

# **The roles of non-native Japanese language teachers observed through the practical trainings of multi-language and multi-cultural Japanese language education**

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The diversification of students, the relationship between teachers and students, and the diversification of learning style for Japanese language education have been well discussed, while the diversification of teachers is rarely discussed. The new roles of Japanese language teachers are required to meet the needs of multi-cultural society. The practical studies on the role of non-native speakers (NNS) teachers are limited, though the Japanese language education by NNS is essential.

This paper analyzes how NNS teachers understand their roles at the practical trainings of Japanese language education aiming for multi-language and multi-cultural education. It discusses how the NNS teachers can be more active in Japanese language education, referring to the benefits of NNS teachers.

The participants of the practical trainings were 20 NNS teachers<sup>1</sup>. NNS teachers and native speaker (NS) teachers joined the trainings and taught not only Japanese language but also the mother tongue of NNS teachers from the view points of multi-language and multi-cultural education. This study reviewed the interview with NNS teachers conducted just after the practical trainings and reports that they wrote 6 months after the trainings.

The study identifies 2 points. The first is that the roles of NNS teachers are classified into cognitive aspects; support of learning to facilitate dialog, emotional aspects; psychological support, and social aspects; support of social activities (see Table1).

The second is that these roles are closely tied with the experience as minority in Japanese society, the experience of learning Japanese language as the second language, and the experience of life in a different culture from their origin. The preceding studies showed that NS teachers and NNS teacher could establish the complementary relationship.

This study indicates that the involvement of NNS teachers for the multi-language and multi-cultural education is effective and needs to be encouraged more.

Table1: The role of NNS teachers

Audience	Roles	
NNS students	Cognitive	<ul style="list-style-type: none"> <li>• Promote to participate in the activities with NS speakers</li> <li>• Understand the progress of learning</li> </ul>
	Emotional	<ul style="list-style-type: none"> <li>• Share perception as a minority</li> <li>• Convey the message to keep original cultures</li> <li>• Liberate the students form inferiority complex of Japanese language</li> </ul>
	Social	<ul style="list-style-type: none"> <li>• Show the model as livers</li> <li>• Speak for NNS</li> </ul>
NNS students and teachers	Cognitive	<ul style="list-style-type: none"> <li>• Reflect the views of NNS into the teaching materials</li> </ul>
	Social	<ul style="list-style-type: none"> <li>• Contribute to realizing multi-language and multi-cultural society</li> </ul>

\* <sup>1</sup> 20 NNS teachers comprise of 6 Koreans, 5 Taiwanese, 4 Chinese, 3 Thais, 1 Russian, and 1 Kirghiz. Some are experienced in Japanese language teaching, while others are not. The practical trainings were conducted by the team teaching of NNS and NS teachers.

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