

OXFORD



Oxford Day 2018

Global and Local Trends  
in Language Education

Partnership with Keio University,  
Supported by British Embassy Tokyo

# The Importance of Multilingualism and Language Awareness in Language Teaching and Learning

John C. Maher

# Language Learning and Multilingualism

- 1. The value of learning other languages,**
- 2. Living in a multilingual world.**
- 3. We need a new framework to understand language education in the local and global context. Multilingualism is a framework.**

# French in School – the old school



# Damhsa

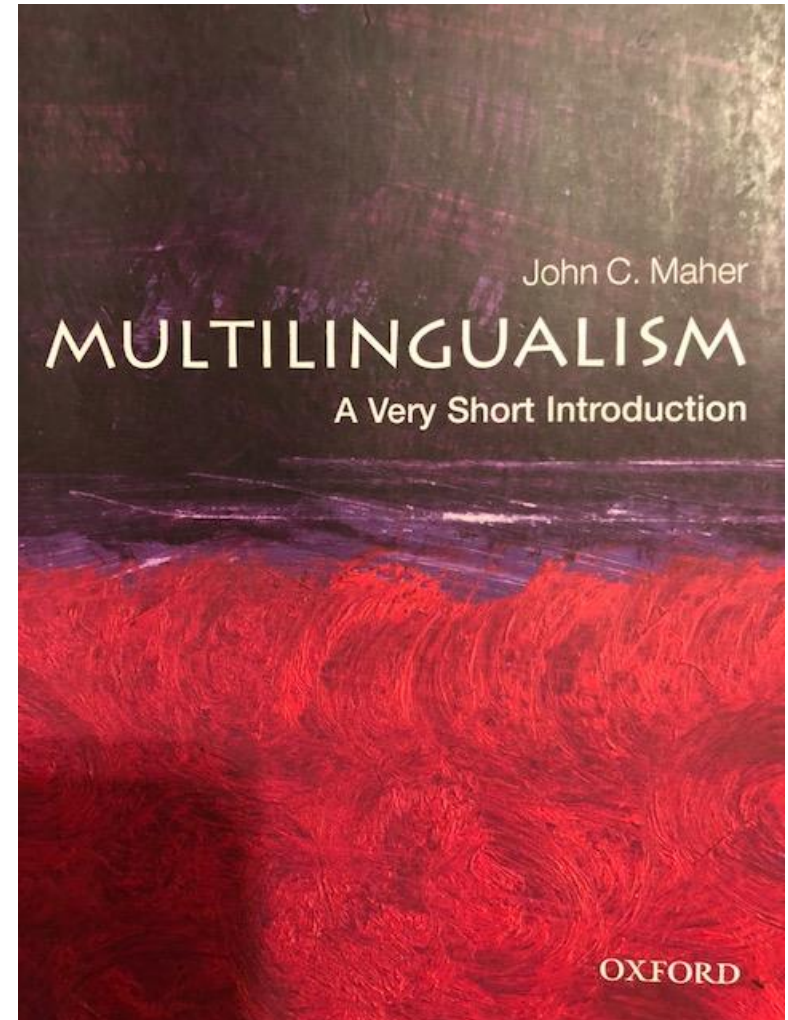


## The High School Football Team – 1960s



# Join the Multilingual World

- practical, aesthetic, moral, pleasure and joy



# European Day of Languages



# European Day of Languages





# European Day of Languages

- 1. To raise awareness of languages, multilingualism and language learning**
- 2. Organized by the European Union and the Council of Europe.**
- 3. Follows the success of the European Year of Languages in 2001.**

# European Day of Languages



# Asia-Pacific Languages Day?

EUROPEAN DAY



OF LANGUAGES

**EUROPEAN DAY OF LANGUAGES 2016**

★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★

Friday, September 23, 2016  
5 pm - 8:30 pm  
Istituto Italiano di Cultura  
496 Huron Street  
Toronto



Celebrate  
with us!

EUNIC Canada  
Goethe-Institut

Alliance Française  
Istituto Italiano di Cultura

Instituto Camões  
Spanish Centre

**It's never too late ...  
monolingualism  
is easy to cure!**



[www.language-diversity.eu](http://www.language-diversity.eu)



# Multilingualism in Asia-Pacific

ENGLISH

FRENCH

RUSSIAN

PORTUGUESE

JAPANESE DEAF SIGN (Japan, Korea, Taiwan)

