

# 教育研究業績書

2018年11月21日

所属：英語文化学科

資格：准教授

氏名：N. J. ルドルフ

研究分野	研究内容のキーワード
応用言語学, 社会言語学, 言語文化教育, 文化人類学	英語の学習者, ユーザーまた教師のアイデンティティ 英語教育の理論 日本の状況における英語教育 言語教育への批判的指向アプローチ Global Englishes English as a Lingua Franca (英語は世界共通語)
学位	最終学歴
学士 国際関係学科 (1999年6月) 修士 歴史学 (2002年6月) 修士 TESOL (英語教育) (2007年6月) 博士 言語文化教育学 (Ph. D.) (2012年12月)	メリーランド大学大学院 博士 言語文化教育学 (Ph. D.)

教育上の能力に関する事項		
事項	年月日	概要
<b>1 教育方法の実践例</b>		
1. 教育方法	2011年3月より	In my classes, I connect my students' knowledge and experiences with glocal (simultaneously global and local) topics and issues through the use of technology (CALL) and materials tailored to the students in each class, and through the creation of an interactive classroom environment wherein students actively explore their identities, their community, and the world beyond their own. In other words, students are learning in and through English, in addition to acquiring the language itself. I work to develop in students an "ethnographic" sense: an ability to seek the linguistic, socio-cultural and academic knowledge that will equip them to both express their ideas and opinions, and understand those that others possess.
2. 大学院教育方法	2011年より	In my graduate courses, I equip master's and doctoral students to conceptualize and approach language ownership, learning, use, and instruction, from worldview to theory, theory to methodology or principles, and methodology or principles to method (whether in terms of research, writing, or instruction). This is to equip them to analyze and digest academic scholarship, and to participate in and contribute to their fields (whether applied linguistics, second language acquisition, or language education).
<b>2 作成した教科書、教材</b>		
1. Cultivating グローバル人材らさ(?): Approaches, Issues and Implications.	2018年8月28日	Workshop/Presentation at 2018 JACET International Convention, Sendai, Miyagi, August 28th.
2. 教教育ワークショップ: Teaching Beyond Essentialization and Idealization	2017年8月31日	This workshop was conducted at the 2017 JACET International Conference in Tokyo. I provided participants with the opportunity to explore and experience practice, focused on the Japanese context, that critically and practically accounts for and attends to diversity and complexity, in terms of identity and interaction. The presenter shared lived experiences and data from his courses, as well as teaching materials and teaching tips, in the interest of engaging participants in critical-practical dialogue.
3. TESOL NNEST Interest Section Newsletter (October 2017)	2017年10月1日	RUDOLPH, N. & Yazan, B. Co-editor of a special issue of the NNEST IS Newsletter. Online at: <a href="http://newsmanager.commpartners.com/tesolnne/issuues/2017-10-02/index.html">http://newsmanager.commpartners.com/tesolnne/issuues/2017-10-02/index.html</a>
4. 教教育ワークショップ: Member of the TESOL NNEST-IS Electronic Village Online Workshop Committee	2016年8月~2017年3月	This is a year-long project that will result in a five week long online workshop for ELT professionals, sponsored by TESOL International, that explores teacher identity, equity, and professionalism in ELT.  During the workshop I gave an online, interactive presentation, streamed around the globe, and hosted ongoing chats on the workshop's Google+ blog (both before and following the presentation).
5. Conceptualizing and Approaching Education for Glocal Interaction Beyond Essentialization: A Focus on Japan.	2015年10月25日	Plenary speech and accompanying workshops for ELT professionals (researchers and teachers) given at the ELF (English as a Lingua Franca) Forum, Tamagawa University.

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<b>2 作成した教科書、教材</b>		
<p>6. 教教育ワークショップ: Member of the TESOL NNEST-IS Electronic Village Online Workshop Committee</p> <p>7. 教材</p> <p>8. 教教育ワークショップ: World Englishes, English as a Lingua Franca and Lingua Franca English: Conceptualizing English Ownership and Use Beyond the Native Speaker Construct.</p>	<p>2013年6月～2014年2月</p> <p>2011年3月～現在</p>	<p>Online at: <a href="http://www.tamagawa.jp/university/news/detail_9272.html">http://www.tamagawa.jp/university/news/detail_9272.html</a></p> <p>This was a year-long project, resulting in a five week long workshop for ELT professionals, sponsored by TESOL International. In the workshop, we discussed conceptualizing and approaching contextualized English language education that equips learners to interact with individuals from a wide variety of linguistic, cultural, ethnic, and national backgrounds, for reasons both critically- and practically-oriented.</p> <p>During the workshop I gave an online, interactive presentation, streamed around the globe, and hosted ongoing chats on the workshop's Google + blog (both before and following the presentation).</p> <p>I have been responsible for coordinating and developing curriculum for my department's Advanced Course of English study. I have created course materials for six specific classes: English Language Teaching: From Worldview to Practice; World Englishes; Transcultural and Translinguistic Japan; Identity and Globalization in Japan; English as an International Language in the Japanese context; Being and Becoming グローバル人材.</p> <p>I gave this invited lecture, and accompanying question and answer forum, to the METS in Kansai /2016 February (英語を教える教師の集う会).</p>
<b>3 実務の経験を有する者についての特記事項</b>		
<p>1. Journal Special Issue Co-editor (with Bedrettin Yazan and Ali Fuad Selvi), International Multilingual Research Journal</p> <p>2. 2019 Special Journal Issue Primary Guest Editor (Journal of Language, Identity and Education) (査読あり)</p> <p>3. Manuscript Reviewer (査読者), Lingua (論文誌)</p> <p>4. Manuscript Reviewer (査読者), Sage Open</p> <p>5. Incoming Chair/Current Chair, TESOL NNEST Interest Section</p> <p>6. Manuscript Reviewer (査読者), Current Issues in Language Planning (論文誌)</p> <p>7. Member of the TESOL NNEST-IS Electronic Village Online Workshop Committee</p> <p>8. Manuscript Reviewer (査読者) Asian Englishes (論文誌)</p> <p>9. Manuscript Reviewer (査読者), Journal of Language, Identity and Education (論文誌)</p> <p>10. Member, TESOL International Convention Leadership Committee (TESOL国際学会企画理事会) for TESOL 2017 Convention</p> <p>11. Member, TESOL International Convention Leadership Committee for TESOL 2017 Seattle Convention</p> <p>12. Book Manuscript Reviewer (査読者), Palgrave Macmillan</p> <p>13. Manuscript Reviewer (査読者), TESOL Quarterly (論文誌)</p> <p>14. Co-Editor (編者), TESOL International NNEST Interest Section Newsletter</p> <p>15. Member, TESOL International NNEST (Non-native English Speaker Teacher) Interest Section Steering Committee (NNEST 研究会リーダーシップ委員)</p> <p>16. Manuscript Reviewer (査読者), Critical Inquiry</p>	<p>2019年</p> <p>2017年8月2019年3月</p> <p>2017年8月～現在</p> <p>2017年5月～現在</p> <p>2017年3月～現在</p> <p>2016年9月～現在</p> <p>2016年8月2017年2月</p> <p>2016年7月～現在</p> <p>2016年10月～現在</p> <p>2015年12月1日～現在</p> <p>2015年10月2017年3月</p> <p>2015年～現在</p> <p>2015年～現在</p> <p>2014年3月1日2016年4月10日</p> <p>2014年3月1日～現在</p> <p>2014年～現在</p>	<p>Special issue entitled: "Borderland? negotiations of identity? in? language education" (Proposal accepted by the editorial team).</p> <p>Primary Guest Editor (with Ali Fuad Selvi and Bedrettin Yazan) of the Winter 2019 Special Topic Issue of the international, peer-reviewed Journal of Language, Identity, and Education, entitled, "Destabilizing Critical 'Assumptions' Regarding Identity, Experience, (In)equity, and Interaction In (English) Language Teaching</p> <p>I review manuscripts being considered for publication.</p> <p>I review manuscripts being considered for publication.</p> <p>As of 3/2018, I am Chair of a 1,000-member IS in TESOL International Association.</p> <p>I review manuscripts being considered for publication.</p> <p>I am a member of a committee putting together a five-week workshop for ELT professionals around the world, online, as part of TESOL, Inc.</p> <p>I review manuscripts being considered for publication.</p> <p>I review manuscripts being considered for publication.</p> <p>I am a member of the planning committee overseeing the 2017 TESOL Convention in Seattle, WA, USA.</p> <p>I was a member of the committee that planned and executed the 2017 TESOL International Convention, in Seattle, WA, USA.</p> <p>I review book manuscripts being considered for contacting and publication.</p> <p>I review manuscripts being considered for publication in TESOL's flagship journal.</p> <p>I conceptualized the newsletter in concert with my co-editor, reviewed manuscripts being considered for publication, and edited the final newsletter (2 newsletters per year).</p> <p>I am a member of the TESOL, International NNEST interest section leadership committee, guiding IS-related events, efforts, and publications.</p> <p>I review manuscripts being considered for publication.</p>

