

Immigrant Parents' Attitudes toward their Children's Bilingual Development The Case of Brazilians in Japan

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This paper discusses immigrant parents' attitudes toward their children's bilingual development. The data presented here were generated from a study with Brazilian families, residing in Japan, whose children were attending Japanese public elementary schools in Osaka and Hyogo prefectures. Results reveal that though most Brazilian parents aspire to have their children both maintain Portuguese and acquire Japanese while in the host country, some parents are unaware of their roles and responsibilities in fostering this bilingual development. Moreover, findings show that there is a clear gap between what parents believe to be true and what they actually prioritize through their behavior. In conclusion, it can be argued that immigrant parents' greatest need is in knowing how to help their children achieve biliteracy.

本稿は マイノリティー言語話者である親が子どものバイリンガル能力の育成に対してどのような態度を持っているかを考察する。データは在日ブラジル人家族から収集したもので、主な参加者は兵庫県と大阪府の公立小学校に通うブラジル人児童の親である。調査の結果から、大多数の親はポルトガル語の維持と日本語習得の両方を子供に強く期待しているにも関わらず、バイリンガル能力の育成に対しての彼ら本人の役割や責任がわかっていない親が少なからずいることがわかった。さらに、親の信念と実際の行動にもギャップが見られ、本研究よりブラジル人の親に最も必要なのは子どものポルトガル語維持と日本語習得の支援方法を知ることであることが明らかになった。

Introduction

According to the Japanese Ministry of Foreign Affairs, the third largest foreign population in Japan is from Brazil, behind only that of China and the Koreans, respectively (Ministry of Foreign Affairs, Japan, 2009). Since the early 1990's, when Japan opened its doors to the *nikkei* labor force, thousands of Japanese-Brazilian families have entered the country in search of work. As a result, the educational sector in Japan has been struggling to deal with a growing number of language minority children. Brazilian nationals account for almost 40% of the 28,575 foreign students in Japanese schools who need extra linguistic support in learning Japanese as a second language (JSL) (Ministry of Education, Culture, Sports, Science and Technology, Japan, 2008). This reality has drawn the attention of a variety of researchers and led to studies measuring the first language (L1) and second language (L2) proficiencies of Brazilian elementary and junior high

school students (e.g. Ikuta, 2006; 2007; Nakajima & Nunes, 2001). It cannot be denied that the results of such studies have greatly contributed to a better understanding of the linguistic needs of Brazilian communities throughout Japan; however, it is also true to say that most have been unable to grasp the core of these linguistic problems. This is mainly due to the insufficient or nonexistent observation of Brazilian immigrants' home environments. In order to truly meet the linguistic needs of language minority children, it is necessary to investigate what the parents think, how they behave, and what attitudes¹ they have towards their children's L1 maintenance and L2 acquisition.

One might ask, however, why parental attitudes towards their children's language learning are relevant to the development of children's linguistic skills. The answer is simply that young children are not necessarily aware of their own linguistic needs. Language minority children in particular, do not know what must be done to maintain their L1 or even that there is any benefit in doing so. In addition, many of them do not value their L1 unless they are taught to do so from a very young age. When living away from their country of origin with limited access to other members of the same ethnic community, parents are often the only source of L1 input children have. In order to help their children maintain and further develop L1 proficiency, parents' responsibilities include speaking the L1, reading L1 books, teaching the culture and customs of their country of origin, and making maximum effort to keep in contact with their ethnic community while in the host country (Wong-Fillmore, 2000).

For these reasons, when studying the language education, language learning, and/or language proficiency of language minority children, it is worthwhile also investigating parental attitudes, since the latter is likely to affect the former. The present paper aims to describe Brazilian parents' attitudes towards their children's L1 (Portuguese) maintenance and L2 (Japanese) acquisition.

Literature Review

In order to situate the present research within the growing body of literature on this topic, this section will review previous studies on (1) the language learning and language proficiencies of Brazilian immigrant children in Japan, (2) Brazilian parents' attitudes towards children's language learning, and (3) immigrant parents' roles and attitudes towards children's bilingual development.

The L1 and L2 proficiencies of Brazilian immigrant children in Japan

As the number of language minority children in Japanese public schools has risen significantly in the past two decades, researchers have aimed at investigating these children's language proficiencies and language learning conditions in order to provide more suitable support for their linguistic development. Of the studies testing the language proficiencies of Brazilian children, most have focused on one or the other of the two languages, with a greater emphasis being given to children's undeveloped acquisition of Japanese as an L2. In this section, I will present two studies that are particularly relevant to the present paper, since they have chosen to investigate Brazilian children's proficiency of both Portuguese and Japanese.

Nakajima and Nunes (2001) conducted a large-scale study in which the participants were 242 Brazilian elementary and junior high school students residing in eight different prefectures throughout Japan. The results show that even when the period of stay in the host country is relatively long, these students are unable to produce L2 utterances more complex than those suitable for daily conversation. In other words, their L2 proficiency is not high enough to discuss the academic content of subjects learned in

school. Moreover, after two or three years of residing in the host country, there is a significant drop in participants' L1 proficiency, and due to their insufficient knowledge of the L2, they become temporarily double-limited, without the ability to display grade-level proficiency in either language. Nakajima and Nunes conclude that in order to help these children maintain their L1 as a solid linguistic foundation for successfully acquiring Japanese, their L1 proficiency must be monitored regularly after entering the host country.

A second study that evaluated Brazilian children's bilingual proficiency was that of Ikuta (2006, 2007), which focused on the writing skills of 64 Brazilian junior high school students. Her findings reveal that even after a six-year stay in Japan, the inaccuracy observed in the grammar, vocabulary and writing style of participants' L2 essays is significant compared to the writings of monolingual Japanese students. In addition, only participants who left Brazil after the age of nine years and one month performed as well as Brazilian monolingual students in their L1 essay writing. Moreover, the L2 writing production of participants who left Brazil between the ages of five and nine was significantly poorer than that of monolingual Japanese students. Participants who had lived in Brazil until the early years of puberty and received sufficient L1 instruction in school were more likely to maintain and develop L1 proficiency even after moving to the host country. On the other hand, those who left Brazil before being exposed to L1 literacy and before fully developing L1 proficiency were more likely to struggle with L1 maintenance and development, as well as with L2 acquisition. In this case, the latter group was more vulnerable to becoming double-limited.

In summary, the two studies presented above have evaluated Brazilian children's L1 and L2 proficiencies and shown their struggles in bilingual development. As these findings suggest, children who acquire literacy skills in the L1 prior to L2 instruction have better chances of successfully acquiring the L2 and fostering additive bilingualism. This supports Cummins' (1979) developmental interdependence hypothesis, which suggests that "the level of L2 competence which a bilingual child attains is partially a function of the type of competence the child has developed in L1 at the time when intensive exposure to L2 begins" (p. 233).

Brazilian parents' attitudes toward their children's language learning and development

There has been a distinct lack of research conducted on parental attitudes to bilingual language acquisition in Japanese contexts. In this section I will introduce the only Japan-based study on Brazilian parents' attitudes towards children's language learning. In collaboration with the National Institute for Japanese Language and Linguistics (*kokuritsu kokugo kenkyujo*), Ishii (2000) led a survey investigating 369 Brazilian parents' perception, awareness, and attitudes towards their children's language education, L1 maintenance and L2 acquisition. Results of her study reveal that while residing in Japan, Brazilian immigrant parents value their children's success in acquiring both the L1 and the L2, in building personal relationships with members of the host community, and in learning and understanding bicultural and bilingual values. In other words, Brazilian parents seem to be aware of their children's linguistic needs and demonstrate a desire for balance in the acquisition of both languages and understanding of both cultures. On the other hand, they find it difficult to convert their awareness and concerns into behavior that is beneficial to their children's linguistic development.

Unfortunately, the lack of more qualitative data in Ishii's study has led to an insufficient understanding of the parents' emotions, thoughts, anxieties and hopes

concerning their children's L1 maintenance and L2 acquisition. It is therefore necessary to go beyond survey data collection, and pursue the data in additional detail through interviews and focus group discussions in order to better understand the depth of parents' awareness and the amount of effort they invest in their children's language learning and development. The rationale for this is the fact that each immigrant family is unique, making their language learning conditions different from those of other immigrant families. There is an extensive range of factors influencing the linguistic development of language minority children and it is therefore inappropriate to generalize research findings to all or even to the majority of immigrant families. A careful qualitative investigation will help clarify their situation and identify their needs. In order to fill this gap in research, I have investigated not only the language proficiencies of Brazilian children (Bussinguer-Khavari, 2010), but also parents' attitudes towards their language learning and development.

Immigrant parents' attitudes toward bilingual development

In this section, I will review some of the existing research on language minority groups, with the purpose of demonstrating how important parents' roles are in motivating children to maintain and develop the L1 while acquiring and developing the L2. Success or failure in children's maintenance and development of the L1 is dependent on parents' attitudes and behavioral choices. Immigrant parents are often viewed as responsible mainly for children's L1 maintenance, since the host society and its institutions are more influential in children's L2 acquisition.

