

# Euro-Japan Dialogue 2016



UNIVERSITATEA  
DIN BUCUREȘTI  
— VIRTUTE ET SAPIENTIA



National and Kapodistrian  
UNIVERSITY OF ATHENS

University of Bucharest

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## Multilingualism and Global Citizens

The 11<sup>th</sup> Euro-Japan Dialogue visited two new countries this year, Romania and Greece. The programme has now been to 21 universities in 14 countries, growing exchange and cross-cultural contact between YNU students and their European peers year on year. For me, one theme emerged as dominant from this year's programme: multilingualism. This was the topic for debate and discussion in Athens, but the resonances of this topic were felt far beyond that session.

Euro-Japan Dialogue is, of course, inherently multilingual. The YNU students research, prepare, present and discuss in a foreign language: English. This year, as in previous years, they critiqued presentations by their European peers that took place in two foreign (for the Europeans) languages, namely English and Japanese. Looking over the history of the programme, there has been the occasional mixing in of third and fourth languages. For instance, a YNU student who was Japanese-French bilingual used her French on the 2010 sojourn, and in other years, a smattering of conversational German, Korean, Mandarin and Russian has emerged in exchanges between the YNU cohort and their European counterparts. In our increasingly globalised times, competence in a



**Professor Alexander McAulay**  
**Director of Study Abroad**

foreign language is clearly a basic requirement for undergraduate students, no matter whether their future lies in academia or out in the wider world.



This was all too clear from the very beginning of this year's Euro-Japan Dialogue. The Bucharest students who so graciously showed us around on the first day were Japanese majors. Their Japanese was impressively proficient, and nearly all had fluent English, and competence in another European language. Many spoke Italian, and German, Spanish and French also appeared popular. For Japanese students who may find learning only English challenging, this was a sobering revelation.

As Japan pushes an agenda of nurturing Global Citizens (グローバル人材育成), Euro-Japan Dialogue plays a vital role in exposing YNU students to just what it means to be a global citizen in a European context. It is not just foreign language proficiency, but using that fluency in meaningful cross-cultural contact, and reflecting on that experience in order to learn from it and improve cultural fluency at the next opportunity. As the research and presentations in Athens revealed, there are tangible economic benefits in having truly multilingual, interculturally fluent citizens contributing to society.

Our sincere gratitude goes out to Dr. Maria Stathopoulou and all her colleagues at University of Athens for a stimulating session, that took place during a strike by students. Dr. Stathopoulou and her students negotiated on our behalf, and we were able to enter the campus and carry out Euro-Japan Dialogue thanks to the those negotiations and the gracious and pragmatic attitude of the striking students. We also thank Dr. Anca Focseneanu in Bucharest who worked tirelessly to put together a wonderful program of events, including a fascinating trip to Makita, where we saw Japanese leaders function in three languages, a fine example of the kind of multilingual workplace our students may one day occupy in their careers after graduation from YNU.

# To perfect *omotenashi* culture in a multilingual society

*Keiko Ishiwata considers the deeper meaning of welcoming others in society.*

“*Omotenashi* (Hospitality)” was the buzzword-of-the year in 2013. Since then the word has been ubiquitous in Japan. People are trying to perfect *omotenashi* culture now to boost Japan. Whether Japan offers good hospitality to all the languages in its society is debatable.

Euro-Japan Dialogue 2016 took ten students and Prof. McAulay and me, Ishiwata, to the University of Bucharest (UoB), Romania, and the University of Athens (UoA), Greece. This year’s topics were “Labor and Immigration” “Funding University Education” “Marriage & Funerals”, “Bullying”, “Video Games” and “How do languages and multilingualism contribute to economic growth?” Each topic was fertile, which enabled us to go wider and deeper and have good discussions. My interest in multilingualism gradually increased during my short-term sojourn in Bucharest and culminated in Athens.

Japan has been a multilingual society for a long time. Traditionally, minority languages were mainly Chinese and Koreans. At present, approximately 670,000 Chinese and 460,000 Koreans, newcomers such as 230,000 Filipinos, 170,000 Brazilians, and 150,000 Vietnamese live in Japan. Considering the 2,230,000 medium and long-term residents, the Ministry of Education, Culture, Sports and Science and Technology (MEXT) admits that it provides insufficient language support for the newcomers, disclosing that 45.2% of non-Japanese high school students have difficulty following classes. The Romanian constitution states that minority groups have the right to be educated in their mother tongue. Which country offers good *omotenashi*, Romania or Japan?



**Keiko Ishiwata, International Education Committee, College of Economics**

UoB students speak Japanese as well as English and other languages. In Prof. Focseneanu’s class, students used beautiful Japanese and also spoke English. Their high linguistic competency was impressive but this is due not to their high linguistic aptitude but to inconveniences in their environment. According to Romanian students, information on Romanian websites being limited, users have to resort to English or other language websites. In Romania, foreign films and TV programs are not dubbed and have no subtitles. These inconveniences motivate them to improve their language skills.

Conversely, in Japan, foreign movies or TV dramas are nicely dubbed. Popular foreign books soon have Japanese translations. The Internet gives us unlimited information in Japanese and some foreign language apps help us translate simple sentences to have simple communication. Technology here also offers lavish *omotenashi* to us. There seems no desperate and urgent necessity to learn other languages.

