



Teaching And Learning In Japan

Nobuo K. Shimahara, Akira Sakai



Teaching And Learning In Japan:

Teaching and Learning in Japan Thomas P. Rohlen, Gerald K. LeTendre, 1998 Includes bibliographical references and index

The Japanese Education System Yasuhiro Nemoto, 1999 This comprehensive study of the Japanese education system follows the Japanese child from the kindergarten through the progressively more arduous and competitive environments of the elementary middle and high schools to the relative relaxation even hedonism of university life Drawing on numerous surveys and on the author's personal experience it provides a wealth of information on teaching methodologies discipline class sizes the school day assessment and the national curriculum It also examines the role of the central Ministry of Education and the local boards in administering education throughout the country and outlines and assesses the government's recent programs of educational reform The behavior attitudes and expectations of pupils and parents are discussed in detail and placed within their political social and historical context revealing the complex cultural assumptions determining learning and socialization in Japan This study thus contributes to the efforts of educators and sociologists to understand and evaluate different approaches to education in diverse cultures increasingly important in the global information age It shows how the American and Japanese education systems are based on fundamentally different concepts of society democratic individualism and hierarchic collectivism respectively While discussing the positive and negative effects of each extreme it suggests that American educators might learn from a system in which truancy insolence violence and drug abuse are comparatively rare However the study shows how the traditional ideals of Japanese education unquestioning acceptance self sacrifice and respect for superiors face serious challenges in a time of globalization and moral social and cultural change

Innovation in Language Teaching and Learning Hayo Reinders, Stephen Ryan, Sachiko Nakamura, 2019-03-30 This book examines a wide range of innovations in language learning and teaching in Japan Each of the chapters describes the impetus for a change or new development in a particular context from early childhood to adult learning details its implementation and provides an evaluation of its success In doing so they provide a comprehensive overview of best practice in innovating language education from teaching practice in formal classroom settings to self directed learning beyond the classroom and offer recommendations to enhance language education in Japan and beyond The book will be of interest to scholars of applied linguistics and language development and in particular to those involved in managing change in language education that attempts to mediate between global trends and local needs

Inside Japanese Classrooms Nancy Sato, 2003-12-16 This detailed ethnographic study of fifth and sixth grade classrooms offers new insights into Japanese culture as many aspects of daily social life are embedded in the educational system Additionally this book provides new perspectives on educational reform in the U S since many current issues and programs focus on notions of community collaboration and systemic reform all of which are central to understanding Japanese teaching learning processes in schools

Teaching and Learning in Japan Brian Schell, 2014 Anyone want to go to Japan and teach English for a half a year That's how it all started I was 38

years old and a returning student in a Master's Degree in English program The bulk of this book is a daily journal blog of my adventures while getting TEFL Teaching English as a Foreign Language certified and my trip to Japan where I taught English to students of all ages I did a lot of things right and I also did a lot of things in the most difficult way imaginable I'd never traveled outside the USA before and spoke nearly no Japanese when I started This book has it all exciting adventures traveling to far off cities misadventures on mountaintops and even the occasional rant There's good and bad but it's all real and written when it happened If you've ever considered going overseas to teach or just are curious about what it's like to live there as an American this book is for you I went to Japan but many of the problems and situations I came across would be the same anywhere I discuss the stresses of getting trained in a university level TEFL course getting over there learning my way around and getting through day to day life in my new world I discuss what's happened what I think it meant and the people I encountered while doing it

Learning to Teach in Two Cultures Nobuo K. Shimahara, Akira Sakai, 2018-10-09 Originally published in 1995 This ethnographic account of teaching practice in both Japan and the USA offers an excellent cross cultural perspective of education It focuses on beginning teachers and particularly highlights both the similarities and the contrasting elements between the two countries In part the authors inquire into the socialisation of new teachers in their particular culture Chapters provide detailed accounts of how teachers in the study in both countries learned to teach and the strategies they used when facing problems and key issues such as child motivation Both countries have sought to learn from each other's practices but this fascinating study will be of interest to anyone in the teaching world

English Language Teaching Veronika Makarova, 2004

Teaching English at Japanese Universities Paul Wadden, Chris Carl Hale, 2018-10-26 Written by leading English language educators in Japan this Handbook provides an in depth guide for the new generation of teachers at Japanese universities In clear accessible prose it offers practical and detailed advice on effective classroom pedagogy student motivation learning styles classroom culture national language policy career opportunities departmental politics administrative mindset and institutional identity Its four sections The setting The courses The classroom and The workplace examine issues faced by university language teachers as well as challenges confronted by the increasing number of scholars teaching English as a Medium of Instruction EMI and Content and Language Integrated Learning CLIL courses Firmly grounded in contemporary teaching method and theory the Handbook's 23 chapters also acknowledge the influence of diverse movements such as World Englishes global issues gender and positive psychology Its three appendices contain information on organizations books journals and websites particularly useful for Japanese university educators explanation of types and rankings of schools ways to learn more about individual institutions for job hunting and detailed information on the structure and Japanese titles of faculty and non teaching staff at the typical university This Handbook is an invaluable resource for anyone teaching or aspiring to teach at a Japanese university

