

Organized by:

The Institute for Comparative Research in Human and Social Sciences, University of Tsukuba and Linguapax Asia

筑波大学・人文社会国際比較研究機構 & リングアパックス・アジア

Sponsored by:

The Sign Language Research Center, Kwansai Gakuin University (funded by The Nippon Foundation) 関西学院大学・手話言語研究センター
(日本財団の助成により活動)

In cooperation with the Japan Association for Language Teaching, Bilingualism SIG
全国語学教育学会・バイリンガリズム分野別研究部会

LINGUAPAX ASIA 2018 International Symposium
第10回リングアパックス・アジア 2018 国際シンポジウム

Bilingualism Now:
the Imperative Issues of Bilingualism and
Bilingual Education

待ったなしのバイリンガル教育:
バイリンガリズムとバイリンガル教育における喫緊の課題

Current issues involving:

Bilingualism, Multilingualism, Bilingual education, Language policy, Family bilingualism, Japanese as a second language, Deaf Sign language, Heritage language, Mother tongue, Migration, Language and identity, Language loss and maintenance

本シンポジウムに関わるキーワード:

バイリンガリズム、マルチリンガリズム、バイリンガル教育、言語政策、家族のバイリンガリズム、第二言語としての日本語、手話言語、継承語、母語、移住、言語とアイデンティティ、言語喪失と言語維持

June 23rd, 2018, Saturday, 9:00-18:30

2018年6月23日(土) 9:00-18:30

University of Tsukuba 筑波大学

Conference Room, University Hall, Tsukuba Campus, University of Tsukuba
筑波大学 大学会館 特別会議場 (つくばキャンパス)

*** Reception 懇親会 18:30-20:30 Restaurant Plaza**

Organizing Committee for Linguapax 2018

Saburo Aoki (Symposium Chair, Tsukuba University)
Biba Jelisava Sethna (Director, Linguapax Asia)
John C. Maher (International Christian University)
Sachiyo Fujita-Round (International Christian University)
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The symposium is open to the general public without registration/admission fee.
このシンポジウムは一般に開かれており、事前の参加申し込み、参加費は不要です。

PROGRAM

8.30 Registration 受付開始

(Registration. On site, all day. 受付は終日行っています。)

9:00-9:10 Greetings from the symposium chair 司会挨拶

Saburo Aoki, Tsukuba University, Symposium Chair

青木三郎 (シンポジウム運営委員長、筑波大学人文社会国際比較研究機構)

Opening Message 開会宣言

Biba Jelisava Sethna, Director, Linguapax Asia

ビバ イェリサヤ セスナ (リングアパックス・アジア理事長)

Welcome speech 挨拶 from the University of Tsukuba 筑波大学

————Morning Session 午前の部————

Part 1 Academic Presentations

Chair 司会: Biba Jelisava Sethna, Gakushuin University
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1. Presentation. 9:10-9:40

Eugen Zaretsky, Marburg University Hospital, Germany

Strategies of the intra- and extralinguistic nation-building in some former Soviet republics.

2. Presentation. 9:40-10:10

Suwilai Premsrirat, Mahidol University, Thailand

Mirinda Burarungrot, Mahidol University, Thailand

Bilingualism and bilingual education : a pivotal point to the language loss or language revitalization

3. Linguapax Young Scholars Presentations

a. 10:10-10:25

Asuka Ando, PhD candidate, The University of Tokyo, Japan

Bilingualism of CODA and CODA identity

b. 10:25-10:40

Esther Lovely, PhD candidate, The University of Queensland, Australia, and International Visiting Fellow, Institute of Women's Culture, Showa Women's University, Japan

Young Korean students navigating their bilingualism and biculturalism in Australia

Discussion. 10:40-10:55

(5 minutes preparation for the next section) 10:55-11:00

11:00-11:30 Morning Break 休憩
Poster Presentations ・ポスター発表(University Hall Presentation Space)

Part 2 Plenary Lecture

Chair司会: Saburo Aoki, The University of Tsukuba

Keynote lecture. 11:30-12:10

Andrej Bekeš, Professor emeritus at the University of Ljubljana, Slovenia

Bilingual life in action: reminiscences from former Yugoslavia and present Slovenia

Discussion. 12:10-12:25

12:25- 13:20 Lunchtime Break 昼食

Entertainment お楽しみ*

12:40-13:20 Miyakoan Folklore Reading & Miyakoan Documentary Video

宮古島の民話朗読 & 宮古語についてのドキュメンタリー映像

Seiko Sadoyama (Nkylanjyuku, Miyako Island, Japan),

Katsuyuki Hattori (Kuwasawa Design Research Institute, Japan)

Sachiyo Fujita-Round (International Christian University, Japan)

*This will be presented to show gratitude for the funded support of the 'Miyako Island Folklore Journey' website by Linguapax Asia in 2016

*これは2016年のリングアパックス・アジアから助成を受け制作をした「宮古島 伝承の旅」ウェブサイトの謝辞を兼ねた報告です。

—————Afternoon Session 午後の部—————

Part 3 Academic Presentations

Chair司会: Yoko Miura, Wright State University

4. Presentation. 13:20-13:50

Joy Taniguchi, Shizuoka Eiwa Gakuin University, Japan

English literacy retention in four pairs of Japanese returnee siblings

5. Presentation. 13:50-14:20

Hideyuki Taura, Ritsumeikan University, Japan

L2 loss and re-acquisition: a neurolinguistic case study

Discussion. 14:20-14:35

(5 minutes preparation for the next section) 14:35-14:40

14:40-15:10 Afternoon Break 休憩
Poster Presentations ・ポスター発表(University Hall Presentation Space)

Part 3 Academic Presentations (continued)

Chair司会: Fred Anderson, Kansai University

6. Presentation. 15:10-15:40

Kane Ord, The University of Newcastle, Australia

The language of poverty: a study of the intersection of multilingual education, development and poverty reduction in East Timor

7. Presentation. 15:40-16:10

Kazuko MATSUMOTO, The University of Tokyo, Japan

Changing views of bilingualism in the Pacific:

A restudy of postcolonial multilingual Palau after two decades

Discussion. 16:10-16:25

(5 minutes preparation for the next section) 16:25-16:30

Part 4: Plenary Panel Discussion: Deaf Sign Bilingualism in Japan Now

Chair司会: John C. Maher, International Christian University

Panelist 1. 16:30-16:50

Masayo Yamamoto, Kwansai Gakuin University, Japan

Bilingualism in Japan

Panelist 2. 16:50-17:20

Kiyoshi Kawaguchi, Technical Officer, Sign Language Research Center, Kwansai Gakuin University, Japan

The bilingual experience of Mr. Kawaguchi: I'm Deaf since I was an infant. What is my mother tongue?

