

MONASH University

CLIL ICEM Report 2025

CLIL

**Student Intercultural Communication Experience
in Melbourne, Australia**

オーストラリア・メルボルン

CLIL 生徒文化間コミュニケーション

体験研修報告

The University of Melbourne

Monash University

Kew High School

Simonds Catholic College

© 2026 CLIL-ite

CLIL Student Intercultural Communication Experience in Melbourne, Australia
オーストラリア・メルボルン CLIL 生徒文化間コミュニケーション体験研修報告

発行(published by) : NPO 法人 CLIL 教員研修研究所(CLIL-ite)

協力(collaborated by) : 日本 CLIL 教育学会(J-CLIL)

© 2026 CLIL-ite



Contents

Preface	4
The program outline	5
Travelogue	7
From Shu Ohki sensei to the students	37
From Junko Nichols sensei to the students	39
From the students to Junko Nichols sensei	41
From Liam Perera sensei to the students	50
Students' voices	52

Preface

CLIL Institute for Teacher Education (CLIL-ite) started as a NPO (Non-profit Organization) in 2022, after I retired from president of the Japan CLIL Pedagogy Association (J-CLIL). The current CLIL teacher education program (CTEP) focuses on the J-CLIL Accredited Teacher (JAT) program. I would like to continue these CLIL teacher education programs for several years. This CLIL Student Intercultural Communication Experience (ICEM) program is one of these CLIL-ite teacher education programs to promote CLIL in Japan. That is because I would like students to understand what CLIL is. CLIL is integrated learning, which should include languages learning, thinking about Australia, communicating with the local students, and develop intercultural awareness. I believe the 14 students who visited Melbourne for one week as well as Sydney for 3 days could learn many things through authentic learning experiences. This report can show some pieces of evidence for their learning outcomes.

笹島茂 Shigeru Sasajima, Chair of CLIL-ite



The program outline

Schedule: Wednesday, August 20th to August 30th (11 days)

DAY 1 (August 20th) 22:00 Departure: Haneda, Tokyo

DAY 2 (August 21st) 09:00 Arrival: Sydney, Australia

Accommodation: Holiday Inn Express Sydney Airport by IHG

DAY 3 (August 22nd) Cultural experience in the city centre of Melbourne
Library, museum, taking trams, and shopping

DAY 4 (August 23rd) 14:00 Travel: Sydney to Melbourne Tullamarine
Shopping at Coles supermarket

Accommodation: Flagstaff Green Apartments

DAY 5 (August 24th) Cultural experience in Melbourne

DAY 6 (August 25th) Visiting the University of Melbourne

Campus tour & meeting at the library

Shu Ohki arranges this visiting program

DAY 7 (August 26th) Visiting Monash University

Campus tour & communicating with the students

Junko Nichols, the director of Japanese language
education centre, arranges this program

5 volunteer students support this program

DAY 8 (August 27th) Visiting Kew High School

School tours, classroom activities with the students,
communicating with the students

Ms Elise Dunstan and Mr Andrew Cerini arrange this program

DAY 9 (August 28th) Visiting Simonds Catholic College 1

School tours, classroom activities with the students,
communicating with the students

Mr Liam Perera arranges this program

DAY 10 (August 29th) Visiting Simonds Catholic College 2

Classroom activities with the students and city tours
with the students

Mr Liam Perera arranges this program

DAY 11 (August 30th) 09:35 Departure: Melbourne

19:00 Arrival: Narita and dismissal

Participants :

14 secondary school students

AINA UCHIYAMA
HIBIKI KAMIKAWA
HINAKO YAMASAKI
KANADE UCHIDA
KOKONA BABA
MASHIN HATTORI
MINAMI MATSUO
NATSU TAIRA
RISEI KAWASAKI
SAKUTARO USHIZU
SHINNOSUKE MORIUCHI
YUA TAO
YUNA YAMASAKI
YUTO SUEISHI

2 participant teachers

FUMI KATO
RIMI USHIZU

Coordinator

SHIGERU SASAJIMA

Purpose: Students aim to have precious 'lived experience' of intercultural awareness and translanguaging use of English and Japanese as well as learning English use.

Participation fees: 300,000 yen (flights, accommodations, studies, etc.)

The travelogue

This program was conducted by CLIL Institute for Teacher Education (CLIL-ite), supported by the Japan CLIL Pedagogy Association (J-CLIL). Also, the University of Melbourne, Monash University, Kew High School, and Simonds Catholic College kindly accepted our offer to visit and supported the 14 Japanese students' studies and intercultural communication experiences. Thanks to them, we visited Sydney and Melbourne, Australia, from August 20th to 30th, 2025. I, as the coordinator of this program, appreciate all of them and report what the students did, how they learned, and what they thought in Sydney and Melbourne. Initially, I wanted young people in Japan to understand how Australian students, as well as international students, were learning, and what they led their lives and thought. Though the Japanese students are not yet accustomed to using English fluently, I hoped they could share ideas with the students and teachers in Australia. As a result, I am very satisfied with them, as they shared meaningful communication in both English and Japanese. Here, I would like to write my journal about this program.

1. Introduction

We must ensure the safety of 14 students when taking them from Japan to Australia, as we are responsible for their wellbeing during overseas travel. Therefore, we tried our best to create a good supporting system before, during, and after the program. However, such precautions increase travel costs and overseas travel insurance expenses. Currently, prices are higher, so the total cost per person may exceed 600,000 yen or more. It is undesirable to make the program too expensive. The point is, therefore, that the program's cost should be kept as low as possible. Why aim for a low cost? I would like all Japanese children to change their mindset regarding learning English and intercultural communication through the concept of CLIL (Content and Language Integrated Learning). The fundamental concept is CLIL, which intends to focus on natural learning contexts through using necessary languages such as Japanese and English in this program. Furthermore, I would like to think a lot more about multilingual and multicultural learning contexts in Australia, which is actually different from the Japanese context in that the Japanese language and culture have been very influential to its daily life.

CLIL emphasizes learning content through languages (English and Japanese), focusing on learners' autonomous or independent learning, encouraging them to think for themselves and make decisions about how to learn. Additionally, learners should always consider their own cultures and others' cultures, which is called intercultural communicative competence (ICC). ICC is key to their global communication, but it is difficult to grasp practically, as it involves real experiences and authentic learning. Ensuring security and minimizing travel costs—including transportation, accommodation, food, and attractions—should not limit their core activities.

Safety and low cost are often conflicting priorities, but it is very important to balance them in this study program. It does not aim to do business but to provide practical education for children. However, we must consider both aspects carefully and manage the program with the help of volunteers in Melbourne. The primary goal is, as I mentioned, to inspire young Japanese students to look forward to their future, learn English, study various disciplines, see the world, and work internationally. I hope this program will positively influence their future perspectives. To improve the program, students should have opportunities for decision-making, self-judgment, intercultural awareness, and learner autonomy.

Regarding safety, I believe most places in the world, especially in democratic, developed countries, are relatively safe—like Japan, generally speaking. Of course, some entertainment districts at night may pose risks, but during the daytime, visiting universities, schools, or other public places usually involves no problems. Activities like using public transportation, staying at hotels or apartments, shopping, eating, and walking around are authentic experiences. If problems occur, students must try to cope with them independently. These incidents can be valuable learning experiences, fostering awareness and resilience.

Low cost also encourages students to think about their expenses and manage their finances responsibly. It helps them understand currency and exchange rates through activities during the program. Without such independent opportunities, for example, if a travel agency handles all arrangements—including tickets, transportation, and accommodation—they simply follow instructions without decision-making. Cost reduction means students perform many activities themselves, with minimal support. Although there may be risks or troubles, we have a support system with local people who can assist if needed.

The keyword for this program is challenge. Traveling using local transportation and staying independently at apartments—cooking, washing, and managing daily routines—are practical activities that help students develop survival skills. Communicating with students and locals in English in real situations is not classroom learning but practical, real-life practice, even in a short time. We hope such challenging experiences will benefit their future studies or careers. In this report, I will describe how the students spent their time during the program. Visiting two universities and two secondary schools in Melbourne contributed to enhancing their learner autonomy. They experienced daily life in Australia and had to think about managing their own activities—taking trains, trams, and buses; handling troubles; shopping; cooking; washing; and communicating in English. Each student was responsible for their behaviours and decisions. Despite the short stay, I believe they reflected deeply on their future studies abroad and gained confidence in using English independently.

2. Travel Journal

Day 1: Wednesday, August 20th & Day 2: Thursday, August 21st

We gathered at Haneda Airport at 7pm. The airport was crowded with tourists from other countries and Japanese students departing for overseas. Most participants came from Nagasaki, having travelled to Tokyo earlier that day and appearing tired. Two teachers kindly assisted the students, who all study at the same *Juku* (private preparatory school). One student participated from Saitama. The group of 14 students was very active and motivated to visit Australia.

Before traveling, I held several online classes about Australian languages and cultures. Although many students were busy during summer vacation and couldn't attend all sessions, they looked forward to visiting Sydney and Melbourne. Regarding flight bookings, I encountered some problems—the ticket costs were higher than initially planned. This increased the overall expenses, especially for meals, requiring us to cut costs. I volunteered without compensation and could not offer cashback to the teachers, either. I am concerned that our NPO may not generate income from this activity, but I realized it was important to carry out the program regardless of these disadvantages.

The flight was comfortable, and we arrived safely at Sydney Airport, passing through immigration and passport control smoothly thanks to ETA. The weather was poor, so we

decided to take a train to the nearest station. We purchased travel cards at the station. The system was straightforward, but we were surprised by the high entrance fee at the airport. I was unaware of this beforehand. However, it was a good learning experience, and when we left for Melbourne, we walked to the airport since the weather had improved.

In the evening, we bought food at a supermarket for dinner. Many students underestimated the appropriate budget and couldn't cook in the hotel, so they bought too much of their favorite foods on the first day. They learned to judge proper portions and prices through this experience. By the next day, they understood what and how much to buy. I was relieved to see that all the students seemed well and enjoyed traveling from Tokyo to Sydney on the first day in Australia.

Day 3: Friday, August 22nd



In Sydney, we stayed at a hotel near the airport because we had to leave early the next morning. It was within walking distance to the airport and easy to reach the city centre by tram or train. My original plan was simple: to visit the Opera House, and then to have students form small groups of 3 or 4 to explore their favorite spots. The weather was not ideal, so we didn't visit many places, but the Opera House and harbour area made a strong impression. During sightseeing, many school groups were also visiting the Opera

House. We saw numerous tourists around. Most students felt it was truly Australia. However, they seemed hesitant to move around alone, so I changed the plan to stay together until the shopping mall, where they could have lunch freely and shop within the mall. This was successful, and they enjoyed their own time while gradually understanding Australian life and people. We returned to the hotel earlier in the evening. Some students still wanted to buy things at the supermarket or explore nearby areas.



This was their first time moving around in Sydney. Although they had plans to visit many famous spots, time was limited. Still, it was a good start, as they became familiar with daily life in Sydney: observing diverse people from different ethnic backgrounds, hearing various languages, and experiencing local shops and stores, including Japanese foods and fashions. I believe they felt relaxed and comfortable during their stay in Australia.

Day 4: Saturday, August 23rd



It was a beautiful morning. We walked to the airport from the hotel with their luggage. The walk took about 15 minutes, and we avoided extra fees by not using the railway. The flight from Sydney to Melbourne lasted less than two hours. Although scheduled for 2pm, we arrived early, allowing time for shopping and meals. Most students checked in independently and travelled safely to Melbourne. I observed most students gradually gaining independence in

managing their activities. After arriving at Melbourne Airport, we took the airport bus to Southern Cross Railway Station, then walked to the apartment where we stayed for a week.

The students began their independent living at the apartment. They used four rooms, with 3 or 4 students per room, on different floors, with security keys preventing free movement between rooms. They were responsible for managing their own meals—shopping, cooking, and cleaning—and for budgeting their expenses. I aimed to foster learner autonomy based on CLIL principles. I am unsure how well they coped, but I believe they learned a lot working together. Even if they encountered problems or failures, these experiences would be valuable for their personal growth and understanding of real-life situations.



In the evening, students bought groceries for their meals at the supermarket. They gradually became familiar with shopping procedures and made individual or group decisions about what to buy and how to prepare meals. This process helped them learn

about social systems and cultures, particularly how to live independently without parental support. They also looked forward to visits to universities and schools, which would provide further intercultural and academic experiences. These activities exemplify CLIL, focusing on content learning, communication, and intercultural understanding.



Day 5: Sunday, August 24th

This was the first full day in Melbourne. In the morning, we took trams and walked around the city centre, visiting landmarks like State Library Victoria and Flinders Street Station.



