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A Report on Faculty Development and Research at the Center for English as a Lingua Franca 2025

ELF センター 2025 FDと研究活動レポート

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ABSTRACT

In the Center for English as a Lingua Franca (CELF) at Tamagawa University, supporting the successful implementation of the new curriculum while maintaining strong ELF awareness and high standards of classroom practice remains a central priority. Accordingly, faculty development plays a vital role in sustaining instructional quality and pedagogical effectiveness. This report outlines CELF's faculty development efforts to offer specialized training, share recent research, and address timely issues. Also, the report summarizes major research accomplishments by full-time faculty during the 2025 academic year.

KEYWORDS: English as a lingua franca, faculty development, ELF program development

1. INTRODUCTION

The Center for English as a Lingua Franca (CELF) at Tamagawa University is committed to advancing the students' use of English as a global language of communication across diverse cultural contexts while promoting faculty development on ELF-aware pedagogy and transcultural English use.

In 2025, the CELF marked its third year of the revised curriculum, which introduced a broader selection of two-unit courses. Under the previous curriculum, ELF awareness was addressed solely through mainstream ELF courses, which comprised four levels. The 2023 curriculum revision significantly expanded these offerings by introducing four English as a business lingua franca (BELF) focused courses, an ELF Communication Course dedicated to students in the teacher certification program, and several 300 and 400-level courses designed for intermediate and advanced learners. The

2025 academic year represented the first full implementation of all newly established courses, coinciding with the complete phase-out of the former curriculum as the final cohort under that program graduated.

In total, 25 distinct courses were offered, with 2,184 students enrolled across 176 classes in the spring semester and 2,593 students across 152 classes in the fall semester. In addition, intensive courses were conducted during the summer and winter terms. Instruction was supported by 37 part-time instructors and 12 full-time faculty members. Emphasis was placed on ensuring that all instructors develop the pedagogical knowledge and instructional strategies necessary to effectively implement the expanded curriculum.

In contemporary society, adherence to a native-speaker model of English is not always a practical objective. The ELF program, therefore, prioritizes the development of globally relevant communicative competence. This includes the ability to adapt language choices and delivery to diverse audiences and contexts, and to explain cultural concepts in ways that are sensitive to situational and intercultural factors, rather than devoting disproportionate time to approximating idealized regional norms.

The program recruits qualified teachers by prioritizing their professional qualifications, educational background, teaching expertise, and understanding of ELF, and welcomes educators from all linguistic backgrounds rather than any single linguistic profile. Each faculty member draws upon their distinct cultural, educational, and multilingual backgrounds to inform their pedagogical practices, thereby enriching the quality and depth of ELF-oriented instruction. In 2025, CELF faculty represented 19 countries— Ireland, Italy, Iran, the United Kingdom, Australia, Canada, Macedonia, Sri Lanka, Slovakia, Thailand, Germany, Japan, China, the Philippines, Brazil, the United States, Vietnam, Peru, and Russia—and collectively bring a wide range of first-language backgrounds. Recognizing this linguistic and cultural diversity, the ELF Center works collaboratively to cultivate a learning environment that promotes mutual understanding and the effective use of English as a shared means of communication.

To further strengthen ELF awareness across all aspects of teaching and learning, our program provides ongoing Faculty Development (FD) throughout the academic year (Kim & Chaikul, 2025, p. 174). These FD initiatives play a crucial role in deepening teachers' understanding of ELF, keeping them up-to-date with current ELF research and practices, providing guidance and support, and equipping them with practical ideas to implement ELF-aware pedagogy across the curriculum in their classrooms.

2. THE CELF FORUM 2025

The CELF Forum 2025, titled “*World Englishes, ELF, and Intercultural Citizenship in ELT*,” was held on January 10, 2026, from 10:00 a.m. to 4:45 p.m. The Forum brought together faculty members from across the K–16 spectrum, as well as participants from other universities, to engage in dialogue linking theory and practice in English language teaching (ELT) and to focus on ELT from the perspectives of World Englishes and English as a Lingua Franca (ELF). The keynote speaker, Professor Peter DeCosta (Department of Linguistics, Languages, and Cultures, Michigan State University), whose research specializes in emotion, identity, and ideology in second language

acquisition (SLA), delivered two plenary talks and shared theoretical and practical insights that would enable instructors to incorporate diverse conceptions of English into their classroom practice and a critical re-examination of English language education through the lenses of World Englishes, ELF, and intercultural citizenship. It further sought to explore pedagogical approaches that foster critical thinking and learner agency in global society.

In addition, alongside seven presentations by full-time and part-time CELF faculty, the program provided K–16 English educators with a substantive opportunity to reconsider their pedagogical practices.

In Professor DeCosta's first plenary, “*Critical Approaches to World Englishes*,” he highlighted how World Englishes scholarship continues to evolve in innovative and meaningful ways while maintaining a sustained commitment to social justice. He critically examined the ideological nature of English and explored the local political dimensions of English acquisition within broader contexts of globalization, multilingualism, and intercultural communication. By foregrounding the ideological and socio-political dimensions of English, the lecture challenged participants to reconsider taken-for-granted assumptions about linguistic norms and the role of English in global education.

In the second plenary, “*Identity Work and the Symbolic Power of Language in the ELT Classroom: Advancing the Intercultural Citizenship and ELF Agenda*,” Professor DeCosta examined the symbolic power of language and the complex processes of identity construction and negotiation in ELF-mediated classrooms, particularly in English-Medium Instruction (EMI) contexts. Drawing on Fang and Baker (2018), he argued that higher education provides a fertile site for cultivating intercultural citizenship through ELF. He emphasized the importance of raising awareness of language’s symbolic power and deepening understanding of identity work in multilingual interaction, thereby outlining theoretical and practical pathways for advancing an intercultural and ELF-oriented agenda in ELT.

The opening talk by Professor Ayako Suzuki, “*ELF Pedagogy for Intercultural Citizenship: Challenges and Possibilities*,” reconsidered English education in Japan from the perspectives of ELF and intercultural citizenship. Drawing on the viewpoints of English majors preparing to become teachers, she examined both the challenges and the pedagogical potential of integrating ELF-informed approaches into teacher education. Her presentation highlighted the tensions between established norms in Japanese English education and emerging pluralistic models, and identified concrete possibilities for curricular and pedagogical reform.

The afternoon parallel sessions by CELF faculty further extended these themes into classroom-based inquiry and practice. Topics included perceptions of gender balance and inclusion in EFL settings; structured warm-up activities and grouping strategies designed to build learner confidence and fluency; a critical historical analysis of how and why American English became positioned as the “standard” in Japan; identity, tensions, and agency in the professional development of early-career part-time university EFL instructors; the pedagogical implications of smartphone use in the classroom; and the effects of collaborative learning on reading comprehension.

Collectively, these presentations reflected a sustained engagement with issues of ideology, identity, inclusion, and pedagogical innovation within ELF-oriented English language education.

