

ELJ105: Japanese for Heritage Students

Week 12

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日本語継承語を勉強する手段Ⅰ

にほんごけいしょうご

べんきょう

しゅだん

日本語継承語を勉強する手段

にほんじんがっこう

- 日本人学校(full-day Japanese school)

ほしゅうこう

- 補習校(weekend Japanese school)

かてい

にほんごわしゃ

りょうしん

そふぼ

かいわ

- 家庭での日本語話者（両親、祖父母）との会話

なつ あいだ

にほん

がっこうたいけんにゆうがく

にほんごがくしゅう

- 夏の間、日本での学校体験入学などの日本語学習

にほん

きょういく

あと

さい

いみん

- 日本での教育の後、(9-15歳くらいに) アメリカ移民

日本語継承語を勉強する手段 II

にほん きやういく

日本の教育カリキュラムについて

- 公立学校は、全国どこでも同じ内容の教育が受けられる
 - 文部科学省による学習指導要領に沿った教育
 - 教科書は、文部科学省の教科用図書検定調査審議会による指定教科書
- 海外の日本人学校及び補習校も、日本の「学習指導要領」に沿った教育を行っている

Doerr and Lee (2009)

- どうして日本語を^{にほんご}継承語^{けいしょうご}として学習^{がくしゅう}するのか
- 日本補習校^{にほんほしゅうこう}クラスと日本語継承語^{にほんごけいしょうご}クラス
- ”struggles of an administrator, students, and parents to define what constitutes a legitimate ‘Japanese’ language, reflecting their diverse linguistic proficiency, personal histories, educational aspirations, and subjectivities.”

Jackson Japanese Language School (JJLS)

- Jackson Japanese Language School (JJLS)
 - is a private non-profit organization financed by the MEXT
 - was found in 1980
 - is located in a major metropolitan area in the northeastern area
 - is for students from preschool (three years old) to adults who wish to learn Japanese language
- In 1995, a new program (Jackson course) was created. The Jackson course curriculum does not follow the がくしゅうしどうようりょう 学習指導要領 guidelines = heritage language class.

Jackson Japanese Language School (JJLS): 3 つのプログラム

- ほしゅうこう 補習校/ Hoshuko
- けいしやうご 継承語/ Jackson (heritage)
- がいこくご (外国語としての にほんご 日本語/ Japanese as a foreign language)

Jackson Japanese Language School (JJLS): しゅるい にほんごがくしゅうしゃ 3種類の日本語学習者

- ちゅうざい 駐在/ chuzai (short-term residence) group, who live in the United States temporarily for three to five years due to a parent's intra-company transfer
- ちょうきたいざい 長期滞在/ choki-taizai (long-term residence) group, who plan to stay in the United States for more than five years with an undetermined plan to return to Japan by a parent's possible intra-company transfer,
- えいじゅう 永住/ eiju (permanent residence) group, who have no plans of going to Japan to live.

Doerr and Lee (2009) V

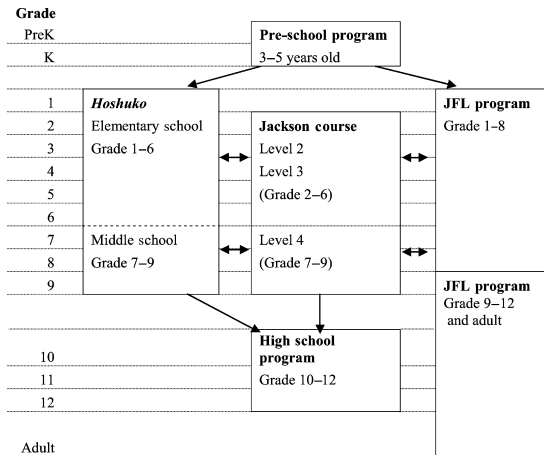


Figure 1. Structure of JJLS. The arrows show the possible advancement to the upper grades and the possible transfer to a different program within the school. The transfer between the programs is determined on discussions among a pertinent student, his/her parents, and a pertinent teacher/administrator.

Doerr and Lee (2009) VI

- Four interviews with students and their parents
- Sasha: moved to Jackson (heritage) at the 3rd grade
- Mayumi: moved to Jackson (heritage) at the 7th grade
- Anne: stayed in hoshuko
- Martin: stayed in Jackson (heritage)

Bibliography I

Doerr, N. M. and Lee, K. (2009). Contesting heritage: language, legitimacy, and schooling at a weekend japanese-language school in the united states. *Language and Education*, 23(5):425–441.

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