

# 岐阜大学夏期短期留学 サマースクール2010



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SEOUL NATIONAL UNIV.  
OF TECHNOLOGY



GIFU UNIV.



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岐阜大学  
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## Message from Koji Kobayashi, Director, International Student Center

The 2010 Japanese summer was abnormally hot. Gifu City was no exception—the city experienced a heat wave between June and August. During this sweltering hot period, the summer school was held. I was a little worried about that the participating students might fall ill, but they all completed the summer school program successfully, keeping in good shape, probably mainly because Gakugaiken, an accommodation facility for participating students, was fitted with air conditioning this year.

A total of 23 students participated in this year's summer school, comprising 17 from Lund University (Sweden), three from Seoul National University of Technology (Korea) and three from Mokpo National University (Korea). As in past years, the program this year was extremely diverse—it included Japanese language classes; lectures on Japanese studies 1–5 (a *noh* demonstration, *sumo* wrestling, traditional Japanese culture, etc.); excursions (watching a grand sumo tournament, an excursion to Mino and Toki, and an excursion to Kamikochi, Takayama and Shirakawa-go); a homestay in Gujo Hachiman; a luncheon with the university officers; and a social gathering with students and teaching staff of the Department of Mathematical and Design Engineering of the Faculty of Engineering.

I believe that through this program, the participating students not only improved their Japanese, but also learned about Japanese nature, history, society and culture, as well as interacting with many local people. Such experiences can develop into

great assets for the students. I have a feeling they have developed a desire to understand more about Japan through this program. It is my hope that the participating students will help promote friendship between Japan and their home countries in the future.

I attribute the success of this year's summer school mostly to the efforts of the teaching staff of the International Student Center, who guided the participating students both on and off the campus, and administrative staff of various divisions, such as the Student Exchange Support Office. I would also like to thank the part-time lecturers, who taught the students Japanese language with great enthusiasm. The roles of the tutors were also vital to the success of the program. These tutors, who were close in age to the overseas students, devotedly supported the students on and off the campus. Finally, I am particularly grateful to President Hideki Mori, and Vice Presidents and Directors for providing such great support, including attending a luncheon with the students and the certificate awarding ceremony.

Without all these people's support and cooperation, the summer school could not have been safely and successfully completed. I would like to extend my sincere gratitude to all the people involved in the summer school.

# Programs and Schedule

## Momoko Tsuchiya, Associate Professor, International Student Center

The Gifu University Summer School has been annually held since its establishment in 1988, making this year its 23rd anniversary. Although this year's programs and schedule were based on those of last year, they were slightly changed for further improvement.

An eight-week course commenced on June 7 (Mon.), followed on June 9 (Wed.) by its course opening ceremony and guidance session for the 17 participating students (from Lund University, Sweden). The actual programs, including Japanese language classes, began on June 10 (Thur.). Meanwhile, a four-week course of the latter half of the summer school began on June 30 (Wed.) with its course opening ceremony and guidance session for six participating students (three from Seoul National University of Technology, Korea, and three from Mokpo National University, Korea). In this regard, a total of 23 students participated in this year's summer school.

### The programs included the following:

1. Japanese language classes: two classes per day, every Mon. — Thurs. (8:50–10:20, 10:30–12:00)
2. Japanese culture studies classes: a total of five classes (subjects: *Noh* drama live performance, Jun.22; nature, industries and life of Gifu, Jul. 1; *sumo*, Jul.13; *Noh* drama and *Noh* farce, Jul.14; and *Noh* farce live performance, Jul.20)
3. One-day excursions: Mino, Jun.17; Toki Jul. 5; and Nagoya to watch *sumo* matches, Jul.15)
4. Trips: Gujo, Jul. 9–12; and Kamikochi, Takayama, and Shirakawa-go, Jul.22–23
5. Other programs: course opening ceremonies, guidance sessions, interaction session with the students of the Fresher Seminar of the Department of Mathematical and Design Engineering of the Faculty of Engineering (Jun.16), lunch with senior staff (Jul. 1), welcome party (Jun.

