

# Learning together from student language portraits

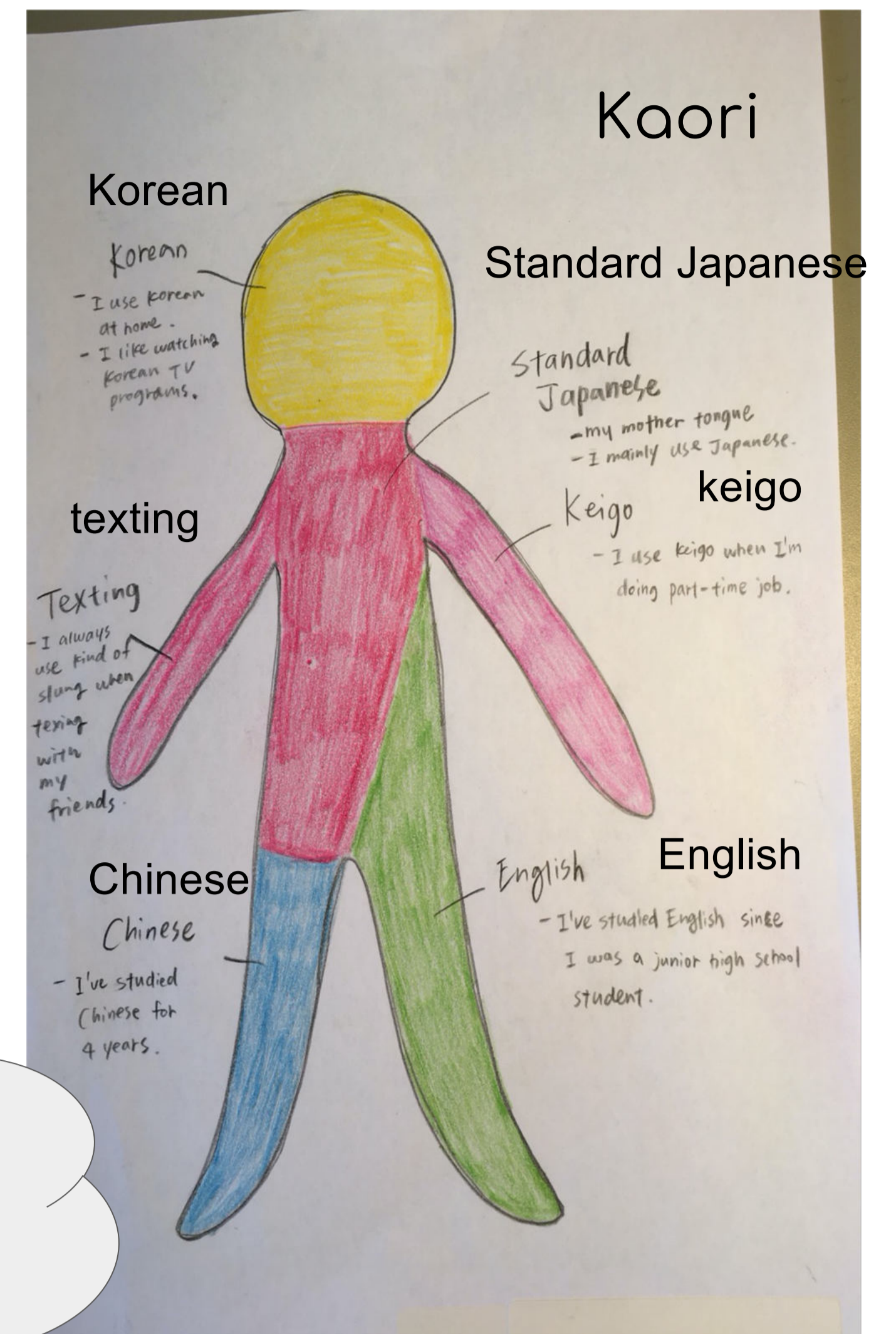
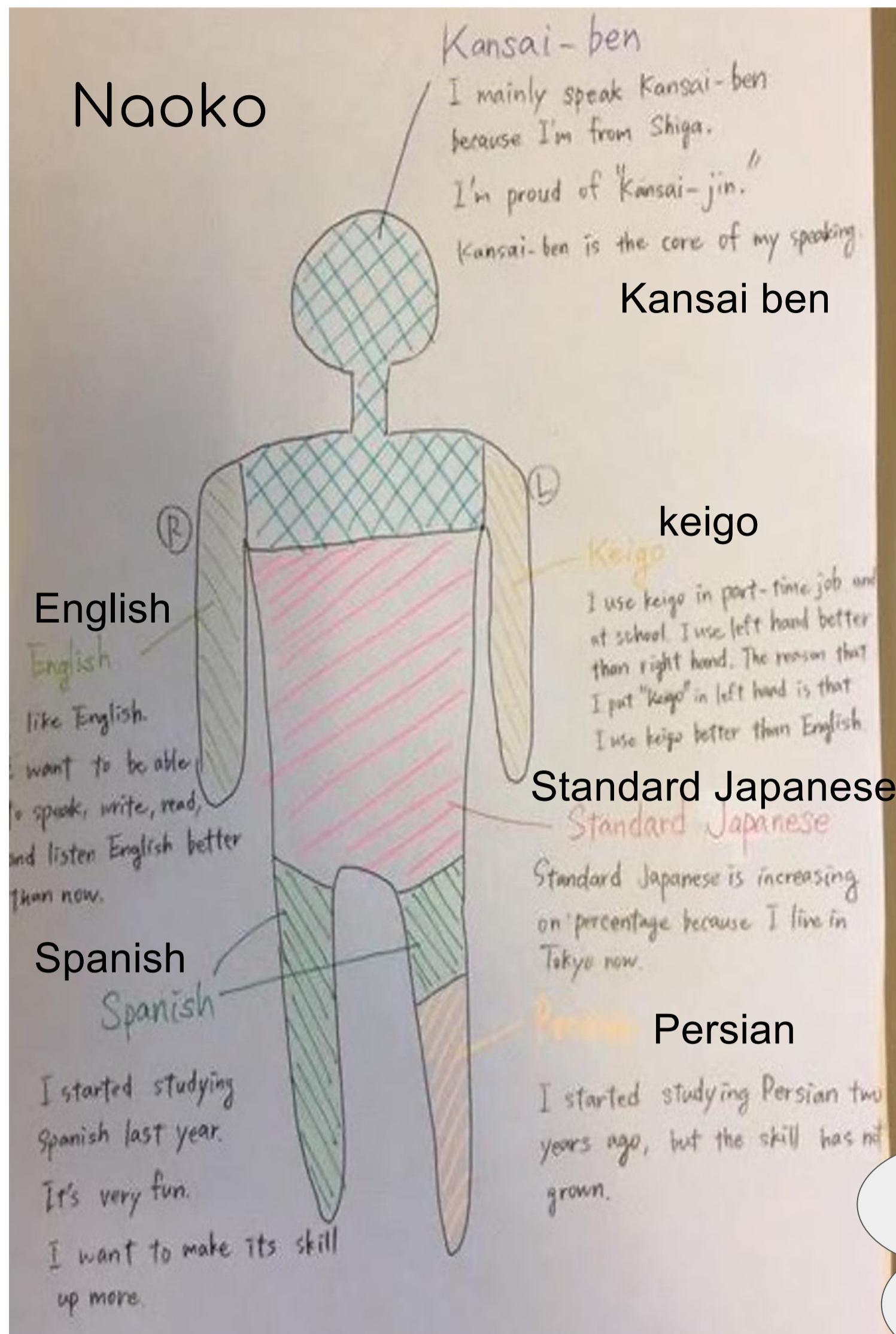
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**Initial language portraits to represent each student's linguistic repertoire at the start (September 2019) of a team-taught "rotation" general course on *Multilingual Issues in a Globalizing World***

