

2017年度バイリンガル・マルチリンガル子どもネット研究会 (BMCN)

Bilingual/Multilingual Child Network (BMCN)

Second Annual Meeting, 2017

日時：2017年8月20日（日）

場所：国際基督教大学ダイアログハウス 2階会議室

主催：バイリンガル・マルチリンガル子どもネット

共催：ICU教育研究所

参加者：100名（学習支援・教育関係者、研究者、
自治体行政関係者、臨床心理士等）

Date: Sunday, August 20, 2017

Venue: Dialogue House - Conference Room,
International Christian University

Host: Bilingual/Multilingual Child Network

Sponsorship: Institute for Educational Research
and Service, International Christian University

Participants: 100 participants (teachers, tutors/
supporters, researchers, school psychologists,
stakeholders, administrative staff and
community leaders)

プログラム Program

10:00-10:30	趣旨説明・用語説明 Conference Theme and Terminology	中島和子 Kazuko Nakajima
10:40-12:00	リミテッド状況相談デスク Child At-Risk of Limited Condition Consultation Desk	高橋悦子・中島和子・奥村 安寿子・櫻井千穂・田中ネ リダ・真嶋潤子・山下一 枝・李原翔 Etsuko Takahashi, Kazuko Nakajima, Yasuko Okumura, Chiho Sakurai, Nelida Tanaka, Junko Majima, Kazue Yamashita, YuanXiang Li
	ポスターセッション Poster Sessions	
	(1) 「外国につながる子ども達の支援グループ と行政機関との連携に関する調査」中間報告 Interim Report: A Survey on Community Groups' and Government Agencies' Support of Culturally and Linguistically Diverse Students	嶽肩志江・石井恵理子・桶 谷仁美 Yukie Takegata, Eriko Ishii, Hitomi Oketani
	(2) パンフレット「子育てのことばー児童館 からみえたこと」 Developing a Pamphlet ('Nurturing Languages: Experiences from After-School Programs') for International Mothers and Preschool Educators	鈴木庸子・西方郁子 Yoko Suzuki, Ikuko Nishikata
(3) BMCN リミテッド状況相談室—日本人保 護者対象質問票の開発 Hotline for BM Child At-Risk of Limited Condition: Development of a Questionnaire for Japanese Caregivers	島田かおる・平塚淑江 Kaoru Shimada, Yoshie Hiratsuka	
(4) 外国人児童生徒のための JSL 対話型アセ スメント DLA とは? —入門編— Dialogic Language Assessment (DLA) for JSL (Japanese as a Second Language) Students in Japan: Introduction	小林幸江・菅長理恵 Yukie Kobayashi, Rie Suganaga	
13:00-15:10	フォーラム「つまずく子どものためのアセスメント」	

	Forum: Child At-Risk of Developmental Issues and Assessment	
	(1) 特別支援教育におけるアセスメント Special Needs Education and Assessment	高橋登 Noboru Takahashi
	(2) バイリンガル児・マルチリンガル児と発達障害 Bilingual/Multilingual Children and Developmental Disorders	松井智子 Tomoko Matsui
	(3) WISC 他—現場で必要なアセスメントツール WISC and other Assessment Instruments for Effective Intervention	奥村安寿子・島田かおる Yasuko Okumura, Kaoru Shimada
	(4) DLA で分かるつまづく子どもの実態 DLA and Child At-Risk of Developmental Issues	櫻井千穂 Chiho Sakurai
15:30	フォーラム講師を囲む小グループのディスカッション Group Discussions	参加者全員 All participants
16:30	講師によるグループディスカッションのまとめ Wrap-Up Session	高橋登・権藤桂子・奥村安寿子・櫻井千穂 Noboru Takahashi, Keiko Gondo, Yasuko Okumura, Chiho Sakurai

English, Spanish and Chinese versions of the following conference summary are posted on the website.
URL: <http://harmonica-cld.com/double-limited>

研究会概要 Conference Summary

趣旨説明・用語説明

「バイリンガル・マルチリンガル子どもネット (BMCN) -2017 年度大会開催に向けて」
中島和子 (トロント大学名誉教授)

