

**JFL環境で実践した読解授業における再話活動の試み  
ーモンゴル人初中級学習者の相互行為における支援の様相に着目してー**

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本稿では、モンゴル人学習者の読解授業に導入した再話活動における相互行為の特徴と支援の様相に着目して分析した結果、①再話の特徴として【1】読んだ内容の再生が最も多く、【2】再生以外の話題も観察された。②2ペアの再話に見られる支援の様相に着目すると、ケース1では日本語能力が高いAが低いDを支援する際に一方的に話さずDの発話を待ちながら必要に応じてペアの発話を促すような支援が確認された。ケース2では日本語能力が低い再話者FはEの適切な支援を受けて再話が進められた。こうした相互支援が可能になった要因を母語の使用、活動の設計、ペアの組み方の観点から考察した。最後に、質問紙調査により学習者が再話活動を肯定的に受け止めていたことから海外の日本語教育現場への応用可能性を指摘した。

【キーワード】 読解授業, 再話活動, 相互行為, 支援の様相, モンゴル人初中級学習者

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**Exploring Retelling Activities in a Reading Comprehension Class in a JFL Environment:  
Focusing on Support in the Interaction of Mongolian  
Beginning and Intermediate Learners**

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This paper analyzes the characteristics of interaction, aspects of support, and perceptions of activities during retelling activities introduced in reading comprehension classes for Mongolian L1 learners. The analysis revealed two main characteristics of retelling: 1) the most frequent activity was the reproduction of the content read, and 2) topics beside reproduction were also observed. Focusing on the aspects of support seen in the retelling of two learner pairs, Case 1 showed that learner A, who had higher proficiency in Japanese, supported learner D, who had lower proficiency, by waiting for D to speak and encouraging D's utterances as needed, rather than speaking unilaterally. In Case 2, learner F, who had lower Japanese proficiency, progressed in retelling with appropriate support from learner E. The study examined factors enabling such mutual support from the perspectives of native language use, activity design, and pairing methods. Finally, it is noted that learners perceived the retelling activities positively, suggesting the applicability of these activities in Japanese language education settings abroad.

【Keywords】 reading comprehension classes, retelling activities, interaction, aspects of support,  
Mongolian L1 beginning and intermediate learners

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