「私は歩けるようになる前からろう者です。私の母語は何ですか？」

Panelist 3. 17:20-17:50

Natsuko Shimotani, Technical Officer, Sign Language Research Center, Kwansai Gakuin University, Japan

The bilingual experience of Ms. Shimotani: My second languages of two different modalities

「2つの違うモダリティを持つ第二言語たち」

Comments and discussion with audience 17:50 -18:25

Discussant. John C. Maher, International Christian University, Japan

18:25-18:30 Closing Remarks 閉会のあいさつ

Saburo Aoki, Tsukuba University, Symposium Chair

青木三郎 (シンポジウム運営委員長、筑波大学人文社会国際比較研究機構)

18:30-20:30 Reception on campus 懇親会 Restaurant Plaza

Poster Presentations:

11:00-11:30 Morning Break: Poster Presentations

14:40-15:10 Afternoon Break: Poster Presentations

- P1 Mirinda Burarungrot & Suwilai Premsrirat, Mahidol University, Thailand
Language transfer from Patani Malay to Thai in mother tongue-based bilingual education in southern most provinces of Thailand
- P2 Mari Kakuta & Ren Kikukawa, Kansai Gakuin University & Freelance, Japan
Japanese sign language and Japanese glosses: Influence of Japanese in the Performance of the hearing learners' usage of the sign "smooth"
- P3 Barry Kavanagh, Tohoku University, Japan
Being a bilingual and bicultural child in Japan and the UK: A cross-cultural examination of societal perceptions, L2 exposure and ethnic identity
- P4 Nina E. Levinson, International Christian University, Japan
Language Education Policies in Okinawa: From Past to Present
- P5 Owen Minns, Anglia Ruskin University, U.K.
Just starting out: The Japanese language learning of newly-arrived foreign English teachers in Japan
- P6 Satomi Mishina-Mori, Yuki Nagai, and Yuri Jody Yujobo, Rikkyo University, Rikkyo University & Tamagawa University, Japan
Discursive transfer in connecting events in Japanese/English bilingual children's narratives
- P7 Yoko Miura, Wright State University, U.S.A.
Predictors of Bilingual Children's English Language Performance in the United States
- P8 Patrick Ng, The University of Niigata Prefecture, Japan
English-knowing bilingual policy in Singapore: Problems and Challenges
- P9 Heesu Oh, Nagoya University, Japan
How they conduct their lives with two or more languages; A life story approach in

understanding meaning-making of languages in bilinguals' lives.

- P10 Akiko Okumura, The University of Tokyo, Japan
Transfer from Spanish to Japanese in speech of bilingual Japanese Mexicans
- P11 Masaki Ono, The University of Tsukuba, Japan
The Flexibility on Japanese: From the Evaluation of native speakers and non-native speakers
- P12 Ruth Vanbaelen and Risako Ide, The University of Tsukuba, Japan
Crossing the invisible divide: The effects of bilingualism in a cross-cultural classroom on student motivation
- P13 Ying Zhan, The Kansai University, Japan
Crosslinguistic Influence in Early Trilingual Acquisition of Prepositional Phrases in Mandarin Chinese

Invited poster presentation

- P14 Sign Language Research Center, Kwansai Gakuin University, Japan
- P15 Joël Laurier, JALT representative, The University of Tsukuba, Japan
JALT activities: Something for every EFL teacher

Plenary Lecture

Andrej Bekeš , Professor Emeritus at the University of Ljubljana, Slovenia

Andrej Bekeš came to Japan in February 1971 after graduating from the University of Ljubljana and received his doctorate in literature from the University of Tsukuba in 1986. He was involved in the establishment of Japanese Studies course in the Department of Asian and African Studies (currently the Department of Asian Studies) of the University of Ljubljana in 1995. The course develops active Japanese-language education and Japanese studies welcoming 200 students annually not only from Slovenia but also neighboring countries, including Croatia and Belarus. He received the Order of the Rising Sun, Gold Rays with Rosette (2008) and the Japan Foundation Awards (2017).

Bilingual life in action: reminiscences from former Yugoslavia and present Slovenia

Andrej Bekeš, University of Ljubljana

Central Europe and the Balkans have been a thoroughly multilingual and multiethnic area, with majorities and minorities. After the demise of the Austro-Hungarian and Ottoman empires, newly emerged nation states took different paths to accommodate this reality within their frontiers. Before WWII, the predominant one was assimilation and/or elimination of ethnic and linguistic minorities. In the following period WWII various degrees of accommodation of minority communities and their languages were introduced, often in the form of lip-service.

Yugoslavia emerged as a multiethnic country after WWI, experiencing WWII not only through harsh occupation and resistance struggle against it, but also through a bloody inter-ethnic strife, with Croat and Serb puppet regimes as the main protagonists.

After WWII, with the victory of resistance forces, the new Socialist federal republic of Yugoslavia, introduced sweeping policies of ethnic and linguistic minorities protection, to heal the scars of the war and defuse future tension. Yet these policies, introduced at the federal and each republic level met with different degrees of success. The two extremes were probably the treatment of the Italian ethnic community in Slovene Istria and the Albanian ethnic community in Kosovo autonomous region of Serbia and in Macedonia.

In this talk I will focus on experiences from my hometown of Piran of relatively successful bilingual policies in Slovene Istria, from the mid 1960' to present. I point out some reasons for this success, comparing the situation in Kosovo, which resulted in Kosovo seceding from Serbia.

Oral Presentation Abstracts

Strategies of the intra- and extralinguistic nation-building in some former Soviet republics.

