

Interdisciplinary Learning: Fostering an Investigative Stance toward Linguistic and Cultural Diversity

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TYL & ICLE SIG Forum: Intercultural understanding in Japanese schools

JALT PanSIG

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Context: The School Lunches Project



- A project to connect school lunches (nutrition education) with foreign languages in lead-up to the Tokyo Olympics (2020-2021 school years) in Moriguchi City, Osaka.
- Each month, children would have an international dish served for school lunches.
- In foreign language lessons, children would explore associated languages and cultural artefacts related to the cuisine's country of origin.



FolkORIZATION



“to remove traditional expressive culture from an original point of production and relocate it in a distanced setting of consumption” (McDowell, 2010, p. 182).

“In Japan, we take our shoes off inside. *Overseas*, they wear their shoes inside.”



Japan



‘Overseas’ ...?

Avoiding Folkorization & Fostering and Investigative Stance



- ① Taking the focus off specific cultural aspects – learning through engagement in experience and reflection (see Holliday, 2016).
- ② Interdisciplinary learning. Not delivering information about culture but creating opportunities for children to collaboratively experience languages and diverse practices and beliefs through building connections between disciplinary content.
- ③ Collaboration – One teacher's materials are influenced by their individual beliefs, *several teachers* provide *multiperspectivity* (Kropman, van Boxtel & Van Drie, 2020).

The School Lunches Project

「給食プロジェクト」



Activity ①



Linguistic elements

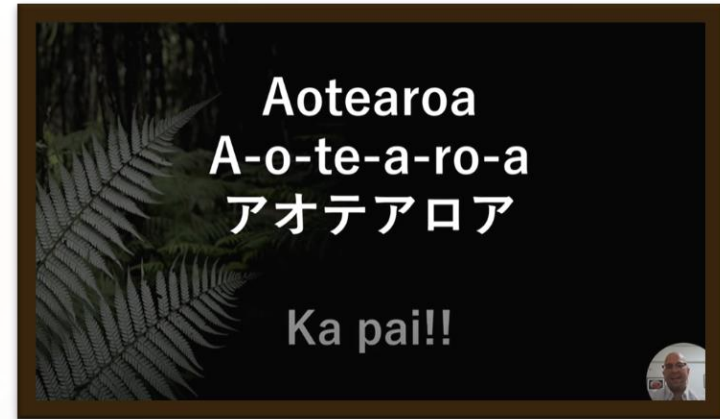
- English/Japanese bilingual speaks in a 3rd language
- Minority language: Te Reo Māori

Natural sciences

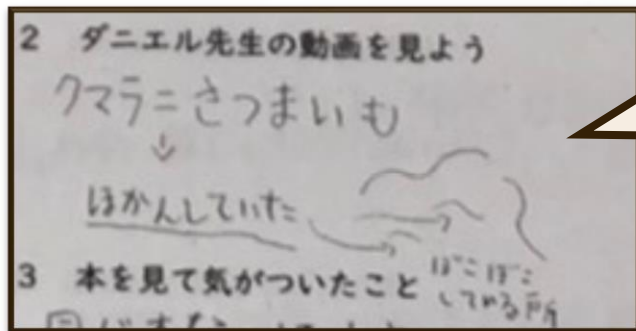
- Introducing wildlife (birds) and farm animals (sheep), geography (mountains, oceans etc.)

Ethnographical elements

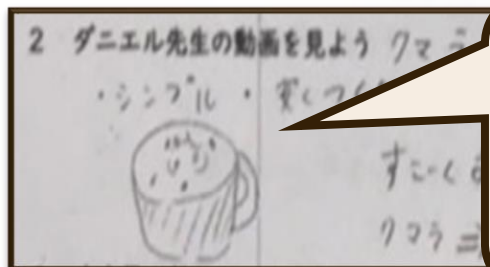
- Food culture (meat, fish, 'ethnic' foods)
- Food (ingredients) tradition (*kumara* storage, source of *kumara* → connecting to the prior lesson)
- Mythical elements (local mountains, art from the Disney film, *Moana*)



Learning from the Videos

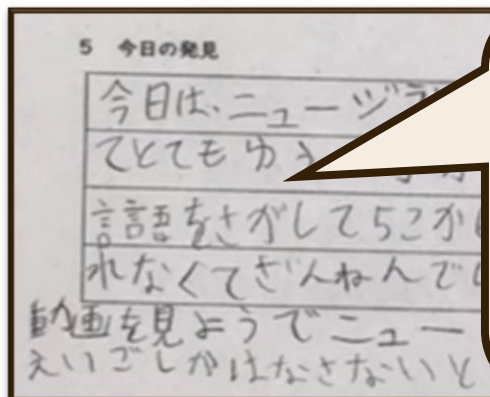


Kumara was stored in pits in the ground (you can still see them, the 'bumpy' parts)



Kumara soup is simple, cheap and very nutritious. It looks so tasty?

