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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)
ELF classroom practices (1000 words)

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

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

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

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

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 3 Foreword:

The 2022 Academic Year is the ninth year since the beginning of the ELF program at Tamagawa University.

Teachers at CELF continue to develop constructive working relationships with educators and researchers in Japan and abroad. In the last year or two I believe there has been a notable progression in the quality and extent of their research activities.

In this edition, Satomi Kuroshima, Blagoja Dimoski, Tricia Okada, Yuri Jody Yujobo, and Rasami Chaikul investigate strategies used to maintain effective communication in ELF interactions. Richard Marsh and Mariana Akemi Suzuki explore ELF pedagogy to help learners become more conscious of and able to manage social and environmental issues, and Saranya Muthumaniraja outlines CLIL-related ideas for enabling effective technical presentations. Farez Masnin describes an approach to using local linguistic landscapes to facilitate understanding of issues related to ELF, and Miso Kim and Rasami Chaikul report on faculty development and research in the 2022 Academic Year. Thank you all for your contributions.

Thank you to reviewers Travis Cote, Blagoja Dimoski, Miso Kim, Andrew Leichsenring, Tiina Matikainen, Yuta Mogi, Sachiko Nakamura, and Yuri Jody Yujobo. Your work is appreciated.

This year again, we are grateful for the valuable work of editors Brett Milliner and Travis Cote.

We look forward to continuing constructive development in research and teaching.

Paul McBride

Director, CELF

Contents

Linguistic expertise in extended other-initiated repair sequences in ELF interactions

ELF相互行為の他者開始修復拡張連鎖にみられる言語専門性

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ABSTRACT

Other-initiated repair (OIR) sequences have received a lot of interest in the field of ELF; nevertheless, there has not been much in-depth examination of OIR sequences from the perspective of the communication strategies employed by participants to overcome communication difficulties. This study attempts to broaden our understanding of the participants' strategies, namely, the repair initiation and operation methods used for fixing the broken surface of interactions in ELF, particularly in the case of extended repair sequences with multiple OIRs. By using conversation analysis as a research framework,

this study investigated the first encounters of 20 dyadic exchanges in an ELF setting performed via Zoom between Japanese students and non-Japanese interlocutors. Our preliminary findings reveal that when a repair is launched by an interlocutor on basic vocabulary without identifying the type of trouble, the recipient of the repair initiator makes a judgment on it. Furthermore, the repair initiating party also demonstrate their assessment of a repair method offered to them. By doing so, both parties take on being a novice or a more knowledgeable expert in terms of linguistic and communicative knowledge in relation to their conversation partner, while also weaving interculturality. Such findings imply that explicit instruction on communication strategies for reducing interactional barriers would assist learners in resolving such issues.

1. INTRODUCTION

The phenomenon of other-initiated repair (OIR, henceforth) sequences (Schegloff, et. al., 1977) has attracted much attention in the field of ELF as communication strategies (Aleksius & Saukah, 2018; Björkman, 2014; Kaur 2010; Matsumoto & Canagarajah, 2020; Mauranen, 2012). Preliminary observations of our conversational data have demonstrated that OIR sequences tend to be extended with more than one repair initiating turn. Such extensions of repair sequences are a rare phenomenon in interactions among native speakers as they are normally completed with one repair initiator (Haakana et al., 2021 in Finnish; Schegloff, 2000 in English). Therefore, the higher frequency of OIR in ELF interactions suggests that the participants may employ OIR in a manner specific to the setting (i.e., OIR practices for ELF interactions). However, an in-depth sequential analysis and account of extended OIR practices to resolve the communication problems in ELF interactions have been significantly lacking in the literature. By analyzing individual cases of extended OIR sequences, we are not only able to provide a more thorough understanding of the phenomenon, but also to offer practical recommendations for language teaching practitioners.

2. BACKGROUND

Studies focusing on communication strategies in ELF interactions have identified and classified various practices of OIRs (e.g., Aleksius & Saukah, 2018; Kuroshima et al., 2022a). For instance, a repeat of the previous speaker's utterance is utilized to help the present speaker's comprehension and production process, to create coherence (Mauranen, 2012), to signal confirmation or to simply signal to the speaker that the turn is his/hers (Björkman, 2014), and to formulate a direct request from the recipient (e.g., a request for repetition, clarification) or other expressed needs by the recipient (e.g., expressing non-understanding, appeal for help, etc.) (Deterding, 2013; Kaur, 2009). Confirmation requests can also be used to elicit clarification (i.e., request) (Cogo & Dewey, 2012; Kaur,

2009) and to confirm whether one has heard or understood something correctly (Dörnyei & Scott, 1997). Furthermore, overt questions about the previous utterance can serve as confirmation checks (Björkman, 2014).

As mentioned, expanded OIR sequences are rare in interactions involving native speakers. According to Schegloff (2000), an OIR sequence expansion with more than three-repair initiating turns in English interactions among native speakers is extremely rare in his collections. While extended OIR sequences with more than two repair initiators have been observed in Finnish conversations, their frequency is less than 10% and typically occurs when used for specific purposes such as disagreement implicative action or establishing the common ground among participants (e.g., the referent) (Haakana et al., 2021).

Conversation analytic studies involving speakers with different linguistic backgrounds (i.e., ELF interactions) have collectively demonstrated that 'interculturality' is achieved via participants' orientation for various conversational practices (Arano, 2019; Bolden, 2012, 2014; Hosoda, 2006; Kurhila, 2006; Kuroshima et al., 2022b; Mori, 2003; Nishizaka, 1999; Wong & Olsher, 2000). Participants' orientation to an asymmetry in linguistic/cultural knowledge is displayed depending on the activity. In fact, Hosoda (2006) examined casual conversations between L1 and L2 speakers of Japanese and demonstrated that the other-initiation of a repair (i.e., word search, understanding problems) is a locus for the participants to display their orientation toward either a linguistic expertise or a noviceness. By adopting Hosoda's (2006) distinction between a linguistic expertise and novice, the current study's analysis of extended OIR sequences within ELF interactions will also demonstrate that interculturality is indeed observable through the participants' displayed orientation to such categories.

3. METHOD

We identified and collected extended OIR sequences from the researchers' written corpus. Then, we transcribed each segment by adopting Jefferson's (2004) transcript system. We then analyzed each sequence by adopting conversation analysis (Sacks, 1992; Schegloff, 2000) as a research framework and described the participants' orientation to linguistic expertise and noviceness emerging within an extended OIR sequence.

In what will follow, we will describe how an extended OIR sequence is organized and what kind of normative orientation of participants is observable when engaged in a multiple repairing work.

4. DATA

The video-recording of twenty dyadic naturally-occurring conversations in ELF settings (each approximately 20 minutes in length) totaling 6.5 hours was collected as part of a four-year JSPS research project (Dimoski et al., 2019). Japanese college/graduate school students (JS) and their foreign interlocutors (FS) were asked to converse casually via Zoom. The recruitment was done on the basis of snowball sampling, and they were paired up solely based on their availability. Each interaction was first-encounter, and participants

conversed on various topics on culture, everyday life, and hobbies (Kuroshima et al., 2022a, 2022b).

5. ANALYSIS

Before the analyses are presented, the target phenomenon of this paper needs to be explicated. An other-initiated repair (OIR) sequence is one in which the recipient of a trouble source initiates a repair and leaves the repair work for the judgment by the producer of the problem (Schegloff, et al., 1977). The basic three-turn OIR sequence consists of one repair initiator and its implementation, while the expanded OIR sequence contains more than one repair initiator. Overwhelmingly, the repair is succeeded with one attempt; however, in ELF interactions, such basic three-turn sequences are often expanded. Our focus is on the practice of repair initiation and repair operation for an extended OIR sequence to demonstrate how they reflexively display the speaker's orientation to relevant identities (i.e., novice and expert in the target language). Below, representations of a basic three-turn and expanded OIR sequence are provided.

Basic three-turn OIR sequence
T1 A: Trouble source (i.e., repairable)
T2 B: Repair initiator (e.g., What?)
T3 A: Repair operation (e.g., the repetition of T1)
((Resuming the halted talk))

Expanded OIR sequence
T1 A: Trouble source
T2 B: Repair initiator 1
T3 A: Repair operation
T4 B: Repair initiator 2 (on the same trouble source)
T5 A: Repair operation 2
((Resuming the halted talk))

(adopted and modified from Haakana et al., 2021)

A quick overview of the frequency of extended OIR sequences, initiated either by the Japanese speaker (JS) or the foreign speaker (FS), from our data is presented in Table 1. As can be seen, the sequence with two repair initiators is the most frequent; nevertheless, sequences of more than three repair initiators are not at all uncommon. It is also important to note that in one of the cases, a total of eight repair initiators were observed.

Table 1

Frequency of extended other-initiated repair (OIR) sequences

No. of Repair Initiators	JS-initiated	FS-initiated	Total
2	11	12	23
3	6	5	11
4	2	2	4
5	0	1	1
Total	**19**	**20**	**39**

5.1. Repair initiation and operation to ascribe the problem to one's communicative capabilities (i.e., to produce an intelligible turn)

When a repair is initiated by the recipient, the speaker of the trouble source needs to analyze and make judgement on what kind of problem the recipient could raise at that point. The way they initiate a repair can indicate to some extent what their problem is; however, sometimes such a clue is not provided effectively in their repair initiation. In such a case, the recipient's practical reasoning for the repairable is revealed in the way they self-repair their prior utterance (Schegloff et al., 1977).

In excerpt 1, FS (a Brazilian speaker) is asking about the city in which the Japanese student currently resides. The question is indicated in line 1, and JS answers after displaying publicly and considering the question by saying "meal" in line 2.

Excerpt 1 [Pair 8 meal] [7:54]

```
01 FS:      What are the good things to do:, to spend your ti::me?
02 JS:      ↑hmm::: (0.2) <meal¿>
03          (1.5)((FS smiles and moves closer to the camera))
04 FS: ->   I'm sorry?
05          (0.2)
06 JS: ->>  uh:m, <a meal¿>(.)uh:: take >y'know,< eat somethi::ng¿
07          (1.8)
08 FS: ->   mee:? (0.8) $I'm sorry, didn't understand it.$ what.
09 JS: ->>  ah:: (0.5) e- eating¿
10          (0.8)
11 JS: ->>  [eat food
12 FS:      [ah: eating!
13 JS:      Yes, yes.=
14 FS:      =a:lright, eating. (0.8) $alri::ght, gre::at.$ °Great.°
15          so, you like- what's your favorite kind of food?
16          Is it Japanese food?
```

This part of his turn is retrospectively figured as a trouble source in the following manner. First, FS initiates a repair with an open-class format in line 4 without specifying the nature of her trouble yet (Drew, 1997). Then, JS self-repairs his utterance, first, by repeating the word "meal" slowly and clearly and then expanding on this by offering circumlocution of the phrase immediately following in line 6. However, this did not resolve the problem. In line 8, FS attempts but fails to repeat the repairable and then accounts for initiating another repair by claiming her lack of understanding with an apology (Robinson, 2003), thus, again in an open format by which she displays that she is desperate for a clue. Following this, JS revises his own response to the question by paraphrasing "meal" into a more activity-oriented description of "eating" in line 9, a turn design which is more appropriate for the purpose than "meal."

Two repair operation practices employed by the Japanese student are noted in this example: (1) enunciation of the trouble source, in which the speaker treats the issue as one of hearing (or intelligibility) caused by a pronunciation unfamiliar to the interlocutor; and (2) elaboration/paraphrase of the trouble source, in which the speaker treats the problem with understanding as a result of an ambiguous turn design with "meal" as an answer to this question. As a result of these repair operations, the speaker of the trouble source attributes the trouble to the production of his response to the interlocutor's question (i.e., pronunciation and turn design as an answer to a question).

A slightly different orientation of the participants is seen in Excerpt 2. JS and FS (a Mexican participant) are talking about a pet. When FS informs the recipient that she has a cat in line 1, JS initiates a repair in line 3 by partially repeating line 1 with some variation in the pronunciation of the word "cat," indicating that she has an understanding problem with the pronounced word (i.e., unintelligible for her).

Excerpt 2 [Pair 13 cat] [23:48]

```
01 FS:      no::w, I have a cat.
02          (0.5)
03 JS: ->   I have a <katto>?
04 FS: ->>  no, I: have a cat. ((tapping her chest to signal "I" =
            "me"))
05          (2.0) ((JS rolls up eyes to think))
06 JS: ->   <what kat>?
07          (0.8)
08 FS: ->>  a cat. meow::. ((using gesture for "meow" fingers
            moving up & down like a mouth))
09 JS:      a <ca:t,> oh::[: ((nodding & smiling))
10 FS:                    [yeah::. meow.
```

Since the lexicon "cat" is expected to be known by many speakers of different languages, FS self-repairs her turn with an emphasis on "I" through prosody and gesture without correcting her original pronunciation of "cat." In this way, she treats JS's problem

as comprehension of the presented claim that she has a cat. Then, JS initiates a repair by targeting the repairable this time in line 6, claiming that the understanding problem is caused by the lexicon pronounced in a particular way. FS then repeats the trouble source without repairing the pronunciation and offers circumlocution with onomatopoeia of the animal's typical sound and gesture in line 8, treating the problem as possibly mishearing the word.

Unlike in Excerpt 1, no correction of pronunciation is made where the problem is suggested to be caused by a pronunciation of a basic lexicon, which reveals that the repairing party judges the recipient's problem is one of understanding of the claim, rather than judging that the trouble source is a pronunciation of the basic vocabulary. When this does not resolve the problem, the speaker of the trouble source attributes the trouble to JS's hearing problem and does not attribute it to her own pronunciation, even though the repairable is a basic lexicon in English which is presumed to be known by almost all members. Thereby, her orientation to differential epistemic status between her and her interlocutor regarding linguistic knowledge on vocabulary is made observable.

