

# ライデン大学短期日本語研修プログラム報告 (2019年4月～7月)

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## 1 はじめに

ライデン大学短期日本語研修プログラムは、オランダのライデン大学からの交換留学生のために、2017年度4月に開設したプログラムである。通常、富山大学に交換留学生として来日する学生は、受け入れ学部で富山での生活に関する支援や助言を受けながら、国際機構で日本語課外補講若しくは総合日本語コースを受講し、日本語を学習する形となっている。ライデン大学からの留学生については、形式上は人間発達科学部の交換留学生ではあるが、生活・修学の責任を国際機構が持ち、3ヶ月間の短期日本語研修プログラムを設け、受け入れを行っている。

以下、3期目となった、2019年度ライデン大学短期日本語研修プログラムの実施状況について報告する。

## 2 受講者

2019年度ライデン大学短期日本語研修プログラムには10人の学生が参加した。国籍は全員がオランダであった。

## 3 授業担当者

2019年度は、国際交流センター専任教員4人（副島健治、田中信之、バハウ・サイモン・ピーター、濱田美和）、及び非常勤講師4人（中河和子、水田佳歩、要門美規、横堀慶子）が授業を担当し、専任教員の田中信之がコーディネートをを行った。

## 4 スケジュール

2019年度は、参加学生10人が4月8日に富山に到着し、7月6日にオランダへ帰国するというスケジュールであった。ライデン大学の学生は3ヶ月の短期滞在となるため、11週間でプログラムを組み、開講した。以下は主なスケジュールである。

2019年	4月 8日 (月)	富山に到着
	4月 10日 (水)	開講式、オリエンテーション、学内案内
	4月 11日 (木)	授業開始
	4月 24日 (水)	オランダ友好交流協会との交流：となみチューリップフェア訪問
	5月 29日 (水)	富山市役所訪問・森市長との懇談 富山市ガラス工房訪問・制作体験
	6月 19日 (水)	高岡キャンパス訪問、和紙工芸制作、学生交流
	6月 26日 (水)	富山大学附属小学校訪問
	7月 2日 (火)	高岡キャンパス訪問、見学・学生交流
	7月 4日 (木)	授業終了・修了式
	7月 6日 (土)	オランダへ帰国

## 5 授業内容

授業は、月曜日から金曜日まで1日2コマから3コマで、中級クラスの科目を受講した。必修科目は、「文法・読解 B1ab」、「文法・表現 B1b」、「聴解・会話 B1」、「漢字 B1a」、「作文 B1」の5科目とした。また、選択科目として「漢字 B1 b」、「文法・表現 B1a」、「文法 B1」の受講も可能とした。また、特別指導の時間も設けた。これは学生個人の学習状況やニーズに合わせた指導、生活上の問題への対応や相談を行うことを目的とした科目である。個別ないしはグループで指導を行った。以下の表1に時間割を示す。

表1 2019年度ライデン大学短期日本語研修プログラム時間割

	1限 (8:45～10:15)	2限 (10:30～12:00)	3限 (13:00～14:30)	4限 (14:45～16:15)
月曜日			聴解・会話 B1 (横堀)	漢字 B1a (濱田)
火曜日	文法・読解 B1a (副島)	文法・読解 B1a (副島)	漢字 B1b (水田)	
水曜日	文法・表現 B1a (中河)	文法・表現 B1a (中河)		
木曜日	文法・表現 B1a (要門)	文法・表現 B1a (要門)	作文 B1 (田中)	
金曜日	文法・読解 B1b (副島)	文法・読解 B1b (副島)	文法 B1 (田中)	

\*網掛けは選択科目、それ以外は必修科目である。

\*特別指導は、担当教員が学生と相談の上、曜日・時限に設定した。

各科目の授業内容は、「日本語課外補講報告」の「中級クラスの授業内容」を参照していただきたい。「特別指導 B1」は、専任教員4人（副島健治、田中信之、バハウ・サイモン・ピーター、濱田美和）がそれぞれ2人ないしは3人の学生を担当し、学生の希望や必要に応じて、個別若しくはグループで指導を行った。

