with only their friends. Perhaps they would not be willing to talk to you even if you speak to them.

Ibaraki university students like reading comics but they don't often read novels or stories. I know some of my friends who read Japanese comics by their cellphone even if they have to pay for comics. In Japan, you can see people reading magazines of comics in convenience stores and there are a lot of people who go to convenience store just to read magazines.

Ibaraki university students often spend a day in their room and they watch movies or use the Internet mainly. There are also students who play video games all day inside. Some students say they feel messy to go out even if their friends invite them to hang out. Of course there are students who go out for school or part-time-jobs, but you rarely see students jogging or doing exercise. My friends sometimes go out for only classes and they go back to their house after classes.

There are the main contents of my research, and next, I will write about the result which I know through my research as comparing my hypotheses.

Hypothesis1

Certainly, there are differences between PSU students' hobbies and Ibaraki university students' hobbies. For example, Japanese students like Karaoke but American students say they don't go there. However, the results are different from what I expected, there are people who don't like clubs and don't go there. I think that a lot of PSU students are interested in Japanese culture and they enjoy it very much. Some students talked to me about Japanese animes but they know what I don't know and I was really surprised. I am really glad to hear that Japanese culture has become popular and popular, and students who study Japanese are increasing in number.

Hypothesis2

As I expected, most of PSU students like bars, theaters, and stages.

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There are old theaters located near PSU and I saw a lot of students gathering there. There are also bars near the campus and PSU students say they love there. In my opinion, PSU students like drinking better than Ibaraki university students because PSU students have more chances or places to drink such as bars, parties, and so on.

Hypothesis3

Although I'm not sure, PSU students seem to prefer going out to staying their rooms as long as I have researched. I belonged to PSU students group and they took me outside mainly. I saw a lot of students doing exercise and the results of questionnaires also says American family go hiking or have a picnic.

I think these are different from Japanese students including Ibaraki university students. PSU students actually have a lot of homework so they sometimes spend a day inside. That's why I'm not sure whether they often go out or not, but I think they do often because they go to the library or school to do their homework. In Ibaraki, the library is small but not so crowded except examination time.

Hypothesis4

Surprisingly, I got the answer which says bars are better than house parties from PSU students. I had expected that house parties are really popular among a wide range of generations but according to the results of questionnaires, there are students who go to the house party once a year. But students who like house parties seem to go there once a month so it depends on individuality.

Hypothesis5

Actually PSU students also care about clothes when they go to the parties. I got to know people dressing up by not only questionnaires or interview but also Facebook or Instagram. What they wear in parties are different from what they wear at school. On the other side, Ibaraki university students don't often go to parties, so they care about their clothes on school days. I have seen students taking snapshots of students' clothes and put those pictures on university's magazines.

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Hypothesis6

In the house party, people actually enjoy drinking, dancing, and chatting as the same as I expected. However, I was surprised people go there to make friends or to get to know new person. I had imagined that house parties are held with only their friends or families' friends but some people go there because they want to talk with the host in the party even if they haven't met before the party. I would like to join the party and to introduce the situation in detail, but I couldn't do so. I think that the actual situation will be different from what I have imagined.

I think I could learn many things through making this report. What I predicted about American students are incorrect in some ways and I realized that we can't assume the person or his/her characteristic by nationality or prejudice. PSU has many students from different countries and they are studying at the same place. That's why I can get a variety of replies or results from PSU students.

Through my researching, I could communicate with a variety of people in English and I also learned they have their own ideas or thoughts. I need more research in order to analyze and understand what American students' hobbies are like and what American house party is like, but I got more interested in cultural differences than before. This time's visiting PSU have enhanced my English skills and my curiosity of distinct cultures. (End)

The Differences of Diet between US and Japan

Kana Kurita

American diet is unhealthy. It might be the image for American diet from Japanese. I was interested in the diet of American. Before I went to the US, the image for American diet was unhealthy, oily, and too small amount of vegetables. So, I researched the differences of eating and thinking about diet between America and Japan.

I performed a questionnaire survey on Ibaraki university students and PSU students. I asked some questions to them. First, I asked which they like better meats or vegetables. Both like better meats. The ratio of two countries is similar. 9 Ibaraki university students (64%) and 10 PSU students (71%)

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like meats. Next, I asked if they should have vegetables every day. Both Ibaraki university students and PSU students, all students answered vegetables are very important. I expected that American do not mind about vegetables. But, it was wrong.

