

A New Additional Language Education System For Children

with Foreign Backgrounds in Japan:

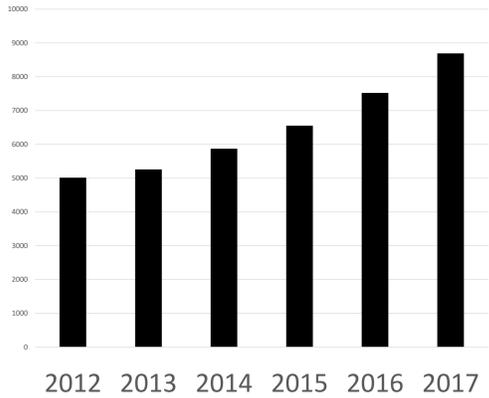
A Comparison with the U.K.

[Waseda University Senior High School]



1. Introduction

Number of Foreign Children in Tokyo



Consecutive increase, number expected to grow with the relaxation of immigration laws in Japan

The Need for a thorough Language Education System for these Children

What is the most effective method of Second Language Education for Japan?

We researched how schools in the U.K. helped foreign children who can't speak English master the language.

2. Policies in Japan

We visited 7 relatively major districts in the Kanto region and interviewed the specialists there.

What we found out

Most teaching done by NGOs and/or Volunteers

Schools don't do much, rely heavily on other organizations, districts send teachers to the schools, or support these projects.

Examples:

Nerima Ward:

→ "Outline for the Dispatch of Japanese Teachers"

Yokohama City:

→ "Yokohama City Japanese Lessons"
"Japanese Teacher Training Sessions"

Shinjuku Ward:

• "Intensive Elementary Guidance"

→ Three-hour classes per day for a total of 10 days

• Individual Coaching Sessions
• Language Support for Elementary and Junior High School students ("After-School Support") : Two times a week

Is the maximum 30 hours of intensive teaching enough to learn Japanese?

Should schools try aiding foreign students by themselves?

How is this done in the U.K.?

3. Policies in the U.K.

The U.K. is taking in an unprecedented number of migrants from all over the world. It is projected that **50%** of London's population will have been born overseas by 2030.

As of 2013, **1 in 6** UK students use EAL, and **1 in 8** students in secondary school do not use English at home.

Our team visited and interviewed two schools in the U.K. which take in many students with foreign backgrounds.

Schools we visited

1. Dartford Grammar School

2. Oasis Academy South Bank



EAL (English as an Additional Language)

At Dartford Grammar School, this policy is used to help students with their English once they come to the U.K. and enter the school.

→ **An Extremely Intensive way of teaching**

Presentation of Work		Literacy Marking	
Always use black or blue ink.	Write the date and title each lesson.	Sp - Spelling error	EAL AT DARTFORD GRAMMAR SCHOOL The English department has so far led this detection, but we require all teachers to be alert to typical EAL errors for several reasons: 1) As usual, detection of literacy errors in a student's work will draw their attention to areas that still need improvement. 2) If teachers detect some of the typical EAL errors in a student's work and inform us of these, it might allow us to provide that student with focused support. 3) Students receiving EAL support may pay more attention to their written work in English lessons and support sessions but revert to old habits in subjects where their work is open to less scrutiny, thus preventing progress. We are all teachers of literacy.
Use pencil for drawings and diagrams.	Make sure both are underlined.	P - Punctuation	
Write down all keywords from your lessons.	Rule-off finished work.	G - Grammar	
(Consider keeping a glossary of key terms in your OMB/exercise books)	Use all available space in your books.	^ - Missing word	
		Exp. - Unclear expression	
		// - new paragraph	

The buddy system

This is the system used in Oasis Academy (OA).

• **OA instructs a student who can speak the same language as the newcomer to stay with the new student and teach him/her English, or help them in times of need.** And of course, teachers do everything they can to make classes easy for the student to understand.

This is done for **three months**, and after this period, most students have almost no problem living in the U.K., according to the school.

We can conclude that concentrated teaching is vital for teaching language.

4. How should Japan Change?

Japan's policy does not match that of the U.K.'s. However, Japan should not copy everything OA or Dartford does. We believe that Japanese schools should consider their own ways of language education, and not be overly dependent on districts.

It is without doubt that Japan will have to consider language education by schools, not by the districts. Of course, teachers in Japanese schools have a considerable amount of work to do, in contrast to European schools. Nevertheless, the number of foreign children is not so large, and there are still only a handful of these children here. Japan should take this chance to learn and formulate education methods to prepare for the upcoming influx.