



## 2021 CELF-ELTama Forum for English Language Teaching

2021 玉川大学 英語教育セミナー

Saturday 21 August 2021

10:00-16:50

### PROGRAM

- 10:00 **CELF ZOOM Room A** CELF Registration Opens (**ZOOM Waiting Room**)
- 10:35-10:40 **CELF ZOOM Room A** **Opening Remarks**  
Paul McBride (CELF Acting Director, Tamagawa University)  
**Plenary Speaker Introduction**  
Prof. Ayako Suzuki (CELF Associate Director, Tamagawa University)
- 10:40-11:40 **CELF ZOOM Room A** **Plenary Talk**  
**Tackling native-speakerism through ELF-aware pedagogy**  
**Dr. Robert J. Lowe** (Tokyo Kasei University)
- 11:40-12:00 **CELF ZOOM Room A** **CELF Report**  
Rasami Chaikul (CELF, Tamagawa University)

- 12:40-13:00 **ELTama ZOOM Room**  
ELTama 受付  
全体司会 米田 佐紀子 (玉川大学文学部教授)
- 13:00-13:10 **ELTama ZOOM Room**  
ELTama 開会挨拶  
松本 博文 (玉川大学文学部教授)
- 13:10-13:50 **ELTama ZOOM Room**  
玉川大学文学研究科の紹介  
工藤 洋路 (玉川大学文学部教授)  
大学院生の研究概要の発表  
佐藤 亮太・岩下 伊織
- 13:50-14:10 **ELTama ZOOM Room**  
ELTama 授業の実際 1  
「英語指導をする上で大切な視点について」  
宮内 瞭 (東京都八王子市立陵南中学校教諭)
- 14:10-14:30 **ELTama ZOOM Room**  
ELTama 授業の実際 2  
「都立深沢高等学校 ICT 教育と英語教育の実際」  
川瀬 智之 (東京都深沢高等学校教諭)

- 13:30-13:55  
**CELF ZOOM Room A** **CELF Concurrent Session 1**  
*Using word frequency lists in ELT*  
Brett Milliner
- CELF ZOOM Room B** *Creating ELF-aware lessons using TED talks*  
Tiina Matikainen
- 14:00-14:25  
**CELF ZOOM Room A** **CELF Concurrent Session 2**  
*Talk against the clock: Using timed speaking exercises to increase verbal output, measure fluency, assess progress, and even have a bit of fun*  
Adam Littleton
- CELF ZOOM Room B** *Towards translingual and transcultural ELT*  
Tomokazu Ishikawa



14:30-15:30 **ELTama ZOOM Room**

講演

「小中高連携に基づく英語 ICT 教材の開発

—日英パラレルコーパス EasyConc の開発と活用について—

日基 滋之(玉川大学文学部教授)

15:30-16:40 **ELTama ZOOM Room**

グループ・ディスカッション

テーマ: ICT 教育の現状・

各学校の実態について

高橋 旭人(横浜市立泉が丘中学校教諭)

上原 悠莉(横浜市立本郷台小学校教諭)

中川 飛鳥(神奈川県立相模原弥栄高等学校教諭)

15:30-15:55

**CELF Concurrent Session 3**

**CELF ZOOM Room A**

*Students' boredom in class*

Sachiko Nakamura

**CELF ZOOM Room B**

*Guiding students to good writing:*

*An exploration of exemplar-based instruction models*

Brent Rexroad

16:40-16:45 **ELTama ZOOM Room**

ELTama 連絡

松本 博文(玉川大学文学部教授)

16:00-16:40 **CELF ZOOM Room A**

**Group Discussion (Breakout Rooms)**

Lead by **Dr. Robert J. Lowe** (Tokyo Kasei University)

16:45-16:50 **ELTama ZOOM Room**

閉会挨拶

小田 眞幸(玉川大学文学部教授)

