

日本語学習者の学習困難とその支援 —調査結果から見てきたもの—

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本稿は、日本語学習における学習者の困難点とその支援に関する調査結果を報告するものである。留学生が40名以上在籍する大学316校に調査協力を依頼し、105名の日本語教員から回答を得た。調査項目は、1) 学習者の躓き、2) 教員の指導や対応、3) より良い支援をするために必要な情報やリソースについてで、多肢選択と自由記述で回答を求めた。躓きについては、学習面（学習者の日本語力で理解可能であるはずの指示や質問の意図が読み取れない、文字の認識や産出が難しい等）及び行動面（時間管理・整理整頓、他者と交流ができない等）での難しさが指摘された。教員は、ペアやグループの調整、本人との面談、個別指導の実施、学習方法・方略・管理方法の助言、他の教員や部署との連携等の対応をしていた。必要な情報やリソースとして、問題見極めのガイドライン、アセスメントツール、障害特徴と事例集、情報共有や相談の場、専門的知見が挙げられた。

【キーワード】 学習上の躓き、障害、合理的配慮、認知特性、学習支援

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Difficulties of Japanese Language Learners and Support Measures: Results from a Survey

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This paper presents the results of a survey on difficulties encountered by learners of the Japanese language and support measures for them. We requested 316 universities with 40 or more international students to participate in the survey and received responses from 105 Japanese language teachers. The survey items included 1) stumbling blocks faced by learners, 2) guidance and response by faculty members, and 3) information or resources needed for better support. Responses were sought to multiple-choice and free-description questions. As for stumbling blocks, difficulties were pointed out in terms of learning (inability to understand the meanings of instructions and questions that should be understandable with the learners' Japanese language ability, difficulties in character recognition and production, etc.) and behavioral aspects (inability to manage time, get organized, or interact with others, etc.). The teachers responded to these difficulties by having the students form pairs and groups; meeting with the students; providing individual guidance; advising on learning methods, strategies, and management methods; and collaborating with other faculty members and departments. In terms of necessary information and resources, guidelines for problem identification, assessment tools, disability characteristics and case studies, places for information sharing and consultation, and specialized knowledge were mentioned.

【Keywords】 stumbling blocks in learning, disabilities, reasonable accommodation, cognitive characteristics, support for learning

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