

For Citation:

Miyazaki, Yasushi (2017) Language policy and the media in educational context in Japan: aspiring the era of social inclusion and diversity. In: Reinelt, R. (ed.) (2017) From active learning to optimizing in new FL teaching and learning. Rudolf Reinelt Research Laboratory EU Matsuyama, Japan, p. 97 – 121.

Language policy and the media in educational context in Japan: aspiring the era of social inclusion and diversity

Yasushi Miyazaki, Ph.D.

Postdoctoral Fellow

Graduate School of Policy Studies

Kwansei Gakuin University

The 12th FL Teaching and Research Mini-Conference in Matsuyama

Ehime University, Matsuyama, Japan

23 September 2017

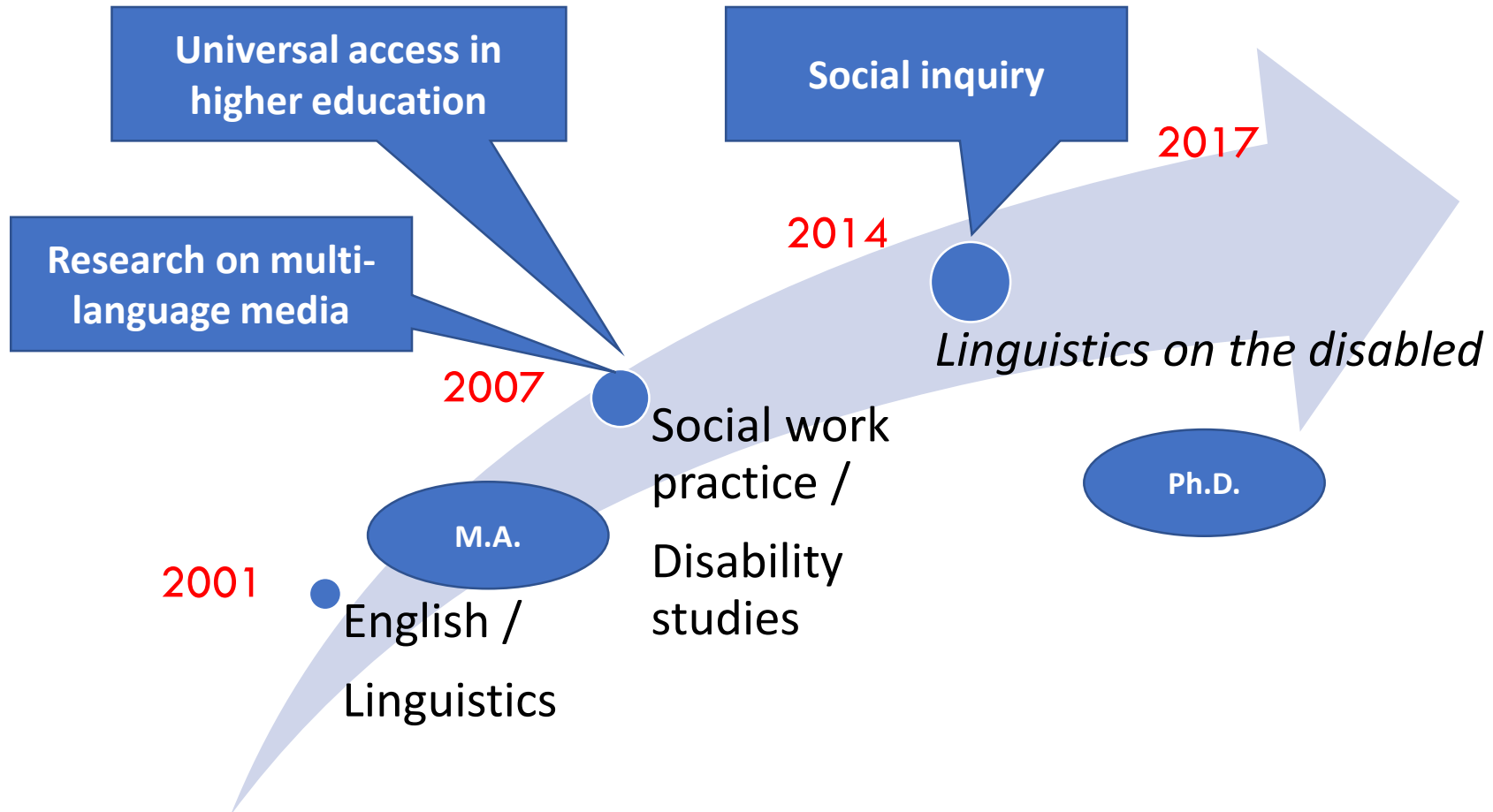
yasushi.miyazaki@gmail.com

Outline

1. Introduction
2. Outline of my research
 - 2.1. Ethnic minorities
 - 2.2. Disability discourse
3. Discussion
4. Implication to language education
5. Conclusion

1. Introduction

My academic career



1. Introduction

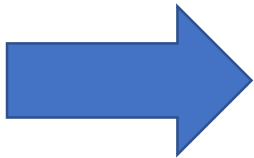
What is critical in language education in Japan?

- International completeness?
- Preparing for Tokyo 2020 Games?
- **Diversification!**

1. Introduction

What *diversification* means?

- ✓ (Possible) Immigration due to labor shortage
- ✓ Internationalization of (especially, higher) education
- ✓ Students with dis/abilities
- ✓ LGBTQ



Dealing with difference

1. Introduction

Definition of language policy

Language Policy

1. Introduction

Definition of language policy

Language Policy



Medium of communication

1. Introduction

Definition of language policy

Language Policy



**Decision and management in
government / enterprise**

1. Introduction

Definition of language policy

Language Policy

“The concept of planning and actions both by private and public sectors for language use in the many kinds of media where people communicate with each other in social contexts.”

(Miyazaki, 2007)

