

Japanese Proficiency of JSL Children and Monolingual Children in Special Education:

Differences in Producing Basic Japanese Verbs

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Summary

The number of studies investigating language acquisition of JSL (Japanese as a Second Language) children has been increasing. This study is a follow-up to the study by Nishikawa et. al. (2015, 2016), which has shown a significant difference between JSL children, who were born/raised in Japan, and their monolingual peers in both vocabulary proficiency and its growth. The present study adds the data of monolingual children in special education and examines the similarities and differences in the language characteristics of JSL children with those of monolingual age mates in special education with respect to their production of basic Japanese verbs. Analyses revealed that there was no clear difference in raw scores, although error patterns in production were different between these two populations. It is essential to assess a JSL child's language abilities appropriately when considering the support for their second language learning. More findings from similar research studies in the future that would focus on the differences between JSL children and monolinguals in special education are expected to greatly facilitate the process of assessment.

Key words : child JSL education, special education, Japanese verbs, production, assessment