Eugen Zaretsky, Marburg University Hospital, Germany

After the fall of the Soviet Union in 1991, most former Soviet republics pursued similar strategies of the nation-building, usually emphasizing their “otherness” from the Russian culture. These strategies can be summarized as follows: development of the local and minority languages, popularization of the local culture including half-forgotten customs and traditions, revitalization of previously marginalized Christian and non-Christian denominations, reinvention of the cultural self in terms of being “non-Russian” or even “anti-Russian”. Linguistically, these processes found their reflection in the transition of some languages such as Kazakh to the Latin alphabet or introduction of new letters into the Cyrillic alphabet (e.g., in Ukrainian), development of the scientific terminology, de-Russification of the vocabulary and grammar by means of dialectisms, neologisms, and loanwords from other languages, predominantly anglicisms and internationalisms; creation of mythologems regarding the origin of the local language(s); search for the reflection of cultural traits such as individualism in the respective language (“ethnolinguistics”); legal restrictions regarding the range of use of Russian, but also other languages. Whereas both local languages and Russian were taught in the Soviet primary and secondary education, some former Soviet republics – now independent states under a strong influence of the Western countries, sometimes also Arab world – substitute Russian by local minority languages, even though most adults keep on speaking Russian both in the professional communication and at home. In the current presentation, processes described above are exemplified predominantly for the Ukrainian language. Some consequences of these policies are discussed: semibilingualism of millions of young Eastern-Europeans and Asians, reduced access to the specialized literature (still unavailable in local languages), generation gap between adults reading in Russian/Cyrillic and children “reading local”, abundance of pseudo-scientific, nationalistic linguistic theories, ethnic cleansings, discrimination, legal persecution of pro-Russian activists and movements, hate crimes against those speaking non-local languages, and eradication of bilingualism in favor of the respective local language.

Bilingualism and Bilingual Education a pivotal point to the language loss or language revitalization

Suwilai Premsrirat, Mahidol University, Thailand
Mirinda Burarungrot, Mahidol University, Thailand

In today's multilingual world, indigenous or ethnic minority languages are at risk of extinction whereas the languages of wider communication (LWC) especially the official/national languages are safe and used in education and the mass media. Language speakers of lower social status are normally become bilingual or trilingual. The stage of balanced bilingualism between the indigenous language and LWC is a pivotal point where language will shift or be maintained. Carefully planned mother tongue-based bi/multilingual education is proposed as a solution.

This paper presents a Patani Malay-Thai mother tongue-based bilingual education is an action-participatory research implemented in three schools in southern Thailand conflict zone from kindergarten through primary grade six (2007-2016) as a case study.

The goal is to enable Patani Malay speaking children to obtain quality education while at the same time preserving their cultural and linguistic heritage with a view to making a significant contribution to reconciliation efforts and meeting educational achievement goals. From the beginning, the Patani Malay-Thai project prioritized engagement with government and community stakeholders. It is guided by a steering committee that includes respected Thai Muslim people, local linguists and officials from the Southern Border Province Administrative Center, the Ministry of Education, the Thailand Research Fund, and project leaders from Mahidol University, Yala Rajabhat University, and UNICEF. Community members have been deeply involved in the program, from helping to develop a Thai-based orthography to developing learning materials such as big books, small books, cultural posters, songs, and games. The presentation will reflect on the experiences, results, challenges, and lessons learned. Topics will include the project overview and future directions, orthography issues, L1 to L2 transfer and evaluation.

Bilingualism of Coda and Coda Identity

Asuka Ando, Doctoral Student, The University of Tokyo, Japan

“Coda” is a term that is used to indicate hearing children of deaf adults. While the term was created merely to describe hearing children of deaf parents, recently it has started to involve aspects of cultural identity known as “Coda identity.” Since “Coda identity” is a relatively new term, the public understanding of Coda identity has not been developed yet. Although the term “Coda identity” is still invisible in the society, previous studies have shown that Coda talk can be a sociolinguistic function of Coda identity (Bishop and Hicks, 2008, p.91), and Coda is often explained using bilingual and bicultural rhetoric (Bishop, 2008; Emmorey et al., 2005; Shibuya, 2009; 2012).

This study aims to examine how sign language skills are related to the definition of “Coda identity.” In other words, this study investigates whether fluency in sign language is a necessity for one to be identified as Coda. Two methods were employed: a questionnaire of 33 adult Codas and interviews of five Coda participants whose backgrounds were varied.

The result showed that fluency in sign language can be one aspect of Coda identity. Although the five Coda participants agreed that the definition of Coda does not include one’s sign language ability, they all displayed unconscious bias of Coda being able to sign fluently. Additionally, those Coda participants whose have one hearing parent felt that they are less Coda because they had the image of Coda having two deaf parents. This result agrees with previous studies that Coda has been described as being bilingual of spoken and sign languages and bicultural of hearing and deaf cultures. In addition, this study showed that the ways of parent-child communication might affect Coda identity. Those who use sign language only with deaf parent(s) tend to be confident in their sign language ability, while those Codas whose use mixed methods of communication tend to have low confidence. This suggests that how Coda communicate with their deaf parents impact positively or negatively their confidence in sign language, which affects their “Coda identity.”

Young Korean students navigating their bilingualism and biculturalism in Australia

Esther Lovely, PhD Candidate,
The University of Queensland, Australia, and
Visiting Fellow, Institute of Women's Culture, Showa Women's University, Japan

Encouraged by the prevailing perception of overseas-educated students as possessing marketable traits of intercultural competence and language proficiency (Chung, 2008; Fry, 2007; Koo, 2007; Singer, 1999) sending minors abroad for immersive English language study has been widely practised in Hong Kong, Taiwan, China, Japan, and South Korea (Chew, 2009; Nukaga, 2008; Parreñas 2005). In South Korea it is a particularly intense phenomenon, and since 2000, Australia has become a popular destination for these students.

While such overseas study experiences can produce valuable linguistic and intercultural competencies (Fry, 2007), literature on biculturalism also reveals that bicultural individuals such as these students often feel internal conflict, finding it difficult to reconcile different aspects of their cultural identity in everyday life (Boski, 2008; Toomey, Dorjee & Ting-Toomey, 2013). As shown in studies on cross-cultural adaptation and biculturalism, these individuals daily negotiate their identities across multiple social environments situated within their broader cultural context (Norton, 1995; Matsubara-Jaret, 2008; Park, 2008; Han, 2008). These negotiations can present challenges to the individual, and may cause conflict between their developing cultural identity and the expectations of their surrounding social environment.

