

Foreign Language Education in Japan

Exploring Qualitative Approaches

Sachiko Horiguchi, Yuki Imoto and
Gregory S. Poole (Eds.)

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Foreign Language Education in Japan Sachiko Horiguchi, Yuki Imoto, Gregory S. Poole, 2015-11-27 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 *Weaving Stories of Language Education with Narratives of Teachers and Learners* Nami Sakamoto,Masako Nasu,Kazutake Kita,Masayuki Teranishi,2025-09-26 This edited volume presents a collection of diverse narrative inquiries into the lived experiences of individuals engaged in English language teaching and learning By foregrounding personal stories the book sheds light on how educators and learners construct meaning navigate challenges and develop identities within the context of language education Organised into three thematic sections 1 narrative inquiry of language teachers 2 narrative inquiry of language learners and 3 self authored narratives by language teachers the volume showcases a range of narrative forms from research based analyses to introspective personal accounts This multiplicity of perspectives offers readers a comprehensive understanding of the human dimensions of language education Set against the backdrop of English language education in Japan the book provides valuable insights into the cultural and institutional contexts that shape teaching and learning experiences It serves as a resource for scholars educators and students interested in narrative inquiry language teacher development and sociocultural aspects of language learning By bringing together these varied narratives the volume invites readers to reflect on the complexities of language education and the transformative power of storytelling in understanding educational practices **Handbook of Research on Foreign Language Education in the Digital Age** Wang, Congcong,Winstead, Lisa,2016-07-13 The role of technology in the learning process can offer significant contributions to help meet the increasing needs of students In the field of language acquisition new possibilities for instructional methods have emerged from the integration of such innovations The Handbook of Research on Foreign Language Education in the Digital Age presents a comprehensive examination of emerging technological tools being utilized within second language learning environments Highlighting theoretical frameworks multidisciplinary perspectives and technical trends this book is a crucial reference source for professionals curriculum designers researchers and upper level students interested in the benefits of technology assisted language acquisition **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

Managing the Evaluation of Difference in Foreign Language Education Stephanie Ann Houghton, 2007 Abstract In an increasingly interconnected world people need to learn to respond constructively to cultural difference Since foreign language learners are regularly presented with cultural differences as a matter of course foreign language education provides an ideal space within which to explore issues that arise How should foreign language educators manage the evaluation of difference in foreign language education I am not aware of any research in this area Three teaching approaches were identified Firstly a non judgemental stance can be adopted with a view to empathising with others intellectually which requires the development of certain cognitive and communication skills Secondly a judgemental stance can be adopted with a view to raising unconscious values to the conscious level in order to control them and develop critical cultural awareness Thirdly in addition to the second approach teachers can also attempt to change learner values in support of human rights and the development of democratic society A complex study based on action research was conducted to examine these teaching approaches in intercultural language education in a tertiary education context in Japan Qualitative data were gathered over a nine month period from thirty six student participants and me as teacher researcher Data gathered from the student participants indicate that 1 whilst empathy can develop communication skills and self awareness some students may also feel insecure about being influenced by others 2 whilst adopting a judgemental stance may empower students to take responsibility for their choices many Japanese students may reject the process stating cultural preferences for preserving harmony and 3 student value and concept change is a likely product of encounters with cultural difference regardless of teaching approach This thesis will present relevant data in context and present a model that integrates all three teaching approaches Research is called for in relation to value and concept shift in foreign language education that also considers cultural preferences

Navigating English Policy and Practice in Japan's Primary Schools Peter Ferguson, 2025-09-10 This book investigates recent changes in language education policy and the implementation of English as a foreign language EFL in Japan's public elementary schools Through interviews with policymakers school principals and elementary school teachers it examines the challenges in creating transmitting and applying this new language policy It reveals not only the contents of language policy documents but the political and socioeconomic rationale for introducing EFL into Japan's national curriculum

This book will aid understanding of various macro level discourses such as progressive and conservative views of schooling in Japan and how globalization has affected attitudes toward English education It will be of interest to researchers in language policy and planning second language acquisition second language teacher education and Japanese studies

