

Bilingual Japan

バイリンガル通信

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JALTバイリンガリズム分科会ニュースレター
The Newsletter of the JALT
Special Interest Group on Bilingualism



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In this issue...

Contribute to <i>Bilingual Japan</i> ・ バイリンガル通信への投稿募集	3
<i>Guidelines for Case Study Articles</i> ・ 事例（ケーススタディ）の投稿要領	6
Coordinator's Message ・ コーディネーターより	8
Case Studies ・ 事例（ケーススタディ）	9
An Emerging Bilingual's thoughts on Study Abroad in Ireland: An Interview with Ayano	9
Taking Stock: An Interview with Ron Murphy	13
<i>Voices</i> ・ 聲	16
私はカンボジアに行った話	16
JALT 2023: A Brief Retrospective	19

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Call for volunteers! Vacancies are always open for editor positions - duties involved liaising with case study contributors, and conducting open peer review/feedback for articles. Volunteers should be JALT members, and ideally B-SIG members. Interested parties, please contact either the Newsletter Editor, Daniel R. Pearce, at pearce@shitennoji.ac.jp, or the B-SIG coordinator, Alexandra Shaitan, at alexshaitan@yahoo.com.

ボランティア募集中！編集委員を常に募集しています。特に和文投稿のフィードバック・投稿募集ができる方は大歓迎です。B-SIG 会員であることは望ましいが、バイリンガル通信に貢献できると思ったらニュースレター編集者のピアース・ダニエル (pearce@shitennoji.ac.jp) あるいは、分科会コーディネーターAlex Shaitan (alexshaitan@yahoo.com) まで連絡をください。

Contribute to *Bilingual Japan* ・バイリンガル通信への投稿募集

Bilingual Japan is the official newsletter of the Bilingualism Special Interest Group (B-SIG) of the Japan Association for Language Teaching (JALT). The purpose of this publication is to provide B-SIG members with articles and reports about bilingualism research and bilingual life and/or child-raising in Japan. *Bilingual Japan* also provides information about recent B-SIG activities. While submissions are only currently accepted in either English or Japanese, the content of submissions are *not* limited to Japanese-English bilingualism – **all topics related to bilingualism in Japan, regardless of the specified language, are more than welcome.**

「バイリンガル通信」は、全国語学教育学科（JALT）バイリンガリズム分科会（B-SIG）の公式ニュースレターです。本誌は、日本におけるバイリンガル研究およびバイリンガルの生活または育児に関する記事やレポートを、B-SIG 会員に提供することを目的としています。また、B-SIG の最近の活動についても紹介しています。投稿言語については、現時点では日本語と英語による投稿しか受け付けていませんが、**内容に関しては日英以外のバイリンガリズムに関する投稿は歓迎です。**

The content of this newsletter depends on contributions from its readers. All SIG members and other interested parties are invited to submit articles or reports for inclusion in these pages. Start by writing about your family's experience or something about bilingual parenting that concerns you. Even if you feel that what you have to say is trivial, there is always someone who will be interested. Everyone has a story to tell, and we look forward to hearing yours.

「バイリンガル通信」は、読者の皆様からの投稿に支えられています。どんな立場であろうと、読者から寄稿を常に募集しております。学術雑誌ではないので、ご自身やご家族の体験、バイリンガル育児や教育について、関心のあることや疑問を持つことがあれば、とりあえず書いてみて、気軽に投稿してください！些細なことでも、興味を持ってくれる人は必ずいます。寄稿をお待ちしています。

Manuscript Guidelines ・原稿要領

Please consult the *Publication Manual of the American Psychological Association*, 7th edition, as a style guide. Refer to recent issues of the JALT Bilingualism SIG Newsletter for instances of layout and referencing. (Editors and co-editors are here to help with this process – we welcome all voices, so please do not feel intimidated by academic conventions of if you are not used to them).

和文投稿に関して、決まった様式がありません。投稿の問い合わせは、編集者のピアース・ダニエル (pearce@shitennoji.ac.jp) まで。

Bilingual Japan ・バイリンガル通信 invites a wide variety of submissions to columns that are not necessarily included in every newsletter. Columns are listed below, and contributors with ideas for submissions should feel free to consult with the editor(s) about proposals – we welcome any and all voices that contribute to the bilingual community.

投稿コラムについては、毎回出版するわけではなく、投稿がある際に、筆者と編集者の相談の上に乗せています。コラム内容については以下をご参照ください。

Regular Columns ・ レギュラーコラム

(1,000~3,000 words または 1500 字~5000 字程度)

• Case Studies ・ 事例 (ケーススタディ)

See a detailed description on page 5. (和文詳細が準備中ですが、和文寄稿は歓迎します)。

• Children's Resources (& Young Adult Book Reviews) ・ 児童 (またはヤングアダルト) 向けリソース紹介/書評等

A column about books, magazines, and other resources for bilingual children in Japan, including: reviews and recommendations, information about where to get the resources, offers of resources to exchange, or give free to a good home (no sales, please) and calls for help from B-SIG members interested in producing their own children's resources. Please send submissions to the column editor, Daniel Pearce at pearce@shitennoji.ac.jp.

日本のバイリンガル児童 (またはヤングアダルト) 向けの本や雑誌、その他のリソースについて、レビュー (書評) やおすすりめ情報を紹介するためのコラムです (ただし、販売はご遠慮ください)。また、リソース制作企画等の協力募集も受け付けます。投稿当は、コラム編集者の Daniel Pearce (pearce@shitennoji.ac.jp) までお送りください。

• Resources Column ・ 一般リソース/書評等

Readers are encouraged to submit book reviews and introductions to materials that have relevance to bilingualism. Word count is not prioritized – submissions should include introductions of resources that could be beneficial to the bilingual (and emergent bilingual) community.

バイリンガリズムに関連する書評や資料の紹介の寄稿をも歓迎します。特に投稿基準は設けていませんが、バイリンガルコミュニティにとって有益な資料の紹介の投稿を期待しています。

• Voices ・ バイリンガルの聲

Readers are encouraged to submit both interviews and first-hand accounts of bilingualism in Japan. *Voices* includes (but is not limited to) experiences of individual bilinguals in Japan, novice researchers, graduate students, educational practitioners, and bilingual professionals. Submissions should have a clear message that should contribute to the community and should be relatively short (around 1,000 words). Frustrations are also voices – articles that reasonably point out the struggles of bilinguals are also welcome! Voices surrounding **Japanese+language-other-than-English are welcome**. Submissions to Daniel R. Pearce: pearce@shitennoji.ac.jp.