UoA students as well as UoB students are plurilingual, which is the product of the EU’s language policy,

“two other languages in addition to their mother tongue”. The languages they can learn range from countries with their historically close relationship to geographically or historically distant countries. MEXT statistics show there are 4,963 high schools in Japan, 708 schools of which offers foreign languages, mainly Chinese, French, Korean and German, in addition to English. Approximately 20,000 high school students register for Chinese and 10,000 for Korean or for French, while 141 learn Portuguese, 46 Vietnamese, and 41 Tagalog. The numbers learning newcomers’ languages are quite small, which does not show a strong commitment to minority languages and interest in them.

Euro-Japan Dialogue 2016 benefitted greatly from the *omotenashi* and multilingual societies of Romania and Greece. This year, my eighth year of involvement saw the most time spent on face-to-face communication thanks to the friendship and high interest in the Japanese language and culture of the European students. Language learning and interest in other cultures are key to keeping the wheels of a multilingual society turning.

Euro-Japan Dialogue requires a lot of flexibility because we cannot always put everything in apple-pie order beforehand. I thank the cohort members for the flexibility to take advantage of their windfall opportunities to socialize with local students. Last but not least, I am grateful for the hard work and impeccable hospitality of Prof. Focseneanu and Prof. Stathopoulou. This year’s dialogue provided me with a valuable opportunity to ponder Japan’s multilingualism.

# Euro-Japan Dialogue... in a warm atmosphere

*The Greek perspective on Euro-Japan Dialogue as an opportunity for students to consider transgressing borders and multilingualism. By Dr. Maria Stathopoulou*



**Dr. Maria Stathopoulou**

In a warm and friendly atmosphere, students from two universities met for the first time in Greece, at the National and Kapodistrian University of Athens, and discussed the ways in which multilingualism could contribute to economic growth. Using the English language as an access language, the students and their teachers exchanged opinions on issues of relevant concern. Particularly, they were given the opportunity to:

- experience a fruitful and meaningful conversation with citizens of another (non-European) country.
- present information about how multilingualism is viewed in the two countries and cultures.
- share their personal experiences and express their personal thoughts

on the topic of multilingualism.

Both groups of students agreed on the importance of mobility and the implementation of language and education programmes which will support multilingualism.

The meeting was not only informative but also a unique experience and an excellent opportunity for students to explore the notion of multilingualism through genuine and constructive cross-cultural dialogue. This dialogue and its interactive character greatly benefited participants making them more active in transgressing borders, creative and inspired. Besides, experience shows that learning about cultures through real communication always contributes to a better understanding of key notions such as multilingualism and plurilingualism.

The fact that the students came from different disciplines (Economics and Language Studies) made the conversation even more vivid. Questions from both the Greek and Japanese side kept everyone alert and happy to actively participate and exchange their ideas in the follow-up discussion focusing on ways of promoting multilingualism.

As the teacher of the Greek students, I can confirm that it was a successful dialogue with a great impact on all participants! By giving the Greek students some perspective on Japan, Japanese students added context to my students' learning while both sides were very curious to learn about multilingualism and language teaching in Europe and Japan respectively.





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**Risa Imanishi**

On the first day of Euro-Japan Dialogue, we gave presentations about three themes concerned about culture. The first topics was "Marriage and funerals" by Shuhei, Kohei and Maho. In Japan, there are various types of religion and religion-themed wedding ceremonies. A wedding ceremony is often done in Shinto or Christian style. On the other hand, about 90 percent of all funerals in Japan are Buddhist ceremonies. In this way, Japanese choose their ceremony style based not on religion, but their idiosyncratic preference.

One interesting thing for me was the difference between Japan and Romania. For example, the registration of a marriage is done in a businesslike manner in Japan. However, according to Bucharest students, in Romania, it is thought as one of the important events and celebrated grandly, and just after submission of the documentation, all leave for the wedding ceremony.

When it comes to funerals, there is also a difference that cremation is general in Japan, but burial is more

common in Romania. A Bucharest student asked whether there is the other funeral method except cremation in Japan. Ms. Ishiwata indicated that the burial was substantially prohibited in Japan. However I did not know this fact. At this time, I felt that we should have researched more about Japan before the discussion with European students.

I gave a presentation about the second topic, "Ijime in Japan", with Akimu, Hidemi and Hinako. We decided to use "Ijime," the Japanese word, and not English "Bullying" because we wanted to indicate that there were specific aspects of this problem particular to Japan. Then, we picked up the concept "collectivism" as the keyword of the presentation. Collectivism is to emphasis on collective rather than individual action, identity or opinion. In addition, we introduced a proverb used from old days "Derukui wa utareru" and the popular words "KY" as the example indicating Japanese collectivism being deep-rooted. Through our presentation, we conveyed that the bullying is hard to detect and should be looked for carefully.

An interesting moments was the question from a Bucharest student "What would you do if you saw ijime?" I answered this question by telling my experience that I secretly said to my teacher about ijime and he solved the problem. However, I could not answer the next question "What would you do if your teacher was not such a good person and ignored the ijime?" I should have said something that was on my

mind, but instead I was just silent, which I regret.

