

Contemporary International Studies Special Lecture B — A Project Aimed at Promoting Global Perspectives in Students —

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I. Introduction

Nagoya University of Foreign Studies (NUFS) is now developing one of its most characteristic qualities: a system of supporting students who want to go abroad to study. In fact, it stands out in a nation-wide survey¹ on the number of students who go abroad to study while they are enrolled in their universities. As members of the teaching staff of the university, this is one of its qualities we are proud of, but we must remember it is one aspect of the “hardware” of the university, for our students are provided educational services by universities abroad with which it has a partnership, not by NUFS itself. As those who are involved in the teaching services of NUFS, we are more interested in the “software” of the university, or what we can provide our students with in the classrooms of our own university.

Contemporary International Studies Special Lecture B is one aspect of such “software” of NUFS that we are now trying to develop as a project aimed at promoting global perspectives in our students. Inviting a staff member of each embassy of the countries of the world whose office is located in Japan, we listen to his or her 60-minute lecture in English on his or her country, followed

by a question and answer session. One week before each lecture, the students are provided basic information in both English and Japanese about a country to be dealt with in the lecture, asked to write their questions either in English or Japanese, and expected to have studied the country on their own before taking part in the lecture. The questions written in Japanese are translated into English so that the lecturer can know beforehand what our students are interested in. On the day of the lecture, the students listen to the lecture, take part in a discussion on the content of the lecture and write a report on the lecture. After the lecture, the students' reports are divided into halves and one half is read and commented on in both English and Japanese by either of the two teachers.

In the first term of 2014, we invited the staff members of 7 countries: Russia, the Philippines, Mozambique, Togo, Canada, Tanzania and Britain. Translating the students' questions, reading their reports and observing their attitudes toward each lecture, we have found various effects of this special lecture on its participants, which are to be reported in this paper. Since this project is available to any student of NUFS, the number of students who attended this course varied from department to department: Department of British and American Studies (20), Department of French Studies (1), Department of English Language Teaching (1), Department of English and Contemporary Society (8), Department of Global Business (15), and Department of Liberal Arts and Global Studies (17).

II. The Roles of the Coordinators

Each lecture of Contemporary International Studies Special Lecture B is organized by three coordinators (two teachers and one assistant): Professor Tomoyasu Kimura, Associate Professor Tekehiro Sato and Ms. Yukimi Asai. Each coordinator has a different role. Countries to be lectured on are suggested by Kimura and Asai is an initial contact with any staff member of each embassy.

In principle, one country from each of the seven areas of the world: (1) West and North Europe, (2) East Europe, (3) Africa, (4) Middle East, (5) Asia, (6) North, Central and South America, (7) Oceania, but the final choice is subject to different situations of the time. For the first term of 2014, for example, three African countries were decided. Originally, one African country was decided, but one to be invited in the second term wanted to move to the first term, and the other, Togo, was incidentally decided because one graduate of NUFS named Mr. Tetsuya Togo², a former member of the Japanese Diet, strongly recommended a lecture on the Republic of Togo. Due to the same sound in his name, the town of Togo and the Republic of Togo, the town of Togo has a sister city relationship with the Republic of Togo.

It is usually the case that Asai contacts a staff member of each country by email, makes a request for the dispatch of a personnel of the embassy to our lecture course, and decides on the date of the lecture, but in some cases, our request is initially rejected. In the case of Britain, for example, no response came. So Kimura made a formal request, including some personal experiences with the British Council, who sent him to Britain as a scholar of the council. Soon the door was opened and official negotiations started. The British Embassy decided to send Mr. Richard Oppenheim to lecture on U.K. strategy on climate change and energy. After negotiations with 7 countries, we have found any country is enthusiastic about the provision of information about its latest situation, including its politics and economy, so we know it necessary to continue our negotiations until we can make our strong wish understood by the top leader of each embassy. This became clear when Kimura talked with a minister from the Philippines who came to our university in May. Ms. Angelica C. Escalona said she is always ready to accept our request for another lecture if necessary in the future.

When a lecturer and the date of his or her lecture are decided, it is Sato's

job to make a preparatory sheet as shown below. Based on the latest editions of *World Yearbook* by Kyodo News and *The CIA World Factbook* as our main data, Sato edited a compact version of basic information on Russia, for example. In the preparatory session, which was held only in the first term of 2014, Sato briefed our participants about Russia.

