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# ELF

The Center for English  
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# The Center for English as a Lingua Franca Forum

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# **The Center for English as a Lingua Franca Forum: Call for Articles**

**The Center for English as a Lingua Franca Forum** is a refereed publication that seeks to promote critical reflection among English language teaching professionals from a wide range of professional contexts. Manuscripts are subject to blind reviews by two or more reviewers after initial screening by the editorial committee.

## **Aims of the Publication:**

- To encourage critical awareness among language teaching professionals
- To encourage reflexive thinking among language teaching professionals
- To encourage a praxis of action and reflection among language teaching professionals
- To encourage language teaching professionals to empower themselves and in so doing empower their students
- To encourage sharing of teaching techniques among the CELF teachers
- To serve and support the professional development needs of the CELF teachers

## **Types of Articles:**

Research article (1000 ~ 3000 words)

Teaching article (1000 ~ 3000 words)

Forum article (1000 words)

Center for English as a lingua franca reports (1000 words)

Book reviews (1000 words)

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English as a lingua franca

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Testing and evaluation

Teacher training and professional development

Language learning and acquisition

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Application of technology in the language classroom

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**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.

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**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").

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Please email your submissions to the editors with the title, "CELFF Forum Submission".

**email: [celfforum@tamagawa.ac.jp](mailto:celfforum@tamagawa.ac.jp)**

## Issue 2 Foreword:

Pedagogical practice at CELF is shaped by inherently multilingual influences, increasingly multidisciplinary approaches (such as Tamagawa University's ESTEAM Education), and, as readers of this second issue of The CELF Forum will appreciate, by inventively multifaceted approaches. Accordingly, in this volume:

- 1) Broad educational perspectives are adopted: guidelines for ELF-aware teaching are expounded by Tomokazu Ishikawa, and Global Englishes are presented in listening activities as undertaken by Vladimira Hanzlovska.
- 2) Communicative language teaching and learning are emphasized: a task-based language teaching framework is outlined by Richard Marsh, and translanguaging strategies for maintaining mutual intelligibility are examined by Satomi Kuroshima, Blagoja Dimoski, Tricia Okada, Yuri Jody Yujobo, and Rasami Chaikul.
- 3) Reflections on speaking tasks are presented: timed activities by Adam Littleton and adaptations of a '4-3-2 Technique' by Aldo Villarreal.
- 4) Classroom practices are critiqued: good writing as disclosed by Brent Rexroad, the effect of frequent dictation practice on listening, by Lai Bao Hoa, and New Word Level Checker as utilized by Brett Milliner.
- 5) Faculty development and research at CELF this academic year is summarized by Rasami Chaikul and Brett Milliner.

Production of this second volume has been accomplished thanks to the commitment of CELF faculty contributors, and the attentiveness and persistence of editors and reviewers Brett Milliner and Travis Cote.

Thank you all for your valuable contributions.

Paul McBride, MEd (TESOL)

Acting Director, CELF

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# Global Englishes Listening Activities In ELF Teaching Practice

## ELF教育における国際英語の リスニング教材の使用について

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### ABSTRACT

*In the age when the English language is used as a contact language among speakers of diverse linguistic backgrounds around the world, the boundaries between ‘foreignness’ and ‘nativeness’ are being gradually blurred (Kavanagh, 2016). This situation should be reflected in the way we conduct our classes and introduce a variety of teaching methods and activities built on the understanding of English being a lingua franca rather than a foreign language (Galloway & Rose, 2014). The present paper discusses the practice of using authentic audio materials as the basis for in-class as well as at-home activities which respond to the need to recognise English as a global medium of communication characterised by linguistic and cultural fluidity.*

**KEYWORDS:** English as a Lingua Franca, ELF, Global Englishes, Listening activities

### 1. INTRODUCTION

With non-native users of English staggeringly outnumbering those who were born and raised in English speaking countries, the chances of information exchange in English between two native speakers is estimated at a mere 4% (Yadav, 2018). The alluring image of prestige associated with the English language has not been reflecting reality for a number of years, and it is to be phased out from the English classroom. It is hardly just a matter of political correctness—the more our students realise that they also are the owners of English (Norton, 1997), the more liberated and confident they will feel about becoming its active users at relatively early stages of their learning process (Flowers & Kelsen, 2016).

However, changing the long-established discourse of the native-speaker being the ultimate role model in terms of language acquisition is not going to happen overnight and certainly not spontaneously. We as ELF teachers should make use of the tools we have at our disposal to slowly dissolve the clearly outdated native/non-native dichotomy

(Matikainen, 2018), with the ultimate goal of empowering our students.

## 2. EXPOSURE TO AUTHENTIC GLOBAL ENGLISHES

Those teachers who take an active part in course building are able to regulate to what extent their syllabi and course books assume the perspective of English used in global contexts. However, even if the course content and format are fixed, we can still provide our students with a regular exposure to the rich diversity of global manifestations of English whose common denominator is the pursuit of creation and transmission of meaning across borders and continents. This pedagogical goal can be achieved through a variety of teaching methods and implements (Hino, 2018) aimed at the learners' receptive, productive, and interactive skills (Hino, 2021). In this paper, I would like to introduce a set of activities based on authentic voice recordings of speakers of various geographical and linguistic backgrounds available from online resources. I have been producing and successfully using these teaching materials over the past several years of my English teaching practice.

The Internet-based resources I have been using and have good experience with are:

- (1) IDEA—International Dialects of English Archive (International Dialects of English Archive, 2021)
- (2) Audio Lingua (Academie of Versailles, 2021)
- (3) Spoken English (Bridge LCS, 2020)

The above websites contain collections of short speech recordings mostly based on informal, unstructured or semi-structured interviews with speakers of English from around the world. Rather than being treated as varieties of world Englishes, the linguistic samples selected for the teaching materials discussed in this article are seen as validations of the fluidity of the medium which is referred to by Jenkins as English as a Multilingua Franca (Jenkins, 2015). Quite legitimately so, this understanding of ELF includes “‘monolingual’ English speakers, so long as they are able to engage in the dynamic exploitation of previously unfamiliar linguistic resources by adapting to a multilingual environment.” (Ishikawa, 2017, p. 38)

On the whole, the interviewees' verbal constructions can be described as loosely based on, rather than strictly tied by, the kind of English students encounter in their textbooks. Their lexical choices are largely free from abstract concepts. The pronunciation often reflects the speakers' regional origin (in case of native dialects) or phonological features of their L1 (in case of non-native accents). Moreover, the speeches are interspersed with a variety of audible paralinguistic cues (laughter, pauses, non-verbal fillers, etc.)

## 3. MERIT FOR THE ELF CLASSROOM

The ad-hoc character and authenticity of the speakers' linguistic choices makes these



audio materials a valuable resource of English our learners will be coming across outside the classroom environment—in their professional as well as private lives.

Rather than teaching linguistic norms, the main objective of these activities is to expose the student to a variety of Englishes—with their culturally influenced lexical choices, as well as unique pronunciation and stress patterns and grammatical peculiarities often affected by the characteristics of the speakers' L1.

While the speakers are of different linguistic backgrounds, intentionally, they are never labelled as such. For some of them, English is their first language, for others second or a foreign language. In fact, some of the speakers selected for the comprehension exercises discussed here live abroad, in non-Anglophone countries, and English is purely their "contact language of choice" (Jenkins, 2015, p. 73). Each listening activity is titled as 'Speaker from (country)', often followed by a subheading specifying the content (e.g., 'on her hometown', 'on celebrating birthdays').

It needs to be noted that the audio materials available on the abovementioned web-based sources have not been collected specifically for pedagogical purposes. Therefore, when choosing audio contents suitable for processing into language comprehension materials, it is necessary for the teacher to take into careful consideration these following factors:

Length and suitability of content (ideally around one to three minutes of level-appropriate and engaging content)

Geographical variety (in concordance with the diversity of Global Englishes)

Gender, age and in some cases ethnicity (e.g., Singapore, South Africa)

Conversely, the following characteristics of a recording could render the content challenging and potentially demotivating, and therefore they should be approached with caution:

Amount of white noise (e.g., interviews which took place over the phone may cause strain to the listener)

Heavy dialect (e.g., Glaswegian), pidgins, creoles (e.g., Solomons)

Unintelligible grammar (Occasional grammatical slips are tolerable, but excessive mistakes could deter understanding. Thus, such materials might better be avoided.)

## 4. OVERVIEW OF SUGGESTED ACTIVITIES

### 4.1 In-class Activities

When used in class, the voice recordings can be used as a basis for comprehension exercises and speaking activities stimulating learners' critical thinking. As there are currently no similar ELF learning resources known to be freely available online, these teaching materials need to be developed by the teacher. On most occasions, my students first receive a worksheet with the 'primary' comprehension exercise. Once they get acquainted with the contents of the recording, they proceed to work on the 'secondary'

activities related to the topic discussed in the audio recording.

The in-class activities broadly fall into two categories:

(1) Listening comprehension—primary activities aimed at enhancement of students’ receptive skills, e.g., ‘true-false statement’ exercises, multiple choice exercises, and exercises involving filling in missing information (see Appendix A).

(2) Critical/analytical thinking—secondary activities designed with the view to improving the students’ productive and interactive skills; worksheets containing the transcript of the recording previously heard, a number of questions, and a “word-phrase ammunition box” of useful expressions and grammatical constructions (see Appendix B).

Students are encouraged to reflect on the central idea of the audio material. These activities are usually done as pair work or group discussion. For instance, if the speaker talks about the size of the family he/she comes from, the students are prompted to contemplate the size of a typical family in their country and whether/how it has changed over the years. When comparing their perspective to that of the speaker in the audio recording, the students are reminded that not only finding common ground but also acknowledging the differences in a positive light is very important.

#### 4.2 Out-of-class Activities

The ‘primary’ listening comprehension is given as a home assignment only occasionally as the web-based audio files tend to contain the transcript. They are mostly done in class and serve as a foundation for tasks to be submitted in the form of short voice recordings (1-2 minutes) or in writing (up to 150 words). These at-home follow-up activities are particularly suitable for students with a lower proficiency level, as they allow them an abundance of preparation time.

These activities can be categorised followingly:

(1) Analysis, reflection, opinion—in terms of form and content, these activities largely resemble the above-mentioned in-class activities focusing on critical/analytical thinking (see Appendix B).

(2) Language analysis—students are asked to briefly reflect on the speaker’s language; answering questions, e.g., Did you find the speaker’s language easy or hard to understand? Did you notice any strange/unusual words? If so, can you give examples? Did you notice any ‘strange’ grammar? If so, can you specify it? Do you think the speaker has made a grammatical mistake? If so, what was it/were they?

## 5. CONCLUSION

The language practice based on authentic instances of Global Englishes which I have discussed in this article has proven to be effective in language instruction held both face-to-face and remotely during the past two academic years affected by the Covid-19 pandemic. I create each set of activities with the goal of dynamic alternation between receptive and productive language skills in mind. Students work on them individually, in pairs, and as a group. When selecting suitable audio resources and making the materials, I pay attention to my students' language proficiency (usually within the range of A2 - B1 on the CEFR scale) and always choose to cover topics I believe my students find easy to relate to. From my experience, these activities help facilitate a positive and proactive atmosphere in the classroom, and they have been found useful and rewarding by many of my students. Finally, it is perhaps needless to say that these activities are usually not designed for assessment purposes—their function is largely informative, and their main objective is to broaden the students' understanding of the role the English language plays in connecting people around the world. It is a modest, yet enjoyable step from TEFL to Teaching English as a Global Language (Crystal, 2003; Kavanagh, 2016).

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**APPENDIX A**  
(‘Primary’ comprehension exercise)

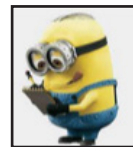
**Speaker from India**  
*The Indian Festival of Holi*



*Listen to Ulka speak about the Indian festival of Holi. Then look at the seven statements and choose a YES-answer or a NO-answer.*

1.	<i>Apart from Holi, Ulka mentions two other Indian festivals.</i>	<i>Yes, she does. - No, she doesn't.</i>
2.	<i>Holi is Ulka's favourite Indian festival.</i>	<i>Yes, it is. - No, it isn't.</i>
3.	<i>People in India celebrate the arrival of spring on Holi.</i>	<i>Yes, they do. - No, they don't.</i>
4.	<i>People celebrate Holi in their homes.</i>	<i>Yes, they do. - No, they don't.</i>
5.	<i>Indian people do body painting on Holi.</i>	<i>Yes, they do. - No, they don't.</i>
6.	<i>Ulka mentions the colour 'orange' in her speech.</i>	<i>Yes, she does. - No, she doesn't.</i>
7.	<i>Ulka gives the listener a piece of advice in the end.</i>	<i>Yes, she does. - No, she doesn't.</i>

*Is there anything else you heard Ulka say? (optional question)*



## APPENDIX B

(Secondary/Follow-up in class or out-of-class activity)

### *Holidays - traditions*

#### **1. Read the transcript of Ulka's speech about Holi**

*Hello, my name is Ulka. I come from India. There are lots of festivals in India, like Diwali, the festival of lights, the Ganesh Festival and Durga Puja. The festival that I like the best is Holi, the festival of colours. Holi marks the beginning of spring. We all come together on the streets and splash each other with water and colours. Wherever you go, people covered in red, yellow, blue and green will let you join in. A quick warning, if you don't like to play with water and colours, stay at home on Holi.*

#### **2. Think - write - speak**

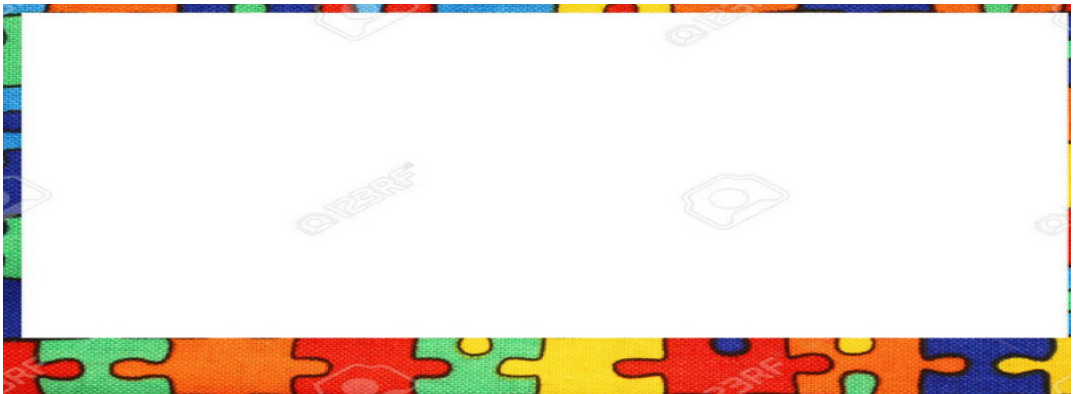
Answer these questions:

- A. What festivals are there in Japan?
- B. What is your favourite festival called?
- C. What is the idea of this festival? What is this festival about?
- D. What do people do on this day?
- E. Why is it your favourite festival?
- F. Optional question: Do you have any tips or warnings like Ulka had?



Your ammunition (helpful words and phrases):

- There are a lot of festivals in Japan, such as...
- Japan has many traditions. Some of the most famous/most popular festivals are ....
- My favourite festival is called... (in Japanese). It means ... in English.
- The festival I like most is...
- The main idea of this festival is...
- On this day, people usually (go, meet, wear, visit, pray, eat)...
- I like this festival a lot because...
- It is my favourite festival because...



# How a TBLT Framework can Inspire Japanese University Learners

## タスクに基づく言語指導の枠組みによって、日本の大学生がいかに刺激と意欲を得られるか

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### ABSTRACT

*This paper will explain the general structure and phases of my classes at Tamagawa University in a bid to demonstrate how, even relatively low level, learners can engage in extensive fluency building activities as long as they have the appropriate scaffolding and support. Some concrete classroom examples will be provided to illustrate how the theory that underpins my teaching methodology can be utilized to encourage invigorating, student-centered discussion in any communicative Japanese university classroom. The methodology and teaching practice described in this paper can be tailored and amended to suit a variety of teaching and learning styles and could be used sporadically as part of your multifaceted teaching arsenal, or even form the very foundation of an entire university syllabus.*

**KEYWORDS:** Task based language teaching, EFL, Fluency, Learner-centered education

### 1. INTRODUCTION

This paper will concern itself with promoting an accessible form of task-based language teaching (TBLT) in the Japanese university classroom. It aims to inspire and instruct teachers who most certainly have encountered the method in their Masters or Doctoral research, yet perhaps do not have the confidence or practical tools to implement it in their classroom. As an experienced teacher in the Japanese tertiary education sector, I am privy to the classroom experience of many other colleagues and fellow professors at Tamagawa University and other institutions, and I would observe that there still seems to be a somewhat slavish overreliance on a teacher-led textbook-based ‘methodology’. This often places a primacy on teaching points, rather than learning opportunities (Allwright, 2005) and seems to favour L1 top-down instruction at the expense of L2 creativity and negotiation of meaning. I also feel it all too often falls back on a strict textbook-based single answer approach instead of building learner autonomy and striving for English



as a lingua franca (ELF) ideals such as the priority of communication over a strict focus on form (Jenkins & Leung, 2013; Leung & Lewkowicz, 2006). There is nothing overly original or revolutionary in this paper; however, I sincerely feel the vast majority of those working in the tertiary education sector in Japan would greatly benefit from the ideas and practice espoused here. We are all well versed in the theory of our discipline; however, it is high time that this theory actually made an impact in our classrooms and that we all put what we preach into practice.

TBLT has its roots in communicative language teaching (CLT) in the sense that language acquisition is considered to be an unconscious, natural process where all students will be at slightly different levels and receptive to different styles of learning. This is in contrast to a teacher-led direct intervention style approach based on a synthetic syllabus where the focus is on the accurate learning of teaching and grammar points to successfully synthesise the knowledge of the target L2. As Allwright (2005) importantly alludes to, we “all know that we must expect learners to learn less than has been explicitly taught, but we typically pay less attention to the more interesting phenomenon that learners can also learn more than has been explicitly taught” (p. 14). In this sense, TBLT can be seen as the natural progression of CLT. As opposed to weak CLT which paid lip-service to the theory of using authentic text and notions and functions in the classroom and continued with the practice of mostly declarative knowledge and grammar points (Andon, 2009). TBLT rationale can be said to be “based upon a learner-centred and experiential pedagogical approach which essentially claims that learners’ engagement in authentic communicative language tasks will drive language acquisition forward effectively” (East, 2012, p. 2). Therefore, I would agree with Allwright when he asserts that TBLT does lay a serious claim to replace the traditionally conceived teaching point as the primary focus for language lesson planning (2005).

Through this paper, I will explore how a task-based approach has been conceived of in academic literature in a bid to assess the pros and cons of its application to my current teaching practice. I will also briefly elucidate what is meant by a ‘task’, and discuss two aspects of TBLT in more detail. There are a great many aspects of TBLT that this brief article has limited space to cover. Therefore, I shall focus my efforts on covering two criteria in more depth, namely strong and weak TBLT. I will discuss how this theory can be applied to the classroom and what limits and advantages emerge when it is used in practice. Finally, and most importantly, I will offer three 100-minute classroom lesson plans that will turn this TBLT theory into the reality of a concrete university level English class.

## 2. LITERATURE REVIEW

While there are many variants of TBLT when it comes to how it is conceived of in theory and applied in practice, it is useful to initially discuss the rationale that underpins the approach before specific aspects of it are discussed. Due to a lack of space in this paper, I will only attempt a brief summary of the approach and cover features I feel are most salient. As East points out, TBLT as a method has now become recognised as a means of actualising a communicative pedagogical approach which, irregardless of what



else it may or may not include, incorporates an obligatory main task phase (2012). While it can be said this description of the TBLT approach may lack in rigour and specific direction for teachers or academics, as Andon makes clear, there is a great variety in the way TBLT as an approach is conceptualised (2009). Therefore, I feel East covers the common denominators that form the key criteria of the TBLT approach, namely that it has gained notoriety in EFL mainstream and is considered to be the current orthodoxy in certain sectors of ELT, has its roots in CLT, and involves the use of tasks in some capacity (Andon, 2009).

Many TBLT books have covered the definition of a task in far more detail than is possible in this article. As there is a relative consensus between TBLT theorists about what constitutes a task (Andon, 2009) and, as the principle concern of this paper is to demonstrate how TBLT can be made to work in the Japanese university setting, I will only offer a limited, yet concise, account. Ellis (2003, pp. 9-10) offers six criterial features of what constitutes a task that I feel reflects the general agreement in the literature:

1. A task is a workplan
2. A task involves a primary focus on meaning
3. A task involves real-world processes of language use
4. A task can involve any of the four language skills
5. A task engages cognitive processes
6. A task has a clearly defined communicative outcome

The use of real-world language and the primary focus on meaning (as oppose to form) seem particularly important from an ELF standpoint. It is also helpful to supplement this definition with the contrast between a task and an exercise. Ellis further clarifies that a task should elicit a focus on the target form in an incidental fashion while learners focus on goal completion. On the other hand, an exercise is usually explicit about the target form, practice-oriented and intentional in the sense that it may no longer be considered to be grounded in authentic text or having a primary focus on meaning (Ellis, 2003).

The strong version of TBLT, as advocated by Prabhu's procedural syllabus, places tasks as the central focus of language acquisition and not merely as an excuse to introduce a teaching point or practice fluency (Prabhu, 1987). In strong TBLT correction and focus on form are kept to a minimum. Tasks are not merely the methodology but the syllabus itself, and second language acquisition (SLA) is conceived of as being acquired in the same way as the learners' native L1 was, solely through communicating and the experiential focus of achieving the goal of the task (Andon, 2009). This has been widely criticised, and Klapper (2003) goes so far as to say that strong TBLT is inappropriate as a method for foreign language learning due to its similarities to first language acquisition. While weak TBLT, e.g., Ellis' (2000, 2003) task-supported learning, sees an important place for structure in the form of pre-task and post-task work and an increased focus on form with more explicit introduction of grammar and lexical items. However, there are still those, such as Klapper (2003), who are critical of it. "What I am arguing

for is a weaker version still which accepts the primacy of the communicative focus but reinstates declarative knowledge and practice at the appropriate point in the task cycle” (p. 40). However, East (2012) feels that Klapper has failed to acknowledge that weak TBLT does have (gradual) systematic instruction, while often incidental, which is supported by influential theorists such as Swan (2005) and Bruton (2002, 2005). As Foster (1999) points out, the various TBLT “approaches are somewhat disparate, but they share a common idea: giving learners tasks to transact, rather than items to learn, provides an environment which best promotes the natural language learning process” (p. 69). It certainly seems apparent that the use of tasks encourages the learner’s interlanguage to stretch and develop. As long as the balance between goal-oriented communication can be struck with an appropriate focus on form, then this will help to bridge the gap between CLT and make it a more rigorous pedagogic model that will allow more traditional teachers, who had a previous reliance on formal knowledge and teaching points, to embrace it more readily (East, 2012).

I will now discuss this balance and the ‘focus on form’ conundrum in more detail and compare it to my own experience to integrate academic theory with my, albeit slightly anecdotal, practice. In my experience, strong TBLT is effective for fluency and immersion in the task, especially if students are at the appropriate level and have experienced the idea or theme before. However, with little or no pre-task work I felt that learners could often be overwhelmed and lack direction. In addition, from my personal experience, Japanese learners tend to have a good lexical and grammatical base but often lack in confidence and fluency. Through the implementation of ideas such as those I present below, classes grew in confidence over time and were not as afraid to make mistakes and discuss more stimulating issues without as much guidance as the semester progressed. As such, I would favour a form of weak TBLT with a clear pre-task phase for group work and exploring ideas with the teacher and each other. However, I must make it clear and state that the method and practice championed in the second half of this paper can and should be tailored to the individual classroom reality, the teacher’s own unique strengths and philosophy and good pedagogic practice in general. As Mangubhai, et al. (2005) make clear, “it would seem almost impossible, and even undesirable, for teachers to ignore any sound practices from general teaching while using CLT approaches” (p. 53).

### 3. METHODOLOGY

I will now present the general structure of my method of teaching a 100-minute Japanese university level TBLT class. This section will simply concern itself with the method and not the specifics. In the following Procedure section, I will concretize this method with three real lesson plans I use in the classroom. Initially, I would elicit a warm up topic for the class to discuss for a few minutes to generate ideas and gauge their schematic knowledge. Next, I would choose three students and get some examples. In total, this stage would take 20 to 25 minutes of class time. This could slightly vary depending on the exuberance of the class discussion and what kind of rapport or ideas I get from the three example students. I feel selecting a stronger student for the first example,

especially at the beginning of term when they may not be used to speaking to the whole class, is prudent. I normally select students at random and based on their eye contact with me. I justify this decision by telling the learners that class participation is important (In the case of Tamagawa University it is worth 20% of their total grade, although this does also include homework assignments etc.), so therefore they should be proactive and want to speak with me, but I will not make them if they do not wish to do so. The next stage is where I will introduce the topic and/or task through elicitation or brainstorming together. Sometimes, depending on the task, it is necessary for me to model the task or speak at length; however, I would use visual aids to support this as I do not want to create an imbalance in the student teacher talk time. Again, I will give three examples of this in the next section. This stage would take perhaps 10 to 15 minutes.

After this would be the most important part of the class, the production (pre-task) phase. This would take around 30 minutes. While I do encourage pair and group work, as I want to foster a relaxed, communicative class atmosphere, many learners may choose to do this individually while remaining quite quiet. As this is the most personal stage of the class where learners will need to focus the most, I feel healthy group discussion combined with individual thought and research works best. You can usually tell when the class is ready to progress to the performance stage as the volume of the class will naturally raise as learners move away from writing/preparation to discussing their ideas. I feel it is sensible to walk around the room and check their general progress and either reassure them that they are ready or motivate them to think of some more ideas and work harder for a few more minutes. When the class is ready, I would usually sort the class into groups of 4 or 5 depending on the type of task I was teaching that day. There are many ways this could be achieved, and the teacher is free to use their discretion. However, I feel counting the class out loud and having number ones, twos etc. sit together is the most simple and efficient. I would model an example framework on the board and elicit a way for the learners to start and finish their performance task on the board. The middle of the performance is up to them, to the preparation they generated in the production stage and their willingness to express themselves freely, support each other, and ask each other questions. Questions are always crucial at this stage, and I often remind them their class participation grade will improve if they support each other and ask follow-up questions. This method of teaching gives the teacher a great insight into how hard students work and to what degree they are willing to make mistakes in English, be creative, and support their fellow class members. It is also an excellent, relatively stress free way to improve presentation and other fluency techniques that you can choose to explicitly connect to your speaking assessments (In Tamagawa we are encouraged to conduct two speaking assessments per semester). Lastly, as this method depends upon student effort and creativity (As it is obvious if they do no work during the production stage, they cannot hope to complete the performance phase), as such it encourages learners autonomy and puts an increasing emphasis on student output and them supporting and even teaching each other as the lesson progresses.

