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ELF

The Center for English
as a Lingua Franca
Forum

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Vol. **5**

The Center for English as a Lingua Franca Forum

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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

Classroom centered research

Testing and evaluation

Teacher training and professional development

Language learning and acquisition

Culture, identity and power in language education

Application of technology in the language classroom

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

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

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

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, "CELFF Forum Submission".

email: celfforum@tamagawa.ac.jp

Issue 5 Foreword:

It is with great pleasure that we present this issue of The Center for English as a Lingua Franca Forum, featuring two significant contributions to our field.

In "The Writing Process in the EFL Classroom: Reverting to Pen and Paper," Connie Yoshioka examines the value of traditional writing methods in an increasingly digital age. Her research offers a thought-provoking counterbalance to AI and machine translation-supported student writing, revealing how tactile engagement with writing can enhance student learning outcomes and creative processes.

The second piece, "A Report on Faculty Development and Research at the Center for English as a Lingua Franca 2024" by Associate Professors Yuri Jody Yujobo and Rasami Chaikul, offers valuable insights into the ELF Center's growth and scholarly achievements. Their detailed account highlights our center's commitment to advancing both pedagogical practice and theoretical understanding through collaborative research initiatives.

We trust these contributions will stimulate discussion, inspire new teaching approaches, and strengthen our collective understanding of English as a lingua franca in global contexts. Thank you for your continued engagement with our forum.

Volume Editors

Brett Milliner, Travis Cote and Sachiko Nakamura

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The Writing Process in the EFL Classroom: Reverting to Pen and Paper

ELFの授業におけるライティング・プロセス：ぺんと紙に戻る

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ABSTRACT

Teaching writing, particularly academic writing, has become extremely challenging for university instructors. Writing in English is unlikely a skill students take pleasure in, and now, with the help of AI and translation applications, they can circumvent this practice. Consequently, the growing adoption of AI and translation tools is becoming a real headache for English teachers in Japan as more and more students are turning in written assignments that are obviously written by AI or as products of a translation application. This paper offers a provisional solution to this problem and explains the steps of the in-class writing process.

KEYWORDS: L2 Process writing, Translation applications, Student-centered learning, ELF

1. INTRODUCTION

With the advancement of technology such as ChatGPT and translation applications, students around the globe are now finding it exponentially easier to plagiarize. It is such a prevalent problem that educators are seeking ways to “ChatGPT-proof” assignments (Gecker & Lamberti, 2023). Due to this frustration of detecting plagiarism, some educators have voiced that the writing component in compulsory English courses in Japan be condensed in time and focus or removed altogether. Some teachers believe that there is no need to teach academic writing to Japanese students learning English as a foreign language (EFL) or writing in general. However, the written discourse should not be dismissed as Hirvela and Belcher concede that writing requires more planning, whereas speaking is more contextualized (as cited in Jashari & Fojkar, 2019). Rather than dismissing the teaching of writing, we should look for ways to teach writing skills differently. Since ChatGPT and other technological methods are here to stay, incorporating them into the writing process is an option. However, effective implementation still needs to be researched. In the meantime, teachers have to rely on their improvisations, and one solution to this problem is to re-introduce the use of pen and paper.

2. THE WRITING PROCESS

Over the years, a variety of approaches to teaching writing in the ELF classroom have been tried and tested, such as the controlled-to-face approach, the free-writing approach, the grammar-syntax-organization approach, the paragraph-pattern approach, the communicative approach, the product approach, and the process writing approach (El Ouidani & El Baghdadi, 2022). Currently, the process writing approach is favored by many teachers because this approach has been constructive in developing students' writing competence in many ESL/EFL contexts (MacArthur et al., 2016). The stages of the process approach often include prewriting, drafting, revising, editing, and publishing. Because the focus is on the process, at least four lessons or weeks are required. The intended focus of this approach is the quantity rather than the quality of work and aims to encourage collaborative work between learners (Nunan, 1991). However, when the process is not carried out in class, students may only focus on the end result rather than the process. When the focus shifts to the product and the consequent assessment (i.e., the grade of the assignment), students may be inclined to use AI and/or translation applications to help them produce an acceptable piece of writing. Conversely, having students undertake all the tasks and writing in the classroom will remind students the process is more important than the product. Therefore, until there is a better solution, it may be more productive to do all the writing in class with close monitoring that is free from digital interference.

2.1. The In-Class Writing Process

In the first lesson, students will be introduced to the task and topic or topics. During this stage of the process, they will discuss the topics, creating a student-centered, collaborative environment. After the discussion, students will select a topic for their writing assignment and do some prewriting, such as brainstorming or making a mind map or cluster diagram. In the same or following lesson, students will complete an outline on paper given to them in the classroom. During this time, students are permitted to use their devices for help, depending on their level of English proficiency. Higher proficiency learners may be confident to complete this part of the task without digital assistance. At the end of the lesson, the teacher will collect and keep the students' outlines. Then, the outlines will be returned to the students with comments from the teacher the following lesson. Students are allowed to ask questions and clarify any problems on their outline during this time.

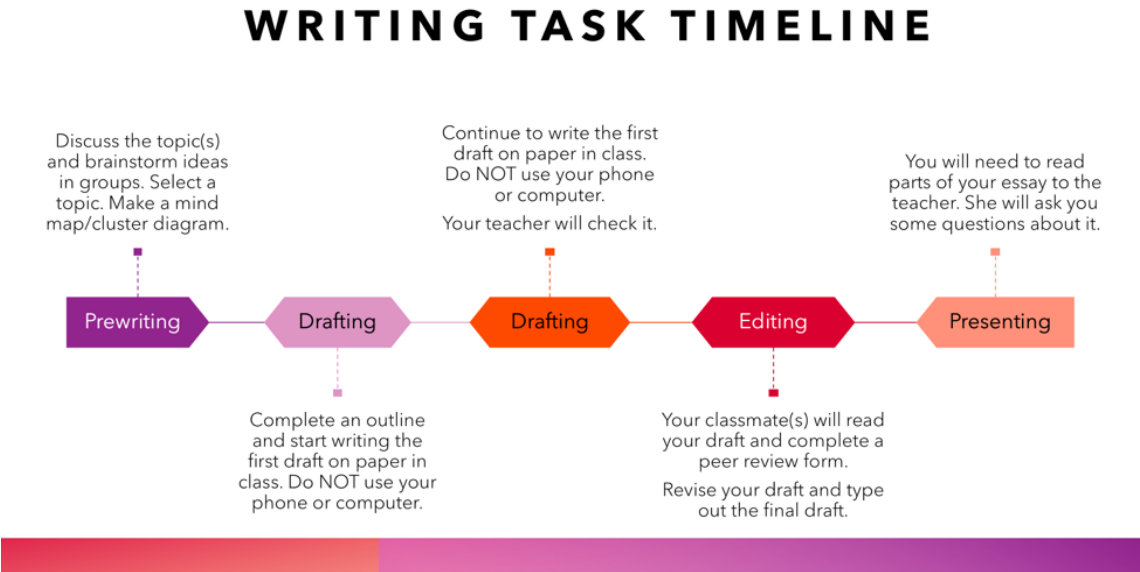
In subsequent lessons/weeks, students will write their drafts in class. They will be asked to put away their phones or, more stringently, to leave them on the tables/desks at the front of the classroom. Upon depositing their phone, the paper will be supplied to them, and they can start writing their first draft using their outline for guidance. Students are encouraged to talk liberally by asking one another for help, such as writing or spelling certain words during this time. The first (and possibly the second) draft may require more than one lesson, depending on the learners' writing capabilities and/or the length of the assignment. For example, an assignment asking A1/A2 learners to write a narrative paragraph will most likely require only 30 minutes or less of one lesson, or two at the most, for the first draft to be written in class. After handwriting their draft,

students will submit their paper to be checked and returned in the following lesson. All research should be conducted outside of class for research papers or essays requiring credible sources.

The next stage consists of peer review and editing. After the teacher has deemed that sufficient time has been provided for the in-class writing, peer review can be accomplished. If the assignment is only a paragraph long, the teacher may want to ask the students to rewrite their draft on a new sheet of paper. Afterwards, students will be paired up to complete a peer review form or checklist after reading their classmate’s paper. Using a form or checklist, students appear to be more honest, helpful, and kind in their verbal feedback to their classmates. Lastly, students can take their paper home to type their final draft for submission. During each step of the process, students are asked to take a picture of their work and upload it to the digital platform the teacher has organized in advance. And if necessary, the teacher may choose to execute the last step of presenting (see Figure 1).

