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The Center for English as a Lingua Franca Forum: Call for Articles

The Center for English as a Lingua Franca Forum is a refereed publication 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 the Publication:

- 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 the CELF teachers
- To serve and support the professional development needs of the CELF teachers

Types of Articles:

Research article (1000 ~ 3000 words)
Teaching article (1000 ~ 3000 words)
Forum article (1000 words)
Center for English as a lingua franca reports (1000 words)
Book reviews (1000 words)
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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
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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.

The Center for English as a Lingua Franca reports: From time to time, the Center will request a report from full-time faculty. The reports can focus on a variety of features or services within the ELF program. For example, student use of the tutor service, research projects, and faculty development.

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, "CELF Forum Submission".

email: celfforum@tamagawa.ac.jp

Issue 1 Foreword:

This volume is the first edition of The CELF Forum. It is being produced in the seventh academic year since the establishment of the Center for English as a Lingua Franca (CELF) at Tamagawa University, a time when we may reflect on our foundations and look forward with expectation.

In doing so, I acknowledge the estimable contribution of Dr. Masaki Oda, CELF Director from its foundation until last academic year, and the admirable endeavors of past and present faculty members as we learn about and engage in ELF research, especially as it relates to pedagogy.

We are pleased this edition includes an article coauthored by prominent ELF scholar Dr. Will Baker (University of Southampton) and Dr. Tomokazu Ishikawa. Addressing differences between the terms 'multi', 'inter', and 'trans', they clarify some perspectives prevalent in English language teaching.

Two articles in this volume focus on writing. In the first, Dr. Heiko Lang examines the extent to which his students use ELF in written communication, in contrast with the extent to which they hold ELF-oriented perceptions of language use. In the second, Richard Marsh discusses ELF-aware process writing approaches which involve student choice, diversity of opinion, and adaptability to various situations including remote contexts.

Two articles examine speaking. Drew Larson adopts a formative approach to speaking assessment, exploring activities and guidelines for "microtesting", including measures suitable in remote learning contexts. Saranya Muthumaniraja describes the rationale and benefits of a "structured presentation practice model" for Japanese learners of English.

Rasami Chaikul and Brett Milliner conclude with a report on research at CELF this academic year.

Finally, I would like to express our sincere gratitude to editors Brett Milliner and Travis Cote for their commendable work on the first volume of this publication.

Thank you CELF faculty members and administration staff for a productive academic year.

Paul McBride MEd (TESOL)

Acting Director

CELF

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ELF Awareness and Use in Written Communication: Beyond the Native Speaker Norm?

書面のコミュニケーションにおけるELFの利用と認識：ネイティブスピーカー規範を超えて？

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ABSTRACT

Research on the use of ELF in written communication is still in its infancy. This study analyses the emergence of ELF in students' discussion board posts in two ELF-informed language courses at a Japanese university. The purpose of this study was to ascertain whether or not students were able to make use of the principles of ELF in written communication with their peers. I find that students were able to use various strategies for effective ELF communication that deviates in important aspects from the norms of native speaker usage. However, in terms of their own perception as ELF users, they remained largely bound to the norms of "standard" English. These findings point to the limitations of ELF pedagogy in the monolingual and monocultural Japanese classroom.

KEYWORDS: ELF, English language teaching, Written communication, Discussion board posts, Student writings

1. INTRODUCTION

This article deals with students' written discourse in English in two English as a Lingua Franca (ELF) courses that were taught in Japan during the Covid-19 pandemic. In the academic year of 2020 / 2021, physical interaction between teachers and students in classroom settings was severely limited due to restrictions of "social distancing". While video conference programs were used to emulate as closely as possible real classroom interaction, students and teachers were also asked to become familiar with "asynchronous teaching". This form of text-based interaction with English – via written homework, quizzes, or discussion board posts – has important merits for students, such as the possibility to deal with the assignments at one's preferred speed for looking up words and cross-referencing, and a reduced level of stress in comparison to an oral communication situation. In fact, it has been claimed that written communication via devices (like computers or smart phones) has been a preferred form of communication for a majority of

Japanese students for some time (Takahashi, 2014).

In this context, it is interesting to probe the students' awareness and use of the concept of ELF concerning the use of English in writing: Are students, when they undertake written tasks in English, aware of the possibilities of English as a Lingua Franca? Do they actively try to communicate their opinions based on their cultural background and emphasize understandability over native-speaker norms of grammatical correctness, or do they, in contrast, revert to practices linked to assumptions about the necessity to compose sentences in "standard English"? After all, it can be argued that a distinct boundary exists between the possibilities to use ELF in oral communication and the more rigid world of written texts, where more stricter rules of grammar and semantics seem to apply.

The problem of the difference between written and oral forms of communication in the use of English as a Lingua Franca is an issue that needs further clarification from the field. In general, ELF communication in written texts has received far less scholarly attention than spoken discourse (Jenkins et al., 2011) with the exception of written *academic* discourse (Flowerdew, 2008; Lillis & Curry, 2010). Indeed, even a very wide-ranging definition of ELF as "*any 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, italics in the original) emphasizes the use of English by speakers in contrast to writers. It has even been argued, contrary to the position adopted in this paper, that the very concept of ELF is not very useful for written discourse, as in writing "the need for clarity, and rhetorical coherence, in the absence of scope for interpersonal negotiation and with a potentially heterogeneous audience, forces both writer and reader to give greater weight to recognized rules of grammar and syntax" (Sowden 2012, p. 95).

Recently, however, with the rise of digital forms of communication through web-based appliances and social media, interest in how written forms of English communication reflect non-native speaker cultural norms has been growing (Franceschi & Vettorel 2017). Poppi (2012), for example, has demonstrated that written articles by non-native speakers of English (in her case, Baltic and Chinese newspaper articles) do indeed show a "tendency to turn national expressions and concepts into English in a way which might sound deviant to the native speaker, but has proved to be communicatively effective" (p. 108). Importantly, successful use of ELF in written form does not necessarily require the sender and the recipient of a message to come from different cultural and linguistic backgrounds. Elder and Davies (2006) argue that ELF can also emerge when all participants to a given communication "share the same or (similar) first language" (p. 282).

2. METHODOLOGY

In order to answer the question of whether or not the students' written English would reflect their awareness of English as a Lingua Franca, in this study, 406 discussion board posts of a popular learning platform, Blackboard, from 35 student participants, who are non-native English speakers with a Japanese cultural background and with low-intermediate English proficiency, were analysed. After the project, a questionnaire about ELF awareness was conducted (see Appendix A).

Thematically, the data analysed here focuses on students' written opinions about

gender roles in Japanese society. Before the activities were conducted, several teaching modules[1] , developed by Tamagawa University's Center for English as a Lingua Franca, were used to introduce the basic concept of ELF and gender roles. After this introduction, students were asked to express their opinions on various topics connected with "gender" in contemporary Japan (such as gender roles in the workplace or in leisure activities such as video games or cosplay). After this, students were given the task to comment on their classmates' posts and to respond to comments that they received in order to ascertain their level of understanding.

During the project, students were encouraged to consider the principles of ELF as developed during class, and to try to communicate their points of view in English without taking undue observance to the grammatical correctness and idiomatic patterns of native speaker English, but instead to focus on mutual intelligibility. As the goal of the study was to observe the emergence of ELF communication among L1 Japanese speakers of English, teacher intervention (in the form of corrections or suggestions) was strictly limited in order to prevent giving the students the impression that their way of communicating was in any way deficient. However, teacher feedback was given during the Zoom meetings after each activity, and ELF-informed elements of the students' posts were discussed in class.

With regards to data analysis, all student statements were read carefully and instances of non-standard use of English were identified. All critical passages that contained ELF-informed content were extracted and analysed as to whether they showed the application of ELF strategies to deal with non-normative use of English or creative use of English stemming from the students' cultural and linguistic L1 background. The qualitative data was then compared and synthesized to gain a holistic understanding about the use of the ELF among the students. Representative examples were selected for the discussion below.

3. DISCUSSION OF THE FINDINGS

A) Several non-normative uses of English can be found in the data, and two different strategies are visible for dealing with such uses: The students' reactions to their peers' non-standard usage of English reveals both the "let-it-pass" strategy, which means simply ignoring an unknown phrase or word, and the "make-it-normal" strategy, which means accepting and re-using an original nonstandard use of English in one's own discourse (Ren in Chen 2016, p. 168).

As an example of the "let-it-pass" strategy, the following exchange deals with the different gender roles in the Japanese workplace.

S1: Women are entrusted with more detailed tasks than men. For example, women serve tea and clean the house.

S2: I also felt that women tend not to be assigned important tasks.

Here, judging from her use of examples, S1 uses the English word "detailed" in the sense of "minor", which native speakers might consider as slightly unusual. Her interlocutor, S2,

1 Authors of the modules were Tomokazu Ishikawa and Paul McBride.

however understands the meaning and affirms S1's point without asking for confirmation or attempting to correct her, but by choosing a different expression which is more "usual" from the perspective of the standard usage of English.

Here is a further example, concerning the same topic:

S10: Men are working outside, women are doing house-work. I wanted you to get rid of these stereotypes and become a more free style.

S4: I agree […]. So far, I hope that this concept of men working and women doing household chores can be dispelled.

Here, S4 chooses to let the non-standard use of English in S10's second sentence pass. As in the prior example, concentrating one's reply to the central topic of the conversation, this strategy minimizes frictions in the flow of the conversation, and thus helps to achieve a successful communication.

An example of the "make-it-normal" strategy can be found in the exchange between S3 and S4, who discuss gender roles in relation to hair length. S3 states that hair length should not be regulated:

S3: As such people change length our hair. This is free and I think it is good.

Here, the usage of "free" seems to be a direct translation of the Japanese "自由 jiyū", signifying "freedom". In her response, S4 understands S3's use of "free" in this sense and concurs:

S4: I agree hair is free and your think it is good. I have a short hair. So it is a happy way of thinking.

In another instance, discussing the liberating effects of cosplay on the issue of gender in Japanese society, a Japanese phrase that denotes being concerned with the opinion of others (mawari no me wo ki ni suru), literally "to be concerned with the eyes around you" is used:

S5: People care about the eyes around them. I want to eliminate the stereotypes that 'this is normal' and 'this should be done'.

S6: I think so, too. […] Now there is a place to cosplay without worrying about people's eyes. I think it is rare that there is no gender role and freedom.

In a further text posted after the above, and possibly influenced by it, another student uses the same image:

S7: And cosplayers don't care about the eyes around them. Because cosplay cannot be enjoyed if you care about the eyes around you.

S5, having been the first person to introduce the image in the thread, eagerly concurs:

S5: I have the same opinion! Cosplay does not have a gender role. When a gender role arises, people care about their eyes. As [S7] says, don't worry about the eyes around you.

These short exchanges show, first, how NNS of English who share the same L1 linguistic background can use both the "let-it-pass" strategy and the "make-it-normal" strategy in order to communicate successfully by using non-standard English. Second, they reveal that contrary to the often perceived "need for clarity, and rhetorical coherence" (Sowden 2012,

p. 95) in written discourse, non-standard use of English in writing does not necessarily hinder intelligibility among speakers of the same L1 linguistic and cultural background.

B) Sometimes, Japanese was employed in order to bring across the intended meaning. In relation to the gender gap among chefs and the prevalent image of preparing meals as a typical chore for women in Japanese society, S8 argues in the following way:

S8: There are many men in chefs and itamae at first-class hotels.

S4: You are right. The chef I am imagining is male, and so on TV, There are many image of men.

Here, S8 felt that using the common English word "chef" as denoting somebody who prepares meals was not enough to bring across his point. Only by exploiting the Japanese term "itamae" (a term used in Japanese to refer to a Sushi chef), S8 is able to render the full sense of his opinion into English. S4, sharing the same linguistic background, has no trouble of understanding S8.

In another example, S2 argues that gender roles are currently changing, and argues that "even men do household chores". S9 agrees, stating that

S9: While the idea of 'Ikumen' is widespread, it is a mistake to say that only women do housework.

Here, S9 feels that a Japanese word – "Ikumen", signifying men who take an active role in family affairs, especially childcare – was most suited to express the shared meaning in the conversation with S2.

In these examples, students are actively applying the ELF strategy to "enrich" (Cogo 2009, p. 270) English with native linguistic elements. In fact, this seemingly carefree use of originally Japanese terms – some of which in fact already have entered the English language[2] – can be seen as reflecting the growing security of Japanese students in enriching English by native idioms and making English a language that is "owned" by NNS.

C) The above examples seem to demonstrate a growing confidence in applying the principles of ELF on part of the Japanese students. However, a post-project survey (see appendix A) indicates that the students' self-perceptions of their own performance as ELF users are not necessarily congruent with these findings.

The results of this survey can be summarized in the following way. While most students affirmed their understanding of the concept of ELF (62%, Q1), its importance (81%, Q2), and its usefulness (75%, Q6) for writing on discussion boards, more than half (53%) stated that they still felt the need to adhere to standard English (Q3), and 76% stated that it was important for them not to make spelling or grammar mistakes (Q5). Indeed, almost all students (87%) stated that the English grammar and spelling rules had hindered them to freely express their opinions (Q7). For many of them (44%), it was important to use "correct" English when communicating in writing with their Japanese peers, while a third of them (28%) had a contrasting opinion (Q10). Some students (31%) were comfortable with their peers using non-standard English, while the same number

2 A huge number of English online resources uses these two terms; at least "Itamae" has already, at the time of writing, found its way into an authoritative British dictionary of English: Macmillan Dictionary https://www.macmillandictionary.com/dictionary/british/itamae

(31%) were irritated and unsure how to respond (Q8). A majority (78%) believed that their peers were seeking to write "correct" English (Q9).

