

# Euro-Japan Dialogue 2019



Juraj Dobrila University of Pula



University of Ljubljana

**Sites:** University of Ljubljana (Slovenia) , Juraj Dobrila University of Pula (Croatia)

**Members:** Professor Alexander McAulay, Professor Keiko Ishiwata, Natsuho Yamada, Hanako Ota, Akane Takaku, Yuki Ishiyama, Sukwon Kang, Keisuke Nonoyama



## Language learning benefits of short-visit programs

The 14<sup>th</sup> Euro-Japan Dialogue at University of Ljubljana in Slovenia, and Juraj Dobrila University of Pula in Croatia, was a great success. In the 12 years that I have been involved with short-visit programmes at YNU such as Euro-Japan Dialogue (EJD), research results have started to emerge testifying to the language learning benefits of such programmes. For front-line practitioners like me it is obvious that students make language proficiency gains – we see the results, the increased motivation and intensive practice, with our own eyes. Therefore, it is gratifying to see research endorse the anecdotal evidence that Euro-Japan Dialogue has been providing for over a decade. For example, a recent study in *Journal of Studies in International Education* entitled 'Effective or Self-Selective: Random Assignment Demonstrates Short-Term Study Abroad Effectively Encourages Further Study Abroad' showed that programs like Euro-Japan Dialogue are effective in encouraging students to take part in long-term exchanges as outbound students.

From my own observations over the last dozen years working on Euro-Japan Dialogue, the benefit students accrue come from three areas. First of all, EJD gives students added motivation. In a normal English-learning class, the students may have only an abstract notion that they will use English in real life. It is difficult for them to visualize a specific situation where they will have to use English. However, students enrolled on EJD know that they will have to perform in English, they know exactly what the task is, and they have an approaching deadline for when it will take place. This concretization of their objectives galvanizes students. We seem them working hard on all aspects of their English;



**Professor  
Alexander McAulay**

not just grammar and vocabulary, but paralinguistic features such as eye contact and gestures that they can utilize in their presentations. When we are in Europe, traveling on planes, trains and buses, YNU students can be seen consulting notes and practicing their speeches during the down time as we travel. It is a sight rarely seen day-to-day on campus.

The second (related) aspect is the experience of authentic communication with European peers. Classroom language learning is always, to some degree, rehearsed, formalized and non-threatening. When students visit Europe on EJD, they get to experience authentic English use in a variety of registers and settings. The academic session is what they practice for, and their main mission is to convey a message in a presentation and then defend their argument in real-time discussion. This does not always go smoothly, but the trial-and-error process that they experience is an insight into real-world communication that can only be glimpsed outside the classroom, and arguably, in an overseas setting. Beyond the academic session, in informal and social encounters with European students, EJD participants gain stimulation as they discover what Europeans know and do not know

(and want to know) about Japan. They are also able to grasp the effectiveness and limitations of their own English abilities. This gives them a strong base to re-start their English studies once back in Japan.

The final aspect of EJD participation that boosts language learning is the fostering of learner autonomy. Students work in teams, but often take on various team roles and work independently to research their topic. As teachers, we give suggestions, provide feedback, and ask probing questions, but we do not hand-hold. The presentations that students give in Europe are the result of self-guided research and communication with team members.



After Euro-Japan Dialogue, students return to Japan with high motivation, a firmer grasp of their own language abilities and potential, and a sense of autonomy that allows them to chart their own progress as English learners, and global citizens. We are sincerely grateful to all our European collaborators in Slovenia and Croatia who worked so hard to host us and provide students with this invaluable opportunity.

## Euro-Japan Dialogue is a learning arena



**Professor  
Keiko Ishiwata**

The 14<sup>th</sup> Euro-Japan Dialogue took six students and two professors to the University of Ljubljana, Slovenia and Juraj Dobrila University of Pula, Croatia from November 5<sup>th</sup> to November 12<sup>th</sup>, 2019. This was my ninth time in Euro-Japan Dialogue. Each dialogue functions as a learning arena where I can verify the information or knowledge which I have acquired. Euro-Japan Dialogue 2019 was not an exception.

The first verification was women's workforce participation. The professors we met at the two universities were all female professors with one male exception. This is too small a sample to verify women's advancement in society but it reminds me of my quick search on Slovenia and Croatia before going there. Slovenia ranked 11<sup>th</sup> and Croatia 59<sup>th</sup> out of 149 countries in the Global Gender Gap Report 2018<sup>1</sup> while Japan ranked 110<sup>th</sup> in 2018.<sup>2</sup>

The second verification was that the traditional lifetime employment system has been changing. Some Japanese people leave their country to advance their career. They don't cling to the company any more. The Euro-Japan Dialogue delegation visited the Embassy of Japan in Slovenia.

The first secretaries at the embassy gave us lectures about Slovenian culture, politics, economics, and the economic relations between Slovenia and Japan. They kindly talked about their own professional backgrounds in a reply to a YNU student. One went to graduate school with some years' working experience and took the national test to be qualified as a diplomat. The other is working temporarily as a diplomat and her primary job is a professor of Life and Environmental Sciences. Both of them are women and they brought their families to Slovenia. Some past Euro-Japan dialogue participants also changed their companies or careers after some years' work and others went back to school to get a higher degree. They are on the go domestically or overseas to make progress to better jobs or positions.

The third, "Follow your passion" was verified. Participants at both universities were Japanese majors. Their interest in Japanese culture, literature and language motivates them to work harder in order to improve their language ability and deepen their knowledge of Japan.

One of the topics of the dialogue was "Music in Japan".

Three Slovenian students did presentations on Japanese popular music in the 1980s and the 1990s, the history of Japanese "idols" (アイドル), and Ska music.

No Japanese who enjoyed popular music or idols of that time would think that Slovenian students know as much as or more than they do. Ska music started to be recognized in Japan in the 1990s but has not been integrated into mainstream music yet. The Slovenian student's analysis of Ska tempted me to listen to the music pieces.

Another topic of the Dialogue at the University of Ljubljana was "Marriage". The presentations by University of Ljubljana were conducted in Japanese. They shared their local customs for proposing and wedding ceremonies, which interested us a lot.

The topic of the dialogue was "Over-tourism" at Juraj Dobrila University of Pula. A lot of the students showed interest in Euro-Japan Dialogue and volunteered to participate as speakers. Since the Japanese department specializes in Japanese language in tourism, their presentation was insightful and instructive, introducing several sight-seeing spots, the problems caused by over-tourism in each place, and finally sharing the solutions to them. After the Dialogue, they gave us a short tour of Pula in Japanese.

<sup>1</sup> Slovenia ranks 36<sup>th</sup> and Croatia 60<sup>th</sup> out of 153 countries in 2019.

<sup>2</sup> Japan retreats from 110<sup>th</sup> to 121<sup>st</sup> in 2019.



The Defense Language Institute (DLI) Foreign Language Center in the USA puts Japanese language into Category IV, the most difficult language group, which requires 64 weeks, five days a week, seven hours per day, with two to three hours of homework each night, in order to master the target language. Despite this, a one-year university course, much less intense than the DLI enables students at both universities to give presentations or tours in Japanese. Their language aptitude must be high, but also their interest encourages them to learn the Japanese language as quickly as possible.



I would like the Economics students to have this kind of learning arena to verify what they have learned at YNU. "Seeing is believing" is also true.

Last but not least, I would like to thank Prof. Klara Hrvatin, Prof. Irena Srdanovic, Prof. Naoyuki Matsuno, Prof. Stefani Silli, and the Embassy of Japan in Slovenia for having us visit and hold Dialogues and also thank students of both universities for their interest in Japan and their friendliness.



## Experience in Pula



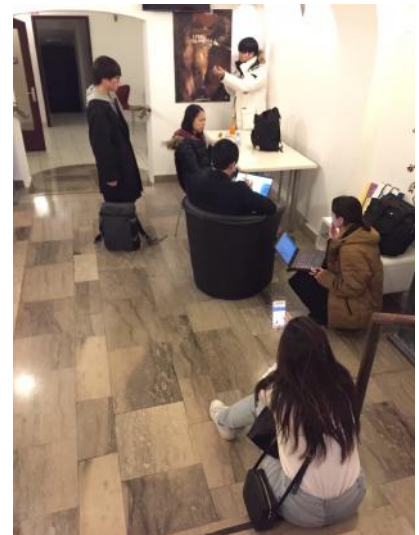
**Natsuho Yamada**

Pula was a tranquil, ocean view and historical city. We just stayed here only 2 days and had to leave early in the morning because of flight. However, I think we could get many wonderful encounters.

First day was whole free day. We moved from Plitvice National park by bus. Then, we went to hotel or hostel and left luggage there in order to see Pula city. Akane, Hanako and I did sightseeing together. We went to Amfiteatar u Pula (in English "Amphitheatre of Pula"), walked along the sea and had a lunch at a restaurant Orfej. We could see how strong effects the Pula city gets from Italy.

The amphitheater has architectural style like the Colosseum in Rome. There are a few open restaurants on Sunday because Croatia is a catholic country. So, we went to Orfej dinnertime, too. The waiter was brimming with curiosity. After she knew we are Japanese, she tried to learn Japanese. We wrote "Arigatou" and "konnichiwa" in receipt and enjoyed communicating with her.