Kumara = sweet potato



The New Zealand language, unlike Turkish, was really easy to pronounce. [...] I thought N.Z. people spoke only English, but when I watched Daniel-sensei's video...



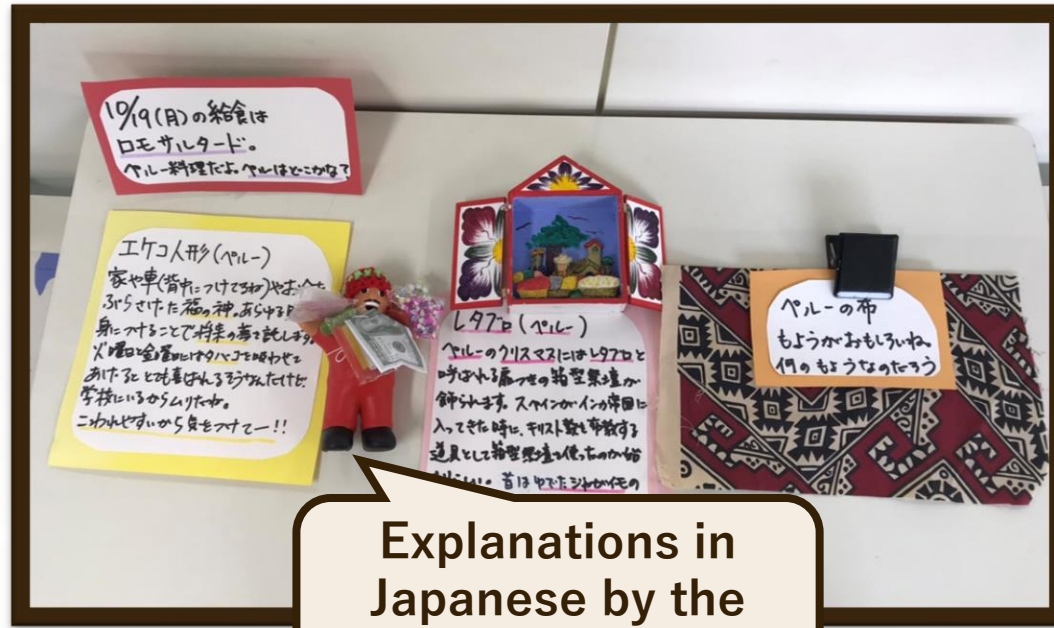
Interdisciplinary content – children are drawn to different aspects that interest them (culinary, ethnographic, linguistic, natural sciences...)