Figure 1
The CELF Forum 2025 plenary speaker, Professor Peter DeCosta, Opening Keynote Dr. Ayako Suzuki, Opening by President Kazuhito Obara (January 10, 2026)



Table 1
Summary of speakers and presentation titles at the 2025CELF Forum, January 10, 2026

Title	Presenter(s)
Opening Remarks by University President	Dr. Kazuhito Obara President of Tamagawa University
Introduction Speech	Dr. Masaki Oda Executive Director for Higher Education, Tamagawa Academy and University Founding Director of CELF

Opening Talk <i>ELF pedagogy for intercultural citizenship: Challenges and possibilities.</i>	Dr. Ayako Suzuki Department of English Education, former Associate Director of CELF, Tamagawa University
Plenary Talk 1 <i>Critical approaches to world Englishes</i>	Dr. Peter DeCosta Department of Linguistics, Languages, and Cultures at Michigan State University
Plenary Talk 2 <i>Identity work and the symbolic power of language in the ELT classroom: Advancing the intercultural citizenship and ELF agenda</i>	Dr. Peter DeCosta Department of Linguistics, Languages, and Cultures at Michigan State University
Paper Presentation <i>Perception of gender balance and inclusion in EFL settings</i>	Vladimíra Hanzlovská Adjunct Lecturer, Tamagawa University
Paper Presentation <i>Structured warmers and groupings for building confidence and fluency</i>	William Travers Adjunct Lecturer, Tamagawa University
Paper Presentation <i>How and why American English became the 'standard' in Japan</i>	Peter Joun Adjunct Lecturer, Tamagawa University
Paper Presentation <i>Learning to teach over time: Identity, tensions, and agency in an early-career part-time university EFL teacher in Japan</i>	Yuta Mogi, Assistant Professor, Tamagawa University
Paper Presentation <i>Classroom smartphone use: Tool for learning or source of distraction?</i>	Lai Hoa Adjunct Lecturer, Tamagawa University
Paper Presentation <i>Exploring the effects of reading comprehension activities using collaborative learning</i>	Keiko Kasaya Adjunct Lecturer, Tamagawa University

Figure 2

The CELF Forum Paper Presentation Presenters, (January 10, 2026)



In addition to the keynote addresses, six CELF full-time and part-time faculty presented in the parallel sessions. Topics included gender balance and inclusion in EFL settings; structured warm-up activities and grouping strategies to build learner confidence and fluency; the historical emergence of American English as the perceived “standard” in Japan; teacher identity and agency in early-career part-time university instructors; the pedagogical implications of smartphone use in the classroom; and the effects of collaborative learning on reading comprehension. Together, these presentations reflected a broad engagement with contemporary issues in ELF pedagogy and ELT.

2.1 Evaluation and Outcomes

The forum was attended by 27 K–16 faculty and staff members from within the university and 8 faculty members from other institutions. Participants were introduced to concrete examples of ELF-informed teaching practices, providing an opportunity to critically reflect on their own instructional approaches.

CELF-affiliated faculty shared research and pedagogical outcomes, facilitating

institutional knowledge exchange. Participation by part-time instructors increased, and presentation opportunities were successfully provided. The involvement of K–12 English educators and faculty from other departments further strengthened collaboration across the K–16 continuum.

Through the keynote lectures, participants engaged with perspectives that challenge native-speaker-centered models of English and emphasized the importance of diversity-informed approaches grounded in World Englishes and ELF. The forum also deepened discussion of intercultural citizenship and learner development from the perspectives of emotion, identity, and ideology in second language acquisition, offering concrete pedagogical implications for fostering critical thinking and learner agency.

Publicity efforts were enhanced through the university website, the JACET SIG website, and academic mailing lists to increase participation from both inside and outside the institution. Future improvements include systematically incorporating participant feedback into the planning of subsequent forums and further encouraging participation by researchers from other universities and part-time faculty members.

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 a total of eight FD workshops, four help desk sessions to support new teachers with ELF Grading on UNITAMA and Blackboard LMS, and four special workshops with invited speakers, equipping faculty with practical strategies and resources. These sessions covered a variety of 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

In preparation for the 2025 academic year, CELF conducted a Teacher Orientation on March 26, 2025. Newly hired faculty had a morning orientation session from 10:00 to 11:30, focusing on class management and operations, including an overview of the Blackboard LMS, UNITAMA, ELF-aware research, an introduction to Zenjin Education, assessment methods, grading components, rubrics, and textbooks. The morning session concluded with a guided tour of the ELF Study Hall.

The afternoon orientation invited back the newly hired faculty, along with continuing teachers, and featured a welcome speech by the CELF Director, Paul McBride, and a short talk on ELF research by the CELF Associate Director, Blagoja Dimoski. The orientation reiterated important curriculum and assessment areas, focusing

on changes and updates. The final half hour concluded with interest-group breakout discussions, during which participants engaged in one of seven selected topics.

Table 2
Report for special interest discussion groups at the 2025 CELF Teacher Orientation

Interest Group Topic	Discussion Facilitators
Using digital technology in your classroom	Natalia Novikova
Using Chat GPT	Robert Stevenson
ESTEAM	Jody Yujobo
Research	Satomi Kuroshima & Brett Milliner
ELF pedagogy	Blagoja Dimoski
Teaching students with special needs	Yuta Mogi
Autonomy & Collaborative learning	Rasami Chaikul

Figure 3
Images from the 2025 CELF Teacher Orientation Interest Group Sessions



3.2 Blackboard, UNITAMA, and Microsoft Teams Help Desk

In 2025, the university announced the introduction of the WebClass learning management system (LMS), which will replace Blackboard LMS beginning in the 2026 academic year. Accordingly, 2025 functioned as a preparation and transition period during which CELF began shifting training materials and textbook resources to the new platform. Widely used in Japanese higher education for face-to-face, online, and blended learning environments, WebClass will support teachers in distributing materials, administering assessments, collecting assignments, and managing student grades. During the latter half of the year, full-time faculty focused on familiarizing themselves with the new system. FD archived materials have also been migrated to the WebClass CELF teacher organization page to support continuous, seamless learning. WebClass

will also serve as one of the focal group topics at the 2026 orientation meeting for both new and continuing teachers, and will be identified as an essential topic for future faculty development training.

At the same time, training related to existing platforms- Blackboard, UNITAMA, and Microsoft Teams continued through workshops and help desk sessions. These initiatives provided individualized support to help teachers effectively use LMS features and communicate with students.

1. Orientation for New Instructors (Spring): “Blackboard, UNITAMA, and MS Teams”

Format: Hybrid workshop

Date and Venue: April 11, 2025 (Fri.), 17:00–17:45, ELF Study Hall 301 (Hybrid)

Facilitators: Rasami Chaikul, Satomi Kuroshima, Yuri Jody Yujobo

2. ELF Faculty Help Desk: Hybrid Sessions for Spring Semester Grade Submission and Grade-Related Inquiries

Dates: July 25, 2025 (Fri.), 15:00–16:00, and July 28, 2025 (Mon.), 13:00–14:00 (Online only)

Facilitators: Sachiko Nakamura, Brett Milliner, Blagoja Dimoski, and Satomi Kuroshima

3. ELF Faculty Help Desk: Hybrid Sessions for Fall Semester Grade Submission and Grade-Related Inquiries

Dates: July 25, 2025 (Fri.), 15:00–16:00, and July 28, 2025 (Mon.), 13:00–14:00 (Online only)

Facilitators: Sachiko Nakamura, Brett Milliner, Blagoja Dimoski, and Satomi Kuroshima

3.3 Faculty Development Workshops

CELf organizes regular and special workshops to enhance the quality of ELF-related courses and promote the sharing of current ELF research and teaching practices.