## CELF ABSTRACTS

### Plenary Talk (10:40-11:40)

**CELF ZOOM Room A**

#### ***Tackling native-speakerism through ELF-aware pedagogy***

Robert J. Lowe

Native-speakerism is an ideology in English language teaching which positions the English models, cultural norms, and educational practices of the Western ELT establishment over those from other contexts. This has pernicious effects on the lives of English language teachers and students from a variety of backgrounds, while reproducing the power of the West. This talk will first explore the central tenets of native-speakerism and show them to be fallacious when contrasted with the reality of English in the world today. ELF-aware pedagogy will then be proposed as one possible way of challenging and deconstructing this ideology. Described in terms of both a 'mindset' and a 'skillset', the model of ELF-aware pedagogy described here aims to raise student awareness about the reality of global English use, as well as providing students with the necessary skills related to intelligibility, accommodation, intercultural awareness, and strategic communication necessary to



become an effective owner and user of English in a globalized world. As well as theoretical description, several practical examples of activities will be offered to give a sketch of what an ELF-aware pedagogy might look like in practice.

**Keywords:** Native-speakerism, Ideology, English as a Lingua Franca (ELF), Global Englishes, Critical applied linguistics

**Robert J. Lowe** is an associate professor in the Department of English Communication, Tokyo Kasei University. He is co-author of *Teaching English as a Lingua Franca* (DELTA Publishing, 2018), co-editor of *Duoethnography in English Language Teaching* (Multilingual Matters, 2020), and author of the monograph *Uncovering Ideology in English Language Teaching* (Springer, 2020). He has published papers in numerous journals, including *Language Teaching*, *ELT Journal*, and *Language, Culture and Curriculum*.



### **CELF Concurrent Session 1 (13:30-13:55)**

**CELF ZOOM Room A**

#### ***Using word frequency lists in ELT***

Brett Milliner

When learning a foreign language, learning its vocabulary has to be one of the most important tasks. However, given that there are too many words to learn, some strategic decisions have to be made about which words to prioritise.

Focussing on the idea that word frequency is a measure of the probability that our learners will meet the word while using their L2, this talk will introduce some of the most popular word frequency lists in ELT.

A discussion of how frequency lists can inform day-to-day teaching will follow.

The final stages of the talk will focus on some freely available tests teachers or researchers can use to survey their learners' vocabulary knowledge.

**Keywords:** Vocabulary, Word frequency, Coverage comprehension models, English language teaching (ELT)

**CELF ZOOM Room B**

#### ***Creating ELF-aware lessons using TED talks***

Tiina Matikainen

While ELT is becoming more oriented towards teaching English as an International Language (EIL) or as a Lingua Franca (ELF), most of the ELT materials do not complement the principles of EIL/ELF as students continue to be exposed to native-speaker user models. This presentation illustrates how TED talks by non-native speakers are used to develop integrated skills lessons for Japanese university students. The presentation will firstly introduce the principles for writing ELF-oriented teaching materials. It will then discuss the advantages of using non-native speaker TED talks as teaching material, mainly how exposing students to language user models like themselves can be advantageous. It will then introduce a sample course that uses solely teacher-produced TED talks by non-native speakers. The session will help teachers incorporate and develop their own materials to enhance their teaching by using authentic and interesting ELF-oriented TED talks that also help sustain student motivation.

**Keywords:** TED talks, English as a Lingua Franca (ELF), Integrated skills



## **CELF Concurrent Session 2 (14:00-14:25)**

### **CELF ZOOM Room A**

#### ***Talk against the clock:***

#### ***Using timed speaking exercises to increase verbal output, measure fluency, assess progress, and even have a bit of fun***

Adam Littleton

The Japanese language classroom is notorious for its silence (King, 2013). This can be a particular impediment in communicative language classes, where students are expected to produce verbal output in order to gain proficiency in the target language. One effective solution to this problem is the use of fluency activities which require students to speak for a specified amount of time. These can take many forms: low-stakes classroom tasks such as pair work; high-stakes speaking tests; or objective, quantitative measures of fluency such as MLU (mean length of utterance). Whether used as a quick activity or as part of students' assessment, whether measured with subjective criteria or quantitative word counts, such activities have the benefit of a defined and easily understood goal, a rigorous theoretical underpinning, and even an element of fun that can be motivating for students. This presentation will outline the rationale for such activities, then demonstrate how some can be used in practical terms in the classroom.