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

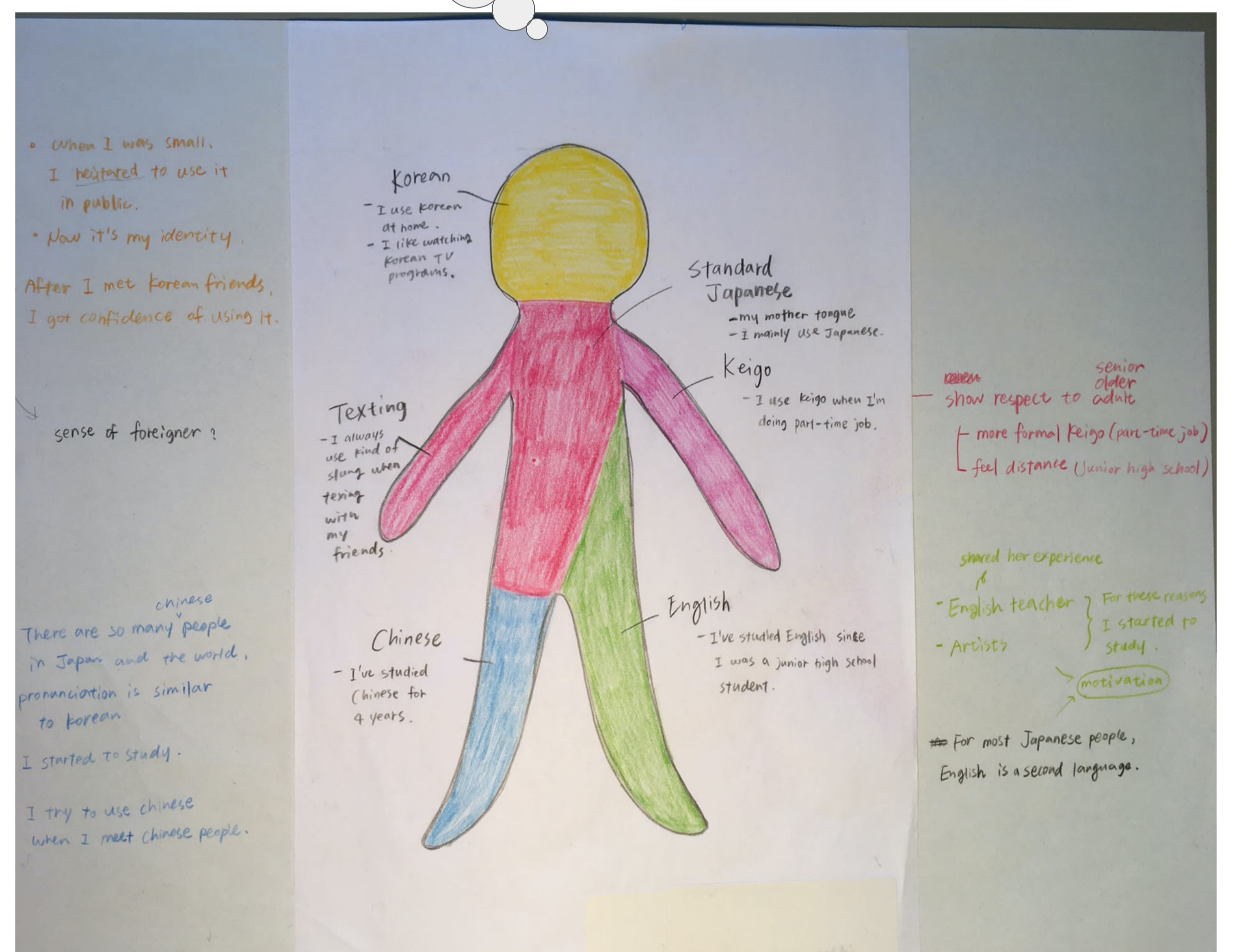
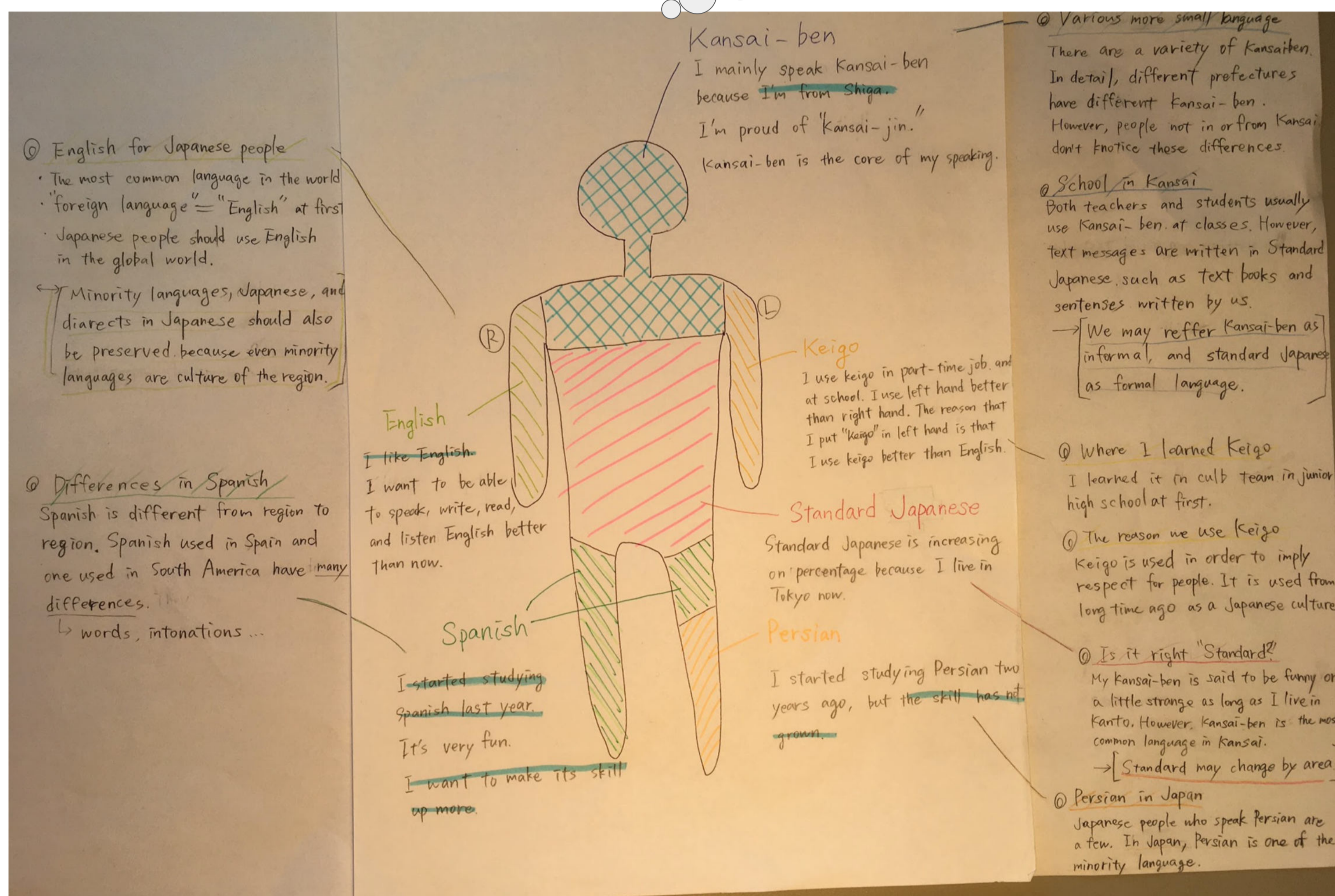
**Extended language portraits at the end of the interview about the student's individual language experiences, practices, and perspectives, & issues in society they see as particularly significant in relation to their own language biographies/linguaged lives**

