

論文の英文要旨

論文題目	A Trial of Japanese Language Education in Multilingual Environment Singapore —Empowerment of Parents and Children with Developmental Challenges—
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The purpose of this study is to focus on the relationships surrounding children in a multilingual environment from the perspective that meaning and knowledge are socially constructed through interaction between people and reality and to create a "Empowerment Conceptual Model for Developing Japanese Language of Children with Diverse Language Backgrounds" to explore how Japanese language education for children whose development is challenged in multilingual environments should be implemented.

The introduction presents three issues related to children's language development in multilingual environments: first, "the great amount of anxiety and conflict faced by parents raising children in multilingual environments"; second, "the difficulty of identifying language development delays in children in multilingual environments"; and third, "the existence of advice that has no clear academic basis." What emerges from the above problematics is the existence of forces that counter the will of parents who want their children to inherit Japanese and learn multiple languages. It is believed that these forces may be hindering parents to be proactive in fostering the development of multiple languages. In order for parents to act proactively, it is necessary to empower them to reduce their anxiety and conflict. Therefore, considering that empowerment is necessary for parents to take proactive action, the research questions were formulated as follows.

RQ1: What are the oppressions and conflicts surrounding parents raising children in a multilingual environment? **RQ2:** What are the educational practices for fostering the Japanese language skills of children with developmental challenges in a multilingual environment?

In Chapter 1, we discussed the need to apply knowledge from multiple fields related to language education in order to conduct multidisciplinary research on "language education" for children with developmental issues who are raised in a multilingual environment.

In Chapter 2, we reviewed previous research on language development of children with developmental disabilities raised in bilingual environments. The results of these previous studies

showed that there was little evidence that verified the negative effects of using multiple languages in a bilingual environment on the language development of children with developmental disabilities. The results of the study showed a number of positive effects, such as reduced difficulties characteristic of disabilities and greater future benefits for the children.

Chapter 3 provides an explanation of the paradigm of this study. It is said that Paolo Freire, a prominent Brazilian pedagogue, was influential in the concept of empowerment. Consciousness is at the core of Freire's educational thought, and he showed that making people perceive reality critically is a force for emancipation. The concept of empowerment in this study was defined as "becoming aware of the situation they are in, becoming aware of the problems they face, and gaining the power to choose their own position." This study attempts to present a practical model of empowerment that offers multiple perspectives on how the practice should be implemented.

In Chapters 4 through 7, we investigated the attitudes of parents raising children in a multilingual environment toward their children's acquisition of multiple languages, and the factors contributing to their anxiety and conflict. The results of Chapter 4, "Survey of Japanese Parents Raising Children in Singapore Public Schools," showed that parents who have a broad view of the Japanese language proficiency which they expect from their children evaluate their children's Japanese language proficiency positively, but many parents expect the same level as that of children in Japan. This suggests that the gap between the ideal level and reality is a factor in the "conflict" between parents and children.

In Chapter 5, we interviewed Japanese mothers who had moved to Singapore for permanent residence, and analyzed the process of parental belief transformation and the factors that influenced the transformation. The analysis revealed that the parents, who were concerned about their children's language development in a multilingual environment, were seeking direction from multiple sources, including medical professionals and educators with expertise in language development, as well as information from those who had experience raising children in a multilingual environment, despite advice such as "it's better to have a monolingual environment." The advice received were thought to have been an external suppression for the parents. The parents' subsequent distress about their children's current and future predicament suggest that this external suppression may have turned into internal suppression.

The research collaborators for Chapters 6 and 7 were parents raising children with suspected or diagnosed developmental disabilities in a multilingual environment. Parents of children with developmental disabilities were compared and analyzed to see how their attitudes differed from those of parents of children without special developmental challenges. The results showed that many of the children with developmental disabilities attended Japanese institutions, and their parents were less positive about their children's acquisition of multiple languages.

Chapter 7 examined the relationship between the language development process of ADHD

children and parental stress, based on interviews with parents raising ADHD children in a multilingual environment. The results suggest that language immaturity was a factor in the child's frustration that led to meltdowns, which purportedly had a significant impact on parent-child and family relationships.

In Chapter 8, a one-year practical study was conducted with ADHD children from internationally married families. The study encompassed piano lessons aimed at improving Japanese communication skills. What emerged was the importance of taking a long-term view of the child's growth. Furthermore, the study suggested the importance of the children's parents, medical professionals, psychologists, school teachers, Japanese language teachers, and other related parties to work together to support the children with a long-term perspective.

Based on this review, we have examined the nature of the study from two aspects: the "empowerment approach" as support and "self-empowerment," in which the person concerned empowers himself/herself. First, self-empowerment for parents who want to pass on their native language and foster multilingualism is considered to be "adjusting the environment so that their children can foster multilingualism without a sense of insecurity." In order to achieve this self-actualization, it is important for parents to recognize their own situation and become aware of the problem, in other words, to become [conscious]. In addition, the role of those involved in the empowerment approach is to understand the parents' [sense of burden], to present the information they seek, and to provide advice based on academic evidence. Based on the results of the above verification, "Empowerment Conceptual Model for Developing Japanese Language of Children with Diverse Language Backgrounds" is proposed as follows.

In considering language education for children with diverse language backgrounds, it is necessary to approach it from the micro, mezzo, and macro levels. For parents, "self-actualization" means taking action to create an environment that supports their children's languages without a sense of insecurity, and self-empowerment means recognizing their own situation and becoming aware of their problems. In order for parents to achieve self-empowerment, it is necessary for those involved to understand the parents' sense of burden, and to provide knowledge and appropriate advice based on academic evidence. It is also necessary to build a long-term "support system" based on a long-term view of the children's language development with diverse language backgrounds. When pertinent information is conveyed to the other party, it can trigger [proactive behavior], and the parents can make the optimal [environmental adjustments] to foster their children's Japanese language development. In this way, it is possible to nurture the Japanese language of children with diverse language backgrounds. The challenge for the future is to further develop this model as a conceptual model that can contribute to practical studies by accumulating and integrating more knowledge while using it in actual practice.