

## 2024 CELF FORUM

### Commemorating the 10th Anniversary of the Founding of CELF

2024 年度 CELF フォーラム: ELF センター設立 10 周年を記念して

*Perspectives from ELF Research and Pedagogy:*

*English Language Teaching and English-Medium Education*

Wednesday, September 4th, 2024

10:00—16:45

ELF Study Hall 2015 Building, Tamagawa University

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## ABSTRACTS

### 10:35—11:45 Plenary Talk 1

ELF Study Hall 2015 Building

#### **Room 331**

#### **Decolonising English Language Teaching: perspectives from ELF research and pedagogy**

Dr Will Baker (Centre for Global Englishes, University of Southampton, UK)

Decolonial education perspectives are particularly relevant to ELT (English Language Teaching) given the colonial Anglophone associations of English. Similarly, ELF (English as a Lingua Franca) research provides potentially more empowering multilingual and intercultural perspectives on global Englishes uses and learning. This talk presents research exploring the roles of English and ELT in dis/empowering diverse student groups in socioeconomically varied higher education settings.

#### **Guest speaker information**



Will Baker is an Associate Professor in Applied Linguistics and Director of the Centre for Global Englishes at the University of Southampton UK. Will's research focuses on ELF, intercultural and transcultural communication, and implications of these fields for teaching.

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**13:30—14:55 CELF Concurrent Sessions** (ELF Study Hall 2015 Building)**13:30—13:55 CELF Concurrent Session 1****Room 320****Enhancing language learning through collaborative group work: Active learning strategies in a digital era**

Maria Bloedel (CELFL, Tamagawa University)

In today's digital age, where information is readily available, language learning is increasingly important for developing critical thinking and communication skills. Group work is a powerful form of active learning that enables students to collaborate effectively. By solving problems, sharing ideas, and participating in discussions, the students deepen their understanding of the subject matter. Group activities help foster communication, problem-solving, and teamwork skills and encourage students to actively practice the four language skills—reading, writing, listening, and speaking—without relying only on translation tools. Working together encourages sharing ideas, respecting different viewpoints, and pursuing common goals. Instead of seeing differences as obstacles, students learn to listen, adapt, and find solutions that benefit the group. It helps them improve their social and academic skills.

**Keywords:** group work, active learning, four skills, language learning, digital era

**Room 321****English learners' incidental vocabulary acquisition rates after an information-gap speaking task**

Brett Milliner (CELFL, Tamagawa University)

This presentation shares the findings from an experimental study investigating incidental vocabulary learning rates after an information gap speaking task. A convenience sample of 113 learners of English at a Japanese university undertook an information-gap style speaking task in pairs, and the researchers were interested in learners' acquisition of 20 mid to low-frequency vocabulary items planted within the task materials. The surprise vocabulary tests conducted immediately after the 15-minute speaking task revealed learners acquired 3.25 new words at the spoken meaning-recall level and 7.02 new words at the written form-recall level. The learners' performance in the delayed post-tests one month after the task showed that the newly acquired vocabulary knowledge was relatively durable at both levels. The presenters will also discuss how task design elements, exposure frequency, and L2 proficiency impacted the learners' ability to acquire new vocabulary knowledge.

**Keywords:** TBLT, information-gap tasks, meaning-focused output, incidental vocabulary learning

**Room 322****Learner perceptions of effective L2 teachers: Personal and professional qualities and technological skills**

Andrew Leichsenring (CELFL, Tamagawa University)

Research supports the concept that effective L2 (or EFL) teachers play an important role in successful student learning and academic achievement (Campbell et al., 2004; Markley, 2004). Measuring teacher effectiveness has grown in significance during the past two decades and can be considered critical to the improvement of EFL student learning and EFL university teacher performance (Agudo, 2019). During the past decade, research into learner perceptions of effective teacher qualities has evolved rapidly. The qualities and skills that learners desire in their teachers has been shaped by factors related to changing learning environments during the COVID-19 pandemic and the post-COVID-19 period. This presentation reports on developing trends of

learner perceptions of effective qualities L2 English (or EFL) teachers. Findings from contemporary studies and the presenter's fieldwork will be discussed.