Activity ② Collaboration for Museum-like displays



Items donated by other teachers/parents/researchers



Explanations in Japanese by the teacher



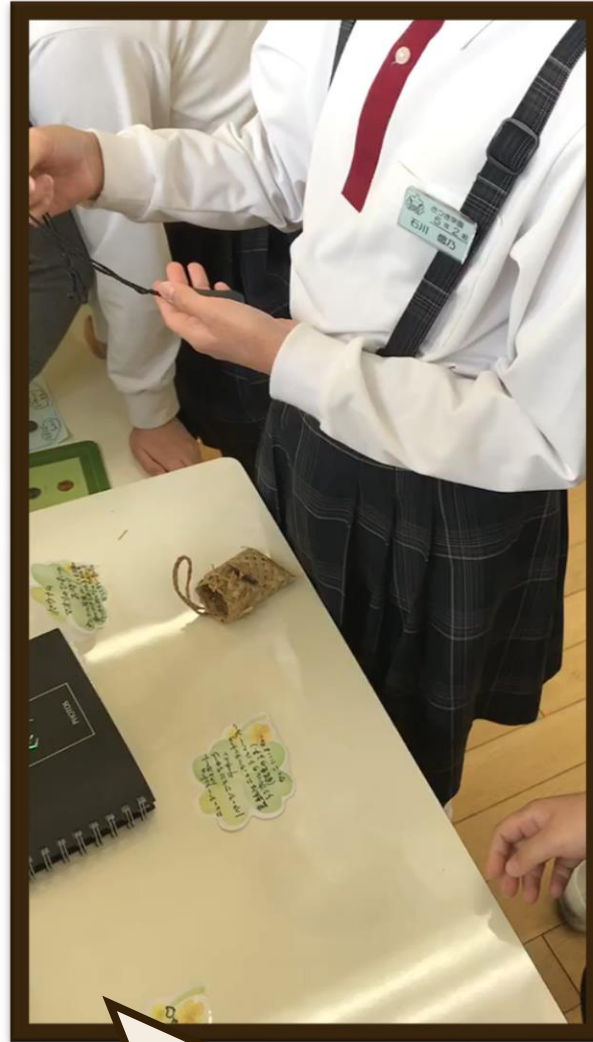
Gourd maracas from Lago Titicaca

Collaboration with parents, researchers, other teachers...



Activity ②

- Postcards (supplied by Ogura-sensei)
- Kiwi doll (researcher donation)
- Rugby ball (researcher donation)
- Old coins (donated by a parent) and new
- Passport (researcher donation)
- Intermediate school brochure (supplied by Doikawa-sensei)
- Pounamu (researcher donation) ...etc.



It's kind of like Magatama?

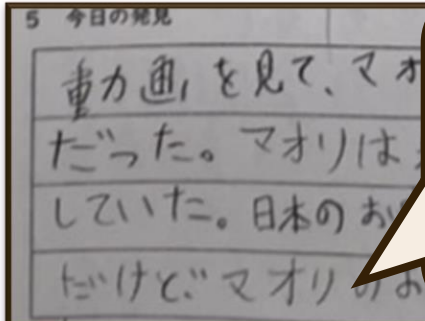
*touching, seeing,
feeling...*

textures, colours

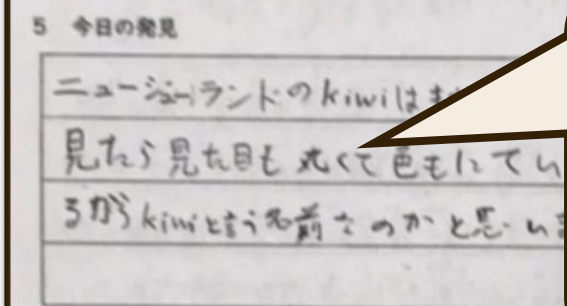


Noticing: Pounamu and Japanese magatama :
shared materials and functions

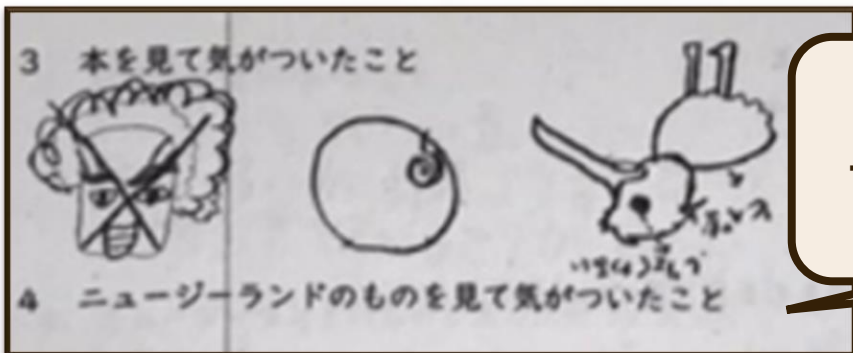
Learning from the Displays



Japanese charms look like this:
But Māori charms look like this,
and are hard.



The N.Z. 'kiwi' was really similar to
the name 'kiwi(fruit)'. If I looked
carefully, the kiwi (bird) was round
and the colour was like a kiwi, so
that's why I thought it had the name.



There are people with
really fluffy hair.
There are wild penguins,
and lots of nature

Experiential – not only
visually examining, getting a
sense of textures through
touch, led to more in-depth
analyses than a unidirectional
conveying of information.