In 2025, the hybrid Zoom format continued to ensure accessibility for all teachers, with many sessions recorded and archived on Blackboard for on-demand viewing.

In addition, feedback from the viewers is collected and incorporated to improve the effectiveness and sustainability of faculty development (FD) initiatives.

The FD topics addressed in 2024 were intentionally avoided in 2025, as those workshops remain available in the archived materials. Instead, the focus shifted toward research-informed FD sessions led by full-time teachers, highlighting CELf-specific initiatives and current pedagogical developments. These topics included Intercultural communications, the CELfJ Corpus, English as a Medium of Education (EME), online teaching materials and tools, utilizing original rubrics, ESTEAM, using academic word lists, and others.

In addition, this year, greater attention was given to educator support through sessions on teacher mindfulness, well-being, and reflective practice.

- To advance pedagogical practice through the sharing of ELF-related research and teaching methodologies.
- To foster collaboration and professional learning between full-time and part-time instructors.
- To establish a structured support system for instructional guidance and evaluation, including for newly appointed part-time instructors,
- To strengthen faculty training in the effective use of LMS platforms and various online IT tools
- To provide information and support for instructors teaching ELF-related courses in areas such as syllabus design, the development of original rubric-based assessments, intercultural communication theory, and active learning/ ESTEAM pedagogical approaches.

The list of faculty workshops for 2025 is provided in chronological order:

1. *Sharing Ideas for Collaborative Learning in ELF Intro & ELF Foundations (ENG101, 102, 103, ENG201, 202, 203)*

Date and Venue: April 23, 2025 (Wed.), 13:15–14:00, ELF Study Hall 301 (Hybrid)

Facilitator: Natalia Novikova

Figure 4

Images from the Orientation on Bb, UNITAMA, and MS Teams, April 11, 2025

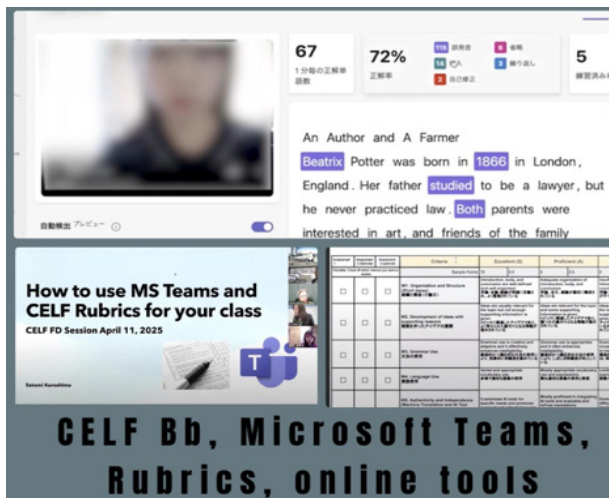


Figure 5

Images from: *Collaborative learning in ELF intro and foundations*, April 23, 2025

Global Fast Food: Website Comparison Project

Students will compare websites of international restaurant chains (e.g., McDonald's, KFC, Starbucks) from two or more countries to explore how globalisation affects local culture, branding, and customer preferences.

- ✓ What food items are the same?
- ✓ What food is only in one country?
- ✓ Are there local flavors or seasonal items?
- ✓ What language is the website in?
- ✓ What colors are used?
- ✓ Are the images focused on families, young people, tradition, etc.?
- ✓ How much is a burger set or coffee?
- ✓ Are there holidays or local themes mentioned?

Guided Paragraph V

Give students these prompts to help them write a paragraph.

1. I listened to presentations about different products.
2. The product that had the **longest journey** was _____. It's about _____ kilometers.
3. The most **surprising product** for me was _____ because _____.
4. I learned that many products we use in Japan come from _____ shows that _____.

Sharing Collaborative Learning in ELF Intro & Foundations

2. ESTEAM Project Ideas for Classes with Multiple Departments: Communication for Teachers (ENG105, BELF104, 204, 304, 404)

Date and Venue: May 14, 2025 (Wed.), 13:15–14:00, ELF Study Hall 301 (Hybrid)

Facilitators: Satomi Kuroshima, Yuri Jody Yujobo

Figure 6

Images from *ESTEAM Project Ideas for Classes with Multiple Departments* (May 14)

What is "ESTEAM" ?

ESTEAM = English + Science + Technology + Art = ESTEAM

5. What happens when we blend ELF with STEAM?

ESTEAM: Integrating English, Science, Technology, and Art (2016)

- 1. Practical English communication abilities
- 2. Meet disciplines working together to collaborate
- 3. Promote real-world communication and learn that
- 4. Connect local understanding & make connections for
- 5. "Whole problem"
- 6. Through mixed disciplines, we can learn STEAM from both global and local perspectives (STEAM)

Interdisciplinary education at Tamagawa Academy

6-12 International Track - English Predominant Track

Kindergarten - English Predominant (EP) - 1st - 12th grade

IB MYP - 1st - 12th grade

IB DP - 1st - 12th grade

IB CP - 1st - 12th grade

IB EE - 1st - 12th grade

IB EE - 1st - 12th grade

6-12 Mainstream Track - Japanese Predominant Track

Kindergarten - Japanese Predominant (JP) - 1st - 12th grade

Primary Division - 1st - 5th grade

Lower Secondary Division - 6th - 8th grade

Upper Secondary Division - 9th - 12th grade

ESTEAM project & Interdisciplinary ideas

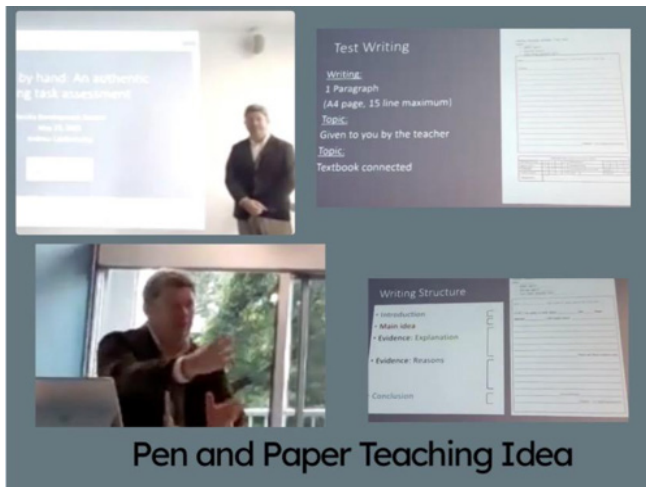
3. Pen and Paper Teaching Idea: A Traditional Writing-Oriented Activity Assessment with Authentic Writing and AI Writing Tools in Mind

Date and Venue: May 23, 2025 (Fri.), 15:15–16:00, ELF Study Hall 210 (Hybrid)

Facilitator: Andrew Leichsenring

Figure 7

Images from: Pen and paper teaching ideas: A traditional writing-oriented activity assessment with authentic Writing and AI Writing tools in mind (May 23)



4. AY2025 Fall Semester Orientation for Newly Appointed CELF Instructors

Status: Cancelled

Reason: The session was not conducted due to the absence of newly appointed full-time or part-time instructors for the fall semester.