9), summary session (Jul.28), course closing ceremony & farewell party (Jul.28), etc.

For a detailed schedule, see the itinerary given below.

The following gives the details of the programs.

### Japanese Language Classes

The Japanese language classes underwent considerably change this year. In March 2010, I visited Lund University and exchanged opinions with the university's Japanese language faculty staff. They said that the opportunity to study Japanese for as many as two months in Japan should be utilized more effectively to further improve the participating students' Japanese fluency. This opinion resulted in the changes to the programs and forms of this year's Japanese language classes.

Emphasis was mainly placed on the following two themes: studying conversational grammar that would be usually dealt with between the end of a beginners' course to the former half of a middle course, as well as featuring project-style classes in which the students formed a group, conducted research and gave presentations. As the textbook used for the classes, *J BRIDGE* (Bonjinsha Inc.) replaced "Chukyu e iko (Go on to the Middle Course)", which had been used until last year.

The classes were delivered by a total of eight instructors: two full-time instructors at the International Student Center and six part-time instructors.

As in previous years, the International Student Center had difficulty in securing classrooms for the Japanese language classes again this year. After all, the center was able to use an open laboratory space, Gifu University's public space, for a fee. Since it is planned that rooms exclusively for the International

Student Center will be provided next year, I sincerely hope that this will be the last year when the center faces such a difficulty.

### Japanese Culture Studies Classes

The number of Japanese culture studies classes was reduced to five this year. Thanks to the cooperation of excellent instructors, the classes were successfully held with a focus on “experiencing the genuine,” which the summer school highly values. Invited as instructors were Mr. Madoka Mikata and Mr. Hiromichi Tamoi, both *shite-kata* (principal actors) of the Kanze School, for the *Noh* drama live performance class, as well as Mr. Kodo Yamaguchi and Mr. Yoshinobu Shigeyama, both *kyogen-kata* (kyogen performers) of the Okura School, for the *Noh* farce live performance class.

The other three classes (of the nature, industries and life of Gifu, the *Noh* drama and *Noh* farce, and *sumo*) were held as lectures for the preparation of one-day excursions and trips. These three lectures were given by the center’s director and two staff members. This means that this year’s students did not take lectures provided by instructors other than the center’s staff, which had both advantages and disadvantages. On the positive side, since the center’s staff members were accustomed to delivering classes to international students, they knew the appropriate words and phrases to be used in such classes, helping the students to understand the classes more easily. However, a bad point of only having lectures by the center’s staff was that it narrowed the scope of opportunities for the students to study a wider variety of topics from a wider variety of experts. For the programs of the Japanese culture studies classes next year and in subsequent years, this point should be reexamined based on this year’s results.

### One-day Excursions and Trips

These were conducted based on Gifu University’s characteristic of emphasizing the connection with the local area. Very few major changes were made to last year’s programs. The details of the ex-

cursions were as follows:

—One-day excursion to Mino: afternoon program of wearing kimono and playing traditional Japanese drums

—One-day excursion to Toki: afternoon program of creating ceramics (making ceramic works on wheels and painting the works)

—Trip to Gujo: the trip to Gujo, which has been hugely popular among the participants every year, was successfully conducted again this year, largely thanks to the cooperation of the Gujo-Hachiman International Friendship Association and the public of Gujo. The trip last four days and three nights.

—Trip to Kamikochi, Takayama and Shirakawa-go: overnight trip in and around Gifu Prefecture, which has been introduced to the summer school’s programs since last year

—Observing the Nagoya Grand Sumo Tournament: there was concern until early July that the tournament would not be held, due to various scandals relating to the Nihon Sumo Kyokai. But the tournament was held after all, and, as in past years, the participating students were able to observe the tournament. Although there was a certain level of concern regarding the observation of a tournament held by an organization marred by scandals, it was finally judged that sumo was still a form of Japanese culture.

### Others

It was the third time for an interaction session to be held with students of the Fresher Seminar of the Department of Mathematical and Design Engineering of the Faculty of Engineering. Until last year, the focus was placed on the link with the e-mail exchange project, in which the Lund University students who were to participate in the summer school exchanged e-mail with the Fresher Seminar students prior to their visit to Japan. This year, the emphasis was set on activities conducted on the day of the interaction session.

