

台湾における成人日本語学習者の学習継続プロセス
—教室への参加及び参加継続の促進・阻害要因の分析—

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本稿は台湾における成人日本語学習者の教室への参加及び参加継続の促進・阻害要因と学習継続プロセスについて探ったものである。民間の成人日本語教育機関の学習者を対象として複線径路・等至性アプローチ（TEA）を用いて研究・分析を行った。分析の結果、成人学習者は会社からの要請や競争力強化を目的として教室参加を始め、業務に必要な日本語を習得するために学習を行っていた。さらに、業務遂行が行える運用力を身につけた後は、日本語の上達だけではなく、教室に参加する職業などの領域が異なる他者との関係やその学びに面白さを感じ、学習を継続させていた。以上から、台湾の成人学習者の特徴として、教室での学習に対する価値観が、学習継続過程で、投資のみから消費も含んだ価値観に変容していくことが確認された。

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**Learning Continuation Process for Adult Japanese Language Learners in Taiwan:
Analysis of Promoting and Inhibiting Factors to Participation
and Continued Participation in the Classroom**

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In this paper, we investigated the promoting and inhibiting factors related to the participation and continued participation by adult Japanese language learners in Taiwan, as well as the learning continuation process. Targeted at learners in private adult Japanese language education institutions, the analysis was performed by the Trajectory Equifinality Approach (TEA). As a result of the analysis, it was revealed that adult learners first participated in the classroom due to requests from their company or to increase their competitiveness, and studied with the aim of acquiring competence in Japanese necessary for their work. Once this goal was accomplished, they continued studying, not only to improve their Japanese but also to build relationships with other learners in different areas and for the fun of learning. In conclusion, one characteristic of adult learners in Taiwan is that the value derived from learning Japanese in the classroom can change through the learning process from one of investment to one that includes consumption in the shared experience with other learners.

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