Allows children to draw from
their entire repertoire across
varying disciplines (or 'funds
of knowledge': Gonzáles, Moll
& Amanti, 2005)

Positions children as active
participants in their own
learning, rather than passive
recipients of pre-packaged
knowledge.

(see Pearce et al., 2021)



In-school Collaboration: Multiple teachers/Departments

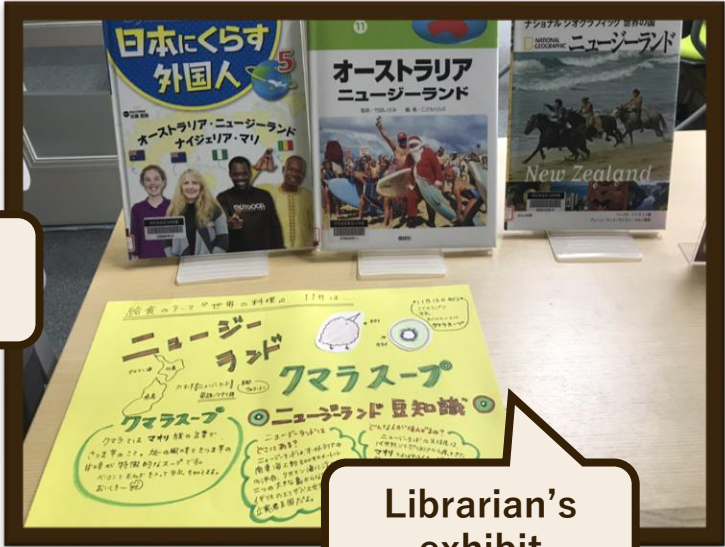


“Food around the world”

“10/19 Lomo Saltado”

Peru: Basic info

“Greetings”