Conference Theme and Terminology

“Bilingual/Multilingual Child Network (BMCN) - Second Annual Meeting, 2017”

Kazuko Nakajima (professor emeritus, Toronto University)

The objective of BMCN is to support the full language development so that children growing up in a multilingual environment grow with bilingual and multilingual skills. In this regard, it is necessary to make progress in practice and research on how to guide and recognize the real condition of a child with “temporary limited condition”; at the same time, it is necessary to prevent students from having “limited conditions”, paying particularly attention to the language development of children from 4 to 8 years of age. The main activities of the BMCN include annual conferences, public relations activities, cooperation with governmental agencies, and the establishment of the “Hotline for BM Child At-Risk of Limited Condition” that was launched in April 2017. The conference of this year was attended by more than 100 members, and a variety of programs were introduced including 7 cases at the “Child At-Risk of Limited Condition Consultation Desk”, 4 posters, and a forum on “Evaluation of the Child At-Risk of Developmental Issues” (4 exhibitors). The “limited condition” refers to a temporary condition in which the student’s language ability does not reach the level appropriate to their age in their multilingual environment. Since it is difficult to distinguish this condition from a functional disorder, cooperation with experts is essential. For this reason, the following forums were presented: “Special Needs Education and Assessment” (Noboru Takahashi), “Bilingual/Multilingual Children and Developmental Disorders” (Tomoko Matsui), “The Wechsler Intelligence Scale for Children (WISC) and other Assessment Instruments for Effective Intervention” (Yasuko Okumura, Kaoru Shimada), and “DLA and Child At-Risk of Developmental Issues” (Chiho Sakurai). In addition, we focused on understanding the differences between monolingual, bilingual and multilingual children through diagnosis and guidance, and we focused on understanding the differences in the viewpoints and perspectives of special education and language education, so that we can find out how to connect both fields.

【参考文献】

田中ネリ (2017) 「複数言語で育つ子どもとその保護者のバイリンガル心理相談から見えるもの—発達障害か一時的リミテッドか：現状と課題」子どもの日本語教育研究会第2回大会（2017年3月11日）発表資料

BMCN子どもネット「リミテッド状況相談室」(2017)「日本人保護者対象質問票」

Cummins, J. (1979). Linguistic interdependence and the educational development of bilingual children. *Review of Educational Research*. 49, 222-251.

Cummins, J. (1984). *Bilingualism and Special Education: Issues in Assessment and Pedagogy*. Clevedon, UK: Multilingual Matters.

Cummins, J. (1989). A theoretical framework for bilingual special education. *Exceptional Children*. 56(2). 111-119.

Genesee, F. (2007). French Immersion and At-Risk Students: A Review of Research Evidence. *The Canadian Modern Language Review*. 63(5). 655-687.

Geva, E. (2000). Issues in the Assessment of Reading Disabilities in L2 Children—Beliefs and Research Evidence. *Dyslexia*, 6. 13-28.

Kalan, A. (2016). Who's Afraid of Multilingual Education? Conversations with Tove Skutnabb-Kangas, Jim Cummins, Ajit Mohnty and Stephen Bahry about the Iranian Context and Beyond (PDF EPUB). *Multilingual Matters*.

Skutnabb-Kangas, T. and Dunbar, R. (2010). Indigenous Children's Education as Linguistic Genocide and a Crime Against Humanity? A Global View. *Journal of Indigenous Peoples Rights*. No. 1.

