

## 日本語教育副専攻科目における日本語学習アドバイザー育成 —受講生の認識に見る可能性と課題—

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本研究は、日本語教育副専攻科目における日本語学習アドバイザー育成を目的とした授業の可能性と課題を明らかにするため、受講生たちが何を学び、彼らの認識がどのように変容していったのかをインタビュー調査し、M-GTAの手法で分析した。分析の結果、受講生は自律学習、傾聴、ラポール形成などの日本語学習アドバイジングの理論を意義付けていたが、留学生を助けることと自律学習を促すことの間でジレンマを感じる、留学生の相談に実際に応じる場面で理論の応用に困難を覚え、一定の正しい解決方法を求めるなど、理論に見る日本語学習支援の理想と留学生と向き合う実践の場での現実に葛藤していた。一方、授業で自らの自律学習を内省したり、ピアで議論したりすることを通じて、受講生は自身の自律学習を意識化し、長期的な視点で日本語学習支援を捉えるようになり、さらには授業で学んだことを日常生活と有機的に結び付け、応用への意欲を醸成していた。

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### **Training Advisors in a Teacher Training Course for JSL: The Possibilities and Issues Revealed from the Perception of the Course Participants**

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This paper explores the possibilities and issues encountered in a teacher training course for Japanese as a Second Language (JSL), which aimed to produce JSL advisors who could encourage the development of language autonomy among JSL learners. The researchers interviewed four undergraduate students who took the course, and examined what those students learned and how they changed their perception about Japanese language advising by utilizing the Modified-Grounded Analysis (M-GTA) method. The results showed that they regarded theoretical knowledge such as autonomous learning, attentive listening, and rapport development as significant. On the other hand, they felt a conflict between the ideal for Japanese language advising based on that knowledge and the reality of Japanese language advising in practice; for example, they struggled with the dilemma between directly helping JSL learners and promoting their autonomous learning, and wanted a certain prescribed answer for advising since they had difficulties applying the theoretical knowledge mentioned above to their practice. Nonetheless, they became aware of their own autonomous learning and viewed JSL learning from a long-term perspective, encouraged by reflection on their own learning and through peer discussions throughout the course. Moreover, they developed the motivation to apply what they learned through the course to their daily lives.

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