

日本に来た時の状況

家族4人で、10歳の時に来日。当時はブラジル人学校も近くにはなく、日本の公立学校に小学校4年生のときに編入学した。校内外国人はというと兄弟2人だけで、日本語が分からなくイジメは日常的で、生活は苦勞の連続だった。

5年生から、週二回日本語の教室に通わせてもらった。日本語能力がついていった。6年生のときには日常会話程度の日本語能力に達したため、日本語支援学級はもう必要ないと判断され、現学級のための生活になる。

中学校

3年間同じ担任の先生に受け持ってもらった。ボリビア人の子の担任も3年間した先生で、外国人のサポート方法を身につけていた。クラスみんなに私の事情を説明し、理解・サポートが得られた。

会話能力はあるものの、学習レベルは低く、漢字はほとんど書けなかった。小学校・中学校9年分の漢字を中学3年間で何とか覚えた。英語だけが唯一クラスメートとスタートラインが同じだったため、言い訳はできないと、必死に勉強した。ここでもやはり日本語が壁となる。

3年生のはじめに担任からも言われ、高校を意識し始める。わたしは高校でも英語を学びたいという思いから、地元の御津高校の英語科の推薦入試を受験した。不合格という結果から立ち直るのは難しかったが、まだ普通科という道があった。必死に勉強したことが実を結び、無事普通科合格。

高校時代

中学とは違う環境、「再スタート」という意識を持っていた。日本語能力があいまいだった中学とは異なり、ある程度勉強できる自分になりたいと、初めてのテストから猛勉強し、学年トップになり、学力に自信がついた。

普通科だったが、やはり英語の授業一番楽しく受ける授業だった。この頃から英語の先生の道を考え始めた。

1年生の最終試験（学年末試験）が終わり、1年生の終わりが近づいていた2月終わり頃から鼻からの出血と微熱が続く。

白血病

体調が心配になり、父親に病院へ連れていってもらった。採血を行った結果、「白血病」と診断された。7ヶ月間入院していた。この間、抗がん剤治療を繰り返し行われた。

退院2ヵ月後に学校への復帰を果たした。留年は決まっていたが、早く学校・社会に復帰し、再度慣れていきかけた。

退院後、英語科へ学科変更が認められた。英語科に転科して半年後に英語弁論大会へ出場し、県で優勝ができた。

高校3年生

就職などは頭になく、絶対大学へ行くと決めていた。英語を活かせる大学、英語をより磨ける大学を受験したいと思っていた。愛知県立大学の英米学科の推薦入試がその年に初めて行われることが分かった。入試内容としては、英語の筆記試験・リスニング試験と面接試験のみで、英語一本勝負ならば可能性はあると思い、受験を決意。

文法の本を何冊も解き、熟語集を何度も繰り返し勉強し、英検1級の長文（リーディング）問題をひたすら訳す訓練を開発し、受験まで実行した。毎日勉強した成果が実り、合格通知が届いた。

大学

基礎演習（ゼミのような授業）の先生に勧められ、オーストラリア派遣に応募し、団長として参加できた。オーストラリアで電話を通しての通訳、外国人支援機関を目の当たりにし、「自分も何かしたい」と思うようになる。帰国後、日本語を教えることを決意

家庭教師からスタートしたがまもなく口コミで良い評判がひろまり、家庭教師件数が増えすぎて時間に余裕がなくなった。教室の方が収容できる人数が増えるのではないかと父に勧められ、教室をはじめた。最初は体育館のミーティングルームなどでやっていた。15人だった生徒数が40人に増え、時間的な限界を感じた。そのため、友達に知り合いを紹介してもらい、今の教室を借りることができた。

2007年に中日新聞に取り上げられ、ボランティア機関や豊川市内の学校から、講演会をするために招かれた。一つの講演会を行い、そこで知り合った方々にも招かれ、これまでに7回ほど講演をした。3つの講演会に招かれている。来日当時の経験や、受験に関することなどの話が主な内容。

Circumstances upon arrival in Japan

I came to Japan at the age of ten, as part of a four-member family. At that time there was no Brazilian school in the vicinity and so I transferred to the fourth-grade of a Japanese public elementary school. We two brothers were the only foreigners in the school and did not understand Japanese. Bullying was an everyday occurrence, with daily life being a constant trauma.

