

## 外国語要旨

学位論文題目：

Concept Development based on Daily Life Experiences of Language Minority Students: An Analysis of Dual Language Classes based on Vygotsky's Theory

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This paper explores the process of developing abstract concepts based on the daily life experiences of language minority students in L1 and L2 classes through conducting a qualitative analysis based on Vygotsky's theory.

Students often have difficulties in school due to abstract concepts used in the classroom that differ from concrete concepts used in their daily lives. According to Vygotsky's theory, the latter are called spontaneous or everyday concepts, which are typically learned as a result of everyday practice, while the former are called scientific concepts, which are usually learned as a result of formal instruction. It is necessary for language minority students to develop abstract concepts beyond superficial comprehension and rote learning. However, having different language and cultural backgrounds may cause this to be more difficult for language minority students than for Japanese monolingual students.

The case study examines language arts classes based on the "inter-development model of academic learning, L1, and L2" for two Chinese elementary school students attending public school in Japan. The classes were performed collaboratively by a Japanese aide and the student's mother as L1 support. With Vygotsky's theory as a foundation, a qualitative analysis of classroom conversations and writings obtained from the study was conducted, paying particular attention to the Zone of Proximal Development and the integration of abstract concepts into everyday concepts. Everyday concepts were centered on themes that reflected the distinguishing culture, customs, and background of the student and her family.

The first study focused on the daily life of student "S" both at home and in school. The analysis of the conversations showed that with encouragement from her mother and the Japanese aide, the student developed abstract concepts while comparing her daily life experiences both at home and in school.

The second study focused on the experience of student "Y" in her home country. An analysis of the conversations between the Japanese aide and the student during the process of writing an essay showed that with guidance from the Japanese aide, the student selected words and expressions that involved the most relevant concepts.

The third study focused on the daily life experiences at home of both S and Y's families. The analysis of the conversations and essays showed that the students developed abstract concepts (parents' love for their children) while comparing real daily life experience shared between the students and their mothers.

The studies demonstrated that developing abstract (scientific) concepts depended on the students' everyday concepts that go beyond superficial comprehension and rote learning. Furthermore, the results implied that the everyday life improved for the minority families, who have often been overwhelmed by the language and culture of the majority population. At the same time, the results illustrated the importance of a study environment where students can accumulate valuable experience and exchange ideas thoroughly with others through both L1 and L2. This paper proposed the new model of "L1 and L2 mixed-language academic learning" for minority students, which reflects translanguaging and plurilingualism. Finally, the results of this study suggested that guidance from adults is necessary for students in developing concepts, but also holds the risk of preventing students from developing voluntarily.