**Keywords:** Fluency, Output, Mean length of utterance (MLU), Timer

### **CELF ZOOM Room B**

#### ***Towards translingual and transcultural ELT***

Tomokazu Ishikawa

If languaging teaching aims to prepare students for communication, then in English language teaching (ELT), the targeted communication is most likely to be intercultural and transcultural through the language in a multilingual setting. Statistically, 388 million Anglophones (from different origins) constitute a tiny minority of an estimated 2.3 billion English speakers around the world, most of whom are multilinguals (Crystal, 2019). Certainly, idealised monolingualism and essentialised approaches to culture in English as a Foreign Language (ELF) offers teachability and practicality in the classroom. However, English as a Lingua Franca (ELF) research (e.g., Jenkins et al., 2018) suggests taking one step further to bridge this 'convenient fiction' (e.g., Widdowson, 2015) with multilingual and multicultural reality, where adjusting and adapting the way we speak flexibly (i.e., accommodation) is crucial for mutual understanding. The author accentuates the ideological nature of linguistic and cultural boundaries, focuses on the use of linguistic and cultural resources, rather than 'named' languages and cultures, and appreciates translingual and transcultural accommodation through available communicative modes (Ishikawa, 2021). He proposes a number of strands in what may be called translingual and transcultural ELT (Baker & Ishikawa, 2021), not as a teaching methodology nor a set of principles, but as possible broad guidelines for the integration of EFL and ELF. These guidelines include examining instances of linguistic usage and cultural interpretation as discrete samples rather than de-contextualised norms, promoting adaptable use of communicative resources and modes in an integrated manner, and fostering pragmatic competence and positive attitudes to difference and 'others'.

**Keywords:** English language teaching (ELT), Multilingualism, Translanguaging, Intercultural and transcultural communication



### **CELF Concurrent Session 3 (15:30-15:55)**

**CELF ZOOM Room A**

#### ***Students' Boredom in Class***

Sachiko Nakamura

This presentation provides a comprehensive review of the rapidly expanding field of students' boredom and discusses practical approaches for teachers and students to better handle this emotion. In the first half of the presentation, I aim to help the audience further understand students' boredom through a concise summary of the relevant theories and latest research findings. This includes a discussion of what 'boredom' is, why students experience it in physical and online classes, and how they typically cope with it. The second half of the presentation is focused on pedagogical implications. I discuss what teachers and students can do to reduce the likelihood of experiencing boredom. I also introduce certain types of boredom-coping strategies that have been shown to produce positive learning behaviors and outcomes. Actual examples and reflective questions are offered throughout the presentation for teachers to reflect their own teaching and generate new ideas to be implemented in their classroom.

**Keywords:** Boredom, Boredom-coping strategies, Practitioner research, Classroom application

**CELF ZOOM Room B**

#### ***Guiding students to good writing: An exploration of exemplar-based instruction models***

Brent Rexroad

The acquisition of writing skills at higher education levels in an ESL/ELF environment can present unique challenges to language learners and one of the most daunting tasks the learners face. However, with the utilization of exemplar-based instruction strategies, writing proficiency may be more easily acquired (Chong, 2019). By presenting scaffolded exemplar (model) texts of progressive difficulty, learners have the opportunity to practice accurate and structurally sound writing that helps them smoothly transition to more advanced outcomes and greater independent writing capabilities (Levrai & Bolster, 2019), with the added benefit of a reduced workload for instructors. Additionally, learners are able to build a bank of schemas that can be used not only in independent writing and reading comprehension, but also in oral communication.

In the exemplar-based instruction strategies to be described in this presentation, learners are given model texts to learn the standard structures and rules of academic writing. Students are encouraged to remove the parts of the model text that do not apply to them or to the expression of their opinions on a given topic, however the overall sentence structures remain in place. Beginning with simple topics and short writing outcomes, the complexity of the topics and sentence structures gradually increases, allowing for implicit learning of often difficult to comprehend linguist rules. The exposure to these texts over time helps students acquire schemas of grammatically correct structures and a lexicon that can be readily accessed in both written and oral communication.

This presentation aims to explore the exemplar-based pedagogical process by examining various instructive methods.

**Keywords:** Writing pedagogy, Exemplar-based instruction, ESL/EFL education, Process writing, Scaffolding strategies

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#### **Enquires:**

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