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＜ CONTENTS ＞

● Articles

On-Kwok Lai
Subcontracting -cum- Outsourcing Filial Piety in Asia’s Ageing Societies?
Limits of the"Borrowed"Care in Cross-Border Flexible Labour Regime

眞寿田 順啓
「地域団体商標」と「地理的表示」の戦略的活用
Strategic Application of Regional Collective Trademarks and Geographical Indications

Stephen McNamara
A CLIL Approach to Syllabus Development Utilizing Taxonomies from the Cognitive Domain

鈴木 英輔
「一国平和主義」との決別と責任ある積極的な国際貢献のために
Farewell to 'One Country Pacifism' and the Need for Proactive Contribution to Peace

宮崎 康支
日本の新聞にみる「発達障害」概念の使用
The Concept of Hattatsu Shogai (Developmental Disabilities/Disorders) in Japanese Newspapers Quantitative and Qualitative Analyses of Articles in The Asahi Shimbun and The Mainichi Shimbun from 1984 to 2014

● Research Note

井上 一郎
中国外交政策研究への理論的アプローチ
Theoretical Approach to the Study of Chinese Foreign Policy

● Policy Topics

細川 英雄
「ことばの市民」になる教育へー自己・他者そして社会の外国語学習
Towards the Education for the Citizen by Language

● Book Review

Eisuke Suzuki
The Hundred-Year Marathon : Michael Pillsbury’s Warnings to Japan

● Research Consortium

細見 和志
関西学院大学総合政策研究科リサーチ・コンソーシアム第18回総会記念事業報告

● 新任教員紹介

村田 俊一
「新任者の言葉」激動の時代と地球の視野からの活動

三道 弘明
「着任のご挨拶」

宗前 清貞
門外漢による専門知の探求

照本 清峰
「新任のご挨拶」

白川 俊介
「新任のご挨拶」
Abstract

Confronting rapidly ageing population, some East Asia’s (neoliberal) economies offer alternatives to preserve cultural virtues for filial piety (FP) duties by adopting a flexible regime of nomadic “importing guest” labours for domestic (not least family)-care work. Singapore, Taiwan and Hong Kong present such example. Foreign home helpers (FHH) for domestic works in middle-class families hence become nomadically working in the social Ker—over 331,000 FHH are working in Hong Kong, Singapore has its 231,000 domestic workers, whilst Taiwan employs around 219,000 FHH to serve the frail aged. More and more families are taking such practice to cope with the caring of their aged seniors, as well as promoting one’s family’s work-life balance! This arguably commercializing sub-contracting “importing”, of familial duties and domestic works is unquestionably considered as innovative, if not as the best alternative, in policy terms. Yet, this paper examines the embedded contradictions, tension and dynamics, of this flexible labour regime and its differential development in East Asia’s ageing societies.

Title

A CLIL Approach to Syllabus Development Utilizing Taxonomies from the Cognitive Domain

Abstract

Content and Language Integrated Learning (CLIL) as a pedagogical approach has become increasingly mainstream in European education, with governmental support through policy, specifically through the European Commission, legitimizing and authenticating its role as central to language curriculum development on that continent (Coye, Hood, & Marsh, 2010; Commission of the European Communities, 2004–2006). In Japan, there has commonly been an approach to language learning that can be characterized as a “banking model”, where a teacher makes language “deposits” into the “account” of the learner (Friere, 1970). These deposits take the form of discrete pieces of language, with their contextual relevance confined to their immediate use as a means for passing exams. With a national push for Japan to internationalize its economy, and trends toward socio-constructivist approaches to education, it seems pertinent for a more contextually relevant approach to language learning to come to the fore, and in recent years there has been increasing interest in developing syllabi that recognize this need (Yoshida, 2009). One expression of this higher education institutions in Japan beginning to incorporate CLIL approaches into their frameworks for developing curricula and syllabi. This literature review will explain current CLIL theories, with a focus on interdisciplinary synergies; the distinction between basic interpersonal communication skills and cognitive academic language proficiency; the synergistic effect of cognition in a CLIL syllabus; learning domains and taxonomies that can inform planning for cognitive elements in a CLIL syllabus, with examples of two taxonomies. Finally, the review will locate a context within existing CLIL theory for syllabus development, with the aim of providing methods for underpinning certain syllabi with established taxonomies, under the assumption that they can add an organized and sequential cognitive element to previously established linguistic goals and objectives.
Theoretical Approach to the Study of Chinese Foreign Policy

Traditionally, research on Chinese foreign policy has used Sinology based on historical as well as empirical area study approaches. However, there have also been efforts by some scholars to explain China’s international behavior through theories of political science and international relations, supported by the developments in behavioral science since the 1950s. Until now, studies on the relationship between domestic factors and foreign policy have proved the process of formulating foreign policy decisions, have not seen impressive development. This is partly because of the lack of transparency in The People’s Republic of China’s (PRC’s) political system. Analysts often face great difficulty in accessing and identifying the roles of bureaucratic and domestic politics in the process of framing foreign policy decisions.

After the introduction of The Open and Reform Policy at the end of the 1970s, the research conditions of openness and access to sources have gradually improved. There has been an increasing volume of studies, especially among the scholars in the US, with a view to explaining how domestic factors inside China would influence its external behavior in the concrete form of foreign policy. Although there still exist large obstacles to understanding the Chinese foreign policymaking process, with the improvements in socioeconomic openness in China in combination with the International Relations (IR) theoretical analysis tools for narrowing the range of likely behavior, studies on Chinese foreign policy have made steady progress.

This paper is trying to overview of the development of theoretical studies in Chinese foreign policymaking by reviewing the historical development of relevant IR theories and their sub-category, Foreign Policy Analysis (FPA).