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Relevance Of Japanese Language Teaching

Stefan Kaiser



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Japanese Language Teaching Alessandro G. Benati, 2009-03-01 A combination of theory and practice accompanied by an empirical case study makes this an ideal introductory textbook to the practical aspects of the acquisition of Japanese as a second language

Japanese Language Teaching in the Nineties Stefan Kaiser, 2014-07-16 The world wide growth in demand for Japanese throughout the world has led to rapid developments in Japanese language teaching This volume examines these developments and their implications for the future in a series of case studies *Proceedings of the 2025 3rd International Conference on Language, Innovative Education and Cultural Communication (CLEC 2025)* Andrea L. Baldini, Zhonggen Yu, Xianglan Chen, Lifei Wang, 2025-07-22 This is an open access book The 2025 3rd International Conference on Language Innovative Education and Cultural Communication CLEC 2025 will be held on March 28 30 2025 in Kunming China CLEC 2025 is to bring together innovative academics and industrial experts in the field of Language Innovative Education and Cultural Communication The primary goal of the conference is to promote research and developmental activities in Language Innovative Education and Cultural Communication and another goal is to promote scientific information interchange between researchers developers engineers students and practitioners working all around the world We sincerely invite you to participate in CLEC 2025 and look forward to seeing you in Kunming A Transdisciplinary Approach to Chinese and Japanese Language Teaching Nobuko Chikamatsu, Li Jin, 2023-03-31 A Transdisciplinary Approach to Chinese and Japanese Language Teaching illustrates how the transdisciplinary approach to second language acquisition SLA centers around collaboration to provide a learning conducive environment with rich semiotic resources for second foreign language learners The volume consists of 14 chapters from leading experts in SLA and Chinese and Japanese language educators from Canada China Japan the United Kingdom and the United States of America As a first work of its kind the contributions feature both theoretical interpretations of transdisciplinary concepts that can apply to Chinese Japanese as a second language learning and case studies showcasing how college level Chinese and Japanese language educators design and implement pedagogical projects in collaboration with partners across languages disciplines communities and borders by adopting a transdisciplinary perspective to analyze students learning outcomes This book will benefit researchers administrators educators and teacher educators in higher education with an interest in world language education and interdisciplinary and project based teaching

Developing Global Competence in World Language Education Soyhan Egitim, Seiko Harumi, 2025-09-11 This book presents a four step framework to help English as a world language EWL learners successfully develop global competence which is defined as the skills values and behaviors that prepare young people to thrive in diverse environments The book showcases practical methods and strategies supported by autoethnography and empirical studies to detail the four elements of the framework towards developing global competence English language proficiency cross cultural knowledge adopting flexibility in oral communication and embracing

values beyond our horizons While the English language and culture provide essential input for effective communication developing flexibility in communication styles and viewing conflict as an opportunity for growth can help L2 learners navigate intercultural encounters more effectively and achieve cross cultural adaptation This text will be beneficial to language learners intercultural communication majors researchers and educators in TESOL EFL ESL programs as well as in service teachers of English language learners ELLs

Social Networking Approach to Japanese Language Teaching Yasu-Hiko Tohsaku, Fumiko Nazikian, Jisuk Park, 2021-02-03 Social Networking Approach to Japanese Language Teaching is a timely guide for Japanese language teachers and anyone interested in language pedagogy The book outlines an innovative approach to language instruction which goes beyond the communicative approach and encourages a global view of language education and curriculum development through the use of social networking It showcases diverse examples of how social networking can be harnessed and incorporated into everyday language classes to increase learners curiosity and engagement in real cultural and global interactions While the focus is on Japanese language teaching the concepts explored can be applied to other languages and teaching contexts This book will benefit teachers of any language as well as linguists interested in language pedagogy

New Frontiers in Japanese Studies Akihiro Ogawa, Philip Seaton, 2020-04-02 Over the last 70 years Japanese Studies scholarship has gone through several dominant paradigms from demystifying the Japanese to analysis of Japanese economic strength to discussion of global interest in Japanese popular culture This book assesses this literature considering future directions for research into the 2020s and beyond Shifting the geographical emphasis of Japanese Studies away from the West to the Asia Pacific region this book identifies topic areas in which research focusing on Japan will play an important role in global debates in the coming years This includes the evolution of area studies coping with aging populations the various patterns of migration and environmental breakdown With chapters from an international team of contributors including significant representation from the Asia Pacific region this book enacts Yoshio Sugimoto's notion of cosmopolitan methodology to discuss Japan in an interdisciplinary and transnational context and provides overviews of how Japanese Studies is evolving in other Asian countries such as China and Indonesia New Frontiers in Japanese Studies is a thought provoking volume and will be of great interest to students and scholars of Japanese and Asian Studies The Introduction and Chapter 1 of this book is freely available as a downloadable Open Access PDF at <http://www.taylorfrancis.com> under a Creative Commons Attribution Non Commercial No Derivatives CC BY NC ND 4.0 license

