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NAGOYA INTERNATIONAL JUNIOR & SENIOR HIGH SCHOOL
〒466-0841
名古屋市昭和区広路本町1-16

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名古屋国際中学校・高等学校
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▲Christmas Day



▲My birthday



▲Manchester



▲Home party

My British Experience



Sakiko NIWA (Japan)
Student in the Integrated
6-Year Program.

I recently spent a full term (four months) at the prestigious Altrincham Girls' Grammar School in Manchester, England. Altrincham is one of our sister schools, so I was able to go there tuition free, in return for our school's promise to host one of Altrincham's students on the same terms later this year.

Manchester has two of the most successful football (soccer) teams in the world—Manchester United and

Manchester City. I was able to see both teams play and enjoyed watching some of the famous players.

I was really nervous and lonely when I first started at Altrincham, but everyone was really nice to me. When I asked for directions in English, for example, they would not simply explain how to get to a particular place, they would actually take me to where I wanted to go.

In England, unlike in Japan, home parties are very popular. I went to several, even though I cannot dance very well. Also, the school timetable in England is quite different. We only had five classes a day, and all of these were electives.

The English students that I met were really interested in Japanese language and culture and were always asking

me questions. When my English was not good enough to answer these questions, I sometimes drew pictures. Somehow, my friends all understood me.

My host family took me to many theaters, famous towns and the biggest shopping mall in Europe. I was able to celebrate Christmas Day with my host family and opened lots of presents!

Studying abroad is a very special experience. Of course, sometimes I was sad and lonely, but in the end, overcoming these emotions only made me stronger. My English friends said, "Just try it. Don't be scared." This was good advice. My friends in England helped me very much and I am grateful to all of them and, of course, to my host family. As a result of my positive experience, I am now aiming to attend a British university after I graduate. ☑

A Korean Experience



Mark Chambers (England)
Faculty of the Integrated
6-Year Program.

After completing my degree in tourism management, I was eager to work and travel in an area with which I was unfamiliar, in a profession loosely linked to that in which I had studied. Having previously worked for periods in France, Germany, Spain and Italy, I decided to take myself out of the comfort zone of Europe and try Asia.

South Korea is a country about which I knew nothing. Indeed given a map and asked to point out its location is a task which most would fail. I had heard about the opportunity of English teaching as a way of earning money, so after acquiring a position, I packed my bags and headed off to Gwangju, a city with a population of 1.5 million located in the Southwest of the Korean peninsula.



▲The famous Jeju-do
'dol hareubang'
(stone grandfather).



▲A festival through the streets of Gwangju city.

The first thing I noticed about the streets was the aroma of squid and octopus that was a feature of every street corner. One very noticeable difference between Korea and Japan is the number of street vendors there are. Whereas eating in public is rather frowned upon in Japan, it is an everyday sight in Korea.

During my time in Gwangju I really did fall in love with the cuisine. The restaurants tend to be very lively and vociferous with both men and women drinking soju, a strong alcoholic drink native to Korea. I found the food on the whole to be delicious with incredible variation in choice and tastes. Every meal is accompanied by a large number of side dishes. My favourite food would have to have been jajangmeon, a noodle and pork dish.

Koreans are the friendliest race of people I have ever come across. I have heard a great many others say the same thing. They would always want to sit next to me on a bus or train so they could start a conversation, not through curiosity but because they genuinely wanted to befriend me. During my first few months in the country, I decided to start my own English activity group with the purpose of making friends with some of the locals. The response I had was amazing and within a month a group of thirty or so of all ages were going bowling, on residential trips and very regular bar visits.

I was surprised at the level of English amongst the Korean students. My expectations had been fairly low. However I was taken aback at being able to hold conversations with elementary school students. English is taken very seriously and aside from school study, a great many students can be found in after school 'hogwans' studying



▲Finishing a half-marathon.



▶Typical street vendor food.

for fifteen hours a day, six days per week. It wasn't uncommon to find adults with a good command of the English language.

Korea has a very healthy domestic tourism market, due largely to the very affordable travel infrastructure. The trains do however tend to be on the rather ponderous side but the low cost more than makes up for that. In the western side of the country is Gyeongju, a historic city that has gained world heritage status and Busan, a cosmopolitan beach city very popular with the young crowds. I traveled to Seoul, which has a wonderfully vibrant nightlife and further north to the DMZ, the zone that separates the still warring North and South. My favourite place however was the beautiful and tranquil Jeju-do, a volcanic island located South of the Korean peninsula.

I really did enjoy the 3 years I spent in Korea and would highly recommend the country for any budding tourists. It's a very inexpensive place to visit and the warmth the local people show to foreign visitors really does give me every reason to want to visit again in the future. ☑



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「国際人になるために」

私たちが生きる国際社会は、不安定な国際情勢、情報技術の飛躍的進歩、地球環境問題の深刻化などの大きな課題を抱えており、まさに世界規模の歴史的変動の時代を迎えています。本校はこのような時代に必要とされる国際教養力を身につけるための国際理解教育に重点をおいています。そして国際理解教育を通じて「国際人」の育成を最終目標としています。国際人とは、自国のアイデンティティを備え、遠い異国の地においても平常心で行動ができ、異文化で育った人間とともに国際社会の発展に向けて行動ができる人間です。私たちはこのような国際人を以下の3つの能力を身につけた人間であると位置づけています。

1つ目は国際的な視野に立って物事を考える能力です。これは海外の国々で起きている事柄を、自分の住んでいる地域で起きている事柄と同じように感じる感性を持つことから始まります。そして、異文化との相違、つまり国際社会が有する多様性を理解することで、その感性

を働かす視野はしだいに広がってきます。しかしながら、通常の生活で異文化の常識を知することは容易なことではありません。そのためにも、自身のものの見方を根底から覆す機会に恵まれる海外での生活を経験することは有益と言えるでしょう。洗練された感性をもって、ようやく世界規模の諸問題について考察することができるのです。

2つ目は外国語でコミュニケーションする能力です。とりわけ英語によるコミュニケーション能力は重要な位置を占めています。英語は「language for wider communication」とも呼ばれ、広範囲における異文化間で使用できる国際共通言語として認知されています。英語は自国の文化や習慣を海外の人々へ説明する言語であり、英語を母国語としない国々の文化を知るための言語でもあります。つまり、英語には国際的な機能がすでに備わっており、自分を国際的な場面で正確に表現するツールとして英語を学び、使うことに意義が見いだせるでしょう。

3つ目は寛容な態度をもって問題を解決する能力です。異文化で育った人間と交流することで、時に価値観の相違や先入観による摩擦を生じることがあります。この摩擦を複雑で深刻な問題に拡大することを抑制するのは他者への寛容な態度です。自国の文化を理解することから自然に生まれる誇りこそが、異文化の多様性を理解することに通じ、異文化圏の人間への寛容な態度につながります。しかしながら、振る舞いのみで解決するとは限りません。両者の摩擦の発端となった問題点を正しく認識し、どのように話し合い、そして解決すべきかが重要です。そのために幅広い分野の基礎的な知識を充分に満たしておく必要があります。

本校はスクールポリシーである「開拓魂(フロンティア・スピリット)」を基軸として、国際教養力が自然に身につく教育環境を作り、生徒の可能性を引き出していきます。そして、国際理解教育を推進する強い使命感を持った、国際人を育成する中等教育機関になることを目指します。☑