リミテッド状況相談デスク

コーディネーター：高橋悦子・中島和子

相談員：奥村安寿子・高橋悦子・田中ネリダ・山下一枝・李原翔

BMCN 理事：櫻井千穂・中島和子・真嶋潤子

Child At-Risk of Consultation Desk

Coordinator: Etsuko Takahashi, Kazuko Nakajima

Counselors: Yasuko Okumura, Etsuko Takahashi, Nelida Tanaka,

Junko Majima, Kazue Yamashita, YuanXiang Li

BMCN Directorate: Chiho Sakurai, Kazuko Nakajima, Junko Majima

The objective of the Child At-Risk of Limited Condition Consultation Desk, which is a new project of this academic year, is to provide members a place for informal discussion on various topics together with counselors and experts in language education (mainly the BMCN directorate) of the “Child At-Risk of Limited Condition Consultation Desk” that was launched in April 2017. Seven cases were selected in advance and booklets with materials were distributed to the participants. Of the seven cases, there were two enquiries related to the “temporary limited condition” of Elementary students, four consultations on learning and teaching problems of foreign High School students living in Japan, and one case of reading comprehension for a child in his/her second language. Most of the problems that High School students face include: how to improve an extremely low “self-affirmation” and connect it to learning, how to teach students who cannot even write a line of a composition in any of the languages, and how to deal with students who have learning problems in their country of origin. These problems come from bilingual students who grow up between their home country and Japan listening to both languages, and from those who only listen to the Japanese language. Except for some administrative problems of the venue (no microphone, etc.), the consultation desk was very popular. There was a great achievement of BMCN in the following points: a) the special education counselors and the language specialists were able to respond to the consultations by cooperating and collaborating between them; b) the BMCN counselor played an important role for CLD children of different mother tongues, such as Spanish, Chinese, among others; c) in addition to improving the fundamental language skills of High School students with extremely low reading and writing skills in Japanese, a group is also needed to guide students to think about a topic appropriate to their age; in other words, a group that guides them to improve their ability to use a language for learning; d) guidance to teach either their mother tongue or Japanese when choosing a career after graduation, e) actions to take in case it is not possible to get necessary information about life history because of the Act on the Protection of Personal Information (for example, the introduction of “My passport” of the EU). For more information, visit the following URL: <http://harmonica-cld.com/double-limited> (Nakajima).

ポスターセッション

- (1) 「外国につながる子ども達の支援グループと行政機関との連携に関する調査」中間報告
嶽肩志江（横浜国立大学）・石井恵理子（東京女子大学）・
桶谷仁美（イースタン・ミシガン大学）

Poster sessions

- (1) **Interim Report: “A Survey on Community Groups’ and Government Agencies’ Support of Culturally and Linguistically Diverse Students”**

**Takegata Yukie (Yokohama National University),
Eriko Ishii (Tokyo Woman’s Christian University),
Hitomi Oketani (Eastern Michigan University)**

This is an interim report of the survey based on the discussion (Note 1) of the working group 3 at the 2016 BMCN learning meeting “Collaboration with Governmental Agencies”. The subjects of this survey are individuals and organizations of the 2016 and 2017 research group, individuals and organizations interested in BMCN, as well as people and organizations that support foreign children throughout Japan. The survey focused on the actual situation of cooperation between the support group of each region and the administrative agencies as well as the conscience of the people who carry out the administrative activities. As a result, we analyzed 15 cases; especially, cases where cooperation with the administration was successful. Also, to establish a trusting relationship with the administration agency, it is important the “report of the current condition”, “visualization of the significance, the importance and the necessity”, “development of achievements” and “clarification of mutual roles.” The conditions under which the personnel in charge of the administration can easily communicate with their superiors must be developed. In addition to their own organization, it is important to consider the administration agency’s trajectory so that it is possible to build a mutually beneficial relationship. There is a need to foster dialogue between parties, considering the reasons that the government moves money and people. We will continue conducting surveys and sharing information; as well as, we will be aware of the children living abroad, and we will consider cooperating with organizations and foreign institutions in the future (Takegata, Ishii, Oketani).