日本におけるバイリンガリズムについて、インタビューや生の声をお寄せください。「バイリンガルの聲」には、一般人のバイリンガル体験、大学院生、教育実践者、バイリンガル専門家のつぶやきなどの、幅広い投稿を募集しています。投稿は、バイリンガルコミュニティに貢献する目標の、比較的短いもの (1500~2000 字程度) を想定しています。バイリンガル (あるいはバイリンガル関係者) の葛藤・苦勞等のおつぶやきも受け付けます。日英だけでなく、日+英語以外の言語の投稿は大歓迎です。投稿は、ピアース・ダニエル (pearce@shitennoji.ac.jp) まで。

• Current Research & Interests

A venue to keep readers up-to-date with links, news, and/or new research in bilingualism. Submissions should generally be summaries of relatively new trends in bilingualism, preferably kept

to under 1,000 words, and accessible to general members. Any relevant topics to bilingualism (with particular consideration to the Japanese context) will be considered. Please send submissions to the column editor, Shaitan Alexandra at alexshaitan@yahoo.com

バイリンガルに関するリンク、ニュース、研究などの最新情報を読者に提供するためのコラムです。投稿は、バイリンガリズムに関する比較的新しい動向の要約や紹介を、2,000字以内とし、一般会員がアクセスできるものとします。投稿は、コラム編集者のシャイタン・アレキサンドラ (alexshaitan@yahoo.com) までお送りください。

Feature Articles ・ 論文記事

These articles are longer and/or deal with topics not covered by the Regular Columns. No specific word limit, but submissions should adhere to a semi-academic standard. Questions regarding submissions should be directed to the newsletter editor.

レギュラーコラムに該当しない準学術論文的な記事の投稿です。字数制限は設けませんが、寄稿に関してはニュースレター編集者まで問い合わせください。

DEADLINE FOR THE NEXT ISSUE: January 15th

次号の投稿期限：1月15日

Guidelines for Case Study Articles・事例（ケーススタディ）の投稿要領

(以下が英文論文の要領。和文投稿に関しては、編集者のピアース・ダニエルが問い合わせを常時受けつけております。和文要領は、今後のニュースレターに詳述を記載する予定)。

The goal of a case study is to show how the process of teaching* and acquiring a minority language & culture is carried out in individual cases. Writers should clearly explain to the reader the relevant information regarding the main characters of the story, the situation that these characters came from and/or are presently in, and the strategies and methods used to advance toward the stated goal. While a case study is usually written by a parent about that parent's child or children, any contributor who is suitably informed about a particular situation is eligible to submit an article for publication.

Obviously, contributors should keep in mind their audience. Most Bilingualism SIG members (numbering over 200, all of whom receive three online issues annually) have various years of experience in this field. Many joined the SIG when their children were young, hoping to learn how to raise their children to be bilingual, bi-literate, and bicultural. A contributor should strive to contribute to our readers' desire to know and learn, keeping in mind that our members have a wide range of personal backgrounds, current family circumstances, and material and social resources.

* (Terms such as 'teaching', 'teachers', 'learning', etc. are used broadly in these guidelines and can/do include people, practices, and experiences beyond a traditional school environment.)

Submission guidelines:

It is advisable to check with the editors before writing your article. It is best to propose an idea or an abstract and then proceed upon the editors' feedback. Reading past case studies is advisable.

Deadlines are the middle of January, April, and September. Articles should be 1500-3000 words, though exceeding the upper cap, within reason, can usually be accommodated. In certain circumstances, much longer articles are accepted but may be split into two parts, appearing in successive issues. Check with the editors on this.

Editorial guidelines:

Case studies in this newsletter are generally not academic in nature. Rather, they are a focused narrative on the real experiences of people in specific situations. References to research and theory, if used at all, should be used sparingly. Many case studies are fine without such references. However, meandering narratives will be rejected or sent back for revision. Articles should convey a clear story that reveals the efforts and outcomes towards teaching and learning of the target language and/or culture, whether successful or not.

Article structure:

- Introduction

This first part of your article should provide the relevant information about the 'teachers' and 'learners' (often the parents and children) – demographics, past and current residencies, education history, language abilities, teaching strategies and methods, lifestyle and social circumstances, etc. Pseudonyms are acceptable but should be acknowledged. A thesis statement of sorts should be included to alert the reader to the direction and scope of the article.

- Body

This section should clearly deal with the main events of the article. Convey the steps taken to address the problems stated in the (so-called) 'thesis statement' and the results of those steps. This is sometimes the most personal part of an article, and conveying the thoughts, feelings, and behavior of the participants towards successes or failures can be powerful. Be fair, be accurate, and be honest.

Typically, there is a third party involved in a case study -- a teacher, principal, a school, family member, a 'Saturday School' board member' etc. It is beneficial to the reader to explain this party's position and behavior adequately and honestly.

Details matter. Explain the methods you use in enough detail to give the reader a sense of how that method worked in those circumstances. For example, methods might include reading English books at bedtime, Skype sessions with cousins back home, Saturday school projects, daily 'English-only' periods,

or home-school routines. Helpful detail would include any ‘spin-off’ activity *vis a vis* bedtime reading; particulars of Skype sessions, i.e., do the kids just ‘wing it’ or are talking points set up beforehand? What is the proficiency or ‘success’ of the exchanges? What excites kids in Saturday Schools to do mid-week English homework in preparation for the Saturday lesson? What are the social benefits of such an arrangement? For periods where ‘English-only’ is in effect, how does the child respond? Do all siblings, or spouse, participate? To what affect?

- Conclusion

Wrap up your article by briefly summarizing the wins and losses, what you have learned, and the path forward in the long and winding road ahead.

In the end, as a case study contributor, you are a storyteller. As always, good stories have drama, suspense, protagonists who struggle, antagonists who thwart, success, failure, humor, irony, courage, uncertainty, etc. Most importantly, good stories always connect with the reader. Your reader will be much like you -- having much on the line, such as a precious child who they dearly want to succeed in life. Your story will resonate with them. Tell it well.

Contacts:

Case study editor:

Ian Downer - downerian@gmail.com

Newsletter editor (ニュースレター編集者：和文投稿は以下のアドレスまで):

Daniel R. Pearce (ピアース・ダニエル) – pearce@shitennoji.ac.jp

DEADLINE FOR THE NEXT ISSUE: January 15th

次号の投稿期限：1月15日

Coordinator's Message • コーディネーターより

Hope this message finds you well! We were very happy to see some of you at the *JALT 2023 International Conference on Language Teaching and Learning and Learning Materials Exhibition* in Tsukuba. Thank you very much to everyone who presented their research related to bilingualism at the conference and to all members who attended both the **AGM** and **Forum**. It was a great opportunity to meet so many of you in person and discuss numerous issues on potential future events and collaborations. We welcome all members' thoughts and proposals related to the SIG's activities and events. Please *do send* us an email and we would be happy to respond as soon as we can.

