

Integration of an American School on a Traditional Japanese Campus

Laura Ebel and Yuumi Sasaki
International Business Department, Aichi Toho University

In recent years, there has been an abundance of press discussing the disparity between the skills graduates acquire from their respective universities and the skills employers desire in new recruits to the point that Prime Minister Abe appealed to all public higher education institutions to restructure their curricula to meet the changing demands of the global economy. Aichi Toho University, while a private institution, decided to take on this new challenge.

Purpose:
Creation of an International Business Department that graduates with practical skills in business and the language to use them in an international arena.

"Asserting that the power of university education is the nation's power itself, Abe has come up with an ambitious target of qualifying 10 Japanese universities among the world's top 100 by 2020."
Sawa, T. (2014 August 24). Japan's universities can't win. *The Japan Times*

"Nobuhiro Kawaharasaki, CEO of web start-up logmi, blogged on June 15 ... 'When an applicant says 'I'll do anything!', just entering the company has become their goal.' Instead, he looks for a candidate who can work to take the company in new directions after they are hired. Their focus, he argues, would be one what they will do after they join the company, not only on the objective of finding a job. This approach is particularly relevant for start-ups, whose success will depend on innovation and intelligent risk-taking."
Wrigley, F. (2014 June 28). 'Be a blank slate' - The way to get hired in Japan?. *Japan Today*

"Teachers have complained that an increasing number of college students lack even the basics that should have been driven home in junior high school."
Matsutani, M. (2012 January 10). Student count, knowledge sliding. *The Japan Times*

"As Japanese corporations began to fail and more foreign investment (namely US) took place, the money people demanded that J-corporations adopt Western practices. Focus on short term growth, focus on the quarterly numbers. Make the corporation efficient and trim the fat. Essentially forego the social responsibilities of the company in favor of it becoming a predominantly economic beast."
Luebs, E. (2015 April 1). [Peer commentary] Japan's Faltering Employment System. *Blog.Gaijinpot.com*

"... what's the future language of the internet going to be? Not Japanese, that's for sure. To the extent that the NET is important—in international trade, exchanging medical and scientific knowledge, and distributing services—English is the language to bank on....The language of raking-in-the-bucks internationally is, for the near future, very much English."
Sceroi, K. (2012 May 6). Why are Japanese so bad at English? *Japan Today*

Method:
The integration of an American school on a traditional Japanese campus, with American instructors teaching an intensive English program, beginning with general English and building to EAP courses designed to support students in their International Business curricula. Additionally, there are required cultural courses to insure that students understand the idiosyncrasies of the different cultures, which often lead to communication obstacles in the business world.

Challenges:
The caliber of the students, and a means to connect the dissimilar methods of communication the two schools employ.

Solutions:
The inclusion of a Study Skills course taught in both Japanese and English, the proffering of a study room just for the International Business students where they receive on-going support from faculty, implementation of motivational strategies, on-going guidance from Japanese faculty, collaboration between the American and Japanese faculty in the handling of student issues, and crucial is the continued support of the administration from the President and Vice President of the university. Finally, an essential element of the program's success has been the appointment of a bilingual liaison to manage the American school's integration into the university and to facilitate the myriad of changes occurring on campus.

Results:
The program shows to be on target to achieve its desired objective, measuring at the 8 week mark with an increase of 27% in average proficiency when compared to the students' pre-entrance testing scores.

PIA Global	CEFR	IELTS	TOEFL iBT	PIA Global Outreach Program
Level 1	A1	0-2.5	0-29	Level 1: Develops ability to communicate and exchange information in a simple way, to ask answer questions and fill about needs of a concrete type.
Level 2	A2	2.5-3.5	29-40	Level 2: Extends development of fluency in the exchange of information adding the ability of expression to communication on topics of a recognizable and/or conventional nature.
Level 3				Level 3: Progresses to a level where main points are understood clearly and proficiently communicates general meaning about non-routine topics, to able to effectively provide support the opinion on topics of a personal interest.
Level 4	B1	3.5-4.5	40-53	Level 4: Becomes an independent user, can converse on a range of topics, to able to give brief explanations and describe personal experiences, can write texts for relevant information, and understand detailed brochures or advice.
Level 5	B2	4.5-6.0	53-78	Level 5: Interacts with a degree of fluency and spontaneity, understands main ideas of complex texts including abstract subjects, can produce detailed descriptions on broad range of topics, can discuss academic subjects and technical details in field of interest.
	C1			