(Note 1) Institute of Educational Research of the Christian International University (2017) “First Annual Meeting of Bilingual / Multilingual Children Network” (Report) “Educational research” 59, 220-226. (URL: <http://subsite.icu.ac.jp/research/iers/publication/es/>) (September 1st, 2017)

- (2) パンフレット『子育てのことばー児童館からみえたこと』
鈴木庸子（国際基督教大学教育研究所）・
西方郁子（ピナット～外国人支援ともだちネット）

- (2) **Developing a Pamphlet “Nurturing Languages: Experiences from After-School Programs” for International Mothers and Preschool Educators**

**Yoko Suzuki (Institute for Educational Research and Service, International Christian University),
Ikuko Nishikata (Partnership with International Neighbors And Tomodachi - Pinatto)**

Based on 30 years work experience in the Children's Recreation Center *, a theater panel has been created with the tutors and teachers of the nurseries to foster the language development of children living in a multilingual environment. Volunteer activities of the “Partnership with International Neighbors and Tomodachi (Pinatto)” are carried out here. This presentation is a pamphlet of an illustrated book of 20 pages and is based on this theater panel and its importance. The pamphlet emphasizes that it is important to raise children who live in a multilingual environment with the language with which the child's closest guardian (usually the mother) speaks more naturally (mother tongue). As the pamphlet indicates, the nursery members strongly support the importance of the mother tongue. In the introduction of the development of the theater panel, we want to convey the importance of the mother

tongue to the tutors and nursery teachers. In the future, we will continue providing information by written media and online.

* Recreation center for children: facilities operated by local governments in order to provide healthy games for children after school. (Suzuki)

【参考文献・参考ウェブサイト】

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中島和子 (2015) 『バイリンガル教育の方法』 (完全改訂版) アルク選書

関西母語支援研究会ウェブサイト「多文化な子どもの学び」(2017/9/1 閲覧)

URL: <http://education-motherlanguage.weebly.com/index.html>

上智大学短期大学部サービスラーニングセンター「日本で子育てをする外国人の方へ」(2017/9/1 閲覧)

URL: http://jrc.sophia.ac.jp/volunteer/service_learning/forparents

Ryerson 大学 (カナダ)「My Language.ca」(2017/9/1 閲覧)

URL: http://www.ryerson.ca/mylanguage/hold_on/

(3) BMCN リミテッド状況相談室—日本人保護者対象質問票の開発

島田かおる (啓明学園)・平塚淑江 (あーすぷらざ外国人教育相談)

(3) Hotline for BM Child At-Risk: Development of a Questionnaire for Japanese Caregivers

**Kaoru Shimada (Keimei Gakuen),
Yoshie Hiratsuka (Earth Plaza Educational Consultation for Foreigners)**

Accurate information of the consultant is essential to receive consultations at the "Hotline for BM Child At-Risk of Limited Condition" and to provide information on guidance suitable for needs, support methods and examinations, and on training centers. For this reason, we developed a questionnaire that collects information from various points of view about the main complaint of the tutor, the aspect of the student's language, and the characteristics of cognitive development. In the development of the questionnaire, we noticed the following four points: (1) it can understand three conditions based on changes in the language environment and migration, such as learning conditions, language use, and development problems, (2) the counselor can predict the necessary measures for the consultant, (3) it considers the feeling of parents, and (4) it protects personal information (questionnaire management).

(4) 外国人児童生徒のための JSL 対話型アセスメント DLA とは?—入門編—

小林幸江 (東京外国語大学)・菅長理恵 (東京外国語大学)

(4) Dialogic Language Assessment (DLA) for JSL (Japanese as a Second Language) Students in Japan: Introduction

**Yukie Kobayashi (Tokyo University of Foreign Studies),
Rie Suganaga (Tokyo University of Foreign Studies)**

The DLA (Dialogic Language Assessment: Interactive evaluation of JSL for foreign students) is an evaluation that helps to measure the linguistic capacity of young people with diverse cultural and linguistic backgrounds which cannot be measured with a paper test. Although instruction in Japanese in regular classes took place since 2004, with the increasing number of foreign students, that trend was developed at the Tokyo University of Foreign Languages at the request of the Ministry of Education, Culture, Sports, Science and Technology. Based on the Cummins language acquisition theory, the language learning capacity of young people is classified into three aspects: conversational fluency, discriminative language skills, and the ability to learn a language. It refers to the measurement of the language learning capacity through the rapid growth of conversation skills, to "OBC (Oral proficiency assessment for Bilingual Children)" and the "interactive evaluation of reading ability". By taking the form of an interactive

evaluation with support, this evaluation is characterized by encouraging successful experiences, self-esteem and the motivation to learn. It also evaluates the things that can be done with support to obtain the potential of the students. The DLA consists of five evaluation tools: "introduction", "speak", "read", "write", "listen", and selects the tools that will be used according to the stage of development and the student's learning stage. It also identifies the support required through the "general" evaluation and the "ability" evaluation to assist the support plan.

