

Promoting Translingual, Transcultural and Intermedial Literacies in a Content-based Japanese Classroom: Collaborative Subtitling as Pedagogy

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Abstract

In response to the gap we have long identified in teaching Japanese language and Japanese media as mutually independent disciplines, this study proposes a collaborative curricular initiative that brings together language and content studies in a content-based language classroom (Kumagai & Kono 2018). Our instruction involves both advanced learners of Japanese and proficient Japanese speakers through a pedagogical practice of translanguaging (Wei, 2018). While translanguaging has conventionally focused on multilingual learners sharing the target language as a resource to access content knowledge, we extend the understanding of translanguaging as collaborative practices between learners of English and Japanese respectively as their target languages. Furthermore, our study aims to enhance students' critical engagement with Japanese language, culture, and media through English subtitling as peer collaboration between students with different cultural and linguistic backgrounds. This process allows students to develop their translingual, transcultural, and "intermedial" (Fornäs, 2002) literacies, as well as linguistic competencies.

Bios

Saori Hoshi is Assistant Professor of Teaching in Japanese applied linguistics at the Department of Asian Studies at University of British Columbia. Her research interests include socioculturally informed investigations of the role of pragmatics-focused instruction in the development of interactional competence in Japanese. Her current projects focus on the learner development of L2 interactional resources in instructed contexts, including the uses of Japanese interactional particles *ne*, *yo*, and *yone*, and incomplete sentences in Japanese conversation.

Ayaka Yoshimizu is Assistant Professor of Teaching at the Department of Asian Studies at University of British Columbia. She also teaches and coordinates Arts courses for the UBC-Ritsumeikan Exchange Programs. Her areas of teaching include Japanese literature, films, and media, and transpacific histories and cultures. Her current educational projects focus on equity and inclusivity in classroom; decolonizing and indigenizing curriculum; embodiment and performance as pedagogy; and subtitling as pedagogy to enhance translingual, transcultural, and intermedial literacies.