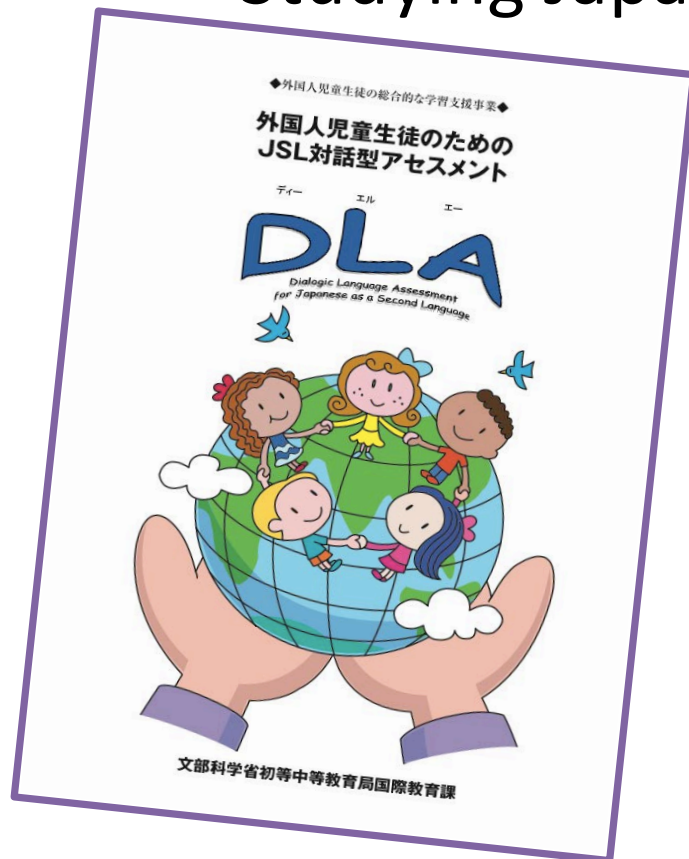


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Dialogic Language Assessment for Foreign Children Studying Japanese as a Second Language



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1. Introduction State of children's JSL based on MEXT data

「Current State of Reception of Children Requiring Japanese Language Instruction」

2018 (2014) MEXT survey

1-1 Overview

- Current no. of foreign children **enrolled** nationwide in state education
80,119 (73,289)
- Number of children **requiring Japanese language instruction**
 - Foreign Nationals: 34,335 (29,198)
 - Japanese Nationals: 9,612 (7,897)
- Percentage of children **receiving Japanese language instruction**
 - Foreign Nationals: 76.9% (82.9%)
 - Japanese Nationals: 74.3% (78.3%)

international
marriages,
returnee children

Some children are not receiving Japanese language instruction!



1-2 Responses from 10,631 schools nationwide

(with foreign nationals: 7,020; with Japanese nationals: 3,611)

▪ **Criteria** for whether Japanese language instruction is necessary:

Children's behavior in school and study 8,064 schools

Length of time since arrival in Japan 2,982 schools



▪ Japanese language instruction at school **consists of**:

Basic Japanese (characters, orthography, vocabulary, grammar, basic ability to adapt to school and follow classes) 6,370 schools

Extra classes 5,526 schools

Survival Japanese (greetings, words to express health, names of subjects, names of familiar objects etc.) 4,249 schools

▪ **Reasons** students **cannot** receive Japanese language instruction:

There are no/not enough Japanese language instructors 2,491 schools

It is considered possible to give instruction during class 1,907 schools

The results above show:

- ① Schools are not keeping up with the increased numbers and diversity of children.
- ② Japanese language instruction stops at a basic level. Children do not receive sufficient instruction to pursue their studies.
- ③ There is insufficient recognition in the classroom of Japanese language education for children.

1-3 Reference Data

- Native Language

Foreign Nationals: Portuguese 25.6%, Chinese 23.9%, Tagalog 18.3%, Spanish 10.5%, Vietnamese, English, Korean etc.

Japanese Nationals: Filipino 31.6%, Chinese 21.5%, Japanese 12.7%, English 10.9%, Portuguese, Spanish, Korean, Vietnamese etc.

