

2018年度バイリンガル・マルチリンガル子どもネット研究会
 Bilingual/Multilingual Child Network (BMCN)
 Third Annual Meeting, 2018

日時：2018年8月12日（日）

場所：国際基督教大学ダイアログハウス 2階会議室

主催：バイリンガル・マルチリンガル子どもネット

共催：ICU教育研究所

参加者：約 100 名（学習支援・教育関係者、研究者、
自治体行政関係者、臨床心理士等）

Date: Sunday, August 12, 2018

Venue: Dialogue House - Conference Room,
International Christian University

Host: Bilingual/Multilingual Child Network

Sponsorship: Institute for Educational Research
and Service, International Christian University

Participants: 100 participants (teachers, tutors/
supporters, researchers, school psychologists,
stakeholders, administrative staff and
community leaders)

プログラム Program

9:30-9:50	趣旨説明：「バイリンガル・マルチリンガル子どもネット (BMCN) -2018 年度大会開催に向けて」 Opening remark for the Bilingual/Multilingual Child Network (BMCN) Conference 2018	中島和子 Kazuko Nakajima
10:00-11:20	リミテッド状況相談デスク Child At-Risk Consultation Desk (相談員・言語教育専門家：高橋悦子・中島和子・石井恵理子・奥村安寿子・桶谷仁美・島田かおる・鈴木庸子・嶽肩志江・田中ネリダ・真嶋潤子・山下一枝・李原翔) Counselors/language teaching specialists : Etsuko Takahashi, Kazuko Nakajima, Eriko Ishii, Hitomi Oketani, Yasuko Okumura, Kaoru Shimada, Yoko Suzuki, Yukie Takegata, Nelida Tanaka, Junko Majima, Kazue Yamashita, YuanXiang Li)	
11:30-12:30	ポスターセッション Poster Sessions	
	(1) 高等学校における CLD 生徒の日本語教育の現状と課題—社会を生き抜くためのリテラシー育成の観点から— The current situation and issues in Japanese language education for CLD (Culturally and Linguistically Diverse) students in high schools: from the perspective of literacy training	澤口哲弥 Tetsuya Sawaguchi
	(2) 長後小学校国際教室の実践報告～外国につながる子どもたちの自尊感情形成に向けての取り組み Approaches to enhance self-esteem in the foreign students studying at the international class of Chogo elementary school	齋藤智慶 Toshinori Saito
	(3) 地域での母語継承活動の意義 Significance of community-based activities for heritage language retention	神山英子 Hideko Kamiyama
	(4) 外国につながる子ども達の支援グループと行政機関との連携に関する調査 <中間報告その2> Interim report 2: A survey on cooperation between community groups and government agencies in supporting Culturally and	BMCN 行政グループ：石井恵理子・桶谷仁美・嶽肩志江 BMCN Working Group on Public Administration: Eriko