While the concept of ELF is, then, generally acknowledged by the students, the ingrained native-speaker norms are still prevalent and inform both their own writings and their assessment of their peers' discourse.

4. CONCLUSION

This study has resulted in several findings. First, the data has revealed that the Japanese students who participated in this study are able to use several strategies (both the "let-it-pass" and the "make-it-normal" strategy) for dealing with non-standard uses of English among their peers.

Second, the data has shown several examples of non-standard forms of English which are clearly influenced by the students' L1, in this case, Japanese. In the cases considered in this study, these "linguistic innovations" (Seidlhofer, 2011) did not prevent understanding, which supports Hülmbauer's (2007) argument that "there is no one-to-one correlation of lexicogrammatical correctness and communicative effectiveness" (p. 5); indeed, the examples show that standard forms of English can be enriched by using original L1 expressions.

Third, however, in their own assessment of their written discourse, a majority of the students still widely consider standard norms of English as the benchmark for their posts, and state that they attempted to write "correct" English regardless of the activities' explicit goal to treat English as their "own" language and giving priority to expressing their points of view over adhering strictly to native-speaker grammatical correctness. The native-speaker myth (Jenkins, 2007) seems still to be ingrained in the Japanese students' collective image of English (Ishikawa, 2018), and without a "real" communication situation between L1 speakers of other languages, native speaker norms and usages apparently remain authoritative for the use of written English among Japanese students at this stage of their English education.

As the students were conscious that they were communicating in effect with their L1 peers, not with interlocutors from a culturally or linguistically different background, all attempts to "simulate" ELF communication were, of course, somewhat artificial. This shortcoming, i.e., the lack of "real" ELF communication, however, is not specific to written activities, but applies to most communication activities in the Japanese ELF classroom. This raises the question of the very possibility of ELF pedagogy in the normal (monocultural and monolingual) Japanese classroom, i.e., without the immediate access to interlocutors from different L1 backgrounds for communicative purposes. A feasible method for raising ELF awareness in this context is for the teacher to give feedback to the students on their ELF-informed discourse elements and to point out exactly where ELF-informed communication has taken place, that is, where they have (with or without their knowledge) become ELF users by creatively enriching "standard" English with idioms, grammatical constructions, or other usages of English that stem from their cultural and linguistic background as Japanese and which would not be normally used by native speakers. As a further step, ELF classes in Japan should make increasing use of

the emerging software technology and the internet environment by providing students the experience of online communication (Ke & Suzuki, 2011) with other non-native speakers of English from different cultures.

While a more detailed research (both in terms of a larger student sample and a longer observation period) is certainly necessary to corroborate the findings of this study, they indicate that without the possibility of "real" and sustained emergence into the above-described forms of ELF communication experience, be they oral or written, pedagogic efforts to raise awareness of ELF principles in a monolingual Japanese classroom will remain theoretical and abstract to the students, and might ultimately be insufficient to challenge the native speaker myth that seems to be so deeply ingrained in the Japanese students' minds.

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APPENDIX A

Questions and Results of the post-activity survey in per cent. Total number of responses: 31.

	Strongly agree				Strongly disagree
Q1 I think I understand the basic concept of English as a Lingua Franca (ELF) as opposed to English as a native-speaker "owned" language.	19	44	34	3	0
Q2 When formulating my opinion on blackboard, I felt that the concept of English as a Lingua Franca was important to me.	23	58	19	0	0
Q3 When formulating my opinion on blackboard, I felt the necessity to adhere to correct (in terms of standard English) grammar and spelling.	31	22	38	9	0
Q4 I thought that most of my classmates were actively trying to use ELF.	35	41	19	6	0
Q5 When formulating my opinion on blackboard, it was important for me not to make grammar or spelling mistakes.	33	43	13	10	0
Q6 I think the concept of ELF is useful for me when writing in English with my Japanese classmates.	32	44	19	3	3
Q7 I felt that English grammar and spelling were making it difficult for me to express my opinion the way I wanted to.	42	45	10	3	0
Q8 When I noticed that some classmates were using English that is different from standard English, I felt irritated and unsure how to respond.	16	16	38	22	9
Q9 I believe that most of my classmates were trying to write "correct" English.	31	47	16	6	0
Q10 I think it is important to use "correct" English in writing when communicating in writing with my Japanese classmates.	9	34	28	25	3

An Examination of Speaking Assessment in the ELF Classroom

ELF教室でのスピーキング評価の検討

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ABSTRACT

English as a Lingua Franca instructors should prepare students to functionally communicate in a way that instills fluency and inspires practical communication skills, while upholding the position that these objectives take precedence over pre-conceptualized native-speaker norms of accuracy in assessment procedures so as to infuse self-confidence into students' speaking abilities. In lieu of standard examination models, an alternative assessment method is presented that is based upon daily classwork serving as a foundational element of the speaking component of the students' final grades. This approach uses continual 'microtesting' to gauge student proficiency and effort. The paper will explore how teachers can establish a microtesting practice in their classroom, including examples of activities and speaking exercises that can be utilized, guidelines for preparing learners for the goals and expectations associated with an assessment process that is likely different from ones they have been exposed to in the past, and various tips for handling the practical aspects of incorporating this new assessment strategy with attention paid to the recent development of remote learning.

KEYWORDS: Speaking assessment, Prioritizing practical communication skills, Navigating speaking assessment, Microtesting

1. INTRODUCTION

In Harold Madsen's (1983) book *Techniques in Testing*, the author notes, "The testing of speaking is widely regarded as the most challenging of all language tests to prepare, administer and score" (p. 147). 35 years later, the situation has hardly improved, as Luke Harding and Tim McNamara (2018) point out that, "The sociolinguistic reality of English as a lingua franca (ELF) communication represents one of the most significant challenges to language testing and assessment since the advent of the communicative revolution" (p. 570). Traditional assessment methods, such as class presentations and mid-terms and final exams, are not only frequently accompanied by problematic issues for students (including

procrastination, cramming information into short-term memory, and increased levels of stress that may inhibit fluency), such mechanisms also often have difficulty replicating the primary environment in which language skills are most commonly used – daily communication.

Designing a testing process that minimizes problems and maximizes the potential for success will be helpful for students and teachers alike. The purpose of this paper is to establish what type of assessment can achieve these goals by examining what the criteria for "success" in an ELF classroom amounts to, and how a teacher can practically simulate that for grading purposes.

2. STANDARD ASSESSMENT METHODS

Assessment criteria vary according to the situation a learner is in. Students in a public school will be graded by different criteria than those who are using English for business purposes, and both of those students will see different standards for achievement than someone trying to specifically excel in a particular language exam (e.g. TOEIC, TOEFL, IELTS or other such standardized tests). Success is determined by how well a learner uses the language according to the purposes for which they are being trained. In the example of studying for tests, this is easily measured based off of how the student's score improves on said test. For business people, it may come down to how well they present their ideas or products, with quantified success embodied in increased sales. For students in a public school program, it may depend upon their mastery of a variety of the 4 skills of Listening, Speaking, Reading and Writing with an emphasis on grammatical correctness. In all these situations, student achievement is held to different standards depending upon the assessor and the goals of the assessment mechanism.

There are certain commonalities required of all types of language testing systems, though. No matter what skills are being appraised, the methodology of that assessment should be objectively consistent and fair across the sample of students being tested. The validity of the assessment process relies upon results being as replicable and as devoid of instructor subjectivity as possible.

In classrooms around the world, many language teachers choose to focus assessment measures on traditional testing mechanisms like presentations, portfolios, and midterms and final examinations. Rubrics are frequently utilized to gauge how effectively students address a variety of factors in the speaking process, often including fluency and accuracy-based checkpoints. The more detailed the rubric, the more justified the assessor feels in the validity of the results. However, often overlooked is the infrequency in which such assessment occurs, meaning a great deal of the student's grade is dependent upon their performance on a single day. With so much pressure riding on these 'landmark' examinations of a student's ability, it can lead to validity issues in a variety of ways, from unfamiliar or uncomfortable topics to increased stress or bad days caused by external factors independent of the student's language abilities. Additionally, the process of studying for event-based assessment can lead to 'cramming', a sub-optimal method of studying that lends itself to poorer long-term retention of information. Studies into the Spacing Effect reveal that building vocabulary and skills over a longer, sustained period

will result in better gains (Kornell, 2009).

Keeping these factors in mind, it becomes apparent that the typical assessment 'events' that most language classes utilize are less than ideal, and that a more desirable assessment method would be one that is spread out over a long time frame, covers a wide range of topics, and is as stress-free as possible. Furthermore, it should simulate the goals and expectations of language students who are using English as a Lingua Franca. Teachers need to understand what these goals are and identify how to grade students for a mastery of abilities that support them.

3. GOALS AND EXPECTATIONS OF ELF CLASSROOMS AND ASSESSMENT

In order to answer this question, we should first examine what exactly ELF is. It is the use of English "as a global means of inter-community communication" (Seidlhofer, 2016, p. 20). It features "any 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).

There are a wide variety of World Englishes (Kachru, 1985). Due to the appropriation of English for use as a lingua franca, a number of different 'acceptable forms' of the language have emerged (e.g. Jenkins, 2011). With such a wide array of practical Englishes in use among native and non-native speakers, language learners do not necessarily encounter the same forms of English in the real world as their education is often based upon (Mauranen, 2012). Given the normative differences between Inner Circle varieties, these variations filter down to Outer Circle and Expanding Circle countries, impacting the validity of assessments that are based on Inner Circle norms (Lowenberg, 2003). As a result, language teachers should reconsider the principles of basing their practices on native speakerism (Dewey, 2012). Assessment should instead focus on factors like strategies of negotiation, situated performance, communicative repertoire, and language awareness as opposed to preconceived notions of 'accuracy', as "discrete-item tests, particularly on grammar and vocabulary, have limited utility" (Canagarajah, 2006, p. 240).

The forms of English utilized in ELF contexts are often not identical to American English or British English or other forms of English that exist around the world. Instead, they are localized amalgamations of these multilingual resources and repertoires that do not rely specifically upon the grammatical 'rules' prescribed by any particular version. In the real world, as long as the end goal of communication without confusion between interactants is attained, ELF is successfully serving its purpose. The classroom should reflect those standards, as opposed to the imposition of narrowly dictated norms, as Ferit Kilickaya (2009) states, "it is of utmost importance for teachers to develop a greater tolerance of differences and adjust their expectations according to the setting... What matters most seems to be the intelligibility of the uses of English" (p. 37). Accordingly, ELF classrooms should not be concerned with accuracy nearly so much as fluency and comprehensibility, and testing mechanisms should also strive for determining if students are capable of communication that is free from significant confusion. That is to say, can they get the information they want? And can they provide the information that someone

else wants? Or, if confusion occurs, can the problem be worked out through some form of troubleshooting or pre-empting? This communication should ideally be impromptu in nature and capable of spanning any number of topics that may arise in personal or professional settings.

In short, an ELF classroom should focus primarily on increasing the students' communicative capability, and the assessment of students should focus on how effective that communicative performance is.

While presentations are an excellent way of determining how effectively a student can communicate with sufficient preparation, they do not fulfill the goal of creating a situation in which impromptu speech can be assessed. And although examinations can be structured to do this, they can also fall short in providing an authentic environment for communication and typically only produce a stressful environment in its place. Students don't always perform well under pressure. 'Freezing up' when stress levels are high is a natural and not-uncommon reaction. Being overly nervous is typically not conducive to using a language that is not the speaker's mother tongue with optimal levels of accuracy or fluency. Comfortable and relaxed environments allow the river of language to flow more freely.

An ELF teacher should strive to create this type of environment in the classroom in order to get a true look at the capabilities of each student, lest the validity of the assessment be open to scrutiny under the standard that it is not representative of what a student is capable of in 'normal' life. If the goal of ELF is communicative competence in a real-world situation, then teachers must replicate real-world scenarios that allow for impromptu, sustained communication.

A solution is to implement an assessment mechanism that captures the students' capabilities over an extended period of time and topics. It should allow students to focus on fluency so they may display communicative competence in a relaxed environment as opposed to making checkpoints to assure students have mastered the accuracy of the language. 'Microtesting' is designed to do exactly these things.

4. MICROTESTING IN THE ELF CLASSROOM

4.1 What is microtesting?

Microtesting is done on a steady and consistent basis throughout the term. It gauges a student's 'everyday capabilities' for the precise reason that it is done every day. Instead of having large testing events, one goal of microtesting is to become as inconspicuous as possible. By using cumulative assessment methods in which the students gain points for achieving the practical goals of providing and procuring information, a teacher can accurately gauge proficiency levels over a variety of topics throughout the scope of the term. Microtesting offers students a low-stress environment in which they can practice their language skills with other non-native English speakers to fully realize the expectations of English as a Lingua Franca as a form of communication, increasing their self-efficacy levels and communicative competence.

4.2 How can microtesting be instituted in the classroom?

The environment described above can be easily attained through small group work. It relieves the pressure of individual-based assessment found in interviews or presentations, and as long as the groups are not too large, allows all the participants to have sufficient opportunities to contribute. Group sizes of three or four students permit everyone to remain active listeners and speakers without applying the pressure of continual involvement that can stem from pair work (i.e. it provides chances for 'breaks'). As groups increase to sizes of five or more, it creates the potential for shy or less proficient students to get lost by not having such active involvement, so be wary of letting groups get too large, but if large groups are necessary due to class size, then consider ways to assure involvement from all participants, perhaps by establishing mandatory speaking 'turns' or rewarding students who create more inclusiveness for their peers.

