

Enhancing Heritage Language Education to Migrant Children

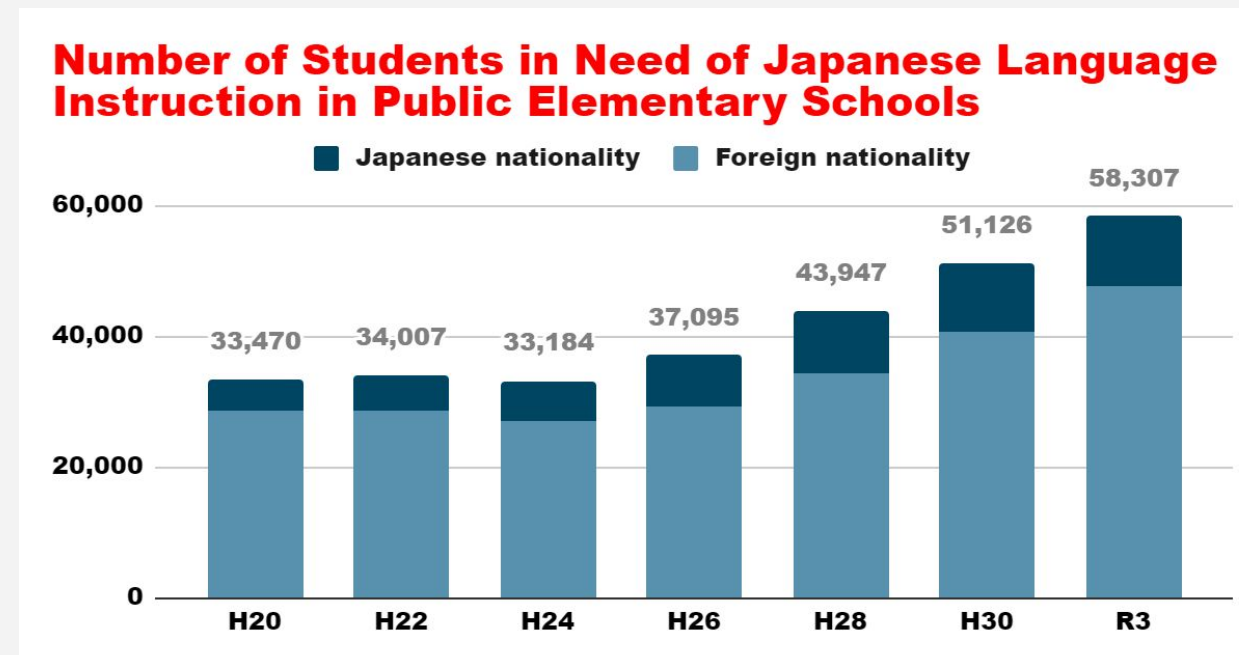
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To prevent the children of migrants living in Japan from giving up their mother tongue, it is important to establish a heritage language education system.

In this study, we surveyed overseas efforts and analyzed their effectiveness. Then, we will propose a heritage language education method that is effective in Japan.

Background:

The number of students who need Japanese language education has increased by 1.5 times in past 10 years.



Heritage Language:

- First language to learn, but not completely mastered due to education being in Japanese.

Significance:

- Cognitive development
- Development of Japanese language skills
- Self-affirmation and identity establishment
- Strengthening family bonds
- A guarantee of an education in the mother tongue as a right

Method:

- Document research
- Interviews:
 - Dr. Ochiai, an Associate Professor at Setsunan University
 - Association for Toyonaka Multicultural Symbiosis
 - The Fukufuku Center at Osaka University

Results

Problems:

- Motivating students becomes more difficult as children get older.
- Differences in language ability among children

Overseas efforts

Canada

Heritage language is **linguistic resource**.
→It is regarded as a profit to country

•Linguistic resources

※The idea that if young immigrants learn enough of their heritage language to be able to use it at work in the future. The state budget for language training can be reduced.

Australia

- Respect heritage languages based on multiculturalism.
- Respect immigrants' languages and cultures

Application to Japan

Aim:

Creating an environment that protects and respects the heritage language

→Deepen multicultural understanding

Points: Teach using their heritage languages
Create a 'Sense of Approval'

Multicultural Education in Public Education:

→Create a comfortable environment with heritage languages

→Make foreign languages more accessible for children who are native Japanese speakers

Method

• Lower grades of primary school

→Exposure to games children play in other countries.

→Learning other subjects in foreign languages.

• Upper grades of primary school

→Group learning

Ex: Multicultural research and presentations

• Progression of classes

→A teacher familiar with the language is sent to the school, and children with the heritage language use their own heritage language, and culture as the teacher's assistants.

→Identity formation

Aiming to create an environment where children can use the inherited language

※**Problems:** How will it be integrated as a class in the public education system?

References

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