Librarian's exhibit

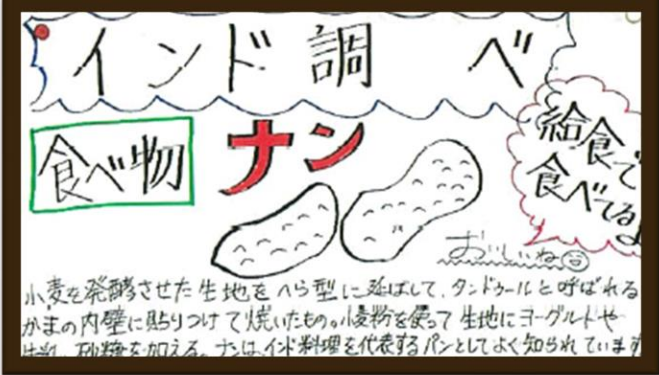


Hallway displays for younger learners

Whole-school involvement: Legitimizing the languages/cultures



áo dài dresses from Vietnam



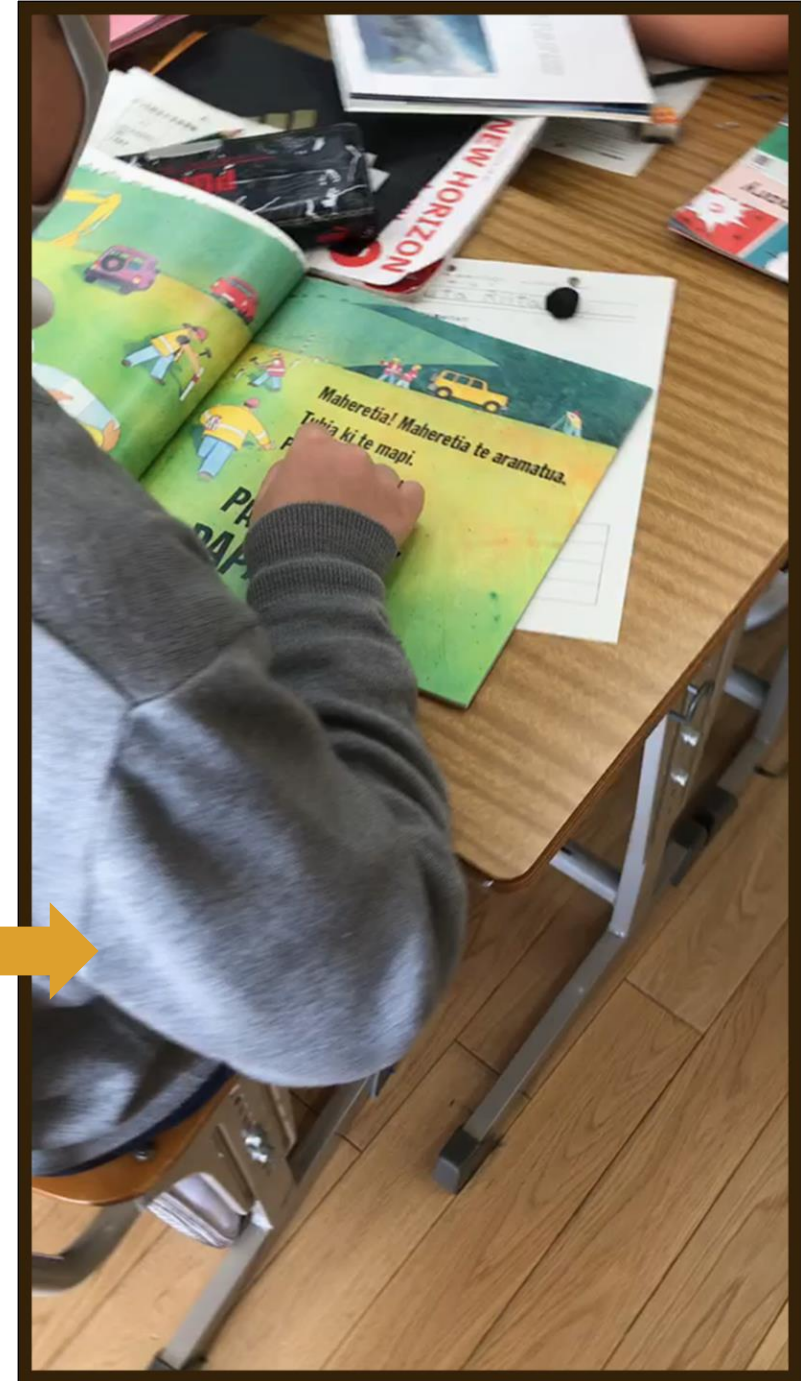
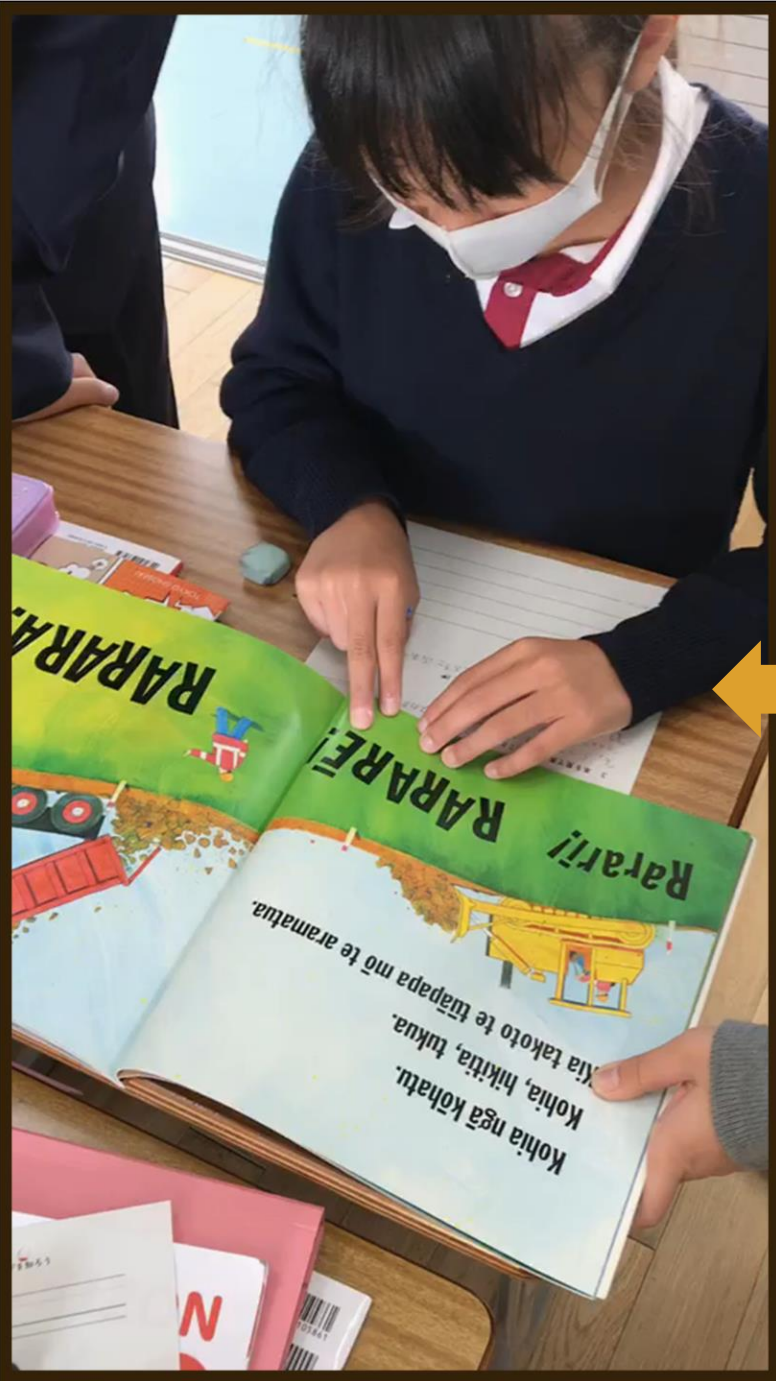
Activity ③

