

研究コミュニティを活用した主体的学習支援のための入門期日本語教育 — 周辺環境の学習リソース化をめざして —

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日本語未習で来日し、授業への安定的出席が困難な大学院留学生・外国人研究員に対する効率的な日本語教育方法の開発を目標に、学習者が自らの周辺環境を学習リソース化していく技能の獲得を促進することで継続的な日本語学習につなげることをめざす短期日本語入門コースを実施した。研究室において日本語の話し言葉に日常的に接しているという環境を生かし、それらが断片的にでも理解できることを意識させる仕組みを教材および教室活動に取り入れ、周囲で話される日本語への観察力を高め、滞日期間全体に亘る継続的学習への動機とすることを試みた。授業およびコース終了後の評価アンケートでは、研究室における日本語コミュニティに加わりたいという明確な意志を持つ学習者は、学習した表現を使用してみた経験とともに、周囲で話される日本語を観察した結果をさかんに報告しており、こうした学習者にはコースの基本方針が強く支持されたことがわかった。

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Developing a Teaching Method for Beginners That Utilizes Their Environment as a Major Learning Resource to Promote Their Active Participation in a Research Community

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In order to develop a teaching method to help graduate-level international students and researchers who have come to Japan with little or no knowledge of Japanese, but who can devote only a limited amount of time to receiving formal instruction, we designed learning materials and activities for use in a short-term introductory course. The focus was on developing learners' skills to make use of their own environment, where they are daily exposed to real spoken communication, as a learning resource; they were encouraged to observe and catch expressions used in their laboratory in order to share them in class, so that they should gradually become aware of their own ability to learn the language by themselves and become sufficiently motivated to continue learning throughout their stay. Learners' evaluation at the completion of the course showed that both the materials and activities were greatly welcomed by the participants, who were eager to join in the laboratory's predominately Japanese community; they reported frequently using acquired expressions to initiate interactions as well as actively making observations.

(Yamaji: Muroran Institute of Technology, Chinami and Apduhan: Kyushu Institute of Technology)