As was the case last year, a lunch party was held for senior staff and the summer school students. This was a valuable opportunity for the sen-

ior staff and students to talk with each other directly.

A summary session, which was not conducted last year for various reasons, was held this year to obtain detailed feedback from the students. A wide range of opinions were provided from the students at the summary session, and also through a questionnaire. These opinions need to be utilized for better programs to be delivered by the summer school next year and in subsequent years.

This year, throughout the rainy season until around the middle of July, it often rained torrentially. Following the end of the rainy season, the temperatures were above 35°C almost every day. Due to the rapid temperature and weather changes, some students fell sick, reminding me once more that it was essential to establish programs with consideration given to the fatigue and physical condition changes that might be experienced by students from foreign countries. It is necessary to create programs that are substantial but are not burdensome to the students.

## 2010 Gifu University Summer School Schedule

8-week course 2010/6/7～8/3      4-week course 2010/6/30～8/3  
 23 students      17 students (Lund University, Sweden)  
                          3 students (Seoul National University of Technology, Korea)  
                          3 students (Mokpo University, Korea)

| June 7 Mon  | June 8 Tue  | June 9 Wed  | June 10 Thu  | June 11 Fri   | June 12 Sat  | June 13 Sun  |
|---|---|---|--|---|--|--------------|
|   |   | <b>8-week course starts</b><br>Opening Ceremony and Guidance Welcome Party  | Japanese Classes start<br>1 st (8:50～10:20)<br>2 nd (10:30～12:00)  |   | Free   | Free         |
| June 14 Mon   | June 15 Tue   | June 16 Wed   | June 17 Thu  | June 18 Fri   | June 19 Sat  | June 20 Sun  |
| Japanese Classes<br>1 st (8:50～10:20)<br>2 nd (10:30～12:00)   | Japanese Classes<br>1 st (8:50～10:20)<br>2 nd (10:30～12:00)   | Japanese Classes<br>1 st (8:50～10:20)<br>2 nd (10:30～12:00)<br><b>【Exchange Class】</b><br>with Japanese Students<br>(13:00～16:00) | Japanese Classes<br>1 st (8:50～10:20)<br>2 nd (10:30～12:00)<br><b>【Excursion 1】</b><br>Mino City<br>(Yukata and Wadaiko)                                       |   | Free   | Free         |
| June 21 Mon   | June 22 Tue   | June 23 Wed   | June 24 Thu  | June 25 Fri   | June 26 Sat  | June 27 Sun  |
| Japanese Classes<br>1 st (8:50～10:20)<br>2 nd (10:30～12:00)   | Japanese Classes<br>1 st (8:50～10:20)<br>2 nd (10:30～12:00)<br><b>【Lecture 1】</b><br>Noh Demonstration<br>(13:30～15:00) | Japanese Classes<br>1 st (8:50～10:20)<br>2 nd (10:30～12:00)   | Japanese Classes<br>1 st (8:50～10:20)<br>2 nd (10:30～12:00)  |   | Free   | Free         |
| June 28 Mon   | June 29 Tue   | June 30 Wed   | July 1 Thu   | July 2 Fri  | July 3 Sat   | July 4 Sun   |
| Japanese Classes<br>1 st (8:50～10:20)<br>2 nd (10:30～12:00)   | Japanese Classes<br>1 st (8:50～10:20)<br>2 nd (10:30～12:00)   | Japanese Classes<br>1 st (8:50～10:20)<br>2 nd (10:30～12:00)<br><b>4-week course starts</b><br>Opening ceremony and Guidance       | Japanese Classes<br>1 st (8:50～10:20)<br>2 nd (10:30～12:00)<br><b>【Lunch Party】</b><br>(12:10～13:00)<br><b>【Lecture 2】</b><br>About Gifu area<br>(13:30～15:00) |   | Free<br><b>【Welcome Party】</b><br>for 4-week course students | Free         |
| July 5 Mon  | July 6 Tue  | July 7 Wed  | July 8 Thu   | July 9 Fri  | July 10 Sat  | July 11 Sun  |
| Japanese Classes<br>1 st (8:50～10:20)<br>2 nd (10:30～12:00)<br><b>【Excursion 2】</b><br>Toki City<br>(Pottery) | Japanese Classes<br>1 st (8:50～10:20)<br>2 nd (10:30～12:00)   | Japanese Classes<br>1 st (8:50～10:20)<br>2 nd (10:30～12:00)   | Japanese Classes<br>1 st (8:50～10:20)<br>2 nd (10:30～12:00)  | <b>【Gujo Program】</b><br>Cultural Experiences and Homestay<br>(July 9 ~ 12) |  |              |
| July 12 Mon   | July 13 Tue   | July 14 Wed   | July 15 Thu  | July 16 Fri   | July 17 Sat  | July 18 Sun  |
| <b>【Gujo Program】</b>   | Japanese Classes<br>1 st (8:50～10:20)<br>2 nd (10:30～12:00)<br><b>【Lecture 2】</b><br>About Sumo<br>(13:30～15:00)        | Japanese Classes<br>1 st (8:50～10:20)<br>2 nd (10:30～12:00)<br><b>【Lecture 3】</b><br>About Noh and Kyogen<br>(13:30～15:00)        | Japanese Classes<br>1 st (8:50～10:20)<br>2 nd (10:30～12:00)<br><b>【Excursion 3】</b><br>Sumo Watching   |   | Free   | Free         |
| July 19 Mon   | July 20 Tue   | July 21 Wed   | July 22 Thu  | July 23 Fri   | July 24 Sat  | July 25 Sun  |
| Free<br>(National Holiday)  | Japanese Classes<br>1 st (8:50～10:20)<br>2 nd (10:30～12:00)   | Japanese Classes<br>1 st (8:50～10:20)<br>2 nd (10:30～12:00)   | <b>【Trip to Kamikochi, Takayama and Shirakawa-go】</b>  |   | Free   | Free         |
| July 26 Mon   | July 27 Tue   | July 28 Wed   | July 29 Thu  | July 30 Fri   | July 31 Sat  | August 1 Sun |
| Japanese Classes<br>1 st (8:50～10:20)<br>2 nd (10:30～12:00)   | Japanese Classes<br>1 st (8:50～10:20)<br>2 nd (10:30～12:00)   | <b>【Feedback Meeting】</b><br>(15:00～16:00)<br><b>【Closing Ceremony】</b><br><b>【Farewell Party】</b>                                |  |   |  |              |
| August 2 Mon  | August 3 Tue  |   |  |   |  |              |
|   | Course ends   |   |  |   |  |              |

