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The Center for English as a Lingua Franca Journal

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CONTENTS

The Center for ELF Journal

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

Types of Articles:

Research article (1000 ~ 3000 words)
Teaching article (1000 ~ 3000 words)
Forum article (1000 words)
Center for English as a lingua franca reports (1000 words)
Book reviews (1000 words)
ELF classroom practices (1000 words)

Guidelines for Contributors:

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

Research articles: Research articles should come with a description of the research context and research questions, issues pertaining to the research context, relevant theories, qualitative or quantitative research data, detailed

descriptions of research method including clear demonstration of attention to research ethics and commentary.

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

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

Center for English as a lingua franca reports: From time to time, the Center for English as a lingua franca will request a report from full-time faculty. The reports can focus on a variety of features or services within the ELF program. For example, student use of the tutor service, research projects, and faculty development.

Book reviews: Writers of book (textbook or other) reviews should first contact the editors with suggested titles before proceeding with the book review.

ELF classroom practices: Articles should be brief "take-away" descriptions of any activity, project, strategy or useful tool employed with varying degrees of success in the ELF classroom (i.e.,"teacher's toolbox").

How to submit your manuscript:
Please email your submissions to the editors with the title, "The Center for ELF Journal Submission".

email: celfjournal@gmail.com

Issue 4.0 Foreword:

Since its establishment in 2014, The Center for English as a Lingua Franca has aimed to provide our students with a solid ELF-aware program. In order to maintain its quality, each of us constantly reflects on our practices while developing ourselves by engaging in various research projects. This journal is intended to present the readers with our research, while also encouraging our teachers, especially those who have recently joined the profession, to develop as teacher-researchers by providing an outlet for their achievements.

This issue contains four refereed articles and a book review written by our teaching staff at different stages of their career, in addition to our annual FD & Research report by the editors.

I would like to thank our editors Brett Milliner, Travis Cote and Blagoja Dimoski for their superb editorial job as well as coordinating referees. Thanks also goes to the authors of chapters as well as the referees who have spent much time in reviewing, commenting, and making suggestions.

March 2018
Masaki Oda Ph.D.
Director, CELF

Contents

The Younger the Better:
A Study under more Sensitive Conditions

周囲のノイズに対する影響とヒアリング能力の年齢差に関する研究

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ABSTRACT

Many aspects of linguistic competence may be used as criteria to evaluate the age factor on language learning. Among those aspects, phonological perception and production may be the most important, due to its essential role in verbal communication. The purpose of this study is to investigate the age factor in phonetic perception and production. The present study is focused on three important implementations:

1. *to take a closer look at the relationship between age and phonological competence under sensitive conditions;*
2. *to evaluate a wider range between age groups instead of age groups close together (e.g., pre-pubescent & post-pubescent students)*
3. *to control for the influence of background knowledge by using a language unknown to the subjects.*

At the educational/practical level, in this study the researcher hopes to determine whether age affects auditory competence in distinguishing and producing minimal pairs at three age levels, under three different listening conditions. The age levels are 19-20 years old, the post-puberty period; 13-14 years old, the puberty period; and 4 years old, the pre-puberty period. The experiments were held (a) under normal conditions, (b) in a telephone situation, and (c) with background noise. To minimize the influence of background knowledge, the language used in materials was Turkish. All of the subjects heard Turkish for the first time. Results showed that even if no difference can be seen under normal conditions, the age groups' competence might differ under more sensitive conditions. In the telephone situation, age became a significantly effective predictor of phonological production.

KEYWORDS: Age-factor, Phonological perception, Language learning, Phonological production

1. INTRODUCTION

An early start for language learning is believed to be better. However, is it really better? Many researchers have investigated the & effects in second language learning (e.g., Burstall, 1985; Lenneberg, 1967; Snow & Hoefnagel-Hohle, 1978). Some studies suggested that late starters could catch up with earlier starters. If this is the case it might be wiser for policy makers in language education to postpone second language teaching up to the point when students' first language is more mature and stable enough to avoid the interference of the second language.

2. BACKGROUND

In 1967, Lenneberg suggested the Critical Period Hypothesis. He claimed that there is a critical period for language learning. He explains that the human brain loses its plasticity after puberty and loses its function of acquiring a new language (lateralization). Since then, however, a number of studies suggested that adults are better than children at learning a second language (L2); or older children are better than younger ones. For example, Snow and Hoefnagel-Hohle (1978) reported that older second language learners performed significantly better than younger learners.

Burstall's contrastive survey (1985) of English speakers who started learning French at the age of eight and eleven showed that older learners are consistently superior to younger learners. He found that the only exception was in the field of listening because the younger learners' scores for the listening test were higher. Cochrane (1980) evaluated the ability of Japanese children and adults to differentiate /r/ and /l/ sounds. He reported that, in terms of pronunciation, children have an advantage over adults. Higuchi et al. (1986, 1987, 1988, 1989) and Higuchi et al. (1990, 1991, 1992, 1993) found that Japanese students who started earlier were better in all four language skills: reading, writing, listening, and speaking.

Age also appears to be the most important predictor of degree of foreign accent (Flege, Yeni-Komshian & Liu, 1999; Piske, MacKay & Flege, 2001). Drawing conclusions from a comprehensive review of the literature, Long (1990) proposed that a native-like accent would be impossible unless first exposure was before six years of age, and that any individual who began learning a second language after the age of 12 would not be able to attain a native-like accent.

Some other researchers (Baker, Trofimovich, Mack & Flege, 2002; Munro, Flege & MacKay, 1996) have shown that early learners produce L2 vowels more accurately than most late learners. Thomas and Sénéchal (1998) investigated three-year-old children in their phoneme awareness of /r/ sound and its articulation. They suggested that the accuracy of the pronunciation is related to the quality of the phoneme awareness in young children. This shows that the accuracy of the L2 perception results in the accuracy of the L2 production.

Strange's study (1995) on phonological learning and development has shown that, without special training (in some cases even with special training), adults are often unable to discriminate differences in speech sounds that are not phonemic in

their native language.

Conversely, some researchers reported on the superiority of older children in the case of phonological perception. In these studies, subjects are all elementary school students and there is not much age difference. Nishio (1998) carried out a research on Japanese elementary school students' discrimination of English phonemes. As a result, 3rd/4th graders and 5th/6th graders scored significantly higher than 1st/2nd graders. Similarly, Nagai's review (2001) of Japanese elementary school students' ability to discriminate English phonemic contrasts reported that older students performed better.

In addition to the studies above, Mayo, Florentine and Buss (1997), and Lin, Cheng and Cheung (2004) tested the auditory perception of English minimal pairs with background noise. Both studies showed that age effects were salient under this condition. Without the interference of background noise, most subjects appeared to perform well enough to overcome any potential differences.

3. PURPOSE OF THIS STUDY

The purpose of this study is to investigate the age factor in phonetic perception and production. To be more specific, the present study has three important features: The researcher would like to take a closer look at the relationship between age and phonological competence under sensitive conditions; the researcher would like to include a wider range of age groups: a post-pubescent group, a pubescent group, and a group of prepubescent subjects; the researcher would like to control for background knowledge by using a language the subjects do not know at all.

A number of studies reported that there was no significant difference between the age groups and phonetic perception and production. If no difference can be seen under normal conditions, what if the conditions were more sensitive? As it is stated above, some research was carried out using background noise to make the conditions more sensitive. Also, there are some situations that are especially hard for foreign language learners. For example, it is very difficult for foreign language learners to hear and differentiate foreign words, especially in noisy situations and while listening on a telephone. To this end, this paper reports on the testing of subjects under normal conditions, in a telephone situation and with background noise. As was reported above, in many previous studies the age groups compared were very close to each other, and they did not compare young children with young adults. Moreover, very few studies have examined perception of non-native contrasts by young children.

4. SUBJECTS

There were three different age groups participating in this study - 20 preschoolers (4 years old), 37 junior high school students (13-14 years old), and 19 university students (19-20 years old). All subjects were Japanese and all reported never having studied or having listened to Turkish before.

5. MATERIALS

Turkish is the researcher's first language, and very few people in Japan know it. It was used instead of English to control for the previous language learning experience of subjects. Turkish has a variety of phonemes in its phonetic system, and the researcher has two years of experience teaching Turkish to Japanese learners and understands the phonetic characteristics of Turkish that Japanese learners generally have difficulty with (See the word pairs in Appendix A).

Questions were read by the researcher in the first and the third experiment. For the second test, questions were recorded with a high amplitude voice recorder and played with a tape player. For the third test, white noise was recorded with a high amplitude recorder and played with a tape player. All the tests were recorded with a video camera.

Listen and Differentiate test: As illustrated in Figure 1 below, the test's answer sheet for university students consisted of 10 questions with two choices,
1) 同じ (same) 2) 違う (different).

Q1	同じ	違う

Figure 1. Example of the answer format for the Listen and Differentiate test

The subjects were supposed to circle 同じ (same), if the word pairs they heard were the same; 違う (different), if the pairs were different.

A special answer sheet was given to the preschoolers. As they cannot read, this kind of written test is inappropriate. Thus, the preschoolers answered the questions verbally, and they circled the cartoon characters (see Figure 2 below). Prior to the test, the researcher explained how to take the test, and the subjects completed a series of practice questions. The preschoolers were told that this is a game, and if they manage it, they would get stickers afterwards.

Same Different

Figure 2. Example of the answer format for preschoolers taking the Listen and Differentiate test

6. PROCEDURES AND EVALUATION

6.1 Experiment I: Listening Under Normal Conditions

The researcher read each of the words and the subjects could see the researcher's mouth and tongue movement while completing the following two tasks:

(1) Listen and Differentiate test: Subjects listened to Turkish minimal pairs. The subjects were supposed to find out if the word pairs were the same or different. They were supposed to circle 同じ (same) if the pairs are the same, 違う (different) if the pairs are different. Preschoolers circled the cartoon characters as was mentioned above.

This test aimed to find out if age is an effective factor in differentiating foreign language phonological contrasts. Since none of the subjects had Turkish learning experience before, the previous learning experience was zero for all. One point was given when the subject could answer a question correctly. Full marks for Listen and Differentiate tests was 10 points.

(2) Listen and Repeat test: The subjects listened to word pairs and they were asked to repeat what they heard. Each Listen and Repeat test was staged independently between the subject and researcher.

All the Listen and Repeat tests were recorded with a video camera, which allowed the external evaluators both to hear the utterance and observe the subject's mouth and tongue movement.

The subjects were asked to repeat the utterances they heard. Each word was read twice and the subjects had to repeat the word twice. This format was decided to help the raters make a more informed assessment of speech skills. The recorded utterances were evaluated by the researcher and two external raters. All raters were Turkish teachers teaching Turkish to Japanese students at the Turkish Culture Center. Each rater's evaluation was conducted independently while watching the video recording of the test. The raters had a short practice evaluation session beforehand to conduct a more unified approach to evaluation. Each utterance was measured on a five-point scale: five points for native-like pronunciation, and one for poor pronunciation. Thus, the maximum score for a test item was five points. The average of the three raters' scores was then calculated to estimate the phonological abilities of each participant. This process of data analysis was repeated for each experiment separately.

6.2 Experiment II: In the Telephone Situation

This time, subjects performed the same tasks as Experiment I, but they listened to a tape player. Subjects listened without seeing the mouth and tongue movements of the speaker.

6.3 Experiment III: Background Noise Situation

For this test, artificial background noise, white noise was played with a tape player while the researcher read the words to the subjects. The same procedures were taken as in Experiment I and II for this third test.

7. DATA ANALYSIS AND RESULTS

7.1 Listen and Differentiate Test

First, the researcher examined whether there was a significant difference for the Listen and Differentiate test scores between the three groups under normal conditions, telephone situation and background voice situation one by one. All results were not significantly different among the three groups.

Then, the researcher compared Listen and Differentiate scores of the groups under all three conditions: normal conditions, on the telephone and under background noise.

Table 1

Descriptive statistics of the Listen and Differentiate test scores under all three conditions

	Level	Mean	Std. Deviation	N
Normal Condition	1	7.30	1.525	20
	2	7.46	1.145	37
	3	7.68	1.529	19
	Total	7.47	1.341	76
Telephone Situation	1	6.60	1.095	20
	2	6.92	1.479	37
	3	6.68	1.336	19
	Total	6.78	1.343	76
Noise Condition	1	7.10	1.334	20
	2	7.16	1.191	37
	3	7.21	1.475	19
	Total	7.16	1.286	76

Note: * Level 1: Preschool
Level 2: Junior High School
Level 3: University students

Since Mauchly's Test of Sphericity was suitable, the researcher conducted a Two-way ANOVA. The following table (Table 2) presents the results.

Table 2

Two-way ANOVA Listen and Repeat test scores under all three conditions

Source		Type III Sum of Squares	df	Mean Square	F	Sig.
Conditions	Sphericity Assumed	23.771	2	11.885	103.291	.000
	Greenhouse-Geisser	23.771	1.948	12.203	103.291	.000
	Huynh-Feldt	23.771	2.000	11.885	103.291	.000
	Lower-bound	23.771	1.000	23.771	103.291	.000
Conditions * level	Sphericity Assumed	3.920	4	.980	8.516	.000
	Greenhouse-Geisser	3.920	3.896	1.006	8.516	.000
	Huynh-Feldt	3.920	4.000	.980	8.516	.000
	Lower-bound	3.920	2.000	1.960	8.516	.000
Error (conditions)	Sphericity Assumed	16.800	146	.115		
	Greenhouse-Geisser	16.800	142.196	.118		
	Huynh-Feldt	16.800	146.000	.115		
	Lower-bound	16.800	73.000	.230		

The following are the results of the Two-way ANOVA:

1. A significant main effect of conditions was observed. The second condition (telephone situation) was much stronger than the other two conditions as all groups scored lowest in this section.
2. The Two-way ANOVA failed to produce a significant interaction between conditions and age level. (p=.814)

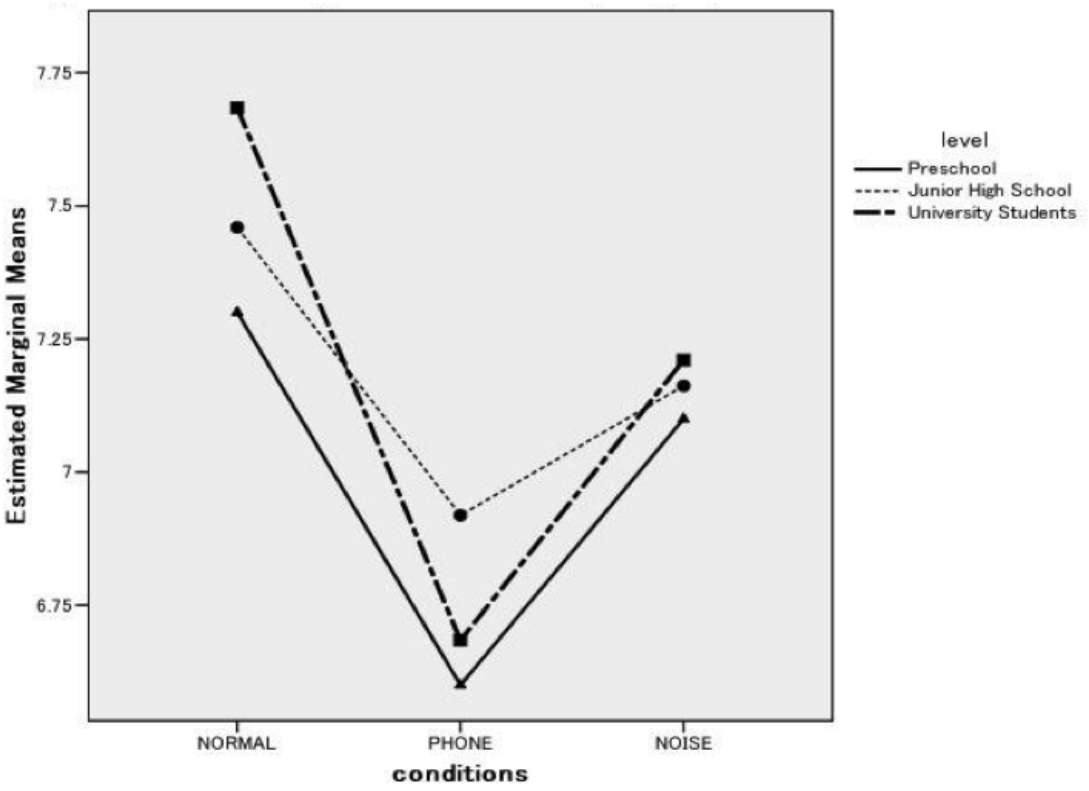

Figure 3. Listen and Differentiate test scores of the groups under all three conditions

7.2 Listen and Repeat Test

Next, the researcher examined the Listen and Repeat scores of the groups under all three conditions. Table 3 (below) reports on the descriptive statistics.