The next excerpt contains eight repair initiators on the same trouble source. In this segment, FS (a Taiwanese speaker) and JS are talking about the Japanese cartoon, *One Piece*, and their favorite characters. JS says that he likes Sanji as he kicks the opposing party up to line 11. Then, FS initiates a repair in line 13 by partially repeating JS's prior utterance.

```
Excerpt 3 [Pair 2 enemy] [3:48]
01 JS:        I like Sanji.
02            (0.5)
03 JS:        y' know Sanji?
04 FS:        oh: I know.
05 JS:        ya.
05            (0.8)
06 JS:        He sometimes, [(.) ah yeah: (.) [kick-
07 FS:                      [(    )            [(      )
09 FS:        yeah: (he). you said?
10 JS:        uh::: he trie:: ah no,.hh he some:- n? he usually::
11            with his(.) le:g an'(0.8)kick the(0.2)enemy::¿you know?
12            (0.2)
13 FS: ->     enmi? ((looking up))
14 JS: ->>    en'my.
15            (.)
16 FS: ->     e::n'mi? I'm not sure. enmi?   (0.8) [enmi:-
17 JS: ->>                                         [enemy.
18 FS: ->     ah, Na- Nami?
19 JS: ->>    <e::nemy:.>   ((turning to researchers))
20 FS: ->     enemi.
21 JS: ->>    enemy. (.) enemy:.
22 FS:        I don't know that wor::ds. huh huh huh huh
23 JS         uh:: OK. uh::m (0.8) uh:::: (0.8)
24 FS: ->     you mean:- you mean the army?
25            (0.5)
26 FS: ->     anmi[::
27 JS: ->>        [no, no[:::: ((shaking head))
28 FS: ->               [ah::! anmi, again, again.
29 FS: ->     [you say, Sanji:: anmi?
30 JS:        [okay.
31 JS: ->>    enemy.
32            (0.8)
33 JS: ->>    [enemy.
34 FS: ->     [(enemy is uh::) It's like uh:: bad gu:y?
35 JS: ->>    Yeah(h) yeah(h) yeah hhh ((nodding his head and
              laughing))
36            (1.8)
37 JS:        He kick, kick them, ((moving his body to mimic
              kicking))
38 FS:        ah::::.
```

By repeating the trouble source to confirm in line 14, the JS treats FS's problem as understanding caused by his foreign accent. However, FS does not acknowledge it. Instead, he fully repeats the prior turn and accounts for another installment of repair with non-understanding. JS still treats the trouble as being caused by his own pronunciation by repeating the trouble source again in line 17. Then, FS initiates a repair again in line 18 with his candidate understanding of a similar name of the cartoon character, Nami. At this point, JS not only repeats the same word (lines 17, 19, and 21) but also enunciates the word to disconfirm the Taiwanese speaker's understanding (line 19) and further indicates that the problem is one of his own pronunciation, which is taken to be possibly foreign to the interlocutor. After that, despite the FS's repeated attempts to rectify the situation by initiating a repair, the matter remains unresolved since JS continues to repair the problem with his pronunciation with nothing else except for disconfirmation of the interlocutor's candidate understanding in lines 24 and 26. Finally, in the eighth attempt to resolve the problem, FS gives an updated candidate understanding in line 34, which is accepted by JS in line 35.

In this case, by repeating the trouble source with enunciation, JS treats FS's problem as one of understanding (i.e., intelligibility) caused by his own pronunciation foreign to the recipient. Through JS's repair operations, which are based on his analysis of FS's repair initiation practices, JS attributes the trouble to FS's perception of his answer, which is caused by his pronunciation.

To summarize the observations so far, when a basic vocabulary is identified as a trouble source based on the other-initiation of repair method, the repair operation reveals the repairing speaker's judgment of the nature of communication trouble in the following. The elaboration (such as circumlocution/paraphrase) approaches the problem as the recipient's understanding problem caused by ambiguous turn design, or a lack of lexical knowledge, through which the participants differently attribute the linguistic novice category to the recipient or speker onself of the trouble source by making the other party the linguistic expert. In addition, a repeat with enunciation addresses the problem of unintelligibility of a turn caused by the speaker's pronunciation (i.e., production problem) unfamiliar to the recipient, thereby, treating themselves as a linguistic novice whose pronunciation is unconventional. In this way, the combination of a repair initiator and a repair operation on a basic vocabulary (e.g., meal, cat, and enemy) can show the participants' attribution practice of social identity as a linguistic expert and novice to whoever is having or causing a trouble of producing or perceiving an intelligible turn.

5.2. Multiple repair initiations as a means to ascribe the trouble to one's communicative capabilities (i.e., fixing the problem)
We saw in the previous section that the many repair initiators and repair operations can be a good indicator of the speaker's interpretation of the difficulty source and nature of the trouble, which participants ascribe to themselves when they attribute linguistic asymmetrical skill. In this section, we will examine a comparable but slightly different practice to demonstrate such orientation to the linguistic categories of participants; namely, several other-repair initiations within the same turn.

Excerpt 4 shows JS and FS (a Macedonian participant) discussing their everyday

routine. In line 5, JS inquires FS about the starting time of his classes. The critical element of his question, however, becomes a trouble source when FS launches a repair with a question word "what" first and then a partial repeat with modified pronunciation of "class" as "cross" as candidate hearing in line 7.

```
Excerpt 4 [Pair 16 class] [15:58]
01 FS:       what time do I wake up?<uh: (.) <a:t,> seven o'clock.
02           [in the morning,<seven.
03 JS:       [oh
04 FS:       ya, seven.
05 JS:       What time star::t (0.8) uh:: class::?
06           (1.8)
07 FS: ->    the:: what? the cross?
08           (0.5)
09 JS: ->>   a, class.
10           (0.8)
11 FS: ->    uh- I don't know what that is. the:- the school?
12     ->    the school you mean?
13               (0.5)
14 JS:       uh:::[:n,
15 FS: ->         [What time does the university start? Or:-
16           (0.8)
17 JS: ->>   [ye::s
18 FS: ->    [the school?
19           (.)
20 JS: ->>   [school ((nodding))
21 FS:       [the universit-
22 FS:       It starts in at seven and a half, like seven-thirty.
23           (.)
24 JS:       [oh!
25 FS:       [I wake up at 7 and go to school right away. (0.2) ya.
```

JS then self-repairs his turn by repeating line 9. FS initiates a repair once more by accounting for it as non-understanding and adding two candidates for understanding the JS's question in lines 11 through 18 in the form of a confirmation request, which was confirmed by the JS in line 17. By utilizing multiple repair initiations within one turn, such as partial repeat and candidate understanding, the speaker indicates that he had a fair grasp of the trouble source turn. Thus, he is treating the speaker of the trouble source as a novice who requires additional assistance rather than leaving it up to the recipient's analysis as to how to resolve a problem.

In summary, when a repair is initiated on one word via multiple repair initiators, the speaker of the repair initiation is trying to display that the trouble is caused by the turn's incomprehensibility due to the unintelligibility of the trouble source lexicon rather than presuming that the speaker himself does not know the vocabulary. Before asking the recipient to fix the problem on their own, the speaker might assist the recipient by providing several candidate understandings to show how much the speaker understands. By locating the nature of the problem in this way, the repair initiators ascribe the social identities of linguistic novice to the recipient of the repair, who needs extra help in resolving a problem, and that of linguistic expert to the speaker themselves, in terms of who can provide linguistic assistance in many ways.

6. CONCLUSION

In conclusion, by examining extended OIR sequences, we have demonstrated several important features. First, by initiating another repair after the first repair operation, it conveys that the provided solution was not successful and requires another means to resolve the persisting problem. In such a context, the repair operation itself can show the speaker's further analysis of the problem's nature and their assessment of each of their communicative capabilities to fix the problem. Second, when the basic lexicon (i.e., normatively expected to be known by both parties) is identified as a trouble source, both the repair initiator and the repair operation suggest that the problem is one of its production or perception of the word (i.e., intelligibility, turn design for a specific action, or lack of lexical knowledge), thereby differently attributing the trouble responsibilities (Robinson, 2006) and differentiating the participant's epistemic status as a linguistic novice and a linguistic expert, who needs or can provide assistance in resolving the communication troubles. Even though they have met for the first time, the participants measure each other's linguistic knowledge and expertise through their ongoing talk, which is used as a resource for analyzing and understanding the 'another' repair initiator one after another and orienting to adequately assessing the nature of the trouble in their interaction.

In this way, one implication that arises from this study is the potential benefit of explicit instruction of communication strategies (CSs) for repairing communication problems that arise in ELF interactions, especially when they are asymmetric in terms of participants' language proficiency. While a detailed account of ways in which teachers could implement CSs training in their teaching is beyond the scope of the current study, it is worth noting that such practices have been reported in the literature in addition to their effectiveness (e.g., see Dimoski, 2016; Dimoski et al., 2016; Milliner & Dimoski, 2022).

As the speakers of each language have a variety of methods to initiate a repair to the recipients and self-repair their own trouble when it is requested (Dingemanse et al., 2015), teachers should remind students of the method they already have in their first language and of applying the knowledge to their conversations in ELF—largely through the composition of a turn.

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APPENDIX A
Transcript conventions developed by Gail Jefferson (2004)

.	pitch fall
?	pitch rise
,	level pitch
↑ ↓ _	marked pitch movement underlining emphasis
-	truncation
[ ]	overlap
=	latching of turns
(0.5)	pause (length in tenths of a second)
(.)	micropause
:	lengthening of a sound
hhh	audible out-breath
.hhh	audible in-breath
(h)	within-speech aspiration, usually indicating laughter
#	creaky voice quality
¥	smiley voice quality
<word>	slow speech rate
>word<	fast speech rate

Imparting criticality and raising consciousness: Aiming to do more than simply 'teach English'

批判力の付与と意識の向上:単に「英語を教える」を超える

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ABSTRACT

We see the goal of this article as preparing Japanese university learners and fellow Second Language Acquisition (SLA) professionals for uncertain and challenging times ahead. We are facing many local, regional and global social and environmental issues which we feel must be addressed. From global warming and the ubiquitous use of plastic to gender and income inequality and disparity, there are a multitude of concerns which face us all. Our daily English lessons should strive to inspire an increased awareness and empower change regarding these issues. This should be done in an environment which encourages key English as a Lingua Franca (ELF) ideals. Finally, this paper will provide two 100-minute university-level lesson plans for teachers to experiment with. We hope readers find the ideas presented here inspirational and that they provide food for thought for the future development of your own teaching methodology and theory of practice.

KEYWORDS: Social and environmental issues, Theory of practice, ELF, Culturally reponsive pedagogy

1. INTRODUCTION

We see climate change and social issues such as gender inequality and the vast income disparity generated by latter-day capitalism as the fundamental problems of our epoch. We do not feel it is adequate to simply 'teach English', as the precarious time in which we live and our ardent political and philosophical values demand we approach the acquisition of English through a more progressive and critically aware paradigm. Teaching in Tamagawa University and other institutions, we are required to use a variety of different textbooks and teaching materials. Through many years imparting this content to Japanese university learners we often have the distinct feeling that we are merely describing certain disparate

topics or even compounding neoliberal ideals, such as the imperative for constant economic growth and profit, which we feel actually aggravates many environmental and social issues. For example, the TOEIC textbook we use has units entitled 'Purchasing' and 'Finance', which provide a simplistic and unquestioning view of these concepts, usually from an America-centric worldview. We feel the authenticity of this material does not meet certain ELF criteria or represents the values we hold as educators. While there is no space in this article to provide a more comprehensive critique of the teaching materials commonly used in Japanese university classrooms, we would anticipate, and certainly hope, that many SLA practitioners reading this paper have experienced a similar feeling of alienation from the material we are expected to use.

In this paper we seek to raise awareness of how to apply a more critical perspective in the university classroom and raise the consciousness of our learners to hopefully give them a more solid footing in their ascent to become active democratic citizens. According to Suzuki (2016), becoming an active democratic citizen means that as individuals, we can appropriate our own history and the achievements of society and pass them to new generations. This process of humanization views an educators' work as providing a platform which allows learners to shape a new future. We feel strongly that teachers have an important role to play in this process, as education is a key driving force in developing human potential.

As educators it is essential to continue to develop our own theory of practice, to be responsive to the uniqueness of the educational context in which we work and the broader socio-political conditions that we and our learners are a part of. As Kumaravadivelu (2001) neatly explains, this 'competence and confidence can evolve only if teachers have the desire and the determination to acquire and assert a fair degree of autonomy in pedagogic decision making' (p. 548). This does not mean throwing the baby out with the bathwater and rejecting standard texts used throughout the tertiary education sector in Japan, but having the confidence to add to and shape these texts and bring in your own ever-evolving personalized lesson ideas and content. In the second half of this article we will suggest some concrete examples of this. These lesson ideas have a harmony with our own ontological and epistemological underpinnings and, while you perhaps may not concur with ours, we do implore you to explore your own values and bring them to the fore in your classroom practice. We have chosen to write this article together as we share similar philosophical beliefs and we have also drawn inspiration from a great many other theorists. We agree with McLaren and Farahmandpur when they state that, 'immovably entrenched social, political, and economic disparities and antagonisms compel us as educators and cultural workers to create alternatives to the logic of capitalist accumulation' (2001, p. 137). As such, we feel that the political does not simply reside in the Diet building in Kasumigazeki or is merely an option to be exercised on voting day. It is fundamentally important for teachers to bring the local, regional and global concerns presented in this paper to the everyday lives of our learners in the university classroom.