In the final stage of presenting, time permitting, the teacher will have interviews with students individually. Some preparation is required of the teacher prior to the interview. For example, questions regarding each composition should be prepared. During the “presenting” stage, the student will be asked to perform three tasks. First, they must offer a brief, verbal summary of their paper without their work in front of them. Then, the teacher will ask specific questions, such as defining difficult vocabulary or explaining certain points. Finally, the students will be directed to read highlighted sentences to determine if they can pronounce the words they have written. The logic is that learners should be able to read and pronounce any work they have produced. This stage of the in-class writing process should take approximately four to ten minutes per student.

Figure 1
An example timeline for the writing process



3. ADVANTAGES AND CHALLENGES

Regressing to paper and pen may seem outdated in modern times, but it is not without merit. Firstly, it can certainly promote more communication in the classroom. Students will inevitably ask the teacher or other students for help with grammar, spelling, and word usage during the in-class writing process. In addition, without their phone, focus and concentration are induced. Some teachers may find this process time-consuming and arduous because it requires more checking, monitoring, and planning. On the other hand, checking for plagiarism and/or questioning students about the authenticity can be equally laborious. There is also the argument that limiting students to only their own vocabulary may hinder language development. To address this issue, the teacher could allow students to search and write down words and phrases in their notebooks that they can refer to during their in-class writing. Moreover, students should be encouraged to bring and use printed or electronic dictionaries.

4. CONCLUSION

In conclusion, although pen and paper may be perceived by students and those in the academic world as outdated, it is a temporary solution to the growing problem of AI-produced or digitally translated written assignments. With this in-class writing process, the teacher is allowed more management of each student's actual writing progression, and more importantly, students can be rewarded with the gratification of their effort and accomplishment.

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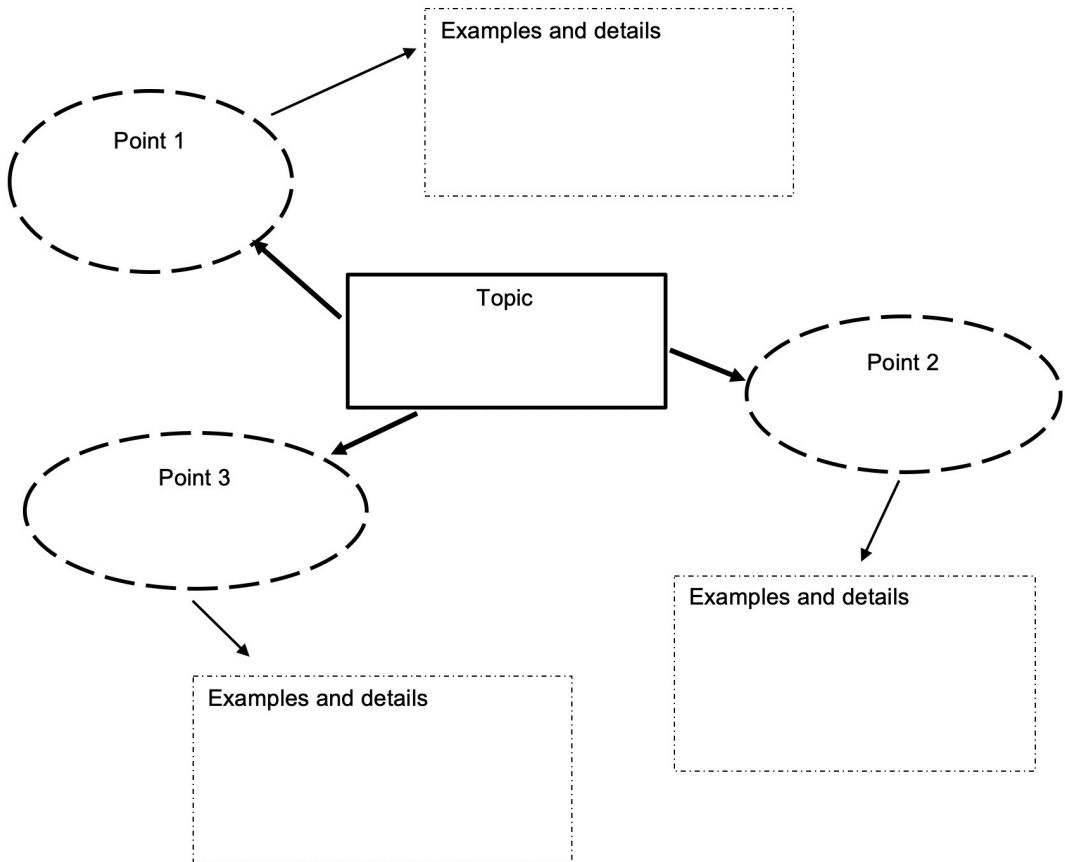
APPENDIX A

MIND MAP

(for an assignment to write about the best free time activity)

In the mind map below:

1. Write your activity in the topic box
2. Write three reasons why you recommend this activity. Write the ideas in the ovals.
3. Write examples and reasons to support your three ideas. Write the examples and reasons in the large rectangles.



APPENDIX B
OUTLINE

ESSAY OUTLINE

Essay prompt: _____

Thesis statement: _____

Body paragraph 1

Topic sentence: _____

Supporting points: _____

Body paragraph 2

Topic sentence: _____

Supporting points: _____

Body paragraph 3

Topic sentence: _____

Supporting points: _____

APPENDIX C
PEER REVIEW FORM

Writing Task 3: Peer Review Form for an Opinion Paragraph

Writer's name: _____ Reviewed by: _____

Title: _____

1. What is the topic sentence? Write it here.

2. Did the writer give three or more reasons? What are they? Write them in point form.

3. Are the reasons supported with examples and explanations? Write them in point form.

4. Was it easy to understand the paragraph? Why or why not?

5. Are transition words such as *first*, *in addition*, *finally* used in the paragraph? Write them here.

6. Is there a concluding sentence? If so, what does it do?

7. Which sentence is your favorite? Write it here.

8. Do you have any questions or comments for the writer?

A Report on Faculty Development and Research at the Center for English as a Lingua Franca 2024

ELF センター 2024 FDと研究活動レポート

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ABSTRACT

The Center for English as a Lingua Franca (CELFL) at Tamagawa University celebrated its 10th anniversary in 2024. Over its first decade, CELFL developed an ELF program offering four-unit courses integrating the four language skills and a dedicated component for TOEIC preparation across four proficiency levels. Faculty development remains a key focus to ensure a smooth transition to the new program while providing ELF-awareness and high standards in classroom quality. This report highlights CELFL's faculty development initiatives aimed at enhancing teaching effectiveness in ELF courses, as well as key research achievements from the 2024 academic year.

KEYWORDS: English as a Lingua Franca, Faculty development, Program development

1. INTRODUCTION

The Center for English as a Lingua Franca (CELFL) at Tamagawa University is dedicated to fostering the use of English as a global language of communication across diverse cultural contexts while promoting ELF-aware pedagogy and transcultural English use. A unique feature of the Center for English as a Lingua Franca (CELFL) is that our hiring policy does not differentiate between native and non-native English-speaking teachers and values prior university teaching experience, publications in areas relating to second language instruction, research, and understanding of ELF.

These hiring practices have led to assembling a very diverse group of 51 teachers from 21 different countries for the 2024 academic year. This diversity enriches the ELF-aware pedagogy as teachers bring their unique cultural, educational, and

language learning backgrounds to our classrooms. As of 2024, our teachers came from Australia, Brazil, Canada, Finland, Germany, Iran, Ireland, Italy, Japan, Macedonia, Malaysia, Philippines, Russia, Slovakia, South Korea, Spain, Sri Lanka, Thailand, United Kingdom, United States, and Vietnam. The faculty speaks various first languages, including Czech, English, Finnish, German, Japanese, Korean, Italian, Malay, Macedonian, Persian, Portuguese, Russian, Sinhalese, Slovak, Spanish, Tagalog, Thai, and Vietnamese.

In 2024, the CELF marked its 10th anniversary, reflecting a decade of curriculum development and instructional innovation. Initially structured as a four-level ELF program with four-unit (*koma*) courses integrating all four language skills, CELF underwent a major curriculum revision in 2023 to enhance flexibility in language learning. This revision saw the introduction of two-unit (*koma*) courses while reinforcing ELF awareness and maintaining high instructional standards.

