

2019 April
Volume 5
ISSN 2189-0463

ELF

The Center for English as a Lingua Franca Journal

玉川大学

What is ELF? Introductory Questions and Answers for
ELT Professionals

Reconceptualizing 'Global Jinzai' from a (B)ELF Perspective

How 'Leader-Led Discussion' Task can be Effectively Used in a Japanese
University Setting and Provide a Productive Method of Assessment

Three Bottom-up Listening Training Ideas for the
English as a Lingua Franca Classroom

CELFD & Research Report

CONTENTS

The Center for ELF Journal

Issue Editors: Brett Milliner and Travis Cote

Reviewers:

Paul McBride

Mitsuko Imai

Tricia Okada

Blagoja Dimoski

Satomi Kuroshima

Andrew Leichsenring

Simeon Flowers

Angelo Magasic

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@tamagawa.ac.jp

Issue 5.0 Foreword:

CELF is completing its fifth year. During the 2018-2019 academic year, our faculty members have successfully accumulated their research records through publications, conference presentations, invited talks as well as JSPS Kakenhi grants, in addition to their day-to-day teaching activities.

This volume features an article by Dr. Tomokazu Ishikawa co-authored with Professor Jennifer Jenkins (University of Southampton). Professor Jenkins is one of the key figures of ELF research and her ideas have significantly influenced the foundation of CELF. Therefore, it is a great honor to have her article in this volume.

The remaining three articles (Jody Yujobo, Richard Marsh, Blagoja Dimoski & Brett Milliner) are based on classroom experience in our program. I am sure that classroom teachers will benefit from them.

Our annual FD & Research Report compiled by Rasami Chaikul and Brett Milliner is growing this year. I am particularly pleased that a number of our full-time faculty members have received the JSPS Kakenhi grant, and some of them have been invited to give a talk at other institutions. In addition, we had an excellent lineup of FD seminars.

I would like to thank CELF faculty members and administrative staff for their productive academic year.

Masaki Oda, Ph.D.

Director

CELF

Contents

What is ELF? Introductory Questions and Answers for ELT Professionals

1

Tomokazu Ishikawa & Jennifer Jenkins

Reconceptualizing 'Global Jinzai' from a (B)ELF Perspective

11

Yuri Jody Yujobo

How 'Leader-Led Discussion' Task can be Effectively Used in a Japanese University Setting and Provide a Productive Method of Assessment

23

Richard Marsh

Three Bottom-up Listening Training Ideas for the English as a Lingua Franca Classroom

36

Blagoja Dimoski & Brett Milliner

CELFD & Research Report

54

Rasami Chaikul & Brett Milliner

What is ELF? Introductory Questions and Answers for ELT Professionals

ELFとは何か?
英語教員のための入門的問答

Tomokazu Ishikawa, 石川 友和

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

Jennifer Jenkins, ジェニファー・ジェンキンス

Centre for Global Englishes, University of Southampton, UK
J.Jenkins@soton.ac.uk

ABSTRACT

ELF has become a popular research field in Applied Linguistics. But what is ELF in the first place? As the field continues growing and attracting an increasing amount of research, it is a good time to review where we are now with a focus on English Language Teaching.

KEYWORDS: ELF, English as a Multilingua Franca, English Language Teaching

1. INTRODUCTION

This volume is published in spring, and we aim to do, as it were, a little ‘spring cleaning’ for ELF and its pedagogy. After all, ELF is often subject to uninformed criticism (see e.g., various references in Ishikawa, 2015), sometimes regarded as promoting a new international variety, and other times as allowing anything to go (e.g., Jenkins, 2018). Neither is, of course, far from the truth. At the same time, it may be hard to say that ELF researchers are free of all responsibility for unjustified criticism. We admit that ELF enquiry has been exploratory in nature, developing rather fast, and never intended to constitute a monolithic, rigid paradigm. Unfortunately (or fortunately from our point of view!), it is highly likely that our field continues to grow further, seeing that any attempt to understand communication in this complex, globalised world would always be partial and incomplete.

In order to carry out the proposed ‘spring cleaning’, the present paper answers fourteen questions which we come across recurrently. Certainly, this short piece of

writing can never be a comprehensive review. ELF is a major, transdisciplinary field in the first place, and our foregrounding of pedagogy towards the end of this paper inevitably backgrounds discussion of other domains. Even so, it is our hope that the answers below somehow help English Language Teaching (ELT) professionals, especially those who are new to ELF, when they reflect on the subject they teach.

2. QUESTIONS AND ANSWERS

Q1. How did ELF research start?

During the 1980s, a British teacher of English (called Jennifer Jenkins) noticed that her students tended not to use the rules they learnt in her English as a Foreign Language (EFL) classrooms for the purpose of communicating effectively among themselves (see Jenkins, 2012). It seemed to her that when misunderstanding did occur, the cause often derived from pronunciation. This observation led her to produce the first-ever empirical publication on ELF (Jenkins, 1996a), which was swiftly followed by another publication in which the phenomenon was named ‘ELF’ for the first time (Jenkins, 1996b). Prior to this, she had conducted a five-year project which was then turned into Jenkins (2000), the first monograph on ELF.

Q2. What was the embryo stage of ELF enquiry like?

Thanks to the related field called world Englishes,¹ which is concerned with national varieties of English along with their dialects and sociolects, people have come to recognise, for instance, Singaporean, Indian, Kenyan, and Nigerian Englishes as established varieties in addition to traditional ‘vernaculars’ like British English (Ishikawa, 2016; Jenkins, 2017). At the earliest stage, ELF researchers wondered whether Japanese people’s English, for example, might also be conceptualised to be an international variety without official or second language status. In addition, it was hypostatised that there might be shared features across diverse English use in the world which would facilitate meaning making in a full range of domains (e.g., zero marking of 3rd person present singular –s, and countable use of nouns that are uncountable in ‘native’ Englishes), and thus of pedagogic importance (e.g., Seidlhofer, 2001). In fact, Jenkins (2000) provides such features in phonology, termed phonological Lingua Franca Core (LFC). At the same time, she detects the use of this LFC highly depending on interlocutors. More precisely, her empirical evidence demonstrates that what is crucial for mutual understanding is the pragmatic strategy of accommodation, i.e., adapting and adjusting language to specific interactants in a given situation.²

1 As an umbrella term, Global Englishes refers to both research fields of world Englishes and ELF (Jenkins, 2015a).

2 Other and more specific pragmatic strategies identified thus far (e.g. Pietikäinen, 2018) include clarification questions (e.g. “who?”); incomprehension tokens (e.g. “hmm?”); repeating (e.g. “this is our second try” – “second try?”) and self-repeating; paraphrasing (e.g. “you mean ...?”) and self-paraphrasing; code-switching; discourse organisation (e.g. “what I want to say now is ...”); and confirmation checks (e.g. “sure?”).

Q3. Is ELF concerned with international varieties of English?

This proposition is inaccurate. In reference to large-scale corpora, such as VOICE (Seidlhofer, 2004) and ELFA (Mauranen, 2003),³ ELF researchers have found ELF communication to be so dynamic and fluid that the concept of ‘variety’ is not applicable. Meanwhile, despite misconceptions, the LFC refers exclusively to pronunciation, not to any other linguistic levels, and in any case, is not a variety. Accordingly, the field of ELF quickly moved from variety-oriented enquiry and form-centred studies. Indeed, neither is part of contemporary ELF discourse (Baker & Jenkins, 2015). This is not to say that ELF is competing with world Englishes (see Q2 above). While we recognise the importance of regional communication and thus regard world Englishes as a complementary paradigm, our focus is essentially on global communication which transcends cartographical boundaries.

Q4. If not ‘variety’, then what?

A useful notion for ELF enquiry is English ‘similect’ (Mauranen, 2012), which refers to the contact language between an L1 and English as an additional language at the cognitive level. Unlike any variety, the Japanese English similect (i.e., L1-Japanese people’s English), for example, has no stable, geographically definable speech community since L1-Japanese people normally communicate in Japanese among each other. Therefore, their English will not develop into an established variety through interaction over generations. The same is true for other English similects (e.g., L1-Korean people’s English, L1-Thai people’s English, and L1-Hungarian people’s English). For this reason, and although similar, the same English similect is idiolectally different to a remarkable extent, depending on individual experience of encountering other English similects. This experience, in turn, is regarded as second-order contact since two or more English similects contact each other, this time, at the interactional level. From a macro perspective, synchronous interactions across the globe potentially trigger gradual language change.

Q5. Is ‘similect’ a simplified view?

The notion of ‘similect’ does represent a conceptual simplification (Mauranen, 2018a). Obviously, the users of L1 English may participate in global encounters, whether it is ‘native’ Englishes (e.g., British and North American) or ‘nativised’ Englishes (e.g., Singaporean, Indian, Kenyan, and Nigerian). While they may be monolingual(ish), especially in the case of the former, the reality is largely multilingual at all three levels (i.e., cognitive, interactional, and macro; see Q4 above). At the same time, individual repertoires of the same L1s (including English) or L1 varieties can be very different. On a personal note and due to this age of mobility, a number of the first author’s students at an English-medium faculty have told him that they are not sure what their L1s are. It should be added that the aforementioned three levels are intertwined and not clear-cut (Mauranen, 2012). They provide angles with different time and space scales, and need to be integrated to understand ELF communication.

³ These acronyms respectively stand for the Vienna-Oxford International Corpus of English (VOICE) and the corpus of English as a Lingua Franca in Academic Settings (ELFA), which now has an additional written corpus (WrELFA 2015). Another large-scale project is the Asian Corpus of English (ACE), which emulates VOICE as an Asian counterpart (Kirkpatrick, 2010).

Q6. How has ELF communication been defined?

Over the last few years, ELF communication, in other words, the target phenomenon of the research field of ELF, has most often been defined as ‘*any use of English among speakers of different first languages for whom English is the communicative medium of choice, and often the only option*’ (Seidlhofer, 2011, p. 7). Notably, this definition is confined to the use of English even though the majority of English users are multilinguals who interact with each other in a diverse linguistic environment. In addition, the difference in L1s is assumed to be decisive in defining ELF communication. In contrast to this assumption, however, an instructor and students often share the same mother tongue in numerous ELT and English-medium classrooms, which demonstrates that Seidlhofer’s (2011) definition does not go far enough.

Q7. Does ELF focus on English and L1 status?

This proposition is inaccurate. The focus of ELF enquiry has shifted from English and L1 status, albeit that neither would be ignorable in ELF studies. Instead, Jenkins’ (2015b) notion of English as a Multilingua Franca (EMF) foregrounds multilingualism, or rather emergent multilingual practice, as the theoretical *raison d’être* of the target phenomenon. The working definition of ELF communication as such, or more precisely, an EMF scenario, is: “Multilingual communication in which English is available as a contact language of choice, but is not necessarily chosen” (Jenkins, 2015b, p. 73). An increasing number of ELF researchers, particularly at the Centre for Global Englishes (e.g., Will Baker, Sonia Morán Panero, and Ying Wang), are working on fleshing out this updated notion.

Q8. How do we understand EMF?

As the current notion in the field of ELF, EMF (see Q7 above) addresses the empirical evidence that “the best solutions need not be the most standardised-like or native-like ... [or] even English” (Mauranen, 2018b, p. 114), and that global communication never fails to bring out multilingualism with varying degrees of overtness (Cogo, 2018; see e.g., Pennycook & Otsuji, 2015, pp. 78-79). In this regard, even when transcribed or text communication appears to be English on the surface, covert multilingual influence would be detectable across different linguistic levels (e.g., phonology, lexicogrammar, pragmatics, and discourse structure; see e.g., Hülmbauer, 2013, p. 64). Accordingly, multilingualism here should be considered to be far less about either multiple named languages or individual multilingual repertoires. It is about how malleable and permeable both languages and repertoires are through interaction across agents, time, and space, with English “*always potentially ‘in the mix’*” (Jenkins, 2015b, p. 74).

Q9. Does an ‘EMF scenario’ include monolingual and bilingual English users?

In an EMF scenario, individuals may not be multilingual themselves, or bilingual in the case of L1 English users. Even so, they should be capable of ‘multilanguaging’ i.e., learning and exploiting previously unfamiliar multilingual resources as communicatively effective by virtue of their accumulating experience (Ishikawa, 2017a; Jenkins, 2015b). As a corollary, unlike the most quoted definition by Seidlhofer (2011, p. 7; see Q6 above), the notion of EMF would embrace communication among English-knowing multilingual

and multilingual speakers of the same L1s or L1 varieties (Ishikawa, 2017a).

Q10. How is EMF different from translanguageing?

EMF may be seen as broadly conceptualised translanguageing (e.g., García & Li, 2014; Li & Ho, 2018). Many translanguageing studies have targeted how bilinguals and multilinguals use multilingual resources strategically. However, an EMF scenario would never exclude monolingual(ish) L1 English users so long as they are capable of multilingualing (see Q9 above). Also, the potential availability of English is different from multilingualism and translanguageing, both of which can exist without the English language. EMF is concerned with English as being the currently most prominent global lingua franca. Without it, global communication would be more difficult. However, this English is not equal to monolingual ‘standard’ English in EFL, but rather ‘English’ appropriated by multilinguals in this multilingual world.

Q11. What about culture in ELF communication?

While language has been a central issue of ELF enquiry, the target phenomenon inevitably takes a form of ‘intercultural’ communication. The current notion of EMF coincides with another empirically based notion of transculturality, which recognizes how interactants move through and across, and thereby blur and transcend, the boundaries and scales (i.e., local, national, and global) of named cultures whether consciously or subconsciously (Baker, 2015; see e.g., Baker, 2018, the ‘mooncake’ example). In this regard, interactions serve as the locus of transforming individual cultural understandings and orientations (see e.g., Baker, 2009, pp. 581-582). The possibility is that cultural differences as obstacles to achieving meaning turn out not to be long-lasting (Ishikawa, 2017a). In short, as a highly relevant notion for EMF, transculturality highlights the border-transgressing and transforming nature of culture with cultural ‘barriers’ possibly short-lived.

Q12. How far is ELF communication about language and culture?

How language and culture converge or diverge for meaning making in each instance is an empirical question (e.g., Risager, 2012). This meaning making, in turn, assembles multiple semiotic modes (e.g., emoticon, gesture and posture, image, music, and speech), especially in technology-mediated communication (see e.g., Sangiamchit, 2018, p. 352). It amounts to the condition of what is called transmodalities, which index the bricolage of semiotic resources entangled as well as “continuously shifting and re-shaping in their contexts and mobility” (Hawkins, 2018, p. 64). In other words, linguistic and other modes are transgressively merged, situationally transforming perceived meaning. Any interpretation of meaning can therefore be short-lived as described in Q11.

Q13. Is EFL, as it were, an enemy of EMF?

Arguably, the premise behind this question is inaccurate. EFL may be a ‘frenemy’ of EMF, even if not a friend (Ishikawa, 2018). Of course, there are many ‘native’ Englishes, given that dozens of countries and regions use English as a de jure or de facto official language. It may therefore be odd for EFL to feature a particular ‘standard’ variety in a couple of nations where a large population speaks only English. After all, such ‘standard’

English for monolinguals is, in a way, simplistic and linguistically marked against today's prevalent social contacts beyond geographical boundaries, for which language tends to be enacted amorphously. At the same time, however, it is this idealised, provincial, and monolingual approach to English that affords practicality in a classroom. For this reason, what we really problematise is not the EFL approach per se, but the danger of conflating the convenient fiction of 'standard' English with English in its entirety and thereby ignoring multilingual reality in ELT settings.

Q14. How can ELT bridge the gap between EFL and multilingual reality?

EFL is likely to have a scaffolding effect on becoming a capable English user in global communication so long as the convenient fiction as described in Q13 is not confused with English in its entirety (e.g., Sifakis & Tsantila, 2019). To this effect, it is known that the understanding of global diversity in English through classroom instruction and activities will influence students' language attitudes positively (e.g., Galloway and Rose, 2017). In addition, the most recent empirical data demonstrates that students' first-hand experience in an EMF scenario (see Q7 above) in tandem with such a classroom is likely to promote more active English use both inside and outside the classroom (Ishikawa forthcoming). In other words, their EMF experience, if together with linguistic and cultural awareness in the classroom, may well serve as a powerful pedagogic mediation to nurture interactional ability. Accordingly, what we would like to suggest is EMF awareness (cf. Sifakis, 2017), which embraces conceptual understanding, attitudes, and practical ability to be integrated for effective global communication. For this purpose, EMF-aware courses may be designed according to two principles: (1) facilitating students' experience in an EMF scenario whether online or in person, and (2) encouraging their critical thinking on 'English' and culture in reference to the notion of EMF coupled with that of transculturality (see Q8 & Q11 above). Students will formulate their own attitudes towards this updated representation of 'English' even if ideological monolingualism is still circulated in a social sphere. The same empirical data illustrates that more active language use undergirded by positively developing attitudes further deepens conceptual understanding, and that such a virtuous circle has the power to allow a classroom to embrace increasingly diverse aggregate resources in language and culture (Ishikawa forthcoming).

3. CONCLUSION

The research field of ELF continues presenting an intellectual challenge to ELT professionals, or more broadly, all concerned with language and communication in this age of globalisation. The current notion of EMF invites us to "disinvent" English (Makoni & Pennycook, 2007) from monolingual provincialism and see it within prevalent multilingualism. Incorporating EMF awareness into the classroom has the potential for students to open up a new space of using English in their own right as being multilingual and multilingualising English users. After all, it may be 'native' English speakers who are 'abnormal' or highly unusual in today's complex world if they choose to stay monolingual and relatively monocultural. On the other hand, it is multilingual and multilingualising English users capable of seeing culture as "emerging in situ" (Baker, 2015, p. 99) who

are “‘unmarked’ ... to be able to participate fully in ELF [communication]” (Jenkins, 2015b, p. 78).

