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In the past decade, the number of degree programmes and courses offered in English at Japanese tertiary education institutes has increased to cover a wide range of academic disciplines, including courses in tourism and hospitality. These programmes and courses are not limited to research-intensive universities or large-scale private universities with many international students but are also offered at various institutes of higher learning throughout Japan. This themed session focuses on tourism and hospitality programmes and courses offered in English at Japanese universities and colleges.

The session consists of presentations from academics who are teaching tourism and/or hospitality-related courses in English at four Japanese institutes: a junior college, a foreign-language university, a national regional university and an international university with many students from abroad. Each presenter describes the circumstances of teaching courses in English at their institution. The presenter also discusses the advantages of offering courses in English as well as the challenges they face in the classroom, especially in an environment where most students are not native English speakers. The teaching approaches and strategies used in their classrooms are also shared.

Through the four presentations, this themed session aims to provide a platform where teaching methods and knowledge are shared among tourism and hospitality academics in Japan. Active discussion on this topic is encouraged, especially on how innovative learning environments can be created and how studying tourism and hospitality in English at Japanese institutes can enhance students' learning experiences and support their career development.

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# Hospitality and Tourism Education at Junior College in Japan:

## The Significance of Practical Programs

日本の短大における観光ホスピタリティ教育  
—実践的なプログラムの重要性

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### I. Introduction

Since the establishment of the Japanese junior college system, these institutions have played a major role in women's increased enrollment in higher education in particular and in the provision of practical vocational education. The English department of Hokusei Gakuen University Junior College (HGUJC) in Sapporo receives mostly female students, mainly from within the prefecture, even though it is a coeducational college. Our English Department offers students the opportunity to improve their academic and practical English skills. Given the recent increase in inbound tourism in Japan, many students have opted to pursue careers in airlines, hotels, travel agencies, and other tourism sectors. As such, over the course of the last decade, HGUJC has been offering classes and extracurricular programs related to hospitality and tourism. This article reports on how we have integrated English learning and hospitality and tourism studies into the curriculum for junior college English majors and presents the benefits and challenges we have faced.

### II. Overview of our Hospitality and Tourism Classes and Programs

The classes "Introduction to Hospitality" and "Hospitality and Tourism" were added to the

curriculum in 2011. These classes were developed with support from industry professionals and international academics. Students learned basic concepts in the hospitality and tourism industry in English, and guest speakers from local hotels and tourism-related companies informed them about the current state of the industry. Students were also able to organize events for visiting international academics and learn about the industry from international perspectives. Internship programs were introduced in 2011, and the content and placement of these programs have evolved every year since then. Currently, students have two options for global internship programs: (1) working overseas/observing workplaces overseas, or (2) working at Niseko, an international ski resort in Hokkaido. Both internship programs provide students with opportunities to experience international workplaces and use English. Additionally, since 2015, the department has also been offering students extracurricular opportunities to learn about tour guiding, which resulted in the introduction of a new class called "Tour Guiding and Interpreting" in 2020. Classes and programs are partially conducted in English.

### III. Findings

Upon reflecting on teaching these classes and

programs, the authors believe that it is important to collaborate with industry professionals and academics in the field to provide English majors with authentic hospitality and tourism content. Learning from local industry professionals stimulated students' interest in the field and deepened their understanding of actual hospitality and tourism workplaces in Japan. Additionally, learning from and communicating with international guests in English taught students the importance of having international and diverse perspectives.

It is also important for students to learn theoretical content and have practical experiences. Our students have opportunities to apply what they learned in classrooms to practical learning settings, such as internships, tour guide training programs, and event management. For instance, students learned a lot from professional tour guide interpreters through the experience of being guests on a tour. Additionally, students were able to observe the actual roles and responsibilities of tour guide interpreters before practicing tour guiding with volunteer international guests. Such experiential learning is meaningful and motivating for students (Tanaka, Morikoshi, & Fujita, 2020).

In the field of language education, the approach we employed is often called content and language integrated learning (CLIL). This approach has attracted the attention of language educators and researchers, and the effectiveness of the CLIL approach has been confirmed in several studies, including one by Yang (2015). Though the implementation of the CLIL approach in Japan is still in its initial stage (Morikoshi, Tanaka, & Yoshida, 2018), the authors can see the benefits of the integration of tourism studies and English learning when considering the last ten years of collective efforts.

The CLIL approach provided students with more opportunities to use their English skills in English as a foreign language (EFL) settings, and students perceived this positively. It also provided active learning opportunities and cultivated the skills and knowledge needed in globalized workplaces, which improves

students' future employability. This approach enabled teachers to use learning materials originally written in English such as websites from international organizations in the field, which allowed students to learn up-to-date and authentic industry-relevant information.

