



2020 CELF-ELTama Forum for English Language Teaching

2020 玉川大学 英語教育セミナー

Saturday 22 August 2020

10:30-16:30

PROGRAMME

Plenary Sessions

- 10:30-10:40 **CELF ZOOM ROOM A** CELF Registration
- 10:40-11:25 **CELF ZOOM ROOM A** **Plenary Talk I**
Rasami Chaikul (Tamagawa University)
Approach to ELF-aware pedagogy in remote teaching scenario
- 11:25-12:10 **CELF ZOOM ROOM A** **Plenary Talk II**
Brett Milliner (Tamagawa University)
Computer-assisted language tests in the remote learning context
- 12:10-12:30 **CELF ZOOM ROOM A** **CELF Report & Short Talk**
Tomokazu Ishikawa
Awareness of English-within-multilingualism through class blog discussions

Part I

- 12:30-12:40 **ELTama ZOOM Room** ELTama 受付
- 12:40-12:50 **ELTama ZOOM Room** ELTama 開会挨拶
松本 博文 (玉川大学文学部英語教育学科主任)
- 12:50-13:20 **ELTama ZOOM Room** ELTama 『論叢』の報告
- 13:20-14:20 **ELTama ZOOM Room** **玉川大学文学研究科 大学院生の研究概要の紹介**
Tamagawa University Graduate School of Humanities
Research Showcase
會津佳乃子・飯島太貴・戸坂賢・根本翔平
Kanoko Aizu, Taiki Iijima, Ken Tosaka, and Shohei Nemoto
- 14:20-14:40 **ELTama ZOOM Room** ELTama ディスカッション

14:30-15:00 **CELF Concurrent Sessions I**

CELF ZOOM ROOM A

Miso Kim
Applying data-driven learning to expand students' lexicogrammatical knowledge

CELF ZOOM ROOM B

Andrew Leichsenring
Intercultural communication skills development through visual metaphors: Using resources around us

CELF ZOOM ROOM C

Simon Perry
Non-native English-speaking teachers as human capital



Part II

15:00-16:00 **ELTama ZOOM Room** ELTama 授業の実際 小・中・高の話題提供
上原 悠莉 (横浜市立本郷台小学校教諭)
大森 雅貴 (相模原市立中央中学校教諭)
藤村 啓真 (神奈川県立有馬高等学校教諭)

15:00-15:30 CELF Concurrent Sessions II

CELF ZOOM ROOM A

Peter Joun
Flipping a switch in the basement: Explicating the role of discourse flow in the ELF classroom

CELF ZOOM ROOM B

Drew Larson
An examination of speaking assessment in the ELF classroom

CELF ZOOM ROOM C

Richard Marsh
Survey Monkey: The perfect springboard to an effective learner-centered process writing assessment

15:30-16:00 CELF Concurrent Sessions III

CELF ZOOM ROOM A

Blair Barr
Co-constructing a video quiz library with students

CELF ZOOM ROOM B

Tony Cole
Question formation in the context of ELF

CELF ZOOM ROOM C

Brent Rexroad
Talk-for-writing as an ELF education strategy

Part III

16:00-16:20 **ELTama ZOOM Room** ブレークアウトルーム 「online 教育と学校教育」
高橋 旭人 (横浜市立泉が丘中学校教諭)

16:00-16:20 'Breakout-Room' Discussions

CELF ZOOM ROOM A

Discussion: Online resources

CELF ZOOM ROOM B

Discussion: Classroom activities

CELF ZOOM ROOM C

Discussion: Practitioner research

16:20-16:25 **ELTama ZOOM Room** ELTama 連絡・引き継ぎ等

16:25-16:30 **ELTama ZOOM Room** 閉会挨拶 / Closing Address

小田 眞幸 (玉川大学文学研究科長)
Prof. Masaki Oda (Dean, Graduate School of Humanities; Founding Director of CELF)

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ABSTRACTS

Plenary Talk I (10:40-11:25)

CEL F ZOOM ROOM A

Approach to ELF-aware pedagogy in remote teaching scenario

Rasami Chaikul (Tamagawa University)