Among several foreseeable issues for ELF researchers to tackle (see Jenkins, Baker & Dewey, 2018, Section 7), a primary one in ELT is language assessment, especially vis-à-vis the current fit-for-all model of internationally commercialised English tests for additional language users. Many of us are working on this issue (e.g., Jenkins & Leung, 2019; Leung, Lewkowicz & Jenkins, 2016; Murata, Ishikawa & Konakahara, 2018), and will possibly see you again to discuss it in our next attempt for ‘spring cleaning’.

REFERENCES

- Baker, W. (2009). The cultures of English as a lingua franca. *TESOL Quarterly*, 43(4), 567–592. <https://doi.org/10.1002/j.1545-7249.2009.tb00187.x>
- Baker, W. (2015). *Culture and identity through English as a lingua franca: Rethinking concepts and goals in intercultural communication*. Berlin: De Gruyter Mouton.
- Baker, W. (2018). Transcultural communication and English as a lingua franca: New perspectives on language, culture and intercultural communication. Plenary paper at the Eleventh International Conference of English as a Lingua Franca (ELF11), London, July. Retrieved from <https://www.researchgate.net/publication/326399714>
- Baker, W., & Jenkins, J. (2015). Criticising ELF. *Journal of English as a Lingua Franca*, 4(1), 191–198. doi: 10.1515/jelf-2015-0013
- Cogo, A. (2018). ELF and multilingualism. In J. Jenkins, W. Baker & M. Dewey (Eds.), *The Routledge handbook of English as a Lingua Franca* (pp. 357–368). London: Routledge.
- Galloway, N., & Rose, H. (2017). Incorporating Global Englishes into the ELT classroom. *ELT Journal*, 72(1), 3–14. doi: 10.1093/elt/ccx010
- García, O., & Li, W. (2014). *Translanguaging: Language, bilingualism and education*. Basingstoke: Palgrave Macmillan.
- Hawkins, M. R. (2018). Transmodalities and transnational encounters: Fostering critical cosmopolitan relations. *Applied Linguistics*, 39(1), 55–77. doi: 10.1093/applin/amx048
- Hülmbauer, C. (2013). From within and without: The virtual and the plurilingual in ELF. *Journal of English as a Lingua Franca*, 2(1), 47–73. doi: 10.1515/jelf-2013-0003

- Ishikawa, T. (2015). Academic rigour in criticising English as a Lingua Franca. *Englishes in Practice*, 2(2), 39–48. doi: 10.1515/eip-2015-0002
- Ishikawa, T. (2016). World Englishes and English as a Lingua Franca: Conceptualising the legitimacy of Asian people's English. *Asian Englishes*, 18(2), 129–140. doi: 10.1080/13488678.2016.1171672
- Ishikawa, T. (2017a). Conceptualising English as a global contact language. *Englishes in Practice*, 4(2), 31–49. doi: 10.1515/eip-2017-0002
- Ishikawa, T. (2017b). Japanese university students' attitudes towards their English and the possibility of ELF awareness. *Journal of English as a Lingua Franca*, 6(2), 237–263. doi: 10.1515/jelf-2017-0012
- Ishikawa, T. (2018). EFL and ELFing: Friends, foes, or 'frenemies'? Invited paper at the First Forum of Aichi University's Institute for Research in Humanities and Social Sciences, Toyohashi, October.
- Ishikawa, T. (Forthcoming). Awareness of English-within-multilingualism in L1-shared classrooms.
- Jenkins, J. (1996a). Changing pronunciation priorities for successful communication in international contexts. *Speak Out!*, 17, 15–22.
- Jenkins, J. (1996b). Native speaker, non-native speaker and English as a Foreign Language: Time for a change. *IATEFL Newsletter*, 131, 10–11.
- Jenkins, J. (2000). *The phonology of English as an International Language*. Oxford: Oxford University Press.
- Jenkins, J. (2012). English as a Lingua Franca from the classroom to the classroom. *ELT Journal*, 66(4), 486–494.
- Jenkins, J. (2015a). *Global Englishes: A resource book for students* (3rd ed.). London: Routledge.
- Jenkins, J. (2015b). Repositioning English and multilingualism in English as a Lingua Franca. *Englishes in Practice*, 2(3), 49–85. doi: 10.1515/eip-2015-0003
- Jenkins, J. (2017). ELF and WE: Competing or complementing paradigms? In E. L. Low & A. Pakir (Eds.), *World Englishes: Rethinking paradigms* (pp. 12–28). London: Routledge.

- Jenkins, J. (2018). Introduction. In J. Jenkins, W. Baker & M. Dewey (Eds.), *The Routledge handbook of English as a Lingua Franca* (pp. 1–4). London: Routledge.
- Jenkins, J., & Leung, C. (2019). From mythical ‘standard’ to standard reality: The need for alternatives to standardized English language tests. *Language Teaching*, 52(1), 86–110. doi: 10.1017/S0261444818000307
- Kirkpatrick, A. (2010). Researching English as a lingua franca in Asia: The Asian Corpus of English (ACE) project. *Asian Englishes*, 13(1), 4–18. doi: 10.1080/13488678.2010.10801269
- Leung, C., Lewkowicz, J., & Jenkins, J. (2016). English for Academic Purposes: A need for remodelling. *Englishes in Practice*, 3(3), 55–73. doi: 10.1515/eip-2016-0003
- Li W., & Ho, W. Y. (J.). (2018). Language learning sans frontiers: A translinguaging view. *Annual Review of Applied Linguistics*, 38, 33–59. doi: 10.1017/S0267190518000053
- Makoni, S., & Pennycook, A. (Eds.). (2007). *Disinventing and reconstituting languages*. Clevedon: Multilingual Matters.
- Mauranen, A. (2003). The corpus of English as lingua franca in academic settings. *TESOL Quarterly*, 37(3), 513–527. doi: 10.2307/3588402
- Mauranen, A. (2012). *Exploring ELF: Academic English shaped by non-native speakers*. Cambridge: Cambridge University Press.
- Mauranen, A. (2018a). Conceptualising ELF. In J. Jenkins, W. Baker & M. Dewey (Eds.), *The Routledge handbook of English as a Lingua Franca* (pp. 7–24). London: Routledge.
- Mauranen, A. (2018b). Second Language Acquisition, world Englishes, and English as a Lingua Franca (ELF). *World Englishes*, 37(1), 106–119. doi: 10.1111/weng.12306
- Murata, K., Ishikawa, T., & Konakahara, M. (2018). *WASEDA Working Papers in ELF* (Vol. 7), 1–12. Tokyo: ELF Research Group Waseda.
- Pennycook, A., & Otsuji, E. (2015). *Metrolingualism: Language in the city*. London: Routledge.
- Pietikäinen, K. S. (2018). Misunderstandings and ensuring understanding in private

ELF talk. *Applied Linguistics*, 39(2), 188–212. doi: 10.1093/applin/amw005

Risager, K. (2012). Linguaculture and transnationality: The cultural dimensions of language. In J. Jackson (Ed.), *The Routledge handbook of language and intercultural communication* (pp. 101–115). London: Routledge.

Sangiamchit, C. (2018). ELF in electronically mediated intercultural communication. In J. Jenkins, W. Baker & M. Dewey (Eds.), *The Routledge handbook of English as a Lingua Franca* (pp. 345–356). London: Routledge.

Seidlhofer, B. (2001). Closing a conceptual gap: The case for a description of English as a lingua franca. *International Journal of Applied Linguistics*, 11(2), 133–158. doi: 10.1111/1473-4192.00011

Seidlhofer, B. (2004). Research perspectives on teaching English as a lingua franca. *Annual Review of Applied Linguistics*, 24, 209–239. doi: 10.1017/S0267190504000145

Seidlhofer, B. (2011). *Understanding English as a lingua franca*. Oxford: Oxford University Press.

Sifakis, N. C. (2017). ELF awareness in English language teaching: Principles and processes. *Applied Linguistics*, Advance articles. doi: 10.1093/applin/amx034

Sifakis, N. C., & Tsantila, N. (Eds.). (2019). *English as a Lingua Franca for EFL contexts*. Bristol: Multilingual Matters.

WrELFA (The Corpus of Written English as a Lingua Franca in Academic Settings). (2015). *Written academic ELF (WrELFA)*. Retrieved from <http://www.helsinki.fi/englanti/elfa/wrelfa.html>

Reconceptualizing ‘Global Jinzai’ from a (B)ELF Perspective

(B)ELF視点からのグローバル人材養成コンセプトの再考

Yuri Jody Yujobo, 祐乗坊由利ジョディー

Center for English as a Lingua Franca, Tamagawa University, Japan
yujobo@lit.tamagawa.ac.jp

ABSTRACT

The cultivation of ‘global jinzai’ has been the main Japanese agenda across multifaceted disciplines and is a pressing national issue for businesses, government, and global education policy reforms. The term ‘global jinzai’ equates to global leaders or global human resources. In a definition by The Global Human Resource Development Committee of the Industry-Academia (2010), it describes people who possess three elements: (1) active and responsible membership in society; (2) a high proficiency in foreign language (English); and (3) holds a deep appreciation in intercultural understanding. First, this paper will review the major roadblocks in higher education in the path to develop these leaders including: low self-esteem, lack of sustainability of inbound and outbound mobility programs, and the paradox of goal-setting to native English speaker (NES) norms. Second, this paper will reconceptualize these issues by taking on an English as a lingua franca (ELF) and English as a business lingua franca (BELF) perspective to raise awareness on the changing use of English in social and business contexts among non-native English speakers (NNES). Finally, this paper will suggest teaching practices for an ELF and BELF-informed curriculum to provide students with opportunities to take ownership of their multilingual strengths for developing their own communicative capabilities.

KEYWORDS: ELF, BELF, Global human resources, Education reforms

1. POLICIES PROBLEMS AND CLOSED MINDSET TOWARD CULTIVATING ‘GLOBAL JINZAI’

Japan has entered the new era known as Society 5.0 with the sophistication of artificial intelligence, cyber society, and the Internet generation (Cabinet Office, 2018; MEXT, 2018). The traditional education model was based on a memorized set of knowledge. This was appropriate for the industrial era, in which industries flourished under Ouchi’s Theory Z Management Style (1981) of lifetime employment and high employee loyalty. However, in the new Society 5.0, job security is at risk of computerization and automation. A 2018 OECD study found 14 percent of all jobs across 32 nations have a high risk of automation with a further 32 percent at risk of significant changes (Nedelkoska &

Quintini, 2018; OECD, 2018). Students need to acquire new skills for tackling the rapid technological changes requiring creativity, flexibility, and adaptability. They need to be taught a new set of abilities to apply cognitive and social intelligence, leadership and 21st-century skills.

1.1 Issues of low self-esteem and need for university English reforms

Economic organizations, such as Japan Business Federation (Keidanren) and Japan Association of Corporate Executives (Keizai Doyukai) put pressure on MEXT (Ministry of Education, Culture, Sports, Science and Technology) to react to the stagnant growth of global human resources and its inability to sustain a pool of confident and globally competent university graduates. One problem companies face with their newly hired employees is the lack of confidence in English communication skills. The Keidanren places education policies at fault in the deterioration in the quality and inward tendencies of university students, and the separation between global human resources that the industrial world demands (Yoshida, 2017, p. 88).

Conversely, Japan has consistently scored in the highest-ranking group in the OECD PISA (Programme for International Student Assessment) results taken in 72 countries to half a million fifteen-year-olds on their knowledge in science, mathematics, reading, collaborative problem solving and financial literacy (OECD, 2012) and often causes misconception with the disguised figures of successful results. However, the OECD survey also revealed that Japan lagged far behind countries such as China, US, and the Republic of Korea in student confidence levels in their capabilities and found lower motivation to learn. Results showed 72 percent of high school students felt they are “not useful”, 52 percent are “satisfied with their life”, and 56 percent said they perceive that they have “decent abilities” (Kimura & Tatsuno, 2017, p. 13). Low self-esteem was not found only among students, but also with young employees.

Japanese Ministry of Economy, Trade, and Industry (METI) (2009) found more than 40 percent of newly hired employees lacked global perspective and exhibited non-willingness to work abroad citing reasons such as difficulties in English language communication with non-Japanese workers, lack of confidence in leadership, and wanting to avoid challenging work responsibilities (Yonezawa, 2014). Fuji Xerox Learning Institute (FXLI) surveyed several Japanese multi-corporate employees in their twenties and thirties on their views toward pursuing leadership roles. The results found that only 30 and 40 percent respectively wanted to pursue future leadership roles and FXLI concluded that the problem exists because young employees did not exemplify a need ‘to want’ to become leaders. This could be due to deficits in the current higher education curriculum which focuses on in the lack of training in leader -oriented sources such as ambition, altruism, and responsibility (FXLI, 2017, p. 4). The report also shifted a greater focus on student attitudes, openness, and autonomy.

MEXT took these warning signs into account in radical education policies including the reform of the National Center Test for University Admission (Center Exam). “The exams put more priority on examining students’ thinking ability, expression, and reasoning” (Kimura & Tatsuno, 2017, p. 14). This will open up opportunities for English education reforms for improving students’ qualities and communicative capabilities rather

than cognitive testing of knowledge. Other key shifts such as ‘active learning’ and ‘student-centered’ approaches have been added to new teaching policies outlined in the MEXT’s ‘Senior High School Course of Study on Foreign Languages’. The policy changes include a “building up on the acquisition of knowledge, skills and development of thinking ability, judgment ability, and expression of power” (MEXT, 2018, p. 18).

At first, these radical changes were welcomed and applauded for their top-down approach in intensifying the speed for a change. However, student self-esteem issues have not been completely resolved with these policy changes and also pressure on teachers has intensified. Teachers were suddenly held accountable for implementing a new teaching agenda through a communicative approach and needed to prepare their students on taking the four-skills institutional tests. These changes have eschewed a shift to adopting more communicative approaches to English language teaching.

Moreover, it is important to mention self-esteem issues for both students and teachers are due to the Japanese mindset related to the native speakerism goals. The focus on NES goals are commonly found in University English programs. Oda (2018) studied the use of key phrases on eighty-four university English language program posters. The results suggested the ideology of native speakerism in a majority of the programs with key phrases including: Learning English in an ‘English only’ environment, Native English-speakers (NES), Learn authentic English, and a focus on such standardized tests as TOEIC, TOEFL and IELTS. These non-attainable and non-realistic goals have continued to hurt self-esteem as students and teachers work to mimic a NES, ending in failure by falling short.

As a consequence of abolishing the Center Examination for English, Japanese students submit scores from institutional tests (i.e., TOEFL, IELTS, TOEIC) for Japanese university admissions. The policymakers and university admissions in Japan need to reconceptualize what kind of student will be successful in the university. Jenkins (2013) discussed the issue of using standardized tests which focus on the NS norms. Her research revealed how students recognized that the IELTS focuses on “one way to do English” and prepares students to communicate only with British people rather than for international communication with a homogenous approach by expecting foreign students to only hear British accents on campus – a criticism leveled also at TOEFL in respect of American accents (p.179). Also, D’Angelo (2017) notes that Japanese students’ over-reliance on grammatical accuracy based on NES norms, and the teaching of American pronunciation is a disservice to the real needs of Japanese ELF users and they may be a root to the reported low-self-esteem problems. The reforms took out the Center Examination but only to replace it with another test. The policy goal was to help increase global jinzai, but it was only adding to further self-esteem issues with the new English admission policies.

1.2 Issues on university mobility policies

Japanese students are studying abroad at an average of 3.1 percent of all university students accounting for 136,000 students in 2011. However, this falls short of the OECD 7.1 percent average (Shimomura, 2013). In the past few years, Japanese universities have taken the initiative to develop new inbound and outbound mobility programs with special MEXT funding policies. MEXT also saw this as a way to increase Japan’s footing in international

reputation and rankings but also to promote the mobility of graduate students, researchers, and visiting professors. International rankings go hand in hand with the number of scholarly publications and the ratio of international students and faculty. This rapid growth came in several forms of tie-ups. For example, foreign universities established branch campuses in Japan (e.g., Temple University, McGill University, Lakeland University, Far Eastern State University); dual degree partnerships between Japanese universities and foreign universities (e.g., Keio University and Sciences Po, Ritsumeikan University and Australian National University); and bilateral agreements between institutions for long/short-term study abroad programs. Other programs are part of government-funded projects: Global 30 (inbound), the International University Exchange Project, the Top Global University Project, the 300,000 International Students Plan (inbound), the Go Global Japan (primarily outbound) and many other bilateral programs. Some programs are ambitious in numbers such as Go Global which supports 120,000 Japanese human resources in the global field with aims to improve Japan's global competitiveness and enhance industry-academia ties between nations (Ota, 2018; Shimomura, 2013).

However, problems have intensified as MEXT conducts regular checks on these government-funded programs. Universities are inclined to focus on reaching their quota or key performance indicators (KPIs) as their first priority in order to continue to receive funding. This focus takes away time from developing high quality programs. Instead, universities are heavily relying on funding for its operational costs and raising questions of whether or not the programs could sustain independently beyond the funding period. Ota calls this 'a kind of numbers game of KPIs' so, it is not certain that the government supported funds have increased international competitiveness and compatibility of Japanese higher education as a whole" (Ota, 2018, p. 98). With this funding, many universities have developed English as a medium of instruction (EMI) courses hastily and has taken a toll on its quality as many Japanese professors needed to suddenly shift their medium to English without enough preparation time. At the same time, many Asian students that had proficient Japanese proficiency opted to take mainstream courses in Japanese as a medium of instruction rather than courses taught insufficiently by Japanese professors in EMI. This is important to acknowledge because Japanese students (and teachers) still do not have the ability to sufficiently communicate (or teach) in a classroom with international students from different countries (D'Anglelo, 2017).