In studies on language minority children's language learning, the term *heritage language* (HL) is commonly used. It is often the case that HL is used as a substitute for L1; however, there is a need to differentiate between L1 and HL. The term HL is most often used to describe the first-learned, non-dominant language of the children of foreign-born parents. At times, this language may be referred to as L1 or the mother tongue. However, "heritage language" is distinct from these two terms. HL specifically refers to the language that a person is connected to by ethnicity or cultural background. It usually refers to the language that was originally dominant, but later became secondary due to the immigrant child's exposure to the socially and economically dominant language of the host country. In this sense, heritage language learners (HLLs) can be divided into two categories: (1) individuals who have a historical or personal connection to a language (either an indigenous or immigrant language) that is not usually taught in school in the host country; or (2) individuals who find themselves in a foreign language (FL) classroom, but who are raised in homes where a non-dominant language (from the point-of-view of the host country) is spoken, who speak or understand the HL, and who are to some extent bilingual in the host country's dominant language and the HL (Valdés, 2001).²

For some Brazilian immigrant children in Japan, Portuguese is the primary language, having not been overtaken by the more socially and economically dominant Japanese language. However, to others, though Portuguese is their L1, it is no longer the language they feel most comfortable using, since it has been replaced by the more dominant language of the host society – Japanese – and has therefore simply become a language they are connected to through ethnicity and cultural background. For Brazilian immigrants in Japan, understanding the concept of HLLs is incredibly complex because many Brazilian families do not see themselves living in Japan forever. For many, their ultimate goal is to save a large sum of money that will secure a more abundant life in Brazil. For this reason, they tend to see Portuguese as their L1 and not as an HL. What

they do not realize, though, is that as the years go by and their stay in Japan is prolonged, Portuguese naturally becomes an HL to their children, and Japanese in turn, becomes the primary language. However, since most parents and language minority communities are not alert to this fact, they remain unaware of the reality of language shift and language loss, and therefore, do not realize that their children's L1 has become an HL that requires special effort to be learned, maintained and developed.

Keeping in mind the characteristics of HLs, let us review previous research on immigrant parents' attitudes towards their children's bilingual development. In this section, since the focus is on immigrant families who have experienced language loss and/or language shift, I will use the term HL to refer to the first-learned, non-dominant language in the home milieu.

Researchers who have investigated immigrant parents' attitudes towards their children's bilingual development have shown that when immigrant families attach importance to maintaining and developing the HL and encourage the continuous use of the HL at home, their children likewise value the HL and develop a positive perception of that language (see for example, Li, 2006; Kondo, 1997). It has also been found that when parents engage their children in literacy activities in addition to interactive activities, such as teaching them to read and write in the HL, children develop positive attitudes towards the HL and are less likely to lose proficiency in the language (Fishman, 1991). According to Guardado (2002), even the type of encouragement parents give to their children to speak the HL has the power to either facilitate HL maintenance and development or eventually be responsible for language shift. For example, if parents use positive, enjoyable methods of encouraging HL usage, children tend to succeed in using the HL, while a more authoritarian approach can cause children to lose interest in the HL and therefore lack motivation in using it.

In another study, Feuer (2006) examined the attitudes held by parents of Jewish Hebrew students learning Hebrew as an HL at a Boston-area Sunday school. Results revealed that reasons for parents' high involvement with the school were: (1) the importance of building interpersonal relationships within the Jewish community, (2) the support provided by the school in discovering elements of Jewish identity, and (3) parents' responsibility in constructing social and educational structures and frameworks that would make children's learning experience a positive one.

In sum, immigrant parents' attitudes towards children's bilingual development are extremely significant in shaping children's own attitudes towards the learning of both the HL and the L2. Institutions and individual members of the host society can easily promote the acquisition and development of the L2, whereas HL maintenance and development are fostered primarily in the home milieu. As Fishman (1991) has suggested, the home should be a protected domain for HL development as the responsibility to maintain and develop HLs lies mainly on the parents' shoulders. It can also be said that the younger the child, the more vulnerable he or she is to parents' positive or negative attitudes (Sung & Padilla, 1998).

Further studies on immigrant parents' attitudes can eventually help such parents reflect on and consider the consequences of (1) their lack of commitment to their children's linguistic development; and (2) the gap between their level of awareness and the amount of effort they make in meeting their children's linguistic needs.

Methodology

The present study was designed to investigate and evaluate the L1 maintenance and L2 acquisition of Brazilian elementary school children attending Japanese public schools. In a related study with the same participants (Bussinguer-Khavari, 2010; Bussinguer and Tanaka, 2010), a vocabulary test in both languages was used to evaluate the children's knowledge of commonly used vocabulary words in order to provide a better understanding of their Basic Interpersonal Communicative Skills (BICS; Cummins, 1980). In addition, the participants' Cognitive/Academic Language Proficiency (CALP; Cummins, 1980) was tested. In order to investigate if their knowledge and understanding of the L1/L2 allowed them to grasp grade-level content instruction, a reading comprehension test was administered in both languages. In the present study, data were also collected by means of interviews, focus group discussions and questionnaires so that a deeper understanding of the children's home environment and the parents' attitudes towards their children's language learning and development could be ascertained. Data collection lasted from October 2008 to June 2009, and the study's goal was to answer the following research question: How do the attitudes of Japan-based Brazilian parents relate to their children's language learning and language proficiencies?

The study combines a variety of methods, including (1) audio-recorded interview sessions, (2) video-recorded focus group discussions, and (3) questionnaires. Since the focus of the study is on the parents' attitudes towards their children's bilingualism, it will not discuss the children's language proficiency or the relationship between the proficiency and parental attitudes. For more details on the children's language proficiencies, refer to Bussinguer-Khavari (2010) and Bussinguer and Tanaka (2010).

Participants

The participants in this study were 41 Brazilian elementary school children, representing 37 Brazilian immigrant families residing in Hyogo and Osaka prefectures. One parent (either the mother or father) from each family responded to a six-page questionnaire written in Portuguese. A total of 12 parents from ten of the 37 families were later interviewed, and seven mothers also took part in focus group discussions.

The average age of the mothers ($N = 37$) was 33, and the average age of the fathers ($N = 36$) was 37. Their children ($N = 41$) had an average age of eight years and seven months. Throughout the data, numbers one through 41 identify the 41 children who took part in the study. Each parent is identified by the number that corresponds to their children followed by *M* or *F*, for *mother* and *father*, respectively. In the case of siblings among the participating children, the parents' codes correspond to that of the child with the lower code. For instance, the mother of siblings 16 and 28 is referred to as 16M.

Background information on all participants (both children and parents) can be found in Appendix A. Interviews were possible with the following 12 parents – 12M, 14M, 16M, 18M, 20M, 23M, 23F, 25M, 30M, 31M, 31F, and 37M. The seven parents who took part in focus group discussions were 16M, 18M, 25M, 30M, 32M, 34M, and 40M.

Method

Before the Brazilian children took the language proficiency tests, parents were asked to complete the questionnaire and give permission in writing for their children to take part in the study. Questionnaires were personally given to parents, either at their homes, at the children's schools, at Protestant churches some of the families attended on Sundays, or at the Brazilian community³ where many children were enrolled in Portuguese classes

conducted on Saturdays. After the children's L1 and L2 proficiencies had been tested, the researcher had the opportunity to meet some parents ($n = 12$) to ask them informal follow-up interview questions that emerged from information contained in the questionnaire. Below, I describe in more detail all three methods used for data collection on parents' attitudes – questionnaires, interviews and focus group discussions.

The questionnaire utilized in this study is divided into two parts. Part I consists of a two-page collection of 52 statements designed to evaluate parents' awareness of various factors affecting children's bilingual development. The statements were taken from Ishii (2000). The Japanese statements presented in Ishii's (2000) study were translated into Portuguese by the researcher and later translated back into Japanese by a researcher who was unfamiliar with the original Japanese statements. The purpose of the back translation was to evaluate the accuracy, ambiguity and appropriateness of the Portuguese translation. For Part I of the questionnaire, parents were asked to rate each statement on a 5-point scale. The first 21 statements (A1 to A21) were designed to investigate the parents' awareness, while statements B1 to B31 were intended to determine parents' behavior, specifically observing if parents' awareness of the various factors affecting their children's linguistic needs was actually converted into behaviors that assist those needs and foster children's bilingual development. The Portuguese version and the English translation to Part I of the questionnaire can be found in Appendix B.⁴

The second section of the questionnaire amounts to four pages and was designed by the researcher. Part II asks parents about their educational background, length of stay in Japan, language use at home, attitudes towards children's Portuguese maintenance and Japanese acquisition, intentions of leaving or remaining in the host country, and other details on their home environment. This section includes multiple-choice, 5-point scale, and open-ended questions. (The original Portuguese questions to Part II of the questionnaire have been included in Appendix C, followed by an English translation in Appendix D.)

Interviews with parents represent the second research method used for investigating parents' attitudes. As described earlier, the interviews were semi-structured; the researcher asked the parents informal follow-up questions based on their written responses to their questionnaires. The interviews lasted 45 to 90 minutes and were audio-recorded and transcribed for analyses according to a grounded theory approach (Charmaz, 2006).

Finally, the third method used to investigate the Brazilian parents' attitudes was that of focus group discussions. The main purpose of a focus group is to generate and analyze interaction between the participants, without asking a set of questions to each member of the group. The researcher acts as a facilitator or moderator and his or her role is to encourage discussion concerning a set of pre-structured questions without trying to extract the target information directly. Barbour (2007) and Morgan (1997) provide an overall understanding of focus group planning, design, and uses. As suggested by Barbour (2007), focus group discussions are attractive methodological tools when participants are somewhat isolated and crave an opportunity to meet and interact with others who are in a similar situation. As language minority groups are generally isolated from mainstream society and lack opportunities for interacting with other members of the same ethnic community, focus group discussions can act as a significant tool in bringing language minority families together to interact and discuss the issues that concern them most about life in the host country.