Next day, we met students in Juraj Dobrila University of Pula. After presentations and discussions, we had historical tour and diner with students. On the historical tour, we saw valuable remains and Augustov hram and listened the explanation by one of the teachers in Juraj Dobrila University. I was surprised because remains suddenly appeared on street and seemed not to be protected strictly. On the dinner, we enjoyed conversation with students. We talked about music, trends in each country and so on. After dinner Akane, Hanako and I went to student's house with some students in Pula. We played game, drunk wine and talked whole night. I think we could know each other well and achieve international communication.



## Accommodation

I prepared accommodations because I wanted to decide my budget as early as possible. It was first time for me to go abroad, but preparing accommodation was not so hard thanks to the Internet.

I reserved Tresor hostel in Ljubljana and Top Center Rooms & Studio in Pula.

The former, I booked in August through "Hostel World". It was dormitory type. Each bed cost about ¥2100 each night. The later, I booked in October through "booking.com". It was apartment type. It cost about ¥20000 for 7 people in 2 night. I booked 2 rooms, for women and for men, in each accommodation.

Location, cost and reputation are

important to choose accommodation. I think the most important is reputation. I carefully search the reputation, especially Japanese's reputation because they may well have more or less same criteria.

Finally, my members seemed to be satisfied enough both accommodations. It was cheap but had free Wi-fi, clean room and kind staff.



## Preparation

First, as you get accepted by the EJD you will have meeting once a week on lunch time. We had it on Friday lunch. The University that we visited suggested topics for presentation, and each one chose one topic they wanted. Then we made a group of 3 people in it.

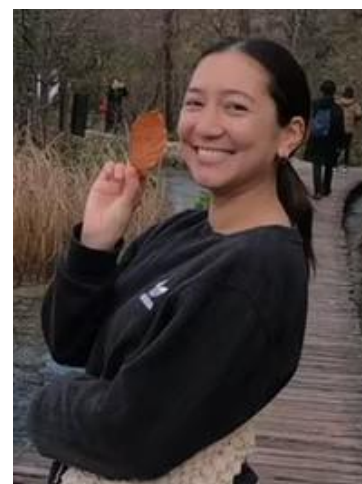
My group, we had chosen "over tourism" as a topic. Every Friday on lunch we discussed how much we were researching and making preparation. On our first meeting as a group, we decided the subtitle, then made an outline. For each subtopic we put one person. So, we separated our presentation in 3 subtopics, which were introduction of over tourism and in Japan, economic effect of over tourism and over tourism in Japan (benefit and disadvantages). As we separated each one in each topic, it was easier and faster for each one to work on it. We met once or twice a week to discuss and comment on each one's preparation. I supported my members in grammar, and when someone lack on information we helped them to find the source.

We presented to all the member twice before we head to EJD. Also, right before the presentation we did once, so in total we did 3 times in front of teachers. It is important to listen to what other member think about your presentation, their feedback will let you improve your presentation. We always realize at some mistake on presentation as we got feedback.

Farther more, we took around 15 hours as group to prepare the presentation. And each one took much more than that. It was important to read articles about topic, because you will have discussions after the presentation. Therefore, you must be ready for any kind of questions they ask you. Day before the presentation, I read many articles about over tourism and it helped me to talk more at discussions.

If I could do the presentation one more time, I want to put more information about Japan in it rather than overall information. When we

had the discussion, students were asking us specific information of Japanese over tourism. We picked only one city to explain it, because we thought we wouldn't have enough time to discuss all. Even if we don't put information on presentation, I needed to have an information of at least major cities in Japan. We had questions about other cities, and we couldn't have the academic answer for them.



**Hanako Ota**

## Socialization with students from Ljubljana University



After all the presentation and debates with students, we had a get together dinner at restaurant. Right after we finished debate, we asked some students if they would go to the dinner with us, and half of them were saying no. I talked to them to come talk with us, but their reaction didn't seem that they would come.

However, when we arrive at university, most of the students who I talked came. And they were

excited, so I was excited too. At restaurant we tried to talk only in Japanese, because they were in the Japanese departure and they also wanted us to talk in Japanese.

We told them the Japanese lifestyle and we also learned their culture and lifestyle. I learned their language too. I tried to ask and talk to all the people around my table to everyone to get to know. We all had a lot of fun.

## Presentation of “Marriage”



**Akane Takaku**

The word “marriage” ties with a variety of topics and there are various shapes of marriage such as same sex marriage, common-law marriage and so on. However, we had only 20 minutes and therefore we had to decide what we focused. So, we only focused on the way of finding a marriage partner, Konkatsu. Recently, declining birthrate and aging population have become a big problem in Japan but according to the statistics, many young people want to get married in the future though they have a partner. We were interested in how so many Japanese people find a marriage partner and decided to focus on it.

Our presentation had three chapters. The first one was about the way of holding a wedding ceremony of Japanese people. We introduced two different types of wedding ceremony, one was traditional Japanese style marriage called Shinzenshiki and the other one was Japanese-western style marriage used a plastic church. We used two short movies to try to show both types of wedding ceremonies visually in our presentation and worst of all we missed the sound. We were not able to achieve a rapid and accurate response to a panic. It was caused by our ignorance. Next one was what was Konkatsu. Several decades ago, almost all Japanese people used omiai as a public meeting place, on the other hand now we can use so many ways like matching app, marriage agency or Konkatsu party but not omiai. Finally, we made a conclusion. Recently, increase in the lifetime unmarried rate and advancing of late marriage have become bigger problems in Japan. However, many young people want to get married and

therefore they positively join in some activities to find a marriage partner, Konkatsu.

After our presentation, we had a Q&A session. It was the hardest time for all of us because of our limited English level. I really recognized understanding the question accurately and then giving an answer to it was quite different from a casual conversation with my friends. And thinking about time for presentation, our presentation seemed overall good, however, thinking about our majors it was not so enough. Although all of us majored in economics, we were not able to think about marriage as a numerical aspect. During a Q&A session, many questions we got but all of them were personal and social ones not an economical one. In addition to that, because we didn't have time to prepare for and practice our presentation, the performance of our group was somewhat awkward, of course. But all things considered it was quite a productive presentation.



## Historical Tour in Pura

We had a historical tour in Pula, Croatia. After all the presentations and a Q&A session, we (the students of YNU) and the local students walked together around the town listening to some explanations although the day of the historical tour was rainy. Pula is famous for its many ancient Roman buildings and they are dotted within walking distance.

In the square that goes straight south from the Pula Amphitheater is the Arc de Triomphe of Sergius, also called the "Golden Gate" which was built by the Sergius family, who was a Pula influential person in ancient Rome. It is one of the tourist spots where the Corinthian architecture is distinctive, and the decorations and the decay of stones make us feel like the ancient Rome. Around the gate, there were colorful and cute buildings that stand out from the gate's history.

The Augustus temple on the Forum Square is one of Pula's typical tourist destinations. This temple was built for the first Roman Emperor Augustus between 2 and 14 AD, and is a beautiful temple-like column. It is now used as a museum but sadly when we visited there, the museum had already closed. There is Pula City Hall next to this temple and the city hall is a typical Gothic building, using the Venetian Government Hall, built in 1296. Forum Square, where the Augustus Temple is located, is surrounded by such historic buildings and is one of the most beautiful sightseeing spots in Pula. There are also open cafes around the square.



"Dilke's defeated floor mosaic" is a fine mosaic created around the 3rd century and is one of Pula's valuable remains. This mosaic was found in an old dwelling near the St. Mary's Church after a bombing in the Second World War. It is now moved to an inconspicuous place in the back alleys of the old town, and it is covered with iron bars in a cool place not exposed to direct sunlight because it is very important. There are no signboards and it is difficult to find if you don't know that existence and when we went there no one including local residents didn't know what it was. Surprisingly, all the people said they had never been there.

Overall, the historical tour in Pula was so amazing but the weather was so bad. We walked around the town with the local students chatting each other. It was also a valuable experience for me





## Presentation by Students in Croatia.



**Yuki Ishiyama**

In this Euro-Japan Dialogue, we went to University of Pula in Croatia and we had presentation by students there. They talked about Over-Tourism in Croatia. These days Croatia has been become more and more popular as a tourist destination, so Over-Tourism is very big problem for them. For example, in summer many tourists come to Croatia and they want to take accommodations like hotel, apartment, hostel and so

on, so rental cost become higher and higher in summer. People who lived there have negative effects. In fact, some students go out of the city in summer because rental cost became too expensive. I was so surprised because I had never heard such things in Japan. We can get a lot of information from internet, but we can't know what is really going on, how they feel and what they think. The presentation by students in Croatia broadened my knowledge and my horizon. Moreover, I learned different point of view. I also had a presentation about Over-Tourism, but the contents are quite different between our presentation and theirs. As economic students, we mainly talked about economic side, but they talked about culture side. They talked about how they felt. In Japan, Over-Tourism is still not big problem, so I couldn't imagine how they felt. Their presentation told me how they were confused. Before the presentation I had ideas about only economic side, but after the presentation I had both economic and culture side ideas. Through

this presentation, I learned other point of view and I could deepen my knowledge.