Finally, if there is time, I would get one student to volunteer an example from each group and encourage questions when they are finished, before offering feedback

where appropriate. It is also absolutely possible for this method to connect to a textbook topic or a follow-up homework assignment with further feedback or classwork consolidation if desirable. Therefore, the six general stages of this TBLT method are as follows: 1. Warm up questions with three student examples, 2. Introduction of the task, 3. Production (pre-task) phase, 4. Performance, 5. Examples and feedback, and 6. Potential post task assignment.

## 4. PROCEDURE

### 4.1 Draw your Past, Present, and Future

1. Warm up questions with three student examples: What are the best/fun/exciting/stressful etc. times in your life and why? Give real examples from your life.

2. Introduction of the task: This task requires very little teacher explanation as I would simply draw 5-7 pictures on the board of my past (1-10 years ago, if you choose a long time, then tell the students they can choose a period of their liking, perhaps when they were in high school works best), present, and future. The future is usually the most difficult for the learners to conceptualize, so normally I choose 10 years in the future and draw many children to lighten the mood, a house in Ginza, Mercedes Benz car, PhD certificate, and a future travel destination, etc. This is usually sufficient to motivate them.

3. Production (pre-task) phase: Learners simply draw as many ideas from their life as possible. However, it is essential to not let them write. The medium of drawing is crucial for this task as it will make learners improvise their final performance, rather than read from a script. This is normally a lesson I use early on in the semester as it is excellent to build class rapport and friendship and even very quiet learners will engage through showing their drawings. In fact, I feel that the visuals help to release any tension during the final performance.

4. Performance: I always write something like this on the board: 'H\_\_ e\_\_\_\_, t\_\_\_\_ i\_ m\_\_\_\_ a\_\_\_\_ l\_\_\_\_...', and then elicit: 'Hello everyone, this is my amazing life...' and present some example prompts and a way to close their presentation and invite questions from their group. I feel providing this framework on the board is essential and the simple, yet incredibly effective, elicitation technique is something I use very often and, for me, is the number one advantage when compared to, for example, a pre-prepared power point slide. It is also an excellent way to check student progress, class enthusiasm, and engagement (and a way to grade class participation) and build rapport with the class.

5. Examples and feedback: When you initially adopt this teaching method it is essential to do this stage thoroughly. I would get an example from each group; however, do not choose the student so they get used to accepting the responsibility that if they want to get an S/A grade it is in their interest to volunteer. Also, ensure two questions (or more) are asked at the end of every example to reinforce the point that questions are essential.

As the semester progresses and you may need some class time for other activities it may not be quite so essential and this whole stage could potentially be skipped if the performance was performed adequately.

6. Potential post task assignment: This task could potentially form the basis of the process-writing essay as it could easily lend itself to a 3-5 paragraph essays about the students' lives, or at least be written up as an additional consolidation exercise if so desired.

#### 4.2 Panel Job Interviews

1. Warm up questions with three student examples: Do you have a part-time job? What is the best and worst thing about your job? Why do you want to make money, and how do you use it?

2. Introduction of the task: Have student brainstorm full-time jobs. Initially, elicit an example such as junior high school music teacher in Tamagawa, but it needs to be a real job in a real institution/company. Then give the class some time and get a few examples, it is, however, essential that all students have a real full-time job as it will ensure the remaining stages of the task are more authentic. Next, brainstorm and research job interview questions. Give an example, e.g., 'What are your strengths and weaknesses?', 'Why do you want this job?' etc.

3. Production (pre-task) phase: They now have to make notes and think about the answers to the 5/6 question you have gathered from the class. Remind the students that they have many skills and experience from their university, high school, part-time jobs, hobbies, travel, living alone, life experience, etc.

4. Performance: Sort the class into groups of four or five and sit in a panel interview style. Have the initial interviewee stand up and elicit on the board, 'Welcome to the job interview. Please sit down. What job are you applying for?' The students then use the structure to try the panel interview. This is usually quite a difficult class for the learners, and would be even in their L1! However, the experience is usually very positive and lively, and I feel it is quite an authentic task that has real-world applications to a situation they will experience in the near future.

5. Examples and feedback: Have them choose a student from each group to give a small example with some supporting correction and feedback.

6. Potential post task assignment: This could potentially be done very seriously and be reviewed and written up for homework and even performed again in the future to consolidate the lesson.

#### 4.3 Plan Your Perfect 10 day/2-week Holiday/travel

1. Warm up questions with three student examples: What was the best holiday in your

life? Where did you go? What did you eat? Who did you go with? What were the highlights?

2. Introduction of the task: I prepare some photos of a 2-week trip I took from Istanbul to Athens via Cappadocia, Santorini, and Delphi. Using these google images the students can quickly understand the task without too much teacher led explanation.

3. Production (pre-task) phase: Have them brainstorm some ideas and encourage the class to fly home from a different destination at which they arrived, e.g., Paris to Barcelona, Buenos Aires to Rio. Then they need to write something for every day of the trip and save some photos to show during their performance.

4. Performance: Elicit a basic structure to support the student and have them explain their journey and ask questions in groups of three or four.

5. Examples and feedback: Choose a few groups to select a member to give the mini presentation to the whole class. Have the class ask questions and give feedback and support where appropriate.

6. Potential post task assignment: Again, this could potentially be written up even including some research to find the real price of flights and accommodation to form the basis of an essay or a method to further inspire learners to use their English skills to travel abroad and experience new cultures. I feel this task can help to encourage intrinsic motivation (Marsh, 2018) and an authentic ELF form of English as it may encourage overseas travel, study and integration in the future.

## 5. FURTHER IDEAS

By using these six stages I feel this versatile and effective method can be tailored to suit a variety of different learners and be adapted to improve all four of the key English skills. Some other example lessons which have proved successful for me include how to cook a meal, write a creative story, interview the class (three closed questions, one open), choose a news article (e.g. [BreakingNewsEnglish.com](http://BreakingNewsEnglish.com)), introduce three to five new words, summarize, your opinion and write three discussion questions, how to improve the four skills (speaking, listening, reading, writing), movie guessing game, etc. While there is no space to explain these ideas in more detail in this article, perhaps it may be feasible to describe them in the detail they deserve in further academic publications. Finally, two classroom tasks of debate (Marsh, 2020) and leader-led discussion (Marsh, 2019) fit this method, albeit in a slightly expanded fashion, nicely. As such, I feel this method could prove useful for one-off classes or even form the core of your teaching style and repertoire.



## 6. CONCLUSION

Overall, I feel there are huge merits in pursuing a TBLT approach, especially the weaker forms. There can, of course, be no straight forward advocating for one perfect model and in many cases even weak TBLT is very difficult due to the constraints of certain syllabus requirements, examination criteria, and possibly even resistance from more traditional teachers themselves. It is, however, important that we as teachers, and as people, try to better ourselves, to stay alive to new ideas, and invigorate our work by keeping a keen eye on emerging theory and taking encouragement and enthusiasm from new research to make our classes more fruitful and our learners more inspired. The future lies in the sensitive application of an appropriate, and usually communicative, approach that embraces the local context and treasures other teaching qualities, a sentiment I think my fellow educators could agree on and work towards.

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# Guiding Students to Good Writing: An Exemplar-Based Model

## 生徒を良い文章に導く： エグザンプラー指示のモデル

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### ABSTRACT

*Assisting students in becoming effective writers in English presents one of the greatest challenges of English pedagogy. Exemplar-based strategies for writing instruction can help learners master standard structures and rules of academic writing, whilst helping them attain a sense of confidence in their ability to accomplish the end goal of a given writing assignment. Students, using exemplar texts as models of good writing, are encouraged to remove the parts of the model text that do not apply to the expression of their opinions on the given topic but leave the overall sentence structures in place. Beginning with highly scaffolded activities and short writing outcomes, the complexity of the topics and sentence structures gradually increases, allowing for implicit learning of the linguistic rules that are often difficult to comprehend. The exposure to texts of increasing levels of difficulty over time can help increase independent student output and assist students in acquiring a toolbox of schemas and a lexicon that can be readily used in both written and oral communication. In this article, we will explore the process and benefits of such an instructional system using scaffolded model texts as exemplars.*

**KEYWORDS:** Writing pedagogy, Exemplar-based instruction, ELF education, Process writing

### 1. EXEMPLAR-BASED WRITING INSTRUCTION

The acquisition of writing skills in an ESL/ELF environment can present unique challenges to instructors and one of the most daunting tasks language learners face. However, with the utilization of exemplar-based instruction strategies, writing proficiency may be more easily acquired (Chong, 2019). By presenting exemplar texts of progressive difficulty as an instructional and scaffolding strategy, learners have the opportunity to practice accurate and structurally sound writing that helps them smoothly transition to more advanced outcomes and develop greater independent writing capabilities (Levrai & Bolster, 2019), with the additional benefit of improved writing quality and clearer writing outcomes. These benefits can reduce instructor workload

and allow instructors to pinpoint specific deficiencies in the students' language abilities. Additionally, learners are able to build a bank of schemas that can be used not only in independent writing but also in reading comprehension and oral communication. Over time, these can serve as a means to effective communication when using English as a *lingua franca*.

In the exemplar-based instruction strategy to be described here, learners are given model texts that represent ideal outcomes that serve as a learning mechanism for the standard structures and rules of academic writing. Students are encouraged to remove the parts of the model text that do not apply to the expression of their opinions on the given topic, however the overall sentence structures remain in place. Beginning with simple topics and short writing outcomes with minimal redaction, the complexity of the topics and sentence structures gradually increases, allowing for implicit learning of often difficult to comprehend linguist rules. The gradual exposure to texts of increasing levels of difficulty and increased independent student input, along with the use of scaffolded sentence structures, helps students acquire academic writing skills that can be readily used in both written and oral communication.

## 2. WHAT IS EXEMPLAR-BASED INSTRUCTION?

Exemplars are often a spectrum of examples of both the best or worst practices of student outcomes. They are designed to help students gain an understanding of content, to acquire language skills, and to articulate the criteria standard for a given task (Newlyn, 2013). Exemplar-based instruction models in writing instruction allow learners to practice expressing themselves in written language within a scaffolded boundary that assists them in learning correct grammatical forms and functions, as well as the distinct parts of an academic essay, without suffering the pains of trying to create an outcome independently from scratch. As the texts progress in difficulty of language and theme, the length of the sentence structures that remain unaltered should decrease. Extended exposure to such texts leads to the ability to assign writing topics without scaffolded sentence structures, creating a chance for the learner to create truly original outcomes. An additional key principle to long-term retention of the presented phrases and grammatical structures is exposure through repetitive reading of final and grammatically correct outcomes. Students should be actively engaging with their own writing outcomes and repeating the phrases aloud to help embed the language into the long-term and readily accessible memory.

## 3. BENEFITS OF EXEMPLAR-BASED WRITING INSTRUCTION

The benefits of exemplar-based writing instruction are broad. However, some of the main benefits are that students intuitively learn the standards and skills of writing. Student ownership of the learning process may also be increased, since they are no longer overwhelmed by undirected and minimally scaffolded writing assignments and can therefore concentrate solely on expressing the individual ideas. With the use of a guide in the form of an exemplar, the quality of student outcomes can also be

improved from the very start of the writing process, which reduces instructor workload. The language acquired during the writing process can also enable students to develop transferable language skills.

Additionally, instruction under this guided system allows instructors to focus on areas of weakness within a whole class or in individual students. These insights, serving as an ongoing assessment mechanism, help instructors avoid the trap of teaching an overly broad spectrum of language forms that may have already been mastered by the students, thus creating an efficient and effective classroom environment.

#### 4. USING EXEMPLARS TO TEACH LANGUAGE IN CHUNKS

As shown by Krishnamurthy (2002), traditionally language instructors have focused on teaching words as independent things, like puzzle pieces that fill in their appropriate spot in the grammatical puzzle that is a sentence. However, a shift to lexis over grammar, from instruction of one-word units to phrases or “chunks”, has confirmed the notion that native speakers actually take in and produce language in larger chunks (Krishnamurthy, 2002). This natural way of learning is supported by the use of exemplar texts and services the needs of additional language learners as well.

Learning language in the chunks presented within the exemplar texts allows students to use phrases, structures, and difficult-to-master language that cannot only transfer to writing skills, but also improve listening and speaking ability. Careful attention should be paid to the words and phrases used in the exemplars to ensure that terms and phrases can be easily transferred to oral communication. Additionally, when students are certain that what they are writing or saying is grammatically correct, they develop greater confidence to attempt to use more challenging language, due in part to a decrease in the effects of the anxiety caused by affective filters, thereby promoting greater language acquisition (Andrade & Williams, 2009).

#### 5. USING JOURNAL WRITING TO TEACH ESSAY WRITING

When exemplar texts are used to help develop the skills needed to write well, learners can express their ideas using the exemplar texts as guides that direct them to clear writing. Then, as they progress in their writing ability, they reproduce phrases from current and previous journals and utilize the chunks of language that gradually become part of their schematic map. At a certain point, they will be able to also use them when they write on a wide variety of topics with little to no scaffolding needed. One approach to achieving these goals is using regular writing activities such as journal entries. Based on incidental information gathered from personal use of this system, students tend to begin using learned phrases and vocabulary in spoken language as well. This often occurs without the learner realizing that they used a previously learned phrase.

From an instructor’s perspective, receiving writing outcomes from students that are overall structurally sound helps to identify individual student weaknesses without sorting through a plethora of poorly structured outcomes that may not be fully comprehensible. In addition, by adjusting the contents of the model text, language

structures of which an instructor would like to assess comprehension of can easily be added to the texts, thereby serving as an effective assessment tool that allows for easy ongoing formative assessment.

Figure 1  
*Summary of the journal writing process*

<b>Step 1 – Read it</b>
▪ Read the model text to understand it completely.
<b>Step 2 – Highlight it</b>
▪ Highlight or underline the parts that can be changed.
<b>Step 3 – Rewrite it</b>
▪ Rewrite the essay, removing the parts that differ from the author’s ideas and opinions.
<b>Step 4 – Practice it</b>
▪ Practice the text by reading the corrected version out loud to help retain the built-in grammatical structures.

6. EXAMPLE OF THE JOURNAL WRITING PROCESS

*Step 1 – Read it and identify words and structures that are unknown or unclear.*

Example 1.1 Beginner-level Exemplar Text

Self-introduction

My name is R. B. I am from the United States. My hometown is Los Angeles, California. It is a big city with many things to see and do. It is famous for the Hollywood Sign and Universal Studios. Many people visit my city every year and buy souvenirs. They also like to visit the beaches and go shopping. Please visit my city if you have a chance.

*Step 2 – Highlight or underline portions of the text you think you should change.*

Example 1.2 Highlighted Text

Self-introduction

My name is R. B. I am from the United States. My hometown is Los Angeles in the State of California. It is a big city with many things to see and do. It is famous for the Hollywood Sign and Universal Studios. Many people visit my city every year and buy souvenirs. They also like to visit the beaches and go shopping. Please visit my city if you have a chance.

### *Step 3 – Rewrite the text with your information and ideas.*

#### Example 1.3 Beginner-level Student Outcome

##### Self-introduction

My name is T. S. I am from Japan. My hometown is Otsuki Town in the Prefecture of Nagano. It is a small town with not so many things to see and do. It is famous for vegetables and fruits. Many people visit my town every month and buy vegetables and fruits. They also like to visit the mountains and go the hot springs. Please visit my town if you have a chance.

Note: \*Student changes underlined for clarity.

#### Example 2.1 Intermediate-level Highlighted Exemplar Text.

The increased amount of highlighted areas is an indication of an increasing demand for independent student input.

##### Country Life versus City Life

There are many benefits to living in the city, but for me life in the country is more appealing. In the city you can find anything you want easily and not have to go too far to get it, but in the country you can find higher quality goods that were made with care by local residents. You can also get fresh vegetables and foods, although the variety may be limited. Life in the country is also much quieter than that of the city. You can enjoy the calming sounds of nature by a campfire at night or the trickling sounds of a river. People also seem to have closer relationships in the country, and you can easily get help from someone you know. Overall, country life has more benefits than life in the city, so I hope to live in the country in the future.

##### Country Life versus City Life

#### Example 2.2 Intermediate-level Student Outcome

There are many benefits to living in the country, but for me living in a big city is more interesting. In the country you can enjoy quiet places, but in the city you can find many exciting and interesting things to do, such as going to museums and concerts easily. You can also get a variety of foods, although the food may not be as fresh as in the country. Life in the city is also much more convenient than that of the country. You can enjoy the many different cultures and see people from all over the world. People also seem to have more interesting hobbies and you can easily learn anything that you want to learn. I think visiting the country is nice, but overall, city life has more benefits than life in the country, so I hope to live in the city for the rest of my life.

**Step 4** – Practice the text to embed the language structures and vocabulary, but only using the corrected text to prevent the embedding of incorrect grammatical structures.

## 7. STEPS FOR INSTRUCTORS

It is best for instructors to ease learners into the process of using exemplars, as with any other instruction model, however the process for preparing learners is fairly straightforward and can be accomplished rather quickly. There are a few basic steps and tips to follow that will make the process as smooth as possible. To promote the use of English as a lingua franca and to help students get used to various forms of English, it is advisable to utilize texts, phrases, and terms from many English-speaking areas of the world. This will help expose students to the wide variety of English from different settings and help prepare them to interact in an English as a lingua franca environment.

**Step 1.** Explain the process by completing the first exemplar together with the students in class and using your personal information or ideas. Make sure to use a simple text that is easily understandable.

- A. Read the text together as a class and answer student questions if there are any portions of the text or vocabulary that are unclear.
- B. Highlight the parts that you would change to match your information or opinions. Students should also highlight the text along with the instructor. It is useful to discuss where changes can be made together with the students.
- C. Rewrite the highlighted parts, replacing the model text information with your information.
- D. Have the students do the same the process in class with instructor support. If students have highlighted the text in step (B) they will only need to replace the highlighted information to match their situations and opinions.

**Step 2.** Assign a similar level model text so that students can practice the process of using model texts as exemplars. It can be beneficial to assign this as a pair or small group project.

- A. Check the completed assignments and review common errors in the exemplar-text process, as well as in the language used. In so doing, the instructor can find and address common issues made by groups and instruct the learners in a more time efficient manner.
- B. Address common mistakes in writing techniques and grammar in class.

**Step 3.** Assign progressively harder texts that require greater independent input from the students, reviewing errors and instructing students as needs require.

## 8. TIPS FOR EFFECTIVE IMPLEMENTATION

**Tip 1.** It is useful to show both the original exemplar text and the modified text simultaneously, making sure the highlighting and requisite changes are displayed in both texts, so that the process can be easily understood.

**Tip 2.** Use a model text that is easily comprehensible and contains vocabulary that the students are already likely familiar with. It is recommended to use structures and vocabulary from previous lessons.

**Tip 3.** If the language of the exemplar texts is far above the level of the learners, they are likely to get discouraged and also waste their valuable practice time looking up words in a dictionary. Therefore, it is helpful to use a good mixture of words that are at and just above their current level but easily accessible to them.

**Tip 4.** For absolute beginners, or when the students will be writing about a subject they may be unfamiliar with, it is beneficial to pre-teach the vocabulary in the lessons leading up to the writing lesson to avoid overcomplicating the lesson and causing interference with the writing instruction.

## 9. CONCLUSION

Using model texts as scaffolding structures to improve writing outputs can be an effective tool to increase overall writing capabilities of students and reduce teacher workload by helping students develop an intuitive understanding of essay formatting, grammar patterns, comprehensible phrasing, and the ability to produce more accurate outcomes. It can also allow for a greater overall understanding of the target language's function and encourage integration of language patterns that often cross over into increased oral communication and listening capability, thus allowing learners to use the language academically, as well as functionally, in both communication with native English speakers and as a lingua franca.

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# The Effectiveness of Frequent Dictation Practices in Students' Listening Performance

## 生徒のリスニング業績における頻繁なディクテーション実践の有効性

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### ABSTRACT

*The researcher has proposed the use of a 'Listening Portfolio' with dictation as a method to help students improve their listening performance in a previous study (Lai, 2020). This teaching practice was carried on accordingly to verify the claims of the previous research and reinforce the researcher's trust in the potential of dictation as one of the most powerful paths for both teachers and students in mastering English listening skills. Theoretically, dictation proved to partly address Japanese learners' trauma of recognizing sounds and decoding forms when listening to English (Yonezaki, 2014). This study investigated the effects of a dictation training for 43 lower-proficiency English as a Lingua Franca (ELF) students. Students were asked to complete six listening cloze tests and six listening dictation exercises during class time. At the end of the dictation training, students' cloze test scores significantly improved and students reported being more confident about listening to English.*

**KEYWORDS:** Dictation, Listening portfolio, ELF listening, Bottom-up listening, L2 listening instruction

### 1. INTRODUCTION

When learning a language, listening is the essential skill that provides the language input for learners. According to Ito (1990, p. 23), "speech is primary and writing is secondary". In Japan, a listening section was only introduced to university entrance exams in 2006 (Otaka, 2011), yet this change has not brought a significant improvement in Japanese students' listening performance (Hamada, 2012). Regarding the score scale in the Center Test, while 50 points are for the listening section, the written part is worth four times as much (Otaka, 2011). Years after the introduction of listening to the

university entrance exam and more innovations to English education policy in Japan, Takeuchi and Kozuka (2010) compared students' Test of English for International Communication (TOEIC) listening scores from 2005 to 2008, and found no major progress in students' performance. Therefore, it can be understood that English listening skills may not be neglected in Japan (Lai, 2020) like they once were, but there should be more emphasis on the effectiveness of teaching techniques. If more effective approaches to English listening instruction can be established, the outcomes would be much more promising (Hamada, 2012; Seigel, 2015; White, 2008).

There are a number of factors contributing to Japanese learners of English struggling more so with spoken input. One possible reason is Japanese and English use completely different tongues, in terms of structure, writing, and vocabulary. Nevertheless, this factor is not as decisive for other Asian languages. Japanese seemed to underperform on a number of English proficiency tests when compared to test takers from other Asian countries. Japan ranked 35/72 according to a recent English Proficiency Index Report (EF EPI, 2017). In addition, Japan even ranked fifth from the bottom among 30 Asian countries on the Test of English as a Foreign Language by ETS (2017).

Another reason for the underperformance is the unbalanced approach to English instruction, which is literacy-focused rather than practical-skill-focused as mentioned by Otake (2011). In recent years, as more English communicative opportunities have been offered to Japanese students during English lessons with the help of an ALT (Assistant Language Teacher), the imbalances in English instruction still need to be improved upon.

Above all, even though Japanese students receive some listening instruction and receive incalculably more opportunities to listen to English, there seems to be a deciding rationale that creates a gap between their comprehension of the phonetic forms. Renandya (2012) listed five reasons listening instruction did not work with lower-level learners, and suggested that there is a linguistic threshold learners have to cross before they can benefit from any specific listening instruction or listening strategies training. This aligns with the proposal by Ito (1990) who posited that, when students recognize the lexical items, they find the speech more comprehensible. Therefore, how can Japanese learners of English be trained to recognize lexical items of English flowing speech?

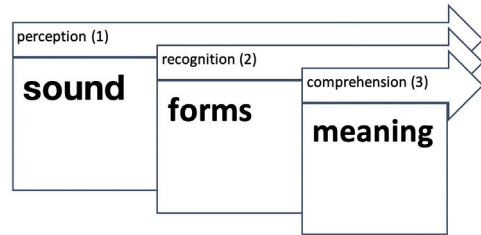
Regarding the process of foreign language listening, Oller (1971) was the first to claim there is a schema in the procedure of listening to a foreign language and Yonezaki (2014) proposed the sequences in listening:

- (1) The listener perceives sounds,
- (2) The listener decodes the sounds he or she has perceived, recognizing them as certain linguistic forms, and
- (3) The listener decodes the forms he or she has recognized, this time comprehending the meaning of the forms. (p.22)

English language learners can perceive the sounds easily; nevertheless, the second and

third stages of recognition and comprehending the forms have been trapping students, making comprehension a great challenge (Yonezaki, 2014). Figure 1 below shows the three processes.

**Figure 1**  
*Three processes of listening (Yonezaki, 2014, p. 22)*



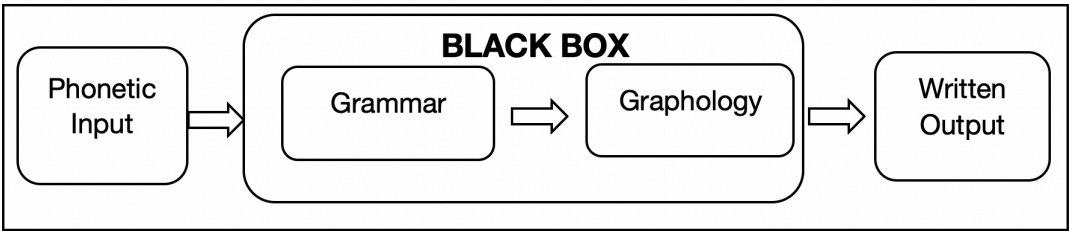
For lower-level students, the initial stages of perception and recognition still require much effort (Buck, 2007; Goh, 2000; Rost, 2013). Therefore, to interpret the meaning of speech more efficiently, students need to be attentive to every word in speech. For all the above reasons, teachers should help their students conceive sounds as “corresponding linguistic forms” (Yonezaki, 2014, p. 23).

2. DICTATION IN LISTENING PRACTICES

2.1 What is Dictation?

Oller (1971) proposed a dictation model in which learners classify different units in phonetics, then start wording, sequencing, analysing, and translating into grapheme transcription (see Figure 2).

**Figure 2**  
*Oller’s (1971) dictation model*



Dictation was then defined by Nation (1991) as “a technique where the learners receive some spoken input, hold this in their memory for a short time, and then write what they heard” (p.12). Norris (1993) also described this method traditionally as:

a text is either read by the teacher or played on a cassette tape once straight through while the students just listen and try to understand. The text is broken

down into several short sections with a pause between each section. During that pause, the students have to write down what they have heard. (p.72)

## 2.2 Types of Dictation

Dictation has been used widely by teachers in a variety of formats; however, the most popular approaches to dictation tasks include: Standard Dictation, Partial Dictation, Dicto-com, and Dictation with competing noise (Habibi et al., 2012).

In this research, the students got familiar with two dictation tasks. Firstly, a Dicto-com task, whereby students chose different extracts of English videos, listened to the extracts, then wrote the transcription of the texts (Listening Portfolio). This activity was assigned as homework, hence students had more freedom on timing, listening attempts, pauses, and dictionary references. The second task was an in-class cloze test (Partial Dictation). Students listened to the tape, and filled in the blanks with one suitable word as they listened.

## 2.3 Advantages of Dictation

When communicative methods in teaching English became more praised, Dictation seemed to be “non-communicative”, and therefore neglected (Kazazoğlu, 2013, p.1). Until recently, dictation has regained its appreciation and has been used widely by English teachers (e.g., Fujinaga, 2002; ; Lai, 2020; Satori, 2010; Wilson, 2003; Yonezaki, 2014).

