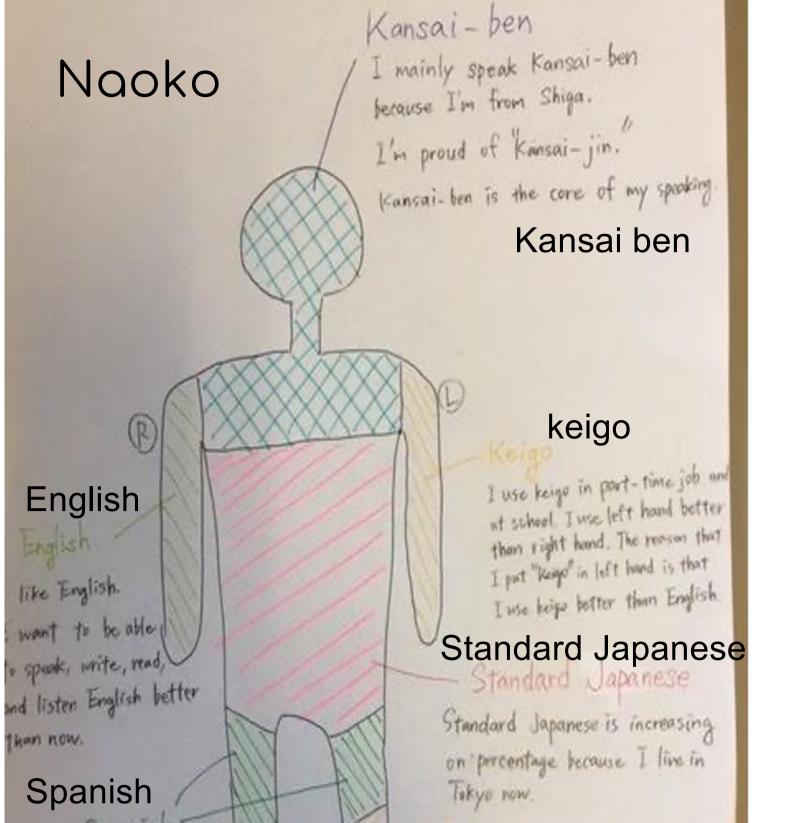
Learning together from student language portraits

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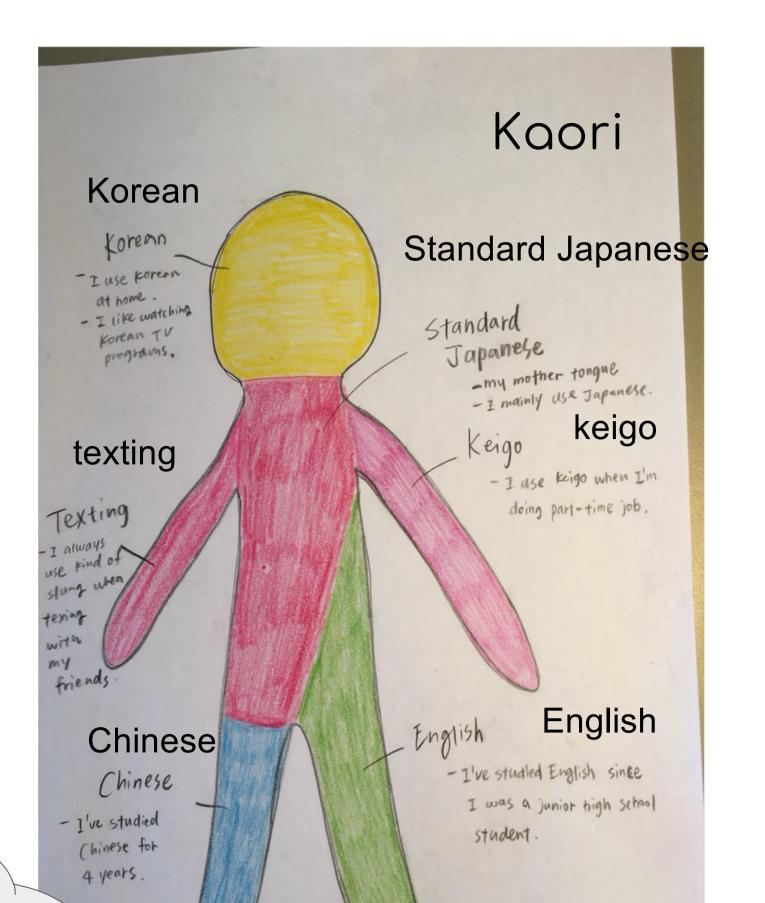