In addition, I improved my English skills through this program. They used unfamiliar phrases and words. Cultures are different between Japan and Croatia so used words are also different. I learned many words which are not used in Japan. In addition, pronunciation is also a little bit different from in Japan, so I improved my listening skills. I improved many English skills.

In this program, I learn many things. I learn other point of view and I improved my English skills. I think this experience will help me in the future.



## Presentation in Croatia (about Over-Tourism)

I had a presentation about Over-Tourism at University of Pula in Croatia. We mainly had 3 sections. Firstly, Hanako introduced Over-Tourism all over the world and what is Over-Tourism. Secondly, I talked about economic side of tourism in Japan with the date by national government. Finally, Akane talked about Over-Tourism in Japan, especially problems in Kyoto. In Japan, Over-Tourism is not well-known but in many other countries it is big problem. We had many difficulties because we didn't know about Over-Tourism well and it is not recognized as big problem in Japan. Through the presentation and preparation, we got many knowledge and various points of view. Presentation section was really useful, but I think Q & A section was much better for me. Students in Croatia majored Japan and Japanese and Over-Tourism is very big problem there, so many students were interested in our presentation and they have many questions. As economic student, we talked about economic side but they majored Japan, so their

questions are mainly about Japan especially culture side. We were very confused because we had never expected such questions. This told me that we had only one perspective. Through Q & A section we got more and more information and got various point of view which we never got in daily life in Japan. Croatia is different from Japan in many ways, so students in Croatia have different ideas from those which we have. Discussion with students in Croatia was really productive.

In Japan, we have very few opportunities to have presentation and discussion with foreign students. I had never actually had such chances before Euro-Japan Dialogue. Thanks to this program, I improved English skills especially speaking and listening, had new ideas about both culture and economy and came into contact with other cultures. After this program I became more interested in other cultures and I got many ideas.

## Plitvice Lake National Park

After finishing the schedule in Slovenia, we headed our next journey to the Croatia. And as a first destination before the presentation in Juraj Dobrila University of Pula, Plitvice Lake National Park was waiting for us. As a brief introduction of the park, it is known as one of the UNESCO World Heritage. Especially, as we can find out through the name of the park, it is famous for its beautiful lakes.

Starting from the day of our arrival to the Plitvice Lake National Park, we stayed two nights in the hotel nearby called Jezero. I remember it was basically a nice hotel with outstanding view of the Park. Since the park had already closed on the first day, we had no choice but to stay in the hotel. However, thanks to the wonderful view over the balcony of the room, it had our meaningful break time by sightseeing.



Finally, on the second day, it was time for us to hike the Plitvice Lake National Park. In order to follow the course in guiding map, we started with riding a bus. And after about 10 minutes of riding, we were dropped in the middle of the park where we could start our hiking. During the hiking, we were able to encounter to the great nature of the park. Starting with the beautiful lakes, we were also able to see lots of waterfalls. Even though the weather was fine, I remember there were a huge waterfall that made all of us get rained on. But it was fun

time after all. We took some photos in front of the place while we were getting all wet. Also, there were a cave we could go in. And personally, I thought it was bit of a dangerous try for us to go inside because the stairs in the cave were terribly slippery. But fortunately, everyone safely had managed to pass through.

Through way back to the hotel, we got some trouble finding the way in the middle of the park. And there were no one but us. I remember even the google map wasn't that useful at the time. So, we had to find the way ourselves. But to tell the truth, I believe that factor rather made our trip more meaningful. Because we were lost, we were able to find some hidden spots that people barely go. And those places were also as beautiful as the locations where people usually know. Or even more beautiful. Above all, it was more like adventure.



**Sukwon Kang**







## Embassy

Day after the presentation of music trend, we had a schedule visiting Japanese embassy in Slovenia. Luckily, the embassy was closer than I thought which we only needed few minutes of walk from the hotel we were staying. The first impression of the embassy inside on the first floor was extremely quiet and strict. We needed to be checked by officers before the enter to let them know we don't have anything dangerous. However, the officers kindly welcomed and all of us were able to pass the gate with no problems. As we moved to upstairs after the security check, staffs who were waiting for us greeted warmly. And we could finally start the meeting.

As a first step of the meeting, we started with having chat about some ideas of Slovenia. And the staffs told us some basic information about the country, and what they do as workers in embassy. Basically, they work for Japanese who might get trouble in Slovenia. It could be a Japanese traveler who's just visiting the country for a day, or also it could be person from Japan that study there for a long period.



Furthermore, through the meeting, we were also able to hear some working situations in Slovenia and some answers from the questions we asked. The staffs told us about some of their experiences working in Slovenia and also the impression about it. According to the conversation at the meeting, there has been Japanese related events taking places frequently in Slovenia, and many Slovenian have participated it. Through that fact, we could find out that there are lots of Slovenians that are looking forward to know about Japanese culture. Overall, I believe it was meaningful time that helped us to know there has been lots of hard works going on in terms of cultural exchange.



## Presentation of “New Trends in Japanese Music”



**Keisuke Nonoyama**

I report about our presentation “New trends in Japanese Music” which was given in Ljubljana University.

Natsuho Yamada, Sukwon Kang, and Keisuke Nonoyama gave this presentation at the class of Japanese faculty in Ljubljana University.

Here are the contents of our presentation;

### Interesting Questions

We gave this presentation in about 20 minutes, and then we proceeded into question and answer session. In Q&A, there were many questions about VOCALOID and Japanese Idol Business. Most of Ljubljana University students seemed to be familiar with such Japanese cultures, so they gave us many interesting questions.

These are some examples.

- Are there any VOCALOID characters other from Hatsune Miku?
- Why does a man (who bought same 585 CDs of AKB48) dump his CDs?

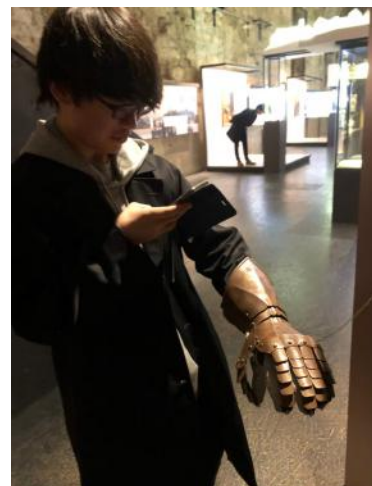
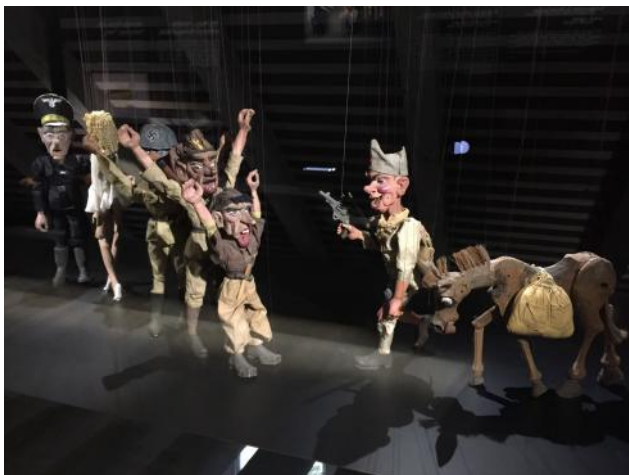
- Rental System grew specially in Japan because there were no counter-measures. Rental System is beneficial to growth of whole Japanese music industry, and it become part of reason of the “New Music Trends” appearances.
- As one of “New Trends”, VOCALOID music is becoming popular in Japan. This music culture is characteristic in terms of being opened up to every people for free. But of course there are problems related to Copyrights issues.
- “Japanese Idol Business” is also characteristic one of Japanese new music trends. Philosophy of “selling CD more than one” is a remarkable feature of this business, as can be seen from the example of AKB grope. At the same time, this philosophy cause some problems, such as over selling and clinging to old media.

- How do we get information about VOCALOID/Japanese Idol?

We could almost answer properly for such questions, but we were not be able to make a few students satisfied with our answers.

Of course, there were some flaws with us, but the students understood us for the most part.

Generally we are able to say that we got a certain result and success.



## Presentation About Overtourism by Pula Students

I report about the presentation about overtourism in Croatia by Jurai Dobrila University Pula students.

At first the students were supposed to give two presentations (one is in English, and the other is in Japanese), but they did only one presentation in English because of lack of enough time. They did the presentation after the presentation by YNU students about overtourism in Japan. The theme of their presentation was also overtourism in Croatia, and more than ten students were participate in this presentation. First, I introduce some of the contents of their presentation.



They explained about overtourism from following four examples of famous tourist spots in Croatia; Zagreb, Dubrovnik, Plitvice, and Pula.

These four spots are suffering from too many tourists' visiting, and there are especially serious problem in Dubrovnik and Plitvice.

In Dubrovnik, the problem of lack of living space is remarkable because the existence and increasing of hostels cause soaring of housing expenses, and take away lots of living spaces from local residents.

