

# Bilingual Japan

## バイリンガル通信

2025年度冬季・秋期通信34巻3号  
Winter-Spring 2025, Volume 34,  
Number 3

**Call for submissions!**  
**Deadline: February 15<sup>th</sup>**

**投稿募集！**  
**締め切り：2月15日**

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



## 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 is *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](mailto: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、毎回出版するものではなく、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](mailto: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](mailto: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](mailto: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 (経験談など) 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](mailto: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](mailto: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](mailto:alexshaitan@yahoo.com)) までお送りください。

#### **Feature Articles ・ 論文/短報/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: February 15<sup>th</sup>**

**次号の投稿期限：2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 and 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.

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](mailto: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](mailto:pearce@shitennoji.ac.jp)

**DEADLINE: February 15<sup>th</sup>**

**投稿期限：2月15日**