

# *English Additional Language and Learning Empowerment: Conceiving and Practicing a Transcultural Pedagogy and Learning*

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*English language learning in contexts of study where English is not the everyday code of communication (e.g., Japan) can best be realized by valuing English study as additional language learning rather than foreign language learning. Additional English language learning in Japan should not strictly adhere to the myth of native speaker use, norms of study or use imposed from outside, or require students to remake their identities in response to others' language or communication expectations. The most appropriate pedagogy and learning of English as an additional language is within a transcultural framework where students use English language to challenge their subjectivities, and broaden their ways of thinking and acting in the larger world. A transcultural framework allows teachers to function as educators rather than language learning technicians, and to focus on interaction and critical engagement with the knowledge and skills of using English.*