5. Practicing Mindfulness and Improvisation

Date and Venue: October 28, 2025 (Tue.), 13:15–14:00, ELF Study Hall 210 (Hybrid)

Facilitator: Tricia Okada

Figure 8

Images from: Practicing mindfulness and Improvisation (October 28)



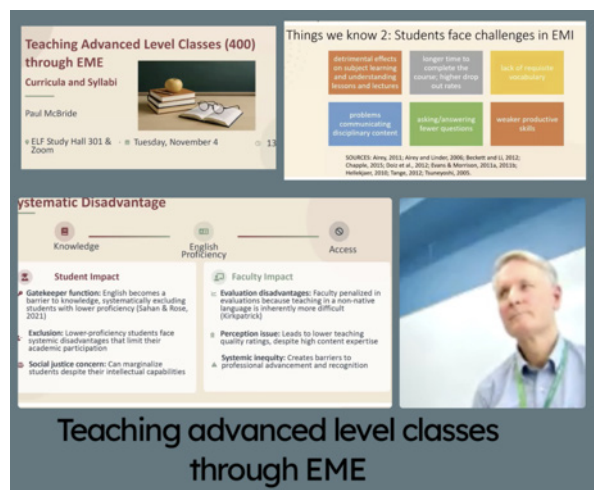
6. Teaching advanced-level classes through EME: ELF 400 level

Date and Venue: November 4, 2025 (Tue.), 13:15–14:00, ELF Study Hall 301 (Hybrid)

Facilitator: Professor Paul McBride

Figure 9

Images from: Teaching advanced-level classes through EME (November 4)



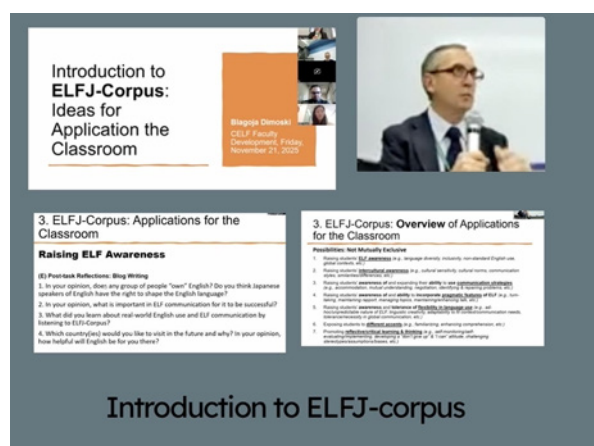
7. An Introduction to the ELFJ-Corpus and Ideas for Applying It in the Classroom

Date and Venue: November 21, 2025 (Fri.), 13:15–14:00, ELF Study Hall 301 (Hybrid)

Facilitator: Professor Blagoja Dimoski

Figure 10

Images from: ELF-J Corpus and Ideas for applying it in the classroom (October 21)



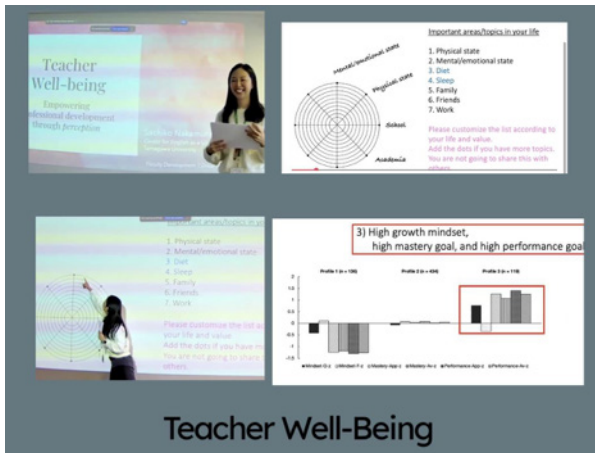
8. Enhance Your Well-Being as an Educator

Date and Venue: December 8, 2025 (Mon.), 13:15–14:00, ELF Study Hall 301 (Hybrid)

Facilitator: Sachiko Nakamura

Figure 11

Images from: Enhance your Well-being as an Educator (December 8)



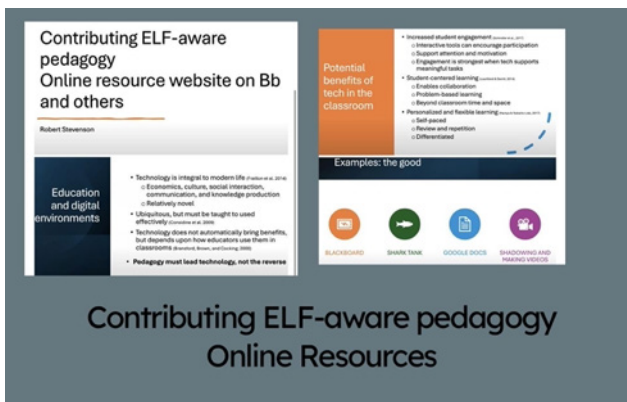
9. Contributing ELF-aware pedagogy: Online resource website on Bb and others

Date and Venue: December 22, 2026 (Mon.), 13:15–14:00, ELF Study Hall 301 (Hybrid)

Facilitator: Robert Stevenson

Figure 12

Images from: Contributing ELF-aware pedagogy: Online resources (Dec.22)



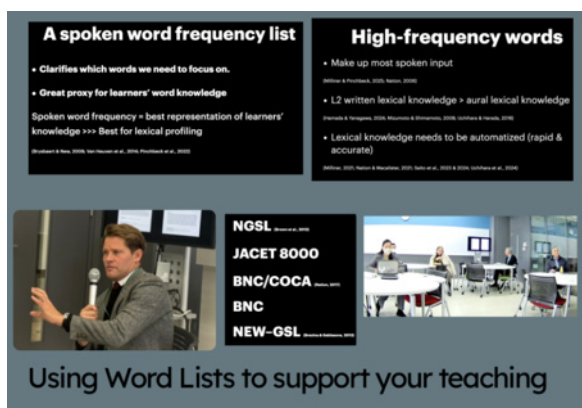
10. Using Word Lists to Support Your Teaching

Date and Venue: January 13, 2026 (Tue.), 13:15–14:00, ELF Study Hall 301 (Hybrid)

Facilitator: Brett Milliner

Figure 13

Images from: Using word lists to support your teaching (January 13)



11. ELF Faculty Help Desk: Hybrid Sessions for Fall Semester Grade Submission and Grade-Related Inquiries

Dates: January 26, 2026 (Fri.), 11:00–12:00, and January 27, 2026 (Tue.), 11:00–12:00 (Online only)

Facilitators: Sachiko Nakamura, Brett Milliner, Blagoja Dimoski, and Satomi Kuroshima

12. Understanding the Learning Attributes of Tamagawa Academy (Middle and Upper Divisions) and Sharing the K–16 ELF Framework for Teaching

Session 1: January 30, 2026 (Fri.), Middle Division, 13:30–14:15

Session 2: February 5, 2026 (Thu.), Upper Division, 16:50–17:30

Facilitators: Paul McBride, Blagoja Dimoski, Yuri Jody Yujobo

3.4 CELF FD Special Workshops

CELF also organized two special workshops featuring invited guest speakers. The topics were selected in response to areas of interest identified in the FD feedback survey conducted at the end of the 2024 academic year.