## 6 成績評価

ライデン大学短期日本語研修プログラムにおける成績評価は、必修科目（「文法・表現 B1a」、「文法・読解 B1ab」、「聴解・会話 B1」、「漢字 B1a」、「作文 B1」）の点数をまとめ、総合成績を出す形とした。

「文法・表現 B1a」、「聴解・会話 B1」と「作文 B1」では1回の定期試験を、「文法・読解 B1ab」では2回の定期試験を実施した。「漢字 B1a」は毎回の授業での確認テストと1回の定期試験を実施した。これらの5科目の点数から総合成績を出した。

選択科目については、総合成績とは別に、学業成績通知書に評価を記載した。「特別指導 B1」については、評価は行わず、出席率を学業成績通知書に示す形とした。

## 7 プログラムについてのアンケート結果

ライデン大学短期日本語研修プログラムの参加者に対して、授業内容及びプログラム改善のために、プログラム全体に関するアンケート調査を行った。このアンケートには、プログラム全体、日本語の上達度、授業科目数、特別指導、国際機構のサポート体制等について尋ねる質問項目を用意した。

以下、表2にアンケート結果をまとめた。なお、自由記述については、基本的に学生が記述したとおりに掲載しているが、間違いに応じて適宜修正を加えた。

表2 ライデン大学短期日本語プログラムについてのアンケート結果 (回答者 10 人)

質問及び回答結果 (延べ数)	自由記述
<p>1. プログラム全体            とても満足 (0 人)            満足 (5 人)            普通 (5 人)            少し不満 (0 人)            不満 (0 人)</p>	<ul style="list-style-type: none"> <li>・ It was very fun and educative, but the reality is that the level of classes did not always seem to connect to well to the Leiden curriculum (either too hard or too easy.)</li> <li>・ It was educational and fun. Sadly my health wouldn't allow me to come frequently to the classes, but the classes that I could follow were very fun.</li> <li>・ The lessons really had varying degrees of difficulty. I often didn't feel like I was learning anything from the lessons and was only there in order to better my listening skills on account of the teacher's Japanese (mostly in the beginning). I didn't feel like all the tests necessarily matched the lessons. With this I refer to the fact that some tests were either strangely easy or suddenly difficult (difficult mostly due to a sudden jump in the amount of teachings that needed to be learned and remembered for the test).</li> <li>・ I feel like the focus on vocabulary could have been better. Since we hardly use Japanese in the Netherlands, a large part of the difficulty is actually having a limited vocabulary and trouble remembering many words. Words we looked at in the lessons were often not used after one particular lesson, which made me forget them often. Meanwhile, the words we did have to learn for a couple of small tests were usually not useful. There was for example the word 'contrasting colour'. I get that this might be useful in some situations, but for people still learning the language, the effort of remembering would be much better spent on learning words we could actually use in daily life.</li> <li>・ The language program was quite the challenge for me since the education system/learning system is quite different than the one in the Netherlands. Because there is a big focus on remembering different grammar structures and kanji, but not much focus on applying it in real life.</li> </ul>
<p>2. 日本語の上達度            とても上手になったと思う (1 人)            上手になったと思う (1 人)            少し上手になったと思う (8 人)            あまり上手にならなかったと思う (0 人)            ぜんぜん上手にならなかったと思う (0 人)</p>	<ul style="list-style-type: none"> <li>・ Of course it got better, definitely because I have been in Japan for 3 months, but the truth is also that being here has taught me that I still have a long way to go.</li> <li>・ 自信が大きくなりましたが, 新しい文法を使いませんでした。</li> <li>・ In the end I feel like I have learned more from speaking a lot with Japanese people than by some of the classes.</li> <li>・ While I believe I am much better now at having a conversation with someone, I am often still searching for words or considering which grammatical construction would be best for me to explain what I want to say. I must say that there is a great improvement in how I feel about talking now. I used to get kind of stressed because the Japanese language is kind of an unfamiliar territory for me, making it so that I sometimes shut out what it is someone is saying purely because I was kind of stressed out by the language. I have that a lot less now, only when people for example give a speech I get sort of nervous because I can't follow the pace of a person speaking fluently on subjects I am not all that familiar with in terms of vocabulary. I am trying to become better, and I certainly believe that the large amount of talking the teachers do in the lessons has helped my understanding. Since basically all Japanese people I've met are very nice, I am also not afraid to make mistakes whilst talking, which has helped me practice. I do wish in the lessons there had been a little more opportunity for speaking with Japanese people, but I understand that this would be difficult to arrange with a large group. The kaiwa lessons in which we had to speak with Japanese people did motivate me to try to improve my speaking, since everyone in the group was counting on you to keep conversing.</li> <li>・ I still have a long way to go, but I believe I have made some important steps in my time here in getting used to the language as well as just improving myself through trial and error.</li> <li>・ I did learn new grammar structures but wasn't able to apply them to real life situations. A small amount of the kanji I have learned over the last 3 months have appeared all around the city of Toyama and outside Toyama, so I was able to apply my new learned words in real life and was able to read them. The thing that probably improved to most is my conversation skill in Japanese. Not only did I gain more confidence in speaking Japanese, but I'm also able to speak Japanese with people and make them understand what I'm saying. Something I wasn't really able to do before I came to Toyama.</li> </ul>

