

CELFL Forum: Abstracts

World Englishes, ELF, and Intercultural Citizenship in ELT

Saturday, January 10th, 2026

10:00 — 16:45

ELF Study Hall 2015 Building, Tamagawa University

10:15—10:45 Introductory Talk

Room 331 (ELF Study Hall 2015)

ELF pedagogy for intercultural citizenship: Challenges and possibilities

Dr. Ayako Suzuki

*(Professor, Department of English Language Education, College of
Humanities, Tamagawa University)*

In Japan, English language education is increasingly expected to foster global, or intercultural, citizenship, as English functioning as a lingua franca is widely regarded as a gateway to the world. Valuing the communicative significance of English as a Lingua Franca (ELF), Tamagawa University has taken pedagogical initiatives to position ELF as a central goal of English language learning. This talk explores the challenges and possibilities of implementing ELF pedagogy through the voices of English majors, many of whom are pre-service English teachers. Drawing on the latest ELF research, it discusses pedagogical implications for nurturing intercultural citizenship in English language education.

10:50—12:00 Plenary Talk 1**Room 331** (ELF Study Hall 2015)**Critical approaches to World Englishes****Dr. Peter De Costa**

(Professor, Departments of Linguistics, Languages & Cultures and Teacher Education, Michigan State University)

Even while World Englishes (WE) continues to evolve in new and relevant ways, the one thing that has not changed is its enduring commitment to social justice. Building on this observation, I examine the ideological nature of English, while taking into consideration the local politics of English as it is acquired against a wider backdrop of globalization, plurilingualism, and intercultural communication.

Guest speaker

Peter De Costa is a Professor in the Departments of Linguistics, Languages & Cultures and Teacher Education at Michigan State University. His research areas include emotions, identity and ideology in SLA. He is the co-editor of TESOL Quarterly and the immediate past President of the American Association for Applied Linguistics.

CEL F Concurrent Sessions

13:30—13:55 Concurrent Session 1

Room 323 (ELF Study Hall 2015)

Perception of gender balance and inclusion in EFL settings

Vladimira Hanzlovská

(CEL F, Tamagawa University)

This presentation would share early findings from the survey Gender Representation in EFL Classrooms, approved by Tokyo Keizai University in April 2025. The study examines gender balance and inclusion in undergraduate EFL classes, focusing on teacher - student interaction, groupwork patterns, participation opportunities, and teaching materials. So far, 76 students have responded, mostly to Likert-scale items, with a small number of open questions. Overall, respondents who identify as ‘women’ or ‘men’ tend to view their classes as fairly balanced, though many indicate a preference for working in same-gender groups. Most respondents see their teachers as generally gender-fair, with a few noting a perceived preference towards one gender or the other. Students also observe that non-binary and LGBTQ+ identities are largely absent from classroom discourse and materials. The study aims to draw attention to these patterns and suggest ways to support more inclusive practice without overburdening teachers.

Keywords: EFL classroom dynamics, classroom discourse, gender balance, gender as a spectrum, inclusion

Room 302 (ELF Study Hall 2015)

Structured warmers and groupings for building confidence and fluency

William Travers

(CEL F, Tamagawa University)

Japanese university students often enter English lessons hesitant to speak, concerned about losing face (Thompson, 2001) and unsure how to interact in English. This can lead to slow starts, scattered seating, and low engagement. To address this, I introduced consistent warmers — short, dynamic opening tasks used to warm up

learners at the start of class (British Council, n.d.) — along with structured grouping via the web tool Flippity and repeated speaking tasks informed by work on task repetition (Bygate, 2001). Implemented across multiple levels and classroom types, these routines have supported smoother lesson starts, increased student and teacher confidence, and improved fluency through repeated interaction (Travers, 2024). This is especially useful in interdisciplinary English classes where students are unfamiliar with each other. Participants will leave with practical warmers, grouping workflows, cold-calling tools, and adaptable task-repetition patterns they can implement immediately.

