

AMBASSADORS OF GOODWILL CULTURAL EXCHANGE PROGRAM

Tsukuba College of Technology – November 24-28, 2004

Learning Feedback Sheet

1. What did I learn from the following days?

DAY1 – Orientation/Campus Tour/ dinner with EVP

I learned English (words) and FSL (Filipino Sign Language) through the interaction with the teachers, students and interpreters. I learned the history of the country, such as Jose Rizal and movement for independence as I went around the landmarks of the Philippines. I learned the educational system at SDEAS and Deaf culture. I came to know the difference of the food cultures between the Philippines and Japan, for example, rice and iced green.

We could meet the faculty of SDEAS again and welcome warmly by them. I also learn their high hospitality and good preparation for our students' association with those in SDEAS. They already prepared the members of students of SDEAS who host our students and we learned SDEAS by a staff's explanation using PowerPoint. I learned the situation of SDEAS in the conversation with Dr. Rose Marie Salazar-Clemeña in dinner.

Outline of SDEAS.

I learned the outline of De La Salle-College of Saint Benilde and SDEAS. I knew the sign of SDEAS.

Foods in the Philippines were sweet. Students in the Philippines were cheerful and kind. Gestures, finger spelling and FSL (Filipino Sign Language) were the methods to communicate with foreign people.

I was surprised with Philippine students' friendship and kindness. I learned the importance of being open-minded to welcome partners from different culture. Also as for this was my first trip for Philippine, everything I saw was very new to me.

DAY2 – Fort Santiago, Intramuros/ Jollibee/ Campus Tour and Deaf festival/ dinner at local Japanese Restaurant

We learned the history of Philippine visiting Intramuros and Rizal shrine. Our students began to communicate with the host students in this excursion. In Campus tour we learned the activities of the students of SDEAS from the displays of Deaf Festival and Deaf Drama. The speech of Techie was very impressive and it must have provided our students valuable suggestions about how to live as the Deaf.

We surprised to see that our students were intimately associating with those of SDEAS in Deaf Amazing Challenge, in spite of a short contacting time.

I learned the history of the Philippines by the walk in the historical park. "Oedipus" revealed SDEAS students' gifts for performing art.

I learned what happened in the history of the Philippines by seeing the Fort Santiago. The Filipinos are accustomed to the heat and don't sweat. April and May are the hottest months. Buses in the Philippines have side seats in them.

I learned the way to grow up Deaf culture among deaf students from Ms. Techie's speech. I believe her story had great impact on our students too. I felt it is very important to encourage students as being Deaf and help them to be proud themselves.

DAY3 - DLS-Dasma Museum, Cavite/ Tagaytay/ Forum with Techie/

I felt the depth of the Philippine culture through the trip to Tagaytay and the museum.

In the other campus of De La Salle, I was interested in the elementary school and college building.

From a happening about our students in the morning which confused us, we learned warm management and nice solution by the faculty of SDEAS. In the excursion to Cavite, we learned old life from a museum in De La Salle University and nature and farm of Luzon from the trip to Lake of Taal.

I learned basic FSL. Techie gave lectures about Deaf culture. It got easy to communicate with the students in the Philippines. We exchanged information on sign languages, cultures and human relationships with each other. We deaf people adjust ourselves so that we can understand each other.

Traditional way of life in the Philippines.

I learned SDEAS education system from the discussion with CSB faculties. Especially sign language preparation class seems very helpful to new teachers and students. TCT really needs to provide such kind of programs.

DAY4 – Shopping/ Cultural Show/ dinner at the Rooftop

When we went to shopping, I discovered the common or difference features of both Japan and the Philippines. Dean's speech and students' dance in the Deaf Festival showed the power of Philippine deaf culture.

We learned the system and situation of SDEAS more clearly by the interview to the faculty members of SDEAS. We were also able to recognize the growth of our students in forwardness to associate with SDEAS students, to show Japanese culture, JSL and performance to the members of SDEAS.

