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多言語多文化共生日本語教育の意味づけ：
実習生の「語り」を通して

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Defining Japanese as a symbiotic language
— A narrative approach —

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The purpose of this paper is to identify the learning process of teacher trainees when they undergo practical training of teaching symbiotic Japanese in a multi-lingual and multi-cultural setting. The research methodology is Narrative approach.

The study on the narratives of 22 teacher trainees shows that many of them positioned symbiotic Japanese education as “language teaching that does not involve normative language teaching” or “peripheral education” found the contradiction against normative Japanese language education, and distinguished between philosophy and practice. But teacher trainees who positioned it as “social education” integrated it with their own experience, changed the concept of teacher's role, and implemented it at practical educations.

Key words: Japanese as a symbiotic language, practical training, meaning of experience, narrative approach, teacher's role