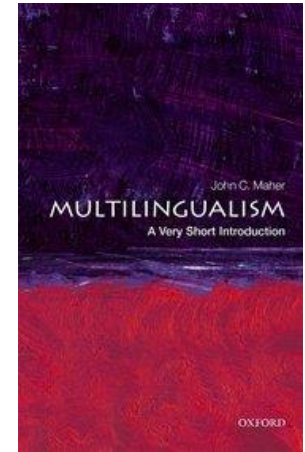
# European Day of Languages



# Why Celebrate Multilingualism, Learning Languages?

## Chapter 5 of *Multilingualism*

- Emotional - pleasure
- Aesthetic – the beauty of language
- Creative – writing, singing
- Utilitarian – career, work, travel, tourism, internet
- Mentally– protecting the brain, cognitive enhancement
- Psychologically – self confidence, esteem
- Multiculturally – knowing the cultures of other people
- Globally - becoming a responsible global citizen



# Multilingualism in Society



新雁林町通り

Shin-ganrinno-cho-dori Ave.

신간린노초도리 도로 — 新雁林町路

#5

大名二丁目1番







川端方面出口

Exit for Kawabata

가와바타 방면 출구 川端方向出口

# Learning about the World

We study

science

geography

history

society

# Different Attitudes to Language

- Beliefs
- Prejudices
- Knowledge: detailed, partial, non-existent

# 言語に対する意識調査 (Maher 2001,2011)

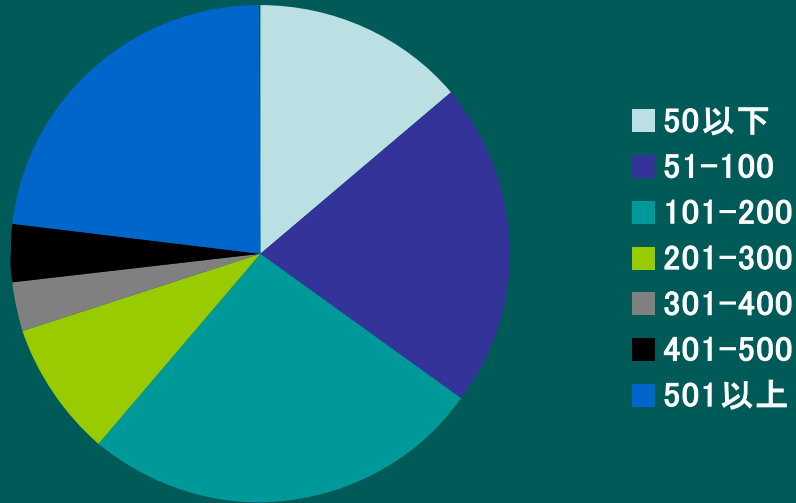
## Knowledge about Language: a Japan survey

- 日本語による61個の質問  
61 questions in Japanese
- 回答者 973名の日本の大学の学生  
973 Japanese university students
- 日本国内の15の大学  
15 universities in Japan  
(国公立5—私立10、女子大4—共学11、北海道、沖縄を含み、東北地方以外のすべての地方を含む)  
5 national- 10 private, 4 women's - 11 co-ed, includes Hokkaido, Okinawa and all the other districts except Tohoku.