	<ul style="list-style-type: none"> <li>・ Because the focus of the program and the lessons seemed to be on training vocabulary, there wasn't enough time to focus on grammar and practice with the grammar. I feel like I only became a little better because of my improved listening and writing skills.</li> <li>・ いつどこでも日本語が使えるから。</li> <li>・ I've gained a bit more confidence in conversations.</li> </ul>
<p>3. どのスキルが上達したか  聞くこと (2人)  話すこと (8人)  読むこと (0人)  書くこと (1人)  その他 (0人)  *1名の学生は「聞くこと」と「話すこと」の2つを選択していた。</p>	<ul style="list-style-type: none"> <li>・ It says to only choose 1, I understand, but I chose listening and speaking because I believe these skills are both part of the "conversation" skill. Being here has removed many worries about actively using Japanese from person-to-person. The daily requirements to use the language, whether it be in class, with (Japanese) friends, or even in the supermarket has definitely had a positive effect on both listening and speaking.</li> <li>・ 聞くことは最も勉強しなければならない。私にとってよく他の人々は話しすぎた。人々が様々話し言葉を使うとき、その言葉がわからなかったからミスコンが起きた。でもこれは私の日本語能力の不足と思う。</li> <li>・ I have more confidence in speaking now, which also was my main goal.</li> <li>・ Since no one could really speak English, I was forced to try my best at Japanese. Due to no real life practice, my speaking skills were pretty bad before coming to Japan. Now I do always try to keep up with speaking Japanese and I'm also not scared to try even though I might make mistakes. I've become more accepting of my speaking skills and have had to practice them a lot so they have definitely improved most.</li> <li>・ The thing that probably improved to most is my conversation skill in Japanese. Not only did I gain more confidence in speaking Japanese, but I'm also able to speak Japanese with people and make them understand what I'm saying. Something I wasn't really able to do before I came to Toyama.</li> </ul>
<p>4. 授業科目数  ちょうどいい (8人)  もっと多いほうがいい (0人)  もっと少ないほうがいい (2人)  どの授業がなくてもいいか  文法・表現 B1a (1人)</p>	<ul style="list-style-type: none"> <li>・ 文法読解と文法表現の違いをあまりわからなかった。もしかしたら、この授業を合併しなくてはいけなから。</li> <li>・ The number of classes is fine in my opinion.</li> </ul>
<p>5. 特別指導  とても役に立った (2人)  役に立った (4人)  普通 (3人)  あまり役に立たなかった (1人)  ぜんぜん役に立たなかった (0人)</p>	<ul style="list-style-type: none"> <li>・ 困る時、本当に便利だと思います。</li> <li>・ Hamada-sensei helped me out when I needed it and also made sure I was okay and had a good time.</li> <li>・ The mentor meetings we've had were mainly there to check how are Japanproject was going and to tell about the different places we've been to. They weren't extremely necessary in my opinion but they did make sure we connected with our teachers/mentors.</li> <li>・ 普通の話ばかりした。</li> </ul>
<p>6. 何か困ったことや心配なことがあった時、特別指導の先生に相談したか  はい (8人)  いいえ (0人)  困ったことや心配なことはなかった (2人)</p>	<ul style="list-style-type: none"> <li>・ Due to the Japanproject, we lost quite a bit of time which could have been spent on making homework or go to other places in Toyama.</li> </ul>
<p>7. 国際機構のサポート体制  とても満足 (3人)  満足 (6人)  普通 (1人)  少し不満 (0人)  不満 (0人)</p>	<ul style="list-style-type: none"> <li>・ 他の留学生は日本で勉強することがよく分かりますから、サポート体制は満足でした。</li> <li>・ Everyone was always very nice and prepared to help, which made me feel very welcome.</li> <li>・ At the time of the leakage in my apartment, I was helped quite quickly by contacting my student tutor and Kurimoto-san. They both helped me out quite a lot and quick as well. The business cards we received from the teachers were also very handy in contacting them.</li> <li>・ 栗本さんの相談は大変よかった。</li> </ul>