Yonezaki (2014) found that, due to the lack of sounds and sound segregation, it is challenging for Japanese learners to listen to English. They are also trapped in decoding the received sounds into linguistic forms. It appears that Japanese students’ biggest weakness may lie in the frequent failure to listen to reduced sounds, unstressed, weakened syllables, and changes in sounds (Fujinaga, 2002). Without a solution to address this issue, Japanese learners’ comprehension is blocked. To overcome this problem, dictation should be used to help students recognise the sounds, and reconstruct the sounds into meaningful words, phrases, or even sentences. With adequate exposure to the target language through dictation activities and self-discovery of the rules of language mutations like assimilation, liaison, and elision, the students will go across the line and build confidence, as well as their skill of prediction (Yonezaki, 2014). This lays the groundwork for the development of English listening skills.

In the ELT world, dictation used to be considered powerless—a waste of time with no learning effect (Yonezaki, 2014). Along with that, teachers tended to focus on top-down listening or listening for gist with the search for the overall meaning. Even though dictation has regained its recognition as an approach to enable learners to listen more effectively, this method still receives skepticism on the grounds of its efficacy (Fujinaga, 2002; Satori, 2010; Wilson, 2003; Yonezaki, 2014); therefore, this research aims to verify the effectiveness of frequent dictation practices on Japanese English students’ listening performance.

### 3. TEACHING LISTENING IN THE ELF CLASSROOM

Different studies have been conducted to explore the teaching of listening skills in an ELF setting. Milliner and Chaikul (2018) introduced an extensive listening assignment called Listening Log using the website ELLLO ([elllo.org](http://elllo.org)), which is a pool of approximately 2000 videos of monologues or conversations featuring native and non-native English speakers. Likewise, in Listening Portfolio (Lai, 2020), students freely selected listening content online and wrote a listening log entry to ensure their listening comprehension. A Listening Log was also promoted by Milliner and Chaikul (2018) as a way to (a) expose their ELF learners to different Englishes, (b) prepare learners for using English internationally, (c) help learners become more independent learners, and (d) enhance learners' listening fluency.

Also, to improve the effectiveness of teaching listening in ELF contexts, an action research exercising several listening training methods (metacognitive, top-down, and bottom-up listening) with 147 Japanese students in an ELF program was conducted by Milliner and Dimoski (2019). The training appeared to raise learners' interest in listening skills, but the researchers did not witness any listening test score improvement.

Another quasi-experimental study by Milliner and Dimoski (2021) sought to evaluate the effectiveness of a metacognitive intervention (i.e., explicit listening strategies training) for 129 low-level Japanese ELF learners. The explicit process-based method with different learning tasks was positively received by students, and they showed confidence in their listening to some degree; nevertheless, there was still no empirical evidence of listening improvement after the treatment.

ELF teachers and researchers have clearly shown interest in teaching and researching listening skills; yet, it is still unclear which approaches are actually most effective. The following study, however, can start from this threshold to evaluate the effectiveness of dictation training for low-proficiency English learners.

### 4. METHODOLOGY

A survey, tests, and the author's classroom observations were used to help measure the efficiency of frequent dictation practice on students' listening performance.

A convenience sample of 43 lower-proficiency Japanese learners of English at a private Japanese university agreed to take part in the research. Following students' scores in a TOEIC Bridge® placement test take before the study all learners can be considered either A1 or A2 on the Common European Framework for Reference (CEFR) scale<sup>1</sup>.

Ethical guidelines for academic research were followed by the researcher. Approval from the university research committee was issued before the commencing of this study, and consent forms were signed by the students to permit the researcher to collect and analyse their test data and questionnaire responses.

During the intervention period, students were asked to do six cloze tests, which

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1 A TOEIC Bridge to CEFR levels conversion was retrieved from ETS ([https://www.ets.org/s/toeic/pdf/toeic\\_bridge\\_cefr\\_flyer.pdf](https://www.ets.org/s/toeic/pdf/toeic_bridge_cefr_flyer.pdf))

were gap-fill listening exercises. The recordings and the scripts were taken from the courses' required textbook: *Facts and Figures* (Ackert et al., 2018). A sample of a listening cloze test is presented in Appendix A. Before the cloze tests, the students were unprepared as they did not know which recording would be played on the test day. The students listened to the recording and filled in one suitable word in each gap as they listened. Each test included ten test items (i.e., 10 questions), which were ten missing one-syllable words from the passages. The words were randomly chosen by the app Text Fixer (<https://www.textfixer.com/tools/random-choice.php>). There was no focus or bias in the researcher's selection. The maximum score was 10 (i.e., 1 point for 1 question). The results of the cloze tests did not affect students' final grades.

Secondly, the students received a formative assessment by which students ran a Listening Portfolio project during the semester. Every two weeks, the students were required to submit one assignment by listening to a self-selected two-minute video and transcribing the text. At the beginning of the ELF course, students were made aware of the fact that native-like English was not necessarily the goal for assessment, and the students were encouraged to choose their favorite videos made by native and non-native English speakers. Also, only videos without English subtitles were accepted as the students needed to type the script themselves as they listened. To validate the honesty of students' assignments, throughout the treatment period, the researcher randomly chose a Listening Portfolio, played the video in front of the class, and asked the student to transcribe a short extract. A quick question and answer session followed the transcription task. Bonus points were given to reward exceptional performances and resubmission orders were given in the case of unsatisfactory performance.

The procedure was monitored by the researcher to ensure no students missed the deadlines. After the 15-week course, all students finished six listening assignments (six full Dicto-compositions) in the Listening Portfolio. As the weekly Listening Portfolio submission proved to be a heavy workload for students, every two-week submission is a good solution.

Apart from the introduction week and the revision week, the listening cloze tests and Listening Portfolio submissions were scheduled alternately throughout 13 weeks. Every listening cloze test took about 10 to 15 minutes including the listening, the checking, and the rehearing. With the Listening Portfolio, the students were supposed to dictate a full two-minute video on a 2-week basis, which required a great amount of time listening, pausing, rehearing, typing, and checking. Thus, the students got exposed to dictation practices every week and the exposure ranged from the minimum requirements of about 10 minutes to several hours if students spent enough time to explore their chosen listening excerpts thoroughly.

Last, a questionnaire was delivered to students at the end of the semester asking them a variety of questions relating to frequent dictation practices including the Listening Portfolio and the listening cloze tests. The questionnaire is presented in Appendix B.



## 5. FINDINGS AND RESULTS

When being asked to pick the most challenging skill among the four macro language skills (i.e., speaking, writing, reading, and listening), nearly 21% of students said it was listening and 35% (the largest percentage) chose writing. Listening has been reported as the most challenging skill for Japanese students (Farrell & Mallard, 2006; Renandya & Farrell, 2010); however, to the researched group of students, 15 weeks with frequent dictation practice seemed to minimize the students' fear of listening.

Eighty-one percent of students accomplished the Listening Portfolio project and a high percentage of the surveyed students (86%) became more confident with their listening skill after a semester full of dictation practices. To the researcher's observations, the students' attitude towards listening changed. The students were reluctant to do the cloze tests, saying they did not understand anything “わからない” when the course started. Gradually, the students seemed to be more comfortable with doing the cloze tests and the Listening Portfolio reports. Some of the students showed heightened satisfaction when they got correct answers in the listening cloze tests, and some told the researcher they spent ample time on the Listening Portfolio. A number of individual Listening Portfolios showed students' great efforts with correction marks, vocabulary notes, and students' hand-written scripts. The successful impact of the Listening Portfolio became more apparent when some students drew pictures next to the texts to help narrate the story of the video they listened to.

Additionally, an analysis of students' scores for the close tests revealed that most students improved at the end of the training. A significant increase was recorded when the average scores for the first two ( $M = 5.37$   $SD = 2.20$ ) and last two listening cloze tests ( $M = 7.17$   $SD = 1.37$ ) were compared, ( $t(42) = 5.534, p < .001$ ). Following Plonsky and Oswald's (2014, p. 889) field-specific benchmarks for interpreting effect sizes in applied linguistics' research (i.e., small,  $d = .40$ ; medium,  $d = .70$ ; large,  $d = 1.0$ ), the effect size ( $d = -0.844$ ) is medium to large. Therefore, the results from the cloze tests provide a strong empirical argument for teachers to use dictation as part of their listening training.

In terms of TOEIC score, about 44.2% of the students reported that they achieved a higher listening score than they did in the TOEIC test for class placement.

When asked if students did anything else at home to improve their English listening skills other than the Listening Portfolio, only 7% of students answered “listening to English music”, and “went to an English center”. Dictation assignments appeared to be the only major listening practice that the students undertook throughout the 15-week treatment.

## 6. DISCUSSION AND CONCLUSION

The results showed the potential effects that these dictation practices can have on lower-proficiency English learners' listening skills. The majority of students displayed lower levels of fear of listening in English after significant exposure to it both at home and in class. Furthermore, students felt increasingly confident with their listening after listening

to and dictating different English texts throughout the treatment. If dictation can bring along students' confidence in a language skill, it deserves at least a try in more English classrooms, or more drills both in class and outside the classroom.

Although students were expected to achieve higher scores in the listening section of the TOEIC test, only half of the students reported an improvement. The strongest evidence that dictation supports students' listening comprehension was observed in the cloze tests. Students demonstrated a significant improvement in their scores at the end of the treatment, and the effect size was medium to large ( $d = -0.844$ ). If the dictation training was undertaken over a longer period, one could speculate that greater learning gains could have been observed across the entire sample.

The TOEIC does not include dictation tasks; however, frequent dictation practice partly reduces students' stress when dealing with spoken English input, and it appears to raise students' confidence. Extensive listening and a Listening Portfolio may not bring along the direct and clear effects in students' TOEIC listening score, but it appears to help lower-level learners be more motivated towards listening, grow as independent learners, and improve their cloze test performance. As a result, dictation contributes to students' listening mastery to some extent.

Previous findings have shown critical advantages of dictation on students' listening performance even though a number of opponents are still in favor of other teaching methods, which are more effective and less time-consuming. This practice-oriented research was conducted to revisit the researcher's belief in giving dictation a chance in ELT (Lai, 2020). Moreover, within the Japanese ELT context where dictation can be the salvation to students' perennial deadlock, teachers and researchers should give this approach more attention and welcome it with more utilization and exploitation.

## 6. LIMITATIONS AND FURTHER SUGGESTIONS

In this study, dictation, despite showing some positive effects on students' listening skills, has not brought about a significant advancement in students' grades. The results can be self-explanatory as within the designated time frame, the method could only build up students' confidence and still could not improve students' listening scores significantly.

Furthermore, the institution's research ethics committee did not permit the researcher to compare learners' TOEIC scores for tests taken before and after the treatment. As a result, the researcher could only ask learners in the questionnaire whether their TOEIC listening scores improved after the treatment.

Last but not least, much more reliable measurement devices on a larger sample, and over a longer term would shed more light on teachers' and researchers' uncertainty about using dictation for their students' listening training and practice.

To add a deeper interest to ELF scope, further studies into dictation, extensive listening with native and non-native English speakers, and its effects on students' listening ability may yield amazing results.



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## APPENDIX A

### A Sample of a Listening Cloze Test

Facts and Figures: Reading and Vocabulary development 1

Unit 5: Lesson 1: The world of work: Future jobs

Name: .....

Listening practice

Fill in the blanks with ONE word as you listen.

Robots are replacing humans in many jobs. In the future this will (1) \_\_\_\_\_ more, so we need to create new jobs. We will need people to do different jobs because our lives will (2) \_\_\_\_\_. So what jobs will you apply for in the future? What skills will you need to succeed in interviews?

In the future, journeys to nearby places might be in (3) \_\_\_\_\_ cars. We will still need mechanics to repair these cars, but they will need to gain new software (4) \_\_\_\_\_. Also, although these cars are fairly safe, crashes involving driverless cars will happen. Someone was killed by a driverless car in Arizona in 2018. In these cases someone has to (5) \_\_\_\_\_ who is at fault, so we will need AI (artificial intelligence) lawyers, who understand this area of law.

There will also be more drones. People will use them to (6) \_\_\_\_\_ goods, and they may also be used in search and rescue and in farming. This means they will need to be controlled. Drone companies will require drone fleet managers. People who now manage fleets of trucks may have the skills to do the job of a drone fleet manager.

Another job might be commercial pilots to (7) \_\_\_\_\_ into space. More companies will want to go into outer space in the future. Although many flights might be controlled by robots, some flights will still need pilots. Passengers will make large payments for flights, and will feel more (8) \_\_\_\_\_ if there is a real pilot on board. Companies will probably hire airline pilots for these jobs.

Renewable energy is important because of global warming. Engineers will be needed to develop renewable energy systems. We also need to recycle more of our waste, so (9) \_\_\_\_\_ might find work doing this. Companies will pick people who have creative qualities as well as engineering knowledge.

Scientists will still be needed, but they might work in different fields. We will need new (10) \_\_\_\_\_ to replace plastics. Scientists might find a role doing this. They might even find a job as an organ and body part creator.

## APPENDIX B

### Student Questionnaire (in English and Japanese)

My name is Hoa Bao Lai– English lecturer of CELF center, Tamagawa University. I am conducting a research to better the understanding about *the effectiveness of frequent dictation practices in students' listening performance*.

So, I would like to ask you help me by answering the following questions concerning your English language learning. This is not a test, so there is no “right” or “wrong” answer, and you do not need to write your name on it. I am interested in your personal opinion. Please give me your own answers as only this will guarantee the success of the investigation. Thank you very much for your help! You may refuse to answer any questions without being asked for a reason.

Please circle the most suitable answer for each question.

**Question 1: What skill do you find the most difficult among 4 English language skills?**

- A. Listening
- B. Reading
- C. Writing
- D. Speaking

**Question 2: Did you complete your listening portfolio? \***

\*The listening weekly assignment is the Extensive listening and dictation.

- A. Yes
- B. No

**Question 3: Did you feel more confident in listening to English and attaining more new English vocabulary after you completed your weekly listening assignments and compiled them as listening portfolio?**

- A. Yes
- B. No

**Question 4: Did you do any other listening practices at home rather than the weekly listening assignments?**

- A. Yes
- B. No

If yes, what are they? (Please specify your answers)

.....

THE END THANK YOU FOR YOUR COOPERATION! :)

## アンケート調査

玉川大学CELFセンターのHoa Bao Laiです。学生のリスニングパフォーマンスにおける頻繁な口述慣習の有効性についての研究を行っています。

下記の質問を回答していただきますようご協力をお願いいたします。こちらはテストではありません。みなさんのご意見は、今回の調査には大変貴重なものです。ご協力よろしくをお願いいたします。なお、答えにくい質問は答えなくても結構です。

下記の質問の内容を読んで、当てはまるものに○をつけてください。

質問1: 英語の勉強で、あなたにとって一番難しいスキルはどれですか？

- A. 聴解
- B. 読解
- C. 作文
- D. 会話

問題2: あなたは毎週聴解を練習していますか？リスニングポートフォリオにまとめていますか？

- A. はい
- B. いいえ

質問3: 毎週聴解の練習をし、纏めることであなたの聴解スキルが改善されたと感じていますか？

- A. はい
- B. いいえ

質問4: 授業の課題以外にで他の聴解の練習をしていますか？それはなんですか？

- A. はい (カッコ内を書いて下さい)
- B. いいえ

以上

ありがとうございます。

# Talk Against the Clock: Timed Speaking Activities in the ELF Classroom

## 時間との戦い: ELFにおける時間制限を設けた流暢さのためのアクティビティ

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### ABSTRACT

*Silence in the Japanese second language classroom is a well-documented phenomenon (see, for example, Banks, 2016; King, 2013; King & Harumi, 2020). This presents challenges to any communicative approach to language teaching and is a particular hindrance to facilitating verbal output and, as a result, to the achievement of oral fluency. In the field of ELF (English as a Lingua Franca), where other traditionally emphasized aspects of linguistic competence, such as grammatical accuracy, are deemphasized in favor of comprehensibility and ensuring efficient communication, students' reticence can be doubly inimical to their development of competence. While there are countless methods to reduce student reticence, encourage verbal output, and facilitate the development of oral fluency, this paper will argue for the efficacy of one elegantly simple and straightforward classroom tool: a timer. The author will first outline the rationale for timed speaking activities, rooted in the literature on oral fluency. A number of model activities and examples from classroom practice will then be laid out, followed by a discussion of the limitations of such methods, and conclusions.*

**KEYWORDS:** Fluency, ELF, Output, Timer

### 1. INTRODUCTION: SPEAKING ACTIVITIES IN THE ELF CONTEXT

Most practitioners within the Japanese context will be familiar with the cultural tendency toward silence in the Japanese language classroom and the barrier that this presents to communicative language teaching, where facilitating verbal output among students is frequently a cornerstone of lesson plans and course syllabi. Output has been theorized as a necessary precursor to the development of oral fluency (Swain & Lapkin, 1995). It is therefore imperative for teachers to find ways to encourage verbal output among students.

For the practitioner of ELF-aware pedagogy, the problem of student reticence takes on even greater salience. In ELF, grammatical rules predicated upon assumptions of “native speaker” normativity are elided in favor of an approach which acknowledges the diversity of English as used in the real world, where the majority of users are not, in fact, native speakers. Rather than focus on grammatical accuracy, ELF tends to emphasize the more practical skills needed to conduct communication between speakers of diverse linguistic and cultural backgrounds, skills such as negotiation of meaning and “translanguaging” in real time (D’Angelo, 2018).

It is not difficult to see, therefore, how a tendency toward silence would present a barrier to the development of the types of skills, as well as the open mindset, which ELF-aware pedagogy seeks to elevate. The roots of silence in the Japanese language classroom are complex and multifarious but will likely be familiar to most practitioners in Japan: an education system which emphasizes the passing of written tests and is highly focused on grammatical accuracy; a cultural risk-aversion and desire not to “stand out;” an institutional deference toward authority which implicitly regards the teacher as the “source” of knowledge and students as passive recipients. While an attempt at a comprehensive inventory of the cultural incentives toward silence would be beyond the scope of this paper, those laid out above should suffice to illustrate the gravity of the problem for the practitioner of ELF-aware pedagogy. Having absorbed different notions about the goals, methods, and mechanisms of language education, students may not understand, or may even resist, more student-centered or communicative approaches. Failing to see the utility of activities which promote verbal output for its own sake, students may respond with silence, apathy, or disengagement. However, despite the apparent gap between traditional Japanese education and ELF-aware pedagogy, it is possible to find areas of overlap between the two. Instructors can appeal simultaneously to students’ expectations of testable, quantitative measures of progress in highly controlled settings and to ELF’s emphasis on qualitative, dynamic communicative ability in fluid and diverse conditions. Timed speaking activities are one way to do this.

## 2. BACKGROUND: Defining Fluency

Fluency is often viewed as one prong in a tripartite division of linguistic competence, the other two being accuracy and complexity (Skehan, 1989). Accuracy and complexity are comparatively easy to define and to measure: accuracy being conformity to grammatical norms and complexity consisting of variability in vocabulary, grammar, syntax, or other measurable features. Fluency, by contrast, is more difficult both to define and to quantify. Though colloquially, “fluency” is often understood to be a stand-in for general linguistic competence, linguists have thus far failed to come to a consensus on just what the term denotes.

Across the various definitions which have been put forward, however, certain themes can be observed. One of these is time. “Defining fluency as distinct from other aspects of oral proficiency leads us repeatedly back to temporal variables in speech, such as speed, pauses, hesitations, fillers, and so on” (Wood, 2001, p. 574). Perhaps the most



straightforward example of this understanding is given by Fillmore, who defines fluency as: “The ability to talk at length with few pauses, the ability to fill time with talk” (Fillmore, 1979, cited in Tavakoli, 2011, p. 72).

Most understandings of fluency, then, acknowledge the importance of time in its measurement. However, this relatively straightforward foundation has given rise to a host of increasingly complex and nuanced definitions used in various fields, and to a plethora of instruments designed to rigorously measure them. Most fall into two basic categories: speech rate (including measures such as articulation rate, or the number of syllables spoken per minute, and phonation ratio, or time spent speaking measured against time required to produce speech) and utterance length (including measures such as mean length of utterance or mean length of run) (Mora & Valls-Ferrer, 2012). Most measures of speech rate rely upon measuring the time and are thus most relevant to the activities laid out in this paper. It is important to note, however, that utterance length need not be defined by time, but by the number of words or morphemes divided by dysfluent pauses. Both types of measurement are valuable in gathering quantitative data on fluency, though timed methods are far more practical in the classroom.

Practicality also limits the usefulness in the classroom of some of the more rigorous instruments for measuring timed fluency, valuable though they may be in empirical research. However, regardless of the rigor of the instrument used to measure it, the ability to assign a quantitative value to students’ oral fluency is beneficial both for student motivation and for students’ perception of the utility of fluency activities. When students can empirically verify their improving language proficiency—e.g. that they are able to speak fluently in English for measurably longer periods of time—their engagement and effort improve as a result.

### 3. TIMED FLUENCY ACTIVITIES IN THE JAPANESE ELF CLASSROOM

Effective timed fluency activities for the Japanese ELF classroom should prompt students, above all, to speak. Students’ first goal is to fill a set period of time (for example, thirty seconds) with verbal output. The second goal is to avoid dysfluent pauses (for example, a pause of more than three seconds). If both goals are met, the student has achieved the desired outcome and succeeded in the activity.

Such an arrangement has numerous benefits. Given clear and measurable goals, students are easily able to discern the short-term “purpose” of the activity, something that is not necessarily the case with speaking and discussion tasks that are more open-ended. While the rationale for discussions may strike the instructor as perfectly obvious, students accustomed to rigidly structured teacher-centered classes may interpret such loosely defined activities as either debilitating in their freedom or lacking in seriousness. By establishing strict and easily understandable parameters, the teacher can both provide a degree of structure with which many students in the Japanese language classroom will feel comfortable, and simultaneously foster growth by gently pushing students out of their comfort zones in other ways—such as encouraging them to produce fluent verbal output. Students are forced to work with the linguistic resources that they have. Unable to consult a textbook or pause to search for the right words or the proper grammar, they

must learn the skills of improvisation, thinking on their feet, and using fill words to keep their listeners engaged, all skills in keeping with ELF's emphasis on the negotiation of meaning. In the author's own experience, this process is often liberating and enjoyable for students.

Below, I outline several classroom activities that can make use of a timer to improve students' oral fluency.

### 3.1 Activity 1: "Up the Ante"

This is a variation of a common fluency activity. In the original version, students are asked to tell the same story or deliver the same set of information three times. With each repetition, the amount of time allotted to convey the information decreases. The diminishing time limit is meant to force students to speak more succinctly. However, I have found that the majority of Japanese students struggle to fill longer amounts of time, and so I have reversed the premise, beginning with a shorter target and gradually extending it so that students are forced to speak at greater length. This in some ways turns the goal of the original activity on its head; rather than fostering succinctness, it encourages garrulousness, which is typically the greater challenge for many Japanese English learners, particularly those of lower proficiency. The activity can be conducted as follows:

1. Pair students with a partner.
2. Label one partner A and the other B.
3. Designate a period of time (e.g. 30 seconds).
4. Assign students a topic and write it on the board. (This can be selected randomly, or can be related to material from class, such as themes for a textbook.)
5. One partner (A) controls the timer (most students will have a timer on their smartphones). The other (B) must speak for 30 seconds about the topic without pausing (a pause is identified as 3 seconds of silence). If they are able to meet both criteria, they have succeeded.
6. Students then switch roles and repeat steps 1-5.
7. Students switch partners. (See Appendix for a diagram on suggestions for student rotations.)
8. Students then speak on the same topic, but this time the target time is increased (e.g., to 1 minute).
9. Repeat, gradually increasing the time students must speak.

### 3.2 Activity 2: "Fluency Duel"

The below activity is better-suited to more advanced classes (or competitive groups), and is best reserved for use later in the term, after students have grown accustomed to communicative teaching methods and comfortable speaking in front of their peers. It is best avoided with particularly shy groups but is a good way to push more advanced or confident students.

1. Divide the class into teams.
2. Call two students to the front of the class (one from each team).
3. Choose a topic.
4. Time the first student to see how long he/she can speak without pausing. (It will probably be necessary to set a cap on time, e.g. one minute, especially for higher-level classes).
5. When the student pauses, or the cap has been reached, stop the timer and record the time on the board.
6. Give the second student a topic and time him/her.
7. The student with the longest time scores a point for his/her team.

### 3.3 Activity 3: “Talk-a-thon”

This is a variation on the first activity with more focus on the conversation topics and less on the time limit.

1. Pair students with partners.
2. Label one partner A and the other B.
3. Give students a list of topics (preferably an extensive list; topics may be related to daily life or to recent course material such as themes from a textbook).
4. “A” chooses a topic and sets a timer (e.g. for one minute).
5. “B” must speak for the set time.
6. Students switch roles.
7. Students change partners and repeat.

## 4. CAVEATS AND LIMITATIONS

Activities such as those outlined above can help students to overcome reticence, improve their oral fluency, and develop crucial ELF speaking skills such as improvisation, persistence, and a willingness to take risks. However, such activities come with certain limitations which must be borne in mind whenever they are implemented in the classroom.

Firstly, timed speaking activities are inherently artificial. Though fluency is sometimes defined as the ability to fill time with talk, generally, this is not the goal of competent communication. Time may be a factor in business communication or other types of speech but filling a set amount of time with talk is simply not how most natural speech works. Additionally, there is no mechanism in place to ensure that a student’s partner has truly understood his or her output. What’s more, the turn-taking as embodied in the rules of the activity is far more rigid and stilted than would be the case in any natural conversation, where participants would take turns speaking and listening in a much more dynamic way.

In addition to being artificial, the addition of the timer renders the activity mechanical in the most literal sense. If the goal of good teaching is to avoid “mechanical” processes, as some have proposed (Prabhu, 1990), then such a regulated

practice as the one described above must be viewed with a healthy degree of wariness at the very least, and supplemented by other, more natural forms of communication. In addition, the repetitive nature of the turn-taking and partner-switching threatens to become dulling if used for too long or too frequently. Expending no more than about 20 to 30 minutes at a time on such activities is recommended.

Finally, though the author has always found the above activities to be enjoyable and motivating for students, there is no doubt that the element of assessment implied by achieving or not achieving the activity's time targets can induce anxiety for some students. The overall effect of the activities, which see students speaking multiple times to multiple partners (who are their peers) is to reduce anxiety through practice and relatively low stakes. But for some particularly reticent students, the timer can be a source of stress, especially in the early stages of the activity or early in the semester.

## 5. CONCLUSION

As demonstrated above, the reticence of students in the Japanese language classroom can prove an impediment to the development of oral fluency. One effective means of overcoming such reticence is through the design of activities which demonstrate to students a quantitative and measurable goal. The timer used in timed fluency activities is a simple and surprisingly effective instrument to overcome risk-averse silence and direct students toward the goal of fluent speech and other communication skills such as improvisation and risk-taking. Such skills are necessary in any communicative setting, but particularly salient to the dynamic and practical nature of ELF-aware English classes. Setting a goal of a given time allows students to focus on production without attending excessively to grammar. Setting a further goal of limiting pauses ensures that students must continue to speak, rather than spend valuable time and effort mentally arranging grammar and syntax or attempting to recall vocabulary. It also forces students to improvise and find other solutions quickly if they cannot recall a word or explain a concept. All of this is achieved in a relatively low-stakes and supportive environment where their conversation partners are their peers. Though there are limitations to such activities which must be carefully borne in mind by the instructor, their judicious use can demonstrably and empirically improve students' fluency over the course of a term, providing powerful motivation—and hopefully, even a bit of fun.

