

# Contents

<b>1</b>	<b>Exploring the Japanese EFL Classroom</b>	<b>1</b>
1.1	Japanese EFL Education: A Historical Sketch	1
1.2	The Language Classroom: Discourse, Socialization, and Power.	4
1.3	The Foreign Language Classroom	8
1.4	Japanese JHS	9
1.5	Public and Private JHS	10
1.6	Japanese JHS English Classrooms	11
1.7	Japanese JHS English Teachers	13
1.8	EFL Students in Japanese JHS	14
	References.	16
<b>2</b>	<b>ICC, <i>Nihonjinron</i> and Native-Speakerism</b>	<b>19</b>
2.1	Intercultural Communicative Competence (ICC).	19
2.2	ICC-Oriented EFL Education	21
2.3	Requirements for an ICC Model Suited to EFL Education in JHS	24
2.4	Towards an ICC Model for Japanese JHS Education	29
2.5	The ICC Model	34
2.6	Exploring <i>Nihonjinron</i>	37
2.6.1	The General Content of <i>Nihonjinron</i>	37
2.6.2	<i>Nihonjinron</i> as Cultural/Ethnic Nationalism	39
2.6.3	The Emergence of <i>Nihonjinron</i> in and Outside Japan.	40
2.6.4	Consumption of and Support for <i>Nihonjinron</i>	42
2.6.5	Themes in the Critiques of <i>Nihonjinron</i>	45
2.6.6	Two Conceptual Problems in the <i>Nihonjinron</i> Critiques	50

2.7	Exploring Native-Speakerism . . . . .	54
2.8	Conceptual Links Between <i>Nihonjinron</i> and Native-Speakerism . . . . .	59
2.9	<i>Nihonjinron</i> and Native-Speakerism as Hurdles in the Development of ICC . . . . .	62
	References. . . . .	63
<b>3</b>	<b>Theoretical Groundwork . . . . .</b>	<b>71</b>
3.1	Ideology and Hegemony. . . . .	72
3.2	Ideology Critique . . . . .	74
3.3	A Stratified Approach to Ideology Critique . . . . .	77
3.4	Structure and Culture . . . . .	78
3.5	Problematic Conceptualizations of Culture . . . . .	80
3.6	A Realist Conceptualization of Culture. . . . .	88
3.7	Agency. . . . .	91
3.8	Conceptual Tensions in Postmodern Ideology Critique. . . . .	94
3.9	The Internal Conversation Mediating Agency, Culture, and Structure . . . . .	100
3.10	From Habitus to the Internal Conversation. . . . .	103
3.11	Reflexivity, Agentive Involvement, and <i>Modus Vivendi</i> . . . . .	106
3.12	Four Modes of Internal Conversations . . . . .	108
	3.12.1 Communicative Reflexivity . . . . .	108
	3.12.2 Autonomous Reflexivity . . . . .	110
	3.12.3 Meta-reflexivity . . . . .	111
	3.12.4 Fractured Reflexivity . . . . .	112
3.13	Modes of Reflexivity and Ideology. . . . .	113
	References. . . . .	118
<b>4</b>	<b>Methodological Groundwork . . . . .</b>	<b>121</b>
4.1	CDA and the Study of Ideology in Written Text . . . . .	122
4.2	CCDA and the Study of Ideology in Spoken Text . . . . .	128
	4.2.1 Functional CCDA . . . . .	128
	4.2.2 Post-structuralist CCDA . . . . .	130
	4.2.3 Micro-ethnographic CCDA . . . . .	132
4.3	Linguistic Ethnography. . . . .	135
4.4	A Realist Approach to CCDA . . . . .	137
4.5	Data Collection. . . . .	138
	4.5.1 Types of Data . . . . .	140
4.6	Data Analysis . . . . .	145
	4.6.1 Data Selection . . . . .	146
	4.6.2 Data Transcription . . . . .	147

4.6.3	Linking Data Segments Within and Across Data Sources . . . . .	148
4.6.4	Translation. . . . .	149
4.7	Reflexivity . . . . .	151
	References. . . . .	154
<b>5</b>	<b><i>Nihonjinron</i>, Native-Speakerism, and Recent MEXT Policies on EFL Education. . . . .</b>	<b>159</b>
5.1	MEXT Policies on EFL Education as Structural Elements . . . . .	160
5.2	Japanese Government Policies on EFL Education Over the Past Four Decades . . . . .	162
5.3	The MEXT Plan of 2003 . . . . .	163
5.4	School Administrators and Teachers' Reception of the Plan. . . . .	164
5.5	Apparent Impact of the Plan on EFL Classroom Practice. . . . .	167
5.6	Criticisms of the Plan as Impractical . . . . .	168
5.7	Criticisms of the Plan as Ideological. . . . .	171
5.8	Problems with the Criticisms of the Plan . . . . .	174
5.9	<i>Nihonjinron</i> and Native-Speakerism in EFL Education Policy . . .	177
5.10	Section 9 and the Five Proposals . . . . .	177
5.10.1	Thematic Analysis of Section 9 and the Five Proposals. . . . .	179
5.10.2	Linguistic Analysis of Section 9 and the Five Proposals. . . . .	190
5.10.3	MEXT Policy Discourse and Second-Language Acquisition Theory . . . . .	197
5.11	Summary . . . . .	199
	References. . . . .	203
<b>6</b>	<b><i>Nihonjinron</i>, Native-Speakerism, and EFL Classroom Discourse and Practice . . . . .</b>	<b>209</b>
6.1	Research Settings . . . . .	210
6.2	The Study. . . . .	215
6.2.1	Dominant Features in the Data . . . . .	215
6.2.2	Perspectives Toward EFL Education Held by Teachers and Students . . . . .	251
6.2.3	Explicit References to the <i>Nihonjinron</i> Discourse . . . . .	265
6.2.4	Explicit References to Native-Speakerism . . . . .	285
6.2.5	Contradicting <i>Nihonjinron</i> and Native-Speakerism . . . . .	293
6.2.6	Links Between <i>Nihonjinron</i> , Native-Speakerism, and Observed Practices . . . . .	299
6.2.7	Influences Outside the Classroom . . . . .	320
	References. . . . .	321

<b>7 Summary of Research and Implications for ICC Education in JHS</b> . . . . .	327
7.1 Revisiting Both Ideologies . . . . .	337
7.2 Implications for the Critical Work on <i>Nihonjinron</i> and Native-Speakerism . . . . .	341
7.3 Moving Beyond <i>Nihonjinron</i> and Native-Speakerism . . . . .	344
7.4 Moving Towards ICC-Oriented EFL Education . . . . .	348
References. . . . .	353
<b>Conclusion</b> . . . . .	355
<b>Index</b> . . . . .	363

Ideology, Agency, and Intercultural Communicative  
Competence

A Stratified Look into EFL Education in Japan

Bouchard, J.

2017, XXIX, 368 p. 114 illus., Hardcover

ISBN: 978-981-10-3925-6