The third theme is "Video games" by Mahiro, Yoo and Shotaro. We discussed whether it is good or bad for society. The presenters concluded that video games have both effects on society. Then, they suggested that we should not label video games as bad thing and make regulations like alcohol or drugs. This discussion became lively because many YNU and Bucharest students loved video games and we recognised our shared experiences.

Although it was the first day of the dialogue, all YNU students could join the discussions. It was an important point because it made for a good atmosphere at the dialogue. Also for me, it was impressive because I could not just get a chance to answer Bucharest student's question based on my own experience but also find a point for improvement through my presentation.







## Mahiro Hashimoto reflects on his experiences at University of Bucharest



### Mahiro Hashimoto

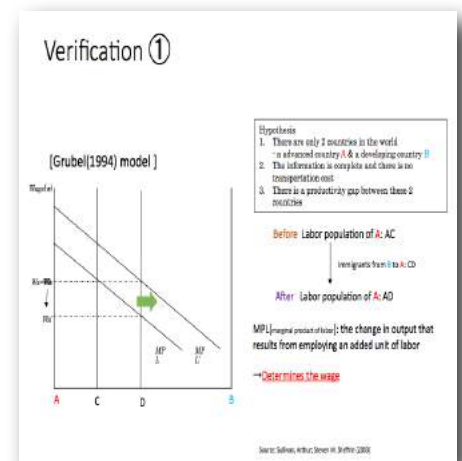
On November 1st, we and the students from the University of Bucharest held presentations about topics related to economics. In this report, I am going to explore how the students from YNU contributed to the second day of Euro-Japan Dialogue.

In the first half of the day, two groups from each university talked about Labour and Immigration. From YNU, Maho, Kohei and Shuhei discussed about whether domestic labour is adversely affected by immigration or not. Because they are students from the Department of Economics and the audience was not majoring in Economics, they did their best to explain how economy works into the presentation. The three students

managed the problem well by introducing several graphs and describing the situation before and after the immigrants joined the domestic labour market. They succeeded in doing these academic presentations. However, during the Q&A, the audience asked very few questions. I assume the reason was that their presentation was still too specialised. When thinking about mutual understanding, the YNU students should have perspectives from students whose major isn't economics, which would make the presentation more interesting.

In the latter half of the day, two more groups from each university had presentations about Funding University Education. Yoo, Shotaro and Mahiro from YNU talked about it in terms of grants and student loans. By introducing the current Japanese situation giving YNU as an example, we tried to make the Japanese situation easier to understand for Europeans. And then by giving the data on German grants, we cast doubt on the topic "Should all students be subsidized by the government?" Our conclusion is in short: "No, because the Japanese budget is not healthy." However, later our Professor Keiko Ishiwata pointed out that the conclusion is not connected with the other parts of the presentation. That should be revised by showing our presentation during preparation period.

And one thing I deeply regret has happened during the Q&A session. One UoB student asked us "How much can an international student who studies abroad in Japan get by student loans?" We did not look for it so I answered "Sorry I don't know about that, because I'm Japanese." Thinking from the audience's perspective, I feel I missed an important point. Again, when thinking about mutual understanding, we, the YNU students, should have perspectives from non-Japanese students and make the presentation more interesting. I think we will utilize these experiences when the next opportunity arises.







## *Hidemi Nagai looks back on the cultural presentations at University of Bucharest*



**Hidemi Nagai**

We exchanged two presentations on culture in University of Bucharest. One is about marriage and funerals. The other is about video game.

The marriage and funerals presentation was really interesting. Students in University of Bucharest compared the way of marriage and funerals in Romania with that in Japan. We understood that there are some similarities and differences in that point between the two countries. For example, Romanians put candles on the deceased person's chest when they hold wakes in order to drive away evil and to ensure the dead make it safely to the other world after death. Japanese have custom similar to this. In Japan, we put small swords called *mamori-gatana* instead of candles.

Another interesting example is about marriage. In Romania, a bride gets 'abducted' and the bridegroom has to look for her desperately at a

wedding party. After the bridegroom finds her, he has to trade money and goods for the bride. This custom is unknown in Japan and I think it is funny. Through the marriage and funeral presentations, I think it is very important to compare culture of one's home country with that of foreign countries because we can understand that culture that we take for granted is not always normal in others countries. Those points of view makes our global understanding enriched.

The video game presentations were also interesting. Students in Bucharest talked mainly about online games. What impressed me most was an internet game called LOL (League of Legend). According to the presentation, LOL is played by a lot of people in the world and there are some cyber athletes. Surprisingly, a world congress of this is held. Until now, I did not know about the existence of such a worldwide online game so I was surprised at the level of development. When I was a child, I had a few friends who played internet games. Many friends played video game by using gaming machines. I felt a style of game is changing today.

Another impressive point was the condition of the Romanian language with regard to games. In Romania, there are few games played in Romanian so they have to play imported games in foreign languages like English. That situation gives children a chance to be exposed to

English and children can learn to have good English abilities. It may be unfortunate that there are few games produced by Romanian companies, but I think this situation can in one regard be considered fortunate because it leads to the development of advanced English skills.

Both presentations in the University of Bucharest were very interesting and I had an enjoyable and educational time learning about Romanian culture. Therefore, I am glad to have been able to participate in this program.