Russia

Russian Federation / Российская Федерация (Rossiyskaya Federatsiya)



History

Founded in the 12th century, the Principality of Muscovy, was able to emerge from over 200 years of Mongol domination (13th-15th centuries) and to gradually conquer and absorb surrounding principalities.

In the early 17th century, a new Romanov Dynasty continued this policy of expansion across Siberia to the Pacific. Under PETER I (ruled 1682-1725), hegemony was extended to the Baltic Sea and the country was renamed the Russian Empire. During the 19th century, more territorial acquisitions were made in Europe and Asia.

Defeat in the Russo-Japanese War of 1904-05 contributed to the Revolution of 1905, which resulted in the formation of a parliament and other reforms. Repeated devastating defeats of the Russian army in World War I led to widespread rioting in the major cities of the Russian Empire and to the overthrow in 1917 of the imperial household. The communists under Vladimir LENIN seized power soon after and formed the USSR. The brutal rule of Iosif STALIN (1928-53) strengthened communist rule and Russian dominance of the Soviet Union at a cost of tens of millions of lives. The Soviet economy and society stagnated in the following decades until General Secretary Mikhail GORBACHEV (1985-91) introduced glasnost (openness) and perestroika (restructuring) in an attempt to modernize communism, but his initiatives inadvertently released forces that by December 1991 splintered the USSR into Russia and 14 other independent republics.

Since then, Russia has shifted its post-Soviet democratic ambitions in favor of a centralized semi-authoritarian state in which the leadership seeks to legitimize its rule through managed national elections, populist appeals by President PUTIN, and continued economic growth.

Economy

Russia has undergone significant changes since the collapse of the Soviet Union, moving from a globally-isolated, centrally-planned economy to a more market-based and globally-integrated economy. Economic reforms in the 1990s privatized most industry, with notable exceptions in the energy and defense-related sectors. The protection of property rights is still weak and the private sector remains subject to heavy state interference. Russia is one of the world's leading producers of oil and natural gas and is also a top exporter of metals such as steel and primary aluminum. Russia's manufacturing sector is generally uncompetitive on world markets and is geared toward domestic consumption.

ロシア連邦

主要データ

人口：1億4000万人 面積：1709万平方キ／日本（37万平方キロ）の約46倍

首都／主要都市：モスクワ／サンクトペテルブルク、ノボシビルスク、エカテリンブルク

住民：ロシア人81%、タタール系4%、ウクライナ系1.4%

言語：ロシア語

宗教：ロシア正教、イスラム教など

通過：ルーブル（1ルーブル≒3円）

略史

7-9世紀に歴史に登場したロシア人は、15-16世紀にモスクワを中心とする中央主権国家を形成し、18世紀前半にピョートル大帝が近代化を進め、1861年の農奴解放とともに産業資本主義が誕生した。

【ロシア革命】（1904-05） 日露戦争、第1次世界大戦を機に革命が起こり、ニコライ2世が退位し（二月革命）、その後レーニンの指導する社会民主労働党がソビエト政権を樹立した（10月革命）。

【レーニン時代】（1917-22） 土地の国有化、新経済政策を実施。

【スターリン時代】（1922-53） ソビエト社会主義共和国連邦が成立。

【フルシチョフ時代】（1953-64） 冷戦の緊張緩和（デタント）。当時のフルシチョフ書記長が前書記長のスターリンを批判し、方向転換した。

【ブレジネフ時代】（1964-82） チェコスロバキア・アフガニスタンに軍事介入。

【ゴルバチョフ時代】（1985-91） グラスノスチ（情報公開）、ペレストロイカ（改革）路線で民主化と政治体制改革を推進。就任1年後4月26日にチェ

ルノブイリで原子力発電所事故が起こる（現ウクライナ）。1990年にソ連を大統領制にし、初代大統領となるがその後エリツィン氏によって独立国家共同体（Commonwealth of Independent States）が創設され、ソ連邦は消滅し、ゴルバチョフも大統領を辞任した。