Table 3

Descriptive statistics of the Listen and Repeat test scores under all three conditions

	Level	Mean	Std. Deviation	N
Normal listen repeat	1	4.010	.4930	20
	2	3.703	.4687	37
	3	4.074	.1790	19
	Total	3.876	.4519	76
Telephone listen repeat	1	3.555	.4559	20
	2	2.976	.4816	37
	3	2.800	.2809	19
	Total	3.084	.5180	76
Background noise listen repeat	1	3.930	.8498	20
	2	3.314	.4768	37
	3	3.632	.1701	19
	Total	3.555	.6056	76

Note: * Level 1: Preschool
Level 2: Junior High School
Level 3: University students

Similar to the Listen and Differentiate analysis above, a Two-way ANOVA was was used to test for a relationship between age-group and test scores. Table 4 (below) presents the results.

Table 4
Two-way ANOVA Listen and Repeat test scores under all three conditions

Source		Type III Sum of Squares	df	Mean Square	F	Sig.
Conditions	Sphericity Assumed	23.771	2	11.885	103.291	.000
	Greenhouse-Geisser	23.771	1.948	12.203	103.291	.000
	Huynh-Feldt	23.771	2.000	11.885	103.291	.000
	Lower-bound	23.771	1.000	23.771	103.291	.000
Conditions * level	Sphericity Assumed	3.920	4	.980	8.516	.000
	Greenhouse-Geisser	3.920	3.896	1.006	8.516	.000
	Huynh-Feldt	3.920	4.000	.980	8.516	.000
	Lower-bound	3.920	2.000	1.960	8.516	.000
Error (conditions)	Sphericity Assumed	16.800	146	.115		
	Greenhouse-Geisser	16.800	142.196	.118		
	Huynh-Feldt	16.800	146.000	.115		
	Lower-bound	16.800	73.000	.230		

The statistical analysis showed:

1. A significant main effect of conditions.
2. There was a significant interaction between conditions and age levels.

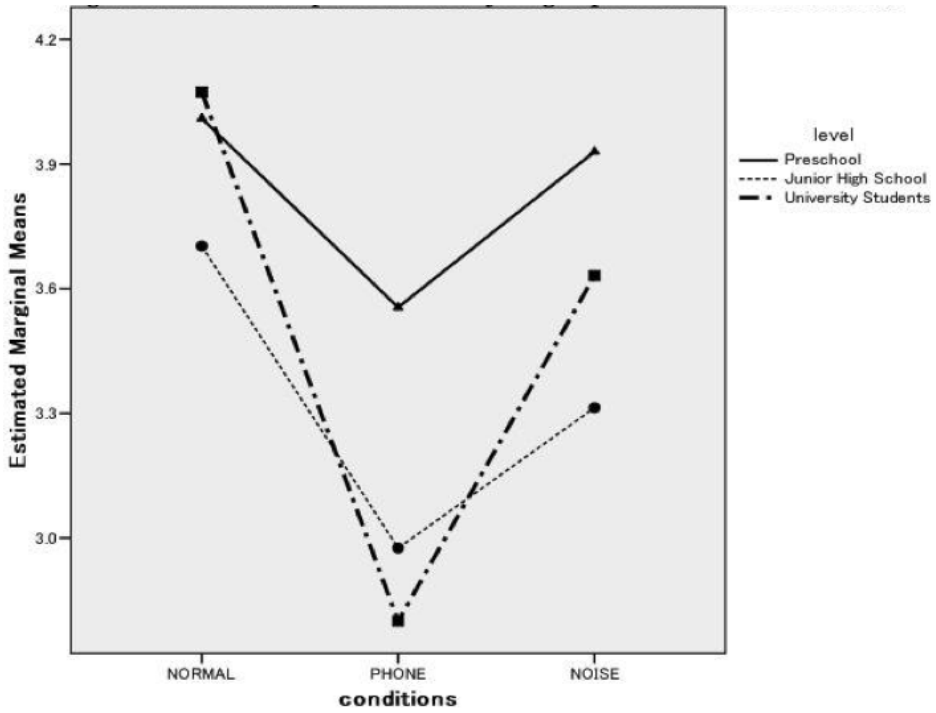

Figure 4. Listen and Repeat test scores of the groups under all three conditions

As observed in the Listen and Differentiate test above, all three groups scored their lowest scores in the second condition (telephone situation) for the the Listen and Repeat test. All three groups' performances can be ranked in the following order for both tests (from best to worst):

(1) normal condition

(2) background noise condition

(3) telephone condition

This is the result of the significant main effect of conditions. The purpose of this study was to establish whether, under more sensitive conditions, a difference in performance among the three age groups could be observed. The results for pre-school students did not change much according to the three conditions, while the junior high and university students scored quite differently. The junior high students scored 1 point lower for telephone situation and 0.5 less in the background noise test. The university students scored 1.2 points lower in the telephone test and 0.8 points less in the background noise test.

8. CONCLUSION

The purpose of this study was to investigate whether the age factor is effective in phonetic perception and production. The study started with the assumption that "Even if any difference cannot be seen under normal conditions, age groups' competence may differ when the conditions become more sensitive." Listening experiments were held under normal conditions, a telephone situation and under background

noise. Another important feature of this present study was the age groups that were measured. The researcher carried out the study with three age groups: post-puberty group, puberty group and a pre-puberty group. The third important aspect of this study was the equality of the background knowledge about the language. All subjects heard Turkish for the first time. This way, the researcher avoided the effect of previous experience.

Based on the results observed, the thesis "Even if any difference cannot be seen under normal conditions, the age groups' competence may differ when the conditions get more sensitive" has been confirmed. No statistically significant age effect was observed under normal conditions (both Listen and Differentiate and Listen and Repeat tests). Under telephone conditions, a drop off in overall performance for all three groups was observed in both tests. The poorer results are a reflection that such listening conditions were much harder than the first situation in which they were able to see the researcher's mouth and tongue movements. Nevertheless, this study found that preschoolers were more likely to produce the correct sounds under these more challenging conditions.

In the telephone situation, starting age became a significantly effective predictor of phonological production in the test.

In this study, where white noise was superimposed upon the test setting without changing any material, background noise made a difference, but it did not have as much of an adverse influence on test performance as expected. Even if subjects could not perceive the sounds properly, they had a chance to imitate the researcher's tongue and mouth movement. The results of the background noise situation for each group was between normal situation and telephone situation for all groups.

9. PEDAGOGICAL IMPLICATIONS & SUGGESTIONS FOR FURTHER RESEARCH

Some researchers stated that it is not simply age but other factors are important in language learning too. It is true that many factors affect foreign language pronunciation over a period of time such as the quality of experience, continuity over time, methods, environment and so on.

But still, we can claim that, if we talk about an ideal starting age for second language acquisition, the younger the better. As in this study all groups were exposed to Turkish language for the first time, and the preschoolers scored significantly higher than the junior high school and university students in the telephone situation and significantly better than the junior high school students in the background noise test.

It is hard to expect favorable results with a limited amount of experience and inadequate teaching supplies. Still, for the places and schools with adequate supplies and materials, we can suggest that younger students may have stronger phonological abilities. With appropriate teaching and a sufficient amount of time, second language teachers may be able to bring young learners' intuitive phonological acquisition capacities into play.

As for the future study, several points can be suggested. The aim, at the

beginning of the study was to collect data from 40 university students, 40 junior high school students and 40 preschool students. However, the researcher was only able to collect data from 19 university students, 37 junior high school students and 20 preschool students. More conclusive results may have been observed if the same amount of subjects from each age group was measured. It is also reasonable to suggest that the reliability of the results would be enhanced if a larger sample was tested. Moreover, the research might be broadened if more age ranges participate.

In this study, clear differences between group performance were only seen in the telephone situation. The test of background noise situation suggested a difference among the groups but the difference was not as clear as expected. The researcher believes that this difference will be clearer if the study is conducted under different and more sensitive conditions.

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APPENDIX A

Same/different		
1	gōz	güz
2	yem	yen
3	fasıl	fasıl
4	karın	kalın
5	sıfat	sıhhat
6	lamba	lamba
7	sıra	sıla
8	som	son
9	kızı	kuzu
10	kır	kir

Listen and repeat		
1	som	son
2	yer	yel
3	kızı	kuzu
4	sahur	savul
5	kış	kuş
6	şeh	şef
7	gōz	güz
8	kalın	karın
9	itin	için
10	kır	kış

Cultivation of Learner-Centered Intrinsic Motivation in the Japanese ELF Classroom

内発的動機付けの構築

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ABSTRACT

This paper will explore learner motivation, particularly with regards to the development of intrinsic motivation, the integrative aspect of motivation and building a broader vision as a language learner. It will explore some ways which may potentially be fruitful for the development of these motivational goals before offering some conclusions and directions for good practice in the Japanese ELF (English as a Lingua Franca) university classroom. The goal of this paper is to provide a platform upon which to base further research and empirical inquiry which can be used to develop the existing body of literature and improve classroom practice.

KEYWORDS: Motivation, ELF, Intrinsic, Integrative, Vision

1. INTRODUCTION

In my own personal opinion when learners are motivated and have a genuine and proactive desire to be in the classroom and engage with the material, the learning experience is enhanced and catalysed for all concerned. I feel the teacher-learner relationship is also improved and there can be more harmony between the two parties which can result in increased opportunities and desire for learner autonomy and input into the lessons themselves. I feel this also gives more room and curiosity to explore ad hoc learning opportunities during lessons. This article will discuss how intrinsic motivation on the learner's behalf can make the class more engaging and fun. In this paper I will explore learner motivation, particularly with regards to the development of intrinsic motivation, the integrative aspect of motivation and building a broader vision as a language learner. I will explore some ways which may potentially be fruitful for the development of these motivational goals before offering some conclusions and directions for good practice in the Japanese ELF university classroom. The main aim of this article is to form a foundation upon which to base further research and empirical inquiry which can be used to enhance the existing body of literature and improve classroom practice.

2. MOTIVATION

In this article I want to guard against the idea that motivation 'is an easy catchword that gives teachers a simple answer to the mysteries of language learning' (Brown, 2007, p. 84). As Dörnyei (1998) points out, motivation is a, 'multifaceted rather than a uniform factor and no available theory has yet managed to represent it in its total complexity' (p. 131). There are many types of motivation (which will be covered in more detail later in the paper) and, based on the quotation in the previous sentence, it is a concept which is often elusive, with regard to empirical investigation, and fluctuating and even fleeting within the confines of the classroom. However, it is a crucial element of English Language Teaching (ELT) which warrants our attention. As Dörnyei makes clear, 'motivation has been widely accepted by both teachers and researchers as one of the key factors that influence the rate and success of second/ foreign language (L2) learning' (1998, p. 117).

2.1 Intrinsic Motivation

There are two main forms of motivation, intrinsic and extrinsic, however, it must be made clear that they do not exist in isolation to each other, but each action taken will contain some influence from the two forms. Extrinsic motivation is where the driving factor is external reward, achievement, praise or material gain, punishment avoidance also includes actions taken to avoid punishment (Brown, 2007). For example, studying hard to obtain a higher TOEIC score to participate in a study abroad program or working quickly on an in-class task to be the first to secure a reward or the pride of finishing first. Intrinsic motivation is considered to be where the rewards are not external, such as money or prestige, but where the pursuit in itself is the goal, often with an additional sense of competence or self-determination (Brown, 2007). For example, studying new vocabulary or actively maintaining a vocabulary book both inside and outside of class for the self-fulfilment of one's Second Language Acquisition (SLA) goals, not necessarily because you have been explicitly instructed to by your teacher or because they will help you score more highly on a specific test. It is the latter form of motivation with which this paper is principally concerned, as, I think it is fair to say, having accrued a fair amount of experience in the tertiary education sector in Japan, this form of motivation is often sorely lacking. It is often the case that some learners do not only resist my advice to maintain a vocabulary book, but occasionally neglect even to bring paper when they attend class. Also, despite having attended English class for many years (between 6-9 years for a typical Japanese first year university student), many learners' language and motivation levels are not what they could be. An explicit focus on the cultivation of intrinsic motivation and specific class time and tasks with this in mind will help strengthen the learners intrinsic motivation and help encourage an internalized desire to succeed. As Mitchell, Myles and Marsden point out, "over the years consistent relationships have been demonstrated between language attitudes, motivation and L2 achievement, with the strongest relationships obtaining between motivation and achievement" (2013, p. 23).

2.2 The Integrative Aspect of Motivation

Gardner's research on motivation has led SLA academics to explore the integrative aspect of his theory (Gardner, 1985, 2001). In his socio-educational model he identified two kinds of motivation, the integrative and the instrumental (Gardner, 1985). He placed a great emphasis on the former and highlighted the learners' desire to communicate with or even integrate or assimilate with members of the target language. As Dörnyei clarifies, 'in broad terms, an "integrative" motivational orientation concerns a positive interpersonal/affective disposition toward the L2 group and the desire to interact with and even become similar to valued members of that community' (Dörnyei, 2003, p. 5). Gardener's research took place in Canada where English and French speakers lived side-by-side and the interpretation of his theory by the academic community, was at least initially, quite literal. Dörnyei perceptively develops the idea and states that, "in the absence of a salient L2 group in the learners' environment...the identification [with the L2 language/culture] can be generalised to the cultural and intellectual values associated with the language, as well as to the actual L2 itself" (2003, p. 5). As Ellis (1985) makes clear, "learners who are interested in the social and cultural customs of native speakers of the language they are learning are likely to be successful" (p. 11). From my experience I feel Dörnyei's more malleable and ideologically driven conception of integrativeness is more powerful. I feel that the 'ideal self' one imagines becoming, whether that is to travel the world for business or pleasure, to engage with others through social media or simply to enjoy English-speaking films and television and never actually travelling or conversing with the people directly, is a powerful motivator. As Mitchell et al. elucidate, "integrativeness...in combination with motivation has consistently shown itself to be a powerful predictor of L2 learning success" (2013, p. 23). I feel Dörnyei is right when he asserts that,

> while an L2 is a learnable school subject in that discrete elements of the communication code (e.g., grammatical rules and lexical items) can be taught explicitly, it is also socially and culturally bound, which makes language learning a deeply social event that requires the incorporation of a wide range of elements of the L2 culture. (2003, p. 4)

He and Csizer are also right when they include familiarising learners with the target language culture as part of their 'ten commandments of motivation' (1998). Once learners have been given the chance to explore the culture behind the language, this can act as a powerful driver for self-study, more personal investment may be applied to learning about the language and culture, the teachers job will be made easier and the learner's experience will be more enjoyable. I feel this can only have positive consequences for SLA.

2.3 Vision

It is also very important to acknowledge fluctuating motivation and how the concept of vision is a crucial factor in sustaining a broader, more persistent drive, which will lead to a higher chance of successful language attainment. It is important to understand that motivation does not remain constant, from day-to-day or even through the duration of one class, a learner's enthusiasm and commitment can wax and wane (Dörnyei & Skehan, 2003). Learners are influenced by a plethora of factors and they may not only be immediate concerns such as wanting to go home or being tired but also deeper psychological concerns. Dörnyei and Kubanyiova (2014) introduce the vital concept of vision which they define as the person the learner wants to become which will sustain them through troughs of inspiration and moments of self-doubt. Through my experience I have found it is so important to have a broader vision and a deeper, more personal commitment to language learning, or indeed any kind of learning, to be successful, as Dörnyei and Kubanyiova state, 'where there is a vision, there is a way' (2014, p. 2). A key responsibility of the teacher is the kindling of this vision. Whether it be through the schematic insight of learning about the culture of the L2, the eureka moment of imparting a consciousness-raising piece of knowledge or simply the passion and enthusiasm shown on a daily basis, the teacher has a responsibility to not just teach the class, but encourage a broader vision to stimulate self-learning and a desire to learn.

3. IDEAS TO CULTIVATE MOTIVATION IN THE JAPANESE ELF CLASSROOM

Having established the above aspects of motivation, intrinsic motivation, the integrative aspect of motivation and the development of a broader vision, the paper will now continue to introduce some potentially fruitful ways they can be introduced in the Japanese ELF university classroom.

3.1 The 'English Problem' in Japan and Steps to Overcome It

By the time Japanese learners enter university, they will have experienced a great deal of time in English language class (between 6-9 years for a typical Japanese first year university student), and spent many hours preparing for examinations. Perhaps for some learners, this time will have been fruitful and encouraged a genuine and proactive desire to learn and embrace English language education. However, for some, this process may have tainted their love of English and, while they will be acutely aware of how important their English and TOEIC score is to securing acceptance at a favourable university or full-time employment upon graduating, little time may have been spent in explicitly addressing how, or even if, English may be valuable in the outside world and throughout their life as a whole. As such, it could be said that, "classroom practices and examination pressures leave many students with an aversion to English, and the generally poor English communication skills among the Japanese have raised serious concern" (Sullivan & Schatz, 2009, p. 487). This has led experienced ELT professionals to question why this communicative 'English problem' exists in Japan, as Ng and Dodge remark,

"[F]ew students find it necessary to speak English well but rather, they need English to obtain good scores in standardized examinations" (2015, p. 53). As ELF teachers it must be our responsibility to arrest this and reinvigorate a more practical, relevant and accessible English. It is not our day-to-day job to dwell on the past or criticize or deconstruct why learners have not progressed in English class as perhaps they might, but to be positive, inspiring and look to foster a type of English education which will motivate them and be a part of their future. This must start with the important acceptance and acknowledgment that a university class is composed of adults who have the independence to choose to be there. I feel there is much to be said for explicitly acknowledging this simple fact and respecting this as the foundation of the class. This means not speaking down to learners or presupposing our role as teachers gives us an a priori power over them. Also, not simply stressing the virtues of the task in itself, for example, revising lexis to build their vocabulary or studying TOEIC at home to increase their score, etc. I feel it is important to strive to connect each lesson and activity with the learners' lives and experiences and make it relevant and resonate. We must engage with the learners and attempt to see the class from their eyes if we are to communicate effectively, for if we merely extol the external virtues of passing the course, or learning English as a virtue in itself we risk keeping these 'objective' goals extrinsic and they may not be internalized or 'taken to heart' by the learners. A continual effort must also be made to strive to unearth and develop individual intrinsic motivation and cultivate a broader vision and desire for learning English.

