

多言語学習における一視点

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多言語環境におけるコミュニケーションのための1つの視点として、複数の話者の会話における反応のしかたなどについての調査結果を報告する。

A Perspective on Multiple Language Learning

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In this report, we illustrate one perspective on foreign language exchange in a small multilingual society. The result is a tiny piece of an answer, but are considered as one step towards multiple language learning strategy

1. Introduction

There are sixty hundred million people in the world. Most of them speak different languages and having different cultures. People have single mother language which is instinct for human¹⁾. Today the Internet has greatly changed people's lifestyle, thus provides many advantages and advantages to us. People can access any information very easily. Some of them might come with English description but some of them might be not. Also, some of the explanation is difficult to fully translate exactly same meaning to another language. This is because each language is affected by identifying cultural background. Also, it implies that knowing multiple foreign languages definitely help us to cross-understanding culture. In particular, my research covers on developing foreign languages teaching strategies and foreign languages society communication. These strategies could be applied to life log data management. In the future, life log data would be composed with multiple languages. It is indispensable for life logging to consider mentality of each language speaker and communication.

2. Research methodologies

Being one of my research methodologies, I am doing a languages exchange program with some international students.

My concern here is to look what concept can tell us about why and when people learn many foreign languages or why and make people speak only one language. Depending upon on the people there are some very different disagreements or agreement on this issue. I also cover some typically question on: How do we improve our communication with foreign languages in a society. What are the obstacles will prevent us to learn a foreign language. How can we make other people to speak this language.

3. Some examples of foreign language exchange

3.1 Communication tendency according to nationality

In fact, there are some of the issues need to be considered before telling/teaching your information to somebody. First of all, you are necessary to think what exactly they really need

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for the m. Depending upon on the learner, they might have very totally different target for learning a new language. Some of them, they only need to understand very useful basic daily conversation apparently. Maybe some of the m wanted to speak a foreign language like a native speaker. Somehow it is very unpredictable in sometime. However, misunderstanding will be obstacles to both of a languages learner and a languages teacher.

It is definitely improve the communication skill through exchanging a new language with your partner. They will give you many new ideas that you have never know. Sometime they present some word with their language. They provide you a chance to learn foreign country's culture and reinforce our country's culture.

This is my experience from my part time job. I am having a part time job as international sale agent. I need to contact with many international customers frequently. Depending on customers' nationality, the demand and thinking are totally not same. Being to pay culture's respect, you could say hello with their local languages. Some of them would give you back a very good reaction but some of them not really good you a reaction.

The following statistics of Table 1 based on the customers whose I have spoken. In addition, another way to help you improve the communication skill with foreigner would be discussing culture issue with them. Most of the Asians not really wanted to discuss about their country culture. On the other hands, culture discussing could be very pleasant. The statistics of Table 2 based on the customers whose I have spoken.

Table 1 Reaction according to nationality

Nationality	Really react	React	Not really react
China	★		
Korea		★	
Thailand	★		
Malaysia	★		
Singapore	★		
France	★		
Finland	★		
Germany			★
Spain		★	
Italy	★		
Czech	★		
Russia			★
Sweden	★		
Poland		★	
Serbia		★	
Brazil	★		
Philippines		★	

Really react= very exciting, very surprise and pleasant

React= A little bit exciting but not really pleasant

Not really react= Do have not any reactions or just keep silence

Table 2 Discussion about their culture according to nationality

Nationality	Really discuss	Discuss	Not really discuss
China			★
Korea			★
Thailand			★
Malaysia		★	
Singapore			★
Philippines		★	
France		★	
Italy		★	
Spain		★	
Russia		★	
Serbia	★		
India	★		
Czech	★		
Finland	★		
Sweden	★		
Germany			★
Poland		★	
U.K		★	
U.S.A	★		
Australia	★		
New Zealand		★	
Japan			★
Brazil		★	

Really discuss= Give you many explanations or always mention about their country

Discuss= They would mention their country in sometime

Not really discuss= Not really want to mention about their country compare with the other country's people.

Furthermore, the following statistics shown in Table 3 is based on the customers whose I have met on the same subject as shown in Table 1. From the result, we will know that foreign languages greeting and culture discussing could be very heated debate.

Table 3 Discussion directly about their culture according to nationality

Nationality	Really react	react	Not really react	Result-based on my experience
China		★	Exciting	
Korean	★			tell you some Korean Lesson
Thailand	★			Very good react
Vietnam			★	Nope
Nepal	★			Exciting/Explain their country culture
U.S.A	★			Very exciting
U.K	★			Very exciting
Australia	★			Treat you as a friend
France	★			Exciting/Very good react
German	★			Gave me extra tips
Switzerland	★			Exciting
Mongol		★	Good	react
Indonesia		★	Good	react

Really react= very exciting, very surprise and pleasant

React= A little bit exciting but not really pleasant

Not really react= Do have not any reactions or just keep silence

3.2 Language chat with Japanese and Malay students

We are experimenting with a variety of communications activities involving students from Toyo University and native speakers of the various languages. Separate conversations are available to individuals who access the site. The YouTube segments feature Japanese students speaking with native speakers of other languages while using Skype or while having on-site conversations in their classroom. The objectives of the exercise are as follows:

- Incorporating the findings obtained through the conversation into the learning tool.
- Testing the students' improvement before and after using the learning tool.