Initial language portraits to represent each student's linguistic **repertoire** at the start (September 2019) of a team-taught "rotation" general course on *Multilingual Issues in a Globalizing World*

Interviews with 6 students after the end of the course (January 2020) conducted mostly in English

Extended language portraits at the end of the interview about the student's individual language experiences, practices, and perspectives, & issues in society they see as particularly significant in relation to their own language biographies/languaged lives

Discussions (February 2020 & ongoing) with colleagues to develop the 2020 course



Spanish-I started studying Spanish last year. It's very fun. I want to make its skill up mone.

Persian I started studying Persian two years ago, but the skill has not grown

English

I like English.

than now.

I want to be able

to speak, write, read,

and listen English better

Spanish

started studying

@ English for Japanese people . The most common language in the world foreign language = "English" at first Japanese people should use English in the global world. Minority languages, Napanese, and diarects in Japanese should also be preserved because even minority

@ Differences in Spanish Spanish is different from region to region. Spanish used in Spain and one used in South America have many differences. > words, intonations.

languages are culture of the region.

Kansai-ben is the core of my speaking"/ diversity of minority varieties not recognised by the majority / Shiga-ben / feels her own identity is not heard or seen

Kansai-ben

I mainly speak Kansai-ben

I'm proud of Kansai-jin.

Kansai-ben is the core of my speaking.

I use keigo in part-time job. and

at school. I use left hand better

than right hand. The reason that

Standard Japanese

I started studying Persian two

Tokyo now.

because I'm from Shiga.

There are a variety of Kansaiben. In detail, different prefectures have different kansai-ben However, people not in or from Kansai don't knotice these differences.

@ School in Kansai Both teachers and students usually use Kansai-ben. at classes. However, text messages are written in Standard Japanese, such as text books and sentenses written by us. -> We may reffer Kansai-ben as informal, and standard Japanese as formal language.

I put "keigo" in left hand is that @ Where I learned Keigo I use keigo better than English. I learned it in cult team in junior high school at first. @ The reason we use Keigo Standard Japanese is increasing on percentage because I live in

Keigo is used in order to imply respect for people. It is used from long time ago as a Japanese culture.

@ Is it right "Standard?" My Kansai-ben is said to be funny or limited places & spaces for using Korean / seeking normality / "now it's my *identity" /* but doesn't feel she can speak Korean freely in public

When I was small, I heaterted to use it Korean in public - I use korean at nome . · Now it's my identity - I like watching Korean TV programs. After I met Korean friends got confidence of using it. Texting sense of foreigner ? -I always use kind of stang when texing with my friends chinese There are so many people Chinese in Japan and the world - I've studied romanciation is similar Chinese for

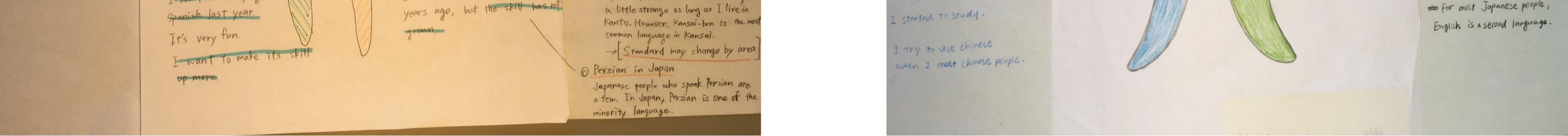
4 years.

Standard Japanese -my mother tongue - I mainly use Japanese. Keigo show respect to adult - I use keigo when I'm doing part-time job . + more formal Keigo (pare-time job) L feel distance Unior high school, shared her experience - English teacher 7 For these reason English - I've studled English since - Artists I was a junior high school motivation student. # For most Japanese people,

Senior

I started to

study



to porean

Some changes in the 2020 course

(1) Week 1: Have students create their Language Portraits and write a commentary in Japanese and English (2) Week 1: Focus more on questions of discrimination, e.g., In your view, what makes people discriminate against others' ways of using language differently? Write your thoughts, experiences, and ideas.

(3) Weeks 1-12 Encourage students to translanguage: Ask students to use both Japanese and English for writing weekly reflections.

(4) Week 12 Make greater connections: Identify and explore three common topics/issues that you see across different lectures & cases.

(5) End of semester: **Diversify options for final report** (i.e., research-based and/or reflection-based).

