

Language Life Style of and Language Education Based on  
Multiculturalism for Japanese-Brazilian Children.

NOYAMA Hiroshi

In terms of recent amendment of Immigration Control and Refugee Recognition Law (Immigration Control Law), as well as impact on Japanese Language Education (JLE) in local society, the increasing number of migrant Japanese (second and third generation) has become an important issue. After arrival in Japan, what is the reality of language use and attitudes as well as JLE for these Japanese migrant children living between two cultures.

The present study will focus on and analyse language life style of, and JLE for, in particular Japanese-Brazilian children in a city in Gunma prefecture. The methodology employed in the present study involves questionnaires and interviews with Japanese-Brazilian children, their parents (or guardians) and Japanese language teachers regarding language life.

This study examines these results using a multicultural perspective; maintenance of first language and security of the right to education and achievement of literacy in at least first or second languages and, ideally in both.

As a result of analysis, the issue of Japanese-Brazilian children's language use and Japanese language education can be examined in light of the following four points:

- (1) the relationship between years of residence and language ability
- (2) language use and bilingualism
- (3) the children's hopes and expectations of the future
- (4) language use and networking strategy within school and the local environment.

Finally, the author highlights the following five issues:

- (1) The importance of bilingual educational instructors and counsellors as well as provision of classes aimed at maintenance of the children's first language. The issue of how to reform the Japanese education system to deal effectively with children of differing ethnic backgrounds.
- (2) The necessity for teachers to be trained or participate in workshops which will foster an environment conducive to education of children of differing ethnic backgrounds.
- (3) The necessity to think in terms of lifelong education for non-native children. The issue of autonomous learning must be further developed.
- (4) The importance of co-operation from the local community in order to achieve empowerment of both the Japanese-Brazilian community and the local Japanese community.
- (5) The necessity to develop more "horizontal" relationships both within the school and in a wider sense, between outside organisations and the individual school or teacher.

(Tokyo Gakugei University)