## Summary

Eight-week course participants

Four-week course participants

17 from Lund University (Sweden)

3 from Seoul National University of Technology (Korea)

3 from Mokpo National University (Korea)

23 in total

This year's summer school had 23 applicants for 25 spots. Over the last few years, the summer school has been held regularly, always with more than 20 students participating.

The feedback from the participating students was gained through a written questionnaire and a summary session (review session) held on the final class day of the summer school (July 28). The questionnaire (two "A 3" size sheets) was delivered to the students on July 26, and then collected on July 28 (from 21 students out of the 23 total.) To compare with the results of questionnaires conducted in past years, this year's questions were not changed considerably. Meanwhile, what was asked to the students at the summary session concerned events particular to this year and included questions that could not be answered simply on the questionnaire answer sheets. The following deals mainly with the feedback obtained at the summary session.

To obtain frank opinions from as many students as possible, the summary session was not held in the form of verbal questions and answers, which would tend to focus only on the opinions of outspoken students, making it difficult to gather various opinions from all the students. In this regard, at the summary session, the students were provided with answer sheets and then were asked to write down their answers (in Japanese or English) to the questions presented orally by the session coordinator. Although this form of summary session might not be entirely appropriate, it has the advantage of acquiring opinions from all students, as well as giving

the students a detailed explanation on the purposes of the questions before they write down their answers. Answer sheets were collected from 22 students. The following are some of the questions asked to the students at the summary session.