Other Asian universities have joined the race for higher global university rankings. China's Ministry of Education claims it has surpassed Japan as Asia's top producer of local university and foreign university collaborations (Redden, 2018). Research and development activities are important in pushing up international rankings and reputation (Piro, 2016). However, cracks have emerged in the Chinese-foreign collaborations as the Chinese Ministry terminated 220 contracts with foreign universities with more than a hundred of them since 2016 due to: 1) low instructional quality, 2) low student satisfaction, 3) poor attractiveness, and 4) weak specialized programs (Redden, 2018). Also, China aimed to recover its regulatory control of universities without foreign influence. Despite these high risks, Japanese universities have continued to launch programs similar to China and other Asian countries at exponential speeds with the support of MEXT policies. A reconceptualization of policies with a fresh mindset is necessary in order to develop high

quality and sound programs based on sustainable global jinzai development plan from an ELF and a English as a business lingua franca (BELF) perspective.

2. RECONCEPTUALIZING POLICIES & MINDSET FROM A (B)ELF PERSPECTIVE

English is a vital part of the ‘workplace kit’ just like smartphones or laptops and it is inevitable to divert from using English in business especially since English is spoken at a useful level by 1.75 billion people worldwide-which is one in every four people (Ehrenreich, 2011; Neeley, 2012). ELF researchers claim that native English speakerism has been safeguarding the boundaries of English, which ultimately conflicts with the hybridity of English when the focus should be on creativity and pluralization of English and rethink about what constitutes a harmonious, cohesive, integrated, and motivated speech community” (Kachru, 2006). This section will take a view that policies need to be reconceptualized with a need for a more open dialogue between industry, academia, and government and looking at how English is being used in the global workplace.

2.1 Reconceptualizing low self-esteem from a (B)ELF perspective

How does a student increase their self-esteem and confidence in English? One way is to reconceptualize and help the student to build an awareness that English does not belong to only native English speakers (NES) but it belongs to anyone in every corner of the world. Mauranen (2016) researched the multilingual aspects of businesses and the role of English in the wider framework of globalization and internationalization of business practices. According to Borzkowski (2017) and Neeley (2012), multinational corporations (e.g., Airbus, Daimler-Chrysler, Nokia, Renault, Samsung, SAP, Technicolor, Microsoft-China, Sodexo, and Siemens) have started to mandate the use of English as their corporate language to organize and collaborate globally.

In March 2010, Rakuten, a Japanese IT company, announced “Englishnization” and became one of the “52 percent of multinational companies that had adopted a language different from that of their originating country in order to better meet global expansion and business needs” (Neeley, 2017. p. 17). Many other Japanese multinational companies have already made plans to mandate English as their corporate language. As a result, NNEs will evolve exponentially in this globalized world, “it is unlikely to supplant local languages in its function as a lingua franca, but to complement the linguistic diversity that lives on locally and regionally” (Mauranen, 2016, p. 44) and the question of ownership of English is no longer viewed as a language that is not owned by only native speakers but it is also a language owned by NNEs.

2.2. Reconceptualizing mobility from a (B)ELF perspective

In Europe, universities have found mobility as a factor of success through the signing of the Bologna Process of 1999 which allowed the mobility of students, professors, and researchers across the Pan-European community. Initially, twenty-nine countries in Europe (with 48 signatories in 2015) had a vision for a ‘One Europe’ education market approach and the integration of global education policy initiatives. European universities adopted a regulatory system to recognize comparable degrees, to transfer credits, and promoted a

European cooperation in high quality assurance (Piro, 2016) and create borderless fluidity of human resources for national and international economic growth.

China and India also connects study abroad to economic growth. These countries have the largest exodus abroad and accounts for more than a quarter of all students studying outside their home countries (Piro, 2016, p. 83), and Korea follows closely behind. Study abroad initiatives are linked with industry-academia-government initiatives with goals to infiltrate the global workforce. It is now expected that China will supply more than sixty percent of the G20 workforce with qualifications in science, technology, engineering and mathematics (STEM) by 2030 (OECD, 2015).

However, Japan's inbound and outbound policies still tend to be bilateral agreements between universities without a higher agenda linked to industrial initiatives. Japan is lagging behind in STEM related mobility programs that directly lead to innovation, leadership development, and job opportunities in new technology. These successful benchmarks from around the world can give hints in ways to expand mobility in not only a unilateral direction, but a cooperative approach with industries partnering with universities and giving students internships and creating joint academia-industry projects with chances to challenge their English communicative capabilities in a real world situation. The reconceptualization of mobility must begin with a plan to help students realize they are current ELF learners and are aiming to become competent ELF users. These ELF users will be eventually aim to play important roles in multinational corporations with multilinguistic and multicultural people. Thus, the goal is to become a competent in BELF.

3. B(ELF)-AWARE PRACTICES FOR INCREASING COMMUNICATIVE CAPABILITIES

What can university English classes do to promote ELF and BELF-awareness? First, Terauchi & Araki (2016) suggest that ELF learners will benefit from lessons on actual uses of ELF found in both meaningful communicative settings and in business scenes. This will give students an early exposure by having a clearer image of themselves acting globally in their future, which will help them to develop their learning process. Such practice can also help students' self-esteem in English by understanding the changed role and status of English, and see it as it is shaped by conventional use to revise the 'ideologies and beliefs associated with the language' (Seidlhofer, 2016). Also, university classes need to align their assessment policies to ELF-aware understanding by not penalizing students for mistakes based on NES standards. Effective communication can be achieved without having to conform to NES norms (Kirkpatrick, 2015; Seidlhofer, 2016) and this can be validated by the data of NNS natural occurring conversations in the Asian Corpus of English (ACE). Students need to know "what matters is how effectively the speaker can make expedient use of linguistic resources to achieve a successful communicative outcome" (Seidlhofer, 2016, p. 27).

Teachers that are interested in ELF and BELF-aware pedagogy can also refer to 'The Model of Global Communicative Competence' (Figure 1) by Louhiala-Salminen and Kankaanranta (2011, p. 258). This model highlights the expanding areas of knowledge elements that are needed in successful interactions in a business context known as global communicative competence.

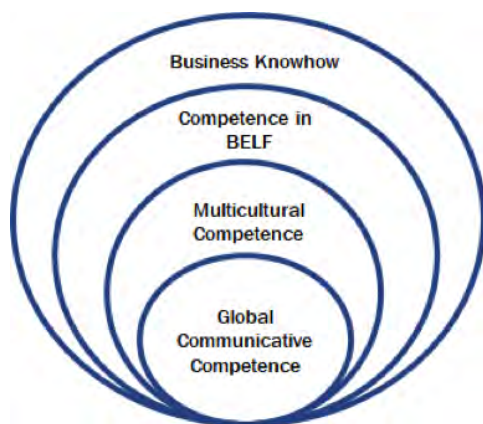


FIGURE 1. Global Communicative Competence Model in a Business Context, adapted by Louhiala-Salminen and Kankaaranta (2011, p. 258)

The outer layer, ‘Business knowhow’, includes actual business abilities or capabilities to do daily business tasks. This layer represents the actual day-to-day business knowhow. The second layer, ‘Competence in BELF’, represents situations that are highly specific to a context. The focus of includes communication that is dynamic, idiosyncratic and tolerant of different varieties in order to focus on building rapport and trust. The inner layer is ‘Multicultural competence’ and includes accommodation skills including respect and tolerance toward ‘different ways of doing things’. All of the three layers are necessary to reach the core which is “Global Communicative Competence”.

Japanese university students lack in opportunities to improve business knowhow and multicultural competence in a sheltered classroom especially if there are no foreign students. This model shows the importance of focusing on interactional skills, rapport building, and the ability to ask for and provide clarifications. Teachers can expand students’ repertoire by introducing case studies and hold business meetings and discussions. Also project-based learning activities can simulates real-world communication providing meaning communication practice. For developing ‘Multicultural Competence’, a teacher could select intercultural and real-world authentic materials to study different cultural aspects found in everyday and business situations in Japanese multinational companies.

One way to overcome low self-esteem is to incorporate NNEs authentic materials into the classroom through readily available materials on the Internet. Teachers can also design materials by referring to and comparing several Corpus extracts (e.g., VOICE, ACE) to study NNEs speakers to give them a more achievable and meaningful examples of real-world listening. Björkman (2013) suggests incorporating listening and speaking materials with a variety of native accents, and materials which encourage negotiation of meaning and use of communication strategies, such as non-verbal cues, asking for clarification, asking for more information, and communication strategies. This includes noticing the role of rapport building, building trust and cooperation, and communication strategies focusing on clarity, brevity, directness, and politeness (Kankaaranta & Louhiala-Salminen, 2013).

Furthermore, traditional forms of listening comprehension activities where

students are passive receptors of auditory input into dialogic events can be replaced with more reflective real-world processes also known as proactive listening skills (Dimoski, Yujobo, & Imai, 2016, p. 69). Classrooms can provide explicit and implicit use of communication strategies and compensatory strategies are needed for repairing breakdowns and maintaining conversations to facilitate interactions. These activities can contribute to the negotiation of meaning to achieve mutual understanding and to deal with uncertainty in ELF conversations (Björkman, 2014; Cogo & Dewey, 2012; Seidlhofer, 2011). Finally, Kubota (2016) mentions the implications for education and policy to include a need to critically reflect on the promise of English to seek beyond linguistic accuracy and fluency, and develop dispositional and strategic competence. Kankaaranta and Louhiala-Salminen (2013) summarizes it up well by stating that rapid changes in work environments, particularly advancing globalization and new technology, have highlighted the need for expanding our knowledge of the elements that constitute communicative competence in global encounters.

4. FUTURE DIRECTIONS & CONCLUSION

It is hard to ignore the deepening symbiotic relationship emerging between industry-academia-government. The “global corporatization of education” (Piro, 2016, p. 32) is not only happening in Japan, but it is a global phenomena whereby corporations influence and pressure policy makers to shape the goals of education and human behaviors for the corporate workplace. The clearing of the roadblocks in the path towards cultivating ‘global jinzaï’ will begin with a reconceptualization by: (1) solving self-esteem issues through cooperative dialogue for education policies based on ELF and BELF-awareness, (2) developing lucrative mobility programs that are sustainable and linked to global business development, and, (3) changing the mindset of NNEs with the development of global communicative competence through ELF and BELF-aware classroom practices. Then the time will come when Asian nations cease to look at global jinzaï with a national agenda, and finally realize the true meaning of cultivating competent ‘global jinzaï’ with a global agenda.

REFERENCES

- Björkman, B. (2013). *English as an academic lingua franca: An investigation of form and communicative effectiveness*. Berlin: Walter de Gruyter. doi: 10.1515/9783110279542
- Björkman, B. (2014). An analysis of polyadic English as a lingua franca speech: A communicative strategies framework. *Journal of Pragmatics*, 66, 122-138.
- Cabinet Office Government of Japan. (2018) “What is Society 5.0”. *Bureau of Science, Technology and Innovation*. Retrieved from https://www8.cao.go.jp/cstp/english/society5_0/index.html

- Cogo, A., & Dewey, M. (2012). *Analyzing English as a lingua franca: A corpus driven investigation*. London: Continuum.
- D'Angelo, J. F. (2017). The Status of ELF in Japan. In J. Jenkins, W. Baker, & M. Dewey (Eds.), *The Routledge Handbook of English as a Lingua Franca* (pp. 165-175). London: Routledge. doi:10.4324/9781315717173
- Dimoski, B., Yujobo, Y. J. ., & Imai, M. (2016). Exploring the effectiveness of communication strategies through pro-active listening in ELF-informed pedagogy. *Language Education in Asia*, 7(2). 67-87. https://doi.org/10.5746/LEiA/16/V7/I2/A02/Dimoski_Yujobo_Imai
- Ehrenreich, S. (2011). The Dynamics of English as a Lingua Franca in International Business: A Language Contact Perspective. In A. Archibald, A. Cogo & J. Jenkins (Eds.), *Latest Trends in ELF Research* (pp.11-34). London: Cambridge Scholars Publishing.
- FXLI (Fuji Xerox Learning Institute, Co.Ltd). (2017). Human Resources Development research and insights for talent development. *White Paper: 2017 edition*. Retrieved from <https://www.fxli.co.jp/images/pdf/download/wp2017.pdf>
- Jenkins, J. (2013). English as a Lingua Franca in the International University. *The politics of academic English language policy*. London: Routledge. doi: 10.4324/9780203798157
- Kachru, B.B. (2006). World Englishes and culture wars. In B. B. Kachru, Y. Kachru & C. L. Nelson (Eds.), *The handbook of world Englishes* (pp. 446-471). Oxford: Blackwell. doi:10.1002/9780470757598.ch25
- Kankaanranta, A., & Louhiala-Salminen, L. (2013). What language does global business speak? The concept and development of BELF. *Iberica*, 26. 17-34.
- Kimura, D., & Tatsuno, M. (2017). Advancing 21st Century Competencies in Japan. *Asia Society: Center for Global Education*. 1-37. Retrieved from <https://asiasociety.org/files/21st-century-competencies-japan.pdf>
- Kirkpatrick, A. (2010). *English as a Lingua Franca in ASEAN: A Multilingual model*. Hong Kong: University Press.
- Kubota, R. (2016). Language is only a tool: Japanese expatriates working in China and implications for language teaching. In K. Murata (Ed.), *Exploring ELF in Japanese Academic and Business Contexts*. (pp.156-179). London: Routledge. doi:10.1186/2191-5059-3-4

- Ledger, S., Vidovich, L., O'Donoghue, T. (2014). *Global to local curriculum policy processes*. Switzerland: Springer. doi: 10.1007/978-3-319-09762-7
- Louhiala-Salminen, L., & Kankaanranta, A. (2011). Professional communication in a global business context: The notion of global communicative competence. *IEEE Transactions on professional communication*, 54(3). 244-262. doi: 10.1109/10.1109/TPC.2011.2161844
- Mauranen, A. (2016). English as a global lingua franca. In K. Murata (Ed.), *Exploring ELF in Japanese Academic and Business Contexts*. (pp. 29-45). London: Routledge.
- METI. (2009). *About the indices to Japanese companies on their level of internationalizing human resource*. Retrieved from https://www.meti.go.jp/english/policy/economy/human_resources/management.pdf
- METI. (2018). *Develop global human resources through industry-academia-government collaboration*. In Global Human Resource Development Committee of the Industry-Academia Partnership for Human Resource Development. Retrieved from http://www.meti.go.jp/english/policy/economy/industry_academia/pdf/04.pdf
- MEXT. (2018). *Kotougakkou gakushu shido youryou kaisetsu*. Retrieved from http://www.mext.go.jp/c.omponent/a_menu/education/micro_detail/___icsFiles/afieldfile/2018/07/13/1407073_09.pdf
- MEXT. (2018). *Society 5.0 nimuketa jinzai ikusei- shakai ga kawaru, manabigakawaru*. http://www.mext.go.jp/component/a_menu/other/detail/___icsFiles/afieldfile/2018/06/06/1405844_002.pdf
- MEXT. (2009). *Koutougakkou gakushuu shidou yoryo gaikokugo* (Study of course guideline for foreign languages in senior high schools). Retrieved from http://www.mext.go.jp/a_menu/shotou/newcs/youryou/eiyaku/___icsFiles/afieldfile/2012/10/24/1298353_3.pdf
- Neeley, T. (2017). *The language of global success: How a common tongue transforms multinational organizations*. New Jersey: Princeton University Press.
- Neeley, T. (2012). *Global Business Speaks English*, *Harvard Business Review*.
- Oda, M. (2018). Beyond global English(es). In K. Murata (Ed.). *English-Medium of Instruction from an English as a lingua franca perspective: Exploring the higher education context*. London: Routledge. doi: 10.4324/9781351184335-15

- OECD (2018), *Job Creation and Local Economic Development 2018: Preparing for the Future of Work*, Paris: OECD Publishing. doi: 10.1787/9789264305342-en
- OECD. (2012). *Programme for International Students Assessment (PISA)*. doi: 10.1787/9789264167872-2-en
- OECD. (2015). “How is the global talent pool changing (2013, 2030)?”. *Education Indicators in Focus*. doi: 10.1787/5js331f9jk41-en
- Ota, H. (2018). Internationalization of Higher Education: Global Trends and Japan’s Challenges. *Educational Studies in Japan: International Yearbook*, 12, 91-105. doi: 10.7571/esjkyoiku.12.91
- Ouchi, W. G. (1981). Theory Z: How American business can meet the Japanese challenge. *Group and Organization Studies*. 6(3), 386-388. doi:10.1177/105960118100600316
- Piro, J. M. (2016). *Revolutionizing Global Higher Education Policy. Innovation and the Bologna Process*. New York: Routledge. doi: 10.4324/9781315725888
- Redden, E. (2018) China's Ministry of Education approves termination of more than 200 Chinese-foreign cooperative program. *Inside Higher Ed*.
- Seidlhofer, B. (2011). *Understanding English as a lingua franca*. Oxford: Oxford University Press.
- Seidlhofer, B. (2016). ELF: English in a global context. In K. Murata (Ed.), *Exploring ELF in Japanese Academic and Business Contexts* (pp. 18-28). London: Routledge.
- Shimomura, H. (2013, September 2). Global 30 Universities. *The Japan Times*. Retrieved from http://info.japantimes.co.jp/ads/pdf/20130902_global_30_universities.pdf
- Terauchi, H., & Araki, T. (2016). English language skills that companies need: responses from a large-scale survey. In K. Murata (Ed.), *Exploring ELF in Japanese Academic and Business Contexts* (pp.180-193). London: Routledge.
- Widdowson, H. (2015). Competence and Capability: Rethinking the Subject English. *The Journal of Asia TEFL*, 12 (1), 1-17.
- Yonezawa, A. (2014). Japan’s Challenge of Fostering Global Human Resources. *Japan Labor Review*, 11 (2), 37-52. Spring. Retrieved from http://www.jil.go.jp/english/JLR/documents/2014/JLR42_yonezawa.pdf

Yoshida, A. (2017). Global Human Resource Development' and Japanese University Education: 'Localism' in Actor Discussions. *Educational Studies in Japan: International Yearbook*, 11, 83-99.

