Japan a Nation with one Culture and Many Languages

by Rosa, Genny & John
History

Major Events and Cultural Milestones in Japan
Immigrant Population of Japan

Source: Japanese Government, 2004
Religion in Japan and the Religious
and
detailsfactsandedetails.com371x205s
earcg by image

http://factsanddetails.com/japan/cat16/sub182/item592.htm
Jon Heese
Councillor in the city of Tsukuba and one of the few foreign-born politicians in Japan

Foreign-born politicians put new face on Japanese officialdom www.japantoday.com
Why do you think the Japanese are so averse to immigration:
Benefits of increased immigration to Japan
Are there Japanese dialects in Japan?

There are dozens of different dialects spoken all over Japan. The main types are the Tokyo-type dialect and the Western-type dialect.
LANGUAGES THAT JAPANESE PEOPLE SPEAK

About 99% of the population speaks Japanese as their first language.

All you need to know about Japan's weirdest dialect, Tohoku-ben
www.tofogu.com
ACCESS LANGUAGE ADVISING
INFORMING LANGUAGE POLICY
BILINGUALISM, DIGLOSSIA, OR TRANSLANGUAGE?

AFS and the Bilingual Brain - Global Classroom
Japan’s OTHER Languages

- Standard Japanese
- A gyo
- Ainu
- Hachijo
- Amami
- Miyako
- Yaeyama
- Yonaguni
- Language is Always Changing
Education in Japan
- Language Policy
- Language Learning
- Language Maintenance
JAPANESE CULTURE: HOW MUCH DO YOU KNOW?

How much do you know about JAPANESE culture? And about the JAPANESE language? We have created this quiz to test your knowledge. This is a special quiz

http://web-japan.org/kidsweb/quiz/index.html
Bibliography


JOHN ADAMSON AND NAOKI FUJIMOTO- ADAMSON (2012)

YouTube Video Presented in class:

https://www.youtube.com/watch?v=5A09HhxXht4

Video describes a typical school day in Japan. In the video we are able to see Japanese students daily academic structure. The narrator explains the students school culture and describes how the students are expected to maintain obedience. It also shows that grading of appearance, participation and behavior are done by the students themselves.
First civilizations developed before Japan. Japan consists of thousands of Islands; 125 million people live in Japan, and 99% of those people are Japanese, while about 1% is Korean. Japan has recently announced its plan to introduce a points-based immigration system that awards visa preference to skilled professionals.

Despite the new stance taken by the Japanese government, mass immigration remains unpopular among the Japanese notwithstanding the socioeconomic issues caused by the growing number of elderly.

Why does Japan oppose open immigration? What changes must be made to its immigration system?

The benefits immigrants bring are quite obvious in most open countries. Other than the factory and office work they do, immigrants also open their own restaurants, provide services like travel agencies, construction, repairs or import/export businesses. They are likely to maintain contact with their home country, sending and receiving market information.

The number one change Japan will need to make to be taken seriously as a country ready for immigrants is to drop their single nationality policy. I would guess that dual citizenship is at least 20 years away.

Cultural Differences

Japanese parents invest more in educational resources than their white counterparts despite comparable resources. (Kao 150)

Japanese students spend all day in regular school, parents nonetheless choose to send them to additional academic institutions or tutoring services rather than allow them to spend their free time in other non-academic extra-curricular activities. However, what they parents may not realize, is that extra-curriculars such as sports, music, dance, and others that on their surface seem like unnecessary activities solely for enjoyment, help to make a student more well rounded and socially developed.

Similarly, Japanese culture and society is so heavily focused on academic learning that the social and emotional needs of students are of secondary, if any, importance. It is just as important, if not more important, for students need to be able to interact comfortably and efficiently with one another and with people perceived to be "different" from them. In the US, extra curriculars such as sports and clubs are emphasized as a way of meeting these needs as well.

Going along with these ideas, there are problems of drugs and violence that are characteristic of American society but not necessarily Japanese society. The United States has the highest rate of interpersonal violence of any industrialized country in the world and about 10 times that of Japan (Cohen 3). It is therefore not unreasonable that considerable amounts of money go to programs such as D.A.R.E. and others that aim to fight drugs, alcohol abuse, and violence.