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<b>3 実務の経験を有する者についての特記事項</b>		
ry in Language Studies (論文誌)		on in CILS.
17. Member of the TESOL NNEST-IS Electronic Village Online Workshop Committee	2013年6月2014年2月	I was a member of a committee putting together a five-week workshop for ELT professionals around the world, online, as part of TESOL, Inc.
18. Manuscript Reviewer (査読者), NELTA (Nepal English Language Teachers Association) Journal	2012年2013年	I reviewed manuscripts being considered for publication in the journal.
19. Member of Graduate Research and Education Leadership Committee, Department of Curriculum and Instruction, University of Maryland, College Park	2009年2011年	
20. Member of College of Education Graduate Research Symposium Planning Committee, University of Maryland, College Park	2009年2010年	
<b>4 その他</b>		

職務上の実績に関する事項		
事項	年月日	概要
<b>1 資格、免許</b>		
<b>2 特許等</b>		
<b>3 実務の経験を有する者についての特記事項</b>		
<b>4 その他</b>		

研究業績等に関する事項				
著書、学術論文等の名称	単著・共著書別	発行又は発表の年月	発行所、発表雑誌等又は学会等の名称	概要
<b>1 著書</b>				
1. Criticality, teacher identity, and (in)equity in ELT: Issues and implications (査読あり)	共	2018年3月	Yazan, B. & RUDOLPH, N. (Eds.). Dordrecht, The Netherlands: Springer. (編者の部分が抽出不可)	This edited volume, envisioned through a postmodern and poststructural lens, represents an effort to destabilize the normalized “assumption” in the field of English language teaching (ELT), critically-oriented and otherwise, that identity, experience, privilege - marginalization, (in)equity, and interaction, can and should be apprehended and attended to via categories embedded within binaries (e.g., NS/NNS; NEST/NNES T). The volume provides space for authors and readers alike to explore fluidly critical-practical approaches to identity, experience, (in)equity, and interaction envisioned through and beyond binaries, and to examine the implications such approaches hold for attending to the contextual complexity of identity and interaction, in and beyond the classroom. The volume additionally serves to prompt criticality in ELT towards reflexivity, conceptual clarity and congruence, and dialogue.
2. Essentialization, Idealization, and Apprehensions of Local Language Practice in the Classroom (査読あり)	単	2018年3月	In B. Yazan & RUDOLPH, N. (eds.), Criticality, teacher identity, and (in)equity in ELT: Issues and implications (pp. 275-302). Dordrecht, The Netherlands: Springer.	This chapter details a poststructural ethnographic account (Britzman, 1995) of sixteen Japanese university students and their teacher conceptualizing boundaries of local language practice in one English department. Together, they apprehend local (Japanese) language practice as negotiated at the interstices of discourses of “Japaneseness-Otherness” and “native English speaker-Otherness.” Authority to employ Japanese in the classroom was afforded to “Japanese” teachers who might then assert authority to engage in local language practice or teach content in and through the Japanese language. Additionally, “Japanese” teachers were provided space to assert identity as linguistic and cultural border crossers, whereas “native speaker teachers” were to downplay or disassociate from their lived experiences negotiating membership in Japanese society, including from their use of Japanese, in the classroom. Space for teachers, positioned as neither an “idealized NS of English” nor “idealized NS of Japanese,” was non-existent. The study troubles dominant, critically-

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著書、学術論文等の名称	単著・共著書別	発行又は発表の年月	発行所、発表雑誌等又は学会等の名称	概要
<b>1 著書</b>				
3. Teachers and The Negotiation of Identity: Implications and Challenges for Second Language Teacher Education (査読あり).	共	2017年3月	Selvi, A.F. & RUDOLPH, N. (編者の部分が抽出不可)  In J. de Dios Martinez Agudo (Ed.), Native and Non Native Speakers in English Language Teaching: Perspectives and Challenges for Teacher Education (pp. 257-272).  Berlin: De Gruyter Mouton.	oriented approaches to local language practice in the field of English language teaching (ELT) and its corresponding disciplines, that do not account for individuals' negotiation of positioning and being positioned, identity-wise, and the creation, limitation, and/or elimination of space for being and becoming that may result.  The following chapter details a year-long, co-constructed, sociohistorically-situated poststructural ethnographic account (Britzman, 1995) of twenty-three students and their teacher (this author), exploring and deconstructing glocal linguistic, sociocultural, ethnic, national, political, religious, geographical, educational, philosophical, professional and gender-related discourses implicated in the discursive construction of dominant and critically-oriented worldviews of globalization, and of "being equipped for participation in the global community" (グローバル人材) in Japanese society. In and through their lived experiences, the students and their instructor conceptualize, construct, problematize, challenge, affirm, cross, deconstruct, and reify essentialized borders of Self-Other in Japanese society, and Japaneseness-Otherness in terms of "beyond Japan," in tense, and often contradictory, ways.
4. Conceptual Shifts and Contextualized Practices in Education for Glocal Interaction: Issues and Implications (査読あり)	共	2017年11月	Selvi, A.F. & RUDOLPH, N. (Eds.). pp. 439. Singapore: Springer. (編者の部分が抽出不可)	This book employs the realm of English Language Teaching (ELT) as a discursive point of departure to explore how individuals, groups, entities and institutions apprehend, embrace, deal with, manipulate, problematize and resist glocal flows of people, ideas, information, goods, and technology. It apprehends and attends to tensions arising from the fluidly local-global construction and negotiation of borders of identity and interaction within a diverse array of contexts and English education therein. These tensions, whether conceptual or pedagogical, may arise in and through governmental and institutional policymaking, teacher training, or curriculum and materials development, and in the learning experience both within and beyond the classroom, as teachers and students engage with course content and each other.
5. Education for glocal interaction beyond essentialization and idealization: Classroom explorations and negotiations (査読あり)	単	2017年11月	In A.F. Selvi & RUDOLPH, N. (Eds.), Conceptual Shifts and Contextualized Practices in Education for Glocal Interaction: Issues and Implications (Chapter 7, pp. 386-424).  Singapore: Springer.	The following chapter details a year-long, sociohistorically-situated poststructural ethnographic account (Britzman, 1995) of twenty-three students and their teacher (this author), exploring and deconstructing fluidly local-global linguistic, cultural, ethnic, national, economic, political, religious, geographical, educational, philosophical, professional and gender-related discourses implicated in the discursive construction of dominant and critically-oriented worldviews of globalization, and of "being equipped for participation in the global community" (グローバル人材/guroubaruujinzai) in Japanese society. In and through their lived experiences, the students and their instructor conceptualize, construct, problematize, challenge, affirm, cross, and deconstruct essentialized borders of Self-Other in Japanese society, and Japaneseness-Otherness in terms of "beyond Japan."
6. Equity and professionalism in English language teaching: A glocal perspective (査読あり)	共	2016年2月	Selvi, A.F., RUDOLPH, N. & Uzum, B. (作者の部分が抽出不可)  In L. Jacob & C. Hastings (Eds.), Social Justice in ELT (pp. 79-94). Alexandria, VA: TESOL, International Press.	In this chapter, we argue that one key lingering issue hampering the growth of professionalism within ELT, relates to the ongoing struggle over the creation of space for innovation, incorporation, collaboration, and inclusivity within the field, both theoretically and practically speaking (Rudolph, Selvi & Yazan, 2015). In order to frame and confront systemic issues pertaining to professionalism, the current chapter first unpacks alternate, critically-oriented conceptualizations of (in)equity in ELT. Then, through a postmodern and poststructural lens, we subsequently present practical suggestions and advocacy practices for ELT professionals that attend to contextualized manifestations of inequity.
7. Beyond Essentialism: Apprehend	単	2016年11月5	In M. Apple, D. Da Si	The following chapter begins with a brief overview

