

名古屋外国語大学海外派遣プログラム成果報告書

2025 年 4 月 22 日

学部・学科名 外国語学部・英米語学科

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1. 区分	中期留学 ・ 語学研修 ・ 海外実習
2. プログラム名称	グリフィス大学春期海外インターンシップ研修
3. 渡航先国名	オーストラリア
4. 派遣期間	2025 年 1 月 26 日 (日) ～ 2025 年 3 月 9 日 (日) 43 日間
5. 派遣先教育機関名	グリフィス大学 ネイサンキャンパス
6. 参加学生数	25 名
7. 派遣目的	(1)英米語学科の英語プログラムで学んだ英語力を駆使して、実践的なコミュニケーション能力を身につける。 (2) 派遣先教育機関にて外国語教授法を学び、インターンシップの準備をする。 (3) 現地の小学校、中学校、高等学校で日本語授業のティーチングアシスタントとしてインターンシップに参加しながら外国語の指導法を学ぶ。 (4) 異文化体験（語学研修、インターンシップ、ホームステイ）を通して視野を広げる。
8. 派遣内容	オーストラリアのグリフィス大学を中心にして約 6 週間の研修を実施した。 前半 3 週間はグリフィス大学にて外国語教授法を中心に学ぶ語学研修を行い、後半 3 週間は現地の小学校、中学校、高等学校にて日本語授業のティーチングアシスタントを務めるインターンシップを行った。語学研修では英語力の向上だけでなく、後半のインターンシップに必要な外国語教授法を重点的に学ぶ。インターンシップでは、ティーチングアシスタントの業務を通して、現地の学生に英語で日

	<p>本語を教える。</p> <p>ホームステイ先ではネイティブスピーカーの方々との生活やコミュニケーションを通して、オーストラリアの文化・生活等について学ぶ。</p>
9. 成果	<p>参加者 25 名全員が本研修を修了した。</p> <p>以下、参加者アンケートの回答を参考に成果を報告する。</p> <p>【前半 3 週間の語学研修】</p> <p>参加学生は以下の科目を受講した。</p> <ul style="list-style-type: none"> •Teaching skills for the English language classroom •Classroom management strategies •Developing English competency <p>前半の語学研修では、上記の科目を通して外国語教授法やオーストラリアの文化について学び、後半のインターンシップの準備をした。</p> <p>本学の英語科目の授業で、日頃から英語によるディスカッション、プレゼンテーションを行っている為、現地の授業に積極的に参加できたという感想があった。</p> <p>【後半 3 週間のインターンシップ】</p> <p>日本語授業のティーチングアシスタントとして参加したインターンシップでは、授業観察以外にプレゼンテーションを発表したり、日本の文化紹介をしたりするなど、参加学生が活躍できる場が多く設けられた。インターンシップを経験したことで、将来教職に従事したい気持ちが強くなったという感想があった。</p>
10. 備考	<p>サイクロンの上陸により、帰国便が欠航になった。</p> <p>そのため、学生は 3 月 14 日（金）に帰国し、研修期間は計 48 日間となった。</p>

以上

2024 Spring Griffith University Internship Report

During my time in this program, I had the opportunity to enhance my growth about my English skills and teaching skills. This reflection outlines what I learned based on the five questions from a worksheet is explained about this report.

The English classes provided me a strong foundation in practical communication and teaching methods. Some of the most valuable lessons included lesson planning, useful classroom language, and the use of Concept Checking Questions (CCQs). I am mentioning about the difficulty of giving instruction in detail later, but learning those things before my internship helped me a lot. I know classroom language in Japanese, but I didn't know the language in English, so I can assume that I could not my instructions smoothly as much as I can if I did not learn about that. Also, I tried to confirm students' understandings by using CCQ. It is useful to know their actual understandings. Furthermore, I could plan my lesson not to take a long time because I learned how class is going and how to make my lesson plan. One of the most fascinating aspects of Australian life and culture that I learned about was the UV index being included in weather forecasts. Australian has a high risk of getting skin cancer due to sun exposure. Therefore, they do the test at hospital frequently. For my personal growth, I believe my sense of responsibility to maintain my health for my students' sake contributed significantly

Through my internship, I realized the challenges of giving clear instructions and teaching without authorized textbooks. One of the greatest difficulties I faced was maintaining students' attention, especially younger ones. They were engaged when the content was directly relevant to them like their family, so I tried to involve them by asking questions. However, this strategy did not always work. I was not just an assistant to my teachers but also actively took on a teaching role, frequently asking, "May I ~?" to get more experience. This approach helped me understand

the difficulty of giving instructions and keeping students engaged. Additionally, I was surprised to learn that Australian teachers do not use authorized textbooks like those in Japan. Instead of using those textbooks, they create their own materials and make lessons according to students' needs. Teachers collaborated, shared ideas, identified areas for improvement, and adjusted lesson plans frequently. I thought it is admirable that they focused on doing effective lessons based on student engagement rather than simply following a prescribed curriculum.