From the fifth grade, I went twice-weekly to a Japanese language class. It was there that I learned Japanese language skills. By the sixth-grade I had learned basic everyday Japanese and it was judged that I no longer needed Japanese language support lessons and could continue with just standard classes.

Junior high school

I was assigned to the same teacher for the whole three years of junior high school. The teacher had been responsible for a Bolivian student for three years and was skilled in support methods for foreigners. He explained my circumstances to the class and got their understanding and support.

Although I had conversation skills my academic level was low and I could hardly write Kanji (Japanese characters) at all. During the three years of junior high school I managed to remember nine-years' worth of Kanji, those which I should have learned through the course of elementary and junior high school. English was the only class in which I started at the same level as my class mates and I had no excuse but to study really hard. Even in English classes the Japanese language created barriers for me.

At the beginning of the third year of junior high school our class teacher mentioned high school and I started thinking about it myself. I thought that I would like to study English at high school and I took the entrance examination for the local Mito High School on recommendation. It was difficult to bounce back after failing the exam, but there was still the option of a standard high school route. My hard study led to results and I managed to safely pass the examination for the standard high school entrance.

High school

High school was a different environment to junior high school and I viewed it as a "fresh

start.” In contrast to junior high, where by Japanese language skills had been rather vague, I sought to be a person who could study himself to a certain degree and from the outset I plowed into my studies, coming top of my year, which filled me with confidence about my academic abilities.

This was the standard high school curriculum, but still the most enjoyable classes were the English classes. It was from that time that I started to think about becoming an English teacher.

After completing the final exam of the first year of high school (year-end exam), from about the end of February I started to get nose bleeds and run a temperature.

Leukemia

I was worried about my health and my father took me to hospital. Blood tests showed that I had leukemia. I was hospitalized for seven months. During that time I had repeated courses of anti-cancer therapy.

Two months after leaving hospital I managed to return to school. Although I had to sit out a year, I wanted to get back to school and the community quickly and become reacclimatized to them.

After leaving hospital my request to be changed to the English study course was approved and after transferring to that course, in the space of six months I had entered an English speech contest, coming away with the top prize in the prefecture.

Third year of high school

I had no intention of seeking employment, but really wanted to go to university. My aim was to try for a university where I could utilize my English skills and polish them further. I found out that an entrance examination by recommendation for the English Faculty of Aichi Prefectural University would be held for the first time that year. The examination consisted only of a written and listening test in English, followed by an interview and I resolved to take the exam, thinking that I at least stood a decent chance of gaining entrance.

I scoured through endless grammar books and phrase books repeatedly, and developed a study regimen by which I would sit down and translate the long problems of the Level 1 English Proficiency Test (reading section), continuing this until the day of the exam. My daily study paid off and I received notification that I had passed the exam.

University

I was recommended as a teacher in basic exercises (classes like a seminar), and I applied for a dispatch to Australia, taking part as the leader of the group to go there. While in Australia I came into contact with interpretation services over the telephone and support organizations for foreigners, and was filled with the desire to do something myself. After returning to Japan I resolved to teach Japanese.

I started off as a home teacher, but soon I was overrun with work through word of mouth among my students. My father recommended that I could boost the number of people I could teach if I adopted a classroom style of teaching and so I started to teach classes. First of all I held classes in the meeting room of the local gym. The initial 15 students grew to 40, and I started to feel time pressures. My friend introduced me to a colleague and I was able to rent the classroom that I use today.

My class was featured in the Chunichi Shimbun newspaper in 2007, and I was invited by a volunteer organization and school in Toyokawa City to provide lectures. I made one lecture and was invited to do more by the people there, and to date I have given about seven lectures in total, with invitations for three more. My lectures are about my experiences about the time when I came to Japan and my experiences of taking entrance examinations, among other things.