The main aim was to familiarize students with navigating Melbourne’s streets and tram system. However, two teachers took students to the Shrine of Remembrance because they came from Nagasaki. All students visited the shrine, then took sightseeing trams to other parts of the city centre before shopping for dinner at a supermarket.

It was a good opportunity for students to observe Melbourne on a busy Sunday. Although I didn’t visit the shrine myself, most students told me it was a meaningful and impactful experience—especially knowing that Nagasaki is not represented there. Since their stay was only a week and their main purpose was visiting universities and schools, their sightseeing was limited. They learned the importance of managing their time effectively and making choices about what to prioritize.

Day 6: Monday, August 25th

The main program began today. We walked to the University of Melbourne from the apartment—about a 20-minute walk to the Faculty of Education. All students appeared eager to meet Shu Ohki sensei, who kindly agreed to speak about studying and living in Australia. Ohki sensei and I have shared ideas about CLIL, bilingual education, and have met at the university and various conferences. He has conducted research with Professor Russel Cross, who has supported my CLIL research in Melbourne for over 15 years. Ohki sensei earned his PhD under Professor Cross.



Ohki sensei greeted us at the front of the Education building and then took us on a campus tour of the main campus. Although I had visited several times, I didn't know many of the buildings. The University of Melbourne is highly regarded internationally, making this an excellent opportunity for students to learn about university life. We visited the Baillieu Library—Australia's first purpose-built university library—and then entered a seminar room he reserved for us. He shared his academic history, career, and life in Melbourne.



Students asked many questions about his background and experiences. I believe his story inspired them and broadened their perspectives. Ohki sensei now works as a lecturer in Language and Literacy Education at the Faculty of Education. His research focuses on



language teacher education and CLIL pedagogy. Although originally trained in natural sciences, he developed an interest in language education after coming to Australia, especially in CLIL. He has lived in Australia, built a family, and established a career. His personal journey offers a model for students aspiring to study and work globally.

At lunchtime and during the campus tour, Ohki sensei kindly interacted with students. Also, Kanauchi san, a Japanese university student participated in the TJFL (Teaching Japanese as a Foreign Language) program joined us, sharing her experiences as a teaching assistant at a local school. This was a positive start for the students in Melbourne. Although the campus buildings are in the city centre, limiting the sense of a traditional campus environment, I hope students gained a clearer picture of university life and study options there. It was a valuable experience.

Afterwards, students explored Melbourne's city centre through sightseeing and shopping. It was important for them to practice moving around independently, using trams and walking in the streets.



Day 7: Tuesday, August 26th

We visited Clayton campus of Monash University, which is located outside the city centre and has several campuses. We took a train from Flagstaff station to Huntingdale station, then a bus to the campus. At the bus terminal, Junko Nichols sensei met us and guided us to the meeting room. She is the director of the Monash Japanese Language Education Centre (MJLEC) and teaches Japanese in Australia. She arranged our visit and campus tour with Monash students. Clayton campus is large, with multiple faculties and facilities, differing from the University of Melbourne.



The mission of MJLEC is to improve Japanese teaching in Victoria, South Australia, and Tasmania. They support Japanese teachers seeking advanced qualifications, develop curricula tailored to Australian students, create resources, and offer scholarships for postgraduate studies in Japanese language education. Established in 1996 and housed in the Japanese Studies Centre at Monash University, it has supported my research and professional development.



In the meeting room, Junko sensei kindly gave the students university merchandise and talked about Monash University, language education in Victoria, and her career. Her background as an English and Japanese teacher in Australia provided valuable insights. She shared her journey and encouraged students to think about their future careers. Her enthusiasm and experience inspired the students, fostering motivation to pursue international careers.

During the visit, two Japanese graduate students—Fubuki Yamashita san and Ryo Fukumoto san—and other students at Monash University joined us. After the meeting, we moved to the campus café, where students mingled and exchanged contact information via social media. This informal interaction helped students practice English and Japanese communication and build connections with local students.

They then participated in campus tours guided by Ms. Yamashita, Mr. Fukumoto, and other students, visiting various facilities. These bilingual activities helped them become

more comfortable communicating across cultures. Despite the short duration, students expressed enjoyment and interest in establishing international friendships. Afterwards, the group explored Melbourne's city center through shopping and sightseeing. I encouraged students to make independent decisions and enjoy their free time within the program's framework.



Day 8: Wednesday, August 27th

Early in the morning, we left the apartment for Kew High School via tram. During the trip, an incident occurred: one student forgot his Myki card and had to purchase a new one at the post office. Responsibility for this expense lies with the student. Upon arrival, we were warmly greeted by Ms. Elise Dunstan, who coordinated our visit. I have visited this school several times and know it's a good school.



Thanks to Ms Dunstan and Mr Andrew Celini, a dedicated Japanese language teacher I've known since 2018, our visit was very successful. We observed classes in chemistry, arts, physical education, and Andrew's Japanese class, where students participated in quizzes and group competitions. The Japanese students shared ideas in English and Japanese, collaborating with local students. This activity aligned with CLIL principles—

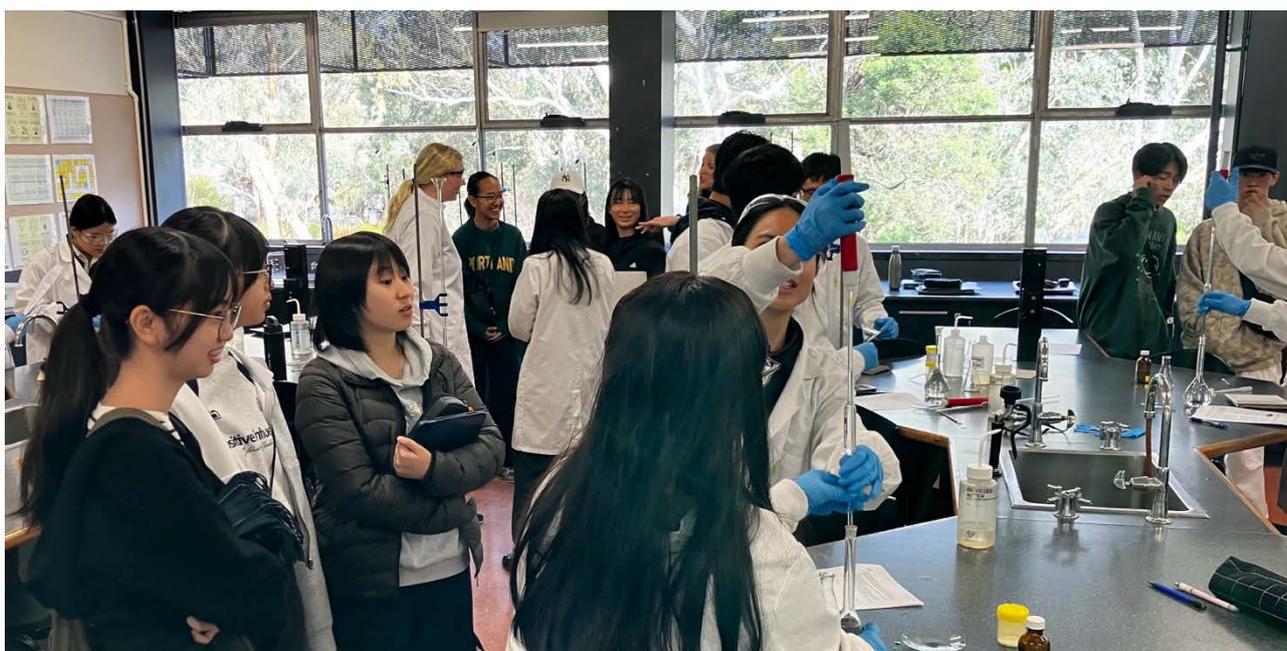
using two languages to share knowledge and foster intercultural understanding. The students enjoyed learning together.



The Japanese students also had the opportunity to join the English Language Centre (ELC) or English as an Additional Language (EAL) classes, which support new immigrants. They learned Australian English alongside local students, gaining valuable exposure to language diversity. Since many of them had limited English proficiency, this was especially beneficial.



At lunchtime, students interacted with Kew High School students, some playing basketball in the schoolyard. They exchanged contact information and made plans to stay in touch. I hope these connections will continue beyond the program. I appreciate the school's hospitality, and the principal, Mr Andrew Moffat, kindly discussed future school exchange possibilities. Although CLIL-ite is not a school, I will explore opportunities to establish partnerships with suitable institutions.

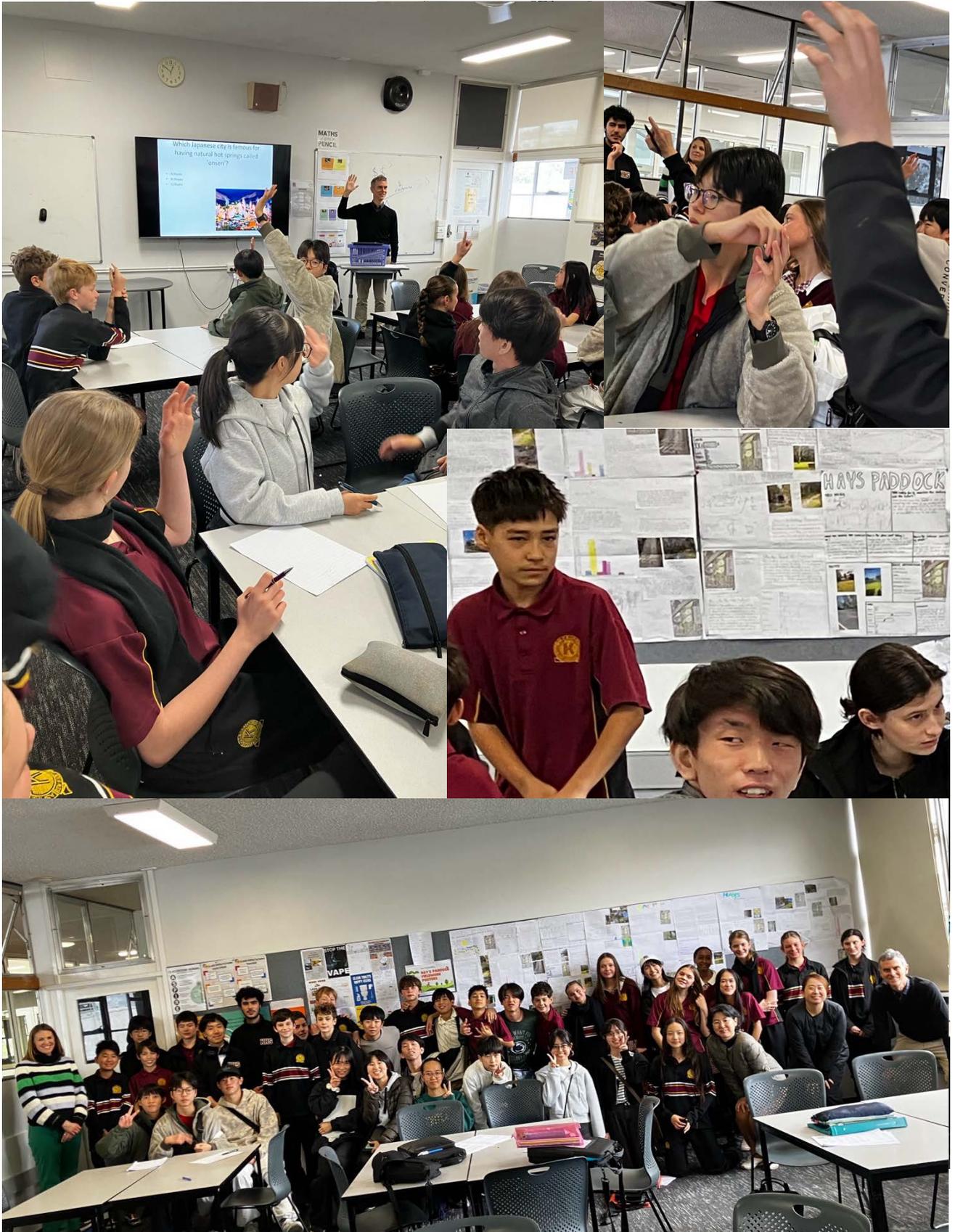


After leaving the school, students had free time for shopping and sightseeing. In the evening, they relaxed by visiting each other's rooms, using the swimming pool, or exercising in the gym. I am pleased with their proactive attitude and sense of

responsibility. This program emphasizes learner autonomy—students chose their activities, and I supported their independence.