One of my most memorable experiences in my homestay was having dinner with my second host family. While my first homestay had some fun things, I faced cultural and personal challenges, such as language barriers, no dishes for me, and difficulty sleeping due to noise at night. My second host family provided a comfortable environment where I could enjoy delicious meals and sleep well. I am grateful for their kindness. Also, I am glad that we had a lot of communication, even though I stayed their home just 2 weeks. The time became my learning about their values and my communication skills.

One suggestion for improving the program is to extend the internship period. Due to a high number of Japanese classes, I only interacted with some students once a week, and just as they were becoming comfortable with me, the internship ended. Additionally, I was in the middle of refining my teaching methods when the program concluded. While I understand that shortening the overall program is difficult, I believe making slight adjustments to the schedule at Griffith University could help. For example, reducing the time spent in cultural classes and incorporating past examples in the teaching preparation could allow future students to better visualize and prepare their presentation in short time than us.

For students attending Griffith University next year, my advice is to be open-minded, ask for help when needed, and not always say "Yes" automatically. Keeping an open mind will

maximize your growth. Actively participating in class, speaking up, and asking internship teachers about what you'd like to do will greatly enhance your experience. Approach this program with a strong desire to learn, as hesitation can hinder personal and professional development. Regarding souvenirs, individually packaged snacks for your host family and teachers are a great one. Additionally, fun stationery items, such as sushi-shaped erasers or toilet-shaped erasers, make good gifts for students. Since we do not know in advance which school we will be assigned to, bringing snacks specifically for students can be challenging.

My time at Griffith University was a revolution experience that improved my language skills, deepened my cultural understanding, and contributed to both my personal and professional growth. I highly recommend this program to future students and hope my insights help them make the most of their time in Australia.

2024 Spring Griffith University Internship Report

The Griffith University Internship program was one of the most valuable experiences of my life. I especially enjoyed the experience of working in an Australian school. In this report, I will write about what I learned from Griffith university and internship, my most special memory from homestay, and my advice for future students going to go to Griffith University next year.

I learned a lot about teaching methods at Griffith University. One of the pedagogies that impressed me the most was in how to build strong rapport with students. Learning about practical teacher methods helped me to imagine what it would be like to be a teacher myself. He told me that to have a strong relationship with students, we should learn names quickly and have more conversations outside of class. However, building a strong rapport with adolescents, such as junior high and high school students, can be difficult. In that case, we should not talk too much myself, but rather listen first. I was also able to learn about several Australian cultural and landmark things in class. One of the most memorable experiences was that of the Aboriginal. It was a great experience to be able to paint my face and hands and put emu feathers on hair and be like an Aboriginal person.

Through the internship, I was able to think about many things. Among them, I learned that some things that are easy for Japanese people are difficult for people from other cultures. For example, long sound pronunciation patterns such as Osaka, or Okasan which I thought were easy, but difficult for non-native Japanese speakers. This made me more aware of the importance of explaining things clearly and adjusting my teaching style to fit the learner's point of view. Another challenge was understanding what students were saying at once. In the classroom, students speak with different accents and at different speeds, making it difficult to catch everything immediately. Therefore, I often had to ask students to repeat or restate what they were saying. This experience taught me the importance of active listening and patience

in communication. Furthermore, I realized how difficult it is to manage time in the classroom. Planning lessons and ensuring that all activities fit within the allotted time was more difficult than expected. Sometimes the activity longer than planned, or students needed extra time to complete their assignments. This experience helped me develop flexibility in dealing with unforeseen situations. Overall, this internship has enhanced my desire to become a teacher and has given me a better understanding of the challenges of being a teacher.

I have many fun memories of my homestay, but one of the most special was visiting a mosque with my host family. Before going to Australia, I knew very little about Islam and was able to experience many cultural differences while living with them. Although I am not Muslim, when I told my host mother, I wanted to visit the mosque, she was very happy. I was nervous about going to such a place as a non-religious person, but I thought it would be a good experience, so I put turban on my head. When we got to the mosque, I learned that we had to take off our shoes before going inside and that there were separate prayer areas for men and women. Most impressive was observing people praying. I realized how important religion is in their daily lives and how it brings people together as a community. Through this experience, I gained a deeper understanding of religious diversity and the importance of respecting different beliefs. It was a meaningful experience that I could not have had without my host family.

What I would like to say to those who will participate in this program next year is to be proactive in using English, because the 6 weeks will be over in a flash. You should be proactive in everything you do, such as speaking up in class, interacting with teachers, telling them what you want to do and what you can do in your internship school, and talking a lot with your host family. I hope that you will spend your time without regrets by being aware of the following. This was my third times study abroad, and although it was a short period of time, I was able to spend it without regret more than ever before. This is because I was conscious of actively promoting myself in my daily life. By doing so, I naturally gained

confidence and was more excited about my first internship than nervous.

Throughout this study abroad experience, this time was very important to me. It strengthened my resolve to continue my English studies and got me thinking about what I need to do to become the teacher I want to be.