

## ELF FORUM

**DATE:** Sunday, October 25, 2015.

**TIME:** 11:00~16:15

**LOCATION:** Tamagawa University Hall 2014, 6th floor

玉川大学・大学教育棟2014 612 教室

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Tamagawa University Center for English as a Lingua Franca  
presents

# THE 2015 ELF FORUM

25 October - 11:00~16:15  
University Hall 2014- Room 612

Information: 

## INVITED PRESENTERS

### 1. Dr. Nathanael Rudolph (Mukogawa Women's University)



**TITLE:** *Conceptualizing and Approaching Education for Glocal Interaction Beyond Essentialization: A Focus on Japan*

#### **<sup>1</sup>ABSTRACT:**

Within Japanese society, dominant discourses of being and doing have constructed education for interaction with the “Other” as English language education predicated upon an idealized Caucasian, Western and male native speaker (NS) (e.g., Kubota, 1998, 2002, 2011; Oda, 1999; 2007). Concomitantly, dominant discourses of identity within society and English language teaching (ELT), have established essentialized, linguistic, cultural, economic, political, ethnic, and geographical “borders” of Japaneseness (Kubota, 2002; Rudolph, 2012). The construction, perpetuation and patrolling of such borders has resulted in the limitation and/or elimination of personal and professional discursive space for being and becoming, in Japanese society and ELT therein.

Recent postcolonial, postmodern and poststructural scholarship has challenged essentialized binaries of identity, including NS/NNS, NEST/NNES, and Japanese/not-Japanese, for reasons critical and practical (e.g., Houghton & Rivers, 2013). Such work contends that both communities and interaction are characterized

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by linguistic, cultural, economic, political, ethnic, and geographical movement and hybridization, within and beyond borders (Rudolph, Selvi & Yazan, 2015). This has prompted ongoing reconceptualizations of language ownership, use, and instruction, and of identity and community membership. In ELT, scholars have in turn focused on contextualized, glocal (fluidly local-global) negotiations of identity and interaction. In the classroom, contextualization includes attending to learners,' users' and teachers' ongoing negotiations of identity, to who they may interact with, where, and for what purposes, and therefore to what linguistic, sociocultural, and other knowledge and skills might be prioritized (Selvi, Rudolph & Uzum, *in press*).

Drawing on a recent study, the presenter contends that conceptual and pedagogical shifts beyond essentialized categories of being and doing may result in tensions in the classroom, as learners and teachers explore the individuals, ideas and information involved in contextualized, glocal movement and interaction within and across borders, and confront dominant constructions of "Self" and "Other." The presentation concludes by discussing potential implications for education seeking to move beyond essentialized approaches to identity.

## References:

- Houghton, S. A. & Rivers, D. J. (2013). *Native-speakerism in Japan: Intergroup dynamics in foreign language education*. Bristol, England: Multilingual Matters.
- Kubota, R. (1998). Ideologies of English in Japan. *World Englishes*, 17(3), 295-306.
- Kubota, R. (2002). The impact of globalization on language teaching in Japan. In D. Block & D. Cameron (Eds.), *Globalization and language teaching*, (pp. 13-28). London: Routledge.
- Kubota, R. (2011). Questioning linguistic instrumentalism: English, neoliberalism, and language tests in Japan. *Linguistics and Education*, 22(3), 248-260.
- Oda, M. (1999). English only or English plus? The language (s) of EFL organizations. *Non-native educators in English language teaching*, 105–121.
- Oda, M. (2007). Globalization or the World in English: Is Japan Ready to Face the Waves?. *International Multilingual Research Journal*, 1(2), 119-126.

Rudolph, N. (2012). *Borderlands and border crossing: Japanese professors of English and the negotiation of translinguistic and transcultural identity*

(Unpublished doctoral dissertation). University of Maryland, College Park.

Rudolph, N., Selvi, A. F. & Yazan, B. (2015). Conceptualizing and confronting inequity: Approaches within and new directions for the “NNEST movement.” *Critical Inquiry in Language Studies*, 12(1), 27-50. Philadelphia, PA: Taylor & Francis.

Selvi, A.F., Rudolph, N. & Uzum, B. (*In press*, Oct. 2015). Equity and professionalism in English language teaching: A glocal perspective. In L. Jacob & C. Hastings (Eds.), *Social justice in ELT*. Alexandria, VA: TESOL, International Press.