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Education Community Based Sustainable Development Social Innovation and Green Entrepreneurship Sustainable Governance and Policy Innovation **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 Exploring Japanese University English Teachers'

Professional Identity Diane Hawley Nagatomo, 2012-01-30 This book contributes to the growing field of EFL teacher identity which is now recognized to influence numerous aspects of classroom teaching and of student learning. It focuses on an under researched and yet highly influential group of teachers that shape English language education in Japan Japanese university English teachers. In three interrelated narrative studies it examines how four relatively new teachers develop professional identity as they become members of the community of practice of university English teachers how gender impacts the professional identity of seven female professors ranging in age from their early 30s to their 60s and how one teacher's teaching practices and beliefs reflect her personal and professional identity Attitudes to English Study among Japanese,

Chinese and Korean Women Yoko Kobayashi, 2020-11-05 This edited book comprises chapters integrated around a central theme on college educated Japanese Korean and Chinese women's orientation to English study. The collection is composed of two parts 1 East Asian women's motivation to study in the West and 2 East Asian women's dream to use English as a career. The first part discusses their international migration as facilitated by factors characteristic of East Asian nations e.g. middle class women's access to advanced education and yet unequal access to professional career and other factors inherent in each nation e.g. different social evaluations of women equipped with competitive overseas degrees and English proficiency. The second part sheds light on the dreams and realities of East Asian female adults who having been avid English learners aim for dream jobs e.g. interpreters or have few other career choices but to be re trained as English specialists or even as Japanese language teachers working abroad. This collection is suitable for any scholar interested in the lives and voices of young educated women who strive to empower themselves with language skills in the seemingly promising neoliberal world.

that is however riddled with ideological contradictions Equity in Excellence Siao See Teng, Maria Manzon, Kenneth K. Poon, 2018-12-20 This book offers a comprehensive picture of high performing East Asian education systems beyond their outstanding achievements in international assessments such as PISA and TIMSS Situating excellence within discussions of equity it contextualises the conceptions and pursuits of equity amid the development of education systems policy and curricula in selected East Asian societies While parallels could be observed across the systems including high stakes assessment culture increasing credentialism and high investment of family educational resources there are also divergences in approaches and outcomes relating to equity policies and practices In light of the challenges presented by low fertility rates ageing populations migration and the economic demands of the 21st century the book addresses these systems attempts to cater to further diversified student populations and maintain equity in excellence As the international community relentlessly seeks to enhance equity in education there is much these East Asian education systems can share This book has appeal internationally to researchers policymakers educators and anyone interested in East Asian education and equity

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 Language Education Programs Zia Tajeddin, Carol Griffiths, 2023-09-19 This book delves into the realm of effective language education programs examining them from both macro and micro policy making perspectives It unravels the distinguishing features of exemplary language programs and explores how these programs are implemented in diverse international contexts The book comprehensively explores various facets of language education programs encompassing well crafted language education policies robust curriculum and syllabus design impactful teaching materials effective approaches to English for specific purposes ESP English as a medium of instruction EMI content and language integrated learning CLIL and English as a Lingua Franca ELF informed instruction The book also delves into fruitful school institute university partnerships the judicious use of technology

strategies for teacher recruitment and professional development as well as efficient policies for learner assessment among other topics of significance. The contributions within this book are firmly grounded in data incorporating findings from empirical studies. The insights provided draw upon valuable data obtained from a range of diverse contexts in which effective language education programs have been implemented.

