

Research Faculty of Media and Communication
Hokkaido University Global COE Program (Slavic Research Center)

International Symposium on
Multilingualism:
Perspectives from Europe and Japan

Room 105, 1st floor
Research Faculty of Media and Communication
(North 17, West 8, Sapporo)
Hokkaido University

Monday, 26th of September, 2011

11:00-11:10 **Satoshi Hashimoto (RFMC)**
Introductory remarks

Multilingualism in Europe

11:10-12:30 **Vít Dovalil (Charles University Prague)**
Equality of languages as an ideology in the European political and legal discourse

This presentation on the ideological issue of the equality of languages in the European Union is structured in four steps. First, it clarifies the conceptual basis. After an explanation of how 'ideology' is used, the crucial question is raised - in which sense can languages be viewed as equal? The structural-anthropological and the sociolinguistic perspectives are considered in this point. Third, several selected examples of the language policy/planning discourse are analyzed in which the European institutions espouse language equality. Finally, a dispute taken to the European Court of Justice in Luxembourg, the subject of which was the issue of the equality of languages, is analyzed.

12:30-14:00 Lunch

14:00-15:20 **Marián Sloboda (Charles University Prague)**
Bilingualization of public signage in Europe: Advocacy coalitions and language policy processes in Croatia, Czechia, Hungary and Wales

Contemporary European societies aim to support their minority languages also by displaying them in public signage, i.e. on signs placed by public organizations and public service providers. However, these processes of bi- or multilingualization of signage proceed in various ways,

are initiated by various social actors and meet with various degrees of acceptance and resistance in different parts of Europe. In order to explain the differential development in four traditionally bilingual, but otherwise diverse locations, the study presented in this lecture has combined two theoretical frameworks – Language Management Theory, coming from applied linguistics, and Advocacy Coalition Framework, coming from political science – suggesting thus also a new way of language policy analysis.

15:20-15:50 Afternoon break

Multilingualism in Japan

15:50-16:35 **Kylie Martin (RFMC)**
Mapping the Ainu sociolinguistic ecologies: the relationship between language learning, pride and self-identity amongst Kantō Ainu

The Ainu language is currently in a state of socio-linguistic revival as Ainu people begin to re-learn their ancestral language in classrooms throughout Japan. In the Kanto Ainu community (Greater Tokyo), there appears to be a strong desire to learn the language, and attendance at language classes is slowly increasing. The Kanto Ainu population is now estimated to be around 5000, which accounts for approximately 17% of the overall official Ainu population of Japan. In this presentation, two case studies will be discussed to better understand those linguistic and non-linguistic factors which have affected the desire to learn and use this endangered language within the urban Ainu community of Tokyo.

16:45-17:30 **Nicolas Jegonday (RFMC)**
The Common European Framework of Reference for Languages and the foreign language learning context in Japan

In 2001, the Council of Europe published the Common European Framework of Reference for Languages (CEFR). This framework represents a landmark policy in the history of language teaching within Europe. For the first time, it provides clear parameters to the various actors involved in language learning and teaching for common baseline evaluation of language classroom practice at six different levels. This framework also allows for interesting didactical orientations to be adopted, which can be connected to the communicative approach with an emphasis on action-oriented teaching. In other words, the language-user is viewed as a social actor who develops skills and knowledge while attempting to achieve different goals. In this presentation, I will introduce some of these new elements contained within the CEFR and relate them to the current European context. I will then try to connect this change in European language teaching policy to the Japanese context in an attempt to question the idea of a “Japanese specificity” in foreign language learning.

17:30-18:00 **Final discussion**