In this study, two focus group discussion sessions were conducted. Both sessions

took place at the home of one of the participants. The first session was held at parent 18M's home in Kobe city, Hyogo prefecture on May 11, 2009. The second session was conducted at parent 40M's home in Sakai city, Osaka prefecture on June 1, 2009. Both sessions were audio- and video-recorded, transcribed, and coded for further analyses based on the grounded theory approach (Charmaz, 2006).

Inspired by the focus group discussion facilitation device presented by Greer (2005), I adapted that format to suit the research focus of the current study (Table 1). The original was prepared in parents' L1, Portuguese, and can be found in Appendix E. Before the discussion began, the participants took a few minutes to complete the device by choosing one of two opposing statements. They were then given two colored cards (blue and yellow), representing the two colors on the device, and asked to demonstrate their position by placing one of the cards on the table in front of them as each pair of statements was discussed. This procedure allowed participants to immediately know the opinion of each group member before sharing the rationales behind their individual choices.

Table 1. Focus group facilitation device

<i>Blue</i>		<i>Yellow</i>	
1. I believe that in Japan there is prejudice against foreigners.			1. I do not believe that in Japan there is prejudice against foreigners.
2. I am satisfied with my life in Japan.			2. I am not satisfied with my life in Japan.
3. I want my child to know both Portuguese and Japanese well.			3. I believe it is enough if my child knows one of the two languages well.
4. Living in Japan is good for my child.			4. Living in Japan is not good for my child.
5. When considering my child's future, I believe Japan is better.			5. When considering my child's future, I believe Brazil is better.
6. I wish to return to Brazil.			6. I wish to live in Japan permanently.
7. It is difficult to adapt to Japanese culture and customs.			7. It is not difficult to adapt to Japanese culture and customs.
8. I am making as much effort as possible to help my child acquire and maintain Portuguese proficiency.			8. I am not making much effort to help my child acquire and maintain Portuguese proficiency.
9. If my child loses Portuguese proficiency in the process of acquiring Japanese, there could be a possibility of him (her) not developing grade-level proficiency in either language.			9. If my child loses Portuguese proficiency in the process of acquiring Japanese, there is no risk in him (her) not developing grade-level proficiency in either language.
10. I am satisfied with the education my child is receiving in Japan.			10. I am not satisfied with the education my child is receiving in Japan.

Both the questionnaire (Appendices A and B) and the focus group facilitation device (Table 1) required parents to share information on various topics, including reasons for entering Japan, desired length of stay upon arrival, actual period of stay, educational background, and perceptions of life in Japan. However, only partial results related to the parents' attitudes towards their children's bilingual development are presented here due to the focus of this paper.

Although it is possible to quantify the parents' responses to the questionnaire and their comments during the interviews and focus group discussions, it is important to keep in mind that various factors affect language minority families, making each one unique and incomparable to others. Therefore, it is not my desire to quantify the findings

with the purpose of generalizing these to describe and justify participants' common traits, but instead to give readers an overall idea of what parents' responses are within a larger group. A significant characteristic of this study is that it focuses on the reasons behind participants' responses and the existing gap between what parents assume and what they actually show through behavior. This type of qualitative analysis, in which a researcher with the same ethnic background as the participants collects data in the participants' L1, is something that has been missing from previous studies on Brazilian parents' attitudes towards children's bilingual development in Japan.

Results and discussion

By combining the results of the three research methods described above, this section will shed light on Brazilian parents' attitudes towards children's L1 maintenance and L2 acquisition. Table 2 reveals the results of the parents' responses to statements A1-A21, while Table 3 shows their responses to statements B1-B31 (Part I of the questionnaire). Tables 2 and 3 have been organized so that statements with the highest average ratings come at the top. Next, Table 4 reveals results of the parents' responses to the focus group facilitation device presented earlier in Table 1.

Table 2. Parents' awareness of factors affecting their children's bilingual development

	Statement number	Statement	Average rating	Standard deviation
1	A1	It is important that our children learn Japanese without losing Portuguese.	4.95	.31
2	A2	It is beneficial to our children's overall learning if they master both Japanese and Portuguese.	4.90	.37
3	A3	It is important to use Portuguese at home so that it is not forgotten.	4.88	.46
4	A4	Forgetting Portuguese may cause, among other problems, psychological damage to our children and trouble in parent-child communication. For this reason, it is important to take measures to prevent Portuguese from being forgotten.	4.68	.72
5	A6	If people around us have the attitude of valuing our country and our language, our children's overall learning will be positively influenced.	4.66	.73
6	A7	I think that if parents learn Japanese, children's learning will improve.	4.61	.59
7	A5	At school, learning different subjects is difficult due to children's low Japanese proficiency. However, as soon as they start learning Japanese, problems related to the learning of different subjects in school will be solved naturally.	4.41	.71
8	A9	If children have learned certain abstract terms, such as nuclear energy and democracy, in Portuguese it will help them to learn the same terms in Japanese.	4.22	.99
9	A11	The level of Japanese required for daily conversations and that for learning academic content at school are different.	4.12	1.08
10	A14	Once children's Japanese proficiency is good, the problems they face will be solved.	4.05	.86
11	A13	Even if children's Portuguese proficiency has not been established properly, learning Japanese will not be difficult.	3.95	1.30
12	A8	After our children have acquired a basic knowledge of Japanese for daily conversations, it will take 1-2 years for them to sufficiently understand the content of subjects	3.78	.99

		taught in school, as well as read and write well in Japanese.		
13	A12	Developing Portuguese proficiency can help Japanese acquisition.	3.27	1.29
14	A10	In order to develop Japanese proficiency more rapidly, Japanese should be spoken at home.	3.17	1.43
15	A16	After acquiring sufficient Japanese proficiency for daily conversations, it will take at least 5 years for them to sufficiently understand the content of subjects taught in school, as well as read and write well in Japanese.	3.15	1.22
16	A17	Even if children forget Portuguese and learn how to use Japanese, it is possible that neither language will be dominant.	2.98	1.49
17	A15	To live in Japan, the most important thing is to acquire Japanese. Not placing much attention on the Portuguese language will not be harmful.	2.66	1.51
18	A19	It would not be so problematic if children developed Japanese proficiency instead of Portuguese proficiency.	1.90	1.28
19	A20	Since we are in Japan, there is no need to stress out if our children forget Portuguese.	1.88	1.21
20	A18	It is not problematic if, due to learning Japanese, our children distance themselves from other children who speak Portuguese.	1.80	1.23
21	A21	If the language of instruction at school is different to that used at home, children will not learn either language.	1.73	1.16

Table 3. Parent's behavior to foster their children's bilingual development

	Statement number	Statement	Average rating	Standard deviation
1	B7	I try to adapt to Japanese customs, but at the same time, I maintain the Brazilian customs I believe are significant.	4.85	.36
	B9	Compared to Japanese students, even if the belongings, clothes and customs of my child are different, I would like them to be accepted.	4.85	.48
2	B2	While living in Japan, I place importance in developing my child's academic skills as well as other skills.	4.83	.38
3	B1	Whether in Brazil or in Japan, the most important thing for the future of my child is that he or she succeeds at school.	4.80	.40
	B17	I make sure that I or another member of the family attends my child's school events.	4.80	.56
4	B5	My desire is that my child adequately learns both Portuguese and Japanese.	4.76	.62
	B10	I make an effort to talk about Brazil to my child as much as possible.	4.76	.62
	B16	I would like my child to study in a school that offers instruction in Japanese.	4.76	.49
5	B3	I would like our stay in Japan to be enjoyable, so I place importance in taking back to Brazil good memories of our time in Japan.	4.61	.86
6	B13	I talk to my child to ensure he or she does not forget he or she is Brazilian.	4.59	1.00
7	B6	I tell my child that it is important to adapt to the customs of Japanese schools.	4.56	.81

8	B18	I do what I can so that my child can have Japanese friends.	4.49	.90
9	B14	Where possible, I would like Japanese schools to provide teaching materials in Portuguese.	4.37	1.11
	B22	I try to make sure my child has enough contact with other Brazilians who live in Japan.	4.37	.86
10	B12	If there were a school where my child could learn partially in Portuguese, I would enroll him or her there.	4.32	.96
11	B15	The Portuguese language is very relevant to maintaining Brazilian culture. Therefore, forgetting Portuguese is like losing the Brazilian culture.	4.29	1.10
12	B4	Whether in Brazil or in Japan, the most important thing for the future of my child is that he or she enters a school of high academic standards.	4.27	.92
	B8	The presence of my child in the classroom is a great experience for Japanese children.	4.27	.92
	B19	At home, when I help my child with schoolwork, I speak in Portuguese.	4.27	1.27
13	B11	I make an effort to speak Portuguese at home.	4.22	1.19
14	B24	I read stories and folktales to my child in Portuguese and also ask him or her to read to me.	3.73	1.43
15	B27	I try to go to Brazil as much as possible so that my child can relate to and maintain contact with our country.	3.44	1.32
16	B21	If there were a school where my child could learn all subjects in Portuguese, I would enroll him or her there.	3.17	1.61
17	B20	I adapt to Japanese customs more than I maintain Brazilian customs.	2.88	1.38
18	B25	I make my child study with textbooks and reference books in Portuguese (printed for use in Brazil).	2.83	1.61
19	B26	The most important thing is that my child does not lose the Brazilian culture. That is why we should not adapt to Japanese culture so much.	2.73	1.32
20	B29	It seems that my child finds himself or herself to be more Japanese than Brazilian.	2.66	1.48
21	B23	I make an effort to speak Japanese at home.	2.54	1.42
22	B28	The most important thing is for my child to succeed in Japanese society, even if that means losing the Brazilian culture.	2.00	1.30
23	B31	I find myself to be more Japanese than Brazilian.	1.66	1.17
24	B30	I think it is good enough if my child learns one of the two languages – either Portuguese or Japanese. There is no need to learn both languages.	1.61	1.09