This paper will explain some crucial environmental and social problems and how they impact Japan on a regional level and the whole planet on a global level. The literature review will seek to ground our ideas in this context in a bid to stress how important it is to approach these issues in the classroom. Next, certain ELF criteria will be emphasised

as to clearly explain how we feel it is not only important to teach these environmental and social issues, but to do so in a way which is sensitive to ELF concerns and our own teaching philosophy. Finally, two lessons plans will be explained in detail to demonstrate how this theory works in practice, before concluding with some additional ideas and hopes for the future.

2. LITERATURE REVIEW

Some inspiration for this paper are social issues, in Japan and on a global level, such as widening income inequality, poverty, healthcare, employment discrimination, gender disparity, work life balance etc. and environmental issues such as deforestation, plastic use, the limits of recycling, desertification etc. While we would certainly hope that global warming is now viewed as an undeniable fact, it is still important to declare that, 'climate change is one of the major international problems in the 21st century, which goes beyond the scope of a scientific problem and represents a complex interdisciplinary problem that covers environmental, economic, and social aspects' (Mokhov, 2022, p. 7). We believe it is important to bring these social and environmental issues to the classroom. As global warming, for example, has the potential to threaten the very future of humanity and being aware and taking action against it is absolutely crucial (Bouba & HongXia, 2022). We also feel, as educators, we must embrace that we have a wider responsibility to develop a more culturally responsive pedagogy in which it is important to encourage the confrontation of social injustices and challenge issues of power (Young, 2010). While we acknowledge, to some degree, we are fortunate to teach in a developed country with a relatively well-developed middleclass and our learners perhaps do not face the same economic or social, for example, racial hardships as other countries or less advantaged educational settings. We do, however, certainly feel the ideas presented in this paper have similar ambitions and emerge from an equatable source of inequality and injustice.

In the second half of the article we will outline two specific 100 minute lessons plans which will aim to boost our learners' awareness and criticality of a wide variety of different social issues. These include prominent economic concerns relevant to the lives of our learners, as the research of Ohtake (2008) makes clear, 'income inequality in Japan has increased during the last two decades' and one of the main factors contributing to this 'was the declining income share for the bottom 25% of income classes' (p. 105). Based on comprehensive analysis from Okoshi et al. (2014), social issues such as a distinct gender divide is also clearly apparent in Japan. Their findings identify a disproportionately low ratio of female to male full professors in different medical fields, universities and hospitals and importantly they stipulate that 'bringing change to this inequality will require persistent effort, continuous monitoring of progress and a commitment to diversifying faculty and leadership'(p. 226). This is one of the key motivating factors in writing this paper and trying to encourage a socially aware group of learners in our classrooms. We teach a variety of different levels and learners with a huge range of intrinsic and extrinsic motivations to attend university and learn English. We also work at an all woman's university, Kyoritsu University, and soon the students in our classrooms will grow up to become the leaders of tomorrow. We want them to be aware of these issues and force the change that is required

to make Japan a fair and equal place for all. We do not feel it is an overgeneralization to say that Japanese woman, 'are encouraged to fulfil traditional gender roles from their school days onward by having children after getting married and by quitting work after having said children'(Belarmino & Roberts, 2019, p. 284). As such, we want our lessons to invigorate and catalyse our learners to reach their unfettered potential and deconstruct and challenge accepted social norms rather than compounding them.

It is also essential that environmental issues should play a prominent role in our classes and not only focus on the immediate locality of Tokyo or Japan, but the global challenges we all face. As one of us lived and taught at a university in Brazil, we feel these issues can not only broaden our students'minds about environmental issues, but also teach cultural and geographic content, too. It is said that Brazil's Amazon rainforest produces around 20% of the oxygen in the Earth's atmosphere (Bouba & HongXia, 2022) and according to data analysed by Silva Junior et al. (2020), the rate of deforestation increased 47% when compared to 2018 and is the highest rate in the decade. This also bleeds into social issues as well as the, until very recently ousted, populist Brazilian president, Jair Bolsonaro declared these numbers a lie. His Trumpian assault on facts stirred a great sense of resentment and anger from the scientific community, which felt under significant threat from his administration (Herton, 2019). Our learners are already of voting age and while these issues are complex and nuanced and it may be difficult for lower-level students to fully grasp them in their L2, some attempt at raising awareness of political bias and outright propaganda should, at least occasionally, be attempted.

For us it is also very important that the above environmental and social concerns and the below lesson ideas are taught and encouraged in a credible ELF setting. We understand English as a Lingua Franca to mean an authentic form of intelligible English which crosses cultural and geographical boundaries (House, 1999). Where native speaker models are not necessarily the goal or the measurement of success (Jenkins, 2006) and the key point is how the language enhances a learner's professional and social opportunities. Academic rigour is essential in this process and the more learners are empowered to develop an increased autonomy and confidence and do not fear the making of mistakes, they will take additional ownership of the language. We feel very passionate, especially as one of us is a non-native English speaker, that a language should be a vehicle for change and empowerment. Accommodation skills and mutual negotiation are vital (Jenkins, 2009) and this includes between both student-teacher and student-student interaction. An authentic ELF version of English should aim to help facilitate cross-cultural communication and allow learners to reach their goals in life, increase personal development and affect social empowerment and change. This is particularly interesting as one of us is of Brazilian and Japanese lineage, our learners are almost all Japanese and as Jenkins explains, ELF 'is above all an expanding circle phenomenon' (2017, p. 2). Our lesson ideas described below will provide some concrete examples for you to experiment with in the classroom. For us it is important that they are compatible with many key features of the ELF core philosophy, especially as one of us is a genuine ELF practitioner, while the other just espouses the worldview.

3. METHODOLOGY

In the next section we will give two examples of lessons that have worked for us during a 100-minute Japanese university English class. These are the six general stages in the teaching of these lessons: (1) Warm up questions with three student examples, (2) Introduction of the task, (3) Production (pre-task) phase, (4) Performance, (5) Examples and feedback, and (6) Potential post task assignment. We feel these stages are quite logical and self-explanatory, however, they are also quite flexible and can be amended or even subtracted depending on one's teaching style and the time you wish to spend on the lesson. We would say, if you do not have a full class to spend on these following lesson plans, then stages (1), (5) and (6) could be omitted for increased parsimony. We will not explain these six stages in full detail, as their relevance should be apparent from the description below and their context in the explanation. Also, the focus of this article is on the content, rather than the method. However, if you are interested, we would strongly recommend you read section three of a previous article in this journal which focuses explicitly on the methodology (Marsh, 2022).

4. PROCEDURE

4.1 Raising awareness of environmental or social problems, what impact they cause and what potential solutions there may be.

     1. Warm up questions with three student examples: What is the biggest problem in your life, in Japan and in the world? Why do you think so and what are some real-life examples? This stage encourages learners to think of micro and macro level concerns and how they connect to their day-to-day life.

     2. Introduction of the task: Brainstorm environmental or social problems on the board. Collect one or two examples as a class and then let the students work together and research online for a few minutes. Then, elicit ten or more problems from the class. Some example environmental problems include: plastic waste, water pollution (sea and fresh water), deforestation, light pollution, noise pollution, desertification, acid rain, PM2.5, and food waste etc. Basically, this lesson plan can be used twice for environmental or social problems respectively. We would not recommend conflating the two sets of problems in the same class as, while many of the issues overlap, we feel it is important to establish a distinction between the two.

     3. Production (pre-task) phase: Have each student choose a problem and encourage they select a topic they do not know much about to promote a variety of different, diverse issues. Give the class 20-30 minutes to research and write five or more reasons or examples of why this is a problem and three potential ways it could be improved. Encourage the class to find concrete examples from Tokyo, Japan or specific areas of the world. They will often give quite generalized examples if you do not make this clear. You could also request they show their sources or internet references if you have a higher level or more motivated class. A suitable example could concern the limitations of recycling. It is easy enough to find some basic percentages through a google search to illustrate, for example, the global total of all recycled plastic is very low and that most plastic recycling in Japan

is actually 'thermal recycling', basically meaning it is classed as recycling, but really just burnt to generate electricity. We will not be specific here or show the references as this information is easy enough to find online and we encourage teachers to select issues which are personal to your individual worldview.

4. Performance: Once the class has adequate time to find some interesting information and potential solutions or ways to improve the problem, they are ready to share their ideas with each other. It would seem most beneficial to randomly mix the class into groups of four or five so they will be working with people they do not usually sit with. Provide a structure on the board so the class can have a shared reference for how to discuss their research and how to close and request questions from their group. For example: Hello everyone, the environment problem I chose was… Some interesting information I found… Here are some ways to help improve this problem in the future… Thank you for listening, please ask me some questions. It is important to emphasize accessible questions and for the students to feel free to give their ideas. After all, this is the fluency stage of the lesson and the ultimate goal of our class is building confidence and competence in English, not being overly strict about scientific or sociological matters.

5. Examples and feedback: If time permits, encourage a volunteer from each group give their example to the whole class. Again, questions are important to show engagement and encourage negotiation of meaning and accommodation skills. This is also a good opportunity to encourage learner confidence and give feedback regarding delivery skills such as eye contact and volume, pronunciation, etc.

6. Potential post task assignment: We believe the social or environmental issues raised in this class would provide an excellent springboard for a homework writing task or even generate the inspiration for a speaking assessment presentation or potentially a more in-depth process writing assignment. Through our experience this lesson will often spark an intrinsic desire to learn more and become passionate about a topic. This can be further kindled by the teacher by adding extra support and input during stages two, three, five or six. We feel the learning opportunities provided in this lesson are plentiful and emerge from the learners themselves. This style of lesson can encourage learning opportunities which are student-centered and give teachers the confidence to move away from a solely textbook based teaching point driven style (Allwright, 2005).

4.2 Choose a corporation, research good and bad points and if it would be a suitable place for you to work in the future.

1. Warm up questions with three student examples: Do you have a part-time job? What job do you want in the future? What do you think may be the best and worst thing about this job?

2. Introduction of the task: Brainstorm companies on the board and try to be as realistic regarding future employment as possible. It is also acceptable to include universities, educational institutions and government departments. Try to emphasize that while they may not know where their future professional career may yet take them, it is important that the company is grounded in their real-life experience and academic strengths.

3. Production (pre-task) phase: Have the learners choose a company/institution

and research ten good and bad points about it and if they would like to pursue employment there once they graduate. In our experience learners will often be quite uncritical about corporations so will need some prompting and examples. Work-related issues such as salary, management style, overtime, gender equality at executive and management level etc. should be easier to grasp, while social issues such as corporate responsibility, pollution, tax payment, working conditions in developed and developing countries etc. may not be. Learners can be quite naïve at times and often have a universal fondness for all things Disney. Therefore, it would seem sensible to use this as an example to problematize and deconstruct this image to encourage them to be more critical of corporations in the future. As Tracy (1999) points out, the 'Disney Company profits from a global division of labour, from automated processes of production, and from a labour force that is chiefly female for the production of its cultural commodities'(p. 386). It is also easy to find comprehensible information online about the vast pay disparity between white-collar management and service sector staff at their theme parks and how so many workers, especially in America, often struggle to afford basic services. These examples are certainly not unique to Disney and will, with some casual research, be found to be representative of most large multinational corporations (Tracy, 1999). However, while one of the goals in this class is to raise our learners' criticality of corporations, it must be made clear that most of the ten points should have a connection to the learners real lives and if they want to actually work for that company in the future.

4. Performance: Once the learners have around ten good and bad points regarding the company and have a conclusion if they want to work there in the future, they can be split into groups and prompted to present their findings and ask each other questions.

5. Examples and feedback: Once again, an example could be encouraged from some or all of the groups and teacher feedback could add extra information or provide advice, especially if the examples are too timid and perhaps do not include enough critical content.

6. Potential post task assignment: For us, private corporate power and the imperative for continual economic growth and profit is an unsustainable philosophy through which to drive a society. There is limited space in this article to expand on these beliefs in the detail we would like to, however, this lesson provides the platform for many fruitful, both serious and casual, critical and more descriptive, further class activities and homework exercises.

5. FURTHER IDEAS

It is a shame that we do not have more space to describe various other lessons plans which could also raise the awareness and criticality of social and environmental issues. However, here are a few other brief ideas: choose a news story and learn how to discuss it and be critical of it (Using BreakingNewsEnglish.com, BBC, The Guardian, depending on the class level), choose a Sustainable Development Goal (SDG), learn about it and consider the limitations of it, choose an individual (Greta Thunberg, Rosa Parks, Martin Luther King, Nelson Mandela etc.) and research about the positive (or even negative) aspects of their life. We also teach a gender inequality lesson focusing on contemporary

working culture in Japan to attempt to raise awareness and empower them in the future. Perhaps this could be described in more detail in a forthcoming paper.

6. CONCLUSION

With climate change and income and wealth disparity reaching unprecedented levels the world is facing various extreme environmental and social issues. Acquiring English as a tool to enhance our learners' academic achievement and professional development is admirable in itself. However, if we do not endeavour to also raise learners' criticality and consciousness of these fundamental problems, there may be no fit planet remaining for us and our children in the future. It is not necessary for university English teachers to write papers such as this or conduct laborious, statistically laden research into their own practice. However, we would say that it is essential to keep one's eyes, ears, and mind open, not just repeat the same tried and tested tropes, but constantly reevaluate and evolve your own personal theory of practice (Kumaravadivelu, 2001). In the changing times in which we live it is not enough to hide behind the 'correct' answers in a textbook or merely 'teach to the test'. We must seek to inspire, empower and connect the social and environmental reality of a world in peril to the lives of our learners inside the classroom.