If students are given an opportunity to speak in small groups for extended periods of time in every class it helps build the habits necessary to become competent and confident English speakers. They will become accustomed to the format and the expectations as the teacher guides them through the process of becoming effective English users.

4.3 How does a teacher prepare students for microtesting?

Of course, it is critical that these expectations are properly explained. This style of assessment will be new for most students, and it is the teacher's responsibility to make sure they understand that their grades do not rely upon 'normal' tests, and that daily group work will count as a major factor towards their final grade. Students must be told what they need to do in order to accrue points and achieve a good grade. The following checkpoints provide not only the criteria for succeeding in the assessment, but also for succeeding at using English as a Lingua Franca in the real world.

- ✓ Can participants contribute to conversation?
- ✓ At what level? (both in quality and quantity of contribution)
- ✓ Can they include others? (through question/response and troubleshooting help)
- ✓ Can they stay on topic and achieve targets? (when applicable)

By establishing early on what the criteria is in order to achieve 'success', students have ample time to adjust to the standards. Teacher monitoring and guidance can further point out areas that students are successful in and techniques they can use to improve, like helping to expand other group members' comments by using "wh-" questions or utilizing cross-talk when appropriate. Giving lots of positive reinforcement coupled with notes on how to improve performance during the early stages of the term will allow students to learn how to converse optimally.

The occasional use of L1 is acceptable in this environment, because expecting students to use only English can damage self-confidence by leading to verbal paralysis while students search for proper vocabulary that they may not know. As Li Wei acknowledges, "Translanguaging has proven to be an effective pedagogical practice in a variety of educational contexts where the school language or the language-of-instruction is different from the languages of the learners" (2018, pg. 15). By allowing unknown lexical items to be substituted with the student's mother tongue, it encourages fluency

and gives other students an opportunity to provide peer assistance by offering the proper words or phrasing, an action that helps the teacher not only by serving as a surrogate instructor, but by offering a grading factor in favor of the peer teacher.

4.4 How does a teacher use microtesting to gauge student achievement?

The first step is for a teacher to set the criteria by which they will award points for contributions. As this system is cumulative, these points will be recorded and compiled at the end of the term to establish the students' final speaking scores. It is not necessary to remove points for a lack of achievement, merely tally them as achievements are attained.

Some of the possible criteria that a teacher may choose to track could include factors like:

How often a student makes contributions
The proficiency level of contributions (average and above or below)
The ability to achieve specific targets (individual or group)
The ability to include others in conversation through questioning
The ability to respond to questions or other students' contributions
The utilization of code switching or cross talk
Providing assistance to peers

By creating a 'key', teachers can quickly mark which students attain which goals through a system of shorthand notation. Teachers can use different marks, shapes, or letters to make the grading system as simple or complex as desired. Using different colors is a nice way to separate student involvement in different phases of the class time (e.g. small group work as opposed to individual contributions during or outside of class). Figure 1 shows one potential set of criteria and the marks that could accompany each achievement

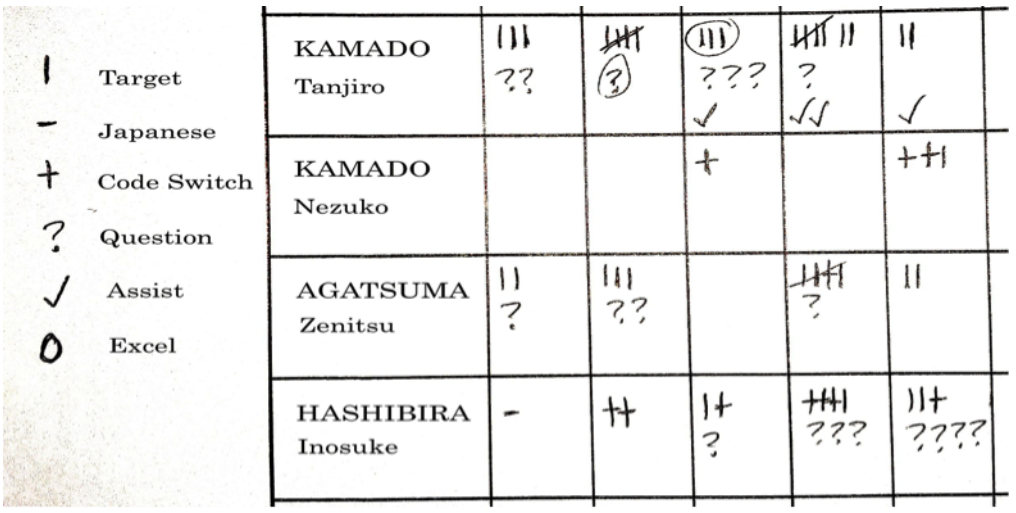

Figure 1. Example of notations used for microtesting assessment (with key)

Depending upon what the teacher assesses the students' needs as being, the marked achievements may change according to the level of the group or even from class to

class. With an extremely low level class, the achievement may be as small as speaking a single phrase in English, while more advanced classes may need to successfully state and explain an idea or opinion in order to achieve the desired target. Whatever the criteria, it is important that it is predetermined by the teacher and then marked consistently for all students. If a student excels at achieving a target, simply circling the mark once or twice can serve as a reminder of how far above average that student's accomplishment was, or alternatively if partial credit is to be awarded, a new mark can be created (e.g. using a half-sized mark, or a small dot). As long as the teacher can establish set criteria and then follow it without bias, these quick and easy notations can be tallied at some point after the activity has been completed for an accurate and objective accounting of how much each student has achieved.

Teachers may have a more challenging time monitoring small group work for assessment purposes than they would have in a standard assessment event. With multiple groups working simultaneously, it is not as easy to provide a detailed critique of a student's ability. However, this is not actually problematic if teachers adjust their standards of what they are looking for. Instead of seeking accuracy and paying attention to the mistakes that students make, teachers should mark accomplishments and provide points for students' achievements. Keeping a specific accounting of a student's errors is not as simple when the entire class is speaking at one time as it is during an assessment 'event'. Having multiple groups speaking at the same time can also present a challenge to monitor, but with practice the teacher can learn to jump quickly between groups. Instead of listening for the complete content of a single student's contribution, marking the fact that the contribution was made and immediately moving on to another group and then checking back to assure that the first group is continuing along the same conversational trajectory can allow for more continual oversight. Finding a central location in the room from which the teacher can hear or see multiple groups at one time is advantageous and allows the teacher to instantly redirect his or her attention. Although shifting focus repeatedly while still maintaining a connection with multiple conversations is difficult, adjusting one's listening ability to identify new voices as they emerge, even as 5 or more people are speaking, is a skill that can be practiced and improved upon, so that as new voices speak out, they can be immediately acknowledged and marked according to the types and levels of their contributions. Only in situations when the teacher must answer questions or initiate conversation (e.g. by offering advice or modeling examples of what the activity requires) is there a complete separation from the ability to shift one's attention to any speaker in the room. Otherwise, the teacher always tries to maintain some level of contact with every group.

4.5 What activities can be used in conjunction with microtesting?

Microtesting does not require a different curriculum than teachers would typically utilize, it merely provides a different way to assess daily activities with the goal of using them to gauge a student's abilities. Any speaking activity that would normally be used can be graded through the lens of microtesting, however it is optimally designed for small group activities in which a teacher must simultaneously monitor a large number of student conversations.

However if teachers are at a loss of how to institute such a system, particularly with low-level students who may have difficulty with lightly guided small group work, perhaps this can serve as a guide to what types of speaking activities to assign.

In the first few class sessions, keeping the class together in a large, teacher-led group can help provide the guidance students need in order to become more autonomous. Beginning the class with student introductions will help teachers get an immediate 'first impression' of what proficiency level students are at. Teachers can model personalized questions in response to the subject material students provide in their introductions. This will allow the class to see how questions can be utilized to extend conversation and procure specific information. A focus on "wh-" questions can provide the forms for lines of questioning that allow for greater response than simple "yes/no" questions, although both can be utilized as needed. As well as modeling question technique, these first classes can help a teacher determine what groupings of students will work best in future activities. Trying to equally distribute speakers of above or below average proficiency across groups will lead to the best results, as every group will have students capable of helping guide others through the activities.

Another early-stage, full-class activity to utilize is storytelling. Using an interesting story, picture, or video, teachers should establish a sequence of simple sentences. Teachers can ascertain student comprehension by asking the class questions of varying difficulty that provide a listening check. These questions can be directed towards the class as a group for choral response, or at individual students. Review the material as frequently as needed until the questions are consistently answered correctly. Once students have a firm grasp of the material, separate them into small groups for rote re-tells of the material, with each student taking turns to give the next sentence in the sequence that they can remember. Have groups repeat the re-tells as many times as possible within the allotted time, trying to relate different sentences with each successive re-tell. This should help ease lower-level students into group work by giving them the material they need to be successful as well as an understanding that even short sentences can be sufficient for continuing a conversation.

After utilizing these storytelling techniques for enough time to establish a comfort level with small-group work, the teacher can introduce topic-free or very broad-based topical conversation activities for short periods of time. Once groups can comfortably fill five minutes by utilizing the questioning and short sentence techniques they have learned, time frames can be extended and more target-focused topics can be layered into the group work. By slowly working up the levels in stages and providing notes and suggestions of how to continue to improve, group work can eventually utilize very specific targets or task-based elements and continue for longer and longer periods of time.

4.6 Can microtesting work in an online classroom?

The short answer is yes. Although it is largely more difficult to use a microtesting-based assessment system while using an online platform like Zoom, there are actually benefits as well.

The primary difficulty is that the current technology only allows a teacher to monitor one group at a time, and it takes a few seconds to change between groups. In a live classroom environment, with the groups set up in a circle around the teacher, it is

very simple to shift attention from one group to the next, or even monitor multiple groups simultaneously to a degree. However online groups take so much time to switch between, it necessitates an alternative approach. The easiest way to troubleshoot these issues is to spend more time monitoring each small group than one might do in a live classroom. This requires trust that the other groups are remaining on task. Additionally, the teacher 'misses' large portions of what is going on in the groups that are not being monitored. One solution is to emphasize that students repeat themselves whenever the teacher enters the room. This allows them to treat the majority of each exercise as 'practice' so that they can prepare for the time periods during which the teacher enters the breakout room. While the teacher monitors other groups, the students can rehearse what they will say, and then when the teacher enters, they can get a second crack at the material. An advantage to this system is that it really encourages students to ask questions to other group members as everyone tries to remember who has said what and make sure that each person is heard from while the teacher is present. Another nice aspect of Zoom is how easy it is to keep track of who is speaking. Additionally, the chat feature can be utilized to give notes surreptitiously to students, or perhaps to task them with personal goals within their group work.

4.7. What are the pros and cons of microtesting in a nutshell?

There are a number of advantages to instituting a microtesting-based system of assessment in the classroom. Most notably, it creates a 'task-based' environment in which language is used for a purpose closely approximating real-world usage. The intense monitoring of frequent speaking activities can allow teachers to get a very strong perception of their student's general speaking abilities. Microtesting tends to result in a more relaxed classroom environment, relieving the nerves of both teacher and students. Additionally, such a system can inspire and reward attendance, as students will recognize that the cumulative nature of point accrual means that regularly attending class and making efforts during group talk time will directly result in a better final grade.

On the other hand, disadvantages to this system include how difficult it can be to monitor the large amount of simultaneous classroom activity as well as what individual students' specific abilities and weaknesses are, although this can be mitigated with practice and increasingly detailed notation. Teachers need to make a concerted effort to get to know students' names very quickly in order to monitor group work effectively.

4.8. How well does microtesting work?

Although further research needs to be performed on the effectiveness of microtesting, results indicate that students who score well on TOEIC also perform at an above-average level when assessed using microtesting methods. However, these methods also reveal that some students who do not perform particularly well on that standardized test are still capable of very high levels of communicative competence.

Moreover, the system indicates there is marked improvement in many students' speaking skills as the term progresses. They appear to learn conversational tactics that allow their abilities to improve noticeably.

Most tellingly, students approve of microtesting by large margins, with 87% of questionnaire respondents (N=62) preferring it to more typical large-scale testing events.

The assessment technique is certainly ripe for continued research in fields like self-efficacy or a closer examination as to how well the results of microtesting correlate with the results of large-scale standardized tests (although it should be noted that these tests typically skew towards an over-reliance upon 'accuracy', which, as previously discussed, has nebulous value within ELF constructs).

5. CONCLUSION

Microtesting is a low-stress assessment process that replicates a real-world environment by providing frequent, task-based activities on a variety of topics, thus serving as an appropriate testing mechanism in an ELF classroom. Teachers can implement it in lieu of traditional tests or in conjunction with them.

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Multi-, Inter-, and Trans-?
'Confusing' Terms for ELF Researchers

「多」「間」「超」?
ELF研究者にとっての '紛らわしい' 用語

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ABSTRACT

This paper addresses the nuanced distinctions between multi-, inter-, and trans- terms in relation to the research field of ELF. The terms to be discussed in this paper are multilingualism, multilanguaging, multicultural, multimodality, intercultural communication, interculturality, translanguaging, transcultural communication, and transmodality.

