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● Articles

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	濱島 淑恵 Yoshie Hamashima 大阪歯科大学医療保健学部 准教授, 博士(学術) (2019年9月1日現在)
Title	ヤングケアラーとしての自己認識 ～大阪府立高校の生徒を対象とした質問紙調査～ Self-Identification as Young Carers: A Questionnaire Survey Conducted on Osaka Prefectural High School Students
Abstract	‘Young carers’ are children who take on caring responsibilities that would normally be expected of adults: for example, provide housework, care, assistance, or emotional support to a family member. While the 2011 census revealed that there were approximately 166,000 young carers (aged 5–17 years) in England, little is known about young carers in Japan. To investigate the status of young carers in Japan, we conducted a questionnaire survey on 6,160 Osaka prefectural high school students from ten schools. A total of 5,246 valid questionnaires were collected; however, our analyses were limited to the 5,128 questionnaires that included all the required information. From the responses to the questions about their caring role, it was discerned that 5.0% of high school students provided care for their family members with a disability, an illness, or other special needs such as a language barrier. After defining young carers, we also asked the students whether they self-identified as such. The analysis of the responses to this self-identification question, in relation to their caring role, revealed the following results: (1) 4.0% of high school students self-identified as young carers, but the self-identification did not necessarily correspond with their caring role; (2) 16.7% of high school students who provided care for their family members with a disability, an illness, or other special needs self-identified as young carers, 26.8% did not self-identify, and 56.4% answered ‘I don’t know’; and (3) 3.2% answered that they considered themselves young carers despite reporting that there were no family members who needed care, assistance, or support (namely, they did not provide care). The results imply that students who are, in fact, young carers may be reluctant to disclose challenges faced by their family members. The results also suggest that most high school students who provide care for a family member do not identify themselves as young carers or may not realise that their life is different from that of their peers who do not act as carers. It is reasonable to conclude that many young carers in Japan might remain hidden from society.

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Title	冷戦勃発の国際関係史—1945年12月～1946年6月(I) The Outbreak of the Cold War as an International History, December 1945 to June 1946
Abstract	This article intends to present a departure from a traditional approach to the outbreak of the Cold War as U.S.–Soviet history. It emphasizes the significance of British role in destroying a tripartite international equilibrium among the U.S., the U.K., and the Soviet Union, and in establishing the Anglo–American hegemony, which eventually forced the Soviet Union to choose a cold war, not a hot war, as international resistance movements against Anglo–American powers. From this perspective, this article particularly focuses on the combination of four factors, which realized the de facto Anglo–American hegemony: first, an importance of Anglo–Soviet rivalry in the development of atomic bombs and their competition for dominating the Eastern Mediterranean; second, a fresh account on the role of George F. Kennan’s “Long Telegram,” with which Secretaries of Navy and Army politically marginalized Secretary of State James F. Byrnes, the most zealot of appeasement policy toward the Soviets; third, a new understanding on the meaning of the Fulton Speech by Winston S. Churchill in introducing a concept of the Anglo–American hegemony by reorganizing the Anglo–American military alliance from wartime system to anti–Soviet one; fourth, a revelation of Anglo–American military talks behind the curtain since December 1945, which eventually materialized Churchill’s call for the hegemony. As already known, British global network of air bases could grant Anglo–American strategic air fleets devastating capabilities to attack primary Soviet industrial complexes. Stalin’s vehement reaction to the Fulton Speech suggests that the establishment of Anglo–American hegemony was so threatening for Soviet Russia that his choice of the cold war was, in a way, desperate in nature. His familiarity with Soviet military disadvantages—Anglo–American air and naval superiority, Soviet wartime exhaustion with huge population loss, and withering Russian armed forces by de–mobilization—encouraged himself to take humble but determined measures for sustaining his regime and international communist movements: first, he commenced world–wide public peace offensives, in order to avoid an immediate start of another world war by Anglo–American powers under the hegemony; second, he attempted to establish a Soviet bloc by integrating, at first, Yugoslavia into Soviet total war system; third, he intended to strengthen his political regime by eliminating potential political rivals and equip Soviet armed forces with newly developed weapon systems. It was the beginning of the Cold War.

● Research Notes

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Title	To What Extent Do Japanese Learners Rely on English–Based Loanwords in Spoken Production?
Abstract	Researchers and teachers disagree about whether loanwords aid or inhibit English acquisition. However, there is little doubt that English loanwords are prevalent in the Japanese lexicon. Indeed, Daulton (2008) found that 45.5% of the 3,000 most frequent English word families correspond with common Japanese loanwords. This extensive resource of English words is potentially very useful to Japanese learners. Whilst learners’ listening, reading and written use of loanwords has been investigated, there is an absence of research into its significance to spoken production. A study was conducted to examine the frequency of loanword usage in spoken communication. Results indicate that Japanese learners rely heavily on English–based loanwords, although the accuracy and range of use is limited.

● Teaching Methods of the School of Policy Studies

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Title	Poetry in the University Classroom
Abstract	This article outlines the development of the Special Topics Poetry course which has been implemented as part of the English Language Program. Students enrolled in this course read poems, learn about literary elements, and develop English skills in the areas of reading, writing, speaking, and listening. Typical lessons are divided into three main parts: prereading, reading, and postreading. This article will outline how activities for each of these stages have been implemented through the use of specific examples of poems that have been included in various iterations of the course.

● Policy Topics

Author	神戸 俊平 NGO アフリカと神戸俊平友の会代表 修士(獣医学) (2019年9月1日現在)
Title	「野生動物と共存する牧畜民マサイ」～学部研究会講演会の梗概～ The Pastoral Masai ~Coexisting with Wild Animals in Africa~

● Research Consortium

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Title	関西学院大学総合政策研究科リサーチ・コンソーシアム第21回総会記念事業報告

● 新任教員紹介

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