

The Fourth Child Science Exchange Program in East Asia

Language Development and Neuroscience

– Research and Practice in East Asia

◆September 11, 2009

◆Ochanomizu University, Tokyo, Japan



Speakers and Presenters:

Noboru Kobayashi (Director, CRN; Professor Emeritus, The University of Tokyo)

Hideaki Koizumi (Fellow and Corporate Officer, Hitachi, Ltd.)

Jiaxiong Zhu (Professor, East China Normal University)

Yong Jiang (Associate Professor, East China Normal University)

Minghong Zhang (Associate Professor, East China Normal University)

Nobuko Uchida (Professor, Ochanomizu University)

Ki Sook Lee (Professor, Ewha Womans University)

Nianli Zhou (Associate Professor, East China Normal University)

Yoichi Sakakihara (Professor, Ochanomizu University)

* In order of presentation; titles and affiliations as of September 2009

Hosted by Child Research Net (CRN) and the Ochanomizu University Global COE Program, this conference featured experts from China, South Korea, and Japan who presented their research to an audience of nearly 200, many of whom had come from far away.



Keynote Address

Brain Science and Second Language Acquisition

Hideaki Koizumi

With globalization, second language acquisition has become essential for communication and a central social concern. What is the situation in Japan? Does neuroscience offer effective learning methods? This presentation focused on problem areas in English-language education in Japan and pointed out that learners in Japan lack the “passion” to learn English.

Early Reading in the Kindergarten Curriculum

Jiaxiong Zhu

Drawing on two different interpretations and deductive reasoning in the analysis of a children's story, Professor Zhu gave concrete examples of the theory and practice of early children education in Western and Asian countries.

Cultural Conditions of Kindergarten Teachers in Shanghai

Yong Jiang

Improving teaching skills raises the quality of early childhood education. Taking the view that teaching skills are primarily cultural factors, this presentation reported on the findings of a survey of 304 teachers in 13 districts in Shanghai.



The Design and Practice of Early Reading Education in Chinese Kindergartens

Minghong Zhang

Early reading education in kindergarten has yielded remarkable results. Importance is given to incorporating Chinese culture into the curriculum, learning Chinese characters and the written language, and fostering critical thinking.

Symposium:

The Influence of Socio-cultural Factors on Literacy Acquisition in Young Children: A Comparative Study of Japan, South Korea, and China

Organizer: Yoichi Sakakihara

Panelists: Nobuko Uchida, Ki Sook Lee, and Nianli Zhou

The first public presentation of joint research by Ochanomizu University, Japan; Ewha Womans University, South Korea; East China Normal University, China; and Benesse Institute for Child Sciences and Parenting focused on the relation between language development and disciplinary styles. Japan and South Korea both showed reliance on three types of disciplinary styles: shared-experiential (communication, enjoying and sharing the child's experience), coercive (adult-centered, top-down or coercive), and self-sacrificing (child-raising as highly burdensome and characterized by two extremes, either anxiety or lack of discipline). In Japan and South Korea, children raised in the shared-experiential disciplinary style had a rich vocabulary. By

contrast, the three disciplinary styles in China could be classified as: shared-harmonious (parent-child relationship based on shared emotion and harmony), shared-strict (shared emotion, but strict parental discipline), and distant-disregard. These categories reflected the different parental expectations and child-rearing views within the context of the one-child policy.

