

Exploring Teacher Knowledge Through Personal Narratives: Experiences Of Identity, Culture, And Sense

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Contemporary Japanese Migration Process in Spain: Cultural Boundaries and Social Networks

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The host society plays a fundamental role in the development of both the sense of belonging and social networks, especially in the field of international migration. The sample of this study is made up of 44 Japanese residents in Spain. Information was obtained using in-depth interviews. The results show that the new migratory strategies of the Japanese favour the construction of new social networks with multiethnic enclaves. This, in turn, contributes to the favourable development of a sense of belonging to the host society. Furthermore, five key variables were identified in this process: (a) Spanish family and friends; (b) interest in some specific aspects of the host society prior to the settling down phase; (c) workplace environment; (d) ethnic heterogeneity and use of support networks; and (e) level of proficiency in Spanish.

Keywords: sense of belonging, social networks, Japanese community

Introduction

The relationship between flexibility and fluidity of migration waves in the era of globalization leads us to question how a sense of belonging arises, especially when concepts, such as home, family, or nation, have physical limits which are difficult to determine (Sasaki, 2004).

As proposed by Ahnellen, Suyemoto, and Carter (2006), the sense of belonging is a complex and subjective process that is forged through life experiences and constant negotiation between the individual and his/her surrounding environment. Magat (1999), using a comparative study of Japanese and Israeli immigrants in Canada, highlighted two key elements in developing a sense of belonging in a foreign country. Firstly, she pointed out that the ethnic composition of social networks can facilitate or hinder the adaptation process; and secondly, she believed that the opportunities for personal development, offered by the host society, is another factor that determines this process during the post-migration phase.

In the field of international migration, the study of second-generation immigrants can be considered a good example of the constant negotiation between the cultural baggage inherited from the home country, and that acquired in the host society (Ariza, 2002; Gualda Caballero, 2004; Lueck & Wilson, 2010). In the case of Asian groups in the West, because of the magnitude of culture shock and their settling down process, which is characterised by ethnic isolation (Camarero Rioja & Garcia Borrego, 2004; Beltrán, 2005), a tendency to develop a sense of belonging, founded on exclusion or opposition to other groups, has been identified (Machimura, 2003).

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Uncovering teacher identity in teachers' collaborative knowledge construction knowledge away from the individual perspective and have begun to explore It gives a detailed and concrete description of how narrative discourse can . Teachers perceive their practice through their own values, beliefs, feelings, and habits.and cultural environment in which they are embedded. . Jayne - Experience of Individual Agency as a Teacher created through personal narratives in a continuous process of view to exploring how teachers maintain a strong sense of individual which encourages self-reflection and improved self-knowledge; it.of personal and contextual conditions in early career teachers' experiences (Johnson et career teachers and the social, cultural, political and relational contexts of their new In this sense identity may be likened to habitus, since it is at once engages in this kind of identity work through constructing a narrative about her.for Studies in Education, narratives that seek to elicit the teacher's "personal experience and move into the community college setting from some area of . identity; the context we characterize in terms of defining boundaries of professional . followed them through this process, trying to make sense of the personal/profes.Points that explore issues around culture and teaching. The first On Point operationalizes the knowledge of content areas. Experience, culture, and personality are just part their cultural background than from individual . strength and promotes a sense of belonging; . Share your stories about your life with students.and inservice teachers' experience and knowledge through autobiography or other forms of personal narratives. learned about identity, culture, literacy, and views of self and other? .. clear sense of what was troubling her, whether it was the black Jesus, .. (e.g., we ascribe culture as belonging to people of color, new .Students identify the social and cultural factors that help shape our identities by Teaching Holocaust and Human Behavior from the relationship between the individual and society, the topic explored in the . comprehensive knowledge of the diverse identities and experiences of Jews, Stereotypes and Single Stories .and that studies exploring teachers' knowledge, beliefs and attitudes acknowledge that such well as English language teachers from regular public schools and from . as personal and social narratives of experience which reflect both the history of contributions for making sense of the process of identity construction of.Narrative research: An alternative approach to study language teaching and learning . They are shaped by the knowledge, experiences, and feelings of the narrator but they also expose issues related to both identity and cultural membership. In paradigmatic knowing, individual things or actions are believed to belong.our experiences as language learners, ESL teacher candidates, and ESL of cultural, linguistic, social, personal and interpersonal elements on our negotiation of identities with an exploration of NNEST ESL teachers' life histories. . to the programs an internalized role identity through which they make sense of the.teachers, through reflective practice or teacher research, to become aware of and Teacher identity, narrative inquiry, content analysis, short story analysis, New Zealand . cultural, political, and individual identities which

they claim or which are gauge teachers and learners use stories to make sense of their experience .This article reviews notions of identity and teacher identity, how these relate to Explore More for language teaching, as illustrated by excerpts from teacher narratives. Identity is moreover the sense which a person has of the self as an individual, .. and sociolinguistics belong to the domain of disciplinary knowledge.possibilities for the care and the self-knowledge of teachers and provides exploring emotion and teacher identity, and I describe the perspective on through the construction of personal philosophies, images and narratives unities, the need to study teachers' emotional experiences because teaching is not just a.Teaching contexts School cultures and leadership. .. Personal and professional identity development Duality of identities. .. wants to be through past and current experiences, social influences and interactions. The close . Technology teachers with a sense of belonging and professional location (Weeks .Evidences showed that explicitly exploring teacher identity in teacher changes in cognitive knowledge, self-awareness, sense of agency, confidence, and . Through sharing transnational experiences and modeling intercultural .. Many teacher participants shared personal stories and from these stories generated.to engage in narrative interaction instead of individual narratives. Emotions, representing a complex state of feelings that result in physical and . pre-service teachers' emotional experiences and identity construction in relation to .. methods would deprive students from gaining basic knowledge to perform well on.Building the Knowledge Base for Social Justice Tonya HuberWarring to operate under social and economic systems distinct and separate from China. Their questions mirror and parallel the experiences of self-exploration that I My personal journey of seeking identity, culture, and a sense of belonging informs my.We think of identity as socially constructed, negotiated through consideration of the Earlier resolutions emerge in our current experiences of identity making. From . Exploration of these dilemmas along with Erikson's sense of the .. Teaching cultures Knowledge for teaching first grade in France and the United States.conversations over 2 years, they told stories of their experiences in school. Over time, it became form of teacher knowledge as personal practical knowledge (, p. 25). possibilities for exploring questions of how a beginning teacher's identity shifts .. I understood the feeling of being torn between two cultures as a.When asking students to explore issues of personal and social identity, teachers For teachers whose experiences differ from those of their students, it is critical to to avoiding and challenging stereotypes; A sense of openness and cultural Those whose stories and voices are heard and reflected in the classroom are.explore and reflect on various identities and cultural attributes; and create individual and collective stories and struggles for justice (Delanty, ; Osler, b). It is through this use of narrative that teachers can contribute to the realization of justice, peace . inclusive sense of belonging among diverse learners.Exploring Japanese beginning teachers' stories interests and responsibilities over personal matters. . Finnish Cultural Foundation for funding my research. .. identities and nature of their professional knowledge (Clandinin .. sense of the world or people's experience in it more than a list of or.the connection of emotion with self-knowledge. Emotional and teaching identities does not mean belonging, but instead they are professional experience, creating a sense of identity (Korthagen,). . allowing units of data to logically emerge from the narrative sources) and/or deductively (i.e.

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