ELF

The Center for English as a Lingua Franca Journal

玉川大学

CONTENTS

The Center for ELF Journal

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The Center for ELF Journal: Call for Articles

The Center for ELF Journal is a refereed journal that seeks to promote critical reflection among English language teaching professionals from a wide range of professional contexts. Manuscripts are subject to blind reviews by two or more reviewers after initial screening by the editorial committee.

Aims of Journal:
- To encourage critical awareness among language teaching professionals
- To encourage reflexive thinking among language teaching professionals
- To encourage a praxis of action and reflection among language teaching professionals
- To encourage language teaching professionals to empower themselves and in so doing empower their students
- To encourage sharing of teaching techniques among ELF teachers
- To serve and support the professional development needs of ELF teachers

Types of Articles:
Research article (1000 ~ 3000 words)
Teaching article (1000 ~ 3000 words)
Forum article (1000 words)
Book reviews (1000 words)
ELF classroom practices (1000 words)

Article contributions may include, but are not limited to, one or more of the following areas:
- English as a Lingua Franca
- Curriculum design and development
- Teaching methods, materials and techniques
- Classroom centered research
- Testing and evaluation
- Teacher training and professional development
- Language learning and acquisition
- Culture, identity and power in language education
- Application of technology in the language classroom

Research articles: Research articles should come with a description of the research context and research questions, issues pertaining to the research context, relevant theories, qualitative or quantitative research data, detailed descriptions of research method including clear demonstration of attention to research ethics and commentary.

Teaching articles: Teaching articles should provide a description of the teaching context, relevant issues related to the teaching context, teaching theories and approaches appropriate to the context as well as comments reflecting pedagogical praxis.

Forum articles: From time to time, the editor may call for forum articles focusing on a particular theme or issue. Readers are also welcome to propose themes or issues for the forum in consultation with the editor. Contributors will be given the opportunity to engage with current issues from a given standpoint as well as with each other's opinions on the issue.

Book reviews: Writers of book (textbook or other) reviews should first contact the editors with suggested titles before proceeding with the book review.

ELF classroom practices: Articles should be brief "take-away" descriptions of any activity, project, strategy or useful tool employed with varying degrees of success in the ELF classroom (i.e., "teacher's toolbox").

How to submit your manuscript:
Please email your submissions to the editors with the title, "The Center for ELF Journal Submission".

email: celfjournal@gmail.com

Issue 2.1 Foreword:

Managed by the Center for English as a Lingua Franca (CELF), the English as a Lingua Franca (ELF) Program at Tamagawa University is a campus-wide English program designed to enable students to effectively communicate with people all over the world using English as a lingua franca. In 2015, approximately 2,500 students were taught by 40 instructors with different language and cultural backgrounds. CELF is about giving due recognition to the diverse contexts and situations in which English is now used as a lingua franca. The ELF paradigm is versatile and reflexive and captures the reality in which English is used for the creation and negotiation of a plurality of fresh meanings. The collection of articles in this journal represents the research and work from a handful of those ELF teachers. It is the teachers, their personal beliefs and principles, who determine the success of any language program. If teachers are going to hone their teaching skills, deepen their knowledge and develop professionally, they must receive proper support. To that end, the editors of this current issue were involved in creating the Center for English as a Lingua Franca Journal. All teachers in the ELF Program were invited to submit an academic article or research paper for consideration of publication in this Journal. For teachers, publication in this Journal represents a chance to add to their professional resume, but more importantly this is a platform for ELF teachers to share ideas and add value to our new Center for English as a Lingua Franca.

In this second issue, Yuri Jody Yujobo, Ethel Ogane, Tricia Okada, Brett Milliner, Takanori Sato, Blagoja Dimoski and report on using project-based learning (PBL) activities to promote awareness in ELF communicative strategies. Michelangelo Magasic shares his expert advice on how teachers can more effectively use webclips in their classroom. Daniel Worden introduces circumlocution activities as a way to promote fluency. Blair Barr investigates the effectiveness of the digital flashcard app, Quizlet® for vocabulary learning. This second issue concludes with a report on faculty development activities and the research achievements for the CELF in 2015. In closing, I would like to thank Tamagawa University for their continued financial support, the authors for making such valuable contributions to the center, and the reviewers who dedicated their time and specialist knowledge to the blind review process.

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Director, CELF

Contents

Efficacy of promoting awareness in ELF communicative strategies through PBL

ELFコミュニケーションストラテジー意識づけにおける プロジェクトベース学習の有効性

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ABSTRACT

At the Center for English as a Lingua Franca (CELF), students interact with teachers and tutors who have different first languages and cultural backgrounds. The CELF goals are to raise student awareness of the use of language in such ELF contexts and to develop an ELF-oriented curriculum. ELF research has put forth a range of pedagogical implications. Suggestions by ELF researchers include exposing students to a "wide range of English" (Björkman, 2013, p. 191), and "promoting interactions among students themselves in the classroom" (Matsumoto, 2011, p. 110). Students should be encouraged with opportunities to engage in meaningful tasks which promote the use of such strategies as repetition, paraphrasing, clarification checks and "collaborative completion of utterances in their interactions as they negotiate meaning and co-construct understanding in English" (Kaur, 2014, p. 159). A research project incorporating these ELF insights has been developed and project-based learning (PBL) was chosen as the pedagogical approach as it provides for communication and group collaboration similar to real-world situations. Student interaction with tutors and in focus group discussions (FGD) from two classes were recorded and transcribed for analysis of their use of strategies in order to maintain efficacy in communication. Results from pre- and post-project questionnaires on student beliefs regarding their use of strategies are also discussed.

KEYWORDS: ELF, Communication Strategies, PBL, Curriculum Development

1. INTRODUCTION

Insights for English language teaching from the research on English as a Lingua Franca (ELF) include Kaur's (2014) assertion that students should be given

opportunities to engage in meaningful tasks which promote the use of strategies such as repetition, paraphrasing, clarification checks and "collaborative completion of utterances in their interactions as they negotiate meaning and co-construct understanding in English" (p. 159). As the goals of Tamagawa University's Center for English as a Lingua Franca (CELF) are the promotion of teaching and learning from a global perspective and the development of effective ELF communication skills in students, research at the CELF involves the synthesis of such insights into the language curriculum and program assessments. This study continues previous work on listening and speaking assessments using a Project-Based Learning (PBL) teaching approach and focuses on student use of communication strategies in the PBL task (see Okada, Ogane, Milliner, Yujobo & Sato, 2015).

The CELF offers elementary to intermediate level classes campus-wide to approximately 2,500 undergraduates. Students meet two or three times a week, 200 minutes a week, earning four academic credits a semester. English is the main medium of communication but other linguistic resources, including but not limited to oral, written and visual modes as well as any other codes available to the participants, i.e., Japanese, are understood to be part of the user's repertoire in communication (Canagarajah, 2013). The CELF Tutor Service provides students with on-campus tutoring five days a week. The tutors, mainly CELF teachers, come from various language and cultural backgrounds, and work to engage students in ELF communication. CELF teachers are encouraged to promote language awareness in their lessons and expose their students to various kinds of English. Through the multicultural atmosphere at the CELF, it is hoped that students become more receptive to the use of English beyond the norms of native-English speakers (NESs). In addition, the CELF aims to prepare students to adapt to global trends and phenomena in communication along with the effective transfer and sharing of information. In the following sections we discuss the ELF paradigm, communication strategies from an ELF perspective, and provide an overview of and rationale for PBL.

2. ENGLISH AS A LINGUA FRANCA

ELF is the "use of English among speakers of different first languages for whom English is the communicative medium of choice, and often the only option" (Seidlhofer, 2011, p. 7). Although ELF includes interactions between NESs and non native-English speakers (NNESs), the majority of ELF communication occurs among NNESs who speak different first languages (Jenkins, 2015). The use of English for intercultural communication is observable not only in simple interpersonal settings but also in highly specialized domains or influential frameworks, including global business, politics, and higher education (House, 1999).

Given the characteristics of ELF, the traditional view of English proficiency

is called into question. English proficiency is widely equated with conformity to the language norms of people who speak English as a first language (Leung, 2005), and thus adherence to NES norms has been regarded as crucial in English learning. Any deviance from NES norms is considered an error or deficiency to be corrected no matter how successful the outcome is. However, this traditional view of language proficiency overlooks the fact that ELF interactions often take place with no NESs present. Even when NESs are present, their variety of English is less likely to constitute the linguistic reference norm (Seidlhofer, 2011). In fact, a number of empirical studies have found that intelligibility in ELF settings does not require conformity to NES norms and that NES proficiency per se does not guarantee successful ELF interactions (e.g., Björkman, 2008; Jenkins, 2006). For example, Seidlhofer (2011) introduces the notion of unilateral idiomaticity or the use of NES idiomatic expressions that are not intelligible to ELF speakers. Although the correct linguistic form of the idiomatic expression indicates the speaker's high proficiency from the traditional perspective, unilateral idiomaticity indicates lack of proficiency in ELF interactions since the speaker lacks concern for his or her interlocutor and neglects the need for adjusting the expression.

Proficiency is regarded differently in the ELF paradigm. Canagarajah (2006) views proficiency as "the ability to shuttle between different varieties of English and different speech communities" (p. 233). This is because ELF users currently have a number of opportunities to interact with individuals with different sociocultural backgrounds and need to deal with various linguistic forms influenced by their first languages or similects (Mauranen, 2012). This conceptualization of proficiency has put forth a range of pedagogical implications. Suggestions by ELF researchers include exposing students to a "wide range of English" (Björkman, 2013, p. 191), and "promoting interactions among students themselves in the classroom" (Matsumoto, 2011, p. 110). Exposing students to a broad range of similects is expected to raise their language awareness and increase their tolerance to different varieties of English.

ELF researchers also emphasize the use of communication strategies, which are useful in negotiating meaning and preventing communication breakdown, rather than only adherence to native linguistic forms. Examples of such communicative strategies include accommodation (manipulation of linguistic forms according to the interlocutor), repetition, paraphrasing, non-verbal strategies, hypothesis forming (Cogo & Dewey, 2012), seeking clarification, checking for understanding (Kaur, 2014), use of contextual cues (Matsumoto, 2011), and the concept of "let it pass" (Firth, 1996). Communication breakdown does not necessarily indicate that ELF users have poor proficiency (although high-proficiency ELF users can avoid communication breakdown by employing pre-emptive communication strategies). Instead, what matters is to negotiate for the meaning and normalize the interaction by incorporating appropriate communication strategies. In regards to ELF proficiency, students should be encouraged with opportunities to engage in meaningful tasks

which promote the use of such strategies as well as the negotiation of meaning and co-construction of understanding involving the collaborative completion of each other's utterances (Kaur, 2014).

3. PROJECT-BASED LEARNING: OVERVIEW AND RATIONALE

PBL is a learner-centered approach which begins with a question centering on real problems or issues. The question is followed by group work, entailing much dialogic speech among students, to develop a solution or product. Students are encouraged through sustained inquiry to work collaboratively, and use critical thinking and creativity. The PBL process fosters authenticity, student voice and choice, reflection, critique and revision ending in a final group presentation (Buck Institute for Education, n.d.). Proponents claim that PBL experiences increase student motivation to actively participate in projects (Bender, 2012).

The rationale for using PBL is based on the premise that dialogic speech provides opportunities to enhance communication and understanding unlike traditional teacher-centered classes which tend to be largely monologic. Monologic approaches are riskier in terms of communicative effectiveness because listeners and speakers often have little room for maneuvering and making use of discursive strategies. "Monologic events where the listener has very few opportunities if any to check his/her own understanding are where misunderstandings are most likely to occur" (Björkman, 2013, p. 182). In addition to the promotion of the use of communicative strategies by students, a PBL project approach encourages collaboration and creativity. As Kaur (2014) states, "collaborative problem-solving tasks and role plays, again based on ELF-type situations which are both meaningful and realistic, can provide learners with opportunities to use (various pragmatic) strategies" (p. 68).

4. METHODOLOGY

As part of a larger research project on ELF-oriented curriculum development, the present study focuses on student use of communication strategies during a PBL project. As many of our students will most likely be situated in multicultural and multilingual work contexts, our pedagogical goal is to develop student awareness of how speakers use strategies for effective ELF communication. Our specific question for this study is to investigate students' beliefs and practices regarding the use of communication strategies in collaborative groupwork.

4.1 Participants and the PBL Project

The participants were 47 first-year Education majors in two ELF classes. Both classes were held in the spring semester of 2015 and instructed by two of the authors. Based on the results of a TOEIC Bridge placement test administered before

the start of the semester, the students were evaluated as basic users (CEFR A2/ TOEIC 320 or below) of English and placed in elementary level ELF classes. For the PBL project, each class was divided into five groups of four to five members. The project required each group to develop a new and unique product which would assist people during a natural disaster. The task took four to five class sessions and gave a role to each member of the group. Students collaborated with their own group members and other group members, did online research and watched videos on natural disasters and temporary housing shelters. Each group was given the opportunity to consult with a CELF tutor to receive advice on how to improve their product. Each member was then required to prepare for a speaking role in a group presentation introducing the group's product. For the presentations, two or three groups from one class presented in the other class and vice versa. The authors acted as class and group facilitators.
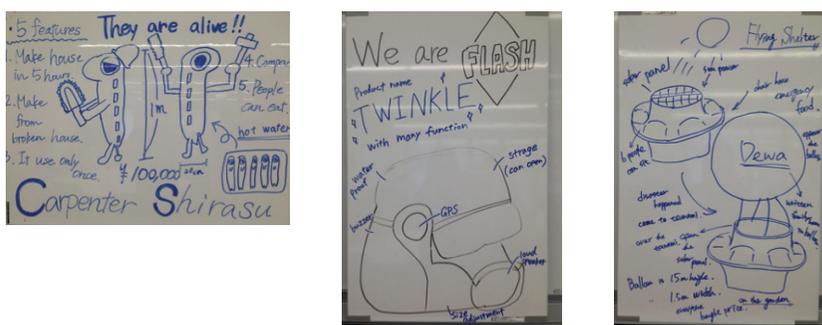
Figure 1. Sample posters for group products

Figure 2. A tutor session

4.2 Data Collection

All students were administered pre and post-project questionnaires. The bilingual (English and Japanese) online surveys consisted of thirteen Likert items on student perceptions relating to ELF strategy use, collaborative effects of PBL, critical thinking benefits of PBL, and presentation skill benefits of PBL. The surveys were completed anonymously.