【エリツィン時代】（1991-99）ロシア連邦初代大統領として経済、外交に難しい問題を抱え（1998年にロシア財政危機がある）、最後は首相を短期間で交代させ、最終的にプーチンを首相として、1999年12月31日に電撃的に辞任した。

【プーチン時代】（2000-現在）2000年～2008年まで大統領として強いロシアを押し進め、経済も上向きになった。2008年～2012年は元首相のメドベージェフ氏を大統領とし、自身は首相として政権に残り、引き続き中央集権的な政治を継続した。6年間に任期が延長された大統領に2012年に再び就任し、現在2018年までの大統領として活動している。

Listening to Sato's briefing, our students are expected to write their questions on a country to be lectured on in the following week. On some occasions, Sato invites an additional lecturer. In the case of a lecture on Canada, he invited Mr. Colin Phillips, a visiting lecturer of our department to talk about his country from his own perspective. On the day of the lecture, all participants are expected to write their report on the lecture either in English or Japanese after listening to it. Half of the reports chosen at random are read and commented on by Sato as follows:

今回はカナダからの講師 Matt Fraser さんを迎え、カナダと日本との関係について話をさせていただきました。多くの学生の感想として、英語が分かりやすく、講演内容もよく理解できて、自身のリスニング力の向上を実感したと書いていました。これは講師が英語母語話者であるのと同時に、学生の皆さんが特殊講義Bですすでに4カ国の講師から、異なったタイプの英語講演を聞いてきた「経験」によるところも大きく、それが今回の実感にもつながったと思います。ただ経済的な話に関しては、よくわからなかったという感想を述べている人もいたので、政治・経済の用語については引き続き復習で補ってほしいと思います。また「メモの取り方も工夫をしたい」、という感想も

あり、その点についてはぜひみなさんに取り組んでほしい課題だと思いました。

In addition, Sato records each lecture by IC recorder, and helps the lecturer with the operation of his or her computer.

Kimura acts as a chief moderator of the lecture. He also reads and comments on the students' reports like this:

今回の講演はカナダ人による講演であったということではほぼ全員が「とてもおもしろく、そして楽しくきくことができた」と報告しています。講演後も自ら手をあげて質問する学生が増えてきたことも実感しました。講演中、通訳をしようと身構えていたのですが、以上の理由で今回は全く通訳をしませんでした。アフリカの2カ国についての講演の後ということの「効果」があったのではないかと楽観的な気持ちになっていました。ただし、報告書を詳しく読んでみると、たとえばEPAをIPAと間違えている学生もいたりして、「英語が聴きやすい」ということと「内容がわかる」とは別物であることも実感しました。今回のように「聴きやすい英語」が聞ける時は、学生1人ひとりがもっと内容に関して異なる視点から意見やコメントができるといいなあという願いももちました。

The number of reports we received after each lecture goes like this:

Dates	April 24	May 8	May 22	June 5	June 19	July 3	July 17
Number	49	60	55	51	55	53	57

The comments are translated into English by Kimura so that our participants can understand how the coordinators observe them. One example of those comments is shown below:

This time, we had a Canadian lecturer named Mr. Matt Fraser, who talked about bilateral relations between Japan and Canada. As many students commented, his English was easy to understand, the content of the lecture was also well understood, and they felt they had improved their listening ability in the fifth lecture. This is mainly because the speaker was an English native speaker and the students had tried to understand the four different kinds of English in the previous four lectures. This experience did help them increase their confidence in listening to different types of English speeches. As far as an economic aspect of the “easy” lecture is concerned, however, they seem to

have had some difficulty. Economics and politics may be among the most difficult parts of each lecture, and all students are expected to review the technical terms they found in each lecture and try to find a better way of taking notes on their own. (Sato)

Since the fifth lecture was made by a Canadian speaker of English, almost all participants reported on the lecture as follows: “Very interesting and I really enjoyed listening to Mr. Fraser.” I observed more participants raising their hands to ask a question in English. Though I was ready to interpret parts of the lecture, I decided not to do so because most of the participants seem to have followed Mr. Fraser and enjoyed his talk. I even felt very optimistic about some “good effect” of the experience of listening to two African speakers in the previous lectures. A closer look at the reports, however, revealed that the participants did not understand the lecture completely. Some students, for example, mistook EPA for IPA. This fact suggests that “being easy to understand” is one thing while being able to understand fully is another. I wish many of our students would be able to focus more of their attention to what is being talked about, rather than how English is being spoken, and express their opinions from many different angles. (Kimura)

