

BOOK REVIEWS

***Growing Up With Two Languages: A Practical Guide.* Una Cunningham-Andersson and Staffan Andersson. London and New York: Routledge, 1999. 155 pp.**

Growing Up With Two Languages: A Practical Guide is written by a husband and wife team who are bringing up their four children in Sweden. Una is Irish and Staffan, Swedish, and they attempt to address the questions that arise in bringing up their children bilingually in English and Swedish. This book is a practical response to those questions.

Parents intending to encourage bilingualism within their own families should definitely read this book more than once, before and after they have children. It covers a wide variety of situations and solutions. As the couple are on the Bilingual Family Internet E-mailing list, they have cited many examples of the strategies that participants have used in certain situations, providing a rich tapestry of information. Chapters included cover families with two languages, expecting a child in a bilingual home, the family language system, language development, the child with two languages, practical parenting in a bilingual home, competence in two cultures, problems you may encounter, the way ahead and various internet resources as well.

What should you do before having your baby? The authors suggest deciding on which language you are going to speak to your child and following it through. They note that "a mother faced with a rebellious teenager may be better equipped to counter defiance (using her own language) ... and command more respect and credibility in her child's eyes than if she is a less-than-perfect speaker of the majority language, which the child probably masters totally" (p. 13). Also, parents need to decide whether they are aiming at balanced bilingualism or just getting by in the minority language. However, one issue they may face is that the minority language may not be a prestigious one, making acceptance by relatives or those around the child difficult. In this case, a network of people such as those who contribute to the Bilingual Family e-mail list (explained on pp. 145-146) would be a valuable support group. The authors also outline other difficulties that parents may face, such as quality of input, semilingualism, changed circumstances and children with special needs, and advise parents to seek help if they are concerned with their children's language development.

When the child's proficiency in the minority language is deficient in vocabulary, the authors suggest that literacy in that language can be an important remedy. Reading to children on a nightly basis is one of the best and most enjoyable ways of maintaining your child's language level. Videos are great, but usually children are left to watch on their own with no discussion with their parents. While reading books, on the other hand, the parent can immediately clarify, expand, question and encourage creative thinking, all in the one session. The authors therefore advise, "Do not stop reading to your children just because they have learned to read....You can read them stories that will stretch their language, but that would be too difficult for them to read themselves" (p. 81). The authors also acknowledge that it is a challenge for children to use two languages, and achieving literacy in both languages is a daunting task, especially for those learning both the alphabet and a

very different writing system such as Japanese. Nonetheless, the authors emphasize that "No amount of visiting the country where the language is spoken or contact with other speakers can hope to give the child as rich a vocabulary and such a mastery of the nuances of the language as a thorough immersion in its children's literature" (p. 58).

Growing Up With Two Languages is a very straightforward read for novices to language acquisition. It mentions various theories on language development, including the critical period hypothesis (which suggests that after a certain age, changes in the brain make language learning more difficult), and gives the reader brief explanations to help demystify various terms, such as active and passive language use, interference and mixing.

As a mother of two bilingual children with over 12 years experience, I still don't know it all. On the contrary, I was extremely happy to read this book because it reaffirmed my own successful strategies and gave suggestions for further language development, for instance, the one parent-one language method. Within our own bilingual Australian/Japanese family, we started out by using English within the home and Japanese where necessary outside. However, as our children started to produce language in Japanese, my husband felt more comfortable replying to them in his own language, and so we changed our method. As my husband and I understand both Japanese and English, this worked successfully. However *Growing Up With Two Languages* reveals potential problems with this approach: one parent may feel excluded if s/he does not understand the other parent's language. The authors suggest more study of the weaker language on the part of this parent, but note that this is not always possible.

Practical advice for parents given by the Anderssons includes speaking your own language to your child, being consistent with the language you use, traveling to the country of the minority language, networking with others with a similar linguistic background, visiting the other country during the summer, and even the plain old simple advice of actively talking and listening to your children. They also explain the "expansion method"--stretching the richness of the language fabric to include additional details, humour and new words that you can explain to your children, all the while trying to make the minority language interesting--for that is the key.