However, while teaching hospitality and tourism classes in English, the authors encountered several issues and challenges. These included managing the disparities in the English level of students in class, balancing content and language teaching, and finding appropriate textbooks and teaching material. Some English materials were not suitable for class because of the language level used, so teachers had to prepare teaching materials from scratch, which was time-consuming.

#### IV. Conclusion

This report presents findings from ten years of hospitality and tourism programs for junior college English majors. Our attempt to integrate English learning and hospitality and tourism studies was made feasible thanks to collaboration with local professionals and a network of international academics. The integration of English learning and tourism studies motivates students to learn and use their English skills, while also mastering the content of their tourism studies.

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# Tourism and Hospitality Curriculum in a Japanese University: A Synthesis, Analysis and Example

日本の大学における観光・ホスピタリティ教育カリキュラム  
—シンセシス・分析・事例—

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Keywords: Tourism education, Curriculum, Internationalization

キーワード: 観光教育、カリキュラム、国際化

## I. Introduction

Internationalization of tertiary education is a lifeline for universities in Japan seeking to attain global competitiveness (Ninomiya, Knight & Watanabe, 2009). Japanese universities have enrolled international students from Asia under the plan for international development cooperation, which is financially supported by the government's overseas development assistance budget. Many higher education institutions in non-English speaking countries offer English-medium courses to attract more international students, increase diversity in campus populations, and internationalize the education of domestic students (Wachter, 2005). However, the English-only initiative has been criticized as facilitating the co-existence of the national language and English without formalizing the status of English as a medium of instruction (Hashimoto, 2013). Critics have argued that the over-promotion of English in Japan has been energetically driven by the nation-building agenda (Le Ha, 2013). Internationalization of Japanese higher education has lately become a research topic of growing interest.

Recent research on internationalization of Japan's tertiary education mainly discusses policy issues or institutional challenges for adopting English-based teaching (Hashimoto, 2013; Le Ha, 2013), with very little

research being grounded in Japanese higher education programs with large international student cohorts (Bui, Tsutsui & Uehara, 2015). In the course of constant changes in both external and internal environments of tourism and hospitality education worldwide, this study examines the process of internationalization of a tourism program using a case study of Ritsumeikan Asia Pacific University (APU).

## II. Case Study of APU

APU tourism and hospitality discipline has undergone dramatic change to center around two concepts: development and sustainability. From developmental perspective, for developing countries tourism has been recognized as an important approach to the reduction of poverty. In Japan, tourism development aims for community building and regional revitalization. From sustainability perspective, tourism education embraces the United Nations World Tourism Organization (UNWTO) and the Pacific Asian Tourism Association's (PATA) efforts to enable the tourism industry to contribute to a sustainable society and environment.

As an international university located in remote Japanese rural area, the tourism and hospitality educational program accommodates both global and

local perspective to make a unique 'glocal' program. The complexity of tourism field expands beyond the borders of Japan and embracing international perspectives reflecting in APU's multicultural environment of students and faculty. The tourism and hospitality program is accredited internationally by UNWTO TedQual, making distinctive collaboration with a multitude of international institutions and overseas universities possible. The program embraces the Global Code of Ethics for Tourism adopted by UNWTO aiming to minimize negative impacts on the environment, culture and society. For local adaptation of the curriculum, faculty members in tourism and hospitality conduct research on regional development and revitalization through tourism, and have lectured on such topics. For example, the tourism education takes Beppu as a laboratory for examining various strategies of regional development.

APU tourism and hospitality has unique characteristics. The program provides a more problem-solving oriented education. The tourism program is designed to overcome shortage of current programs inherent in Japanese universities. It is based on the fact according to the 2016 White Paper on Tourism, the employment rate of graduates of tourism faculties and departments at 58 Japanese universities in the tourism industry was 16.8%. By contrast, the employment rate of APU tourism graduates in the tourism industry doubled. Internships have been emphasized as a part of the curriculum, and will proceed further with efforts that link this sort of business cooperation to career formation. Therefore, the courses offer in the program developed both social and business perspectives, cover a range of issues in tourism, hospitality and events in the subjects.

### III. Conclusion

The case of APU tourism and hospitality program exemplifies the capacity to turn challenges of internationalization of Japanese education into opportunities to develop a tourism curriculum embracing sustainability and development that meets the need of both international and domestic students.

