

名古屋外国語大学海外派遣プログラム成果報告書

2024年 3月 21日

学部・学科名 現代国際学部 グローバルビジネス学科

担当教員氏名 竹ノ内 典子、磯村昌彦

1. 区分	中期留学 ・ 語学研修 ・ 海外実習
2. プログラム名称	グローバルビジネス学科主催 海外インターンシッププログラム
3. 渡航先国名	オーストラリア
4. 派遣期間	2024年 1月 27日 (土) ~ 2024年 3月 2日 (土) 36日間
5. 派遣先教育機関名	グリフィス大学
6. 参加学生数	12名
7. 派遣目的	3週間の語学研修においてビジネスシーンで通用する英語を学ぶと共に、2週間のインターンシップで国際社会に必要なビジネスマインドを身につけること。
8. 派遣内容	春期休暇期間にオーストラリアにおいて5週間の研修を実施。この間、最初の3週間は、Griffith 大学 Nathan campus においてビジネス英語の講座を受講した。後半の2週間は現地会社や教育機関にてインターンシップを実施。対象学生は名古屋外国語大学の全学部、全学科の2年生以上である。この研修の目的は、英語を母語とする環境で、授業だけでなく日常生活も英語しか用いないことによって学生の英語力向上を図ること、同時に異文化の環境下、ホームステイ先や現地学生並びに他の国々から来た留学生と密接に交わることにより異文化理解を深めること、インターンシップを通じて現地のビジネス慣行を習得すること、この3点である。語学力やビジネスセンスを有し、異文化の人々と積極的に交流し、自らも発信できるグローバル人材の養成を目指し、そして「異文化共生の道」を探るプログラムとなっている。

<p>9. 成果</p>	<p>帰国後のアンケート、レポートでは以下のような成果が挙げられていた。</p> <p>前半部分の大学の講義では、ビジネスシーンで用いられる英語表現やオーストラリアについてを学び、後半部分のワークエクスペリエンスでは、実際にオーストラリアの職場を体験することで実践的なビジネス英語を間近で学ぶことができました。今回のプログラムで学んだ多くのことをこれからの英語学習、自らのキャリアに活かしていきたいと思います。</p> <p>ワークエクスペリエンスではオーストラリアの働き方を目の当たりにし、日本と比べてカジュアルな服装で同僚間でのコミュニケーションが多いように感じた。また私の英語を最後まで熱心に聞き理解してくれようとしたホストファミリー・先生・ワークエクスペリエンス先の上司・店員さんのおかげで、英語を話すことをためらわず日々挑戦できた。これらの経験から今までは何かしら理由をつけて断念していたことでも、何事も挑戦してみようという気持ちが私の中で芽生えた。</p> <p>語学研修だけでなくインターンシップが出来た事はとてもよかったです。海外で働くという経験はなかなか出来ない事ですし、自分の将来の選択肢も広がったと思います。また、その選択肢を可能にする為にもっと英語の勉強や大学の勉強を頑張ろうと言うモチベーションにも繋がりました。さらに、他学部他学科の学生、先生方と交流出来る機会でもあったので様々な話ができとても有意義な5週間でした。しかし、グリフィス大学で研修は外大でも出来るのではと少し思いました。現地の学生と交流する機会がもう少しあるとさらに有意義な研修になると思いました。</p>
<p>10. 備考</p>	<p>以上</p>

Australian Work Experience Program Report

Introduction

In this report, I would like to talk about my experience at the Australian work experience program. In this program, I learned many things, including mental and English skills and so on. This report includes the class information at Griffith University, the internship program, advice to the students who are going to join this program, and so on.

1. The most important and interesting things that I learned in class.

We had great experiences in Griffith University's class. Of course, we learned a lot of skills about English and English communication skills. I think the most important thing that I learned from the class is a proactive attitude. Even before I left Japan, I felt that many positive results could be obtained by taking the initiative to tackle on one's own. So, I tried to be proactive and take the initiative in many things in Australia as well. As a result, I always communicated with my teacher and tried hard to improve my English skills and business English skills. I think the most interesting thing that I learned in class is the way to learn. For example, in Japanese classes, the primary method of learning English vocabulary is through classroom lectures, learning, and then checking academic achievement with exams and other methods. On the contrary, it was interesting that Griffith University uses game-like learning methods for even a single-word study, and that learning is conducted impacts students' motivation. It was also interesting to learn about the history and culture of indigenous people (Aborigines) in the class. I felt learning about the history of the country and its indigenous people would lead to cross-cultural and transnational understanding. I felt that Japanese classes could be more enjoyable if they had content that motivated students like this, or if there were classes where students could learn about indigenous peoples and history in depth.

