

## **Effect of a decoding training program on the Hiragana reading ability of children of foreigners**

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### **Abstract**

#### *Purpose*

The aim of this study is to evaluate the efficacy of our remedial program for NJBCPR (Non-Japanese-Background Children of Permanent Residence).

#### *Method*

Nineteen elementary school NJBCPR (11 boys) participated in our remedial program for dyslexia on an Internet web site. A focus group interview was also carried out to determine whether the students improved in their daily class lessons following completion of the program.

#### *Results*

Participation in the program was associated with improvements in reading errors and reading time. A carry-over effect was also observed. In the focus group interview, schoolteachers described the ways in which students had improved in their daily class lessons. In particular, many children increased the number of books they read and exhibited a greater degree of motivation for daily class lessons.

#### *Conclusions*

Our remedial program for dyslexia is also effective for NJBCPR with difficulty reading Hiragana.

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Key Words: Non-Japanese-Background Children of Permanent Residence (JBCPR), Reading difficulty, Dyslexia, Remedial program

### **Preface**

According to a 2012 investigation, there are more than 70,000 children of foreign residents attending school in Japan<sup>1)</sup>. Approximately 25% of such students receive additional lessons in rudimentary

Japanese reading and writing principles because many come to Japan after already completing their first grade of school in another country. The percentage of children receiving this special support has risen 4.3 points since an investigation