<p>8. 授業以外で参加した活動について</p> <p>①オランダ友好交流協会会員との交流・となみチューリップフェア参加 とても満足 (3人) 満足 (6人) 普通 (0人) 少し不満 (0人) 不満 (0人) 欠席 (1人)</p> <p>②市役所訪問・富山ガラス工房制作体験 とても満足 (5人) 満足 (3人) 普通 (0人) 少し不満 (0人) 不満 (0人) 欠席 (2人)</p> <p>③高岡キャンパス訪問 とても満足 (3人) 満足 (1人) 普通 (0人) 少し不満 (0人) 不満 (0人) 不参加 (6人)</p> <p>④富山大学附属小学校訪問 とても満足 (6人) 満足 (2人) 普通 (0人) 少し不満 (0人) 不満 (0人) 不参加 (2人)</p>	<ul style="list-style-type: none"> <li>・あのニュースのことはちょっと急であったと思う。びっくりした！</li> <li>・It was very pretty and interesting, but the interview was a bit embarrassing.</li> <li>・I think it's really cool that we got the opportunity to go there and I was surprised at how happy everyone seemed that we were there. While the fair was not all that special to me since we have a lot of tulips in the Netherlands, the people there really made it worthwhile. They really had a way of making you feel like honored guests and they were all really nice people!</li> <li>・I would have loved to go on more trips outside the lessons, but due to Japanproject we didn't have that much time to go on more trips.</li> <li>・The unexpected presence and interviews of the press made the trip a little less relaxed.</li> <li>・市役所で丁寧を使わなければなりません。</li> <li>・I thought it was heartwarming that the mayor received us so warmly and that the Dutch flag was hung on display outside. It was a little nervewrecking for me since I was afraid I would mess up my Japanese, and the mayor's speech was a bit hard for me to follow, but I felt very welcomed by these people. It was clearly visible they tried their best to prepare for our visit and they also took time out of their day to receive us and I thought that was really really nice. Couldn't have asked for a more welcoming experience.</li> <li>・The glasfactory made my heart sing. I can't believe I got to do that! I think I don't need to elaborate on how much fun this was for me, since I don't think there's a single picture from that day where I'm not smiling like crazy. That was an incredible opportunity with, again, many nice people and I love that I got to take my own design home!</li> <li>・Both were very enjoyable. I was quite nervous at the Mayor's office, but both the Mayor's visit and the Glass factory were an experience to never forget. Would love to go back to the Glass factory.</li> <li>・Sadly I was a little late for this activity, but the enthusiasm with which everyone did their best to explain their work to us was truly great. I was really impressed by all the amazing art and I really liked how everyone took their time to answer all my questions.</li> <li>・To me Takaoka Campus felt like my dream university. I was very happy I could go there and experience what it was like to go there. I'm also very happy that I can go again tomorrow.</li> <li>・美術ばかりだから興味がない。</li> <li>・小学校訪問の時、病気でしたから、増田先生と他の小学校に行きました。本当に楽しかった。</li> <li>・私にとってこのような旅行で日本の生活について一番勉強になった。チューリップフェアや市役所訪問と一緒にこのような旅が未来にもっと行ってください！</li> <li>・The children were really sweet and enthusiastic! It was a lot of fun to talk to them!</li> <li>・I really enjoyed the time at the middle school and it was also very interesting in seeing how a Japanese Middle school is run. The children were very excited to get to know us and play games with us. I would definitely recommend the people of next year to join this activity.</li> </ul>
<p>9. その他、国際機構の日本語研修プログラムについて気がついたことや感じたこと</p>	<ul style="list-style-type: none"> <li>・I have mentioned this a few times, but the level isn't quite compatible to what we have learned before. It did not always connect too well. In the end I am however happy with all we have learned and done.</li> <li>・It was a lot of fun! I'm glad I was assigned a wonderful tutor, Miuna, who helped me a lot and who went out to do fun things with me and classmates. I'm also very happy I was able to join the scuba diving club. Because of that I met many wonderful people and was able to get my license and really feel like I was part of the club. My personal guidance teacher Hamada-sensei also helped me out a lot and was really nice to me. I was able to learn a lot and become more confident in my conversation skill because of all of the great people I have spoken with. I really made many wonderful memories and new friends and thanks to the program this was made possible.</li> <li>・I think the lessons were usually too long. While we had 3 hour lessons, I didn't feel like we made much progress in those hours. The lessons should either have been shorter or more useful. I don't believe it's necessary to spend an hour and a half solely on checking homework.</li> </ul>