Having gone beyond the early childhood stage myself with both my children, I would have liked to have seen more written about children who are already grown up, have completed their education and are successfully in the workforce using their two languages as role models for those of us with children who are still young. You hear a lot about younger children, but little affirmation that those who have come through a bilingual background have gone on to become happy, well-adjusted and secure with their own bicultural identity. However, overall this book is perhaps aimed more at new parents who are not necessarily fully versed in linguistics and language development and would like to read about others in a similar situation to themselves. For such readers, it presents the facts in a simple, easy-to-read, and helpful commentary.

Reviewed by Amanda Taura, Kyoto Sangyo University, Japan

***Second Language Attrition in Japanese Contexts.* Edited by Lynne Hansen. Oxford: Oxford University Press. 1999. 219 pp.**

This volume is a collection of research on second language attrition, or "the disintegration or loss of the structure of a language learned after the mother tongue (L1)" (p. 3). I have found through my experience teaching returnees for over ten years that neither the length of residence in an English speaking country, nor the number of years since return to Japan are necessarily determining factors in my students' English proficiency, and this has always puzzled me. This book gives the classroom teacher an academic perspective as to why and how this is so, and as such, it is an eye-opener and highly recommended.

The three papers in Part I cover the language attrition of returnees. The subjects of all three studies were elementary school children who had spent from one to seven years in an English speaking country and had been back in Japan for up to a year and a half. All three support the Age Advantage theory, which states that for children, the younger they are when they are removed from a specific language environment, the faster their language attrition. These first chapters also support the hypothesis that the more proficient the children were in their L2 before returning, the more likely they were to retain it (Vechter, Lapkin, and Argue; 1990, p. 11).

The first of these papers is by Anita Reetz-Kurashige, who reports the changes in the L2 verb usage of 18 returnees over a year's time. She has found that children over eight who lived at least two years abroad retained 80% or better accuracy in verb forms, supporting claims for a threshold in attrition (Neisser, 1984). The next paper by Tomiyama Machiko is a 19-month case study of one returnee. The results of this study show that morphological attrition sets in first, while phonology and receptive lexicon remained stable throughout the period under research.

Of the three chapters in Part I, I found Yoshitomi Asako's paper to be the most original, although it was also a bit disturbing. Her definition of attrition seems to be different from that of the other researchers:

There is no such thing as a real initial plateau. Attrition sets in as soon as language use is discontinued, but initially only in the form of erosion in the ability to coordinate various linguistic subsystems simultaneously and spontaneously (p. 95).

Yoshitomi argues that the returnees' self-confidence and loss of fluency are the first indicators of attrition. She also stresses that the opportunity to interact intensively with a native speaker on a one-to-one basis, even for a couple of hours a month, is much more effective in slowing the attrition of the returnees' L2 than "merely making them participate in non-demanding classroom activities in a group for two hours a week" (p. 95). Although she suggests a computer correspondence network between Japanese returnees and native English speaking children in the U.S. as one way of providing

opportunities for such interaction, one wonders what other "demanding" activities could be employed by a classroom teacher with thirty or so students? Might presentations and skits be alternative activities for the bilingual Japanese teacher, since one-to-one interaction with a native English speaking teacher seems unrealistic, even if it would be ideal?

Yoshitomi's reexamination of previous research on attrition is also unique. She questions the concept of initial plateau (the idea that little or no loss occurs during the first period of language disuse), as well as previous findings suggesting that loss in production skills occurs faster and to a greater extent than attrition of receptive skills. She also argues that the Regression Hypothesis, which suggests that linguistic distinctions (especially inter linguistic skills) will be lost in an inverse order to which they are learned (Jakobson, 1941; Bahrick, 1984; Welten, 1987; Yoshida et al., 1989), is meaningful only if one looks at it from an analog perspective and not a digital one (p. 94). One wonders how Yoshitomi's interpretation fits in with the "neat" (mathematical) results of Hansen and Hayashi which appear later on in the volume. But then again, perhaps as it is stated, research on attrition is still in the process of "putting the puzzle pieces together" (p. 14), and that is why the editor felt free to include contradictory views.