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Introducing a CLIL-based speaking battle task for university-level ESP learners in Japan

日本の大学レベルの ESP 学習者向けの CLIL ベースのスピーキング バトル タスクの導入

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ABSTRACT

Traditionally, Japanese engineering universities provide students with classes in technical English focusing on all four skills with significant leverage given to speaking assessment. Learners are often required to provide a technical oral presentation at the end of their English course. Because speaking in English is essential for engineers to communicate in the global business landscape, this paper focuses on how the author developed speaking competencies in her technical English class. More specifically, using CLIL, the author developed a speaking task to develop and practice technical speaking skills, which enabled learners to provide better oral presentations.

KEYWORDS: Technical English, English for specific purposes, CLIL

1. INTRODUCTION

Global workspace communication skill is the ability to interact with people in various settings. Doing it without diffidence and with confidence differs for everyone—this skill aggrandizes with motivation and guidance from good communicators. Engineering students in the modern world need the ability to send and respond to messages from professionals that may differ in language, customs, and culture (Weedmark, 2023). While technical skills are indispensable, the National Academy of Engineering report on Educating the Engineer of 2020 lists communication skills as essential for the technical workforce of 2020.

Asian Engineers encounter difficulty entering the workforce, stiff competition, and difficulty interacting in English as they studied in their mother tongue. Most Japanese Engineering students confront this difficulty. In Japan, engineering students primarily study technical subjects in Japanese, giving less room for learning technical English. Technical English is a required course for engineering students in engineering colleges

throughout Japan, as Japanese universities have acknowledged the significance of English in engineering education. The *Top university project* by MEXT reinforces Japanese higher education's significant competitiveness and attracts international students. Most technical English courses give equal importance to all four skills, but oral presentations are weighted heavily. Since the students have had very little exposure to English speaking and presentations in high school, preparing for oral presentations is a big challenge for the students and teachers. In this paper, the author will explain (1) What difficulties are faced by students; (2) How the author has developed speaking competency in engineering students; (3) How the speaking task battle has enabled learners to stimulate CLIL-based practice in technical speaking and prepare them for better oral presentations.

2. LITERATURE REVIEW

2.1 Communication competencies for engineering students

Communication competence is a prerequisite for any student's academic, personal, and professional success. Likewise, well-developed communication skills are essential for any professional and are a highly desired competency in the field of Engineering. Workplace communication is essential in helping engineering students build interpersonal skills. They must demonstrate a sincere interest in getting to know people during their first meeting and treat everybody respectfully and courteously. While exchanging ideas, engineers need to understand that people have different attitudes and perspectives. In a survey of professors across various institutions and disciplines, the two main problems faced by EFL students were students needing to be more willing to participate in class discussions and to ask and respond to questions (Ferris & Tag, 1996). They also suggested that teachers provide content-based instruction and practical communication skills practice in the class.

In a systematic review including 52 studies (27 quantitative and 25 qualitative) addressing the required competencies for engineers, Passow and Passow (2017) indicated that communication is among the 16 most generic competencies – one of the most important, and Engineers spend half their work time communicating. Passow and Passow concluded that an outstanding engineer is a combination of technical and human-related skills. Iijima et al. (2010) explained that an engineer's creative and conceptual ability is relevant only if the engineer can effectively communicate the end product to the international audience. They also portray the importance of written and oral communication competencies, firmly pointing out that the ability to make an effective presentation to clients in meetings and at conferences requires both instruction and practice (Iijima et al., 2010). In a study conducted at a Japanese engineering and computer science university, Danielewicz-Betz and Kawaguchi (2014) argued for more significant measures to improve communication and other required global skills for Japanese graduates. Spanish civil engineering students have emphasized the need to develop speaking competencies for Technical English as they agree on the importance of technical English for future careers (Romero et al., 2017). Abid et al. (2008) considered communication competence crucial to increase Malaysian engineering students' employability. They evaluated a speaking module's role in developing students' oral competencies and confidence, where the students achieved considerable improvement. The authors also point out that a future engineer's ability to communicate

internally or externally determines the success of any organization and proves one's capacity to deal with associates, subordinates, managers, clients, and investors. The above studies have all argued for a greater focus on developing engineering students' communication skills. All studies portray the importance of Content and Language Integrated Learning (CLIL) for technical students, especially in oral communication.

2.2 Content language integrated learning

Content and Language Integrated Learning (CLIL) is an approach in which a second language and subject content are taught simultaneously (Coyle, et al., 2010). According to Coyle et al. (2010), CLIL practice is established on the 4Cs framework: Communication (using language to learn while learning to use language); Cognition (thinking and understanding); Content (developing knowledge, skills, and understanding of the subject); and, Culture (self and other awareness/citizenship) which, are the rudimentary skills engineering students at Japanese universities need to acquire.

Tedick et al. (2011) define *immersion programs* as those in which at least 50% of learning takes place in the foreign, or target, language. CLIL, on the other hand, can be considered an 'umbrella term' (Mehisto et al., 2008, p. 12), covering a wide range of strategies and methods for teaching and learning in a target language. Almost equal attention is given according to the learner's needs at any point in the learning process. The learners likely consider the foreign language used (e.g., English in the Japanese context) an essential subject being taught, which is believed to enhance motivation (Coyle et al., 2010). Learners acquire knowledge about the content of the subject and language at the same time. It is a methodology that can improve interest in learning English and encourages students to improve their fluency by focusing more on the content than on English language study. It is not a new way to teach English as a foreign language, but it has been widely practiced in most European countries since the 1990s. Here are some benefits of CLIL methodology as illustrated on the European Commission's website (CLIL's Benefits, 2012): (1) it develops intercultural communication skills, (2) it improves language competence and oral communication skills, (3) it develops multilingual interests and attitudes, and (4) it provides opportunities to study content through different perspectives.

Figure 1 (adapted from Ikeda, 2012), indicates the position of CLIL in the continuum of English language teaching methodology. CLIL is a communicative approach placed around the middle of the continuum between structure-based instruction and natural acquisition. On a nexus of language teaching methodologies, CLIL is towards the English as a second language (ESL) marker. According to Ikeda (2012), there are five core features of a CLIL curriculum: (1) Content: contents from a subject or various topics are placed as the main focus of learning; (2) Language: an additional language (English) is used as a tool to learn a subject or particular topics rather than to study the language itself that is being used as a medium of instruction; (3) Activities: authentic materials are used for learning, and four language learning skills are incorporated. Authentic materials include newspapers, magazines, and online materials that are not prepared for language learning; (4) Academic achievement aims to boost students' knowledge, language, and cognitive skills; and (5) Learning theory: both approaches are based on theories that learning is facilitated by providing input that learners' can comprehend, and creating interactive

opportunities for communication between teachers and peers.

Figure 1

The position of CLIL in English language teaching methodology (Ikeda, 2012, p. 2)
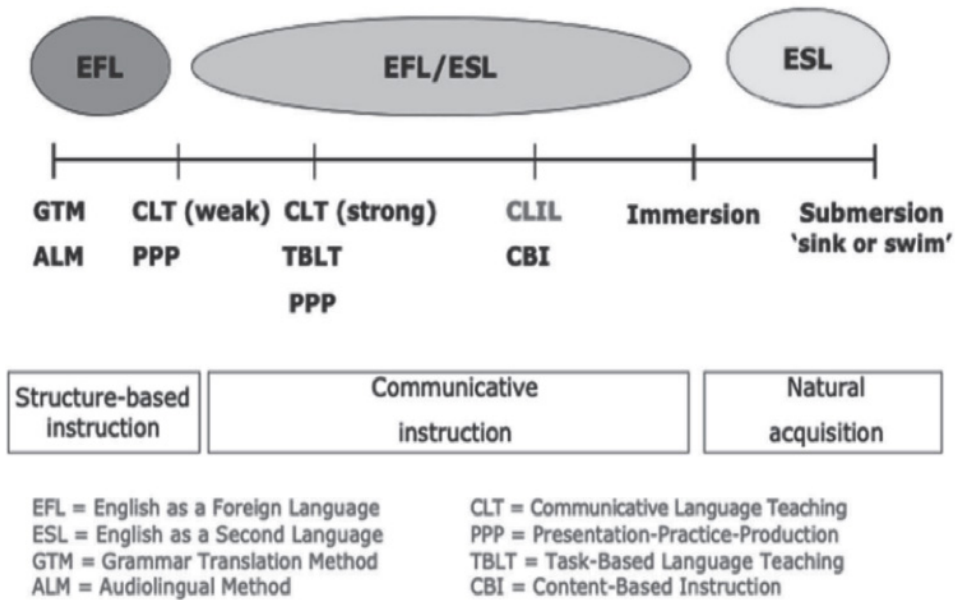
2.3 CLIL studies in Europe and Japan

Studies reveal across Europe that the CLIL approach encourages more positive outcomes in terms of foreign language acquisition than traditional EFL courses (Basque Institute of Educational Evaluation and Research, 2007; Lasagabaster, 2008; Ruiz de Zarobe, 2008; Várkuti, 2010). Other scholars have found evidence of greater motivation levels among pupils taking CLIL classes than those taking traditional language classes (Seikkula-Leino, 2007; Lasagabaster & Sierra, 2009; Lasagabaster, 2011). Novitasari et al. (2021), for example, noted that their tour guide students could use technical language more effectively, improve overall English speaking skills, and improve tourist guiding competency after a CLIL-focused course. In another study by Delliou and Zafira (2016), the researchers observed improvements in Greek students' English speaking after a CLIL course. Likewise, Pinner (2013), when considering the effects of a CLIL course for Japanese EFL students, concluded that CLIL provided a better vehicle for language exposure and production.

CLIL has been gaining popularity in Japan, especially in English education (Brown, 2015). Research and publications have increased, particularly in university bulletins, over the past several years. The number of articles containing the keyword CLIL on CiNii (https://ci.nii.ac.jp/), a database of publications in Japan, more than doubled between 2013 and 2019. This search on CiNii also revealed that CLIL in Japan, when the approach was adopted, was mainly in English language classes, unlike in Europe. CLIL was originally developed as "a set of methods that could help subject teachers support the language needs of their students" (Ball et al., 2015, p. 27), and this content-led approach is now referred to as hard CLIL. On the other hand, the language-led CLIL approach,

which emphasizes developing the target language skills than the content knowledge, is referred to as soft CLIL (Ikeda, 2013). Soft CLIL has been the more mainstream CLIL approach in Japan than hard CLIL mainly because English is used as a foreign language (EFL), and not widely used outside the classroom. Therefore, it is necessary to investigate the relevance of the hard CLIL approach to academic subject courses offered in English at Japanese universities.

In Japan, the basic concepts of the CLIL approach have been introduced and discussed intensively in the last decade by several scholars and practitioners (Iyobe & Brown, 2011; Izumi et al., 2012; Koike, 2016; Watanabe et al., 2011). The implementation of this approach in Japanese universities has also been reported (Ikeda, 2013; Ikeda et al., 2016; Iyobe & Brown, 2011; Parsons & Caldwell, 2016), but the focus has remained on CLIL's theoretical background, feasibility, and potential difficulties. MacGregor (2016) argued that more discussion, writing, and research are needed on CLIL education in Japan. Although Morikoshi, et al. (2015), and Yoshida and Morikoshi (2011) have reported on the introduction of a CLIL approach, the teaching of this subject using such an approach remains an understudied area.

Content-related classes taught in English at Japanese universities can be classified along the continuum from soft CLIL to English as a Medium of Instruction (EMI), as illustrated in Figure 2. This figure shows the relationship between CLIL and EMI. If EMI courses are defined as lectures and seminars taught by subject instructors without language support, then the hard CLIL can be considered as EMI courses with systematic language support. Ball (2018) emphasizes that the axis of hard CLIL is language support, as an essential aspect. The mid (or 'comfortable') version of CLIL is one where lesson subjects, or parts of subjects, are taught via a foreign language with dual-focused aims and where learning is a combination of both language and content.

Figure 2
Content-related classes taught in English at Japanese universities
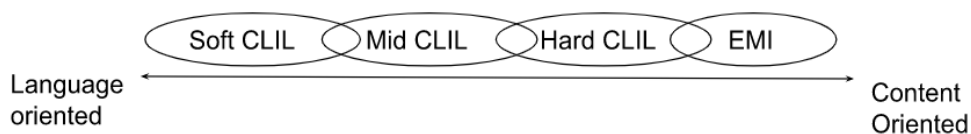
2.4 Difficulties faced by the student in the Technical English class
Japanese students tend to have experienced rigorous English grammar translation training in high school while speaking skills are underemphasized. In the context of classroom learning, we observe that Japanese students seldom initiate discussions, ask clarifying questions, or volunteer answers (White, 1987). Some research studies show that graduates with limited English knowledge need much more to be done, especially in communication (e.g., Collins et al., 2000; Gomlesksiz, 2007; Ward, 2009).

Teachers encounter various challenges while helping students speak in the

classroom. These include diffidence, lack of topical knowledge, and mother tongue use. As most students in the technical English class had their entire education in Japanese, the author observed most of the above speaking problems. The author noticed initially that most students needed support presenting an oral presentation even though their TOEIC scores demonstrated upper-intermediate language proficiency.

Since students had difficulty giving a technical oral presentation, the author applied a pedagogical speaking practice that enabled them to practice technical speaking by stimulating CLIL use in class effectively.

