

Diversity in Japanese language education: JFL and inclusive education

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Deskripsi Lengkap: <https://lib.ui.ac.id/detail?id=20497201&lokasi=lokal>

Abstrak

ABSTRACT

In 2006 the United Nations General Assembly adopted the "Convention on the rights of persons with disabilities". This led to changes of the education system at all levels in the German state of North Rhine-Westphalia, including the introduction of lessons on inclusive education into the curriculum of every subject of the teacher education program, becoming effective in winter term 2018. That means that lessons on inclusive education also have to be provided for students in the Japanese language teacher education program, although basic research in this field is still rare and mostly limited to a few fields of special education. In addition, most studies approach the topic rather from a special education or integrative education perspective than from the viewpoint of inclusion. This paper first discusses the characteristics of differentiated foreign language classrooms because these are essential for inclusive education settings. It then reviews the features of an inclusive education that meets the needs of all learners. Based upon this, studies on dyslexia, visual impairment, and autism spectrum conducted in the field of Japanese language education were analyzed in order to gain the knowledge and skills that have to be implemented into the Japanese language teacher education program. The paper thus presents some necessary basic issues on inclusive education for the Japanese language teacher education program.