Meanwhile, the four papers in Part II cover the loss of Japanese as a second language by adult foreigners. The first three papers are intriguing in that they are interconnected with one another. Both Robert Russell's and Lynne Hansen's papers are about the L2 loss of Americans in the U.S. who had learned Japanese while working in Japan as missionaries. While Russell's work covers students who had returned to America relatively recently, Hansen examines the loss of negation in a similar population after 25 to 35 years of Japanese disuse. Russell's findings support the claim for an "initial plateau" in the L2 of highly proficient attriters; that is, he asserts that although there may be "language retrieval failure" as well as decreasing vocabulary size under conditions of disuse, this does not necessarily mean that there is "lexical loss", since he found no significant changes in lexical variability or density. As mentioned above, Hansen's attrition data support the Regression Hypothesis. Brenda Hayashi's work, meanwhile, is interlinked with Hansen's study in that she tests the regression of negation in the speech of Micronesians who learned Japanese as an L2 in primary schools (in *honka* [regular classes] and *hoshuka* [supplementary classes]) to see whether it follows the same pattern as found in Hansen's study. Her results show that the Micronesian JSL speakers demonstrate a pattern of predicate negation (p. 166), and that verbal negation is significantly more robust than other types of negation.

The last paper in the book, by Nagasawa Sumiko, is one of the main strengths of this volume, since it suggests that "in the initial stages of second language learning, classroom instruction better leads to subsequent retention of the second language than does immersion without instruction" (p.15). Such research results are welcomed, for it seems to justify why we teachers are here at all. Though this research concerns JSL students (seven American graduate students who had spent the summer in Japan), if it is possible to stretch the implications and apply them to English, we can tell

our students that English learned through explicit grammar instruction, though at times boring, engenders more lasting skills than does immersion, direct methods, or English learned on the streets.

In sum, this compilation offers a number of insights that will be particularly welcome to ESL teachers in Japan.

Reviewed by Ozawa Kayo, International Christian University High School

書評

『バイリンガルを育てる—0歳からの英語教育』湯川笑子著 2000年。東京：くろしお出版。xvi + 307 pp.

読み終わってまず感じたことは、「子育てとは格闘」とよく言われるが、この本の筆者の子育てはまさに必死の格闘であり、激動の人生そのものではないかということである。筆者の湯川氏は日本において言語喪失を専門とする数少ない研究者の一人であり、湯川氏の書かれた本や論文 (Yukawa, 1997a; 1997b; 1997c; 1998) はほとんど拝読しているが、彼女が二人の子ども達を0歳から日本語と英語のバイリンガルに育てる実践をしていたとは知らなかったのも、大変興味深く読むことができた。そして親が子に与えられるのは言葉という宝物なのだということを実感した。

本書は子育て日記風に子どもの成長にそって構成されている。それは筆者の12年間にわたる育児日記の凝縮と言ってもいいだろう。本書は、バイリンガル子育てだけにとどまらず、海外で修士課程、さらに博士課程を目指す筆者の生き方・考え方やハワイ・スウェーデンにおけるバイリンガル教育の現状・外国語習得やバイリンガルの発達に関する知識等、もりだくさんの内容になっているので、一般読者のみならず、教育者や言語の専門家にとっても大変興味深い書物である。

本書のすぐれた点を次に述べたい。まず第一に日本人夫婦によるバイリンガル教育がある程度可能であるということを実証した点にある。筆者が目指した言語力は成人のネイティブスピーカーが持つ英語と日本語の能力である。ネイティブスピーカーの定義は「ネイティブチェックを必要としないで、学術論文の最終原稿が書けるくらい力」であるとする。これは、子ども達がまだ小中学生なのでなんとも言えないが、将来到達可能であろうと本書の最後に結んでいる。早期英語教育を推進している教育者やバイリンガル教育に挑戦している人たちの大きな励みになることだろう。

