

2016 April
Volume 2.2
ISSN 2189-0463

ELF

The Center for English as a Lingua Franca Journal

玉川大学

Learner Attitudes of L2-engaged Exentensive Watching
versus Extensive Reading

Promoting English as a Lingua Franca:
ELF Awareness in a University World Englishes Course

A Proactive ELF-aware Approach
to Listening Comprehension

Podcasting: A Learning Tool for Students of
English as a Lingua Franca

Business Cards for the Communicative Classroom

CONTENTS

The Center for ELF Journal

Issue Editors: Travis Cote and Brett Milliner

Translation: Mitsuko Imai

Reviewers:

Glenn Toh

Charlie Robertson

Jesse Hsu

Ethel Ogane

Paul McBride

Yuri Jody Yujobo

Andrew Leichsenring

Blagoja Dimoski

Takanori Sato

Tricia Okada

Mitsuko Imai

Ayako Suzuki

The Center for ELF Journal: Call for Articles

The Center for ELF Journal is a refereed journal 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 Journal:

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

Types of Articles:

Research article (1000 ~ 3000 words)

Teaching article (1000 ~ 3000 words)

Forum article (1000 words)

Book reviews (1000 words)

ELF classroom practices (1000 words)

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.

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, "The Center for ELF Journal Submission".

email: celfjournal@gmail.com

Issue 2.2 Foreword:

Managed by the Center for English as a Lingua Franca (CELF), the English as a Lingua Franca (ELF) Program at Tamagawa University is a campus-wide English program designed to enable students to effectively communicate with people all over the world using English as a lingua franca. In 2015, approximately 2,500 students were taught by 40 instructors with different language and cultural backgrounds. CELF is about giving due recognition to the diverse contexts and situations in which English is now used as a lingua franca. The ELF paradigm is versatile and reflexive and captures the reality in which English is used for the creation and negotiation of a plurality of fresh meanings. The collection of articles in this journal represents the research and work from a handful of those ELF teachers. It is the teachers, their personal beliefs and principles, who determine the success of any language program. If teachers are going to hone their teaching skills, deepen their knowledge and develop professionally, they must receive proper support. To that end, the editors of this current issue were involved in creating the Center for English as a Lingua Franca Journal. All teachers in the ELF Program were invited to submit an academic article or research paper for consideration of publication in this Journal. For teachers, publication in this Journal represents a chance to add to their professional resume, but more importantly this is a platform for ELF teachers to share ideas and add value to our new Center for English as a Lingua Franca.

In this issue, Thomas Saunders and Kensaku Ishimaki explore student perceptions of extensive watching of films with English subtitles. Corazon Kato reports on her experiences promoting ELF awareness in her university World Englishes class. Blagoja Dimoski introduces an ELF-aware approach to listening comprehension tasks. And lastly, two excellent ELF teachers introduce some practical activities for the ELF classroom. Arup Pandey introduces Podcasts and Michel Seko describes some communicative applications for student business cards. In closing, I would like to thank Tamagawa University for their continued financial support, the authors for their valuable contributions, the reviewers who dedicated their time and knowledge to the blind review process, and the editors for their direction and management.

March 2016

Masaki Oda, Ph.D.
Director, CELF

Contents

Learner Attitudes of L2-engaged Extensive Watching versus Extensive Reading Thomas Saunders and Kensaku Ishimaki	01
Promoting English as a Lingua Franca: ELF Awareness in a University World Englishes Course Corazon Kato	15
A Proactive ELF-aware Approach to Listening Comprehension Blagoja Dimoski	24
Podcasting: A Learning Tool for Students of English as a Lingua Franca Arup Pandey	39
Business Cards for the Communicative Classroom Michael Seko	43

Learner Attitudes of L2-Engaged Extensive Watching Versus Extensive Reading

L2字幕を使用した多視聴と多読の 学習者の動機付け比較評価

Thomas C. Saunders, サンダース・トーマス (宮松知雄)

Tamagawa University, Center for English as Lingua Franca, Japan
tcsaunders@lab.tamagawa.ac.jp

Kensaku Ishimaki, 石巻賢作

Tamagawa University, Center for English as Lingua Franca, Japan
k-ishimaki@lab.tamagawa.ac.jp

ABSTRACT

The digital revolution is presenting both instructors and learners with a growing number of study choices aimed at improving L2 skills and abilities. Many of these technological advancements represent a novel means to incorporate modern media in educational approaches. This paper maintains that video watching in particular, lends itself to heightened student engagement.

There is significant evidence to support this claim and this paper contends that there is a need to develop and establish a teaching methodology, similar to Extensive Reading (ER) that incorporates the diverse functionality of digital video media. Specifically, we propose a relatively novel practice espoused from ER techniques, called Extensive Watching (EW), where students engage in film watching, with both L2 audio and captions enabled. Our contention is that, by engaging in EW activities with English Captions (EC) enabled, students can actively and simultaneously exercise both their listening and reading faculty, while developing an enjoyable and technologically relevant use of modern media. We hope to examine learner perceptions of EW, utilising established ER practices as a comparative yardstick to discern any significant effect on learner engagement, motivation, and autonomy.

Additionally, we hope that this research will add more insight to the relatively new field of EW practices and contribute an increased understanding of what benefits this methodology may possess.

KEYWORDS: Extensive Watching, Closed Captioning, Learner Motivation, Learner Autonomy, Extensive Reading

1. INTRODUCTION

1.1 A Brief Background

Over the last quarter century or more, the world has seen an immeasurable increase in digital media and Information Technology (IT). This phenomenon has affected virtually all areas of life-educational practices and ways of learning have by no means been excluded from these ubiquitous alterations.

One such digital advancement is the widespread proliferation of Digital Video Discs (DVDs) and other digitised video material with controllable subtitling capabilities. Although the use of captioned video in the EFL classroom is nothing new (Kikuchi, 1996; Uematsu, 2004), the versatility of control (especially in regards to caption choice and diversity of media) is somewhat novel. This heightened user autonomy can have (and in many ways already is having), profound effects on the realm of foreign language study and pedagogical practices. Digital video material represents a modern media advancement that provides learners with several education-specific advantages, as well as innovative and controllable viewing options – which used strategically, can be immensely constructive. As such, the practice of Extensive Watching (EW) – watching a high volume of material, with L2 captions engaged- can greatly improve the skills of learners, who engage in the activity. Although EW is a relatively new and somewhat undefined concept in English language teaching (ELT), it derives many of its tenets from the well-established practices of Extensive Reading (ER).

The ER philosophy contends that reading large volumes of L2 material (particularly material that the learner chooses to read) works to foster higher levels of motivation and learner-autonomy, thus greatly improving skills and abilities in the target language. This is a widely recognized and proven study-method and our contention is not to discern a superiority of EW over ER. Rather, we would like to show how EW is deeply rooted in the practices of ER, and therefore demonstrates many of the same constructive attributes. Specifically however, we will look to investigate, which of these two methods demonstrates a distinct (if any) preference and/or influence over learner-autonomy and motivation.

As we have previously displayed, EW is deeply couched in the practices and standards of ER (Ishimaki & Saunders, 2015), but differs in its adaptation and use of film and video viewing as its key medium for target language exposure. The practicality and effectiveness of the ER methodology has been well documented (Bell, 2001; Day & Bamford, 1998), and this paper aims to distinguish a competent and practical means of implementing EW techniques, in keeping with those principles. Additionally, since viewing DVDs and other visual media with L2 captions engaged, represents a more profound language experience – learners are not only reading, but also listening and gaining exposure to nuanced and contextualised language – we contest that this creates a more well-rounded immersion in the target language.

2. LITERATURE REVIEW

2.1 Video & DVD use in ELT

2.1.1 The Use of Videos (History)

There have been a number of papers published on the efficacy of using films, TV shows, and other (digital) video material as tools in the pursuit of language (Garza, 1991; Hirano & Matsumoto, 2011; Ishimaki & Saunders, 2015; Ismaili, 2013; Iwasaki, 2011; Kikuchi, 1996; Obari, 1996; Kobayashi, 1999; Lin, 2002; Nakamura, 2007; Osuka, 2007; Ryu, 2011; Takai, 1993; Taura & Taura, 2001). mechanisms, the findings and conclusions available can be quite wide-ranging and nuanced with regard to the depth of their effectiveness. Generally speaking, the main areas of contention lie in the arenas of comparative value of one method over another, or it's overall worth and utility in terms of efficiency. Without making normative statements in favour of a particular procedure over another, a brief review of these findings is useful here.

Nakamura (2007) has conveniently listed the various advantages of video use in ELT as providing: (a) exposure to genuine and realistic language (demonstrating natural speed and pronunciation); (b) understandings of different cultural features or practices; (c) clear contexts for students and learners to understand situation-specific English usage; (d) enjoyable settings to lower students' affective filters; (e) identification of common spoken language through subtitles and/or scripts; (f) encouragement of independent and autonomous study outside the classroom; and (g) longer concentration periods with lower levels of study fatigue. There is little research to dispute these claims, however the depth of corollary outcomes in actual language improvement is somewhat contested. That said, most academics concur that student motivation and engagement are positively influenced, when video watching activities are undertaken.

On a brief note about the relevance of this research and EW's utility (as well as video tools in the larger context) in the realm of English as a Lingua Franca (ELF) application, Nakamura's points (a), (b), and (c) above, speak to the understanding that ELF tends to view language and culture more dynamically than English as a foreign language (EFL) practices do. Simply put, exposure to diverse and nuanced differences of English from different regions of the world, via EW and video watching, can assist students in gaining a more profound conceptualisation of how varied English language can be in real terms. Although not all films and videos will necessarily satisfy this criteria, educators in the area of ELF could elect to focus exclusively on titles and works that *do* demonstrate the different ways in which language is negotiated and articulated in different cultural or social settings. However, this project did not endeavour to do this explicitly, yet the opportunity for other ELF researchers and practitioners to do so, is certainly available to them.

2.1.2 The Use of Captions (L1 and L2)

With a specific focus on subtitles on the other hand, there is some degree of dispute. Many scholars have made assertions on both sides of the debate, and a large reason for this discrepancy can be attributed to differences in the study groups, methodologies and (in many cases) the rather myopic focus of measurable marginal benefits (such as improvements in a single skill-area, for instance, listening – Hirano & Matsumoto, 2011). By example, some reports look at using video as supplemental to scripts, captions and other reading material or vice versa (Ismaili, 2013; Iwasaki, 2011); or the comparison of focusing on one video extensively, over many short clips from several sources (Osuka, 2007). Although interesting, most of these studies did not aim to investigate the benefits of watching L2 language videos with L2 captions engaged, especially not in the spirit of an *extensive* exercise, where high volumes of consumption are deliberately encouraged.

For our purposes, it is more useful to highlight a few studies that have attempted to discern how and why, which combination of L1 and/or L2 audio and caption use, worked best in their implementation. Taura and Taura (2001) found that the benefits of using different combinations of L1 and L2 audio and captions varied, depending upon the base-level proficiencies of the learners involved. Obari (1996) did in-class activities, and showed that with L2 audio, using both English and Japanese subtitles resulted in the best comprehension on the part of students; using only one subtitle (either L1 or L2), resulted in a similar degree of comprehension; and without subtitles resulted in the least comprehension. In addition, Ryu (2011) and Lin (2002) argued that closed caption use (either L1 or L2) lowers the difficulty level of the original material and increases overall comprehension. Also, Garza (1991) explained that watching caption-engaged video, gives students a graphic representation of a spoken language. They are therefore more empowered to begin assigning meaning to previously difficult language and can begin building up their listening comprehension, while improving reading fluency. Although not specifically related to caption use, Takai (1993) demonstrated that video materials worked better than audio materials alone (in this case, audio cassettes) to improve the listening skills of university students. Perhaps most importantly, Uematsu (2004) demonstrated that when students watched video content with English Captions (ECs) engaged, they were able to improve in multiple skill areas (both listening and reading), and thus demonstrated the advantages of this approach.

With these benefits in mind, DVDs and digital video represents a means for students to have increased access to controllable media, where the user can decide language and caption choice. Additionally, since these media can be stopped, paused, and rewound by the user, there is an undisputed gain in learner-autonomy for how they choose to control their individual study experiences.