How a 'Leader-Led Discussion' Task can be Effectively Used in a Japanese University Setting and Provide a Productive Method of Assessment

リーダーレッドディスカッション課題を使用する利点と
どのようにEFLクラスで実践できるか

Richard Marsh, マーシュ・リチャード

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

ABSTRACT

The goal of this paper is to introduce the 'Leader-Led Discussion' task and outline its benefits as a form of speaking task and assessment. This paper will also assess student perceptions and offer insights and conclusions based on these findings. With a significant difference from most 'carousel' speaking tasks, this paper aims to inspire and share the benefits of this valuable teaching resource and explain the ways in which English as a Lingua Franca (ELF) learners can benefit from this task. This article will discuss the pedagogic rationale behind the task, how it can be successfully implemented in the Japanese ELF university classroom and other concerns such as suitable topics and grading.

KEYWORDS: Assessment, Carousel speaking task, ELF, Leader-led discussion

1. INTRODUCTION

As English teachers in a Japanese university setting, we often have to deal with classes where the learners are composed of those who are there out of compulsion rather than choice and where their levels of motivation and participation could perhaps at times be improved. To engage a class for a sustained period of time and have students preparing at home and actively participating in a clearly defined task would seem the ideal situation. The 'Leader-Led Discussion' task, if properly implemented, promises to satisfy all of the above criteria.

A key goal of the 'Leader-Led Discussion' task is oral fluency. Kellem (2009) and Nation (1991) identify the following important features of fluency building in classroom language tasks: preparation, time pressure, repetition, and familiarity with language and content. To establish the rationale for this paper I feel it is important to clarify how the 'Leader-Led Discussion' targets these fluency-building features in turn. First, careful preparation is required to carry out the task effectively. This will be explained more fully

later in the paper, and it is essential that each student independently chooses a topic and conducts detailed research about that topic. The time pressure element must be clear and all students should be aware of how long they have to prepare for their discussion, how long their introduction should be and for how long they are expected to ask questions and lead the group discussion. Repetition is a crucial stage of the task and students will be expected to lead their discussion three to four times in groups, which, after the carousel rotations have been completed, will include nearly every member of the class. It is important to clarify that while the learners will mostly repeat their introduction and discussion questions, due to the alternating members of their discussion group, the group dynamic and consequential conversation will often vary dramatically. While familiarity with language and content cannot always be guaranteed, as the topics and questions originate from the learners themselves, albeit with some guidance from the teacher, it can usually be assured that there will be some familiarity amongst the class with the themes the individual students choose. While surprises and innovative topics are encouraged, the questions themselves should be tailored to the audience and it must be emphasised that accessible, intelligible questions are required to lead an active group discussion.

Another key element of the 'Leader-Led Discussion' task is that it strives to encourage student-centered fluency. As the focus of this paper is on teaching university-aged adults, it is essential that learners encounter challenging topics and are stimulated to discuss these issues openly. In my experience, teacher-led discourses or discussions in front of the whole class can often stifle some students. The 'Leader-Led Discussion' avoids this as the students' work in smaller groups and the teacher, while present, is not directly part of any of the groups. Essentially, each learner chooses a topic of some criticality (e.g., plastic surgery, terrorism, marrying a non-Japanese person, *karōshi* - death from overworking) and their goal is to introduce the topic, its background, key terms and their own research, before proceeding to ask questions to stimulate debate and 'lead' the discussion. As Morgan (2012, p. 167) explains, 'when students are guided to research information or recycle language about familiar and interesting topics such as local/global issues, they must engage deeply with content, personalise their final product and so effectively expand their overall world knowledge.' While perhaps not its primary aim, a pleasing outcome of the 'Leader-Led Discussion' task is that it usually encourages learners to engage with relevant global issues and most crucially, from an ELF point of view, topics with some criticality encourage learners to behave as active world citizens.

This research paper is divided into the following sections: initially there will be a literature review which will ground the 'Leader-Led Discussion' in the relevant academic and ELF concepts. Secondly, the procedure will be clarified in detail to ensure readers of this paper will have a lucid and comprehensive picture of how to implement the task in their classroom. This section will include some example topics, useful discussion language which could potentially be introduced and a pre-task practice idea which can be a fun stand-alone lesson. The overall goal of this paper is to introduce the 'Leader-Led Discussion' task, identify some positive and challenging aspects and highlight why it should have a prominent place in the pedagogic arsenal of ELF teachers.

2. LITERATURE REVIEW

As Jenner (1997) makes clear, it is now fully accepted that, ‘we must bear in mind that non-native users of English in the world today already greatly outnumber native speakers’ (p. 13). With this in mind, I spend a great deal of class time conveying this point, for example, if the learner travels, lives, works, or volunteers in a non-inner-circle country they will normally have to converse in an ELF setting. I feel the ‘Leader-Led Discussion’ demonstrates this practicality well for it allows learners to experience English language immersion for a prolonged period of time, and this nearly all takes place without native speaker input (i.e., any prolonged teacher-led instruction or direct participation).

Accommodations skills are also crucial to the task. Individual learners have a great deal of subtleties in their overall English abilities including their vocabulary, pronunciation, grammar, confidence, motivation, and even their overall personality and character (Dörnyei & Skehan, 2003). As such, it is fundamental that they work together and support each other. Through working together to negotiate meaning, learners will hopefully scaffold, accommodate, and teach each other to avoid a breakdown of meaning (Foster, 1998). While, as Foster openly admits, this often does not come naturally to students, it is our job as language teachers to encourage the virtues of this and stress to the learners that it is not optimal to simply revert back to their L1 when they feel they do not fully understand. The ‘Leader-Led Discussion’ will hopefully play a major role in stimulating this negotiation for meaning. As simultaneous groups take place at the same time and repetition is a key factor, students are also less inhibited, and I feel their fear of making mistakes is greatly reduced. As Walker (2010) makes clear, because ‘accommodation skills will equip learners to actively adjust their pronunciation in order to help their interlocutors [...] they are important for ELF communication’ (p. 45). This places a primacy on intelligibility rather than specifically on form or comparing their linguistic repertoire to that of a native speaker (i.e., when they are conscious a teacher is listening to them and assessing them). The heart of the matter is intelligibility and the prioritizing of communication, rather than a strict adherence to native-speaker norms forms the crux of the Lingua Franca Core and carries the overriding focus of group accommodation and a negotiation of meaning in non-native speaker interaction as its goal (Jenkins, 2000). I feel the leader-led discussion fits very well with these values.

A great advantage of our classes at CELF (Centre for English as a lingua franca) at Tamagawa University is that we meet two times a week for 100 minutes per class. However, for Japanese university students, there may be very little additional exposure to or opportunities to communicate in the target language. As such, it is essential that fluency-building tasks are well planned with a coherent and sound pedagogical underpinning. Kellem (2009, p. 9) introduces seven key values to be mindful of when implementing fluency building tasks: (1) incorporate repetition, (2) increase speaking time, (3) prepare before speaking, (4) use familiar and motivating topics, (5) ensure the task is set at an appropriate level, (6) impose time limits, and (7) teach formulaic sequences. Throughout this paper, it will be demonstrated, through both theory and practice, how the ‘Leader-Led Discussion’ task addresses each of these principles directly.

As Doe and Hurling point out, with regard to developing ‘L2 speaking fluency,

there has not been a great deal of research into the effectiveness of speaking activities that can be used in the classroom' (2015, p. 256). However, I will now briefly discuss the relevance of some studies which concern the merits of similar fluency-building tasks, which are comparable to the 'Leader-Led Discussion'. Lynch and Maclean (2000) carried out research pertaining to Japanese university students taking part in a poster carousel task and noted that there were a great number of benefits regarding the repetition of the task, including an improvement in learner content, language, self-correction, and their overall level of fluency. As they claim, 'task repetition of the type reported here may be a useful pedagogic procedure and that the same task can help different learners develop different areas of their interlanguage' (Lynch & Maclean, 2000, p. 221). In Arevart's (1990) and Nation's (1991) studies, it was reported that learners improved in accuracy, fluency, and sentence complexity. They also found that there was an overall reduction in their propensity to repeat themselves, make errors and hesitate when speaking. Nakamura (2008) also studied the effects of task repetition on a poster carousel task with Japanese students and concluded that learners improved their fluency, especially with regards to a decrease in repetition and pauses and an increase in rates of speech.

3. IMPLEMENTATION OF THE LEADER-LED DISCUSSION

As previously stated, the key aspect of the 'Leader-Led Discussion' is to build and improve effective group communication and fluency. As a teacher, our role is to make it very clear that this is not a presentation. Learners will receive a favorable grade for how they facilitate and encourage group discussion; it is not a pressured one-time delivery. The focus of the task is on questions and leading the group discussion, not controlling and presenting one's own individual opinion. It is important for the leader, and all members of the group, to encourage everyone to participate and ask follow-up questions. It is also an important goal of the leader to help those who may not be so familiar with their topic and make it comprehensible and accessible to all, by explaining any new, genre-specific vocabulary. Leaders and participants are expected to encourage everyone to contribute and show their own passion, motivation and leadership to inspire others to contribute. While the topic may be critical and even intricate, their questions (5-8) should be accessible to all participants to encourage lively discussion for approximately ten minutes. Repetition is a fundamental element of the task and it is important to encourage students to communicate in a natural and uninhibited way. Each learner will repeat their leader discussion three to five times. It should be emphasised that the focus is not on memory or reciting a pressured one-time delivery, but of accommodating and supporting the group and adapting the conversation to the changing group members and its shifting dynamic.

For successful implementation of the 'Leader-Led Discussion,' each learner must think of a suitable topic to lead a 10-minute group discussion. Example discussion topics can be shown on a PowerPoint or drawn on the whiteboard with some elicitation to help support students. Some example topics I may provide could be: Should tattoos be acceptable? Do Japanese people need English? Japanese people should visit more foreign countries, or Smartphone use is bad for social interaction. It is important to give students a wide variety of examples and make it clear that while a formal or more casual topic is

acceptable, some level of criticality is certainly desirable. Initially, many learners will need time to digest the topic, and it is important not to pressure them into a topic too early. In my experience, the best ideas come from patient, considered preparation.

It may also be useful at this stage to provide learners with some examples of suitable discussion language (Appendix One). This can be typed out on a presentation slide for the class or provided as a hand-out. However, it is vital that the sentences fit the students' learning style and can be used naturally. Additionally, it would be valuable to elicit alternatives from the class as a mini exercise to emphasize that there are viable alternatives to the ones provided. Next, it is essential that teachers provide each student with a hand-out to aid them in the structuring of their preparation. It will also give them a clearer idea of the different components of the task. An example hand-out for students is shared in Appendix Two, and Appendix Three has an example of a student's plan. Initially, the learners must prepare a one to three-minute introduction with the optional use of a script or notes to justify why they chose the topic, why it is relevant to the class or Japanese, global society as a whole and make it accessible and inspirational enough to encourage group discussion. The next stage, which is optional, is to explain new or difficult vocabulary, to ensure all information is comprehensible and to demonstrate leadership skills by taking the initiative and teaching others about useful vocabulary. It is important they do not use Japanese to explain the new vocabulary. Finally, preparing five to eight questions to generate a group discussion for the remaining part of the 10-minute cycle is the most important element of the task. How the students can anticipate the audience's understanding of their topic, respond to questions, and adapt to the flow of the conversation will go a long way to determining their overall success.

Once each learner has thought of a suitable topic and has adequate questions, the assessments will take place over two to three 100-minute classes. For example, if the class had 20 students, then four 'leaders' would be chosen to start with four other participants in each of the four groups, making four groups of five learners. The first rotation would be an ungraded trial lasting approximately ten minutes, two to three minutes for the leaders' introduction and approximately seven minutes for group discussion based on the leaders' questions. The leaders then remain seated and the groups rotate to the next table and this process is repeated until all groups have heard all the leaders discussions (four times in total). After two or three classes, all learners would have played the role of the leader and all members of the class would have taken part in all the Leader-Led Discussions.

3.1 Pre-Task Practice

Alternatively, the teacher could forego this pre-task practice and use PowerPoint, the whiteboard, or even a video or illustration demonstration to explain to the students how the task will work in practice. However, I feel the best way, which reduces much teacher-led, top-down instruction and encourages the most student engagement and interaction, is to have them do a mini leader-led discussion to demonstrate the task in practice. While this is an optional stage, I feel it proves to be extremely useful for lower level students to gain confidence and also understand the basic structure of the task in practice; especially with regards to the timed rotation of the group discussions and the concept that it is the group 'leader', not the audience who has to prepare the questions. This type of classroom

concept checking is important to ensure all learners grasp these essential elements of the task.

The procedure of this pre-task practice lesson starts with having students choose a simple topic (e.g., animal, city/country, sport). Then, they write between five to ten facts or sentences to introduce their topic and five open-ended, accessible yet engaging, questions through which to lead a mini group discussion. Make sure to give students adequate time to prepare and, depending on their level and motivation, it occasionally takes time for some to think of a topic. They may also require some support thinking of suitable questions. Often they will initially think of closed questions which will not generate the desired level of group discussion. However, this pre-task practice lesson certainly does not need to be perfect as its primary function is allowing the class to become familiar with leading a mini group discussion and rotating in a carousel formation. This pre-task practice works as a great self-contained lesson and demonstrates key concepts of the 'Leader-Led Discussion' efficiently while increasing learner output and minimizing teacher-led explanation. It makes the implementation of the full 'Leader-Led Discussion' smoother and ensures thorough understanding.

3.2 Grading

There are many different issues to address regarding the grading process of the 'Leader-Led Discussion', however, ultimately it is a relatively subjective process and each individual teacher is free to amend the below advice and instruction in the way they feel is most appropriate. In my opinion, it is best if the teacher observes from the middle of the classroom and, as the groups rotate naturally around the teacher, they will get the chance to listen to all groups and leaders during the various repetitions of the task. Perhaps be careful not to sit too close to the learners. I feel it is best to remain in a consistent seated position and position the carousel around you rather than walk around the class and stand over different groups, as this may potentially fluster more reticent or weaker members of the class. However, depending on the class and the teacher's preference, this can be tailored accordingly. Marking rubrics may vary in criteria and the weight of score which is allocated to each individual element, but an acceptable example I feel would include: preparation, introduction to the topic, introduction of new vocabulary (which could be optional, or at least a lower weighting), questions, and leadership. Leadership should be the most important of the criteria, as it is the main focus of the task, and includes factors such as asking follow-up questions, helping more quiet members of the group to participate and adapting the topic and questions to different groups. Other elements to consider in this category are to what extent the leader dominated the group or was too passive and lost control. Also, while some Japanese is unavoidable in this task due to the level of the learners and the sheer length for which they are expected to speak, it is important to gauge the strength of which the leader encouraged the group to revert back to English. It is also possible to collect the learners' hand-outs (See Appendix Two and Three) to more accurately mark certain elements such as preparation, etc.

3.3 Post-Task Activity

As you can see from Appendix Four and Five, there are two optional hand-outs which could be used to give learners a follow-up task to assess their performance as a leader and/or participant to raise their awareness of their strengths and weaknesses and what they have achieved throughout the whole process. As an additional task, the learners could write this up for homework, and it could even potentially form a part of their overall assessment. This could prove to be a useful exercise to consolidate their progress, as by the end of the task they will have participated in so many different leader discussions covering a huge range of topics and question, that an additional assignment to spend a bit of time and contemplate the 'Leader-Led Discussion', should further strengthen their improvements made throughout the task.

4. CONCLUSION

Overall, I feel the 'Leader-Led Discussion' has an important part to play in any ELF language syllabus. This paper has demonstrated how it provides a great many benefits including task preparation, time pressure, repetition, developing accommodation skills, and the potential to cultivate learner motivation, which will hopefully play some small part in inspiring them to learn long after the course is over. The 'Leader-Led Discussion' is student-centered and provides an opportunity to discuss a vast array of mature, often thought-provoking topics, where the onus is on the leader, and all group members, to scaffold and accommodate each other with limited teacher intervention. As young adults, the 'Leader-Led Discussion' gives our learners the chance to think and prepare independently and then take responsibility and leadership over a group of their peers to critically discuss their topic. Whenever I have implemented this task, I felt a true sense of achievement and even a very real notion of not only fluency building, but also of teamwork, enjoyment, criticality, and a clear engagement with the issues at stake. Hopefully, this paper has been successful in its goal to explain the 'Leader-Led Discussion' and how to implement it in your classroom.

REFERENCES

- Doe, T., & Hurling, S. (2015). Implementing speaking fluency activities. In P. Clements, A. Krause, & H. Brown (Eds.), *JALT 2014 Conference Proceedings* (pp. 255-263). Tokyo: JALT.
- Dörnyei, Z. (2003). Attitudes, orientations, and motivation in language learning: Advances in theory, research and applications. *Language Learning*, 53(1), 3-32.
- Dörnyei, Z., & Skehan, P. (2003). Individual differences in second language learning. In C. J. Doughty, & M. H. Long (Eds.), *The Handbook of Second Language Acquisition* (pp. 589-630). Oxford: Blackwell.

- Dörnyei, Z., & Kubanyiova, M. (2014). *Motivating learners, motivating teachers: Building vision in the language classroom*. Cambridge: Cambridge University Press.
- Foster P. (1998). A classroom perspective on the negotiation of meaning. *Applied Linguistics*, 19(1), 1-23.
- Jenkins, J. (2000). *The phonology of English as a lingua franca*. Oxford: Oxford University Press.
- Jenner, B. (1997). "International English: an alternative view", *IATEFL Speak Out*, 21, 10-14.
- Kellem, H. (2009). Principles for developing oral fluency in the classroom. *The Language Teacher*, 33(1), 9-11.
- Lynch, T. & Maclean, J. (2000). Exploring the benefits of task repetition and recycling for classroom language learning. *Language Teaching Research*, 4(3), 221-250.
- Morgan, J. (2012). Encouraging fluency through poster sessions. In K. Bradford-Watts, R. Chartrand, & E. Skier (Eds.), *The 2011 Pan-SIG Conference Proceedings*. Matsumoto: JALT.
- Nakamura, E. (2008). Effects of task repetition in "Poster carousel." In K. Bradford Watts, T. Muller, & M. Swanson (Eds.), *JALT2007 Conference Proceedings*. Tokyo: JALT.
- Nation, I.S.P. (1991). Fluency and learning. *The English Teacher*, 20, 1-7.
- Walker, R. (2010). *Teaching the Pronunciation of English as a Lingua Franca*. Oxford: Oxford University Press.