Proceedings of the International Conference on Sustainable Innovation on Humanities, Education, and Social Sciences (ICOSI-HESS 2022) Dyah Mutiarin, Achmad Nurmandi, Arie Kusuma Paksi, Zain Rafique, 2023-02-10. This is an open access book. This proceeding consists of research presented in ICOSI UMY on 20-21 July 2022 at Universitas Muhammadiyah Yogyakarta. The conference covers the topic of governance, international relations, law, education, humanities, and social sciences. The COVID-19 pandemic, first time that occurred in 2019, has brought many changes that constrain all countries to adapt quickly. The crisis has shown vulnerabilities and gaps in several primary systems including healthcare, social protection, education, value chains, production networks, financial markets, and the ecosystem. One of the efforts that each country can take to rise from the COVID-19 pandemic is through strengthening multilateralism, international solidarity, and global partnerships. Hence, this conference raises the central theme: Strengthening Global Partnership for Resilience. This theme covers sub-themes that allow prospective scholars to submit their papers for Virtual Conferences presentation under the following scopes: Social Sciences, Humanities, Educations, and Religious Studies. Presented papers will also get a chance to be published in our remarkable partner publishers. Through the International Symposium on Social Humanities Education and Religious Studies, ISSHERS, and Asian Conference on Comparative Laws Asian COL, we hope that participants will express their innovative and creative ideas to provide benefits and contribute knowledge to strengthen global partnerships among countries. Finally, all 75 papers published in this proceedings are expected not only as research output but can be developed further into prototypes or evidence for policy making.

Discourse and Context in Language Teaching Marianne Celce-Murcia, Elite Olshtain, 2000. *Discourse and Context in Language Teaching: A Guide for Language Teachers* is part of the Cambridge Handbooks for Language for Language Teachers series.

Language Learning and Leisure Denyze Toffoli, Geoffrey Sockett, Meryl Kusyk, 2023-07-04. The study of informal involvement with additional languages has recently emerged as a dynamic research field in SLA. With the rapid development and spread of internet-based technologies, contact with foreign languages outside the classroom has become commonplace. While this can take multiple forms, online contents are a major driving force because they present learners with unprecedented opportunities for exposure to and use of target languages regardless of their physical location. Research from diverse geographical, educational, and socio-economic contexts bring a rich variety of perspectives to this book. It explores these phenomena via a range of theoretical frameworks and methodological approaches focusing particularly on individual differences and language development. The volume proposes that teachers in formal learning settings should seek to support and facilitate the development of these identities and practices, and it indicates means they can adopt to best do so.

Teaching, Learning and Scaffolding in CLIL Science Classrooms Yuen Yi Lo, Angel M.Y. Lin, 2021-05-15 This edited volume presents a collection of empirical studies examining the teaching and learning processes in science classrooms in Content and Language Integrated Learning CLIL contexts It is a timely contribution to the rapidly growing body of CLIL research in response to scholars consistent calls for more classroom based research on the issues in integration of content and language teaching in lessons With the dual goal of content and language learning students in CLIL programmes are also facing double challenges mastery of abstract cognitively demanding content knowledge and unfamiliar academic language Focusing on the notion of scaffolding this edited volume demonstrates how science teachers can provide appropriate and timely scaffolding for their students to overcome the challenges in CLIL science classrooms With studies from different educational settings Hong Kong Mainland China Singapore and Australia and epistemological paradigms and adopting a variety of research designs this volume will provide key insights into CLIL pedagogy and teacher education Originally published as special issue of Journal of Immersion and Content Based Language Education 7 2 2019 *Management, Information and Educational Engineering* Hsiang-Chuan Liu, Wen-Pei Sung, Wenli Yao, 2015-06-11 This book contains selected Computer Management Information and Educational Engineering related papers from the 2014 International Conference on Management Information and Educational Engineering MIEE 2014 which was held in Xiamen China on November 22 23 2014 The conference aimed to provide a platform for researchers engineers and academic New Perspectives on the Development of Communicative and Related Competence in Foreign Language Education Izumi Walker, Daniel Kwang Guan Chan, Masanori Nagami, Claire Bourguignon, 2018-08-21 Nearly half a century has passed since Hymes proposed the concept of communicative competence to describe the knowledge and skills required for the appropriate use of language in a social context During these decades a number of scholars have applied and refined this concept In language education communicative competence has been identified as a major objective of learning This book will inform readers about communicative competence as a highly complex construct encompassing an array of sub competencies such as linguistic skills and proficiencies knowledge of socio cultural and socio pragmatic codes and the ability to engage in textual and conversational discourse Findings from research in related disciplines have pointed to the significance of factors that can contribute to the attainment of communicative competence Various teaching practices and relevant Information and Communication Technology ICT tools will be also introduced and discussed to achieve communicative competence as a complex ability It is a timely contribution to current research on key areas in the teaching learning and acquisition of second foreign languages

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