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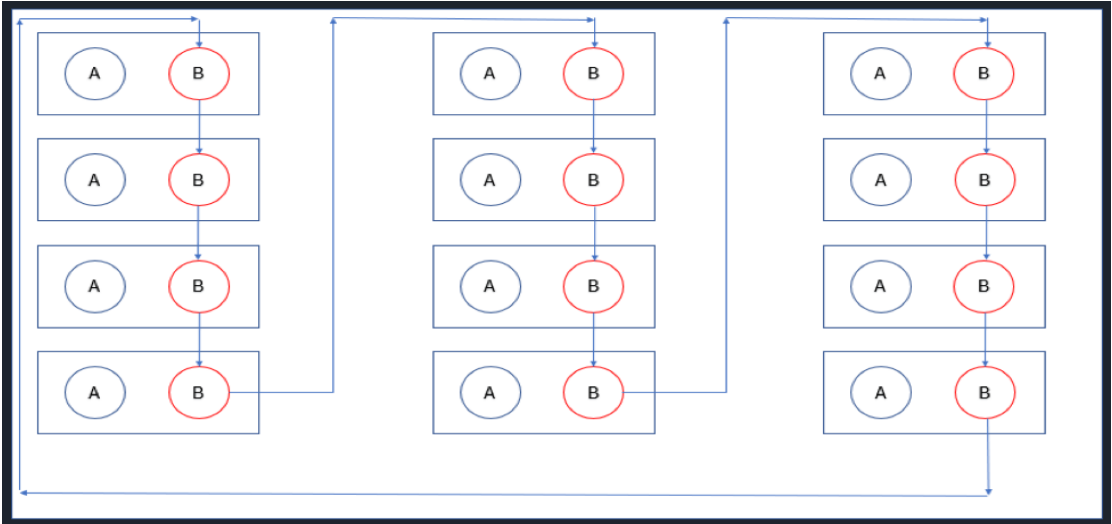
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**APPENDIX**

Example rotation pattern for switching partners during a timed fluency activity:



# Evaluating the lexical difficulty of teaching materials with NWLC

## NWLCで教材の難しさを評価する

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### ABSTRACT

*This article provides a practical example of how English teachers can use the vocabulary profiling application, New Word Level Checker—NWLC (<https://nwlc.pythonanywhere.com/>) to evaluate the lexical difficulty of teaching materials. NWLC provides teachers with a quick and objective approach for appraising the difficulty of a prospective text, test, or worksheet. The paper begins with an introduction to the coverage comprehension model (McLean, 2021) and its implications for selecting classroom materials. Importantly, this section discusses the recommended coverage benchmarks for different receptive modalities, or what percentage of words learners have to know from a text to sufficiently comprehend it. A step-by-step example of how to use the NWLC to measure the lexical difficulty of a TED® talk follows.*

**KEYWORDS:** Vocabulary profiling, Corpus-based approach, Lexical coverage, Viewing comprehension, ELT materials design

### 1. INTRODUCTION

Do you ever come across a text or a scene in a movie where you think to yourself, “this would be nice to use in class”, or wondered, “will this text be too difficult for my students?” This article introduces an efficient and objective approach for answering these questions—surveying the lexical difficulty of a text with a vocabulary profiling tool. In the example presented in this article, all a teacher needs to do is copy and paste a text, transcript, or exercise into the free website, New Word Level Checker—NWLC (<https://nwlc.pythonanywhere.com/>). NWLC will then report on the text’s lexical coverage. In more practical terms, the profile will indicate within which word frequency band (usually a band of 1000 words–1K) the text’s vocabulary falls into. As the meaning of higher frequency words are more likely to be known to students, a text comprised of more high-frequency words will generally be easier for learners to comprehend. To that end, the lexical profile report can be used as a measurement of a text’s difficulty,

and determine its appropriateness for different learning tasks. This article will provide English teachers with a practical example of how to use NWLC to evaluate the lexical coverage (difficulty) of a TED talk. But first, however, it is important to discuss the developments in lexical coverage research and how it can help teachers make more informed decisions about the appropriateness of classroom materials.

## 2. COVERAGE COMPREHENSION MODEL & SELECTION OF CLASSROOM MATERIALS

The coverage comprehension model (see McLean, 2021) argues that if learners know the meanings of approximately 98% of the words within a written text, the lexical difficulty of the text should not inhibit comprehension. To put it more succinctly, if a language learner knows fewer than 98% of the words on a page, they will have trouble comprehending the text (e.g., Hu & Nation, 2000; Laufer, 1989, Schmitt et al., 2011). For readers hearing about this concept for the first time, 98% may seem like a conservative benchmark, as learners can draw from background knowledge and use other metacognitive strategies to overcome the comprehension gaps created by unknown vocabulary. However, in the example texts below where pseudowords have been used in place of real words, the comprehension difficulties even a very advanced English reader experiences when reading with 95% (Figure 1) and 90% (Figure 2) coverage ought to be glaringly obvious. Furthermore, it is worthwhile noting that all words are not equal. Comprehension difficulties are compounded when an unknown word significantly contributes to a text's meaning.

### Figure 1

*An example of a graded reader text with 95% coverage*

In the morning, you start again. You shower, get dressed, and walk slowly. You move slowly, half-awake. Then, suddenly, you stop.

Something is different. The streets are drulch. Really drulch. There are no people. No cars. Nothing. "Where is slisque?" you ask yourself.

Fuilt, there is a loud noise- a police car. It speeds by and almost hits you. "Off the street!" he shouts. "Go home, lock your door!"

"What? Why?" you shout back.

But it's too late. He is gone.

Zombies in TOKYO; Boon (2015)



## Figure 2

*An example of a graded reader text with 90% coverage*

“What’s gnourge?” you ask yourself.

Suddenly, a man runs by. He is prying toward the fruce. There is blood all over his shirt.

“Blutch!” you shout, but he doesn’t stop. You follow him.

Outside the house, you stop. A wralt is lying on the ground. She is not moving.

“Hey!” you shout. “Are you OK?”

She doesn’t answer. Her nawies are closed, but her fingers are moving. Open close; open, close. “She’s alive!” you say to yourself.

“No! Don’t gratch her!” someone calls. You look up. Three people are waving at you from across the street.

Zombies in TOKYO; Boon (2015)

Some readers may also wonder whether different modalities, such as audiovisual input, where learners can draw from spoken and visual cues, necessitates different coverage comprehension benchmarks. However, studies looking at this question have tended to recommend coverage levels close to 98%. In listening comprehension, 90% coverage may be possible in some contexts. Giordano (2021) found that some Japanese learners could comprehend videos of casual dialogues at 90% coverage. Similarly, van Zeeland and Schmitt (2013) found that a small proportion of their participants (foreign students taking graduate courses in the UK) could comprehend spoken narrative texts at 90% coverage. Nevertheless, in both studies, the researchers concluded that listening comprehension was much more stable across their entire samples when coverage was over 95%. In a study that evaluated viewer comprehension while watching a documentary series, Durbahn et al. (2020) found that Chilean learners’ comprehension scores improved from 62% to 87% when the vocabulary coverage changed from 92% to 99%. In terms of listening in academic contexts, such as a lecture, coverage benchmarks of 98% were recommended by Noreille et al., (2018) and Stæhr, (2009). To summarize, while there are some variations in coverage benchmarks for different input modalities and genres, these differences are negligible. Much more coverage comprehension research is needed, particularly in the area of audiovisual input, but the evidence thus far suggests that language learners need to know almost every word in a text to sufficiently comprehend it.

When interpreting the coverage comprehension model, language teachers also need to understand that there are often imbalances within learners’ receptive

vocabulary knowledge. Across a range of L1 backgrounds (e.g., Milton et al., 2010; Mizumoto & Shimamoto, 2008; van Zeeland, 2013) English learners' spoken receptive vocabulary knowledge (i.e., the vocabulary knowledge available while listening) is typically reported to be lower than their written receptive vocabulary knowledge (i.e., the vocabulary knowledge available while reading). Therefore, students tend to find spoken or audiovisual texts harder because their spoken receptive vocabulary knowledge is underdeveloped. Furthermore, the listening modality in general deserves special consideration because language learners cannot control speech rates or accents, and when compared to reading, words are only available for a fleeting moment. Therefore, the potential weaknesses within learners' spoken receptive vocabulary knowledge and a lack of agency felt by learners while listening suggests that a more prudent selection of spoken or audiovisual texts would prioritize a 98% lexical coverage benchmark.

Lexical coverage research also has implications for the types of activities teachers implement. For teachers familiar with the four strands (Nation, 2007), activities focusing on fluency development (e.g., timed reading; see Milliner, 2021), lexical coverage ought to be 100% (i.e., no unknown words in the text). For meaning-focused input tasks such as extensive reading or extensive viewing, a 98% coverage level is recommended (Nation, 2007). And, in language-focused instruction (e.g., exercises in an intensive reading textbook with glossaries, dictionaries, and other vocabulary support) a recommended lexical coverage figure is nothing lower than 85% (Schmitt et al., 2011; Stoeckel et al., 2020).

### 3. NEW WORD LEVEL CHECKER—NWLC

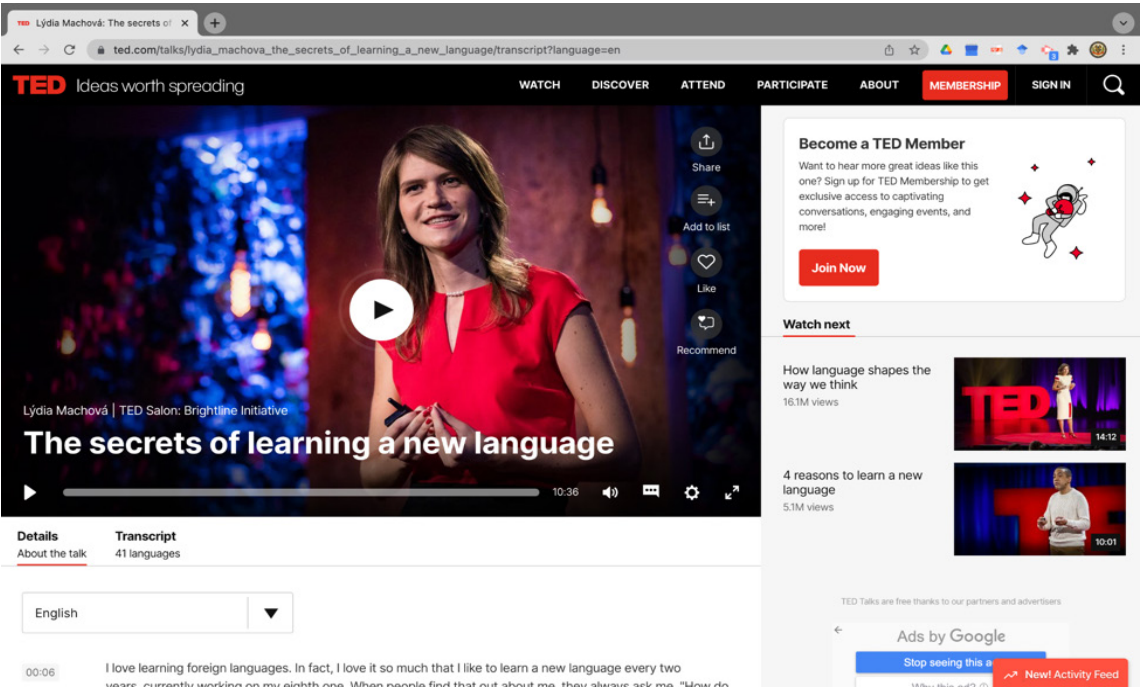
New Word Level Checker (NWLC) (<https://nwlc.pythonanywhere.com/>) is a web application for vocabulary profiling designed by Professor Atsushi Mizumoto (Kansai University) to meet the needs of Japanese learners of English. NWLC analyzes English words submitted by the user and produces vocabulary levels based on the selected word lists. As of writing, the NWLC can provide lexical profiles using the New JACET8000, SVL12000, the New General Service List, CEFR-J, and SWEK-J lists. All of these word lists were constructed with the needs of Japanese learners of English in mind. The NWLC is just one of many free vocabulary profiling tools (e.g., [lexutor.ca](http://lexutor.ca) & Antconc), but what makes it stand out is its use of flemma and lemma-based word lists, the user-friendly design, and its focus on Japanese learners of English. For a more detailed description of NWLC please see Mizumoto et al. (2021).

### 4. HOW TO USE NWLC

In this example, a TED talk titled *The secrets of learning a new language* (Machová, 2018) is profiled for a prospective listening task.

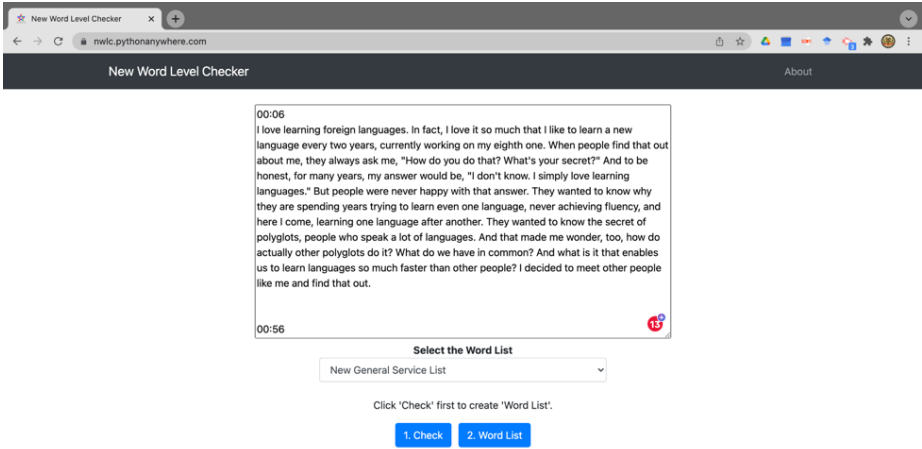
The first step was to copy the transcript from the TED webpage (Figure 3).

**Figure 3**  
*The TED talk transcript used for this demonstration (Machová, 2018)*



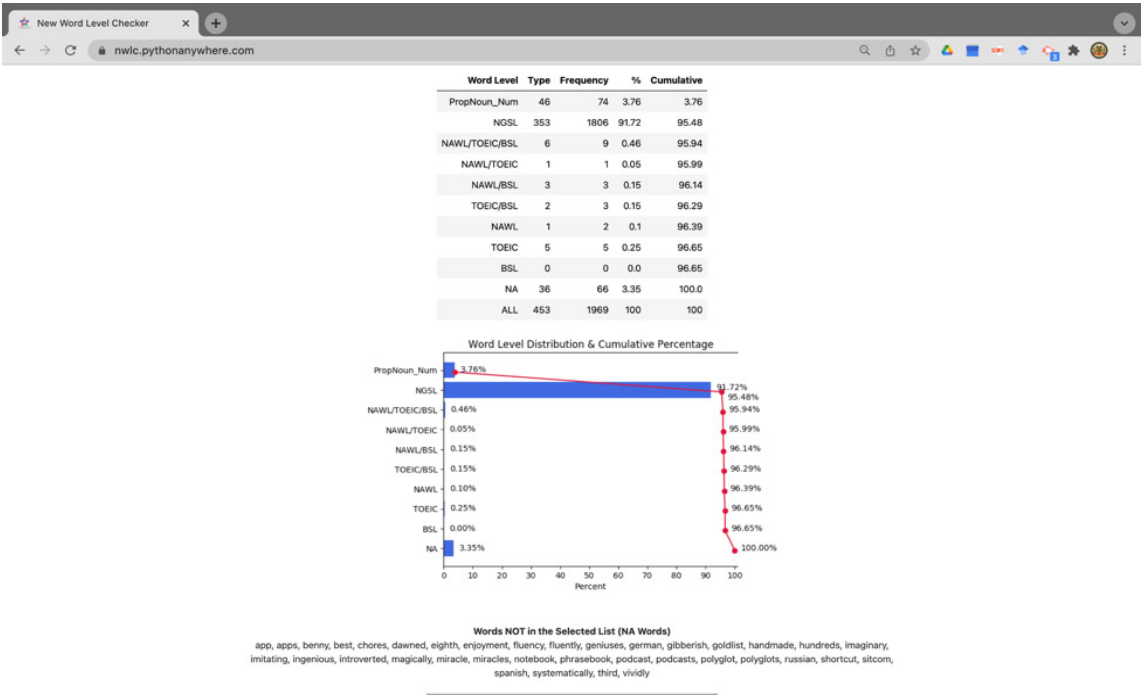
Then, the transcript was pasted into NWLC (Figure 4). In this example, the Word List selected is the New General Service List—NGSL (Browne et al. 2013) because it is one of the most recognized word frequency lists in our context. As mentioned above, a variety of Word Lists are available on the NWLC, and the JACET8000 would also be an informative alternative for this profiling task.

**Figure 4**  
*The TED talk transcript pasted into NWLC*



From this point, you click the blue “1. Check” button, and the following text profiling report is generated (Figure 5).

**Figure 5**  
*The profiling report from NWLC*



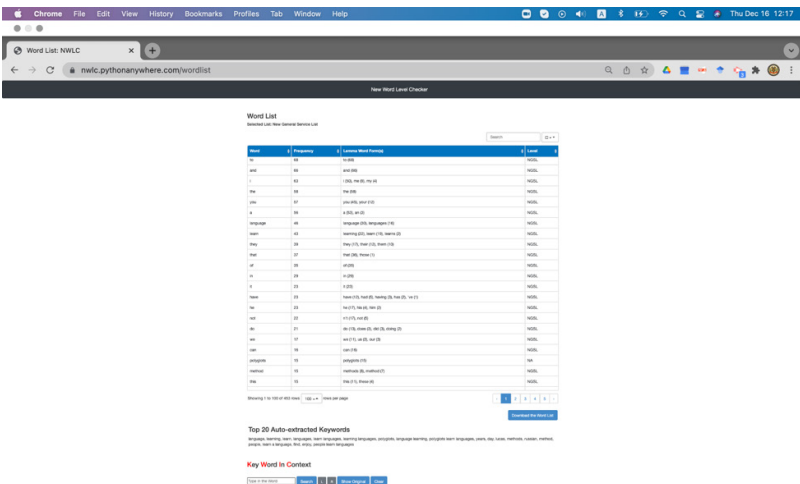
This report shows that 91.72% of the words used in this text are found in the 2801-word NGSL list. The percentage can be interpreted as your students ought to be able to comprehend 91.72% of the words in this talk providing, they know all 2801 words in the NGSL at the spoken receptive level. For a teacher checking the appropriateness of this TED talk for classroom use, however, their focus ought to be on the cumulative total column. It shows that if learners can decipher all proper nouns and numbers (3.76%) and know all words in the NGSL, they may have a reasonable chance of comprehending this text (i.e., the cumulative percentage is 95.48%). On the other hand, this text would not be appropriate for extensive listening or listening fluency training as both require >98% and 100%, respectively. Further down the analysis page, a color-coded map shows which words come from the different NGSL-related word lists (Figure 6). Interestingly, the words colored black represent the proper nouns, numbers, and words unlisted in any frequency list (3.35% coverage). One could argue that some of these words, for example, polyglots, imitating, ingenious and gibberish would be unknown to most learners. Hence, the combination of these unknown off-list words and an unstable knowledge of the entire NGSL, would lead a teacher to conclude that this text would be too difficult for their students to comprehend. This text would only be appropriate as a listening exercise for advanced students because, Japanese students studying English at Universities in Japan are reported to (a) struggle with spoken input, (b) their spoken receptive vocabulary sizes are relatively low (see Milliner & Dimoski, 2019; Milliner

& Dimoski, 2021; Mizumoto & Shimamoto, 2008), and (c) the volume of potentially unknown unlisted words in this text is quite high. Nevertheless, in situations where this text may be appropriate, the NWLC provides useful assistance to teachers for effectively utilizing this text in their classrooms. A teacher could pre-teach or provide a glossary of the beforementioned unlisted words. Moreover, a teacher could click on the Word List tab in NWLC to access a word frequency report and a list of Auto-extracted keywords (Figure 7). These auto-extracted keywords could also be incorporated into pre-listening vocabulary instruction or schema-building activities to help give learners a better chance of comprehending the video.

**Figure 6**  
*Color-coded items from the different frequency lists*



**Figure 7**  
*Word List and Auto-extracted Keywords reports from NWLC*





## 5. CONCLUSIONS

Before discussing the conclusions, it is important to note that knowing 95~100% of the words in a text does not guarantee comprehension. The difficulty of spoken or written texts extends beyond lexical knowledge as learners draw from grammatical, metacognitive, and background knowledge for comprehension. Nevertheless, the coverage comprehension model provides teachers with a reasonably objective benchmark for evaluating the difficulty of teaching materials, and the NWLC represents an efficient and accurate tool for this purpose. In addition, the NWLC helps teachers identify potential areas of difficulty so they can provide the necessary support for comprehension. Outside of appraising the difficulty or suitability of prospective teaching materials, the NWLC can be used to survey the lexical coverage of student writing or check for overused vocabulary. Teachers interested in assessing their learner's lexical knowledge should visit [Vocableveltest.org](http://Vocableveltest.org), which provides free, customizable vocabulary levels tests (see Milliner, 2022 for a description on how to use this site). With more level-appropriate materials, teachers stand to have a much greater impact on their students' learning.

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# ELF-aware language teaching at the Center for ELF: Five guidelines

## ELFセンターにおける英語を共通語として認識した 言語教育: 5つの指針

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### ABSTRACT

*This paper documents what features the English version of the newly launched Center for English as a Lingua Franca website, namely five guidelines proposed for teaching English as a global lingua franca. These guidelines suggest shifting away from predictability and testability and prioritising individual agency and action in language teaching, in preparation for the unpredictability and unexpectedness of global communication among English users.*

**KEYWORDS:** English language teaching (ELT), English as a lingua franca (ELF), English as a multilingua franca (EMF), Multilingualism, ‘Trans-’ theories

### 1. INTRODUCTION

Having been established in 2014 by the founding director Masaki Oda, Tamagawa University’s Center for English as a Lingua Franca (CELFL) is among the world’s first centres seeking to apply English as a Lingua Franca (ELF) research to teaching English for academic purposes (see Oda, 2017). At the time of this publication, the programme starts its 10th year, and with a view to commemorating its decennial development, CELFL launches a new website in both Japanese and English.

In consultation with the current director Paul McBride and other CELFL faculty, and partially based on our previous work (Ishikawa & McBride, 2019), I have drafted the manuscript for the new website. While the Japanese webpages aim to inform prospective students of the ELF programme, the English webpages hope to facilitate discussion of ELF pedagogical applications both inside and outside of CELFL. As the ELF field is constantly evolving, the English version, in particular, is likely to keep updated. The present paper documents my initial draft for the English pages, focusing on the rationale behind five guidelines to be proposed for ELF-aware language teaching at CELFL. Specifically, prior to the guidelines proposal, this paper first introduces ELF as

a major field in applied linguistics, and then appraises teaching and learning English in terms of (1) its use as a lingua franca in a multilingual world, (2) the theories du jour in applied linguistics, namely ‘trans-’ theories, and (3) the prevalence of Standard English in ELT.

## 2. APPLIED LINGUISTICS, GLOBAL ENGLISHES, AND ELF

Applied linguistics is commonly defined as “[t]he theoretical and empirical investigation of real-world problems in which language is a central issue” (Brumfit, 1995, p. 27). Global Englishes is a research thread in applied linguistics, and a major real-world problem for its scholarship is how English users communicate effectively in the world. Statistically, 388 million first-language (L1) English speakers (i.e., Anglophones) of different origins constitute a tiny minority of an estimated 2.3 billion English speakers (Crystal, 2019). Global Englishes is relatively new in academia and comprises two thriving research fields: World Englishes (WE) and ELF. The former is often associated with a ground-breaking forerunner English as an International Language (EIL) (e.g., Smith, 1981).

While WE has enquired into the relationship between the global spread of English and different local cultures and identities (e.g., Kachru, 1992), ELF has enquired into transnational communication through English. ELF corpora, such as the Vienna-Oxford International Corpus of English (VOICE), have attested that monolingualism in English is no longer the norm. Instead, ELF corpus analytic studies illustrate that multilingual influences and effects are contingent across linguistic levels, such as phonology, grammar, lexis, pragmatics, and discourse structure (e.g., Cogo & Dewey, 2012). In this regard, ELF ethnographically informed studies have repeatedly indicated that mutual understanding derives from linguistic accommodation or adjusting and adapting language use according to the situation (e.g., Dewey, 2011), often through pre-emptive and other communication strategies (e.g., Dimoski et al., 2019). Put differently, participants, including Anglophones, need to use linguistic resources flexibly and dynamically in order to fit communication partners and purposes. More recently, with an increasing recognition of inherent multilingualism in global communication (see Section 3), and in conjunction with ‘trans-’ theories, especially translanguaging (see Section 4), ELF research has started to question the existence of the clear boundary of the English language. To put differently, it has duly accentuated the malleability and permeability of named languages.

## 3. TEACHING AND LEARNING ENGLISH WITHIN MULTILINGUALISM

In applied linguistics, many Second Language Acquisition (SLA) studies have viewed additional language leaning as if it were a universal process of becoming another monolingual person who speaks a second language as the main language “rather than different people from monolinguals in L1” (Cook, 2013, pp. 37–38). Supported by this view, the ELT and testing industry can be seen as abstracting and materialising a ‘standard’ variety in a couple of Anglophone countries and commodifying it globally as

Standard English (e.g., Leung, Lewkowicz & Jenkins, 2016). Despite the monolingual, nationalist ideologies surrounding English language learning, our real-world communication goes across the national scale, and English is normally just part, not the whole, of our communicative repertoires.

Jenkins (2015) foregrounds multilingualism in the ELF field, and her notion of English as a *multilingua franca* (EMF) posits that multilingualism is “the one single factor without which there would be no ELF” (p. 63). The working definition of EMF scenarios is: “Multilingual communication in which English is available as a contact language of choice, but is not necessarily chosen” (p. 73). English users in a multilingual world face the opposing forces of monolingually orientated, ideological ‘fixity’ and multilingual, pragmatic ‘fluidity’ during interaction. The ideology of national languages, especially ‘standard’ varieties, as systematic ‘objects’ remains powerful whenever we learn language and communicate. This seems to be particularly true of Standard English in English Language Teaching (ELT). Even so, English learners and users develop and exploit linguistic resources in a situated social context, frequently multilingual, through and across global networks. With a view to reconciling the tension between ideological and pragmatic considerations, EMF awareness (Ishikawa, 2020a) advocates challenging dominant essentialist, nationalist discourses around the English language. To be specific, taking such an approach, instructors provide students with experiences of EMF scenarios and encourage their critical thinking about language, culture, and identity in reference to their own experiences and in reference to extracts from published research.