# 世界の言語の数はどれくらいだと思いますか

## Number of languages in the world?



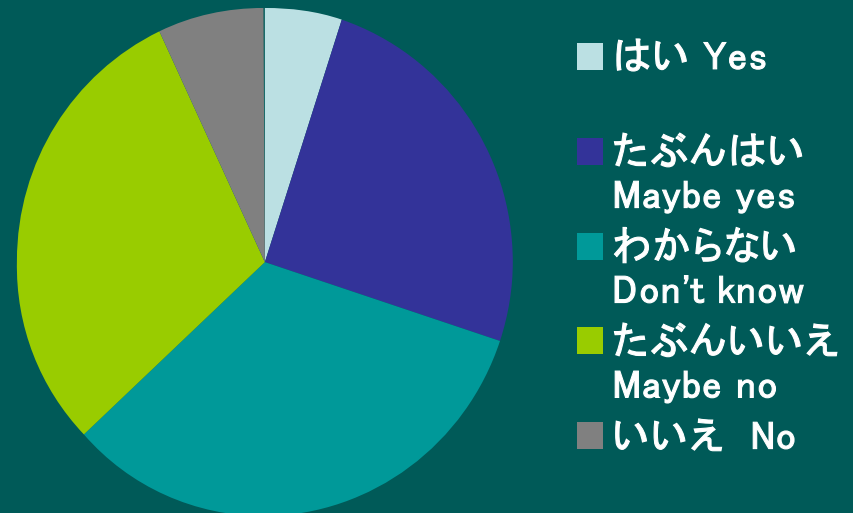
正解

世界の言語の数 約5000

»世界の国の数 約200

世界の人々のほとんどは  
マルチリンガルだと思いますか

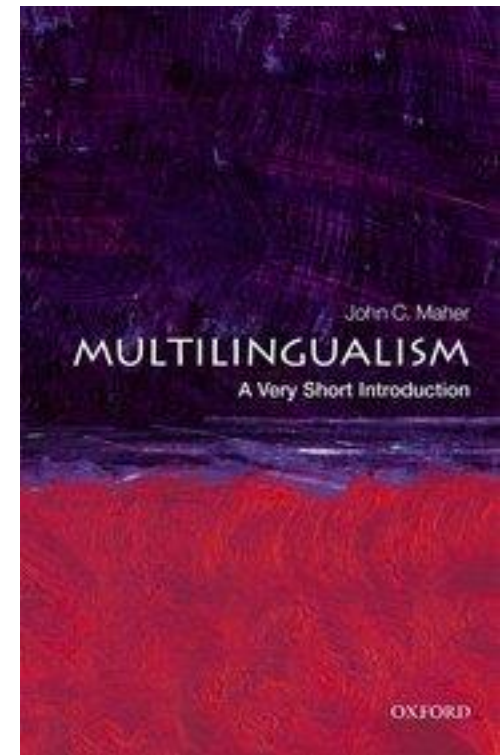
Are most people in the world  
Multilingual?



# The Tricky Question

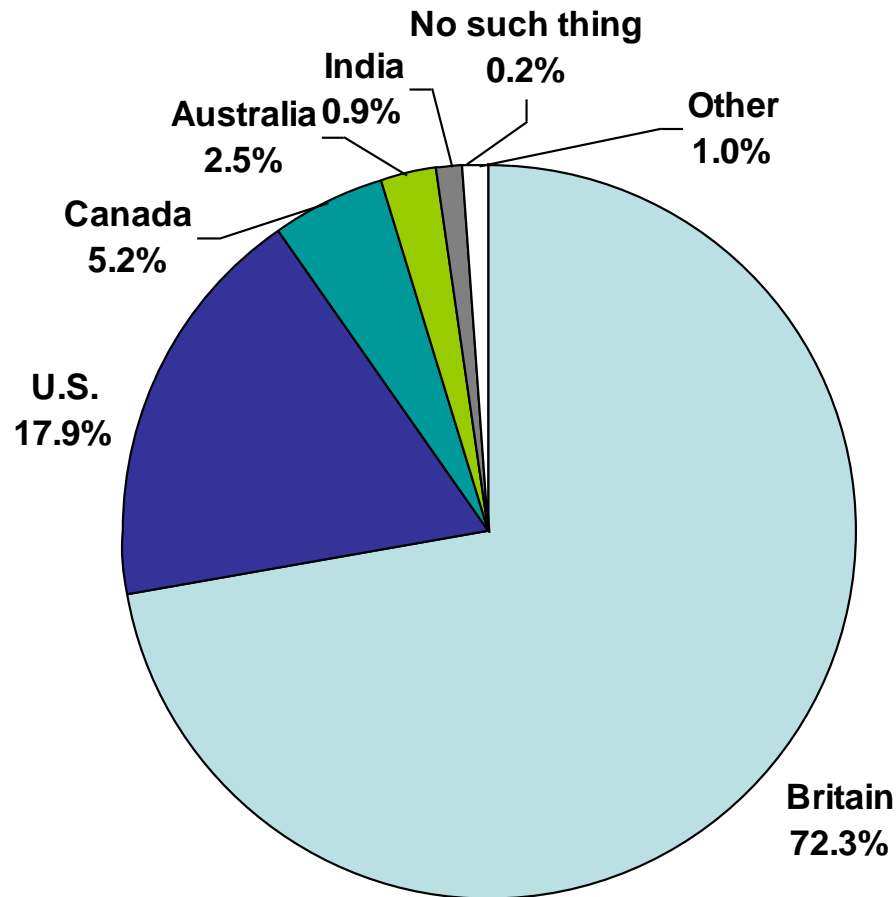
What is a language? A dialect?