CELF prioritized faculty development through a series of specialized workshops and training programs to support this transition and ensure the effective implementation of the revised curriculum. In 2024, CELF offered 27 different courses, with 171 classes for a spring-semester enrollment of 2,454 and 161 for 2,125 students in the fall. Also, CELF offers a limited number of courses in the summer and winter sessions. These initiatives were designed to equip CELF's 38 part-time and 13 full-time instructors with the necessary pedagogical tools and strategies to deliver the newly expanded curriculum effectively. This report will give insight into CELF's extensive research in ELF-aware practices and its commitment to faculty development initiatives.

2. THE 2024 CELF FORUM

The CELF Forum commemorated the 10th anniversary of the founding of the Center for English as a Lingua Franca on September 4, 2024. This year's theme was Perspectives from ELF Research and Pedagogy: English Language Teaching and English-Medium Education. Two featured plenary talks by Dr. Will Baker, Director of the Centre for Global Englishes at the University of Southampton (UK), encouraged teachers to reflect on their practices.

Professor Baker's first plenary talk, titled *Decolonizing English language teaching: perspectives from ELF research and pedagogy*, highlighted the decolonial education perspectives that are particularly relevant to ELT (English Language Teaching) given the colonial Anglophone associations of English. Dr. Baker claimed ELF research potentially empowers multilingual and intercultural perspectives on using global Englishes and learning. His talk also presented research exploring the roles of English and ELT in dis/empowering diverse student groups in socioeconomically diverse higher education settings.

Dr. Baker's second plenary, *Transcultural universities: Communicative and pedagogic challenges in multilingual English-medium education (EME) programmes*, focused on English as a global lingua franca, emphasizing the need to move beyond traditional English Medium Instruction (EMI) toward a more inclusive English Medium Education (EME) framework. He highlighted English's dynamic, fluid nature

in multilingual educational settings while emphasizing the need for pedagogical approaches that focus on linguistic and cultural diversity. He highlighted the evolving nature of English in multilingual settings and the need for teaching approaches that embrace linguistic and cultural diversity. Drawing on his research in global Englishes and transcultural communication, Dr. Baker called for moving beyond a fixed, native-speaker model of English, promoting a more flexible and inclusive perspective that reflects the realities of English usage in multilingual contexts.

The forum also featured a series of presentations by CELF teachers and students from the Graduate School of Education. All presentation titles and speakers are listed in Table 1 below. The event attracted roughly 50 guests, including K-12 instructors and teachers from Tamagawa and other universities. Participants gained a wealth of practical implications and ideas for implementing ELF pedagogy and technology into their classes.

Table 1
Summary of speakers and presentation titles at the 2024 CELF Forum

Title	Presenter(s)
CELFL Historical Overview	Dr. Masaki Oda (Executive Director for Higher Education, Tamagawa Academy and University and Founding Director of the Center for English as a Lingua Franca)
Plenary Talk Decolonizing English language teaching: perspectives from ELF research and pedagogy	Dr. Will Baker (University of Southampton)
Plenary Talk Transcultural universities: communicative and pedagogic challenges in multilingual English-medium education (EME) programmes	Dr. Will Baker (University of Southampton)
Paper Presentation Enhancing language learning through collaborative group work: Active learning strategies in a digital era	Maria Bloedel (Lecturer, Tamagawa University)
Paper Presentation English learners’ incidental vocabulary acquisition rates after a classroom speaking task	Brett Milliner (Associate Professor, Tamagawa University)

Paper Presentation Learner perceptions of effective L2 teachers: Personal and professional qualities and technological skills	Andrew Leichsenring (Associate Professor, Tamagawa University)
Paper Presentation Vocabulary gains at an emotional cost: The role of pre-task support in lexical learning	Sachiko Nakamura (Assistant Professor, Tamagawa University)
Paper Presentation Filmmaking in an ELF classroom as an inclusive teaching practice	Natalia Novikova (Assistant Professor, Tamagawa University)
Paper Presentation What Bollywood can teach about English as a lingua franca	Robert Stevenson (Assistant Professor, Tamagawa University)
Paper Presentation The use of AI tools to support translanguaging in online learning and teaching	Curtis Beaverford (Professor, Tamagawa University)

Figure 1

The CELF Forum's plenary speaker, Professor Will Baker (September 4, 2024)



Figure 2

Photos from the CELF Forum paper presentations (September 4, 2024)



3. ELF WORKSHOPS & PROFESSIONAL DEVELOPMENT SESSIONS FOR CELF TEACHERS

CELF's mission is to foster the use of English as a global language of communication across diverse cultures, emphasizing ELF-aware pedagogy and instructional effectiveness. To support this mission, CELF provides a comprehensive range of professional faculty development programs (FD) designed to enhance teaching methods and ensure instructors remain current with advancements in the field. In the 2024-2025 academic year, CELF hosted eight FD workshops, four help desk sessions to support new teachers with Grading and four special workshops with invited speakers, equipping faculty with practical strategies and resources. These sessions covered various topics, including new and continuing teacher orientation, online teaching resources, lesson planning, instructional activities, and training on learning management systems (LMS) and grading tools. By offering targeted professional development, CELF aims to strengthen faculty expertise and maintain high standards of ELF pedagogy.

3.1 CELF Teacher Orientation

Ahead of the 2024 academic year, CELF conducted a Teacher Orientation on March 22nd for newly hired faculty. The morning session focused on class management and operations, including an overview of the Blackboard LMS, ELF-aware research, assessment methods, grading components, rubrics, and textbooks. The session concluded with a guided tour of the ELF Study Hall building.

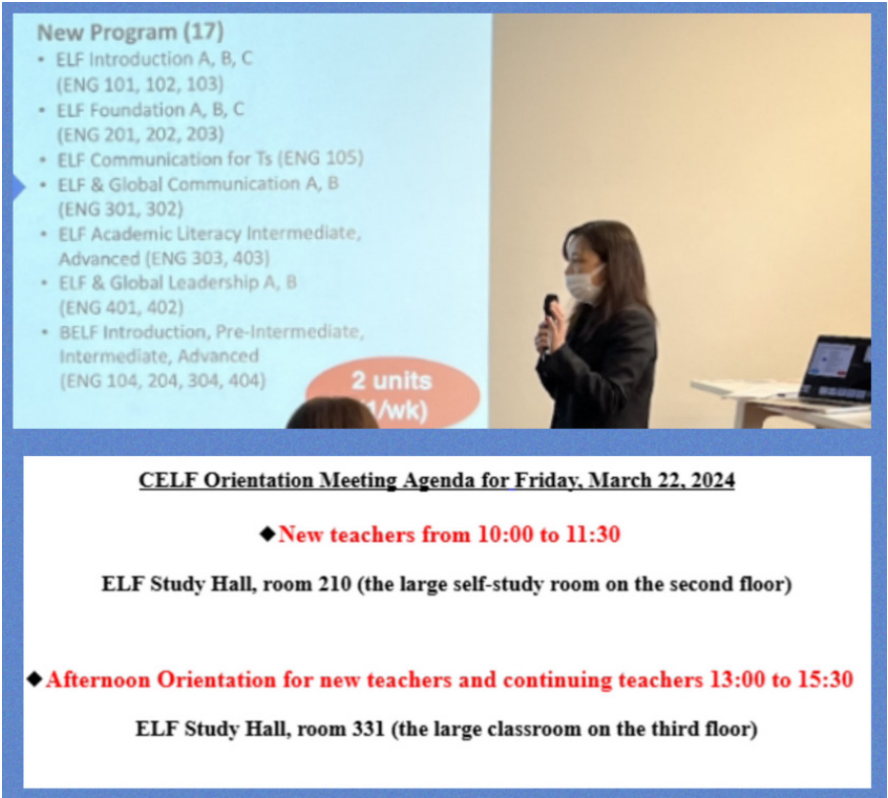
The afternoon session, open to new and returning faculty, featured a welcome speech by CELF Director Paul McBride and an introduction to ELF by newly appointed

CELF Associate Director Blagoja Dimoski. A dedicated segment was included to outline minor curriculum revisions based on feedback from the previous year to enhance the program. The orientation concluded with interest group discussions, allowing participants to engage in one of five selected topics.

