2022 CELF-ELTama Forum for English Language Teaching
2022 玉川大学 英語教育セミナー
Saturday 20 August 2022
13:00-16:30

PROGRAM

12:30   CELF ZOOM **Room A**   Registration Opens (ZOOM Waiting Room)

13:00-13:50   CELF ZOOM **Room A**   *Opening Remarks*
Paul McBride (CELF Director, Tamagawa University)
Plenary Speaker Introduction
Ayako Suzuki (CELF Associate Director, Tamagawa University)

Plenary Talk
'Native Speaker': A diachronic analysis of a 'buzz word' in ELT
Prof. Masaki Oda (Dean, College of Humanities, Tamagawa University)

14:00-14:10   **ELTama 開会挨拶**
ELTama ZOOM Room
松本 博文（玉川大学文学部教授）

14:10-15:40 **ワークショップ**
ELTama ZOOM Room
「省察する教師は成長する」再考

～長期的視点で教師の資質能力を再確認し、自分の授業を見つめなおす～

栗原 文子（中央大学商学部教授）
米田 佐紀子（玉川大学文学部教授）

15:40-16:20 **グループ・ディスカッション**
ELTama ZOOM Room

14:00-14:20 **CELF Report**
CELF ZOOM **Room A**
Miso Kim & Rasami Chaikul (CELF, Tamagawa University)

14:30-15:00 **CELF Concurrent Session 1**
CELF ZOOM **Room A**
Trans theories as synergists for EMF theorisation
Ishikawa, Tomokazu
CELF ZOOM **Room B**
Communication strategy training through information-gap tasks
Milliner, Brett & Dimoski, Blagoja

15:10-15:40 **CELF Concurrent Session 2**
CELF ZOOM **Room A**
L2 learner preferences on the use of background music for Extensive Reading study
Leichsenring, Andrew
CELF ZOOM **Room B**
Digital lessons for global English learners
Raine, Paul

15:50-16:20 **CELF Concurrent Session 3**
CELF ZOOM **Room A**
Effectiveness of a multimodal approach during online reading strategy instruction
Oshima, Sachi

16:20-16:30 **ELTama** 連絡
ELTama ZOOM Room
松本 博文（玉川大学文学部教授）

CELF ZOOM Room B
Conference report on 117th American Sociological Association (ASA) Annual Meeting
Invoking the third-person perspective: Distribution of deontic responsibilities in the construction of an assertion
Kuroshima, Satomi

16:30-16:35 *Forum conclusion*
ELTama ZOOM Room

ABSTRACTS

Plenary Talk (13:00-13:50)
CELF ZOOM Room A

'Native Speaker': A diachronic analysis of a 'buzz word' in ELT
Prof. Masaki Oda

For a long time, English language teaching profession has been regarded as a composition of so-called 'Native English speaker' (NES) teachers, and 'Non-native English speaker' (NNES) local teachers. ELT in Japan is not an exception. In many contexts, this dichotomy has been serving as a benchmark for discussing various problems in the discipline、and thus the term 'native speaker' has served as a 'buzz' word in discussions on ELT profession. The presenter will give a diachronic account of how the ideas of English have changed over the years, with a special attention to the status of NES-NNES dichotomy, and consequently how the changes have contributed to the formation of the ELT Profession at different times. More specifically, the presenter will discuss how the notion of Native Speakers has been represented in the discourses of ELT profession in the last few decades, and how the ideas affect the developments of English language programs as well as materials in the region. The presenter will critically analyze the narratives to identify the key issues on native-speakerism in ELT in order to make a proposal for optimizing the ELT profession to a multicultural society, by calling for the departure from NES vs. NNES dichotomy.

Bio Data
Masaki Oda (Ph.D. Georgetown University) is Professor of Applied Linguistics and Dean of the College of Humanities at Tamagawa University. He also serves as the Executive Director for Higher Education of Tamagawa University and Academy. His research interests include sociopolitical aspects of language teaching, language program management, and the relationship between language teaching and media discourse. He has been an active presenter at international conferences and serves for academic organizations: President of JACET, Vice President for membership for AsiaTEFL, Editorial board member for AILA Review, and served as the chair for TESOL's Non-Native Educator's Caucus between 2004-2005. Last but not the least, he is the founding director of CELF.

