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研究課題名(和文) Developing Bilingual Short Stories and Community Literacy Activists

研究課題名(英文) Developing Bilingual Short Stories and Community Literacy Activists

研究代表者

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研究成果の概要(和文)：本研究では、言語学習におけるgraded readerの発達を研究するためのバイリンガルアンソロジー(YAMS)を作成した。3つの物語は、立命館APUで創作された多文化舞台公演から始まった。パンデミックの間、3つの物語はゼロから書かれた。多言語を話す学生作家と翻訳者(コミュニティ・リテラシー・アクティビスト：CLA)が、それぞれのストーリーを英語と日本語で3段階に執筆、翻訳、採点した。CLAのフォーカスグループを分析した結果、CLAにとって重要な学習成果が明確になり、人間の知性と労力を駆使してバイリンガルのイラスト入り段階別読み物を開発するプロセスが明らかになった。

研究成果の学術的意義や社会的意義

The YAMS anthology supports research on bilingual, multicultural discussions and creating graded readers. The anthology establishes affordances for arranging bilingual exchange classes between homogeneous and mixed-level groups and introduces Community Literacy Activism (related to Citizen Science).

研究成果の概要(英文)：This research created a bilingual anthology (English-Japanese) for studying graded reader development in language learning (Young Adult Multicultural Stories (YAMS)). Three stories started as multicultural stage performances created at Ritsumeikan APU. During the pandemic, three stories were written from scratch. Multilingual student authors and translators (Community Literacy Activists (CLAs)) worked on writing, translating, and grading each of the stories to three levels in English and Japanese. Analysis of CLA focus groups has identified key learning outcomes for CLAs, and processes for developing bilingual, illustrated graded readers with human intelligence and labor.

研究分野：Discourse Analysis

キーワード：Extensive Reading Literature Circles Bilingual Graded Readers L2 Discussion Critical Literacy Creative Writing Text Simplification Short Story Writing

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### 1 . 研究開始当初の背景

Community Literacy Activism (CLA) is my extension of Citizen Science (the involvement of the public in scientific research) (Gura, 2013) to the work of bilingual literacy research. Typically, student leaders are Peer Assistants who work in Writing Centers or Self Access Learning Centers, and Teacher Assistants who work in classrooms. Peer leader positions that model multilingual literacy, and the inculcation of literacy skills are not commonly found on campuses. This does not have to be the case. Similarly, Teaching Assistants tend to help with speaking and writing skills in language classrooms, but they do not engage in actual reading skill development. Additionally, before this research, there was a lack of carefully graded, bilingual, graded reading material that could be used in bilingual literature circle discussions, and the best available basis for such research was both copyrighted and available in only one language. Thus, there existed numerous barriers to researching bilingual extensive reading and discussion.

### 2 . 研究の目的

This research project aimed to elucidate ways that literacy leaders can learn to modify input in order to make it comprehensible to L2 learners in the process of providing fun, bilingual storybook discussions, and simultaneously building community between international students and domestic students at lower proficiency levels. Such activities and materials are badly needed for helping to integrate the worlds of international and domestic students in Japan. The key research question addressed in the study was as follows: “How can students trained as Community Literacy Activists (CLAs) contribute to bilingual literacy development at international universities?”