Actually, in the US, I found many vegetables salad in restaurants, shop, and convenience store. Nevertheless Japanese and American students, both Japanese students and American students think vegetables are very important. However, both university students have small eating amount of vegetables. There are many students who do not eat a lot. And actually, the eating amount of vegetables depends on person. For example, some PSU students say that eat one kind of vegetables with every meal is enough. Some say that half plate of salad is good, some prefer to eat 3 plates a week, and others say that they do not actually eat a lot, and so on. Regardless of country, some prefer to eat vegetables, some do not eat that.

Secondary, I asked that their images for the diet of two countries. At first, about American diet. Ibaraki students say serving size is too much, high calorie, potato is too much, and meats are too much although vegetables are too few. Also, PSU students hold the same opinion. Next, Japanese diet. Ibaraki University students say traditional Japanese food is very healthy and lightly-flavored, however recently they prefer junk food. Also, PSU students say Japanese food is light and healthy.

Next, I asked that they worry about shape of your body. 6 Ibaraki university students (40%) and 9 PSU students (60%) answered that they worry about their shape of body. PSU students seem to worry about their diet more than Ibaraki University students. Lastly, I asked that whether they take care of their diet to change or maintain their shape of body. 7 Ibaraki university students (50%) and 8 PSU students (57%) answered that they take care of their diet. There is little difference between America and Japan. However, there is a difference about ways of change or maintain their shape of body between two countries. For example, some of PSU students go to the gym in the campus. Some ride bicycle. Some run every day. Also, some do not eat high-calorie food like ice-cream and French fries, and some do not eat much carbohydrate food. On the other hand, some Ibaraki University students do not eat candies, some do not eat dinner when they had big lunch, some eat more fruits and veggies, and some do some work out like walking more than 30 minutes.

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I found that many PSU students prefer to take some exercises rather than try not to overeat. On the other hand, Ibaraki University students prefer to try not to overeat rather than take some exercises. During my stay in PSU, I found PSU students go to the gym in the campus a lot, and some of them like jogging in the campus. Compared with Ibaraki University students, PSU students like doing exercises, and there are many people have hard muscles.

Before I went to the US, I thought Japanese food is healthy, while American food is unhealthy. Actually, the younger generation in Japan prefers junk food rather than traditional healthy food. I found that American food is not only unhealthy but also being served in a big size, while those were delicious very much. In addition to, I was surprised that people usually leave food which they cannot eat everything. In order to keep their shape of Body better, American students prefer taking exercises, while Japanese students prefer less eating. I found that there were little differences of eating and thinking about diet between America and Japan, especially PSU students and Ibaraki University students.

(End)

Global Warming

Natsumi YAMADA

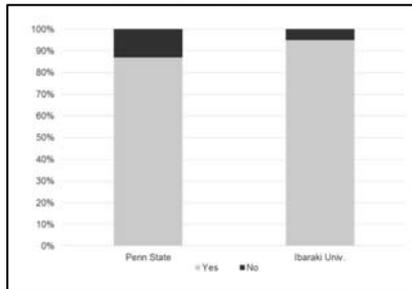
My major is environment in college of education. In this report, I would like to talk about global warming. The reason I am choosing this topic is because I am interested in what people in foreign countries think and are doing for this problem.

Because America did not participate in The Kyoto Protocol, my impression is that America takes global warming lightly. In Japan, we have responded to this serious problem. We are the cause for this change in climate. Because of this, I think it is important for everyone - not only the Japanese people - to more conscious of this. So, how conscious are the American people?

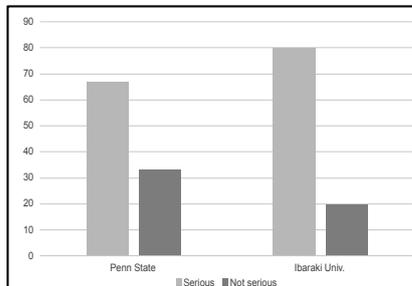
To know the difference of conscious between America and Japan for global warming, I do questionnaire 20 students at Penn State in America and 20 students at Ibaraki University in Japan.

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Hypothesis : unlike Japan, America does not think of global warming as a serious issue and does not have countermeasures in place against global warming. My hypothesis is tested with the following two questions:



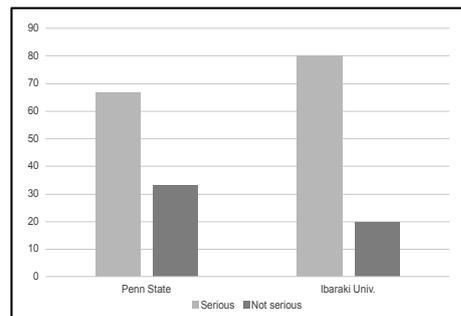
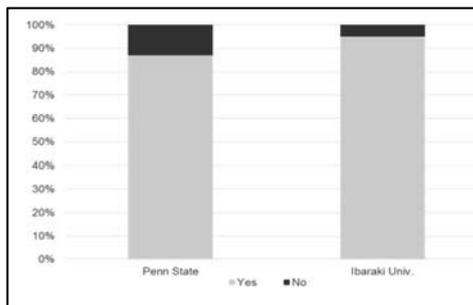
1. I asked people “Do you think global warming is progressing now?” According to the data, more students at Penn State said “No” compared to the students at Ibaraki University.