	Linguistically Diverse students	Ishii, Hitomi Oketani, Yukie Takegata
	(5) 日本語を話せない子どもの心理アセスメント：スウェーデン語母語児の知能・学習検査の事例 Assessing learning difficulties in non-Japanese speaking child: A case report of academic-skill and cognitive assessments in Swedish speaking girl	奥村安寿子・北洋輔・加賀佳美 Yasuko Okumura, Yosuke Kita, Yoshimi Kaga
	(6) 啓明学園初等学校・中学高校 国際学級事例報告—FC のケース A case report of a student in the international class at Keimei Gakuen	山下一枝・島田かおる Kazue Yamashita, Kaoru Shimada
	(7) 広報グループの取組—啓発パンフレットについて— BMCN promotional leaflet: a report from BMCN working group on public relations	BMCN 広報グループ：拝野寿美子・末永麻子・鈴木史子 鈴木庸子・森典子・服部珠予・宮崎幸江・柳瀬千恵美 BMCN working group on public relations: Sumiko Haino, Asako Suenaga, Fumiko Suzuki, Yoko Suzuki, Noriko Mori, Tamayo Hattori, Sachie Miyazaki, Chiemi Yanase
	(8) 母子健康手帳プロジェクト Maternal and child health handbook project	BMCN 広報グループ（コーディネーター鈴木庸子） BMCN working group on public relations (coordinator Yoko Suzuki)
	(9) DLA による発達に関する見立て—あるブラジル系児童のケースを通して Assessing cognitive/academic language proficiency by DLA: A case study of Brazilian student in Japan	櫻井千穂・鎌田圭甫・権藤桂子・塘利枝子・田中裕美子 Chiho Sakurai, Keisuke Kamada, Keiko Gondo, Rieko To, Yumiko Tanaka
13:30-15:00	講演「海外・国内におけるバイリンガル・マルチリンガル児の発達支援の実際—言語教師に何ができるか？」 Current status of the educational supports for bilingual and multilingual children at-risk growing up in Japan and overseas: What can a language teacher do to help? バーンズ亀山静子 Shizuko Kameyama Barns	
15:15-16:45	小グループのディスカッションおよびディスカッションのまとめ Group Discussion and Wrap-Up Session	
16:50-17:30	特別課題 Special Issues 司会 中島和子 Chair: Kazuko Nakajima	
	特別課題 (1) 多言語環境児に対する特別支援教育適用の判断について Special Issue 1 Bilingual and multilingual children and their referral to special education	柴崎敏男 Toshio Shibazaki

	特別課題 (2) 日本語教育推進基本法案について Special Issue 2 Basic policy (law) for the promotion of Japanese language education	石井恵理子・カルダー淑子 Eriko Ishii, Toshiko Calder
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Statement of Purpose in preparation for the Bilingual Multilingual Child Network (BMCN) 2018 Conference – Kazuko Nakajima (University of Toronto, Emeritus Professor)

In the first half of this conference, we had Consultation Desk and Poster Sessions, followed by Discussion / Discussion Lunch. In the afternoon, the convention continued with a special lecture and group discussion, followed by a report on activities given by the BMCN Consultation Office which was founded back in April 2017. Furthermore, as a change from the usual scheduling, this year two topics were treated as “Special Issues” with details and backgrounds presented (see details below). On the topic of “advancement rates of CLD junior high school students and senior high school students,” research conducted on Canadian ESL high school students was presented and a tentative plan on “Language Development for Culturally and Linguistically Diverse Children (CLD)” was introduced.

In Special Issue (1): “Application of Special Support Education to Children in Multilingual Environments,” an interview was conducted by Toshio Shibazaki, who then presented a part of his findings to explain the background of the issue. In Special Issue (2): “Basic Policy (Law) for the Promotion of Japanese Language Education,” the importance of mother language in Japanese language learning in youth was discussed. The Federation of Japanese Language Education Promotion compiled a policy outline in “Basic Japanese Language Education Promotion Bill (tentative name),” which was then submitted to the National Assembly in an extraordinary session in the Fall of 2018. Regarding the contents, a subcommittee of the Japanese Society for Mother Tongue, Heritage Language, and Bilingual Education (MHB) submitted an “amendment” request. The leader of the subcommittee, Toshiko Calder raised issues regarding the connections between the bill and the BMCN, as well as the possibility of requests being made by the BMCN among other issues.

Consultation Desk

Coordinator: Etsuko Takahashi

Counselors: Yasuko Okumura, Kaoru Shimada, Nelida Tanaka, Kazue Yamashita, YuanXiang Li

BMCN Directors: Kazuko Nakajima, Eriko Ishii, Hitomi Sugaya, Kyoko Suzuki, Shie Inoshi, Junko Majima

Consultation Desk 1 was responsible for two cases from elementary school Japanese language teachers; Consultation Desk 2 dealt with two cases involving elementary school students from families (with an international marriage between parents) from a mother and a teacher; Consultation Desk 3 reviewed a case involving a high school student.