3. METHODOLOGY

3.1 Context of the study

The "Technical English" course is a course in the English language curriculum at a Japanese university. The present study is focused on implementing a mid-CLIL speaking activity for one semester to explore its effects and challenges with a focus on language support for final oral presentations. This study was conducted as action research for a technical English course lasting 14 weeks (21 contact hours). The students were fourth-year engineering students majoring in computer science and mechanics. Their average TOEIC score was over 600 points. The program focuses on all four skills, reading, writing, listening, and speaking, with a significant portion focusing on the speaking component. An oral presentation was the final part of students' grades.

3.2 Developing speaking competencies

A textbook (Ibbotson, 2009) is used for self-study purposes, and the reading exercise is a required weekly homework component. The textbook reading uses technical words familiar to students in their mother language; therefore, they had little difficulty completing the exercise. The students were outstanding in reading but had difficulty expressing themselves in speaking. When preparing and developing materials, especially for language support, frameworks, principles, strategies, and previous studies on CLIL as well as insights from EFL classes were used for reference. Previous studies have identified effective strategies for providing language support in CLIL courses that include teacher talk (Coxhead, 2017), repeated exposure to related language in activities (Turner & Fielding, 2020), use of textbooks (Coxhead & Boutorwick, 2018), scaffolding (Mahan, 2020; Yakaeva et al., 2017), and development of materials designed specifically for hard CLIL (Ball, 2018). The author decided to use self-study reading exercises for classroom speaking practice, and created questions based on the reading that allowed learners to explain and discuss important technical terms in their own English. These discussions indirectly led to technical speaking practice. The questions tried to stimulate content-integrated language learning–CLIL. Figure 3. shows the author's worksheet based on the textbook self-study lesson. Using the engineering student's self-study textbook, the author created a CLIL stimulating speaking worksheet based on the technical terms in the lessons for more relaxed speaking practice, which enabled the students to practice more technical conversations

Figure 3
*Example speaking worksheet*

ICT - unit 3

1. Why is the mainframe called one of the most powerful types of computers? Explain in your own words

2. Do you have a desktop pc in your house? What are the advantages and disadvantages of using a desktop pc?

3. Is a laptop better than a desktop pc? Explain why?

4. Name the laptop that you have. Can you name the specification of your laptop?

5. How long have you been using your laptop? Do you want to use the same laptop?

6. Which one would you prefer if you plan to change to a new laptop? Explain why?

7. What is a USB? What are the different types of USB ports that are available?

8. What is a battery pack? What are they used for?

9. What is a touchpad? Does your laptop have a touchpad? What do you think are the uses of a touchpad?

10. What is a tablet pc? Can you name some tablet PCs that are currently available in the market?

11. What do you think are the advantages and disadvantages of using a laptop and a tablet pc?

12. What is a stylus? Have you used it before? Can you recommend a good one?

13. Have you heard about wearable computers? Do you think the apple watch is a wearable computer? Are they useful for people in their daily life?

14. Is wireless technology a boon or a curse? What is your view?

15. What do you think will be the future of the computer system? They have been evolving rapidly, so can you predict the future of computer systems?

3.3 The conversation battle process

One reading lesson is allotted for weekly self-study practice, and the author instructs the students to read the content. In the following class, the conversation worksheet is distributed for speaking practice. To stimulate greater learner engagement, speaking was conducted as a conversation battle. The students were randomly divided into groups of three.

Figure 4

First-round speaking order
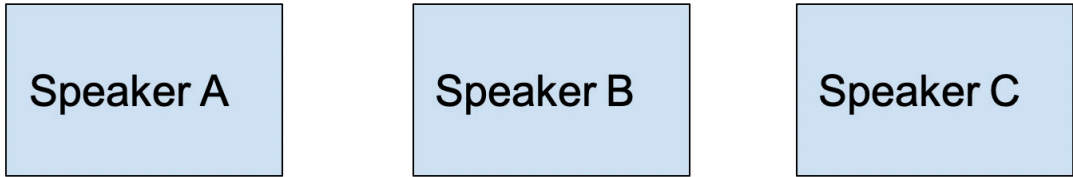
Speaker A starts by answering speaker B, and C listens to their exchange. Once completed, Speaker B answers the same question while A and C listen. Lastly, Speaker C answers the same question (See Figure 4). After answering the question, each speaker must complete an online form to rate the opposition speakers and select the best speaker (Figure 5). In the next round, speaker B answers the second question while the others listen (Figure 6), followed by speaker C and speaker A (Figure 7).

Figure 5

Peer review form for speaking battle

Figure 6
Second-round speaking order

Speaker C	Speaker A	Speaker B
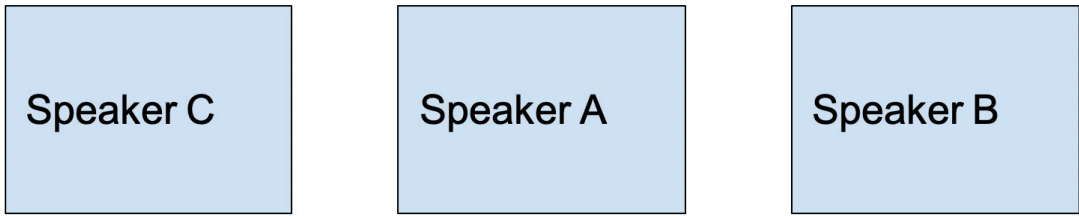
Figure 7
Third-round speaking order

Speaker B	Speaker C	Speaker A
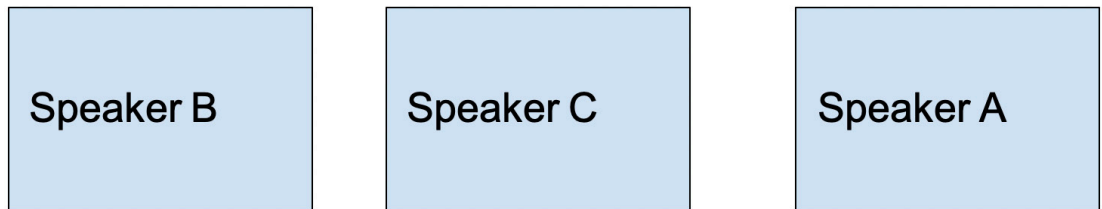
After three rounds, the fourth round starts with speaker A and continues in the same order. While practicing, the students initially had difficulty but later tried to incorporate more technical language in a relaxed way during the conversation.

4. REFLECTIONS

During the speaking activity, the author was able to notice the following.
● Active participation. Student participation was at a greater level, and each speaker gave maximum effort throughout the process.
● Usage of technical words. The students used technical words in their speaking, giving better answers each round. Since the speakers spoke about the same question, each could observe and learn from the previous speaker, enabling the following speaker to provide improved responses and practice technical words in CLIL content-integrated language learning.
● Fluency in improvisation. As learners progressed in the task, their fluency improved, enabling them to make more meaningful sentences. They were able to explain complex technical terms within a fluent conversation.
● The conversation practice built confidence in speaking, and they were more open about making mistakes while speaking. The author noticed that learners enjoyed the process of speaking, students' voices increased as the task proceeded, and they were taking much longer to finish each question as the task progressed. Also, there was less L1 use, and they were able to use technical content during a conversation more effectively.
The students had conversation practice for thirty minutes each class for almost

14 classes giving time for a sufficient quantity of practice. The conversation practice improved their technical speaking ability and motivated students to give their final oral presentations more confidently, which was observed during the final oral presentation. There were some limitations while performing the speaking battle. Few students found participating in the speaking battle challenging, and they still used a lot of their L1 (Japanese) in their conversation.

5. CONCLUSION

Future engineering students must envision their role in the industry. Their ability to communicate internally and externally will determine the success of any organization in communicating accurately and appropriately and will improve one's capacity to deal with people in different roles. In addition, while developing communication skills, the students can apply and build up necessary skills in the long run. Moreover, their spirit to develop their ability and skills to know more about technical aspects of the topics was successfully established.

The main point of this paper is to establish that the CLIL framework of using authentic materials with high-order thinking materials enabled engineering students at a Japanese university to practice and develop technical speaking capabilities. The speaking battle format enabled learners to push away their shyness to engage in more technical English conversations. The speaking practice dramatically reduced the level of apprehension among students, showing that they need motivation and practice to improve and develop their spoken communication skills. The speaking battle format enabled learners to converse and develop technical speaking competencies with CLIL use; it also indirectly helped the students to perform better in their final oral presentations. The author also encourages using CLIL in technical English instruction because of the rich opportunities and positive effects on the classroom and the learner's experience in learning the technical language.

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English around us: A linguistic landscape activity to raise ELF awareness

「私たちの周りにある英語」：ELFに対する認識を高める ための言語景観アクティビティ

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ABSTRACT

Despite the gradual acceptance of English as an international lingua franca and efforts to decolonise the English language teaching field, native-speakerism is still prevalent in many parts of the world, including Japan. Challenging this notion and raising awareness of the actual use of English as a lingua franca requires teachers to be creative. This paper proposes an activity that aims to raise awareness towards ELF among Japanese university students by first making them aware of the use of English in their local linguistic landscape.

KEYWORDS: English as a lingua franca, ELF awareness, Linguistic landscape activity

1. INTRODUCTION

<center>"ネイティブ講師と距離が近い。つまり、世界と近い。"</center>

Roughly translated, it means, 'You are in close proximity with native (English)-speaking teachers. Thus, you are close to the world.' I remember feeling confused and appalled reading the above statement on a promotional poster of a private university's Department of Global Communication on the train I was using for my daily commute in Tokyo. The idolisation of native English speakers (NESs) in Japan or other countries, especially in Kachru's (1985) Expanding Circle, is not new. However, claiming that native English-speaking teachers (NESTs), in particular, can bring the world closer to you is exaggerated because it implies that NESTs or native English speakers represent a big part, if not the whole world. This idea is far from the truth, considering the fact that the number of native English speakers, according to Ethnologue (n.d.), is only about 5% of the whole world population, or around 35% of the total number of English speakers (both native and non-native speakers included).

In this age and day, the English language has undoubtedly become a de facto

international lingua franca and "an all-pervasive feature of a globalised world" (Widdowson, 2017, p. 101). It penetrates various layers of the international community, such as aviation communication, English Medium Instruction (EMI) courses in universities worldwide, the internet, and international academic journals. Apart from that, the existence of various Englishes worldwide, native or non-native varieties, has been recognised and extensively studied. Reflecting on these, ideally, we would expect a global society that is more aware of the implications of having English as an international language. One such implication is the understanding and acceptance that NESs' social, cultural, and linguistic norms and assumptions should not be the sole standard that dictates how English should or can be used by people of different linguacultural backgrounds. As Honna (2008) states,

> Actually, when Japanese speak English with Singaporeans, there is no room
>
> for American or British English culture. It would be clumsy if the Japanese
>
> had to represent the American ways of behaviour and the Singaporeans the
>
> British version while speaking English to each other. (p. 6)

However, changing something that has been around and believed to be the norm for decades is challenging. For a very long time, the teaching of the English language to speakers whose native language is not English has always been strictly NES-centred. In EFL-based language teaching, for instance, the first language and learners' culture are often perceived as hindrances and interference for the learners to achieve linguistic competency (Galloway & Rose, 2018). In addition, becoming like a native speaker is perceived as an ideal goal to achieve and diverging from the so-called standard English is seen as a defect and ought to be corrected or penalised. In Japan, native-speakerism (Holliday, 2003) in English language education is a deeply entrenched ideology that has led students to be constrained by NES norms (Murata, 2016) and have negative attitudes towards non-native speakers of English (Kimura, 2019).

Therefore, as English language teachers in this globalising world, we need to think of different and creative ways to make our students aware of the actual use of English as a lingua franca (ELF) around the world. In this paper, I propose an in-class linguistic analysis activity called 'English Around Us'.

2. USING LINGUISTICS LANDSCAPE IN LANGUAGE LESSONS

The term linguistic landscape is made popular by Landry and Bourhis (1997), which refers to the language used on "public road signs, advertising billboards, street names, place names, commercial shop signs, and public signs on government buildings" (p. 25) of a particular area. These signs serve informative and symbolic functions that mark "the relative power and status of the linguistic communities" (p. 23). As Japan is often perceived as a homogenous nation, one might think that the linguistic landscape may not be as diverse. However, recent studies have proved otherwise. One such study is a survey

of official and nonofficial multilingual signs at the JR Yamanote Line stations in Tokyo by Backhaus (2006). Findings showed that 2321 out of 11,834 signs were multilingual, with English being the dominating language (97.6%). Other languages found on the multilingual signs include Asian languages (e.g., Chinese, Korean, Tagalog, Thai), European languages (e.g., French, Portuguese, Spanish), and Middle Eastern languages (e.g., Arabic, Persian).

From the early years of research in the linguistic landscape, much of the literature has been focused mainly on sociolinguistic studies concerning language policies, especially in multilingual societies or settings. However, in recent years, some studies have been conducted on the pedagogical potential of the linguistic landscape. The existing body of research on this topic generally suggests that using linguistic landscape as a tool in language teaching helps raise students' language awareness, especially towards the innovative way of language use in society (Sayer, 2010) and the social functions of languages (Rowland, 2012; Chesnut et al., 2013). It also benefits students in acquiring pragmatic competence (Cenoz & Gorter, 2008) and enhancing language skills (Dumanig & David, 2019). Since the linguistic landscape is a form of actual language use, it helps bridge classroom lessons with authentic, real-life language use (Sayer, 2010) in contexts the students can relate to (Floralde & Valdez, 2017).

