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What issues do non-Japanese L2 English users face when teaching in Japan?

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TITLE

What issues do non-Japanese L2 English users face when teaching in Japan?

RELEVANT SIG

Global Englishes

FORMAT

Research-oriented Oral Face-to-face presentation (25 minutes, including Q&A)

Short English description

KEYWORDS

global English user
L2 English user
contract language instructor
intercultural

First-time presenter?

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ABSTRACT

In recent years, the multilingual turn in applied linguistics research recognizes classrooms' increasing diversity and multilingual users' integrated linguistic repertoires (Cenoz & Gorter, 2019). In contrast, Japanese education tends to continue its focus on L2 English mastery (Humphries & Burns, 2015), leading to a deficient learner emphasis that prioritizes native-like proficiency (Aoyama, 2023). In this environment, despite studies examining the emotional impact of teaching in Japan for teachers from anglophone countries (e.g., King, 2016), there has been a lack of research into the perspectives of non-Japanese English teachers who do not speak English as their first language (i.e. L2 English users). To address this gap, the presenter's team interviewed

five L2 English speakers from Europe and Asia who teach compulsory English classes to non-majors in a Japanese university. In their responses, the participants described challenges faced as they adapted to living and teaching in Japan, but they also drew strength from their language learning backgrounds to empathize with and motivate their Japanese students. Based on the results from this study, the presenter hopes to raise awareness in Japan that non-Japanese L2 English speaking language teachers have many advantages because they understand the challenges of learning English.

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