Article Title:

*An Autoethnographic Study of Japanese Pedagogy: A Multilingual Learner’s Experience in Learning Japanese*

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Abstract:

This autoethnographic study involved the author in the dual role of researcher and informant and analyzes her Japanese learning experience in four programs across three countries. The goal of the paper is to proffer the current practice in Japanese language classrooms with an array of pedagogical options through a review of how the class activities in question accommodated the author’s learning process.