The questions written by our students in Japanese are translated to English. This translation helps Kimura do his job as a moderator, for he can understand beforehand what our students are most interested in. The number of students who wrote questions goes like this:

Dates	April17	May 1	May 15	May 29	June12	June26	July 10
Number	65	57	60	57	61	57	58

The questions received on May 15 were translated into English, although one third of them were written in English, with some of them revised to be better understood. One set of those questions is shown below:

Questions for the Third Lecture on ““Mozañbique: From the Past to the Present and Future Prospects” by Mr. Belmiro Jose Malate

The special lecture series B of Contemporary International Studies

2014.5.22

1. Are there any differences between Christianity and Islam? According to the Holy Koran, women are not allowed to study. Is it true?
2. Why is the average life expectancy so low in your country?

3. Are there many Asian workers in your country?
4. What are some of the main natural resources in your country?
5. I have learned that Mozambique is one of the poorest countries. What do you think is the best way to solve poverty in your country?
6. Are there any disputes in your country with any neighboring countries?
7. Do you think the Sahelian culture has any influence on your country culture?
8. We have learned there are 43 ethnic groups in your country. I wonder how you get along with each other.
9. Have you had any confrontations since Frelimo reconciled with the democratic system your country began to adopt?
10. I wonder how our Self-Defense Forces have been accepted by your country?
11. Mozambique is near South Africa. I wonder what relationship they have with each other.
12. Mozambique is near the sea coast, so I think your fishery industry has developed to some extent.
Are there any marine products which are very popular in your country but unfamiliar to Japanese?
13. How do you feel about the living cost in Japan since you began to live here?
14. What are some of the serious problems in your country?
15. What are some of the representative traditions of Mozambique? Japan has bushido, or the spirit of samurai and yamatodamashii, or the spirit of the Japanese handed down from the ancient Japan called “Yamato”.
16. I have learned that Japan provides your country with removers of land mines. Such land mine removers are helpful in your country, aren't they?
17. How do you cope with the viruses of HIV/ AIDS?
18. Are there kidnapping incidents such as the one which happened in Nigeria?
19. As of 2003, the literacy rate of your people is very low, at 47.8 %. Has it improved now?
20. Are women treated equally with men in your country?
21. How old is the ordinary woman who gives birth to a baby?
22. What kind of job is the most highly-paid one in your country?
23. What is your main job here in Japan as ambassador of your country?
24. What is the education system in your country?
25. What kind of jobs are available in your country?
26. What is the staple food in your country?
27. What are some of the most popular sightseeing spots in your country?
28. Are there any volatile political problems in your country?
29. Are there anything you are very proud of as a Mozambican?
30. Do you see an advance in your health care or service?
31. Is there any religious strife among your ethnic groups?
32. What do you think should be promoted further in your various aspects of life in Mozambique?
33. Do you have any big animals walking in your neighborhood in Mozambique?

34. Is it humid in your country?
35. The average life expectancy of Japanese, man or woman, is highest in the world. Are there any aspects of Japanese ways of life you should learn, especially as a way of improving your country's life expectancy?
36. Mozambique ranks 174 out of 186 as for its GDP per capita, but ranks 21st out of 188 in its economic growth. Why is that?
37. In literacy rate, women rank very low, while men do not do so. Why is that so?
38. In the national assembly of Mozambique, how you coordinate different opinions among the 43 ethnic groups in the country?
39. I have learned there are many people suffering from malnutrition in your country. What has your government done to improve such a situation?
40. I wonder how do different ethnic groups of people live their daily life.
41. Is Mozambique an agricultural country or industrial?
42. Is the cost of living high in your country?
43. How do you maintain peace and order in your country? There are 43 ethnic groups there.
44. What do you want your own country to be in the future?
45. I suspect there are some influence of Swahili culture in your country. What do you think we should look at to recognize such influence?
46. How do you think your country has changed since Vasco da Gama discovered your place?
47. What are some of the youth culture in your country?
48. I understand some Japanese businesses expanded their markets to your country. I wonder how they are accepted by your country.
49. How many school students go up to university in your country? How many universities are there in your country?
50. Are there any civil wars even now?
51. What is the most prosperous city in your country?
52. Are there any discrimination against some ethnic groups of people in your country?
53. How does the insurance system go in Mozambique?
54. I happened to see an African student who came to Japan to learn Japanese and technology in Japan. Do you think language competency and technological knowledge are useful in one's attempt to find a good job abroad?
55. Do women play a great role in society?
56. I understand your unemployment rate is high in your country. Do you think the development of the largest natural gas well in the world can improve the employment situation in your country?
57. How do African young people spend their holiday?
58. I understand Mitsui Trading Firm occupies 20 % of the rights to a natural gas well in your country. What do you think about it?