Chapter 2 of *Multilingualism* (OUP 2017)

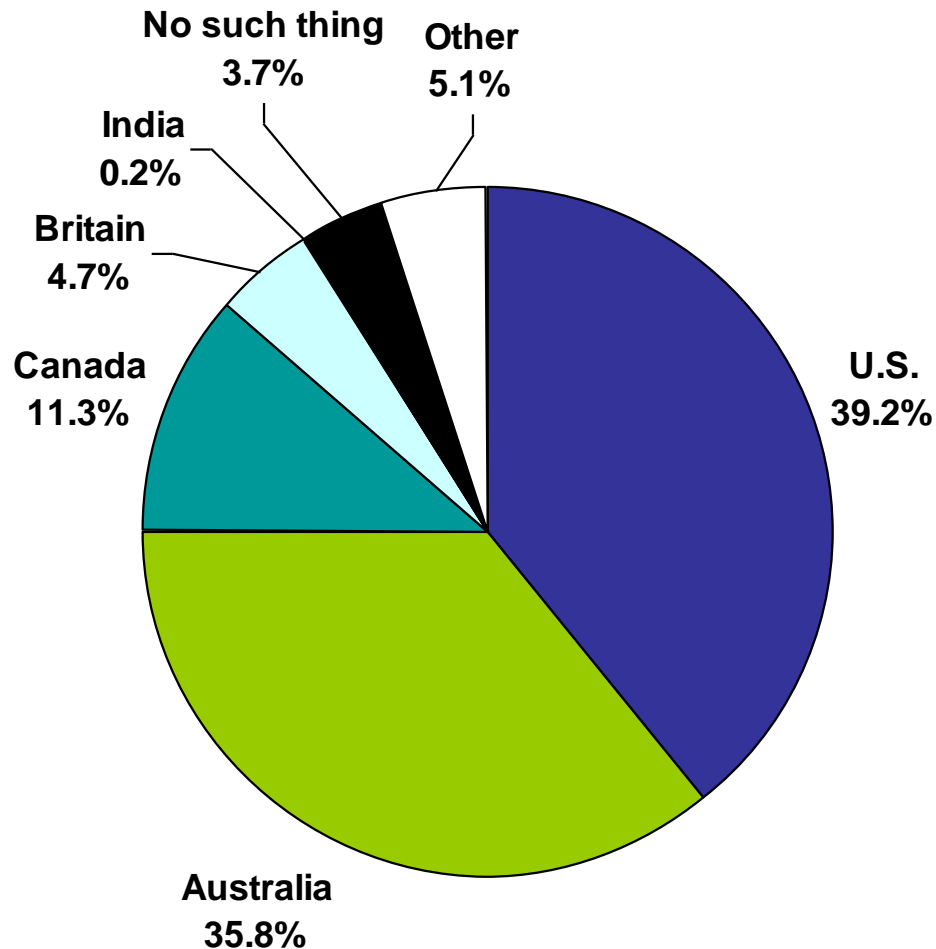


# Q6 Which is the most beautiful English?

どの英語がもっとも「美しい」と思いますか



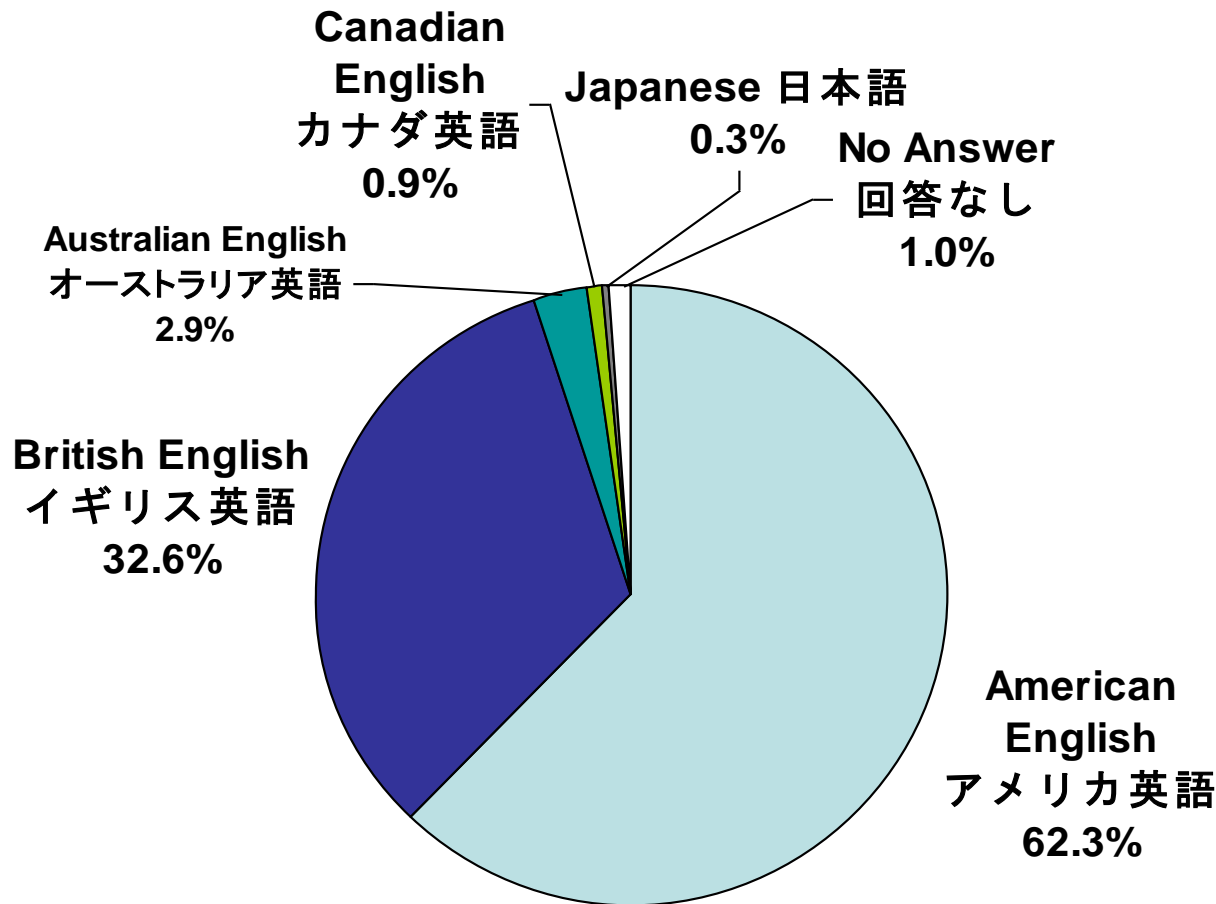
# Q7 Which is the ugliest English? どの英語が一番「きたない」と思いますか