APPENDIX A

Agreeing

That's right. / You're right. / You're absolutely right.

That's true. / That's correct.

I couldn't agree with you more.

You're absolutely right.

Agreeing in part

I agree with you up to a point, but...

That's quite true, but...

I agree with you in principle, but...

Disagreeing

I'm not sure I agree with you.

I don't agree. / I disagree.

(I'm afraid) I can't agree with you.

Asking an opinion

Why (do you think so)?

What do you think about X?

What does anyone else think about this?

Do you agree with me that Tokyo is more interesting than London?

Giving an opinion

My feeling is (that)....

Personally, I think (that) ...

It seems to me that

Referring to other speakers

As David said just,

I can't agree with what David said.

But don't you think, David, that

Giving an opinion

My feeling is (that)....

Personally, I think (that) ...

Generally speaking ...

It seems to me that

On the whole, Tokyo is more interesting than London.

Asking an opinion

What do you think about X?

What does anyone else think about this?

Do you agree with me that Tokyo is more interesting than London?

APPENDIX B

background information	main point	
	more information/reasons	<div><div>vocabulary</div><div>discussion questions</div></div>

<p>background information</p> <p>Today, many people go to the university, but the university is not compulsory. Why do we go to the university? And now, university's entrance examination is more difficult than ever, but many people want to pass the exam of more highly grade university. why? What we can study in the university? through we can also study by ourselves. However, the rate of students who go on to the university's education has increased more and more.</p>	<p>main point</p> <p>Why do we go to the university? And is the university good place to study or not?</p> <p>more information</p> <p>While the university is not compulsory, almost all university give students homework, at least. Musashi university give too much homework. Is homework necessary? We can study by ourselves, I think.</p> <p>I chose this topic because I think Japanese education system is strange. For example, schools assign homework to students, but a lot of I think studying hard or not is free thing. And, in our final year of university, we have to spend,</p>	<p>vocabulary</p> <p>compulsory education school rules homework class → How much do you spend? → what homework do you like/hate?</p> <p>discussion questions</p> <p>Is homework necessary? and why? Are school rules necessary? and why? Is distinction between literature and science necessary? and why? Are classes necessary? and why? what's your favorite/worst class? Is educational career necessary? and why? (academic) What the best/worst point of the university? (do you think?)</p>
<p>So I want to know your opinion about why do we go to the university.</p>	<p>→ much time searching for a job, but I think we should be studying in the classroom, because we are students.</p>	

APPENDIX D

Leader		Date:
Topic:		
Did I prepare enough?	Y / N	Did I present my points well? Y / N
Did I teach appropriate vocabulary?	Y / N	Did I 'lead' the discussion? Y / N
Did I encourage everyone to speak?	Y / N	Did I dominate the discussion? Y / N
Did I use 'discussion' language?	Y / N	Could others understand me? Y / N
Were my language skills good?	Y / N	Did I ask for clarification? Y / N
Comments about the discussion, and about my performance:		
<div>I would give myself this grade:</div>		

APPENDIX E

Participant		Date:
Leader:	Topic:	
Did I contribute enough?	Y / N	Did I argue my points? Y / N
Did I support others?	Y / N	Did I really listen to others? Y / N
Did I use 'discussion' language?	Y / N	Could others understand me? Y / N
Were my language skills good?	Y / N	Did I ask for clarification? Y / N
Comments about the discussion, and about my performance:		
I would give myself this grade:		

Three Bottom-up Listening Training Ideas for the English as a Lingua Franca Classroom

ELF教室のための3つのボトムアップリスニングトレーニングの考え

Blagoja Dimoski, ディモスキ・ブラゴヤ

Center for English as a Lingua Franca, Tamagawa University, Japan
bdimoski@lit.tamagawa.ac.jp

Brett Milliner, ミリナー・ブレット

Center for English as a Lingua Franca, Tamagawa University, Japan
milliner@lit.tamagawa.ac.jp

ABSTRACT

It has been suggested that second language (L2) listeners are the most under-researched group of language learners (for example, see Harding, Anderson & Brunfaut, 2015; Yeldham, 2017). This dilemma is further exacerbated by test-orientated approaches taken by teachers which, by-and-large, are more interested in assessing learners' level of comprehension (or lack of) rather than offering them specific instruction to develop their listening skills (Graham, Santos & Vanderplank, 2011; Siegel & Siegel, 2015). Recognizing these issues, and our limited skills to teach L2 listening effectively, we embarked on an action research project which began with giving listening greater prominence in our teaching. We have begun by developing original teaching materials to address bottom-up listening skills, which research has shown to be a more appropriate focus for developing lower-level learners' listening skills (e.g., Siegel & Siegel, 2015). This paper shares three ELF-informed classroom activities that have been positively received in our ELF classes.

KEYWORDS: ELF, ELF-informed pedagogy, Bottom-up listening, L2 Listening, Listening strategy training

1. INTRODUCTION

Coming into this project, the authors (experienced English as a foreign language-EFL instructors in Japan) matched the majority of classroom teachers who, according to researchers (e.g., Chambers, 1996; Field, 2008; Graham, 2006; Graham, Santos, & Vanderplank, 2011; Siegel & Siegel, 2015) do not fully understand the processes that

second language (L2) listeners use nor the abilities that L2 listeners possess. To be franker, our roles when implementing listening in the classroom had resembled a DJ (who curated and controlled the audio material) and comprehension checker. It was this lack of efficacy which led us to question how we could become more effective teachers of listening, and how we could better prepare our learners to be effective users of English as a lingua franca (ELF).

Listening is an integral and fundamental part of language development (Feyten, 1991; Mendelsohn, 1994; Nunan, 1998; Siegel, 2015; Siegel & Siegel, 2015) and, at the very least, deserves a more strategic and research-based approach in classroom instruction. To this end, this paper introduces three approaches to directly develop students' bottom-up (BU) listening skills that research has shown to be effective for L2 students.

2. LISTENING & ELF

The increasing frequency of ELF interactions in business, travel and social networking flag the growing importance of excellent listening skills (Richards & Burns, 2012; Rost, 2016). To prepare L2 learners for listening in ELF interactions, some methodologists in ELF have advocated including non-native speaker accents (Björkman, 2011; Björkman, 2013; Dimoski, 2016; Dimoski, Yujobo & Imai, 2016; Mackenzie, 2014; Magasic, 2016; McBride, 2016; Walker, 2010) and, as Watterson (2008) suggests, examples which involve speakers employing communication strategies to interpret and negotiate meaning. Another important consideration for listening training is Jenkins' (2000) Lingua Franca Core, long considered the cornerstone of phonological intelligibility for ELF communication. ELF Core identified key elements such as the aspiration of certain consonants, vowel length contrasts and nuclear stress placement, as important features that ELF users need to consider to maintain or enhance comprehensibility.

As ELF teacher-researchers, these considerations were at the forefront in our development and implementation of the BU listening materials to be presented herein.

3. BOTTOM-UP LISTENING STRATEGY TRAINING

Arguably, the terms bottom-up and top-down (TD) processing may be the two categories of listening instruction most familiar (even if only superficially) to L2 teachers. The former refers to a focus on linguistic, grammatical and semantic signals, while the latter to utilizing one's background knowledge, life experience, and world knowledge to help ascertain meaning. To make sense of any verbal utterance, L2 listeners generally employ a combination of both (i.e., BU and TD). And, listening teachers along with methodologists are starting to agree that balanced attention to TD and BU is fundamental for good L2 listening pedagogy (Nunan, 2002). Nevertheless, contemporary surveys of L2 listening instruction highlight a lack of attention towards BU training in most classrooms (Field, 2003; Graham, Santos & Vanderplank, 2011; Siegel, 2015; Siegel & Siegel, 2015). BU skills are also neglected in most commercial textbooks (Field, 2003; Siegel, 2015).

This unbalance is particularly concerning as L2 listeners tend to lack BU processing skills (Field, 2003; Lynch, 2006, as cited in Yeldham, 2017), and fundamentally speaking,

L2 listeners need to master BU processing (i.e., decode spoken input) before they can even start to call upon TD strategies to support comprehension. Therefore, BU training is reported to be most beneficial for lower-level L2 listeners, and as Goh (2000) notes, BU training activities enable learners to overcome phoneme, word recognition and segmentation problems, which tend to frustrate learners at the lower levels.

In recognition of this research and our ELF-informed classroom teaching focus on lower level ELF learners, we have set out to create a catalog of activities that promote BU processing skills. In the following section, we present three activities that have been well received and effective at promoting our students' listening fluency.

4. THREE LISTENING ACTIVITIES FOR THE ELF CLASSROOM

4.1 Discriminate between phonemes: A & ER /ɑ:/ & /ɜ:/

This activity was drawn from a minimal pairs approach to teaching pronunciation (see Milliner, 2012 for a detailed description). Therefore, this activity can be used to promote intelligible pronunciation as well as listening fluency. Pronunciation research in ELF (e.g., Jenkins, 2000; Walker, 2010) has revealed that vowel quality does not need to be focussed on when promoting learner's intelligibility, thus many minimal pairs' drills may not need to be practiced in the classroom. However, the / ɜ: / (er) sound is an exception as it can affect intelligibility in ELF interactions (see Jenkins, 2000). To address this sound, we designed the following worksheet. In total, the activity can take anywhere between 10 and 20 minutes to complete.

Figure 1 below is an example of the worksheet provided to students either as a print or PDF file embedded in the Blackboard content management system. Students are first introduced to the two sounds. In this case, they are A /ɑ:/ and / ɜ: / (er) sounds. Teachers can then consider the following activities.

1. Listen and repeat: teacher reads ~ students repeat.
2. Listen and repeat: student A reads ~ student B repeats.
3. Distinguish between phonemes activity: teacher or students read one word from the pairs ~ student(s) responds which group this is from. To promote physical movement, students could be asked to perform a movement to share their response. For example, students create the A or U letters with their arms or raise their left or right arms to indicate which word was read.
4. Tongue twister dictation: Either the teacher or student (A) reads the sentence and student (B) transcribes the exact words they hear. This activity is effective in demonstrating to students (a) how intelligible their pronunciation is, and (b) how accurately they can decode the incoming sounds.
5. Listening test. To conclude the activity and reinforce the focus on listening fluency development, stage a short listening quiz. The teacher randomly reads one word from each pair, and students mark which word was read. Some variations could include the teacher using a recording made by another ELF speaker or asking students to create a listening test for a partner.

A & ER - /ɑ:/ & /ɜ:/

bath	birth
carve	curve
hard	heard
heart	hurt
pass	purse
far	fur
farm	firm
barn	burn
star	stir
fast	first

Tongue Twister Dictation:

Although in his heart the hurt remained, Kurt let his mind return to the first day the barn on the farm burned down.

Tongue Twister:

Stars burn hard far from the heart of the earth I have heard.

Figure 1. Example of a worksheet that is shared with students (n.b., all detailed worksheets are shared in Appendix A)

This concludes the discriminate between phonemes: A & ER /ɑ:/ & /ɜ:/ activity. The activity can be repeated for other minimal pair groups to develop BU listening skills, but this example focuses on students effectively creating and distinguishing a sound identified as being crucial for intelligibility. The activity has proved to be a very efficient, active and enjoyable approach for developing listening fluency and raising awareness of intelligibility when using ELF.

4.2 Note-taking

Bjorkman (2011, p. 94) states that “authentic recordings can be turned into course materials in which students test their listening comprehension and note-taking skills” based on realistic situations that expose them to a variety of non-native accents. Since the number of non-native users of English greatly exceeds that of native speakers in the world (Graddol, 2003), and being aware that learners in higher education settings are, for the most part, preparing to enter a globalized workforce, it follows that an awareness of such

accents and note-taking skills will be beneficial, and thus, worthwhile in ELF-oriented pedagogy. To this end, the aim of the following activity is to expose learners to non-native accents and develop their note-taking skills in a structured, yet realistic, ELF-type setting.

The note-taking activity described below is based on two Youtube video clips (See 1. <[youtube.com/watch?v=ovdzy1ShKJ4](https://www.youtube.com/watch?v=ovdzy1ShKJ4)> and 2. <[youtube.com/watch?v=-n2KpS6Pykc](https://www.youtube.com/watch?v=-n2KpS6Pykc)>) consisting of mock situations in which non-native (i.e., Indonesian) users of English engage in giving and taking messages over the telephone in business settings. Teachers should note that both of the videos (1. less challenging and 2. more challenging) are accompanied by closed captions, which appear at the bottom of the screen, and cannot be turned off. Also, we recommend playing the video through good quality speakers, as the quality of the audio is low.

Prior to commencing the activity, teachers may wish to pre-teach the points below <www.northshore.edu/support_center/pdf/listen_notes.pdf> to help develop students' note-taking skills:

How to take notes:

- Illegibility: Write quickly. Do not be concerned with neatness - the notes are for you (i.e., in the first section only).
- Missed points: Leave spaces in case you need to add information.
- Spelling: Do not be concerned with correct spelling (i.e., in the first section only). You can check and correct it later.

How to distinguish important information:

Pay particular attention when a speaker:

- Repeats information.
- Raises his/her volume or pitch of voice.
- Spends more time on a particular point.
- Uses certain body language.
- Uses direct statements (e.g., It's very important because...) or signal words (e.g., have to, must, etc.) to indicate importance.

The worksheets (see Appendix B) consist of two sections. The first part provides students with instructions and space below to take notes in a quick and ad hoc manner. To create a sense of realism, we designed and added a letterhead of the fictional company that the videos are based on (Figure 2). For basic level students who may be overly challenged, a more scaffolded version of this worksheet was also created for video clip 1.



Figure 2. Worksheet designed for student's note taking purposes

The next section requires students to review their notes and make them more comprehensible. This means, after reviewing their notes, selecting information that is most relevant and, in a concise and organized manner, transferring it to a ‘While You Were Out’ form designed specifically for taking telephone messages (see Figure 3). For the convenience of teachers, the transcript of video 1 is provided as an answer key.

4.3 Nuclear Stress

Nuclear (or tonic) stress refers to the emphasis a speaker places on a particular syllable within a tone unit. An utterance can be made up of one or a string of words produced to convey meaning. As such, it may consist of multiple syllables, which together as a whole form a tone unit. Depending on the intention of the speaker, different meanings can be conveyed by placing prominence on certain syllables. Typically, with the word ‘Japanese’ (/dʒæpəˈniːz/), a speaker would place minor word stress on ‘Jap’ and greater stress on ‘ese’. In a longer unit such as ‘Actually she’s Japanese’, ‘Ac’ would carry the secondary stress while ‘ese’ would bear the primary stress (Patsko, 2014). While placing stress on syllables can enhance intelligibility, misplacing it can potentially confuse the listener and result in negative outcomes. Given this, Jenkins (2000) describes the misplacement of nuclear stress as one of the “greatest phonological obstacles to mutual intelligibility” (p.

FOR _____			Urgent <input type="checkbox"/>
DATE _____	TIME _____		A.M. P.M.
<h2 style="margin: 0;">While You Were Out</h2>			
M. _____			
OF _____			
PHONE _____			
AREA CODE	NUMBER	EXTENSION	
TELEPHONED	<input type="checkbox"/>	PLEASE CALL	<input type="checkbox"/>
CAME TO SEE YOU	<input type="checkbox"/>	WILL CALL AGAIN	<input type="checkbox"/>
RETURNED YOUR CALL	<input type="checkbox"/>	WANTS TO SEE YOU	<input type="checkbox"/>
MESSAGE _____			

SIGNED _____			
adams 9711			

Figure 3. Form for taking telephone messages
Retrieved from <www.freepik.com/free-photo/message-pad_335772.htm>

155), and thus warrants attention in ELF-informed pedagogy. The activity below (see Appendix C) was designed by the researchers to address this need.

The listening text for this activity is based on a Youtube video clip (Retrieved from Elllo website: <elllo.org/video/M001/M017Introduction.htm>) in which a speaker from Nigeria introduces himself. The clip was selected due to the speaker's rhythmic speech patterns. The activity contains the listening transcript in which we underlined certain word items (see below). These items represent what we considered to be the locations of nuclear stress. For the purpose of the activity, we also incorporated false items (i.e., items that did not receive primary stress). While listening to the speaker, students must select only the items which, they believe, bear the prominent stress and circle them.

Hello. I'm from Nigeria and I'm Mickey. Today I want to introduce myself to you guys.

(Excerpt from nuclear stress worksheet)

After playing the video, multiple times if needed, students compare their results and discuss their choices. We wish to acknowledge that some items we identified as nuclear stress in the transcript may be subjective, and thus, based on our own interpretations.

In the follow-up, students are asked to read the transcript aloud to their partners, once by placing emphasis on the correct items (i.e., as in the answer key) and once on the false items. Then, in order to raise students' awareness of how misplaced nuclear stress

could potentially interfere with intelligibility, they can discuss how the two versions differ. As a closing exercise, students form pairs and speak for one minute each, during which they place nuclear stress on certain items they believe would enhance their intelligibility. During this time, their partners must signal (e.g., by raising their hand) each time they perceive the use of nuclear stress contributed to greater comprehensibility.

5. REFLECTIONS

Findings from Siegel and Siegel's (2015) study of Japanese university English learners showed that "learners not only thought that all of the [BU] activities were valuable in terms of their listening development, but they also reported that they were enjoyable" (p. 655). Although there was no formal collection of student feedback to ascertain the effectiveness of the activities presented in this paper, based on classroom observations, we can report that students were engaged and appeared genuinely interested in developing their listening skills, pronunciation, and becoming more intelligible.

The more proficient students, for example, appeared to enjoy the challenges that the core objectives of the skill training provided, while less confident students appeared to appreciate the challenges associated with pronunciation during the minimal pairs' activity and comprehending the accents of speakers in the video clips.

