

# 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



# バイリンガル通信 Bilingual Japan

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JALT Bilingualism SIG Website: <https://www.bsig.org/>

**DEADLINE FOR SUBMISSIONS TO THE NEXT ISSUE: May 15<sup>th</sup>**

次号の投稿期限：5 月 15 日

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**Call for volunteers!** Vacancies are always open for editor positions - duties involve 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](mailto:pearce@shitennoji.ac.jp), or the B-SIG President, Alexandra Shaitan, at [alexshaitan@yahoo.com](mailto: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](mailto:pearce@shitennoji.ac.jp)) あるいは、分科会コーディネーターAlex Shaitan ([alexshaitan@yahoo.com](mailto: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 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載せています。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・苦悩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。

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**DEADLINE FOR THE NEXT ISSUE: May 15<sup>th</sup>**

次号の投稿期限：5月15日

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## ***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.

Deadlines are the middle of February, May, and October. 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)

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**DEADLINE FOR THE NEXT ISSUE: May 15<sup>th</sup>**

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## President's Message • 会長挨拶

Dear **Bilingualism** Special Interest Group Members!

I hope this message finds you well despite being perhaps the busiest time of the academic year! Firstly, I would like to thank the B-SIG Officers (<https://www.bsig.org/officers>) along with **ALL** our Special Interest Group members who have been contributing to the Bilingualism SIG's successful activities through long-term membership, presenting and sharing their research and lived experiences at the PanSIG and JALT Bilingualism SIG Forums, and SIG events related to bi-/multilingualism and bi-/multiculturalism, submitting articles and book reviews to the SIG's newsletter and the JJMM Journal, and other various contributions.

Time flies and I hope you are all excited about the upcoming PanSIG 2025 Conference organised by Kanda University of International Studies, scheduled to run from May 16-18, 2025! Please join our Forum and join in the discussions as a valuable Bilingualism SIG Member. We have a guest speaker – details will be sent out to everyone closer to the conference. The theme for this year's forum is related to bi-/multilingualism and its effect on people's lives and/or identity development in general. So, please do attend the event as we are eager to hear more about your own experiences. The event provides a platform for all members to share their lived experiences across a variety of contexts, including Japan and elsewhere. More details for the event will be sent out by our Programme Chair, Nico Schultz.

We look forward to making next year's election and nomination process more transparent so that all members can nominate themselves or others for the positions of a SIG Officer or for any other role. At the same time, we thank **YOU all** for your support and look forward to hearing from you! Please e-mail Alexandra Shaitan at [alexshaitan@yahoo.com](mailto:alexshaitan@yahoo.com) if you would like to join the DMT and get involved in the SIG's activities more actively.

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 thank newsletter contributor Koki Yamashiro for his contribution to the current issue. I hope you find his experience utterly interesting and delightful to read. Thank you very much to Daniel Pearce for giving his time and support to everyone involved in bringing the Winter-Spring Issue of the BSIG Newsletter to life. We cannot do without you.

Happy Spring to you and your loved ones. Stay healthy and safe, and have loads of fun throughout the cherry blossom season!

Best wishes,  
Bilingualism SIG President  
Shaitan Alexandra

## Exploring Multilingualism in Education as an Emerging Bilingual Teacher

Koki Yamashiro

From April this year, I will begin teaching at an elementary school in my home prefecture of Wakayama. Through my experiences in teacher training, including course content, but also through my teaching practicums and internships<sup>1</sup>, I became keenly aware of the increasing challenges surrounding children, such as economic disparities and disabilities, and learners' increasingly diverse learning needs.

Although I will be teaching at elementary schools, my specialty is as a foreign language (English) teacher, and I am particularly interested in language support and intercultural understanding. While still working on improving my own English language abilities, I have also become aware that the number of children at elementary schools with non-Japanese heritage is, although still small, increasing. Thinking that providing support for such students is important, and that they could possibly also offer learning opportunities in the classroom, I decided to do a bit more learning just before graduation. I applied for a travel grant offered by the *Isshikai* foundation (Isshikai, 2025), and set out to

do research in a highly multilingual and multicultural country: Canada.

### Reasons for Exploring Canada

Successful in my grant proposal, my aim was to investigate the actual situation in Canada, which is already a multilingual and multicultural society, to learn about the role of 'language' and 'culture', and to consider how the knowledge and findings I gained there could be applied to education in Japan. I had two overall plans.

#### *1) Research on multilingualism and multiculturalism in school education*

I intended to visit local schools in Canada and investigate the characteristics of Canadian education through observation of classroom practices and interviews with education professionals.