The DVD format is not the only means of this increased control (some video-streaming websites, such as www.TED.com, have toggles for multi-lingual closed captioning capabilities; although still somewhat inaccurate, YouTube has recently added this functionality to many videos; and pay services, such as Hulu and Netflix have a similar widget for most of their available titles), yet for the logistical purposes of this study (there is a greater familiarity with DVD use over the formats mentioned above; DVDs have a deeper and longer standing market penetration; and they represent less of a technological and/or conceptual barrier to overcome), we have elected to focus on this particular digital medium. That said, students were also allowed to use other digital media (such as Hulu and Netflix), so long as they could engage English captions. Also since a key tenet of an “extensive” study philosophy is that students *choose* the study material, we felt that focusing on films and TV shows would provide pupils with more preference-appropriate selections. This element of choice and learner-agency is an important factor when considering extensive study exercises and their merits for student incentive and action. This consideration was a key-motivating factor, when devising this study and the authors aimed at creating a high level of choice for the students to decide from.

2.2 Principles of Extensive Reading

Although Extensive Watching is a somewhat novel concept, its development or conception is heavily couched in the philosophy, practice, and literature of ER (Holden, 2000; Lin, 2002). Of particular significance, is the “Self-Determination Theory” (Deci & Ryan, 1985), which argues that learners are fundamentally more motivated, when they have more self-control over study methods and materials. Explicitly, the theory maintains that the more autonomous control a person has; the more s/he is motivated to perform certain actions that lead to deeper and more committed study. Day and Bamford’s (2002) Top Ten-Principles of Teaching Extensive Reading, distinguish several tenets (among others) as being central to the effectiveness of ER activities: (a) students and learners should *choose* what they want to read; and (b) the purpose of reading is usually related to pleasure, information acquisition and general understanding. Both of these claims are consistent with the theory of self-determination and, when applied to the utilisation of films and/or TV shows, should provide a virtuous cycle of reinforcement in the fields of learner-autonomy and motivation.

However, before focusing directly on engagement and motivation levels, it will also be useful to highlight the fact that Day and Bamford also recognise two other aspects of effective ER study, which relate to our purposes here: (a) the material should be easy; and (b) a focus is placed on students reading as much as possible. With regard to the former, the levelling of written texts is considerably easier than choosing levels for films and videos. To date, there are several resources available to students and teachers, wishing to implement an effective ER programme, such

as Graded Readers. Grading films according to English difficulty or content on the other hand, is a fairly underdeveloped area of scholarship, and this proved to be a minor stumbling block when designing this survey.

On volume of material consumed, this paper maintains that exposure to English (in any form) is tantamount to any effective learning in L2 study. In keeping with that philosophy, EW activities adapted from ER principles (particularly with ECs engaged), espouse a compounded level of consumption of the target language – combining exposure to both its written and spoken forms. In a highly homogeneous and relatively insular society such as Japan (where access to natural, authentic, and contextualised English is at a rare premium), the value of this language exposure cannot be overstated.

2.3 Enhanced Learner Autonomy & Motivation

To expand on understandings of learner autonomy and motivation, Yoshino (2008) has shown that using Graded Readers in ER, had a constructive effect in this area and students demonstrated a positive attitude toward English study. She effectively determined that students were more intrinsically motivated to study on their own time and their own terms, when given a high level of choice in study materials.

Additionally, it has been argued that video use also increases learner (Hirano & Matsumoto, 2011; Ishimaki & Saunders, 2015; Ismaili, 2013; Lin, 2002; Nakamura, 2007). when these two practices are combined through EW, pupils should accordingly demonstrate a heightened level of commitment and autonomy in their educational endeavours.

3. METHODOLOGY

3.1 Research Hypotheses & Overall Project Implementation

The primary focus of this paper is to outline the effect of EW on learner motivation and autonomy, in comparison to ER, with a secondary priority of proposing, developing, and establishing an effective way to incorporate EW into a tangible teaching practice. With the former goal in mind, we attempted to design a scheme that could effectively measure student sentiment towards the two activities, over a 12-week period, in the 2015/16 Fall-Winter Semester at a private Japanese university in Tokyo. During this time several surveys were conducted throughout the exercise, which consisted of a (a) *Pre-Assignment Survey*, at the outset of the activity; (b) a *Post-Hoc Survey*, implemented at the end of term; and (c) several *Extensive Watching Film/Video Reports*, which students were instructed to answer after each video they watched. All of these questionnaires were facilitated via the online survey and data-generating website, Survey Monkey (www.surveymonkey.com). Although the *Pre-Assignment Survey* and the *Post-Hoc Survey* were fairly similar in content and were designed with the expressed goal of gauging student

sentiments before and after the activity, the video watching reports were slightly different. Not only were they filled-out at more regular intervals throughout the project, they also served the three-fold purposes of: (1) demonstrating evidence of task completion and film viewing during the activity; (2) providing an element of interactivity to help students digest the films they were watching, by delivering task-based activities and questions pertaining to each title watched; and (3) generating data for analysis of the project's efficacy and development of autonomous study practices. On a final note about the surveys themselves, it is important to mention that the *Pre-Assignment Survey* and *Extensive Watching Film/Video Reports* were used more as tools to assist in verifying answers and to facilitate the data-analysis process.

Finally, at the same time as trying to discover a distinguishable preference of study, the researchers also attempted to investigate how much learner autonomy and marginal benefit (perceived or otherwise) the subjects felt they gained, by engaging in the EW exercise. That said, in order to expedite the *Post-Hoc Survey* in a relatively short amount of time, the majority of questions were limited to sentiments of skill-based benefit and in what ways they felt the activity helped them ameliorate their English.

3.2 Profile of the Subjects

This activity was assigned as homework to a total of 67 students in four separate 200-level English as a Lingua Franca (ELF) classes. The classes ranged in size from 15-20 students, where all the subjects were 1st year students (usually aged 18-20 years old), and Japanese nationals. The subjects were registered in Liberal Arts, Humanities, College of Arts, or Agriculture. It should be noted that mandatory enrolment in these classes and the overall number of semesters spent in the ELF programme, differs by college and is major-specific throughout their university careers. That said, since all the subjects were 1st year students, their baseline English abilities (vis-à-vis experience in university level English courses) was understood to be relatively similar.

3.3 Implementation of Extensive Watching (EW)

The completion of the EW project was mandatory and students were told that it would count toward their final grades, however in keeping with the voluntary spirit of an "extensive" study method, subjects were given a large list of films and TV shows to choose from (which included 150 titles) and asked to watch a minimum amount of material over the given time period (6 films or 12 TV shows and/or a combination thereof). Anything beyond that minimum was done on their own accord, yet they were regularly encouraged to undertake more viewing, if they wanted to.

When devising the list, the researchers brainstormed several titles that were thought to be interesting or relevant to the students themselves. During this process,

considerations were made to include a wide variety of titles and genres that would give the subjects as much choice as possible. As the authors also actively instruct these classes, a well-founded relationship with the learners' abilities also existed, thus the list was developed with this in mind. Additionally, since the focus group members are enrolled in an English as a Lingua Franca (ELF) programme, there was a concerted effort made to include several titles, which featured a variety of world "Englishes" and accents that can be found outside of the so-called "inner circle" countries (Kachru, 1985). However, there was no effort made to influence the students' selections toward these titles and they were given complete autonomy, when selecting what to watch.

3.4 Implementation of Extensive Reading (ER)

There is already an extant ER programme in place at the university and all students in the ELF programme are required to engage in some degree of this activity for their grade. That said, there is a fair amount of autonomy and variance with regards to how each class and instructor chooses to implement and undertake the logistics of the ER enterprise. In the instance of the classes under review here, the researchers decided to gauge student-progress and involvement via the well-established and widely available M-Reader online platform (see www.mreader.org).

For each class, word count targets (either 30,000 or 50,000 words for the semester, depending on the class) were set by the instructors and students were given a wide-range of choice regarding titles they could read and/or select. Upon completion of each work, students were asked to fill-out online quizzes that, commensurate with the M-Reader software, test reader comprehension and the veracity of task-completion. To further incentivise student engagement in this activity beyond the minimum word counts, students were told that those who read more than the minimum targets would receive higher marks in their final grades.

4. FINDINGS & RESULTS

4.1 Comparisons of EW & ER

4.1.1 Preference of Study Method

By examining the results of the Post-Hoc Survey, we can quickly surmise that the subjects had an overwhelmingly positive feeling toward the EW method in general. There are several questions that indicate the subjects had a broadly positive attitude toward the EW activity and this is in keeping with information gleaned from a previous study about the highly motivational benefits of EW (Ishimaki & Saunders, 2015).

When running comparisons of preference between EW and ER, it is obvious that the students generally favoured the EW project to the ER activity. Specifically, Q16 and Q22 (Tables 1 & 2) demonstrate a strong correlation indicating this preference with over 67% and 73% of respondents respectively, stating they either

“preferred” or “strongly preferred” the EW method to ER and found it “(much) more enjoyable and/or interesting”. Furthermore, of the respondents who were able to discern a greater amount of time spent on one activity or the other, Q23 (Table 3) shows that 34.33% of them spent more time on EW, compared with 23.88% working longer on ER. Presumably, this may indicate a preference for the previous activity, as the students would be more motivated to undertake this activity and elect to spend more time on it. Regretfully, the researchers failed to anticipate this outcome and didn’t include a follow-up question to ascertain the reason for the greater time spent on EW. An alternate reason could certainly be due to difficulty of one method over the other and therefore the subjects had to spend more energy on it. Arguably, if a study method is thought to be too difficult, this will invariably have a negative effect on their sentiments toward it and work against promoting learner motivation. Yet, the data in Table 4, which shows respondents’ perceptions of improvement by skill area, should suffice to counter this possibility and evidence an overall learner-preference for EW-based study.

Table 1

**Q16 Please indicate which study method
you prefer**

Answered: 67 Skipped: 0

Answer Choices	Responses	
5 Strongly prefer Extensive Watching	11.9%	8
4 Prefer Extensive Watching	55.2%	37
3 No preference	23.9%	16
2 Prefer Extensive Reading	9.0%	6
1 Strongly prefer Extensive Reading	0.0%	0

Table 2

**Q22 Please indicate which study method
you find more enjoyable and/or interesting**

Answered: 67 Skipped: 0

Answer Choices	Responses	
5 Extensive Watching is much more enjoyable/interesting	23.9%	16
4 Extensive Watching is more enjoyable/interesting	49.3%	33
3 No difference	22.4%	15
2 Extensive Reading is more enjoyable/interesting	3.0%	2
1 Extensive Reading is much more enjoyable/interesting	1.5%	1

Table 3

**Q23 Please indicate which study method
you spent more time on**

Answered: 67 Skipped: 0

Answer Choices	Responses
3 More time on EW	34.3% 23
2 No difference	41.8% 28
1 More time on ER	23.9% 16
Total	67

Table 4

Q3-7. Watching videos for this activity helped me improve my...										
(Q3) overall English skills			(Q4) listening skills		(Q5) reading skills		(Q6) speaking skills		(Q7) writing skills	
Answer Options	Percentage	Response Count	Percentage	Response Count	Percentage	Response Count	Percentage	Response Count	Percentage	Response Count
5 Strongly agree	14.9%	10	28.4%	19	9.0%	6	10.4%	7	6.0%	4
4 Agree	56.7%	38	53.7%	36	34.3%	23	25.4%	17	14.9%	10
3 Neither agree nor disagree	23.9%	16	13.4%	9	41.8%	28	34.3%	23	37.3%	25
2 Disagree	1.5%	1	1.5%	1	9.0%	6	23.9%	16	26.9%	18
1 Strongly disagree	3.0%	2	3.0%	2	6.0%	4	6.0%	4	14.9%	10
answered question	67									

4.1.2 Comparison of Perceived Effectiveness

Turning our attention toward a comparison of perceived effectiveness between the two activities, nearly 63% of the subjects expressed a sense that EW was more effective than ER as an overall means for improving their English skills (Q17, Table 5). Yet here again, when one takes a more myopic view to focus specifically on the four skill areas of *listening*, *reading*, *speaking*, and *writing* the replies to Q18 through Q21 (Table 6), demonstrate a more nuanced perception in each activity's educational merit.