High quality of students' activities at SDEAS.

To hear the experiences of the deaf teachers, I began to consider my future life. I braced myself strong to live as a Deaf.

Beauty of Deaf culture and Deaf life. Joining Deaf festival was unforgettable experience for our students and faculties.

2. What helped me learn?

DAY1

Alphabet sign language was helpful for communication with the Filipino students.

Interpreters and faculty of SDEAS.

Interpreters were wonderful. I hope they will come to Japan with Philippine delegates.

I observed how the students were socializing with each other and noticed their power. It provided me with useful information for hosting the students from the Philippines next time.

Friendliness of the Filipino students helped me communicate with them. They taught me FSL.

Touring in CSB and Leo's presentation on short history of SDEAS helped us to understand their education system better.

DAY2

Alphabet sign language was helpful for communication with the Filipino students.

I learned the historic relation between the Philippines and Japan. It helped me understand the historic passage. Knowing their culture made me feel easy to be in the Philippines.

Interpreters and faculty of SDEAS.

Vocabulary sheet for students seemed work well for both of Japanese and Philippine students. Pairing up with Japanese and Philippine partner was also a good idea to help their communication. Discussing with Ms. Techie on their education policy encouraged our students to live as Deaf.

DAY3

Alphabet sign language was helpful for communication with the Filipino students.

Lecture by Techie made me notice that I should open myself as a Deaf person and should deepen the deaf culture.

Bus tour (tree tour, Philippine foods, Christmas decorations etc..) helped me to understand Philippine culture. Discussion among faculties was very efficient for us.

Interpreters and faculty of SDEAS.

DAY4

Alphabet sign language was helpful for communication with the Filipino students.

Hearing the story of the deaf experiences was a precious lesson. It gave me the power to consider my future life.

Having opportunity to show Japanese dance called Soran-bushi was incredible experience for our students. I am so glad and proud them to see that successful show.

Interpreters and faculty of SDEAS.

Thank you for the student guide, when I took the photograph in CSB. They were very kind.

3. What hindered me to learn?

DAY1

As I didn't learn English (words) well, I was not able to read FSL by the Filipino students.

I don't use English (words) everyday in Japan. So I needed minutes to understand English (finger spelling).

None, but sometimes my low conversation ability in English.

Lack of communicative competence of English (words) and FSL.

I couldn't read the finger spellings by the Filipinos. They were too fast. It was difficult to catch without gestures. In that case, I wrote English or asked for interpreting.

Japanese students' low JSL and communication skills. (TCT needs to provide JSL class for them.)

DAY2 DAY3 DAY4

Some Japanese students might feel uncomfortable without interpreting during dinner because of faculties' voice talking. Faculty should be more careful about usage of voice and sign not to make deaf students isolate.

None, but sometimes my low conversation ability in English (words).

As I didn't learn English (finger spelling; words) well, I was not able to read FSL by the Filipino students.

4. What kind of questions do I want to ask them to clarify?

DAY1

How is the oral education conducted at SDEAS?

I would like to ask how to use the same facilities for deaf and hearing persons in CSB campus.

I've heard that few students have learned FSL before they enter the college. Were they brought up by the oral method? They seemed skillful at FSL. How did they master FSL? In lectures or in daily lives? What is their way of life? How could we provide them with the opportunity of trying Japanese ways, such as food and bathing customs?

I think the students had precious opportunity to be exposed to various stimuli

The students in the Philippines look cheerful and have a sense of unity. How can they have a sense of unity?

DAY2

Why are almost all of the teachers at CSB graduates of CSB?

DAY3

How can we know the Deaf culture deeply? It seems difficult to communicate among the deaf people.

Students' language skills, Curriculum of sign language class, communication method used in class, activities to grow up deaf culture etc. Perhaps observing SDEAS class might help us to understand CSB better.

DAY4

How did the students at CSB know the Deaf culture?

The animation class was interesting. I would like to observe other classes next time.

