

参考文献

- 伊東治己 (1989). 英語リスニングの困難点の分析—昔声による理解と文字による理解の比較を通して 中部地区英語教育学研究紀要 19, 88 99-104.
- 井上智義. (2004). 人間の情報処理における聴覚言語イメージの果たす役割—その心理的リアリティを発達と障害の観点からとらえる. 北大路書房
- 今井 むつみ, 針生 悅子. (2014).「言葉をおぼえるしくみ: 母語から外国語まで」. ちくま学芸文庫
- 佐圃東彰. アスペルガー症候群を有し漢字習得に困難さがある児童への書字指導—掲示処理方略と
三浦利章. 行動と視覚的注意. 風間書房; 1996.
- 室橋春光(2005): 実行機能からみたLD・ADHD・自閉症の心理的特異性と共通性 LD研究, 14(1), 41-45.
- 室橋春光(2007): LD のトータルな理解をめざして—生物学的基盤から社会的環境まで—. LD研究, 16(1), 2-9.
- 室橋春光 (2008): 統合失調症における Magnocellular 系機能をめぐって 精神保健研究, 54, 63-71.
- 聴能言語学研究 (0912-8204) 19 卷 3 号 Page 169-173 (2002.12) 2003168259,
DOI: 10.11219/jjcomdis1983.19.169
- 土田幸男, 室橋春光 (印刷中): 自閉症スペクトラム指数とワーキングメモリ容量の関係: 定型発達の成人における自閉性障害傾向 認知心理学研究
- 同時処理方略の有効性の検討—. 教育実践研究 2009; 19: 195-200.
- 白畠知彦・富田祐一・村野井仁・若林茂則(2009).『英語教育用語辞典』大修館書店
- 箱田裕司, 都築誉史, 川畠秀明, 萩原滋. (2010).『認知心理学』有斐閣.
- 畠中マリ. 漢字書字障害の要因—身体動作と学習の関連性—. 脳と発達 2018; 50: 259-63.
- 飯島睦美. (2019.4-2020.3).「読み書きに困難のある児童・生徒のための英語学習支援」, 『英語教育』, Vol.68, No.1.~No.12. 大修館書店
- 飯島睦美, 村田美和. (2018).「中学校 2 年生での英語学習のつまずきを探る—読み書きの困難と言語学習適応能力ー」, 全国英語教育学会第44回京都研究大会
- 飯島睦美・加賀田哲也, (2015) 『書くことの指導』, 「英語教育」, 大修館
- 文部省(1999): 調査研究協力者会議最終報告(「学習障害児に対する指導について」)
- 片桐正敏, 室橋春光 (2009): LD(学習障害)やLDの疑いのある人たちにみられる弱い中枢性統合の認知スタイル LD研究, 18(1), 43-51.
- Adams,A.-M. and Willis, C.(2001): Language processing and working memory: A developmental perspective.
In J.Andrade (Ed.) Working memory in perspective. Psychology Press, Hove, UK.
- Atkinson RC, et al. Human memory: A proposed system and its control processes. In: Spence KW, Spence JT, editors. Psychology of Learning and Motivation Volume 2. Academic Press; 1968. pp89-195.
- Atkinson,R.C. and Shiffrin,R.M.(1968): Human memory: A proposed system and its control processes. In K.W. Spence (Ed.), The psychology of learning and motivation: Advances in research and theory. Academic Press, New York.
- Baddeley AD. Human memory: Theory and practice. revised ed. Allyn & Bacon; 1990.
- Baddeley,A (2003): Working memory and language: an overview. Journal of Communication Disorders, 36, 189-208.
- Baddeley,A.D. and Hitch,G.J.(1974): Working memory. In G.A.Bower(Ed.) Recent advances in learning and motivation (vol8, pp.47-90). Academic Press, New York.
- Baddeley,A.D.(2000): The episodic buffer: Anew component of working memory? Trends in Cognitive Sciences, 4, 417-423.
- Baddeley,A.D., Gathercole,S.E., and Papagno,C.(1998): The phonological loop as a language learning device. Psychological Review, 105, 158-173.
- Berninger,V.W., Raskind,W., Ricahards, T., Abbott,R., and Stock,P.(2008): A multidisciplinary approach to understanding developmental dyslexia within working -memory architecture: genotypes, phenotypes, brain, and instruction. Developmental neuropsychology, 33(6), 707-744.
