

## Abstract of Doctoral Thesis

Title: Current Situation and Challenges in Training Human Resources for Japanese Language Education for Refugees, etc.  
: Knowledge Production through Mode I and Mode II back and forth

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This thesis discusses why Japanese language education for refugees and other groups and the training of Japanese language educators to support refugees are necessary and how they can be made possible. Chapter 1 presents the background, objectives, and research questions. It starts by reviewing the history of refugee emergence and outflows, and the history and current state of Japan's refugee acceptance policies, noting a significant turning point in Japan's refugee reception in recent years. It further highlights the urgency of training personnel in Japanese language education for refugees, as the quality of such education significantly affects the quality of life (QOL) of refugees living in Japan, and poses the overarching research question: "How can training in Japanese language education for refugees be made possible?"

Chapter 2 addresses the current state and challenges of Japanese language education for refugees. It organizes information on the diverse refugees Japan has accepted and suggests the potential for Japan to accept more refugees in the future. It points out the complementary role of public and private Japanese language education for refugees and the foundation for a comprehensive and integrated perspective on the field of Japanese language education for refugees. It also reviews prior research, noting a lack of comprehensive and integrated views on the field and insufficient discussion on personnel training.

Chapter 3 examines why there is a need to establish the field of Japanese language education for refugees and what this field encompasses. The need arises from the unique

characteristics and considerations required for refugees as learners. Starting with the refugee definition from the Refugee Convention and descriptions from the Agency for Cultural Affairs (2019), the chapter gains insights into the special characteristics of refugees as learners and the necessity for consideration of refugee status. It also proposes naming the field "Japanese language education for refugees " and argues that it is an interdisciplinary field within Japanese language education (Mode I) as well as a transdisciplinary field in conjunction with other refugee-related areas (Mode II), utilizing Gibbons et al.'s mode theory (1994/1997) as a framework.

Chapter 4 explores what is necessary to support the process of becoming Japanese language education for refugees personnel, analyzing the author's own experiences through Auto-TEM (Tsuchimoto 2020) and Dialogical Self (Hermans & Kempen 1993/2006). It proposes a model for self-formation and growth in training personnel for Japanese language education for refugees, indicating that confusion and doubt can lead to growth opportunities, while also potentially leading to loss of confidence or mental stagnation, thus highlighting the importance of constructive conflict for growth.

Chapter 5 investigates whether it is possible to train Japanese language education for refugees personnel through training programs, and if so, what qualities and abilities participants can acquire through such programs. Using a training program the author was involved in as a case study, the chapter sets four goals for participants: understanding and consideration of backgrounds, empathic understanding and contribution to improving QOL, comprehending possibilities and limitations and cooperation, and developing and adjusting courses based on actual conditions. The chapter suggests that participants were able to gain deeper and richer perspectives than the four objectives set before the training, through a social impact assessment, backward design theory, and andragogy (adult education theory).

Chapter 6 synthesizes the discussions from previous chapters and revisits the main question of how training for Japanese language education for refugees personnel can be made possible. It emphasizes the need for an understanding of the unique aspects of the field, including general knowledge about refugees, the diversity within the category of refugees, and the field's interdisciplinary (Mode I) and transdisciplinary (Mode II) aspects. It also stresses the importance of training programs that allow participants from diverse academic backgrounds to learn systematically, incorporating mechanisms for dialogue and reflection among participants. The chapter concludes by outlining remaining challenges and directions for future practice and research.