

(For JSPS Fellow)

Form B-5

Date (日付)

26 / August / 2014 (Date/Month/Year: 日/月/年)

Activity Report -Science Dialogue Program-

(サイエンス・ダイアログ事業 実施報告書)

- Fellow's name (講師氏名): Laurence WILLIAMS (ID No. P 12304)
- Participating school (学校名): Ishikawa Prefectural Nanao High School
- Date (実施日時): 23 / August / 2014 (Date/Month/Year: 日/月/年)
- Lecture title (講演題目): (in English) "Why study English Literature? An introduction to liberal arts research"

(in Japanese)

- Lecture summary (講演概要): Please summary your lecture 200-500 words.

My presentation was given to a group of 10 second-year high school students at Nanao High School, Ishikawa Prefecture. The students were specializing in humanities or social science studies at their high school, and they were planning a school trip to London in September 2014.

The presentation was divided into three sections:

- 1) A description of myself, my hometown, and life in the UK (including English culture and food)
- 2) School life in the UK, including secondary school and universities (with particular reference to Oxford University)
- 3) An introduction to studying "liberal arts" at university, and a description of my own research at the University of Tokyo (on English cultural contacts with Japan during the Edo period).

My presentation was accompanied by a PowerPoint slideshow (in English and Japanese). I also organized two group discussion sessions (10 minutes each), in which students talked in English about 1) their hometown of Nanao, and how they would describe it to people they met in the UK, and 2) their future plans for university, and what they thought it was important for Japanese students to study in the 21st century.

The presentation ended with a question and answer session. The students asked

questions including my motivations for becoming a university researcher, and how much homework UK high school students did every evening.

- Language used (使用言語): English (95%) / Japanese (5%)

- Lecture format (講演形式):

◆Lecture time (講演時間) 90 min (分), Q&A time (質疑応答時間) 20 min (分)

◆Lecture style (ex.: used projector, conducted experiments)

(講演方法 (例: プロジェクター使用による講演、実験・実習の有無など))

Powerpoint presentation, tables arranged in roundtable format, discussion groups

◆Interpretation (ex.: assistance by accompanied person, provided Japanese explanation by yourself) (通訳 (例: 同行者によるサポート、講師本人による日本語説明))

Lecture conducted principally in English: some Japanese explanation provided orally and on PowerPoint slides

◆Name and title of accompanied person (同行者 職・氏名)

N/A (I travelled to Ishikawa Prefecture alone)

◆Other note worthy information (その他特筆すべき事項):

- Impressions and opinions from accompanied person (同行者の方から、本事業に対する意見・感想等がありましたら、お願いいたします。):

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Questionnaire

Please fill out the following questionnaire so that we can take advantage of your impressions in enhancing the JSPS Science Dialogue Program.

1. What prompted you decide to participate in the “JSPS Science Dialogue” program?

I received a request directly from JSPS.

2. To what did you give greatest attention in preparing and giving the lecture?

My main concern was presenting the material in a way that would be easy for students to understand. I made sure to speak as slowly as possible, and to give Japanese translations of difficult words.

3. Did you find it difficult to give a lecture in English to Japanese students? Could you give some advice to future lecturers on how to facilitate communication with Japanese students?

I was previously an ALT teacher on the JET program, so I had some previous experience with Japanese high school students. My advice would be to present your research in the most straightforward way possible, without assuming any specialized knowledge from your audience. It is also a good idea to begin with a more personal introduction about your home country and your own background (e.g. your motivations for becoming a university researcher).

4. Could you give your impression with regard to participating in this program?

It was a good opportunity for me to get a broader insight into the Japanese education system. The students were good at English and seemed motivated to take part in the discussion (especially as they were planning to visit London for the first time next month). I enjoyed the session and it was good to talk to students afterwards about their plans.

5. Was it meaningful in terms of your fellowship activities?

As a publicly-funded university researcher, it is important to think about the impact and relevance of my work (outside of the university community). The “Science Dialogue” program was a good opportunity to practice presenting my work in an accessible and relevant way. It is also important to engage with and motivate Japanese high school students, who will be the next generation of

university students and researchers.

6. In what ways do you think the students benefited from the program?

My main goals for the day were, firstly, to help students prepare for their trip to London next month (by introducing some facts about England and practicing English listening and conversation), and, secondly, to help students think about their future plans for liberal arts study at university.

The students seemed engaged and attentive during most of the presentation. On one or two occasions (particularly when I was presenting findings from my research) I felt that the topic was becoming a little too difficult, so I tried to find ways to make the material more engaging (for example, by explaining my points in a different way, turning to the next slide, asking students a question, etc.) Overall levels of participation in the discussion sessions and Q&A were very good, and a number of students came to ask me questions after the lecture had ended.

7. Could you give some overall advice or comments to future participants in the program?

I would certainly recommend taking part in the "Science Dialogue" program during your JSPS fellowship. I would suggest keeping the material as straightforward as possible, speaking slowly, and remembering that students will be just as interested in your background and your home country as they are in your research. It is also important to check details with the school first (such as students' interests and their level of English).

We thank you again for your kind cooperation in this endeavor, and wish you every success in your important research.