We would like to take this opportunity and thank our Programme Chair, Diane Lamb-Obara for planning **BSIG 2023 Forum at the JALT Conference**, and for having invited brilliant speakers: Our very own newsletter editor **Daniel Pearce** (Shintenoji University) and his colleagues, **Nicole Takeuchi** (Nara University of Education), **Jonathan Goujon** (Bunkyo University), and **Ghislain Mouton** (Doshisha University), who shared their research regarding the future of bilingual education and the role of plurilingualism as a potential contributor in fostering bilingualism in Japan. The talks generated a rather dynamic and engaging discussion amongst those who attended the Forum; and surely kindled minds related to bilingual education and its future direction (s) in the context of Japan.

We also thank all members who have been contributing to BSIG publications and/or events related to bi-/multilingualism and bi-/multiculturalism, and submitting articles and book reviews to the SIG's **Newsletter** (<https://www.bsig.org/newsletter>) and the **JJMM Journal** (<https://www.bsig.org/jjmm>).

On a different note, we would like to thank all Bilingualism SIG Members who voted for the DMT (Decision-Making Team), thus enabling us to continue supporting the SIG in 2024 (<https://www.bsig.org/officers>).

We thank all the reviewers, contributors, and the Newsletter Editor for their time and support, hard work, and dedication in producing this issue.

We thank **YOU all** for your support and look forward to hearing from you! Please e-mail Alexandra Shaitan at alexshaitan@yahoo.com if you would like to join the DMT and get involved in the SIG's activities more actively.

Happy Winter Holidays to you and your loved ones. Stay healthy and safe, and have loads of fun throughout the winter break!

Best wishes,
Bilingualism SIG Coordinator,
Shaitan Alexandra.

Case Studies・事例 (ケーススタディ)

Case Study submissions should be directed to downerian@gmail.com

「事例 (研究)」の投稿は上記のメールアドレスまで。

An Emerging Bilingual's thoughts on Study Abroad in Ireland: An Interview with Ayano

Josh Norman
Shokei University

This interview was conducted on August 31, 2023. Ayano is a 23-year-old Japanese woman residing in Mifune Town, Kumamoto Prefecture. She was born and raised in Japan, but studied abroad in Ireland for eight months last year (April-December 2022) during her senior year of university. Although the interview was conducted all in English, the author has slightly edited Ayano's responses for grammatically and readability.

Becoming both bilingual and bicultural is a formidable goal for a Japanese person who has both Japanese parents and has lived solely in Japan for their whole life. However, along with greatly improving her English ability, Ayano's views on the western world, Japan, and even herself drastically changed through her study abroad experience. This article summarizes the main discussion points of an oral interview the author had with her as she describes her journey to becoming both bilingual and bicultural.

Thinking back to your childhood, were you motivated to study English as a child? Or did you just start English in junior high school like other Japanese students?

I went to an English conversation school near my house just for one day when I was five. I was quite shy then and didn't like the experience. So, I stopped after just one time.

Was it with a foreigner or Japanese teacher of English?

It was with a foreigner. We played some games, but I just didn't enjoy it.

So, for a long time you didn't study English at all?

Yes, I think the first time was actually 5th or 6th grade [at elementary school]. We had *eigo katsudō* (英語活動: English language activities) at school.

Just the school English lessons then? The same as everyone else? No private lessons or anything else? Because you were shy?

Yes, that's right.

So, what motivated you to study abroad? And why Ireland in particular?

In junior high school, I liked my English teacher, and I was interested in English. I participated in a skit contest in my first year of junior school, and it was all in English. Also, my friends liked English, and we did the contest together. My agent recommended a lot of countries to me, such as America and Australia, but I thought that I wanted to go to an uncommon country, and I think Europe is cool. So, my agent said that Ireland was a safe and friendly country. I ended up choosing Ireland, even though I hadn't been interested in Irish culture before going there.

Why didn't you go abroad during your sophomore or junior year?

I had been thinking about that originally, but unfortunately COVID-19 hit and made it very difficult to go until last year when I had just started my senior year.

That was in April 2022, correct?

Yes.

With the COVID-19 situation, why not graduate first in four years and then study abroad after that or perhaps do a working holiday?

I thought it would be difficult to go to a foreign country after graduating because I have to do job-hunting.

You wanted to get a job as a *shinsotsu* (新卒: new graduate). Essentially you didn't want to do a gap year because it is looked down on in Japan?

Yes, that's right.

But how about now? Are you interested in doing a working holiday in the future?

No, I just wanted to go abroad while I was a college student.

Tell me about your 8-month study abroad experience. What were your best and worst memories?

My best memory was my second host family. (I had to change host families several times because each one went on a holiday, and I had to leave the house each time.) I stayed with them for a total of six months. The couple was around 70 years old, very friendly, and had a (grown) son and grandchild who often visited them. I played together with them.

My worst memory was that my smartphone was stolen while I was in a mall in downtown Dublin. It had been in the side pocket of my backpack. My host mother helped me buy another one in a secondhand shop.

And, although it happened to my friend and not me, my friend's teacher had the stereotype that Asian students have good English grammar, so she told my friend that she would rather teach students that are not from Asia, such as Mexicans, Spanish, etc. So, she was a bit sad and angry about that comment. The comment honestly didn't bother me that much because I don't think the teacher said her comment out of malice, but it did upset me personally when I had to go to the local city hall to get my residence permit card during the first month I lived there and I felt that the people working there kind of looked down on me because I was a foreigner and couldn't communicate in English well.

How was your school?

I think it was nice. There were a lot of Japanese students there. About half of the students in my class were Japanese, so my teacher made sure that Japanese were not paired with other Japanese during pair work activities.

Did the school have some nice events that you could participate in? Were they free?

Every day the school had some kind of event, such as museum visits, going to a park or flower garden, stores, etc. The events changed each week. I just had to tell a school staff member on the day of the event if I wanted to go. Sometimes they were free, and sometimes not, depending on the event.

We already talked a little bit about one of your host families, but were all three families good, or only the second one?

Just the second one was. The first host family I had was a widow and I had a three-month contract with her, but she said I had to leave her place after only a month because she was going to Spain on a holiday. I was shocked by that. I was already a bit nervous at the time because I had only just arrived in Ireland. My school and agent (back in Japan) helped me find another place.