The tutor sessions were held just before the group presentations. Each session included a CELF tutor and two students, the leader and assistant leader of the PBL task group. Tutors were provided with questions to support and elicit

communication strategies from the students during the session. Each session was a maximum of ten minutes in length and was audio and video recorded.

The group presentations were video recorded and followed immediately by a twenty-minute Focus Group Discussion (FGD). The FGD was used to help elicit student insights which may otherwise have remained hidden via an exchange of experiences and points of view (Green & Hart, 1999; Litosseliti, 2003). As with the group presentations, the two FGD sessions were comprised of groups from both of the classes. Each FGD was video recorded. Student and tutor verbal consent for the use of all audio and video clips for research purposes was obtained.

Figure 3. Focus group discussion

5. FINDINGS AND ANALYSIS

5.1 Survey Results

The participant-response rate for both of our surveys was 100%. A pre and post-analysis of the data reveals a substantial increase in positive student perceptions of ELF strategy use, collaborative effects of PBL, critical thinking benefits of PBL, and presentation skill benefits of PBL.

Regarding students' perceptions of ELF strategy use, there is an overall increase in the post-project survey in the number of students who either agreed or strongly agreed that they were able to use repetition (up 38.3%), paraphrasing (up 53.2%), and checking for understanding (up 27.7%) to help them communicate more effectively (see Table 1). The results also indicate an increase of 14.9% in the number of students who felt that they were able to seek clarification as well as 8.5% more students who reported they could replace general terms with more specific ones to assist them to communicate more effectively. These results suggest that providing students with opportunities like those in the PBL task may help develop student awareness of the use of communication strategies.

Table 1
Comparison between student perceptions for ELF strategy use pre and post-project (n=47)

Item	SA %	A %	N %	D %	SD %
1. I can use repetition to help me communicate effectively					
Pre-project	2.13	42.55	36.17	19.15	0.0
Post-project	17.02	65.96	8.51	8.51	0.0
2. I can use paraphrasing to help me communicate effectively					
Pre-project	4.26	21.28	34.04	36.17	4.26
Post-project	10.64	68.09	8.51	10.64	2.13
3. I can check for understanding to help me communicate effectively					
Pre-project	8.51	42.55	25.53	23.40	0.0
Post-project	19.15	59.57	21.28	0.0	0.0
4. I can seek clarification to help me communicate effectively					
Pre-project	12.77	36.17	25.53	23.40	2.13
Post-project	14.89	48.94	23.40	8.51	4.26
5. I can replace general terms with more specific ones to help me communicate communicatively (e.g., using 'dog' instead of 'animal')					
Pre-project	8.51	61.70	23.40	6.38	0.0
Post-project	17.02	59.57	12.77	8.51	2.13

Note. SA= Strongly Agree; A= Agree; N=Neither Disagree nor Agree; D=Disagree; SD=Strongly Disagree.

Our pre and post-project data concerning students' perceptions of the collaborative effects of PBL show an overwhelming number of students who responded positively to the two questionnaire items (see Table 2). In both the pre and post-project surveys, nearly all of the participants indicated that they agreed or strongly agreed that they could collaborate with their peers and, through project work, they were better able to learn English. Looking at the post-data more closely, we find a 29.8% increase among students who felt strongly that they were able to collaborate with peers on the projects and an increase of 10.6% in those who found collaboration as an effective means of learning English.

Table 2

Comparison between student perceptions of collaborative effects of PBL pre and post-project (n=47)

Item	SA %	A %	N %	D %	SD %
1. I could collaborate with peers on projects.					
Pre-project	34.04	63.83	2.13	0	0
Post-project	63.83	29.79	4.26	2.13	0
2. Collaboration is helpful for me to learn English.					
Pre-project	40.43	57.45	0	2.13	0
Post-project	51.06	42.55	2.13	4.26	0

Note. SA= Strongly Agree; A= Agree; N=Neither Disagree nor Agree; D=Disagree; SD=Strongly Disagree.

In PBL, students tackle real-life issues which are thought to engage and stimulate their problem-solving skills and encourage them to think outside the box. Our findings indicate that, for the majority of the participants, the project work in this study appeared to be effective in engaging their critical and creative thinking skills. Table 3, below, shows that on average 80% of the students agreed or strongly agreed with items 1, 2, and 3 in the post-project survey (see Table 3), which, when we compare this result with the pre-project responses for the same items, equates to a 19% increase.

Table 3

Comparison between student perceptions of critical thinking benefits of PBL pre and post-project (n=47)

Item	SA %	A %	N %	D %	SD %
1. I could think critically about a problem.					
Pre-project	4.26	36.17	51.06	8.51	0.0
Post-project	25.53	44.68	21.28	8.51	0.0
2. Group project work helped me to think critically about a problem better.					
Pre-project	6.38	61.70	31.91	0	0
Post-project	21.28	57.45	14.89	6.38	0
3. I could gain creative thinking skills through the project.					
Pre-project	19.15	57.45	21.28	2.13	0
Post-project	38.30	55.32	4.26	2.13	0

Note. SA= Strongly Agree; A= Agree; N=Neither Disagree nor Agree; D=Disagree; SD=Strongly Disagree.

An analysis of students' post-project perceptions of presentation skill benefits of this PBL task reveals that an average of 57% (down 8%) of students agreed and 33% (up 6%) strongly agreed that, not only did they learn how to structure and deliver a presentation through their participation in the project, the experience motivated them to learn English (see Table 4). It is important to note that although the participants in this study did not receive explicit instruction aimed at developing their presentation skills, a very small number disagreed with the three items.

Table 4

Comparison between student perceptions of presentation skill benefits of PBL pre and post-project (n=47)

Item	SA %	A %	N %	D %	SD %
1. I could learn about presentation structure through group presentation. (e.g., introduction, detail, conclusion, question)					
Pre-project	25.53	68.09	6.38	0.0	0.0
Post-project	38.30	46.81	8.51	6.38	0.0
2. I could learn about presentation skills through group presentations.					
Pre-project	6.17	61.70	2.13	0	0.0
Post-project	31.91	59.57	2.13	4.26	2.13
3. Working on a group project motivated me to learn English.					
Pre-project	19.15	65.96	12.77	2.13	0.0
Post-project	27.66	63.83	4.26	2.13	2.13

Note. SA= Strongly Agree; A= Agree; N=Neither Disagree nor Agree; D=Disagree; SD=Strongly Disagree.

The aim of the study was to determine whether our students would use communicative strategies in project work to help them communicate effectively, and if so, to identify the types of strategies they employ. In summing up the results, we found evidence to suggest that the kind of project work used in this study may be effective in engaging and motivating students to seek out and employ a range of communicative strategies. The project work was also perceived by students to be important for their critical and creative thinking.

5.2 Tutor Sessions

Analysis of the the tutor session transcription data revealed that the students used a variety of communication and discursive strategies. Many students used repetition to perhaps help continue their talk. In the excerpt below, the students, S1 and S2 work together, completing each other's utterances, to describe one of the features, wings, of their product to the tutor, T1.

S1	Wild wing wild wing, wing
S2	Wing looks
S1	looks wild
S2	very wild
T1	Wings look wild
S2	very wild

In the next excerpt, the tutor (T1) asks a student what her position at her company is and the student tries to come up with the English equivalent of "fuku shacho" which means vice-president. She appears to think about it and comes up with the term, "number two." This may be an example of using paraphrasing as a communication strategy.

S1	*Fuku shacho*
T1	Oh, what is that?
S1	*Ah nan daroo, fuku shacho te nan te iu dake*
	(What was it? How do we say vice-president?)
T1	Okay, we'll just
S1	Number two
T1	Number two, oh you are number two.

The tutors were provided with a discussion checklist to evaluate the use of strategies, and were asked to create opportunities for the students to use strategies. In this exchange, the tutor (T2) asks the students (S3 and S4) to repeat the advice he had just given them about their product. The students show their understanding by paraphrasing the tutor's advice. One of the students (S4) uses the word "plastic" instead of "vinyl side" and "waterproof material" to explain the second side of the product. The tutor and students appear to be working collaboratively to co-construct meaning (Kaur, 2014), that is, to establish understanding of the idea of a two-sided product. Student 4 completes the utterance by S3 and the tutor follows by linking "plastic" to "waterproof material". In the last line, S3 may be showing her understanding of "waterproof material" when she repeats the word, "rain."

T2	Vinyl side is more protection. Also, in rain. If rain, like a raincoat keeps you dry. Wool inside, keeps you warm, so not only wool but waterproof material. Do you understand? Can you tell me my idea, what is my suggestions? ... my advice, please repeat. My advice.
S3	One side is wool, and ...
S4	an one side is plastic
T2	Because of some material, waterproof material
S3	Rain

In checking for understanding and seeking clarification, many of the students used other resources to help keep the communication going. In explaining the fifth feature of their product, a watch, one of the students (S2) uses a verbal resource, her Japanese language, to ask, "Kore yori karui?" which means "Lighter than this?" She may be trying to check her understanding of the tutor's (T1) question "How light?"

S2	Number five watch is light
T1	Watch is light
S2	Very light
T1	Haha, not heavy
S2	Not heavy
T1	Not heavy How light? How light?
S2	*Kore yori karui? Same*

The student (S3) in the next excerpt tries to explain what kind of people will be using their product. The student appears to use the strategy of replacing a general term with more specific ones by describing "every family" as including both "rich" and "poor" families.

T1	Every family can buy this balloon?
S3	Yes
T1	Every family?
S3	Every family uh mm expens *chigau na* (no, that's wrong) rich family
T1	mm
S3	and poor family

The tutor sessions were planned as opportunities for the students to communicate in order to meet a real need, which was getting advice on product development, and to communicate with speakers of a different variety of English from their classroom teachers. The students appeared to concentrate on getting the job done, that is, to clearly explain what their product was and its features. In so doing, the students made use of a variety of communication and discursive strategies.

5.3 Focus Group Discussion Analysis

The FGD questions, provided to the students in both English and Japanese, covered topics on effective communication strategies, group collaboration, and critical thinking (see Appendix). The students were encouraged to answer in English but were also allowed to speak in Japanese. The authors translated any Japanese used by the students into English for the purpose of this research study.

When students were asked if the group project helped them learn to communicate more effectively, most students agreed. A student commented (in Japanese), "Unlike when I'm using Japanese in daily life, I was able to think about and select appropriate English expressions to make myself more easily understood." This perhaps demonstrates that the student had become familiar with the practical use of English and negotiating for meaning.

With reference to communication strategies, most students recognized gestures as a communication strategy even though it was not referred to by the teachers during the study. One student commented (in Japanese), "Through the group project, I learned that gestures can convey things we cannot convey only by speaking English." A majority of the students said that they tried using the strategies of seeking clarification and asking for confirmation during the tutor sessions. A student said (in Japanese), "When I didn't understand what the tutor was saying the first time, I tried to confirm it or asked for an explanation, and then I could understand." This student also stated that he tried again and again to confirm his understanding. When the teacher, as the FGD facilitator, asked about repetition and paraphrasing, the students indicated by nodding that they also used these communication strategies. The FGD data supports the pre and post-project survey data which indicated a strong belief among the students that they made use of a variety of communication strategies during the project.

Students noted that the project helped them share opinions and work collaboratively, both of which are necessary social skills in building relationships. They thought that good leadership and delegating appropriate tasks to each member made the project run more smoothly. Some students, however, appeared uncertain about critical thinking. This may be due to the Japanese translation of critical thinking used in this study which carries a negative connotation of criticism. The students seemed to be more receptive when discussing creativity. They confirmed that by looking at the products designed by other groups, they were able to improve their products. Although conceptualizing appeared to be the most challenging part of the project to the students, they said they would want to work on a group project again. They agreed that it was not only enjoyable but also worthwhile being assigned a specific task to achieve a goal. As one student pointed out (in Japanese), "We can be cooperative and make sentences by speaking in English through a group project." The FGD data appears to indicate that the students believed they were able to engage in cooperative and collaborative learning while familiarizing themselves with communication strategies.

6. DISCUSSION AND CONCLUDING REMARKS

This study investigated, from an ELF perspective, the development of language awareness - how languages are used for effective communication - in students. Students dealt with a timely and meaningful issue through collaborative group work on a PBL project. Pre-project and post-project surveys, group work, tutor sessions and the FGD (feedback) sessions were used to help focus student attention on the use of communication strategies. Although the students did not have explicit instruction on communication strategies, the pre and post-survey data show that the students perceived that they used communication strategies. The FGD data supports this finding and the use of various types of communication strategies including repetition, paraphrasing, seeking clarification, replacing general terms with specific ones, and cooperative completion of utterances by students were found in the tutor session data.

In analyzing the tutor session data, we found that interpreting the type of communication strategy used by our students was very difficult. We need to categorize the use of communication strategies by students in an ELF context such as ours in future research studies. In an upcoming research study by the authors, the effects of pre-teaching communication strategies will also be explored.

Björkman (2013), in her study of ELF interactions in a higher educational context, found a range of pedagogical implications for the classroom and claims that interactions in group-work sessions involved the use of pragmatic strategies, and the negotiation of meaning, helps learners to understand how communicative effectiveness is actually achieved. Data from the pre and post-surveys and FGD sessions show that the students perceived the project group work used in this study as motivating and helpful to their learning. PBL was selected for this study for its focus on the learning goals of acquiring knowledge, understanding issues and gaining 21st century skills through collaborative and creative investigative group problem-solving activities (Buck Institute for Education, n.d.). If such group projects are carried out in the classroom, students may have more opportunities to think creatively and critically, and at the same time utilize communication strategies for more effective communication. We note, however, that we need to have a thorough discussion of what critical thinking involves for Japanese students.

The authors, recognizing the unique resources, specifically the multilingual and multicultural teachers, at the CELF, see PBL as an important teaching approach which can contribute to the development of language awareness. The hope is that further research on the use of communication strategies through the tools of PBL in an ELF-aware teaching context will contribute to English education in Japan.