**Maho Yamane**



On the second day of the Euro-Japan Dialogue in Bucharest we continued giving and receiving presentations. The presentation themes were “Immigration” and “Scholarships”, but the viewpoint and approach toward these themes were quite different between Bucharest University and YNU. In this report, I am going to write about the two presentations given by the students of Bucharest University.

The first presentation was about “Immigration in Europe”. In the presentation, they first stated that immigrants can be divided into three types. (political refugees, workers [short /long term], people studying abroad) Then they moved the story on to the situation (the purpose, where the immigrants come from) of three countries in Europe — UK, Italy and Romania. There were two facts I thought was interesting about Romania and other European countries related to this theme. The first fact is that in Europe, a lot of immigrants choose to migrate to countries whose languages are similar to that of their birth place as well as the distance. It is natural to migrate to a country that speaks the same language but the fact that language similarity would also be a reason to migrate was new to me. The other fact that caught my interest and also surprised me was that almost all of the students of Bucharest University said that they want to work in a foreign country in the future without any hesitation. Even considering the fact that the students who were in the classroom belonged to a Japan Studies faculty and therefore it can be assumed that they would probably have more interest in Japan and other foreign countries than other students, the number was much higher than I expected.

The next presentation was about “Scholarships”. After explaining the history of higher education and tuition fees, the presenter compared the tuition fee of public and private universities in Romania, Japan and USA. Intriguingly, these countries’ ideas toward tuition fee and the evaluation of private universities completely differed. In Romania, public universities are valued more than private universities since they offer advanced education and therefore scholarships are mainly for public university students. While in the United States, a lot of the universities in the highest level are private universities and also these top universities have the highest tuition fees as well. In Japan, I feel we cannot see a significant difference of education level between private universities and public universities. Then the presenter talked about the advantages and disadvantages of scholarships and various criteria of selecting who should receive the scholarship. According to the presentation, the current problems of scholarship and tuition fee mainly consists of two elements; there are universities those tuition fee are too high and the criteria of selecting who should receive the scholarship are undecided.

“Immigration” and “Scholarships” are both issues that will become increasingly important in the future. Therefore, the opportunity to think about these issues and exchange ideas with people having different backgrounds was invaluable to the students of both universities.







**Kohei Sugawara**

On 31st October, in Romania, we visited the factory of the company Makita. This factory is located 35km from the airport and 20km from the center of Bucharest. Makita is a famous Japanese manufacturing company, well-known for the production and sale of electric power tools, woodworking machines, pneumatic tools, gardening and household equipment.

Firstly we heard a brief explanation about Makita and their Romanian factory. Then they guided us around the factory. Compared to factories in United Kingdom or Germany, this

factory mainly mass-produces goods because of low wages. They supply Europe, Russia, Africa, and Middle East. Moreover, according to the factory manager, this factory plays another important role. It is to break dependence on China. China factories have 60% share in production among all foreign factories and most components are sourced in China. Actually, I found many cardboard boxes written in Chinese when I looked around. Therefore, in order to enhance supply capacity to Middle Asia and Africa, Makita begins to shift the center of procurement from China to Eastern Europe. The Romania factory plays a central role in this project.

After looking around the factory, we asked questions to Kawase-san, a factory manager, about how Japanese students can be "global". "The most important element of international workers is not English skill but energy. You must have your own belief and be persistent to think and take action by yourself", he said. "For example, we are searching new sources of component mainly in Eastern Europe countries without any precedent. We always have to take action by ourselves in order to explore new market. So, I require you to face challenges boldly abroad as next Japanese global leaders".

His advice extremely impressed me. In Japan, people say students should study English and gain high English skill as if English skill is the only required element for international workers. Actually, I also had the same idea and made only effort to improve my English skill. However, I realize it was wrong. English is just a tool to work abroad. As he said, what is needed for us is to have energy and willingness to take on new challenges.

Visiting the Makita factory was a meaningful opportunity to understand the elements of international workers and showed me how I should be in my future. Moreover, through this program, I had many various experiences and learned various things. This program definitely improved not only my English skills but also myself.







**Shuhei Kurihara**

What do you imagine when you are asked about Romania? For me, before this program, the only thing I knew is that it is located in Eastern Europe. But I found this country reflects its history on historical buildings in the city. In this part, I'm going to write about Bucharest, the capital of Romania.

Before continuing, I have to mention University of Bucharest (UoB) students, who always were kind and showed us around Bucharest. Without them, I couldn't catch so much information. So first of all, I appreciate them giving us unforgettable moments.

Let's go for a walk! It is 8 o'clock in the morning. You are living in the



Academica, the accommodation where we stayed for four nights.

First, I want to see Casa Poporului, Palace of the Parliament. This is the second largest building in the world, which began being built in 1983 and was ordered by Nicolae Ceausescu, the president at that time. Although the building looks gorgeous, workers kept engaging in construction and the cost was paid by tax from people. UoB students told me that this building tells the history of dictatorial government.

Since 19th century, Bucharest was called small Paris due to its beautiful buildings. But the dictator started governing and tried changing it into a socialist city. As a result of the restructuring process, small Paris was almost destroyed.

I think you feel hungry, don't you? Today's lunch is Sarmale, Romanian cabbage roll. It is typical food in this country, and is also made at home.