Identity, Gender and Teaching English in Japan Diane Hawley Nagatomo, 2016-04-07 How do teachers who have

chosen to settle down in one country manage the difficulties of living and teaching English in that country How do they develop and sustain their careers and what factors shape their identity This book answers these questions by investigating the personal and professional identity development of ten Western women who teach English in various educational contexts in Japan all of whom have Japanese spouses The book covers issues of interracial relationships expatriation equality and employment practices as well as the broader topics of gender and identity The book also provides a useful overview of English language teaching and learning in Japan **Teaching in Japan** Nobuo K. Shimahara, 2013-10-11 This collection of essays explores teaching in Japan as it relates to contemporary social change in the past two decades The collection explores day to day teaching in Japan from the teacher's perspective relying on first hand accounts by those within the system

Learning Gap Harold Stevenson, James W. Stigler, 1994-01-26 Compares United States elementary education practices with those in Asia and comes to some surprising conclusions **Lesson Study** Clea Fernandez, Makoto Yoshida, 2012-09-10 Lesson study is a popular professional development approach in Japan whereby teachers collaborate to study content instruction and how students solve problems and reach for understanding in order to improve elementary mathematics instruction and learning in the classroom This book is the first comprehensive look at the system and process of lesson study in Japan It describes in detail the process of how teachers conducted lesson study how they collaborated in order to develop a lesson what they talked about during the process and what they looked at in order to understand deeply how students were learning Readers see the planning of a mathematics lesson as well as how much content knowledge the teachers have They observe students problem solving strategies and learn how Japanese teachers prepare themselves to identify those strategies and facilitate the students discussion Written for mathematics teachers educational researchers school administrators interested in teachers professional development and professional developers this landmark volume provides an in depth understanding of lesson study that can lead to positive changes in teachers professional development and in teaching and learning in the United States Lesson Study-Based Teacher Education Jongsung Kim, Nariakira Yoshida, Shotaro Iwata, Hiromi Kawaguchi, 2021 The philosophy of Lesson Study in Japan teacher ownership teacher professionalism student learning focused dialogue teacher collaboration and teacher professional community has attracted educators and researchers worldwide However Lesson Study does not have the same meaning as its original Japanese expression Jugyou Kenkyuu a combination of two Japanese words Jugyou meaning instruction or lesson s and Kenkyuu meaning study or research To bridge the gap between Jugyou Kenkyuu and Lesson Study and therefore maximize the potential of Lesson Study in the world this edited volume provides two mirrors for those who wish to reflect on and implement Lesson Study within their own contexts One section discusses how Lesson Study is utilized in Japanese teacher education and how this system reproduces the very culture of Lesson Study The other section addresses case studies showcasing Lesson Study implementation in several countries such as the United States Germany Norway Peru and Uganda and discusses the opportunities and

challenges that arise when Lesson Study based teacher education expands beyond Japan to the rest of the world This book will appeal to anyone interested in learning about Lesson Study Report of the United States Education Mission to Japan U.S. Education Mission to Japan,1946 **Diversity in Japanese Education** Naoko Araki,2017-06-09 No one is born fully formed it is through self experience in the world that we become what we are Paulo Freire Diversity in Japanese Education explores self experience of individual learners and educators in Japan The word diversity is not limited to one s ethnic background Here diversity refers to one s pedagogical experiences and life experiences to the norms beliefs and values that impact such relations These experiences and relations are fluid as they are shaped and reshaped in global and glocal settings They are also reflected in praxis of English language learning and teaching in Japan The authors educational backgrounds vary but they all share the common ground of being educators in Japan Through being involved in learning and or teaching English language in Japan they have witnessed and experienced diversity in their own pedagogical context The book focuses on shifting critical and reflexive eyes on qualitative studies of pedagogical experiences rather than presenting one fixed view of Japanese education **Foreign Language Education in Japan** Sachiko Horiguchi,Yuki Imoto,Gregory S. Poole,2015-12-23 Language education is a highly contested arena within any nation and one that arouses an array of sentiments and identity conflicts What languages or what varieties of a language are to be taught and learned and how By whom for whom for what purposes and in what contexts Such questions concern not only policy makers but also teachers parents students as well as businesspeople politicians and other social actors For Japan a nation state with ideologies of national identity strongly tied to language these issues have long been of particular concern This volume presents the cacophony of voices in the field of language education in contemporary Japan with its focus on English language education It explores the complex and intricate relationships between the local and the global and more specifically the links between the levels of policy educational institutions classrooms and the individual In the much contested field of foreign language teaching in Japan this book takes the reader directly to the places that really matter With the help of expert guides in the fields of anthropology sociology and linguistics we are invited to join a vital discussion about the potentially revolutionary implications of the Japanese government s policy of teaching Japanese citizens to not only passively engage with written English texts but to actually use English as a means of global communication Robert Aspinall PhD Oxford Professor Faculty of Economics Department of Social Systems Shiga University Japan This insightful book about language education involves different disciplines using ethnographic methods Both native and non native speakers of Japanese or English collaboratively examine two different types of qualitative approaches in Japan the positivistic and the processual This is a must have book for researchers and educators of language who are interested in not only Japan but also language education generally Shinji Sato PhD Columbia Director of the Japanese Language Program Department of East Asian Studies Princeton University USA *Technology-Supported Learning In and Out of the Japanese Language Classroom* Erica Zimmerman,Abigail