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APPENDIX

Focus Group Discussion Questions

Did working on the group project help you learn how to communicate in English more effectively? グループ・プロジェクトに参加することによって、あなたは英語でのコミュニケーションをより効果的に学ぶことができましたか？できたとしたら、それはどのような点においてですか？具体例に説明してください。
For the Leader and Assistant Leader Only: Did talking with the tutor / consultant help you to know how to communicate more effectively by using any strategies? Using repetition? Paraphrasing? Checking for understanding? Seeking clarification? Using specific terms instead of general terms? チューターやコンサルタントと会話することによって、あなたはより効果的にコミュニケーションを行うための以下に挙げた方法を知ることが出来ましたか：何らかの戦略を使うこと、反復表現を使うこと、パラフレーズすること、相手が言ったことを正しく理解しているか確認すること、相手が言ったことに関してさらに説明を求めること、物の総称ではなく具体的な言葉を使うことなど。
Did working on the group project help you learn to work collaboratively? How? Can you give examples? グループ・プロジェクトに参加することによって、あなたは、より協調的に作業をすることを学ぶことが出来ましたか？できたとしたら、それはどのような点においてですか。具体例を挙げてください。
Did working on the group project help you learn how to think more critically? In what ways? Can you give examples? グループ・プロジェクトに参加することによって、あなたはより批判的に考えることを学ぶことが出来ましたか？できたとしたら、それはどのような点においてですか。具体例を挙げてください。

Would you like to work on a group project again? Why or why not?

あなたはもう一度グループ・プロジェクトに参加したいと思いますか？

もしくは、参加したいとは思いませんか。その理由を教えてください。

Becoming 'YouTubers':
Using webclips in the ELF classroom

'YouTubers'を育てる：ELFクラス内でのWebclips使用法

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ABSTRACT

This paper outlines the suitability of webclips as a medium for use within ELF teaching. It presents practical methods by which to include webclips in ELF classes focusing on the combination of two literacies: watching and making short web movies. In order to highlight the contribution of these literacies to an ELF curriculum, the exercises are discussed in light of Björkman's (2013) recommendations for ELF classroom practice. In particular, the medium of webclips supports Björkman's suggestions because: it presents a diverse range of English speakers and communication situations, it is an interactive learning material which reflects real-life English, and, when used as a practical exercise, the medium encourages learners to develop their own voices and modes of expression.

KEYWORDS: ELF, CALL, YouTube, Online Video, Film

1. INTRODUCTION

English as a Lingua Franca (henceforth, ELF) is a recently developed paradigm which highlights the growing role of English as a language for international business, academic, touristic and recreational communication while positing a greater equality between native and non-native English speakers (Björkman, 2013). Part of the reason for the development of English as a common language for the world's inhabitants is the increased physical and virtual propinquity caused by the processes of globalisation (Jenkins, Cogo & Dewy, 2011; Poppi, 2013). In light of this, the technology of the Internet can be seen as implicitly related to the development of ELF and does as such merit attention within an ELF curriculum both as a method of content delivery and as a communications platform. Over the last decade, the rise of the participatory Internet as fuelled by faster connection speeds and lower data storage costs has allowed for the development of video hosting websites (Jenkins, 2006). Online video can be seen to be a key element within the landscape of the second generation Web 2.0 and provides an ideal vehicle to bring English language audiovisual material into the ELF classroom. Here, Snelson and

Perkins (2009) have commented on the affordances of online video for language learning, explaining:

> The current manifestation of video technology brings the combination of a global online delivery system and an interactive interface that permits both viewing and authoring of video content, which extends previous video capabilities to include greater levels of engagement with the media. (p. 20)

Indeed, a growing body of literature has begun to explore the possibilities of online video for language learning (Brook, 2011; Duffy, 2007; Hamilton, 2010; Muniandy & Veloo, 2011; Oddone, 2011; Watkins & Wilkins, 2011).

Webclips can be defined as short, user-made videos available on video hosting websites. Webclips developed as a form of user-generated content (UGC) and generally feature low production values (Burgess, Green & Jenkins, 2009). Video hosting websites are best exemplified by YouTube, a Google owned company with over 1 billion users and a near endless repository of audiovisual content (YouTube, 2015). The field of online video hosting is, however, rounded out by a variety of smaller and niche sites such as Vimeo and Daily Motion. Between them, video hosting websites hold a diverse range of amateur and professional content spanning almost all genres and ranging from seconds long to hours in duration. The meteoric rise in the popularity of these sites over the last decade can be attributed to the fact that webclips are a participatory genre in which the viewer is encouraged to engage in content production (Burgess et al., 2009). Accordingly, users may easily upload their own video creations, and, following which, use a personal profile in order to manage their video collections as well as curate content created by others and respond to communications. People who regularly upload videos of themselves are known as YouTubers. Some of the most popular YouTubers have millions of subscribers and are increasingly recognizable within popular culture as celebrities in their own right.

Given their status as audiovisual material, webclips may be said to demonstrate four main advantages (Magasic, 2016). These four benefits of audiovisual materials for language learning are: 1) their status as an authentic text which demonstrates vibrant scenes of life-like communication including language features such as slang and idiomatic expressions; 2) their ability to demonstrate the different verbal features employed within the English language including the variety of accents employed by different national, regional and cultural groups as well as changes in stress and tone for emphasis; 3) their ability to demonstrate the paralinguistic communication involved in English communication like gesture and facial expressions; and 4) their status as a motivational resource which interests students and helps bring to life the concepts which are discussed in class.

2. WATCHING, MAKING AND PARTICIPATING ONLINE

In this section, the paper will explain the twin literacies of watching and creating online films and the benefits of each before exploring the potential for class participation in online video communities. The first method of interacting with streaming video is watching. Given the huge variety of videos available on the Internet, the teacher needs to employ discretion in finding appropriate material for the classroom. The benefit of this wide library, however, is the ability to expose students to a range of language styles and communicative scenes. Here, Watkins and Wilkins (2011) have stated that "YouTube is an ideal vehicle to teach World Englishes and expose students to a variety of English dialects" (p.117) (See also: Hamilton, 2010). Aside from a purely linguistic benefit, webclips can also broaden students' cultural awareness of the world of English communication as they not only hear but also see embodied, often highly personal, displays from different global contexts (Watkins & Wilkins, 2011). Once the teacher has selected an appropriate clip (or assembled a playlist of multiple clips), this can be shown to students either individually on their personal devices or collectively via a projector screen. By screening short clips of a few minutes duration, students' cognitive load is reduced as they have a manageable length of material to follow and analyse. To help facilitate comprehension, English captions may be added to the viewing screen. Moreover, when watching independently, students have the ability to replay certain difficult sections of a clip as many times as they feel is necessary. It can also be a beneficial strategy to watch videos which model the video types which will be made in class so that students can gain an idea of the generic conventions of webclips such as self-filming and the use of titles and pop-ups to provide additional information to the audience. It is hoped that if students enjoy watching content and can develop the strategies to find and access material on their own through independent viewing, they will be motivated to continue viewing outside of class.

Next, the students can engage in making their own "YouTuber" webclips. To get the ball rolling, the teacher may guide students on how to use digital devices like smartphones or cameras in conjunction with video editing software or applications. Given that webclips are a participatory genre in which amateur production values are the norm and that modern editing software is increasingly user friendly, webclips can be made quite quickly (one or two ninety minute lessons for planning, shooting and editing). While students are given almost unlimited scope in their choice of topic, videos usually feature subjects such as a demonstration of a skill or hobby, a tour of the student's hometown, university campus or club, or a review of a product. The videos are short (two to four minutes), have a speaking focus and are marked by the author according to intelligibility and entertainment value. The completed videos are then shown among classmates and students give feedback on each other's creations and finally vote on which videos were the most

impressive. To do this, students need a device with a copy of their video along with a feedback sheet. Students then swap their device and sheet with a classmate, watch each other's videos and go on to give written (and, hopefully, verbal) feedback to the classmate whose video they watched. Following which the process is repeated with another partner. As there is a class vote on which videos are best, students should be motivated to share their work with as wide an audience as possible. At the end of the lesson, each student will have a sheet which is full of comments relating to their video. The purpose of these comments is to promote dialogue regarding students' communicative and creative skills. This peer recognition is significant as by making YouTuber videos, students are participating in a global culture and, potentially, adding their own voice to an online conversation.

Uploading material to an online video hosting website can transfer students' class work to a global stage and precipitate authentic interactions around this, however, uploading also entails an emotional commitment and as such the decision on whether to do this should be made together by students and the teacher. Here, participation in a global online community has an overt connection to the tenets of ELF in the sense that the user may easily communicate with people from all over the world in English. On the other hand, participation does at the same time have certain risks such as exposing students to negative elements which exist online (such as trolling), as well as potentially compromising the privacy regulations of different academic institutions. With these thoughts in mind, it can be seen that a number of authors have spoken positively of the motivational (Hamilton, 2010; Godwin -Jones, 2012), cultural (Ushioda, 2011) and immersive (Shrosbree, 2008) benefits of an Internet based audience for students. Here, one potential way to reduce the risks of participation in online communities would be to organise interaction with a partner school or class rather than the Internet as a whole (See also: Ke & Cahyani, 2014).

3. THE CONNECTION BETWEEN WATCHING AND MAKING

Through participation in watching and making in tandem, students may gain a rich skill set which extends beyond the possible benefits of participating in either singularly. Here, the watching stage is important for introducing (or reinforcing, given that many students are already YouTube users) the language models featured in webclips, while the making stage provides an opportunity for students to produce a webclip using their own ideas, language, and interpretations of the genre. This process of watching/making webclips can be seen to produce three outcomes. The first outcome is the activation of students' media consumption. One criticism of the use of audiovisual material within language classrooms is that this can be a relatively passive activity. Here Seferoğlu (2008) states, "It is also important that the teacher does not let students associate films only with leisure and entertainment, and watch the films passively as they might watch television" (p.8). By engaging

in both sides of the production/consumption process, students are able to consider more deeply the processes through which audiovisual media is made including the use of language within. Second, is that students are able to develop their own voice in English. After watching a variety of different models of English communication, students are then invited to contribute to this genre. In making a video about who they are and what they like in English and then sharing this with their peers, students' deepen their self-identification as English speakers. Here, describing the results of a study in which Taiwanese and Indonesia students used online platforms to communicate with one another, Ke and Cahyani (2014) concluded that, "Students gained confidence and started to perceive English as a language they may be able to use" (p. 1). The third outcome is that students gain technical skills and may participate in a global community. Here, the process of making a webclip develops skills in video creation and editing. Moreover, video hosting websites provide a forum where students may interact with people from all over the world in collective discussion, with one possible avenue for communication here being reflection on the process of creating a video.

4. WEBCLIPS AND ELF

In her monograph on the development of the ELF paradigm, Björkman (2013) has made several recommendations for the inclusion of ELF principles within the classroom. This section will discuss the three suggestions which are most relevant to the inclusion of webclips within a learning curriculum. The first is the use of materials with a "variety of accents" (p. 192). Webclips are an incredibly diverse genre that showcase a range of English speakers and communication situations. Introducing this speaker diversity in class broadens students' linguistic and cultural spheres helping to ameliorate the effects of the native-speaker bias present in much English language learning material (Jenkins, 2012). The second suggestion made by Björkman is "the importance of providing the learner with modern and broad based descriptions of language" (p. 191). This recommendation is further outlined by Björkman as language which allows the learner to fulfil a variety of different tasks. In producing a webclip, students engage in a number of different language practices including: constructing and practicing an informative verbal soundtrack for the video, generating supplementary written information such as titles, captions and pop-ups to be included within the video and, potentially, producing the administrative language necessary to participate in social media such as creating a user ID, providing key words and responding to comments that the video receives. As the environment of video hosting sites reflects the productions and discussions of real people, participating in this environment will assist students in developing practical language skills applicable to real life situations. Finally, the third strategy is "the inclusion of pragmatic strategies in teaching and listening material". Here Björkman explains that after consuming authentic materials, "...role-plays and other

communicative activities can be used to enable learners to practice" (p. 192). As webclips are a participatory genre, students are able to create their own content and interact with other users of the video hosting websites. Students may respond to the different material they have seen, either through comments or other communicative actions such as 'liking' or 'sharing' a video. Moreover, as the creators of content themselves, students have a responsibility to respond to any feedback garnered by their own videos, for example, answering questions about the content of their video or their creative motivation. Finally, it is worth noting here that while the benefits of the final two points are heightened by having the 'real' audience that comes with participation in an online video hosting website, this audience factor can be simulated by having students prepare videos for their own class group in which presentation, sharing and feedback can be directed toward the students' own class group and teacher.

5. CONCLUSION

The ELF paradigm seeks to reduce native-speaker bias and precipitate awareness of English as an intercultural communication tool. In keeping with this aim, Björkman's recommendations for ELF classroom practice highlight strategies through which a broad range of different speakers are introduced to learners and practical activities focus on the exchange of meaning rather than reproducing native speaker models. The global nature and amateur ethic of video hosting websites mean that they feature a community of English speakers from around the world which students may contribute to. By providing both consumptive and productive functions, these sites allow learners to not only broaden their awareness of English and English speakers but also offer a stage for students to develop their own voices as speakers. Thus, webclips are an effective genre for inclusion within ELF teaching as they compliment ELF tenets and allow for a range of entertaining, stimulating and educational activities in class.

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Developing Fluency in Circumlocution

Circumlocationを活用した指導法

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ABSTRACT

Circumlocution is an essential strategy for developing and aiding oral communication. This paper aims to provide guidance on the benefits and pedagogy of circumlocution as well as to present some materials designed to build fluency in circumlocution. The concept of circumlocution will be explained and its role in developing communication ability and fostering second language acquisition will be explored. Following this, the issue of fluency will be discussed with an emphasis on how it relates to functional communication and circumlocution. The importance of circumlocution training in ELF-aware teaching contexts will then be argued for. In the final section of the paper, methods for teaching circumlocution will be introduced along with activities that can be used to develop fluency in this very important communication strategy.

KEYWORDS: Circumlocution, Communicative Competence, Strategic Competence, Fluency, Communication Strategy

1. INTRODUCTION

Circumlocution is a communication strategy (CS) that allows language learners to express themselves even when there is a gap in their linguistic knowledge. This is achieved through using descriptions, explanations and definitions instead of the unknown target structure. This paper will explore the role of circumlocution in language learning, outlining its benefits and how it can be developed through training. Fluency will then be discussed with special attention being paid to the part it plays in the development of strategic competence, and circumlocution in particular. Then, the relevance and benefits of circumlocution training in ELF-aware syllabi will be presented. Finally, the issue of how to teach circumlocution will be addressed accompanied by some example exercises that aim to promote fluency in its use as a communication strategy.