As English as a Lingua Franca (ELF) reflects the authentic use of English in a global context, the study of pedagogical applications of ELF-awareness to classroom teaching and learning is becoming increasingly relevant, particularly in ELT contexts (Kohn, 2015; Hino & Oda, 2015; Suzuki, Liu, & Yu, 2018; Ishikawa, 2019). As a result of the COVID-19 pandemic, teachers now have to handle a shift from classroom teaching to emergency remote teaching (ERT). Consequently, a discussion of how to apply ELF-aware pedagogy to remote teaching scenarios is needed. Two key questions are: 1) How can we best incorporate ELF-aware pedagogy into remote teaching? and 2) What are the students' perspectives on those ELF-aware classes? This presentation will discuss the feasibility of employing ELF-aware pedagogy and of incorporating it into online classes and illustrate students' perspectives on effective exposure to ELF in such classes. The findings from three sets of class reflections from 20 Japanese first-year university students reflect not only their ELF-awareness but also reveal the formulation of their intercultural competence. The presentation will conclude with a discussion of the limitations of this approach followed by suggestions for its future classroom application.

Keywords: *ELF-aware pedagogy, English as a Lingua Franca (ELF), remote teaching*

Rasami Chaikul has been teaching English in Japanese universities since 2004 and is currently an Assistant Professor in the Center for English as a Lingua Franca, Tamagawa University. Her research interests include English as a Lingua Franca (ELF), language policy, critical pedagogy, and sociolinguistics. She is currently working with her colleagues on a four-year research project on teaching and assessing communication strategies, supported by the Japan Society for the Promotion of Science (JSPS) Grant-in-Aid for Scientific Research (C) (no. 18K00753).

Plenary Talk II (11:25-12:10)

CEL F ZOOM ROOM A

Computer-assisted language tests in the remote learning context

Brett Milliner (Tamagawa University)



In this talk, I want to encourage English teachers to develop their use of computer-assisted language tests. In addition to previewing a variety of computer-assisted tests, I will report on a survey of 304 university students who undertook a series of computer-assisted tests for formative assessment in their English language courses (Milliner & Barr, 2020). In this study, we discovered that students overwhelmingly (77.7%) preferred computer-assisted tests (as opposed to paper-based tests or textbook homework). Students generally liked to retake tests for revision purposes, and we accrued several practical insights into how language learners interpreted and acted upon the automated feedback they received. The final stages of the talk will diverge from the subject of testing to discuss the role "clickers" or "audience response systems" can play in remote classes.

Keywords: *computer-assisted testing, online testing, clickers, audience response systems*

Brett Milliner has been teaching English in Japanese universities since 2005 and is currently an Associate Professor in the Center for English as a Lingua Franca, Tamagawa University. His research interests include computer-assisted language learning (CALL) and L2 listening. His recent publications include *Explicit Listening Strategy Training for ELF Learners* (with Dimoski, 2019), *Digital Literacies and Study Abroad* (with Cote, 2019), and a chapter titled, *Computer-Assisted Language Testing and Learner Behaviour* (with Barr, 2020), in a new book, *Technology and the Psychology of Second-Language Learners*.



CELF Report & Short Talk (12:10-12:30)

CELF ZOOM ROOM A

Awareness of English-within-multilingualism through class blog discussions

Tomokazu Ishikawa

ELF research has focused on the first “two ‘natural’ loci of language” (Risager, 2006: 74) out of the three (e.g., Mauranen, 2012): (1) linguistic resources at the cognitive level, (2) linguistic practices at the interactional level, and (3) linguistic constructs at the ideological level. In a society, like Japan, where the monolingual Standard English ideology circulates so pervasively (e.g., Houghton & Rivers, 2013), it requires pedagogic intervention to bridge between ideological monolingualism and multilingual reality to prepare students for today’s mobility. Drawing on a currently prominent notion in the field of ELF (i.e. English as a multilingua franca or EMF) which observes multilingual influences and practices as immanent in all global communication (Jenkins, 2015), this presentation illustrates how online ELF Blog discussion activities in our ELF classes may facilitate students’ EMF awareness (Ishikawa, 2020). EMF awareness has two principles: (1) to provide students with experiences of EMF scenarios, and (2) to encourage their critical thinking about language and culture in reference to their experiences and in reference to published research. Certainly, it is difficult to implement the first principle when all students share their mother tongue as in most of our ELF classes. Even so, the presenter discusses the potential of the second principle, along with a number of limitations evidenced in some student groups. In particular, he highlights how class blog discussions open students’ eyes to the existence of global networks, and encourage them to engage in the networks more actively.