### Japanese Language Classes

Every year, the students are asked about Japanese language classes through a written questionnaire. This year, when considerable changes were made to the programs and form of the Japanese language classes, detailed opinions on the classes were sought at the summary session. As the textbook used for the classes, J BRIDGE replaced *Chukyu e iko* (Go on to the Middle Course). The level of the new text seemed to be appropriate (according to the responses presented by 18 out of the 22 students who submitted their answer sheets). The textbook featured many listening practices, which was positively evaluated by many (15) students. Moreover, almost all (21) students commented that the textbook should also be used at the next year's summer school.

The Japanese language classes were characterized not only by the use of such a textbook, but also by project-style classes in which each student (or groups of students) chose their themes, conducted research outside the classroom and made presentations in class. This style itself was favorably received by almost all (21) students, with comments such as that it provided good opportunities for using Japanese, and that these types of classes should be held again next year. At the same time, not a few of

the students commented that they found it hard to make presentations so frequently (every week). While the Japanese language classes certainly serve as the core of the summer school, it would result in nothing if the classes were too burdensome. In this regard, some consideration may need to be paid to next year's programs.

It was good that this year's drastic program renovations were well received on the whole and turned out to be effective. I hope that the Japanese language classes at the summer school will act at a base for the participating students to further improve their Japanese fluency even after leaving Japan.

#### Trip to Kamikochi, Takayama, and Shirakawa-go (July 22–23)

Actually, over the past few years, there have been some twists and turns regarding overnight trips conducted in the final stage of the summer school. Until 2007, an overnight trip to Kyoto was conducted. However, some people said that Kyoto was a destination the students could visit by themselves. Moreover, there were financial difficulties. As a result, in 2008, no overnight trip was conducted. However, some students said that they had wanted to have a trip, leading to the resumption of the overnight trip in 2009. The destination was not Kyoto, but the area in and around Gifu, which were seen as appropriate destinations for the Gifu University Summer School trip. That was how this year's trip to Kamikochi, Takayama, and Shirakawa-go was realized.

Last year, when the overnight trip was resumed for the first time, substantial feedback should have been gathered. However, for various reasons, a summary session was not held, depriving the International Student Center of the opportunity to hear from the participating students. It transpired that not all the participants were pleased with the trip. In this regard, it was deemed necessary to acquire frank opinions from the students this year.

In the final stage of the summer school the rainy season ended, followed by the beginning of blistering summer days. This year was especially severe. Following the end of the rainy season, when it often rained extremely heavily, the temperatures were above 35°C almost every day. This weather was too harsh for a trip. There was no wonder that some students said that they did not want to go on a trip in such a hot season, that they could go on a trip by themselves, or that there was no need for the trip to be included in the summer school programs.

Nevertheless, the feedback surprisingly revealed that the trip was overwhelmingly favorably received (by 21 students). Although there might be a difference in the students' level of enjoyment of the trip depending on the year, this year's students were happy with the trip. Based on this result, an overnight trip should be included also in next year's programs. However, some improvement must be carried out with consideration given to the fact that some students said that the itinerary was too tight.

#### Internet Access at the Lodge

While we at the International Student Center may be able to improve the quality of classes, lectures and excursions, etc., using our wisdom and various strategies, facility problems are beyond our control. It is necessary to promote steady efforts to make Gifu University act on our behalf, by bringing the summer school's present circumstances to the university.

To our pleasure, more and more improvements have been made to solve facility problems over the last few years. Since 2008, a school bus service has been available between the lodge and the university campus. The students once almost always needed to travel the eight kilometers by bicycle, regardless of the weather. Moreover, the bus service has enhanced safety dramatically.

This year, another great improvement rivaling the beginning of the bus service was implemented: the installation of air-conditioners in the lodge



where the summer school participants stayed during the programs. Although air-conditioners had been installed in the lodge's public spaces, such as the hall and the kitchen, until last year electric fans had been the only means of tempering the summer heat in each student room. With the abnormal weather continuing in the recent years, the center's staff members were anxious that something must be done to avoid the occurrence of any problems regarding the weather. Fortunately, air-conditioners were installed before the beginning of this year's summer school, bringing huge relief to the staff. This summer, the rainy season was soon followed by scorching days, causing many people to come down with heat stroke, as reported in the daily news. I cannot help but think that, without the air-conditioners, many students would have suffered from heat stroke.