And in Plitvice, environmental problems occur. Plitvice is famous for the National Park which is rich in lakes and falls and registered as World Heritage Site. But water pollution is proceeding in Plitvice these days.

Zagreb and Pula also have similar problems about overtourism.

But Croatian governments already take solutions by making laws each of which are the solutions to each problems. The word of "Controlling Tourists" expresses well the Croatian attitude to overtourism problems.

After their presentation, we proceeded discussion part about presentations of each other's.

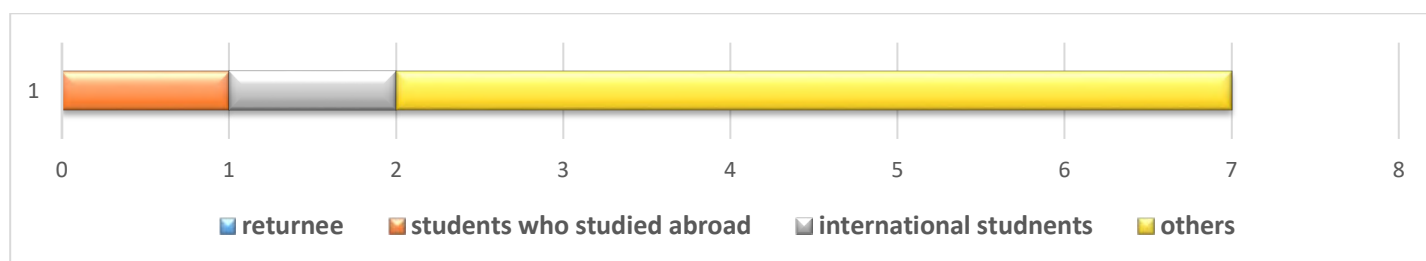
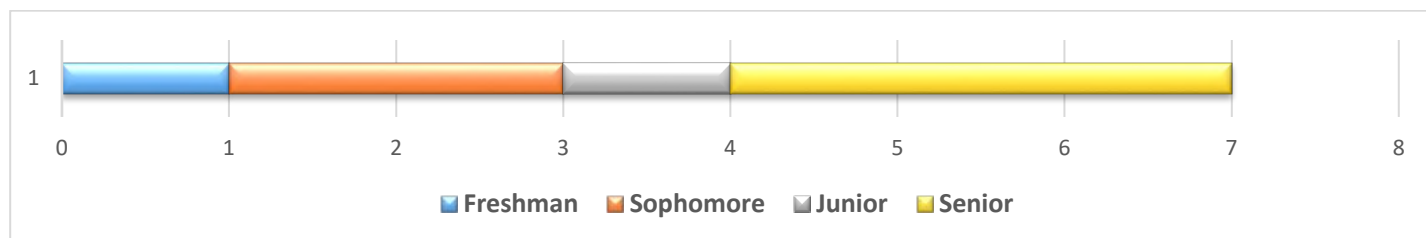
There were six or seven questions from YNU students to Pula students, and about the same amount of questions were from Pula to YNU. In the end, I write down some impressive questions

- Is the primary industry sightseeing in Croatia? (from YNU)
- Why do not Japanese governments take any measures or make laws as the solutions for overtourism problems?



# Euro- Japan English Dialogue, 2019

## Participants



## Proficiency Test Level/Scores

- During the preparation period, did you take any proficiency tests? If so, write the most recent scores.

TOEFL 530	TOEIC 780, 870	IELTS 6.0	STEP TEST (The Society for Testing English Proficiency)	Other scores
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- During the preparation time, did you take measures to improve your English communication skills, or did you start new activities or join a circle to improve your international understanding? If YES, write details here.

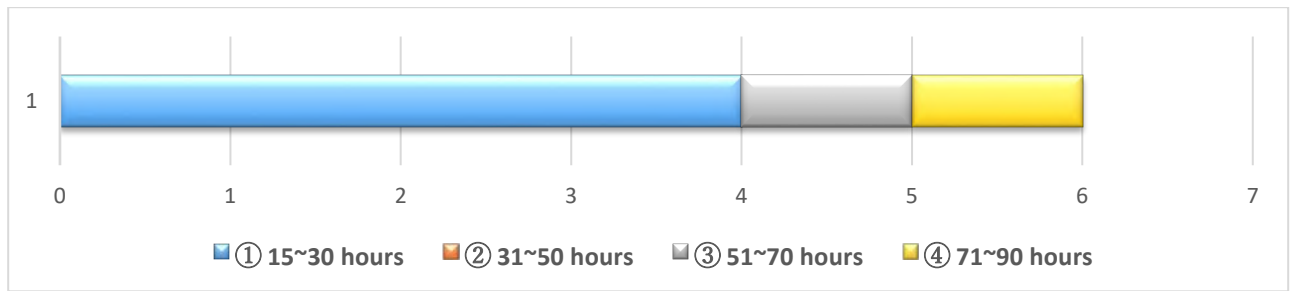
- I improve international understanding by activities of tutor.
- I did solo traveling around Italy, where I used English most of the time. It reminded me how to speak English with others.

## EJ Dialogue

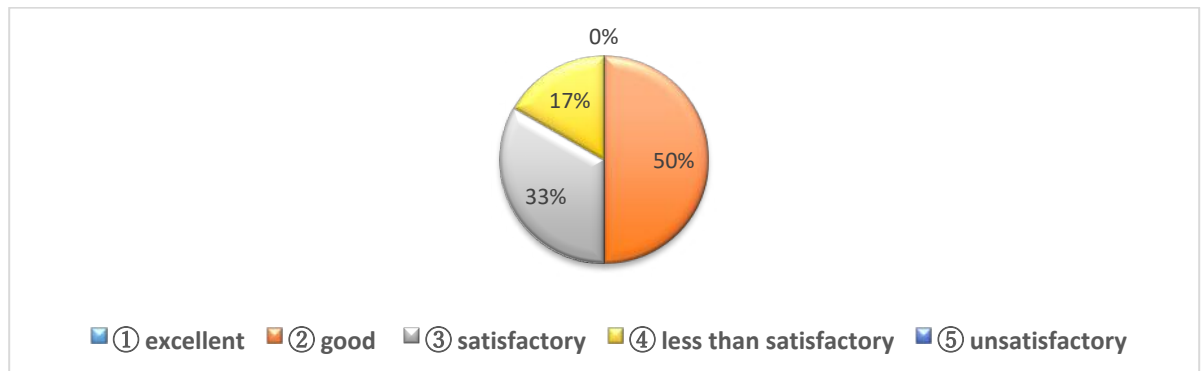
### (1) Presentation

- How long did you spend on the EJ Dialogue presentation? Friday meeting , rehearsals, your own research, group discussion, Practice, PowerPoint slides, rehearsals and so on





## 2. Reflect on your presentation and rate your own presentation.

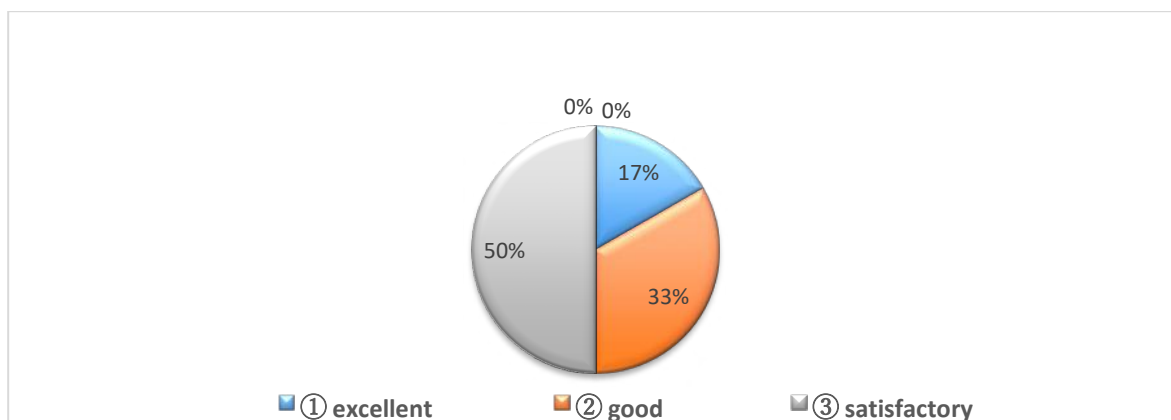


### Please give reason why.

- I think the presentation itself is good but I didn't answer the question well so I should have had more research to answer questions.
- Because we could have put more information about Japanese over tourism which we did poorly compared to the presentation from the Pula university students.
- I almost give up to practice because 2 presentations are too much. I should have practice more.
- 約7分ある自分のパートをすべて暗記してプレゼンする、ということ自体がまず初めての体験で、それを海外で、大きなミスなくまとめられたので、全体として良い評価を与えた。ただ、やはり対応力やアドリブ力などで改善点もあったので最高評価はつけなかった。
- 様々な問題が起きたものの、特に大きな失敗をすることなくなんとかこなすことができた一方で、経済学部としてのプレゼンテーションになっていたかと言われるとそうは言い切れないと思うから。