第二に言語喪失とは完全に言語が消えてしまうことではないということを明確にした点にある。二つの言語を同時に習得していく過程で、どちらかの言語が強くなり、その結果、もう一方の言語が弱くなることはよく知られている。筆者は二人の子ども達が外国へ出発する前、外国に滞在中、そして帰国後の日本語の変化を観察した。習得した日本語が喪失され、そして再習得されるサイクルを筆者の長男は2回 (ハワイとスウェーデン滞在中)、長女は1回 (スウェーデン滞在中) 経験した。長男の一回目の場合と長女の場合、語彙と文法が喪失された。その喪失は言語産出だけに起り、言語理解においては見られなかった。長男はハワイ在住中5ヶ月で失った日本語を、帰国後5週間で取り戻した。一見消失してしまったように見える言語もちゃんと残っていたのだ。また、長男はスウェーデン滞在の際の2回目の場合ではほとんど喪失が見られなかったようだ。二人の子ども達の言語発達に悩むこれらの事例を通して、子どもがもつ言語学習能力の無限性が感じられた。

第三に本書は家庭を持ちながら、働き、さらに勉学に励む女性に対するエールを送っている点である。筆者の生き方・考え方に共感できる方は多いと思う。バイリンガル教育の不安や疑問を解消した上で、子育て言語を決めたり、子どもが生まれて以来ずっと、毎晩、テレビを見る時間もなく子ども達に英語の本を読み続けたり、3つの国を歩き来した過程で子ども達にとってベストな教育の場を探そうとする筆者のパワーには圧倒される。

第四に従来の日本における英語教育に挑戦している点である。現在、日本では、早期英語教育の是非が問われ、それに対する不安や偏見は依然として根強い。本書で紹介されているハワイやスウェーデンにおけるバイリンガル教育と比べて日本はかなり遅れをとっていると思われる。言語的に多様化する子ども達の教育を見直す時は今ではないのだろうか。

次に本書で気になる点を述べたい。第一に家庭で英語子育てをするためには、親の高い英語力と経済力、英語圏での生活経験、親が子どもに英語のインプットをする時間の確保の他に、精神的なゆとりとそこから生まれる強さが必須条件であるという結論を出している点である。しかし以上の条件が整っている場合は稀ではないか。どの条件がひとつ欠けても、英語子育ては難しいのか。また、英語圏での生活の経験は特に大きな要因ではないか。筆者の長男が4歳の時、日本語が英語よりも強くなった時、運良くハワイに行くことになったので英語が喪失されずにすんだが、もしハワイに行かなかったら、英語を保持できただろうか。いわゆるファミリーバイリンガリズムには限界があるのではない

か。バイリンガルに育てる必須条件とは何か。この本に記されている全ての条件が整うことが前提なのかどうか、これからの研究が望まれる。

第二に本書の英語子育ての実践は臨界期を過ぎてしまう前に英語の習得環境を整えたものである。しかし、臨界期が本当に存在するのか、そしてそれはいつなのか依然議論は続いている (Marinova-Todd, Marshall, and Snow, 2000)。この実践は臨界期説に基づくというよりも、二つの言語を第一言語のように習得できるような環境を作ったというほうが正しいのかもしれない。まず、音から入り、道具として言語を話したり、聞いたりして、物心つく頃に文字を音と一致していくという第一言語の習得プロセスをふむような環境を整えた。最近日本では幼児からの英語教育が盛んになりつつある。この本の題にあるように、英語教育は0歳から始めないと遅すぎるのか。幼児ですでに遅いのかという疑問がある。

