



上智大学
SOPHIA UNIVERSITY

叡智が世界をつなぐ

Multicultural Understanding Webinar
Cross-Cultural Interpersonal Skill Building

Roles of Language in Education

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:Research Center for Diversity and Inclusion
Hiroshima University

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Key Points

1. What are the roles of language as a medium of instruction in multicultural education?
2. How are the roles of language transformed in the era of migration?
3. Comparison between the Chinese medium education in Malaysia and Japan

Outline of Presentation

1. Multiculturalism and Multicultural Education

2. Multicultural Education under National Education System
 - 2.1 The Case of Chinese Medium Education in Malaysia
 - 2.2 The Case of Chinese Medium Education in Japan

3. Transformation of Roles of Language in Education

4. Further Questions

Multiculturalism and Multicultural Education



Multiculturalism and Multicultural Education

○ To consider minority/marginalized people's social and equal opportunities in a diversified society

○ minority/marginalized people

ethnic minority, immigrants, refugees, foreign workers, gender issues, people with disabilities/ disadvantages



○ multicultural education

To give an equal educational opportunity to minority/marginalized people

National Education Policy in a Diversified Society

Functions of National Education Policy

Nation Building and Human Resources Development
National Economic Development

Language Policy----- Establishment of a Common Language
Religion Education-----Creating a National Identity
National Curriculum
National Integration

A debate on Convention on the Protection and Promotion of the Diversity of Cultural Expressions (2005)

multiculturalism

- Cultural diversity creates a rich and varied world, which increases the range of choices and nurtures human capacities and values
- Mainspring for sustainable development for communities, peoples and nations
- Being convinced that cultural activities, goods and services have both an economic and a cultural nature, because they convey identities, values and meanings, and must therefore not be treated as solely having commercial value



trend of protectionism

- Reaction to global marketization
- Protection of traditional and local/indigenous cultural diversity might raise narrow-minded protectionism
- Demands of a nation state which needs its cultural identity as a basement of national integration

The Case of the Chinese Medium Education in Malaysia



Malaysia



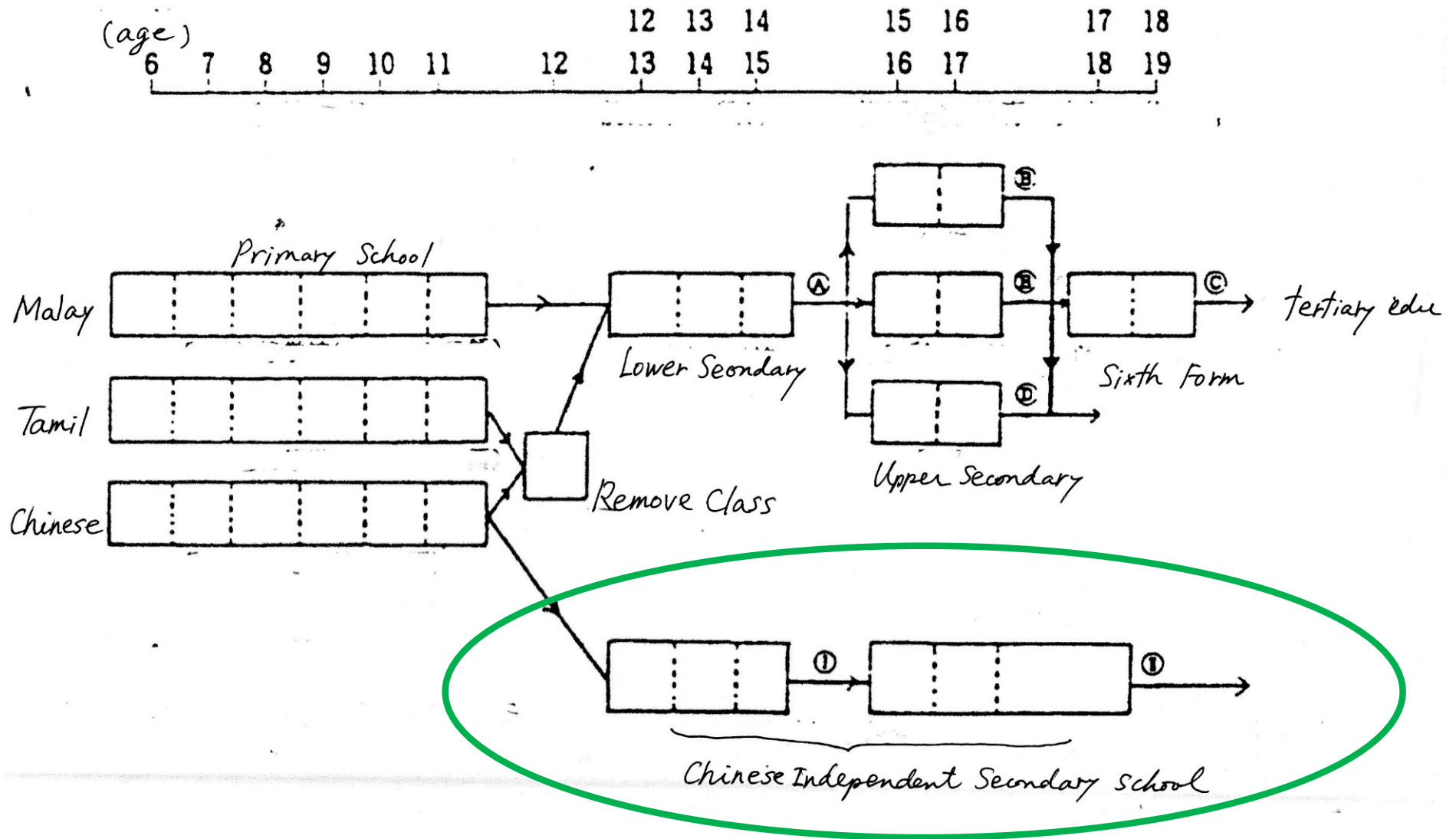
- Population: about 31.95million (2019)
- Ethnic Group: Bumiputra 69% , Chinese 23%, Indian 7%,
- Religion: Islam 61%, Buddhism 20%, Hindu6%

