

中国における日本語専攻学習者の専攻の振り分けによる動機減退要因の比較

許晴

本研究では、中国の日本語専攻学習者を日本語志望群と非志望群に分類し、「日本語志望群は非志望群より動機減退の比率が低い」という仮説を検証することと、両群の動機減退因子および、専攻の振り分けと動機減退の関連を明らかにすることを目的とした。質問紙調査を行った結果、仮説は棄却された。日本語志望群・非志望群とも、5つの動機減退因子が抽出されたが、両群の動機減退の因子構造には相違が見られた。日本語志望群であっても、必ずしも動機が減退しないとは限らず、成績と運用能力への落差感、自信と興味の喪失、専攻選択上の問題などが動機減退と関連があった。一方、日本語非志望群は教師に依存する傾向があり、日本語に取り組む姿勢が窺えるが、言語学習のレディネスができていない中で、学習成果が伴わず、動機が減退していることが窺える。

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Japanese Language Learners in China: A Comparison of Demotivation Factors between Students who Voluntarily Choose Japanese Language and Those Who Study through Major Transfers

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In this study, students were divided into two groups in order to test the hypothesis that the proportion of students who experience demotivation in their Japanese language study is less for those who voluntarily chose that study, versus those who had the study imposed on them, and to identify the demotivation factors of these two groups. The first group is comprised of students who applied to learn Japanese language. The other group is made up of students who were transferred into Japanese by their university. After a questionnaire survey, the hypothesis is not supported. For each group, five different demotivation factors were found. The students who wanted to learn Japanese show such factors as not attaining their desired level of competence, and a loss confidence or of interest in learning Japanese. Thus, it is also possible for them, and not only those students forced to take Japanese, to have demotivation problems. Students who were uninterested in learning Japanese from the start tend to depend heavily on their teachers; although they wish to make an effort to study Japanese, their lack of preparation for language learning often fails them, and they make efforts without encouraging results.

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