

## Japanese Language Learners Abroad in an Era of Globalization

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Research clearly demonstrates that study abroad can facilitate language development in every domain, and that it is particularly useful for the development of pragmatic and social interactive abilities. However, most studies reveal important individual differences both in the quality of these experiences and in their outcomes. Much depends not only upon the ways in which learners are received by their host communities, but also upon the personal desires and dispositions students themselves bring to their experiences. This presentation will provide an overview of recent research involving Japanese learners of English in Anglophone settings. Most of the outcomes-oriented research examines the development of specific interactive capabilities such as speech act realization or mastery of formulaic language typical of expert English language use, usually defined by default as Native Speaker usage. The limited qualitative inquiry suggests that, like other students, Japanese learners may struggle for access to engagement in local communities. Meanwhile, however, their imagined communities appear to be changing with the times. While some students are very much attached to notions of English as access to specifically Western values and worldviews, others imagine themselves belonging to international, translingual communities where English functions as a *lingua mundi*, and Native Speaker values or norms do not apply. Strikingly, it is engagement in non-local communities, from which Native Speakers can in fact be excluded, that is most relevant to these latter students. The presentation will conclude with some questions about the definition of expertise in English today, and their implications for research, pedagogy and the design of study abroad programs.