Day 9: Thursday, August 28th



This was the final day of visits to Simonds Catholic College. Mr Liam Perera, a kind teacher of Japanese who previously worked as a JAT in Kumamoto, kindly arranged our visit. I met him at the TJFL (Teaching Japanese as a Foreign Language) conference six months earlier. Thanks to his support and the principal, Mr Robert Anastasio, we could visit this school twice. Simonds Catholic College is an all-boys school. I also thank Ms. Yoko Yao, another Japanese teacher, who supported this program. Without the efforts of these teachers, the visit would not have been possible.





Simonds Catholic College is very close to our accommodation. Unexpectedly, Mr Anastasio welcomed us at the gate, and Liam and other staff were very kind, offering refreshments and explaining the school's background. Liam assigned 'buddies'— Australian students paired with Japanese students—to facilitate communication in classes like math, science, and history. The Japanese students initially worried but gradually adapted to classroom activities. These genuine Australian classes, conducted in English, provided authentic language immersion experiences.

During lunch, students socialized with Simonds students, communicating in English and Japanese. Some students played basketball in the yard. Liam, a versatile teacher of Japanese and Italian, organized fun activities like video game sessions based on student requests. I was surprised to see many students enjoying themselves—such entertainment can be great for social bonding.



In the afternoon, all Japanese students joined Yoko Yao sensei's Japanese class to observe and assist. Her teaching style is interactive, promoting communication in Japanese and English. With 14 Japanese students, she incorporated Japanese culture into lessons, providing a model for effective language teaching and cultural exchange.



In the same school, Liam engaged students with quizzes, cultural talks, and classroom activities. Thanks to his preparation, the day was very fruitful for the Japanese students. We left around 3 p.m. for the apartment. In the evening, students had free time to relax or explore on their own. Tomorrow was nearly the last day, so they did what they wanted.

Day 10: Friday, August 29th

We returned to school at 8:30am., where students met their buddies and attended regular classes. Many students, with limited English skills, found the lessons challenging but appreciated the opportunity to observe authentic classroom practices. Buddies helped them understand lessons and participate. These activities are important steps toward CLIL and EMI (English Medium Instruction)—even if students do not grasp everything immediately, they gain valuable insight into school life.

Students participated in various subjects in the morning. Some classrooms conducted tests, requiring students to move between rooms. Lessons involved listening, tasks, and problem-solving. Understanding English instructions was crucial; students who knew key math and science terms could better follow and answer questions. Although some found classes boring, those aiming to study or work internationally could see how classroom learning occurs in English-speaking contexts. I did not pressure them—this program supports learner autonomy, encouraging them to reflect and decide for themselves.



The final activity involved cooking with buddies—collaborative work in English and Japanese. Students prepared Japanese dishes like curry rice and omelette with fried rice. This CLIL activity integrated language learning with intercultural exchange, as students communicated about cooking methods and ingredients in both languages. After cooking, they enjoyed their meals together, chatting in English and Japanese.





Following the cooking session, there was a student music performance—an unexpected and joyful surprise. All students participated happily. Music, as a universal language, facilitated good communication. I am grateful to the staff and students at Simonds Catholic College for this wonderful time together.

Later, the buddies took us to Queen Victoria Market, a famous Melbourne market. Liam arranged this outing to Bourke Street Mall for shopping and socializing. Students exchanged contact information and social media accounts, fostering friendships. I hope these connections will last. In the evening, we had dinner at a Mexican restaurant for a reflective gathering.





Day 11: Saturday, August 30th

Early in the morning, we had to leave for the airport. However, one student's room lost the key, which cost 200 dollars to replace. Responsibility for this expense lies with the student. We then departed Melbourne for Narita. The flight was smooth, and we arrived safely. The Nagasaki team had to stay in Narita overnight due to their flight schedule, but they all returned home safely the next day. That concludes the report.



Summary

Overall, the program was successful, thanks to the cooperation of Australian colleagues: Shu Ohki sensei, Junko Nichols sense, Ms Elise Dunstan, Mr Andrew Celini, and Mr Liam Perera. Without their support, this program for 14 Japanese students would not have been possible. I also appreciate the volunteer work of Rimi Ushizu sensei and Fumi Kato

sensei, who supported the Nagasaki students traveling from Nagasaki to Tokyo. I am very grateful for their assistance.

Having completed this program safely and fruitfully, I am very satisfied with the results. I believe all 14 students enjoyed the experience and learned things they could not acquire in their regular school activities in Japan. Through this program, I aimed to develop their global competence—a multi-dimensional construct involving knowledge, skills, attitudes, and values applied to global issues and intercultural situations. The program aimed for students to: 1) understand the Australian education system and realities by visiting universities and schools; 2) become motivated to learn about life in Australia and improve their English skills; 3) develop open-minded attitudes toward Australian students and residents in multicultural Australia; and 4) enhance intercultural awareness by engaging with Australians and understanding diversity, equity, and inclusion.

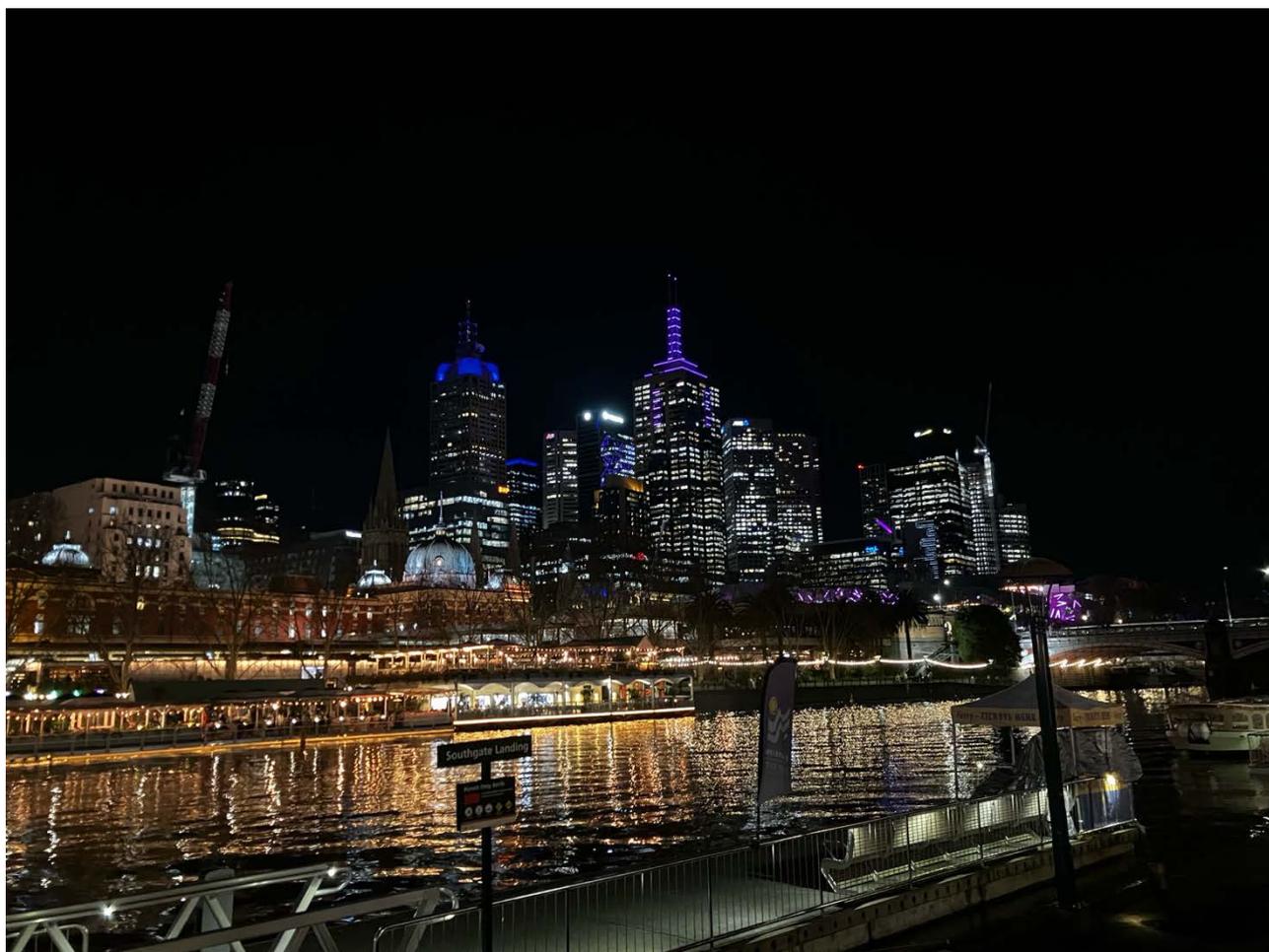


- The OECD PISA 2018 Global Competence

<https://www.oecd.org/en/topics/sub-issues/global-competence/pisa-2018-global-competence.html>

‘Global competence’ may seem like a broad term, and ‘globalization’ can have mixed connotations, but it influences world stability in many ways. Not all students will realize the importance of developing global competence from a brief visit to Australia, but I hope they have grasped some aspects of it.

I also hope CLIL-ite will organize another program for Japanese youth in Melbourne next year. My plan is similar, but higher costs may prevent it. The total cost of this program is about 300,000 yen, but students from Nagasaki paid more. I did not receive any reward, only covering travel and accommodation expenses. Volunteers like Rimi Ushizu sensei and Fumi Kato sensei also paid their own costs. Ultimately, this program is not a commercial venture. I sincerely thank everyone who supported and participated. Finally, I want to say, “Thank you to all the students who joined this program.”



From Shu Ohki sensei to the students

メルボルンを訪れた皆さんへ

今回のメルボルン訪問では、皆さんがさまざまなことを感じ、考える機会を持てたことと思います。異なる文化や言語に触れ、普段の生活とは違う環境で過ごすことで、自分自身の新たな一面に気づけた人もいないでしょうか。英語を使ってコミュニケーションをとること、海外で暮らすことの意味、そして将来の進路について考えること、これらはすべて、皆さんのこれからの学びや選択に深く関わってくるテーマだと思います。今回のような体験は、教室では得られない「生きた学び」であり、皆さんの視野を広げる大きなきっかけになったはずです。

言語を学ぶことは、単に単語や文法を覚えることではなく、他者とつながり、自分の思いを伝える力を育てることだと思っています。そして、今回のメルボルンでの経験は、自分とは異なる価値観に触れ、柔軟な考え方を身につける貴重な機会であったと思います。メルボルンでの出会いや発見は、これからの学びや人生の選択の中で、きっと役に立っていくことでしょう。

この短い滞在の中で、皆さんが見たこと、聞いたこと、感じたことを、ぜひこれからの学びにつなげてください。「もっと知りたい」「もっと話したい」という気持ちを大切にしながら、一歩ずつ前に進んでいってほしいと思います。皆さんのこれからの成長と挑戦を、心から楽しみにしています。



メルボルン大学教育学部 大木秀一郎

From Junko Nichols sensei to the students

CLIL コミュニケーション体験研修に参加したみなさんへ 2025年9月2日

無事に家に戻り、オーストラリアでの体験を思い出している頃でしょうか。

8月に南半球まで学びに来てくださり、本当にありがとうございました。短い1日でしたが、みなさんと時間を共にできたことをとても嬉しく思っています。親元を離れ、外国で一週間過ごすというのは誰にでもできることではありません。研修参加を成し遂げたことに、心からおめでとうを伝えます。そしてみなさんは是非ご両親と先生方にありがとうの気持ちを伝えてください。

今回の研修では、きっとたくさんの「初めて」に出会ったことでしょう。「初めてのこ」とはとても貴重なものです。ドキドキや不安を乗り越えて「できた!」と感ずることもあれば、思ったようにいかず少しがっかりすることもあると思います。けれど、どちらも大切な経験です。この研修の名前の通り、「体験すること」「やってみること」にこそ価値があるからです。

研修を終えた今、よかったら次の問いに答えてみてください。

1. オーストラリアの「いいなあ」「すごいなあ」「素敵だなあ」と思ったことは何でしたか。
2. 海外に出てみて、「日本のここが素晴らしい!」「日本っていいなあ」と思ったことは何でしたか。
3. オーストラリアの「ここはちょっと…」「変だなあ」「いやだなあ」と思ったことは何でしたか。機会があれば、その答えをぜひ参加者どうしでシェアしてみてください。

私自身も、以前北京に住んでいた時にたくさんの異文化体験をしました。楽しいこともあれば「いやだなあ」と感じたこともありました。たとえば、北京では美味しい郷土料理に囲まれて幸せでしたが、食事の時にみんなが鶏肉の骨をテーブルに置くのは最初とてもいやでした。でも思い切って理由を聞いてみると「きれいなお皿に、口に入れた骨を置く方が汚いから」と言われてびっくり。日本とは逆の考え方に触れたことで、「いやだなあ」が「なるほどね」に変わりました。正しいか間違いかではなく、ただ考え方や文化が違う