2. I also asked “What do you think of the rising average temperature for more than 100 years?” According to the data, more students at Penn State said “Not serious” compared to the students at Ibaraki University.

Therefore, the data is evidence that unlike the students at Ibaraki University, a larger ratio of the students at Penn State think that global warming is not happening and is not a serious issue.

However, we can examine the data from a visual standpoint. Take a look at these two graphs.

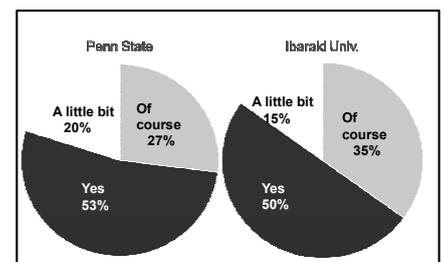


We can actually see that the differences in opinion are quite small.

In my questionnaire, I also asked other questions:

1. I asked “Do you have some interests global warming?”

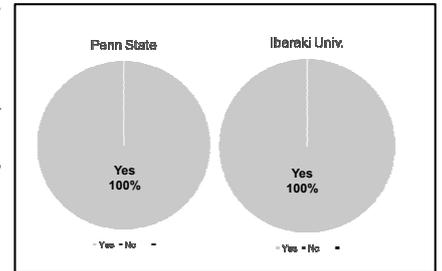
We can see that, the proportions of “Of course”, “Yes” and “A little bit” are about the same.



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2. I asked “Have you ever learned global warming in your high or junior high school days?”

Both Penn State students and Ibaraki University students answered “Yes” 100%. As you can see, we cannot find big differences in this data.



I then asked the students “Please tell me your efforts to save the earth from global warming” as an open question. I got many answers to this question from the students at Penn State.

For example:

- Walking rather than driving
- Recycling plastic bottles and containers
- Trying not to take long showers
- Closing the faucet when I am brushing my teeth
- Turning the lights off more often
- Saving water
- Reducing polluted air
- Using public transportation
- Planting more trees
- Using digital textbooks And so on...

Does this all make sense? My hypothesis has been shown to be false. In other words, my hypothesis was wrong. From this survey of the students at Penn State and Ibaraki University, I see that Japan is not the only country that thinks global warming is a serious issue.

When I hypothesized, I thought there were many people who did not believe global warming in foreign countries. But thanks to students at Penn State, I can know this is not true. Though there are a few differences, people think global warming is important taken up by the media, taught by the school. I think more people around the world interested in global warming, and we can hold up the progress of global warming.

Global warming is progressing and will be a problem in the future. However, global warming is poorly understood. The theory that Carbon Dioxide is the cause is uncertain. Like Darwin’s theory of evolution, perhaps it is possible that other theories are correct.

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This problem has no concrete solutions. I would like to understand this better and will always try to live sustainably. Now various problems caused by global warming are beginning to become, which has been warning in the second half of the 20 century. In 21st century we live, we are demanded for action with thinking immediately to hold up the progress of global warming.
(End)

The image of sports, in particular baseball

Munehiro Yamamoto

1. Introduction

I'm very interested in a wide range of sports such as baseball and soccer. I like to watch a game and participate in the competition on my own. In this time, I had the opportunity to participate in exchange programs with the Pennsylvania State University. I've been interested in baseball in Japan and the United States. I examine the circumstances of the United States which is the homeland of baseball and want to summarize the report by using this great opportunity.

The content of report I want to write is a difference between the way of thinking of baseball in Japanese students and American students. The purpose of writing the report is that I'm interested in the article about the difference in the way of thinking of the players for baseball in Japan and the United States.

In this article, it was written about the differences between the number of players stretch in Japan and the United States. In order to play without injury throughout the year, baseball players in Japan stretch the body divided into three times which are before the game, during the game, after the game. On the other hand, to give the best performance in the game, baseball players in the United States stretch the body divided into two times which are before the game and during the game. It seems that if baseball players relieve their muscles before the game, they can move their body freely and face the game in top condition. Thus, the difference between the way of thinking of the baseball players in Japan and the United States has appeared. I doubt that there is a gap between the images of baseball in Japan and the United States. So I studied the image of sports, especially baseball for this ideal opportunity.