Case 1 at Consultation Desk 1 was a consultation on parenting and teaching methods for a child (third grade level) whose parents are Peruvian and speak Spanish as their mother tongue. The child, despite living in Japan for four years, had not yet learned basic Japanese vocabulary and hiragana, resulting in the child being unable to keep up with classes in their grade level. In

response, the counselors suggested many things: possibility of problems in development, the incorporation of concrete and actual objects/examples in learning, improving the quality and quantity of language instruction. Advice such as cooperating with homeroom teachers etc. among other advice was provided.

Case 2 was a consultation on the acquisition of a first language (mother/heritage language) for a child born in Japan being raised in a multilingual environment. Children in these situations often face difficulties in abstract thinking in Japanese, as well as showing difficulties in subject learning. Consultants suggested that activities (tasks) should be provided to consciously teach related vocabulary, and the mother language could be used as a way of providing advice to improve the child's Japanese learning. However, there were many cases where using the mother language was difficult, and an opinion that it may also be necessary to consider this methods advantages as well as feasibility was also put forth.

The first case of Consultation Desk 2 was from a mother asking for advice on how to support learning at home in China (Chinese father, Japanese mother, a 9-year-old Chinese-born boy), using Chinese as the learning language. A recommendation was made that study support be provided by the father, tutors, or other native Chinese speakers unless the mother's Chinese was native. Furthermore, it was suggested that it may be necessary to determine if the problems reported by the mother—poor English and memorization skill, difficulty in language acquisition, lack of interest, slow language acquisition—are a sign of development problems or rather a lack of motivation.

The second case involved a fifth-year student (Japanese father-in-law, Filipino mother) who had come to Japan from the Philippines a year ago. The child's father-in-law prohibits the use of Tagalog, the mother language, when speaking with his mother, and the child's English level was lacking as shown by English DLA (Dialogic Language Assessment) results. School teachers discussed what should be doing moving forward to develop the child's learning ability when English may not be sufficient. According to an international marriage counseling specialist, in viewing the power balance of the marriage, the Japanese husband can be viewed as the majority. On the other hand, the Filipino wife is the minority, and may have a weaker position in various aspects of the balance of power in the marriage. The specialist concluded that the husband's understanding of this relationship was necessary to improve the situation. Because the father-in-law and the child's education are connected, it was suggested to communicate with the father on the importance of the language and culture of the Filipino wife as well as the mother language's importance to the child's development.

Consultation Desk 3 handled a case for a CLD (Culturally and Linguistically Diverse) student who entered High School M and what should be done to help the child over the course of three years. Four examples of answers to questions from a Japanese language test on asking for directions and map usage were reviewed to grasp potential problems in comprehension. In addition, as advice for teaching methods of CLD students, the following were deemed important:

- Using rewritten teaching material for CLD students and elementary school newspapers etc.
- Learning with other students, followed by supplementary learning.
- Learning and understanding high school level material with awareness that it may be important in potential future careers
- Creating a web, or mind map, which can be useful for developing logic in verbalization
- Using automatic correction tools such as Microsoft Word's checking tool

- Evaluating content rather than focusing on grammar and correct usage of Japanese
- Ensuring the mother language helps to support academic achievement and growth
- Encouraging the use of the mother language in the home and in school to help the child develop a sense of identity

The above points were suggested and confirmed after discussion and exchange of opinions among the counselors and participants.

Poster Session

(1) The current situation and issues of Japanese language education for CLD (Culturally and Linguistically Diverse) students in high schools from the perspective of literacy training

Tetsuya Sawaguchi (Mie Prefectural Iino High School)

The qualities and skills required for students with a foreign background (CLD students) in high school are related to “literacy for adapting and surviving in society” (i.e. the ability to use language to take part in social participation using one’s social and cultural background). A report was made on the practice of writing and its effectiveness in enabling development of this quality. In defining what was necessary for sentence composition, knowledge of both high-level and low-level concepts and their ordering were considered crucial to logical thought in sentence composition. As a result, if a learner was able to understand these concepts, subsequent sentence composition showed improvement. From the above, it was suggested that proactive learning of skills and knowledge was effective to enabling development of literacy. In response to the presentation, the conference floor began discussion on developing lessons and literacy education focusing on critical literacy.