【参考文献】

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中島和子（編著）（2010）『マルチリンガル教育への招待—言語資源としての日本人・外国人年少者』ひつじ書房

午後の部 フォーラム「つまずく子どものためのアセスメント」概要

(1) 特別支援教育におけるアセスメント

高橋登（大阪教育大学）

Forum: Child At-Risk of Developmental Issues

(1) Special Needs Education and Assessment

Noboru Takahashi (Osaka Kyoiku University)

Special Needs Education has a worldwide tendency to “guarantee the right of children to learn and to live regardless of their disability.” In this regard, the concept of disability according to the World Health Organization (WHO) is based on the International Classification of Functional Health (ICF) in 2001. Functional health depends on individual and social levels, and the main factors that affect them are environmental and individual. Therefore, the evaluation is based on the examination and observation of people, as well as judgment of the environment that surrounds people. The evaluation points to consider are the collection of sufficient adequate information about the person, the factors, circumstances and problems that should be properly evaluated to have a dynamic evaluation. The evaluation and support are in a cyclical research-action relationship in which the evaluation is carried out as a result of the implementation and based on the results of the evaluation. The teacher’s experience is to support; that is, to educate and develop this cyclical relationship. When child faces a problem with words, it is important to properly distinguish the presence or absence of disability, especially when “development problems” are suspected. For this purpose, the ATLAN (Adaptive Language Ability Test) has been developed and used online as a language assessment tool.

【参考資料等】

ATLAN 適応型言語能力検査 URL: <https://psy2.osaka-kyoiku.ac.jp/atlan> (2017/9/1 閲覧)

[ユニバーサルデザイン]

小貫悟・桂聖（2014）『授業のユニバーサルデザイン入門：どの子どもも楽しく「わかる・できる」授業のつくり方』東洋館出版社

東京都日野市公立小中学校全教師・教育委員会（2010）『通常学級での特別支援教育のスタンダード：自己チェックとユニバーサルデザイン環境の作り方』東京書籍

キャスト（2011）パーズ亀山静子・金子晴恵（訳）『学びのユニバーサルデザイン・ガイドライン ver.2.0. 2011/05/10 翻訳版』（キャスト：The Center for Applied Special Technology (CAST)) URL: <http://www.udlcenter.org/aboutudl/udlguidelines/downloads> (2017/9/1 閲覧)

[言葉の発達とつまずき・支援]

大伴潔・大井学（編著）（2011）『言語・コミュニケーション・読み書きに困難がある子どもの理解と支援：特別支援教育における』学苑社

秦野悦子・高橋登（編著）（近刊）『シリーズ新・臨床発達心理学』第5巻『言語発達とその支援』ミネルヴァ書房

(2) バイリンガル児・マルチリンガル児と発達障害

松井智子（東京学芸大学国際教育センター）

(2) Bilingual/Multilingual Children and Developmental Disorders Tomoko Matsui (Tokyo Gakugei University Center for Research in International Education)