The third host family I had was also a widow. She was a very good person and cooked dinner for me every day, but she never ate with me. She left my meals out and went upstairs to her room. I wanted chances to have a conversation, but that wasn't possible.

Even with those experiences, would you still say that having a host family is better than having an apartment or sharing a house with other international students?

Yes, I would. In Ireland, it's quite difficult to get into a shared house or apartment because there are few places available, and those that are available are expensive.

What things were you surprised by during your study abroad experience?

I have quite a few examples. For instance, compared with Japan, Ireland seemed to have very few restrooms, especially in the city, and

I had to pay to use them (although it wasn't expensive). Also, Ireland has a lot of parks, and a lot of people were sleeping in them. They were not homeless people, but rather just regular people lying down and sleeping on the grass. That would be rare to see in Japan.

Another example is Irish buses. Although there was a *denkō keijiban* (電光掲示板: electronic notice board) that displayed the time the bus was supposed to come, many times the bus was late or just didn't come at all. It seemed to be something that was normal there. Japan's bus information is usually more accurate. Also, people on the bus or train talked in loud voices and made calls on their smartphones, but in Japan people don't do that.

I also think people in Ireland have many more tattoos and bigger ones than you would see in Japan. One staff member in a hotel there had a really big tattoo that was quite visible. In Japan, many people have a bad image regarding tattoos, so people would cover their tattoos up if they had them, and most people just get small tattoos.

One last example is about work style. There is a store called *Penney's* there. I saw cashiers who were sitting down, which you wouldn't see in Japan. They also were talking a lot with each other, which would be discouraged in Japan. I could ask questions to them, but they seemed to not be focused on their work.

What are your future plans and how do you hope to use English in your future?

I actually already got a job offer. It's at a *ryokan* (旅館: Japanese-style inn) in Hyogo. The area where the ryokan is located has many *onsen* (温泉: hot springs) nearby. Many foreigners come there, including Europeans. So, I can use English to communicate with them.

Are your methods for studying English different now than before you studied abroad?

Yes. Before going abroad, I just answered the questions in my English textbook. Very much the typical Japanese style. But after studying

abroad, I listen to podcasts and watch TV shows with English subtitles. I do a lot of shadowing. And I talk more with native speakers now. I am a lot more active.

So, do you think you are less shy now? Even in Japanese are you more open with people?

Yes, I think so. My personality changed. I am a little more open in Japanese, but even more so in English.

Do you have any advice for Japanese people who are trying to become bilingual and/or bicultural? Especially young people who have never studied abroad?

I feel Japanese people don't speak enough with other countries' people. They have to speak more to get good practice. In my case, my best friend had a boyfriend who lived in England. We chatted and spoke with him even before I went to study abroad. I know most Japanese people often don't have such chances, so perhaps they could use a smartphone app, such as LINE, like I do to get practice using English by chatting with and calling people. I made friends doing it. It's difficult to do, but possible with motivation.

I think your pronunciation is much better than it was before you went abroad. How did you get better? Was it 100% natural or did you do something special?

I did a lot of shadowing by myself and imitated native speakers. I also often recorded my voice on my smartphone and listened to it. I noticed when I had bad pronunciation and tried to fix it.

From your own experiences, what are your thoughts on Japanese versus Western-style education?

I think Western education style is fairly free. In my language school my teacher would sometimes have us listen to her favorite music and watch movies during class. I had another teacher who played guitar and we sang songs together. And my teachers listened carefully to individual opinions. Japanese people don't usually say their opinion and teachers don't ask for people's opinions. It's quite formal

here.

Do you think you might want to live abroad in the future? If so, where? And what type of work would you want to do?

To be honest, I don't want to live abroad. I want to stay in Japan but use English. Before I studied abroad, I thought that I wanted to live abroad in the future. And Ireland is a really good country. But I realized that Japan is the most comfortable country for me to live in. It fits me better. Japan is a very safe country. That is the most important reason. Another reason is that Japan is a lot more convenient, I think. For example, more convenience stores and shops stay open longer. Shops for clothing and other general goods closed early in Ireland. One final reason is Japan's great transportation system. I was not impressed with the buses or trains in Ireland. Perhaps I would feel differently if I had been able to drive a car in Ireland like I do in Japan, but anyway I sometimes felt frustrated trying to get around in Ireland.

How has your view of Japan changed after studying abroad? How has your view of yourself changed?

I think we Japanese people don't know enough about our own country. In the classroom at my language school in Ireland, we had to introduce our home country. A boy from Spain and a girl from Panama seemed to know so much about their own countries without having to look things up using the Internet. My host families often asked me questions, such as the population of Japan, but I honestly didn't know.

As for my view of myself, I have stopped thinking so deeply about things. Before going abroad, I used to always think so carefully before I did something I wanted to try. I used to be so nervous about things. But now, if I want to do something, I just do it.

Is there anything else you would like to share that I haven't asked you about specifically?

I could go to study abroad because of the support of my family. I am so thankful for

them. My grandmother paid for everything, and I am so grateful to her. I will never forget it.

My study abroad experience was very good for me, but sometimes I felt it was dangerous. For example, I already mentioned about my smartphone being stolen.

I think Japanese sometimes don't have a sense of danger, what they call in Japanese kikikan (危機感). Perhaps it's because very few things get stolen here. So, Japanese can feel that abroad is dangerous because of that.

Right.

Anything else you can think of?

It doesn't have anything to do with studying abroad, but I traveled to a few other countries while in Europe and I noticed the smell of drugs, especially in *oranda* (オランダ: the Netherlands). It was outside and it was *marifana* (マリファナ: marijuana). I was shocked by it.

Different culture and different country, so different country's rules, right?

Umm, that's right. But sometimes I felt it was dangerous since they were using drugs.

Do you have any final pieces of advice for those students considering studying abroad?

I feel that everyone should go abroad because I was able to meet so many different people from various countries at my English school in Ireland. I could learn about different cultures and foods, and it was a very interesting experience for me.

Specifically, I would advise people to consider the office staff of the schools they are considering and not just the teachers. The one Japanese woman at my school was not so kind and helpful. A study-abroad agent can help with finding a good school, buying your airline tickets, and answering any other questions you have. Even though it costs money to hire an agent, it is definitely worth the money.

One final thing I want to say is that although I decided to go to Ireland, other people might consider learning English in a country closer to Japan, such as Malaysia or the Philippines, that are cheaper. They are also good options.

Thank you very much for your time today.
You're welcome.