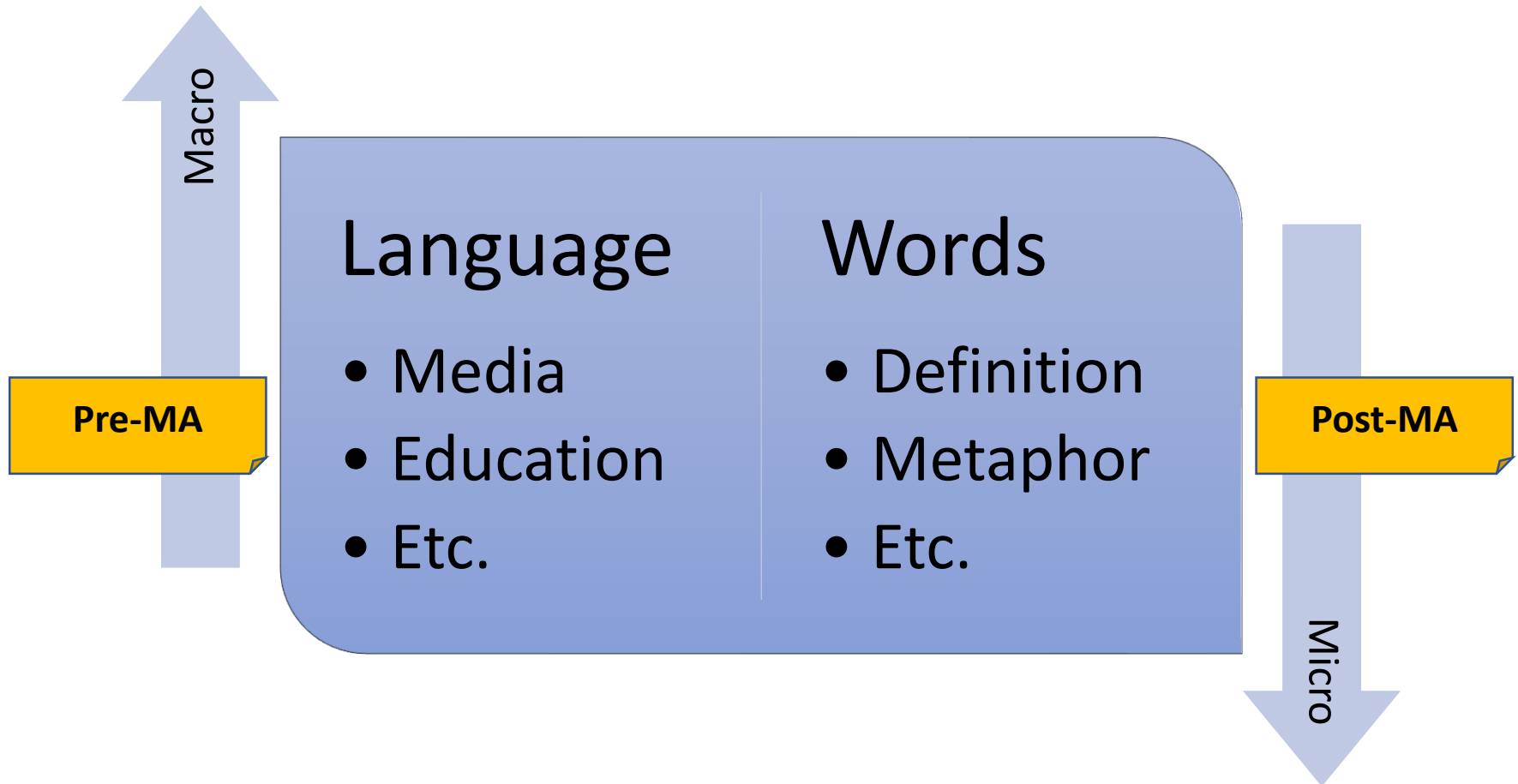
1. Introduction

Example of language policy

- Government
- Language education
- Enterprise
- Broadcasting
- Home

2. Outline of my research

Choice in macro and micro level



2.1. Ethnic minorities (Miyazaki, 2007)

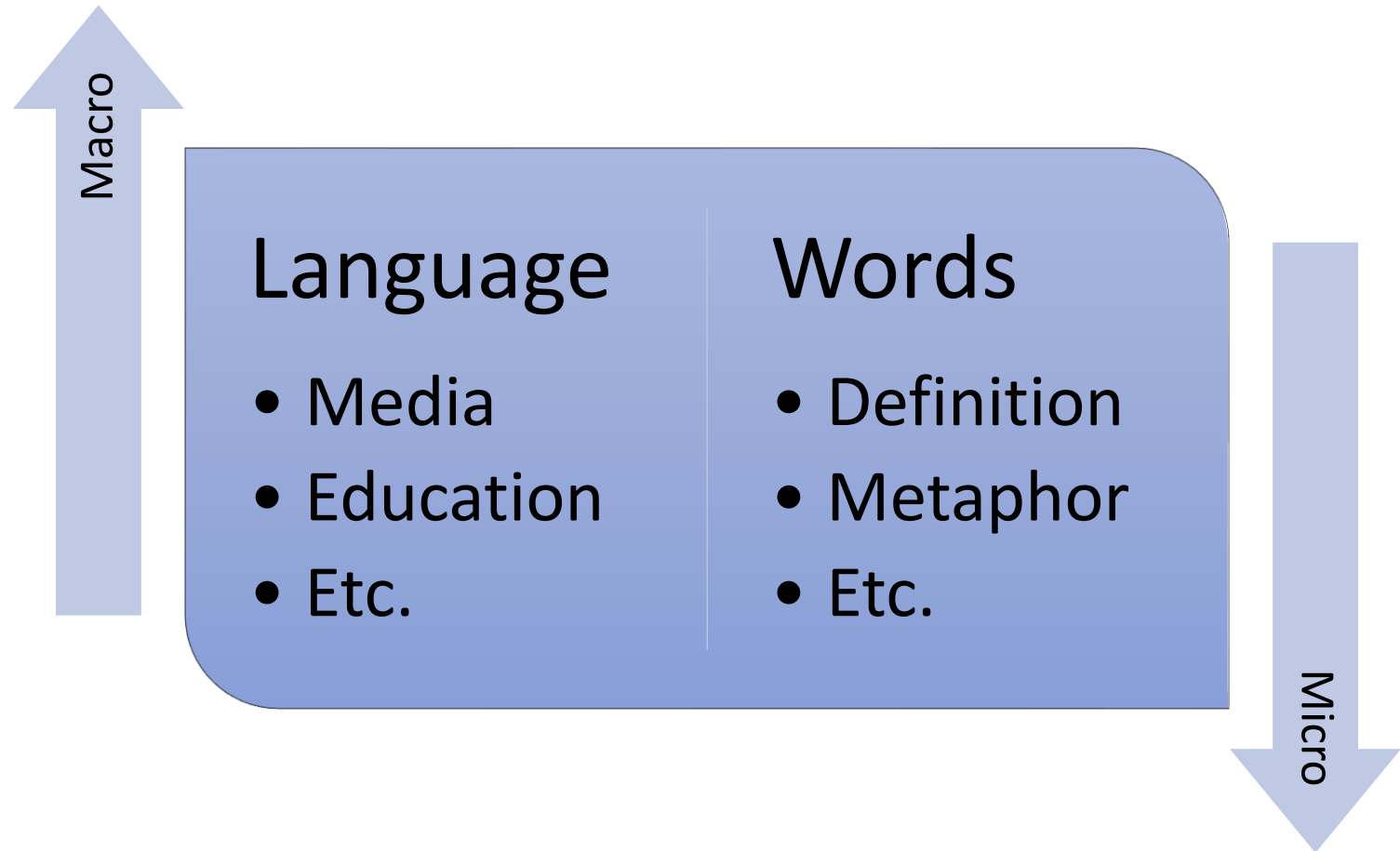
- History of multi-language use on radio in Japan
- Focus on language choice
- Case study on multi-language radio station in Kobe
 - Economic matter
 - Civil society's human network
- Paradigm shift of foreign language use
 - From accessory to medium of communication
 - Cause: The Great Hanshin-Awaji Earthquake in 1995