We outlined the typical characteristics of autism, its evaluation, and possible developmental delays and disorders, in addition to the examination of the problems of bilingual and multilingual children (BM) at risk of limited condition. In general, children's social, emotional, cognitive and communication skills are developed in childhood through the language used at home (mother tongue) while they develop their interdependence, and even in case two languages can be acquired, the development of the first language is important. The conceptual understanding of beliefs and ideas (theory of mind) is the basis that supports diverse social behaviors, and it is acquired until 5 years of age as "the understanding of purpose, intention and attention (9 - 12 months)", "understanding of game" (2 years old)", etc. It has been hypothesized that autism in many children is based on the obstacle of the theory of mind, and it is known that students cannot pass the so-called "false belief task" - whether it is possible to understand the beliefs, thoughts and intentions of oneself and others. The "false belief task" implies the understanding of the texts: "He/She said that ..." or "He/She thought ...", and in general it is possible for children to pass these exercises at the age of 5. However, among international marriage families with different cultures, children with little practice of their mother tongue can be unable to pass the "false belief task" because the ability of language, especially the acquisition of complementary structure, is delayed. To confirm this statement, we conducted a survey of 17 foreigners of 5 years of age who were born in Japan. It was found that the level of Japanese vocabulary is lower than that of the child who speaks the native language; there is also a delay in understanding the complementary structure of the sentence and the false belief task, but the non-verbal reasoning is not delayed. From this result, it was confirmed that the development of the first language is important for the social development of childhood. In addition, it is very likely that the ability of language and non-verbal reasoning develop independently; therefore, it is suggested that it is necessary to see both developments to correctly understand the development of BM Child At-Risk of Limited Condition.

【参考文献】

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school readiness. *Social Policy Report*, 16(3), 3-19.

(3) WISC その他—現場に必要なアセスメントツール

奥村安寿子（国立精神・神経医療研究センター）・島田かおる（啓明学園）

(3) WISC and other Assessment Instruments for Effective Intervention

Yasuko Okumura (National Center of Neurology and Psychiatry),
Kaoru Shimada (Keimei Gakuen)

Focusing on the school, three types of tools were introduced to assess the behavior of children and their characteristics of learning problems: “informal assessment through activities and games in the classroom,” “examination by a specialized agency” and “classroom examination.” Informal assessment through activities and games in the classroom such as OBC and DLA, reading aloud, visualization, word games where the syllable TA is removed, card game with drawings, etc. By considering the general behavior and conversation observed in school, it is possible to capture the basic visual perception, the ability of performing physical exercise, phonetic recognition, vocabulary, reading and writing, mathematics (learning ability), etc. In the evaluation, specific learning problems must be organized and discerned, such as “I cannot read or write”, the influence of the language environment (vocabulary is insufficient, the lack of understanding of the writing system, etc.), and problems of development (mental retardation, problems of reading and writing). Among the “examinations that can be done in the classroom” are the PVT-R (Language development test with images)¹, which is a standard assessment that can easily assess basic learning skills, continuous reading of Hiragana², exercises that assess symptoms of math disorders, reading and writing examination of Elementary students³, and the URAWSS II (Understanding Reading and Writing Skills of Schoolchildren English Vocabulary)⁴. Among the “examinations of the specialized agencies” are the WISC-IV (Wechsler Scale of Intelligence for Children: Fourth edition)⁵, which is the most common intelligence test; the meaning of the numbers; as well as the ability to evaluate with WISC-IV the issues related to school activities and the points that should be considered when applying it to children living in multilingual environments. Among other examinations, we have the KABC-26, which evaluates cognitive abilities and learning capacity, as well as visual perception and visual-motor coordination^{7/8}. In addition, regarding the characteristics found in the assessment, we discussed about management of the results of the examination, support for learning and behavior, vocabulary development and the whole process from individual orientation to the examination. It is considered that the evaluation through the activities or games in the classroom is carried out regularly by many benefactors. It is expected to organize and raise awareness of these points of view and methods and share them with other benefactors. The examination should start from the things that can be done in the classroom to capture the child’s ability in a simple and objective way, and should consider the assessment of a specialized agency when it is necessary to understand the origin of the difficulties of the child.

【紹介した検査】

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⁵ 日本版 WISC-IV 刊行委員会（2011）『日本版 WISC-IV 知能検査』日本文化科学社

⁶ 日本版 KABC-II 制作委員会（2013）『KABC-II 心理・教育アセスメントバッテリー』丸善出版

⁷ 飯鉢和子・鈴木陽子・茂木茂八（1977）『日本版フロスティグ視知覚発達検査』日本文化科学社

⁸ Hammill, D.D., Pearson, N.A.& Voress, J.K.（2014）. *Developmental test of visual perception*. 3rd edition (DTVP-3). Pro-ed.