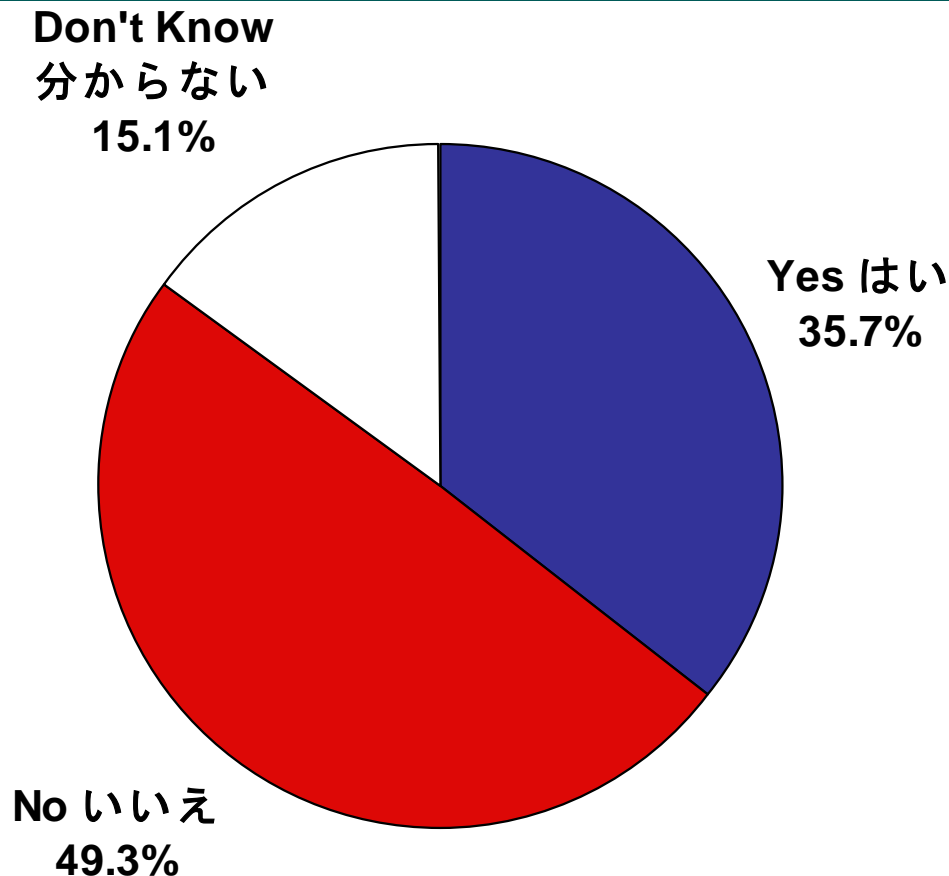
# Q11 What variety of English do you want your children to learn?

