

Chapter 1 : Language Learning Motivation in Japan | Bookshare

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Looking for a bit of inspiration and motivation in between learning Japanese? Everyone needs an extra push. They are not of Japanese origin, but translated from English. All so you get a boost of inspiration and learn some Japanese along the way. Here are other lessons you will absolutely love: How to say hello any time of day in Japanese. Just press the play button on the player below to listen. If you want to read along, be sure to visit them at the link above. It does not matter how slowly you go as long as you do not stop. There are no short cuts to any place worth going. Be the change you want to see in the world. Always bear in mind that your own resolution to succeed is more important than any other. The greatest danger for most of us is not that our aim is too high and we miss it, but that is it too low and we reach it. Yes, the picture is indeed missing the romaji. The best time to plant a tree was 20 years ago. The second best time is now. Ni-ban-me ni ii jiki wa ima da. You can never cross the ocean until you have the courage to lose sight of the shore. Whatever the mind of man can conceive and believe, it can achieve. Happiness is not something ready-made. It comes from your own actions. This is just the first part! Motivation can be built up and sustained over a long period of time to help you succeed. I hope this article did something.

Chapter 2 : (Video) Games as Motivation for Japanese High School Students | The Geek Anthropologist

Language learning motivation in Japan. Since the year , the number of publications focusing on language learning motivation and psychology of language learning have been on the rise, and.

Robot restaurants and robot theater. Toilets that automatically open themselves upon room entry. For visitors of Tokyo and to an extent, Osaka and Kyoto , Japan seems like a techno wonderland trying to seduce you to the east side. However, what few visitors know is just how low-tech the country is. This is a country that still values the newspaper , as young and old alike switch from tablets to some paper medium on their daily train rides despite access to quality wireless internet. In fact, the use of the soroban, or Japanese abacus, is still popular. For example, the use of the abacus is a kind of mental exercise. The idea is that it gives students something tangible that they can later imagine when doing mental math. While there is sometimes a distrust of technology, the argument for education including simple, practical learning solutions is difficult to fault. Recently, with the help of a US Embassy grant , I had the opportunity to do just that. However, using video games is different, and even more so when I was using them less for direct education than for motivation. For this project, my primary goal has been to provide students with a natural context for communication, particularly in English, in ways that will hopefully motivate them to keep studying English on their own. When questioned by locals, I usually mention that this is often good preparation for part of the highly respected EIKEN exam , as the test has an interview portion that is quite difficult to study for. Test topics are random and English conversation is not a regularly taught in class , appearing only as language samples for translation. If western game research is to be tested in Japan, there needs to be a compromise between the research findings and the demands of the local culture. Students playing Mario Party Using Video Games as Motivation in Japan While games in general are seen as a specialty for ALTs Assistant Language Teachers , video games are actually not considered okay in school, even during free time or with the support of research. In addition, two of my schools were both having trouble with club member retention. Students had no ideas about what they wanted to do to practice English, and when bored, would simply go home. I had tried discussing music lyrics in the past, but that was either too difficult or not enjoyable for most students, even though they enjoyed the songs in their free time. Watching movies could be fun, but even students who chose the movies I rented for them would sometimes decide not to attend English Club. As English Club was mostly made up of female students, I felt that we could create a safe place for the girls to experience games. Because I wanted some learning to occur, I made two decisions. First, the games would either be multiplayer or text heavy. This would mean that students either needed to communicate with others mostly importantly me, and in English or have to understand English. Second, I would use games with a modern setting, especially if they had Japanese references, as it would make bridging the cultures easier while also allowing them to use their native language. I also focused on non-violent games as they not only not only already more popular with the girls, but can even help teach morals. This was why my first project used grant money to purchase a Nintendo Wii U. We had conversation games in the past, but students frequently scrambled for dictionaries, which not only slowed down conversation, but created some social tension as they had to wait for their words. We had conversation games in the past, but students frequently scrambled for dictionariesâ€By having the game, we now had a point of reference for topics. Space and privacy are a bit of a premium in Japan, so having the game in a digital form made good sense. While we had computers and a very supportive English Club teacher, we were not able to convince the local Board of Education to allow us to even use free games on Steam. We never even had the chance to discuss the benefits of connecting students with other English speakers, as the video game request was rejected before we could say much more. However, I also had help from another co-worker from a different school. Her husband was one of the tech people at my school, so he was able to help us with a new plan. English installation instructions for Undertale Though the USBs cost us more than the games themselves had, resolving the issue not only allowed me to try out my idea, but reinforced the idea that I had local support in attempting this. An interesting side effect of this was that, as the instructions were in English, students would teach each other how to operate the game. While one or two of my better students would