Self-Concept in Foreign Language Learning Reiko Yoshida,2024-05-06 This book explores self concept in foreign language FL learning tracing the trajectories of a group of Japanese language learners at an Australian university to illuminate new insights about the factors impacting positive self concept and implications for language learning more broadly The volume calls attention to the ways in which learners perception of themselves as FL learners plays a fundamental role in FL learning Drawing on data from a longitudinal study including student diaries interviews and classroom observations Yoshida outlines shifts in self concept as learners progress from secondary school to university courses to study abroad and beyond The book demonstrates how the learner journey is marked by a growing recognition of the importance of practice for achievement but also a greater sense of self consciousness with learners agency in creating opportunities for themselves to practice their FL as a key factor in improving self concept over time This work offers unique observations about self concept for learners who already have global English as a first language inspiring ways forward for future research and language teaching in other under studied languages The book will appeal to students and researchers in applied linguistics SLA and foreign language learning as well as stakeholders in Japanese language programs

Japanese Government Policies in Education, Science, and Culture

,1995 Dynamics of a Social Language Learning Community Jo Mynard,Michael Burke,Daniel Hooper,Bethan Kushida,Phoebe Lyon,Ross Sampson,Phillip Taw,2020-08-07 This book provides an in depth exploration of psychological phenomena affecting language learning within a social learning space Drawing on the literature from identity in second language learning communities of practice and learner beliefs in conjunction with other individual difference factors it uncovers perceptions and assumptions that language learners have of the space and how they affect their relationship with it and the people within it Readers will gain a greater understanding of how psychological phenomena shape a space and how a learning space can contribute to a wider learning ecology This book will appeal to researchers interested in language learning beyond the classroom and psychological aspects of language acquisition as well as to practitioners and professionals who are supporting learners outside the classroom

Language Learner Strategies: 30 Years of Research and Practice

Andrew Cohen,Ernesto Macaro,2007-11-29 Provides a unique and timely re examination of key issues such as strategies in context strategy instruction and strategy research methods by numerous experts in the field Offers an invaluable overview of what is known from empirical research about listening reading speaking writing vocabulary and grammar strategies

Proposes a clear and focused research agenda for the next decades

L2 Writing Beyond English

Nur Yiğitoğlu Aptoula,Melinda Reichelt,2019-04-10 Most of what we know about writing in a second or foreign language L2 is based on conclusions drawn from research on L2 writing in English However a significant quantity of L2 writing and writing

instruction takes place in languages other than English and so there is a need for studies that look beyond English The chapters in this book focus on languages other than English and investigate curricular issues multiple languages in contact conflict in L2 writing instruction and student attitudes toward pedagogical practices The collection as a whole makes a valuable contribution to the study of L2 writing and it will also prove an essential resource for instructors of second and foreign language writing

Linguistics and Language Behavior Abstracts ,2006-10 **Tsunesaburo Makiguchi (1871-1944)** Jason Goulah,Andrew Gebert,2016-04-08 This edited volume focuses on the life and work of Makiguchi Tsunesaburo 1871 1944 a Japanese elementary schoolteacher principal educational philosopher author activist and Buddhist war resister who has emerged as an important figure in international education Makiguchi is the progenitor of value creating soka pedagogy that informs practice in the Soka schools network which includes two universities in Japan and the U S a women s college Japan two secondary schools Japan three elementary schools Brazil and Japan and six Kindergartens Brazil Hong Kong Japan Korea Malaysia and Singapore as well as one of Japan s largest correspondence education programs In addition thousands of educators worldwide incorporate Makiguchi s ideas in their own curriculum and instruction and Brazil has instituted the Makiguchi in Action Project which has provided literacy training and teacher development for nearly a million people This edited volume is the first in the Anglophone literature to theoretically and empirically examine the nature and global application of Makiguchi s influential educational ideas The book was originally published as a special issue of American Educational Studies

Japanese Language and Literature ,2006 **Language Learning Strategies in Independent Settings** Stella Hurd,Tim Lewis,2008 In recent years traditional classroom based language tuition has been increasingly overshadowed by innovative approaches such as distance learning supported independent learning and blended learning with an online component This timely volume examines the use of language learning strategies in a range of independent settings and addresses key issues for independent learners such as autonomy strategic awareness and self regulation

White Papers of Japan ,1976 Abstract of official reports and statistics of the Japanese Government *Annual Review of Applied Linguistics* ,2005 **Second Language Instruction/acquisition Abstracts** ,1997 Language Learners in Study Abroad Contexts Margaret A. DuFon,Eton Churchill,2006 Examining the overseas experience of language learners in diverse contexts through a variety of theoretical and methodological approaches studies in this volume look at the acquisition of language use socialization processes learner motivation identity and learning strategies In this way the volume offers a privileged window into learner experiences abroad while addressing current concerns central to second language acquisition

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