

論文要旨

本稿は、「学級崩壊」に象徴される授業不成立の克服を志向して、私語をはじめとする教材内容と無関係な児童の言動（私的行動）に対処する教師の言動（統制行動）を考察したものである。研究方法として会話分析を採用し、理論的枠組みとして、「インプロ」と呼ばれる即興劇で使われている「フォーカス（注目の対象となる事物）」という概念を手がかりとした。まず、私的行動を、教師と児童が異なる対象に注目する（フォーカスが割れる）事態として位置づけ、12種類の統制行動を以下の二つの観点から四つに大別した。(1)現在相対的に優勢なのは教師のフォーカスか、児童のフォーカスか。(2)児童にフォーカスの放棄を求めるか、児童のフォーカスを教師も共有するか。その結果、児童のフォーカスが優勢な場面で教師があえて自分のフォーカスを手放すことで、私的行動の制止に成功する場面を複数見出すことができた。不規則発言に積極的に応答して児童と短時間の雑談に興じることがその典型例である。このような統制行動は、時として直接的言辞によって私語を制止するよりも有効であることが経験的に知られている。本稿ではその有効性を、児童のフォーカスに教師が積極的にかかわることで教師の姿や発話を児童に印象づける、「フォーカスに入る」という原理によるものと指摘した。そして、一見悪ふざけに見えるこの種の統制行動を正規の教授行動の一種として位置づけるべきであると提案した。

キーワード： 私的行動 統制行動 学級崩壊 インプロ フォーカス

A Field Study on Teacher's Strategies to Control Pupils in the Classrooms : Referring to Their Focuses

In this article, referring to the concept "focus as the object of attention," the author tries to categorize teachers' "controlling conducts," that is, conducts to stop pupils' undesirable activities in the lessons, such as chatting and walking around. Through this categorization, the author argues that teachers can control pupils by accepting pupils' focuses; for example, by chatting with pupils for a while. This finding contributes to solving classroom disorders, which recently have become a serious problem in schools in Japan.

As the result of discourse analysis of classroom conversations, the author found two criteria to categorize controlling conducts; (1) which focus is more impressive at the moment, the teacher's or the pupils'? (2) Which focus does the teacher give priority to, try to force pupils to give up their focuses, or accept pupils' focuses for a while?

The author suggests that the teacher gives up his focus on subject matters when pupils' focuses are more impressive. Chatting with pupils is a typical example of the teacher giving up his focus. In this way, teachers often succeed in stopping pupils from chatting in a few moments. Sometimes, it is more effective than shouting "Quiet please" or "Look at the blackboard." Even student volunteers at their first meeting with pupils can use such strategies successfully. The author explains as follows; Teachers can attract pupils' attention easily by joining in chatting about pupils' own focuses. After that, it is not so hard to tell pupils something about the subject being studied.

These controlling conducts have traditionally been made by teachers. Understanding their theoretical foundations, the author proposes that researchers and administrators should not blame such kinds of conduct by the teacher as chaos, but of as a part of teaching strategies.