Table 2
Report for special interest discussion groups at the 2024 CELF Teacher Orientation

Interest Group Topic	Discussion Facilitators	Number of participants
Learner engagement and emotions	Sachiko Nakamura & Andrew Leichsenring	18
Using digital technology in your classroom	Miso Kim & Rasami Chaikul	15
Autonomy	Robert Stevenson & Yuta Mogi	7
Assessment	Yuri Jody Yujobo, Satomi Kuroshima & Brett Milliner	12
ELF Pedagogy	Bill Dimoski & Tricia Okada	14

Figure 3
Images from the 2024 CELF Teacher Orientation



3.2 Faculty Development Workshops

In 2023, CELF introduced a major curriculum revision, expanding its offerings with a diverse selection of two-unit (koma) courses to provide students with greater flexibility in language learning. The updated curriculum included ELF Introduction A, B, and C; ELF Foundations A, B, and C; and specialized courses such as ELF and Global Communication, Academic Literacy, Global Leadership, and ELF Communication for Teachers, a training course for teacher licensing. Four BELF (Business English as a Lingua Franca) courses were introduced to emphasize strategic communication skills in global business contexts. The concept of BELF, introduced by Louhiala-Salminen (2005) and expanded by Ehrenreich (2016), underscores the importance of flexibility and strategic competence in international business communication.

To enhance faculty development (FD) accessibility, CELF introduced a hybrid format via Zoom, accommodating instructors with varying schedules. Recorded sessions were archived on BlackBoard's Organization page as on-demand videos, allowing teachers to access materials throughout the year. To assess and improve these sessions, faculty who viewed the recordings completed feedback surveys. These responses contributed to ongoing refinements of the FD program. Survey comments highlighted the value of this initiative:

Excerpt from Survey: "I have to teach this course in the fall semester, and I am grateful for the opportunity to access these materials in the summer while planning my course."

Excerpt from Survey: "I enjoyed the video. I had to leave during the actual FD session, so being able to revisit it later helped me gather new ideas to apply in class."

The list of faculty workshops is provided below:

3.2.1 CELF Blackboard, UNITAMA, MS Teams

Date: Friday, April 12

Time: 17:00-17:50

Location: ELF Study Hall 2015, Room 301 & Zoom

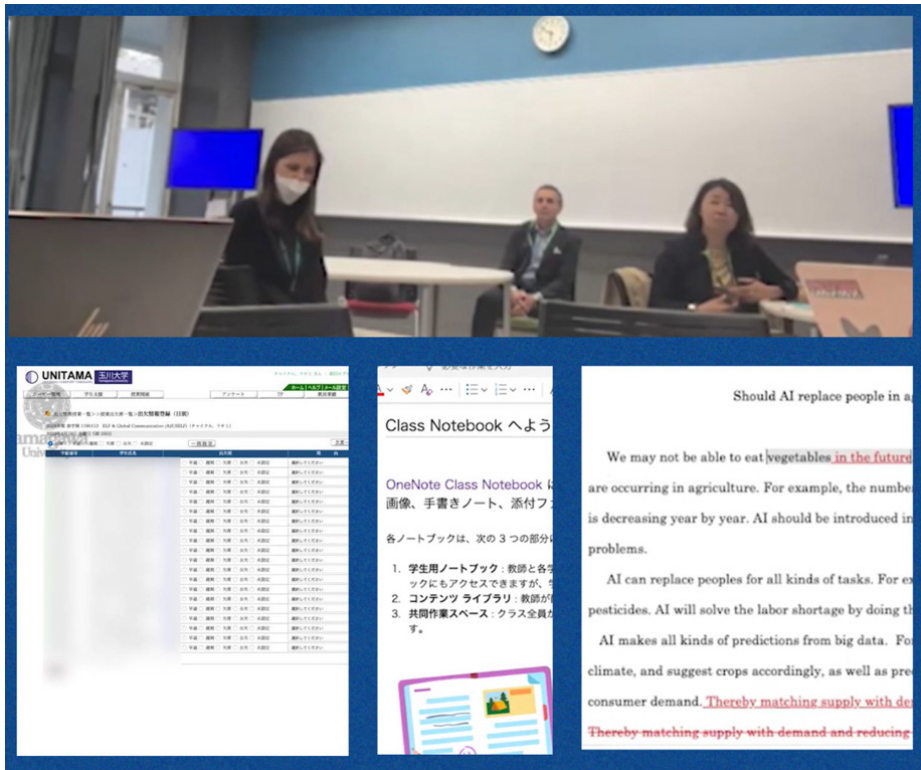
Speakers: Rasami Chaikul, Satomi Kuroshima

Participants: 7 participants in-person, 1 Zoom, 7 on-demand-video

Description: This FD focused on answering questions about beginning-of-year procedures (e.g., LMS, Teams, Blackboard, activity ideas, assessment tips, and the new curriculum). New teachers were encouraged to attend, including continuing teachers interested in reviewing IT and other procedures.

Figure 4

Photos from the CELF Blackboard, UNITAMA, MS Teams workshop (April 12, 2024)



3.2.2 Ideas for Teaching ELF Communication for Teachers (ENG105) and Utilizing ELF Original Rubrics for Speaking and Writing Assessments

Date: Tuesday, April 16

Time: 17:00-17:50

Location: ELF Study Hall 2015, Room 301 & Zoom

Speaker: Yuri Jody Yujobo

Participants: 8 on-demand video

Description: This session provided an overview of the ELF Communication for Teachers course, covering the syllabus, classroom strategies, and methods for developing pre-service teacher candidates in ELF pedagogy. It also introduced the newly developed ELF Speaking and Writing Rubrics and their application in assessments.

Figure 5
Teaching ELF communication for teachers and utilizing rubrics training (April 16, 2024)

Targeted “Focus on Meaningful Real-World Lessons” Objectives

7. Students should be able to design supplementary activities to facilitate **critical thinking** and **collaboration on interdisciplinary topics (ESTEAM)**. 学生は、学際的なトピック (ESTEAM) について批判的思考や共同作業を促進するための補助的な活動デザインすることができるようになる必要があります。

Research more information on this mega-city. Find important and interesting information.

- Write the URL→Researching (referencing)
- Find a photo to add→Google Slides
- Write a summary in 1 paragraph (Writing)

https://docs.google.com/presentation/d/1hPmfoJmH8o5o_Z116rP5eB00X0Hie-vaAM8IhvdAMwEJ/edit?usp=sharing

2. Ideas for teaching (ENG 105)

ELF Communication for Teachers

Tue, April 16, 17:00-17:50

ELF Study Hall, Rm. 301/hybrid

- Are you teaching or planning to teach the ELF Communication for Teachers course?
- We will share information on the syllabus, assessments, and classroom ideas on how to develop pre-service teacher licensed students in ELF and teaching.
- This FO is aimed for those teaching this class in Spring or Fall and also
- We also welcome teachers who taught this class in the past to share some of your ideas.
- (Speaker: Jody)

Speaking Test Assessment: Use the Speaking (Dialogic) Rubric (pg

Assessment 1	Assessment 2 (Optional)	Assessment 3 (Optional)	Criteria	Excellent (5) 非常に優れている	Profile
Checklist: Check off which criterion you will assess:			Sample Points	10	8.5
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	S1. Communication of ideas as an ELF Communicator (i.e., appropriate turn design) 話し手としてのアイデアの伝達の仕方 (適切な発言の組み立てなど)	You clearly and effectively convey ideas in your turn. 自分の考えをすべての発言において明確かつ効果的に伝えることができる。	You communicate clearly in your own way.
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	S2. Organization of ideas アイデアの構成	You present ideas in a well-organized and logical manner. 論理的に自分の考えを表現できる。	You present ideas logically.
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	S3. Display/demonstrate understanding of interlocutors 会話相手に対する理解の表示 (例: 相手を打つ、うなずく、コメントする) (e.g., backchanneling, nodding, commenting)	You appropriately demonstrate understanding of interlocutors through backchanneling, nodding, commenting, etc. いつも対話相手の理解を確認し、うなずき、コメント、等を適切に示している。	You understand interlocutors.

3.2.3 Sharing Ideas for Teaching 300 Level Classes (ELF & Global Communication (ENG 301, 302), ELF Academic Literacy (ENG303)

Date: Monday, April 22

Time: 17:00-17:50

Location: ELF Study Hall 2015, Room 301 & Zoom, Provided as a Video-on-Demand in Bb Organization Page for teachers.

