

**Whose language?
Whose culture?
Whose communities?**

Some critical reflections of a language teacher

Junko Mori

Dept of East Asian Languages and Literature
University of Wisconsin-Madison

Who am I?

- Korean language learner (1 year in the 90's)
- Japanese language teacher (20 years)
- Applied linguistics researcher
 - Grammar and interaction
 - Classroom discourse
 - Intercultural communication
 - Center for Advanced Language Education and Research
- Department chair (2 yrs.)

1990

2010

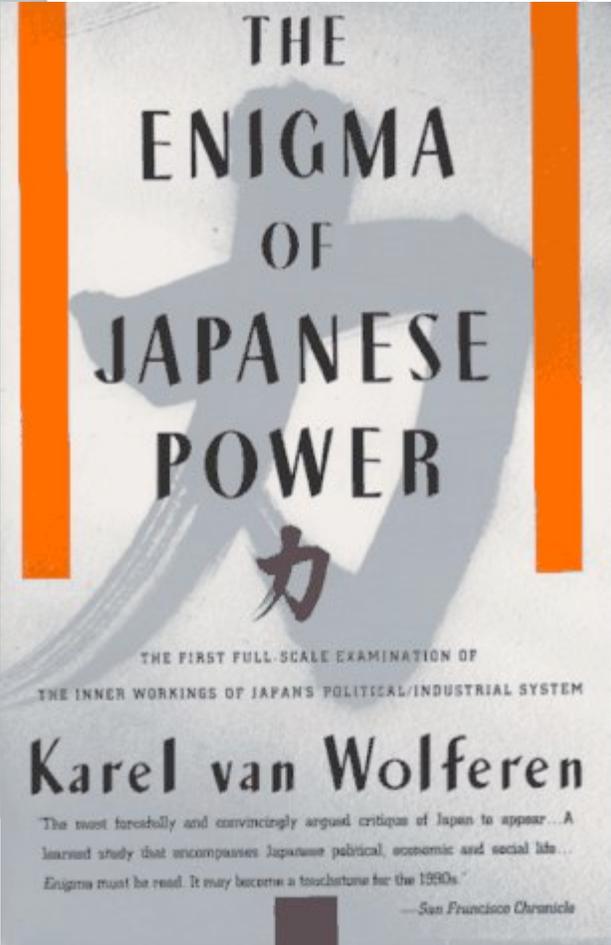
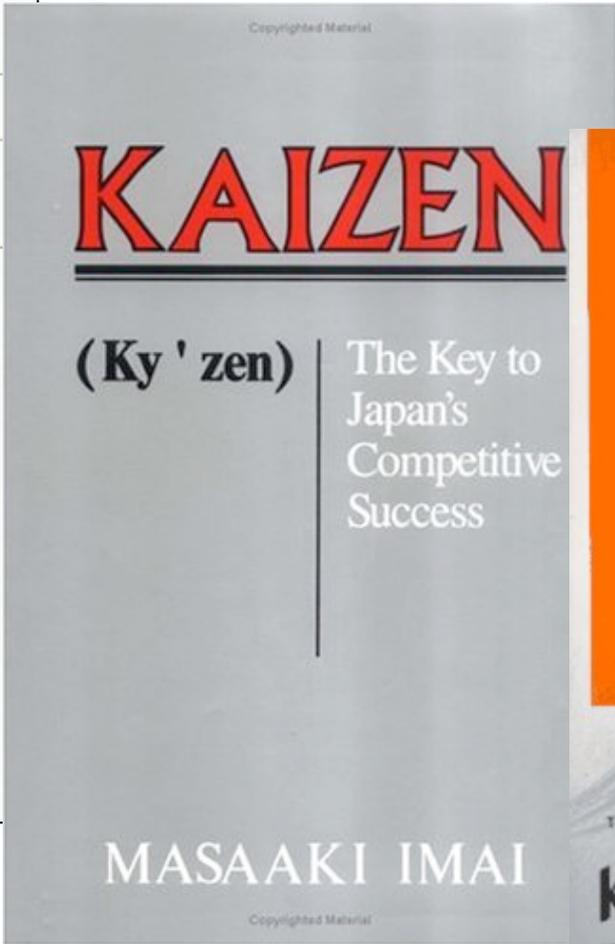
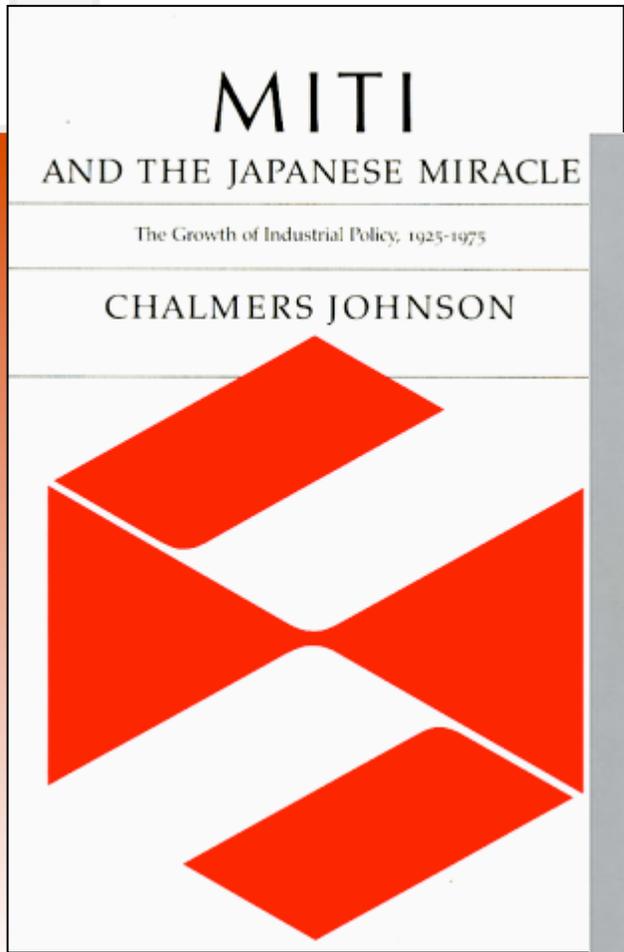
Who was/am I?