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2. Hypotheses and Questionnaire

I thought of two hypotheses. The first one is that since baseball is rooted as a part of the national culture in the United States, there are few students at PSU who dislike baseball, even among people who like other sports.

The second hypothesis is that Americans recognize the image of baseball as a strong and powerful sport. I conducted a questionnaire about sports, in particular, baseball, for 11 students in Japan and the United States. A breakdown of questionnaire is that five students are Japanese and six students are PSU. The content of questionnaire is as follows.

1. “Do you like baseball?”
2. “Do you have any sports you are playing by yourself now?”
3. “Please tell me about your image of baseball.”
4. “What attracts you US born baseball?”
5. “Why do you think that baseball is not so popular in Europe?”
6. “What do you think of foreign players in the MLB?”

I also had the opportunity to interview one Japanese student. The result of questionnaire goes as follows. The first question was, “Do you like baseball?” The result of this question was that only one Japanese student answered “Yes.” Four PSU students and one Japanese student answered “No.” And then, two PSU students and three Japanese students said “It’s so-so.”

This result was really surprised to me. Because I think since the United States is the homeland of baseball, I thought many PSU students like baseball. The reason was that PSU and Japanese students who are interested in sports other than baseball make up the majority. In addition, many people said that they are interested in volleyball and football. For this reason, most of the subjects said “teamwork is great.”

In interview with the Japanese, I heard the story that “how did you come to like baseball?” According to him, when he was a five years old, his father took him to the baseball game about Chiba Lotte Marines. Then, he came to like baseball because he was impressed that he saw Satozaki who was a professional baseball player hitting a home run in this game.

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The second question was, “Do you have any sports you are playing by yourself now?” Some subjects answered that they swim and run now. On the other hand, half of the subjects answered that they don’t do sports.

The third question was, “Please tell me about your image of baseball.” PSU students gave replies to this question such as “It’s a quiet sport,” and “The batter needs to have accuracy when he is concentrating on the ball,” while Japanese students responded to this question with answers such as, “The players chase the ball intently to catch it,” and “the team’s bond of friendship is deep.”

The fourth question was “What attracts you US born baseball?” PSU students answered this question such as “Hitting a ball is very interesting,” and “The spirit of people playing baseball.”

The fifth question was, “Why do you think that baseball is not so popular in Europe?” Among the subjects, the general response was that soccer is the most popular sport in Europe.

The sixth question was, “What do you think of foreign players in the MLB?” To this question, students of both countries answered, “It is great.”

3. A study of the result of questionnaire

I found that PSU students dislike baseball through the result of questionnaire. This is an unexpected consequence which is different from my first hypothesis.

For this reason, most of the subjects are interested in sports other than baseball. I think that it may be a fantasy that baseball is rooted as a part of the national culture in the United States. Also, from the answer of the fifth question, the sport of baseball had not been actively carried out in his area.

In short, I guess that environmental factor which other sport is rooted as a culture in an area is one of the causes of separating people’s interest in baseball. Since media broadcasts frequently a popular sport in a country, it is difficult to make people are interested in baseball and develop baseball as a national culture.

The question about the image of baseball is different from my second hypothesis which is that Americans recognize the image of baseball as a strong and powerful sport. PSU students responded to this question such as “It’s a quiet sport,” and “The batter needs to have accuracy when he is concentrating on the ball.” Though they are not familiar with baseball, they

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can have a clear image of baseball. This reason is that since baseball is popular as a part of the national culture, American people have many opportunities to see baseball through playing it and through the media.

On the other hand, Japanese students gave replies to this question with answers such as, “The players chase the ball intently to catch it,” and “the team’s bond of friendship is deep.” Since many subjects watched Koshien, which is the national baseball tournament for high school students in Japan, and obtain some information from sports news, it seems that their image of baseball differs from the image that PSU students have.

In an interview with Japanese students, I asked the question, “How did you come to like baseball?” When he was a five years old, his father took him to a baseball game. Then, he saw a professional baseball player hitting a home run and was very impressed with this sight. The subject have played baseball as a hobby. If you found a sport which you are absorbed in at childhood, I think it is a factor which you are interested in a sport and come to like it.

4. Conclusion

I wrote a report from a comparison with Japanese students and PSU students. Since I could obtain a lot of information which is different from my image from interview and questionnaire, I was very surprised. In particular, baseball is so popular that Americans call it one of the major professional sports in the United States.

I guessed that there are few students at PSU who dislike baseball, even among people who like other sports. But the results were different from what I expected. Without foreign exchange, there are a lot of things which are not clear. In this training, I felt that I should not conclude things on their own stereotypes all over again. I was able to touch the diversity of ideas and value.

