

日本語学校における教師研修の課題と可能性 —学び合う教師集団とネットワーキング—

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日本語学校における教師研修は、かつては各学校任せとなっており、横のつながりは薄いものであった。しかし、学校および教師自身の意識改革などにより、日本語教師の質の向上への関心の高まり、日本語学校間のネットワーキング構築等が進み、教師研修の在り方・実態も大きく変わってきた。とはいえ、ここ数年学習者数の急増などにより、日本語学校における教師研修の在り方にも問題が生じている。

そこで、本稿では日本語学校の持つ特殊性を述べ、教師教育という観点からこれまでの流れを概観し、さらに、現在の課題を明確にする。その上で、文化庁が2018年3月に出した「日本語教育人材の養成・研修の在り方について」をもとに、日本語学校における教師研修について考察する。また、教師研修をより効果的に行うには、対話による実践の共有、他機関・他領域等との連携・協働のシステム作りが求められるが、本稿では連携を軸に4つの提言を記す。

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Challenges and Prospects for Instructor Training in Japanese Language Schools: Shared Learning and Networking

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Training for instructors at Japanese language schools in the past had been left up to individual schools, with few resources available for peer support among instructors at different schools. Later, due to increased awareness on the part of schools and instructors of the need for such support, more attention was paid to improving the quality of teaching, and progress was made in establishing networking among schools leading to great changes in the accepted methods and actual practice of instructor training. However, in recent years students learning Japanese at these schools have greatly increased in number, and problems with the current training methods have appeared.

Accordingly, this paper identifies the distinctive characteristics of Japanese language schools, provides an overview of how instructor training developed in this context, and clarifies the challenges we are facing today. Further, we examine instructor training in Japanese language schools based on a report issued in March 2018 by the Agency for Cultural Affairs entitled “Nihongo kyōiku no yōsei kenshū no arikata ni tuite”. For instructor training to be effective there must be shared practice based on dialog, as well as coordination and collaboration with other institutions and other fields. This paper makes four proposals centering on this coordination.

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