

# How increasing foreign student identity

## ~Using ICT educational material and system~

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**Abstract:** The purpose of research is increasing foreign students' identity to use ICT educational material and system. Today, Japanese schools have many problems. One issue is that immigrating children cannot attending Japanese elite high school because of difficulty with acquisition CALP (Cognitive Academic Language Proficiency). And CALP is increased by good identity. This paper focuses on how teachers can provide online help to these students. The author proposes creating homework materials using ICT to help immigrating children. Furthermore, the author's research will examine the homework material's effectiveness. First, the author will develop homework materials and systems that connect the teacher and the Filipino students. Second, the author will provide ICT homework material for these students. Finally, the author will analyze increasing identity using questionnaires.

**Keywords:** ICT, identity texts, Bilingual Education, Language Education

### INTRODUCTION

This research examines the use of educational homework materials, using ICT for increase identity the acquisition of Japanese and mother tongue Cognitive Academic Language Proficiency (CALP). The purpose of research is to examine how students who immigrate to Japan can increase identity by using educational materials through Information and Communications Technologies (ICT).

Currently, Japanese schools confront the problem of how to assist immigrant students with difficulties that they encounter in Japanese classes. This problem creates issues for immigrant students who participate in high-level classes. As a consequence, it is difficult for immigrant students when they enter elite high school. Basically, immigrant students in schools have difficulty understanding Japanese (Ministry of Education, 2017, p.61). In addition, the Japanese National Research (Ministry of Education, 2016, p4) stated that number of immigrant children who have difficulty in Japanese classes are increasing yearly. As a result, immigrant children who want support in learning Japanese is increasing. Cummins (1984, p44) stated that students must learn daily conversational Japanese and school-based Japanese. Acquisition of CALP takes five to seven years. Furthermore, Taylor and Cummins (2011, 155-180) said increasing

identity bring good effect for acquisition CALP. The Club of Children and Students Working Together for a Multicultural Society (CCS) was created to support immigrant students living in Tokyo. This project supports immigrant children by holding afterschool learning classes. Even though, the project holds learning classes twice a week and is effective, there is not enough for immigrant children to increase their good identity. This research will examine the creation of educational materials that also helps increase foreign children's good identity for using identity texts(Cummins, 1984).

The author hopes that this research can support immigrant children by making it easier to obtain CALP and good identity, and assist schools in solving issue of immigrant children's difficulty understanding Japanese classes.

### RESEARCH DESIGN

This research has not been fully completed, but will be conducted in the following manner.

During the first phase, the author will research about 30 immigrant and Culturally Linguistically Diverse (CLD) elementary students grades 4-6 in Aichi Prefecture using questioners. The purpose is that investigate how identity is present in immigrant and CLD students in Aichi Prefecture. Then, the author will analyze the questioners for factor analysis.

In the second phase, the author will develop an ICT educational homework system. The ICT homework system will be shared online with the teacher and students. Next, the author will conduct workshops for teachers, and supervise and guide government officials about how to instruct foreign students. The author will conduct a workshop for foreign students using the ICT educational homework system to making identity texts. to 30-40 CLD and immigrant students two or three times a week for a month. Next, the author will research the effectiveness of the program by using questionnaires for students participated in the program. The questionnaires' items will include factors about understanding second-language learning and changing identity inferred from the first phases of the research. Questionnaires will be given as soon as the program over and one month after it.

Finally, the author will analyze the questionnaires' data using normal distribution and factor analysis, then consider the ICT educational material and system focus on identity texts for identity change and CALP's effectiveness.

### **FUTURE POLICY FOR RESULT**

The author will research foreign students in Aichi prefecture at October. As a prior study, the author will conduct workshop of making identity texts at Philippine NPO, LINGAP and DONE. That will be making identity texts about writing who are you and their one life story scene. Then writing identity texts, it will be sharing network such as Facebook and Blog that introducing Japanese how foreign children is there. After the workshop, the author investigate how feel about looking identity texts and these comments for free description questioners for participant workshop. Moreover, the author will analyze this data for Kawakita Jiro (KJ) Method to reveal the effectiveness of identity texts and sharing network system.

### **CONCLUSION**

Currently the author is planning to implement the three phases described in the Methods Section. Once phases one and two are completed and the data analyzed, the author will begin preparing ICT materials for use with Filipino students in Japanese classes.

However, the author guess there are some problems of ICT educational materials and system. The author infers that there are many types of children who have high mother tongue language ability and low Japanese language ability. These children might not be able to maintain their motivation about the activity. Hence, the author thinks that the homework materials should start with elementary questions and raise the level of questions gradually.

Another problem is helping students develop the awareness of the advantages of being bilingual as immigrant and CLD students. There is research of the awareness of Filipino of being different. Another research of Kohari[5] said some Japanese words like "gaijin" or being a foreigner and "half" or being half Japanese and half Filipino has a negative influence immigrant and CLD student's identity formation, Japanese children say often those without offense. Therefore, the author suggests that Japanese students join the program as part of their foreign language education and evaluate the network, to help solve the problem.

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