KEYWORDS: English as a multilingua franca (EMF), Multilingualism, Translanguaging, Intercultural and transcultural communication, Multimodality and transmodality

"[N]one of us, inside or outside ELF, are able to completely escape what Morán Panero (2015) calls 'the terminological trap'."
(Jenkins, 2015, p. 71)

1. INTRODUCTION

ELF enquiry seeks to comprehend how English users interact at a global scale and in doing this draws on terms from applied linguistics more broadly. However, no one term would aptly describe global communication as stated in the opening quotation from Jenkins (2015). In this paper, we aim to do a little 'spring cleaning' for the nuanced distinctions between the key terms multi-, inter-, and trans- with a focus on the ELF field.

In this age of global networks, much communication through English takes place in online digital environments. This is illustrated in Dovchin, Sultana, and Pennycook's

(2016) example taken from Facebook wall posts of a group of Mongolian participants (Naidan, male, age 19 and Dolgormaa, female, age 18). Their translation from Mongolian is in brackets:

Extract 1

Naidan: Намрын налгар өдрүүдээ гэж...ккк – ☺ feeling wonderful.

[Nice autumn day...kkk – ☺ feeling wonderful.]

Dolgormaa: UB-d weather tiim muu bgamuu, flight hoishlogdloo, just wandering around, but saw an Absolute Hunk! Girls! *Wink wink*

[Is the weather that bad in UB? My flight has been delayed, just wandering around, but saw an Absolute Hunk! Girls! *Wink wink*]

(p. 99)

Dovchin et al. (2016) illustrate how English and other multiple resources are intertwined in Naidan and Dolgormaa's interaction. They also propose that these resources result from "one's unequal social class, wealth and power" (2016, p. 92). In this example, only Dolgormaa comes from a relatively affluent family with much experience of global interaction. Such a holistic treatment of communication coincides with a currently prominent notion in the ELF field, namely English as a multilingual franca (EMF) – although this is not a direction taken by Dovchin et al. (2016). More precisely, we argue that EMF has the potential to integrate the multi-, inter-, and trans- perspectives to be discussed in this paper. The next section explains each of the following concepts and notions while referring back to the above Facebook exchange:

- Multilingualism
- Multilanguaging
- Multicultural
- Multimodality
- Intercultural communication
- Interculturality
- Translanguaging
- Transcultural communication, and
- Transmodality.

2. MULTI- TERMS FOR ELF RESEARCHERS

Following sociolinguistic tradition (e.g., Harris, 1997), ELF research has explored linguistic practices at the interactional level, linguistic resources and repertoires (i.e., totalities of individually available linguistic resources) at the cognitive level, and linguistic

constructs at the ideological level (Mauranen, 2012). Linguistic resources are specific parts of language deployed in and for each different interaction which are associable with different named languages in an ideological sense (e.g., English and Japanese). With multilingual resources as a prime example, the multi- terms are concerned with multiple meaning making resources and modes.

Multilingualism

Multilingualism refers to the knowledge and use of different languages. Institutions and societies may recognise different languages to different degrees in policies and practices. For individuals, what Cook (2002) calls multi-competence or "the knowledge of more than one language in the same mind" (p. 10) is the norm. This does not mean that individuals have equal proficiency across domains of use in all languages. In Blommaert's (2010) words:

> We never know 'all' of a language, we always know specific bits and pieces of it. This counts for our 'mother tongue' as well as for the languages we pick up in the course of a lifetime … such 'truncated' repertoires are a better diagnostic of what real multilingual competence means in an age of globalization[.] (p. 23)

Extract 1 may be said to be multilingual due to a mixture of Mongolian and English in different scripts. Even so, while Naidan's post is mostly Mongolian in the Cyrillic alphabet, combined with the English phrase pre-provided by Facebook, Dolgormaa meshes Mongolian and English in the Latin alphabet. Dovchin et al. (2016) ascribe this difference to "the speakers' specific socio-economic backgrounds and access to resources" (p. 100) since only Dolgormaa is frequently online.

Multilanguaging

In second language acquisition (SLA), Nguyen (2012) argues that multilanguaging, instead of multilingualism, "helps elucidate the dynamic mechanisms of language use and reduce any possible association … with an accomplished and perfectionist state" (Nguyen, 2012, p. 68; cited in Jenkins, 2015, p. 78). In the ELF field, this term is adapted to refer to linguistic development through accommodation (i.e., adjusting and adapting the way of communicating) to multilingual English users (Jenkins, 2015). More precisely, it is the act of learning "to engage in the dynamic exploitation of previously unfamiliar linguistic resources by adapting to a multilingual environment" (Ishikawa, 2017, p. 38). Anglophones are no exception, and they will potentially learn multilingual resources, irrespective of their ability in other languages. As a caveat, these resources are not always categorisable into one particular language. Cogo (2018), for instance, cites her participant's remark "was ist dis?" (p. 364) as an amalgamation of German, Spanish, and English. In Extract 1, Dolgormaa can afford regular transnational travel, both online and offline, as

evident by the fact that she is waiting for flight at the time of posting. She is thus more likely to engage in and witness multilanguaging than Naidan.

Multicultural

In a multicultural grouping or scenario, one or more participants recognise different cultures which may have some bearing on their interaction. While culture is indispensable to making and interpreting meaning (Baker, 2015), participants may not find any cultural differences to be obstacles to achieving meaning (Ishikawa, 2020). In this regard, multicultural is not synonymous with cross-cultural, which usually presume distinct cultural groups at a national level as a cause of communication difficulty (see Scollon & Scollon, 2001). The term multicultural is also different from multiculturalism, whose perspective focuses on existing different cultural groups within society, such as multiethnic areas in Tokyo. Extract 1 shows the limitations of an earlier cross-cultural model which regards the same nationality as representing the same culture. Dolgormaa's post begins with asking what the weather is like in UB or Ulaanbaatar, but quickly moves beyond the local scale. "Absolute Hunk" is a global brand of vodka advertised by a popular US actor from the television series *Sex and the City*. Her familiarity with global cultural products and practices testifies a "wider range of cultural, media and linguistic resources at her disposal" (Dovchin et al., 2016, p. 100).

Multimodality

Communication involves multiple meaning making cues, signs, and symbols, often called semiotic resources. Even though language is a major form of human communication, "the separation of language from the complexity of signs with which its use is associated has limited our understanding of a broader semiotics" (Pennycook, 2007, p. 49). Multimodality embraces a full range of communication forms or modes to understand what speakers actually mean, thereby countering the bias towards language as the only semiotic resource researched. Modes are defined as "a socially shaped and culturally given resource for meaning making" such as "*[i]mage, writing, layout, music, gesture, speech, moving image, [and] soundtrack*" (Kress, 2014/2017, p. 60). Hyperlinks and animations are also commonly used to affect online. Extract 1 may be said to be multimodal since meaning depends not only on the scripts but also on a giggling sound "kkk", a smiling emoji ☺, and a facial expression *Wink wink*.

3. INTER- TERMS FOR ELF RESEARCHERS

Human beings tend to categorise their experiential reality to "make sense of the world by imposing [their] own order" (Widdowson, 2012, p. 5). Making distinctions and envisaging categories will help them cope with otherwise amorphous phenomena in the real world. Language is no exception, and neither is culture. The inter- terms involve two or more categories and signify in-betweenness.

Intercultural communication

As a research field, intercultural communication investigates distinct cultural or other groups in interaction with each other, usually involving more than one first language and nationality. Typically, interactants with different social and linguistic backgrounds would assume potential cultural differences. However, more recent research in the field stresses the importance of going beyond a fixed 'intercultural line' (Holliday, 2011) between 'our' and 'other' cultures that may be based on stereotypes or generalizations. Indeed, presently well-cited inter- terms, such as intercultural awareness (ICA) (Baker, 2015) and intercultural citizenship (e.g., Byram et al., 2017), or critical approaches in intercultural communication more generally (e.g., Piller, 2017), problematise a simplified and essentialised understanding of culture and its role in interactional practices. From a more critical perspective, intercultural communication refers to actual instances where cultural and linguistic differences are perceived as relevant to the interaction by participants and/or researchers (Baker, 2015). In this regard, Extract 1 can be said to be intercultural communication. While Naidan and Dolgormaa share the first language and nationality, their unequal access to the online world results in the different, and unequal, distribution of cultural resources.

Interculturality

Interculturality highlights how cultural practices and identities are negotiated and constructed during interaction. To borrow Zhu's (2019) words:

> interculturality … departs from traditions of seeing cultural memberships or cultural differences, largely, if not always, as something 'given', 'static', or as something 'one either has or does not have'. Instead, it problematises the notion of cultural identities and emphasises the *emergent*, *discursive* and *inter-*nature of interactions. (p. 219)

This intersubjective process is not free from power and ideology. Rather, as it involves national, ethnic, and racial categorisations, it can result in nationalism, ethnicism, and racism (e.g., Zhu & Li, 2016). It can thereby lead to cultural 'othering', where members of 'other' groups are seen as inferior in one way or another (Holliday et al., 2017). In Extract 1, Dolgormaa is constructing and identifying with 'elite' globally oriented cultural practices and groups, potentially putting her in a more powerful position to Naidan who might then accept or contest this identification in subsequent turns.

4. TRANS- TERMS FOR ELF RESEARCHERS

The currently observed 'trans' turn in applied linguistics "signals the need to transcend the named and bounded categories that have historically shaped our thinking about the world and its inhabitants, the nature of knowledge, and communicative resources" (Hawkins

& Mori, 2018, p. 1). ELF research has explored the interplay between the ideological constructs of multiple, enumerable languages or cultures and fluid, flexible meaning making resources and repertoires. It is our communicative practices that transgress and potentially transform the perceived boundaries of these constructs. Overall, the trans terms foreground a dynamic process across ideological boundaries.

Translanguaging

Translanguaging is defined as "the fluid and dynamic practices [and theories] that transcend the boundaries between named languages, language varieties, and language and other semiotic systems" (Li, 2018, p. 9). Having its roots in bilingual education research (Williams, 1994) and developing itself around educational and social issues (e.g., Creese & Blackledge, 2015), translanguaging connects with the more traditional term languaging i.e., the dynamic use of language to make sense of the world (e.g., Doughty, 1972). Compared to code-switching, whose research has a longer tradition (e.g., Gumperz, 1964), translanguaging deemphasises the explicit awareness of the different codes involved in interaction and emphasises their permeability for interaction. Translanguaging currently aims to advance three strands: transcendent or transgressive "to engage diverse multiple meaning-making systems and subjectivities", transformative "not only for language systems but also for individuals' cognition and social structures", and transdisciplinary "between linguistics, psychology, sociology, and education" (Li, 2018, p. 27). Regarding Extract 1, the complexity of Dolgormaa's meaning making renders it rather difficult and possibly inappropriate to try to establish which language or mode is being used at a particular moment.

Transcultural communication

This term originates from transculturality research in anthropology, sociology, and philosophy (e.g., Appadurai, 1996; Welsch, 1999) which largely targets how individuals or groups defy cultural boundaries to create new spaces (e.g., adapted cultural practices of immigrants). With a focus on interaction, transcultural communication refers to actual "communication where interactants move through and across, rather than in-between, cultural and linguistic boundaries, thus, 'named' languages and cultures can no longer be taken for granted and in the process borders become blurred, transgressed and transcended" (Baker & Sangiamchit, 2019, p. 472). Empirically, it is often unclear what specific cultures participants are in-between in global encounters (e.g., Baker, 2015). As a research approach, transcultural communication eschews describing how participants mix elements of presupposed cultures, and instead takes "nebulous and overlapping nature of culture" (Ishikawa, 2018, p. 455) as the starting point of investigation. The ideological significance of national scales is no longer taken for granted, and where seen as salient, it is critically interrogated. In Extract 1, small-talking about the weather, alluding to a sexy-looking celebrity, and winking are all cultural practices, but none of them could reasonably be delineated as representing any a priori cultural categories.

Transmodality

As with multimodality, transmodality questions the separation or concentration on

language in communication. This notion indexes meaning making *processes* in which a range of modes are used simultaneously and collaboratively, with boundaries between modes blurring, and useful distinctions among modes not easily attainable (e.g., Baker & Sangiamchit, 2019). Put differently, meaning is made and interpreted not as the sum of each multimodal resource, but generated at "the transmodal moment" (Newfield, 2014/2017, p. 103), in other words, as one synergetic whole, resulting from the orchestration of multimodal resources. In Extract 1, meaning and emotional impact are created through the interaction of modes. To be specific, Naidan seems excited not so much because of any one of the elements we see, i.e., the nice weather, giggling sound, and smiling, but because all these elements work together. Likewise, Dolgormaa seems exhilarated while her text is moving through the linguistic boundaries 'as she pleases' and exclamatory nouns are embedded in winking expressions.

5. CONCLUSION

The trans- terms are not the rejection of earlier multi- and inter- terms but rather build on and expand them. EMF aims to take a more coherent and holistic approach to interaction among English users, and as such, it embraces all these perspectives (i.e., multi-, inter-, and trans-). Multiple resources and modes, perceived intersubjectivity, and transgressive and transformative practices are all normal features of effective global communication. Thus, those terms would collaboratively help comprehend the multi-layered complexity of everyday meaning making and interpretation in global encounters.