(2) Approaches to enhancing self-esteem in foreign students studying in the international class at Chogo Elementary School

Toshinori Saito (Chogo Elementary School Teacher in Fujisawa-shi, Kanagawa Prefecture)

In this presentation, information on activities of foreign children at Chogo Elementary School that lead to affirmation of identity was reported. Chogo Elementary School has around 1000 enrolled students of which about 20 are connected to foreign countries, with Brazil being the most common connection. In regard to learning support for foreign children, Portuguese and other languages (mother languages) are used to teach foreign children who are proficient in their respective native language. Specifically, teaching materials that use both Japanese and a child’s mother language, as well as teaching using both languages etc. For foreign parents, it is important to strengthen bonds with their children so that they can feel secure in education and school. For this reason, the school provides support through translating school documents and responding to various inquiries in their native language. In order to increase the self-esteem of foreign children, various efforts are being made that aid in identity affirmation. For example, the school offers the following: books in a child’s native language can be borrowed from the library; teaching materials that encourage maintaining one’s native language are available; classes promoting international understanding are taught; and creation of exhibits to promote conversation between Japanese and foreign children.

(3) The significance of community-based activities and their effect on heritage language retention

Hideko Kamiyama (Mie University)

Many researchers have concluded that native language education for foreign students has a great impact on cognitive development and identity in children. To further understand this phenomenon in relation to the current situation within Japan, a survey was conducted in Moka-shi, Tochigi Prefecture.

A recent population survey showed that Moka-shi has a foreign population ratio 4.11%, the highest in Tochigi Prefecture. In interviewing two foreign residents with children living in Moka-shi, it was found out that there is a Spanish learning circle for children within the city that was started by Peruvian women.

In the results of the survey conducted, a Brazilian woman taught Brazilian culture and language at home to their children. On the other hand, a Chinese woman encouraged using Japanese at home also, showing two differing views of children's language education at home. The difference between the two suggests that children's education may change if learning one's mother tongue as a heritage language is deemed necessary.

In the future, objective and subjective data will be collected from interviews with teachers, parents, local volunteers, etc. to answer whether the inheritance of native language is beneficial to a child. This data will be analyzed and judged comprehensively working with teachers, parents, and communities moving forward.

(4) Interim Report 2: A survey on the cooperation between CLD student support groups and government agencies

BMCN Public Administration Group: Eriko Ishii (Tokyo Woman's Christian University), Hitomi Oketani (Eastern Michigan University), Yuki Takegata (Yokohama National University)

Interim Report 2 is the second report of a survey that was launched based on discussions from Working Group 3: Cooperation with Administrative Agencies at the 2016 BMCN Study Group. In order to increase collaboration among groups, schools, and governments in supporting children with a foreign background in their Japanese language studies, heritage language studies, and education in general, BMCN conducted a questionnaire survey with these groups in July 2017. Based on the results, the current situation was defined, and information collected was shared.

In addition to the 27 responses that were received prior to July 2018, 8 responses were obtained from last year's questionnaire and were subsequently analyzed. The questionnaire sought information about the current situation as well as any changes from the year prior. Furthermore, these responses were analyzed along with interviews and field surveys conducted in Hadano-shi, Kanagawa; Toda-shi, Saitama; and Osaka with questionnaire respondents, which was then categorized into three cases.

In each case, suggestions were provided not only to support groups, but also to various other groups such as administrative institutions and schools. In the future, survey items will be reviewed; government agencies and school officials will be called upon to cooperate; and the questionnaire survey will continue. Aside from this, interviews and field surveys with questionnaire collaborators will also continue, hoping to find a better way to cooperate and support this effort as time passes.