actually read game texts, most would skip them. For the Nintendo games, students would just watch the on screen tutorials and try to figure out what to do, while the students playing Undertale had some ideas about how RPGs are played and used that information. Skipping text, in some ways, was ok though. For the console students, it often lead them to asking questions about how to play, or opened up a need to orally communicate. Because of this, I would try to communicate with the other students about what I saw the fleeing student doing, such as running towards a colored section of the map. However, other students caught on, and would add their own sightings, in English, without me asking them to do the same. For Undertale, the game was used as motivation to use their social network group. They could write in English or Japanese, and once complete, they could play the game. While there was no rule that they had to write in English, most chose to do so once the game was included. We also asked them to write about their experience with the game for five minutes in English, but most wrote for ten minutes or more. This allowed students to practice communicating with me in English or Japanese , and perhaps encouraged them to ask me more questions about the game. This single, RPG loving student had been curious about the non-Fight options on the screen and was the only one to figure out that there was a non-violent way to successfully end fights while still earning money. While the student who committed the first transgression wants to continue, the others, who have not gone down that dark path yet, were at least motivated to ask questions in Japanese and English about how to avoid it. Finally, getting the club members to invest more in their club was one of the original goals. As the students rarely actually manage money and have no previous models to work with, the students who received the grant first practiced management by giving me a list of things they wanted me to spend their school club money on. Unlike the grant money, club money from the school has a lot of restrictions on it i. The English Club Teacher and I had suggested practical things, such as a DVD player or small tablet, but instead, students wanted comics in English and non-digital games. They were unsure of what, specifically, they wanted, so it was up to me. On the one hand, the discussion and reveal of how the club money was used generated enough interest in club activities for a student to risk missing her bus home. On the other, however, it physically presented a problem to the students: While the club teacher found us space to store the Wii U, these new supplies which we had told them they could have found online were taking up more space. The students, though happy with the purchases, could see that these kinds of supplies would have a limit. With any luck, in the future, they will plan future purchases more carefully. They at least have some history to build on now! The program helped the clubs retain members and led to students choosing to speak English. This is key, as clubs with few members can struggle to gain members based on their size alone. With very motivated students, it led to expanding hobbies in English. During the program, one student in particular learned about Steam , giving her access to free games and English speaking communities. The teachers have allowed me to continue my projects if I want, and several students that admitted to disliking English joined just because of our activities. Admittedly, we may try some new things since we have more members and the students themselves want to take advantage of this. Feel free to send email or follow him on Twitter.

Chapter 3 : Let's discuss English language education in Japan | The Japan Times

Summary. This book synthesises current theory and research on L2 motivation in the EFL Japanese context carried out by internationally recognized researchers and upcoming researcher-educators working in various educational contexts in Japan.

Chapter 4 : Download [PDF] Language Learning Motivation In Japan Free Online | New Books in Politics

Language Learning Motivation in Japan by Matthew T. Apple This book synthesises current theory and research on L2 motivation in the EFL Japanese context carried out by internationally recognized researchers and upcoming researcher-educators working in various educational contexts in Japan.

Chapter 5 : Language Learning Motivation in Japan (Second Language Acquisition)

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Chapter 6 : Top 10 Inspirational & Motivational Japanese Quotes. Part

This book fills an existing gap in language learning motivation research by examining the applications of current motivational theories and models from WEIRD (Western, educated, industrialized, rich, developed) contexts to educational systems in Asian contexts.