ABSTRACTS

Global Englishes: Future Directions for research and practice
Prof. Heath Rose

The rise of English as a global language has led scholars to call for paradigm shift in the field of English language teaching to match the new sociolinguistic landscape of the 21st century, where English has become a dominant language in various global and local domains around the world. In recent years, a considerable amount of classroom-based research and language teacher education research has emerged to investigate these proposals for change in practice. This presentation outlines key tenets of Global Englishes and synthesises classroom-based and teacher education research to provide a roadmap for future research and practice in teaching English as a global lingua franca.

Guest speaker information
Heath Rose is professor of Applied Linguistics in the department of education at the University of Oxford. Stemming from a professional background in English Language Teaching, Heath's research focuses on Global Englishes and English medium instruction. Publications include a number of books on Global Englishes, including *Introducing Global Englishes* (Routledge) and *Global Englishes for Language Teaching* (Cambridge) in addition to books on research methods, including the *Routledge Handbook of Applied Linguistics* (Routledge) and *Data Collection Research Methods in Applied Linguistics* (Bloomsbury). He is series co-editor of *Cambridge Elements in Language Teaching*.

A review of studies exploring English as a Second Language (L2) teacher qualities from tertiary learners' perspectives
Andrew Leichsenring

This presentation provides a review of studies published over the past decade involving research into good, effective, or best-practice L2 English teacher qualities from the perspective of English L2 tertiary learners. A review of various international studies (Barnes & Lock, 2013; Leichsenring, 2017; Pham, 2022) brings to light the personal and professional qualities and skills that L2 English tertiary learners seek from their teachers. This research contributes to the development of professional knowledge that L2 English tertiary teachers can draw upon in order to better understand their L2 English learners' needs. Findings from studies included in this presentation illustrate distinct and substantially unchanged learner preferences over the past decade and emerging, different preferences from learners in recent studies.
Keywords: teacher qualities, professional skills, learner perceptions, L2 English learners

ELFJ Corpus: A resource for ELF researchers and its potential applications in ELF-aware pedagogy
Blagoja Dimoski

Resources for researchers interested in investigating the communicative capabilities of lower-proficiency Japanese learners of English in ELF settings, and for teachers wishing to provide their learners with authentic ELF content, are somewhat limited. The recently launched ELFJ (English as a Lingua Franca in Japan) Corpus was created by the speaker and his research group colleagues, as part of their government-funded project (JSPS KAKENHI Grant Number JP18K00753), in an effort to expand on these resources. The corpus contains 19 spoken interactions that were conducted online between Tamagawa University students and their foreign interlocutors consisting of eight different nationalities. In this presentation, the speaker will discuss the background which lead to the creation of the ELFJ Corpus and future directions, demonstrate its features, and propose ways it could be utilized in ELF-aware pedagogy.

Keywords: communication strategies, corpora, listening comprehension

ELF Study Hall 2015 Building Room 322

Decentering effects of English as a Lingua Franca in Japan
Paul McBride

English is a widely shared linguistic resource, shaped by the people of diverse linguacultural backgrounds who use it. To allow any nation guardianship over English is to hinder its development and therefore to erode its international status (Widdowson 1994). Acknowledging the scope of English beyond pre-established codes and conventions, ELF researchers investigate language function according to local and context-specific requirements, without placing particular emphasis on language forms of communities using English as a first language. In Japan, as knowledge of ELF research grows, teachers of English are becoming increasingly aware of measures they might take to shift from traditional centers of ideological and pedagogical emphasis. Such measures include taking heterogeneity into account, thinking critically about one-size-fits-all teaching approaches, and emphasizing intelligibility. The presenter will discuss conceptual differences between EFL and ELF, ELF-awareness as being locally oriented, recent ELF-related research in Japan, and general measures for teachers to consider.

Keywords: decentering English language teaching, English as a lingua franca, measures for teachers to consider

CELF Concurrent Session 2 14:00-14:25
ELF Study Hall 2015 Building Room 320

Assessing Writing in the Emerging AI Landscape
Paul McKenna

Developments in AI and translation software are bringing about a revolution in language learning, however, they raise questions about traditional homework and assessment methods in English language courses. Auto-translation gives ESL students the capability to produce high-quality English texts without necessarily using English - an emerging reality that seriously undermines the validity English writing assessment. This presentation proposes an innovative approach to writing tasks and assessment, which ensures that what is being assessed is actually the students' own work while allowing students to use technology in a way that enhances rather than impairs learning. The writing assessment is done in two phases. In the first phase, writing is done on paper. In the next phase, students type their handwritten work as a first draft. A second draft is produced using translation software to address errors in grammar, spelling, etc. Finally, students are required to highlight the differences between the drafts.