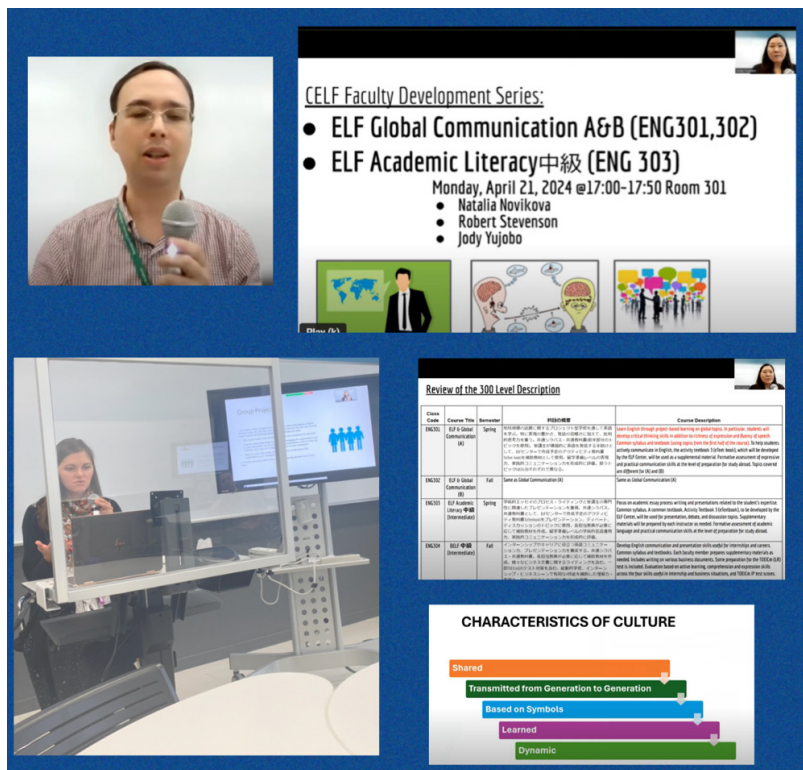
Speakers: Natalia Novikova, Robert Stevenson, Yuri Jody Yujobo

Participants: 4 in person, 1 on Zoom, 13 on-demand video

Description: This session provided an overview of the ELF Communication for Teachers course, focusing on the syllabus, assessment criteria, and instructional strategies for developing pre-service teacher candidates in ELF pedagogy.

Figure 6

Sharing Ideas for Teaching 300 Level Classes FD session (April 22, 2024)



3.2.4 Sharing Ideas for Teaching ELF Introduction A, B, C (ENG101, 102, 103)

Date & Time: Friday, May 17, 2024, 17:00-17:50

Location: ELF Study Hall 2015, Room 301 & Zoom

Speakers: Brett Milliner, Yuri Jody Yujobo

Participants: 4 in person, 6 on-demand-video

Description: This session offered insights and teaching strategies for using the 100-level textbook, focusing on integrating ELF into activities related to the textbook's topics. It also covered the course syllabus and assessment criteria and introduced the new ELF Rubrics for evaluating student performance.

3.2.5 Sharing Ideas for Teaching ELF Foundation A, B, C (ENG201, 202, 203)

Date & Time: Friday, May 24, 2024, 17:15-18:00

Location: Hybrid: ELF Study Hall 2015, Room 301 & Zoom

Speakers: Blagoja Dimoski, Yuri Jody Yujobo

Participants: 6 in person, 3 on-demand video

Description: This session provided insights and teaching strategies for using the 200-level textbook, focusing on incorporating ELF communication strategies into the course. It also covered the course syllabus and assessment criteria and introduced the new ELF Rubrics for evaluating student performance.

Figure 7

The CELF FD on teaching ELF Foundation courses (May 24, 2024)



3.2.6 Sharing Ideas for BELF (ENG104, 204, 304)

Date & Time: Tuesday, October 8, 2024, 13:15-14:00

Location: Hybrid: ELF Study Hall 2015, Room 301 & Zoom

Speaker: Yuri Jody Yujobo

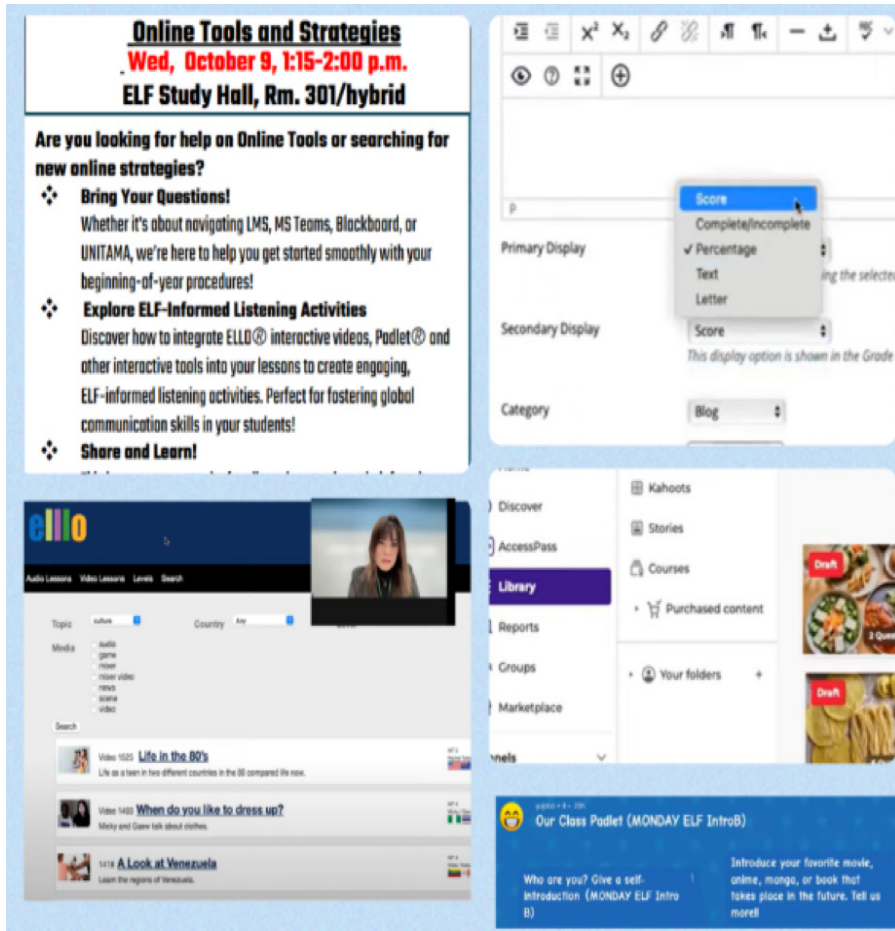
Participants: 10 in person, 1 on Zoom, 7 on-demand-video

Description: This session explored Business English as a Lingua Franca (BELF), introduced by Louhiala-Salminen (2005) and expanded by Ehrenreich (2016), emphasizing flexibility and strategic competence in global business communication. Teachers shared activities for the textbook and discussed a communicative approach for TOEIC preparation. The session also covered the course syllabus and assessment criteria and introduced the concept of ESTEAM, promoting multidisciplinary collaboration and critical thinking across departments.

Sharing Ideas for BELF FD session (October 8, 2024)

Figure 9

The Online Tools & Strategies FD workshop (October 9, 2024)



3.2.8 What is ESTEAM? Taking a collaborative and multidisciplinary thinking approach to ELF

Date & Time: On-Demand Video

Speaker: Yuri Jody Yujobo

Participants: On-demand video

Description: This session introduced the value of ESTEAM education in ELF classes, focusing on developing 21st-century skills such as teamwork, communication, problem-solving, and business acumen through interdisciplinary, hands-on projects. Emphasizing systems thinking and decision-making, the session explored how ELF +STEAM (ESTEAM) integration encourages students to apply specialized knowledge across Science, Arts, Engineering, and Mathematics. Open-ended problem-solving prompts were discussed to help students align designs with real-world constraints, underscoring the importance of ESTEAM in preparing students for modern workforce challenges.

3.2.9 Blackboard, UNITAMA, and Microsoft Teams Help Desk

CELf offers training on learning management systems (LMS) every semester

on individual requests from new teachers, which includes BlackBoard, UNITAMA, and Microsoft Teams. The training is designed to enhance teachers' utilization of these essential digital tools. A group of experienced teachers worked with new teachers in a one-to-one setting at Help Desk events, rather than lecture-style instruction to ensure teachers gained maximum benefit from the training sessions. During the events, CELF trainers walked a teacher through the various features and functionalities of the LMS, including grading, creating assignments, uploading online tests, and communicating with students.

3.2.10 ELF Grading, Unitama, and Reflection Help Desk

At the end of each semester, CELF holds a “help desk” on grading and assessment for its teachers. During the session, experienced CELF teachers responded to other teachers’ questions on assessment and grading.

