

**教師研修としての授業観察に対する
現職日本語教師集団の目的意識
—日本語学校の常勤及び非常勤集団へのインタビュー調査の質的分析—**

野瀬由季子・大山牧子・大谷晋也

内省を通して実践を創造していく自己研修型教師としての日本語教師の養成・研修は喫緊の課題であり、その一手法として授業観察が存在する（岡崎・岡崎 1997）。授業観察の支援環境の構築を目指して、本研究では、国内の日本語学校で教師研修として実施される授業観察を対象に、観察者と授業者の授業観察への目的意識を明らかにする。日本語学校の常勤3名（観察者）と非常勤3名（授業者）に半構造化インタビュー調査を実施し、逐語録に対してSCAT（大谷 2019）による質的分析をおこない、授業観察に対する目的意識を、筆者らが作成した【評価志向型】【実践公開志向型】【内省共有志向型】の枠組みで考察した。その結果、各観察者／授業者は基本的に特定の志向性を軸に授業観察を捉えながらも、同時に別の志向型の要素を持ち合わせていたり、軸とする志向性を徐々に変容させたりしていくことが明らかになった。このことから日本語学校での役割や教師間の関係性を考慮した活動デザインの重要性が示唆された。

（野瀬—大阪大学大学院生，大山・大谷—大阪大学）

**Teachers' Perceptions of Classroom Observation for Professional Development:
A Qualitative Analysis of Interviews with Full-time and Part-time Teachers
of Japanese at a Language School**

NOSE Yukiko, OYAMA Makiko and OTANI Shinya

There is an urgent need to develop self-directed Japanese language teachers by engaging them in reflective practice. In response to this need, classroom observation has been recommended as a method of teacher development (Okazaki & Okazaki, 1997). Aiming to support the practice of classroom observation, this paper attempts to investigate how teachers, both observers and observees, perceive the purpose of classroom observation carried out as part of a teacher training program at a Japanese language school in Japan. Semi-structured interviews were conducted with six teachers (three full-time and three part-time). Interview transcripts were analyzed qualitatively using SCAT (Otani, 2019) and a framework proposed by the authors consisting of three orientation types: assessment, open-practice, and reflections sharing. The result indicates that each teacher has a specific orientation toward classroom observation activities. Nevertheless, they may occasionally show signs of inclination toward a different orientation type at the same time or gradually change their major orientation. Consequently, the current study has significant implications for the importance of designing activities that take into account the role of Japanese language teachers and their relationship with each other.

（NOSE: Graduate School, Osaka University, OYAMA and OTANI: Osaka University）