

日本語教育における教育的対応 —学習者支援のために日本語教員ができること—

武田 知子, 澁川 晶, 保坂 明香

「障害者差別解消法」が2021年に改正され、障害を持つ大学生への合理的配慮が義務化されたが、具体的な配慮内容や対応は担当教員に委ねられており、戸惑う教員も少なくない。本稿は、認知特性により日本語学習に躓く学習者への日本語教員の配慮や対応について、インタビュー調査を行った結果を報告するものである。特別支援申請をした学習者5名以上への指導経験がある教員8名に半構造化インタビューを行った。その結果、教員は申請内容（時間延長や別室受験等）に応えるだけでなく、漢字の記憶に困難がある学習者にはテスト形式の変更、不安になりやすい学習者がいる場合は、クラスで関わり方を検討する等、特性に合わせた対応をしていることがわかった。支援の背景には、個々の学習者に合わせて目標を設定してその成長を認める、申請のある学習者への特別対応ではなく全員に丁寧な指導をする等、教員の支援への方針や考えがあることが明らかになった。

【キーワード】 日本語学習者, 学習者支援, 特性, 合理的配慮, 教育的対応

(武田・澁川—国際基督教大学, 保坂—立教大学)

Pedagogical Support Measures in Japanese Language Education: What Japanese Language Instructors Can Do to Assist Learners

TAKEDA Tomoko, SHIBUKAWA Aki and HOSAKA Asuka

In 2021, Japan revised the Act for Eliminating Discrimination against Persons with Disabilities, adding the requirement of reasonable accommodation for university students with disabilities. However, the specifics of such accommodations are left to individual instructors, leading to confusion and uncertainty. This study investigates how Japanese language instructors provide pedagogical support to learners who face difficulties owing to characteristics associated with developmental disorders. Semi-structured interviews were conducted with eight instructors who had experience supporting at least five learners who submitted support requests. Findings show that instructors not only responded to formal requests—such as those related to the provision of extended test time or separate rooms—but also offered additional support proactively. Such support included modifying test formats for learners experiencing difficulty in memorizing kanji and adjusting classroom interaction styles to accommodate those prone to anxiety. This support was based not on formal requests but on instructors' observations and professional judgment. Their practices reflected a commitment to setting individualized goals, recognizing learner growth, and providing attentive instruction for all. This study highlights the importance of instructor-initiated pedagogical support in fostering inclusive Japanese language education.

【Keywords】 Japanese language learners; learner support; characteristics associated with developmental disorders; reasonable accommodation; pedagogical support measures

(TAKEDA & SHIBUKAWA: International Christian University, HOSAKA: Rikkyo University)