どの英語を子供に学習させたいと思いますか



# Q33 Should all people be able to speak at least one foreign language?

全ての人が少なくとも一つの外国語を話すべきだと思いますか？



# Q60 What Foreign Language Are You Currently Studying?

## いま学んでいる外国語はなんですか？

	Language 言語	Frequency 回答数
1.	English 英語	632
2.	Chinese 中国語	271
3.	German ドイツ語	179
4.	French フランス語	146
5.	Spanish スペイン語	56
6.	Italian イタリア語	30
7.	Korean 韓国語	17
8.	Japanese 日本語	15
9.	Portuguese ポルトガル語	9
10.	Russian ロシア語	7

Respondents were allowed to give more than one answer

# Q61 Which Foreign Language Do You Want to Master? 一番習得したい言語はなんですか？

## Most Desired Language

一番学びたい

Language	Frequency
1. English	401
2. Chinese	28
3. Japanese	20
4. German	14
5. French	11
6. Spanish	4
6. Italian	4
8. Indonesian	3
9. Portuguese	2
9. Korean	2

## Second Most Desired

二番目に学びたい

Language	Frequency
1. English	294
2. Chinese	164
3. French	115
4. German	91
5. Italian	35
6. Spanish	30
7. Japanese	21
8. Korean	12
9. Russian	9
9. Portuguese	9

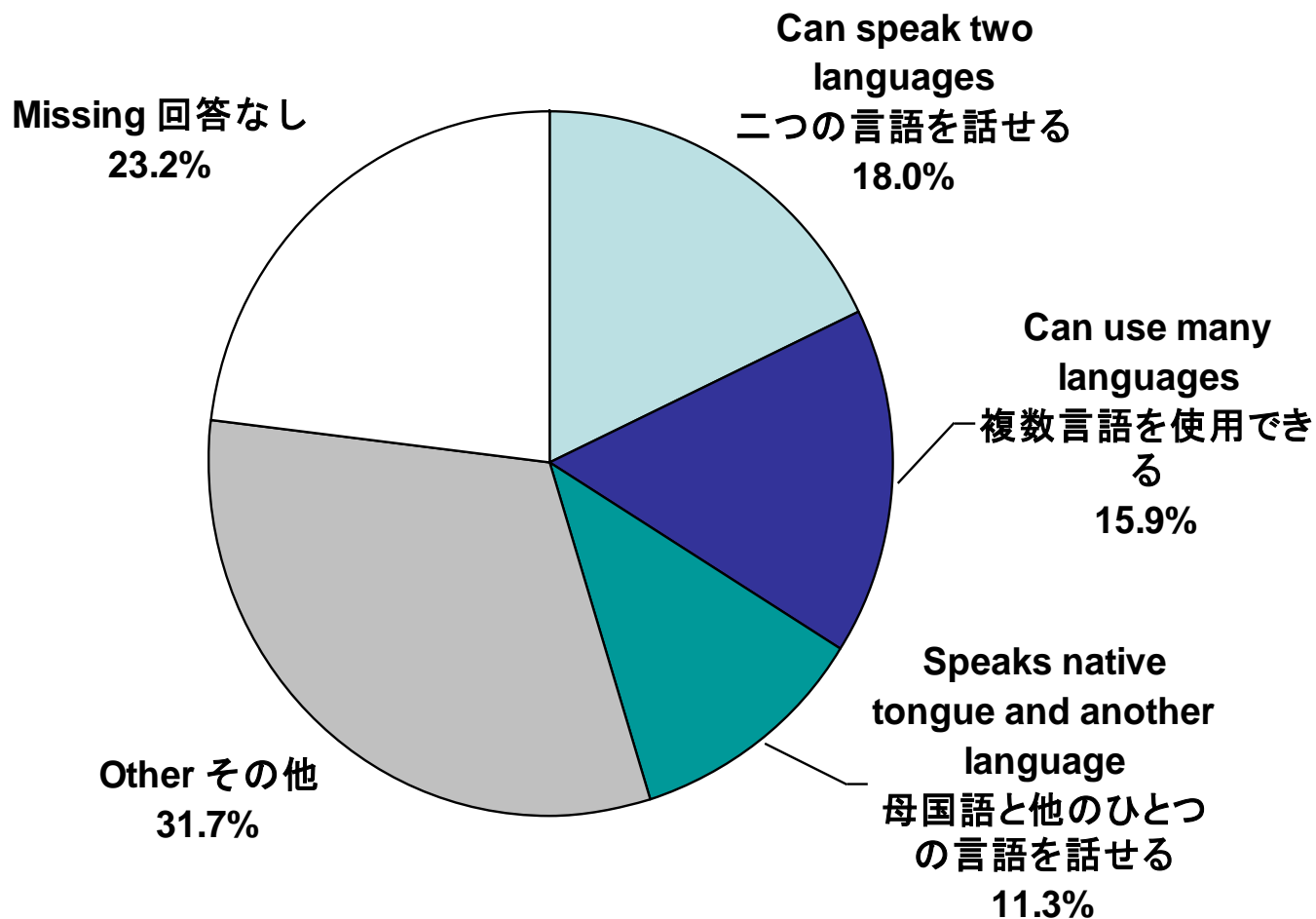
## Third Most Desired

三番目に学びたい

Language	Frequency
1. Chinese	195
2. French	155
3. German	114
4. English	71
5. Italian	48
6. Spanish	34
7. Korean	27
8. Japanese	14
9. Russian	12
10. Portuguese	7

