

**日本語学習における関西弁劇創作の教育効果**  
—複線径路・等至性モデリング分析から見る留学生4名の変容過程から—

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本稿の目的は、関西地区の大学に在学する外国人日本語学習者4名が、日本人と関西弁による演劇作品を制作し上演する活動を通して、日本語学習上の問題をいかに克服し学習を進め伸びていったか、その過程と変化の要因を認識することである。インタビューで得た語りを複線径路・等至性モデリングで分析した結果、4名が、時期や具体的な状況は多少異なるものの共通性のある過程を辿り、いくつかの重要な行動をとることで日本語発話や演劇活動に対する不安を克服し、新たな自己を確立してくことがわかった。それは、1) 怖さや不安を感じる中で劇をすることを「決断した」こと、2) 「恥ずかしがっている方がおかしい」と「認識を変えた」こと、3) 震えや発汗などの症状を感じる中で「舞台上上がった」ことであった。さらに、スポットライトが緊張を和らげ、観客の笑いや拍手による反応によって「客を笑わせる」という学習者自身が立てておいた行動目標の達成を実感したことも変化を促したと考えられた。

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**Educational Effects of Creating Kansai Dialect Plays in Japanese Language Learning:  
Through Trajectory Equifinality Modeling( TEM) Analysis of the Process  
of Changes Seen in Four International Students**

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The purpose of this study is to identify the process and the factors of how four international students learning Japanese at a university in the Kansai region overcame their difficulties in learning Japanese in order to pursue learning and improve their proficiency, through the activity of creating and performing a play in the Kansai dialect together with Japanese volunteers. An analysis of interviews with the four students using TEM(Trajectory Equifinality Modeling) revealed that they followed a process with some commonalities but showing differences in timing and circumstances, and that they overcame anxiety about speaking and performing in Japanese and established new identities through several crucial actions. These actions are: 1) deciding to perform a play in spite of fear and anxiety; 2) changing their perception of being shy to one in which shyness itself is seen to be strange; and 3) going on stage in spite of trembling and sweating. Moreover, it was considered that the spotlight actually eased their tension, and that the laughter and applause from the audience made the students feel that their own behavior objective to “get a laugh from the audience” had been achieved, which also was a transformative experience.

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