#### **BIONOTE:**

[Nathanael Rudolph](#) is an assistant professor in the Department of English at Mukogawa Women's University in Nishinomiya, Hyogo. His research interests, writing, and professional activities relate to postmodern and poststructural approaches to language, culture and identity, teacher education, equity in the field of English language teaching, and education for glocal interaction in and beyond Japan.

#### **2. Dr. Ayako Suzuki (Tamagawa University, College of Humanities)**



**TITLE:** *Welcome to the messy world of English: Towards a more transformative approach to English*

## **ABSTRACT:**

English language education in university has started to assume part of responsibility of fostering students as “global human resources,” since English is widely recognised to be necessary as an international lingua franca. However, because students have been taught English as a monolithic language in school, they tend to enter university with a firm belief that native speakers of traditional Englishes are the only legitimate users of English for international communication, despite the fact that the world of English is much more diverse and complicated. It has been pointed out that Japanese students’ limited knowledge about English would hinder them from developing more balanced worldviews. Keeping this in mind, I conducted courses to teach the diversity of English for university freshmen in order to let them critically reflect on their own values and norms attached to English. In this presentation, I investigate the students’ responses to my teaching by looking into their learning journals and post-course questionnaires and consider what approach to English can contribute towards transforming their ideas of the language.

## **BIONOTE:**

[Ayako Suzuki](#) is Associate Professor at Tamagawa University, Japan, where she teaches general English and sociolinguistics. She has a PhD in Education from King’s College London. Her research interests include ELF, language attitudes, teacher education, and language education for global citizenship. She is a regular presenter at international conferences of English as a Lingua Franca and her work on teacher education for English as an International Language has appeared in *ELT Journal*.

## **Parallel Session speakers**

### **a. Dara Langley**

**TITLE:** *Being smart with your smartphone*

**ABSTRACT:** This is a short presentation of Educational Smartphone Applications that can be used in class. The applications involve real-time interactive Quizzes, Surveys & Discussions, and Formative Assessment.

**b. Corazon Kato**

**TITLE:** *ELF awareness in the classroom*

**ABSTRACT:**

To raise learner's awareness of the ideology of world Englishes and English as a Lingua Franca, research suggests that, a course curriculum should also consist of the historical background, birth, dispersals of English language, and why it is viewed as an international lingua franca (Miura, 2009). The presenter will share her experience how ELF awareness is conceptualized in a university classroom using the course textbook *World Englishes* (Jenkins 2009). Seidlhofer, (2011 in Jenkins 2014, pp. 25) defines English as a lingua franca- ELF as, "any use of English among speakers of different first languages for whom English is the communicative medium of choice and often the only option". In the course, *Language and History*, ELF was used to tackle the issues and arguments in the textbook, as the participants inside the classroom have different first languages- Japanese, Chinese, Korean, and Tagalog. The results showed that students' views of English have changed. What do they say about ELF? This report highlights students' reactions to selected issues and arguments that relate to their life experiences in learning and using the English language.

**c. Blagoja Dimoski**

**TITLE:** *Redefining listening comprehension in an ELF context*

**ABSTRACT:** Listening comprehension is an integral part of language learning. And although textbooks provide a variety of approaches for listening which may can be helpful, they share some common, albeit problematic, features we also need to consider; namely, when 1) listening is presented as an isolated skill (i.e. detached from speaking), 2) listening is audio-based (i.e. rather than video-based), and 3)

students play a passive role in the process (i.e. rather than an active one). The presenter will argue that such approaches are not reflective of real-world situations students are likely to encounter, and to some extent at least, particularly in an ELF context, they may even run counter to our teaching aims. With this in mind, the presenter will discuss his own exploration into a pro-active approach to listening comprehension – which can be used to complement textbook listening activities or as a substitute to them – that provides greater authenticity, is more compatible with ELF principles and more empowering than conventional approaches.