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著書、学術論文等の名称	単著・共著書別	発行又は発表の年月	発行所、発表雑誌等又は学会等の名称	概要
<b>1 著書</b>				
ing “Identity” and “Motivation” Through a Poststructuralist Lens(査読あり)  8. Making Peace With Gangsta Rap: Themes and Paradoxes (査読あり)	共	日  2014年8月	Iva & T. Fellner (Eds.), L2 selves and motivations in Asian contexts (pp. 217-227). Bristol, UK: Multilingual Matters.  Blake, C. C., RUDOLPH, N. J., Oxford, R. L. & Boggs, R. M. (作者の部分が抽出不可)  In R. L. Oxford (Ed.), Understanding Peace Cultures (pp. 265-299). Charlotte, NC: Information Age Publishers.	view of frameworks for identity seeking to move beyond the NS construct for reasons both critical and practical. The chapter then presents approaches to the apprehension of being and becoming beyond essentialization, with a primary focus on identity conceptualized through a poststructural lens. Next, drawing upon poststructural theory, the chapter examines conceptualizations of “self,” “agency,” and “motivation” seeking to account for the interplay between the “individual” and the “social.” In doing so, the chapter briefly unpacks how being and becoming, with relation to “motivation,” might be viewed through the lens of poststructural theory. The chapter concludes with a few potential implications for language learning motivation research.  This book chapter explores how hip hop artists have wrestled with the fluidity of power-powerlessness, violence-peace, perpetrator-victim, and incarcerated-liberated (mentally and otherwise), in a manner reflecting everyday life.
<b>2 学位論文</b>				
1. Attending to the complexity of identity and interaction in language education.  2. Borderlands and border crossing: Japanese professors of English and the negotiation of translinguistic and transcultural identity (査読あり)  3. Walking a Sacred Tightrope: Archaeology, Geography and the Evolution of Belief in the Church of Jesus Christ of Latter-day Saints (査読あり)	共  単  単	2019年  2012年12月  2002年6月	Forthcoming, contracted edited volume (読者あり) for Multilingual Matters.  Clevedon, UK: Multilingual Matters.  Ph.D. Dissertation.  University of Maryland, College Park, pp. 181.  Online version available at: <a href="http://drum.lib.umd.edu/handle/1903/13852">http://drum.lib.umd.edu/handle/1903/13852</a>  M.A., History, thesis.  Cheney, WA, USA: Eastern Washington University Press, pp. 126.	This dissertation explores the lived experiences of four Japanese professors of English negotiating translinguistic and transcultural identities, who have in the process arrived at challenging localized and globalized discourses of Native Speakerism in ELT in Japan.  This book is about the history of a church and the evolution of its dogma and doctrine in light of advances in archaeology, anthropology and geography.
<b>3 学術論文</b>				
1. Negotiating ‘ares,’ ‘cans’ and ‘shoulds’ of being and becoming in ELT: Two teacher accounts from one Japanese university (査読あり)	共	2018年5月	Asian Englishes. DOI: 10.1080/13488678.2018.1471639  N. RUDOLPH, B. Yazan & J. Rudolph.	This study, utilizing narrative inquiry underpinned by poststructural theory, explores the lived experiences of two university-level English language teaching (ELT) professionals negotiating ‘borders’ of essentialized and idealized being and becoming, in seeking to account for the movement, hybridity, and diversity characterizing identity and interaction in and beyond ‘Japan.’ These borders relate to essentialized and idealized ‘ares,’ ‘cans,’ and ‘shoulds’ of ‘Japaneseness,’ juxtaposed against ‘Otherness’ predicated on ‘nativeness’ in English. In negotiating positionality, the two teachers choose to both discursively ‘trouble’ and not trouble who they, their colleagues, and their students ‘are,’ ‘can,’ and/or ‘should’ be or become, in complex and seemingly ‘contradictory’ ways. The study notes that the creation, limitation, and elimination of space for identity in ELT is sociohistorically, contextually, and fluidly connected to the local/global construction, maintenance, and/or challenging of borders of identity and community membership in the settings in which learning, use, and instruction take place.