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



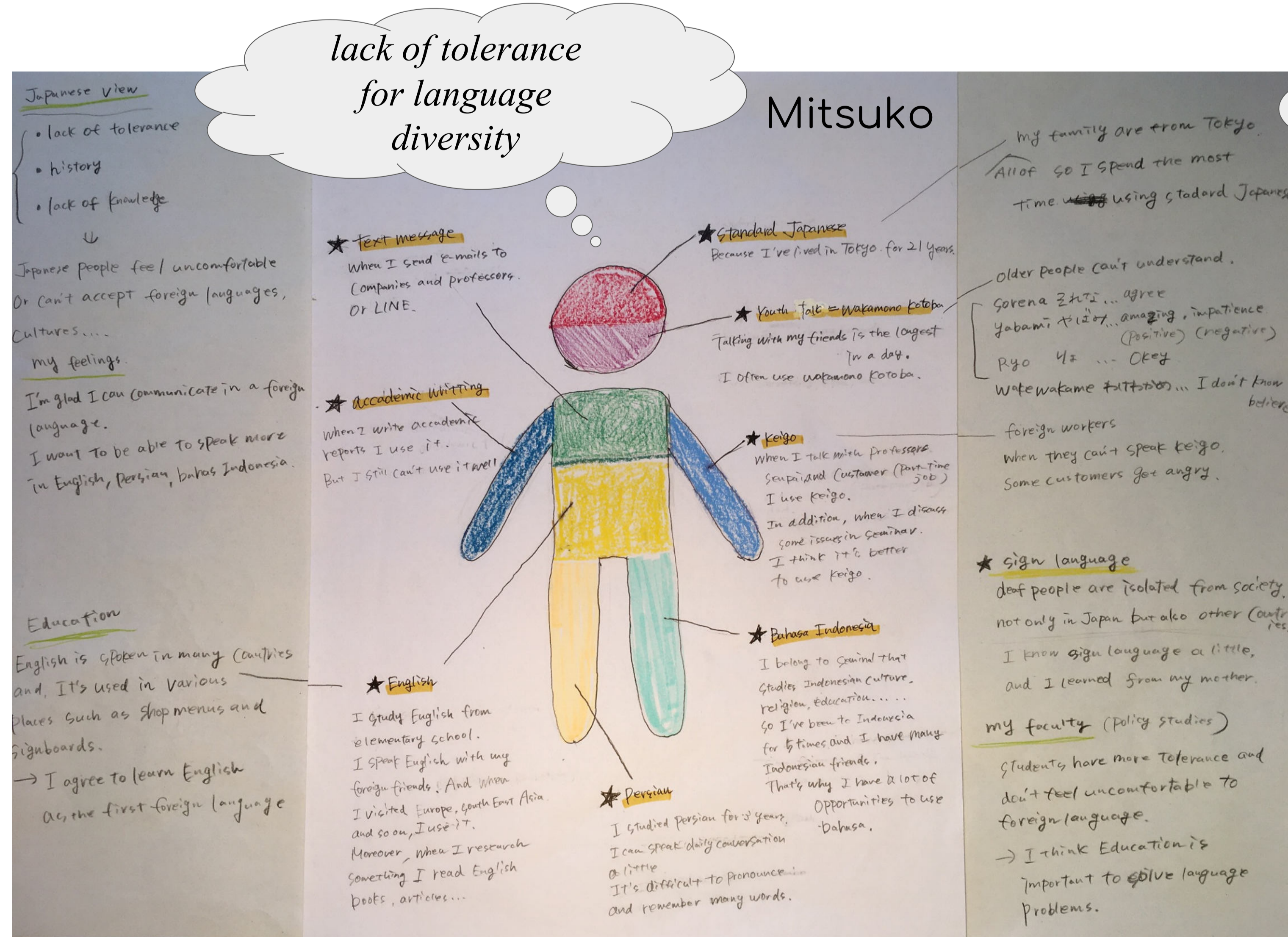
"Kansai-ben is the core of my speaking" / diversity of minority varieties not recognised by the majority / Shiga-ben / feels her own identity is not heard or seen

limited places & spaces for using Korean / seeking normality / "now it's my identity" / but doesn't feel she can speak Korean freely in public