# Q32 What do you think a “bilingual person” is?

「バイリンガルな人」とはどのような人ですか？



**Deaf Bilingualism – Deaf Bilinguals  
Signing but not Speaking or Hearing.  
Reading and Writing but not speaking and  
hearing.**



WITH SIGN LANGUAGE,  
*Everyone  
is Included!*



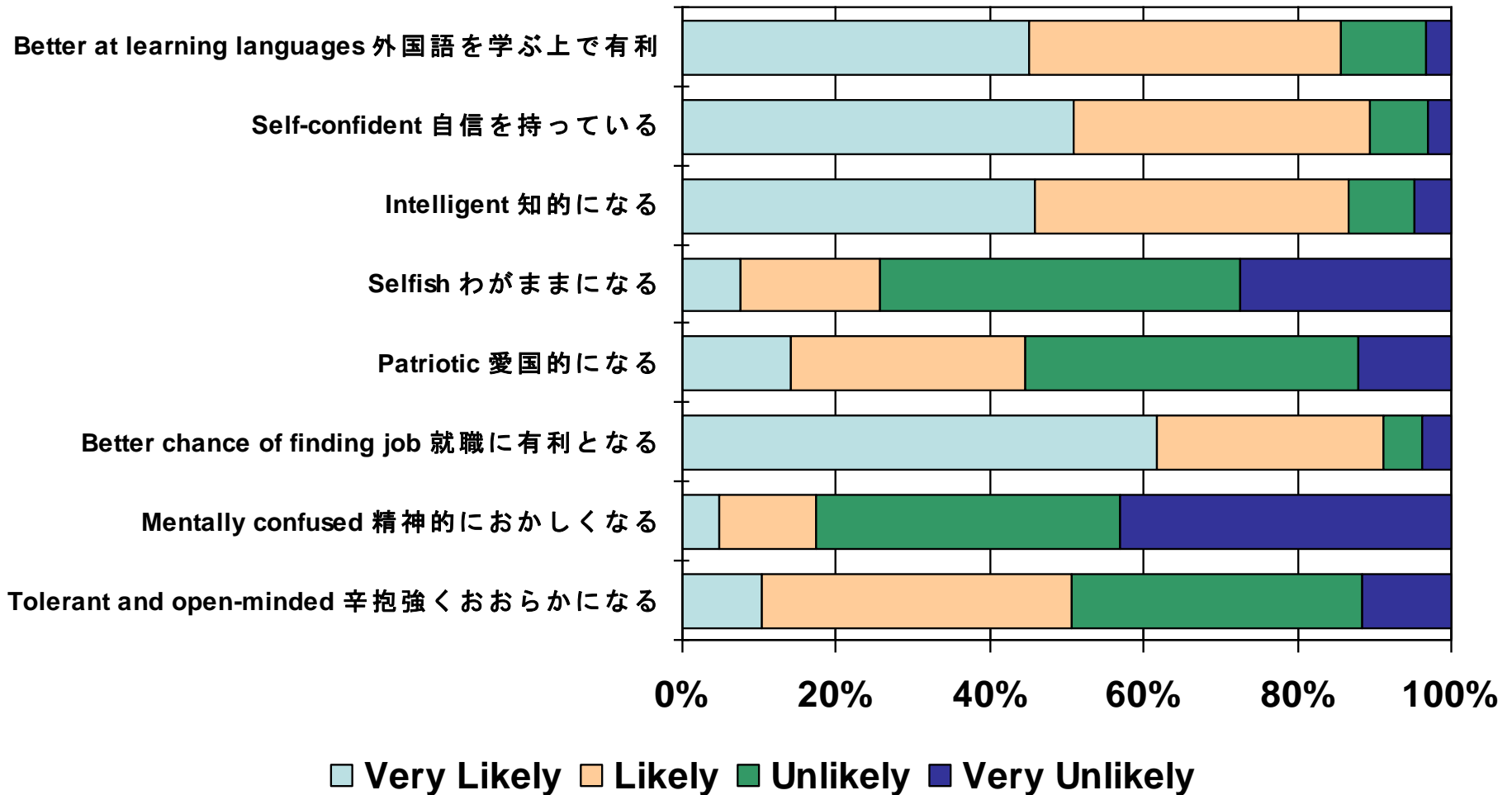
WORLD FEDERATION OF THE DEAF



INTERNATIONAL WEEK  
OF THE DEAF 2018  
23-30 September 2018

# Q39 If a person is bilingual, would the person have the following attributes?

ある人がバイリンガルだとして、その人は



# Learners and Knowing the World through multilingual lenses

We can understand our language life through multilingual lenses: our interactions, in the family, language learning, child language, regional dialects, style, language discrimination...but how do we classify multilingualism in daily life?



# Multilingualism in Society

3 ways of understanding languages in society:

**(1) Social multilingualism:** co-existence of different languages in a society

**(2) Personal multilingualism:** (a) acquired languages in early life or (b) persons who use different languages daily life.

**(3) Institutional multilingualism:** various languages in public and private institutions, family, school, college, company, hospital, etc.

# Multilingualism as a Personal Experience

My relation to languages - languages in my life  
- is the core of why we learn languages – or  
not.

# Momijigaoka FC, Momijigaoka High School Tokyo, Class of 2020

Consider this **language profile** of members of a football club of a Japanese senior high school in Tokyo. When we examine the language experience of people it may be rich and complex.

## Jun and Emi

- **Jun** (Keeper) is a **Covert Bilingual** - a person who conceals knowledge of another language due to attitudinal disposition. Jun knows some English. He attended junior high school in Hong Kong for 4 years. He is shy about his English knowledge.
- **Emi** (Manager) is a **Functional Bilingual** – a person who can operate in two languages with or without full fluency for the task in hand. She works part-time (*arubaito*) in a restaurant popular with tourists. She can take orders and explain meals in English.

## Kazu and Jack

- Kaz (Midfield) is a **Diagonal Bilingual** - a person who is bilingual in a non-standard language or a dialect in an unrelated standard language. His grandparents/parents are Ryukyuan. He understands but does not speak Miyakoan (ミヤークフツ).
- Jack (Midfield) is a **Compound Bilingual** - a person who learns two languages at the same time in the same context (at home). His father is British, his mother Japanese. He speaks English and Japanese.