## (2) Contribution

### 1. Reflect on your contribution to EJ Dialogue, 2019 and assess your own contribution.

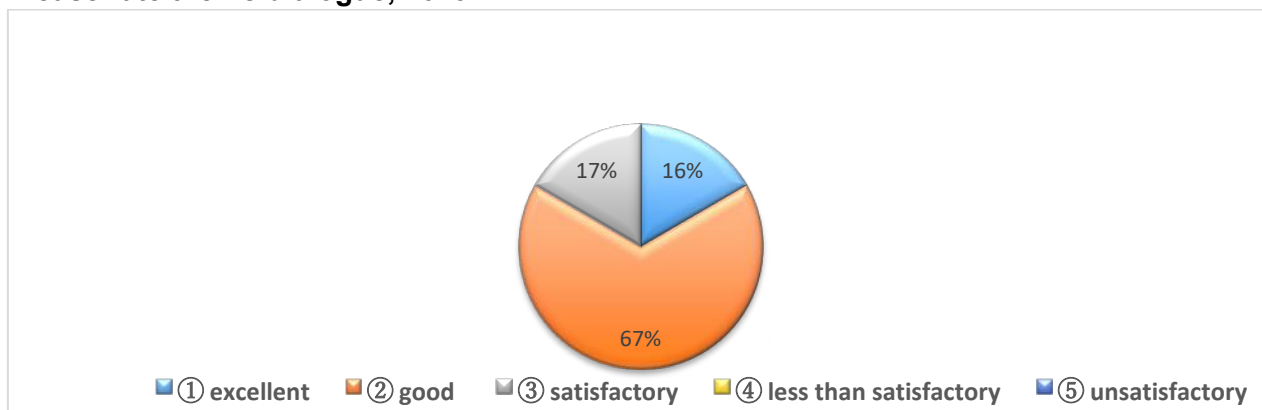


## 2. Explain how you feel you were able to contribute to the development and success of Euro-Japan Dialogue 2019

- I supported other members by making the question and I had one more presentation instead of a person who couldn't join this program so I feel I could contribute to the development and success.
- As I had more experience of English and communication between other countries, I helped group during Q and A to translate English questions when presenter didn't understand it.
- We could not ask good question. So, I should have learned more about the topic of students in Slovenia and Croatia. If I spent more time to research, I might be able to ask.
- 自分がプレゼンを行うパートでは収穫が多く、ある程度の貢献も出来たと思う。しかしディスカッションのパートでは向こうの学生の英語力に圧倒され、なかなか主体的に混じることができなかった。貢献の出来る範囲と出来ない範囲で差が大きく、全体的に貢献できたとは言い難いと感じる。
- As one of the groups to make presentation of 'The music trend', we all worked together by taking several meetings. And I believe I made all the meetings that I should attend and participated as an audience for each presentation rehearsal.
- 最終的に2つのプレゼンテーションを行うことになり、marriage に関しては直前に詰め込んだ内容で質疑応答まで、内容はともかく対応したから。

## (3) Overall View of EJ Dialogue

### 1. Please rate the EJ dialogue, 2019.

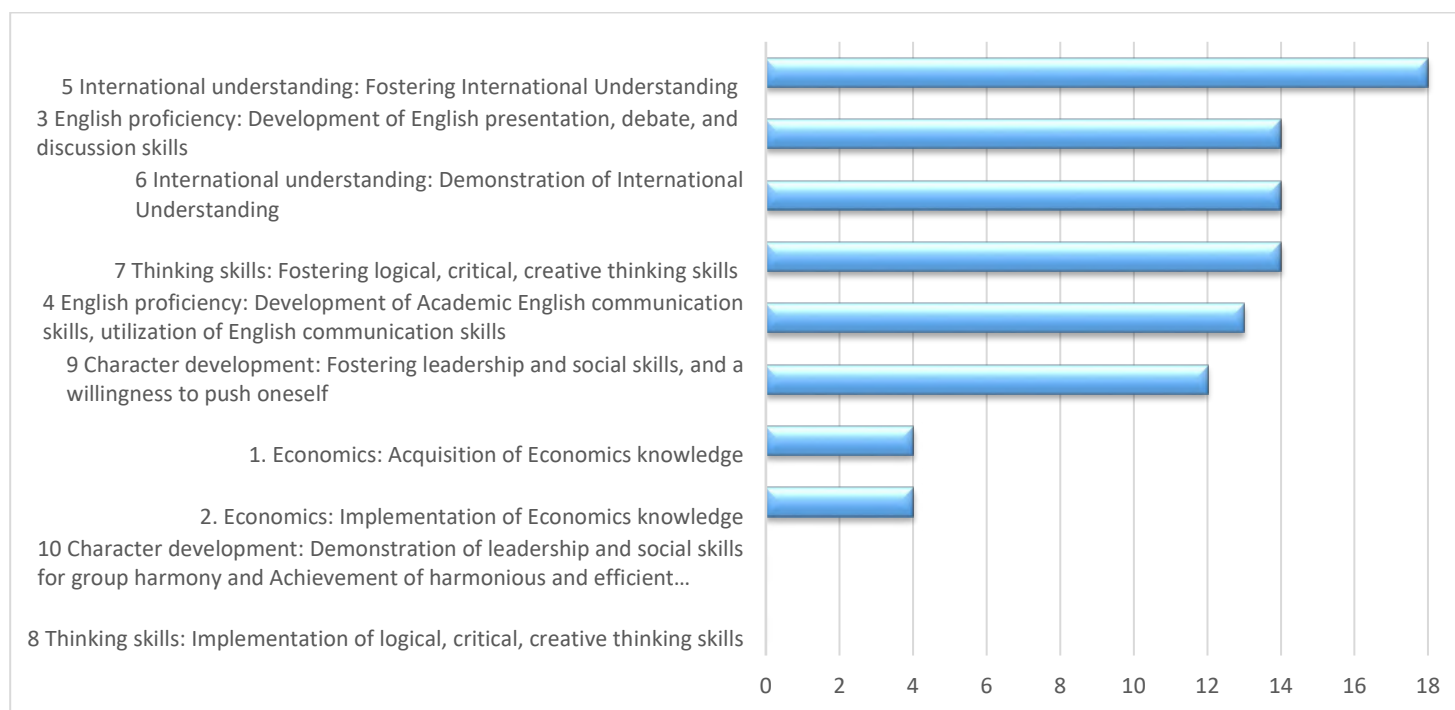


## 2. Please give reason why.

- This program is great and I satisfied but I wanted to have more time with foreign students.
- I get valuable experience through the program. I learned how to prepare accommodation, make English presentation with team members, and communicate with people around the world. The schedule was a little bit harder than I thought. This program was informative experience for me.
- とても楽しく研修を終えることができた。もちろん交流プログラムでもそうだが、他の時間でも観光など様々な体験ができるよう先生方が取り計らってくれ、非常に多様で有意義な経験をする  
ことができた。
- I found it really meaningful program in terms of lots of contents it had. The program was having lots of additional contents that the members could share plenty of time with other students of Slovenia and Croatia. And I enjoyed the activities too.
- We could had prepared more detailed information to have a decent discussion about the topic.
- 大きな失敗なく終えることができたから。

## (4)Goal

1. Could you achieve your goals in EJ Dialogue? Choose your highest achievements from the list below and write them in order (starting with the highest).



Economics	1. Acquisition of Economics knowledge
	2. Implementation of Economics knowledge
English proficiency	3. Development of English presentation, debate, discussion skills
	4. Development of Academic English communication skills, utilization of English communication skills
	5. Fostering International Understanding



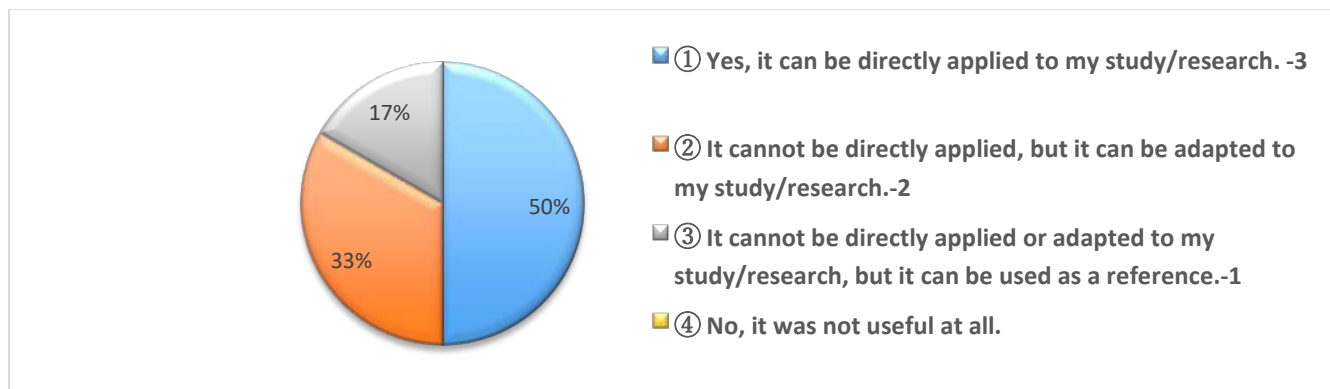
International understanding	6. Demonstration of International Understanding
Thinking skills	7. Fostering logical, critical, creative thinking skills
	8. Implementation of logical, critical, creative thinking skills
Character development	9. Fostering leadership and social skills, and a willingness to push oneself
	10. Demonstration of leadership and social skills for group harmony and Achievement of harmonious and efficient teamwork, achievement of a higher and challenging task

