

Upon listening to the panel presentation...

Yoko Tateoka (Waseda University)

<Olga Vasquez>

- LCM = social education practice, the blending of practice and research = for social change
- LCM: improvement of grades + identity (re)construction
- macro & micro levels, learning by the supporter & by the supported

<Miwa Takeuchi>

- how can we support linguistic minorities in the classroom? → make use of all the resources
- how do we draw out the resources of the various "others"? → the ability of the supporter (teacher)?

• what can be learned from the example of multilingual North America?

■ points for discussion

- what should the supporter (volunteer, teacher, researcher, administration) do? → going beyond the simple dichotomy
- the connection between looking closely at the individual and positioning oneself within society

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CEFR

(Common European Framework of Reference for Languages)

- guidelines used to describe achievements of learners in foreign languages across the EU
- main aim: to provide a method of assessing and teaching which applies to all languages of Europe
- published in 2001, subsequently translated in more than 35 languages
 - ⇒ cf. Japan: Japan Foundation Standards

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Plurilingualism

• concept introduced by the Council of Europe

- Plurilingualism ⇔ Multilingualism
- Pluriculturalism ⇔ Multiculturalism

• [...] he or she [...] rather builds up a communicative competence to which all knowledge and experience of language contributes and in which languages interrelate and interact. [...] a person can call flexibly upon different parts of this competence to achieve effective communication with a particular interlocutor. (CEFR 2001:4)

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Plurilingual competence

• plurilingual competence: an ability to communicate in more than one language in order to meet his daily communication needs. (Coste et al. 1997: 21)

- ⇒ understands partial competence in a positive manner
- ⇒ does not start from the premise that the learner should acquire an ability like that of the "ideal native speaker"
- ⇒ **the role of the mediator** becomes very important
 - not a unidirectional translation from L1 to L2 or from L2 to L1, but a multi-layered simultaneous coexistence

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Topics for future analysis (From the perspective of Japanese language education)

- support in the field ⇒ going beyond the simple dichotomy
 - creating situations where the learner can choose flexibly between several languages
 - ⇒ importance of the existence of the mediator
 - ⇒ identifying situations where mediation is necessary
 - mediation: a community in which the supported becomes simultaneously a supporter
 - ⇒ all individuals as mediators (not opposition, but simultaneous coexistence)
- human resources development
 - training of mediators (global human resources?)
 - the ability to understand and cooperate with the different "other" ⇒ from "language" education to "human resources" education
- Questions
 - how to create an environment where mediation can be made full use of?
 - training of mediators?

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