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著書、学術論文等の名称	単著・共著書別	発行又は発表の年月	発行所、発表雑誌等又は学会等の名称	概要
<b>3 学術論文</b>				
2. Invited Book Review: Language Policy and Political Issues in Education (3rd ed.) (査読あり)	単	2018年3月	Critical Inquiry in Language Studies 15(4). Online at: <a href="https://doi.org/10.1080/15427587.2018.1442990">https://doi.org/10.1080/15427587.2018.1442990</a>	This is an invited book review of the encyclopedia volume "Language Policy and Political Issues in Education" (Springer International).
3. ELF, "English" Language Teaching and Criticality: Assumptions, Tensions and Implications (査読あり)	共	2018年3月	RUDOLPH, N & Rudolph, J. In JACET ELF SIG Journal, 2, pp. 1-16.	This article argues that ELF scholarship attending to the postmodern complexity of identity and interaction, must also necessarily do so when attending to experience and (in)equity in and beyond the classroom.
4. Advocacy (査読あり)	共	2017年3月	Yazan, B. & RUDOLPH, N. (作者の部分が抽出不可)  TESOL Encyclopedia of English Language Teaching. Wiley Publishing/TESOL Press (6 pages, online).	This entry presents a critical discussion of the concept of advocacy with respect to the inequitable professional relations stemming from the discourses of native speaker in the global field of ELT. It attempts to capture the intricacies of various apprehensions of advocacy in ELT that are based on different worldviews. Conceptualizing advocacy as part of ELT practitioners' professional identities, this entry highlights the need for efforts of advocacy as agentive and transformative action to address inequitable relations in ELT as a profession. It lastly provides some pedagogical implications for advocacy as individual and organizational efforts, particularly about the ways for individuals and organizations to transform identities to integrate advocacy and agency as part of who they are personally and professionally.
5. The idealization of native speaker teachers (査読あり)	単	2017年3月	TESOL Encyclopedia of English Language Teaching. Wiley Publishing/TESOL Press (6 pages, online).	The idealized native speaker/listener (Chomsky, 1965), an abstract linguistic construct, has been actualized linguistically, culturally, geographically, ethnically, theoretically, and practically in the field of English language teaching (ELT), granting de facto linguistic and cultural authority to those who fall within its descriptive parameters. As a result, the idealized native speaker (NS) has come to serve as the measure by which learner, user, and instructor ability might be assessed. Critically-oriented scholarship has challenged the idealization of native speakers and native speaker teachers, calling for approaches to theory and practice that attend to the diversity of contexts, varieties, and users of English. Such scholarship is underpinned by divergent conceptualizations of identity and experience, thus leading to differing approaches to apprehending, problematizing and addressing idealization in and beyond the classroom.
6. Agency and marginalization (査読あり)	単	2017年3月	TESOL Encyclopedia of English Language Teaching. Wiley Publishing/TESOL Press (5 pages, online).	Within globalized English language education, divergent ontological and epistemological commitments underpin frameworks for conceptualizing "self," identity, and experience, with relation to "native" and "non-native" learners, users and teachers of English. These frameworks have resulted in differing apprehensions of privilege and marginalization, and of the possibility for and shape of agency, in terms of addressing inequity, both in and beyond the classroom. Teachers and teacher educators are charged with attending to both conceptual and experiential heterogeneity within the field and their classroom, in their approach to practice.
7. Negotiating borders of being and becoming in and beyond the English language teaching classroom: Two university student narratives from Japan (査読あり)	単	2016年2月1日	Asian Englishes, 18(1), 1-17. London, UK: Taylor & Francis.	The following article, grounded in poststructural narrative inquiry, explores the narratives of two self-identified female Japanese university students, who are conceptualizing and challenging dominant, essentialized constructions of being and doing within Japanese society and English language education situated therein. The two detail their lived experiences negotiating global (fluidly local-global) discourses of identity within and beyond the classroom, that seek to establish, perpetuate, and maintain linguistic, cultural, national and ethnic borders around being and becoming 'Japanese' and a 'user of English.' As such, the students contend that space for 'border crossing' within Japanese society and English language education situated therein, has been limited and even eliminated. The

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著書、学術論文等の名称	単著・ 共著書別	発行又は 発表の年月	発行所、発表雑誌等 又は学会等の名称	概要
<b>3 学術論文</b>				
8. Conceptualizing and confronting inequity: Approaches within and new directions for the “NNEST movement” (査読あり)	共	2015年2月25日	RUDOLPH, N., Selvi, A. F. & Yazan, B. (作者の部分が抽出不可)  Critical Inquiry in Language Studies, 12(1), 27-50. Philadelphia, PA: Taylor & Francis.	students additionally conceptualize resistance to critical and practical shifts beyond native speaker-centric ELT in the Japanese context, and the perpetuation and maintenance of dominant, essentialized discourses and borders of ‘Japaneseness,’ in and beyond the classroom, as intertwined. After reflecting upon the implications the students’ narratives have for conceptualizing and approaching identity and experience in terms of inquiry, the article briefly contemplates approaches to classroom practice that cultivate discursive space for identity and experience beyond essentialized categories of being and doing.  This paper focuses on the groundswell of critical inquiry examining the lived experiences of NNESTs and deconstructs the competing worldviews that underpin such scholarship. It first unpacks approaches to the NNEST experience that have been critically conceptualized via the use of binaries (NS/NNS; NEST/NNEST). It examines the “Native Speakerism” (Holliday 2005) arising from the discourses of the NS construct as critically constructed through the lens of these critical binaries, and how notions of advocacy and purpose in response have been imagined as a result. It then presents a post-structuralist approach to the discourses of native speakerism, which argues for a reconsideration of the nature and location of “inside” and “outside” within the field of ELT, and how such borders are constructed at the confluence of globalized discourses of identity in each given context. This in turn has the potential to affect change in the way native speakerism and fostering inclusivity in global ELT are approached, and as a result, how a movement approaching native speakerism might proceed locating and addressing inequity in the profession.
9. Worldviews of (in)equity and the NNEST movement (査読あり)	共	2014年9月	Yazan, B., & RUDOLPH, N. (作者の部分が抽出不可)  TESOL NNEST-IS Newsletter, September, 2014. 3 pages (online; no pagination). Online at: <a href="http://newsmanager.commpartners.com/tesolnneist/issues/2014-09-09/1.html">http://newsmanager.commpartners.com/tesolnneist/issues/2014-09-09/1.html</a>	Within the field of ELT, the NNEST movement and the contents of this edition of the NNEST News letter, there is ontological and epistemological variety underpinning the way in which (in)equity is conceptualized. These worldviews, in turn, shape differing approaches to addressing inequity within scholarship and other professional activities. In the following article, the authors seek to apprehend and provide a brief overview of conceptual approaches to (in)equity, and then briefly discuss the implications such variety might have for participation in and direction for the movement.
10. Wrestling with conceptualizing borders and border crossing: An ongoing reflection (査読あり)	単	2014年9月	TESOL NNEST-IS Newsletter, September, 2014. 5 pages (online; no pagination).	In this article, the author shares an account of an ongoing, critically-oriented dialogue with a colleague regarding conceptualizing and approaching identity and (in)equity in ELT both within and beyond their workplace.
11. Three voices: Contextualizing English use in Japan.	単	2014年8月	Mukogawa Literary Review, 51, 33-53. 武庫川女子大学出版.	This paper briefly explores the lived experiences of three young Japanese professionals, who are negotiating contextualized English language use in their respective workplaces. The author contends that their co-constructed narratives (Ellis & Berger, 2003), provide one sociohistorically-situated account of interaction that serves as a catalyst for re-conceptualizing English language learning, use and acquisition beyond the idealized Native Speaker (Chomsky, 1965), in a manner that contextually accounts for the use of English as an international language.
12. Negotiating Halil: Concomitant marginalization and agency as a “Non-Native English Speaker” student, scholar and teacher trainer (査読あり)	単	2013年6月	Critical Inquiry in Language Studies, 10(2), 121-149. London, UK: Routledge.	This co-constructed narrative explores the lived experience of a “non-native” English learner, user, instructor and academic negotiating the borderlands of identity, marginalization and agency within the field of ELT.
13. Beyond binaries: Constructing and negotiating borders of identity in globalized ELT (査読あり)	単	2013年3月	NNEST IS Newsletter, 14. 5 pages (online; no pagination). TESOL, Inc.	This article asserts that critical constructions of the NS/NNS and NEST/NNEST dichotomies conceptualize the NS construct as an oversimplified regime of truth in globalized ELT, and argues for a move towards contextualized descriptions