## 2. Describe what you acquired through the EJ Dialogue (other than the above).

### Confidence that I can communicate through English

- To understand students in other country, especially Japanese major.
- How should I do when I lost passport.
- 英語に対する恐怖や抵抗が少なくなったと思う。学生も含め現地の人はみんな英語力が高く、上手になくてもこちらが何か言えば理解してくれた。そのため、英語を用いても理解してもらえない恐怖は少し和らいだと感じる。
- I was able to see that how and what western students like about Asian culture and I think it was precious chances for me to have conversation on that topic.
- 大学の英語 presentation という授業では学べなかったのだが、話し言葉と書き言葉は違うということが今回の大きな学びであったと思う。相手に何かを伝えるには、できるだけ簡単に短い言葉を使うことが大切だと指導を受けたが、英語学習を行うときにそのようなことを考えたことはないなと実感した。そして、今までの英語学習においての課題を見つけることができたのも大きな収穫であった。
- I improved my skills to create power point, design wise and technique to show what I want to show the most.

## 3. Do you think the knowledge and experience you acquired through the program will be useful?



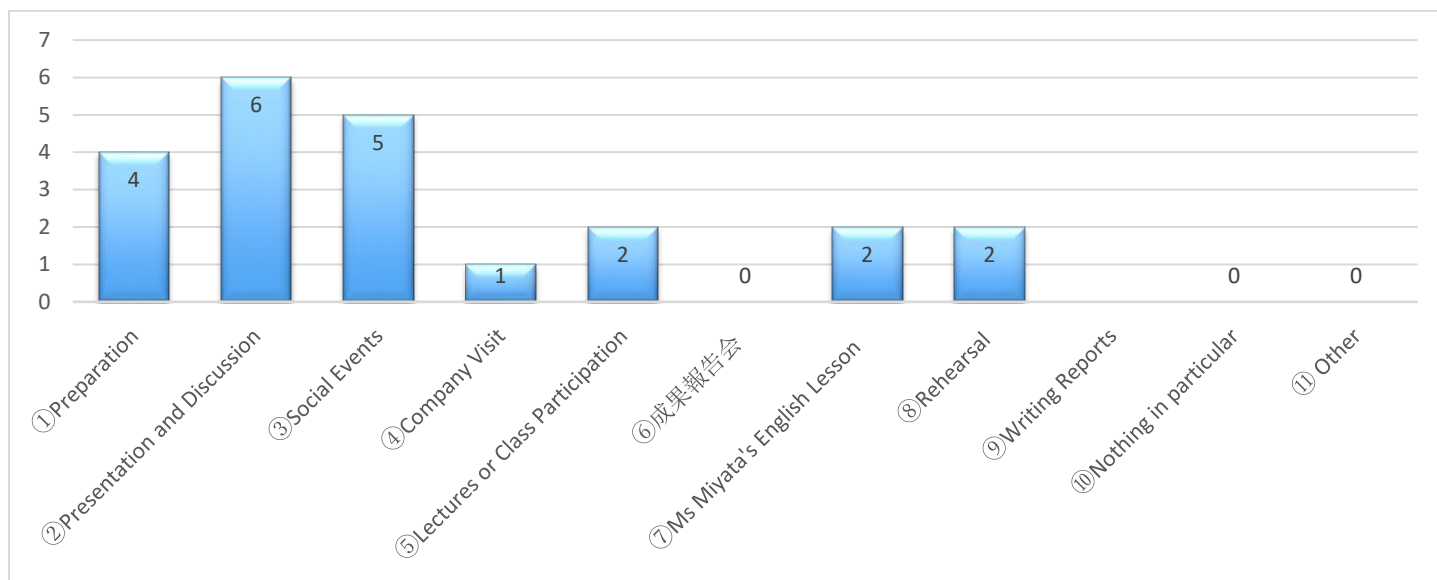
### Please give reason why (if any).

- Through this program I have more interests in other cultures and nations.
- As a person who is planning to make challenges to the abroad, I will continue my journey to other countries that I haven't been. And I believe the experiences that I've got from this program will help a lot in terms of understanding intercultural environment.
- This experience improved my presentation and debate skill that ca be used when I enter to the company.
- そもそも自分の研究テーマなどが現時点ではないため 3 を選択したが、分野によってはこの経験が活きるものもたくさんあると思う。 -1

- ・ 欧州英語討論会に参加することで、日本と同じく英語が母国語な訳ではないスロベニアとクロアチアの学生と関わることができ、自分の英語力の乏しさを実感できたため、今後の英語学習に対するモチベーションに繋がると考えている。

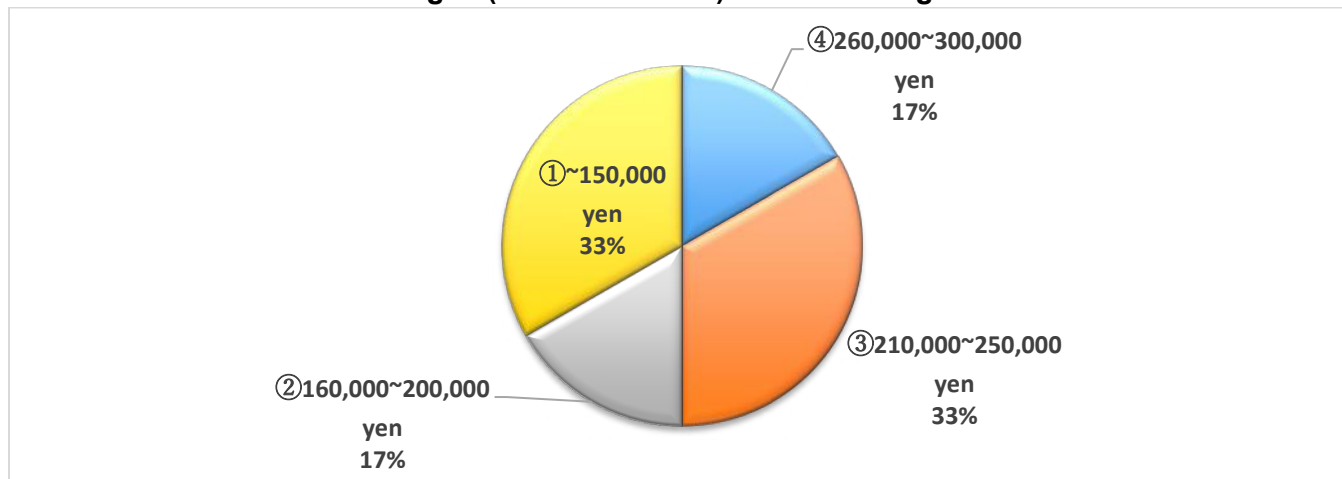
## (5) EJ Dialogue Activities

Please choose useful activities. You can choose more than one.



## (6) Cost

1. How much did the EJ Dialogue (Nov.5 to Nov 12) cost including subsidies?



2. (JASSO Scholarship/ Y60 scholarship students only)

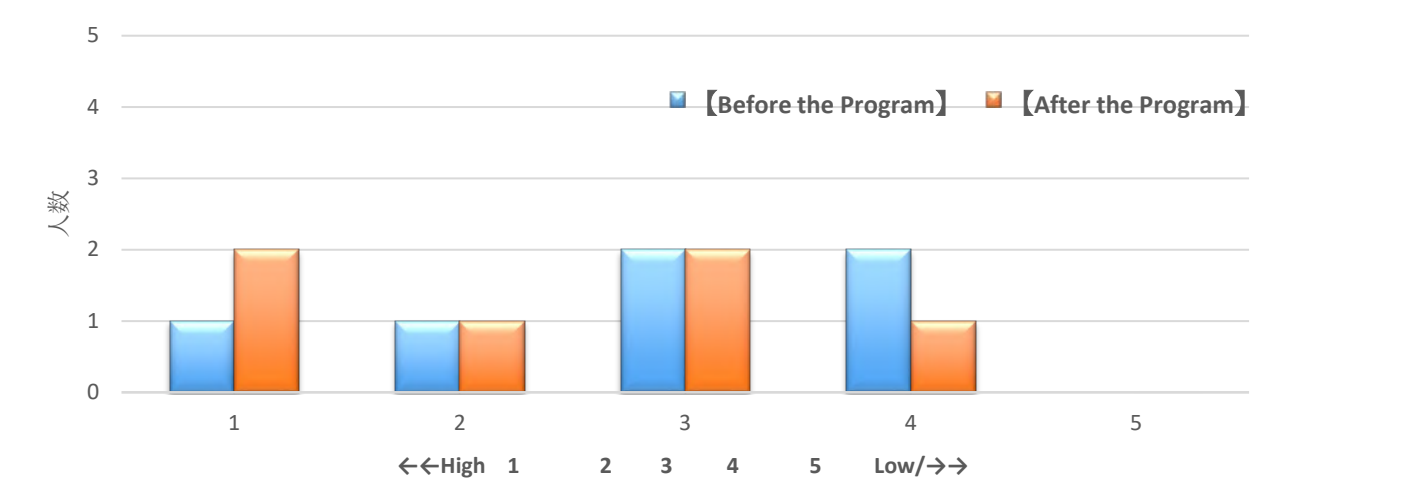
If no subsidy had been provided, would you have wanted to take part in EJ dialogue?