John Torres

This was the information that I discussed in my part of the oral presentation. The topic was on the country of Japan. In my part I had to talk about the classifications of the country that connect on Japanese culture and its use of Trans-language, diglossia, and bilingualism. I also talked about what I thought I felt about Trans-language and mentioned Ophelia Garcia and Ferguson. Ophelia and Ferguson disagreed with each other on the definition of Trans-language. I mentioned about dialects that different natives have. I also mentioned that the dialects are being extinct. I showed my part of my power point presentation. We showed some artifacts to the class about Japan.

In continuation of my oral presentation we showed a video on Japan, we had a little fun by asking the students questions about Japan and they had to pick the correct answer. I also mentioned some of the Japan’s other Languages. Rosa and Jenny discussed their part on their own area of Japan. We decorated the room to have a little of the atmosphere of Japan and we listened to some of Japans classical music. At the end when Jenny, Rosa, and I finished discussing each part of our presentation, we gave a handout on ESL co-teaching in Japan and how rigorous this is over there when it comes to ESL co-teaching.

References

Garcia Ophelia – Theorizing Translanguage for Educators (2011)

Furguson- Tanslanguaging and codeswitching (1989)

Other websites I looked into:

Http://web-japan.org/kidsweb/explore/Language/q5.html

Http://sisa/journal.org/archives/March12/adamson_fujimoto-adamson

Http://www.tofuju.com/2012/08/03/Japan-otherLanguages
Rosa-

My position in our three member group was to present to our class the different aspect of Education, Language Policy, Language Learning and Language Maintenance. This topic became interesting to me as I reviewed the articles that informed me on education in Japan and how foreign language is implemented into their education programs. One article helped me to get a students’ perspective by giving an overall research of four different schools and their approach to language. In Garcia’s reading, The Sociopolitics of Bilingualism explains that societal Bilingualism is a result of social and political forces that go beyond individuals, but deeply affect them. I would like to add to this explanation by informing that for the sake of the articles I read and those that were affected by societal bilingualism it does impact them. They were affected either positively or negatively.

Japan has a system to educating their children and much pride goes into two values that they practice as children start their education. The first one is to develop social skills. This is accepted and practiced in Japanese families because they feel that developing social skills is vital for the foundation of the young child. The second value just contradicts the first, which is developing competitiveness. It contradicts itself because at one point developing close bonds with their preschool friends is vital, but as they get older and enter higher grades this is no longer a priority. What the student produce academically outweighs social development, but Japanese family’s state, eventually this balances out.
The four schools that show us that societal bilingualism exists in Japan are Nichiei Immersion School (k-11), Zonghua Chinese Ethnic School (k-9), Hal International School (k-9) and Sugino Public Elementary School (1-6). Nichiei School start teaching English in earlier grades and students ask why can’t Japanese remain their priority language. Zonghua School immerses their Japanese students into the Chinese language in many ways. The school is described as culturally and visually Asian and Chinese language is taken a higher priority over Japanese. The school views this as part of their (Imagined community school) in hopes that their students will travel to these countries and continue bonding and creating open communication between both countries. Hal International School caters to the wealthy families and the English language is widely practiced and prioritized. Many students who graduate from this school do not come back to Japan. Lastly, we have Sugino Public Elementary School. This school educates the low income community students where many come from single parent homes that are living in housing projects. Students are from foreign origin. They are grandkids or relatives to war orphans returning from China. They even include war refuges from Vietnam, Cambodia, and Laos. Parents are blue collar workers who are fearful of being laid off. According to the school the kids will become permanent residents and therefore, they will learn only basic academic skills and their Native language is not treated as high priority, only Japanese.
All four schools show how they are socialized by using the use of languages and how language policy plays a big role in it. Whether it affects the students positively (earning a foreign language) or negatively (losing Native Language). They are all being prepared for different kinds of bilingualism. It weighs heavily on which language assumes priority and to what extent culture learning is part of the curriculum.


Children in Japan. WWW.tulane.edu/~rouxbee/japan/template.htm