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著書、学術論文等の名称	単著・ 共著書別	発行又は 発表の年月	発行所、発表雑誌等 又は学会等の名称	概要
<b>3 学術論文</b>				
14. Functions and Connected Speech : Greetings!, Accepting and Rejecting in Dating Situations, and Asking for Clarification (Modules 12.1, 12.2 and 12.4) (査読あり)	単	2012年8月	In J. D. Brown (Ed.), New Ways of Teaching Connected Speech, (p. 284-291; 295-296). Washington, DC: TESOL, Inc. Press.	of how intertwined localized and globalized discourses of identity construct and perpetuate borders of being and becoming. These three units are part of a TESOL, Inc. collection seeking to teach patterns of reduced and connected speech, found within North America, to English language learners.
15. World Englishes, English as a Lingua Franca and Lingua Franca English: Conceptualizing English ownership and use beyond the Native Speaker construct.	単	2012年8月	Mukogawa Literary Review, 47, 27-55. 武庫川女子大学出版.	This article describes the theoretical origins of WE, ELF and LFE, how they reconceptualize language ownership and use, and their critical and practical implications for SLA, applied linguistics and ELT.
16. English and Discourses of Identity in Japan.	単	2012年4月	武庫川女子大学紀要 (Bulletin of Mukogawa Women's University School of Humanities and Social Science)、第60, 51-62. 武庫川女子大学出版.	This article traces the sociohistorical interplay of discourses of identity within Japanese society and globalized ELT in the construction of who Japanese learners, of English might become as users and educators. In doing so, the article briefly explores conceptualizations of "Japaneseness" and "Japanese" culture, "us" and "them," and "inside" and "outside."
17. Conceptualizing the Role of the Language Teacher Within and Beyond the Native Speaker Construct: A Focus on Japan (査読あり)	共	2012年10月	RUDOLPH, N. & Igarashi, Y. (作者の部分抽出不可) 2012 Proceedings of the IAFOR Asian Conference on Language Learning. Aichi, Japan, 342-357.	In this article, we explore two different conceptualizations of the nature and role of the language teacher (whether "Native" or "Non-native") in ELT, and specifically, within the Japanese context: 1) the teacher, as imagined within a framework wherein an idealized NS is linguistic and cultural target for acquisition and the owner of English, and 2) the teacher, as conceptualized critically and practically within a framework beyond the NS construct.
18. Deconstructing the ownership of English.	単	2011年8月	Mukogawa Literary Review, 46, 1-21. 武庫川女子大学出版.	This article describes the "Native Speaker construct," wherein an idealized Native Speaker is positioned as the linguistic and cultural target for acquisition within globalized ELT. The article then highlights challenges to the construct, for reasons both critical and practical in nature.
19. Equipping language learners with the tools for successful interaction: Gleaning from the findings of conversation analysis (査読あり)	単	2008年8月	Kinki University English Journal, 1(1), 69-84.	This article draws upon Conversation Analysis-inspired literature, highlighting the different skills for negotiating interaction (turn-taking, pausing, clarification, etc.) that can be drawn from its findings.
20. Reviewing Immediate Conversations 1 (査読あり)	単	2006年8月	The Language Teacher, 30(2), 28-29.	This brief article is a review of a text seeking to teach English to primary school students and false beginners.

その他

1. 学会ゲストスピーカー

1. Apprehending and Attending to Essentialization and Idealization: Implications for Inquiry and Practice.	単	2017年4月29日	Lecture given at the JACET ELF Special Interest Group's Symposium English as a Lingua Franca and Native-speakerism in ELT, at Waseda University.	Critical scholarship has challenged decontextualized, one-size-fits-all approaches to practice in the discursive field of English language teaching (ELT) predicated upon "idealized native-ness," by pointing to the emergent diversity of users, uses, functions, varieties, and contexts of "English." Yet, within "criticality" there exist divergent notions of "moving beyond" idealization. The following presentation draws upon postmodern and poststructural theory to contend that creating space in the classroom for diversity, in terms of being and becoming a English learner, user and instructor of "English" in Japan, simultaneously involves addressing locally-globally constructed ideas of nativeness in English and essentialized and idealized notions of Japaneseness-Otherness.
2. Unpacking "グローバル人材らしさ": Approaches, issues, and implications.	単	2017年11月9日	Invited lecture and Q+A session given in the Graduate College of World Englishes at Chukyo University, Nagoya.	
3. Unpacking "グローバル人材らしさ": Approaches, issues, and implications	単	2017年11月9日	Invited lecture and Q+A session to be given in the College of W	What does it mean to be equipped for participation in the local-global community, as a member of Japanese society? In this interactive lectur



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1. 学会ゲストスピーカー				
			World Englishes at Chukyo University, Nagoya.	e, we will first explore the dominant, sociohistorical equation of English language education predicated upon idealized nativeness juxtaposed against idealized Japaneseness, with the cultivation of グローバル人材. Next, we will examine and deconstruct the diverse critical discourse, in and beyond academia, calling for a problematization of idealized nativeness, and for a reconceptualization of who individuals “are/are not,” and “can” and/or “should” be or become as members of Japanese society, and as グローバル人材. We will then touch upon key issues and implications for research and classroom practice.
4. Unpacking “グローバル人材らしさ”: Approaches, issues, and implications	単	2017年11月10日	Invited Special Lecture in World Englishes Graduate Studies, Chukyo University (Nagoya, Aichi).	What does it mean to be equipped for participation in the local-global community, as a member of Japanese society? In this interactive lecture, we will first explore the dominant, sociohistorical equation of English language education predicated upon idealized nativeness juxtaposed against idealized Japaneseness, with the cultivation of グローバル人材. Next, we will examine and deconstruct the diverse critical discourse, in and beyond academia, calling for a problematization of idealized nativeness, and for a reconceptualization of who individuals “are/are not,” and “can” and/or “should” be or become as members of Japanese society, and as グローバル人材. We will then touch upon key issues and implications for research and classroom practice.
5. Critical worldviews and constructions of “moving beyond the idealized native speaker”: Implications for inquiry and practice.	単	2017年1月20日	Lecture given as part of the TESOL NNEST Interest Section Electronic Village Online (EVO) workshop.	What does it mean when we say “moving beyond the native speaker” in TESOL, critically-practically speaking? TESOL, as a globalized discursive field (Pennycook, 2007), continues to wrestle with accounting for the movement, border crossing, hybridity, and diversity characterizing today’s ever-globalizing world, and classrooms therein (Canagarajah, 2016). This session, approached through a postmodern and poststructural lens, will provide participants with an overview of critically-oriented conceptualizations of and approaches to “moving beyond the idealized native speaker (Chomsky, 1965),” and will explore their implications for framing who teachers “are,” and “can” and/or “should” be or become in and beyond the classroom.
6. TESOL, International NNEST of the month interview	単	2015年8月	TESOL, International NNEST Blog	Located at: <a href="https://nnestofthemoth.wordpress.com/">https://nnestofthemoth.wordpress.com/</a>
7. Kusaka-Fosseen International Exchange Scholar Lecture Series	単	2015年2月	Eastern Washington University-Mukogawa Women’s University Exchange.	*Prior interviewees include Nobuyuki Hino, Masaki Oda, Aya Matsuda, and Suresh Canagarajah. 1) Conceptualizing and Approaching the NS Construct and Native Speakerism 2) Identity and the Construction of English Language Teaching (ELT) in Japan 3) Worldviews of Identity and Education for Global Interaction in Japan 4) Contextualizing ELT in Japan
8. Conceptualizing and Approaching Education for Glocal Interaction Beyond Essentialization: A Focus on Japan.	単	2015年10月25日	Plenary presentation given at the ELF Forum, Tamagawa University.	Drawing on a recent study, the presenter contends that conceptual and pedagogical shifts beyond essentialized categories of being and doing may result in tensions in the classroom, as learners and teachers explore the individuals, ideas and information involved in contextualized, glocal movement and interaction within and across borders, and confront dominant constructions of “Self” and “Other.” The presentation concludes by discussing potential implications for education seeking to move beyond essentialized approaches to identity.
9. Constructing and Approaching Native Speakerism in Glocalized ELT.	単	2014年2月	Lecture given online as part of the TESOL NNEST Interest Section Electronic Village Online (EVO) workshop. Site online at: <a href="http://evosessions.pbworks.com/w/page/7104">http://evosessions.pbworks.com/w/page/7104</a>	In this session, the speaker will present the idea that native speakerism is constructed globally, in the interplay of localized and globalized discourses identity. This native speakerism seeks to dictate who learners and users of English might be or become in a given context. In turn, the discourses of native speakerism attempt to define the roles teachers (whether “native