Workshop 1: How Can CELF Teachers Support Students with Special Needs? Supporting Students Requiring Special Accommodations in ELF Courses (hybrid)

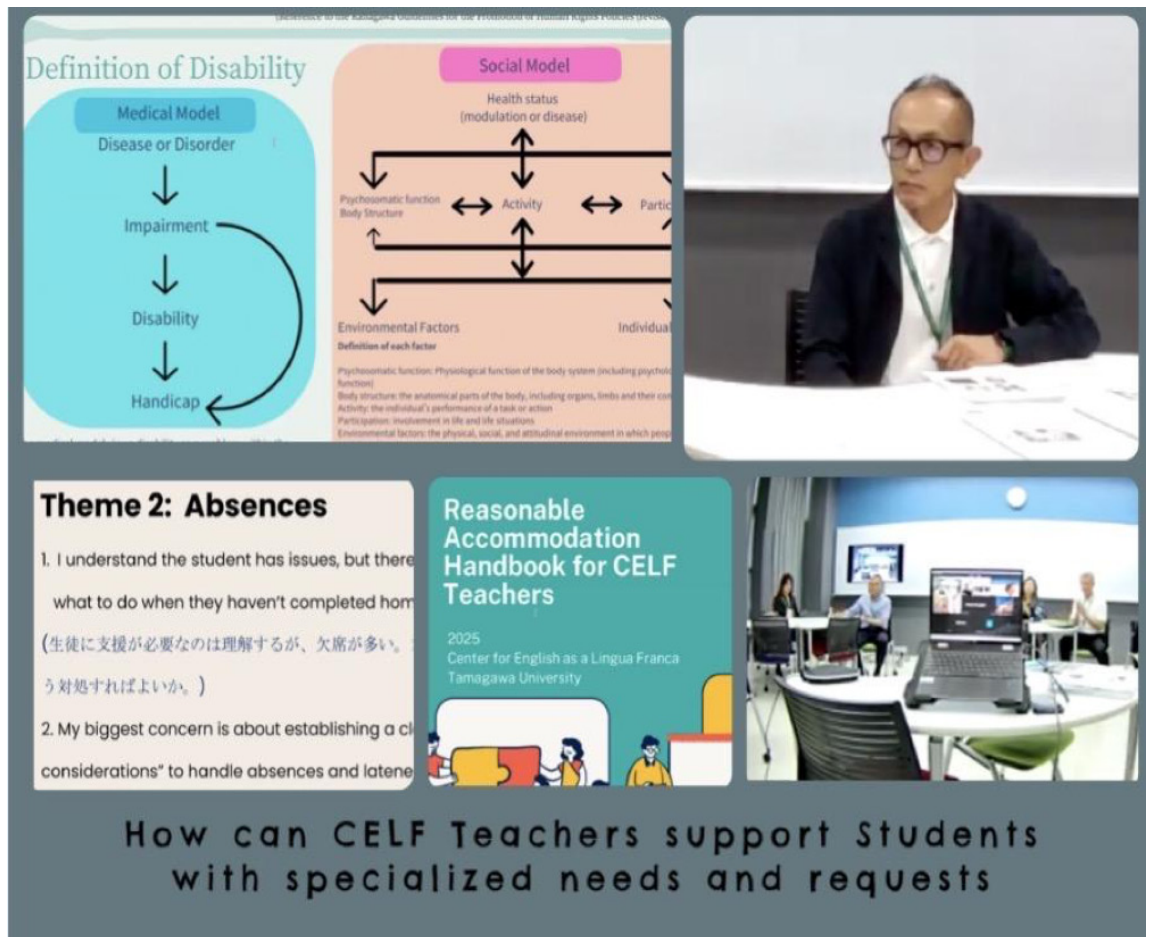
Invited Speaker: Masaki Ando, Coordinator for Students with Disabilities at the Student Support Center, Tamagawa University

Date & venue: June 20, 2025, from 15:15 to 16:15, ELF Study Hall 2015 Room 301

The first workshop focused on enhancing instructors' understanding of the university support systems and institutional procedures for responding to official special requests from students with diverse learning needs and challenges. CELF invited Mr. Masaki Ando, the coordinator for students with special educational needs. Assistant Professor at CELF, Yuta Mogi provided simultaneous translation and translated materials in English. He gave a talk on the growing importance of reasonable accommodations and introduced the historical development and policy framework of disability support in Japan. Also, he went into detail about becoming familiar with the reasonable accommodations available to students under the Tamagawa University Student Support System. This workshop provided essential background on implementing inclusive practices, along with practical case studies, concrete strategies, and classroom-ready resources to support diverse learners.

Figure 14

Images from: How can CELF teachers support students with special needs? Supporting students requiring special accommodations in ELF courses (June 20)



Workshop 2: Using Current Technology in English Language Teaching: Generative AI and Machine Translation

Date: October 17, 2025, from 17:00 to 18:00

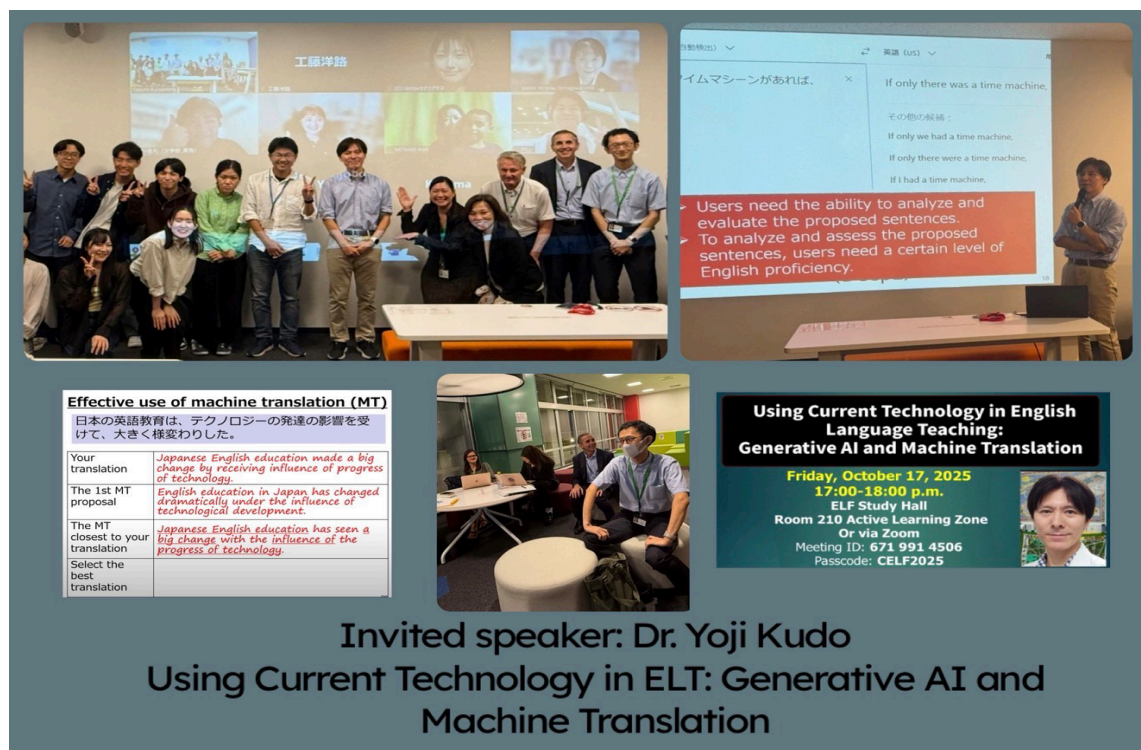
Location: ELF Study Hall 2015, Room 210, in a hybrid format.