- Bloom, B. S. (1971). Mastery learning. In J. H. Block (Ed.), Mastery learning, theory and practice. 47-63. New York: Holt, Rinehart, and Winston.
- Carroll, B. & Sapon, S. (2002). Modern language aptitude test: Manual 2002 edition. Rockville.

- Carroll, J. (1973). Implications of aptitude test research and psycholinguistic theory for foreign language teaching. *International Journal of Psycholinguistics* 2, 5-14.
- Carroll, J. B. (1962). The prediction of success in intensive foreign language training. In Glaser, R. (ed.), *Training research and education*. Pittsburgh, PA: University of Pittsburgh Press, 87-136.
- Carroll, J. B. (1973). Implications of aptitude test research and psycholinguistic theory for foreign language teaching. *International Journal of Psycholinguistics*, 2(1), 5-14.
- Carroll, J. B. (1981). Twenty-five years of research on foreign language aptitude. In K. C. Diller (Ed.), *Individual differences and universals in language learning aptitude* (pp. 83-118). Rowley, MA: Newbury House.
- Carroll, J. B. (1981). Twenty-five years of research on foreign language aptitude. In Diller, K. C. (ed.), *Individual differences and universals in language learning aptitude*. Rowley, MA: Newbury House, 83-118.
- Carroll, J. B. (1990). Cognitive abilities in foreign language aptitude: Then and now. In Parry, T. & Stansfield, C. W. (eds.), *Language aptitude reconsidered*. Englewood Cliffs, NJ: Prentice Hall, 11-29.
- Carroll, J. B. (1993). *Human cognitive abilities: A survey of factor-analytic studies*. Cambridge: Cambridge University
- Carroll, J. B., & Sapon. (1959). *Modern Language Aptitude Test (MLAT)*. New York, NY: The Psychological Corporation.
- Carroll, J. B., & Sapon, S. M. (1959). *Modern Language Aptitude Test: MLAT; manual*. New York: Psychological Corporation.
- DanemanM., and Carpenter,P.A.(1980): Individual differences in working memory and reading. *Journal of Verbal Learning and Verbal Behavior*, 19, 450-466.
- Doyle,A.E.(2006): Executive functions in attention-deficit/hyperactivity disorder. *Journal of Clinical Psychiatry*, 67(Suppl.8), 21-26.
- Dufva, M. & Voeten, M. J. M. (1999). Native language literacy and phonological memory as prerequisites for learning English as a foreign language. *Applied Psycholinguistics*, 20(3), 329-348.
- Fellenius, K (K・フェレニウス) (1996 年) *Reading Competence of Visually Impaired Pupils in Sweden* (スウェーデンの視覚障害のある生徒の読みの能力) *Journal of Visual Impairment and Blindness* (視覚障害ジャーナル) 90 (3) p.237-246
- Fellenius, K (K・フェレニウス) (1999 年) *Reading Acquisition in children and young people with visual impairment in Mainstream Education* (普通学級における視覚障害のある児童および青年の読みの獲得) (Dissertation) (学位論文) ストックホルム:HLS-förlag
- Fergus IM, et al. Levels of processing: A framework for memory research. *J Verbal Learning Verbal Behav.* 1972;11(6):671-84.
- Fuchs, L. S., & Fuchs, D. (1998). Treatment validity: A unifying concept for reconceptualizing the identification of learning disabilities. *Learning Disabilities Research & Practice*, 13(4), 204-219.
- Gathercole,S.E. and Baddeley,A.D.(1990) Phonological memory deficits in language disordered children: Is there a causal connection? *Journal of Memory and Language*, 29, 336-360.
- Gathercole,S.E.(1995): Is nonword repetition a test of phonological memory or long-term knowledge? It all depends on the nonwords. *Memory and Cognition*, 23, 83-94.
- Gathercole,S.E., Alloway,T.P., Willis,C. and Adams, A.-M.(2006): Working memory in children with reading disabilities. *Journal of Experimental Child Psychology*, 93, 265-281.
- Gathercole,S.E., Pickering,S.J., Hall,M., and Peaker,S.M. (2001): Dissociable lexical and phonological influences on serial recognition and serial recall. *Quarterly Journal of Experimental Psychology*, 54, 1-30.