All in all, the observed outcomes were encouraging and motivate us to continue our development of materials and practical approaches to promoting students' listening skills from an ELF-oriented perspective.

6. CONCLUSION

This concludes our introduction of three ELF-informed BU listening activities for the ELF classroom. All handouts are shared in the Appendix, and we urge teachers to try these out in their own classrooms. We are also looking forward to the next stage of our research where we plan to solicit student perceptions and measure changes in students' listening self-efficacy after explicit listening training.

REFERENCES

- Björkman, B. (2011). English as a lingua franca in higher education: Implications for EAP. *Ibérica*, 22, 79-100.
- Björkman, B. (2013). *English as an academic Lingua Franca: An investigation of form and communicative effectiveness*. Boston: Walter de Gruyter.
- Chambers, G. (1996). Listening, Why? How? *Language Learning Journal*, 14, 23-27.
- Dimoski, B. (2016). A proactive ELF-aware approach to listening comprehension. *The Center for English as a Lingua Franca Journal*, 2(2), 24-38. Retrieved from:

- Dimoski, B., Yujobo, Y. J., & Imai, M. (2016). Exploring the effectiveness of communication strategies through pro-active listening in ELF-informed pedagogy. *Language Education in Asia*, 7(2), 67-87. https://doi.org/10.5746/LEiA/16/V7/I2/A02/Dimoski_Yujobo_Imai
- Field, J. (2003). Promoting perception: Lexical segmentation in L2 listening. *ELT Journal*, 57(4), 325-334.
- Field, J. (2008). *Listening in the language classroom*. Cambridge: Cambridge University Press.
- Feyten, C. (1991). The power of listening ability: An overlooked dimension in language acquisition. *Modern Language Journal* 75(2), 173–180.
- Goh, C. (2000). A cognitive perspective on language learners' listening comprehension problems. *System*, 28(1), 55-75. [https://doi.org/10.1016/S0346-251X\(99\)00060-3](https://doi.org/10.1016/S0346-251X(99)00060-3)
- Graddol, D. (2003). The decline of the native speaker. In G. Anderman & M. Rogers (Eds.), *Translation today: Trends and perspectives* (pp. 152-167). Clevedon, UK: Multilingual Matters.
- Graham, S. (2006). Listening comprehension: The learner's perspective. *System*, 34, 165-182.
- Graham, S., Santos, D., & Vanderplank, R. (2011). Exploring the relationship between listening development and strategy use. *Language Teaching Research*, 15(4), 435-456. doi: 10.1177/1362168811412026
- Harding, L., Anderson, J. C., & Brunfaut, T. (2015). Diagnostic assessment of reading and listening in a second or foreign language: Elaborating diagnostic principles. *Language Testing*, 32(3), 317-336.
- Jenkins, J. (2000). *The phonology of English as an international language: New models, new norms, new goals*. Oxford: Oxford University Press.
- Mackenzie, I. (2014). *English as a lingua franca: Theorizing and teaching English*. Oxon: Routledge.
- Magasic, M. (2016). Becoming 'YouTubers': Using webclips in the ELF classroom. *The Center for ELF Journal*, 2(1), 18-25.
- Mendelsohn, D. J. (1994). *Learning to listen*. San Diego: Dominie Press.

- McBride, P. (2016). An overview perspective on teaching ELF: Principles and practices. *Waseda Working Papers in ELF*, 5, 186-197.
- Milliner, B. (2012). Using smartphones to enhance minimal pairs drills and improve pronunciation skills. *JACET News*, 183, 9-13.
- Nunan, D. (1998). Approaches to teaching listening in the language classroom. In *Proceedings of the 1997 Korea TESOL Conference* (pp. 1-10). Taejon, Korea: Korea TESOL.
- Nunan, D. (2002). Listening in language learning. In J.C. Richards & W.A. Renandya (Eds.), *Methodology in language teaching* (pp. 238-241). Cambridge: Cambridge University Press.
- Patsko, L. (2014). *Understanding nuclear stress*. Retrieved from <https://elfpron.wordpress.com/2014/03/03/understanding-nuclear-stress/>
- Rost, M. (2016). *Teaching and researching listening* (3rd ed.). New York: Routledge.
- Siegel, J. (2015). *Exploring listening strategy instruction through action research*. New York: Palgrave Macmillan.
- Siegel, J., & Siegel, A. (2015). Getting to the bottom of L2 listening instruction: Making a case for bottom-up activities. *Studies in Second Language Teaching and Research*, 5(4), 637-662. doi:10.14746/ssllt.2015.5.4.6
- Walker, R. (2010). *Teaching the pronunciation of English as a Lingua Franca*. Oxford: Oxford University Press.
- Watterson, M. (2008). Repair of non-understanding in English in international Communication. *World Englishes*, 27(3-4), 378-406.
- Yeldham, M. (2017). Techniques for researching L2 listeners. *System*, 66, 13-26.

APPENDIX A

Discriminate between phonemes: A & ER /ɑ:/ & /ɜ:/

A

A & ER - /ɑ:/ & /ɜ:/

bath	birth
carve	curve
hard	heard
heart	hurt
pass	purse
far	fur
farm	firm
barn	burn
star	stir
fast	first

Tongue Twister Dictation:

It is hard not to cry but he is firm in his belief that if he had heard the fire he could have stopped it as it started.

Tongue Twister:

Stars burn hard far from the heart of the earth I have heard.

B

A & ER - /ɑ:/ & /ɜ:/

bath	birth
carve	curve
hard	heard
heart	hurt
pass	purse
far	fur
farm	firm
barn	burn
star	stir
fast	first

Tongue Twister Dictation:

Although in his heart the hurt remained, Kurt let his mind return to the first day the barn on the farm burned down.

Tongue Twister:

Stars burn hard far from the heart of the earth I have heard.

APPENDIX B

Note taking activity



Note-Taking




Imagine you are **Nila**, a **secretary** for a company named '**Rajawali Global Group**' in Indonesia.

You receive a call from **Ms. Inneke** from '**Sakura Jaya Company**'. She wants to speak with **Mr. Javier**, the **General Manager**, however, he is not available at the moment.

Listen to her message and write it quickly on the pad below. Remember, you only need to write the most important points. Don't worry about neatness. Just write quickly.

RAJAWALI GLOBAL GROUP
267 Koe Bahany Drive, Jarkata, Indonesia 205-763.
Ph: (76)+09+8663-2297 / Fax: (76)+09+8663-2240



Note: Stage 1 (Higher levels)



Note-Taking



Imagine you are **Nila**, a **secretary** for a company named '**Rajawali Global Group**' in Indonesia.

You receive a call from a woman who works for '**Sakura Jaya Company**'. She wants to speak with **Mr. Javier**, the **General Manager**, however, he is not available at the moment.

Listen to her message and write it quickly on the pad below. Remember, you only need to write the most important points. Don't worry about neatness. Just write quickly.

Caller

Good morning Ms. Nila. Can I speak to Mr. Javier, the General Manager, please?

When will he be back?

Yes, please. My name is () from Sakura Jaya Company.

Alright. () for 'XXXX'. () for 'XXXX'. () for 'XXXX'. () for 'XXXX'. () for 'XXXX'.

My phone number is, ()

I want to discuss the grand opening of new () in () And please ask Mr. Javier to () when he's back.

Yes, that's right.

Alright, Ms. Nila. Thank you.

RAJAWALI GLOBAL GROUP

267 Koe Bahany Drive, Jakarta, Indonesia 205-763.
Ph: (76)+09-8663-2297 / Fax: (76)+09-8663-2240



Note: Stage 1 (Lower levels)

While You Were Out

After you finish, write your notes neatly on the "While You Were Out" form for Mr. Javier. Finally, watch the video again with subtitles to check your information.



FOR _____	Urgent <input type="checkbox"/>
DATE _____	TIME _____
A.M. P.M.	
<h2 style="margin: 0;">While You Were Out</h2>	
M _____	
OF _____	
PHONE _____	
AREA CODE	NUMBER
EXTENSION	
TELEPHONED	PLEASE CALL
CAME TO SEE YOU	WILL CALL AGAIN
RETURNED YOUR CALL	WANTS TO SEE YOU
MESSAGE _____	

SIGNED	
adams 9711	

Note: Stage 2

Answer Key

<https://www.youtube.com/watch?v=ovdzy1ShKJ4>

<https://www.youtube.com/watch?v=-n2KpS6Pykc>

Secretary for Rajawali Global Group	Ms. Inneke from 'Sakura Jaya Company'.
Good morning, Rajawali Global Group. Nila speaking. How can I help you?	Good morning Ms. Nila. Can I speak to Mr. Javier, the General Manager, please?
I'm sorry, he is unavailable. He is in a very important meeting, now.	When will he be back?
Mr. Javier should be at the office again at 1:00 pm. Would you like to leave a message?	Yes, please. My name is Inneke from Sakura Jaya Company.
Would you like to spell your name, please?	Alright. 'I' for India. 'N' for Nancy. 'E' for Echo. 'K' for Kilo. 'E' for Echo.
Got it. Where can Mr. Javier contact you?	My phone number is, 7713111.
What is the call regarding?	I want to discuss the grand opening of new branch office in Jakarta. And please ask Mr. Javier to call me back when he's back.
Alright. So, you want Mr. Javier calls you and grand opening of new branch office in Jakarta.	Yes, that's right.
I'll give Mr. Javier message as soon as possible.	Alright, Ms. Nila. Thank you.
You're welcome and have nice day.	

Note: Answer key (Video 1)

APPENDIX C

Nuclear stress activity & Answer key

Nuclear Stress

While You Watch

Watch the video below. While watching, read the transcript and circle any of the underlined items that you think the speaker places extra stress. Then compare your answers with a partner.

Mickey / Nigeria 🇳🇮



<http://www.ello.org/video/M001/M017Introduction.htm>

Hello, I'm from Nigeria and I'm Mickey. Today I want to introduce myself to you guys.

I'm Miki Babalola from Nigeria and those states in particular.

Actually I grew up in Lagos and I love sports and activities, besides I love lifting weights and anything that has to do with the gyming. I love playing soccer. I love wrestling. I love anything that has to do with physical sport but not only combat aspects because I really (...) to combat.

I like studying but I don't like reading that's the funny aspect of it too that I would like to see but we all read studies for our education aspect of it, but reading I'm no good at it.

Videos, oh my goodness. I love watching movies especially cartoons and again I love things that I like doing singing, dancing is my hobby. I love doing those. I can dance for like, ..twenty four hours every day, singing and enjoying myself listening to music. Thank you very much.

After You Watch

- 1) Try reading the transcript aloud to your partner two times. Once by placing stress on the items the speaker stressed, and once by stressing the other highlighted items. How different do the two versions sound to you?
- 2) Talk to your partner for one minute, and use nuclear stress while you speak. Your partner should signal each time that you do

Note: Main activity & follow-up

Answer Key

Hello, I'm from Nigeria and I'm Mickey. Today I want to introduce myself to you guys.

I'm Miki Babalola from Nigeria and those states in particular.

Actually I grew up in Lagos and I love sports and activities, besides I love lifting weights and anything that has to do with the gyming. I love playing soccer. I love wrestling. I love anything that has to do with physical sport but not only combat aspects because I really (...) to combat.

I like studying but I don't like reading that's the funny aspect of it too that I would like to see but we all read studies for our education aspect of it, but reading I'm no good at it.

Videos, oh my goodness. I love watching movies especially cartoons and again I love things that I like doing singing, dancing is my hobby. I love doing those. I can dance for like, ..twenty four hours every day, singing and enjoying myself listening to music. Thank you very much.

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

ELF センター 2018 FDと研究活動レポート

Rasami Chaikul, チャイクル・ラサミ

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

Brett Milliner, ミリナー・ブレット

Center for English as a Lingua Franca, Tamagawa University, Japan
milliner@lit.tamagawa.ac.jp

ABSTRACT

Faculty development (FD) plays an integral role in the development of the Center for English as a Lingua Franca (CELFL) program at Tamagawa University. The Center has a hiring policy that is not based on the native English speaking norm. As a result, the Center has welcomed a diverse mix of teachers from different cultural and language backgrounds (e.g., Bulgaria, Brazil, Finland, Macedonia, Ukraine, Thailand, The Philippines) who bring rich authentic ELF resources and enhance the first-hand ELF-communication experience for our students. In this report, we 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 2018 academic year.

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

1. INTRODUCTION

The Center for English as a Lingua Franca (CELFL) offers ELF classes to students from all colleges at Tamagawa University. Our Center consists of a very diverse group of 49 teachers from different countries of origin and backgrounds who were hired by the virtue of their qualifications. Their ethnic, linguistic and cultural diversity represents a valuable resource for ELF teaching as well as faculty development as all teachers bring different cultural, educational, and first language backgrounds (e.g., Brazil, Bulgaria, China, Finland, Macedonia, The Philippines, Thailand). They serve to create a plurilingual community and play a major role as authentic resources for ELF-communication. Core objectives for the different faculty development lectures and workshops staged throughout

the 2018 academic year included: provide a platform for CELF teachers to share ideas; assess teaching methodology; promote growth as teaching practitioners; and, disseminate contemporary research from the English language Teaching (ELT) field. Our paper reports on such faculty development initiatives and the academic achievements of the CELF in 2018.

2. THE 2018 CELF-ELTAMA FORUM FOR ENGLISH LANGUAGE TEACHING

The 2018 CELF-ELTama Forum for English Language Teaching was held in the ELF Study Hall 2015 on August 23rd, 2018. During this collaborative event, a total of 11 different talks, presentations and reports were given by CELF faculty (details in Table 1 below). This mutual event attracted approximately 70 attendees.

Table 1

Summary of the CELF-related talks at the 2018 CELF-ELTama Forum for English Language Teaching

Type of Talk & Title	Author (s)
Plenary (In English) Anything el(f) to do?: ELF program for the next five years	Masaki Oda (Director of CELF)
Presentation (CELf Research Report) Power, knowledge, surveillance, and ELF-informed pedagogy	Paul McBride
Presentation (CELf Research Report) English-within-multilingualism in ‘monolingual’ university classrooms	Tomokazu Ishikawa
Presentation (CELf Research Report) Japanese learners’ self-perceptions of their English L2 user identity development	Andrew Leichsenring
Presentation (CELf Research Report) Training for, simulating, and assessing ELF-type interactions in the classroom	Blagoja Dimoski
Presentation (CELf Concurrent Sessions) L2 learners’ perceptions: Listening to music while reading in class	Andrew Leichsenring
Presentation (CELf Concurrent Sessions) Listening strategy training for the English as a lingua franca (ELF) classroom	Blagoja Dimoski & Brett Milliner
Presentation (CELf Concurrent Sessions) Raising awareness of world Englishes	Blair Barr
Presentation (CELf Concurrent Sessions) Useful activities for reviewing coursework in the classroom	Blagoja Dimoski

Presentation (CELF Concurrent Sessions) Raising learners' awareness of structures and genres: Pilot study using process writing	Sachi Oshima
Presentation (CELF Report) CELF Report	Rasami Chaikul & Blagoja Dimoski

The 2018 CELF-ELTama Forum for English Language Teaching was a collaborative effort between the CELF and ELTama. The event provided a collective opportunity for 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, and a diverse group of language teaching professionals to share and discuss their ELF and English language teaching research, methodology and classroom practices.

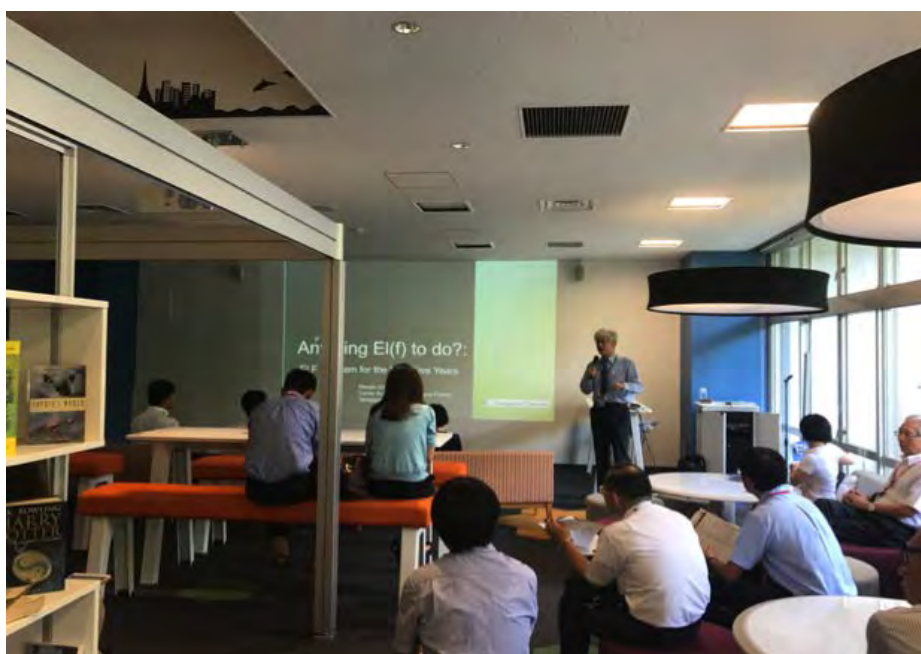


Figure 1. Plenary speaker Dr. Masaki Oda the director of CELF giving his talk on the future direction of ELF program at the 2018 CELF-ELTama Forum for English Language Teaching



Figure 2. Vice-Chair for the ELF Center, Paul McBride sharing his research at the CELF ELTama Forum

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

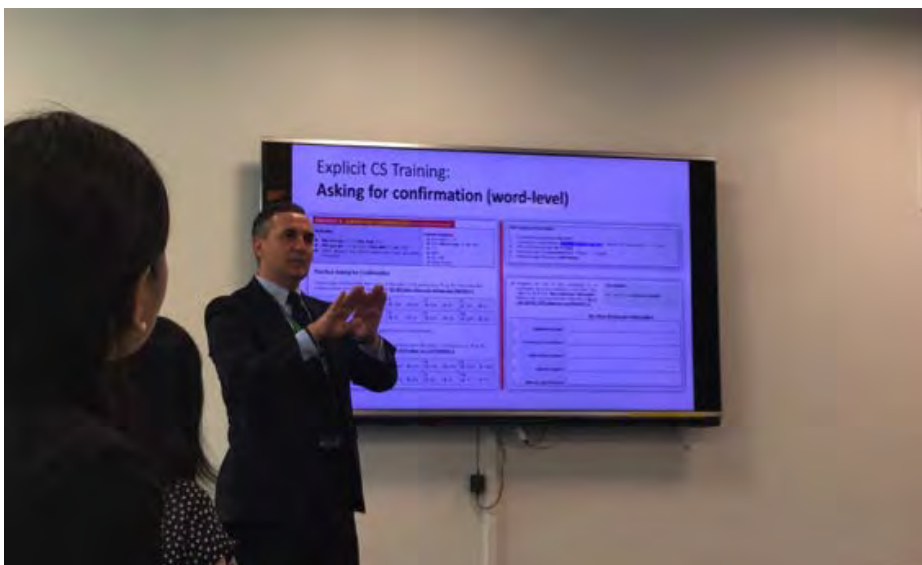


Figure 3. Blagoja Dimoski giving a presentation in the ELF Lounge, Active learning zone



Figure 4. CELF faculty giving the CELF Report in the Tamago Lounge

This collaboration between the CELF Forum and ELTama has enabled a diverse group of language teaching professionals to share and discuss a wide spectrum of topics related to research and classroom practices concerning English Education and ELF.