Table 4. Parents' responses to the focus group facilitation device

Statements (Blue)	Parents who chose blue	Parents who chose yellow	Statements (Yellow)
1. I believe that in Japan there is prejudice against foreigners.	All		1. I do not believe that in Japan there is prejudice against foreigners.
2. I am satisfied with my life in Japan.	All		2. I am not satisfied with my life in Japan.
3. I want my child to know both Portuguese and Japanese well.	All		3. I believe it is enough if my child knows one of the two languages well.
4. Living in Japan is good for my child.	All		4. Living in Japan is not good for my child.
5. When considering my child's future, I believe Japan is better.	16M, 18M, 25M, 32M, 40M	30M, 34M	5. When considering my child's future, I believe Brazil is better.
6. I wish to return to Brazil.	30M, 34M	16M, 18M, 25M, 32M, 40M	6. I wish to live in Japan permanently.
7. It is difficult to adapt to Japanese culture and customs.	16M, 30M, 32M	18M, 25M, 34M, 40M	7. It is not difficult to adapt to Japanese culture and customs.
8. I am making as much effort as possible to help my child acquire and maintain Portuguese proficiency.	18M, 30M, 34M, 40M	16M, 25M, 32M	8. I am not making much effort to help my child acquire and maintain Portuguese proficiency.
9. If my child loses Portuguese proficiency in the process of acquiring Japanese, there could be a possibility of him (her) not developing grade-level proficiency in either language.	18M, 30M, 34M, 40M	16M, 25M, 32M	9. If my child loses Portuguese proficiency in the process of acquiring Japanese, there is no risk in him (her) not developing grade-level proficiency in either language.
10. I am satisfied with the education my child is receiving in Japan.	18M, 25M, 30M, 32M, 34M, 40M	16M	10. I am not satisfied with the education my child is receiving in Japan.

In the following three sub-sections, these results will be discussed in terms of (1) the parents' expectations regarding their children's bilingual language development, (2) their attitudes toward their children's maintenance of Portuguese and (3) what they perceived as the major obstacles to achieving biliteracy.

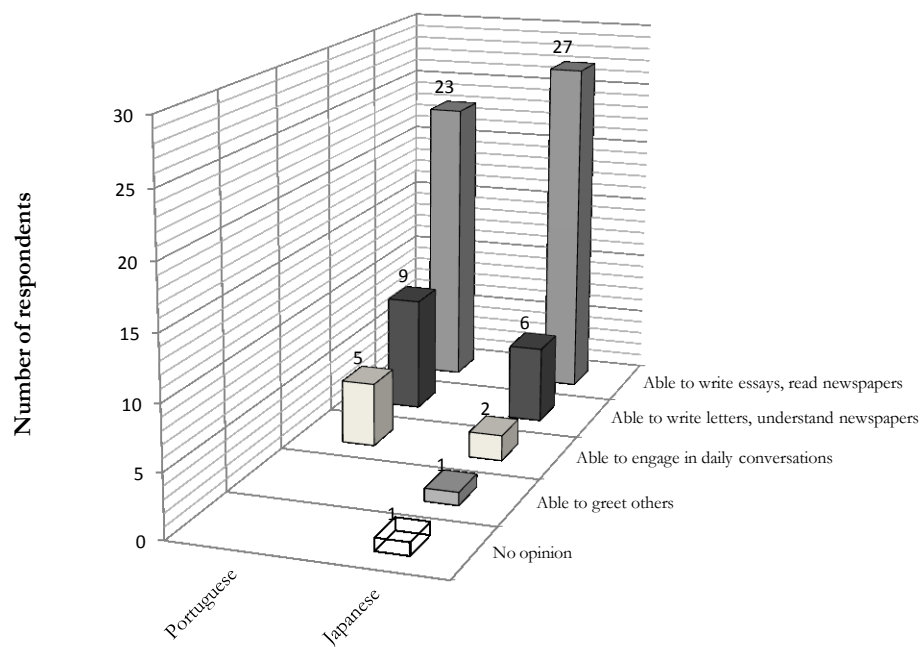
Parents' expectation of children's bilingual development

First, let us focus on the ways the parents expected to see their children become bilinguals. As shown in Table 2 above, the two statements with the highest ratings were those referring to the children's bilingual development, which demonstrates that these Brazilian parents highly valued their children's bilingualism. As can be seen, statements A1 and A2 both have an average rating of 4.9 on the 5-point scale, providing evidence to suggest that a basic assumption among the parents is that their children should attain proficiency in both Japanese and Portuguese. The next highly rated statements, A3 (with an average rating of 4.88) and A4 (with an average rating of 4.68), both show that parents are aware of the importance of maintaining their children's L1 for the benefit of the family and for the children themselves. The parents' level of agreement with these statements suggests that they have high expectations of their children becoming

proficient in both the majority language and the heritage language.

Furthermore, responses to questions 21 and 22 (*What level of Portuguese/Japanese proficiency do you want your child to acquire?*) on Part II of the questionnaire (Appendix D) reveal the proficiency level the parents expect their children to attain. As can be observed from Figure 1, not even one parent wishes his or her child to become monolingual. Out of the 37 parents who completed the questionnaire, 20 demonstrate a desire to see their children acquire the highest level of fluency in both languages, being able to write essays and read newspapers and reference books.

Figure 1. **Parents' Expectations of Children's Bilingual Proficiency**



The parents' high rating for statement B5 (Table 3) also suggests that parents have a strong desire to see their children develop bilingual proficiency. In addition, they generally gave a low agreement rating to the idea that it was sufficient for their children to learn just one of the languages (B30), which further supports the notion that they place importance on their children's bilingualism.

During the interviews and focus group discussion sessions, parents likewise showed an awareness of (1) the importance of their children maintaining Portuguese as a means of communication with family members, and (2) the necessity of having their children acquire Japanese in order to properly function and succeed in the host society. The quotes below show two parents' opinions regarding their children's acquisition of Portuguese and/or Japanese.

Eu quero que ele aprenda os dois. (...) Como a gente está morando aqui, é bom aprender a ler e escrever pra se comunicar melhor e saber se expressar melhor. E português também, porque a família toda é brasileira. Às vezes ele liga lá no Brasil

e começa a falar só em japonês, e a vó lá no Brasil não entende nada. (25M, FG2, 16:30)

I want him [my son] to learn both [languages]. (...) Since we are living here, it is good [for him] to learn how to read and write [Japanese], in order to communicate and express himself better. And Portuguese also, because the entire family is Brazilian. Sometimes he calls [family in] Brazil and starts to speak only in Japanese. His grandmother in Brazil doesn't understand anything.

Eu faço questão que eles aprendam o português porque nunca eu vou aprender o japonês no nível deles. (...) Pra eu conseguir ter uma boa comunicação com eles, eu tenho que ensinar pra eles o português. Eles têm que aprender o português, porque se não, vai chegar uma hora que a gente não vai conseguir se comunicar... (18M, FG1, 30:00)

I demand that my children learn Portuguese because I will never learn Japanese as well as them. (...) For me to have good communication with them, I must teach them Portuguese. They must learn Portuguese or else there will come a time when we will no longer be able to communicate.

Parental attitudes toward children's L1 maintenance

We have observed Brazilian parents' attitude towards children's bilingual development, and in this section we will look more specifically at their attitude towards their children's L1 maintenance. The parents rated the statement *Since we are in Japan, there is no need to stress out if our children forget Portuguese* (Table 2, A20) quite lowly (1.88), revealing their desire for their children not to lose L1 proficiency.

In Table 3, the results of the parents' average ratings for statements B7, B10, B13, B22, B15, B19, B11, and B24 demonstrate their attitude towards their children's maintenance of both the L1 and the L1 culture. These responses reveal not only the parents' awareness of the importance of L1 maintenance, but also their behavior in fostering it. Out of the statements mentioned above, B24 (*I read stories and folktales to my child in Portuguese and also ask him or her to read to me*) has a rather low average rating (3.73). The parents gave two reasons for this: (1) the lack of Portuguese reading material available in Japan, and (2) the fact that many of their children had not yet learned the Portuguese alphabet and were therefore unable to read stories. In other words, parents with children of pre-reading age could only partially agree to statement B24, which possibly caused them not to rate the statement negatively overall. This was no doubt also an issue in the questionnaire on which the current one was based (Ishii, 2000).

The results of the focus group discussions, as summarized in Table 4, reveal that four out of seven parents were satisfied with the amount of effort they were making to help their children maintain and develop Portuguese proficiency. They responded positively to statement 8B (*I am making as much effort as possible to help my child acquire and maintain Portuguese proficiency*), revealing their efforts in speaking Portuguese at home, providing Portuguese resources to their children, and enrolling their children in Portuguese lessons.

Three parents, however, agreed with statement 8Y (*I am not making much effort to help my child acquire and maintain Portuguese proficiency*) and instead felt that their efforts in helping their children maintain the L1 were insufficient. These parents realized that more could be done on their part, confessing that they were not taking full responsibility in using all the tools at their disposal to support their children's L1 maintenance and

development. In the quote below, parent 25M reveals how she believes she is failing in her efforts to help her child maintain and develop L1 proficiency.