だけなのだ気づいたのです。

あなたの答えを振り返ってみましょう。オーストラリアにも日本にも、それぞれ素敵などころがありますね。そのことに気づけるのはとても幸せなことです。違いに気づくこともまた大切です。日本の良いところは誇りに思ってください。一方で「良い・悪い」ではなく、ただ「違う」だけのこともあれば、長所や短所のように見えることもあるでしょう。それはそれぞれの国の歴史や文化、習慣、環境が影響しているのだということを心にとめておきたいです。

3番目の問いについては、「変だなあ」「いやだなあ」で終わらせず、「どうしてそうなんだろう？」と考えてみるといいですね。見方を変えると、思いもよらない新しい視点が見えてきます。最初は「いやだなあ」と感じたことでも、理由を知れば「あ、なるほどね」と思えることがあるのです。そうした柔軟な視点を持つことが、これから出会う多くの人との交流をより楽しく、より深いものにしてくれるでしょう。

これからもたくさんの体験を重ね、感じたことを大切にしながら歩んでください。そしてもしまたメルボルンを訪れることがあれば、ぜひあなたの体験を聞かせてください。楽しみにしています。

ニコルス 潤子



From the students to Junko Nichols sensei

牛津理美先生よりニコルス潤子先生へ

オーストラリア研修ではたいへんお世話になりました。実際に行ってやってみなければ分からないことを数多く経験させていただきました。渡航前まで南半球は教科書の地図帳の世界でしかなかったと言っていた子どもたちにとって、オーストラリアは初めての詰まった特別な国となりました。世界にこのように懐かしさのある国ができることはとても幸せなことです。帰国途中、今度行く時には英語をもっと頑張ってからコミュニケーションリベンジしに来る、次は家族もいっしょに案内したいなど様々な声がありました。参加する際の目標設定には、英語を学ぶ意味や目的がほしい、上手になりたい等があり、本当は好きだからどうにかしたいのだろうと思っていました。

実際に行くと、伝えたいことが伝えられない「もどかしさ」や「くやしき」に直面し、みんなが歯がゆさを感じていました。振り返り授業ではコミュニケーションの出来なさを機に勉強自体にもどかしさを感じていたことにも気づくことができ、何となく課題をこなす毎日をもったいないという話になりました。進学について悩んだり、勉強って何のためにしているのだろうと悩んだりしていた子どもたちにとって、学ぶことの本質や好奇心を取り戻したオーストラリアだったと思います。潤子先生のエピソードは子どもたちの心に突き刺さり、英語諦めかけたけれど一度本気でやってみるきっかけとなったようです。先生からお話いただいた日の夜、物事は偶然でも全部必然かもしれないと思えると話していた生徒が印象的です。帰国後すぐ、学校の英語音読コンテストでずっと圏外だった子が初めて選ばれ先生に褒められたと嬉しそうに教えてくれました。自分で英語できないと蓋をしていたけれど、「CLILでは間違えてもいいから使ってみる、やってみる」を思いきりやらせてもらえたから、とりあえず失敗は恐れずに思いきりやると言っていました。11日間のオーストラリアは子どもたちのこれからへの向き合い方を変えることと思います。メルボルンへ進学する子も出てくるかもしれません。その時はどうぞよろしく願いいたします。

内山愛菜 (AINA UCHIYAMA)

1. 教育の環境が整っていて思考力を使う授業で頭を凄く働かせなければいけなかったから楽しかったです。また色々な人がいるので色々な文化に触れられて良かったと思います。トラムが一部無料なのもとても良かったです！
2. 衛生面と食事とお風呂について、日本の公共施設はとても綺麗に保たれてるんだなと

改めて感じました。食事はお米とお味噌がとても恋しくなりました。

3. エスカレーターが日本に比べてとても速くて戸惑いました。トラムの使い方がイマイチわかりにくかったです。マクドナルドで注文した物が来なかった時があったので少しショックでした。

森内伸之介 (SHINNOSUKE MORIUCHI)

1. 日本と比べてとてもショッピングモールなど大きく、とても買い物しやすく、すごいと思いました。
2. 日本は人がとても優しいと思いました。もちろん海外にも優しい人はたくさんいますが夜中など外出は危ないので、日本は安全な場所だと思いました。
3. オーストラリアは日本と違ってデモがありました。デモを今回初めて生で見てとてもお祭りのような感じで違う国の人たちが騒いでいて、そこは仕方ない部分もあるかもしれませんが見ていて、怖いと思い外出しにくいと思いました。

山崎陽菜子 (HINAKO YAMASAKI)

1. There are two wonderful things about Australia. First, I like the public transport. It is very comfortable. In Japan, there is no free zone. I envy that there are free zones on trams. Second, people are friendlier than in Japan. I was happy that they greeted me with a smile, even on the train.
2. There are two wonderful things about Japan that I realized after going abroad. First, Japanese food is very delicious. Australian food didn't really suit my taste. My recommended Japanese dishes are sushi and ramen. Second, the fact that Japanese staff's actions are polite. It was normal when I was in Japan. But, after going abroad, I felt more grateful.
3. There is one thing I didn't like about Australia. I didn't like that people were spitting gum directly into the trash can, but it might depend on the person. Lastly, I was able to have many experiences at Monash University. I will make use of this experience in the future. Thank you very much.

川崎理世 (RISEI KAWASAKI)

1. オーストラリアで見た学校の授業です。自分たちで考えて何かを作ったり、実際に体験して学習したりと興味深いものばかりでした。日本で授業のユーモアさを謳ってい

る学校でもここまでの授業はあまりないと思います。

2. 公共施設の綺麗さは日本に分があると思いました。街を歩いているだけではあまり違いは分かりませんが、公衆トイレなどに入ると「日本の綺麗さ」が実感されました。
3. 歩行者用信号機の青の時間が短かったり、エスカレーター、エレベーターのスピードが速かったりしたことです。途中からは慣れましたが、はじめのうちは戸惑ってしまいました。ここでも日本の配慮を感じました。

上川響輝 (HIBIKI KAMIKAWA)

1. オーストラリアの道や建物が広く高い、大学が近代的な建物や物語で出てくるような建物です。路面電車は無料のところがあったり、いろんな国の料理の店があり多文化を取り入れられていると感じ、住んでみたいなと本気で思いました。オーストラリアでは学校が日本より早く終わり、授業は1単元7週間くらいかかると聞き、日本とは違いじっくりと学べ、学んだことはしっかりと定着すると思いました。また生徒も先生も明るい人が多く、すぐに友達になることができ、日本でいう陰キャがあまりいないと感じ素敵だと感じました。
2. オーストラリアから帰って一番いいなと思ったのは豚骨ラーメンが美味しいと感じ、日本食はいいなと思いました。トイレなどの場所はきれいに掃除されており、オーストラリアとは違い、小便器に仕切りがあり、小さい子供でもできるようになっていて素晴らしいと思いました。
3. トイレが汚いこと。日本のように電車の出では行けない線がなく少し危ないな、嫌だなと思いました。

山崎優奈 (YUNA YAMASAKI)

1. オーストラリアでいいなと思ったことは、空が高く自然豊かなところです。国土が広いということもあるかもしれませんが、道に生えている木がすごく大きかったり、公園も広かったりして、くつろげる場所がたくさんあったので、ここで暮らしたら幸せだろうなと思いました。また年上の人やその辺を散歩している人、偶然エレベーターで一緒になった人などに気軽に話しかけているところが素敵だと思いました。どこ出身で、今何をしているのかなど初対面の人とも会話できるのはとても素晴らしいことです。人と人の縁を大切にしている感じが伝わってきました。もう一つは自由なところです。格好も食べ方も座り方も自分の軸を持っている感じがしてとてもかっこよかったです。日本では相手の目を少し気にしてしまうところがありますが、オーストラリアでは目を気にすることなく過ごせました！

What I like about Australia is the high sky and abundant nature. Perhaps it's because the country is so large, but the trees along the roads are so tall, the parks are so spacious, and there are so many places to relax. I thought it would be wonderful to live here. I also thought it was wonderful how people casually strike up conversations with older people, people walking around the area, or people they happen to share an elevator with. It's wonderful to be able to talk to people you've just met about where they're from and what they're doing now. I really felt that they value the connections between people. Another thing I like about Australia is the freedom. The way people dress, eat, and sit seems to have their own unique style, which I thought was very cool. In Japan, I tend to be a little self-conscious about what others think, but in Australia I was able to live without worrying about it!

2. 日本のやっぱりいいなと思ったところは、ご飯が美味しいところです!!! 白いつやつやのお米の弾力と甘さは世界一美味しいと思います。またオーストラリアに来ていて何度も日本のご飯が恋しくなりました。もう一つは秩序がしっかりと保たれているところです。年上の人には敬語を使う、電車の中では静かに過ごす、ポイ捨てはしない、など周りの人をこれだけ思いやることのできる日本はとてもいい国です。多くの人がマナーを守っているからこそ、今の日本があるのだと思います。

What I really like about Japan is the delicious food!!! The chewy, sweet, white, shiny rice is the best in the world. I've missed Japanese food many times while I've been in Australia. Another thing I like about Japan is how order is so rigorously maintained. Japan is a wonderful country, where people are so considerate of others—using honorific language when speaking with older people, staying quiet on the train, not littering, etc. I believe Japan is what it is today because so many people follow good manners.

3. オーストラリアの少し苦手だなと思ったところは、エスカレーターのスピードがとっても速いことです。日本の地下鉄でもかなり速い方だと思っていたのでびっくりしました。お年寄りや小さい子どもは乗りにくいのではないかなーと思います。あとは授業での態度などが少し目立つところです。先生が話しているのにおしゃべりをしていたり、足を椅子に乗っけて話をきいていたりして、何か理由があるのか気になりました。コレがオーストラリアの普通なのかもしれません!

One thing I found a little difficult about Australia is how fast the escalators are. I was

surprised because I thought even the Japanese subway was pretty fast. I think it must be difficult for elderly people and small children to ride them. Also, their behavior in class is a bit noticeable. They're chatting away while the teacher is talking, or listening with their feet up on their chairs, and I wondered if there was a reason for that. Maybe this is normal in Australia!

打田奏 (KANADE UCHIDA)

1. 多くのところにスロープが設置されていてバリアフリーだと思ったところ
2. 治安が良いところ
3. マナーがあまり良くないところ(理世くんのリュックの上にゴミを置かれたことなどをふまえて)

居石悠寿 (YUTO SUEISHI)

1. オーストラリアの良いところ

景色や建物なんかにも日本とは違う面白さがあって良かったし、挨拶を自然とみんなしていたのは温かくなって良かったが、特に目立つのは矢張り多様性の部分。例えばグルテンフリーやベジタリアンのための表示があるメニューや製品なんかはまだ日本が普及しきれていない部分だと思う。その背景として言語や国籍の多様さがあるのだろう、と推測できる。そういったところは日本と対比される特色だなあと思った。

2. 日本の良いところ

そういった新たな多様性への観点を得た今、国家としては多様化されてない現状が悪いことだと思っていたが、そういうわけでもない気がしてくる。多様化すべきは環境ではなく我々の心持ちだったんじゃないか？と気付かされた。多様化には環境面と精神面の2つの面があったのだ。つまり、こういった多様とはいえない文化も実は良い面があったということに気付かされた。

3. オーストラリアの悪いところ

食べ物や都会の感じなんかは合わない部分があったが、それは個人的な話として、ここでも言いたいのは多様性の話だ。モナッシュ大学の生徒さんと話した際、驚きだったのは、多様性は時に危険なこともあるという話。多様化された地域は様々なことがぶつかりかねないという観点は、日本じゃ味わえない考えだった。多様性があるから故の問題があることに気づけたのは、今回の研修で特に良かった点だ。

平七椿 (NATSU TAIRA)

1. 建物や街並みが綺麗でおしゃれだった。学校のルールが日本と比べてきつくなかったことがいいなと思った。食べ物が美味しかった。学校の人たちがたくさん話してくれて優しかった。あまり日本と変わらず普通に住みやすそうだった。
2. 日本の食べ物が美味しい。学校給食がある。日本語で話せるのでコミュニケーションがとりやすい。
3. デモがあり、少し怖かった。信号機が日本と違い分かりにくかった。

田尾優空 (YUA TAO)

1. シドニーはメルボンより温かく、半そででも過ごしても寒いとは感じず、冬だとは思えないほどちょうどいい気温だったこと。(その変わり雨が多かったけど…)
 - 街なかで楽器を弾く人や歌を歌う人が多く、賑やかな雰囲気だった。
 - デモ活動が実際に行われていて、日本では「仕方がない…我慢しよう」ということを、しっかり自分の意見を主張し、反対できる集団があることはすごくいいなと思った。
 - The temperature in Sydney was higher than in Melbourne, so it was very comfortable.
 - There were many people playing instruments and singing in the Streets, and it was a lively.
 - I thought it was amazing that demonstrations were actually taking place and that there was a group that was able to voice their opposing views.
2. コーンフレークは箱に入っていて、その中の袋にもジッパーがなかった。日本ではコーンフレークなどの1日で食べきれないものはよくジップロックに入っていて、その存在がすごくありがたいと感じた。

水の値段がとても安かったこと。空港や自販機で売っているものの値段を見ると500円くらい、スーパーのを見ても日本より100円くらい高かった。また日本ではいろはすや天然水など様々な会社が販売していて、他の飲み物の種類も日本は豊富だと改めて思った。

米が本当においしいこと。飛行機の機内食やホテルのチャーハンなど何度か米を食べる機会がありましたが、パラパラしていてあまり口に合いませんでした。日本の米はもちもちしていて、うまみがあると家の米を食べて思いました。

 - Corn flakes in a ziplock bag.
 - The price of water in Japan is cheaper than in Australia, and there is a wide variety

of drinks available at low prices in Japan.