EMF awareness frames English communicative competence within multilingualism and requires it to move towards symbolic (Kramsch, 2009) and performative (Canagarajah, 2013) competence. Precisely, in the light of empirical data from EMF awareness (Ishikawa, 2020a) and study-abroad teacher training programmes (Suzuki, 2021), this competence may be conceptualised as follows (Baker & Ishikawa, 2021).

- Conscious understanding of linguistic and cultural roles and effects on interaction as well as meaning-making modes, both linguistic and non-linguistic,
- Flexible, situationally appropriate interactional practice based on this understanding, and
- Motivated attitudes or positive feelings and curiosity towards different communicative practices and ‘others’.

#### 4. TEACHING AND LEARNING ENGLISH FROM ‘TRANS-’ PERSPECTIVES

Translanguaging investigates how individuals bring in particular linguistic resources to create and interpret meaning in defiance of the historical and political distinction between named national languages (e.g., Li, 2018). It often associates multilinguals’ creative communicative practice as a way of pursuing social equity, reflecting its roots in researching speakers of minority languages (e.g., García, 2009).

Translanguaging also positions language as embedded in wider meaning-making

resources, and the notion of transmodal communication directly pays attention to how our communication meshes multiple modes (e.g., colour, layout, music, gesture) as if they are inseparable (e.g., Newfield, 2014). Related to translanguaging and transmodal communication is transcultural communication. Given the complexity and fluidity of culture, it is often unclear what specific cultures we are in-between in global encounters. Transcultural communication eschews describing how interactants mix elements of presupposed cultures and instead takes the nebulous, overlapping nature of cultural categories, similarities, and differences as the starting point of investigation (e.g., Pennycook, 2007). In line with ‘trans-’ theories, the ELF field seeks to take a holistic approach to global communication, and precisely, to comprehend how English users make use of multilingual, multicultural, and multimodal resources by transgressing and transcending ideological boundaries, linguistic or otherwise, in order to create new social spaces, practices, and identities (Baker & Ishikawa, 2021).

The ‘trans-’ theories of translanguaging, transmodal, and transcultural communication (or better put, translanguing, transmodal, and transcultural communication) feature the pragmatic side of the aforementioned notion of EMF and EMF awareness. They focus on processes of communication and adaptable use of meaning-making resources and modes. Likewise, the ELF field has observed the cruciality of linguistic accommodation as an overarching pragmatic strategy for mutual understanding. Taken together, it seems that there is a further scope for ELF researchers and educators to conceptualise accommodation broadly as follows (Ishikawa, 2021).

- Adjusting and adapting the way of using language flexibly and creatively (i.e., translanguing accommodation),
- Appropriating available meaning-making modes in an integrated manner (i.e., transmodal accommodation), and
- Adjusting and adapting the way of creating and interpreting meaning beyond cultural stereotypes or generalisations (i.e., transcultural accommodation).

## 5. TEACHING STANDARD ENGLISH IN ELT AS AN EXAMPLE

Globally commodified Standard English emanates from an ‘imagined’ Anglophone speech community of affluent monolingual speakers in a certain period of time. Fundamentally, it often relies on the intuitions of materials writers who are typically ‘white’, middle-class Anglophones, and is different from the English they use for themselves (e.g., Leung, 2005). Certainly, Standard English in ELT satisfies practicality in the classroom by prescribing and applying one-size-fits-all linguistic rules. However, ELF research, in reference to complexity theory, “sees communicative norms as always contextually embedded and subjectively mediated, and therefore as emergent rather than predetermined” (Ishikawa, 2020b, p. 104).

The crux of the argument would be that ELT ought not to conflate English in its entirety with the ‘convenient fiction’ (e.g., Widdowson, 2015) of Standard English. Given that most English learners are exposed to Standard English models, and that

Anglophones become familiar with a similar ‘standard’ variety through schooling (Hall, 2018), ELF-aware language teaching would not completely reject Standard English in ELT, but would heed its idealised nature and teach its linguistic usage, along with associated cultural interpretation, as discrete samples rather than de-contextualised norms. Students would be encouraged to explore and adapt these and other samples in and out of the classroom for the sake of their own communication, “with all knowledge provisional and continually open to reflection and revision” (Baker & Ishikawa, 2021, p. 296). Similarly, internationally commercialised English standardised tests seem to have limited efficacy against the unexpectedness and unpredictability of transnational milieux. In fact, in keeping with observations made by Jenkins and Leung (2019) about the need for institutionally contextualised self-assessment, Tamagawa University no longer places new students based on their Standard English test scores. Instead, it encourages their self-regulation by having them examine demonstration videos and reading materials at different levels of classes and self-assess their readiness for class communication.

## 6. GUIDELINES PROPOSAL

ELF-aware language teaching at CELF, and potentially at other institutions, may want to facilitate teaching and learning English within multilingualism and from ‘trans-’ perspectives, thereby recasting Standard English in ELT as an example rather than a pre-determined linguistic ‘object’. This endeavour is not reducible to a single teaching methodology or an acontextual generalisation, but is likely to be made possible through the following broad guidelines.

- **Guideline 1:** Examine instances of linguistic usage and cultural interpretation, including Standard English in ELT, as discrete samples rather than de-contextualised norms.
- **Guideline 2:** Take a critical approach to communication that challenges dominant essentialist, nationalist discourses through EMF awareness: (1) providing students with experiences of EMF scenarios, and (2) encouraging their critical thinking about language, culture, and identity in reference to their experiences and in reference to extracts from published research.
- **Guideline 3:** Move towards EMF-aware symbolic, performative competence, that is, the competence to embody (1) sensitivity to linguistic, cultural, and modal resources, (2) flexible practice according to the situation (i.e., accommodation), and (3) tenacious interest in individual diversity.
- **Guideline 4:** Focus on processes of communication and adaptable use of communicative resources, in other words, translingual, transmodal,

and transcultural accommodation, that is, adjusting and adapting (1) language flexibly and creatively, (2) meaning-making modes in an integrated manner, and (3) cultural interpretation beyond stereotypes or generalisations.

- **Guideline 5:** Appropriate teaching to local contexts by recognising how Guidelines 1 to 4 are implemented will be variable depending on their relevance to local conditions, cultures, and needs.

The above guidelines are still work in progress, and to be developed in future studies at CELF and elsewhere. It is even possible that a rising tide of EMF-aware pedagogical research challenges the epistemological and institutional structures that place the English language itself as a core part of ELT (Ishikawa, in press).

## 7. CONCLUSION

ELF-aware language teaching may not be about pursuing something revolutionary. It may be about pursuing good language teaching practice in general, as per the evolution of the ELF field, and potentially through the aforementioned five guidelines (Section 6). As articulated by van Lier (2007):

The learner is a whole person, not an input-processing brain that happens to be located inside a body that should preferably sit still while the input is transmitted, received and computed by the brain. The learner is a person with a social, embodied mind, with dreams, worries and beliefs, and in need of forging productive identities that link the personal self to the new worldly demands presented by the new language. (p. 62)

To help students make meaningful connections with the globalised world, I sincerely hope that CELF continues centring human agency and action in its education, and teaching English as their own lingua franca for this multilingual world.

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# Translanguaging Gestures and Onomatopoeia as Resources for Repairing the Problem

## 修復の資源としての「言語境界線超越的」 ジェスチャーとオノマトペの一考察

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### ABSTRACT

*This paper elucidates the use of translanguaging gestures and onomatopoeic expressions as a practice of concerted actions by participants in English as a Lingua Franca (ELF) interactions. As traditional discussions of communication strategies for ELF users have overly emphasized the aspect of language, recent studies of ELF interactions from a multilingual setting have started to explore the use of various semiotic resources, such as gestures and/or tools, in addition to linguistic codes. However, virtually no previous studies have shown atypical translanguaging phenomena*

*involving gestures and onomatopoeia. Therefore, in this paper, by drawing on conversation analysis as a research framework to analyze data of first-time encounters between Japanese participants and their foreign interlocutors in online settings, we will investigate how non-typical translanguaging phenomenon are indeed made observable and accountable for the purpose of their lived and coordinated courses of actions. Special focus is placed on the participants' use of gestures and onomatopoeic expressions of their first language in the face of difficulties arising in spoken ELF interactions. The results will demonstrate that such bodily and linguistic practices are resources for the speaker's action of repairing a problem as well as a means for the recipient to help resolve interactional problems. In addition, the paper will contribute to the body of knowledge by demonstrating how participants display their orientation to shared agreement in translanguaging practices in ELF interactions such as repair.*

**KEYWORDS:** Translanguaging, Gestures, Onomatopoeia, Conversation analysis, Self-repair

## 1. INTRODUCTION

While the recent discussion of translanguaging conceptualizes it as a dynamic, fluid, multimodal, and transcultural practice (Garcia & Li, 2014; Li, 2016), there is still much room to investigate how translanguaging phenomena are indeed made observable and accountable for the purpose of their lived and coordinated course of actions with their orientation to the recipient (Garfinkel, 1967), i.e., as a practical theory of interaction (Wagner, 2018).

Although recent studies of interactions from a multilingual setting have started to explore the use of various semiotic resources, such as gestures and/or other tools, in addition to linguistic codes, a large body of translanguaging practice in the literature refers mainly to its linguistic aspects, as it is often claimed to be “a practical theory of language” (Wagner, 2018, p. 102), as shown, for instance, in Garcia & Li (2014), Li (2016), and Mazzaferro (2018). Furthermore, most of the literature on this practice is from multilingual and bilingual settings, where participants are accountably known to be competent in multiple languages (Garcia & Li, 2014; Jakonen et al., 2018; Mazzaferro, 2018).

As several cases of translanguaging<sup>1</sup> gestures and onomatopoeic expressions are used by our participants with a monolingual background in their interaction with conversational partners, most of whom have a multilingual background, we would like to offer a detailed description of how translanguaging practices of those participants emerge (cf. Dimoski et al., 2019), demonstrating that they are practical methods that transcend whichever language they are using. Following this, we would like to propose that accountability in any given course of action is a foundational dimension of translanguaging practices.

<sup>1</sup> Although the term is generally referred to the phenomenon involving languaging, the authors use this term in a more technical sense throughout the paper than what is conceived in other studies particularly due to its reference to a bodily phenomenon.

## 2. BACKGROUND

### 2.1 Translanguaging

Broadly speaking, translanguaging is speaker-centered and refers to language practices in which interlocutors select certain language features and use them to match their communicative needs by employing all of their linguistic and semiotic resources (Garcia, 2011). It should not, however, be confused with code-switching, which “often carries language-centered connotations of language interference, language transfer or borrowing of codes, [with] a monolingual orientation where languages are treated as separate codes” (Makalela, 2017, pp. 15-16).

Li (2018, p. 15) stated that translanguaging is a practice that involves dynamic and functionally integrated use of different languages and language varieties, but more importantly a process of knowledge construction that goes beyond language(s). The reason why it is crucial to observe and study translanguaging is because languages are a constantly emerging phenomenon and the use of more than one named language has become a global phenomenon especially between interlocutors with various cultural and linguistic backgrounds.

In light of this perspective, by definition, an ELF context provides a rich multilingual resource for the participants (Jenkins, 2015). Thus, as studies by Cogo (2012, 2016) and Pietikäinen (2014) have shown, the phenomenon of translanguaging is often observed in European settings, where multilingualism is a norm (also see Jenkins, 2015), confirming that translanguaging occurs at phonological, lexical, and discourse levels (see Guzula et al., 2016 for translanguaging in an African pedagogical multilingual setting). However, we lack evidence of translanguaging in monolingual contexts such as Japan regarding whether it can be still observed, and if so, how it is incorporated into their interaction.

Li (2018) also claimed that translanguaging empowers both the learner and the teacher, transforms power relations, and focuses the process of teaching and learning on making meaning, enhancing experience, and developing identity. Although the way people use ‘language’ by utilizing their unified repertoire of language features linguistically has been observed, nonverbal translanguaging and onomatopoeic translanguaging, if any, also need to be observed.

### 2.2 Onomatopoeia

Another important background to this study is onomatopoeia. Bredin (1996), categorizes onomatopoeia into two types. The first is direct onomatopoeia, in which two criteria must be met: One is that the word denotes a class of sounds, and the other is that it resembles a member of that class. Or put more simply, “the sound of the word resembles the sound that it names” (Bredin, 1996, p. 558), e.g., hiss, moan, cluck, whirr, and buzz. The second type he calls associative onomatopoeia, which occurs when “the sound of a word resembles a sound *associated with* whatever it is that the word denotes” (Bredin, 1996, p. 560), e.g., cuckoo, bubble, smash, whip, and so on. Turning to a Japanese context, onomatopoeic expressions are used widely in all levels of the language, which can make Japanese very challenging for learners and for translators (Inose, 2007).

Examples of onomatopoeic expressions used to imitate real sounds made by human or animal voices or otherwise in Japanese include, for example, “zaazaa” (the sound of rain) or “wanwan” (the sound of a dog barking). Such expressions, according to Inose (2007), function as adverbs for the most part in Japanese.

As Bredin (1996) points out, it is often the case that the acoustic resemblance between onomatopoeic expressions and the actual sounds made by the objects they refer to is weak. This suggests that onomatopoeia in social interactions is not used merely to convey the sounds but to accomplish a specific action, whose usage can be only describable by analysis of the actual interaction.

### 2.3 Interaction Studies of Multimodality in ELF Communications

Finally, due to critiques made in the 90s which portrayed users of English as a second/foreign language as deficient communicators (Firth & Wagner, 1997), in more recent studies on interaction among ELF users, researchers have concluded them to be *competent* or have *unproblematic* interactions by demonstrating how capable they are of managing their interactions with multimodal semiotic resources (Björkman, 2014; Cogo, 2009; Firth, 1996, 2009; Kaur, 2011, 2016, 2020; Konakahara, 2017, 2020; Matsumoto, 2011, 2014, 2018; Maurant, 2006, 2012). Especially relevant to the current studies is the burgeoning research area of gesture use in ELF communication (Kimura, 2020; Kimura & Canagarajah, 2020; Konakahara, 2017, 2020; Matsumoto & Canagarajah, 2020). These studies have demonstrated that participants’ uses of other modalities besides language are an important resource to conduct meaningful communications. However, no existing studies have elucidated the gestures used as translanguaging.

Based on more than a decade of ELF research, it has become clear that ELF users (a) are “able to draw from the whole of their linguistic repertoires in order to achieve intersubjectivity” (Pietikäinen, 2018, p. 323), (b) “are competent in inviting the recipient to participate in searching together by incorporating multimodal resources” (Matsumoto & Canagarajah, 2020, p. 263), and (c) interact through meaning “co-constructed by the participants and expanded in context with the use of multilingual resources” (Cogo, 2018, p. 360). These insights are all evidence for the accountability of participants’ engagement by utilizing any named language or means of multilingual communicative practice as a capable and competent member (Garfinkel & Sacks, 1972). In order to address these issues, we need to elucidate how our participants use gestures and onomatopoeic expressions of their first language (and culture) as a translanguaging practice in spoken ELF interactions and describe in detail the position and composition of a turn (Schegloff, 2007) in which they occur. By adopting the methodology of conversation analysis (Sacks, 1992; Schegloff, 2007), we will describe how the ELF users are utilizing the translanguaging gestures and onomatopoeic expressions for their construction of course of action.

### 3. DATA

Eighteen Japanese university students between the ages of 18-20 years from various departments participated in the present study as part of a larger project on



communication strategies (Dimoski, et al., 2019). The gender breakdown consisted of ten male students and eight females. We also had 19 overseas participants living in eight different countries. Their ages ranged from 20-50 years old, and they were from various professions. In order to keep the number of pairs even, two Japanese participants and one foreign participant participated twice. The participants were randomly paired, not based on their linguistic knowledge but depended on their availability and time zones. As such, our original intention was not to investigate translanguaging gestures and onomatopoeia; however, those phenomena were so observed and visible that the current study was launched.

During the pre-pandemic period, we collected all of our data from participants by pairing a Japanese student with a foreign participant and video-audio recorded naturally occurring conversations using Zoom totaling 6.5 hours. All of the interactions were first encounters, and names of the participants were changed with pseudonyms. Although participants could talk freely on any topic, we also created speaking prompts for the conversation to maximize the use of session time. We analyzed all the transcribed data and videos for use of gestures and onomatopoeia with translanguaging implications. Specifically, conversation analysis was conducted to analyze the position and composition of a turn for translanguaging of gestures and onomatopoeia.

Our working definition of translanguaging gestures and onomatopoeia is the use of culturally conventionalized and typical gestures and onomatopoeic expressions of a named language (e.g., Japanese, English, Spanish, Thai, etc.) and integrated with other language systems, such as English. As translanguaging implies the integration of different named language systems, we also treat gestures as a form of translanguaging when used to construct actions beyond the named language and culture.

We found 14 cases of translanguaging gestures, and one case of translanguaging onomatopoeia in our data corpus. This result indicates that both phenomena are not frequently observed; nonetheless, they are treated as accountable by the participants. In the following, we will demonstrate how these gestures and/or onomatopoeia of a named language are used as resources for practices in ELF interactions transcending linguistic boundaries.

## 4. ANALYSIS

### 4.1. Translanguaging Gestures and Onomatopoeia as a Repair Solution

On several occasions, our participants used non-verbal resources such as gestures to achieve various social actions. Of particular interest among the practices is their use of observably culturally specific gestures. Akin to translanguaging practices typically performed via verbal elements of a conversational turn, participants used their gestures as a means to go beyond linguistic and cultural boundaries.

In Excerpt 1, a Brazilian speaker Miguel is conversing with a Japanese student Nami about her plan to move to Hawaii in the future. In line 1, Miguel asks when she wants to move, to which Nami has a bit of trouble formulating her response at the beginning in line 4. Due to the ambiguous formulation of her answer to the *wh*-question with just the number “forty or fifty” (line 5), Miguel initiates a repair (Drew, 1997) in

line 8. Although Nami attempts to repair her original response in lines 9 to 13 by treating Miguel's trouble as a hearing problem, Miguel initiates a repair again by reformulating his original question to more explicitly convey what he really means in lines 15 to 22 (the phenomenon called "third position repair," see Schegloff, 1992). Nami still displays trouble in answering right away as she delays her response until line 26. She then formulates her answer by modifying her original version to "forty years after" with a hand gesture.

Excerpt 1 [Pair 9 forty][7:34] ((A *Brazilian speaker Miguel* is conversing with a *Japanese student Nami* about her plan to move to Hawaii in the future.))

01 MIG: when do you want to mo::ve? When do you pla:n  
02 to::mo::ve- to::, Hawai'i?  
03 (.)  
04 NAM: uh::::m, (1.0) n:::: (1.5) <I thi::nk,> n:::  
05 forty::, forty:: or, fifty.  
06 (1.0)  
07 NAM: [<I li::ve,>  
08 MIG: [Sorry?  
09 NAM: forty:: or, fifty::.  
10 (1.0)  
11 NAM: [forty years o:ld  
12 MIG: [forty or:-  
13 NAM: (mae)  
14 **back**  
15 (2.5)  
16 MIG: uh:m, (0.2) I:- I mean like, (0.5) now you are:  
17 at university:,  
18 NAM: ya.  
19 MIG: so, livi::ng in: Tokyo.  
20 (0.2)  
21 NAM: ya.  
22 MIG: and uh::, when will you::, <mo:ve> to  
23 live in Hawai'i?  
24 (0.5)  
25 NAM: e/a::: n:::  
26 (3.5)  
27 NAM: uh- (1.0) uh:: I want to for- (.) forty: (.)  
28 forty? forty years \*after.  
29 nam \*waves her left hand once  
30 (2.0)  
31 MIG: +Four?  
32 mig +indicates four with four fingers-->>  
33 NAM:→ \*%four:: \*ti::+ ((hand gesture))  
34 fig %fig. 1a

```

nam → *indicates "4" with four fingers
nam → *makes "0" shape with both hands
mig +puts down his four fingers
31      *(2.0)*
nam → *displays "4" fingers in her R hand and "0" in L
      hand*
fig      %fig. 1b
32      *(1.0)
      nam *leans over to the camera
33  NAM: [hhh
34  MIG: [Oh, (0.5) s(h)o:: li:k(h)e,
35      may[be after you::- you retire?
36  NAM: [huh
37  NAM: ¥yeah¥
38      (0.2)
39  MIG: [¥Oh:::: ri::ght.¥ hh hh hh
40  NAM: [huhhuh
41  NAM: huh huh huh [.hh
42  MIG: [hhh

```

**Figure 1a**

*Gestures performed by Miguel (left) and Nami (right) (line 29)*



## Figure 1b

*Hand gestures for “4” and “0” by Nami (line 31)*



Miguel then checks his understanding with a candidate hearing in line 29 accompanied with a sign of four with his four fingers (Figure 1a). Nami repairs it by showing the two numbers of 4 and 0 with her hand gesture along with the word “forty” in line 30 and repeats the hand gesture subsequently in line 31 without a word. There, she uses a translanguaging gesture by displaying four fingers with one hand and making a circle shape with her other left thumb and index finger to indicate zero (Figure 1b). This iconic gesture is arguably culturally specific to Japanese culture, which may not be in the recipient’s domain of knowledge. However, Miguel seeks confirmation about his renewed understanding of Nami’s response from line 34 with a reformulation of forty with “after you retire”, which is happily acknowledged by Nami in line 37.

This example shows that, when a trouble with understanding has been indicated several times previously and as such repairing the problem becomes relevant, the translanguaging gesture of a named culture (Japanese in this case) serves as a means to repair the trouble source of the original utterance by presenting the information visually to the recipient along with verbal language.

More remarkable instances are found in Excerpt 2. Here, the participants utilize both onomatopoeic expressions and gestures as a practice of translanguaging to repair an interactional problem. Prior to this segment, Mexican speaker, Monica, said she used to study abroad in Japan so she mentioned that she missed Japanese food. When a Japanese student, Kanako, asks what her favorite Japanese food is, Monica answers “*ramen*” and “*takoyaki*”, a fried octopus in pancake batter shaped like a ball. Then, Kanako gives a negative evaluation of not being able to eat “*tako*” (octopus), whose problematic nature is displayed through her laughter in line 2 (the troubles-resistant orientation displayed through laughter as in Jefferson, 1984).

Excerpt 2 [Pair 13 takoyaki][7:40]

- 01                   (1.0)  
02 KAN: I can’t eat tak(h)o. hhh  
03                   \*(0.8)  
          kan       \*smiles  
04 MON: % ↑ really? \* ↑ wh::y?

mon %raises her eye blows to show surprise  
 kan \*nods  
 05 KAN: .hhh  
 06 \*(1.0)  
 kan \*looks upward  
 07 \*(4.0)  
 fig +fig. 2  
 kan → \*use an iconic hand gesture for chewing for 5  
 times  
 08 KAN:→ hhh \*chewing, \*nn?  
 kan \*chewing gesture \*tilts her head  
 09 \*(2.0)  
 kan \*puts her left hand on her cheek  
 10 MON: too hot?  
 11 (1.0)  
 12 KAN: <hottu?>  
 13 MON: like,  
 14 %(1.0)  
 mon → %+puts her left hand into mouth and does the  
 'hot' gesture  
 fig +fig. 2b  
 15 MON:→ hot.  
 16 (0.8)  
 17 KAN: a:: \*no, no, no. mm::::.  
 kan \*shakes her head and looks upwards  
 18 (3.0) \*(2.0)  
 kan \*looks at Monica  
 19 KAN: \*u::::n  
 kan \*gradually looks upwards  
 20 (2.0)  
 21 KAN:→ \*I <don't> <like>, ↓ *nandaro*  
 kan → \*looks at Monica-->>  
 22 KAN: \*che- chewing, *kucha kucha* hhh  
 kan \*repeats the same chewing gesture as line 7  
 23 MON:→ \*really? like %chewing takoyaki?  
 mon → %chewing gesture  
 kan → \*chewing gesture twice  
 24 (0.8)  
 25 KAN: huh- hehheh nn::::  
 26 (2.0)  
 27 MON: wh::y.

**Figure 2a***Iconic hand gesture (line 7)***Figure 2b***Gesture for “hot” (line 14)*

Kanako's negative evaluation is received as unexpected by Monica as displayed in her facial expression. Consequently, Kanako is held accountable by Monica seeking an explanation (in line 4). However, Kanako starts engaging in remembering activity (Goodwin, 1987) by looking upwards in line 6. During the five-second pause, while keeping her gaze direction, Kanako uses an iconic hand gesture for chewing typically used in Japanese contexts. Subsequently, she utters a term that is hearable as an answer to Monica's question ("chewing") again with the typical Japanese chewing hand gesture (Figure 2a), along with her tilted head in line 8; thereby, displaying it as a candidate word choice. When Kanako puts her left hand on her cheek and brings back her gaze towards her interlocutor, indicating that she gives up the word search for now in line 9, Monica proffers her candidate understanding of Kanako's answer in line 10. However, Kanako displays trouble with her partial repetition with a modified pronunciation of Monica's turn in line 12. Such display of a possible trouble invites Monica to repair her prior turn by first projecting to exemplify it ("like") and then demonstrating what she was conveying with a culturally specific gesture of "hot" by putting her left hand into mouth in line 13 and 14 (Figure 2b), which can be presumed not in Kanako's domain.

When Monica completes her embodied exemplification in line 15, Kanako first claims her renewed understanding of the repaired information with a Japanese change-of-state token *a::* (Endo, 2018) and denies Monica's candidate understanding in line 17. Then, the same formulation trouble again arises. Kanako indicates the trouble by looking upwards and engages in a word search. She finally constructs her response in a full sentence from line 21 by initiating her turn with "I don't like" to indicate she is on her way to formulate her response. Then, she switches to Japanese and uses a self-addressed question of *nandaro* 'What do you call it?' to display that she still needs to search for a word, and then reuses the Japanese onomatopoeic expression for chewing (*kucha kucha*) with a gesture to formulate the action of chewing with her left hand, conveying that this is her 'best' formulation. Monica finally accepts it as a reasonable formulation and requests to confirm her understanding in line 23 by copying Kanako's gesture of chewing to demonstrate her candidate understanding.

In this excerpt, gestures and onomatopoeia from their native cultures and languages are used to formulate relevant actions when a speaker encounters formulation difficulties or repairs the recipient's problem in understanding. As the contextual

configuration of language, gestures, and sequential environment elaborates the construction of an action that is made relevant in the local context (Goodwin, 2000), translanguaging gestures and onomatopoeic expressions used as a practice for repairing have their own accountability in the lived course of action.

#### 4.2 Preference for Treating the Onomatopoeia as a Practice for a Word Search

While we have a good number of cases of translanguaging gestures, we only found one example of translanguaging onomatopoeia in our corpus (cf. Excerpt 2). The scarcity of its occurrence in our data might be explained by the nature of onomatopoeia, which is more unique to a named language compared to gestures. However, even though it is understood to be language specific, generic procedural knowledge of onomatopoeic expressions has accountability to constitute a recognizable action in the ELF communication, and such seemingly shared knowledge by members transcends the linguistic domain.