Eu não leio diariamente livro pro meu filho em português. Eu tenho muitos livros, estorinhas em português que eu trouxe do Brasil, mas eu não leio. (...) O que eu posso dar pra ele em português, eu dou. (...) Mas eu deveria dar mais atenção a ele em livros. (...) Eu tenho uma falha muito grande nisso. (32M, FG1, 1:14:15)

I do not read to my child in Portuguese on a daily basis. I have many books and short stories in Portuguese that I brought from Brazil, but I do not read them. (...) What I can provide for him in Portuguese, I do. (...) However, I should give him more attention with books. (...) In this sense, I have strongly failed.

Obstacles to achieving complete biliteracy

Despite the study's small number of participants, which does not permit generalizations, the results show that Brazilian parents in Hyogo and Osaka prefectures demonstrate positive attitudes towards their children's L1 maintenance and L2 acquisition. However, although the parents seem to be aware of their responsibility in helping their children maintain and develop the L1, they still find themselves struggling to make greater efforts in meeting their children's linguistic needs. Consequently, there is a clear gap between their level of awareness and the behavior they display. Such results are similar to those found in Ishii's (2000) study. It can be concluded that parents' greatest need is in knowing how to provide the best support to their children at home in order to foster their bilingual development.

While the gap observed between parents' awareness and their behavior is evident, many parents are trying hard to provide L1 input to their children in the form of videos, storybooks, resources on the Internet, and Saturday lessons. For instance, out of the 41 children who took part in this study, 22 were studying Portuguese on the weekends. This shows that many parents are striving to provide Portuguese instruction to their children outside the home environment. On the other hand, parents must also understand that these efforts might help their children maintain a certain level of L1 proficiency, but may not allow them to develop sufficient literacy skills in Portuguese. In order for children to develop grade-level proficiency in the L1, including reading and writing skills, parents need to commit further in terms of time and effort.

Throughout this study, the parents commented on the difficulties they experienced in helping their children to develop bilingual proficiency while in Japan. Mainly, they gave two reasons for this: (1) the parents' low educational background caused them to lose confidence in teaching Portuguese to their children, and (2) the children's lack of interest in learning the L1 did not motivate parents to teach it.

For a better understanding of the existing gap between the parents' level of awareness and their behavior, it is worth focusing on one family's case as an example. Parent 9M, the mother of participants 9 (a boy in grade 4) and 10 (a girl in grade 1), is an example of a parent whose behavior does not necessarily reflect her thoughts. In Part I of the questionnaire, 9M rated statements A1, A2 and A3 affirmatively, indicating that she highly value her children's bilingual development. By responding that she "totally agrees" with each of the three statements above, she gave the impression that she was aware of the importance of her children's L1 maintenance and development. However,

9M also affirmatively responded to statements A10 (*In order to develop Japanese proficiency more rapidly, Japanese should be spoken at home.*) and A19 (*It would not be so problematic if children developed Japanese proficiency instead of Portuguese proficiency.*). This tends to suggest that parent 9M did not know whether to give priority to bilingual maintenance or focus mainly on developing Japanese proficiency. While she believed it was important for her children to maintain and develop the L1, she also accepted the idea of her children losing L1 proficiency when acquiring the L2. In this way, it seems parents who do not understand what to prioritize when fostering children's bilingualism have trouble understanding their role in their children's bilingual development. Consequently, it is not surprising if such parents are unable to help their children develop L1 and L2 proficiencies.

Furthermore, in her responses to the questionnaire, parent 9M claimed to use mostly Japanese as a means of communication with her children:

[Em português uso] só palavras do dia-a-dia. [Por exemplo,] vamos comer, tomar banho, apague a luz, leite, etc... [Uso japonês] para saber do cotidiano escolar, e sempre quando eles não entendem quando falo português, ou seja, 90% do que conversamos. (9M, Qp3)

[In Portuguese I use] only the words necessary for daily conversations. [For example,] let's eat, take shower, turn off the lights, milk, etc... [I use Japanese] to know about their school routine, and whenever they do not know what I am saying in Portuguese. That is, [Japanese represents] 90% of what we communicate.

From the comment above, it can be observed that parents like 9M sometimes give up using Portuguese in the home milieu because what they say in Portuguese is not understood by their children.

In order to maintain and develop a minority language, parental awareness alone is not enough. It is vital to see parents' awareness translate into action through their behavior. Though 9M's thoughts suggest an awareness of the importance of L1 maintenance, her children's inability to take the L1 reading comprehension test and their significantly low scores on the L1 vocabulary test further complement the conclusion that L1 has not been maintained or developed in this family's household.

Conclusion

In summary, as seen in the example above, parental attitudes strongly influence children's language learning and language proficiency. This study's findings suggest that some Brazilian parents are unaware of their roles and responsibilities in supporting their children's bilingual development, even when they acknowledge the relevance of L1 maintenance and L2 acquisition. It can be argued that parents need professional support in order to better understand methods of encouraging children's bilingual development. Immigrant families also need more accessibility to L1 materials that might aid in children's L1 learning. In future studies, there is a need to continue focusing on gathering qualitative data from language minority groups, since such data will eventually lead researchers, policy makers and educators to provide better support to language minority children and the language minority communities they represent.

Notes

¹ *Attitudes* refer to parents' awareness of children's linguistic needs and their efforts in meeting those needs.

² Valdés (2001) defines the HL in the North American setting, therefore referring to the host country's

dominant language as English. However, I have chosen to make the definition more suitable to the setting of the present study, therefore not specifying the dominant language, but still keeping the essence of the definition alive.

³ The Brazilian community referred to here is called *Comunidade Brasileira de Kansai* (CBK) and is located in Kobe, Hyogo.

⁴ The English translation that has been provided in this paper is only for the reader's reference and is not intended as a back-to-back translation of the Portuguese version used for data collection. It is also possible that the National Institute for Japanese Language and Linguistics (*kokuritsu kokugo kenkyujo*) might have created an official English translation for this questionnaire that is not available to the general public. I must remind the reader that the official version of this questionnaire that I have access to is the one printed in Japanese by Ishii (2000).

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Appendix A Participants' Background Information

Child	Age ^a	Grade	Sex	Country of Birth	Period of Stay ^a		Parents' Background Information			
							Code	Age		Language used between parent and child
					Brazil	Japan		Mother	Father	
1	9;02	3	M	Japan	0;11	8;03	1F	36	37	L1 and L2
2	8;08	3	F	Japan	0;00	8;08	2M	30	36	Mostly L1
3	7;08	2	M	Japan	0;00	7;08	3M	28	32	Only L1
4	7;09	2	M	Japan	0;00	7;09	4M	35	45	Only L1
5	12;08	6	F	Japan	0;05	12;03	5M	50	55	Only L2
6	11;00	4	F	Japan	4;03	6;09	6M	27	28	Only L1
7	8;03	2	F	Japan	4;03	4;00	6M	27	28	Only L1

8	8;00	3	F	Japan	0;00	8;00	8F	36	38	Mostly L2
9	10;03	4	M	Brazil	2;05	7;08	9M	36	40	Mostly L2
10	6;10	1	F	Japan	0;01	6;09	9M	36	40	Mostly L2
11	10;09	4	F	Japan	0;01	10;08	11M	43	49	Only L2
12	8;02	2	M	Brazil	3;06	4;08	12M	44	44	Only L1
13	11;00	4	M	Brazil	10;02	0;10	13F	38	37	Only L1
14	9;01	2	F	Brazil	7;02	1;11	14M	28	39	Only L1
15	12;03	6	F	Brazil	1;06	10;09	15M	37	36	Only L1
16	10;02	4	F	Japan	0;00	10;02	16M	29	40	Only L1
17	7;10	1	F	Japan	0;04	7;06	17M	33	34	Only L1
18	8;02	2	M	Japan	0;03	7;11	18M	34	33	Mostly L1
19	8;05	2	F	Japan	0;07	7;10	19M	32	43	Mostly L2
20	9;03	3	F	Brazil	7;05	1;10	20M	31	30	Mostly L1
21	7;03	1	F	Brazil	2;09	4;06	21M	26	n/a	Only L1
22	11;04	5	M	Brazil	9;08	1;08	22M	32	42	Only L1
23	9;10	3	M	Japan	2;10	7;00	23M	43	58	Only L1
24	8;03	2	M	Japan	0;00	8;03	24M	26	26	L1 and L2
25	7;01	1	M	Brazil	0;07	6;06	25M	32	28	L1 and L2
26	8;06	3	M	Brazil	7;02	1;04	26M	28	34	Only L1
27	11;09	5	M	Brazil	3;03	8;06	27M	27	27	Only L1
28	6;07	1	F	Japan	0;00	6;07	16M	29	40	Only L1
29	6;04	1	F	Brazil	3;11	2;05	29M	35	36	Only L1
30	7;05	2	F	Brazil	1;02	6;03	30M	32	38	Only L1
31	6;01	1	M	Brazil	0;11	5;02	31M	36	36	Only L1
32	6;04	1	M	Brazil	2;10	3;06	32M	25	56	Only L1
33	6;08	1	M	Japan	0;00	6;08	18M	34	33	Mostly L1
34	7;00	1	M	Brazil	4;02	2;10	34M	32	29	Only L1
35	6;04	1	M	Japan	0;00	6;04	35M	24	29	Mostly L1
36	8;02	3	F	Japan	0;00	8;02	36M	27	42	Only L1
37	6;02	1	F	Japan	0;04	5;10	37M	26	26	Only L1
38	11;05	6	F	Bolivia	0;00 ^c	10;00	38M	36	34	Only L1
39	10;11	5	M	Brazil	4;06	6;05	39M	29	37	Only L1
40	8;02	3	M	Japan	0;00	8;02	40M	46	46	Only L1
41	11;05	6	F	Japan	1;00	10;05	41M	35	34	Only L1

Note. n/a = not available. ^a Age and period of stay are represented by year; month. ^b The parent code

represented here refers to the parent who answered and signed the questionnaire; M = mother; F = father.

