

Educational support for children from overseas with parental collaboration

Results of a class based on
the “inter development and learning model of
academic learning, the first language and the second language”

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Abstract

From a Language-Ecology perspective, I looked for ways in which Japanese tutors build collaborative relationships with both the parents and children of families who speak a minority-language. The purpose of building the relationships is to enable the parents to take part in the school subject education of their children in their first language in Japan. I observed a special needs class in which a 12-year-old Brazilian student studied Japanese literature. I paid particular attention to how the Japanese tutor encouraged the student and his mother to keep using their first language when the student wrote compositions in his first language with his mother.

Key words: the parents of minority-language students, Language Ecology, the first language, a Japanese tutor, Collaboration

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