Excerpt 3 illustrates this point. In this segment, Taiwanese speaker, John, is recommending Japanese student, Ken, to visit scuba diving spots in the northern part of Taiwan, leading them to engage in a discussion about scuba. Then, from lines 1 to 7, John agrees with Ken's opinion about scuba diving by accounting for the nature of the activity, namely being able to see coral under the water.

Excerpt 3 [Pair 2 scuba][28:17]

01 JOH: but- but, like you say, go- go scuba diving:,  
 02 uh: easy one is- is quite  
 03 it's kind of: (0.5) very good (drill),  
 04 KEN: n:..  
 05 JOH: because you could see::::: (.) sea?:  
 06 and, (0.5) like uh:: (1.0)>how to say,<  
 07 it- it- it's like a pla:nt under the sea?  
 08 (0.5)  
 09 KEN: ah:: yeah?  
 10 JOH: you know what I'm talking about, [(of course,  
 11 KEN: [uh-hum, uh-hm.  
 12 JOH: you don't know) the w(h)or::d'  
 13 JOH: [hhh  
 14 KEN: [huh huh huh .hhh  
 15 JOH: \*like ah:: barry reef, I guess.\*(0.5)barry reef,  
 joh \*rolling up eyes \*looks at Ken-->>  
 16 JOH: barry \*reef,  
 joh \*looks upwards-->>  
 17 \*(0.8)  
 joh \*brings up his R hand and waves-->>  
 18 JOH: →like, be::: blah, blah, blah\* eh::  
 joh \*puts down his R hand  
 19 (0.2)



20 KEN:→ be:: blah, blah, blah, wha-  
 21 → what's be:: blah blah blah.  
 22 JOH: \*Just like a plant under the sea a::n'  
     joh \*holding gesture with his R hand and moves back  
         and forth  
 23 JOH: beautifu::l? fra:gi::[l? \*  
     joh -->>\*  
 24 KEN: [ya, ya, ya.  
 25 JOH: (I think) uh:: the reef or:: I:: forgot.uh::°ya:°  
 26 (1.8)  
 27 KEN: n:::  
 28 JOH: So, just-(0.6) north of Taiwa:n and east of Taiwan.  
 29 JOH: yep.  
 27 KEN: OK.

On the way to explaining the coral, John engages in a word search from line 6 (“how to say”). Without the interlocutor to assist him (John indeed recognizes the nature of the problem in lines 10 and 12), he is not very successful, and so tries to give an example of Australian famous coral reef as a way of circumlocution in line 15. However, his memory is only partially correct as he is saying “*barry* reef” instead of “great *barrier* reef” as an attempt to repair. He then gives another word search trial in line 18 with a typical English onomatopoeic expression of “blah, blah, blah” to indicate the part of the word he is having memory trouble with by providing the initial sound of “B”. However, John’s appeal for help becomes in vain as Ken initiates a repair in line 20. As Ken’s repair initiation format (i.e., “What is X?” with a partial repeat of John’s turn) targets John’s prior turn to self-repair the trouble source (i.e., word search), that is “be:: blah blah blah,” this onomatopoeic expression does not become transcended as in the previous excerpt, and instead the practice itself becomes a trouble source. However, in line 22 and 23 John treats Ken’s understanding trouble as a referential problem rather than a problem with understanding the practice itself as a preferred solution to the problem, and thus explains what he means by “be:: blah, blah, blah” in lines 22 and 23.

This phenomenon suggests the participant’s orientation to the accountability of a word search practice using onomatopoeia for translanguaging. When the possible problem with understanding the practice itself is indicated by the interlocutor, the speaker has an option to repair the problem by explaining the practice. However, the participant does not select the option but rather regards the nature of the trouble in another dimension of interaction, that is, a referential aspect of the expression. The language system here indicates that there seems to be a strong preference for treating the initiation of repair as a problem with the reference rather than a practice of using it as a placeholder with, in this case, “blah, blah, blah.” Such preference indicates that while misunderstanding does occur, it is allowed for by our language system of onomatopoeic expression; that is, the practice has a language specific form (e.g., *blah blah blah* in English, *nani nani* in Japanese), which is accountably not part of the recipient’s linguistic domain. This, in other words, confirms that the practice itself is not treated

as problematic. Therefore, this instance suggests that the onomatopoeic expression of a named language used in ELF communication is a practice for translanguaging. While further investigation is of course necessary to confirm this aspect of translanguaging onomatopoeia, we believe this example points to an interesting direction for further pursuing our investigation.

## 5. DISCUSSION/CONCLUSION

Although the number of cases in the present study is fairly limited, they nevertheless serve to describe the practices of translanguaging with gestures and onomatopoeic expressions. Even though such forms accountably belong to the domain of the producer and not necessarily presumed to be shared by the members of other languages and cultures, the translanguaging gestures and onomatopoeic expressions are produced and understood as resources for recognizable actions, such as repairing or word searches, and practices to repair the broken interactional surfaces (Garfinkel & Sacks, 1972; Schegloff et al., 1977). While assembling a collection of cases, we also found instances of translanguaging gestures used for practices other than repair. The analyses of these cases will be reported in a separate article in the future.

In short, in addition to the mutual elaboration of language and gesture, what makes them observable, reportable, and accountable in a particular situation is the shared agreement on the methodical ways of accomplishing recognizable actions in speaking according to a rule (Garfinkel, 1967). Such a property of natural language practice consists of a position and a composition of each turn, permitting the members to go beyond the named culture and language and dynamically transcend a specific linguistic domain.

With this new approach and description of translanguaging phenomena, as practitioners of ELF, we strongly believe that awareness of and sensitivity to particular details of participants' interactional competence are needed and only it becomes a describable object through the lens of participants' orientation. Regarding onomatopoeic expressions, exposing students to their usage across cultures, including their own, would serve to heighten students' awareness of (a) variations in the way sounds are interpreted and represented by people around the world, and (b) potential communicative usability that may arise when using them in certain contexts. A similar approach could also be beneficial regarding translanguaging gestures. By exploring them in the classroom, students can become more creative and flexible when they encounter or use them in future ELF interactions, which is a necessary skill for a global citizen. We believe it is beneficial for students to learn that they are by-products of interactants' engagement because these occurrences are a part of practices we all commonly share beyond one particular language.

## 6. LIMITATIONS

Finally, the limitations of this study were influenced by the period it was conducted and the main objective of this long-term study, which was to focus on communication strategies among ELF users whose background is monolingual. Our positionality as the researchers comes from Southeast Asian, American, Australian, and Japanese cultural backgrounds, thus, we were able to confirm that certain gestures are an accountable repertoire from the culture of particular participants. However, it is not possible to say with certainty whether the gestures identified in the current study denote translanguaging, since, in principle, they differ from language and thereby, are dependent on our conceptual understanding. Thus, whenever possible, the researchers' positionality and cultural backgrounds were invoked to verify whether certain gestures were conceptually available in participants' domain of knowledge.

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## APPENDIX

Transcript conventions developed by Gail Jefferson (2004)

.	pitch fall
?	pitch rise
,	continuing intonation
↑ ↓	marked pitch movement
—	underscoring indicates some form of stress
-	truncation
[ ]	overlap
=	latching of turns
(0.5)	pause (length in tenths of a second)
(.)	micropause
:	lengthening of a sound
°word°	portions quieter than the surrounding talk
hhh	audible out-breath
.hhh	audible in-breath
(h)	within-speech aspiration, usually indicating laughter
#	creaky voice quality
<word>	slow speech rate
>word<	fast speech rate

Multimodal transcript conventions developed by Lorenza Mondada (2019)

* *	Descriptions of embodied movements are delimited between
+ +	two identical symbols (one symbol per participant's line of action) and are synchronized with corresponding stretches of talk/lapses of time.
*-->	The action described continues across subsequent lines
-->*	until the same symbol is reached.
>>	The action described begins before the extract's beginning.
-->>	The action described continues after the extract's end.
. . . .	Preparation.
-----	Full extension of the movement is reached and maintained.
,, , , ,	Retraction.
ava	Participant doing the embodied action is identified when (s)he is not the speaker.
fig	The exact moment at which a screenshot has been taken is indicated

# Reflections on Using the ‘4-3-2 Technique’ in an ELF Course

## ELFコースでの「4-3-2テクニック」活用を振り返って

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### ABSTRACT

*Teaching EFL in Japanese university settings inevitably means summative assessments are carried out to not only assign grades, but to also measure competence or proficiency in skills assessed, be they writing, reading, listening, or speaking. In settings where teachers have access to criterion-based assessment rubrics and are afforded opportunity to design assessment tasks, they use activities to measure progress. This paper describes how one particular activity, the ‘4-3-2 Technique’, is used to foster confidence and smoothness in spoken communication and help students prepare for a summative speaking assessment task and two ‘speaking tests’ carried out in the middle and at the end of a semester. These tests make up the ‘Speaking and Listening’ assessment component of an English as a Lingua Franca (ELF) program. This paper also describes how the “4-3-2 Technique” is adapted to meet students’ needs and the ELF program’s assessment goal.*

**KEYWORDS:** ELF speaking assessment, ELF speaking tasks, Language learner confidence, L2 speaking fluency, Meaning-focused output

### 1. INTRODUCTION

Teaching in a four-skills ELF program, where ‘speaking tests’ are a non-negotiable component, finding the time to focus on speaking along with designing and implementing lead-up activities and final assessment tasks is challenging. In addition, teachers may also need to interpret prescribed criterion-based assessment rubrics.

Working with first- and second-year Japanese university students, this author considered these same points when preparing their ELF course. The approach of planning units of work by backwards design; that is, “identifying a specific learning destination [...] to see the instructional path most likely to get us there” (Wiggins & McTighe, 2011, p. 7), guided this author in planning the final goal and learning activities that could be used to get there. Following this principle, a final summative assessment task – a conversation with a partner on a set topic – was decided. Determining where

students were at the start of the course via an initial or entry test, then beginning to think of activities to use in class, led this author to finding and adapting the ‘4-3-2 Technique’.

The purpose of this article is to describe this author’s experiences implementing ‘4-3-2’ as a major activity in students’ learning experiences, and how it helped prepare learners for the course’s final speaking assessment. A background of the teaching context, initial or entry assessment task, and explanation of the technique will be followed by an explanation of and reasons for adaptations made to the ‘4-3-2 Technique’, and reflections and final thoughts.

## 2. BACKGROUND

In the first three classes of a semester, two different groups of students, high-beginner to low-intermediate (CEFR A1-B1) level, 1st and 2nd year Japanese university students, were given an initial diagnostic speaking-listening task to assess their overall communicative skills. The task was to have a conversation with a partner on a predetermined topic, in this instance, ‘*My weekend*’. The objectives of this initial task were to give an indication of students’ vocabulary repertoire, topic knowledge, sentence structure, including grammar use, question formation, and more notably, how confidently and smoothly they communicated. This initial task suggested that confidence and communication smoothness were two areas where students could benefit from extra training. The goal of this training was to help learners communicate with few(er) unnatural pauses, stops, and periods of silence that were prevalent in their initial diagnostic task. There was, therefore, a need to look for ideas and techniques that could aid in achieving this.

Before looking for these ideas and techniques, however, the first step was to start with the end goal of identifying the specific summative speaking and listening, or communicative, assessment task that students would do at the end of the unit, where communicating with confidence and smoothness were assessable criteria. Very similar to the initial diagnostic task mentioned earlier, the summative task was ‘*a short conversation with a random partner on a familiar topic (the topic to be determined at a later date)*’.

The next step was to identify specific criteria and indicators that could be understood and used by learners and teachers as guides to check progress during formative assessment and in their final assessment task. Figure 1, below, shows the criterion-based ‘Speaking and Listening’ assessment rubric provided by the Center for English as a Lingua Franca (CELF) that was used in the initial or entry speaking test.

**Figure 1**  
*CELF’s original Listening & Speaking Criteria (Assessment Rubric)*

LISTENING & SPEAKING Criteria ( 基準 ) Name in English						/ 10			
	S	A	B	C	F				
1. Do you communicate well? (Do you ask for and give information that is appropriate?)	Communicates <b>well</b> in <b>almost all</b> areas.	Communicates <b>well</b> in <b>many</b> areas.	Communicates <b>well</b> in <b>some</b> areas.	Communicates <b>well</b> <b>only</b> in <b>basic</b> areas.	The student does not receive a grade of S, A, B, or C.				
2. How do you respond to questions and comments?	Responses are <b>almost always</b> <b>appropriate</b> .	Responses are <b>usually</b> <b>appropriate</b> .	Responses are <b>sometimes not</b> <b>appropriate</b> .	Responses are <b>basic</b> .					
3. Do you have good ideas and give detailed information?	Ideas are <b>appropriate</b> and <b>almost all</b> information is given.	Ideas are <b>appropriate</b> and <b>most</b> information is given.	Ideas are <b>appropriate</b> but <b>more information</b> is needed.	Ideas are <b>sometimes not appropriate &amp; more information</b> is needed.					
4. Can you communicate smoothly?	Communication is <b>active</b> . Stops are <b>natural</b> .	Communication has <b>few</b> stops.	Communication <b>sometimes</b> stops.	Communication <b>often</b> stops.					
5. Do you have clear pronunciation and good intonation?	<b>Clear</b> pronunciation and intonation <b>make</b> <b>communication</b> <b>easy</b> .	Pronunciation and intonation <b>do not</b> <b>make</b> <b>understanding</b> <b>difficult</b> .	Pronunciation and intonation <b>sometimes</b> <b>make</b> <b>understanding</b> <b>difficult</b> .	Pronunciation and intonation <b>regularly</b> <b>make</b> <b>understanding</b> <b>difficult</b> .	Glossary (用語解説):  appropriate - 適切な detailed - 詳しい ; 詳細な grammar - 文法 intonation - イントネーション occasionally - たまに pronunciation - 発音 respond - 答える vocabulary - 語彙				
6. Do you use good vocabulary?	Vocabulary is used <b>very</b> <b>well</b> .	Vocabulary is used <b>well</b> .	Vocabulary is used <b>well</b> , but some words are <b>not</b> <b>appropriate</b> .	<b>Basic</b> vocabulary is used and finding words is <b>sometimes</b> <b>difficult</b> .					
7. Can you use grammar well?	Grammar is <b>almost</b> <b>always</b> <b>used</b> <b>well</b> .	Grammar is <b>often</b> <b>used</b> <b>well</b> .	Grammar is <b>sometimes</b> <b>used</b> <b>well</b> .	Grammar is <b>occasionally</b> <b>used</b> <b>well</b> .					
Points	10	9.5	9	8.5	8	7.5	7	6.5	6

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The criteria in this rubric are wholistic and do not include the required specific assessable criteria that would be assessed in the final ‘conversation with a partner’ speaking task. Having designed the assessment task, this author was aware that two assessable components making up Criterion 4, ‘*Can you communicate smoothly?*’, were ‘gap fillers’ and ‘active listening reactions and expressions’. Knowing this, and to ensure clarity and transparency for students and their teacher, it was necessary to add additional criteria to the original rubric. Figure 2 shows the additional criteria added (see Appendix for Criteria 6 and 7).

**Figure 2**

*Additional criteria added to the CELF's Listening & Speaking Criteria Rubric*

S		A		C		D		F
* <b>Can you communicate smoothly?</b> · <b>Speaking:</b> Do you use <b>gap fillers</b> to give you thinking time	<b>Communication is active-smooth.</b> Pauses and stops are <b>natural</b> . * <b>Gap fillers</b> are <b>almost always</b> used to help <b>natural</b> pauses and stops.	<b>Communication is often active-smooth.</b> * Communication has few unnatural pauses and stops. * <b>Gap fillers</b> are <b>often used</b> to help natural pauses and stops.	<b>Communication sometimes stops.</b> * Pauses and stops are <b>not natural</b> . * <b>Gap fillers</b> are <b>sometimes used</b> to help natural pauses and stops.	<b>Communication often stops.</b> * Pauses and stops are <b>not natural</b> . * <b>Gap fillers</b> are <b>rarely used</b> to help natural pauses and stops.	<b>Student does not get a grade of C, B, A, or S</b>			
* <b>Can you communicate smoothly?</b> · <b>Listening:</b> do you use <b>active listening expressions?</b>	Communication is active-smooth. * <b>Active listening expressions</b> are <b>almost always</b> used -help smoothness.	<b>Communication is often active-smooth.</b> * <b>Active listening expressions</b> are <b>often used</b> to help smoothness.	<b>Communication sometimes stops.</b> * Active listening expressions are <b>sometimes used</b> to help smoothness.	<b>Communication often stops.</b> * Active listening expressions are <b>rarely used</b> to help smoothness.	<b>Student does not get a grade of C, B, A, or S</b>			

*NOTE:* These additional criteria replaced the original Criteria 4

Planning activities that would cultivate confidence and smoothness were the last step. It is when thinking about and planning such learning activities that this author read and learned about the ‘4-3-2 Technique’.

### 2.1 The ‘4-3-2 Technique’

According to Arevart and Nation (1991) and Nation (1989), this technique was adapted from Maurice’s (1983) ‘4/3/2’. It involves speakers having a set topic, for example, a hobby or an interesting event, a future plan, or even using a picture prompt. Speakers then prepare for a few minutes before talking and talk to three different partners about this same topic (i.e., repeating the same talk to different audiences). In Nation’s (1989) explanation, during the preparation time, speakers just think about what they will talk about, and they do not make any written notes. When the thinking time is over, the speaker starts talking about the (same) topic, with the time being reduced from four minutes with the first partner, three minutes with the second, and two minutes with the third partner. One crucial point in this (original) activity is that the listening partner does not interrupt or ask questions; they just listen. The goal is for the speaker to focus on communicating the same message or information they want to share in the time given. Having different partners and less time, Nation (1989, p. 378) states, reduces the chances the speaker will “add new information, [...] develop confidence, [and] have less difficulty in accessing language [as] there is no need to think of new material to fill the available time.”

### 3. MODIFICATIONS

Reflecting on the initial diagnostic speaking activity, the '*My weekend*' conversation, mentioned earlier, it was evident that a number of students struggled to talk with (a degree of) confidence and with few unnatural pauses or stops in all three attempts with their three partners. While contributing factors could have been a lack of vocabulary or content knowledge, or natural shyness, a decision was made to focus on communicating smoothly and with increased confidence, not on vocabulary, content knowledge, or grammar. As a result, with student input, a few modifications to the original version were made. However, one particular modification was an enforced one, the 'new normal' teaching and learning environments faced since 2020.

#### 3.1 Modification 1: Required Changes to Meet the 'New Normal' Covid-19 Teaching and Learning Environment

In preparation to carry out this activity, certain logistics, which in all likelihood had not been a factor previously, needed to be adjusted to meet the 'new normal' conditions created by the Covid-19 situation. This necessitated using a video conferencing application to conduct the activity to ensure student safety; that is, to maintain social distance whilst aiming to keep the closest version of direct face-to-face interaction as possible. Zoom video conferencing application was utilized instead of the available Microsoft Teams video conferencing application as the latter does not have flexible self-select breakout rooms. This was, and is, a crucial factor as the first three or four times this activity was conducted, students were allowed to choose their speaking partners. Later, when students had become used to the activity and knew what the goals and expectations were, random partners were allocated.

In practical terms, for one group, this meant adapting '4-3-2' in a hyflex situation where the majority of the class was in a face-to-face environment, while some students were online, either at home or elsewhere. To mitigate potential anxiety felt by students studying remotely, students were told pairs would be made up of students in the classroom with a partner studying remotely. For the other face-to-face group, it meant social distancing and limiting movement in the classroom. Movement was also limited by the classroom layout.

At the start, all students joined in a whole class meeting via Zoom. It was explained here that they would be allowed to choose their three partners and their speaking order, again to foster confidence. Once this was settled and the activity explained, flexible self-selected breakout rooms were opened, and students joined the partner of their choice. Having the ability to share a screen to all breakout rooms, thanks to updates to Zoom, it was possible to share a countdown timer with all students so they were aware of their speaking time. The countdown timer was used not only for the speaking time, but also for the preparation time. It is important to note that, while the ideal goal of the preparation time was the same as the speaking time, an extra minute was added to their preparation time to enable students to change breakout rooms. This screen sharing worked well with both groups; the classroom only group and the hyflex group as they were all online. Students were sent an announcement that the activity

would start at a set time, and when the time came, the activity started.

As students were preparing and then talking, it was important to join each breakout room to listen only and see how students were performing. Unfortunately, while students were aware their teacher would join the breakout room, both muted and with the camera off, the act of joining mid-sentence did cause some students to lose focus. Because of this interruption, and loss of focus and/or confidence, students were told that they would soon be given tools (outlined in Modification 3 and Modification 4 below) to help them deal with such interruptions.

When planning for the third and fourth transformations of the activity, it was also clear that the new teaching and learning environment meant going ‘paperless’ would be needed. To do this, Blackboard learning management system (LMS) and Microsoft Teams were used. At the beginning, scaffolds for students were incorporated into Blackboard. As useful as the LMS is, Microsoft Teams’ *Class Notebook* function was a more user-friendly environment to share information that would be readily accessible to students. Using the *Content Library* section of the *Class Notebook* allowed for the posting of materials that students could refer to and copy into their own folders if they wished. Students were also taught how to use the stand-alone Microsoft OneNote application, which is a stand-alone version of the *Class Notebook* component of Microsoft Teams, meaning they were able to use either Microsoft Teams or Microsoft OneNote in their classes.

### 3.2 Modification 2: Adjusting Planning and Speaking Times

When the original activity was first explained to the target student groups, their overall reactions were less than positive; students did not express any confidence in their ability to complete this activity. To boost their confidence, three modifications were made and explained. The first was reducing the speaking time to three minutes for partner 1, two minutes for partner 2 and one minute with partner 3. The second modification was allowing students to write notes during their preparation time and allowing them to refer to these written notes while they talked. The last change, which aided their composure, was including a short preparation time before each speech, with the preparation time allowed being the same as the speaking time (i.e., three minutes to prepare for partner 1, two minutes for partner 2 and one minute for partner 3).

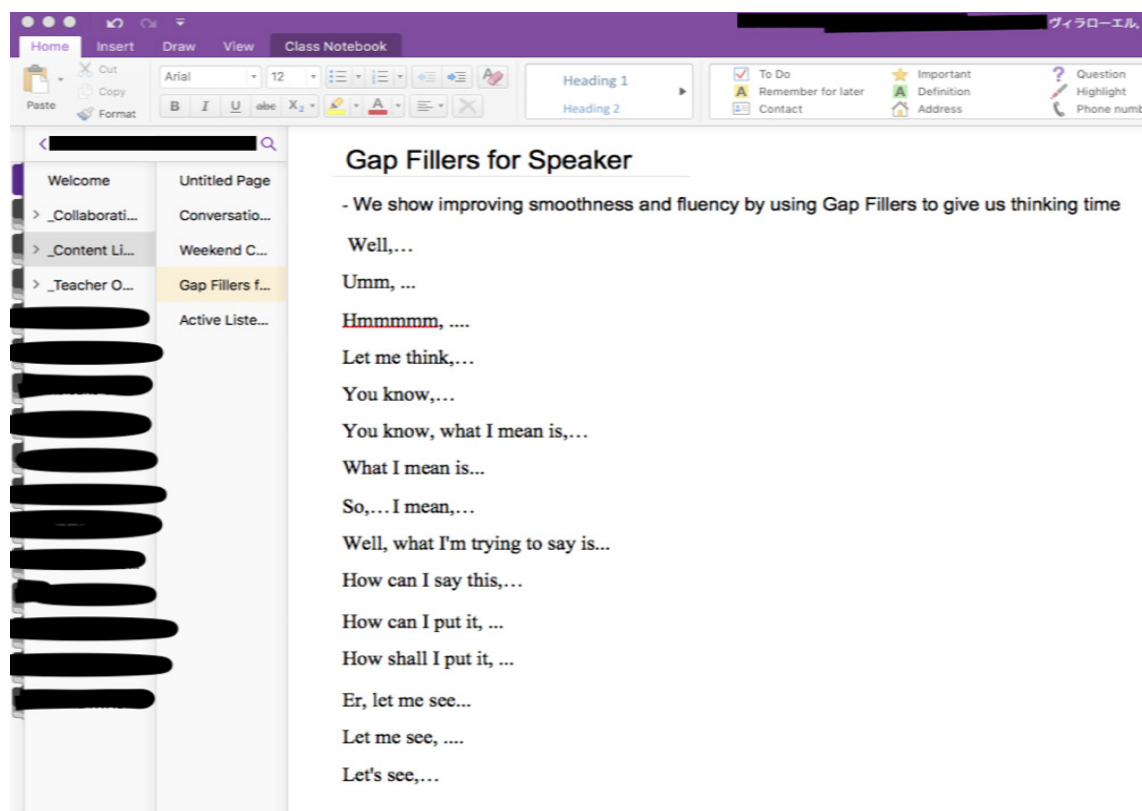
One issue voiced by students was that having to change breakout rooms in order to change partners often meant their planning time was cut. Considering their lack of confidence, this led to a second time modification; to factor in the breakout room changes, their preparation time was increased by one minute in all instances.

### 3.3 Modification 3: Additions for the Speaker

Never forgetting the original reason for using this technique (i.e., the need to foster confidence and improve smoothness when speaking), suggested a need to teach students some common gap fillers to use when talking. Two useful websites, created by Craine (2021) and Geikhman (2022), were found while looking for examples, and it was decided to use them as a source of possible gap fillers to teach. Figure 3 shows the gap fillers provided in the *Content Library* section of Microsoft OneNote’s *Class Notebook*.



**Figure 3**  
*Gap fillers*



These gap fillers were introduced with the purposes of giving students more thinking time and reducing unnatural pauses or stops when speaking. Initially four gap fillers were introduced, then, when students were accustomed to them, more were added to the list. Eventually, students had a list of fifteen fillers to choose from. The fillers' purposes and meanings were explained, though the underlying goal of giving students 'thinking time' to reduce unnatural pauses or stops was constantly reinforced.