- The rice I ate in Australia was dry and not very tasty, but when I got home and ate it, I realized once again that Japanese rice is chewy and very delicious.

3. 駅のトイレや学校のトイレ（男子トイレ）で壁に向かって用を足すものが多かったこと。このことをお父さんは話すと「昔の学校ではそれだったよ。」と言われて、驚きました。見たことなかったなので、少なからず抵抗がありました。

スーパーやショッピングモールへ行って買い物をする時、セールで「〇%OFF」よりも「BUY 2, GET 1 FREE」と書いてあるものが多く、買う物が違えるのとお金を倍払わなくてはならないので、僕は日本のセール方である一つひとつが安くなっている方が個人的に好きでした。

部屋を靴で過ごさなくてはならないので、ゆかに物を置いたり、手をつけたり、物を落としてしま時になんだか自分のものが汚れてしまう感じがして、やっぱり玄間で靴を脱ぐ日本はいいなと思いました。

- There was a difference in sales when I went shopping. In Japan, sales are often written as "〇〇% OFF", but in Australia, they often written "BUY 2, GET 1 RFEE". I think I prefer Japanese sales to Australian sales.
- We have to wear shoes even indoors.

松尾皆実 (MATSUO MINAMI)

1. 外観がすごく綺麗で美しいところ。街中の芸術的な建物の中を歩いているだけで楽しい気持ちになりました!その反面、飛行機で上空から地上を見ている時には日本では見られないような地形や草、土の色など自然も美しく感動しました。また、オーストラリアの学生さんとお話した時にはいつもの私たちと似たノリや雰囲気がいいなあとと思いました。
2. 1番感じたことはご飯が美味しいところです。私が日本食に慣れていることが大きな理由かもしれませんが、日本食は五味をしっかり感じることができ、何通りもの楽しみ方ができて素晴らしいと感じます。また、日本にはルールをきちんと守る人が多く感じました。こういったことが安全な日本をつくり上げているのだと思います。
3. 衝撃を受けたことは車が来ていなければ信号をほとんど無視していたことです。しかし小規模の横断歩道であれば、無視した方がタイムパフォーマンスがよくていいかも…とも感じていました。もう1つはトイレトペーパーが切りにくいことです。日本のような形にすると、トイレトペーパーに余計に手の汚れがつかず、一度に使用する量も減ると思うので無駄が無くなると感じました。

牛津朔太郎 (SAKUTARO USHIZU)

1. オーストラリアは日本より暖かくてとても過ごしやすかったです。シドニーは高い建物がたくさんあって東京に似ていると思いました。オペラハウスは建物がおしゃれで構造やデザインがすごく綺麗でした。メルボルンは高くおしゃれな建物が多くて景色もとても綺麗でよかったです。いろんな学校訪問が一番楽しかったです。自由があつて色々な国の言語や人と触れ合えるところが日本よりも好きでした。
2. 海外と比べて日本は徴兵制がないので平和に生活できるところがいいと思います。小学校の時にフィンランドの学校を訪問した時、ロシアと戦争中のウクライナからの難民の生徒がいました。今の日本は戦争がなく、あたりまえに平和な生活がおくれていることがいいと思います。
3. シドニーで歩いている時、自分のグループのメンバーがリュックに大きなゴミを乗せられたことがありました。学生にいっしょにバスケしようと声をかけても仲間に入れてもらえなくて無視されることもあったので、日本人への差別も少しあるのかなと考えると嫌でした。

服部眞伸 (MASHIN HATTORI)

1. 自分の考えを言えることが頭がいいという常識みたいなものが素晴らしいと思った。
2. 日本のごはんはとても美味しい。日本は親切な国。
3. トイレが汚い。一人一人の授業態度が悪い時がある。

馬場心菜(KOKONA BABA)

1. 人がフレンドリーで気軽に声をかけてくれるところ
豊かな自然が身近にあって、のびのびとリラックスできる環境があること
リラックスし、自分の時間を大切にすることができる場所
(公園でランチをしたり、読書をしたりしていて、自然の中で素敵な時間を過ごしている様子がありました。)
授業では、質問が歓迎され、自分の考えを自由に言ってもいい雰囲気だったところ。
時給が高いと言っていたこと(質問をしたらカイトさんが答えてくれました)
24時間営業のお店が少なく不便ではあったけど、働く人にとっては良い環境だと思った
2. 食べ物や飲み物が安くて美味しいところ

コンビニに何でも売ってあって、質が高いところ
治安が良いところ
マナーが整っていて、安心感があるところです。

3. 物価が高いところ

日差しが強く、乾燥していた
24時間営業のお店が少ないところです。

From Liam Perera sensei to the students

On the 28th and 29th of August, Simonds Catholic College hosted a group of fourteen students and their supervisors from Japan. The students ranged from 13 to 17 years old, all from the Nagasaki prefecture in the southern region of Kyushu, and all had a keen interest in learning about life and culture in Melbourne. They were first welcomed by our principal, Robert Anastasio, who took them on a tour of the nearby St Mary's Church and the new STEM Centre / F-building. Many of the students came from Catholic schools and remarked that St Mary's was now the largest church they had ever been in!



The Japanese students were partnered with one or two students from Simonds – around their age. Together, they would spend most of the two days, going to classes together, learning about each other's interests, and communicating in both English and Japanese. Thursday concluded with a joint cooking session where the Japanese students showed our boys how to cook Japanese curry. One group even cooked the complicated dish of Omurice – a Japanese style omelette over fried rice – yum!



On both Thursday and Friday, the Japanese group attended all kinds of exciting classes with their buddies. They conducted practicals in science, solved quadratic equations in maths class, saw our Simonds students work hard at essay writing in English, and even joined in a music class where they jammed out together.

Finally on Friday was a tour of both the nearby Queen Victoria Market and Bourke Street in the city. The boys showed our guests the best stalls and shops around, with the Japanese group leaving with heavy bags of souvenirs and lighter wallets.



The final goodbye was emotional, with laughter and hugs exchanged. Our students were encouraged to keep in touch with their new friends through emails, social media exchanges and maybe even a visit to Nagasaki someday!

We thank the group for choosing to come to Simonds and the head organiser Mr Shigeru Sasajima of the CLIL Institute for Teacher Education for his organisation and opportunity for our students to enrich their Japanese learning.



Students' voices

Risei Kawasaki

I visited Australia in August. I could get a lot of things in Australia. I write about two things.

The first one is about a local supermarket. The supermarket's foods were interesting for me. But, there is a more interesting thing in it. It is free fruit for children. I was surprised when I saw it for the first time. Because I think that there is nothing like this in Japan. So I was interesting , and I think that Australian are very kind.

The second one is about the War Museum we visited. We learned the history of wars around the world there. I live in Nagasaki, so I wanted to see about Nagasaki before I entered the museum. But! There was nothing about Nagasaki. Nagasaki was the site of the atomic bombing, but it wasn't there. I was surprised and felt sad. I thought I would have to tell about Nagasaki, but I realized that I don't know much about the wars of the world. So, I had to learn about wars of the world. These are my memories.



I could enjoy myself in Australia. I learned about the difference in cultures and ways of thinking between Australia and Japan. For example, school classes are different. I observed classes in two schools. These classes are wonderful. Because the students quarreled their teacher in the history classes. I was surprised. I have never seen such quarrels like my school classes in Japan. There are things that Australia is better than Japan. It is about public facilities. I think Australia's public facilities are cleaner than Japan. I knew that Australia is such a good country. So, if I have chance to go to Australia ,I want to go to Australia again.

オーストラリアなどの海外に行くと、「日本と違う文化を知れる」ことだと思います。オーストラリアの人には何気ない町中にも私たちからしたら驚くようなことがたくさんありました。スーパーマーケットでの出来事です。そのスーパーマーケットには子供が自由にとることが出来る果物があったことです。このようなものは日本では見たことがなかったので、文化の違いを感じました。また、街の中に「小さな楽しみ」があると感じました。

これは、公共の図書館の入り口にあった大きなチェスです。ここでは街の人達がチェスの試合を楽しんでいました。この他にも、美術館の前に大きな親指の像がありました。

文化ではないかもしれませんが、「考え方の違い」も感じました。それは、戦争慰霊館での出来事です。私は長崎出身なので、慰霊館に入る前、長崎の原子爆弾についてどのような展示があるのか見ようとしていました。しかし、いざ入ってみると、長崎についての展示が無かったです。このことに驚くとともに、世界での考え方はこのようなものなのかと思いました。なので、私たちはこのことを伝えていかないといけないと思いました。それとともに、私が世界の戦争について知らないことも知ったため、世界について知らなければならないと思いました。



Aina Uchiyama

I went to Australia this August. When I decided to join this program, I was very nervous. But thanks to my friends, teachers, and the people in Australia, it became a very special memory and a great experience for me. Sometimes, I couldn't say what I wanted in English, but I used gestures and the words I knew to talk with others. I was happy that I made friends in Australia. It gave me confidence that I can do it too.

The University of Melbourne & Monash University

First, at the University of Melbourne, Professor Oki talked about his experiences and Australia. I was happy to hear it because it made my thinking wider. Second, at Monash University, I heard Professor Junko's talk about education and talked with students. I felt the differences between life and learning in Japan and Australia.



Kew High school & Simonds Catholic College



Third, in both schools, the classes had a good atmosphere, and I thought the students were

learning freely. Also, unlike in Japan, there were classes where students thought by themselves and classes where the teacher showed things, not only video lessons. I was surprised at that.

戦争の捉え方の違い

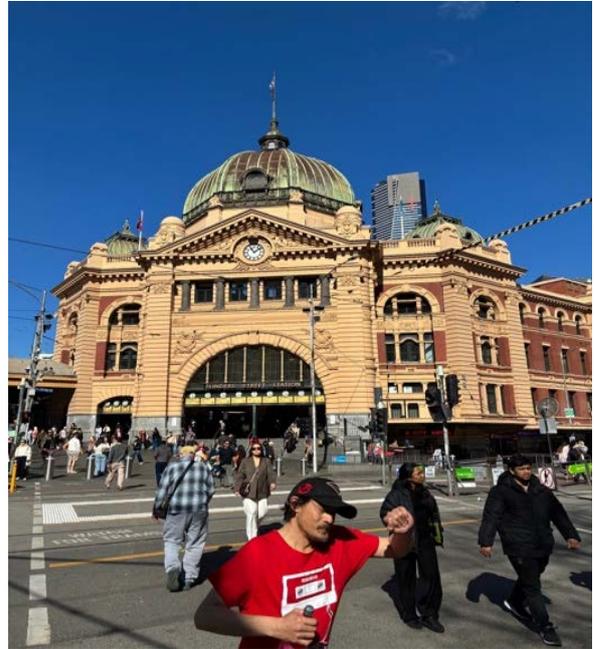
戦争慰霊館に行って世界の戦争を広く学べた反面長崎で学んできた原爆の悲惨さや重大さが殆ど書かれてなかったことに驚きを隠せなかったとともに、なぜ最後の被爆地である長崎について書かれてないのかや世界からどのような形で捉えられているのかなどといった疑問が浮かび上がってきました。私は小さい頃からの長崎の教育で原爆は恐ろしく二度とやってはいけないと教えられてきたけど見方を変えれば色々な考え方があるんだなと身をもって体験することができました。でもこの考え方をできるのは先代の方々から教えて貰ったことがあるからこそ次の世代にあたる私たちが伝承していかなければならないなと思えました。



Kanade Uchida

I visited Australia. I was able to learn a lot there through various experiences. Among them, there are three things that left an impression on me.

