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**Development of literacy in Deaf and Hard-of-Hearing children in Japan  
– From the aspects of a Japanese traditional teaching method  
for diary writing –****Abstract**

Approximately 98% of people in Japan are native speakers of Japanese, and it is difficult to participate in society without Japanese language literacy. It has been argued from decades ago that DHH children encounter challenges in acquiring Japanese literacy, resulting in developing diverse educational methodologies. This presentation will introduce teaching diary writing, a method not widely utilized in many other countries, but one that has a long-standing tradition in Japan. The reasons for its limited use in other countries may be attributed to the unique orthography and writing conventions of the Japanese language, which include the use of hiragana, katakana and kanji.

Moreover, the significance of teaching diary writing lies not only in its role in language education, but also in its contribution to children's personal growth. Consequently, there is a compelling need to theorize this approach as a distinct teaching method and to systematically gather empirical evidence to support its efficacy.

**CV****Research interest**

Masatomo Motegi earned his Ph.D. in Disability Sciences from University of Tsukuba, Japan, in 2015. His research has consistently focused on the development of Deaf and Hard of Hearing children (DHH children). In his doctoral thesis, he investigated the characteristics of DHH children's acquisition of reading and writing Kanji characters. Following this, he expanded his interest to diary writing, which is traditionally used as a teaching method in Japan, to support the language development of DHH children, and he has continued this research for more than 10 years. Currently, he is also interested in the school adaptation of DHH children in regular classes and is involved in Japanese-German comparative research as a visiting researcher at the University of Munich.