Instruction in inputting Grades and Attendance records: End-of-semester

Date: July 26 and July 29, 2024, 11:00 and 13:00

Meeting: Online via Zoom

Speaker: Satomi Kuroshima, Tricia Okada, Brett Milliner, Yuta Mogi, Sachiko Nakamura,

Participants: 4 on Zoom

Instruction in inputting Grades and Attendance records: End-of-semester

Date: January 27, 2025, and January 28, 2025

Time: 11:00~13:00

Meeting: Online via Zoom

Speaker: Satomi Kuroshima, Brett Milliner, Tricia Okada, Sachiko Nakamura, Yuta Mogi

Participants: 4 on Zoom

3.3 CELF FD Special Workshops

CELF also hosted special workshops on various aspects of ELF research and teaching. These workshops allowed teachers to explore innovative teaching methods and techniques to enhance students' learning experiences. By fostering a culture of inquiry and exploration, these workshops support CELF's ongoing commitment to professional development. This year, CELF organized the following four special workshops.

3.3.1 Special Workshop 1: Getting Reading off the Page: Enriching Prism Reading

CELF invited Mr. Allen Davenport, Professional Learning and Development Manager at Cambridge University Press & Assessment, to lead an engaging workshop for CELF teachers on strategies to enhance the use of the *Prism Reading* series. Drawing from his extensive experience using coursebooks, Davenport shared effective methods for extending coursebook activities by incorporating external resources. He emphasized the integration of additional readings and ELF-informed materials to improve student engagement and comprehension. The session provided practical insights for teachers

to supplement the ELF textbooks to foster a more dynamic and effective learning experience.

Date: Friday, October 25, 2024

Time: 17:00-18:00

Location: Hybrid: ELF Study Hall 2015, Active Learning Zone Room 210

Invited Speaker: Mr. Allen Davenport, Professional Learning and Development Manager at Cambridge University Press & Assessment

Participants: 13 in-person, 2 on Zoom (An on-demand video was not provided for this session).

Figure 10

The special workshop on *Prism Reading*® by Mr. Allen Davenport (October 25, 2024)



3.3.2 Special Workshop 2: The integration of artificial reality and gaming technologies in foreign language learning

A second special workshop, led by CELF Assistant Professor Natalia Novikova, explored “*The Integration of Artificial Reality and Gaming Technologies in Foreign Language Learning*.” The session focused on how AR and gaming technologies can

enhance language acquisition and engagement by offering immersive, interactive experiences. Novikova discussed the potential of these tools to promote authentic language use, improve listening and speaking skills, and foster collaboration. Research findings were presented, showing the effectiveness of AR simulations and gamified tasks in improving vocabulary retention and fluency while also considering the accessibility of these technologies for diverse learners, including those with learning difficulties.

Date: Friday, December 6, 2024

Time: 14:00~14:50

Location: Hybrid: ELF Study Hall 2015, Active Learning Zone Room 210

Speaker: Dr. Natalia Novikova, Assistant Professor, CELF

Participants: 8 in-person, 2 on-demand-video

Figure 11

The special workshop on Artificial Reality by Dr. Natalia Novikova (December 6, 2024)



3.3.3 Special Workshop 3: Learning Together, Growing Together, Collaborative Learning Workshop

A third workshop, led by Rasami Chaikul and Sachiko Nakamura, explored collaborative learning from theory to classroom applications. The session provided ideas for integrating collaborative and active learning perspectives into all ELF classes, focusing on incorporating additional reading and ELF-informed materials to enhance student engagement and comprehension. In this FD, the speakers discussed the key characteristics of CL and its classroom applications, offering example activities. They also considered approaches to incorporating ELF perspectives into CL, providing fresh insights and hands-on strategies for unlocking the power of collaboration in teaching.

Date: Wednesday, January 29, 2025

Time: 14:30~15:15

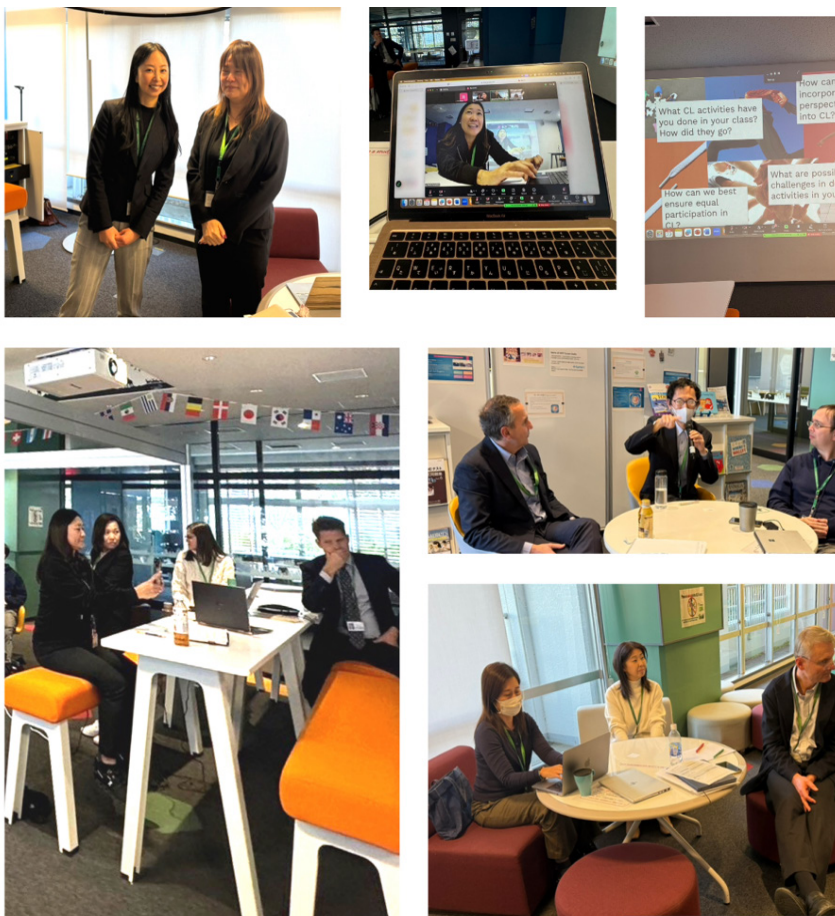
Location: Hybrid: ELF Study Hall 2015, Active Learning Zone Room 210 & Zoom

Speakers: Rasami Chaikul and Sachiko Nakamura

Participants: 12 in person, 2 on Zoom

Figure 12

Workshop on Collaborative Learning® by Rasami Chaikul and Sachiko Nakamura (January 29, 2025)



3.3.4 Special K-16 Workshop 4: Language Choice in Foreign Language Immersion Classrooms

On February 6, a special faculty development workshop brought together educators from Tamagawa Academy and Tamagawa University, spanning K-16 levels, including Kindergarten, Primary, and Upper Secondary divisions. The session focused on the critical and timely topic of first language (L1) use, specifically Japanese, in English language and immersion classrooms.

Guest speaker Dr. Satomi Mishina-Mori, Professor in the College of Intercultural Communication at Rikkyo University, led an engaging discussion with over 50 participants on the complexities of language instruction and interaction in foreign

language immersion settings. She examined how L1 use varies based on multiple factors and explored various language policies and theoretical perspectives in bilingual education. Drawing on linguistic research, Dr. Mishina-Mori provided insights into different approaches to language use and their implications for foreign language immersion in the Japanese educational context.

Participants engaged in small group discussions to analyze key issues and collaboratively explore strategies for optimizing language use in immersion classrooms. The session underscored the importance of striking a balance fostering academic achievement, bilingualism, biliteracy, and intercultural awareness, ensuring students develop the linguistic and cognitive skills necessary for multilingual environments.

