

# Teaching and Learning in Japan

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**Thomas P. Rohlen, Gerald K. LeTendre**



## **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

**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

**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

**Education and Equality in Japan** William K. Cummings, 2014-07-14 On the basis of direct personal observation in the classroom systematically gathered data and extensive reading in primary sources the author provides a rich description of how a society can be gradually transformed by the educational process in its schools He then relates this process to the problems of the advanced industrial world Originally published in 1980 The Princeton Legacy Library uses the latest print on demand technology to again make available previously out of print books from the distinguished backlist of Princeton University Press These editions preserve the original texts of these important books while presenting them in durable paperback and hardcover editions The goal of the Princeton Legacy Library is to vastly increase access to the rich scholarly heritage found in the thousands of books published by Princeton University Press since its founding in 1905

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 erspective relying on first hand accounts by those within the system

*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

**Japanese Schooling** James J. Shields,1989 Japanese Schooling is organized around important crosspoints for understanding the historic roots and contemporary features of Japanese education These include 1 socialization for discipline at home and in school 2 the impact of university examinations on educational equality and moral development and 3 centralized control and national identity Written by leading American and Japanese scholars Japanese Schooling is uniquely informative and comprehensive with wide ranging and critical analyses of sensitive issues and traditional educational questions Among the topics that highlight both strengths and weaknesses are nursery schooling pupil violence in junior high schools the reasons for high achievement levels in mathematics the textbook controversy and teacher unionism the role of large class size in teaching cooperative behavior gender issues and special education As one reviewer said The book has no equal among recently published works which in comparison avoid sharp analysis and are narrowly focused Another feature is the bibliography of more than 200 English language sources on Japanese education published since 1972 It constitutes probably the most complete bibliographic research base currently available for those interesting in studying Japanese education Overall Japanese Schooling shows every promise of taking a place alongside Herbert Passin's Society and Education in Japan published in 1965 and long considered the classic reference for understanding the interplay between contemporary educational issues and the permanent patterns of Japanese culture

**Report of the United States Education Mission to Japan** U.S. Education Mission to Japan,1946

**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

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**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 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.

*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.

**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.

[Learning to Go to School in Japan](#) Lois Peak, 2023-11-15 Japanese two-year-olds are indulged, dependent, and undisciplined toddlers, but by the age of six, they have become obedient, self-reliant, and cooperative students. When Lois Peak traveled to Japan in search of the magical childrearing technique behind this transformation, she discovered that the answer lies not in the family but in the preschool where teachers gently train their pupils in proper group behavior. Using case studies drawn from two contrasting schools, Peak documents the important early stages of socialization in Japanese culture. Contrary to popular perceptions, Japanese preschools are play-centered environments that pay little attention to academic preparation. It is here that Japanese children learn their first lessons in group life. The primary goal of these cheerful, even boisterous settings is not to teach academic facts or learning readiness skills but to inculcate behavior and attitudes appropriate to life in public social situations. Peak compares the behavior considered permissible at home with that required of children at preschool and argues that the teacher is expected to be the primary agent in the child's transition. Step by step, she brings the socialization process to life through a skillful combination of classroom observations, interviews,

with mothers and teachers transcripts of classroom events and quotations from Japanese professional literature Japanese two year olds are indulged dependent and undisciplined toddlers but by the age of six they have become obedient self reliant and cooperative students When Lois Peak traveled to Japan in search of the magical childrearing technique behind **Report of the United States Education Mission to Japan** United States. Education Mission to Japan,1946 *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

Japanese and American Education Harry Wray,1999-06-30 In the United States and Japan there are cultural attitudes that both promote and hinder education While Japanese education is usually described as superior to an American education a careful examination reveals that in both systems certain values and attitudes are carried to extremes and have a negative impact This book shows how cultural attitudes shape schools and how Americans and Japanese can overcome the educational maladies in both countries Under the present educational centralization Japanese secondary school teachers are severely handicapped in carrying out the goals of cultivating a spontaneous spirit and creating a culture rich in individuality Although Japanese nursery kindergarten and elementary teachers could provide many hints to improve the methodology of their American counterparts the reverse is true at the secondary and college levels American teachers try to encourage students to be creative in approaching a problem writing an essay and sketching an object and they will suggest appropriate courses recommend books and encourage intellectual challenge while Japanese secondary school teachers goal is narrowly focused on presenting designated textual material in as efficient a manner as possible In the United States farmers constitute less than ten percent of the population but American schools still operate as if students had to return home each day for chores or as if the summer vacation and fall schedule had to be used to help parents with planting cultivating and harvesting crops Today most American mothers work full time and children have much more free time and live in less secure urban environments The amount of time spent attending school in Japan and the United States is just one of the cultural attitudes

that is examined in this book     **The Japanese Model of Schooling** Ryoko Kato Tsuneyoshi,2001 This anthology examines Love s Labours Lost from a variety of perspectives and through a wide range of materials Selections discuss the play in terms of historical context dating and sources character analysis comic elements and verbal conceits evidence of authorship performance analysis and feminist interpretations Alongside theater reviews production photographs and critical commentary the volume also includes essays written by practicing theater artists who have worked on the play An index by name literary work and concept rounds out this valuable resource

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