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 workday 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 2018 classes, an ELF faculty orientation was staged on March 28th. An orientation session for new ELF faculty was arranged 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 5. CELF teachers gathered for the 2018 Teacher Orientation Meeting on March 28th. Retrieved from http://www.tamagawa.ac.jp/celf/news/detail_006.html

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), and the CELF is committed to training faculty to actively utilize this learning portal. The CELF staged two workshops at the start of the academic year (April 16th and 17th) which focused on managing classroom assignments, student assessment, and blended learning. In their review of CELF faculty's digital literacies and computer skills, Cote and Milliner (2018) established that CELF teachers had a relatively high degree of skills and most are confident about using technology in their ELF classrooms. Unfortunately, however, this level of confidence does not appear to be transferring over to the teacher's application of the Blackboard system. In their review of Blackboard usage logs, Milliner and Cote (2018) highlighted that CELF teachers tended to use the system in limited or unsophisticated capacities. To be more specific, most teachers were only using 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, digital feedback, embedded media, and online discussions). To mediate this concern, future Blackboard training will work to promote more sophisticated approaches to using the CMS and provide practical examples of how Blackboard is being used by CELF teachers to augment instruction and facilitate better learning outcomes in ELF classes.



Figure 6. A CELF workshop on the Blackboard course management system (CMS). Retrieved from http://www.tamagawa.ac.jp/celf/news/detail_006.html

3.3 ELF Pedagogy Workshops

Continuing the Center's work to raise awareness and understanding of ELF-informed pedagogy, a variety of ELF-informed pedagogy workshops were staged in 2018.

3.3.1 ELF Workshop - Current thinking and research in ELF: A focus on pedagogy- May 25th and 28th, 2018

Dr. Tomokazu Ishikawa gave two talks on current thinking and research in ELF. He described important ideas and concepts relating to ELF research and concluded with a comment on the future directions for ELF research and pedagogy.



Figure 7. Current thinking and research in ELF: A focus on pedagogy. Retrieved from http://www.tamagawa.ac.jp/celf/news/detail_006.html

3.3.2 ELF Workshop -Using Internet Resources and Mobile Technology to Promote ELF Awareness- June 26th - 27th, 2018

Facilitated by Rasami Chaikul, this workshop focused on using internet resources and mobile technology to promote ELF awareness. Chaikul introduced a number of authentic online materials which can be used to enhance students' ELF awareness in the classroom. The practical, hands-on approach to the workshop enabled participants to gain valuable experience concerning the utilization of technology in the language-learning environment.

3.3.3 ELF Assessment Workshop November 16th & 19th, 2018

Led by Blagoja Dimoski and Paul McBride, two interactive workshops focusing on 'ELF Assessment' were staged in fall semester. Issues covered included: overall assessment in ELF classes, how to conduct speaking assessments, and how to use the Center's speaking and writing assessment rubrics more effectively.



Figure 8. Assessment workshop led by Blagoja Dimoski in November, 2018

3.3.4 Informal Discussion for CELF Teachers- December 6th and 8th, 2018

Paul McBride and Rasami Chaikul moderated two informal discussion sessions between CELF teachers that focused on sharing teaching ideas and any issues relating to the ELF classroom. Some of the issues discussed included dealing with unmotivated students, designs for effective group work, and the creative use of textbooks.



Figure 9. Participants at the informal discussion for CELF teachers on December 8th, 2018. Retrieved from http://www.tamagawa.ac.jp/celf/news/detail_002.html

3.3.5 Campus-wide University FD/SD Training Day- February 22nd, 2019

Andrew Leichsenring, facilitated a two-hour workshop for full-time faculty and visitors entitled Introduction to teaching: The development of teacher identity in professional learning communities. Participants learned how identity is constructed, and the development of professional teacher identity.

3.4 Guest Speakers and Visiting Scholars

The center welcomed a couple of prominent scholars in the field of language education in 2018.

3.4.1 Dr. Nitida Adipattaranan -Teacher Education in Thailand: What Thai Students Study to Become an English Teacher- July 13, 2018.

The CELF was pleased to welcome Associate Professor Nitida Adipattaranan (Ph.D), Director of Doctor of Education Program in Curriculum, Teaching, and Learning Technology at the Faculty of Education, Chiang Mai University, Thailand, to our Center. Dr. Adipattaranan shared a talk titled ‘Teacher Education in Thailand: What Thai students study to become an English Teacher’. Various aspects of English language teaching and English teacher training were highlighted. The discussion after the presentation built a deeper understanding of teacher training in another expanding circle country.



Figure 10. Dr. Nitida Adipattaranan with her team from Chiang Mai University and ELF teachers and participants after her presentation at CELF on Teacher Education in Thailand: What Thai students study to become an English Teacher- July 13, 2018

3.4.2 Dr. Jana E. Moore -Working with Special Needs Students in the Language Learning Environment- October 10, 2018

On October 10, 2018, a special lecture was given by Dr. Jana E. Moore, the ELL Coordinator from Moanalua High School, Hawaii, USA, on ‘Working with Special Needs Students in the Language Learning Environment’. In attendance were Tamagawa University teachers and other staff, as well as participants from outside the university. The presentation on the special needs students in the language-learning environment proved to be an important issue for discussion between participants following her talk.



Figure 11. Dr. Jana E. Moore presents at CELF on October 10, 2018. Retrieved from http://www.tamagawa.ac.jp/celf/news/detail_006.html

3.4.3 Research and Faculty Development Special Winter Workshops 2019. Hosted by CELF, Dr. Tomokazu Ishikawa and JACET ELF SIG. The special winter workshops 2019 are a collaborative effort between the CELF (as hosts) and Dr. Tomokazu Ishikawa's Kakenhi (No. 18H05585), with additional support from the JACET ELF SIG.

Two ELF scholars were invited to share their insights and expertise on two occasions January and February 2019.



Figure 12. Dr. Fan Fang from Shantou University, China presents at CELF on January 18, 2019



Figure 13. Dr. Koun Choi from University of Cambridge, U.K. presents at CELF on February 12, 2019

3.4.4 Honorable Visitors to CELF

It was our pleasure to welcome Honorary Prof. Henry Widdowson and University Professor Barbara Seidlhofer from Vienna University to our Center for English as a Lingua Franca (CELF). The casual visit to the center was made after their plenary talks and panel discussions at the Diversity in CLIL in Plurilingual Communities of Practice Symposium at Sophia University and the 8th Waseda ELF International Workshop and Symposium on Applied Linguistics - Broadening a perspective at the Waseda University. The casual visit and informal discussion about ELF-related topics and issues marked an exciting opportunity to engage in professional conversations with two of the most distinguished eminences in the ELF field. After the discussion, a group photo in front of Professor Widdowson's quote found on the wall in the ELF Lounge was taken for the Tamagawa Academy magazine "Zenjin" and the CELF is looking forward to welcoming both professors to the center again in the future.



Figure 14. Professor Henry Widdowson and Professor Barbara Seidlhofer from Vienna University and Dr. Oda Masaki, the director of CELF, seen in front of Dr. Widdowson's message (1994, p. 384) to language learners, "Real proficiency is when you are able to take possession of the language, turn it to your advantage, and make it real for you."

4. CELF RESEARCH ACHIEVEMENTS

In 2018, CELF faculty were once again actively engaging with the academic community and working hard towards the expansion of academic knowledge and classroom teaching. In this section, we share the faculty's multifaceted achievements in academic research, both domestically and abroad.

4.1 Academic Presentations

In 2018 CELF faculty presented their research both domestically and internationally on 62 separate occasions. Information pertaining to these presentations is shared in the following sections.

4.1.1 Domestic Presentations

In all, CELF faculty made 41 presentations across Japan consisting of an invited workshop and panel presentations, numerous paper and poster presentations (see Table 2). Of particular note, Blagoja Dimoski was invited to lead a workshop on developing effective classroom materials and activities from lingua franca research at Bunko University in Hiroshima, and Paul McBride and Tomokazu Ishikawa were invited panelists at the Aichi University Forum. Brett Milliner was also an invited panelist at JALT CALL 2018 in Nagoya.

The CELF also values collaborative research, not only among 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 Waseda University, Keio University, University of California Los Angeles (UCLA), Rikkyo University, Sophia University, Tokai University, Hiroshima Jogakuin University, Okayama University, Tokyo Medical University, Kogakuin University and Musashino University.

Table 2

Summary of CELF faculty's domestic presentations (n=41)

Location	Type, Title, & Event	Author(s)
Sendai	Presentation The Discourse of 'Quality Assurance' in ELT <i>The 57th JACET International Convention</i>	Masaki Oda
Sendai	Symposium Discussant "Assuring Quality Outcomes in English Education" The 5th AILA East Asia Symposium at <i>The 57th JACET International Convention</i>	Panelists: Junkyu Lee Shaoquian Luo, Atsuko Watanabe Discussants: Haemon Lee Xingwei Miao Masaki Oda Chair: Chitose Asaoka
Fukuoka	Invited Talk 『ネイティブスピーカー主義後の大学英語教育：プログラムの設計と運営を中心に』 大学英語教育学会九州沖縄支部、第190回東アジア英語教育研究会 <i>Seinan Gakuin University</i> 西南学院大学	Masaki Oda

Tokyo	Plenary Anything el(f) to do?: ELF program for the next five years <i>2018CELF- ELTama Forum</i>	Masaki Oda
Tokyo	Presentation English as a lingua franca: A paradigm shift in English language policy at a university in Japan <i>JACET Language Policy SIG</i>	Rasami Chaikul
Tokyo	Presentation The power of growth mindset in language learning: Enhancing perseverance of university students <i>PLL3</i>	Mitsuko Imai
Nagoya	Panel Discussion Navigating Language Development: How Are Learners Evolving with Language Learning Technology? <i>JALT CALL 2018</i>	Brett Milliner, Blair Barr & Daniel Hougham
Nagoya	Presentation Computer-assisted language testing and learner mindsets <i>JALT CALL 2018</i>	Brett Milliner & Blair Barr
Hokkaido	Presentation 「問題なし」評価による応答をすること <i>The 44th Annual Meeting of the Japan Society of Health and Medical Sociology</i>	Satomi Kuroshima
Ibaraki	Poster Presentation Discursive transfer in connecting events in Japanese/English bilingual children's narratives <i>LinguaPax Asia International Symposium</i>	Yuri Jody Yujobo, Satomi Mishina-Mori, & Yuki Nagai
Tokyo	Presentation Japanese learners' self-perceptions of their L2 English user identity development <i>International Conference on Education, Psychology and Learning, ICEPL Summer 2018, Tokyo</i>	Andrew Leichsenring

Kyoto	Presentation Integrating ELF within EFL: A focus on literacy <i>First JACET Summer (#45) and English Education (#6) Joint Seminar</i>	Tomokazu Ishikawa & Paul McBride
Toyohashi	Invited Panel Presentation EFL and ELFin: Friends, foes or ‘frenemies’? <i>Aichi University Forum (IRHSS)</i>	Tomokazu Ishikawa
Toyohashi	Invited Panel Presentation Overcoming ideological inertia with ELF-aware teaching practices <i>Aichi University Forum (IRHSS)</i>	Paul McBride
Tokyo	Poster Presentation シミュレーション教育実践における学習達成の効果とその基盤 — 会話と動線の分析から — <i>The 50th Annual Meeting of Japan Society for Medical Education</i>	Satomi Kuroshima
Sendai	Presentation On the use of a membership categorization device in ELF contexts <i>The 57th JACET International Convention</i>	Satomi Kuroshima
Sendai	Presentation The effect of positive psychology in SLA: From fixed mindset to a growth mindset <i>The 57th JACET International Convention</i>	Mitsuko Imai
Sendai	Presentation ELF (English as a Lingua Franca) SIG The 57th JACET International Convention	Paul McBride & Miyuki Takino
Tokyo	Research Report Power, knowledge, surveillance, and ELF-informed pedagogy <i>2018CELF- ELTama Forum</i>	Paul McBride
Tokyo	Research Report English-within-multilingualism in CELF classrooms <i>2018CELF- ELTama Forum</i>	Tomokazu Ishikawa

Tokyo	Research Report Training for, simulating, and assessing ELF-type interactions in the classroom <i>2018CELF- ELTama Forum</i>	Blagoja Dimoski
Tokyo	Presentation Listening strategy training for the ELF classroom <i>2018CELF- ELTama Forum</i>	Blagoja Dimoski
Tokyo	Presentation L2 learners' perceptions: Listening to music while reading in class <i>2018CELF- ELTama Forum</i>	Andrew Leichsenring
Tokyo	Research Report Japanese learners' self-perceptions of their L2 English user identity development <i>2018CELF- ELTama Forum</i>	Andrew Leichsenring
Tokyo	Presentation Useful activities for reviewing coursework in the classroom <i>2018CELF- ELTama Forum</i>	Blagoja Dimoski
Tokyo	Research Report CELFL Report <i>2018CELF- ELTama Forum</i>	Blagoja Dimoski, Rasami Chaikul, Tomokazu Ishikawa, Paul McBride, Yuri Jody Yujobo & Satomi Kuroshima
Saitama	Poster Presentation Telling stories in the socially non-dominant language: An analysis of referring expressions among Japanese-English simultaneous and successive bilinguals <i>JSLs 2018 (Japan Society for Language Sciences) 20th Annual International conference</i>	Yuri Jody Yujobo, Satomi Mishina-Mori, Yumiko Kawanishi & Yuki Nagai
Osaka	Presentation (Kakenhi) 購買活動における「価値」概念の記述のされ方 — 会話分析と行動経済学による一考察 — 日本認知学会第35回大会 <i>The 35th Annual Meeting of the Japanese Cognitive Science Society</i>	Satomi Kuroshima, Yutaka Kayaba & Takanobu Omata

Kyoto	Presentation Assessing students English from an ELF perspective: Developing an ELF oriented speaking rubric 全国英語教育学会第44回京都研究大会 <i>JASELE Conference 2018</i>	Rasami Chaikul, Ito Yasuko, Tsuchihira Taiko
Tokyo	Panel Presentation 日本の応用言語学とJAAL-in-JACETの今後の役割 <i>The Japan Association for Applied Linguistics (JAAL) in JACET</i>	Masaki Oda
Tokyo	Poster Presentation Language minorities: Education and language issues <i>The Japan association of applied linguistics (JAAL) in JACET SIG Conference 2018</i>	Rasami Chaikul, Toshiko Sugino & Michiko Sasaki
Fukuoka	Presentation Talking with L1/L2 English speakers: Japanese L2 English users' self-perceptions <i>International Symposium on Education, Psychology and Social Sciences</i>	Andrew Leichsenring
Shizuoka	Presentation Factors of perseverance in bilingual education <i>JALT 2018 International Conference</i>	Mitsuko Imai
Shizuoka	Presentation Exploring curriculum design on world instructional development standards <i>JALT 2018 International Conference</i>	Yuri Jody Yujobo
Shizuoka	Presentation Diversity and ELF awareness: Thai teaching English <i>JALT 2018 International Conference</i>	Rasami Chaikul
Hiroshima	Presentation Migrant Voices of Filipinos Teaching in Japan <i>The 4th Philippine Studies Conference in Japan</i>	Tricia Okada

Tokyo	Presentation ELF & ELT: Where are we now? <i>8th Waseda ELF International Workshop and Symposium</i>	Tomokazu Ishikawa
Tokyo	Presentation The initial stages of planning and developing resources for teaching and assessing communication strategies in ELF-informed pedagogy <i>8th Waseda ELF International Workshop and Symposium</i>	Blagoja Dimoski, Yuri Jody Yujobo, Satomi Kuroshima, Okada Tricia, & Rasami Chaikul
Hiroshima	Invited Workshop Developing effective classroom materials and activities from lingua franca research <i>The Faculty of Global and Community Studies, Shudo University, Hiroshima</i>	Blagoja Dimoski
Fukuoka	Presentation L2 learners' preferences: Listening to background music while reading <i>International Symposium on Language, Linguistics, Literature, and Education (ISLLE)</i>	Andrew Leichsenring
Tokyo	Presentation Applied Linguistics, Language Policy and Academic Discourse: A Reflection <i>JACET Language Policy SIG</i>	Masaki Oda

4.1.2 International Presentations

During 2018 CELF faculty 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, 21 international presentations were made during this period (see Table 3). Among them, individual and group presentations were made by Paul McBride and Yuri Jody Yujobo at the Asia TEFL conference in Macau, while Blagoja Dimoski, Tomokazu Ishikawa and Paul McBride all presented at the ELF11 conference in London. The director of CELF, Dr. Masaki Oda, was invited to give a plenary and lead a workshop at the ICE3LT International Conference in Yogyakarta, Indonesia.