#### *2) Research on multilingualism and multiculturalism in general society*

Through observation of the Canadian 'language landscape' (see Melo-Pfeifer, 2023), I wanted to learn about the role and position of language and culture in general society.

### Learning Through School Visits

During the first week of my three-week stay in British Columbia, I visited the Selkirk Montessori School in Victoria City, whose teachers graciously gave me an opportunity to view classes and conduct interviews.

The Selkirk School operates under the motto *ROCKS*: Respect, Open-mindedness, Communication, Kindness, and Success. I felt through my visit that the school is conscious of promoting not only learning, but also humanity and independence. One specific approach was to encourage pair activities such as brainstorming sessions for children who were unmotivated or otherwise motivated but unable to engage in learning on their own, in order to help them verbalize what they were doing. Several people were involved in this process to elicit thoughts, feelings, and other ideas. I felt that this was possible because classrooms always have multiple teachers present. This allows them to observe the children well and to quickly notice small changes. The ‘team homeroom teacher system’ is gradually being adopted in parts of Japan recently (Ouchi, 2024), and through observation of the actual educational situation in Canada, I felt that if more similar guidance is provided by multiple teachers in Japan, it may be possible to better support students with a variety of needs.

With regard to the diversity of languages and cultures, even before my visit to the school, I had noticed differences with Japan. For example, when I alighted at Vancouver Airport, all signage was in French, Canada’s other official language, as well as English, and I was often greeted in French by airport staff<sup>2</sup>.

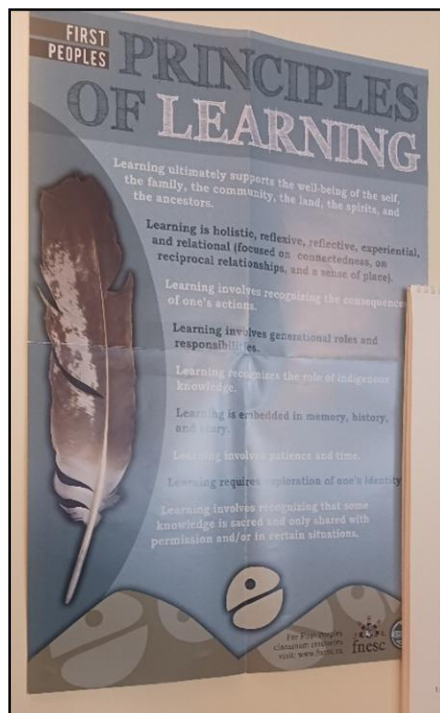


It was in this language signage that I first felt a slight discrepancy between language use in society in general and languages in school education. In fact, although I learned that French is compulsory in schools, the language signs in corridors and other areas other than classrooms where French lessons were held were exclusively in English. I wondered whether a practical need for French is not felt very strongly in British Columbia.

Aside from language teaching and the ‘linguistic landscape’ of the school, intercultural aspects left a strong impression on me. The school has several rainbow flags and signs stating, ‘everyone is welcome,’ which conveyed that the space is open to LGBT+ and gender diversity as well as children from different cultures. Particularly noticeable when it

came to interculturalism itself were the posters of the *Principles of Learning*, the educational principles of Canada's First Peoples, which were always posted in each classroom.

When I later interviewed university



professors in my second week, particularly at Simon Fraser University in Vancouver, I learned that this poster is required in schools due to a policy of decolonization. Because the First Peoples are not a monolingual group, but linguistically and culturally diverse, I also learned that some schools have partially adopted the traditional teaching style of First Peoples as a means of recognizing their identity as a culture, although it is difficult to incorporate a specific language into their teaching. In an interview with a teacher at the Selkirk school, I was told:

“For example, when learning about indigenous peoples (First Peoples), the children are divided into groups and actually take on the role of the tribe to recreate their outdoor activities and lifestyle [...] It takes time to prepare, but the children participate enthusiastically. [...] Finally, they turn their learning into a play, a poster, a painting project or a quiz format like in TV programs in order for teachers to be able to check their understanding. [...] The homeroom teachers are always excited by planning how to carry out these lessons.”

Thus, even if it is not possible to take up all of the languages in Canada in education, as there are two official languages, English and French, and many First Peoples' languages, let alone foreign languages, the fact that each culture is respected and learnt experientially through various educational activities is very suggestive for the possibility of education for intercultural learning in Japan.