The first is the war memorial in Melbourne. There, we were able to learn a lot about famous wars and things that we don't know well. What surprised me was that there was almost no mention that the atomic bomb of the Pacific War in which Japan was involved was dropped. I wanted to spread the atomic bomb not only in Japan but also in the world. There were many other things that were not found in the Atomic Bomb Museum in Japan, and it was very interesting.



The second is attending the classes in Melbourne. I was surprised by a completely different way of teaching from Japan in these classes. However, I felt that the content I learned was the same as in Japan, but it changes a lot just by changing countries. After all, I thought it was very difficult to cross the language barrier. However, I was happy to be able to understand what I can learn regardless of languages such as mathematics.



The third is cooperation with friends. I was able to cooperate with my friends in various things, such as walking along the streets I've never been to with my friends, taking a tram I've never had before, and making dinner with friends.

When I came back to Japan, I realized that I had returned to

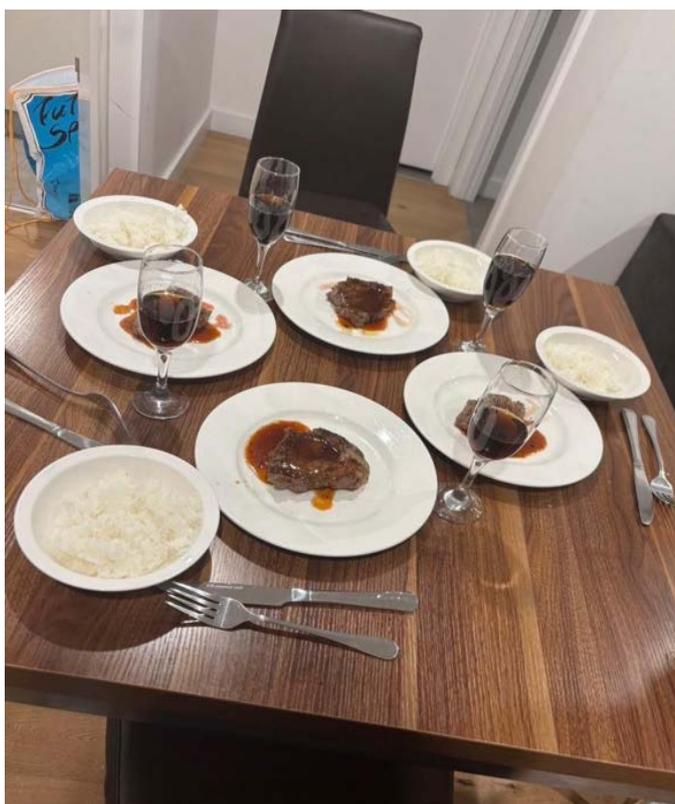
Japan when I saw the Japanese phrases that I could understand. I learned a lot of things at the program, and I was able to experience and feel various things with my skin, and it was a really fulfilling training.

私は 2025 年の 8 月にオーストラリアを訪れました。そこでは色々な経験を通してたくさんのかんことを学ぶことができました。その中でも私が印象に残ったものが 3 つあります。

一つ目はメルボルンでの戦争慰霊館です。そこでは有名な戦争や私たちがよく知らない内容もたくさん知ることができました。そこで私が驚いたことは日本が関わっていた太平洋戦争の原子爆弾が落されたことがほぼ書いていなかったことです。なので原子爆弾のことを日本だけでなく世界に広めたいと思いました。他にも日本の原爆資料館にもないようなものがたくさんあり非常に興味深いものでした。

二つ目はオーストラリアでの学校の体験授業です。授業体験で日本とは全く違う授業の仕方に驚きました。しかし習う内容は日本と同じなのに国が変わるだけですがごく変わると感じました。やはり言語の壁を越えるのはすごく難しいことなのだと思います。しかし数学などの言語に関係なく学べるものは私にも理解することができ嬉しかったです。

3 つ目は仲間との協力です。仲間と来たことのない道を通ったり乗ったことのないトラムに乗ってみたり夜ご飯を作ったりなどいろいろなことを仲間と協力することができました。



日本に帰ってきて私が理解できる言語で文章が書かれていて日本に帰ってきたことを実感しました。オーストラリア研修で本当にさまざまなことを学び、経験していろいろなことを肌で感じることができ、本当に充実した研修でした。

Hinako Yamasaki

First of all, I visited Australia in August. At first, I was anxious and nervous. But in the end, it was a great experience for me. I was able to learn so many things in Australia. What made me happy at first was that I could use English to communicate. It was my first experience, and I remember feeling happy.

Monash University

Junko-sensei's story was very impressive. I was especially surprised that she didn't want to be a Japanese teacher from the beginning. After hearing her story, I feel I have more choices in my life.

Kew High School, Simonds Catholic College

I had a meaningful time and felt people's kindness at Kew High School. I watched chemistry P.E., and art classes, and I joined an English class. I'm not good at speaking English. But local students helped me by using a translator, and we could communicate with gestures. I was very thankful.



Life in Australia

I really enjoyed living in Australia. I also tried kangaroo for the first time, and it was really delicious. Australian food didn't really suit my taste. The weather in Australia was very nice. Transportation was great. For example, I was surprised that the tram had a free zone. In Japan, there is no free zone on the train.

Lastly

I would like to visit Melbourne again. This was my first time abroad. I enjoyed it very much. But I think I need to study English more to make it better. I will try hard to speak English.

オーストラリアでの学び

私はこの研修でたくさんのことを学ぶことができました。私が特に印象に残っていることを紹介します。

モナッシュ大学での順子先生からのお話

モナッシュ大学で日本語の先生として働いている順子先生のお話を聞きました。日本語についてや順子先生の経験などを教えていただきました。私は、順子先生のお話を聞いてとても自分の未来の選択肢が広がりました。順子先生自身も最初は、日本語の先生になるつもりではなかったと仰っていて、とても驚きました。すごく貴重な時間を過ごすことができたと思います。

Kew High School での時間

この学校では、いろいろな授業を見学したり受けたりしました。私が1番楽しかった授業は、英語の授業です。オーストラリアのスラングを当てるゲームが面白かったです。普通の英語とまったく違うものもあって驚きました。他にも、英語で質問しあうゲームもあって、なかなか伝わらない時もあったけれど、楽しかったです。昼休みには、現地の生徒の皆さんと楽しくお話をすることができました。私は英語力があまりないので、翻訳機やジェスチャーを使って、コミュニケーションをとりました。自分の英語力がなくて、悔しいと思った場面もありました。日本語が喋れている女の子も居て、とても尊敬しました。私も英語が喋れるようになりたいと強く思いました。

Simonds Catholic College での時間

この学校で私が印象に残っていることは、二つあります。一つ目は、カレーライスを作って食べたことです。班の人とジェスチャーなどでコミュニケーションをとりながら、美味しいカレーライスを作ることができました。とても楽しかったです。二つ目は、バディとの街の散策です。クイーンビクトリアマーケットに行って、キャンディを奢ってもらいました。今までに食べたことのないくらい硬かったです。でもおいしかったです。

す。ショッピングモールに行って、商品を見ながら楽しく談笑しました。

最後に、私はこの研修でとても成長できました。次の機会があったら、また行きたいと思います。



Yuna Yamasaki

I had the opportunity to study abroad in Australia, and it became one of the most meaningful experiences in my life. At first, I was very worried about whether I could really live in a foreign country. Everything felt unfamiliar, and I wondered if I would be able to manage daily life in English. However, as I worked together with my classmates, I naturally started to feel more confident. I found myself eager to communicate with local people, and little by little, I was able to put that into practice.

Even simple things such as shopping or asking someone for help required me to use English. It was very nerve-racking, and sometimes it felt extremely difficult. But when I managed to make myself understood and actually have a conversation, I felt very happy and proud of myself. Those small successes gave me more motivation to keep trying and taught me that communication is possible as long as I make the effort.



One of the most memorable moments for me was the words of Professor Ohki at the University of Melbourne. I joined this program at a time when I was feeling very uncertain about my future. When I asked him what I should do about not knowing what path to take, he kindly told me, “At your age, it is natural not to know. You should live your life while

searching for what you want to do.” His words made me feel relieved and encouraged me to broaden my perspective. I realized that I don’t have to decide everything right away, and that I can continue to learn while keeping an open mind.

Another strong impression came from observing the differences between schools in Australia and those in Japan. In Australian schools, the atmosphere was very free. During class, students actively spoke with their teachers, and discussions were lively. On the other hand, I also saw students who were clearly not paying attention, and yet this was still accepted as part of their freedom. It made me think deeply about what true freedom in education means.

In Japan, I used to think that rules about hairstyles, uniforms, and behavior in class were unnecessarily strict. But through this experience, I started to realize that these rules might actually protect us and help create an environment where learning can take place.

Overall, this study abroad program gave me valuable insights not only into English communication, but also into education, culture, and my own future. It was sometimes difficult, but every challenge taught me something new. In the future, I would like to study abroad not only in Australia but also in many other countries. I want to continue to expand my perspective, communicate with people from different backgrounds, and keep learning about the world and about myself.

私はオーストラリアでたくさんコミュニケーションをとるということを目指して頑張りました！英語には似たような意味の単語がたくさんあります。私は日本で英語の勉強をする時に似た意味なのに、どうして何個も覚えられないんだろうとすごく不満に思っていました…。ゴミという意味を表す単語には rubbish, trash, waste, garbage などたくさんありますが、どれを使うか迷った時に、オーストラリアでは rubbish という人が多いことに気づきました。でも私は trash でも通じるのか気になって気になって仕方がなくて、現地の人にこのゴミを捨てていいですかと聞く時、思い切って trash と言ってみました！すると伝わりました！！当たり前です…！！当たり前と言えば当たり前なのですが、私はそれが伝わるということがとっても嬉しかったのです！！日本語にもちょっとニュアンスは違うけどほとんど同じ意味という言葉はたくさんあると思います。ですが、ちょっと使う場面が間違っても普通伝わりますよね？

私が言いたいことは一つ！とりあえず言うてみるのが大切だということです！間違っ場面であれ、伝わるかもしれないという希望を持って伝えることが大事なんだと強く思いました。

これは違う言語同士の話だけではありません。日本の中でも、もしかしたら相手に伝わらないかもしれない、もし相手が嫌がったらどうしよう、など人に言葉を伝える前には様々なことを考えると思います。でもとりあえず言うてみる！私も実際オーストラリアに行って英語を喋ると、「???'みたいな反応を受けました…。それでも構わず話し続けました。だってそうするしかないからです！言わなければ伝わらないからです！！だからこそとにかく自分が思ったことを言うんだ！という意識を持って伝えることが大事です。

今まで人の顔色を気にして言いたいことを言うのは勇気がいることだと思っていたけど、留学を通して考え方が変わりました。これからは、自分が伝えたいことを伝えたい時に伝えられるようになります！2週間というとても短い間でしたが、日本語が全くない場所で過ごすのは大変であると同時に自分で何とかしなければいけないんだ、というプレッシャーも感じました。でも自分の拙い英語が伝わった時はすごく嬉しかったです。この短期研修のおかげで文化の違いなどいろいろなことを感じることができました。すごくいい経験になりました！！また機会があれば参加したいです。

Kokona Baba

I was particularly impressed with visiting high schools and universities in Melbourne. I saw many students freely select their own research topics and exchange opinions with teachers equally. Compared to Japan, it was a good atmosphere that they respect each other. I would like to do “what I want to do.”

In both talking in class or chatting in daily life, many people confidently expressed their opinions. In Japan, people often wait to say something for a while or hold back what you want say politely. Seeing the difference between Australia and Japan, I thought, “Our social atmosphere may be shaped by its communication style.” I really had a culture shock.

I had another deepest impression, which was “attitudes to not fear failures.” Most people as well as students expressed their thoughts without worrying about mistakes or failures. I like this atmosphere. It is good with me if my English isn’t perfect. It gives me a push to do what I need.

