

Abstract, QUINT conference

Name: Nahoko Mulvey

Affiliation: University of Stirling

Title: Translanguaging - teachers' classroom practice and ideological beliefs:  
Linguistic ethnography at Japanese as a heritage language (JHL) schools in England

This paper examines teachers' classroom practice and ideological beliefs at Japanese as a heritage language (JHL) schools in England. JHL schools emerged at the end of the 1990s in the US (Doerr & Lee, 2009, Douglas, 2005), and also in England (Mulvey, 2015) as an alternative to *hoshuko*, supplementary schools sponsored by the Japanese government. Unlike *hoshuko*, JHL schools are locally financed, vary greatly in design, and determine their own programmes. I argue that the establishment of JHL schools reveals the increasing heterogeneity of the expatriate Japanese community.

My research is a linguistic ethnography (Copland & Creese, 2015; Tusting & Maybin, 2007) and uses discourse analysis to focus on the pedagogy and language used in the classroom. I visited ten JHL schools in England in 2015, and between January and July 2016 conducted ethnographic fieldwork at two different types of JHL school selected from the ten.

Teachers assumed that one way to be 'authentic' was to reproduce in England the monolingual learning environment that they themselves experienced in *kokugo* – Japanese as a national language – school education in Japan. Using *kokugo* textbooks made for school children living in Japan, they attempted to keep English and Japanese separate in the classroom. The Japanese-only policy was also assisted by language separation ideology, where language teaching is believed to be at its best when movement between languages is restricted. Nevertheless, this ideology was not enforced in the pedagogic environment of the classroom. Rather, my observations showed that experienced teachers used a flexible bilingual approach, namely translanguaging, which they considered beneficial and supportive for their students. When teachers translanguaged, students expanded their Japanese creatively by making use of their full linguistic resources across English and Japanese. I argue that translanguaging is a valuable pedagogic technique and competence in bi/multilingual settings like JHL schools.