Motivations, Hopes, and Expectations of Untrained Japanese Teachers and Implications for Future Online Teaching of Japanese

Abstract

This qualitative research investigates the motivations, hopes, and expectations of 10 Japanese native speakers who became online teachers of Japanese during the COVID-19 restrictions in 2020. The data allow for deep qualitative analysis of native speakers and focus on the reasons for becoming a language teacher, circumstances forcing them to shift work and opportunity to continue or quit online teaching after the restrictions abate. The main questions discussed are (a) the motivation to continue with Japanese online teaching even when returning to a prior position is possible, (b) unexpected experiences while being a Japanese teacher and (c) the advantages and disadvantages of teaching their mother tongue. The paper analyses Japanese teachers' feelings, hopes and motivations related to their new profession and implications for changes in language-teaching, and digital work. As a result, findings suggest that untrained Japanese teachers can succeed in their teaching activities and thus become a competition for trained Japanese teachers.