5. What changes will I make at my school/worksite, in my studies or in my professional development activities, based on this cultural exchange program?

I should talk about this experience not only delegation but also other students and faculty.

I think sign language should be a compulsory subject at the newly established 4-year college, which is supposed to open in 2005.

I will tell what I learned these four days, such as beauty of the scenery, history and culture of the Philippines to my family, friends, and acquaintances.

Learning English (words) and FSL will be helpful for communication at my workplace in the future.

While associating with various people, I got good judgment to multilateral views and problems. In addition, I found something in common in spite of different cultural backgrounds. I got useful information from the principles and endeavor of education in the Philippines. It might be good for the students to observe classes or attend real lectures at SDEAS. Working together for something might be good, too.

I really thought TCT needs to develop JSL and Deaf culture programs for students'

empowerment. I would like to start discuss about this issue with faculty members and encourage students to think about this.

I understand the importance of English (words) and FSL in the international situation. I will be interested in English (words) and study it hard.

I felt keenly the necessity of classes of Japanese Sign Language for students and faculty in TCT.

We must recognize deaf culture and clarify the meaning of learning it for students and faculty.

We must prepare aftercare system for the working graduates from TCT.

6. Other comments/suggestions:

Nothing to complain about. It was a pleasant cultural interchange!

Interpreters

There were multiplex interpreters, Japanese, English (words), JSL and FSL. They did wonderful job.

Raphy (deaf Philippine interpreter of sign language) was easily able to read JSL of our students and display JSL which was easily read by our students. Our students relied on him as if he was their elder brother. Takizawa (hearing Japanese interpreter of sign language and voice) helped me in the communication with faculty of SDEAS.

We really appreciate their various efforts.

It helped me a lot although I didn't understand some of the signs. They were the most helpful people in the four days.

Thank you very much for wonderful job. We really appreciate their effort to help our communication.

Food

Lapulapu fish and ripe banana were tasty. I was pleased to eat rice everyday.

I could enjoy various delicious dishes.

Delicious! It was good to know food culture in the Philippines.

Most of foods in the Philippine were sweet and new to me. I enjoyed them very much, especially mango juice.

Great! I loved Philippine foods very much. Our familiar fast foods also made me more comfortable.

Transportation

I appreciate SDEAS's arrangement of vans and a bus for us. We could move quickly and safely.

Thank you for the De La Salle drivers and cars.

It was difficult to estimate how long it would take.

I saw heavy traffic, crossing people and few traffic lights. It might arouse a lot of accidents. I couldn't believe the messy lawless situation in the Philippines.

Manila's traffic jam was very bad. But ridding our own bus should have been best choice and nothing can be done for traffic.

Hotel Accommodation

Our room was comfortable. But I needed the hotel directory in the room.

I was satisfied with a wide and clean room. Bottles of mineral water were useful which were supplied daily in addition to clean towels, teeth brushes etc. The hotelmen were kind and provided nice services.

A refrigerator, a hot-water heater, one more key for the twin rooms were desirable. Some facility for calling deaf people is needed. Breakfast was slow to be served.

Great. But I could stay smaller room.

It was dark and with fragrance in the room. It was new to me. Breakfast was delicious and I enjoyed six kinds of cake.

Campus Tour and Field Trips

We could see some laboratories and library in campus tour. If we could observe classes of computer graphics or business, our students might have learned something in academic phase since the major of most of our students is electronic and computer. We learned the history, culture and nature of Philippine from the field trips.

If we could have observed several classes, it might have made the campus tour more interesting and better.

The campus was so large that I had a hard time in the games. I was surprised to find that the students in the Philippines were ten times as cheerful as those in TCT. The students at TCT should be more cheerful.

If we could have observed several classes, it might have made campus tour more interesting and better.

It was interesting to see some De La Salle campuses from bus window. The landscapes of Tagaytay-trip were beautiful, and I was relaxed. I am sorry for our

trouble that made some schedule changes.

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