I could get a valuable opportunity to widen the thinking of my own for the sport. I cherish the relationship with PSU students who I met through language training in the future. I want to broaden my view and knowledge from a cross-cultural exchange. And then, I want to capture from various points of view.

(End)

PSU 生のレポート

Experiences were beneficial without a doubt

(PSU の A 生)

Over the last few months, I have travelled and experienced foreign cultures more than I ever have before in my life through programs such as this and our trip to Ibaraki. In doing so, I feel that I have learned and have come to realize many different things about Japan and its people, my home and those who reside there, and humanity in general.

While I feel that it can be hard to put it all into words, I can certainly say that the experiences were beneficial without a doubt. It was also especially interesting to see both sides of the program, and to see other people from Ibaraki we already knew coming over and doing the same.

By participating in this side of the program, I believe I was able to reflect on and realize things that I wouldn't have through the trip alone. I have not really felt strongly excited or the like about this area of Pennsylvania for a long time, considering that I was born in this town, grew up in a nearby place and would visit this town very often.

Campus and downtown were exciting for a time when I was new to everything they had to offer after getting a job there and eventually enrolling in classes, but as I settled into a daily routine, it all began to turn into sort of a background that I dealt with and passed every day.

When once I was content with exploring the unfamiliar parts of campus, it eventually became all about efficiency and getting to one point to another as fast as possible so that I wouldn't be late to classes or my job, or so that I could maybe study or go home early.

After being in one place for so long, I began to overlook so many things about this place, even places and things I had never really experienced.

Previously, I had never really given that much thought to this, or perhaps even actively realized it. However, even before the Ibaraki students arrived and we were thinking of things to do that would be exciting for them, I started to think about that and my first experiences with certain on campus as well as the excitement they brought.

I also remembered how excited I was to go to a new country and going further from home than I ever had gone before, and hoped to give them just as fun of a time as my own. Sure enough, when they arrived and we met our student, she was even more excited about being here. (End)

PSU 生のレポート

Experience more exciting

(PSU の B 生)

Hosting a student from another country was an experience more exciting than I have ever felt. I've always been interested in different cultures, and being able to experience it one on one is much better than having to learn it on your own.

I think that I had quite a unique perspective when participating in this course because I had just come back from studying abroad in Japan this past summer, so I knew exactly how the Ibaraki students were feeling.

While I was in Japan for 6 weeks I fell more in love with the culture, I was more than eager to be in this course and help others understand the American culture and an American college student's lifestyle.

I also did a short exchange with a host family so I know how important and impactful experiencing the actual culture is rather than seeing it. To be the person that can bridge the gaps between cultures is something that I have always wanted to do. This course was able to give me that experience. I learned a lot of things and had a lot of fun of course with ups as well as downs. (End)

Perfect opportunity

(PSU の C 生)

“Become friends with people who aren't your age. Hang out with people whose first language isn't the same as yours. Get to know someone who doesn't come from your social class. This is how you see the world.

This is how you grow” - Anonymous. As a person who grew up in a community of people of the same culture and age group, I have always yearned to meet people of different cultures and get a direct account of their lives, how different and/or similar they are to my own.

When the opportunity of hosting students from Ibaraki University came knocking at my door, I realized this is what I have been looking for. As a person who enjoys Japanese culture, I thought it would be the perfect opportunity to confirm the facts and myths of Japanese traditions (which I have read and watched in manga (Japanese comics) and anime (Japanese cartoons) and learn more about their traditions as well.

(End)

PSU 生のレポート

Great pleasure

(PSU の D 生)

This year Japanese students from Ibaraki have come to visit Penn State University for less than two weeks. It was great pleasure to be working alongside my fellow Penn State Students and coordinators to help make the exchange students feel welcome to our college, our community.

I have had previous experience in hosting for Japanese students before in the past and I am currently studying Japanese as one of my majors so I felt confident that I would be able to assist the Ibaraki students with whatever troubles or things come to mind.

I was really glad that these abilities of mind came through in the end to deliver a great experience for our new Japanese friends. With new friends, came new things we picked up from each other from sharing good moments and even better experiences.

(End)

Challenging and rewarding

(PSU の E 生)

This two-week independent study was both more challenging and rewarding than expected. I certainly gained a lot from this experience in terms of cultural understanding, friendships and personal development. I just realized how difficult it was to be patient – constantly and slowly repeating what I had said in English – and that all the Japanese people who had been helping me out with my rudimentary Japanese skill were extremely kind and patient. I became more appreciative.

Through this experience, I got to learn more about Japan. From the students' presentations, I was surprised by the almost identical statistics of the percentage of college students having part-time jobs in both Japan and the United States.

