

学 位 論 文 要 旨

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題 目 Studies of Japanese Elementary School Pupils' Foreign Language Development:
Integrating Multimodality into Sociocultural Theory (日本の小学生の外国語発達の
研究: マルチモダリティを社会文化理論に統合した理論的枠組みを用いて)

学位論文要旨 (和文2,000字又は英文1,000語程度)

This study examined Japanese elementary school pupils' foreign language development in the classroom. Close attention was paid to the ways in which various means of expression contribute to language development from a sociocultural perspective.

The first theoretical framework I refer to is sociocultural theory (SCT), which is grounded in Lev Vygotsky's developmental psychology. The key concept in SCT is that the development of the human mind is realized in social interaction through the "mediation" of various cultural tools. Of these, Vygotsky places the greatest emphasis on the mediating nature of language; Vygotsky's (1987) distinction between "meaning" and "sense" is an important analytical concept for observing a child's mental development through language learning. In Vygotsky's view, meaning is described as "a stable zone within sense" (Mok, 2017, p. 34) with personal emotions arising from the learner's own lived experience.

Traditionally, emotions have rarely been discussed on the same footing as cognition. Rather, emotions have been afforded a more inferior and primitive role, as noted by Swain (2013). However, Vygotsky overcame this egocentric view in a concept termed *perezhivanie*, in which he argued that emotions and cognition together mediate mental development. His notion of emotion-cognition integration is also supported by recent research by neuroscientists such as Damasio (1999) and Barrett (2018). It is often difficult for human beings to immediately put into words the things they feel or experience in life (i.e., *perezhivanie*) (Vygotsky, 1994); it takes time for humans to truly understand a word's meaning. This is particularly applicable to young learners who are still in the process of language development as well as to those whose classroom activities are conducted in a foreign language. Vygotsky argues that as the transition from thought to speech is heavily mediated, mediational means in the transitional process can be multifaceted. In SCT, language is the most essential mediational means to open up the process. However, many other non-verbal means, including visual images, can also help individuals reveal their thoughts. This is the rationale for including another theoretical framework, that is, multimodality.

Multimodality is an approach or pedagogy to realize multiliteracies (New London Group; NLG, 2000). The core of multiliteracies and multimodality learning is creatively producing "designs of meaning"

(NLG, 2000, p. 19) by the learner from among the available media of representation. As Kress (2010) notes, the central feature of multimodality is to recognize the limits of language as the dominant means of human communication. As per the multimodality approach, one can represent their meaning in an effective and impressive way through whichever multimodal media is best suited to it.

This study integrates the theory of multimodality with SCT into van Lier's (2004) concept of ecological learning context; it updates the mechanism of the agent's mental development by the integrated theory of SCT and multimodality. In the integrated theory, foreign language learning can be recognized as transforming the available designs (Cope & Kalantzis, 2000), which are distributed between the environment and the individual, into the "*redesigned of the available designs*" to generate a meaning of their own. In this, the *perezhivanie*, which is one of the *available designs*, plays a key role in progressing the learning process. This is because it is owned by the individual alone despite the wealth of knowledge and skills that teachers may possess. This distribution of *available designs* between the individual and the environment can allow the learner to activate all of their inner mental functions to describe their own *perezhivanie*, rather than only aiming to mindlessly reproduce ready-made or static grammar and meanings provided by the teacher and textbook. In this study, I used this integrated theory as a framework for analysis and conducted the following two case studies.

Case One was conducted at a Japanese public elementary school with fifth graders. The lessons were aimed at teaching/learning the meaning of the English word "share" using a story from an English picture book. Pupils were tasked to draw pictures of something that they shared with somebody. The drawings and conversations between the pupils and their teachers were analyzed to show how they represent their personal meaning of "share" multimodally and how their *perezhivanie* affects meaning-making.

Case Two was conducted in a cross-curricular class in a different public elementary school—also in Japan—with sixth graders. Pupils were given the task of describing their favorite memories of their elementary school days using Henri Matisse's "Cut-Out" technique and presenting it in English. As redesigned objects, the pupils' cut-outs, in which they converted their visual art into language and vice versa, were comprehensively analyzed based on a synthesis of both manifestations to examine the artist's thoughts.

The analysis of these cases revealed that the two different modal logics can illuminate different aspects of one's mind and bring out different understandings of its development. In particular, the visual images reflected the pupils' *perezhivanie*. This enabled the teachers to diversify their interactions, including verbal dialogues, with the pupils. As a result, in Case One, a pupil succeeded in creatively producing a new foreign word, and in Case Two, the linking of the teachers who were involved in the interaction led to the discovery of a new word that the pupils themselves found valuable and relevant. Thus, the interplay between language and image enabled pupils to develop their foreign language skills. This was due to the creativity of the learners being brought out by coordinating the different expressive constraints and liberations of the two logical modes, and the reorganizing power of the visual image that transforms the teacher-learner relationship from a hierarchical one to a collaborative one, as pointed out by Yamada (2018).

In this study, I only focused on the bimodal relationship between language and image; the pupils were asked to express their intentions in language in combination with images for this purpose. Possible future research areas include practicing activities that combine language with other modal texts such as speech and music, and/or practicing in groups of pupils from diverse linguistic and cultural backgrounds. In future research, I aim to explore how such activities differ in representations of learners' *perezhivanie*, and how these activities open up possibilities for learners' L2 (second language) learning. (1021 words)