While there is limited space in this paper to cover the many practical classroom tasks which may elicit such a goal, a key example would be the use of authentic role-play based tasks which are grounded in real-life scenarios the learners may encounter in their future. For example, these could include ordering in a restaurant, checking into a hotel or attending a job interview. It is also essential that relevant and accessible cultural and schematic information is provided and elicited before and during the tasks. For example, with regards to the restaurant role play, it is not enough to consider native or inner-circle countries, cities or cuisines as examples, but to make it clear that English in an ELF context will open a great many possibilities throughout the world. Making it explicit that having the confidence to order food, a task often done multiple times a day, will give rise to the possibility for learners to broaden their travel and employment horizons, empower them with the knowledge that their language is sufficient to do such a task and potentially unearth and strengthen the three types of motivation mentioned earlier in this paper. I also make them aware that this is not a task easily achieved by me in a second language, especially in Japanese during my day-to-day life living in Tokyo. The goal here is to raise their consciousness and boost their confidence in their existing English skills. Job interview role plays are also an excellent way to illustrate how the potential of living and working abroad could be a reality. I also use myself as an example and how I have travelled extensively and taken part in the working holiday programme to live and work in five different countries. This concretizes how these are not merely in-class activities, but a potential reality. It is

vital we make English accessible and real and attempt to connect it to our learners' own lives to try to ensure it permeates outside of the classroom and integrates into their life and future as a whole. I feel the tasks and examples briefly described in this paper are a rich source for future empirical enquiry and I hope to use this as the foundation for further research.

3.2 Steps Towards a Learner-centred English as a Lingua Franca

It is important for learners to be confident in their own English and to feel empowered by it rather than being continuously corrected and reminded of a 'Japanese English' deficiency. Being exposed to native speaker models and measured against these, usually North American, schematic and linguistic norms, has its merits, for example, if the learner wishes to live or work in that native speaker society or engage with media originating there. However, I feel, it is not enough to continuously expect learners to reach for this native-speaker goal without occasionally meeting them in the middle or acknowledging their own worth. As Ng and Dodge clarify, "American English is so prevalent in the Japanese educational context that a majority of our students tended to perceive English spoken only by Americans, and thus felt their own 'Japanese English' has no communicative viability" (2015, p. 54). It is important for us as ELF professionals to denounce this myth and encourage and breathe confidence into a learner-centred form of English which places communication and intelligibility at its heart. Japanese learners often have a great, and potentially untapped, existing English repertoire in their own 'Japanese English' (sometimes referred to as 'loan words' or 'borrowed words'). For example, hanbāgu/hamburger, erebētā/elevator, hurai-pan (furaipan)/frying pan, etc. (for a great many other examples see: https://en.wikipedia.org/wiki/List_of_gairaigo_and_wasei-eigo_terms). I feel making this explicit during class raises the consciousness of learners to gain an increased sense of control over their own linguistic knowledge and how it relates to the wider world. To not view the different pronunciations as a mistake, or that one is superior while another inferior, but to teach that by altering their pronunciation a whole host of other words emerge at their disposal. This takes time, repetition and reassurance during the class, but exploring these, often ad hoc, learning opportunities gives a sense of empowerment and increases the relevance and learner-centred content of the class. It can also boost intrinsic motivation and the learners' desire to communicate and integrate with members of the ELF community when they realize that a great many words in their existing vocabulary share a similar etymology.

Another example of this is the promotion of simple, easy-to-understand language. In a recent class of mine, the learners were working in groups to describe their favourite movie (the characters/storyline, etc.) in a bid to have their group members guess the title. When eliciting examples from the class, a recent description springs to mind. A student, who was describing the movie 'Titanic', described it as a 'luxury liner'. This caused a breakdown in intelligibility, as not only was the majority of the class unfamiliar with the term, but the pronunciation was hesitant and it became clear the student had searched for it in their dictionary. While, otherwise an excellent example, with rich use of description and humour, I made an explicit point

to elicit the much more rudimentary term 'big boat'. While commending the learner on 'luxury liner' and recommending they add it to their vocabulary book, it was demonstrably not as effective as 'big boat' when it came to conveying their message to the class. It is important to raise the learners awareness of their audience and of being comfortable and confident in their 'own English'. It is not always necessary, or even helpful, to seek a more complicated or seemingly 'native-like' form of communication and it is important for learners not to automatically view this as something 'higher' or 'superior' to their, albeit linguistically limited, communication. I try to use many examples from an ELF environment in the class in a bid to make the language accessible and practical. For example, using this isolated example, I connected this to the potential, and recommended, real-life example of traveling in Vietnam and asking a local for directions to their cruise ship going to Hạ Long Bay, a link to a previous class we did about travel. The example of 'big boat' over 'luxury liner' would almost certainly be more appropriate in this context, having travelled there myself. This was a rich learning opportunity to introduce vocabulary such as 'wonders of the world' and convey my love of traveling in a bid to develop an interest in other cultures and explore the development of a vision that connects how English may practically enhance their worldview and travel possibilities in the future. It also shows the value of what they already know and, while learning new vocabulary and experimenting with new words and phrases is an important skill, they should also be proud and confident of their existing vocabulary and linguistic talents.

It is important to make an explicit connection between my suggested teaching practices and the three types of motivation I have discussed in this paper. As such, I will briefly explain the restaurant role play touched upon earlier in the paper to illustrate how developing a learner-centred ELF can aid learner motivation. However, it would form the body of a whole separate paper if I were to explain the appropriate execution of this task in its entirety, and, as stated previously, the goal of this paper is to provide the platform and imperative upon which to base further research and empirical inquiry, not to focus solely on a specific teaching method or technique. During the pre-task phase of the restaurant role-play it is crucial to elicit ideas from the class and to encourage authentic ELF examples. For example, to have learners work in groups to brainstorm and decide on a location, setting and types of food together, e.g., a tapas bar in Madrid, Pho restaurant in Ho Chi Minh City, curry house in Delhi, etc. It is then important that learners play a lead role in bolstering the task by eliciting natural, real-world language and logically anticipating the structure before I confirm it. It is important to structure the task with a concrete goal, i.e., the accurate recording on a meal order and acceptance of payment. To be effectively achieved, this needs to be built up gradually and allow for sufficient time for each student in a group to perform the task in the role of the waitress/waiter. By the end, it is satisfying to see a student standing over a table of three or four others, notepad and pencil in hand, take the order of multiple three course meals including drinks, repeat each order back to the diner for confirmation and then attempt to estimate the total cost of the order in their head before processing the payment. If they have never previously worked in the service sector, this provides a real insight into the short-term memory

skills and mental dexterity required for taking an order for a large group of people. This is, of course, made all the more challenging as it is done in their L2.

Whether a learner's vision includes using English merely to order a nice meal in various different countries around the world, or actually spend time living, working and assimilating abroad while studying or embarking on a working holiday, this task can impress the realities of these situations, and hopefully broaden horizons and open eyes to future possibilities. This is a clear example of how I use in-class tasks to promote global cultural awareness in a bid to boost learners' desire to communicate and hopefully integrate with members of ELF L2 community. Through tasks such as this, I feel it is crucial to not only teach the target language, but include authentic, and hopefully inspirational, insight into the great spectrum of ELF cultures lived throughout the world. By utilizing tasks such as this on a regular and consistent basis, it is my goal to place the learner at the centre of the ELF classroom. By granting the learner increased independence and creativity throughout their course, the goal is to stimulate intrinsic motivation which will remain and continue to empower their learner autonomy once the course has ended. The use of tasks which are based in authentic and learner-centred ELF environments act as a constant reminder of the real-world applicability of the class and, through teacher stimulus and peer-support, help to drive a broader vision to self-motivate students, not only throughout their time in university, but long into the future.

4. CONCLUSION

Motivation is a complex and inherently subjective concept which differs from person to person, fluctuates over the course of a semester, or even the duration of a single class, and can wax and wane over a longer period of time and one's life as a whole. This should be viewed as a positive and uplifting message for teachers and learners alike. For if motivation is not based on certain fixed definable variables, then, as Mitchell et al. neatly clarify, 'L2 motivation is dynamic and alterable and has a close relationship with learner identity' (2013, p. 23). This paper has explored three crucial aspects of motivation and elucidated some practical steps to how they can be unearthed and encouraged in the Japanese ELF university classroom. As Hatano points out, "the purpose of learning English in Japan has been positioned in the abstract concept of 'globalization', and students are given no opportunities to consider specific purposes for learning the language in relation to their life" (2012, p. 128-129). As ELF teachers we must go further than this. We must constantly seek to connect classroom practice with real-world applicability and adapt our approach and tasks to the classroom realities of our learners. As Kubota explains, "foreign language education that aims to foster cross-cultural understanding among global citizens must explore ways to expose the politics of cultural difference and seek non essentialist understandings of culture" (2003, p. 85). To this end, I try to use many real examples and tasks, give learners a lot of freedom to choose writing and presentation topics and allow them to vote on class activities and, consequently, prefered learning styles often multiple times during the course of a class in a bid to increase their

criticality, consciousness and learner autonomy. The more we can take responsibility for learners' motivation, appreciate everyone is motivated in different ways and that this can alter from lesson to lesson, the more fruitful, empowering and enjoyable the language learning experience will be. As such, I hope this paper will form the basis for further practical and empirical investigation in a bid to shed light on future research and improve teaching practice. It is not for research to identify cause-effect relationships, but to focus on change rather than variables (Dörnyei, 2009). It is our job to motivate and inspire this change and encourage a form of English which is accessible, practical and plays a proactive part in our learners' futures.

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Voices of Language Learners in Improvisations

教室内におけるインプロヴィゼーション考察

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ABSTRACT

This paper aims to describe how three improvisations developed by theater practitioners can be suitable for English language learners. Improvisation, which is considered a tool for actor's training, is a live performance without preparation. As Maley and Duff (2005, p. 1) stated "drama integrates language in a natural way," I posit that incorporating improvisation activities in an ELF class can encourage language learners to naturally express themselves by training them to respond to situations or scenes spontaneously. As this is a pilot study, a theater workshop introducing the improvisations was implemented both as part of my teaching method and research design. Survey results show that the three improvisations had significance in creating a communicative and collaborative ELF class. Students' response also conveyed how language learner's motivation is nurtured and sustained particularly in classroom dynamics where the teacher's role is transferred to the student. At the same time, the learners' creativity, listening, and speaking skills are enhanced in the process of improvisation that is an engaging way to practice fluency.

KEYWORDS: Improvisation, Drama, Language learning, Theater

1. INTRODUCTION

Overcoming shyness and increasing motivation among Japanese students are some of the challenges that English teachers have to deal with. Various pair and group activities such as interviews, presentations, and role-plays are considered to be incorporated in class activities that might help address these issues. English teachers with many years of teaching experience in Japan can already notice Japanese students' behavior patterns in their passive learning. As Fred Anderson (1993) observed in his research on Western language teachers in Japan, students rarely asked for clarification, seldom initiated discussion, avoided bringing up new topics and avoided challenging the instructor. These behavior patterns manifested Japanese students' shyness (Doyon, 2000) that troubled most English teachers. However, active learning exercises (Bonwell & Eison, 1991) that involve collaboration such as role-playing could be an

approach to overcome this shyness.

Role-playing is related to improvisation that was developed by Viola Spolin, the inventor of Theater Games. Using the concept of play to tap into individual creativity and self-expression, Viola Spolin conceptualized theater games which focused on stimulating creativity (Spolin, 2017; Wilson, 2016). Her work greatly contributed to the popularity of improvisation as a tool for theater training in the US in the late 1950s. Then in the 1970s, the influence of theater improvisations and drama techniques was strongly practiced in language teaching.

Maley and Duff (2005) introduced drama techniques as communication activities for language teachers. Some of their reasons for using drama in language teaching were (1) to draw upon cognitive and affective domains, thus restoring the importance of thinking as well as feeling; (2) to bring the classroom to life through focus on meaning by contextualising the language; and (3) to foster self-awareness (and awareness of others), self-esteem, and confidence through which motivation thrives. Thus, they seem to believe that drama techniques and theater improvisations may be effective to overcome shyness and increase motivation even among low-level language learners.

In Abigail Paul's (2015) interactive workshop on performative techniques in the language classroom, she outlined exercises that promote learners of non-native languages to be experimental in creating an opportunity for authentic dialogue, regardless of language level. The activities in the workshop give emphasis on group learning experience, rather than the individual to foster mindfulness and awareness of others. She affirms that collaboration, spontaneity, and humour are necessary to provide a comfortable space where language learners are encouraged to take risks and less likely to suffer if they fail in the exercises.

Theater improvisation supports a learning style where creativity and self-expression are initiated and expanded upon. This in a way, "promotes risk-taking, which is an essential element in effective language learning" (Maley & Duff, 2005, p. 2). Connecting improvisations to English as a Lingua Franca (ELF) does not limit the users to conform to the conventions of English as a Native Language (ENL) grammar and usage, but rather makes use of the actual English they are already aware of. As Seidlhofer posits:

> the creativity lies in the manner in which they draw on the abstract virtual rules underlying these actualizations to regulate their performance in real time, actualizations that often go well beyond what they have been presented with as the English that they should emulate. (2015, p. 120)

The positive effect of drama techniques also seem to be effective among ELF students in Japan. Yasuko Shiozawa (2017) of Bunkyo University reported on an experimental class entitled "English and Media" where she utilized a variety of drama techniques to explore social issues. Based on responses to pre-and-post surveys given to participants, she reported that drama techniques are not only encouraging her students to exhibit creativity but also helping them to express insights regarding social issues. A similar study was also conducted by Michael I. Dailey, an English educator with an experience working as a professional theater actor, who held a semester of drama class for English language learners. Despite the small-scale survey results of his thirteen students, it revealed a unanimous positive impact of drama activities as "emphasizing meaningful language, interactive communication, and cooperation that stimulate participation and speaking practice" (2009, p.11).

Although there have been numerous studies on the effectiveness of drama techniques in language learning, research on improvisations particularly in ELF is scarce. This led me to my research question: how effective and suitable improvisations are as supplementary activities for ELF learners. In this paper, I will introduce three improvisation activities adapted from, developed by Ana Lim (2009) and Spolin (2017), but more importantly, modified based on my experience as a theater practitioner and ELF teacher to suit a class of low-level learners of ELF.

2. METHODOLOGY

Before the workshop commenced, I asked my students if they had heard of or were familiar with theater improvisation in language learning. Since most participants were first-year students and have never been involved in theater, they did not seem to have an idea of improvisation. I, therefore, explained an overview of drama techniques and demonstrated how theater improvisation could be effective for language learners of English.

The main component of the study was a workshop of a 100-minute class or two sessions of a 50-minute class. The participants were ELF 201/202 students majoring in Agriculture and Media Design who have TOEIC scores that range from 341 to 449. They were randomly divided into groups and performed three improvisations with the same group. The goal was not only to learn English but also to emphasise creativity and collaboration in producing authentic language via drama techniques.

My colleague, who is a professional Philippine theater director, was invited to facilitate the workshops for two consecutive years in 2015 and 2016. It was also an opportunity for the students to interact with the director to use and experience ELF. Moreover, having a guest or an unfamiliar person facilitating the workshop appeared to break the class routine and create a refreshing atmosphere. While I assisted the director, I did participant-observation to examine how the students responded to the activities. The purpose of this observation was to supplement data in the survey conducted after the workshop.

Survey responses were collected from sixty-one Agriculture major students and seven Media Design students. The last part of the survey was an open question

to let the students freely write their comments and suggestions. After the workshop and collection of surveys, I initiated an open discussion to reflect on and confirm what they answered in the survey. The survey and discussion were used in measuring the opinions and attitudes of the students towards their participation in the workshop.

3. THE IMPROVISATIONS

The following improvisation games and activities were learned, passed on, and customized for this research study. I had participated in or facilitated these activities as an actor and drama teacher, but not as a language learner. As I am aware of the effectiveness of improvisation in promoting the production of natural speech, this has led me to initiate these exercises as supplementary activities for my ELF students to break the daily teaching routine, to let them overcome their shyness, and to increase their motivation.

Little preparation is necessary and no special equipment required. It is only important to have sufficient space for students to move and form in small groups. The three improvisations are all group activities that provide opportunities for English language use already learned. Participants are allowed limited use of Japanese but are strongly encouraged to use more English.

Although a professional theater director held the workshop in this study, teachers do not necessarily need to have a theater background to teach improvisations but to exude confidence in a firm yet friendly tone is an advantage. Teachers are encouraged to give helpful feedback and should not stop the students when they make mistakes so as to sustain an open and relaxed atmosphere for the participants to experience the 'flow' of theater improvisation (Maley & Duff, 2005, p. 4).