Languages in Malaysia

| | |
|--|--|
| Para penumpang di benarkan membawa hanya (1) satu bimbingan sahaja ke dalam kapal terbang. | Passengers are allowed to carry only (1) one piece of hand baggage into the aircraft. |
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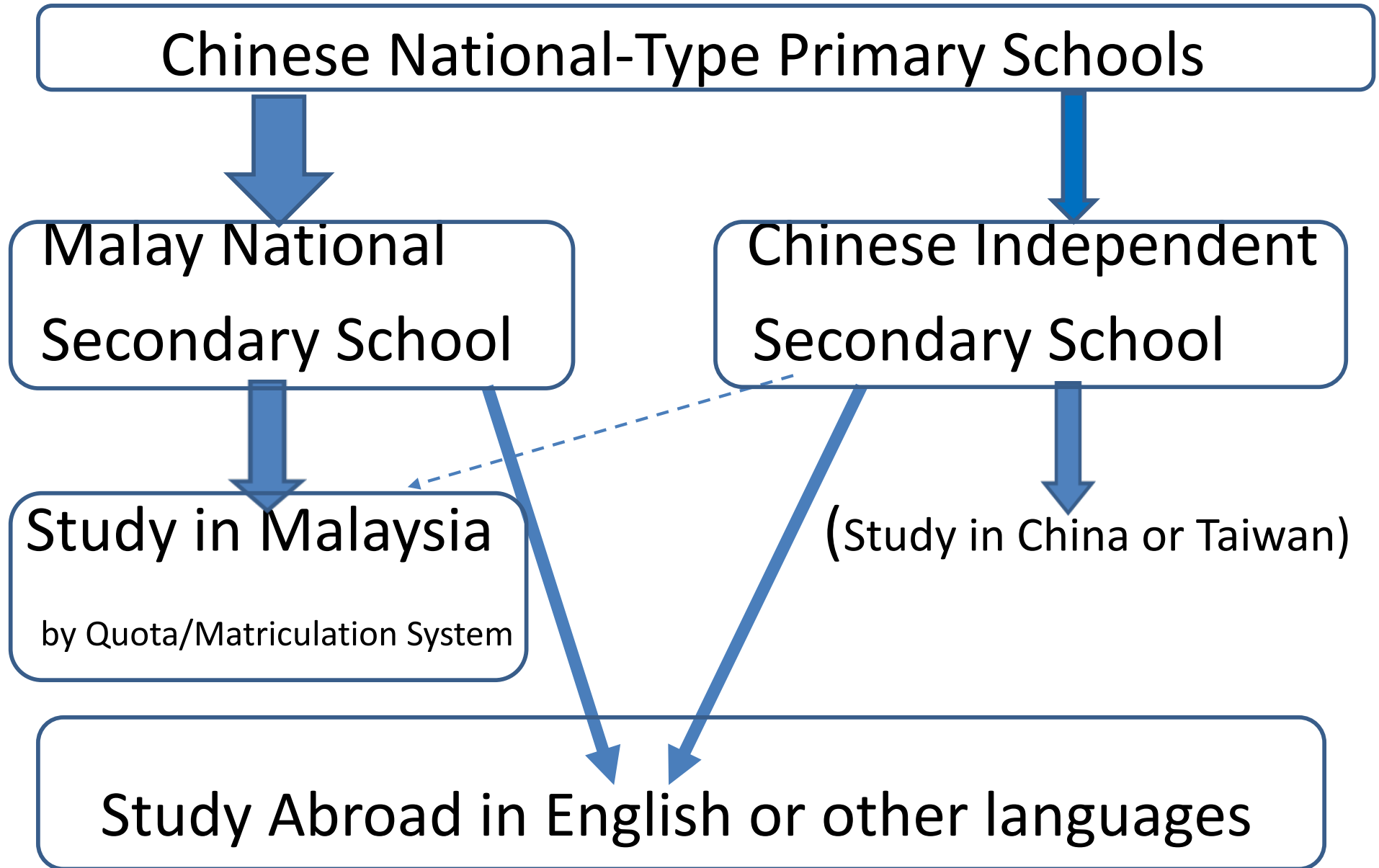
'Laporan Jawatankuasa Mengkaji Penggunaan Bahasa Malaysia', K.L. Kementarian Pelajaran Malaysia, 1981