In general, the participants are passionate in their efforts to communicate even though they lack the necessary vocabulary and capacity for expression. Each participant is questioned following their activities to determine their progress. The following guidelines are presented to the participants before the exercise:

- The native language should not be used.
- A single foreign language should be used for each conversation. In other words, they should not mix two languages during the same interaction. Instead, at least two foreign languages should be used over the same conversation.
- Individual participants may at times be corrected.
- In the trial, there are about 10 Japanese students and three international students.

In advance, the students prepare some questions, but, during the conversation, they are free to talk about anything they choose. The participants are advised that they may ask and answer questions and introduce new content if they choose. In Figure 1, the students are discussing favorite foods with a Malay female student who has been studying Japanese for two years. In Besides English, the Japanese students try to use Malay with her. However the vocabulary is limited in Malay. They talked some simple greetings and simple phrases based on a Malay tourism guide²⁾³⁾.



Figure 1. Language exchange between the students

4. Learning video on Youtube⁴⁾

However, learn a new foreign language or understand new country's culture is not an easy matter. This is because it needs a lot of time, patient, effort to achieve target. Thus, learning a new foreign language would encounter many difficulties that we never expect. Depends on the languages, it comes with special alphabet character, peculiar pronunciation, complicated grammar. For an instance, we know Japanese and Korean languages have Kanji, French language has masculine feminine noun, Russian and Mongolian have Cyrillic alphabet. The great differences would make learners suffered and confused. In fact, there are many anthropologists did take very long time for doing their fieldwork studies or learning a foreign language. We are not necessary to speak the languages like a native speaker. But, being to pay a culture respect, we need to know some foundation foreign languages knowledge.

Therefore, I am trying to make some original YouTube video to resolve these problems. YouTube video is a sharing video website on which users can upload and share videos. Everyone can post the home video or a short movie clip to YouTube within few minutes. I adopt my original YouTube video in my language teaching. Here is the following reason to

support me to do that

- 100% original content video.
- The video comes with sound (peculiar pronunciation)
- Learners can do the review with my video anytime
- It is free registered
- These video can be shared with among the mates
- Updated newest information in real time
- Education functional

Jeffery's languages video is my original YouTube video. This would be the trial version for presentation. Some French, Cantonese video are done. Here are my following video clips.

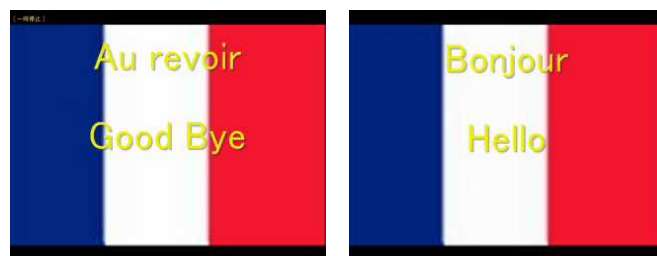


Figure 1 Example of French video

French is a Romance language globally spoken by about 77 million people as first languages. French is a descendant of the Latin languages of the Roman Empire, as are national languages such as Italian, Portuguese, Spanish and Romanian. French grammar shares several notable features with most other Romance languages, including the Latin's declensions and grammatical genders.

Cantonese language primary spoken in the Southern China mainly in the provinces of Guangdong, Hong Kong, Macau, Malaysia and Singapore. The issue of Cantonese should belong to a dialect of a Chinese language. However, Cantonese is considered to be a single or dependent language for ethnic and cultural reasons. This is because it is mutually unintelligible with other varieties of Chinese.



Figure 2 Example of Cantonese video

5. Conclusion and Future Work

In this paper, we showed some results about interaction with people according to different nationality, and introduced a preliminary language chat experiment between students. Then we illustrated our own YouTube video material.

We will keep doing research/thinking what are the relationships between languages and the culture. For thinking of what linguists reason to support us learning multiple languages. At present, among many linguistic theories and language learning approaches, we think 'the Lexical Approach'⁵⁾⁶⁾⁷⁾ and 'Task-Based Language Learning'⁸⁾⁹⁾¹⁰⁾ would be promising approaches.

Also, we intend to use my original YouTube video for my language teaching as to get the positive feedback. In the nearest future, we will do more languages exchange program with some international students. In the future, we are adapting rational to our learning materials as well as proving why learning multiple languages is better than unifying our parole with one language in a society.

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