This paper aims to add to the limited literature on how linguistic landscape analysis activity can be incorporated into a language classroom, particularly English. The lesson plan introduced in this paper is the one I created for my Japanese university students, most of whom are false beginners (CEFR A1-A2) due to their prior English language learning in junior and senior high schools.

3. OVERVIEW OF THE 'ENGLISH AROUND US' ACTIVITY

The primary objective of the 'English Around Us' activity is to make students aware of the existence of English in their local linguistic landscape by having students discover the purposes of English being used on posters in public spaces in Japan. This activity can help students move away from the belief that English is a language of a foreign land that is very distant from them or not within their reach by looking at how the English language is being exploited to reach whatever goals or purposes the posters have. Since fluency is not the main aim of this activity, it can be adapted based on the level of the students.

3.1. Preparation
Assign students homework of taking a picture of a poster in public places to be used in the activity stage. Give the students at least a week, so they will have more time to find a good poster.

The requirements for a poster are as follows:
● posted in a public space (e.g., trains, buses, stations, shopping malls, cafes, restaurants)
● either contains a few English words (written in the roman alphabet, not *katakana*) or is entirely in English
● not brand names (e.g., Platinum, Muse)
● not Romanised Japanese words (e.g., Ekiden, Shimokitazawa)

●   not too short (e.g., No Entry, Toilet)

Below are some examples of good posters that can be used for this activity.

Figure 1

Example of posters in public spaces in Tokyo

The sign on the left-hand side is a poster in a shopping mall, Lumine, near Tachikawa Station, which contains some English words such as 'CHRISTMAS FOODS', 'PRE-ORDER', 'Order Now', and 'CHECK'. The sign on the right-hand side is a poster inside Shinjuku Station, written entirely in English.

To ensure students choose appropriate signs for the activity, you may ask them to submit their pictures earlier to be checked and confirmed.

3.2. Activity

The activity is divided into five stages: lead-in, individual activity, group activity, presentation, and wrap-up. Ask the students to bring their laptops for this lesson.

3.2.1 Stage 1: Lead-in (15 minutes)

The lead-in for this activity is slightly longer because it also includes a short group activity which is crucial for the next step. After all, it gives a general idea to the students about how they should analyse their posters in the following individual activity stage.

First, show a picture of a poster containing some English words and share a short anecdote, such as when and where you saw the poster. After that, ask the students about the poster's purpose and elicit answers from two or three students. I often use the poster below for my lead-in because it is suitable for analysis. Note how the content words such as 'CHRISTMAS FOODS', 'PRE-ORDER', and 'Order Now!' are written in English, but

details on how and where to make the pre-order are entirely in Japanese. This gives more room for the students to think critically in analysing the poster.

Figure 2
An example of a poster for lead-in

After that, divide the students into groups of three or four and ask them to discuss the following questions:

1. Who do you think is the target audience of the poster?
2. In your opinion, why are those English words used on the poster (instead of Japanese)?

For classes with a high level of English proficiency, you may ask them to discuss in English. However, for lower-level students, it is better to let them discuss in Japanese first and later summarise the result of their discussion in English. Give around 10 minutes for this group activity.

To end the lead-in stage, ask students from each group to share their answers. Give some feedback on their responses or ask other students what they think of the answers. From my experience, for the first question, many students tend to say that the target audience for this poster is Japanese people, to which I would ask, 'How about a non-Japanese person who can understand Japanese?' The teacher needs to encourage students to think more critically, so they will think beyond the dichotomy of "Japanese people" and "non-Japanese people" when they do their analysis and start including other factors, such as the languages spoken by the target audience.

This kind of critical thinking is essential because some posters with many English words may seem like they are targeting non-Japanese or non-Japanese speaking people. However, at a closer look, they are targeted at Japanese or Japanese-speaking people, or vice-versa. Thus, the answer to the following question on why English words are used on

the poster might differ depending on the target audience.

As for the second question on why English words are on the poster instead of Japanese, many of my students responded with somewhat predictable answers such as 'English is cool' and 'English is more stylish', implying that English words are being used merely as an accessory. However, I had students who made interesting remarks, such as Christmas being a modern celebration in Japan or of foreign origin; therefore, English is used to emphasise that. Some students also mentioned that Christmas is a celebration that is more popular among the younger generation, so English is used to appeal to people from this age group, implying that the younger generation is more familiar with or has more exposure to the English language.

Apart from introducing students to the activity, the teacher needs to encourage students to think critically in this lead-in stage.

3.2.2 Stage 2: Individual Activity (15 minutes)

In this activity, give students 15 minutes to analyse the picture of a sign they have taken beforehand by answering the following questions.

1. Where did you take the picture?
2. What is the poster about?
3. Who made the poster?
4. What are the English words written on the poster?*
5. Who do you think is the target audience of the poster?
6. In your opinion, why are those English words used on the poster (instead of Japanese)?

Question 4 can be skipped if the poster is wholly or partially in English. Usually, these kinds of posters are informative or notice containing Japanese and translations in English or other languages. For question 5, encourage the students to be specific instead of general, such as "Japanese people" or "non-Japanese people".

During this stage, the use of a dictionary should not be prohibited. Also, you can walk around the classroom and assist students if necessary. Instead of checking for grammar or spelling, help them make their content clear and easily understood.

3.2.3 Stage 3: Group Activity (20 to 30 minutes)

Once students have finished analysing their posters, divide them into groups of two or three. The purpose of this group activity is for students to get feedback from their peers, especially for questions 5 and 6. Students can broaden their perspectives and improve their analyses by getting feedback and ideas from their peers.

In groups, each student share their picture and analysis. After that, their group members give feedback. For classes with low proficiency in English, allow them to carry out their discussion in Japanese.

After the discussion, students can prepare a short presentation of their poster analyses. I recommend using Google Jamboard for this short presentation. Google Jamboard is suitable for short presentations because the interface is easy to navigate, and multiple users can simultaneously work on the same document from their laptops. Also, the teacher can check the students' progress from the teacher's laptop without having to

go to each student's desk.

Besides that, Google Jamboard helps save time for short presentations since all the slides can be projected directly from the teacher's laptop. Therefore, having the students transfer their presentation files or changing the projector cable from one laptop to another is no hassle. Setting up Google Jamboard documents is also effortless. I usually create the documents beforehand and send the URL links to the students. Each group will work on the same document, but each student will have an individual slide.

3.2.4 Stage 4: Presentation (20 to 30 minutes)

Each group will present in front of the whole class at this stage. Depending on the number of students in the class, it may take around 15 minutes and above. Based on my experience, each student takes approximately 1 to 3 minutes to present the analysis of their poster.

Encourage students to ask questions to make the session more interactive. If your students are shy, afraid of asking questions, or relatively passive, you may assign each group to ask at least once. Usually, students are more willing to ask as a group than as an individual.

In order to ensure that students are paying attention to other groups' presentations, assign a task for the students while listening. For instance, you may ask them to take a memo on why English words are being used on the posters or simply ask them to choose a poster or analysis that is the most interesting to them.

During this stage, the teacher will also have to pay attention to the presentations because the teacher has to summarise this when wrapping up the activity. In particular, a focus should be made on why the students think English words are being used on the posters.
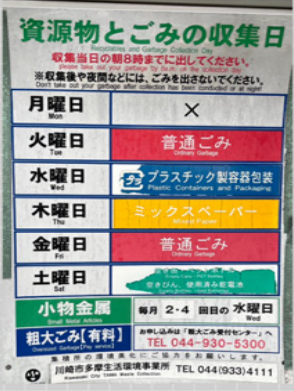
3.2.5 Stage 5: Wrap-up (10 minutes)

To wrap up the activity, share the purposes of English words used on posters based on the students' presentations on the screen. Ask the students to reflect and share their opinions on the purposes listed with the person beside them.

4. DISCUSSION

In general, the photos of posters taken by my students can be categorised into two groups. The first group is official posters written in Japanese with English translation for informative purposes. The second group contains posters that use English words or phrases, mainly for commercial purposes.

Figure 3
Student A slide

As shown in Figure 3, Student A chose a garbage collection schedule, an official poster made by the local government office. This is the kind of poster that most of my students had in mind when I asked about the use of English on public signs around them. It might seem trivial, but by having the students put conscious effort into analysing this kind of poster and asking critical questions, they can become more aware of English being an international language. Chances are that they do know that foreigners in Japan come from different linguacultural backgrounds and are not necessarily from English-speaking countries only. However, in most cases, we can see that an English translation is used by default for informative signs like this. A simple 'why' is all we need to ask to lead students into realising the social functions of English today, especially in Japan.

Figure 4
Student B slide
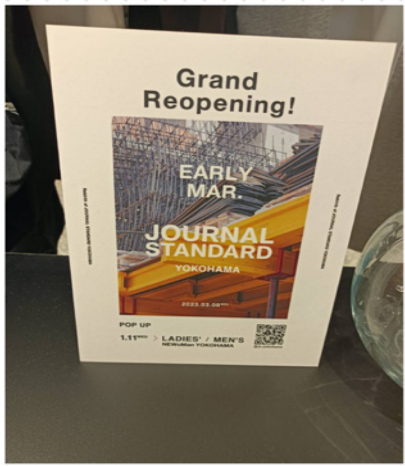
As shown in Figure 4, Student B chose a promotional poster of a clothing store. Note how the student mentioned that the target audience is "people who don't understand English", but English is used in the poster because "it looks fashionable, stylish, and simple". The realisation that English is being exploited creatively and innovatively in the students' local sociolinguistic context is essential in raising awareness of ELF. It opens space for students to rethink their beliefs about English, especially regarding the ownership of the language.

I think many English language teachers in Japan might have encountered a situation where students are not motivated to learn English because they believe it serves no purpose to them if they are to spend their whole life working and living only in Japan. It can be argued that this mindset partly stemmed from their preconceived notion that English is a foreign language. It is foreign in the same sense that Thai or Swahili are foreign languages to Japanese, so unless one is interested in Thai- or Swahili-speaking cultures, there is no need to learn the languages. However, this is not the case with English because it is undoubtedly an international lingua franca.

Therefore, through this linguistic landscape analysis activity, we allow students to explore and consciously notice that English is already a part of their linguistic repertoire. It is being used increasingly in creative, innovative, and purposeful manners on commercial signs targeted to the Japanese people, and it is also used for informative purposes for non-Japanese speakers in Japan (both inhabitants and tourists), which implies that even if the students do not go overseas, the world is still coming to Japan. As long as globalisation is still happening and mobility and exchanges between countries are ongoing, English will remain the most readily available language for international communication in most settings.

5. FURTHER IDEAS

For classes with a higher level of English (CEFR B1-B2), you can assign an extension task of writing a brief reflection report in English as homework. They can write about things they have learnt or realised based on their own and other students' analyses of posters and the use of English in their local linguistic landscape.

Other than that, for upper-intermediate and above, instead of analysing posters containing English words, you can ask them to analyse signs about the English language, such as promotional posters about English language courses offered by colleges, universities, or English conversation (*Eikaiwa*) centres. This activity can help them think critically about how the English language is perceived or promoted in Japan and reflect or react to that.

6. CONCLUSION

Linguistic landscape analysis activity has a great potential to raise students' awareness of the use of English in the linguistic landscape of their locality, thus leading to a better understanding of ELF. The resources are also never-ending and ever-changing, making it very interesting for teachers and students. As explained in this paper, the activity

encourages students to think critically about the use and existence of English in the linguistic landscape of Japan and to reflect on their own beliefs and perceptions of the English language. However, further empirical research is needed to determine how and to what extent this linguistic landscape activity affects students' awareness towards ELF.

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A report on faculty development and research at the Center for English as a lingua franca 2022

ELF センター 2022 FDと研究活動レポート

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ABSTRACT

The Center for English as a Lingua Franca (CELF) at Tamagawa University was established in 2014 to offer English language education to an increasing number of students across various disciplines. The university-wide ELF program has grown significantly since its inception, with approximately 2,800 students enrolled in 2019 onwards. In addition to providing English language education, CELF serves as a research center that organizes monthly workshops for faculty and staff, hosts annual forums for English language teaching, and publishes two journals. In supporting CELF's mission, CELF Faculty Development (FD) provides various workshops, lectures, and special seminars to its teachers. This report describes the 2022 FD activities and CELF research achievements.

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

1. INTRODUCTION

The Center for English as a Lingua Franca (CELF) was established in April 2014 in response to changes in English communication worldwide. The program emphasizes English use in intercultural and transcultural communication and incorporates the ELF-aware to its program (Tamagawa Academy & University, 1996-2021).

Teachers at the Center for English as a Lingua Franca, Tamagawa University are qualified teachers from diverse backgrounds from 23 different countries. They are from Australia, Brazil, Bulgaria, Canada, Egypt, Finland, Germany, India, Ireland, Italy, Japan, Malaysia, New Zealand, North Macedonia, Philippines, Russia, Slovakia, South Korea,

Spain, Thailand, United Kingdom, United States, and Vietnam. The faculty speaks a variety of first languages, including Arabic, Bulgarian, Czech, English, Finnish, German, Japanese, Korean, Malay, Portuguese, Russian, Slovak, Spanish, Tagalog, Telugu, Thai, and Vietnamese. All faculty at CELF are striving to promote ELF-aware pedagogy. In the following, we report on our FD activities as well as the academic achievements of CELF faculty members in 2022.

2. THE 2022 CELF-ELTAMA FORUM FOR ENGLISH LANGUAGE TEACHING

The 2022 CELF-ELTama Forum for English Language Teaching was in collaboration with CELF and ELTama. The event was held online via ZOOM on August 20, 2022. This year's event featured a diverse range of sessions that aimed to foster meaningful conversion about ELF research and practice. This reciprocal event attracted approximately 50 participants.