National Education System in Malaysia



Chinese medium secondary school

Chinese Students' Choices under National Education Policy



Recent Change of Chinese Schools in Malaysia

national integration policy and internationalization

- Malaysation through national education and language policy based on Bumiputra Policy since its independence in 1957
- **National Language---Malays,** National Religion---Islam
- Debate on Multiculturalism between Malays and Non-Malays (Chinese, Indians)
focusing on mother tongues

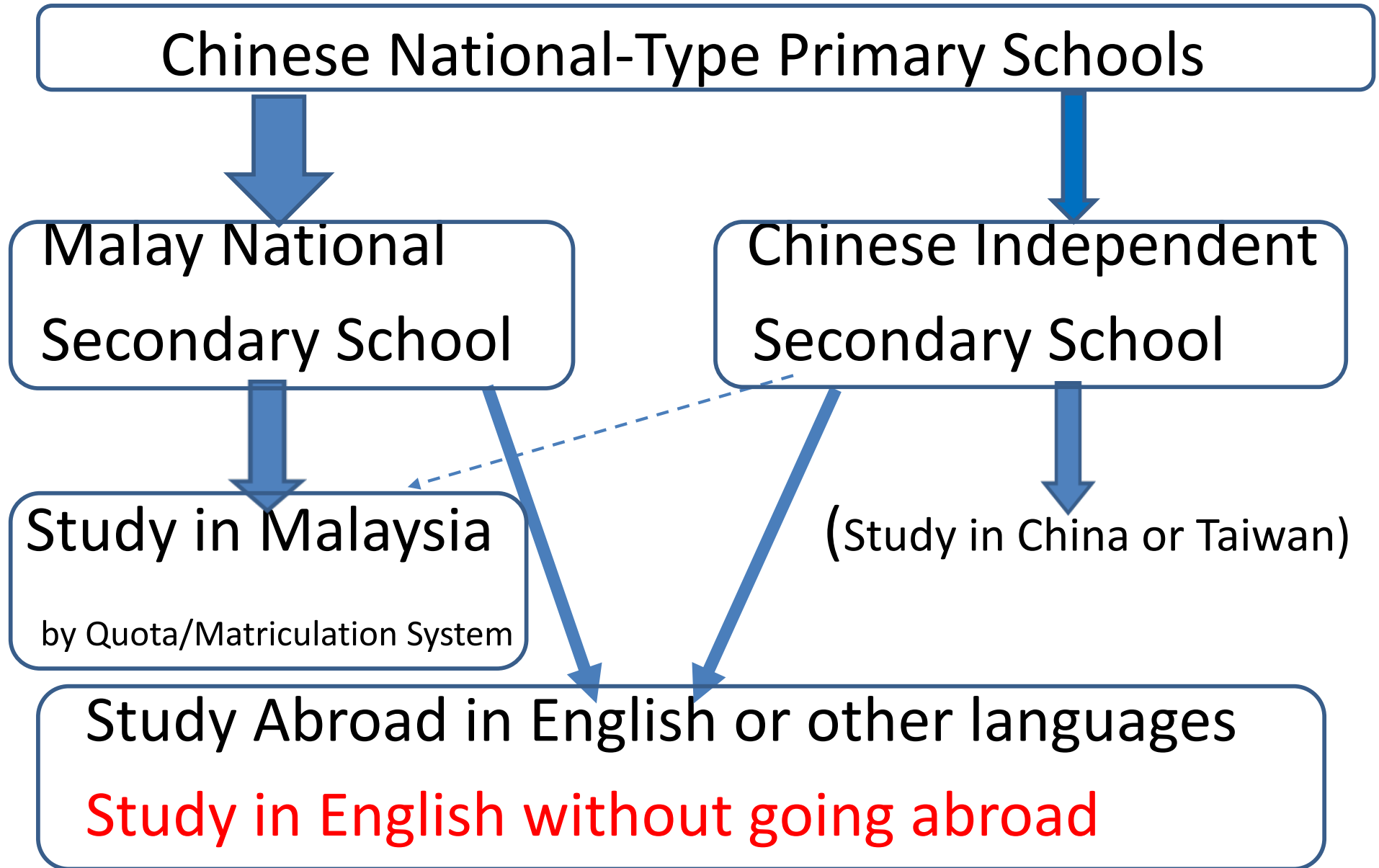


National Goals: 1)National building and integration base on a national identity
2)Human resource development for economic development

