

Report on Staff Exchange Program in Akita University

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Organizer: International Exchange Center, Akita University, Japan

Duration: 3 months (12th September-10th December, 2016)

Venue: Akita University, Akita City, Akita Prefecture, Japan

This report was written based on the Content of the Program, thus it was divided into three parts---working, learning and experiencing.

Part A. Working: teaching Chinese and Chinese Culture to Akita University staff members and students; Reporting for students; Working at the International Exchange Center of Akita University

◆Teaching Chinese

a. Basic Chinese and Chinese Culture (to Akita University staff members)

This course conducted every Friday afternoon. The Students were seven staff members from various divisions of the Akita University. Considering that they are Chinese beginners, in order to let them grasp accurate and practical Chinese in a short time, I used Chinese, Japanese and English languages in the classroom, and designed a number of scenes, such as greeting, date and time to discuss, asking the way, shopping, color, food and other scenes. According to the need of the scenes, I selected common words and common sentence patterns as classroom content. I mainly used interrogative sentences, by repeating exercises in the classroom so that if they encounter the corresponding scenes, they can simply replace the corresponding keywords and achieve the purpose of communication and inquiry. At the same time, in each lesson I showed some of the video clips introducing China including Beijing, the Great Wall, Sanya, Guilin, Chongqing, Jiangsu's promotional videos and Lanzhou University's videos. I also introduced some idioms and Tang poetry. The content of these classes was not only to improve student's interest in learning, to show the beauty of Chinese, but also to promote the Chinese culture.

b. Practical Chinese(as oral Chinese teacher assisting Matsuda Sensei)

The teaching of this work is for native Japanese speaking students of Akita University. They have basis for Chinese and Chinese Pinyin. The course is scheduled to be held every Wednesday afternoon. The teacher is Matsuda

Sensei. Daily conversation is the content of the course. As an assistant, I talked with students, corrected their pronunciation and introduced the background and idiomatic usage of some words. Before and after classes, I had some exchanges with students, to understand their learning, life and so on. Through the teaching of this course, I have gained a deeper understanding of the teaching and learning at the Akita University. And I also applied some good teaching methods to my own Chinese class. By the teaching of this course, I also have gained a preliminary understanding of the growth of Japanese students and their understanding of China.

c. Reporting for students

At the invitation of Akita University's local creation section, I made a report on the theme of "Introduce China by Picture" for 39 students of Akita Prefectural Yokote Seiryu Middle School. In the report, I have selected nearly 100 pictures, including brief introduction of China, tourism attractions, Chinese universities, Chinese history and China's development. The report was welcomed by the students. I hope that these reports can promote their understanding of China, appreciating the culture and beauty of China. Therefore they can understand not only the long history of China but also the current rapid development of China.

◆Working at the International Exchange Center of Akita University

According to the arrangement of the Exchanging Plan, I worked at the International Exchange Center of Akita University except when I have Chinese classes and Japanese classes. During the work, I assisted my colleagues in the International Exchange Center to do some administrative work, such as sorting document, translating, and some work regarding students. At the same time, I discussed the basic education and higher education in China and Japan with my colleagues in the Center. On the one hand, they could understand China's education and development. On the other hand, the discussion made me have more accurate understanding of Japanese's education and development such as pressure of Japanese students to enter higher education and the pressure of college entrance examination, the form and content of learning during basic education, and the education and management of higher education.

Part B. Learning: Japanese Courses

a. Basic Japanese, by Hirata Sensei and Sato Sensei

This class is conducted twice a week, 3 hours per time, and the teachers

are Hirata Sensei and Sato Sensei. Through the classes, I have learned Japanese basic grammar and common vocabulary, how to use Japanese in daily life, how to use Japanese to write and read short essays. The two teachers are very dedicated and the course is very practical, flexible and diverse in teaching methods. They showed their class content through PPT, video, audio, small cards, etc. and they divided the students into some groups to conversations. These forms aroused the students' passion in learning Japanese, deepened the students' understanding of the course and helped them quickly grasp its content. I used the teaching methods and teaching forms on my Chinese class. I was very impressed with the kindness of Hirata sensei and the humor of Sato sensei. Thanks for them. Their teaching had changed me from knowing nothing about Japanese to a student interested in learning Japanese.

b. Japanese Reading and Kanji Course, by Sato Sensei

This class conducted every Tuesday, 1.5 hours per time. At this class, I learned hiragana, katakana and kanji. Through this class, I understood more about the structure of kana, kanji, learned how to use Chinese characters in Japanese. I made a comparative analysis of the actual meaning and pronunciation of Chinese characters in Japanese, such as “勉强”、“手纸”、“切手”, and other words' they have different meanings in Chinese and Japanese. For example “图书馆”、“小笼包”, and other word' s having similar pronunciation both in Chinese and Japanese, also have same meanings in both languages. The learning prompted me to study a lot of Japanese evolution and the formation of its history, deepened the understanding of Japanese. Since the classmates came from different countries, Kanji is very difficult for them to understand and write. Especially to write Chinese characters correctly and distinct the difference between similar characters, such as “曜” and another complex Kanji, the difference between “人” and “入”. I talked with them about Kanji in class to help them master Kanji. Sato sensei used his humorous teaching methods in the classroom, explained a lot of Kanji in the evolution of the graphical form, the ideographic characters. His explanation in English was very accurate. I also learned more knowledge about Kanji.