The next place I chose is the square of the revolution. You can see a huge building, which was the headquarters of the Communist Party and as you notice, this is the original place of Romanian revolution in 1989. One UoB student told me this but she seemed to be sad. Even

if the buildings are historical and beautiful, they have a kind of dark background. We should learn things including its history, which leads to understanding of the country, I think.

Subway seems to be the most convenient transportation in this city. A little bit from the city centre, you can visit the Village Museum, which was founded in 1936 and has real houses and churches moved from all over the country. You can also buy traditional clothes and decorations at the market there. This museum is located in a part of the biggest park in Romania so it is suitable for a walk.

I cannot finish this journey without showing a delicious Romanian dessert, Papanasi. It is like donuts but you need to be careful when you try to order, because it is rather a meal than a dessert.

Have you enjoyed travelling in Bucharest? This was my first trip to Romania but I had not expected how deep the history behind the buildings is. This cultural tour caused a change in my attitude for travelling. I am getting more interested in Romanian history and hopefully, I will return to Romania one day to continue my education.







**Akimu Hara**



On November 1st we had the reception party with Bucharest university students at Casa Universitarilor, which is Rumanians restaurant located near the university of Bucharest. The reception party started at 6 PM. We enjoyed some traditional or typical foods both of Japan and Romania. For example, there was Sushi, Sarmale and Papanasi. Sarmale is a meat meal like roll cabbage. Papanasi is a dessert of Rumania similar todonuts.

I talked with Professor, Anca about translation. She teaches Japanese at university of Bucharest and translates some Japanese famous books to Romanian. She said translating to Rumanian from Japanese is very difficult because sometimes she doesn't have confidence to read the lines and describe it in Romanian. Listening to this, I thought Japanese is one of the most difficult languages from this story.

At the end of reception party, we gave Japanese books to Bucharest University students. These books were, for example, famous novels, fashion magazines about trends in Japan, and poems. At this time, we found surprising thing. *The housekeeper and the professor*, which is one of the books we gave to Bucharest university students was translated to Romanian by Professor Anca.

Later, Ms. Raluca Ciolca, representing Bucharest

university students, gave a speech to Japanese students. She said in Japanese, "Thank you for Japanese gifts. We can make use of these books to improve the skill of Japanese. We hope we visit Japan again, and meet Japanese students in the near future. See you guys." It was very good speech. Japanese students also strongly hoped to meet Bucharest students again in the near future. We made a friendship with Bucharest students through this program. We visited many famous place in Bucharest, and debated about Japanese culture.

Professor McAulay said in English "Bucharest University students are the most interested in Japan and the most fluent Japanese speakers that I have encountered in the history of Euro-Japan Dialogue. We look forward to returning your hospitality you when you come to Japan."

We took pictures. All students smiled, but felt sad because we have to say goodbye to Bucharest students at that time. Some of us hugged Bucharest students and the others received a Japanese letter from one of them.

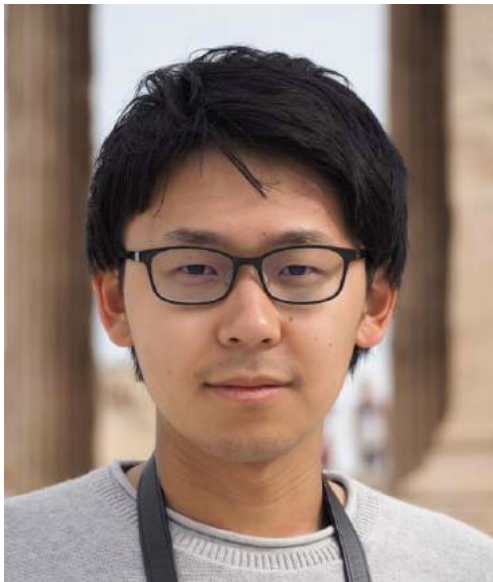
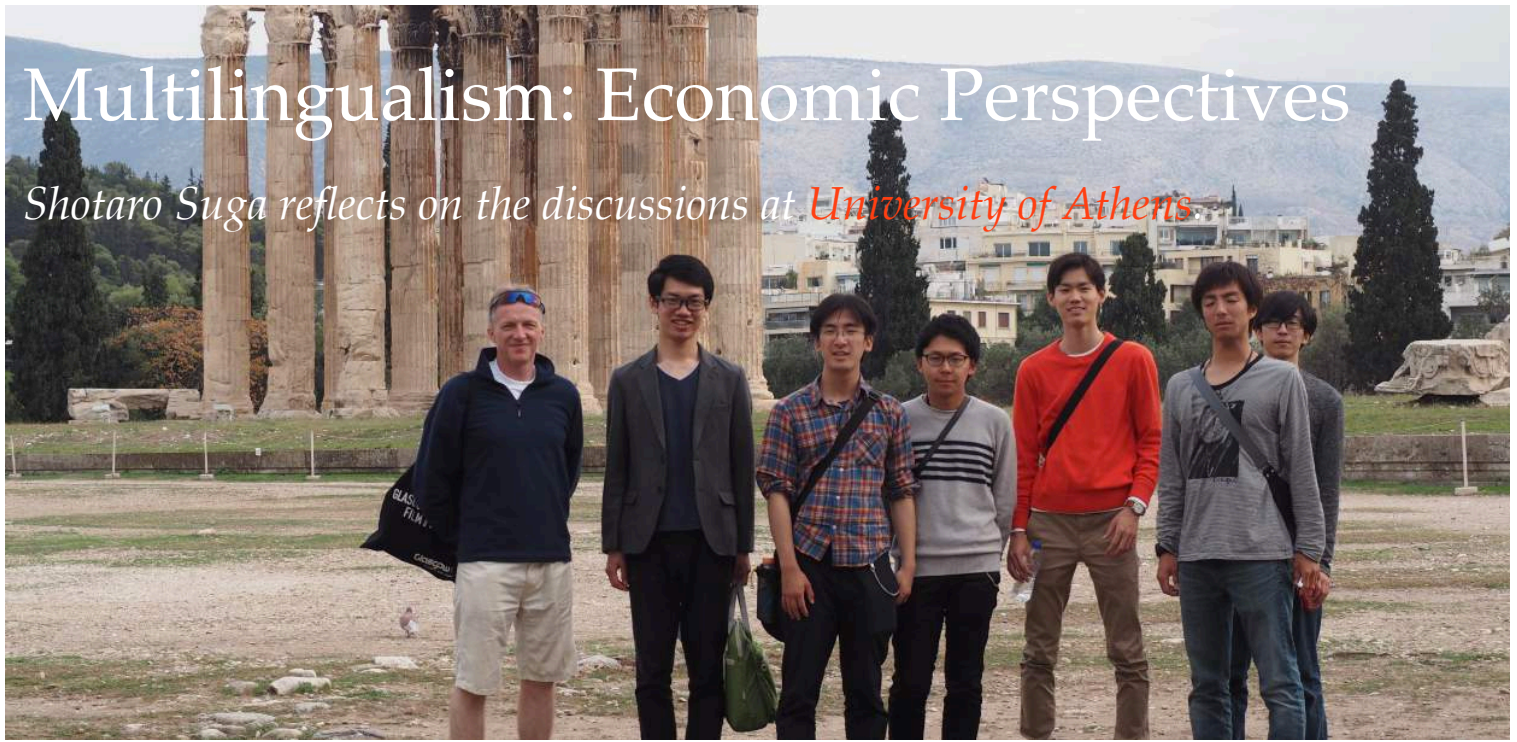
We enjoyed many traditional food and talked with Romanian students in both English and Japanese at this two-hour party. Through this reception party, we understood about the daily life of Romanians and the situation of Europe to a much deeper extent.





