

International Symposium

Development of Academic Language in Multilingual Environments

- Old and New Issues in Immersion Education -

Date and Time: March 24, 2011 (Thursday) 1:00PM – 6:00PM

Place: Kyoritsu Women's University, 3 gokan building, room 610 (please see the information on the last page) 3-27 Jimbocho Kanda, Chiyoda-ku Tokyo

With the advancement in globalization, children growing up in multilingual environments are also increasing in Japan. In this symposium, we are organizing lectures on "Development of academic language in multilingual environments" by researchers and educators who are active in the front lines of immersion education. In addition, there is an increasing tendency of children with developmental disorders who grow up in multilingual environments, thus needs towards support and research are increasing. We would like to make this symposium an opportunity to exchange opinions on language development and difficulty of children in these environments. We look forward to your participation.

Program

13:00-13:10	Introduction – Dr. Manabu Oi (Professor, Kanazawa University)
13:10-14:40	Lecture 1 – Dr. Kazuko Nakajima (Professor Emerita, University of Toronto)
14:40-15:40	Lecture 2 – Dr. Atsuko Koishi (Professor, Keio University)
15:40-16:00	Break
16:00-17:30	Lecture 3 – Dr. Marion Friebus-Flaman (Principal, Dooley Elementary School)
17:30-17:50	Q & A
17:50-18:00	Closing – Dr. Manabu Oi

Application due date: March 19 (Saturday)

Open to first 200 applicants

How to apply

Fee for handouts/materials: 2000 Yen (1000 Yen for university students and graduate students)

Please apply via e-mail. Please send an e-mail with the following: 1) Your name 2) Affiliation 3) "I would like to participate in Development of academic language in multilingual environments" to the address below.

[bilinqualdevelopment@gmail.com](mailto: bilinqualdevelopment@gmail.com)

We will send a confirmation e-mail upon receiving your e-mail.

*The above fee is for those who register in advance. The fee for those who attend without registering is 3000 Yen.

Host: Research Center for Child Mental Development,
Kanazawa University

Co-host:

-Center for Research in International Education, Tokyo
Gakugei University

-RISTEX Project "Autism friendly society: Exploring the
balance between symbiosis and treatment"

-Research Association for Multilingual Development,
Education and Intervention

Support: Kyoritsu Women's University Development
Consultation and Support Center

Organizers: Manabu Oi (Kanazawa University)

Keiko Gondo (Kyoritsu Women's University)

Tomoko Matsui (Tokyo Gakugei University)

Symposium lecture overview

Lecture 1 “Language Minority Students and Immersion Education”

Prof. Kazuko Nakajima

Professor Emerita, University of Toronto; Founding President & President Emerita of Canadian Association for Japanese Language Education in Canada; Currently President of Mother Tongue, Heritage Language, and Bilingual Education ((MHB) Research Association in Japan

Immersion education which started in Canada in 1960s is a school environment in which over 50% of the curriculum is delivered in the child's second or third language. With achievements of over 40 years as an effective method of nurturing additive bilinguals, immersion education is a form of bilingual education currently used in various parts of the world. Would immersion education be an effective school environment that improves academic language proficiency of minority language children such as non-Japanese students in Japan as well? Since the curriculum is delivered in L2 (Japanese) at school, it would appear to be an immersion environment where the child is being “immersed” in Japanese. However, there is no curriculum in L1 (mother tongue) thus there is a risk that the child's mother tongue might regress and be lost, and the child's academic language in the mother tongue might not develop. Acquisition of academic language proficiency in Japanese also tends to be delayed because of this, and as a result, the child becomes a subtractive bilingual (the mother tongue is abandoned and one becomes a monolingual in the local language) in many cases. As ways to nurture academic language proficiency in one's mother tongue as well as in the societal language among minority language students, the presenter will take the examples of heritage language immersion programs in Canada (3 provinces in Central Canada), two-way immersion programs in the United States, and weekend immersion programs called Hoshuu Jugyookoo for educating Japanese school children living abroad.

Lecture 2: ATSUKO KOISHI, Bilingual Education of the Deaf Children

Case Study: Ernest C. Drury School, Canada

For the deaf children, the language they can acquire and use by fully utilizing their perceptual capacities is the sign language. In Japan, that would be the Japanese Sign Language, whereas in the English speaking part of Canada, ASL (American Sign Language) is used. Linguistically, sign languages are regarded as natural languages with unique grammatical structures that differ from aural Japanese or aural English. That makes the deaf people that use sign languages the linguistic minority in the region they reside. The theme of my presentation is to examine, through the practice of Ernest C. Drury School in Ontario, Canada, how to create the educational environment for such children. In Japan, the oral method still remains as the mainstream of the education for the deaf children and the linguistic environment for sign language is not yet up to the mark. In contrast, at Drury, they practice bilingual education, aiming at having the students

master ASL as their first language while also working on having them master written English as their second language. Needless to say, learning and mastering two languages, one based on visual mode and the other, on auditory mode, is no easy task. I will share with you the video of the actual teaching/learning scenes at Drury. I would especially like to draw your attention to (1) the bilingual education geared to respective development levels of the kindergarten and elementary school children, (2) cultivation of linguistic conscience by using ASL-phabet (grapheme), and (3) the English language education using MVL (Manipulative Visual Language).

Lecture 3: “Educating Bilingual Students with Special Needs in a Japanese-English Dual Language Program”

Marion Friebus-Flaman, Ph.D.

Thomas Dooley Elementary School

Dooley Elementary School is a K-6 public school that houses a Japanese-English two-way immersion program. This program is designed to develop students who are bilingual, bi-literate and bicultural, with approximately half of the students entering Kindergarten as native speakers of English and half of the students entering Kindergarten as native speakers of Japanese. From Kindergarten through 6th grade, half of the curriculum is delivered in Japanese and half in English. Over 200 students participate in this program. Of these students, there are a handful of students who have been diagnosed with cognitive disabilities or ASD/PDD. The presenter will give an overview of the two-way immersion program; then focus specifically on the instructional strategies and supports employed in educating Japanese-English bilingual students who have these special needs. The roles and responsibilities of classroom teachers, instructional assistants, special education resource teachers, and other related services staff will be presented as well as parents' roles and communication between home and school. Video clips of instruction and samples of student work will also be presented.

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**Access to Kyoritsu Women's University (3 gokan building, 3-27 Jimbocho Kanda, Chiyoda-ku Tokyo)**

**Website: <http://www.kyoritsu-wu.ac.jp/access/kanda/campus.html>**

- 5 minute walk from “Jimbocho” station, exit A1 (Tokyo Metro Hanzomon line, Toei Subway Mita line and Shinjuku line)
- 5 minute walk from “Kudanshita” station, exit 6 (Tokyo Metro Tozai line and Hanzomon line, Toei Subway Shinjuku line)