2.2. Disability discourse (Miyazaki, 2017)

- Combination of qualitative and quantitative methods
 - Critical Discourse Analysis (Fairclough, 1995; 2003; 2013)
 - Quantitative text analysis (Higuchi, 2014; 2016)
- Analysis on five newspapers in Japan
 - Corpora on *Hattatsu Shogai* (developmental disabilities)
 - Source: five major newspapers in Japan
- Findings
 - Correlation of social model and medical model
 - Negation for critiquing *both* ability and society

3. Discussion

Choice in macro and micro level



3. Discussion

Example of *choice*

- Rule of spelling of *shogai* (disability)?
 - 障害
 - 障がい
 - 障碍
 - しょうがい
- Governmental rule is needed?
 - Working team at governmental committee:
 - “This is a matter of person’s identity” (Sugino, 2014)
 - Re-write for overcoming prejudice (Murakami *et al*, 2013)

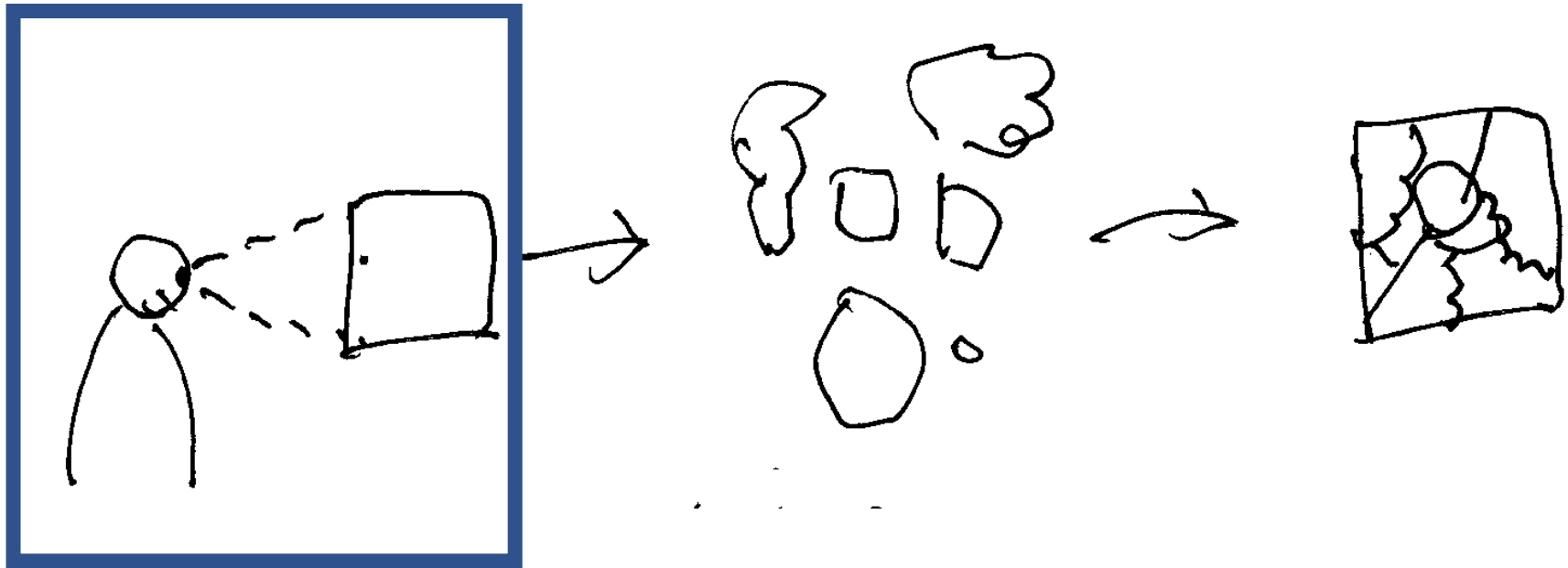
3. Discussion

Divisions in world (in our mind)



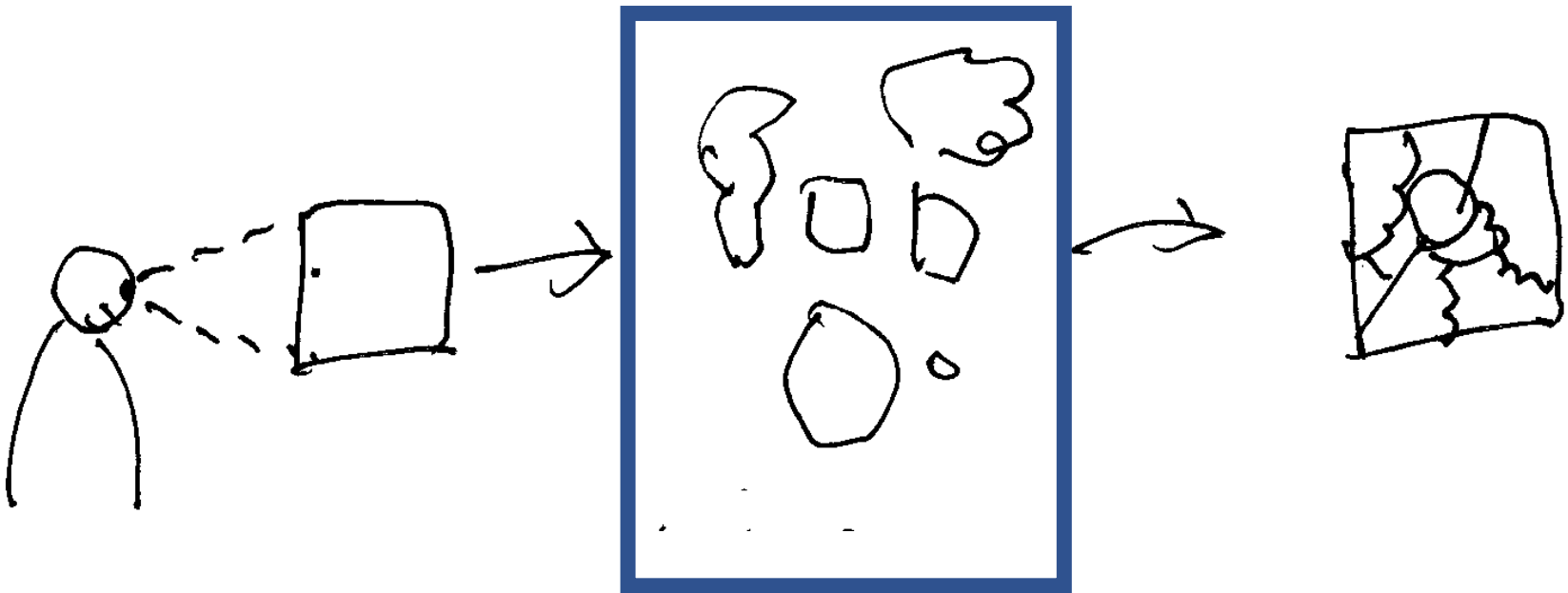
3. Discussion

Divisions in world (in our mind)