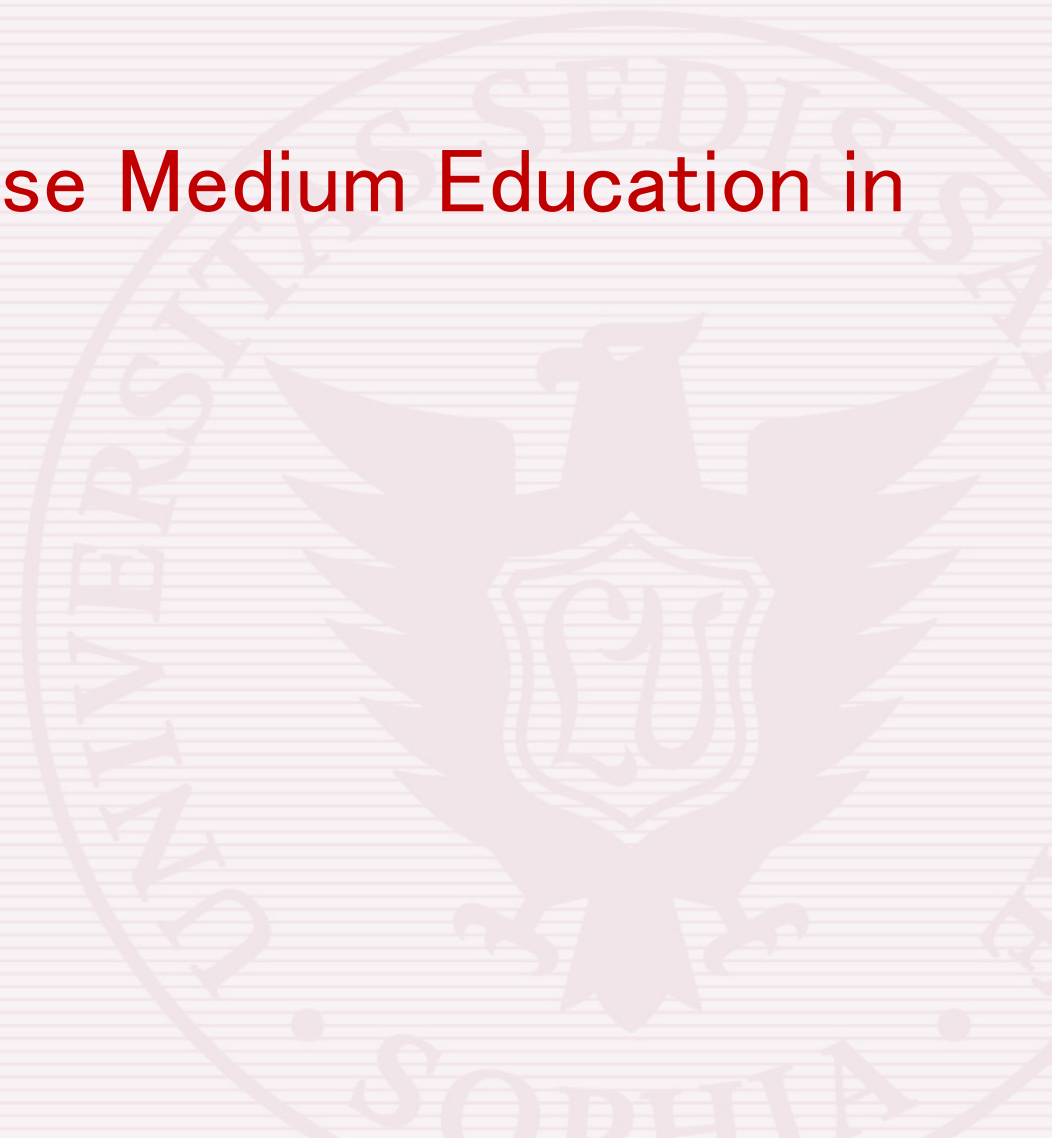


- Internationalisation of education
- **Transnational Programs in Higher Education through Englishsation**
- Change of socio-cultural situation
(New opposition among Malay, Chinese and Indians)
(New ethnic conflict with foreign works and students)

Chinese Students' Choices under National Education Policy



The Case of the Chinese Medium Education in Japan



Curriculum of Chinese School (Kobe Chinese Schools)

• Geography (in Chinese)

• History (in Japanese)



Issues of Chinese Schools in Japan

Education by mother tongue for protecting Chinese culture and identity.
Curriculum based on China/ Taiwan.
Teachers and textbooks from China /Taiwan.



Foreigners' Schools have not been recognized officially.
They are not “schools” which is defined in the Article 1 of Japanese School of Law” .

- Quite few Japanese government financial supports.
- Certificates from Chinese Schools cannot be recognized official ones.
- Students who want to go on to higher education have some restrictions.

Recent change of Chinese Schools in Japan

----Diversification of students and curriculum

- Change of Chinese community: decrease of old comer Chinese and increase of new comer Chinese
- Diversified students by accepting non-Chinese students including Japanese students.
- Demands for Internationalized Curriculum
- Chinese, English and Japanese as trilingual Education**
- Encouragement of mutual understanding for internationalization

Various Relationship of Chinese Medium Education

Traditional Function of Chinese Schools

- Mother tongue education
- Preservation of Culture

Relationship with
a host society

Chinese Community in the World

- Connection with Chinese language

Relationship with China/Taiwan

Transformation of Roles of Language in Education



Functions of Education for Nation-building in the Era of Migration

① Education for national integration for peace building

I. national integration --national education
II. Diversification—multicultural education

② Education for human capital development through internationalization

③ Education for international migrants
-----change of multicultural education

Language for National Integration and Nation-Building

(García, 2015)