ELTama Workshop (14:10-15:40)
ELTama ZOOM Room
ワークショップ：「省察する教師は成長する」再考
〜長期的視点で教師の資質能力を再確認し、自分の授業を見つめなおす〜

講師
栗原文子（中央大学商学部教授）
米田佐紀子（玉川大学文学部教授）

形式と内容
　本ワークショップでは、大学英語教育学会（JACET）教育問題研究会(SIG-ELE)が開発した、『成長のための省察ツール　言語教師のポートフォリオ』（中高教員用）（J-POSTL）と『小学校英語指導者のポートフォリオ』（J-POSTL エレメンタリー）（小学校教員用）を用いて、今一度、教師に必要な資質能力とは何かを知り、日々の授業を教員間でのディスカッションを通して振り返ります。本ポートフォリオは、COUNCIL OF EUROPE が作成した EUROPEAN PORTFOLIO FOR STUDENT TEACHERS OF LANGUAGES『ヨーロッパ言語教育履修生ポートフォリオ』(EPOSTL)を SIG-ELE が日本の文脈に翻案化したものです。小中高の連携や長期的視点が求められている昨今、この 3 校種の先生方が一堂に会する ELTAMA ならではの話し合いができ、ひいては新しい気づきが生まれると期待しています。
　参加者の皆さんには事前に送信する GOOGLE FORMS で自己評価いただき、当日は講義と事前の自己評価を元に具体的な事例を踏まえつつ、J-POSTL および J-POSTL エレメンタリーを用いつつ、意見交換もしていきたいと思います。

講師略歴
栗原文子（中央大学商学部教授）
中央大学商学部教授。20 年以上大学で英語を教える。専門は英語教育。文科省検定高校教科書（PROMINENCE：COMMUNICATION ENGLISH I，Ⅱ（東京書籍）など）編集委員。津田塾大学英文学科卒。ジョージタウン大学大学院言語学部より修士号取得。国際基督教大学より博士号取得。最近の関心領域は、外国語教育における異文化間能力育成、ポートフォリオ学習、複言語・複文化教育。
　主な著書等：『「教師の自己評価」で英語授業は変わる―J-POSTL を活用した授業実践』（共著）大修館書店、『行動志向の英語科教育の理論と基礎と実践―教師は成長する―』（共著）三修社

米田佐紀子（玉川大学文学部教授）
玉川大学文学部教授。東京都で中学校教諭として 3 年間勤め、その後、大学で教鞭を持つ傍ら、幼稚園、小学校で指導を行う。合計教員歴 30 年以上。専門は英語教育。横浜国立大学大学院より教育学修士（英語教育）とサンホゼ州立大学大学院より修士（言語学）を取得。金沢大学より博士（文学）を取得。最近の研究領域は小学校における英語教員養成、言語活動、COIL。
　主な著書等：『『小学校英語指導者のポートフォリオ』（通称：J-POSTL エレメンタリー）』（編集・運営委員）大学英語教育学会（JACET）教育問題研究会、『「小学校英語指導者のポートフォリオ」J-POSTL エレメンタリー 教職課程における活用実践』（編著）大学英語教育学会（JACET）教育問題研究会

なお、参加者の皆様には事前アンケートにお答えいただきたいと存じます。
8/15（月）23:59 までに以下のリンクでお名前・ご所属等の情報をお送りください。追ってアンケートをお送りいたします。なお，ここで知り得た情報は本ワークショップ以外には使用いたしません。HTTPS://FORMS.GLE/YPY4RYUH6AKRNSZZ5

CELF Concurrent Session 1 (14:30-15:00)