- Teaching Assistant
- International student
- 20 something

- Professor
- US resident
- 40 something

Who were/are my students?

- Extrinsic, career related motivations



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Who were/are my students?

- Extrinsic, career related motivations

- Intrinsic motivations based on their interest in popular culture

The slide features a decorative border composed of several elements: a dark red horizontal bar at the top left, a light orange horizontal bar at the top right, a vertical orange-to-white gradient bar on the left side, and a vertical white-to-orange gradient bar on the right side. A thin grey line forms a frame around the central content area. In the center of this frame is a large, solid black rectangle. The title 'Manga & Anime' is positioned above this rectangle.

Manga & Anime

1990

2010

Who was/am I?

- Teaching Assistant
- International student
- 20 something

- Professor
- US resident
- 40 something

Who were/are my students?

- Extrinsic, career related motivations
- Primarily domestic students with limited experiences abroad

- Intrinsic motivations based on their interest in popular culture
- Increasing number of international students

“Boys over Flowers”



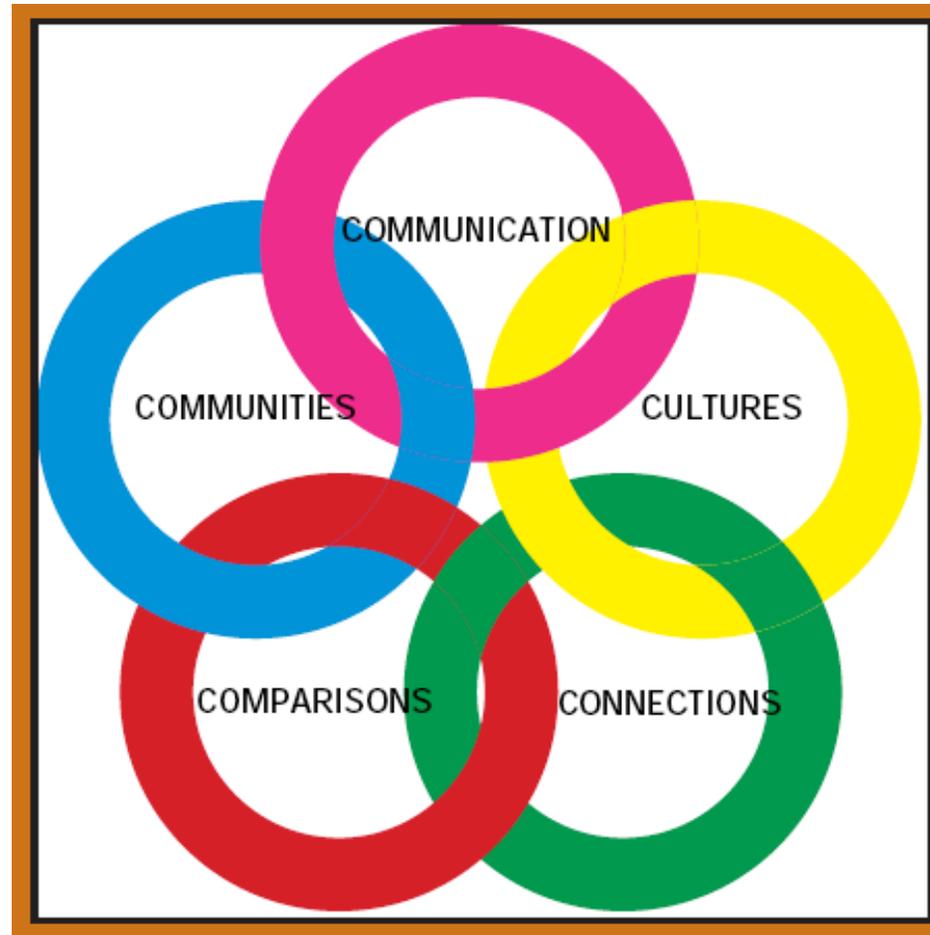
Questions

- What kind of language and culture should be represented in the language classroom and how?
- How should I position myself in my students' learning experience?
- What other communities outside of the classroom does each of us belong to, or imagine to be part of?
- How can we effectively link what is happening outside of the classroom to what we do in the classroom?

The National Standards for Foreign Language Learning

Language and communication are at the heart of the human experience. **The United States must educate students who are linguistically and culturally equipped to communicate successfully in a pluralistic American society and abroad.** This imperative envisions a future in which ALL students will develop and maintain proficiency in English and at least one other language, modern or classical. Children who come to school from non-English backgrounds should also have opportunities to develop further proficiencies in their first language.

The National Standards for Foreign Language Learning



Advanced Placement Japanese Language and Culture



JAPANESE LANGUAGE AND CULTURE

Course Description

Critics' comments

“The Standard’s real limitation and hindrance to implementation” is “the framework’s conceptual tools, even when they are understood as a heuristic and presented as interrelated, **leave unaddressed how they would provide a foundation on which curricular articulation for the development of L2 cultural and content knowledge in the second language can be built.**”