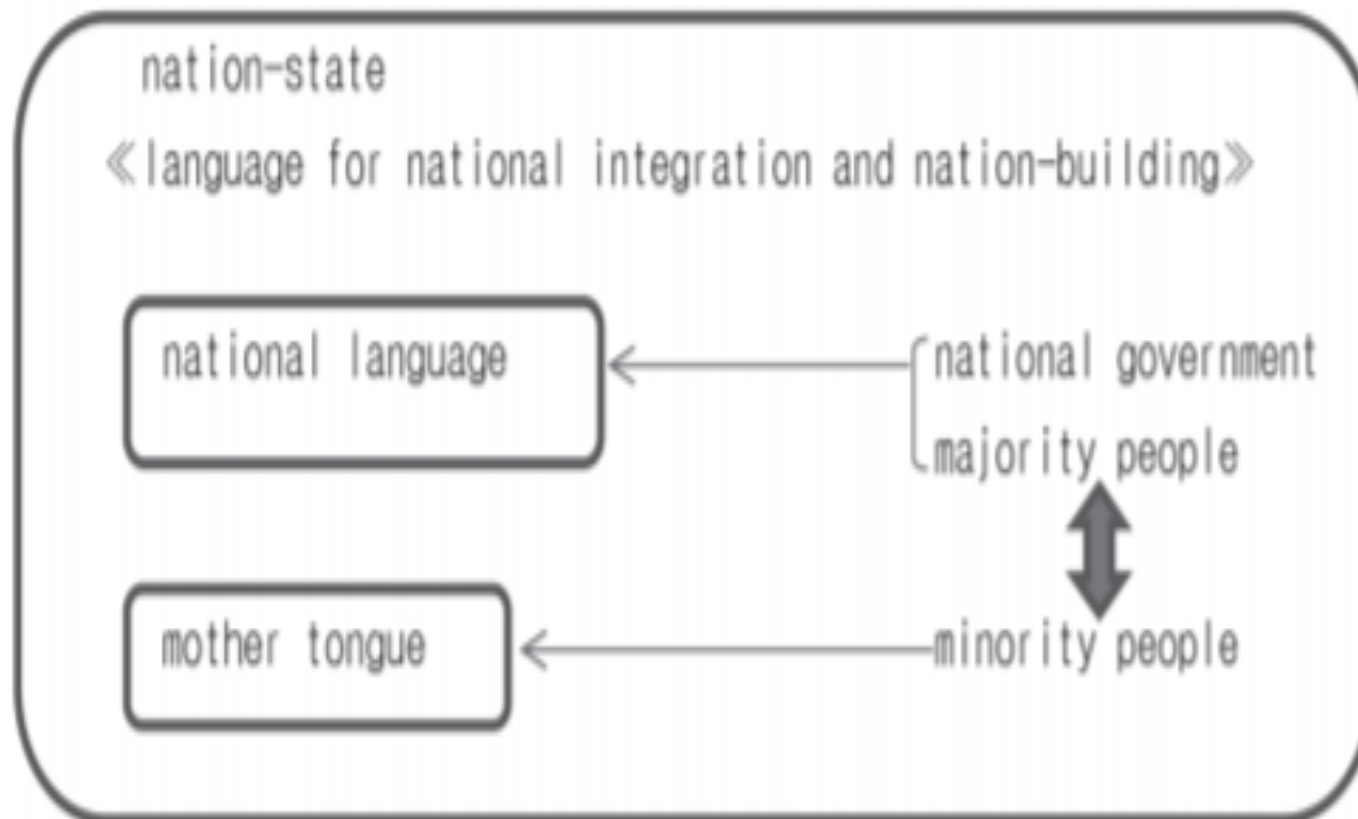


Figure 1 National language policy and the mother tongue of minority groups
Source: Author

Language beyond borders – Englishization

(Sugimura, 2015)