Each lecturer comes to our university about half an hour before his or her lecture begins, so Kimura entertains him or her. Some lecturers bring their friend or relative. In the case of a lecture on Tanzania, for example, he brought his son, wishing him to understand part of his father's job. Kimura's main job is to help our students listen to each lecture in a comfortable but attentive manner. Many lecturers also send a set of slides by power point, so that Kimura can prepare for each lecture.

In the case of a lecture on Mozambique, however, Kimura translated too many parts of the lecture and explained too much. Although the speaker spoke English with an accent influenced by his native language (Portuguese), he translated what most of the students could completely understand on their own. Kimura learned what a coordinator should do in such a lecture as this.

III. A Project Aimed at Promoting Global Perspectives in Students

What the coordinators do before, in and after each lecture have been mentioned above, but they have yet to explain characteristics of this project and what effects the project had on the students. They are described as follows:

A. A Course Conducted in English

All lecturers are expected to speak English, although not all of their native languages are English. Since each lecturer to be invited is a staff member of an embassy whose office is located in Japan, almost all of the lecturers speak good Japanese, but they are all asked to speak English. English is regarded as a chief means of communication among participants of any international occasion or conference in which our students may be working in the future. Therefore, all coordinators, all participants and all lecturers are expected to speak English, understand English and exchange ideas in English. Each lecture is followed by a question and answer session, where exchanges of opinions are made in English. In the seven lecture meetings, almost all the questions and answers

were made in English, although some participants did not have the courage to do so in their initial stages. In fact, the first few lectures were characterized by some students of the Department of Liberal Arts and Global Studies (Kokusai Kyoyo) and the Department of Global Business (Kokusai Bijinesu) being dominant in the question and answer sessions., but in the last few sessions, students of almost all departments, including those of the Department of English and Contemporary Society, joined in the exchange of opinions in English.

B. A Course Designed to Give Students Opportunities to Listen to World Englishes

The first lecturer in the first term of 2014 was Russian, so he spoke English with a Russian accent. The second lecturer was a Filipino, who spoke English with a Filipino accent. The third lecturer was from Mozambique in Southeastern Africa. His native language is Portuguese, so he spoke English with a Portuguese accent. The fourth lecturer came from Togo in West Africa. Since this country used to be a French colony, he spoke English with a French accent. The fifth lecturer was a Canadian, who spoke Canadian English. The sixth lecturer was a Tanzanian, whose native language was Swahili, so he spoke English with a Swahilian accent. And the last speaker for the first term was British, and he spoke British English.

The first lecture given by a Russian seemed to be the most difficult, for he spoke throughout his lecture without any visual aid except the world atlas, but many students said in their reports that they focused their attention on the lecture most intensively, while the more visual and aural aids, the less attention focused on the lectures. They relied on the handouts and power point slides. The lecture on Britain, however, helped all participants focus their attention on what was talked about: global warming.

After listening to the lectures given by speakers from African countries on two consecutive occasions, many participants reported their relative easiness in

listening to and understanding a lecture given by a Canadian lecturer, who made a clear and descriptive speech.