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In the Shadow of Covid-19: SurveyMonkey as an Illuminating Path Towards Process Writing and Formative Assessment

コロナの影で:プロセスライティングにおけるアセスメントのためのプラットホームとしてのサーベイモンキーとその成功例

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ABSTRACT

Adopting a process approach to writing and summative method of assessment can potentially be daunting without the appropriate classroom resources and experience. This is particularly true in an online teaching environment in the shadow of Covid-19. This paper hopes to provide a comprehensive and practical task to remedy these fears. Grounded in ELF pedagogy and designed for a Japanese university level context, the task can be easily adopted, and with flexibility and adaptability, make a smooth transition to any similar online or face-to-face educational environment. Learners choose a topic and write up to 10 questions to distribute among their peers. In this sense, it is learner-centered as the topics and ideas emerge from the learners themselves. This results in a great diversity of themes where the author of the questionnaire will often be surprised to find an unexpected plurality of opinion present in their respondents. This SurveyMonkey task encourages a wider breadth of vision and a more explicit awareness of the different stages of the writing process. This paper is perfectly compatible with teaching and assessing a process approach to writing and hopes to inspire others to take a similar path.

KEYWORDS: SurveyMonkey, Learner-centered, Process writing, Formative assessment

1. INTRODUCTION

I agree wholeheartedly with a formative approach to assessment and the use of process writing tasks, which give learners an opportunity to critically reflect, reconstruct and reformulate their final piece of assessed writing. It is a great pleasure to be a part of CELF and a privilege to work with an institution, which gives me the encouragement to utilize a process approach to writing assessment in the classroom. It is encouraging and

rewarding to be part of a department, which shares my pedagogical outlook and gives me the freedom to be creative and express myself as a teacher. However, it is often left to ourselves as teachers to create the concrete classroom reality where these ideals come to fruition. The SurveyMonkey writing task presented in this paper is something I have been developing and using in class to great effect and I feel it fully satisfies the criteria espoused by our esteemed department and I hope it can be inspirational and find a home in many other classrooms.

While we expect learners to complete a process writing assignment (in the CELF curriculum it accounts for 20% of their final grade), there are not many specific examples of how this can be practically implemented. As Lacina and Block (2012) state, 'there is very little data on what writing instruction looks like in schools' (p. 10). While this is a general quote about US schools, it is also true to suggest there is a paucity of research in tertiary education in a Japanese English as a Lingua Franca (ELF) context. As such, there is a clear need for purpose-built assessment tasks, which reflect the values of process writing and an ELF conception of English (Harding & McNamara, 2018). This has been further exasperated by the recent Covid-19 pandemic as the immediacy with which we have been forced to 'move online' has resulted in, 'many non-expert online teachers opting to focus on the materials/resources they would use anyway to teach their course contents, independently of its format being face-to-face or online' (Rapanta et al., 2020, p. 927). It has been a trying time for educational institutions struggling with the shifting reality we currently inhabit. Providing consistency, training and support for students and teachers alike in such an unprecedented climate has not been easy. As such, 'bad assessment practices can have a potent effect on students', with regards to potential loss of student and teacher confidence, motivation and time (Crusan et al., 2016, p. 43). This paper hopes to bridge this gap and suggest a practical method of online writing assessment. The task is sensitive to many core ELF concerns and offers the opportunity for reflexivity and redrafting compatible with a process approach to writing. It is also student-centered and aims to boost learner autonomy in the sense that it views the teacher as a facilitator and scaffolder rather than a lecturer and all-powerful judge in the teaching and assessment process.

The purpose of this article is to reinvigorate the teaching of process writing in a Japanese ELF setting. Initially, some of the key theories underpinning the task will be discussed including concerns relating to ELF, formative assessment and remote teaching. The subsequent section of this paper will elucidate how to conduct this SurveyMonkey writing assessment task in detail. Lastly, some student feedback will be presented, before concluding with some potential scope for further study and some final thoughts

2. LITERATURE REVIEW

As ELF educators we want to move past viewing English as a static and native-normative phenomenon and be sensitive to the reality that the 'language in its global contexts has become relatively fluid, flexible, contingent, and often non-native-influenced' (Jenkins & Leung, 2013, p. 8). As such, the major challenge is to devise assessment tasks that reflect this viewpoint and dispense with a preoccupation on native-like correctness. We

must also strive to be authentic in the sense that our assessment tasks are, to as large an extent as possible, grounded in the learners' real-world lives and interests. An effective process writing assessment task should be strongly student-centered with the teacher, even more so in an online environment, supporting and facilitating the students to increase the ownership of their learning process (Rapanta et al., 2020). As explained in the next section of this paper, the SurveyMonkey writing task is certainly suitable with all of the above criteria and is highly adaptable to a face-to-face environment or, the seemingly new normal, synchronous and asynchronous online method currently enforced upon us. The task provides an important opportunity for reflection and self-paced learning. It is also compatible with formative assessment as it allows for continuous assessment and evidence-based learning. We are lucky that the CELF curriculum affords us the chance to teach in such a fashion. In other institutional settings, perhaps this method would be hampered by conflicting departmental demands. Therefore, the rest is up to us, to our own ideas, confidence, professionalism and knowledge. As such, 'the recent attention to classroom-based teacher formative assessment is not surprising, given the key role it is meant to play in the teaching and learning process' (Leung & Lewkowicz, 2006, p. 226).

As detailed in the next section, the SurveyMonkey writing task has a plethora of different stages, which provide a chance for learners to reflect and improve their work. There is also a great many opportunities to formatively assess the learners in other areas such as class participation, not only writing. It often becomes so obvious by being in the classroom, or being aware of their online participation, who has really put in a lot of effort and has a real passion to improve. While consequently it is also clear when identifying those who have merely done the bare minimum to pass the course and not been as receptive to feedback or really taken the opportunity to reflect and improve. As Lee identifies, 'while previous second-language writing research has focused on certain aspects of assessment, such as teacher feedback, error correction and peer review, there is little research that investigates teachers' systematic attempts to implement formative assessment' (2011, p. 100). I hope that this paper can contribute to this important body of research. There is currently an on-going paradigm shift away from a product-focused, summative style brand of formal assessment towards a formative view of assessment (Harding & McNamara, 2018; Lee, 2011; Leung & Lewkowicz, 2006). These on-going developments aim to provide students with new learning opportunities, encourage different ways of fulfilling the task requirements and raise awareness of the processes that underpin it. This paper aims to catalyse this process still further. It also hopes to achieve this with conscious effort applied to the core concerns of ELF advocates. For example, as an 'emphasis on grammar and examinations may function as a demotivating factor for Japanese learners of English' (Kikuchi & Sakai, 2009, p. 198), it would be more desirable to adapt the criterion for marking grammar from that of formal accuracy to one of effective and appropriate conveyance of meaning (Harding & McNamara, 2018). Overall, the ambition of this paper, like the journal in which it appears, is to encourage a whole-school approach, share good practice and disseminate ideas. As Lee (2011) summarises neatly, we need to 'work collaboratively, to reflect critically on practice, and to engage in continuing professional development so that formative assessment will become a pivotal element of our repertoire' (p. 110).

3. PROCEDURE

While teaching and assessing the SurveyMonkey task completely online brought some challenges, there were also immense benefits to conducting this task in the current Covid-19 era. It requires a paradigm shift to successfully adapt to the new realities of being a solely online teacher (Martin et al., 2019). It is useful to aim to be more of a facilitator than an instructor when carrying out the procedure of the SurveyMonkey task. I feel it is very important to have an online presence, in the sense that you are always available to support learners, provide on-going feedback and have a clear, transparent way of checking their understanding and progress. Yet also be malleable and know when to be hands-off and allow learners the freedom to be independent and work at their own pace. There is a lot for students to take on-board during the procedure of this task, most obviously the fact that the vast majority of learners are not familiar with the SurveyMonkey website itself and have often never written their own questionnaire or conducted such a lengthy research-based piece of writing. However, ultimately it should be a journey of exploration where students are granted a great deal of autonomy to create a mini-research project of their own. As such, giving learners access to new platforms such as SurveyMonkey and granting them a great degree of creative freedom will hopefully play a significant role in reinvigorating our, 'educational community as a whole—and in the end, the students themselves are transformed into better writers' (Lacina & Block, 2012, p. 16).

The following section will explain the various different stages involved in carrying out the SurveyMonkey task. Bear it in mind that there is certain flexibility here and, depending on the size of the class, level of the learners, etc. parts could be amended or adapted, or even a more parsimonious procedure could be taken, depending on time constraints, class time, etc. Initially, each learner must think of a suitable topic, some examples include, Japanese culture, differences of men and women, learning English, do Japanese people need English, part-time and future jobs, alcohol, plastic surgery, smoking, music, sports, computer games, etc. The class must then learn how to use the SurveyMonkey website, through a mixture of teacher-guided instruction, trial and error, peer review, and write between 6-10 open and closed questions. Experimentation is crucial, however, 'Matrix/Rating Scale' questions (which is a specific category on the SurveyMonkey website) usually work best as it is easy to add an extra question for additional insightful comments and it produces easy to use graphs for analysis. There is a very simple function built into SurveyMonkey where students can pilot their survey as they write it, ensuring they will receive their results in the desired format once they begin gathering real data. It is important to make learners aware of this and demonstrate its function clearly. The next step is to start collecting data. It is flexible, but I would suggest more than 20 respondents should be the minimum requirement and above 40 or 50 would be excellent. Through online lessons, it is probably best if students use a web link, which they can email or send via Zoom/MS Teams, etc., or share using a class Line group if they are comfortable with this. I actually never suggested the last method, although many classes chose to gather their results this way on their own volition. Once we return to the classroom, in my opinion, the best way is to save a unique QR code, they can generate through SurveyMonkey, and show it to other students face-to-face. Often, I have the group

go into another classroom, with permission from their teacher of course, and while it is mostly a reading and writing exercise, it usually produces a highly interactive atmosphere. Additional homework could be to collect further data from friends and family. This would increase their number of respondents and expand the diversity of their comments and information they can use to construct the final piece of writing.

Lastly, they should analyse the data and plan, draft and write a 5-paragraph essay (introduction, 3 body paragraphs and conclusion) of between 300-600 words, depending on the level of the learners. Some stimulating questions to introduce at this stage are, why were you interested in the topic and questions? What were the most interesting/ surprising results? What were some unique/insightful comments? What is the author's (your) opinion, did you agree or disagree with the class? What questions did not work very well, what could be improved? Ideally, these questions should stimulate a more critical, reflective piece of work, rather than mere description or regurgitation of the answers to their questions. I would also encourage the use of visual data, with the inclusion of tables or graphs a welcome bonus. Overall, the multiple stages of production, not to mention the many chances for feedback, revision and redrafting are perfectly compatible with an online working environment. Independent learning is encouraged and the whole process can be done at the learners' own pace, potentially suiting different learning styles. Through this process, it could be expected that learners would improve their IT skills and gain familiarity with new applications and programs. They also gain the opportunity to learn a great deal about their classmates and develop a more conscious sense of reflection and criticality about the strengths and weaknesses of their questionnaire, and the process through which they develop their writing in general.

Some final points to be aware of is that SurveyMonkey can also be used in Japanese, or in many different languages in fact, which sometimes can be an advantage for lower-level learners. I would always encourage them to try to design their questionnaire in English first, but sometimes alternate between English and Japanese if they become uncertain, as it would be a shame for them to make a mistake in this early stage of the process as it could potentially affect the quality of their results later. Although, through clear guidance, on-going teacher support and peer assistance, this kind of issue should be relatively rare. However, it must be made clear that it is essential that their questions and answers should be written in English. Finally, please make it clear that learners only require the free version of SurveyMonkey. The website, like many similar services, often offers additional options or encourages you to purchase the paid options. It must be made very clear that learners do not need to spend any money nor do they require any additional features whatsoever. The free option offers a maximum of 10 questions and up to 100 respondents to answer their questionnaire for free, this is more than enough to complete the above process adequately.

4. METHODOLOGY

I have been teaching this SurveyMonkey research and writing assessment for over three years now. I conducted a 10-question survey with two lower-intermediate level classes (Tamagawa equivalent 200s) using SurveyMonkey (http://www.surveymonkey.com/) to

gauge their feedback to a variety of questions. There were a total of 38 respondents (20 men and 18 women). The findings and results will be reported in the below section of the paper. While there was mostly positive feedback and many instructive comments, I perhaps felt that it did not work as well in the shadow of covid-19. There could be many factors for this and the next section will cover this in more detail.

5. FINDINGS AND RESULTS

Initially, learners were asked what topic they chose for their questionnaire. While I do provide some examples and elicit as many fruitful topics as possible, ultimately students have full control over the content of their surveys. As such, there is always a diverse plurality of topics. For example, some of the topics chosen were, travel, convenience stores, clothes shopping, exercise, theme parks, sleep etc. The next question was regarding how many surveys the students collected. Eleven learners collected less than 20, 22 students collected between 20 and 40 and impressively five people collected more than 40. It was more difficult to collaborate with neighbouring classes as I was teaching this course online, so perhaps when regular face-to-face lessons resume it could be expected that these numbers would be even higher. While it is not desirable to extrapolate the exact correlation between sample size and the final grade the students received for the task. It is certainly a useful barometer for how much effort the learner put into that particular stage of the process, and how many additional respondents they sought outside formal class hours. As shown below in Table 1, the group of learners I surveyed largely found the task to be stimulating, with almost 70% (68.42%) finding it to be 'quite interesting' or 'very interesting'. While I am happy with the results, I perhaps expected a slightly more positive response as there is no denying that, while online teaching has some advantages, it misses a certain spark when compared to face-to-face interaction. I would be interested to see the results of the survey if it was repeated once we return to the classroom. It is clear that teaching in an online environment requires additional competencies from us as educators (Martin et al., 2019), and demands a re-thinking and fine-tuning of our pedagogical practices (Rapanta et al., 2020). This is an on-going, reflective process. I have made adjustments to my teaching practice and, in the implementation of the task described above, it can, and should, be tailored to suit your specific class and their and learning requirements.