- Gathercole,S.E., Willis,C., Emslie,H., and Baddeley, A.D.(1992): Phonological memory and vocabulary development during the early school years.: A longitudinal study. *Developmental Psychology*, 28, 887-898.
- Happe,F., Booth,R., Charlton,R., and Hughes,C.(2006): Executive function deficits in autism spectrum disorders and attention-deficit/hyperactivity disorder: examining profiles across domains and ages. *Brain and Cognition*, 61(1), 25-39.

- Hattie John, (2009), *Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement*, Routledge.
- Hattie, John. (2012). *Visible learning for teachers: Maximizing impact on learning*. Routledge.
- Hebb,D.O.(1949): Organization of behavior. Jon Willy & Sons.
- Jeffries,S., and Everatt,J.(2004): Working memory: its role in dyslexia and other specific learning difficulties. *Dyslexia*, 10(3), 196-214.
- John Hattie (著), 山森 光陽 (翻訳) (2018). 『教育の効果: メタ分析による学力に影響を与える要因の効果の可視化』図書文化。
- Johnson,P.(1982): The functional equivalence of imagery and movement. *Quarterly Journal of Experimental Psychology A*, 34, 349-365.
- Kibby,M.Y., Marks,W., Morgan,S., and Long,C.J.(2004): Specific impairment in developmental reading disabilities: a working memory approach. *Journal of Learning Disabilities*, 37(4), 349-363.
- Kintsch W. A cognitive architecture for comprehension. In:Pick Jr HL, van den Broek, Knill DC, editors. *Cognition: Conceptual and methodological issues*. American Psychologic al Association; 1992. pp 143-64.
- Kormos, J. (2017). *The Second Language Learning Processes of Students with Specific Learning Difficulties*. Routledge.
- Leonard, L. B. (2014) *Children with specific language impairment*. (2nd ed.). The MIT Press, Cambridge, MA.
- Logie,R.H.(1995): Visuo-spatial working memory. Hove,UK: Erlbaum.
- Martinussen,R., Hayden,J., Hogg-Johnson,S., and Tannnok,R.(2005) A meta-analysis of working memory impairments in children with attention-deficit/hyperactivity disorder. *Journal of Academy for Child Adlescent and Psychiatry*, 44(4), 377-384.
- McLain, D. L. (1993). The MSTAT-I: A new measure of an individual's tolerance for ambiguity. *Educational and Psychological Measurement*, 53, 183-189.
- Menn Lise(米国) Proceeding of the 28th Conference at Tokyo on June 21-23, 2002, Gest Lecture, New Ideas in Language Acquisition Studies: What do Children Learn before They Learn Rules?言語獲得研究における新しい考え方 子どもは統語規則を学習する前に何を学習するのか(解説)
- Osaka,M., and Osaka,N.(2007): Neural bases of focusing attention in working memory: An fMRI study based on individual differences. In N.Osaka, R.H.Logie, and M.D'Espsito (Eds.), *The cognitive neuroscience of working memory*. Oxford Press, Oxford,UK.
- O'Hearn,K., Asato,M. Ordaz,S., and Luna,B.(2008): Neurodevelopment and executive function in autism. *Developmental Pscyhopathology*, 20(4), 1103-1132.
- Paivio A. *Mental representations: A dual coding approach*. Oxford University Press; 1986.
- Pearson,D.G. and Sahraie,A.(2003): Oculomotor control and the maintenance of spatially and temporally distributed events in visuo-spatial working memory. *Quarterly Journal of Experimental Psychology A*, 56, 1089-1111.
- Prabhakaran,V., Narayanan,K. Zhao,Z., and Gabrieli,J.D.(2000): Integration of diverse information in working memory within the frontal lobe. *Nature of Neuroscience*, 3, 85-89.
- Quinn,J.G. and Ralston,G.E.(1986): Movement and attention in visual working memory. *Quarterly Journal of Experimental Psychology A*, 38, 689-703.
- Ramus,F. and Szenkovits,G.(2008): What phonological deficit? *Quarterly Journal of Experimental Psychology(Clochester)*, 61(1), 129-141.
- Repovs and Baddeley,A.(2006): The multi-component model of working memory: explorations in experimental cognitive psychology. *Neuroscience*, 139, 5-21.