3.1 This is a/an (object)

Listening, concentration, and accuracy are the key features of this activity. Students should have any small object and make sure that no objects are the same in the group. They form a circle. If the number of students is too big, it can be divided into groups of six.

All the chants and movements are done simultaneously. First, all students hold their objects in both hands. They face the person on their left and say, "this is a (name of the object)," as they pass their objects to the next person on the left. Next, they respond, "Uh what?" to the person on their right. This chant is done twice. After which, they get the objects being passed to them and say, "oh, a/an (name of the object)!" The chant goes on until they get their object.

Student 1: This is a/an (object). (*Look at the student on the left as she/he passes the object.*)

Student 2: Uh what? (*Look at the student on the right as she/he passes the object.*)

Student 1: A/an (object). (*Look at the student on the left as she/he passes the object.*)

Student 2: Uh what? (*Look at the student on the right as she/he passes the object*.)

Student 1: A/an (object). (*Look at the student on the left as she/he passes the object*.)

Student 2: Oh a/an (object)! (*Look at the student on the right as she/he passes the object*.)

3.2 One Brain

Listening, fluency, timing, precision, and cooperation are necessary to implement this activity successfully. A group of students answers simultaneously and spontaneously when asked a question by other students in the audience. Six is the maximum number of students in the group. No one can lead the group so they have to listen carefully to what kind of sounds are being produced by everyone to be able to answer in full sentences as a group. They respond as if they are embodied as one personal identity. As the group provides information about "herself or himself," the individual's personality is gradually being revealed.

Student audience member: One brain, what is your name?

One brain: My name is Hiromi.

Student audience member: How old are you?

One brain: I am 19 years old.

3.3 One-word Story

Listening, fluency, creativity, and critical thinking skills are honed in this collaborative activity. A group of eight to ten members is formed. Each student provides a word to create a story that has a beginning, middle, and an end. The story can be any theme as long as it has coherence and grammar is in use. This activity was also recommended by Bob Kuhlan (2017) for implementing improvisation in business.

Student 1: One

Student 2: night

Student 3: a

Student 4: woman

Student 5: named…

4. FINDINGS AND DISCUSSION

A questionnaire of nine likert-style items was given to the participants to measure their understanding of theater improvisation in language learning, to evaluate the effectiveness of the facilitator's instructions, and to gauge their impressions of the workshop and its efficacy in learning English. Moreover, the questions were written both in Japanese and English. The five-point Likert items were categorised into five categories: strongly agree, agree, neutral, disagree and strongly disagree. The Likert-item survey seemed suitable to collect data because it provided the respondents more time to reflect and answer the questions.

In analyzing the results of the Likert-item survey, it is suggested that we should not rely too heavily on interpreting single items because single items are relatively unreliable (Brown 2011, p. 13). Instead the findings should be interpreted as a whole to answer the main question: how effective and suitable are the three improvisation activities as supplementary activities for an ELF class?

Table 1
Actual student response to items on theater improvisation workshop (n=68)

Item	SD	D	N	A	SA
1. I know what "Theater Improvisation in Language Learning" is.	6	11	19	22	10
2. I think the workshop activities using theatre improvisation are effective in learning English.	1	2	11	23	31
3. I understood the facilitator's instructions.	0	1	9	36	22
4. I think the workshop activities can help improve my English language skills in a natural way.	0	6	15	35	12
5. I feel more confident in using English after the workshop.	1	5	2	25	9
6. I want to do more of theater improvisations to learn English.	0	4	14	23	27
7. I think today's workshop activities were difficult.	2	14	26	19	7
8. I think today's workshop was interesting.	0	2	4	27	35

Note: SD=Strongly Disagree, D=Disagree, N=Neither Disagree nor Agree, A= Agree, SA= Strongly Agree.

Survey results in Table 1 summarize the impressions of participants as English language learners in the workshop. More than half of the participants did not understand or were unsure of theater improvisation in language learning even though the workshop facilitator provided an overview before the workshop. Theater improvisation should be explained further so the participants can fully grasp the purpose of the activities. Although some participants did not fully comprehend the

aim of the workshop, interestingly, almost eighty percent responded that they thought the workshop activities were effective ways to develop their English language (item 2). In addition, almost all respondents agreed that the workshop activities could help improve their English language skills in a natural way (item 4). In this way, half of participants were led to believe that they gained more confidence (item 5), although twenty-eight (41%) responded neutrally to this question. This suggests that confidence cannot be easily built after participating in theater improvisations activities done only once, but confidence can perhaps be gradually gained through frequent use of such activities. Students generally thought theater improvisations were difficult but nearly all yearned to be engaged in such activities because they found them interesting to learn English.

A majority of the participants understood the workshop facilitators' instructions. Inviting a professional theater artist whose first language is not English but speaks English as an official language in his home country provided an ELF atmosphere during the workshop. Students were shy at the beginning of the workshop, but later on appeared to have gained motivation and engaged with the activities in a visibly enthusiastic manner.

Table 2

Student evaluation of the enjoyment of individual activities (n=68)

Theater improvisation activities	Total student response
One-word Story	25
One Brain	23
Other Activities*	18
This is a...	2

*Note: Other activities are improvisations that are not discussed in this paper.

Table 2 shows that One-word Story and One Brain appeared to be the most enjoyable activities. Both listening and fluency activities entail collaboration to achieve a positive outcome. A couple of students commented particularly on One Brain as a difficult activity because participants have different response to the questions they are supposed to answer simultaneously as a group. However, they added that it was interesting and that they would be willing to repeat the activity.

The last part of the survey was an open question for comments or suggestions. Forty-nine students generally wrote that they enjoyed and were interested in the activities. Furthermore, some students revealed that the workshop was difficult but that it was an effective way to learn speaking English naturally and that the cooperativeness in such activities made them appropriate to an ELF learning environment. Below are samples of the students' comments in details that express their positive feedback. However, one student wrote that he or she thought theater improvisations had a connection with English learning but later on realized there was no meaning to it. Perhaps, if the facilitator had explained more clearly the purpose of

each activity, the student would find more meaning in executing the activities more effectively.

It was very difficult. My head gets caught up, but as soon as I repeat it, I will have the power to think (in) English instantly.

----Student 1

I realized that (I) was talking in my English in my own words.

----Student 2

It was fun speaking English naturally.

----Student 3

It was very difficult to match the words that we wanted to say but it was a lot of fun to cooperate.

----Student 4

Based on the learners' comments on the questionnaire, it appears that their insights can be summarized and interpreted into three main points. The first notable point is the requirement for spontaneous verbal expression that is fundamental to most of the activities, so that careful listening is a distinctive attribute to improvisation activities. This sentiment is found in Maley and Duff's (2005) commentary on drama in the language classroom. Moreover, self-expression reveals a part of their personality in each activity. Even though shy and quiet students are not actively involved, they can still benefit just by enjoying what they see or hear. The second notable point discovered in participant's responses is that they are prompted to respond immediately because improvisational theater requires a collaborative effort which makes them thrive on the responsibility of what happens during the activities. The teachers or facilitators, therefore, do not always have to lead and give instructions (Wilson, 2016). The third notable point is that overcoming the challenge of the activities becomes the fun of the activity, so motivation is imbibed in the learning process.

Based on my observation, the students, at first, were shy when the theater director started giving instructions. They appeared to listen carefully as they tried to be familiar with his way of speaking and to reply only in English as they knew that the director could not understand any Japanese word. That moment was an ELF experience for them. Laughter between the audience and performers common in all the activities created a relaxed atmosphere during the workshop. And, whenever a student made a mistake or struggled with words, the other group members voluntarily showed encouragement and support.

5. CONCLUSION AND RECOMMENDATIONS

By introducing three improvisation activities and analyzing the survey results, it is evident that ELF students benefit from theater improvisations because of the following reasons: (1) they feel that the activities have improved their confidence and fluency; (2) improvisations are suitable for ELF because they do not limit the users to conform to the ENL conventions of grammar and usage but rather make use of the actual English they are aware of; (3) theater improvisations increase their motivation since they find the activities enjoyable and interesting; (4) the collaborative activities encourage the learner to say something to someone, then she or he has to accept the situation and add to it.

Teachers can adapt and use theater improvisations as extra English activities in an ELF class. The improvisations that can be customized to the learners' proficiency level can be designed so as not to make the the students feel their lack of communicative ability. Furthermore, the activities reveal the participants' creativity and English proficiency through their spontaneous expressions of feelings and opinions. Constructive feedback from teachers and students is necessary to foster creativity and develop self-awareness and awareness of others in language use.

Since this is a pilot study, the data gathering method can be made more accurate, particularly the survey. In future iterations, perhaps neutrality should not be allowed in the Likert scale so respondents have to choose either a positive or a negative answer. Survey results have been shown to be more accurate if an even number of choices are provided such as strongly agree, agree, slightly agree, slightly disagree, disagree and strongly disagree (Brown, 2011). Furthermore, in order to provide a richer and more diverse data set for analysis, focus group discussions can be conducted on the nature of drama activities with English learners of a high proficiency level. Only three improvisations as supplementary activities prove to be effective and suitable for ELF learners in this study but introducing more activities could be explored for future research.

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Extensive Listening in the ELF Classroom with ELLLO

ELFプログラムにおける多聴の試み：ELLLOを用いたリスニング研究

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ABSTRACT

This teaching article introduces an extensive listening homework component designed around the website, ELLLO <elllo.org>, a listening training repository featuring non-native English speakers. Students were asked to self-select listening texts from the ELLLO website and complete a short listening log entry for homework. In-class listening activities also featured ELLLO texts. Along with promoting this website for developing ELF students' listening skills, the authors hope this article will prompt teachers to consider introducing non-native speaker listening texts in their ELF classrooms to promote listening fluency and more effectively illustrate English use in international settings.

KEYWORDS: Extensive listening, ELF, ELLLO, ELF listening, ELF classroom activities

1. INTRODUCTION

For English as a Lingua Franca students (hereafter ELF students) living in a more homogenous society like Japan, there are few opportunities to encounter English input outside of the classroom. To bridge this gap, teachers are introducing online media and incorporating tasks such as extensive reading into their syllabi. In an earlier volume of this journal, Magasic (2016) argued that online videos (webclips) are a welcome addition to an ELF classroom as they compliment ELF tenets and represent entertaining, stimulating and educational classroom tasks. Following on the work of Magasic, and the promotion of extensive watching by Saunders (2017) as well as Saunders and Ishimaki (2016), this teaching article also advocates the inclusion of audiovisual content in the ELF class syllabus. More specifically, the

authors will introduce a website (ELLLO) for developing ELF students' listening skills and ELF awareness. After introducing extensive listening (EL) and its value to language learners, an EL component and classroom activities utilizing the free listening website, ELLLO will be described.

1.1 Extensive Listening

Similar to extensive reading, extensive listening involves students listening to large quantities of self-selected texts at, or slightly below their linguistic level. The theoretical foundation for EL is drawn from Krashen's input hypothesis (1994) that argues language learners have to consume large quantities of comprehensible language input for the language to be acquired effectively. In EL, three core components are highlighted: (a) student selection of listening texts, which according to Lynch (2009) encourages student motivation to practice and continue practicing in their own time; (b) listening to large quantities and varieties of discourse, such as dialogic speech and different English accents (Gilliland, 2015; Renandya & Farrell, 2011; Walker, 2010); and (c) the level of the text needs to be at or below students' reading level. Following the theoretical foundation of this approach, the level of text must be prioritised, especially when the focus is listening. For many language learners, listening is significantly harder than reading as literacy training most likely preceded listening instruction. Moreover, as Waring (2010) highlighted, most students can only start to recognise specific linguistic features such as collocations and nuances of grammar and pronunciation when almost all of the words in the text are understood.

1.2 Use of Listening Logs in English Classrooms

A popular approach for incorporating EL into a class syllabus has been listening diaries or listening log components. Listening logs were defined by Gilliland (2015, p. 13) as "an ongoing assignment where students document their participation in out-of-class activities and reflect on how this involvement helped them improve their listening abilities." In her book chapter promoting the use of listening logs as a way to encourage students to engage in English study outside the classroom, Gilliland (2015) reported on intermediate and advanced English as a second language (ESL) students' perceptions of EL logs. Surveys of students who completed listening logs for several semesters revealed that the experience had encouraged them to seek out new genres of listening content. Students also reported that they were able to learn more deeply about the local culture (America) as well as improve their listening and critical thinking skills. Hubbard (2015) also reported on an online EL component he created for ESL students. Along with developing listening skills, the component aimed to promote vocabulary knowledge and the development of personal learning strategies. After EL, Hubbard observed improvements in his students' listening comprehension, reflective learning skills and a more motivated stance towards EL.

Focusing on Taiwanese university students listening to English content online, Chen (2016) reported on her students maintaining an EL diary. Reflecting on the program, Chen wrote that her students perceived the EL diary component positively, citing: gaining of new knowledge; improved listening skills; the promotion of

future study planning; and, increased self-confidence as benefits. In her conclusion, Chen noted that if the EL component is going to encourage independent learning after the course, teachers need to: establish reliable scaffolding, train students on how to use the technology, and carefully monitor students' self-selection of online texts.

1.3 Listening and the ELF Classroom

Rather than reproducing native speaker models, a number of experts in the field of ELF advocate exposing students to a broad range of English speakers and connecting them with practical activities focusing on the exchange of meaning (e.g., Björkman, 2013; Magasic, 2016; McBride, 2016; Walker, 2010; Yamada, 2015). In her book, English as a Lingua Franca, Beyza Björkman (2013, p.192) presented "the inclusion of non-native speaker accents in listening comprehension material" as the first item to prioritize when teaching an ELF informed English class. She went on to explain that non-native audio material provides practical examples of what students need to do when using English in international settings.

Exposure to listening texts featuring a range of accents has also been cited as having a positive impact on students' pronunciation skills. When teaching in a monolingual ELF context (e.g., Japan), where students have the same first language, Walker (2010) argued that communicative tasks may, in fact, be undermining students' pronunciation skills. To overcome this concern, one recommendation he gave was to expose students to a range of English accents as it encourages learners to accept variations and become better at comprehending different accents.

While experts advocate utilizing texts featuring non-native speakers, they fail to recognize the difficulty of finding appropriate texts online. Also, they do not introduce a list of specific websites for finding useful content. One suggestion was The Speech Accent Archive <http://accent.gmu.edu/> created by George Mason University (McBride, 2016; Walker, 2010). Saunders (2017) reviewed the major online video platforms over a range of measures, including ELF utility, and his report provides some assistance to teachers for finding more interesting, level-appropriate text during their busy, day-to-day teaching schedule. Similarly, if teachers opt to ask their students to select texts online, most language learners appear ill-prepared to undertake this task by themselves (Hubbard, 2015; Milliner, 2017). This issue can be observed clearly in the Japanese university context specifically, where it has been reported that students have limited digital literacies (Cote & Milliner, 2017; Gobel & Kano, 2014; Lockley & Promnitz-Hayashi, 2012; Murray & Blyth, 2011; OECD, 2015) and a lack of preparedness to study independently (Sakai & Takagi, 2009).

It was these challenges that led the authors to the language learning website, ELLLO <www.elllo.org>. In the following section, ELLLO is introduced followed by a description of how the authors incorporated ELLLO into their ELF class.

1.4 ELLLO

English Language Listening Library Online (ELLLO) is a website which provides free English listening activities. The website, created by Todd Beuckens, an English teacher based in southern Japan, contains over 2,000 listening texts. One feature that distinguishes ELLLO from other native-speaker listening resources is that the former contains video or audio featuring speakers from not only the inner-circle countries where English is spoken as a primary language by native speakers but also speakers from the outer, former British colonies, and expanding circles (Kachru, 1985). As a consequence, ELLLO provides a rich volume of authentic listening materials that enable students to experience the usage of English as a Lingua Franca.

Illustrated in Figure 1 below, along with the audiovisual content, the website presents additional listening activities. One of the biggest advantages of this site is that students or teachers can select content graded for different levels. Within the site, users can search for texts and apply filters for a theme, topic, country (accent) or activity. Texts are either audio or audio-visual and texts come in a range of discourse styles (e.g., monological and dialogical texts). Users can stream listening texts directly from the website, within the ELLLO mobile application or through the music streaming website/applications SoundCloud and the elllofriends YouTube channel. Evidenced in Figure 2, ELLLO users can simultaneously read-while-listening to a text, take a post-listening quiz (which is corrected by the website) and learn key terms or interesting language found within a text. All supplementary tools and activities are freely available as online-activities and users can download PDF worksheets connected to a specific ELLLO text.