Table 3

Summary of CELF faculty's international presentations (n=21)

Location	Type, Title, & Event	Author(s)
Macau, China	Presentation Exploration into curriculum design and the challenges for primary to tertiary English programs <i>The 16th Asia TEFL International Conference</i>	Yuri Jody Yujobo
Macau, China	Presentation Language tests in the news <i>The 16th AsiaTEFL, 1st MAAL & 6th HAAL 2018 International Conference</i>	Masaki Oda
Yogyakarta, Indonesia	Invited Lecture Language testing, politics & mass media <i>Universitas Negeri Yogyakarta</i>	Masaki Oda
Yogyakarta, Indonesia	Plenary Groundless beliefs: Language learners and mass media <i>ICE3LT International Conference</i>	Masaki Oda
Yogyakarta, Indonesia	Invited Workshop Learner beliefs: Planning your own research <i>ICE3LT International Conference</i>	Masaki Oda
Surakarta, Indonesia	Invited Workshop Designing Research Project in ELT <i>Universitas Sebelas Maret</i>	Masaki Oda
Macau, China	Symposium Rethinking “correctness”. In M. Oda (Chair) Issues in Academic Writing Instruction. <i>The 16th Asia TEFL International Conference</i>	Paul McBride
London, UK	Presentation Power, knowledge, surveillance, and ELF-informed pedagogy <i>ELF11</i>	Paul McBride
London, UK	Presentation Training for, simulating, and assessing ELF-type interactions in the classroom <i>ELF11</i>	Blagoja Dimoski

London, UK	Presentation English-within-multilingualism in 'monolingual' university classrooms <i>ELF11</i>	Tomokazu Ishikawa
London, UK	Invited Plenary Panel New voices and new faces in ELF <i>ELF11</i>	Tomokazu Ishikawa
Suzhou, China	Presentation Japanese university students and digital literacies: Preparing for the study abroad context <i>GLoCALL 2018</i>	Travis Cote & Brett Milliner
Loughborough University, UK	Presentation Perception in the work of identification of human anatomy: A case of medical reasoning in surgical operations <i>5th International Conference on Conversation Analysis (ICCA)</i>	Satomi Kuroshima
Philadelphia, US	Presentation Perception in the work of identification of human anatomy: A case of medical reasoning in surgical operations <i>113th Annual Meeting of the American Sociological Association (ASA)</i>	Satomi Kuroshima
Toronto, Canada	Presentation Mobile bodies: The gender performance and migration experience of Filipino trans women entertainers in Japan <i>XIX International Sociological Association (ISA) World Congress of Sociology</i>	Tricia Okada
Honolulu, US	Presentation Methods to enhance classroom management and promote learning autonomy <i>The IAFOR International Conference on Education</i>	Blagoja Dimoski

Wollongong, NSW Australia	Presentation Teacher Development in a Multicultural English Language Program <i>Applied Linguistics Association of Australia 2018 Conference @ University of Wollongong</i>	Masaki Oda
Adelaide, Australia	Presentation Exploring business and ELF-informed curriculum development for global competence <i>ACTA Conference 2018 English Language Learning in a Mobile World</i>	Yuri Jody Yujobo
Phnom Penh, Cambodia	Presentation Materials for improving ELF-informed communication strategies and BELF (Business) competence <i>The 15th Annual CamTESOL Conference on Language Learning</i>	Yuri Jody Yujobo
Southampton, UK	Presentation EMF awareness: A pedagogic application of EMF, transculturality, and transmodality <i>University of Southampton's Centre for Global Englishes Seminar</i>	Tomokazu Ishikawa
Singapore	Presentation ELF-aware pedagogy: Speaking and critical writing utilizing Internet videos <i>54th RELC International Conference and 5th Asia-Pacific LSP and Professional Communication Association Conference</i>	Paul McBride

4.2 Academic Publications

In 2018, CELF faculty published their research and shared teaching ideas across a range of domestic and international publications. Most publications were peer-reviewed, appearing in books (as chapters), journals, conference proceedings, and in other forms. We wish to highlight Tomokazu Ishikawa's review published in the highly respected *ELT Journal* and his contributions to the 2018 Waseda Working Papers in ELF. Also, Travis Cote and Brett Milliner published their review of English language teachers' digital literacies in the *European Journal for teaching English with technology*. And lastly, we want to congratulate Dr. Masaki Oda on publishing chapters in the recently released books (1) *Criticality, Teacher Identity, and (In)equity in English Language Teaching: Issues and Implications*, and (2) *English-Medium Instruction from an English as a Lingua Franca Perspective: Exploring the Higher Education Context*.

Table 4

Summary of publications by CELF faculty (n=18)

Type (○=Peer-reviewed) & Reference	Author(s)
Article Milliner, B., & Dimoski, B. (2018). A report on faculty development and research at the Center for English as a Lingua Franca. <i>The Center for English as a Lingua Franca Journal</i> , 4, 56-81. Retrieved from http://www.tamagawa.ac.jp/celf/research/pdf/celf_journal_final4_06.pdf	Brett Milliner & Blagoja Dimoski
Book Chapter ○ Oda, M., & Toh, G. (2018). Significant encounters and consequential eventualities: A joint narrative of collegiality marked by struggles against reductionism, essentialism and exclusion in ELT. In B. Yazan & N. Rudolph (Eds.), <i>Criticality, Teacher Identity, and (In)equity in English Language Teaching: Issues and Implications</i> (pp. 219-216). Cham: Springer.	Masaki Oda & Glenn Toh
Book Chapter Oda, M. (2019). Beyond Global English(es): university English program in transition. In K. Murata (Ed.), <i>English-Medium Instruction from an English as a Lingua Franca Perspective: Exploring the Higher Education Context</i> (pp. 259-270). London: Routledge. 259-270.	Masaki Oda
Article (○) Oda, M. (2018). A Post-EFL approach to the administration of English language programs. <i>JACET ELF SIG Journal</i> , 2, 30-38.	Masaki Oda
Article (○) Milliner, B., & Chaikul, R. (2018). Extensive listening in the ELF Classroom with ELLLO. <i>The Center for English as a Lingua Franca Journal</i> , 4, 36-50. Retrieved from http://www.tamagawa.ac.jp/celf/research/pdf/celf_journal_final3.pdf	Brett Milliner & Rasami Chaikul
Article (○) Okada, T. (2018). Voices of language learners in improvisations. <i>The Center for English as a Lingua Franca Journal</i> , 4, 26-35. Retrieved from http://www.tamagawa.ac.jp/celf/research/pdf/celf_journal_final4_03.pdf	Tricia Okada

<p>Article (○)</p> <p>Mishina-Mori, S., Nagai, Y., & Yujobo, Y. J. (2018). Cross-linguistic influences in the use of referring expressing in school-age Japanese-English bilinguals. In A. B. Bertolini & M. J. Kaplan (Eds.), <i>Proceedings of the 42nd Annual Boston University Conference on Language Development, Volume 2</i> (pp. 546-557). Boston, USA: Cascadilla Press.</p>	<p>Satomi Mishina- Mori, Yuki Nagai & Yuri Jody Yujobo</p>
<p>Article</p> <p>Mishina-Mori, S., Nagai, Y., & Yujobo, Y. J. (2018). Referent Introduction and Maintenance in the English Narratives of Monolingual and Bilingual Children. <i>Intercultural Communication Review - Rikkyo Graduate School of Intercultural Communications</i>, 16, 5-16.</p>	<p>Satomi Mishina- Mori, Yuki Nagai & Yuri Jody Yujobo</p>
<p>Article (○)</p> <p>Ishikawa, T. (2018). From native-speakerism to multilingualism: A conceptual note. <i>JACET ELF SIG Journal</i>, 2, 9-17.</p>	<p>Tomokazu Ishikawa</p>
<p>Article</p> <p>Ishikawa, T. (2018). Cutting-edge research 英語教育研究最前線 第13回 English within multilingualism for transcultural communication. <i>The English Teachers' Magazine 英語教育</i> (Taishukan 大修館書店), 6, 70-71.</p>	<p>Tomokazu Ishikawa</p>
<p>Article (○)</p> <p>Murata, K., Ishikawa, T., & Konakahara, M. (2018). Introduction: ELF and assessment. <i>Waseda Working Papers in ELF</i>, 7, 1-10.</p>	<p>Kumiko Murata, Tomokazu Ishikawa & Mayu Konakahara</p>
<p>Article (○)</p> <p>Ishikawa, T. (2018). Review: The Routledge Handbook of English as a Lingua Franca. <i>ELT Journal</i>, 72(4), 455-458. Doi: https://doi.org/10.1093/elt/ccy032.</p>	<p>Tomokazu Ishikawa</p>
<p>Article (○)</p> <p>Leichsenring, A. (2018). Japanese learners' self-perceptions of their L2 English user identity development. <i>International Conference on Education, Psychology and Learning, ICEPL Summer 2018</i> (pp. 17-30). Tokyo, Japan: ICEPL.</p>	<p>Andrew Leichsenring</p>

<p>Article (○)</p> <p>Mishina-Mori, S., Kawanishi, Y., Nagai, Y., & Yujobo, Y. J. (2018). Telling Stories in the Socially non-dominant language- An analysis of referring expressions among Japanese-English simultaneous and successive bilinguals. <i>JSLs</i> 2018, 188-189.</p>	<p>Satomi Mishina- Mori, Yumiko Kawanishi, Yuki Nagai & Yuri Jody Yujobo</p>
<p>Article (○)</p> <p>Hougham, D., Barr, B., Milliner, B., & Cowie, N. (2018). JALTCALL 2018: Reflections on the Learner Development SIG forum. <i>Learning Learning</i>, 25(2), 66-71. Retrieved from http://ld-sig.org/wp-content/uploads/2018/11/LL25.2_WHOLE-ISSUE.pdf</p>	<p>Daniel Hougham, Blair Barr, Brett Milliner & Neil Cowie</p>
<p>Article (○)</p> <p>Yujobo., Y. (2108) When ELF Meets BELF: Building business communication into ELF-informed curriculum. In S. Madya, F. A. Hamied, W. A. Renandya, C. Coombe, & Y. Basthomi (Eds.), <i>ELT in Asia in the Digital Era: Global Citizenship and Identity: Proceedings of the 15th Asia TEFL and 64th TEFLIN International Conference on English</i> (pp. 153-160). London, England: Routledge. Doi: https://doi.org/10.1201/9781351217064</p>	<p>Yuri Jody Yujobo</p>
<p>Article (○)</p> <p>Cote, T., & Milliner, B. (2018). A survey of EFL teachers digital literacy: A report from a Japanese university. <i>The Journal of Teaching English with Technology</i>, 18(4), 71-89.</p>	<p>Travis Cote & Brett Milliner</p>
<p>Article</p> <p>Milliner, B.(2018). Foreword to special issue-JALT Yokohama Technology MyShare. <i>Accents Asia</i>, 11(1), 1-1. Retrieved from http://www.issues.accentasia.org/issues/10-2/Milliner%20.pdf</p>	<p>Brett Milliner</p>

4.3 Contributions to Academic Societies

In addition to publishing and presenting, faculty members of the CELF were also active volunteers across a range of academic organizations. Faculty fulfill a total of 40 voluntary positions (compared to 24 in 2017; see Milliner & Dimoski, 2018) in domestic and international, academic societies and their affiliates, making contributions in a variety of roles and capacities including board member, director, editor, Ph.D examiner, reviewer, treasurer, vice president, and many more (see Table 5).

Table 5

Summary of contributions by CELF faculty to academic societies in 2018 (n=40)

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
University Technology Sydney	Ph.D. External Examiner	Masaki Oda
University of Southern Queensland	Ph.D. External Examiner	Masaki Oda
Department of Sociology, Indiana University-Purdue University, USA	External Evaluator (for Academic Promotion)	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
International Conference on Education, Psychology and Learning, ICEPL Summer 2018	International Committee member	Andrew Leichsenring
The International Academic Forum, Journal of Language Learning	Reviewer	Andrew Leichsenring
JALT Post Conference Publication	Copy Editor	Andrew Leichsenring
The Language Teacher (JALT)	Copy Editor & Proofreader	Andrew Leichsenring
The International Academic Forum, Journal of Language Learning	Reviewer	Andrew Leichsenring

Cambridge University Press	Textbook Advisory Panel Member	Andrew Leichsenring
Proceedings of the fourth Extensive Reading World Congress	Proofreader	Brett Milliner
The Journal of Extensive Reading	Copy Editor	Brett Milliner
JALT CALL	Treasurer	Brett Milliner
JALT Yokohama	Publications Chair	Brett Milliner
Accents Asia Journal	Special Issue Editor	Brett Milliner
Intersubjectivity in Action Conference 2017	Scientific Committee Member	Satomi Kuroshima
Journal of Pragmatics	Reviewer	Satomi Kuroshima
The Japanese Association of Sociolinguistic Sciences	Treasurer	Satomi Kuroshima
Englishes in Practice (De Gruyter)	Editorial Board Member	Tomokazu Ishikawa
International Journal of Applied Linguistics	Reviewer	Tomokazu Ishikawa
Language and Intercultural Communication	Reviewer	Tomokazu Ishikawa
Journal of Multilingual and Multicultural Development	Reviewer	Tomokazu Ishikawa
JACET	Seminar Committee Member	Tomokazu Ishikawa
JAAL in JACET	Academic Exchange Committee Member	Tomokazu Ishikawa
JACET ELF SIG	Steering Committee Member; Public Relations Committee Chair; Membership Administration Committee Vice Chair	Tomokazu Ishikawa
JACET ELF SIG Journal	Reviewer	Tomokazu Ishikawa
JACET Kanto Journal	Reviewer	Tomokazu Ishikawa

Eighth Waseda ELF International Workshop & Symposium (Jan. 2019)	Scientific Committee Member; Volume Co-editor	Tomokazu Ishikawa
International Lake District Conference on English Linguistics, Teaching and Literature (Burdur)	Scientific Committee Member	Tomokazu Ishikawa
FIEP JAPAN	Board Member & Public Relations Chair	Rasami Chakul

4.4 Research Grants Received by CELF Faculty

Reported in Table 6 below, members of CELF faculty are involved in a total of eight research projects funded by Grants-in-Aid for Scientific Research through the Japan Society for the Promotion of Science (JSPS Kakenhi). We want to congratulate Blagoja Dimoski (primary investigator), and co-investigators Yuri Jody Yujobo, Satomi Kuroshima, Rasami Chaikul, and Tricia Okada for securing funding for their project which aims to develop resources for teaching and assessing communication strategies in ELF-informed pedagogy, and Dr. Masaki Oda (principal investigator) who secured funding for his project that aims to investigate the development of university-level English programs after native speakerism. In addition, we applaud Tomokazu Ishikawa on securing funding for his project titled: English and transcultural education towards a multilingual global society in a 'monolingual' context. The CELF has already started to benefit from Tomokazu's project with Koun Choi (University of Cambridge) and Dr Fan Fang (Shantou University, China) visiting the CELF to provide public workshops in early 2019.

Table 6

Summary of research grants received by CELF faculty (n=8)

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ブにおける言語間相互作用の	Yuri Jody Yujobo (Co-Investigator)
JSPS Kakenhi	Grants-in-Aid for Scientific Research (C)	04-01-2018 ~03-31-2022	「ネイティブスピーカー主義」後の大学英語教育プログラムの開発	Masaki Oda (Principal 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)
JSPS Kakenhi	Grant-in-Aid for Scientific Research (C)	04-01-2018 ~03-31-2022	Developing resources for teaching and assessing communication strategies in ELF-informed pedagogy: An empirical approach based on learners' communicative competence	Blagoja Dimoski (Primary Investigator) & Satomi Kuroshima, Yuri Jody Yujobo, Tricia Okada, Rasami Chaikul (Co-investigators)
JSPS Kakenhi	Grant-in-Aid for Scientific Research (C)	04-01-2018 ~03-31-2022	英語授業内活動における認識性交渉の会話分析とタスクデザインの提案	Satomi Kuroshima (Co-investigator)
JSPS Kakenhi	Grant-in-Aid for Scientific Research (C)	04-01-2017 ~03-31-2021	若者の就労支援活動における相互行為の分析	Satomi Kuroshima (Co-investigator)
JSPS Kakenhi	Grant-in-Aid for Research Activity Start-up	08-24-2018 ~03-31-2020	単一言語的環境下での多言語グローバル社会に向けた英語及び異文化教育 [English and transcultural education towards a multilingual global society in a 'monolingual' context]	Tomokazu Ishikawa (Primary Investigator)

5. CONCLUDING REMARKS AND PLANS FOR 2018

In this report, we have described the different faculty development lectures and workshops staged throughout the 2018 academic year. We hope that these initiatives have promoted

the fluid exchange of ideas between our diverse faculty and promoted their growth as teaching professionals. The CELF has also published and presented extensively, and secured a number valuable research grants this year, which all points towards a very bright future for research in the CELF in 2019.

REFERENCES

- Cote, T., & Milliner, B. (2018). A survey of EFL teachers digital literacy: A report from a Japanese university. *The Journal of Teaching English with Technology*, 18(4), 71-89.
- Milliner, B., & Cote, T. (2018). Faculty adoption, application and perceptions of a CMS in a university English language program. In B. Zou & M. Thomas (Eds.) *Integrating Technology Into Contemporary Language Learning and Teaching* (pp.161-175). Hershey PA: IGI Global.
- Milliner, B., & Dimoski, B. (2018). 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*, 4, 56-81. Retrieved from http://www.tamagawa.ac.jp/celf/research/pdf/celf_journal_final4_06.pdf
- Widdowson, H. G. (1994). The ownership of English. *TESOL Quarterly*, 28(2), 377-389. <https://doi.org/10.2307/3587438>