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 研究課題名(和文) Maintaining the Heritage Language: A Challenge for the Peruvian - Japanese Community
 研究課題名(英文) Maintaining the Heritage Language: A Challenge for the Peruvian-Japanese Community
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研究成果の概要(和文)：引き続き、在日ペルー人およびペルー在住日系人の継承語(スペイン語、日本語)に関し、調査、研究。継承語を、限定的な側面からだけでなく社会全体の問題として捉え考察を重ねた。複数回にわたり両国各地で聞き取り調査などを実施。また、学会発表を通じて継承語研究者と意見交換をした。加えて、言語・移民全般に関する最新の研究を参考にしながら、より広い視野で、社会全体の問題として継承語の過去、現在と今後について論文を執筆。

また、継承語喪失に直面する人々に直接問題提起する機会を得た。現状の情報不足、教材不足を解消するため、若い世代と家族、関係者にむけてブックレット、ウェブサイトを作成した。

研究成果の概要(英文)： Through the research conducted among the children of the Japanese-Peruvian community in Japan and Peru, I identify the main problems regarding the maintenance of the heritage language. It is not an isolated problem, but also involve the participation of the community members, educational institutions, and above all parents and family members.

According to the results of my findings, language is an important tool used in the adaptation and integration for migrants; it facilitates the communication with the host society and helps to have a deeper understanding of the society. During this process, one of the results is to shift to the majority language and to decrease the use of the heritage language even at home that led to a faster language loss. The booklet and website prepared based on my research findings aim to provide guidance and resources to parents, to motivate the heritage language speakers, and to emphasize the importance of not losing the heritage language.

研究分野：Heritage language

キーワード：Immigrant education Spanish language

1 . 研究開始当初の背景

Japanese migrants have been settled in Peru for more than one hundred years and Peruvians migrants have been settled in Japan for more than three decades. In the process of integration to the host societies, each group has learned new languages and acquired new living styles. Nowadays, young generations are fluent in the majority language with little or none skills in the language of their ancestors.

The migration of Peruvians to Japan has shown that the majority of migrants with Japanese ancestry have not maintained the ancestors' language and culture along the time. Most of them faced problems of adaptation due to the lack of Japanese language skills. Although the first generations taught their language to their children and emphasized their cultural customs at home, most of young generations are more familiar to the majority language and culture.

2 . 研究の目的

The main objective of this research is to explore the process of maintenance or loss of the heritage language and culture among the Japanese-Peruvian (Nikkei) community in Peru and in Japan since their settlement in the host societies. The long settlement of the Japanese community in Peru serves as an analysis of the factors that influence the gradual shift to the majority language. Second and third generations of Peruvians migrants to Japan have been experiencing several problems to maintain their heritage language while they are adapting to Japanese society.

This research focuses on the following research questions: How are parents dealing with the loss of the heritage language among their children? What are the community initiatives to preserve their heritage language? And does the influence of increasing the heritage language knowledge can promote better integration and multicultural education?

3 . 研究の方法

The analysis of the maintenance of the heritage language among the Japanese-Peruvian community in Japan and Peru was divided in three main parts. The

first one included the acquisition and reviewed of the literature regarding heritage language and migration. The second part focused on the direct observation and fieldwork at the community institutions and language classes. At the same time, I conducted structured and open-ended interviews and questionnaires to teachers and parents. I also attended several conferences, workshops and published my research findings.

Based on the main problems on maintaining the heritage language, the last part of the research focused on providing tools and resources to the heritage language speakers and parents to preserve the heritage language and their culture through the booklet and website. The resources were explained and distributed among the Peruvian community members.

4 . 研究成果

The language shift of the migrants to the majority language is a common characteristic of the second and the following generations that makes difficult to maintain the HL. The research on HL loss reveals that the loss usually occurs within three generations (Au 2008, Lam 2008, Krashen 1998, Montrul 2016); nevertheless depending on the circumstances it can happen in the second generation. The research conducted in the Japanese-Peruvian community in Peru and in Japan presents these characteristics in different degrees in the two environments along their settlement.

In Japan, Peruvian parents are struggling to maintain Spanish as a heritage language (SHL) among their children due to the lack of information, suitable resources that fits the students' schedules, levels of proficiency and motivation. Most parents are not paying attention to the language shift, while others are relying on other institutions to take actions. According to the official statistics of the foreign population in Japan, the total number of Peruvian migrants by 2017 is 47,861 people (Ministry of Justice, 2017). Within this number, children of elementary school age (six to twelve) account for 4,137 children; teenagers in junior high school (thirteen to fifteen) account for 1,887; and 1,966 are in senior high school. The group of nineteen to twenty-two-year-olds accounts for 2,740,

while the group between twenty-three and twenty-seven years old accounts for 2,801 people. The largest group of young migrants consists of the elementary school age, followed by students in the tertiary education age.