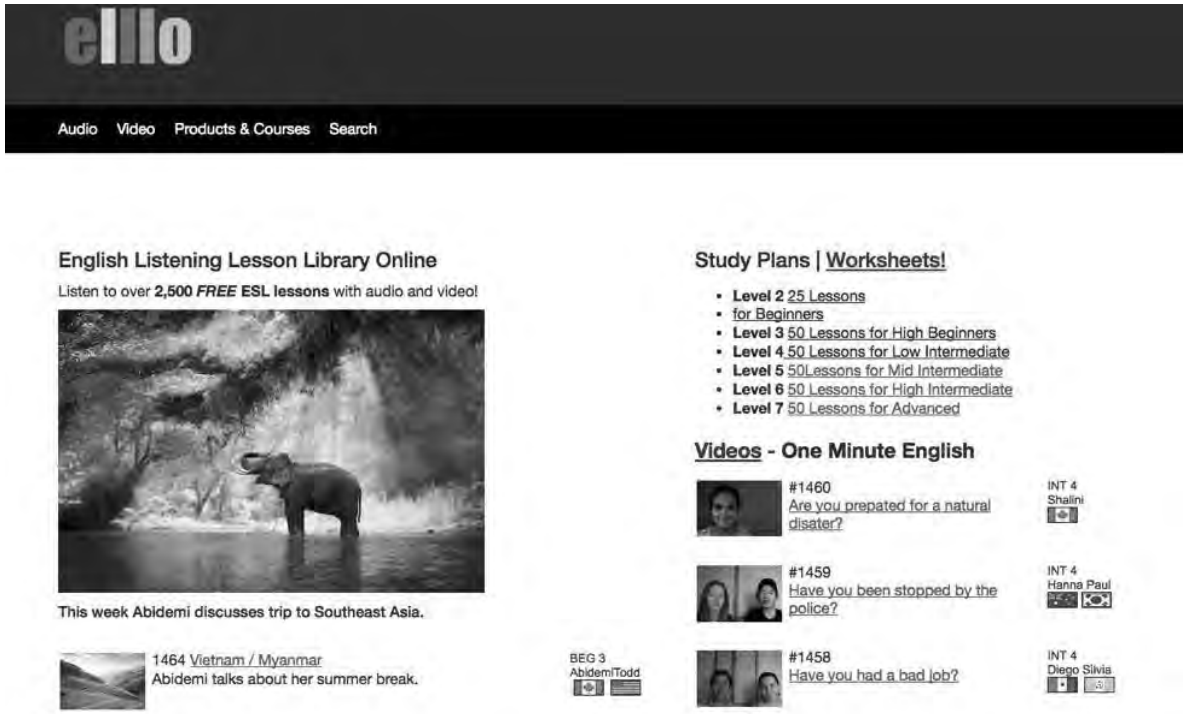


Figure 1. ELLLO landing page

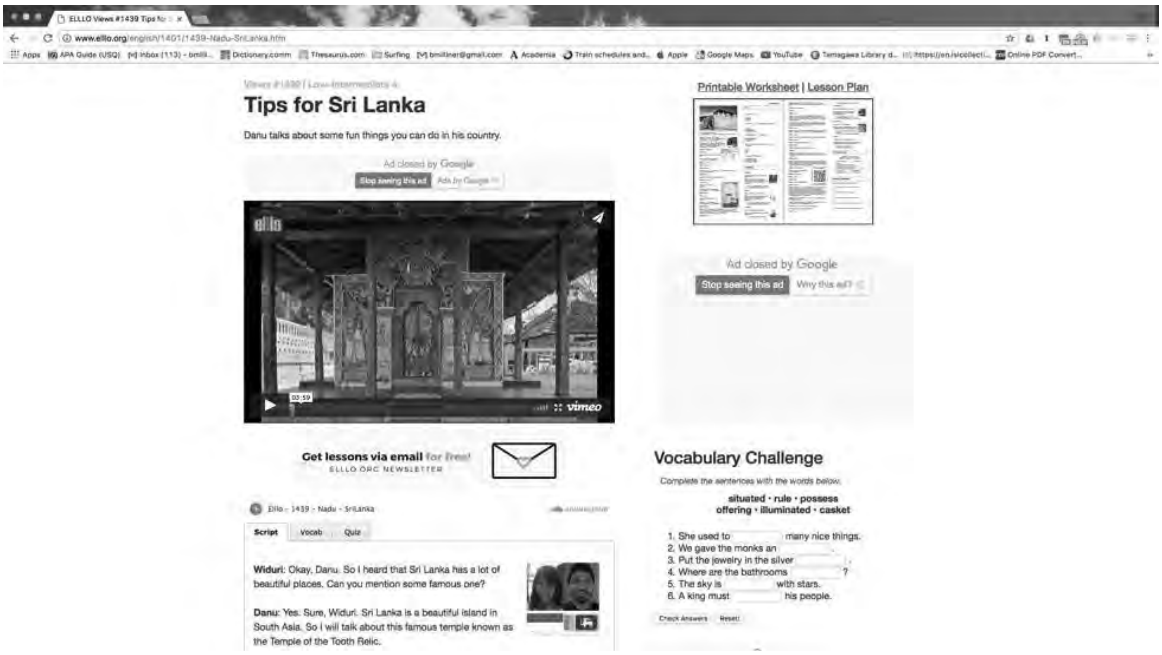


Figure 2. Example of an audiovisual text with Indonesian and Sri Lankan speakers in ELLLO

2. ELF CLASSROOM APPLICATIONS WITH ELLLO

2.1 Listening Logs

In the authors' ELF course, students were asked to select audio or video texts from ELLLO and complete an online post-listening questionnaire. Students were encouraged to complete one listening log entry a day throughout the 15-day intensive course. The listening and logging tasks would take students approximately six to ten minutes on average to complete. At the end of the course, each student's log data was reviewed to establish an EL grade (10% of overall grade).

To facilitate the log keeping process, the authors created a post-listening questionnaire in Google Forms (see Figure 3 and Appendix A). The questionnaire included ten questions relating to the listening experience. All responses were funneled into an online spreadsheet (Google Sheets) which could be accessed by the teacher and students to track progress and share interesting listening content. Even though students were free to choose whichever text they wanted to listen to, at the beginning of the course, the instructors provided training on how to (a) use the website and log effectively on a PC and smartphone, and (b) how to navigate the ELLLO site (e.g., how to find appropriate level and dialogic texts, how to search for different accents, and how to evaluate listening comprehension).

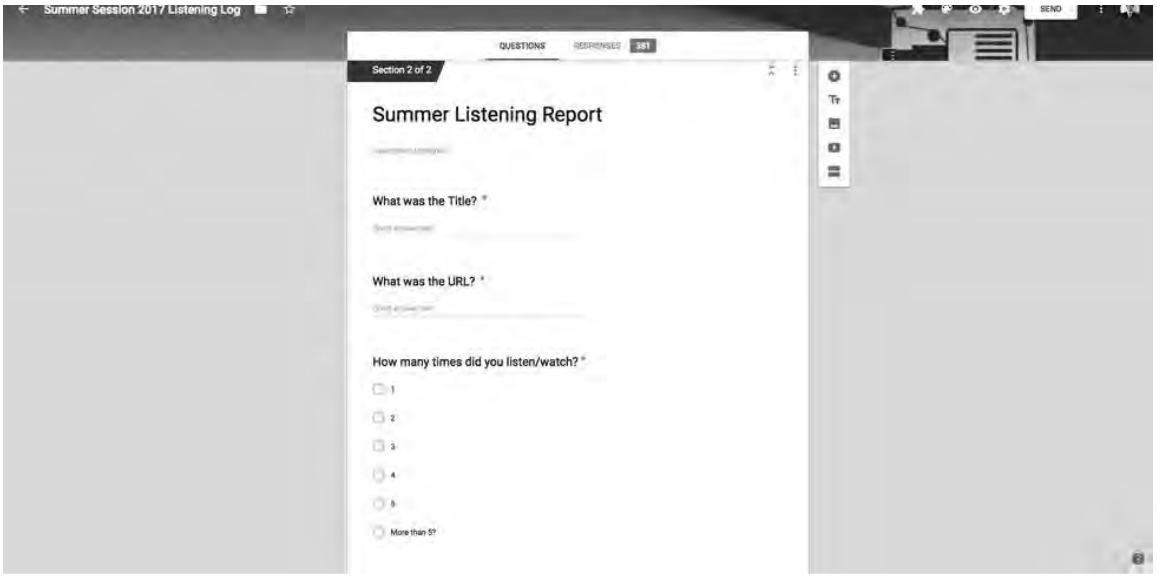


Figure 3. Example of the listening log used in this course

2.2 In-class Activities

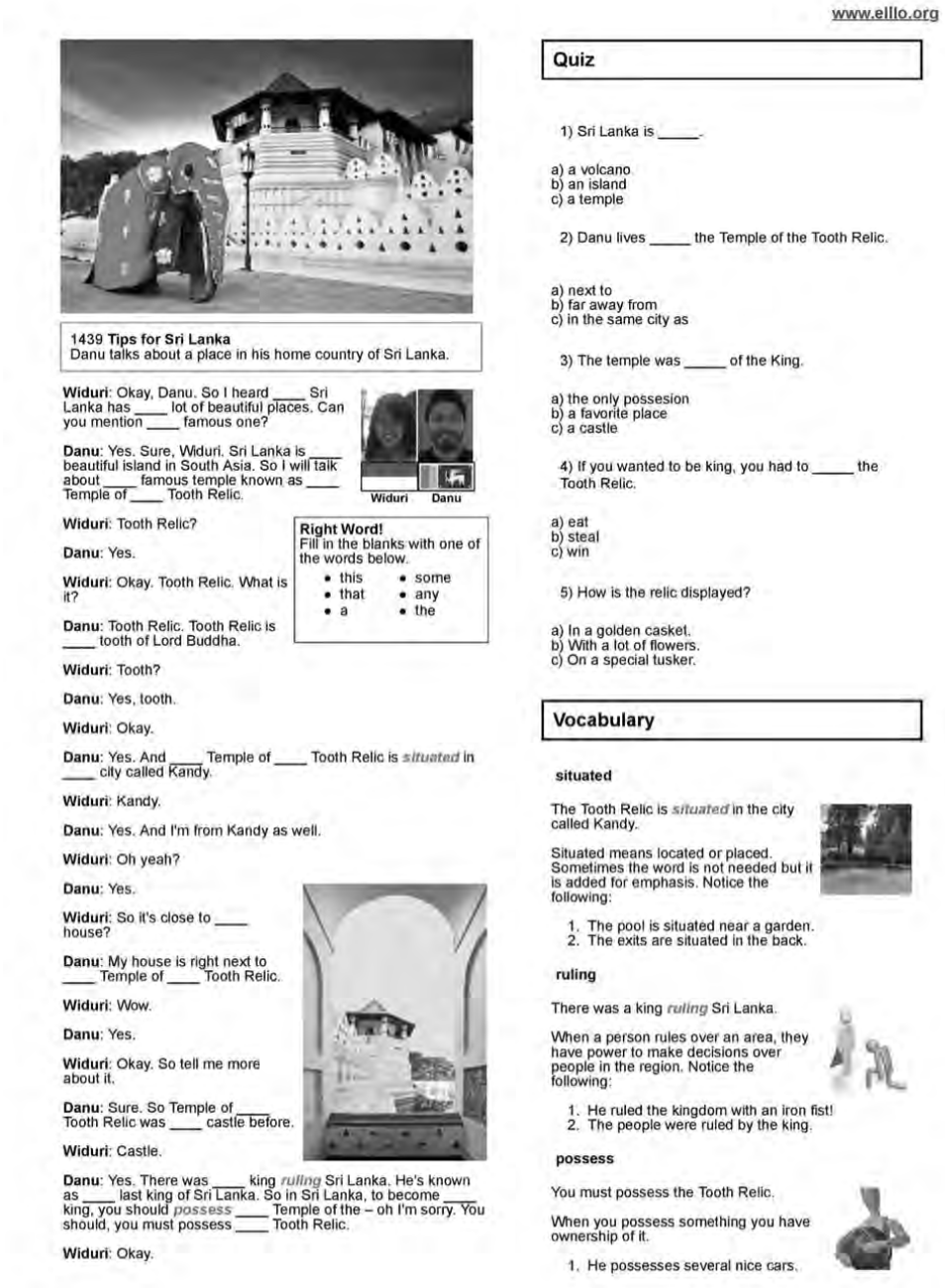
2.2.1 Technical Training

In the classroom, at the beginning of the course, the teachers first introduced the ELLLO website using a PC. The procedure lasted approximately 10-15 minutes. To accommodate students' understanding of how to navigate the website, a worksheet was provided. Students were also trained on using the website and EL log on their smartphones so students could complete their homework more efficiently. For example, students were instructed on how to create links on their smartphone's home screen to the ELLLO mobile application and online listening log (Figure 4).

Figure 4. ELLLO and listening log links found on a student's phone's home screen

2.2.2 ELLLO Worksheets

In addition to the listening log component, a number of ELLLO's downloadable worksheets featuring non-native English speakers were utilized in the classroom. Observed in Figure 5 below, ELLLO provides free, downloadable worksheets for a selection of listening texts that teachers or students can utilize for listening training. Activities include cloze exercises, speaking drills, vocabulary quizzes and vocabulary definitions. A useful addition to each worksheet is a QR code so students can quickly connect to listening texts with their smartphones.



www.elllo.org

1439 **Tips for Sri Lanka**
Danu talks about a place in his home country of Sri Lanka.

Widuri: Okay, Danu. So I heard ____ Sri Lanka has ____ lot of beautiful places. Can you mention ____ famous one?

Danu: Yes. Sure, Widuri. Sri Lanka is ____ beautiful island in South Asia. So I will talk about ____ famous temple known as ____ Temple of ____ Tooth Relic.

Widuri: Tooth Relic?

Danu: Yes.

Widuri: Okay. Tooth Relic. What is it?

Danu: Tooth Relic. Tooth Relic is ____ tooth of Lord Buddha.

Widuri: Tooth?

Danu: Yes, tooth.

Widuri: Okay.

Danu: Yes. And ____ Temple of ____ Tooth Relic is *situated* in ____ city called Kandy.

Widuri: Kandy.

Danu: Yes. And I'm from Kandy as well.

Widuri: Oh yeah?

Danu: Yes.

Widuri: So it's close to ____ house?

Danu: My house is right next to ____ Temple of ____ Tooth Relic.

Widuri: Wow.

Danu: Yes.

Widuri: Okay. So tell me more about it.

Danu: Sure. So Temple of ____ Tooth Relic was ____ castle before.

Widuri: Castle.

Danu: Yes. There was ____ king *ruling* Sri Lanka. He's known as ____ last king of Sri Lanka. So in Sri Lanka, to become ____ king, you should *possess* ____ Temple of the – oh I'm sorry. You should, you must possess ____ Tooth Relic.

Widuri: Okay.

Right Word!
Fill in the blanks with one of the words below.

- this
- that
- a
- some
- any
- the

Quiz

1) Sri Lanka is _____.

a) a volcano
b) an island
c) a temple

2) Danu lives _____ the Temple of the Tooth Relic.

a) next to
b) far away from
c) in the same city as

3) The temple was _____ of the King.

a) the only possesion
b) a favorite place
c) a castle

4) If you wanted to be king, you had to _____ the Tooth Relic.

a) eat
b) steal
c) win

5) How is the relic displayed?

a) In a golden casket.
b) With a lot of flowers.
c) On a special tusker.

Vocabulary

situated

The Tooth Relic is *situated* in the city called Kandy.

Situated means located or placed. Sometimes the word is not needed but it is added for emphasis. Notice the following:

1. The pool is situated near a garden.
2. The exits are situated in the back.

ruling

There was a king *ruling* Sri Lanka.

When a person rules over an area, they have power to make decisions over people in the region. Notice the following:

1. He ruled the kingdom with an iron fist!
2. The people were ruled by the king.

possess

You must possess the Tooth Relic.

When you possess something you have ownership of it.

1. He possesses several nice cars.

Figure 5. Example of an ELLLO worksheet

2.2.3 Other Classroom Activities

During the ELF course, some other listening tasks were incorporated by the authors using ELLLO texts. These included:

- Shadowing
- Students re-creating ad-hoc versions of the text as a speaking task.
- Bottom-up listening activities. Two warm-up type activities included asking students to listen and mark changes of intonation and making a sentence or an utterance from the text and asking students to count the number of words. (Teachers interested in bottom-up approaches should see Siegel and Siegel [2015] for a detailed explanation of bottom-up listening activities).
- Role-play

While this list reports on how the authors incorporated ELLLO in their ELF course, teachers ought to consider some of the other listening tasks for ELF students suggested by McBride (2016, p. 91) as well as Walker (2010, p. 95-96) who focuses on using listening tasks to improve pronunciation skills.

3. DISCUSSION

Correlatively to the implementation of ELLLO into the ELF classroom, Björkman (2013), mentioned her suggestions for inclusion of ELF principles within the classroom as important for "providing the learner with modern and broad-based descriptions of language" (p. 191). After implementing ELLLO in their ELF class, the authors observed that the students were motivated to listen due to the variety of topics and themes. Moreover, students appeared to enjoy the challenge of trying to comprehend different accents. According to the listening log data, a large number of students mentioned that the listening texts in ELLLO were interesting.

The listening log component described in this paper also allowed the teachers to indirectly train students to become better independent language learners. This was achieved by introducing how to use technology and online resources for language learning purposes. ELLLO allows students to practice and fulfill a variety of different tasks such as watching a video clip, listening to an interview, reading the transcript, studying vocabulary, reviewing keywords and taking quizzes. As was introduced by Kruk (2013), digital resources introduced in this way can generate a more contextualized setting than a traditional classroom environment (p. 253). Moreover, as students are only accustomed to using digital devices in limited capacities, adding ELLLO into an English lesson creates chances for students to utilize their digital skills for language learning. Moreover, as students could access ELLLO via PC or smartphone, they could study anytime anywhere, which promotes greater autonomous learning.