**Keywords:** learner perceptions, personal qualities, professional qualities, technological skills, L2 English teachers

### **14:00—14:25 CELF Concurrent Session 2**

#### **Room 320**

##### **Vocabulary gains at an emotional cost: The role of pre-task support in lexical learning**

Sachiko Nakamura (CELFL, Tamagawa University)

This mixed-method classroom study investigated the effects of vocabulary support on collocation learning and affective states in task-based language teaching (TBLT). Participants were 68 Japanese university students, and they engaged in a set of interactive, information-gap tasks under two conditions: Vocabulary-Support (n = 30) that received lists of English vocabulary useful for the tasks or Task-Only (n = 38) that performed the tasks without the lists. Analyses of pre/posttests, questionnaires, and focus group interviews revealed that the Vocabulary-Support group outperformed the Task-Only group in lexical learning but that the Task-Only group reported more positive affective states (e.g., higher enjoyment and perceived collaborativeness, lower boredom). Collocation learning was correlated with enjoyment, boredom, and perceived collaborativeness only in the Vocabulary-Support condition. The findings offer pedagogical implications for instructional support and learner affect in TBLT.

**Keywords:** TBLT, emotions, affect, collocation learning, mixed-method classroom study

#### **Room 321**

##### **Filmmaking in an ELF classroom as an inclusive teaching practice**

Natalia Novikova (CELFL, Tamagawa University)

Inclusive education seeks to ensure that students of all abilities, including those with special educational needs, can learn together in the same environment (UNESCO, 2008). In a foreign language classroom, these abilities can include varying levels of language pre-knowledge, diverse learning impairments, and various cognitive abilities such as motivation, self-esteem, volition, and learning-related emotions. This presentation argues that digital storytelling and filmmaking techniques are inclusive teaching practices that can enhance students' English language proficiency and develop multimodal communication competencies. Most importantly, filmmaking can provide a voice to struggling students who might not otherwise find an authentic means of expression and meaningful participation.

**Keywords:** inclusive education, trauma-informed teaching, filmmaking, digital storytelling

#### **Room 322**

##### **What Bollywood can teach about English as a lingua franca**

Robert Stevenson (CELFL, Tamagawa University)

Bollywood, an umbrella term for all of Indian cinema, encompasses nearly 30 languages and disparate cultures. It is highly multilingual and translingual. This presentation explores English as a lingua franca through the films of Bollywood. Firstly, the 2000-year-old concept of *rasa*, central to Indian performing arts and a term John Dewey lamented was missing from English, may provide some insight into English as a lingua franca. Second, current trends in language use in Bollywood films demonstrate how an increase in English influences and is influenced by other languages. And finally, Bollywood films and the multiple languages offer

opportunities for students to reflect and respond to their own language beliefs as well as issues of culture and identity apparent in national arts.

**Keywords:** Bollywood, translingualism, multilingualism

### **14:30—14:55 CELF Session 3 (Room 301)**

#### **Room 301**

##### **The use of AI tools to support translanguaging in online learning and teaching**

Curtis Beaverford (Graduate School of Education, Tamagawa University)

The advent of advanced AI large language models has revolutionized machine translation, enabling text generation in various languages as seamlessly as in English. This technological breakthrough offers vast potential for educational applications. The International Baccalaureate Organization (IBO) has long advocated additive bilingualism, requiring its schools to support students' L1s. Central to achieving this goal is the use of translanguaging, which goes beyond named languages to question borders between languages, as a pedagogical strategy to enable students to use all their linguistic resources. Traditionally, implementing translanguaging in linguistically diverse classrooms has been challenging, especially when teachers do not speak all the languages involved. In this presentation, I will share my experiences using these AI models in my online graduate courses for in-service teachers, illustrating how they can effectively support translanguaging in multilingual classrooms.

**Keywords:** translanguaging, AI language models, bilingualism, multilingual education

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### **15:10—16:40 Plenary Talk 2**

ELF Study Hall 2015 Building

#### **Room 331**

##### **Transcultural Universities: communicative and pedagogic challenges in multilingual English-medium education (EME) programmes**

Dr Will Baker (Centre for Global Englishes, University of Southampton, UK)

This talk explores the potential ELF (English as a Lingua Franca) and transcultural communication perspectives provide in understanding the linguistic and cultural complexity of EME and HE (Higher Education). Transcultural awareness is presented to conceptualize the competences needed to communicate in linguistically and culturally fluid EME settings. Finally, implications for pedagogy will be offered for further discussion.