Although the first Peruvian migrants moved to Japan alone for a short period of time in the late 1980s and early 1990s, families with children have characterized the group of migrants since 2000. The Spanish-speaking community initiatives to maintain SHL have not been showing positive results in most of the cases, due to the lack of funds of language support groups to provide appropriate learning materials, teaching staff with academic preparation and irregular attendance from the students. The experience of many migrants in different parts of the world illustrates what Krashen (1998, p. 3) says: "Heritage Languages are Hard to Maintain." Moreover, "they [HLs] are, in fact, victims of language shift, a powerful process that favors the language of the country over the language of the family." In the attempt to integrate their children into the Japanese society faster, Peruvian migrants usually enrolled their children into Japanese public schools, not only due to the economic constraints that registering them in private or international schools implies, but also to overcome the language problems they experienced. In spite of speaking or listening Spanish at home most of the time, the real situation is that most of the children are shifting from Spanish to Japanese. In terms of the HL maintenance, this situation is even more difficult when the migrants' descendants move alone to another city to work or continue tertiary education.

Most of the Peruvian children are reluctant to answer in Spanish, even though they have the knowledge to do so; or, in other cases, they may avoid Spanish because Japanese is easier for them due to their limited Spanish vocabulary. This early resistance is one of the reasons for language shift and later language loss in the next or future generations. In some areas in Japan, people speaking languages such as Spanish and Portuguese are identified as factory workers, a stigma that is usually overcome by most adults, but affects children especially at school. Some older students realized the importance of their HL when they registered

for foreign language courses at the university level. The SHLSs that I interviewed have registered in Spanish courses as a foreign language encountering several problems to find the right level according to their language skills. Although the number of SHLSs that continue tertiary education is still low in terms of number, educational institutions should offer HL courses in the middle-long term due to the importance of SHL as well as other HLs.

Community groups, weekend language support groups and distance learning program are the resources that the Peruvian community has been using to maintain SHL in Japan. However, they are not free from problems in their continuity and effective results. The advances in technology from the 2000s onwards have moved to use not only computers and laptops in most educational institutions all over the world, but also language learning environments are applying them in addition to other devices such as mobile telephones that include fast connections that let the use of online music and videos, replacing CD-ROMs or DVDs (Beatty, 2010, p.39) to improve the language skills.

Based on the research findings and the main problems faced by the SHLSs, the guide "Mantengamos nuestra lengua y cultura: Guía para padres y tutores para mantener el español como lengua de herencia" and the website "lenguadeherencia" offer the tools available to support the maintenance of SHL. These resources aim to provide some recommendations and basic information about SHL to parents and tutors acting as a language support. As defined by Reinders and Darasawang (2012, p. 49) "Language support is a term that describes efforts on the part of teachers or institutions to help students develop their language ability and their language learning skills. This usually involves out-of-class opportunities for language (self-) study, such as self-access, language advising, informal opportunities for language practice, the provision of online resources, as well as links with more formal language education." The guide does not intend to serve as a language course, but to provide the first steps to the parents on how to start, where are located some of the language support groups, and what materials

they can use at home. Additionally, information about South American countries is included to reinforce cultural links, and testimonies from parents and children to encourage and motivate other parents and SHLSs.

The research conducted in the Japanese-Peruvian (Nikkei) community in Peru shows that there has been a gradual shift to the majority language, similar to the case in Japan, due not only to the integration of young generations, but also historical and political events during World War II affected the development of migrant institutions. In spite of the efforts of Japanese migration to preserve Japanese language at home young generations have been studying at local schools where the HL is not included in the educational programs. Nowadays, most of Nikkei students learn Japanese as a foreign language that shows that the HL has been lost in most of the families. It is actually replaced by other foreign languages taught at private schools. Japanese has been hardly spoken at home since the third generation. Young generations, especially in the case of the returnees who are still low in number show variations of Japanese language skills, some of them present problems to catch up with Spanish language when they entered local schools. Being more fluent in Japanese than in Spanish produce an unexpected panorama for most schoolteachers. The returnees present similar problems that their ancestors faced more than a century ago, and a reverse situation during the first years at Japanese schools. They are now playing a significant role in showing the need to maintain the HL; this panorama illustrates the process of language shift in young generations and the effects when they return to their home country. HL maintenance is neither an easy nor a short process, Ostler (2011) points out "is not a problem for a single generation, a single campaign to be fought, and either won or lost. Where languages coexist, it is a struggle that will continue indefinitely into the future."

The support of community institutions plays an important role in maintaining the HL and culture. However, parents and families are the key actors for language maintenance especially during the childhood. The lack of HL schools is not an obstacle to continue speaking, learning the HL at home,

promoting bilingualism and reversing the HL loss. New technological devices can be used as suitable language tools to access to HL resources not only to improve the HL skills, but also can provide guidance to parents in their educational mission and to promote more multicultural societies. As Au (2008, p.337) suggest, "When children lose their heritage languages, everyone loses something. The children and their parents may be unable to bond in a language that both are most comfortable with, the community loses its cultural heritage and the national loses human resources much need in bridging cultures within communities and across nations."

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Language, Kakenhi C

Mantengamos nuestra lengua y cultura: Guía para padres y tutores para mantener el español como lengua de herencia, 2017, 24 pages

〔産業財産権〕

出願状況(計 0件)

取得状況(計 0件)

〔その他〕

Website: Lengua de Herencia: Mantengamos nuestra lengua y cultura [Heritage Language: Maintaining our Language and Culture]
www.lenguadeherencia.com

6 . 研究組織

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