# Multilingualism: Economic Perspectives

*Shotaro Suga reflects on the discussions at **University of Athens**.*



**Shotaro Suga**

We exchanged our opinion and did presentations with University of Athens (UoA) students. UoA students area of study is Linguistics. Therefore, firstly it seems difficult to understand linguistics because our faculty is economics. However, they taught me linguistics kindly because they associated with economics. UoA students' presentation was straightforward and we could have wonderful time. Their focus was Multilingualism and foreign language didactics in Europe: Teaching languages in Greece.

In their presentation, they explain Multilingualism and Plurilingualism. Multilingual people are able to

communicate in different languages for different purposes. On the other hand, Plurilingual people acquire the ability to use more than one linguistic variety to degrees for different purposes. For example, native Japanese people who came to speak English after education are plurilingual person.

The Greek students talked about to plurilingualism in Greece. Surprisingly, a lot of money and business chances are lost because of language. Lack of communication and different language disturb business chances. The average loss per business over a 3-year period is 325,000 euros. I held a stereotype that Greeks can speak English. Thus, I was surprised by it.

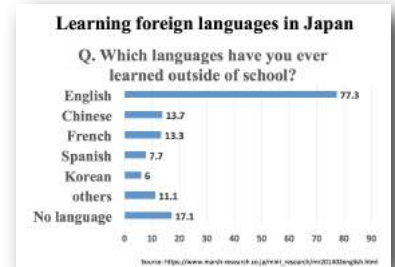
After the Euro-Japan Dialogue session, we discussed our own country's English education system. We compared Greek and Japanese English education system. In Greece, children start to learn English when they are elementary school students. For Japanese students, it is so early. Interestingly, in Greece they started early English education after birth of EU. Therefore, people who are educated before birth of EU cannot speak English well. I realize that the most important thing to acquire language is environment. Establishment of EU made free trade, labor and movement. It caused integration of peoples, cultures and

languages. In that situation, European countries need English as a common communication tool. In Japan, now there are no system such as EU. Thus, relatively it is difficult to improve English ability for communication and Japan needs to change society for globalization.

I spent a precious time in University of Athens. I consider multilingualism in global society. It was fresh to discuss some issue in aspect of not only economics but also linguistics. This experience enriches my life. I was really glad to join this program.







## Hinako Chiba

In Greece, we made a presentation about “Language & Multilingualism in Japan from an economic perspective.” We introduced spoken languages and written alphabets in Japan first, then showed the effect of multilingualism on economy based on some economic data. It was a challenge to make slides from Europeans’ viewpoint. Most students in Athens were not so familiar with Japan so we had to mention very basic information of Japan such as location, population and so on. Our received wisdom is not the same as theirs. We tried to make slides as simple as possible so that the audience can grasp the situation in Japan easily. At the conclusion of our presentation, we proposed that Japanese should prioritize English in a broader multilingual context, which is necessary for the success of business worldwide and showed some case studies in certain Japanese businesses like Rakuten.

