

Meaning of Participation in Class Community at Vocational Schools

Change of Purpose and Methods of Japanese-Language Support

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Abstract

Number of foreign students studying at vocational schools is gradually increasing, but the research of the current situation is not sufficient. This paper focuses on the way of Japanese-language support at vocational schools from the research of the life story of Korean students studying at such kind of schools. The research revealed that participation in the class community for Korean students is instrumental in supporting their professional learning and enriching their life in Japan, but it also showed that they feel difficulties from the “Japanese-language problem” and “boundary consciousness problem”. There is a strong need for Japanese-language support at vocational schools to overcome these problems and assist participation in class activities.

Key words: Class Community, Vocational School, Situated Learning Theory,
Life Story, Korean Students in Japan

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