

About the Interest that my College Students Showed in NGO Activities

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Abstract: I informed my college students for one year about NGOs (Non-governmental Organizations), using an English textbook. At the end of my lectures, I could know that seventy-five percent (75%) students are interested in NGO activities and that twenty-five percent (25%) students are not interested in NGO activities. In my second paper, I will present my analysis, how my 75% students are impressed with NGO activities.

Keyword: NGO activities

本校学生が NGO 活動に対して示した興味について

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あらまし 私は一年間学生に英語の教科書を使って NGO (非政府組織) について教えた。講義の終わりに、私が示した全ての教材の中から一つ選び、学生自身の意見を書き、提出するように要求した。そのレポートから、学生の 75% が NGO の活動に興味があり、25% が興味を持っていないことがわかった。興味を持った学生が NGO の活動に対して、どのように感動したかについて、次回報告したい。

キーワード NGO 活動

1. Introduction

Recently volunteer activities are introduced on newspapers or magazines in Japan. NGO activities have a kind of volunteers' factors. This search includes partly whether my students have the interest towards this kind of volunteer activities. I wanted to show my 79 students NGO (Non-governmental Organization) activities. I informed my fifth grade students (the second grade students of university) for one year about NGO activities, using an English textbook. At the end of my lectures I asked my students to write down their opinions and to offer me their papers, choosing one material out of all materials that I had showed them. Some students told me, "I don't like to write my opinions about NGO activities." Then I showed my students two movies. I asked some students to write their opinions about one movie. From their papers, I could learn which aspects of NGO activities my students are interested in. In my paper here,

I report what kind of NGO activities my students are interested in. In my second paper, I will write how my 75% students are impressed with NGO activities.

2. My materials

I chose as my materials the following one textbook and two movies.

2.1. An English textbook

"Taking Action on Global Issues", written by Kazuya Asakawa, Chisa Uetsuki, Caitlin Stronell, Beverley E. Lafaye, 2002, ISBN 4-384-33323-4-C1082, by Sanshusha.

2.2. Two English movies

(1) ELIA KAZAN'S Production of JOHN STEINBECK'S "EAST OF EDEN" (WARNER BROS. A TIME WARNER COMPANY), Directed by ELIA KAZAN.

(2) WILLIAM SHAKESPEAR'S "A MIDSUMMER NIGHT'S DREAM" (1998 Twentieth Century Fox Film Cooperation), 20 Century FOX Home Entertainment Japan

3. My method

I had 30 lecture periods one year. One period is 90 minutes. I used my lecture time as the following:

3.1. One year's plan (1)

I used 1 period to explain one year's plan of my lecture.

3.2. The English textbook (20)

I used 20 periods to read the English Textbook; one period one unit, totally 20 units, 20 periods.

I translated the English sentences into Japanese so that my students can understand the NGO activities. I confirmed whether my students could follow the contents of the textbook four times at our test periods. Each unit introduces an interesting activity.

This English Textbook includes 20 units, 20 stories. When we had finished to read all stories, I told my students that they had to choose one story, write down their opinions on the paper and offer me them. I give a list of twenty units and students' choices.

3.3. 2 movies (4)

I used 4 periods to watch 2 movies. Some students told me not to write their opinions about NGO activities. I asked some students to write their opinions on one movie.

3.4. The other activities (3)

I used 3 periods to introduce the other activities, for example: ODA (Official Development Assistance). A great organization of a sect in Japanese Government supports foreign countries with public funds. NGO activities have been worked by non-governmental funds.

3.5. Discussions (2)

I used 2 periods to discuss on modern volunteer activities with my students.

4. My students' choice

I give a list of 20 units and 2 movies and the number of the choices of my students.

Issues	The number of the choices of my students
Unit 1 Our Turtles and the Sea	4

Unit 2 Free the Children	0
Unit 3 Empowering African Women	0
Unit 4 The Red Cross	1
Unit 5 Ainu Pride	0
Unit 6 Crisis Hotlines	0
Unit 7 Nuclear Energy: Citizens' Challenge	0
Unit 8 Community Gardens	3
Unit 9 Peace Boat	0
Unit 10 Violence against Women	1
Unit 11 Sloths and the Environment	0
Unit 12 Oxfam: Towards Global Equity	0
Unit 13 Ancient Rhythms	3
Unit 14 Rice Growers with Ducklings	7
Unit 15 Fight against Landmines	12
Unit 16 Journey to Forever	9
Unit 17 Debt Cancellation	11
Unit 18 Doctors without Borders	2
Unit 19 Protecting Human Rights	0
Unit 20 Costa Rica: Unarmed Peace	1
East of Eden	25
A Midsummer Night's Dream	5
Total	79

I change this list on the number of students' choices about NGO activities.

Unit 15 Fight against Landmines	12
Unit 17 Debt Cancellation	11
Unit 16 Journey to Forever	9
Unit 14 Rice Growers with Ducklings	7
Unit 1 Our Turtles and the Sea	4
Unit 7 Nuclear Energy: Citizens' Challenge	3
Unit 13 Ancient Rhythms	3
Unit 18 Doctors without Borders	2
Unit 4 The Red Cross	1
Unit 10 Violence against Women	1
Unit 20 Costa Rica: Unarmed Peace	1
Unit 2 Free the Children	0
Unit 3 Empowering African Women	0
Unit 5 Ainu Pride	0
Unit 6 Crisis Hotlines	0
Unit 8 Community Gardens	0
Unit 9 Peace Boat	0
Unit 11 Sloths and the Environment	0
Unit 12 Oxfam: Towards Global Equity	0
Unit 19 Protecting Human Rights	0

5. My analysis

Twenty 20 NGO activities were chosen by 59 students (75%). 59 students showed their opinions to NGO activities. 11 Units were chosen within 20 Units (55%). They take interest in 11 Units activities, and no choice to 9 Units activities.

Two movies were chosen by twenty 20 students (25%). I think that 20 students take little interest in NGO activities. 20 students might have more interest in other volunteer activities or in two movies than NGO. 20 students might already act another kind of volunteer activities.

9 students (11%) chose Unit 16 Journey to Forever. No students chose Unit 6 Crisis Hotlines. My students have a kind of adventure spirit and have not spiritual worries. This shows that my students have healthy spirits. Totally my young students keep good spiritual conditions. Japanese future will go on still good ways.

6. Conclusion

About 75% of my students take interest in NGO activities. About 25% of my students take little interest in NGO activities.

No student answered to Unit 9 Peace Boat. I found an application form to the Peace Boat on the students' notice board of my college. We can understand that some students take interest in Peace Boat and some volunteer activities. I want to say that my students have healthy spirits and Japanese future will still keep a good condition.

After my students learned these NGO activities, I am sure that many students take interest in volunteer activities and take part in some groups in the future, when students meet some volunteer scenes after several years.

In my second paper, I will present my analysis, how my students are impressed with NGO activities.

7. My Thanks

I received good advices from two teachers (two professors) to write this report. I was taken care of by some staffs of this society. I thank all of them here.

(Toshikatsu KANAYA, on October 19, 2004)