Table 1

CELF talks at the 2022 CELF-ELTama Forum for English Language Teaching

Type of Talk & Title	Author(s)
Plenary Talk 'Native speaker': A diachronic analysis of a 'buzz word' in ELT	Masaki Oda
Paper Presentation Trans theories as synergists for EMF theorisation	Tomokazu Ishikawa
Paper Presentation Communication strategy training through information-gap tasks	Brett Milliner & Blagoja Dimoski
Paper Presentation L2 learner preferences on the use of background music for extensive reading study	Andrew Leichsenring
Paper Presentation Digital lessons for global English learners	Paul Raine
Paper Presentation Effectiveness of a multimodal approach during online reading strategy instruction	Sachi Oshima
Presentation (Conference report) Invoking the third-person perspective: Distribution of deontic responsibilities in the construction of an assertion	Satomi Kuroshima
Presentation (CELF Report) CELF Report	Miso Kim & Rasami Chaikul

3. ELF WORKSHOPS & PROFESSIONAL DEVELOPMENT SESSIONS FOR CELF TEACHERS

CELF is dedicated to promoting the use of English as a global means of communication.

As part of its mission, CELF offers a range of professional development opportunities for its faculty to help them enhance their teaching skills and stay up-to-date with the latest trends in the field of English language teaching. These opportunities include faculty development workshops, lectures, special seminars, and discussions that cover a wide range of topics, such as learning management system (LMS) training, teaching methodology, and online materials. In the 2022 academic year, 11 faculty development workshops, lectures, special seminars and online discussions were provided. By investing in the professional development of its teachers, CELF is able to provide high-quality ELF classes.

3.1 CELF Teacher Orientation

CELF provides Teacher Orientations (Figure 1) at the beginning of each semester. In 2022, the orientations were held on March 23 in the Spring semester and September 15 in the Fall semester. The Spring orientation included a welcome speech from the director. A special talk by Ayako Suzuki was also given on introducing English as a Lingua Franca, emphasizing the diversity of Englishes around the world. In addition, detailed explanations on the teacher guidebook were provided, which offered practical advice on lesson planning, faculty development sessions, and classroom management and grading.

Figure 1

The Spring Semester Teacher Orientation on March 23, 2022

3.2 Faculty Development Workshops

CELF faculty development workshops are an integral part of the organization's commitment to providing its teachers with ongoing professional development

opportunities. These workshops cover a wide range of topics related to teaching English as a Lingua Franca, including various teaching methods, online tools, and sharing teaching activities. In these workshops, CELF teachers have the opportunity to learn from fellow instructors and collaborate with their peers to develop new skills and approaches to teaching. The workshops provide hands-on opportunities for teachers to experiment with new techniques and tools. Through these workshops, CELF fosters a community of dedicated and innovative language instructors who are committed to promoting English as a global means of communication. The list of those workshops is below:

CELF Online tools & strategies to facilitate learning
Date: April 18
Time: 17:00 - 18:00
Meeting: Hybrid
Speaker: Miso Kim
Participants: 7

Extensive reading & M-reader
Date: May 16
Time: 17:00 - 18:00
Meeting: Hybrid
Speaker: Brett Milliner
Participants: 8 in-person & 1 online

FD discussion session: Sharing teaching activities
Date: May 23
Time: 17:00 - 18:00
Meeting: Hybrid
Discussion session
Speaker: Andrew Leiscenring
Participants: 8

CELF Online tools & strategies to facilitate learning
Date: October 25
Time: 17:00 - 18:00
Meeting: in-person (ELF 301)
Speaker: Aldo Villarroel & Miso Kim
Participants: 8

3.3 Blackboard CMS Training
CELF offers training on learning management systems (LMSs) every beginning of a semester, which include BlackBoard, UNITAMA, and Microsoft Teams. The training is designed to provide teachers with a comprehensive understanding of how to use the LMS to manage their classes and communicate with their students. During the training,

experienced CELF teachers walk other teachers through the various features and functionalities of the LMS, providing them with hands-on experience and practical tips for maximizing its potential. Topics covered in the training include setting up courses, creating assignments and assessments, managing student rosters and grades, and using online communication tools to facilitate interactions with students. Below are the two workshops offered in the 2022 AY.

CELF Modules, Bb, Unitama, Teams workshop
Date: April 11
Time: 17:00 - 18:00
Meeting: Hybrid
Speaker: Miso Kim
Participants: 9

CELF Modules, Blackboard, Unitama, Microsoft Teams help desk
Date: September 26 & 27
Time: 12:30 - 13:30
Meeting: in-person (Teacher's Lounge)
Speakers: Miso Kim, Yuta Mogi, Rasami Chaikul
Participants: 15

3.4 CELF Tutor FD workshop
CELF provides a tutor service for students who want to get more opportunities to talk in English with tutors from a variety of linguistic and cultural backgrounds. To help CELF tutors get used to the reservation system and tutoring sessions, CELF provides workshops at the beginning of each academic year.

CELF Tutor workshop
Date: April 8
Time: 17:00 - 18:00
Meeting: Hybrid
Speaker: Rasami Chaikul
Participants: 5

3.5 ELF Grading & Unitama help desk
At the end of each semester, CELF holds a "help desk" on grading and assessment for its teachers. During the session, the designated speakers respond to other teachers' questions and help them upload grades to the online system.

Grading & Unitama help desk
Date: July 11 & July 12
Time: 12:00 - 13:00
Meeting: in-person (Teachers' Lounge)
Speaker: Rasami Chaikul, Miso Kim & Yuta Mogi

Participants: 20 (July 11), 15 (July 12)
Grading & Unitama help desk
Date: January 17
Time: 12:30 - 13:30
Meeting: in-person (Teacher's Lounge)
Speaker: Miso Kim, Yuta Mogi, Rasami Chaikul
Participants: 11

3.6 CELF FD special workshop
In addition to its regular workshops, CELF offers special workshops on a range of topics related to ELF and research. These workshops are designed to provide teachers with opportunities to explore cutting-edge ideas and approaches in the field, and to engage in in-depth discussions and collaborations with their peers. The workshops foster a culture of inquiry and exploration among CELF teachers, encouraging them to stay up-to-date with the research and pedagogy in the field and to think critically about how best to support their students' language development. Below is the list of the workshops, and Figures 2 and 3 are pictures of the worskhops.

CELF Special FD: "A new type of English curriculum: The five round system"
Date: November 22
Time: 17:00 – 18:00
Meeting: in-person (Active Learning Zone)
Speaker: Prof. Hideyuki Nishimura
Participants: 17

CELF research discussion: "Research proposal: Exploring identities of part-time English language teachers in Japanese universities"
Date: January 10
Time: 17:00 - 18:00
Meeting: in-person (Active Learning Zone)
Speaker: Dr. Yuta Mogi
Participants: 11

Figure 2

The special lecture on English curriculum by Prof. Hideyuki Nakamura

Figure 3

A group activity in CELF Special FD by Dr. Yuga Mogi

3.7 CELF at the 4th & 5th ELF SIG International Workshop

The 4th & 5th ELF SIG International Workshop, held by the Japan Association of College English Teachers (JACET) Special Interest Group (SIG) on English as a Lingua Franca (ELF), took place on February 25-26, 2023, at Waseda University.

In the workshop (Figure 4), CELF faculty members led a panel on "ELF and Pedagogy in the Japanese Context." Dr. Masaki Oda, Executive Director for Higher Education and Dean of College of Humanities at Tamagawa University, opened the panel by delivering a lecture titled "an introductory talk on the development of applied linguistics in relation to the impact of CELF for the past ten years." Profs. Ayako Suzuki (Associate Director at CELF) and Paul McBride (Director at CELF) explained pedagogical practices at CELF in their talk, "ELF and pedagogy at the Center for English as a Lingua Franca." Prof. Blagoja Dimoski reported the research practices at CELF in his presentation "conducting research on communication strategies in spoken ELF: Aims, outcomes, and future directions." The panel was followed by Q&A, comments, and discussions.

Figure 4

The presentation on communication strategies in spoken ELF by Prof. Blagoja Dimoski

4. CELF RESEARCH ACHIEVEMENTS

Academic achievement is considered one of the crucial elements in addition to teaching at CELF. Every year CELF faculty participates in academic communities and actively attends conferences and academic meetings during the academic year. CELF faculty made their best effort to research and be innovative in the English language teaching and ELF fields. As the "with corona" era continued, our teacher researchers gave presentations worldwide both online and onsite as many of the conferences are held in a hybrid form. In addition to presenting at academic conferences, CELF faculty also published research articles and work as volunteers at different academic societies and publications.

4.1 Academic Presentations

In 2022 CELF faculty made 23 presentations at various international and domestic conferences.

4.1.1 Domestic Presentations

The CELF made 9 presentations at conferences within Japan (see Table 2) both face-to-face onsite and online. The domestic presentation of CELF faculty led to the promotion of English as a Lingua Franca philosophy and pedagogy in Japan and reflect the dedication of CELF to the field.

Table 2

Summary of CELF faculty's domestic presentations (n＝9)

Type, Title, & Event	Author(s)
Presentation ELF-aware pedagogy: Areas of convergence with language policy JACET Language Policy SIG	Paul McBride
Presentation ELF and pedagogy at the Center for English as a Lingua Franca The 4th&5th JACET ELF SIG International Workshops	Paul McBride
Presentation English Medium Instruction (EMI) using ELF at Tamagawa University Tamagawa University, Education Skills Training Subcommittee, Faculty Development Session	Paul McBride
Presentation (Online) L2 learner preferences on the use of background music for extensive reading study 2022 CELF-ELTama Forum for English Language Teaching	Andrew Leichsenring
Presentation (Online) Communication strategy training through information-gap tasks 2022 CELF-ELTama Forum for English Language Teaching	Brett Milliner & Blagoja Dimoski
Presentation Listening and lexical knowledge: Theory, challenges, and solutions JALT 2022 - 48th Annual Conference on Language Teaching and Learning & Educational Materials Exhibition	Brett Milliner & Stuart McLean
Presentation The road less traveled? A duoethnography of two Filipina scholars and English language teachers in Japan during the COVID-19 pandemic The 5th Philippine Studies Conference in Japan	Tricia Okada & Tricia Fermin
Invited presentation Translingual identity-as-pedagogy: A practitioner narrative inquiry JACET 60th Commemorative International Convention	Miso Kim

	Presentation	Miso Kim
	Towards translingual and transcultural ELT	
	JALT 2022	

4.1.2 International Presentations

In 2022, the ELF center was represented at academic conferences abroad, both online and onsite face-to-face due to the more relaxed international traveling restriction in 2022 academic year. The CELF faculty presented at various international academic conferences and was invited to talk at universities and many other events such as libraries and schools to name a few. The CELF represented an outstanding role in the ELF research field by giving 6 presentations at the 13th International Conference of English as a Lingua Franca in Taiwan.

Table 3

Summary of CELF faculty's international presentations (N＝21)

Location	Type, Title, & Event	Author(s)
Seoul, South Korea (Online)	Book talk Studying life through languages	Miso Kim, Sungwoo Kim, Jaeyeon Park
Cape Breton Island, Canada (Hybrid)	Paper presentation The antecedents of boredom in L2 classroom learning *Psychology of Language Learning IV (PLL4)*	Sachiko Nakamura
Cape Breton Island, Canada (Hybrid)	Paper presentation The effects of strategy instruction on EFL learners' self-regulation of boredom in the classroom *Psychology of Language Learning IV (PLL4)*	Sachiko Nakamura
East Java, Indonesia (Hybrid)	Paper presentation The Importance of exposing English learners to issues to tackle VUCA conditions through interdisciplinary cooperation *AsiaTEFL 2022*	Yuri Jody Yujobo
Ghent, Belgium (Hybrid)	Paper presentation Going beyond the binary between native and non-native speakers of English for intercultural citizenship developments *Sociolinguistic Symposium 24*	Ayako Suzuki
Jeonju, Korea (Online)	Book Talk When language becomes life	Miso Kim
Gyeongsang province, Daegu, Korea	Book Talk Expanding the boundaries through language and experiences	Miso Kim
Seoul, Korea	Public talk When language becomes life *Meeting the author at Dongjak Children's Library*	Miso Kim

Ewha Women's University, Seoul, Korea (Online)	Public talk Let's challenge, going abroad	Miso Kim
Nakhon Ratchasima, Thailand (Online)	Invited talk Emotions in L2 learning	Sachiko Nakamura
Los Angeles, US	Paper presentation Invoking the third-person perspective: Distribution of deontic responsibilities in the construction of an assertion *117th American Sociological Association (ASA) Annual Meeting*	Satomi Kuroshima
Taiwan (Online)	Colloquium Developing a university-wide ELF-oriented ELT program: ELF-aware pedagogical change *13th International Conference of English as a Lingua Franca*	Paul McBride
Taiwan (Online)	Colloquium Colloquium "English as a Lingua Franca and intercultural communication: Implications for intercultural citizenship education, higher education and ELT" organized by Will Baker Ayako's paper: Paradoxical development of inter-cultural citizenship? Language learning and study abroad *13th International Conference of English as a Lingua Franca*	Ayako Suzuki
Taiwan (Online)	Paper presentation Doing 'being an expert or a novice': Extended other-initiated repair sequences in ELF interactions (Kaken 18K00753) *13th International Conference of English as a Lingua Franca*	Satomi Kuroshima, Blagoja Dimoski, Tricia Okada, Yuri Jody Yujobo, Rasami Chaikul
Taiwan (Online)	Colloquium Moving towards ELF-informed pedagogy in ELT: Pedagogical applications and implications for communication strategy training (Kaken 18K00753) *13th International Conference of English as a Lingua Franca*	Satomi Kuroshima, Blagoja Dimoski, Tricia Okada, Yuri Jody Yujobo, Rasami Chaikul
Taiwan (Online)	Colloquium Learning effects of classroom ELF practice for study abroad *13th International Conference of English as a Lingua Franca*	Ayako Suzuki