## Haruko and Nobu

- **Haruko** (Manager) is a **Dormant Bilingual** - a person who has emigrated another country and has few opportunities to actively first language. **She went to Japanese school in Shanghai. She speaks Chinese.**
- **Nobu** (Forward) is a **Secondary Bilingual** - a person who added a second language to the first language by instruction. **Like several other team members Nobu started learning English in the final year of elementary school.**

## Seiji and Naomi

- **Seiji** (Defender) is a **Minimal Bilingual** - a non-fluent person with just a few words and phrases of a second language, with (possibly) basic reading ability. Seiji scores in the lower section of his English class.
- **Naomi** (Manager) is an **Asymmetrical bilingual** - a person who understands a second language, spoken or written or both, but does not speak or write it. She is top of her class in English, very good at reading but not speaking.

- (Manager) **Recessive Bilingual** - a person who feels difficulty in a second language due to lack of use. Naomi went to an English-intensive kindergarten in Tokyo and her parents sent her to Canada for a year abroad in high school. She complains about her declining English.
- **Kota is Vertical bilingual** - a person who is bilingual in a standard language and a distinct but related language or dialect. He came to the school in Senior High School (1st year) when his family relocated to Tokyo from Kansai. He is proud of his Osaka dialect. He thinks Kansai-ben is 'cool' and uses it.



**Masa** is local. His house is 5 minutes walk from school. He is a **secondary and diagonal bilingual**. He says his English is completely hopeless *mattaku dekinai*. However, Masa's sister, Yuko, is deaf. She attends a Deaf school in Tokyo. Masa has become a fluent signer of JSL – 日本手話言語

# Language Awareness, Learning & Multilingualism

## Conclusion

Children and adults in broader society are not well-prepared to understand language, multilingualism, why we learn languages.

The world is multilingual, multicultural, more borderless. There more multilingual activity – standard languages, dialects, older mother tongues, new immigrant languages, official, semi-official languages, languages of ethnic towns, tourism, languages of culture, science art, music, and sport. For example, English is a global **in** Japan and **of** Japan as well as **beyond** Japan.

We need a new framework to understand language education in the local and global context. Multilingualism gives us that framework.

# **Multilingualism – a framework for language in society**

**We need a new framework to understand language education in the local and global context. Multilingualism gives us that framework.**

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