Keywords: Warmers, student engagement, task repetition, confidence building, speaking fluency

14:00—14:25 Concurrent Session 2

Room 323 (ELF Study Hall 2015)

How and why American English became the "Standard" in Japan

Peter Joun

(CELf, Tamagawa University)

This presentation explores issues of educational policy and hegemony in Japanese English education from a sociohistorical and critical pedagogic perspective. The findings indicate that the key historical event in this context was the occupation of Japan by US forces in the wake of World War II from 1945 until 1952. Within those seven years, the United States government initiated a massive program of social engineering through which “the Americans were presented as the model human beings, and the Japanese were taught and encouraged to become like them” (Kitahara, p. 23), in order to “‘effect changes in certain ideologies and ways of thinking of the individual Japanese’ by using ‘all possible media and channels’” (Tsuchiya, 2002, p. 194). Direction emanated from a document prepared by John D. Rockefeller III created specifically for American interests in Japan titled “United States-Japanese Cultural Relations,” which emphasized that an extensive English language teaching program was to be included in the effort to achieve “the most elusive of human acts- changing someone else’s mind” (Dizard, 2004, pp. 1-3, p. 5, p. 22).

Keywords: Native-speakerism, critical pedagogy, social engineering, American English, linguistic hegemony

Room 302 (ELF Study Hall 2015)

Learning to teach over time: Identity, tensions, and agency in an early-career part-time university EFL teacher in Japan

Yuta Mogi

(CEL F, Tamagawa University)

Recent scholarship has increasingly conceptualized English language teacher identity as multiple and fluid, highlighting the role of agency in navigating professional identity tensions (e.g., Tajeddin & Yazan, 2024). However, fewer studies have examined how these processes unfold longitudinally over time. Addressing this gap, this longitudinal qualitative study traces the identity construction of one early-career part-time university English language teacher in Japan over a two-year period, mainly through semi-structured interviews. Adopting an ecological perspective, the study theorizes identity as emerging through dynamic interrelations among tensions, agency, well-being, investment, and professional development across micro (individual), meso (institutional), and macro (societal) levels (De Costa & Norton, 2017). By foregrounding chrono (time) as an analytic dimension, the study demonstrates how the teacher's accumulated experiences and knowledge facilitate his reconfiguration of agency, enhancement of well-being, and refashioning of professional identities. The presentation concludes with implications for language teacher professional development and directions for future research.

Keywords: Language teacher identity, agency, tensions, professional development, ecological perspective

14:30—14:55 Concurrent Session 3

Room 323 (ELF Study Hall 2015)

Classroom smartphone use: Tool for learning or source of distraction?

Hoa Lai

(CEL F, Tamagawa University)

The rapid growth of smartphone ownership and use in English language classrooms has generated significant debate among educators worldwide. While many teachers and researchers advocate for strict limitations or bans on smartphone use, others

view such devices as an inevitable component of contemporary learning, despite concerns about distraction and misuse. This study investigates the perceptions of English language teachers and students regarding smartphone use at the beginning and end of an academic semester. By comparing these perspectives over time, the research aims to identify potential shifts in attitudes and practices resulting from sustained classroom experience with mobile technology. It is hypothesised that both teachers and students will demonstrate measurable changes in mindset after a period of authentic engagement with smartphone-supported learning.

Keywords: Smartphones, technology, English language classroom

Room 302 (ELF Study Hall 2015)

Exploring the effects of reading comprehension activities using collaborative learning

Keiko Kasaya

(CELFL, Tamagawa University)

This presentation reports on a classroom-based study examining the effects of three reading activities the presenter has implemented in her ELF classes: text-reconstruction tasks, information-gap questions, and graphic organization, which are grounded in task-based language teaching, embodied learning, and collaborative learning. While the outcomes of reading comprehension from these activities are well documented in previous research, the present study further explores which specific features of each activity contributed most to student learning. Furthermore, since all the activities were conducted in pairs or groups, particular attention is given to the role of peer interaction—including both its potential benefits and possible drawbacks—as well as the influence of the activities' inherent characteristics, as reported by students in a survey.

Keywords: Reading comprehension, collaborative learning, task-based language teaching, embodied learning

15:10—16:40 Plenary Talk 2**Room 331** (ELF Study Hall 2015)**Identity work and the symbolic power of language in the ELT classroom: Advancing the intercultural citizenship and ELF agenda****Dr. Peter De Costa***(Professor, Departments of Linguistics, Languages & Cultures and Teacher Education,
Michigan State University)*

English language teaching (ELT) at the tertiary educational level provides a conducive setting for developing intercultural citizens who often engage in the use of English as a lingua franca (ELF). Building on Fang and Baker's (2018) call to develop intercultural citizenship, I illustrate how this goal can be achieved through sensitizing students to the symbolic power of language, and understanding the complex identity work that often takes place during ELF interactions in EMI settings.

Guest speaker

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