Table 1
Question 4: Was your Survey and Essay Interesting?

It was boring	Quite Boring	Medium	Yes, quite Interesting	Yes, very Interesting	Total
0	2	10	19	7	38
0%	5.26%	26.32%	50%	18.42%	

As you can see from Table 2 there was a similarly positive response regarding learners' perceptions of their own topics and questionnaires. Many positive comments reflected

this and highlighted a sense of creativity and discovery, e.g. 'I could hear everyone's real voice', 'I can think more about food and I want to add some questions to a new survey'. Although it must be acknowledged that the screen share function on MS Teams and Zoom etc. is a fantastic asset to an online learning environment, I do not feel it was quite as effective as actually having learners in a room with their laptops and being able to support them directly. However, it must be said that overall I feel the task was successful and I would have to agree that, 'the design of effective learning environments and embedding online technologies can serve as catalysts for teachers to experiment new things, explore creative alternatives and reflect on their own practice' (Rapanta et al., 2020, p. 942). The next question (Table 3) drew more of a polarised response, with a large percentage of respondents (65.79%) enjoying their classmates' surveys, while others felt less positive as perhaps they found the repetitive nature of the exercise to be somewhat of a chore. Again, I anticipate that this is slightly different from the face-to-face interaction of the classroom where students can build rapport and clarify misunderstandings more easily, or even visit a new class and get to know other students. I feel this is neatly reflected in the following comments, 'because the questions were interesting and answering is fun', 'because everyone has many ideas different to me so I enjoyed it', 'other people survey is interesting, but all questions answering is bother'.

Table 2

Question 5: Did you think your topic and questions worked well for the Survey and Essay?

Not at all	Not really	Medium	Yes, quite well	Yes, very well	Total
0	2	11	18	7	38
0%	5.26%	28.95%	47.37%	18.42%	

Table 3

Question 7: Did you enjoy other class members Surveys and Questions?

Not at all	Not really	Medium	Yes, quite interesting	Yes, very interesting	Total
2	4	7	15	10	38
5.26%	10.53%	18.42%	39.47%	26.32%	

Lastly, there was some positive feedback regarding whether the learners felt they had improved their overall English writing and computer (IT) skills (Tables 4 and 5). While this is subjective and relatively anecdotal, it is pleasing nonetheless and many of the positive comments pertain to a distinct sense of gratitude for the opportunity to take part in the task and an increased sense of motivation to do something similar in the future. For example, 'I was able to write with the structure in mind, 'my English vocabulary has improved, thank you!', 'I can use it when I want to ask a questionnaire in another class' etc.

etc. It was also noteworthy that some respondents commented that they practiced some digital literacy skills they had previously seldom had the chance to demonstrate, e.g. 'I was able to put together some graphs in English for the first time'. There is not enough scope in this current paper to discuss the results or further comments in more detail, but I will just conclude with some brief examples. E.g. 'I wrote this essay after thinking a lot, I want to use SurveyMonkey in the future', 'this is my first time to do a survey, it is great experience for me, but next time I can do it better' etc. Overall, there are many pleasing aspects to this, albeit relative small-scale, study and potentially in the future there could be scope for a more in-depth study or one that accounts for a repeat performance of the task to gauge if the learners made any adjustments to their survey design, plan or overall writing process. Perhaps, once we return to the classroom, it may also be instructional to repeat the survey to compare a remote versus a face-to-face learning environment to further fine-tune its delivery.

Table 4
Question 9a: Do you feel the Survey and Essay helped improve your English writing skills?

Not at all	Not really	Medium	Yes, a little	Yes, very much	Total
0	3	6	15	13	37
0%	8.11%	16.22%	40.54%	35.14%	

Table 5
Question 9b: Do you feel the Survey and Essay helped improve your Computer (IT) skills?

Not at all	Not really	Medium	Yes, a little	Yes, very much	Total
2	1	8	16	11	38
5.26%	2.68%	21.05%	41.11%	28.95%	

6. CONCLUSION

This paper has described how to conduct a SurveyMonkey writing assessment and outlined some of the major benefits for it to be utilized when adopting a process approach to writing and making the transition from summative to formative assessment. While a degree of flexibility and adaptation must be applied, when carrying out the task in an online teaching environment, the compatibility and applicability to an ELF Japanese university syllabus have hopefully been comprehensively accounted for. Teaching writing should not be a chore, nor should it be a demand for strict native-normative adherence. It should be a journey of exploration and self-reflection with the opportunity for learners to take ownership of their work and their overall learning process. By the time learners complete this task they will hopefully have produced something they will be proud of and

the final piece of writing will be a structure built on a solid foundation, which will stand them in good stead for their future academic writing careers.

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Improving Oral Fluency Practice in Presentation Classes through "Structured Fluency Practice Model"

プレゼンテーション授業における「構造化流暢性演習モデル」によるスピーキング流暢性の改善

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ABSTRACT

In this 21st century, there has been a growing demand for graduates to level up their communicative competencies, particularly in speaking and presentation. In Japan, EFL students are exposed to rigorous English studies in college; therefore, there is a greater need to learn the skill. This paper aims to introduce a "structured presentation practice model" and outline its benefits for presentation practice. It also aims to describe the benefits of this structured presentation practice and explain how learners can benefit from this practice. This article will also describe the pedagogical rationale behind the method and how it could benefit Japanese students for effectively practicing their fluency for presentation. The author implemented this pedagogical style of practicing the presentation for a year and found that, in general, students responded well and enjoyed it.

KEYWORDS: Presentation, Fluency, Repetition

1. INTRODUCTION

One of the concerns in improving the communicative competencies among EFL learners is their reluctance to speak English in the classroom – this is a pedagogical challenge that English teachers face, promoting such skills among students. Communicative skills are essential in the professional environment as the person's competence for an organization is broadly based on how well a person can explain what they do. One of the challenges faced by university students in Japan is that there is limited use of spoken English in the classroom before they enter the university, and even less opportunity to talk about topics in English (Apple, 2011). Many high school teachers are under pressure to prepare high school students for entrance examinations, often abandoning their classrooms' communicative practices (Browne & Wada, 1998). No matter how hard the teacher works to develop public speaking skills, anxiety plays a significant hindrance. In public speaking, anxiety is a situation where the individual is afraid to deliver a speech (Ayers

& Hopf, 1993) as cited in Ciarrocca (2015). This is particularly the case for quiet and passive students in Asia, such as China, Japan, and Korea. (Bankowski, 2010; Watkins & Biggs, 2001; Woodrow, 2006). Practicing public speaking in classrooms can help students develop their confidence in preparing and delivering oral presentations (King, 2002, as cited in Nyugen, 2015).

This paper will explain the fluency practice model structure and how to implement the model in the classroom. The following activity is designed for practicing oral fluency. The author implemented their own version of structured practice model successfully in a presentation class at a National University to encourage, improve and practice speaking fluency in a methodical manner. The compulsory presentation classes were for all first-year students and they were solely focused on improving students' presentation skills. It was initially challenging for the author to improve the presentation skills, but later, she formulated a structured presentation practice inspired after Maurice's 4/3/2 fluency technique (1983) to help her students practice their presentation in a structured way.

2. LITERATURE REVIEW

In the EFL context, an oral presentation occurs in specific physical, social, and cultural contexts, with a particular theme and purpose of communication. The speaker conveys the message to the audience through linguistic and logistical aspects. The meaning and its interpretation rely on the interaction between the presentation content and participants. It demands a mixture of qualities: good knowledge of the topic of the presentation, audience-friendly content organization, high language proficiency, adequate online language-processing skills, ability to talk extemporaneously, practical delivery skills, appropriate display of paralinguistic elements, engaging the audience, an element of performance, good physiological qualities, sensitivity to the content, register and disclosure skills, a lucid presentation, adherence to specific behavior, and multimedia management (Chou, 2011; Morita, 2000; Sundarajun & Keily, 2010; Tsai 2010; Tuan & Neomy, 2007; Zappa-Hollman, 2007).

Most English teachers and learners work towards attaining fluency. Though English fluency is often cited as an end goal, truly fluent English speaking is an objective only a few learners achieve. Fluency is a term in language learning, but its definition varies concerning its context. Fluency is often flow or smoothness of delivery when speaking (Chambers, 1997; Koponen & Riggenach, 2000), while for others, fluency has measurable characteristics like pauses, hesitations, and repetitions (De Jong & Perfetti, 2011). Others distinguish fluency between cognitive and fluency. Cognitive is a mental process involved in gaining knowledge and performance is the observable speech, fluidity, and accuracy of the original performance (De Jong & Perfetti, 2011; Segalowitz, 2000). To sum up, fluency is the speaker's ability to speak smoothly with minimal pauses and hesitations in the target language. The activity defined in this article is based on Maurice's Fluency workshop, or 4/3/2 technique, in which the students speak on the given topic and repeat it. In the original study, the students were given a question and asked to answer it in the form of a short speech. They were given five minutes to think and prepare their answers and write down notes for their speech. Then students gave their speech without referring to their written

script three times. Each script's time limit was four minutes for speech one, three minutes for speech two, and two minutes for speech three. Many studies that have demonstrated improvements fluency while helping the students to overcome the difficulties using 4/3/2 technique (Abed, 2020; Boers, 2014; Doe & Hurling, 2015; Movahed & Karkia, 2014; Yang, 2014; Yufrizal, 2018). Therefore, it incited the author to use this fluency method in her presentation class. Nation's (2007) fluency strand mandates that language production under pressure is necessary to increase learners' production speed. Repetitive tasks are effective ways to build fluency in second languages. DeKeyser's Skill Acquisition Theory (2007) states that language production's automaticity is ultimately accomplished through repeated language practice.

3. THE STRUCTURED FLUENCY PRACTICE MODEL AND PROCEDURE

The structured fluency practice model follows a few traits of Maurice's fluency model workshop or 4/3/2 technique. In the author's class, students were given the presentation topic and were asked to prepare a presentation script for two minutes. As we proceed further into the term, the time of the following presentation increases. In the original study, the students gave their speeches without referring to their paper three times, with the time limit for each speech gradually decreasing. The time limit for the first speech was four minutes; for the next speech, it was three minutes and two minutes for speech three, while in the author's structured fluency practice model, the practice time remained the same while providing some extra time to improvise the script giving equal room to practice and review the content of speaking.

This structured fluency model can be introduced in most presentation classrooms. Students prepare a script as homework for the presentation topic given to them for a specified time frame. Keeping in mind the time specification, the students need to prepare a script based on the outline. Once the script is prepared, the students move towards the practice stage. To scaffold the practice rounds, students are instructed to check the boxes on a checklist (Figure 1) as they move through each stage. Each practice stages are described in detail in the section below.

3.1 Structured fluency practice model stages:

Stage 1 – practice with the script
Stage 2 – practice with or without the script
Stage 3 – practice without a script

Presentation practice stages		Put a tick mark (✓) as you complete the below
Stage 1		
practice with script		
1st round	2 mins	
Break - review script	5 mins	
2nd round	2 mins	
Break - review script	5 mins	
3rd round	2 mins	
Break - review script	5 mins	
4th round	2 mins	
Break - review script	5 mins	
5th round	2 mins	
Break - review script	5 mins	
Stage 2		
practice with/without script		
1st round	2 mins	
Break - review and note in outline	5 mins	
2nd round	2 mins	
Break - review and note in outline	4 mins	
3rd round	2 mins	
Break - review and note in outline	3 mins	
4th round	2 mins	
Break - review and note in outline	3 mins	
Stage 3		
Practice without script		
1st round	2 mins	
Break - review outline	3 mins	
2nd round	2 mins	
Break - review outline	3 mins	
3rd round	2 mins	

Figure 1. The presentation practice checklist

3.1.1 Stage 1 – Practice with the Script

The students are made to stand at the walls and are given partners to practice the script. If the presentation time allotted is two minutes, the timer will be set for two minutes while practicing. The students have to face each other and read their presentations simultaneously. Once the timer has finished, the students are given seven minutes to reflect, make changes, or add content to their script. In the second round, they face a different partner and start reading their presentation script as the timer is again set for two minutes. In the second round, they are given a five minutes break to review the script. Stage 1 has five rounds, and students are given five minutes except for the first round, where they are given seven minutes to review the script. This is the first step to familiarize the script while practicing. Using the script to practice at this stage improves one's understanding of the script and allows them to focus on pronunciation, tone of the words, and sentence tone to impact its meaning.

3.1.2 Stage 2 – Practice with or without Script

In this stage, the presenter should try to control the script itself by not relying on

it. It takes time and commitment for the students to take complete control of the script. The presenter can change the script's content so that it is easier for him/her to speak confidently. It is completely fine for the presenter to rely on the script while practicing partially. Once the timer goes on for two minutes, the students start speaking their revised speaking content simultaneously. They are allowed to look at the script if they need to. Since they had already revised the script in the previous stage, they are now instructed to focus on logistic aspects such as eye contact, gestures along with the linguistic aspects such as intonation, pronunciation, and volume. They are given four rounds to practice at this stage with different partners at the specified time limit. During this stage, the students note down difficult words, phrases, and a few points that they tend to forget in the outline sheet during break time. They are given a break of five minutes for the first round and the break reduces for the other rounds. They are allowed to refer to the script and outline while presenting and are also encouraged to practice their logistics and linguistic aspects.