2. CIRCUMLOCUTION

2.1. What is circumlocution?

Circumlocution is a communication strategy that can be simply defined as using a description of an object, concept, place or action in place of the target vocabulary when the target vocabulary is not known. An example would be a situation where a learner says, "It's a long, yellow fruit. Monkeys like it" when the word 'banana' is not known. The ability to employ communication strategies such as circumlocution is essential in developing strategic competence, defined by Hedge (2000) as "Knowing how to use different kinds of strategies… to express something when language resources are lacking". As circumlocution allows language learners to communicate semantic content that is beyond their current linguistic knowledge, its value as a tool for functional communication is undeniable.

2.2. Why is circumlocution important?

Circumlocution has been found to be effective in enhancing communication ability and aiding second language acquisition (SLA). As these factors are crucial in second language learning, it stands to reason that circumlocution be granted a certain level of importance. The ways in which communication ability and SLA can be boosted through the use of circumlocution will be outlined below.

2.2.1. Communication ability

Communication strategies are a key component in developing strategic competence as one of the core facets of Canale and Swain's (1980) communicative competence. These strategies can be divided into two broad categories: reduction strategies (Ellis, 1994), also called risk-avoiding strategies (Corder, 1981), and achievement strategies (Ellis, 1994) also called risk-taking strategies (Corder, 1981). When we think of communication as the primary goal of language use it is clear which type of CSs are preferable. Put simply, the use of reduction strategies equates to failure or, even worse, giving up. This breakdown in communication also means that further chances to develop communication ability are lost. Furthermore, avoidance strategies will neither allow learners to express themselves in their current situation or help them to develop their ability to communicate when faced with future communicative obstacles. In contrast, the successful use of achievement strategies means achievement of the communicative goal.

Moreover, Faucette (2001) points out that effective use of CSs leads to extended interaction which means that "learners can receive more input, can stay in the conversation, and develop their ability" (p. 6). This may be linked to other issues she raises when stating, "effective learners tend to use appropriate strategies to reach their learning goals, whereas ineffective language learners are less expert in their strategy choice and use" (p. 3). It seems that a learner's ability to employ strategies correlates with their success in learning a language.

Finally, in considering the points highlighted above, it seems natural that language teachers ought to equip learners with the skills, knowledge and confidence to take risks, negotiate meaning, and reap the rewards of these processes. Training in circumlocution is an excellent way to achieve this.

2.2.2. Second language acquisition

Second language acquisition is another area that can be aided by CSs such as circumlocution. The main way CSs foster acquisition is through the negotiation of meaning that takes place (Ellis, 1994). Ellis (p. 511) cited Kasper and Kellerman (1997) who identified seven ways in which CSs may aid second language acquisition.

- help to keep the flow of the conversation going and thus increase learners' exposure to input
- trigger negotiation of meaning which aids acquisition
- increase their control over their existing linguistic structures
- enable learners to obtain access to new linguistic resources when they incorporate strategic solutions into their interlanguage.
- fill gaps in the learner's lexicon through positive feedback following requests for assistance
- produced pushed output
- increase overall processing control.

In addition, Hedge (2000) states that SLA research suggests being exposed to unknown language when it is needed and in a meaningful, self-constructed context creates a situation that promotes acquisition. Furthermore, when eliciting unknown or forgotten vocabulary, circumlocution can lead to vocabulary acquisition or reinforcement.

3. FLUENCY

Over the years, many definitions have been attached to the term 'fluency'. Because of the complexity of defining this term, and because it is beyond the scope of this paper, this section will be limited to the definition that best serves the goals and activities I will explain later on.

In common discourse, a fluent speaker is usually seen as one who has attained native speaker-like proficiency. However, for the purposes of this paper, fluency will be defined as the ability to produce comprehensible output in real-time. This is a more learner-centred definition that considers individuals' relative communicative functionality. This definition was reached after considering others put forward by Brumfit (2000) and Nation (1991). Brumfit (2000) states that fluency "can be seen as the maximally effective operation of the language system so far acquired by the student" (p. 69) while Nation (1991) simply calls it "having ready access to what you already know" (p. 1). This perspective of fluency sees it as relative to the learner's current level of proficiency, noting that, even among learners of a similar level, some are able to access known lexical structures more easily and quickly than others.

4. CIRCUMLOCUTION IN AN ELF-AWARE SYLLABUS

Circumlocution training would be a worthwhile addition to any ELF-aware syllabus. According to Barbara Seidlhofer (2011, p. 197), ELF pedagogy is concerned not with "learning *a language* but learning *to language*". Furthermore, with this important distinction in mind, she states that: "the purpose of teaching becomes the development of a capability for effective use which involves the process of exploiting whatever linguistic resources are available, no matter how formally 'defective'" (p. 197)

Clearly, a learner's ability to effectively use circumlocution to express meaning beyond their current linguistic capability is an example of this. A learner using expressions such as 'car doctor' in place of 'mechanic' or 'a place where we can buy flowers" in place of "florist" may appear to lack linguistic knowledge but, in fact, by using these "defective" terms they are displaying their ability to exploit their linguistic resources to achieve their communicative goals. This is the essence of what Seidlhofer means when she speaks of learning *to language*. Circumlocution is a skill that a learner can, and will often be forced through necessity to draw on again and again throughout their language learning journey. Whether they have the confidence and ability to employ it effectively will depend of the training they have had which is why circumlocution should be included in ELF-aware syllabi.

5. TEACHING CIRCUMLOCUTION

5.1. How can we develop learners' circumlocution ability?

The first question to ask in teaching circumlocution is: Is it actually something that can be taught? The teachability of CSs has been debated for a long time. Some researchers (Bialystok & Kellerman, 1987; Bongaerts & Poulisse, 1989) have claimed that L1 CSs are transferable to the L2, and therefore there is no reason to spend time training students to develop these skills. On the other hand, researchers (Rost & Ross, 1991; Dörnyei, 1995; Faucette, 2001; Maleki, 2007; Savignon, 1972, 1983, 1997; Scullen & Jourdain, 2000; Willems, 1987) have also argued that training in CS use is possible and even necessary in order to develop strategic competence in the L2. In addition, Brooks (1992) and Salamone and Marsal (1997) identify circumlocution as the CS on which training has the biggest effect. Based on my own class observations, in which I have witnessed learners become more effective, fluent and confident in circumlocution, I believe that circumlocution is most certainly a skill that benefits from in-class instruction and training.

Dornyei (1995) highlights two essential components of teaching circumlocution. These are: 1) providing learners with the basic lexical and grammatical structures needed to describe properties and functions, and: 2) providing chances to practice circumlocution to the point that the necessary structures become available for fluent production. In the first step, phrases such as "It's a thing for…", "It's a place

where…", "It's an animal that is…", "It's the opposite of…", "It's similar to…" and "It's a person who…", should be presented so that even low-level learners are able to use circumlocution to elicit the names of common objects, activities and so on by completing the given structures with their own vocabulary. Once shown how, such learners are usually capable of producing descriptions such as "It's an animal that comes from Africa. It's an animal that has a long nose and big ears", to elicit 'elephant'. Of course, for more advanced learners, ways to describe more difficult themes such as emotions, concepts and abstract objects can be introduced. On the second component of teaching circumlocution, gaining fluency in using these structures, Dornyei (1915) states that "Providing opportunities for practice in strategy use appears to be necessary because CSs can only fulfill their function as immediate first aid devices if their use has reached an automatic stage" (p. 64). Repetition of similar but slightly altered tasks is the key to achieving this (Ahmadian, 2012). Ahmadian claims that through repetition:

> Learners might be able to build upon what they have already done in order to 'buy time' not only to do mental work on what they are about to communicate but also to access and (re) formulate words and grammatical structures more efficiently, effectively, and accurately. (p. 1)

To add further support to this claim, many studies (Bygate, 1996 & 2001; Gass, Mackey, Alvarez-Torres & Fernández-García, 1999; Lynch & Maclean, 2000) have found that task repetition has positive effects on both fluency and accuracy.

To sum up, this simple process of presenting learners with language models and then providing them with ample training opportunities in order to gain fluency and confidence is what is required for successful circumlocution instruction.

5.2. Activities for developing fluency in circumlocution

Nation (2013) lists four distinguishing features of fluency activities. The first and most important is that they should be easy, allowing students to use known grammatical and lexical structures. This is because learners cannot become fluent by working with difficult material. The second most important features of fluency activities is that they should encourage learners to perform faster than their usual speed, noting that an ideal speed for speaking is around 150 words per minute. The third feature of fluency activities is that they focus on meaning. That is, learners should be giving and receiving information and not only practicing grammatical forms. Finally, fluency activities should provide a significant amount of regular, repeated practice for learners.

Below I will outline activities that fit Nation's criteria. Note that before using

these as fluency-developing activities, learners should first have a good knowledge of the language needed to successfully complete the tasks.

5.2.1. Guess the word

In this very simple activity, each learner in a pair has a worksheet (see Appendix) with a different set of words. First, Student A has two minutes to use circumlocution to help Student B guess the word. The order of words is up to the student. They are free to choose words that seem easy. They should keep track of how many words they successfully elicit and how many (if any) they are forced to give up on. After two minutes the teacher can ask students to count how many words their partner was able to guess. This gives the activity a competitive aspect that encourages students to perform faster than their usual speed, fulfilling the criterion given by Nation (2013). The teacher can also ask which words were difficult, providing an opportunity to focus on form, with the teacher introducing or reinforcing language structures to the class as required. The same process is then repeated for Student B's turn. After Student B has finished, students can then rotate and make new pairs, giving them a chance to communicate with a different person, encounter different input and refine and improve on their previous performance.

A variation on this activity that makes it slightly more difficult and simulates real-world situations is having a predetermined order in which each word should be attempted. For example, having students start at the top left corner and work across the page. This mimics reality in that learners have no control over what unknown words, or gaps in knowledge, they will have to negotiate.

5.2.2. Crossword puzzles

In this activity each student in a pair has a partially completed crossword puzzle. For example, Student A's puzzle might have the answers for the 'across' words while Student B's has the answers for the 'down' words. Students take turns asking questions such as "What is 2 across?" or "What is 5 down?". In response, students give hints to help their partner guess the word. To encourage students to work quickly a reward could be put on offer for the pair that finishes first. This activity can also be used for reviewing vocabulary. Crosswords can be made online or with special software.

5.2.3 Observed outcomes

I have personally witnessed repeated positive outcomes from in-class circumlocution training.

Over the past several years I have used circumlocution training activities in a variety of teaching contexts. In these various contexts, including high school, university and business English classes containing learners with different ability levels and motivations, there was one constant: the enthusiasm, engagement and excitement learners displayed during training activities was significant. This

observation alone has encouraged me to included circumlocution training in lessons whenever possible.

Aside from its affective benefits, I have also witnessed marked improvements in learners' ability to utilise circumlocution during in-class activities and tests. In a recently completed course, learners took part in ten weeks of circumlocution training culminating in a test. The test required them to use circumlocution strategies to complete a task similar to the 'Guess the word' activity outlined earlier in this paper. Despite none of the test words having been used in prior in-class training activities, the large majority of learners were able to complete the task to a high standard. Also encouraging, were instances of learners using circumlocution in other in-class speaking activities.

6. CONCLUSION

This paper has presented circumlocution as a valuable communication strategy that requires and even warrants explicit teaching and a significant amount of in-class time dedicated to its development. As mentioned, numerous studies have found it to be a valuable tool for communication and development of strategic competence. It also has the potential to promote second language acquisition with its strong reliance on negotiation of meaning, pushed output and eliciting. These indicators all point strongly in favour of including circumlocution training in the syllabus of any course with an oral communication component. However, the enthusiasm, motivation, and confidence that activities such as 'Guess the word' create in classrooms, even in those of low-level students with little interest in English study, is perhaps the most significant benefit of circumlocution. It goes without saying that when learners are using their own self-constructed language to communicate things beyond their linguistic limits, that is a great achievement.

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Guess the Word

- You have 2 minutes to describe as many of these words to your partner as you can.
- Your partner must guess the words without looking at their handout.
- You cannot say the words or use Japanese.
- When time is up, count how many words your partner could guess.

dog	China	book	car	Coca Cola	tissue
clock	baseball	Shibuya	Lady Gaga	kendo	Sushi
duck	Kagawa Shinji	kangaroo	radio	chair	history
Bic Camera	finger	skirt	Kyoto	cat	France
cycling	Johnny Depp	Pokemon	lunch	Google	iPhone
AKB48	London	Abe Shinzo	piano	nose	pizza
Tokyo University	Tokyo Sky Tree	One Piece	Los Angeles	udon	Hokkaido

Checking the Effectiveness of Quizlet as a Tool for Vocabulary Learning

語彙習得ツールとしてのQuizletの有効性

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ABSTRACT

Inspired by the need to aid low-proficiency English users to increase their knowledge of vocabulary, this preliminary study measures the success of digital-flashcard users by comparing their vocabulary test scores to those of non-users in the same class. Thirty-two, low-level, first year students in Tamagawa University's English as a Lingua Franca program were asked to use Quizlet® to prepare for tests that would recycle fill-in-the-blank contents from the flashcards available on this Web 2.0 application. On average, learners in the class who used gap-fill flashcards with the application scored higher on these tests, and moderately higher on tests with new contents for the same vocabulary. The need for more homogeneous experimentation is acknowledged. In addition, the need for more extrinsic motivation to encourage spaced repetition is considered as means for improving Quizlet-user success on tests of extrapolated knowledge.

KEYWORDS: Quizlet, CALL, Vocabulary, Digital Flashcards

1. INTRODUCTION

It is easy to imagine that one of the main focuses of a language program would be grammar, but without words it is impossible to achieve even a basic level of communication. This is not to say that grammatical teaching should cease in the language classroom, but learners I have met often cite a lack of vocabulary and the difficulties encountered studying vocabulary as their main obstacles to learning and using English. One of the aims in my own teaching is to find ways to motivate low-proficiency university students to increase their vocabulary levels.

In this study, learners were encouraged to study with gap-fill flashcards using the digital flashcard application, Quizlet. The aim of the research was to measure the success of users by comparing vocabulary test scores for Quizlet users and non-users of the application. In the process of doing research, Quizlet users were found to consist of two types of learners, kinesthetic and visual, and the following three questions were considered:

1. Are Quizlet users more successful on the vocabulary tests than the non-users?
2. Are kinesthetic users more successful than visual ones?
3. Are Quizlet users more successful than non-users on tests with previously unseen content?

