

ライフキャリアへの意味づけを促す成人日本語教育 —台湾の非職業的な日本語学習の事例から—

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海外の成人を対象とした日本語教育は、その形態や目的などが極めて多様である。本稿では台湾の民間教育機関の同じ教室で約 16 年間、非職業的な日本語学習を継続する成人の事例をもとに、ライフキャリアへの意味づけに日本語教育がどのように関与するのかを複線径路等至性モデリング (TEM) を用いて成人教育の観点から分析、考察した。分析の結果、成人学習者は学習継続の過程で「何を学ぶか」から「どのように学ぶか」に学びの価値を見出し、教師と相互決定のもとで教室デザインを構築していた。また、非職業的な日本語学習だからこそ制約なく自身を表現することができ、人生における学びの意味となることが明らかとなった。さらに成人学習者の経験は「いま」から「過去」を捉え直す学習資源として機能し、学習経験の積み重ねと経験を語る活動がライフキャリアへの意味づけを促すことが示唆された。

【キーワード】成人教育、自己決定性、経験、教室デザイン、複線径路等至性モデリング (TEM)

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Adult Japanese Language Education Promoting Life-Career Meaning: A Case Study of Non-vocational Japanese Language Learning in Taiwan

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Japanese language education for adults overseas is extremely diverse in both form and purpose. This paper examines how Japanese language education contributes to the construction of meaning in one's life career from an adult education perspective. Using Trajectory Equifinality Modeling (TEM) I analyze the case of an adult who continued non-vocational Japanese language learning for approximately 16 years in the same classroom at a private educational institution in Taiwan, and her interactions with teachers and fellow students. The analysis shows that adult learners, in the process of continuing their learning, shifted from a focus on "what to learn" to finding value in "how to learn", and that they made decisions on classroom design mutually with their teachers. Furthermore, it became clear that the non-vocational nature of their Japanese language learning allowed them to express themselves without constraints, making the learning experience a meaningful part of their life. The findings further suggest that adult learners' past experiences functioned as learning resources, allowing them to reexamine the past from their present perspective, and that the accumulation of learning experiences and the act of sharing those experiences enhanced the meaning of learning in their life careers.

【Keywords】adult learning, self-determination, experience, classroom design, Trajectory Equifinality Modeling

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