On reflection, I thought we should have spent more time discussing our topic perfecting on our presentation. We couldn’t prepare enough economic data to support our logic. Because of the lack of data, our presentation was too general, and not academic enough. We needed more specific reasons about why English is important for the economy in Japan.

When it comes to the expression in our presentation, we could make good eye contact with the audience. I

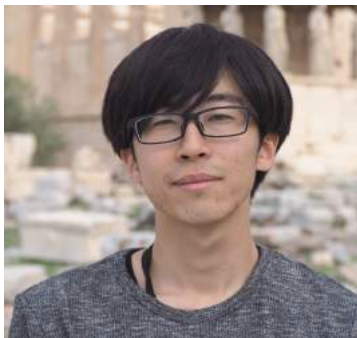
tried not to look at our slides so often. I felt the communication with listeners was very important. In my part of the presentation, I put the simple question to listeners as an ice breaker. It was a very effective way to make them attract to us. To improve more, correct pronunciation and body language are also good. After finishing our presentation, I asked some students in Athens for their comments. They all were satisfied with it but advised us to speak more slowly because they sometimes didn’t catch us well. Actually I tend to speak fast when I get anxious. I was glad to find my weak point to improve through this presentation.

After our presentation, we had a discussion with teachers and students in Athens. They were very outgoing and active to state their opinion. On the other hand, Japanese students seemed to be passive. I thought we should have studied others’ topic not just our own ones and should be more active in the discussion. However I learned a lot of things through this discussion such as the present situation in Athens and the difference in education. It was very interesting and meaningful because we could broaden our horizons.

Through giving a presentation in University of Athens, we could achieve a lot of things. We brushed up our English skills, especially listening and speaking and of course presentation skill. What is more, we could promote mutual cross-cultural understanding by discussing a lot. Such a cross-culture interaction is very important to work abroad in leadership roles. I appreciate professors and members of EJD for giving me such a great opportunity.







**Yoo Sugiyama**

In Athens, after our presentations and discussion, we went to a Greek restaurant. In Greek restaurant we can have delicious dinner. And there are many different types of food. For example, I love souvlaki which is spit roasted mutton or beef. We enjoyed talking with the Greek university students and teachers. They welcomed us pleasantly and were friendly and we felt happy with them.

After this dinner, we parted company with our teachers and we went to a dining bar as a continuation of the party.

So we spoke about more things. In particular, I had a long conversation with a male Greek student. I was a little nervous because my listening skill is not good and I was not able to understand what he said. It was difficult for me to keep the talk going with him. So I started to talk about a simple thing such as saying `What do you

listening skill, because it is irritable and miserable for me not to be able to understand what somebody said. However, it was not only negative things. I discovered that if you want to indicate friendliness to somebody and that person responds even if your language skill is not good, you can still have a pleasant and

studying English more strenuously. Lastly I want to say thank you to all the people concerned in Euro-Japan Dialogue who made such an effort to ensure its success.



**Enjoying Athens nightlife**

drink?` He replied `I drink Guinness`. Because I love Guinness too, we can enjoy talking about craft beer without high level listening skill. As a result, through this conversation in Greece I was able to realize my shortage of English skill, particularly

informative exchange with each other.

If you have an interest about international interact or simple English skill, I recommend the Euro-Japan Dialogue program. I think the most important thing in EJD is positivism. As a result, after EJD I am



# History of Euro-Japan Dialogue

**2006 • Youth unemployment**

**GERMANY & FRANCE**



**2007 • Nuclear power as sustainable energy**

**ITALY & WALES**



**UNIVERSITÀ DI PISA**



**2008 • Multiculturalism**

**FINLAND & GERMANY**

**UNIVERSITY of OULU**  
OULUN YLIOPISTO



**2009 • Declining birthrate • Carbon trading**

**CZECH REPUBLIC & ITALY**



**UNIVERSITÀ DI PISA**

**2010 • Education styles • Immigration & labour**

**FRANCE & ENGLAND**



**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**



**2015 • Japan and the EU • Women in Japan's economy**

**ITALY (ROME & VENICE)**



Università  
Ca' Foscari  
Venezia

**2016 • University fees • Multilingualism**

**ROMANIA & GREECE**



UNIVERSITATEA  
DIN BUCUREȘTI  
— VIRTUTE ET SAPIENTIA —



National and Kapodistrian  
UNIVERSITY OF ATHENS



# Euro-Japan Dialogue Diary

Sat,  
Oct 29

YNU group  
meet in  
Bucharest



Sun, Oct  
30

• City tour with  
Bucharest  
students



Mon,  
Oct  
31

• Euro-Japan Dialogue at Bucharest  
University (part 1)  
• Marriage & Funerals  
• Bullying  
• Video Games



Company Visit  
Makita Corporation



Tue,  
Nov 1

Euro-Japan Dialogue at  
Bucharest University (part  
2)  
Labor and Immigration  
Funding University  
Education

