

Designing Translanguaging and Arts-Based English Language Education in Japan: Nurturing Global Citizenship

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(日本におけるトランスランゲージングとアートベースの英語教育をデザインする： グローバル市民性の育成のために)

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Abstract of Dissertation

The colonial roots of international English language education (ELE) continue to shape policy and practice in ways that sustain injustice. Some now argue that, in this field, a paradigm shift towards global citizenship could work to promote linguistic and social justice. Attention to global citizenship education (GCE) is growing, and as such it could be leveraged towards this shift in ELE. Unfortunately, GCE is often informed by national and corporate prerogatives as shaped by a neoliberal world order; as such, a critical approach to GCE is needed to truly harness its potential for liberatory pedagogy. Critical GCE can be intimidating for educators to implement, however, so accessible, engaging, and relevant approaches are essential. In working towards this goal, translanguaging and arts-based pedagogy (ABP) are valuable tools. This transdisciplinary study explored the integration of translanguaging and ABP as a strategy for the shift towards social justice in the field. Through four case studies at secondary school and university sites in urban Japan, the study took a feminist poststructuralist stance to the abductive reflexive thematic analysis of arts-based and ethnographic data. Findings illustrate that translanguaging ABP can facilitate development related to socio-emotional and embodied aspects of GCE by allowing learners and educators to locate bottom-up, personally grounded entry points to GCE, to experience interdependence hands-on, and to build relational self-awareness. Furthermore, findings highlight the need for effective design of translanguaging ABP processes, which requires the strategic analysis of institutional affordances and constraints. Effective pedagogical design as informed by study findings also calls for a challenging of the idea creativity as a personal characteristic, an emphasis on the inherently multimodal nature of translanguaging, and a facilitation approach that balances open-endedness (as a bottom-up, non-hierarchical mode) and instructional scaffolding (which offers supportive guidance but may also limit creativity). Educators and institutions wishing to foster justice in ELE can leverage the growing interest in GCE to do so, and the considered design and application of translanguaging ABP can be a powerful tool in this endeavor