

Survey on Teaching Materials Usage of Non-Native Teacher of Japanese Abroad

– What Non-Native Teachers Require –

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The number of Non-native teachers of Japanese (NNT) has recently increased. Now, NNTs and Native Teachers of Japanese (NT) hope to have collaborative solutions for problems arisen in their teaching classes. The aim of this research is to clarify the following areas in order to explore the possibility of collaborative teaching support to be realized by NTs and NNTs: 1) the evaluation of the study materials used by NNTs abroad, 2) the difficulties in study materials usage, and 3) the needs of classes conducted.

A survey, targeting non-native teachers, using questionnaire sheets and a web questionnaire was conducted from the period September 2006 to March 2007. Valid responses were obtained from 54 teachers in seven countries. The following points have been made clear as a result of analysis.

1. Evaluation for teaching materials

NNTs and learners have different view points in evaluating study materials. Specifically, NNTs gave positive evaluations on cognitive sides which are the study materials were well-developed with fulfilling grammatical explanations, content and structure, and practice exercises. On the other hand, learners evaluated the materials of affective sides as to whether the materials were understandable and interesting. Especially video materials, comic books, and Japanese pop music were highly evaluated by learners as a study material.

In addition, NNTs experienced difficulties when evaluating study materials. For example, they had difficulties when trying to judge whether the materials had natural and proper expressions, the proper amount of material content and vocabulary, and whether there was a lack of practice exercises, grammar descriptions, and audio-visual materials including authentic materials.

2. Needs of classes conducted

When interpreting the needs from the descriptions of problems in the study materials, the following needs were identified: the information for selecting study materials and the appropriate grammar books, the need for audio-visual materials, and supplementary materials. Furthermore, there were explicit needs directly described by NNTs which were the need for audio-visual and basic materials, teacher's training course, and opportunities for NNTs to meet Japanese native speakers.

According to the above mentioned results, it has been made clear that NNTs abroad have a strong desire to introduce audio-visual materials into their classes. This could be because they want to provide for information from actual Japanese language and circumstances in Japan, and in addition, want to continue to maintain the motives of the learners which are believed to be a challenge overseas. Also another thing, the results obtained showed that the NNTs are concerned about their judgment related to adequateness of their expressions and their linguistic naturalness. The results also revealed that they have a tendency to teach all the things that are contained in a text book.

With these results, as a collaborative teaching support for NTs and NNTs, using of Collaborative Information Filtering is considered to be beneficial in order to engage in information exchange between NTs and NNTs through the actual experiences of users regarding material selection, how to use them, and audio-visual materials.

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