- Rudner,M., Fransson, P., Ingvar,M., Nyberg,L., and Ronnberg,J.(2007): Neural representation of binding lexical signs and words in the episodic buffer of working memory. *Neuropsychogia*, 45(10), 2258-2276.
- Russo,N., Flanagan,T., Iarocci,G., Berringer,D., Zelazo,P.D., and Burack,J.A. (2007) :Deconstructing executive deficits among persons with autism: implications for cognitive neuroscience. *Brain and*

- Cognition, 65(1), 77-86.
- Schuchardt,K., Maehler,C., and Hasselhorn,M.(2008): Working memory in children with specific learning disorders. Journal of Learning Disabilities, 41(6), 514-523.
- Smith, A. (1996). Accelerated learning in the classroom (school effectiveness). Network Educational.
- Smyth,M.M.(1996) Interference with rehearsal in spatial working memory in the absence of eye movements. Quarterly Journal of Experimental Psychology A, 49, 940-949.
- Swanson, H. L., Hoskyn, M., & Lee, C. (1999). Interventions for students with learning disabilities: A meta-analysis of treatment outcomes. The Guilford Press.
- Swanson, H. L., Hoskyn, M., & Lee, C. (1999). Interventions for students with learning disabilities: A meta-analysis of treatment outcomes. The Guilford Press.
- Swanson,H.L., and Jerman,O.(2007): The influence of working memory on reading growth in subgroups of children with reading disabilities. Journal of Experimental Child Psychology, 96(4), 249-283.
- Thorndyke PW. Cognitive structures in comprehension and memory of narrative discourse. Cogn Psychol. 1977;9(1):77-110.
- U.S. Department of Education. (2019). National Center for Education Statistics, Digest of Education Statistics.
- Wen, Z., Biedroń A. & Skehan, P. (2016). Foreign language aptitude theory: Yesterday, today and tomorrow. Cambridge University Press.
- Wen, Z., Skehan, P., Biedron, A., Li, S. & Sparks, R. (2019). Language aptitude: Advancing theory, testing, research and practice. Routledge.
- Williams,D.L., Goldstein,G., Carpenter,P.A., and Minshew,N.J.(2005): Verbal and spatial working memory in autism. Journal of Autism and Developmental Disorders,35, 747-756.
- Wydell, N. T. & Butterworth, B. (1999) A case study of an English-Japanese bilingual with monolingual dyslexia. Cognition 70, 273-305.
- 厚生労働省 発達障害の理解のために(<https://www.mhlw.go.jp/seisaku/17.html>)
- 総務省 統計トピックス No. 137 我が国こどもの数「こどもの日」にちなんで—総務省統計局. (2020). 人口推計(2019年(令和元年)10月1日現在).
(<https://www.stat.go.jp/data/jinsui/2019np/index.html>. 閲覧日 2021/07/11)
- 日本経済新聞 (https://www.nikkei.com/article/DGXZQOUA277ZT0X20C23A_4000000/ 閲覧日 2023/12/15)
- 日本学生支援機構(JASSO). (2020).『令和2年度障害学生支援理解・啓発セミナー障害のある学生の修学支援について』(https://www.jasso.go.jp/gakusei/tokubetsu_shien/chosa_kenkyu/chosa/index.html. 閲覧日 2021/07/11)
- 日本財団. (2018).『不登校傾向にある子どもの実態調査』(<https://www.nippon-foundation.or.jp/who/news/information/2018/20181212-6917.html>. 閲覧日 2021/07/11)
- 文部科学省初等中等教育局特別支援教育課. (2018)「特別支援教育行政の現状及び令和2年度事業説明」, 令和元年度 発達障害支援の地域連携に関わる全国合同会議, 令和2年2月12日開催
(https://www.mext.go.jp/a_menu/shotou/tokubetu/mext_00002.html. 閲覧日 2021/07/11)
- 文部科学省「R5 特別支援教育の充実について」
(<https://www.mhlw.go.jp/content/001076370.pdf> 閲覧日 2022/05/14)
- 文部科学省「通級による指導を受けている児童生徒数推移」
(https://www.mext.go.jp/a_menu/shotou/tokubetu/1402845_00008.htm 閲覧日 2022/05/14)
- 文部科学省「GIGAスクール構想に関する各種調査の結果」
(https://www.mext.go.jp/content/20210827-mxt_jogai01-000017383_10.pdf 閲覧日 2022/05/14)