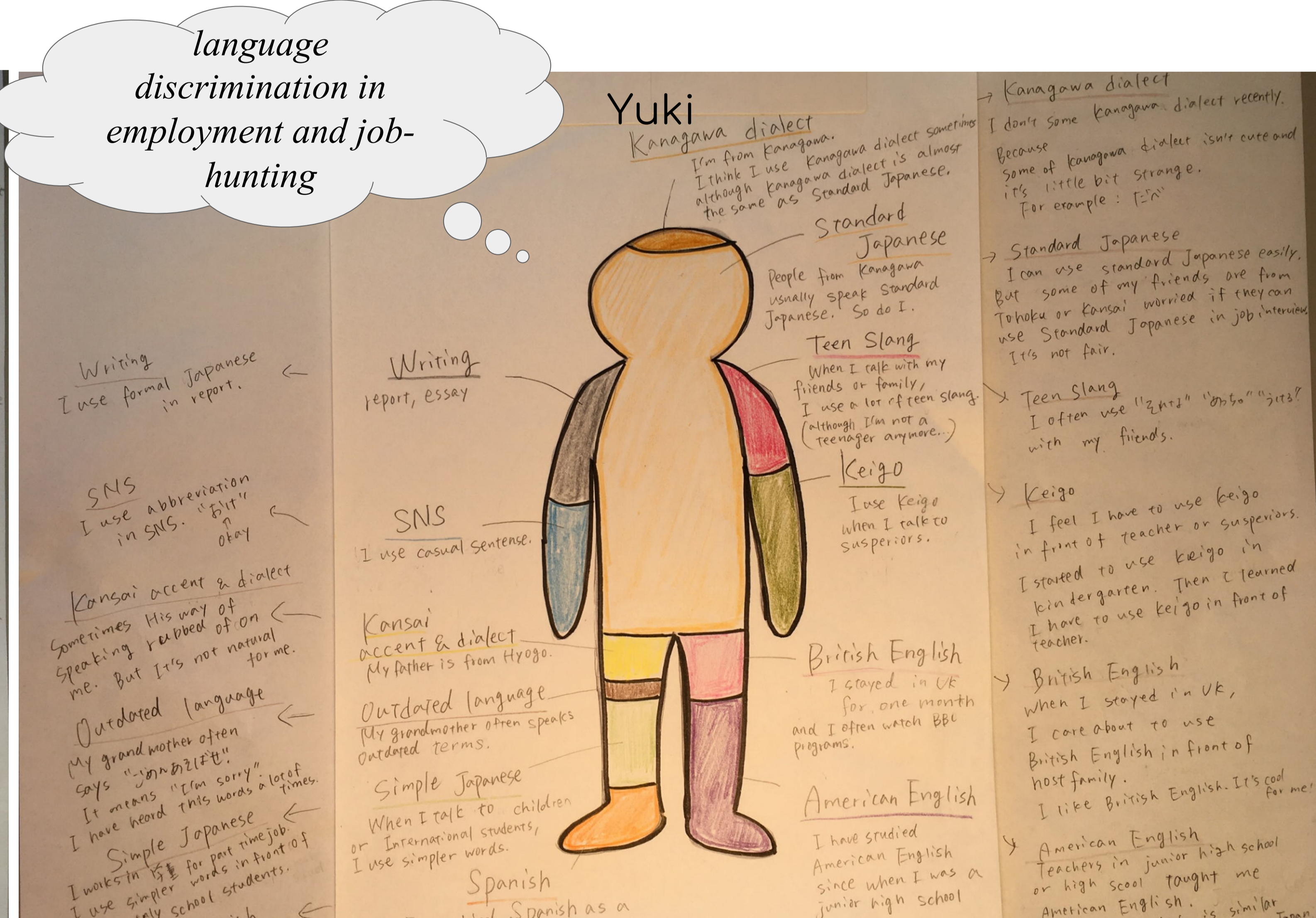
## Some changes in the 2020 course

- (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).



lack of tolerance for language diversity

language discrimination in employment and job-hunting



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