



Teaching And Learning In Japan

Paul Wadden,Chris Carl Hale



Teaching And Learning In Japan:

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

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

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

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

Lesson Study-based Teacher Education Jongsung Kim, Nariakira Yoshida, Shotaro Iwata, Hiromi Kawaguchi, 2021-05-26 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 Jugyuu Kenkyuu a combination of two Japanese words Jugyuu meaning instruction or lesson's and Kenkyuu meaning study or research To bridge the gap between Jugyuu 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

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

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 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 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.

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

This book delves into Teaching And Learning In Japan. Teaching And Learning In Japan is an essential topic that must be grasped by everyone, from students and scholars to the general public. The book will furnish comprehensive and in-depth insights into Teaching And Learning In Japan, encompassing both the fundamentals and more intricate discussions.

1. The book is structured into several chapters, namely:

- Chapter 1: Introduction to Teaching And Learning In Japan
- Chapter 2: Essential Elements of Teaching And Learning In Japan
- Chapter 3: Teaching And Learning In Japan in Everyday Life
- Chapter 4: Teaching And Learning In Japan in Specific Contexts
- Chapter 5: Conclusion

2. In chapter 1, the author will provide an overview of Teaching And Learning In Japan. This chapter will explore what Teaching And Learning In Japan is, why Teaching And Learning In Japan is vital, and how to effectively learn about Teaching And Learning In Japan.
3. In chapter 2, this book will delve into the foundational concepts of Teaching And Learning In Japan. The second chapter will elucidate the essential principles that must be understood to grasp Teaching And Learning In Japan in its entirety.
4. In chapter 3, this book will examine the practical applications of Teaching And Learning In Japan in daily life. This chapter will showcase real-world examples of how Teaching And Learning In Japan can be effectively utilized in everyday scenarios.
5. In chapter 4, the author will scrutinize the relevance of Teaching And Learning In Japan in specific contexts. This chapter will explore how Teaching And Learning In Japan is applied in specialized fields, such as education, business, and technology.
6. In chapter 5, the author will draw a conclusion about Teaching And Learning In Japan. The final chapter will summarize the key points that have been discussed throughout the book.

This book is crafted in an easy-to-understand language and is complemented by engaging illustrations. It is highly recommended for anyone seeking to gain a comprehensive understanding of Teaching And Learning In Japan.

https://archive.kdd.org/files/Resources/default.aspx/The_Oslo_And_Paris_Commissions_The_First_Decadeinternational_Cooperation_In_Protecting_Our_Marine_Environment.pdf

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Teaching And Learning In Japan Introduction

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