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<b>1. 学会ゲストスピーカー</b>				
10. 〔招待講演〕 World Englishes, English as a Lingua Franca and Lingua Franca English: Conceptualizing English Ownership and Use Beyond the Native Speaker Construct.	単	2013年7月	9098/2014_NNESTEVO Invited lecture (and Q+A forum) given to METS in Kansai /2016 February (英語を教える教師の集う会).	" or "non-native") can and/or should play in a given context, effectively creating and eliminating space for different individuals. With such in mind, the speaker will open discussion related to how native speakerism might be addressed in the workplace and via professional activities. This plenary and Q+A forum discussed the theoretical origins of WE, ELF and LFE, how they reconceptualize language ownership and use, and their critical and practical implications for SLA, applied linguistics and ELT.
11. Japanese Food (?) : Conceptualizing Hybridity, Exploring Identity.	単	2013年5月	Lecture given at the request of Mukogawa Women's University Department of Food Science (食物学科) at The International Food Expo UTAGE 2013, Osaka (食博覧会・大阪2013).	This lecture explored two different approaches to defining the boundaries of "Japanese food and drink." In doing so, participants had an opportunity to examine the macro, competing discourses of identity that construct and/or challenge notions of "inside" and "outside," and "us" and "them" in Japanese society.
12. Two Approaches to Conceptualizing "Japaneseness" and "Japanese Culture."	単	2013年3月	Lecture given at the request of the Hyogo Board of Education, Akashi Minami High School, Hyogo.	In this lecture, students and teachers explored two approaches to conceptualizing "Japaneseness" and "Japanese culture": one that attempts to rigidly define "us" and "them," "inside" and "outside," and one that allows space for new ways of being and becoming.
13. Emigration, Immigration and the Changing Face of Japan.	単	2012年3月	Lecture given at the request of the Hyogo Board of Education, Akashi Minami High School, Hyogo.	This lecture traced how historical movements of people to and from Japan have shaped the country linguistically, culturally, and ethnically. The lecture then focused on the Kansai region, in order to provide students with a chance to examine the community in which they reside.
<b>2. 学会発表</b>				
1. Cultivating グローバル人材らしさ(?): Approaches, Issues and Implications	単	2018年9月1日	Workshop/Presentation at 2018 JACET International Convention, Sendai, Miyagi.	
2. Cultivating グローバル人材らしさ(?): Approaches, Issues and Implications.	単	2018年8月28日	Workshop/Presentation at 2018 JACET International Convention, Sendai, Miyagi, August 28th.	
3. ELF, "English" Language Teaching, and Criticality: Assumptions, Tensions and Implications.	単	2018年6月28日	16th Asia TEFL Conference, Macau, China (June 26th-29th).	
4. ELF, "English" Language Teaching, and Criticality: Assumptions, Tensions and Implications	共	2018年6月27日	RUDOLPH, N. & Rudolph, J. 16th Asia TEFL Conference, Macau, China (June 26th-29th).	In problematizing idealized nativeness, the majority of ELF scholarship is grounded upon the essentializing assumption that privilege and marginalization experienced by language learners, users and instructors, corresponds with juxtaposed categories of identity (e.g., "native English speaker teacher" / "non-native English speaker teacher"). In the following presentation, we contend that destabilizing this "assumption" will enhance the potential of ELF scholarship to contribute to cultivating more equitable, contextualized ELT critically and practically attending to the complexity of identity and interaction.
5. Destabilizing Critical "Assumptions" Regarding Identity, Experience, (In)equity and Interaction	共	2018年3月29日	RUDOLPH, N., Solano-Campos, A., Yazan, B., Almayez, M. & Lieb, M. Panel presentation given at TESOL International Association Convention.	This panel destabilizes normalized critical assumptions founded on the idea that the contextualized complexity of identity, experience, privilege-marginalization, (in)equity, and interaction can and/or should be apprehended and attended to via categories embedded within binaries (e.g., NEST/NNEST; local NNEST/Other). The panel subsequently explores future directions for criticality in ELT.
6. Destabilizing Critical "Assumptions" Regarding Identity, Experience, (In)equity and Interaction.	共	2018年	Rudolph, N., Solano-Campos, A., Yazan, B., Almayez, M. & Lieb, M. Panel presentation given at the TESOL International Association	

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<b>2. 学会発表</b>				
7. Teaching Beyond Essentialization and Idealization.	単	2017年8月29日	ation ?Convention, Chicago, Illinois, March 29th. Paper and workshop presented at the 2017 JACET International Conference in Tokyo, August.	This workshop provided participants with the opportunity to explore and experience practice, focused on the Japanese context, that critically and practically accounts for and attends to diversity and complexity, in terms of identity and interaction. The presenter shared lived experiences and data from his courses, as well as teaching materials and teaching tips, in the interest of engaging participants in critical-practical dialogue.
8. Apprehending and Attending to Essentialization and Idealization: Implications for Inquiry and Practice.	単	2017年4月29日	Lecture given at the JACET ELF Special Interest Group's Symposium English as a Lingua Franca and Native-speakerism in ELT, at Waseda University.	Critical scholarship has challenged decontextualized, one-size-fits-all approaches to practice in the discursive field of English language teaching (ELT) predicated upon "idealized native ness," by pointing to the emergent diversity of users, uses, functions, varieties, and contexts of "English." Yet, within "criticality" there exist divergent notions of "moving beyond" idealization. The following presentation draws upon postmodern and poststructural theory to contend that creating space in the classroom for diversity, in terms of being and becoming a English learner, user and instructor of "English" in Japan, simultaneously involves addressing locally-globally constructed ideas of nativeness in English and essentialized and idealized notions of Japaneseness-Otherness.
9. Privilege and Marginalization in English Language Teaching: Beyond Essentialization and Idealization.		2017年3月	Co-convenor and joint participant in panel presentation, at the 2017 TESOL, International Convention in Seattle, Washington USA, March.	
10. Privilege and Marginalization in English Language Teaching: Beyond Essentialization and Idealization.	共	2017年3月	Co-convenor at the 2017 American Association of Applied Linguistics Conference in Portland, Oregon, March.	
11. SLA in an Ever-Glocalizing World: Toward and Beyond an Idealized Native Speaker	共	2016年9月10日	PacSLRF 2016 Conference, Chuo University. This is a colloquium.	A majority of SLA studies and associated classroom practice have been predicated on the "idealized native speaker (NS)" construct. However, this essentialism view does not successfully explain a reality of L2 English users. Focusing on the L2 English learners/users in the Japanese university context, this colloquium discusses learner identity, diversity of English, and attitudes towards language beyond the dominant, essentialism perspective. Three discussants present empirically based studies on learner identity, intercultural communication, and perception of accented English. Content from the individual presentation will then converge into a proposed framework that accounts the diversity of types, users, and uses of English.
12. Negotiating Borders of Being and Becoming In and Beyond the Japanese University ELT Classroom: Two Learner Accounts	単	2016年9月1日	JACET 2016 Conference in Hokkaido.	The following study, grounded in poststructural narrative inquiry, explores the narratives of two self-identified female Japanese university students, who are conceptualizing and challenging dominant, essentialized constructions of being and doing within Japanese society and English language education situated therein. After reflecting upon the implications the students' narratives have for conceptualizing and approaching identity and experience in terms of inquiry, the study briefly contemplates approaches to classroom practice that cultivate discursive space for identity and experience beyond essentialized categories of being and doing.
13. Social Justice in English Language Teaching: Contributing Authors Speak.	共	2016年4月	TESOL, International Convention, Baltimore, Maryland, USA.	This presentation was given by scholars who contributed to the TESOL Press edited volume, "Social Justice in ELT" (edited by Laura Jacob and Christopher Hastings), including me.
14. English as an International Language	単	2016年2月1日	Presentation given at	In this session, the presenters began by delineating