Concluding Remarks

As Ayano's teacher, it has been interesting watching her over the past four years grow from a shy but capable first-year student into

one who is much more outgoing and readily expresses her opinions. Since our university currently does not have any long-term study abroad programs in English-speaking countries, I was impressed that Ayano took it upon herself to research various countries and go abroad on her own without any university support. And although I was surprised to hear her say that she doesn't ever want to live abroad, I understand her reasoning. She has already lined up fulfilling work that will keep her engaged with English after her graduation in March 2024 and I wish her all the best.

Taking Stock: An Interview with Ron Murphy

Ian Downer
Ehime University

The following interview was conducted with Ron Murphy, a former co-case study editor for Bilingual Japan, and details his experiences raising his daughter Seiko bilingually and reflecting on his time as an editor for the newsletter's case-study column. Ron has lived in Japan since 1991 and is married to a Japanese woman, Yoshiko, who is a fluent English speaker. Language-use in Ron's family was mixed, with Yoshiko and Seiko using mostly Japanese at home together, while Ron primarily used English with his wife and daughter. Professionally, Ron has been a professor of English at a university in southern Japan and is about to retire from this position in 2024.

The interview began with a discussion of Ron's time as a case study editor for the newsletter.

What initially motivated you to take on the role of case-study editor?

It was just a confluence of opportunity and need. I enjoy the journalism process of

composing, learning, and just meeting people. As a new father here in 1999, I had huge motivation, a speck of skill, the opportunity at doing a bit of journalism, and learning something about raising a kid. It was just wonderful. It was like I was educating, doing something I enjoyed, and getting educated.

How did the role inform your experience with your daughter?

I learned a lot about available resources, but it was mostly a process of talking to many others. Generally, it was just asking a lot of questions and listening carefully.

What were the rewarding parts of the role?

Everyone's story. You talk to everyone, and there's a lot of commonalities, but everybody's got something special, something different. That's what I looked forward to each time.

What kind of commonalities did you notice at the time in people's

experiences?

There's a lot going on. How is the child is being received in the community? You've also got in-laws and family. It's important on both sides.

How was your family experience? I understand that you made regular trips back to America.

My family was great – they've always been very supportive. I was lucky that I was able to go back almost every year. You know, it's not the cheap answer, but if you have the resources there's no better way to foster language development. It's worth the money.

So, it really helped your daughter a lot?

Yes. Basically, it "front-loaded" her education. Get them in their younger years, if possible.

Do you think that was a critical period for your daughter's bilingual development?

Yes. When kids are young, 3-5. If you don't get them then, you can't get that back. If you're talking about family, culture, language, or anything like that, try to do it early, if you can. I wasn't rich but didn't have debt and I had family back home. It was worth the opportunity.

What did you do when you went back to America with your daughter?

I made an inquiry and put my daughter in elementary school in my neighborhood for three weeks when she was 6, and then almost every year until she reached junior high school here. My father had passed by this time, and my wife mostly stayed back in Japan. My cousin and her husband gave us a place to stay with free reign. Not everyone can do that (i.e., travel back each year), obviously, so you have to have alternatives like Zoom.

How would you describe your daughter's English proficiency now?

Very good. I mean, conversationally she's fine. I don't have any way to judge her reading, but I would say that her writing is quite good, even though she still makes mistakes sometimes. I worked a lot with her with the writing.

So, would you say that you spent a lot of time with her at that critical time?

Yes, as much as I could.

What kind of things did you do with Seiko when she was little? Could you describe your daily routine or any teaching techniques that you used at that time?

There's not a particular technique; there's a confluence of circumstances, and we can't always control that. I'd pick her up at preschool or kindy [kindergarten] and bring her back here to my office at work. I had a little space in my office with a little desk and I would make her some hot chocolate or give her a little snack, and we'd chat. It was all in English, and I would just I would give her some sentences to read and write. For example, I would give her a sentence like, "The rabbit chased the fox to the river." Stuff like this. No big pressure. Little by little she understood sentences.

Also, I read to her every night. But the homework wasn't every day. It was 2-3 days a week for 1/2 an hour. For example, "How about on Friday you just read this book and then we can talk about it?" It was it was pretty loose, but the non-loose part of it was that she needed to be reading and writing. The speaking and listening were done by then and had been established, but the literacy part - she needed to be reading. It didn't have to be big. For example, an eight-sentence summary of what she had read.

I was heavy on the phonics, too, and I think it helped. But it was hard to measure. When she got to 6th grade, it became harder and harder and more contentious to do the same work we did when she was five years old. By 3rd grade (9 years old), the kids grow, and they start to push back, especially with the reading and writing. If the parent is the teacher, this can strain the parent-child relationship, and I decided it was not worth it. She didn't want to write things like a short summary of a book, compared to 12 months earlier. Getting close to the double digits in age I noticed a change. And by 12, I just said it's not worth the cost to our relationship.

Also, I could not find someone else who I trusted and who was available to be her writing teacher, so her writing instruction and practice was mostly gotten in her school.

How did you navigate the literacy past the double digits?

Carefully, and infrequently. I wanted her to keep going and have some structure, but I thought it can't be me as the teacher anymore. I looked in the language schools

and I talked to my wife about it, and neither one of us really thought it was right for us.

Do you have any words of advice for parents on this journey?

Take as much time as much time as you can possibly can. Try to keep a plan. It doesn't have to be the same plan every day, but there needs to be a plan. And, spend as much time as you can reasonably with a set schedule. An understanding between the partners is important, too. There has to be some co-operation and planning, and your partner should be on board. The money can be an issue. But if you can travel back to visit family who speak the target language, then 60% of your problems are solved. You don't necessarily need money. Nowadays, with technology you can do a lot more for cheap than you used to be able to.

In the future, do you think Seiko will continue to use English?

She already is. Her job requires that she write in English. Also, she has travelled solo to the States and is planning to again. So, she's using it a lot in her present life. Hopefully it continues.