Table 5

**Q17 Please indicate which study method
you feel is more effective overall**

Answered: 67 Skipped: 0

Answer Choices	Responses
5 Extensive Watching is much more effective	11.94% 8
4 Extensive Watching is more effective	50.75% 34
3 No difference	28.36% 19
2 Extensive Reading is more effective	8.96% 6
1 Extensive Reading is much more effective	0.00% 0
Total	67

Table 6

Q18-21. Please indicate which study method you feel is more effective for...								
Answer Options	Q18. listening		Q19. reading		Q20. speaking		Q21. writing	
	Percentage	Response Count	Percentage	Response Count	Percentage	Response Count	Percentage	Response Count
5 Extensive Watching is much more effective	34.3%	23	4.5%	3	4.5%	3	7.5%	5
4 Extensive Watching is more effective	43.3%	29	28.4%	19	50.7%	34	20.9%	14
3 No difference	20.9%	14	32.8%	22	35.8%	24	38.8%	26
2 Extensive Reading is more effective	1.5%	1	22.4%	15	6.0%	4	23.9%	16
1 Extensive Reading is much more effective	0.0%	0	11.9%	8	3.0%	2	9.0%	6
answered question		67						
skipped question		0						

When considering the more aurally based areas of listening and speaking (Q18 and Q20, Table 6), we can see a strong sentiment that EW is more effective than the ER approach. This is especially true for listening (Q18, Table 6), and just under 78% of the students felt that EW was either “more effective” or “much more effective” than ER. None of the subjects felt that ER was “much more effective” than EW - it should be noted that only 1 of the 67 admissible answers indicated that ER could serve as a “more effective” means to improve listening skills. The assumed improvement of speaking skills (Q20, Table 6) also has an overall leaning toward EW as the more effective method (almost 55%), but it’s important to note that there is a significant number of responses that make no distinction between the two activities. This large number of neutral answers can also be seen in question 21 (Table 6), which measures impressions of effectiveness in the area of writing. This is likely due to the fact that neither EW nor ER are distinctively designed to focus on these two skill areas.

Despite this fact, there were still 28% that felt EW was preferable to ER for ameliorating writing skills (Q21, Table 6), compared to almost 33% who thought the opposite. That said, the difference is rather nominal in this field and the overall attitudes still correspond with the feeling that EW is more effective in general. This is also true of the comparative sentiments in the arena of reading skills. Question 19 (Table 6) shows that there is a greater number of students (34%), who believe that ER is more effective for this competence, as opposed to slightly less than 33% that think the other way. This tremendously narrow margin is very interesting and it would have been illuminating to ask follow-up questions, in order to discover what specific advantages they distinguished individually. However, this is not within the purview of this essay’s research, yet could provide an area for further study in the future.

What is significant however, is the fact that, even when asked about each individual skill area, the students did not deviate from their opinions about the overall efficacy of EW over ER. These sentiments, coupled with the information about preference above, should suffice to argue that as a study method, EW has a strong and positive effect on learner-motivation.

4.2 Summary of Results

Compared with ER, EW was proven to be more enjoyable to the subjects overall.

Further, the majority of the students felt that this method did help them improve their second language skills. There is, of course, an immeasurable benefit to engagement and motivation, when pupils believe they are advancing and/or enjoying themselves while studying. More research is necessary to look into how this increased preference for EW over ER can affect real and/or tangible improvement in English skills.

5. LIMITATIONS & CONSTRAINTS

As evidenced in some of the student responses to encountered difficulties, there were many time constraints, which proved burdensome. Question 15 in the *Post-Hoc Survey* attempted to find areas that students had difficulty with and not surprisingly, there were many students, who claimed that they experienced comprehension issues. This was to be expected, since there were a large number of students, who claimed they had difficulty with English comprehension in films, on the Pre-Assignment Survey; and very few said they had ever attempted to do something like this before. Of perhaps more utility however, is the fact that many of the difficulties had to do with time constraints and some of them were upset with the cost of the activity (having to hire and/or purchase DVDs on their own). Of course, these are structural issues that are more acute for time and cash strapped university students, and they may have had more positive feedback, had they been able to borrow the films and TV shows for free from the library (as they were able to do with the Graded Readers for the ER assignment).

As mentioned in the Methodology section, there is a great difficulty in distinguishing the levels of films and videos available for an EW project of this nature. ER programmes and activities benefit from having a large base of material that is levelled and graded according to skills and abilities of the readers. If there were a better means of finding and categorising films, the experiment could have benefited immensely, as the students would be able to choose titles and videos that match their general language levels. We will speak more on this in the Future Considerations section below.

6. FUTURE CONSIDERATIONS

Extensive Watching is an area of relatively limited scholarship and further research is certainly needed. Considering the effect on learner autonomy discovered herein, the authors feel confident that the EW scheme is certainly worth pursuing and perhaps further development, via a platform such as M-reader, could be beneficial. Without as many of the limitations and constraints listed above, a future study might be able to effectively discover the skill-specific and quantifiable benefits of EW practice.

Categorically, any future scholarship in the EW realm would greatly benefit

from having a database of leveled and graded film material, from which students could select titles. This speaks directly to research put forth by Krashen (1982), which argues that in order to maximise any form of language study, “comprehensible input” is immensely important. In his research, he argues that students can only learn things that they understand. This seems like an odd statement but Krashen utilises the “i + one” formula to better explain this concept, where (i) represents the level that the learner is currently at, and the (+ one) indicates a small step up from that baseline. Therefore, choosing level-appropriate material and devising an effective means of testing (which simultaneously challenges and rewards the subject) is extremely important.

Lastly, Takase (2007) argues that the time consuming business of checking ER task-completion results in reducing the reading time of learners. Since extensive study methods put a premium on language exposure, this works against its core tenets. So facilitating the checking and responses of the learners engaged in the programme is highly important. In order to maximise the effect of any extensive study programme a standardised classification of difficulty levels is immeasurably valuable. This augmented efficiency would also enhance the facilitation and administration of any future scholarship in the field.

REFERENCES

- Bell, T. (2001). Extensive reading: Speed and comprehension. *The Reading Matrix*, 1(1). Retrieved from <http://www.readingmatrix.com/articles/bell/>
- Day, R. R., & Bamford, J. (1998). *Extensive reading in the second language classroom*. Cambridge: Cambridge University Press.
- Day, R., & Bamford, J. (2002). Top ten principles for teaching extensive reading. *Reading in a Foreign Language*, 14(2), 136-141.
- Deci, E. L., & Ryan, R. M. (1985). *Intrinsic motivation and self-determination in human behavior*. New York: Plenum.
- Garza, T. J. (1991). Evaluating the use of captioned video materials in advanced foreign language learning. *Foreign Language Annals*, 24(3), 239-258.
- Holden, Making the most of movies: Keeping film response journals. Classroom ideas.
- Ismaili, M. (2013). The effectiveness of using movies in the EFL classroom—A study conducted at South East European University. *Academic Journal of Interdisciplinary Studies*, 2(4), 121-132.
- Ishimaki, K., & Saunders, T. (2015). Devising an effective methodology for measuring the benefit of L2 subtitled extensive watching on learner motivation, autonomy and skill development. *The Center for ELF Journal*, 1, 61-82.
- Iwasaki, H. (2011). Lexical inference with movies and their scripts. 映画英語教育研究: 紀要, (16), 79-90.

- Kachru, B. B. (1985). Standards, codification and sociolinguistic realism: the English language in the outer circle. In R. Quirk and H.G. Widdowson (Eds.), *English in the world: Teaching and learning the language and literatures* (pp. 11-30). Cambridge: Cambridge University Press.
- Krashen, S. (1982). *Principles and practice in second language acquisition* (Vol. 2). Oxford: Pergamon.
- Lin, L. Y. (2002). *The effects of feature films upon learners' motivation, listening comprehension performance and speaking skills: The learner-centered approach*. Taipei: Crane Publishing Co., Ltd.
- Nakamura, K. (2007). Teaching learning strategies to EFL college students through DVD movies. 北海道工業大学研究紀要, 35, 125-132.
- Osuka, N. (2007). The comparison of a class using one movie and a class using several movies. 映画英語教育研究: 紀要, (12), 3-12.
- Ryu, D. H. (2011). The effects of film subtitles on students' language awareness. 映画英語教育研究: 紀要, (16), 17-31.
- SurveyMonkey, (2015). Retrieved from <https://www.surveymonkey.net/>
- TED Ideas worth spreading, (2015). Retrieved from <http://www.ted.com>
- The Internet Movie Script Database (IMSDb), (2015). Retrieved from <http://www.imsdb.com>
- Xhemaili, M. (2013). The advantages of using films to enhance student's reading skills in the EFL classroom. *Journal of Education and Practice*, 4(13), 62-66.
- 植松茂男. (2004). DVD 映画教材利用時の英語字幕が英語学習に与える影響について. メディア教育研究, 1(1), 107-114.
- 菊地俊一. (1996). 英語教育における英語字幕付き映画の可能性. 沼津工業高等専門学校研究報告, 30, 169-182.
- 小張敬之. (1996). 日本語字幕・英語字幕付きビデオ教材とビデオ教材の聴取理解に及ぼす効果の比較研究. 映画英語教育研究: 紀要, (2), 11-22.
- 小林敏彦. (1999). クローズド・キャプション・システム対応の洋画ビデオソフトを活用した英語授業. *Language Studies: 言語センター広報*, 7, 21-40.
- 田浦秀幸, & 田浦アマンダ. (2001). < 原著 > DVD 映画提示形態 (モダリティ) による L2 リスニング力への影響. 福井医科大学研究雑誌, 2(1), 65-70.
- 高井収. (1993). Are movies really effective for Japanese students to improve their listening comprehension ability?: A pilot study. 小樽商科大学人文研究, 86, 117-137.
- 高瀬敦子. (2007). 大学生の効果的多読指導法: 易しい多読用教材と授業内読書の効果. 関西大学外国語教育フォーラム, 6, 1-13.
- 平野順也, & 松本知子. (2011). 映画を利用したリスニング指導: 総合的な英語力を目指して. 映画英語教育研究: 紀要, (16), 91-103.
- 吉野康子. (2008). 外国語としての英語学習の動機づけ: 自己決定理論の視点から. 実践女子大学 FLC ジャーナル, 3, 63-81.

Promoting English as a Lingua Franca: ELF Awareness in a University World Englishes Course

リンガフランカとしての英語へ：
World Englishes Courseを通してELFを学ぶ

Corazon Talam Kato, コラゾン・タラム カトウ

Rikkyo University, English Language Program, Tokyo, Japan
corajp@yahoo.com

ABSTRACT

Substantial evidence has shown that Japanese English learners continue to have high admiration for the Inner Circle English varieties (Kubota, 2004; Fukuda, 2010). Many university students demonstrate this belief in the quest for a 'high price tag' goal, set as a yardstick, in learning English: to sound like First Language (L1) English speakers. According to Cook (2002; cited in Kirkpatrick, 2013), only a few can achieve it. The failure to attain such an objective has misled many English learners to disliking English, not only as a subject but also as a tool for communication with people from the same or different cultures. Also, the very high regard for L1 English varieties has resulted in the marginalization of many English users and experts from Outer, and even more so, the Expanding Circle; it has stereotyped their use of English as substandard. Studies revealed that through the concept of "World Englishes" (WEs), English learners could lessen their negative feeling toward their own English (Horie & Long, 2007). This report will discuss how a university course focusing on World Englishes (WEs) and English as a Lingua Franca (ELF), has led EFL learners to re-evaluate their views of English.

KEYWORDS: World Englishes, Higher Education, English as a Lingua Franca, Language Awareness

1. INTRODUCTION

Why bring the issues of WEs and ELF into the Japanese classroom? The most recent English education reform programs for globalization by MEXT (2014) have obligated schools to respond to the call for globalization. As a consequence, this has brought about changes in the English programs at many schools. The fact is that

when globalization is mentioned, English is associated with it (Jenkins, 2014b), and as such, educators are destined to play a vital role in helping the students understand some of the linguistic implications of globalization. Suzuki (2015) mentioned that teachers have to be “global educators” to respond to the current changes in English status. Teachers are the “key factors” to raise awareness and to educate English learners on how WEs and ELF are shaping the future of English itself and influencing its users. Considering that more English users are coming from the Outer and Expanding Circles than the Inner Circle, ELF will undoubtedly dominate the global communication. Likewise, with the different cultural backgrounds of its users, English, like other languages, will be reshaped by English speakers to fit their situations. Therefore, we can agree with Graddol (1997) that it is the users outside the Inner Circle countries that will eventually determine the future of English.