(5) Psychological assessment of non-Japanese speaking children: a case report of academic skill and cognitive ability of a Swedish girl

Yasuko Okumura^{1,2}

Yosuke Kita¹

Yoshimi Kaga¹

(1: National Institute of Mental Health – Department of Intellectual and Developmental Disorders)

(2: The University of Tokyo – Center for Research and Development on Transition from Secondary to Higher Education, Follow-up Department)

Children from a multilingual environment that find difficulty in speaking Japanese are liable to be categorized as problems of language, but the issue may also be based on learning or intellectual disabilities. However, it is difficult to apply standardized methods in finding the root of the problem, with many researchers showing concern over the inability to perform a proper assessment.

In this presentation, an intelligence and learning test was introduced to a Swedish child (10-years-old) who had difficulty learning. After evaluating basic learning skills – reading and writing, numbers, calculations – in Swedish and also taking intelligence tests (Japanese version WISC-IV) in Swedish, learning difficulty appeared to be a result of weaker intellectual functioning. Various participants expressed interest in the content and method of examination. There were even comments showing interest in participation. In contrast, it was pointed out that an evaluation of adaptability (eg. Vineland-II Adaptive Behavior Scales) would be necessary for improving the test. From this case, it was shown that testing can lead to the discovery of difficulties and stumbling in learning and development, and it is hoped that this will be actively utilized in the future.

(6) A case report of a student in the international class at Keimei Gakuen

Kazue Yamashita (Keimei Gakuen Jr. High School Int. Education Advisor / Japanese Teacher)

Kaoru Shimada (Keimei Gakuen Primary School Japanese Lecturer)

Keimei Gakuen is a school with 800 enrolled students, teaching grade levels of kindergarten to elementary school, junior high, and high school. International students refer to students who returned from abroad, foreign national children, children with multicultural backgrounds, and domestic international school students etc. These students are accepted into a curriculum that includes Japanese language, mathematics, sociology, science etc., and additionally, learning support systems in English, Chinese, French, Spanish, German, and Korean are being provided.

As an example, an FC international student who transferred to Keimei Gakuen in 6th grade spent three years in high school as a trilingual improving their skills in English, Japanese, and Russian.

(7) BMCN Public Relations Group: Awareness Pamphlet

BMCN Public Relations Group: Sumiko Haino (Kanagawa University), Asako Suenaga (Beijing Nippon Juku), Fumiko Suzuki (Sophia University), Yoko Suzuki (International Christian University Educational Research Institute), Tamayo Hattori (Nagano

International Association), Sachie Miyazaki (Sophia University), Noriko Mori (Toyonaka City Board of Education International Classroom), Chiemi Yanase (Kyushu University Graduate Student)

As a way to communicate information in an efficient way, the BM Child Network Public Relations Group created a pamphlet containing information gathered from the 1st BM Child Net Study Group (2016) and 2nd Study Group (2017) as well as information gained from the BM Child Consultation Office's findings.

While presenting a matrix that organized existing information on healthy language development of bilingual and multilingual children, opinions were exchanged with participants. Through this discussion, insightful information was gained from participants raising children overseas, researchers of heritage language education within Japan, and participants working with local governments and NPOs etc. Based on these opinions, it was decided that BMCN should aim to create several new pamphlets in 2019.

(8) Mother and Child Health Handbook Project

BMCN Public Relations Group

Yoko Suzuki (Coordinator)

The project proposed that the description of language development when a child grows up in a bilingual/multilingual environment be written within the Mother and Child Health Handbook (Boshikenkotecho i.e. maternity record book). For children growing up in a multilingual environment, it is important that accurate knowledge and know-how be provided to caregivers in the framework of maternal and child health. Early childhood education and subsequent education should be successful and childcare support be provided where needed. As the most rational tool, the public relations group focused on the "Mother and Child Health Handbook." For example, specific proposals were given such as editing "Do you understand simple words spoken by adults" to have "in the parent/child's native language."

