

Towards Positive Identity Construction for Japanese Non-Native English Language Teachers

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Abstract : The low level of English proficiency among Japanese people has been a problem for a long time. Japanese non-native English language teachers, under social or ideological constraints, feel a gap between government policy and their language proficiency and cannot maintain high self-esteem. This paper focuses on current Japanese policies and the social context in which teachers are placed and examines the measures necessary for their positive identity formation from a macro-meso-micro perspective. Some suggestions for achieving this are: 1) Teachers should free themselves from the idea of native speakers and embrace local needs and accents, 2) Teachers should be involved in student discussions as facilitators and individuals so that they can be good role models for their students, and 3) Teachers should invest in their classrooms. 4) Guidelines and training should be provided to help teachers gain confidence. In addition to reducing the workload to make more time available, 5) expanding opportunities for investment outside the classroom into the real world is necessary.

Keywords : language teacher identity, native speakers, government policy, critical pedagogy, investment

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