After the installation of air-conditioners, the establishment of Internet access has been the second most frequently pointed out factor every year as a lodge improvement request from the students. The Internet is almost essential to the life of students. While Internet access is available on the campus, it is not available in the lodge, which some students feel is inconvenient. When asked about the unavailability of the Internet, only two of this year's students clearly replied that the Internet was not necessary, while many others said that the Internet was necessary, although there were some differences in the extent of necessity indicated.

However, I am concerned that if an Internet service becomes available in the lodge, the students will begin to use the service in their own rooms in the lodge, leading them to spending much more time in their own rooms. One of the best features of staying at the lodge is the establishment of close interactions among Swedish students, Korean students and Gifu University tutor students. They must never be deprived of precious opportunities for such interactions. In this regard, I proposed that it might be good to provide the Internet service not in each of the student rooms in the lodge but to

place PCs in a public space. Asked about the proposal, many (18) students (including those who wished to use a wireless service) liked the proposal. With due consideration paid to the matter of cost, the center is aiming to have PCs placed in a common space to ensure Internet access.

I would like to add one point regarding the facility improvement to be made next year. The International Student Center does not have its own space for free use, causing the center difficulty when securing a classroom for Japanese language classes each year at the summer school. This year, the center used the university's open laboratory space for a fee. From next year, the center will be provided with four rooms that it can use freely, finally realizing the solution to this problem of the past several years.

#### Health Management

One of the best things about this year's summer school was that there were no incidences of serious diseases or injuries. Past years had seen the occurrence of traffic accidents due to the use of bicycles. However, there were no accidents this year. Why not? I asked the students about it, and also considered the matter myself.

This year's students replied that they had ridden their bicycles very carefully. Last year, two major bicycle accidents occurred, making it impossible for the persons involved to participate in some of the summer school's events. This year's students were well informed of such a disadvantage, which may have worked as a good motivating factor.

The rainy season was soon followed by blistering hot days. The weather was certainly harsh, but it might have encouraged many students to use the school bus, rather than commute by bicycle. Moreover, since an air-conditioner was installed in each of the student rooms, that helped the students to sleep soundly. Until last year, the students used to gather in a public space with an air-conditioner until late at night and suffered from lack of sleep, a marked con-

trast to this year.

I sincerely hope that, with consideration given to the characteristics of the participating students, the summer school will be held safely and soundly with nobody suffering from injuries or diseases, next year or after.

#### Interactions between Students of Eight-week Course and Four-week Course

In the present form of the summer school, the participants of the eight-week course are Swedish students, who are joined in the latter half of the eight-week course by Korean students who participate in a four-week course. In past years, there were some cases where the eight-week course students and the four-week course students could not adapt themselves to each other, partly due to the difference in nationality. There were differences depending on the year in the extent to which students could not interact well with each other. This year's students were asked about this problem for the first time in the history of the summer school, although it might have been psychologically difficult to answer frankly.

Fortunately, this year, the number of students who said that they could not adapt themselves to each other until the end of the summer school was very small (just one student). Although the result was relieving to the International Student Center, it is still necessary to deal with such a problem carefully.

Another similar problem was that some of the four-week course students complained that they found it difficult to join in conversations between the Swedish students and the Japanese tutors, who the four-week course students thought were on too good terms with each other. In past years, there were always students who replied thus in the free comment space of the written questionnaire sheets, although the number of such students was small. This year, however, no students wrote such a comment in the questionnaire, which indicates that

there were no major problems in human relationships at the lodge.

Every year, the final question of the written questionnaire is an overall evaluation of the summer school. This year, all the students replied that the summer school was "very good" or "good." The center hopes that next year's summer school will once again satisfy and gratify its participants.

(Momoko Tsuchiya)