(9) Assessing cognitive/academic language proficiency by DLA: a case study of a Brazilian student in Japan

Chiho Sakurai (Doshisha University), Keisuke Kamada (Shiga Prefecture School Counselor), Keiko Gondo (Kyoritsu Women's University), Rieko To (Doshisha Women's College of Liberal Arts), Yumiko Tanaka (Osaka University of Arts)

In this presentation, development in children with a multicultural/multilingual background through the DLA (Dialogic Language Assessment), an evaluation method of language and psychological development in children, was presented. A child (8-years and 8-month-old Brazilian child; arrived in Japan at the age of 3-years and 3-months, having stayed for 5-years and 5-months) who was suspected of having development problems participated in several examinations from a shortened version of the DLA (MEXT 2014), and results were recorded and discussed by a group of language education experts and psychologists. From the results of the DLA, the group found that there were no underlying issues indicating developmental problems within the child. It was suggested that there were only general issues related to language acquisition. Based on these results, support at school was reviewed and adjustments were made leading to changes in the child's behavior. When assessing children with diverse backgrounds involving multiple languages and cultures, tools that are able to comprehensively observe and examine language development such as the DLA may prove to be

useful, while also showing that examination should be carried out with perspectives from both language education and psychology.

The current status of educational support for bilingual and multilingual children growing up in Japan and overseas: What can language teachers do to help?

Shizuko Kameyama Barns (Waseda University Graduate School, Tokyo Kasei University Graduate School)

In the first half of the lecture, in class problems children encounter such as having trouble keeping up, can speak but find it difficult to read and write, do not do homework, lose focus etc. are common. When bilingual/multilingual children are faced with these issues, it was explained that there may be reasons other than development problems related to: Japanese, cultural differences, emotional stability, lack of experience, environment etc. Additionally, examples such as assessment methods and interpretation of results also play a large role. CLD children undertaking a Japanese education may not always be proficient in or learning their heritage language. If they are not raised using their mother tongue, the results of assessments on learning may be affected due to these differing situations. The goal of assessment is to improve academic ability; therefore, support, guidance, and environmental improvements can be considered crucial to bringing about this result. Taking into account these points, the fact that there is no standardized assessment tool and insufficient resources in Japan to tackle this issue proves to be a major issue. Support methods exist such as: support in the classroom, analysis and support regardless of disability, special instruction, and consideration of environment and other factors for improvement. These support systems should be recognized as necessary and important. The classroom environment and mindset of teaching staff are often flexible. Keeping that in mind, providing essential and meaningful support for children should be made a priority.

In the second half of the lecture, Universal Design for Learning (UDL) guidelines were introduced as a conceptual framework to provide ideal support. UDL guidelines are “a conceptual framework for helping all children to grow in their learning, regardless of disability, and helping them learning experts” (as defined by CAST). In accordance to Japanese UDL guidelines, there are three steps involved: accessing, building up, and internalizing. These steps are present in all three stages of “approach, presentation (understanding), and behavior and expression. Learning with personal motivation, using various resources to learn, and creation of strategic goals and plans were presented. The UDL guidelines are criteria for teachers to determine whether there are any barriers in their curriculum (goals, teaching materials, methods, evaluations), as opposed to being a method or checklist which the guidelines are not.

After the lecture, a 40-minute workshop was held in small groups where participants discussed their own curriculum examples while referencing UDL guidelines to see if any barriers were present and if so how to get rid of those barriers. After the discussion, a practical example on how to eliminate various barriers in a classroom setting was presented.

References:

- UDL Guidelines (Japanese ver.)

http://udlguidelines.cast.org/binaries/content/assets/udlguidelines/udlg-v2-2/udlg_graphicorganizer_v2-2_japanese.pdf

- CAST <http://www.cast.org/>

- “UDL 学びのユニバーサルデザイン” (2018) Tracy E. Hall (Author), Translated by Shizuko Kameyama, Toyokan Publishing Co., Ltd.