C. A Course Designed to Help Students Learn More about the World

The term “global” is often used in relation to a university of foreign studies, but how many countries on earth do its students know? And how much do they know about them? Among the seven countries, Canada and Britain are familiar to all of the participants, but even about these countries, the participants did not know Canada is a country which produces aircrafts, IT tools and foods well known to Japanese, or that Britain is now very much concerned about climate change and energy. The Philippines is also a familiar country to many Japanese as more and more Filipino women marry Japanese men, but the participants did not know the country ranks high in the efforts to empower women in its society. Russia is becoming more familiar to many Japanese because the Winter Olympic Games took place in Sochi last February, but many participants did not know the time is so limited for Russians to work outside in the year because of the weather. Mozambique, Togo and Tanzania were among the countries least known to us, but through this course, they became a little more familiar, because all lecturers from these countries showed us how much they love their own countries and wish for their further development. As far as Mozambique was concerned, we were all surprised the bilateral relationship between Japan and Mozambique dates back to the 16th century, when feudal lord Oda Nobunaga was in power. Yasuke, one of the strangest things introduced to Nobunaga, became a retainer of Nobunaga. Those who saw a period drama on NHK titled *Gunshi Kambei* (Military strategist Kuroda Kanbei) noticed the black man in the drama indicated his country in the globe, which was Mozambique.

D. A Course Designed to Put Students in a Real Learning Situation

This course is different from many other English courses at NUIST in

that all participants, lecturers, coordinators and students, could work together to deepen their understanding of a lecture. The more eagerly they prepare, listen and think, the further they can deepen their understanding of a country to be lectured on. As far as this course is concerned, there is no party who takes advantage over the others. In a usual language lesson, it is students who are expected to try to find a right answer and their teacher knows that answer. In such a relationship, the teacher is always in an advantageous position. In this particular course, the students and coordinators are more or less in the same position, for at each lecture meeting, we have a different lecturer. Even the lecturers, however, will join them in trying to find right answers in the questions and answer session, when some participants ask unexpected questions. This reminds the writer of an effective learning style proposed by Yutaka Saeki in his book titled *Wakarukoto no Imi* [The Meaning of Understanding Something] (1984: 118).

In an ordinary lesson, the number of students who raise their hands more often than not may indicate how “active” that lesson is or how “enthusiastic” those students are. In fact, in the seven lecture meetings, especially on the first few occasions, we noticed some students in the Global Business Department and the Global Studies more active in asking their questions in the question and answer sessions, but we also knew some students in the Department of English and Contemporary Society had begun to think more deeply about the subjects of the lectures as time went on, but failed to ask their questions in a lecture meeting, which was clarified in their reports. According to some of those reports, they had been trying to find their time of asking questions but in vain. On the following occasion, however, they did raise their hands to ask questions and expressed their joy in making themselves understood in English.

A lecture meeting may be regarded as a course in which the lecturer talks and the participants listen, but there is more than that in this particular project.

Many students began to study the subject of a lecture on their own before and after that lecture was given, for we had noticed among the students' comments such expressions as "Through today's lecture, I have learned a lot more than I had studied about such and such a country" and "After this lecture, I used a reference book in which I found the gender gap index (GGI) of Tanzania higher than that of Japan." This index our students knew through the lecture on the Philippines, and applied this knowledge to a case of another country. This project is 6 months long, but we hope it has stimulated our students to continue learning about the countries they have come to know. That is, this project is hoped to be a knowledge-building community proposed by Carl Bereiter and Marlene Scardamalia (*Surpassing Ourselves*, 1993)

E. A Course Designed to Help Students Become Critical Listeners

We invited the staff members of seven foreign embassies. All lectures given by those members were interesting enough, but not all lecturers were persuasive. Some lecturers spoke English as a foreign language or with strong accents influenced by their native languages, but no participants would deny the fact that the last lecturer from Britain was a very persuasive speaker, making a tactful use of visual aides such as power point slides and detailed handouts. In Japan, many people feel very negative about the use of nuclear power because of the nuclear accident at the Fukushima Daiichi nuclear plant, but Mr. Richard Oppenheim from the Embassy of Britain spoke in favor of this source of energy as a key to the reduction of global warming gases. Many students seemed to be persuaded, but one student flatly rejected the speaker's idea, like this: "Even if Britain succeeds in its measures to conserve its environment while promoting nuclear power generation, I think it impossible for Japan to follow suit. Japan is prone to earthquakes, but Britain is not. That is why there is a very low possibility of earthquakes happening in Britain. Japan cannot follow Britain as far as nuclear power generation is concerned."