### 3 . 研究の方法

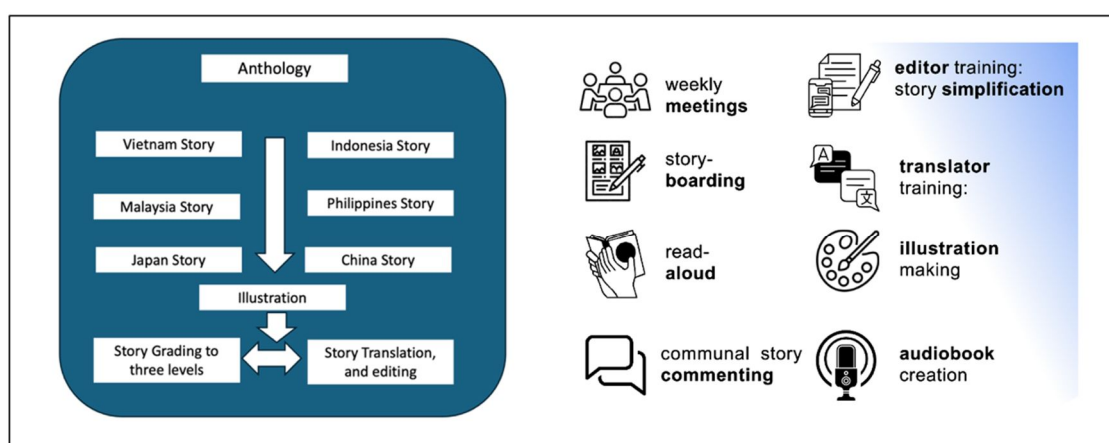
The CLA project utilized qualitative research methods - interviews, focus groups, and grounded theory analysis—to discover themes in data taken from recorded interactions during the course of the development of six graded readers and their various versions. The data collection was usually done through regular online Zoom meetings, as the project began just before the start of the COVID-19 pandemic, and face-to-face meetings were quickly moved online. Zoom recordings were a convenient method of recording discussions among the researchers and Community Literacy Activists (CLAs).

The anthology production process is illustrated in Figure 1. The first three stories started as multicultural stage plays in English with scripts about 40 pages each. Permission from each international committee on campus was obtained, and an author from the same community was recruited as a CLA to author successive short story

versions, starting from a first 9,000-word version in English, then a 4,000-word version that was graded for an upper-intermediate level audience (Stage 3). From there, three stages (levels) of each story were created in both English and Japanese. So there are six versions of each story available on the website (StudioCLA.org/stories). From the Stage 3 versions, two pathways to simplification methods were followed. Some stories were simplified to Stage 2 and Stage 1 in English first. Others were translated from the Stage 3 version into Japanese first, and then stages two and one were simplified through the Japanese side and back translated to English. A back-and-forth, up-and-down process was followed to vertically and horizontally integrate the levels and language versions of each story.

**Figure 1**

*The Young Adult Multicultural Story (YAMS) Anthology and Team Processes*



The process followed weekly meetings with CLAs in various roles including a team manager, outreach and story acquisition leader, authors, translators, and illustrators. Focus group discussions with various subteams were recorded regularly throughout the process of developing the anthology. Early versions of each story were also piloted at bilingual book club events with CLAs as the facilitators.

#### 4 . 研究成果

Results from the analysis of focus group data were first published in Sevigny, Manabe, S. Shankar, and Lim (2021). In terms of developing CLAs as a category of student leader on campus, four overarching skills were identified for said leaders. These skills include second language ownership, the ability to modify language levels in L1 and L2, intercultural communication, and inclusive facilitation skills (Sevigny et al., 2021, p. 18). Additionally, specifications in both English and Japanese for the three stages of each story were established.

In addition, five themes emerged in data analysis from focus groups with authors and translators:

1. Content authentication
2. Team building

3. Peer editor authentication
4. Personal development
5. Language authentication

These resulting themes were detailed in the presentation ‘Developing the mindset of a bilingual literacy activist’ (Manabe & Sevigny, 2023).

There are some important implications of these findings. First, the development of culturally authentic and linguistically appropriate reading material requires the development of mutual trust among all stakeholders in the production team. Decisions about content and language, and how it will be viewed by a global audience requires the facilitation and sharing of multiple team members’ perceptions as well as technical analysis of linguistic choices. One of the hardest tasks for the CLAs was the simplification of texts – rewriting a story for a native-level audience to one for an Intermediate level of proficiency in English, and then for an elementary-level English audience. Several of the CLAs from this study are now working for large media production corporation units that support an array of multicultural content producers. The ability to write and revise narrative in addition to other genres of English and function on multicultural teams in multilingual settings is a given for these alumni from our university. Yet, language programs tend to focus on the reading and writing of ‘academic’ texts such as research papers. There is likely a need to broaden the definition of literacy in language programs to prepare students for the real world.

Some implications of this research will be discovered by other researchers who work with the anthology of graded readers on the StudioCLA website in English and Japanese. The anthology can be treated as a dataset for studying the production of graded readers for extensive reading in English and Japanese, researching bilingual literature circle discussion, and analyzing the specifications that work best for grading narrative in English and Japanese to various levels in these languages.

