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について：中国系ニューカマー生徒の実態調査から

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中国系ニューカマー生徒の来日事情および適応課題について

—— 中国系ニューカマー生徒の実態調査から ——

Situations of Newly Arrived Children from China and Their Adjustment Problems

—— Investigation of actual conditions about Chinese newcomer students ——

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Abstract

In the present investigation, Chinese newcomer student's visit to Japan circumstances and intercultural adaptation were clarified, and the factor of intercultural adaptation and the relation of a cultural movement were examined. The descriptive study was executed for the Chinese newcomer students in the public junior and senior high school. A free description of children's visit to Japan time, the visit to Japan details, intercultural adaptation, and the cross-cultural experience were brought together. The factor analysis of the intercultural adaptation was done, and it has been extracted by four factors ("Language Adjustment Feeling", "Familiarity with Foreign Culture", "Mental Stability", and "School Life and Support"). The relationship among these four factors and child's sex, school year, living period, visit to Japan details, and school registered were not found, though their relation to parents' living circumstances. Moreover, the relationship between child's sense of well-being and the parental support, and the relationship between the child's course intention and parents' settling down intentions were found to be significant. We suggest that the improvement of family's communication and cross-cultural understanding is as important as improvement newcomer students' Japanese language skills and school subject.

Key words: Chinese newcomer students, situations of visiting to Japan, adjustment problems, support of education

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要旨: 本研究では、中国系ニューカマー生徒の来日事情や適応課題、異文化体験を明らかにし、文化移動と適応課題の関連について検討した。日本の公立中・高等学校に在籍する中国系ニューカマー生徒を対象に質問調査を実施した。子どもたちの来日時期や来日経緯、異文化適応感、異文化体験の自由記述をまとめた。異文化適応について、因子分析を行い、4因子抽出された（「言語適応感」「異文化親和感」「精神的安定感」「学校生活と支援者」）。この4つの因子は、親の在住事情との関連が見られたが、子どもの性別・学年・在住期間・来日経緯・在籍学校との関連は見出せなかった。また、子どもの幸福感は親の支援、子どもの進路志向は親の定住意思との関連が見出された。今後外国人児童・生徒に日本語学習や教科学習のサポートを提供すると同時に、親子の相互理解、子どもの異文化理解と異

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文化適応能力の向上に関する教育支援も視野に入れるべきと提言する。

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