2. REVIEW OF LITERATURE

As globalization and English are interconnected, so are WEs and ELF. Kirkpatrick, (2013, p. 5) defines ‘World Englishes’—“those indigenous, nativized varieties [of English] that have developed around the world and that reflect the cultural and pragmatic norms of their speakers.” Many linguistics scholars consider Kachru’s Model (1992, p. 356) with inner, outer and expanding circles as the most “influential illustrations” to describe the spread of World Englishes. Kachru’s model identifies English as a Native Language (ENL) speakers in the Inner Circle, the ESL speakers or ‘New’ Englishes in the Outer Circle, and the EFL speakers in the Expanding Circle (Jenkins, 2009). The ‘New’ Englishes include the countries of India, Philippines, Nigeria, Singapore, Bangladesh, Ghana, Kenya, Malaysia, Nigeria, Pakistan, Sri Lanka, Tanzania and Zambia (Kachru, 1992). However, the role of English has been increasing in the Expanding Circle, and ‘New’ Englishes are developing, resulting in the new nativized varieties, i.e., in the case of China, Chinese-English (Kirkpatrick, 2013).

The births of ‘New’ Englishes have significantly influenced the rise of ELF. Seidlhofer (2011, p. 7) defines ELF as “any use of English among speakers of different first language for whom English is the communicative medium of choice, and often the only option.” Prominent ELF proponent, Jenkins, (2014a, p. 40) advocates that “ELF is the primary lingua franca of globalization.” And “the globalization of English has highlighted the extensive role of ELF in intercultural communications” (Wang, 2013; in Jenkins, 2014b, p. 230).

Crystal (2003, p. 22) pointed out that for ELF users to be successful, there is “the need for mutual intelligibility and identity.” Identity according to Joseph (2004, p. 224) ‘is at the heart of what language is about, how it operates, why and how it came into existence and evolved as it did, how it is learned, and it is used, everyday, by every user, every time it is used.’ In Japan, the pursuit of [English] language is a means to express one’s identity (Seargeant, 2009, p. 131), and pronouncing like a native is associated with high status (Horie & Long, 2012). With the global spread

of English language, the identities of English users are becoming more complex as they make a choice to use their own local variety or shift to follow the ENL norms. How English speakers view their identity and how they regard themselves when communicating with others is important in international communication (Jenkins, 2007).

Kirkpatrick (2010, p. 80) stated that “a lingua franca needs to be intelligible across linguistic and cultural boundaries.” Due to the distinct phonological features of English varieties spoken in ELF situations, intelligibility should be addressed to avoid miscommunications (Kirkpatrick, 2010). Smith (1992: see also Smith & Nelson, 1985 in Kachru & Nelson, 2006, p. 67) analyzed intelligibility, comprehensibility and interpretability. Smith and Rafiqzad (1979, in Kirkpatrick, 2010, p. 80) defines intelligibility as the “ability to recognize words and utterances; comprehensibility is the ability to understand the meaning of utterances; and interpretability is an ability to understand the pragmatic meaning of an utterance”. In their study of intelligibility, Smith and Rafiqzad (1979, cited in both Kirkpatrick, 2010, p. 80-81 and Kachru & Nelson 2006, p. 70-71) found that “the native speaker was always the least intelligible speakers [sic]”. Jenkins, (2007, p. 237-238) also echoed that a NS is not the most internationally intelligible.

In another investigation on intelligibility it was reported in the studies on the conversations of Singaporean English speakers (Kirkpatrick & Saunders, 2005 in Kirkpatrick 2010, p. 81) and Hong Kong English speakers (Kirkpatrick, Deterding & Wong, 2008, in Kirkpatrick, 2010, p. 81) with a native speaker, that the Singaporean and Hong Kongers were comprehensible and interpretable. Thus, generally intelligible. In Japan, Matsuura, Chiba and Fujieda (1999, in Kachru & Nelson, 2006, p. 72-73) investigated the intelligibility and comprehensibility of American and Irish English speakers. The results revealed that “there is a likelihood of mismatch between what speakers think they are understanding, their ‘perceived comprehensibility’ and their actual measurable intelligibility and comprehensibility.” Factors such as “clarity, intonations, familiarity and exposure” can assist “achieve successful communication.” The study also urged the Japanese institutions to hire non-Japanese teachers from places other than North America to expose students to more varieties of accents.

As the English language continues to play a part in globalization, it has become the language of others so that whoever speaks it, owns it. Widdowson (2003, p. 35) remarked that English is “seeded”, and so as Crystal (2003, p.172) points out, its owners who adapt it “add to it, modify it, play with it, and create in it.” Considering the innovations of English, educational institutions should put into practice the consciousness of WEs and ELF concepts in the learning environment, so that students will understand the transformations of English, its history and movement. Thus, learners will be enlightened of their perceptions of English and their own English as well. Students should be informed that aiming for the native-like model “is both unattainable and inappropriate” (Kirkpatrick,

2013, p. 189). At present, it is no longer practical to be confined to ENL norms, as ELF users would creatively exploit the English language to make use of it in their own situations (Seidlhofer, 2011). Hence, by not exposing the English learners to the reality that there exist many varieties of English, they will continue to uphold the L1 varieties as the only point of reference.

In Japan, there are at least a few institutions that enthusiastically promote the practices of WEs and ELF. A couple of examples include The Department of World Englishes at Chukyo University (Yoshikawa, 2005 in Kirkpatrick, 2013), and the Center for English as a Lingua Franca of Tamagawa University in 2013 (CELJ Journal, 2015). Many institutions are also supporting WEs and ELF in their respective teaching environment. However, the schools mentioned have made the significant moves to step out from the traditional ELT practices of not advocating the Inner Circle English varieties only, but rather recognizing the experience and expertise of the teachers no matter what their nationalities are.

3. BACKGROUND AND METHODS

The subject “World Englishes” was introduced in an elective course at a university in Tokyo with the adoption of the course textbook “World Englishes—A Resource Book for Students, Second Edition” by Jennifer Jenkins (2009). The course was taught once a week for ninety minutes in the spring semester of 2015 to a class of eighteen university students: sixteen Japanese, a Korean, and a Chinese.

During the course, students’ responses on the advanced tasks in the textbook were gathered through group discussions, narrative inquiries, and in-class interviews. One alternative for gathering data in classroom research is a narrative inquiry. In this study, there was an overlapping use of “narrative analysis” and “analysis of narratives.” In the narrative analysis, the students told their stories. Meanwhile, in the analysis of narratives, students’ written reports were used as data and were analyzed (Polkinghorne 1995; in Barkhuizen, Benson & Chik, 2014).

In class discussions, students shared their learning experiences and discussed their arguments and tasks. Information relevant to the issues being studied was collected (narrative analysis). Students’ written tasks were used for the analysis of narratives. Questions were raised to the class in order to follow up on students’ responses.

Issues: The following questions were selected for this report.

1. What are the students’ perceptions of English before and after taking up the course?
2. How do students view intelligibility and identity?
3. What do students say about English as a Lingua Franca (ELF)?
4. Does the knowledge of the subject, ‘World Englishes,’ influence the students’ views of learning English?

4. RESULTS AND DISCUSSION

4.1 Perceptions of English before and after taking the course

A summary of my general understanding of students' perceptions of English before the course: British and American varieties are more highly favored than other L1 varieties. These types are also seen as prestigious among other Inner Circle varieties. English is viewed positively as strong, powerful, influential, useful, and perfect—an international language, the world's standard language—and it has the highest authority in the world. Simultaneously, students found it a difficult language and even believed that there is only a single variety. Moreover, students recognize the importance of English as an essential language for society. It is a tool for communication and an instrument by which one can enjoy life (reading books, watching movies, traveling, using the Internet-SNS) and being able to use it is a skill that is necessary for finding a job in the future.

A summary of my general understanding of students' perceptions of English after the course: After taking up the course, students view English as a dynamic, a changing, an unfixed, a complex, and a diverse language. Due to its global status, it can be freely spoken by anyone. Students pointed out that it is also a “troublemaker,” resulting in too many mother tongues becoming endangered. The many varieties are perceived as widely varying in status, such as ESL, EFL, EIL, ELF, make it hierarchic. Students have recognized the existence of indigenous and “New Englishes” such as Singlish and Singapore English, Chinglish and Chinese-English, Taglish and Filipino English, and Indian English, among others. Students have discovered the answers to their unanswered questions. One student reported, “Now I found the unknown reasons why English is strange and challenging.” Another student envisioned the possibilities that countries will have closer relationships due to one language (English). Most students admitted that it is less important to communicate in English with Native English Speakers (NES) only, and more important to communicate with people worldwide. Furthermore, students became aware that English is not the only language of the future. Despite all the changes and additions to students' views, it remains that students uphold British and American varieties among other varieties.

A summary of my general understanding of students' proposed action plan: Students have proposed that it would be better to learn another language along with English (e.g., Chinese or Spanish). They agreed that they should not fix their goals to communicate using only the Inner Circle varieties, but should also communicate in English with Outer and Expanding Circle speakers; they should not be afraid to communicate in English with Inner Circle speakers; they should develop their confidence to speak English in their own L1 accent by communicating in English with fellow Japanese individuals. They approved the respect of foreign cultures and languages to avoid misunderstandings and acknowledge the importance of learning the educated or standard English to be intelligible to both non-native speakers

(NNS) and native speakers (NS) of English.

4.2 Views on Intelligibility and Identity

The students discussed and responded to the suggested task from the textbook.

Have you ever given thought to retaining your L1 identity in English? Is it important to you to retain your L1 identity in English? Are you more concerned with being intelligible to NS or NNS of English, or do you not distinguish between the two groups of listeners? Do you believe it is appropriate to retain your L1 accent in your English or that you should attempt to sound like a native speaker? Do you believe it is possible to retain your L1 accent in English and still be intelligible to NS/NNS? (Prodromou, 1997, as cited in Jenkins, 2009, p. 43)

The results showed that 75% of the students have given thought to retaining their L1 identity in English, while 25% said they had not. There were 62.5% who claimed that it is not important to retain one's identity in English, in contrast with 37.5% who said it is important. There were 12.5% of the students who were mainly concerned with being intelligible to NS, 50% with NNS, and 37.5% who do not try to distinguish between the two groups of listeners. There were 12.5% that believed that it was appropriate to retain one's L1 accent, and 87.5% agreed that they should attempt to sound 'native-like.' Lastly, 75% of the class agreed that it is possible to retain an L1 accent in English and still be intelligible to NS and NNS while 12.5% replied that it is not feasible, and 12.5% answered that they do not know.

The results reveal that 75% of the students have given thought to whether or not to retain their L1 identity. However, it is not important for 62.5% of them. That is why 87.5% of them attempt to sound 'native-like'. The students have also seen the importance of intelligibility, in communicating with fellow NNS, as the speakers have different L1 backgrounds.

4.3 Views on ELF

Question: If ELF does become accepted and widespread in intercultural communication, do you predict any problems for NS of English? (Jenkins 2009, p. 150). The students' responded that NES will have difficulty in understanding ELF users; received pronunciation (RP) English and culture will slowly disappear; NES identity will fade, and grammar and pronunciation will be confusing. Students held the view that NES should recognize that English is diverse and therefore should accommodate ELF users.

The result shows that students acknowledged the importance of accommodation strategies to become intelligible English speakers in an international communication setting. Students' observations support previous research findings that NES being

the least intelligible in an international communication setting will have difficulty in understanding ELF users, and therefore, have to assess their identity in ELF setting.

4.4 Views on 'World Englishes.'

Question: Does your knowledge of the subject of World Englishes change your views about learning English? Does it change your preference of which model to adopt or adapt? It was found that sixteen students agreed that gaining knowledge of WEs has increased their confidence in the use of an L1 accent. One student, Mayu (pseudonym), iterated that "I am not going to aim for 'native-like.' I want to have confidence in my own English." At least two students, Ai and Waka, (pseudonyms) did not change their views. Ai said, "I have prior knowledge of English, its history, and distribution...I know it is not a completed language...I want to research more." Waka pointed out that her brother worked in a particular country and that he would come back on his trips and tell them about communication problems in English in that country. Therefore, she had decided to go to America or Britain to learn English further.