Magasic (2016), in addition, noted Björkman's (2013) recommendations for a more ELF informed classroom which involved the use of materials with a *variety of accents* to make an English course relevant to the ELF paradigm. ELLLO presents

a variety of Englishes shown in a wide range of communicative situations which can help raise students' ELF awareness. Having foreknowledge of the speakers' countries of origin while utilizing authentic listening materials in ELLLO prepares students to understand communication in ELF contexts where speakers have different mother tongues. Exposure to ELF communication helps learners understand that it is acceptable to speak with an intelligible accent and that encourages students to broaden their view of English as a Lingua Franca.

4. CONCLUSION AND FUTURE PLANS

Extensive listening for the ELF classroom with ELLLO represents an effort by the authors to incorporate one ELF feature into their classroom. In its current form, this was a pilot study conducted with a small class. A study involving a much larger number of students is being undertaken to observe the effectiveness of the content on ELLLO for promoting listening skills and ELF awareness. The logs considered students' listening difficulties, and hopefully, this data can be utilized to enhance teaching methods and the selection of materials which effectively foster students listening fluency for ELF contexts. Also, in a future study, students' listening abilities will be measured before and after the treatment.

We hope our paper has presented a practical solution for listening instruction in ELF classrooms and that it encourages ELF teachers to consider how they can more effectively train students to become confident users of English as a Lingua Franca.

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APPENDIX A
Listening Log

Extensive Listening Log

A log of all extensive listening tasks completed in Spring 2017

* Required

1. **What is your name?** *
Mark only one oval.

- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- Other: _____

2. **Which class' homework is this report for?** *
Mark only one oval.

- 8/1
- 8/2
- 8/4
- 8/5
- 8/7
- 8/8
- 8/10
- 8/14
- 8/17
- 8/18
- 8/21
- 8/22
- 8/23
- 9/1
- 9/2

Summer Listening Report

3. **What was the Title?** *

4. **What was the URL?** *

5. **How many times did you listen/watch?** *
Mark only one oval.

- 1
- 2
- 3
- 4
- 5
- More than 5?

6. **Was the listening monologic or dialogic?** *
Mark only one oval.

- Monologic
- Dialogic

7. **Did you use English subtitles?** *
Mark only one oval.

- No
- Yes

8. **What listening problems did you face?** *

Check all that apply.

- [ ] No listening problems
- [ ] Unknown vocabulary
- [ ] Couldn't focus on the next part because you were thinking about the previous section/words/concepts
- [ ] Couldn't chunk streams of speech
- [ ] Quickly forgot what was heard
- [ ] Could not understand the speaker(s) accent
- [ ] Could understand the words, BUT NOT the message/idea
- [ ] Could not understand the end of the story because you could not understand the introduction
- [ ] The speech was too fast
- [ ] Technological problems (e.g., video stopped, smartphone battery, file problems)
- [ ] Other: _____

9. **What did you like about this listening?** *

Check all that apply.

- [ ] The topic was interesting
- [ ] The story was easy to follow
- [ ] The speakers a accents
- [ ] The conversation was dialogic
- [ ] The conversation was monologic
- [ ] The video/pictures were interesting
- [ ] Other: _____

10. **Reflection: Why did you choose this file? Did you like the content? How were the accents? What will you do differently next time?** *

_____

_____

_____

_____

_____

Book Review
書評

“Louder than words: The new science of how the mind makes meaning”

Bergen, B. K., Basic Books (2012)

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ABSTRACT

This paper examines Benjamin K. Bergen’s book, “Louder than words: The new science of how the mind makes meaning.” Using cognitive linguistic experiments and neuropsychology, Bergen explains the action-sentence compatibility effect paradigm, that is, how the brain uses the areas that control movement to process language and create meaning. In so doing, he gives good examples of research into how the brain creates language and how this research is supported by neurobiology.

KEYWORDS: Book review, Cognitive linguistics, Neurolinguistics, ELF practices

1. STARTING POINT

Bergen (2012) states that philosophers have contemplated the interaction of thinking and language for hundreds of years. Bergen starts his book by questioning a paradigm that had been held by many philosophers for hundreds of years until the 1970’s. Until that time, theorists had held that people thought using a mental language referred to as mentalese. In the 1970’s, the idea that the meaning of words might be based in experiences began to gain approval. Put in simple terms, a word is defined by all the physical experiences a person has with the thing the word represents. For example, one might define pizza by the way it looks, tastes, smells, how it feels in one’s hand or mouth, who one eats it with, when they eat it, and where they eat it. However, there were two logical flaws with this. Bergen (2012) researches where the symbols for experience come from and what creates them.

2. ACTION-SENTENCE COMPATIBILITY EFFECT

Bergen (2012) presents the reader with the action-sentence compatibility effect paradigm and location-sentence compatibility effect paradigm. He puts forward the notion that the brain compares memories with the verb and location words of a sentence and creates a mental simulation that is compatible with those aspects of the sentence.

3. METHOD

How can you observe the mind creating meaning? According to Bergen (2012), you use high-speed cameras, buttons, knobs, a "gripasaurus" to record reactions and reaction time using computers, data analysis software and then back up your findings with functional magnetic resonance imaging. In cognitive linguistics, researchers sometimes start with an existing theory and add to it or think of a new one based on an old one, then they create experiments to test the theory using the above equipment, and then turn to neurobiology theories to interpret the results (Schumann, 2004). This is what Bergen does in his experiments.

Bergen starts by explaining both cognitive theory and the primary motor cortex. Second, he explains his and other researcher's experiments that measure the actions of the primary motor cortex by looking at reaction times using computers. Third, he analyzes the results, backs them up with mental imaging, and, finally, he interprets the results.

The brain uses grammar in real time to assemble and reassemble simulations as new lexical information is encountered. According to Bergen (2012), this is both a top down and bottom up process with both happening simultaneously and then the results are compared with world knowledge. People start incrementally with the first couple of words of a sentence but quickly create large simulations that may need to be changed as they get more information and near the end of a sentence. For one example he gives evidence that the same sentence in English and Japanese is processed differently due to the grammar of the two languages using the sentences "Nana put the egg in the fridge," and "Nana put the egg in the pan," and in Japanese "nana-ga reezooko-nonakani tamago-o ireta" and "Nana-ga furaipan-nonakani tamago-o ireta" (Nana fridge-inside egg put, and Nana pan-inside egg put).

4. BERGEN'S CRITICISMS

Like any scientific endeavor, Bergen's (2012) theories and experiments are open to criticism. Toward the end of his book, he puts forward these possible criticisms: What is simulation good for? Is it peripheral to thought or does it just happen without any connection to the thought process and therefore has no effect on creating language? Could the results of the experiments be due to fatigue or memory delay? These criticisms, if proved to be true, could make his conclusions irrelevant. In his rebuttal, Bergen presents these criticisms as obvious problems with the research.

While he does discuss interesting ways they have been tested, he says the results are inconclusive because the variables cannot be separated. He then turns to work with head trauma victims and momentarily induced brain lesions using Transcranial Magnetic Stimulation (TMS) in an effort to give further evidence of the connection between meaning and simulation (Shergill et al., 2002). He relates research in which areas of the brain associated with location are impaired using TMS, which uses a mild magnetic pulse to momentarily knock out neurons. As a result, participants lost the ability to use prepositions of location correctly (Aziz-Zaden et al., 2005). While this is a nice addition to the action-sentence effect, the location-sentence effect, he seems to side step around the criticisms by giving more evidence in support of the action-sentence effect.

5. BERGEN'S CONCLUSIONS

Bergen (2012) argues that simulation in language comprehension helps people to identify words and the sense in which they are being used. He hypothesizes that the evolutionarily newer parts of the brain that are responsible for creating and understanding language draw on the resources of older parts of the brain and use them in a new way to create simulations. Bergen believes that the work being done by himself and other researchers has gone a long way to explain the cognitive process that underlie comprehension. However, about the research into how the mind creates meaning in general, Bergen states:

> We've only just arrived at the foot of the mountain. We still don't know exactly what embodied simulations are doing, functionally, for meaning. We still don't know exactly how meaning differs when simulation differs. And, we still don't know whether we can make meaning without simulating. We don't know the answers, but we do know that these are good questions. (p. 248)

Bergen puts his research into perspective with a common caveat in neurology based research, that is, researchers do not know exactly what is happening in the brain, but he has provided a step towards that understanding and proposed important avenues of inquiry to gain a better understanding of how the mind creates meaning.

6. APPLICATION TO LANGUAGE TEACHING IN THE ELF CLASSROOM

This reviewer would put forward that teachers can use the information from Bergen's book to choose teaching methods, better understand students, and to help the students make connections with new material. According to Bergen (2012), there

is a lot of neural variation among learners. Schumann (2004) says that this is even more so among language learners past the critical period of language acquisition. Wittrock (1992) believes that the key to learning a language for students is how they generate meaning and relate new information to experiences. And, Wittrock suggests that students be taught how to do this, be given opportunities to practice, and encouragement to do it on their own. It has long been held that having students relate new lexical items to their interests and experiences generates more learning and more durable retention (Nation, 2001; Vansteenkiste, Lens & Deci, 2006; Wittrock, 1991). Looking at how individuals use experiences and simulations to create meaning, Bergen offers a neurobiological reason for this long held pedagogical practice.

Cultural norms and discourse structures may be different to some degree in different communities around the world and this can limit understanding. In the English as a Lingua Franca classroom it is important to encourage students to imagine the situations they encounter in readings, listening exercises and when communicating in English. This not only helps students to activate schemata, but, based on Bergen's book, may help their comprehension. While imagination is generally an internal process, task-based projects can be used to promote students' imagination practice and provide the teacher with some evidence that the students are in fact exercising their powers of imagination. Students could write stories to fit a dialogue, or act out dialogues or texts. Simpler exercises to scaffold up to bigger projects could be information gap activities such as pairing dialogues or texts with a scenario, scene or description of an event. These could be made even simpler for the students by using activity sheets where students make choices or fill in blanks based on a given dialogue or scene. In many ways these activities are similar to reading comprehension activities. However, as opposed to the goal of increasing comprehension, the goals are sharpening and displaying imagination, which might later lead to greater comprehension.

7. CONCLUSION

In this review, Bergen`s starting point for his research, his view of the brain, his research methods, his initial experiments, his future research, criticisms and his conclusions, all from his book, have been introduced. Also, possible ways teachers in the ELF classroom may benefit from Bergen`s neurobiological research were offered. This review gives only a superficial view of Bergen's book. While Bergen firmly places his and other researcher's theories and work in current neurobiological and neurolinguistics research, he does not provide much in the way of the historical development of this area of study. Schumann's (2004) "The neurobiology of learning" was turned to for a better understanding of its progression. How Bergen's work corresponds to other research using aspects of neurolinguistics would also be welcomed. Bergen does provide detailed explanations of his theories and research that are as informative as they are interesting.

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A report on faculty development and research at the Center for English as a Lingua Franca

ELF センター2017 FDと研究活動レポート

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ABSTRACT

In this report, the authors will describe the different faculty training and development initiatives aimed at promoting effective instruction in our ELF classes. This will be followed by a detailed report on the center's research achievements in the 2017 academic year.

KEYWORDS: ELF, Faculty development, ELF teacher training, ELF research

1. INTRODUCTION

A unique feature of the Center for English as a Lingua Franca (CELF) is our hiring policy whereby teachers need not be native English speakers. As a result, a very diverse group of 52 teachers was assembled to teach ELF classes in this campus-wide program. This diversity represents a valuable resource for faculty development as all teachers bring different cultural, educational, and first language backgrounds (e.g., Ukraine, Brazil, Korea, The Philippines, China, and Turkey). A core objective for the different faculty development lectures and workshops staged throughout the 2017 academic year was to provide a platform for CELF teachers to share ideas and improve the work they do in the ELF classroom. This paper reports on such faculty development initiatives and the academic achievements of the CELF in 2017.

2. THE 2017 CELF-ELTAMA FORUM FOR ENGLISH LANGUAGE TEACHING

On August 22nd, the 2017 CELF-ELTama Forum for English Language Teaching was held at the ELF Study Hall 2015. This joint-event attracted approximately 70

attendees with a total of fifteen talks (i.e., a plenary talk, presentations, reports, and a colloquium) (see Table 1) appearing in the CELF-section of the program.

Table 1
Summary of CELF-related talks at the 2017 CELF-ELTama Forum for English Language Teaching.

Type of Talk & *Title*	Author(s)
Plenary 1 (In English) *My transformation as an ELF practitioner: Insights from an Outer-Circle teacher*	Dr. Patrick NG (University of Niigata Prefecture)
Poster presentation (CELF Research Reports 1) *Teacher identity in ELF: Filipino English language teachers in Japan*	Tricia Okada
Poster presentation (CELF Research Reports 1) *Online testing for learner feedback and development*	Blair Barr & Brett Milliner
Poster presentation (CELF Research Reports 1) *A structured approach to develop strategic competence in ELF learning*	Blagoja Dimoski
Presentation (CELF Research Reports 2) *Recasting the rift between ELF and ELT*	Jesse Hsu & Paul McBride
Presentation (CELF Research Reports 2) *Evidencing the intersubjective experience of seeing: A case of medical reasoning in surgical operations*	Satomi Kuroshima
CELF Colloquium (Follow-up of the 10th Anniversary Conference of English as a Lingua Franca in Helsinki, Finland) *CELF colloquium on ELF communication strategies*	Yuri Jody Yujobo, Tricia Okada, Mitsuko Imai, Blagoja Dimoski, Ethel Ogane, (CELF, Tamagawa University) & Takanori Sato (Sophia University)
Presentation (CELF Concurrent Sessions) *Managing classroom activities with Quizlet*	Blair Barr
Presentation (CELF Concurrent Sessions) *Report on the CELF Tutor Service*	Travis Cote & Andrew Leichsenring
Presentation (CELF Concurrent Sessions) *Using on-line games and cartoon videos to introduce spelling and grammar*	Yu-Ling Chen (Kato) (K-12 IB Programme)
Presentation (CELF Concurrent Sessions) *English skills and national power: Japanese students' perspectives on linguistic imperialism*	Shigeko Shimazu
Presentation (CELF Concurrent Sessions) *The benefits of using a 'Leader-Led Discussion' task and how it can be implemented in the ELF classroom*	Richard John Marsh
Presentation (CELF Concurrent Sessions) *M-Reader in the Center for English as a Lingua Franca*	Brett Milliner & Kensaku Ishimaki

Presentation (Report) *CELF Report*	Paul McBride, Brett Milliner, & Blagoja Dimoski

The 2017 CELF-ELTama Forum for English Language Teaching was made possible through the collaborative efforts of the CELF and ELTama, a group of current students (i.e., prospective English teachers) and alumni (i.e., former graduates who are now English teachers) from the Graduate School of Humanities at Tamagawa University.

Figure 1. Plenary speaker Dr Patrick NG, from the University of Niigata Prefecture, at the 2017 CELF-ELTama Forum for English Language Teaching. Retrieved from http://www.tamagawa.ac.jp/celf/news/detail_002.html

By combining the CELF Forum and ELTama, our aim was to attract and enable a diverse group of language teaching professionals to share and discuss a wide spectrum of contemporary research and classroom practices relating to ELF and English language teaching at large.

Figure 2. Blair Barr's presentation during the CELF Concurrent Sessions. Retrieved from http://www.tamagawa.ac.jp/celf/news/detail_002.html

The event also provided a valuable opportunity for CELF faculty to showcase their various research achievements and discuss future directions with fellow researchers and members from the general public.

Figure 3. CELF faculty giving the CELF Report in the Tamago Lounge. Retrieved from http://www.tamagawa.ac.jp/celf/news/detail_002.html

3. LOCAL ELF WORKSHOPS & TRAINING FOR CELF TEACHERS

Throughout the academic year, the CELF staged a number of informal training and workshop events for teachers. Most events were held at the end of the work day between 17:00 and 19:00. A short report for each event is provided below.

3.1 ELF Teacher Orientation

Two weeks prior to the commencement of 2017 classes, an ELF faculty orientation was staged on March 27th. An orientation session for new ELF faculty was staged in the morning (10:00~12:00) before a general briefing about class management and operations for all ELF teachers in the afternoon (13:00~14:30). After the general briefing, all teachers participated in a series of parallel discussions. These sessions, led by full-time faculty focused on:

- Blackboard, UNITAMA & e-learning
- Research activities
- Extensive reading
- Teaching & textbooks
- Evaluation & assessment

After the meeting, teachers toured the ELF Study Hall 2015 and other areas of interest on the university campus.