CELF ZOOM Room A

Trans theories as synergists for EMF theorisation
Ishikawa, Tomokazu

As a major research field in applied linguistics, English as a Lingua Franca (ELF) is concerned with global communication among English users. Recently, many contemporary social spaces, from urban environments to digital communities, have become highly multilingual, multicultural, and multimodal with correspondingly variable communicative practices. In the first place, English is most often a part, not the whole, of individual linguistic repertoires. An up-to-date notion in the ELF field, English as a multilingua franca (EMF), thus repositions English within multilingualism to foreground multilingual situations, influences, and practices inherent in global encounters (Jenkins, 2015). The present paper attempts to further the theoretical development of EMF by taking a more coherent, holistic view of language and communication. For this purpose, the paper draws on the theories du jour in applied linguistics, namely trans theories (e.g., Hawkins & Mori, 2018), and specifically, translanguaging, transculturality, and transmodality. Multilingualism is critically interrogated in reference to translanguaging enquiry (e.g., Li, 2018) and in relation to both ideological and natural loci of language (Risager, 2006). Also, communication is conceptualised beyond language as being not only multimodal and multicultural but also transmodal and transcultural (Baker & Ishikawa, 2021). Overall, the paper highlights the limited role of the construct of Standard English in English language teaching (ELT) and the ideological nature of linguistic and other boundaries. It concludes by suggesting future research regarding accommodation and communicative competence.

Keywords: English as a Lingua Franca (ELF), English as a multilingua franca (EMF), translanguaging, transcultural communication, transmodal communication

CELF ZOOM Room B

Communication strategy training through information-gap tasks
Milliner, Brett & Dimoski, Blagoja

Communication strategies (CSs) play an integral role in the process of negotiating and co-constructing meaning in spoken communication. This is even more so in ELF contexts due to the typically ad-hoc and unpredictable nature of such interactions. An overview of the literature concerning whether explicit CS training in the classroom actually nurtures foreign language proficiency reveals divided opinions among language teachers and researchers. This talk reports on an experiment evaluating learners' use of CSs in an information-gap style speaking task. An experimental group (n = 37) undertook a pre-task communication strategy awareness activity coupled with a video modeling the ensuing information-gap task and communication strategies. A control group (n = 30) received no pre-task CS training. Between-groups-comparisons were used to measure the two groups' effectiveness in completing the information-gap activity in terms of (a) communicative efficiency, and (b) accuracy. An analysis of speaking times, information-gap responses, and results from post-task comprehension questions showed the experimental group to significantly outperform the control group with regard to (a) communicative efficiency and (b) accuracy. Experimental group participants' self-reports of strategy use during the speaking task, and audio recordings of conversations of both groups provided additional insights into students' use of CSs. The presenters will end with a discussion on the implications of their findings for English language teachers, and provide practical examples of activities that teachers can implement to provide opportunities for their learners to develop their use of CSs further.

Keywords: communication strategies, information-gap, TBLT, classroom research

CELF Concurrent Session 2 (15:10-15:40)

<mark>CELF ZOOM</mark> Room A

L2 learner preferences on the use of background music for Extensive Reading study
Leichsenring, Andrew

Background music (BGM) is a common part of daily life, the workplace, and study environs. The influence of the use of BGM extends to classroom learning contexts wherein researchers have comprehensively investigated the influence of the use of BGM on learners' behaviour, attitude toward tasks, and task performance. This presentation provides a review of the findings of various contemporary studies that have explored the use of music, and particularly BGM, in relation to L2 learner reading comprehension development. This review focuses on a discussion of L2 learner preferences on the use of music during classroom learning contexts with particular reference to learner engagement of reading comprehension activities. Included in this discussion are specific elements of learner preferences such as the inclusion or absence of music while reading, music genres and music moods, the duration of music played, and reasons for learner preferences. In addition to a review of the literature, the presenter's four-year study cross-sectional study of English L2 learner preferences on the use of music in class for Extensive Reading (ER) activities is explored. Among the findings from this research, there are insights offered into learners' use of listening to music while studying outside of class time. Learners provided their preferences on the use of music during class time ER about BGM music genres, their moods while listening to the music, and their task performance. The presentation concludes with a proposal for potential directions of further research into and practice of the use of BGM with ER related activities for L2 learner reading comprehension development.

