

外国語要旨

学位論文題目 : A study of acquiring the Tojisha-sei by the native language supporters through learning support

氏 名 : Namiko UTSUKI

Due to the rapid process of globalization recent years, language minority children (hereinafter referred to as "children") have been increasing in Japan. But the public schools accepting these children only use Japanese in classes. As a result, these children and the adults around them (hereinafter referred to as "adults") have little chance to utilize their native languages or the network cultivated in the native language, and it becomes more difficult for the adults to proactively participate in the education of their children. By using "language ecology" (Okazaki 2005) as the framework which focuses on the relationship between language and the surrounding environment of the language, this study has discussed about how to build up the language ecological environment (Okazaki 2005) so that the adults can proactively participate in school.

Purpose of this study is to clarify the process of acquiring the Tojisha-sei by the native language supporters through supporting practice toward middle-school Japanese based on the "Interactive ability development model for subject studies in native language and Japanese" (Okazaki1997). In this study, "Tojisha-sei" indicates the process of identifying issues both by language minority speakers and language majority speakers while thinking of what role language has played inside the social environment, such as education.

Although foreign students were doubtful about providing learning support using their native languages, Study 1 has identified the issue of how they acquired the Tojisha-sei and qualitatively analyzed their recognition toward support activities. As a result, foreign students had an uneasy feeling about the active use of native languages at the beginning of supporting. However, "learning support with searching for the way of itself" was carried out by exploring the native language competence and utilizing the native languages and native culture background of children. As a result, since children showed their understanding to the content of textbooks, their uneasiness on the use of native languages also transformed to a positive consciousness for Japanese study. Due to such opportunity of using native languages exclusively, foreign students were able to use their existing capabilities cultivated using their native languages and preserve their language ecological environment. Peer-peer relationship between the Japanese supporting partners and foreign students may be mentioned as one factor that made the results above possible. After confirming the validity of the native language, foreign students began to regard themselves as parties concerned for promoting the education of children proactively.

Study 2 clarified the actual condition of "learning support with searching for the way of itself" that

supported the Tojisha-sei of the foreign students in Study 1. As a result, by utilizing the native language and native cultural background of children, foreign students could fully pull out the cognitive power and knowledge cultivated by children using their native languages and improve their language ecological environment (Okazaki 2005).

Through the analysis of Japanese supporters who were familiar to the native language of children, Study 3 has identified the issue of how they acquired the Tojisha-sei for learning support and qualitatively analyzed the recognition upon the method of carrying out the support. Supports carried out by Japanese supporters in the past put native language at a secondary position, but this support has utilized native languages positively while carrying out proactive supports so Japanese supporters felt uneasy about this supporting method. However, by cooperating with other supporters, they were able to learn new things and notice that they were able to change from the secondary supporting activities to proactive supporting activities while relying on their experiences, marking their acquisition of the Tojisha-sei.

Study 4 worked on the issue of how the local Japanese South Americans acquired the Tojisha-sei during the translation support of Japanese textbook and qualitatively analyzed the recognition toward the support. As a result, it was found that these Japanese South Americans also had Japanese-competence problems at school and at home and considered not to get involved into the education of their children. However, while accepting the support from the coordinators, they were also able to study Japanese language, history and culture incidentally and improve the language ecological environment of Japanese while providing translation support to their children. Also, since the review of expressions of their native languages was also needed during the translation, the language ecological environment of their native languages could also be preserved. Since their translation worked sufficiently to support middle school students and greatly helped children understand the learning contents, the important role of native language was recognized and their own Tojisha-sei related to the education of children was also achieved.

Significance of this study is to indicate the possibility of making the native-language supporters transform from those marginalized from children's education to parties concerned by utilizing the native language of children. Factors making this possible are the proactive support by using native language exclusively and the mutual support relationship between supporters. The language ecological environment of native language supporters as well as that of the children accepting the support has both been improved through this process.