

A Call to Introduce the Post-Structuralist Notion of Identities to Studies of Japanese as a Second Language in Japan

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Abstract

Amid increased calls for the need to reformulate JSL teaching, in this paper I will contend, from a critical pedagogical viewpoint (Sato, 2004), that we introduce the post-structuralist notion of identities (Maree, 2007) into JSL research in Japan. I will first explain some of the strengths of the notion, *identities* in plural, recaptured as linguistic/discursive construction, and conclude the paper by suggesting some future directions of the field.

Keywords

Identities; Critical pedagogy; Power; Criticisms against essentialism;
Linguistic/Discursive practice

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