In this presentation I examine excerpts of case stories from my PhD research investigating the communication experiences and cultural identity change among Korean students in Queensland, Australia. Over a period of seven months, semi-structured interviews were conducted with 11 participants focusing on their experiences since arriving in Australia, and accounts of changes experienced during the interview period. I also draw on preliminary examples from my current research project on the communication experiences and cultural identity change of Japanese returnees who have lived and studied in the United States.

The examples discussed in this presentation reveal not only the challenges, but the innovative ways in which students as bicultural and bilingual individuals utilised the linguistic and cultural resources accumulated in Australia. In two notable cases, studying Japanese language assisted two participants in their efforts to find a foothold in Australian society. The participants' communication experiences assuaged and exacerbated their internal conflict by turns, supporting a conceptualisation of cultural identity change as a fluid and unpredicted path.

English Literacy Retention in Four Pairs of Japanese Returnee Siblings

Joy Taniguchi, Shizuoka Eiwa Gakuin University, Japan

This study is about Japanese children who have experienced mobility across languages and cultures. Specifically, the research explores English retention in four pairs of siblings who once lived with their family in a foreign country where they were educated and/or functioned in English and then returned to their home country, Japan. Upon their return some of them continued to become more proficient in interacting with written texts in English, while others tended to lean toward improving their literacy in Japanese over that in English. The aim of this study is to explore how these children may retain and further develop their English literacy skills after a lengthy sojourn abroad.

The ages at which the younger and older siblings returned to Japan separate the participants into two groups, one with potential to experience severe attrition and the other showing resistance to language loss. A set of criterion-referenced and standardized reading assessments for children attending kindergarten through Grade 8 was used for data collection. The reading sessions were conducted longitudinally at intervals of four to 10 weeks. Other important data sources were audio- and video-recordings of interactions mainly during literacy events at home, and literacy journals filled out by the children. I observed the entire family rather than just the participating siblings, in order to understand the reciprocal effects of factors related to children and parents on the children's English literacy retention. Through naturalistic observation of four families, I attempted to capture how the children and their parents interacted with written texts.

One of the implications of the present study is that the home is an important domain for maintaining English literacy in returnees, especially when more recreational and socio-interactive literacy uses are emphasized. Peer networks also play an important role in retaining L2 literacy from the viewpoint of motivation and of the opportunity to use English in communicative situations. In addition, supportive parental attitudes and provision by parents of scaffolding, encouragement, and fostering of the children's English literacy practice are crucial.

L2 loss and re-acquisition: A neurolinguistic/ linguistic case study

Hideyuki Taura, Ritsumeikan University, Japan

This study explores both how one's L2 undergoes attrition in an L1 community and how it becomes reactivated back in an L2 dominant milieu from linguistic and neuro-linguistic perspectives. We collected data from a Japanese-English bilingual girl who was born to Japanese parents in the USA and attended pre-school to Grade 9 in the local American school, until she came back to Japan where she attended a local Japanese school for the first time for 3 years without much contact with English. Upon completing high school, she went back to America where she pursued her BA degree. The data collection took place during her three years back in Japan as a high school student and then the following three years after her return to the USA –six years in total. Collected data include spontaneous narrative and writing data, semi-structured interview data, and verbal fluency task (VFT) data. The first two were used to measure her fluency, accuracy, complexity, and any lexical change whereas the VFT data were used to investigate how her brain activation and connectivity changed over the six years.

Our linguistic analyses show that her deep-rooted English suffered from little attrition, despite some skill-selective attrition such as oral fluency decline, which was quickly recovered when she returned to the USA. Brain activation data (using a functional near-infrared spectroscopy device - Shimadzu OMM-3000) show gradual attrition in Japan (more brain activation) and the gradual regaining of the L2 (less brain activation) in the USA. These findings demonstrate the dynamic nature of childhood bilingualism. Possible solutions to deter language attrition are proposed in the presentation.

The Language of Poverty: A study of the intersection of multilingual education, development and poverty reduction in East Timor

Kane Ord, The University of Newcastle, Australia

My research explores the intersection between language and economic development, particularly within the context of Timor-Leste, by evaluating the role language attitudes and ideologies have in determining the economic, cultural and social development of a country.

My research analyses the way in which the use of Portuguese, as a language of education and governmental administration, is truncating the economic and cultural development of Timor-Leste. In the wake of Timor-Leste's independence from Indonesia, the fledgling nation has struggled to rebuild its devastated education infrastructure whilst developing a language policy that would honour the countries complicated Portuguese past and respect the widespread use of indigenous Timorese languages. What has resulted is a succession of language policies that have favoured Portuguese and Tetun as the primary medium-of-instruction in education.

Through the use of narrative ethnographic interviews with Timorese people, this research mapped the language attitudes that they have toward Portuguese, Tetun and mother tongues, recording the ways in which the resulting language ideologies are influencing the larger language policies in Timor-Leste. The results of the research indicate that the dominance of Portuguese, as a language of education and government administration, is negatively impacting on the development of the country by socially excluding large swathes of the Timorese community from accessing economic and cultural resources. Moreover, by employing a Sustainable Livelihoods (SL) approach to poverty reduction as a theoretical framework in order to understand the multiple factors that contribute to poverty, the research confirms the hypothesis that Mother Tongue-based Multilingual Education (MTB-MLE) which utilises a child's L1 in the earliest stages of formal education has the potential to increase multilingual literacy among Timor-Leste children by decreasing dropout rates and class repetition.

Furthermore, the research suggest that MTB-MLE can increase the capacity for participation in the formal economy in a more significant and meaningful way, thus theoretically building financial, physical and social capital in developing communities.

Changing views of bilingualism in the Pacific: A restudy of postcolonial multilingual Palau after two decades

Kazuko Matsumoto, The University of Tokyo, Japan

This paper reports on some of the preliminary findings of an ongoing reinvestigation of language maintenance and shift in postcolonial multilingual Palau in the Pacific after twenty years. In 1997-1998, the first-ever ethnographic language survey was conducted in order to explore the previously undescribed multilingual situation of Palau. The results highlighted that Palau is an interesting diglossic situation where Japanese replaced English as the H language, in accordance with historical changes in colonial power, while indigenous Palauan has remained as the L spoken language (Matsumoto 1999, 2001). Language abilities in the three languages across different age groups further indicated that Palau could be seen as merely a *temporary multilingual* society, which was predicted to move onto *bilingual* society in Palauan and English after the older Japanese speaking generation passed away. However, given that the younger generation consisted of elite monolingual English speakers and ordinary English learners, who mostly use Palauan in daily life, the direction of change in *the more distant* future was uncertain, with two possible scenarios: (a) Palau may remain as a bilingual society with a clear social division with only minority elite Palauans speaking English and majority ordinary islanders sticking to Palauan; or (b) there might be a further step towards an English-speaking nation, abandoning their indigenous language.