No.

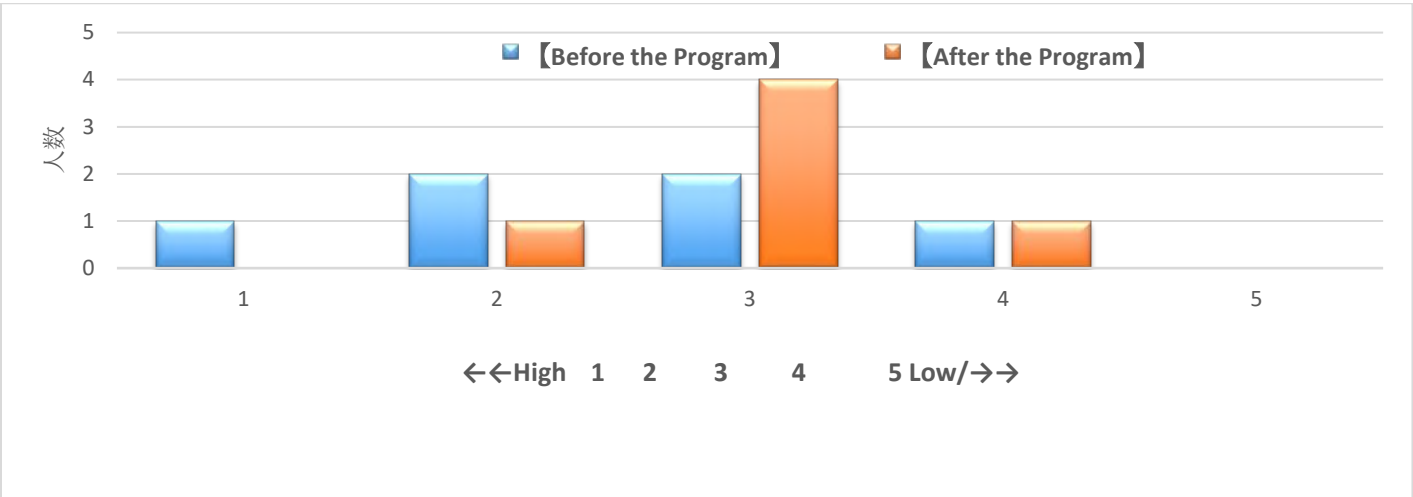
## (7) Motivation

1. Please rate the level of your motivation for the following categories before and after the Program.

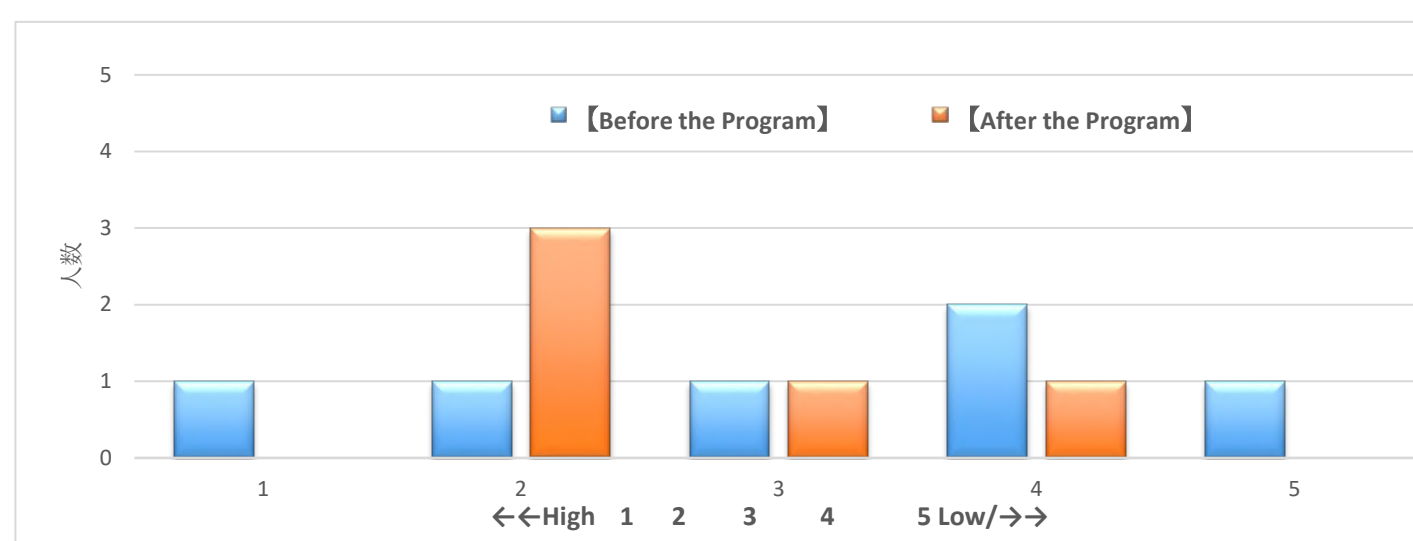
For studying abroad:



For your study/research;

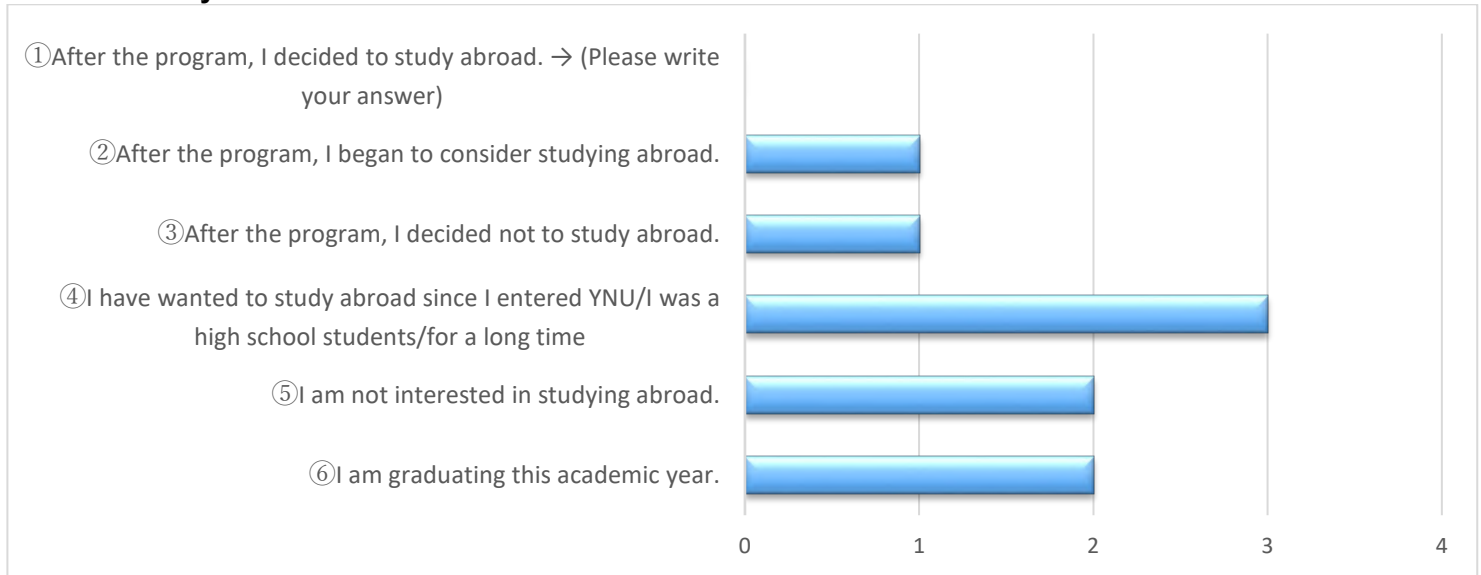


For international understanding ;