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<b>2. 学会発表</b>				
Language Pedagogy: Towards a Sustainable Alternative.		日	the Liberal Arts International Conference, Texas A&M University, Doha, Qatar.	ating a both theoretical and practical rationale for the adoption of an international language perspective to teaching and learning of English. Then, they provided a brief orientation about the fundamental pillars of EIL pedagogy with specific emphases on the issues of varieties, standards, models and policies that are highly relevant to the teaching and learning of EIL. In conclusion, they offered some viable strategies for teachers and teacher educators to integrate these principles of EIL pedagogy in such a way to better suit their particular individual contexts, needs, learners and teaching dynamics.
15. Teaching and Learning for Global Interaction: Conceptual Shifts, Contextualized Practices.	単	2016年2月1日	Presentation given at the Liberal Arts International Conference, Texas A&M University, Doha, Qatar.	In this session, the presenters aimed to provide researchers, teacher educators and practitioners with a foundation for conceptualizing language ownership, use and instruction both beyond the idealized native speaker construct, and the glocal discourses of identity that serve to perpetuate linguistic, sociocultural, economic, political, and academic authority. Ultimately, they aim to stimulate practice-oriented principles, knowledge and skills that would enable ELT professionals to equip their students for contextualized, glocal interaction.
16. “Constructing “Glocal Participation” in Japan.	単	2015年8月30日	Presentation given at the 54th JACET International Convention, in Kagoshima, Japan.	The following study explores the experiences of 23 female Japanese university students deconstructing conceptualizations of identity, globalization and glocal participation, while concomitantly and dynamically negotiating their identities as members of Japanese society and participants in the global community. The study finds that an overwhelming majority of students shift away from equating “globalization” with Westernization, and from associating “becoming equipped for participation in the global community” with interacting with idealized native speakers of English. Students instead argue for the necessity of preparing for the negotiation of meaning with a wide variety of individuals, and therefore for a reconceptualization of the skills and knowledge that might be taught.
17. “Conceptualizing Education For Glocal Participation: Student Explorations and Negotiations.”	単	2015年7月4日	Presentation given at the 50th Korean Association of Teachers of English (KATE) Conference in Seoul, South Korea.	The following study, employing poststructural narrative inquiry, examines the lived experiences of 23 female Japanese university students deconstructing dominant conceptualizations of identity and glocal participation in Japan, and their subsequent explorations of glocal interaction beyond the idealized NS. The study highlights students’ experiences wrestling with borders of “inside” and “outside” within Japanese society, as well as constructions of “them” in terms of the world beyond. The study then explores the implications students’ narratives might have for education moving beyond the discourses of idealization.
18. Education for glocal interaction beyond essentialized categories of identity: classroom explorations and negotiations.	単	2015年10月9日	Presentation given at the 2015 IAWE International Conference in Istanbul, Turkey.	Conceptual and pedagogical shifts beyond essentialized categories of being and doing, may result in tensions in the classroom, as learners and teachers approach the individuals, ideas and information involved in contextualized, glocal movement and interaction within and across borders. The following presentation summarizes the contents of a poststructural ethnography, where in twenty-three Japanese university students and their professor wrestle with conceptualizing and approaching glocal interaction, and in doing so, with dominant constructions of being and doing in Japan. The presentation then discusses potential implications for education seeking to move beyond essentialized approaches to identity.
19. “Conceptualizing and Approaching Education for Glocal Interaction Beyond Essentialized Categories of Identity: One Example From Japan.”	単	2015年10月10日	Panel Presentation given at the 2015 IAWE International Conference in Istanbul, Turkey.	Drawing on a recent study, the presenter contends that conceptual and pedagogical shifts beyond essentialized categories of being and doing may result in tensions in the classroom, as learners and teachers both explore the individuals, ideas and information involved in contextualized, glocal movement and interaction within and across borders, and confront dominant construct

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<b>2. 学会発表</b>				
20. “Negotiating the Creation, Limitation and/or Elimination of Space for Being and Becoming in the ELT Classroom: Three University Student Narratives from Japan.”	単	2014年8月30日	Presentation given at the 12th International Asia TEFL & 23rd MELTA International Conferences at the Borneo Convention Centre, Kuching, Sarawak.	ions of “Self” and “Other.” This presentation concludes by approaching the potential implications of moving beyond essentialized categories of being and doing. This paper first explores the narratives of three self-identified Japanese university students, whose linguistic, cultural, national and ethnic border crossing challenges dominant constructions of “us” and “them” and “inside” and “outside” in Japanese society. In detailing these experiences, the students shed light on how implicit and explicit approaches to identity in English teaching may serve to create space for and/or marginalize learners in the classroom. Grounded in the students’ narratives, the presenter will then discuss approaches to teaching that might cultivate space for being and becoming, beyond essentialized constructions of identity.
21. “Conceptualizing and Negotiating Globalized Borders of Identity in ELT in Japan: A Native Speaker’s Ongoing Journey of Self-Reflective Practice.”	単	2014年5月16日	Presentation given as part of the panel Reimagining the self and the field in contemporary ethnography: Insights from living and researching within and through borders, at The International Union of Anthropological and Ethnological Sciences/Japanese Society of Cultural Anthropology joint conference, Chiba, Japan.	This paper explores the presenter’s lived experiences as a teacher and researcher conceptualizing and challenging globalized (Lin et al., 2002) borders of “inside” and “outside,” and “us” and “them” in the field of English language teaching (ELT) in Japan. The presenter will touch upon his negotiation of translanguistic and transcultural identity (Motha, Jain and Telle, 2012) and concomitant deconstruction of dominant discourses of identity seeking to establish and perpetuate borders of being and becoming in terms of English learning, use and instruction in the Japanese context. In doing so, the presenter will detail the essential role self-reflexivity has served in his approach to borders, borderlands and border crossing in ELT both within and beyond Japan.
22. “English Beyond Borders: Does It Matter Where NNESTs Are From?”	単	2014年3月28日	Panel presentation given at the 2014 TESOL International Convention, Portland, OR, USA.	English Beyond Borders: Does It Matter Where NNESTs are from? Description: NNESTs working in EFL settings have reported that among students who perceive NNESTs positively, some show preference for NNESTs from a different nationality than their own. Drawing on personal experiences and research, presenters explore the complexities and implications of this issue and offer practical strategies for negotiating professional legitimacy.
23. “Students and Space for Being and Becoming.”	単	2014年11月22日	Presentation given at the 40th International JALT Conference, Tsukuba, Ibaraki, Japan.	This presentation examines the narratives of three self-identified Japanese university students, whose linguistic, cultural, national, and ethnic border-crossing challenges dominant constructions of “us” and “them” and “inside” and “outside” in Japanese society. The presentation details their lived experiences negotiating English language learning in Japan wherein space for their border crossing has been limited, eliminated, or both. The presenter will then discuss teaching that might cultivate space for being and becoming, beyond essentialized approaches to identity.
24. “Conceptualizing and Negotiating Borders of Identity in ELT in Japan.”	単	2013年8月30日	Presentation delivered at the JACET 52nd International Convention, Kyoto, Japan.	This presentation will explore the lived experiences of four Japanese professors of English negotiating translanguistic and transcultural identities, who have in the process arrived at challenging localized and globalized discourses of Native Speakerism in ELT in Japan.
25. “Constructing Borders of Power and Potentiality: Local and Global Discourses of Identity and ELT in Japan.”	単	2013年4月28日	Presentation delivered at the International Academic Forum Asian Conference on Language Learning, Osaka, Japan.	This presentation examines how the confluence of localized and globalized discourses of identity (within Japanese society and globalized ELT) construct Native Speakerism, and in turn who learners, users and instructors of English might be or become (whether Japanese or non-Japanese).
26. Conceptualizing the Role of the English Language Teacher Within and Beyond the Native Speaker Construct: A Focus on Japan.		2012年4月	International Academic Forum Asian Conference on Language Learning, Osaka.	In this presentation, we explore two different conceptualizations of the nature and role of the language teacher (whether “Native” or “Non-native”) in ELT, and specifically, within the Japanese context: 1) the teacher, as imagined within a framework wherein an idealized NS is l

