

Preface

Building upon the edited volume of Houghton and Rivers (2013) on native-speakerism (a language-based form of prejudice affecting language teachers), *The 1st International Symposium on Native-Speakerism* was held at Durham University, England, on 28 April 2014, and *The 2nd International Symposium on Native-Speakerism* was held at Saga University, Japan, on 28–30 September 2014. This book consists primarily of peer-reviewed papers initially selected from published symposium proceedings. Presenters addressed the issue from one or more of the standpoints reflected in Strands 1–3 below.

Strand 1: Individual teacher-researcher narratives related to workplace experience and language-based inclusion/exclusion: Participants were encouraged to share their experiences of language-based inclusion/exclusion in the workplace. Presentations seeking to document the most significant consequences of native-speakerism and native-speakerist practices in foreign language education (i.e. impact upon students, teachers, institutions and education in general) were sought.

Strand 2: Views of Japanese language teachers on Japanese native-speakerism: Participants were encouraged to address how the notion of “native-speaker” and “non-native speaker” of Japanese has been understood in the practices of teaching Japanese as a foreign/second language in Japan. Presentations pertaining to relationships between “native” and “non-native speakers” of Japanese, “native speaker” identities and the accommodation of “non-native speakers” were sought.

Strand 3: Replacing the native speaker as model: Views from the fields of Intercultural Communication, English as a Lingua Franca (ELF) and World Englishes: The use of the “native speaker” in model in foreign language education has been problematized in the fields of intercultural communicative competence, English as a Lingua Franca (ELF) and World Englishes. Participants knowledgeable in any of these fields who were seeking solutions to the various problems presented by native-speakerism were sought.

The symposium held at Saga University was part of a three-year project (2012–2015) funded by a *kakenhi* Grant-in-Aid for Scientific Research (24520627) from the Japan Society for the Promotion of Science entitled *Native-speakerism and beyond: Constructing the vision of the post-native-speakerist language teacher*. The research team comprised Stephanie Ann Houghton, Ph.D. (Saga University, Japan); Damian J. Rivers, Ph.D. (Future University Hakodate, Japan); and Kayoko Hashimoto, Ph.D. (University of Queensland, Australia). The Saga University symposium was also co-sponsored by the Faculty of Culture and Education at Saga University.

This project also led to the publication by Routledge of an academic monograph *Beyond Native-Speakerism: Current Explorations and Future Visions* (Houghton, Rivers and Hashimoto, forthcoming) and the establishment of an AILA ReN (Research Network) *Native-Speakerism Across Languages and Contexts*.

We would like to extend our gratitude to everyone involved in every aspect of this body of work.

Saga, Japan
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Towards Post-Native-Speakerism

Dynamics and Shifts

Houghton, S.A.; Hashimoto, K. (Eds.)

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