Part C: Experiencing Japanese Culture

a. Farm stay

During the exchange, I participated in two farm stay activities organized

by the International exchange center. More than 30 participants were international students of Akita University, Akita Prefectural University, Akita International University and North Asia University. They were from China, Japan, America, Korea, Russia, Philippines, Singapore, Iran, Turkey, Australia, Kenya, Germany, Vietnam, Malaysia. Three days of farm stay activities were rich in content. The Japanese countryside is very clean and has good living conditions and traffic conditions. The farmers were warm and hospitable. Compared with Akita City, I felt that "the city is also rural, the rural is also city". The team's Ono student was fluent in Chinese and Japanese, she helped me have a deeper understanding of the rural life, farming and education in Japan. The multi-country of the team also let me contact with of different cultures, see a different lifestyle, understand their learning and living conditions. Especially the final design of the activities fully embodied the importance of intercultural communication, multi-cultural collision in the work has been a concrete expression, and the creative work made the activities reach to the climax.

b. Tour to Tazawa-ko and Kakunodate

In mid-November, International Exchange Center organized a tour of Tazawa Lake and Kakunodate. Tazawa Lake is a caldera lake in the city of Semboku, Akita Prefecture, northern Japan. It is an area of 25.5 square kilometers, reaching 423.4 meters deep. It is deepest lake in Japan. Tazawa lake is a beautiful lake, all year round with different color. We went there at the early winter, standing on the edge of Lake Tazawa, far you can watch a little snow covered the Mountains, also you can enjoy the clear blue water, flocks of freshwater fish and red leaves. A charming landscape is made by the Tazawa beautiful scene of everywhere. Kakunodate is a town located in Semboku District, Akita Prefecture, Japan and it is known as the "Little Kyoto", which was built in 1620. The town is famed for its well-preserved samurai houses and the proliferation of cherry trees. It is a popular destination for hanami, or cherry blossom viewing. It still retains a military house with black walls. After 380 years of development, Kok Museum almost reserves its original appearance and market structure, makes no great change. The ruins of Kakunodate Castle and Kakunodate Matsuri are Important Intangible Folk Cultural Property. About one million visitors come to visit the cherry blossoms. On the way back to Akita in the afternoon, we visited a 100-year-old Akita winery, the biggest impression which the

historic winery gave me was "artisans spirit", "artisans spirit" is not only supported their adherence for several hundred years, but also is the source which make their production get better and better .

c. Other interesting activities

During the whole exchange program, the International Exchange Center arranged for me to participate in many activities organized by Akita University and Akita Prefecture. Including Akita University Hospital visits and discussion, Akita University Students' Meeting, Akita International Students Exchange Conference, Akita University and Akita Prefecture Chinese Students Forum, Akita regional Japan-China Friendship Association, Women' s committee of Akita prefecture Japan-China Friendship Association, Akita regional Chinese International Student Union jointly organized Chinese National Day celebration, Akita University Festival, Akita City Friendship City Exchange Exhibition, Akita Forest Cultivation Association Organization Exchange Conference. By participating in these activities, I was able to learn more about Japanese culture, and to learn about the life of the International students.

Three months of exchange program, I felt it was a very long time when I first came to Akita, but the various forms of activities, content-rich training arrangements made me feel quickly. Recalling the three months, I had new harvest every day. Every collective activity let me have new experience, every Japanese I have dealt with was very hospitable and full of "spirit of the craftsman". Thank the careful, considerate and enthusiastic Japanese staff in each event! Thank the two age-old Japanese who made me a special trip to the bus station when I asked the road, due to poor communication. I am very grateful to my Chinese students for being kind and attentive in their classes, for the touching farewell letters and small gifts when I am leaving Japan! Thank all my colleagues in the International Exchange Center for their kind attention and selfless help during my stay in Akita. Thank them for sending me birthday greeting card! International Exchange Center is a dynamic team. I was moved by International Exchange Center' s high efficiency, high-quality work, professionalism, and the spirit of cooperation. They let me have more intuitive and true experience of Japanese culture, Thank them! Looking forward to meeting again!|