

## 初任日本語教師キャリア形成過程の可視化の試み — 複線径路・等至性アプローチを用いて —

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本研究は、前職を退職して養成講座に入学し、日本語教師の職に就いた者4名を対象に、養成講座入学時から2年目終了時までのキャリア形成過程の可視化を試みたものである。調査方法として、複線径路・等至性アプローチを用いた。まず、4名個々のTEM図を作成し、人生径路や必須通過点、分岐点、径路選択の支えや妨げになる環境的要因について検討した。その後、TEM図を統合し、4名の類似性の高い共通径路と異なる展開を示す相違径路を見出した。その結果、4名とも養成講座修了時、周囲の就職サポートや新たな価値観の発生により、迷いなく日本語教師として働き始める共通径路をたどったが、その後、各教師の所属校の状況が径路選択の支えや妨げの環境的要因として大きく影響することで、教師によりたどった径路が2つに分かれた。そして2年目終了時、4名の径路自体は多様であったが、全員が将来の日本語教師としてのキャリア展望を見据えた径路をたどった。

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## **An Attempt to Visualize the Career Formation Process of Novice Japanese Language Teachers: By Use of the Trajectory Equifinality Approach**

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This study aims to visualize the career formation process of Japanese language teachers who left their previous jobs and took up a teaching position. Using a survey method based on the Trajectory Equifinality Approach, we targeted four teachers for visualizing the process from admission into the training course to the end of its second year. First, we prepared TEM diagrams of the four individually, by means of which life paths, obligatory passage points, bifurcation points, and environmental factors that support or hinder the path selection were examined. Next, these diagrams were integrated to find out their common paths and different paths depending on degree of similarity. This study indicates that at the end of the training course, the four were unhesitatingly following common paths to start working as Japanese language teachers, encouraged by assistance in finding employment and changes in personal sense of values. After that, however, their paths bifurcated due to differences in their situations among the schools where they were employed, which greatly affected environmental factors that support or hinder their path selection. Although the four were on diverse paths by the end of the second year, each of them followed a path towards a future career perspective as a Japanese language teacher.

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