It appeared that students keep their preferences for British and American varieties. They argued that "English is a subject in Japan. Therefore, it is practical to aim for the educated English." One student, in particular, mentioned that "I recognize other varieties, but I have to be aware of correct pronunciation and grammar." During the discussion, it was revealed that students' prior contacts with British and American English teachers in elementary schools, cram schools (Juku), high schools, family trips, and study/travel abroad programs have also contributed to their decisions. Similarly, students who were taught by local teachers in earlier years preferred to learn only British and American varieties.

5. CONCLUSIONS AND IMPLICATIONS FOR TEACHING

One result of research into World Englishes is that students may now be more aware of how English is used in the world. The students' lack of knowledge of how English has phenomenally spread has caused them to believe that the English language is limited to the Inner Circle varieties only. Thus, the course has resulted in students' deliberately reevaluating their experiences of learning the English language. On the other hand, despite the fact that students claimed the WEs subject has brought more awareness of ELF, they still note the practical benefits of knowing standard English and becoming intelligible to all speakers of English when preparing for their future.

As mentioned earlier, educators have vital roles to play in raising awareness of the ideologies of WEs and ELF. Hence, they should respond adequately to the changing global status of English. Although many institutions are still adhering to NES with their hiring policy, some schools are responding to the global linguistic environments by employing teachers from the Outer and Expanding Circles. However, as what Kirkpatrick (2013) mentioned, it is through the efforts of local

educators, that the concepts of WEs and ELF can thrive because [only] the locals can legitimize their own variety or model. Also, the hiring of local teachers can increase students' confidence and self-esteem as they see their teachers as role models. Taking into account that most universities conduct study-abroad programs, students should have opportunities to engage with English speakers from the Outer and Expanding Circle countries to help them to realize that ELF is the global lingua franca.

Even though a change in attitude is not the focus of this investigation, it has surfaced in the study that the awareness brought by the subject WEs has provided an opportunity for the students to reconsider their attitudes toward English learning. However, according to Widdowson (2015), awareness does not guarantee a change in a learner's attitude. Nonetheless, changes in students' attitude toward English will help determine if this awareness has influenced their beliefs. Since this study is limited to the teacher's experience in the classroom for only one semester, further study is recommended to verify the current results. A further investigation into whether a learner's awareness of WEs and ELF leads to a change of attitude in learning English is also recommended.

REFERENCES

- Barkhuizen, G., Benson, P., & Chik, A. (2014). *Narrative inquiry in language teaching and learning research*. NY: Routledge.
- Crystal, D. (2003). *English as a global language* (2nd ed.). Cambridge: Cambridge University Press.
- Fukuda, T. (2010). Japanese students' perception of American English. In A. M. Stoke (Ed.), *JALT2009 Conference Proceedings*, Tokyo: JALT.
- Graddol, D. (1997). *The future of English: A guide to forecasting the popularity of English language in the 21st Century*. UK: The English Company.
- Horie, C., and Long, C. (2007). Japanese attitudes towards their own English: A matched-guise study. Paper presented at the Shakaigengo Kagaku 19th conference. Retrieved July 25, 2015, from http://researchmap.jp/?action=cv_download_main&upload_id=25153.
- Jenkins, J. (2007). *English as a Lingua Franca: Attitude and identity*. Oxford: Oxford University Press.
- Jenkins, J. (2009). *World Englishes: A resource book for students* (2nd ed.). London: Routledge.
- Jenkins, J. (2014a). *English as a Lingua Franca in the international University: The politics of academic English language policy*. London: Routledge.
- Jenkins, J. (2014b). *Global Englishes: A resource book for students* (3rd ed.). London: Routledge.
- Kachru, B. B. (1992). *The Other Tongue, English Across Cultures* (2nd ed.). Urbana, IL: University of Illinois Press.

- Kachru, Y., & Nelson, C. (2006). *World Englishes Today: World Englishes in Asian Contexts*. HK: Hong Kong University Press.
- Kirkpatrick, A. (2010). *English as a Lingua Franca in ASEAN: A multilingual Model*. Hong Kong: Hong Kong University Press.
- Kirkpatrick, A. (2013). *World Englishes: Implications for International Communication and English Language Teaching*. UK: Cambridge University Press.
- Kubota, M. (2004). Native Speaker: A unitary fantasy of a diverse reality. *The Language Teacher*, 28(1), 3-10.
- Seargeant, P. (2009). *The Idea of English in Japan: Ideology and Evolution of a Global Language*. Bristol: Multilingual Matters.
- Seidlhofer, B. (2011). *Understanding English as a Lingua Franca*. UK: Oxford University Press.
- Suzuki, A. (2015). *Welcome to the messy world of English: Towards a more transformative approach to English*. Plenary paper presented at The 2015 ELF Forum, The Centre for English as a Lingua Franca, Tamagawa University, Tokyo.
- The Center for ELF (2015). Foreword, *The Center for ELF Journal*, 1(1), 5.
- The Ministry of Education Culture, Sports, Science, and Technology in Japan-MEXT, (ND). *English Education. Reform Plan Corresponding to Globalization*. Retrieved September 12, 2015, from <http://www.mext.go.jp/english/topics/1343591.htm>
- Widdowson, H.G. (2003). *Defining Issues in English Language Teaching*. Oxford: Oxford University Press.
- Widdowson, H. G. (2015). *ELF and teaching: Principles and practice*. Paper presented at *The Eighth English as a Lingua Franca Conference*. Beijing International Convention Center, Beijing, China.

A proactive ELF-aware approach to listening comprehension

ELFアプローチによるプロアクティブリスニングの活用法

Blagoja Dimoski, ディモスキ・ブラゴヤ

Tamagawa University, Center for English as a lingua franca (CELF), Japan
bdimoski@lit.tamagawa.ac.jp

ABSTRACT

Listening comprehension (LC) is an integral part of language learning. Although course textbooks contain a diverse range of listening tasks for classroom learning, they also tend to share some common, albeit potentially problematic, features worth considering more deeply; namely, 1) listening is presented as an isolated skill (i.e. detached from speaking), 2) visually-based supplementary material is often underutilized, and 3) learners play a predominantly passive role in the process. The current paper will argue that such traditional approaches to LC are not reflective of real-world conditions our learners are likely to encounter, and to some extent, may even run counter to our teaching aims. With this in mind, the paper will present an alternative approach to LC, developed by the author, which can be used either as an adjunct activity to existing listening segments in course textbooks or as a substitute for them. In this approach, the source of auditory output is not technology, but rather, it is the learners who engage in reading transcripts of listening texts aloud to each other in pairs. This participatory process places ownership of the language in the hands of the learners and opens, rather than closes, the door to learner inquiry and the negotiation of meaning during the listening task itself, providing greater authenticity and compatibility with ELF-oriented principles than traditional approaches.

KEYWORDS: Listening Comprehension, Communication Strategies, Language Ownership, Non-verbal Communication

1. INTRODUCTION

The American author and humorist, Mark Twain once stated, “If we were supposed to talk more than we listen, we would have two tongues and one ear.” From our daily experience, it is clearly evident that successful human communication depends greatly on one’s ability to listen effectively. It follows then that listening comprehension (LC) has been a staple of language learning since the inception of

formal language education.

Over the course of many decades, language teaching has steadily evolved and made major strides along the way. Beginning with behaviorist native-speaker-centric approaches such as the Audio-lingual Method, a gradual shift in attitudes and perceptions brought about the introduction of more communicative approaches to language learning. In more modern times, the term English as a Foreign Language (EFL) came to be viewed by some as an overly narrow (i.e. a one-size-fits-all) description of language learning. This paradigm shift in turn led to the emergence of the new and evolving field of English as a Lingua Franca (ELF) which, due to globalization and the rapid growth of and increasing accessibility to technology, recognizes the unique nature and growing number of interactions between non-native speakers (NNSs) who use English as a common language of choice. What is more, the realization that, during such interactions, speakers may not conform to native English speaker norms suggests that a native-speaker-centric model of language proficiency may not be adequate for meeting the communication needs of an ever-expanding circle of NNSs.

And yet, despite such advancements, I will argue that standard approaches to LC – particularly lengthy listening tasks as they appear in contemporary course textbooks and standardized English tests (such as TOEIC and TOEFL) – are, in some respects at least, reflective of bygone behaviorist approaches to language learning which assume (figuratively speaking) the learner has *three ears* and *no tongue*, and which, given my present-day ELF objectives, may warrant reconsideration. Thus, to address the preceding claims, the current paper will first highlight certain dissimilarities between ELF and EFL to clearly distinguish the two. The author will then provide a description of Pro-Active Listening (PAL), an ELF-aware LC approach that can be used to complement (or as a substitute to) existing traditional LC activities, followed by a rationale for PAL and ways to implement it.

2. STRATEGIC COMPETENCE IN EFL AND ELF CONTEXTS

Based on a native-speaker-centric model of learning, EFL pedagogy applies native-like standards on the learner. It also aims to integrate the learner into the L1 target community through a process of imitation and adoption of pre-existing native-speaker linguacultural norms (Seidlhofer, 2011).

Regarding the development of communicative competence, EFL theory proposes that strategic competence, or the “ability to adapt one’s communicative strategies to a variety of changing and often unexpected interpersonal conditions” in order to “compensate for imperfect knowledge of rules – or limiting factors in their application”, although an ever-present component in the communicative competence framework, plays an especially crucial role in the early stages of a language learner’s development (Savignon, 1997, pp. 45-47). The term ‘communicative strategies’ (CSs), as mentioned above, refers (but is not limited) to strategies such as

“rephrasing, repetition, emphasis, seeking clarification, circumlocution, avoidance, [...] and even message modification” (p. 47).

The development of and relationship between strategic competence and other competencies, which collectively make up communicative competence, is summed up by Savignon (1997) visually in the form of an inverted pyramid (see Figure 1) which she describes as follows:

Beginning with the inverted tip of the pyramid and moving upward, grammatical, sociolinguistic, and discourse competence increase along with a corresponding overall increase in communicative competence. Strategic competence is present at all levels of proficiency although its importance in relation to the other components diminishes as knowledge of grammatical, sociolinguistic, and discourse rules increases. (p. 49)

In other words, as a learner becomes more ‘native-like’, the significance of (e.g. their reliance on) CSs decreases over time.

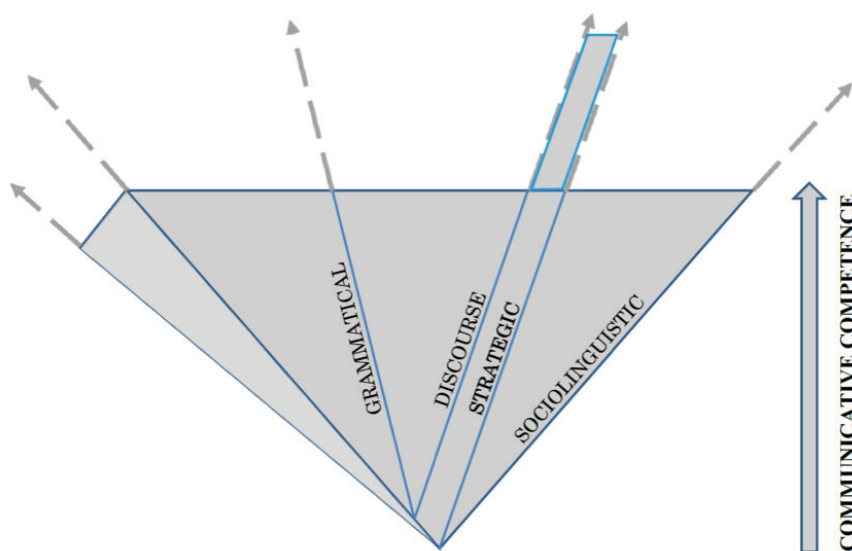


Figure 1. Communicative Competence in an EFL context.

Note: *The illustration is a representation of Savignon’s (1997) ‘inverted pyramid’ and contains modifications made by the author for the purpose of clarity.

I believe, however, that a model which sees the significance of strategic competence, i.e. CSs, steadily declining over time as the learner becomes more native-like is not characteristic of typical ELF interactions, and thus, is not a suitable model on which to base pedagogical goals in ELF-based instruction. To illustrate, because ELF refers to the use of English as “the common language of choice, among speakers who come from different linguacultural backgrounds” (Jenkins, 2009, p. 200), interlocutors may vary widely in language proficiency

and may not, albeit may not wish to, conform to native speaker norms. Hence, unpredictability and unfamiliarity are inherent traits of ELF interactions and thus ELF-based pedagogical aims are a reflection of this. As Seidlhofer (2011) states, ELF interactions prioritize mutual intelligibility over conformity to native-speaker linguacultural norms to achieve communicative goals. Thus, rather than one's ability to adhere and conform to native-speaker norms being the benchmark of effective communication, ELF-informed principles suggest it is one's ability to make full use of one's resources (linguistic or otherwise) which affects outcomes in ELF interactions.