The curriculum has been built on the basis of multiple actors, pillars and complementing elements. The unique 'glocal' perspective in tourism education embraces international accreditation and local engagement for the need of sustainable development. From this 'glocal' perspective, building a successful English-based curriculum is not solely a matter of language, but includes internationalizing the teaching contents, the faculty, and the strategic thinking involved in promoting effective intercultural communication.

The current study is subject to certain limitations. It was conducted as a single case study with only one tourism curriculum, therefore, generation of findings might be limited. Further research should investigate and clarify other factors that facilitate learning and teaching tourism with diverse language of instruction and learning strategies across several institutions with tourism program in Japan.

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# The Role of Internships in Tourism and Hospitality Higher Education:

## The Reflection from the MGM Internship Program in Las Vegas

大学での観光・ホスピタリティ教育におけるインターンシップの役割

—ラスベガスMGMインターンシッププログラムを振り返って—

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Keywords: Internships, Work experience, Tourism and hospitality education, Japan

キーワード: インターンシップ、職業経験、観光・ホスピタリティ教育、日本

### I. Introduction

The tourism and hospitality industry in Japan faced a shortage of a skilled workforce that meets industry demands. As a subsequent choice, there has been a growing demand on external workforce; expatriates for senior management roles, foreign workers for labour-intensive tasks. However, the high level of externalisation does not benefit sustainable tourism development (Lee, Hampton, & Jeyacheya, 2015). Since the tourism industry has become the largest global employer (1/10 jobs globally), discussions on how to cultivate the necessary skills to support the growing industry needs are inevitable.

In this research, the focus is made to a need for a procedural knowledge within tourism and hospitality (T&H) curriculum. Quality internship experience can maximise the ability to enhance T&H career-related goals (Robinson, Ruhanen & Breakey, 2015). Hence, integrating internships is considered as a standard feature of T&H programs in higher education (Seyitoğlu & Yirik, 2015). Accordance with the notion that the significance of internships within the T&H curriculum has been discussed extensively in earlier research; however, the awareness is relatively less in Japan. Based on the recent internship conducted as part of the Hospitality Management Program (HMP) in Kansai

Gaidai University, this research attempts to discuss the role of internships in H&T curriculum in Japanese universities.

### II. The overview of the HMP

The HMP at Kansai Gaidai University is designed for a three-semester intensive hospitality program to cultivate future industry leaders. As the program is conducted in English, language is considered to be essential for the student selection criteria. The program offers eight hospitality management courses and a one-month hotel internship at the local hotels during the first two semesters. For the final semester, qualified students (TOFLE PBT 540 and above; academic performance 80% and above) receive an opportunity to take courses at one of our partner universities (Hong Kong Polytechnic University, The Chinese University of Hong Kong, University of Central Florida, Virginia Tech University, and University of Wisconsin). About 50 per cent of the students enrolling in the HMP made use of this opportunity to study at the partner institutions in the last two years.

In February 2020, as part of the HMP, 20 students had a two-week Integrated Resort (IR) internship at MGM Resorts in Las Vegas. MGM Resorts is the third biggest market shareholder of the global IR business.



Although MGM Macau generates the most significant revenue for the company, the majority of MGM properties are positioned in Las Vegas. The main purpose of the internship was to offer students first-hand exposure to the IR business and to develop global business awareness. For two weeks, students had both theoretical and practical learning experiences; classroom learning conducted by the MGM Learning & Development team; seminars with MGM executives; job shadowing with frontline staffs to observe service operations. Overall, the students had an extensive overview of the industry.

### III. The role of internships

T&H majored students tend to have a weak commitment to the sector due to the negative characteristics of the job. However, it revealed that students with industry involvement have the willingness to stay in the industry after graduation (Chen & Shen, 2012). During the MGM internship program, we observed that the participants began to build commitment to a career in the T&H industry. It seems that having an overview of the industry reduces an expectation gap from the T&H jobs; students learn what they will get from the industry. According to Kusluvan and Kusluvan (2000), providing realistic information helps potential students to build realistic expectations about the industry, and reduces vague career aspirations. After returning home, the same students who participated in the MGM internship program joined a one-month internship offered by local hotels in Osaka. Hosting hotels shared positive feedback, especially about those students who participated in the MGM internship program compare to the students from different institutions. These students showed common features; a high level of job involvement and job motivation during the second internship.