最後にこれからの二人の子ども達の言語喪失・保持・伸長はどうなっていくのか大変興味深い。筆者の長男は中学の退屈な英語の授業をどう乗り切るのだろうか。長女は5才6ヶ月から日本を出ていない。人生の最初5～6年で受けた英語教育がどのようにこれからの彼女の言語に影響するのか。自分がこれまで習得したレベルの英語を維持し、年齢に応じて伸長させることはできるのか。そしてはたしてネイティブ並みの英語力はつくるのだろうか。興味はつきない。湯川氏の英語子育て後半編をいつか拝読できることを期待する。

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慶応湘南藤沢中高等部 藤田真理子

『多文化共生社会への展望』[Symbiotic Multicultural Societies: Perspective] 徐龍達、遠山淳、橋内武 編著。2000年。日本評論社 xi + 294 pp.

森首相の「神の国」発言はまだ記憶に新しい。日本だけが特殊な国だと信じている人がまだ存在する証拠である。また、現在、日本に住んでいる人のうち、100人に1人は外国人であるにもかかわらず、日本は単一民族国家であると思っている日本人はまだ多い。一方、世界はすでに相互依存しなければ生きていけない状況にあるが、日本ほど「国際化」が叫ばれてきた国も珍しい。しかも、それは日本人のための国際化であって、日本の在留外国人のためではない。本書はこういった日本を痛烈に批判し、日本は多民族国家としての認識を深め、定住外国人の人権を保障し、今こそ、外国人と日本人の共生の道を考える以外に日本の道はないと警告を発している。

「共生」とは何だろうか。徐氏によるとそれは定住外国人がその移住する国で当該国の人々と同じく市民的権利が認められ、定住外国人固有の言語、歴史、文化などを享有し、自由権と生存権が保証されて、その居住する地域社会の発展にも寄与しうる生き方である(p.4)。また、遠山氏が「あとがき」に書いてるように、本書の英語名に「symbiotic」という語を使ったのは「相利的」共生というニュアンスを出したかったそう。

本書のすぐれた点は、日本の偏狭なレイシズムを分析し、世界の様々な国で共生のための努力が払われている事例をあげることによって、日本が外国人との共生において、いかに諸外国に遅れをとっているかということを明示した点である。

本書は桃山学院大学総合研究所のプロジェクト「共生社会—文化的多元主義に関する学際的研究」による共同研究をまとめたものである。パート1とパート2に分かれている。パート1では共生社会への課題と展望をテーマにして、第2章 共生社会への地方参政権：定住外国人の市民的権利の獲得と今後の展望、第3章 マイノリティの権利と国連：国内人権機関設立に向けて、第4章 共生社会・英国：異文化交流史の視点より、第5章 アジアの民族共生と在日韓朝鮮人、第6章 多民族共生・中国の現状と課題、第7章 台湾の少数民族とその政策、第8章 ラテンアメリカ先住民の共生への動向が書かれている。パート2では共生社会実現への文化政策をテーマとして、第9章 多言語社会への挑戦：アメリカ言語事情最前線、第10章 オーストラリアの多文化・多言語主義政策、第11章 オーストラリア移民のための英語学習辞典ALD、第12章 バイリンガル授業での多文化的視野の習得、第13章 外国人教員任用運動からみた共生社会への展望、第14章 国公立大学外国人教員に関する実態調査が書かれている。パート1は共生社会実現のための政治的・法的活動についての論文が、パート2は多言語政策と教育についての論文が中心となっている。

特に印象を深く受けたのは第12章で、桃山学院大学が定期的に行っている「Two-Way Bilingual Program」を紹介している章である。多文化主義への理解を深めるプログラムは、高度な言語学習の環境を備えるだけでなく、同様な異文化間交流を実施している教育関係者にとって参考になるだろう。

21世紀を生き残るためには、日本が外国人の権利を認める共生社会を一刻もはやく実現することが求められている。多文化主義を日本においてうまく機能させるためにはさらなる研究が必要だろうが、本書は「多文化共生社会論」の構築のために大変重要な一冊と言えるだろう。

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