

論文の英文要旨

論文題目

Factor of occupation continuation of part-time teacher at Japanese language school
- Focusing on career anchor (value of occupation seen by choice) -

氏名

Hiroko Hatakeyama

In this research, I explore the factor that a part-time teacher with a long experience at Japanese language school, continue teaching Japanese in a severe treatment, focusing on career anchor, from the narrative of teacher's past history.

The main purpose of many students of Japanese language schools is to go on to higher education institutions in Japan after a Japanese language school. In other words, for international students, the Japanese language school is a part of a course to higher education institutions such as Japanese universities. This is also included in the government policy on international students. Also, because Japanese language schools take in foreign students, they are also influenced from immigration policy. However because Japanese language schools are out of the school education system of Japan, they are different from schools for the Japanese students in various ways.

Based on the recommendations on teacher training for the goal of quantitative expansion and qualitative improvement of Japanese language teachers, establishment of teacher training course at higher education institutions, Japanese language teaching competency test have been carried out. The contents of the recommendations are reflected in the Japanese language teacher training courses and the entry conditions of Japanese language schools.

Japanese language education is indispensable in international student policy, and Japanese language schools support the Japanese language education at the bottom. However, the Japanese language school is an unstable workplace which is greatly influenced by the national policy, sometimes the social situation such as the earthquake disaster and recession, and treatment is poor. Under such circumstances, what makes part-time teachers at a Japanese language school continue teaching Japanese, this is the starting point of this research.

In chapter 1, I described the background of this research, research purpose and research questions, and the composition of this paper.

In Chapter 2, the current situation of Japanese language schools and the national policies

related to international students, immigration policy and Japanese language education are described. The national policies are closely related to occupation choice of part-time teachers at Japanese language school.

In Chapter 3, I overviewed previous studies on the Japanese language schools, Japanese language school teachers, and various policies related to the Japanese language schools.

In chapter 4, as an analytical framework, I described the concept of "career dynamics" and "career anchor" of Shine (1991), the relation between "career anchor" and qualitative research, other reasons that I took qualitative research. Shine's "career" means "work throughout the lifetime of a person", and "career dynamics" means that people can not live by work alone, and there is interaction between work, home, and themselves. People can recognize their "career anchor" as interest or value of occupation when entering a different environment, facing the situation you have to choose. A part-time teacher at a Japanese language school chooses their occupation based on their interest, value and "career anchor", at that time the Japanese language teacher image is formed and transformed, while being influenced by social situation and family circumstances.. In order to understand the transformation of the image and the factor that a part-time teacher continues her occupation for a long time, it is necessary to have narratives of the experience in detail and qualitatively analyze it.

In Chapter 5, I summarized survey cooperators, the rapport with the survey cooperators and the analysis method, and the analysis procedure. Survey cooperators are three Japanese language school part-time teachers with a teaching experience of 15 years or more. Three of them still work at the same Japanese language school as the author and I could have detailed narratives about the past through good human relations, rapport (trust relationship). I had half structured interviews for 3 people, visualization and writing of histories based on interview data, analysis and consideration of reasons for choices, extraction of Japanese language teacher images and items characterizing those images. Then I showed specific steps of each method.

In Chapters 6 to 8, analysis results and considerations are described in accordance with the analysis method and analysis procedure shown in Chapter 5.

Chapter 6 is the analysis result 1, Ms. Akiyama's case. Analysis and consideration on Ms. Akiyama's background and reasons for choosing have revealed that her career anchor is that "expertise is necessary, but not serious, it is a special workplace and desire of working conditions is acceptable" The Japanese language teacher image is "a job with a expertise and at the same time a freedom that allows you to adjust your work conditions yourself, a work that increases its degree of freedom as the experience gets longer"

Chapter 7 is the analysis result 2, Ms. Ishikawa's case. Ms. Ishikawa's career anchor is "satisfaction degree of interest and degree of freedom of work", the Japanese language teacher image is "even if treatment is insufficient, there are cases where the way of class can be relatively

free, and it is also an interesting job you can acquire useful knowledges, abilities and experiences to the lecture of teacher training course".

Chapter 8 is the analysis result 3, Ms. Uchida's case. Ms. Uchida's career anchor is "to keep my own pace and teach and support through languages" and the Japanese teacher image is "I can work at my own pace, sometimes I choose a school that suits my needs, then I can keep on for a long time".

In chapter 9, as a general consideration, analysis results and considerations were described in response to research questions. RQ1: The histories of part-time teachers at a Japanese language school were summarized in "analysis and consideration of the reasons for choices" in each chapter of the analysis result, and I described the common history. RQ2: I could extract "part-time Japanese teacher image at Japanese language school" from the three Japanese language teacher images. Next, major factor that a part-time teacher continues teaching Japanese is "freedom of choice of working conditions" and sufficient financial conditions. RQ3: I compared the socially considered Japanese teacher image and the "part-time Japanese teacher image" extracted in the RQ2, and the common points are "expertise" and "poor treatment" However there was no "freedom of choice of working conditions" as seen in "part-time Japanese teacher image". In addition, the socially considered Japanese teacher images are "standard as a starting point" and "an ideal image", and many of the part-time teachers are neither of them, It has been suggested that no interest has been paid in national recommendations.

In chapter 10, I described the conclusion, the significance, the issues of this research, and some suggestions for the future. In conclusion, the major factor why a part-time teacher at a Japanese language school continues their occupation is "freedom of choice of working conditions", and while unsatisfied with the treatment, they feel satisfied as a work. The Japanese language education is supported at the bottom by such "part-time teachers with expertise", while on the other hand part-time teachers are overlooked in the national policy. As a significance, focusing on part-time teachers at a Japanese language school which has not been studied so far, a method of analyzing narratives, a method of capturing the history in the course of time, and furthermore, a gap between the social image seen in national recommendations and "the part-time Japanese language teacher image". As issues, the survey cooperators were limited, I could not make full use of the narratives of the survey cooperators, the validity of the analysis method needs to be verified. Finally, if the international student policy will continue to be promoted, the Japanese language school should not be ignored. It is still more required in the future that the improvement of the quality of the Japanese language school and the Japanese language school teacher, the necessity of measures for step up including Japanese language teacher's treatment. And the necessity of concern for existence of problematic Japanese language school even now is described.

