

Title	Spanish as a heritage language
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Abstract	<p>My research was focused on the following points:</p> <ol style="list-style-type: none"> 1.Data collection among the Spanish community members living in Japan. Participants in the interviews and questionnaires included Spanish-speaking mothers, fathers from mixed or non-mixed couples. The interviews were conducted in Tokyo, Kanagawa and Okinawa. 2.Preparation of materials for Heritage Language Learners (HLLs) to enhance the practice of the vocabulary regarding the members of the family, and practice of the handwriting, especially for elementary school students. These materials were distributed among the students in the Saturday Spanish language schools and parents who were interviewed in Kanagawa, Tokyo, OKinawa, and the participants in the workshop in March. 3.Professional development through the participation in the UCLA-NHLRC online workshop (Principles of Project-Based Learning). 4.Literature review through the acquisition of new books regarding heritage language education, and materials and methods for heritage learners. 5.Presentation of the preliminary research results. The co-authored paper "Diversity among Spanish Heritage Language Learners: Challenges and Perspectives in Japan" was presented at the 19th Asia Pacific Conference. 6.Organization of the workshop about Spanish as a heritage language and the experience of the Nikkei migration on March 26. It was a joint and collaborative workshop with the students of the Spanish language school in Shonandai and Yamato, their parents, and students from SFC.
Notes	
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研究課題（日本語）						
Spanish as a Heritage Language						
研究課題（英訳）						
Spanish as a Heritage Language						
1. 研究成果実績の概要						
<p>My research was focused on the following points:</p> <p>1.Data collection among the Spanish community members living in Japan. Participants in the interviews and questionnaires included Spanish-speaking mothers, fathers from mixed or non-mixed couples. The interviews were conducted in Tokyo, Kanagawa and Okinawa.</p> <p>2.Preparation of materials for Heritage Language Learners (HLLs) to enhance the practice of the vocabulary regarding the members of the family, and practice of the handwriting, especially for elementary school students. These materials were distributed among the students in the Saturday Spanish language schools and parents who were interviewed in Kanagawa, Tokyo, OKinawa, and the participants in the workshop in March.</p> <p>3.Professional development through the participation in the UCLA-NHLRC online workshop (Principles of Project-Based Learning).</p> <p>4.Literature review through the acquisition of new books regarding heritage language education, and materials and methods for heritage learners.</p> <p>5.Presentation of the preliminary research results. The co-authored paper “Diversity among Spanish Heritage Language Learners: Challenges and Perspectives in Japan” was presented at the 19th Asia Pacific Conference.</p> <p>6.Organization of the workshop about Spanish as a heritage language and the experience of the Nikkei migration on March 26. It was a joint and collaborative workshop with the students of the Spanish language school in Shonandai and Yamato, their parents, and students from SFC.</p>						
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3. 本研究課題に関する発表						
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