

Transformative Learning of teachers and learning supporters
supporting foreign students' learning

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The purpose of this study was to clarify the learning process of *Transformative Learning* (Cranton 1999) in teachers and foreign supporters that provides guidance and assistance to foreign students. These students encounter problems such as difficulties with curricular learning and the lack of opportunities to develop and preserve their mother tongue. In this study, we examined an international classroom at a public junior high school that employed “the inter-developmental and learning model for academic learning, native language, and Japanese” (hereafter referred to as the inter-developmental and learning model) to teach the curriculum and provide learning support in foreign students’ native languages as well as in Japanese. We analyzed how teachers and supporters who participated in this initiative altered their initial awareness of foreign students’ native languages.

In Chapter 1, we investigated the background of the study, namely foreign students’ current situation. Furthermore, we explained the aim and purpose of this study. We examined previous research on teachers and supporters involved in schooling foreign students in Chapter 2. The research questions and methodology are outlined in Chapter 3. The following three research questions were analyzed in this study:

1. What are the teachers’ views on the practice of conducting classes using native languages of foreign students? What changes did they note in their understanding during the practice?
2. How do educators who teach in international classrooms become aware of learning support by employing foreign students’ native languages? What alterations did they observe in their consciousness during the practice?
3. What are the opinions of foreign supporters—who participated in providing learning support in their native language—on learning support? What changes did they notice in their awareness during the practice?

The Personal Attitude Construct Analysis (hereafter referred to as the PAC analysis) was employed as our research method.

In Chapter 4, we performed PAC analysis on teachers who had taught lessons for the inter-developmental and learning model. By collaborating with foreign student supporters, they conducted lessons for a six-month period and reconsidered questions in

relation to foreign students' learning and cultivation of their skills. In addition, they confirmed that these classes should be conducted based on the observations of students' attitudes toward learning. Furthermore, by employing the foreign students' native languages in class, the teachers became increasingly aware of their existence. They also grew to perceive Japanese as equal to each foreign language that was used in the class.

The results are discussed in Chapter 5. The international classroom teachers did not conduct classes themselves but were tasked with the coordination and participant observation of the inter-developmental and learning model provided by the learning supporters instead. The teachers noted that it is important for foreign students to have opportunities to preserve their native language and engage in curricular learning through the model, in particular, students whose future prospects are difficult to evaluate. Their awareness of native languages and development paths that were created based on their experience gradually changed during the participant observation.

The PAC analysis that we performed on two foreign supporters who had raised a child in Japan is discussed in Chapter 6. By participating in learning support in an international classroom, they recognized that learning by using native language in class increased foreign students' motivation to study and expanded their future options. In addition, they acknowledged that the practice also improved the quality of the students' learning at home and strengthened parent-child connections. Therefore, the foreign supporters were able to reinforce their understanding of the need to preserve and develop foreign students' native languages.

In Chapter 7, we discussed and concluded our study. We also presented literature references and highlighted the achievements of the study. Through this study, teachers and learning supporters became aware of foreign students' native languages and succeeded in altering their perspectives on the languages to perceive them as promoting learning. In addition, they recognized the role of native languages in expanding foreign students' future options. Moreover, the results revealed that the teachers were able to reexamine questions regarding how classes should be conducted. Their perspectives of the future and development paths of foreign students were also altered. Finally, by recruiting foreign supporters who had been marginalized to provide learning support in their mother tongue—which was also the resource language for foreign students—we reassessed the present-day application of these languages and curricular learning in schools.