^c Participant 38 was born in Bolivia, where she stayed for 1 year and 5 months. She has never been to Brazil.

Appendix B Questionnaire to Parents (Part I)

Favor responder este questionário circulando um dos números entre 1 e 5, sendo que 1 representa o maior grau de discordância e 5 representa o maior grau de concordância. (*Read the following statements circling one number between 1 and 5, given that 1 represents the greatest level of disagreement and 5 represents the greatest level of agreement.*)

1 = Discordo plenamente (*totally disagree*)

2 = Discordo um pouco (*partially disagree*)

3 = Não concordo nem discordo (*neither agree or disagree; neutral*)

4 = Concordo em parte (*partially agree*)

5 = Concordo plenamente (*totally agree*)

A1	É importante que as crianças aprendam o japonês sem perderem o português. <i>(It is important that our children learn Japanese without losing Portuguese.)</i>
A2	É vantajoso para a aprendizagem geral das crianças que elas dominem bem, tanto o japonês quanto o português. <i>(It is beneficial to our children's overall learning if they master both Japanese and Portuguese.)</i>
A3	Para que o português não seja esquecido, é importante usar o português em casa. <i>(It is important to use Portuguese at home so that it is not forgotten.)</i>
A4	Esquecer o português pode causar, entre outros problemas, danos ao desenvolvimento psicológico das crianças e danos à comunicação entre pais e filhos. Por isso, é importante tomar providências para que o português não seja esquecido. <i>(Forgetting Portuguese may cause, among other problems, psychological damage to our children and trouble in parent-child communication. For this reason, it is important to take measures to prevent Portuguese from being forgotten.)</i>
A5	Na escola, a aprendizagem de matérias é difícil por causa do baixo nível de japonês das crianças. Assim que elas começarem a aprender e usar o japonês, problemas relacionados à aprendizagem de matérias na escola se resolverão naturalmente. <i>(At school, learning different subject is difficult due to children's low Japanese proficiency. However, as soon as they start learning Japanese, problems related to the learning of different subject in school will be solved naturally.)</i>
A6	Se pessoas ao nosso redor tomarem a atitude de valorizar o nosso país e a nossa língua, a aprendizagem geral das crianças será influenciada positivamente. <i>(If people around us have the attitude of valuing our country and our language, our children's overall learning will be positively influenced.)</i>
A7	Eu acho que se os pais aprenderem o japonês, a aprendizagem das crianças melhorará. <i>(I think that if parents learn Japanese, children's learning will improve.)</i>
A8	Depois que as crianças adquirirem o nível básico de japonês necessário para comunicações diárias, demorará 1 ou 2 anos para que elas entendam suficientemente o conteúdo das matérias dadas na sala de aula e leiam e escrevam bem o japonês. <i>(After our children have acquired a basic knowledge of Japanese for daily conversations, it will take 1-2 years for them to sufficiently understand the content of subjects taught in school, as well as read and write well in Japanese.)</i>
A9	Se as crianças tiverem aprendido certos termos abstratos (como energia nuclear e democracia) na língua portuguesa, isso os ajudará quando aprenderem os mesmos na língua japonesa. <i>(If children have learned certain abstract terms, such as nuclear energy and democracy, in Portuguese it will help them to learn the same terms in Japanese.)</i>
A10	Para desenvolver o japonês mais rapidamente, deve-se usar o japonês em casa. <i>(In order to develop Japanese proficiency more rapidly, Japanese should be spoken at home.)</i>
A11	O nível de japonês necessário para conversações diárias e o nível de japonês necessário para a aprendizagem de matérias escolares são diferentes. <i>(The level of Japanese required for daily conversations and that for learning academic content at school are different.)</i>
A12	O desenvolvimento da língua portuguesa ajudará na aquisição da língua japonesa. <i>(Developing Portuguese proficiency can help Japanese acquisition.)</i>
A13	Mesmo que o nível de português da criança não esteja bem estabelecido, começar a aprender a língua japonesa não será difícil. <i>(Even if children's Portuguese proficiency has not been established properly, learning to learn Japanese will not be difficult.)</i>
A14	Quando o nível do japonês das crianças estiver bom, os problemas que elas enfrentam serão resolvidos. <i>(Once children's Japanese proficiency is good, the problems they face will be solved.)</i>
A15	Para viver no Japão, o mais importante é adquirir a língua japonesa. Não se concentrar muito na língua portuguesa não causará graves problemas. <i>(To live in Japan, the most important is to acquire Japanese. Not placing much attention on the Portuguese language will not be harmful.)</i>
A16	Depois que as crianças adquirirem o nível básico de japonês necessário para comunicações diárias, demorará pelo menos uns 5 anos para elas entenderem suficientemente o conteúdo das matérias dadas na sala de aula e lerem e escreverem bem o japonês. <i>(After acquiring sufficient Japanese proficiency for daily conversations, it will take at least 5 years for them to sufficiently understand the content of subjects taught in school, as well as read and write well in Japanese.)</i>
A17	Mesmo que as crianças esqueçam o português e aprendam a usar o japonês, é possível que nenhuma das duas línguas seja bem dominada. <i>(Even if children forget Portuguese and learn how to use Japanese, it is possible that neither language will be well dominated.)</i>
A18	Não importa se, pelo fato de terem aprendido o japonês, as crianças se afastarem de outras crianças que falem o português. <i>(It is not problematic if, due to learning Japanese, our children distance themselves from other children who speak Portuguese.)</i>
A19	Não teria muito problema se as crianças desenvolvessem o japonês ao invés do português. <i>(It would not be so problematic if children developed Japanese proficiency instead of Portuguese proficiency.)</i>
A20	Como nós estamos no Japão, não é preciso se estressar tanto se as crianças esquecerem o português. <i>(Since we are in Japan, there is no need in stressing out if our children forget Portuguese.)</i>
A21	Se a língua usada na escola e a língua usada em casa forem diferentes, as crianças não dominarão nenhuma das duas línguas. <i>(If the language of instruction at school is different to that used at home, children will not learn either language.)</i>

B1	Seja no Brasil ou no Japão, o mais importante para o futuro do(da) meu(minha) filho(a) é que ele(ela) seja bem sucedido(a) na escola. <i>(Whether in Brazil or in Japan, the most important for the future of my child is that he or she succeeds at school.)</i>
B2	Enquanto morarmos no Japão, darei importância ao desenvolvimento de habilidades acadêmicas, assim como ao desenvolvimento de outras habilidades do(da) meu(minha) filho(a). <i>(While living in Japan, I will place importance in developing my child's academic skills as well as other skills.)</i>
B3	Quero que nossa estadia no Japão seja divertida e por isso dou importância às boas recordações que levaremos do Japão quando voltarmos para o Brasil. <i>(I would like our stay in Japan to be enjoyable, so I place importance in taking back to Brazil good memories of our time in Japan.)</i>