2. The most important and interesting things that I learned during the internship.

As an internship, I went to the Anglican Church Grammar School (Churchie) as a student teacher who taught Japanese. I taught the Japanese language and Japanese culture to Churchie's preparatory school students. I am taking the teacher's course at Nagoya University of Foreign Studies. And I thought I wanted to learn the education system's good points in Australia from this experience. I found there are a lot of similarities and differences between Japan's and Australia's education systems. In this chapter, I would like to talk about things that I learned during the internship. The most important thing that I learned from this internship is the idea of having a sense of creating my own environment. I had hoped to gain experience as an English teacher because I want to become an English teacher in the future. However, I was

assigned to work as a Japanese teacher, which is a little different from what I had hoped for in the future. I learned the importance and difficulty for me to create a useful environment for myself when I asked other colleagues to show me their classes and participate in various activities such as student debating competitions. By communicating with many colleagues on my own, I acquired the skills to make my work environment better. I also felt that people who work proactively and with a spirit of challenge as an evaluation are highly valued. I learned that these acquired skills and evaluation methods are good ideas that I can use to challenge myself and evaluate others in the future.

I have also discovered many advantages and differences in the educational aspect of working as a student teacher. Similarities include the number of years of education and the basic courses taken, but many other differences can be found. According to World Avenue (2023), the differences are that Australia has a four-semester system, while Japan has three or two semesters, and offers a variety of unique subjects in addition to the regular subjects.

In my opinion, the biggest difference between Japanese and Australian education is special education. Both countries have special education systems for people with disabilities. Japanese special education is specially designed for people with disabilities and education is provided separately from general students. This is a part of inclusive education (Fig. 1). in Japan, but it was recommended by the United Nations that special education in Japan is not inclusive education (TOYOKEIZAI, 2022). Australian education is well known for its inclusive education, and the inclusion of all students is Japan's ideal for its education system, and Australia has achieved this. Japan should have the same inclusive education for all students as Australia does.

Another interesting educational difference is that students are divided into four teams, called Houses, and I was amazed at how hard they work for each house, doing their best to score points and earn honors. It was also very interesting to note that each student is divided into four Houses based on Viking, and if a sibling, parent, or other relative is a graduate or current student, he or she is assigned to the same House as that relative. In addition, the teachers are also assigned to a house, and I was surprised at the enthusiasm of everyone involved in Churchie for the house. At the house meetings where students and teachers from the house gather, they share information about the students that the house aims to nurture and seriously discuss future goals. One interesting aspect was that there were inter-house swimming, rugby, and cricket tournaments, etc., and I was impressed by the fact that each student was giving his or her all in practicing for these tournaments. A Churchie teacher told

me that it was similar to a field day in Japan, where the students were divided into red and white teams and competed against each other.

One of the other interesting things we learned was the red signature system, which is a system to punish students for bad behavior. This system basically punishes students who misbehave and gives them a red signature for not following the Churchie rules, and after three times a week, they are given a suspension. The good thing about this system, in my opinion, is that it is not a punitive one, but one that makes it easier for teachers to control their students, as punishment, has a positive impact on students' motivation and attitude toward the class. On the other hand, there is something called the blue signature, which is given to students who have done good deeds, I found this system to be a good one, as students put all their effort into their honor and the House points, they get from it.

I have learned a lot from this Churchie experience. I found many differences in the educational aspect of the program, and I would like to make positive use of what I can learn from students and apply it to school education when I become a teacher.

3. My most special memory from this program.

In this chapter, I would like to write about my most special memory of this program. We did a homestay during this program, and the homestay experience was the most enjoyable. My host family had a schedule for every weekend, and all the schedules were wonderful things that I could only experience in Australia. One of my most special memories is my experience on North Stradbroke Island. I rode the ferry to the island with my host family and experienced many things on the island, including surfing and hiking. Of course, I had such a unique experience on the island, but it was the Aboriginal culture that I was able to learn about that made the experience the most memorable. Aboriginal culture is deeply rooted throughout the island, and there were many maps with descriptions of Aboriginal flags and culture that could be studied. Through this program, I felt that when visiting a foreign country or a city I have never been to before, learning about the local culture will help me understand it better and communicate more deeply.

4. Suggestions for improving the program.

First of all, as a basic premise, I felt that this program is complete and excellent at this point. What I can suggest to make this program even better is to have a more in-depth study of the indigenous people and other cultures in the pre-program classes and in the classes at Griffith University, as I felt this would change the way I learned and interacted with the local people. In addition, although there were three weeks of classes at Griffith University in this program, we felt that reversing the ratio of internship to classes would lead to more student growth.

5. Advice for students participating in this program next year.

My advice to the students who will participate in this program next year is to take on challenges and work to create their environment. You must communicate with many people and make your environment a good one, work diligently to learn beforehand, and incorporate this into your lives afterward and after returning home.

Conclusion

I learned a lot through this program. I was able to learn about English education that will lead to my future, the differences between various types of education, and the importance of a challenging spirit and a proactive approach to things, making it a very good experience. I would like to spend my time in Japan in the future as well, taking the initiative in many things and remembering to create my own environment.

References

- TOYOKEIZAI. (2022). *Shōgai-sha kyōiku, Kokuren ga Nihon ni tsukitsuketa kibishī kadai* [Education for persons with disabilities: a tough challenge posed to Japan by the United Nations]. Retrieved from <https://toyokeizai.net/articles/-/623982>
- World Avenue. (2023). *[Ryūgaku jōhō] ōsutoraria to Nihon no kōkō no chigai o tettei kaisetsu* [Study Abroad Information] Thorough explanation of the differences between high schools in Australia and Japan]. Retrieved from <https://www.world-avenue.co.jp/country/au/au-koukou/differences>