2. LITERATURE REVIEW

In my own classes, I make it a practice to have learners use digital flashcards to help them learn and expand their English vocabulary. This is inspired by one consistency in vocabulary learning literature that there is a need for repetition or recycling of language for acquisition to occur (Nation, 2001; Schmitt, 2008). Although the exact number of repetitions is unclear and variable, it is clear that teachers and material writers should develop a longitudinal practice of explicitly repeating the vocabulary learned for the duration of a course (Schmitt, 2008). Neurological studies have shown that time breaks provided by spaced repetition, where language is repeated over increasing time lapses, permits the regeneration of neurochemical substances in our brain that enable long-term recall (Baddeley, 1990).

Many approaches to language learning treat vocabulary learning as incidental (e.g. communicative language teaching and extensive reading). In these cases, words are a part of the communicative or reading process, where students are expected to notice and remember language encountered while focusing on content. This passive approach to building vocabulary, however, has been identified as overly gradual, thus requiring multiple encounters with words before learning can be said to occur (Horst, Cobb, & Maera, 1998; Rott, 1999; Waring & Takaki, 2003). This may be an important part of acquisition, however it is not particularly suitable for the short term objectives of limited-term university-level language training, as such passive noticing and learning would occur too slowly (Schmitt, 2000).

Alternatively, language programs that provide an intentional focus on words may enhance acquisition. Illustrating the advantages of explicit learning, Vidal (2003) found that one month after Spanish learners were exposed to videotaped lectures in English they could recall only words that were central to the theme or garnered explicit focus. In another study, Laufer (2005) found that intentional vocabulary exercises in the classroom not only aided short-term acquisition, but also led to greater retention than incidental learning. Despite such findings, Tang and Nesi (2003) reported that intentional vocabulary training is underused in some classrooms. As a potential solution, Nation (2007) suggests that one quarter of a language program should consist of deliberate vocabulary building, with about a quarter to a third of that time spent using flashcards. In my own classes, I had learners using Quizlet flashcard sets in class with instructions to use them to prepare

for unit vocabulary tests as well.

Regarding the format of flashcards, there are many options available. For one, using L2 definitions or synonyms on the reverse of word cards are options, but these can distract learners with other lexical items that may not be understood well. Another option is to use pictures to stimulate learning with humor and beautiful content, but these may not always be suitable for more abstract target language. Finally, the traditional approach of using L1 translations on the reverse of flashcards has proven to be highly effective for rapid learning (Laufer and Shmueli, 1997). In my own classes, I have set up flashcard sets for each textbook unit. These flashcards stimulate the learners with pictures, but also clarify the meaning of the English words with Japanese translations (Figure 1).
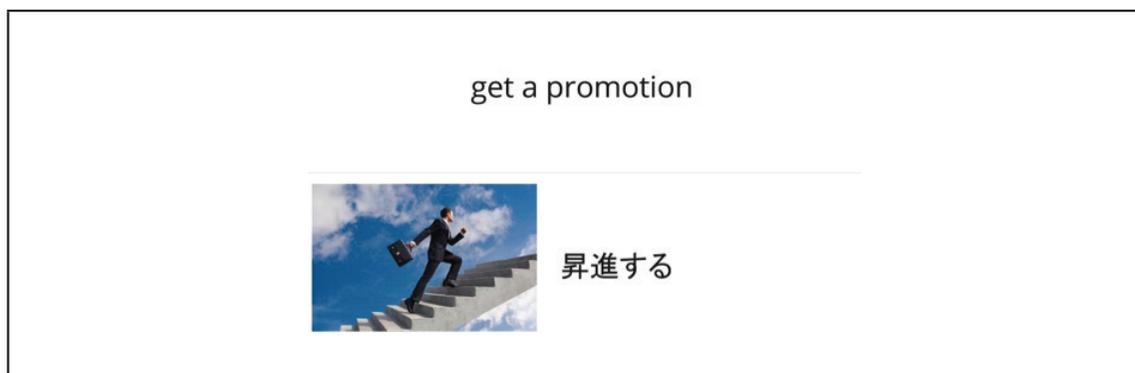

Figure 1. Vocabulary flashcard (screenshot): English words with Japanese translations and pictures.

Repetition of isolated vocabulary alone is certainly helpful for learning spelling and forms (de Groot, 2006), but it is not enough to help learners understand how to use words. In my own classes, I have often found learners had difficulty doing gap activities despite having knowledge of the words through translation. Learners need to be aware of how target words are used in some context (Coxhead, 2008; Horst et al., 1998). Knowing a word through translation is simply not enough. Learners need to know situations where and when words are used. Learners must also know typical collocations, words that typically occur before and after the target words. Learners cannot be aware of such things by studying words in isolation. For this reason, I have provided a second set of word cards that attempts to expose learners to the usage of target words within two or three sentences each. Each flashcard contains one fill-in-the-blank sentence, with the correct form of the target word appearing on the opposite side (Figure 2).
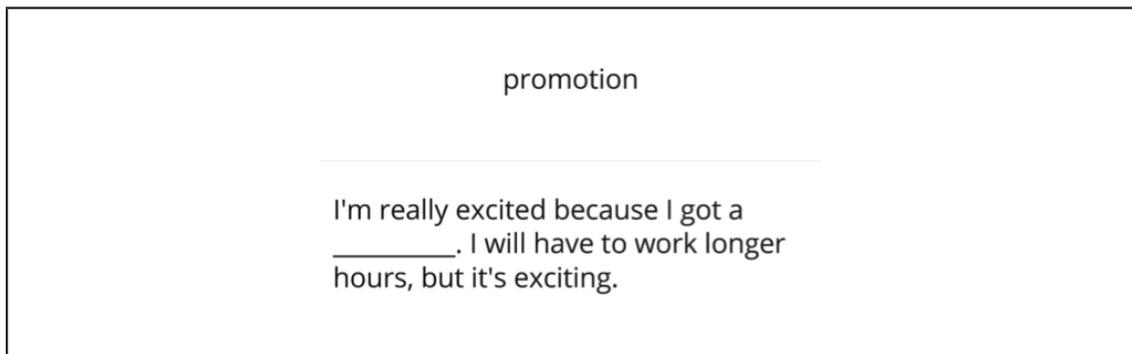
Figure 2. Gap-fill flashcard (screenshot): fill-in-the-blank sentences with target vocabulary.

Quizlet is a digital flashcard application that was used in my classes. Quizlet provides learners with an attractive and easy-to-use interface that can enhance the experience of paper flashcards (Ashcroft & Imrie, 2014). Some of the advantages of Quizlet include the ability to rapidly create flashcards with pictures and audio, the ability to access the application on a computer or smartphone, the ability to automatically rearrange flashcards to avoid serial learning, or memorizing the order, and the ability to interact with the cards using a variety of study and game modes.

This research paper attempted to identify whether or not Quizlet users accessing the gap-fill flashcards were more successful on (1) vocabulary tests recycling content from the cards, and (2) a test with new content using the same vocabulary.

3. METHODOLOGY

Thirty-two participants – 15 male and 17 female – in two first-year low-level classes in Tamagawa University's English as a Lingua Franca program were invited to take part in this Quizlet-based study. The participants agreed to permit the monitoring of their Quizlet activities and the anonymous reporting on their vocabulary test results.

For all classes, students were asked to bring a laptop or tablet PC to perform Quizlet activities and take on-line tests, although a few students were permitted to use smartphones. Early in the term, all the students registered identifiable usernames for Quizlet and were invited to join a class page containing private flashcard sets based on the vocabulary from their course book - *Successful Keys to the TOEIC Test: Intro*, with each unit containing 10 new words and 8 phrases based on a related theme. Consequently, as a registered teacher, I could view how and when each user accessed each set of digital flashcards (Figure 3).
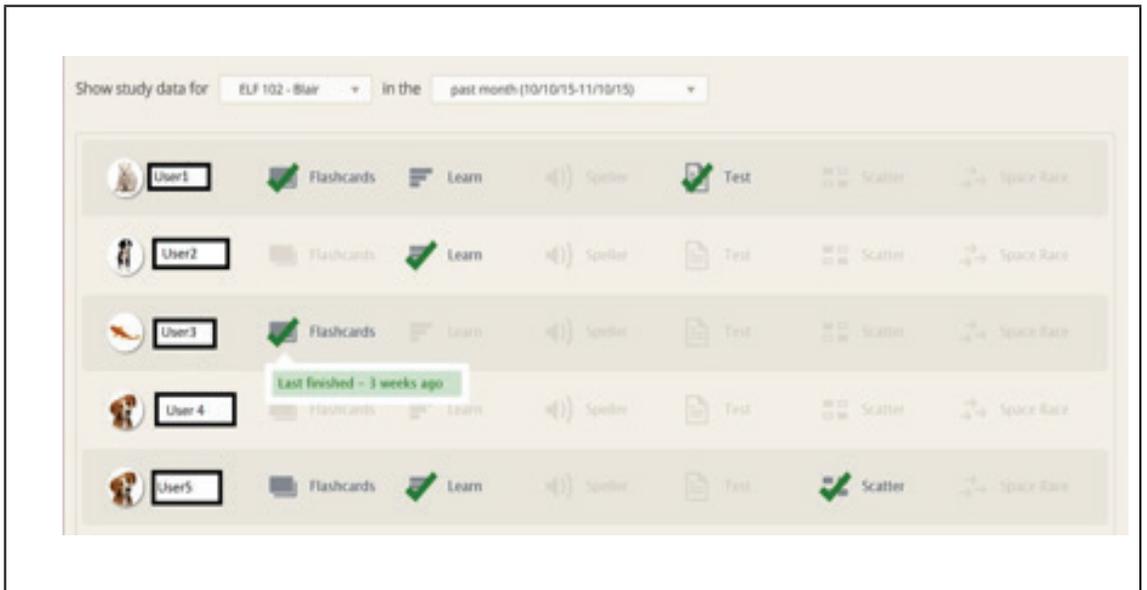
Figure 3. Teacher's view identifying how and when learners in the course used Quizlet flashcard sets (screenshot – with real usernames obscured).

In class, students were directed to study from two sets of flashcards for each unit. The first set contained pictures and Japanese words on one side and their English equivalents on the reverse (Figure 1). These sets were designed to introduce learners to the vocabulary using their L1 and engaging imagery, while helping learners focus on the base forms of target words. The second set contained 40 to 60 fill-in-the-blank sentences with the correct forms of relevant words completing these sentences on the reverse (Figure 2). The aim of this set was to introduce learners to the words in the context of sentences, with each target word and phrase recurring multiple times in a set. This exposure to multiple usages aims to increase learners' understanding of how the words are used.

Although all students used these cards at prescribed times in the classroom for about 15 minutes each unit, three groups of users were identified based on their out-of-class usage of the gap-fill flashcard sets to prepare for vocabulary tests. First of all, some participants were classified as *non-users* (e.g., user 4 in Figure 3), who only used Quizlet as directed in class. These participants chose not to prepare for tests using the online sets on their own time. A second group was classified as *visual users* of Quizlet (e.g., user 3), accessing the sets only to view the flashcards or to play the matching game, *Scatter*. For these activities, users are only required to tap or drag the cards on the screen, so the users are simply viewing the language. The final group was classified as *kinesthetic users* (e.g., users 1, 2, & 5), accessing some of the visual learning tools as well as the functions *Learn*, *Test*, *Speller*, and *Space Race* that require participants to physically type correctly-spelled answers. I have classified these users as more

active because they are kinesthetically interacting with the sets through typing while being urged to remember the words, their correct spellings, and their grammatical forms.

For this study, four vocabulary tests were designed for four different textbook units. The test questions were built using a subset of the fill-in-the-blank sentences available in the Quizlet sets. Each test contained 20 gap-fill sentences - 10 multiple-choice and 10 written (Figure 4). The written gap-fill activities were generally more difficult for my past students, so the 10 multiple-choice questions were included for assessment purposes, as they helped increase the overall class average on the gap-fill quiz. Learners were informed to prepare for these scheduled tests. The tests were held within the first ten to fifteen minutes of class, and completed digitally using a *Google Forms* web link, unlocked at the time of the test, and then graded using the *Flubaroo* add-on. The teacher physically and digitally monitored to ensure that participants did not cheat by accessing Quizlet or other applications at the time of the test.

I met my best friend in elementary school, and we have always gotten _____ with each other really well.

○ problems
○ along
○ needs
○ report

Our manager would like to have a meeting to make a _____ about last month's sales.

○ deal
○ time
○ schedule
○ report

Fill in the blank

I love this class. We have fun, I learn a lot of things, and I get _____ with my classmates.

[   ]

Could I speak to the manager, please? I would like to make a _____. My hotel room was so noisy last night. I couldn't sleep.

[   ]

Figure 4. Screenshot of a vocabulary review test with multiple choice and written gap-fill sentences

The fourth vocabulary test was longer than the first three, as a second part

aimed to test the ability of Quizlet users to extrapolate. Part A was the same as the first three tests and was used for assessing grades. Part B of this test contained 20 additional fill-in-the-blank statements – 10 multiple choice and 10 written – at the end, for a total of 40 questions overall. Part B was designed to expose participants to previously unseen sentences using the same unit vocabulary. This section was a surprise to students, but in order to encourage completion, I did not inform participants until the completion of the test that these additional questions would not be used for assessing their grades due to the surprised nature of the test. This means the participants thought all 40 questions would contribute to their grade, but only the first 20 were part of their evaluation.

In summary, learners' Quizlet activities and the results of the four unit vocabulary tests were used to answer the following questions:

1. Are Quizlet users more successful on the vocabulary tests than non-users?
2. Are kinesthetic users more successful than visual ones?
3. Are Quizlet users more successful than non-users on tests with previously unseen content?

In order to compare success of the two groups in question one, a t-test of independent means was performed to gauge the statistical difference between the means of each group. However, after subdividing the Quizlet users for question two, a one-way ANOVA test was performed to check for statistical relevance between the means of the three groups.

4. RESULTS

At the outset, it is important to note that this was not a controlled experiment. User groups were not predetermined, but rather created by individual study habits. All participants were instructed on how to use Quizlet, and all learners were encouraged to be both visual and kinesthetic users. Any other groups arose from individual preferences while using Quizlet, or poor study habits. It is possible that those participants scored lowly due to other factors. As such, the groups may not be a comparable sample of participants, violating the assumption of homogeneity in the statistical measures.