(Byrnes 2008: 107)

Critics' comments

“It is commonly believed that the Standards reinforced and helped **advance approaches to communicative language teaching as the dominant pedagogical framework of the mid-1990s**... But Abrate (1998: 24) looked at consensus in another way: **rather than consensus toward a new direction**, she suggested that the consensus behind the Standards was **a reflection of the current practice.**”

(Magnan 2008: 351)

Critics' comments

“Most institutions are still teaching standard national languages according a 19th-century modern view of language as a structural system with rules of grammatical and lexical usage, and rules of pragmatics reified to fit the image of a stereotyped Other. **The 21st century** is all about meaning, relations, creativity, subjectivity, historicity and the trans- as in **translingual and transcultural competence.**”

(Kramersch 2008: 405)

Foreign Languages and Higher Education: New Structures for a Changed World

“The language major should be structured to produce a specific outcome: educated speakers who have deep **translingual and transcultural competence**... In the course of acquiring functional language abilities, students are taught **critical language awareness, interpretation and translation, historical and political consciousness, social sensibility, and aesthetic perception.**”

(MLA Ad Hoc committee chaired by
Mary Louis Pratt, 2007)

Foreign Language Departments in American Higher Education

- Language curriculum ↔ Literature curriculum
- Language instructors in non-tenure-track positions ↔ Literature professors in tenure-track positions
- The MLA 2007 report recommends FL departments to replace the two tiered language-literature structure with a broader and more coherent curriculum.

Cultures

Gain Knowledge and Understanding of Other Cultures

Standard 2.1: Students demonstrate an understanding of the relationship between the **practices** and **perspectives** of the culture studied.

Standard 2.2: Students demonstrate an understanding of the relationship between the **products** and **perspectives** of the culture studied.

Danger of presenting overgeneralized, simplistic, and essentialized views of culture.

Comparisons

Develop Insight into the Nature of Language and Culture

Standard 4.1: Students demonstrate understanding of the nature of language through **comparisons of the language studied and their own.**

Standard 4.2: Students demonstrate understanding of the concept of culture through **comparisons of the cultures studied and their own.**

Resulting activities may promote binary oppositions between the Self and the Other.