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(4) DLA で分かるつまづく子どもの実態

櫻井千穂 (同志社大学)

(4) DLA and Child At-Risk of Developmental Issues

Sakurai Chiho (Doshisha University)

For teachers and benefactors of the educational institution that supports CLD children (Culturally and Linguistically Diverse Students), when it is suspected whether the development and language acquisition of the child is fluent or not, it is extremely important to know what the factor is. The DLA (Dialogic Language Assessment) is not established as a standard examination that shows the level of development in numerical values, and it is not a tool developed to answer these types of questions. However, the DLA provides support and challenges to the child; it also provides a dynamic evaluation to understand what can be done with that support. By making use of this point, the language ability of children with CLD can be diversified and well diagnosed, including individual characteristics and from the surroundings, and can serve as support for the future.

Based on this, we considered some points about “what it is and how to connect with DLA support”, while we share some DLA data of the following seven cases:

Case 1: a 9-year-old student of Russian mother tongue (daily conversation level) who came to Japan at the age of 5 and is a 4-year resident. Although it was difficult for him to read texts of Elementary School students and make the verbal reproduction of the synopsis by himself, it is a case where the method of support of reading ability lead to the learning of the subject through the evaluation. This made it possible for the student to do the synopsis from beginning to end with help.

Case 2: a 9-year-old student of Chinese mother tongue (higher than his age) who came to Japan at the age of 8 and is a 6-month resident. Although he still does not have enough ability to make sentences, nor have enough basic vocabulary or grammar, it is a challenging case where he expresses his opinion and explains with high knowledge about “environmental problems”. Although it is a case in which there is a big difference between the cognitive ability and the ability of the Japanese language, by taking advantage of the skills of his mother tongue, the Japanese language learning progressed rapidly, and he could acquire the level of reading appropriate for his age in one year and a half of residency.

Case 3: a 7-year-old student of Chinese mother tongue and born in Japan. In the 1st grade of Elementary School, although we suspected of “limited condition” in both languages, Chinese and Japanese, the levels of both languages grew to a level appropriate for their age in the fifth grade of Elementary School. This could be achieved by learning his mother tongue at home and having Japanese language support at school while giving value to his mother tongue,

Case 4: a 8-year-old student of Spanish mother tongue and born in Japan. He returned to his home country (Latin America) at the age of 5 to 6 years for 8 months. Although he was concerned about the communication of daily conversation, through cooperation between his parents and the teacher in charge, who spoke to him in strong language, after seven months, although the challenge persists in vocabulary and grammar, it is a case where communication could be achieved in both languages.

Case 5: a 9-year-old student of Spanish mother tongue, who came to Japan at the age of 4 years, and is a 5-year resident. Although the Japanese language was taught 4 days a week with 4 hours a day, it is a case where the exchange of daily conversation level in both languages could be observed. The parents did not know that the learning

of the Japanese language had not progressed enough; for this reason, intervention was not carried out adequately in time. It is a case that required a substantial revision of support.

Case 6: an 11-year-old student of Spanish mother tongue, who came to Japan at the age of 6 years and 11 months, and has a permanence period of 4 years and 3 months. It is a case in which there was a great difference between the ability to speak and the ability to read in both languages. Despite learning how to read was continued in both languages from the 1st grade of Elementary School, there were problems in reading in Japanese with the text of the first half of the 1st grade level and spelling in Spanish. After this, the case was conducted to the diagnosis in a specialized agency.

Case 7: a 12-year-old student of Spanish mother tongue, who came to Japan at the age of 11 years, and has a permanence period of 5 months. It is a case of a student whose problems were observed in the ability of Spanish as a mother tongue when entering Japan. It is a case where the support had the objective of promoting cognitive development, including the development of the mother tongue.

※ The summary of the group discussion and the translation into English, Spanish and Chinese of this report can be found at the following website. URL: <http://harmonica-cld.com/double-limited>

(Suzuki Yoko)

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