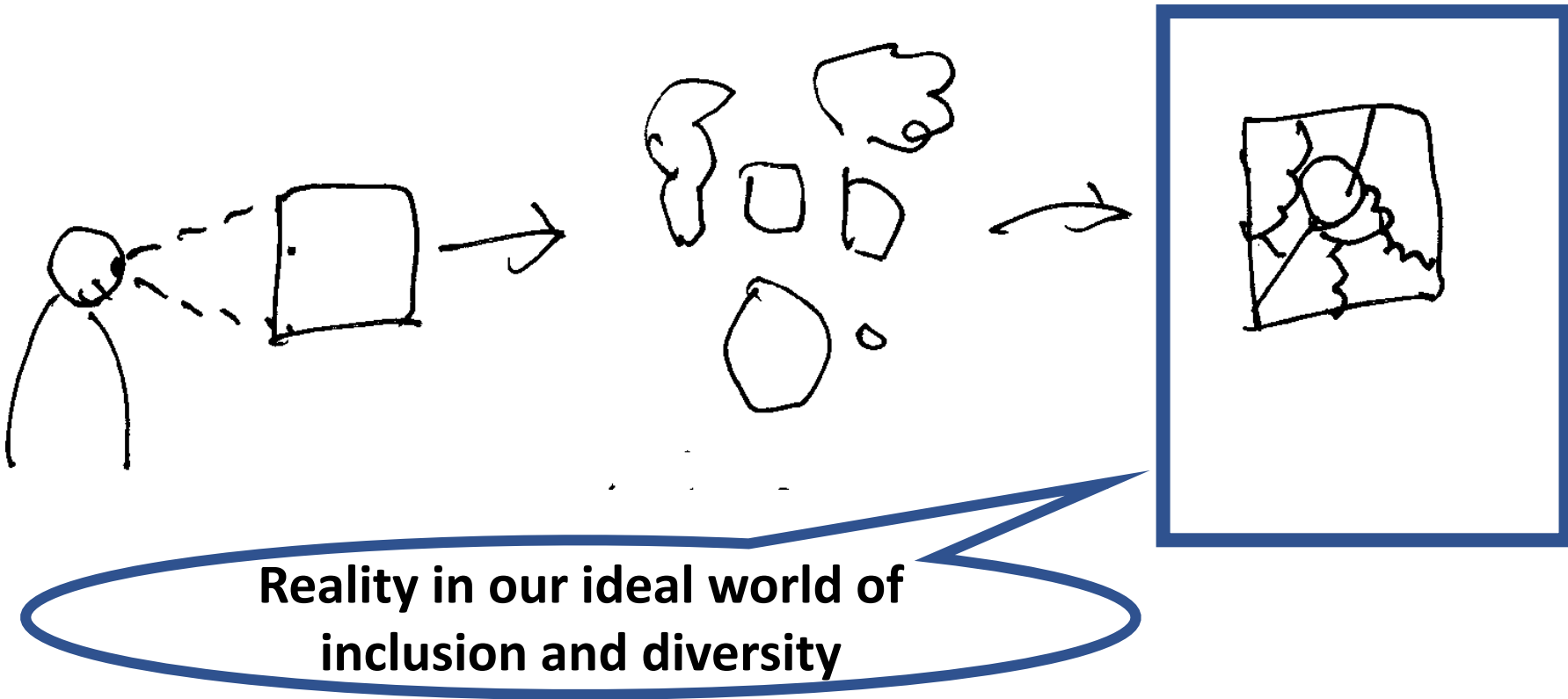
3. Discussion

Divisions in world (in our mind)



3. Discussion

Divisions in world (in our mind)



3. Discussion

Divisions in world (in our mind)

- Suzuki (1973)'s essays on language and culture:
division (with language)
→ Diversity is the consequence of **division**
- Ishigami (2016)'s research on news reporting on
Abe's Okinawa visit: **connection** (with language)
→ Inclusion is the consequence of **connection**

Both are happening in our mind

How teachers let their students realize it?

