

CELF Forum & Distinguished Lecture Series 2026

Tamagawa University · Program, Sessions & Abstracts

CELF FORUM · Saturday, June 6, 2026

09:00	Registration opens
10:00–10:05	Welcome address — Dr. Kazuhito Obara (President)
10:05–10:35	Introductory talk & Q&A — Dr. Masaki Oda
10:35–10:40	Plenary speaker introduction
10:40–11:50	Plenary Talk 1 + Q&A — Prof. Suresh Canagarajah
12:00–13:30	Lunch reception (light lunch & refreshments provided free of charge)

PLENARY
10:40–11:50

Prof. Suresh Canagarajah

The Trajectory of the World Englishes Paradigm

This talk will introduce the strengths of the World Englishes model and how it has led to expanded new models that theorize global English in different ways. It will explore how later models such as English as an International Language and English as a Lingua Franca have engaged with the World Englishes model to theorize their own orientations. It will conclude by articulating how the translingual model offers a different paradigm for explaining English.

Concurrent Session 1 13:30–13:55

Room
320

William Travers

Reducing screen use through clear signposting: an action research study

Across many university teaching contexts, students rely heavily on personal devices and lesson PDFs during class — even when these tools reduce attention, peer interaction, and engagement with learning materials. This action research project examined how reducing in-class screen use — and how teachers explain such changes — affects student engagement. Three comparable classes were taught under different conditions: (1) continuing normal PDF use, (2) removing PDFs without explanation, and (3) removing PDFs with clear signposting of the pedagogical rationale. Engagement improved or remained stable across all groups; the most consistent positive responses came from the class where the change was explicitly explained. This session shares key insights and practical strategies for university teachers in device-rich classrooms.

Room
322

Peter Joun

English education in Japan: native-speakerism and critical discourse analysis of native speaker–Japanese learner interaction

Despite huge investments of time and money, and decades of research into classroom methodology, the English proficiency of Japanese students arguably remains less than satisfactory. Indications point to western instructors' unfamiliarity with Japanese styles of learning and classroom interaction as a key contributing factor. This presentation examines how the heavily politicized nature of English education in Japan — including standardized testing culture — has perpetuated native-speakerism and shaped current classroom dynamics.

Concurrent Session 2 14:00–14:25

Room
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Rasami Chaikul

From translanguaging practice to expanded English use: a multimodal translanguaging jigsaw (MTJ) approach in an ELF classroom

This presentation explores the pedagogical potential of translanguaging practice in an ELF classroom at a Japanese university. The study introduces the Multimodal Translanguaging Jigsaw (MTJ) — a scaffolded activity combining jigsaw reading, manga creation, collaborative discussion, and translanguaging practice to support multilingual meaning-making. Students moved from speaking mainly in Japanese toward expanded English use through repeated peer interaction. Post-activity reflections suggested that translanguaging practice helped reduce anxiety and supported students' willingness to communicate.

Room
322

Natalia Novikova

Translingual academic writing in the age of generative AI: multilingual scholars negotiating authorship and identity

This study examines how generative AI tools are reshaping translingual academic writing practices. Drawing on translingual perspectives and Wenger's communities of practice, the paper argues that many multilingual researchers have long engaged in forms of linguistic negotiation resembling processes associated with large language models. Based on fifteen semi-structured interviews with non-Anglophone scholars in Japan, the findings suggest that AI tools did not introduce new tensions — rather, they exposed and intensified existing uncertainties related to linguistic ownership and participation in English-dominant academic communities.

Concurrent Session 3 14:30–14:55

Room
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Brett Milliner

Testing L2 listening vocabulary: finding the right assessment tool

This presentation discusses a recently published article in *Language Testing* (Milliner et al., 2026), which systematically compared three vocabulary test formats — Yes/No, Meaning-Recall (translation), and Meaning-Recognition (multiple-choice) — to determine which most reliably predicts L2 listening comprehension. Tests requiring students to connect word forms to meanings were far superior to Yes/No tests. The Meaning-Recognition format was the strongest predictor, accounting for 42.5% of the variance in listening scores.

Room
322

Kyle Kreider

Cross-linguistic transference in sentence context processing: a study proposal

This study proposes an investigation into whether L1 Japanese L2 English learners demonstrate native-like sentence processing abilities or whether L1 interference shapes their contextual word prediction patterns. Using PsychoPy software and a lexical decision task, the study examines cloze probability levels, reaction time, and correctness across four participant groups. A pilot study (n = 7) suggested that a minimum sample of 60 participants would yield more conclusive results.

15:10–16:40

Plenary Talk 2 + Q&A — Prof. Suresh Canagarajah

PLENARY
15:10–16:40

Prof. Suresh Canagarajah

English as Translingual Practice

This talk will demonstrate how English can be analyzed as part of an assemblage that includes other languages, multimodal resources, and social networks. It will then show how we can move towards analyzing communicative practices not in terms of languages but semiotic resources, drawing on examples from research with transnational scientific scholars.

16:40–16:45

Concluding remarks — Prof. Blagoja Dimoski (CELF Director)

DISTINGUISHED LECTURE · Wednesday, June 24, 2026

DISTINGUISHED LECTURE · 14:30–15:30
ELF Study Hall 2015, Room 210 (Active Learning Zone)

Dr. Glenn Toh

Nanyang Technological University

Educating children of cross-border marriages: scrutinizing issues relating to language and culture

This presentation concerns the educational aspirations, cultural dispositions, and linguistic and identity trajectories of Japanese mixed-marriage families in Singapore. These negotiations involve language, identity, habitus, and cultural dispositions influenced by local and transnational trends, dominant ideologies, and prevailing cultural-political discourses. Research was conducted through a 2020–2021 project entitled “Educational Beliefs of Families with Japanese Migrants: Analysis of life stories in five Asian countries,” funded by the Japan Society for the Promotion of Science (20H0168 FY 2021–2023).

✓ No registration required · Free and open to all