

Teaching and Learning in Japan

Thomas Rohlen
Gerald LeTendre



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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 *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 **English Language Teaching** Veronika Makarova, 2004 **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 **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 and learning processes in schools. *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. 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, and those interested in teachers' professional development, 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.

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