3.1.3 Stage 3 – Practice without Script

In this final stage, the presenter does not rely on the script and masters the whole script to his/her understanding. The timer is again set for the specified minutes. They practice the presentation without the script with partners but can use the outline they noted in the second stage. The goal is not to rely on the script and speak. The transition to this phase requires dedicated effort and practice. Once the presenter achieves this phase, he/she would have a better understanding of their script. They could also reduce their speech anxiety and improve their participation and confidence in speaking.

4. REFLECTIONS

The author introduced this structured fluency model over a year of classes, and the students' perception of it was welcoming. Students feel anxious when asked to speak in front of the class, especially in a second language. This model's primary aim is to practice giving a presentation in a structured and easy way. One benefit of this activity is that several speakers are practicing their presentations simultaneously, which helps students get into the mood of actually articulating their voices in class. The author has used the presentation practice model to practice the presentation speech and improve fluency while speaking, keeping the time constant, and giving learners extra time to review the script. With pre-intermediate to intermediate level students, they never had difficulty keeping to presentation time limit of not more than five minutes.

The benefits of this model include improving oral fluency, reducing students' anxiety, and encouraging class participation. It also boosted the classroom atmosphere. We took one whole class to practice each presentation using the presentation model. As we gradually got used to the model, the students could review and grip the scripts more efficiently. They were also instructed to practice their presentation using this model at home. This practice model's secondary benefit is that it improved oral fluency as they received abundant speaking practice in the classroom. Focusing on speaking practice with this model, the quantity and quality of the speeches improved considerably. The socio - cognitive benefits - self-confidence and accomplishment are reinforced too.

Since the original study (1983) by Maurcie did not prescribe how often this activity should be repeated, the author has found that repeated practice followed by practice at home was sufficient or until the student felt confident with their speaking. Repeating the activity and making students aware of the fluency model by practicing the presentation with the presentation model in class helped them manage their learning goals. The author noticed this effect towards the end of the final presentation of the term as they were able to give their presentations without a script. Additionally, the majority of them were able to give their presentation with little difficulty on the presentation day. Also, students spoke with less arduousness and volubility. This was very evident as we moved towards the end of the term.

5. CONCLUSION

In the context of the English presentation classroom, a varied approach to Maurice's technique involves practicing at the same time frame with interval time for reviewing and reflecting. Initially, I applied these changes in reaction to the noticeable anxiety and uneven output of a sizable number of speakers. However, experimenting with Marcie's technique in classes has led me away from the decreasing time limit to making the time constant and adding longer periods for review and reflection. As a result, the structured fluency model diverges from Maurice's fluency workshop somewhat, and it perhaps it can be recognized as an efficient scaffolding task.

Through informal observations, it is likely that the presentation practice model is the most effective as a means of introducing learners to the idea of practicing oral fluency and that its value lies in conditioning them to manage the facilitative pressure of going through all three stages of practice. Applying this model early in the term will promote a positive outlook towards fluency building, train students to effectively formulate and review ideas, and automize the phrases and tricky words that need practice. For a significant number of students, it might lessen the unease brought on by extended stretches and hesitation while giving presentations.

Above all, this activity would benefit from a more critical application and comprehensive quantitative-based evaluations. Now I have discussed the learning context and reasons why the presentation practice model merits attention, the follow up to this activity will be to see if this variant produces fluency gains and smoother delivery. Given this, two overarching questions come to mind: (1)does this presentation practice model help learners formulate more coherent ideas as they review? And, (2) does the presentation practice model develop fluency by reducing pauses in the final delivery? By understanding the answers to these questions, we could apply this technique more correctly to fluency training in presentation classes.

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A Report on Research at the Center for English as a Lingua Franca 2020

ELF センター 2020 研究活動レポート

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ABSTRACT

2020 presented teacher/researchers in the field its own set of unique challenges. Conferences were cancelled, data collection was complex, and the shift to emergency remote teaching left very little time to focus on research activities. Despite these circumstances, faculty at The Center for English as a Lingua Franca (CELF) managed to maintain its strong connections to the academic community in the shape of participation in online conferences, publishing research articles, and helping different academic societies to adapt to the 'new normal'. In this short report, we table the Center's broad list of academic achievements.

KEYWORDS: English as a Lingua Franca, ELF, Faculty development, Teacher development, ELF research

1. CELF RESEARCH ACHIEVEMENTS

1.1 Academic Presentations

In 2020, despite restrictions on travel and public meetings, CELF faculty made 32 online presentations at various international and domestic conferences.

1.1.1 Domestic Presentations

There were 20 presentations at conferences and other academic events in Japan. These consisted of panel discussions and numerous paper and poster presentations (see Table 1). Of particular note, Rasami Chaikul and Ayako Suzuki were invited speakers at the Aichi University Forum. The CELF's acting Director, Paul McBride was a leading

presenter at the Center for English as a Lingua Franca (CELF) and JACET Language Policy SIG Joint Seminar.

Table 1
Summary of CELF faculty's domestic presentations (n＝20)

Type, Title, & Event	Author(s)
Presentation デモンストレーションを是認・否認すること一指導者の演奏を止める実践から (On approving/disapproving of demonstrations: Instructor's practice of stopping a learner's music performance) 第*37*回日本認知科学会*(The 37th Annual Meeting of Japanese Cognitive Science Society)*	Satomi Kuroshima
Presentation Liven up the English classroom with academic learning: Further examples from cognitive psychology 第*3*回*JAAL-in-JACET*学術交流集会(国際大会研究発表)	Tomokazu Ishikawa
Presentation Awareness of English-within-multilingualism through class blog discussions *2020*玉川大学英語教育セミナー/*CELF-ELTama Forum for English Language Teaching*	Tomokazu Ishikawa
Presentation CELF Report *2020*玉川大学英語教育セミナー/*CELF-ELTama Forum for English Language Teaching*	Tomokazu Ishikawa
Plenary Talk Computer-assisted language tests in the remote learning context *2020*玉川大学英語教育セミナー/*CELF-ELTama Forum for English Language Teaching*	Brett Milliner
Plenary Talk Approach to ELF-aware pedagogy in remote teaching scenario *2020*玉川大学英語教育セミナー/*CELF-ELTama Forum for English Language Teaching*	Rasami Chaikul

Presentation Integrating English-within-multilingualism within EFL *JACET 第3回ジョイントセミナー/Third JACET Joint Seminar*	Tomokazu Ishikawa
Presentation After the curtain call: The homecoming of Filipino transgender women entertainers in Japan *Association for Asian Studies (AAS) 2020*	Tricia Okada
Presentation Reading fluency training for EFL learners *JALT2020 International Conference*	Brett Milliner
Invited talk ELF-informed pedagogy in remote learning scenario: Student engagement in English as a Lingua Franca *Forum of The Institute for Research in Humanities and Social Sciences, Aichi University (IRHSA)*	Rasami Chaikul
Invited talk Why study abroad for student English teachers: ELF and their awareness of correctness *Forum of The Institute for Research in Humanities and Social Sciences, Aichi University (IRHSA)*	Ayako Suzuki
Poster Language and educational issues: Rethinking English and English education 第3回*JAAL-in-JACET*学術交流集会	Rasami Chaikul
Poster Activities of the JACET Testing SIG: the past, the present and the future 第3回*JAAL-in-JACET*学術交流集会	Rasami Chaikul
Presentation Study abroad for becoming an independent English language teacher: Ideals and realities 第3回*JAAL-in-JACET*学術交流集会	Ayako Suzuki
Panel Discussion The quarter speaks out: Women in Japanese academia *JALT2020 International Conference*	Tricia Okada
Presentation South Korean jobseekers' L2 motivation and emotion *JALT2020 International Conference*	Miso Kim

Presentation Applying data-driven learning to expand students' lexicogrammatical knowledge *2020*玉川大学英語教育セミナー/*CELF-ELTama Forum for English Language Teaching*	Miso Kim
Invited presentation ELF-aware pedagogy: Areas of convergence with language policy *Center for English as a Lingua Franca (CELF) FD at Tamagawa University, and JACET Language Policy SIG Joint Seminar 2021*	Paul McBride
Presentation 教科書ができるまで—教材研究会の経験から *JACET* 第*3*回ジョイントセミナー *(Third JACET Joint Seminar)*	Ayako Suzuki
Presentation Enhancing clarity and student engagement in online teaching: Overcoming challenges and exploring opportunities 令和 2 年度 大学教育力研修:遠隔授業の事例発表およびグループセッション:事例発表 C (*Reiwa 2nd year university-wide staff development training: Case study of distance learning)*	Blagoja Dimoski

1.1.2 International Presentations

In 2020, international travel restrictions prevented faculty from attending any international conferences in person. Nevertheless, the ELF Center was represented at nine online events. Among them, Jody Yujobo, Miso Kim, and Brett Milliner presented at the Asia TEFL conference in Korea, Satomi Kuroshima made a group presentation at the 114th Annual Meeting of American Sociological Association and Tricia Okada presented at the Philippine Queer Studies Conference.

Table 2

Summary of CELF faculty's international presentations (*n*＝*12*)

Location	Type, Title, & Event	Author(s)
Goyang, Korea	Presentation Moving toward ESTEAM education: ELF with a multidisciplinary approach of STEAM education *Asia TEFL 2020*	Yuri Jody Yojobo

Goyang, Korea	Presentation Reading fluency training for lower-proficiency EFL learners: Timed reading, repeated oral reading, and extensive reading. *Asia TEFL 2020*	Brett Milliner
Goyang, Korea	Presentation Commonalities and divergences in the developmental trajectories of three applied linguists: A collaborative autoethnography *Asia TEFL 2020*	Sungwoo Kim, Miso Kim, Eunhae Cho
Goyang, Korea	Presentation Inside the "black box": Questioning "standard English" in the South Korean neoliberal job market *Asia TEFL 2020*	Miso Kim
Southampton, UK	Invited Presentation EMF awareness in ELT *Centre for Global Englishes Seminar*	Tomokazu Ishikawa
Seoul, Korea	Roundtable Roundtable for cross-cultural collaboration between Korea and Japan *KOTESOL 2021*	Dawn Lucovich, Miso Kim, Erin Bruni Suzuki, Rhea Metituk
Phnom Penh, Cambodia	Presentation TOEIC stumbling blocks: The types of questions that cause the most difficulty for Japanese university students *CAMTESOL 2021*	Tiina Matikainen
New York, USA	Presentation Cross-Cutting preference of the evaluation of radioactive dose: Local epistemology and moral accountability *114th Annual Meeting of American Sociological Association (ASA)*	Satomi Kuroshima & Tomone Komiya
Manila, The Philippines	Presentation Double pass: Examining migration pathways of transpinay migrants in Japan *Philippine Queer Studies Conference 2020*	Tricia Okada
USA	Presentation Creating ELF-oriented lessons with TED talks *TESOL 2021 International Convention*	Tiina Matikainen

USA	*Presentation* A chronological and geographical analysis of applied linguists' development in liminal spaces: A collaborative autoethnography *American Association of Applied Linguistics 2021 Annual Conference*	Sungwoo Kim, Miso Kim, Eunhae Cho
Singapore	Presentation Teaching English as a lingua franca for sustainable communication abilities *55th RELC International Conference*	Ayako Suzuki

1.2 Academic Publications

CELF faculty published their research in books (as chapters), journals, conference proceedings, and in other forms. We wish to congratulate Tomokazu Ishikawa, Paul McBride, Tricia Okada, Tiina Matikainen, and Andrew Leichsenring for publishing book chapters. Other publication highlights include Tomokazu Ishikawa and Miso Kim publishing their research in the Q1 rated ELT Journal and Modern Language Journal. Also, Ayako Suzuki co-authored a textbook, *Real-time Basic English*, and Tricia Okada published her study in the Journal of Contemporary Eastern Asia. All 22 publications by faculty in 2020 are listed in Table 3 below. This total exceeds previous years (see Chaikul & Milliner, 2019, 2020).