Keywords: background music, extensive reading, English L2 learner preferences

<mark>CELF ZOOM</mark> Room B

Digital lessons for global English learners
Raine, Paul

Anyone who has ever tried to learn a foreign language knows that it is not easy. It takes a lot of time, a lot of energy, and a lot of determination. In fact, the time required for Japanese speakers to obtain proficiency in English is estimated to be over 2,500 hours of intentional study (Inagaki, 2005). In the 21st Century, non-native speakers of English are in the majority, and English is used as a global lingua franca. This means that English learners should be engaging with and producing English as a global language. As teachers know from their experiences during the pandemic, students need to be able to access learning content and activities whether face-to-face, fully online, or anywhere in between. Bearing these facts in mind, the speaker introduces "ZenGengo Academy", a new CEFR-leveled AI-powered content solution for Japanese learners of English. ZenGengo Academy contains a wide range of effective and engaging lessons on a variety of topics, from Mario to the Titanic, from Flamingos, to Sustainable Development Goals. Each lesson contains five interactive activities that require students to both comprehend and produce English in a variety of forms. Teachers can easily keep track of how long students have spent studying, and how well they have understood the content. Supplementing classroom-based study with ZenGengo Academy increases time-on-task and provides learners with much-needed exposure to Global Englishes.

Keywords: ELF, CEFR, digital, online, hybrid

CELF ZOOM **Room A**

Effectiveness of a multimodal approach during online reading strategy instruction
Oshima, Sachi

The world-wide COVID-19 pandemic has brought a sudden change of lesson modes from face-to-face to online instruction. The purpose of this study was to respond to this change by examining the effectiveness of a multimodal approach in which an additional camera was used to deliver online explicit reading strategy instruction. Targeting 20 Japanese beginner-level EFL college students taking online Zoom lessons during one academic semester, two research questions were investigated: (a) Does online reading strategy training using a camera to show the teacher's pointing gestures improve beginner-level students' comprehension of written texts?; and (b) How do beginner-level students perceive and evaluate the teacher's online reading strategy training? The results showed that explicit strategy instruction, along with the teacher's pointing gestures and use of deixis, made the students' focus of attention clearer, encouraged them to use reading strategies, and facilitated their understanding of the reading texts. The students' responses to the self-reflection questionnaire and interviews showed that the students' perceptions of this online reading strategy instruction were positive, and they perceived that their reading skills improved over the course.

Keywords: reading strategy training, a multimodal approach, online zoom lessons, beginner-level students

CELF ZOOM **Room B** *Conference Report on 117th American Sociological Association (ASA) Annual Meeting*

Invoking the third-person perspective: Distribution of deontic responsibilities in the construction of an assertion
Kuroshima, Satomi

This paper attempts to describe the practice of a speaker referring to themselves and the other participants present when expressing their concerns and perspectives—that is, when *asserting* something about the world. In particular, speakers use the recognitional forms that are known to both the speaker and recipients (e.g., a term that refers to a particular group to which the speaker and recipients belong) in the assertion turns of the speaker and other participants' responsibilities and obligations to a future action as agents; thus, these terms do more than refer to someone. By referring to themselves with recognitional forms instead of other forms of reference (e.g., the first-person plural pronoun "we"), the speaker presents the agent's responsibilities and obligations from the third-person perspective. The practice of using recognitional forms is a method of evenly distributing the deontic responsibilities and obligations among the members instead of the speaker claiming to have deontic primacy over the others. Thus, the speaker avoids being contingent on the recipient's commitment to the proposed future actions and displays their orientation regarding who has the primary right and is responsible for conveying their own obligation or commitment to their future conduct on the others' behalf. Moreover, the paper also demonstrates how a speaker's overt reference to themselves using these recognitional forms in an assertion turn, especially in a locally subsequent position, is a practice for managing the sequence of an assertion.

Keywords: conversation analysis, Person reference in Japanese, deontic rights and responsibilities, social protest movement

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