This restudy of language maintenance and shift after twenty years attempts to provide real-time evidence, investigating: (a) which path Palau has actually taken; (b) whether there are similarities or differences in social factors promoting bilingualism or loss of indigenous language between 1998 and 2018. The social factors examined include age, generation, gender, identity, education, mass media, language attitudes, language used at home, school and work, and social networks both with English speakers in Palau and their relatives/friends in the US.

This paper concludes by highlighting the fluid nature of language attitudes which change depending upon the level of stability of bilingualism; when societal bilingualism seemed to be the norm, speakers tended to highly value language with overt prestige, feeling generous about the use of code-mixing, whereas once language endangerment was felt real, speakers tended to display ambivalent feelings towards the overtly prestigious language, often being in favour of language purism.

References:

- Matsumoto, Kazuko (1999) The politics of language choice amongst Palauan, English and Japanese: Symbolic domination in the Republic of Palau, Micronesia. *Proceedings of the 6th Conference of the International Association for World Englishes*. Nagoya: International Association for World Englishes. 91-95.
- Matsumoto, Kazuko (2001) Multilingualism in Palau: Language contact with Japanese and English. In Thomas. E. McAuley (ed.). *Language Change in East Asia*. London: Curzon Press. 84-142.

Poster Presentation Abstracts

P1

Language transfer from Patani Malay to Thai in mother tongue-based bilingual education in southern most provinces of Thailand

Mirinda Burarungrot & Suwilai Premsrirat, Mahidol University, Thailand

Many ethnic children speak a mother tongue (L1) at home that is different from the national language, a language used for instruction in mainstream schools (L2) - a situation that has hindered educational development in many places. In southern Thailand, when most Patani Malay students begin school, they only speak and understand Patani Malay only and are unable to comprehend Thai. So, Thai language illiteracy of Patani Malay students in the Southern part of Thailand has a great negative impact on their education.

In 2008, a 9-year Patani Malay-Thai mother tongue-based bilingual education project was initiated in southern part of Thailand. This project implemented in three schools in southern Thailand from kindergarten through primary grade six as a case study. The purpose of the project, supported by researchers from Mahidol University, local educators and regional education officials, was to help Patani Malay children achieve success in the formal education system, while at the same time preserving their cultural and linguistic heritage with a view to making a significant contribution to reconciliation efforts.

The introduction of Patani Malay-Thai mother tongue-based bilingual education in schools has sought to bridge this linguistic barrier to a better educational experience. The result data provide clear evidence that literacy skills-including writing – gained in Patani Malay transfer readily to Thai. Also, initial literacy in Patani Malay facilitates quicker and more efficient access to literacy skills in Thai despite reduced instructional attention to the development of Thai literacy skills. This project provides evidence of the first literacy in mother tongue not only strong support in Patani Malay but also the strong bridging to reading and writing skill in Thai.

P2

Japanese sign language and Japanese glosses: influence of Japanese in the performance of the hearing learners' usage of the sign "smooth"

Mari Kakuta & Ren Kikukawa, Kanto Gakuin University & Freelance, Japan

When Deaf and hearing people interact since there are two languages involved (Japanese and Japanese Sign Language), miscommunication is likely to occur both linguistically and culturally. This study looks at the signs that have caused misunderstanding due to the influence of Japanese glosses. Unlike spoken languages, sign language is a visual language and simultaneity can occur (ie, the signer can mouth the Japanese word while signing). Although the codes differ and there is no exact equivalence between the two languages, hearing learners tend to be influenced by the Japanese glosses because it is possible to speak and sign at the same time. Also,

there is Simultaneous Communication (SimCom) which is not JSL but Japanese Signs signed according to the Japanese grammar and voicing and signing are done at the same time. This is not grammatical JSL yet many hearing learners of sign language tend to use them. A preliminary research was conducted to list the signs that have caused misunderstanding between the Deaf and the hearing. These signs were categorized and several signs were selected for further analysis. This research looks at the sign “smooth” and how it has different meaning to the Japanese “smooth”. “Smooth” is a loan word from English and in Japanese it has positive meaning, yet the sign “smooth” can be used in negative situations. Hearing learners of JSL were asked to provide sign language translation for several phrases (in Japanese). We anticipated that the sign “smooth” may be used in the sentences. We analyzed how the sign language learners were able to use or could not use “smooth”. Throughout Japan, Japanese sign language is becoming accepted yet it is necessary to look in more detail about the communication that occur between the Deaf and the hearing. More signs from the previous study needs to be analyzed in the further study. This study only looked at the performance so in the future study we will focus on competence and the understanding of the signs.

P3

Being a bilingual and bicultural child in Japan and the UK: A cross-cultural examination of societal perceptions, L2 exposure and ethnic identity

Barry Kavanagh, Tohoku University, Japan

The data within this paper comes from a three-year longitudinal study on bicultural bilingual children aged 5-18 who reside in Japan and the UK. A total of 17 families and a total of 27 children took part in the study.

In an adoption of Cooley’s (1902) Looking-glass self theory the data presented here examined how societal perceptions, the living environment, L2 exposure and usage shape the social and ethnic identity of these bicultural bilingual children and how their experiences differ in the monolingual countries of Japan and the UK. After participants completed questionnaires, home visits that included observations and in-depth interviews with the children and their parents were conducted in both English and Japanese.

Parents within both the UK and Japan all suggested that their child has a strong interest in their heritage language and culture. To what degree however was determined by L2 language exposure, socializing patterns the child has with the second language and the value attached to the language and culture for the child. These factors were heavily influenced by the home and outside environment that the child is brought up in. Some of the children in Japan warmed to their identity as being a ‘*haafu*’ but objected to being labeled a *gaijin* or foreigner.