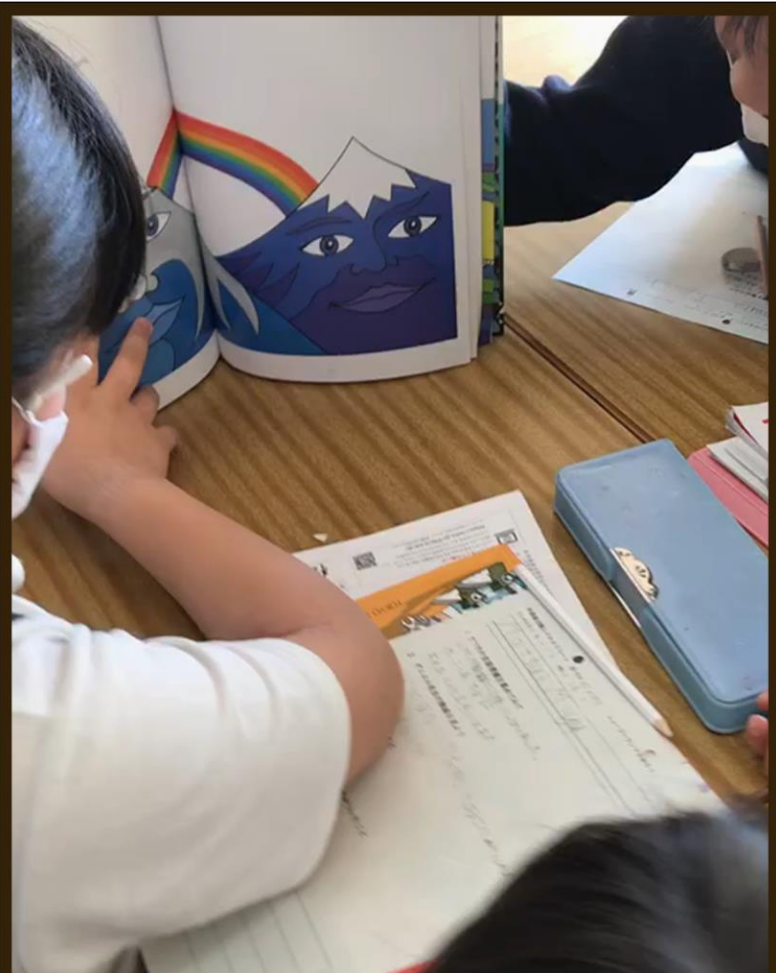
Using the pictures to help read

Observing linguistic phenomena (Māori macron)

Reading aloud

(see Pearce et al., 2021)