**d. Brett Milliner & Travis Cote**

**TITLE:** *Training ELF teachers to create a more effective blended learning environment*

**ABSTRACT:**

Many tertiary institutions tout their utilization of technology or e-learning as a way to lure prospective students, and in some countries, committing to the implementation of technology in college programs is crucial for securing valuable federal government grants. At the core of most e-learning strategies is the institution's course management system (CMS). A CMS platform has the potential to enhance a language course by facilitating engagement with content outside of class, providing students with opportunities to express ideas, promoting student confidence during virtual interactions, fostering deeper connections between teachers and peers, and creating more personalized learning activities (Dang & Robertson, 2010). However, getting faculty and staff to use a CMS proves to be challenging (Black, Beck, Dawson, Jinks & DiPietro, 2007). This study focuses on the application of an established CMS at a private university in Tokyo, Japan. The presenters will reflect on results from their application of a modified technology acceptance model (TAM) analysis (Alharbi & Drew, 2014). Specifically, the authors will consider how they can encourage teachers in a campus-wide language program to adopt the CMS and how to effectively train the teachers to implement the CMS tools successfully. Participants can learn how to apply the TAM model to gauge teacher perceptions of technology and consider how they can augment the application of e-learning strategies in their own teaching contexts.

**e. Shigeko Shimazu**

**TITLE:** *How do Japanese students acquire English skills?*

**ABSTRACT:**

Due to the global use of English as an International Language, the communicative approach has been popular in English classes. The author posits that the cultural norm and the L1 language background affect the practical classroom situation. Importantly, teachers need to take into account learners' cultural background. This study investigated the contributing factors in English study from the following three perspectives: 1) instruction (e.g. types of input); 2) the teacher-students interaction; and 3) environment (i.e. socio-cultural perspective). A group of fourteen students were interviewed by in-depth, semi-formal interviews. The results showed that the environment where the students developed their proficient skills depend on the opportunities they have. The study suggested that intensive reading and oral reading practices integrated all four basic language skills. This study will also describe the motivating and demotivating factors that emerged from the data.

**f. Arup Pandey**

**TITLE:** *Seven habits of a highly communicative ELF class*

**ABSTRACT:**

In the three years teaching at Tamagawa University's English as a Lingua Franca program, I have developed certain classroom practices, which have been effective in enhancing classroom communication. I will present seven examples of routine classroom practices in the area of creative thinking, critical thinking, and classroom talk time.

**g. Daniel Worden**

**TITLE:** *Using Google Forms for homework assessment and monitoring*

**ABSTRACT:**

Homework plays a significant role in all teaching contexts. On top of simply assigning homework, teachers must also monitor students ability to successfully complete homework and submit it on time. Google Forms, in conjunction with Google Sheets,



can provide a medium for students to submit homework which can be easily assessed and analysed, all without wasting precious class time.

#### **h. Paul McBride & Travis Cote**

**TITLE:** *Challenging the notion that ELF threatens academic standards*

**ABSTRACT:**

During a featured presentation at the 2014 Asia TEFL conference, it was implied that “standard” language and “standard” content, being specified by the respective infra genres of particular writing tasks, should be adhered to by learners as they prepare for authentic academic and professional writing tasks in “the real world.” It was assumed that English as a lingua franca (ELF) is a variety of English, and it was implied that ELF threatens academic standards. The presenters will outline some alternative views. ELF is not considered to be a variety of English among ELF researchers, and is not proffered by them as an alternative model or a version which all teachers should use. Instead, the focus in ELF research is on effective *use* of English, and teachers may decide for themselves about the significance of ELF in their teaching contexts. The presenters challenge the assumption that in international communication conformity to native speaker norms rather than success in communication is of paramount importance. They regard English as a heterogeneous language which has been adopted internationally in the academic domain to the extent that now, from a global perspective, ELF rather than English as a native language is more characteristic of that domain. They endorse Widdowson’s contention (1994) that since English is an international language, no particular community has custody over it, and they advocate ELT objectives which reflect its global use. This study contributes to discussion on appropriate directions for ELT by proposing that traditional notions of “standard” language and proficiency undergo a reevaluation, which might manifest in a shift in teaching emphasis towards communicative capability and away from conventional encodings.

#### **i. Michelangelo Magasic**

**TITLE:** *Film as an ELF text*

**ABSTRACT:**

This presentation outlines the suitability of film as a medium for use within ELF teaching. Owing to the rise of online streaming video, audio-visual materials have become more accessible for classroom use and their diverse range of applications warrants further exploration. By focusing on two key literacies: watching short segments of Hollywood films, and making amateur web clips, this paper will highlight the ways in which film complements the tenets of ELF teaching. In particular, film as a learning aid helps to produce global speakers of English because it presents a diverse range of English speakers and communication situations; it is a rich, 'authentic', and open-ended learning material; and, when used as a practical exercise, it encourages learners to develop their own speakerhoods and modes of expression.