私はカンボジアに行った話

平谷菜月
四天王寺大学

私は、昔から勉強が得意ではなかった。勉強の意味がわからなく、遊びに時間を費やして来た。しかし、高校3年生になると、進路をまじめに考えないといけなくなった。困っていた。その時に、勉強をおろそかにしてきた私を救ってくれた先生がいたが、たまたま英語科の先生だった。勉強できない私にあまりにも真摯に応援してくれて、支えてくれたため、その時に「こんな先生になりたい！」と思いはじめた。そしてその思いで大学進学時に教育学部に入り、英語の教員免許を取ることにした。これも、バイリンガリズムへの第一歩かなと、うっすらと思っていたが、それよりは、

「さて、理想の英語科教員になるぞ！」

という気持ちだった…

入学してからは、「理想の先生」になりたい気持ちが変わらなかったものの、自分には「英語」そのものの意味が、残念ながら見出せなかった。教育実習などで苦戦しながら、なんとか卒業までに英語科の教員免許が取れた。しかし、自分にはまだ色々足りないと感じて、卒業後は定職につけずに人生の勉強を含めてさまざまな冒険をしようと決心した。その中の一つが、海外進出。リアルに外国(語)を感じたかった。

私の初めての海外はカンボジアだった。卒業して、フリーターになってからの一人暮らしは親に支えてもらってでも金銭面は常に厳しかった。毎日のようにバイ

トの賄いで生活をし、遊びも控えるようになった。でも私はカンボジアにどうしても行きたかった。なぜなら、今までの私にとって曖昧であった英語の勉強よりも、「これが学びたい！知りたいたい！」という気持ちにさせてくれた存在が現れた。

フリーターしながらの暇つぶし中に、あるYoutuberを見つけてしまったのだ。そのYoutuberをここで「リュウちゃん」と呼ぶが、リュウちゃんは、私の理想に近い夢のようなことを実現させている人だった。リュウちゃんは、自ら技術を身につけ、日本よりはるかに豊かでない環境の国で、その現地の子どもたちに貢献しようと、行動に移した人だった。「この人に会いに行こう」と決心した。自らアポをとり、Zoomで話をしてもらえるまでたどり着いた。

そして今年の8月にカンボジアに行く事が決定した。私がカンボジアに行く目的は、読者は察してくれていると思うが、フリーターの遊びでも観光でもなく、「理想の先生」に近づくためにリュウちゃんに会い、いっぱい話を聞いて、現場を自分の目で見ることだった。そして、私の今までとまったくかけ離れている土地の現状を知ることだった。

リュウちゃんは約9年前にカンボジアに赴き、最初は移動式の学校での勤務から始め、現在は学校を作り上げた人。リュウちゃんはクメール語(カンボジアの言語)が話せない学校の校長先生。そして、リュウちゃんの周りには日本語とクメール語が話せる通訳者がいて、学校で実際に勉

強を教えてくれる先生がいる。

私が見た学校は、日本で暮らしているみんなの持つ学校のイメージとはだいぶ違う光景だった。子どもは授業に集中できず席を立つのも普通だし、遊んでしまったりする。いわゆる学級崩壊を想像すればわかりやすいかもしれない。子どもはすぐに喧嘩するし、学校内でもお金もせがんでくるし、殴り合いまで日常茶飯事だった。

この光景を、日本に暮らしているみんなはどのように思うだろうか。「どうしようもない子たち」、「手に負えない」と思うのが自然だろうね。しかし、この「修羅場」みたいな学校現場も私にとっては素敵だった。なぜなら、子どもたちも、大人も、いつもとびっきりの笑顔を見せている。それを見て、私は思った。「この子たちの生まれてきた環境、育ってきた環境が全く違う。でもだからと言って、どの子も中身は純粋で、未来がある子に変わりはない」。まあ、こう思ったのも、長年勉強の意味が分からなかった私には、共感する側面もあっただろう。ただ、その環境の違いを私が実際に見るまで、想像すらできていなかった。

このような海外の「リアル」を知らなかったから、英語や外国語の意味が曖昧のまま、自分の身にならなかったのかな？と
思い始めたりした。

私がみたカンボジアで、子どもは小さな頃から必死に生きていくためにゴミ拾いをしたり、物を売ったりして仕事をしている。1日約100円の給料で必死に生きようとしている。実際、カンボジアに行こうと思ってから、日本での回りのみんなに言われたのが「ひったくり、ぼったくり、物乞いには気をつけろ」だった。治安の悪い、危ない国だとイメージしている人が多い。ただ実際に行ってみて、学校現場での「とびっきりの笑顔」を見た私は思

った。「自分がここに生まれてきたら当然のごとく生きるために同じことをするだろう」と。子どもはそうしている親と回りの人間を見ているし、それは子ども自身にとって生きるための糧になる。

その光景を見て、身に染みた感情は、とても私のつたない言葉で伝わらないだろう。しかし、いくらうまく表現できても、現状は実際に行ってみないとわからないと思う。

思い出した。「さて、理想の英語科教員になるぞ!」。いや、でも今は「理想の教師になる」、と。

カンボジアの経験を通して、色々な経験をする子どもにとって「何が必要なのか」をすごく考えさせられた。そして、なぜ私が新卒で教員になれなかった理由もよくわかった。中学校の教員免許が取れたけど、上で言ったように、今はフリーターをしている。私がフリーターになった時、教員採用試験に受からないからフリーターをしているのだと思った人が多かった。あながち間違いではない。

しかし、仮に私が教員採用試験に受かる能力があったとしても、私はなれなかった。教師にはなれたかもだけど、まだ「理想の教師」にはなれない。とは言っても、その夢を捨てたわけでない。私は現在色々なことをしているが、将来の1つの目標として「自分のクラスを持つ」という夢がある。私は子どもの記憶に残るような、子どもに向き合う余裕がある先生になりたい。子どもの力になりたい。

「理想の教師になる」
それが、何なの？

大学での教員養成課程を経て思ったのが、もちろん、科目を教えることも教師の役目だが、科目内容にとらわれすぎなのではないか、と。学校は勉強するだけの場所ではなく毎日通う一つの居場所、友達と

喧嘩し、仲直りする場所、譲り合い、協力し、時には先生に怒られる場所だ。そして、外国語になると、ほとんどは英語だが、この「リアル」を感じないまま卒業していく子ども多いのではないかと思う。特に英語の実用面を強調している昨今の外国語教育だけど、その言語の「リアルさ」にまだ指導が欠けているように思った。カンボジアで言語力が身に付いたわけではないが、色々な背景を持つ子どもとも、大人とも、「リアル」に感じてこそ言語の必要性が見えてくる、と思った。

私が学校に通っているときの記憶では、一種の教師は分かりきってくる事しか言わない指示ばかりの教師だった。もう一種は、生徒とそんなに関わっていない楽しめる教師だった。これは大人になってから気づいた。私の記憶に鮮明に残っている先生は小学校から大学までで3人だけだ。この3人が他の先生と違ってなぜ記憶に残ったのかというと、言われてきた言葉や接し方を生徒ごとに柔軟に変えていた気がする。だから私にいう言葉は私のために向ける言葉だったからすぐ伝わった。カンボジアで会ったリュウもそのような先生だった。