Invited speaker: Yoji Kudo, Professor, Graduate School of Global Studies, Tokyo University of Foreign Studies.

The second workshop addressed the rapidly evolving role of generative artificial intelligence in education. CELF invited Professor Yoji Kudo of Tokyo University of Foreign Studies to discuss the growing sophistication and accessibility of generative AI tools such as ChatGPT and machine translation technologies. The session examined pedagogical responses to student use of AI and explored strategies for its responsible integration in teaching and assessment. Through examples of classroom practice and discussion among participants, the workshop encouraged a balanced approach that recognizes both the potential and limitations of these technologies while promoting informed and ethical engagement in language education.

Figure 15

Images from: Using current technology in English language teaching, Dr. Yoji Kudo (October 17)



Invited speaker: Dr. Yoji Kudo

Using Current Technology in ELT: Generative AI and Machine Translation

4. CELF RESEARCH ACHIEVEMENTS

CELF full-time faculty members are actively engaged in research within the evolving fields of ELT, English as a Lingua Franca (ELF), English-Medium Education (EME), intercultural communication, communication strategies, and related areas of applied linguistics. Throughout the year, faculty participate in a wide range of academic societies and research networks and present their work at both domestic and international conferences. The research output and publications of CELF faculty have been widely recognized for their contributions to ELF research, applied linguistics, sociolinguistics, language education, and ELT, reflecting the center's strong commitment to advancing scholarship and pedagogical innovation.

4.1 Academic Presentations

In addition to their teaching responsibilities, ELF full-time faculty members conducted a wide range of academic and pedagogical research during the 2025 academic year. The results of these studies were disseminated through presentations at conferences both in Japan and internationally, delivered in online and face-to-face formats.

4.1.1 Domestic Presentations

ELF full-time faculty members actively shared their research findings and pedagogical practices at academic conferences held across Japan, utilizing both virtual and in-person presentation formats

Table 4*Summary of CELF faculty's domestic presentations (n=11)*

Location	Event	Title	Presenters
Tokyo	JALTCALL 2025	Heterotopias in CALL: Virtual spaces for transformative learning	Robert Stevenson, Kane Linton
Kobe	Kobe University Migration Research Center (Organizer) Queer Migrations---Critical Perspectives on Mobility, Displacement, and Belonging	Queer migrations in Japan: Where do we go from here?	Tricia Okada
Osaka	JALT Vocab SIG 2025 Symposium	Conceptual map of L2 vocabulary support	Sachiko Nakamura
Hiroshima	56th Japanese Association for Asian Englishes conference	Voicing the Global: ELF and translingual practice in Hong Kong martial arts dubbing	Robert Stevenson
Kumamoto	SUTLF2026 Conference	Tracing learner archetypes across heterotopic language-learning spaces: Findings from a Q methodology study	Robert Stevenson, Kane Linton
Beppu	JASAL2025	When advisors become teachers: The skills, methods and tools they bring	Robert Stevenson, Yuri Imamura
Tokyo	JALT 2025	Using word lists and lexical profilers: Key considerations for teachers designing L2 listening materials	Brett Milliner, Naheen Madras-Ring
Tokyo	JALT 2025	Utilizing students' multilingualism in English teaching	Yuta Mogi
Tokyo	CELF Forum 2026	Learning to teach over time: Identity, tensions, and agency in an early career part-time university EFL teacher in Japan	Yuta Mogi
Hiroshima	The 50th Annual Conference of The Japanese Association of Sociolinguistic Society (JASS)	成員カテゴリー化装置によるアイデンティティ帰属実践——繰り返しによる他者開始自己修復の事例より	Satomi Kuroshima
Osaka	The University of Osaka: Queer Mobilities and Markets in Japan	Queer lives in motion: Memory, mobility, and belonging	Tricia Okada

4.1.2 International Presentations

Throughout the 2024 academic year, CELF faculty demonstrated academic excellence by participating in various prestigious international conferences. These included the Applied Linguistics Association of Australia Conference, 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 5

Summary of CELF faculty's international presentations (n=13)

Location	Event	Title	Presenters
Hong Kong, PRC	23rd Asia TEFL International Conference	Cultivating interdisciplinary skills through ELF and STEAM project-based learning	Yuri Jody Yujobo
Phoenix, AZ, USA	The Second Language Research Forum (SLRF) 2025	Differential effects of engagement types on lexical learning through task-based interaction	Sachiko Nakamura, Yuichi Suzuki
Brisbane, Australia	19th International Pragmatics Conference (IPrA) 2025	Achieving affiliation through self-evaluative comments within college English class peer discussions.	Satomi Kuroshima, Tomoko Endo
Singapore	Joint 11th SELF International & 24TH ERAS Conference	Rethinking anxiety: Emotion regulation strategies and their link to L2 proficiency	Sachiko Nakamura, Jethro Kenney
Darwin, Australia	Applied Linguistics Association of Australia (ALAA) Conference 2025	Pursuing 'real proficiency': Integrating ELF with ELT	Paul McBride
Granada, Spain	FOM@Play: Migration, identity and transnational discourses	(In)visibility of Filipino LGBTQ millennials in Japan	Tricia Okada
Melbourne, Australia	International Conference on Platform and Online Society,	The liminality of AI usage in academic research: Pathway to Epistemic Justice or a dead end?	Natalia Novikova
Singapore	The 60th RELC International Conference,	L2 English learners' perceptions of educational technologies: Implications for TESOL pedagogy at the tertiary level	Andrew Leichsenring
Chicago, Illinois, USA	National Association for Bilingual Acquisition 2026	An analysis of critical thinking performance in bilingual persuasive essays in Japanese and English	Jody Yujobo, Satomi Mori-Mishina
Cambodia	22nd Annual CamTESOL Conference on English Language Teaching	Empowering ELF pedagogy through corpus innovation: Exploring classroom applications	Blagoja Dimoski
Singapore	60th RELC International Conference	Navigating asymmetry in ELF: Insights from the ELFJ-Corpus on Japanese and Non-Japanese dyadic interactions	Blagoja Dimoski
Singapore	60th RELC International Conference, Singapore	Metacognitive practices and ELF awareness in English as a lingua franca classrooms in Japan	Rasami Chaikul

