

同期型オンライン授業継続に至る日本語教師の
意識変容プロセスとその要因
—現役日本語教師へのインタビュー調査から—

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本稿は、コロナ禍でオンラインによる日本語授業を初めて担当することとなった教師が、オンラインによる授業を、今後も積極的に取り入れたいという考えに至った過程を明らかにすることで、その意識変容プロセスと、その過程に影響を与えた要因を探るものである。調査のため3名の日本語教師にインタビューを行い、複線径路等至性アプローチ (Trajectory Equifinality Approach) で分析を行った。その結果、同期型オンライン授業継続の考えに至るまでに、3名それぞれの過程が存在したこと、その一方で、その経験や選択肢、影響を与えた要因には多くの共通点が存在したことが明らかとなった。また、同期型オンライン授業を始めたときには、「学びを止めないこと」に価値を置いていた教師たちが、次第に「学習者への最適なものの提供」に価値を置くよう意識を変容させていったことが明らかとなった。

【キーワード】 オンライン授業、複線径路等至性アプローチ、TEA、同僚性、意識変容

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**Japanese Language Teachers' Attitude Change Process and
Factors Leading to their Continuation of Synchronous Online Teaching:
An Interview Survey**

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This study elucidates the process through which teachers who were in charge of online Japanese language classes for the first time, owing to the Covid-19 crisis, came to think that they would like to actively employ online classes in the future. It also explores these teachers' consciousness transformation process, and the influencing factors, with the goal of providing clues on how teachers who find it difficult to teach synchronous online classes can overcome their current problems without relinquishing these classes. In addition, as it is necessary to clarify the specific influence of individual factors up to the point where teachers decided to actively adopt synchronous online classes in the future, I interviewed three Japanese language teachers and analyzed their responses using the Trajectory Equifinality Approach.

The analysis revealed that while each of the three teachers had their own process of resolving to continue synchronous online classes, there were also common experiences, options, and factors that influenced their decision. Moreover, it became clear that the teachers, who had been focusing on the importance of "providing lessons" when they started the synchronous online classes, gradually changed their mindset to value their "benefits" to the students.

【Keywords】 online lesson, Trajectory Equifinality Approach, TEA, collegiality

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