Taiwan (Online)	Colloquium Learning effects of classroom ELF practice for study abroad *13th International Conference of English as a Lingua Franca*	Tomokazu Ishikawa, Miso Kim
(Online)	Roundtable Mindsets in language education *International Association for the Psychology of Language Learning*	Adrian Leis, Sachiko Nakamura
University of Essex, UK (Online)	Paper presentation Multilingualism in the Japanese EFL classroom: Native insights from 3 practitioners *Bringing the outside in:multilingual realities and education conference*	Tiina Matikainen, Patrick Ng, Gregory Paul Glasgow
Ghent, Belgium (Hybrid)	Poster presentation Living a multilingual life in Japan: Experiences of Finnish women *Hybrid, Sociolinguistics Symposium 24*	Tiina Matikainen
Phnom Penh, Cambodia (Online)	Paper presentation Studying abroad "online" during COVID-19, *CamTESOL*	Tiina Matikainen

4.2 Academic Publications

The reports of different publications which were published by CELF faculty in 2022 are listed in the Table 4 below. We would like to congratulate Brett Milliner & Blagoja Dimoski for publishing in a well-established journal such as RELC Journal and Ayako Suzuki for publishing her outstanding article on University students' global citizenship development through long-term study abroad in the Journal of English as a Lingua Franca, In addition, we would like to congratulate Miso Kim for publishing a book Eoneoga salmi doel ttae [When languages become life] which is very well received in Korea, and she was invited to talk about her book in many occasion. Lastly, we would like to address Yuta Mogi and the JSPS Kakenhi grant-in-aid for a scientific research group article which was led by Satomi Kuroshima for publishing their article in Englishes in Practice. All of the achievement reflects the dedication and how active the CELF faculty is in the academic field, in addition to their full-time commitment to their teaching.

Table 4

Summary of publications by CELF faculty (n＝14)

Type (O=Peer-reviewed) & Reference	Author(s)
Research article O Suzuki, A. (2022). University students' global citizenship development through long-term study abroad. *Journal of English as a Lingua Franca, 11*(1), 77-88. https://doi.org/10.1515/jelf-2022-2070	Ayako Suzuki
Research article O Milliner, B. (2022). Evaluating the lexical difficulty of teaching materials with NWLC. *The Center for English as a Lingua Franca Forum, 2*, 49-58. https://doi.org/10.15045/00001702	Brett Milliner
Research article O Milliner, B., & Dimoski, B. (2022). The effects of communication strategy training on speaking task performance. *RELC Journal*. https://doi.org/10.1177/00336882221085781	Brett Milliner & Blagoja Dimoski
Research article O Kuroshima S., Dimoski, B., Okada, T., Yujobo, Y. J., & Chaikul, R. (2022). Translanguaging gestures and onomatopoeia as resources for repairing the problem. *The Center for English as a Lingua Franca Forum, 2*, 68-86.	Kuroshima Satomi, Dimoski Blagoja, Okada Tricia, Yujobo Yuri Jody & Chaikul Rasami
Book Kim, M. (2022). *Eoneoga salmi doel ttae [When languages become life]*. Hangyeore.	Miso Kim
Book chapter Kim, M. (2022). Uriui naitereul ssaaganeun sueop [A classroom for carving our growth rings]. In Fepe Lab (Ed.), *Jigeum sijakaneun pyeongdeunghan gyosil [An equitable classroom that begins from right now]* (pp. 137-156). Dongnyeok.	Miso Kim
Research article O Kim, M., & Cho, E. (2022). Lost in transition: A two-year collaborative autoethnography of South Korean doctoral students' development and identity negotiation. *Journal of International Students, 12*(S2), 50–67. https://doi.org/10.32674/jis.v12iS2.4338	Miso Kim & Eunhae Cho
Report O Chaikul, R., & Milliner, B. (2022). 2021 Report for FD and Research in the CELF. *The Center for English as a Lingua Franca Forum, 2*, 100-122. https://doi.org/10.15045/00001706	Rasami Chaikul & Brett Milliner
Interview Nakamura, S. (2022, April 27). #105 - Nakamura, S., Darasawang, P., & Reinders, H. (2021). A practitioner study on the implementation of strategy instruction for boredom regulation. [Audio podcast episode]. In *Lost in Citations*. PodBean. https://lostinthecitations.podbean.com/e/105/	Sachiko Nakamura

Research article ○ Kuroshima, S., Dimoski,B., Okada,T., Yujobo,Y., & Chaikul, R. (2022). Navigating Boundaries through Knowledge: Intercultural Phenomena in ELF Interactions. *Englishes in Practice, 5*(1) 82-106. https://doi.org/10.2478/eip-2022-0004	Satomi Kuroshima, Blagoja Dimoski, Tricia Okada, Jody Yuri Yujobo, & Rasami Chaikul
Book chapter Kuroshima, S. (2022). Dootei, kansatsu, kakunin sagyoo no koosei ni okeru 'miru koto' no soogokooi teki kiban. [Interactional ground of 'seeing' in identification, observation, and confirmation activities]. In Y. Makino, C. Sunakawa, and H. Tokunaga (Eds.). *Interaction in the Material World: New Horizons in Language and Communication Research* (pp. 150-168). Hituzi Shobo.	Satomi Kuroshima
Research article ○ Kuroshima, S. (2023). When a request turn is segmented: Managing the deontic authority via early compliance. *Discourse Studies, 25*(1), 114–136. https://doi.org/10.1177/14614456221136975	Satomi Kuroshima
Research article Studying "abroad" online: Reflections from a Japanese university. *The Journal of Tamagawa University College of Tourism and Hospitality, 9*, 81-87.	Tiina Matikainen, Travis Cote
Research article ○ Mogi, Y. (2022). Changing perceptions of English among Japanese teachers in Brussels. *Englishes in Practice, 5*(1) 59-81. https://doi.org/10.2478/eip-2022-0003	Yuta Mogi

4.3 Contributions to Academic Societies

CELF faculty continued to actively engage in a wide range of academic organizations and publications in 2022. As reported in Table 5 below, CELF faculty committed to 69 voluntary roles with an outstanding faculty Paul McBride who was the vice president of JACET Kanto and Ayako Suzuki and Sachiko Nakamura who were reviewers of the prestigious TESOL Quarterly and Satomi Kuroshima who was the Garfinkel-Sacks Award Committee Chair of American Sociological Association (ASA), Ethnomethodology/Conversation Analysis (EMCA). We would like to address Sachiko Nakamura for devoting her time as an executive committee member, reviewer, copy and content editor in 16 academic organizations.

Table 5

Summary of contributions by CELF faculty to academic societies in 2022 (n=69)

Society	Position	Name
JACET Kanto	Vice President	Paul McBride
JACET Kanto Journal	Journal editor	Paul McBride

Englishes in Practice	Editorial Board Member	Paul McBride
JACET ELF SIG	Steering Committee Member (Poster Section)	Paul McBride
JACET	JACET Seminar Business Committee Member	Paul McBride
Asia TEFL	Member of the Asia TEFL ELF research network	Paul McBride
JACET Kanto Chapter	Executive board member	Ayako Suzuki
JACET Kanto Chapter	Steering committee member	Ayako Suzuki
JACET Kanto Chapter Journal	Chief editor	Ayako Suzuki
JACET International Relationship Committee	Committee member	Ayako Suzuki
ELT Journal	Steering Committee Member	Ayako Suzuki
TESOL Quarterly	Reviewer	Ayako Suzuki
JACET ELF SIG	Steering committee member	Ayako Suzuki
ELT Journal (from January 2023)	Editor-in-Chief	Ayako Suzuki
IAFOR Journal of Education - Language Learning in Education	Senior Reviewer	Andrew Leichsenring
IAFOR Journal of Education - Studies in Education	Senior reviewer	Andrew Leichsenring
Englishes in Practice	Reviewer	Andrew Leichsenring
The CELF Forum	Reviewer	Andrew Leichsenring
Extensive Reading Japan	Copy editor	Brett Milliner
System	Reviewer	Brett Milliner
Journal of Extensive Reading	Reviewer	Brett Milliner
Language Awareness	Reviewer	Brett Milliner
RELC Journal	Reviewer	Brett Milliner
Reading in a Foreign Language	Reviewer	Brett Milliner

Englishes in Practice	Reviewer	Blagoja Dimoski
The CELF Forum	Reviewer	Blagoja Dimoski
Englishes in Practice	Reviewer	Blagoja Dimoski
English Teaching	Editorial Board Member	Miso Kim
English Teaching	Reviewer	Miso Kim
Language and Intercultural Communication	Reviewer	Miso Kim
CELF Forum	Reviewer	Miso Kim
Language Teaching Research	Reviewer	Miso Kim
Woowa Venders' Children's Scholarship	Application essay reviewer	Miso Kim
JACET 2021 Conference	Steering Committee Member	Rasami Chaikul
The CELF Forum	Reviewer	Rasami Chaikul
The International Association of Psychology for Language Learning	Executive Committee Member	Sachiko Nakamura
Studies in Second Language Acquisition	Reviewer	Sachiko Nakamura
Journal of Multilingual and Multicultural Development	Reviewer	Sachiko Nakamura
TESOL Quarterly	Reviewer	Sachiko Nakamura
System	Reviewer	Sachiko Nakamura
Language Teaching Research	Reviewer	Sachiko Nakamura
Journal of Language and Education	Reviewer	Sachiko Nakamura
Studies in Second Language Learning and Teaching	Reviewer	Sachiko Nakamura
Innovation in Language Learning and Teaching	Reviewer	Sachiko Nakamura
Englishes in Practice	Reviewer	Sachiko Nakamura
The CELF Forum	Reviewer	Sachiko Nakamura
Englishes in Practice	Copy Editor	Sachiko Nakamura
The CELF Forum	Copy Editor	Sachiko Nakamura

JALT Journal	Copy Editor	Sachiko Nakamura
JALT Post Conference Publication	Copy Editor	Sachiko Nakamura
JALT Post Conference Publication	Content Editor	Sachiko Nakamura
JACET	Research Promotion Committee	Satomi Kuroshima
JACET	Steering Committee Member	Satomi Kuroshima
American Sociological Association (ASA), Ethnomethodology/Conversation Analysis (EMCA)	Garfinkel-Sacks Award Committee Chair	Satomi Kuroshima
The Japanese Society for Artificial Intelligence, Special Interest Group on Spoken Language Understanding and Dialogue Processing (SIG-SLUD)	専門委員Executive board member	Satomi Kuroshima
The Japanese Journal of Language in Society	Reviewer	Satomi Kuroshima
Englishes in Practice	Handling Editor	Travis Cote
Englishes in Practice	Reviewer	Travis Cote
The CELF Forum	Reviewer	Travis Cote
Englishes in Practice	Reviewer	Tiina Matikainen
The CELF Forum	Reviewer	Tiina Matikainen
JALT Journal	Reviewer	Tiina Matikainen
CamTESOL	Abstract Selection Committee	Tiina Matikainen
Asian Studies Journal of Critical Perspectives on Asia	Reviewer	Tricia Okada
Jacet 2022 Conference	Steering Committee Member	Yuri Jody Yujobo
Sanseido	Proofreader	Yuri Jody Yujobo
JACET 2022 English Education Seminar	Steering Committee Chair for Program Book	Yuri Jody Yujobo
The CELF Journal	Reviewer	Yuta Mogi
Englishes in Practice	Reviewer	Yuta Mogi

4.4 Research Grants Received by CELF Faculty

CELF faculty received 5 Government Grants-in-Aid for Scientific Research through the Japan Society for the Promotion of Science (JSPS Kakenhi) for their research projects in the 2022 academic year. From the list of projects reported below (Table 6) we would like to give a high remark to Satomi Kuroshima on her outstanding achievement and dedication to be involved in six JSPS Kakenhi grants.

Table 6

Summary of research grants received by CELF faculty in 2022 (n=5)

Grant	Type	Length	Project	Recipient
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	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 (C)	04-01-2021 〜03-31-2024	社会的相互行為における「逸脱」と「資源」としての非流暢性 Disfluency as deviance from and a resource for interaction order	Satomi Kuroshima (Co-investigator)
JSPS Kakenhi	Grant-in-Aid for Scientific Research (C)	04-01-2022 〜03-31-2026	英語授業内グループワークにおける同調志向の会話分析研究 Conversation analytic study of group orientation in EFL group work	Satomi Kuroshima (Co-investigator)
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)

5. CONCLUDING REMARKS AND PLANS FOR 2023

In conclusion, CELF is committed to providing its teachers with ongoing professional development opportunities to enhance their teaching skills and promote the success of their students. CELF's faculty development activities include a range of workshops and training programs covering a variety of topics related to English language teaching, assessment, and research. These activities provide teachers with the tools and resources they need to stay up-to-date with the latest trends and developments in the field, and to

create effective and engaging learning environments for their students. Additionally, CELF's commitment to teacher development helps to create a community of dedicated and innovative instructors who are committed to promoting ELF. Through its faculty development activities, CELF demonstrates its commitment to supporting both its teachers and its students, and to promoting excellence in English language teaching and learning.

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