Keywords: AI, auto-translation, writing, assessment

ELF Study Hall 2015 Building Room 321

Developing Autonomy with MOOCs in a Classroom
Robert Stevenson

Massive Open Online Courses (MOOCs) offer thousands of free courses students can use to learn any subject in authentic English. In the classroom, by having students select their own learning content, they can tap into their own intrinsic motivations and goals, and class time can focus on strategies for learning, such as note-taking, maintaining motivation, finding new resources, and improving time management. This presentation will present the findings of a study examining student learning journals during the course to better understand changes in their attitudes and behavior towards learning English. Framed by Mezirow's Transformational Learning Theory, evidence of critical thinking and personal changes as well as future planning for autonomous learning were found.
Keywords: technology, MOOCs, autonomy

ELF Study Hall 2015 Building Room 322

Empowering Holistic Learning: Integrating EMI-STEAM-PBL Approaches in Language Education
Yuri Jody Yujobo

EMI classes within Japan's International Baccalaureate (IB) programs are recognized for evolving the educational landscape by interlacing STEAM principles, nurturing critical thinking, creativity, and inquiry-driven problem-solving. However, Japanese university language education remains in isolated silos, curbing synergy and stifling innovation. This rigidity obstructs interdisciplinary EMI-STEAM deployment, impeding holistic cognitive development. The presenter introduces transformative approach for university classes by focusing on EMI lessons on interdisciplinary social issues (gentrification, job insecurity, food scarcity, environmental degradation), inspired by IB methodologies. Through project-based learning (PBL) students craft a sustainable island resort plan, adopting roles as local islanders, environmental advocates, or business strategists. The EMI-STEAM-PBL model forges holistic cognitive growth through discourse, collaborative creativity, and increased ELF proficiency. This approach fosters inventive thinking beyond language learning, enabling students to apply EMI content to intricate real-world global challenges. It broadens their intellectual horizon and cross-disciplinary communication. The presentation underscores EMI-STEAM-PBL's potency, empowering students in today's pedagogical realm.
Keywords: STEAM, PBL, EMI

<u>CELF Concurrent Session 3 14:30-14:55</u>
ELF Study Hall 2015 Building Room 320

Using student pairings to create enjoyable and meaningful classroom conversation
John Rockelman

Students in Japan are often shy and hesitant to speak English with others in the classroom. This dynamic may especially be observed in college classrooms where students do not know each other well. I will present some techniques for grouping and pairing students that will give each student a chance to practice speaking with many different partners over the course of a class period. These techniques can be adapted and modified according to the class size, time available, spatial limitations of the classroom set-up, male/female ratio, and goals of the lesson. Students will begin to enjoy this level of interaction with their classmates because they are interested in getting to know each other. By tapping into this desire for social

interaction, the teacher can motivate the students to speak English on various topics in an enjoyable atmosphere.
Keywords: classroom dynamics, ELF, oral communication

ELF Study Hall 2015 Building Room 321

Pronunciation challenges and their correction through minimal-pair activities in the context of teaching English as a Lingua Franca in Japan
Vladimira Hanzlovska

In a world where English is a dominant medium of communication, the need to sound like a native speaker is diminishing. Accents are unique tokens of every speaker's expression and they should be embraced as such. However, situations where a conveyed message is misunderstood are not uncommon when English is used as a Lingua Franca. They often occur when a phoneme typical for English has either a significantly different quality or is completely absent in the speaker's native language. The purpose of the presentation is to discuss a series of in-class and at-home activities using minimal pairs - two words varying by a sound typically difficult to distinguish, e.g. three - free. The tasks have been formulated based on isolating such challenging phonemes observed during daily interactions with Japanese speakers of English. They aim to enhance students' ability to distinguish these sounds as speakers, as well as listeners.
Keywords: minimal pairs, challenging phonemes, Japanese speakers of English

Plenary Talk 2 15:10-16:40
ELF Study Hall 2015 Building Room 331

English Medium Instruction in Japan: Local challenges with global relevance
Prof. Heath Rose

A side effect of internationalization in higher education is the rapid emergence of English medium instruction (EMI), which is defined as 'the use of the English language to teach academic subjects (other than English itself) in countries or jurisdictions where the first language (L1) of the majority of the population is not English' (Macaro, 2018, p. 19). Japan is noted to be an area of significant growth in EMI because it is tied to national and institutional internationalization goals. This talk explores educational policy and language-related challenges faced by Japanese universities, as they seek to put EMI policy into practice. It aims to inform language and subject pedagogy within the curriculum to ensure students and teachers are successful in their EMI efforts. Notably, the talk explores the important role of the specialised English language teacher to best prepare students to be successful in EMI university contexts.
_____