The stereotype is that American students are more independent and that Japanese students are more dependent on their families financially and emotionally. However, by looking at the passionate Ibaraki students and the statistics provided, I understand that there are also a large number of courageous Japanese students who are willing to get out of their comfort zones.

(End)

PSU 生のレポート

Everything was fine

(PSU の F 生)

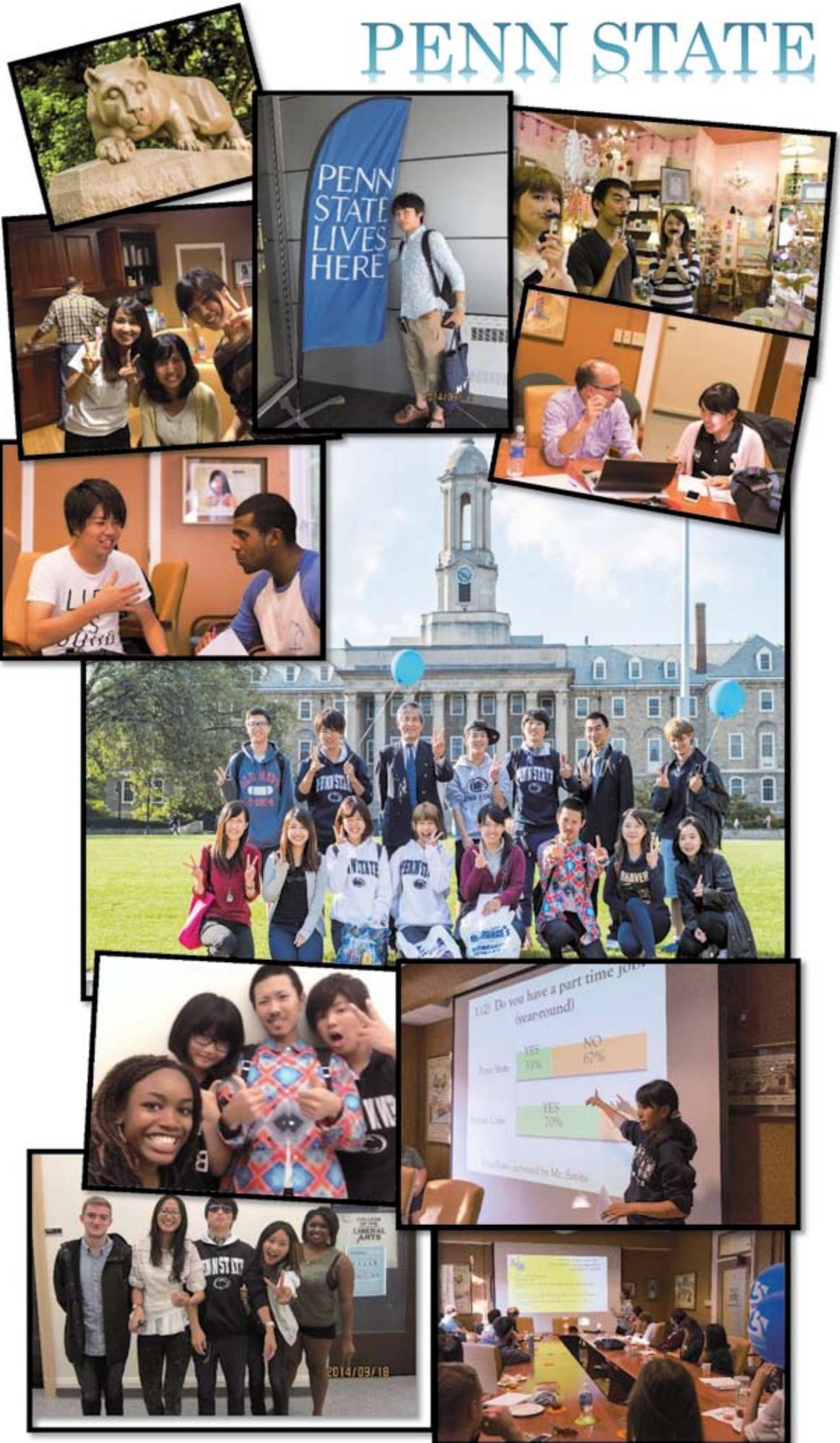
I have learned many things about Japan from this experience. First, I learnt that Japanese people will try their best to understand your Japanese even if your Japanese was really bad.

They are really nice and will help you improve your Japanese. A very good example that explains this was when I was talking with my host in Japanese in the creamery, she did not get what I was talking about but she told me to try again in Japanese till I got it right.

