

# Vocational Training in Japan and Other Countries

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2008FB204

## Abstract

The purpose of my graduation thesis is to analyze the advantages and disadvantages of vocational training in some countries to understand in detail the characteristics and issues of Japanese vocational training. Today, workers require different and special abilities because of technical innovation and change of industrial structure. Therefore it is important that workers have opportunity to train. I researched vocational training in Japan, Germany, France, America and Britain. I will compare these countries and identify the difference and characteristics in each country.

In this report, I dealt with the definition and history of vocational training and current vocational training schemes. I researched the condition of the labor market, vocational training offered by employers, vocational training practiced by workers and vocational training for the jobless in each country. On the basis of the comparison among these countries, I wrote the discussion part. I discussed target range, institution and function, vocational training for young people, the jobless, employer and workers and vocational training inside the company. Finally, I picked out the key characteristics of Japanese vocational training and identify issues that Japan needs to consider to improve the level of vocational training that can be offered.

# Focus on Form

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2008FB216

## Abstract

This thesis is about one of language teaching approaches called focus on form. Focus on form is known as the third option after traditional methods and the Natural Approach. This thesis consists of three main sections. In the first section, the definition and the brief historical background of focus on form in language teaching and second language acquisition (SLA) are presented. The second section describes the role of focus on form in foreign language learning and teaching, dealing with what forms can be appropriate to focus on, what teachers need to do as a preparation for focus on form classroom, techniques in the classroom, referring to some examples of the use of the techniques in SLA research, and when focus on form works most effectively. In the third section, the use of focus on form in English classrooms in Japan is discussed, considering the present situation of English education in Japan. Examples of lower middle school English class where focus on form is conducted provide some suggestions about English teaching in Japan. However, there are problems about introducing focus on form from a practical point of view. The third section discusses the problem of English university entrance examinations, and how this problem affects the way teachers teach.

# Bilingual education

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2008FB038

## Abstract

Today, most Japanese people do not have the level of foreign language skill which can be used in authentic communication. While everybody acquires a first language naturally, few people get to a high level of a second language even though there are foreign language classes in school. Bilingual education may produce bilingual children without having a negative effect on first language. This report aims to find a possible way to get high level second language skills through language education.

Chapter 1 is about the critical period hypothesis, the differences between the second language acquisition of children and adults, and four models of bilingualism. In Chapter 2, I write about the history and definition of bilingual education. and the differences between bilingual education and traditional foreign language education. Traditional foreign language programs use the language as a subject, whereas bilingual education programs use the language as a medium of instruction. Chapter 3 is about submersion education and immersion education. Immersion education is known as French immersion in Canada. Immersion education children get higher level second language skill than normal course children. I end by discussing why Japan needs to introduce new educational methods, like immersion education.

Possibilities of Using Communicative Language Teaching in Japan :  
Examining Theory and Practice of Task Based Instruction, and the Current  
Situation of Language Teaching in Japan

Nami Takahashi

2008FB167

Abstract

The purpose of this paper is to investigate the possibilities for utilizing Communicative Language Teaching (CLT) in Japan. In so doing, this paper first explains what communicative competence—or CLT—is, which involves the exploration of the theoretical background of language teaching. Since CLT is not a single method and includes many aspects of language teaching, the focus of this paper is restricted to Task Based Instruction (TBI), an extension of CLT. This particular method, developed by Prabhu (1984), attempts to achieve communicative competence through the completion of tasks, and has a flexible work plan that affords great adaptability for various situations. Following this is a discussion of its potential application in Japanese high schools, including possible obstacles. Taken into consideration the new course of study starting in 2012, education action plans for the nation, recent data from the Ministry of Education, and the state of the current education system, particularly related to university entrance examinations. Finally this paper refers to two suggestions for the adoption of CLT, and especially TBI, in Japanese high schools. Studying the application of TBI in Japanese high schools reveals the weaknesses of the current teaching environment and resulting limitations placed on CLT application. However, it offers hope that application will be possible if several key problems are solved.

# Educational Foreign Language Policy

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2008FB071

## Abstract

This paper aims at understanding English language education in Japan; how it has developed into the way it currently is and why it has been that way. Before an examination of the situation of foreign language education in Japan, I review the situation in Korean education, a country which is close to Japan in some ways, in terms of making educational reforms in recent years. The focus then moves onto the history of Japanese education which built the basis of current foreign language education in the country, which clearly shows the important position for English language. Following this history, the Course of Studies of the last 20 years are examined to reveal the hopes, intentions and contradictions of the Ministry of Education, Culture, Sports, Science and Technology which are hidden in the documents. The last two chapters, four and five deal with issues in language classrooms and suggest some alternative ideas for the future of English education. It is hoped that these reflections in this paper may give some insights and help to change the current mode and situation in foreign language teaching/learning in Japan.