- Number of schools (listed by number of pupils)

Foreign Nationals : 2,851 schools with **1 pupil** (40.6% of total 7,020 schools)
Less than 5 pupils: 75.4%, 5 or more pupils: 24.6%

Japanese Nationals : 1,937 schools with **1 pupil** (53.6% of total 3,611 schools)
Less than 5 pupils: 86.2%, 5 or more pupils: 13.8%

Small, scattered presence

 instruction understaffed or neglected

- Prefectures with such pupils

Foreign Nationals: Aichi, Kanagawa, **Tokyo**, Shizuoka, Osaka, Mie

Japanese Nationals: Aichi, Kanagawa, **Tokyo**, Osaka, Saitama, Chiba

2. Overview of DLA (Dialogic Language Assessment)

2-1 Development of DLA

2014.4.1: With more children requiring Japanese language instruction, part of the “school education regulations” was modified and a “special education program” enforced.



Special instruction in accordance with Japanese language ability

- **Content of instruction:** Primary Japanese language instruction + **ALP (Academic Language Proficiency)** development
- **Demands on Instructors:**

Awareness of pupils' situation

Creation and review of teaching plans

Evaluation of Japanese language instruction and learning

Encouragement of autonomous study and learning



2014: Development of DLA for foreign children

DLA is based on the Oral Proficiency Assessment for Bilingual Children (Canadian Association for Japanese Language Education, 2000) developed by co-researcher Kazuko NAKAJIMA, and on The Developmental Reading Assessment (NAKAJIMA & SAKAI, 2012).

MEXT 「CLARINETへようこそ」http://www.mext.go.jp/a_menu/shotou/clarinet/003/1341903.htm

2-2 Aims of DLA

〈Purpose〉

- ① Gain awareness of children's Academic Language Proficiency (**ALP**), and explore possibility of them participating in regular classes
- ② Obtain hints for supporting their study

〈Target〉 **Children who can engage in everyday conversation but struggle with the school curriculum** 📌 Increasing numbers born in Japan/international marriages

〈Method〉 **One on one dialogic format**

Each learner different re. age, age of entry to Japan, length of residence in Japan, native language proficiency

Use conversation skills, which are quick to improve, to bring out children's abilities

〈Characteristics〉 **Using DLA provides children with “learning opportunities”**

Increase children's eagerness and interest in learning by **acknowledging, waiting, and praising** within the DLA framework.

2-3 Theoretical Support for DLA

(1) “Three aspects of children’s language proficiency”

(Cummins, translated by Nakajima 2006)

- ① Conversational Fluency (CF) (2 years)
- ② Discrete Language Skills (DLS) (2 years, depending on school grade)
- ③ Academic Language Proficiency (ALP) (5 years +)

(2) “Achievement of Literacy in a Multilingual Environment”

(Cummins, translated by Nakajima 2006)

Literacy in two languages (reading & writing) is essential

(3) “Dynamic Assessment”

(based on “Zone of Proximal Development” theory)

(Vygotsky, translated by Shibata 1962)

Rather than evaluating children’s proficiency using their current level of development, teachers can intervene to see children’s future learning potential.

2-4 The Structure of DLA

Estimate stage from everyday observation

I Assessment Framework of Reference for Japanese as a Second Language

Showing Japanese Level using 6 stages
(level of class participation; level of support)

First Step

Intro
Conversation,
Vocab
Check
5 mins

Check vocab
using native
language

Speaking
10-15 mins

Reading
20-30 mins

Writing
20-40 mins

Listening
15-20 mins

II Assessment Tools

Assess stage based on DLA result & everyday observation

2-5 DLA in Practice

1 Prediction: predict level using the **Assessment Framework of Reference for Japanese as a Second Language**

2 Practice: Follow “Practice Guide” for assessment

- Speaking (basic tasks, dialogic tasks, perception tasks)
- Reading (material divided by age group*)
- Writing (composition)
- Listening (video divided by age group)

Record
video &
audio

3 Diagnosis: record the result of the day’s assessment

4 Decision: assign one of the 6 stages on the “Assessment Framework of Reference for Japanese as a Second Language”, in conjunction with lesson participation and the level of required assistance.

