

2019 CELF-ELTama Forum for English Language Teaching

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Plenary

Global Englishes and transcultural communication: rethinking competences and pedagogy for ELT

Research into Global English, and particularly ELF (English as a lingua franca), has highlighted the diversity and fluidity of communicative practices in intercultural communication through English. Indeed, due to the superdiversity of ELF communication it is often not possible to clearly delineate the languages and cultures participants are 'in-between'. Thus, the term 'inter' becomes problematic and, instead, transcultural communication in which linguistic and cultural boundaries are understood as transcended and transgressed may be more appropriate. From this perspective successful intercultural/transcultural communication involves the ability to make use of and negotiate multilingual resources, a variety of communicative practices and strategies, and movement between global, national, local, and emergent cultural frames of reference and practices. This is a very different conception of competence to that typically utilised in ELT with its pre-determined 'code' consisting of a restricted range of grammatical, lexical and phonological forms and minimal concern with the sociocultural dimension of communication. This simplistic view of communication in ELT results in essentialised perspectives that fundamentally misrepresent the processes of intercultural and transcultural communication and, thus, serve as a poor model for English language learners and users. I will argue that, in order to account for the fluidity and complexity of both intercultural and transcultural communication, a wider view of competence in ELT is needed. Alternative concepts of intercultural competence and awareness will be explicated and the implications for ELT explored. These approaches to ELT focus on conceptions of teaching, where languages and communication are viewed as variable processes rather than products. Similarly, the cultural dimensions to ELT are decentred away from Anglophone cultures towards more localised, intercultural and transcultural perspectives. I suggest that Global Englishes and transcultural perspectives on ELT better meet the current needs of English language learners and users.

Workshop

Exploring interculturality and transcultural communication in ELT practices

This workshop aims to give participants an opportunity to discuss the relevance of the plenary themes, interculturality and transcultural communication, to their experiences of using and teaching English. We will examine examples of transcultural communication through English and discuss how such examples might be incorporated into teaching practice. We will also explore alternative conceptions of competence in ELT through the notion of intercultural awareness (ICA), outlined in the plenary, and focus on the five possible areas for developing ICA in the classroom, including: exploring the complexity of local cultures; exploring cultural representations in language learning materials; exploring cultural representations in the media and arts, both online and in more 'traditional' mediums; making use of cultural informants (including teachers and other students); engaging in intercultural communication both face to face and electronically. We will consider how appropriate these pedagogic aspects of ICA are to participants own teaching experiences and settings.

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CELF Concurrent Sessions (CELF faculty members)

Concurrent Session 1

14:00-14:25 Room 302: Sachi Oshima

Effectiveness of explicit instruction in reading strategies for beginner-level students

It is generally considered that good readers can utilize various reading strategies such as skimming and scanning texts, annotating, and summarizing (Chamot, 2008; Grabe & Stoller, 2011; Nation, 2009, for instance). If so, the teaching of reading strategies to students, especially those with low English proficiency should be highly recommended. This study focuses on Japanese EFL college students at the beginner's level and investigates the effectiveness of explicit instruction in reading strategies in the development of their reading comprehension. It examines the following three research questions: (1) How does the way students read English change due to explicit instruction in reading strategies?; (2) How does students' fluency in reading change due to explicit instruction in reading strategies?; and (3) Is there any other effect of explicit instruction in reading strategies? The participants were 12 college students who took an elective course named "Academic Reading." While reading a textbook, the participants were given explicit instruction in reading strategies for three months. More specifically, scanning and annotation were introduced in the first three weeks, and skimming and summarizing were additionally introduced in the fourth and fifth weeks. From the sixth week on, the participants were encouraged to repeatedly use these reading strategies and to monitor their use of strategies. Moreover, in terms of the fluency development, each participant was encouraged to check how many sentences they had read every five minutes. In order to investigate the changes in their use of strategies and their fluency in reading, the same open-ended questionnaire was conducted three times during the course, and the participants' answers were analyzed qualitatively. The results of this study suggest that explicit instruction in reading strategies is effective in developing Japanese EFL students' English reading skills. Students reported that their ability to find the necessary information in the texts and to understand the gist was highly improved. Students also reported a noticeable change in their reading speed. It was also found that explicit instruction in reading strategies can encourage and motivate beginner-level students to read English texts.