Communities

*Participate in Multilingual Communities
at Home & Around the World*

Standard 5.1: Students uses the language both **within and beyond the school setting.**

Standard 5.2: Students show evidence of becoming **life-long learners** by using the language for **personal enjoyment and enrichment.**

But what kinds of communities? – Monolingual?
Multilingual? Physical? Virtual?

Connections

Connect with Other Disciplines and Acquire Information

Standard 3.1: Students reinforce and further their **knowledge of other disciplines** through the foreign language.

Standard 3.2: Students acquire information and recognize the **distinctive viewpoints** that are only available through the foreign language and its cultures.

Postmodern understandings of culture in many scholarly fields – *diverse, dynamic, and fluid*

Communication

Communicate in Languages Other Than English

Standard 1.1: Students **engage in conversations**, provide and obtain information, express feelings and emotions, and exchange opinions.

Standard 1.2: Students understand and **interpret** written and spoken language on a variety of topics.

Standard 1.3: Students **present** information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

Focus on instrumental skills -- Link to the other Cs?

Not teachers of a linguistic code but teachers of meaning

“... we teach our students less the ability to exchange information precisely, accurately, and appropriately in monolingual conversations with speakers of standard national languages, but, rather, that we develop in them a much more flexible capacity to read people, situations and events based on a deep understanding of the historical and subjective dimensions of human experience.”

(Kramsch 2008: 391)

Summary

- Language teachers should engage in the same kind of critical reading that we should promote among our students when reading a document like the Standards.
- The document should be read in the social, historical, and political contexts in which it was developed, and should continue to be reinterpreted, revised, or refined vis-à-vis changing contexts surrounding us.

Language in Japanese Society

- Readings/Class discussion – in English
- Topics
 - Intercultural Communication
 - Language ideology and policy
 - Honorifics / Dialects / Language and Gender
 - Language and Identities
 - Language and technology
 - English in Japanese society
- Prerequisite – 1st Year Japanese

Assignments

- Weekly participation in online discussion
 - Reflect on readings and class discussion.
 - Introduce relevant examples.
 - Comment on each other's posting.
- Group Project 1: Ethnographic Interview
 - Interview a Japanese speaker.
 - Explore the informants' experiences and perspectives vis-a-via the reading assignments.
- Group Project 2: Translation analysis
 - Select a short segment of any genre of materials.
 - Analyze the original text and its translations.

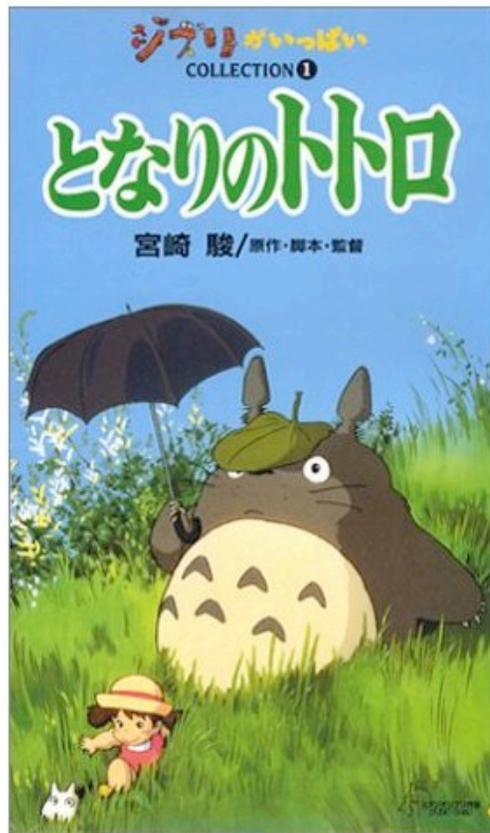
Translation Analysis (Ex.1)