It is also noteworthy that only some participants were consistently placed in the same user group for each test. The majority of the participants were classified in different groups for different tests. For example, some learners had forgotten about upcoming tests, and failed to prepare with Quizlet on those occasions, becoming non-users. Overall, however, through encouragement and awareness of the benefits of more committed study, the number of kinesthetic users generally increased.

Furthermore, simply because users were classified as non-users of Quizlet, does not mean that they did not study for the vocabulary tests, as some other factors may have helped individuals score well. For one, some students were observed studying the vocabulary directly from their textbooks. Also, a few students used vocabulary notebooks, and they physically wrote out the examples available in Quizlet during the class time for later study. Finally, all students were required to use Quizlet in class, and, as a teacher, I learned to increasingly focus on extrapolating on the difficult fill-in-the-blank sentences with individuals and groups. This last point certainly may have played a role in the increased scores for non-Quizlet users on the last of the four vocabulary tests (Table 1/Figure 5).

Table 1

Statistical Distribution of Test Scores for Quizlet Users (Qzlt) and Non-users (NoQ), with T-Test of Independent Means Results

	Test 1		Test 2		Test 3		Test 4	
	NoQ	Qzlt	NoQ	Qzlt	NoQ	Qzlt	NoQ	Qzlt
Mean	13.57	15.88	9.78	16.74	11.10	17.45	15.38	17.63
Std. Dev.	4.27	3.77	4.38	2.77	3.73	2.58	2.96	2.63
N	14	17	9	23	10	20	13	16
t	$t(29) = 1.60$		$t(30) = 5.40$		$t(28) = 5.47$		$t(27) = 2.16$	
p	$p > 0.05$		$p < 0.01$		$p < 0.01$		$p < 0.05$	

4.1 Quizlet users vs. Non-users

Rather unsurprisingly, the results support the idea that Quizlet users score better on the vocabulary tests with recycled phrases from the cards than those who did not use Quizlet to support their home studies (Table 1). For the first vocabulary test, although the Quizlet users scored higher on average, the difference was not statistically validated. This may partially be explained by the fact that the learners were not entirely certain about their expectations with Quizlet at this stage. However, tests 2, 3 and 4 all resulted in statistically higher scores for the Quizlet users, even when the non-users showed significant improvement on the last of these tests.
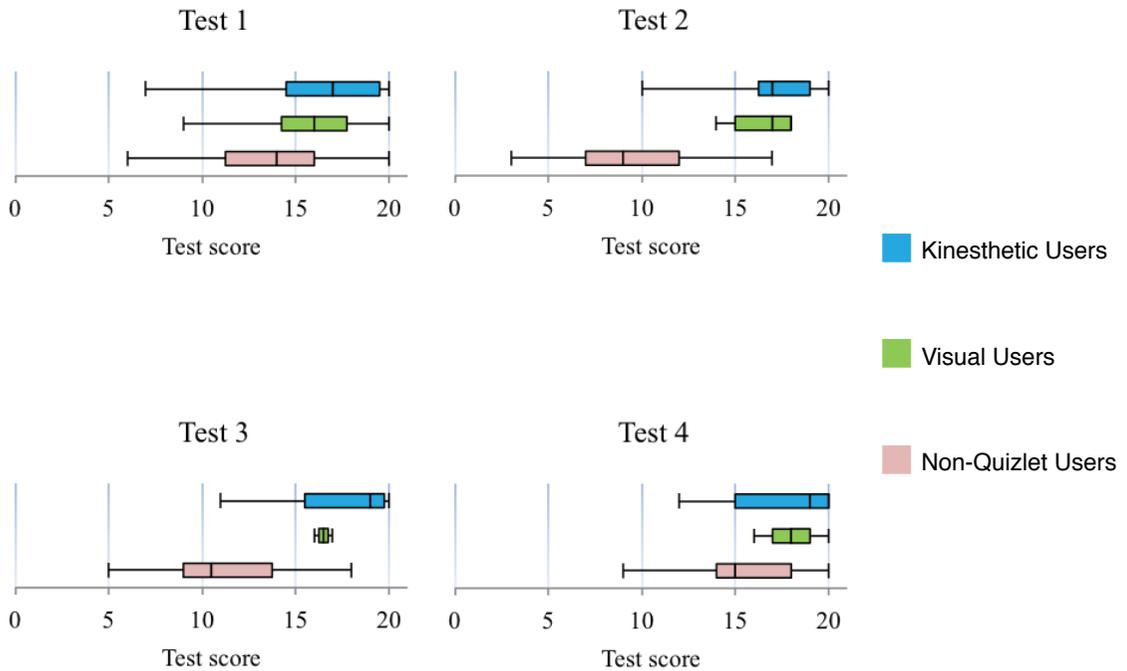
Figure 5. Distribution of test scores for kinesthetic, visual, and non-Quizlet users, with the median represented by the center line, extending outwards to the quartiles and the lowest/highest scores.

4.2 Kinesthetic users vs. Visual learners vs. Non-users

Although the kinesthetic users of Quizlet generally scored slightly higher on average than visual users, the difference between the scores was not supported statistically (Table 2), and this is supported by a box plot of the test score distribution for each group (Figure 5). In fact, the three visual users on test 4 even scored an insignificantly higher average than the multiple kinesthetic users for the same test. Overall, the one-way ANOVA test was most significant for vocabulary tests two and three (Table 2), with most of the difference explained by the lower scoring non-users (Figure 5). Test one may have been lower overall due to confused expectations of Quizlet users, and the higher scores on test 4 may have been influenced by increased teacher support in the classroom. There may be some benefits to using the kinesthetic tools rather than just visual ones in Quizlet, because kinesthetic users usually scored the higher test average. Nonetheless, a larger sample of users may be required to statistically support this assertion. It is also important to remember that the number of visual users was small and decreasing because this group was unintended. The original aim was to encourage all participants to use more Quizlet tools, thus creating more kinesthetic users. However, some users had their individual preferences in practice.

Table 2

Statistical Distribution of Test Scores for Passive (Psv) and Active (Actv) Users, with one-way ANOVA results

	Test 1			Test 2			Test 3			Test 4		
	NoQ	Vis	Kin	NoQ	Vis	Kin	NoQ	Vis	Kin	NoQ	Vis	Kin
Mean	13.57	15.80	16.00	9.78	16.40	16.83	11.10	16.60	17.56	15.38	18.00	17.54
Std. Dev.	4.27	3.3	4.62	4.38	1.82	3.01	3.73	0.71	2.71	2.96	2.00	2.82
N	14	10	7	9	5	18	10	2	18	13	3	13
F	$F(2,28) = 1.24$			$F(2,29) = 14.18$			$F(2,27) = 14.63$			$F(2,26) = 2.28$		
p	$p > 0.05$			$p < 0.01$			$p < 0.01$			$p > 0.05$		

4.3 Extrapolation Test

The second part of test number 4 presented the participants with 20 additional gap-fill sentences that were not previously seen in the Quizlet cards. The aim was to determine if Quizlet users were more successful on this test than non-users, thus showing greater capability to extrapolate on the knowledge of the vocabulary they had learned in context. Although, the three groups were identified (Figure 6), I decided to return to the original comparison between Quizlet users (both kinesthetic and visual) and non-users (Table 3) because there were only three visual users for this test.
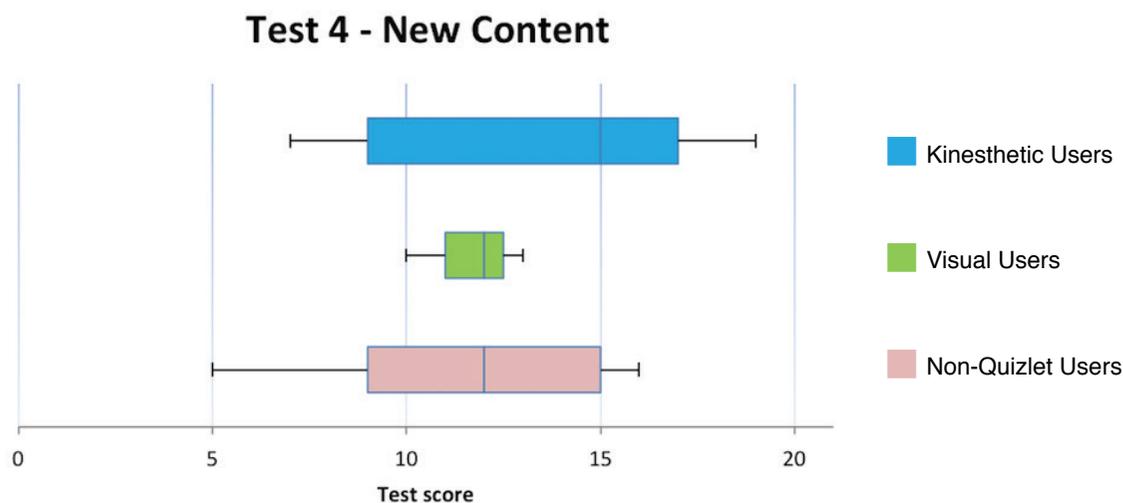

Figure 6. Distribution of active, passive, and non-Quizlet users' test scores on Test 4 with new content, with the median represented by the center line, extending outwards to the quartiles and the lowest/highest scores at the end of the error bars.

Although Quizlet users scored over a point more on average on the vocabulary test with new sentences than non-Quizlet users, the difference between these scores was not supported statistically (Table 3). Again, a larger sample size may verify this difference. Although this one test could not conclusively support the idea that Quizlet users were better prepared to extrapolate on their vocabulary knowledge, the higher average is promising.

Table 3

Statistical Distribution of Test Scores for Quizlet Users and Non-users for the Vocabulary Test with New Content, with T-Test of Independent Means

	No Quizlet	Quizlet
Average	11.77	13.31
Std. Dev.	3.92	3.96
N	13	16
t	$t(27) = 1.05$	
p	$p > 0.05$	

5. DISCUSSION

Quizlet users were unsurprisingly successful at recycling their knowledge of the known contents on tests, and their ability to extrapolate better with new content than non-users shows some promising results. However, it is important to remember that all of these results were not comparing two homogeneous groups. In the future, I would try to redesign the experiment to see how the test scores of users of traditional word translation flashcards compare to those using the gap-fill flashcards. Also, I would like to try a controlled experiment with two homogeneous groups, collaborating with a teacher of a group of similar level, but using traditional word cards.

One major problem I found with the approach used in this study is that I failed to motivate continuous vocabulary development. The students generally failed at performing spaced repetition, largely choosing to cram the night before or morning of tests. In addition, students would go on to ignore sets once the unit tests were completed, failing to reinforce the language learned throughout the course.

One option to encourage the increased use of spaced repetition is to have conglomerated sets of flashcards that learners could use to prepare for an end-of-term examination as well. Intuitions about the forms, spelling, and pronunciation of words could improve with the smaller unit sets, and they could prepare themselves

to handle the larger, conglomerated sets (Crothers & Suppes, 1967). Quizlet is well designed for this purpose with a function that permits users to combine sets. In order to provide learners with an incentive to use these sets regularly, a credit system could be devised as a form of extrinsic motivation. This could be in the form of homework completion grades, or, in the case of the ELF program, by providing additional word count credits for the extensive reading requirements in the course. In this way, it is hoped that learners would use some of their time to review vocabulary in context through spaced repetition.

6. CONCLUSION

Without a doubt, many of my students were visibly engaged by Quizlet in the classroom. Additionally, it provided learners a way to learn independently on their computers and smartphones. Unsurprisingly, the results of this study demonstrated that learners using Quizlet performed better than non-users on tests recycling contents from gap-fill cards. Although results failed to confirm that kinesthetic users of the application could outperform visual ones, Quizlet users overall could perform a little better on tests with new content. The trends are promising. In the future, I will be implementing more strategies to extrinsically motivate learners to do spaced repetition activities, and looking to compare homogeneous groups. Ultimately, my hope is that these activities will not only play a role in improving learners' test scores, but also expanding their active vocabularies, their confidence, and their enjoyment studying and using the language.

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A report on faculty development and research inside the Center for English as a Lingua Franca

ELFセンターのFD活動と研究報告

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ABSTRACT

The overarching philosophy of The Center for English as a Lingua Franca (CELF) is that the quality of our teaching will determine the success of our new English as a Lingua Franca (ELF) program. As a result of the hiring policy of the center, whereby teachers need not be native English speakers, a very diverse group of 45 teachers has been assembled. This diversity represents a valuable resource for faculty development as all teachers bring different cultural, educational, and language learning backgrounds (e.g., Ukraine, India, Korea, The Philippines, New Zealand, Ireland, and Turkey). In this report, we describe the variety of faculty training and development activities completed during the 2015 academic year and also share the center's research achievements.

KEYWORDS: ELF, Faculty Development, ELF Teacher Training, ELF Research

1. INTRODUCTION

The Center for English as a Lingua Franca (CELF) faculty development calendar during the 2015 academic year was a very eventful one. Faculty development in the ELF program represents a very interesting challenge as a large proportion of teachers are employed part-time and the teaching faculty comes from a wide range of cultural and professional backgrounds. The different faculty development initiatives extend to all faculty and part-time instructors are encouraged to participate in the events. This paper reports on the various faculty development events staged in 2015, before describing the academic achievements of the CELF in 2015.

2. THE 2015 ELF FORUM

The CELF staged an ELF Forum on Sunday, October 25th, 2015. The event featured two guest speakers, Dr. Nathanael Rudolph from Mukogawa Women's University and Dr. Ayako Suzuki from the Department of Comparative Cultures,

Tamagawa University. Dr. Rudolph talked about his study of English seminar students which found how conceptual and pedagogical shifts beyond essentialized categories of being and doing may result in tensions in the classroom. Dr. Rudolph concluded with a discussion on the potential implications for education seeking to move beyond essentialized approaches to identity. Dr. Suzuki reflected on her study of students participants' learning journals and post-course questionnaires from a first-year English class where she taught about the diversity of English and asked students to reflect on their values and the norms attached to English. Along with the invited speakers, a total of nine presentations were made by CELF faculty. A detailed description of the talks is presented in Table 1 below. The event was attended by 50 guests including the president of the university, Dr. Yoshiaki Obara, and members of the university's board of directors.