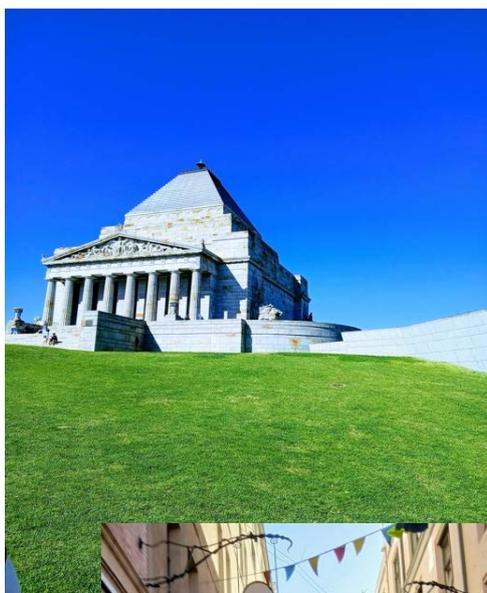
In Australia, clearly stating your opinion was natural, and there was an atmosphere where people respected each other. “Reading the air” is often valued in Japan, while I felt that “just speaking up first” is truly valued in Melbourne.

Walking through Melbourne's streets or riding a tram, I felt like strolling through a diverse art museum. People walked along the streets —some wearing colorful clothes, others sporting tattoos or piercings. What surprised me most was that I saw how often strangers would casually say, “How's it going?” or simply smile at each other. When I tried to take a photo, a man kindly made a peace sign and happily posed for it. On the tram, an elderly woman sitting next to me suddenly said, “Those shoes are cute!” I was surprised and delighted with this culture. Most people are so familiar and approachable, even if they are complete strangers. Melburnians seemed to me it is easy to naturally share smiles with each other.

When ordering at a café, I felt like a small victory. But at the supermarket, when the cashier quickly said, “Tap your card,” I had to ask her to repeat it several times. Even with the frustration of those failures, I could feel myself growing.

In Australia, I also visited the war memorial. There, I saw many exhibitions showing how Japan fought against the world. However, I was shocked to find very little exhibitions about the atomic bombings. At that time, I wanted Japanese people to face and understand how Japan fought against the world, and I wanted people from other countries to learn more about the atomic bombings that had occurred in Japan. I believe people around the world, including myself, should maintain an interest and concern for peace, and continue to think about it.

短期間でも、海外で学ぶことは新しい考え方への窓を開くような体験でした。英語を学ぶだけでなく、人生には多様な生き方があるのだと気づかされます。メルボルンの学生たちの姿から、学び続けることを生涯追い求めたいという気持ちが湧いてきました。



Natsu Taira



I visited Australia in August. It was my first time to travel abroad. In Australia, I learned a lot about the differences between Japan and Australia. I was surprised at how active the QANTAS flight attendants were. They looked like a lot of fun and cheered me up to watch. The traffic lights in Australia were different from those in Japan. When I first saw them, I was surprised to see the red light flashing. I thought many explanations of the street signs were kind and easy to read.



The buildings were all beautiful to me. They had some fascinating murals. I was excited to see popular characters included on them.



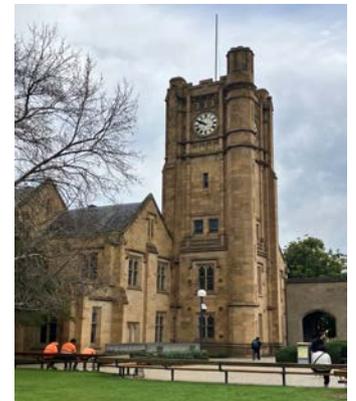
We went to the Shrine of Remembrance. I was also able to learn about Japan from a Australian perspective. I was surprised to see the exhibition of Japan. Although it mentioned Hiroshima, there was nothing about Nagasaki. The view from the balcony was very beautiful. I hope peace continues in the future.



We visited two universities in Melbourne. The first is the University of Melbourne. I was surprised to see that they sell stationery, food, and even clothes. Next, we visited Monash University. The colors and shapes of the buildings were fascinating, and there were some interesting panels.



At Kew High School, I was surprised at how quick-witted the students younger than me were. Finally, I went to Simonds Catholic College. I made curry with the students at that school. It was a little difficult but fun. I also thought it was great that this school plays music to make it easier to study. There were a lot of kind and interesting people at each school, so it was fun!



There was a bird that doesn't exist in Japan. It's a Magpie-lark. It was very cute. However, during the breeding season, they become more likely to attack humans. It's called a magpie attack and it seems to be very dangerous. I want to go to Australia again!



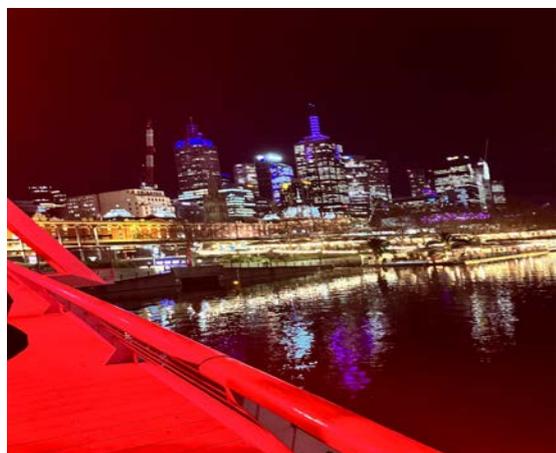
私は8月にオーストラリアを訪れました。はじめての外国でした。日本と他の国の違いについてたくさん学ぶことができました。海外の客室乗務員の活気の良さに驚きました。とても楽しそうで、見ていて元気が出ました。

日本と信号が違いました。初めて見た時は、赤信号が点滅していて驚きました。説明があって親切だと思いました。建物は、どれも素敵でした。建物には、壁があって魅力的でした。人気キャラクターも描かれていてワクワクしました。私は、戦争慰霊館に行きました。外国から見た日本のことを知ることができました。また、広島については書いてありましたが、長崎のことは書かれていなくて、衝撃でした。バルコニーでは景色がとてもきれいでした。これからも平和が続くよう祈ります。

大学を見に行きました。一つ目はメルボルン大学です。文房具や食べ物、洋服まで売っていて、驚きました。次に、モナッシュ大学に行きました。建物の色や形が魅力的で、おもしろいパネルもありました。キュー大学では、私より年下なのに、頭の回転が早くて驚きました。最後にサイモンズカトリック大学に行きました。私たちは、この学校の生徒たちと一緒にカレーを作りました。少し難しかったけど、楽しかったです。また、この学校は勉強に集中できるよう音楽をかけていて、いいと思いました。どの学校も優しく、おもしろい人がたくさんいて楽しかったです！

日本にはいない鳥がいました。それはツチスドリです。とても可愛かったです。しかし、繁殖期に入ると人を攻撃しやすくなるようです。これは、マグパイアタックといって、とても危険なようです。

また、オーストラリアに行きたいです！



Shinnosuke Moriuchi

I visited many schools in Australia in August. This trip was very beneficial for me. Being able to communicate one-on-one with Australian people was an invaluable experience.

And I realized that talking to Australian students is fun. The school that made the biggest impression on me was Kew High School. The school where I was able to communicate the most during this study abroad was Kew High School.

In particular, when questions about Japan and Australia came up in social studies class, we were able to have fun discussing them with each other. When we got the question right, we all excitedly high-fived each other. During snack time, we were able to ask many people questions about famous Australian foods and recommended places. Everyone was very friendly and easy to talk to, so it was a great learning experience.



We are aware of the culture and society in Australia compared to Japan. The demonstrations I saw in Australia are not seen in Japan, and I was very surprised when I saw them for the first time. It was very scary compared to Japan, and I thought it might be a bit difficult to live there.

I was also surprised at how large Australian shopping malls are compared to Japan. There were many shops, restaurants, and products that are not available in Japan.

I think it was better than Japan. One thing I was looking forward to on this trip was a shoe store. There were some items that were only available overseas and were not available in Japan, and they were sold cheaper than in Japan. I would like to use this valuable experience in my future life and study English more.



オーストラリアの町の人々をみて、日本よりフレンドリーな人がとても多いことに気づきました。自分と同じ帽子を被っていたら自分みたいな外国人でも声をかけてくれたり、買い物をしているとおすすめの物を教えてくれたりしてくれました。日本にはあまりない良さを見つけることができました。

初めての海外でコミュニケーションをとるのがとても心配でした。自分は単語でしか話せていない状況でもオーストラリアの人々はすぐに理解してくれて話しやすかったです。しかしまだまだ自分は英語力が足りないことにも気づきました。相手が何を言っているのかたくさん知らない言葉がたくさん出てきて理解することができませんでした。そこは自分にとって大きな課題だと思います。

僕はオーストラリアで英語を学ぶことはとてもいいことだと思います。オーストラリアの人はみんないい人で学習環境も整っており、英語を学ぶのにはとても適している場所だと思います。

日本の英語では学ぶことのできないことがたくさん
海外にはあると思うので機会があれば学んでみたいと思いました。

Minami Matsuo

From August 20th to 30th, I participated in this CLIL Intercultural Communication Experience Program in Sydney and Melbourne. We stayed in a hotel near the airport in Sydney, as an airplane lover, being able to watch planes up close was a highlight for me. In Melbourne, we stayed in an apartment, where we cooked, did laundry, and made our own lunches for school. Planning our meals and buying food without wasting anything were difficult but discussing everything with my roommates made it enjoyable. I also found it interesting to see varieties of milk, fruits, and bread that don't exist in Japan. We visited tourist spots such as the Opera House in Sydney and the State Library of Victoria in Melbourne.



At the Shrine of Remembrance in Melbourne, I learned about the wars Australia was involved in, including World War I and II. I was surprised that there was very little mention of the atomic bomb, and I also found it interesting that the United Nations flag was displayed. We visited Monash University and the University of Melbourne, where I was impressed by the diversity of students and the unique campus designs. At Monash, there was even a research room full of Japanese manga and a Japanese garden, which made me realize how popular Japanese culture is overseas.

At Kew High School, we observed chemistry, history, art, and PE classes. In the history class, the teacher wore traditional armor and acted out scenes with the students, which was very different from Japanese classes and quite surprising. We also spent two days at Simonds Catholic College, an all-boys school. We were paired with buddies and joined

their classes. During breaks, we played video games together and tried Australian snacks for the first time. On the second day, we cooked Japanese curry and omelet rice. Explaining the recipe in English was challenging, but I managed to communicate using the vocabulary I had learned. The curry turned out well, and talking with the students gradually became more enjoyable.

Through this program, I realized that in an increasingly globalized world, having initiative and taking action are just as important as English ability. Even if my English isn't perfect, trying to communicate—using gestures if necessary—helps others understand and encourages them to speak clearly as well. I also learned the importance of being proactive and not fearing failure, as seen when I served as the girls' leader or joined basketball despite not knowing the rules. These experiences taught me that taking on challenges helps us grow.



Through the whole program, I realized that in an increasingly connected world, having the initiative and the courage to take action are even more important than English ability. Although my English isn't fluent, I learned that it's better to try communicating with the skills I have—even with gestures—rather than holding back. When I make the effort, others try to understand me as well. I want to keep improving my English so I can have deeper and more meaningful conversations.

I also learned the importance of being proactive, not fearing failure, and seeing challenges as opportunities to grow. By taking on roles like being a girls' leader and trying activities such as basketball without knowing the rules, I gained valuable experiences. The skills and lessons from this program will continue to benefit me in the future.

Mashin Hattori

I visited Australia last August. It was a great experience for me. I had learned a lot of things. I was very happy to talk with Australia students in English and Japanese. It is my precious things to make friends with them.



There were people with different races and backgrounds in Sydney and Melbourne. I also saw a variety of people, such as kind and familiar people, slightly intimidating people, people performing street music, and people begging in the streets. One of the good things I had about Australia is how easy it is to deepen my understanding of various cultures and opinions, compared to Japan.

I really liked the cityscape in central Melbourne. It felt like a mix of beautifully developed areas and places where traditional elements have been preserved. I also thought it was nice that new forms of culture—like graffiti and street art—were well incorporated into the cityscapes in Melbourne.

Another thing I noticed was that the day in Melbourne seemed to start earlier and end earlier than in Japan. I thought it would be great if Japan also start schools and jobs earlier so that people could have more free time in late afternoon. I'd like to visit Melbourne in summer as well.



The professors at the University of Melbourne and Monash University mentioned that smart people can have their own opinions and express them without hesitation. These attitudes may be different from our culture in Japan, but I should try to speak out my opinion.

I saw that there was a big demonstration happening in the city, which was very impressive to me. I learned that children are not allowed to go out alone after 6pm at night. I heard

news about a police officer being shot and killed. Although I didn't directly experience any of these situations, I realized that it was actually dangerous. I hope things like that don't happen in Japan.