### IV. Conclusion

This research discusses the role of internships in tourism and hospitality curriculum. As discussed in earlier research, this case study also revealed that internships enhance students' T&H career aspiration. In

other words, students with work placement experience have more chances to remain in the industry than students' without or limited exposure to internships. Tourism industry is a key economic booster in Japan. The nation is in preparation of mega-events such as the 2025 World Expo in Osaka, which will attract many foreign investors (opening new international hotels). Hence, the demand for a skilled workforce will be more than it used to be. In order to achieve a long-term sustainable tourism development within the community, cultivating industry leaders via internship-oriented T&H curriculum is in immediate need. Quality internship for T&H students requires support from all stakeholders, especially from educators and industry leaders, and this framework should be discussed in future research.

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# International Collaboration in Tourism Education Using Social Media: The Case of Japanese and Taiwanese Universities

ソーシャル・メディアを活用した国際観光教育コラボレーション  
—日台大学間連携の事例から

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Keywords: Social media, Teaching collaboration, Tourism education

キーワード: ソーシャル・メディア、教育コラボレーション、観光教育

## I. Introduction

The number of social media users has increased over the past two decades and they play an important role in many aspects of today's society. In higher education, social media have been used globally in classrooms across various academic disciplines, and the usefulness of using them for enhancing students' learning experiences has been widely discussed (Park, Song, & Hong, 2018; Wang, Woo, Quek, Yang, & Liu, 2012). In addition, social media are seen as useful for creating international collaborative learning environments (Sato & Kagey, 2015).

The integration of social media in tourism courses has also been discussed (Isacsson & Gretzel, 2011); however, there is limited discussion concerning this topic in Japanese universities. To facilitate discussion on this topic in a Japanese context, this paper uses a project-based course offered at Wakayama University in the 2018 and 2019 academic years as a case study and discusses the advantages and challenges of using social media for creating an international collaborative learning environment.

## II. Overview of the Course

The project-based course was offered for second-year students as part of the tourism faculty's

English-taught programme (called Global Programme). The topic of the project was 'Understanding Taiwanese Tourists Travelling to Japan'. This topic was selected because Taiwan is one of the major inbound tourism markets for Japan and because a collaboration opportunity with an academic from a Taiwanese university became available. In total, 25 students joined this course (15 in 2018 and 10 in 2019). In-class lectures were delivered in the first half of the semester; students were then allocated to small groups to conduct a group project, including field work in Osaka, in order to further understand the Taiwanese market. At the end of the semester, each group was asked to present its project results in English in the presence of the Taiwanese collaborator in the classroom.

In addition, a Facebook group was created for the course. The Taiwanese collaborator was also invited to join the Facebook group. Following Wang et al. (2012), the group was set as a closed group, so only the students and two academics were able to access it. During the semester, a few students were selected each week to post an online news article related to the course topic and provide a short reflective commentary in English. Other students were also asked to join the online discussion by leaving comments for each post. All the communications on the Facebook group were conducted in English.



### III. Advantages and Challenges

The course demonstrated some advantages of using social media in international collaborative teaching. First, because major social media platforms, including Facebook, are offered in various languages, it was relatively easy to develop an online discussion space with overseas collaborators. Many Japanese universities adopt a learning management system (LMS) for teaching, but collaborators from different institutes may not be allowed to join the LMS course page, or collaborators may face difficulties such as language barriers when accessing the system. Another advantage observed in the class was that having an overseas collaborator in the online group encouraged the student cohort to communicate in English in the online group discussions. As Tada (2003) noted, a class with only students who are fluent in Japanese may create an uncomfortable environment for students wishing to communicate in English. Having an overseas collaborator in the course's social media group provided an international setting for students.

On the other hand, challenges were also observed. Although the social media group provided students with opportunities to interact with the Taiwanese collaborator in English, the volume of communication was somewhat limited. As Choi and Choi (2020) have demonstrated, adopting more interactive methods, such as joint online classes, with overseas students could provide students with more opportunities for exposure to different cultures and to communicate with foreign students. However, different universities, especially in different countries, have different curricula and teaching schedules; significant efforts on the part of course coordinators are needed to arrange such advanced collaborative teaching.

### IV. Conclusion

This paper presented a project-based course as an example of how to utilize social media for international teaching collaboration. The case demonstrated that social media can support the development of international and engaging learning environments. It has also shown that social media can provide an

affordable alternative option for academics seeking international teaching collaboration and could supplement existing LMSs. As the number of universities offering courses in English has increased and many Japanese universities have had to move to online teaching modes in 2020 due to the COVID-19 pandemic, it is hoped that the case presented in this paper might assist Japanese tourism educators in the development of future courses. As this paper examined only one collaboration example, this paper calls for different cases conducted at various universities in Japan to encourage further discussion on this topic.

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