Like with any scientific research, the relevance of the work will take on new meaning when viewed through lenses of other fields and technological advances. For example, the advent of Large Language Model generative AI now presents a great contrast to the 100% human labor involved in the production of this YAMS anthology. While AI may eventually simplify the production of such graded reading material, this project still presents a template for creating multilingual reading materials that connect cultures and contexts, especially in, but not limited to contexts outside the domain of English.

5. 主な発表論文等

〔雑誌論文〕 計2件（うち査読付論文 1件/うち国際共著 1件/うちオープンアクセス 2件）

1. 著者名 Sevigny, P., Manabe, S., S. Shankar C. H., & Lim, J.	4. 巻 9(2)
2. 論文標題 Community Literacy Activism: Amateur authors writing multilingual graded readers.	5. 発行年 2021年
3. 雑誌名 Argentinian Journal of Applied Linguistics	6. 最初と最後の頁 12-22
掲載論文のDOI（デジタルオブジェクト識別子） なし	査読の有無 無
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1. 著者名 Sevigny, P., Stilp, L., Jones, K., and Bankole, A.	4. 巻 6
2. 論文標題 Improving the impact of undergraduate language TAs at a Top Global University	5. 発行年 2021年
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1. 発表者名 Sevigny, P. & Manabe, S.
2. 発表標題 Developing the Mindset of a Community Literacy Activist
3. 学会等名 JALT International Conference（国際学会）
4. 発表年 2023年

1. 発表者名 Sevigny, P. & Annisa Nur Zahra, A.
2. 発表標題 Race of intelligence: Humans vs. AI in the creation of graded readers
3. 学会等名 The Sixth World Congress on Extensive Reading（国際学会）
4. 発表年 2023年

1. 発表者名 Sevigny, P. & Annisa Nur Zahra, A.
2. 発表標題 Students authoring online multilingual graded readers
3. 学会等名 The Sixth World Congress on Extensive Reading ( 国際学会 )
4. 発表年 2023年

1. 発表者名 Sevigny, P., & Manabe, S.
2. 発表標題 Agenda-based reading groups: Developing facilitation skills in bilingual discussions
3. 学会等名 The Fourth APLJ Symposium (online). ( 招待講演 )
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1. 発表者名 Sevigny, P., & Manabe, S.
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1 . 発表者名 Sevigny, P., and S. Manabe
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3 . 学会等名 APU Journal of Language Research 3rd Annual Symposium
4 . 発表年 2021年

1 . 発表者名 Sevigny, P., and S. Manabe
2 . 発表標題 Community literacy activists: Amateur authors writing graded readers for specific purposes
3 . 学会等名 AILA 2021 ( 国際学会 )
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2 . 発表標題 Bilingual graded readers, literature circles, and identities
3 . 学会等名 Extensive Reading Summer Seminar 2020
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1 . 発表者名 Sevigny, P., Berger, M., and Manabe, S.
2 . 発表標題 Moving EFL Literature Circles Online
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4 . 発表年 2020年

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3. 学会等名 JALT Oita 7th Annual "JALT Shorts"
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〔図書〕 計1件

1. 著者名 Sevigny, Paul	4. 発行年 2022年
2. 出版社 Palgrave Macmillan, Cham	5. 総ページ数 27
3. 書名 Revising Role-Based Literature Circles for EFL Classrooms. In: Zyngier, S., Watson, G. (eds) Pedagogical Stylistics in the 21st Century.	

〔産業財産権〕

〔その他〕

Sevigny, P. & Manabe, S. (Eds.).(2023). Young adult multicultural stories. StudioCLA. <a href="http://www.studiocla.org/stories">www.studiocla.org/stories</a> Studio CLA Research <a href="http://www.studiocla.org/research">www.studiocla.org/research</a>
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6. 研究組織

氏名 (ローマ字氏名) (研究者番号)	所属研究機関・部局・職 (機関番号)	備考
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7. 科研費を使用して開催した国際研究集会

〔国際研究集会〕 計0件

8. 本研究に関連して実施した国際共同研究の実施状況

共同研究相手国	相手方研究機関
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