### **Learning Through Linguistic Landscape Observations**

As mentioned above, Canada has two official languages, English and French, so official signs are bilingual. Nevertheless, as Victoria and Vancouver are far from the former French territories, most private signage and notices I saw were basically in English, and there were few French

signs on commercial premises, so I hypothesized that this may be largely dependent on the ‘practicality’ of the language. In addition, although First Peoples language signs were prominent, I had the strong impression that they were rarely used together with the official languages on signs not for practical purposes but rather they were associated with works of art or adopted more often for tourist attractions. My hypothesis about ‘practicality’ was strengthened by the fact that few people actually use the First Peoples languages as a medium of communication on a daily basis. Nevertheless, the fact that there were many First Peoples language descriptions in itself gave the impression that those languages and cultures were recognized as local identities.



On the other hand, from a ‘practicality’ aspect, there were many other language signs than the official and First Peoples language signs (as in Japan, Chinese is

prominent), but most of these tended to be in restaurants run by immigrants or in places frequented by tourists. With this realization, I began to observe the linguistic landscape more actively after I returned to Japan, and to consider how to make use of it and other aspects of it in the future, together with what I had learned in the field.

### Applying My Learning to Future Teaching

As a teacher from April, I would like as much as possible to put my learning into constructive practice. I realized that observing language makes the history and personality of places and peoples clearer. I would like to continue to investigate the role of languages and to make a meaningful contribution to education in a diversifying and more multicultural Japan.

In terms of how to make the most of my learning experience, I understand that it is difficult to introduce multiple single languages and have students learn those languages, as is the case in multilingual Canada. However, I think I could engage in ‘active learning’ activities, which have been proposed in Japanese education in recent years, so that students could be exposed to various languages and cultures. For example, making ‘language landscape observation’ itself an exploration activity, could provide an opportunity for majority native Japanese-speaking children to learn

about languages, and if, for example, there are minority language speakers in the class and they discover their own language in the ‘language landscape,’ this could lead to recognition of their language in the classroom, and perhaps even provide a rare opportunity for such students to act as authorities in learning, by sharing their own unique linguistic and cultural knowledge. Such activities could be carried out in teams or other groups and the learning outcomes could be presented in the form of a poster session or a play. By doing so, every student could learn about culture and language, develop both empathy and cooperative skills, and come to have a greater understanding of linguistic and cultural diversity locally, and in the wider world.

## Notes

1. These included a practicum at an elementary school and for the English language subject at junior high schools. I also volunteered as a school supporter once a week at an elementary school for a year, and again for half a year at a junior high school as part of an internship program that

my alma mater organizes for prospective teachers.

2. The province of British Columbia, where the cities of Vancouver and Victoria are located, is not French-speaking, but signs on public facilities are always bilingual in English and French. Also, as in Japan, there were signs in foreign languages, such as Chinese, common in places frequented by tourists, such as airports.

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## Upcoming Recent Events & Publications

For any B-SIG members, or anyone else who would like to share upcoming or recent publications or events (be they relevant conferences, book publications, articles, or otherwise), please feel free to contact the editor ([pearce@shitennoji.ac.jp](mailto:pearce@shitennoji.ac.jp)).

### JALT PanSIG 2025

PanSIG2025 will be held May 16-18, 2025 at Kanda University of International Studies in Mihama Ward, Chiba City, Chiba Prefecture. The conference chair is Robert Dykes; the site co-chairs are Jennie Roloff Rothman and Prateek Sharma.

PanSIG website: <https://pansig.org/2025>

As always, the JALT Bilingualism SIG will be present – make sure to check out our forum, and any other bilingualism-related presentations. See the next page for a list of relevant presentations, and we hope to see you there!

## AGENCY & AUTONOMY IN LANGUAGE LEARNING

神田外語大学（千葉県千葉市美浜区若葉）  
2025年5月17日-18日





## **PanSIG 2025 B-SIG & Related Presentations**

### **B-SIG Forum: From ESL Learner to ESL Educator: Changing Identities of a TESOL Practitioner**

18 May 2025, 10:05, BLDG 3/2F - Room 201

Kanda University of International Studies (神田外語大学)

**Speaker: Miki Tanaka (Facilitators: Alexandra Shaitan, Niko Schultz)**

#### **Miki Tanaka's bio:**

Miki Tanaka is an Assistant Professor at Bunkyo Gakuin University. She holds a BA in Literature from Aoyama Gakuin University in Tokyo and an MA in TESOL from Winona State University in Minnesota. Her research interests include bilingualism, second language identity, and teacher identity.

#### **Abstract:**

Some people view language learning as a practical gain, and others consider it as self transformation; in the recent view of Second Language Acquisition (SLA) and sociolinguistics, the identities of language learners and teachers have been a focal topic. This autoethnography illustrates my own journey as an English as a Second Language (ESL) student and how my identity has changed from a monolingual Japanese teenager to a multilingual and multicultural Teaching English to Speakers of Other Languages (TESOL) practitioner. My experience of wanting to escape the first language (L1) community and being marginalized in an English-speaking community made me reject my L1 culture to belong to the target community. Not until I learned the significance of my identity as Japanese did I realize my multilingual and multicultural self. This presentation also discusses how it affects my teaching philosophy, emphasizing the importance of noticing changing identities in language acquisition.

