

訓練を受けていない日本語教師の動機、希望、期待、  
および将来のオンライン日本語教育への影響

Motivations, Hopes, and Expectations of Untrained Japanese Teachers and  
Implications for Future Online Teaching of Japanese as a Foreign Language

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# Background

- COVID-19 restrictions in 2020 forced individuals to suddenly stop daily activities
- Many were over night without work
- What was relaxing for some, became an existential problem for others

# Digital language learning and online teaching

- Increasing availability of online learning tools
- Websites and apps offering self-study options
- Online teaching platforms supporting face-to-face teaching
- Opened the second language teaching (SLT) market to laypersons

# Methods and study participants

## Qualitative study

- 10 native Japanese speakers living in Japan, England, Canada, Italy, Germany and Spain
- Forced to stay at home, some had the idea to start teaching their first language Japanese
- Recruited from *italki.com*

## Quantitative research

- 51 native Japanese speakers (Japan, England, Canada, Italy, Germany and Spain)

# Study participants for quantitative analysis

<b>N</b>	<b>Age</b>	<b>Gender</b>	<b>Current residence</b>
<b>51</b>	25-38: 18	male: 18	Europe: 17
	39-48: 21	female: 33	USA/Canada: 4
	49-58: 9		Japan: 30
	59-65: 3		

# Methods: Japanese online lessons + questionnaires

1. Questionnaire asking for main reasons to decide for Japanese Online Teaching etc.
2. Japanese online Lessons were held from March-December 2020
3. Follow-up questionnaires in 2022 and 2023

# Qualitative analysis

- 1) Attitudes and motivation
- 2) Behavior and future expectations
- 3) Self-image and self-perception
- 4) Identification with/distance to language teaching
- 5) Managing feelings while or after/before teaching

# Findings: Teaching experiences

*“hantoshi kan nanimo shite naindesu kedo, ma italki dake ne shigoto wo shite, de ma tamani koo ma localu no shigoto (...) nogyo de (...) sore dake de ikite ikenai to iu no ga nihon kekko severe na (...). Nanka go shohi shōsō-kan, nanika go fuman (...) kimotchi mo atta (...) Jappari konna toki jinsei wa nannanda, nan no tame ni ikiteru”*

I haven't done anything for half a year, well, only worked for italki, and I happened to work something local (...) farming (...) living only with this to say in such Japan in a difficult situation (...). Feeling frustrated with expenses, dissatisfied with something (...) there was also such feeling (...) After all, what is life like at such a time? What am I living for' [N26m02]



# Finding students

*“Konnani takusan no hito ga, nihongo o benkyō shitai to omotte iru koto ni bikkuri shimashita”*

‘I was surprised that so many individuals wanted to study Japanese’ [N35f01]

Some participants did not expect to find so many Japanese learners willing to pay for online lessons

*“Jibun jishin wa, son’ nani takusan no seito ga mitsukaru to omotte imasendeshita”*

‘I didn’t expect to find so many students’. [N35f01]

# Findings: Positive attitudes

- “*Dekiru koto wo yaru koto nitsuite*” ‘About things that can be done, things to do’
- “*jibun ga dekiru koto wo yaro*” ‘Let’s do things one can do by himself’  
[U39m01]
- “*Sekai wa taihen desune, dakedo kiboo wo motte, mainichi benkyou wo shimashou*” ‘The world is in a bad state, but let’s have hope, let’s study every day’ [U39 m01]

# Motivation to stop or continue online teaching

Are the teachers motivated to continue teaching Japanese classes online even when they can return to their former position?

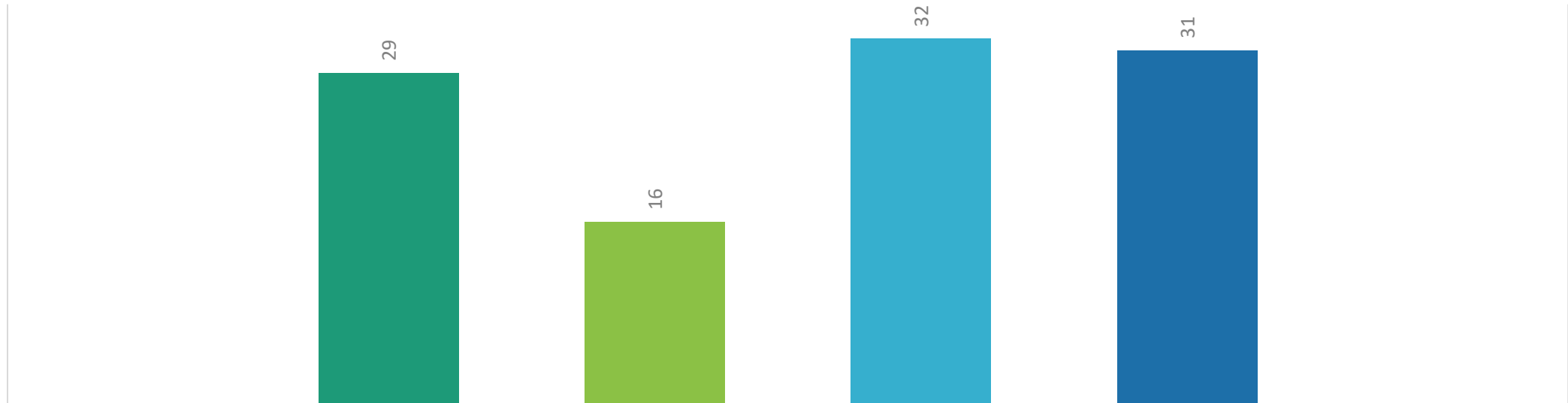
- Participants reported
  - several advantages
  - SLT or online setting related
- Some struggled
  - with the challenges of Japanese teaching
  - and/or the online setting