Keywords: *ELF, English as a multilingua franca (EMF), EMF awareness, English language teaching (ELT)*

CELF Concurrent Sessions I (14:30-15:00)

CELF ZOOM ROOM A

Applying data-driven learning to expand students’ lexicogrammatical knowledge

Miso Kim

In this interactive presentation, I introduce how to use corpus-based tools to expand students’ lexicogrammatical knowledge and practice using the tools with the audience. The presentation is based on data-driven learning (DDL), which prompts students to perform linguistic analysis and discover patterns inductively (Johns, 1991). The corpus-based tools consist of English texts crawled from webpages or articles around the world, except Corpus of Contemporary American English (COCA). I present the tools for facilitating students’ lexicogrammar development, and discuss practical ways to guide students to find linguistic patterns and apply them in English speaking and writing activities.

The corpus-based tools could be effective for these purposes: (a) expanding students’ knowledge on connotation, collocation, and usages of a word, (b) trying out synonyms or n-grams to increase their productive vocabulary knowledge, (c) raising their awareness on varieties of English, and (d) helping students to choose appropriate words for the context.

For (a) and (b), I introduce Sketch Engine for Language Learning (SkELL), Corpus of Contemporary American English (COCA), and WordandPhrase.info (based on COCA). Students can play with the resources to find synonyms, collocations, frequency counts, contexts, n-grams, and affixes, and practice applying the vocabulary-related knowledge during speaking and writing activities. For (c), I suggest using Corpus of Global Web-Based English (GloWbE) to make instant comparisons across varieties of English and use the search results for classroom activities. For (d), I demonstrate WriteBetter, which could be used for advanced-intermediate learners to make data-informed decision on choosing appropriate words for their sentences.

Keywords: *data-driven learning, corpus, online resources, lexicogrammar, academic writing*

CELF ZOOM ROOM B

Intercultural communication skills development through visual metaphors: Using resources around us

Andrew Leichsenring

In this presentation, I will explore the use of visual metaphors for the development language learners’ intercultural communication skills. Often in areas proximate to a classroom or nearby on a university campus



we can find various cultural artefacts such as signs and symbols that teachers can introduce into classroom learning activities. Such cultural artefacts can be used for the purposes of enhancing language learners' use of language and developing their intercultural communication skills. In particular, we will explore the varied cultural artefacts that exist in the ELF Study Hall 2015 building on the campus of Tamagawa University and how these artefacts can be utilized as cultural tools and visual metaphors for the application of intercultural communication focused language learning activities. I will also introduce examples of cultural artefacts around people's local environments that can be similarly used for the same purposes. These examples provide a foundation for the design and implementation of activities whereby language learners can engage in meaning making with others through collaborative learning activities and construct their own knowledge from socio-cultural symbols.

Keywords: collaborative learning, cultural artefacts, cultural tools, intercultural communication skills, sociocultural learning, visual metaphors

CELF ZOOM ROOM C

Non-native English-speaking teachers as human capital

Simon Perry

Within ELT the influence of neoliberalism can be observed by a drive to create an atmosphere of competition that individualizes practitioners and benefits those originating from the socio-economic west. The hypothesis of my paper is that this drive can be inverted through the acceptance of the elements of competition that are apparently dictated by the market. This concept is inspired by Michel Feher's call to define neoliberalism from within by embracing self-appraisal and human capital accumulation in order to obtain sufficient credit and value that raises the legitimacy of peripheral groups, such as non-native English-speaking teachers (NNESTs), within the market.