IV. The “Final Exam”

In the last class, we did give the “final exam”, but it was not an ordinary one but a review in which all students took an open book examination. All we provided was a world map in which they were to spot the seven countries and a B4 sheet in which they were to write in their own handwriting the names of the countries we covered in the first term of 2014, four other items of information about those countries. In addition, all students were to submit a term paper in which they wanted to study a little further while listening to each lecture. One sample report goes like this:



現代國際特殊講義 B-1

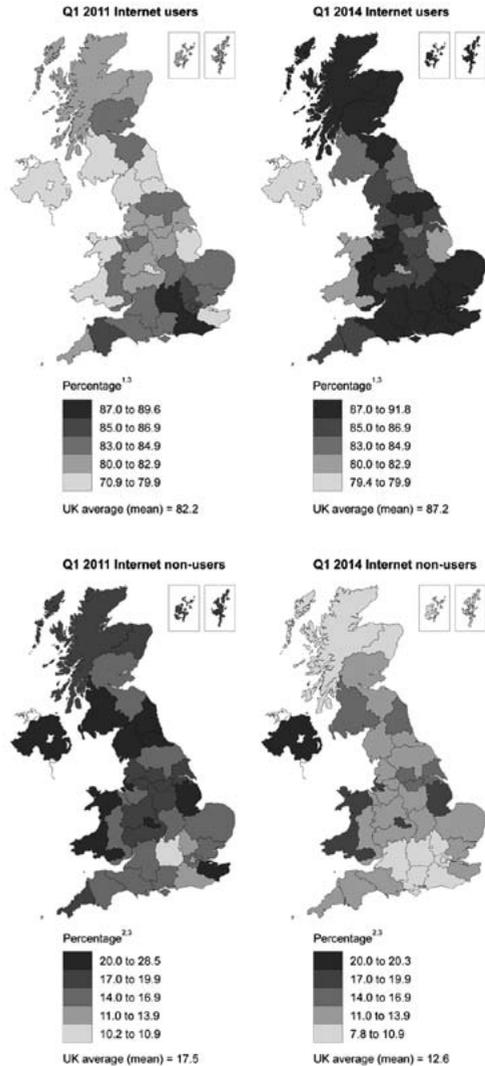
Views from the UK Statistics

[People and Place]

6.4 million adults have never used the Internet, down 26% since 2011

The Office for National Statistics (ONS) researched how many British adults (aged 16 and over) use the Internet. The right hand side graphs show the amount of Internet users and Internet non-users. All of them were based on the surveys conducted in 2011 and 2014. According to the graphs, London and its surrounding cities like Cambridge have the highest proportion of Internet users at 90%, while Northern Ireland has the lowest proportion at 79%. The total population of the UK is about 64.1 million, so one-tenth of the people do not use the Internet.

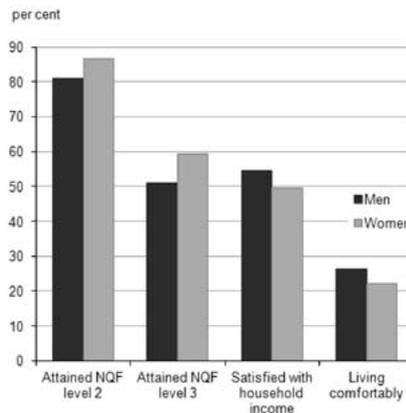
Incidentally, almost all young people aged 16 to 24 have used the Internet at 99%. The younger use the Internet better than the older in the current stage, although the number of Internet users aged 50 and over has been increasing, too. The same phenomenon is also seen in Japan in the use of the Internet as well as mobile phones.



1 Percentage of adults aged 16 or over who had ever used the Internet.
 2 Percentage of adults aged 16 or over who had never used the Internet.
 3 NUTS 2 is an abbreviation for 'nomenclature of territorial units for statistics', level 2.
 Source: Office for National Statistics
 Contains National Statistics data © Crown copyright and database right 2014
 Contains Ordnance Survey data © Crown copyright and database right 2014

[Children, Education and Skills] Differences in selected education and finance well-being measures for young people by gender (in 2012)

NQF (National Qualifications Framework) is a former credit transfer system developed for qualifications in the UK except Scotland. According to the graph, Young women attain higher levels of education than young men. 86.6% of young women had attained NQF Level 2 by age 19. There is an attainment gap between males and females at the moment, but this gap has been reducing little by little.