Date: Thursday, February 6, 2025

Time: 15:00~16:00

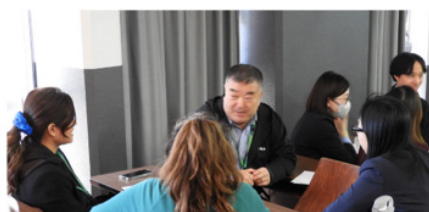
Location: ELF Study Hall 2015, Room 331

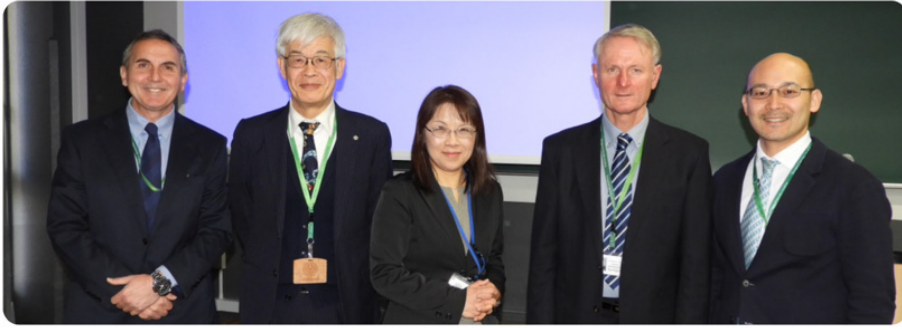
Invited Speaker: Dr. Satomi Mishina-Mori, Professor, College of Intercultural Communication Rikkyo University

Participants: 44 in person (K-16 Teachers and Staff), 2 Undergraduate Students

Figure 13

K-16 workshop on language choice in foreign language immersion classrooms by Dr. Satomi Mishina-Mori of Rikkyo University (February 6, 2025)





4. CELF RESEARCH ACHIEVEMENTS

CELF applies English as a Lingua Franca research to their program. Our faculty members are active in the academic field and belong to various academic societies and research groups. CELF faculty also attend and present at domestic and international conferences throughout the academic year. The research and publications from CELF are considered outstanding in the ELF research field and applied linguistics, sociolinguistics, language education, and English Language Teaching (ELT).

4.1 Academic Presentations

In addition to their teaching responsibilities, ELF full-time faculty members conducted numerous academic research and pedagogical studies in the 2025 academic year. These studies' findings were presented at conferences throughout Japan and internationally, both online and in person.

4.1.1 Domestic Presentations

ELF faculty members actively shared their research findings and pedagogical insights through presentations at academic conferences across Japan, utilizing both virtual and physical platforms (see Table 3).

Table 3*Summary of CELF faculty's domestic presentations (n=18)*

Type, Title, & Event	Author(s)
Presentation “Where did all the schoolgirls go?” English, neoliberalism, and gender.	Miso Kim
Presentation EFL learners’ incidental vocabulary acquisition rates after an information-gap task	Brett Milliner
Presentation Does vocabulary support enhance lexical learning and learner emotions in communication tasks?	Yuichi Suzuki, Sachiko Nakamura
Presentation Task engagement and comprehensibility development in a Japan-UK virtual exchange: A mixed-method study	Yuka Akiyama, Sachiko Nakamura, & Takumi Uchihara
Featured Speaker Doing gender and doing the work	Tricia Okada
Presentation 中学英語検定教科書におけるダイアログの会話分析	西村 秀之, 黒嶋 智美, 工藤 洋路, 鈴木 彩子
Presentation Learner perceptions of effective L2 teachers: Personal and professional qualities, and technological skills	Andrew Leichsenring
Presentation Vocabulary gains at an emotional cost: The role of pre-task support in lexical learning	Sachiko Nakamura
Presentation English learners’ incidental vocabulary acquisition rates after a classroom speaking task	Brett Milliner
Presentation What Bollywood can teach about English as a lingua franca	Robert Stevenson
Presentation Filmmaking in an ELF classroom as an inclusive teaching practice	Natalia Novikova
Featured Speaker Shaping reality: Empowering professional development through perception	Sachiko Nakamura
Invited Speaker English as a Lingua Franca: A Discussion on English Education in Japan “国際共通語としての英語における日本の英語教育”	Rasami Chaikul

Featured Speaker From invisible to visible genders	Tricia Okada
Plenary speaker Exploring the established: Towards innovative approaches in language education	Sachiko Nakamura
Invited speaker From anxiety to pride: Unveiling the emotional complexity of L2 Learning	Sachiko Nakamura
Presentation The English as a Lingua Franca in Japan (ELFJ) Corpus: A resource for ELF researchers and ELF-informed pedagogy	Blagoja Dimoski
Presentation EMF-oriented pedagogy utilizing students' multilingualism	Yuta Mogi

Note: Presentations are listed chronologically by date

4.1.2 International Presentations

Throughout the 2024 academic year, CELF faculty demonstrated academic excellence by participating in various prestigious international conferences. These included AILA 2024, the 14th International Conference of English as a Lingua Franca, the 2nd International Trans Studies Conference, the 119th Annual Meeting of the American Sociological Association, and the 22nd Asia TEFL International Conference. Our faculty's contributions extended beyond paper presentations, including invited talks and symposium presentations.

Table 4

Summary of CELF faculty's international presentations (n=19)

Location	Type, Title, & Event	Author(s)
Madrid, Spain	Development of the Language Classroom Engagement Inventory (LCEI): An alternative approach to studying language learner engagement	Sachiko Nakamura, Abdullah Alamer
Madrid, Spain	Japanese university students' language learning mindset profiles and their associations with L2 classroom emotions	Sachiko Nakamura, Takumi Aoyama, Adrian Leis
Mykolas Romeris University, Lithuania	Reading medical records aloud: Enhancing the validity of announcing lab results	Satomi Kuroshima

Perth, Australia	An ecological approach to investigating the well-being of part-time university English teachers in Japan	Yuta Mogi
Seoul, Korea	Doing being ambivalent towards the decisions of a political action: Practice of quasi-determination in the armed resistance	Satomi Kuroshima
Kuala Lumpur, Malaysia	Exploring university EFL part-time teachers' well-being in Japan: An ecological perspective	Yuta Mogi *Best Poster (4th Place)
Kuala Lumpur, Malaysia	An exploratory study on Japanese university students' emotions in the EFL Classroom	Sachiko Nakamura, Adam Littleton
Kuala Lumpur, Malaysia (Online)	Event conceptualization in Japanese-English early bilingual adolescents: An analysis of path expressions in elicited narratives.	Satomi Mishina-Mori & Yuri Jody Yujobo
Kuala Lumpur, Malaysia	Calibration of (dis)fluency in ELF interaction: Repairing the trouble with speaking and providing assistance	Satomi Kuroshima
Montreal, Canada	Accountability in the display of needs in collaborative work: With or without words	Satomi Kuroshima
Northwestern University, Chicago	Transgender matters: Narratives of two transpinay former detainees in Japan	Tricia Okada
Surabaya, Indonesia	Transformative ELT pedagogy: Integrating English as a Lingua Franca	Paul McBride
Surabaya, Indonesia	Understanding English as a lingua franca: Why is it important for English language teachers?	Paul McBride
Prague, Czech Republic	Understanding asymmetric ELF encounters through speaker perceptions	Blagoja Dimoski, Yuri Jody Yujobo
Melbourne, Australia	Indexing a formulation trouble or not?: Turn-medial <i>nanka</i> as the initiation of a same-turn repair practice in Japanese	Satomi Kuroshima

Chiang Rai, Thailand	English as a Lingua Franca: A catalyst for equity, diversity, and inclusivity in ELT	Paul McBride
Denver, Colorado, U.S.	Pre-task vocabulary support enhances lexical learning but dampens positive emotions: Exploring the emotion-vocabulary link	Sachiko Nakamura
Armidale, Australia	How many words must English learners know to comprehend family-genre film and television?	Brett Milliner
Lop Buri, Thailand	ELF-aware pedagogy: Challenging ideology in ELT	Paul McBride

4.2 Academic Publications

During the academic year, CELF faculty members produced 10 scholarly publications, encompassing peer-reviewed research articles, book chapters, and monographs. The complete bibliography of these academic contributions is provided in the following section

Table 5

Summary of publications by CELF faculty (n=10)

Type (O=Peer-reviewed) & Reference	Author(s)
Research Article O Mishina-Mori, S., Nakano, Y., Yujobo, Y. J., & Kawanishi, Y. (2024). Is referent reintroduction more vulnerable to crosslinguistic influence? An analysis of referential choice among Japanese–English bilingual children. <i>Languages</i> , 9(4), 120. https://doi.org/10.3390/languages9040120	Satomi Mishina-Mori, Yuki Nakano, Yuri Jody Yujobo, & Yumiko Kawanishi
Research Article O Milliner, B., & Dimoski, B. (2024). Effects of a metacognitive intervention on lower-proficiency EFL learners' listening comprehension and listening self-efficacy. <i>Language Teaching Research</i> , 28(2), 679-713. https://doi.org/10.1177/13621688211004646	Brett Milliner & Blagoja Dimoski