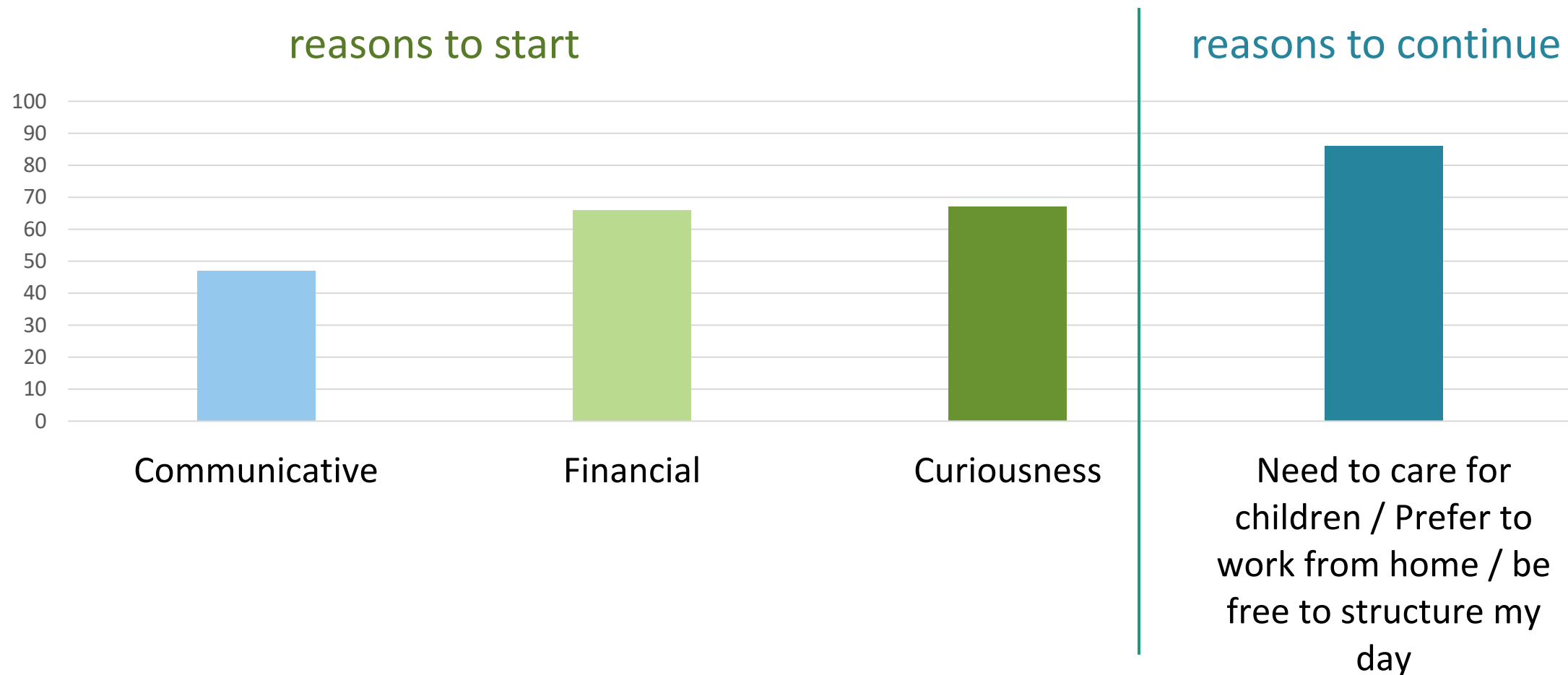
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# Reasons to start online JFL teaching

- Communicative: I wanted to increase social contact
- Situational Context: I wanted to work beside caring for children / I was worried about my health
- Financial: I needed the income / lost my former job
- Personal Context: I wanted to challenge myself trying something new



# Japanese native speakers' reasons to start and continue online Japanese as a foreign language (JFL) teaching



# Reasons to **stop** or **continue** online teaching

- *‘it is much easier for me to organise it with taking care for my children when I can stay at my workplace at home’* [Z32f04]
- *‘I enjoy teaching from home as I am free to organise my day and I also meet interesting people from all over the world’* [V43f03]
- *‘I had a good experience with teaching and maybe I will continue with some lessons besides my main work (...) however, only teaching was not the right thing for me – I prefer to leave the house for work’* [N26m02]
- *‘I missed the contact to the people and I am happy back in guiding groups’* [I54f03]

# Findings

- Japanese SLT is possible for untrained native speakers but also challenging
- Online SLT has several benefits
- Not everybody enjoys / is able to cope with the challenges of online language teaching
- School and work are **not only places to complete tasks**, but **places for social contact and experiencing**
- Students and employees also enjoy the social elements of face-to-face tasks (cf. König et al. 2020)

# Outlook and implications for Japanese online teaching

- Online teaching opens the possibility to participate in labor market
- Teaching opportunities for individuals in rural areas or with care obligations etc.
- Especially **beginner students of JFL seem to prefer experienced, confident teachers** who are able to explain grammar well and structure the lessons for them



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