* Children divided into 5 age groups: 6-7 (1st year elementary sch), 7-8 (2nd year elementary sch), 8-10 (middle grades in elementary sch), 10-12 (top grades in elementary sch) and 12-15 (junior high sch +)

2-6 Significance of DLA

- 1 DLA is a **generic method of measurement** that can be used nationwide
- 2 Government, schools and parents/guardians can share a concrete **image of children's Japanese language ability**
- 3 Through dialogue, DLA enables a comprehensive, diverse diagnosis of children's language ability. The results can lead to teachers **gaining hints about instruction**

3. Assessment Framework of Reference for Japanese as a Second Language

(1) Types

- 〈Overall〉Assessment Framework of Reference for Japanese as a Second Language
- Shows 6 stages in conjunction with “class participation” and “level of assistance”
- 〈Skill-Based〉Assessment Frameworks of Reference for Japanese as a Second Language
Shows 6 stages for each of the 4 skills (speaking, reading, writing, listening) separately

(1) <Overall> Assessment Framework of Reference¹⁶ for Japanese as a Second Language

Stage	Participation in class with peers	Level of Support
6	Is able to understand topics related to curriculum content, and proactively participate in class.	Supported independent study
5	Is able to understand topics related to curriculum content, and participate in class with some support .	
4	Is able to understand everyday topics , and participate to some extent in class activities.	Individual study support
3	Is able to understand, with support , everyday topics , and participate to some extent in class activities.	
2	Continues to learn, with support, the necessary Japanese for school life.	Primary support
1	Begins to learn the Japanese necessary for school life.	

6 Stages

Level of participation

Content of support

(2) <Skill-Based> Assessment Frameworks of Reference for Japanese as a Second Language

Speaking

	発音・ままとまり	文・段落の質	文法的正確度	語彙	発音・流暢度	話す態度
6	□年齢相応の教科内容と関連した認知タスクがこなせる	□まとまった話が1人でできる	□文法的正確度が高い	□年齢相応の教科学習語彙が使える	□発音が自然で、流暢度が大変高い	□自分から進んで発言し、会話を自らリードできる
5	□年齢相応の教科内容と関連した認知タスクがある程度こなせる	□ある程度まとまった話ができる	□文法的正確度がある程度高い	□教科学習語彙がある程度使える	□発音が自然で、流暢度が高い	□様々な会話に積極的に参加することができる
4	□対話タスクがこなせる	□文を生成し、ある程度速文ができる	□連文レベルで誤用がほとんど目立たない	□日常語彙が使える	□発音が自然で、流暢度がある	□聞かれた質問に答えることができる
3	□対話タスクがある程度こなせる	□単文レベルの応答ができる	□単文は生成できるが、助詞や活用などの誤用が目立つ	□身近な日常語彙が使える	□流暢度が低い	□聞かれた質問にある程度答えることができる
2	□基礎タスクがある程度こなせる	□二語文	□語順が乱れ、活用が不正確	□基礎語彙が使える	□流暢さなし	□定型表現や知っている単語でコミュニケーションをとうとうとする
1	□基礎タスクの質問にいくつか答えられる	□一語文	□単語レベル	□わずかな基礎語彙が使える	□流暢さなし	□ジェスチャーや表情でコミュニケーションをとうとうとする

Writing

	□	□□	□□□	□ □	□
6	□□□□□□□□□□	□□□□□□□□□□	□□□□□□□□□□	□□□□□□□□□□	□□□□□□□□□□
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Reading