In addition, while I was in Melbourne, I bought groceries at supermarkets and cooked for

myself. Wheat products like bread and pasta were inexpensive and even tastier than those in Japan in my opinion. Meat was also delicious and about the same price as in Japan. I even tried kangaroo meat, which was tasty! As for snacks, most of them were either chocolate or potato chips. Drinks, however, were very expensive — around 550 yen (about AUD \$5) from vending machines.

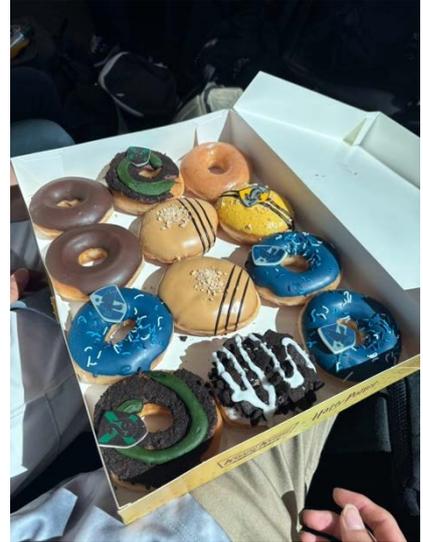


I visited the Shrine of Remembrance, which was larger and presented the topic from a different perspective. It gave me an opportunity to have various viewpoints.

私はオーストラリア研修で感じたことは大きく二つあります。一つ目は、言語や文化が違っててもコミュニケーションをとったあり仲良くなれたりすることはできるということです。そのためには自分が仲良くなりたいたいという意思を持って相手にリスペクトすることが大切だと思います。二つ目は、世界にはいろいろな考えがあるということです。だからこそ常識に囚われすぎた考えや自分の普通を押し付けたりするのは良くないと思います。お互いにいいところと悪いところを受け入れて、より良い考えが出せればいいと思いました。

Hibiki Kamikawa

I woke up early in the morning in Japan. I departed from Nagasaki Airport at 7:30am, stopping at Kobe Airport and finally arriving at Haneda Airport. I had a combination of breakfast and lunch at Haneda Airport. The day started with a delicious breakfast in Sydney. I visited the world-famous Opera House. I felt the ceiling of the Opera House was low, and a wide range of generations – from small children to the elderly – visited there. Melbourne felt more like a metropolis than Sydney, and the roads and streets were wider. I visited the University of Melbourne and was surprised that, unlike Japanese universities, it had both modern buildings and others that looked like they came straight out of a storybook. At Monash University, some students gave us a tour, guiding us through the library and the theater hall. Unlike the University of Melbourne, it had more modern buildings. I really enjoyed visiting a spray art spot and a basketball shop. Regarding the restrooms, I was shocked at how dirty they were. I hope they should be thoroughly maintained like the ones in Japan. The very first foods I ate after returning to Japan were Ramen and Onigiri (rice balls). Later, when I ate *Karaage-kun* Lemon Flavor (fried chicken snacks), I felt the food ten times better than usual, and I was truly moved.



While Japan and Australia differ in culture, food, and language, I realized that the joy of communication and the tragedy of war—these emotional aspects—remain the same because we are all human. Although I just visited Australia, this experience made me want to visit other countries as well. Finally, I write about the differences between Japan and Australia. Australia doesn't have good toilets, and high buildings and wide streets and roads, which are different from Japan. I want to live in Melbourne because the people are kind, the roads are clean, and some people enjoy resting along the streets and having foods. The most memorable dish I ate was kangaroo meat, which was also delicious. I visited a War Museum in Melbourne, and my previous perspective on war has changed. Before visiting the War Museum, my thoughts regarding Japan and World War II were that Japan was a victim, unfortunately having atomic bombs. However, after visiting the War Museum and seeing the exhibitions, I came to understand that Japan started the war, so Japan was attacked with atomic bombs to stop the war.

朝早く起き、長崎空港を七時半に出発し、神戸空港、羽田空港に行きました。羽田区空港で朝兼昼ご飯を食べました。シドニーでは、朝はおいしい朝食を食べ、一日がスタートしました。世界的に有名なオペラハウスに行きました。オペラハウスは天井が低く感じ、小さい子どもから高齢者まで幅広い世代が訪れていました。メルボルンは、シドニーよりも都市感が強く、道路や道も幅が広がったです。メルボルン大学に行って日本の大学と違って近代的な建物もあれば物語に出てきそうな建物もあってびっくりしました。Monash大学は大学生に案内をしてもらい、図書館やシアターホールに案内してもらいました。またメルボルン大学とは違い、近代的な建物が多かったですスプレーアートやバスケットショップに行ったりと、とても楽しかったです。トイレに関しては日本がどれだけ徹底されているのかがわかるくらい汚くてびっくりしました。日本に帰って来て 日本に帰って来てから一番最初に食べた食べ物はラーメンとおにぎり、あとからあげクンレモン味を食べたときいつもより何十倍とおいしく感じ、とても感動しました。



私は8月25日にオーストラリアへ行きました。そこで、日本とオーストラリアの違いを書きます。まず、オーストラリアはトイレがあまり良くありませんが、日本は非常に良いトイレです。次に、オーストラリアは高い建物と広い道がありますが、日本は少し高い建物と狭い道です。私はメルボルンに住みたいと思っています。なぜなら、人々が親切で、道路がきれいだからです。しかし、通りで寝ている人や座っている人も見かけました。そこは改善してほしいと思います。他にも、様々なおいしい食べ物がありました。一番思い出に残っているのは、カンガルー肉で、とてもおいしかったです

日本とオーストラリアでは文化も食べるものも言語も違うがコミュニケーションを取ることの楽しさや戦争の悲惨さなどは同じ人間としての感情的なところは変わらないなあ〜と実感しました。また、海外にはオーストラリアしか行ってないけど他の国にも行ってみたいと思いました。メルボルンにある戦争博物館を訪れ、これまでの戦争に対する私の見方が変わりました。この戦争博物館を訪れる前、日本と第二次世界大戦に関する私の考えは、「日本は被害者であり、原子爆弾の標的にされたのは不運だ。なぜ日本に投下されなければならなかったのか」というものでした。しかし、戦争博物館を訪れて展示を見た後、私は、日本は世界において非常に強力であり、その強力な影響力を弱めるために、原爆投下のような行動が取られたのだと理解するようになりました。

Sakutaro Ushizu

I could learn a lot about culture and history that are different from Japan in Australia. I visited Australia in August 2025. We all went sightseeing in Sydney. The opera house's buildings were interesting to me, and I was impressed by the idea of buildings that are not found in Japan.



The war memorial in Melbourne didn't explain much about the atomic bombings on Nagasaki and Hiroshima in Japan. There were wars that I had never learned at school or heard of before I visited this place. In Nagasaki, I had a lot of time to learn about the atomic bomb, so I could see the war from a different perspective at the memorial hall, so I learned a lot.

When I visited high schools and universities, the students were very friendly to me. I couldn't speak English well, but they supported me and tried to understand what I wanted to say, so it was easy to communicate with them. I'm not good at math, but math classes in Melbourne were easy for me to understand. My buddy also helped me in class, so I could understand.

Australia has many kinds of people and a good learning environment to see people, society, and culture. I am sure it is a very good country to learn how to improve my English

knowledge and skills as well as cultures. Australia is really a good place to study abroad.

It became a new and valuable experience that we can't do in Japan because we worked together to live together, such as studying, cooking, and shopping by ourselves. If I have a chance, I want to go to Australia again.

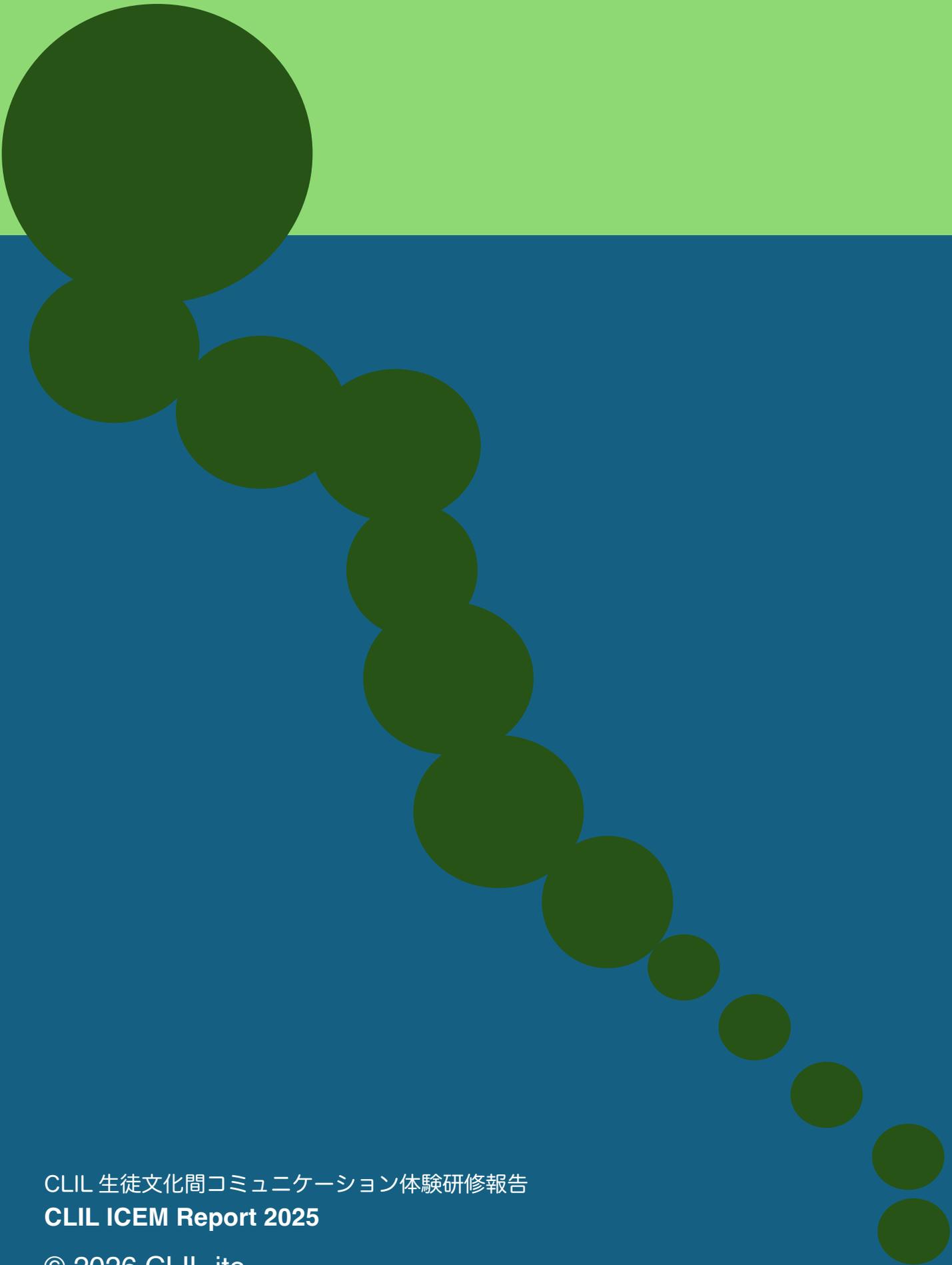
僕は 2025 年 8 月にオーストラリアを訪れ、日本と違った文化や歴史などをたくさん学ぶことができました。まず、シドニーではみんなで観光をしました。オペラハウスは建物が面白い作りになっていて日本にはない建物の発想が印象に残りました。

メルボルンの戦争慰霊館では日本で起きた長崎、広島への原爆投下についてはあまり説明されていませんでした。学校で習ったことがない戦争や初めて知った戦争もありました。長崎では、原爆について学習する時間が多いので慰霊館で戦争を違う視点から見る事ができたのでとても勉強になりました。

高校、大学を訪問した際生徒の人たちはとてもフレンドリーに接してくれました。英語は上手く話せませんでした。サポートしてくれたり、理解しようとしてくれてコミュニケーションを取りやすかったです。僕は数学が苦手ですが、オーストラリアの学校の数学の授業はわかりやすく自分のバディも教えてくれたので理解できました。

オーストラリアは優しい人が多く、学習環境も整っているため留学などで他国の文化を学んだり英語力をつけるにはとてもいい国だと思いました。ホテルでの料理や服などの買い物などみんなで協力して生活し日本ではできない新しい貴重な経験になりました。機会があったらまたオーストラリアに行きたいです。





CLIL 生徒文化間コミュニケーション体験研修報告
CLIL ICEM Report 2025

© 2026 CLIL-ite