Figure 4. Professor and Center Chair, Dr Masaki Oda welcomes teachers during the CELF teacher orientation

3.2 Blackboard CMS Training

As all teaching resources and administrative information for CELF classes are

hosted on the university's Blackboard course management system (CMS), the CELF focussed on training faculty to actively utilize this learning portal. The CELF staged two workshops at the start of spring semester (April 17th and 18th) and fall semester (October 9th and 10th), which focussed on managing classroom assignments, student assessment, and blended learning. Milliner and Cote (2018) published their evaluation of CELF teachers' adoption and perceptions of the Blackboard system. Their report revealed that although most teachers had a positive perception of the Blackboard system and that they were willingly using it in their ELF classes, usage log data highlighted that teachers tended to use the system in limited or unsophisticated capacities. To be more specific, teachers only used Blackboard for basic administrative functions (e.g., accessing textbook materials and creating class announcements) rather than practical applications that could promote student's use of English outside of the classroom (e.g., online quizzes, blogs, vlogs, embedded media, and online discussions). Moving forward, Blackboard trainings need to promote more sophisticated approaches to using the CMS and provide practical examples of how Blackboard can be used to augment instruction in ELF courses.

3.3 ELF Pedagogy Workshops

Continuing the center's work raising awareness and understanding of ELF-informed pedagogy, a variety of ELF-informed pedagogy workshops were staged in 2017.

3.3.1 ELF Assessment Workshop - May 29th and 30th, 2017

Paul McBride, Blagoja Dimoski and Brett Milliner led a lecture and discussion event concerning assessment for ELF classes. Issues covered in these sessions included overall assessment in ELF classes, how to conduct speaking assessments, and how to better use the ELF Center's speaking and writing assessment rubrics.

Figure 5. Discussions during the ELF assessment workshop in May 2017. Retrieved from http://www.tamagawa.ac.jp/celf/news/detail_002.html

3.3.2 Informal Discussion for CELF Teachers - December 6th and 8th, 2017

Paul McBride and Brett Milliner led informal discussion sessions focussed on the sharing of teaching ideas and any issues relating to the the ELF classroom. Some of the issues discussed included dealing with less motivated students, designs for effective group work, and the creative use of textbooks.

Figure 6. Participants at the informal discussion for CELF teachers on December 8th, 2017. Retrieved from http://www.tamagawa.ac.jp/celf/news/detail_002.html

3.3.3 Campus-wide University FD/SD Training Day - February 22nd, 2018

Tricia Okada facilitated a two-hour workshop for full-time faculty and visitors entitled Introduction to Gender in Japanese Society. Participants learned a variety of terms relating to gender, such as queer and LGBTQ, and they developed an understanding of some contemporary issues relating to gender in Japan.

Figure 7. Tricia Okada leading the campus-wide faculty development workshop on February 22nd, 2018

3.4 Guest Speakers and Visiting Scholars

The center welcomed a couple of prominent scholars in the field of language education in 2017.

3.4.1 Dr Stefanie Pillai, University of Malaya - Reconciling the local features of English pronunciation in the classroom- November 15, 2017

Dr Stefanie Pillai led an invited lecture in which she shared her research in teaching pronunciation and her experiences leading a number of English programs for the school and university sectors in Malaysia. In light of the changing face of English teaching and assessment approaches in Japan, Dr Pillai's first-hand report on the Malaysian context proved to be an important point for discussion between participants following her talk.

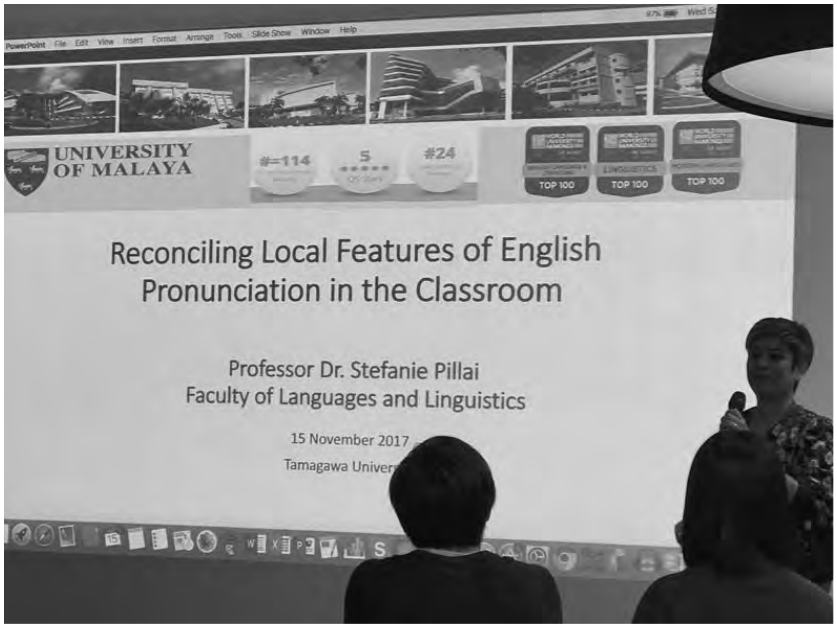

Figure 8. Dr Stefanie Pillai presents at the CELF on November 15th, 2017

Figure 9. Dr Stefanie Pillai with CELF faculty on November 15th, 2017

3.4.2 Charles Robertson (Aoyama Gakuin University) - L2 Writing in an ELF context- September 25th, 2017

Following up on his Center for ELF Journal article (Robertson, 2017), Charles Robertson, L2 writing specialist and leader of Aoyama Gakuin University's writing support service, shared some of his experience leading L2 writing programs. Writing evaluation, the utilization of the CELF's tutor service for writing support, and ideas for level-appropriate writing tasks made up the focus of this workshop.

Figure 10. Charles Robertson leads a writing workshop with CELF teachers on September 25, 2017. Retrieved from http://www.tamagawa.ac.jp/celf/news/detail_002.html

3.4.3 Professional Development Visit to the CELF by Colleagues from Aichi University - October 20, 2017

Three scholars from Aichi University observed ELF classes and met with our staff for discussions about ELF-related teaching and learning practices. Their visit marked an exciting opportunity to engage in professional conversations with colleagues from the teaching profession, and the CELF looks forward to having more informative exchanges in the future.

Figure 11. Simon Sanada, Laura Kusaka, and Daniel Devolin (Aichi University) visit the CELF on October 20, 2017. Retrieved from http://www.tamagawa.ac.jp/celf/news/detail_003.html

3.4.3 Dr. Satomi Kuroshima, Tamagawa University University - An introduction to conversation analysis (CA)- November 20 & 21, 2017

After describing a short history of CA, Dr Kuroshima led the group through an analysis of conversation scripts. The talk concluded with a discussion on how CA could be applied in the ELF classroom and how CA could contribute to research in ELF.

Figure 12. Dr Satomi Kuroshima leading her workshop on November 20, 2017. Retrieved from http://www.tamagawa.ac.jp/celf/news/detail_002.html

4. CELF RESEARCH ACHIEVEMENTS

CELF faculty were active researchers who contributed extensively to the ongoing expansion of academic knowledge and classroom pedagogy in 2017. In this section, details which illustrate the breadth and scope of their achievements in academic research, both domestically and abroad, are described below.

4.1 Academic Presentations

In the 2017 academic year, faculty of the CELF presented their research on the domestic and international academic stage on fifty-two separate occasions, covering a multitude of themes at events that are highly respected in academia. Further information pertaining to these presentations is given in the following sections.

4.1.1 Domestic Presentations

In all, thirty domestic presentations consisting of an invited talk, several symposiums (including one plenary), numerous paper presentations, a poster presentation, workshop, forum, colloquium, and panel discussion were made by

faculty members of the CELF at national and local conferences and chapters as well as other similar-type events (see Table 2). Of particular note, Dr Masaki Oda was both an invited speaker and participant of a plenary symposium at the JACET 56th International Convention in Tokyo. Additionally, Paul McBride was chair and panelist for a symposium, also at the JACET 56th International Convention, while Brett Milliner was a discussion panelist at JALT CALL 2017 in Matsuyama.

The CELF also values collaborative research, not only amongst colleagues with the same affiliation but also with non-affiliated researchers. This is evidenced by CELF faculty's extensive involvement in collaborative research projects with scholars from outside of Tamagawa University. These included collaborations with researchers affiliated with the following esteemed institutions: Bunkyo University, Kanda University of International Studies, Kansai Gaidai College, Kansai Gaidai University, Keio University, National Institute for Advanced Industrial Science and Technology, Rikkyo University, Seitoku University, Sophia University, Tokai University, Tokyo Medical University, and Toyo University.

Table 2
Summary of CELF faculty's domestic presentations (n=30)

Location	Type, Title, & *Event*	Author(s)
Nagoya	Presentation Paradigm Shifting in Asian Englishes: Promoting an ELF Mindset in Japan *JALT Toyohashi*	Tricia Okada
Tokyo	Presentation Pedagogical implications of ELF for EAP writing instruction *The Ninth Symposium on Writing Centers in Asia*	Charlie Robertson & Paul McBride
Tokyo	Presentation An ELF-oriented approach to EAP writing instruction *JACET Kanto ESP SIG Meeting*	Paul McBride & Charlie Robertson
Tokyo	Presentation A Post-EFL approach to the management of English language programs *JACET ELF SIG*	Masaki Oda
Matsuyama	Presentation Reading-while-listening to graded reader audiobooks on mobile devices *JALT CALL 2017*	Brett Milliner
Matsuyama	Panel Discussion Computer-assisted language testing *JALT CALL 2017*	Brett Milliner

Fukuoka	Invited talk 多文化組織としての大学英語教育プログラム *JACET Kyushu・Okinawa Branch Meeting*	Masaki Oda
Tokyo	Presentation Researching learning and teaching modalities and its impact on active language learning *Global Active Learning Summit*	Yuri Jody Yujobo & Rasami Chaikul
Tokyo	Presentation The effects of reading while listening to graded reader audiobooks: An experimental study *ER World Congress*	Brett Milliner
Tokyo	Presentation Lessons from Cambodia: Initiatives for implementing service-learning in ELF teaching and learning *JACET 56th International Convention*	Blagoja Dimoski, Yuri Jody Yujobo, Tricia Okada, & Ethel Ogane
Tokyo	Presentation Japanese university students and ICT skills: preparing for study abroad *JACET 56th International Convention*	Brett Milliner & Travis Cote
Tokyo	Presentation Valid and feasible rating scales for integrated-skills diagnostic assessment *JACET 56th International Convention*	Rasami Chaikul, Kei Miyazaki (Tokai University), Kahoko Matsumoto (Tokai University), & Yasuko Ito (Kanda University of International Studies)
Tokyo	Symposium Ideological Inhibitors of ELF pedagogy. In Bringing ELF into the classroom: Pedagogical and ideological considerations *JACET 56th International Convention*	Paul McBride
Tokyo	Presentation Assisting ELF students to become self-regulating learners *JACET 56th International Convention*	Mitsuko Imai
Tokyo	Symposium English language programs in Japanese higher education: Towards the development of ELF-aware programs *JACET 56th International Convention*	Masaki Oda, Ayako Suzuki (Tamagawa University), Nobuyuki Hino (Osaka University), James D'Angelo (Chukyo University)

Tokyo	Plenary Symposium ELF as a stepping stone for Intercultural Understanding: What can institutions do? *JACET 56th International Convention*	Masaki Oda, Phyllis Chew (National Institute of Education, Singapore), Joo-Kyung Park (Hannam University, Korea)
Sapporo	Presentation Preservice teachers' development of a sense of professional identity & belonging in a school community *International Conference on Education, Psychology, and Learning*	Andrew Leichsenring
Osaka	Presentation The influence of parenthood and mature-age on preservice teachers' professional identity development and relationships *International Conference on Psychology, Language and Teaching*	Andrew Leichsenring
Osaka	Presentation The development of preservice teachers' philosophy of teaching through a school-based immersion pathway *International Conference on Education and Social Science*	Andrew Leichsenring
Tokyo	Teachers' Training Workshop The 10th Summer Workshop on Testing and Assessment: Integrated-skills Teaching and Assessment *JACET Testing SIG*	Nakamura Yuji (Keio University), Matsumoto Kahoko (Tokai University), Miyazaki Kei (Tokai University), Tsuchihira Taiko (Seitoku University), Ito Yasuko (Kanda University of International Studies), Tomoyasu Akiyama (Bunkyo University), Kimura Kazumi (Keio University) & Rasami Chaikul

Osaka	Presentation The use of connectives in Japanese-English bilingual children's elicited narratives *The Japan Association of Sociolinguistic Science*	Yuri Jody Yujobo, Satomi Mori (Rikkyo University), & Yuki Nagai (Rikkyo University)
Tsukuba	Poster Presentation Paradox: Globalized learning and non-global minds *JALT National*	Yuri Jody Yujobo
Tsukuba	Presentation Extensive listening with graded reader audiobooks *JALT National*	Brett Milliner
Tsukuba	Forum Training language learners for extensive listening online *JALT National*	Brett Milliner, Paul Raine (Keio University), Steven Brooks (Toyo University), & Josh Wilson (Kansai Gaidai University)
Tsukuba	Presentation Bilingual education by Japanese parents *JALT National*	Mitsuko Imai
Tokyo	Colloquium CELF colloquium on ELF communication strategies *2017 CELF-ELTama Forum for English Language Teaching*	Yuri Jody Yujobo, Tricia Okada, Mitsuko Imai, Blagoja Dimoski, Ethel Ogane, & Takanori Sato (Sophia University)
Yokohama	Presentation DIY listening tests with Google apps *Yokohama JALT Myshare 2017*	Brett Milliner
Tokyo	Presentation Inferred emotions: Representing perspectives in a group meeting *90th Annual Meeting, The Japanese Sociological Society (JSS)*	Satomi Kuroshima

Nagoya	Presentation Medical professional - civil volunteer communication for the disaster medical relief *22nd Japanese Association for Disaster Medicine Annual Meeting*（第22回日本集団災害医学会総会・学術集会）	Satomi Kuroshima, Michie Kawashima (Kansai Gaidai College), Ikushi Yoda (National Institute for Advanced Industrial Science and Technology), & Shoichi Ohta (Tokyo Medical University)
Hokkaido	Presentation English as a Lingua Franca (ELF) awareness: Learning English from a Thai English teacher *Universal Academic Cluster International Winter Conference in Hokkaido*	Rasami Chaikul

4.1.2 International Presentations

During the 2017 academic year, faculty of the CELF presented their individual and collaborative research projects to international audiences in numerous locations around the world, including in Europe, Asia, Oceania, and North America. In total, twenty-two international presentations were made during this period (see Table 3). Among them, Dr Masaki Oda appeared as featured speaker, keynote speaker, and invited lecturer on several occasions in Asian countries. Additionally, two other members of CELF faculty presented their grant-funded research projects; namely, Dr Satomi Kuroshima at the Intersubjectivity in Action Conference 2017 in Finland, and Yuri Jody Yujobo at the International Symposium on Bilingualism in Ireland as well as the Second Language Research Forum (SLRF) and the 42nd Annual Boston University Conference on Language Development (BUCLD), with the latter two both being in the United States of America.

