

キャリア日本語教育としての COIL（オンライン国際協働学習）の意義
—「三つの対話」の交錯による自己構成の観点から—

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本稿では、日本と韓国の大学生計 52 名が参加した正課内 COIL（オンライン国際協働学習）の実践報告を通じ、協働学習の側面からそのキャリア教育的意義を検討した。まず、協働的な学びと省察を促すことを意図した実践のデザインについて、課題設定、環境設計、活動構成の点から特徴を述べた。次に、学生のふりかえりを「対象との対話」「他者との対話」「自己との対話」の観点から質的に分析した。結果、学生たちは、「プロジェクト課題と日本語を媒介に、他者と関わり、自己の経験を省察する」という三つの対話の交錯によって、対象に対する学びの姿勢、他者との協働的な関係性、自己の意識や行動を構成していたことが明らかになった。ここにおいて、COIL は、日本語を媒介に対象・他者・自己と対話しながら協働的かつ省察的に自己を構成する「キャリア日本語教育」の実践として位置づけられる。

【キーワード】 COIL, キャリア日本語教育, 協働, 自己構成, 対話的学びの三位一体論

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**The Significance of Collaborative Online International Learning (COIL)
in Japanese Language Education from a Life-career Perspective:
A Study of Self-Construction through the Interplay of Three Dialogues**

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This study examines the educational significance of Collaborative Online International Learning (COIL) as a career-oriented approach to Japanese language education through a practical report on a program conducted in regular university courses involving 52 students from Japan and South Korea. First, it outlines the design of the COIL program, which was intended to foster collaborative learning and reflection, focusing on task setting, learning environment design, and activity structure. Next, students' reflective writings were qualitatively analyzed from the perspectives of "dialogue with the object," "dialogue with others," and "dialogue with the self." The findings reveal that, through the interplay of these three dialogues—engaging with others and reflecting on their experiences via project tasks and the Japanese language—students constructed their learning attitudes toward the object, their collaborative relationships with others, and their awareness and actions toward the self. Accordingly, COIL can be positioned as a form of "career-oriented Japanese language education" that promotes self-construction through dialogic and collaborative engagement with the object, others, and the self.

【Keywords】 Collaborative Online International Learning (COIL), career-oriented Japanese language education, collaboration, self-construction, triadic theory of dialogic learning

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