4. Implication to language education

- Active learning as a trend
→ How shall we use **the media**?



- Possible example:
 - **Macro:**
 - Researching policy documents (e.g. official language, terminology)
 - **Micro:**
 - Field research on linguistic landscape (Landry and Bourhis, 1997)
 - Writing mock news article

5. Conclusion

- Language policy in **broad sense**
- Language policy both on **micro and macro** levels
- Realizing student the realm of **division**
- Active learning by **research** and **production**
- Media as great tool for realizing students **realm of world**
- ...if we use it **actively and effectively** in class

References

- Fairclough, N. (1995). *Critical discourse analysis*. London; New York: Longman.
- Fairclough, N. (2003). *Analyzing discourse: textual analysis for social research*. London: Routledge.
- Fairclough, N. (2013). *Language and power* (2nd. Ed.) Abingdon: Routledge.
- Higuchi, K. 樋口耕一. (2016). KH Coder [Computer program]. Retrieved from <http://khc.sourceforge.net/>
- Higuchi, K. 樋口耕一. (2014). *Shakai chōsa no tamenō keiryō tekisuto bunseki—naiyōbunseki no keishō to hatten wo mezashite—社会調査のための計量テキスト分析 —内容分析の継承と発展を目指して—* [“Quantitative text analytics for social research- Aiming for succession and development of content analysis-] Kyoto: [Nakanishiya Shuppan].
- Ishigami, F. 石上文正. (2016). Ketsugo ni yoru sekai no kochiku--Abe shusho no tsuitoshiki sanretsukiji no bunseki 結合による世界の構築 —安倍首相の追悼式参列記事の分析— (“Worldmaking” through connection: An analysis of an article on Prime Minister Abe’s attendance at the memorial service to mark the 70th anniversary of the end of the Battle of Okinawa). *Ningen to kankyo denshiban* 人間と環境 電子版 (*Journal of Human Environmental Studies. Electronic Edition*), 11, 1-16. Retrieved from <http://ci.nii.ac.jp/els/contents110010031981.pdf?id=ART0010597054>
- Landry, R. & Bourhis, R. Y. (1997). Linguistic Landscape and Ethnolinguistic Vitality An Empirical Study. *Journal of Language and Social Psychology*, 16 (1), 23-49. doi:10.1177/0261927X970161002.

References

- Miyazaki, Y. (2007). *Language choice for multilingual media Japanese community media policies of language use*. (Unpublished master's thesis). Kwansei Gakuin University, Sanda.
- Miyazaki, Y. (2017). *Constructing "development" A historical discourse analysis of newspapers regarding the creation of terminology and public discourse on Autism and Hattatsu Shogai in Japan*. (Unpublished doctoral dissertation). Kwansei Gakuin University, Sanda.
- Murakami, M. 村上満, Ichinoyama, T. 一ノ山隆司, Funazaki, K. 舟崎紀代子, Yamamoto, S. 山本小百合 & Yoshioka, K. 吉岡一実. (2013). 'shogaisha' to 'shogaisha' no hyoki imeeji ni kansuru kenkyu] 「障害者」と「障がい者」の表記イメージに関する研究 ("Research on the image of the Japanese character 'handicapped'"). *Igaku to seibutsugaku: sokuho gakujutsu zasshi* 醫學と生物學 : 速報學術雑誌 ("*Medicine and Biology*"), 157(6-3), 1356-1360.
- Sugino, A. 杉野昭博. (2014). Shogai no hyoki wo meguru giron ショウガイの表記をめぐる議論 [Debate on spelling of shogai (disability)]. In Ogawa, Y. & Sugino, A. (Eds.), [*Yokuwakaru shogaigaku*] よくわかる障害学 [*An introduction to Disability Studies*]. (pp. 18-19). Kyoto: Minerva Shobo.
- Suzuki, T. 鈴木孝夫. (1973). *Kotoba to Bunka* ことばと文化 [*"Language and culture"*]. Tokyo: Iwanami Shoten.