

Finland; Language Education Handed over through Voices
– *A Form of Communalty to Encourage Growing-Up (II)* –

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This paper is a sequel to *Finland; Language Education Handed over through Voices: A Form of Communalty to Encourage Growing-Up (I)*, published in March 2010 in *Waseda daigaku kyoiku hyoron* (Waseda University Education Research). It is a report on a second round of field work conducted from 23rd to 27th August 2010 at Klassillinen Koulu (Classical School) and a vocational school in Tampere, which are both at an equivalent level to Japanese junior high schools. The aim of this paper is to show how lesson practise using the voice in the latter part of compulsory education is developed and implemented, and to understand how lessons using voice in vocational schools, about which there are fewer cases studies than non-vocational schools, are actually practised.

I visited classes in years eight and nine in Klassillinen Koulu, and watched the students devising and using rhetoric with which they asserted themselves, based on their experience, knowledge, and education. I also observed them using the cards which are the core of the Finland Method. In addition, at the vocational school I participated in two lessons – completely different from each other, according to the teacher who taught them – and learnt the importance of acquiring the ability to be critical in language lessons for people in vocational education. All the lessons had in common students using their voices to present their values, their receiving feedback from their classmates, and finally linking these with written work.