Table 3

Summary of publications by CELF faculty (n＝22)

Type (○=Peer-reviewed) & Reference	Author(s)
Report Chaikul, R., & Milliner, B. (2020). A report on faculty development and research at the Center for English as a Lingua Franca. *The Center for English as a Lingua Franca Journal, 6*, 129-155. http://doi.org/10.15045/ELF_0060112	Rasami Chaikul & Brett Milliner
Article○ Milliner, B. (2020). "Forced pleasure reading may get you neither": A reply to Jeff McQuillan. *Language and Language Teaching, 9*(2), 1-4.	Brett Milliner
Chapter○ McBride, P. (2021). Considering English teaching in the context of ELF. In H. Lee & B. Spolsky (Eds.), *Localizing global English: Asian perspectives and practices* (pp. 3-19). Routledge.	Paul McBride

Article○ Kuroshima, S. (2020). Therapist and patient accountability through tactility and sensation in medical massage sessions. *Social Interaction: Video-Based Studies of Human Sociality, 3*(1). https://doi.org/10.7146/si.v3i1.120251	Satomi Kuroshima
Article○ Ishikawa, T. (2021). Global Englishes and 'Japanese English'. *Asian Englishes, 23*(1).	Tomokazu Ishikawa
Article○ Borlongan, A. M., & Ishikawa. T. (2021). English in Japan and Japanese English: Introduction to the special issue. *Asian Englishes, 23*(1).	Ariane Borlongan & Tomokazu Ishikawa
Article○ Ishikawa, T. (2020). EMF awareness in the Japanese EFL/EMI context. *ELT Journal, 74*(4), 408-417. https://doi.org/10.1093/elt/ccaa037	Tomokazu Ishikawa
Chapter○ Ishikawa, T. (2020). Liven up the English classroom with academic learning: Examples from cognitive psychology. *Center for English as a Lingua Franca Journal, 6*, 67-77. http://doi.org/10.15045/ELF_0060107	Tomokazu Ishikawa
Chapter○ Ishikawa, T. (2021). Rigour in ELF language attitude research: An example of a conversational interview study. In K. Murata (Ed.), *ELF research methods and approaches to data and analyses: Theoretical and methodological underpinnings* (pp. 258-275). Routledge.	Tomokazu Ishikawa
Chapter○ Okada, T. (2020). How did we end up here? Narratives of Filipinas teaching English in Japan. In D. H., Nagatomo, K. A. Brown, & M. L. Cook (Eds.), *Foreign female English teachers in Japanese higher education: Narratives from our quarter* (pp. 257-272). Candlin & Mynard. https://doi.org/10.47908/11	Tricia Okada
Editorial Milliner, B. (Ed.) (2020). Yokohama JALT MyShare2019 [Special issue]. *AccentsAsia,12*(2),1-46.	Brett Milliner
Article○ Kim, M. (2020). A qualitative analysis of EFL learners' discrimination of nearsynonyms in a data-driven learning task. *English Teaching, 75*(3), 25-47. https://doi.org/10.15858/engtea.75.3.202009.25	Miso Kim

Chapter○ Leichsenring, A. (2020). English L2 university teachers' perceptions on the influence of academic honesty on their teaching and teaching philosophies. In B. Montoneri (Ed.), *Academic misconduct and plagiarism: Case studies from universities around the world* (pp. 23-46). Lexington Books.	Andrew Leichsenring
Chapter○ Glasgow, G. P., Ng, P. C. L., Matikainen, T., & Machida, T. (2020). Challenging and interrogating native speakerism in an elementary school professional development programme in Japan. In S. A. Houghton & J. Bouchard (Eds.), *Native-Speakerism: Its resilience and undoing*. Springer. https://doi.org/10.1007/978-981-15-5671-5_9	Gregory Paul Glasgow, Patrick Ng, Tiina Matikainen, Tomohisa Machida
Article○ Okada, T. (2020). Gender performance and migration experience of Filipino transgender women entertainers in Japan, *International Journal of Transgender Health*. https://doi.org/10.1080/26895269.2020.1838390	Tricia Okada
Textbook Jenks, D., Mikami, A., Ohyama, N., Takahashi, S., & Suzuki, A. (2020). *Real-time basic English*. 朝日出版社 [Asahi Press]	Daniel Jenks, Akira Mikami, Nakakatsu Ohyama, Sadao Takahashi & Ayako Suzuki
Article○ Okada, T. (2020). Negotiations in the gendered experiences of transpinay entertainers in Japan. *Journal of Contemporary Eastern Asia, 19*(2), 40-60. https://doi.org/10.17477/jcea.2020.19.2.040	Tricia Okada
Article○ Milliner, B. (2021). Stories of avid extensive readers in a university-level EFL course. *Journal of Extensive Reading, 8*(1), 1-16. http://jalt-publications.org/content/index.php/jer/ issue/view/8	Brett Milliner
Article Dimoski, B., Kuroshima, S., Okada, T., Chaikul, R., & Yujobo, Y. J. (2020). JSPS Kakenhi report on developing resources for teaching and assessing communication strategies in ELF-informed pedagogy: An empirical approach based on learners' communicative capability. *The Center for English as a Lingua Franca Journal, 6*, 119-127. http://doi.org/10.15045/ELF_0060111	Blagoja Dimoski, Satomi Kuroshima, Tricia Okada, Rasami Chaikul & Yuri Jody Yujobo

Article 黒嶋智美. 2020. 知識の確認デバイス:「て(いう)こと」による理解候補の提示 ー英語学習活動の相互行為における知識や理解の交渉ー『日本語用論学会　第22回大会発表論文集』15号: pp. 219-222.	Satomi Kuroshima
Article〇 黒嶋智美. 2021.「医療記録を「読むこと」と「見ること」の会話分析」『日本保健医療社会学会論集』31: pp. 67-77.	Satomi Kuroshima
Article〇 Kim, M., & Canagarajah, S. (2021). Student artifacts as language learning materials: A new materialist analysis of South Korean job seekers' student-generated materials use. *The Modern Language Journal, 105*(S1), 21-38. https://doi.org/10.1111/modl.12686	Miso Kim & Suresh Canagarajah

1.3 Contributions to Academic Societies

CELF faculty filled a number of different roles in academic organizations in 2020. Faculty fulfilled 47 voluntary roles in domestic and international academic societies. Table 4 lists the variety of roles fulfilled.

Table 4

Summary of contributions by CELF faculty to academic societies in 2019 (n=47)

Society	Position	Name
JACET ELF SIG	Steering Committee Member	Paul McBride
JACET Kanto Journal	Journal Editor	Paul McBride
JACET ELF SIG	Reviewer	Paul McBride
Journal of Asian Englishes	Reviewer	Paul McBride
Englishes in Practice	Editorial board member	Paul McBride
IAFOR Journal of Education	Senior Reviewer	Andrew Leichsenring
IAFOR Journal of Education: Language learning in education	Reviewer	Andrew Leichsenring
Extensive Reading Japan	Copy Editor	Brett Milliner
The Journal of Extensive Reading	Copy Editor	Brett Milliner
JALT Yokohama	Publications Chair	Brett Milliner
Accents Asia Journal	Special Issue Editor	Brett Milliner
Englishes in Practice	Editor-in-Chief	Brett Milliner
JACET Kanto Journal	Reviewer	Satomi Kuroshima

Journal of Pragmatics	Reviewer	Satomi Kuroshima
The Japanese Association of Sociolinguistic Sciences	Treasurer	Satomi Kuroshima
The Japanese Association of Sociolinguistic Sciences	Reviewer	Satomi Kuroshima
Special Committee for the JACET 60th Anniversary Commemoration Week (JACET 2021)	Publishers Section Member	Satomi Kuroshima
Englishes in Practice	Editorial Board Member	Satomi Kuroshima
Englishes in Practice	Editorial Board Member & Assistant Handling Editor	Tomokazu Ishikawa
Special Committee for the JACET 60th Anniversary Commemoration Week (JACET 2021)	Chief, International Participants Section	Tomokazu Ishikawa
JACET Seminar Committee	Associate Chair & Steering Committee Member	Tomokazu Ishikawa
JACET Academic Exchange Committee	Steering Committee Member (AILA & JAAL in JACET Coordinator)	Tomokazu Ishikawa
Asian Englishes	Invited Guest Co-Editor	Tomokazu Ishikawa
Journal of English as a Lingua Franca	Reviewer	Tomokazu Ishikawa
International Journal of Applied Linguistics	Reviewer	Tomokazu Ishikawa
Language and Intercultural Communication	Reviewer	Tomokazu Ishikawa
Journal of Multilingual and Multicultural Development	Reviewer	Tomokazu Ishikawa
JAAL in JACET	Steering Committee Member (Academic Exchange)	Tomokazu Ishikawa
JACET ELF SIG	Steering Committee Member	Tomokazu Ishikawa
JACET ELF SIG Journal	Reviewer	Tomokazu Ishikawa

JACET Journal	Reviewer	Tomokazu Ishikawa
JACET Kanto Journal	Reviewer	Tomokazu Ishikawa
JAAL in JACET Proceedings	Reviewer	Tomokazu Ishikawa
JACET	Scientific Committee Member	Tomokazu Ishikawa
ELF International Conference Series	Working Committee Member	Tomokazu Ishikawa
FIEP JAPAN	Board Member & Public Relations Chair	Rasami Chakul
JACET 2021 Conference	Steering Committee Member	Rasami Chaikul
JAAL in JACET	Steering Committee Member	Rasami Chaikul
Journal of Pragmatics	Reviewer	Rasami Chaikul
Special Committee for the JACET 60th Anniversary Commemoration Week (JACET 2021)	Publishers Section Manager	Rasami Chaikul
Englishes in Practice	Assistant Handling Editor	Rasami Chaiku
Special Committee for the JACET 60th Anniversary Commemoration Week (JACET 2021)	International Participants Section Member	Yuri Jody Yujobo
New Crown Textbook Series (Sanseido Co. Ltd)	Proofreader	Yuri Jody Yujobo
Special Committee for the JACET 60th Anniversary Commemoration Week (JACET 2021)	International Participants Section Member	Blagoja Dimoski
Englishes in Practice	Handling Editor	Travis Cote
JACET Kanto	Branch Executive	Ayako Suzuki
JACET Kanto Journal	Editor-in-Chief	Ayako Suzuki
Special Committee for the JACET 60th Anniversary Commemoration Week (JACET 2021)	Academic Exchange Section Member	Ayako Suzuki
Englishes in Practice	Editorial Board Member	Ayako Suzuki
JACET Teaching Materials SIG	Chair	Ayako Suzuki

1.4 Research Grants Received by CELF Faculty

Members of CELF faculty are involved in a total of 10 research projects funded by Grants-in-Aid for Scientific Research through the Japan Society for the Promotion of Science (JSPS Kakenhi). We want to congratulate Tricia Okada (primary-investigator) for securing a new grant for a project researching the *Intersectionality of the Transgender and Transnational Lives of Transpinay Entertainers in Japan*. We also recognize, once again, our queen of grant collections, Satomi Kuroshima who secured a new grant for a project titled, *Action formation in the interaction: Routine grounds of everyday activities for the evacuation area of a nuclear power plant*. This volume of grants awarded to CELF faculty are a testament to the strong collaborative research culture inside the CELF.

Table 5

Summary of research grants received by CELF faculty in 2020 (n=10)

Grant	Type	Length	Project	Recipient
JSPS Kakenhi	Grant-in-Aid for Scientific Research (C)	04-01-2020 〜03-31-2023	Intersectionality of the transgender and transnational lives of transpinay entertainers in Japan	Tricia Okada (Primary investigator)
JSPS Kakenhi	Grants-in Aid for Scientific Research (C)	04-01-2020 〜03-31-2024	相互行為における行為の構成--原発避難地域における日常活動の基盤 Action formation in the interaction: Routine grounds of everyday activities for the evacuation area of a nuclear power plant	Satomi Kuroshima (Co-investigator)
JSPS Kakenhi	Grant-in-Aid for Scientific Research (A)	04-01-2017 〜03-31-2021	日常場面と特定場面の日本語会話コーパスの構築と言語・相互行為研究の新展開	Satomi Kuroshima (Co-investigator)

JSPS Kakenhi	Grant-in-Aid for Scientific Research (C)	04-01-2018 〜03-31-2022	Developing resources for teaching and assessing communication strategies in ELF-informed pedagogy: An empirical approach based on learners' communicative competence	Blagoja Dimoski (Primary Investigator) & Satomi Kuroshima, Yuri Jody Yujobo, Tricia Okada, Rasami Chaikul (Co-investigators)
JSPS Kakenhi	Grant-in-Aid for Scientific Research (C)	04-01-2018 〜03-31-2022	英語授業内活動における認識性交渉の会話分析とタスクデザインの提案	Satomi Kuroshima (Co-investigator)
JSPS Kakenhi	Grant-in-Aid for Scientific Research (C)	04-01-2017 〜03-31-2021	若者の就労支援活動における相互行為の分析	Satomi Kuroshima (Co-investigator)
JSPS Kakenhi	Grant-in-Aid for Scientific Research (B)	04-01-2019 〜03-31-2023	多言語ビジネス環境での共通語としての英語使用実態調査とグローバル人材育成教育 [Research on the realities of the use of ELF in multilingual business settings and implications for the development of global human resources]	Tomokazu Ishikawa (Co-Investigator)
JSPS Kakenhi	Grant-in-Aid for Scientific Research (C)	04-01-2019 〜03-31-2022	日英継続バイリンガルの談話能力の発達 一国際バカロレア校生徒のナラティヴ研究 Development of Japanese-English simultaneous and late successive bilingual discourse skills- Narrative study on international baccalaureate students	Jody Yuri Yujobo (Co-Investigator)

JSPS Kakenhi	Grant-in-Aid for Scientific Research (C)	04-01-2019 〜03-31-2023	内部被曝検査通知における医療従事者と来院者の相互行為分析 (Conversation analysis of the internal exposure test result consultation)	Satomi Kuroshima (Primary-investigator)
JSPS Kakenhi	Grant-in-Aid for Scientific Research (C)	07-18-2018 〜03-31-2022	性同一性障害の診断を例にした精神医学的診察の会話分析(Conversation analysis of psychiatric consultation on "Gender Identity Disorder")	Satomi Kuroshima (Co-investigator)

2. CONCLUDING REMARKS AND PLANS FOR 2021

This document presented a review of the various research achievements in the 2020 academic year. The CELF is very proud it could maintain its strong research record during a year of many challenges, and we look forward to having an impactful 2021.

REFERENCES

Chaikul, R., & Milliner, B. (2019). A report on faculty development and research at the Center for English as a Lingua Franca. *The Center for English as a Lingua Franca Journal, 5*, 54-82. info:doi/10.15045/ELF_0060112

Chaikul, R., & Milliner, B. (2020). A report on faculty development and research at the Center for English as a Lingua Franca. *The Center for English as a Lingua Franca Journal, 6*, 129-155. info:doi/10.15045/ELF_0050105