研究業績等に関する事項

著書、学術論文等の名称	単著・共著書別	発行又は発表の年月	発行所、発表雑誌等又は学会等の名称	概要
<b>2. 学会発表</b>				
27. “Native or Non-Native: ‘That is the Question’ or ‘Is That the Question?’ ”	共	2012年3月	Presentation given at the American Association for Applied Linguistics Conference, Boston, MA.	inguistic and cultural target for acquisition and the owner of English, and 2) the teacher, as conceptualized critically and practically with in a framework beyond the NS construct. This presentation critically examines the theoretical underpinnings of the NS/NNS and NEST/NNEST binaries, highlighting the implications a NS-centric approach and approach seeking to move beyond the idealized NS might have for ELT, critically and practically.
28. “Moving Beyond the Native Speaker Construct and Towards Contextualized Language Teaching in Japan.”	単	2012年10月	Presentation given at the International Academic Forum Asian Conference on Education, Osaka, Japan.	This presentation explores what contextualized language teaching might look like in Japan, in light of a move beyond the NS construct both critically and practically.
29. “Approaching student identity and negotiation of language learning through the lens of post-structuralism.”	単	2011年7月2日	Paper presented at Japan Association for Language Teaching College and University Educators SIG Conference, Tokyo, Japan.	This presentation reviews post-modern and post-structural approaches to theory, research and practice, arguing for a focus on students’ negotiation of identity and for the necessity of a contextualization of language teaching (in contrast to a one-size-fits-all approach to ELT).
30. “Unpacking NNEST Marginalization and Advocacy.”	共	2011年11月19日	Presentation given at the JALT International Language Teaching Conference, Tokyo, Japan.	This presentation reviewed the NNEST literature related to Japan, and probed the NS/NNS and NEST/NNEST divide in ELT in Japan.
31. “International Graduate Students: Facing Obstacles and Confronting Preconceptions on the Path to Graduation.”	単	2010年4月26日	Paper presented at University of Maryland College of Education Research Symposium, University of Maryland, College Park.	This presentation drew upon qualitative, narrative research to explore the international student experience (academic and social) negotiating graduate-level academia in the U.S. The presentation highlights the fact that students’ knowledge and lived experiences are neglected. They are instead expected to be and/or become North American socially and academically as well. In addition, the study found that students were expected, upon arrival, to possess the social and academic knowledge and skills necessary to perform successfully at the graduate level.
32. “The Plight of ‘Non-Native’ English-Speaking Teachers as Situated in Context: A Focus on Japan.”	単	2010年3月25日	TESOL NNEST Advocacy workshop presentation at TESOL International Convention, Boston, MA.	This presentation, part of a panel on the NNEST experience in worldwide ELT, reviewed the NNEST literature related to Japan, and probed the NS/NNS and NEST/NNEST divide in ELT in Japan.
33. “Connected Speech and the English as a Second Language/English as a Foreign Language Classroom.”	単	2009年2月28日	Paper presentation given at MDTESOL Conference, University of Maryland, Baltimore County.	This presentation explored how training students to be ethnographers- to explore the whos, wheres, whens, whys, and hows of language use can instill in students the view that language is a living, breathing tool inseparably intertwined with people’s identity. The presenter argued that students will explore their own identities and gain more of a sense of ownership of and purpose for their English studies. In addition, the presenter provided examples of how to incorporate such training into classroom lessons and materials.
34. “Teachers and the Domino Effect of Motivation: Teaching Redactions, Connected Speech and Normative Talk in Interaction.”	単	2006年10月24日	Presentation given at JALT Conference in Kitakyushu, Japan.	This presentation explored how training students to be ethnographers- can instill in students the view that language is a living, breathing tool inseparably intertwined with people’s identity. In presenting this view of language learning, the presenter argued that students will explore their own identities and gain more of a sense of ownership of and purpose for their English studies.
<b>3. 総説</b>				
<b>4. 芸術（建築模型等含む）・スポーツ分野の業績</b>				
<b>5. 報告発表・翻訳・編集・座談会・討論・発表等</b>				
<b>6. 研究費の取得状況</b>				
1. TESOL Convention Leadership Planning Committee Travel Grant (TESOL, International Association)	単	2016年3月～2017年4月	約\$7,000	This was a travel and accommodation award provided for members of the planning committee (covering two years of conventions).

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<b>6. 研究費の取得状況</b>				
2. Mukogawa Women's University Educational Improvement Project Grant: 海外スポーツボランティアプログラム (Overseas sports volunteer program, Phillipines)	共	2015年~現在	¥5,000,000	健康スポーツの松本先生、伊東先生、村越先生と共 にの計画。
3. 2015 Kusaka-Fosseen International Exchange Scholar (Eastern Washington University)	単	2015年	\$5,000	As a visiting scholar to EWU representing MWU, I visited courses, dialogued with EWU faculty and administrators, and gave four lectures: 1) Conceptualizing and Approaching the NS Construct and Native Speakerism 2) Identity and the Construction of English Language Teaching (ELT) in Japan 3) Worldviews of Identity and Education for Global Interaction in Japan 4) Contextualizing ELT in Japan
4. University of Maryland, College Park, College of Education, Department of Curriculum and Instruction Graduate Teaching Assistantship	単	2008年8月~12/2010	\$50,000	As a doctoral student at the University of Maryland, I was awarded free tuition and a monthly stipend.
5. Schults Award for Best Graduate Thesis	単	2003年	Eastern Washington University	Schults Award for Best Master's Thesis in History
6. Outstanding Student in International Affairs	単	1998年	Eastern Washington University	Outstanding Student in International Affairs Award as an undergraduate.

学会及び社会における活動等

年月日	事項
1. 2015年8月1日現在	Member of the International Association of World Englishes (IAWE)
2. 2011年12月1日現在	大学英語教育学会員 (JACET) and JACET English as a Lingua Franca Special Interest Group (ELF-SIG)
3. 2008年5月1日現在	Member of TESOL, Inc. and TESOL NNEST Interest Section