

College of Foreign Languages and Literatures, FJCU

Transition and Transformation: Explorations in Language, Literature, Culture, and Translation

輔仁大學外語學院 2024 跨文化口究國際學術口討會：

轉銜・轉變：外語、文學、文化與翻譯之探究

Paper Abstract (English)

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Title : The lived experiences of Asian American/Australian teachers			
Fields of specialization : debate, global human resources, migration			
摘要：英文 250 或中文 500 字以內 Abstract : fewer than 250 words in English or 500 words in Chinese			
<p>English as a Foreign Language (EFL) professionals are attracted to teaching English for various reasons such as having work-life balance, earning a competitive salary, and teaching a language they love (Shih, 2016). In this qualitative study, three Asian American EFL teachers and an Asian Australian EFL teacher were interviewed about their experience working at Japanese higher education institutions. Their stories were situated within Wenger's (1998) three modes of belonging to a community of practice—engagement, imagination, and alignment. The teachers in this study discovered that in order to be engaged in the EFL field as active professionals, they needed to build on their background not only as a teacher but also as a researcher (Burns & Westmacott, 2018), while negotiating their Professional Identity (PI) (Mannes, 2020; Tsui, 2007). They reflected on their PI and critical incidents (Lengeling & Mora Pablo, 2016), which helped mold their imagined identities as minority stakeholders in the EFL field. Their reflections showed that despite not fulfilling the phenotypical requirement of the White native EFL teacher (Kusaka, 2014), they brought in their unique lived experiences (Mapp, 2008) into the classroom. They also aligned themselves with global EFL practitioners by embedding World Englishes, migration, and diversity issues into their teaching and hiring practices. (206 words)</p>			