On the contrary, young men are more satisfied with household income than young women. It means young women have not enjoyed better financial well-being than men. Maybe, men are likely to earn a higher pay than women. Even though the social advancement of women has been achieved, there may be areas which are still male-dominated.

Notes:

1. Attained NQF Levels are for England in 2012
2. Subjective measures of financial well-being are for the UK in 2011-12
3. Sources: Department for Education; Understanding Society

I studied the UK from statistical points of view because the numbers obvi-

ously tell us many things. For this purpose, I referred to “Office for National Statistics”. If you go to this site, you can read more information about UK society.

V. Reference

【People and Place】

6.4 million adults had never used the Internet, down 26% since 2011

<http://www.ons.gov.uk/ons/rel/rdit2/internet-access-quarterly-update/q1-2014/sty-internet-usage.html>

【Children, Education and Skills】

Differences in selected education and finance well-being measures for young people by gender

<http://www.ons.gov.uk/ons/rel/wellbeing/measuring-national-well-being/young-people-s-well-being--2014/sty-young-peoples-well-being.html>

Office for National Statistics >> <http://www.ons.gov.uk/ons/index.html>



Reading the “final exam” papers, the writer was surprised to know 34 out of 56 students failed to spot the UK precisely: 24 spotted England, Wales and Scotland as the UK, 9 included the Republic of Ireland in the UK, and only one student spotted Italy instead of the UK. This student was from the Department of English Language Teaching.

VII. The Future of This Project

In the first term of 2014, we only had seven lectures because we wanted to see how we could prepare for the following lecture, but now that we have received many favorable comments on this project, such as “I would like to

recommend this course to my junior friends”, we coordinators have begun to feel confident of having a different lecture every week in the second term. Finland will be the first lecture, followed by Lithuania. As of August, we are sure we will invite staff members of Finland, Lithuania, the Netherlands, Laos and Australia, but we are not sure of the invitation of Indonesia, Poland, Peru, Saudi Arabia, Spain and three others.

For a certain period of time, we have been negotiating with a staff member of the Embassy of India, but we have not received a good reply from the chief negotiator, for he must have been very busy making many arrangements for his country’s new Prime Minister Narendra Modi, who was visiting Japan to meet with his counterpart in Japan.

Like this, it is sometimes difficult to look for a speaker from a foreign embassy, but through our experiences in the first term, we are sure we will find a different lecturer for every week in the second term. These negotiations themselves are valuable experiences for us coordinators, for we are trying to solve a cross-cultural problem.

VII. Conclusion

The purpose of Contemporary International Studies Special Lecture B is to promote global perspectives in NUFS students, and after asking ourselves what “global perspectives” means, we decided to cover as many countries as possible in this project, hopefully all the nations registered as members of the United Nations, for example. Then how shall we cover those countries? Professor Toshinori Tamai, the Dean of the School of Contemporary International Studies, proposed we should invite staff members of the foreign embassies whose offices are located in Japan, and we accepted this idea and invited the staff members of seven embassies in the first term of 2014. Although some people may say it is difficult to carry out this plan because each embassy

changes its staff members four times a year, we do know through our contact with the staff members of seven embassies in the past four months that it is office clerks contacting us that are in the way because accepting our request means some extra work for them.

We have come to know, however, that many of the top leaders of the foreign embassies feel it one of their important missions to talk about their own countries among Japanese, so we are becoming more and more confident of inviting the staff members of many more countries of the world to our lecture meeting.

This is the very first report of this kind, but we are sure we will be able to continue to report what we will do in this project, through which we hope we will share our valuable experiences with as many readers as possible.

Notes

1. According to Asahi Shimbun (2014), Nagoya University of Foreign Studies ranks 6th across Japan and 1st in the Chubu area in the number of students who go abroad to study and can get more than 16 credits.
2. Tetsuya Togo graduated from the Department of Chinese Studies at Nagoya University of Foreign Studies in 1996.

References

- 佐伯胖(1984) 『「わかる」ということの意味』 岩波書店
 Bereiter, C. & Scardamalia, M. (1993) *Surpassing Ourselves* Open Court