Table 3

Summary of CELF faculty's international presentations (n=22)

Location	Type, Title, & *Event*	Author(s)
Helsinki, Finland	Presentation Evidencing the intersubjective experience of seeing: A case of medical reasoning in surgical operations *Intersubjectivity in Action Conference 2017*	Satomi Kuroshima & Yukio Oshiro (Tsukuba University)
Helsinki, Finland	Presentation Communication strategies in collaborative interactions: an ELF-informed analysis of elementary-level learner discourse *10th International Conference of English as a Lingua Franca*	Takanori Sato (Sophia University), Tricia Okada , Yuri Jody Yujobo, & Ethel Ogane
Limerick, Ireland	Poster session Referential topic management in the two languages in Japanese-English bilingual children: Cross-linguistic influence in narratives (Kakenhi) *ISB11 (International Symposium on Bilingualism)*	Yuri Jody Yujobo, Satomi Mori (Rikkyo University), & Yuki Nagai (Rikkyo University)
Limerick, Ireland	Poster session Bilingual education by Japanese parents *ISB11 (International Symposium on Bilingualism)*	Mitsuko Imai
Helsinki, Finland	Presentation Recasting the rift between ELF and ELT *10th International Conference of English as a Lingua Franca*	Jesse Hsu & Paul McBride
Helsinki, Finland	Poster Presentation A structured approach to develop strategic competence in ELF learning *10th International Conference of English as a Lingua Franca*	Blagoja Dimoski
Seoul, Korea	Featured Speaker Look what they are doing!: Legitimating language policy in education *KATE2017 International Conference*	Masaki Oda
Westerville, Ohio, USA	Invited Panel Six years after the Fukushima nuclear disaster- practices for informing and receiving internal exposure test results: Normalization of inferable results *13th Conference of the International Institute for Ethnomethodology and Conversation Analysis (IIEMCA)*	Satomi Kuroshima, Natsuho Iwata (National Graduate Institute for Policy Studies), & Masafumi Sunaga (Rikkyo University)

San Francisco, USA	Presentation Digital literacies in the Japanese university context: Preparing for a study abroad program *The XVIIIth International CALL Research Conference*	Travis Cote & Brett Milliner
San Francisco, USA	Presentation Using online extensive listening to promote language input in an EFL context *The XVIIIth International CALL Research Conference*	Brett Milliner
Yogyakarta, Indonesia	Presentation When ELF meets BELF: The development of business communication and deeper learning into ELF-informed curriculum *Asia TEFL/TEFLIN*	Yuri Jody Yujobo
Wollongong, Australia	Presentation Remaking non-places: Representations of nature strip gardens in Australian news media *International Systemic Functional Linguistics Congress 2017*	Jesse Hsu
Yogyakarta, Indonesia	Symposium ELF-informed writing pedagogy. In M. Oda (Chair) ELF-informed writing pedagogy: Innovative or inappropriate? *Asia TEFL/TEFLIN*	Paul McBride
Seoul, Korea	Presentation After the curtain call: The migration experience of transpinay entertainers in Japan *Inter-Asia Cultural Studies Society International Conference 2017*	Tricia Okada
Montreal, Canada	Presentation Explaining test results: Practices for demonstrating the interpretation of measurement data *112th Annual Meeting, American Sociological Association (ASA)*	Satomi Kuroshima
Surabaya, Indonesia	Keynote Speaker English language programs in post-native speakerism era *ICONELT 2017*	Masaki Oda
Surabaya, Indonesia	Invited Lecture Designing a research project: A beginner's guide *Invited Lecture at UIN Sunan Ampel*	Masaki Oda

Gresik, Indonesia	Keynote Speaker English for what?: Teaching and learning English at Japanese schools *ELT Seminar: Creativity and Innovation in Classroom English Teaching*	Masaki Oda
Surabaya, Indonesia	Invited Lecture Native speakerism in ELT and the role of mass media *Invited Lecture at Nahdatul Ulama University of Surabaya (UNUSA)*	Masaki Oda
Columbus, Ohio, USA	Presentation Referential expressions in the narratives of Japanese-English school-age simultaneous bilinguals *Second Language Research Forum (SLRF)*	Yuri Jody Yujobo, Satomi Mori (Rikkyo University), & Yuki Nagai (Rikkyo University)
Boston, MA, USA	Poster presentation Cross-linguistic influence in the use of referring expressions in school-age Japanese-English simultaneous bilinguals *42nd Annual Boston University Conference on Language Development (BUCLD)*	Yuri Jody Yujobo, Satomi Mori (Rikkyo University), & Yuki Nagai (Rikkyo University)
San Francisco, CA, USA	Dissertation Workshop The gender performance in the mobility of *transpinay* entertainers in Japan *Gender and Sexuality in Japan*	Tricia Okada

4.2 Academic Publications

There was a major increase in the number of publications by CELF faculty in the 2017 academic year (see Table 4). More specifically, there were over twice as many publications (i.e., n=29) in 2017 compared to the previous year (i.e., n=14; see Milliner & Dimoski, 2017). As has always been the case, the majority of publications were peer-reviewed, appearing in books (as chapters), journals, conference proceedings, and in other forms. The CELF wishes to highlight Dr Masaki Oda's article (Chapter) entitled *Collaboration and Collaborative Practices* and congratulate him on its publication in the prestigious The TESOL Encyclopedia of English Language Teaching. As with academic presentations, many other publications were the result of CELF faculty working in collaboration with colleagues from both within and outside of Tamagawa University.

This year, our list also includes a doctoral thesis by Dr Andrew Leichsenring entitled *The development of preservice teachers' professional practice and identity through immersion in a school community*, which he completed through Queensland University of Technology in Brisbane, Australia. We offer our sincere congratulations to Andrew on this momentous achievement.

Table 4

Summary of publications by CELF faculty (n=29)

Type (◯=Peer-reviewed) & Reference	Author(s)
Article (◯) Leichsenring, A. (2017). Japanese learner preferences for varieties of English and oral assessment, *Journal of Asia TEFL, 14*(1), 179-188. doi.org/10.18823/asiatefl.2017.14.1.13.179	Andrew Leichsenring
Article (◯) Leichsenring, A. (2017). Classroom-based strategies on improving speaking and listening skills through the voices of Japanese learners. *The Center for ELF Journal, 3,* 11-20. Retrieved from http://www.tamagawa.ac.jp/celf/research/pdf/celf_journal_final3.pdf	Andrew Leichsenring
Article (◯) Milliner, B., & Barr, B. (2017). Computer-assisted language tests for the English classroom: Blackboard® tests and Google Forms. *The Center for English as a Lingua Franca Journal, 3,* 67-79. Retrieved from http://www.tamagawa.ac.jp/celf/research/pdf/celf_journal_final3.pdf	Brett Milliner & Blair Barr
Article Ishimaki, K., & Milliner, B. (2017). M-Reader in the Center for English as a Lingua Franca. *The Center for English as a Lingua Franca Journal, 3,* 87-92. Retrieved from http://www.tamagawa.ac.jp/celf/research/pdf/celf_journal_final3.pdf	Brett Milliner & Ken Ishimaki
Article Cote, T., Dimoski, B., & Leichsenring, A. (2017). Report of the Center for English as a Lingua Franca tutor service. *The Center for English as a Lingua Franca Journal, 3,* 93-97. Retrieved from http://www.tamagawa.ac.jp/celf/research/pdf/celf_journal_final3.pdf	Travis Cote, Blagoja Dimoski & Andrew Leichsenring
Article Yujobo, Y. J., Hsu, J., Chaikul, R., & Leichsenring, A. (2017). New learning and teaching modalities: The reinvented learning spaces at ELF Study Hall 2015, Tamagawa University. *The Center for English as a Lingua Franca Journal, 3,* 80-86. Retrieved from http://www.tamagawa.ac.jp/celf/research/pdf/celf_journal_final3.pdf	Yuri Jody Yujobo, Jesse Hsu, Rasami Chaikul & Andrew Leichsenring
Article Milliner, B., & Dimoski, B. (2017). A report on faculty development and research at the Center for English as a Lingua Franca. *The Center for English as a Lingua Franca Journal, 3,* 98-115. Retrieved from http://www.tamagawa.ac.jp/celf/research/pdf/celf_journal_final3.pdf	Brett Milliner & Blagoja Dimoski

Article (◯) Oda, M. (2017). CELF reflection: A journey to the establishment of a university ELF program. *JACET ELF SIG Journal, 1,* 3-17. Retrieved from https://www.academia.edu/32219207/CELF_Reflection_A_Journey_to_the_Establishment_of_a_University_ELF_Program_1	Masaki Oda
Article (Chapter) (◯) Oda, M. (2017). Native speakerism and the roles of mass media in ELT. In J. Matinez Agudo (Ed.), *Native and Non-Native Teachers in English Language Classrooms. Professional Challenges and Teacher Education* (pp. 99-116). Berlin, Boston: De Gruyter Mouton. Retrieved from https://www.degruyter.com/viewbooktoc/product/468790	Masaki Oda
Article (◯) Milliner, B. (2017). One year of extensive reading on smartphones: A report. *The JALT CALL Journal, 13*(1), 49-58. Retrieved from http://journal.jaltcall.org/articles/13_1_Milliner.pdf	Brett Milliner
Article Cote, T., & Milliner, B. (2017). Digital literacies in the Japanese university context: preparing for a study abroad program. In J. Colpaert, A. Aerts, R. Kern & M. Kaiser (Eds.), *CALL in Context Proceedings* (pp. 183-190). Berkeley: University of California.	Travis Cote & Brett Milliner
Article Milliner, B. (2017). Using online extensive listening to promote language input in an EFL setting. In J. Colpaert, A. Aerts, R. Kern & M. Kaiser (Eds.), *CALL in Context Proceedings* (pp. 575-581). Berkeley: University of California.	Brett Milliner
Article (Chapter) (◯) Milliner, B., & Cote, T. (2018). Faculty adoption, application and perceptions of a CMS in a university English language program. In B. Zou and M. Thomas (Eds.), *Integrating Technology Into Contemporary Language Learning and Teaching* (pp.161-175). Hershey PA: IGI Global.	Brett Milliner & Travis Cote
Article Dimoski, B., & Leichsenring, A. (2017). Learner perceptions of good teacher attributes: Japan and other Asian contexts. In: *IAFOR Dubai 2017, Educating for Change, East Meets West: Innovation and Discovery*. [online] Nagoya: The International Academic Forum, pp.23-42. Retrieved from http://papers.iafor.org/wp-content/uploads/conference-proceedings/IICLL/IICLLDubai2017_proceedings.pdf	Blagoja Dimoski & Andrew Leichsenring

Article (○) Zheng, D., Schmidt, M., Hu, Y., Liu, M., & Hsu, J. (2017). Eco-dialogical learning and translanguaging in open-ended 3D virtual learning environments: Where place, time, and objects matter. *Australasian Journal of Educational Technology, 33*(5), 107-122. doi.org/10.14742/ajet.2909	DP Zheng (University of Hawaii), M Schmidt (University of Cincinnati), Y Hu (University of Vermont), M Liu (University of Hawaii), & Jesse Hsu
Article (○) Leichsenring, A. (2017). Positive teacher attributes through the eyes of the learner: In Japan and a wider Asian context. In *The Asian Conference on Education and International Development* (Official Conference Proceedings), Kobe, 327-344. Retrieved from http://papers.iafor.org/wp-content/uploads/conference-proceedings/ACEID/ACEID2017_proceedings.pdf	Andrew Leichsenring
Doctoral Thesis (○) Leichsenring, Andrew R. (2017). The development of preservice teachers' professional practice and identity through immersion in a school community. PhD thesis, Queensland University of Technology. Retrieved from https://eprints.qut.edu.au/109489/	Andrew Leichsenring
Article (○) Leichsenring, A., & Dimoski. B. (2017). Japanese learner perceptions on the making of a good teacher. In W. Feng, P. Lin & D. Tay (Eds.), *Rethinking ELT in higher education: Proceedings of the 11th international symposium on teaching at tertiary level* (pp. 254-271). Hong Kong: The Hong Kong Polytechnic University.	Andrew Leichsenring & Blagoja Dimoski
Article (○) Leichsenring, A. (2017). The influence of parenthood and mature-age on preservice teachers' professional identity development and relationships. *International Journal of Management and Applied Science, 3*(11), 51-54. Retrieved from http://www.iraj.in/journal/journal_file/journal_pdf/14-424-151738099751-54.pdf	Andrew Leichsenring
Article (○) Leichsenring, A. (2017). The development of preservice teachers' philosophy of teaching through a school-based immersion pathway. *International Journal of Management and Applied Science, 3*(11), 37-42. Retrieved from http://www.iraj.in/journal/journal_file/journal_pdf/14-424-151688077237-42.pdf	Andrew Leichsenring
Article (○) Mishina-Mori, S., Nagai, Y., & Yujobo, Y.J. (2017). The use of connectives in Japanese-English bilingual children's elicited narratives. *The 40th Japanese Association of Sociolinguistic Sciences Conference Proceedings*. International Academic Publishing Co, 134-137.	Satomi Mishina-Mori (Rikkyo University), Yuki Nagai (Rikkyo University), & Yuri Jody Yujobo

Article (◯) Mishina-Mori, S., Nagai, Y., & Yujobo, Y.J. (2018). Referent introduction and maintenance in the English narratives of monolingual and bilingual children. *Intercultural Communication Review, 16,* 5-16.	Satomi Mishina-Mori (Rikkyo University), Yuki Nagai (Rikkyo University), & Yuri Jody Yujobo
Foreword Milliner, B., & Cote, T. (2017). Foreword to special issue Tech@ Tamagawa. *Accents Asia, 9*(2), i-ii. Retrieved from http://www.issues.accentsasia.org/issues/9-2/Milliner_and_Cote.pdf	Brett Milliner & Travis Cote
Article (◯) Milliner, B. (2017). Five online resources for extensive listening in the Japanese EFL classroom. *Accents Asia, 9*(2), 1-10. Retrieved from http://www.issues.accentsasia.org/issues/9-2/Milliner_and_Cote.pdf	Brett Milliner
Article (◯) Cote, T., & Milliner, B. (2017). Preparing Japanese students' digital literacy for study abroad: Is more training needed? *The JALT CALL Journal, 13*(3), 187-197. Retrieved from http://journal.jaltcall.org/articles/13_3_Cote.pdf	Travis Cote & Brett Milliner
Article (◯) Milliner, B. (2017). Love your part-time teachers: Five supportive steps full-time faculty could take. *OnCUE Journal, 10*(3), 172-177. Retrieved from http://jaltcue.org/current_issue	Brett Milliner
Article Sunaga, M., & Kuroshima, S. (2017). Practices for explaining the test results of internal exposure to radioactive materials,『社会学研究科年報』24号，pp. 7-18.	Masafumi Sunaga (St. Paul University) & Satomi Kuroshima
Article (◯) Kawashima, M., Yoda, I., Kuroshima, S., Ota, S., & Yukioka, T., (2017). Interdisciplinary study for effective triage using Sociology and Engineering. *Japanese Journal of Disaster Medicine, 22,* 189-198.	Michie Kawashima (Kansai Gaidai College), Ikushi Yoda (National Institute of Advanced Industrial Science & Technology), Satomi Kuroshima, Shoichi Ota (Keisen Clinic), & Tetsuo Yukioka (Tokyo Medical University)
Article (Chapter) (◯) Oda, M (2018). Collaboration and collaborative practices. In John I. Liontas (Ed.), *The TESOL Encyclopedia of English Language Teaching, First Edition,* (pp.1-6). doi:10.1002/9781118784235.eelt0011	Masaki Oda

4.3 Contributions to Academic Societies

There was also a modest increase in the number of contributions CELF faculty made to academic societies throughout the 2017 academic year. Faculty members of the CELF held twenty-four voluntary positions (compare to nineteen in 2016; see Milliner & Dimoski, 2017) in various, both domestic and international, academic societies and their affiliates, making contributions in a variety of roles and capacities including board member, committee member, director, editor, reviewer, treasurer, vice president, and many more (see Table 5).

Table 5

Summary of contributions by CELF faculty to academic societies (n=24)

Society	Position	Name
Asia TEFL	Vice President for Membership	Masaki Oda
JACET	Director of Academic Affairs	Masaki Oda
Journal of Language and Identity in Education	Editorial Board Member	Masaki Oda
Critical Inquiry of Language Studies	Reviewer	Masaki Oda
Asian Englishes	Reviewer	Masaki Oda
AILA Language Policy Research Network	Advisory Committee Member	Masaki Oda
TEFLIN Journal	Reviewer	Masaki Oda
Lingua Pedagogia (Universitas Negeri Yogyakarta)	Editorial Board Member	Masaki Oda
JACET Kanto Journal	Journal Editor	Paul McBride
JACET ELF SIG	Contributor to SIG Website	Paul McBride
JACET Kanto Journal	Journal Editor	Mitsuko Imai
JALT Post Conference Publication	Copy Editor	Andrew Leichsenring
JALT The Language Teacher	Copy Editor	Andrew Leichsenring
The IAFOR Journal of Education	Reviewer	Andrew Leichsenring
Cambridge University Press	Textbook Advisory Panel Member	Andrew Leichsenring
JALT Yokohama	Publications Co-Chair	Travis Cote
Accents Asia Journal	Special Issue Co-Editor	Travis Cote
JALT Yokohama	Treasurer	Brett Milliner
JALT CALL	Treasurer	Brett Milliner
JALT Journal	Reviewer	Brett Milliner
JALT Yokohama	Publications Co-Chair	Brett Milliner
Accents Asia Journal	Special Issue Co-Editor	Brett Milliner
The Journal of Extensive Reading	Copy Editor	Brett Milliner
Intersubjectivity in Action Conference 2017	Scientific Committee Member	Satomi Kuroshima

4.4 Research Grants Received by CELF Faculty

Currently, two members of CELF faculty are involved separately, as co-investigators, in a total of three research projects funded by Grants-in-Aid for Scientific Research (types A & C) through the Japan Society for the Promotion of Science (JSPS) (see Table 6). Yuri Jody Yujobo is involved in an ongoing project on researching cross-linguistic influences on Japanese-English bilingual narratives. Dr Satomi Kuroshima, on the other hand, is involved in two ongoing projects, one on the practical reasoning by returning residents after the disastrous accident at Fukushima Daiichi Nuclear power plant, and the other on the public corpus building of naturally-occurring interactions in various contexts.

Table 6

Summary of research grants received by CELF faculty

Grant	Type	Length	Project	Recipient
JSPS Kakenhi	Grants-in Aid for Scientific Research (C)	04-04-2016~03-31-2019	同時バイリンガルナラティヴにおける言語間相互作用の	Yuri Jody Yujobo (Co-Investigator)
JSPS Kakenhi	Grant-in-Aid for Scientific Research (C)	04-01-2017~03-31-2020	原発避難からの帰還地域における希望と不安の社会論理	Satomi Kuroshima (Co-investigator)
JSPS Kakenhi	Grant-in-Aid for Scientific Research (A)	04-01-2017~03-31-2021	日常場面と特定場面の日本語会話コーパスの構築と言語・相互行為研究の新展開	Satomi Kuroshima (Co-investigator)

5. CONCLUDING REMARKS AND PLANS FOR 2018

In this report, we have described the different faculty development lectures and workshops staged throughout the 2017 academic year. We hope that these initiatives have helped our diverse faculty share ideas and grow as teaching professionals. The CELF is also very proud of the many academic achievements in 2017. In particular the increase of published research is a clear illustration that the center is nurturing a very energetic group of researchers.

In 2018, we are planning to merge the ELF curriculum more closely with ELF-informed practices and research. We are also looking forward to welcoming more distinguished scholars and working hard to raise the center's research profile further.

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