Singapore	60th RELC International Conference, Singapore	Developing rubric-based assessment of pragmatic competence in ELF	Paul McBride
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4.2 Academic Publications

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

Table 6

Summary of publications by CELF faculty (n=18)

Type (○=Peer-reviewed) & Reference	Author(s)
Journal article ○ Milliner, B., & Pinchbeck, G. (2025). Challenging lexical coverage conventions: Evaluating the vocabulary demands of family-genre film and television. <i>Research Methods in Applied Linguistics</i> , 4(3), 1-12. https://doi.org/10.1016/j.rmal.2025.100230	Brett Milliner, Geoffrey Pinchbeck
Journal article ○ Stevenson, R. (2025). What Bollywood can teach about English as a lingua franca. <i>Englishes in Practice</i> , 7(1), 25-47. https://doi.org/10.2478/eip-2024-0002	Robert Stevenson
Book Chapter Kuroshima, S. (2025). Reading medical records aloud: Enhancing the validity of informing laboratory results. In K. Tsuchiya (Ed.), <i>Exploring health and well-being in Japanese context</i> (pp. 115–139). Springer. https://doi.org/10.1007/978-981-97-9338-9_6	Satomi Kuroshima
Conference Proceeding ○ Leichsenring, A. (2025). Learner perceptions of effective L2 English tertiary teachers: Qualities and skills. <i>Proceedings of the International Conference of Advanced Research in Education</i> , 2(1), 63-74. https://doi.org/10.33422/educationconf.v2i1.1075	Andrew Leichsenring
Journal article ○ Suzuki, Y., Nozawa, T., Uchihara, T., Nakamura, S., Miyazaki, A., & Jeong, H. (2025). Timing matters for interactive task-based learning: Effects of vocabulary practice on learning multiword expressions and neural synchronization. <i>Studies in Second Language Acquisition</i> , 1–26. https://doi.org/10.1017/s0272263125101290	Yuichi Suzuki, Takayuki Nozawa, Takumi Uchihara, Sachiko Nakamura, Atsuko Miyazaki, Hyeonjeong Jeong
Article ○ Okada, T., & Fermin, T.A.S. (2025). A road less traveled? A duoethnography of two Filipino scholars in Japan during the COVID-19 pandemic. In: Zulueta, J.O. (Eds.) <i>Disrupted Mobilities</i> . Palgrave Macmillan, Singapore. https://doi.org/10.1007/978-981-95-0257-8_11	Tricia Okada, Tricia Abigal Santos Fermin

Book Chapter Toh, G., & McBride, P. (2025). Chapter 4: Post-textbook pedagogy. In T. Ishikawa, P. McBride & A. Suzuki (Eds.), <i>Developing ELF Programmes for Language Teaching: Innovation, Resistance, and Applications</i> (pp. 49-64). De Gruyter Mouton.	Glenn Toh, Paul McBride
Book Chapter McBride, P. (2025). Chapter 7: ELF-aware pedagogical change: Resisting structural inertia. In T. Ishikawa, P. McBride, & A. Suzuki (Eds.), <i>Developing ELF programmes for language teaching: Innovation, resistance, and applications</i> (pp. 99–114). De Gruyter Mouton. https://doi.org/10.1515/9783111295411-007	Paul McBride
Book Chapter Nakamura, S. (2025). Chapter 12: Designing ELF-oriented tasks to optimize learner engagement. In T. Ishikawa, P. McBride & A. Suzuki (Eds.), <i>Developing ELF programmes for language teaching: Innovation, resistance, and applications</i> (pp. 189-204). De Gruyter Mouton. https://doi.org/10.1515/9783111295411-012	Sachiko Nakamura
Book Chapter Kuroshima, S., Dimoski, B., Yujobo, Y. J., Chaikul, R. & Okada, T. (2025). Chapter 14: Disfluency in ELF encounters. In T. Ishikawa, P. McBride & A. Suzuki (Eds.), <i>Developing ELF Programmes for Language Teaching: Innovation, Resistance, and Applications</i> (pp. 221-244). De Gruyter Mouton. https://doi.org/10.1515/9783111295411-014	Satomi Kuroshima, Blagoja Dimoski, Yuri Jody Yujobo, Rasami Chaikul, Tricia Okada
Book Chapter Dimoski, B., Kuroshima, S., Yujobo, Y. J., Chaikul, R., & Okada, T. (2025). Chapter 15: Preparing low-proficiency English learners for future ELF encounters through informed communication strategy instruction. In T. Ishikawa, P. McBride & A. Suzuki (Eds.), <i>Developing ELF Programmes for Language Teaching: Innovation, Resistance, and Applications</i> (pp. 245-272). De Gruyter Mouton. https://doi.org/10.1515/9783111295411-015	Blagoja Dimoski, Satomi Kuroshima, Yuri Jody Yujobo, Rasami Chaikul, Tricia Okada
Book Chapter Kim, M., & Chaikul, R. (2025). Chapter 11: Principle and philosophy of professional development in an ELF program. In T. Ishikawa, P. McBride & A. Suzuki (Eds.), <i>Developing ELF Programmes for Language Teaching: Innovation, Resistance, and Applications</i> (pp. 173-188). De Gruyter Mouton.	Miso Kim, Rasami Chaikul
Journal ○ Mishina-Mori, S. & Yujobo, Y. J. (2025). Referring expressions in dual language development: A longitudinal analysis of narratives in Japanese English school-age bilingual child. <i>The Japan Journal of Multilingualism and Multiculturalism</i>, 31 (1), 1025.	Satomi Mishina-Mori, Yuri Jody Yujobo

Journal ○ Mishina-Mori, S., Yujobo, Y. J., & Nakano, Y. (2025). Referent reintroduction in the Japanese narratives of bilingual children: The relationship between referent accessibility and explicitness. <i>Languages</i> , 10(12), 294. https://doi.org/10.3390/languages10120294	Satomi Mishina-Mori, Yuri Jody Yujobo Yuki Nakano
Journal (Book Review) ○ Mogi, Y. (2025). [Review of the book Plurilingual education in a monolingualised nation: Exploring new frontiers in language teaching in Japan, by D. R. Pearce]. <i>Japan Journal of Multilingualism and Multiculturalism</i> , 31(1), 129–134.	Yuta Mogi
Journal ○ Suzuki, Y., & Nakamura, S. (2026). Pre-task vocabulary support enhances lexical learning but dampens positive emotions: interactive task implementation in English-as-a-Foreign-Language classroom. <i>TESOL Quarterly</i> . https://doi.org/10.1002/tesq.70054	Yuichi Suzuki, Sachiko Nakamura
Journal ○ Milliner, B., Matthews, J., & McLean, S. (2026). Exploring the capacity of three item formats for an aural vocabulary levels test (VLT) to predict L2 listening comprehension. <i>Language Testing</i> . 1-31. https://doi.org/10.1177/02655322261428738	Brett Milliner, Joshua Matthews, Stuart McLean
JALT Listening SIG (March 2026). <i>Interview with Brett Milliner</i> (episode 22) [audio podcast episode]. In Hear Us Out. JALT. https://jaltlistening.wordpress.com/category/podcasts/hear-us-out/	Brett Milliner
Article ○ Leichsenring, A. (2026). L2 English learner perceptions on using educational technologies for language learning at the tertiary level. <i>Englishes in Practice</i> , 7(1), 1–30. https://doi.org/10.2478/eip-2026-0001	Andrew Leichsenring