All human activity has become economized therefore it is purely based upon the appreciation of its own capital and subsequent income. The neoliberal homo economicus is now its own enterprise, Foucault's 'entrepreneur of the self', who competes and invests in their own capital to maximize their income and psychological appreciation. The linguistic pluralism that defines NNESTs is an asset that enhances their human capital and should be activated in the form of self-appreciation and economic potential, therefore defying the forces of neoliberalism that have been set to work against them. I will look at English as a lingua franca (ELF) and translanguaging as two pedagogic solutions that enable NNESTs to accept Feher's call to use their human capital to defy neoliberal policies set to impede their enfranchisement. My focus on ELF is as a real-world multilingual resource with dynamic repertoires and translanguaging as a chance to incorporate a more heterogeneous system of English use, whilst vacillating between language systems with a focus on discourse issues based on various situational contexts.

Keywords: *English as a lingua franca, neoliberalism, NNEST, human capital, translanguaging.*

CELF Concurrent Sessions II (15:00-15:30)

CELF ZOOM ROOM A

Flipping a switch in the basement: Explicating the role of discourse flow in the ELF classroom

Peter Joun

Despite considerable investments of time and money, the practical results of English education in Japan regarding fluency are arguably rather poor, as Japan's English skill level has fallen "below the world average" and was placed "in the 'low' category, which is the second-to-bottom group, alongside Russia, Vietnam and Iran" (Japan Times, Nov. 9, 2019). One of the factors affecting the development of Japanese learners' English ability may be the disconnect between the discursive flows circulating in the classroom. Although the majority of EFL research and classroom practice appears to focus on linguistic flow, scholars such as Risager (2006) have affirmed the need for an intertextual perspective, in which one is cognizant that there is always a meeting between a linguistic and a discursive flow within each classroom transaction between the instructor and students. As Japanese students may not always overtly express what aspects of an instructors' approach may hinder their interest or motivation, it is more clearly the instructors' responsibility to investigate what aspects



of the subjective construct of reality which they bring with them into the classroom that may be problematic, especially in cases where the majority of a given class' students are well-grounded in productive study habits and attitudes. This presentation will attempt to identify areas in the discursive flow that may lead to the creation of a gap between non-Japanese instructors and Japanese students which ultimately may compromise learner motivation.

Keywords: *languaculture, critical discourse analysis, linguistic flow, intertextual perspective, cultural context*

CELF ZOOM ROOM B

An examination of speaking assessment in the ELF Classroom

Drew Larson

In his book *Techniques in testing*, Harold Madsen notes, "The testing of speaking is widely regarded as the most challenging of all language tests to prepare, administer and score". Traditional assessment methods (e.g. class presentations and mid-terms and final exams) are not only frequently accompanied by problematic issues like procrastination, cramming information into short-term memory, and increased levels of stress that may inhibit fluency, they also often have difficulty replicating the primary environment in which language skills are most commonly used, daily communication.

English as a Lingua Franca instructors should prepare students to functionally communicate in a way that instills fluency and inspires communicative competence while upholding the position that these objectives take precedence over accuracy in assessment procedures so as to infuse self-confidence into students' speaking abilities.

In lieu of standard examination models, an alternative assessment method is presented that is based upon daily classwork serving as the foundation of the speaking component of the students' final grades. This approach uses continual 'microtesting' to gauge student proficiency and effort.

The presentation will explore how teachers can establish a microtesting practice in their classroom, including examples of activities and speaking exercises that can be utilized, guidelines for preparing learners for the goals and expectations associated with an assessment process that is likely different from ones they have been exposed to in the past, and various tips for handling the practical aspects of incorporating this new assessment strategy with attention paid to the recent development of remote learning.

