

東南アジア5か国比較と調査に見る フィリピン人日本語教師のキャリアと成長

古川 嘉子

東南アジア5か国（インドネシア、タイ、ベトナム、マレーシア、フィリピン）の比較では、フィリピンは高等教育での日本語専攻が限定的で、日本語教師養成課程も未整備である。その中で教育実践を続けるフィリピン人日本語教師に対して質問紙とインタビューによる調査を行った。教師らは、就労関連機関、語学学校、大学、高校、個人教授など、多種の機関や形態で、多くが複数の種類の異なる現場で教えている。各自が受けた日本語教育も様々で、日本語教師養成・研修も短期で断片的なものである場合が多い。しかし、多くが日本語を教えることを楽しみ、自己研修を続けている。様々な教育のフィールドを往還するフィリピン人教師にとって、専門性の三位一体モデル（舘岡2021）に基づく振り返りが成長のために重要であると考えられる。さらに、日本語教育の確立と教師の専門性向上のため、公的機関における継続的な教師養成・研修の実現が重要であると述べる。

【キーワード】 東南アジアの日本語教育、フィリピン人日本語教師、振り返り、専門性の三位一体モデル、フィリピン人日本語教師会（AFINITE）

（帝京大学）

Career and Growth of Filipino Japanese Language Teachers Based on a Comparison among Five Southeast Asian Countries and Surveys of Filipino Japanese Language Teachers

FURUKAWA Yoshikoi

In a comparison among five Southeast Asian countries (Indonesia, Thailand, Vietnam, Malaysia, and the Philippines), the Philippines has been found to have a limited number of Japanese language majors in higher education, and its Japanese language teacher training programs are underdeveloped. A questionnaire and interview survey of Filipino Japanese language teachers who continue to practice teaching was conducted in this regard. These teachers teach in a variety of institutions and settings, including work-related institutions, language schools, universities, high schools, and private instruction, and many teach in multiple institutions and settings. The Japanese language education they have received varies widely, and their background in Japanese-language teacher training is often short-term and fragmentary. However, many enjoy teaching Japanese and continue to receive teacher training on their own initiative. For Filipino teachers who move back and forth between various Japanese-related fields, it is believed that reflection based on the Trinity Model of Professionalism of Japanese language teachers (Tateoka 2021) is important for their growth. Furthermore, it can be stated that it is important to establish teacher training and development programs in public institutions in order to strengthen Japanese language education and improve the expertise of teachers in the Philippines.

【Keywords】 Japanese language education in Southeast Asia, Filipino Japanese Language Teacher, reflection, Trinity Model of Professionalism of Japanese language teachers, Association of Filipino NIHONGO Teachers: AFINITE

(Teikyo University)