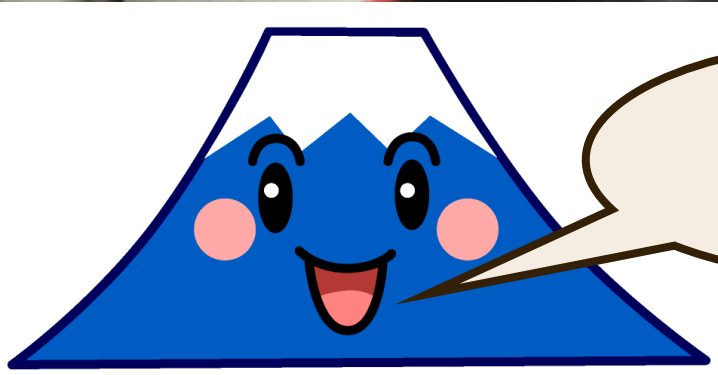
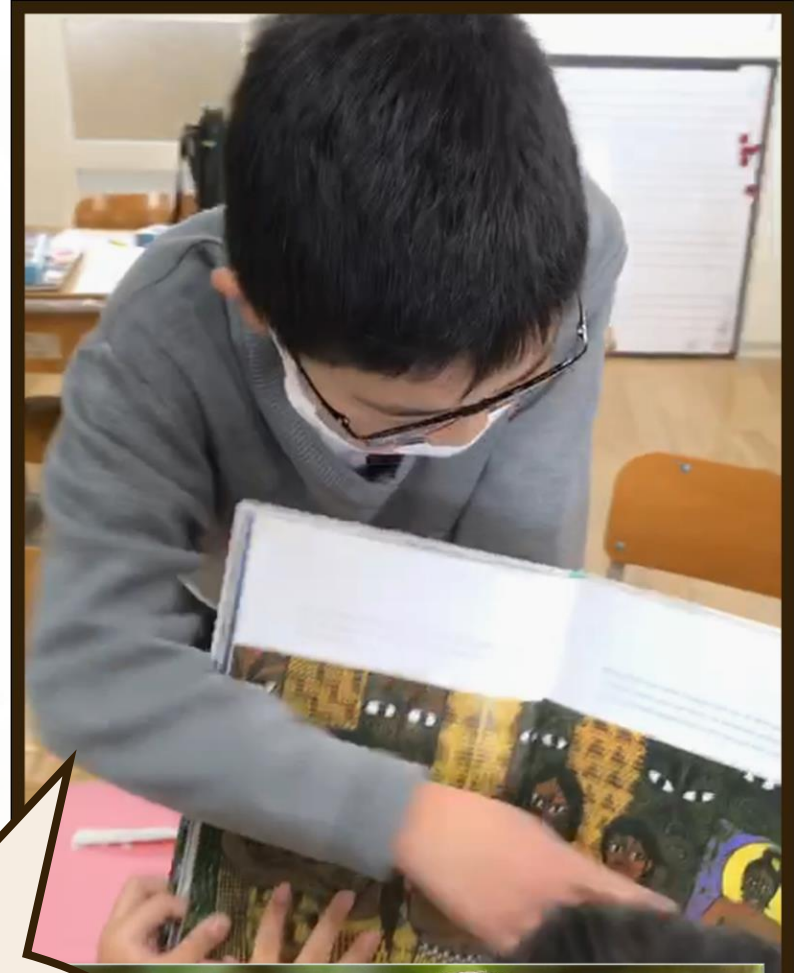




Activity ③

Bilingual picture books / Mythology picture books

Observing cultural phenomena: art and greetings



Something familiar?

Gross – Oh!
It's that greeting!



Learning from the Picture Books



5 今日の発見
いろいろな本をよめ
ーランドの人は鼻をつい
ックリしました。あとニュ
と飛べない鳥がいるのは

“I’m glad I could read many books, and / *was surprised NZ people greet by touching their noses together. Also, I learned for the first time that there are birds that can’t fly in NZ”*”

5 今日の発見
ニュージーランドのお金
円が、たし本はローマ字
けど、ひみか、あからなかつた
そしてお金はかきかゑると大き

Reading Māori was just like reading roman characters, but I couldn’t understand it at all

5 今日の発見
ニュージーランドのお金
いろいろなところにありました。
ビックリしたのは、文字に“-”
れが、せんぶ、短母音だと
-ア、楽しみです!!

The kiwi was on the N.Z. coins and the passport, lots of places. When reading the books I was surprised that *there was a “-” on the characters, and they were all on short vowels.* I’m looking forward to the kumara soup!