Keywords: *speaking activities, prioritizing communicative competence, speaking assessment, microtesting*

CELF ZOOM ROOM C

Survey Monkey: The perfect springboard to an effective learner-centered process writing assessment

Richard Marsh

This presentation will outline the numerous benefits of using Survey Monkey (www.surveymonkey.com) as a means to gather information which can be used as a basis to write an essay suitable for assessment. Learners choose a topic and write up to 10 questions to distribute among the class, other similar level classes, and their friends and family. In this sense it is learner-centered as the topics and ideas emerge from the learners themselves. This results in a great diversity of themes where the author of the questionnaire will often be surprised to find an unexpected plurality of opinion present in their respondents. The class will also get the chance to improve their computer literacy skills and get to know their peers better through designing their survey online and answering their classmates' questionnaires. This research essay is perfectly compatible with teaching and assessing a process approach to writing. It encourages a wider breadth of vision and a more explicit awareness of the different stages of the writing process. As the more the student connects how their choice of topic, question design, quality of analysis and planning all contribute to make the final piece of writing, the better their essay will be. As we teach in higher education I feel it is all the more important that our teaching practice encourages criticality. This Survey Monkey process writing task encourages the ability of the learners to reflect on the interesting and unexpected information which emerged through the collection of their data, as well as questions that could have generated better answers and stages of the writing process which could be improved in the future.

Keywords: *Survey Monkey, learner-centered, process writing assessment, motivation*



CELF Concurrent Sessions III (15:30-16:00)

CELF ZOOM ROOM A

Co-constructing a video quiz library with students

Blair Barr

Have you ever had trouble finding video quizzes that are interesting and relevant to your students? In this presentation, a means to getting students involved in the selection and construction of video quizzes will be demonstrated. In short, students were asked to find a single video each that is interesting and relevant to them. Next, they were asked to build a ten-question, multiple-choice quiz based on the videos they selected. These quizzes were then be put into a Google Forms quiz that could be redistributed to the class. Students were required to take the video quizzes and leave comments after each video they watched. Although not all quizzes were well-constructed, with teacher editing and student input over the last two years, a small library of listening quizzes has been developed for use in future courses. In this presentation, some of the challenges and rewards of doing this exercise will be identified. In addition, the first attempt at using these quizzes as a form of extensive listening library, where students had some choice in the videos they watched, will be reviewed.

Keywords: *Google Forms, video, online testing, extensive listening library, writing*

CELF ZOOM ROOM B

Question Formation in the Context of ELF

Tony Cole

This short presentation outlines a study proposal to consider utterances intended as questions and whether the utterances convey their intended meaning for a group of first year university students. From my perspective as an English teacher in Tokyo, first-year university students often struggle to ask questions with Standard English 'correctness'. In some contexts such as L2 learners in an ELF classroom, perceived 'incorrect' English may be acceptable as long as the intended meaning is conveyed. If, however, an utterance strays too far from Standard English, its intended meaning may be lost. This study attempts to determine simple rules that may set a boundary between meaningful and non-meaningful utterances related to question formation. From a pedagogical perspective, because Standard English is unrealistic for many L2 English learners, awareness of such rules may help remove an over focus on perceived 'correctness' and encourage better fluency while maintaining meaning.

Keywords: *ELF, questions, meaning, rule*

CELF ZOOM ROOM C

Talk-for-Writing as an ELF Education Strategy

Brent Rexroad

This presentation aims to explain the structure and purpose of the Bilingual Elementary School (BLES) program at Tamagawa Gakuen and the utilization of the educational strategy Talk-for-Writing (TFW) in the BLES program and in a university English as a lingua franca (ELF) setting. The usefulness of TFW as an effective English education model is well known, and it is being used in the BLES program to teach not only writing skills, but also grammar and fundamental English to a majority of non-native English speakers. The use of whole brain learning and universal design for learning strategies in TFW allows all learner types to deeply engrain grammatical structures and vocabulary through repetition and varied activity types, including gesturing and text maps. Through scaffolded activities students are able to develop independent writing skills and improve English communication skills simultaneously, as well as to improve language comprehension and confidence thereby reducing the negative effects of affective filters. This is especially beneficial for students learning Japanese and English simultaneously as additional languages, as is the case of current observation group of BLES students. The progress of these students is being observed to measure the effectiveness of TFW as a remediation technique and its applicability in an ELF classroom. This presentation will also share techniques of TFW, with a specific focus on text maps and their implementation in an ELF classroom.

Keywords: *bilingual education, Talk-for-Writing, universal design for learning, whole-brain learning, affective filters*