

Fostering Bilingual Awareness in the Monolingual Majority

JALT Bilingualism SIG Forum @ JALT International Conference 2023
Sunday, 26th November 11:35 Room 402

PASTeL: Bringing Plurilingualism into Interdisciplinary Learning

Daniel R. Pearce, Shitennoji University

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 practice 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



Implementing Plurilingual and Pluricultural Awareness Education in the Japanese Public School System: Teacher's Perspectives

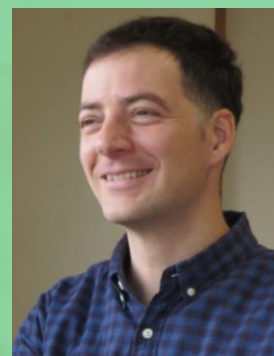
Nicole Takeuchi, Nara University of Education

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?

Workshops Conducted by University Students to Increase Japanese Children's Foreign Language and Cultural Awareness

Jonathan Goujon, Bunkyo University

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 to bring 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.



Uses of English in "Made in Japan" French Textbooks: From Textbook Analysis to the University Classroom

Ghislain Mouton, Doshisha University

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 encounters 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

With Discussion and Q&A (質疑応答は日本語も可!)

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Overall Objective: Sharing How Bilingual Realities (Perspectives and Research) are Impacting General Foreign Language Education

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 unstated) 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).

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, culturality, 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.

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.

We welcome all, bilingual and otherwise, to join in the discussion! (質疑応答は日本語も可!)

