

「モノリンガル」と「バイリンガル」の間（はざま）で生きる：継承語話者の葛藤 上智大学 坂本光代

Cummins (2021)は長年二言語相互依存説を介して、母語 (L1) と第二言語 (L2) 両言語が共有面(Common Underlying Proficiency; CUP)によって支えられていると訴え、それまで主流であった L1 が L2 習得を阻止する、という概念に一石を投じた。また、昨今のグローバル化により複言語主義が肯定的に捉えられ、もはや現代ではバイリンガリズムを推奨・実践する言説が圧倒的に多い。しかし、「バイリンガリズム=良い」とした単純な捉え方ではなく、多面的・多層的・複雑な理解を提案したい。昨今、バイリンガル児童の言語システムの独自性・複雑性に着目したトランスランゲージング(Garcia & Li, 2014)が注目され、バイリンガル児の言語レパートリーを「名のある言語」別ではなく、その子ども独自の言語システムとして評価しようという動きが出てきた。しかし、その動きも「(母語話者の)モノリンガリズム」や「バイリンガリズム」という概念に翻弄されてきた継承語学習者にとっては諸刃の剣である。従前応用言語学では、言語習得を主軸とし、言語を母語話者並みにマスターすることが最終目標のように掲げられてきたが、本発表では言語と人種を引き離さず捉える人種言語学(raciolinguistics)(Rosa & Flores, 2017)や、ミクロとマクロの相互作用を注視する社会文化理論(sociocultural theory)(Vygotsky, 1986)、言語習得を考える上で言語学習者を中心とせず、さまざまな事象の一部とするポストヒューマンイズム(posthumanism)(Pennycook, 2018)的観点より、カナダとブラジルでバイリンガル・トリリンガル子育てに携わった日本人・日系人保護者のライフストーリー研究の事例を参照しながら、日系人の日本語習得・保持について考察する。

参考文献

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Caught between "monolingualism" and "bilingualism": The conflicts faced by heritage language speakers

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Through his linguistic interdependence hypothesis, Cummins (2021) has long argued that both the first language (L1) and the second language (L2) are supported by a common underlying proficiency (CUP), challenging the earlier notion that L1 prevented L2 acquisition. In recent years, along with increasing globalization, bilingualism has become a positive concept, bilingualism and bilingual practices deemed desirable by many. However, in this talk, I would like to propose a multifaceted, multilayered, and complex understanding of bilingualism, rather than a simplistic view that "bilingualism = good". Recently, translanguaging (Garcia & Li, 2014), which focuses on the uniqueness and complexity of the language system of bilingual children, has attracted attention, and there is a movement to appreciate the linguistic repertoire of bilingual children as their unique linguistic system, rather than assess them as separate named languages. However, this movement is also a double-edged sword for heritage language learners, who have been caught between the notions of "(native-speaker) monolingualism" and "bilingualism". In the past, applied linguistics has focused specifically on language acquisition, with the ultimate goal of mastering a language to the level of that of native speaker. However, in this presentation, theoretical concepts including raciolinguistics (Rosa & Flores, 2017), which views language and race as a unity, sociocultural theory (Vygotsky, 1986), which focuses on the interaction of micro- and macro, and posthumanism (Pennycook, 2018), which considers language acquisition as a part of various phenomena rather than focusing solely on the language learner, will be explored by referring to the language acquisition and maintenance among Nikkei documented in life history research pertaining to bilingual and trilingual child-rearing in Canada and Brazil.

References

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