ステージ	読解力	読書行動	音読行動	語彙・漢字	読解力
6	□年齢相応の読み物を読んでよく理解できる	□より深く理解するために必要な様々な読解方略(予測・推測、関連づけ、読み返し等)を効果的に使うことができる	□文や意味のまとまりに区切りながら、流暢に読める	□年齢相応の語彙や漢字がよく理解できる	□年齢相応の本や読み物を進んでたくさん読む習慣がある
5	□年齢相応の読み物を読んで、大まかに理解できる	□理解するために必要な読解方略をある程度使うことができる	□ややゆっくりではあるが、だいたい文や意味のまとまりに区切って、読める	□年齢相応の語彙や漢字がある程度理解できる	□年齢相応の本や読み物がある程度読む習慣がある
4	□1つ下の年齢枠の読み物を読んで、大まかに理解できる。	□支援を得て、理解するために必要な読解方略をある程度使うことができる	□安定して、文節や単語に区切って読める	□1つ下の年齢枠の語彙や漢字が理解できる	□1つ下の年齢枠の本や読み物を読む習慣がある
3	□2つ(または3つ)下の年齢枠の読み物を読んで、大まかに理解できる	□支援を得て、理解するために必要な読解方略を使い始める	□ゆっくりではあるが、だいたい文節や単語に区切って読める	□支援を得て、2つ(または3つ)下の年齢枠の語彙や漢字がある程度理解できる	□支援を得て、2つ(または3つ)下の年齢枠の本や読み物を読む
2	□普段よく目にする身の回りの簡単な単文が理解できる	□文字の読み間違いに気づく	□文字習得が進む	□身の回りの語彙を聞く、または、読んで、理解できる	□支援を得て、興味のある読み物や身の回りの書かれたものを読むとする
1	□身の回りのよく知っている語彙を読んで、理解できる	□文字と音との対応ができる	□文字習得がはじまる	□身の回りのよく知っている語彙を聞く、または、読んで、理解できる	□ごく短い読み物や書かれたものに興味を示す

*年齢枠と読み物のレベルとの関係は、本章5節の【テキストの対象年齢】を参照してください。

Listening

ステージ	聴解力	聴解行動	語彙・表現
6	□教師の話の内容の大筋と流れがよく理解できる	□教師の話の内容に関心を持ち集中して最後まで聴け、授業に積極的に参加できる	□授業のテーマに関連した語彙・表現がよく理解できる
5	□教師の話の内容の大筋と流れがある程度理解できる	□教師の話の内容に関心を持ち集中して最後まで聴け、授業にある程度参加できる	□授業のテーマに関連した語彙・表現がある程度理解できる
4	□教師の話の内容の大筋と流れが部分的に理解できる □身近な内容の話聴いて大理解できる	□教師の話の内容に関心を持ち集中して最後まで聴け、授業に部分的に参加できる □身近な内容の話、最後まで聴ける	□授業のテーマに関連した語彙・表現が部分的に理解できる □身近な内容の語彙・表現が大理解できる
3	□ごく短い身近な内容の話聴いて、支援を得て理解できる	□ごく短い日常的な内容の話、最後まで聴こうとする	□身近な内容の話の語彙・表現が支援を得てある程度理解できる
2			
1			

(3) Assessment Perspectives

- Show the goals of instruction for each skill (speaking, reading, writing, listening) ☞ children's Japanese language skills are not uniform

	Production Activities		Perception Activities	
General	Speaking	Writing	Reading	Listening
	1 Vocabulary	1 Vocabulary, kanji	1 Vocabulary, kanji	1 Vocabulary, expressions
	2 Attitude to speaking	2 Attitude to writing	2 Reading activity	2 Listening activity
			3 Reading habits, interests & attitude	
Specific			4 Reading ability	3 Listening ability
	3 Coherence of speech	3 Structure	5 reading aloud activity	
	4 Quality of paragraphs	4 Quality & accuracy of sentence writing		
	5 Grammatical accuracy			
	6 Pronunciation, level of fluency	5 Orthographic rules		

4. Conclusion

Issues for DLA research

- **MEXT-commissioned research (2010-2013)**
- **1st DLA Grant-in-Aid (Kaken) (2013-2015)**

「**Criteria** for whether Japanese language education is necessary: (MEXT 2018)

Children's behavior in school and study	8,064校
Length of time since arrival in Japan	2,982校
Assessment of Japanese language ability using DLA etc.	1,751校

☞ Aiming for a DLA that is easy to use

- **2nd DLA Grant-in-Aid (Kaken) (2016-2020)**

1 Refinement of Assessment Framework of Reference for Japanese as a Second Language

The current form provides only a framework

☞ Currently, we are collecting and analyzing data from native Japanese speakers, with the objective of creating age-based descriptions

2 Construction of a DLA based Educational Framework

☞ We are aiming to incorporate DLA into education

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Thank you for your attention.

