



Comprehensive study on education and assessment for culturally linguistically diverse children

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<https://researchmap.jp/csakurai?lang=en>



Abstract

This study focuses on the language education and assessment of culturally linguistically diverse children (CLD children). The current school education system fails to adequately address the diverse linguistic backgrounds of CLD children, leading to linguistic and educational challenges. This research aims to elucidate these challenges and establish effective educational environments that support CLD children's learning. Foundational research on the development of CLD children's multilingual abilities has been carried out, and collaborative efforts with schools have fostered multilingual educational practices, resulting in effective, evidence-based support strategies. These efforts contributed to the development of the "Dialogic Language Assessment (DLA)" by the Ministry of Education, Culture, Sports, Science and Technology (MEXT) in 2014 and have further led to a comprehensive multilingual assessment model to be completed in 2025 as part of a MEXT project.

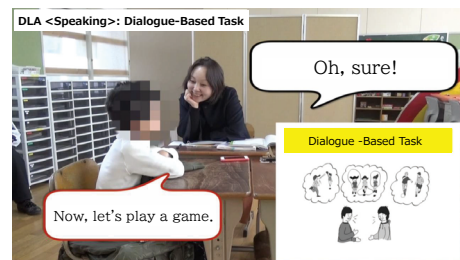
Background & Results

The number of CLD children who use Japanese in school while speaking different languages at home continues to grow each year. The current system fails to fully utilize their rich linguistic backgrounds, posing significant challenges in acquiring Academic Language Proficiency. A comprehensive reading assessment in a district with many Japan-born Chinese children found that 90% had not achieved age-appropriate reading proficiency in either Japanese or their mother tongue, revealing critical issues such as identity instability. Additionally, a study on Latinx students found a cognitive link between Japanese and Spanish oral and reading skills, further highlighting the potential of multilingual education. To tackle these complex issues, a research project in Osaka and Aichi employed translanguaging pedagogy, utilizing DLA to assess bilingual abilities and tailor educational practices to students' needs. Integrated content and language learning, project-based heritage language education, and stepwise bilingual literacy development were implemented. Tracking students' progress and analyzing classroom discourse demonstrated significant improvements in reading skills, academic performance, and a positive impact on identity formation.

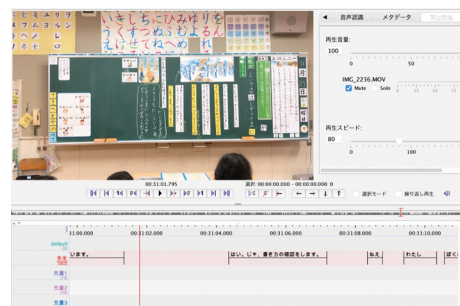
Significance of the research and Future perspective

The significance of this study lies in developing an educational support model that transforms the diverse linguistic backgrounds of culturally linguistically diverse (CLD) children into strengths for learning. Specifically, the use of translanguaging pedagogy, which leverages individual language repertoires, opens new avenues for learning beyond the traditional education system that relies solely on Japanese. Building on the outcomes of past projects commissioned by the Ministry of Education, Culture, Sports, Science and Technology, in which I have served as the leader of the assess-

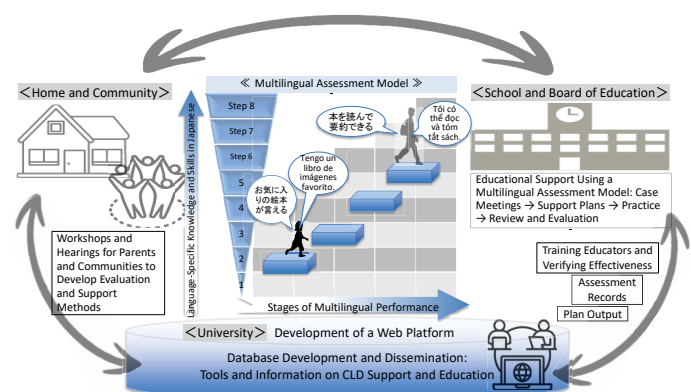
ment development division, the study aims to refine assessment methods and diversify support strategies. The goal is to establish a sustainable support system that enhances collaboration among universities, schools, local communities, and families, empowering CLD children to maximize their potential and expand their future opportunities within society.



A Scene from the Implementation of the Dialogic Language Assessment (MEXT, 2014)



Classroom Discourse Analysis with ELAN:
A CLIL Lesson by Shigeyuki Takami, Tamba Sasayama Municipal School



A Holistic Education and Assessment Network Model for CLD Children

Patent

Sakurai, Chiho; Noguchi, Hiroyuki et al. The construct validity of the reading section of the Dialogic Language Assessment: An analysis on the validity of text levels for native Japanese-speaking children. *Journal of Japanese Language Education*. 2023, 185, 30-45.

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Keyword

culturally linguistically diverse children, multilingual education, language assessment, translanguaging