McMeekin, 2019-05-10 This book addresses several pressing concerns of teachers and researchers who are looking for ways to integrate technology use in and out of their classrooms and assess its usefulness in the learning process. It provides an up-to-date examination of technology-supported pedagogy and language acquisition in a variety of Japanese as a foreign or second language contexts. It equips readers with practical pedagogical information including methods of implementation and learning assessment and ideas for how technology can be applied to achieve a wide range of learning objectives. The topics examined include cultural learning, identity construction, speaking, reading, writing, pronunciation, collaborative online learning, digital and 3D virtual reality games, online text analysis, and participation in online communities. In addition, different e-learning configurations such as flipped online and distance learning classrooms are explored. Studies examine various current technologies, e.g., blogs, synchronous/asynchronous telecollaboration, corpus analysis software, modern pronunciation tools, and will have both direct and indirect consequences for teaching and learning a second foreign language with technology across all languages.

Education and Training in Japan Thomas P. Rohlen, Christopher Bjork, 1998 This collection, written by Japanese and foreign scholars, represents an inclusive cross-section of the most important work in key areas of this field. Topics include the impact of Japanese education and training on Japan's economy and culture, the Japanese influence on the East Asian approach to education in comparison with the educational systems of Korea, Taiwan, Singapore, and Hong Kong, Japan's promotion of learning organizations and Knowledge workers for the Information Age.

Curriculum, Instruction and Assessment in Japan Koji Tanaka, Kanae Nishioka, Terumasa Ishii, 2016-08-25 This book provides a comprehensive overview of the history and current status of policy, research, and practices of curriculum, classroom instruction, and assessment in Japan. It outlines the mechanism of curriculum organization and the history of the National Courses of Study and assesses the theories of academic ability model. It also discusses in detail the history of Lesson Study, a characteristic teaching practice in Japan which utilizes groups, and reviews the history of educational assessment in Japan. Case studies on the practice of portfolio assessment in the Period for Integrated Study as well as the practice of performance tasks in subject-based education are illustrated to show various examples of teaching practices. Curriculum, Instruction, and Assessment in Japan explores Child-centered Curriculum and Discipline-centered Curriculum Theories based on Models of Academic Achievement and Competency. Various Methods for Organizing Creative Whole-Class Teaching Performance Assessment in Subject Teaching. A good guideline for those who would like to use the idea of Lesson Study in order to improve their own teaching and management practices and a reference to all working in educational improvement, this book will be of interest to educators and policymakers concerned with curriculum practices or those with an interest in the Japanese education system. Chapters 2 and 5 of this book are freely available as downloadable Open Access PDFs at <http://www.taylorfrancis.com> under a Creative Commons Attribution-NonCommercial-NoDerivatives (CC BY-NC-ND) 4.0 license.

Education in Japan Yuto Kitamura, Toshiyuki Omomo, Masaaki Katsuno, 2019-01-09 This book illustrates the nature of Japan's education system and

identifies its strengths and weaknesses as well as the socioeconomic environment surrounding education in contemporary Japanese society. It describes the basic institutional structure of each educational stage in an overview of today's school education in Japan while also analyzing the current implementation status of important policies and the progress of reform at each stage. The book also examines the status of and problems with various issues that are considered essential to education in Japan today. These include teachers' lesson studies, school and community educational disparities, education and jobs, multiculturalism, university reforms, internationalization of education, and English language education, education for sustainable development, and others covering a diverse range of fields. The book is unique in its attempt to comprehensively understand and analyze the educational field in Japan by drawing on the expertise of various academic disciplines.

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