Table 1

Summary of speakers and presentation titles at the 2015 ELF Forum

Title	Author
Conceptualizing and approaching education for glocal interaction beyond essentialization: A focus on Japan	Dr. Nathanael Rudolph
Welcome to the messy world of English: Towards a more transformative approach to English	Dr. Ayako Suzuki
The Center for English as a Lingua Franca	Andrew Leichsenring, Brett Milliner, Paul McBride, & Blagoja Dimoski
Seven habits of a highly communicative ELF class	Arup Pandey
Being smart with your smartphone	Dara Langley
ELF awareness in the classroom	Corazon Kato
Redefining listening comprehension in an ELF context	Blagoja Dimoski
Training ELF teachers to create a more effective blended learning environment	Brett Milliner & Travis Cote
How do Japanese students acquire English skills?	Shigeko Shimazu
Using Google Forms for homework assessment and monitoring	Daniel Worden
Challenging the notion that ELF threatens academic standards	Paul McBride & Travis Cote
Film as an ELF text	Michelangelo Magasic

Figure 1. Dr. Nathanael Rudolph speaking at the ELF Forum on October 25th, 2015.

3. LOCAL ELF WORKSHOPS & TRAINING FOR CELF TEACHERS

Throughout the academic year, the CELF staged a number of informal training and workshop events for the faculty. Each event was held at the end of the work day between 17:00 and 19:00 and all members of the CELF faculty were invited to attend. A short report for each event is provided below.

3.1 ELF Teacher Orientation

Two weeks prior to the commencement of 2015 classes, an ELF faculty orientation was staged on March 25th. Along with a general briefing about class management and operations, teachers had opportunities to discuss a range of issues regarding the ELF curriculum, including:

- The Blackboard content management system
- ELF
- Extensive Reading
- Process Writing
- Textbooks

After the two-hour program, teachers were divided into smaller groups to tour the university's facilities and become acquainted with classroom audiovisual equipment.

Figure 2. The ELF Teacher Orientation on March 25th, 2015.

3.2 Blackboard CMS Training

All teaching resources and administrative information for CELF classes are available on the university Blackboard course management system (CMS) and the ELF center's teachers have been noted as the heaviest user group on the campus (Cote & Milliner, 2015). However, usage statistics revealed that only two-thirds of the CELF faculty are actively utilizing the system to manage such tasks as classroom assignments, student assessment and flipped learning (Cote & Milliner, 2015). To bridge this gap, as well as train new teachers, the CELF staged 2 workshops in the spring semester which focused on basic functions of the Blackboard system, and 2 workshops in the fall semester which focused on creating and managing online testing using the Blackboard focusing on creating and managing online testing. Throughout 2015, CELF faculty investigated how teachers in the program used the CMS and those findings directed current and ongoing research into how the teachers might be trained to more effectively use the system.
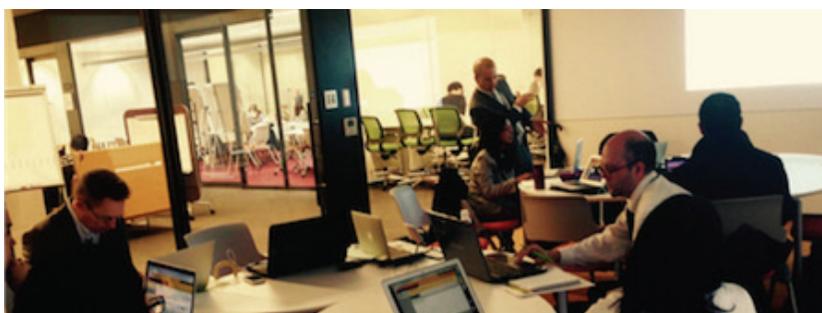
Figure 3. A Blackboard CMS training on April 20th, 2015.

3.3 ELF Pedagogy Workshops

In 2015, through a variety of ELF pedagogy workshops, CELF faculty have continued their work raising awareness and understanding of ELF-informed pedagogy. These workshops appeared to have a positive impact on the teacher's approaches in the classroom. Survey data from CELF faculty revealed that most teachers are now considering the implications of ELF for their teaching (Leichsenring, McBride, Ogane & Milliner, 2015). Moreover, submissions from teaching faculty to The Center for ELF Journal (see section 5), along with presentations at the ELF Forum, indicate that more teachers are taking an active role in ELF research. These shifts in teaching approaches are also being observed in our research on student perceptions of ELF classes. A comparison of student perceptions about ELF after the spring and fall semesters in the 2014 academic year (Okada, Milliner, Leichsenring, McBride, Cote & Ogane, 2015) indicated that in the fall semester more students seemed to understand what ELF was and its implications for them as ELF users. In the following sections, a report for each ELF pedagogy workshop is provided.

3.3.1 ELF Speaking Activities Workshop- April 28 and 29, 2015

Presented by Paul McBride and Andrew Leichsenring, a workshop on language awareness and creating appropriate speaking activities for the CELF program was staged. The speakers discussed the way in which linguacultural norms in ELF are negotiated rather than set. Other topics included the effective use of ELF through information gap, code-switching, jigsaw reading, communication strategies, and student PowerPoint presentations.

3.3.2 ELF Assessment Workshop - June 22 and 23, 2015

Paul McBride, Takanori Sato, Blagoja Dimoski and Brett Milliner led a lecture and discussion event concerning assessment for ELF classes. Issues covered in these sessions included overall assessment in ELF classes, how to conduct speaking assessments, and suggested timelines for scheduling course assessments throughout the term.

3.3.3 ELF Pronunciation Training Workshop - October 27 and 28, 2015

Pronunciation training aimed at improving learners' intelligibility while at the same time exposing them to a variety of accents is recommended in the ELF classroom (Jenkins, 2000; Mackenzie, 2014). In his ELF Pronunciation Training Workshop, Takanori Sato lectured teachers on ELF pronunciation research and how it can inform teachers in their approach to pronunciation training.

Figure 4. The October 28th ELF Pronunciation Training Workshop.

Issues addressed included goals of pronunciation teaching in ELF-aware pedagogy as well as specific core pronunciation features which, according to Jenkins (2000), may affect intelligibility in ELF communication and opposing non-core features which tend to play a minimal role in the overall process (see Figure 5).

Figure 5. Slide from the Pronunciation Training Workshop (Sato, 2015).

3.4 Guest Speakers

The CELF values and maintains professional relations with prominent scholars in the field of language education and related fields. The Center also dedicates itself to keeping these experts and the vital body of knowledge they possess accessible to the teaching community through their ties to the CELF. To this end, the CELF was honored to host events featuring two esteemed guest speakers in 2015.

3.4.1 Dr. Isabel Martin, Ateneo de Manila University-Periphery ELT: Myths about English in the Philippines - July 6, 2015

Dr. Isabel Martin's open lecture was attended by members of the CELF, teachers and students from other departments in Tamagawa University and teachers from other universities. In her lecture, Dr. Martin discussed issues related to English language ownership in a global context and delved into certain myths and fallacies, stemming from the American colonial period, which she asserted have led to adverse effects on present-day English language and literature education in public schools in the Philippines.

Figure 6. Photo from Dr. Isabel Martin's (center) talk.

3.4.2 Dr. John Fanselow, Teacher's College, Columbia University - October 28, 2015

The CELF faculty were invited to observe one of Michael Seko's ELF classes under the guidance of Dr. Fanselow. Part-time instructor, Michael Seko, demonstrated a

series of teaching practices and classroom management techniques recommended by Dr. Fanselow to engage students and promote greater language awareness. In a post-observation discussion with CELF faculty, Dr. Fanselow reflected on learning outcomes observed in Mr. Seko's lesson and discussed their implications for language education, both in ELF contexts and in the profession as a whole.

3.5 Research Guidance for Full-time Faculty - July 8, 2015

The Director of CELF, Dr. Masaki Oda, gave a lecture on professional development for CELF teachers. Dr. Oda described the actions the faculty need to take to progress in their academic careers and also gave a detailed explanation of the Japan Society for the Promotion of Science Research Program (科研費). The full-time instructors learned about grant writing, and the necessary steps (e.g., writing research budgets and application types) researchers need to take to secure a research grant. We hope that we can report on research grants successfully received by the CELF faculty in the upcoming years.

3.6 YOJALT Edtech My Share Event - May 25, 2015

In collaboration with Yokohama JALT, the CELF co-sponsored a micro conference which introduced technology use in the English language classroom. The event attracted 30 teachers from the Tokyo area with several CELF faculty members, both full and part-time, making presentations. This event strengthened the CELF's relationship with local academic societies and provided a bridge between CELF teachers and larger professional support organizations. In addition, the event gave CELF teachers an opportunity to discuss teaching ideas and present their research in a professional forum.

4. STUDENT & TEACHER FEEDBACK

4.1 ELF Student Questionnaire

At the end of the spring and fall semesters in 2015, the CELF administered online questionnaires using SurveyMonkey (<www.surveymonkey.com>). Students were asked to complete the survey on either their smartphone or personal computer during class time. The survey asked students about textbooks, teaching approaches, the Blackboard system, the TOEIC test, ELF awareness, the CELF tutor service and extensive reading. The response rate in the spring was 72% (1879 students) and 96% (1941 students) in the fall. Survey results were utilized for curriculum planning (e.g., textbook evaluations, tutor system planning, and teacher training) and all teachers received a report for each of their ELF classes.

4.2 CELF Teacher Questionnaire

At the end of the spring and fall semesters in 2015, CELF faculty were requested to complete an online questionnaire that asked them to reflect on their experience

teaching ELF classes. The survey included questions on textbooks, teaching approaches, the Blackboard system, the TOEIC test, ELF awareness, and the quality of support teachers are receiving in the CELF program. Survey results are used for program planning (e.g, textbooks and teacher training) and research purposes (e.g., Leichsenring, McBride, Ogane & Milliner, 2015; Okada, Milliner, Ogane, Leichsenring, Imai, Cote & McBride, 2015).

5. JOURNALS & PUBLICATIONS

The Center worked on three journal publications in 2015.
- The Journal of Saitama City Educators Volume 5, Number 5.
- The Center for ELF Journal Volume 2, Issues 1 and 2.

These publications represent a valuable opportunity for faculty to reflect on and refine their teaching approaches. Each publication is described in detail in the following section.

5.1 The Journal of Saitama City Educators Volume 5, Number 5

In collaboration with The Journal of Saitama City Educators, the CELF edited one journal issue, which contained work from full and part-time faculty. A summary of the authors and the titles of their articles are listed in Table 2 below. All articles can be accessed at: http://goo.gl/xlV6yq

Table 2

The Journal of Saitama City Educators Volume 5, Number 5. Authors and article titles.

Title	Author
Using streaming video in the classroom: The evolution of feature films as an effective tool for learning English	Michelangelo Magasic
Practical methods in measuring 21st century skills and global competency	Yuri Jody Yujobo
NeuroELT: An introduction	Sharon Ishizaki
Cognitive overload in vocabulary lessons	Arup Pandey
Comparison of three learner dictionaries	Kaori Aono

5.2 The Center for ELF Journal Volume 2

The CELF also published two issues of The Center for ELF Journal, a double-blind peer-reviewed journal with an international review team.

With this publication, the CELF is aiming to:
- Promote more reflective teaching practices in ELF classes
- Provide a context for the sharing of active learning ideas for the ELF classroom
- Promote higher levels of scholarship among faculty
- Encourage ELF scholarship
- Provide professional development opportunities for CELF teachers

The editorial team is also working to develop the profile of these journal issues online so that more scholars can see the work of the CELF and enable our faculty to be cited by other studies. All Center for ELF Journal Issues can be accessed at: http://www.tamagawa.ac.jp/celf/research/

6. CELF RESEARCH ACHIEVEMENTS

The CELF faculty has also been very active in research activities in 2015. Focusing on ELF and a range of other fields connected with English language teaching, the following sections report on these endeavours.

6.1 Academic Presentations
Full-time faculty of the CELF made presentations on a wide spectrum of academic themes in 2015, both in Japan and abroad. They include a keynote presentation, a panel discussion, posters and presentations reflecting multiple research interests relevant to the CELF and the wider academic community. The following sections report in more detail on the events attended and the titles and authors of 44 academic presentations (18 internationally) made by the CELF in 2015.

6.1.1 Domestic Presentations
A combined total of 26 presentations were made domestically by full-time faculty of the CELF in 2015 (see Table 3). Notably, papers were presented at national-level conferences and related events held by prominent organizations including the Japan Association for Language Teaching (JALT), The Japan Association of College English Teachers (JACET), The International Academic Forum (IAFOR), and the International Education for Sustainable Development Alliance (INTESDA), in addition to special interest groups and affiliations of the aforementioned organizations. Also listed are presentations made at the ELF Forum and an event co-hosted by the CELF at Tamagawa University.

