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日本の授業における異文化の体験

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私の研究領域は体育科教育学であり、普段、体育授業やスポーツの授業を担当するのが主である。今まで「よい体育の授業とは何か」「学ぶとはどういうことか」ということに関心を向けてきたが、何気ない日々の授業実践の中で気づきを促されることが多くある。

私が担当する授業にパキスタンからの留学生が授業を履修したことがあった。私が特に意識することなく「準備体操をしましょう」というと、その留学生はぎこちない動きで周りにいる日本人学生に助けられながら、動きの真似を始めた。授業中に声をかけてみると、

問題なくやり取りができるため、「困っていることはないか」と尋ねてみると、準備体操を経験したことがないことや、「体操着」や「動きやすい恰好」というのがどういうことかわからないといった、パキスタンとの授業の違いに戸惑っていることを話していた。

私たちは自身の経験から「体育授業の常識」を他者と共有することができるため、特別な説明をしなくても、体育授業の中で準備体操といえば、おそらく多くの人が同じような動作を行うことができるし、授業で体を動かすとなれば、動きやすい恰好してくるのではないだろうか。しかし、体育授業に参加する留学生にとって、学んでいるのは授業内容だけではなく、準備体操から、日本人学生との会話など、「日本の授業」というローカルな文化を経験する場なのである。そんな彼も、15回の授業の最後には、毎週行われる授業の中で準備体操を行い、仲間を作り、自分の居場所を見つけていく。特別なプログラムなどではなく、置かれた状況の中で様々な経験のインプットとアウトプットを繰り返していくことが、異文化における学びなのであろう。このような状況を主体的に生み出すことや、他者との違いに気づき、受け入れながら、適応しようとしていくことが学びにおいて必要なのではないだろうか。

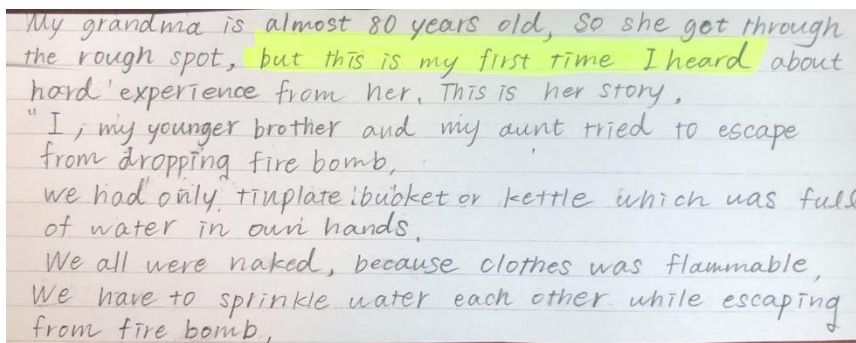
このような授業における経験は、日々の実践の中に埋没してしまうが、その中にはとても重要な示唆が含まれている。日頃からアンテナを高くしておかなければと考えるきっかけとなった出来事であった。

Interviewing older relatives

Toyo University Blair Thomson

As a teenager, did you ever ask your grandparents about their memories? It is too late now for most of us to do so, but the value of elderly family interviews is immeasurable. Teaching English at Toyo University, the coronavirus situation limited my ability to monitor student writing. If a student handed in an essay - I could not always be sure it was their own writing. Getting students to interview grandparents ensured

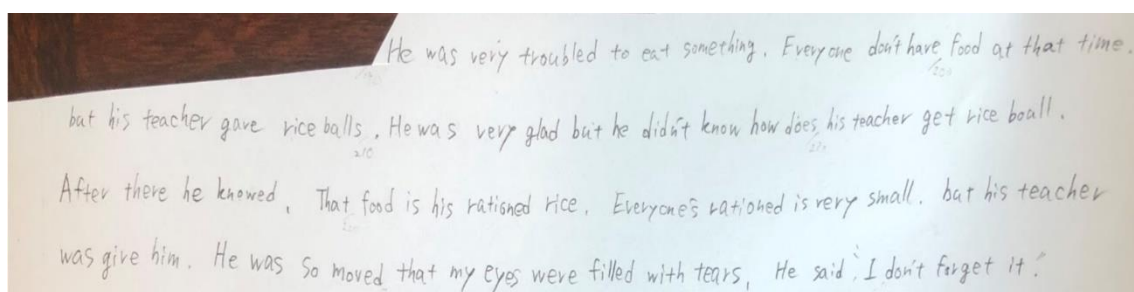
genuine work, and by involving a grandparent or elderly relative, more effort was made. Beyond generating original material, both the student and the teller experienced something new. Numerous students commented that they were hearing these stories for the first time.