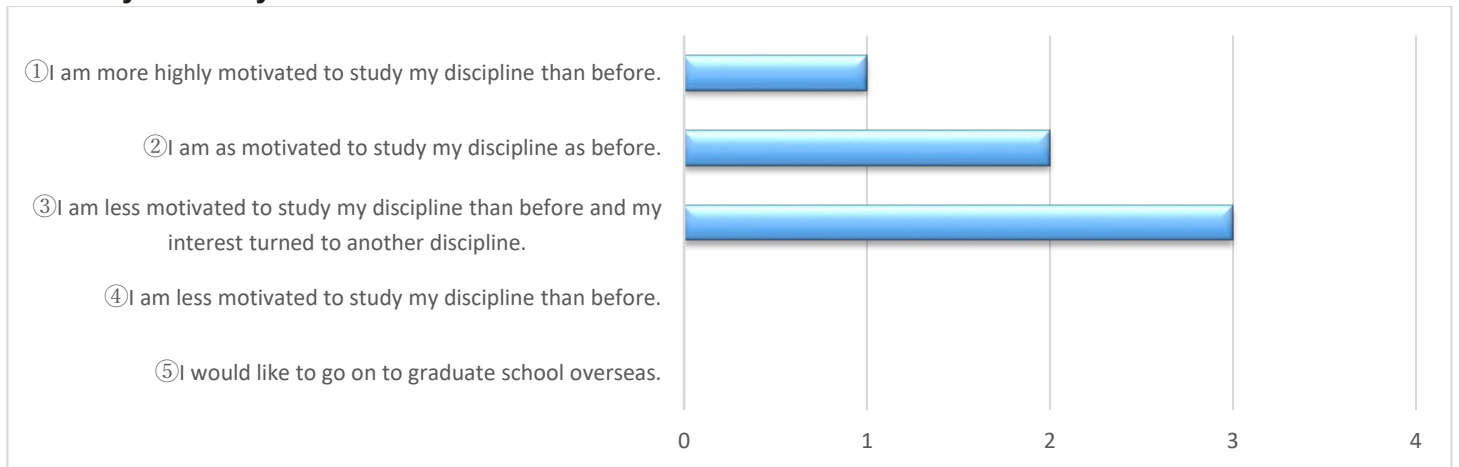




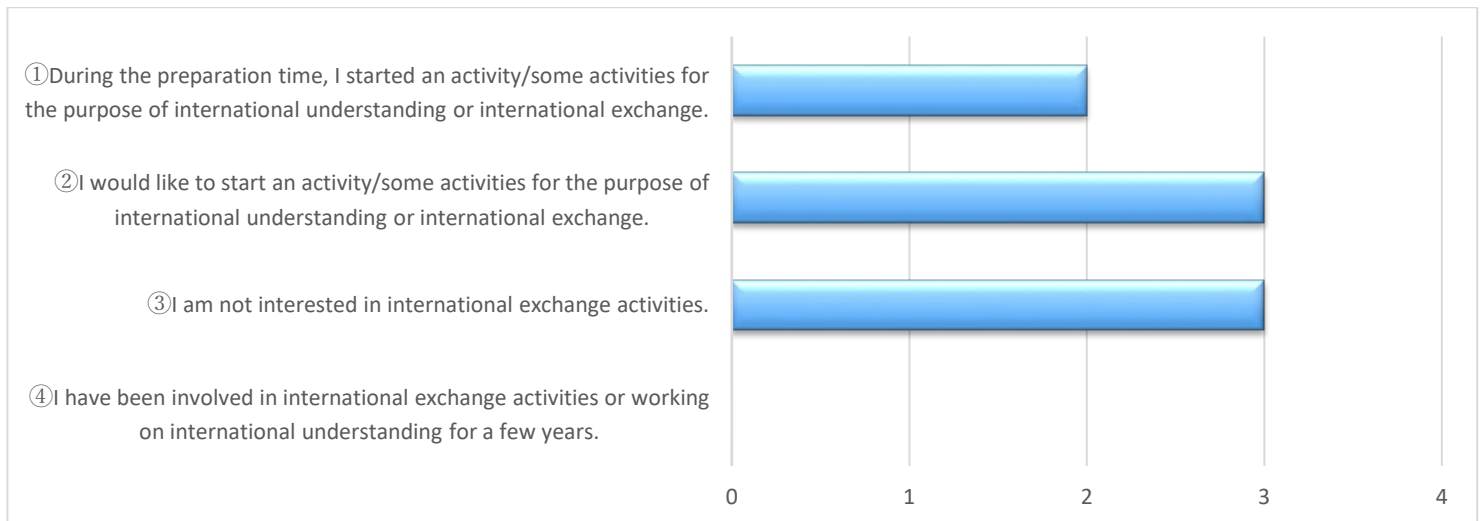
**After the program,  
For studying abroad:  
Please select your answer.**



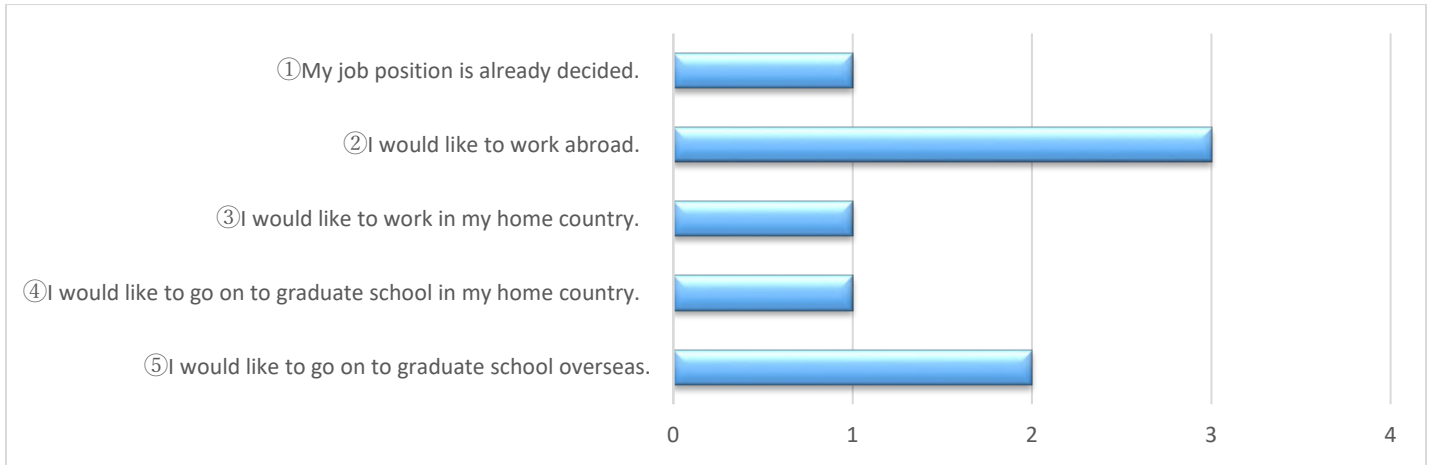
**For your study/research:**



**International Understanding**



## Your Future Career



### (8) Make some suggestions on how to improve EJ dialogue

- To get more participant, season should be changed.
- In case someone give up the program, it might be better to have more team or to do presentation one by one.
- In my personal opinion, I felt one week was little bit short for this program. By making the program at least two weeks, I believe there'll more study to prepare but also lots of improvement and chances to know students of the country the members go.
- I think it is good enough.

Thank you very much.

2006 • Youth unemployment	GERMANY & FRANCE
 <b>UNIVERSITÄT ERFURT</b>	 <b>UPEC</b> <small>UNIVERSITÉ PARIS-EST CRÉTEIL</small> <small>FACULTÉ DE SCIENCES ÉCONOMIQUES ET DE GESTION</small> <b>Département d'économie</b>
2007 • Nuclear power as sustainable energy	ITALY & WALES
 <b>UNIVERSITÀ DI PISA</b>	
2008 • Multiculturalism	FINLAND & GERMANY
<b>UNIVERSITY of OULU</b> <small>OULUN YLIOPISTO</small>	
2009 • Declining birthrate • Carbon trading	CZECH REPUBLIC & ITALY
	 <b>UNIVERSITÀ DI PISA</b>
2010 • Education styles • Immigration & labour	FRANCE & ENGLAND
 <b>UNIVERSITÉ PARIS-EST CRÉTEIL</b> <small>VAL DE MARNE</small>	



2011 • Japanese society & culture • Ageing society			SCOTLAND & MALTA
	L-UNIVERSITÀ TA' MALTA UNIVERSITY OF MALTA		
2012 • Nuclear power • Natural disaster preparation			GERMANY & TURKEY
			
2013 • Euro crisis • East Asia monetary union • Property bubbles			SCOTLAND & IRELAND
	University of Glasgow		TRINITY COLLEGE DUBLIN
2014 • Inequality • Immigration • Pop culture			FRANCE & ENGLAND
	 University of Roehampton London		University of East Anglia
2015 • Japan and the EU • Women in Japan's economy			ITALY (ROME & VENICE)
	ROMA TRE UNIVERSITÀ DEGLI STUDI		Università Ca' Foscari Venezia
2016 • University fees • Multilingualism			ROMANIA & GREECE
	UNIVERSITATEA DIN BUCUREȘTI VIRTUTE ET SAPIENTIA		National and Kapodistrian UNIVERSITY OF ATHENS
2017 • Images of Estonia in Japan • Labor Shortage and Immigration • Japanese festivals			Estonia & Lithuania
	TALLINN UNIVERSITY		VILNAUS UNIVERSITETAS UNIVERSITAS VILNENSIS
2018 • Declining birthrate and immigration • The economics of tourism			Spain & Portugal
	Universidad de Navarra		LISBOA UNIVERSITY OF LISBON
2019 • New trends in Japanese Music • Over-Tourism • Marriage			Slovenia & Croatia
	University of Ljubljana		Juraj Dobrila University of Pula