Table 3
ELF faculty's domestic presentations (n=26)

Location	Title & *Event*	Author
Kobe	Multiple Assessment Strategies and Rubrics for 4c's of 21st century skills *Asian Conference on Language Learning. IAFOR*	Yuri Jody Yujobo
Tokyo	Making the most of core smartphone apps *YOJALT: Mytech share 2015. JALT Yokohama Chapter*	Brett Milliner
Tokyo	Interactive learning through PowerPoint *YOJALT: Mytech share 2015. JALT Yokohama Chapter*	Blagoja Dimoski
Fukuoka	Extensive reading on smartphones and extensive reading management with Xreading® *JALT CALL 2015. JALT CALL Sig*	Brett Milliner & Travis Cote
Fukuoka	Using the Technology Acceptance Model to Foster University Foreign Language Teachers adoption of the Learning Management System *JALT CALL 2015. JALT CALL Sig*	Brett Milliner & Travis Cote
Fukuoka	Form Technology for Teachers: An investigation of Google Forms and SurveyMonkey. *JALT CALL 2015. JALT CALL Sig*	Brett Milliner
Gunma	Implementing a mobile-based extensive reading component: A report on student engagement and perceptions *2015 JACET Summer Seminar. JACET*	Brett Milliner
Kagoshima	Students Assenting to ELF *JACET National Conference 2015. JACET*	Paul McBride
Kagoshima	Native speakers and the learning of English at Japanese Universities *JACET National Conference 2015. JACET*	Masaki Oda
Kagoshima	Teaching culture in English classes in East Asia *JACET National Conference 2015. JACET*	Masaki Oda

Tokyo	Validity argument for the EIKEN can-do questionnaire interpretations *Japan Language Testing 19th Annual Conference. JLTA (Japan Language Testing Association)*	Takanori Sato (2nd author)
Tokyo	The Center for English as a Lingua Franca *The ELF Teachers Forum. CELF, Tamagawa University*	Andrew Leichsenring, Brett Milliner, Paul McBride, & Blagoja Dimoski
Tokyo	Redefining listening comprehension in an ELF context *The ELF Teachers Forum. CELF, Tamagawa University*	Blagoja Dimoski
Tokyo	Training ELF teachers to create a more effective blended learning environment *The ELF Teachers Forum. CELF, Tamagawa University*	Brett Milliner & Travis Cote
Tokyo	Challenging the notion that ELF threatens academic standards *The ELF Teachers Forum. CELF, Tamagawa University*	Paul McBride & Travis Cote
Tokyo	What counts in second language oral communication ability: The perspective of ELF users *5th Waseda ELF International Workshop*	Takanori Sato
Tokyo	Some ELF-aware principles and practices for teaching pre-intermediate learners *5th Waseda ELF International Workshop*	Paul McBride
Fukuoka	Towards Social Justice in Urban Food System Policy *Second Asian Conference on the Social Sciences and Sustainability. INTESDA*	Jesse Hsu
Shizuoka	Practical tasks to raise strategic competence *JALT International 2015. JALT*	Blagoja Dimoski
Shizuoka	Aligning assessments for diverse blended learners *JALT International 2015. JALT*	Yuri Jody Yujobo

Shizuoka	Fostering global human resource development through Service Learning *JALT International 2015. JALT*	Yuri Jody Yujobo
Shizuoka	Small talking in the classroom *JALT International 2015. JALT*	Ethel Ogane
Shizuoka	Language Learners' Voices through Drama Techniques *JALT International 2015. JALT*	Tricia Okada
Shizuoka	Raising learners' awareness of autonomy *JALT International 2015. JALT*	Mitsuko Imai
Oita	Curating the Street: Urban Construction Fence Art as Semiotic Texts *Oita Text Forum 7. The Center for International Education & Research of Oita University; and the Oita Text Forum*	Jesse Hsu
Yokohama	The new Google Educators training for language teachers *YOJALT: Myshare 2015. JALT Yokohama Chapter*	Brett Milliner

6.1.2 International Presentations

Full-time faculty of the CELF presented research and engaged in professional dialogue in international settings spanning the globe. Research themes and issues addressed reflect the diverse nature of professional interests in the CELF and their contributions to academia on the international stage. Table 4 provides details of the CELF faculty's international presentations during the 2015 academic year.

Table 4
ELF faculty's international presentations (n=18)

Location	Title	Author
Beijing, China	Teaching the Effective Use of ELF in "Homogeneous" Classrooms *ELF 8, ELF*	Paul McBride & Andrew Leichsenring
Padova, Italy	Training ELF teachers to create a blended learning environment: encouraging CMS adoption and implementation *EUROCALL 2015, EUROCALL*	Travis Cote & Brett Milliner

Padova, Italy	One year of extensive reading on mobile devices: Is it time for schools to stop buying paperbacks? *EUROCALL 2015, EUROCALL*	Travis Cote & Brett Milliner
Bali, Indonesia	Assessing ELF Proficiency in Project-Based Learning *TEFLIN 2015, TEFLIN*	Tricia Okada, Yuri Jody Yujobo, Ethel Ogane, Brett Milliner,Takanori Sato
Bali, Indonesia	The Discourses of Proper 'Assessments' in ELT: How Can Teachers Deal with Them Critically? *TEFLIN 2015, TEFLIN*	Masaki Oda
Nanjing, China	Assaying and Extrapolating from the Challenges of Launching an ELF Program *Asia TEFL 2015, Asia TEFL*	Masaki Oda & Glenn Toh
Nanjing, China	Challenging the notion that ELF might destroy our standards *Asia TEFL 2015, Asia TEFL*	Paul McBride & Travis Cote
Daejeon, Korea	Increasing CMS adoption: Using TAM locally to explore faculty views and usage in a campus-wide ELF program *GLoCALL 2015, GLoCALL*	Travis Cote & Brett Milliner
Daejeon, Korea	Comparing two online approaches to extensive reading (ER) management: M-Reader® and Xreading® *GLoCALL 2015, GLoCALL*	Travis Cote & Brett Milliner
Melbourne, Australia	The Journey of Transpinay Entertainers in Japan *Asian Migration and Rooted Transnationalism, International Workshop, Monash Asia Institute, Monash University*	Tricia Okada
Melbourne, Australia	Re-imagining the Use of English in Universities *Philosophy of Education Society of Australasia (PESA) 45th Annual Conference*	Paul McBride

	Displacing NES-NNES dichotomy	
Singapore	*TESOL Regional conference on excellence in language instruction: Supporting classroom teaching and learning, TESOL international*	Masaki Oda
Phnom Penh, Cambodia	Exploring the effectiveness of proactive listening and dialogical speech in an ELF-Informed framework *12th Annual CamTESOL Conference on English Language Teaching, Cam TESOL*	Blagoja Dimoski, Yuri Jody Yujobo, & Mitsuko Imai
Phnom Penh, Cambodia	Voices from Teaching Speaking through Drama Techniques *12th Annual CamTESOL Conference on English Language Teaching, Cam TESOL*	Tricia Okada
Phnom Penh, Cambodia	Teacher Identity and Migration of Filipino English Teachers in Japan *12th Annual CamTESOL - UECA Regional ELT Research Symposium, Cam TESOL*	Tricia Okada
Phnom Penh, Cambodia	Learning to Small Talk *12th Annual CamTESOL Conference on English Language Teaching, Cam TESOL*	Ethel Ogane
Hong Kong, China	A journey to become an applied linguist: Disciplinary knowledge and professional development *Chinese University of Hong Kong*	Masaki Oda
Hong Kong, China	Adaptation or adoption?: Legitimating 'proper' assessment for ELT in Japan *University of Hong Kong*	Masaki Oda

6.2 Publications

Research activities undertaken by faculty of the CELF throughout 2015 culminated in the publication of 26 academic papers. The body of work ranged from research or practice-oriented journal articles to book chapters. A majority of these articles were peer-reviewed and many were published internationally. Table 5 below lists the different articles published along with their references.

Table 5
ELF faculty's publications (n=26)

Peer-reviewed	Reference	Author
✓	Toh, G. (2015). 'A Tale of Two Programs': Interrogating 'open(closed)ness' and 'cultural diversity' through critical observations of two Japanese University English language programs. *Policy Futures in Education, 13*(7), 900-916. doi:10.1177/1478210315578064	Glenn Toh
✓	Leichsenring, A., McBride, P., Ogane, E., & Milliner, B. (2015). English as a lingua franca: Towards changing practices. In P. Clements, A. Krause, & H. Brown (Eds.), *JALT2014 Conference Proceedings*. Tokyo JALT, 378-385.	Andrew Leichsenring, Paul McBride, Ethel Ogane, & Brett Milliner
✓	Milliner, B. (2015). Class blogging in the EFL classroom. *Frontiers of Language and Teaching, 6*, 1-11.	Brett Milliner
✓	Dimoski, B. (2015). Student Nameplates for Classroom Management and Beyond. *The Center for ELF Journal, 1*(1), 83-95.	Blagoja Dimoski
✓	Okada, T., Milliner, B., Ogane, E., Leichsenring, A., Imai, M., Cote, T., & McBride, P. (2015). A report for the center for English as a lingua franca (CELF) for academic year 2014-2015. *The Center for ELF Journal, 1*(1), 9-24.	Tricia Okada, Brett Milliner, Ethel Ogane, Andrew Leichsenring, Mitsuko Imai, Travis Cote & Paul McBride
	小田眞幸 (2015). Book Review「日本人と英語」の社会学 寺沢拓敬著『新英語教育』, 552号, p.44.	Masaki Oda
✓	Leichsenring, A. (2015). A Teacher's Exploratory Inquiry of Language Awareness: Language Learner Perceptions from Oral Presentation. *The Center for ELF Journal, 1*(1), 41-52.	Andrew Leichsenring
	Cote, T., & Milliner, B. (2015). A report on the micro-conference on tourism English education. *The Journal of Tamagawa University College of Tourism and Hospitality, 2*, 93-97.	Travis Cote & Brett Milliner
	Toh, G. (2015). Dialogizing 'the known': experience of English teaching in Japan through an assay of derivatives as a dominant motif. In D. J. Rivers (Ed.), *Resistance to the known: counter-conduct in language education* (pp. 144-167). Houndmills. Palgrave-Macmillan.	Glenn Toh

✓	Oda, M. (2015). The Discourses of Proper 'Assessments' in ELT: How Can Teachers Deal with Them Critically? In Hamied, F. A. et al. eds. Developing Indigenous Models of English Language Teaching and Assessment. (pp.191-202). Denpasar; Udayana University Press.	Masaki Oda
	Toh, G. (2015). Teaching English for academic purposes in a Japanese setting: problematizing and dialogizing essentialist constructions of language pedagogy, culture and identity. In M. A. Peters & T. Besley (Eds.), *Paulo Freire: the global legacy* (pp. 335-350). New York: Peter Lang.	Glenn Toh
	Toh, G. (2015). Teaching English for academic purposes in a Japanese setting: problematizing and dialogizing essentialist constructions of language pedagogy, culture and identity. In M. A. Peters & T. Besley (Eds.), *Paulo Freire: the global legacy* (pp. 335-350). New York: Peter Lang.	
✓	Toh, G. (2015). Countering essentialist conceptualizations of content knowledge in a Japanese CLIL situation. *ELTWorldOnline.com, Special Issue on CLIL*, 1-16. Retrieved from http://blog.nus.edu.sg/eltwo/2015/04/27/countering-essentialist-conceptualizations-of-content-knowledge-in-a-japanese-clil-situation/	Glenn Toh
✓	Yujobo, Y.J. (2015). Multiple Assessment Strategies and Rubrics for the 4Cs of 21st Century Skills. The Asian Conference on Language Learning. *The International Academic Forum*. p.273-284.	Yuri Jody Yujobo
✓	Milliner, B., & Flowers, S. (2015). Form technology for language teachers: How do you like your monkey?. *The Language Teacher, 39*(3), 24-27. Retrieved from http://jalt-publications.org/tlt/departments/tlt-wired/articles/4475-form-technology-language-teachers-how-do-you-your-monkey	Brett Milliner & Simeon Flowers (Tokai University)
✓	Sato, T., & Ikeda, N. (2015). Test-taker perception of what test items measure: a potential impact of face validity on student learning. *Language Testing in Asia, 5*(10).doi:10.1186/s40468-015-0019-z	Takanori Sato & Naoki Ikeda (University of Melbourne)
✓	Milliner, B. (2015). Using smartphones in the language classroom: Making the most of core smartphone apps. *Accents Asia, 8*(1), 9-11.	Brett Milliner
✓	Toh, G. (2015). English in Japan: indecisions, inequalities, and practices of relocalization. In R. Tupas (Ed.), *Unequal Englishes: The politics of Englishes today* (pp. 111-129). London: Palgrave McMillan.	Glenn Toh

	Cote, T., & Milliner. B. (2015). Implementing and managing an online extensive reading program: Students performance and perceptions. *The IALLT Journal, 45*(1), 70-90.	Travis Cote & Brett Milliner
✓		
✓	Okada, T., Ogane, E., Milliner, B., Yujobo, Y. J., & Sato, T. (2015). Assessing ELF proficiency in project-based learning. The 62nd TEFLIN International Conference: *Proceedings for Teaching and Assessing L2 Learners in the 21st Century* (pp. 202-210). Denpasar: Udayana University Press.	Tricia Okada, Ethel Ogane, Brett Milliner, Yuri Jody Yujobo, & Takanori Sato
✓	Milliner, B., & Cote, T. (2015). Mobile-based extensive reading: An investigation into reluctant readers. *International Journal of Computer Assisted Language Learning and Teaching, 5*(4), 1-15.doi:10.4018/ IJCALLT.2015100101	Brett Milliner & Travis Cote
	Milliner, B., & Cote, T. (2015). Comparing two approaches to extensive reading (ER) management in the Tamagawa ELF program: M-Reader and Xreading. 玉川大学の教師教育リサーチセンター 年報 第5号, 115,123.	Brett Milliner & Travis Cote
✓	Milliner, B., & Cote, T. (2015). One year of extensive reading on mobile devices: engagement and impressions. In F. Helm, L. Bradley, M. Guarda, & S. Thouësny (Eds), Critical CALL – *Proceedings of the 2015 EUROCALL Conference, Padova, Italy* (pp. 404-409). Dublin: Research-publishing. doi:10.14705/rp-net.2015.000366	Brett Milliner & Travis Cote
✓	Cote, T., & Milliner, B. (2015). Training ELF teachers to create a blended learning environment: encouraging CMS adoption and implementation. In F. Helm, L. Bradley, M. Guarda, & S. Thouësny (Eds), Critical CALL – *Proceedings of the 2015 EUROCALL Conference, Padova, Italy* (pp. 158-163). Dublin: Research-publishing.doi:10.14705/rpnet.2015.000366	Travis Cote & Brett Milliner
✓	Yujobo, Y. J. (2015). Practical methods in measuring 21st century skills and global competency. *The Journal of Saitama City Educators, 5*(5), 9-14.	Yuri Jody Yujobo
✓	Oda, M. (2015). University English Language Program in Transition: EFL to ELF, then? *Waseda working papers in ELF 2015-06, 4*, 199-208.	Masaki Oda
✓	Milliner, B. (2016). Implementing a mobile-based extensive reading component: A report on student engagement and learning outcomes. In L. Yoffe & M. Iguchi (Eds), *JACET Summer Seminar 2015 Proceedings*, Kusatsu, Japan.	Brett Milliner

7. CONCLUDING REMARKS AND PLANS FOR 2016

In 2015, ELF classes expanded to become a campus-wide program reaching over 2500 students. The teaching faculty has also increased to over 40 full and part-time teachers from diverse cultural and educational backgrounds. This situation represents an exciting opportunity for the ELF Center. We hope that by (a) providing effective staff orientation meetings, (b) leading workshops on Blackboard and e-learning, (c) providing lectures on ELF- informed pedagogy, and (d) collaborating with academic societies to host practical teaching events, our program can improve and provide more effective language instruction.

In 2016, we are planning to review and revise assessment practices in ELF classes, increasing the promotion of active learning, e-learning, blended-learning and more informed ELF teaching practices. The CELF will also publish our third issue of the Center for ELF Journal and stage another ELF Forum in late 2016. The CELF is also very excited about hosting the JALT CALL 2016 conference, one of the largest educational technology conferences in Asia. The CELF will also be collaborating with the recently formed JACET ELF SIG.

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