크레용 신짱

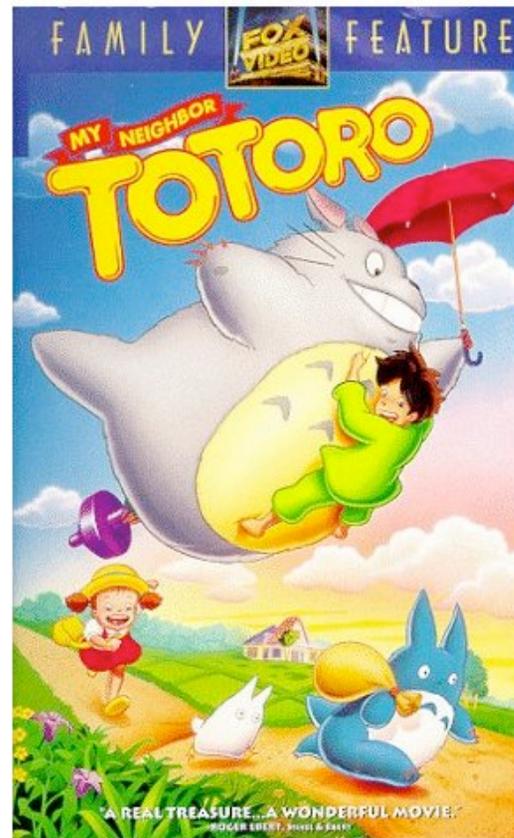


Translation Analysis (Ex.2)

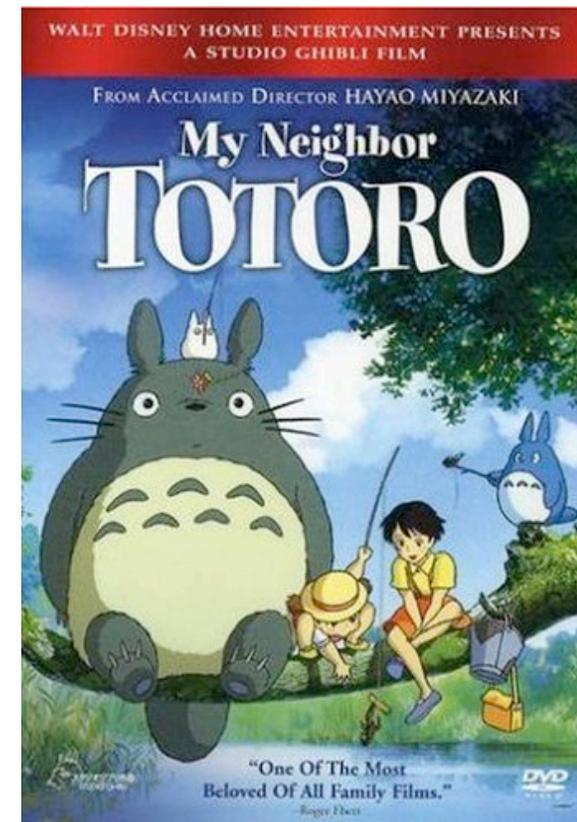
1988♪



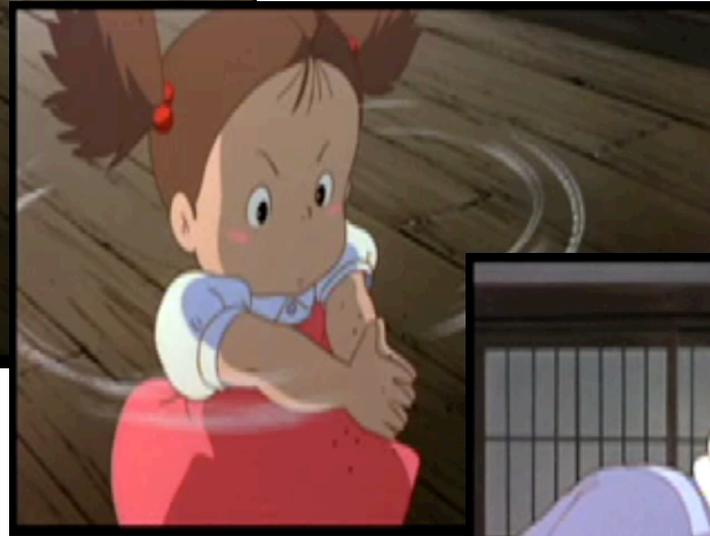
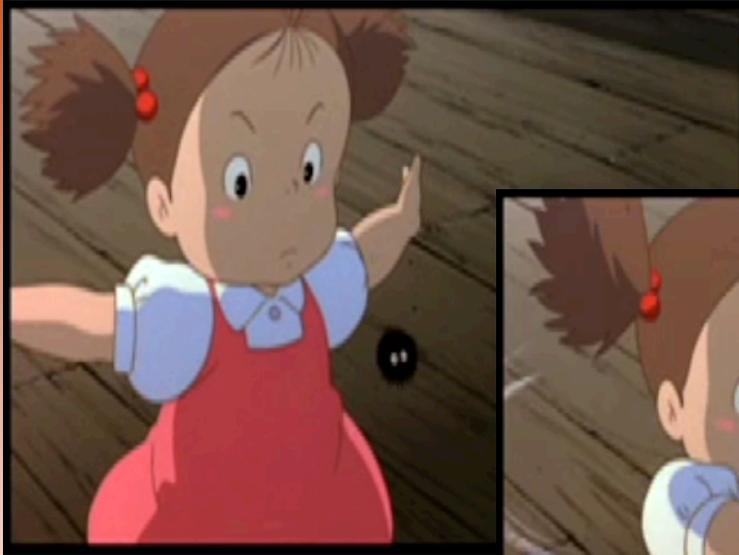
1993♪