Within the UK, which is not a homogeneous country like Japan, children of bicultural backgrounds are not labeled as being different as there are in Japan and the Japanese expat community of mothers within this study nurture a strong bond with Japan through volunteer schools and cultural activities. Both the UK and Japan families adopted the use of the one language one parent approach but to varying degrees of success which was based on parent roles and their L2 language ability, schooling and home environment.

Reference:

Cooley, C. H. (1902). *Human Nature and the Social Order*. NY: Scribner.

P4**Language education policies in Okinawa: from past to present**

Nina E. Levinson, International Christian University, Japan

In this paper, I have explored the history of the Ryukyu islands in order to understand how the Japanese and American governments have discriminated upon their native languages through education policies, as well as elaborated on the many efforts Okinawans are currently making to combat this discrimination in order to ensure a future where no Ryukyuan language is on the endangered languages list. Okinawa has faced discriminatory circumstances since it's joining of Japan in the late 19th Century. It is a collection of islands with many different cultures and languages that vary exponentially from Japan's. It is a prefecture rich with indigenous culture and citizens who face an uncertain future in regards to the fate of their native languages. This problem exists because of policies enacted by the Japanese Meiji government in 1879, to replace Ryukyuan languages with standard Japanese in order to unify all prefectures under Japanese rule. This has only progressed over time as Ryukyuan languages were expelled from Okinawan schools in favor of standard Japanese, leading to the decline in native speakers, and thus, the endangerment of these indigenous languages. In order to protect these languages from dying off completely, immediate efforts must be taken starting from the individual Okinawans, all the way to the national Japanese government, who still refers to these languages as "dialects", as a way to disregard the importance of their preservation. In order to make the protection of these languages an issue of national government importance, those in power must recognize the existence of these languages and the dire circumstances they are facing. Until this happens, Okinawans must begin taking immediate action starting with the education of their children in their native languages, spreading outward all the way to the mainland of Japan where other Japanese and foreign citizens can be educated on how these problems are affecting the Ryukyu Islands. It is of the utmost importance for all peoples to protect and preserve the dignity and uniqueness of their native languages because if these languages were to be lost, it would mean the loss of an entire culture and civilization.

P5**Just starting out: The Japanese language learning of newly-arrived foreign English teachers in Japan**

Owen Minns, Anglia Ruskin University, U.K.

In this presentation, I explore how newly-arrived English teachers learn Japanese while teaching English in Japan. Utilising a diary study, I investigated how 9 foreign English teachers, who have been in Japan for less than a year, learnt and used Japanese over a six-month period. Their experiences were documented using self-reflective diaries and monthly interviews.

Foreign English teachers in Japan, as university educated migrants, are the type of 'Middling Transmigrants' that Block (2012) believes have yet to be explored in research into how migrants learn the language of the country they migrant to. Previous research into the Japanese language learning of English teachers in Japan has tended to focus on self-

reflective studies by teachers working in the university teaching sector (Simon-Maeda, 2011 and Casanave, 2012). Therefore, this diary study focuses on how English teachers working in two major contexts, as Assistant Language Teachers and at language schools, learn Japanese and how their experiences illustrate how a previously under-documented group of employment migrants begin to learn the language of the country they are living and working in.

Many of the newly arrived teachers struggled for opportunities to learn and use Japanese while they received varying degrees of institutional support for their Japanese learning. Often the symbolic and linguistic capital of both their first language and their employment role as an English teacher mediated their experiences of learning and using Japanese. The diary study also revealed pertinent data about the way in which both English teachers specifically and foreigners generally are positioned by Japanese society as well as attitudes to multilingualism in Japanese educational contexts. Significantly their accounts reveal the difficulties that Japanese second language learners face with the disparity between the Japanese they are taught and the Japanese they encounter in their daily lives. These teachers' struggles to learn Japanese also demonstrated the conflicts that migrants have when they are managing their own language learning while at the same time working. In the absence of opportunities for both formal Japanese learning and use, many teachers turned to smartphone applications and websites to learn and use Japanese.

P6

Discursive transfer in connecting events in Japanese/English bilingual children's narratives

Satomi Mishina-Mori, Yuki Nagai, and Yuri Jody Yujobo,
Rikkyo University, Rikkyo University & Tamagawa University, Japan

Studies on narratives have shown that cultural differences may affect the way events are perceived and described in different languages, and that bilingual children tell stories in each language using the language-specific patterns. Minami's (2011) study on Japanese/English bilingual children's narratives reveals that children used more connectives to denote temporality in Japanese, whereas they used more connectives of causal and adverse relationship in their English stories, presumably reflecting the difference in the two cultures in terms of explicitness as opposed to ambiguity in indicating the relationship among the events being reported. However, few studies have compared bilinguals' use of connectives with that of their monolingual peers in each language. Findings on bi-directional rhetorical transfer in L2 writing studies (e.g. Kubota, 1998; Kubota & Lehner, 2004) suggest that the same type of cross-language interaction may occur in bilingual children's narratives. The current study examines if Japanese/English bilingual children tell stories in each language in culture-specific ways in terms of connecting events, and if there is any difference between their monolingual counterparts due to cross-language effects.

Six teenage Japanese-English bilinguals who regularly use the two languages in their daily lives told stories based on a wordless picture book "Frog, where are you?" (Mayer, 1969) in Japanese and English separately. We analyzed if connectives denoting causality and adverse (C&A) relationship is found more often in their English narratives compared with their Japanese stories, and if there is a difference between bilingual and monolingual children in each language.

Our preliminary analyses show that bilingual children use connectives that denote C&A meaning significantly more in English than in Japanese. Bilingual-monolingual comparison reveal that the bilingual children's Japanese narratives have significantly more expressions of C&A meaning compared with those of monolingual children, suggesting influence from English. The results indicate that although bilingual children are acquiring the language-specific pattern of expressing events in each language, interaction between the two cultural/discursive styles may also take place exhibiting a unique style of connecting events.

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P7

Predictors of Bilingual children's English language performance in the United States Yoko Miura, Wright State University, U.S.A.