Linguistic analysis:
(Māori macron,
punctuation marks)

Observing
similarities/differences
in artistic
representation:

“the symbolism of light and shadow was very strong; they were different from Japanese picture books, and there weren’t many subtle colours”.



Children's Learning: FREPA Descriptors

KNOWLEDGE

K 4	Knows that languages are continuously evolving
K 4.1	Knows that languages are linked between themselves by so-called "kinship" relationships / knows that languages belong to families
K 4.1.1	Knows about some families of languages and of some languages which make up these families

ATTITUDES

A 2.2	Sensitivity to linguistic or cultural differences
A 2.2.1	Being aware of different aspects of language or culture which may vary from language to language or from culture to culture

SKILLS

S 3.4	Can perceive lexical proximity
S 3.4.1	Can perceive direct lexical proximity





“The number of ethnic groups and languages spoken was in the hundreds, and it made me think to myself, ‘There are all kinds of people in the world.’”

★ K-5 Has some knowledge about language diversity, multilingualism or plurilingualism

“NAMA → namae. Very similar to Japanese.”

★ K-6 Knows that there are similarities and differences between languages and linguistic variations



表 2 態度のコーディング

記述文(類)

A-3

的な

多様

一様

A-4

るも

“I thought I’d like to try wearing batik”

“There were many things about Indonesia that surprised me and made me wonder, and it made me think to myself, ‘The world is amazing.’ I actually almost said it out loud.”

★ A-4 Positive acceptance of linguistic or cultural diversity, of others or of what is different



“Besides nasi goreng, there were many other dishes ending in goreng. Since goreng means to fry, I wondered: Do many Indonesians like to fry their food?”

★ S-1.1.2 Can formulate hypotheses in view of an analysis of linguistic or cultural phenomena

“Some of the instructions for the board games were like English, and I was able to read a bit of them, but only sort of.”

★ S-5 Can use knowledge and skills already mastered in one language in activities of comprehension or production in another language

知
たり



Not simply eating foreign food, but learning to imagine, to want to know, and to *think about the intersection of other cultures with their own, learning through comparison and reflection.*



- **Taking the explicit focus off ‘prepackaged culture’**
- **Experiential learning connecting other cultures with subject learning**
- **Multiple people involved in development (overcoming individual biases)**
- **Whole school collaboration (in/out of class – legitimizing the languages/cultures)**

References

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- Holliday, A. (2016). Revisiting intercultural competence: Small culture formation on the go through threads of experience. *International Journal of Bias, Identity and Diversities in Education*, 1(2), 1–14.
- Kropman, M., van Boxtel, C., & van Drie, J. (2020). Narratives and multiperspectivity in Dutch secondary school history textbooks. *Journal of Educational Media, Memory, and Society*, 12(1), 1–23.
- McDowell, J. H. (2010). Rethinking folklorization in Ecuador: Multivocality in the expressive contact zone. *Western Folklore*, 69(2), 181–209.

Papers on the School Lunches Project

- Pearce, D. R., Oyama, M., Moore, D., Kitano, Y., & Fujita, E. (2021). Plurilingual STEAM and... school lunches for learning? Beyond folklorization in foreign language and intercultural education. *International Journal of Bias, Identity and Diversities in Education*, 6(2), 33–57.
- 大山万容、ピアース・ダニエル・ロイ、北野ゆき、藤田恵美子. (2022).食育と外国語教育をつなぐ給食プロジェクト 『複言語・多言語教育研究』 9, 17–32

Pre-prints available in Japanese & English @
<https://www.researchgate.net/profile/Daniel-Pearce-7>



Full 'School Lunches' playlist:

並べ替え

ニュージーランド
すべて再生

給食プロジェクト

19本の動画・640回視聴・最終更新日:
2022/03/02

限定公開

説明なし

ピアースダニエル

- School Lunches Project: New Zealand (English subtitles) 10:32
- 給食プロジェクト: ニュージーランドとクマラ 10:34
- 給食プロジェクト: ベトナムとフォー 8:04
- 給食プロジェクト: インドネシアとナシゴレン 6:17
- 給食プロジェクト: タイとパッタイ 11:39
- 給食プロジェクト: スウェーデンとピッティパンナ 8:00



おまけ：Some clips from the videos



Putri, exchange student
Speaks several Indonesian
languages, English, and
Japanese



Etienne, translator,
Speaks French, English and
Japanese