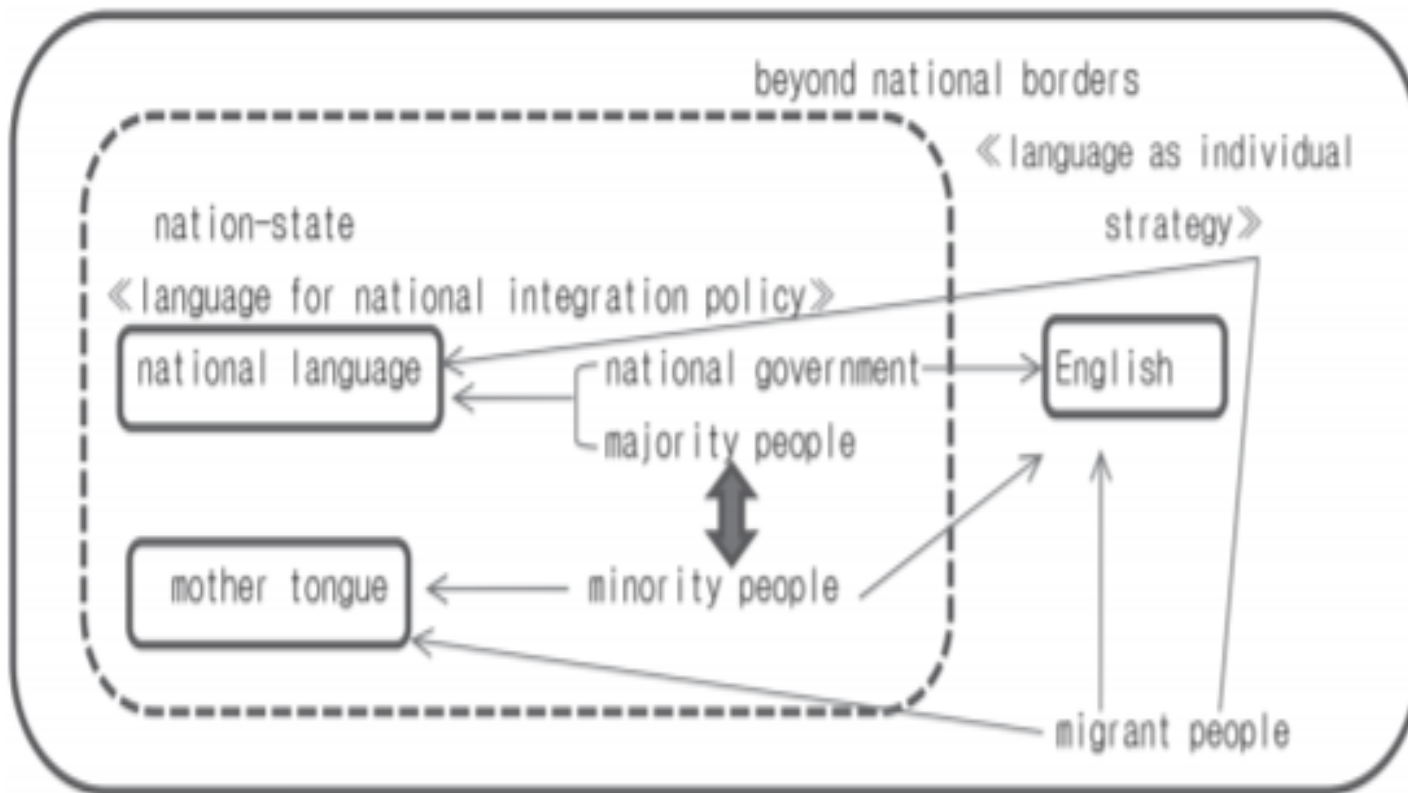


Figure 2 The changing function of language by immigrant groups beyond national borders

Source: Author

Relationship between Internationalization and Localization

- Necessity of internationalization for competition human resource development
- **Englishization**
 - making education hub
 - forming knowledge based society



- Necessity of localization for
- **National Language**
 - nation-building
 - national integration
 - protection of local culture

National Integration

- **National Language Policies and National Religion**
- quota system as affirmative action in case

Internationalization

- International Linkage Programs by Students Mobility
- **Increase of Programs in English**
- Aim---Educational Hub

→ Increase of Cross-Border/
Transnational Program

→ Students' Education
Needs

Development of Higher Education

- Multi-cultural model
- Quality Assurance

National Development

- Human Resource for Development
- Knowledge Based Society

Transformation of Roles of Language in Education

1. Significance of mother tongue education

- ⇒To preserve the culture and identity of each ethnic group



2. Significance of majority /national language education

- ⇒To get a strategy for the better opportunities and benefits
- ⇒national education by a government
- ⇒language as property by an individual



3. Significance of common language education

- ⇒A strategy of multicultural education

Further Questions

- How should we define the norms of inclusion and equity by SDGs: Goal 4.7?
- What kinds of can we use clarify differences of meaning of inclusion and equity in education among different communities in a society?