In light of the above, I would argue that CSs play a significantly more crucial role in ELF interactions than in EFL contexts. By this, I mean that the extent to which an ELF user is likely to encounter nonunderstanding depends not only on one's *individual* level of communicative competence, but also on the competence and linguacultural norms of one's *interlocutor*. To illustrate, in an EFL context, attaining greater proficiency equates to one becoming more native-like, and with greater native-like proficiency comes greater certainty, meaning fewer nonunderstandings are likely to occur. In this sense, ELF interactions, in which one's interlocutor is a NNS whose proficiency and linguacultural norms may be far from native-like, become less predictable and more uncertain. In this respect, I believe that viewing Savignon's inverted pyramid through the lens of ELF (see Figure 2) would reveal that strategic competence, rather than diminishing over time, retains its importance, making CSs an indispensable tool in ELF users' communicative repertoire; always at-the-ready to cope with the demands of a potentially unfamiliar and constantly changing linguacultural landscape.

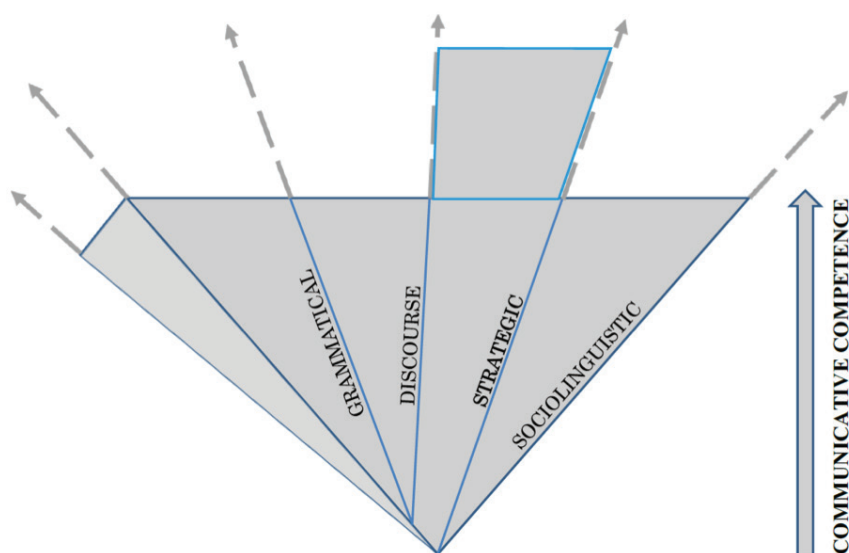


Figure 2. Communicative Competence in an ELF context.

Note: *The illustration is an adaptation of Savignon's (1997) 'inverted pyramid' created by the author to visually describe communicative competence in an ELF context.

Thus, what the model presented above means for ELF-aware pedagogy is a greater need to create opportunities in the classroom for learners to practice accommodation and adaptation and employ a variety of communication/pragmatic strategies since they are "very crucial to overcome [...] non-understanding and to promote [...] effectiveness and clarity" (Lee, 2013, p. 198). It is for these reasons, therefore, that ELF-informed teaching should include activities which, "if realistic and meaningful can motivate learners to actively participate in the interaction, employing various pragmatic strategies to achieve shared understanding" (Kaur, 2014, p. 167). It is my contention that PAL-based activities can provide such opportunities.

3. PRO-ACTIVE LISTENING (PAL)

Looking back in human history, before the advent of communication technologies, we find that the act of listening was an interactive process. By this I mean the hearer had direct access to the person they were listening to and could (if he or she wished) interact with him or her if nonunderstanding occurred. In our modern world, on the other hand, our sources of listening are more varied, including radio and TV broadcasts, movies, public announcements made over loudspeakers, etc. Even though technology has had an effect on the way we listen, I would argue that, even in the case of indirect sources of listening (i.e. technology), we still maintain some level of control, for instance, we can repair nonunderstanding by enquiring through a third party or simply by rewinding a DVD. This sense of control, or ownership, over the process is as much an inherent part of human communication

as it is our right to query. Yet, during typical LC activities in the classroom, we do not allow learners to exercise this basic freedom.

Hence, PAL is a form of LC that tries to address this imbalance by making classroom listening practice interactive, and in doing so, more in tune with real-world processes. To do this, the PAL approach does not rely on traditional means of auditory input, such as a CD player. Instead, it is the learners themselves who provide the input by reading aloud transcripts to each other, thereby allowing the listener to interact with the source. In terms of the learner, therefore, LC may no longer be a passive one-way process outside of their control, but rather an active two-way process that offers them control through the application of CSs.

The following section provides a rationale for PAL based on two classroom-related factors that, in my view, make the task of developing learners' strategic competence particularly challenging. It is hoped that the arguments made will, at the very least, demonstrate a need to rethink the role of traditional approaches to LC and possibly may recognize PAL as a viable alternative.

4. RATIONALE: CHALLENGES WE FACE IN THE CLASSROOM

4.1 Real-world Speaking vs. Classroom Speaking

Could it be that well-intentioned measures we implement for the purpose of maximizing classroom learning may also be hampering our efforts to do so?

Creating situations in the classroom which generate authentic opportunities for learners to develop their strategic competence requires elements of uncertainty. Although uncertainty occurs commonly and naturally in real-world settings, recreating such conditions in the classroom can be a challenge due, in part, to the structured and sometimes predictable nature of formal learning environments. This is significant since it is unfamiliarity and unpredictability that is likely to trigger nonunderstanding and activate strategic competence, not certainty.

In the real-world, a NNS may be required to engage in unfamiliar topics that are beyond their linguistic ability and with interlocutors of wide ranging ages, accents, linguacultural backgrounds, and varying levels of English proficiency, with whom they are unfamiliar. In formal educational contexts, on the other hand, interactions are more likely to occur in a culturally and linguistically homogeneous setting between dyads of a similar age group, level of language proficiency, and generally speaking, who share common interests and life experiences.

This climate of familiarity extends to course textbooks. To begin with, the content is level-appropriate and distributed among the class in the same form, hence, learners own and use material that is identical. Learners also, for the most part, have an opportunity to prepare and rehearse before they engage in communication activities contained within. Interestingly, though, an activity that appears commonly in English communication textbooks that in itself is not interactive (i.e. communicative) but does generate, I would argue untapped, uncertainty is LC. This

is because learners are required to hear the listening text *before* they can examine it. Thus, rather than expecting learners to actively enquire when nonunderstanding occurs during the activity, they are instructed to merely listen. In a sense then, the traditional approach to LC is, in my view, analogous to an information gap activity *without* the usual (and potentially valuable) interactive component.

In light of the above, I believe PAL is an effective means to access an untapped source of uncertainty (in terms of interactive communication) and provide more real-world opportunities for learners to develop their strategic competence.

4.2 Real-world Listening vs. Classroom Listening

During real-world listening, we often have access to visual (i.e. non-vocal) cues such as a speaker's gestures, facial expressions, and so on. Classroom listening tasks, however, are predominantly audio-based (i.e. not visual-based). This has implications since "effective listening is more than a cognitive process; to 'hear' the listener must not only understand what is being said verbally, but also the non-verbal communication that informs what is said" (Caspersz & Stasinska, 2015, p. 1). In the absence of such paralinguistic features, standard LC becomes not only a less natural act, but in the case of protracted listening tasks, perhaps overly challenging, if not unnecessarily burdening for learners. A simple thought experiment may serve to underscore the significance of non-vocal phenomena. If, for example, I were to play a foreign movie in a language unfamiliar to me with the screen covered, I could assume that, apart from any non-lexical information encoded in the actors' words through their tone of voice, sentence stress, etc., I would comprehend little else (if anything at all). If, on the other hand, I were to *watch* a movie with the volume turned down, I suspect my understanding of the storyline, despite my complete lack of lexical knowledge, would be vastly improved. Naturally, combining the audio with the visual would aid me even more. All too often, however, LC fails to fully utilize this potentially valuable and core aspect of human communication.

One other feature that distinguishes real-world listening from classroom listening is that the former is seldom a passive process whereas the latter is. Among other things, during the act of listening in the real world a listener tends to backchannel and, when nonunderstanding occurs, he or she (quite naturally) will ask questions. In classroom settings, however, listening is disconnected from speaking, and learners are instructed to simply sit and listen.

In view of the above dissimilarities, Vogely's (1999) contention that LC can provoke debilitating anxiety in language learners, may come as no surprise. Indeed, recent studies have found evidence to support this claim. Elkhafaifi (2005), for example, concluded that "there is [...] support for the existence of listening anxiety as a phenomenon related to, but distinguishable from, general learning anxiety" (p. 214). More revealing evidence comes from Kim's (2002) study which found that "language learners do indeed experience anxiety in response to

listening comprehension” (p. 3). Of the 253 Korean university students studying English that Kim surveyed, a significant number “suffered from low confidence” (p. 16) and “tension and worry over English listening” (p. 27). Contributing factors included a) fear and frustration regarding missed key words, b) not having enough processing time, and c) insufficient prior knowledge. Specifically, subjects believed that “If I let my mind drift even a little bit while listening to English, I worry I will miss important ideas” (78%), “I am nervous when I am listening to English if I am not familiar with the topic” (74%), “When a person speaks English very fast, I worry that I might not understand all of it” (73%), and “When listening to English, I often understand the words but still can’t quite understand what the speaker means” (54%) (pp. 12-13). Additionally, more than half of the subjects expressed their frustration over not being able to listen at their own pace and insufficient time to process information.

On a final note, I believe the current discussion leads us to some deeper issues underlying standard approaches to LC. For instance, if classroom practices deny learners some degree of ownership over the listening process, might such a situation stem from ideological perspectives privileging native speakers (NSs) and denying language rights to NNSs? Do our actions also imply that, in the real world, learners will be *expected* to understand everything they hear, and thus, should refrain from *interrupting* NS when nonunderstanding occurs – i.e. simply allow NSs to hold the floor? These are pertinent issues the author would like to explore in future research. For the time being, however, it is hoped that the foregoing discussion has been sufficient in, at the very least, highlighting some of the limitations of standard approaches to LC, and opening the door to allow for alternative approaches, such as PAL.

5. PAL IN ACTION

5.1 A Resource for ELF-aware Teaching Using PAL

7 Billion Others (see Figure 3) is a not-for-profit Internet site that is ideally suited for the purposes of PAL and, I believe, ELF-informed teaching. The website is free to use and contains podcasts of 6,000 interviews (consisting of 50 languages) with people from 84 countries and from many walks of life, grouped into 26 themes (e.g. identity, family, happiness, love, anger, discrimination, fear, marriage, money, childhood dreams, dreams now, joy, memory, nature, etc.). Interviews recorded in English feature both NSs and NNSs and all (6,000) contain English subtitles. This is important for two reasons. First, teachers can create a full transcript of any interview for PAL practice by simply copying and pasting the subtitles. Second, even though the majority of the 6,000 interviews are spoken in languages other than English, it does not mean they are irrelevant – as would otherwise be the case with traditional LC approaches. This is because PAL does not rely on audio/audio-visual equipment to deliver the listening

content, but rather the learners themselves. Thus, regardless of the language spoken in an interview, simply creating a transcript of it using the English subtitles is sufficient for PAL. Hence, using PAL over traditional approaches to LC provides teachers with access to all 6,000 interviews in *7 Billion Others* for potential classroom use.