I have learned that Japanese people are really nice and may compromise their own benefit for other people's sake. A good example that explains that happened when I was talking with my host and after I told her that I have not finished my homework for the next class she told me let's go to the library and finish it. I asked her if that's fine by her because I was supposed to show her the campus, and she said that's fine for her.

I have also learned that Japanese people are very shy and do not like to make mistakes. My host was not really comfortable in speaking English even though her English was pretty good. When I asked her about this she told me she doesn't feel comfortable making mistakes while speaking because that might cause misunderstanding. But I encouraged her to speak in English and everything was fine. (End)

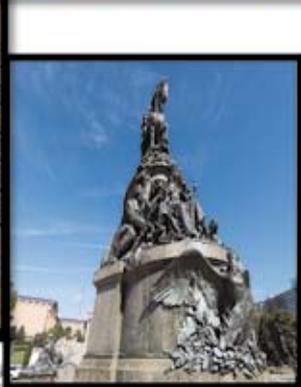
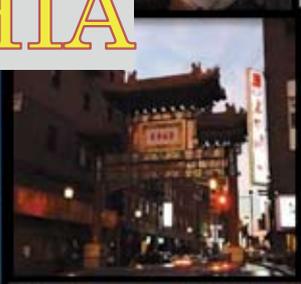
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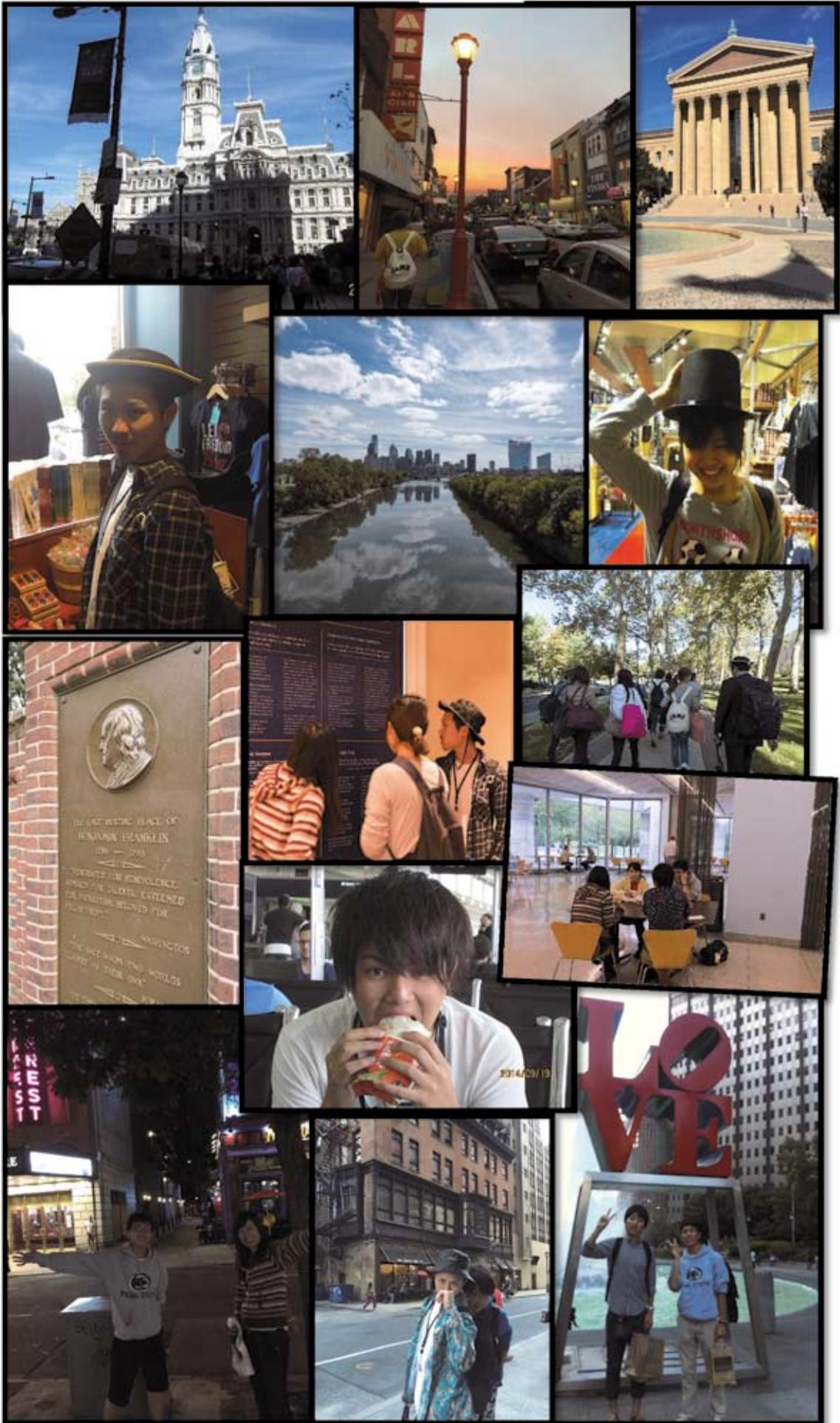