Keywords: reading strategies, strategy instruction, beginner-level students

References

- Chamot, A. U. (2008). Strategy instruction and good language learners. In C. Griffiths (Ed.), *Lessons from good language learners*. Cambridge: Cambridge University Press.
- Grabe, W. & Stoller, F. L. (2011). *Teaching and researching reading* (2nd ed.). Harlow: Pearson Education.
- Nation, I.S.P. (2009). *Teaching ESL/ EFL reading and writing*. New York: Routledge.

14:00-14:25 Room 323: Drew Larson

Using video in the language learning classroom

This presentation will provide an examination of a variety of video-based educational tasks and the goals and theories behind them. It will begin by discussing some of the specific benefits that

incorporating video in the curriculum can provide, both for the student (comprehensible input, repetition, authentic speech, contextualized L2 samples, sociocultural examples, exposure to various accents and dialects, paralinguistic features, interesting material, increased learner motivation) and the teacher (engaged students, predictable material that aids preparation and can be manipulated as desired, allowing the teacher to act as an L2 informant as opposed to an L2 provider). Then it will cover some of the specific strategies that teachers can use to integrate video into a 4-skills curriculum, not only from the perspective of valuable input (comprehensible, level-appropriate listening material and supportive reading materials ranging from precise subtitles to extended-detail book versions to more generalized topic-relevant texts), but also in terms of what potential output-based activities can be utilized (vocabulary and grammatical form reinforcement, character/setting/plot/theme-based discussion, re-enactments, alternative versions, plot point prediction and personalization). Finally, attention will be paid to some of the potential problems that using video can create and how teachers can try to avoid those pitfalls (incorporating Communicative Language Techniques, proper preparation strategies, overcoming distractions and entertainment to maximize efficacy).

Keywords: comprehensible input, video-based curriculum

Concurrent Session 2

14:30-14:55 Room 302: Dr Tomokazu Ishikawa

Towards EMI: A sample workshop on cognitive psychology

Widely marketed English as a Foreign Language (EFL) and English for Academic Purposes (EAP) coursebooks largely avoid proactive topics, commonly known as PARSNIP i.e. politics, alcohol, religion, sex, narcotics, isms (e.g. communism), and pornography or pork (Gray, 2000; Galloway, 2018). Tasks in these 'uncontroversial' textbooks can be too insipid to encourage proactive student engagement in learning. In reference to Airey's (2016) language-content continuum, the presenter suggests moving from EAP towards English Medium Instruction (EMI) in CELF classrooms. Given that EMI tends to be taken as the opportunity to learn language from Japanese students' perspectives (Murata & Iino, 2018), it has the potential to promote more active and purposeful language use and learning through stimulating and engaging content. To demonstrate this possibility, the presenter introduces his classroom activities on cognitive psychology. He also shows that these activities are linkable to the aforementioned commonly circulated textbooks.

Keywords: English Medium Instruction (EMI), cognitive psychology, ELT materials

References

- Airey, J. (2016). EAP, EMI or CLIL? In K. Hyland & P. Shaw (Eds.), *The Routledge handbook of English for academic purposes* (pp. 71-83). London: Routledge.
- Galloway, N. (2018). ELF and ELT teaching materials. In J. Jenkins, W. Baker & M. Dewey (Eds.), *The Routledge handbook of English as a lingua franca* (pp. 468-480). London: Routledge.
- Gray, J. (2000). The ELT coursebook as cultural artefact: How teachers censor and adapt. *ELT Journal*, 54, 274-283.
- Murata, K. & Iino, M. (2018). EMI in higher education: an ELF perspective. In J. Jenkins, W. Baker & M. Dewey (Eds.), *The Routledge handbook of English as a lingua franca* (pp. 400-412). London: Routledge.