Participation in  
Japanese language  
classes

Social  
Gathering



Wed,  
Nov 2

Bucharest  
to Athens

Thu,  
Nov 3

- Euro-Japan Dialogue at University of Athens
- Multilingualism

Social  
Gathering

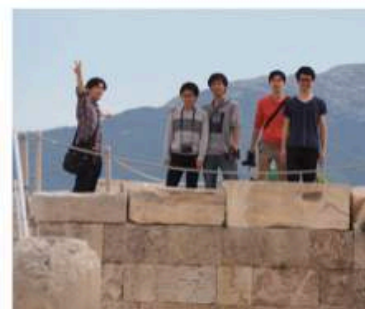


Fri,  
Nov 4

• Historial  
Tour of  
Athens

Sat,  
Nov 5

• End of Euro-Japan  
Dialogue 2016





# Company and local authority visits I

**2008 TUV Rheinland**



**2009 Carrara marble**



**2010 JP Morgan**



**2011 Edinburgh City Chambers**



**2012 Osnabruck Wind Farm**



# Company and local authority visits II

**2013** *Glengoyne whisky distillery*



**2014** *European parliament*



**2015** *Cinecitta film studios*



**CINECITTA'**  
STUDIOS



**2016** *Makita manufacturing*



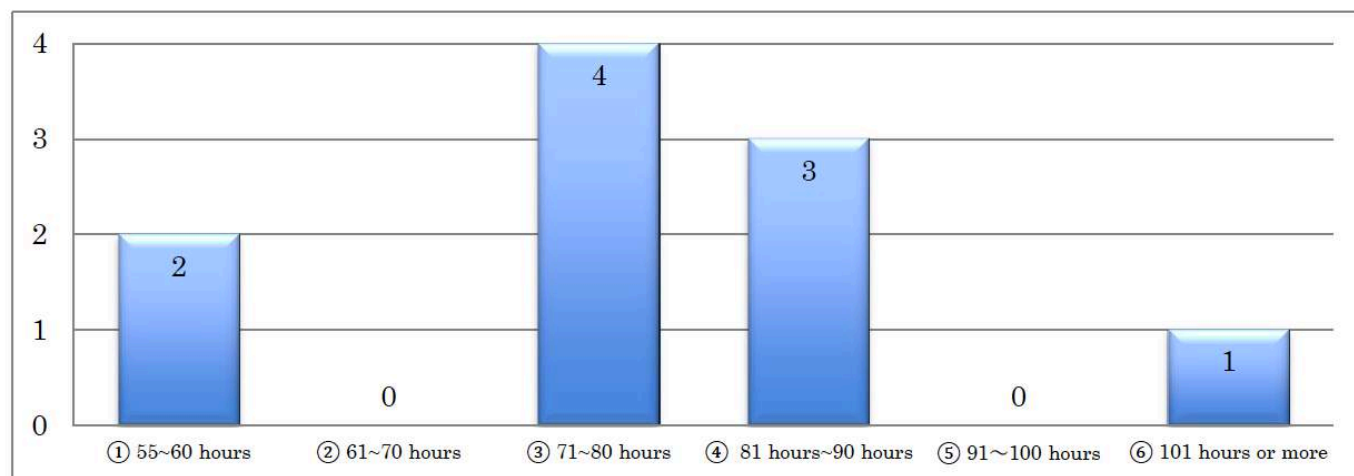
**Makita**  
mt



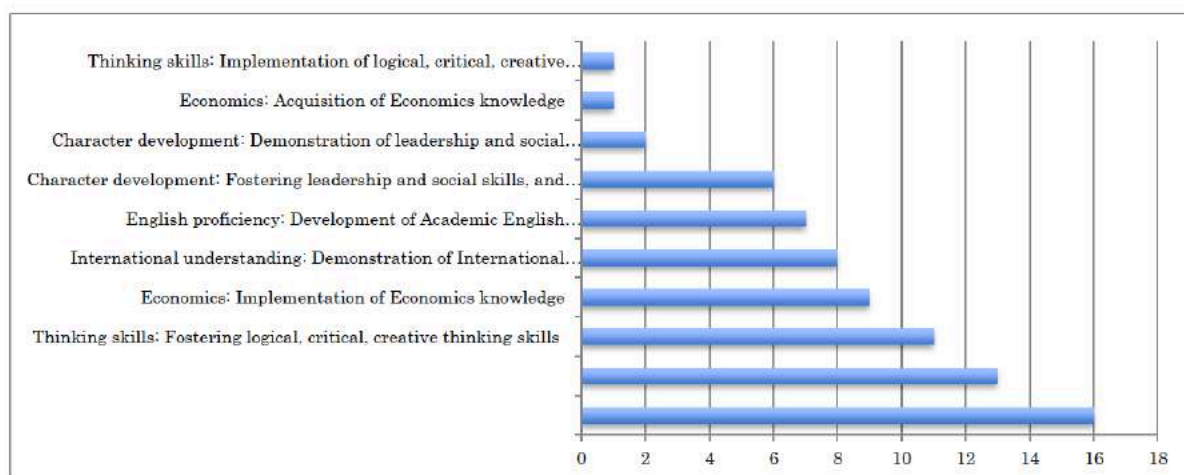


# Program Evaluation - Selected Results

**4. Presentation: How long did you spend on the EJ Dialogue presentation, including Tuesday English lessons, Friday meetings, rehearsals, individual research, group meetings, and so on?**



**7. Goal: 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). E.g. 1 -5-2-10-4**



## 16. International understanding