4.3 Contributions to Academic Societies

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

Table 7

Summary of contributions by CELF faculty to academic societies in the 2025 academic year (n=63)

Society	Position	Name
Asian Englishes	Reviewer	Paul McBride
TESOL Quarterly	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
CELFL Forum	Reviewer	Andrew Leichsenring
The Center for English as a Lingua Franca Forum	Reviewer	Blagoja Dimoski
JACET International Conference	Reviewer	Blagoja Dimoski
System	Reviewer	Brett Milliner
TESOL Quarterly	Reviewer	Brett Milliner
BMC Psychology	Reviewer	Brett Milliner
International Journal of Applied Linguistics	Reviewer	Brett Milliner
RELC	Reviewer	Brett Milliner
Language Awareness	Reviewer	Brett Milliner
Language Teach Research	Reviewer	Brett Milliner
Reading in a Foreign Language	Reviewer	Brett Milliner
Extensive Reading Japan	Copy Editor	Brett Milliner
Research Institute for Learning Autonomy Education (RILAE)	Reviewer	Robert Stevenson
American Educational Research Association (AERA)	Reviewer	Robert Stevenson
Learner Development SIG	Reviewer	Robert Stevenson
CELFL Forum	Reviewer	Robert Stevenson
Innovation in Language Learning and Teaching	Reviewer	Sachiko Nakamura
Language Teaching Research	Reviewer	Sachiko Nakamura
Language Learning & Technology	Reviewer	Sachiko Nakamura
System	Reviewer	Sachiko Nakamura
TESOL Quarterly	Reviewer	Sachiko Nakamura
Studies in Second Language Learning and Teaching	Reviewer	Sachiko Nakamura
Studies in Second Language Acquisition	Reviewer	Sachiko Nakamura
Language Awareness	Reviewer	Sachiko Nakamura
Vocabulary Learning and Instruction	Reviewer	Sachiko Nakamura
Journal for the Psychology of Language Learning	Reviewer	Sachiko Nakamura

Modern Language Journal	Reviewer	Sachiko Nakamura
Research Methods in Applied Linguistics	Reviewer	Sachiko Nakamura
University of New England	External doctoral thesis examiner	Sachiko Nakamura
Englishes in Practice	Copy Editor	Sachiko Nakamura
The CELF Forum	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
Language Awareness	Editorial Board Member	Sachiko Nakamura
Japanese Association for Sociolinguistic Science (JASS)	Reviewer	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
Japanese Association for EMCA	Conference Manager	Satomi Kuroshima
Research on Language and Social Interaction (ROLSI)	Reviewer	Satomi Kuroshima
Journal of Pragmatics	Reviewer	Satomi Kuroshima
Social Interaction: Video-Based Studies of Human Sociality	Reviewer	Satomi Kuroshima
Text and Talk	Reviewer	Satomi Kuroshima
Dialogue & Discourse	Reviewer	Satomi Kuroshima
Cognitive Studies	Reviewer	Satomi Kuroshima
International Conference on Conversation Analysis (ICCA) 2026	Conference Abstract Reviewer	Satomi Kuroshima
Journal of Language, Identity & Education	Reviewer	Yuta Mogi
Englishes in Practice	Reviewer	Yuta Mogi
Sociolinguistics Symposium 2026	Conference Abstract Reviewer	Yuta Mogi
Japan Forum	Reviewer	Yuta Mogi
Englishes in Practice	Reviewer	Yuta Mogi
New Zealand Journal of Asian Studies	Reviewer	Yuta Mogi
CELF Forum	Reviewer	Yuta Mogi

JALT PanSIG 2025	Abstract Reviewer	Yuta Mogi
Language, Discourse and Society	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

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. As evidenced in the subsequent table, four CELF research initiatives have been awarded these distinguished grants (Table 8).

Table 8
Summary of research grants received by CELF faculty in 2025 (n=6)

Grant	Type	Length	Project	Recipient
JSPS Kakenhi	Grants-in Aid for Scientific Research (B)	2025-04-01 - 2028-03-31	文書資料と視聴覚資料の相互補完的な活用方法の確立: 小川プロダクション資料を事例に Research on establishing complementary use of documentary and audiovisual material records: A case study of Ogawa Productions' materials	Satomi Kuroshima (Co-investigator)
JSPS Kakenhi	Grants-in Aid for Scientific Research (C)	2025-04-01 - 2028-03-31	The intersectional analysis of Filipino LGBTQ migrants in Japan: Negotiating borders and belongingness	Tricia Okada (Primary Investigator)
JSPS Kakenhi	Grants-in Aid for Scientific Research (Young Researcher)	2025-04-01 - 2028-03-31	Enhancing task-based vocabulary learning: A classroom-based study on the impact of engagement and vocabulary support	Sachiko Nakamura (Primary Investigator)

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実践の論理の長期的会話分析研究 Longitudinal conversation analysis study on logical grammar of emotions and everyday practices toward evacuation and return from nuclear disaster	Satomi Kuroshima (Primary 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)
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)

5. CONCLUDING REMARKS AND PLANS FOR 2026 ACADEMIC YEAR

The 2025 academic year represented a significant milestone for CELF as it marked the first full implementation of the revised curriculum and the complete phase-out of the former program. With 25 courses offered across two semesters, serving over 4,700 students, and supported by 49 instructors from 19 countries, CELF has demonstrated its commitment to providing diverse, globally relevant English language education grounded in ELF-aware principles. Research productivity remained strong, with faculty delivering domestic and international presentations, publishing 18 scholarly works, and securing six JSPS Kakenhi grants, further reflecting the center's contributions to ELF and applied linguistics.

Looking ahead to the 2026 academic year, CELF has identified several key priorities. First, with the university-wide migration from Blackboard to WebClass LMS, CELF will prioritize comprehensive training for all instructors through dedicated workshops, help desk sessions, and asynchronous resources to ensure a smooth transition. Second, based on feedback from the 2025 FD evaluation, the 2026 workshop series will include sessions on ELF corpus applications, assessment design for ELF-aware pedagogy, strategies for teaching mixed-proficiency classes, and continued support for teacher well-being. Third, planning is underway for the 2026 CELF Forum, which will focus more on exploring the intersection of

ELF pedagogy with emerging technologies including generative AI. Fourth, CELF will expand mentorship and training opportunities for part-time instructors, recognizing their essential contributions to the program. Finally, faculty will continue to pursue research funding with an emphasis on interdisciplinary and international collaborations, focusing on areas such as ELF in EMI contexts, corpus-based analysis, task-based language teaching, and technology integration.

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