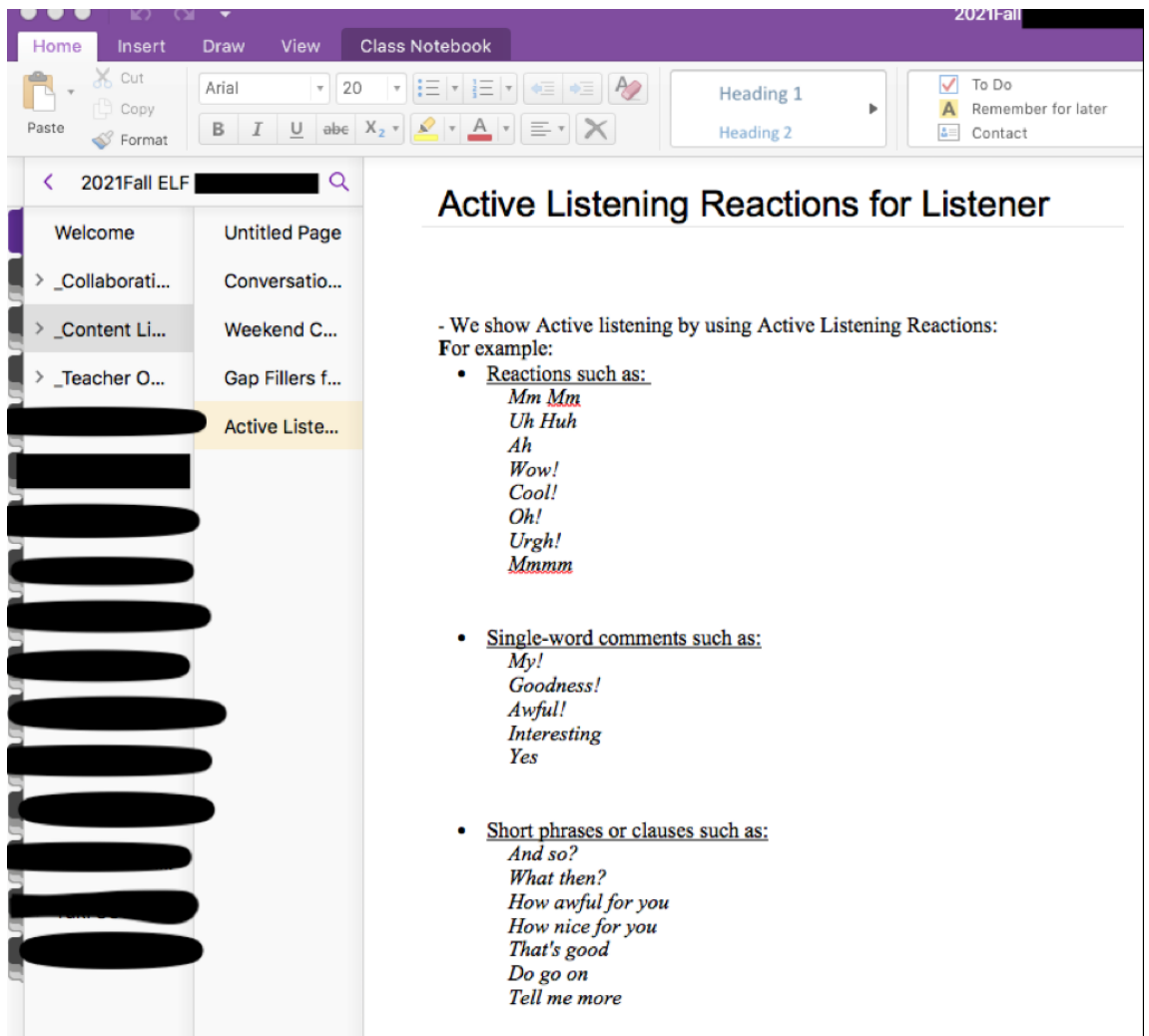
### 3.4 Modification 4: Additions for the Listener

Once learners, specifically speakers, had been introduced to the gap fillers and had begun (trying) to use them when they talked, the next step was to determine some active listening expressions for the listening partner to use. As with the gap fillers, while looking for sources, three websites created by *ESL Gold* (2020), *Hedstrom* (2017) and *Making Sense of English* (2021) were used as springboards.

Figure 4 shows the expressions and reactions students were provided in the *Content Library* section of Microsoft OneNote's *Class Notebook*.

**Figure 4**

*Active listening expressions and reactions*



While their function may be to keep a conversation going, their additional use in this case was to help the speaker relax and boost their confidence as their partner would show them that they are listening. Like the introduction of gap fillers to the speaker, these active listening expressions were introduced in two groups, first noises and interjections then single-word comments or short phrases. When doing the activity, listeners were told they had to use at least three active listening expressions to help their partner by showing them they were listening, and to also give them a few extra seconds of 'thinking time'.

### 3.5 Modification 5: Asking Questions

In the second half of the semester, to begin preparing for the summative task, the challenge of putting all the pieces together with two additional changes took place. The first was adding questions to the activity; a marked change from the original. The

reason for this was the summative task, the ‘4-3-2’ or ‘3-2-1 Technique’ was designed to facilitate ‘a short conversation with a random partner on a familiar topic’. Students were told they had to ask four, three or two questions, depending if they were the first, second, or third partner during the activity, in effect facilitating a conversation to take place. As this question-asking component was also assessed, an additional criterion was added to the modified assessment rubric (see Figure 5) (see Appendix for Criterion 2). The second change was going back to the original ‘4-3-2’ speaking time. Students were still allowed to have the equivalent preparation time between partners, and they were also allowed to make notes.

While these allowances were made in the conversation practices, students were told that, in the final practices before the summative assessment task, their only preparation time would be the time they took to change partners and breakout rooms. They were also told they would not be allowed to write notes. Knowing the summative task was ‘a short conversation with a random partner on a familiar topic’, students were told their conversation topics would be limited to a choice.

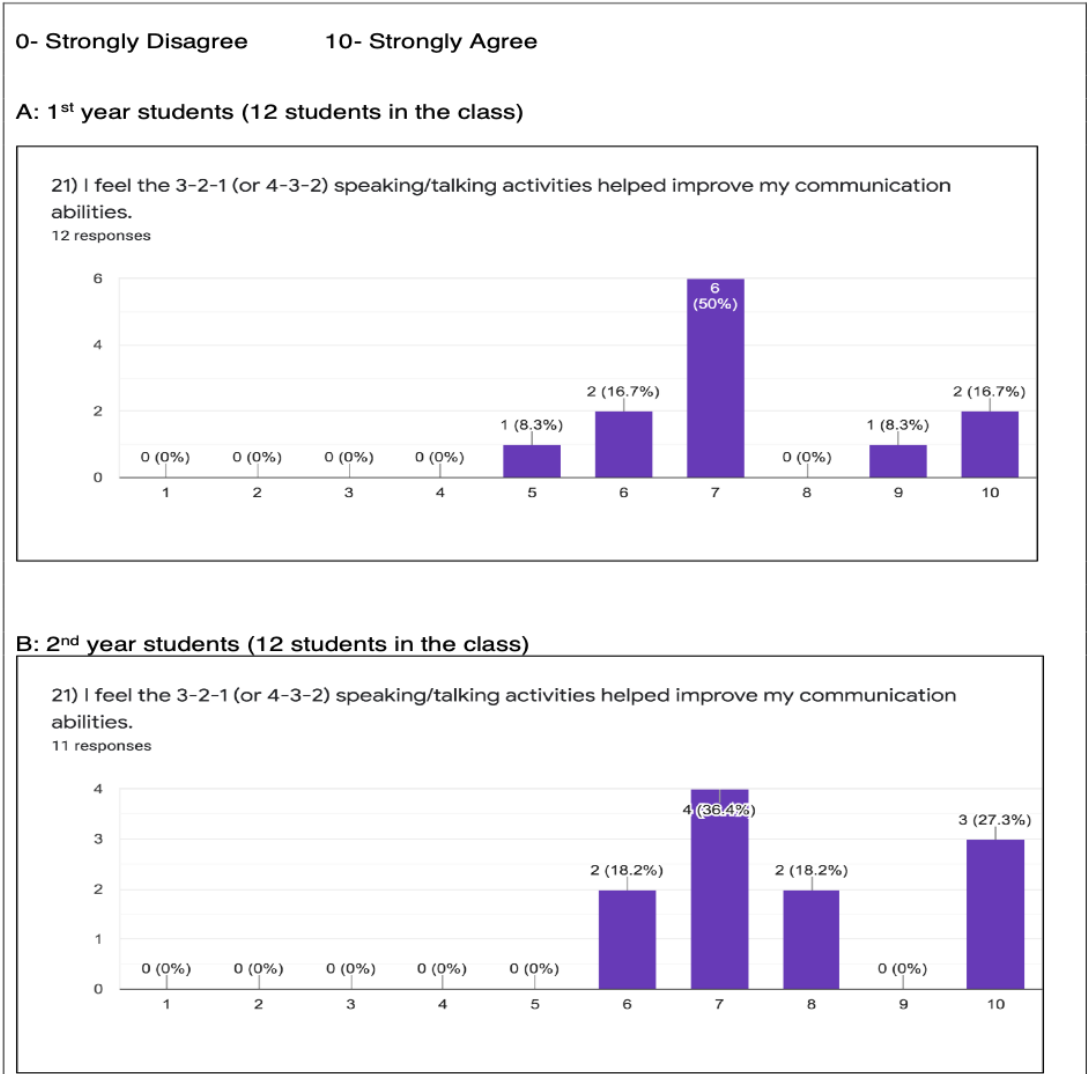
**Figure 5**  
*Additional criterion added to a modified CELF Listening & Speaking Criteria (Assessment Rubric)*

	S	A	C	D	F
<p><b>* Do you ask questions that are appropriate to the topic/ conversation?</b></p> <p>* Are your questions appropriate to the topic, or conversation</p>	<p>Speaker <b>always</b> asks questions to get more information.</p> <p>* Speaker asks <b>many</b> questions</p>	<p>Speaker <b>often</b> asks questions to get more information.</p> <p>* Speaker asks <b>many</b> questions</p>	<p>Speaker <b>sometimes</b> asks questions to get more information.</p> <p>* Speaker asks <b>some</b> questions.</p>	<p><b>Speaker asks very few questions</b> to get more information.</p>	<p>Student <b>does not</b> get a grade of C, B, A, or S</p>
<p><i>NOTE:</i> This additional criterion was added to the modified assessment rubric.</p>					

#### 4. REFLECTIONS

While this was the first time using the ‘4-3-2 Technique’, and its shortened version as a formal fluency and confidence building activity, and though there were hurdles along the way, namely adapting it to the ‘new-normal’ learning and teaching environment, overall, it seems to have been positively received by both groups of students (See Figure 6).

**Figure 6**  
*Students' end-of-course feedback on the '4-3-2' and (shortened) '3-2-1' activities*



Though this feedback is encouraging, there arguably still are challenges that suggest this is not an activity that could be easily used as a warm-up or on a regular basis. The main one is that it is time consuming. For example, in a 100-minute class, while in theory, going by time allowances only, it should take approximately 25-35 minutes to complete, depending if it was the shortened '3-2-1', or the original '4-3-2'. In reality, it took much longer, even up to 45 minutes if students asked for and gave feedback. In a program with a 'busy curriculum' where other components also need to be covered, time constraints may prevent teachers from doing this activity regularly, or as regularly as they would like. The logistics required to meet Covid-19 safety protocols are another challenge to be considered. Doing this online using Zoom, even if all students are in the classroom, means teachers need to be aware of, and have some ability to troubleshoot the common IT or computer-related issues that may arise. Such issues may include forgetting to bring headphones, internet connection problems, computer hardware issues, running out

of battery, and forgetting to turn on video cameras. Classroom layout may also affect how this activity can be carried out, with some layouts more conducive than others. Of course, vocabulary, sentence structure, and grammatical knowledge are also elements that may need addressing, meaning more time is needed to scaffold this activity.

#### 4.1 Looking Ahead

While there are pros and cons, in a four skills program where, for example, reading, writing and formal standardized tests such as the Test of English for International Communication (TOEIC) are mandatory components of the program, one could try to incorporate topics studied in one or more components as a way to scaffold the ‘4-3-2’ (or ‘3-2-1’) activity, or conversely use the ‘4-3-2’ (or ‘3-2-1’) activity as a springboard and scaffold for these elements. For example, with TOEIC, using picture prompts could help familiarise them with Part 1 of this test. If the program uses a set text for the Reading component, a topic from a chapter studied could be used as the ‘4-3-2’ activity topic. When considering the Writing component, the writing topic or genre could be used with this activity to help students prepare for short talks or presentations they may do based on the Writing component.

A point not yet explored, which could facilitate this activity, is student agency and student voice. One idea could be to let students choose the list of topics to talk about. Allowing students to help design activities may encourage greater engagement in classroom activities. Another point is if there are students who are doing standardized tests not covered in their institution’s English Language program, such as the International English Language Testing System (IELTS), ‘4-3-2’ may be a helpful tool for helping them prepare for such a test. Specifically, it could help such students with Part 2 of the IELTS test, talking about a set topic for one to two minutes, or Part 3, discussing the topic in more detail for four to five minutes. These students could be asked to share their experiences with the class and provide ideas or topics to use, not only to increase peer-to-peer interaction, but to also acknowledge their efforts.

### 5. CONCLUSION

While acknowledging that ‘4-3-2’ may be time consuming and logistically challenging in the new Covid-normal teaching environment, it can be a handy activity to help build confidence and communication smoothness. In addition, it may push “students to perform at a higher level than they normally do” (Te Reo Māori, n.d.).

Overall, the ‘4-3-2 Technique’ was found to be a valuable tool to have as it may equip students with tools for communicating their ideas with increased confidence and smoothness.

Above all, as Wiggins and McTighe (2005, p. 56) state, it is essential to remember to “aim for specific results and design backwards from them accordingly.” It is by doing this that activities like the ‘4-3-2 Technique’, gap fillers and active listening reactions can be used and adapted to help achieve the final goal required in summative speaking assessment tasks.

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# APPENDIX

## Modified ELF Speaking & Listening Assessment Rubric

### Conversation- Speaking & Listening Tests: Speaking and Listening Criteria (基準)

Name: .....

Class: .....

Date: Semester \_\_, 20\_\_

	<b>S</b> = 9/10 ~ 10/10	<b>A</b> = 8/10 ~ 8.9/10	<b>B</b> = 7/10 ~ 7.9/10	<b>C</b> = 6/10 ~ 6.9/10	<b>F</b> = 0/10 ~ 5.9/10
<b>1) Do you communicate your information and ideas well?</b> Do you share and give information that is appropriate to the topic, or conversation?	Communicates well in almost all areas. All ideas are easy to understand- no ideas are difficult to understand.	Communicates well in many areas. Most ideas are easy to understand, only a few ideas are difficult to understand.	Communicates well in some areas. Some ideas are easy to understand, but some ideas are difficult to understand.	Communicates well only in basic areas. Some ideas are easy to understand in basic areas.	Student does not get a grade of C, B, A, or S
<b>2) Do you ask questions that are appropriate to the topic/conversation?</b> Are your questions appropriate to the topic, or conversation	Speaker always asks questions to get more information. * Speaker asks many questions	Speaker often asks questions to get more information. * Speaker asks many questions	Speaker sometimes asks questions to get more information. * Speaker asks some questions.	Speaker asks very few questions to get more information.	Student does not get a grade of C, B, A, or S
<b>3) How do you respond to (answer) questions? (Listening)</b> Are your answers appropriate to the topic/conversation?	Responses (answers) are almost always appropriate to (match) the topic, or conversation.	Responses (answers) are usually appropriate to (match) the topic, or conversation.	Responses (answers) are sometimes not appropriate to (match) the topic, or conversation.	Responses are very basic or repeated, and they are not appropriate to (match) the topic, or conversation.	Student does not get a grade of C, B, A, or S
<b>4) Do you have good ideas?</b> Are your ideas appropriate to the topic/conversation?	Almost all ideas are appropriate - they match the topic, or conversation.	Most ideas are appropriate - they mostly match the topic, or conversation.	Some ideas are appropriate - some ideas match the topic, or conversation.	Almost all ideas are appropriate - they match the topic, or conversation.	Student does not get a grade of C, B, A, or S
<b>5) Do you give detailed information:</b> Do you give the listener enough details? Is your information appropriate to the topic, or conversation?	Almost all information is given. Information and details are appropriate- they match the topic, or conversation, or questions asked.	Most information is given. Information and details are mostly appropriate- they match the topic, or conversation, or questions asked.	Some information is given, but more details are needed. * Information and details are sometimes appropriate- they sometimes match the topic, or conversation, or questions asked.	Not much information is given- more information is needed. * Information and details are not appropriate- they do not match the topic, or conversation, or questions asked.	Student does not get a grade of C, B, A, or S
<b>6) Can you communicate smoothly?</b> Do you use gap fillers to give you thinking time	Communication is active-smooth. Pauses and stops are natural. * Gap fillers are almost always used to help natural pauses and stops.	Communication is often active-smooth. * Communication has few unnatural pauses and stops. * Gap fillers are often used to help natural pauses and stops.	Communication sometimes stops. * Pauses and stops are not natural. * Gap fillers are sometimes used to help natural pauses and stops.	Communication often stops. * Pauses and stops are not natural. * Gap fillers are rarely used to help natural pauses and stops.	Student does not get a grade of C, B, A, or S
<b>7) Can you communicate smoothly?</b> Listening: Do you use active listening expressions?	Communication is active-smooth. * Active listening expressions are almost always used - help smoothness.	Communication is often active-smooth. * Active listening expressions are often used to help smoothness.	Communication sometimes stops. * Active listening expressions are sometimes used to help smoothness.	Communication often stops. * Active listening expressions are rarely used to help smoothness.	Student does not get a grade of C, B, A, or S
<b>8) Do you have clear pronunciation and appropriate intonation?</b> Falling intonation to end sentences? Rising intonation in questions?	Pronunciation is almost always clear to understand. * Intonation is almost always appropriate to (matches) the topic/conversation.	Pronunciation is often clear to understand. * Intonation is often appropriate to (matches) the topic, or conversation.	Pronunciation is sometimes clear to understand. * Intonation is sometimes appropriate to (matches) the topic/conversation.	Pronunciation is sometimes difficult to understand. * Intonation is usually not appropriate to (matches) the topic/conversation.	Student does not get a grade of C, B, A, or S
<b>9) Can you use grammar well?</b> (Including correct verb tense)	Grammar is almost always used very well, and is almost always appropriate to (matches) the topic, or conversation.	Grammar is often used well. Grammar is often appropriate to (matches) the topic, or conversation.	Grammar is sometimes used well. Grammar is sometimes appropriate to (matches) the topic/conversation.	Grammar is occasionally used well. Grammar is occasionally appropriate to (matches) the topic/conversation.	Student does not get a grade of C, B, A, or S
<b>10) Do you use good vocabulary?</b> Is your vocabulary appropriate to the topic, or conversation or question?	All vocabulary is used very well. All vocabulary is appropriate to (matches) the topic, or conversation.	Most vocabulary is used well. Most vocabulary is appropriate to (matches) the topic/conversation.	Vocabulary is used well, but some words are not appropriate to (do not match) the topic/conversation.	Basic vocabulary is used. Finding appropriate words is sometimes difficult.	Student does not get a grade of C, B, A, or S
<b>Final Grade range:</b>	<b>S grade = 9/10 ~ 10/10</b>	<b>A grade = 8/10 ~ 8.9/10</b>	<b>B grade = 7/10 ~ 7.9/10</b>	<b>C grade = 6/10 ~ 6.9/10</b>	<b>F grade = 0/10 ~ 5.9/10</b>

Final Score = \_\_\_\_\_



# 2021 Report for FD and Research in the CELF

## ELF センター 2021 FDと研究活動レポート

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### ABSTRACT

*The world's situation has changed from facing COVID-19 pandemic to living with it. The Center for English as a Lingua Franca (CELF) at Tamagawa University is one of the very first English programs in which teachers from diverse backgrounds utilize the usage of English as a Lingua Franca (ELF) and try to enhance their students' ELF awareness. CELF Faculty Development (FD) provided various FD workshops, lectures, special seminars, and discussions to our teachers to promote diversity and inclusion and help enhance our teacher's professional development. This report will describe our faculty development activities and our faculty's research achievements.*

**KEYWORDS:** English as a Lingua Franca, ELF, Faculty development, Remote teaching, ELF research

### 1. INTRODUCTION

The Center for English as a Lingua Franca (CELF) was established in April 2014 in response to changes in English communication worldwide. The program emphasizes English use in intercultural and transcultural communication and incorporates the ELF-aware instruction into its program (Tamagawa Academy & University, 1996-2020). Teachers at the CELF, Tamagawa University are qualified teachers from diverse backgrounds from 23 different countries. These include Australia, Brazil, Bulgaria, Canada, China, Egypt, Finland, Germany, India, Ireland, Italy, Japan, Korea, Malaysia, New Zealand, Philippines, Russia, Slovakia, Spain, Thailand, UK, USA, and Vietnam. The teachers also speak various native languages, such as Arabic, Bulgarian, Chinese,

Czech, English, Finnish, German, Japanese, Korean, Portuguese, Russian, Slovakian, Spanish, Tagalog, Telugu, Thai, and Vietnamese (Tamagawa Academy & University, 1996-2020)

All CELF teachers are working together to provide a language learning environment where awareness of the use of the English as a Lingua Franca is emphasized. There were 16 CELF Faculty Development (FD) occasions this academic year. In this document we report on our FD initiatives as well as the academic achievements of our faculty.

## 1. THE 2021 CELF-ELTAMA FORUM FOR ENGLISH LANGUAGE TEACHING

The 2021 CELF-ELTama Forum for English Language Teaching was a collaborative effort between CELF and ELTama. The event was held online via ZOOM on August 21, 2021. This year featured a variety of sessions designed to promote discussion about research and practices related to ELF and English language teaching. This reciprocal event attracted approximately 70 participants.

**Table 1**

*CELF talks at the 2020 CELF-ELTama Forum for English Language Teaching*

Type of Talk & Title	Author(s)
Paper Presentation Towards translingual and transcultural ELT	Tomokazu Ishikawa
Paper Presentation Using word frequency lists in ELT	Brett Milliner
Paper Presentation Creating ELF-aware lessons using TED talks	Tiina Matikainen
Paper Presentation Students' boredom in class	Sachiko Nakamura
Presentation CELF Report	Rasami Chaikul

**Figure 1**

*The 2021 CELF-ELTama Forum on Saturday, August 21, 2021*



## 2. ONLINE ELF WORKSHOPS & TRAINING FOR CELF TEACHERS

As a consequence of the COVID-19 pandemic many CELF FD events were held online throughout the academic year. This section reports on some of the thirty-one faculty development workshops, lectures, special seminars and online discussions held in 2021.

### 2.1 CELF Teacher Orientation

The CELF carried out Teacher Orientations each semester. The orientations were held on March 22 in the Spring and September 15 in the Fall semester. This year, due to the health regulations connected to COVID-19, only new teachers attended teacher orientations on campus while continuing teachers participated via Zoom. Each teacher orientation included a general briefing on the ELF program, textbooks and materials used in the program, class management, how to use technology, explanations about the academic calendar, faculty development, as well as important information on class management and grading, extensive reading, and how to orient new students to the program.

**Figure 2**

*The spring Teacher Orientation on March 22, 2021*



## 2.2 Online Zoom FD Workshops

Due to COVID-19 related circumstances, CELF courses in 2021 were taught with in a mix of hybrid, online and face-to-face modalities. In addition to face-to-face classes on campus, teachers and students met online for lessons using a variety of video communications platforms such as Zoom and Microsoft Teams. To help teachers handle and convey the best possible education for CELF students, various up to date approaches to online teaching were presented in CELF FD meetings. These included talks on how to manage a class with Zoom, using Google® applications for online teaching, and hands on workshops and ideas for teaching ELF online. We wish to express our sincere gratitude to the specialists and experts who shared their knowledge and experience in this list of 2021 FD workshops.

CELF FD: Google Drive for Online Teaching

Date: May 24, 2021

Speaker: Rasami Chaikul

Participants: 9

CELF Hybrid Class FD Workshop/Discussion

Date: October 12th

Speaker: Rasami Chaikul

Participants: 7

CELF Extensive Reading and MReader

Date: October 18, 2021

Speaker: Brett Milliner

Participants: 10

Assessment and Unitama workshop

Date: December 20th, 2021

Speaker: Rasami Chaikul

Participants: 2

## 2.3 Blackboard CMS Training

Blackboard course management system (CMS) is implemented at Tamagawa University which hosts all of CELF teaching resources and administrative information. CELF FD held four Blackboard training sessions two times each semester.

CELF FD: Blackboard, Unitama, and Zoom Workshop

Thursday, April 8, 2021

Speaker: Rasami Chaikul

Participants: 12

CELF FD: Blackboard, Unitama, and Zoom Workshop

Friday, April 9, 2021

Speaker: Rasami Chaikul

Participants: 3

CELFD: Blackboard Blog and Grade Center Workshop

Date: April 30, 2021

Speaker: Rasami Chaikul

Participants: 7

CELFD Blackboard, Grade Center, and Zoom Classroom Workshop

Date: October 6th

Speaker: Rasami Chaikul

Participants: 5

## 2.4 CELFD Online TOEIC IP TEST FD Workshops

Due to the safety concerns relating to the pandemic, the TOEIC IP test was moved to an online test mode. A workshop and guidance for our teachers was provided by associate professor Brett Milliner on June 7, 2021, and nine teachers attended.

## 2.5 CELFD Online Tutor FD Workshop

The CELFD provides opportunities for its students to experience using ELF in its tutor service. Students make a reservation online and talk to teachers from various cultural and linguistic. Associate professor, Rasami Chaikul, led a Tutor FD Workshop on April 26, 2021.

## 2.6 ELF Assessment Workshop

CELFD Assessment & Unitama FD Workshops were held in both the spring and fall semesters on July 16, and December 20, 2021.

## 2.7 ELF Module Orientation

ELF modules were designed especially for our ELF-aware program and teachers were encouraged to trial the activities during the ELF program's orientation week. This year, associate professor Yody Yuri Yujobo demonstrated the ELF Modules at the CELFD Teacher Orientation meeting.

## 2.8 CELFD FD Special Workshops

CELFD FD also works to promote teacher research. This academic year, all FD special workshops and my share events provided a platform for our teachers to showcase their research and share their expertise. Many of these Special Workshops were conducted in a hybrid mode via Zoom and a face-to-face meeting.

CELF FD: Microsoft Teams FD Workshop

Date: April 16, 2021

Speaker: Aldo Villarroel

Participants: 9

CELF Special FD 1

Speaker: Sachiko Nakamura (Ph.D.) CELF

Title: Student Engagement

Date: December 6, 2021

Participants number: 15 (6 via Zoom and 9 face-to-face)

CELF Special FD 2

Speaker: Shun Morimoto (Ph.D.) College of Humanities, Tamagawa University

Title: "English Education at Primary and Secondary Schools in Japan under New Course of Study – Status Quo and Future Challenges"

Date: January 11, 2022

Participants: 25 (12 online via Zoom, 13 face-to-face)

### Figure 3

*Left: Special lecture on Student Engagement by Sachiko Nakamura (Ph.D.) on December 6. Right: Special lecture by Shun Morimoto (Ph.D.) on "English Education at Primary and Secondary Schools in Japan under New Course of Study – Status Quo and Future Challenges"*



## 2.9 CELF FD Discussion Sessions

In addition to hosting lectures and workshops, the CELF FD also acts as a space for teachers and faculty members to meet, discuss ideas, and share knowledge. Two My Share and Discussion FD sessions were held focusing on the topics of online classes and remote teaching. In these sessions many teachers shared their tips on how to conduct an effective online class on June 18. In Fall semester (1/17/2022), the session also focussed on assessment and grading.

3. CELF RESEARCH ACHIEVEMENTS

Similar to 2020, researchers in the field faced a range of unique challenges relating to the pandemic. Conferences were predominantly staged online, and the continuing online classes made it difficult to collect data for classroom research projects. Still, the CELF faculty managed to engage with the academic community on a number of fronts. These included presenting in online conferences, publishing research articles, and working as volunteers for different academic societies and publications.