The purpose of this study is to investigate the predictors of English language performance among bilingual children, or school-aged English Language Learners (ELL) in the United States. It is important to note that the fact the term ELL is officially used to describe bilingual children indicates collective value and attitudes towards bilingualism; the term clearly emphasizes more "deficits" of less fluency in English language than merits of functioning in languages other than English. This mentality is problematic. Although (or because) the country has hosted nearly half of the total immigrants and more bilingual people than any other countries in the world (Hakuta, 1986, The United Nations, 2015), and immigrants consist of approximately 15% of its total population, substantial number of citizens share views of a threat caused by linguistic diversity to the national unity (Crawford, 1992; Gonzalez, R.D. & Melis, 2000a, 2000b; Schmidt, 2000). Views to consider linguistic diversity as a threat to national identity are most visibly manifested in the forces for young children to use functional English in unrealistic period of time, often at the cost of individuals' native language ability, identity associated with the language, and conflicts among different generations within families. Education is more ideologically driven than philosophically driven to center the wellness of children's development to flourish as a whole person. When erroneously and narrowly understanding "unity" as "sameness" of ethnicity, nationality, and ability including English language performance, unique assets individuals bring to the country because of diversity also suffer. Giroux (2000) cautioned that "the rise of the English Only movement in the last decade signals a deepening crisis of historical memory, culture, and democracy in U.S. society" (Foward p. 9). Linguistic diversity is a vital reality in regards to its impact on industries, education, health care, policy, and many other areas. This study propose to find predictors of English language performance of bilingual children in the U.S. applying theories associated with school and individual level variables using mixed methods analysis. It is also envisioned

that the findings may be useful to understand what school education can offer to preserve linguistic diversity.

P8

English-knowing bilingual policy in Singapore: problems and challenges

Patrick Ng, The Univ of Niigata Prefecture, Japan

In 1966, the Singapore government implemented a policy of bilingualism which made it mandatory for all students in Singapore to study English as a ‘First Language’ and a ‘mother tongue’ language (Malay, Tamil or Chinese) as a ‘Second Language.’ The bilingual education policy made English the lingua franca of Singapore, giving the policy the name ‘English-knowing bilingualism.’ Students are required to attain “proficiency in English and one other official mother tongue language” (Pakir 1994, p.159). In schools, English is the language of instructions for nearly all subjects except the mother tongue languages.

Singapore’s bilingual education theoretical framework is essentially additive bilingualism based on the belief that two languages can be functionally compartmentalized, maintaining diglossia (Pendley, 1983). However, some forty years after English became the first language, it has been observed that an increasing number of young Chinese Singaporeans are unable to speak the Chinese language although Chinese is their ascribed mother tongue language (Chen, 2011).

A report of the Chinese language curriculum and pedagogy review committed conducted by the Ministry of Education in Singapore in 2004 showed that an increasing number of Chinese students from English-speaking home environment have stated that learning the mother tongue subject (Chinese) is difficult and dislike learning the language.

In this paper, I apply Fishman’s 1990 Graded Intergenerational Disruption Scale (GIDS) to analyse the endangerment situation of the Chinese language as well as the challenges of language revitalization and maintenance of the Chinese language in Singapore. First, I offer a language profile of the various languages in Singapore. Second, I discuss the endangerment situation for the Chinese language in terms of Fishman’s GIDS based on the Singapore Census 2012 on home language use, the consequences of educational policies that privilege English education, the language use and language attitudes in Singapore Chinese community towards the Chinese language (Chew et al, 1995) and the latest census of home language use (Singapore Statistics of Information). In the conclusion, I offer some recommendations to revitalize the Chinese language in Singapore.

Reference:

Fishman, J. A. (1991). *Reversing Language Shift. Theoretical and empirical foundations of assistance to threatened languages*. Multilingual Matters, Clevedon.

P9

How they conduct their lives with two or more languages; a life story approach in understanding meaning-making of languages in bilinguals’ lives.

Heesu Oh, Nagoya University, Japan

From the perspective of monolinguals, bilinguals who are living in a multilingual environment are often recognized as a special person. However, bilinguals have been

living in multiple language speaking environment being very natural for the person who speaks in two or more languages. What are the meanings of bilinguals' languages in their lives and what kind of influence do they have had from the languages? Understanding the relationship between bilinguals and languages is considered to be crucial reference to the language education of bilingual children.

In this research, I investigated the relationship between bilinguals and languages from the social context by using the life story interview, which is a survey method (Sakurai 2005) to understand people's identity, living world, local culture and society by interviewing the experience of personal life or past events. For better understanding of the meaning of bilinguals' languages and involvement in their lives in the context of the societal culture in which they have grown up and now live, life stories are potentially rich and qualitative tool for the bilingual research.

I tried to explore the role and meaning of multiple languages in bilinguals' lives and attitudes toward languages they possess in three bilingual university students from UK. Those foreign students majoring Japanese at their home university and now learning Japanese in Japan. They have the identity of Spain and UK, Lithuania and UK, and UK and China respectively and contact two languages on a daily basis.

I met the students twice and conducted life story interviews about 2 hours in total and analyzed their attitudes towards the two languages from the past experiences including learning language focusing on individual differences in the process of making the two languages as my language. In addition, I attempted to analyze attitudes towards Japanese that is becoming as the third language of them. Attitudes towards bilingual owned languages vary according to personal characteristics and circumstances. It is considered that this sort of bilingual research at the individual level can contribute to understanding various language phenomena.

P10

Transfer from Spanish to Japanese in speech of bilingual Japanese Mexicans

Akiko Okumura, The University of Tokyo, Japan

This paper presents some of the preliminary findings of an ongoing study of transfer from Mexican Spanish to Japanese spoken in Japanese-Mexican community in Mexico City, where the largest Japanese community in Mexico City has been formed. There the community members still maintain Japanese along with their dominant language, Spanish (Matsumoto & Tokumasu 2014 and Tokumasu 2013). One of the characteristics of Japanese spoken in Mexico is caused by the influence of Spanish. This paper will discuss the influence of Spanish sounds and insertion of Spanish function words found in Japanese spontaneous speech data. The variables under study are 1) /h/ before /u/ ([ϕ]/[f]), 2) intervocalic /b/ ([b]/[β]), 3) /dz/ ([dʒ]/[j]) and 4) long vowel (short/long V). The data was collected in Mexico City and a nearby town, from 33 Japanese Mexicans (22 from the second and 11 from the third generation).

As for the analysis of pronunciation, three tokens for each variable per speaker was coded and score was calculated for each speaker so that the number closer to 1 signifies that the speaker tends to use Spanish pronunciation. The results show a generational difference with

the third generation use more Spanish pronunciation compared to the second generation (score 0.27 vs. 0.15). This seems to be related to their Japanese proficiency.