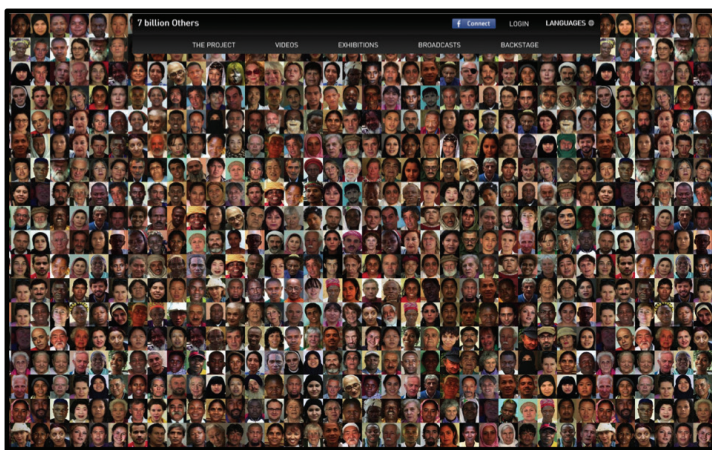


Figure 3. 7 Billion Others (<http://www.7billionothers.org>)

5.2 Applying PAL in the Classroom

Unlike much traditional LC, during which the whole class listens to the *same* listening task, in the case of PAL, the learners must first be divided into two equal groups; i.e. group A and group B. Hence, the teacher must prepare *two* (or more) listening tasks; one for group A and one other for group B (see Appendices A & B). After the two groups have received their transcripts, the process of PAL can begin.

There are two stages in PAL: 1) a preparation stage and 2) a practice stage. In the first stage, provide learners with sufficient time to read through their transcripts and process the information. Typically, I instruct learners to work together *within* their groups and to ensure that each member is ready by the designated time. Thus, by the end of the first stage, it is important that learners feel they are able (or at the least be willing to try) to clarify, paraphrase, or reformulate the language in any other way, including use of paralinguistic features, to respond effectively to any nonunderstandings by their partner – should they occur – during the following stage.

In the second (main) stage, learners from the two groups come together to form pairs; i.e. student A and student B. Before beginning PAL, however, I explain that they will be taking on the role of the person whose transcript they are about to read – student A ‘becomes’ Cecilla and student B ‘becomes’ Maria – and to imagine they are sitting together in a coffee shop, about to have a chat.

Student A begins reading their transcript and student B ‘listens’ *and*

'watches'. Student B can stop student A at any time (multiple times) to confirm meaning, request repetition, ask for clarification, and so on. Accordingly, student A must respond to student B's requests and the process of negotiation of meaning begins. At the end of the reading, student A checks understanding by asking student B a set of comprehension questions. Then it becomes student B's turn to read his or her transcript to student A and the above process is repeated. At the end of the activity, learners return to their original group (i.e. A or B) and, as a final comprehension check, I play the two videos to the whole class before finally eliciting responses to the comprehension questions from the two groups.

5.3 Extension Activities for PAL

In addition to providing opportunities for learners to enquire and develop their strategic competence, PAL can be used as a stepping stone to pursue other ELF-related objectives with a variety of follow-up activities.

Wen (2012) states that it is important for ELF users to "comprehend non-native syntactic structures" (p. 374). With this aim in mind, the transcripts used in PAL can be applied to raise learners' language awareness *post*-PAL by drawing learners' attention to certain non-native linguistic features and asking them, "How might a NS say this?" To illustrate, samples from Cecilla's transcript such as 1) "Said but you're a female" and 2) "Was in the oil industry" reveal that, even though Cecilla – who in my mind is an effective ELF communicator – omits the subject pronouns *They* and *It*, such differences do not necessarily interfere with meaning.

Helping ELF learners to "understand English with non-native accents" (Wen, 2012, p. 374) is yet another important objective. Interestingly, many of the interviews presented in *7 Billion Others*, regardless of the theme, begin with a self-introduction (Identity) by the speaker (see Appendix C). The introductions are generally brief (approximately half a minute on average) and relate to familiar topics (e.g. the speaker's name, place of birth, occupation, family, etc.), which I believe makes them potentially low-anxiety-provoking for learners. Hence, I use the self-introductions for raising learners' awareness of different varieties of non-native accents using a traditional LC approach (i.e. not PAL). This involves playing the video to the whole class and having learners identify individual linguistic items using gap-fill exercises (see Appendix C).

Finally, Wen (2012) proposes that teachers expose ELF learners to three varieties of culture: 1) target language cultures, 2) NNS cultures, and 3) the learners' own culture. Accordingly, because *7 Billion Others* is rich in cultural diversity, the material used during PAL can later be used to stimulate and facilitate cross-cultural awareness through guided classroom discussion.

6. CONCLUSION

Considering that one of my primary goals as an ELF-aware teacher is to provide authentic opportunities that will promote and develop learners' strategic competence through adaptation and accommodation, I believe PAL can serve as a viable and promising pathway toward trying to meet those objectives. When engaged in PAL, ownership (and responsibility) is in the hands of the learner, and rather than playing the role of passive agents in the listening process, learners work actively together to negotiate meaning and overcome nonunderstanding. All in all, these are valuable pedagogical and learning opportunities that traditional approaches to LC are not able to provide.

It may be interesting to note that the first time I used PAL with learners, I experienced a moment of apprehension and began to think, "Isn't this just like cheating?", "After all, we're *supposed to be* doing LC, and I'm allowing my learners to ask for repetition and clarification." – something akin to giving them a reading test *and* the answer key along with it. After more than twenty years of doing LC the traditional way, perhaps such hesitation was to be expected. However, after reflecting on my ELF objectives, I was reassured that what my learners were doing was indeed a natural process and that, far from being handed the answers on the proverbial silver platter (i.e. cheating), they were more engaged in PAL than during traditional LC and earning their right to ownership over the process.

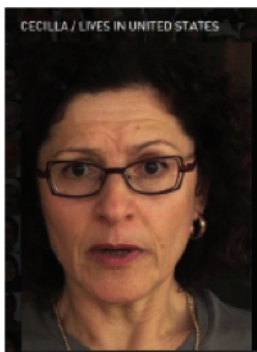
Finally, it is important to clarify that I am not suggesting we need to *replace* standard approaches to LC with alternatives like PAL. That would require long and intensive research backed up by strong empirical evidence from many sources indicating a need to do so. Clearly, that is beyond the scope of the current paper. What I do believe, however, is that PAL can offer teachers, if they choose to use it, a unique alternative to standard LC that is more humanistic, places ownership of the language in the hands of the learner, and provides a more authentic listening context to enhance mutual intelligibility and help learners develop strategic competence. Therefore, rather than using traditional forms of LC as a default – a one size fits all – approach to every listening context, PAL allows us to be more selective. By considering a variety of factors, we can determine whether PAL, a traditional approach, or a combination of the two would best meet the needs of our learners.

By rethinking the role of traditional LC and incorporating PAL into our collective ELF teaching repertoire as a viable alternative, I believe we stand to lose nothing; instead, we stand to gain. Simply put, PAL is one way to facilitate more authentic listening conditions in the classroom, and with them, the real-world demands that come with them so our learners may develop the skills they require to communicate effectively beyond the classroom.

REFERENCES

- Caspersz, D., & Stasinska, A. (2015). Can we teach effective listening? An exploratory study. *Journal of University Teaching & Learning Practice*, 12(4), 1-13.
- Elkhafai, H. (2005). Listening comprehension and anxiety in the Arabic language classroom. *The Modern Language Journal*, 89(2), 206-220.
- Jenkins, J. (2009). English as a lingua franca: Interpretations and attitude. *World Englishes*, 28(2), 200-207.
- Kaur, J. (2014). Teaching the effective use of ELF: Insights from research into ELF pragmatics. *Waseda Working Papers in ELF*, 3, 158-168.
- Kim, J. (2002). Anxiety and foreign language listening. *English Teaching*, 57(2), 3-34.
- Lee, K. (2013). *Accommodation in ELF communication among East Asian speakers of English*. (Doctoral dissertation, University of Southampton).
- Savignon, S. J. (1997). *Communicative competence: Theory and classroom practice: Texts and contexts in second language learning* (2nd ed.). New York, NY: McGraw-Hill.
- Seidlhofer, B. (2011). *Understanding English as a lingua franca*. Oxford: Oxford University Press.
- Vogely, A. (1999). Addressing listening comprehension anxiety. *Affect in foreign language and second language learning: A practical guide to creating a low-anxiety classroom atmosphere*. New York: McGraw-Hill.
- Wen, Q. (2012). English as a lingua franca: A pedagogical perspective. *Journal of English as a Lingua Franca*, 1(2), 371-376.

DISCRIMINATION



STUDENT A



Part 1: Understanding & Speaking

A) Read the transcript below and answer the four questions in Part 2 (A).

When I..., I finished my engineering degree, in Venezuela, and I was looking for a job, when I went to look for a job, and fill out the applications, I completely,...I fit perfectly the description of what they were looking for.

And when I went to turn in my application, they told me that they were not looking for a female. They were looking for an engineer. And I told them: "I AM an engineer." "Said but you're a female. We're not looking for a female." So,...it was really difficult to process that.

Nonetheless, I did find a job in a 100% dominated male environment. Was in the oil industry. And it is possible.

B) Imagine you are Cecilla, and you are in a coffee shop with Student B. Read the transcript to Student B. Be ready to stop to repeat, clarify, or paraphrase your words if and when Student B requests it.

Part 2: Pro-Active Listening (PAL) Comprehension

A) After you finish reading, ask Student B the questions below. Check his or her responses.

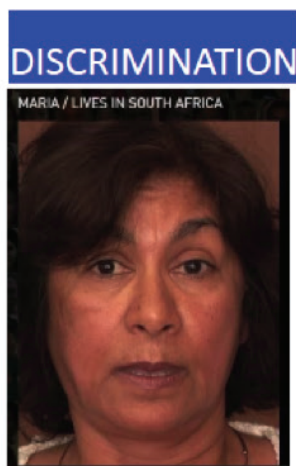
1. In which country did Cecilla go to school?
2. Why was Cecilla surprised when she went looking for a job?
3. In which industry did Ceilla find a job?
4. Does Cecilla believe it is possible to overcome discrimination? Explain why or why not.

B) Student B will be Maria. Listen and answer the questions below. You can stop Maria any time to ask for repetition, clarification, etc.



Maria

1. How is Maria treated at her workplace?
2. Do you think Maria plans to change her job? Explain why or why not.
3. Does Maria think gender discrimination will change in the near future? Explain why or why not.
4. Do you think Maria will complain about her pay to her boss? Explain why or why not.



STUDENT **B**



Part 1: Understanding & Speaking

A) Read the transcript below and answer the four questions in Part 2 (A).

If I was a white male doing the same job I'm doing, I definitely would be rewarded much better. And I know that for a fact. I know that for a fact. It does hurt, but what can we do? I have to work! If I go here, if I go there, it's gonna be the same thing. And that's what I mean.

Why I mean it will take another 3 generations or so? Our family,... Because of my thinking, my conditioning myself,... that accept it, ...accept it. I probably have installed that type of thinking into my grandchildren. I may, I may not have.

B) Imagine you are Maria, and you are in a coffee shop with Student A. Read the transcript to Student A. Be ready to stop to repeat, clarify, or paraphrase your words if and when Student A requests it.

Part 2: Pro-Active Listening (PAL) Comprehension

A) After you finish reading, ask Student A the questions below. Check his or her responses.

1. How is Maria treated at her workplace?
2. Does Maria plan to change her job? Explain why or why not.
3. Does Maria think gender discrimination will change in the near future? Explain.
4. Do you think Maria will complain to her boss about her pay? Explain why or why not.

B) Student B will be Cecilla. Listen and answer the questions below. You can stop Cecilla any time to ask for repetition, clarification, etc.



Cecilla

1. In which country did Cecilla go to school?
2. Why was Cecilla surprised when she went looking for a job? Explain what happened to her.
3. In which industry did Cecilla find a job?
4. Does Cecilla believe it is possible to overcome discrimination? Explain why or why not.

Appendix C

IDENTITY

CECILLA / LIVES IN UNITED STATES (00:48)

CECILLA / LIVES IN UNITED STATES



Listen to Cecilla introduce herself. Fill in the blanks (1~7) below. After each blank, the teacher will pause the video briefly.

I am Cecilla Temponi. And I was... I am 52 years...1. () years old.

I was born in Venezuela, but I am now a 2. () citizen. I am married, and... with a person from 3. (). And I have 4. () children.

My two children are...umm...30 years old and 26 years old.

So..., I am a 5. (), and...at Texas State University, in the area of operations 6. (). And...umm, I love what I do. And I live in Texas for the last,...ah, 7. () years.