カンボジアの子たちはまず学校に来ることも当たり前ではないし、どんな場所かもわからず学級崩壊に近い状態も普通かもしれないが、その場で、リュウちゃんは科目の勉強(だけ)をしてほしいというより、学校という場所で友達と触れ合ったり先生と勉強したり色々な経験をしてほしいというものを強く感じた。リュウちゃんの話を実際に聞いて本当に改めて尊敬でき、特定の言語と関係なく子どものための活動をしていると思った。私も子どもは大好きだ。子どもには未来があり、可能性があり、大人にはできない広い考えが持てる。カンボジアの子たちもそうだった。

世間一般的には平和な国の子どもに見え

ないのかもしれない。貧富の差が激しく大人も子どもも必死に生きている。カンボジアは治安が悪いとか、汚い国だとか、色々思われることが多いが、大人も子どもも安い給料でも必死に働いてみんなキラキラした笑顔をしている。この国の魅力は、実際いって見ないとわからないだろう。

しかし、少し私もこの国に思う事があり、貧しい子どもたちには、学校に行く習慣がないので、教養を身に付かないまま大人になる。これだけは改善したいと思う。社会に出るための読み書きや、当たり前日本にいる私たちができていることだけをどうにか子どもたちに伝えていきたい。そして、子どもたちがちゃんとした給料で普通に社会人として働けるように、いつか貧困の国の子どもたちへの教育の場を作れたらいいなと思う。子供の可能性を広げたい。

私は、モノリンガルの日本語の家庭に育ち、いい先生に出会ったから、英語を少し勉強して教師になろうと思った。カンボジアに行ってから、自分の人生を振り返って見たら、すごく恵まれた環境に育ったな、と思う。だからこそ、英語に意味が見いだせなかったのだろう。

カンボジアに行った経験は、すぐにバイリンガリズムや言語力そのものへの影響がなかったと言っても、何かの意味をみつけた。これは、違う環境で育った子たちと接したことにより、過去の言語の勉強に欠けていた「リアル」だった。

私はまだまだ「理想の教師」にたどり着くまで時間がかかると思っているけど、今後、日本の外国語教育に、ぼやーっとした「英語」のイメージだけではなく、私のような生徒でも実感できる「リアルな海外」と、「リアルな外国語」を、さまざまな文脈を通して、「リアル」にしてほしいなあ。

JALT 2023: A Brief Retrospective

Alexandra Shaitan



全国語学教育学会 第49回年次国際
大会教材展示会
2023年11月24日～2023年11月27日
茨城県つくば市 つくば国際会議場

49th Annual International Conference
on Language Teaching and Learning
& Educational Materials Exhibition

November 24 - 27, 2023 • Tsukuba
International Congress Center (Epochal
Tsukuba), Tsukuba, Ibaraki, Japan

This year at the 2023 JALT International Conference, the Bilingualism SIG Forum invited four brilliant speakers, who shared their academic- and practitioner-research pertaining to the issue of ‘Fostering Bilingual Awareness in the Monolingual Majority.’ The talks highlighted the rationale towards a language policy that moves from the traditional monolingual ideology towards adopting holistic plurilingual approaches in the teaching of second and foreign languages in the context of Japan. Each speaker reinforced the saliency of the concept of plurilingualism and its applicability in teaching foreign languages to Japanese learners.

Daniel Pearce introduced the PASTeL (Plurilingualism, Arts, Science, Technology and Literacies) approach, as the approach that aims to bridge plurilingualism with other interdisciplinary approaches including CLIL and STEAM. Whilst I was not familiar with the core elements of this approach, Daniel’s way of elaborating on the key theoretical underpinnings of the PASTeL approach enabled me to learn about it in an engaging and thought-provoking way. By providing concrete examples of PASTeL-informed practice at the elementary and tertiary levels, the

audience was able to witness how it is applied in practice. The talk mirrored and echoed the other speakers’ stances towards plurilingualism in teaching second and foreign languages to Japanese learners.

Nicole Takeuchi shared her research regarding the possibility of implementing Plurilingual Language Awareness education in Japanese elementary schools viewed through in-service teachers’ perspectives. Research questions posed to teachers explored their attitudes towards plurilingual teaching after they had experienced teaching with plurilingual teaching materials. Nicole also explored perceptions and observations of any positive effect that plurilingual lessons had on learners’ linguistic competence and language awareness.

Jonathan Goujon’s talk focused on Project-Based Learning grounded in social action as one approach to teaching that makes language learning personally relevant to learners. The talk highlighted the salience of deploying a plurilingual approach to teaching languages at the tertiary level, presenting ample evidence of its benefits rather than limitations. However, the speaker also warned of some potential challenges when designing a

course for university students.

Ghislain Mouton's presentation brought to the fore some challenges and issues that teachers of French might experience. In particular, the talk addressed the use of English in 'Made in Japan' French textbooks. It was reported that the use of English in French Language Education (FLE) depends on numerous factors including teachers' preference and students' linguistic competency. It was noted that since there is no consensus on the best approach to teaching FLE in Japan, one possible solution could be achieved by means of implementing the Integrated Language Teaching approach (cf. Candelier et al., 2012) in different educational settings.

By actively listening to Mr. Mouton and Mr. Goujon's fascinating talks, I came across a rather interesting discovery regarding the development of Japanese language learners' metalinguistic competence. Whilst I strongly believed that Japanese learners would be rather comfortable in using L1 to discuss linguistic and grammar features of a target language (French in this case), I was proven wrong. On the contrary, both speakers presented ample evidence (and later addressing a question I asked after the talks) that Japanese learners of French showed more understanding and comprehension of a target language linguistic features when compared with an L2 (English), rather than in their L1 (the more linguistically distant Japanese).

To conclude, all speakers conjointly delivered a narrative advocating the use of plurilingual approaches to teaching a second and foreign languages.

As I was reflecting on each presenter's talk, I came across rather interesting

research by Cenoz and Gorter, two researchers from Spain, whose article "Towards a Plurilingual Approach in English Language Teaching: Softening the Boundaries Between Languages" appeared in the TESOL Quarterly a decade ago (2013). For teacher-practitioners, like myself, I thought it would be important to share some sections with interested readers.

"A plurilingual approach has several implications for TESOL teachers and teacher educators" (Cenoz & Gorter, 2013):

1. Setting attainable goals. This refers to the need to set realistic goals for teaching English as a second or foreign language. The goal is for students to develop skills to become competent plurilingual speakers who can communicate in two or more languages and not monolingual native speakers of English. The idea that nonnative speakers are deficient communicators is still widespread, and as most learners do not achieve this goal, the process may result in a feeling of failure and incompetence. A plurilingual approach is in disagreement with this reference to the idealized native speaker.