### **B-SIG (related) Presentations**

**Title: Multilingual influence on thought patterns in Chinese students in Japan**

**Presenter(s): DU LYING (18 May 2025, 9:30, BLDG 3/2F - Room 201)**

The Sapir-Whorf hypothesis posits that languages have profound impacts on people's perceptions (Perlovsky, 2009). A broad range of previous research has demonstrated that language can influence an individual's thinking patterns in various ways, and how learning new languages leads to new perspectives (Bialystok, et al., 2012; Boroditsky, 2001; Pavlenko, 2014). However, to date, despite the multilingual turn in applied linguistics globally (May, 2014), studies in Japan have tended to focus on learning L2 English without considering the impact of other languages on learners' identities. To address this gap, this study asked the following research question: "To what extent do multilingual L1 Chinese speakers in Japan change their emotional behaviors when responding to moral dilemmas in Chinese, English and Japanese?" The presenter investigated this problem by providing two Chinese participants with three moral dilemma situational cues in English, Japanese and Chinese (Greene et al., 2001), followed by stimulated recall interviews (Dempsey, 2010) to explore how language selection influenced their emotions. The results revealed the benefits of multilingual abilities, such as enhanced decision-making, problem-solving, and intercultural competence. Based on the results from this study, the presenter recommends that Japanese education could benefit from an approach that

encourages learners to develop multilingual repertoires.

**Keywords:** multilingual cognition, emotional engagement, Sapir-Whorf Hypothesis

**Title: Exercising agency against language ideologies: Foreign English teachers learning Japanese in Japan**

**Presenter(s): Owen Minns** (17 May 2025, 13:05, BLDG 8/1F - Room 108)

Recent research in Second Language Acquisition has called for an increased focus on the influence of context and ideologies on SLA (Douglas Fir Group 2016). Within Japan, ideologies about English learning bring foreign English teachers to Japan to teach English. This presentation examines how foreign English teachers exercise agency to step out of language ideologies in Japan when learning Japanese. This presentation draws on narratives of language learning of newly arrived and long-term foreign English teachers in Japan. Nine newly arrived teachers participated in a 6-month diary study, while thirteen long-term teachers participated in two semi-structured interviews. Both data sets were analysed using NVivo separately before being merged at the final analysis stage. Ideologies influenced how these teachers learned Japanese throughout their time in Japan. For both groups of teachers, the ecological influence of learning Japanese while working as an English teacher significantly influenced their language learning engagement. To step out of language ideologies and ecological influences in Japan, these teachers had to exercise agency about their language learning, the communities they socialised with and other aspects of their lives in Japan. This study shows agency is key to employment migrants learning the language of the countries they migrate to.

**Keywords:** agency, ideologies, Japanese learning, foreign English teachers

**Title: Exploring Pre-Service Teachers' Plurilingualism through Polyethnography**

**Presenter(s): Aina Ishibashi, Daniel R. Pearce, Toai Ōhiraki** (18 May 2025, 12:30, BLDG 3/2F - Room 205)

Japan is diversifying. While minority language speakers represent many geopolitically important languages in the classroom (MEXT, 2022), English remains prioritized as the (sole) language of international communication, and teacher training continues to emphasize surface-level English ability (Pearce, 2025). This can potentially deprive pre-service teachers of opportunities to develop the plurilingual literacy (Coste et al., 2009) necessary to engage with diverse learners. Within this context, the present study explores how multimodal polyethnography (Olt & Teman, 2019) was adopted both as a research method and as a (self-)training tool for two pre-service teachers. Analyses of longitudinal discussions on plurilingualism, grounded in visual linguistic autobiographies (Kalaja & Melo-Pfeifer, 2024), and centered on shared experiences as learners and as pre- and in-service teachers, serve as a lens to explore the developing plurilingual stances (Marshall & Moore, 2018) of the researcher-participants. The discussion centers on how polyethnography can enhance pre-service teachers' ability to identify teachable aspects of their own and others' plurilingual competence (Coste et al., 2009) in a way that can give recognition to other-language minorities through inclusive practice, while also contributing to their primary role as English teachers in diversifying classrooms, particularly in a world in which most English speakers are second-language users.

**Keywords:** plurilingualism, polyethnography, linguistic diversity, teacher (self-)training