PHILADELPHIA







NEW YORK



Learning for the Future

PSU 団長 山田夏望

今回の交流事業を終えて、私たちは日本に居ては学ぶことのできない異文化を肌で感じ、そのスケールの大きさに言葉では言い尽くせないほどの衝撃を受けました。ホストメンバーとのふれあいの中で、私たちは英語というコミュニケーションのツールを使い、等身大の自分をさらけ出し夢中で渡り合おうとした結果、度胸と自信を手に入れ、アメリカにおいてかけがえのない友達との絆を築くことができたと感じています。海外に出向くのは生まれて初めてのメンバーも多い中で、大变得るものの多い刺激的な研修となり、帰国した今、大曾根さんが作ってくださった YouTube の動画を見ては充実感で満たされています。

米・ペンシルバニア州立大学(PSU)は、1855 年創立の歴史と伝統ある総合大学でペンシルバニア州ステート・カレッジのユニバーシティパークに位置しています。アメリカでも有数の州立大学として有名で、敷地は広大で学生数は8万人を超えています。大学周辺の街並みは美しく、町の中の大学というよりも大学の中に町があるという印象を与えるほどの規模を誇る大学です。

2週間という短い期間ではありましたが、そこで培った PSU の学生との友情は一生ものです。研修を終えた今、遠距離ではあるものの、私たちには SNS を含めた連絡手段があることにより、これからも交流を続けられるし、また会うこともできます。そのことがモチベーションとなり、話したいこと伝えたいことを見つける度、英語への翻訳を試みている、そんな帰国後の毎日です。

彼らとの出逢いが、私に英語の必要性を実感させてくれ、スピーキングに自信を持たせてくれました。また、ホストメンバーが話している英語は意識を集中させてしっかり聞き取ろうとするので、研修前に比べてリスニング力が劇的に上がったということを私のみならず参加学生それぞれが認めています。さらに、他国で起こっていることもその国で生まれ育った友達ができただけで強く関心を持つようになりグローバルな視野でものを見るようになりました。

丹念にスケジュールを決めてくださったお蔭で、一日一日の密度が濃く、充実した日々を送ることができました。同志の下に集まった、意欲的で向上心のある素晴らしい参加メンバーと共にこのような貴重な経験ができたこと、その中で団長として研修に参加させていただいたことを心から誇りに思います。

私たちは海外で語学研修に専念する贅沢な時間をいただきました。そして共通の言語さえあれば楽しく関わられることを実感しました。その集大成として、最終日にそれぞれの調査結果を一人一人が英語で精一杯プレゼンテーションできたことは、それぞれの将来の大きな糧となるでしょう。

茨城大学の参加メンバーを代表致しまして、古賀先生をはじめこの留学に関わってくださった皆様にお礼を申し上げます。このような素晴らしい機会を与えてくださり本当にありがとうございました。

(終)

編集後記

2週間の語学研修は短い期間ですが、濃密な経験をすることができました。それは、学生が書いた英文のレポートや「研修日程とコメント」という1日の予定と感想を書いたページなどからも窺えると思います。

アメリカでの生活を楽しみながらも、PSU最終日の英語でのプレゼンの準備に、ホストであるPSUの学生のサポートを受けながら、必死になって英文を書き上げたことは一生の思い出として残り続けるでしょう。この貴重な経験が無駄にせず、日本に帰国してからも、積極的に国際交流のイベントに参加し、英語の勉強を始めるなどして、少しずつ世界に関心を向けて、視野を広げていきたいです。

今回の報告書を作成するに当たり、原稿の執筆に協力をして頂いた、佐川人文学部長、古賀先生、人文学部学務係の大曾根様、池田先生、エイベル先生、立花先生、交流事業に参加した学生に感謝の意を申し上げたいと思います。ご協力ありがとうございました。

最後に、私たちのアメリカでの生活風景が分かる映像がYouTubeで観ることができるので、一度ご覧になってください！よろしくお願ひします。

編集委員一同

茨城大学人文学部 - 茨大生の PSU 訪問

https://www.youtube.com/channel/UCv3OV4CWloP_WXHjHP9cYAg

茨城大学人文学部
ペンシルベニア交流事業 報告書

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