<p>Book Chapter</p> <p>McLean, S., Matthews, J., & Milliner, B. (2024). Listening and lexical knowledge. In E. Wagner, A. Batty, & E. Galaczi (Eds.), <i>The Routledge Handbook of Second Language Acquisition and Listening</i>. https://www.taylorfrancis.com/chapters/edit/10.4324/9781003219552-13/listening-lexical-knowledge-stuart-mclean-joshua-matthews-brett-milliner?context=ubx&refId=a27f572f-d3b7-4609-b3e3-d20b5b6b7c6b</p>	<p>Stuart McLean, Joshua Matthews, & Brett Milliner</p>
<p>Journal Article ○</p> <p>Aoyama, T., Yamazaki, J. S., Nakamura, S., Vuogan, A., An, H., Kim, C. J., & Al-Hoorie, A. H. (2024). Conceptualization and operationalization in L2 task engagement research: Taking stock and moving forward. <i>Language Teaching</i>, 1–5. https://doi.org/10.1017/s026144482400020x</p>	<p>Takumi Aoyama, Joseph S. Yamazaki, Sachiko Nakamura, Alyssa Vuogan, Hyejin An, Claudia J. Kim, & Ali H. Al-Hoorie</p>
<p>Journal Article ○</p> <p>Mogi, Y. (2024). The use of Book Creator for multimodal textbook composition. <i>The CELF Forum</i> 4(1), 12–27.</p>	<p>Yuta Mogi</p>
<p>Research Article ○</p> <p>Milliner, B., & Dimoski, B. (2024). The effects of communication strategy training on speaking task performance. <i>RELC Journal</i>, 55(2), 344-363. https://doi.org/10.1177/00336882221085781</p>	<p>Brett Milliner & Blagoja Dimoski</p>
<p>Edited book○</p> <p>Mindsets in language education</p> <p>Leis, A., Haukås, Å., Lou, N. M., & Nakamura, S. (2025). <i>Mindsets in language education</i>. Multilingual Matters</p>	<p>Adrian Leis, Åsta Haukås, Nigel Mantou Lou, & Sachiko Nakamura</p>
<p>Book chapter○</p> <p>Nakamura, S., & Leis, A. (2025). Language learning emotions and goal orientations from the perspective of mindsets. In A. Leis, Å. Haukås, N. M. Lou, & S. Nakamura (Eds.), <i>Mindsets in language education</i>. Multilingual Matters. https://www.multilingual-matters.com/page/detail/Mindsets-in-Language-Education/?k=9781800418301</p>	<p>Sachiko Nakamura, & Adrian Leis</p>
<p>Online newsletter ○</p> <p>McBride, P. (2025, January). Understanding English as a Lingua Franca. <i>The University Grapevine for University English Language Teachers</i>, 25. www.theuniversitygrapevine.com</p>	<p>Paul McBride</p>

Journal Article ○ Nakamura, S. (2025). Engagement, <i>ELT Journal</i> . https://doi.org/10.1093/elt/ccaf002	Sachiko Nakamura
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4.3 Contributions to Academic Societies

In addition to their teaching, research, and administrative duties, CELF faculty members actively contribute to scholarly communities and journals both in Japan and overseas. Table 6 shows faculty members hold 50 positions at various academic organizations.

Table 6
Summary of contributions by CELF faculty to academic societies in the 2024 academic year (n=50)

Society	Position	Name
ELT Journal	Reviewer	Paul McBride
Asian Englishes	Reviewer	Paul McBride
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 Center for English as a Lingua Franca Forum	Reviewer	Andrew Leichsenring
The Center for English as a Lingua Franca Forum	Reviewer	Blagoja Dimoski
The JACET International Conference	Reviewer	Blagoja Dimoski
System	Reviewer	Brett Milliner
International Journal of Applied Linguistics	Reviewer	Brett Milliner
RELC	Reviewer	Brett Milliner
Language Awareness	Reviewer	Brett Milliner
Learning and instruction	Reviewer	Brett Milliner
Extensive Reading Japan	Copy Editor	Brett Milliner
Research Institute for Learning Autonomy Education (RILAE)	Reviewer	Robert Stevenson
Learner Development Journal (LDJ)	Reviewer	Robert Stevenson

The Center for English as a Lingua Franca Forum	Reviewer	Robert Stevenson
American Educational Research Association (AERA)	Reviewer	Robert Stevenson
Innovation in Language Learning and Teaching	Reviewer	Sachiko Nakamura
Language Teaching Research	Reviewer	Sachiko Nakamura
System	Reviewer	Sachiko Nakamura
TESOL Quarterly	Reviewer	Sachiko Nakamura
Studies in Second Language Learning and Teaching	Reviewer	Sachiko Nakamura
Language Awareness	Reviewer	Sachiko Nakamura
Englishes in Practice	Copy Editor	Sachiko Nakamura
The Center for English as a Lingua Franca Forum	Copy Editor	Sachiko Nakamura
JALT Journal	Copy Editor	Sachiko Nakamura
International Association for the Psychology of Language Learning	Executive Board Member	Sachiko Nakamura
Innovation in Language Learning and Teaching	Editorial Board Member	Sachiko Nakamura
Japanese Association for Sociolinguistic Science (JASS)	Reviewer	Satomi Kuroshima
保健医療社会学会論集	Reviewer	Satomi Kuroshima
Research on Language and Social Interaction (ROLSI)	Reviewer	Satomi Kuroshima
語用論研究	Reviewer	Satomi Kuroshima
Journal of Pragmatics	Reviewer	Satomi Kuroshima
Social Interaction: Video-Based Studies of Human Sociality	Reviewer	Satomi Kuroshima
JACET Kanto Journal	Reviewer Section Co-chair	Satomi Kuroshima
American Sociological Association (ASA), Ethnomethodology & Conversation Analysis Section	Section Co-chair	Satomi Kuroshima
JACET	第1号事業委員会	Satomi Kuroshima

American Sociological Association (ASA), Ethnomethodology & Conversation Analysis Section	Graduate Student Paper Award Committee Member	Satomi Kuroshima
Japanese Association for EMCA	Conference Manager	Satomi Kuroshima
Language, Discourse and Society	Reviewer	Tricia Okada
The Center for English as a Lingua Franca Forum	Reviewer	Tricia Okada
Social Science and Medicine	Reviewer	Tricia Okada
The 2nd International Trans Studies Conference	Abstract reviewer / Steering committee	Tricia Okada
The Asia Pacific Journal of Anthropology	Reviewer	Tricia Okada
Journal of Language, Identity & Education	Reviewer	Yuri Jody Yujobo
64th International Conference of the Japan Association of College English Teaching (JACET)	Reviewer	Yuri Jody Yujobo
New Zealand Journal of Asian Studies	Reviewer	Yuta Mogi
The Center for English as a Lingua Franca Forum	Reviewer	Yuta Mogi
JALT PanSIG 2025	Abstract Reviewer	Yuta Mogi

4.4 Research Grants Received by CELF Faculty

CELF has demonstrated its position as a premier research institution by consistently securing competitive Government Grants-in-Aid for Scientific Research (JSPS Kakenhi) from the Japan Society for the Promotion of Science. The subsequent table (Table 7) shows four CELF research initiatives have been awarded these distinguished grants.

Table 7*Summary of research grants received by CELF faculty in 2024 (n=4)*

Grant	Type	Length	Project	Recipient
JSPS Kakenhi	Grants-in-Aid for Scientific Research (C)	2024-04-01 – 2028-03-31	原発避難と帰還に対する感情および日常的実践の論理の長期的会話分析研究	Satomi Kuroshima (Primary-investigator)
JSPS Kakenhi	Grants-in-Aid for Scientific Research (C)	2022-04-01 – 2026-03-31	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	Grants-in-Aid for Scientific Research (C)	2021-04-01 – 2025-03-31	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	Grants-in-Aid for Scientific Research (C)	2023-04-01 - 2026-03-31	国際バカロレア教育における日英バイリンガル生徒の批判的思考・説得型談話能力の発達 The Development of Critical Thinking and Persuasive Discourse Skills of Japanese-English Bilingual Students in International Baccalaureate Education	Yuri Jody Yujobo (Co-investigator)

5. CONCLUDING REMARKS AND PLANS FOR 2025 ACADEMIC YEAR

CELF's Faculty Development program has enhanced teaching practices by incorporating the findings from English as a Lingua Franca (ELF) research. Through various professional development activities, such as workshops and seminars, CELF creates an environment where faculty members can learn from each other and grow professionally. The program continues to focus on inclusive teaching methods, diverse perspectives, and the practical application of ELF in teaching. In 2025, CELF FD will continue to improve

and focus on guiding teachers to apply Tamagawa Academy's Zenjin Education principles, critical thinking, ESTEAM and collaborative learning to encourage students' positive engagement with people of diverse identities and cultures.

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