Podcasting: A Learning Tool for Students of English as a Lingua Franca

Podcasting: リンガフランカとしての英語に適した学習ツール

Arup Pandey, パンディ・エイロップ

Tamagawa University, Center for English as a Lingua Franca (CELFL), Japan
arupandey@gmail.com

ABSTRACT

The purpose of the article is to demonstrate podcasting as an English learning tool for ELF students. Podcasts (listening) and podcasting (speaking) provide a contemporary and appealing medium of language learning for the digital native students of today. This classroom-practice article will explain how to create an academic podcast in the context of Tamagawa University and demonstrate examples of how podcasting can provide new and meaningful learning practice experiences for ELF students in and outside the language classroom.

KEYWORDS: Podcast, Podcasting, Student Talk-time, Motivation, Task-based Approach

1. INTRODUCTION

As a language teacher at Tamagawa University, one of my personal goals is to maximize meaningful student talk time (STT), whereby students have more opportunities to experiment with and personalize the language and content taught in ELF class, as well as steer conversations towards their individual interests. In order to integrate more STT, I decided to use podcast technology in my classroom and for homework.

According to Wikipedia, Podcast is a portmanteau of “(i)Pod”, a media player developed by Apple, and the term “broadcast” (Podcast, para. 1). The Merriam Webster Dictionary states that podcast is “a program (as of music or talk) made available in digital format for automatic download over the Internet” (Podcast, def. 1). Podcasting is to create such files and make them available for downloading. I believe podcasting stimulates and motivates the digital native students to actively participate in speaking activities inside and outside the classroom.

2. PODCASTING IN MY ELF CLASS

One of the two designated textbooks in the ELF classes I teach is designed to develop academic reading skills and features the Academic Academic Word List (AWL).

I use podcasting technology regularly and frequently in my classes to practice and reinforce general and academic vocabulary, syntax, and reading skills that students learn in each unit of the academic reading textbook. The subject of the podcasts that students listen to and the podcasts they make are based on the thematic contexts of each unit, which includes AWLs and reading passages of individual units of the academic reading textbook.

2.1. Practicing and Reinforcing Lessons Through Podcasts

For each unit of the academic reading textbook, students produce two podcasts. The first podcast (textbook content) is based on the lesson which allows meaningful speaking practice and longer STT. Students then listen to authentic podcasts to model their second podcast on. The second podcast (original content) is an extension of the lesson in which students are able to personalize the topic and produce original content.

2.1.1. Offline Podcasting with Textbook Content

Before students create their first podcast, they review AWL target vocabulary words from the unit. Students then watch a short pre-unit video to engage them in the topic and activate prior knowledge. Students discuss three “before-you-read” questions to further activate their knowledge and prepare them for the reading passage.

After completing the reading task, students review the three “before-you-read” questions. During this revision, students are expected to use a specific communication structure in their conversation (See Table 1). Students are also required to record and save this speaking task using a voice recorder application, for example, Voice Memos in iPhone, for the purpose of self-assessment (talk time and target vocabulary). During this task students are conscious of their surroundings and the task goal which motivates and influences their speaking task directly. The minimum talk time, four minutes, challenges and encourages them to provide longer and detailed answers during this speaking task. However, students often overuse the target vocabulary, due to which conversations produced are often unnatural and redundant.

Table 1

Conversation structure for “Before You Read” questions

Strategy		Example Conversation
Student A:	Get Attention	Let me tell you what happened to me the other day.
	Orientation 1	I bought some milk and flour to bake a cake for my mother. The next day when I was all ready to bake, I realised my mistake--I forgot to put it in the fridge. I had to throw the milk away.
	Question 1	Have you ever forgotten to put milk in the refrigerator? What happened?
Student B:	Answer 1	Yes, once I forgot to put milk in the refrigerator and my pet cat drank it all up!
	Orientation 2	We really must be thankful for the refrigerators that keep our food fresh.
	Answer 2.1	Also other technologies like pickling and canning.
	Question 2	What are some different ways that grocery stores keep foods fresh?
Student A:	Answer 2.2	I go to a small grocery store. They only have a small cool box. But I see them sprinkle cold water on fruits and vegetables every now and then. They also keep some fruits in air-tight containers. May be, that helps in preserving food for a longer time.
	Orientation 3	I don't know much about preserving food or growing food.
	Answer 3.1	I've also never visited a farm.
	Question 3	Have you ever visited a farm? What was growing there?
Student B:	Answer 3.2	Yes, I have. Actually, my father is a farmer. We grow rice, potatoes, radishes. We also grow lotus roots. It's a lot of hard work.
End conversation		Hey, do you want to visit my farm during summer break?

Note: The conversation questions are from the designated textbook

2.1.2. Listening to Authentic Podcast Content

In order to expose students to natural and authentic language, one or two model podcasts, based on the theme of the lesson, are provided to them for listening. Podcasts whose contents are well organized, short (less than 10 minutes), easy to follow, and are produced by educational institutions or academic in content are selected. Preference is given to podcasts with additional online content, such as worksheets and transcripts, which can be downloaded for free.

2.1.3. Podcasting Original Content

In this task students role-play a talk show involving an interviewer and an interviewee. The interviewer selects eight to ten main questions adapted from the

textbook unit they are on. Interviewers discuss the questions with the interviewees and plan further follow-up questions. During the planning process students may write a script of their talk but may not read from it during the actual task. Students then record (audio only) their talk show. Finally, students upload the interview transcript and audio file on the class course management system for assessment and for fellow students to listen/comment. As an added challenge, students may be asked to, for example, make worksheets based on the conversation and/or annotate the transcript. In this task students are able to personalize the content of the lesson and become familiar with new material. The task also increases STT and reinforces the target vocabulary and syntax they have learned in that particular unit or previous units.

3. CHALLENGES OF PODCASTING ONLINE

Podcasting is a new and rapidly developing technology. However, its full potential in the classroom may be limited by privacy issues, resources available in the class, and teacher's workload. To deal with these issues the podcasts in my classes are either offline or on class course management systems.

As for the possibility of online podcasting in my future classes, I intend to ask students to podcast their best contents online--one online podcast per semester. I hope this will motivate them to bring forth their individual interest and create better podcast contents. As online podcasts can be viewed by others outside the class, I believe students will be challenged to do their best. I will create video tutorials for students in simple English so that they will learn to release their best podcasts online.

4. CONCLUSION

In my observations, podcasting created and significantly enhanced STT in my ELF classes. As students got accustomed to the mechanics of podcasting, they paid more attention to meaningful communication. As a result, conversations/roleplays became longer and the interview questions became more diversified. Through the above independent speaking tasks (in class and outside class) I was able to motivate and consolidate their learning, and assess their progress.

REFERENCES

Podcast. (n.d.) In Wikipedia. Retrieved November 8, 2015 from
<https://en.wikipedia.org/wiki/Podcast>

Podcast [Def. 1]. (n.d.) In Merriam Webster Online. Retrieved November 8, 2015
from <http://www.merriam-webster.com/dictionary/podcast>

Business Cards for the Communicative Classroom

コミュニケーションスキルのための名刺使用

Michael Seko, マイケル・瀬古

Tamagawa University, Center for English as a Lingua Franca (CELFL), Japan
mikeseko6@gmail.com

ABSTRACT

Students' names are often foreign and unfamiliar to teachers in second language classrooms, and the importance of remembering and correctly pronouncing them is vital to establishing an effective discourse. This paper will introduce a cooperative learning structure (Kagan, 1989) to be used in an initial lesson that allows the students and the teacher to efficiently learn the names, biographical details and personal interests of each individual in the class. In addition, it provides the teacher with a useful classroom management tool to be used throughout the duration of the course.

KEYWORDS: Cooperative Learning, Classroom Management

1. INTRODUCTION

In an earlier issue of this journal, Dimoski (2015) presented a detailed report on ways in which student nameplates can be used for effective classroom learning and management. This is a less ambitious attempt to collect and store some of the same information through the use of smaller and more easily manageable student "business cards".

First impressions are important and can last at least as long as a fifteen-week university course. Business cards are a real world tool that can be used in language classrooms to make lasting and positive impressions. This paper will detail how they can be used in both the first and in every meeting of a university level communication course.

2. APPLICATIONS

2.1 Exchanging Identities

This is an icebreaking activity which can be done in the first minutes of the first meeting of a 15-week course. Each student receives a 55mm x 91mm blank card and is instructed to print both given and family names in English on one side (with a hole punch on the left). The reverse side of the card can be used for students to list their likes, dislikes, interests, or objectives. The teacher prepares a card as well. After every student has prepared a card, the teacher gestures for one student to stand in order to demonstrate the activity. The teacher and student introduce themselves to one another by giving their names and one or two details (from the back of the card). The two then exchange cards. The teacher then invites a second student to stand. This introduction proceeds as the first with the teacher adopting the name and interests of the first student. The teacher then invites all students to take their cards, stand, and practice “exchanging identities”. Students are encouraged to introduce themselves to as many people as possible in five minutes. The teacher collects all cards at the end of five minutes and may quiz the class on details they remember about their classmates. The activity has proven to be an enjoyable and effective building block for a friendly, interactive classroom environment.

2.2 Attendance

The teacher keeps all cards for one class between clear plastic covers of the same size on a metal ring. An additional “cover card” with the course title, meeting time, and classroom location is recommended if the system is used in different classes (and at different institutions). This cover allows the teacher to easily identify the correct cards for each class. The cards can be removed from the ring at the beginning of a lesson and the teacher may take attendance by calling out names and making eye contact with each student present. Students will enthusiastically help the teacher with any pronunciation problems and will often offer explanations for any classmates who are late or absent. The cards of those students not in class on a particular day can be separated from those present and can be used to mark attendance on an official attendance sheet at any point during or following the lesson. The cards of any students who may arrive late can be added to the stack of those present.

2.3 Grouping

The cards can be used to quickly group students for small group or pair work. The teacher can shuffle and divide the cards into the number of small groups desired. If groups are to work together beyond one lesson, they can be asked to name their group and this name can be added to the back of the individual cards. This will help the teacher to later arrange new groups that will allow students to work with the different classmates than they have worked with previously. The group names on

the back of the cards will help the teacher to manage this task.

Cards can also be used as “place settings” that the teacher puts on desks or tables prior to the beginning of a lesson. This can help the teacher to manage the individual strengths and weaknesses and to further encourage cooperation amongst classmates. Strong speakers can be matched with careful listeners to achieve a desired balance, or outspoken and soft-spoken small groups can be created to encourage the former to listen to one another and the latter to speak out more.

2.4 Participation

Teachers can shuffle the cards during a lesson and use them to call on students randomly. Sliding the top card to the bottom of the pile insures that the teacher pays equal attention to all students and encourages students to stay involved and active in the lesson knowing that they may be called on at any time. It also gives teachers additional practice at name and face recognition.

3. CHALLENGES

The quality and clarity of student (and teacher) handwriting and printing varies widely and can cause confusion or attract attention. Without receiving any instruction or asking any permission, a few creative students in each class will invariably add calligraphy or sketches to their cards to personalize them. The cards can also stick together or be mislaid which can lead to a disparity in turn taking. Students will most often, but not always, call this to a teacher’s attention. Additionally, a teacher’s failure to bring an entire ring of cards to a lesson can lead to a disruption of reliable and familiar routines. One teacher has likened this to forgetting to bring a textbook to class. A lesson can continue, but without the help of a reliable aid. It is advised that teachers keep rings of cards together with institution identification badges and other vital materials to avoid this problem. The teacher has not had opportunity to use these cards in classes larger than twenty-five students, but would be curious to see what the results would be.

4. CONCLUSION

The use of these cards has proven to be a fun and effective method of class and small group management for one teacher at three different universities in Japan for the past five years. In classes at the Center for English as a Lingua Franca at Tamagawa University where first year students meet twice a week for one hundred minute sessions, the teacher reported being able to learn students’ names and faces within the first month of instruction. The same teacher had opportunity to use the cards with elementary and junior high school students at three-day intensive courses this past summer. In addition to the above uses, the teacher was able to return the cards to students with individual feedback added to them on the last day of

the course. The students were observed receiving their cards with care, comparing cards and comments with one another, and showing their cards to other teachers in the program.

REFERENCES

- Dimoski, B. (2015). Student nameplates for classroom management and beyond. *The Center for ELF Journal*, 1(1), 83–96.
- Kagan, L., Kagan, M., & Kagan, S. (1997). *Cooperative learning structures for teambuilding*. San Clemente, CA: Kagan Cooperative Learning.