	<p>・ I feel like the amount of words that the teachers expected us were too much along with the classes. We all felt like we were overwhelmed at times by the sheer number of vocabulary words that we needed to know with every test. The number of classes were good, but with the added workload of so much vocabulary and so many tests in these three months, I felt like I would have been better off with more grammar and less words, because I'm not going to remember all of them. I think it's a shame because I really enjoyed the lessons but I only improved a little with this way of teaching.</p>
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授業以外の活動や特別指導，国際機構のサポート体制については，高い評価が得られた。授業以外の活動は自由記述を見ても，学生にとって貴重な機会になったことが窺える。今年度は全員参加と自由参加の活動を分けたことにより，学生は興味のある活動に参加することができたと思われる。これも満足度が高まった一つの要因ではないだろうか。

一方で，プログラム全体の評価では「満足」と「普通」が半々であり，自由記述には厳しい意見も見られた。ライデン大学と富山大学の授業の一貫性の欠如や，授業内容と試験の難易度の格差を指摘するコメントが見られた。また，語彙学習についてビリーフが学生と担当教員で異なることも浮き彫りとなった。

## 8 おわりに

ライデン大学短期日本語プログラムの3年目が終了した。1，2年目の反省を踏まえて改善を図った結果，プログラム自体が軌道に乗ったと言えるのではないだろうか。しかしながら，上で述べたように，学生の率直な意見から日本語の授業を改善する余地は残されている。今後もライデン大学教員・留学担当者，国際機構教員，国際機構非常勤講師との連携を密にし，プログラムをより良いものにしていきたい。