B4	Seja no Brasil ou no Japão, o mais importante para o futuro do(da) meu(minha) filho(a) é que ele(ela) entre em uma escola de alto nível acadêmico. (<i>Whether in Brazil or in Japan, the most important for the future of my child is that he or she enters a school of high academic standards.</i>)
B5	Meu desejo é que meu(minha) filho(a) aprenda suficientemente o português e o japonês. (<i>My desire is that my child sufficiently learns both Portuguese and Japanese.</i>)
B6	Eu digo ao(a) meu(minha) filho(a) que é importante se adaptar aos costumes da escola japonesa. (<i>I tell my child that it is important to adapt to the customs of Japanese schools.</i>)
B7	Eu tento me adaptar a alguns costumes japoneses, mas ao mesmo tempo mantenho os costumes brasileiros que acho importante. (<i>I try to adapt to Japanese customs, but at the same time, I maintain the Brazilian customs I believe are significant.</i>)
B8	A presença do(da) meu(minha) filho(a) na sala de aula é uma ótima experiência para os alunos japoneses. (<i>The presence of my child in the classroom is a great experience for Japanese children.</i>)
B9	Comparados às crianças japonesas, mesmo que os pertences, as roupas e os costumes do(da) meu(minha) filho(a) sejam diferentes, gostaria que estes fossem aceitos. (<i>Compared to Japanese students, even if the belongings, clothes and customs of my child are different, I would like those to be accepted.</i>)
B10	Eu me esforço para falar do Brasil para o(a) meu(minha) filho(a) o quanto puder. (<i>I make an effort to talk about Brazil to my child as much as possible.</i>)
B11	Eu me esforço para falarmos português em casa. (<i>I make an effort to speak Portuguese at home.</i>)
B12	Se houvesse uma escola onde meu(minha) filho(a) pudesse aprender parte da matéria em português, eu o(a) colocaria nela. (<i>If there were a school where my child could learn partially in Portuguese, I would enroll him or her there.</i>)
B13	Eu converso com meu(minha) filho(a) para que ele(ela) não se esqueça de que é brasileiro(a). (<i>I talk to my child to ensure he or she does not forget he or she is Brazilian.</i>)
B14	Quando possível, gostaria que a escola japonesa fornecesse material didático em português. (<i>When possible, I would like Japanese schools to provide teaching materials in Portuguese.</i>)
B15	A língua portuguesa é muito importante para manter a cultura brasileira. Por isso, desaprender o português é como perder a cultura brasileira. (<i>The Portuguese language is very relevant to maintain Brazilian culture. Therefore, forgetting Portuguese is like losing the Brazilian culture.</i>)
B16	Quero que meu(minha) filho(a) frequente uma escola onde ele(ela) possa aprender em japonês. (<i>I would like my child to study in a school that offers instruction in Japanese.</i>)
B17	Eu me esforço para que eu ou outro membro da família frequente eventos na escola de meu(minha) filho(a). (<i>I make an effort so that I or another member of the family attends my child's school's events.</i>)
B18	Eu faço o que posso para que meu(minha) filho(a) tenha amigos japoneses. (<i>I do what I can so that my child may have Japanese friends.</i>)
B19	Em casa, quando ajudo meu(minha) filho(a) com seus estudos, converso em português. (<i>At home, when I help my child with schoolwork, I speak in Portuguese.</i>)
B20	Eu me adapto mais aos costumes japoneses do que mantenho os costumes brasileiros. (<i>I adapt to Japanese customs more than I maintain Brazilian customs.</i>)
B21	Se houvesse uma escola onde meu(minha) filho(a) pudesse aprender todas as matérias em português, eu o(a) colocaria nela. (<i>If there were a school where my child could learn all subjects in Portuguese, I would enroll him or her there.</i>)
B22	Eu me esforço para que meu(minha) filho(a) tenha bastante contato com outros brasileiros que moram no Japão. (<i>I make an effort for my child to have enough contact with other Brazilians who live in Japan.</i>)
B23	Eu me esforço para falarmos japonês em casa. (<i>I make an effort to speak Japanese at home.</i>)
B24	Eu leio histórias e contos em português para o(a) meu(minha) filho(a) e também peço para ele(ela) ler em voz alta para mim. (<i>I read stories and folktales to my child in Portuguese and also ask him or her to read to me.</i>)
B25	Eu faço o(a) meu(minha) filho(a) estudar com livros textos e livros de consultas em português (livros escritos para uso no Brasil). (<i>I make my child study with textbooks and reference books in Portuguese (printed for use in Brazil).</i>)
B26	O mais importante é que o(a) meu(minha) filho(a) não perca a cultura brasileira. Por isso, é necessário que não nos adaptemos muito à cultura japonesa. (<i>The most important is that my child does not lose the Brazilian culture. That is why we should not adapt to Japanese culture so much.</i>)
B27	Eu tento ir ao Brasil o quanto possível para dar ao(a) meu(minha) filho(a) oportunidades de se relacionar e manter contato com o nosso país. (<i>I try to go to Brazil as much as possible to have my child relate to and maintain contact with our country.</i>)
B28	O mais importante é que o(a) meu(minha) filho(a) seja bem sucedido na sociedade japonesa, mesmo que para isso ele(ela) perca a cultura brasileira. (<i>The most important is for my child to succeed in Japanese society, even if that means losing the Brazilian culture.</i>)
B29	Parece que o(a) meu(minha) filho(a) se acha mais japonês(a) do que brasileiro(a). (<i>It seems that my child finds himself or herself to be more Japanese than Brazilian.</i>)
B30	Eu acho que está bom se o(a) meu(minha) filho(a) aprender uma das duas línguas — o japonês ou o português. Não é necessário aprender as duas línguas. (<i>I think it is good enough if my child learns one of the two languages — either Portuguese or Japanese. There is no need in learning both languages.</i>)
B31	Eu me considero mais japonês(a) do que brasileiro(a). (<i>I find myself to be more Japanese than Brazilian.</i>)

Appendix C Questionnaire to Parents (Part II, Portuguese version)

PARTE II

A) Favor responder as perguntas seguintes.

1. Quantos filhos você tem?

1a. Qual é a idade de cada um?

1b. Todos se encontram no Japão? Sim / Não

Identifique quem está no Japão caso todos não estejam.

***A partir da pergunta 2, favor responder sobre seu(sua) filho(a) que está entre a 1ª e 6ª séries na escola primária japonesa.**

2. Quando foi que seu(sua) filho(a) entrou no sistema escolar pela primeira vez?

2a. Agora, seu(sua) filho(a) se encontra em que série na escola japonesa?

B) Favor responder as perguntas 3, 4 e 5 sobre o uso da língua japonesa e/ou portuguesa, colorindo um dos números entre ① e ⑤, sendo que:

① = sempre em português

② = geralmente em português

③ = 50% em português e 50% em japonês

④ = geralmente em japonês

⑤ = sempre em japonês

3. Em que língua você fala com seu(sua) filho(a)?

① ② ③ ④ ⑤

Se tiver respondido ②, ③ ou ④ na pergunta 3, favor esclarecer abaixo:

Quando é que você usa português com seu(sua) filho(a)?

Quando é que você usa japonês com seu(sua) filho(a)?

4. Em que língua seu(sua) filho(a) fala com você?

① ② ③ ④ ⑤

Se tiver respondido ②, ③ ou ④ na pergunta 4, favor esclarecer abaixo:

Quando é que seu(sua) filho(a) usa português com você?

Quando é que seu(sua) filho(a) usa japonês com você?

5a. Quando seu(sua) filho(a) conversa com crianças brasileiras, ele(ela) fala em que língua?

① ② ③ ④ ⑤

5b. Quando seu(sua) filho(a) conversa com seu(s) irmão(s), ele(ela) fala em que língua?

① ② ③ ④ ⑤

(Se você tiver apenas um(uma) filho(a), pule a pergunta 5b.)

Se houver alguma explicação para a resposta dada na pergunta 5, favor esclarecer nas linhas abaixo.

C) Favor responder as perguntas 6 à 15, colorindo um dos números entre ① e ⑤, sendo que:

① = quase nunca

② = às vezes (2 ou 3 vezes por mês)

③ = 1 vez por semana

④ = 2 ou 3 vezes por semana

⑤ = quase todos os dias

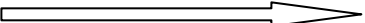
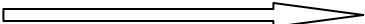
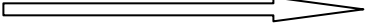
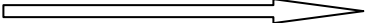

		Em português	Em japonês
6.	O(A) seu(sua) filho(a) assiste programas de TV?	① ② ③ ④ ⑤	① ② ③ ④ ⑤
7.	O(A) seu(sua) filho(a) assiste filmes?	① ② ③ ④ ⑤	① ② ③ ④ ⑤
8.	O(A) seu(sua) filho(a) assiste desenho?	① ② ③ ④ ⑤	① ② ③ ④ ⑤
9.	O(A) seu(sua) filho(a) usa a Internet?	① ② ③ ④ ⑤	① ② ③ ④ ⑤
10.	O(A) seu(sua) filho(a) lê livros?	① ② ③ ④ ⑤	① ② ③ ④ ⑤
11.	O(A) seu(sua) filho(a) lê revistinhas em quadrinhos?	① ② ③ ④ ⑤	① ② ③ ④ ⑤
12.	O(A) seu(sua) filho(a) estuda português com você em casa?	① ② ③ ④ ⑤	① ② ③ ④ ⑤
13.	O(A) seu(sua) filho(a) aprende japonês fora da carga horária de japonês dada na escola?	① ② ③ ④ ⑤	① ② ③ ④ ⑤
14.	O(A) seu(sua) filho(a) lê livros em português em voz alta para você ouvir?	① ② ③ ④ ⑤	① ② ③ ④ ⑤
15.	Você lê livros em português para seu(sua) filho(a)?	① ② ③ ④ ⑤	① ② ③ ④ ⑤

Se tiver respondido ②, ③, ④ ou ⑤ na pergunta 13, favor esclarecer abaixo:

As aulas de japonês que seu(sua) filho(a) tem fora da escola se realizam aonde e com quem? (exemplo: em um centro comunitário com voluntários ou na escola, depois da aula, com o professor)

D) Favor responder as perguntas 16 à 20 a respeito de sua estadia no Japão.

16. Favor indicar em que mês e em que ano você veio para o Japão. (Caso tenha vindo mais de uma vez, favor preencher o correspondente à cada vinda e à cada volta ao Brasil).

Vinda ao Japão		Volta ao Brasil
____(mês) ____ (ano)		____(mês) ____ (ano)
____(mês) ____ (ano)		____(mês) ____ (ano)
____(mês) ____ (ano)		____(mês) ____ (ano)
____(mês) ____ (ano)		____(mês) ____ (ano)
____(mês) ____ (ano)		____(mês) ____ (ano)

17. Favor indicar em que mês e em que ano seu(sua) filho(a) veio para o Japão. (Caso tenha vindo mais de uma vez, favor preencher o correspondente à cada vinda ao Japão e à cada volta ao Brasil.)

Vinda ao Japão		Volta ao Brasil
_____(mês) _____(ano)	→	_____(mês) _____(ano)
_____(mês) _____(ano)	→	_____(mês) _____(ano)
_____(mês) _____(ano)	→	_____(mês) _____(ano)
_____(mês) _____(ano)	→	_____(mês) _____(ano)
_____(mês) _____(ano)	→	_____(mês) _____(ano)

18. Quando você veio para o Japão, seu plano inicial era de ficar quanto tempo? Favor responder de acordo com seu plano inicial e não de acordo com o tempo que realmente ficou ou tem ficado no Japão. (Caso tenha vindo mais de uma vez, favor responder de acordo com cada vinda ao Japão.)

1ª vinda/única vinda _____ano(s) _____mês(meses)	4ª vinda _____ano(s) _____mês(meses)
2ª vinda _____ano(s) _____mês(meses) mês(meses)	5ª vinda _____ano(s) _____
3ª vinda _____ano(s) _____mês(meses) mês(meses)	6ª vinda _____ano(s) _____

19. Caso tenha vindo morar no Japão mais de uma vez, favor dizer se isso havia sido planejado ou não. Favor escolher a resposta com a qual você mais se identifica.