2. Using plurilingual competence. Here the idea is that there is a distinct advantage of using students' plurilingual competence as a tool to progress faster when learning English. In fact, the students' plurilingual repertoires can be an excellent resource to develop not only linguistic and discourse skills but also metalinguistic awareness. Plurilinguals can draw on their knowledge of other languages when learning how to communicate in English or when learning vocabulary or grammar. Learners can also use their discourse and pragmatic knowledge of other languages when writing an academic text or when

formulating speech acts in a communicative situation.

3. Integrated syllabi. This refers to the need for creating integrated syllabi for language teachers so that there is coordination between the teachers of English and other languages. Teachers can work together on the same type of text, communicative event, or grammatical structure in two or three languages so as to reinforce what the students learn in each of the languages. The level expected to be achieved in each of the languages can be different when writing a text in the L1, L2, or L3.

4. The creation of resources. This is the possibility of creating activities using code-switching and translanguaging that are generally ignored at school but are common among plurilinguals. These activities could be used to raise awareness of different types of communicative contexts. A plurilingual approach highlights how learners relate the languages in their repertoire to each other

when learning English as an additional language and when they use their languages in a social context. It is time for TESOL professionals to use the opportunity to accelerate the learning process by using plurilingualism as a resource and not as an obstacle by setting attainable goals, using the learners' plurilingual repertoire, integrating syllabi, and using learners' linguistic creativity as a resource" (pp. 596-597).

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<p style="text-align: center;">Fostering Bilingual Awareness in the Monolingual Majority</p> <p style="text-align: center;">JALT Bilingualism SIG Forum @ JALT International Conference 2023 Sunday, 26th November 11:35 Room 402</p> <p>PASTeL: Bringing Plurilingualism into Interdisciplinary Learning Daniel R. Pearce, Saitennoji University</p> <p>PASTeL (Plurilingualism, Arts, Science, Technology and Literacies) is an approach that seeks to add plurilingualism with interdisciplinary approaches such as CLIL and STEAM. A brief theoretical outline will be given before concrete examples of PASTeL-informed practices at the elementary and tertiary levels are introduced. These disparate levels have been chosen in particular to outline the learning that PASTeL (and other plurilingual endeavors) engenders, and how traditional foreign language teaching approaches have often failed to equip learners with the metalinguistic knowledge that will prepare them to engage in interactions with interlocutors of differing cultural and linguistic backgrounds.</p> 	<p style="text-align: center;">Fostering Bilingual Awareness in the Monolingual Majority</p> <p style="text-align: center;">JALT Bilingualism SIG Forum @ JALT International Conference 2023 Sunday, 26th November 11:35 Room 402</p> <p style="text-align: center;">Overall Objective: Sharing How Bilingual Realities (Perspectives and Research) are Impacting General Foreign Language Education</p> <p>Recent progresses in translation/interpretation software and advancement in artificial intelligence language models have raised questions for educators. The purpose of foreign language education in particular is at a crossroads – as language models and translation software continue to improve, the traditional (if often outdated) goal of generalized foreign language teaching, that is, to foster competent user-speakers of a target language, appears to become less and less relevant (Kubota & Takeda, 2020).</p> <p>On the other hand, as bilingualism is a natural part of the human condition, bilinguals will continue to exist in society, even in majority monolingual societies such as Japan. Bilingualism is broad and multifaceted, closely intertwined with questions of identity, culture, and belonging, and yet remains rife with misunderstanding and occasionally even distrust of bilinguals (Grosjean, 2010). This forum seeks to explore the directions foreign language teaching can take to foster awareness of bilingualism in learners. Applying plurilingualism (Coste, Moore & Zarate, 2009) as an underlying concept, the forum will explore foreign language education in multiple contexts and multiple levels, from elementary through to university classes.</p> <p>Through several discussions on the teaching of specific foreign languages as well as explicitly multilingual teaching at all levels of the curriculum, this forum will explore how practitioners perceive the need for awareness of bilingualism, and the strategies they bring to the classroom to foster this awareness in their learners. Finally, a joint discussion will be held on the future role of language education from the point of view of bilingual language teaching practitioners.</p> <p style="text-align: center;">We welcome all, bilingual and otherwise, to join in the discussion! (質疑応答は日本語も可!)</p> 
<p>Implementing Plurilingual and Pluricultural Awareness Education in the Japanese Public School System: Teacher's Perspectives Nicole Takeuchi, Nara University of Education</p> <p>This presentation examines the possibility of implementing Plurilingual Language Awareness education in Japanese elementary schools from the viewpoint of teachers, through the following questions: 1) After experiencing lessons with plurilingual materials, how did teacher's attitudes toward plurilingual teaching change? 2) What effect of the plurilingual lessons on students' language awareness and linguistic competence did the teachers perceive? and 3) What support is necessary for teachers to feel confident in plurilingual teaching inclusive of languages in which they have little or no proficiency?</p> 	<p>Workshops Conducted by University Students to Increase Japanese Children's Foreign Language and Cultural Awareness Jonathan Goujon, Bunyoku University</p> <p>Stakeholders of the French and German languages at university note a decline in student numbers. Institutional reasons as well as a lack of purpose for the students can lead them to quit studying foreign languages. This work investigates ways being meaning to the learning of foreign languages by fostering a Project-Based Learning approach grounded in social action. This presentation is centered on an action-research project conducted by students and based on language and cultural awareness for a young audience and will present the challenges in course design and the benefits for both children's plurilingual awareness and students' language proficiency.</p> 
<p>Uses of English in "Made in Japan" French Textbooks: From Textbook Analysis to the University Classroom Chislaïn Mouton, Doshisha University</p> <p>Integrated Language Teaching capitalizes on language varieties in the linguistic repertoire of learners and their prior learning experiences. Although suited to the current global paradigm, the approach requires obstacles in French as a Foreign Language (FLE). The use of English in FLE depends on many factors such as students' linguistic competence or teacher preference, and there is no consensus on the best way to incorporate English into FLE in the Japanese context. Based initially upon textbook analyses, this presentation explores how Integrated Language Teaching might be implemented in FLE in Japan, and its benefits for learners' overall linguistic awareness.</p> <p style="text-align: center;">With Discussion and Q&A (質疑応答は日本語も可!)</p> 	<p style="text-align: center;">This symposium is supported in part by JSPS KAKENHI Grant Number 22K13185 科研費</p>

