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How does the image of being a teacher change after actual teaching practice? : A case study of a non-native speaking, Japanese language teaching intern is made through PAC analysis

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For co-existence in Japanese society, native Japanese speakers and non-native speakers must learn from each other's dialogue. Recently, Japanese classrooms in which native Japanese speakers learn with foreigners have become more ubiquitous. But how does a non-native speaking, Japanese language teaching intern, who has never experienced the concept of such language classes in his/her own country, internalize meaning from this type of situation?

In this paper, we use the Personal Attitude Construct (PAC) to analyze one Chinese teaching intern in order to report how her image of being a Japanese language teacher changed. In particular, we looked at the changes *before and after* her experience teaching a Japanese class in which multilingual and multicultural people dialogue in "problem-posing learning" so as to better promote their co-existence in Japan. We found her impressions changed qualitatively. She had thought the teacher who merely gives lessons in practical Japanese adequate, but with practice she progressed to one who can appropriately react to many more of the students' needs. After her teaching practice, she became aware of both the more holistic role of being a non-native teacher in a society driving for native and non-native speakers' co-existence, and the benefits of learning from her students.

Keywords: Personal Attitude Construct (PAC), multilingual/multicultural co-existence Japanese education, learning from each other, reflection, dialogue