- ① Minha volta ao Japão não havia sido planejada.
- ② Havia planejado voltar ao Japão depois de uma temporada no Brasil.

20. Você conseguiu (ou está conseguindo) manter seu plano inicial quanto à duração de sua estadia no Japão, ou se encontra tendo que encurtar ou prolongar sua estadia? Favor escolher a resposta com a qual você mais se identifica.

- ① Tive (ou estou tendo) que encurtar a minha estadia.
- ② Tive (ou estou tendo) que prolongar a minha estadia.
- ③ Consegui (ou estou conseguindo) ficar o tempo que pretendia ficar no Japão.

E) Favor responder as perguntas 21 e 22 sobre o nível de português e de japonês que você deseja que seu(sua) filho(a) tenha, colorindo um dos números entre ① e ⑤, sendo que:

- ① Não penso muito nisso.
- ② Quero que ele(ela) saiba o suficiente para se apresentar e cumprimentar os outros.

③ Quero que ele(ela) saiba o suficiente para participar de conversações diárias e ler informações e textos básicos.

④ Quero que ele(ela) saiba falar bem, saiba escrever cartas e consiga entender jornais.

⑤ Quero que ele(ela) fale fluentemente, saiba escrever redações e consiga ler jornais e livros de consulta.

21. Como você deseja que seja o nível de português de seu(sua) filho(a)? ① ② ③ ④ ⑤

22. Como você deseja que seja o nível de japonês de seu(sua) filho(a)? ① ② ③ ④ ⑤

F) Favor responder as perguntas abaixo da forma mais completa e informativa possível.

23. Na sua opinião, quem (ou o que) mais ajudará seu(sua) filho(a) a aprender, manter e/ou desenvolver a língua portuguesa?

24. Em geral, o que você acha do sistema educacional japonês? Como você o compara com o sistema educacional brasileiro?

25. Você está satisfeito com a educação que seu(sua) filho(a) está recebendo? Por quê?

26. Você pretende voltar ao Brasil? Por quê?

27. Quais são seus planos para o futuro de seu(sua) filho(a)? O que você sonha que ele(ela) seja? Aonde você quer que ele(ela) more no futuro?

28. Você quer que seu(sua) filho(a) estude até qual nível educacional? (exemplo: até completar o segundo grau, até terminar um curso técnico, etc.)

29. Você já percebeu algum tipo de problema na comunicação entre você e seu(sua) filho(a) por causa da língua portuguesa ou japonesa? Se positivo, favor esclarecer o tipo de problema, a situação em que o problema ocorre e a língua a qual você se refere.

30. Favor usar as linhas abaixo para deixar qualquer comentário a respeito do questionário, ou qualquer informação, dúvida, ou queixa a respeito da vida de brasileiros no Japão, da escola japonesa, da aprendizagem das crianças, etc.

Appendix D Questionnaire to Parents (Part II, English version)

PART II

A) Please answer the following questions.

1. When did your child enter the Japanese school system for the first time? (month/year/grade)
2. At the moment, what grade is your child in?

B) Please answer questions 3, 4 and 5 about the use of Portuguese and Japanese, choosing one number between ① and ⑤, given that:

① = always in Portuguese

② = usually in Portuguese

③ = 50% in Portuguese and 50% in Japanese

④ = usually in Japanese

⑤ = always in Japanese

3. In what language do you talk to your child?

If you answered ②, ③ or ④ for question 3, please clarify below:

When (in what situations) do you use Portuguese with your child?

When (in what situations) do you use Japanese with your child?

4. In what language does your child talk to you?

If you answered ②, ③ or ④ for question 4, please clarify below:

When (in what situations) does your child use Portuguese with you?

When (in what situations) does your child use Japanese with you?

5a. When your child talks to other Brazilian children, he does so in what language?

5b. When your child talks to his siblings, he does so in what language?

C) Please answer questions 6 through 15, choosing one number between ① and ⑤, given that:

① = almost never

② = sometimes (2-3 times per month)

③ = once a week

④ = 2-3 times per week

⑤ = almost everyday

6. Does your child watch TV programs? (Portuguese/Japanese)

7. Does your child watch movies? (Portuguese/Japanese)

8. Does your child watch cartoons? (Portuguese/Japanese)

9. Does your child use the Internet? (Portuguese/Japanese)

10. Does your child read books? (Portuguese/Japanese)

11. Does your child read comic books? (Portuguese/Japanese)

12. Does your child study Portuguese with you at home? (Portuguese/Japanese)

13. Does your child study Japanese somewhere other than the Japanese classes given during school hours?

(Portuguese/Japanese)

14. Does your child read Portuguese books to you? (Portuguese/Japanese)

15. Do you read Portuguese books to your child? (Portuguese/Japanese)

If you answered ②, ③, ④, or ⑤ for question 13, please clarify below;

Where and with whom does your child learn Japanese? (e.g., in a community center with volunteers, after school with his teacher)

D) Please answer questions 16 through 20 about your stay in Japan.

16. Please indicate when (month and year) you came to Japan. (If you have come more than once, please fill in the spaces corresponding to each arrival in Japan and departure back to Brazil.)

17. Please indicate when (month and year) your child came to Japan. (If (s)he came more than once, please fill in the corresponding spaces for each arrival in Japan and each departure back to Brazil.)

18. When you came to Japan, your initial plan was of staying how long? Please answer according to your initial plan and not according to the time you actually stayed. (If you have come to live in Japan more than once, please answer according to each stay.)

19. If you have come to live in Japan more than once, please indicate if your return was planned or not. Please choose the answer that best relates to you.

① My return to Japan had not been previously planned

② I had planned to return to Japan after spending some time in Brazil

20. Is your stay in Japan as long as you planned it to be, or do you find yourself having to shorten or extend your stay as time goes by.

① I had (or am having) to shorten my stay.

② I had (or am having) to extend my stay.

③ I am staying as long as I planned to stay.

E) Please answer questions 21 and 22 about the Japanese and Portuguese proficiency levels that you desire your child to have. Please choose one number in between ① and ⑤, given that:

① I do not think much about that.

② I want my child to know enough to introduce himself and greet others.

③ I want my child to participate in daily conversations and read basic information and texts.

④ I want my child to speak well, know how to write letters and understand newspapers.

⑤ I want my child to be fluent, know how to write essays and read newspapers and reference books.

21. What level of Portuguese proficiency do you want your child to acquire?

22. What level of Japanese proficiency do you want your child to acquire?

F) Please answer the questions above in the most honest and informative way possible.

23. In your opinion, who (or what) is the greatest source in helping your child to maintain and develop Portuguese?

24. In general, what do you think of the Japanese educational system? How do you compare it to the Brazilian one?

25. Are you satisfied with the education your child is receiving? Why or why not?

26. Do you plan to return to Brazil? Why or why not?

27. What are your plans concerning the future of your child? Where would you like him to live in the future?

28. Until what academic level would you like your child to study? (e.g., until the end of high school, until he graduates from college)
29. Have you ever noticed any Portuguese communication problem between you and your child? If so, please indicate the type of problem and the situation in which it occurs.
30. Please use the lines below for sharing any comments about this questionnaire, or any doubt, information or claim concerning the living conditions of Brazilians in Japan, Japanese schools, children's language learning, etc.

Appendix E Focus group discussion facilitation device (Portuguese version)

Leia as frases abaixo e marque (no quadro azul ou amarelo) a idéia mais próxima à sua.

<i>Azul</i>		<i>Amarelo</i>	
1. No Japão, eu sinto que há preconceito contra os estrangeiros.			1. No Japão, eu <u>não</u> sinto que há preconceito contra os estrangeiros.
2. Eu estou satisfeito(a) com a minha vida no Japão.			2. Eu <u>não</u> estou satisfeito(a) com a minha vida no Japão.
3. Meu desejo é que meu(minha) filho(a) aprenda suficientemente o português e o japonês.			3. Eu acho que está bom se meu(minha) filho(a) aprender <u>uma</u> das duas línguas – o japonês ou o português.
4. Morar no Japão tem sido bom para meu(minha) filho(a).			4. Morar no Japão <u>não</u> tem sido bom para meu(minha) filho(a).
5. Quando penso no futuro do(a) meu(minha) filho(a), acho que o Japão é melhor.			5. Quando penso no futuro do(a) meu(minha) filho(a), acho que o Brasil é melhor.
6. Pretendo voltar a morar no Brasil.			6. Pretendo morar no Japão por um tempo indefinido.
7. É difícil adaptar-se à cultura e aos costumes japoneses.			7. <u>Não</u> é difícil adaptar-se à cultura e aos costumes japoneses.
8. Estou fazendo <u>todo</u> o possível para que meu(minha) filho(a) aprenda e mantenha o português.			8. <u>Não</u> estou fazendo todo o possível para que meu(minha) filho(a) aprenda e mantenha o português.
9. Mesmo que meu(minha) filho(a) esqueça o português e aprenda a usar o japonês, <u>é possível</u> que nenhuma das duas línguas seja bem dominada.			9. Mesmo que meu(minha) filho(a) esqueça o português e aprenda a usar o japonês, <u>não acho possível</u> que nenhuma das duas línguas seja bem dominada.
10. Eu <u>não</u> estou satisfeito(a) com a educação que meu(minha) filho(a) está recebendo no Japão.			10. Eu estou satisfeito(a) com a educação que meu(minha) filho(a) está recebendo no Japão.