2006♪



Selected Scene



Focal Utterances

そうか、あんたらにもみえたんけえ。

Soo ka, antara ni mo mieta n kee.

(Is that so? You also can see them)

....

ニコニコしとればわるさはしねえし、

いつの間にかいねくなっちまうんだ。

Nikoniko shitoreba warusa wa shinee shi,

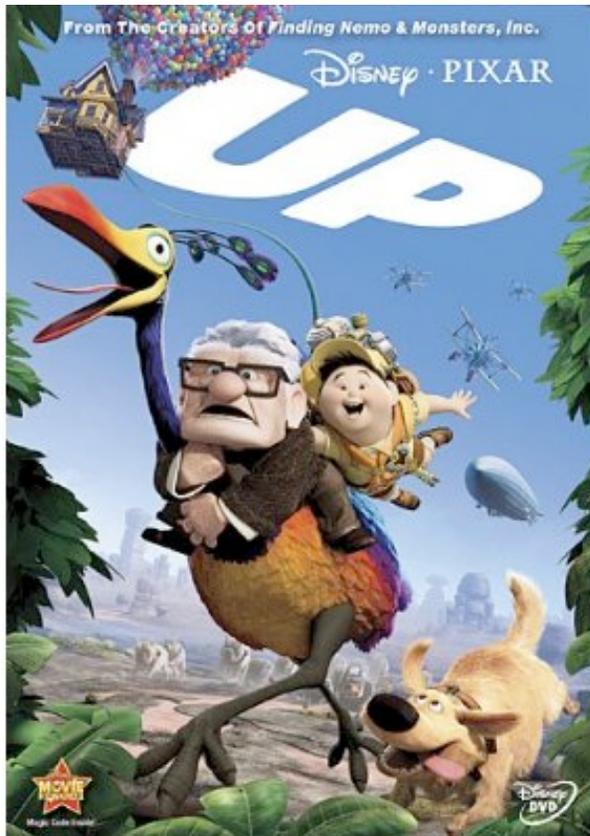
itsunomanika ineku natchimau n da.

(If you keep smiling, they don't do anything bad, and they will disappear without your noticing it.)



2006 Sub	2006 Dub	1993 Sub	1993 Dub
Now you can too, huh?	That's very interesting.	That you two are able to see them makes me very glad.	That the two of you are both able to see them makes me very glad.
If you keep smiling they'll soon leave the house.	If they decide you're nice people they won't harm you! And after a while they just go away.	If we keep smiling , the sprites may gradually go away and leave this place alone.	If we all keep smiling the sprites may gradually go away and leave this place alone.

Translation Analysis (Ex.3)



Up!♪

<http://www.youtube.com/watch?v=pkqzFUhGPJg>♪



カールじいさんの空飛ぶ家♪

<http://www.youtube.com/watch?v=hUuM5IGWgoE>♪

Concluding Remarks

- How could we balance the development of functional language abilities and critical language awareness, interpretation and translation, historical and political consciousness, social sensibility, and aesthetic perception?
- What kind of roles should those who are trained in language education, linguistics, and second language acquisition play in this development?

Teaching Japan:

Pedagogical Possibilities in U.S. Higher Education

- DePaul University, October 29-30, 2010
 - Successful (or, at least, informative) experiments with non-traditional or unconventional course topics, course structures, classroom practices, uses of technology, etc.
 - The need (or not) for bridging the language and "content" course divide.
 - Ideas for or experiences in incorporating cultural analysis in beginner language courses and/or ideas for or experiences in incorporating foreign language material in other than language courses