3.1 Academic Presentations

In 2021 CELF faculty made 32 presentations at various international and domestic conferences.

3.1.1 Domestic Presentations

The CELF made 10 presentations at conferences within Japan (see Table 2). Some of the noteworthy talks included Tomokazu Ishikawa being an invited panelist at *The JALT PanSIG 2021*, Miso Kim being an invited presenter at *The JACET 60th Commemorative International Convention*, and Satomi Kuroshima presenting at *The Fourth JAAL in JACET Conference*.

**Table 2**  
*Summary of CELF faculty’s domestic presentations (n=10)*

Type, Title, & Event	Author(s)
Invited plenary panellist Local and global perspectives: Plurilingualism and multilingualism <i>JALT PanSIG 2021</i>	Tomokazu Ishikawa
Poster English as a Lingua Franca SIG <i>JACET 60th Commemorative International Convention</i>	Paul McBride & Tomokazu Ishikawa
Paper presentation Reconceptualising intercultural and transcultural communicative competence <i>JACET 60th Commemorative International Convention</i>	Tomokazu Ishikawa
Invited co-ordinator AILA Affiliate symposium – New forms of international academic collaboration: Prospects and possibilities for ELT in Asia <i>JACET 60th Commemorative International Convention</i>	Tomokazu Ishikawa



Invited presentation Designing translingual and transmodal online classes: Continuing English as a Lingua Franca (ELF) education in online spaces <i>JACET 60th Commemorative International Convention</i>	Miso Kim
Paper presentation Towards translingual and transcultural ELT <i>2021 CELF-ELTama Forum for English Language Teaching</i>	Tomokazu Ishikawa
Paper presentation Using word frequency lists in ELT <i>2021 CELF-ELTama Forum for English Language Teaching</i>	Brett Milliner
Paper presentation Creating ELF-aware lessons using TED talks <i>2021 CELF-ELTama Forum for English Language Teaching</i>	Tiina Matikainen
Paper presentation Students' boredom in class <i>2021 CELF-ELTama Forum for English Language Teaching</i>	Sachiko Nakamura
Paper presentation Working toward group accomplishment through a proposal sequence: Conversation analysis of a college English learning activity <i>4th JAAL in JACET</i>	Satomi Kuroshima

### 3.1.2 International Presentations

Similar to in 2020, international travel restrictions prevented faculty from attending any international conferences in person. The ELF Center was, however, represented at twelve international events. Among the different presentations listed in Table 3, Jody Yujobo, Miso Kim, Blagoja Dimoski, Satomi Kuroshima, Tricia Okada, and Rasami Chaikul presented at the *AsiaTEFL 2021* conference in India. Satomi Kuroshima made group presentations at the *17th International Pragmatics conference* and *The 116th Annual Meeting of the American Sociological Association (ASA)*. The CELF was also represented at the very prestigious *AILA World Congress 2021* (Netherlands) by Tomokazu Ishikawa, Jody Yujobo, and Ayako Suzuki.

**Table 3**

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

Location	Type, Title, & Event	Author(s)
Winterthur, Switzerland	Panelist Beginning to explain: Nanka-prefaced responsive and initial actions in Japanese conversation <i>17th International Pragmatics Conference (IPrA)</i>	Satomi Kuroshima & Makoto Hayashi
Groningen, The Netherlands	Paper presentation English as a Lingua Franca research in Japan as a ground for English medium instruction <i>AILA World Congress 2021</i>	Tomokazu Ishikawa
Taipei, Taiwan	Invited talk Towards transcultural ELT through telecollaboration <i>ETA-ROC 30th International Symposium and Book Fair on English Teaching</i>	Tomokazu Ishikawa
Athens, Greece	Invited plenary panelist ELF awareness in EFL pedagogy: How does ELF change EFL? <i>First International Conference on ELF-Aware Practices for Inclusive Multilingual Classrooms (ENRICH-2021)</i>	Nicos Sifakis (Organiser), Fan Fang, Tomokazu Ishikawa, Enric Llurda, Domingos Sávio Siqueira, and Henry Widdowson
Athens, Greece	Paper presentation English as a multilingua franca and transcultural ELT <i>First International Conference on ELF-Aware Practices for Inclusive Multilingual Classrooms (ENRICH-2021)</i>	Will Baker & Tomokazu Ishikawa
Dong A, Vietnam	Invited talk Reconceptualising intercultural and transcultural competence and awareness <i>English Language &amp; Culture Studies open seminar</i>	Tomokazu Ishikawa
Singapore	Invited plenary talk Towards teaching English within multilingualism <i>56th RELC International Conference (MEXT Short-term Expert Dispatch Program)</i>	Tomokazu Ishikawa

Singapore	Invited panelist (tbc) <i>56th RELC International Conference (MEXT Short-term Expert Dispatch Program)</i>	Tomokazu Ishikawa
Hong Kong (the University of Hong Kong)	Invited keynote speaker ELF to Unsettle Students' Ideas of English for Global Citizenship Development <i>e-Sociolinguistic Symposium 23</i>	Ayako Suzuki
National Institute of Technology Goa and Surathlkal; Goa, India	Invited keynote Re-Connecting with ZENJIN (Whole Person) Principles and Sustainable Learning Strategies for developing the next global human resources during the COVID-19 Pandemic <i>International Conference on Sustainable Learning: Strategies and its consequences in digital India</i>	Yuri Jody Yujobo
Groningen, The Netherlands	Paper presentation Referent re-introduction in bilingual narratives: A qualitative analysis of crosslinguistic influence (Kaken 19K00615) <i>AILA World Congress 2021</i>	Satomi Mishina-Mori, Yuki Nakano, Yuri Jody Yujobo
University of Warsaw, Poland	Paper presentation Referent re-introduction as the locus of crosslinguistic influence: An investigation on referential choice in Japanese-English bilingual children (Kaken 19K00615) <i>13th International Symposium on Bilingualism</i>	Satomi Mishina-Mori, Yuki Nakano, Yuri Jody Yujobo
Groningen, The Netherlands	Poster Impacts of study abroad on university students' understanding of English as a lingua franca <i>AILA World Congress 2021</i>	Ayako Suzuki
USA	Paper presentation Invoking shared knowledge in proposal sequences for collaborative activities <i>American Sociological Association (ASA) 116th Annual Meeting</i>	Satomi Kuroshima
USA, Baltimore	Paper presentation "Normally speaking": A normalization device to resist heteronormativity <i>American Sociological Association (ASA) 116th Annual Meeting</i>	Satomi Kuroshima, Sachie Tsuruta, Katsumi Harima

New Dehli, India	Paper presentation Creating Interdisciplinary Synergies through teaching Social Issues known as “Wicked Prob- lems” <i>AsiaTEFL 2021</i>	Yuri Jody Yujobo
New Dehli, India	Paper presentation Understanding first-contact encounters in online communication among ELF users: Pre- pandemic observations of transcultural and strategic language use <i>AsiaTEFL 2021</i>	Blagoja Dimoski, Satomi Kuroshima, Yuri Jody Yujobo, Tricia Okada, Rasami Chaikul
Athens, Greece	Paper presentation ‘Translanguaging’ Gestures and Onomatopoeia as a Resource for Repairing the problem with Speaking <i>First International Conference on ELF-Aware Practices for Inclusive Multilingual Classrooms (ENRICH-2021)</i>	Satomi Kuroshima, Blagoja Dimoski, Tricia Okada, Yuri Jody Yujobo, Rasami Chaikul
Athens, Greece	Paper presentation English is our language, too: Raising intercultural awareness and Philippine English <i>First International Conference on ELF-Aware Practices for Inclusive Multilingual Classrooms (ENRICH-2021)</i>	Tricia Okada
Athens, Greece	Paper presentation What’s Wrong with ELF? Students’ Difficulties in Understanding ELF <i>First International Conference on ELF-Aware Practices for Inclusive Multilingual Classrooms (ENRICH-2021)</i>	Ayako Suzuki
New Dehli, India	Symposium Facilitating student participation in online and offline classrooms <i>AsiaTEFL 2021</i>	Miso Kim
Online	Roundtable discussion Emotion regulation <i>International Association for the Psychology of Language Learning (IAPLL) Online Roundtable Event</i>	Sachiko Nakamura

### 3.2 Academic Publications

Table 4 (below) reports on the different publications made by CELF faculty in 2021. First and foremost, we wish to congratulate Tricia Okada on successfully defending her Ph.D. thesis titled *The migration pathways and gender performance of Transpinay*

*entertainers in Japan*. Tomokazu Ishikawa, Sachiko Nakamura, and Satomi Kuroshima all published book chapters. What is perhaps different from previous years, a significant number of research articles were published in first-quartile (Q1<sup>1</sup>) ranked academic journals. Ayako Suzuki published her research in *ELT Journal*. Brett Milliner, Blagoja Dimoski, and Sachiko Nakamura published in *Language Teaching Research*. Tokokazu Ishikawa published in *Asian Englishes* while Sachiko Nakamura also published in *System* and *The Journal of Psycholinguistic Research*. These achievements are a reflection of the dedicated research culture inside the CELF, and faculty's reputation within the larger academic community. Lastly, we would like to congratulate Tomokazu Ishikawa on publishing his first textbook *Transcultural Communication Through Global Englishes: An advanced textbook for students* with Professor Will Baker. We encourage all teachers to consider using this textbook in their future English classes.

**Table 4**

*Summary of publications by CELF faculty (n=21)*

Type (○=Peer-reviewed) & Reference	Author(s)
Chapter ○  Kuroshima, S., Hyeri Kim, S., Hayano, K., Shin Kim, M., Lee, S. (2021). When OKAY is repeated. In E. Betz, A. Deppermann, L. Mondada, & M. Sorjonen (Eds.). <i>OKAY across Languages</i> . John Benjamins Publishing Company. <a href="https://doi.org/10.1075/slsi.34">https://doi.org/10.1075/slsi.34</a>	Satomi Kuroshima, Stephanie Hyeri Kim, Kaoru Hayano, Mary Shin Kim and Seung-Hee Lee
Research article ○  Milliner, B., & Dimoski, B. (2021). The effects of a metacognitive intervention on lower-proficiency EFL learners' listening comprehension and listening self-efficacy. <i>Language Teaching Research</i> . <a href="https://doi.org/10.1177/13621688211004646">https://doi.org/10.1177/13621688211004646</a>	Brett Milliner & Blagoja Dimoski
Report  Chaikul, R., & Milliner, B. (2020). A report on research at the Center for English as a Lingua Franca 2020. <i>The Center for English as a Lingua Franca Forum</i> , 1, 49-62. <a href="http://doi.org/10.15045/ELF_0060112">http://doi.org/10.15045/ELF_0060112</a>	Rasami Chaikul & Brett Milliner
Research article ○  Milliner, B. (2021). Reading fluency training for elementary-level EFL learners: The effects of combining timed-reading, repeated-oral-reading, and extensive-reading. <i>Reading in a Foreign Language</i> , 33(2), 191-211. <a href="http://hdl.handle.net/10125/67400">http://hdl.handle.net/10125/67400</a>	Brett Milliner

<sup>1</sup> All journal rankings were retrieved from <https://www.scimagojr.com>

Textbook	
Baker, W., & Ishikawa, T. (2021). <i>Transcultural communication through Global Englishes: An advanced textbook for students</i> . Routledge.	Will Baker & Tomokazu Ishikawa
Chapter ○	
Ishikawa, T. (2021). Translanguaging and English-within-multilingualism in the Japanese EMI context. In Tsou, W. & Baker W. (Eds.), <i>English-medium instruction translanguaging practices in Asia: Theories, frameworks and implementation in higher education</i> (pp. 39-57). Springer. <a href="https://doi.org/10.1007/978-981-16-3001-9_3">https://doi.org/10.1007/978-981-16-3001-9_3</a>	Tomokazu Ishikawa
Article ○	
Ishikawa, T., & Baker, W. (2021). Multi-, inter-, and trans-? ‘Confusing’ terms for ELF researchers. <i>The Center for English as a Lingua Franca Forum</i> , 1, 21-30. <a href="https://doi.org/10.15045/00001564">https://doi.org/10.15045/00001564</a>	Tomokazu Ishikawa & Will Baker
Article ○	
Ishikawa, T. (2021). Reconceptualising intercultural and transcultural communicative competence. <i>Proceedings of the JACET 60th Commemorative International Convention</i> , 127-128.	Tomokazu Ishikawa
Research article ○	
Ishikawa, T. (2022). English as a multilingua franca and trans-theories. <i>Englishes in Practice</i> , 5(1).	Tomokazu Ishikawa
Research article ○	
Kuroshima, S., Dimoski, B., Okada, T., Yujobo, J. Y., & Chaikul, R. (2022). Navigating boundaries through knowledge: Intercultural Phenomenon in ELF interactions. <i>Englishes in Practice</i> , 5(1).	Satomi Kuroshima, Blagoja Dimoski, Tricia Okada, Jody Yuri Yujobo, & Rasami Chaikul
Article	
Borlongan, A. M., & Ishikawa, T. (2021). English in Japan and Japanese English: Introduction to the special issue. <i>Asian Englishes</i> , 23(1), 1-2. <a href="https://doi.org/10.1080/13488678.2021.1882804">https://doi.org/10.1080/13488678.2021.1882804</a>	Ariane Macalinga Borlongan & Tomokazu Ishikawa
Research article ○	
Ishikawa, T. (2021). Global Englishes and ‘Japanese English’. <i>Asian Englishes</i> , 23(1), 15-29. <a href="https://doi.org/10.1080/13488678.2020.1858579">https://doi.org/10.1080/13488678.2020.1858579</a>	Tomokazu Ishikawa

Research article ○	
Suzuki, A. (2021). Changing views of English through study abroad as teacher training. <i>ELT Journal</i> , 75(4), 397-406. <a href="https://doi.org/10.1093/elt/ccab038">https://doi.org/10.1093/elt/ccab038</a>	Ayako Suzuki
Research article ○	
Kuroshima, S., & Ivarsson, J. (2021). Toward a praxeological account of performing surgery: Overcoming methodological and technical constraints. <i>Social Interaction. Video-Based Studies of Human Sociality</i> , 4(3). <a href="https://doi.org/10.7146/si.v4i3.128146">https://doi.org/10.7146/si.v4i3.128146</a>	Satomi Kuroshima & Jonas Ivarsson
Article	
Milliner, B., & Shimono, T. (2021). ERJ interview with Torrin Shimono. <i>Extensive Reading Japan</i> , 14(1), 3-5.	Brett Milliner & Torrin Shimono
Doctoral thesis ○	
Okada, T. (2021). The migration pathways and gender performance of Transpinay entertainers in Japan. [Doctoral dissertation, Waseda University]	Tricia Okada
Article	
Milliner, B. (2022). Create your own vocabulary levels test with VocabLevelTest.org. <i>The Language Teacher</i> , 46(1), 33-35.	Brett Milliner
Chapter ○	
Reinders, H., & Nakamura, S. (2021). Engagement. In S. Mercer & T. Gregersen (Eds.), <i>The Routledge handbook of the psychology of language learning</i> . Routledge. <a href="https://doi.org/10.4324/9780429321498">https://doi.org/10.4324/9780429321498</a>	Hayo Reinders & Sachiko Nakamura
Research article ○	
Nakamura, S., Darasawang, P., & Reinders, H. (2021). A practitioner study on the implementation of strategy instruction for boredom regulation. <i>Language Teaching Research</i> . <a href="https://doi.org/10.1177/13621688211010272">https://doi.org/10.1177/13621688211010272</a>	Sachiko Nakamura, Pornapit Darasawang, & Hayo Reinders
Research article ○	
Nakamura, S., Darasawang, P., & Reinders, H. (2021). The antecedents of boredom in L2 classroom learning. <i>System</i> , 98, 1-15. <a href="https://doi.org/10.1016/j.system.2021.102469">https://doi.org/10.1016/j.system.2021.102469</a>	Sachiko Nakamura, Pornapit Darasawang, & Hayo Reinders



Research article ○	Sachiko Nakamura, Pornapit Darasawang, & Hayo Reinders
Nakamura, S., Reinders, H., & Darasawang, P. (2022). A classroom-based study on the antecedents of epistemic curiosity in L2 learning. <i>Journal of Psycholinguistic Research</i> , 1–16. <a href="https://doi.org/10.1007/s10936-022-09839-x">https://doi.org/10.1007/s10936-022-09839-x</a>	

### 3.3 Contributions to Academic Societies

Compared to previous years (see Chaikul & Milliner, 2019, 2020, 2021), there was a significant increase in engagement from CELF faculty with a range of academic organizations and publications in 2021. As reported in Table 5 below, CELF faculty fulfilled 100 voluntary roles.

**Table 5**

*Summary of contributions by CELF faculty to academic societies in 2021 (n=100)*

Society	Position	Name
JACET	International Participants Liaison Section Member	Paul McBride
Asia TEFL	Member of the Asia TEFL ELF research network	Paul McBride
JACET ELF SIG	Steering Committee Member	Paul McBride
JACET Kanto	Vice President	Paul McBride
JACET Kanto Journal	Journal Editor	Paul McBride
JACET ELF SIG	Reviewer	Paul McBride
Englishes in Practice	Editorial board member	Paul McBride
Englishes in Practice	Reviewer	Paul McBride
The CELF Forum	Reviewer	Paul McBride
IAFOR Journal of Education	Senior Reviewer	Andrew Leichsenring
IAFOR Journal of Education: Language learning in education	Reviewer	Andrew Leichsenring
Englishes in Practice	Reviewer	Andrew Leichsenring
The CELF Forum	Reviewer	Andrew Leichsenring

Extensive Reading Japan	Copy Editor	Brett Milliner
The Journal of Extensive Reading	Copy Editor	Brett Milliner
Englishes in Practice	Editor-in-Chief	Brett Milliner
Reading in a Foreign Language	Reviewer	Brett Milliner
International Review of Applied Linguistics in Language Teaching—IRAL	Reviewer	Brett Milliner
International Journal of Listening	Reviewer	Brett Milliner
JACET Kanto Journal	Reviewer	Satomi Kuroshima
Journal of Pragmatics	Reviewer	Satomi Kuroshima
The Japanese Association of Sociolinguistic Sciences	Reviewer	Satomi Kuroshima
The Japanese Association of Sociolinguistic Sciences	Treasurer	Satomi Kuroshima
JACET	Research promotion committee	Satomi Kuroshima
JACET Journal	Reviewer	Satomi Kuroshima
Studies in Pragmatics 語用論研究	Reviewer	Satomi Kuroshima
Special Committee for the JACET 61st Anniversary Commemoration Week (JACET 2022)	Publishers Section Member	Satomi Kuroshima
The Japanese Society for Artificial Intelligence, Special Interest Group on Spoken Language Understanding and Dialogue Processing (SLUD)	Executive Board Member	Satomi Kuroshima
Japanese Association for Ethnomenology and Conversation Analysis	Communication Director	Satomi Kuroshima
American Sociological Association (ASA)	EMCA Section Book Awards' Committee	Satomi Kuroshima

Special Committee for the JACET 60th Anniversary Commemoration Week (JACET 2021)	Publishers Section Member	Satomi Kuroshima
Englishes in Practice	Editorial Board Member	Satomi Kuroshima
Englishes in Practice	Editorial Board Member & Assistant Handling Editor	Tomokazu Ishikawa
Englishes in Practice	Reviewer	Tomokazu Ishikawa
The CELF Forum	Reviewer	Tomokazu Ishikawa
JACET	Executive Committee Member	Tomokazu Ishikawa
JACET	Chair & Steering Committee Member	Tomokazu Ishikawa
JACET	Steering Committee Member (AILA & JAAL in JACET Coordinator)	Tomokazu Ishikawa
JACET	Associate Chair & Steering Committee Member for the JACET Seminar	Tomokazu Ishikawa
JACET International Conference Committee (JACET2022)	Co-chief, Public Relations Section	Tomokazu Ishikawa
Special Committee for the JACET 60th Anniversary Commemoration Week (JACET2021)	Chief, International Participants Section	Tomokazu Ishikawa
First International Conference on ELF-Aware Practices for INclusive Multilingual Classrooms (ENRICH-2021)	Scientific Committee Member	Tomokazu Ishikawa
Cambridge Elements in Intercultural Communication	Editorial Board Member	Tomokazu Ishikawa
Asian Englishes	Invited Guest Co-Editor	Tomokazu Ishikawa
Journal of English as a Lingua Franca	Reviewer	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
JAAL in JACET	Steering Committee Member (Academic Exchange)	Tomokazu Ishikawa
JACET ELF SIG	Public Relations Committee Chair; Membership Administration Committee Vice Chair	Tomokazu Ishikawa
JACET ELF SIG Journal	Reviewer	Tomokazu Ishikawa
JACET Journal	Reviewer	Tomokazu Ishikawa
JACET Kanto Journal	Reviewer	Tomokazu Ishikawa
JAAL in JACET Proceedings	Reviewer	Tomokazu Ishikawa
JACET ELF SIG – ELF Research Group Waseda	International Workshop Series Organising Committee Member	Tomokazu Ishikawa
AILA ELF ReN	Working Committee Member	Tomokazu Ishikawa
FIEP JAPAN	Director of Public Relations	Rasami Chakul
JACET 2021 Conference	Steering Committee Member	Rasami Chaikul
Englishes in Practice	Reviewer	Rasami Chaikul
The CELF Forum	Reviewer	Rasami Chaikul
Englishes in Practice	Assistant Handling Editor	Rasami Chaiku
Special Committee for the JACET 60th Anniversary Commemoration Week (JACET 2021)	International Participants Liaison Section Member	Yuri Jody Yujobo
Englishes in Practice	Reviewer	Yuri Jody Yujobo
The CELF Forum	Reviewer	Yuri Jody Yujobo
The 9th JACET English Education Seminar	Program Book Section Leader	Yuri Jody Yujobo
Englishes in Practice	Reviewer	Blagoja Dimoski

The CELF Forum	Reviewer	Blagoja Dimoski
Special Committee for the JACET 60th Anniversary Commemoration Week (JACET 2021)	International Participants Liaison Section Member	Blagoja Dimoski
Englishes in Practice	Handling Editor	Travis Cote
Englishes in Practice	Reviewer	Travis Cote
The CELF Forum	Reviewer	Travis Cote
JACET Kanto	Branch Executive	Ayako Suzuki
JACET Kanto Journal	Editor-in-Chief	Ayako Suzuki
Special Committee for the JACET 60th Anniversary Commemoration Week (JACET 2021)	Academic Exchange Section Member	Ayako Suzuki
Englishes in Practice	Editorial Board Member	Ayako Suzuki
JACET Academic Affairs Committee	Steering Committee Member	Ayako Suzuki
JACET Teaching Materials SIG	Chair	Ayako Suzuki
Englishes in Practice	Reviewer	Tiina Matikainen
The CELF Forum	Reviewer	Tiina Matikainen
JALT Journal	Reviewer	Tiina Matikainen
Englishes in Practice	Reviewer	Miso Kim
The CELF Forum	Reviewer	Miso Kim
Asia-Pacific Education Review	Reviewer	Miso Kim
The Modern Language Journal	Reviewer	Miso Kim
Asia TEFL	Publicity Committee Member	Miso Kim
Asia TEFL	Director of Facebook	Miso Kim
Englishes in Practice	Reviewer	Tricia Okada
The CELF Forum	Reviewer	Tricia Okada
Journal of Homosexuality	Reviewer	Tricia Okada

Englishes in Practice	Reviewer	Sachiko Nakamura
The CELF Forum	Reviewer	Sachiko Nakamura
Language Teaching Research	Reviewer	Sachiko Nakamura
Journal of Language and Education	Reviewer	Sachiko Nakamura
Studies in Second Language Learning and Teaching	Reviewer	Sachiko Nakamura
JALT Postconference Publication	Content Editor	Sachiko Nakamura
Innovation in Language Learning and Teaching	Reviewer	Sachiko Nakamura
JALT Journal	Copy Editor	Sachiko Nakamura
JALT Postconference Proceedings	Copy Editor	Sachiko Nakamura

### 3.4 Research Grants Received by CELF Faculty

Members of CELF faculty are involved in a total of 11 research projects funded by Grants-in-Aid for Scientific Research through the Japan Society for the Promotion of Science (JSPS Kakenhi). From the list of projects reported below (Table 6) we want to congratulate Satomi Kuroshima on securing a new grant for a project titled, *Disfluency as deviance from and a resource for interaction order*. We look forward to learning from the different research outputs that this and other projects will generate in the coming years.

**Table 6**

*Summary of research grants received by CELF faculty in 2021 (n=11)*

Grant	Type	Length	Project	Recipient
JSPS Kakenhi	Grant-in-Aid for Scientific Research (C)	04-01-2020～03-31-2023	Intersectionality of the Transgender and Transnational Lives of Transpinay Entertainers in Japan	Tricia Okada (Primary investigator)
JSPS Kakenhi	Grants-in Aid for Scientific Research (C)	04-01-2020～03-31-2024	相互行為における行為の構成——原発避難地域における日常活動の基盤 Action formation in the interaction: Routine grounds of everyday activities for the evacuation area of a nuclear power plant	Satomi Kuroshima (Co-investigator)
JSPS Kakenhi	Grant-in-Aid for Scientific Research (A)	04-01-2017～03-31-2022	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 Scientific Research (B)	04-01-2019～03-31-2023	多言語ビジネス環境での共通語としての英語使用実態調査とグローバル人材育成教育 [Research on the realities of the use of ELF in multilingual business settings and implications for the development of global human resources]	Tomokazu Ishikawa  (Co-Investigator)
JSPS Kakenhi	Grant-in-Aid for Scientific Research (C)	04-01-2019～03-31-2022	日英継続バイリンガルの談話能力の発達—国際バカロレア校生徒のナラティブ研究 Development of Japanese-English simultaneous and late successive bilingual discourse skills- Narrative study on international baccalaureate students	Jody Yuri Yujobo  (Co-Investigator)
JSPS Kakenhi	Grant-in-Aid for Scientific Research (C)	04-01-2019～03-31-2023	内部被曝検査通知における医療従事者と来院者の相互行為分析 (Conversation analysis of the internal exposure test result consultation)	Satomi Kuroshima (Primary-investigator)
JSPS Kakenhi	Grant-in-Aid for Scientific Research (C)	07-18-2018～03-31-2022	性同一性障害の診断を例にした精神医学的診察の会話分析 (Conversation analysis of psychiatric consultation on “Gender Identity Disorder”)	Satomi Kuroshima (Co-investigator)
JSPS Kakenhi	Grant-in-Aid for Scientific Research (C)	04-01-2021～03-31-2024	社会的相互行為における「逸脱」と「資源」としての非流暢性 Disfluency as deviance from and a resource for interaction order	Satomi Kuroshima (Co-investigator)

#### 4. CONCLUDING REMARKS AND PLANS FOR 2022

This document presented a review of the various faculty development lectures and workshops staged throughout the 2021 academic year. Even though almost all FD

initiatives took place online, we are confident that they prompted many conversations between our diverse faculty, and perhaps more importantly, they helped faculty grow as teaching professionals. The CELF is also very proud it could maintain its strong research record during another year of unique challenges.

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