The Spanish function words and the numbers of tokens used are shown in the following table. It is inferred that *sí* "yes" and *no* "no" are frequently used because they are used in situations where the speakers have to quickly respond to addressees to avoid misunderstanding. There is a difference by speakers' sex among the second-generation speakers; female used 24.2 tokens per speaker by average while male used almost 8.4 tokens per person by average.

Further analyses that take more social and linguistic variables into account are in progress to find other relevant factors.

References

Matsumoto, K., & Tokumasu, N. (2014). A comparative sociolinguistic perspective on heritage language maintenance a: Japanese pre-war migrants and newcomers in Mexico. *Language, Information, Text*, 21, 83-98.

P11

The Flexibility on Japanese: From the Evaluation of native speakers and non-native speakers

Masaki Ono, The University of Tsukuba, Japan

In this research, we consider the role of Japanese as a communication tool between Japanese native speakers and non-native speakers in multicultural symbiosis society in Japan. So as to prepare disasters, to reduce disasters, and to communicate in a disaster evacuation area, as well as to make good use of for sightseeing Japanese such as the Tokyo Olympic Games, the role and necessity of "Easy Japanese" is rising. The Japanese Language Education Society is working on "Easy Japanese", and a research group was set up. Currently, local governments use "Easy Japanese" in public relations. The report that number of accesses to the homepage of the social linguistics laboratory of Hirosaki University Faculty of Humanities showed how to create "Easy Japanese" during the Great Kumamoto earthquake that occurred in 2016 increased is the case.

The applicant's research is largely concerned with two directions. The first is a considerate expression research (Yamaoka, Makihara, Ono 2010 etc.) where descriptions of Japanese-language functional expressions have been customized as key concepts. Customization is a descriptive study of "Japanese likeness" that has been used only for native speakers and advanced Japanese learners. At present, the transition from negative politeness to positive politeness is seen in many utterance functions, Japanese likeness is changing. As second direction, Ono, Moritoki, Tamura, Yamashita (2014, 2015, 2017) made presentation on paraphrasing by Japanese native speakers and Japanese learners about vocabulary and strategies.

Therefore, in this research we propose a flexibility calculation formula that can be understood by Japanese native speakers and non-native speakers, and we will pursue what Japanese is easy to understand.

In this background I assert that in Japanese society, "Japanese likeness" and "easy Japanese" are not conflicting, but should coexist. I insist on the idea of World Japanese. This approach helps to organize a society that contains several languages and language communities.

P12

Crossing the invisible divide: The effects of bilingualism in a cross-cultural classroom on student motivation

Ruth Vanbaelen and Risako Ide, The University of Tsukuba, Japan

Multilingualism in Japan is an ever developing phenomenon with increased immigrant population, international marriages, and diversified global networks in the business fields (Maher et al. 2012), making bilingualism an everyday practice within these venues. Added to this is the government-lead “300000 foreign student plan” campaign targeting 2020, resulting in rising numbers of international students on Japanese campuses. Yet, due to factors from physical to psychological (Tsuda 1991), there are invisible divides between the Japanese and international students on campus, leaving them in their monolingual communities with little contact.

This paper discusses the results of bilingual cross-cultural joint-classes offered to Japanese and international students at the University of Tsukuba, which has one of the highest on-campus international student ratios in Japan. We discuss how bilingual classes using both English and Japanese as lingua franca, increase student motivations in relations to their meta-pragmatic awareness about language use.

A total of 52 students with international students from 11 different countries in a beginner-level Japanese class and Japanese students in an English class participated in three joint-classes as part of their regular classes. The classes consisted of self-introductions, Q&A sessions, focused interviews, skit preparations, and games. Students were encouraged to use their second language, i.e. English for Japanese students and Japanese for international students, yet a lot of activities naturally took place bilingually as one of the aims was to foster exchange. Furthermore, the authors created an atmosphere where source and target language function both as aim and as tools, unlike the current ESL approach in Japanese higher education where the source language is off-limits and the target language serves both as aim and as tool.

The results of a student survey completed after the final class, together with follow-up questionnaires and interviews conducted later revealed overall positive evaluation by all participants. Students expressed satisfaction as they could improve their language proficiency and meet people from different cultures. However, more striking was the increased meta-pragmatic awareness of their own language usages, both in Japanese and English as well as finding bilingual contexts of learning to be necessary to increase their motivations for further learning.

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P13

Crosslinguistic Influence in Early Trilingual Acquisition of Prepositional Phrases in Mandarin Chinese

Ying Zhan, The Kansai University, Japan

Few studies on crosslinguistic influence so far have investigated simultaneous trilinguals' language acquisition, and even fewer have looked at the language combination of English, Mandarin Chinese and Japanese. This paper examines the production of prepositional phrases (PPs) in Mandarin Chinese by a three-year-old trilingual, who actively uses Chinese (mother's tongue) and English (the lingua franc between the parents) in the home, and Japanese (father's tongue) in the community. The results reveal that the child was dominant in the "V PP" (verb PP) word order in Chinese, even when "PP V" was the correct Chinese pattern. Actually, the grammatical domain of PPs in Chinese is variable with two possible analyses ('PP V' and 'V PP') depending on the verb, and there is positive evidence for English influence over one of these analyses ('V PP'). The ill-formed "V PP" in Chinese exhibited the grammar feature of English. This is despite the fact that the community language, Japanese, shares the same grammatical domain "PP V". The non-target order "V PP" in Chinese thus appeared to be one area where English influence was apparent. The theory of vulnerable domains (Müller & Hulk, 2001) was proposed to account for the cross-linguistic influence of English on Chinese. The structural overlap between the two languages in the domain of 'V PP' and the input ambiguity in Chinese in the multilingual situation makes the Chinese structure vulnerable to English influence. Family language policy and children's agency (Fogle & King, 2013) serve as other explanations for the directionality of influence. Parents' language policy, their beliefs about languages, and their input strategies set the path for children's language development. In this family, English and Chinese were input for home communication while Japanese was for outside socializing. Using Japanese in conversations at home often resulted in a request by the parents for a language change. This policy supported the child's perceptions that she had a choice of either Chinese or English when conversing with the mother. The results found in the study of this unique child may provide a new perspective on crosslinguistic influence in early trilingualism.

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