My grandma is almost 80 years old, so she got through the rough spot, but this is my first time I heard about hard experience from her. This is her story,
"I, my younger brother and my aunt tried to escape from dropping fire bomb, we had only tinplate bucket or kettle which was full of water in our hands, We all were naked, because clothes was flammable, We have to sprinkle water each other while escaping from fire bomb,

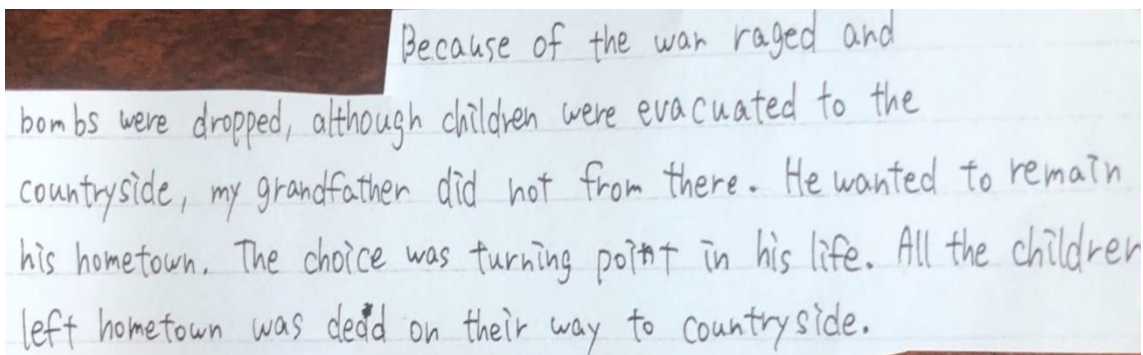
Through the 2020 academic year, I had some classes do video interviews and compared the results with written interviews. Unexpectedly, it was obvious that written interviews generated much higher quality material than video ones. Actually because of the social restrictions created by coronavirus, written work became much more practical - even with zoom, elderly folk living alone had little know-how to participate with such a medium. Therefore when grandparents were out of town, telephone calls had to suffice with reporting first in Japanese, later translated into English. This back and forth procedure generated a far superior product than a single sit-down interview did both quantitatively and qualitatively. While this might appear self-evident, it was a revelation to me and has altered my approach to my teaching methodology.

How do students value such interviews? While I had many comments that grandparents were pleased to be interviewed, the stories themselves were profound. The memory of the following story brought tears to the eyes of this grandparent, seventy-five years after:



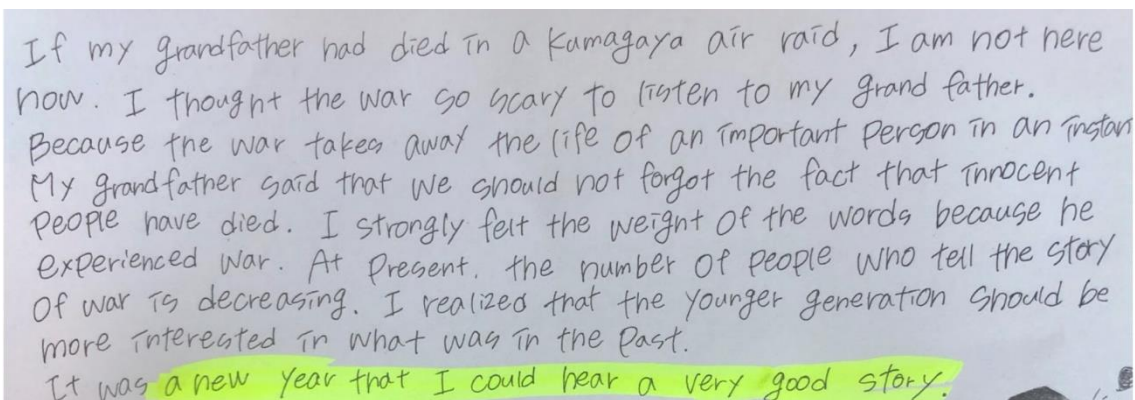
He was very troubled to eat something. Everyone don't have food at that time. but his teacher gave rice balls. He was very glad but he didn't know how does his teacher get rice ball. After there he knowed, That food is his rationed rice. Everyone's rationed is very small. but his teacher was give him. He was so moved that my eyes were filled with tears, He said, 'I don't forget it.'

And the next two stories make it clear that a grandparent cheating death during the war means that the grandchild has existence today.



Because of the war raged and bombs were dropped, although children were evacuated to the countryside, my grandfather did not from there. He wanted to remain his hometown. The choice was turning point in his life. All the children left hometown was dead on their way to countryside.

How priceless these stories are - and only discovered because of a task asking an interview to be translated into English. If these stories go untold, how impoverished we all are. I encourage everyone to interview the elderly - whether relatives or others in your community. So many priceless treasures are there for the asking. If not as a teaching tool, please enrich your own life with a simple interview.



If my grandfather had died in a Kamagaya air raid, I am not here now. I thought the war so scary to listen to my grand father. Because the war takes away the life of an important person in an instant. My grandfather said that we should not forget the fact that innocent people have died. I strongly felt the weight of the words because he experienced war. At present, the number of people who tell the story of war is decreasing. I realized that the younger generation should be more interested in what was in the past. It was a new year that I could hear a very good story.