14:30-14:55 Room 323: Brett Milliner & Blagoja Dimoski

Listening strategy training for ELF learners

Motivated by our desire to improve as L2 listening teachers, we are engaged in an action research project aiming to develop listening training approaches for their ELF learners. As a follow-up to our presentation, titled *Listening strategy training for the English as a lingua franca (ELF) classroom*, at the CELF-ELTama forum last year, we have further developed our series of listening strategy training activities informed by contemporary L2 listening pedagogy research and the needs of our ELF learners. Twelve of these listening activities have been piloted to develop learners' bottom-up, top-down, and metacognitive processing skills. This interactive talk will share an update on our research, which revealed: (1) gains in students' listening self-efficacy; (2) increased self-perceptions of their ability to communicate in future ELF interactions; and, (3) the ELF-informed listening strategy training activities were positively reviewed by 147 students from the CELF program. Attendees can hope to go away with some ideas for how they can teach listening more effectively in their own English classes.

Keywords: bottom-up listening, ELF-informed pedagogy, L2 Listening, metacognitive, top-down listening

Concurrent Session 3

15:00-15:25 Room 302: Marinette Ishizaki

Cross-cultural quizzes in the ELF classroom

Quizzes are used in numerous ways and one of them is on culture-related topics. Culture quizzes are one of the most successful activities to 'teach culture' in the classrooms that engage and motivate learning and high interest among students (Cullen and Sato, 2000). In ELF classrooms, cultural topics are important and inevitable because students interact with their foreign instructors regularly and they both share similar or different views in class. Moreover, unfamiliarity with other people's cultures could affect the quality and exchange of communication and interaction in class. However, cultural topics can also be sporadic and are sometimes overlooked or set aside because of teachers' busy schedules, limited time, uncertainty of topics to teach and doubts on techniques to use. This presentation explains and demonstrates the use of cross-cultural quizzes as an interactive and practical classroom activity to discuss and integrate culture and to help students reach some level of cultural interest, knowledge, awareness and understanding of others that accompany their linguistic knowledge and learning.

Keywords: English language learning, cultural awareness, culture quizzes

References

Cullen, B., & Sato, K. (2000). Practical techniques for teaching culture in the EFL classroom. *The Internet TESL Journal*, 6(12). Retrieved from <http://iteslj.org/Techniques/Cullen-Culture.html>

15:00-15:25 Room 323: Hoa Bao Lai

Listening portfolio: A combination of extensive and intensive listening

In learning and teaching English language, four skills have been vital parts supporting each other; however, despite the fact that listening plays an important role in communicative language, research concerning teaching listening and listening teaching itself has not been paid sufficient attention

(Brown, 2014). The teacher has thought of a brand new teaching and assessment method to guide and measure students' listening performance, including both extensive and intensive listening during the whole semester: Listening portfolio. As recent studies have shown, Japanese learners' weakness is still listening due to their inability to decode the heard sounds as linguistics forms (Yonezaki, 2014), and the lack of teachers' instructions on how students can actually listen for listening purposes, not for non-listening purposes. A listening portfolio enables students to listen extensively to various and freely chosen topics and requires them to practice decoding the sounds they recognized, then reconstruct all what they decoded in writing (dictation). When the in-class duration is not enough, a course project asking students to work outside of the class should be considered as an assessment method and also a teaching technique. The listening portfolio, combining extensive and intensive listening, not only fills up Japanese learners' weakness in English, but also gives them chances to listen actively, effectively, and enjoyably. Regarding Global Englishes, with extensive listening, students get the chance to get exposed to a wide range of Englishes, be more aware of different accents and the fact that English is shared by people all over the world. Listening portfolio can be used to benefit students in terms of skills, learners' autonomy, cultural and linguistic awareness.

Keywords: extensive listening, intensive listening, dictation, listening portfolio

References

- Brown, H. D. (2014). *Principles of language learning and teaching*. Upper Saddle River: Pearson.
- Yonezaki, H. (2014). Effectiveness of dictation in improving English listening ability of Japanese high school students. *Research Reports of Nagaoka College of Technology*, 50, 21-30.